

Książka ucznia

Nick Beare

BRAINY



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Welcome unit page 4		Vocabulary: instructions, classroom objects, food, clothes, places in a town, everyday objects, numbers, days of the week, activities
Vocabulary		Grammar
Unit 1 Our world page 8	- countries and continents - seasons and weather	- verb <i>be</i>: affirmative, negative, questions and short answers; <i>wh</i>-questions - verb <i>have got</i>: affirmative, negative, questions and short answers
Unit 2 This is my house page 20	- house and garden - prepositions of place - rooms in a house	<i>there is / there are</i>: affirmative and negative <i>there is / there are</i>: questions and short answers; <i>wh</i>-questions
Units 1–2 Let's check pages 32–33		
Unit 3 Let's get sporty! page 34	- sports - adjectives - sports equipment	- regular comparative adjectives - irregular comparative adjectives (<i>good, bad</i>) - regular superlative adjectives - irregular superlative adjectives (<i>good, bad</i>)
Unit 4 Chores page 46	- household chores 1 - eating habits - household chores 2	- Present simple: adverbs of frequency, affirmative and negative - Present simple: questions and short answers; <i>wh</i>-questions, frequency expressions
Units 3–4 Let's check pages 58–59		
Unit 5 What are you doing? page 60	- places in a school - school subjects - behaviour at school	- Present continuous: affirmative, negative, questions and short answers; <i>wh</i>-questions - Present continuous and Present simple <i>must</i> and <i>mustn't</i>
Unit 6 Where were you? page 72	- shops - means of transport - clothes sizes	- past tense: verb <i>be</i>: affirmative and negative - Past simple: verb <i>be</i>: questions and short answers, <i>wh</i>-questions
Units 5–6 Let's check pages 84–85		
Unit 7 Did you have a good time? page 86	- television and other media - sporting events, places and people	- Past simple regular verbs: affirmative and negative - Past simple irregular verbs: affirmative, negative, questions and short answers - Past simple irregular verbs
Unit 8 I'm going to swim! page 98	- months of the year, ordinal numbers - landscape - campsite	- Future with <i>be going to</i>: affirmative and negative - Future with <i>be going to</i>: question and short answers; <i>wh</i>-questions
Units 7–8 Let's check pages 110–111		
Let's talk Units 1–2 pages 112–113 Units 3–4 pages 114–115 Units 5–6 pages 116–117 Units 7–8 pages 118–119		Festivals New Year's Eve pages 120–121 Valentine's Day pages 122–123



- **Grammar:** imperatives, possessive adjectives, possessive 's, questions with *Is it ...?* and *Whose ...?*, *a*, *an* or *–*, verb *can*: affirmative, negative and questions

Situations and functions	Around the world	Pronunciation
• In an English class: asking for help, asking about the meaning of words, saying thank you	• weather in different places	• Phonics Rap eu
• Let's order a pizza: ordering a pizza by phone (asking for a pizza, giving address and phone number)	• famous castles	• Phonics Rap w
• At a birthday party: giving and receiving birthday presents, writing birthday cards	• surprising sports	• Phonics Rap ing
• At home: asking a favour, making a suggestion, agreeing, disagreeing	• food stalls in different places	• Phonics Rap u
• At school: prohibiting, expressing obligation, giving a warning, saying sorry	• Year 6 in England	• Phonics Rap oo
• In a clothes shop: buying (asking about the size, colour and price of clothes)	• unusual shops in London	• Phonics Rap er
• A day out: relating past events, asking about past events	• a profile of an athlete	• Phonics Rap ar
• At the campsite: asking for advice; giving advice with <i>should</i> and <i>shouldn't</i>	• tourism	• Phonics Rap th
Brainy Final Game pages 124–125		Trainer's office Units 1–4 page 126 Units 5–8 page 127

Step 1 Warm up your brain!

Lesson objectives: **Vocabulary:** instructions; **Grammar:** imperatives

- 1 Work in pairs. What is Freddie and Freda's message? Read it out, using the verbs in the box.

listen ■ talk ■ write ■ think ■ read

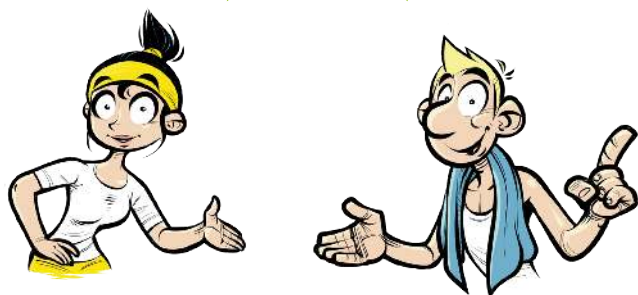
It's important to



and



in English!



Listening and speaking

- 3 How do you say these instructions in Polish? Write the answers in your notebook.

- 1 Listen and repeat.
- 2 Listen and rap.
- 3 Listen and read.
- 4 Listen to the dialogue.
- 5 Say ...
- 6 In turns, ask questions and answer them.
- 7 Work in pairs. Ask and answer the questions.
- 8 Work in pairs. Play ...

Pairs and groups

- 4 Work in pairs. In your notebook, draw pictures that show these instructions.

- 1 Work in pairs.
- 2 Work in groups.
- 3 Talk to five students.

- 5 Work in pairs. Choose a page in this book. Try to understand all the instructions on the page.

In exercise 1, we listen to the CD.

In exercise 2, we ...

Reading and writing

- 2 Read instructions 1–7 and match them with pictures a–g. Write the answers in your notebook.

- 1 Write the answers in your notebook.
- 2 Point at ...
- 3 Match ...
- 4 Choose ...
- 5 Complete the sentences.
- 6 Answer the questions.
- 7 Write T (True) or F (False).



b

1 His name **is / are** Joe. 1 **is**

f

1 They from England. 1 **are**

c



d

- | | |
|----------|--------------|
| 1 apple | a marchewka |
| 2 orange | b jabłko |
| 3 carrot | c pomarańcza |

1 **b**

e

1 **True**

g

1 Is she happy? 1 **Yes, she is.**

1 Look at the pictures and find the objects matching categories a–d. Write the answers in your notebook.

a classroom objects (9)

b food (12)

c clothes (8)

d places in a town (6)

	a	b	c	d	e		
z						f	
y		The Revision Game					g
x							h
w							i
v							j
u							k
t						l	
s						m	
	r	q	p	o	n		

2 Work in pairs. Say the colours of the objects in *The Revision Game*. Find these objects and say what they are.

It's pink and blue.

The skirt.

3 In your notebook, write two more words for each category in exercise 1.

Game

4 Work in pairs. Play *The Revision Game*.

- Podążajcie ścieżką opisaną w punktach I–IV, aby dotrzeć do odpowiednich liter, z których powstanie hasło.
- Zapisać w zeszycie litery z ostatnich pól wymienionych w każdym punkcie.
- Przetłumaczcie hasło na język polski.
- Zwycięża para, która skończy pierwsza.

I START: pen, sticky tape, dress,

LETTER:

II dress, sticky tape, pen, START, school, trousers, bread, **LETTER:**

III bread, trousers, pasta, shirt, desk,

LETTER:

IV desk, pizza, pencil, cheese, bacon, café, cake, T-shirt, **LETTER:**

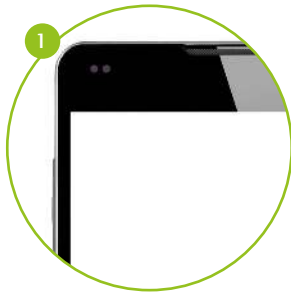
5 Work in pairs. Play *The Revision Game* with other words.

START, ...

Step 3 Warm up your brain!

Lesson objectives: *Vocabulary: everyday objects, numbers, days of the week;*
Grammar: possessive adjectives, possessive 's, questions with Is it ...? and Whose ...?

1 Look at the pictures and name the objects. Write the answers in your notebook.



Game

2 Work in pairs. Play *The Word Chains*. In turns, say three words from both categories.

1 numbers

Fifteen, sixteen, seventeen ...

... eighteen, nineteen, twenty.

2 days of the week

Wednesday, Thursday, Friday ...

... Saturday, Sunday, Monday.

3 Complete the sentences with *my, your, his, her, our* and *their*. Write the answers in your notebook.

1 It's chair.

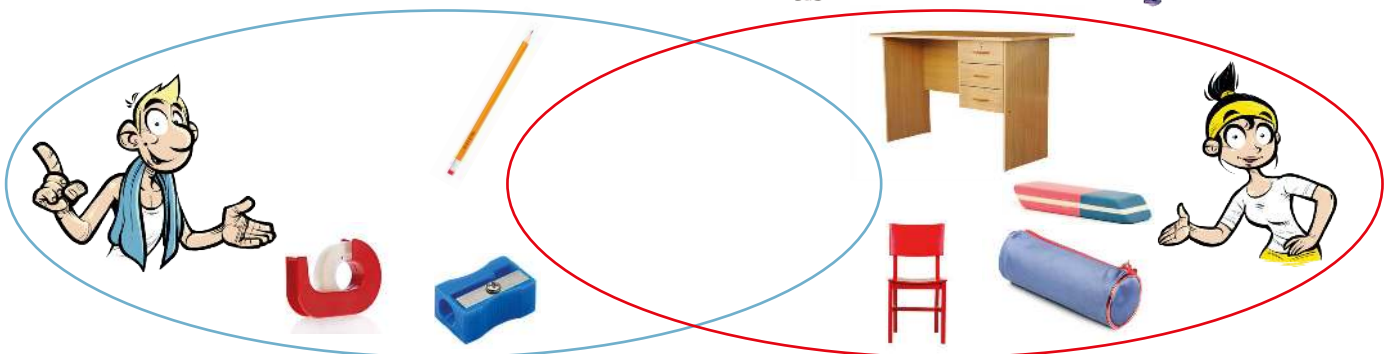
2 It's notebook.

3 It's car.

4 It's dog.

5 It's desk.

6 It's pencil.



4 Work in pairs. In turns, point at the objects in exercise 3 and ask questions.

Is it Freddie's pencil sharpener?

Yes, it is.

5 Work in groups of four. Put the objects from your schoolbags on your desk. In turns, ask and answer questions with *Whose ...?*

Whose rubber is it?

It's Julia's rubber.

1 In your notebooks, complete the sentences with **a, an, or -**.

- 1 I like  apples.
- 2 I want to eat  apple.
- 3 Try to eat  tomatoes every day.
- 4 You can eat  tomato as a healthy snack.
- 5 I always have  carrots in the fridge.
In the morning, I put  carrot in my bag.
- 6 Reading  books is my hobby.
- 7 I always read  book every week.
- 8 I'm reading  very good book at the moment.

2 Match phrases 1–8 with pictures a–h.
Write the answers in your notebook.

- | | |
|---------------|-----------------|
| 1 run | 5 speak Chinese |
| 2 swim | 6 speak English |
| 3 ride a bike | 7 tell jokes |
| 4 drive a car | 8 cook |



Speaking

3 Work in pairs. Read phrases 1–8 in exercise 2 again and say what you can and can't do.

I can run very well.

I can't cook.

4 Walk around the classroom. Talk to three students. Ask each student three *Can you ...?* questions.

Can you drive a car?

No, I can't.

5 Read Freddie and Freda's advice. Choose the correct words. Read it out.

1

Talk / Don't talk
in English as much
as possible!

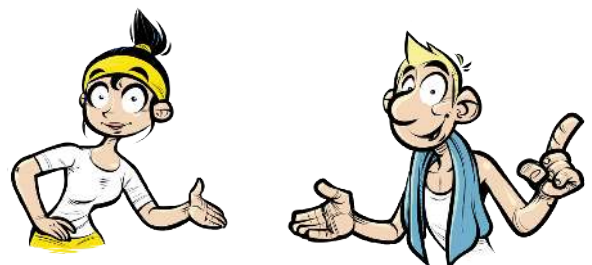
2

Talk / Don't talk
in Polish.

3

Think / Don't think
in English as much
as possible!

Are you ready? Let's start!



Lesson 1 Countries and continents

Lesson objective: Vocabulary: countries and continents



Vocabulary presentation

- 1 1.01 Listen and repeat. Match the continents in the box with numbers 1-7. Write the answers in your notebook.

Europe ■ Asia ■ Africa ■ Australia
North America ■ South America
Antarctica

1 North America

- 2 1.02 Listen and repeat. Look at the map and say where these countries are.

Canada ■ Brazil ■ Norway
Egypt ■ China

Canada is in North America.

Phonics Rap

- 1.03 Listen and rap.

Pack your bags,
we can travel around Europe!
We can use Euros in the Eurozone,
we can meet lots of European friends.
This is how this short rap about Europe ends.

Vocabulary practice

- 3 Work in pairs. In turns, spell the names of continents and countries.

How do you spell Africa and Egypt?

A - F - R - I - C - A.
E - G - Y - P - T.

- 4 In your notebook, complete the words. Then find pairs: countries and continents. Which words have no pair?

North America, Poland, Africa, the USA, Europe
the USA + North America, Poland + Europe

- 1 Argentina, Canada, Antarctica,
South America, North America
- 2 Norway, North America, China,
Asia, Europe
- 3 Egypt, Brazil, Africa, Asia,
South America

Reading

- 5 Read the texts. Match the people with the countries in exercise 4. Write the answers in your notebook.

Craft_fan

I'm from a country in Europe. It's a big country, but it isn't very big. The population is only about 5 million. The capital is Oslo. My country is famous for reindeer.



Cordoba_kid

I'm from a country in South America. It's a big country. The population is about 44 million. The capital is Buenos Aires. Lionel Messi is from my country! He's a brilliant footballer!



Star_student

I'm from a country in North America. It's a big country, but the population is only about 36 million. The capital is not Toronto. It's Ottawa. Ice hockey is our national sport.



Big_brain

I'm from a very big country in Asia. The population is more than 1 billion! The capital is Beijing. My country is famous for the Great Wall.



Life skills: Internet safety

Is it safe to post information about yourself on the Internet? Why (not)?

Listening

- 6 1.04 Listen to two students playing *Country and continent*. What are the rules of the game? Answer questions 1–4 in Polish.

- 1) Co należy powiedzieć na początku: nazwę kontynentu czy kraju?
- 2) Co należy powiedzieć, jeśli drugi gracz poda błędną odpowiedź: pierwszą literę nazwy kontynentu czy kraju?
- 3) Kiedy zdobywasz 2 punkty?
- 4) Kiedy zdobywasz 1 punkt?

Game

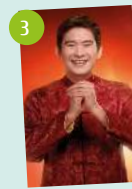
- 7 Work in pairs. Play *Country and continent*.

- 1) **Uczeń A** pisze w zeszycie nazwę kontynentu, a potem nazwę kraju, który znajduje się na tym kontynencie.
- 2) **Uczeń A** mówi nazwę kontynentu. **Uczeń B** zgaduje, jaki kraj wybrał uczeń A.
- 3) Uczniowie zamieniają się rolami.
- 4) Zwycięża gracz, który pierwszy zdobędzie 5 punktów.



Around the world

Which countries in the picture in exercise 2 go with these traditional clothes?



Can you describe some traditional clothes from Poland?

 Quick check

 1.05 Listen to the first sounds of the names of the continents and say complete words.

Grammar presentation

1  1.06 Listen and read. Say where the members of Freddy's family are from.

English families now – number 12: One family, six continents!

Interviewer: This week, we're with the Mendoza family. Is Mendoza an English surname?

Freddy: No, it isn't. My father isn't from England. He's from Argentina.

Interviewer: Is your mother from England?

Freddy: Yes, she is, but my grandmother is from Norway and my grandfather is from China!

Interviewer: That's Europe, Asia, and South America. What about Africa? Or North America, or Australia?

Freddy: My uncle Fahim is from Egypt. He's my favourite uncle.

Interviewer: Why? What's he like?

Freddy: He's friendly and funny. And my aunt Astrid is from Australia. She's very clever. Her two children, Alfie and Annie, are both 12 and they're from Australia too. And their father is from Canada!

Freddy's father is from Argentina in South America.

4 In your notebook, write questions and answers.

- 1 Astrid / from South America / ?
- 2 Alfie and Annie / from England ?
- 3 Fahim / friendly / ?
- 4 How old / Alfie and Annie / ?
- 5 Where / his grandmother from / ?
- 6 What / his aunt / like / ?

Speaking

5  Work in pairs. Ask and answer questions about Freddy's family.

Where is his grandfather from?

He's from China.

Writing

6 In your notebook, write an interview about your family or another family (real or invented).

Harry Potter's family

Interviewer: This week, we're with ...

Harry Potter: ...

 Tips

W wywiadzie zapytaj o:

- imiona i nazwiska członków rodziny,
- ich wiek,
- kraj pochodzenia,
- cechy charakteru.

 Grammar app

Verb **be**: affirmative, negative

She 40 years old.

She from England.

Verb **be**: questions and short answers

Is she a student? Yes, she is. / No, she isn't.

Verb **be**: wh-questions

Where she from?

What she like?

>>> Grammar summary on page 19

2 In your notebook, prepare a *Grammar app* for I and they.

Grammar practice

3 In your notebook, complete the sentences with short forms of **be**.

Fahim ¹  from Europe. He ² 

from Africa. He ³  Freddy's uncle.

Alfie and Annie are from Australia.

They ⁴  from Europe.

Freddy's mother and father ⁵  from Asia. Their surname ⁶  Mendoza.

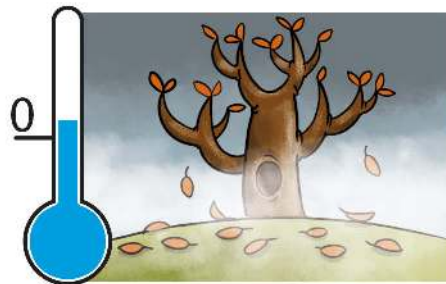
Vocabulary presentation

1 1.07 Listen and repeat. Look at the pictures and guess what these words mean in Polish.



Spring

warm
■
wet
■
windy



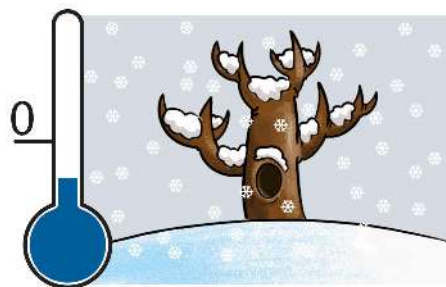
Autumn

cloudy
■
cold
■
foggy



Summer

hot
■
sunny



Winter

freezing
■
snowy

Vocabulary practice

2 In your notebook, write four true or false sentences about the weather in Poland. Work in pairs. Read each other's sentences and correct the false ones.

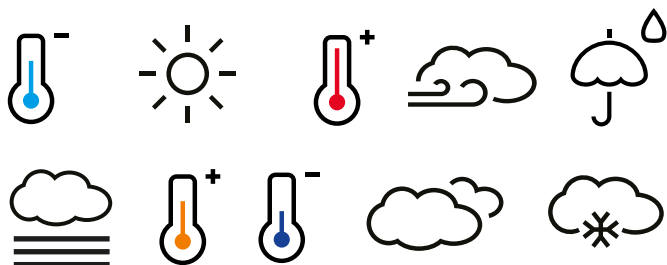
- 1 In winter, *it's hot and sunny*.
- 2 In spring, .
- 3 In summer, .
- 4 In autumn, .

3 Work in pairs. In turns, say what kind of weather you like and don't like.

I like it when it's hot.
I don't like it when it's windy.

Listening

4 1.08 Listen to four dialogues. Point at the correct weather icons.



Game

5 Work in pairs. Play *What's the weather like?*

- 1) Przerysuj tabelę do zeszytu.
- 2) Wpisz w każde pole jedno słowo określające pogodę.
- 3) **Uczeń A** pyta, jaka jest pogoda na wybranym polu.
- 4) **Uczeń B** odpowiada. Jeśli pogoda jest taka sama jak u ucznia A na tym polu, uczeń A dostaje punkt.
- 5) Zamieńcie się rolami.

What's the weather like in B4?

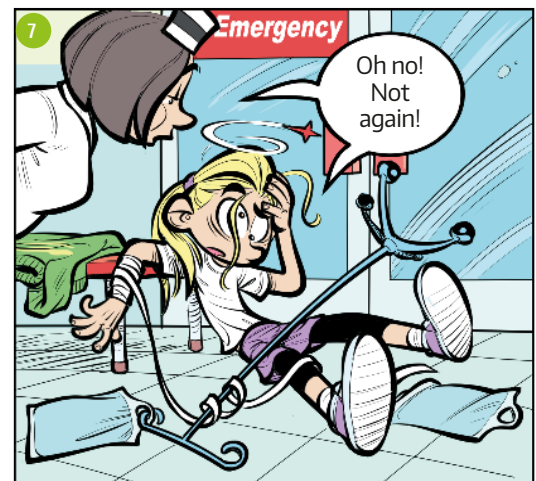
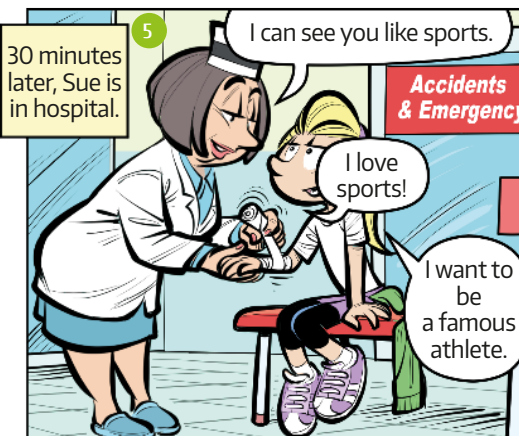
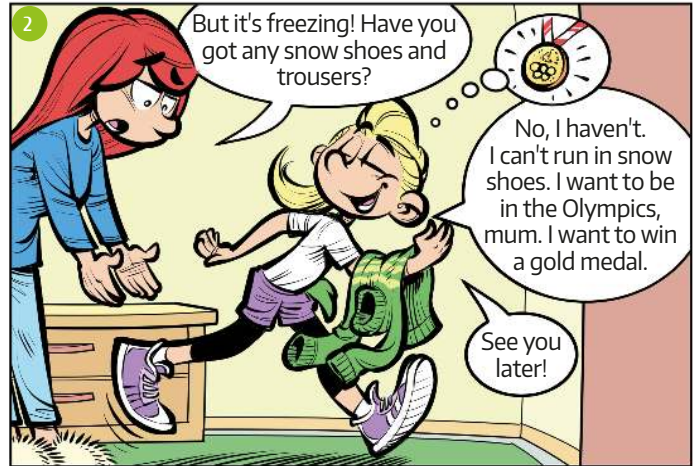
It's windy.

	A	B	C	D
1				
2				
3				
4				



Lesson objective: Grammar: verb have got: affirmative, negative, questions and short answers

Sporty Sue loves sports, but she has a lot of accidents.



GLOSSARY

accident – wypadek
athlete – lekkoatleta, sportowiec
fit – wysportowany
running practice – trening biegowy
snow shoes – buty śniegowe

USEFUL!

How do you say these in Polish?

- 1 It's time for ...
- 2 Oh no! Not again!
- 3 See you later!

Quick check

1.09 Listen. Put your hand up for weather that you like. Shake your head for weather you don't like.

Grammar presentation

- 1 1.10 Read and listen to Episode 1. Why does Sporty Sue want to exercise?

Comprehension

- 2 Use the words from Episode 1 to complete the text. Write the answers in your notebook. Work in pairs. Tell the story to your friend in Polish.

Sporty Sue wants to be a famous ¹ . It's time for Sue's ² practice. The weather isn't good – it's ³ , but she's got a ⁴ and a hat. Sue hasn't got any snow ⁵ and she falls. She goes to ⁶ . A nurse helps her, but Sue has an ⁷ again.

G Grammar app

Verb **have got**: affirmative, negative

She got a jacket.
She hasn't got

Verb **have got**: questions and short answers

Has she got a hat? Yes, she has. / No, she hasn't.

>>> Grammar summary on page 19

- 3 In your notebook, prepare a *Grammar app* for you and he.

Reading

- 5 Read the text messages and match them with the selfies. Write the answers in your notebook.

1 It's freezing! I've got a sweater and a hat, but I'm very cold.

2 It's cloudy and wet. I've got an umbrella, so I'm not wet.

3 It's hot and sunny. I've got my shorts and sandals. It's great here!



Writing

- 6 In your notebook, write text messages for these selfies.



Grammar practice

- 4 Complete the sentences with the correct forms of *have got*. Write the answers in your notebook.



- 1 It's hot and sunny in Brazil. Clara a T-shirt.
She a sweater.



- 3 A: It's hot and windy in Egypt.
 you your sunglasses, Ahmad?
B: , I .
A: you an umbrella?
B: , .

- 2 It's cold in England. Anna and Alfred sweaters.
They jackets.



- 4 A: It's cloudy and wet in Norway. Asta an umbrella?
B: , she .
A: she a jacket?
B: , she .



lesson 5

Train your brain!

Lesson objective: Revision of lessons 1–4

- 1** Read the sentences and match them with the countries. Look at the picture and answer the question. Write the answers in your notebook.

- 1 It's windy, but it isn't cold.
- 2 It's cold, but it isn't windy.
- 3 It's windy, but it isn't hot.

a Egypt  

b The USA  

c England  



Where am I?

- 2** What continents are these? Write the answers in your notebook.



Hi! Let's wake up your brains!



- 3**  Work in pairs. What country is it? Write another puzzle and read it to the class.



It's in Europe. It's got a black, red, and yellow flag.



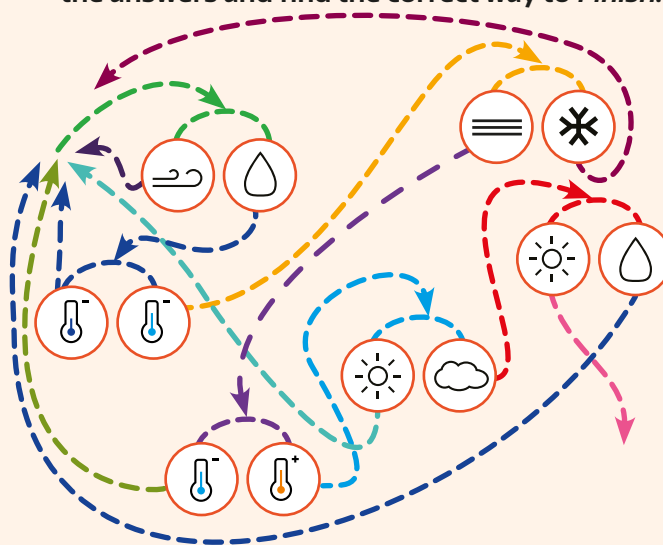
- 4** Solve Sporty Sue's puzzle. Write the answers in your notebook.



Find this avatar in unit 1.
Where is the boy from?
Where is this country?



- 5**  1.11 Listen to the dialogues. Choose the answers and find the correct way to Finish.

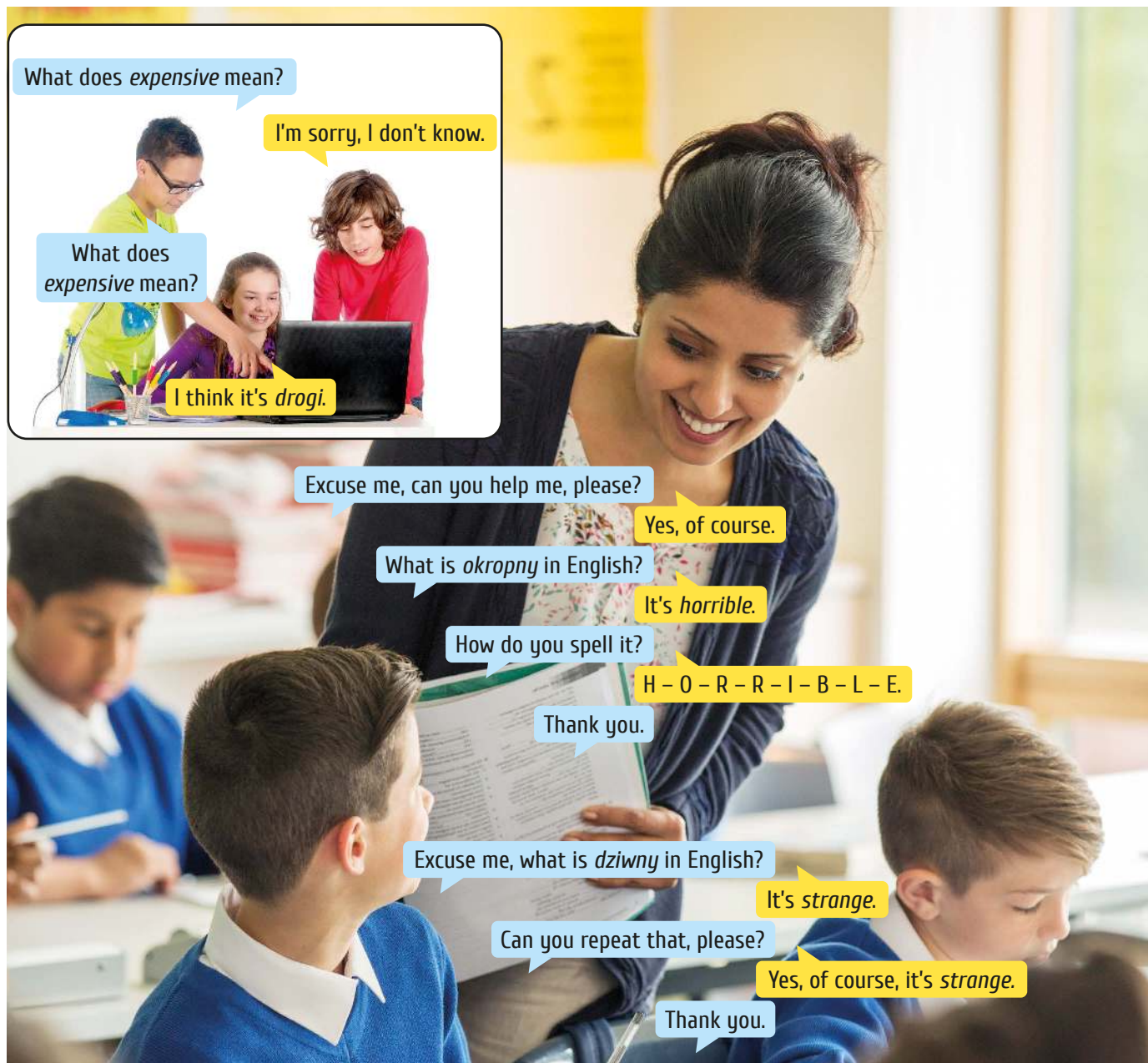


- 6**  Work in pairs. Find the correct way to Finish again. Ask each other the questions and answer them.

What's the weather like?

It isn't windy. It's wet.

1 1.12 Listen and read. Act out the dialogues.



2 How do you say sentences 1–6 in English?
Write the answers in your notebook.

- 1) Co znaczy *impossible*?
- 2) Przepraszam, czy może mi Pan/Pani pomóc?
- 3) Przykro mi, nie wiem.
- 4) To znaczy *niemożliwy*.
- 5) Czy może Pan/Pani powtórzyć?
- 6) Przepraszam, jak po angielsku jest *drogi*?

3 1.13 Listen to the questions and answer them.

4 Check the meaning of these words in a dictionary.

Adjectives: different, awesome, delicious

Nationalities: Scottish, Welsh, Irish

Weather: lightning, thunder, blizzard

5 Ask about the meanings of the words in exercise 4. Talk to the teacher and other students.

Excuse me, can you help me, please?



1 Look at the web page. What is the web address?

- 1 www.weathertoday.com 2 www.worldweather.com 3 www.weatheronholiday.com

Discover the weather around the world!

When it's summer in the northern hemisphere, it's winter in the southern hemisphere. And when it's autumn in the northern hemisphere, it's spring in the southern hemisphere.

1

In England, it's summer. It's often warm and sunny, but it can be a bit cold at night. People go to the beach, but the sea in England is always cold.

northern hemisphere



2

In the Sahara Desert in Africa, it's summer too. The days are always very hot in the Sahara. It can be 40°C, but at night it can be about 0°C.

3

In the middle of the tropical rainforest in Brazil, it's always warm or hot, and it's often wet. It's never cold – even in winter!

4

In Argentina, it's winter. In the southern part of Argentina, it's very cold. It can be freezing and snowy there in winter.

southern hemisphere

5

In Antarctica, it's snowy and freezing! At the South Pole, it can be -12°C in the day, and -80°C at night!



Look

- 20°C = It's twenty degrees (Celsius).
0°C = It's zero degrees (Celsius).
-20°C = It's minus twenty degrees (Celsius).



1.14

- 2 Listen and read the text in exercise 1. Find any words in the text that you don't understand. Ask your teacher about them.

What does *hemisphere* mean?

- 3 Find 1–3 in the text in exercise 1. You have five minutes. Write the answers in your notebook.

- 1 three names of countries
- 2 the seasons
- 3 the name of a place that is always very cold

Listening



1.15

- 4 Listen. Match the speakers with the places. Write the answers in your notebook.

1

2

3

4

- a southern Argentina in winter
- b the middle of the tropical rainforest in Brazil
- c the Sahara
- d England in summer

Discover more!

- 5 Choose a country. Use the Internet to find out about the weather there now and in other seasons. Write about it in your notebook.



Vocabulary & Speaking

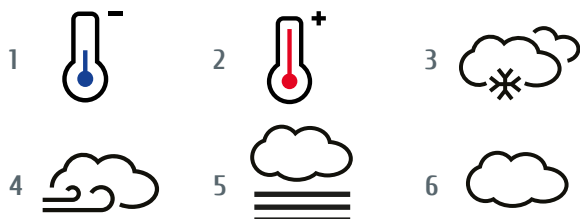
1 In your notebook, complete the names of countries and continents.

- Ca a is in N th A .
- N y is in E .
- Ch a is in A .

3

2 In your notebook, answer the question.

What's the weather like?



1 It's .

6

3 In your notebook, complete the sentences with the correct words.

- In the northern hemisphere, it's winter.
In the southern hemisphere, it's .
- In the northern hemisphere, it's autumn.
In the southern hemisphere, it's .
- In the northern hemisphere, it's summer.
In the southern hemisphere, it's .

3

4★ What do you say in situations 1–4?
In your notebook, write the questions and answer them, using the words in the box.
Then act out the dialogues in pairs.

I think ■ I'm sorry, ■ It's ■ It's

- Poproś o wytłumaczenie słowa *British*.
- Zapytaj, jak powiedzieć po angielsku *polski*.
- Poproś nauczyciela, aby powtórzył po angielsku słowo *wiosna*.
- Dowiedz się, jak przeliterować słowo *autumn*.

8

Grammar

5 In your notebook, complete the sentences with the correct forms of *be* or *have got*.

My friend Adam is 12.
I am not (not) 12. I 11.
Adam and his sister
(not) from England. They
 from the United States.
Adam has got some mobile phones,
and I a mobile phone too. Adam
 a computer.
I (not) a computer.



6

6 In your notebook, complete the minidiologues.

- A: is your name?
B: My name is Joe.
- A: are they ?
B: They're from Australia.
- A: How are you?
B: I'm 10.
- A: he got a computer?
B: No, he .

4

7★ In your notebook, write questions and answers about Lisa and Tom. Use the words given and the correct forms of *be* or *have got*.



I'm 10.



I'm 11.

- she / 10 / ?
- they / teachers / ?
- he / a dog / ?
- he / a flag / ?
- they / computers / ?

10

Vocabulary & Speaking: /20

Grammar: /20

Total: /40

Countries and continents

Brazil	Brazylia
Canada	Kanada
China	Chiny
Egypt	Egipt
Norway	Norwegia
Africa	Afryka
Antarctica	Antarktyda
Asia	Azja
Australia	Australia
Europe	Europa
North America	Ameryka Północna
South America	Ameryka Południowa

Seasons and weather

spring	wiosna
summer	lato
autumn	jesień
winter	zima
cloudy	pochmurnie
cold	zimno
foggy	mgliście
freezing	mroźnie
hot	gorąco
snowy	śnieżnie
sunny	słonecznie
warm	ciepło
wet	mokro, deszczowo
windy	wietrznie

Useful!

