

Junior Explorer

6



Uczniu/Uczennico! Pamiętaj,
żeby nie pisać w książce.
Rób notatki w zeszycie.



Nagrania do podręcznika
dostępne na docwiczenia.pl



Kod: 8VHXMK



Kod: ETEBT2

Podręcznik

**Jennifer Heath
and Michele Crawford**

with Marta Mroziak, Jolanta Sochaczewska-Kuleta
and Katarzyna Kłopska

**nowa
era**

Twoje mocne strony

Druga Nowa Era

Nigdy tym nie publikowała publicznie książek wydawnictw, które działają na uczciwych zasadach.

Wasza firma jednak promuje masowy nadruk, całkowicie niepotrzebnych książek, które mogłyby zastąpione wersjami elektronicznymi!

Co prawda e-booki są dostępne na waszej stronie, jednak:

- W przeciwieństwie do fizycznej książki, licencja na e-book kończy się po roku. Oznacza to, że jeżeli moja córka chciałaby powtórzyć sobie całą wiedzę do matury, musiałabym jej kupić wszystkie wasze książki od nowa.
- Wszelkich e-booków nie da się pobrać! Wymagają one dostępu do internetu, co uniemożliwia ich użycie na naszej wsi, gdzie zasięg jest ograniczony.
- Wasze e-booki sprzedawane są po tej samej (albo wyższej) cenie co regularne książki. Cena e-booka powinna być niższa, gdyż e-booki wymagają elektronicznego czytnika (tabletu)!

Czas rozpocząć nową erę (o ironio), w której papier nie jest bezcennie marnowany dla pieniędzy. Przedstawiam e-book, który spełnia wszystkie oczekiwania uczniów!

Dbajmy o środowisko, zróbmy to dla młodych pokoleń.

5 It's festival time pp. 62–73

	Vocabulary	Grammar	Communication	Reading and writing
5a	Festivals, occasions and celebrations	Present perfect	Making preparations for a party	Reading: Teens' Time: Happy New Year!
5b	Words related to festivals	Present perfect with <i>ever, never</i>	Talking about experiences using the present perfect	Reading: Mardi Gras in New Orleans
5c	Greetings and good wishes	Present perfect	Greetings and good wishes for different occasions Pronunciation: foreign words	Writing: an email inviting a friend to a festival

Review 5 **Game**

6 Life in the future pp. 74–87

	Vocabulary	Grammar	Communication	Reading and writing
6a	Space	Future simple	Talking about future facts, making predictions about the future, making offers and promises	Reading: Teens' Time: The sky at night
6b	Space travel and science fiction	Time expressions for future	Talking about science fiction	Reading: Science fiction
6c	Making predictions	Future simple	Making predictions about the future Giving opinions Pronunciation: letters that make the /k/ sound	Writing: predictions for the future

Review 6 **Game** **Explorers' Club:** Futuristic inventions **Project:** Inventions

7 It's a material world pp. 88–101

	Vocabulary	Grammar	Communication	Reading and writing
7a	Everyday objects	Present perfect and past simple	Talking about everyday objects	Reading: Teens' Time: Everyday gadgets
7b	Adjectives describing objects Materials Other features of objects	Present perfect and present simple Present perfect: <i>for, since</i>	Talking about the size, shape and quality of objects	Reading: Reuse, renew, recycle
7c	Ways of buying, selling and exchanging		Buying, exchanging and selling Pronunciation: the /i/ and /ai/ sounds	Writing: an advert

Review 7 **Game** **Explorers' Club:** Materials **Project:** Materials in your home

8 The natural world pp. 102–113

	Vocabulary	Grammar	Communication	Reading and writing
8a	Words related to a garden	Zero conditional	Talking about facts	Reading: Teens' Time: Susie's blog
8b	The environment	First conditional	Talking about how to save the environment	Reading: That's rubbish!
8c	Weather expressions	The imperative	Talking about the weather Giving orders Pronunciation: exclamations	Writing: a blog entry about looking after a garden

Review 8 **Game**

Time to Explore More: Famous people, Amazing nature pp. 114–117

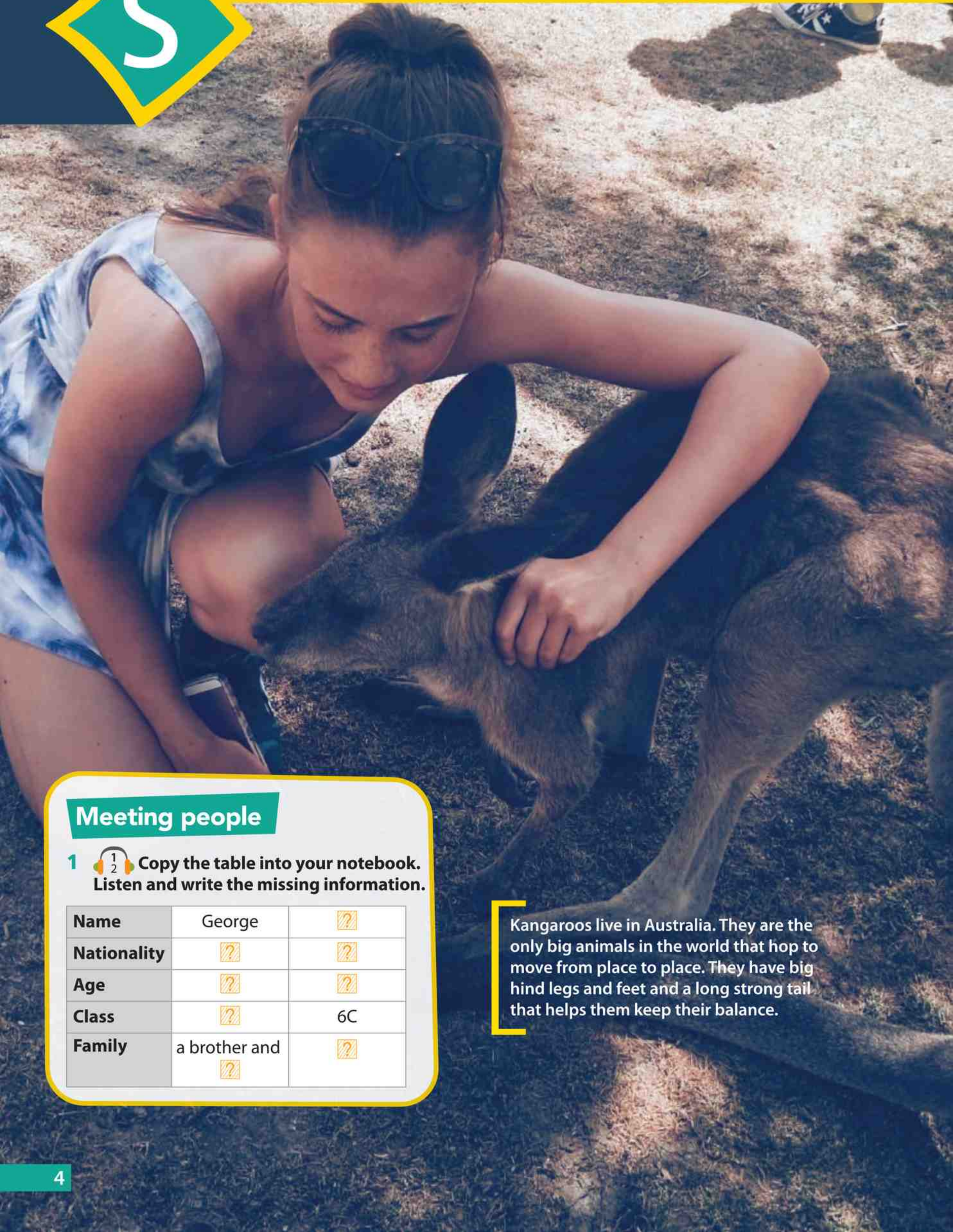
Extra Culture: Singapore, Barbados, Białowieża forest, Keep calm and go to Poznań pp. 118–125

End-of-year project pp. 126–129

The Big Quiz pp. 130–131



Ready, steady, go!



Meeting people

- 1  Copy the table into your notebook.
Listen and write the missing information.

Name	George	
Nationality		
Age		
Class		6C
Family	a brother and 	

Kangaroos live in Australia. They are the only big animals in the world that hop to move from place to place. They have big hind legs and feet and a long strong tail that helps them keep their balance.

Around the world

2 Look at the flags and name the countries.

Australia Canada Ireland
South Africa the United Kingdom (the UK)
the United States of America (the USA)



Quiz time!

- What do all these countries have in common?
- Which flag is called the Union Jack and which flag is called the Stars and Stripes?

3 Which countries do these children come from? Complete the sentences with the names of countries and nationalities. Write the answers in your notebook.

- 1 I'm .
I'm from .



- 2 He's from .



- 3 She's .



- 4 I'm from .



- 5 I'm .



- 6 He's .



Family

4 Match the pairs. Write the answers in your notebook.

- | | |
|--------------|--------------|
| 1 mum | a aunt |
| 2 uncle | b dad |
| 3 son | c wife |
| 4 grandma | d sister |
| 5 nephew | e stepfather |
| 6 stepmother | f daughter |
| 7 husband | g niece |
| 8 parents | h grandad |
| 9 brother | i children |

5 Work in pairs. Ask your partner these questions. Then tell the class his/her answers.

- Is your mum/dad an only child or has she/he got any brothers or sisters? How many?
- Have you got any cousins? How many?
- Are there any twins in your family?

Kuba's mum is an only child.

6 Read the description of a family. Write a similar description in your notebook.

My family is small. I've got one brother.
I haven't got any cousins. I've got one
grandma and two grandads.

Looks and personality

1 Complete the sentences in your notebook.

- 1 My grandma is only 54. She isn't old. She's **y**?
- 2 Please be **p**?. You mustn't be late again.
- 3 My cat eats a lot. It is very **f**?
- 4 He is a **h**? student and always does his homework. He isn't lazy at all.
- 5 Stay **c**? and don't be scared. My dog isn't dangerous.
- 6 Our teacher never gets angry. She is **p**? and helps us with our lessons.
- 7 My sister is very **s**?. She isn't fat because she trains every day.
- 8 You must be **t**? to get into the basketball team. I am too short.
- 9 Where is Bob? He is late and Mum is very **w**?
- 10 Jane has got straight hair, but Julie has got **c**? hair.

2 Write a description of the student next to you on a piece of paper. Put the pieces of paper in a bag and mix them up. Then read the descriptions and guess who each person is.

This person has got long fair hair and blue eyes. This person is nice and patient. Who is it?

This person is tall and has got green eyes and short dark curly hair. This person is always punctual. Who is it?

Jobs

3 Mime one of these jobs. Can the other students in your class guess the job?

cleaner • police officer • photographer
farmer • driver • shop assistant • detective

4 Name the jobs in the photos. Match the descriptions of the jobs with the pictures. Write the answers in your notebook. There are two extra descriptions.



This person:

- | | |
|--------------------------------------|--|
| a cuts people's hair. | e keeps lots of animals and grows lots of plants. |
| b helps ill people. | f cooks food. |
| c works with computers. | g fights fires. |
| d plays a musical instrument. | h serves meals in a restaurant. |

5 Find people in the class who would like to do these jobs. Write their names in your notebook. Then tell the class some of your results.

Job	Name
footballer	?
hairdresser	?
shop assistant	?
explorer	?
computer technician	?
actor / actress	?
nurse	?
mechanic	?

Hi, Maria. Would you like to be a hairdresser?

No, I wouldn't. I'd like to be an actress.

Maria would like to be an actress.

Dangerous sports

- 6 Look at the puzzle pictures and match them with these sports.

go-karting ice hockey parachuting
rafting rock climbing show jumping
skateboarding snowboarding
windsurfing



Keeping healthy

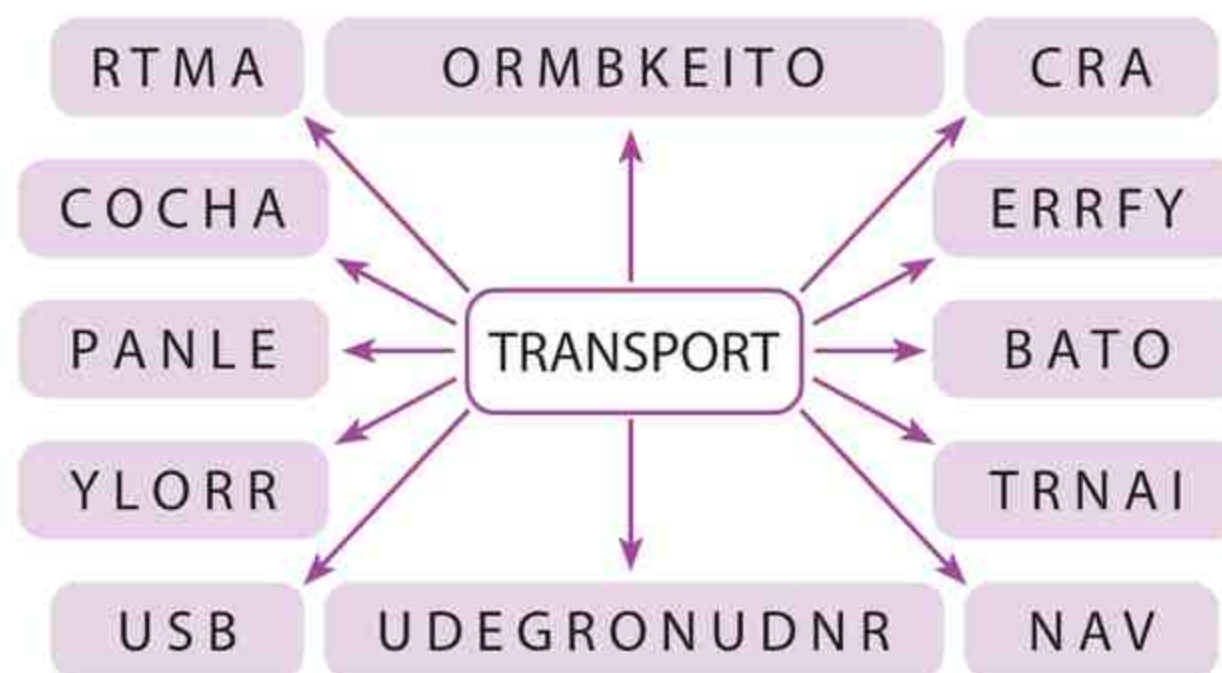
- 7 Complete the dialogue. Then act it out in pairs.

ankle broken cut bruise graze

Dan: What happened to you, Rita? How did you get a (1) ? arm?
Rita: I fell off my sledge! I've got a twisted (2) ? too, so I can't walk. What happened to you?
Dan: I played football yesterday and Mark kicked me. I've got a black and blue (3) ? on this leg and a (4) ? on this knee.
Rita: That's horrible! What happened to your eyebrow? What's that red line?
Dan: It's a (5) ?. The football hit me in the face! There was lots of blood!
Rita: Yuck!

Transport

- 8 Copy the mind map into your notebook. Write 12 means of transport. Use the jumbled letters.



- 9 What means of transport do you use?

TV and film

- 10 Work in pairs. Copy and complete the table for you and your partner. Then tell the class your results.

☺ like ☹ don't like

TV/Film	Me	My partner
documentaries	?	?
the news	?	?
quiz shows	?	?
talent shows	?	?
soap operas	?	?
adventure films	?	?
cartoons	?	?
comedies	?	?
drama	?	?
horror films	?	?
musicals	?	?
science fiction films	?	?

I like musicals. My partner doesn't like talent shows.

I don't like cartoons or adventure films. My partner likes science fiction films and documentaries.

Present simple and present continuous

1 Make the positive sentences negative, and the negative sentences positive. Write the sentences in your notebook.

- 1 I like chocolate.
- 2 I am riding my bike.
- 3 He doesn't read comics.
- 4 She goes to my school.
- 5 You are watching TV.
- 6 The dog is sleeping.

2 Ask and answer these questions with your partner.

- 1 What time do you usually get up?
- 2 When do you usually tidy up your bedroom and how long does it take?
- 3 What are you wearing today?
- 4 What are you doing at the weekend?

Comparisons

3 Look at the picture and make comparisons. Use the words in the box.

taller older faster more beautiful fatter

The man with the moustache is older than the boy in the stroller.



4 Complete the sentences with the names of your classmates.

- 1 ? is the oldest student in my class.
- 2 ? is the tallest student in my class.
- 3 ? is shorter than ?.
- 4 ? has got longer hair than ?.
- 5 ? has got the fairest hair in my class.

5 Complete the sentences with *in* or *of*.

- 1 Maths is the most interesting lesson ? all.
- 2 Ben is the tallest boy ? my class.
- 3 My birthday is the best day ? the year.
- 4 My sister is the most beautiful girl ? my family.
- 5 I'd like the biggest pie ? the shop, please!

How much?

6 Ask and answer questions about the prices of these things.



€32



€3



€18



€4



€20



€5

How much is the ...?

How much are the ...?

Past simple: be

7 Complete the sentences with the past simple of be. Write the answers in your notebook.

- A:** ? she at home when you visited her?
B: Yes, she was. We had a nice evening together.
- A:** Were you always punctual for school when you were a child?
B: No, I ? . I was sometimes late.
- A:** ? her grandparents in the shopping centre last weekend?
B: Yes, they were there with their friends.
- A:** Was your dad tired after work?
B: No, he ? . He even played football with me.

There was / There were

8 Look at the picture of yesterday's picnic. Ask and answer questions about the food items.

apple • crisps • tea • forks • juice
water • chicken • bananas • eggs
sandwiches • plates

Was there an apple?

Were there any crisps?



must

9 Read the sentences. Do you agree or disagree with them? Say what you think.

- We mustn't eat lots of sweets.
- Everybody must stop smoking.
- Children must go to school.
- When you're ill, you mustn't go out.
- Everybody must learn English.
- We mustn't spend too much time on the computer.

I think children must go to school.
I don't think ...

Past simple

10 Copy and complete the table. Then make a similar table with other verbs for your partner to complete.

try see eat stop know
look go write move watch

Past simple regular	Past simple irregular
?	?
?	?
?	?
?	?
?	?

11 Answer the questions. Use the answers in brackets.

- What did you study yesterday? (history)
- Where did you go last Saturday? (to the mountains)
- Did you have milk for breakfast? (X)
- Did your friend listen to music yesterday? (✓)
- Who did you see at school first this morning? (Adam)

going to

12 What are these students going to do this year at school? Write the answers in your notebook. Use these verbs.

answer take part study
make play join

- Holly ? the drama club.
- Jack and Jim ? for an important test.
- Robert ? the teachers' questions.
- Clara ? in a singing competition.
- Greg ? football with his friends in the playground.
- Monica ? lots of new friends.

What about you? What are you going to do this year at school? What are you not going to do?

I'm going to ...

I'm not going to ...



Keep in touch

Vocabulary

I can give names of communication tools and means of communication.

Grammar

I can talk about events happening regularly right now and in the past

- use present simple and present continuous verbs
- use stative verbs
- talk about obligations using have to/ don't have to.

Listening

I can understand a phone call.

Reading

I can understand a text about animal communication

- read a phone conversation.

1 Look at the photo. What do you think the woman is doing on her laptop?

2 What means of communication do you use? Tell your partner how you communicate with your family and friends.

I use  to talk to .

I  to communicate with .

It is possible to use a laptop computer everywhere. There isn't any electricity out here, but this woman has a solar battery charger. It uses the energy from the sun to make power. Technology is amazing, isn't it?



1a

Teens' Time: A video call

1 Listen and read. Who has got a new gadget?



Mickey: Hi, Bill! How are you?
How's life on the island?

Bill: Hello, Mickey and Susie. I'm fine.
The island is still great!

Susie: Why are you wearing a sweater, Bill?

Bill: Because **it gets cold here in autumn**, you know! It's actually really cold today.

Susie: Are you using your stepmother's laptop?

Bill: No, I'm not. It's charging at the moment.
This is my dad's computer. And guess what?
He's got a new webcam. That's why we can have a video call like this.

Mickey: That's brilliant, Bill.

Bill: By the way, I've got a new email address too. **I'm sending you an email from it right now.**



2 Read the dialogue again. Correct the false sentences in your notebook.

- 1 It doesn't get cold on the island.
- 2 Bill is using his stepmother's computer.
- 3 Susie surfs the Internet with her smartphone.
- 4 Bill plays games on his mobile on the school bus.
- 5 Susie and Mickey don't like their new school.

Susie: I've got it on my mobile phone! I usually send and receive emails with my mobile.
I surf the Internet with it too.

Mickey: I can't do that on my mobile, but it's got fun games on it. **I play the games on the school bus.**

Bill: How are you getting on at your new school?

Susie: Fine. It's a nice school. Everyone is friendly.

Mickey: I like the sport best. I'm in the football team. I'm sending you a photo right now.
We're playing our first match next Saturday.

Bill: Cool! **You're scoring a goal in this photo!**

Mickey: I know!

Susie: Let's chat again tomorrow, Bill.

Bill: OK. **School finishes at 3 p.m. on Wednesdays** so I'll call you at about 4.30.

Mickey: OK. Bye.

3A Find the emojis for these meanings on Bill's screen.

- | | |
|------------|------------|
| 1 angry | 5 sad |
| 2 laughing | 6 sleepy |
| 3 smile | 7 surprise |
| 4 kiss | 8 wink |

3B Match these emojis to the words in Exercise 3A. Write the answers in your notebook.

