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BBC

English Class

A1+

Pearson

Students' Book

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0 Get started!

What's your name?

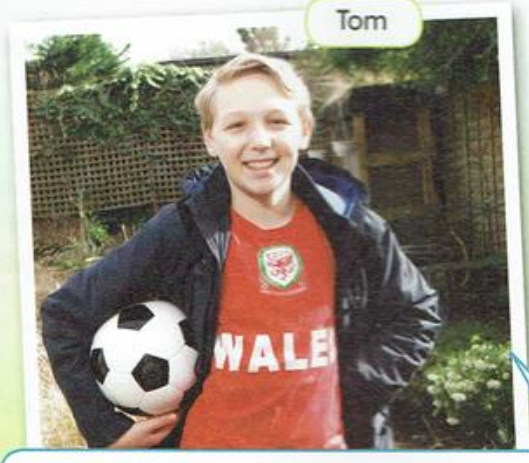
Potrafię się przedstawić i opowiadać o rzeczach, które posiadam.

Hello!

Amy

Hi, I'm Amy. I'm twelve years old and I'm from England. This is my room – my computer, my phone, and … my hat. I haven't got any brothers or sisters, but I've got a lot of friends! My best friends are Tom, Lucas and Elena.

Tom



Hi there, I'm Tom. I'm twelve and I'm from Wales. My hobby is football and my favourite colour is red. It's the colour of the Welsh football team! My favourite football player is Gareth Bale.

Lucas

Hello, I'm Lucas. I'm eleven years old. I'm from Spain but I'm at school in England. I've got a brother and a sister. I've also got a dog. This is my new bike – it's really cool! See you!

Elena

Hello, I'm Elena. I'm twelve. My birthday's in November. I've got a sister – she's ten – and we've got a cat. Its name is Tiger. I'm not at school today – it's Saturday and I'm at the café! Here's my drink – bye!

1 1.02 Listen and read. Who's from Wales? Who's from Spain? Who's got a cat? Who's got a lot of friends?

2 Introduce yourself to your class.

Hi! I'm Amelia. I'm eleven years old. I'm from Poland.

Get Grammar! *to be*

+	−
I'm from Wales.	I'm not from Wales.
You're Spanish.	You aren't Spanish.
He/She/It's ten.	He/She/It isn't thirteen.
We/You/They're friends.	We/You/They aren't friends.
?	**Short answers**
Are you from Wales?	Yes, I am. / No, I'm not.
Is he twelve?	Yes, he is. / No, he isn't.
Are they brothers?	Yes, they are. / No, they aren't.

3 Complete the sentences with the correct form of *to be*. Write the answers in your notebook. Then ask and answer about the friends in pairs.

1 Tom *is* from Wales.
Is Tom from Wales? Yes, he is.
2 Amy and Elena ___ friends.
3 Amy: 'I ___ from England.'
4 Tom ___ thirteen years old. He's twelve.
5 Lucas: 'I ___ from England. I'm from Spain.'

4 1.03 Listen and repeat.

Vocabulary Countries and nationalities

Argentina – Argentinian	Poland – Polish
China – Chinese	Spain – Spanish
France – French	Turkey – Turkish
Germany – German	the UK – British
Italy – Italian	the USA – American

5 1.04 Ask and answer about the flags. Then listen and check.

A: *What's number 1?*
B: *I think it's France. / I think it's the French flag.*

1
2
3
4
5
6

6 1.05 Listen and repeat. Say the months without looking at the Vocabulary box. Then say them in reverse order.

Vocabulary Months

January February March April May
June July August September October
November December

7 Ask and answer in pairs.
A: *When's your birthday?* **B:** *It's in August.*

Get Grammar! *have got*

+	−
I/You've got a sister.	I/You haven't got a sister.
He/She/It's got a cat.	He/She/It hasn't got a cat.
We/You/They've got a dog.	We/You/They haven't got a dog.
?	**Short answers**
Have you got a dog?	Yes, I have. / No, I haven't.
Has he/she/it got a book?	Yes, he/she/it has. / No, he/she/it hasn't.
Have they got a cat?	Yes, they have. / No, they haven't.

8 In your notebook, write the correct form of *have got*. Use the text on page 4 to help you.

1 Amy *hasn't got* a pet.
2 Lucas ___ a brother and a sister.
3 Elena ___ a brother.
4 Tom: "I ___ a football."
5 Lucas and Elena ___ pets.
6 Amy and Tom ___ brothers or sisters.

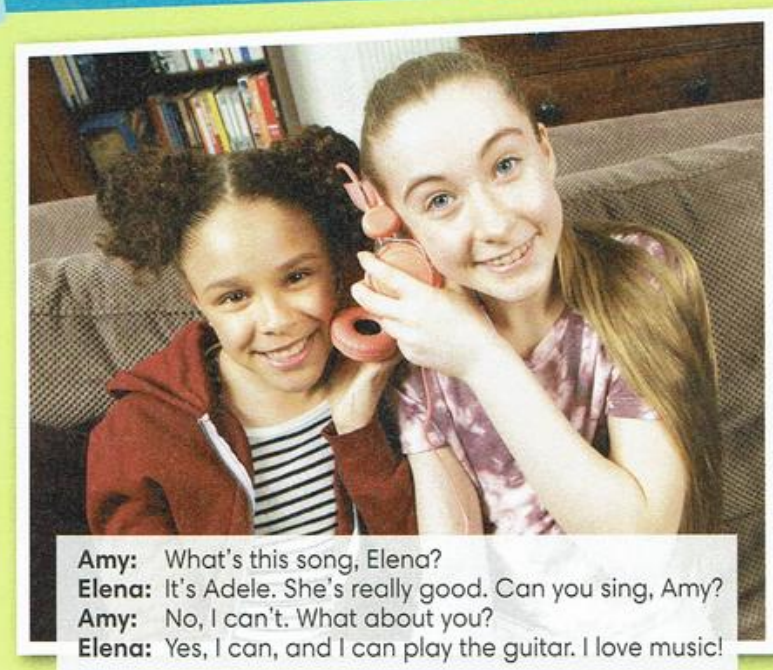
9 Ask and answer the questions in pairs. Use the words in the box and your own ideas.

Family: brother, sister, cousin, etc.
Pets: cat, dog, hamster, etc.
Objects: phone, bike, skateboard, etc.

A: *Have you got a brother?*
B: *Yes, I have. / No, I haven't.*

Potrafię opowiadać o swoich umiejętnościach.

Can you sing?



Amy: What's this song, Elena?
Elena: It's Adele. She's really good. Can you sing, Amy?
Amy: No, I can't. What about you?
Elena: Yes, I can, and I can play the guitar. I love music!

1 Read the dialogue. In your notebook, complete the sentences with *Amy* or *Elena*.

1 Elena can sing.
2 Amy can't sing.
3 Elena can play the guitar.

Get Grammar! *can*

+	−
I/You **can** sing.	I **can't** sing.
He/She/It **can** sing.	He/She/It **can't** sing.
We/You/They **can** sing.	We/You/They **can't** sing.
?	**Short answers**
Can you sing?	Yes, I **can**. / No, I **can't**.
Can he sing?	Yes, he **can**. / No, he **can't**.
Can they sing?	Yes, they **can**. / No, they **can't**.

2 Complete the sentences with *can* or *can't* so they are true for you. Write the answers in your notebook.

1 My best friend can't swim.
2 My friends can speak Italian.
3 My mum can sing.
4 My dad can play football.

3 1.06 Listen and repeat. Which activities in the Vocabulary box can you see in the pictures? What can you do?

Vocabulary Action verbs

cook draw play football
play the guitar ride a bike run sing
skateboard speak Spanish swim

4 1.07 Listen and write the action verb in your notebook.

1 play the guitar

5 1.08 GAME Look at the table and read the conversation. Who is it? Listen and check. Then play the game in pairs.

Amy	✔	✘	✔	✘
Tom	✔	✔	✘	✘
Elena	✘	✘	✔	✔
Lucas	✘	✔	✘	✔

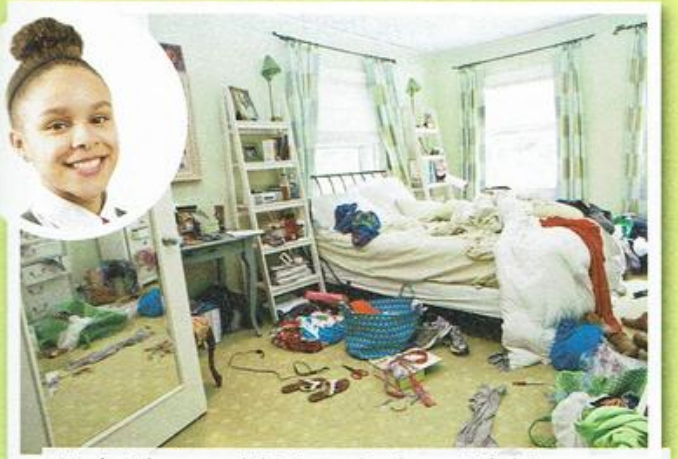
A: *Is it a boy or a girl?* **B:** *It's a boy.*
A: *Can he swim?* **B:** *Yes, he can.*
A: *Can he skateboard?* **B:** *No, he can't.*
A: *I know! It's …*

6 In your notebook, write a questionnaire for your class. Write five questions with *Can you …?* Then ask your classmates!

A: *Can you cook?*
B: *Yes, I can. / No, I can't.*

Potrafię opisać swój pokój.

Elena's room



Hi, I'm Elena and this is my bedroom! It's big but it isn't very tidy. There's a bed, some shelves and a desk, and they're all … white!
My favourite things are my guitar and my clothes. There's a big wardrobe next to the door … my guitar is in the wardrobe, but my clothes are on the floor, under my bed and on my chair! On my desk, there are fashion magazines and some schoolbooks.
I haven't got a computer in my room, but there's a TV and a digital radio. I love music 🙂.

1 Look at the photo. Is Elena's room tidy or messy?

2 Read about Elena's room. Are the sentences true or false?

1 Elena's bedroom is big. *True*
2 She's got a guitar in her bedroom.
3 Her clothes are under the bed.
4 She hasn't got any schoolbooks.
5 Her favourite thing is her TV.

3 1.09 Listen and repeat. Which objects can you see in Elena's room?

Vocabulary Inside the house

armchair bath bed chair desk fridge shelves shower sofa table wardrobe

4 Match the objects in the Vocabulary box to the rooms. Write the answers in your notebook.

1 Bedroom: *bed*
2 Kitchen:
3 Living room:
4 Bathroom:

Get Grammar! *there is / there are*

+	−
There's a wardrobe.	There isn't a TV.
There are three schoolbooks.	There aren't any clothes in the wardrobe.
?	**Short answers**
Is there a TV in your room?	Yes, there is. / No, there isn't.

5 Complete the description of Tom's room with *is* or *are*. Write the answers in your notebook.

"My room isn't very big, but I love it! There [1] *is* a bed next to the door and a small wardrobe. Under the bed there [2] some football boots and my favourite ball. There [3] two Gareth Bale posters on the wall and there [4] a small table next to my bed. On the table there [5] some books and a sandwich. There [6] an alarm clock too.

6 Choose the correct answers. Write them in your notebook. Which sentences are true about Tom's bedroom?

1 *There isn't / There aren't* a computer.
2 *There isn't / There aren't* any posters.
3 *There isn't / There aren't* a big wardrobe.
4 *There isn't / There aren't* any books.
5 *There isn't / There aren't* any sandwiches.

1 There isn't; true

7 1.10 Listen and repeat. Then look at Elena's room and choose an object. Ask and answer about the objects in pairs.

Vocabulary Prepositions of place

in on under next to

A: *Is there a basketball in Elena's room?*
B: *No, there isn't.*

8 Imagine your ideal bedroom. Tell your partner about it.

My ideal bedroom is very big and blue.

Fun Spot

Potrafię rozmawiać o ubraniach i używać zaimków wskazujących *this, that, these, those.*

Meet the City Creatures

Meet Carla and Rocco. Carla is a cat and Rocco is a racoon, but they are good friends. Their home is in the city – they are City Creatures! Today their home is very messy. Let's find out why …

Carla: Are these your trainers, Rocco?
Rocco: No, they aren't. My trainers are small!
Carla: Is this your coat, Rocco?
Rocco: No, it isn't. I haven't got a coat. Hmm, what are those?
Carla: They're sausages!

Big Al: Sausages? Where?
Carla: Help! What's that?
Rocco: It's OK Carla, it's a dog. Er, who are you?
Big Al: I'm Big Al! Who are you?
Carla: I'm Carla! And this is Rocco.
Rocco: Hi Big Al! Welcome to the city!

1 1.11 **Listen and read. Choose the correct answers. Write them in your notebook.**

1 Carla and Rocco *are / aren't* friends.
2 Their home is *messy / tidy*.
3 Rocco has got *big / small* feet.
4 Big Al *has got / hasn't got* some sausages.

1 are

2 1.12 **Listen and repeat. Which clothes can you find in the cartoon?**

Vocabulary Clothes

coat dress hat hoodie jacket jeans jumper shoes skirt T-shirt trainers trousers

3 **What colour are the City Creatures' clothes? Point and say. What about your clothes?**

A: *It's a pink dress.*
B: *They're red trainers.*

LOOK! It's a red hat.
They're red hats.

Get Grammar! *this, these, that, those*

Singular	What's this? → It's a coat.
Plural	What are these? → They're trainers.
Singular	What's that? → It's a hat.
Plural	What are those? → They're sausages.

4 1.13 **Complete the questions with *this*, *that*, *these* or *those*. Write the answers in your notebook. Then listen and check.**

1 What's → ___ ? It's a skirt.
2 What are → ___ ? They're jeans.
3 What's → ___ ? It's a hat.
4 What are → ___ ? They're shoes.

5 **Choose the correct answers. Write them in your notebook.**

1 *This / These* coat is very big!
2 *That / Those* sausages are Al's.
3 *This / These* trainers are Rocco's.
4 *That / Those* isn't my skateboard.
5 *This / These* dress is Carla's.

1 This

Potrafię opowiadać o innych osobach oraz stosować zaimki dzierżawcze.

He's friendly and funny

The city is Carla and Rocco's home. Now it's Big Al's home too. Big Al is very happy with his new friends. Carla is clever. She likes reading and she's got a lot of books. She's very pretty too! Rocco is small and sporty. He loves skateboarding and he's got a new skateboard. It's very cool! Big Al is friendly and funny – his jokes are really good. He's often hungry and he really loves … sausages!

1 1.14 **Listen and read. In your notebook, match the names of the City Creatures to the objects below.**

1 a skateboard – ? **2** books – ?
3 sausages – ?

2 1.15 **Listen and repeat. Which adjectives describe you?**

Vocabulary Adjectives

big clever friendly funny helpful new old pretty small sporty

3 Choose the correct answers. Write them in your notebook.

1 Rocco is good at football. He's very *sporty / pretty*.
2 Big Al has got a lot of friends. He's very *small / friendly*.
3 Carla is very *sporty / helpful*. When there's a problem, ask Carla!
4 Big Al's sofa is *old / new*. But it's his favourite thing!
5 Carla is *clever / funny*. She's very good at Maths!

1 sporty

LOOK!

• put the adjectives **before** the noun	a **new** hat
• adjectives are always singular	one **new** hat two **new** hats.
• put *very* **before** the adjective	The hat is *very* cool.

4 Work with a partner. Describe a City Creature. Who is it?

A: *He's friendly and funny. He's got white trainers.*
B: *It's Big Al!*
A: *That's right!*

Get Grammar!

Possessive adjectives

I → my	he → his	we → our
you → your	she → her	you → your
	it → its	they → their

Possessive 's

It's Big Al's home. = It's his home.

5 Complete the sentences with a possessive adjective. Write the answers in your notebook.

1 'I'm hungry!' → ' *My* name is Al!'
2 'We're best friends.' → ' ? names are Rocco and Al.'
3 She's called Carla. → ? friends are Big Al and Rocco.
4 He's got a new skateboard. → ? skateboard is red.
5 You've got a hamburger. → Is ? hamburger good?
6 They're the City Creatures. → This is ? home.

Fun Spot

6 GAME **Choose a person from your class. Ask and answer about this person in pairs. You can only answer *yes* or *no*! Use adjectives, colours and clothes.**

A: *Is it a boy?*
B: *Yes, it is.*
A: *Is he sporty?*
B: *Yes, he is!*
A: *Are his trainers red?*
B: *No, they aren't.*
A: *I know! It's …*

1 Classmates

Vocabulary

Potrafię rozmawiać o szkole.

I know that!

1 Which things have you got in your school bag?

calculator dictionary laptop map paints pencil case trainers

VOCABULARY
School subjects and school items | Collocations with *do* and *play* | Places in a school

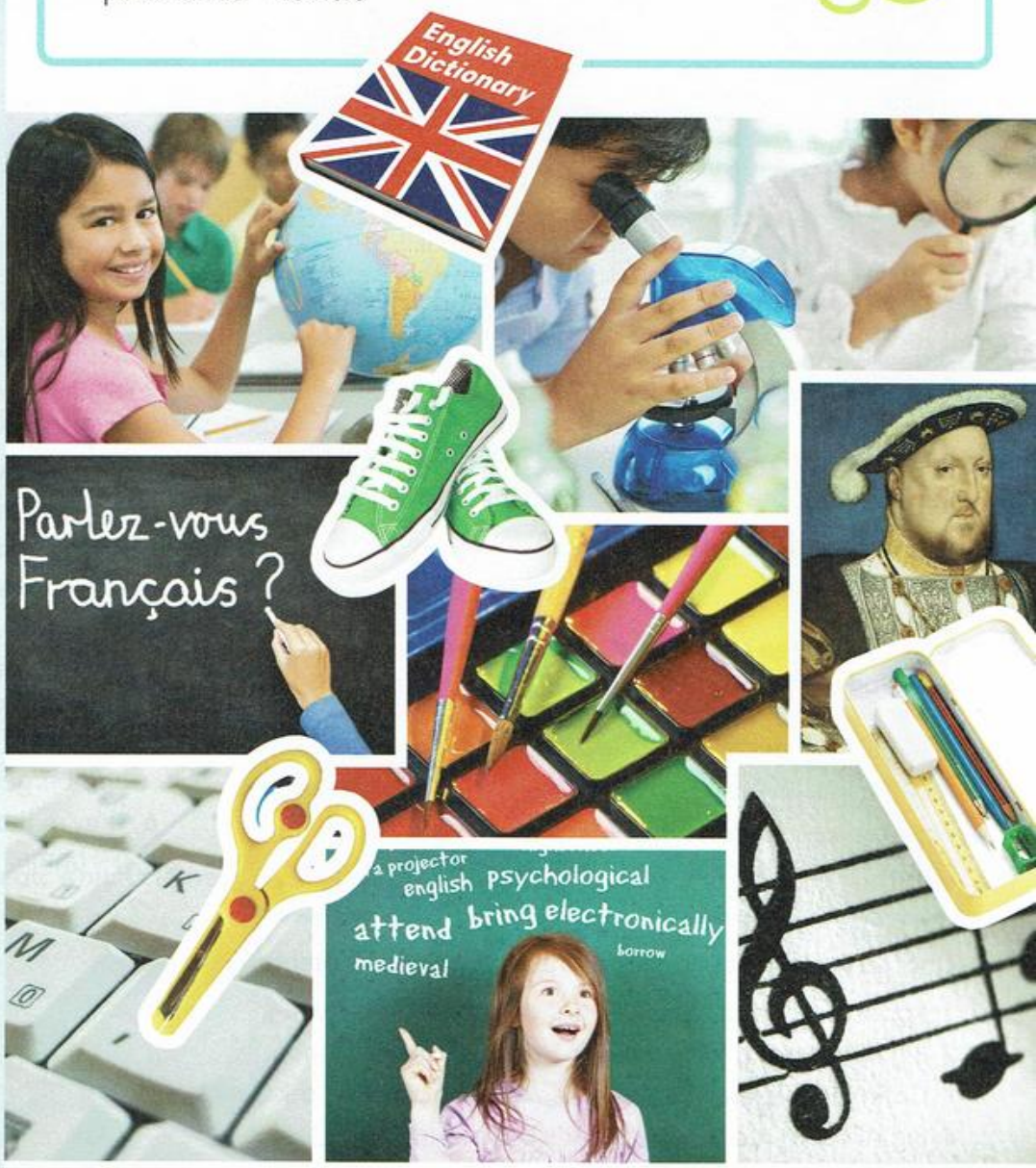
GRAMMAR
Present Simple affirmative, negative, questions and short answers | Adverbs of frequency

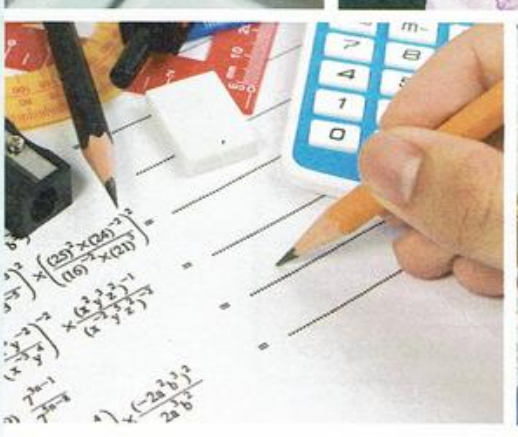
SPEAKING
Asking for personal information

READING
Boarding School – What's it really like?

LISTENING AND WRITING
My favourite day | Time expressions *at, in, on*

GET CULTURE!
Schools in the UK





2 1.16 Listen and repeat. Find these school subjects and school items in the photos on page 10.

Vocabulary School

School subjects

Art Computer Studies English French Geography History Maths Music P.E. Science

School items

calculator dictionary laptop map paints pencil case rubber ruler scissors trainers

3 1.17 Listen and choose the correct answers. Write them in your notebook.

1 P.E. / Music
2 English / French
3 Geography / Maths
4 P.E. / Music
5 Computer Studies / Geography
6 Art / Science

1 P.E.

4 Write the school subjects in your notebook.

1 We do experiments. It's interesting.
2 We learn about the past.
3 We play football.
4 We play computer games.
5 We play the piano and the guitar.
6 We learn about different countries.

1 Science

5 1.18 Listen and match the school subjects to the days. Write the answers in your notebook.

1 Maths	a Monday
2 Art	b Tuesday
3 P.E.	c Wednesday
4 History	d Thursday
5 English	e Friday

1 b

6 Ask and answer the questions in pairs.

A: *What's your favourite subject?*
B: *It's Music.*
A: *When is it?*
B: *It's on Monday.*

7 Look at the school bags. Which subjects have they got today? Write in your notebook.

1 Sophie: *Art, ...*

I remember that!

8 Look at the picture. On a piece of paper, illustrate three other subjects in a similar way. Make a class exhibition.

Grammar

Potrafię stosować czas Present Simple, aby opowiadać o czynnościach dnia codziennego.

They meet before class

On weekdays Amy, Elena, Tom and Lucas usually meet before class.

Amy: Hi everyone!
Tom, Elena, Lucas: Hi Amy!
Amy: Hey Tom, what have you got there?
Tom: Breakfast. Here, have one.
Amy: No thanks! I always have breakfast at home.

Tom loves food and he loves sport. He often brings his football to school.

Tom: Hey Elena! The Chelsea – Liverpool match is on TV tonight.
Elena: Thanks Tom, but I never watch football. It's really boring.

Elena often does her homework at school. She usually listens to music at the same time …

Elena: What's the answer to Question 2?
Lucas: Question 2 – that's easy!

Lucas is very clever and he's really good at Maths. But he sometimes loses things.

Lucas: Where's my calculator? It's usually here!
Tom: Hurrry up, Lucas. We're late for Maths!
Amy: Wow, what a mess!

1 1.19 Listen and read. What is Lucas's problem?

2 Who says what? Match the names to the sentences. Write the answers in your notebook.

a 'I like football.'
b 'I like music.'
c 'I'm good at Maths.'
d 'I have breakfast at home.'

3 1.20 Listen and repeat. Find these expressions in the story. How do you say them in Polish?

Out of class

Hurry up! We're late! What a mess!

4 CLASS VOTE What do you think happens next?
a The children are late for class. b There is a test.

5 1.21 Now listen and check.

Get Grammar!
Present Simple affirmative

I	listen to music.
You	listen to music.
He/She/It	listens to music.
We/You/They	listen to music.

6 Choose the correct answers. Write them in your notebook.

1 I *bring / brings* my phone to school.
2 She *listen / listens* to music on the bus.
3 We *eat / eats* lunch at school.
4 They *walk / walks* to school in summer.
5 He *lose / loses* things all the time.
6 You *have / has* Maths on Monday morning.

1 bring

LOOK!

love → loves eat → eats play → plays

do → does go → goes watch → watches
wash → washes study → studies fly → flies

7 1.22 Complete the sentences with the Present Simple form of the verb. Try to guess the correct option. Write the answers in your notebook. Listen and check.

1 Tom *watches* (watch) football in the *afternoon / evening*. *evening*
2 Amy ? (do) her homework *before / after* school.
3 Elena ? (love) *Beyoncé / Adele* songs.
4 Tom ? (go) to *computer club / football club* on Friday.
5 Lucas ? (play) *sports / chess* at break time.

Grammar Adverbs of frequency

■■■■ always
■■■□ usually
■■□□ often
■□□□ sometimes
□□□□ never

Adverb + verb
I never listen to music.
We sometimes watch TV.

Adverb + to be
He is often late for school.
I am always happy.

8 Complete the sentences with adverbs of frequency so they are true for you. Write the answers in your notebook. Compare your sentences in pairs.

My daily routines

On school days I ? get up at 7.
At the weekend I ? get up at 10.
I ? have an egg for breakfast.
I ? have chicken for lunch.
I ? study English on Saturday.
I ? ride a bike on Sunday.

9 In your notebook, put the words in the correct order to make sentences.

1 always We on Friday have Art .
We always have Art on Friday.
2 are Elena and Amy noisy in Science class sometimes .
3 I never in class send text messages .
4 often We in the park play football .
5 watches TV Tom usually after dinner .
6 always late for English You are !

Fun Spot

10 In your notebook, write three true sentences and one false about what you and your family do every day. Ask your partner to guess which sentence is false. Then swap roles.

A: *I do my homework in the kitchen.*
B: *True!*
A: *My dad sings in the shower.*
B: *False! …*

Grammar

Potrafię zadawać pytania o hobby i odpowiadać na nie.

City Creatures

The new hobby

1 Look at the cartoon. What hobbies can you see?

a football
b karate
c painting
d tennis

2 1.23 Listen and read. Are the sentences true or false?

1 Big Al has a lot of hobbies. *False*
2 Carla paints pictures and plays the guitar.
3 Rocco does ballet.
4 Freddie and Fifi like Big Al's picture.
5 Big Al likes his new hobby.

Get Grammar!
Present Simple negative, questions and short answers

–	?	Short answers
I don't paint.	Do I paint?	Yes, I do. / No, I don't.
You don't paint.	Do you paint?	Yes, you do. / No, you don't.
He/She/It doesn't paint.	Does he/she/it paint?	Yes, he/she/it does. / No, he/she/it doesn't.
We don't paint.	Do we paint?	Yes, we do. / No, we don't.
You don't paint.	Do you paint?	Yes, you do. / No, you don't.
They don't paint.	Do they paint?	Yes, they do. / No, they don't.

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

Where do you paint? When do they paint? How often does she paint?

3 Correct the sentences in your notebook.

1 Carla paints houses.
Carla doesn't paint houses. She paints pictures.
2 Carla plays the piano.
3 Rocco does judo.
4 Freddie and Fifi want Carla's picture.

4 Complete the questions with *do* or *does*. Write the answers in your notebook.

1 *Does* Big Al play the guitar?
2 ___ Carla and Rocco have hobbies?
3 ___ Rocco paint pictures?
4 ___ Carla and Rocco like Big Al's picture?
5 What ___ Big Al think of his new hobby?

5 1.24 Complete the dialogue with *do*, *does*, *don't* or *doesn't*. Write the answers in your notebook. Then listen and check.

Big Al: [1] *Do* you play an instrument, Rocco?
Rocco: No, I [2] ___, but my sister plays the drums.
Big Al: [3] ___ she play in a band?
Rocco: Yes, she [4] ___. They're called "The Rocking Raccoons".
Big Al: How often [5] ___ they meet?
Rocco: They meet every Wednesday, and on Thursday she does ballet.
Big Al: Wow, your sister is busy!

6 1.25 Listen and repeat. Which activities in the Vocabulary box can you see in the pictures?

Vocabulary *do* and *play*

do	ballet, judo, karate, pottery
play	basketball, chess, football, tennis; the drums, the guitar, the piano

7 Complete the questions with *do* or *play*. Write the answers in your notebook. Then ask and answer in pairs.

1 Do you *play* basketball?
2 Does your dad ___ karate?
3 Does your grandma ___ ballet?
4 Does your mum ___ chess?
5 Do you ___ pottery after school?

8 1.26–1.27 Go to page 123. Listen and sing *My Busy Week* song.

Fun Spot

1.4 Speaking

Potrafię zadawać pytania o podstawowe informacje i odpowiadać na nie.

Where do you live?

Receptionist: Good morning.
Tom: Good morning.
R: Hello. Can I help you?
Tom: Yes, I'd like to join the basketball club, please.
R: Of course. What's your name?
Tom: Tom Flynn.
R: How do you spell Flynn?
Tom: F-L-Y-N-N.
R: Where do you live, Tom?
Tom: 25 Star Street, Kingston.
R: What's your email address?
Tom: It's tom.flynn@mymail.com.
R: And what's your phone number?
Tom: It's 08976 335214. When does the club meet?
R: On Mondays, from 5.30 to 7.00.
Tom: That's now, isn't it?
R: Yes, hurry up!

1 1.28 Listen and read. Answer the questions.

1 Where is Tom?
2 Why is he there?

2 1.28 Listen and read again. Complete the table in your notebook.

Name	[1] *Tom Flynn*
Address	[2]
Email address	[3]
Phone number	[4]

3 1.29 Listen and repeat.

Speaking
Asking for personal information

What's your name?
How do you spell that?
Where do you live?
What's your email address?
What's your phone number?

LOOK!

Email addresses
@ = "at" .com = "dot com"

Telephone numbers
0 = "oh" or "zero"
33 = "double three" or "three three"

4 In your notebook, write questions to these answers.

1 Diego Alvarez
What's your name?
2 D-I-E-G-O A-L-V-A-R-E-Z
3 17 North Road, Oxford
4 It's diego@xnet.com
5 It's 06657 241682

5 1.30 Listen and check.

6 1.31 Listen and complete Kate's informatio in your notebook.

Name of student: Kate [1]
Name of Club: *Art Club*
Day: [2]
Time: [3]
Where: Room [4]

AFTER SCHOOL CLUB

Potrafię zrozumieć tekst o typowym dniu szkolnym.

1 1.32 Look at the photos and read the title. What do you think the text is about? Read or listen to the text and check.

2 Read the text again and answer the questions.

1 What type of school does Laura go to?
2 What time does she wake up?
3 What is her favourite lesson?
4 When does she play badminton?
5 Does Laura miss her parents?

3 1.33 Listen and repeat. Which of the places are there in your school?

Vocabulary Places in a school

canteen classroom computer room gym hall library playground staff room

4 Complete the sentences with words in the Vocabulary box so they are true for you. Write the answers in your notebook.

1 We have assembly in the ?.
2 We have lessons in our ?.
3 We have lunch in the ?.
4 After lunch, we play in the ?.
5 We do P.E. in the ?.
6 I sometimes do my homework in the ?.

5 Read the questions to Laura. Choose the correct answers. Write them in your notebook.

1 A: What do you do at the weekend, Laura?
B: a Yes, I do. b I usually go sailing.
c No, I don't have lessons at the weekend.
2 A: Where do you have breakfast?
B: a Every morning. b I have toast and cereal.
c In the canteen.
3 A: Who is your best friend?
B: a She's very well, thank you.
b Her name is Ruby.
c She's fourteen.

6 Imagine a day in a Crazy School. Who can think of the funniest sentences?

Fun Spot

We wake up at 2.00 in the afternoon.
We play basketball in the library.

Boarding School – What's it really like?

In films, boarding schools are exciting places, often with magic or monsters. But what is a real British boarding school like? Thirteen-year-old Laura Henderson describes a typical day at her school.

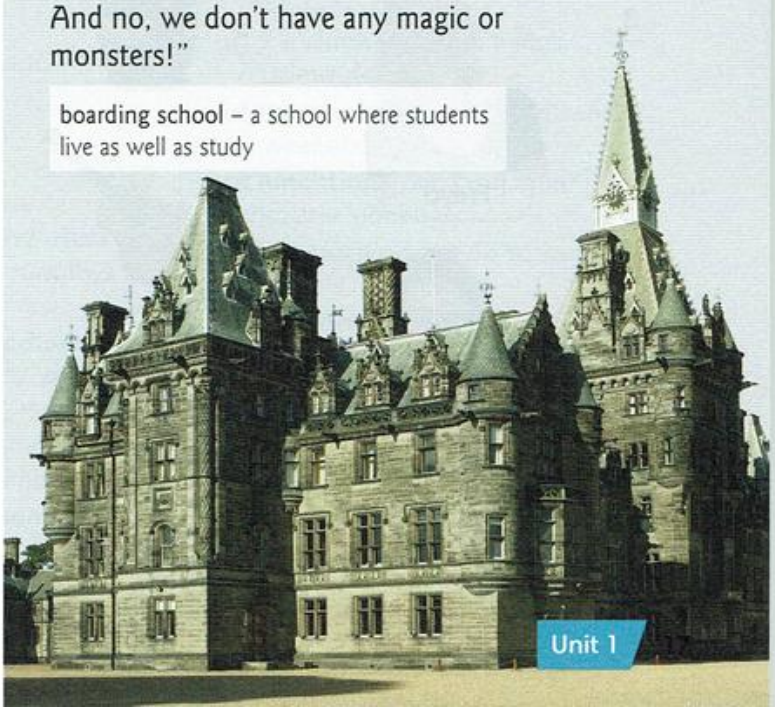
"We wake up at 6.30 in the morning and have breakfast in the school canteen. At 8.00, the bell rings for assembly in the hall. The great thing about boarding school is that we're never late for school!

Lessons start at 9.00 and finish at 3.30. My favourite lesson is Science because we often do experiments. In the afternoon, we sometimes go to the library to read, or we do P.E. in the gym. In the evening, I often play badminton or go to a cookery class.

I go to a boarding school because my parents live in France. Do I miss them? Yes, but I've got some good friends here.

And no, we don't have any magic or monsters!"

boarding school – a school where students live as well as study



1.6 Listening and Writing

Potrafię zrozumieć wypowiedzi ustne o ulubionym dniu tygodnia i napisać krótki tekst na ten temat.

1 In your notebook, complete the days of the week. Which are weekdays? Which two days are at the weekend?

1 Monday
2 u
3 n
4 s
5 r
6 S
7 u

2 1.34 Listen to four children. Which are their favourite weekdays? Write the answers in your notebook.

1 Peter *Wednesday*
2 Theo
3 Freya
4 Hannah

3 1.34 Listen again. Match the children to the activities they do on their favourite days. Write the answers in your notebook. There are two extra pictures.

Peter

Theo

Freya

Hannah

a

b

c

d

e

f

1 d

4 What's your favourite weekday? Why?

5 Read the blog entry from a school website. Which is Daisy's favourite day? Why?

My favourite day

On my favourite day I get up at 7 a.m. and listen to music. I meet my friends at 8.15 and we walk to school. We often talk about our plans for the weekend.

Lessons start at 9 a.m., with Music, then Art – my favourite subjects! At lunchtime, I sometimes play table tennis.

In the afternoon, I usually go skateboarding in the park with my friends. In the evening, we often watch music videos!

Guess what my favourite day is. Yes, it's Friday!

Writing Time expressions *at, in, on*

AT *at 9 o'clock, at the weekend, at lunchtime*
IN *in the morning*
ON *on Monday, on Friday morning, on a weekday*

6 Find time expressions in the text in Exercise 5.

7 WRITING TIME In your notebook, write about your favourite weekday.

Find ideas

Make notes about your favourite weekday. Write what you do in the morning/afternoon/evening, how many lessons you have on that day, what school subjects you do, etc.

Draft

Write about your favourite weekday.
My favourite weekday is …
In the morning, I …
On … I have … lessons. I do …
In the afternoon/evening, I …

Check and write

Check the time expressions and write the final version of your text.

Wordlist 1

LESSON 1.1

School subjects Przedmioty szkolne

Art /ɑ:t/ sztuka
Computer Studies /kəmˈpju:tə ˌstʌdiz/ zajęcia komputerowe, informatyka
English /ˈɪŋglɪʃ/ język angielski
French /frentʃ/ język francuski
Geography /dʒiˈɒgrəfi/ geografia
History /ˈhɪstəri/ historia
Maths /mæθs/ matematyka
Music /ˈmju:zɪk/ muzyka
P.E. /ˌpi: ˈi:/ W-F
Science /ˈsaɪəns/ przedmioty ścisłe, przyroda

School items Przybory szkolne

calculator /ˈkælkjəleɪtə/ kalkulator
dictionary /ˈdɪkʃənəri/ słownik
laptop /ˈlæptɒp/ laptop
map /mæp/ mapa
paints /peɪnts/ farby
pencil case /ˈpensəl keɪs/ piórnik
rubber /ˈrʌbə/ gumka
ruler /ˈru:lə/ linijka
scissors /ˈsɪzəz/ nożyczki
trainers /ˈtreɪnəz/ trampki

LESSON 1.2

Out of class

Hurry up! /ˌhʌri ˈʌp/ Pospiesz się!
We're late! /ˌwɪə ˈleɪt/ Jesteśmy spóźnieni!
What a mess! /ˌwɒt ə ˈmes/ Ale bałagan!

---

at home /ət ˈhəʊm/ w domu
at school /ət sku:l/ w szkole
at the same time /ət ðə ˌseɪm ˈtaɪm/ jednocześnie
boring /ˈbɔ:rɪŋ/ nudny
bring /brɪŋ/ przynieść
daily routine /ˌdeɪli ru:ˈti:n/ codzienne zajęcia
dinner /ˈdɪnə/ kolacja
get up /ˌget ˈʌp/ wstawać
have breakfast /ˌhæv ˈbrekfəst/ jeść śniadanie
in class /ˌɪn ˈklɑ:s/ w klasie, podczas lekcji
late for class /ˌleɪt fə ˈklɑ:s/ spóźnić się na lekcje
listen to music /ˌlɪsən tə ˈmju:zɪk/ słuchać muzyki
noisy /ˈnɔɪzi/ hałaśliwy
on TV /ɒn ˌti: ˈvi:/ w telewizji
play sports /ˌpleɪ ˈspɔ:ts/ uprawiać sporty
study /ˈstʌdi/ uczyć się
tonight /təˈnaɪt/ dziś wieczorem
walk to school /ˌwɔ:k tə ˈsku:l/ iść do szkoły pieszo

LESSON 1.3

Phrases with *do* and *play* Wyrażenia z czasownikami *do* i *play*

do ballet /ˌdu: ˈbæleɪ/ tańczyć w balecie
do judo /ˌdu: ˈdʒu:dəʊ/ uprawiać dżudo
do karate /ˌdu: kəˈrɑ:ti/ uprawiać karate
do pottery /ˌdu: ˈpɒtəri/ zajmować się garncarstwem
play basketball /ˌpleɪ ˈbɑ:skətbɔ:l/ grać w koszykówkę
play chess /ˌpleɪ ˈtʃes/ grać w szachy
play football /ˌpleɪ ˈfʊtˌbɔ:l/ grać w piłkę nożną
play tennis /ˌpleɪ ˈtenɪs/ grać w tenisa
play the drums /ˌpleɪ ðə ˈdrʌmz/ grać na perkusji
play the guitar /ˌpleɪ ðə gɪˈtɑ:(r)/ grać na gitarze
play the piano /ˌpleɪ ðə /piˈænəʊ/ grać na pianinie

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band /bænd/ zespół
bored /bɔ:d/ znudzony
play in a band /ˌpleɪ ɪn ə bænd/ grać w zespole
rest /rest/ odpoczywać

LESSON 1.4

Asking for personal information Pytanie o podstawowe informacje

How do you spell that? /haʊ du: jə spel ðæt/ Czy mógłbyś to przeliterować?
What's your email address? /wɒts jə ˈi:meɪl əˌdres/ Jaki jest twój e-mail?
What's your name? /wɒts jə neɪm/ Jak masz na imię?
What's your phone number? /wɒts jə ˈfəʊn ˌnʌmbə/ Jaki jest twój numer telefonu?
Where do you live? /weə du: jə ˈlɪv/ Gdzie mieszkasz?