It's time for ...	Czas na...
Oh no! Not again!	O nie, znowu?!
See you later!	Do zobaczenia!

In an English class

Can you help me, please?	Czy może mi Pan/Pani pomóc?
Can you repeat that, please?	Czy może Pan/Pani powtórzyć?
Excuse me, ...	Przepraszam, ...
I think it's ...	Wydaje mi się, że...
I'm sorry, I don't know.	Przykro mi, nie wiem.
What does ... mean?	Co znaczy... ?
What is ... in English?	Jak po angielsku powiedzieć...?

- 2 Take selfies or photos of your friends in clothes for each season. Print the photos and stick them in your notebook. You may choose to draw pictures. Write the names of clothes underneath.



Spring: trainers, trousers, T-shirt, sweater, hat



Summer: ...

- 3 In your notebook, draw weather word pictures.



Are you ready for extra vocabulary workout?

Vocabulary revision

- 1 Choose 10 words from unit 1 that are difficult to remember. Make *Brainy Cards*. Work in pairs. Test each other.



What does *wet* mean?

or

What's *mokro* in English?

Verb **be**: affirmative, negative, questions and short answers; *wh*-questions

Affirmative

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

Negative

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

W zdaniach przeczących słowo *not* dodajemy po czasowniku *be* w odpowiedniej formie.

Short and long forms

'm = **am**
's = **is**
're = **are**

isn't = **is not**
aren't = **are not**

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

Question

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

Short answer

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

What is your name?
Where are you from?

What are you like?
How old are you?



Choose your grammar project!

Project 1 My Grammar Notebook**1 Make your grammar notebook.**

- 1) Przygotuj zeszyt 16-kartkowy.
- 2) Zaprojektuj stronę tytułową.
- 3) Wybierz dowolne zagadnienie gramatyczne z rozdziału 1. i zilustruj je przykładami. Zapisz te przykłady w zeszycie.
- 4) Dodaj nagłówki, rysunki lub zdjęcia, objaśniające treści ułożonych zdań.
- 5) Uzupełniaj swój zeszyt do gramatyki przez cały rok szkolny!

Verb **have got**: affirmative, negative, questions and short answers

Affirmative

I've **got** a bicycle.
You've **got** a bicycle.
He's **got** a bicycle.
She's **got** a bicycle.
It's **got** a bicycle.
We've **got** a bicycle.
You've **got** a bicycle.
They've **got** a bicycle.

Negative

I **haven't got** a bicycle.
You **haven't got** a bicycle.
He **hasn't got** a bicycle.
She **hasn't got** a bicycle.
It **hasn't got** a bicycle.
We **haven't got** a bicycle.
You **haven't got** a bicycle.
They **haven't got** a bicycle.

W zdaniach przeczących słowo *not* dodajemy po czasowniku *have* w odpowiedniej formie.

Short and long forms

've **got** = **have got** haven't **got** = **have not got**
's **got** = **has got** hasn't **got** = **has not got**

Pytania tworzymy, przenosząc na początek zdania czasownik *have* lub *has*. Na pytania odpowiadamy, używając krótkich odpowiedzi.

Question

Have I **got** a bicycle?

Short answer

Yes, I **have**. /
No, I **haven't**.

Have you **got** a bicycle?

Yes, you **have**. /
No, you **haven't**.

Has he **got** a bicycle?

Yes, he **has**. /
No, he **hasn't**.

Has she **got** a bicycle?

Yes, she **has**. /
No, she **hasn't**.

Has it **got** a bicycle?

Yes, it **has**. /
No, it **hasn't**.

Have we **got** a bicycle?

Yes, we **have**. /
No, we **haven't**.

Have you **got** a bicycle?

Yes, you **have**. /
No, you **haven't**.

Have they **got** a bicycle?

Yes, they **have**. /
No, they **haven't**.

Project 2 Celebrities Quiz**2 Make a quiz about two celebrities.**

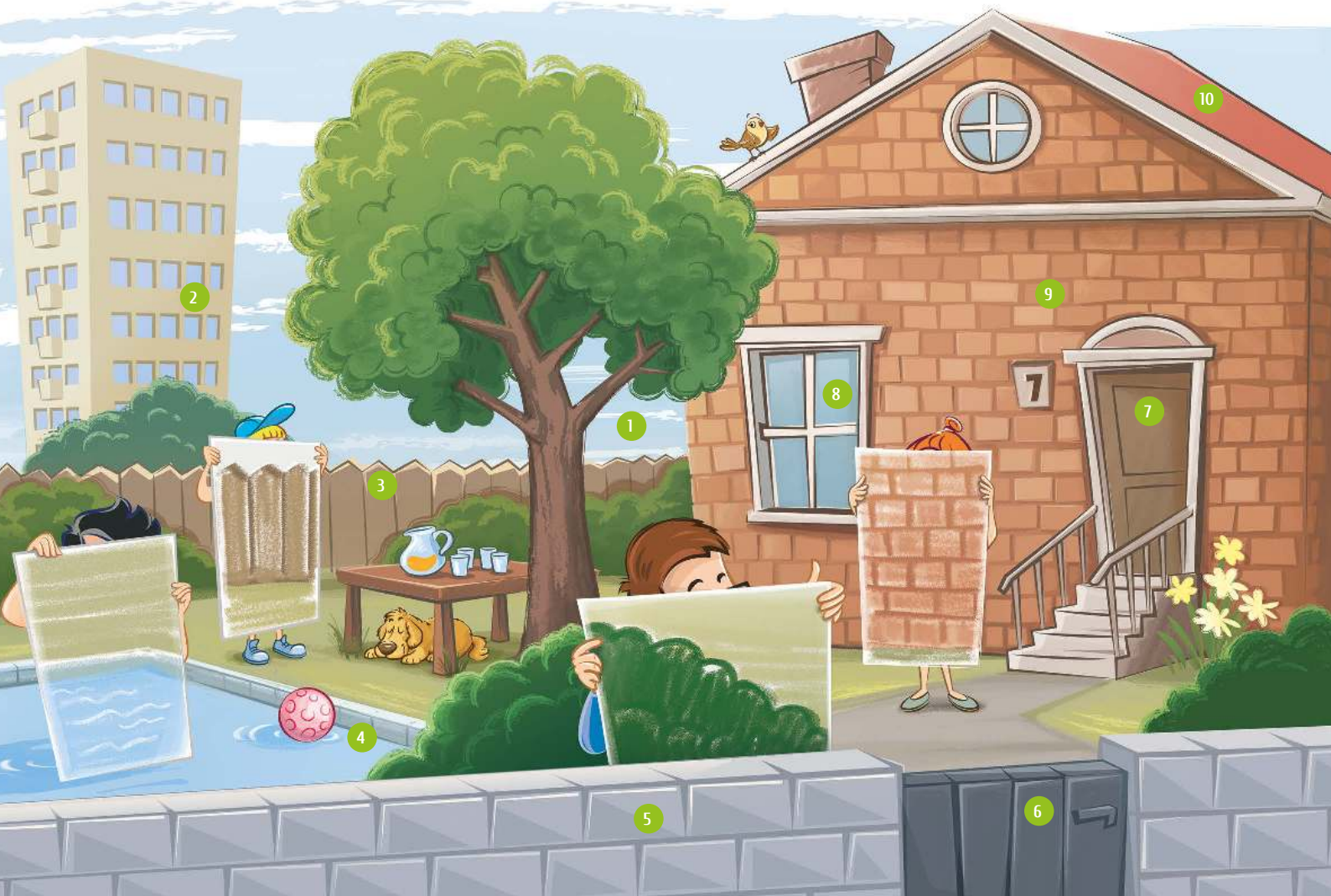
- 1) Wybierz dwie sławne osoby i poszukaj informacji na ich temat.
- 2) Zapisz na kartce pięć pytań dotyczących każdej z tych osób.
- 3) Do każdego pytania dopisz trzy możliwe odpowiedzi.
- 4) Na drugiej stronie kartki zanotuj, które odpowiedzi są prawidłowe.

Celebrities Quiz**1 Where is Bruno Mars from?**

- a He's from Mexico.
- b He's from the USA.
- c He's from England.

lesson 1 We're invisible!

Lesson objective: Vocabulary: house and garden, prepositions of place



Vocabulary presentation 1

- 1 1.16 Listen and repeat. Look at the picture. Match the words in the box with numbers 1–10. Write the answers in your notebook.

wall ■ house ■ window ■ door
garden ■ swimming pool ■ fence
roof ■ gate ■ block of flats

1 garden

Phonics Rap

- 1.17 Listen and rap.

Wait! Watch! What can you see?
A wall? A window? No, it's me.
In the water, under the tree.
Look! We're invisible! Where are we?

Vocabulary practice

- 2 Work in pairs. In turns, draw the parts of the house and garden. Then guess.

Is it a roof?

Yes, it is.

Vocabulary presentation 2

3 1.18 Listen, point and repeat.

1



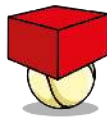
in

2



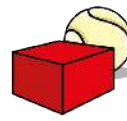
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3



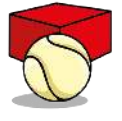
under

4



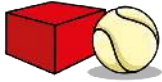
behind

5



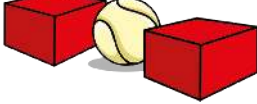
in front of

6



next to

7



between



Look

the box = the box we can see

Reading

4 Read Ruby's post on the school website. Complete it with the words in exercise 3. Write the answers in your notebook.



Our favourite artist is the Invisible Man! His real name is Liu Bolin and he's from China. He paints his clothes and his face. In the photo, he's ¹  the telephone box, but he's invisible.

Our picture is of my garden. We're all ²  the garden and we're invisible too. Well, almost invisible. The paint is ³  paper, not on our clothes and faces. Lisa is in front of the fence, Jeff is ⁴  the wall, I am ⁵  the window and the door. You can see my shoes ⁶  the paper! Zac is ⁷  the swimming pool!

Liu Bolin has assistants to help him paint his face. They plan the photos for a long time – two or three months! We haven't got any assistants and we do it all in a day! Liu's photos are famous. We aren't famous ... yet!



5 Work in groups. Read Ruby's post again. How is the children's work different to Liu Bolin's work?

They paint on paper.

Game

6 Work in pairs. Play a memory game.

- 1) Popatrzcie na ilustracje w ćwiczeniu 1. przez minutę. **Uczeń B** zamyka książkę.
- 2) **Uczeń A** zadaje 5 pytań dotyczących osób oraz przedmiotów widocznych na ilustracji z ćwiczenia 1.
- 3) **Uczeń B** odpowiada na pytania.
- 4) Za każdą poprawną odpowiedź uczeń B otrzymuje 1 punkt. Następnie zamieńcie się rolami.

Where's the bird?

It's on the roof.

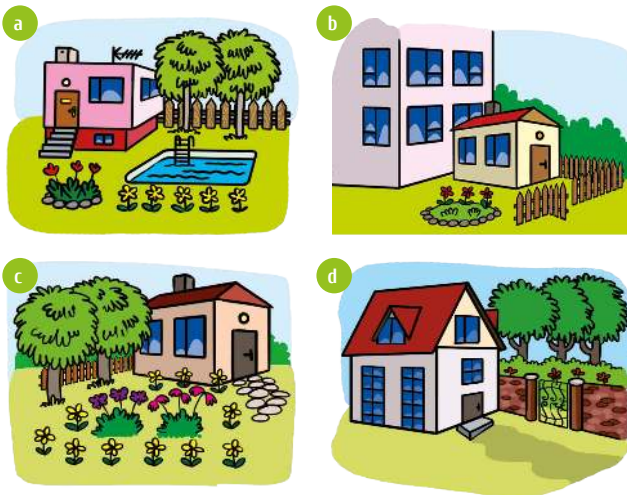
Quick check

1.19 Listen. Say **No!** when you hear the name of an object that is not part of a house or garden.

Grammar presentation

1 Read the text message from Davina to her friends. Which house (a–d) is Davina's?

Come to my house on Saturday! It's 25 Park Road, but the number is difficult to see.
There's a fence behind the house. **There are** some flowers and some trees in the garden.
There isn't a swimming pool, and **there aren't** any blocks of flats next to the house.
 CU on Saturday!



Listening

2 1.20 Davina's friends want to find her house. Where are they? Listen and point at the houses in exercise 1.

Grammar practice

3 In your notebook, complete the sentences. Use *is/Isn't* or *are/aren't* with *a/an, some, or any*.

House a

- There swimming pool in the garden.
- There blocks of flats next to the house.

House b

- There block of flats behind the house.
- There gate in front of the house.

House d

- There big windows.
- There wall and a gate next to the house.

Speaking

4 Walk around the classroom. Invite your friends to your house.

Come to my house on Saturday!
 It's Flat 11, 8 Wojska Polskiego Street.
 There is a garden next to my block of flats.

Writing

5 In your notebook, write a text message invitation to a friend.

Come to my flat on Saturday! It's ...



Tips

W wiadomości:

- podaj swój adres,
- napisz, co znajduje się koło twojego domu/mieszkania,
- napisz, czego nie ma w pobliżu.

Game

6 Work in pairs. Play **Which house is it?**

- 1) **Uczeń A** opisuje jeden z domów z ćwiczenia 1. zdaniem zaczynającym się od *There is/Isn't* lub *There are/aren't*.
- 2) **Uczeń B** próbuje odgadnąć, który dom opisał uczeń A.
- 3) Jeśli uczeń B odgadnie, przybijcie piątkę. Następnie zamieńcie się rolami.

There's a big gate next to the house.

It's house d.



Grammar app

There is / there are: affirmative

There a gate in front of the house.

There some flowers behind the fence.

There is = There's

There is / there are: negative

There a swimming pool in the garden.

There any blocks of flats next to the house.

>>> Grammar summary on page 31

Vocabulary presentation

- 1 1.21 Listen and repeat. Look at the picture. Match the words in the box with numbers 1–10. Write the answers in your notebook.

kitchen ■ dining room ■ living room
hall ■ stairs ■ bedroom ■ bathroom
toilet ■ basement ■ garage

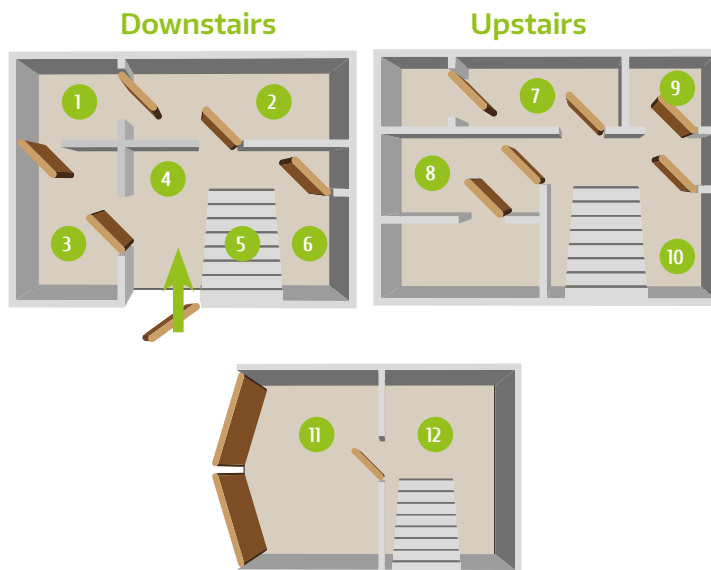
1 Choose a house and rooms



- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Listening

- 3 1.22 Listen to a description of Beach House. In your notebook, write the room numbers and their names.



Writing

- 4 Design a house and describe it in your notebook.

Downstairs, there's ...

Speaking

- 5 Work in pairs. In turns, describe your house from exercise 4.

Downstairs, there's a big hall. On the left, there is a fantastic living room with a swimming pool in it! Next to the living room, ...

Reading

- 2 Read the text. In your notebook, write T (True) or F (False) for sentences 1–5.

2 Sell your house

A fantastic house for the 21st century.

Downstairs, there's a big hall, a kitchen, a big living room, and a dining room. There's a toilet next to the hall, and you can go down the stairs to the basement.

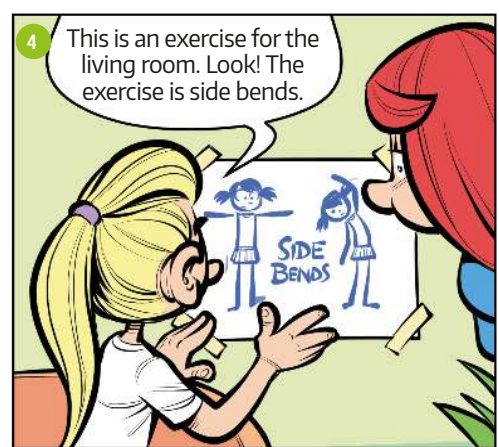
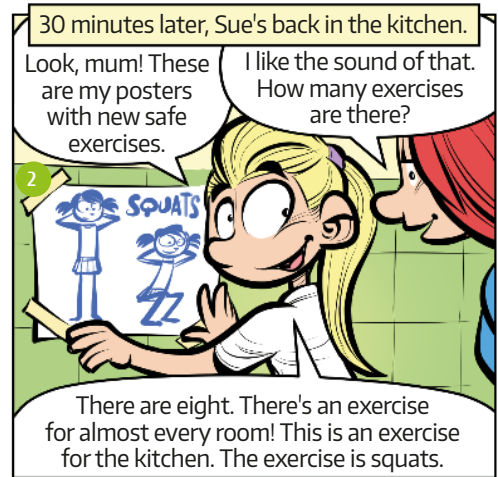
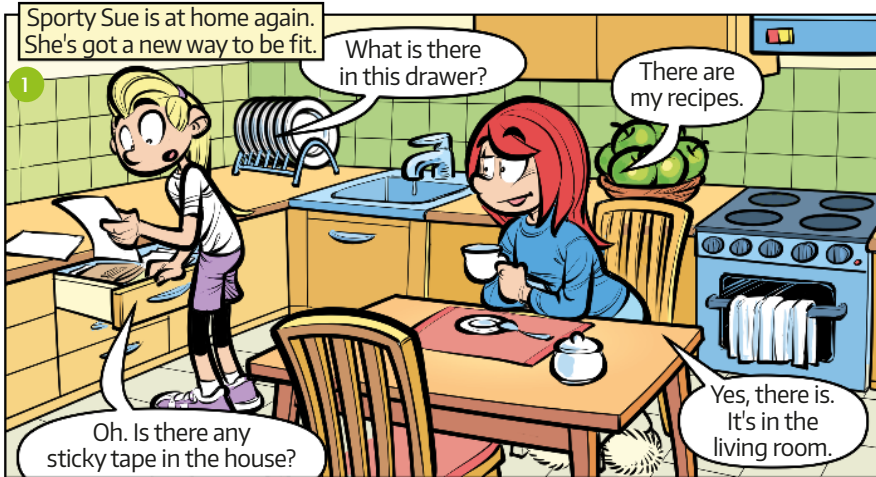
Upstairs, there is a big bedroom with a bathroom, a smaller bedroom with a bathroom, another bedroom, and another bathroom.

There's an underground garage for your two family cars next to the basement.

Beach House is a beautiful place, and it's on a fantastic beach.

SELL

- 1 There isn't a toilet downstairs.
- 2 There are five bathrooms in the house.
- 3 The basement is next to a bedroom.
- 4 You can put two cars in the garage.
- 5 The text is an advert.



GLOSSARY

drawer – szuflada
 recipes – przepisy
 side bends – skłony w bok
 squats – przysiady
 step jumps – skoki na stopień

USEFUL!

When do you use these expressions?

- 1 I like the sound of that.
- 2 Keep your chin up!
- 3 Ouch!
- 4 Poor you.

Quick check

- 1.23 Listen. Repeat the words in the same order.

Grammar presentation

- 1 1.24 Read and listen to Episode 2. Why are there some posters in the rooms?

Comprehension

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

- 1 There are some recipes
- 2 There is some sticky tape
- 3 There aren't any exercises
- 4 Sporty Sue has an accident

- a in the living room.
- b on the stairs.
- c for the bathroom.
- d in the kitchen.

G

Grammar app

There is / there are: questions and short answers

Is there an exercise for the living room?

Yes, there is. / No, there isn't.

Are there any exercises upstairs?

Yes, there are. / No, there aren't.

>>> Grammar summary on page 31

Grammar practice

3 Look at the pictures in exercise 1. In your notebook, complete the questions and write the answers.

- 1  there  table in the kitchen?
- 2  there  table in the hall?
- 3  there  chairs in the kitchen?
- 4  there  chairs in the hall?

G

Grammar app

There is / there are: wh-questions

What is there in your house?

There's a living room and a kitchen.

How many bedrooms are there in your house?

There are three.

>>> Grammar summary on page 31

Grammar practice

4 In your notebook, write questions using *is/are there* and the words given. Then write the answers.

- 1 What / in the classroom / ?
- 2 What / on the teacher's desk / ?
- 3 How many doors / in the classroom / ?
- 4 How many windows / in the classroom / ?

Listening

5  1.25 Copy the list into your notebook. Listen and write the number of computers in each place.

Hi-tech House



How many computers are there in the:

- living room?
- kitchen?
- bathroom?
- garden?

6  1.25 Listen again. Say in Polish what the computers do.

Game

7  Work in pairs. Play *Guess the room*.

- 1) **Uczeń A** wybiera dowolny pokój w swoim domu.
- 2) **Uczeń B** próbuje odgadnąć, jaki pokój wybrał uczeń A, zadając maksymalnie 4 pytania, zamieszczone poniżej. Pytania należy uzupełnić słowami z ramek. Następnie zamiećcie się rolami.
- 3) Za każdy odgadnięty pokój uczeń otrzymuje 1 punkt. Zwycięża gracz, który pierwszy zdobędzie 4 punkty.

chair ■ table ■ desk ■ bed
TV set ■ bath ■ toilet

cook ■ watch TV ■ have a shower
go to bed

- 1 Is there a  in the room?
- 2 Are there any  in the room?
- 3 How many  are there in the room?
- 4 Can you  in it?

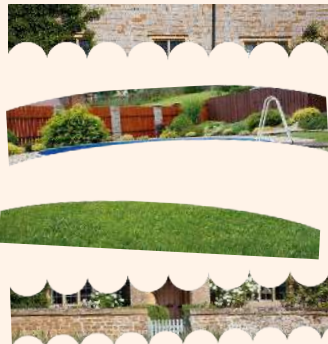
Hi! Let's wake up your brains!



- 1 Look at the pictures. In your notebook, write six sentences about Bob's or Tom's house and garden, using the words in the box.

fence ■ wall ■ swimming pool ■ gate
flowers ■ very old door

Bob's garden

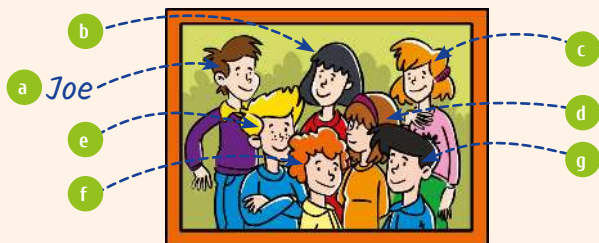


Tom's garden



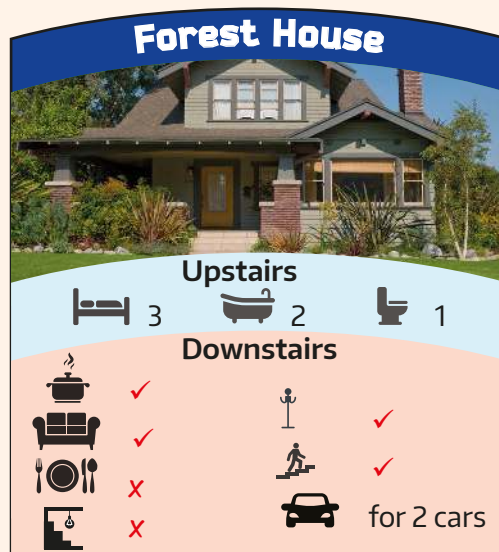
1 There isn't a fence in Bob's garden.

- 2 Look at the picture. Read the text and write the children's names in your notebook.



Joe is next to Emma. Emma is between Joe and Katherine. Jamie is in front of Katherine. Simon is in front of Tania. Eric is next to Tania.

- 3 Work in pairs. Describe Forest House. Then describe your house or flat.



In Forest House, downstairs, there is a kitchen, a living room ...

In my house, downstairs, there is ...

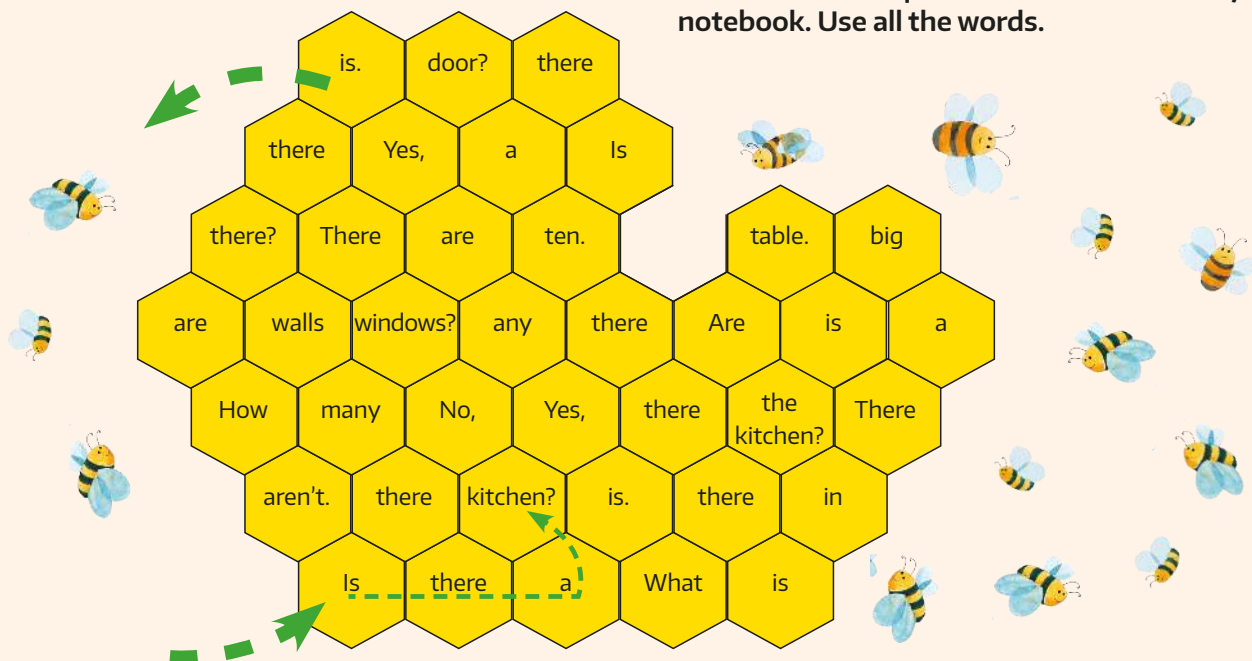
- 4 Solve Sporty Sue's puzzle. Write the answer in your notebook.



Find this picture in unit 2.
What is my exercise for this room?



- 5 Find the correct way from *Start* to *Finish*. Write nine more questions and answers in your notebook. Use all the words.



lesson 6

Let's order a pizza

Lesson objective: Functions: ordering a pizza by phone (asking for a pizza, giving address and phone number)

1  1.26 Copy the order form into your notebook. Listen, read, and complete the order. Act out the dialogue.



Hello. Perfect Pizzas.

Hello. Can I order a pizza, please?

Yes, of course. Which pizza do you want?

A tuna and tomato pizza, please.

OK. What size? Small, medium, or large?

Medium, please.

OK. That's £8.35. What's your address?

Flat 6, 29 Oxford Road.

And your phone number?

043 105 29.

OK. It'll be with you in 30 minutes. Bye.

Thank you, bye!



Perfect Pizzas Order

Pizza:

Size:

Address:

Phone number:

2  1.27 Listen to three orders. In your notebook, write pizza number and size.



PERFECT PIZZAS

		 small	 medium	 large
1	tuna and tomato	£7.25	£8.35	£9.55
2	sausage, mushroom and onion	£6.50	£7.50	£8.25
3	ham, mushroom and tomato	£6.95	£7.85	£9.10
4	mushroom and tomato	£5.35	£6.30	£7.45



Look

We write: 045 ...

We say: oh four five or zero four five

4  In your notebook, write questions for answers 1–4. Work in pairs. Ask the questions and answer them.

- 1 A ham and tomato pizza, please.
- 2 Flat 6, 29 Oxford Road.
- 3 Medium, please.
- 4 743 052 29.

5  Work in pairs. Order the pizzas from the menu in exercise 2 or create your own pizzas.

Hello. Perfect Pizzas.

Can I order a pizza, please?

3  1.27 Listen again. Point at the addresses and telephone numbers in the order you hear them.

- | | |
|--|--|
|  Flat 87, 18 Beach Avenue |  720 147 38 |
|  71 Goldham Road |  696 105 49 |
|  41 High Street |  450 675 23 |



Life skills: Healthy eating

Pizza is delicious, but is it healthy?



1 Read the words in the box. What do they mean? Check in a dictionary.

castle ■ tower ■ moat ■ gate ■ knight ■ king

2 1.28 Listen and read. Answer questions 1–5. Write the answers in your notebook.

A castle in England

Windsor Castle is in a big park near London. It's an old castle and it's very big. There are about 20 towers, but there isn't a moat near the castle.

150 people work in the castle, and there are 250 bedrooms.

The royal family use a small private part of the castle, with a living room, kitchen, bedrooms, and bathrooms. You can visit other parts of the castle. The dining hall is amazing – it's 50 metres long, and there are chairs for 160 people. There are 20 chefs and 13 other workers in the kitchen.



A castle in Poland

Malbork Castle is on the River Nogat in Poland. There's a very tall tower and there are two moats, but there isn't any water in the moats.

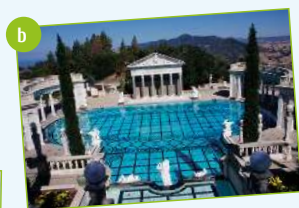
It's a museum and it's a great place for families to visit. When you walk under the enormous gates into the castle, you go back into the history of Poland. There are shows with actors and horses – they play the parts of knights and kings in historical games. You can even explore the castle by candlelight!



- | | |
|---|--|
| 1 Is there a moat at Windsor Castle? | 3 How many people work in the kitchen? |
| 2 How many chairs are there in the dining hall at Windsor Castle? | 4 Are there big gates in Malbork Castle? |
| | 5 Are there shows at Malbork Castle? |

Listening

3 1.29 Listen to three dialogues. Which castles are the people in? Do they like the castles? In your notebook, write dialogue numbers, letters a–c and draw 😊 for yes or ☹️ for no.



Glossary

by candlelight – przy świecach

chef – szef kuchni

enormous – ogromny

explore – zwiedzać

go back – cofnąć się

royal – królewski

Discover more!

4 Read about a famous castle on the Internet. Write about it in your notebook. Answer these questions.

- Where is it?
- What is there in the castle?
- Is there a park or moat around it?
- Is there a river?
- Are there any mountains?
- How many towers / moats / ... are there?



Around the world

The castle that is used for Hogwarts Castle in the first two *Harry Potter* films is **in the USA / in England / in Scotland.**



Vocabulary & Speaking

1 Look at the picture. Complete the sentences in your notebook.



- 1 The cat is the h .
- 2 The boy is the s p .
- 3 The bird is the r .
- 4 The flowers are the w .
- 5 The dog is the f .

5

2 Look at the pictures and write the words in your notebook.

- 1 h l
- 2 b m t
- 3 l g r m
- 4 b h m
- 5 t t

5

3 ★ Find five fragments with the wrong word order. Write the correct dialogue in your notebook. Then act it out in pairs.

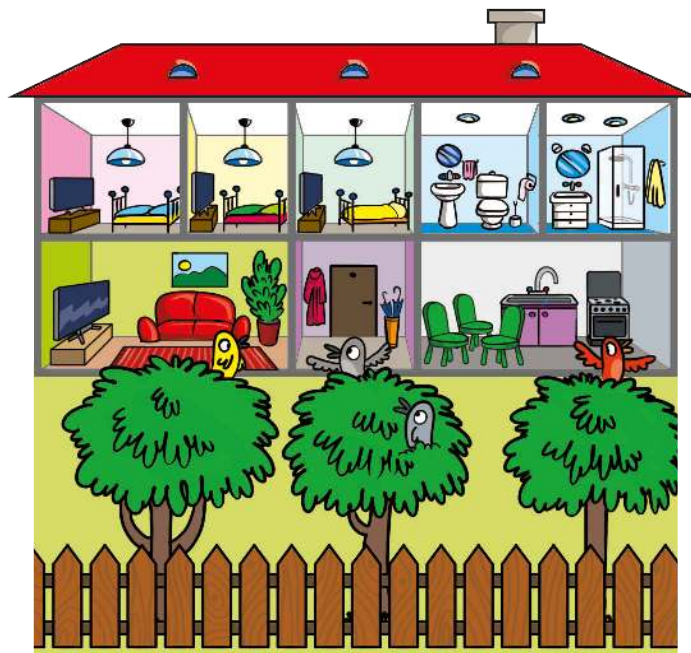
- A: Can I order a please, pizza?
 B: Yes, of course. Which pizza do you want?
 A: A sausage and tomato pizza, please.
 B: OK. What size?
 A: Please, large.
 B: OK. That's £7.50. What's your address?
 A: 12 Road Elgin.
 B: And your number phone?
 A: 056 493 20.
 B: OK. It'll be you with in 30 minutes. Bye.

10

Vocabulary & Speaking: /20

Grammar

4 Look at the picture. Read the text and complete it with *is/Isn't, are/aren't* and *a, some, any*. Write the answers in your notebook.



There ¹ chairs in the kitchen, but there ² chairs in the living room. There ³ TV set in the living room, and there ⁴ TV sets upstairs too. There ⁵ wall in front of the house.

5

5 In your notebook, write 5 sentences about the picture in exercise 4. Use *there is/Isn't, there are/aren't* and the words in the box.

beds ■ toilet ■ tables ■ basement ■ hall

5

6 ★ In your notebook, write questions about the picture in exercise 4, using the words given. Then write the answers.

- 1 how many / chairs / ?
- 2 what / in the garden / ?
- 3 hall / ?
- 4 cats / ?
- 5 birds / ?

10

Grammar: /20

Total: /40

House and garden

block of flats	blok mieszkalny
door	drzwi
fence	plot
garden	ogród
gate	brama, furtka
house	dom
roof	dach
swimming pool	basen
wall	ściana, mur
window	okno

Prepositions of place

behind	za
between	pomiędzy
in front of	przed
in	w
next to	obok
on	na
under	pod

Rooms in a house

basement	piwnica
bathroom	łazienka
bedroom	sypialnia
dining room	jadalnia
garage	garaż
hall	przedpokój
kitchen	kuchnia
living room	salon
stairs	schody
toilet	toaleta



Are you ready for extra vocabulary workout?

Vocabulary revision

- 1 Choose 15 words from unit 2 that are difficult to remember. Make **Brainy Cards**. Work in pairs. Test each other.

next to

next to

The pencil is next to the book.

Useful!

I like the sound of that.	Brzmi nieźle.
Keep your chin up!	Głowa do góry!
Ouch!	Oj! / Ojej!
Poor you.	Biedactwo.

Let's order a pizza

And your phone number?	Numer telefonu?
Can I order a pizza, please?	Czy mogę zamówić pizzę?
Flat 6, 29 Oxford Road.	Oxford Road 29, mieszkania 6
It'll be with you in 30 minutes.	Będzie za 30 minut.
Small, medium or large?	Mała, średnia czy duża?
What size?	Jaki rozmiar?
What's your address?	Jaki jest twój adres?

- 2 Take selfies with your friends. Write who is where.



Lena is between Nikola and Marek.