- | | | | |
|-------|-------|------|--------|
| a :-) | b :-(| c :0 | d :-) |
| e :* | f :D | g ;) | h >: |

3C Think of 3 other emojis and show them to your friends using gestures.

Vocabulary

Equipment

keyboard • laptop • search engine
smartphone / mobile phone • touch screen
speakers • tablet • app • webcam

Communication nouns

chat • email address • text message
video call

Communication verbs

call • chat • keep in touch • receive
send • surf • text

- 4  Name the things in the pictures. Write the words in your notebook. Then listen and check.



- 5 Read the text. Complete the sentences with the words in the box. Write them in your notebook. Be careful! There are three additional words.

chat text tablet send surf keyboard

I really love modern technology. In my family everyone has a favourite gadget, that helps them play, communicate and learn. My father often uses his computer to (1) ? the internet. My mother doesn't like to spend time online, but she likes to (2) ? emails. My sister is crazy about her (3) ?. She carries it everywhere with her which is very easy because it has no keyboard. I like to communicate with my friends and classmates by mobile.

Skills Explorer

Dobieranie słów do luk w tekście

- Przeczytaj uważnie tekst, zastanów się jakiego tematu on dotyczy i czy słowa do wyboru są związane z tym tematem.
- Zastanów się, czy w danej łuce potrzebny jest czasownik, rzeczownik czy może inna część mowy.
- Sprawdź, czy wyrazy obok luk tworzą związki z wyrazami do wyboru.

Grammar

Present simple and present continuous

Czasu present simple używamy, gdy:

- mówimy o sytuacjach/czynnościach, które się regularnie powtarzają:
I play the games on the school bus.
- mówimy o stałych zjawiskach przyrody:
... it gets cold here in autumn ...
- mówimy o planach zajęć, rozkładach jazdy itp.:
School finishes at 3 p.m. on Wednesdays ...

Czasu present continuous używamy, gdy:

- mówimy o tym, co dzieje się w danej chwili:
I'm sending you an email from it right now.
- opisujemy, co dzieje się na fotografii:
You're scoring a goal in this photo!
- mówimy o planach na najbliższą przyszłość:
We're playing our first match next Saturday.

- 6 Complete the sentences with a correct form of the verbs in brackets. Use the forms of present simple or present continuous.

- 1 My friends and I ? (play) board games together every Sunday.
- 2 Alex, ? you ? (surf) the Internet again?
- 3 Why ? you ? (laugh) in this photo? What's so funny?
- 4 What time ? the film ? (start)?
- 5 It always ? (snow) here in winter.

Listen

- 7  Listen and complete the sentences with words from the recording. Write the answers in your notebook.

- 1 It is very expensive to ? someone in a different country.
- 2 Sandy had a ? using her laptop.
- 3 Joe hasn't got a ? but he has a ?.
- 4 He wants to keep in ?, with his friend Jeff in ?.
- 5 He can send ? in a chat box.

Read and listen

1 Read and listen. How do dolphins know who another dolphin is?

Can people speak to dolphins? Of course they can, but they don't understand them!

This is what Jane Jefferson, a marine biologist, says about dolphin communication. Just like dogs, cats and other mammals, dolphins communicate by using sound, vision and touch. Each dolphin has its own personal whistle. When the other dolphins hear the whistle, they know who the dolphin is. Dolphins have also got their own language. They make different sounds like whistles, squeaks and clicks.

Jane thinks dolphins are clever. She is doing an interesting experiment at the moment with a mother dolphin and her two-year-old baby in an aquarium. The mother and baby are in different tanks. They can't see each other, but they hear each other with a special underwater audio system. They use the system to talk to each other. It's like a telephone!

Jane knows that dolphins have got a language, but she also knows that people don't understand what dolphins say. Jane wants to decode the dolphins' language so she listens to them every day. She hopes to have a conversation with a dolphin one day.



Guess What?

Blue whales are the loudest mammals on Earth. Their calls can be 188 decibels. People shout at only 70 decibels.

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

- 1 How do dolphins communicate?
- 2 What sounds do dolphins make?
- 3 What can the mother dolphin and her baby do?
- 4 Can people understand dolphins' language?
- 5 Why does Jane want to decode dolphins' language?

3 Find words in the text with the same meaning. Write the answers in your notebook.

- 1 connected with the sea: 
- 2 a high sound you can make by blowing air out through your lips: 
- 3 an aquarium: 
- 4 physical contact: 
- 5 a type of animal that drinks its mother's milk when it is a baby: 
- 6 discover the meaning of: 

Vocabulary

4 Listen and repeat the nouns and verbs.

Communication nouns

conversation • facial expression • gesture
information • language • sign

Communication verbs

communicate • hear • listen to • say • see
• show • speak to • talk to • understand

5 Read the text about Jack. Then read the e-mail and complete the gaps in Polish.

My cousin Jack is almost deaf in both ears so he cannot hear as well as most teenagers. But this doesn't mean he can't have a conversation with somebody.



He can understand what I say to him because he looks at my mouth and reads my lips. He looks at my facial expression and gestures and he can understand my emotions. To communicate with others, he uses his hands to make language with special signs for deaf people.

He surfs the Internet every day. I always ask him to help me with projects because he can find a lot of information very quickly.

Email

Dziś w szkole czytaliśmy historię chłopca – Jacka, który (1)  na oboje uszu. Jego kuzyn, opisując go, napisał, że ten problem wcale nie oznacza, że Jack nie może się porozumiewać. Rozumie, co ludzie do niego mówią, ponieważ patrzy na ich (2)  i czyta z ruchu warg. Doskonale potrafi odczytać też czyjeś emocje, patrząc na (3)  tej osoby. Rozmawiając z ludźmi, używa też znaków języka migowego i doskonale radzi sobie z wyszukiwaniem informacji w internecie.

6 We often communicate without words. Mime gestures for these phrases or use facial expressions. Ask your partner what you mean.

No. • Yes. • Hello. • Goodbye.
I don't know. • This is boring. • Please.
I don't understand. • Hurray! • Well done.

Grammar

Stative verbs

Poniższe czasowniki, opisując stan, nie występują w formie ciągłej. Mogą występować w formie ciągłej (z końcówką -ing), jeśli opisują działania lub występują w innym niż podstawowe znaczeniu.

- czasowniki nazywające doznania zmysłowe:
see, hear, smell, feel, taste,
- czasowniki wyrażające odczucia:
like, love, hate, want, prefer, hope,
- czasowniki wyrażające opinię i stan wiedzy:
think, understand, know.

7 Read the original sentences. Then use the words in bold to fill the gaps so that the sense and meaning of the sentence stays the same.

- Jane is angry. She is not speaking to anyone.
talk Jane  now.
- What is Larry doing in the photo?
happening What  in the picture?
- I love dolphins. They are my favourite animals.
prefer I  animals.
- I don't understand this word. What does it mean?
know I  word. Can you help me?
- What time are we meeting at the cinema tonight?
when  at the cinema tonight?

Skills Explorer



Parafraza

- Spójrz na zdania oryginalne, zastanów się, czy któreś z wyróżnionych słów ma znaczenie podobne lub przeciwstawne do któregoś ze słów w zdaniu.
- Zastanów się, czy parafraza nie spowoduje, że zdanie twierdzące zmieni się w przeczące.

Listen

8 Listen and match the speakers with the pictures. There are two extra pictures.

- 1 Jessica  2 Kenny  3 David 



1c

On the phone



- 1 Secretary:** Hello. Mr Smith's office.
Sarah: Hi, this is Sarah Heath. Can I speak to Mr Smith?
Secretary: Could you **speak** / **stand** up? I can't **listen to** / **hear** you.
Sarah: This is Sarah Heath calling. I'd like to speak to Mr Smith.
Secretary: Just a moment, please. ... I'm sorry, but he's not here at the moment. Can I take **a call** / **a message**?
Sarah: No, thank you. I'll **call** / **speak** again later.
Secretary: That's OK.

- 2 John:** Hello, is Luke there, please? It's John.
Boy: Hi. What number are you calling? There isn't a Luke here. I **think** / **answer** you have the wrong **number** / **telephone**.
John: Oh, I'm so sorry.
Boy: That's OK. Bye!



- 3 Geena:** Hi there, Fred.
Fred: Who's **calling** / **there**?
Geena: It's me, Geena. Annie is here too.
Fred: Hi, girls. **Who** / **How** are you?
Geena: I'm fine.
Annie: I'M FINE TOO!
Fred: You don't have to shout, Annie!
Annie: Sorry! You're on speakerphone. I'm shouting so that you can hear me.

- Fred:** It's OK. I can hear you fine.
Geena: We're ringing to ask you where we're meeting today.
Fred: It's at the Luna Cinema, at 4 p.m. But you have to be on time.
Geena: OK, thanks. So, **see** / **hear** you soon!
Fred: Thanks for **speaking** / **calling**. Bye for now!



Listen and read

- 1** **Read the dialogues and choose the correct answers. Then listen and check.**
- 2 Match items 1–8 with the expressions in the Phrase Book. Write the answers in your notebook.**
- 1 answering the phone
 - 2 introducing yourself
 - 3 making a special request
 - 4 asking to speak to someone
 - 5 taking a message for someone
 - 6 finishing a conversation
 - 7 asking who is calling
 - 8 asking someone to wait
- 3 Work in pairs. Act out a phone conversation. Use the Phrase Book and complete the sentences with your own ideas.**

Phrase Book



On the phone

- Hello. ... 's office.
- Hi, this is
It's
- Can I speak to ... ?
Hello, is ... there, please?
I'd like to speak to
- Just a moment, please.
- Can I take a message?
- Who's calling?
- Could you speak up?
- Thanks for calling. Bye!

Grammar

have to / don't have to

Wyrażenia **have to** używamy, aby powiedzieć, że ktoś musi coś zrobić.

I **have to** get up early to catch the train.
She **has to** feed her pet.

Wyrażenia **don't have to** używamy, aby powiedzieć, że ktoś nie musi czegoś zrobić.

We **don't have to** buy any food, we've got lots at home.

Remember!

Po **have to** zawsze występuje czasownik w formie podstawowej.

I **have to** go now. Dad is waiting for me.
Does he **have to** wear a uniform at school?
You don't **have to** shout.

4 Find **have to** and **don't have to** in the dialogues on p. 16.

5  Listen to the recording. Choose the correct reaction for each situation. You will hear the recording twice. Be careful! There is one additional answer.

- A Just a moment. 
- B Could you speak up? 
- C Can I take a message? 
- D Thanks for calling. Bye 
- E Bless you! 

Play with Sounds



6  Practise the correct tone and intonation for questions and answers. Listen and repeat.

Q: Can I speak to Ted, please?

A: Just a minute. I'll put him on. / I'm sorry, but he's not here at the moment.

Q: How are you?

A: I'm fine. / I'm not at all fine.

Writing Time



7 Look at the picture. Describe what is happening. Use the words from the box and the present continuous.

old man bench fountain chase
pigeons bike helmet



It's a beautiful sunny day. There are some people in the park and ...

8 Look at the picture. Describe what is happening. Write the description in your notebook.



Forms Explorer

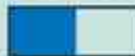


Opis obrazka

- Opisując obrazek i tworząc historyjkę, aby uniknąć chaosu, ustal porządek podawania informacji – np. zacznij od tego, co dzieje się na pierwszym planie.
- Tworząc opis, staraj się łączyć zdania pojedyncze w złożone za pomocą spójników: *and*, *or*, *but*, *because*.

It's a classroom. There are some students in it but...

Can you do it?

Zapisz w zeszycie podane umiejętności i przy każdej z nich zaznacz, w jakim stopniu ją opanowałeś / opanowałaś:  – już potrafię,  – trochę umiem,  – jeszcze muszę powtórzyć.

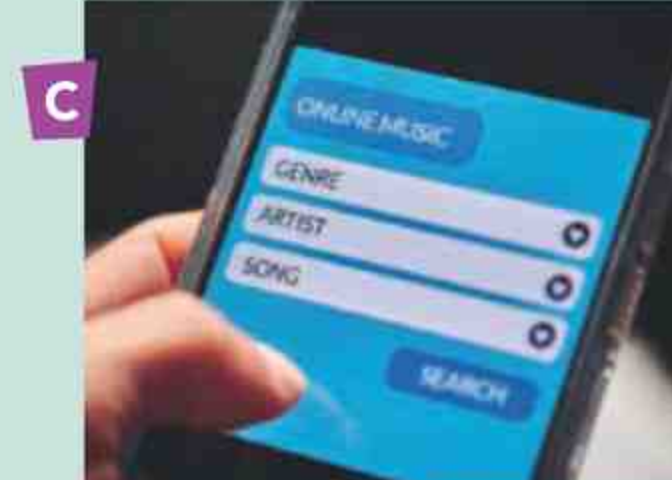
Rozumienie ze słuchu

- 1  Usłyszysz dwukrotnie tekst. Do każdego pytania dobierz prawidłową odpowiedź na podstawie informacji zawartych w nagraniu. Wskaż ilustrację A, B lub C.

1 What does Jane like most?



2 What does Tom do on his smartphone?



3 Why is the tablet great?



Rozumiem proste wypowiedzi ustne i potrafię odnaleźć w nich określone informacje.

Znajomość funkcji językowych

- 2 Do każdej sytuacji dobierz właściwą reakcję. Wskaż odpowiedź a, b lub c.

1 Zadzwoiłeś/zadzwoiłaś pod niewłaściwy numer. Co powiesz?

a I'm sorry.

b That's OK.

c Can I leave a message?

2 Odbierasz telefon i ktoś chce rozmawiać z Twoją mamą. Co powiesz?

a Be quiet.

b Just a moment, please.

c No, thank you.

3 Dzwonisz do kolegi, ale nie ma go w domu. Jego mama pyta, czy chcesz coś przekazać, ale nie masz żadnej informacji do przekazania. Jak to powiesz?

a Thanks for calling.

b No, thank you.

c It's great.

Znam zwroty typowe dla rozmowy przez telefon i potrafię ich używać.

Rozumienie tekstów pisanych

- 3** Przeczytaj tekst, z którego usunięto trzy zdania. Uzupełnij luki zdaniami A–D.
Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

My mother thinks I spend too much time using my smartphone. I usually play a lot of games, but this week I need to communicate with my friends. (1) . I need to invite all my friends and plan what to buy. I'm going shopping with my mum this weekend. First we are going to a costume shop to buy a cat costume for me because I'm having a fancy dress party. (2) . My friends have a lot of questions about the party so I text them every day. My mum gets really angry about it. I try to explain the situation to her but she doesn't listen. (3) I really prefer texting. Tomorrow I'm having a video chat with my grandma. Maybe she can help me and talk to my mum.



- A She thinks it's better to call people.
B I'm having a birthday party next week.
C Everyone has to wear a costume.
D My mum wants to buy a new computer.

Potrafię rozpoznać związki pomiędzy poszczególnymi częściami tekstu.

Znajomość środków językowych

- 4** Uzupełnij zdania. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie zmieniaj kolejności podanych wyrazów, ale – jeśli to konieczne – dodaj inne wyrazy tak, aby otrzymać spójne i logiczne teksty. Uwaga! Każdą lukę można uzupełnić z wykorzystaniem maksymalnie trzech wyrazów, wliczając w to wyrazy już podane.

- 1 What language (you, speak) ? I speak French.
2 Do deaf (people, lips) ? Yes, they read lips.
3 Does a tablet (keyboard) ? No, it has got a touch screen.

Potrafię używać czasu present simple.

Tworzenie wypowiedzi pisemnych

- 5** Opisz, co się dzieje na obrazku:

- co robią przedstawione na nim osoby,
- jak są ubrane,
- jak mogą się czuć.



It's a warm day. We can see some students outside.

Potrafię opisać obrazek.

1

Word list

Key words

Sprzęt komputerowy

app – aplikacja
charger – ładowarka
keyboard – klawiatura
laptop – laptop
microphone – mikrofon
smartphone / mobile phone – telefon komórkowy
speakers – głośniki
tablet – tablet
touch screen – ekran (dotykowy)

Porozumiewanie się – rzeczowniki

chat – pogawędka, rozmowa; czat
conversation – rozmowa
email address – adres e-mail
emoji – emotikon
facial expression – wyraz twarzy
gesture – gest
information – informacja
language – język
screen time – czas spędzony przed komputerem, telewizorem lub konsolą do gier
search engine – wyszukiwarka internetowa
sign – znak
social media – media społecznościowe
text message – wiadomość SMS
video call – rozmowa telefoniczna prowadzona z wykorzystaniem kamery

Czasowniki

call (somebody) – dzwonić (do kogoś)
chat (with friends) – rozmawiać (z przyjaciółmi)

communicate (with someone) – porozumiewać się (z kimś)
hear – słyszeć
keep in touch (with someone) – utrzymywać kontakt (z kimś)
listen to – słuchać (czegoś, kogoś)
read somebody's lips – czytać z ruchu warg
receive (an email/a text message) – odebrać, otrzymać (e-mail/wiadomość SMS)
say – powiedzieć
search (the Web) – przeszukiwać (sieć)
see – widzieć, zobaczyć
send (an email/a text message) – wysłać (e-mail/wiadomość SMS)
show – pokazać
speak to – mówić do, rozmawiać z
speak up – mówić głośniej
surf (the Internet) – surfować (po internecie)
talk to – rozmawiać z
text (someone) – wysłać SMS (do kogoś)
understand – rozumieć
use (social media) – korzystać (z mediów społecznościowych)

Other words

click – krótki, głuchy dźwięk
deaf – głuchy, niesłyszący
decode – rozszyfrować
mammal – ssak
marine – morski
smell – zapach
squeak – pisk
tank – zbiornik
touch – dotyk
underwater – podwodny
vision – wzrok
whistle – gwizd

1 Work in pairs. Throw a dice. Name the following vocabulary items.



– 6 equipment items



– 5 communication nouns



– 4 communication verbs



– 3 stative verbs



– 2 sea words



– 1 sound dolphins make

2 Work in groups of three or four. Play charades. Every person in the group chooses two communication verbs and mimes them to their group for them to guess the correct word.





PERSONALITY QUIZ

Are you a cybernaut?

Read the questions and choose one answer for each which describes you the most.

- 1 How much screen time do you have every day?
 - a As much as I want.
 - b Probably 3 hours.
 - c I don't know.
- 2 During your screen time, what do you do most often?
 - a I play on my phone, chat with my friends and I listen to some music at the same time.
 - b I play on my phone on my own.
 - c I watch TV.
- 3 Which sentence describes you best?
 - a I often use YouTube, Snapchat and/or Facebook.
 - b I play games a lot.
 - c I don't use social media.
- 4 What are: "Red heart", "Tears of joy", "Thinking face"?
 - a The meanings of emojis.
 - b Popular phrases people use in text chat.
 - c The names of apps.
- 5 Where do you find information for your school projects?
 - a I search the Net. Everything is there.
 - b I search the Net, but I check other sources too.
 - c I ask people or find a book.
- 6 How often do you use the internet if you need to learn something new?
 - a Every time.
 - b Often.
 - c Sometimes.
- 7 It's weekend, a great day, and you don't have to do any homework. What is the best way to spend your free time?
 - a Chat or play online with friends.
 - b Go outside or play a sport or meet friends.
 - c Read, watch a film or sleep.
- 8 What is the best way to communicate something important to friends?
 - a Send them a text.
 - b Give them a call.
 - c Have a conversation with them face to face.
- 9 Do you have your own e-mail address?
 - a Yes, of course.
 - b Not yet.
 - c What's an e-mail address?
- 10 What do you do if you want to watch a film?
 - a I search the web.
 - b I use an app on my phone.
 - c I buy a DVD.
- 11 What do you use your smart phone for?
 - a Only to call Mum and/or Dad.
 - b To call and text my family.
 - c To call, text, chat and search the Web.
- 12 How often do you check your phone?
 - a Every chance I get.
 - b Maybe every half an hour.
 - c Whenever it beeps.



Mostly a. You are definitely a cyber-maniac. You love all gadgets and your phone in particular. You think that texting can solve many problems and you get excited about any notification beep. Make sure you are not addicted to modern technology. Are you?

Mostly b. You are OK with technology, and you try to follow most of the trends. But you also like a good film or a book. You like people and being in touch with them, both on-line and in person.

Mostly c. You are sometimes lost in the modern world. You sometimes don't even care, and people obsessed with computers annoy you. You know that there are things in the real world that are more interesting than virtual ones.



Explorers' CLUB

Reading with your fingers



Because **blind** people can't see, they can have some communication problems. For example, they can't see **labels** on medicine boxes, street signs or menus in restaurants. They can't see a person's facial expression or gestures.

So what do blind people do? Well, they use other **senses** – the sense of **touch** and **hearing** – more than people who can see well. When talking to someone, they can't see the person's face, but they can understand the person's emotions from the tone of their voice. They use their fingers to **feel** what they can't see.

They also read with their hands. They have a reading and writing system called braille. A Frenchman called Louis Braille first **published** his system in 1829. The person in this photo is reading a magazine in braille. The page has got many **raised dots** on it. The dots make **shapes** and each different shape is a letter or number. You can find braille in many places these days. It is on **buttons** in **lifts**, it is on menus in some restaurants and it is on medicine boxes.