Can I help you? /ˌkæn aɪ ˈhelp jə/ Czy mógłbym ci pomóc?
join a club /ˌdʒɔɪn ə ˈklʌb/ zapisać się do klubu

LESSON 1.5

Places in a school Miejsca w szkole

canteen /kænˈti:n/ stołówka
classroom /ˈklɑ:srʊm/ klasa
computer room /kəmˈpju:tə ru:m/ pracownia komputerowa
gym /dʒɪm/ sala gimnastyczna
hall /hɔ:l/ korytarz
library /ˈlaɪbrəri/ biblioteka
playground /ˈpleɪgraʊnd/ plac zabaw, boisko
staff room /ˈstɑ:f ru:m/ pokój nauczycielski

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assembly /əˈsembli/ apel szkolny
bell /bel/ dzwonek
crazy /ˈkreɪzi/ szalony
describe /dɪˈskraɪb/ opisać
exciting /ɪkˈsaɪtɪŋ/ ekscytujący
finish /ˈfɪnɪʃ/ skończyć
magic /ˈmædʒɪk/ magia
miss your parents /ˌmɪs jə ˈpeərənts/ tęsknić za rodzicami
monster /ˈmɒnstə/ potwór
typical /ˈtɪpɪkəl/ typowy
wake up /ˌweɪk ˈʌp/ obudzić się

LESSON 1.6

Time expressions Określenia czasu

at 9 o'clock /æt naɪn ə klɒk/ o dziewiątej
at the weekend /æt ðə ˈwi:kend/ w weekend
at lunchtime /æt ˈlʌntʃˌtaɪm/ w czasie lunchu
in the morning /ɪn ðə ˈmɔ:nɪŋ/ rano
on Monday /ɒn ˈmʌndi/ w poniedziałek
on Friday morning /ɒn ˈfraɪdei ˌmɔ:nɪŋ/ w piątek rano
on a weekday /ɒn ə ˈwi:kdeɪ/ w dzień powszedni

Revision

VOCABULARY

1 Look at the photos. In your notebook, complete the names of school subjects.

1 *Maths*

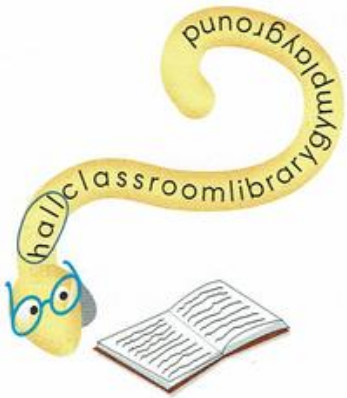
2 G

3 S

4 C
S

5 H

2 Find five places in the wordsnake. Write the answers in your notebook.



3 Match the words in the box to the correct verb. Write the answers in your notebook. Which activities do you do?

ballet	~~basketball~~	chess	the drums
judo	karate	the piano	pottery	tennis

play: *basketball*
do:

GRAMMAR

4 Complete the text with the correct form of the verbs in the box. Write the answers in your notebook.

walk	have	send	start	~~get up~~	talk

On weekdays Elena [1]*gets up* at 7.30 a.m. She [2] breakfast with her family. Then she [3] to school with her sister. On the way to school, the girls [4] about their day, listen to music and [5] text messages. School [6] at 9 a.m.

5 In your notebook, write five sentences about your weekend. Use adverbs of frequency and the words in the box.

get up	meet friends	do homework
go to the cinema	have a pizza	

I usually get up at 10 a.m.

6 Complete the interview with Big Al with *do, don't, does* and *doesn't*. Write the answers in your notebook.

Interviewer: [1]*Do* you paint every day?
Big Al: Yes, I [2] . But I [3] paint in the morning. I sleep in the morning.
Interviewer: [4] you friend Rocco paint?
Big Al: No, he [5] . He does karate.
Interviewer: [6] he like your paintings?
Big Al: Yes, he [7] . He loves them … I think.

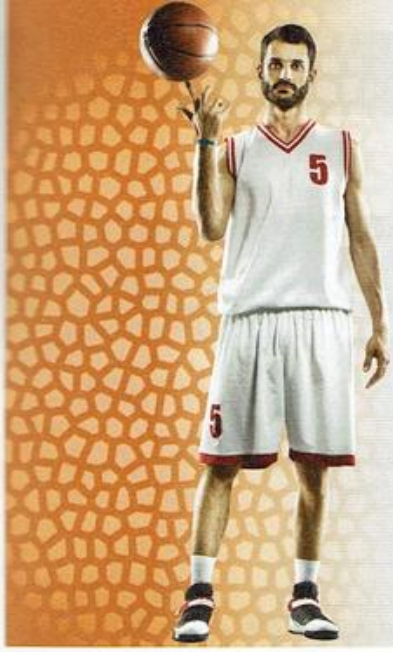
PRONUNCIATION

7 1.35 Listen and repeat: /s/, /z/ or /ɪz/?

He never gets up late.
He goes to school at eight.
He finishes school at five.
He plays football outside!

DICTATION

8 1.36 Listen to the recording. Write the sentences in your notebook.



A Day in the Life of a Basketball Player

Michael plays basketball for the Liverpool Tigers. What do basketball players do in a typical day?

Michael wakes up at 7 a.m. For breakfast, he has eggs, toast and some fruit. After breakfast, Michael practises basketball. He runs and he jumps for two hours – it's hard work!

Michael has lunch at 12.30 p.m. Then he sleeps for 2 hours! At 4 p.m., he has a sandwich and drinks some water. How much water does he drink? A lot! But he doesn't drink coffee.

The basketball games are often at night. Sometimes they start at 8.00 p.m. and finish at 10.30. After a game, Michael goes home and has dinner. Does he like his day? "Yes, I do!" he says.

SPEAKING

9 **In your notebook, complete the receptionist's questions. Then act out the dialogue in pairs.**

Receptionist: [1] ? your name?
Paula: Paula Krantz.
Receptionist: How do you [2] ? that?
Paula: K-R-A-N-T-Z.
Receptionist: What's your phone [2] ?
Paula: 03862 451957.
Receptionist: What's your [4] ? address?
Paula: paula@net.com
Receptionist: Where do you [5] ?
Paula: 17 Park Road, Oxford.

READING AND WRITING

10 **Look at the picture. What is the man's job? What do you think he does in a typical day?**

11 **Read the text and answer the questions.**

1 What time does Michael get up?
2 What does he have for breakfast?
3 What does he do before lunch?
4 Does he sleep during the day?
5 What does he do after a game?

12 **In your notebook, write about 60–70 words about your typical day. Use these questions to help you.**

1 What time do you get up?
2 What time do you start school?
3 What time is your lunch break?
4 What time do you come home after school?
5 What do you do in the evening?

LISTENING

13 1.37 **Listen and match people 1–6 to hobbies a–h. There are two extra hobbies. Write the answers in your notebook.**

1 Paul	3 Anna	5 Lily
2 Alex	4 Sam	6 Daisy

Check yourself!

- ✓ Potrafię rozmawiać o szkole.
- ✓ Potrafię stosować czas Present Simple, aby opowiadać o czynnościach dnia codziennego.
- ✓ Potrafię zadawać pytania o podstawowe informacje oraz o hobby i odpowiadać na nie.
- ✓ Potrafię zrozumieć wypowiedzi ustne i pisemne o ulubionym dniu oraz o typowym dniu szkolnym.
- ✓ Potrafię napisać krótki tekst o swoim ulubionym dniu tygodnia.

School Uniforms in the UK

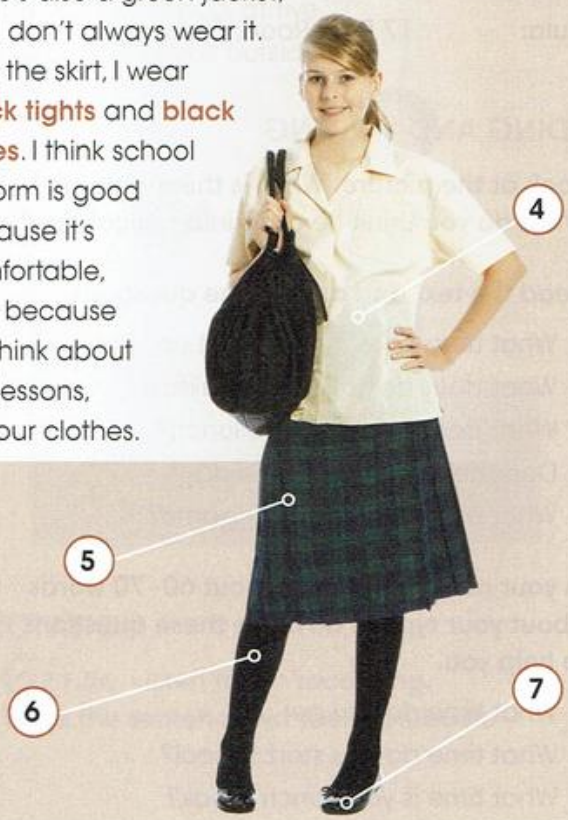
Schoolchildren in Britain usually wear a school uniform. We talk to two students about their uniform.

Josh

Hi, I'm Josh and I'm twelve. At my school, we wear a light blue shirt with a **blue and yellow tie**, and a **dark blue jumper**. We also wear **grey trousers** and black shoes. Girls wear the same clothes. I don't like my uniform. It's expensive, and the shirt and tie aren't very comfortable.

Sara

Hi, I'm Sara and I'm thirteen. I wear a **green and purple skirt** and a **cream shirt**. There's also a green jacket, but I don't always wear it. With the skirt, I wear **black tights** and **black shoes**. I think school uniform is good because it's comfortable, and because we think about our lessons, not our clothes.



1 1.38 Read and listen to the texts about school uniforms in the UK. Label Josh's and Sara's uniforms with the words in bold. Write the answers in your notebook.

1 blue and yellow tie

2 Who says these things? Read the sentences. In your notebook, write *Josh*, *Sara*, or *Josh and Sara*.

1 My uniform isn't comfortable.

2 I sometimes wear a jacket.

3 Boys and girls wear trousers.

4 I wear a shirt.

5 I like wearing a uniform.

6 I don't like wearing a uniform.

1 Josh

3 1.39 Listen to two more children answering the questions below. Complete the table in your notebook.

What clothes do you wear to school?

Are you for or against school uniforms?

Name	Clothes	School uniform – for or against
Martha, Australia	*a white shirt,* ?	?
Ivan, America	?	?

4 Discuss the questions in pairs.

1 What do you wear to school?
2 What do you wear at the weekend?
3 Do you think school uniforms are good or not?

PROJECT

- Work in groups. Make a digital presentation about an ideal school uniform.
- Prepare a description of the ideal uniform. Use these questions to help you.
  - What do the girls and boys wear?
  - What are the colours?
  - What shoes do they wear?
  - Are the uniforms cool and comfortable?
- Use a computer programme to draw the uniform, or take photos/videos of your friends in the uniform, using clothes from home.
- Put the text and the drawings/photos/videos together.
- Share your presentation with the class. Which is your favourite uniform? Why?

2 Fun with food

Vocabulary

Potrafię rozmawiać o jedzeniu i napojach.

VOCABULARY
Food and drink | Containers

GRAMMAR
Countable and uncountable nouns | *some/any* | *How much ...? How many ...? a lot of*

SPEAKING
Ordering food

READING
The pancake

LISTENING AND WRITING
Breakfasts in different countries | *so, because*

POLAND
Autumn time

1 Do you know these words? Which is your favourite food?
apples cheese chicken fish potatoes salad sandwiches tomatoes

I kno
that!

2 1.40 Listen and repeat. Which items of food in the Vocabulary box can you see on each plate on page 24?

Vocabulary Food and drink (1)

apples biscuits bread cereal cheese chicken chips fish fruit ham meat orange juice pancakes pasta potatoes rice salad sandwiches sausages tomatoes tuna vegetables water yoghurt

3 Read the definitions and name the items of food. Use the words in the Vocabulary box to help you. Write the answers in your notebook.

1 We make this drink from oranges.
2 I have it for breakfast with milk.
3 This food is very popular in Italy.
4 We use these to make hot dogs.
5 It's a type of fish.
6 You can eat them with jam, cheese or fruit.

1 orange juice

4 1.41 Listen to the interview with Naomi and Brad. Which meals a–f on page 24 do they eat for breakfast, lunch and dinner? Complete the table. Write the answers in your notebook.

	Naomi	Brad
breakfast	c	
lunch		
dinner		

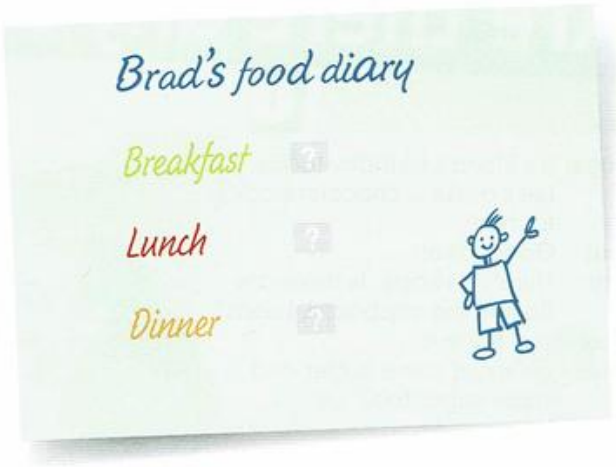
5 Complete the text about Naomi. Look at the pictures of her meals on page 24. Use the words in the Vocabulary box to help you. Write the answers in your notebook.

Naomi has a yoghurt, [1] *cereal* and orange [2] ___ for breakfast.

For lunch, she has a [3] ___ sandwich with [4] ___ and some biscuits.

She has [5] ___ with [6] ___ and a cake for dinner.

6 Look at the pictures of Brad's meals. In your notebook, complete his food diary.



7 In your notebook, complete your food diary. Do you eat similar things to Brad or Naomi?

8 In pairs, ask and answer questions about the food you eat. Use the words in My food diary.

A: *What do you have for breakfast?*
B: *Cereal and orange juice.*
A: *What about lunch?*
B: *I have chicken and chips. I love chips!*

I remember that!

9 In your notebook, complete the table with the words in the Vocabulary box. Compare your answers in pairs.

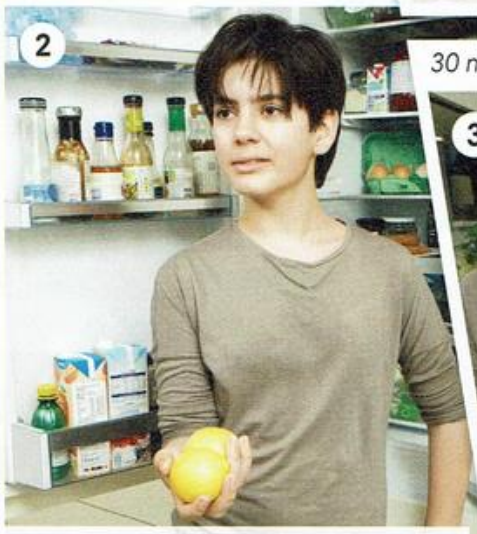
I never eat ...	I sometimes eat ...	I often eat ...

Grammar

Potrafię stosować rzeczowniki policzalne i niepoliczalne.

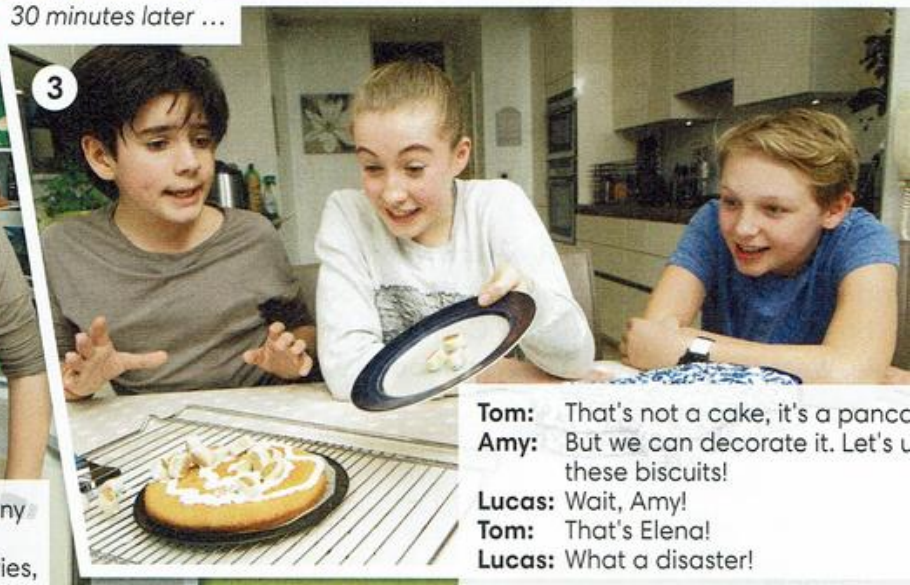
Are there any strawberries?

Lucas: It's Elena's birthday today. Let's make a chocolate cake for her!
Tom: Good idea!
Amy: Here's a recipe. Is there any flour in the cupboard, Lucas?
Lucas: Yes, there is.
Amy: We need some butter and some sugar too.
Lucas: No problem.
Amy: Are there any eggs?
Lucas: Yes, there are and there's some milk in the fridge … but there isn't any chocolate.



Amy: Oh, no chocolate. Are there any strawberries?
Lucas: No, there aren't any strawberries, but I've got some sausages!
Tom: A sausage cake, cool!
Lucas: And two lemons. What about a lemon cake?
Amy: Hmm, a lemon cake. First turn on the oven …

30 minutes later …



Tom: That's not a cake, it's a panco
Amy: But we can decorate it. Let's u these biscuits!
Lucas: Wait, Amy!
Tom: That's Elena!
Lucas: What a disaster!

1 1.42 Listen and read. What cake do the children make in the end?

2 Complete the sentences with *Tom*, *Lucas* or *Amy*. Write the answers in your notebook.

1 *Amy* finds a recipe.
2 ? likes sausages.
3 ? thinks of a lemon cake.
4 ? puts biscuits on the cake.

3 1.43 Listen and repeat. Find these expressions in the story. How do you say them in Polish?

Out o class

Good idea! Cool! What a disaster!

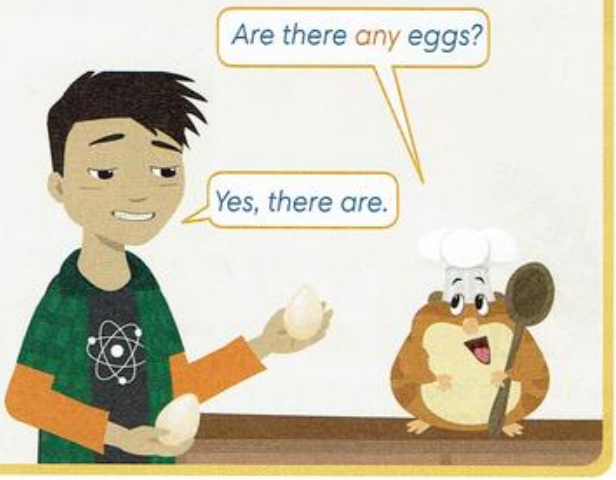
4 CLASS VOTE Why does Lucas say 'What a disaster!'?

a Because the cake looks horrible.
b Because there's a problem with the biscuits.

5 1.44 Now listen and check.

Get Grammar!
Countable and uncountable nouns, *some/any*

	Countable nouns	Uncountable nouns
	an egg, a strawberry two eggs some strawberries	sugar, milk — some sugar, milk
+	There are some sausages.	There is some milk.
−	There aren't any sausages.	There isn't any milk.
?	Are there any sausages?	Is there any milk?
	Yes, there are. / No, there aren't.	Yes, there is. / No, there isn't.



6 1.45 Listen and repeat. Which items in the Vocabulary box do the children use to make a cake?

Vocabulary Food and drink (2)

butter chocolate egg flour lemon milk strawberry sugar

7 Complete the shopping bags with the words in the Vocabulary box. Write the answers in your notebook.

8 Complete the sentences with *a/an* or (–). Write the answers in your notebook.

1 Lucas often has *an* egg for breakfast.
2 Tom always has ? milk on his cereal.
3 Amy eats ? apple a day.
4 Tom likes bread with ? butter.
5 Lucas usually has ? banana with his lunch.

9 Choose *some* or *any*. Then look at the photos on page 26 and decide if the sentences are true or false. Write the answers in your notebook.

1 There are *some* / *any* school books on the table.
2 There isn't *some* / *any* flour on the table.
3 There are *some* / *any* plants in the kitchen.
4 There aren't *some* / *any* eggs in the fridge.
5 There isn't *some* / *any* milk on the table.
6 There are *some* / *any* pictures on the wall.

1 some; true

10 You organise a birthday party and you go shopping. What is in your shopping bag? Ask and answer in pairs.

A: *Is there any bread?*
B: *Yes, there is.*
A: *Are there any sweets?*
B: *No, there aren't.*

Grammar

Potrafię zadawać pytania o liczbę i ilość oraz odpowiadać na nie.

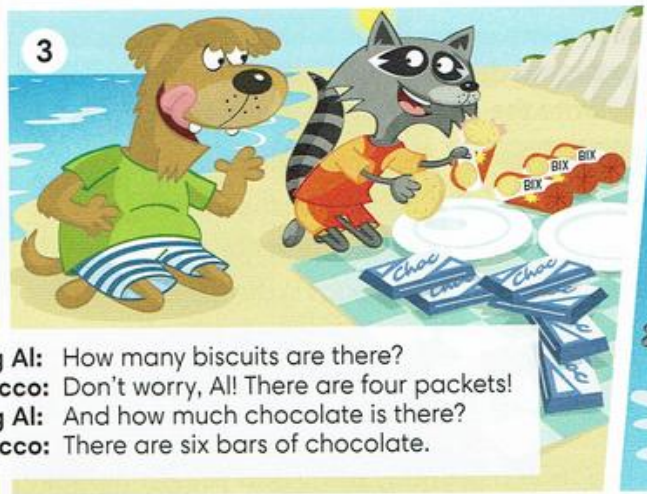
City Creatures

The picnic

Carla: It's a beautiful sunny day.
Rocco: Let's go to the beach.
Big Al: Great idea. Let's have a picnic.

At the beach ...

Big Al: I'm hungry. How much food is there?
Carla: There's a lot of food! We've got chicken legs, sandwiches, biscuits, chocolate, and there's a lot of fruit.



Big Al: How many biscuits are there?
Rocco: Don't worry, Al! There are four packets!
Big Al: And how much chocolate is there?
Rocco: There are six bars of chocolate.

The city creatures go for a swim ...

Big Al: I can't wait for our picnic.
Carla: That's funny. There are a lot of seagulls today.
Rocco: Look! That's our food! Quick.

Carla: Oh no! There aren't any sandwiches or chicken legs.
Rocco: And there isn't any chocolate.
Carla: But there's ... one biscuit!
Big Al: This is a terrible picnic.

1 Look at pictures 2 and 3. Which items of food in the box have the City Creatures got?

biscuits cake chicken chocolate fruit orange juice pizza sandwiches sausages water

2 1.46 Read and listen. Are the sentences true or false?

1 Carl, Rocco and Big Al go to the park. *False*
2 They take a big picnic.
3 After lunch, they go for a swim.
4 The seagulls eat all of the sandwiches.
5 The seagulls don't eat all of the biscuits.

Get Grammar! *How many?, How much?, a lot of*

Countable nouns	Uncountable nouns
How many apples are there?	How much water is there?
There are a lot of apples.	There is a lot of water.
There are six apples.	There are four bottles of water.

3 In your notebook, complete the questions with *How much* or *How many*.

1 *How many* chicken legs are there?
2 ? chocolate is there?
3 ? apples are there?
4 ? bananas are there?
5 ? water is there?
6 ? biscuits are there?

4 Look at pictures 2 and 3 again. Answer the questions in Exercise 3. Write the answers in your notebook.

There are ten / a lot of chicken legs.

5 Carla and Big Al go to the supermarket. What do they buy?
Student A: Go to page 122.
Student B: Go to page 124.

6 1.47 Listen and repeat. Label pictures 1–6 with the phrases in the Vocabulary box. Write the answers in your notebook.

Vocabulary Containers

a bar of chocolate
a bottle of water
a can of cola
a carton of juice
a jar of jam
a packet of biscuits

1
2
3

a can of cola

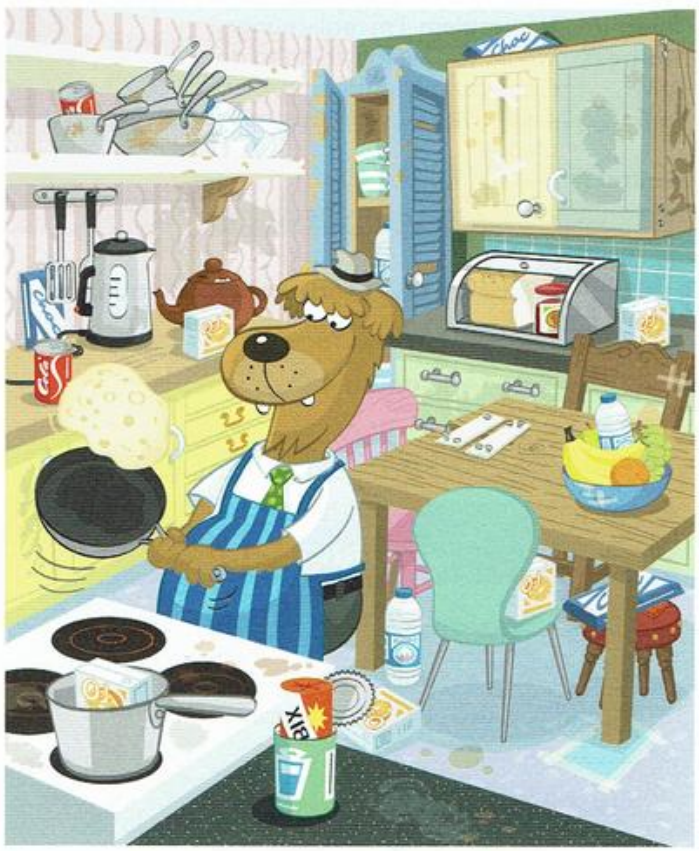
4
5
6

7 In your notebook, complete the questions. Look at the phrases in the Vocabulary box to help you.

1 How many *bottles* of water are there?
2 How many ? of juice are there?
3 How many ? of biscuits are there?
4 How many ? of chocolate are there?
5 How many ? of jam are there?
6 How many ? of cola are there?

8 Look at the picture and count. In pairs, ask and answer the questions in Exercise 7.

A: *How many bottles of water are there?*
B: *There are four bottles of water.*



2.4 Speaking

Potrafię złożyć zamówienie w kawiarni lub restauracji.

Anything else?

Waitress: What would you like?
Amy: Can I have a Margherita pizza, please?
Tom: And I'd like a Pepperoni pizza.
Waitress: Anything else?
Tom: Yes, can I have some chips, please?
Amy: Tom! The pizzas here are big.
Tom: No problem. I'm really hungry!
Waitress: Would you like anything to drink?
Amy: Can I have a lemonade, please?
Tom: And I'd like a strawberry milkshake, please.
Waitress: Great, thanks.

Dino's Pizzeria

Menu

Margherita £7.50
Hawaiian £8.00
Pepperoni £9.50
Vegetarian £8.00
Chips £3.00
Cola / Lemonade / Ice Tea £1.50
Milkshake (strawberry) £2.50

Waitress: Here are your pizzas ...
Tom: Wow, you're right Amy. They're really big!
Waitress: ... and your chips. And here's a lemonade for you and ... a strawberry milkshake for you.
Amy: Told you!

1 1.48 Listen and read. Answer the questions.

1 Where are Amy and Tom?
2 What can you eat there?

2 1.49 Listen and repeat.

Speaking Ordering food

Waiter/Waitress
What would you like?
Would you like anything to drink?
Anything else?

Customer
Can I have *a vegetarian pizza*, please?
I'd like *a lemonade*, please.

3 1.50 Put the dialogue in the correct orde Write the answers in your notebook. Then liste and check.

Can I have orange juice please?
What would you like? *1*
I'd like a burger and chips, please.
Great, thanks.
And what would you like to drink?

4 Work in groups of three. Act out a dialogue.
Student A: Go to page 122.
Students B and C: Go to page 124.

Potrafię zrozumieć tekst o festiwalu kulinarnym.

The pancake

1 Pancakes are popular all over the world, and different countries use different ingredients. They are often sweet and usually round. In France, pancakes come with chocolate. In Asia, they have fish on top. But in the UK, we have pancakes with lemons and sugar.

2 Every year there is a day when people in the UK eat a lot of pancakes. It's called Pancake Day and it's always on a Tuesday, in February or March. We use 52 million eggs on this day – that's a lot!

3 People do lots of things with pancakes. In the UK, there are pancake competitions. People run with pancakes and throw them into the air. In the USA, pancake art is very popular. People make pictures of their favourite celebrity, like Jennifer Lawrence!

4 It's easy to make pancakes: you need milk, water, flour and eggs. Cook the ingredients in a pan, then throw the pancakes in the air!

Good luck!

1 Do you like pancakes? What do you eat them with? In your notebook, write your favourite fillings and add your own ideas.

sausages vegetables chocolate
cottage cheese cream jam fruit
meat fish ham

2 1.51 Read the text. Match headings A–D to paragraphs 1–4. Write the answers in your notebook. Then listen and check.

A The perfect pancake
B Let's have fun!
C A special day
D A popular food

1 D

3 Find the meaning of these words in a dictionary. Write the answers in your notebook.

1 ingredients
2 popular
3 competitions
4 throw
5 easy
6 cook

4 Read the text again. Answer the questions. Write the answers in your notebook.

1 Which country has pancakes with chocolate?
2 Where can you eat pancakes with fish?
3 When is Pancake Day?
4 How many eggs do people in the UK use on Pancake Day?
5 Which pancake activity is popular in the USA?
6 What ingredients do you need to make pancakes?

Fun Spot

5 GAME Throw a dice twice. What is on your pancake? In your notebook, write a sentence about your pancake. Read it to the class.

1 jam
2 cream
3 chocolate
4 fish
5 chicken
6 yoghurt

1 sausages
2 tomatoes
3 vegetables
4 biscuits
5 chips
6 strawberries

My pancake has got some chocolate and a lot of tomatoes on top!

2.6 Listening and Writing

Potrafię zrozumieć wypowiedzi ustne o ulubionej potrawie i napisać krótki tekst na ten temat.

1 1.52 **Match the breakfasts (1–3) to the countries. Write the answers in your notebook. Then listen and check.**

Italy Japan Turkey

2 1.52 **Listen again and complete the table in your notebook.**

	Breakfast on a school day	Breakfast at the weekend
Hiroko	fish with [1] *rice* and vegetables	[2] ?
Zeynep	toast and [3] ?	bread with [4] ?, eggs and tomatoes
Emilio	[5] ? with hot chocolate	cake with [6] ?

3 Answer the questions.

1 Which of the three breakfasts do you like most? Why?
2 What's a typical breakfast in Poland?

4 Read Adam's blog. When and why does he have a big breakfast?

Adam's blog

Hi, I'm Adam and I live in Edinburgh, in Scotland. On a school day, I have a quick breakfast because I leave the house quite early. I usually just have cereal with milk, and a glass of orange juice. On Saturday, my brother and I play a lot of sport so we always have a big breakfast. We usually have sausages with eggs and tomatoes and we have toast and jam too.

Writing *so* and *because*

I play a lot of sport so *I'm always hungry.*
I'm always hungry because *I play a lot of sport.*

5 In your notebook, complete the sentences with *so* or *because*.

1 I always have fruit for breakfast *because* I like it.
2 Cola's got a lot of sugar in it ? I drink water.
3 Classes finish at one o'clock ? I have lunch at home.
4 My dad often cooks eggs ? he loves them.
5 My brother loves pizza ? he often goes to the pizzeria.

6 WRITING TIME **In your notebook, write about your breakfast.**

Find ideas

Think what you usually have for breakfast. How is it different on a school day and at the weekend? Make notes.

Draft

Write about your breakfast.
On a school day I always/usually … because …
At the weekend I … so I have …

Check and write

Check the use of *so* and *because* and write the final version of your text.

Wordlist 2

LESSON 2.1

Food and drink (1)
Żywność i napoje (1)

apple /ˈæpəl/ jabłko
biscuit /ˈbɪskɪt/ ciasteczko, herbatnik
bread /bred/ chleb
cereal /ˈsɪəriəl/ płatki śniadaniowe
cheese /tʃiːz/ ser
chicken /ˈtʃɪkən/ kurczak
chips /tʃɪps/ frytki
fish /fɪʃ/ ryba
fruit /fruːt/ owoc, owoce
ham /hæm/ szynka
meat /miːt/ mięso
orange juice /ˈɒrəndʒ dʒuːs/ sok pomarańczowy
pancake /ˈpænkeɪk/ naleśnik
pasta /ˈpæstə/ makaron
potatoe /pəˈteɪtəʊ/ ziemniak
rice /raɪs/ ryż
salad /ˈsæləd/ sałatka
sandwich /ˈsænwɪdʒ/ kanapka
sausage /ˈsɒsɪdʒ/ kiełbaska
tomatoe /təˈmɑːtəʊ/ pomidor
tuna /ˈtjuːnə/ tuńczyk
vegetable /ˈvedʒtəbəl/ warzywo
water /ˈwɔːtə/ woda
yoghurt /ˈjɒgət/ jogurt

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breakfast /ˈbrekfəst/ śniadanie
diary /ˈdaɪəri/ nabiał
dinner /ˈdɪnə/ obiad
jam /dʒæm/ dżem
lunch /ˈlʌntʃ/ lunch
make /meɪk/ robić, przyrządzać

LESSON 2.2

Food and drink (2)
Żywność i napoje (2)

butter /ˈbʌtə/ masło
chocolate /ˈtʃɒklət/ czekolada
egg /eg/ jajko
flour /flaʊə/ mąka
lemon /ˈlemən/ cytryna
milk /mɪlk/ mleko
strawberry /ˈstrɔːbəri/ truskawka
sugar /ˈʃʊgə/ cukier

Out of class

Cool! /kuːl/ Fajnie!
Good idea! /ˌgʊd aɪˈdɪə/ Świetny pomysł!
What a disaster! /ˌwɒt ə dɪˈzɑːstə/ Ale katastrofa!

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birthday /ˈbɜːθdeɪ/ urodziny
chocolate cake /ˈtʃɒklət keɪk/ ciasto czekoladowe
decorate /ˈdekəreɪt/ dekorować
horrible /ˈhɒrəbəl/ straszny
look /ˌlʊk/ patrzeć
put /pʊt/ kłaść
recipe /ˈresəpi/ przepis

LESSON 2.3

Containers
Opakowania

a bar of chocolate /ə ˌbɑːr əv ˈtʃɒklət/ tabliczka czekolady
a bottle of water /ə ˌbɒtl əv ˈwɔːtə/ butelka wody
a can of cola /ə ˌkæn əv ˈkəʊlə/ puszka coli
a carton of juice /ə ˌkɑːtn əv ˈdʒuːs/ karton soku
a jar of jam /ə ˌdʒɑːr əv ˈdʒæm/ słoik dżemu
a packet of biscuits /ə ˌpækət əv ˈbɪskɪts/ paczka herbatników

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all of ... /ɔːl əv/ wszystkie...
beach /biːtʃ/ plaża
beautiful /ˈbjuːtəfəl/ piękny
can't wait /kɑːnt ˈweɪt/ nie móc się doczekać
chicken legs /ˈtʃɪkən legz/ kurze udka
go for a swim /ˌgəʊ fər ə ˈswɪm/ iść popływać
go to the beach /ˌgəʊ tə ðə ˈbiːtʃ/ iść na plażę
go to the park /ˌgəʊ tə ðə ˈpɑːk/ iść do parku
have a picnic /ˌhæv ə ˈpɪknɪk/ zorganizować piknik
How many ...? /ˌhaʊ ˈmeni/ Ile...? (używane z rzeczownikami policzalnymi)
How much ...? /ˌhaʊ ˈmʌtʃ/ Ile...? (używane z rzeczownikami niepoliczalnymi)
quick /kwɪk/ szybko
seagull /ˈsiːgʌl/ mewa
terrible /ˈterəbəl/ straszny

LESSON 2.4

Ordering food
Zamawianie jedzenia

Anything else? /ˌeniθɪŋ ˈels/ Coś jeszcze?
Can I have a vegetarian pizza, please? /kæn aɪ hæv ə ˌvedʒɪˈteəriən ˈpiːtsə pliːz/ Czy mógłbym prosić pizzę wegetariańską?
I'd like a lemonade, please. /aɪd laɪk ə ˌlemәˈneɪd pliːz/ Poproszę lemoniadę.
What would you like? /ˌwɒt wʊd jə ˈlaɪk/ Na co masz ochotę?
Would you like anything to drink? /wʊd jə laɪk ˌeniθɪŋ tə ˈdrɪŋk/ Czy masz ochotę na coś do picia?