- 3 Make yourself invisible. Take a photo and describe it!



I'm in front of the bush.

There is / There are: affirmative and negative

Konstrukcji *there is / there are* używamy, aby powiedzieć, że coś istnieje. Zdania z tą konstrukcją często wskazują na lokalizację i ilość. Konstrukcji *there isn't / there aren't* używamy, gdy mówimy, że czegoś nie ma.

Affirmative

There **is** a gate.

There **are** some gates.

Negative

There **isn't** a gate.

There **aren't** any gates.

Short and long forms

there is = *there's* *There's* a gate.

There are nie ma formy skróconej. *There're* gates.

Jeśli w zdaniach z konstrukcją *there is / there are* podajemy lokalizację, to nazwę miejsca stawiamy na końcu zdania lub na jego początku.

There is a garage **in the garden**.

Downstairs, there are five rooms.

There is / There are: questions and short answers

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

Question

Is there a wall?

Are there any trees?

Is there any food?

Short answer

Yes, there **is**. /

No, there **isn't**.

Yes, there **are**. /

No, there **aren't**.

Yes, there **is**. /

No, there **isn't**.

Jeśli w pytaniach z konstrukcją *there is / there are* podajemy lokalizację, to nazwę miejsca stawiamy na końcu pytania.

Are there any blocks of flats **next to the house**?

Is there a swimming pool **in the garden**?



Choose your
grammar project!

Project 1 My Grammar Notebook**1 Complete your grammar notebook.**

- Wybierz dowolne zagadnienie gramatyczne z rozdziału 2. i zilustruj je przykładami. Zapisz te przykłady w zeszyty.
- Dodaj nagłówki, rysunki lub zdjęcia objaśniające treści ułożonych zdań.

There is / There are: wh-questions

Pytania szczegółowe z konstrukcją *there is / there are* tworzymy, dodając zaimek pytający przed *is* lub *are*.

What is there on the table?

There are some books.

How many books are there?

There are five.

Articles: a, an, the

Przedimka *a* lub *an* używamy przed nazwą rzeczy, gdy mówimy o niej po raz pierwszy.

There is **a** tree in my garden.

There is **an** apple in the kitchen.

Przedimka *the* używamy przed nazwą rzeczy, gdy mówimy o niej po raz kolejny lub gdy mamy na myśli konkretny przedmiot lub miejsce.

The tree in my garden is very old.

Jeff is behind **the** wall.

Quantity: some, any**Some**

W zdaniach twierdzących używamy słowa *some*, jeśli nie znamy dokładnej ilości czy liczby danej rzeczy lub osób. Słowa *some* używamy zarówno przed rzeczownikami policzalnymi, jak i niepoliczalnymi.

There are **some** students in the classroom.

There is **some** food in the kitchen.

Any

W zdaniach przeczących i pytaniach używamy słowa *any* – zarówno przed rzeczownikami policzalnymi, jak i niepoliczalnymi.

There aren't **any** books on the table.

Are there **any** books on the table?

There isn't **any** food in the dining room.

Is there **any** food in the dining room?

Project 2 A New School Playground!**2 Design an amazing new playground for your school.**

- Przygotuj mapę terenu wokół szkoły. Możesz narysować własną mapę lub wykorzystać mapę znaną z Internetu.
- Dodaj zdjęcia lub rysunki nowego wyposażenia, roślin i innych elementów.
- Opisz swój projekt w zeszycie.

*In my new amazing school playground,
there is a big swimming pool ...*

Vocabulary

1  Work in pairs. In turns, ask and answer questions about the weather.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						

It's Monday. What's the weather like?

It's hot.

2 In your notebook, write the countries from unit 1 and the continents they are in.

China is in Asia.

3 Look at the picture. Complete the sentences in your notebook.

The swimming pool is in the garden.

- 1 The  is between the bedroom and the .
- 2 The birds are on the  and the .
- 3 The  and the  are in front of the house.
- 4 The  is under the bedroom, and the  is next to the kitchen.



Grammar

4 Look at the picture in exercise 3 again. Complete the sentences with the correct forms of the verbs given. Write the answers in your notebook.

be

The tables are behind the swimming pool.
They aren't behind the garage.

- 1 The trees  big. They  small.
- 2 The girl  in the house. She  in the garden.

have got

- 3 The house   a garden. The garden   any flowers.
- 4 The boy and girl   bicycles, but they   helmets.

there is/are

- 5   three balls in the swimming pool.
  any balls on the tables.
- 6   a dog in the garden.   a dog in the house.

5 Look at the picture in exercise 3 again. In your notebook, complete the questions, using the correct forms of *be*, *have got* and *there is/are*. Then write short answers.

A: Are the boy and girl friendly?

B: Yes, they are.

1 A:  the trees big?

B: No,  .

2 A:  the house big?

B: No,  .

3 A:  the swimming pool small?

B: Yes,  .

4 A:   any water in the swimming pool?

B: Yes,  .

5 A:   any tables in the garden?

B: Yes,  .

6 A:   any chairs in the garden?

B: No,  .

7 A:  the girl  a cap? No,  .

8 A:  the boy and girl  earphones?

B: No,  .

- 6 Look at the picture in exercise 3 again. In your notebook, write questions, using the words in the box.

what ■ how many ■ where (x2)

Where is the boy (the boy)? He's in the garden.

- 1 (the trees)? They're behind the swimming pool.
- 2 (the swimming pool)? It's near the house.
- 3 (birds / there)? There are four birds.
- 4 (there / in front of the house)? There is a fence and a gate.

In an English class

- 7 Complete the dialogues in your notebook. Then act them out in pairs.

- a What does *difficult* mean?
- b How do you spell it?
- c What is *zabawny* in English?
- d Can you repeat that, please?

A: 1

B: It's *funny*.

A: 2

B: F-U-N-N-Y.

C: 3

D: It's *trudny*.

C: 4

D: It's *trudny*.

Let's order a pizza!

- 8 1.30 Listen to five sentences. Match them with responses a–e. Write the answers in your notebook.

- a Flat 10, 17 Asia Road.
- b Thank you, bye!
- c A sausage, mushroom and onion pizza, please.
- d Yes, of course.
- e 724 155 29.

Useful!

- 9 Complete the sentences with the words in the box. Translate the sentences into Polish. Write the answers in your notebook.

sound ■ time ■ later ■ chin ■ again

- 1 I like the of that.
- 2 Keep your up!
- 3 It's for lunch.
- 4 Oh no! Not .
- 5 See you .

Listening

- 10 1.31 Toby has got a new house. Listen to the dialogue. Answer questions 1–5.

- 1 How many bedrooms are there?
- 2 Is the garden big?
- 3 Is there a swimming pool in the garden?
- 4 Where can Toby play loud music?
- 5 Does Ella want to help Toby?

Reading

- 11 Read about a holiday house. Is it good for people 1–5?

- 1 I want to go on holiday in winter.
- 2 There are 12 people in my family.
- 3 I want to walk on the beach. I don't want to swim.
- 4 I can pay £300 a week in summer.
- 5 My family is small and we've got one car.

A small holiday beach house

The house has got three bedrooms, two bathrooms, and a living room with a kitchen area. There's also a garden with a swimming pool and a tree house. The house has got a garage for one car. The house is 200 metres from a beautiful beach. It isn't safe to swim at this beach, but you can swim at a safe beach, two kilometres from the house. The house is one kilometre from a small town. In the town, there are two supermarkets, and there's a market in the main square on Friday. The house is £400 per week in summer, and £300 in spring and autumn.

Writing

- 12 You are on holiday with your family. In your notebook, describe the house you are staying in. Write an email to your friend.

Hi ...

Speaking

- 13 Work in pairs. You are on holiday and you are phoning your friend. Talk about the house and the weather.

Hi! How are you? What's the house like?

Hi! I'm great. The house ...

What's the weather like?

It's ...

Lesson 1 Popular sports

Lesson objective: Vocabulary: sports, adjectives



Vocabulary presentation 1

- 1 1.32 Match the sports with numbers 1–8. Write the answers in your notebook. Then listen, check and repeat.

basketball ■ ice hockey ■ sailing
dodge ball ■ surfing ■ handball
table tennis ■ windsurfing

1 surfing

Vocabulary practice

- 2 Work in pairs. Say who is or is not good at the sports in the picture.

Lisa is good at surfing.

Jeff's mother isn't good at table tennis.

- 3 Work in pairs. Say which sports you and your family are or aren't good at.

I'm good at basketball. My brother isn't good at dodge ball.

Phonics Rap

- 1.33 Listen and rap.

Doing sports is good for you,
Playing dodge ball is fun too.
Windsurfing is awesome, yes!
Feeling good, no more stress!
Handball, surfing, let's get fit,
Sailing, ice hockey – that's it!

Vocabulary presentation 2

- 4  1.34 In your notebook, match the opposites. Then listen, check and repeat.

difficult ■ boring
expensive ■ dangerous

exciting ■ easy
cheap ■ safe

difficult – easy

Vocabulary practice

- 5  Work in groups of four. Describe sports, using the words in exercise 4.

I think that surfing is a bit dangerous.

 **Look**

It's **a bit / a little** dangerous. 

It's dangerous.  

It's **very** dangerous.   

Listening

- 6  1.35 Listen to Ruby and Zac talk about sports. In your notebook, write T (True) or F (False) for sentences 1–5.

- Ruby is sad at the beginning.
- Zac is sporty.
- Zac wants to help Ruby.
- Ruby decides to practise two sports.
- It's important to be very good at sport.

Life skills: Free time

Doing a sport is one way of using your free time well. Can you think of any other ways?

Reading

- 7 Read Matt's forum post and choose all the correct endings for the sentence. Write the answers in your notebook.

Matt wants you to:

- | | |
|--------------------------|-----------------|
| a be bad at sports. | d study more. |
| b be good at all sports. | e enjoy sports. |
| c do any sports. | |



My sister is good at surfing, windsurfing, and skiing. My parents are good at sports too. I'm bad at sports, but it isn't a problem. I love basketball and sailing!

Sports are exciting. They help you to be fit and feel good. Some sports are a bit difficult, like surfing, some sports are easy, like dodge ball, but they all help you to learn something. For example, you can learn to be organised – you pack your sports clothes and plan your time for lessons and practice. You make new friends, too.

Team sports like dodge ball and handball help you to work in a group. This is a very important skill for the future.

One more thing: when you do a sport, it helps you to sleep well. This can help you to study, so sports can help you with your school grades! But it isn't that important to be good at sport. It's important to do sports and enjoy them. That's what I do.

Game

- 8  Work in groups of four. Play *Guess the sport*.

- Każdy uczeń wybiera sport z ćwiczenia 1., zapisuje jego nazwę w zeszytce i opisuje go za pomocą przymiotników z ćwiczenia 4.
- Uczniowie odgadują nazwę opisywanego sportu. Za każdy odgadnięty sport uczeń otrzymuje 1 punkt. Wygrywa uczeń, który pierwszy zdobędzie 5 punktów.

It's exciting.

Is it surfing?

No, it isn't surfing. It's expensive.

Yes, it is.

Is it sailing?

Quick check 1.36 Listen and describe the sports, using the adjectives from lesson 1.

Grammar presentation

1 1.37 Listen and read. Answer questions 1–2.

- 1 Jaki to tekst: artykuł o sportach, ulotka reklamowa czy e-mail?
- 2 W czym może pomóc ten tekst?

Summer at the *Brainy Sports Centre*: swimming or surfing?




You can choose to join the swimming group or the surfing team.

Is swimming **better** than surfing?
Is surfing **worse** than swimming?

Swimming is **cheaper** than surfing.
It's **easier** too. Surfing is **more difficult** than swimming and it's **more expensive**, but it's **more exciting**.

Swimming and surfing aren't dangerous sports, but swimming is **safer** than surfing.
Swimming is **more popular** than surfing, so the group is **bigger**.

Don't be a couch potato all summer!
Join one of the teams now!



Grammar practice

2 Complete the text with the comparative forms of the adjectives in brackets. Write the answers in your notebook.

Hi Grandad!

Can you help me? I want to do a sport this summer, but I can't decide which one to do.

At the *Brainy Sports Centre*, I can do swimming or surfing. Swimming is ¹  (easy) than surfing, but it's ²  (boring).

At the *OK Sports Club*, I can do basketball or table tennis. Basketball is ³  (fast) than table tennis, but it's also ⁴  (difficult) to play.

At the *Sea Activity Centre*, I can do windsurfing or sailing. Windsurfing is ⁵  (expensive) than sailing and it's ⁶  (dangerous) too.

The *Sea Activity Centre* is ⁷  (good) than the *OK Sports Club*. The *Brainy Sports Centre*, is ⁸  (bad) than the *OK Sports Club*.

What do you think? Luke

3 Compare the sports in your notebook.

- | | |
|-----------------------------|----------|
| 1 sailing / dodge ball | easy |
| 2 basketball / surfing | exciting |
| 3 table tennis / ice hockey | safe |
| 4 dodge ball / handball | good |

Writing

4 In your notebook, write a leaflet of *Winter at the Brainy Sports Centre* about two winter sports. Use the text in exercise 1 as a model.

Winter at the Brainy Sports Centre:

Tip

W ulotce:

- opisz dwa sporty zimowe, które się od siebie znacznie różnią,
- porównaj je za pomocą przymiotników,
- użyj jednego z podanych zakończeń:
Go out and have a good time! / *Don't play computer games!* / *Get fit and healthy!*

G Grammar app

Regular comparative: short adjectives

Swimming is cheaper than surfing.
big → bigger easy → easier

Regular comparative: long adjectives

Swimming is more popular than surfing.

Irregular comparative: good and bad

Is swimming better than surfing?

Is swimming worse than surfing?

good → better bad → worse

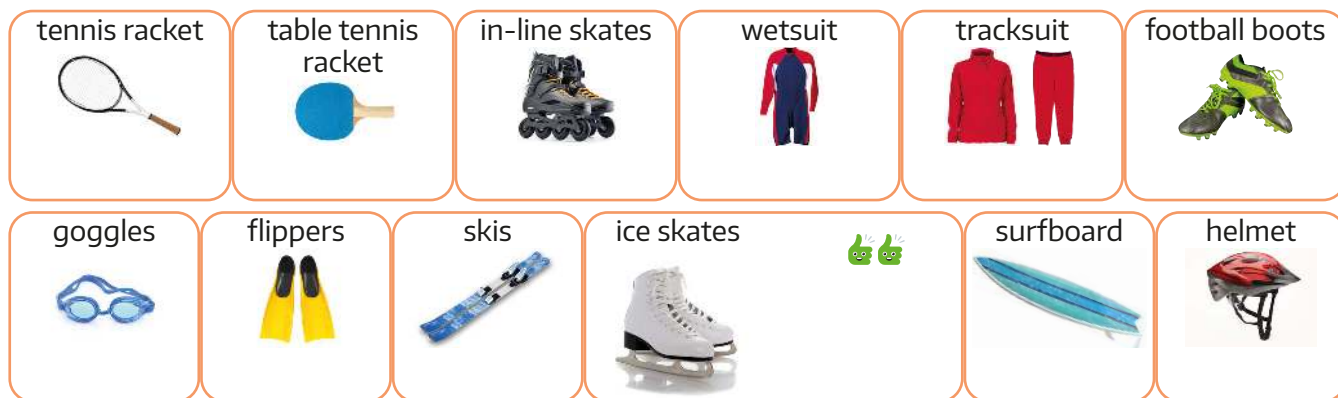
» Grammar summary on page 45

Vocabulary presentation

1  1.38  Listen and repeat. In pairs, ask and answer questions about the prices.

How much is the tennis racket?

It's fifteen pounds and twenty-five pence.



Vocabulary practice

2 Compare the sports equipment in your notebook.

the tennis racket /

the table tennis racket

The tennis racket is bigger than the table tennis racket.

big

1 the flippers / the goggles

2 the surfboard / the skis

3 the wetsuit / the tracksuit

4 the ice skates / the skis

expensive

cheap

short

popular

3 Read comments 1–7. What sports equipment are they about?

- 1 They're great! I score lots of goals now! 😊
- 2 It's very difficult to put them on, but I can swim much faster with them. 😊
- 3 They're useless. The water gets in and I can't see anything. 😡
- 4 I can swim when the water gets colder. I can even swim in winter! 😊
- 5 They are more comfortable and faster than my old ones. I can do everything for my ice dance practice now. 😊
- 6 My mum gets worried every time I go out on my bicycle. But she knows I'm safer with it. 😊
- 7 It's fantastic! Down at the beach, they call me the king of the surfers! 😊



Look

£153.99 = one **hundred** and fifty-three pounds (and) ninety-nine (pence)

Listening

4  1.39 Listen to a mother and son talk about sports equipment. Read the sentences and find the true ones.

The lessons are £50.

The wetsuit is £90.

The flippers are £25.

They buy the goggles.

They buy the surfboard for £90.

Game

5  Work in groups of four. Play *Cheaper or more expensive*.

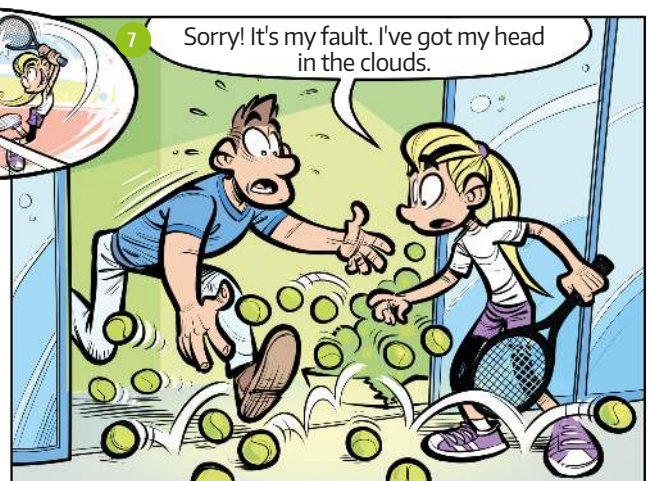
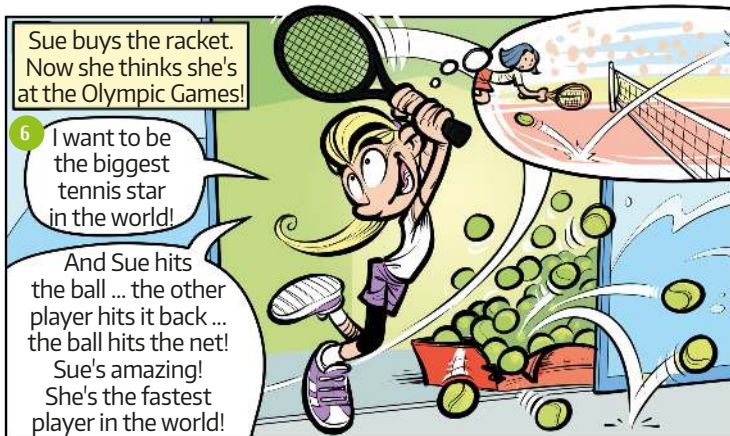
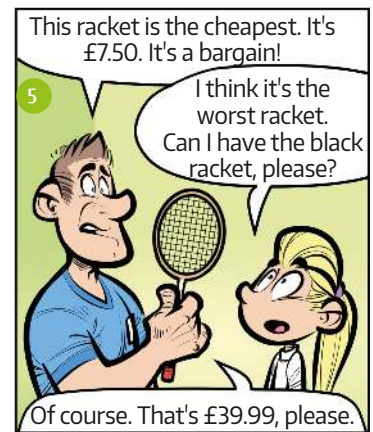
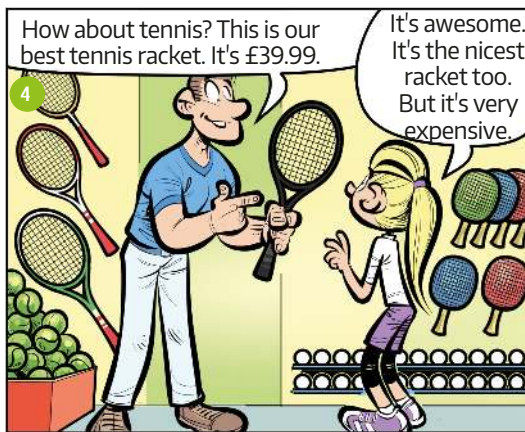
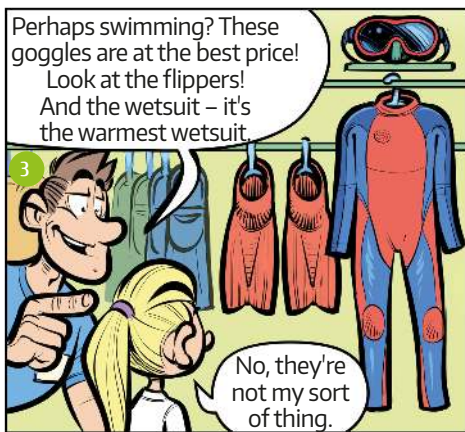
- 1) **Uczeń A** wybiera dowolny sprzęt sportowy z ćwiczenia 1. i porównuje jego cenę z ceną innego sprzętu.
- 2) Kolejny uczeń porównuje cenę drugiego podanego sprzętu sportowego z ceną innego sprzętu. Gracze mogą używać *more expensive than* lub *cheaper than*.
- 3) Uczeń, który popełni błąd, robi trzy pajacyki.

The skis are more expensive than the **ice skates**.

The **ice skates** are more expensive than the **goggles**.

The **goggles** are cheaper than the ...

Lesson objective: Grammar: regular superlative adjectives, irregular superlative adjectives (good, bad)



GLOSSARY

awesome – fantastyczny

net – siatka

suggest – proponować

USEFUL!

When do you use these expressions?

- 1 I've got my head in the clouds.
- 2 It's a bargain!
- 3 It's my fault.
- 4 They're not my sort of thing.

Quick check

1.40 Listen and find each piece of sports equipment in Episode 3.

Grammar presentation

- 1 1.41 Read and listen to Episode 3. Why is Sue at the sports shop?

Comprehension

2 In your notebook, complete the summary of Episode 3.

Sue chce zacząć uprawiać nowy ¹ , dlatego idzie do ² , aby kupić ³ . Sue nie chce kupić deski surfingowej, nart ani okularów pływackich, ponieważ ⁴ . W końcu decyduje się kupić najdroższą ⁵ . Sue udaje, że ⁶  i komentuje swój występ. Nagle przypadkiem uderza w piłki do tenisa. Sue przyznaje się do winy i przeprasza ⁷  za bałagan.

G Grammar app

Regular superlative: short adjectives

The black racket is the newest.
big → the **biggest** easy → the **easiest**

Regular superlative: long adjectives

The black racket is the most expensive.

Irregular superlative: good and bad

The black racket is the best.
The yellow racket is the worst.

>>> Grammar summary on page 45

Grammar practice

3 In your notebook, write the superlative forms of adjectives 1–10.

- | | | | |
|---------|---------|-------------|--------|
| 1 cheap | 4 old | 7 expensive | 10 bad |
| 2 small | 5 big | 8 difficult | |
| 3 long | 6 funny | 9 good | |

4 In your notebook, write sentences about the sports equipment.

- 1 funny / cheap / expensive



£190.80

£19.80

£5.55

1 *The flippers are the funniest.*

- 2 good / bad



- 3 big / small

5 In your notebook, complete the text with the superlative forms of the adjectives in brackets.



Surfboards come in different sizes. The ¹  (**big**) surfboard in the world is more than 12 metres long! 66 people can surf on it!

Skis come in different sizes too. The ²  (**long**) skis in the world are 555 metres long! 170 people can ski on them!

Ice-skating is an old sport. The ³  (**old**) ice skates in the world are 5,000 years old. They're from Europe.

The ⁴  (**heavy**) tennis racket in the world is more than 2.7 tonnes. It's around 15 metres long, so you can't use it.

The ⁵  (**expensive**) tracksuits in the world cost more than £2,000 each. But you can buy good tracksuits for just £20.



Look

£2,000 = two **thousand** pounds

6 1.42 Listen to the questions and find the answers in exercise 5. Don't read the whole text again.

Game

7 Work in groups of four (two pairs). Test each other on the adjectives below.

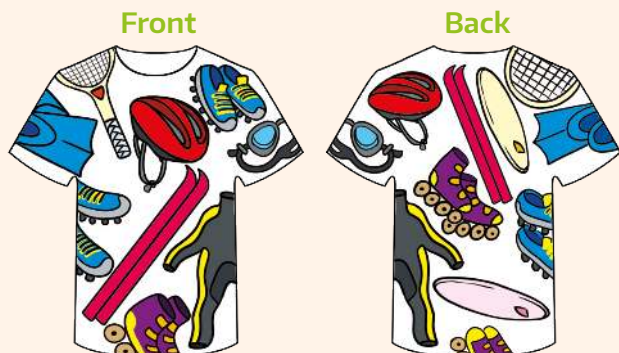
- 1) Para A wybiera przymiotnik dla para B.

happy	quiet	warm	bad	funny
hot	wet	boring	easy	popular
expensive	safe	beautiful	cheap	sunny
cold	dangerous	good	heavy	big

- 2) Jeden uczeń z para B mówi stopień wyższy przymiotnika, a drugi uczeń stopień najwyższy.
3) Za każdą poprawną formę przymiotnika para dostaje 1 punkt. Następnie zamieńcie się rolami.

1  1.43 Listen to five sports commentaries. What sports are they about?

2 How many pieces of sports equipment are there on the T-shirt? Write the answers in your notebook.



Look



= a pair of

There is one pair of goggles ...

3 Read the puzzle and match the sports equipment with the prices. Write the answers in your notebook.

£79.99 £31.45 £32.50 £15.95

The **skis** are the most expensive.

The **table tennis racket** is the cheapest.

The **ice skates** are cheaper than the **skis**, but they're more expensive than the **wetsuit**.

Yes, it is.

E

No, I'm not.

T

Yes, he is.

E

Yes, I am.

K

No, we aren't.

E

No, they aren't.

R

Yes, she is.

L

No, he isn't.

H

Yes, they are.

E

No, she isn't.

T

Yes, we are.

M

No, it isn't.

C

Hi! Let's wake up your brains!



4  In your notebook, write your own puzzle. Work in pairs. Solve the puzzle.

- Wybierz cztery elementy sprzętu sportowego.
- Zapisz cztery różne ceny wybranych elementów w funtach.
- Zapisz zdania porównujące ceny sprzętów.
- Przeczytaj zdania koledze/koleżance z ławki. Poproś o dopasowanie cen do sprzętów. Następnie zamieńcie się rolami.

5 Solve Sporty Sue's puzzle. Write the answer in your notebook.



Find this tennis racket in Unit 3. Is it cheaper or more expensive than my new tennis racket?



6  1.44 Listen and choose the correct answers. What is the password?



Tip

Zapisz w zeszycie litery z niebieskich pól, które wybrałeś/wybrałaś. Ułóż z nich hasło z kategorii: sprzęt sportowy.

1  1.45 Listen and read. Match sentences 1–5 with phrases a–e. Write the answers in your notebook.



- 1 Można dodać do *Thanks*.
- 2 Zachęta do działania.
- 3 Podkreślenie opinii.
- 4 Odpowiedź na podziękowania.
- 5 Sto lat! Wszystkiego najlepszego!

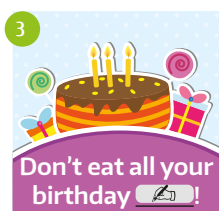
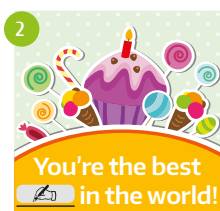
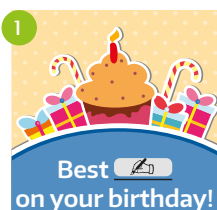
- a *My pleasure.*
- b *Many happy returns!*
- c *a lot*
- d *really*
- e *Go ahead!*

2  Work in groups of four. Draw three gifts on small pieces of paper. Give each student a gift.

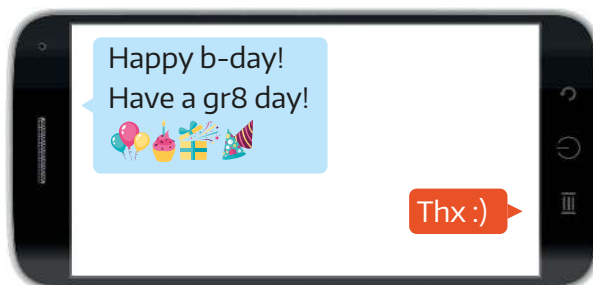
Happy birthday! This is for you ...

3 Complete birthday cards 1–3 with the words in the box. Write the answers in your notebook.

friend ■ great ■ wishes ■ cake



4 Look at the birthday text message. How is it different to a birthday card?



5 In your notebook, write one birthday card and one birthday text message to a friend.



Tip

Do życzeń w formie SMS-a dopisz jedną z poniższych odpowiedzi:

- Thx!
- Thnx!
- Thanks!
- Thanks a lot!
- Thank you!



1 Look at the web page. Choose the best title a–c. Write the answer in your notebook.

- a The most dangerous sports in the world. b The oldest sports in the world. c The most unusual sports in the world.

2  1.46 Listen and read. Match the photos with sports in texts 1–4. Write the answers in your notebook.

Sport Focus:



- 1 Skeleton is one of the fastest sports in the world, and it's one of the most exciting too. You go down a hill on a toboggan. Your hands hold the toboggan and your face is 10 centimetres from the ice!
- 2 Hurling is 3,000 years old. It's one of the oldest sports in the world. It's from Ireland. You use your hands and a special bat. It's faster and more dangerous than most other sports. Players can suffer serious injuries.
- 3 Zorbing is one of the newest sports. You move the zorb with your hands and feet. You can have zorb races, you can do zorbing on water, and you can go very fast down hills. It's one of the safest sports, because you're in the zorb.
- 4 Sepak takraw is a game from South-East Asia. The name means 'kick ball'. Sepak takraw is like volleyball, but it's more difficult as you can't hit the ball with your hands! The players use their head, neck, chest and legs.



Glossary

bat – kij
hill – wzgórze, pagórek
serious injury – poważna kontuzja
toboggan – sanki
zorb – kula do zorbingu

3 Read sentences 1–5 and match them with the sports in exercise 2. Write the answers in your notebook.

- 1 You go a long way, but you don't use your legs.
- 2 You can touch the ball with your hands and a bat.
- 3 You can't do it in a hot place.
- 4 You can't use your hands.
- 5 You can use your feet and hands, and it isn't dangerous.

Listening

4  1.47 Listen to three people talk about sports. Say what they think about them.

- 1 triathlon 2 chessboxing 3 blind football



Around the world



What is this dangerous sport called?
 Would you like to do it?

Discover more!

5 Read about an unusual sport on the Internet. Make notes about it in your notebook. Answer these questions. Then make a poster.

- 1 What is the name of the sport?
- 2 Where is it from?
- 3 What are the rules?
- 4 How can you describe it?

It's from ... It's fast and ...



Vocabulary & Speaking

1 In your notebook, complete the words and match them with one of the two categories: *sports* or *equipment*.

- 1 tr t
- 2 wi ing
- 3 w t
- 4 tennis r t
- 5 su ing
- 6 d ll

sports	equipment

6

2 Guess the names of the sports equipment.

- 1 When you swim, you can put these on your feet.
- 2 When you swim, you can put these over your eyes.
- 3 When you surf, you stand on this.
- 4 When you ride a bicycle, you put this on your head.

4

3 ★ Complete the dialogue in your notebook. Then act it out in pairs.

- A: Happy birthday! This is for you.
 1 (Mam nadzieję, że Ci się spodoba.)
 B: Oh! 2 (Wielkie dzięki!).
 Can I open it now?
 A: 3 (Śmiało!)
 B: A helmet! 4 (Jest naprawdę świetny!)
 A: My pleasure! 5 (Wszystkiego najlepszego!)

10

Grammar

4 In your notebook, complete the sentences with the comparative forms of the adjectives in brackets.



The blue flippers are 1 (big) than the red flippers, but they are 2 (small) than the green flippers. The black helmet is 3 (expensive) than the orange helmet. The black helmet is also 4 (good) than the orange helmet. The yellow helmet is 5 (bad) than the orange helmet.

5

5 In your notebook, complete the sentences with the superlative forms of the adjectives in brackets.

- 1 The green flippers are (big).
- 2 The red flippers are (small).
- 3 The black helmet is (expensive).
- 4 The black helmet is (good).
- 5 The yellow helmet is (bad).

5

6 ★ Compare these skis, using the correct forms of the words given. Write the answers in your notebook.



comparative

- 1 the yellow skis / the brown skis
- 2 the brown skis / the blue skis
- 3 the blue skis / the yellow skis

expensive
bad
good

superlative

- 4 the brown skis
- 5 the blue skis

expensive
bad

10

Vocabulary & Speaking: /20

Grammar: /20

Total: /40

Sports

basketball	koszykówka
dodge ball	gra w zbijaka
handball	piłka ręczna
ice hockey	hokej na lodzie
sailing	żeglarstwo
surfing	surfing
table tennis	tenis stołowy, ping-pong
windsurfing	windsurfing

Adjectives

boring	nudny
cheap	tani
dangerous	niebezpieczny
difficult	trudny
easy	łatwy
exciting	ekscytujący
expensive	drogi
safe	bezpieczny

Sports equipment

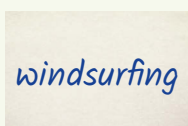
flippers	płetwy
football boots	korki, buty do piłki nożnej
goggles	okulary pływackie
helmet	kask
ice skates	łyżwy
in-line skates	łyżworolki
skis	narty
surfboard	deska surfingowa
table tennis racket	paletka do ping-ponga
tennis racket	rakieta tenisowa
tracksuit	dres
wetsuit	pianka, strój piankowy



Are you ready for extra vocabulary workout?

Vocabulary revision

- 1  Make **Brainy Cards** with the names and pictures of sports and sports equipment. Work in pairs. How quickly can you match them?

**Useful!**

I've got my head in the clouds.	Bujam w obłokach.
It's a bargain!	To okazja!
It's my fault.	To moja wina.
They're not my sort of thing.	To nie dla mnie.

At a birthday party

Go ahead!	Śmiało!
Happy birthday!	Sto lat! / Wszystkiego najlepszego!
I hope you like it.	Mam nadzieję, że Ci się spodoba.
Many happy returns.	Sto lat! / Wszystkiego najlepszego!
My pleasure.	Cała przyjemność po mojej stronie.
Thanks a lot.	Wielkie dzięki.
They're really cool.	Są naprawdę świetne.
Best wishes on your birthday!	Najlepsze życzenia z okazji urodzin!
Don't eat all your birthday cake!	Nie przejedz się tortem urodzinowym!
Have a great day!	Wspaniałego dnia!
You're the best friend in the world!	Jesteś najlepszym przyjacielem / najlepszą przyjaciółką na świecie!
Happy b-day!	Sto lat! / Wszystkiego najlepszego!
Have a gr8 day!	Wspaniałego dnia!
Thx!/Thnx!	Dzięki!

- 2 Make a video of a group sports mime. Mime six or more sports. Watch all your videos and name the sports.



Comparative adjectives

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

Short adjectives

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

The green ball is **cheaper** than the blue ball.

Long adjectives

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

The green ball is **more** expensive than the blue ball.

Irregular adjectives: *good* and *bad*

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

Swimming is **better** than windsurfing.

Surfing is **worse** than swimming.

Spelling rules

Uwaga! Gdy stopniujesz niektóre krótkie przymiotniki regularne, zwróć uwagę na zmiany w pisowni.

1 W krótkich przymiotnikach, które kończą się spółgłoską poprzedzoną jedną samogłoską, podwajamy ostatnią spółgłoskę.
big → bigger → the biggest

2 W krótkich przymiotnikach, które kończą się literą **-y**, zmieniamy **-y** na **-i**.

happy → happier → the happiest
easy → easier → the easiest

3 W przymiotnikach kończących się literą **-e** dodajemy tylko **-r** w stopniu wyższym i **-st** w stopniu najwyższym.

safe → safer → the safest



Choose your grammar project!