Blind people can also use computers. A voice can read out what is on the screen and a **speech recognition system** can **translate** what they say into text. There are also special **printers** that can **print** text in braille.

Glossary

blind – niewidomy
label – etykieta
sense – zmysł
touch – dotyk
hearing – słuch
feel – czuć
publish – opublikować

raised dots – wypukłe kropki
shape – kształt
button – przycisk, guzik
lift – winda
speech recognition system – system rozpoznawania mowy
translate – przełożyć
printer – drukarka
print – drukować

English and social sciences

Project Texting

Imagine you are exchanging texts with a person you like (your favourite star, your friend, your parents, your pet).

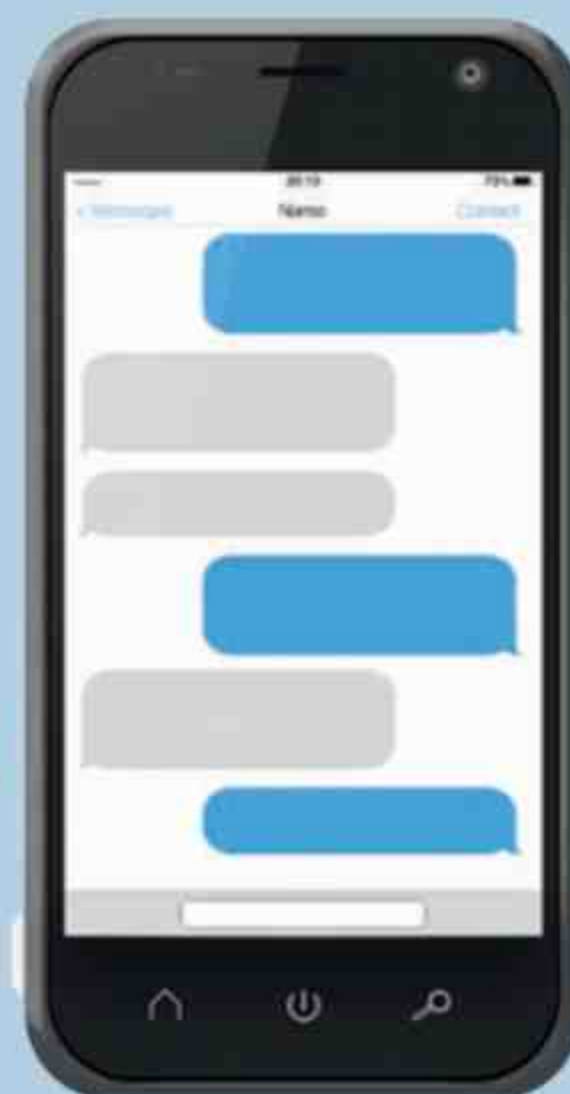
CU later

I will do it
ASAP

That's funny.
I'm LOL

How RU?

UR my BFF



Prepare a text message dialogue using as many abbreviations and emojis as possible. Present your text conversation to your class.

Materials:

- Pens
- Thin card
- Smartphone printout

- 1 Write your conversation on the thin card.
- 2 Display your work on the wall.
- 3 Ask your classmates to read the conversation and say what the abbreviations and emojis mean.



Read and listen. Answer the questions in your notebook.

- 1 What do blind people use to understand what they can't see?
- 2 What is braille?
- 3 Who created braille and when?
- 4 What can a blind person use to write a text on a computer?
- 5 What can a printer do for a blind person?



2

The travel bug

Vocabulary

Grammar

Listening

Speaking

Reading

I can name words related to travel • use linking words • name dates.

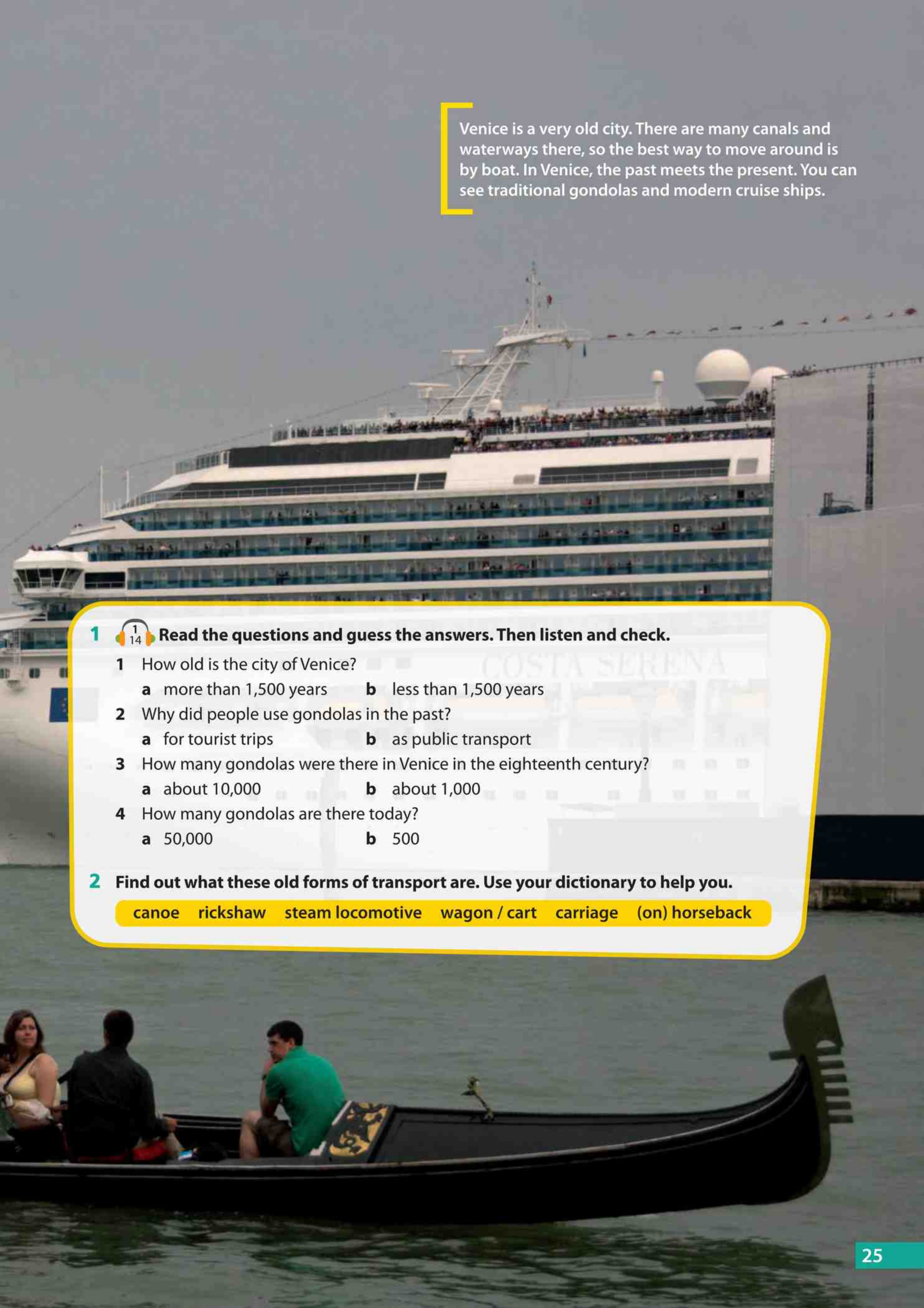
I can talk about events happening in the past • use past simple verbs • use adverbs of manner.

I can understand a story about events in the past.

I can make conversation about a past event.

I can understand a text about a famous person living in the past.





Venice is a very old city. There are many canals and waterways there, so the best way to move around is by boat. In Venice, the past meets the present. You can see traditional gondolas and modern cruise ships.

1 **Read the questions and guess the answers. Then listen and check.**

- 1 How old is the city of Venice?
a more than 1,500 years **b** less than 1,500 years
- 2 Why did people use gondolas in the past?
a for tourist trips **b** as public transport
- 3 How many gondolas were there in Venice in the eighteenth century?
a about 10,000 **b** about 1,000
- 4 How many gondolas are there today?
a 50,000 **b** 500

2 Find out what these old forms of transport are. Use your dictionary to help you.

canoe rickshaw steam locomotive wagon / cart carriage (on) horseback

1  Listen and read. Who is the author of the diary and when did he/she write it?

This diary is very old. It was Uncle Gordon's grandad's. His name was John Hammond and he was a doctor.

Oh no! John was on the *Titanic*! It sank! What happened to him?

10th April, 1912

Today we left Southampton on this beautiful ship. There were many people at the port to see us off. It was amazing. When we left the port, I looked at my cabin and put my luggage in there. It is very nice and comfortable. Now I am on deck and looking out to sea.

12th April, 1912

I met three other passengers yesterday and we became friends. We had dinner together and then we played cards all evening. Did I win? No, I didn't! But it was fun.

14th April, 1912

Something terrible happened! The ship hit an iceberg 10 minutes ago. Now I am very scared ...

1st January, 1913

I am starting my diary again. I didn't write in it for eight months because I was on the *Titanic*. It sank that awful night in April. I was lucky and I got into a lifeboat and I survived. But many people died.

I didn't know what to do with my life for many months. I was sad and shocked. But at Christmas I decided to stay in America. I had a return ticket for England, but I didn't use it. I want to become a doctor and save people's lives.

2 Put these events in the correct order. Write the answers in your notebook.

- Then, John got into a lifeboat.
- First, the ship left Southampton.
- Next, John went to his cabin.
- Suddenly, the ship hit an iceberg.
- Finally, John decided to become a doctor.
- Then, John played cards with some friends.

3 Name what you see in the pictures. Use the words in the box.

ship port cabin iceberg deck lifeboat



Vocabulary

Nouns: luggage • one-way/return ticket
passenger • passport • timetable
Verbs: arrive • leave • see off • stay

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

- 1 Your  is your travelling bags.
- 2 A  tells you what time a train, bus or tram leaves.
- 3 You need a  with your name and photo in it if you travel to another country.
- 4 A  is somebody who is travelling on a train, bus, boat or plane.
- 5 When you  somewhere, you go away from it, but when you  somewhere, you get there.
- 6 You buy a  to go to a place, but you need a  if you want to come back.
- 7 On holiday you can  in a hotel.
- 8 When you  somebody , you say goodbye when they go on a trip.

Listen

5  Listen to the recording. Choose the correct picture based on what you hear.

1   

2   

3   

4   

Grammar

Past simple: be

The boat  comfortable.

 it  big?

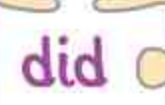
Yes,  . / No,  .

Past simple: regular verbs

We  cards all evening.

We   computer games.

 you really  cards .

Yes, we . / No, we .

Past simple: irregular verbs

I  after dinner.

I   after lunch.

 you really  after dinner?

Yes, I . / No, I .

6 Complete the sentences with the verbs in brackets. Write them in your notebook.

- 1 The children  (arrive) at Grandma's house an hour ago.
- 2  (Oliver / visit) you last weekend?
- 3 Yesterday she  (be) at the station on time.
- 4 The bags you had yesterday  (not be) very heavy.
- 5  (you / see) his new boat when you visited him last month?
- 6 A:  (Jane / be) on the train with you 2 hours ago?
B: Yes, she .
- 7 We  (be) happy to meet Grandad at the station last Christmas.

Read and listen

- 1  **Read and listen. How old was Amelia Earhart when she disappeared?**

On 2nd July 1937, Amelia Earhart hoped to land her plane on the tiny island of Howland in the Pacific Ocean. (1)  She and her plane simply vanished. What happened?

Amelia Earhart was born in 1897 in the USA. (2)  She didn't think it was interesting. But later she flew as a passenger in a plane over Los Angeles. She knew then that she wanted to learn how to fly. (3)  She flew very well. Not many people flew in those days so it was unusual for a woman to be a pilot. But Amelia Earhart was an unusual person. In 1932, she was the second person to fly a plane alone across the Atlantic Ocean. (4)  She wanted to fly a plane around the world.

In June 1937, she began her journey around the world from Miami, USA, with her navigator, Fred Noonan. First, they flew across the USA to Brazil. (5)  On 2nd July 1937, they took off from New Guinea to Howland Island. The plane never arrived on the island. People searched for Earhart and Noonan for weeks, but they didn't find them.

So what happened? Maybe she flew too slowly or too fast. Maybe she got lost, ran out of fuel and crashed into the sea. Nobody knows. It is still a mystery today.



Guess What?

Many people are scared of flying, but in fact it's three times safer than travelling by train and twelve times safer than travelling by car.

Skills Explorer



Dobieranie zdań do luk w tekście

- Przeczytaj po kolei każdy z akapitów.
- Zastanów się, jaką treść przekazuje każdy z nich.
- Przeczytaj zdania służące do uzupełnienia luk.
- Zastanów się, które z nich najlepiej pasuje do danego akapitu.
- Zwróć uwagę na wyrazy, które łączą zdania w logiczną całość, np. *then*

- 2  **Decide where these sentences go in the text. Write the answers in your notebook. Then listen and check.**

- a So Amelia became a pilot.
- b Then they flew across Africa, Asia and Australia.
- c Amelia was ten when she saw her first plane.
- d But she never arrived.
- e Amelia had even bigger dreams, however.

- 3 **Find words in the article with the same meaning as the words below.**

- 1 very small: 
- 2 different and interesting: 
- 3 with nobody: 
- 4 look for: 
- 5 petrol or gas: 
- 6 hit and break: 

Vocabulary

fly • land • navigator • pilot
flight attendant • take off

journey – travelling from one place to another
(over a long distance)

trip – a visit to a particular place

excursion – a short trip for fun, usually for
a group of people

4 Choose the correct answers. Why doesn't the other word fit?

- 1 We went on a school **trip** / **journey** / **excursion** to a museum.
- 2 He drove the **plane** / **car** / **bus** very fast.
- 3 There were about 450 people in the **plane** / **train** / **coach**.
- 4 The **pilot** / **navigator** / **flight attendant** helped fly the plane.
- 5 The plane **flew** / **took off** / **landed** from Warsaw airport.

Listen

5 Listen and complete the following information according to what you hear.

Names of the people talking: 

Time it took to get to Scotland: 

Place where the boy stayed: 

Place where the girl went on an excursion: 

Skills Explorer

Uzupełnianie notatki na podstawie nagrania

- Przeczytaj uważnie nagłówki, które sygnalizują, jakie informacje masz znaleźć.
- Zastanów się, czy rozumiesz znaczenie wszystkich nagłówków.
- Postaraj się wyszukać konkretne informacje.

Speak

6 Ask your partner these questions about a holiday he/she went on. Then tell the class what he/she said.

- Where did you go? • How did you get there?
- How long was the journey? • Did you go on an excursion? Where?

Grammar

Adverbs of manner

Aby utworzyć przysłówek, najczęściej dodajemy końcówkę **-ly** do przymiotnika.

careful – **carefully** **easy** – **easily**
loud – **loudly** **happy** – **happily**
quiet – **quietly**
sad – **sadly**
slow – **slowly**

Uważaj!

Istnieją wyjątki, których trzeba nauczyć się na pamięć.

fast – **fast** **hard** – **hard**
early – **early** **late** – **late** **good** – **well**
John can run fast.

7 Complete the sentences with adverbs of manner. Write the answers in your notebook.

- 1 He drove at 100 kph. He drove too  and crashed into another car.
- 2 We arrived  at the station so we missed the train.
- 3 She listened  to the teacher because she wanted to understand everything.
- 4 My friend cried and spoke  when she told me she was leaving the school.
- 5 We got up  at 6 a.m. to catch the train.
- 6 We talked  because the other passengers were sleeping.
- 7 She did the puzzle . It wasn't difficult.
- 8 The tired old man walked  to the bus stop.
- 9 They played  and won the game.
- 10 He studied  for the test.

Listen

8 Listen and choose the correct words.

- 1 Sally is talking **sadly** / **happily**.
- 2 John is running **slowly** / **fast**.
- 3 Fred arrived **late** / **early**.
- 4 The twins are playing **quietly** / **noisily**.

A fascinating story



Steve: What are you looking at, Grandad?

Grandad: It's a scrapbook of my adventure.
Look, there's a photo of me.

Steve: Where did you go?

Grandad: I went to the desert. One day I decided to go on an exciting journey. I looked at a map of the world and I chose the Sahara Desert. I took my luggage, my passport and a return ticket and left.

Steve: How did you get there?

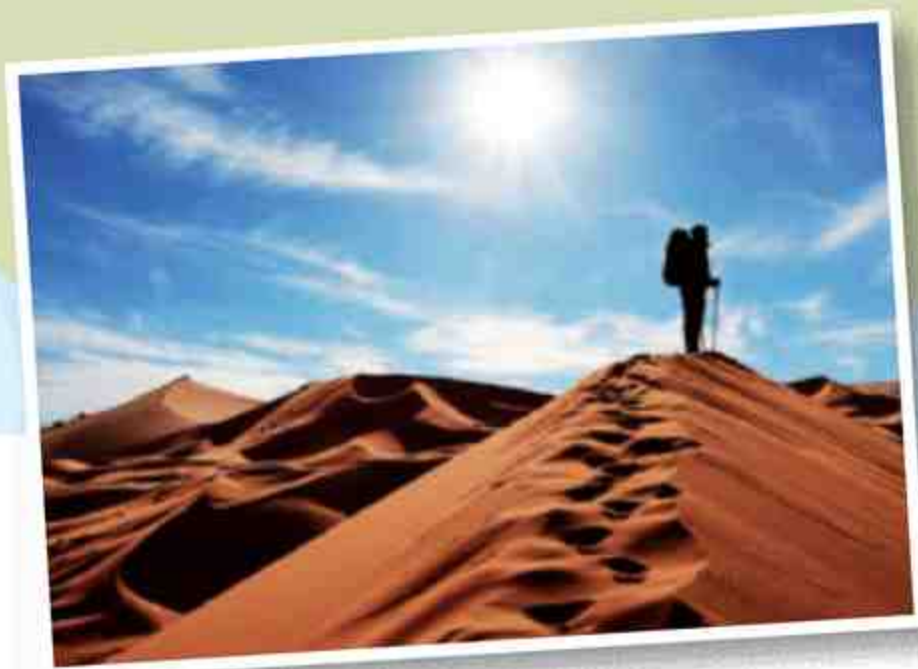
Grandad: First, I flew on a fast plane and then I went slowly by car to a village next to the desert. Next, I met a man called Assam and he wanted to show me the desert. The first day was very hot, but the desert was beautiful. Then on the second day a terrible thing happened.

Steve: What happened?

Grandad: When I woke up early in the morning, Assam was very ill. He had a temperature and he felt sick. He needed a doctor quickly. So I went alone across the desert.

Steve: How did you feel?

Grandad: I was scared. But I knew I had to help Assam. I walked for hours. Luckily, I had a compass and I used it to go west towards the village. Finally, I found the village. Assam's brother and I rode camels back into the desert. We found Assam and we took him back to his village. It was a great adventure with a happy ending.



Listen and read

- 1 ¹/₂₂ Read and listen to the dialogue. Where did Steve's grandad find help for his friend?

- 2 Answer the questions. Write the answers in your notebook.

- 1 What did Steve's grandad take?
- 2 What did Assam want to show Steve's grandad?
- 3 What was the matter with Assam on the second day?
- 4 What did Steve's grandad use to go west towards the village?
- 5 Did the story end happily?