---

milkshake /ˈmɪlkʃeɪk/ koktajl mleczny

LESSON 2.5

all over the world /ˌɔːl ˌəʊvə ðə ˈwɜːld/ na całym świecie
art /ɑː(r)t/ sztuka
celebrity /səˈlebrəti/ sławna osoba
cook /kʊk/ gotować
cottage cheese /ˈkɒtɪdʒ tʃiːz/ twarożek
cream /kriːm/ śmietana
Good luck! /ˌgʊd ˈlʌk/ Powodzenia!
have fun /ˌhæv ˈfʌn/ dobrze się bawić
in the air /ˌɪn ðiˈeə/ w powietrzu
ingredient /ɪnˈgriːdiənt/ składnik
on top /ɒn ˈtɒp/ na górze, na wierzchu
pan /pæn/ rondel, patelnia
popular /ˈpɒpjələ/ popularny
round /raʊnd/ okrągły
special /ˈspeʃəl/ specjalny
sweet /swiːt/ słodki
throw /θrəʊ/ rzucać
use /juːz/ używać

LESSON 2.6

have a quick breakfast /hæv ə kwɪk ˈbrekfəst/ zjeść szybkie śniadanie

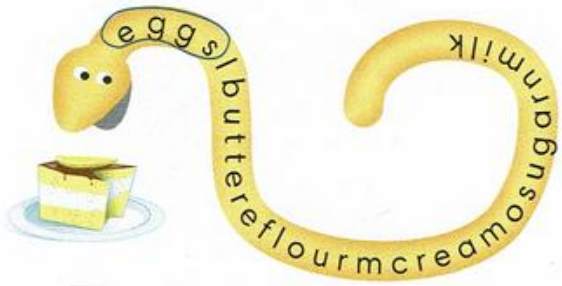
Revision

VOCABULARY

1 Match the word halves to find six food words. Write the answers in your notebook.

1 chicken

2 Find six food and drink words in the wordsnake and write them in your notebook. Use the letters you don't need to complete the sentence below. What type of cake is it?



It's a ? cake!

3 Choose the correct answers. Write them in your notebook.

Shopping list

1 2 *bars / bottles of water*
2 5 *cans / bars of cola*
3 *a jar / carton of strawberry jam*
4 *a packet / carton of orange juice*
5 *a bar / jar of chocolate*

1 bottles

GRAMMAR

4 Which words in Exercises 1 and 2 are countable? Which are uncountable? Write the answers in your notebook.

chicken – countable

5 In your notebook, complete the sentences with *some*, *a/an* or *any*.

1 'I've got *some* sweets. Do you want one?'
2 Tom usually has ? ham sandwich for lunch.
3 **A:** 'Here's ? milk for your cereal.'
B: 'Thanks!'
4 'Is there ? cream in the fridge?'
5 Jess has ? egg for breakfast.
6 We haven't got ? flour for the cake!

6 In your notebook, complete the questions with *How much* or *How many*. Then ask and answer in pairs.

YOUR FOOD QUIZ

1 *How much* cola do you drink every week?
2 ? water do you drink every day?
3 ? burgers do you eat every week?
4 ? jars of jam does your family eat in a month?
5 ? chocolate do you eat in a week?
6 ? apples do you eat every day?

A: *How much cola do you drink every week?*
B: *I drink a lot of cola. I drink five cans of cola.*

PRONUNCIATION

7 1.53 Listen and repeat: /dʒ/ or /g/?

Sausages and sugar
Juice and jam
Oranges and yoghurt
Eggs and ham!

DICTATION

8 1.54 Listen to the recording. Write the sentences in your notebook.

SPEAKING

9 In your notebook, complete the dialogue with the words in the box. Act out the dialogue in pairs.

can great I'd like would

Waiter: What [1] you like?
Elena: [2] I have a chicken sandwich, please?
Waiter: Would you [3] anything to drink?
Elena: [4] like a chocolate milkshake, please.
Waiter: [5] . Thanks.

READING AND WRITING

10 Read the texts. Which of the dishes would you like to try? Why?

A

YORKSHIRE PUDDING

Pudding is usually a type of sweet dessert. Yorkshire pudding is different because it doesn't taste sweet. To make it, you need eggs, flour and milk. Yorkshire pudding has lots of different shapes – one of the most popular is round and shaped like a hat.

B

CORNISH PASTY

To make Cornish pasties, you mix flour, water and salt to make *pastry*. Then you make it flat with a rolling pin. Next, you cut it into circles, which you fill with meat or vegetables and bake for 30 minutes. It's like a pocket pizza!

C

CUSTARD

Custard is a classic English dessert. To make it, you need milk and eggs. You can also use custard powder instead of eggs. You can eat custard hot or cold. It tastes delicious with apple pie!

11 Read the texts again. Match the questions to dishes A-C. One dish matches two questions. Write the answers in your notebook.

Which meal
1 is a bit like another type of food?
2 often looks like something to wear?
3 needs some special equipment to make it?
4 is good when eaten with something else?

12 In your notebook, write about 60–70 words about what you eat on a typical day. Use these questions to help you.

1 What is your favourite meal of the day?
2 What do you have for breakfast, lunch and dinner?
3 Do you eat a lot of sweets?
4 What is your favourite fruit?

LISTENING

13 1.55 Listen to the dialogue. Are the sentences true or false? Write the answers in your notebook. Correct the false sentences.

1 Tina doesn't like pancakes.
2 She usually has cereal for breakfast.
3 At the weekend Tina often eats spaghetti for lunch.
4 Tina always orders a pizza in a restaurant.
5 She likes all kinds of fruit.
6 Tina eats a lot of chocolate.

Check yourself!

- ✓ Potrafię rozmawiać o jedzeniu i napojach.
- ✓ Potrafię stosować rzeczowniki policzalne i niepoliczalne.
- ✓ Potrafię zadawać pytania o ilość i liczbę oraz odpowiadać na nie.
- ✓ Potrafię złożyć zamówienie w kawiarni lub restauracji.
- ✓ Potrafię zrozumieć wypowiedzi ustne i pisemne o festiwalu kulinarnym i o ulubionej potrawie.
- ✓ Potrafię napisać krótki tekst o ulubionej potrawie.

Poland Autumn time

1 1.56 Listen to Fiona. How many seasons are there in Singapore?

2 Read Janek's answer to Fiona's question from the recording in Exercise 1. Choose the correct options. Write the answers in your notebook.

Janek

There are four seasons in Poland: autumn, winter, spring and summer. It's autumn now. It [1] *often* / *rarely* rains. The days are [2] *short* / *long* and it gets dark really [3] *early* / *late*. My favourite autumn month is October. The trees look beautiful with yellow, red and brown leaves. We call it the [4] *golden* / *silver* Polish autumn.

3 1.57 Find numbers 1-6 in the picture of Mr Conker. Listen and match the words from the box to the numbers. Write the answers in your notebook.

acorn conker leaf pumpkin shoelace wellies

Mr Conrad Conker from Pumpkin City

4 1.58 Listen again to the words in Exercise 3 and repeat them.

5 Read the text. Which picture shows the game of *conkers*?

Alex

Conkers is a traditional playground game in the UK. Children play it in pairs. Each player has a conker on a shoelace. You hit your friend's conker with your conker. You win when your friend's conker breaks. Do you play games like this in Poland?

6 Do you know any games like *conkers*? What is your favourite playground game?

7 **Choose the ending that is true for you. Tell the class.**

When I think about autumn, I think about …

- the colours of autumn leaves
- conkers and acorn creatures
- an umbrella and my wellies
- picking mushrooms
- Halloween parties
- the 1st of November

8 **1.59** **Listen to a description of the photo from the text on the right. What do the words in the box mean?**

cemetery candles grave

9 **1.60** **Complete the text with the words from the box. There are two extra words. Write the answers in your notebook. Listen and check.**

flags flowers lights months trees years

10 **Work in pairs. Answer the questions.**

1 Do you like these November holidays?
2 How do you usually spend All Saints' Day?
3 Are there any special traditions on Independence Day where you live?

November Holidays

The 1st of November is All Saints' Day. This is a big holiday in Poland. People always visit cemeteries to put candles and [1] ? on the graves of their loved ones. They often meet their families and friends there. Some people go to cemeteries in the evening. When it's dark, the graves look magical with thousands of [2] ?.

Ten days after All Saints' Day Polish people celebrate Independence Day. They look back on the 11th of November 1918 – the first day of Poland's independence after 123 [3] ?. There are different festivals, parades and concerts all over the country. Of course there are Polish [4] ? everywhere.

PROJECT

Make an autumn album.

- Take five or more photos of the autumn in your area. If you like, you can draw pictures as well.
- Write one sentence about each photo or picture.
- Design an album with your photos and sentences or make a digital presentation.

Make a class display of all the albums.

3 Technology for all

Vocabulary

Potrafię rozmawiać o technologii.

I know that!

1 Do you know these technology words? Which things do you use every day?

mobile phone computer laptop camera tablet TV

VOCABULARY
Technology | Using technology | Feelings | Adjectives with prepositions

GRAMMAR
Present Continuous affirmative, negative, questions and short answers

SPEAKING
Talking on the phone

READING
Space Adventure USA

LISTENING AND WRITING
My top technology items | *too* and *also*

GET CULTURE!
Space and the USA

2 2.01 Listen and repeat. Which things can you see in the photos on page 38?

Vocabulary Technology

camera computer headphones
keyboard laptop mobile phone mouse
printer screen speakers tablet TV

3 2.02 Listen to four people. Match their animals to the photos on page 38. Write the answers in your notebook.

1 Manny
2 Len
3 Kitty
4 Charlie

1 c

4 2.03 Listen and repeat. Match the activities in the picture to the words in the Vocabulary box. Write the answers in your notebook.

Vocabulary Using technology

chat online download a song
send an email surf the Internet
take a selfie/photo talk on the phone
text a friend

1 *chat online*
2 t?
3 t?
4 d?
5 s?
6 s?
7 t?

5 Play word tennis!

chat download send surf
take talk text

A: *Text ...*
B: *... a friend. Chat ...*
A: *... online.*

6 Read the quiz. Complete the missing words. Write the answers in your notebook.

Too much tech!

Love it or hate it, we all use technology. But how often do you use it?

1 How many times do you t? your friends in a day?

a 20 or more.
b Between 10 and 20. I sometimes s? emails too.
c Between 0 and 10. We usually t? on the phone.

2 Is it a good idea for kids to use phones at school?

a Yes. You can t? selfies with your friends!
b Sometimes. You can s? the Internet.
c No. You don't listen to your teacher.

3 How much time do you spend on your phone every day?

a 5–10 hours. **b** 2–5 hours. **c** 1–2 hours.

4 What do you do before you go to bed?

a I c? online or play computer games.
b I d? songs and listen to music.
c I read a magazine or a book.

7 Read the quiz again and choose your answers. Write them in your notebook. Check your results on page 122.

I remember that!

8 What items of technology do these people use? Make notes in your notebook and tell your partner.

a your best friend
b your parents
c your grandparents
d you

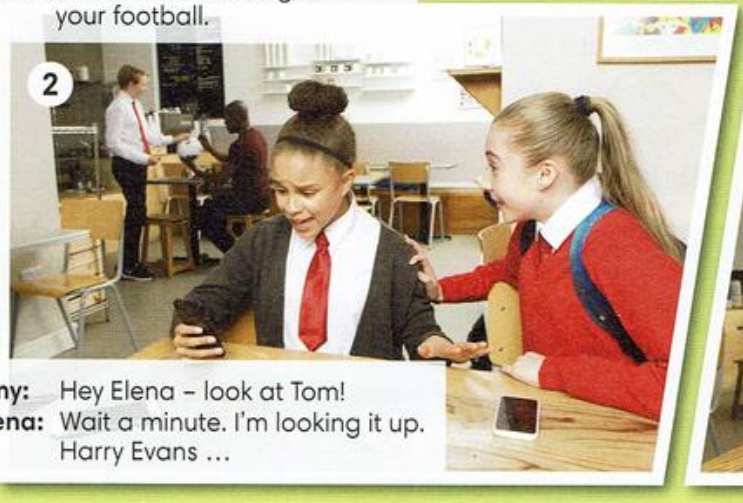
My grandparents have a tablet. They surf the Internet and send emails.

Grammar

Potrafię opisać to, co dzieje się w chwili mówienia.

I'm taking a photo

Elena, Amy: Hi Tom.
Tom: Hi Amy, Hi Elena ... Er, can you sit down? I'm taking a photo ...
Elena: A photo of who?
Tom: Harry Evans, the famous football player. He's sitting over there. Look – the waitress is asking for his autograph!
Elena: She isn't asking for his autograph! She's taking his order!
Amy: Wow! Let's text Lucas. WE'RE HAVING LUNCH WITH HARRY EVANS! Why don't you ask for his autograph?
Tom: But I haven't got any paper!
Elena: Go on Tom! You've got your football.



Amy: Hey Elena – look at Tom!
Elena: Wait a minute. I'm looking it up. Harry Evans ...

Tom: I've got Harry Evans's autograph!
Amy: Great! Let's see!
Tom: Oh no! That's a surprise!

1 2.04 Listen and read. Match activities 1–3 to the children (a–c). Write the answers in your notebook.

1 surf the Internet	a Tom
2 text a friend	b Elena
3 take a photo	c Amy

2 Are the sentences true or false? In your notebook, correct the false sentences.

1 The children are at school. *False*
2 Amy is interested in Harry Evans.
3 Elena doesn't know about Harry Evans.
4 Tom has got some paper.
5 Tom has got an autograph.

3 2.05 Listen and repeat. Find these expressions in the story. How do you say them in Polish?

Out of class

That's a surprise! Wait a minute. Go on!

4 CLASS VOTE Why does Tom say 'That's a surprise!'?

a Because Harry Evans spells Tom's name wrong.
b Because it isn't Harry Evans.

5 2.06 Now listen and check.

Get Grammar!
Present Continuous affirmative and negative

+	−
I'm talking.	I'm not talking.
You're talking.	You aren't talking.
He/She/It's talking.	He/She/It isn't talking.
We're talking.	We aren't talking.
You're talking.	You aren't talking.
They're talking.	They aren't talking.

'm = am
's = is isn't = is not
're = are aren't = are not

LOOK!
look + ing = looking
take + ing = taking
sit + t + ing = sitting

6 Complete the sentences with the verb in the Present Continuous affirmative. Write the answers in your notebook.

1 Tom *is taking* (take) a photo.
2 The children ? (wear) school uniforms.
3 Elena ? (sit) at a table.
4 Tom and Amy ? (look) at the autograph.
5 You ? (listen) to your teacher.
6 I ? (learn) English now!
7 We ? (do) exercises.

7 Say negative sentences in pairs.
Student A: say the words.
Student B: say the sentence.
Look at the photos on page 40 to check your answers. Then swap roles.

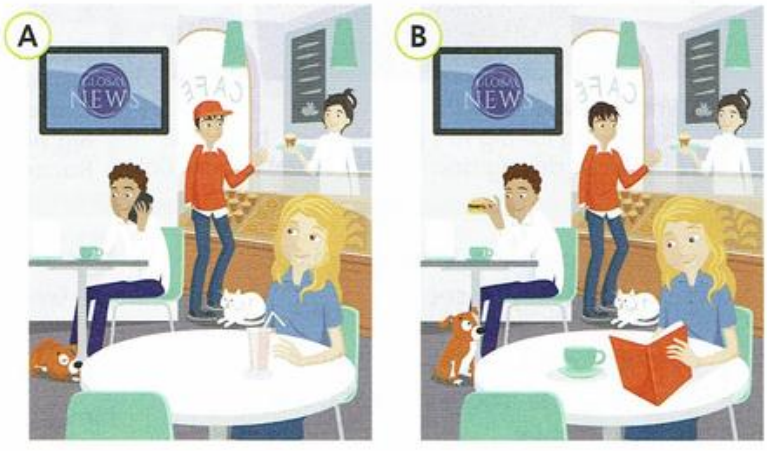
1 **A:** Tom / eat a hamburger
B: *Tom isn't eating a hamburger.*
2 Elena / take a photo
3 The man / wear a blue T-shirt
4 The waitress / ask the man for his autograph
5 Amy / surf the Internet
6 Elena and Amy / talk to the man

8 Complete the text with the correct forms of the Present Continuous. Write the answers in your notebook.

Lucas is at home today. At the moment, he [1]*is sitting* (sit) in his bedroom. He [2] ? (not listen) to music. He [3] ? (not play) computer games! He [4] ? (surf) the Internet for his Science project. He's bored. Lucas's parents [5] ? (watch) a film on TV downstairs. His friends [6] ? (not do) homework. They [7] ? (chat) and laughing at the café! Poor Lucas!

9 Look at the pictures. Spot four more differences! Then tell your partner.

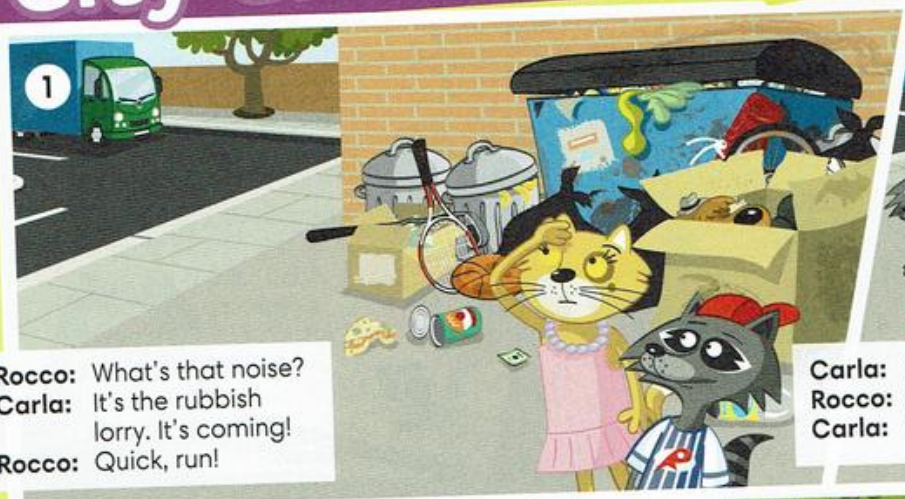
1 *In Picture A the boy is talking on his phone. In Picture B he isn't talking on his phone. He's eating a hamburger.*



Grammar

Potrafię zadawać pytania o to, co dzieje się w chwili mówienia, i odpowiadać na nie.

City Creatures The lorry

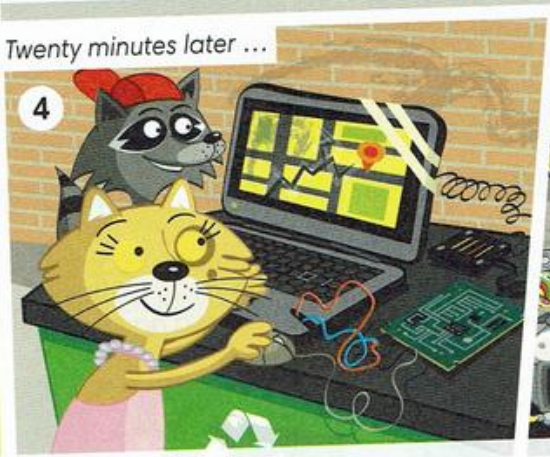


Rocco: What's that noise?
Carla: It's the rubbish lorry. It's coming!
Rocco: Quick, run!

Carla: Where's Big Al?
Rocco: I don't know. Are you calling him?
Carla: Yes, I am. But he isn't answering. I'm worried.

Rocco: Look, there he is! In the lorry!
Carla: Is he sleeping?
Rocco: Yes, he is. I'm scared, Carla. Where are they going?
Carla: I don't know. But I've got an idea ...

Twenty minutes later ...



Rocco: What are you doing?
Carla: I'm looking for Big Al's phone. Look, here it is!
Rocco: The lorry's driving down North Street. Come on!

Two hours later ...

Carla: Al, are you OK?
Big Al: Where am I? Am I dreaming?
Carla: No, you aren't.
Big Al: You look tired. What's the matter?
Rocco: Tired? TIRED?! We're ...

1 **Look at the pictures. Which items of technology can you see?**

camera mobile phone printer headphones mouse keyboard laptop tablet

2 **2.07** **Listen and read. In your notebook, correct the wrong information.**

The ~~ice cream~~ *rubbish* lorry is taking Big Al. Carla's phoning him, but he's watching TV. The lorry's driving down South Street. At the end of the story, Big Al's OK and Carla's very sad!

Get Grammar!
Present Continuous questions and short answers

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

What are you doing? **Where**'s it going? **Why** are they running?

3 In your notebook, complete the questions about the cartoon.

Picture 1

1 *Is* the lorry *coming* (come)?

Picture 2

2 ? Carla and Rocco ? (run)?
3 ? Carla ? (text) Big Al?
4 ? Big Al ? (answer)?

Picture 4

5 What ? Carla ? (do) with the laptop?
6 Where ? the lorry ? (drive)?

4 In your notebook, write answers to the questions in Exercise 3.

1 Is the lorry coming? *Yes, it is.*

5 2.08 Listen and repeat. Label the pictures with the words in the Vocabulary box. Write the answers in your notebook.

Vocabulary Feelings

angry bored happy sad scared tired worried

6 2.09 Listen. Say how each person feels.

1 Ben – *happy*
2 Sarah
3 Bob
4 Anna
5 Daniel

7 GAME Choose a verb from the box below and an adjective in the Vocabulary box. Mime actions and feelings for your partner to guess!

dance eat a pizza play computer games
play football read a book swim
take a photo talk on the phone
text a friend

A: *Are you playing football?*
B: *Yes, I am.*
A: *And are you angry?*
B: *No, I'm not.*
A: *Are you happy?*
B: *Yes, I am!*

Fun Spot

8 2.10–11 Go to page 123. Listen and sing *I'm Waiting for a Text* song.

3.4 Speaking

Potrafię porozmawiać z przyjacielem przez telefon.

Can I speak to Amy?

Mr Riley: Hello.
Elena: Hello Mr Riley, it's Elena here.
Mr Riley: Oh, hello Elena. How are you?
Elena: I'm fine, thanks. Can I speak to Amy, please? She isn't answering her mobile.
Mr Riley: Yes, just one moment. Amy! It's Elena for you!
Amy: Hi Elena.
Elena: Hi Amy. What are you doing at the moment?
Amy: Nothing. What about you?
Elena: I'm reading a magazine. I'm bored.
Amy: Do you want to watch a movie at my house?
Elena: Great idea! See you in fifteen minutes.
Amy: OK, see you soon.

1 2.12 **Listen and read. Answer the questions.**

1 Why is Elena calling Amy?
2 What do the girls want to do?

2 2.13 **Listen and repeat.**

Speaking Talking on the phone

Hello, it's *Elena* here.
Can I speak to *Amy*, please?
Just one moment. / Just a minute. / Hang on.
It's *Elena* for you.
I'm afraid *he's / she's* out.
Bye. / See you soon. / See you later.

3 2.14 **Complete the dialogue. Write the answers in your notebook. Then listen and check.**

Toby: Hello [1] , it's [2] here. Can I [3] to Harry, please?
Mrs Lee: [4] a minute. Harry! It's Toby [5] !
Harry: Hello Toby. What are you doing?
Toby: I'm reading a comic. What [6] you?
Harry: I'm sitting in my bedroom. I'm bored.
Toby: Do you want to go to the park?
Harry: Great [7] ! See you in twenty minutes.
Toby: OK, [8] you soon.

4 **Look at the dialogue in Exercise 3. In your notebook, write a new dialogue. Invent new names and use the ideas in the box to help you. Act out your new dialogue in pairs.**

go to the sports centre have dinner/lunch
listen to music play computer games
play football in the garden surf the Interne
watch TV

Fun Spot

5 **In pairs, practise calling and answering with different names. Who can invent the funniest dialogue?**

A: *Hello.*
B: *Hello, it's Cinderella here. Can I speak to the prince, please?*
A: *Yes, just one moment. Prince! It's Cinderella for you! / No, I'm afraid the prince is out.*

Potrafię zrozumieć tekst o obozie wakacyjnym.

Space Adventure USA

Are you interested in Space travel? Then read Zoom Magazine's interview with Space Cadet, Zak Cohen. 14-year-old Zak is at The Space Adventure Summer Camp in Orlando.

Hi, Zak. So, do you like it here?
Yes, the camp is great. We learn a lot about space and we do lots of activities! Look, here are some photos of what we can do at the camp.

What are you doing in this photo?
I'm sitting in a special chair and I'm flying into space. Well, not really. I'm in a simulator – it's like a big computer game!

Are you enjoying it?
Yes, I am. It's a bit difficult – because I'm not good at computer games! But I'm having fun!

Cool! What about space walking? Is there a simulator for that?
Yes, there is, but I'm scared of it. I don't want to be sick!

What other things can you do at the camp?
We can make small rockets – they're great! And we can meet real astronauts too. I'm excited about that.

And what about aliens?
Aliens? You're joking! There aren't any aliens in Space Adventure!

1 2.15 Read and listen to the interview. Which activities can Zak do at the camp? Would you like to go to a Space Camp?

2 Read the interview again and answer the questions. Write the answers in your notebook.

1 Is Zak enjoying Space Camp?
2 What is he doing in the photo on the right?
3 Is he good at it?
4 Why is he scared of the space walk?
5 What things can he make at the camp?
6 Who can he meet at the camp?

3 2.16 Listen and repeat.

Vocabulary
Adjectives with prepositions

excited **about**	bad **at**	interested **in**
worried **about**	good **at**	scared **of**

4 Find four adjectives with prepositions in the interview. Write them in your notebook. Use the Vocabulary box to help you.

interested in

5 In your notebook, complete the questions with the correct prepositions. Then ask and answer in pairs.

1 Are you interested ___ space?
2 Are you good ___ taking selfies?
3 Are you excited ___ the holidays?
4 Are you scared ___ spiders?
5 Are you worried ___ your exams?
6 Are you bad ___ computer games?

6 In your notebook, write four sentences about your partner.

Sofie is good at taking selfies …

3.6 Listening and Writing

Potrafię zrozumieć wypowiedzi ustne o technologii i napisać krótki tekst na ten temat.

1 What items of technology do you use most often?

camera computer games console headphones laptop mobile phone tablet TV *your own ideas*

2 2.17 Look at the photos and read the captions. What are the teenagers' Top 3 items of technology? Listen and check.

Josh Hawkins is thirteen. He often DJs at friends' parties.

Dani Morgan is twelve. In her free time, she writes a blog about books.

3 2.17 Listen again. Are the sentences true or false? In your notebook, correct the false sentences.

1 Josh downloads music to his laptop.
True
2 He loves rock music.
3 Right now, he's watching some new videos.
4 Dani only reads e-books.
5 She surfs the Internet for photos.
6 She's reading a book called *Boy With a Black Cat*.

4 Read Jake's essay. Which items of technology does he use?

HOW DO I USE TECHNOLOGY?

Jake Williams

Some of my friends have got their own computers, but I haven't. I sometimes use the family computer to do my homework, for example to look for information on the Internet. I also use it to talk to my grandparents in Australia. I've got a games console in my bedroom. I sometimes play games with my friends at weekends. I've also got a mobile phone. I don't talk on the phone, I just text people. I listen to music and I watch videos on my phone too.

Writing too and also

1 *Too* usually comes at the end of a sentence.
2 *Also* usually comes before the verb.

I listen to music on my CDs. I listen to music on my phone too.
I use the computer to do my homework. I also use it to talk to my grandparents.

5 Rewrite the sentences in your notebook. Use *too* and *also*.

1 I like Beyoncé. I like Meghan Trainor. (too)
I like Beyoncé. I like Meghan Trainor too.
2 My sister sends emails. She chats online. (also)
3 I like watching funny videos online. I share my own funny videos. (also)
4 Amy's got a new phone. She's got a new tablet. (too)
5 I take photos of my friends. I take selfies. (also)

6 WRITING TIME In your notebook, write about the items of technology that you use.

Find ideas
List the items of technology that you use. Think how you use them. Make notes.

Draft
Write about the items of technology that you use.
I've got a … I use it to …
I've got a … too. I sometimes/often … I also …

Check and write
Check the use of *too* and *also* and write the final version of your text.

Wordlist 3

LESSON 3.1

Technology Technologia

camera /ˈkæmərə/ aparat fotograficzny
computer /kəmˈpjuːtə/ komputer
headphones /ˈhedfəʊnz/ słuchawki
keyboard /ˈkiːbɔːd/ klawiatura
laptop /ˈlæptɒp/ laptop
mobile phone /ˌməʊbaɪl ˈfəʊn/ telefon komórkowy
mouse /maʊs/ myszka
printer /ˈprɪntə/ drukarka
screen /skriːn/ monitor
speakers /ˈspiːkəz/ głośniki
tablet /ˈtæblət/ tablet
TV /ˌtiː ˈviː/ telewizor

Using technology Używanie technologii

chat online /ˌtʃæt ɒnˈlaɪn/ rozmawiać na czacie
download a song /daʊnˌləʊd ə ˈsɒŋ/ ściągnąć piosenkę z internetu
send an email /ˌsend ən ˈiːmeɪl/ wysłać e-mail
surf the Internet /ˌsɜːf ði ˈɪntənet/ surfować w internecie
take a photo /ˌteɪk ə ˈfəʊtəʊ/ zrobić zdjęcie
take a selfie /ˌteɪk ə ˈselfi/ zrobić sobie zdjęcie
talk on the phone /ˌtɔːk ɒn ðə ˈfəʊn/ rozmawiać przez telefon
text a friend /ˌtekst ə ˈfrend/ wysłać przyjacielowi sms

---

between /bɪˈtwiːn/ pomiędzy
go to bed /ˌgəʊ tə ˈbed/ iść do łóżka
How many times ...? /haʊ ˌmeni ˈtaɪmz/ Ile razy...?
How often ...? /ˌhaʊ ˈɒfən/ Jak często...?
more /mɔː/ więcej
spend time /ˌspend ˈtaɪm/ spędzać czas

LESSON 3.2

Out of class

Go on! /ˌgəʊ ˈɒn/ Śmiało!
That's a surprise! /ˈðæts ə səˌpraɪz/ A to niespodzianka!
Wait a minute. /ˈweɪt ə ˌmɪnət/ Poczekaj chwilę.

---

ask for /ˈɑːsk fə/ prosić o
at the moment /ət ðə ˈməʊmənt/ w tej chwili
chat /tʃæt/ czat
downstairs /ˌdaʊnˈsteəz/ na dole
interested in /ˈɪntrəstəd ɪn/ zainteresowany czymś
laugh /lɑːf/ śmiać się
Let's see! /ˌlets ˈsiː/ Zobaczmy!
over there /ˌəʊvə ˈðeə/ tam
paper /ˈpeɪpə/ papier
poor /pɔː/ biedny
sit /sɪt/ siedzieć
sit down /ˌsɪt ˈdaʊn/ usiąść
take an order /ˌteɪk ən ˈɔːdə/ przyjąć zamówienie
wrong /rɒŋ/ zły, niepoprawny, źle

LESSON 3.3

Feelings Uczucia

angry /ˈæŋgri/ rozgniewany
bored /bɔːd/ znudzony
happy /ˈhæpi/ szczęśliwy
sad /sæd/ smutny
scared /skeəd/ przestraszony
tired /taɪəd/ zmęczony
worried /ˈwʌrid/ zmartwiony

Come on! /ˌkʌm ˈɒn/ Chodź!
dance /dɑːns/ tańczyć
down North Street /ˌdaʊn nɔː(r)θ ˈstriːt/ wzdłuż North Street
drive /ˌdraɪv/ kierować samochodem
finger /ˈfɪŋgə/ palec
look tired /ˌlʊk ˈtaɪəd/ wyglądać na zmęczonego
look for /ˈlʊk fə/ szukać czegoś
rubbish lorry /ˈrʌbɪʃ ˌlɒri/ śmieciarka
There he is! /ˈðeə hi ɪz/ Tam jest!
What's that noise? /ˌwɒts ðət nɔɪz/ Co to za hałas?
What's the matter? /ˌwɒts ðə ˈmætə/ O co chodzi?

LESSON 3.4

Talking on the phone Rozmawianie przez telefon

Bye. /baɪ/ Do zobaczenia!
Can I speak to Eve, please? /kæn aɪ ˌspiːk tə ˈiːv pliːz/ Czy mógłbym rozmawiać z Eve?
Hello, it's Elena here. /helˈəʊ ɪts ˈelənə ˌhɪə/ Halo, mówi Elena.
I'm afraid he's/she's out. /aɪm əˈfreɪd hɪz, ʃɪz ˈaʊt/ Niestety, nie ma jej/go w domu.
It's Elena for you. /ɪts ˈelənə fə ˌjuː/ To Elena do ciebie.
Just a moment / minute. /dʒəst ə ˈməʊmənt, ˈmɪnət/ Chwileczkę.
Hang on. /hæŋ ən/ Poczekaj.
See you soon / later. /siː jə ˈsuːn, ˈleɪtə/ Do zobaczenia później.

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magazine /ˌmægəˈziːn/ magazyn, czasopismo
mobile /ˈməʊbaɪl/ telefon komórkowy

LESSON 3.5

Adjectives with prepositions Konstrukcje przymiotnikowe

excited about /ɪkˈsaɪtəd əˌbaʊt/ podekscytowany czymś
worried about /ˈwʌrid əˌbaʊt/ zmartwiony czymś
bad at /ˈbæd ət/ kiepski z
good at /ˈgʊd ət/ dobry z
interested in /ˈɪntrəstəd ɪn/ zainteresowany czymś
scared of /ˈskeəd əv/ przestraszony czymś

---

a bit /ə ˈbɪt/ troszkę
activities /ækˈtɪvətiz/ aktywności
adventure /ədˈventʃə/ przygoda
alien /ˈeɪliən/ obcy
be sick /ˌbi ˈsɪk/ mieć mdłości
Do you like it here? /ˌduː jə ˈlaɪk ɪt ˌhɪə/ Czy podoba ci się tutaj?
enjoy /ɪnˈdʒɔɪ/ lubić coś, cieszyć się czymś
fly /flaɪ/ latać
not really /ˌnɒt ˈrɪəli/ nie bardzo
other /ˈʌðə/ inny
real /rɪəl/ prawdziwy
rocket /ˈrɒkət/ rakieta
simulator /ˈsɪmjəleɪtə/ symulator
space travel /ˈspeɪs ˌtrævəl/ podróż kosmiczna
space walking /ˈspeɪs ˌwɔːkɪŋ/ spacer w kosmosie
spider /ˈspaɪdə/ pająk

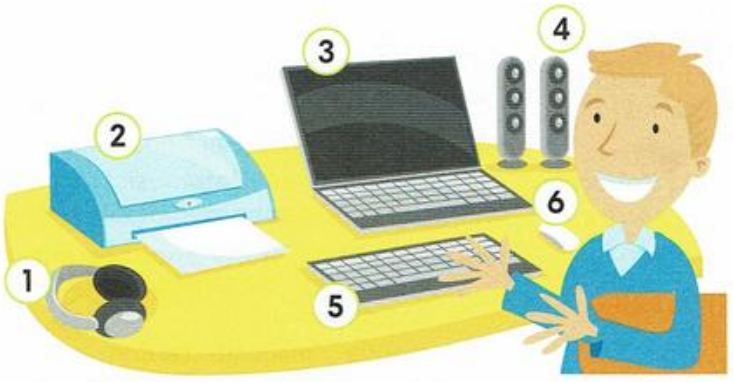
LESSON 3.6

also /ˈɔːlsəʊ/ także
own /əʊn/ własny

Revision

VOCABULARY

1 What items of technology can you see in the picture?



I can see headphones ...

2 Match the sentence halves. Write the answers in your notebook. Which sentences are true for you?

1 I never text my	**a** friends at school.
2 I often surf	**b** on the phone. It's expensive.
3 It's good to chat	**c** online with my friends.
4 I often download	**d** emails, but I don't!
5 I don't usually talk	**e** songs onto my smartphone.
6 My parents send	**f** the Internet for school projects.

1 a

3 Choose the correct answers. Write them in your notebook.

1 My mum is *angry / happy* because I'm late.
2 I'm *scared / tired* of that dog – it's so big!
3 I can't find my money. I'm *worried / bored*.
4 Alice can't come to my party. I'm *sad / tired*.
5 We do the same thing every day. I'm *bored / scared*.

1 angry

4 Complete the sentences in your notebook. Then, in your notebook, write sentences that are true for you.

1 Tom is interested *in* football.
2 Elena is scared ? spiders.
3 Lucas is excited ? Science.
4 Amy is good ? Art.
5 Elena is bad ? Maths.

GRAMMAR

5 In your notebook, write true sentences in the Present Continuous.

1 we / play / a computer game
We aren't playing a computer game.
2 I / have / lunch
3 my best friend / take / a selfie
4 my parents / work
5 I / sit / next to my friend
6 my teacher / chat / online
7 we / surf / the Internet

6 In your notebook, write questions and short answers. (✔ = yes ✘ = no)

1 Maria / read / a text message? ✘
Is Maria reading a text message?
No, she isn't.
2 he / listen / to music? ✘
3 they / play / a computer game? ✔
4 you / text / your friend? ✘
5 she / watch / a video? ✔
6 Elena and Lucas / chat / online? ✘
7 you / use / the computer? ✔

PRONUNCIATION

7 2.18 Listen and repeat: /ŋ/.

He's surf**ing** the Internet
He's chatt**ing** online
He's tak**ing** a selfie
All at the same time!

DICTATION

8 2.19 Listen to the recording. Write the sentences in your notebook.

SPEAKING

9 Complete the dialogue in your notebook. Then act out the dialogue in pairs.

Mrs Evans: Hello.
Matt: Hello, Mrs Evans, [1] Matt here. Can I [2] to Adam, please? He isn't [3] his mobile.
Mrs Evans: Yes, just a [4] . Adam! It's Matt [5] you!

READING AND WRITING

10 Read the text. What are Andy, Jake and Becky working on?

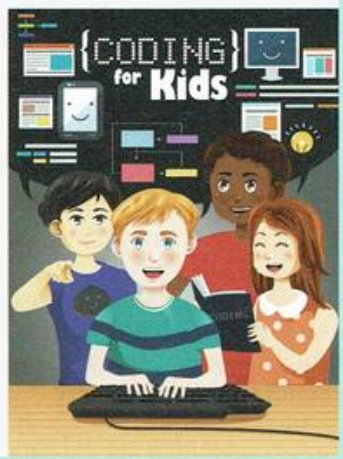
CODING FOR KIDS

I'm taking part in a great course now. It's called Coding for Kids. We are learning to write computer programs. It's fun!

The course is on Monday and Wednesday afternoons at the local library. I'm in a team with Jake and Becky. Jake is in year 7 at our school and Becky is my classmate. We have a really cool teacher – her name is Sue. She writes smartphone apps at work and she knows a lot about computers!

Right now I'm at home and I'm doing my homework for the course. I'm working with Jake and Becky, but they're not here – Jake's at home and Becky is in the computer lab at school. We are writing a program to help us review vocabulary for our French classes. It's not easy, but Sue is helping us.

Andy



11 Read the text again. Are the sentences true or false?

1 Andy likes the course.
2 Andy's in a team with his classmates.
3 Sue works as a programmer.
4 Andy and his teammates are in different places now.
5 Andy and his teammates are revising French vocabulary right now.

12 In your notebook, write about 60–70 words about your favourite game. Use these questions to help you.

1 What is the game about?
2 When do you play it?
3 Who do you play it with?
4 Why do you like it?

LISTENING

13 2.20 Look at the picture. Listen and match the names to the characters in the picture. Write the answers in your notebook.

1 Karl
2 Flo
3 Mum
4 Mark
5 Jess
6 Harley
7 Dad

Check yourself!

- ✓ Potrafię rozmawiać o technologii.
- ✓ Potrafię opisać to, co dzieje się w chwili mówienia.
- ✓ Potrafię zadawać pytania o to, co dzieje się w chwili mówienia, i odpowiadać na nie.
- ✓ Potrafię porozmawiać z przyjacielem przez telefon.
- ✓ Potrafię zrozumieć wypowiedzi ustne i pisemne o obozie wakacyjnym i o technologii.
- ✓ Potrafię napisać krótki tekst na temat technologii.