Project 1 My Grammar Notebook

1 Complete your grammar notebook.

- Wybierz dowolne zagadnienie gramatyczne z rozdziału 3. i zilustruj je przykładami. Zapisz te przykłady w zeszytce.
- Dodaj nagłówki, rysunki lub zdjęcia objaśniające treści ułożonych zdań.

Superlative adjectives

Przymiotników w stopniu najwyższym używamy, gdy porównujemy co najmniej trzy rzeczy, osoby lub czynności.

Short adjectives

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

This wetsuit is **the cheapest**.

Long adjectives

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

The red surfboard is **the most** expensive.

Irregular adjectives: *good* and *bad*

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

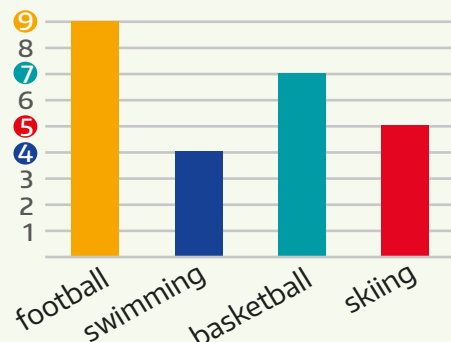
This wetsuit is **the best**.

That pair of goggles is **the worst**.

Project 2 A Class Survey

2 Do a class survey.

- Każdy z uczniów klasy kolejno zapisuje na tablicy nazwę ulubionej dyscypliny sportowej.
- Policz zwolenników zapisanych dyscyplin. Przedstaw wyniki za pomocą wykresu słupkowego.
- Opisz wyniki przeprowadzonej ankiety w zeszytce.



The most popular sport is ...
... is more popular than ...

lesson 1 Zac's dream

Lesson objective: Vocabulary: household chores 1



Vocabulary presentation

- 1 2.01 Listen and repeat. Match the names of activities with numbers 1–11. Write the answers in your notebook.

tidy my room ■ vacuum the carpet ■ wash the car ■ make my bed ■ walk the dog
look after my younger sister ■ dust the furniture ■ iron the clothes ■ wash the windows
take the rubbish out ■ feed the dog/cat/fish

- 2 Look at the picture in exercise 1 and complete the text in your notebook.



I really hate chores! In my dream, robots do the chores. The green robot can wash the car and look after my younger sister. It can also tidy my room and ¹ . The blue robot can dust the furniture, iron the clothes and ² . The yellow robot can wash the windows and take the rubbish out. It can also ³ and ⁴ .



Phonics Rap

- 2.02 Listen and rap.

Dust the living room – dust it, yay!
Take the rubbish out – OK!
Now go out in the summer sun,
Run up, down, under – let's have fun!

Vocabulary practice

3  Work in groups. You are robots. In turns, tell the robots what to do.

Wash the car!



4 In your notebook, write the chores for these places.

- in the living room: vacuum the carpet,
- in the kitchen: 
- in the bedroom: 
- outside / in the street: 

Reading

5 Read the article. Put sentences a–d in the correct order. Write the answers in your notebook.

Can robots really do all the chores in the house?
Let's have a look at what robots can do.

Most housework robots can only do one simple activity. For example, they can vacuum the carpet, or they can wash the windows. There are robots that can iron – but they're very slow, and they can't iron shirts and trousers.

The most advanced robots can have some type of conversation, but they can't do complicated chores. They can't look after little children and they can't feed the cat or take the dog for a walk. In the future, perhaps, but not now.

What's the best way to do the housework? Your mum and dad, your brothers and sisters and you – they are the best at housework. Around the world, about 90% of 12-year-old children help with the chores. In England, children are a bit lazier – only about 60% help.

Do children help with the chores in your country?



- a Children all over the world help with housework.
- b They can't do complicated chores.
- c Robots can do simple chores.
- d Families are better at housework than robots.

Speaking

7  In your notebook, write three chores you do at home. Find three people in class who do these chores too.

Do you vacuum the carpet?

No, I don't.

Listening

6  2.03 Copy the list of chores into your notebook. Which chores does Ruby like? Listen and draw 😊 or ☹.

- 1 iron the clothes
- 2 tidy my room
- 3 take the rubbish out
- 4 wash the car
- 5 feed the cat



Life skills: Helping your family

How can you help your family? Write the answers in your notebook. Start with the most important ones.

do some chores in the house
be tidy ■ watch TV with your family
don't be rude

✓ Quick check

2.04 Listen and finish the names of chores.

Grammar presentation

1 Read the quiz. Are any of the sentences true for you?

Are you lazy or helpful?

- 1 I sometimes dust the furniture.
- 2 I usually take the rubbish out.
- 3 I always make my bed.
- 4 I never iron the clothes.
- 5 I often tidy my room.
- 6 I hardly ever vacuum the carpet.
- 7 I am always happy when I help at home.

always usually often sometimes hardly never ever

2 In your notebook, complete the quiz in exercise 1 about yourself. Then read your friend's answers. Who is more helpful?

1 I never dust the furniture.

G Grammar app

Present simple: affirmative and negative

I walk the dog.
He walks the dog.
I don't walk the dog.
He doesn't walk the dog.
tidy → tidies wash → washes
do → does have → has
» Grammar summary on page 57

4 In your notebook, prepare a Grammar app for she and they.

Grammar practice

5 In your notebook, complete these Internet posts.

I ¹ (always, make) my bed in the morning, and I ² (tidy) my bedroom on Saturday. My younger brother ³ (hardly ever, make) his bed, and he also ⁴ (not tidy) his bedroom.

I ⁵ (not do) many chores, but I ⁶ (walk) the pet crocodile!

I ⁷ (not make) my bed, but I ⁸ (tidy) my bedroom and I ⁹ (sometimes, vacuum) the carpet in the living room.

My brother and I ¹⁰ (wash) the car on Sunday. We ¹¹ (not make) our beds. My sister ¹² (usually, make) her bed, but she ¹³ (not tidy) her room.

My younger brother ¹⁴ (never, help) with any chores!

Speaking

6 Work in pairs. In turns, talk about your family. Who does the chores? How often?

My mother always irons the clothes.

Vocabulary presentation

1  2.05 Listen, read and repeat the phrases. What do they mean?



Vocabulary practice

2  Work in pairs. Talk about your eating habits.

I never get lunch from a takeaway.

3  2.06 Listen and read. Who has got a healthy diet? Who has got an unhealthy diet?

kebab_kid_24

Every day, I have a beef kebab from a kebab stall. I never eat vegetables. I sometimes eat fruit. I drink fizzy drinks, but I don't drink water. For breakfast, I usually have cereal with milk and sugar, and I have the same in the evening.



pizza_princess

I usually don't have breakfast, but I have a snack at eleven o'clock – some cake or some biscuits. I have lunch at a pizzeria. I always have a pizza and salad. For dinner, I eat fish, chicken or ham with vegetables.



mister_fruit_and_veg

I always eat three meals a day. For breakfast, I eat fruit and cereal. For lunch, I eat fish or chicken and salad. For dinner, I eat meat and vegetables. I sometimes eat biscuits or cake, but not often. I always have my five a day.



Listening

4  2.07 Listen to six people talking about what they eat. Is their diet healthy or unhealthy?

Writing

5 In your notebook, write a post about your diet.

I usually eat three meals a day.



Tips

W poście napisz:

- ile posiłków jesz każdego dnia,
- co jesz i pijesz oraz jak często,
- czy twoja dieta jest zdrowa, czy niezdrowa.

Speaking

6  Work in pairs. Read your posts. Then compare your diets.

My diet is healthier. You usually drink fizzy drinks, but I never drink fizzy drinks. You ...

Lesson objective: Grammar: Present simple: questions and short answers; wh-questions; frequency expressions

1 Sue's on the tennis court at school, but she doesn't feel good.

I'm tired. I'm always tired. I go to school, tidy my room, do the washing-up, walk the dog and go to the gym ...

Perhaps your diet isn't good. Do you eat healthy food?

Yes, I do. But, I eat fast food too, and I love fizzy drinks.

2 How often do you eat fast food?

I eat fast food four or five times a week.

Do you eat pizza?

No, I don't.

3 Do you eat vegetables?

Yes, I do. I eat potatoes every day.

Potatoes aren't part of your five a day, Sue. Change your diet. Eat your five a day every day. And don't eat fast food or drink fizzy drinks.

4 Later that day, Sue starts to eat healthier food.

Do you want some chips, Sue? And a fizzy drink?

No thanks, mum, I don't. I don't eat unhealthy food.

No fast food ... and five a day every day!

5 Two weeks later, Sue isn't tired anymore!

Sue is full of beans now. Does she eat her five a day?

Yes, she does.

Does she eat fast food?

No, she doesn't. And she doesn't eat sweets!

6 Now, it's the Olympic gymnast from England, Sue ... she's amazing ... she's more athletic than ever!

Sue! You're about to hit the wall!

7 Oh, Sue. How often do you have accidents?

I have accidents every day. My new diet doesn't help that. I'm as fit as a fiddle, but I daydream all the time.

GLOSSARY

athletic – wysportowany

daydream – rozmarzyć się

gymnast – gimnastyk, gimnastyczka

tired – zmęczony

Quick check

2.08 Listen. Say a verb that goes with the words you hear. Use *eat*, *drink*, *have lunch at*, or *get lunch from*.

USEFUL!

Match the phrases with their Polish equivalents.

- | | |
|---------------------------|-----------------------|
| 1 as fit as a fiddle | a zdrow jak ryba |
| 2 full of beans | b zaraz uderzysz w... |
| 3 you're about to hit ... | c tryskać energią |

Grammar presentation

- 1 2.09 Read and listen to Episode 4. Does Sue's new diet help her?

Comprehension

2 In your notebook, match the two halves of the sentences.

- 1 At the beginning, Sue's diet
 - 2 At the end, Sue's diet
 - 3 Because of her new diet, Sue
 - 4 The diet is good, but Sue
- a is healthy.
 - b still has got accidents.
 - c is unhealthy.
 - d has got more energy.

G Grammar app

Present simple: questions and short answers

Do	you	eat	healthy food?	Yes, I do.
				No, I don't.
Does	she	eat	healthy food?	Yes, she does.
				No, she doesn't.

>>> Grammar summary on page 57

3 In your notebook, prepare a *Grammar app* for *I, he and they*.

Grammar practice

4 In your notebook, complete the quiz. Who is healthier: Rick or Adam?

Who is healthier: you or your friend?

What's your name? Rick

What's your friend's name? Adam

- 1 Do you eat five a day every day?
Yes, I
- 2 Do your friend eat five a day every day?
No, he
- 3 Do you drink a lot of fizzy drinks?
No, I
- 4 Does your friend drink a lot of fizzy drinks?
Yes, he
- 5 Do you and your family sometimes eat lunch from a kebab stall?
No, we
- 6 Do your friend and his family sometimes eat lunch from a kebab stall?
Yes, they

G Grammar app

Present simple: *wh*-questions

How often				
When	do	you	eat	fast food?
Where				

Present simple: frequency expressions

	every day.
	three times a week.
I eat fast food	twice a month.
	once a year.

>>> Grammar summary on page 57

Grammar practice

5 In your notebook, write questions and answer them.

- 1 How often / you / eat / salad / ?
- 2 Where / you / have lunch / ?
- 3 When / you / eat / fast food / ?
- 4 How often / you / get lunch from a takeaway / ?
- 5 When / you / have lunch at home / ?

Listening

6  2.10 Listen to Sue doing a diet test. How many points does she get?

Game

7  Work in groups of three or four. Play *Whose family is healthier?*

- 1) Każdy uczeń pisze w zeszytach jedno pełne pytanie na temat jedzenia lub nawyków żywieniowych, używając poniższych zwrotów:

- Do you ...? ■
- How often do you ...? ■
- Does your family ...? ■
- How often does your family ...? ■

- 2) Zadawajcie sobie na zmianę pytania i odpowiadajcie na nie zgodnie z prawdą. Za każdy zdrowy nawyk uczeń dostaje 1 punkt. Rozegrajcie kilka rund, aby wyłonić zwycięzcę.

- 1 How often does Ronny do his chores? Write the answers in your notebook.



- 2 Read the puzzle and answer the question.

I do one chore every day. On Monday, Wednesday and Friday, I walk the dog. I tidy my room on Saturday. I take the rubbish out twice a week. I don't take the rubbish out on Tuesday. I feed my dog once a week. When do I feed the dog?

- 3 Work in pairs. Read what Danny Double says and guess what he eats and drinks.



I eat fast food. I don't eat cereal. I drink fizzy drinks. I don't drink sparkling water.



Tip

Double po polsku znaczy podwójny. Poszukaj podwójnych liter w nazwach produktów spożywczych, napojów oraz nazw miejsc, w których można coś zjeść.

- 4 Work in pairs. Ask and answer questions about Danny Double's eating habits. Start with *Does he ...* or *Where does he ...* ?

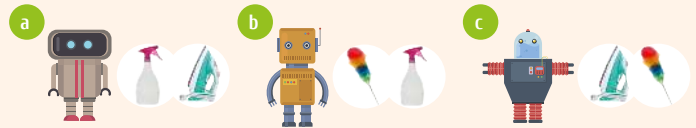
Does he have lunch at a pizzeria?

Yes, he does.

Hi! Let's wake up your brains!



- 5 Work in pairs. Student A chooses a robot. Student B guesses the robot. Change roles. Use *Does it ...?* questions.



- 6 Solve Sporty Sue's puzzle. Write the answer in your notebook.



Find this avatar in Unit 4. What does this person do on Sunday?



- 7 Follow the lines to read the questions and choose the correct answers.



Lesson objectives: *Functions: asking a favour, making a suggestion, agreeing, disagreeing; Vocabulary: household chores 2*

- 1  2.11 Listen and read. Act out the dialogues. Then match the two halves of the sentences. Write the answers in your notebook.



- | | |
|---------------------|---------------------------------------|
| 1 The boy's father | a wants him/her to make lunch. |
| 2 The boy | b wants him/her to do the washing-up. |
| 3 The girl's mother | c agrees to do the washing-up. |
| 4 The girl | d doesn't want to make lunch. |

Vocabulary presentation

- 2  2.12 Listen and repeat. In pairs, say the Polish words for the activities in the box. Write the English and Polish phrases in your notebook.

do the shopping ■ make breakfast/lunch/dinner ■ wash the fruit/vegetables
cut up the fruit/vegetables ■ set the table ■ clear the table ■ do the washing-up

- 3  2.13 Listen to five dialogues. In your notebook, write the chores the children do.



- 4 In your notebook, write two text message conversations with family members. Use the text in exercise 1 as a model.

Can you ...

- 5  Work in groups of four. Organise the meals. Student A asks other students to do some chores. Students agree or disagree. Change roles.

Before the meal

- 1 d  the sh  g
2 w  sh the v  s
3 c  t u  the fr  t
4 s  t the t  e

After the meal

- 5 c  r the t  e
6 d  the w  g-up

Can you set the table, please?

Oh, I hate that. Can I ...



1 Look at the web page. What is it about? Choose all the possible answers and write them in your notebook.

Food on more than one continent.

Different places to eat.

The country with the best food.

Healthy food.

2 2.14 Listen and read. Match the opinions with texts 1–4. Write the answers in your notebook.

a These food stalls are boring.

b These food stalls aren't cheap.

c Some of this street food can be very surprising.

d This food isn't very good for you.

1 England

There are lots of food stalls at the markets in London. You can get food from all over the world there, but some food stalls are expensive. It's also difficult to find food stalls with traditional English food.



3 Vietnam

The food stalls in Vietnam are amazing! You can get all types of Vietnamese food there, even unusual food like coconut worms – which you eat alive! It's good fun to eat at food stalls, but sometimes I'm not sure that they're very clean.



2 Poland

In Poland, people love food stalls. Their favourite street food is a kind of toasted cheese baguette, called *zapiekanka*, with mushrooms and ketchup. It's delicious, but it isn't very healthy, because it's got a lot of cheese and white bread.



4 Australia

In Sydney, the food stalls aren't very exciting – just kebabs and burgers. But there are about 40 trucks that drive around the city. Each truck cooks a different kind of food, so you can try food from all over the world – from America, Spain, even from Egypt! You can download an app which shows you where the food trucks are now!



Glossary

baguette – bagietka

coconut worm – larwa chrząszcza palmowego

download – ściągać (np. pliki z Internetu)

rip-off – zdzierstwo

Listening

3 2.15 Listen to three dialogues. Match the dialogues with sentences a–c. Write the answers in your notebook.

1

2

3

a Chłopiec pomaga dziewczynie.

b Chłopiec przeprosza dziewczynę.

c Chłopiec żartuje.



Around the world

Look at the food stall in Thailand.
What does it sell?



Discover more!

4 In your notebook, write about the street food in the place where you live and in another place in Poland or abroad. Add photos and pictures.



Vocabulary & Speaking

1 In your notebook, match the parts of the phrases.

- | | |
|--------------|---------------------|
| 1 vacuum | a the clothes |
| 2 dust | b the carpet |
| 3 iron | c the furniture |
| 4 take | d my younger sister |
| 5 look after | e my room |
| 6 tidy | f the rubbish out |

6

2 Complete the phrases in your notebook.

- eat
 - f t f d
 - sw s
- drink
 - st l water
 - sp ing water
- have lunch at
 - the school c n
 - a p eria
- get lunch from
 - a t y
 - a k b st ll

4

3★ In your notebook, write sentences, using the words given. Then complete the dialogue.

- do / in / I'll / it / a minute / .
- the / clear / I / instead / can / table / ?
- a / it's / deal / .
- washing-up / you / can / the / do / ?
- that / I / hate / .

A: 1 .

B: Sure. 2 .

A: Can you also cut up the fruit, please?

B: 3 . 4 ?

A: OK. 5 .

10

Grammar

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

My name is Nathan Green.

I do a lot of chores in the house. I make my bed every day. I set the table every day, but I 1 .

(not clear) the table. My sister

2 (clear) the table from

Monday to Friday, and she 3 .

(sometimes, take) the rubbish out.

My brother 4 (not do) a lot of

chores. He 5 (walk) the dog

in the park on Saturday and Sunday, but he 6 (never, walk) the dog on the other days.



6

5 In your notebook, complete the questions and write Nathan's answers.

1 you make your bed every day?

2 your brother walk the dog twice a week?

3 you clear the table?

4 your brother do a lot of chores?

4

6★ In your notebook, write questions, using the words given. Then write Nathan's answers.

1 you / set / the table / how often / ?

2 make / your / bed / when / you / ?

3 how often / the table / your sister / clear / ?

4 walk / when / your brother / the dog / ?

5 where / walk / the dog / your brother / ?

10

Vocabulary & Speaking: /20

Grammar: /20

Total: /40

Household chores 1

dust the furniture	ścierać kurz z mebli
feed the dog/cat/fish	karmić psa/kota/rybki
iron the clothes	prasować ubrania
look after my younger sister	opiekować się swoją młodszą siostrą
make my bed	ścielić łóżko
take the rubbish out	wynosić śmieci
tidy my room	sprzątać w swoim pokoju
vacuum the carpet	odkurzać dywan
walk the dog	wyprowadzać psa
wash the car	myć samochód
wash the windows	myć okna

Household chores 2

clear the table	sprzątać ze stołu
cut up the fruit/vegetables	kroić owoce/warzywa
do the shopping	robić zakupy
do the washing-up	zmywać naczynia
make breakfast/lunch/dinner	robić śniadanie/obiad/kolację
set the table	nakrywać do stołu
wash the fruit/vegetables	myć owoce/warzywa



Are you ready for extra vocabulary workout?

Vocabulary revision

- 1 Choose 10 phrases from unit 4 that are difficult to remember. Make **Brainy Cards**. In pairs, guess how often your friend does the activity.

make my bed

I think you make your bed every day.

That's correct.

eat your five a day

I don't think you eat your five a day.

That's wrong. I always eat my five a day.

Eating habits

drink fizzy drinks	pić napoje gazowane
drink still water	pić wodę niegazowaną
drink sparkling water	pić wodę gazowaną
eat cereal	jeść płatki śniadaniowe
eat fast food	jeść <i>fast food</i>
eat sweets	jeść słodycze
eat three meals a day	jeść trzy posiłki dziennie
eat your five a day	jeść pięć porcji warzyw i owoców dziennie
get lunch from a kebab stall	kupić obiad w budce z kebabem
get lunch from a takeaway	kupić obiad na wynos
have lunch at a pizzeria	jeść obiad w pizzerii
have lunch at home	jeść obiad w domu
have lunch at the school canteen	jeść obiad w szkolnej stołówce

Useful!

as fit as a fiddle	zdrów jak ryba
full of beans	tryskać energią
you're about to hit ...	zaraz uderzysz w...

At home

Can I take the rubbish out instead?	Czy mogę zamiast tego wynieść śmieci?
Can you set the table, please?	Czy możesz nakryć do stołu?
I hate that.	Nie znoszę tego.
I'll do it in a minute.	Za minutę to zrobię.
It's a deal.	Umowa stoi.
Sure.	Pewnie.

2 Make a poster *My meals*.

- 1) Zrób sobie zdjęcia podczas wykonywania czynności związanych z przygotowywaniem posiłków (ramka *Household chores 2*).
- 2) Wydrukuj zdjęcia i przyklej je na plakacie w takiej kolejności, w jakiej się zazwyczaj wykonuje te czynności.
- 3) Podpisz zdjęcia.



1 do the shopping

Present simple: adverbs of frequency

Przysłówki częstotliwości służą do wyrażenia, jak często wykonujemy daną czynność.

always – zawsze

usually – zazwyczaj

often – często

sometimes – czasami

hardly ever – prawie nigdy, rzadko

never – nigdy

W czasie *Present simple* w zdaniach twierdzących przysłówki częstotliwości stawiamy przed czasownikiem, a w przypadku czasownika *be* tuż za nim.

I **hardly ever** **make** my bed.

I **am** **never** tired.

Present simple: affirmative and negative

W czasie *Present simple*, w zdaniach twierdzących, w trzeciej osobie liczby pojedynczej (*he, she, it*) do czasownika należy dodać końcówkę *-s* lub *-es*. W zdaniach przeczących dodajemy **don't** lub **doesn't**, a czasownik główny jest zawsze w formie podstawowej (bez końcówki *-s* lub *-es*).

Affirmative

I **do** the washing-up.

You **do** the washing-up.

He **does** the washing-up.

She **does** the washing-up.

It **does** the washing-up.

We **do** the washing-up.

You **do** the washing-up.

They **do** the washing-up.

Negative

I **don't do** the washing-up.

You **don't do** the washing-up.

He **doesn't do** the washing-up.

She **doesn't do** the washing-up.

It **doesn't do** the washing-up.

We **don't do** the washing-up.

You **don't do** the washing-up.

They **don't do** the washing-up.



Choose your
grammar project!

Project 1 My Grammar Notebook

1 Complete your grammar notebook.

- Wybierz dowolne zagadnienie gramatyczne z rozdziału 4. i zilustruj je przykładami. Zapisz te przykłady w zeszyte.
- Dodaj nagłówki, rysunki lub zdjęcia objaśniające treści ułożonych zdań.

Present simple: questions and short answers

W czasie *Present simple* pytania tworzymy, dodając **Do** lub **Does** na początku pytania. Na pytania odpowiadamy, używając krótkich odpowiedzi z **do/does** lub **don't/doesn't**.

Question

Do I **eat** sweets?

Do you **eat** sweets?

Does he **eat** sweets?

Does she **eat** sweets?

Does it **eat** sweets?

Do we **eat** sweets?

Do you **eat** sweets?

Do they **eat** sweets?

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, you **do**. /

No, you **don't**.

Yes, they **do**. /

No, they **don't**.

Present simple: *wh*-questions

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

How often **do** you **eat** sweets?

When **does** he **eat** sweets?

Where **do** they **eat** lunch?

Present simple: frequency expressions

Wyrażenia określające częstotliwość stawiamy zazwyczaj na końcu zdania.

I eat snacks **once** / **twice** / **three times a day** / **every day**.

Project 2 A Class Survey

2 Do a class survey. Choose three habits and ask 5 students *How often ...?* questions. Write the results in your notebook.

How often do you drink fizzy drinks?

I drink fizzy drinks every day.

*Two students drink fizzy drinks every day,
one student eats ...*

Vocabulary

1 Complete the sentences in your notebook.

You play table tennis (w tenisa stołowego) with a table tennis racket (paletką do ping-ponga).

- 1 You go (popływać na desce) with a (deską surfingową).
- 2 You go (popływać na desce z żaglem) in a (piance).
- 3 Before a meal, you (nakrywasz do stołu), and after it, you (sprzątasz ze stołu).
- 4 Every week, I (ścieram kurz z mebli), and I (prasuję ubrania).
- 5 Every day, I (wyprowadzam psa), and I (karmię kota).

2 Find the odd one out. Write the answers in your notebook.

still water fizzy drink sparkling water cereal
cereal

- 1 fast food pizzeria snacks five a day
- 2 tidy my room vacuum the carpet
eat three meals a day wash the windows
- 3 a takeaway a kebab stall skates
the school canteen
- 4 look after my younger sister wash the car
take the rubbish out wash the windows
- 5 goggles in-line skates surfing wetsuit

Grammar

3 Complete the sentences with the comparative or superlative forms of the adjectives in brackets. Write the answers in your notebook.

Tea is cheaper (cheap) than coffee.

- 1 Canada is (big) than the UK.
- 2 Skiing is (expensive) than playing handball.
- 3 Football is (popular) than tennis.
- 4 The weather is usually (bad) in autumn than in summer.
- 5 Dodge ball is (easy) to learn than skiing.
- 6 Football is the (popular) sport in the world.
- 7 Britain is the (good) place to learn English.
- 8 Fast food and sweets are the (bad) for your health.

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



My name is Edward and I ¹ *go / goes* to West Corner School. I usually ² *have / has* lunch at the school canteen. I ³ *don't / doesn't* have lunch at home.

My brother Mike ⁴ *go / goes* to Belderry School. He ⁵ *don't / doesn't* have lunch at the school canteen. He always ⁶ *have / has* lunch at home.

We often help our parents at home. I ⁷ *make / makes* my bed every day, and Mike ⁸ *make / makes* his bed too. I ⁹ *set / sets* the table, but he doesn't ¹⁰ *set / sets* the table. My brother and father ¹¹ *walk / walks* the dog ¹² *always / twice a week*, but my mother ¹³ *every / never* walks the dog.

5 Complete the sentences with the correct forms of do. Write the answers in your notebook.

- 1 A: Does Edward help with the household chores? B: Yes, he .
- 2 A: his brother and father wash the car? B: No, they .
- 3 A: his brother and father walk the dog? B: Yes, they .
- 4 A: his mother walk the dog? B: No, she .
- 5 A: How often he make his bed? B: Every day.

6 In your notebook, write questions to ask Edward, using the words given. Write Edward's answers.

your brother / make his bed / ?
Does your brother make his bed?
Yes, he does.

- 1 you / help / your parents / at home / ?
- 2 your mother / walk the dog / ?
- 3 where / you / go to school / ?
- 4 where / you / have lunch / ?

At a birthday party

7 🧑🏫 In your notebook, put the sentences in the correct order to make a dialogue. Act it out in pairs.

- a Oh! Thanks a lot. Can I open it now?
- b Goggles! Thanks. They're really cool.
- c My pleasure. Many happy returns!
- d Happy birthday! This is for you. I hope you like it.
- e Go ahead!

At home

8 🧑🏫 Complete the dialogue in your notebook. Act it out in pairs.

- A: Can you wash the vegetables, ¹ 🗂?
- B: I ² 🗂 that. Can I set the table ³ 🗂?
- A: OK. It's a ⁴ 🗂.

Useful!

9 Complete the sentences in your notebook. Write 😊 for the positive opinions and ☹ for the negative opinions.

- 1 They're not my 🗂 of thing.
- 2 Look at the price! £2! It's a 🗂!
- 3 He's full of 🗂.

Listening

10 🎧 2.16 Listen to the interview. Answer questions 1–6. Write the answers in your notebook.

- 1 Does Alfie set the table every day?
 - a Yes.
 - b No.
- 2 Does he clear the table after dinner?
 - a Yes.
 - b No.
- 3 Does he dust the furniture?
 - a Yes.
 - b No.
- 4 How often does he take the dog for a walk?
 - a Twice a week.
 - b Three times a week.
- 5 Does he sometimes feed the dog?
 - a Yes.
 - b No.
- 6 How often does he wash the car?
 - a Once a week.
 - b Once a month.

Reading

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

You & Your Health

Today's Healthy Eater – Thea Robins

My name is Thea, and I think I'm a healthy eater. I always eat my five a day. I don't eat any snacks, and I always have three meals a day. I don't often have fizzy drinks, and I drink a lot of water. I usually eat fish, but not always. I sometimes have meat – once or twice a week. I don't eat a lot of fast food or takeaways – for example, I don't get food from a kebab stall.



But my diet isn't perfect. My friend Maya's diet is much better than my diet. She hardly ever eats meat, and she never drinks fizzy drinks. She's healthier and fitter than me – and I think that's because of her diet.

- 1 Thea sometimes eats snacks.
- 2 Thea doesn't eat fish every day.
- 3 Thea sometimes eats meat from a kebab stall.
- 4 Maya never eats meat.
- 5 Thea isn't fitter than Maya.

Writing

12 In your notebook, write a short article about an unhealthy eater for *You & Your Health* magazine.



Tips

W artykule napisz:

- jakie niezdrowe produkty je osoba, którą opisujesz i jak często to robi,
- jakich zdrowych produktów nie je lub jakie je bardzo rzadko.

Speaking

13 🧑🏫 Work in pairs. In turns, ask and answer questions about the household chores you do and your eating habits.

How often do you ...?

I ...

lesson 1 Break time!

Lesson objective: Vocabulary: places in a school



Vocabulary presentation

- 1 2.17 Listen and repeat. Work in pairs. In turns, point at the places on the *Break time!* game board and name them.

classroom ■ corridor ■ gym ■ school office ■ computer room ■ canteen ■ playground
teachers' room ■ laboratory ■ cloakroom ■ library ■ tuck shop ■ pitch

- 2 Which part of the school is it? Look at the picture and name the place.

- 1 It's next to the gym.
- 2 It's between the cloakroom and the school office.
- 3 It's between the playground and the tuck shop.
- 4 It's under the library.
- 5 It's on the third floor. It's not a classroom or corridor.

Phonics Rap

- 2.18 Listen and rap.

Welcome to the super-cool future sch^{oo}l.
Even the teachers' ro^{oo}m is co^{oo}l!
The cloa^{oo}kroom and the scho^{oo}l office – all new!
And a libr^{oo}ary with a million books for you!
Classr^{oo}oms, comput^{oo}ers, and music too!

Vocabulary practice

3 In your notebook, complete the description of the school from the *Break time!* game board.

The school has four floors. On the ground floor, there is a ¹cl . It is next to the ²c . The ³s o is between the canteen and the ⁴g .

On the first floor, there is a corridor and a ⁵c r . It's next to the ⁶t r .

On the second floor, there is a very long corridor and a ⁷li . This is my favourite place in the school.

On the third floor, there's a ⁸cl , a long ⁹c , and the ¹⁰l .

Outside, there is a ¹¹pla and a ¹²t sh . Between these, there's a ¹³p for games too.

Reading

4 Read the instructions for the *Break time!* game. How do you say the words in red in Polish?

- This is a game for 2–4 players. You need three cards with numbers 1–3 and a cut-out **piece** (Jeff, Lisa, Ruby, or Zac).
- You start the game in your classroom at the **top** of the school. The **aim** is to get to the tuck shop for break.
- Put all your pieces at the top of the school. Put the cards **face down** on the desk.
- When you hear the bell ring, start the game. The youngest player starts. In turns, take a card, say the number, and move your piece on the board. Say where you are, for example: *I'm in the teachers' room*. If you make a mistake, go back three spaces.
- The first person to get to the tuck shop gets a £5 **voucher**.

Game

5 Work in groups of four. Play *Break time!*

- Przygotujcie pionki oraz trzy karty z numerami 1–3.
- Przygotujcie dla zwycięzcy kupon do szkolnego sklepiku.
- Po usłyszeniu dzwonka zacznijcie grę.

Writing

6 In your notebook, describe your school or your dream school. Use exercise 3 as a model.

*The school has ... floors.
On the ground floor, ...
On the first floor, ...
On the second floor, ...
On the third floor, ...
Outside, ...*



Around the world



This person helps children to cross the road safely. Who is she?

- a policewoman
- a lollipop lady
- a headteacher

Some rooms have special instructions:



Don't run in the corridor!
Go back to your classroom.



Play a computer game – **miss a turn**.



Bad **behaviour** in class – miss a turn.



You can't find your shoes – miss a turn.

Lesson objective: Grammar: Present continuous: affirmative, negative, questions and short answers; wh-questions

Quick check

2.19 Listen and point in the direction of these places in your school.

Grammar presentation

1 2.20 Listen and read the text. What is it about? Choose a or b.

This text is about:

- a things that the parents do every day.
- b things that the parents are doing now, but not every day.

West Corner School

A lot of schools organise Fun Days. It's a good way to get money for school activities. Today, it's Fun Day at West Corner School.

Zac: Ruby, where are all the parents?

Ruby: They're all in the gym.

Zac: Are they playing basketball?

Ruby: No, they aren't.

Zac: What are they doing?

Ruby: They're dancing. The PE teacher is giving a dancing lesson!

Zac: Wow!

Ruby: Where are you going?

Zac: I'm going to the gym!



Grammar practice

3 In your notebook, complete what Zac says to Ruby on the phone.

watch ■ dance ■ not dance

I'm in the gym. I ¹ the parents in the gym. My mum ² very well, but my dad can't dance. He ³ well.

run ■ not dance ■ not win ■ watch

I'm on the pitch now. My parents ⁴ now. They ⁵ a race. Wow! Lisa is in the race! She ⁶ very fast, but she ⁷ . No, wait a minute ... Lisa is the winner!

G Grammar app

Present continuous: questions and short answers

Are they playing basketball? Yes, they are. / No, they aren't.

Present continuous: wh-questions

What are they doing? They are dancing.

>>> Grammar summary on page 71

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

Grammar practice

5 In your notebook, write questions and answers, using the words given.

- 1 Zac / sing a song / ? yes
- 2 Lisa and Ruby / sing a song / ? no
- 3 what / they / do / ? they / play / the violin / .
- 4 what / Jeff / do / ? he / go to the tuck shop / .
- 5 Lisa's parents / dance / ? yes

Speaking

6 Work in pairs. Phone a friend and ask about the Fun Day at your school. Change roles.

Uczeń A wybiera osobę lub osoby oraz miejsce w szkole i zadaje pytanie. Uczeń B odpowiada.

What are Kasia and Ania doing in the canteen?

They're learning magic tricks.

G Grammar app

Present continuous: affirmative and negative

He 's giving a dancing lesson.

He isn't giving a dancing lesson.

give → giving run → running

>>> Grammar summary on page 71

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

lesson 3

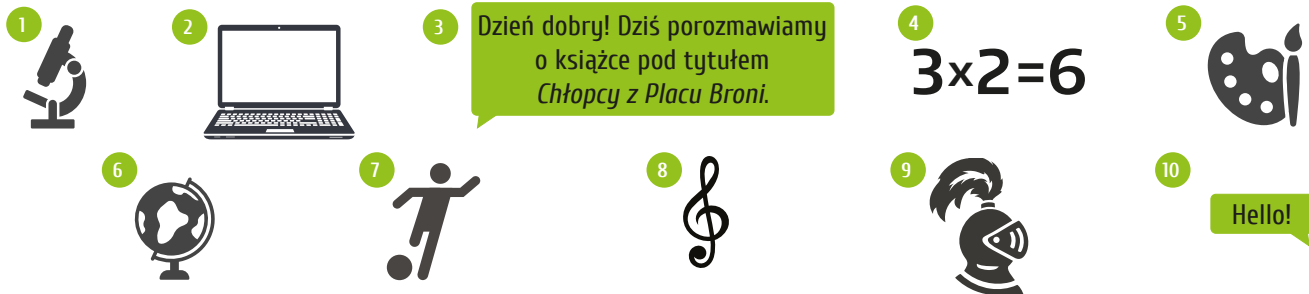
Maths is more difficult than English.