Phrase Book



Telling a story

- 3 ¹/₂₃ Decide where these words go in the story. Write the story in your notebook. Then listen and check.

first one day finally then when next

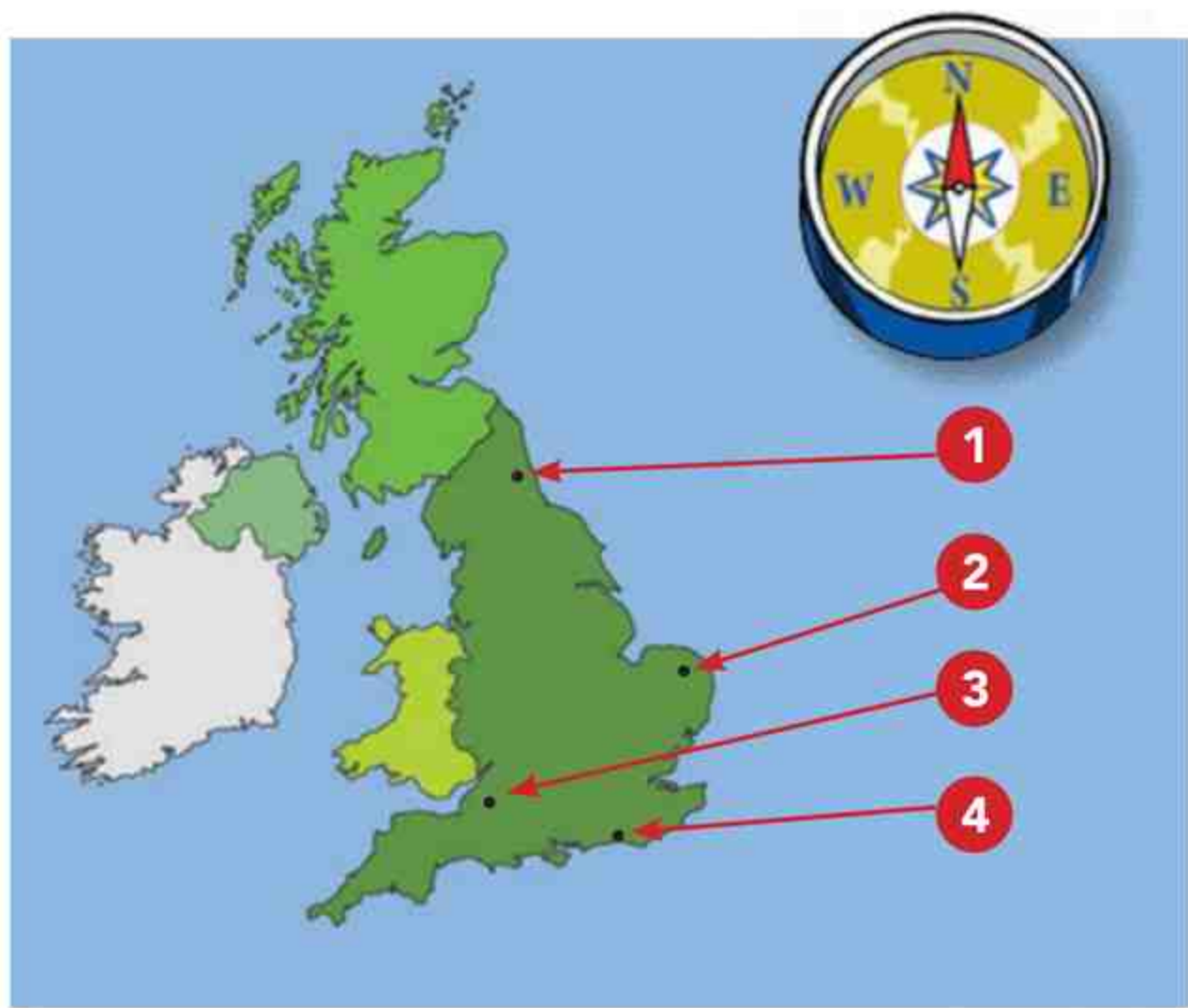
- (1) I decided to go on an excursion to the seaside.
 (2) , I caught a bus and (3) I walked slowly to the beach.
 (4) , I swam fast in the sea. (5) I got out of the sea, I saw a dog sitting on my towel. I asked many people to help me find its owner.
 (6) , we found her. It was an old lady. She smiled happily when she saw her dog again.

- 4 Tell your own mini-story.

Vocabulary

5 Read the sentences and decide where these English towns are on the map.

- a Newcastle-upon-Tyne is in the **north** of England.
- b Bath is in the **south-west** of England.
- c Brighton is in the **south-east** of England.
- d Norwich is in the **east** of England.



Listen

6  Listen to Susan. Rewrite the sentences in your notebook and put them in the correct order. There is one extra sentence.

- a Susan called her grandma's name.
- b Susan looked for her grandma in the kitchen.
- c Susan called the doctor.
- d Susan called her grandma's mobile.
- e Susan ran to help her grandma.

Play with Sounds

7  Spell the words. How is their pronunciation different. Listen and repeat.

desert dessert

8  Listen and in your notebook write the words you hear. Spell them.

- 1 there their 2 knew new
- 3 sea see

Writing Time



9 Look at the pictures and write a story. Use the words below and the past simple. Write the story in your notebook.

catch the thief catch a train give
get off the train get up early take
run fast shout loudly smile happily



One day ?



First ?



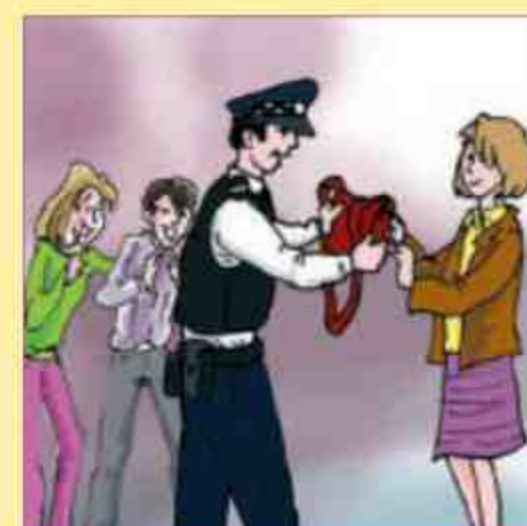
When ?



Then ?



Next ?



Finally ?

Forms Explorer



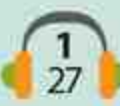
Historyjka

- Zwróć uwagę na zapisane pod obrazkami wyrazy określające kolejność wydarzeń. Podpowiadają one, co zdarzyło się najpierw, a co później i logicznie łączą ze sobą zdania w historyjce, sprawiając, że będzie ona spójna.
- Zastanów się, jakiego czasu użyć i zachowaj konsekwencję w użyciu czasu.

Can you do it?

Zapisz w zeszycie podane umiejętności i przy każdej z nich zaznacz, w jakim stopniu ją opanowałeś / opanowałaś: ☐ – już potrafię, ☐ – trochę umiem, ☐ – jeszcze muszę powtórzyć.

Rozumienie ze słuchu

- 1  Usłyszysz dwukrotnie historyjkę o podróżującym psie. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–3.

- 1 In what season of the year did the journey start?
- 2 What means of transport did the dog travel by?
- 3 Where did the dog travel to first?

Potrafię odpowiedzieć na pytania na podstawie nagrania.

Znajomość funkcji językowych

- 2 Uzupełnij dialogi 1–4 tak, aby otrzymać spójne i logiczne teksty.

1

- X: Did you stay at a nice hotel on holiday?
Y: Yes, we did.
X: 
Y: Yes they were! My mum, dad and sister.

2

- X: Where did you begin your journey?
Y:  the French capital, Paris.
X: Wow, great.

3

- X: Did you speak to your brother yesterday?
Y: . We talk every day.
X: You are like best friends!

4

- X: Did you have cornflakes for breakfast today?
Y: . I had some fruit and yoghurt instead.
X: Yuck! I don't like yoghurt.

Potrafię udzielić informacji i prawidłowo odpowiedzieć na pytania zamknięte i otwarte.

Znajomość środków językowych

- 3 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3.



school quietly door home box fast

Mike quickly ran down the street. He didn't want to arrive late at (1)  again. He got to the playground and stopped running. He walked (2)  because he didn't want anybody to hear him. He opened the classroom (3)  slowly and saw his friend Joe. Joe smiled happily at him. There weren't any other students there. In the end, he arrived early!

Potrafię stosować przysłówki.

- 4 Uzupełnij historyjkę. Wstaw w odpowiedniej formie wyrazy podane w nawiasach. Zapisz historyjkę w zeszycie.

Last holiday we (1)  (go) to a cottage by a lake. One day I (2)  (find) a little cat in the bushes. She (3)  (not have) a home and she (4)  (be) very hungry. Every day she (5)  (come) to our cottage and I (6)  (give) her some bread and milk. She (7)  (become) my pet and I (8)  (take) her back to the city with me after our holiday.

Potrafię stosować czas past simple w historyjce.

Rozumienie tekstów pisanych

- 5** Przeczytaj teksty dotyczące doświadczeń w podróży (1-3) oraz zdania (A-D). Do każdego zdania dopasuj właściwy tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnego tekstu.

1

It was a few years ago when I was travelling in India. I helped an old man at a village railway station with his luggage. He then wanted to show me his family home. I didn't agree, because I had a bus a short time later.

2

Last summer I met some great people when I was at the seaside. We spent almost every day together having fun on the beach. One day I went for a long walk alone. It was so nice being away from everybody and enjoying the peace and quiet.

3

A few weeks ago a friend invited me to go on a trip with her and a few other people. First, I agreed, but then I thought about it and decided I had too much revising to do for my exams. I texted her back and said sorry.

In this text the writer is describing

- A** a time when they changed their mind.
- B** a time when someone gave them a hand.
- C** a time when they did something on their own.
- D** a time when they declined an invitation.

Rozumiem proste wypowiedzi pisemne i potrafię odnaleźć w tekście określone informacje.

Tworzenie wypowiedzi pisemnych

- 6** Odbyleś /odbyłaś podróż dookoła świata.
Opisz w zeszycie:

- jakimi środkami transportu podróżowałeś/podróżowałaś,
- jakie miejsca odwiedziłeś/odwiedziłaś,
- co robiłeś/robiłaś w jednym z tych miejsc.

Potrafię napisać historyjkę opowiadającą o podróży dookoła świata.

Key words**Latanie samolotem**

fly – latać
 land – lądować
 navigator – nawigator
 pilot – pilot
 flight attendant – steward/stewardessa
 take off – wystartować

Podróżowanie

arrive (at/in) – przyjechać (dokądś)
 excursion – wycieczka (krótki wyjazd dla przyjemności, zazwyczaj w grupie)
 journey – podróż (przemieszczenie się z jednego miejsca do drugiego)
 leave – wyjechać, odjechać, opuścić jakieś miejsce
 luggage – bagaż
 one-way / return ticket – bilet w jedną stronę/powrotny
 passenger – pasażer
 passport – paszport
 see off – odprowadzić
 stay – zostać; zatrzymać się (np. w hotelu)
 timetable – rozkład jazdy
 trip – podróż, wycieczka, wyjazd (odwiedzenie jakiegoś miejsca dla przyjemności lub w innym określonym celu oraz powrót)

Środki transportu

canoe – kajak, canoe
 carriage – powóz
 cart – wóz
 cruise ship – statek wycieczkowy
 horseback → on horseback – konno
 lifeboat – szalupa, łódź ratunkowa
 rickshaw – riksza
 steam locomotive – lokomotywa parowa
 wagon – wóz

Other words

alone – sam(a)
 become – zostać, stać się
 crash – rozbić się
 deck – pokład
 desert – pustynia
 fuel – paliwo; they ran out of fuel – skończyło im się paliwo
 iceberg – góra lodowa
 save – (u)ratować
 scrapbook – album z wycinkami
 search – szukać
 sink – (za)tonąć
 survive – przeżyć
 towards – w kierunku
 vanish – zniknąć
 village – wioska

1 Work in groups of three or four. Play hangman. One person in the group chooses a word and draws the suitable number of dashes (one for each letter in the word). Other people in the group guess the letters. For every wrong letter one person draws part of the hangman.

2 Work in pairs. Ask your partner to tell you about a trip he/she went to.

Where ... you go? I went ...

How ... you get there? I went by ...

How long was the journey? It was ... hours

Did you like the trip? Yes, I ... / No, I ...



20 second talks

Play in small groups. Roll the dice and move your counter. Look at the task. You must talk for 20 seconds (or less). If you cannot do the task, you must move back one square. Take turns. The winner is the first person to reach the finish square.

20 Say 2 sentences in English, one with "good" and one with "well".

FINISH

19 What are the opposites? quietly- / sadly- / slowly- / late- /

18 What are the opposites? Get on- / arrive- / fly- / move- /

17 Name 3 machines that can take off.

16 What is the difference between a bus and a coach? Explain in English.

15 What is the difference between a cruise ship and a lifeboat? Explain in English.

14 What is the difference between a trip and a journey? Explain in English.

13 What is the difference between a one-way ticket and a return ticket? Explain in English.

12 Give 5 words related to air travel, including the names of jobs.

11 Name 6 means of transport related to water.

10 Name 6 means of transport NOT related to water.

9 Write down these words in English (the first letter is given):
pasażer (p), wycieczka (e), bagaż (l), paszport (p), rozkład jazdy (t).

8 Tell a story in the past in 4 sentences. Start with: One day.....First....Next....
Finally...

7 Give 5 adverbs NOT ending in -ly.

6 Give 5 adverbs ending in -ly.

5 Translate: ostrożnie, cicho, dobrze, łatwo, szybko.

4 Explain these verbs in English: search, vanish, crash.

3 Give 7 past regular verbs to do with transport/travelling/holidays.

2 Give 7 past irregular verbs to do with transport/travelling/holidays.

1 Ask 5 questions about a holiday trip. Start with: Where...? When...? How...? How long...? Did you...?

START

3

About town

Vocabulary

Grammar

Listening

Speaking

Reading

I can name words related to a street and to street art.

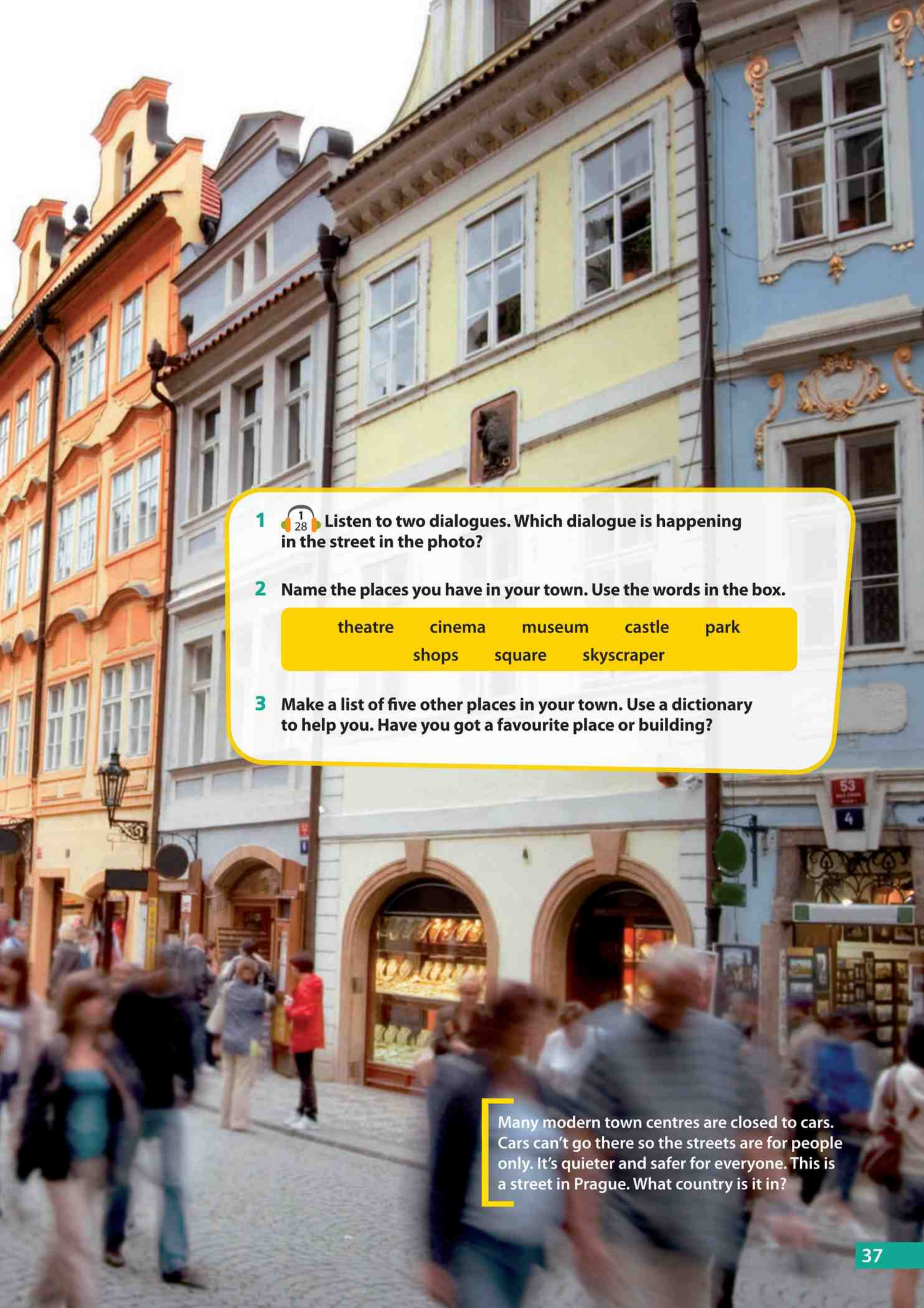
I can talk about events happening in the past
• use past continuous • use past simple with when.

I can understand dialogues about apologising.

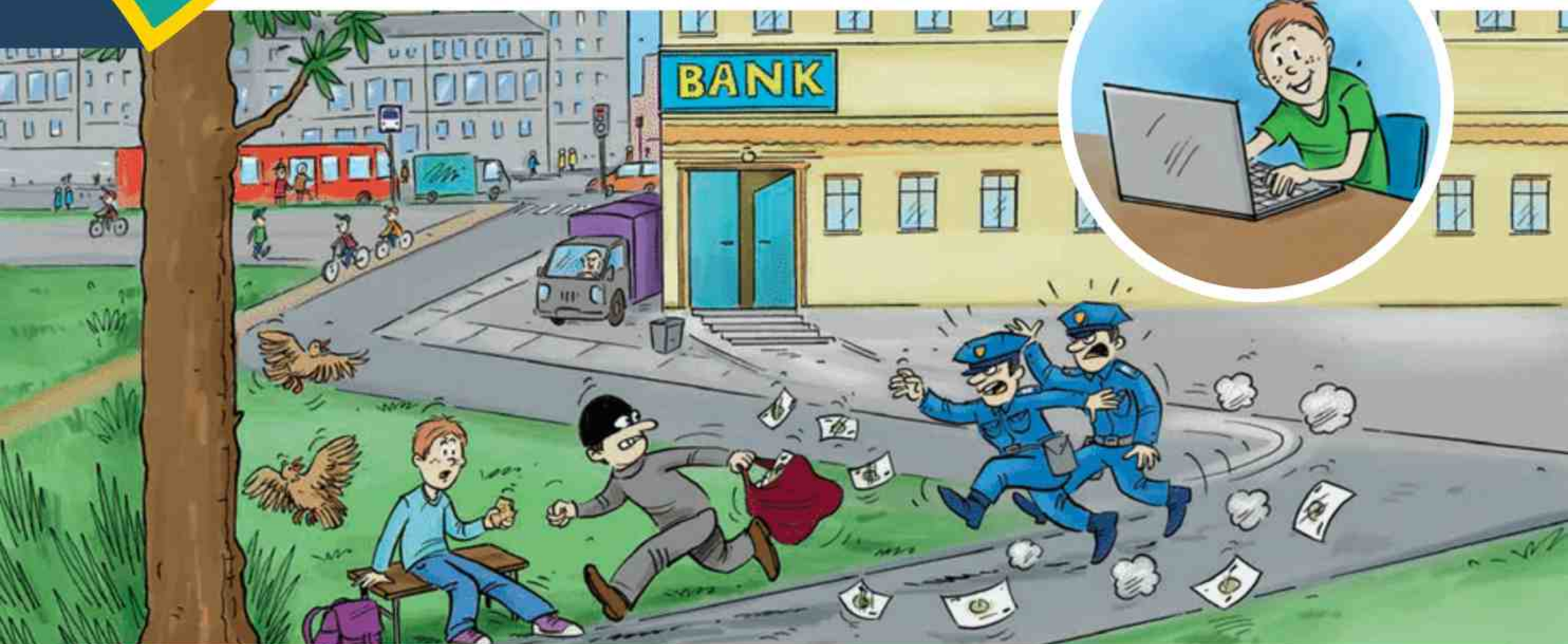
I can talk about events happening in the past. I can make a dialogue with an apology.

I can understand a text about an amazing story happening in the past.



- 
- 1**  Listen to two dialogues. Which dialogue is happening in the street in the photo?
- 2** Name the places you have in your town. Use the words in the box.
- theatre cinema museum castle park
shops square skyscraper
- 3** Make a list of five other places in your town. Use a dictionary to help you. Have you got a favourite place or building?

Many modern town centres are closed to cars. Cars can't go there so the streets are for people only. It's quieter and safer for everyone. This is a street in Prague. What country is it in?

1  Listen and read. Where was Mickey going?

Hi Bill,

An amazing thing happened to me yesterday. At half past three I was walking home from school. Susie had a guitar lesson so she wasn't walking home with me. The sun was shining so I sat down on a bench. I decided to feed a sandwich to the pigeons and looked around me.

Cyclists were cycling along the cycle path. Cars were stopping at the pedestrian crossing. Passengers were getting on and off buses at the bus stop. Two policemen were talking to a lorry driver. It was a quiet afternoon.

Suddenly, the door of the bank opened and a man came out. He was carrying a bag and a gun! He threw the gun into a rubbish bin and started to run. The policemen started to chase him. The robber ran towards the bench where I was sitting. Without thinking, I stuck my foot out. The robber tripped over my foot and fell heavily. I started shaking and the robber looked at me angrily. Luckily, the policemen got him and put handcuffs on him.

Can you believe it? I was scared, but I was happy too! Write soon!

Mickey

Skills Explorer

Odpowiedzi na pytania do historyjki

- Czytając pytania, zwróć uwagę na to, w jakim czasie są zadane.
- Odpowiadając na pytania dotyczące przeszłości, pamiętaj, aby użyć w odpowiedzi formy przeszłej czasownika.
- Odpowiedz, zaczynając od wyrazów już podanych w linii odpowiedzi.

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

- 1 What time was it? It 
- 2 What was the weather like? The weather 
- 3 Where did Mickey sit? Mickey 
- 4 What did he feed to the pigeons? He 
- 5 What did the robber do with the gun?
The robber 
- 6 How did Mickey feel? Mickey 

3 Complete the sentences with these verbs.

feed happened get on chased tripped

- 1 A funny thing  to me this morning.
- 2 Can you  the dog at dinner time, please?
- 3 The police  the man, but he ran away.
- 4 Let's  the bus at this stop. I'm too tired to walk home.
- 5 **A:** How did you get this graze on your knee?
B: Oh, I  and fell onto the pavement yesterday.