THE KENNEDY SPACE CENTER, FLORIDA, USA

Visit the Kennedy Space Center and learn all about space!
See the world's first rocket, and meet an astronaut too!
Here are the Top 4 things you can do there.

1 Space Shuttle Atlantis

Atlantis is a real space shuttle – but it isn't flying to the moon, it's here, at the Space Center! You can walk around Atlantis, then watch it on a big screen. Look! It's taking astronauts to the International Space Station!

2 Shuttle Launch Experience

Do you want to be an astronaut? No problem! Imagine you're an astronaut and travel into space on this amazing simulator. You can see planet Earth from space too. It's great!

3 The Rocket Garden

It's a garden but there aren't any plants. There are very big rockets! You can sit in some of the rockets, but be careful! They are very small inside.

4 Astronaut Encounter

Do you want to know more about space? Come and talk to a real astronaut. You can take a selfie with your space hero too!

After your visit, you can try a space burger at the **Moon Rock Café**.
They're delicious! So what are you waiting for?
Come and visit the Kennedy Space Center today!

1 Which of these things can you find in the photos?

an astronaut a rocket a space shuttle
the space station the Moon the Earth

2 2.21 Read and listen to the text. Where is the Kennedy Space Center?

3 Read the text again and answer the questions. Write the answers in your notebook.

1 Can you get on the Space Shuttle Atlantis now?
2 Where in the Kennedy Space Center can you see planet Earth from Space?
3 What type of garden can you see at the Space Center?
4 Who can you meet at the Space Center?
5 What can you eat at the Moon Café?

4 2.22 Listen and match the children to the attractions. Write the answers in your notebook.

~~The Rocket Garden~~ Space Shuttle Atlantis
Astronaut Encounter Shuttle Launch Experience

1 Lucas: *The Rocket Garden*
2 Clara:
3 Nina:
4 Alexei:

5 Read the text again. Which attraction is the most interesting for you? Why?

PROJECT

- Work in groups of four. Make a video about a day in the life of astronauts in two different space stations.
- Plan your video. Decide who plays the roles of two astronauts and the interviewer, and who films the video. Decide what clothes and prompts you need. Decide when and where you can shoot the video.
- Write the script for the interviewer and two astronauts. Use these questions to help you.
  - What's your name and what's your job?
  - What do you do during the day in space?
  - Which activities do you like and dislike?
  - What are you doing at the moment? How do you feel?
- Learn and practise the script. Then film the video.
- Share your video with the class. Vote for your favourite video.

4 Big world

Vocabulary

Potrafię rozmawiać o elementach krajobrazu.

I know that!

1 Which of these places are there in your country?

beach city forest river sea town

VOCABULARY
Geographical features | Adjectives |
It's ... high/long/tall.

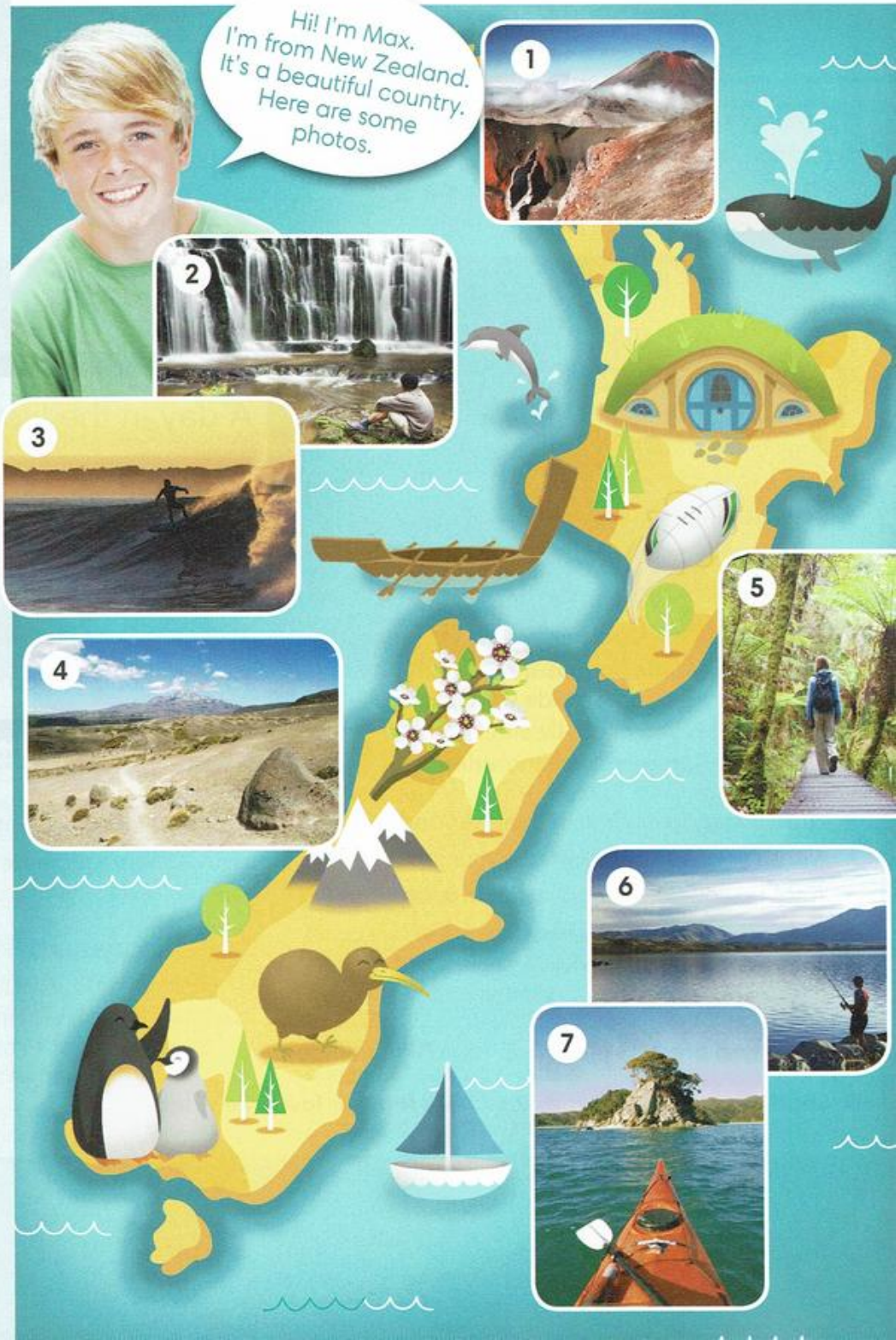
GRAMMAR
Comparative and superlative adjectives

SPEAKING
Opinions

READING
World records

LISTENING AND WRITING
Animal friendships | Paragraphs

POLAND
Winter time



2 2.23 Listen and repeat. Which places can you see in the photos on page 52?

Vocabulary Geographical features

beach city desert forest island lake mountain river sea town volcano waterfall

In picture 1 there is a volcano.

3 Find the people in the photos on page 52 and complete the sentences in your notebook.

1 A man is fishing next to a *lake*.
2 A man is surfing in the ___.
3 A woman is walking in the ___.
4 A man is kayaking to an ___.
5 A boy is admiring a ___.

4 2.24 Read the Geography Quiz and choose the correct answers. Write them in your notebook. Then listen and check.

Geography QUIZ

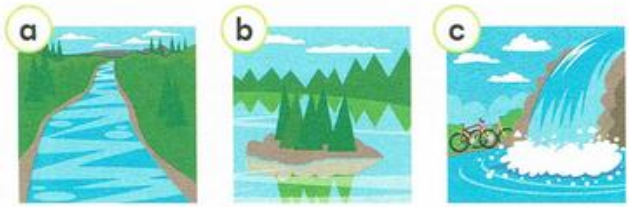
1. The Nile is *a desert / a river* in Africa.
2. Mount Everest is *a mountain / an island* between China and Nepal.
3. Niagara Falls is *a waterfall / a forest* between Canada and the USA.
4. The Sahara is *a lake / a desert* in Africa.
5. Mount Vesuvius is *a volcano / a beach* in Italy.
6. Madagascar is *an island / a mountain* in Africa.

5 2.25 Listen to Max and Sophie. Choose the correct answers. Write them in your notebook.

1 Where does Max usually go on holiday?

2 What does Max do in the winter?

3 Where does Sophie want to go swimming?



6 In your notebook, write five sentences about your country. Say where you go in winter and in the summer.

Poland is a very beautiful country. There are beaches, mountains and lakes. In winter, I go skiing in the mountains. In the summer, I go to the beach. I love swimming in the sea.

I remember that!

7 In your notebook, write your own quiz questions about places you know. Test your friends!

Is the Amazon a river or a mountain?
Is Kilimanjaro in Asia or Africa?

Grammar

Potrafię stosować przymiotniki w stopniu wyższym.

It's more exciting

The friends are at Blue Mountain Adventure Park. It's a big activity centre in the middle of a forest. You can cycle, climb or go kayaking.

1

Elena: Let's go cycling in the forest.
Tom: No way! That's boring.
Lucas: Let's go on the climbing wall. Climbing is more exciting than cycling.
Tom: Cool. I want to go on that wall. It's really high.
Elena: Let's start with this wall. It's lower.
Amy: Yes, I agree.

Climbing is really good fun but Tom isn't happy …

2

Tom: Help! I can't move.
Lucas: Use your legs, Tom.
Elena: Why don't you climb down, Tom?
Tom: I can't!

3

Elena: Hold on! I can help. Put your right hand there.
Tom: Thanks Elena. It's easier with your help.

4

Amy: Well done, Tom! You're safe now!
Tom: Yes, that's better.
Lucas: So, what do you want to do next?

1 2.26 Listen and read. Where are the children? What can you do there?

2 2.26 Listen again. Are the sentences true or false? In your notebook, correct the false sentences.

1 You can't ride a bike at the activity centre. *False*
You can ride a bike at the activity centre.
2 Tom wants to go cycling in the forest.
3 Tom has a problem on the climbing wall.
4 Elena helps Tom.

3 2.27 Listen and repeat. Find these expressions in the story. How do you say them in Polish?

Out of class

No way! Hold on! Well done!

4 CLASS VOTE What does Tom want to do next?

a climb the higher wall **b** kayak on the lake
c go for a walk in the forest

5 2.28 Now listen and check.

Get Grammar! Comparative adjectives

Adjective	Comparative
Short adjectives	
cold	colder
nice	nicer
big	bigger
easy	easier

Adjective	Comparative
Long adjectives	
exciting	more exciting
Irregular adjectives	
good	better
bad	worse

That wall is lower.
Kayaking is more exciting than cycling.

6 2.29 **Listen and repeat. In your notebook, match the adjectives to their opposites.**

Vocabulary Adjectives (1)

boring cheap dangerous difficult easy exciting expensive high low safe

boring – exciting

7 **In your notebook, complete the sentences with the comparative form of the adjective.**

1 Amy's hair is *longer* (long) than Elena's hair.
2 Elena wants to climb the ___ (low) wall.
3 Walking is ___ (safe) than kayaking.
4 Cycling is ___ (easy) than climbing.
5 The higher wall is ___ (exciting) than the lower wall.
6 Elena is ___ (good) at climbing than Tom.

8 2.30 **In your notebook, complete the sentences with the comparative form of the adjectives in the box and *than*. Then listen and check.**

dangerous difficult hot high ~~slow~~ expensive

1 Bikes are *slower than* cars.
2 Summer is ___ winter.
3 Japanese is ___ English.
4 Tigers are ___ lions.
5 Mount Everest is ___ Kilimanjaro.
6 A Ferrari is ___ a Fiat.

9 **What's your opinion? In your notebook, write sentences that are true for you.**

1 interesting: *History / Maths*
I think History is more interesting than Maths.
2 easy: *English / Science*
3 exciting: *football / basketball*
4 bad: *a visit to the doctor / a visit to the dentist*
5 good: *strawberry ice cream / chocolate ice cream*
6 nice: *cats / dogs*

Fun Spot

10 **Look at the information about two activity centers. In your notebook, write sentences to compare them.**

Adventure Island is more expensive than Volcano World.
Volcano World is cheaper than Adventure Island.

	Adventure Island	Volcano World
How expensive are the tickets?	£20	£10
How safe is it?	■■■■■	■■■■
How exciting is it?	■■	■■■■■
Is the food good?	■■■■	■■■

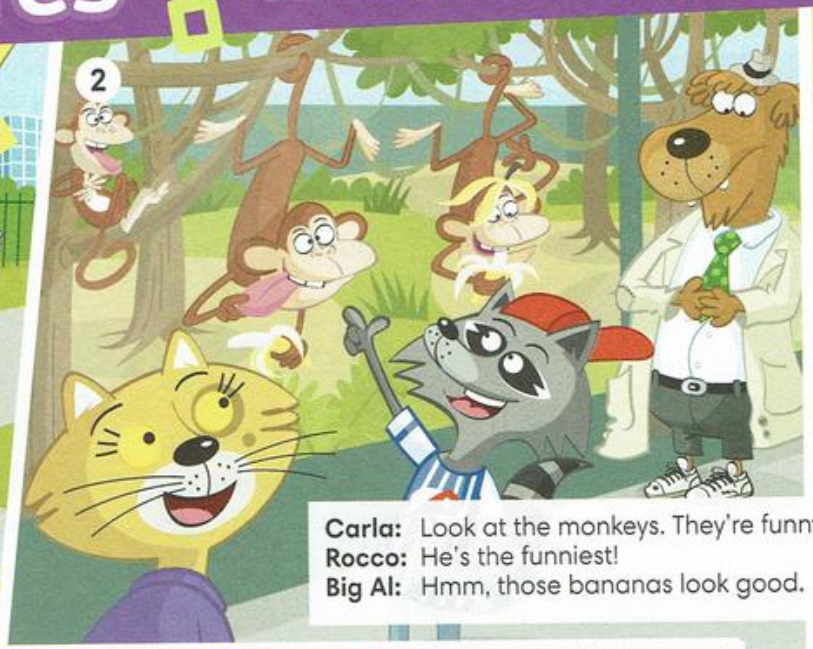
Grammar

Potrafię stosować przymiotniki w stopniu najwyższym.

City Creatures

The zoo

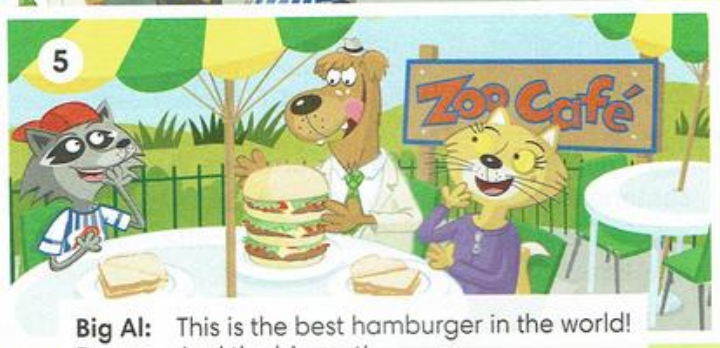
Rocco: Hurry up! I want to see the monkeys.
Carla: Wait a minute, Rocco. Where are the tigers?
Big Al: And where's the café?



Carla: Look at the monkeys. They're funny!
Rocco: He's the funniest!
Big Al: Hmm, those bananas look good.

Rocco: I love elephants.
Carla: They're African elephants. They're the strongest animals in the world.
Rocco: They're the hungriest too! They're hungrier than you, Al.
Big Al: Look! Ice cream …

Carla: Tigers are beautiful but they're the most dangerous animals …
Big Al: … in the world! They're having lunch too! This is the worst day of my life.
Rocco: Lunch? That's a good idea.



Big Al: This is the best hamburger in the world!
Rocco: And the biggest!

1 Look at the pictures. Which geographical features from the box can you see?

beach island waterfall
volcano forest mountain

2 2.31 Listen and read. Complete the sentences in your notebook.

1 Carla wants to see the ___.
2 The monkeys are eating ___.
3 Big Al is interested in the ___.
4 Tigers are beautiful and ___.
5 Big Al is happy because he's got a ___.

Get Grammar! Superlative adjectives

Adjective	Comparative	Superlative
Short adjectives		
tall	taller	the tallest
strong	stronger	the strongest
big	bigger	the biggest
funny	funnier	the funniest
Long adjectives		
dangerous	more dangerous	the most dangerous
Irregular adjectives		
good	better	the best
bad	worse	the worst

He's the funniest.
They're the most dangerous animals in the world.

3 2.32 Listen and repeat. Then label the pictures. Write the answers in your notebook.

Vocabulary Adjectives (2)

beautiful fast friendly funny intelligent kind strong

1 beautiful

4 In your notebook, make sentences about the animals in Exercise 3. Use the superlative form of the adjectives.

1 The tiger is the fastest.

5 In your notebook, complete the sentences about the City Creatures.

1 Rocco is *funnier* than Carla. (funny)
Big Al is *the funniest* of all.
2 Carla is ___ than Big Al. (small)
Rocco is ___ of all.
3 Rocco is ___ than Big Al. (intelligent)
Carla is ___ of all.
4 Carla is ___ than Big Al. (fast)
Rocco is ___ of all.
5 Big Al is ___ than Carla. (friendly)
Rocco is ___ of all.

6 Read and choose the correct answers. Write them in your notebook.

London Zoo

Hi, I'm Kate and I'm a zoo-keeper at London Zoo. London Zoo is very famous. It's [1] ___ oldest zoo in the UK! Other zoos are [2] ___ than London Zoo, but London Zoo is the [3] ___ interesting! I look after penguins. The penguins are [4] ___ animals at the zoo. In the wild they live in Antarctica but also in some [5] ___ places like islands or deserts. [6] ___ most famous animal at the zoo is a python. It is in a Harry Potter film!

1	**a** a	**b** the	**c** an
2	**a** big	**b** biggest	**c** bigger
3	**a** most	**b** more	**c** much
4	**a** cuter	**b** cutest	**c** the cutest
5	**a** warmest	**b** warmer	**c** the warmest
6	**a** The	**b** A	**c** An

1 b

4.4 Speaking

Potrafię wyrażać swoją opinię i pytać o opinie innych.

What's your favourite film?

Lucas: What would you like to watch?
Amy: I don't know. What's your favourite film, Lucas?
Lucas: The new *Action Team* film. What about you, Tom?
Tom: I think *Electro Max* is more exciting.
Amy: Well, I don't like action films. I love *Happy Hedgehogs*.
Tom: But it's a cartoon.
Amy: So what? It's great!
Tom: What do you think of cartoons, Lucas?
Lucas: In my opinion, they are a bit silly.
Tom: You're right … they are silly.
Amy: So, we all want to watch different films. But I've got the remote …
Lucas: Be careful you two. The popcorn!

1 2.33 **Listen and read. What films do Tom and Amy want to watch?**

2 2.34 **Listen and repeat.**

Speaking Opinions

Asking for opinions

What's your favourite film?
What about you?
What do you think of *cartoons*?

Giving opinions

My favourite film is *Action Team*.
I think *Electro Max* is *more exciting*.
In my opinion, they are *a bit silly*.
You're right. They are *silly*.

3 2.35 **Complete the dialogue. Write the answers in your notebook. Then listen, check and repeat.**

opinion ~~favourite~~ about right think

Girl: What are your [1]*favourite* videos on YouTube?
Boy: Animal videos. I [2] the best video is of a skateboarding dog! What [3] you?
Girl: I like music videos, especially Adele.
Boy: Music videos are OK, but in my [4] animal videos are funnier.
Girl: You're [5], they are funnier, but I still prefer Adele!

4 Work in pairs. Ask for and give opinions. Use the topics below and the dialogue in Exercise 3 to help you.

1 Films: **action films** vs **cartoons**
A: *What are your favourite films?*
B: *Action films. I think the best film is the new Action Team film. What about you?*
A: *I like cartoons …*
2 Games: **Playstation games** vs **Wii games**
3 Music: **pop** vs **rock**
4 Pets: **cats** vs **dogs**

5 Read the questions and choose the correct answers. Write them in your notebook.

1 What do you think of football?
a I think it's great! **b** That's true!
c I think so.
2 I like action films. What about you?
a You're right! It's amazing.
b It's more exciting than a cartoon.
c In my opinion, they're boring.
3 Do you like cats or dogs?
a My favourite is my pet rabbit.
b I like it a lot!
c Dogs. I think they're friendlier than cats.
4 I hate chocolate, but I like popcorn.
a Me too. I love popcorn!
b Yes, they're great!
c I'm not sure. Chocolate is horrible.

Potrafię zrozumieć quiz na temat rekordów świata.

WORLD RECORDS

From the biggest spider to the tallest building. How much do you know about our world? Try this quiz to find out.

1 The highest waterfall in the world is Angel Falls in ____. It's 979 metres high. People sometimes jump from the top with a parachute!

a Canada b Venezuela c Norway

2 The world's biggest tree house is in the USA. It's got ____ rooms, but people don't live in them. It isn't safe.

a 30 b 50 c 80

3 The most dangerous snake in the world is the Belcher's sea snake. It lives in the sea in South East Asia. It can kill a person in ____.

a 30 seconds b 30 minutes c 2 hours

4 The biggest spider in the world is the Goliath Birdeater. It lives in the forests of ____. It's 28 centimetres long. But don't worry – it isn't dangerous to humans.

a Africa b Asia c South America

5 The Burj Khalifa in Dubai is the world's tallest building. It is 828 metres tall. People live there, and the world's highest ____ is on the 122nd floor.

a restaurant
b swimming pool c zoo

6 This is Jonathan, the giant tortoise. He lives on the small island of Saint Helena and he's the oldest animal in the world. He's ____ years old.

a 150 b 185 c 270

1 What is a world record? What world records do you know?

2 2.36 Do the World Records quiz. Write the answers in your notebook. Then listen and check your answers.

3 Read the sentences. Are they true or false? In your notebook, correct the false sentences.

1 The spider is more dangerous than the sea snake. *False*
The spider isn't dangerous to humans. / The sea snake is more dangerous than the spider.
2 The Burj Khalifa is higher than Angel Falls.
3 The tortoise and the spider live on small islands.
4 More people live in the Burj Khalifa than in the tree house.
5 The spider and the snake live in the forest.

LOOK!

It's 979 metres high.
It's 28 centimetres long.
It's 828 metres tall.
He's / She's 185 years old.

4 2.37 Complete the sentences with the words in the box. Write the answers in your notebook. Then listen and check.

272 cm tall 4,500 years old 6,853 km long ~~8,848 m high~~

1 Mount Everest is *8,848 m high*.
2 The River Nile is ____.
3 The tallest man in history was ____.
4 The Pyramids in Egypt are ____.

5 As a class, find out the answers.

1 Who's the oldest/youngest?
2 Who's got the longest hair?
3 Who's got the biggest pet?
4 Who's got the oldest brother or sister?

Fun Spot

4.6 Listening and Writing

Potrafię zrozumieć wypowiedzi ustne o przyjaźni i napisać krótki tekst na ten temat.

1 Name the animals in the photos. Are they friends?

2 2.38 Listen to a radio programme about animal friendships. Which friendship does it describe – A, B or C? Write the answers in your notebook.

3 2.38 Listen again and choose the correct answers. Write them in your notebook.

1 Milo is *bigger / smaller* than Bonedigger. *smaller*
2 Bonedigger is *faster / slower* than Milo.
3 The two friends sleep in *the same place / different places.*
4 They like *meat / vegetables.*
5 Milo *cleans / is scared of* his friend's teeth.

4 Read Ben's description of his best friend. What does Ben's friend like?

My best friend by Ben

Paragraph 1 **My** best friend is called Murray. He's a lot of fun and we often spend time together. In some ways we are similar, but in other ways we are different.

Paragraph 2 **We** both love the beach. We go sailing in the sea and we go swimming too. We both like swimming but Murray is better than I am! We also like the mountains.

Paragraph 3 **But** we are also different. I am tall, but Murray is small. I like bananas, but Murray likes biscuits. Murray has four legs, but I have only two. Who is Murray? He's my dog!

Writing Paragraphs

A paragraph is a part of a text. It's about one main idea. Remember to divide your text into paragraphs!

5 Read the text in Exercise 4 again. What information can you find in each paragraph?

6 WRITING TIME In your notebook, write about your best friend.

Find ideas

Think about your best friend. It can be a person or a pet! Make notes about how you are similar and how you are different (e.g. appearance, interests, food , etc.).

Draft

Write about your best friend.
Paragraph 1 – write who it is.
My best friend is called …
Paragraph 2 – write how you are similar.
We both love/like …
Paragraph 3 – write how you are different.
But we are also different. I … but my friend …

Check and write

Check the paragraphs and write the final version of your text.

Wordlist 4

LESSON 4.1

Geographical features Elementy krajobrazu

beach /biːtʃ/ plaża
city /ˈsɪti/ miasto
desert /ˈdezət/ pustynia
forest /ˈfɒrəst/ las
island /ˈaɪlənd/ wyspa
lake /leɪk/ jezioro
mountain /ˈmaʊntən/ góra
river /ˈrɪvə/ rzeka
sea /siː/ morze
town /taʊn/ miasteczko
volcano /vɒlˈkeɪnəʊ/ wulkan
waterfall /ˈwɔːtəfɔːl/ wodospad

---

between /bɪˈtwiːn/ pomiędzy
go on holiday /ˌgəʊ ɒn ˈhɒlɪdeɪ/ jechać na wakacje
go skiing /ˌgəʊ ˈskiːɪŋ/ jeździć na nartach
go swimming /ˌgəʊ ˈswɪmɪŋ/ iść popływać
kayak /ˈkaɪæk/ pływać kajakiem
surf /sɜːf/ surfować

LESSON 4.2

Adjectives (1) Przymiotniki (1)

boring /ˈbɔːrɪŋ/ nudny
cheap /tʃiːp/ tani
dangerous /ˈdeɪndʒərəs/ niebezpieczny
difficult /ˈdɪfɪkəlt/ trudny
easy /ˈiːzi/ łatwy
exciting /ɪkˈsaɪtɪŋ/ ekscytujący
expensive /ɪkˈspensɪv/ drogi
high /haɪ/ wysoki
low /ləʊ/ niski
safe /seɪf/ bezpieczny

Out of class

Hold on! /ˌhəʊld ˈɒn/ Poczekaj!
No way! /ˌnəʊ ˈweɪ/ Wykluczone!
Well done! /ˌwel ˈdʌn/ Dobra robota!

---

activity centre /ækˈtɪvəti ˌsentə/ centrum wypoczynkowe
agree /əˈgriː/ zgadzać się
arm /ɑːm/ ramię
bad /bæd/ zły
better /ˈbetə/ lepiej
climb /klaɪm/ wspinać się
climbing wall /ˈklaɪmɪŋ wɔːl/ ścianka wspinaczkowa
cycle /ˈsaɪkəl/ jeździć na rowerze
down /daʊn/ w dół
go cycling /ˌgəʊ ˈsaɪklɪŋ/ pojeździć na rowerze
go kayaking /ˌgəʊ ˈkaɪækɪŋ/ popływać kajakiem
good fun /ˌgʊd ˈfʌn/ dobra zabawa
hair /heə/ włosy
hand /hænd/ ręka
hot /hɒt/ gorący
Japanese /ˌdʒæpəˈniːz/ japoński
left /left/ lewy
leg /leg/ noga
long /lɒŋ/ długi
next /nekst/ następny
slow /sləʊ/ wolny
ticket /ˈtɪkət/ bilet
worse /wɜːs/ gorszy

LESSON 4.3

Adjectives (2) Przymiotniki (2)

beautiful /ˈbjuːtəfəl/ piękny
fast /fɑːst/ szybki
friendly /ˈfrendli/ przyjazny
funny /ˈfʌni/ śmieszny
intelligent /ɪnˈtelədʒənt/ inteligentny
kind /kaɪnd/ miły, uprzejmy
strong /strɒŋ/ silny

African /ˈæfrɪkən/ afrykański
best /best/ najlepszy
cute /kjuːt/ uroczy
in the wild /ɪn ðə ˈwaɪld/ w naturalnym środowisku
penguin /ˈpeŋgwən/ pingwin
python /ˈpaɪθən/ pyton
warm /wɔːm/ ciepły
worst /wɜːst/ najgorszy
zoo-keeper /ˈzuːˌkiːpə/ opiekun zwierząt w zoo

LESSON 4.4

Opinions Opinie

In my opinion, they are a bit silly. /ɪn maɪ əˌpɪnjən ðeɪ aː ə bɪt ˈsɪli/ Moim zdaniem są trochę głupie.
I think *Electro Max* is more exciting. /aɪ θɪŋk ˌeləktrɒ maks ɪz ˈmɔː ɪkˈsaɪtɪŋ/ Uważam, że *Electro Max* jest bardziej emocjonujący.
My favourite film is *Action Team*. /maɪ ˈfeɪvərɪt fɪlm ɪz ˈækʃən tiːm/ Moim ulubionym filmem jest *Action Team*.
What about you? /wɒt əˌbaʊt ˈjuː/ A co ty o tym myślisz?
What do you think of cartoons? /wɒt duː jə ˌθɪŋk əv kɑːˈtuːnz/ Co myślisz o kreskówkach?
What's your favourite film? /wɒts jə ˈfeɪvərɪt fɪlm/ Jaki jest twój ulubiony film?
You're right. They're silly. /jʊr ˈraɪt ðɜː ˈsɪli/ Masz rację. Są głupie.

---

action film /ˈækʃən fɪlm/ film akcji
cartoon /kɑːˈtuːn/ kreskówka
especially /ɪˈspeʃəli/ szczególnie
hedgehog /ˈhedʒˌhɒg/ jeż
I like it a lot! /aɪ ˌlaɪk ɪt ə ˈlɒt/ Mnie się to bardzo podoba!
I think so. /aɪ ˈθɪŋk səʊ/ Tak mi się wydaje.
pet rabbit /pet ˈræbɪt/ królik
prefer /prɪˈfɜː/ woleć
remote /rɪˈməʊt/ pilot do telewizora
So what? /ˌsəʊ ˈwɒt/ No i co z tego?
That's true. /ˌðæts ˈtruː/ To prawda.

LESSON 4.5

building /ˈbɪldɪŋ/ budynek
centimetre /ˈsentəˌmiːtə/ centymetr
giant /ˌdʒaɪənt/ wielki, gigantyczny
humans /ˈhjuːmənz/ ludzie
kill /kɪl/ zabić
metre /ˈmiːtə/ metr
minute /ˈmɪnət/ minuta
old /əʊld/ stary
parachute /ˈpærəʃuːt/ spadochron
pyramid /ˈpɪrəmɪd/ piramida
safe /seɪf/ bezpieczny
second /ˈsekənd/ sekunda
snake /sneɪk/ wąż
swimming pool /ˈswɪmɪŋ puːl/ basen
tortoise /ˈtɔːtəs/ żółw
tree house /ˈtriː haʊs/ domek na drzewie
world record /ˌwɜːld ˈrekɔːd/ rekord świata
young /jʌŋ/ młody

LESSON 4.6

both /bəʊθ/ obaj, obie, oboje
similar /ˈsɪmɪlə(r)/ podobny
snow /snəʊ/ śnieg

Revision

VOCABULARY

1 **Put the letters in the correct order to make the names of six geographical features. Write the answers in your notebook.**

1 You can go skiing on a *mountain*. OMUTNINA
2 You can go sailing on a [redacted]. EKAL
3 You can climb a [redacted]. NOVOCAL
4 There isn't any water in a [redacted]. STREDE
5 New Zealand is an [redacted]. DANSIL
6 Angel Falls is the world's highest [redacted]. FLATWALER

2 **Choose the correct answers. Write them in your notebook.**

1 I don't want to watch this film. It's *boring / easy* and it isn't *safe / funny*.
2 I love skiing – it's *fast / strong* and *low / exciting*.
3 My granny is *high / kind* and *friendly / safe*. She always helps people.
4 Elephants are *intelligent / cheap* animals but they can be *dangerous / safe*.
5 In my opinion, Maths is *easy / friendly* but History is *strong / difficult*.

1 boring

GRAMMAR

3 **In your notebook, write sentences comparing these animals.**

1 Lions *are more dangerous than* (dangerous) cats.
2 Elephants [redacted] (big) tigers.
3 Tigers [redacted] (fast) tortoises.
4 Giraffes [redacted] (tall) elephants.
5 Dogs [redacted] (intelligent) cats.
6 Monkeys [redacted] (funny) tigers.

4 **In your notebook, write sentences with the superlative form of the adjectives.**

1 *The longest wall* (long / wall) in the world is The Great Wall of China.
2 [redacted] (big / pizza) in the world is from Italy.
3 [redacted] (old / pair of jeans) in the world is 136 years old!
4 [redacted] (expensive / film ever) is *The Pirates of the Caribbean: At World's End.*
5 [redacted] (bad / footballer) in the world is my dad!

PRONUNCIATION

5 **2.39** **Listen and repeat: /ə/. Practise saying the words in blue.**

DICTATION

6 **2.40** **Listen to the recording. Write the sentences in your notebook.**

SPEAKING

7 **2.41** **In your notebook, write the dialogue in the correct order. Listen and check. Then act out the dialogue in class.**

Rocco: What do you think of pizzas? *1*
Big Al: But hamburgers are bigger than pizzas.
Rocco: Pizza Napolitana. It's really good!
Big Al: I really like them! My favourite is pizza Margherita. What's your favourite?
Rocco: I'm not sure. In my opinion pizzas are the best!
Big Al: That's true, it is good. But hamburgers are better than pizzas.
Rocco: *Your* hamburger is bigger than a pizza!

READING AND WRITING

8 Read the text. What is the best title?

1 Max's new computer.
2 Max and Karl do their homework.
3 Karl has an idea.

9 Read the text again. Answer the questions.

1 Whose computer are the friends using today?
2 What is Max's favourite game?
3 What do the boys decide to do?
4 What are they looking for in the game?
5 Why doesn't Max want to play 'Forest Adventure'?

10 In your notebook, write about 60–70 words comparing two films or books. Use the questions below to help you.

1 What are the films / books about?
2 What is special about them?
3 What is similar about them?
4 What are the differences?

Max and Karl are good friends. Max sometimes goes to Karl's house after school. Today they are playing on Karl's computer.

'Let's play Forest Adventure,' says Karl. 'It's too difficult,' says Max. 'I think Mountain Quest is more exciting than Forest Adventure. It's my favourite game.'

Karl has an idea. 'Why don't we play Mountain Quest first, then we can play Forest Adventure?' he says. The boys start the game. They are looking for a magic key, but they can't see it. They go across a river and they climb to the top of a volcano.

Finally they find the magic key. 'OK, let's play my game now,' says Karl. 'Sorry Karl, but I can't,' says Max. 'I've got Geography homework! Maybe tomorrow.'

LISTENING

11 2.42 Listen to four people talking about free time activities. Match sentences A–E with speakers 1–4. There is one extra sentence. Write the answers in your notebook.

This person

A compares two activities.
B has a negative opinion about an activity.
C would like to start a new activity.
D talks about a holiday activity.
E talks about a family activity.

Check yourself!

- ✓ Potrafię rozmawiać o elementach krajobrazu.
- ✓ Potrafię stosować przymiotniki w stopniu wyższym i najwyższym.
- ✓ Potrafię wyrażać swoją opinię i pytać o opinie innych.
- ✓ Potrafię zrozumieć wypowiedzi ustne i pisemne na temat przyjaźni i na temat rekordów świata.
- ✓ Potrafię napisać krótki tekst o swoim najlepszym przyjacielu.

Poland Winter time

1 Read the text. In your notebook, write similar sentences about winter in Poland.

Hi! I'm Luke from Cape Town in South Africa. Winter here is from June to August. June is the coldest month, but the temperatures never go below zero. It never snows in my city. There is sometimes a little snow in the mountains.

2 Look at the picture. Put the sentences A–D in the right order. Write the answers in your notebook.

How to make a snow angel

A **Move** your arms up and down on the snow.
B **Find** aplace with fresh powder snow.
C **Stand** up carefully.
D **Lie** down on your back.

3 2.43 Listen and check your answers to exercise 2. Then answer the questions below.

1 When are Luke's school holidays?
2 Where does he spend them?

4 2.44 Complete the sentences with the words from the box. Write the answers in your notebook. Listen, check and repeat.

fights ice-skating sledding snowman

What can you do on a snowy day?

5 Answer the questions in pairs.

1 Do you like winter? Why?/Why not?
2 Which winter activities do you like most?

6 Match the days from the box to the calendar pages. Which is your favourite day at Christmas time?

Boxing Day Christmas Day Christmas Eve

DECEMBER	DECEMBER	DECEMBER
24	25	26
Monday	Tuesday	Wednesday

7 2.45 Listen and repeat. Look at the Christmas tree on the right. Which decorations can you see?

bauble gingerbread man lights
paper chain star sweets

There are six red baubles on the tree.

8 When does your family decorate the Christmas tree? What do you decorate it with?

9 In your notebooks, complete the expressions with the verbs from the baubles. When do people usually do these things in Poland? Do you have the same traditions in your family?

1 ? Christmas carols.
2 ? their families.
3 ? the traditional Christmas dinner.
4 ? the Christmas wafer.
5 ? to Midnight Mass.
6 ? Christmas presents under the tree.

10 2.46 Choose the correct answers. Write them in your notebook. Listen and check.

In Poland on Christmas [1] *Day / Eve* we eat a special dinner called *Wigilia*. By tradition, people in Poland [2] *start / finish* it when they can see [3] *the moon / the first star* in the evening sky. Before dinner they exchange [4] *wishes / presents* and share the Christmas wafer with everyone. For dinner there are usually [5] *twelve / thirteen* dishes. They're different in different parts of Poland. Most people have mushroom or beetroot soup, [6] *turkey / fish* and *pierogi*. After dinner many people sing Christmas carols and open their presents.

11 2.47 Choose one box under the Christmas tree. Listen and find out what's in your box. Answer the questions in pairs.

1 Are you happy with your present? Is it a typical Christmas present for children in your family?
2 What kind of present do you want for Christmas this year?

PROJECT

- **Plan your perfect Christmas.**
  - Think of the perfect Christmas Eve, Christmas Day and Boxing Day.
  - Write what you do (or what you'd like to do) on each day.
  - Write about your family Christmas traditions.
  - Illustrate your plan with drawings or photos.
- **Make a class display of all the plans.**

5 Around town

Vocabulary

Potrafię rozmawiać o miejscach w mieście.

I know that!

1 Which of these places are near your school?

shop restaurant park bank hotel café

VOCABULARY
Places in town |
Prepositions of place |
Adjectives

GRAMMAR
Past Simple *to be* affirmative, negative, questions and short answers

SPEAKING
Directions

READING
Hollywood – Then and Now

LISTENING AND WRITING
A town in the past |
Using adjectives

GET CULTURE!
A journey around the UK

2 2.48 Listen and repeat. Which places can you see in the picture on page 66?

Vocabulary Places in town (1)

bank café cinema hospital hotel
library museum park restaurant
shop stadium supermarket theatre

3 2.49 Where are the people? Listen and write in your notebook.

1 At the cinema.

4 Match the descriptions to the places in the box. Write the answers in your notebook. There are three extra places.

bank cinema ~~hospital~~ hotel
library museum park
restaurant stadium

1 You go there to see a doctor.
2 You can get money there.
3 You can see an Egyptian mummy there.
4 You watch a film there.
5 You can have a picnic there.
6 You have lunch or dinner there.

1 hospital

5 In your notebook, complete the sentences so they are true for you.

6 2.50 Listen and repeat. Then look at the picture on page 66 and complete the sentences in your notebook.