Lesson objective: *Vocabulary: school subjects*

Vocabulary presentation

- 1  2.21 Listen and repeat. Match the pictures with the names of the school subjects. Write the answers in your notebook.

maths ■ English ■ Polish ■ biology ■ art ■ music ■ PE ■ geography ■ history ■ IT



Vocabulary practice

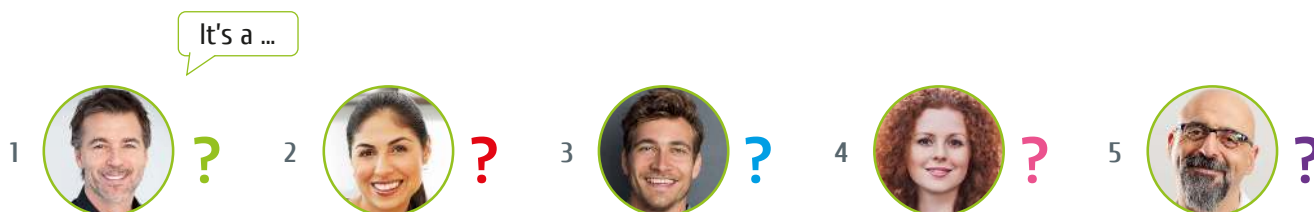
- 2 Read and complete the timetable. Write the answers in your notebook.

On Monday, maths is after English. Music is after Polish. Biology is between art and Polish. On Tuesday, history is before PE. Geography is after PE but before Polish. IT is between Polish and English.

Monday	English	1	2	3	Polish	4
Tuesday	5	PE	6	Polish	7	8

Listening

- 3  2.22 Listen to five teachers and name the subjects.



Speaking

- 4  Work in pairs. Compare school subjects. Use the adjectives in the box.

difficult ■ easy
interesting ■ important

I think geography is more difficult than history.

I don't agree. I think history is the most difficult subject.

- 5  Do a class survey. Find out what the most difficult and the easiest subjects are.

What is the most difficult subject?

I think ... is the most difficult subject.

Three students say that maths is the most difficult subject.

Lesson objective: Grammar: Present continuous and Present simple

1 Sue studies maths every day. She's studying maths in class now, but really, she's daydreaming.

Another brilliant goal for West Corner School. They don't usually win all their matches, but they're winning this match!

2 Sue has geography every Tuesday. Sue is sitting in the geography class now. She isn't listening to the teacher. She's daydreaming again.

West Corner School are winning by three goals now, the other team are doing their best, but they can't score a goal ...

3 It's 12 o'clock. Sue is doing a presentation in her English class. She's talking about her sports hero. Everyone is listening to her.

My biggest sports hero is Steph Houghton. She's the captain of the England women's football team. She trains every day but she isn't training right now ... She's travelling to Holland with the team.

4 It's lunchtime. In the teachers' room, the teachers are talking about Sue.

That girl in year 6, Sue Green, she daydreams all the time. She thinks about sport and her sports heroes.

Yes, but she's sometimes very good in the English class. She does great presentations and she speaks very well.

5 What is she doing now? She's playing football. She wants to be good at every sport, but she always has accidents.

Be careful! She's kicking the ball!

6 I'm ever so sorry.

Don't worry, Sue.

I think I can help Sue. I'd better talk to her mother about my idea.

7

GLOSSARY

brilliant – wspaniały
captain – kapitan
daydream – marzyć, fantazjować
hero – bohater, bohaterka
score a goal – strzelić bramkę
team – drużyna

USEFUL!

Complete the sentences in your notebook.

- I'm doing my best. – Robię wszystko, co w mojej .
- I'm ever so sorry. – Bardzo mi .
- Don't worry. – Nie  się.
- I'd better talk to ... – Powinienem/Powinnam  z...

Quick check

 2.23 Listen to the first sounds in the names of the school subjects. Say complete words.

Grammar presentation

-  2.24 Read and listen to Episode 5. What is Sue doing in the maths and geography classes today?

Comprehension

2 Correct the sentences about Sue. Write the answers in your notebook.

- 1 Sue never daydreams in class.
- 2 She never does good work in class.
- 3 The English teacher doesn't think that she can help Sue.

G Grammar app

Present simple: affirmative and negative

She **daydreams** every day.
She **doesn't daydream** every day.

Present continuous: affirmative and negative

She **is daydreaming** now.
She **isn't daydreaming** now.

>>> Grammar summary on page 71

Grammar practice

3 Read the texts and choose the correct words. Write the answers in your notebook.



It's 7 o'clock. Right now, Dominic ¹**is having / has** breakfast. He ²**is having / has** breakfast at 7:00 am every day, then he ³**is going / goes** to school. He ⁴**isn't going / doesn't go** to school by school bus every day. His father sometimes ⁵**is taking / takes** him by car.

It's 9 o'clock. Dominic is in the playground. He ⁶**is usually talking / usually talks** to his best friend Liam, but Liam isn't at school today, so Dominic ⁷**is playing / plays** tag. He ⁸**isn't usually reading / doesn't usually read** a book at break time.

It's 3 o'clock. Julie ⁹**is walking / walks** home. She ¹⁰**is always walking / always walks** home. She ¹¹**is never going / never goes** home by car.



Listening

4 2.25 Listen to six students. What are they talking about? Say a, b, or c.

- a what he/she does every day
- b what he/she is doing now
- c what he/she doesn't do every day

G Grammar app

Present simple: questions and short answers

Does she **daydream** in class? Yes, she does. /
No, she doesn't.

Present continuous: questions and short answers

Is she **daydreaming** now? Yes, she is. /
No, she isn't.

>>> Grammar summary on page 71

Grammar practice

5 In your notebook, write questions, using the words given.

- 1 you / go / to school / right now / ?
- 2 your friend / talk / to you / on his phone / now / ?
- 3 your friend / talk / to you / every day / ?
- 4 your friends / buy / snacks / at the tuck shop / now / ?
- 5 your friends / buy / snacks / every day / ?

Speaking

6 Work in pairs. Talk about your family and friends. Ask about **now** and **every day**.

have breakfast/lunch/dinner
work ■ go to work/school ■ play tag
walk home ■ talk to ■ buy snacks

What is your father doing **now**?

He's working in his office.

Does he work in his office **every day**?

Yes, he does.



Life skills: Using your imagination

How can daydreaming be useful? When is a good time to daydream?

lesson 5

Train your brain!

Lesson objective: Revision of lessons 1-4

- 1 Read the words and write them in your notebook.

corridor laboratory
canteen gym
library playground

- 2 Read the clues and name the school subjects.

- digits and numbers
- a mouse and a keyboard
- castles and kings
- run and throw
- play instruments and sing
- draw and paint
- Present simple
- countries and continents

- 3  Work in pairs. In turns, choose one boy and ask and answer questions.



Tommy is talking on his phone, and he's looking serious. He lives in England, and he likes pizza.

Timmy is using his tablet, and he's laughing. He lives in Scotland, and he likes pizza.



Tammy is talking on his phone, and he's looking serious. He lives in England, and he doesn't like pizza.

Terry is using his tablet, and he's laughing. He lives in Scotland, and he doesn't like pizza.



Is he talking on the phone?

Yes, he is.

Does he like pizza?

No, he doesn't.

Is it Tammy?

Yes, it is.

Hi! Let's wake up your brains!



- 4 Solve Sporty Sue's puzzle. Write the answer in your notebook.



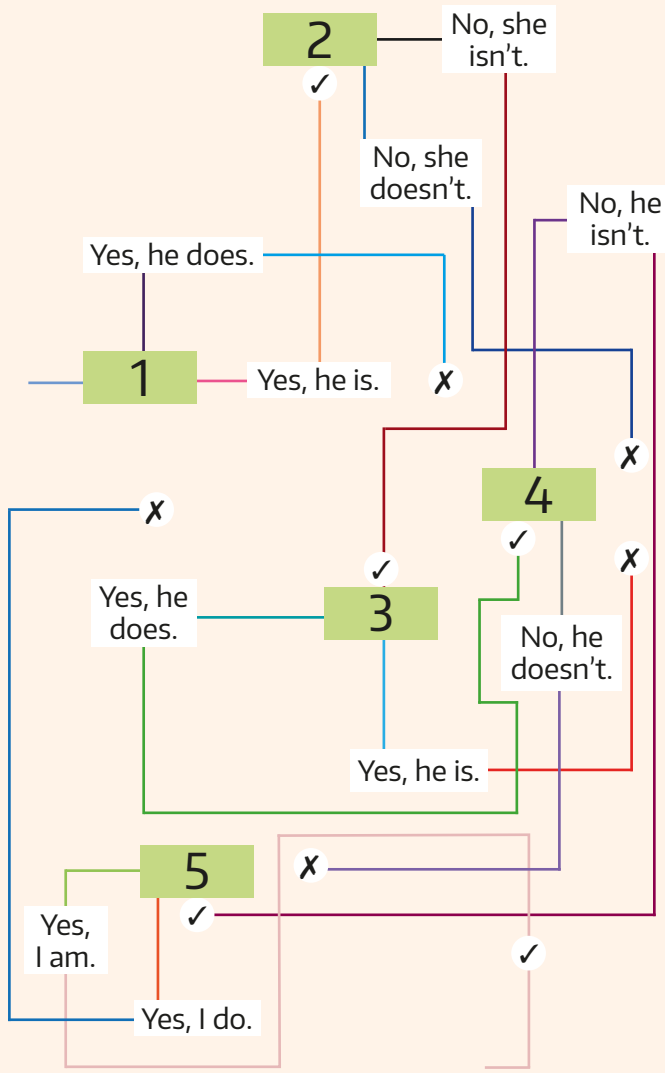
Find this person in Unit 5. Does she teach?
Is she teaching now?



- 5 Compare the pictures. Find seven differences in picture b. Write the answers in your notebook.



- 6  2.26 Look at picture b in exercise 5 again and listen to the questions. Choose the correct answers.



Lesson objectives: *Functions: prohibiting, expressing obligation, giving a warning, saying sorry;*
Grammar: must and mustn't; Vocabulary: behaviour at school

1 2.27 Listen and point at **must** or **mustn't**. Act out the dialogues.



Vocabulary presentation

2 2.28 Listen, read, and repeat. Say each activity with **must** or **mustn't**.

use your mobile in class ■ return your library books on time ■ drop litter
 study for your exams ■ return your library books late ■ change your shoes ■ cheat in tests

You **mustn't** use your mobile in class.

3 2.29 Listen to four dialogues. After each dialogue, answer questions 1–3.

- What rule does the teacher mention?
- Is this a rule in your school?
- Does the teacher give a warning?

4 Complete the sentences in your notebook.

A: You ¹  cheat in tests.

B: ²  sorry, sir.

A: I'm giving you a warning.

B: Yes, ³ .

A: You **mustn't** use your mobile in class.

B: I'm ⁴ , miss.

A: It's ⁵  to follow the school rules.

B: Yes, ⁶ .



Look

you must – musisz

you mustn't – nie wolno Ci

5 Work in pairs. Student A is a teacher, student B is a student.

- Uczeń B** udaje łamanie jakiegoś zakazu.
- Uczeń A** zwraca mu uwagę i jeśli chce, udziela ostrzeżenia.
- Uczeń B** odpowiada.

You **mustn't** use your phone in class.

I'm sorry, sir/miss.

I'm giving you ... / It's important to ...

Yes, sir/miss.



1 2.30 Read the text and choose the correct headings. Write the answers in your notebook. Listen and check.

School subjects

Uniforms

School years

Class sizes

The schoolday

1 

We start primary school when we are five years old, so when we are eleven, we are in Year 6.

Every year, there are three terms: autumn, spring, and summer. After Year 6, we go to secondary school.

3 

Our schoolday starts at 9:00 am. There are five classes each day, with a 15-minute break at about 10:30 am, and an hour break for lunch at about 12:00 am. We go home at about 3:00 pm, but we often have got homework, too.

2 

We do English, maths, music, IT, art, science, history, geography, and French. We do PE every day, too.

4 

There are 25 to 30 students in our classes. Our school is in London, and we have students from 35 different countries! There are many Polish students at our school.

5 

Most schools have got a school uniform. In our school, we all wear a blue sweatshirt, a white shirt, and black trousers. Girls can wear a black skirt. We have got two non-uniform days each term: the school chooses a charity, we give money to the charity, and then we can wear our own clothes. We love non-uniform days!



Glossary

non-uniform day – dzień bez mundurka

primary school – szkoła podstawowa

secondary school – szkoła ponadpodstawowa

2 Check the meaning of any unknown words from the text in exercise 1 in a dictionary.

3 Read the text again. Answer the questions.

- How old are students when they finish primary school?
- How many breaks are there in the schoolday?
- Where is this school?
- Can the boys and girls wear the same uniform?
- How often does the school have non-uniform days?

4 Work in pairs. In your notebooks, compare schools in England and Poland.

Uczeń A – things that are different

*They start primary school at five.
We start primary school at seven.*

Uczeń B – things that are similar

*We all do English, maths, music, IT,
art, PE, and history.*

Listening

5 2.31 Listen to five students. Do they go to Polish or English schools?

Discover more!

6 Work in groups of five. Do a group project about schools in Poland.



Tips

- Podzielcie się rolami.
- Napiszcie tytuł projektu oraz nagłówki poszczególnych sekcji. Do opisów dołączcie zdjęcia lub rysunki.
- Poproście kolegę/koleżankę o sprawdzenie swojej pracy.



Vocabulary & Speaking

1 Read the sentences. Name the places in a school.

- You can play football there.
- You can buy drinks and snacks there.
- You can eat lunch there.
- You use it to get from one part of the school to another.
- There are a lot of books in this place.
- The teachers can sit in this place, but students can't.

6

2 In your notebook, write the names of the school subjects.



6

3 ★ In your notebook, complete the dialogue. Then act it out in pairs.

- A: You ¹ your library books ² time.
- B: I'm ³ , miss.
- A: It's important to ⁴ the school ⁵ .
- B: ⁶ .

8

Grammar

4 What are they doing now? Write the answers in your notebook, using the words given.



- she / teach / maths / .
- she / teach / English / .
- the students / study / .
- the students / run / .
- I / ask / questions / .
- I / use / a computer / .



6

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

- He (teach) biology every day, but he (not teach) biology now.
- We (not study) English now. We (not study) English on Mondays.
- I (not often play) football on the pitch at break, but I (play) football now.
- The students (buy) snacks now, but they (not usually buy) snacks at the tuck shop at break.

8

6 ★ In your notebook, write questions and answers, using the words given.

- you / usually / speak English / ?
no
- you / speak / English / now / ?
yes
- what / school / he / go to / every day / ?
he / go / to West Corner School / every day / .

6

Vocabulary & Speaking: /20

Grammar: /20

Total: /40

Places in a school

canteen	stołówka
classroom	klasa szkolna
cloakroom	szatnia
computer room	pracownia komputerowa
corridor	korytarz
gym	sala gimnastyczna
laboratory	pracownia biologiczno-chemiczna
library	biblioteka
pitch	boisko
playground	plac zabaw
school office	sekretariat
teachers' room	pokój nauczycielski
tuck shop	sklepik szkolny

School subjects

art	sztuka, plastyka
biology	biologia
English	język angielski
geography	geografia
history	historia
IT (information technology)	informatyka
maths	matematyka
music	muzyka
PE (physical education)	WF (wychowanie fizyczne)
Polish	język polski

Behaviour at school

change your shoes	zmieniać buty
cheat in tests	ściągać na sprawdzianach
drop litter	śmiecić
return your library books late / on time	oddawać książki do biblioteki z opóźnieniem / na czas
study for your exams	uczyć się do egzaminów
use your mobile in class	używać telefonu komórkowego na lekcji

Useful!

Don't worry!	Nie martw się!
I'd better talk to ...	Powinienem/Powinnam porozmawiać z...
I'm doing my best.	Robię wszystko, co w mojej mocy.
I'm ever so sorry.	Bardzo mi przykro.

At school

I'm giving you a warning.	Udzielam Ci ostrzeżenia.
I'm sorry, sir/miss.	Przepraszam Pana/Panią.
It's important to follow the school rules.	To ważne, by przestrzegać reguł szkolnych.
Yes, sir/miss.	Tak, proszę Pana/Pani.
You must ...	Musisz...
You mustn't ...	Nie wolno Ci...



Are you ready for extra vocabulary workout?

Vocabulary revision

- 1 Choose 10 names of places in a school. Make **Brainy Cards**. In turns, say a sentence about one of the places and guess which place it is.



The students are playing football.

That's right.

The pitch.

2 Design your ideal timetable.

- 1) Narysuj plan lekcji na oddzielnej kartce.
- 2) Napisz nazwy dni tygodnia oraz godziny.
- 3) Uzupełnij plan wyrazami z kategorii *School subjects*.
- 4) Wymyśl dodatkowe przedmioty i dopisz je do planu lekcji.
- 5) Porównaj swój plan lekcji z planami kolegów i koleżanek. Kto wymyślił najlepszy plan lekcji?



Present continuous: affirmative and negative

Zdania twierdzące w czasie *Present continuous* tworzymy za pomocą odpowiedniej formy czasownika **be** oraz czasownika z końcówką **-ing**. Zdania przeczące tworzymy, dodając do odpowiedniej formy czasownika **be** słowo **not**.

Affirmative

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

Negative

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

Jeśli czasownik kończy się literą **e** (np. *give, drive, move, use, take, come, have*), to należy ją usunąć przy dodawaniu końcówki **-ing**:

ride – riding

Jeśli czasownik kończy się spółgłoską poprzedzoną jedną samogłoską (np. *swim, stop, shop, run, sit*), to przed dodaniem **-ing** należy podwoić ostatnią literę:

win – winning

Present continuous: *wh*-questions

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

What are they **doing**?

Where are they **working**?



Choose your grammar project!

Project 1 My Grammar Notebook

1 Complete your grammar notebook.

- Wybierz dowolne zagadnienie gramatyczne z rozdziału 5. i zilustruj je przykładami. Zapisz te przykłady w zeszytach.
- Dodaj nagłówki, rysunki lub zdjęcia objaśniające treści ułożonych zdań.

Present continuous: questions and short answers

Pytania w czasie *Present continuous* tworzymy, zmieniając szyk wyrazów – odpowiednią formę czasownika **be** przedstawiamy na początek zdania. Na pytania odpowiadamy, używając krótkich odpowiedzi z właściwą formą czasownika **be**.

Question

Am I working?
Are you working?
Is he working?
Is she working?
Is it working?
Are we working?
Are you working?
Are they working?

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**.

Present continuous and Present simple

Present continuous	Present simple
Czasu <i>Present continuous</i> używamy, gdy mówimy o tym, co się dzieje teraz lub dziś. It's 7 am. I'm getting up.	Czasu <i>Present simple</i> używamy, gdy mówimy o czynnościach, które wykonujemy regularnie. I get up at 7 am every day.
Typowe wyrażenia: now, right now, today , umieszczamy zazwyczaj na końcu zdania. I'm going to school now . She isn't listening right now .	Typowe wyrażenia: never, hardly ever, sometimes, usually, always , umieszczamy zazwyczaj po czasowniku be , ale przed każdym innym czasownikiem. I'm never late for school. She always studies hard. Wyrażenia: every day, once/twice/three times a day umieszczamy zazwyczaj na końcu zdania.

Project 2: The Mannequin Challenge

2 Work in groups of four or five. Prepare The Mannequin Challenge.

- Udawajcie manekiny, które pokazują różne czynności.
- Zróbcie grupowe zdjęcia lub nagrajcie krótkie filmy.
- Porównajcie czynności wykonywane dziś z tymi, które wykonujecie zazwyczaj. Użyjcie *Present continuous* i *Present simple*.

We never sleep in the classroom, but we are sleeping in the classroom today!

lesson 1 My town

Lesson objective: Vocabulary: shops



Life skills: Using drones

How can we use a drone safely? Say *must* or *mustn't*.

- use it near people
- use it in busy places
- use it near airports or planes
- send it up too high / too far away
- use it in safe places

Vocabulary presentation

1 2.32 Listen and repeat. Work in pairs. Say the names of the shops and point at the pictures below.

baker's ■ greengrocer's ■ butcher's ■ stationer's ■ newsagent's ■ clothes shop
department store ■ bookshop ■ toy shop ■ chemist's



Phonics Rap



2.33 Listen and rap.

Baker's for bread, butcher's for meat,
Greengrocer's for fruit – that's sweet!
Try the stationer's: pens and notebooks,
What about clothes?
The department store! Look!

Vocabulary practice

2 Look at the big picture on page 72 and read sentences a–j. Name shops 1–10. In your notebook, draw a map with the answers.

- There's a blue car in front of the newsagent's.
- Zac is in front of the baker's.
- Ruby is behind the stationer's.
- There's a red car in front of the bookshop.
- Lisa is between the bookshop and the clothes shop.
- There's a dog in front of the greengrocer's.
- There's a bicycle in front of the department store.
- There's a white car in front of the butcher's.
- There are some flowers in front of the chemist's.
- There's a cat next to the toy shop.

Reading

3 2.34 Read the text. Listen to six questions and find the answers in the text as quickly as you can.

1 The Mall of America is one of the biggest shopping malls in the United States. There are over 520 shops! 11,000 people work there, and 40 million people visit it each year. There's parking for more than 12,000 cars. If you want clothes, then you're in the right place – there are three department stores and about 60 clothes shops. There are also 28 toy and game shops. There are a lot of attractions too – an enormous aquarium with thousands of fish and the Nickelodeon Universe theme park.



2 The Mall of America hasn't got everything. If you want to buy some meat or fruit, you're in the wrong place. There aren't any butchers, greengrocers, or supermarkets there. You can buy bread, but there are only three bakers. If you want a pen or a pencil, there are only three stationers. If you want a book, there's only one bookshop. And if you want medicine, go somewhere else – there aren't any chemists in the mall.

4 Read the text in exercise 3 again. Choose the correct answers for questions 1–2.

- What is paragraph 1 about?
- What is paragraph 2 about?
 - The mall opening hours.
 - The things you can get easily in the mall.
 - What people like about the mall.
 - What people don't like about the mall.
 - The things you can't get easily in the mall.

Listening

5 2.35 Listen to four dialogues. Say what shops the people are in.

Game

6 Work in pairs. Play *Don't say yes or no!*

- Uczeń A zadaje pytania dotyczące miasta przedstawionego na stronie 72 lub swojej miejscowości.
- Uczeń B odpowiada, nie mówiąc słowa *yes* ani *no*.
- Jeśli uczeń B użyje słowa *yes* lub *no*, zamieniacie się rolami.

Is there a butcher's in Long Street?

That is correct.

Is there a stationer's in *Wojska Polskiego* Street?

That is wrong.



Look

one baker's – two bakers
one chemist's – two chemists



Quick check

2.36 Look at the map from lesson 1 in your notebook. Listen and say the names of the shops.

Grammar presentation

1 2.37 Listen and read. Answer questions 1–2.

- 1 Which shops were busy?
- 2 Which shops weren't busy?

x



We **were** at Camden Market in London yesterday afternoon. The baker's **was** very busy. The cakes **were** amazing! The toy shop **was** very busy too.

Matt

I **was** in the bookshop for an hour, and then the chemist's. They **weren't** busy – they **were** very quiet.

Jane

The stationer's **wasn't** busy on Tuesday, but all the clothes shops **were** full of people.

Rick and Mike

G Grammar app

Past tense: verb **be**: affirmative

I
He
She was in the bookshop.
It
We
You were in the bookshop.
They

Past tense: verb **be**: negative

I
He
She wasn't in the bookshop.
It
We
You weren't in the bookshop.
They
wasn't = was not weren't = were not

>>> Grammar summary on page 83

Grammar practice

2 Read the text in exercise 1 again. In your notebook, complete the sentences with **was**, **wasn't**, **were** or **weren't**.

- 1 Matt in the baker's.
- 2 He in the chemist's.
- 3 Jane in the newsagent's.
- 4 She in the bookshop.
- 5 Rick and Mike in the clothes shop.
- 6 Rick and Mike in the chemist's.

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

- 1 The notebooks in the stationer's ✓ fantastic, but they x cheap.
- 2 The café ✓ very small, but it x expensive.
- 3 The baker's ✓ busy. The bread x very good, but the biscuits ✓ delicious.

4 In your notebook, write sentences, using the words given. Add **was/were**.

- 1 my favourite café / busy. / the food / in the café / not English. / it / international.
- 2 some of the clothes / fantastic. / they / not cheap.
- 3 the Polish food stall / great. / the food / very Polish. / the cooks / Polish. / the customers / not Polish.

1 My favourite café was busy.

Writing

5 You were in a shop yesterday. In your notebook, write a post about it.

I was in ... in ...

! Tips

W poście:

- napisz, w jakim sklepie i na jakiej ulicy byłeś/byłaś,
- opisz ten sklep (*busy* / *not busy*), oraz produkty w nim dostępne (*cheap* / *not cheap*),
- pamiętaj o użyciu czasu przeszłego.

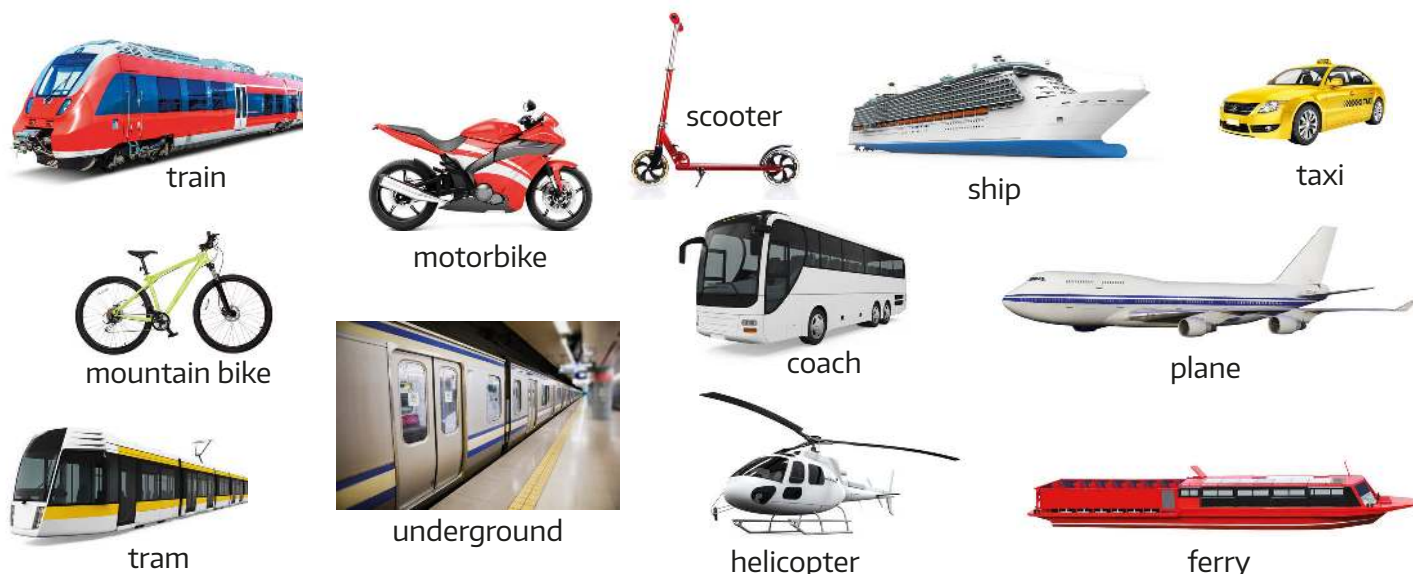
lesson 3

A taxi is more expensive than a coach.

Lesson objective: *Vocabulary: means of transport*

Vocabulary presentation

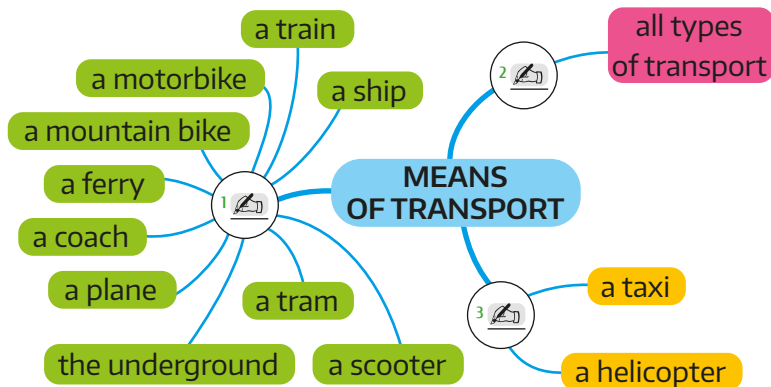
1  2.38 Listen and repeat. In your notebook, match the words with one of the three categories.



land	air	water

Vocabulary practice

2 Copy the graph into your notebook. Complete it with *in*, *on* or *by*.



3 Where was Mary yesterday? What was it like? Write the answers in your notebook, using the words in the box.

busy ■ expensive
comfortable ■ exciting



Yesterday, she was *in/on* It was ...

Listening

4  2.39 Listen to three dialogues. Use the graph from exercise 2 in your notebook to do tasks 1 and 2.

- Podkreśl nazwy wszystkich środków transportu, które usłyszysz.
- Zakreśl nazwy środków transportu, które zostaną użyte przez rozmówców.

Speaking

5  Work in pairs. Compare the means of transport, using the adjectives given.

- ship / ferry big, small
- helicopter / plane dangerous, safe
- motorbike / mountain bike safe, dangerous, fast
- coach / tram / mountain bike comfortable
- underground / taxi / plane cheap, expensive

Ship and ferry. A is smaller than a .

6 In your notebook, write a sentence for each set (1–5) in exercise 5.

1 A ship is bigger than a ferry.

1 **TTT RACE:**
The Ten Types of Transport Race:
7 DAYS –
Ten types of transport

It's 2:15 on Day 6.

Look! There's Chris Ray, the Olympic cyclist. He's usually on a mountain bike, but today he's on a scooter!

Was he on a mountain bike yesterday?

No, he wasn't. He was in a helicopter!

And look! There's the London Lads Football Team. They're in a taxi.

Were they on the underground yesterday?

No, they weren't. They were on a coach.

It's 2:20. It's the end of the race for today.

THE WINNER OF TODAY'S RACE IS CHRIS RAY!

Look at this text message, Sue. Your English teacher wants you to write an article about the race.

That's a great idea! I can interview Chris Ray! See you!

Oh! Sorry! Er ... Can I interview you?

Yes, why not?

The balloon lands at 3:20. Sue walks back to her house.

I was in that hot-air balloon.

Sue, where were you?

Were you with Chris Ray?

Yes, I was. It was a great interview. Now, I must write my article.

It's 2:30. Chris is testing his transport for tomorrow.

Excuse me, Mr Ray!

A week later, all the students are reading Sue's article.

I was in a hot-air balloon – with CHRIS RAY!

Sue, we all think your article about Chris Ray is great!

GLOSSARY

article – artykuł

cyclist – kolarz, rowerzysta

hot-air balloon – balon napełniony ciepłym powietrzem

interview – wywiad; przeprowadzać wywiad

USEFUL!

Complete the gaps in your notebook.

- | | |
|------|-------------------------|
| 1 A: | B: That's a great idea! |
| 2 A: | B: See you! |
| 3 A: | B: Yes, why not? |

Quick check

- 2.40 Listen to the spelling of the words. Put your hand up if you know the word.

Grammar presentation

- 1 2.41 Read and listen to Episode 6. Who does Sue interview?

Comprehension

2 Read the sentences and say *True* or *False*.

- 1 TTT means *Ten Types of Transport*.
- 2 Chris can't finish this part of the race.
- 3 Sue interviews Chris in the hot-air balloon.
- 4 The students don't like Sue's article.

G Grammar app

Past simple: verb **be**: questions

Was I
Were you in the taxi?
Was he/she/it
Were we/you/they

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

Yes, I/he/she/it was.
we/you/they were.
No, I/he/she/it wasn't.
we/you/they weren't.

» Grammar summary on page 83

Grammar practice

3 In your notebook, change the sentences into questions. Then answer them.

- 1 Sue was in a taxi.
- 2 The London Lads Football Team were on a coach.
- 3 The teacher's idea was impossible.
- 4 Chris and Sue were on a plane.
- 5 The interview was a success.

G Grammar app

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

Where were you? I was in a hot-air balloon.

» Grammar summary on page 83

Grammar practice

4 In your notebook, write questions and match them with the correct answers.

- | | |
|--|-------------------------|
| 1 were / where / 2:15 / the London Lads Football Team / at / ? | a She was at her house. |
| 2 a / hot-air balloon / Sue / was / when / in / ? | b They were in a taxi. |
| 3 was / where / 3:25 / Sue / at / ? | c From 2:30 to 3:20. |

Listening

5 2.42 Listen to an interview with Chris Ray. In your notebook, match the days with the means of transport. There can be more than one for each day.



- | | |
|-------------|---------------------|
| 1 Monday | a a motorbike |
| 2 Tuesday | b a ferry |
| 3 Wednesday | c a scooter |
| 4 Thursday | d a tram |
| 5 Friday | e a ship |
| 6 Saturday | f a train |
| 7 Sunday | g the underground |
| | h a helicopter |
| | i a mountain bike |
| | j a hot-air balloon |

Game

6 Work in pairs. Play *The TTT Race*.

Mon.	train	motorbike
Tue.	scooter	ship
Wed.	car	mountain bike
Thurs.	ferry	helicopter
Fri.	coach	plane
Sat.	taxi	tram
Sun.	underground	bus

- 1) **Uczeń A** wybiera 10 środków transportu, których użył w trakcie wyścigu.
- 2) **Uczeń B** zgaduje, których środków transportu użył uczeń A.
- 3) Zamieńcie się rolami.

Were you on a train on Monday?

Yes, I was.

Hi! Let's wake up your brains!



1 Work in pairs. Play *Speed guessing*.

- 1) **Uczeń A** rysuje przedmiot, który można kupić w sklepie.
- 2) **Uczeń B** odgaduje, w jakim sklepie jest uczeń A.
- 3) Zamieńcie się rolami. Macie tylko trzy minuty! Wygrywa para, która odgadła najwięcej nazw sklepów.

Are you in a stationer's?

Yes, I am.

2 Work in groups of four.

- 1) Napiszcie nazwy trzech sklepów, w których byliście wczoraj.
- 2) Sprawdźcie, czy byliście w tych samych miejscach.

Were you in ... ?

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

3 Work in pairs. In turns, choose a person you want to be. Ask questions and guess your friend's name.

Terry: I was in a helicopter on Saturday. I was on the coach on Sunday.

Martha: I was in a helicopter on Saturday. I was on the underground on Sunday.

Pat: I was on the underground on Saturday. I was on a ferry on Sunday.

Kate: I was in a helicopter on Saturday. I was on a ferry on Sunday.

Lou: I was on the underground on Saturday. I was on the underground on Sunday.

Were you in a helicopter on Saturday?

Yes, I was.

Were you on the underground on Sunday?

No, I wasn't.

Are you Terry?

Yes, I am.