Vocabulary

?: cycle path • bus/tram stop • crossing
motorist • street sign • traffic jam
traffic lights

?: bench • fountain • grass • pedestrian
pigeon • rubbish bin • street light

- 4  Match the headings below with the groups of words in the box above. Write them in your notebook. Then listen and repeat.

Pavements and parks Traffic and roads

- 5 Name the places and objects in the pictures.



Listen

- 6  You will hear the recording twice. In sentences 1-3 choose the correct answer based on what you hear.

- John's grandad had a walk
 - on a Saturday morning.
 - on a Sunday evening.
 - on a Saturday evening.
- What did he see in the street?
 - Pedestrians walking.
 - Pigeons flying.
 - Cars driving.
- Grandpa gave the pigeons
 - some rubbish.
 - some biscuits.
 - some flowers.

Grammar

Past continuous

Czasu **past continuous** używamy, aby opisać tło wydarzeń oraz aby mówić o tym, co działo się w określonym momencie lub przez dłuższą chwilę w przeszłości.

I **was** **sleeping**.

He **wasn't** **sleeping**.

Was she **sleeping**?

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

Were they **sleeping**?

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

I / He / She / It **was** sleeping.
You / We / They **were** sleeping.

- 7 Complete the sentences about events from the past using the correct form of the verbs in brackets. Write the sentences in your notebook.

- I saw you in the street this morning. I ? (ride) my bike and you ? (wait) at the traffic lights.
- At 3 o'clock yesterday afternoon, it ? (rain) so the children ? (not play) football in the park.
- At 2 o'clock the twins ? (feed) the pigeons and their aunt ? (sunbathe) on the grass.
- A: ? (you / cycle) on a cycle path?
B: No, I ?.
- A: ? (the dog / sit) on a bench?
B: Yes, it ?.
- Lots of children ? (play) in the fountain and their parents ? (watch) them.

Read and listen


1 Read and listen. Which two European capital cities did Helen visit?

Last summer, I visited Paris and London. I saw the River Seine and the River Thames. I visited the Eiffel Tower and the London Eye. But I liked the street artists the most. One afternoon in Paris we visited Notre Dame Cathedral. When we walked out of the cathedral, it was dark and some people were watching a performance in the square. A very talented street performer was dancing and juggling with fire! He was giving his performance when two policemen arrived. But they didn't want to stop him. They joined the audience and enjoyed the show. It was spectacular.

In London, there were many street artists too. The most unusual performers were the living statues in Trafalgar Square. These people dress up as statues and they don't move. Well, they usually stay still. When I was looking at one living statue, he moved his arm and touched me. I jumped, but it was funny!


Guess What?

Before he was famous, Justin Bieber played music in the street and earned money because he wanted to help his mum.

2 Read the text again and decide if the sentences are T (True), F (False) or ? (Doesn't say).

- 1 Helen went to Paris and London last summer. ?
- 2 The juggler in Paris spoke to the policemen. ?
- 3 The policemen stopped the juggler. ?
- 4 There weren't many street artists in London. ?
- 5 A living statue made Helen jump. ?
- 6 Helen spoke to the living statue. ?

3 Read the definitions of some words from the text. Complete the words. Write the answers in your notebook.

- 1 s ? ? ? ? ? ? ? ? ? r (amazing)
- 2 c ? ? ? ? ? ? ? ? ? l (large church)
- 3 s ? ? ? ? ? e (figure)
- 4 p ? ? ? ? ? ? ? ? ? r (artist)
- 5 s ? ? ? y s ? ? ? ? ? l (not move)
- 6 d ? ? ? ? s up (put on clothes for a special reason)
- 7 s ? ? ? w (public performance)

Vocabulary

Street art

audience • band • entertain • juggle
living statue • magician • mime artist
painter • perform • popular • spectacular
stay still • street dancer • talented

4  Put the words in three groups: *nouns*, *verbs* and *adjectives* in your notebook. Use a dictionary. Then listen, check and repeat.

5 Imagine you went to a talent show. Look at the pictures and write the names of the performers and what they were doing.



- I saw a . He  spectacular tricks.
- I saw a juggler. She  ten balls.
- I saw a popular . He  portraits of people.
- I saw some talented . They  the audience.
- I saw . They .
- I saw a . She .

Grammar

Past continuous and past simple with *when*

Czasy **past continuous** i **past simple** często są używane łącznie do opowiadania o wydarzeniach z przeszłości.

The man **was giving** his performance when two policemen **arrived**.

When I **was looking** at one living statue, he **moved** his arm and **touch**ed me.

Czas **past continuous** służy do opisywania wydarzeń i sytuacji, które trwały dłużej i stanowiły tło dla wydarzeń wyrażonych w czasie **past simple** lub zostały przez nie przerwane.

6 Complete the sentences. Write the answers in your notebook.

listen wear go perform watch

- Mary  a show on TV when the lights went out.
- When I came out of the shop, some mime artists  in the street outside.
- John  to the theatre when he got stuck in a traffic jam.
- We  to a new band at an open-air concert when it started to rain heavily.
- When I first met Lauren, she  a funny green hat.

7 Translate the parts of the sentences into English. Write them in your notebook.

- I  (jadłem/jadłam śniadanie) when you called me this morning.
- She got tired when  (chodziliśmy wokół starego miasta).
- Was Ben sleeping when  (jego rodzice wrócili z teatru)?
- The boy  (biegał przy rzece) when he fell into the water.
- When  (cię zobaczyłem/zobaczyłam), you were skiing down the hill in the snow.



- 1 Carl:** Are you working on our book report for English?
Patty: No. You told me to wait. Why are you late? I was worried about you.
Carl: I had to help Mrs Smith at the school library. I didn't want to say no to her. She's very strict! I'm really sorry.
Patty: Apology accepted! Don't worry. Just don't do it again. Let's get started then.
Carl: OK. What did you think of the book *Treasure Island*?
Patty: I liked it.

- 2 Tracy:** Excuse me for interrupting. But have you got the time?
William: That's all right. Let me see. It's four o'clock.
Tracy: Thanks.



- 3 Tina:** Excuse me. I didn't see you there. I was looking the other way.
Carly: Never mind. You didn't hurt me.



Listen and read

- 1** **Read and listen to the dialogues. Find the phrases used for apologising. What could you say in reply?**
- 2** **Look at the Phrase Book and complete the dialogues in your notebook.**

A: , madam. I didn't see you there.
 B:

A: Hi, Lara. I'm so , but I don't have the money for you.
 B: Hello, Frank. . Don't worry. But remember it next time!

A: , sir, I'd like to ask a question.
 B:

Phrase Book

Apologising

- A:** I'm very sorry.
B: Apology accepted. Don't worry. But don't do it again!
A: Excuse me for interrupting.
B: That's all right.
A: Excuse me. I didn't see you there.
B: Never mind.

- 3** **Listen and repeat using the same intonation.**

Speak

- 4** **Work in pairs. Act out the mini-dialogues in Exercise 2. Then make your own mini-dialogue and act it out.**

Grammar

Object pronouns

Subject pronouns poprzedzają zwykle czasownik.

I like dogs. **We** live here.

Object pronouns występują zwykle po czasowniku.

Look at **them**! Blake doesn't like **her**.

Subject pronouns	Object pronouns
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

5 Complete the dialogues.

X: It was Dave's birthday yesterday.

Y: ??

X: Yes, I did. I gave him a new T-shirt.

X: We visited London last week.

Y: Fantastic. What did you do there?

X: ?

Y: Really? All of them? Which museum was your favourite?

Play with Sounds



6 Listen and write what you hear in your notebook.

1 sitting / sit in

2 thing / thin

7 Practise the -ing sound in the past continuous. Listen and repeat this rhyme.

I was running.

I was running.

I was playing.

I was playing.

I was kicking the ball.

I was scoring a goal!

Writing Time



8 Complete the story with *and* and *when*.

A STORY ABOUT A RED HAT

We were skiing in France (1) ? we were having a great time. Every morning we skied for three or four hours before lunch.

One day, we were leaving hotel (2) ? I saw a boy wearing a red hat in the street. I looked at him because it was snowing (3) ? he wasn't wearing shoes.

Ten minutes later I was skiing (4) ? I saw the boy again. He was standing in front of me and I bumped into him. I said 'I'm so sorry! Are you OK?' but he wasn't there. (5) ? I was looking for him, Dad arrived. We looked for the boy together in the snow, but all we found was a red hat.

Forms Explorer



Historyjka

- Opisując historię z przeszłości, używamy czasów past simple i past continuous.
- Pisząc historyjkę, pamiętaj, że ciekawiej dla czytającego jest, jeśli pojedyncze zdania będą połączone w dłuższe. Ten efekt uzyskasz, stosując spójniki np. *when* i *and*.
- Łącząc dwa czasy w zdaniu (past simple i past continuous), używamy słowa *when*.
The boys were watching TV when it happened.
- Łącząc dwa zdania w czasie past continuous, używamy spójnika *and*.
It was raining and the boys were playing football.
- Dobrze, żeby w historyjce pojawiły się wyrazy wskazujące na kolejność wydarzeń lub ich umiejscowienie w czasie: *first, then, one day, suddenly*.

9 Write a story in your notebook. Use the past simple, the past continuous and the linking words *and* and *when*.

A STORY OF A DOG

One day ? Harry / walk / to school / he / see / a lost dog.

The dog / sit / on the grass ? it / look / at Harry.

Harry / want / to help the dog.

He / take / the dog to school.

? he / arrive / at school / all his friends / talk / in the playground.

? his friend Samantha / see / the dog / she / say 'Rex!' ...

Write an ending to the story in your notebook.

Can you do it?

Zapisz w zeszycie podane umiejętności i przy każdej z nich zaznacz, w jakim stopniu ją opanowałeś / opanowałaś: – już potrafię, – trochę umiem, – jeszcze muszę powtórzyć.

Rozumienie ze słuchu

- 1 **Usłyszysz dwukrotnie tekst. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–3.**

- 1 What was the teacher doing when Jenny tripped over?
- 2 Why couldn't the speaker help Jenny?
- 3 What happened after Jenny tripped over?

Potrafię odpowiedzieć na pytania na podstawie wysłuchanego nagrania.

Znajomość funkcji językowych

- 2 **Uzupełnij dialogi 1–3, tak aby otrzymać spójne i logiczne teksty.**

- 1
X: Oh, there you are Tom.
Y:
X: Apology accepted. Just be punctual next time.

- 2
X: I'm sorry to interrupt you.
Y:
X: Thank you, you're so nice.

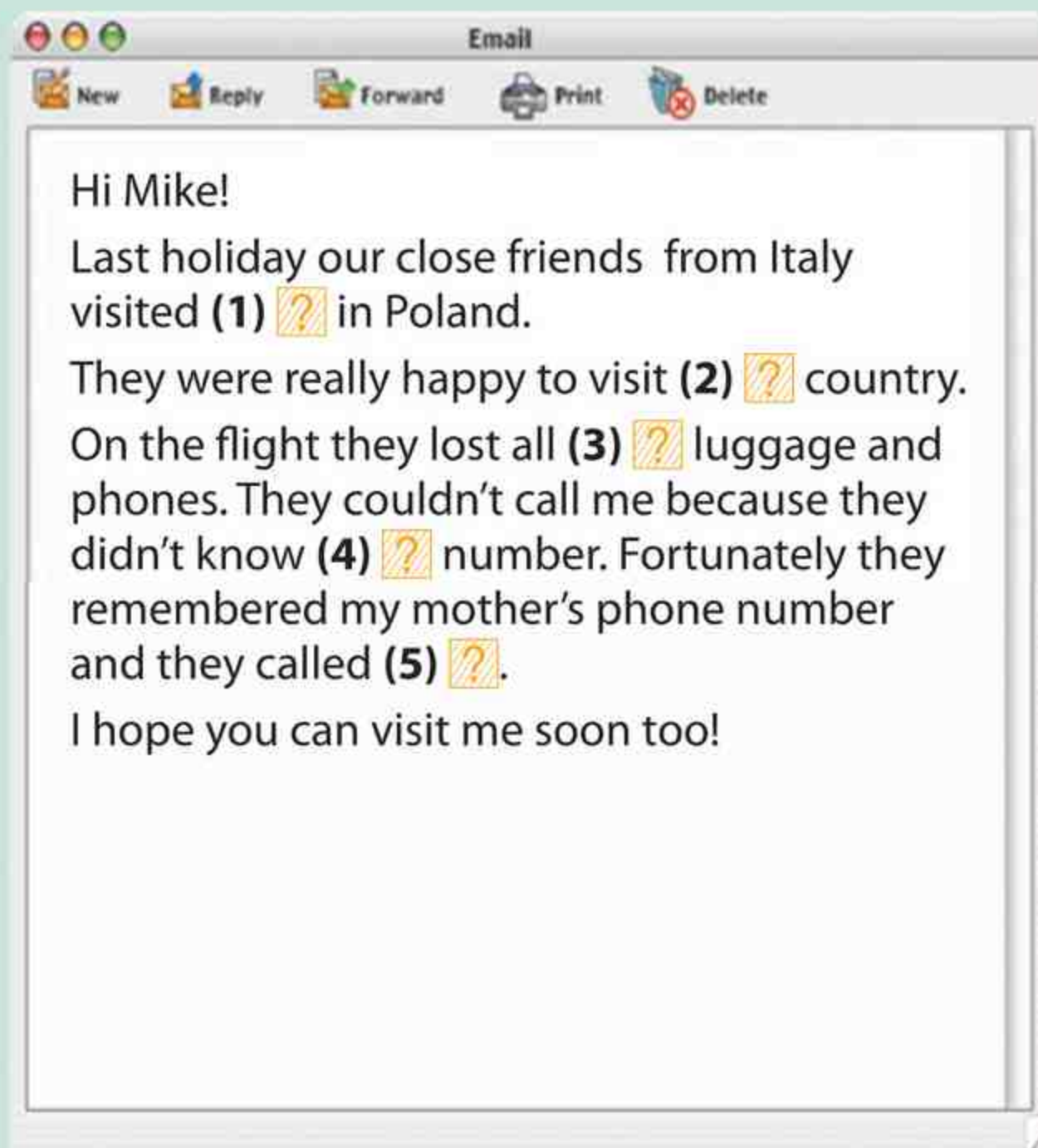
- 3
X: I'm sorry, I didn't see you there.
Y:

- 4
X: I didn't bring your book with me.
Y: You can give it to me another time.
X:
Y: It doesn't matter.

Znam zwroty związane z przeproszaniem i potrafię je zastosowywać w odpowiedniej sytuacji.

Znajomość środków językowych

- 3 **Przeczytaj e-mail. Wybierz poprawne uzupełnienie luk 1–5. Wskaż odpowiedź a, b lub c.**



- | | | | |
|---|---------|-------|--------|
| 1 | a them | b our | c us |
| 2 | a their | b our | c his |
| 3 | a their | b my | c your |
| 4 | a their | b his | c my |
| 5 | a she | b her | c you |

Potrafię stosować object pronouns.

- 4 **Uzupełnij zdania. Wstaw w odpowiedniej formie wyrazy podane w nawiasach.**

- 1 Yesterday, when we (walk) around the square, we (see) some very talented street dancers.
- 2 Last Friday, I (look) at a shop window when I (bump) into a street sign.
- 3 John (go) to a concert last week when he (get) stuck in a traffic jam.
- 4 Lauren (wear) a funny green hat when I first (see) her ten years ago.

Potrafię używać czasów past continuous i past simple.

Rozumienie tekstów pisanych

5 Przeczytaj tekst. Odpowiedz na pytania 1–3 zgodnie z treścią tekstu.

The traffic lights weren't working so the motorists weren't driving their cars. They were playing cards together.

A robber was running down the street but the policewoman wasn't chasing the robber. She was feeding some pigeons.

There were two little girls on the crossing, but they weren't crossing the street. They were drawing pictures with coloured chalk.



- 1 Why weren't the motorists driving their cars? Because ?.
- 2 Who was drawing pictures with coloured chalk? The two ?.
- 3 What were pigeons doing? They ?.

Potrafię odpowiedzieć na pytania po przeczytaniu tekstu.

Tworzenie wypowiedzi pisemnej

6 Wczoraj podczas powrotu ze szkoły byłeś/byłaś świadkiem niesamowitego zdarzenia. Napisz w zeszycie e-mail do przyjaciela. Opisz:

- kto brał udział w tym zdarzeniu,
- co robili ludzie biorący udział w zdarzeniu,
- jaka była Twoja reakcja i jak się zachowałeś/zachowałaś.

Potrafię napisać historyjkę opowiadającą o ciekawym wydarzeniu.



Key words

Krajobraz miejski

bench – ławka
bus / tram stop – przystanek autobusowy/tramwajowy
crossing – przejście dla pieszych; skrzyżowanie
cycle path – ścieżka rowerowa
fountain – fontanna
grass – trawa
motorist – kierowca
pavement – chodnik
pedestrian – pieszy
pigeon – gołąb
rubbish bin – kosz na śmieci
skyscraper – wieżowiec, drapacz chmur
square – plac
street light – latarnia
street sign – znak drogowy
traffic – ruch uliczny
traffic jam – korek uliczny
traffic lights – światła (sygnalizator)

Sztuka uliczna

audience – publiczność
band – zespół
entertain – zabawiać
juggle – żonglować; **juggler** – żongler
living statue – żywy posąg (osoba udająca figurę)

magician – magik, iluzjonista
mime – pokazywać coś za pomocą gestów; pantomima
mime artist – mim
painter – malarz
perform – występować
performance – przedstawienie; występ
popular – popularny
spectacular – widowiskowy, spektakularny
stay still – stać bez ruchu
street dancer – tancerz uliczny
talented – utalentowany

Przydatne zwroty

Apology accepted. – Przeprosiny przyjęte.
Have you got the time? – Czy wie pan/pani, która jest godzina?
Never mind. – Nic nie szkodzi.

Other words

capital city – stolica
chase – gonić, ścigać
dress up – przebrać się
gun – broń, pistolet
handcuffs – kajdanki
happen – zdarzyć się, dziać się
join – przyłączyć się
lorry – ciężarówka
stick out – wystawić, wysunąć
strict – surowy
trip (over) – potknąć się (o)



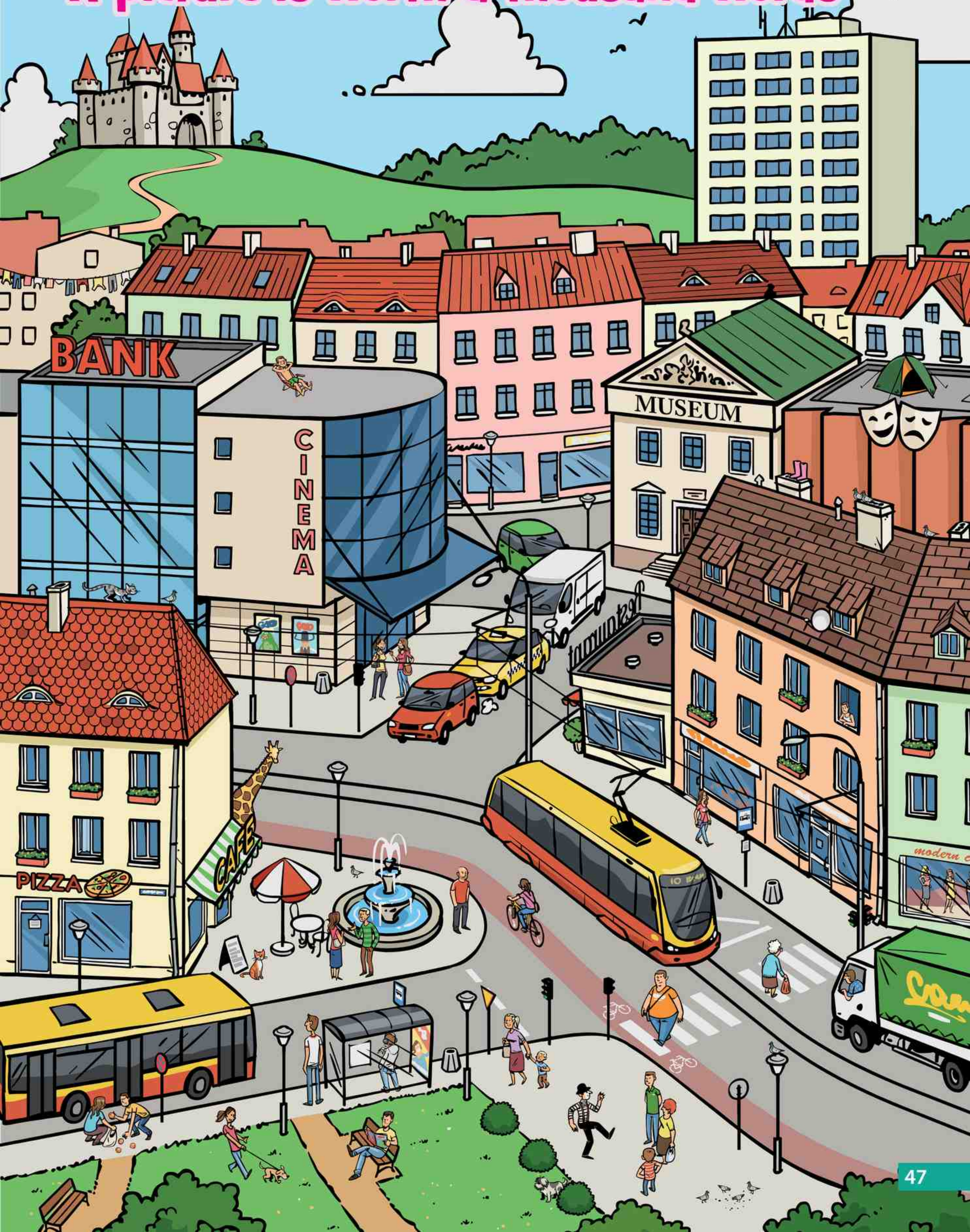
1 Work in pairs. Throw the dice. Name the following vocabulary items.