Vocabulary Prepositions of place

behind between in front of next to opposite

1 The museum is *between* the cinema and the theatre.
2 The ambulance is ___ the hospital.
3 The stadium is ___ the supermarket.
4 The cinema is ___ the museum.
5 The hospital is ___ the café.

7 Find the dogs in the picture on page 66. Then ask and answer in pairs.

A: *Where is Fido?*
B: *Fido is in front of the cinema.*

I remember that!

8 In your notebook, complete the sentences about you. Use the names of the places in town.

I often go to the cinema and the library.

I often go to ___ and ___.
I sometimes go to ___ and ___.
I never go to ___ or ___.

Grammar

Potrafię rozmawiać o przeszłości, używając czasownika to be w czasie Past Simple.

We were worried about you!

It was Lucas's birthday last Saturday. His friends' plan was to take him to the cinema and then for a pizza.

Elena: Where's Lucas? The film starts in five minutes.
Amy: Perhaps he's ill. He wasn't very well at school yesterday.
Tom: He was OK this morning.
Elena: He isn't answering his phone.
Tom: Come on, let's go in.

After the film …

Amy: That was awesome!
Tom: The actors were amazing!
Elena: It's a shame about Lucas.
Amy: Wait a minute. There he is …

Elena: Happy birthday, Lucas! We were worried about you!
Lucas: Sorry I'm late. There weren't any buses and my phone was out of battery.
Tom: So, is this your new bike?
Lucas: Ha ha. No, it's my little sister's bike. My bike's got a flat tyre.
Amy: Never mind, Lucas. Let's go for a pizza now.

Amy: Look, here's the pizzeria.
Lucas: Oh no …

1 Look at the photos. Where are the children? What can you do there?

2 2.51 Listen and read. Are the sentences true or false?

1 Elena phones Lucas. *True*
2 Lucas is ill.
3 Tom doesn't want to see the film.
4 The film isn't very good.
5 There's a problem with Lucas's phone.
6 Lucas has got a new bike.

3 2.52 Listen and repeat. Find these expressions in the story. How do you say them in Polish?

Out of class

That was awesome! It's a shame.
Sorry I'm late. Never mind.

4 CLASS VOTE Why does Lucas say "Oh no" about the pizzeria?

a His sister is in the pizzeria.
b The pizzeria is closed.
c Some of his teachers are in the pizzeria.

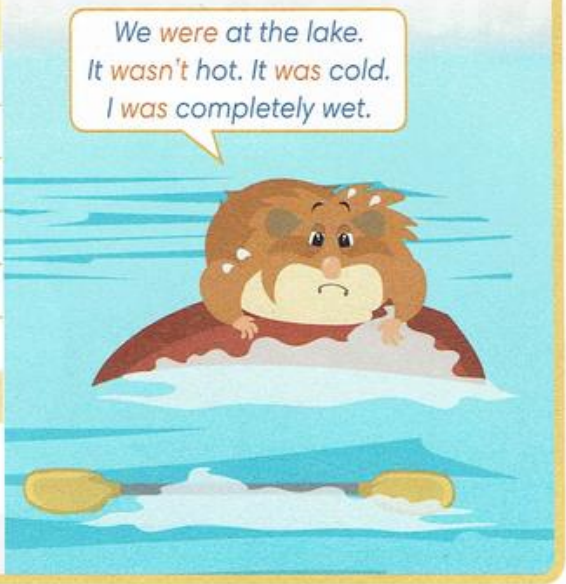
5 2.53 Now listen and check.

Get Grammar!

Past Simple: *to be* – affirmative and negative

+	−
I was at the cinema.	I wasn't at the park.
You were at the cinema.	You weren't at the park.
He/She/It was at the cinema.	He/She/It wasn't at the park.
We were at the cinema.	We weren't at the park.
You were at the cinema.	You weren't at the park.
They were at the cinema.	They weren't at the park.
there was / there were	*there wasn't / there weren't*
There was a problem. There were some buses.	There wasn't a problem. There weren't any buses.

wasn't = was not weren't = were not



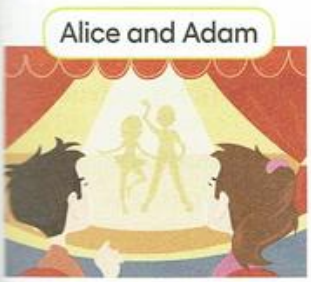
6 **Complete the sentences with *was* or *were*. Write the answers in your notebook.**

1 It *was* Lucas's birthday on Saturday.
2 Amy, Elena and Tom ___ at the cinema.
3 The film ___ awesome!
4 Lucas ___ late.
5 There ___ a problem with the buses.
6 Their teachers ___ in the pizzeria.

7 **Where were they last Sunday? Look at the pictures and write true sentences in your notebook.**

1 Jake was at the park.
Jake wasn't at the park.
He was at the hospital.

2 Julia was at the restaurant.



3 Alice and Adam were at the café.

4 Luke and Bess were at the museum.

LOOK!

yesterday **last** night/week/month/year
last Monday/May **in** 2014

8 **In your notebook, complete the sentences so they are true for you. Use the correct time expressions.**

1 There was a good film on TV ___.
2 It was my birthday ___.
3 I was late for school ___.
4 My friends and I were at the cinema ___.
5 It was sunny ___.
6 My family and I were on holiday ___.

Fun Spot

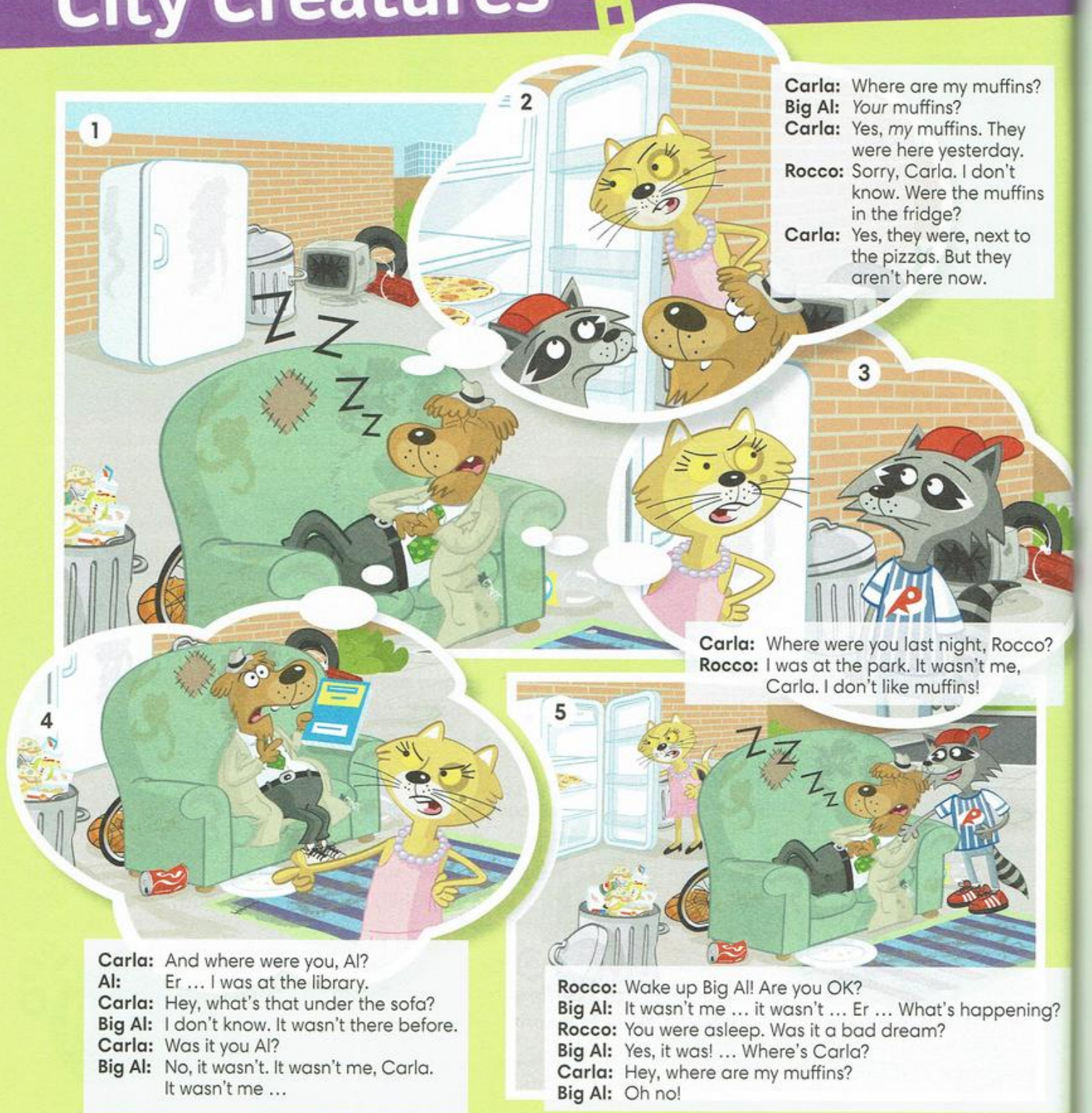
9 **GAME** **Play as a class *Yesterday, I was at the ...***

Nadia: *Yesterday, I was at the library.*
Jan: *Yesterday, Nadia was at the library and I was at the museum.*
Adam: *Yesterday, Nadia was at the library, Jan was at the museum and I was at ...*

Grammar

Potrafię zadawać pytania na temat przeszłości i odpowiadać na nie, stosując czasownik *to be* w czasie Past Simple.

City Creatures The muffins



1 Look at the cartoon. Match the characters to the feelings. Write the answers in your notebook.

1 Carla	a surprised
2 Rocco	b angry
3 Al	c scared

2 2.54 Listen and read. Are the sentences true or false?

1 Big Al is having a bad dream. *True*
2 Carla is looking for pizzas.
3 Rocco doesn't like muffins.
4 Al was at the park.
5 Carla's muffins are under the sofa.

Get Grammar!

Past Simple: *to be* – questions and short answers

?	Short answers
Was I at the park?	Yes, I was. / No, I wasn't.
Were you at the park?	Yes, you were. / No, you weren't.
Was he/she/it at the park?	Yes, he/she/it was. No, he/she/it wasn't.
Were we at the park?	Yes, we were. / No, we weren't.
Were you at the park?	Yes, you were. / No, you weren't.
Were they at the park?	Yes, they were. / No, they weren't.

Where were you last night? **When** was Rocco at the park?

there was / there were	
Was there a pizza in the fridge?	Yes, there was. / No, there wasn't.
Were there (any) muffins in the fridge?	Yes, there were. / No, there weren't.

3 In your notebook, write questions about the story.

1 muffins Were any there in the fridge ?
Were there any muffins in the fridge?
2 Was at the supermarket Rocco ?
3 Rocco Where was ?
4 at the cinema Were Carla and Al ?
5 Were there in the fridge any pizzas ?
6 a plate on the sofa Was there ?

4 In pairs, ask and answer the questions in Exercise 3.

A: *Were there any muffins in the fridge?*
B: *No, there weren't.*

5 2.55 Complete the dialogue. Write the answers in your notebook. Then listen and check.

The next day Carla has more questions for Al …

Carla: Where [1]*were* you last night, Al?
Big Al: I [2] with Rocco.
Carla: [3] you at the park?
Big Al: No, we [4] .
We [5] at the supermarket.
Carla: [6] there any sausages?
Big Al: No, there [7] .
But there were muffins. Look!
Carla: Oh! Thanks Al!

6 Act out the dialogue in Exercise 5 in pairs. Replace the words in blue. Use the places below.

7 In pairs, ask and answer about your weekend.

A: *Were you at home last Saturday?*
B: *No, I wasn't. I was at the park.*

Fun Spot

8 2.56–2.57 Go to page 123. Listen and sing *Where Were You?* song.

Potrafię wskazać drogę i o nią zapytać.

Is it far?

Tourist: Er … Excuse me … I'm looking for the Science Museum.
Amy: The Science Museum? Yes, it's …
Tom: Hey, I know where it is, it's in Green Street.
Tourist: Where's Green Street? Is it far?
Tom: No, it isn't. Go straight on, then turn right …
Amy: You mean turn left, Tom.
Tom: Oh yes, turn left. Go past the cinema and the museum is on the left. It's opposite the park.
Amy: But it's on the right, Tom.
Tom: What's on the right?
Amy: The museum, Tom. You don't know your left from your right!

1 2.58 Listen and read. Where does the tourist want to go?

2 2.59 Listen and repeat.

Speaking Directions

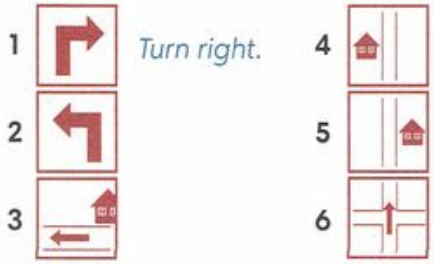
Asking for directions

Excuse me. Where's *North Street*?
I'm looking for *a library*.
How can I get to *the Science Museum*?
Is it far?

Giving directions

It's in/on *Green Street*.
Go straight on.
Go past *the cinema*.
Turn left. / Turn right.
It's on the left. / It's on the right.

3 Look at the pictures and give directions. Use the Speaking box to help you.

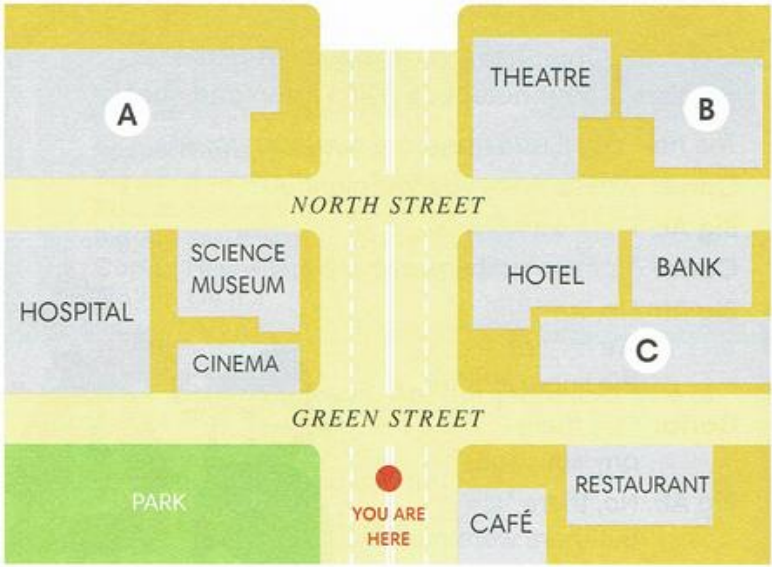


4 2.60 Choose the correct answers. Write them in your notebook. Then listen and check. Find the library on the map in Exercise 5. Is it A, B or C?

Boy: Excuse me. I'm looking [1] *for / to* the library.
Girl: There's a library [2] *in / at* North Street.
Boy: Where's North Street? Is it far?
Girl: No, it isn't. Go straight [3] *on / in*, past the hotel. Then [4] *go / turn* right. The library is [5] *in / on* the left, opposite the bank.
Boy: Thanks!

1 for

5 2.61 Listen and follow the directions. Find the stadium and the supermarket on the map.



6 In pairs, ask for and give directions.
Student A: Go to page 122. Student B: Go to page 124.

Reading 5.5

Potrafię zrozumieć tekst opisujący sytuację z przeszłości.

1 2.62 Listen and repeat. Label the pictures with the words in the Vocabulary box. Write the answers in your notebook. Which places are there in your town?

Vocabulary Places in town (2)

police station post office shopping centre
sports centre swimming pool train station

1
post office

2

3

4

5

6

2 2.63 Read and listen to the text about Hollywood. Which of the places in the Vocabulary box are in the text?

3 2.63 Read and listen to the text again. Copy the time line in your notebook. Put the places in Hollywood on the time line.

1900 — 1911 — 1912 — Today

a post office, ...

4 In your notebook, complete the questions with the words in the box.

~~How many~~ How many Was Were What

1 *How many* people were there in Hollywood in 1900?
There were 5,000 people.
2 ? there a post office in 1900?
No, there wasn't.
3 ? films popular in 1911?
Yes, they were. Films were very popular.
4 ? film studios were there in 1912?
There were 50 film studios.
5 ? is Universal Studios?
It's a big cinema in Hollywood.

5 Read the text again. Which answers in Exercise 4 are true and which are false? In your notebook, correct the false answers.

1 False. There were 500 people.

LOOK!
1900 = nineteen hundred
1911 = nineteen eleven
2005 = two thousand and five
2017 = twenty seventeen

6 2.64 Listen and write the years in your notebook.

1 1965

HOLLYWOOD THEN AND NOW

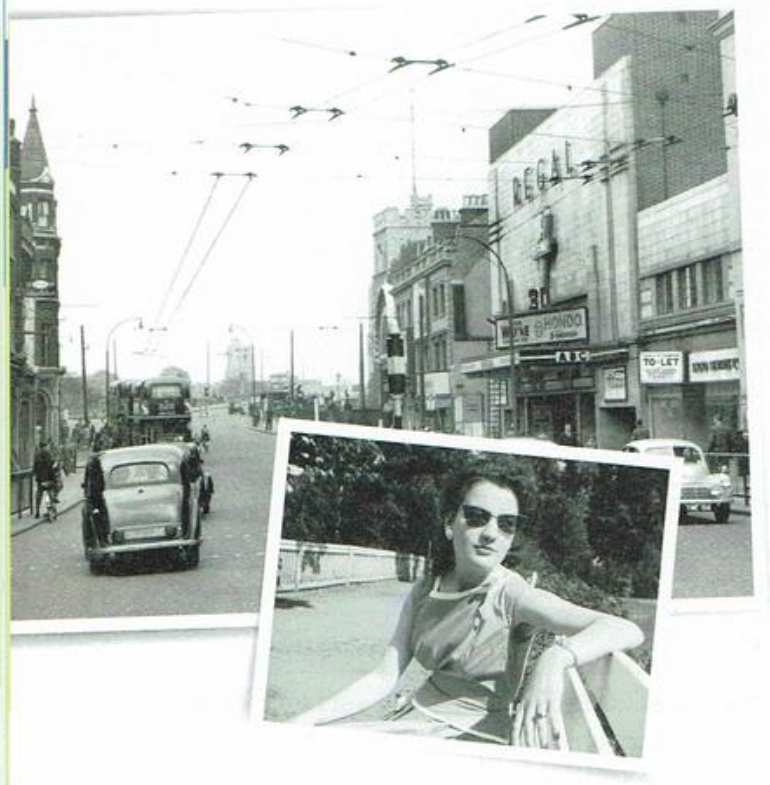
Hollywood is famous for its film studios and for big, exciting films such as *Star Wars*, *Titanic* and *The Avengers*. A lot of people live there too. But it was very different in the past.

In 1900, Hollywood was a small village near Los Angeles. There was a post office, a hotel, two shops – and 500 people. In 1911 there was also a police station and a little film studio. The film industry was new, and films were very popular. A year later, in 1912, there were fifteen studios in the town! Hollywood wasn't a quiet little town any more. It was full of actors, and there were restaurants and cinemas.

Today, Hollywood is part of Los Angeles. There are busy shopping centres, modern hotels and theatres. Millions of tourists visit Hollywood every year, and many go to Universal Studios. It's a large theme park and a real film studio. Hollywood is very different from the small village of the past!

5.6 Listening and Writing

Potrafię zrozumieć wypowiedzi ustne o miastach i napisać krótki tekst na ten temat.



1 Look at the photo of a town in the past. Which of the things in the box are similar today? Which of them are different?

shops transport parks cinemas sports centres

2 2.65 Listen to Amy talk to her granny. Are the sentences true or false?

1 The shops were smaller. *True*
2 There wasn't a cinema.
3 The water in the swimming pool wasn't warm.
4 There wasn't a sports centre.
5 There were lots of cars.
6 The town was nice in the past.

3 2.66 Listen and repeat.

Vocabulary Adjectives

big boring busy clean dirty interesting modern old quiet small

4 Find the opposites in the Vocabulary box. Write them in your notebook.

big – small

5 Read Kerry's description of her town. Which is her favourite place in town?

Hi, my name's Kerry and I live in Portree. It's a village on the Isle of Skye in Scotland.
In the past Portree was a small fishing village and there weren't many shops. There was a post office and bank, but there wasn't a supermarket or a sports centre. It was a very quiet town.
Today Portree is different. There's a big, modern supermarket and a new swimming pool. There's a cinema too (my favourite place ☺)! In the summer it's very busy. Tourists visit the island, so Portree has restaurants and hotels. People also swim in the sea! Portree is a lovely place to live.

6 Look at Kerry's description again. Which adjectives describe Portree in the past and present?

Writing Using adjectives

Use different adjectives to make your writing interesting.

7 WRITING TIME In your notebook, write about your town or village.

Find ideas

Think about the places in your town or village. Make notes.
Ask your family about your town or village in the past. Make notes.

Draft

Write about your town or village.
I'm … and I live in …
In the past my town/village was …
There were …, but there wasn't …
Today my town/village is different.
There is … and there are …

Check and write

Make sure you use different adjectives to describe the places in your town or village.
Write the final version of your text.

Wordlist 5

LESSON 5.1

Places in town (1)
Miejsca w mieście (1)

bank /bæŋk/ bank
café /ˈkæfeɪ/ kawiarnia
cinema /ˈsɪnəmə/ kino
hospital /ˈhɒspɪtl/ szpital
hotel /həʊˈtel/ hotel
library /ˈlaɪbrəri/ biblioteka
museum /mjuːˈziəm/ muzeum
park /pɑːk/ park
restaurant /ˈrestərɒnt/ restauracja
shop /ʃɒp/ sklep
stadium /ˈsteɪdiəm/ stadion
supermarket /ˈsuːpəˌmɑːkət/ supermarket
theatre /ˈθɪətə/ teatr

Prepositions of place
Przymiotniki opisujące położenie

behind /bɪˈhaɪnd/ za
between /bɪˈtwiːn/ pomiędzy
in front of /ɪn ˈfrʌnt əv/ przed
next to /ˈnekst tə/ obok
opposite /ˈɒpəzət/ naprzeciw

Egyptian mummy /ɪˌdʒɪpʃən ˈmʌmi/ egipska mumia
get /get/ dostać
policeman /pəˈliːsmən/ policjant
see a doctor /ˌsiː ə ˈdɒktə/ iść do lekarza
see a film /ˌsiː ə ˈfɪlm/ obejrzeć film

LESSON 5.2

Out of class

It's a shame. /ˌɪts ə ˈʃeɪm/ Szkoda.
Never mind. /ˌnevə ˈmaɪnd/ Nieważne.
Sorry I'm late. /ˌsɒri aɪm ˈleɪt/ Przepraszam za spóźnienie.
That was awesome! /ˌðæt wəz ˈɔːsəm/ To było fantastyczne!

Time expressions
Określenia czasu

yesterday /ˈjestədeɪ/ wczoraj
last month /ˌlɑːst ˈmʌnθ/ w zeszłym miesiącu
last night /ˌlɑːst ˈnaɪt/ wczoraj wieczorem
last week /ˌlɑːst ˈwiːk/ w zeszłym tygodniu
last Monday /ˌlɑːst ˈmʌndi/ w zeszły poniedziałek
in 2014 /ɪn tuː ˈθaʊzənd ˈfɔːˈtiːn/ w 2014 roku

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actor /ˈæktə/ aktor
after /ˈɑːftə(r)/ po
bus /bʌs/ autobus
closed /kləʊzd/ zamknięty
flat tyre /ˌflæt ˈtaɪə/ przebita opona
ill /ɪl/ chory
little sister /ˌlɪtl ˈsɪstə/ młodsza siostra
out of battery /aʊt əv ˈbæt(ə)ri/ rozładowany (np. o telefonie)
pizzeria /ˌpiːtsəˈriːə/ pizzeria
plan /plæn/ plan
sports centre /spɔː(r)ts ˈsentə(r)/ centrum sportowe
sunny /ˈsʌni/ słoneczny
take /teɪk/ brać

LESSON 5.3

alone /əˈləʊn/ sam
Are you OK? /ˌɑː juː ˌəʊ ˈkeɪ/ Wszystko w porządku?
bad dream /ˌbæd ˈdriːm/ zły sen
be asleep /ˌbi əˈsliːp/ spać
It wasn't me. /ɪt ˌwɒzənt ˈmi/ To nie byłem ja.
muffin /ˈmʌfən/ babeczka
next /ˌnekst/ następny
plate /pleɪt/ talerz
surprised /sə(r)ˈpraɪzd/ zaskoczony
tell the truth /ˌtel ðə ˈtruːθ/ mówić prawdę
wake up /weɪk ʌp/ obudzić się
What's happening? /ˌwɒts ˈhæpənɪŋ/ Co się dzieje?

LESSON 5.4

Directions Pytanie o drogę

Excuse me. Where's North Street? /ɪkˈskjuːz mi, weəz ˈnɔːθ ˌstriːt/ Przepraszam, gdzie jest North Street?
Go past the cinema. /gəʊ pɑːst ðə ˈsɪnəmə/ Idź, aż miniesz kino.
Go straight on. /gəʊ ˈstreɪt ən/ Idź prosto.
How can I get to the Science Museum? /həʊ kən aɪ get ðə ˌsaɪəns mjuːˈziəm/ Jak dostanę się do Muzeum Nauki?
I'm looking for a library. /aɪm ˌlʊkɪŋ fər ə ˈlaɪbrəri/ Szukam biblioteki.
Is it far? /ɪz ɪt fɑː/ Czy to daleko?
It's in/on Green Street. /ɪtz ɪn, ən ˈgriːn ˌstriːt/ To jest na Green Street.
It's on the left/right. /ɪtz ən ðə left, raɪt/ Jest po lewej/prawej.
Turn left/right. /tɜːn left, raɪt/ Skręć w lewo/prawo.

LESSON 5.5

Places in town (2)
Miejsca w mieście (2)

police station /pəˈliːs ˌsteɪʃən/ komisariat policji
post office /ˈpəʊst ˌɒfəs/ poczta
shopping centre /ˈʃɒpɪŋ ˌsentə/ centrum handlowe
sports centre /ˈspɔːts ˌsentə/ centrum sportowe
swimming pool /ˈswɪmɪŋ puːl/ basen
train station /ˈtreɪn ˌsteɪʃən/ stacja kolejowa

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busy /ˈbɪzi/ zajęty
famous for /ˈfeɪməs fə/ znany z
film industry /ˈfɪlm ˌɪndəstri/ przemysł filmowy
film studio /fɪlm ˈstjuːdiəʊ/ studio filmowe
large /lɑːdʒ/ duży
later /ˈleɪtə/ później
modern /ˈmɒdn/ nowoczesny
theme park /θiːm pɑː(r)k/ park tematyczny
tourist /ˈtʊərəst/ turysta
village /ˈvɪlɪdʒ/ wioska

LESSON 5.6

big /bɪg/ duży
boring /ˈbɔːrɪŋ/ nudny
busy /ˈbɪzi/ zajęty, ruchliwy
clean /kliːn/ czysty
dirty /ˈdɜːti/ brudny
interesting /ˈɪntrəstɪŋ/ interesujący
modern /ˈmɒdən/ nowoczesny
old /əʊld/ stary
quiet /kwaɪət/ cichy
small /smɔːl/ mały

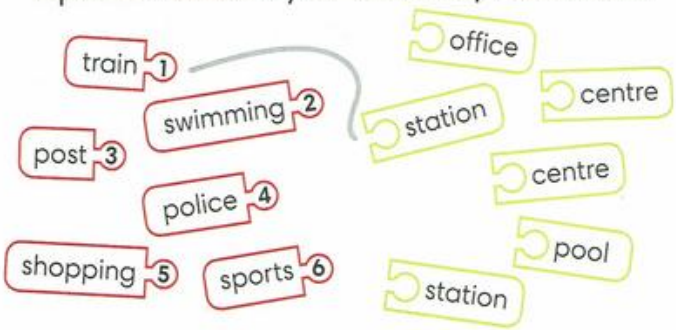
Revision

VOCABULARY

1 Look at the picture. In your notebook, complete the sentences with the correct prepositions.

1 The café is *between* the cinema and the restaurant.
2 The hospital is ___ the café.
3 The theatre is ___ the hospital.
4 The park is ___ the restaurant.
5 There is a car ___ the restaurant.

2 Join the words and find six town words. Write the answers in your notebook. Compare with a partner. Which is your favourite place to visit?



3 Choose the correct adjective so that the sentences are true for you. Write the answers in your notebook.

In my town/village ...
- there are lots of [1]old / modern buildings.
- the streets are [2]clean / dirty.
- in the summer it's [3]busy / quiet.
- there's a [4]big / small park.
- there are lots of [5]interesting / boring shops!

GRAMMAR

4 In your notebook, complete the sentences so they are true for you. Use *was, wasn't, were* and *weren't*.

1 It ___ Tuesday yesterday.
2 My friends and I ___ at the park last Saturday.
3 There ___ a good film on TV last night.
4 My teachers ___ at school yesterday.

5 In your notebook, complete the questions with *was* or *were*. Then match them to the answers.

1 *Were* Elena and Lucas at Amy's house?
2 ___ Tom in town last Saturday?
3 ___ it school on Saturday?
4 ___ Elena at her grandparents' house?
5 ___ Lucas and his family at a restaurant?
6 Where ___ the children last Saturday?

a No, she wasn't.
b Yes, they were.
c Yes, he was.
d They were at the cinema.
e No, they weren't.
f No, it wasn't.

1 e

PRONUNCIATION

6 2.67 Listen and repeat: /eə/ or /ɪə/? Then practise saying the tongue twister.

Where were we last night, **dear**?
Were we over **there**?
I don't know **where** we were, dear.
But now, I think we're **here**.

DICTATION

7 2.68 Listen to the recording. Write the sentences in your notebook.

SPEAKING

8 Complete the dialogue with the words in the box. Write the answers in your notebook. Then act out the dialogue in pairs.

straight looking me on turn far

Boy: Excuse [1] ___, I'm [2] ___ for the cinema. Is it [3] ___?
Girl: No, it isn't. Go [4] ___ on, past the bank. Then [5] ___ right. The cinema is [6] ___ the left, opposite the café.

READING AND WRITING

9 Read the text. How does the writer feel about the town nowadays?

My town looks very modern now but it was different when I was younger. There was a bank in the main square and there is a library now. Behind the bank there was a hotel, but there weren't many tourists in our town so there's a supermarket now. It's open until 10 p.m., so you can go shopping in the evening. In the past, all the shops were closed at 6 p.m.

There was a cinema in the centre of town but it's closed now. There is a new cinema next to the park. It's bigger but it's a bit too far for me. I need to catch a bus to go to watch a film, and I don't go there very often.

There's a new cool stadium, as well. Our local football team plays there. They are much better than they were in the past! We often go there to watch the games with my friends.

I like my town – the people are nice and friendly. It's not very exciting, but it's a good place to live.

10 Read the text again. Are the statements true or false?

1 The library is in the main square.
2 The supermarket is open longer than the shops in the past.
3 There is a new cinema in the centre of town.
4 The author doesn't like watching football games.
5 She thinks her town is an exciting place to live.

11 In your notebook, write 60-70 words about your favourite place in your city, town or village. Use these questions to help you.

1 What is the place?
2 Where is it?
3 What is special about it?
4 Why do you like it?

LISTENING

12 2.69 Listen and choose the correct option in each sentence. Write the answers in your notebook.

1 The speaker was in a *very big / very busy* town.
2 The best place was *the new part of town / the old town.*
3 The museum was *opposite / next to* the market square.
4 In the past there was *a bank / a hotel* in the theatre building.
5 On Sunday they went to *the shopping centre / the park.*
6 The restaurant was between the hospital and *the train station / the post office.*

Check yourself!

- ✓ Potrafię rozmawiać o miejscach w mieście.
- ✓ Potrafię rozmawiać o przeszłości, używając czasownika *to be* w czasie Past Simple.
- ✓ Potrafię zadawać pytania na temat przeszłości i odpowiadać na nie, stosując czasownik *to be* w czasie Past Simple.
- ✓ Potrafię wskazać drogę i o nią zapytać.
- ✓ Potrafię zrozumieć wypowiedzi ustne i pisemne o miastach i o sytuacjach z przeszłości.
- ✓ Potrafię napisać krótki tekst na temat miejscowości, w której mieszkam.

Get Culture! A journey around the UK

1 What do you know about the UK? In pairs, think of two or three interesting facts. Compare your ideas as a class. Vote for the most interesting facts.

2 2.70 Read and listen to the text about the UK. Answer the questions. Write the answers in your notebook.

1 What is Stonehenge and how old is it?
2 What sport do people play in Wales?
3 Where can you learn about a famous ship?
4 What lives in a lake in Scotland?
5 What are "bagpipes"?
6 Where were the Beatles from?
7 Who was William Shakespeare?
8 Where do England's kings and queens live?

3 2.71 Listen to Anna, Mark and Jessica. Which place in the UK do they want to visit and why? Write the answers in your notebook.

4 Work in groups of three. Ask and answer the question below. Make notes in your notebook and share the results with the class.

Which place in the UK would you like to visit and why?

Two people in our group would like to visit … because …

PROJECT

- Work in groups. Make a digital presentation of a place of interest in your town, city or neighbourhood.
- Choose a place and discuss your ideas. Use these questions to help you.
  - Where is it?
  - What do we know about it?
  - What can you do there?
  - Why is it interesting?
- Plan your presentation. Decide who searches the Internet for interesting information, who looks for the photos and pictures, etc.
- Write the text of the presentation.
- Put your texts and photos together.
- Share your presentation with the class. Which is your favourite presentation? Why?

6 Just the job

Vocabulary

Potrafię rozmawiać o pracy i zawodach.

I know that!

1 Do you know these jobs? Which do you think is the most interesting?

doctor footballer pilot singer teacher

VOCABULARY
Jobs | Jobs at home

GRAMMAR
Past Simple affirmative: regular and irregular verbs

SPEAKING
Asking for and giving or refusing permission

READING
Pocket money

LISTENING AND WRITING
A Great Day Out | *First, Then, After that*

POLAND
Spring time

MY PHOTO ALBUM

2 3.01 Listen and repeat. Look at Ed's photos on page 80 and match the hands to the correct jobs in the Vocabulary box. Write the answers in your notebook.

Vocabulary Jobs

artist builder bus driver chef doctor farmer footballer nurse office worker pilot police officer shop assistant singer teacher vet

3 In your notebook, complete the sentences from Ed's project with the correct jobs. Use the Vocabulary box to help you.

1 My aunt Emma is a *nurse*. She works in a hospital and looks after ill people.

2 My cousin is a ? . She works in a shoe shop.

3 My uncle is a ? . He's building a new hotel in Manchester.

4 My aunt Lucy is a ? . She looks after cats and dogs – and sometimes snakes!

5 My dad is a ? . He loves driving and his bus is always full in the morning!

6 My grandad is a ? . He's got cows and chickens.

7 My mum is an ? . She works in an office in London.

4 Who works in these places? Write sentences in your notebook.

1 in a stadium
A footballer works in a stadium.
2 in a police station
3 in a restaurant
4 in a shop
5 in an office
6 in a hospital
7 on a farm
8 in a school

5 Say what people in your family do and where they work.
My mum is a teacher. She works in a school.

6 3.02 Listen to Ed talking to his neighbour and complete the notes in your notebook.

Job: [1]*police officer*
Place of work: [2] ?
Starts work: [3] ?
Finishes work: [4] ?
Uniform: black trousers, a white shirt and [5] ?

7 Ask five people in class what they want to be when they grow up.
A: *What do you want to be when you grow up?*
B: *I want to be a … because …*

I remember that!

8 Imagine your five best friends twenty years from now. What are their jobs?

Irena is a vet in Hollywood.
Alex is a pilot.

Grammar

Potrafię rozmawiać o przeszłości, stosując czasowniki regularne w czasie Past Simple.

She asked me to babysit

Hi, it's Amy here. Today I'm doing a vlog. So, what's new? Well, my Aunt Jackie is a nurse. She sometimes works in the evening. Her babysitter was ill two days ago, so she asked me to babysit. I love my cousin Harry, but ...

First we played football in the garden. That was fun, but then Harry walked through the house in his dirty trainers. What a mess!

I cooked spaghetti for Harry's dinner. I think he liked it ... but most of it was on his clothes ... and the floor!

Harry's bedtime is usually 7.30, but he wasn't tired. So we watched a film ... well, I watched a film. Harry jumped on the sofa.

At 9.00, Harry was finally asleep! I tidied the house and cleaned the kitchen. My aunt arrived home at 9.30, but ... guess what?

1 3.03 **Listen and read. What is Amy's aunt's job? What job is Amy doing?**

2 Who's talking and who are they talking to? Choose from the names in the box. Write the answers in your notebook.

Aunt Jackie Amy Harry

1 "It's time for bed now."
2 "Please can you babysit?"
3 "Yes, I can babysit."
4 "Here's your spaghetti."
5 "But I'm not tired."
6 "Hi, I'm back."

3 3.04 **Listen and repeat. Find these expressions in the story. How do you say them in Polish?**

Out of class

That was fun! *What's new?*
Guess what?

4 CLASS VOTE **What happened next?**

a Aunt Jackie asked Amy to babysit again next week.

b Harry walked downstairs and started to cry.

5 3.05 **Now listen and check.**

Get Grammar!
Past Simple affirmative: regular verbs

+	
I	played football.
You	played football.
He/She/It	played football.
We	played football.
You	played football.
They	played football.

LOOK! cook – cooked tidy – tidied
arrive – arrived stop – stopped

LOOK! Her babysitter was ill two days **ago**.

6 3.06 Complete Harry's story with the Past Simple form of the verbs. Write the answers in your notebook. Then listen and check.

Harry's story

1 Last Saturday, my cousin Amy *looked after* (look after) me.
2 First, I [?] (play) football in the garden.
3 Amy [?] (try) to play football too, but she wasn't very good.
4 She [?] (cook) spaghetti. It was horrible!
5 Then, Amy [?] (watch) a film.
6 The film was boring, so I [?] (jump) on the sofa. That was fun!
7 I think Amy [?] (like) being my babysitter.

7 Amy agreed to babysit again at the weekend. What happened? In your notebook, complete the page from Amy's diary.

cook listen ~~look after~~ paint
play want

I [1]*looked after* Harry again yesterday. First Harry and I [2] [?] tennis in the garden and then we [3] [?] to some songs. A six o'clock Harry was hungry, so I [4] [?] a pizza for him. Then he [5] [?] to do some painting. He [6] [?] a nice picture and this time there was no mess!

8 In your notebook, complete the sentences with the words in the box so they are true for you.

an hour a week a month
a year two/three … minutes
two/three … days

1 I stayed at a friend's house *a week* ago.
2 I texted a friend [?] ago.
3 I played a computer game [?] ago.
4 This lesson started [?] ago.
5 I visited my grandparents [?] ago.

Fun Spot

9 Imagine you have a lot of famous friends. In your notebook, write sentences about your week. Use the ideas in the box or your own ideas.

dance with phone play tennis with
text visit watch TV with *your ideas!*

On Monday, I played tennis with Novak Djokovic. On Tuesday, I texted the Queen.