4 In your notebook, write sentences, using the words given. How many different sentences can you write? You can use every word more than once.

was ■ were ■ he ■ where
they ■ in the greengrocer's
? ■ . ■ not

1 He was in the greengrocer's.

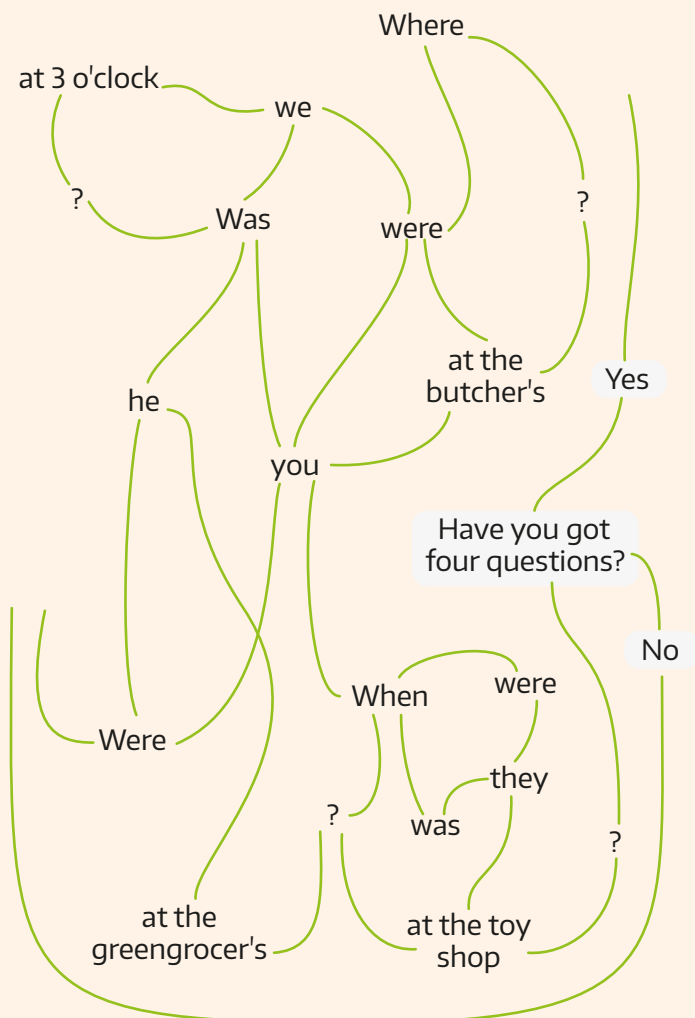
5 Solve Sporty Sue's puzzle. Write the answer in your notebook.



Find this animal in Unit 6. Was it in front of the department store?



6 In your notebook, write four questions to get to the *Finish*.

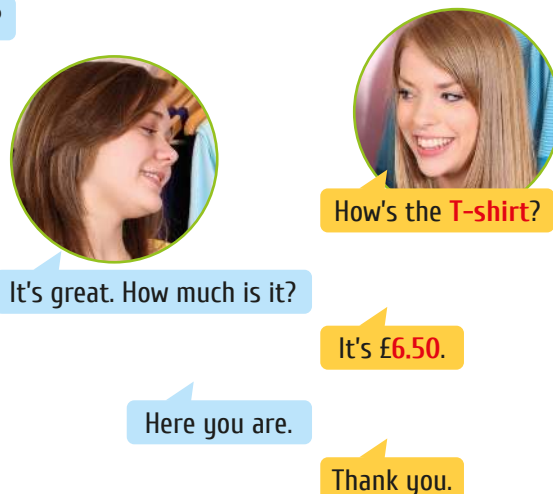


lesson 6

In a clothes shop

Lesson objectives: *Functions: buying (asking about the size, colour and price of clothes); Vocabulary: clothes sizes*

1 Listen and read. Which T-shirt does the girl buy?



Vocabulary presentation

2 Match the sizes in the box with the T-shirts in exercise 1. Write the answers in your notebook.

extra small ■ small ■ medium
large ■ extra large

1 M – medium

3 Work in pairs. Act out the dialogues. Change the clothes, sizes and prices.



Look

T-shirt – Can I try **it** on?
trousers – Can I try **them** on?

4 In your notebook, complete the dialogues with the words in the box. Then listen and check.

smaller ■ bigger ■ cheaper
more expensive

- 1 A: How's the coat?
B: It's too big. Have you got a ¹ size?
A: Yes, we have. Here you are.

- 2 A: How are the shorts?
C: They're great. How much are they?
A: They're £30.
C: That's too expensive. Have you got any ² shorts?
A: I'm sorry, we haven't.



Look

too expensive – zbyt drogi

5 Listen to six dialogues. What are the problems with the clothes?

too big ■ too small ■ too expensive

- 1 The shirt is ¹. 4 The trainers are ⁴.
2 The T-shirt is ². 5 The jacket is ⁵.
3 The shoes are ³. 6 The sweater is ⁶.

6 Work in pairs. Answer the questions in English.

Jak zapytasz po angielsku:

- 1) Czy te sandały pasują?
2) Czy sukienka pasuje?
3) Gdzie jest przymierzalnia?
4) Jaki nosisz rozmiar?
5) Czy są tańsze spodenki?



1 2.46 Listen to the podcast and match the shops with the photos. Write the answers in your notebook.



1

2

3



2 Read the text. What can you buy at the shops? Write the answers in your notebook.

Transcript

Hello and welcome to *Three Favourite Places*. Today's programme is about three favourite shops with teenagers.

Favourite Shop Number 1

Harry Potter fans know that the train on Platform 9¾ at King's Cross Station takes you to Hogwarts. If you can't go to Hogwarts, you can visit The Harry Potter Shop at the station. The shop has got books about the world of Harry Potter: postcards of scenes from the films, jigsaw puzzles of Hogwarts, and Harry Potter pens and pencils.

Favourite Shop Number 2

Are you a fan of *Star Wars*, *Lost in Space*, or *Dr Who*? Or perhaps you like superheroes like Batman, Superman, and Spiderman? If so, Forbidden Planet is the shop for you. You can get models of characters from the films, board games and card games based on the stories, T-shirts, and CDs of the music from the films, and even fancy dress costumes.

Favourite Shop Number 3

For almost 100 years, the HMV shop on Oxford Street was a place very popular with music fans. Then, suddenly, in February 2017, it wasn't there. So there was a campaign to bring it back. And now it's there again, better than ever! You can buy CDs and DVDs, T-shirts, books, and even musical instruments. All the time, there's great music, with regular mini-concerts by top artists. Sometimes, famous singers and bands work behind the counter!



Glossary

behind the counter – za ladą

bring something back – przywrócić

character – postać

fancy dress costume – przebranie

jigsaw puzzles – puzzle



Around the world



This building is in Italy. What is it?

a a museum

b a shopping mall

c a church

3 2.47 Listen to eight questions. Point at the correct shops in exercise 1.

Listening

4 2.48 Listen to three podcasts. Which shop are they about?

1

2

3

a The Harry Potter Shop

b Forbidden Planet

c HMV

Discover more!

5 Work in pairs. Read about an unusual shop on the Internet. Prepare a short podcast about it.



Tips

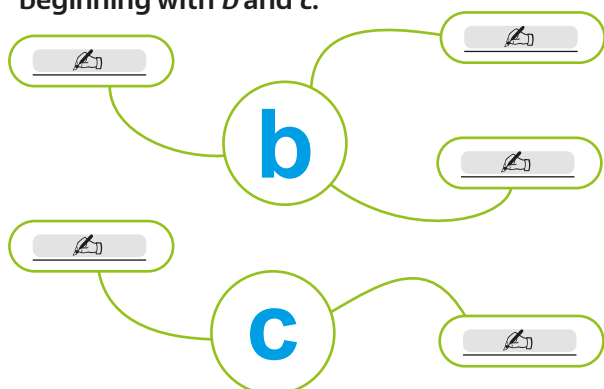
W nagraniu uwzględnijcie informacje o tym:

- gdzie znajduje się sklep,
- co można w nim kupić,
- czy towary są drogie, czy tanie,
- co jest w nim niezwykłego.



Vocabulary & Speaking

1 In your notebook, write the names of the shops beginning with *b* and *c*.



5

2 Read the sentences. What means of transport are described? Write the answers in your notebook.

- It's a type of land transport. It begins with *c*. It's not a car.
- It's a type of water transport. It begins with *s*.
- It's a type of air transport, but it's not a helicopter.
- It's a type of water transport, but it's not a ship.
- It's a type of land transport. It begins with *m*, but it's not a mountain bike.

5

3 ★ In your notebook, complete the dialogues. Write sentences, using the words in the box. Then act the dialogues out in pairs.

how ■ size ■ cheaper ■ here ■ sorry

- A: Have you got this T-shirt in red?
 B: Yes, we have. ¹ _____?
 A: Medium.
 B: ² _____.
- A: How's the T-shirt?
 B: It's great. ³ _____?
 A: It's £35.
 B: Oh, that's too expensive. ⁴ _____?
 A: ⁵ _____.

10

Grammar

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

Yesterday



- Adela _____ in the stationer's at 3:15.
- She _____ in the bookshop at 3:15.
- Adela and Max _____ in the newsagent's at 3:30.
- They _____ in the newsagent's at 3:00.
- Max _____ in the bookshop at 3:15.

5

5 In your notebook, write questions about Adela and Max and answer them.

- he / in the newsagent's / at 3:00 / ?
- she / in the bookshop / at 3:15 / ?
- they / in the department store / at 3:30 / ?
- they / in the stationer's / at 3:00 / ?
- he / in the stationer's / at 3:00 / ?

5

6 ★ In your notebook, write questions for these answers. Use *where* or *what time*.



she

- _____? In the stationer's.
- _____? At 3:00.



they

- _____? At 3:30.
- _____? In the newsagent's.



he

- _____? At 3:15.

10

Vocabulary & Speaking: _____/20

Grammar: _____/20

Total: _____/40

Shops

baker's	piekarnia
bookshop	księgarnia
butcher's	sklep mięsny
chemist's	apteka, drogeria
clothes shop	sklep odzieżowy
department store	dom towarowy
greengrocer's	warzywniak
newsagent's	kiosk
stationer's	sklep papierniczy
toy shop	sklep z zabawkami

Means of transport

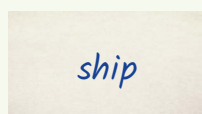
coach	autokar
ferry	prom
helicopter	helikopter
motorbike	motor
mountain bike	rower górski
plane	samolot
scooter	hulajnoga
ship	statek
taxi	taksówka
train	pociąg
tram	tramwaj
underground	metro



Are you ready for extra vocabulary workout?

Vocabulary revision

- 1** Choose seven names of means of transport. Make *Brainy Cards*. Take cards, one by one, and write sentences with the days of the week. Can you remember all the sentences?



On Monday, I was on a ship.
On Tuesday, ...
On Wednesday, ...
...

Clothes sizes

extra small (XS)	bardzo mały
small (S)	mały
medium (M)	średni
large (L)	duży
extra large (XL)	bardzo duży

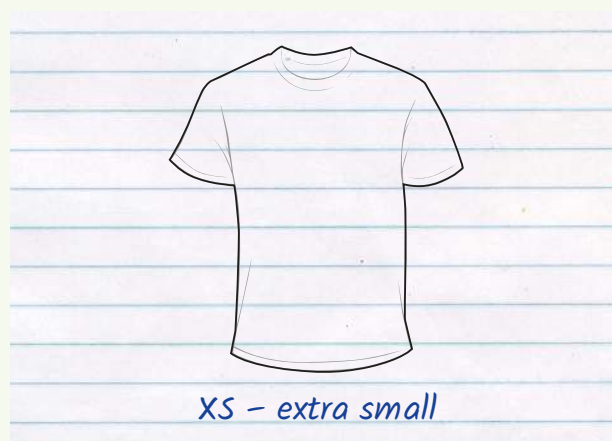
Useful!

See you!	Do zobaczenia!
That's a great idea!	To świetny pomysł!
Why not?	Czemu nie?

In a clothes shop

Can I try it/them on?	Czy mogę go/ją/je przymierzyć?
Have you got this T-shirt in pink?	Czy ta koszulka jest też w kolorze różowym?
Here you are.	Proszę.
How are the shoes?	Czy buty pasują/są dobre?
How much are they?	Ile kosztują?
How much is it?	Ile kosztuje?
How's the T-shirt?	Czy koszulka pasuje?
It's too ...	Jest za...
The changing room is over there.	Przymierzalnia jest tam.
What size are you?	Jaki nosisz rozmiar?

- 2** In your notebook, draw pictures of the same T-shirt in different sizes. Label the pictures.



- 3** Make a map of your neighbourhood.

- 1) Zrób zdjęcia sklepom w twojej okolicy lub znajdź zdjęcia sklepów w Internecie i wydrukuj je.
- 2) Narysuj ulicę i przyklej zdjęcia sklepów w odpowiednich miejscach.
- 3) Podpisz sklepy.

Past tense: verb **be**: affirmative

W czasie przeszłym czasownik *be* ma formę *was* lub *were*. W zdaniach twierdzących w czasie przeszłym czasownik *be* nie ma form skróconych.

Full form

I was in the baker's.	We were in the baker's.
You were in the baker's.	You were in the baker's.
He was in the baker's.	They were in the baker's.
She was in the baker's.	
It was in the baker's.	

Past tense: verb **be**: negative

W zdaniach przeczących w czasie przeszłym po czasowniku *be* w odpowiedniej formie dodajemy słowo **not**. W zdaniach przeczących w czasie przeszłym czasownik *be* ma formy pełne oraz skrócone.

Full form

I was not in the chemist's.	I wasn't in the chemist's.
You were not in the chemist's.	You weren't in the chemist's.
He was not in the chemist's.	He wasn't in the chemist's.
She was not in the chemist's.	She wasn't in the chemist's.
It was not in the chemist's.	It wasn't in the chemist's.
We were not in the chemist's.	We weren't in the chemist's.
You were not in the chemist's.	You weren't in the chemist's.
They were not in the chemist's.	They weren't in the chemist's.

Short form



Choose your grammar project!

Project 1 My Grammar Notebook

1 Complete your grammar notebook.

- 1) Przedstaw wszystkie cztery zagadnienia gramatyczne z rozdziału 6. i zilustruj je przykładami. Zapisz te przykłady w zeszyście.
- 2) Dodaj nagłówki, rysunki lub zdjęcia objaśniające treści ułożonych zdań.

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 in the toy shop?

Were you in the toy shop?

Was he in the toy shop?

Was she in the toy shop?

Was it in the toy shop?

Were we in the toy shop?

Were you in the toy shop?

Were they in the toy shop?

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, it **was**. /
No, it **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.

Where were you?

When were you in the baker's?

Project 2 A Class Survey

2 Do a class survey.

- 1) Wybierz trzy dni tygodnia oraz wymyśl trzy różne godziny.
- 2) Zapytaj trzech kolegów / trzy koleżanki, gdzie byli/były każdego dnia o podanej godzinie.
- 3) Zanotuj odpowiedzi i opisz wyniki ankiety w zeszyście.

Where were you on Saturday at 7:00 pm?

I was at my grandmother's house.

On Saturday at 7:00 pm, one student was at his/her grandmother's house. Two students were ...

Vocabulary

1 In your notebook, match the words in the box with one of the four categories.

baker's ■ helicopter ■ biology
butcher's ■ ferry ■ laboratory ■ maths
ship ■ newsagent's ■ library ■ PE
chemist's ■ motorbike ■ gym
department store ■ school office
scooter ■ English ■ corridor ■ art

school subjects	places in a school	shops	means of transport

Grammar

2 Complete the sentences in your notebook. Use the Present continuous or the Present simple forms of the verbs.



buy

She is buying bread now.
She isn't buying a T-shirt now.
She buys bread every day.



eat

1 They eat pizza twice a week.
2 They eat pizza at the moment.
3 They eat kebabs at the moment.



wear

4 I wear a dress today.
5 I wear trousers today.
6 I usually wear trousers.



ride

7 You ride a bicycle now.
8 You ride a horse now.
9 You never ride a horse.

3 Look at the pictures and write sentences and questions in your notebook. Use *was/wasn't/ were/weren't*. Then answer the questions.



Mark
from 02:30 to 03:20



Eva
from 02:30 to 02:40



Eva and Mark
from 03:30 to 03:45

Mark / in the department store / at 3:00 /
Mark was in the department store at 3 o'clock.

- 1 Mark and Eva / in the chemist's / at 3:40 /
 - 2 Eva / in the newsagent's / at 2:40 /
 - 3 Mark / in the chemist's / at 3:15 / ?
 - 4 Eva / in the chemist's / at 2:35 / ?
 - 5 where / Mark and Eva / at 3:40 / ?
 - 6 when / Eva / in the chemist's / ?
- From ...

At school

4 In your notebook, complete the school rules with *must* or *mustn't*.

- 1 You must be late for lessons.
- 2 You mustn't walk slowly in the corridor.
- 3 You must study for tests.
- 4 You mustn't drop litter in the classroom.

In a clothes shop

5 2.49 Listen and choose the correct responses. Write the answers in your notebook. There is one extra response.

1 2 3

- a It's £16.75.
- b It's great!
- c Yes, of course. The changing room is over there.
- d Yes, we have. What size are you?

Useful!

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

better ■ not ■ worry ■ best ■ ever

- 1 They're doing their .
- 2 I'm  so sorry.
- 3 Don't .
- 4 I'd  study for the test.
- 5 Yes, why .

Listening

7  2.50 Listen to four announcements. Match each announcement with the correct place. Write the answers in your notebook.

1  2  3  4 

- a a department store
- a football stadium
- an art gallery
- a school

Reading

8 Read posts a–d and match them with opinions 1–4. Write the answers in your notebook.

- 1 You must be very rich to buy things in the shop.
- 2 It's a shop for people who don't want fashionable clothes.
- 3 It's a great shop to visit, but not to buy anything.
- 4 It's not a cheap place, but the clothes aren't too expensive.

A It's a fantastic shop. It's a great place to look at things – we were in there for an hour! But we didn't buy anything. The place is good fun, but not really useful.



B I was there yesterday. It's a beautiful shop, but it's very, very expensive. It's not for people like me. And the shop assistants make sure you know that.



Writing

9 In your notebook, write short posts about three different shops: the best shop (★★★★★), an OK shop (★★★) and the worst shop (★).



Tips

W poście zamieść:

- informację o tym, jakiego rodzaju to sklep,
- nazwę sklepu,
- informacje o cenach (*the prices*), jakości produktów (*the quality*), czy kompetencjach personelu (*the shop assistants*),
- odpowiednią liczbę gwiazdek.

Speaking

10  Think of three different times yesterday. In groups, ask questions and answer them.

Where were you at quarter to two?

I was in ...



C Really nice clothes. The best thing was a brown leather jacket. It was expensive, but not very expensive. And it was top quality and very fashionable. Now it's in my wardrobe! :)



D The shop assistants were very friendly and helpful, but I wasn't impressed. The clothes weren't very exciting at all. But if you want some everyday clothes at good prices, it's the place for you.



lesson 1 60 seconds!

Lesson objective: Vocabulary: television and other media



Vocabulary presentation

- 1 3.01 Listen and repeat. Work in pairs. Say the words and point at the correct pictures.

cartoon ■ magazine
web page ■ TV competition
serial ■ newspaper
game show ■ sports programme
talent show ■ radio

- 2 Give examples (in Polish or English) of the media and TV programmes from exercise 1. Write the answers in your notebook.

cartoon – Smerfy

Vocabulary practice

- 3 Complete the text in your notebook.

You've got 60 seconds to match the words with the pictures! Lisa's got a word and she's putting it on

the 1 and Ruby is putting a word on the 2.

Jeff and Zac are still looking at the words. Jeff's got a word now. Lisa was back at the table, and now she's

putting a word on the 3. Now, Jeff is putting a word

on the 4 and Zac is putting his first word on the

5. Ruby is putting a word on the 6 and Jeff

on the 7. Lisa again – she's so fast – she's putting

a word on the 8 and that's it!

Congratulations!

- 4 Work in pairs. You are the commentator on the game show. Try to read the text from exercise 3 in 60 seconds!



Phonics Rap



3.02 Listen and rap.

Let's have a party in the garden – now!
Let's start with cartoon art – wow!
Play a paper guitar,
Drive a cartoon car!
You can be a cartoon star!

Reading



3.03



- 5 Listen and read. In pairs, compare Zac with yourself.



Zac offline

I watch about 14 hours of television a week – that's two hours a day, and it's about average for my age group. The most popular programmes with my age group are talent shows like *Britain's Got Talent* and *The Voice*.

I really like this type of programme. TV competitions like *The Great British Bake Off* are popular too, but I don't like them. Most students of my age enjoy full-length cartoons or animated films like *The Incredibles* and *Batman* – I really love them!

The radio isn't very popular with my age group – I never listen to programmes on the radio. I hardly ever read newspapers, and I don't often read magazines either.



Zac online

I spend about 16 hours a week online – that's a bit more than most students of my age. My favourite websites are video clip sites like *YouTube* and game sites. I also spend a lot of time on more serious sites like *National Geographic* for schoolwork.

I watch TV online too!

That's me but what about you?

Click

Zac watches about 14 hours of television a week. That's different to me.

Writing

- 6 In your notebook, write a blog post about your media habits.



Tips

- 1) Zatytułuj swój wpis na blogu:
[twoje imię] and the media
- 2) Nazwij pierwszą część tekstu:
[twoje imię] offline
 - Podziel się informacją o tym, jak często oglądasz telewizję, jakie programy oglądasz, co lubisz, a czego nie.
 - Napisz, jak często czytasz gazety, czasopisma, czy słuchasz radia.
- 3) Nazwij drugą część tekstu:
[twoje imię] online
 - Poinformuj, jak często korzystasz z Internetu, co robisz online i jakie są twoje ulubione strony internetowe.

Speaking



- 7 Work in pairs. In turns, ask and answer *How often ...?* questions. Use the words in the boxes.

read ■ watch ■ listen to

every day ■ once a week
twice a month

two or three times a year ■ never
hardly ever ■ sometimes

How often do you watch videos on *YouTube*?

I watch videos on *YouTube* every day.



Life skills: Using the media

What is television or the Internet good for?
Can they have negative effects?

Quick check

3.04 Listen and give an example of each type of media and TV programme.

Grammar presentation

1 3.05 Listen and read. In your notebook, write the programmes Max and Sarah watched.

Max: I **watched** a great television programme yesterday. It was a game show.

Sarah: I **watched** it too. I **didn't like** it. But I **liked** the serial.

Max: I **didn't watch** the serial, but I **watched** the talent show. It was really good.

Sarah: I **didn't watch** the talent show. I **studied** for the test!



Grammar app

Past simple regular verbs: negative

I
You
He
She
It
We
You
They

didn't watch the serial.

didn't = did not

>>> Grammar summary on page 97

Grammar practice

3 In your notebook, write the past forms of the regular verbs in brackets.

- He (watch) a game show yesterday.
- He (not watch) a film on his computer.
- They (look) at a web page yesterday.
- They (not look) at a game site.
- I (like) the serial yesterday.
- I (not like) the talent show.
- You (listen) to music yesterday.
- You (not listen) to the radio.

4 In your notebook, write about your free time last week, using all the words given.

- watch: a serial / a game show / a talent show
 - listen to: a sports programme on the radio / a podcast on the Internet
 - play: an online game / a computer game
- 1 I watched a serial and a game show last week. I liked the ...

Look

I watched a serial and a game show.

I liked the serial, but I didn't like the game show.

Speaking

5 Ask about the television programmes others watched last week. Talk to the teacher and other students. Tell the class about your results.

I watched *Bake Off* last week.

I watched it too. / I didn't watch it.

Grammar app

Past simple regular verbs: affirmative

I
You
He
She
It
We
You
They

watched the serial.

watch → watched
like → liked
study → studied

>>> Grammar summary on page 97

2 3.06 In your notebook, write the past forms of the regular verbs in the box. Then listen and repeat.

arrive ■ ask ■ carry ■ clean ■ close
dance ■ hate ■ laugh ■ listen ■ open
tidy ■ try ■ wash

Vocabulary presentation

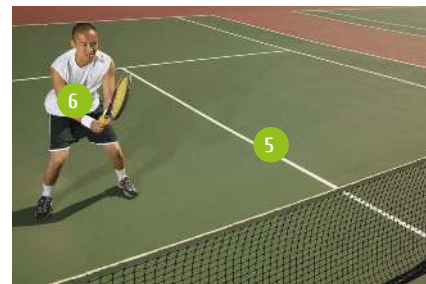
- 1 3.07 Listen, read and repeat. Match the words with the numbers in the pictures. Write the answers in your notebook.



stadium ■ spectator



running track ■ athlete



tennis court ■ player



commentator ■ swimmer



championship ■ winner

- 2 Work in pairs. In turns, say a word from exercise 1 and the correct category in the box.

event ■ place ■ person

Stadium.

Place.

Vocabulary practice

- 3 In your notebook, complete the sentences, using the singular or plural form of the words in exercise 1.

- The sp are sitting inside the st .
- The ath are running on the ru tr .
- The sw are racing in the swimming pool.
- The pl are playing tennis on a te co . It's the town ch .
- The co is talking about the wi of the swimming race.

Listening

- 4 3.08 Listen to the dialogue and point at the correct words.

- The stadium *opened / didn't open* on time.
- A *tennis player / swimmer* was late for an event.
- The *swimming race / tennis match* was exciting.
- The tennis players *played / didn't play* well.
- The athletes were very *fast / slow*.
- The commentators *talked / didn't talk* a lot.
- Blackrock / Greystone* school were the winners of the championship.

Game

- 5 Work in groups of five. Play *Don't say the word*.

- Uczeń A wybiera dowolny rzeczownik z ćwiczenia 1. i wyjaśnia jego znaczenie po polsku. W wyjaśnieniu nie można użyć słowa, które trzeba odgadnąć.
- Pozostali gracze próbują odgadnąć rzeczownik po angielsku. Każdy gracz ma jedną szansę.
- Uczeń, który zgadnie, wybiera kolejny rzeczownik.

Jest zazwyczaj zielony, ma linie i siatkę. Służy do gry w tenisa.

Tennis court.

Lesson objective: Grammar: Past simple irregular verbs: affirmative, negative, questions and short answers

1 It's the first day of the interschool championship. The race is over. Sue didn't win the race. Now she's talking to her mother.

Did you win?

No, I didn't.

Did Bella win?

Yes, she did. She ran very fast.

2 Sue is sitting on the running track. Her English teacher, Miss Jones, has a brilliant idea.

Don't worry. You're good at lots of other things. Your article was brilliant – all the teachers loved it.

It's the tennis championship now. People are watching on a live stream. You can do a commentary!

3

4 Now Sue is on a live stream and she's got butterflies in her stomach.

I'm Sue Green, and I'm at the tennis court for the final of the tennis championship ...

5 It's the end of the match.

Greenwater school won the championship! Blackstone school lost. An amazing match between two brilliant tennis players!

6 Thank you for helping me, Miss Jones.

It went very well! Congratulations, Sue!

7 Sue is back at home. She's very happy.

Did you have a good day, Sue?

Yes, I did. After I lost the race, Miss Jones saw me and she sat next to me.

She had a brilliant idea. She found a microphone and she gave it to me, and I did a live stream commentary on a tennis match!

8 Did people like your commentary?

Yes, they did. Take a look at the comments!

Did you listen to Sue's commentary? Yes, I did. She was brilliant! I loved it! Sue's a fantastic commentator! We love Sue!

GLOSSARY

do a commentary – komentować np. mecz
interschool – międzyszkolne
live stream – transmisja na żywo w Internecie

USEFUL!

When do you use these expressions?

- I've got butterflies in my stomach.
- Thank you for helping me!
- Take a look at it.

Quick check

3.09 Listen and say person, place or event.

Grammar presentation

- 1 3.10 Read and listen to Episode 7. Is Sue happy at the end? Why (not)?

Comprehension

2 Read and number the events. Write the answers in your notebook.

- Sue was very unhappy.
- Sue did a commentary very well.
- Sue talked to her parents about her day.
- Sue was in a race. **1**
- Sue's teacher talked to her.

G

Grammar app

Past simple irregular verbs: affirmative

She won the race.

Past simple irregular verbs: negative

He didn't win the race.

>>> Grammar summary on page 97

Grammar practice

3  **3.11** Find the irregular Past simple forms of these verbs in Episode 7. Write the answers in your notebook. Listen and repeat.

I

Irregular verbs

do	find	give	go	have	lose
run	see	sit	win		

4  Work in pairs. Practise the irregular verbs in exercise 3 in affirmative and negative sentences.

I did.

I didn't do.

G

Grammar app

Past simple irregular verbs: questions and short answers

Did	I/you	win	the race?
	he/she/it		
	we/you/they		

Yes, I/you did.

he/she/it

No, we/you/they didn't.

>>> Grammar summary on page 97

Grammar practice

5 In your notebook, write questions, using the words given. Answer the questions.



he 1 go to the stadium / ?

2 watch television / ?



she 3 run in the championship / ?

4 play tennis in the championship / ?



they 5 win the match / ?

6 lose the match / ?

Listening

6  **3.12** Listen to the dialogue. Answer questions 1–5.

- Did the boy and his father go to a running track?
- Did they have some food after the match?
- Did they have a good time after the match?
- Did they go home at 5 o'clock?
- Did they watch the match on television?

Game

7  Work in pairs. Play *I know all about you*.

- Uczeń A** wybiera dowolną czynność z ramki lub wymyśla inną i zadaje pytanie, próbując odgadnąć, co robił uczeń B w ostatni weekend.

have dinner with your family
phone your friends ■ do your homework
go to the stadium
go to the shopping centre
do exercise ■ go to the cinema
watch a game show
go to the swimming pool
watch a sports programme
play computer games ■ go to bed late

- Uczeń B** odpowiada na zdane pytania. Zamieńcie się rolami.
- Za każdą pozytywną odpowiedź uczeń A dostaje 1 punkt.
- Zwycięża gracz, który pierwszy uzyska 5 punktów.

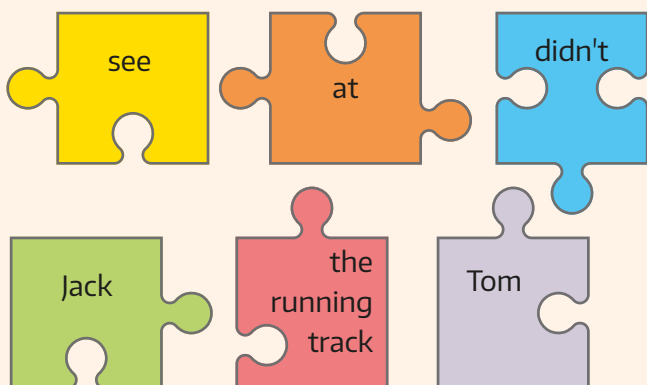
Did you go to the shopping centre?

Yes, I did.

1 In your notebook, write the missing letters. Then make a word with the missing letters.

- 1 g _ m _ _ how /
te _ ev _ sion p _ _ ogramme = _ _ _ _ _
- 2 s _ _ orts _ _ _ ogr _ mm _ /
tal _ _ t _ _ ho _ = _ _ _ _ _
- 3 _ _ _ evi _ io _ _ pr _ _ gramme /
gam _ _ s _ _ o _ /
c _ _ r _ _ oon = _ _ _ _ _

2 Put the jigsaw pieces in the correct order to make a sentence. Write the sentence in your notebook.



3 Four girls saw four different sporting events. Solve the puzzle. Write the answer in your notebook.

tennis court ■ football match ■ gym
swimming race ■ running track

Amy went to the running track.

Emma watched a football match.

Lucy watched a swimming race.

Louisa didn't go to the tennis court. Where did Louisa go?

Hi! Let's wake up your brains!



4 Work in pairs. Choose a programme. Ask three questions and guess.

- 1 What channel did you watch?
- 2 When did you watch it?
- 3 Did you watch a serial / cartoon / ... ?

	Brainy	Brainy Plus	Brainy Gold
6:00	talent show	sports programme	serial
6:30	serial	serial	cartoon
7:00	sports programme	cartoon	game show
7:30	cartoon	talent show	talent show

5 Solve Sporty Sue's puzzle. Write the answer in your notebook.



Find this person in Unit 7. What did this person do in 2002?



6 Do tasks 1–6 to get to *Finish*. Write the answers in your notebook. If you make a mistake, do the task again!

- 1) Napisz czasowniki *give* i *run* w czasie Past simple.
- 2) Napisz, od jakich czasowników pochodzą formy: *went* i *saw*.
- 3) Ułóż pytanie z podanych wyrazów:
watch / Did / the / show / yesterday / you / game / ?
- 4) Zamień zdanie twierdzące na przeczące:
They won the race.
- 5) Przeredaguj pytanie tak, aby zastosować w nim czas *Past simple*:
Do you read a newspaper?
- 6) Przeredaguj pytanie tak, aby zastosować w nim czas *Present simple*:
Did he like the TV competition?

I

1

2

3

6

5

4

4

5

6

1

3

Lesson objectives: *Functions: relating past events, asking about past events;*
Grammar: Past simple irregular verbs

1  3.13 Read the dialogue and complete it with sentences a–c. Write the answers in your notebook. Listen and check. Act out the dialogue.

- a I **bought** a T-shirt at the stadium shop. b I **slept** all the way to London. c We **got** home at 11 o'clock.



How was your weekend?

Great! Tell me about it.

That sounds like a good day.

It was.

Fine, thanks. I went to a football match in London with my brother.

First, we caught the train to London. ¹ Then, we went to the stadium. ² Finally, we got on the train home. ³

2  3.14 Find the irregular Past simple forms of the verbs in this lesson. Write the answers in your notebook. Then listen and repeat.

I Irregular verbs

buy catch take sleep get read
write

4  Work in pairs. Talk about your day out at a sporting event.

- 1) Zdecyduj, dokąd pojechałeś/pojechałaś i jakie wydarzenie sportowe zobaczyłeś/zobaczyłaś.
- 2) Opisz wycieczkę koledze/koleżance.
First, .
Then, .
Finally, .

3 Complete the dialogue in your notebook. Use the pictures and irregular Past simple forms of the verbs.

- A: How was your weekend?
- B: Fine, thanks. I went to a ¹ match in Manchester with my ² .
- A: Great! Tell me about it.
- B: First, we caught the bus to ³ . I ⁴ all the way to Manchester. Then, we went to the ⁵ . I ⁶ a lot of photos there. Finally, we ⁷ on the ⁸ home. I ⁹ my blog on the bus.
- A: That sounds like a good day.
- B: It was.



Manchester



read – read



take – took



write – wrote



- 1 3.15 Listen and read the article about Usain Bolt. Ask the teacher about the words you don't know.

Great Athletes: Usain Bolt

1 Usain Bolt is one of the best athletes in the world. He was born in August 1986 in Jamaica. He was always good at sports and athletics, but at first, he didn't win any medals. Then, in 2002, he won his first gold medal for running.

2 When he was an athlete, he won eight Olympic gold medals, and he broke a lot of records. He's the fastest runner ever over 100 and 200 metres. He is famous because he was so fast. He is also known for his lightning bolt pose.

3 Usain Bolt isn't an athlete now. 2017 was his last year as a sportsman, but he's still very busy with the Usain Bolt Foundation. He uses the Foundation to help his country, Jamaica. He gives



money to schools there and he helps to make life better for young people there. He loves animals too, and he gives a lot of money to animal charities.

4 Not many people know that Usain Bolt has a problem with his back – because of this problem, his right leg is about a centimetre shorter than his left leg. But that didn't stop him from becoming the Lightning Bolt – the fastest man in the world.

Listening

- 4 3.16 Listen to three live commentaries. Which sporting events are they from? Write the answers in your notebook.

1 2 3

- a In 2002, Usain Bolt won his first gold medal.
- b In 2005, a cameraman bumped into Usain Bolt after a race.
- c In 2017, Usain was in his final race, but he didn't win.

Discover more!

- 5 Read about a famous sports person on the Internet. In your notebook, write a short description. Add photos or pictures.



Tips

W opisie sportowca napisz o jego/jej:

- dzieciństwie i młodości,
- osiągnięciach sportowych (wraz z datami),
- zajęciach pozasportowych.



Glossary

back – plecy

charity – organizacja charytatywna

lightning bolt – błyskawica

- 2 Read the text again. What are paragraphs 1–4 about? Write the answers in your notebook.

- a What he is doing now
- b His early life
- c A fact that most people don't know
- d His great sporting career

- 3 Cover the text and answer the questions.

- 1 What did he win in 2002?
- 2 How many Olympic gold medals did he win?
- 3 How does he help people in his country?
- 4 What other charities does he help?
- 5 What medical problem does he have?



Around the world

What is this symbol of?