-  – 6 things in the street
-  – 5 words related to street art
-  – 4 verbs related to communication
-  – 3 adjectives
-  – 2 phrases related to apologizing
-  – 1 artist / performer

2 Work as a class. Play 'Simon says'. One person comes to the front of the class and makes sentences which the rest of the class have to perform. When the sentence doesn't begin with 'Simon says', students do not perform the task, e.g.:

- S1:** Simon says: dress up. (students mime dressing up)
S1: Juggle. (students don't mime juggling)

A picture is worth a thousand words



4

Feeling at home

Vocabulary

I **can** name words related to everyday hygiene and household chores.

Grammar

I **can** use possessive pronouns and modal verbs.

Listening

I **can** understand dialogues about giving and accepting advice.

Speaking

I **can** talk about me and my partner's household chores.

Reading

I **can** understand a text about chores in remote areas of the world.

- 1 Which of these objects can you find in the bathroom? Use a dictionary to help you.

tooth mug towel basin sink sponge
shower tap (liquid) soap cooker
shampoo bath mat soap dish mirror

- 2  Listen and match the sounds you hear to the activities.

cleaning teeth  washing clothes 
drying hair  taking a bath 

- 3 Work in pairs. List the things we use for hygiene and keeping the house clean. Use a dictionary to help you. Which pair can list the most things?



A koala is an unusual pet, especially when it follows you all over the house. This lady is brushing her teeth, but she is giving her pet a ride at the same time. She takes care of the koala because it can't live in the wild.

1  Listen and read. Who has got a blue towel?

Mickey: I can't wait for this trip. It's great Uncle Gordon and Aunt Kay can take us around Britain in their camper van.

Susie: It's not actually **theirs**. They borrowed it from Aunt Kay's sister. It's **hers**.

Mickey: Is it big?

Susie: It's not very big, but it's got everything. There's a small kitchen inside and even a tiny toilet.

Mickey: It's going to be fun, but first we have to do the packing and I hate it. Are you packing lots of things?

Susie: Not many: my jeans, some T-shirts and a warm sweater. I've got my pyjamas too and a towel. Whose towel is this, by the way?

Mickey: Is it blue with teddy bears on it?

Susie: Yes, it is.

Mickey: It's **mine**. It was a present from Grandma Jane. Actually, it's very nice and soft. Feel it.

Susie: Ooh, you're right, it's nice. I have to take my sponge bag too. Where is it?

Mickey: I don't know. I've got **mine** here.

Susie: Mickey! That isn't **yours**! It's **mine**. Your sponge bag is black and white.

Mickey: Oh, yes, here you are. So what are you putting in it?

Susie: The usual things. I've got shampoo, shower gel, toothpaste, my toothbrush...

Mickey: Let's not forget to take some toilet paper.

Susie: You're right. Well, are we ready?

Mickey: I think we are. It wasn't that bad after all.

2 Read the text again and choose the correct answers.

- The text is about
 - a trip around London.
 - preparations for a trip.
 - cleaning up a room.
- Mickey is excited about
 - the trip.
 - packing.
 - his bag.
- Susie is packing.
 - a tooth mug and toothbrush.
 - a toothbrush and toothpaste.
 - a tooth mug and toothpaste.

3 Complete the sentences with words from the text. Write the words in your notebook.

- He drove his c r v n very carefully.
- We're going on a t p to Italy.
- You wear p s when you go to bed.
- What did you p k in your suitcase?
- The t l my mum bought for me is very soft.
- They can't w t for their holiday.
- You brush your hair with a hairbrush but you clean your teeth with a t h.

Vocabulary

Everyday hygiene

brush • clean • comb • lotion
shampoo • shower gel • soap • sponge
sponge bag • take a bath/shower
toilet paper • toothbrush • toothpaste
towel

4  **Complete the definitions with words in the vocabulary box. Write the answers in your notebook. Then listen and check.**

- You use  paper to  yourself when you use the toilet.
- You wash your hair with  and your hands with .
- You can put  on a  and use it to wash your body in the shower.
- When you clean your teeth, you use a  and .
- After taking a  or a shower, you use a  and body .

Listen

5  **You will hear the recording twice. According to what you hear, match the names with the objects. Be careful, there is one additional answer.**

Mickey	Susie	Bill	Aunt Kay
			

This person has got

- a blue towel.
- a sponge bag.
- a green towel.
- a red toothbrush.
- a yellow comb.

Skills Explorer



Dobieranie przedmiotów do osób

- Przeczytaj uważnie polecenie i możliwe odpowiedzi.
- Wiesz już, na jakich/których kolorach i przedmiotach powinieneś/powinnaś się skupić, słuchając nagrania.
- Zwróć uwagę na osoby wymienione w tabelce i słuchaj uważnie, kto z nich wypowiada się lub o kim mowa.

Grammar

Possessive pronouns

A: I have to take my sponge bag. Where is it?

B: I don't know. I've got **mine** (= my sponge bag) here.

Possessive adjectives	Possessive pronouns
my	mine
your	yours
his	his
her	hers
our	ours
their	theirs

Gdy chcemy zapytać, czyje coś jest / do kogo należy, używamy wyrazu pytającego *Whose*.

Whose toothbrush is it? It's mine.

6 Choose the correct words.

- 'Is this **your** / **yours** lotion?' 'Yes, it's **my** / **mine**.'
- My** / **Mine** towel is soft. Is **your** / **yours** soft too?
- Is this **your** / **yours** comb, or is it **her** / **hers**?
- 'Whose bags are these?' 'I think they're **their** / **theirs**, or they're **his** / **her**.'
- My** / **Mine** sponge bag is pink and flowery but **your** / **yours** is purple.
- Their** / **Theirs** room is very big. **Our** / **Ours** is smaller.

Speak

7 Work in pairs. Ask questions using *Whose* about things that belong to you and your classmates. Use all of the possessive pronouns.

mine yours his hers ours theirs

Whose desk is this?

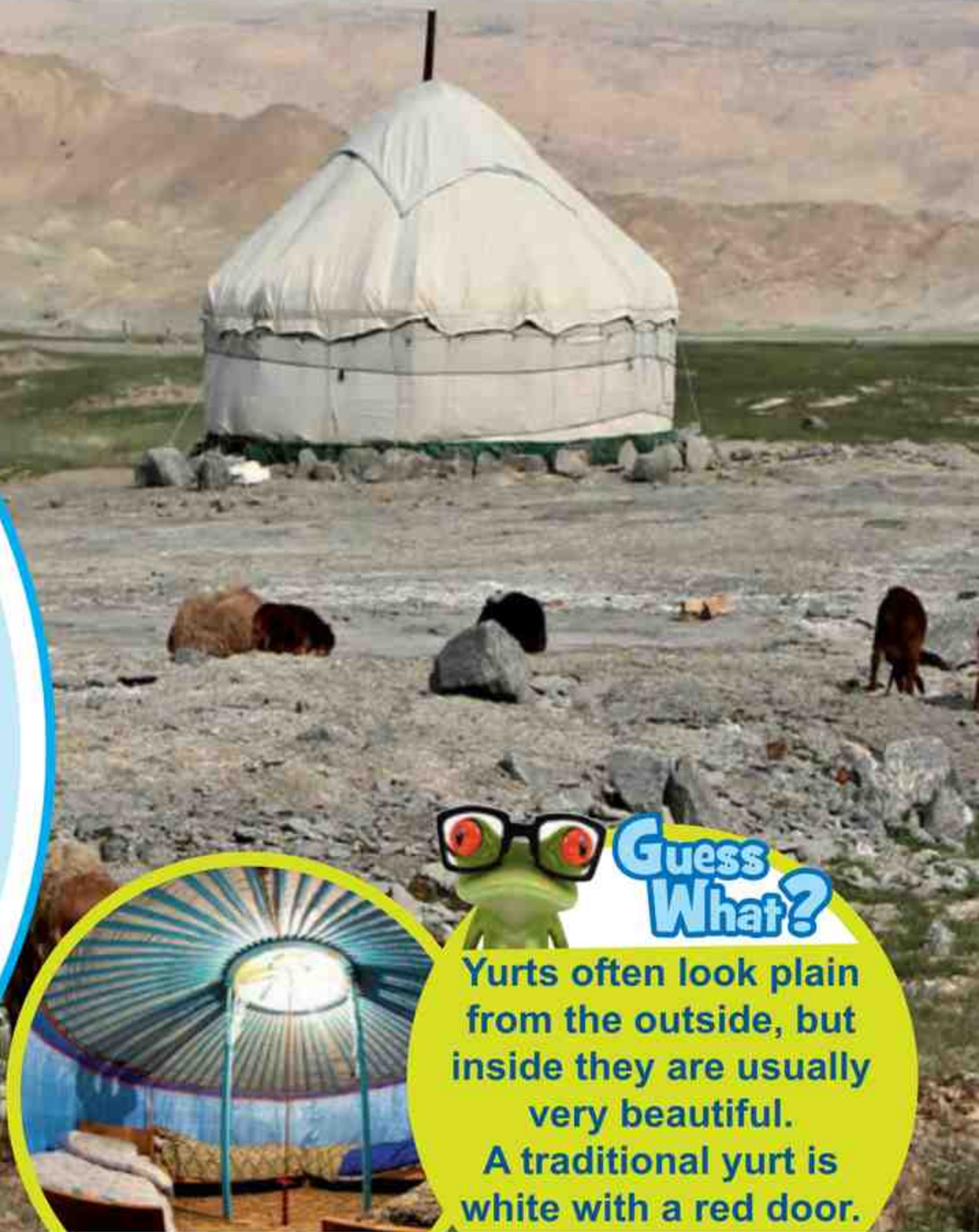
It's ours.

Read and listen

1 Read and listen. Which country was the photo taken in?

In Europe, life and chores are easy because there are many modern appliances, running water and electricity. We can vacuum the carpets, we can turn on the washing machine and we can cook in electric ovens. But in some places, chores are not so easy to do. This photo was taken in the mountains in the west of China. The tent is someone's house. It's called a yurt. It doesn't have electricity or running water. The people who live in it can't use appliances. They have to sweep the floor in the yurt to keep the dust out. They have to use candles or gas lamps at night to see. They get water from a well to drink or to wash their clothes. They don't have an oven, so they have to light a fire to cook.

Life is hard without electricity or running water. In the past, people did chores in this way in Europe too. We should not forget the old days. So when you have to do some chores, don't complain. You should be happy that your chores are easy!



Guess What?

Yurts often look plain from the outside, but inside they are usually very beautiful. A traditional yurt is white with a red door.

2 Read the two texts above. Fill the gaps to complete the e-mail below. Use no more than three words. Write the answers in your notebook.

Email

Hi Mike,

Today at school I read two interesting texts about (1)  in China which are called yurts. It's not very easy to live in such a place. They don't have electricity or running water. I read that when people go inside a yurt they can be really surprised because outside they are not very pretty but (2) . Living in yurts is similar to living in Europe (3) . Back then, people had to do the same chores.

Hope to hear from you soon,
Bye, Anna

Skills Explorer



Uzupełnianie luk na podstawie dwóch tekstów

- Przeczytaj dokładnie oba teksty. Następnie przejdź do emaila, który masz uzupełnić. Zastanów się, czy w danym fragmencie zdania brakuje rzeczownika czy czasownika.
- Zazwyczaj w luki wpisujemy od 1 do 3 wyrazów.
- Przeczytaj uzupełnione przez siebie zdanie i zastanów się, czy ma sens i czy jest zgodne z dwoma pierwszymi tekstami.

3 Look at the pictures and name the chores. Write the phrases in your notebook.



Vocabulary

Household chores

do the ironing • do the washing • dust
feed pets • put away your clothes
sweep the floor • vacuum the carpet/floor
wash the dishes • water the plants

4  Match these objects to the chores in the vocabulary box. Write them in your notebook. Then listen, check and repeat.



5 Match the verbs with the nouns. Write the answers in your notebook.

- | | | |
|-------------|---|---------------|
| 1 tidy up |  | a the toilet |
| 2 make |  | b a meal |
| 3 throw out |  | c the dog |
| 4 clean |  | d the room |
| 5 walk |  | e the bed |
| 6 cook |  | f the rubbish |

6 Make 6 sentences using one verb and one noun from activity 5 in each sentence.

Speak

7 Work in pairs. Ask your partner if he / she does or doesn't do the chores in Exercises 4 and 5.

Do you wash the dishes?

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

Grammar

Modal verbs

Can/Can't używamy, gdy:

- mówimy, że ktoś coś potrafi lub że czegoś nie potrafi,
- prosimy o pozwolenie, udzielamy go bądź odmawiamy,
- mówimy, że coś jest lub nie jest możliwe.

Must/Mustn't używamy, gdy:

- mówimy o nakazie lub zakazie,
- mówimy o czymś, co jest konieczne (sami jesteśmy o tym przekonani).

Have to/Don't have to używamy, gdy:

- mówimy, że coś jest lub nie jest konieczne (ktoś nam to narzuca).

Should/Shouldn't używamy, gdy:

- udzielamy rady lub o nią prosimy.

8 Match these sentences to the rules in the grammar box. Write the answers in your notebook.

- They can't use any appliances.
- Can I go out, please?
- I can speak a little Spanish.
- You mustn't cross the road here.
- I must vacuum the floor in my bedroom tomorrow.
- Children have to go to school every day.
- You should study hard for the test.

Speak

9 Work in pairs. What do you say in these situations? Use the ideas in brackets.

- My carpet is dirty. (**must / vacuum**)
- John has a test tomorrow. (**should / study**)
- Don't worry. It isn't raining. (**don't have to / take an umbrella**)
- Dad's plants are wet. (**shouldn't / water**)
- We are dirty from the football match. (**mustn't / sit down on the sofa**)
- The children had swimming lessons. (**can / swim**)
- You have a lot of homework. (**can't / play**)

Have you got a problem?
Call School Radio 123.
and ask Matt for advice.



- 1 Matt:** Welcome to School Radio 123! My first caller is on the line. Hi, there. What's your surname / **problem**?
- John:** Hi, Matt. I'm John and my problem is that I love doing homework and listening to **music** / **my mum** at the same time with my headphones on.
- Matt:** That doesn't sound like a problem to me, John.
- John:** But it is a problem with my parents. When I do my homework, they always tell me that I should turn the music **on** / **off**. What should I **say** / **do**?
- Matt:** Don't worry. There's nothing wrong with having headphones on and doing homework. Your parents probably think that you **can** / **can't** do your homework well when you listen to music. Why don't you **talk** / **listen** to them and ask them to check it? You should also show that you get good marks.
- John:** That's a great idea. Thanks, Matt.
- Matt:** You're welcome.

- 2 Matt:** We're still taking calls. Hello?
- Stacey:** Hi, Matt. I'm Stacey. My problem is that I have to tidy up my bedroom myself. I have to **vacuum** / **water** the floor, dust the shelves and water the plants. My room is also my sister's. She should clean it too. It's not only mine but also hers. Should I protest and not tidy up?
- Matt:** You'd better not stop tidying up your room. You don't want it to be **clean** / **messy**, do you? You should talk to your parents. They should ask your sister to help you.
- Stacey:** Thanks for the advice, Matt. I'll give it a go.
- Matt:** You're welcome. And that's all today from School Radio 123!

Listen and read

- 1**  **Read the dialogues and choose the correct answers. Then listen and check. Do you agree with Matt's advice?**

Phrase Book



Asking for advice

- What should I do?
- Should I ...?

Giving advice

- You should/shouldn't ...
- Don't worry.
- Why don't you ...?
- You'd better (not) ...

Accepting advice

- That's a great idea.
- Thanks (for the advice).
- I'll give it a go.

Speak

- 2 Look at each situation and choose the correct reaction for each of them.**

- Twoja koleżanka nie potrafi odrobić zadania domowego i potrzebuje pomocy.
a You should ask for help. **b** Don't worry.
c That's a great idea.
- Twoja siostra chce iść na zakupy, ale nie ma pieniędzy.
a Thanks. **b** Why don't you ask your parents for some money? **c** What should I do?
- Twój młodszy brat ma bałagan w pokoju, ale nie lubi wykonywać swoich obowiązków.
a Should I help you? **b** That's a great idea. **c** Thanks for the advice.

Skills Explorer



Wybór reakcji na podstawie opisu sytuacji

- Przeczytaj uważnie polecenie i opis sytuacji.
- Zastanów się, kto ma zareagować i co można w danej sytuacji powiedzieć po polsku.
- Spróbuj zareagować w każdy z podanych sposobów i zastanów się, czy reakcje pasują do sytuacji.

Vocabulary

because / so

I washed the dishes **because** they were dirty.
I washed the dishes **so** they were clean.

Łącznika **because** (ponieważ, bo) używamy, podając przyczynę jakiegoś działania.

Łącznika **so** (więc, dlatego) używamy, podając skutek jakiegoś działania.

3 Complete the sentences with **because** or **so**.

- 1 The teacher got angry I didn't do my homework.
- 2 She was crying her dog was lost.
- 3 We walked home there weren't any buses.
- 4 I told her about my problem she gave me some advice.
- 5 I didn't have any money on me I couldn't do the shopping.
- 6 Tom threw the rubbish out his mum asked him to do it.
- 7 The vacuum cleaner didn't work we didn't vacuum the flat.
- 8 There is no toilet paper in the bathroom we have to buy some.
- 9 We shouldn't complain when we have to do some chores we have got lots of modern appliances.
- 10 My mum was worried about me I didn't get home on time.

Play with Sounds



4 Listen and repeat these words. What sound does the **-er** make?

computer**er**

vacuum cleaner**er**

5 Read these sentences aloud. Then listen and check your pronunciation.

I remember the caller was my father.

Please water the flowers.

You'd better not lose the duster again.

Writing Time



6 Read this email from Andy to his cousin asking for advice. What is Andy's problem? Complete the email with **because** and **so**.

Email

New Reply Forward Print Delete

Dear Jake,

I started my new school last week. I'm not happy (1) I don't know anyone. I'm shy (2) it's hard to make new friends. I feel silly (3) I can't think of anything to say. I don't talk (4) the other kids in my class think I'm really boring. I'm writing to you (5) you always give me good advice.

What should I do?

Please tell me how I can relax and make some friends at school.

Andy



7 In your notebook, write Jake's reply to Andy giving him advice. Include these phrases:

- Don't worry.
- I think you should try to
- You shouldn't
- Why don't you ?
- You'd better not
- It would be a great idea to

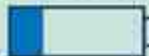
Forms Explorer



E-mail

- Pisząc e-mail, pamiętaj o zwrotach grzecznościowych na powitanie i pożegnanie.
- Upewnij się, że odpisując na e-mail, odpowiadasz na pytania zadane przez osobę, która do ciebie napisała.
- Napisz swoje pytania i traktuj e-mail jak rozmowę z kimś, a nie przemowę.

Can you do it?

Zapisz w zeszycie podane umiejętności i przy każdej z nich zaznacz, w jakim stopniu ją opanowałeś / opanowałaś:  – już potrafię,  – trochę umiem,  – jeszcze muszę powtórzyć.

Rozumienie ze słuchu

- 1  Usłyszysz dwukrotnie fragment rozmowy. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–4.

- 1 What's the speaker's problem?
- 2 Why can't the speaker talk to his sister?
- 3 Do the parents have time to talk?
- 4 What will the speaker do?



Potrafię odpowiedzieć na pytania na podstawie nagrania opisującego problem.

Znajomość funkcji językowych

- 2 Do każdej z opisanych sytuacji wybierz właściwą reakcję. Wskaż odpowiedź a, b lub c.

- 1 Prosisz koleżankę o pozamiatanie podłogi.
 - a Can you tidy up your room?
 - b Can you sweep the floor?
 - c Go and clean it.
- 2 Opowiadasz w szkole, że nie cierpisz ślania łóżka.
 - a I don't like sleeping.
 - b I hate make my bed.
 - c I hate making my bed.
- 3 Mówisz znajomemu, że właśnie prasujesz.
 - a I didn't do it.
 - b I'm busy.
 - c I'm doing the ironing at the moment.
- 4 Mówisz mamie, że zapomniałeś/zapomniałaś pozmywać naczynia.
 - a I hate cleaning.
 - b I didn't do it.
 - c I forgot to do the dishes.



Znam słownictwo związane z porządkami i potrafię je wykorzystać, przekazując informacje.

Rozumienie tekstów pisanych

- 3** Przeczytaj tekst oferty. Uzupełnij w e-mailu luki zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim. Możesz wpisać od 1 do 3 wyrazów.