Grammar

Potrafię rozmawiać o przeszłości, stosując czasowniki nieregularne w czasie Past Simple.

City Creatures Pizza delivery dog

1 Look at the cartoon. How many jobs from the box can you find?

chef bus driver police officer
shop assistant waiter vet

police officer

2 3.07 Listen and read. Choose the correct answers. Write them in your notebook.

1 Al's first day at work was *good* / *bad*. *bad*
2 There was a problem with Zizi's *pizza* / *coke*.
3 The police officers wanted *two* / *three* cokes.
4 It was *lunchtime* / *dinnertime* at the vets.
5 Pete was *happy* / *angry* with Al.

Get Grammar!
Past Simple affirmative: irregular verbs

+	
I	drank a coke.
You	drank a coke.
He/She/It	drank a coke.
We	drank a coke.
You	drank a coke.
They	drank a coke.

3 3.08 **Read the story again. Find the Past Simple forms of the verbs in the box. Write them in your notebook. Then listen, check and repeat.**

come drink eat feel go have make meet take

come – came

4 GAME **Play word tennis. Use the verbs in Exercise 3.**

A: *Have.*
B: *... Had! Drink.*
A: *Drank. ...*

5 Complete the sentences with the verbs in the box. Write the answers in your notebook.

had ~~met~~ went drank made ate

1 After work, Big Al *met* Carla and Rocco. They talked about his day.
2 Al was hungry so he ? a sandwich.
3 Then he ? some milk.
4 They ? some sausages in the fridge, so Carla ? hot dogs too.
5 They ? to bed really early.

6 Complete the text about Rocco's job with the correct form of the verbs. Write the answers in your notebook.

Last summer Rocco [1] *had* (have) a job at The Skate Café. Every day he [2] ? (go) to work early and he [3] ? (take) his skateboard with him. In the café he [4] ? (make) delicious hot dogs. Lots of people [5] ? (come) to the café and [6] ? (eat) Rocco's hot dogs. They were great! After work he [7] ? (meet) his friends at the skatepark!

7 Complete the verbs in your notebook. Change the time expressions in blue to make the sentences true for you.

1 I **w***ent* shopping in town last Sunday.
2 I **m**? my friends after school yesterday.
3 I **f**? ill two days ago.
4 I **a**? an ice cream last month.
5 I **h**? a pizza for dinner on Saturday.

Fun Spot

8 What did you do yesterday?
In your notebook, write two true sentences and one false. Student A: Read your sentences to your partner. Student B: Guess which sentence is false! Then swap roles.

A: *1 I ate ... 2 I had ... 3 I met ...*
B: *Number 1 is false.*
A: *You're right!*

6.4 Speaking

Potrafię prosić o pozwolenie i go udzielać lub odmawiać jego udzielenia.

Can I borrow your trainers?

Lucas sometimes forgets things. Today was a typical day!

Lucas: Oh, no. I haven't got my pencil case. Can I borrow a pen, Tom?
Tom: Sure, Lucas, no problem.
Lucas: Thanks!

Lucas: Oh no, I left my phone at home. Is it OK if I use your mobile?
Tom: Oh Lucas! Not again. No, sorry ...
Lucas: Please Tom ...
Tom: Oh, all right ... just be quick!

Lucas: Where are my trainers? They aren't in my bag. Er ... Can I borrow your trainers?
Tom: No, sorry, you can't. I only have one pair ... and anyway, they're too big for you!

1 3.09 **Listen and read. Answer the questions.**

1 Where are Tom and Lucas?
2 What three things does Lucas need?

2 3.10 **Listen and repeat.**

Speaking Asking for and giving or refusing permission

Can I borrow *a pen*, please?
Yes, you can. / No, sorry, you can't. / Sure, no problem.

Is it OK if I *use your mobile*?
No, sorry, it isn't OK. / Oh, all right. / Yes, that's fine.

LOOK! **Please** can I go to the party?
Can I go to the party, **please**?

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

Amy: Er, Lucas. Is it [1]*OK* if I borrow your calculator?
Lucas: Not again, Amy! No, sorry it [2] ? OK.
Amy: But Lucas. Can I use it, [3] ?
Lucas: I'm joking Amy! Sure, no [4] .

4 **In pairs, ask for and give or refuse permission.**

1 You want to go to a party. Ask your mum.
A: *Is it OK if I go to a party on Sunday evening?*
B: *No, sorry. You've got school on Monday.*
2 You want to use your sister's tablet. Ask her.
3 You want to leave the classroom and get some water. Ask your teacher.
4 You want to wear your friend's jacket to a party. Ask him/her.

5 3.11 **What do the people want? Match speakers 1–4 to pictures A–F. There are two extra pictures. Write the answers in your notebook.**

1 Isabel 2 Jude 3 Dan 4 Jenny

Reading 6.5

Potrafię zrozumieć tekst o pracach domowych i o kieszonkowym.

1 Look at the photo and the title. What do you think the text is about?

2 3.12 Read and listen to the article. Which people get pocket money regularly?

3 Read the article again. Are the sentences true or false?

1 Hannah always works for her pocket money. *False*
2 Hannah had a special job last week.
3 Jodie's brothers don't help around the house.
4 Jodie got money from her mother last weekend.
5 Dylan never works for his pocket money.
6 Dylan doesn't have a lot of free time.

4 Find the Past Simple forms of these verbs in the text. Write them in your notebook.

~~buy~~ do get give go make put

buy – bought

Pocket money

Do you get pocket money every week? Do you work for it? What do you do with your money? We asked some teenagers, and here are their answers ...

Hannah, 12

I usually get pocket money every week. I don't work for it, but I sometimes get extra money for special jobs. I looked after my little cousin a week ago and got £10 from my aunt! I put the money in my money box 🐷. I'm saving for a new phone.

Jodie, 13

My brothers and I all help in the house. We walk the dog, wash the dishes and empty the bin. But we don't get pocket money for these jobs. We get pocket money when we need it. Last Saturday my mum gave me some money for new clothes. I went into town and bought a pair of trainers. They're cool!

Dylan, 11

I get pocket money every month, and yes, I sometimes work for it. Last Saturday I washed my dad's car and did the shopping. I made pizza too! That was unusual. Usually, I make my bed and tidy my room, but I don't help much around the house. I don't have time!

5 3.13 Listen and repeat. Label the pictures. Use the Vocabulary box to help you. Write the answers in your notebook.

Vocabulary Jobs at home

do the shopping empty the bin
look after your brother/sister
make your bed tidy your room
walk the dog wash the car
wash the dishes

6 Work in pairs. Tell your partner when you last did each job in Exercise 5. Then swap roles.

I washed the dishes three days ago.

7 In your notebook, write three sentences about your partner.

Lily washed the dishes three days ago.

8 Ask and answer the questions in pairs.

1 Do you get pocket money?
2 How often do you get it?
3 Do you work for it?
4 What do you buy with your money?

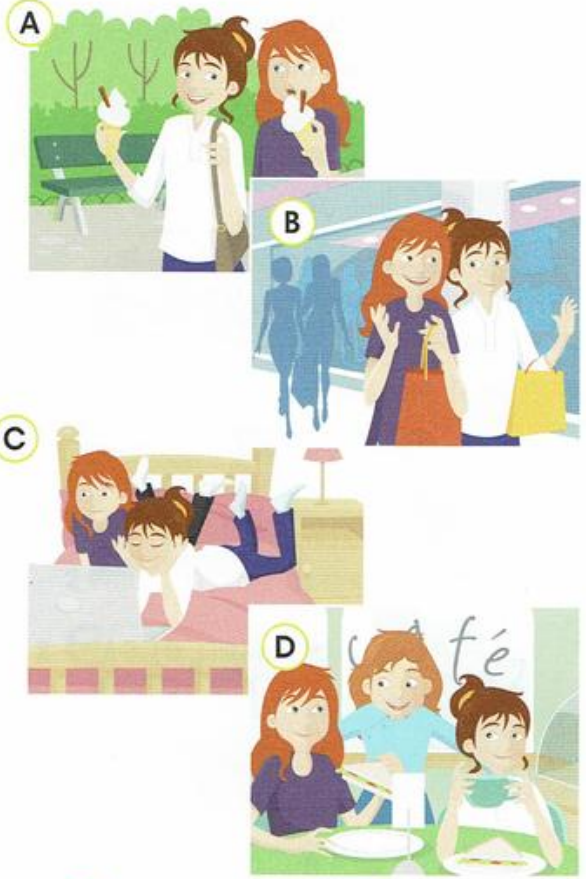
6.6 Listening and Writing

Potrafię zrozumieć wypowiedź ustną o dniu spędzonym poza domem i napisać krótki tekst na ten temat.

1 Look at the pictures of Megan in Exercise 2. What is happening in each picture?

2 3.14 Listen and put the pictures in the correct order. Write the answers in your notebook.

1 B



3 3.14 Listen again and choose the correct answers. Write them in your notebook.

1 Megan bought
- **a** some trainers.
- **b** some jeans and a T-shirt.

2 Megan's sister works
- **a** in a café. **b** in a bookshop.

3 Megan and Layla
- **a** walked to the park.
- **b** took a bus to the park.

4 In the evening, Megan and Layla watched
- **a** TV. **b** a film.

5 She went to bed at
- **a** eleven o'clock. **b** eight o'clock.

1 a

4 Read Matt's description of a day out. What three places did he go to?

A Great Day Out

by Matt

Last Saturday, I went to London with my family. First, we visited Madame Tussaud's. That was really cool. All my favourite actors and singers were there. I took a selfie with Usain Bolt!

Then, we went to the London Aquarium. We walked under the water and we watched the sharks. My brother was scared, but I wasn't.

After that, we went to a Mexican restaurant. We ate tacos and drank milkshakes.

We arrived home at midnight. We were tired, but happy!

5 Find *First*, *Then* and *After that* in the text.

Writing *First, Then, After that*

First, we visited Madame Tussaud's.
Then, we went to the London Aquarium.
After that, we went to a Mexican restaurant.

6 WRITING TIME In your notebook, write a description of a great day that you had.

Find ideas

Think what you did, with whom, what happened *first*, *then* and *after that*. Make notes.

Draft

Write a description of a great day that you had.
Last week, I … / A week ago, I …
First, … Then, … After that, …
It was a really fun/exciting/great day!

Check and write

Check the use of *first*, *then* and *after that* and write the final version of your text.

Wordlist 6

LESSON 6.1

Jobs Zawody

artist /ˈɑːtəst/ artysta/artystka
builder /ˈbɪldə/ pracownik budowlany
bus driver /ˈbʌs ˌdraɪvə/ kierowca autobusu
chef /ʃef/ szef kuchni
doctor /ˈdɒktə/ lekarz/lekarka
farmer /ˈfɑːmə/ rolnik
footballer /ˈfʊtbɔːlə/ piłkarz
nurse /nɜːs/ pielęgniarz/pielęgniarka
office worker /ˈɒfəs ˌwɜːkə/ pracownik biurowy
pilot /ˈpaɪlət/ pilot
police officer /pəˈliːs ˌɒfəsə/ policjant/policjantka
shop assistant /ˈʃɒp əˌsɪstənt/ sprzedawca/sprzedawczyni w sklepie
singer /ˈsɪŋə/ piosenkarz/piosenkarka
teacher /ˈtiːtʃə/ nauczyciel/nauczycielka
vet /vet/ weterynarz

---

build /bɪld/ budować
cow /kaʊ/ krowa
farm /fɑːm/ gospodarstwo rolne
full /fʊl/ pełen
grow up /ˌgrəʊ ˈʌp/ dorastać
office /ˈɒfəs/ biuro
photo album /ˈfəʊtəʊ ˌælbəm/ album ze zdjęciami
place of work /ˌpleɪs əv ˈwɜːk/ miejsce pracy
shoe shop /ˈʃuː ʃɒp/ sklep obuwniczy
uniform /ˈjuːnəfɔːm/ mundur

LESSON 6.2

Out of class

Guess what? /ˌges ˈwɒt/ Zgadnij, co się stało!
That was fun! /ˌðæt wəz ˈfʌn/ To było fajne!
What's new? /ˌwɒts njuː/ Co słychać?

---

again /əˈgen/ znowu
arrive /əˈraɪv/ przybyć
ask /ɑːsk/ pytać
babysit /ˈbeɪbɪsɪt/ opiekować się dzieckiem
be back /ˌbi ˈbæk/ wrócić
bedtime /ˈbedtaɪm/ pora spania
clean /kliːn/ wyczyścić
cry /kraɪ/ płakać
dirty /ˈdɜːti/ brudny
finally /ˈfaɪnəli/ w końcu
jump /dʒʌmp/ skakać
stay at a friend's house /ˌsteɪ ət ə ˈfrendz haʊs/ zatrzymać się w domu przyjaciela
then /ðen/ potem
through /θruː/ przez
time for bed /ˌtaɪm fə ˈbed/ czas spać
walk downstairs /ˌwɔːk ˌdaʊnˈsteəz/ zejść na dół

LESSON 6.3

at work /ət ˈwɜːk/ w pracy
delivery /dɪˈlɪvəri/ dostawa
dinnertime /ˈdɪnətaɪm/ czas kolacji
feel bad /ˌfiːl ˈbæd/ źle się czuć
feel ill /ˌfiːl ˈɪl/ czuć się chorym
for free /fə ˈfriː/ za darmo
go to work /ˌgəʊ tə ˈwɜːk/ iść do pracy
in the world /ɪn ðə wɜː(r)ld/ na świecie
in town /ɪn ˈtaʊn/ w mieście
piece /piːs/ kawałek
thirsty /ˈθɜːsti/ spragniony
this morning /ðɪs ˈmɔː(r)nɪŋ/ dziś rano
wash the dishes /ˌwɒʃ ðə ˈdɪʃɪz/ umyć naczynia

LESSON 6.4

Asking for permission Pytanie o pozwolenie

Can I borrow a pen, please? /ˌkæn aɪ ˈbɒrəʊ ə pen pliːz/ Czy mogę pożyczyć długopis?
Is it OK if I use your mobile? /ɪz ɪt əʊ ˌkeɪ ɪf aɪ ˌjuːz jə məʊˈbaɪl/ Czy mogę skorzystać z twojego telefonu?
No, sorry, it isn't OK. /nəʊ ˌsɒri ɪt ˈɪznt əʊ ˌkeɪ/ Nie, przykro mi, ale to nie jest w porządku.
No, sorry, you can't. /nəʊ ˌsɒri jə kɑːnt/ Nie, przykro mi, ale nie możesz.
Oh, all right. /əʊ ɔː raɪt/ W porządku.
Sure, no problem. /ʃɔː nəʊ ˈprɒbləm/ Jasne, nie ma problemu.
Yes, that's fine. /jes ðæts ˈfaɪn/ Tak, proszę.
Yes, you can. /jes jə ˈkæn/ Tak, możesz.

---

borrow /ˈbɒrəʊ/ pożyczyć (od kogoś)
forget /fəˈget/ zapomnieć
go to a party /ˌgəʊ tə ə ˈpɑːti/ iść na przyjęcie
leave /liːv/ wyjść
pair /peə/ para
polite /pəˈlaɪt/ uprzejmy

LESSON 6.5

Jobs at home Prace domowe

do the shopping /ˌduː ðə ˈʃɒpɪŋ/ robić zakupy
empty the bin /ˌempti ðə ˈbɪn/ wyrzucić śmieci
look after your brother/sister /ˌlʊk ˌɑːftə jə ˈbrʌðə, ˈsɪstə/ opiekować się bratem/siostrą
make your bed /ˌmeɪk jə ˈbed/ pościelić łóżko
tidy your room /ˌtaɪdi jə ˈruːm/ posprzątać w pokoju
walk the dog /ˌwɔːk ðə ˈdɒg/ wyprowadzić psa
wash the car /ˌwɒʃ ðə ˈkɑː/ umyć samochód
wash the dishes /ˌwɒʃ ðə ˈdɪʃɪz/ pozmywać naczynia

---

ask /ɑːsk/ pytać, prosić
extra money /ˌekstrə ˈmʌni/ dodatkowe pieniądze
free time /ˌfriː ˈtaɪm/ czas wolny
give /gɪv/ dawać
help around the house /ˌhelp əˌraʊnd ðə ˈhaʊs/ pomagać w pracach domowych
little cousin /ˌlɪtl ˈkʌzən/ młodszy kuzyn / młodsza kuzynka
money box /ˈmʌni bɒks/ skarbonka
pocket money /ˈpɒkət ˌmʌni/ kieszonkowe
save for /ˈseɪv fə/ oszczędzać na

LESSON 6.6

Mexican /ˈmeksɪkən/ meksykański
midnight /ˈmɪdˌnaɪt/ północ
shark /ʃɑː(r)k/ rekin
taco /ˈtækəʊ/ taco (rodzaj meksykańskiej potrawy)

Revision

VOCABULARY

1 **In your notebook, complete the sentences with the jobs in the box.**

builder chef nurse office worker
shop assistant ~~vet~~

1 He looks after animals. He's a *vet*.
2 She cooks food in a restaurant. She's a [?].
3 She works in a bank. She's an [?].
4 He works in a sports shop. He's a [?].
5 She works in a hospital. She's a [?].
6 He builds houses. He's a [?].

2 **Match 1–8 to a–h. Write the answers in your notebook. Which jobs do you do everyday?**

1 wash	a the car
2 make	b your room
3 walk	c the dishes
4 tidy	d the bin
5 empty	e my sister/brother/cousin
6 look after	f your bed
7 wash	g the shopping
8 do	h the dog

1 c wash the dishes

GRAMMAR

3 **In your notebook, complete the sentences with the Past Simple form of the verbs in the box. Which sentences are true for you?**

cook cycle play tidy ~~visit~~

1 I *visited* my grandparents last weekend.
2 My dad [?] pizza two days ago.
3 I [?] my room yesterday.
4 My mum [?] the guitar when she was a girl.
5 I [?] to school last week.

4 **Find Past Simple irregular verb forms in the wordsnake. What are their basic forms? Write them in your notebook.**

had – have

5 **In your notebook, complete the sentences with verbs from the wordsnake. There are two extra verbs.**

Last Saturday Tom [1]*had* a football match. After the match he [2] [?] his friends, and they [3] [?] to a café. They all [4] [?] hamburgers and [5] [?] milkshakes. Tom [6] [?] a lot of photos of his friends. It was a fun day!

PRONUNCIATION

6 **3.15 Listen and repeat: /d/, /t/ or /ɪd/?**

Big Al was very good today.
He **cleaned** and **tidied** the house.
He **wanted** to play, but he **emptied** the bins,
And then he **walked** Carla's pet mouse.

DICTATION

7 **3.16 Listen to the recording. Write the sentences in your notebook.**

SPEAKING

8 **Complete the dialogues. Write the answers in your notebook. Then act them out in pairs.**

sorry problem that's
OK Can all right

1 **A:** Can I have a new pair of trainers?
B: Sure, no [1] [?].
2 **A:** Is it [2] [?] if I do my homework tomorrow?
B: Yes, [3] [?] fine.
3 **A:** [4] [?] I play a computer game?
B: No, [5] [?], you can't.
4 **A:** Is it OK if I go to a party on Saturday?
B: Oh, [6] [?].

READING AND WRITING

9 Read the texts. What are Debbie and Jim saving for?

Debbie

I want to go to Spain this summer and I need to save some money. My parents give me pocket money as usual but I also do extra household jobs. Yesterday, I did the shopping for dinner and cleaned the living room windows. I also cook meals at the weekends. I made great spaghetti last Saturday! My big brother wants to help me save extra money too – he pays me to clean his room once a week. But it's not a nice job – he's so untidy!

Jim

My neighbours, Mr and Mrs Robbins, live alone in a big house and I work in their garden once a week. Yesterday I cleaned the garden tools. Then Mrs Robbins made some apple pie, we ate it and had a chat. She worked as a chef when she was younger and she told me about her first job. I also take their dog, Morris, for a walk every morning before school. He's a lot of fun! They pay me some money for the jobs I do – I'm putting it all in my money box. I am saving for a new tablet!

10 Read the texts again. Answer the questions. Write the answers in your notebook.

1 What does Debbie do to get more pocket money?
2 What did Debbie do yesterday?
3 Does Debbie like all of her jobs?
4 What jobs does Jim do for his neighbours?
5 What did Jim talk about with Mrs Robbins?
6 Does Jim like Morris?

11 In your notebook, write 60–70 words about how you spent last weekend. Use these questions to help you.

1 Where did you go?
2 Who were you with?
3 What did you do?
4 Did you have fun?

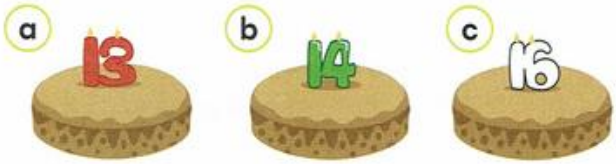
LISTENING

12 3.17 Listen and choose the correct answers. Write them in your notebook.

1 What sport do Hannah and Freya do?

2 What day is Freya's party?

3 How old is Freya?



4 What time does the party end?

5 Where is the party?

6 Why wasn't Hannah at Freya's birthday party last year?

Check yourself!

- ✓ Potrafię rozmawiać o pracy i zawodach.
- ✓ Potrafię rozmawiać o przeszłości, stosując czasowniki regularne i nieregularne w czasie Past Simple.
- ✓ Potrafię prosić o pozwolenie i go udzielać lub odmawiać jego udzielenia.
- ✓ Potrafię zrozumieć wypowiedzi ustne i pisemne o pracach domowych i o kieszonkowym, oraz o dniu spędzonym poza domem.
- ✓ Potrafię napisać krótki tekst na temat ciekawego dnia.

Poland Spring time

1 3.18 Read the English saying. What do you think it means? Listen and check.

March comes in like a lion and goes out like a lamb.

2 Read the answer to the question from the listening and find two mistakes. Do you know the Polish sayings?

WEATHER SAYINGS

There are some Polish sayings about spring time. One of them says that the weather in April is like a boiling pot because it changes very quickly. Another popular saying tells us that there's a mix of winter and summer weather in May.

3 Read the text. Is the first day of spring similar at your school?

GOODBYE WINTER! WELCOME SPRING!

The first day of spring is called Truant's Day* in Polish schools. But who wants to **play truant** when the day is so different from a typical school day anyway? There are fun activities and games in my school on this day. We **dress up** in funny clothes and **drown** Marzanna – the symbol of winter. We take this **ugly** doll to the nearest lake and throw her into the water. This old folk tradition is popular in many countries in Eastern Europe.

* Truant's Day – Dzień Wagarowicza

4 Look at the words in bold in Exercise 3 and read the sentences below. Choose the correct answers. Write them in your notebook.

1 If you play truant, you *go to all the classes at school / don't go to school.*
2 When you dress up, you wear *a costume / a school uniform.*
3 To drown someone is to keep the person *under water / in the cold* for too long so the person dies.
4 Ugly is the opposite of *funny / beautiful.*

5 How did you and your class spend the first day of spring last time? Write three sentences in your notebook.

6 Look at the calendar. Which days are public holidays in Poland?

APRIL	APRIL	APRIL	APRIL
19	20	21	22
Good Friday	Holy Saturday	Easter Sunday	Easter Monday

7 3.19 Listen and answer the questions.

1 Which days are public holidays in Australia?
2 Which day is a public holiday everywhere in the USA?

8 Read the riddle and answer the question.

Easter Riddle

First we boil them, then we colour them or paint them. On Holy Saturday we put them in the Easter basket and take them to church. We eat them at breakfast on Easter Sunday. What are they?

9 Look at the photo. Complete the text with one word in each gap. Write the answers in your notebook. Then answer the questions.

In the photo some people are splashing a lot of water over a [1] ? . He's all [2] ? .
I think someone took this photo on Easter [3] ? because on that day young people traditionally have water fights. But this is only good fun in warm weather. What is this Easter tradition called where you live? Do you like it?

10 Answer the questions in pairs.

1 How do you help your family prepare for Easter?
2 What kind of food is there in your Easter basket?
3 What does your family eat for Easter breakfast?
4 Do you get any Easter presents? On which day? Who do you get them from?
5 Do you enjoy water fights on Easter Monday?

11 3.20 **Listen to the recording about British Easter traditions. Are the sentences true or false?**

1 In the past British people didn't paint eggs for Easter.
2 British people prefer chocolate Easter eggs.
3 Children in the UK go on an egg hunt on Easter Monday.
4 The most important Easter meal in the UK is Easter breakfast.
5 People often eat lamb and vegetables for Easter lunch.

12 Work in pairs. What Easter traditions are similar in Poland and in the UK? Which traditions are different?

PROJECT

- **Make an Easter vocabulary poster.**
  - Choose some English words about Easter that you know.
  - Choose some words about Easter that you don't know in English and look them up in a dictionary.
  - Design a vocabulary poster with all the words. Add illustrations and English explanations for all the words.
- **Make a class display of all the posters.**

7 Going places

Vocabulary

Potrafię rozmawiać o środkach transportu.

I know that!

1 Look at these types of transport. Which do you use every day?

car bike boat bus train taxi

VOCABULARY
Transport nouns | Transport verbs | Travel equipment | Things to do on holiday

GRAMMAR
Past Simple negative, questions and short answers

SPEAKING
Buying a ticket

READING
Antarctic Adventure

LISTENING AND WRITING
Things you always take with you on holiday | A postcard

GET CULTURE!
Transport in London

2 3.21 Listen and repeat. What type of transport from the Vocabulary box can you see in the photos on page 94?

Vocabulary Transport nouns

bike boat bus car motorbike
plane taxi train tram underground

3 GAME In your notebook, write the type of transport for each of the descriptions. You have three minutes! You can use the words more than once.

plane train boat bike
tram motorbike taxi
bus car

Which transport:

1 travels on water?
2 travels in the air?
3 can carry ten people or more?
4 has four wheels or more?

4 3.22 Match the words to the pictures. Write the answers in your notebook. Then listen and check.

a by motorbike
b by tram
c by car
d on foot
e by bike
f by train *1*

LOOK!

I go to school **by** car / **by** train / **by** boat.
I go to school **on** foot. = I walk to school.

5 3.23 Listen and repeat.

Vocabulary Transport verbs

arrive get off get on leave take

6 3.24 Listen to five children. Match them to photos on page 94. Write the answers in your notebook. There is one extra photo.

a Mark *3*
b Asha
c Evan
d Elsa
e Karl

7 3.24 Choose the correct answers. Write them in your notebook. Then listen again to check.

1 Mark's train *leaves / gets off* every ten minutes.
2 Asha and her sister *arrive / get on* their dad's motorbike.
3 Evan and his friends always *arrive / leave* at school on time.
4 Elsa and her friend *get off / arrive* the tram near their school.
5 When the weather is bad, Karl *arrives / takes* a plane to school.

1 leaves

8 Read about another school commute. Choose the correct answers. Write them in your notebook.

14-year-old Enzo Paci lives in Queens in New York City and he travels two hours to a school in the Bronx. It's a very good school.

Enzo [1] ? a bus and two trains, and the last ten minutes of his journey is [2] ? foot. At 6.30 a.m. he goes to the train station [3] ? bus. The train [4] ? at 7 a.m. and arrives in Manhattan at 8 a.m. Then, at 8.30 a.m. Enzo [5] ? another train to his school! It's one of the longest school journeys in the world!

1 a takes b goes c arrives
2 a by b on c with
3 a on b with c by
4 a gets off b leaves c takes
5 a gets on b gets off c goes

1 a

I remember that!

9 Discuss the questions in pairs. Which way of travelling is:

a the fastest?
b the slowest?
c the most boring?
d the most exciting?

I think travelling by motorbike is the most exciting.

Grammar

Potrafię rozmawiać o przeszłości, stosując przeczenia w czasie Past Simple.

Elena didn't sleep well

Last Friday, Amy and her family went away for the weekend. Elena went too. They didn't go camping or stay in a hostel. They stayed in a hostel.

The first night Elena didn't sleep well.

Elena: Eek! Is that a spider?
Amy: Where?
Elena: There, on my backpack … Oh no! It's inside my sleeping bag!
Amy: Don't panic, Elena. It didn't go inside. It's here, on your torch!

They didn't have bikes at the hostel, so the next day Amy, Elena, and Mr and Mrs Riley went for a walk.

Amy: It's getting cold, Dad.
Mrs Riley: Where's your coat Elena?
Elena: Er … I didn't bring one.
Mr Riley: Don't worry, Elena! Here, have my coat.

That evening they didn't want to eat in a restaurant. They decided to cook at the hostel.

Mr Riley: Do you want one sausage or two, Elena?
Amy: Er, Elena doesn't eat meat. … Sorry, Elena, I didn't tell Dad.
Mrs Riley: Well, what about a nice cheese sandwich?
Mr Riley: Atishoo!
Mrs Riley: Oh dear!

1 Look at the pictures. Where are Elena and Amy? What are they doing?

2 3.25 Listen and read. Are the sentences true or false?

1 The family stayed in a hotel. *False*
2 Amy isn't scared of spiders.
3 They went on a bike ride.
4 Elena hasn't got her coat.
5 Elena eats sausages.

3 3.26 Listen and repeat. Find these expressions in the story. How do you say them in Polish?

Out of class

Don't worry! Don't panic! Oh dear!

4 CLASS VOTE Why does Mrs Riley say "Oh dear!"?

a Mr Riley has got a cold. **b** They haven't got any cheese.

5 3.27 Now listen and check.

Get Grammar! Past Simple negative

Regular verbs	Irregular verbs
I didn't stay at home.	I didn't sleep well.
You didn't stay at home.	You didn't sleep well.
He/She/It didn't stay at home.	He/She/It didn't sleep well.
We didn't stay at home.	We didn't sleep well.
You didn't stay at home.	You didn't sleep well.
They didn't stay at home.	They didn't sleep well.

didn't = did not

6 In your notebook, complete the sentences with the negative form of the verbs.

1 Amy and Elena *didn't go* (go) to the beach.
2 Elena ___ (sleep) well.
3 Mr Riley ___ (wear) his coat.
4 The family ___ (eat) sausages.
5 The family ___ (go) to town on their bikes.

7 Last summer Elena went on holiday with her parents. In your notebook, write sentences about Elena's holiday.

1 go to France ✘ go to Spain ✔
Elena's family didn't go to France. They went to Spain.
2 take a train there ✘ take a plane ✔
3 go to the mountains ✘ go to the beach ✔
4 cook ✘ eat at a restaurant ✔
5 take jumpers ✘ take T-shirts ✔

8 3.28 Listen and repeat. Then match the pictures to the words in the Vocabulary box. Write the answers in your notebook.

Vocabulary Travel equipment

backpack camera guidebook sleeping bag
suitcase sunglasses tent torch

1 camera

9 Answer the questions.

1 Which objects in the Vocabulary box can you see in the photos on page 96?
2 Which objects would you take to:
a a campsite in the mountains?
b a hotel on the beach?

10 Look at the things Max took on holiday. Say what he took and what he didn't take. Use the words in the Vocabulary box.

He took a backpack.
He didn't take a tent.

Fun Spot

11 What did you do last weekend? In your notebook, write two true sentences and one false. Can your partner guess which sentence is false?

A: *Last weekend, I watched TV, I did my homework, and I went camping.*
B: *You didn't go camping!*
A: *Wrong! I didn't do my homework!*

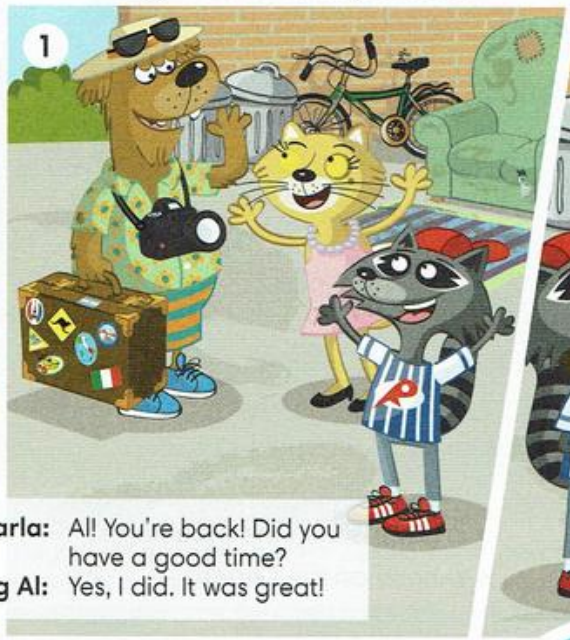
Grammar

Potrafię zadawać pytania na temat przeszłości i odpowiadać na nie, stosując czas Past Simple.

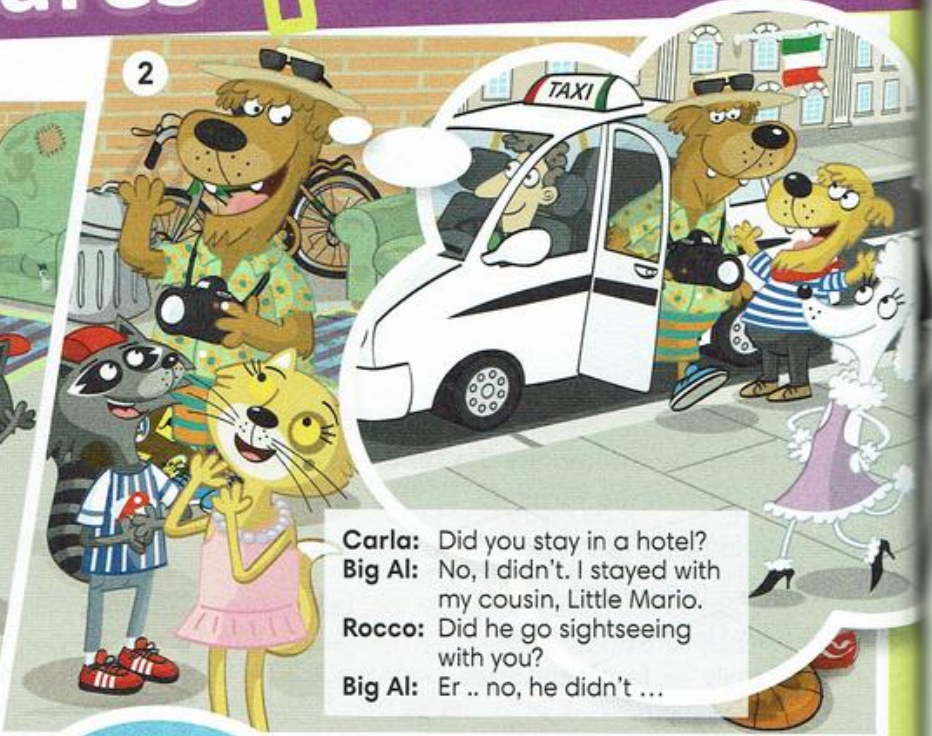
City Creatures

Roman holiday

Last week Big Al was on holiday in Rome.

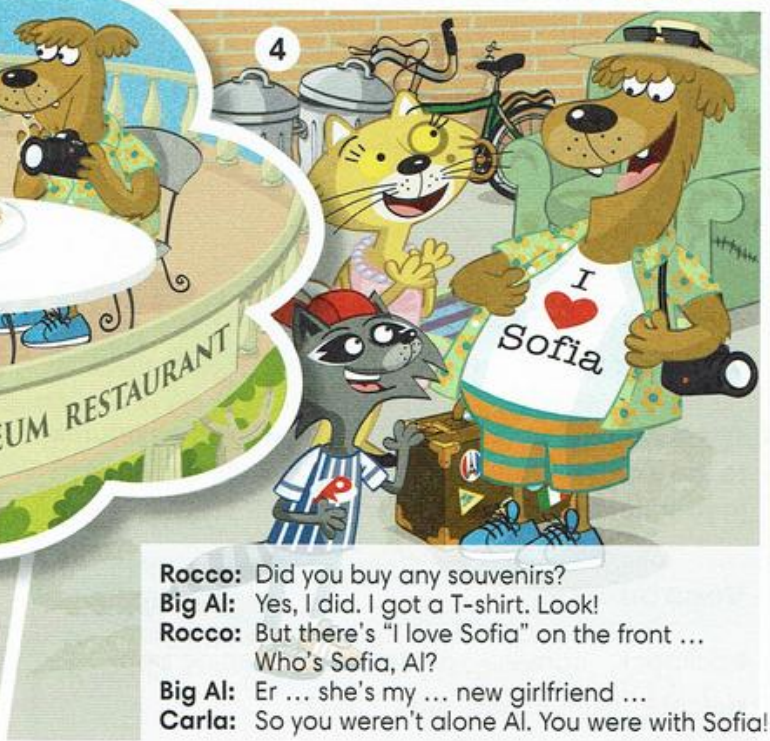


Carla: Al! You're back! Did you have a good time?
Big Al: Yes, I did. It was great!



Carla: Did you stay in a hotel?
Big Al: No, I didn't. I stayed with my cousin, Little Mario.
Rocco: Did he go sightseeing with you?
Big Al: Er .. no, he didn't ...

Rocco: So you were alone! Poor Al!
Big Al: Er ...
Carla: Did you take any photos?
Big Al: Yes, I took photos of ...
Carla: ... the Colosseum?
Rocco: Wow! Did you visit the Colosseum?
Big Al: No, I didn't. But I went to the Colosseum restaurant.



Rocco: Did you buy any souvenirs?
Big Al: Yes, I did. I got a T-shirt. Look!
Rocco: But there's "I love Sofia" on the front ... Who's Sofia, Al?
Big Al: Er ... she's my ... new girlfriend ...
Carla: So you weren't alone Al. You were with Sofia!

1 Look at the cartoon. What types of transport can you see?

2 3.29 Listen and read. Choose the correct answers. Write them in your notebook.

1 Al *had / didn't have* a good time in Rome.
2 He *met / didn't meet* his cousin there.
3 He *visited / didn't visit* places with Sofia.
4 They *saw / didn't see* the Colosseum.
5 He *bought / didn't buy* a T-shirt.

1 had

Get Grammar! Past Simple questions and short answers

?	Short answers
Did I have a good time?	Yes, I did. / No, I didn't.
Did you have a good time?	Yes, you did. / No, you didn't.
Did he/she/it have a good time?	Yes, he/she/it did. / No, he/she/it didn't.
Did we have a good time?	Yes, we did. / No, we didn't.
Did you have a good time?	Yes, you did. / No, you didn't.
Did they have a good time?	Yes, they did. / No, they didn't.

Where did you go? I went to Rome.
What did you do? I ate spaghetti.

3 Complete the questions in the Past Simple with the verbs in the box. Write the answers in your notebook.

~~go~~ buy stay eat like

1 *Did* Big Al *go* to Italy last week?
2 ? he ? in a hotel?
3 ? Al and Sofia ? at a restaurant?
4 ? Al ? a T-shirt?
5 ? Al ? Sofia?

4 In pairs, ask and answer the questions in Exercise 3.

A: *Did Big Al go to Italy last week?*
B: *Yes, he did.*

5 3.30 In your notebook, complete the dialogue about Carla's holidays. Use question words in the box. There is one extra word. Then listen and check. Act out the dialogue in pairs.

what why ~~when~~ who how where

Big Al: [1]*When* did you go to Paris?
Carla: Two weeks ago.
Big Al: [2]? did you get there?
Carla: By plane.
Big Al: [3]? did you meet there?
Carla: My friend Roxi.
Big Al: [4]? did you go?
Carla: To the Picasso Museum.
Big Al: [5]? did you see?
Carla: We saw lots of paintings!