Vocabulary & Speaking

1 In your notebook, complete the words with the missing letters.

1 t _ _ nt
sh _ w

2 n _ w sp _ p _ r

3 r _ d _ _

4 sp _ rts
pr _ gr _ mm _

5 c _ rt _ _ n

6 m _ g _ z _ n _

6

2 Complete the sentences with the names of people, places and events. Write the answers in your notebook.

- The s _ _ are in the stadium.
- The tennis players are on the t _ _ c _ _.
- The c _ _ is talking about the football championship.
- The athletes are on the r _ _ t _ _.
- The s _ _ are in the swimming pool.
- The w _ _ gets a gold medal.

6

3 ★ Complete the dialogue in your notebook. Then act it out in pairs.

- A: How ¹ _ _ _ weekend?
- B: It was really good. I went to a basketball match with my sister.
- A: Great! Tell me about it.
- B: First, we caught the train to London. It was very fast! Then, ² _ _ _ to the basketball court. The match was very exciting. Finally, ³ _ _ _ on the train home. We got home at 10 o'clock.
- A: That ⁴ _ _ _ a good day!
- B: It was.

8

Grammar

4 Complete the sentences with the correct forms of the verbs in brackets. Write the answers in your notebook.

- We (watch) a game show yesterday.
- My brother (not win) the championship on Saturday.
- I (lose) my cap at school.
- My sister (give) me a present for my birthday.
- We (have) a really good time on Sunday.
- I (not read) a magazine yesterday.

6

5 In your notebook, change the sentences into questions. Write short answers.

- He wrote an email to his friend.
 Yes, he .
- They gave Sue a microphone.
 Yes, they .
- She went to the baker's in the morning.
 No, she .
- You sat on this chair.
 No, I .
- They found this book.
 Yes, they .
- We listened to the radio yesterday.
 Yes, we .

6

6 ★ In your notebook, complete the dialogues, using the verbs given.

- go**
A: to the 2004 Olympics?
B: No, I , but I to the 2008 Olympics.
- win**
A: a gold medal at the 2012 Olympics?
B: Yes, I . I two gold medals.
- write**
A: a book about the Olympics?
B: Yes, I did. I a book in 2015.

8

Vocabulary & Speaking: /20

Grammar: /20

Total: /40

Television and other media

cartoon	film animowany
game show	teleturniej
serial	serial
sports programme	program sportowy
talent show	konkurs talentów
TV competition	konkurs telewizyjny
magazine	czasopismo
newspaper	gazeta
radio	radio
web page	strona internetowa

Sporting events, places and people

athlete	sportowiec, lekkoatleta
championship	mistrzostwa
commentator	komentator
player	gracz, zawodnik
running track	bieżnia
spectator	widz
stadium	stadion
swimmer	pływak
tennis court	kort tenisowy
winner	zwycięzca

Useful!

I've got butterflies in my stomach.	Mam tremę. / Denerwuję się.
Take a look at it.	Spójrz na to.
Thank you for helping me!	Dziękuję za pomoc!



Are you ready for extra vocabulary workout?

Vocabulary revision

- 1 Make 10 *Brainy cards* for television and other media. Work in pairs. In turns, choose a card and say how often you watch it or use it.

radio

I hardly ever listen to the radio.

A day out

Finally, ...	Na koniec,...
Fine, thanks.	Dobrze, dzięki.
First, ...	Najpierw ...
How was your weekend?	Jak Ci minął weekend?
That sounds like a good day.	Wygląda na to, że miałeś/ miałaś udany dzień.
Then, ...	Potem ...

I**Irregular verbs**

be – was/were	być
break – broke	złamać
buy – bought	kupować
catch – caught	łapać
do – did	robić
find – found	znaleźć
get – got	dostać
give – gave	dać
go – went	pójść
have – had	mieć
lose – lost	gubić, przegrywać
read – read	czytać
run – ran	biegać
see – saw	widzieć
sit – sat	siedzieć
sleep – slept	spać
take – took	brać
win – won	wygrywać
write – wrote	pisać

- 2 Look at the list of irregular verbs. Draw pictures to help you remember them.

sit

sat

write

wrote

Past simple: affirmative

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**. Czasowniki nieregularne zmieniają swoją formę.

I **watched** a serial.
 You **watched** a serial.
 He **watched** a serial.
 She **watched** a serial.
 It **watched** a serial.
 We **watched** a serial.
 You **watched** a serial.
 They **watched** a serial.

Jeśli czasownik regularny kończy się literą **y**, przed którą stoi spółgłoska, należy zamienić literę **y** na literę **i**, a następnie dodać końcówkę **-ed** (study – stud**ied**, try – tr**ied**).

Past simple: negative

W czasie *Past simple* w zdaniach przeczących dodajemy **did not = didn't**. Czasownik główny jest zawsze w formie podstawowej (bez końcówki **-ed**).

Full form

I **did not watch** a film.
 You **did not watch** a film.
 He **did not watch** a film.
 She **did not watch** a film.
 It **did not watch** a film.
 We **did not watch** a film.
 You **did not watch** a film.
 They **did not watch** a film.

Short form

I **didn't watch** a film.
 You **didn't watch** a film.
 He **didn't watch** a film.
 She **didn't watch** a film.
 It **didn't watch** a film.
 We **didn't watch** a film.
 You **didn't watch** a film.
 They **didn't watch** a film.



Choose your grammar project!

Project 1 My Grammar Notebook

1 Complete your grammar notebook.

- Wybierz dowolne zagadnienie gramatyczne z rozdziału 7. i zilustruj je przykładami. Zapisz te przykłady w zeszycie.
- Dodaj nagłówki, rysunki lub zdjęcia objaśniające treści ułożonych zdań.

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**.

Question

Did I win the match?

Did you win the match?

Did he win the match?

Did she win the match?

Did it win the match?

Did we win the match?

Did you win the match?

Did they win the match?

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, it **did**. /

No, it **didn't**.

Yes, we **did**. /

No, we **didn't**.

Yes, you **did**. /

No, you **didn't**.

Yes, they **did**. /

No, they **didn't**.

Project 2: A Class Survey

2 Do a class survey.

- Wybierz trzy programy telewizyjne, które oglądałeś/oglądałaś w zeszłym tygodniu.
- Zapytaj pięciu kolegów / pięć koleżanek, czy oglądali/oglądały te programy.
- Zanotuj odpowiedzi i opisz wyniki ankiety w zeszycie.

Did you watch ... last week?

Two students watched ...



lesson 1 When's your birthday?

Lesson objective: **Vocabulary:** months of the year;
ordinal numbers



Vocabulary presentation 1

- 1 3.17 Listen and repeat. In your notebook, write the correct months for each season.

summer: June, ...

autumn: ...

winter: ...

spring: ...

Phonics Rap

- 3.18 Listen and rap.

Think of a subject – math**s**, OK?

Think of a day of the week – **Th**ursday?

Is **Th**ursday the **th**ird day or the four**th**?

Think of a direction – south**th** or north**th**?

Think of a month – June or December?

When's my birth**th**day? Can you remember?

Vocabulary presentation 2

- 2 3.19 Look at the calendar in exercise 1. Listen and repeat. Then answer questions 1–3.

- 1 Jakie końcówki mają liczebniki porządkowe?
- 2 Które liczebniki są nieregularne?
- 3 W których liczebnikach zmienia się pisownia po dodaniu końcówki -th?

Vocabulary practice

- 3 3.20 Listen to Lisa and her cousin. Point at the correct dates.

- | | | |
|----------------|----------------------------|---------------------------|
| 1 sister: | 1 st May | 21 st May |
| 2 brother: | 11 th June | 11 th August |
| 3 father: | 23 rd September | 3 rd November |
| 4 mother: | 26 th July | 25 th February |
| 5 grandmother: | 19 th April | 9 th April |
| 6 grandfather: | 1 st October | 1 st December |

4  In your notebook, write the dates in exercise 3 in the correct order. Work in pairs. Read out the dates.

The 25th of February.

The 9th of April.



Look

25th February - **the** twenty-fifth **of** February

Reading

5 Read texts 1-5 and match them with pictures a-e. Write the answers in your notebook.

1

We are closed
from 16th June to 30th July
for our summer holiday.

2

Best before
DEC 20.

3

Come to
Jack's birthday party!

20th November
6:00 pm – 8:00 pm
16, Long Street, Manterly

Please let me know if you can come.
695 145 48

4

Don't forget!
West Corner School
Autumn Fair
23rd September.
Entrance £5.
All welcome!

5

**Blue
Day**

in concert

3rd March 8:00 pm

Tickets £25

The Concert Hall,
Barnlow

a



b



c



d



e



6 Read the texts in exercise 5 again. Who wrote them? Who are they for?

Tekst 1. napisał np. właściciel kawiarni, aby poinformować klientów o okresie urlopowym.

Writing

7 In your notebook, write an invitation to your birthday party. Use the invitation from exercise 5 to help you.



Tips

W zaproszeniu podaj:

- swoje imię,
- datę, godzinę i miejsce, w którym odbędzie się przyjęcie (dokładny adres),
- telefon kontaktowy.



Around the world

When is Earth Day?

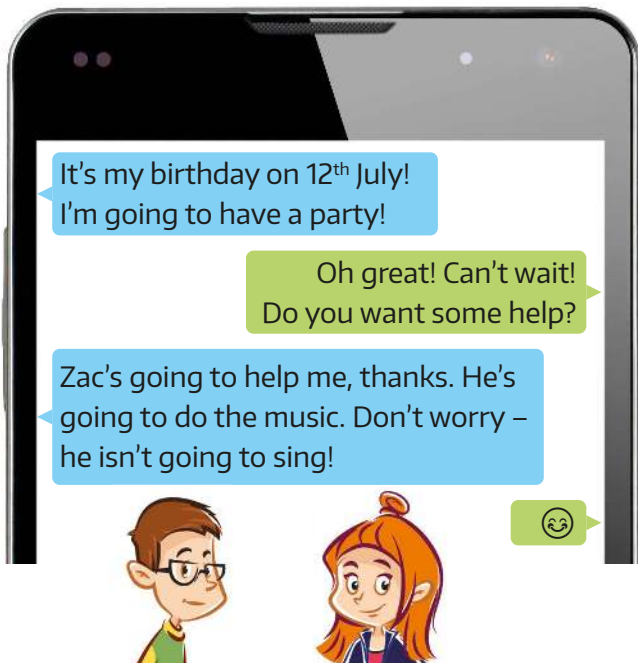
a 22nd April b 14th February c 25th December

Quick check

3.21 Listen and answer the questions.

Grammar presentation

1 3.22 Listen and read. Are Jeff and Ruby talking about the past, present or future?



Grammar app

be going to: affirmative

I	'm		
You	're		
She	's	going to	help Jeff.
It			
They	're		

>>> Grammar summary on page 109

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

Grammar practice

3 Jeff's father is talking to his mother about Jeff's party. In your notebook, write sentences about the plans.

- 1 we / make the food / .
- 2 Jeff's aunt / bake a cake / .
- 3 Zac / do the music / .
- 4 you / buy Jeff's present / .
- 5 his friends / arrive at 7:00 pm / .
- 6 the party / finish at 10:00 pm / .

Grammar app

be going to: negative

I	'm not		
You	aren't		
She	isn't	going to	help Jeff.
It			
They	aren't		

>>> Grammar summary on page 109

4 In your notebook, prepare a *Grammar app* for he, we and you.

Grammar practice

5 3.23 Listen to eight sentences. Make the sentences negative.



It is going to be a hot day.

It **isn't** going to be a hot day.

Listening

6 3.24 Listen and match the sentence beginnings with the correct endings. Write the answers in your notebook.

- 1 Tania is going to
Tania isn't going to
- 2 The boy is going to
The boy isn't going to
- 3 Max and Ana are going to
Max and Ana aren't going to
- a go to a beach in France.
- b visit a friend in Holland.
- c fly to Holland.
- d work in a hotel.
- e fly to Spain.
- f take a ferry to France.

Speaking

7 Work in groups of four. Plan your summer holidays. Add the dates and use the phrases in the box. Tell the class about your plans.

fly to ■ take a bus to ■ spend ... days in/at
visit our friends in ■ swim ■ buy
play ■ explore ■ talk to

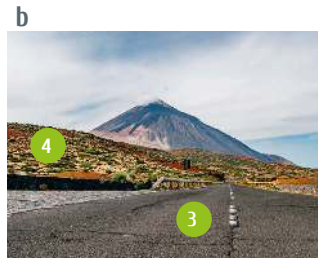
On 15th July, we're going to ...

Vocabulary presentation

- 1  3.25 Listen and repeat. Then point at the words and say them. Match the words with the numbers in the pictures.



mountain ■ village



road ■ hill



lake ■ island



cave ■ wood



waterfall ■ river



sea ■ beach



path

River.

Here.

Vocabulary practice

- 2  Work in pairs. In turns, choose a photo and describe it. Use the words in the box. Guess which picture it is.

behind ■ in front of ■ next to
on the left ■ in the middle of ■ on the right

There's a road in front of a hill.

Picture b.

Reading

- 3 Read Olivia's email and look at the signs. Which activities are they not going to do?

Hi Mum and Dad,
It's really great here! Today, we're going to spend the morning in the village, and then we're going to explore the cave. After that, we're going to swim in the river and then we're going to walk on the beach.
On Monday, we're going to walk on the path to the waterfall. We're going to take photos of the waterfall. On Tuesday, we're going to have a picnic in the wood, and then we're going to climb the hill.
On Wednesday, we're going to take a ferry to the island. See you soon! Olivia

x



Danger: no entry!



No swimming!



Path closed!



Ferry to the island on Saturday only!

They aren't going to explore the cave.

Listening

- 4  3.26 Listen to four people. Which places in exercise 1 are they talking about? Write the answers in your notebook.

- 1  2 
3  4 

Speaking

- 5  Work in pairs. In turns, say what you are going to do in each of the places in exercise 1. Use *in* or *on*, and the words in the box.

have a picnic ■ swim ■ walk
play football ■ explore ■ take photos of

Picture b. We're going to have a picnic on the hill.

Lesson objective: Grammar: future with be going to: questions and short answers; wh-questions

Panel 1: It's the second day of the interschool championship. Sue, are you going to do a commentary today? No, I'm not. Sorry, Miss Jones. Are you going to run in the race? Yes, I am. I love sports!

Panel 2: It's a very difficult decision for Sue. Sue, please do a commentary. We love your commentaries. You're funny and clever! But ... I'm going to ... I mean ... I love sports!

Panel 3: You're a very good commentator, Sue. So what are you going to do? Well, OK! Is Sue going to do a commentary? Yes, she is. Where are they going to run, Sue? Tell us!

Panel 4: Sue is on the live feed again! The Multi Challenge is going to start in 10 minutes. They're going to run up the hill, then they're going to swim in the lake to the island ...

Panel 5: After that, they're going to run in the wood. Then they're going to ride their bikes on the road ... They're off! They're running up the hill. Bella is in first place!

Panel 6: The end of the race is very exciting. And they're coming to the end, they're running to the finish line! And the winner is Bella!

Panel 7: Bella, you are the star athlete of our school! Well done, Bella! Thank you! Sue, your commentary is amazing! At last, Sue is doing something she's good at ... and she's happy!

Panel 8: What are you good at? Discover it and make the most of it! We love Sue and her fantastic commentary! Three cheers for Sue! Hip, hip, hooray!

GLOSSARY

do a commentary – komentować

finish line – linia mety

star athlete – gwiazda sportu

USEFUL!

Think of another way of saying these sentences.

- 1 Make the most of it.
- 2 They're off!
- 3 Three cheers for Sue!

Quick check

3.27 Listen. Close your eyes and imagine you are in those places now.

Grammar presentation

3.28 Read and listen to Episode 8. Why is Sue so happy at the end?

Comprehension

2 Answer questions 1–3.

- 1 Does Miss Jones think that Sue is good at doing a commentary?
- 2 What does Bella congratulate Sue for?
- 3 Who is Sue talking to in the final picture?

G

Grammar app

be going to: questions and short answers

Are	you		Yes, I am. / No, I'm not.
Is	she	going to	Yes, she/it is. / No, she/it isn't.
	it	run	
	we	in the	
Are	you	race?	Yes, we/you/they are. / No, we/you/they aren't.
	they		

>>> Grammar summary on page 109

- 3 In your notebook, prepare a *Grammar app* for *I* and *he*.

Grammar practice

- 4 In your notebook, write questions with *be going to* and short answers.

- 1 he / swim / in the river / ? ✓
- 2 he / walk / up the hill / ? ✗
- 3 they / climb / the mountain / ? ✓
- 4 they / swim / in the sea / ? ✗
- 5 you / take photos / in the wood / ? ✓
- 6 you / run / on the beach / ? ✗

G

Grammar app

be going to: wh-questions

What are you going to do?
I'm going to do a commentary.
When are you going to do the commentary?
Now.
Where are you going to do the commentary?
At the finish line.

>>> Grammar summary on page 109

Grammar practice

- 5 In your notebook, write questions and answers with *be going to*.

- 1 what / you / climb ?

I  a .

- 2 where / they / swim ?

They  in the .

Listening

- 6  3.29 Listen to the interview and match the days with the events. Write the answers in your notebook.

- | | |
|-----------------------------|---|
| 1 10 th April | a   |
| 2 June | b   |
| 3 25 th August | c   |
| 4 7 th November | d   |
| 5 31 st December | e   |

Game

- 7  Work in pairs. Play *Crazy weekend!*

- 1) **Uczeń A** wymyśla nietypową czynność, jaką zamierza wykonać podczas weekendu, i zapisuje ją w zeszyte. Następnie dopisuje nazwy potrzebnych ubrań oraz dzień, godzinę i miejsce wykonania tej czynności.
- 2) **Uczeń B** zadaje pytania, a uczeń A odpowiada.
 - a What are you going to do?
 - b What are you going to wear?
 - c When are you going to do this?
 - d What time are you going to do this?
 - e Where are you going to this?
- 3) Zamieńcie się rolami.
- 4) Uzgodnijcie, czyj weekend będzie bardziej szalony.



Life skills: Making the most of your skills

What are you good at? How can you use your skills at school and outside school?

Hi! Let's wake up your brains!



- 1 Work in pairs. In turns, mime both words and ask your friend to guess them.

hill and mountain	village and road
river and lake	wood and path
waterfall and cave	beach and island

- 2 Read the sentence. Answer questions 1–3.

My family are going to fly to France in February.

- When are we going to drive to Denmark?
- When are we going to sail to Spain?
- We aren't going to arrive in Australia in August. When are we going to arrive?

- 3 In your notebook, write sentences about what Carl is and isn't going to do. You have got 5 minutes!



I
hate
coffee



He's going to take a ferry to England.
He isn't going to play tennis.

- 4 In pairs, take turns to choose a person and guess.

- Maya paint
- Ana take photos
- Kath climb
- Mary take photos
- Hannah swim
- Jo swim

What is she going to visit?

Is she going to swim?

- 5 Solve Sporty Sue's puzzle. Write the answer in your notebook.

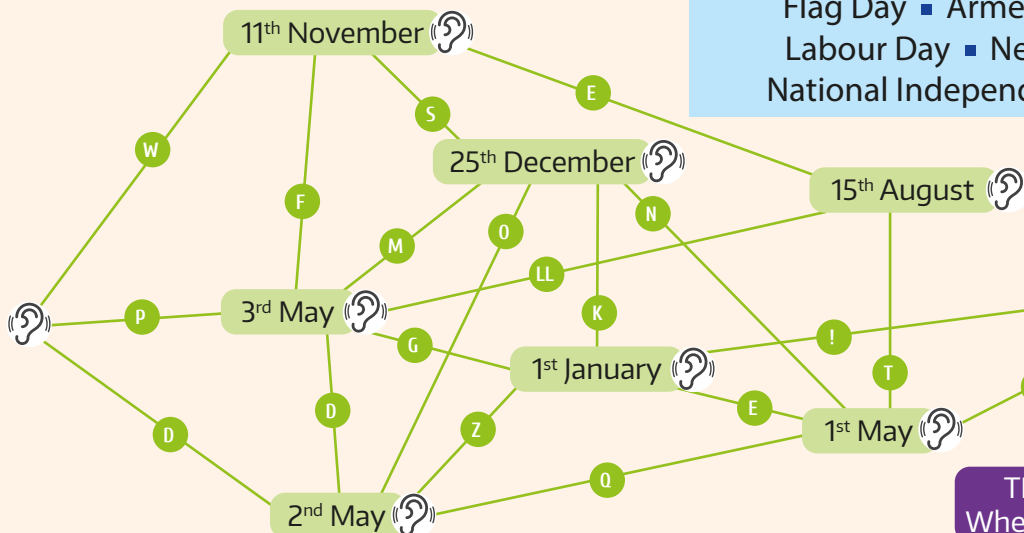


Find this place in Unit 8. Where is it?



- 6 3.30 Listen to the questions about holidays in Poland and find the correct answers. In your notebook, write the letters and the secret message.

Christmas Day ■ Constitution Day
Flag Day ■ Armed Forces Day
Labour Day ■ New Year's Day
National Independence Day



What's the secret message?

TRAVEL ANYWHERE!
Where are you going to go?

lesson 6

At the campsite

Lesson objectives: *Functions: asking for advice; giving advice with should and shouldn't;*
Vocabulary: campsite

1  3.31 Listen and read. Choose *should* or *shouldn't*. Write the answers in your notebook. Act out the dialogues.

1



Excuse me, can I ask you something?

Yes, of course.

Is it OK to play football on the beach?

Yes, but you *should* / *shouldn't* be careful. Look out for broken glass.

2



Excuse me, can I ask you something?

Yes, of course.

Is it safe to swim in the river?

No, it isn't. You *should* / *shouldn't* swim in the river. It can be dangerous.

 Look

you should – powinieneś/powinnaś
you shouldn't – nie powinieneś / nie powinnaś

2 What can you say in these situations? Write the answers in your notebook.

Chcesz

- 1) zapytać o coś drugą osobę.
- 2) zapytać, czy coś jest bezpieczne.
- 3) zapytać, czy coś wolno robić.
- 4) komuś coś doradzić.
- 5) komuś coś odradzić.

Vocabulary presentation

3  3.32 Match the phrases in the box with the photos. Write the answers in your notebook. Listen, check and repeat.

make a fire ■ go canoeing
 get an upset stomach ■ stay on the path
 put on mosquito repellent ■ take a torch



4 Match the activities with the reasons and advice. Write the answers in your notebook.

NOT SAFE activities

- 1 drink water from the river
- 2 go canoeing on the river

Reasons

- a the river can be very fast
- b you can get an upset stomach

OK activities

- 3 explore the cave
- 4 walk in the wood
- 5 walk in the mountains
- 6 make a fire

Advice

- c put on mosquito repellent
- d stay on the mountain path
- e check that you put it out
- f take a torch

5  In your notebook, complete the dialogues, using the words from exercises 1 and 4. Then act them out in pairs.

- 1 A: Excuse me, can I  ?
 B: Yes, of course.
 A: Is it safe to  ?
 B: No, it isn't. You  because .
- 2 C: Excuse me, can I  ?
 D: Yes, of course.
 C: Is it OK to  ?
 D: Yes, but you .



1 3.33 Read and listen. Match the postcards with the photos. Write the answers in your notebook.

1

Hi Laura!

3rd August

We're having a great time! We arrived in Zakopane yesterday and, in the afternoon, we visited lake Morskie Oko. In the evening, we went to a traditional folk music concert. We loved it! Right now, we're waiting for our guide and we're going to explore the Mroźna cave. Tomorrow, we're going to walk to the top of Giewont Mountain. The day after tomorrow, we're going to explore the wood. I'm going to take a lot of photos there.

See you soon, Ana

Laura Smith



the Tatra Mountains, Poland

2

Hi!

3rd August

This is an amazing place - it's 446 km long and about 1.8 km deep. It's our first day here, and we're waiting for a helicopter - yes, we're going to fly over the canyon! Tomorrow, we're going to take a boat on the river at the bottom of the canyon. The day after that, we're going to do the Skywalk - it's a big horseshoe-shaped platform with a glass bottom. You can walk on it and look down at the canyon hundreds of metres under your feet! I'm going to be very scared, but I'm going to do it.

Cheers, Aron

Mike Johnson

16 New Road

London W6 8BS

UK



the Grand Canyon, the USA

2 Read the postcards in exercise 1 again. What do these words and expressions mean?

- 1 arrived, traditional folk music, guide, the top of
- 2 at the bottom of, platform, horseshoe-shaped

3 Compare the postcards. In your notebook, write yes or no for each topic.

	the Tatra Mountains, Poland	the Grand Canyon, the USA
1 information about the size of the place		
2 information about activities		
3 opinions about local culture		
4 feelings		

4 Answer questions 1–4.

- 1 What did Ana do in the evening?
- 2 Who is Ana waiting for?
- 3 What is Aron going to do on his second day?
- 4 Why is Aron going to be scared?

Discover more!

5 Read about an interesting holiday place on the Internet. Write a postcard.



Tips

W swojej pocztówce zamieść:

- datę (np. 3rd August),
- powitanie (np. Hi! lub Hi Laura!),
- opinię o miejscu, które odwiedzasz,
- pożegnanie (np. See you soon, Cheers).

Napisz:

- co robisz teraz,
- co zamierzasz robić jutro.



Vocabulary & Speaking

1 In your notebook, write the full dates.

10th Dec the tenth of December

- | | |
|------------------------|------------------------|
| a 1 st Feb | d 31 st Aug |
| b 2 nd Apr | e 24 th Oct |
| c 3 rd July | f 19 th Dec |

6

2 Complete the sentences in your notebook.



- 1 The village is between the mountain and the .
- 2 The is in front of the village.



- 3 The is behind the cave.
- 4 The is in front of the cave.



- 5 The lake is between the and the river.
- 6 The is on the lake.

6

3 ★ In your notebook, complete sentences a-d with the words in the box. Then complete the dialogues. Act them out in pairs.

shouldn't swim ■ look out for
can ■ swim in the river

- | | |
|----------------------|-------------------|
| a It be dangerous. | c Is it safe to . |
| b You in the river. | d broken glass. |

- 1 A: Excuse me, can I ask you something?
B: Yes, of course.
A: Is it OK to play football on the beach?
B: Yes, but you should be careful. ¹
- 2 C: Excuse me, can I ask you something?
D: Yes, of course.
C: ²
D: No, it isn't. ³ ⁴

8

Grammar

4 Complete the text, using the verbs in brackets and the correct form of *be going to*. Write the answers in your notebook.

My name is Luke. My family holiday with my cousins is going to start on 2nd July. My dad ¹ (**drive**) to the beach, but we ² (**not see**) my cousins in the first week. They ³ (**not drive**) to the beach. They ⁴ (**fly**) to the beach in the second week. They are very good at surfing, and they are going to surf a lot. I ⁵ (**not surf**). I ⁶ (**explore**) the caves with my sister. My holiday ⁷ (**finish**) on 17th July.



7

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

- to / the beach / to / are / you / take / a bus / going / ?
- drive / your father / is / going / to / ?
- holiday / going / to / when / start / is / your / ?
- do / you / going / to / at / the beach / what / are / ?
- explore / are / you / going / the caves / to / ?

5

6 ★ In your notebook, write questions to ask Luke. Use *be going to* and the words given. Then write Luke's answers.

- you / see / your cousins / in the first week / ?
- your cousins / surf / at / the beach / ?
- what / your sister / do / ?
- when / your cousins / fly / to / the beach / ?

8

Grammar: /20

Total: /40

Vocabulary & Speaking: /20

Months of the year

January	styczeń
February	luty
March	marzec
April	kwiecień
May	maj
June	czerwiec
July	lipiec
August	sierpień
September	wrzesień
October	październik
November	listopad
December	grudzień

Ordinal numbers

1 st first	pierwszy
2 nd second	drugi
3 rd third	trzeci
4 th fourth	czwarty
5 th fifth	piąty
6 th sixth	szósty
7 th seventh	siódmy
8 th eighth	ósmo
9 th ninth	dziewiąty
10 th tenth	dziesiąty
11 th eleventh	jedenasty
12 th twelfth	dwunasty
13 th thirteenth	trzynasty
14 th fourteenth	czternasty
15 th fifteenth	piętnasty
20 th twentieth	dwudziesty
21 st twenty-first	dwudziesty pierwszy
30 th thirtieth	trzydziesty
31 st thirty-first	trzydziesty pierwszy

Landscape

beach	plaża
cave	jaskinia
hill	wzgórze
island	wyspa
lake	jezioro
mountain	góra
path	ścieżka
river	rzeka
road	droga
sea	morze
village	wieś
waterfall	wodospad
wood	las

Useful!

Make the most of it.	Wykorzystaj to jak najlepiej.
They're off!	Ruszyli!
Three cheers for Sue!	Owacje dla Sue!

At the campsite

Excuse me, can I ask you something?	Przepraszam, czy mogę o coś zapytać?
Is it OK to ...?	Czy można...?
Is it safe to ...?	Czy ... jest bezpieczne?
Yes, of course.	Tak, oczywiście.
You should ...	Powinieneś/Powinnaś...
You shouldn't ...	Nie powinieneś / Nie powinnaś...

Campsite

get an upset stomach	dostać rozstroju żołądka
go canoeing	popływać kajakiem
make a fire	rozpalać ognisko
put on mosquito repellent	używać środka przeciw komarom
stay on the path	trzymać się ścieżki/szlaku
take a torch	zabrać latarkę

2 Work in pairs. Play *Is this date possible?*

- Wykonajcie 31 kart odpowiadających dniom miesiąca lub wykorzystajcie stary kalendarz.
- Przygotujcie 12 kart z angielskimi nazwami miesięcy.
- Potasujcie karty i rozłóżcie je napisami do dołu w dwóch stosach. Losujcie na zmianę karty z obydwu stosów i mówcie daty. Sprawdźcie, czy daty są możliwe.

The thirty-first of September.

This is impossible!



Are you ready for extra vocabulary workout?

Vocabulary revision

- Make *Brainy cards* with landscape words. Put the cards together to make a panorama. Describe it in your notebook.

The village is between the lake and the river. The lake is on the right and ...

Future with *be going to*:
affirmative and negative

Konstrukcji *be going to* używamy wtedy, gdy mówimy o swoich planach i zamiarach. Zdania twierdzące oraz przeczące tworzymy za pomocą odpowiedniej formy czasownika *be*, zwrotu *going to* oraz czasownika w formie podstawowej.

Affirmative

I'm going to have a party.
You're going to have a party.
He's going to have a party.
She's going to have a party.
It's going to have a party.
We're going to have a party.
You're going to have a party.
They're going to have a party.

Negative

I'm not going to make a fire.
You aren't going to make a fire.
He isn't going to make a fire.
She isn't going to make a fire.
It isn't going to make a fire.
We aren't going to make a fire.
You aren't going to make a fire.
They aren't going to make a fire.

Short and long forms

'm = am
's = is
're = are
isn't = is not
aren't = are not



Choose your
grammar project!

Project 1 My Grammar Notebook**1 Complete your grammar notebook.**

- Wybierz dowolne zagadnienie gramatyczne z rozdziału 8. i zilustruj je przykładami. Zapisz te przykłady w zeszyście.
- Dodaj nagłówki, rysunki lub zdjęcia objaśniające treści ułożonych zdań.
- Zorganizujcie konkurs na najładniejszy zeszyt gramatyczny w waszej klasie.

Future with *be going to*: questions and short answers

Pytania z konstrukcją *be going to* tworzymy, zmieniając szyk wyrazów: odpowiednią formę czasownika *be* przedstawiamy na początek zdania. Na pytania odpowiadamy, używając krótkich odpowiedzi z właściwą formą czasownika *be*.

Question

Am I going to have a party?
Are you going to have a party?
Is he going to have a party?
Is she going to have a party?
Is it going to have a party?
Are we going to have a party?
Are you going to have a party?
Are they going to have a party?

Short answer

Yes, I **am** / No, I **am 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**.

Future with *be going to*: *wh*-questions

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

What are you *going to do*?
When are you *going to have* a party?
Where are you *going to have* the party?

Project 2 My Holiday**2** **Make a class poster about your holiday plans.**

- Każdy uczeń samodzielnie przygotowuje opis wakacyjnych planów, odpowiadając na poniższe pytania.
 - Where are you going to go? How?
 - What are you going to do there?
 - When are you going to go there?
 - What things aren't you going to do there?
- Każdy uczeń dołącza do swojego opisu tylko jedno zdjęcie lub rysunek.
- Wykonajcie wspólnie plakat.

*I'm going to spend my holidays in
 New York. We are going to fly there
 by plane on ...*

Vocabulary

1 Read the definitions. Write the correct words in your notebook.

You read it. There is usually a new one every day.

newspaper

- 1 You listen to it, but you don't watch it.
- 2 It's a TV programme: people sing or dance.
- 3 It's a TV programme: you can win prizes.
- 4 It's a TV programme: it's a short film – a story in parts.
- 5 It's a thin book with articles, reports, stories etc. You can buy it once a month or once a week.

2 Write the dates in your notebook.

It's the day after the fifth of April.

The sixth of April.

- 1 It's the day after the first of June.
- 2 It's the day after the thirty-first of December.
- 3 It's the day before the thirtieth of October.
- 4 It's the day before the fourth of November.
- 5 It's the day between the twenty-ninth of February and the second of March.

3 In your notebook, complete the commentary with the words in the box.

tennis court ■ athletes ■ running track ■ stadium ■ Championship
spectators ■ players ■ commentator ■ swimmers

It's a wonderful day at the Under-21 *Championship*.

I'm your ¹ , Jack Jones.

At the swimming pool, there's a race with 12 ² .

At the ³ , 20,000 ⁴  are watching the football match.

There's tennis, too. The ⁵  are playing a match on the ⁶  .

And we've got running too – there are 10 ⁷  on the ⁸  .

Grammar

4 In your notebook, write sentences and questions, using the Past simple forms of the verbs. Then write short answers.

I / go / to the stadium / yesterday / .

I went to the stadium yesterday.

- 1 A: your team / win / the match / ?
B: Yes, they .
- 2 A: my friend / run / on the running track / on Tuesday / .
B: he / run / fast / ?
A: No, he .
- 3 A: my parents / play / tennis / yesterday / .
B: your father / lose / ?
A: Yes, he .

5 In your notebook, complete the sentences, using *be going to* in the correct form.

Jack *is going to fly* (fly) to the United States.

- 1 Tim  (not travel) on a bus in Australia.
- 2 A:  Sue  (drive) a car in the UK?
B: No, she .
- 3 A: What  he  (do) at the weekend?
B: He  (visit) his friends.
- 4 Lucy and Bill  (not take) a ferry to France.
They  (take) a ferry to Holland.
- 5 A: Where  they  (live) in Germany?
B: They  (live) in Berlin.



A day out

- 6** Complete the dialogue, using the words in the box. Write the answers in your notebook. Act the dialogue out in pairs.

weekend ■ finally ■ first
then ■ fine

- A: How was your weekend?
B: ¹ , thanks. I went to a basketball match.
A: Great! Tell me about it.
B: ² , we caught a bus to Glasgow.
³ , we went to the basketball match.
⁴ , we got on the bus home.

At the campsite

- 7** In your notebook, write Polish translations of the English sentences.

Excuse me. Przepraszam.

- 1 Can I ask you something?
- 2 Is it OK to play football on the beach?
- 3 Is it safe to swim in the river?
- 4 You should be careful.
- 5 You shouldn't swim in the river.

Useful!

- 8** **3.34** Listen to five sentences. Say them in Polish.

Listening

- 9** **3.35** Listen to the announcement. In your notebook, complete the TV guide with times and types of programmes.

	Channel 27
4:00	<u>sports programme</u>
¹	cartoon
4:45	²
5:30	³
⁴	TV competition
6:45	⁵

Reading

- 10** Read the letter and answer questions 1–5.