HOUSE CLEANING

I'm a person who can clean your house for you. I have 10 years experience.



I offer
doing the ironing, putting away clothes, sweeping the floor.

For additional money I can
make the beds, dust, do the washing.

Twice a week I can
cook a meal and walk the dog.



I'm a clean and responsible person who loves tidying up and cleaning. I guarantee that with my help your house will shine brightly and you won't have to worry about cleaning.

Email

Hej Marto,
 Gosia mówiła mi, że szukasz kogoś do (1) . Wyobraź sobie, że znalazłam idealne ogłoszenie. Jest to ogłoszenie osoby, która ma (2) doświadczenia.
 Zapewnia mnóstwo podstawowych usług, a za dodatkową (3) może pościelić łóżka.
 Oprócz tego w ogłoszeniu wspomniane jest, że (4) może wyprowadzić psa lub ugotować posiłek – to bardzo Ci się przyda, prawda?
 Całuję,
 Monika

Potrafię przekazać w języku polskim informacje uzyskane w języku angielskim.

Znajomość środków językowych

- 4** Complete the dialogue with these words.

can't don't have have to
mustn't should shouldn't

- Grandma:** You (1) watch so much television. Look at me. I don't watch a lot of TV.
- Jackie:** Of course you don't. You (2) watch TV because yours doesn't work, Grandma!
- Grandma:** I know! But you (3) be outside in the fresh air. It's good for you.
- Jackie:** I (4) go out today because I've got a cold and it's windy out there.
- Grandma:** Well, you (5) to sit in front of the TV. Isn't there anything more interesting for you to do?
- Jackie:** Yes, there is. I (6) do my homework!

Potrafię stosować czasowniki modalne.

Tworzenie wypowiedzi pisemnych

- 5** Twój kolega chciałby kupić tablet, ale nie ma wystarczająco dużo pieniędzy. Napisz w zeszycie e-mail, w którym poradzisz mu:

- w jaki sposób może sobie dorobić,
- co może zrobić, aby trochę zaoszczędzić,
- jaki tablet powinien kupić.

Potrafię udzielać porady, pisząc e-mail.



Key words**Higiena osobista**

brush – szczotka
 brush your teeth – myć zęby
 clean – czyścić, myć
 clean your teeth – myć zęby
 comb – grzebień
 dry your hair – suszyć włosy
 lotion – balsam
 shampoo – szampon
 shower – prysznic
 shower gel – żel pod prysznic
 soap – mydło; liquid soap – mydło w płynie
 soap dish – mydelniczka
 sponge – gąbka
 sponge bag – kosmetyczka
 take a bath / shower – brać kąpiel/prysznic
 toilet paper – papier toaletowy
 toothbrush – szczoteczka do zębów
 tooth mug – kubek do mycia zębów
 toothpaste – pasta do zębów
 towel – ręcznik

Porządki i obowiązki domowe

cook a meal – gotować posiłek
 do the ironing – prasować
 do the washing – prać, robić pranie
 dust – ścierać kurze
 feed pets – karmić zwierzęta
 light a fire – rozpalić ognisko
 make the bed – położyć łóżko
 put away your clothes – chować ubrania (np. do szafy)
 sweep the floor – zamywać podłogę

throw out the rubbish – wyrzucać śmieci
 tidy up – sprzątać
 vacuum the carpet / floor – odkurzać dywan/
 podłogę
 walk the dog – wyprowadzić psa na spacer
 wash – prać, myć
 wash the dishes – zmywać naczynia
 water the plants – podlewać kwiatki

Sprzęty i urządzenia

basin – umywalka
 cooker – kuchenka
 mirror – lustro
 oven – piekarnik
 shelf – półka; shelves – półki
 sink – zlew
 tap – kran
 washing machine – pralka

Other words

appliance – urządzenie
 bath mat – dywanik łazienkowy
 borrow – pożyczyć (od kogoś)
 camper van – samochód kempingowy
 candle – świeca
 chores – obowiązki
 complain – narzekać
 electricity – elektryczność
 gas lamp – lampa gazowa
 headphones – słuchawki
 modern – nowoczesny
 running water – bieżąca woda
 soft – miękki, miły w dotyku
 tent – namiot
 turn off – wyłączyć
 turn on – włączyć
 well – studnia
 yurt – jurta (rodzaj namiotu)



1 Work in groups of three or four. Every person in the group chooses two household chores and/or activities related to everyday hygiene and presents them to their group for them to guess the correct word.

2 Work in pairs. Prepare a crossword with 10 words related to personal hygiene. Write some of the letters. Leave some of the letters missing. Then swap your crosswords. Who can do the crossword faster?

Help! What should I do?

	A	B	C
1	My parents	are / is often annoyed	(because of) my hobbies.
2	My friends	never have/has time	for me.
3	My neighbours	are / is very loud	at weekends.
4	My teachers	are / is often angry	about my grades.
5	My pets	always want/wants to go out	when I play on the computer.
6	The school lunches	is / are horrible	and often cold.
7	My mum/dad	tell / tells me to go to bed	very early.
8	My best friend	don't / doesn't have time	in the afternoon.
9	People	is / are often angry	in shopping centres.
10	Drivers	is / are often irritated	in the mornings.



Explorers' CLUB

Green living



Green living means making your house **environmentally friendly**. There are places in the world where green living is very popular.

This unusual **hill** in the photo is in California, USA. It is a roof of a house, and those round things are its windows. They are called **skylights**. They **let** lots of natural light **into** the house so the people living there don't have to turn on lights during the day. This means they use **less electricity**. The house is **underground**. The grass on its roof keeps the house warm in winter and cool in summer. The people don't have to turn on the **heating**.

Green living is also popular in Germany. Look at the house in the other photo. It is a traditional style German house, but the roof looks a bit different. There are lots of **solar panels**. What do they do? Well, they **absorb** energy from **sunlight** and change it into **heat** and electricity. You can **power** your house and heat your water with sunlight. It is **free**, and it isn't bad for the environment.

Glossary

environmentally friendly – przyjazny dla środowiska

hill – pagórek

skylight – świetlik (okno dachowe)

let into – wpuszczać

less – mniej

electricity – elektryczność

underground – pod ziemią

heating – ogrzewanie

solar panel – bateria słoneczna

absorb – pochłaniać

sunlight – światło słoneczne

heat – podgrzewać, ogrzewać

power – zasilać

free – dostępny za darmo

English and geography

Project

My green week – zero waste!

Zero waste or less waste is producing as little rubbish as possible. Do you know it's possible to produce only one jar of rubbish in a whole year?

Conduct an experiment. Try to reduce your rubbish for a week and describe your experiment.



- 1 Collect the rubbish you produce to present it in class.
- 2 Say how you reuse certain objects.
- 3 How can we reduce the production of rubbish at school/home and in shops?
- 4 How can we replace plastic?



Read and listen. Decide if the sentences are T (True) or F (False).

- 1 Windows in a roof are called skylights. ☐
- 2 It is very dark inside the underground house. ☐
- 3 You have to heat underground houses more. ☐
- 4 Solar panels make power from the sun. ☐
- 5 Solar energy is free. ☐



5

It's festival time

- Vocabulary** I **can** name words related to festivals, occasions and celebrations.
- Grammar** I **can** use present perfect • ever, never.
- Listening** I **can** understand dialogues about giving and accepting greetings and good wishes.
- Speaking** I **can** ask and answer questions using present perfect with ever and never.
- Reading** I **can** understand a text about a festival in the USA.

- 1  2 Do you know where people celebrate these festivals? Listen and check.



Thanksgiving



Bonfire Night



Lantern Festival

- 2  2 Listen again and complete the table in your notebook.

15th day of New Year	the USA	5th November	big bonfire and fireworks
end of autumn	red lanterns	the UK China	turkey and pumpkin pie

Festival	When?	Where?	Special traditions
Thanksgiving			
Bonfire Night			
Lantern Festival			

- 3 What festivals do you celebrate in Poland? When are they and what special traditions do they have?



An important festival in India is Diwali – the Festival of Lights. Coloured decorations made of powder are popular for this festival. Families light lamps around the decoration. The lamps symbolise the victory of good over evil.

1  Listen and read. Who is the surprise guest?

Mickey: I'm looking forward to the New Year's Eve party.

Susie: Me too. Let's see what we've **done** so far. We've **cleaned** and **decorated** the living room.

Mickey: I think it looks really nice.

Susie: **Have** you **vacuumed** the floor behind the sofa?

Mickey: Yes, I **have**!

Susie: Don't get angry. I was just joking. All right, I've **prepared** some lemonade.

Mickey: Mum **has made** her delicious muffins.

Susie: Dad **has organised** the music. **Have** Mum and Dad **returned** from the shops with the food?

Mickey: No, they **haven't**. They **haven't phoned** me either. Should I give them a ring?

Susie: Yes. They're a bit late.

Mickey: Hi, Mum. Are you at the supermarket? **Have** you **bought** everything?

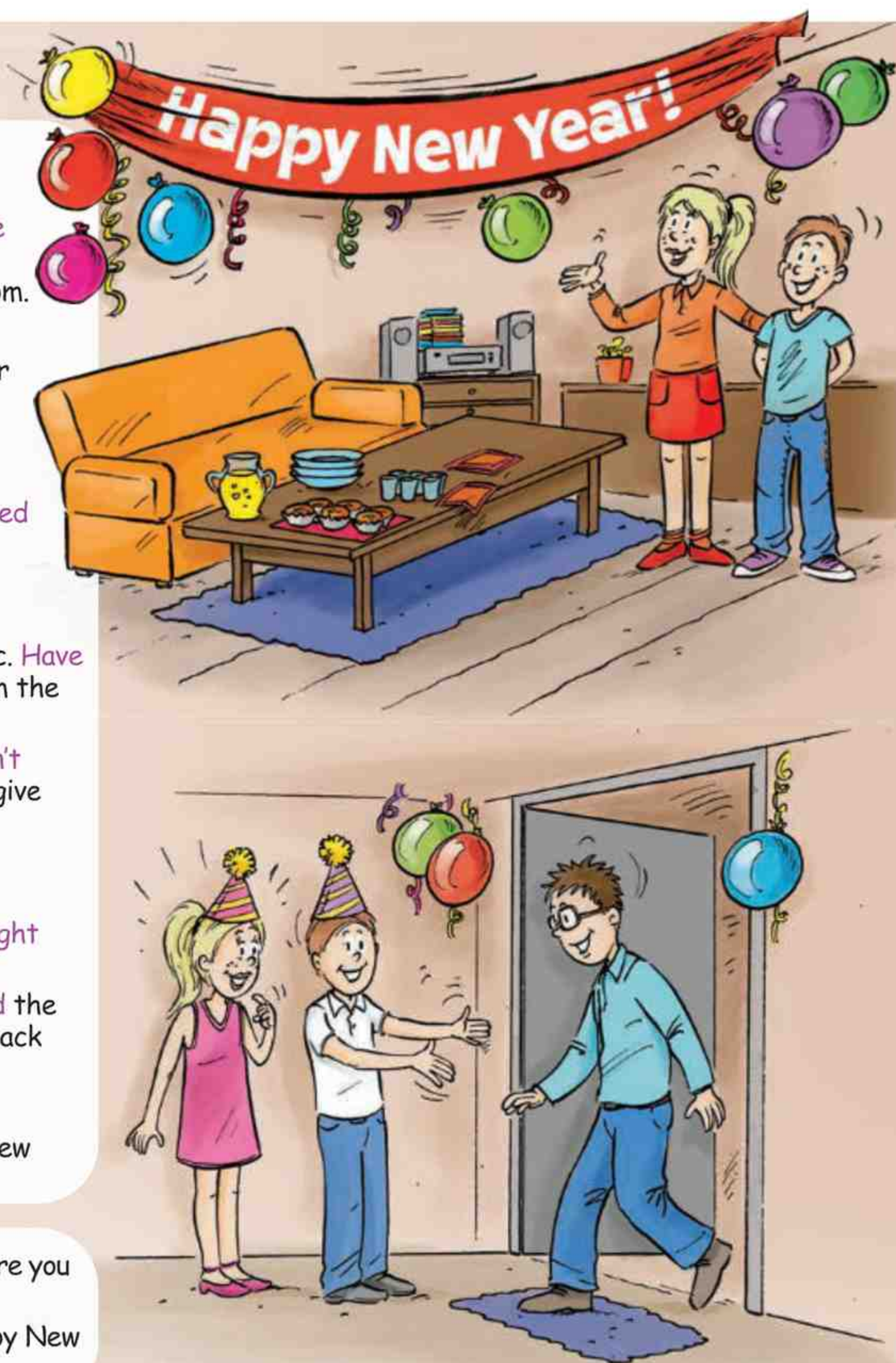
Mum: Yes, we **have**. We've **finished** the shopping and we're coming back home.

Mickey: Great. See you soon then.

Susie: OK. I'm so excited. I love New Year.

Susie: Bill! What a surprise! What are you doing here?

Bill: Mickey **has invited** me. Happy New Year, everyone!



2 Choose the correct words.

- 1 Susie and Mickey **have decorated** / **have painted** the living room.
- 2 Mickey / Susie has vacuumed the floor.
- 3 Susie **has prepared the lemonade** / **has made the muffins**.
- 4 Mum / Dad has organised the music.
- 5 Mum and Dad **have started** / **have finished** the shopping.
- 6 Bill **has come as a surprise guest** / **has returned from the shops**.

3 Write the present perfect forms of these verbs in your notebook. You can find three of them in the dialogue above.

seen	got	eaten	sent	gone
buy 	go 	do 	make 	
eat 	see 	get 	send 	

Grammar

Present perfect

The living room looks nice. Mickey and Susie **have** decorated it.

Their mum **has made** them some muffins for the party. They look tasty.

Czasu present perfect używamy, gdy mówimy o czynności, która wprawdzie niedawno się zakończyła, ale ma wpływ na teraźniejszość.

I **have** returned.

I **haven't** returned yet.

Have you returned?

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

I			
You	have returned.	He	has returned.
We	haven't returned.	She	hasn't returned.
They		It	

	he		
Has	she	returned?	Yes, he/she/it has. /
	it		No, he/she/it hasn't.

4 Complete the sentences with the present perfect of the verbs in brackets. Write the sentences in your notebook.

- I (buy) a great dress. Look, it's in the bag.
- They (eat). They are not hungry now.
- Where is John? He (go) to the shop.
- My sister (see) the Eiffel Tower!
- you (do) your homework?
- My dog (get) a present.
- You (not make) your bed! Look, it's a mess.
- he (send) the letters yet?
- Tina isn't here. She (go) to the park with the dog.
- (you / wash) the dishes?
- Ben is very excited because he (buy) a new car.
- We (not see) that new film. Let's go to the cinema tomorrow.

Vocabulary

Celebrations

- a birthday b carnival c christening
d Christmas Eve e Easter f end of term
g Halloween h New Year's Eve
i wedding anniversary

- decorate • dress up • invite
organise • prepare • send cards

5 Copy the celebrations into your notebook. Listen and number the celebrations. Then listen, check and repeat.

6 Complete the sentences with words in the vocabulary box and present perfect forms.

- It's Mary's . She's 13 today.
Oh, no! I (not buy) a present for her.
- Mum and Dad got married 15 years ago.
It's their anniversary. Dad (give) Mum a bunch of flowers.
- We're at church for the baby's . She's so cute. All the family (come) to see her.
Everyone (dress up) in their best clothes.
- It's the end of ! We (get) good marks in our exams. We (organise) a party.
- It's Christmas . Mum (invite) all our family. Dad and I (decorate) the Christmas tree.

Speak

7 Look at the lists and say what the people have and haven't done. What occasions are the lists for?

Jerry and Susan

make a pumpkin lantern ✓
decorate the door
prepare the costumes ✓
buy sweets for kids

Tess

decorate eggs ✓
buy daffodils ✓
send cards ✓
make cakes
tidy up

Read and listen

- 1  Read the text. Put the paragraphs in the correct order. Then listen and check. Where is New Orleans?

- 1 An interesting Mardi Gras tradition in New Orleans is bead throwing. The people on the floats throw strings of colorful beads to the crowd. You can see lots of people wearing them. Have you ever seen a carnival parade?
- 2 People in many countries celebrate carnival. It is an annual festival before the start of Lent. The biggest celebration is usually on Fat Tuesday. Mardi Gras is French for Fat Tuesday. The Mardi Gras festival in New Orleans, USA, is one of the most famous carnival celebrations in the world.
- 3 The parade has started. The people have dressed up as wizards. They have put on make-up and funny hats. They have never had so much fun before and they are going to celebrate all night.
- 4 There are parades in the streets. There are amazing, decorated floats in the parades. People wear costumes, masks and make-up. They have parties and they sing and dance. There are often wonderful fireworks too.



The traditional colours of the New Orleans parade are purple, green and gold. Many beads are these colours.

- 2 Complete the sentences with these adjectives. Write the answers in your notebook.

annual amazing traditional
colourful funny wonderful

- 1 Christmas is an celebration. It happens once a year.
- 2 Those costumes are very : red, yellow and green.
- 3 It was an party. I loved it.
- 4 The fireworks were .
- 5 That clown is . We laugh when we watch him.
- 6 What is a Polish dance?

Vocabulary

Festival words

Nouns

beads • celebration • costume • fireworks
float • funny hat • make-up • mask
parade • party

Verbs

celebrate • dance • enjoy • put on (make-up)
sing • take part in • wear

3  Listen and repeat the nouns in the vocabulary box. Then name the things in the pictures.



4  Listen and repeat the verbs in the vocabulary box. Then complete the text with the verbs in your notebook.

Carnival is a time to (1)  before the beginning of Lent. In many countries people (2)  in parades. They dress up in costumes and they (3)  make-up or (4)  masks. People (5)  parties where they listen to music, (6)  and (7)  songs together.

Grammar

Present perfect with *ever*, *never*

Czasu **present perfect** używamy również, gdy mówimy o czymś dotychczasowym życiowym doświadczeniu. Mówimy o tym, co ktoś robił lub czego doświadczył, ale nie określamy, kiedy lub w jakich okolicznościach to się zdarzyło.

Często używamy wtedy słów **ever** (kiedykolwiek) i **never** (nigdy).

Have you **ever** put on make-up?

I have **never** been to New Orleans.

5 Find sentences with *ever* and *never* in the text on p. 66.

6 Write sentences in the present perfect in your notebook.

- 1 I / never / be / to a carnival parade
- 2 he / ever / be / late / for school?
- 3 we / never / dress up / as clowns
- 4 you / ever / organise / a party?
- 5 she / never / invite / me / to her house
- 6 they / ever / go / to bed early?

Speak

7 Work in pairs. Make questions with *ever*. Ask and answer them with your partner. Use the phrases in the box below or your own ideas.

- talk to a famous person
- eat an exotic dish
- celebrate your birthday in the garden
- give flowers to someone
- cook a meal

Have you ever ...?

Yes, I have.

No, I haven't.
I have never ...

Good wishes

1

- Lara:** Congratulations!
Nick: Best wishes on your fortieth wedding anniversary! We wish you health and happiness!
Grandma: Thank you very much, darlings.
Grandad: It's nice you've remembered it.



2

- Kevin:** This is the best New Year's Eve party I've ever been to!
Ellen: Thanks. All the best for a Happy New Year!
Kevin: The food is delicious.
Ellen: Thanks. Bon appétit!
Kevin: You know, it's my birthday today.
Ellen: Really? Happy birthday!



3

- Rob:** Are you taking your exams next week?
Carly: Yes. I've already started revising.
Rob: Good luck! I hope you do well.
Tina: Thanks.

Listen and read

- Read the dialogues. What celebrations do they refer to?**
- Match these sentences to the dialogues. Write the answers in your notebook. There is one extra sentence.**
 - A** They wish their grandparents health and happiness.
 - B** Someone is taking an exam next week.
 - C** They wish their younger brother all the best.
 - D** There are two celebrations on one day.
- How can you complete the phrases in the Phrase Book? Talk in pairs. Write the answers in your notebooks. Then listen, check and repeat.**

Speak

- Act out the dialogues in Exercise 1.**

Phrase Book



Greetings and good wishes

- Congratulations!
- Good ? !
- Happy ? / Easter / Halloween / anniversary!
- Merry Christmas!
- Season's greetings!
- All the best for a ? New Year!
- ? wishes!
- ? and happiness!
- ? appétit!

5 Choose what you would say in these situations:

- You're calling your friend who lives abroad just before New Year's Eve.
 - Bon appétit!
 - Congratulations!
 - Happy New Year!
- Your friend got really good marks in their exams.
 - Good luck!
 - Congratulations!
 - Happy anniversary!
- Your parents are celebrating their fifteenth wedding anniversary.
 - Happy anniversary!
 - Season's greetings!
 - Happy Halloween!

6 Read the text and choose the correct words.

Today is Halloween / Thanksgiving. I'm having a fancy dress costume / party. I have invited / enjoyed some friends over.

Mum has dressed / decorated the living room with black and orange balloons and scary pictures / fireworks. My sister Gina has made / put on a cake.

I haven't dressed up / celebrated yet. My make-up / costume is a witch's dress and hat.

I'm really watching / looking forward to this party.

Play with Sounds



- 7 The words and phrases 1–5 below are French, but they are often used in English. Match the words and phrases with their meaning. Then listen and check.