6 3.31 Listen and repeat. Which activities in the Vocabulary box can you see in the cartoon?

Vocabulary Things to do on holiday

buy a souvenir eat at a restaurant
go sightseeing make friends stay in a hotel
take photos visit a museum

7 Look at the pictures from Rocco's holidays. Write questions in your notebook. Use the expresions in the Vocabulary box. Then ask and answer in pairs.

Did Rocco buy a souvenir?

8 In pairs, ask and answer about your last holiday. Use the words in the Vocabulary box.

A: *Did you stay in a hotel?*
B: *Yes, I did. / No, I didn't.*

9 In your notebook, write three sentences about your friend's holiday.

Lily didn't stay in a hotel …

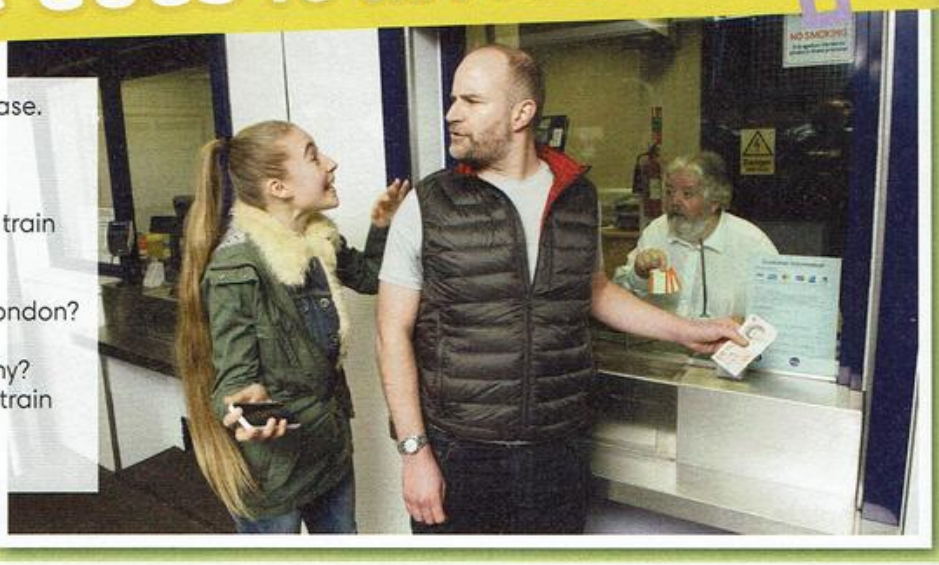
10 3.32–3.33 Go to page 123. Listen and sing *Al's Sofia* song.

Fun Spot

7.4 Speaking

Potrafię kupić bilet na stacji kolejowej.

What time does it arrive?



Mr Riley: I'd like two tickets to London, please.
Man: Here you are.
Mr Riley Thanks. How much is it?
Man: It's ten pounds twenty, please.
Mr Riley: Thanks. What time does the next train leave?
Man: At seven thirty. In three minutes.
Mr Riley: And what time does it arrive in London?
Amy: Come on, Dad. We're late!
Mr Riley: Did you say it arrives at eight, Amy?
Amy: No, I didn't. I said we're late! The train leaves in … two minutes!
Mr Riley: Oops! Let's go!

1 3.34 Listen and read. Where do Mr Riley and Amy want to go? What time does the train leave?

2 3.35 Listen and repeat.

Speaking Buying a ticket

A: I'd like a ticket to *London*, please.
B: Here you are.
A: How much is it?
B: It's *ten pounds twenty*, please.
A: What time does the train leave?
B: At *seven thirty*.
A: What time does it arrive?
B: At *eight*.
A: Thanks.

3 3.36 In your notebook, complete the dialogue with the words in the Speaking box. Then listen and check.

Elliot: I'd like a [1]*ticket* to *Brighton*, please.
Woman: Here you are.
Elliot: Thank you. How [2] ? is it?
Woman: It's *seven pounds*, [3] ?.
Elliot: What [4] ? does the train leave?
Woman: At *2.30 p.m.*
Elliot: And what time does it [5] ? in *Brighton*?
Woman: At *4.45 p.m.*
Elliot: [6] ?.

LOOK! Prices
£ 10.50 = ten pounds fifty
£ 7.25 = seven pounds twenty-five
£ 0.50 = fifty pence

4 3.37 Look at the things you can buy in a railway station. In pairs, ask and answer about prices. Then listen and check.

A: *How much is a train ticket?*
B: *It's ten pounds fifty.*

5 Work in pairs. Take turns to buy train tickets.
Student A: Go to page 122.
Student B: Go to page 124.

Potrafię zrozumieć tekst o odkrywcy.

Antarctic Adventure

On 1 December 2014,16-year-old Lewis Clarke got on a plane. Nineteen hours later he arrived in Antarctica. Lewis didn't go there with his parents. He went there with an explorer, Carl Alvey. Lewis was on a Polar expedition – he wanted to be the youngest person to go to the South Pole!

The journey was difficult and dangerous. Lewis travelled 700 miles and skied for eight hours every day. His backpack was heavy – inside there was a tent, clothes, food, a torch and a camera. He also had his schoolwork!

After 48 days, Lewis arrived at the South Pole. He was happy, and he phoned his parents. Then he had his favourite meal – spaghetti bolognese!

Lewis was the youngest person to go to the South Pole, but it wasn't his first world record. When he was twelve, he swam the English Channel with five other schoolchildren. Is Lewis cool – or just crazy?

1 Look at the photo and the title. Where are the people? What are they doing?

2 3.38 Read and listen to the text. Find six things that Lewis took in his backpack.

3 Read the text again and complete the sentences in your notebook.

1 Lewis was the youngest person to go to *the South Pole*.
2 He went to Antarctica with ___.
3 He skied for ___ every day.
4 The journey took ___ days.
5 At the South Pole, Lewis phoned his parents and ate ___.
6 He swam the English Channel when he was ___ old.

4 Find these words in the text. Which of them are adjectives? Which of them are nouns? Write the answers in your notebook.

dangerous difficult expedition explorer heavy journey record

5 Read the sentences and the clues. Complete the sentences with a word in Exercise 4. Write the answers in your notebook. There are two extra words.

1 The *expedition* to Antarctica was six months long. (noun)
2 Polar bears are ___ animals when they are hungry! (adjective)
3 Christopher Columbus was a famous ___. (noun)
4 'Wow! Five metres in long jump! Mark, this is a school ___.' (noun)
5 My schoolbag is ___ today because I've got my P.E. kit. (adjective)

6 Answer the questions in your notebook. Then tell your partner about your journey.

Imagine you did a journey last summer. Was it:

a long or short?
b easy or difficult?
c interesting or boring?

Last summer we went to ... by ... .
The journey was ... and very ...
It took ... hours!

7.6 Listening and Writing

Potrafię zrozumieć wypowiedzi ustne o wakacjach i napisać krótki tekst na ten temat.

1 Look at suitcases 1–3. Which suitcase belongs to the person who likes:

a photography?
b sport?
c visiting other countries?

Suitcase 1 belongs to the person who likes ...

1

2

3

2 3.39 Listen to a radio phone-in. Match the children to suitcases 1–3 in Exercise 1. Write the answers in your notebook.

Lily ? Susie ? Sean ?

3 Look at the suitcases again. What did the children take on holiday?

4 3.39 Listen again. Are the sentences true or false?

1 Lily plays computer games on her tablet. *True*
2 Lily didn't go to the beach.
3 Susie is from Brighton.
4 Susie wrote about her holiday.
5 Sean stayed in a hotel.
6 Sean played football with his brother.

5 Read the postcard that Lily sent to a friend. What is good about the holiday? What is bad?

Hi Caitlin,

We're having a lovely time in Tenerife. It's sunny here and the people are really friendly. We're staying in a hotel. It isn't near the beach ☹. We go to the beach by bus.

Yesterday we went sightseeing and I bought some souvenirs. Then we ate at a restaurant. We had paella and it was great!

Today we're on the beach and I'm reading my Percy Jackson book. The beach is busy and it's hot! Luckily, I can swim in the sea!

See you soon! Lily

Caitlin Jones
5 West Road
London NW4 2ST

Writing A postcard

We're having a lovely time in ... *Lots of love,*
There are lots of ... *Yesterday we went to ...* *Dear ... ,*
See you soon! *Hi ... !* *We're staying in ...*

6 Look at the words and phrases in the Writing box. Which words and phrases would you use:

a to begin your postcard? *Hi ... !*
b in the main part of your postcard?
c at the end of your postcard?

7 WRITING TIME In your notebook, write a postcard about your holiday to a friend.

Find ideas

Think about your last holiday: where you went, what you did there, etc. Make notes.

Draft

Write a postcard about your holiday to a friend.

Begin your postcard: *Hi ... !, Dear ... ,*

Write where you are, where you are staying, what you did yesterday, what you are doing today, what the weather is like etc.

End your postcard: *See you soon, ...*

Check and write

Make sure you begin and end your postcard correctly.

Write the final version of your postcard.

Wordlist 7

LESSON 7.1

Transport nouns Transport (rzeczowniki)

bike /baɪk/ rower
boat /bəʊt/ łódź
bus /bʌs/ autobus
car /kɑ:/ samochód
motorbike /ˈməʊtəbaɪk/ motocykl
plane /pleɪn/ samolot
taxi /ˈtæksi/ taksówka
train /treɪn/ pociąg
tram /træm/ tramwaj
underground /ˈʌndəgraʊnd/ metro

Transport verbs Transport (czasowniki)

arrive /əˈraɪv/ dojechać, przybyć
get off /ˌget ˈɒf/ wysiąść
get on /ˌget ˈɒn/ wsiąść
leave /li:v/ odjechać
take (a bus) /teɪk ə bʌs/ pojechać (autobusem)

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carry /ˈkæri/ nieść
every ten minutes /ˌevri ˌten ˈmɪnəts/ co dziesięć minut
go by bike /ˌgəʊ baɪ baɪk/ pojechać rowerem
go by boat /ˌgəʊ baɪ bəʊt/ popłynąć łodzią
go on foot /ˌgəʊ ɒn ˈfʊt/ pójść pieszo
in the air /ɪn ðə eə(r)/ w powietrzu
on time /ɒn ˈtaɪm/ na czas
on water /ɒn ˈwɔ:tə(r)/ na wodzie
school journey /sku:l ˈdʒɜ:(r)ni/ podróż do szkoły
weather /ˈweðə(r)/ pogoda
wheel /wi:l/ koło

LESSON 7.2

Travel equipment Przedmioty związane z podróżowaniem

backpack /ˈbækpæk/ plecak
camera /ˈkæmərə/ aparat fotograficzny
guidebook /ˈgaɪdbʊk/ przewodnik
sleeping bag /ˈsli:pɪŋ bæg/ śpiwór
suitcase /ˈsu:tkeɪs/ walizka
sunglasses /ˈsʌnˌglɑ:səz/ okulary przeciwsłoneczne
tent /tent/ namiot
torch /tɔ:tʃ/ latarka

Out of class

Don't worry! /ˌdəʊnt ˈwʌri/ Nie martw się!
Don't panic! /ˌdəʊnt ˈpænɪk/ Nie panikuj!
Oh dear! /ˌəʊ ˈdɪə/ Ojej!

Atishoo! /əˈtɪʃu:/ Apsik!
go away for the weekend /ˌgəʊ əˌweɪ fə ðə ˈwi:kend/ wyjechać na weekend
go camping /ˌgəʊ ˈkæmpɪŋ/ jechać pod namiot
go for a walk /ˌgəʊ fə ə wɔ:k/ iść na spacer
go to the beach /ˌgəʊ tə ðə bi:tʃ/ iść na plażę
go to the mountains /ˌgəʊ tə ðə ˈmaʊntɪnz/ pojechać w góry
have a cold /ˌhæv ə ˈkəʊld/ przeziębić się
It's getting cold. /ɪts ˌgetɪŋ ˈkəʊld/ Robi się zimno.
sleep well /ˌsli:p ˈwel/ dobrze spać
stay in a hostel /ˌsteɪ ɪn əˈhɒstl/ zatrzymać się w hostelu
tell /tel/ powiedzieć

LESSON 7.3

Things to do on holiday Aktywności wakacyjne

buy a souvenir /ˌbaɪ ə ˌsu:vəˈnɪə/ kupić pamiątkę
eat at a restaurant /ˌi:t ət ə ˈrestərɒnt/ jeść w restauracji
go sightseeing /ˌgəʊ ˈsaɪtˌsi:ɪŋ/ zwiedzać
make friends /ˌmeɪk ˈfrendz/ zaprzyjaźnić się
stay in a hotel /ˌsteɪ ɪn ə həʊˈtel/ zatrzymać się w hotelu
take photos /ˌteɪk ˈfəʊtəʊz/ robić zdjęcia
visit a museum /ˌvɪzət ə mju:ˈziəm/ odwiedzić muzeum

---

be back /bi ˌbæk/ wrócić
girlfriend /ˈgɜ:(r)lˌfrend/ dziewczyna, przyjaciółka
have a good time /ˌhæv ə ˌgʊd ˈtaɪm/ dobrze się bawić
Roman holiday /ˌrəʊmən ˈhɒlɪdeɪ/ rzymskie wakacje
Rome /rəʊm/ Rzym
stay with a friend /ˌsteɪ wɪð ə ˈfrend/ zatrzymać się u przyjaciela
the Colosseum /ðə ˌkɒləˈsi:əm/ Koloseum

LESSON 7.4

Buying a ticket Kupowanie biletu

I'd like a ticket to London, please. /aɪd laɪk ə tɪkət tə lʊndən pli:z/ Poproszę bilet do Londynu.
Here you are. /hɪə jə ˈa:/ Proszę.
How much is it? /həʊ ˌmʌtʃ ˈɪz ɪt/ Ile płacę?
It's ten pounds twenty, please. /ɪts ten paʊndz twenti pli:z/ Dziesięć funtów i dwadzieścia pensów.
What time does the train leave? /wɒt ˌtaɪm dʌz ðə treɪn ˈli:v/ O której godzinie odjeżdża pociąg?
At seven thirty. /ət ˈsevən ˌθɜ:ti/ O siódmej trzydzieści.
What time does it arrive? /wɒt ˌtaɪm dʌz ɪt əˈraɪv/ O której godzinie przyjeżdża?
At eight. /ət ˈeɪt/ O ósmej.
Thanks. /θæŋks/ Dziękuję.

LESSON 7.5

expedition /ˌekspəˈdɪʃən/ ekspedycja, wyprawa
explorer /ɪkˈsplɔ:rə/ odkrywca
for eight hours /fər ˌeɪt ˈaʊəz/ przez osiem godzin
heavy /ˈhevi/ ciężki
P.E. kit /ˌpi: ˈi: kɪt/ strój na W-F
polar bear /ˌpəʊlə ˈbeə/ niedźwiedź polarny
schoolchildren /ˈsku:ltʃɪldrən/ dzieci w wieku szkolnym
schoolwork /ˈsku:lwɜ:k/ zajęcia szkolne
short /ʃɔ:t/ krótki
ski /ski:/ jeździć na nartach
take 48 days /ˌteɪk ˌfɔ:ti ˌeɪt ˈdeɪz/ zająć/trwać 48 dni
the English Channel /ðə ˌɪŋglɪʃ ˈtʃænl/ kanał La Manche
the South Pole /ðə ˌsaʊθ ˈpəʊl/ biegun południowy

LESSON 7.6

luckily /ˈlʌkɪli/ na szczęście
postcard /ˈpəʊs(t)ˌkɑ:(r)d/ pocztówka

Revision

VOCABULARY

1 Choose the odd one out. Write the answers in your notebook.

1 tent boat torch sleeping bag

2 tram bus skateboard train

3 guidebook boots beach backpack

4 hostel tent suitcase hotel

5 plane bike car train

1 boat

2 Choose the correct answers. Write them in your notebook.

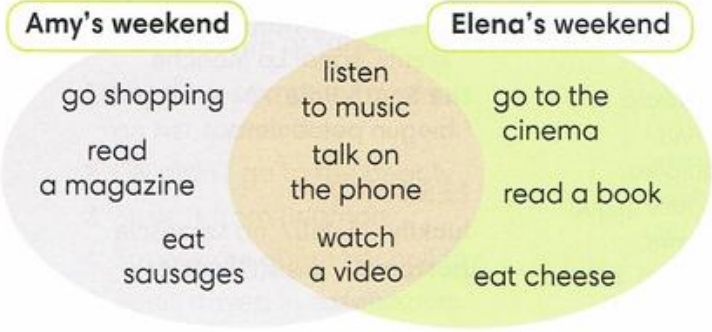
1 Lucas is at the airport with his family. Their plane *gets off / leaves* in two hours.
2 On holiday we don't *stay / visit* in hotels. We prefer hostels.
3 I often *take / make* photos and share them with friends!
4 My parents like to *go / get* sightseeing and learn something new.
5 Amy was late for the school trip. The bus didn't *get on / arrive* on time.
6 Mr Riley *takes / arrives* the train at 8 a.m., and gets off in London.

1 leaves

GRAMMAR

3 Say what Amy and Elena did and didn't do last weekend. What did both girls do?

Amy went shopping. She didn't go to the cinema.
Elena went to the cinema. She didn't go shopping.
They both listened to music.



4 In your notebook, write questions and short answers. (✔= yes, ✘ = no)

1 you / go / to school yesterday? ✘
Did you go to school yesterday? No, I didn't.
2 Elena / listen / to music yesterday? ✘
3 Tom / play / football last weekend? ✔
4 you / talk / on the phone last night? ✘
5 Tom and Lucas / play a computer game yesterday? ✔
6 Elena and Amy / go to the cinema last Saturday? ✘

PRONUNCIATION

5 3.40 Listen and repeat: /a:/, /æ/ or /ʌ/? Then practise saying the tongue twister.

There's a **cat** on the **tram**,
A racoon in the **car**,
There's a **duck** on the **bus**,
And two dogs in the **park**!

DICTATION

6 3.41 Listen to the recording. Write the sentences in your notebook.

SPEAKING

7 Complete the dialogue with sentences a–d. Write the answers in your notebook. Then act out the dialogue in pairs.

a Thanks.
b I'd like a ticket to Manchester, please.
c What time does the train leave?
d Thank you. How much is it?

Tom: [1] ...
Man: Here you are.
Tom: [2] ...
Man: It's fifteen pounds, please.
Tom: [3] ...
Man: At 12.30 p.m.
Tom: [4] ...

READING AND WRITING

8 Read the text. Did the author enjoy the adventure?

Night Owl

Night Owl is a night of adventure organised by a local youth club. It starts at 10.00 p.m, when parents usually tell their children to go to bed, and is a very unusual way for kids to enjoy themselves.

I took part in Night Owl last Friday. There were about 30 children in four groups. Everyone got a card with their name on it, a torch and a hot drink. Each group also had a map and a compass. We didn't take our mobiles – we left them in the Night Owl office.

The groups started from different places, but the task was the same – find five places marked on the map and collect five flags. We only used the map and a compass to find our way. There was an adult Night Owl worker to take care of each group, but they didn't help us complete the task.

It really was an awesome experience! We learned a lot about team work and had a lot of fun. I can't wait to go on another Night Owl soon!

9 Read the text again. Choose the correct answers. Write them in your notebook.

1 Night Owl is for children
- **A** who have sleeping problems.
- **B** who don't listen to their parents.
- **C** who want a new way to have fun.

2 Teenagers taking part in Night Owl
- **A** work as part of a team.
- **B** work on their own.
- **C** work with help from adults.

3 All the groups
- **A** started from the same place.
- **B** had the same task.
- **C** used their mobiles to do the task.

4 The Night Owl workers
- **A** help the children with the maps.
- **B** look after the children.
- **C** teach the children about team work.

10 In your notebook, write 60–70 words about your best holiday. Use these questions to help you.

1 Where did you go?
2 Who did you go with?
3 What did you do?
4 What was special about it?

LISTENING

11 3.42 Listen and answer the questions. Write the answers in your notebook.

1 Where did Sam go on a camp?
2 How did he travel there?
3 Who did he go with?
4 Which water sports did Sam do?
5 What did he do one Saturday?
6 What did he do during the night walk?
7 Which activity did he like the most?

Check yourself!

- ✓ Potrafię rozmawiać o środkach transportu.
- ✓ Potrafię rozmawiać o przeszłości, stosując przeczenia w czasie Past Simple.
- ✓ Potrafię zadawać pytania na temat przeszłości i odpowiadać na nie, stosując czas Past Simple.
- ✓ Potrafię kupić bilet na stacji kolejowej.
- ✓ Potrafię zrozumieć wypowiedzi ustne i pisemne o odkrywcy i o wakacjach.
- ✓ Potrafię napisać krótki tekst na temat wakacji.

Fast Facts: The London Tube

London has an underground train network called the Tube. It's one of the busiest in the world, and it's the oldest. The first tube train left Paddington Station in 1863, more than 150 years ago. The Tube was a lot cheaper then: a single journey cost six pence. Today it costs about £5. Let's find out more …

Fact 1

The Tube has 40 'ghost stations', or stations that people don't use. Some ghost stations are film sets – you can see them on TV. Other ghost stations are in pop videos!

Fact 2

People often leave things on tube trains. They usually forget their phones, but also strange things, like gorilla costumes and false teeth!

Fact 3

In World War II, Tube stations were safe places. They were underground, so lots of children slept there. On Christmas Day in 1940, workers gave 11,000 toys to children on the Tube!

Fact 4

Tube train drivers work very hard. They travel 43 million miles every year. That's half-way to the sun!

1 3.43 Read and listen to the Fast Facts about the London Tube. What do these numbers refer to? Write the answers in your notebook.

43 million | 150 | 40 | six | 11,000

2 Read the Fast Facts again and answer the questions. Write the answers in your notebook.

1 When did the first Tube station open?
2 What do we call stations that people don't use?
3 What do people usually leave on Tube trains?
4 Why did people sleep in Tube stations during World War II?

3 In pairs, discuss which fact is the most surprising. Why?

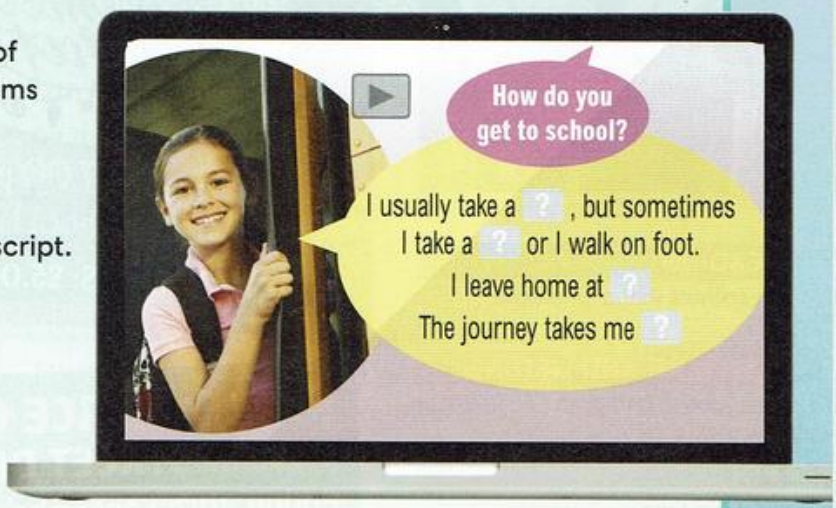
4 3.44 Listen to Marta and Max do a quiz about London buses. Are the sentences true or false?

1 London buses are different colours. *False*
2 There is a ghost bus in London.
3 People first used buses in 1829.
4 There are 18,000 buses in London.
5 Max takes the bus to school.

5 What colour are buses in your town? Are they cheap or expensive? Do you take a bus to school?

PROJECT

- Work in groups. Make video interviews about your journey to school.
- Plan your video. Decide who plays the roles of the interviewer and interviewees, and who films the video. Decide when and where you can shoot the video.
- Decide what you want to know about your classmates' journey to school and write the script. Use these questions to help you.
  - What time do you leave home?
  - What transport do you use?
  - How long does it take?
  - Do you like your journey to school? Why/Why not?
- Learn and practise the script. Then film the video.
- Share your video with the class. Who has the longest journey to school?



8 Having fun

Vocabulary

Potrafię rozmawiać o wydarzeniach i podawać ich daty.

I know that!

1 Look at these words. Which is your favourite activity?

barbecue birthday party concert
football match picnic

VOCABULARY
Events | Ordinal numbers | Types of music

GRAMMAR
be going to | Revision of questions

SPEAKING
Making arrangements

READING
Sleepovers with a difference

LISTENING AND WRITING
Celebrating birthdays | An invitation

POLAND
Summer time

Please come to
DANNY'S PARTY
On Saturday 11th June at 5 p.m.
Wear a funny costume!

HARTWELL SCHOOL
STARS OF TOMORROW
Thursday 2nd June
at 2 p.m.
Can you sing or play an instrument?
Can you dance or tell funny stories?
Great Prizes!
Contact: Mrs Harris

Hartwell School Drama Club
PRESENTS
Romeo & Juliet
17th June, 7.00 p.m.
In the School Hall
TICKETS: £5.00

Pyjama party
To: Megan
When: 28th May
Where: My house!
From: Hannah
Don't forget your pyjam and a sleeping bag!

RIVER DANCE CLUB
presents STREET DANCE!
Friday 30th September From 5-7 p.m.
At the River Centre

Date:	Saturday 1st October
Stadium:	OLYMPIC ARENA
DOORS OPEN:	17.00
SEAT: G116	PRICE £25.00

THE ACTION

2 3.45 Listen and repeat. Find six of the events on Megan's pinboard on page 108.

Vocabulary Events

barbecue birthday party concert
dance show football match
fancy dress party picnic play
sleepover talent competition

3 Complete the sentences with the events on page 108. Write the answers in your notebook.

1 The *sleepover* is at Hannah's house.
2 The ? starts at 2 o'clock.
3 The ? and ? are on a Saturday.
4 The tickets for the ? are £5.00.
5 The ? finishes at 7 o'clock.

4 Describe the pictures. Use the expressions in the box. What's the event?

cook food get presents
sing "Happy Birthday" sleep on the floor
take part in a competition
wear a costume

1
2
3
4
5
6

1 Some children are singing "Happy Birthday". It's a birthday party.

5 3.46 Listen to the description of three events and answer the questions. Write the answers in your notebook.

1 What was the event?
2 What did the person do at the event?
3 Did the person like the event or not?

6 Tell the class about an event you went to.

I went to a concert last week. It was amazing!

7 3.47 Listen and repeat.

Vocabulary Ordinal numbers

the first the second the third the fourth the fifth
the sixth the seventh the eighth the ninth the tenth
the eleventh the twelfth the thirteenth
the twentieth the twenty-first the thirtieth

LOOK!

Dates
1st May = **the** first **of** May
23rd June = **the** twenty-third **of** June

8 Write the dates in your notebook.

3rd October 14th May 9th June 25th April
12th March 30th August

the third of October

9 3.48 Look at the dates of the events on Megan's pinboard. Listen and name the event.

1 the sleepover

I remember that!

10 You are very busy next month. Write your diary in your notebook. Then tell the class.

JULY
Thu 1
Fri 2 Rihanna Concert
Sat 3
Sun 4 Fancy Dress Party at Lena's house
Mon 5

On the second of July, I've got a Rihanna concert. On the fourth of July, …

Grammar

Potrafię rozmawiać o planach na przyszłość.

We're going to have a barbecue

It's Monday at school ...

Amy: Would you like to come to my birthday party on Sunday? We're going to have a barbecue, and I'm going to make a chocolate cake.
Elena: I'm really sorry, Amy, but I'm in a dance show.
Tom: And Lucas and I have got tickets for a concert.
Amy: Oh, that's a pity.

That evening ...

Mum: Are your friends going to come on Sunday, Amy?
Amy: No, they aren't, Mum. They're all busy.
Mum: Oh, don't be sad. Granny and Grandad are going to come, and Aunt Jackie too. We can have a lovely family day.

Saturday afternoon ...

Mum: This cake looks delicious.
Amy: I can't wait! What time is everyone going to arrive tomorrow?
Mum: About five o'clock.

Just then ...

Mum: Can you see who that is, Amy?

1 3.49 Listen and read. Why is Amy sad in Photo 2?

2 Match sentence halves 1–5 to a–e. Write the answers in your notebook.

1 Amy wants to have
2 Elena can't come because she's in
3 Tom and Lucas have got tickets for
4 Amy's grandparents can come to
5 Amy and her mum make

a a dance show.
b a birthday party.
c Amy's party.
d a cake.
e a concert.

1 b

3 3.50 Listen and repeat. Find these expressions in the story. How do you say them in Polish?

Out of class

That's a pity. Don't be sad. I can't wait!

4 CLASS VOTE Who is it at the door?

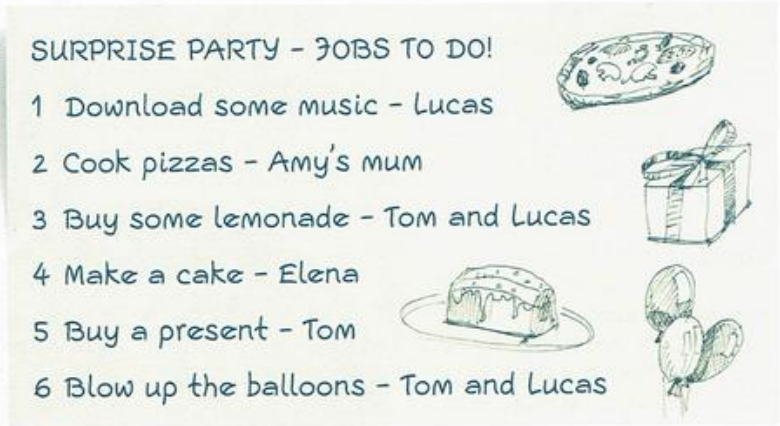
a It's Amy's family. They think the party is today.
b It's Amy's friends. There's going to be a surprise party.

5 3.51 Now listen and check.

Get Grammar! *be going to*

+	−
I'm going to play.	I'm not going to play.
You're going to play.	You aren't going to play.
He/She/It's going to play.	He/She/It isn't going to play.
We're going to play.	We aren't going to play.
You're going to play.	You aren't going to play.
They're going to play.	They aren't going to play.
?	**Short answers**
Am I going to play?	Yes, I am. / No, I'm not.
Are you going to play?	Yes, you are. / No, you aren't.
Is he/she/it going to play?	Yes, he/she/it is. / No, he/she/it isn't.
Are we going to play?	Yes, you are. / No, you aren't.
Are you going to play?	Yes, we are. / No, we aren't.
Are they going to play?	Yes, they are. / No, they aren't.

6 Elena, Tom and Lucas are planning a surprise party for Amy. Look at the list and write sentences in your notebook.



1 Lucas is going to download some music.

7 In pairs, ask and answer the questions.

1 Lucas / download a film?
   A: *Is Lucas going to download a film?*
   B: *No, he isn't. He's going to download some music.*
2 Amy's mum / cook sausages?
3 Tom and Lucas / buy some orange juice?
4 Elena / make some biscuits?
5 Tom / buy a birthday card?
6 Tom and Lucas / make decorations?

8 In pairs, ask and answer about your plans. Use the words in the box.

tonight tomorrow
at the weekend in the summer

A: *What are you going to do tonight?*
B: *I'm going to play volleyball.*

9 3.52 Polly and her friends are planning a day out. Listen and match the names to the people in the picture. Write the answers in your notebook.

Anna Daisy Fred George
Harry ~~Polly~~

Polly – 3

10 Imagine your perfect weekend. In pairs, talk about your plans.

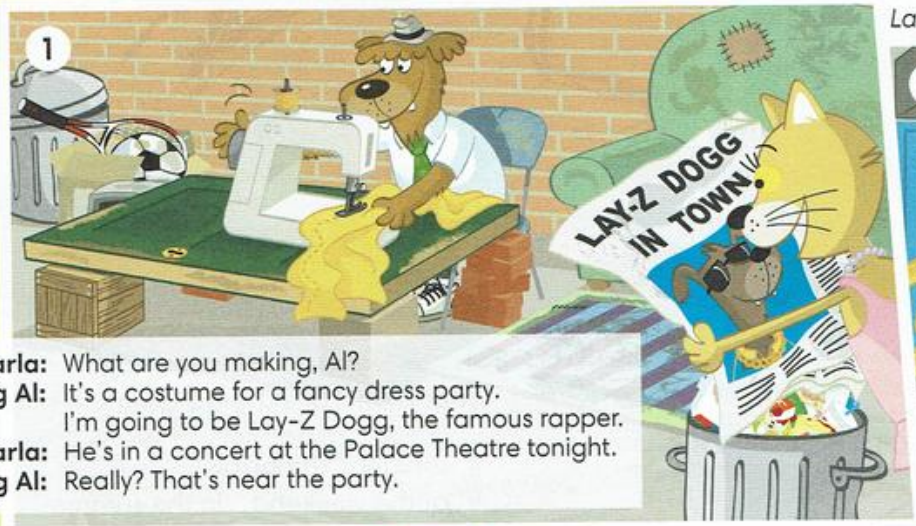
I'm going to play tennis. I'm not going to do any homework! What about you?

Fun Spot

Grammar

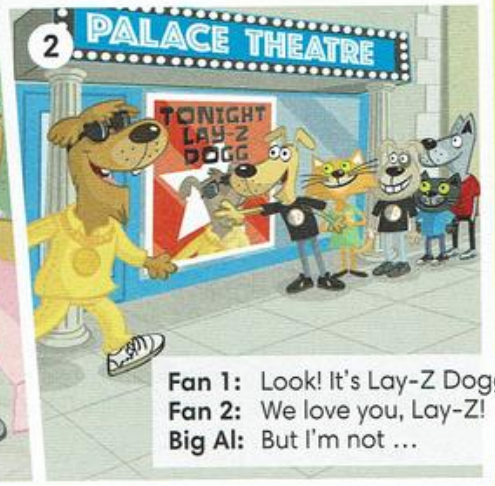
Potrafię zadawać pytania na temat teraźniejszości i przeszłości.

City Creatures The fancy dress party



Carla: What are you making, Al?
Big Al: It's a costume for a fancy dress party. I'm going to be Lay-Z Dogg, the famous rapper.
Carla: He's in a concert at the Palace Theatre tonight.
Big Al: Really? That's near the party.

Later, Al is walking to the party ...



Fan 1: Look! It's Lay-Z Dogg!
Fan 2: We love you, Lay-Z!
Big Al: But I'm not ...

There are lots of reporters ...

Suddenly the real Lay-Z arrives!

Lay-Z: Who are you? Are you wearing my clothes?
Big Al: No, no, it's a costume. I'm going to a fancy dress party. Don't be angry.
Lay-Z: I'm not angry. It's a great costume!
Big Al: Thanks.
Lay-Z: Are you free tonight, after your party? Do you want tickets for the concert?
Big Al: Wow! Yes, please! Err, can I bring my friends, Carla and Rocco?
Lay-Z: Of course! You can be my special guests!

1 Look at the pictures. What type of party is Big Al going to?

2 3.53 Read and listen. Are the sentences true or false?

1 Al is making a costume for a party. *True*
2 The party is in the Palace Theatre.
3 The fans think that Al is Lay-Z Dogg.
4 The reporters are asking a lot of questions.
5 Lay-Z Dogg is angry with Al.

Get Grammar! Revision of questions

You are excited → Are you excited?
You are wearing my clothes. → Are you wearing my clothes?
You were a good student. → Were you a good student?
You've got a girlfriend. → Have you got a girlfriend?

You can rap. → Can you rap?

You want tickets. → Do you want tickets?
She sings. → Does she sing?
You went to Paris. → Did you go to Paris?

Where do you buy your clothes? What did you have for breakfast?

3 Read the sentences. Then write questions in your notebook.

1 Lay-Z Dogg is in town.
Is Lay-Z Dogg in town?
2 He's going to play a concert.
3 The fans were excited.
4 Lay-Z Dogg can rap.
5 Lay-Z Dogg likes Al's costume.
6 He invited Al to his concert.

4 The reporters interviewed the real Lay-Z Dogg. Put the words in the correct order to make questions. Write the questions in your notebook.

1 hotel in Are a you nice ?
Are you in a nice hotel?
2 live Do house in you a big ?
3 guitar you the play Can ?
4 week you were Where last ?
5 your mum rap music like Does ?
6 you have What did breakfast for ?

5 In your notebook, match the questions in Exercise 4 to Lay-Z's answers.

a I had sausages and eggs.
b I was in New York. I played two concerts there.
c Yes, I do. It's got seven bedrooms.
d No, I can't. But I can sing and rap.
e No, she doesn't. She hates it!
f Yes, I am. It's very nice.

1 f

6 Work in pairs. Student A: You are a reporter. Student B: You are a famous person. Ask and answer questions. Use Exercises 4 and 5 to help you. Then swap roles.

7 3.54 Listen and repeat. What types of music do you like?

Vocabulary Types of music

classical jazz pop rap reggae rock

8 3.55 Listen and say the type of music.

1 It's rock.

9 3.56 Complete the Music Quiz with the question words in the box. Write the answers in your notebook. Then do the quiz. Listen and check.

How many What When Where Who

Music Quiz

1 ? does the pop singer Beyoncé come from?
a The UK b Australia c The USA

2 ? type of music did Bob Marley play?
a Reggae b Jazz c Rock

3 ? classical musicians are there in a quartet?
a Three b Four c Five

4 ? did rap music start?
a In the 1930s b In the 1970s
c In the 2000s

5 ? sings the song *Thinking Out Loud*?
a David Bowie b John Lennon
c Ed Sheeran

1 c

Potrafię zaplanować spotkanie.

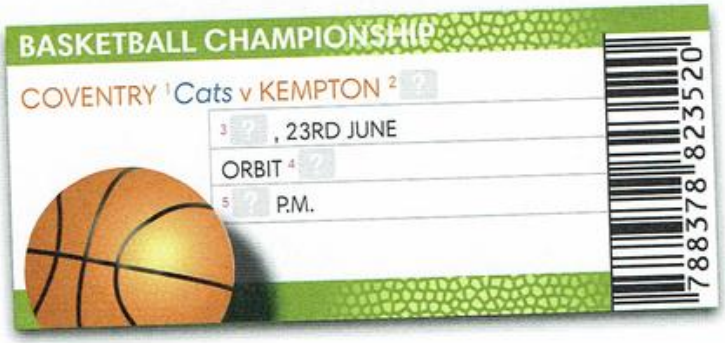
Are you busy next Thursday?

Tom: Hi Lucas. Are you busy next Thursday?
Lucas: No. Why?
Tom: I've got tickets for a basketball match. It's the Coventry Cats against the Kempton Kings. Would you like to come?
Lucas: That sounds great. I'd love to come. What time does it start?
Tom: At half past six.
Lucas: Great. Where shall we meet?
Tom: Let's meet outside the Arena at six o'clock.
Lucas: Cool. See you then. Come on the Kings!
Tom: The Kings? But don't you support the Cats?
Lucas: No, I support the Kings.
Tom: Oh, no!

1 3.57 Listen and read. Answer the questions.

1 What has Tom got?
2 Why does Tom say "Oh, no!" at the end?

2 3.57 Listen. Complete the information on the ticket.



3 3.58 Listen and repeat.