Dear Parents,
There are three important events between now and the start of the summer holidays.
First, the sports day is on 15th June. On that day, we're going to have events for all the students from 12:00 to 2:00, and then at 2:30, we're going to have a short *Teachers versus Parents* football match – for about 30 minutes. Come and watch your children or join the parents' team.
The school concert is on 27th June. Are your children in the orchestra or the choir? Please come and support them. The tickets are £5 – we want to buy more musical instruments for the school.
The last day of term is on 10th July. We're going to have a talent show on this day. Every class is going to do something for the show – it can be a song, a play, dancing, or playing a musical instrument. We want all the students to take part in it. This event is for students only – I'm very sorry, but we haven't got space for the parents too.
Best wishes,
Geraldine Wyatt
Principal

- 1 Which event is after the sports day?
- 2 Are all the students in the orchestra or the choir?
- 3 What are they going to do with the money from the concert tickets?
- 4 Which events are for all the students?
- 5 Which events can the parents go to?

Writing

- 11** In your notebook, describe one event from exercise 10 for the school magazine.

I was at the ... on ... It was ...



Tips

W opisie:

- podaj nazwę wydarzenia i jego datę,
- opisz wydarzenie, używając czasu przeszłego,
- dodaj swoją opinię o tym wydarzeniu.

Speaking

- 12** Work in pairs. In turns, ask questions about the media you used last week and answer them.

Did you watch any television programmes?

Yes, I did. I watched ...

- 1 Work in pairs. In turns, ask your friend where he or she is from. Then guess the continent. Student A starts.

- | | |
|------------|-----------------|
| 1 I'm from | (North America) |
| 2 I'm from | (South America) |
| 3 I'm from | (Asia) |
| 4 I'm from | (Europe) |
| 5 I'm from | (Africa) |

Where are you from?

Is it in [kontynent]?

I'm from [kraj].

Yes, it is! / No, it isn't!

- 2 Work in groups of four or five. Choose a city. Then ask your friends about the weather in their cities and guess where they are.

- | | | | |
|----------|--|----------|--|
| 1 London | | 5 Dublin | |
| 2 Rome | | 6 Ottawa | |
| 3 Moscow | | 7 Madrid | |
| 4 Oslo | | | |

What's the weather like in your city?

It's cloudy and windy.

Are you in London?

Yes, I am!

- 3 Work in pairs. Find out all the missing translations from student B. Write the answers in your notebook.

- | | | |
|----------------------|-------------------|----------------------|
| blizzard - ? | chłodno - chilly | strych - attic |
| kalosze - ? | kapcie - slippers | chimney - ? |
| kamizelka - vest | winda - ? | belt - ? |
| dzwonek do drzwi - ? | poręcz - banister | japonki - flip-flops |

Excuse me, what does ... mean?

It means ...

What is ... in English?

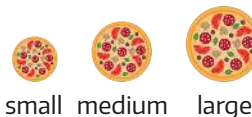
It's ...

How do you spell it?

...

- 4 Work as a class. Walk around the classroom and order your favourite pizza in a pizza restaurant (from students B).

tuna ■ tomato ■ sausage ■ mushroom
onion ■ ham ■ pineapple ■ bacon

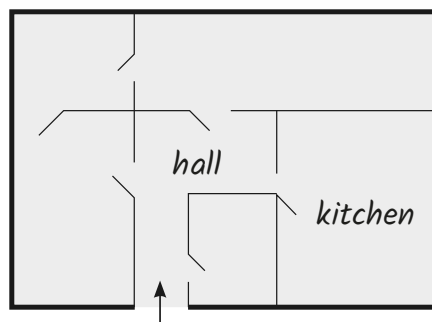


- 1) Zapisz w zeszycie nazwy trzech składników.
- 2) Wybierz rozmiar pizzy i zapisz swój numer telefonu.
- 3) Stań naprzeciw pracownika pizzerii (uczeń B).
- 4) Zamów pizzę.
- 5) Jeśli nie ma takiej pizzy, idź do innej pizzerii.

Can I order a small tuna, tomato, and cheese pizza, please?

- 5 Work in pairs. In your notebook, design your flat. Then draw student B's flat.

- 1) Przerysuj poniższy plan mieszkania dwa razy.
- 2) Jeden plan podpisz *My flat*, a drugi *My friend's flat*.
- 3) Napisz nazwy pozostałych pokoi na swoim planie.
- 4) Zapytaj ucznia B, jakie pokoje znajdują się w jego/jej mieszkaniu i podpisz je na planie.
- 5) Porównajcie plany mieszkań.



Where's the living room?

It's next to the kitchen.

There isn't a ...

1 Work in pairs. In turns, ask your friend where he or she is from. Then guess the continent.

1	I'm from		(Asia)
2	I'm from		(Europe)
3	I'm from		(North America)
4	I'm from		(Australia)
5	I'm from		(South America)

Where are you from?

I'm from [kraj].

Is it in [kontynent]?

Yes, it is! / No, it isn't!

2 Work in groups of four or five. Choose a city. Then ask your friends about the weather in their cities and guess where they are.

1	London		
2	Rome		
3	Moscow		
4	Oslo		
5	Dublin		
6	Ottawa		
7	Madrid		

What's the weather like in your city?

It's cloudy and windy.

Are you in London?

Yes, I am!

3 Work in pairs. Find out all the missing translations from student A. Write the answers in your notebook.

blizzard – śnieżycza	chłodno – ?
kalosze – wellies	kapcie – ?
winda – elevator	poręcz – ?
dzwonek do drzwi – doorbell	japonki – ?
vest – ?	poręcz – ?
belt – pasek do spodni	?
Excuse me, what does ... mean?	?
It means ...	?
What is ... in English?	?
It's ...	?



Uczeń B

4 Work as a class. Imagine you work in a pizza restaurant. Take orders from clients (students A).

tuna ■ tomato ■ sausage ■ mushroom
onion ■ ham ■ pineapple ■ bacon



small medium large

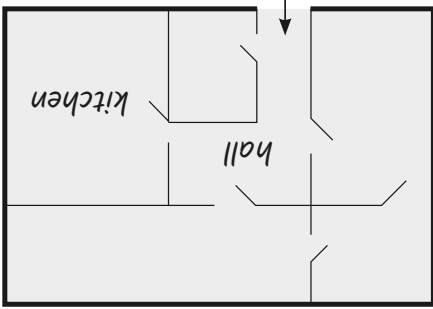
- 1) Zapisz w zeszycie pięć składników. W twojej pizzerii można dziś zamówić pizzę tylko z tymi składnikami.
- 2) Ustaw się naprzeciwko klienta (uczeń A).
- 3) Przyjmij zamówienie od klienta.
- 4) Jeśli masz wszystkie składniki zamawianej pizzy, zapisz numer telefonu klienta.
- 5) Jeśli nie masz chociaż jednego składnika, przeproś klienta i czekaj na kolejnygo.

No, sorry. I haven't got ... today.

OK. What's your phone number?

5 Work in pairs. In your notebook, design your flat. Then draw student A's flat.

- 1) Przerysuj poniższy plan mieszkania dwa razy.
- 2) Jeden plan podpisz *My flat*, a drugi *My friend's flat*.
- 3) Napisz nazwy pozostałych pokoi na swoim planie.
- 4) Zapytaj ucznia A, jakie pokoje znajdują się w jego/jej mieszkaniu i podpisz je na planie.
- 5) Porównajcie plany mieszkań.



Where's the living room?

It's next to the kitchen.

There isn't a ...

1 Work in pairs. Play *Let's Compare*.

- 1) Wybierz z poniższej listy nazwę dyscypliny sportowej. Powiedz uczniowi B, jaką nazwę wybrałeś i wskaż jej numer. Uczeń B poda ci nazwę dyscypliny o takim samym numerze ze swojej listy.

Six: table tennis

Six: sailing

- | | |
|------------|----------------|
| 1 baseball | 4 sailing |
| 2 surfing | 5 ice hockey |
| 3 handball | 6 table tennis |

- 2) Zapiszcie obie nazwy dyscyplin w zeszytach.
3) Teraz uczeń B wybiera przymiotnik z poniższej listy.

Easy.

boring	easy
cheap	exciting
dangerous	safe

- 4) Porównajcie dyscypliny za pomocą wybranego przymiotnika. Zapiszcie zdania w zeszytach.

Table tennis is easier than sailing.

- 5) Jeśli wasze zdania są takie same, przybijcie piątkę!

2 Work in pairs. Find out the prices of the sports equipment.

- 1) Przepisz do zeszytu nazwy sprzętu sportowego.

table tennis racket \$?	flippers \$?	goggles \$?
tennis racket \$?	tracksuit \$?	helmet \$?



- 2) Zapytaj ucznia B o **wszystkie** ceny. Zapisz je. Jeśli uczeń B ich nie zna, to spróbuj je odgadnąć.

How much is the / are the ...?

- 3) Teraz odpowiedz na pytania ucznia B. Podaj cenę, a jeśli jej nie znasz, to porównaj z cenami sprzętu w kolumnach obok.

\$	\$\$	\$\$\$
ice skates \$34,99	in-line skates ?	football boots \$48,20
wetsuit \$65,99	surfboard ?	skis \$176,80

It's / They are ... dollars ... cents.

I don't know but it is / they are more expensive than ... and cheaper than ...

3 Imagine you are at student B's birthday party. In your notebook, complete the sentences. Then work in pairs.

Best  on your birthday!
This is  you.

 ahead! I hope
you  it!

My pleasure. Many
 returns.

- 1) Narysuj w zeszycie pudełko z prezentem, który zaraz wręczysz.
2) Używając podanych zdań, złóż życzenia i wręcz prezent (pokaż rysunek w zeszytach).
3) Zareaguj na wypowiedzi jubilata (uczeń B).

4 Work as a class. Play *Perfect family*.

- 1) Przepisz tabelę do zeszytu.
2) Zapisz swoje imię obok jednego zadania, które chcesz wykonać w domu. Przy innych postaw krzyżyk w kratce.
3) Znajdź w klasie osoby, które chcą wykonywać pozostałe zadania.
4) Zapisz ich imiona w tabeli.

Household chores		Name
Do the shopping	☐	...
Iron the clothes	☐	...
Take the rubbish out	☐	...
Vacuum the carpet	☐	...
Make dinner	☐	...

Can you do the shopping, Natalia?

Can you iron the clothes, Ola?

Sure!

No, sorry. I really hate that!

1 Work in pairs. Play Let's Compare.

- 1) Uczeń A wybiera nazwę dyscypliny sportowej ze swojej listy i podaje ci ją wraz z numerem. Znajdź na swojej liście dyscyplinę o takim samym numerze. Przekaż ją uczniowi A.

Six: table tennis

Six: sailing

1 basketball	4 windsurfing
2 handball	5 baseball
3 dodge ball	6 sailing

- 2) Zapiszcie obie nazwy dyscyplin w zeszytach.
3) Wybierz przymiotnik z poniższej listy.

Easy.

boring	easy
cheap	exciting
dangerous	safe

- 4) Porównajcie dyscypliny za pomocą wybranego przymiotnika. Zapiszcie zdania w zeszycie.

Table tennis is easier than sailing.

- 5) Jeśli wasze zdania są takie same, przybijcie piątkę!



2 Work in pairs. Find out the prices of the sports equipment.

- 1) Przepisz do zeszytu nazwy sprzętu sportowego.

ice skates \$?	football boots \$?	in-line skates \$?
wetsuit \$?	skis \$?	surfboard \$?



- 2) Popatrz na tabelkę z cenami i odpowiedz na pytania ucznia A. Podaj cenę, a jeśli jej nie znasz, to porównaj z cenami sprzętu w kolumnach obok.

It's / They are ... dollars ... cents.

I don't know but it is / they are more expensive than ... and cheaper than ...

- 3) Teraz ty zapytaj ucznia A o wszystkie ceny. Zapisz je. Jeśli uczeń A ich nie zna, to spróbuj je odgadnąć.

How much is the / are the ...?

3 Imagine it's your birthday party. In your notebook, complete the sentences. Then work in pairs.

Thanks a ...

Thanks. They are / it is ... cool.

You are the friend in the world.

Oh! ... I open it now?

4 Work as a class. Play Perfect family.

- 1) Przyjmij prezent od ucznia A.
2) Używając podanych zdań, zareaguj na wypowiedzi ucznia A.

- 1) Przepisz tabelę do zeszytu.

- 2) Zapisz swoje imię obok jednego zadania, które chcesz wykonać w domu. Przy innych

- postaw krzyżyk w kratce.

- 3) Znajdź w klasie osoby, które chcą wykonywać pozostałe zadania.

- 4) Zapisz ich imiona w tabeli.

Household chores	Name
Do the shopping	...
Iron the clothes	...
Take the rubbish out	...
Vacuum the carpet	...
Make dinner	...

Can you do the shopping, Natalia?

Sure!

Can you iron the clothes, Ola?

No, sorry. I really hate that!

- 1 Work in pairs. Ask student B where Oliver, James, Tom, Emily, and Liam are and what they are doing. Write the answers in your notebook.



Where is Oliver?

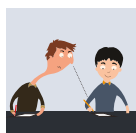
He is in/on the ...

What is he doing?

He's ...

- 2 Work as a class. Walk around the classroom and talk to other students.

- 1) Wybierz jeden nakaz oraz jeden zakaz. Zapisz pełne zdania w zeszyte.



- 2) Chodźcie z zeszytami po klasie i przekazujcie sobie na zmianę po jednym nakazie/zakazie. Jeśli usłyszysz nakaz, to w odpowiedzi podaj zakaz lub odwrotnie.

You must ...!

Yes, sir. / Yes, miss.
You mustn't ...!

Yes, sir. / Yes, miss.

- 3 Work in pairs. Play *Where is my wallet?*

- Wyobraź sobie, że w którymś ze sklepów zgubiłeś/zgubiłaś portfel.
- Zapisz w zeszycie nazwy dowolnych pięciu sklepów, w których byłeś/byłaś. Wybierz je spośród podanych niżej.
- Napisz godziny, o których byłeś/byłaś w każdym sklepie.
- Odpowiedz na pytania detektywa (uczeń B).
- Ustalcie, w którym sklepie został zgubiony portfel.
- Zamieńcie się rolami.

1:45 2:30 3:15 4:45 5:30



Were you in the ...?

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

What time were you in the ...?

I was in the ... at ...

- 4 Imagine you want to buy a T-shirt. In your notebook, complete the sentences. Work in pairs. Talk to the shop assistant (student B).



XS ■ S ■ M
■ L ■ XL

1 Have you got this T-shirt in [kolor]?

3 [rozmiar]

5 Thank you. Can I it on?

7 Thank .

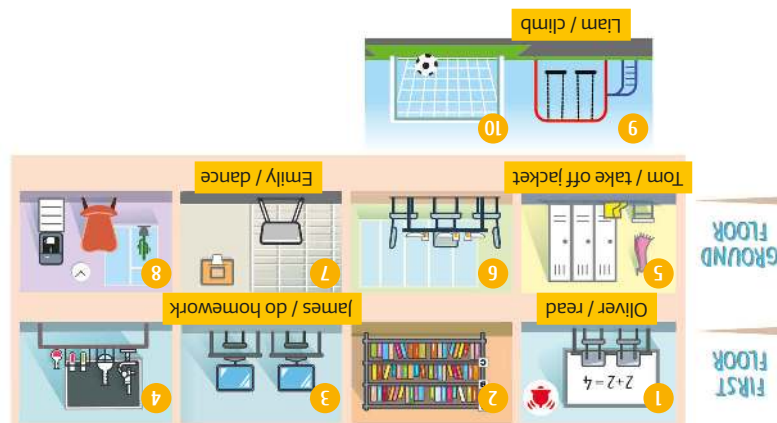
9 It's great. much is it?

11 you are.



Uczeń B

1 Work in pairs. Ask student A where Nina, Cleo, Kate, Miss Jacobs, and Lisa are and what they are doing. Write the answers in your notebook.



Where is Nina?

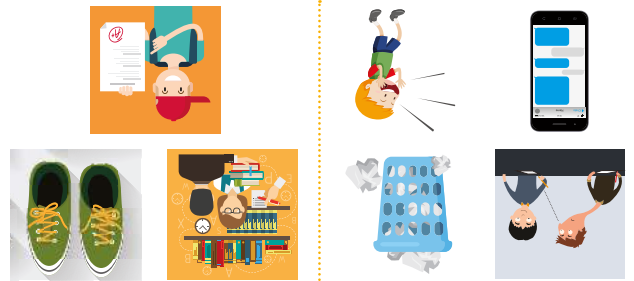
She is in/on the ...

What is she doing?

She's ...

2 Work as a class. Walk around the classroom and talk to other students.

1) Wybierz jeden nakaz oraz jeden zakaz. Zapisz pełne zdania w zeszyte.



2) Chodźcie z zeszytami po klasie i przekazujcie sobie na zmianę po jednym nakazie/zakazie. Jeśli usłyszysz nakaz, to w odpowiedzi podaj zakaz lub odwrotnie.

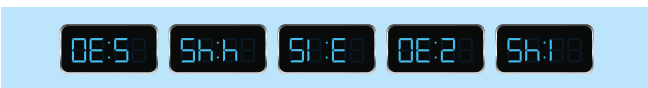
You must ...!

Yes, sir. / Yes, miss.
You mustn't ...!

Yes, sir. / Yes, miss.

3 Work in pairs. Play *Where is my wallet?*

- 1) Wyobraź sobie, że jesteś detektywem.
- 2) Uczeń A zgubił portfel. Pomóż mu go odnaleźć. Portfel jest w ostatnim sklepie, w którym był uczeń A.
- 3) Zadawaj uczniowi A pytania, aby ustalić, w których sklepach spośród podanych poniżej był i o której godzinie.
- 4) Zapisuj informacje w zeszyte.
- 5) Ustal i powiedz uczniowi A, w którym sklepie jest portfel.
- 6) Zamieście się rolami.



Were you in the ...?

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

What time were you in the ...?

I was in the ... at ...

4 Imagine you are a shop assistant in a clothes shop. In your notebook, complete the sentences. Work in pairs. Talk to the customer (student A).



2 Yes, we have. What ... are you?

4 Here you

6 Of course. The ... room is over there.

8 ...'s the T-shirt?

10 ...'s £6.50.

12 Thank ...

GROUND FLOOR

FIRST FLOOR

- 1 Work in pairs. Write your favourite titles in each category. Ask and answer questions about them.

game show ■ magazine ■ web page
cartoon ■ serial ■ talent show ■ sports
programme ■ newspaper

What's your favourite ...?

It's ...

When did you last watch/read/visit it?

I watched/read/visited it on ...

- 2 Work in pairs. Talk about your last Sunday.

read a book ■ watched television
played football ■ went to the cinema
went for a walk ■ listened to music
did my homework ■ got a present
wrote an email ■ had some ice cream
played computer games ■ won a match
slept for ... hours ■ took photos

- 1) Wybierz dowolne trzy czynności i uzupełnij w zeszycie zdania, informując o tym, co robiłeś/robiłaś w niedzielę.

First, ... Then, ... Finally, ...

- 2) Przeczytaj zdania i odpowiedz na pytania ucznia B.
3) Zamieńcie się rolami.

- 3 Work in pairs. Play *Hear and Say*.

- 1) Podaj uczniowi B datę z kolumny **Say**.
2) Posłuchaj, jaką datę odczyta uczeń B i znajdź ją w kolumnie **Hear**.
3) Następnie podaj kolejną datę z kolumny **Say**.
4) Grajcie, aż padnie słowo **Finish**.

Hear	Say
Start →	11 th January
1 st September →	13 th July
21 st June →	30 th August

15 th March →	21 st November
31 st December →	30 th July
5 th November →	22 nd April
23 rd January →	1 st October

- 4 Work in pairs. Read Ron's email. Ask student B questions to complete the email. Write the answers in your notebook.

Hi everyone,

We are going to have a ¹ on Sunday at my house! Kate is going to make sandwiches and James and Susan are going to bring ² . We are going to listen to music and dance. I'm going to prepare ³ . The party is going to start at 7 pm. We are going to finish at ⁴ .

Cheers,

Ron

1 What are we going to have on Sunday?

2 What ...?

3 What ...?

4 What time ...?

- 5 Work in pairs. Act out the dialogues.

- 1) Wyobraź sobie, że jesteś na wycieczce w parku narodowym.
2) Spytaj strażnika, czy możesz wykonać trzy z poniższych czynności.

walk in the wood ■ visit the cave
climb the mountain ■ sleep on the hill
go canoeing ■ swim in the sea

Excuse me. Can I ask you something?

Is it OK/safe to ...?

1 Work in pairs. Write your favourite titles in each category. Ask and answer questions about them.

game show ■ magazine ■ web page
cartoon ■ serial ■ talent show ■ sports
programme ■ newspaper

What's your favourite ...?

It's ...

When did you last watch/read/visit it?

I watched/read/visited it on ...

2 Work in pairs. Talk about your last Sunday.

1 Zapytaj Ucznia A, jak minęła mu niedziela.

How was your Sunday?

2 Do każdej opisanej przez ucznia A czynności zadał jedno dodatkowe pytanie:

What time did you ...?

Where did you ...?

How long did you ...?

What did you ...?

3 Podsumuj rozmowę:

That sounds like a good day.

4 Zamieńcie się rolami.

3 Work in pairs. Play *Hear and Say*.

1) Posłuchaj, jaką datę odczyta uczeń A i znajdź ją w kolumnie **Hear**.

2) Podaj kolejną datę z kolumny **Say**.

3) Następnie posłuchaj, jaką kolejną datę

odczyta uczeń A i znajdź ją w kolumnie **Hear**.
Podaj kolejną datę z kolumny **Say**.

4) Grajcie, aż padnie słowo **Finish**.

Hear	13 th July	31 st December
	30 th August	1 st September
	1 st October	15 th March
	30 th July	5 th November
	22 nd April	23 rd January
	11 th January	21 st June
	27 st November	Finish



Uczeń B

4 Work in pairs. Read Ron's email. Ask student A questions to complete the email.

Write the answers in your notebook.

Hi everyone,

We are going to have a party on Sunday

1 I Kate is going to make 2 _____ and James and Susan are going to bring some orange juice. We are going to 3 _____.

I'm going to prepare a few games. The party is going to start at 4 _____. We are going to finish at 10 pm!

Cheers,
Ron

1 Where are we going to have a party?

2 What ...?

3 What ...?

4 What time ...?

5 Work in pairs. Act out the dialogues.

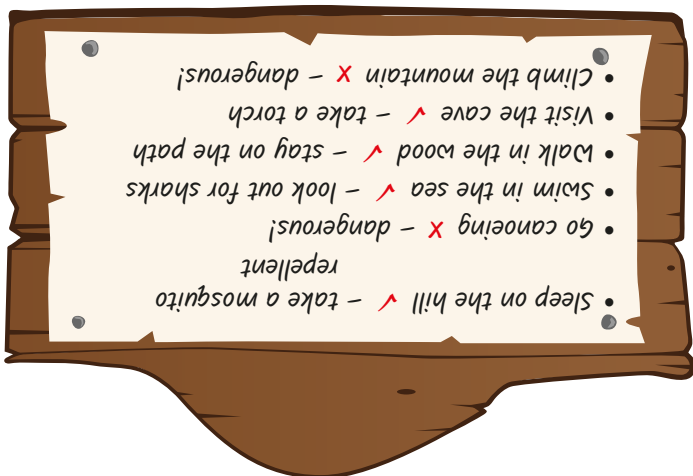
1) Wyobraź sobie, że jesteś strażnikiem w parku narodowym. Zgódź się na pierwsze pytanie zadane przez ucznia A:

Yes, of course.

2) Odpowiedz na pytania ucznia A, korzystając z tablicy informacyjnej.

✓ Yes, but you should ...

✗ No, it isn't. You shouldn't ... It can be ...



- 1  3.36 Listen to Jake and Hania talking about New Year's Eve in the UK and Poland. Then choose the correct ending for the sentence.



Jake and Hania are talking about:

- a their plans for a New Year's Eve party.
- b the differences between New Year's Eve customs and traditions in the UK and Poland.
- c New Year's Eve customs and traditions in their countries.

- 3 Read the texts again. Are these customs and traditions Polish, British or both (Polish and British)?

- 1 People go to open-air concerts on New Year's Eve.
- 2 People watch firework displays.
- 3 Children watch cartoons till late.
- 4 Ten seconds before midnight, people start the countdown.
- 5 People sing a traditional song together.



- 2 Read the texts and name the pictures. Write the answers in your notebook.

New Year's Eve in the UK



We celebrate New Year's Eve on 31st December. Around **midnight**, we **sing** a traditional Scottish song called '*Auld Lang Syne*' – we get in a circle, cross our hands, and grasp our neighbour's hands. We sing and move our hands up and down faster and faster until someone falls over. It's really good fun! Ten seconds before midnight, we start the **countdown** – 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, Happy New Year! Then we all **watch firework displays**.



New Year's Eve in Poland



We celebrate New Year's Eve on 31st December too. At night, in many towns and cities, there are **open-air concerts** and parties in the streets. On this special day, we don't go to bed before **midnight** so we can welcome the New Year with our parents and friends. We watch cartoons on TV till very late and **wait for the countdown** to midnight. Ten seconds before midnight, we all start the countdown and, at 12 o'clock, we **watch firework displays** and wish each other a Happy New Year.



- 1  w  f 
d 
- 3  w  each other a
'H  N  Y 
- 5  m 

- 2  w  for the c 
- 4  o  -a 
c 

4 Work in pairs. In turns, ask and answer the questions.



Do you go to open-air concerts on New Year's Eve? Why (not)?

Do you spend New Year's Eve with your friends or family?

Do you watch TV till very late on New Year's Eve? What do you watch?

Do you watch firework displays on New Year's Eve? Where?

Do you sing songs on New Year's Eve?

Do you listen to music on New Year's Eve?

What do you do after midnight on New Year's Eve?

5 Read what Adam and Sandra say. Then match their problems with the New Year's resolutions. Write the answers in your notebook.



Hi, I'm Adam. I live in Poland. New Year is coming and I want to change a few things in my life.

- 1 I fight with my little brother all the time.
- 2 I get up tired in the morning.
- 3 I'm not very fit.
- 4 I'm not very good at English.



Hi, I'm Sandra. I live in Scotland. I want the New Year to be different this time.

- 5 My mum has a lot of things to do in the house and she is really tired after work.
- 6 I eat too much fast food.
- 7 There is a new girl at school, and she is really shy so she doesn't play with others.
- 8 Also, I want a new computer game.

New Year's Resolutions

a talk to the new girl at break time

b go to bed one hour earlier

c be nice to my brother

d watch films in English

e eat more fruit and vegetables

f do more household chores

g start a new sport

h save money

6 In your notebook, make a list of four New Year's resolutions.

Valentine's Day

- 1  3.37 Listen to Jake and Hania talking about Valentine's Day in the UK and Poland. Then choose the the correct ending for the sentence.



Jake and Hania are talking about:

- what their families do on Valentine's Day.
- what people in their countries do on Valentine's Day.
- what they like doing on Valentine's Day.

- 2  Read the texts. Work in pairs. How many British and Polish customs and traditions can you find? Which one do you like best?

Valentine's Day in the UK



On Valentine's Day, children in the UK usually **sing special love songs** to get gifts of sweets, fruit, or even money! Some young women get up early on 14th February and **look through their windows**. They believe that, in the future, they will marry the first man they see on Valentine's Day. We **play games** too. For example, we write down the names of girls or boys on pieces of paper and put them in a bowl. Then we take out one card to find out the name of a future wife or husband! We also **give out valentine cards!**

Valentine's Day in Poland



In Poland, Valentine's Day is not a very old holiday, but it's very popular. On this day, young people often **write anonymous love letters** to the ones they like but are too shy to tell them that directly. When boys fall in love with girls, they **give them flowers and chocolates**. We also love to **watch romantic films** or **go to the cinema**. People who are in love **go on a romantic date** and, in many schools, there is always a disco and party!

In the UK, people:

- sing special love songs*

- 3 Match the words to make phrases. Then complete the sentences in your notebook.

- | | | |
|---|-------|-------------------------|
| a | give | my valentine! |
| b | fall | anonymous love letters |
| c | marry | somebody |
| d | go | flowers to somebody |
| e | write | in love with somebody |
| f | be | on a date with somebody |

- Some girls in the UK believe that they will  the first boy they see on Valentine's Day.
- When you  with somebody, you feel very excited.
- It's nice to  to a person you like.
- We often  to the ones we like.
- We often write '  ' or 'Happy Valentine's Day!' on valentine cards.
- On Valentine's Day, people often  with their partners to elegant restaurants.

- 4  Work in pairs. In turns, ask and answer the questions.

Do you send love letters on Valentine's Day?
Are they anonymous?

Do you go on dates
on Valentine's Day?

Do you send valentine cards?

Do you give flowers or presents
on Valentine's Day?

Do you go to a disco
on Valentine's Day?

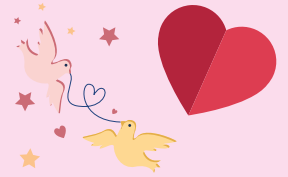
Do you play any valentine
games? What are they?

Do you watch romantic
films on Valentine's Day?



5  Read the class game. Work in pairs. Match perfect partners together.

WYBMV? Will you be my valentine?



Let's play a matchmaking love game!

Boys – write about yourself. **Girls** – write about what kind of boys you like.
Let's find your perfect valentine!



Hello, I'm Mike. I live in Scotland. I like making people smile and I like poetry and nature. WYBMV?



Hi, I'm Oscar. I'm from Wales. I'm good at football and tennis and I'm nice to everybody! WYBMV?



Hello, my name is Oliver. I live in London. I'm not scared of anything and my favourite subjects are maths and science. WYBMV?



Hi, my name is Jack I'm from Ireland. I always want to be the best and I'm full of new ideas! WYBMV?



Hi, I'm David. I'm from England. I like doing something all the time and I like helping people. WYBMV?



Life skills: Safety

This is a class game with students who know each other. Never contact people on the Internet who you don't know in real life.



I like ambitious and creative boys.



I like clever and brave boys.



I like funny and sensitive boys.



I like friendly and sporty boys.



I like helpful and lively boys.

6 Play WYBMV?

- 1 Przeczytaj tabelę do zeszytu.
- 2 Uzupełnij ją informacjami o sobie – możesz zmyślać!
- 3 Znajdź swoją „drugą połowę”. Porozmawiaj z minimum 5 osobami z klasy. Zapisz ich imiona.
- 4 Sprawdź, czy ta osoba też wybrała ciebie.

Name:	My name is ...
Age:	I'm ...
Interests:	I like ...
Personality:	I'm ... and ...

7 What kinds of people do you like? In your notebook, finish the sentence. Write four adjectives.

I like people who are ...

Brainy Final Game

START!



countries and continents



be
good
in January



listen
sunny
in February



find
tired
in March



give
nervous

date: on 12 / 12



like
good

date: on 06 / 08



dance
easy

date: on 12 / 07



school subjects



go
happy

date: on 03 / 03



sports equipment



sit
frightened
on Sunday



shops

Brainy Final Game

Rules of the game

- 1 Play in groups of four.
- 2 In turns, throw the dice and move your piece.
- 3 If you land on a **green** box, throw the dice again and say the words from this vocabulary group. If it shows:

- you must say **one** word
- you must say **two** words
- you must say **three** words
- you must say **four** words
- you must say **five** words
- you must say **six** words

- 4 If you land on one of the other boxes, throw the dice again and follow the instructions in Polish.

- 5 If you do the task correctly, you get 1 point.

- 6 The first player to get 10 points is the winner.



places in a school



read
freezing
in April



tidy
expensive
in May



have
good
in June



in the garden



get
worried
in November



lose
windy
in December



sleep
bad
on Monday



hate
cold
in October



write
warm
in September



take
exciting
in August

Brainy Final Game

Zasady tworzenia zdań

Jeśli wyrzucisz na kostce:

-  – ułóż zdanie z widocznym na zdjęciu elementem.
-  – ułóż zdanie z podanym czasownikiem. Użyj czasu *Present simple*.
-  – ułóż zdanie z podanym czasownikiem. Użyj czasu *Present continuous* lub *be going to*.
-  – ułóż zdanie z podanym czasownikiem. Użyj czasu *Past simple*.
-  – ułóż zdanie z podanym przymiotnikiem w stopniu wyższym lub najwyższym.
-  – ułóż zdanie z podanym dniem tygodnia, miesiącem lub datą.

Nie wolno powtarzać zdań innych graczy!



study
hot
on Tuesday

household chores



catch
angry
on Wednesday



run
foggy
on Thursday

win
bad
in July



ask
bad
on Saturday



see
cheap
on Friday



in the house

sports

Take your prize!



Unit 1 Your score



34-40



20-26



27-33



13-19



0-12

Unit 3 Your surfboard



34-40



0-12

20-26

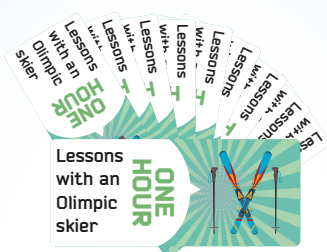
27-33



13-19



Unit 2 Your skiing lessons



34-40



27-33



20-26

Learn to ski

Back to basics

Learn to ski

13-19



0-12

Unit 4 Your treat

DINNER IN A RESTAURANT



34-40

LUNCH IN A CAFÉ



27-33

LUNCH FROM A FOOD STALL



20-26

A READY MEAL AT HOME



13-19

SOME BREAD



0-12



Unit 5 Break time



← 34-40

A £10 voucher for the tuck shop.

27-33 →



A £5 voucher for the tuck shop.

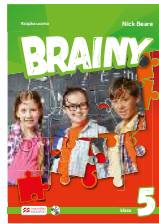


← 20-26

A £1 voucher for the tuck shop.



13-19 →



You should study at break.

← 0-12
You're on litter duty at break.

Unit 7 Your outdoor adventure



34-40



27-33



20-26



13-19



0-12

Unit 6 Your shopping



34-40

Trolley



27-33

Basket



20-26

Cotton bag



0-12

Plastic bag



13-19

Paper bag

Unit 8 Your holiday companion



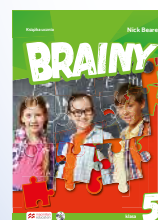
34-40



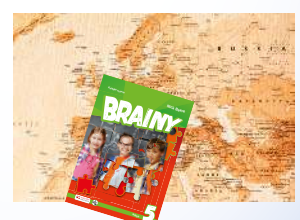
27-33



20-26



0-12



13-19

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29 (ex2: 1, 3-5, star), 30 (ex2, ex3: photo frame), 32 (ex1), 33 (paper,
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goggles, skis, labels, papers, listening icons, Start flag, Finish flag,
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(globe icon with a plane, book icon, paper), 69 (ex2, ex4), 70 (ex1,
ex2), 71 (ex2), 73 (rapper), 74 (paper), 75 (train, motorbike, tram,
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Mary), 78 (ex6), 79, 80 (podcast, The Harry Potter Shop, globe icon
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Brainy oferuje przejrzysty podział na lekcje i dzięki temu ułatwia pracę nauczycielowi.

lesson 1



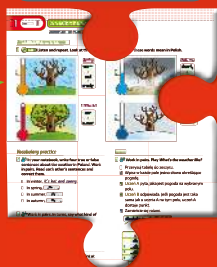
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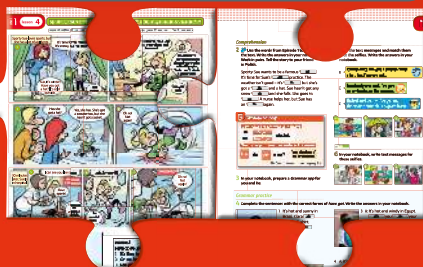
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słownictwo

Nowa
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w oparciu
o znane
słownictwo

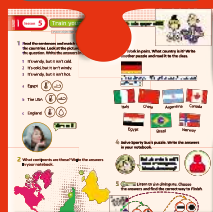
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lesson 4



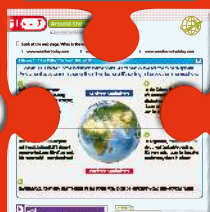
lesson 5



lesson 6



lesson 7



lesson 8



summary



Powtórzenie
lekcji 1–4

Język w sytuacjach
codziennych

Ciekawostki
interkulturowe

Powtórzenie
lekcji 1–6

Słowniczek,
tabele gramatyczne
oraz dodatkowe ćwiczenia
i projekty