Speaking
Making arrangements

A: Are you busy next *Thursday*?
I've got tickets for *a basketball match*.
Would you like to come?
B: That sounds great. I'd love to come.
What time does it start?
Where shall we meet?
A: Let's meet outside the *Arena* / at *six o'clock*.

4 3.59 Complete the dialogue in your notebook. Then listen and check.

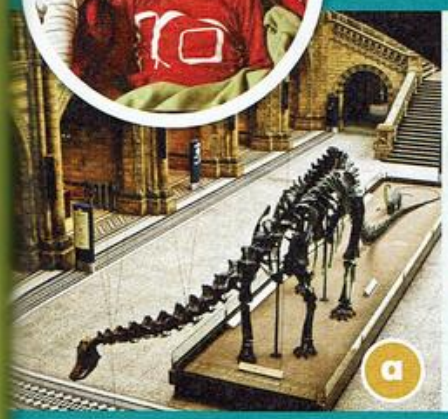
Holly: Hi Alice. Are you 1 *busy* next Monday?
Alice: No. Why?
Holly: I've got 2 ? for a play. It's *Aladdin*. Would you like to come?
Alice: That 3 ? great. I'd love to come. What time does it 4 ?
Holly: At seven o'clock. It's at the New Theatre.
Alice: Great, where shall we 5 ?
Holly: 6 ? meet in the café next to the theatre at half past six.
Alice: Cool. See you then.

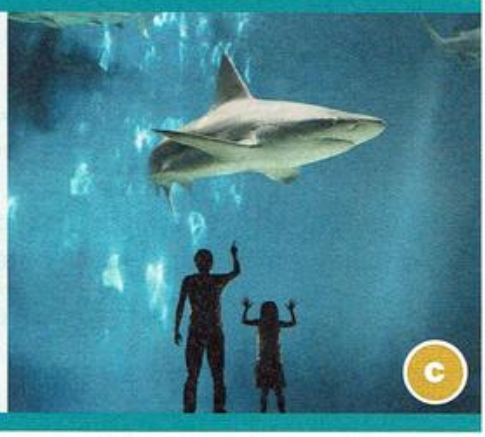
5 Work in pairs. Take turns to choose a ticket and invite your partner.

Potrafię zrozumieć tekst o ciekawym wydarzeniu.

Sleepovers with a Difference

Do you like going to sleepovers at friends' houses? Then why not try one of our "Sleepovers with a Difference"?





1 Sleep with dinosaurs!

- **Where is it?** The Natural History Museum, London
- **Who can go?** Children aged 7–11
- **What can you do?** You can learn about dinosaurs, explore the museum at night, and sleep next to a diplodocus! In the morning, you can visit the museum shop.

2 Sleep with sharks!

- **Where is it?** The National Marine Aquarium, Plymouth
- **Who can go?** Children aged 5–15
- **What can you do?** You can have a tour of the aquarium and see amazing underwater creatures. Later, you can watch a movie and sleep next to the sharks!

3 Sleep with an Egyptian mummy!

- **Where is it?** The British Museum, London
- **Who can go?** Children aged 8–15
- **What can you do?** You can make an Egyptian boat, learn about the pyramids, and sleep on the floor of one of the oldest museums in the world. In the morning, you can have breakfast in the museum café.

So what are you waiting for? Pack your sleeping bag, toothbrush and torch, and get ready for a night of adventure!

1 3.60 **Read and listen to the text. Match paragraphs 1–3 to photos a–c. Write the answers in your notebook.**

2 Read the text again. Are the sentences true or false? In your notebook, correct the false sentences.

1 The Natural History Museum is in America. *False*
2 You can walk around the Natural History Museum at night.
3 At the Aquarium, you can see a film.
4 You can't go to the Aquarium if you're fifteen.
5 The British Museum is a new museum.
6 You sleep in a bed in the British Museum.

3 Would you like to go on one of these sleepovers? Which one? Why?

4 3.61 **In your notebook, write Emma's questions to her friend Sylvia. Then listen and check.**

Emma: *What did you do last weekend?*
Sylvia: Last weekend? I went to a sleepover at the Science Museum.
Emma: [1] ?
Sylvia: Yes, it was really good. We did some experiments and watched a film.
Emma: [2] ?
Sylvia: We went to bed at midnight.
Emma: [3] ?
Sylvia: Next weekend? I'm going to visit my cousins.
Emma: [4] ?
Sylvia: They live in Edinburgh.

Fun Spot

5 How many words can you make from the letters in the words below? Write your ideas in your notebook.

DINOSAUR MUSEUM

Send, mum, ...

8.6 Listening and Writing

Potrafię zrozumieć wypowiedzi ustne o przyjęciach urodzinowych i napisać krótki tekst na ten temat.

1 How do you and your friends celebrate birthdays? Tell a partner. Use the expressions in the box or your own ideas.

> have a party at your house
> go bowling/ice skating
> go to the cinema / to a restaurant

2 3.62 Listen to four children. How are they going to celebrate their birthdays?

3 3.62 Listen again and choose the correct answers. Write them in your notebook.

1 When is Amber going to go ice skating?

a

b

c

2 What food is Vicky going to make for her party?

a

b

c

3 How old is Leo going to be on Saturday?

a

b

c

4 What does Harriet want for her birthday?

a

b

c

1 b

4 Read the invitation and answer the questions.

Please come to ...

AMBER'S 13TH BIRTHDAY PARTY

On: Saturday, 2nd June, at 5 p.m.

At: Ice Planet

We're going to go ice skating, then walk to a restaurant for a pizza.

Please bring warm clothes and gloves for the ice skating.
Your parents can collect you from Toni's Pizzeria at 10 o'clock.

Please reply to amber@mail.com or call 8657 52340

1 Whose party is it?
2 How old is she going to be?
3 How is she going to celebrate?

5 Look at the Writing box. Does Amber include all of these things in her invitation?

Writing An invitation

Inviting people:	*Please come to ... / I'd like to invite you to ...*
Date and time:	*On Sunday, 14th July, at 7 p.m.*
The place:	*At Ice Planet / At 14 Milton Road*
Asking for a reply:	*Please reply to ...*
Other information:	*Please bring ..., Your parents can collect you from ...*

6 WRITING TIME In your notebook, write an invitation to a birthday party.

Find ideas
Think when and where the party is and how you are going to celebrate. Make notes.

Draft
Write your invitation. Use the Writing box to help you.

Check and write
Check you have all the information and write the final version of your text.

Wordlist 8

LESSON 8.1

Events Wydarzenia

barbecue /ˈbɑːbɪkjuː/ przyjęcie z grillem
birthday party /ˈbɜːθdeɪ ˌpɑːti/ przyjęcie urodzinowe
concert /ˈkɒnsət/ koncert
dance show /ˈdɑːns ʃəʊ/ pokaz tańca
fancy dress party /ˌfænsi ˈdres ˌpɑːti/ bal przebierańców
football match /ˈfʊtbɔːl mætʃ/ mecz piłki nożnej
picnic /ˈpɪknɪk/ piknik
play /pleɪ/ sztuka
sleepover /ˈsliːpəʊvə/ piżama party
talent competition /ˈtælənt kɒmpəˌtɪʃən/ konkurs talentów

Ordinal numbers Liczebniki porządkowe

the first /ðə ˈfɜːst/ pierwszy
the second /ðə ˈsekənd/ drugi
the third /ðə ˈθɜːd/ trzeci
the fourth /ðə ˈfɔːθ/ czwarty
the fifth /ðə ˈfɪfθ/ piąty
the sixth /ðə ˈsɪksθ/ szósty
the seventh /ðə ˈsevənθ/ siódmy
the eighth /ði ˈeɪtθ/ ósmy
the ninth /ðə ˈnaɪnθ/ dziewiąty
the tenth /ðə ˈtenθ/ dziesiąty
the eleventh /ði ɪˈlevənθ/ jedenasty
the twelfth /ðə ˈtwelfθ/ dwunasty
the thirteenth /ðə ˌθɜːˈtiːntθ/ trzynasty
the twentieth /ðə ˈtwentiəθ/ dwudziesty
the twenty-first /ðə ˌtwenti ˈfɜːst/ dwudziesty pierwszy
the thirtieth /ðə ˈθɜːtiəθ/ trzydziesty

---

get presents /ˌget ˈprezənts/ dostawać prezenty
prize /praɪz/ nagroda
pyjamas /pəˈdʒɑːməz/ piżama
sing 'Happy Birthday' /ˌsɪŋ ˌhæpi ˈbɜːθdeɪ/ śpiewać „Sto lat!"
star /stɑː/ gwiazda
take part in a competition /ˌteɪk ˌpɑːt ɪn ə ˌkɒmpəˈtɪʃən/ wziąć udział w konkursie/zawodach
tell a story /ˌtel ə ˈstɔːri/ opowiadać historię
wear a costume /ˌweər ə ˈkɒstjʊm/ mieć na sobie kostium

LESSON 8.2

Out of class

Don't be sad. /ˌdəʊnt bi ˈsæd/ Nie smuć się.
I can't wait! /aɪ ˌkɑːnt ˈweɪt/ Nie mogę się doczekać!
That's a pity. /ˌðæts ə ˈpɪti/ Szkoda.

---

birthday card /ˈbɜːθdeɪ kɑːd/ kartka urodzinowa
blow up the balloons /ˌbləʊ ʌp bəˈluːnz/ nadmuchać balony
download /ˌdaʊnˈləʊd/ ściągać z internetu
I'm really sorry. /ˌaɪm ˌrɪəli ˈsɒri/ Jest mi naprawdę przykro.
jobs to do /ˈdʒɒbz tə duː/ prace do wykonania
surprise party /səˈpraɪz ˌpɑːti/ przyjęcie niespodzianka
tomorrow /təˈmɒrəʊ/ jutro
What time ...? /wɒt taɪm/ O której godzinie...?

LESSON 8.3

Types of music Rodzaje muzyki

classical /ˈklæsɪkəl/ poważna
jazz /dʒæz/ jazz
pop /pɒp/ pop
rap /ræp/ rap
reggae /ˈregeɪ/ reggae
rock /rɒk/ rock

---

in the 1970s /ɪn ðə ˌnaɪnti:n ˈsevəntiz/ w latach siedemdziesiątych (dwudziestego wieku)
invite /ɪnˈvaɪt/ zaprosić
lots of /lɒts əv/ mnóstwo
musician /mjuːˈzɪʃən/ muzyk
play a concert /ˌpleɪ ə ˈkɒnsət/ grać koncert
pop singer /pɒp ˈsɪŋə(r)/ wokalista pop
quartet /kwɔːˈtet/ kwartet
rapper /ˈræpə/ raper
rock band /ˈrɒk bænd/ zespół rockowy
suddenly /ˈsʌdnli/ nagle

LESSON 8.4

Making arrangements Umawianie się

Are you busy next Thursday? /ɑː jə ˈbɪzi nekst θɜːzdeɪ/ Czy jesteś zajęty w następny czwartek?
I've got tickets for a basketball match. /aɪv gɒt ˌtɪkəts fər ə ˈbɑːskətbɔːl mætʃ/ Mam bilety na mecz koszykówki.
Would you like to come? /wʊd jə laɪk tə ˈkʌm/ Czy chciałbyś pójść?
That sounds great. I'd love to come. /ðæt saʊndz ˌgreɪt aɪd ˈlʌv tə ˌkʌm/ Brzmi świetnie. Pewnie, że chciałbym pójść.
What time does it start? /wɒt ˌtaɪm dʌz ɪt ˈstɑːt/ O której godzinie się zaczyna?
Where shall we meet? /weə ʃəl wi ˈmiːt/ Gdzie się spotkamy?
Let's meet outside the Arena at six o'clock. /lets miːt aʊtˈsaɪd ðə əˌriːnə ət sɪks ə klɒk/ Spotkajmy się przed Areną o szóstej.

---

against /əˈgenst/ przeciwko
football cup final /ˈfʊtbɔːl kʌp ˌfaɪnəl/ finał turnieju piłkarskiego
half past six /ˌhɑːf pɑːst ˈsɪks/ wpół do siódmej
See you then. /siː jə ðen/ Do zobaczenia!
support /səˈpɔːt/ wspierać, dopingować

LESSON 8.5

aged 7–11 /ˌeɪdʒd ˌsevən tə ɪˈlevən/ w wieku 7-11 lat
at midnight /ət ˈmɪdnaɪt/ o północy
explore /ɪkˈsplɔː/ eksplorować, odkrywać
get ready for /ˌget ˈredi fə/ przygotować się do
have a tour of the aquarium /ˌhæv ə ˌtʊər əv ði əˈkweəriəm/ zwiedzić akwarium
later /ˈleɪtə/ później
toothbrush /ˈtuːθbrʌʃ/ szczoteczka do zębów
underwater creature /ˌʌndəˌwɔːtə ˈkriːtʃə/ podwodne stworzenie
walk around /ˌwɔːk əˈraʊnd/ spacerować

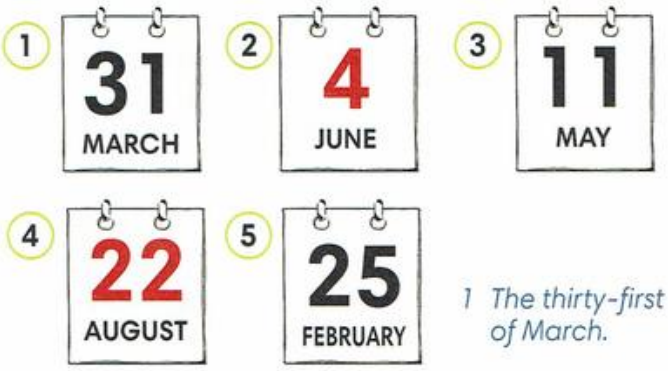
Revision

VOCABULARY

1 Where were they? Write the events in your notebook.

1 I took a sleeping bag and my pyjamas.
At a sleepover.
2 Gina's dad cooked burgers and chicken.
3 It was an exciting game but our team lost.
4 We took some food and sat in the park.
5 My friend wore an elephant costume.
6 The actors were amazing.

2 Write the dates in your notebook.



1 The thirty-first of March.

3 In your notebook, complete the names of six types of music.

GRAMMAR

4 In your notebook, complete the dialogue with the correct form of *be going to*.

Tom: What [1]*are you going to do* (you / do) in the summer, Elena?
Elena: [2] ? (I / go) to the beach with my family. [3] ? (We / swim) in the sea. [4] ? (I / not / do) any school work!
Tom: What about Amy? [5] ? (she / come) with you?
Elena: No, she isn't. [6] ? (Amy / visit) America with her family.

5 Put the words in the correct order to make questions. Write the questions in your notebook. Then ask and answer in pairs.

1 your music listening Is teacher to ?
Is your teacher listening to music?
2 school late you for Were today ?
3 you Have trainers new got ?
4 you piano play Can the ?
5 you Do always homework your do ?
6 night last watch TV you Did ?

PRONUNCIATION

6 3.63 Listen and repeat: /ð/ or /θ/?

My **mother's** thirty-five years old
My **father** is thirty-six
My little **brother** is almost three
And me, I'm nearly thirteen.

DICTATION

7 3.64 Listen to the recording. Write the sentences in your notebook.

SPEAKING

8 Complete the dialogue with the words in the box. Write the answers in your notebook. Act out the dialogue in pairs.

busy let's like love see
shall start would

Lucas: Hi Amy. Are you [1] ? next Friday? I've got tickets for the new James Bond film. [2] ? you [3] ? to come?
Amy: Cool! I'd [4] ? to come. What time does it [5] ?
Lucas: At half past seven. It's at the ABC Cinema.
Amy: Great, where [6] ? we meet?
Lucas: [7] ? meet in the cinema at seven o'clock.
Amy: [8] ? you then.

READING AND WRITING

9 Look at the pictures and read the story. Complete the sentences about the story with one or two words. Write the answers in your notebook.

The dinosaur

My name's Sam. It was my friend Jack's birthday last Saturday. He invited me to go to London with him for the day. We took the train. We went sightseeing and had lunch. Then we visited a museum to see the dinosaurs. We bought souvenirs in the museum shop, and after that we got the train home.

1 Jack's birthday was on [?].
2 Jack wanted to [?] London for the day.
3 They went to London by [?].
4 After lunch, they went to a [?].

That night I had a sleepover at Jack's house. We slept in a tent in the garden! First we had some pizza, then we talked about the day in London. We went to sleep quickly because we were very tired.

5 Sam and Jack [?] in a tent.
6 They ate [?].
7 They talked about the trip [?].
8 The boys were [?] so they went to sleep.

I didn't sleep very well. I dreamed about a dinosaur. Then I woke up – and there was a dinosaur in the tent! "Help!" I shouted. "Don't worry," said Jack. Look – it's my souvenir and my torch." Then Jack's dad came. "Is everything OK?" he asked. "Yes," we said, "but we can't sleep. We're going to sleep in the house!"

9 Sam had a dream about a [?].
10 It wasn't a real dinosaur. It was Jack's souvenir and his [?].
11 Jack's [?] asked if the boys were OK.
12 The boys were OK, but they didn't want to sleep in the [?].

10 In your notebook, write 60–70 words about your last birthday. Use these questions to help you.

1 Where did you spend your last birthday?
2 Who did you spend it with?
3 What did you do?
4 What presents did you get?

LISTENING

11 3.65 Listen to a dialogue between Joe and Celia. In your notebook, write answers to questions 1–9.

1 Why wasn't Celia at Art Club last week?
2 Where did Celia go?
3 Who did she go with?
4 Where did Celia stay?
5 How many days was she there for?
6 What museum did she go to?
7 What souvenir did she buy?
8 How much was it?
9 Where is she going to go in the summer?

Check yourself!

- ✓ Potrafię rozmawiać o wydarzeniach i podawać ich daty.
- ✓ Potrafię rozmawiać o planach na przyszłość.
- ✓ Potrafię zadawać pytania na temat teraźniejszości i przeszłości.
- ✓ Potrafię zaplanować spotkanie.
- ✓ Potrafię zrozumieć wypowiedzi ustne i pisemne o ciekawym wydarzeniu i o przyjęciach urodzinowych.
- ✓ Potrafię napisać zaproszenie na przyjęcie urodzinowe.

Poland Summer time

1 CLASS VOTE Do you agree with this sentence? Have a class vote.

> Summer is the best season of the year!

2 When does summer start? Read the first paragraph of the text and check.

3 Read the second paragraph of the text. Match the words in bold to the pictures.

4 Read the text again. Are the sentences true or false?

1 Kupala Night is not only a Polish tradition.
2 By tradition, people spend the night of the 23rd of June at home.
3 Young men throw flower wreaths into water.
4 People believed that a fern flower was unlucky.

5 Answer the questions in pairs.

1 How do you celebrate the beginning of summer?
2 Do you usually spend your summer holidays in Poland or abroad?
3 What places did you visit in Poland last summer?

6 Work in pairs. Read the questions. Do you know the answers to any of them? Compare your ideas with another pair.

1 How is Lake Hańcza different from other Polish lakes?
2 What do tourists want to see in Zamość?
3 Which is the oldest salt mine in Poland: Wieliczka or Bochnia?
4 What's the name of the smallest national park in Poland?
5 Where is the longest shopping street in Poland?
6 Are there any volcanoes in Poland?
7 Can you get to the biggest Polish island by train?
8 Which Polish castle is larger than Wawel Castle?

When does the summer start?

The answer to the question isn't easy. The 22nd of June is the first day of summer in the calendar. But real summer starts with the longest day of the year and its exact date changes. By tradition, the Poles and other Slavic nations welcome summer on the night of the 23rd of June. It's called Kupala Night or Saint John's Eve.

1

2

3

Some old Kupala customs are still popular. People often spend the night at a **bonfire**. Young women make flower **wreaths** and throw them into water. An old legend says that **ferns** flower in the forest during that night. In the past people looked for a fern flower because it meant good luck. Well, ferns don't flower, but this is a magic time so anything is possible.

A summer trip around POLAND

1 Lake Hańcza is 108 metres deep. It's the deepest Polish lake.

2 Zamość has one of the most beautiful old towns in Poland. It's a great tourist attraction.

3 Bochnia Salt Mine is the oldest salt mine in Poland. It opened in 1248.

4 Ojcowski Park Narodowy is the smallest national park in Poland.

5 Piotrkowska Street in Łódź is 4.2 kilometres long. It's the longest shopping street in Poland.

6 Ostrzyca Proboszczowicka is the highest Polish volcano. Of course, they're all extinct – they can't erupt.

7 Wolin is the biggest Polish island in the Baltic Sea. There's a bridge for cars and trains between the island and the mainland.

8 Malbork Castle is the largest castle in the world.

7 **Look at the map and read the descriptions. Find the answers to the questions from Exercise 6. Which places would you like to visit?**

8 3.66 **Listen to a tourist talking about her holidays in Poland. What places is she going to visit?**

9 3.66 **Listen again and complete the sentences. Write the answers in your notebook.**

1 In Bochnia Salt Mine you can play ? 250 metres underground.

2 You can spend a ? in Bochnia Salt Mine.

3 Ostrzyca Proboszczowicka is ? metres high.

4 *Ostrzyca Proboszczowicka was active about ? million years ago.*

10 **Answer the questions in pairs.**

1 Which place on the map would you like to visit most?

2 Are you going to spend your next holidays near any of these places?

3 In your opinion, which place in Poland is the most beautiful?

PROJECT

- **Organise a local summer trip.**
  - Plan a one-day trip around your area.
  - Choose 4-5 places that you like or think are interesting to visit.
  - Write one sentence about each place.
  - *Suggest the best way to get around: on foot, by bike, by public transport etc.*
  - Draw or print out a map of the trip.
- **Present the plan to your class.**

Student A activities

Unit 2 Lesson 2.3, Page 29, Exercise 5

Carla and Big Al go to the supermarket. What do they buy?

1 What is there in Big Al's basket? Ask about the food below and make notes in your notebook.

How many biscuits are there?
How much ice cream is there?

apples	?
bananas	?
biscuits	?
burgers	?
eggs	?
ice cream	?
orange juice	?
sausages	?
tomatoes	?
tuna	?

2 Look at Carla's basket and answer Student B's questions.

There aren't any apples.
There is a lot of tuna.

Carla's basket

Unit 2 Lesson 2.4, Page 30, Exercise 4

You're a waiter/waitress at Dino's Pizzeria. Take an order from Students B and C, who are the customers. Use the expressions in the Speaking box on page 30 to help you.

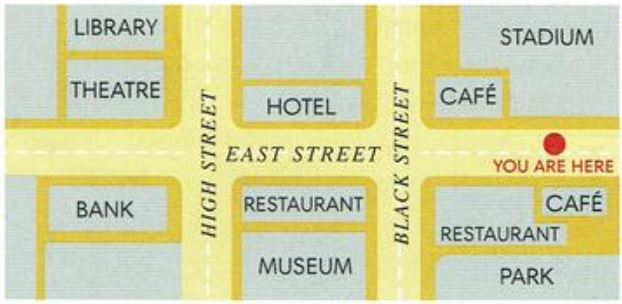
Extra reference

Unit 5 Lesson 5.4, Page 72, Exercise 6

1 Ask Student B for directions to the following places:

a hospital b cinema

2 Look at the map and listen to Student B. Give directions.



Unit 7 Lesson 7.4, Page 100, Exercise 5

1 You want to go to Cambridge. Ask Student B:

- for a ticket to Cambridge.
- about the price of the ticket.
- what time the train leaves.
- what time it arrives.

Use the dialogue in the Speaking box on page 100 to help you. Change the words in italics.

2 Now swap roles. Student B wants to go to Oxford. Answer his/her questions.

London Kings Cross (KGX) to Oxford (OXF)

Departure	From	To	Arrival	Duration	Price
08:00	KGX	OXF	09:34	1h34m	£28.60
08:02	KGX	OXF	09:39	1h27m	£28.60
08:32	KGX	OXF	10:09	1h37m	£28.60
08:36	KGX	OXF	10:10	1h34m	£28.60
10:32	KGX	OXF	12:09	1h37m	£25.00
10:36	KGX	OXF	12:10	1h34m	£25.00

Answers

Unit 3 Lesson 3.1, Page 39, Exercise 7

Too Much Tech! Quiz – Answer Key

Mostly as: Be careful! Too much tech is not good for you, especially before bedtime.

Mostly bs: You use technology, but you do other things too. Well done!

Mostly cs: You don't use technology a lot. That's great, but it's OK to use it sometimes. Technology is useful!

Songs and raps

Unit 1 Lesson 1.3, Page 15, Exercise 4

1.26–1.27 My Busy Week

I have Geography on Monday, History on Tuesday
French and Maths on Wednesday, English and P.E.
I have Music on Thursday, Science on Friday
That's why at the weekend, I stay in bed and sleep.

I do karate on Monday, pottery on Tuesday
I play football on Wednesday, basketball and chess
I go sailing on Thursday, cycling on Friday
That's why at the weekend, I stay in bed and rest.

Unit 3 Lesson 3.3, Page 43, Exercise 8

2.10–2.11 I'm Waiting for a Text

I'm sitting here, I'm sad and bored.
My fingers ready, on the keybo-o-o-oard
I need a friend, why can't you see?
I'm texting you, but you aren't texting me.

Chorus:
Everyone needs a friend to talk to.
Everyone needs a friend or two.
I'm sitting here in my bedroom.
I'm waiting for a text from you.

I'm sitting here, checking my screen.
Sometimes I hate technology-y-y
But then a "buzz" – can it be true?
Yes, it's a text, and it's from you-ou-ou!

Chorus:
Everyone needs a friend to talk to.
Everyone needs a friend or two.
I'm sitting here in my bedroom.
I'm waiting for a text fro m you.

Unit 5 Lesson 5.3, Page 71, Exercise 8

2.48–2.49 Where Were You?

Girl: Where were you on Monday?
Were you at home?
Were you at the park?
I was worried and alone!

Boy: I wasn't at the park, or at home, that's true.
I was at the restaurant. Here's a pizza for you!

Girl: Where were you on Tuesday?
I was worried and sad.
Were you at the shops?
Or were you with your dad?

Boy: I wasn't at the shops, or with my dad, that's true.
I was at the library. Here's a book for you!

Girl: Where were you on Wednesday?
Were you at home?
Were you at the café?
I was worried and alone!

Boy: I wasn't at the café, or at home, that's true.
I was at the supermarket. Here's a cake for you!

Unit 7 Lesson 7.3, Page 99, Exercise 10

3.29–3.30 Al's Sofia

Last week Al was in Rome
But he wasn't alone
… with Sofia!

Did he have a good time
And was everything fine?
… with Sofia!

Did he visit museums?
Or the Colosseum?
… with Sofia!

Did he call her 'my dear'?
Did he buy souvenirs?
… with Sofia!

Yes, he did all these things
Now he's happy and sings …
… with Sofia!

Student B&C activities Extra reference

Unit 2 Lesson 2.3, Page 29, Exercise 5

Carla and Big Al go to the supermarket. What do they buy?

1 Look at Big Al's basket and answer Student A's questions.

There aren't any biscuits.
There is a lot of ice cream.

Big Al's basket

2 What is there in Carla's basket? Ask about the food below and make notes in your notebook.

How many apples are there?
How much tuna is there?

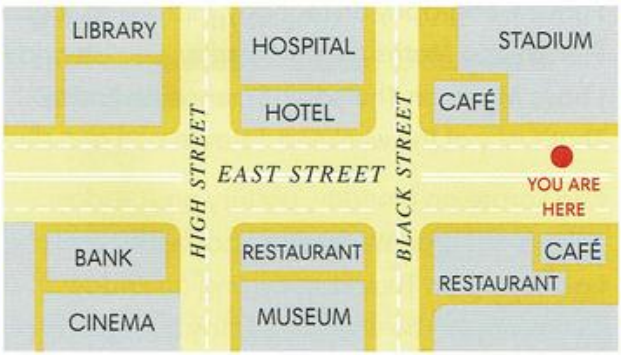
apples	?
bananas	?
biscuits	?
burgers	?
eggs	?
ice cream	?
orange juice	?
sausages	?
tomatoes	?
tuna	?

Unit 2 Lesson 2.4, Page 30, Exercise 4

You're customers at Dino's Pizzeria. Student A is a waiter/waitress. Look at the Dino's Pizzeria Menu on page 30 and decide what to order. Use the expressions in the Speaking box on page 30 to help you.

Unit 5 Lesson 5.4, Page 72, Exercise 6

1 Look at the map and listen to Student A. Give directions.



2 Ask Student A for directions to the following places:

a park b theatre

Unit 7 Lesson 7.4, Page 100, Exercise 5

1 Student A wants to go to Cambridge. Answer his/her questions.

London Kings Cross (KGX) to Cambridge (CBG)

Departure	From	To	Arrival	Duration	Price
08:04	KGX	CBG	09:29	1h25m	£16.80
08:14	KGX	CBG	09:03	49m	£16.80
08:44	KGX	CBG	09:30	46m	£16.80
08:52	KGX	CBG	09:55	1h03m	£16.80
10:04	KGX	CBG	11:29	1h25m	£13.00
10:14	KGX	CBG	11:02	48m	£13.00

2 Now swap roles. You want to go to Oxford. Ask Student A:

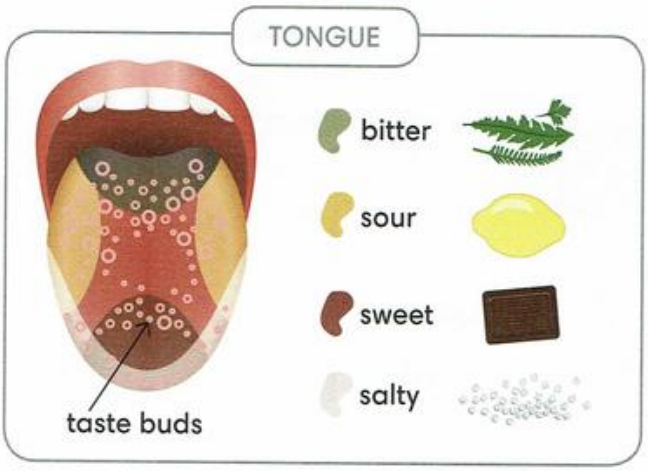
- for a ticket to Oxford.
- about the price of the ticket.
- what time the train leaves.
- what time it arrives.

Use the dialogue in the Speaking box on page 100 to help you. Change the words in italics.

1 Read the words in the box and look at the picture. How do you say them in Polish?

Vocabulary Taste

bitter salty sour sweet taste buds tongue



2 Read the text quickly. Choose the correct answer. Write it in your notebook.

The text is about

a the food some people like.
b how people know what food they like.
c how people make their food sweet.

3 Read the text again. Complete sentences 1–4 at the bottom of the page. Use words from Exercise 1. Write the answers in your notebook.

4 Read the text again. Answer the questions.

1 Where are your taste buds?
2 What is there in sweet food?
3 Are lemons sour or bitter?
4 Why do some people put sugar in tea?

5 What do these food items taste like? Put the words in the box in the right places. Write the answers in your notebook.

chips dark chocolate ~~jam~~ lemons milkshake sausages strawberries yoghurt

sweet: *jam* ? ? **sour:** ? ?
salty: ? ? **bitter:** ?

6 What is your favourite taste? What food has this taste?

My favourite taste is ? .
? *have / has* this taste.

SWEET OR SALTY?

How do you know that biscuits are sweet and chips are salty? Because you've got lots and lots of taste buds. Where are they? Right there – on your tongue.

When you put food in your mouth, it goes on your tongue. The taste buds on your tongue tell you what taste each type of food has.

Food with sugar is sweet. When you eat milk chocolate or cakes, the taste buds in the front part of your tongue tell you that they are sweet. Salty food has salt on or in it, like cheese on pizza. What is a sour taste? Well, drink some lemon juice! That's sour! And the taste buds in the back part of your tongue tell you what's bitter. Black tea is bitter. Some people put sugar in their tea because they don't like the bitter taste.

1 Lemons are *sour*.

2 Chocolate cake is ? .

3 Black tea is sometimes ? .

4 Pizza is ? .

1 Read the words in the box. How do you say them in Polish?

Vocabulary National parks

canyon cave geyser glacier
hot spring peak

2 Read the text quickly. Match photos 1–6 to the words from Exercise 1. Write the answers in your notebook.

1 geyser

American National Parks

Yellowstone National Park is the first national park in the world. You can do a lot of exciting things there. You can sail on the rivers and swim in the lakes. But be careful about some hot springs. They are colourful lakes with hot water. In some hot springs the water is too hot to swim. Sometimes this hot water goes high up in the air and you can watch exciting geysers. Lots of people take selfies next to them. You can also take photos of beautiful waterfalls – you only need to walk in the canyon.

Many people visit the **Glacier National Park** to see one of its 25 glaciers. A glacier is moving ice. The park is also popular because of its mountains. The peaks – the tops of the mountains – are high. Climbing is dangerous so it's better to look and take photos or try to find some caves in the mountains! There are lakes and rivers so you can sail a boat. You can ride horses with your family and in winter you can go skiing.

3 Match the geographical features to the National Parks from the text. Some features match both parks. Write the answers in your notebook.

	Yellowstone National Park	Glacier National Park
canyon	✔	
cave		
geyser		
glacier		
hot spring		
lake		
peak		
river		
waterfall		

4 Read the text again. Complete the sentences with the correct form of the words from Exercise 1. Write the answers in your notebook.

1 At Yellowstone National Park people like taking selfies next to the exciting *geysers* .
2 You can walk in the ? to see some waterfalls.
3 The water in a ? can be very hot.
4 At Glacier National Park there are 25 ? .
5 The ? of the mountains at Glacier National Park are high.
6 You can go into a ? in a mountain.

5 Which is your favourite national park: Yellowstone or Glacier? What can you see there? What can you do there?

My favourite national park is ...
You can see ...
You can ... in this park.

1 Read the words in the box. How do you say them in Polish?

Vocabulary Different forms of art

exhibition graffiti jewellery painting photography sculpture

2 Complete the plan of an art museum with the words from Exercise 1. Write the answers in your notebook.

3 Read the text. Which works of art did Beth and Mark like best? Find them in the photos in Exercise 2.

Art blog

The Metropolitan Museum of Art is in New York. It is the biggest museum in the USA. Beth and Mark visited the museum last Saturday.

Beth I liked the sculptures best because I think art from the past is very interesting. There was a beautiful sculpture of a woman that I really liked. There was also an exhibition of glass jewellery. I don't like wearing anything on my fingers or in my ears but that jewellery was amazing. The jewellery from yellow glass was my favourite.

Mark I want to be an artist so I loved the paintings. There were some paintings of people with animals that I liked a lot. I also liked the photography exhibition and I thought the black and white photos were the most interesting. But my favourite exhibition was about graffiti. Some people say graffiti is bad writing on walls, but I don't agree. The best one was of a girl with long purple hair. That was awesome!

4 Read the text again. Complete the sentences with one word in each gap. Write the answers in your notebook.

1 The Metropolitan Museum of Art is the *biggest* museum in the USA.
2 Beth really liked a beautiful sculpture of a ? .
3 Beth also liked the glass ? .
4 Mark wants to be an ? .
5 Mark's favourite exhibition was about ? .

5 Which words do you connect with these forms of art? Complete the table in your notebook. Use the words in the box and add your own.

animals beautiful cheap difficult easy expensive glass metal new old paint people wall

painting	?
photography	?
graffiti	?
jewellery	?
sculpture	?

6 What is your favourite form of art? Where can you see it?

My favourite ? .
I can see it ? .

1 Read the words in the box. How do you say them in Polish?

Vocabulary Flying machines

biplane engine glider hot-air balloon kite wing

2 Read the text. Find the words from Exercise 1.

A short history of flying

The first flying machines were kites. The Chinese made them about 1500 years ago. They were usually triangle-shaped.

Then, there was the hot-air balloon. A fire under the balloon made the air hot. In November 1783 two men flew a hot-air balloon in France for about 8 km.

But people wanted to fly like a bird so they made gliders – flying machines with very big wings. In the 1890s they flew about 100 or 150 metres.

People wanted to fly a longer way so in 1902 in America the Wright brothers made a biplane. It had two long wings. One wing was at the top and one was under it. And a year later, they made a biplane with an engine – the Wright Flyer. Biplanes with engines flew a long way but people needed bigger planes.

This happened in the 1950s. The British, Russians and Americans made planes for many people. They had big engines in or under the wings and they flew a very long way.

3 What flying machines are they? Match the photos with words from Exercise 1. Write the answers in your notebook.

4 Read the text. Match the dates to the flying machines. Write the answers in your notebook.

1 1500 years ago	a biplane with an engine
2 1783	b glider
3 1890s	c big plane with big engines
4 1902	d hot-air balloon
5 1903	e biplane with no engine
6 1950s	f kite

1 f

5 Read the text again. Are the sentences true of false? Write the answers in your notebook.

1 They made the first kites in China. *True*
2 In 1783 there were three people in the hot-air balloon.
3 We made the first flying machine with wings before the first hot-air balloon.
4 The Wright brothers made a flying machine with an engine.
5 Biplanes had long wings.

6 Work in pairs. Discuss the questions.

1 Do you like flying kites?
2 Do you think flying in planes is fun?
3 Do you want to fly in a hot-air balloon?
4 What is your favourite flying machine in the text?

English Class... ... o jakiej marzysz!

Dzięki *English Class* lekcje języka angielskiego stają się przepustką do świata komunikacji. Aktualne teksty, różnorodne zadania, naturalny język i ciekawy kontekst kulturowy nie tylko zainteresują uczniów klas 4-8, ale przede wszystkim pomogą im skutecznie porozumiewać się w języku obcym i rozwijać poprawność językową.

ENGLISH CLASS POWSTAŁ Z MYŚLĄ O 8-KLASOWEJ SZKOLE PODSTAWOWEJ

- w 100% realizuje wymogi nowej podstawy programowej, w tym wszystkie zakresy tematyczne
- pozwala elastycznie dopasować ścieżkę kursu do poziomu zaawansowania siódmoklasistów
- umożliwia sukces na egzaminie ósmoklasisty

ENGLISH CLASS STAWIA NA AUTENTYCZNE MATERIAŁY ŹRÓDŁOWE

- ilustruje praktyczne zastosowanie nowych struktur poprzez krótkie scenki sytuacyjne
- umożliwia uczniom osłuchanie się z naturalnym językiem dzięki materiałom BBC
- zachęca do interakcji i realizacji wyznaczonych celów komunikacyjnych dzięki modelowym wypowiedziom

ENGLISH CLASS OTWIERA UCZNIÓW NA ŚWIAT

- uczy współpracy i rozwija kompetencje społeczne
- zachęca do odkrywania nowych sposobów uczenia się z wykorzystaniem nowoczesnych technologii
- zapoznaje uczniów z kulturą krajów anglojęzycznych, m.in. dzięki materiałom BBC, i zaprasza do spojrzenia na nią w szerszym kontekście

	KLASA 4	KLASA 5	KLASA 6	KLASA 7	KLASA 8
Ścieżka 1	English Class A1 GSE: 10-29	English Class A1+ GSE: 28-35	English Class A2 GSE: 34-41	English Class A2+ GSE: 32-42	English Class B1 GSE: 40-50
Ścieżka 2	English Class A1 GSE: 10-29	English Class A1+ GSE: 28-35	English Class A2 GSE: 34-41	English Class B1 GSE: 40-50	English Class B1+ GSE: 45-55

Sprawdź, czym jest GSE na **english.com/gse**

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