- | | |
|----------------|--|
| 1 Bon appétit! | a a feeling that what is happening now has happened before |
| 2 Bon voyage! | b Have a good trip! |
| 3 faux pas | c Enjoy your meal! |
| 4 Adieu! | d an embarrassing mistake |
| 5 déjà vu | e Goodbye! |

Writing Time



- 8 Read the poster for a festival and Janet's notes. Then complete her email. Write the email in your notebook.



I have bought three tickets.

Does Paul want to come?

Can Paul's dad drive us?

Has Paul got a friend who wants to come?

Email

New Reply Forward Print Delete

Dear Paul,

Guess what! I've bought (1) ? tickets for the Rock Music Festival at (2) ?. (3) ? you want to come? Have you got a (4) ? who can come too? It's on (5) ? and it starts at (6) ? in the evening. The tickets cost (7) ? each.

If you can come, can your dad (8) ? us to the festival in his car? My dad's car isn't working. I really hope you can come!

Janet

- 9 In your notebook, write an email to a friend to invite him / her to a foreign music festival at your school.

Email

New Reply Forward Print Delete

Dear Janet,

I want to invite you to our ? It's (where?) ?

It starts (when?) ? The tickets cost ?

You can bring ?

See you soon!

Forms Explorer



Zaproszenie

- Pisząc zaproszenie, pamiętaj o zwrotach grzecznościowych na powitanie i pożegnanie.
- W samym tekście pamiętaj o szczegółach wydarzenia: miejscu, dniu, godzinie.
- W tekście możesz również zadać pytanie lub poprosić o coś osobę, którą zapraszasz.

Can you do it?

Zapisz w zeszycie podane umiejętności i przy każdej z nich zaznacz, w jakim stopniu ją opanowałeś / opanowałaś:  – już potrafię,  – trochę umiem,  – jeszcze muszę powtórzyć.

Rozumienie ze słuchu

- 1  Usłyszysz dwukrotnie tekst. Na podstawie informacji zawartych w nagraniu spośród podanych wypowiedzi wybierz właściwą. Wskaż ilustrację A, B lub C.

1 What object is connected with the holiday they are talking about?



2 What celebration is Tom's family going to?



3 Which picture is connected with the celebration they are talking about?



Potrafię odszukać
w nagraniach odpowiednie informacje.

Znajomość funkcji językowych

- 2 Do każdej opisanej sytuacji wybierz właściwą reakcję. Wskaż odpowiedź a, b lub c.

- Someone has done well in their exams.
a Congratulations.
b Best wishes.
c Bon appetit.
- It's someone's birthday:
a Good luck.
b Happy Birthday.
c Season's greetings.
- A couple have been married for 50 years.
a Happy New Year.
b Merry Christmas.
c Happy anniversary.
- Someone is taking an exam soon.
a Health and happiness.
b Congratulations.
c Good luck.
- Someone is getting married.
a Happy anniversary.
b Bon voyage.
c Congratulations.

Potrafię składać życzenia stosownie
do okoliczności.

Rozumienie tekstu pisanego

- 3 Przeczytaj tekst i uzupełnij luki na podstawie informacji w tekście.

When Poland celebrates Independence Day, in Poznań people march in a parade led by St Martin. The knight riding a horse leads the crowd and stops in front of the president of the city. Then St Martin gets the keys to the city, which means that he rules the city for a day. The parade goes down St Martin street. The knight wears a red cape, which is a symbol of generosity – the original St Martin shared half of his coat with a man in need.

- Poland celebrates  in November.
- The president gives  the city.
- St Martin  cape.
- The first person  on a horse.



Rozumiem proste wypowiedzi pisemne
i potrafię odnaleźć w tekście odpowiednie
informacje.

Znajomość środków językowych

- 4 Przeczytaj opis ilustracji i uzupełnij każdą lukę jednym wyrazem, tak aby powstał spójny i logiczny tekst.



In the picture there are four girls holding . They are all really happy with on their faces. All of them have got hair but only one of them is .

Potrafię opisać obrazek.

Tworzenie wypowiedzi pisemnej

- 5 Organizujesz przyjęcie z okazji swoich urodzin. Napisz w zeszycie zaproszenie dla kolegów/koleżanek. Opisz:

- gdzie i kiedy obędzie się przyjęcie,
- jakie stroje obowiązują,
- w jaki sposób goście mogą cię wspomóc w organizacji przyjęcia.

Potrafię napisać zaproszenie.



Key words

Święta i uroczystości

birthday – urodziny
carnival – karnawał
christening – chrzciny
Christmas Eve – Wigilia
Easter – Wielkanoc
Fat Tuesday – wtorek przed środą popielcową
end of term – zakończenie semestru
festival – święto, festiwal
Halloween – Halloween
Lent – Wielki Post
New Year's Eve – sylwester
wedding anniversary – rocznica ślubu

Świętowanie

beads – koraliki
celebrate – świętować
celebration – świętowanie, obchody
costume – kostium
dance – tańczyć
decorate – dekorować, ozdabiać
dress up – przebierać się; ubrać się odświętnie
enjoy – lubić, czerpać z czegoś przyjemność, dobrze się bawić
fireworks – fajerwerki
float – platforma używana podczas parady
funny hat – śmieszna czapeczka
invite – zaprosić

make-up – makijaż; **put on make-up** – malować się, nakładać makijaż
mask – maska
organise – organizować
parade – parada
party – przyjęcie
prepare – przygotować
send cards – wysyłać kartki (np. świąteczne)
sing – śpiewać
take part in – brać udział w
wear – mieć na sobie, nosić (o ubraniu)

Przydatne zwroty

Best wishes! – Najlepsze życzenia!
Bon appetit! – Smacznego!
Congratulations! – Gratulacje!
Good luck! – Powodzenia!
Happy anniversary! – Wszystkiego najlepszego z okazji rocznicy!
Health and happiness – zdrowia i szczęścia
I wish you all the best. – Życzę Ci wszystkiego najlepszego.
Merry Christmas! – Wesołych Świąt (Bożego Narodzenia)!

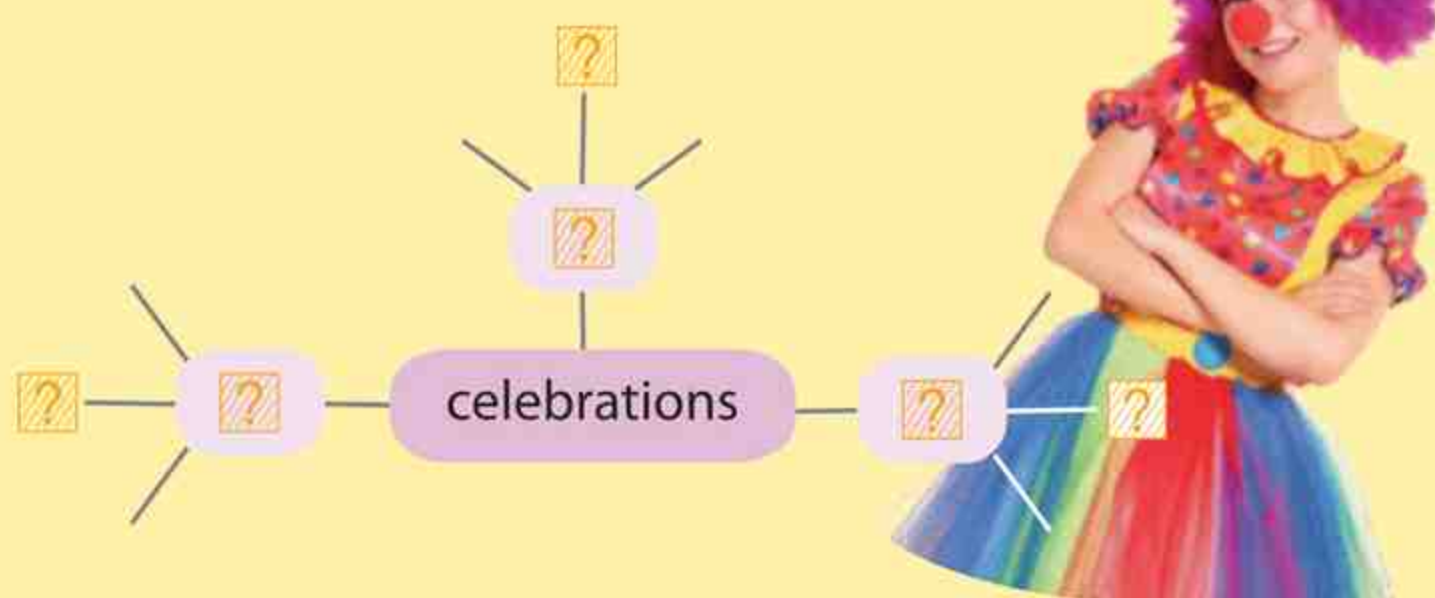
Other words

annual – coroczny
bonfire – ognisko
daffodil – żonkil
look forward to – cieszyć się na coś, nie móc się czegoś doczekać
pumpkin – dynia
turkey – indyk
wonderful – cudowny, wspaniały

1 Work in pairs. Prepare a crossword for your partner. Include the words given below. Fill in some missing letters. The winner is the one who does the crossword first.

- 3 of types of celebrations
- 3 nouns related to festivals
- 3 verbs related to festivals

2 Choose three celebrations and write the words connected with them in the form of a mind map in your notebook.



RISK IT!

What's the question?				What is the first line?	Give me a reason! (Present Perfect)	Correct it. (Present Perfect)	Answer the questions.	Double Points!
(Special Days Poland)	(Special Days UK/USA)	(Celebrations and Carnival)						
50 points Christmas Eve.	72 Halloween.	72 Father Christmas.	72	72 Congratulations!	I can have the cake now, because I have 72	She has't never been to New Orleans.	Co oznacza po polsku „Mardi Gras”?	
100 points Your 18th birthday.	72 Christmas Day.	72 Decorated floats.	72	72 Good luck!	I don't have to go Christmas shopping, because I have 72	Have you never heard about Chinese New Year?	Chcesz życzyć wszystkim smacznego po angielsku. Co powiesz?	
150 points New Year's Day.	72 On the 31st December.	72 Fireworks.	72	72 Best wishes!	I don't want to watch the wedding video again, because I have 72	How many parties they have organise so far?	Zapytaj znajomych po angielsku, czy kiedykolwiek widzieli renifera.	
200 points Wet Monday.	72 Chocolate eggs.	72 Before the beginning of Lent.	72	72 Have a good time!	I'm full, because I have 72	I've never find any chocolate eggs.	Przetłumacz na język angielski: Czy kiedykolwiek byłeś w Chinach?	
250 points A wedding reception.	72 On the 5th of November.	72 Make-up, funny hats and masks.	72	72 Sure. Thank you for the invitation!	You don't have to buy Jane anything for her birthday, because 72	She has never has a plastic Christmas tree at home.	Kiedy w Polsce obchodzi się „odpowiednik” Fat Tuesday?	
300 points Christening.	72 On the last Thursday of November.	72 Mardi Gras.	72	72 Happy New Year!	I can decorate the Christmas tree now, because dad has 72	Have she been in many parades in the USA?	Joe has eaten the cake and there's nothing left. Co wiemy o sytuacji? Wybierz każdą prawdziwą informację: A. Joe zjadł ciasto, ale zostało jeszcze trochę ciasta na później. B. Joe zjadł kawałek ciasta i wyszedł. C. Joe właśnie zjadł całe ciasto. D. Joe zjadł dużo ciasta bardzo dawno temu.	

6

Life in the future

Vocabulary

I **can** name words related to space, space travel and science fiction.

Grammar

I **can** use future simple • time expressions for the future.

Listening

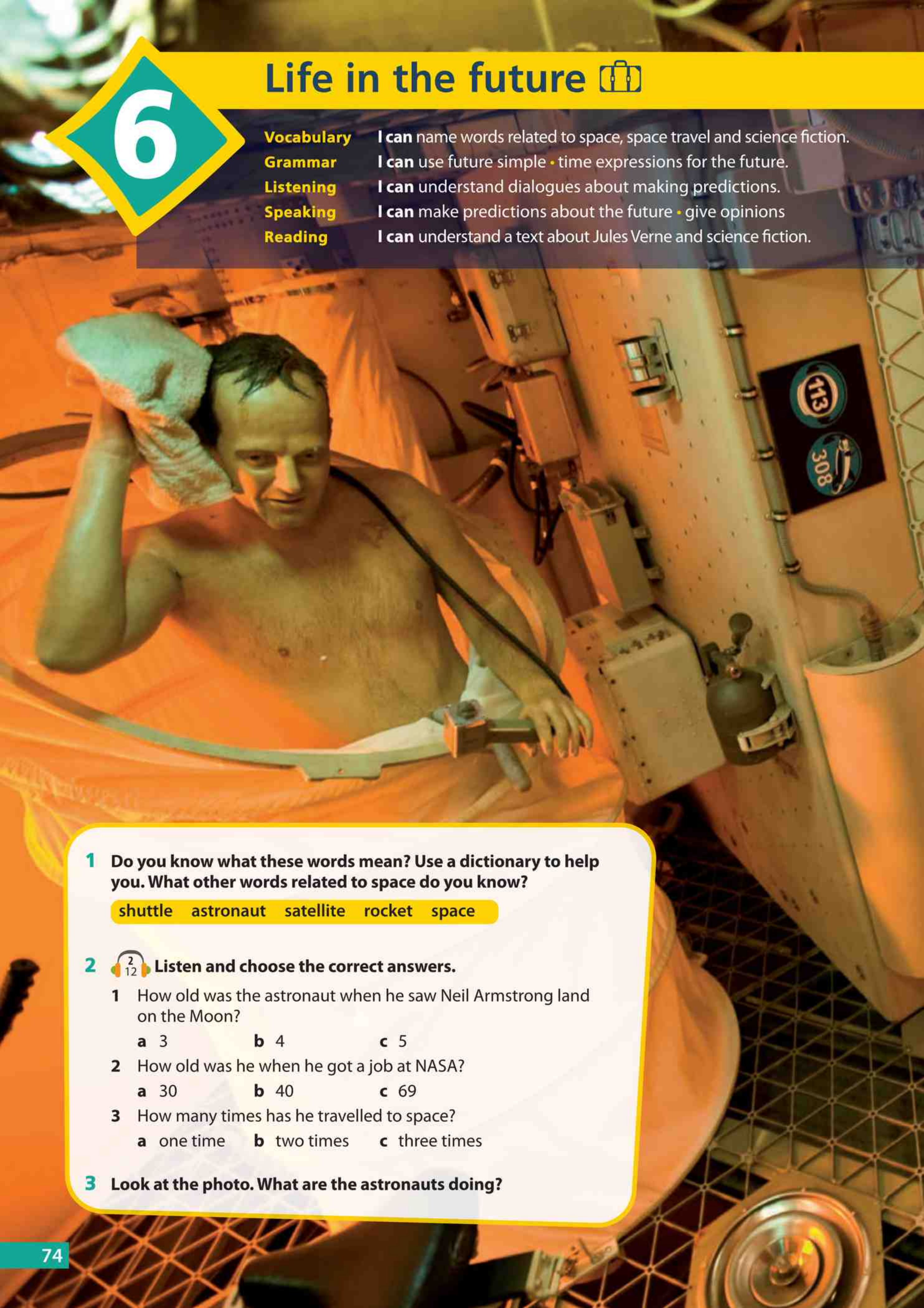
I **can** understand dialogues about making predictions.

Speaking

I **can** make predictions about the future • give opinions

Reading

I **can** understand a text about Jules Verne and science fiction.



- 1** Do you know what these words mean? Use a dictionary to help you. What other words related to space do you know?

shuttle astronaut satellite rocket space

- 2**  **Listen and choose the correct answers.**

- 1** How old was the astronaut when he saw Neil Armstrong land on the Moon?
a 3 b 4 c 5
- 2** How old was he when he got a job at NASA?
a 30 b 40 c 69
- 3** How many times has he travelled to space?
a one time b two times c three times

- 3** Look at the photo. What are the astronauts doing?



Living in space is very strange for astronauts. There isn't any gravity so objects and people move slowly. It makes life more difficult.



Bill: I'm happy you came on this camping trip with me.

Susie: Look at the sky. It's really clear tonight.

Bill: The Moon is almost full. My calendar says there **will be** a full moon tomorrow night.

Susie: It's beautiful. I can't believe it's so far from Earth.

Mickey: It's 384,400 kilometres from Earth.

Susie: How do you know that, Mickey?

Mickey: It's in Bill's book about the solar system. It's very interesting.

Bill: I'll **lend** it to you if you want. I think the universe is fascinating. I love observing stars and planets through my telescope.

Mickey: Can I have a look? I **won't break** it. I'll **be** really careful.

Bill: Sure. I'll **give** you a turn in a minute.

Susie: **Will** we **see** any shooting stars? What do you think, Bill?

Bill: I don't know. It's not easy to see them.

Susie: Oh wow! There's one now! I've seen a shooting star!

Mickey: Make a wish, Susie! I'm sure it **will come** true! Wishes come true when you see a shooting star.

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

- 1 What kind of trip are the friends on?
- 2 How does Mickey know that the Moon is 384,400 kilometres from Earth?
- 3 What will be full tomorrow?
- 4 What has Susie seen?
- 5 Why should she make a wish?

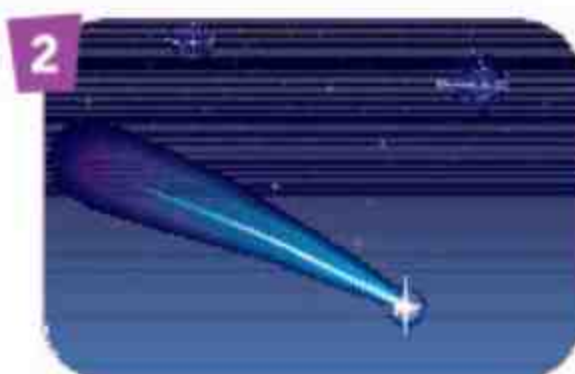
3 Complete the sentences with words from the dialogue. Write the answers in your notebook.

- 1 Bill thinks the is fascinating.
- 2 The Sun is in the centre of the .
- 3 When you see a , you should make a .
- 4 The will be full tomorrow night.
- 5 The sky is very . There are no clouds.
- 6 You can observe planets through a .

Vocabulary

astronaut • astronomer • Earth • galaxy
the Moon • planets • satellite • space shuttle
shooting star • sky • solar system • stars
telescope • universe

- 4  Name the things in the photos with words in the vocabulary box. Then listen, check and repeat.



- 5  Listen and complete the following information according to what you hear.

Space

What people can see in the night sky: 

The number of planets in the solar system: 

Hubble is the name of: 

Skills Explorer

Uzupełnianie notatki na podstawie nagrania

- Ustal, jakie informacje trzeba wyszukać w nagraniu.
- Zastanów się, które słowa są słowami kluczowymi w każdym z podpunktów.
- Słuchając nagrania, wyłapuj słowa kluczowe oraz informacje następujące po nich.

- 6 Read rules a–d in the grammar box and match them with sentences 1–4 in your notebook.

Grammar

Future simple

- 1 ... there **will be** a full moon tomorrow night.
- 2 I **won't break** it. I'll be very careful.
- 3 I'll **lend** it to you if you want.
- 4 I'm sure it **will come** true.

Czasu **future simple** używamy, gdy:

- a mówimy o faktach w przyszłości,
- b wyrażamy opinię dotyczącą przyszłych wydarzeń (używamy wtedy *think* lub *be sure*),
- c coś obiecujemy,
- d coś proponujemy.

I **will** **have** fun.

I **won't** **have** fun.

Will you **have** fun?

Yes, I **will**. / No, I **won't**.

- 7 Complete the sentences about the future using the verbs in the box. Write the sentences in your notebook.

be buy rain feed lend send

- 1 You'd better take an umbrella, darling. Grandad thinks it  later today.
- 2 I  the cat for you while you are out tonight.
- 3 A:  you  me a postcard from Paris?
B: Sure. I  you a souvenir, too.
- 4 Laura is twelve. She  thirteen next year.
- 5 Betty and Mark  us their telescope tomorrow night.

- 8 Choose **will** or **won't**.

In the future I think people (1) **won't** / **will** waste water. I believe they will save it. I'm sure they will care about the environment and they (2) **will** / **won't** destroy it. I don't think many countries (3) **will** / **won't** be like deserts. I hope the world will be a better place in the future.

Read and listen

1 Read and listen. Where was Jules Verne from?

A Jules Verne was a French author. He was born in 1828 and he died in 1905. He was one of the first people to write science fiction stories. He is often called 'The Father of Science Fiction'.

B In his books, he described fantastic machines which didn't exist in his time. For example, in *Twenty Thousand Leagues under the Sea*, the main character, Captain Nemo, travels under the sea in a submarine called *Nautilus*. Verne wrote the book forty years before people constructed similar submarines.

C There are also scary creatures in his novels. In *Twenty Thousand Leagues under the Sea* a giant squid attacks the submarine. In *Journey to the Centre of the Earth*, three explorers go down a volcano to find the centre of the Earth. There they discover big dinosaurs and ape-men.

D Some of Jules Verne's ideas came true, but some were fantastical. Maybe one day we will discover strange creatures in the centre of the Earth or aliens from other worlds. What do you think?

Jules Verne



Guess What?

In the English translation of *Twenty Thousand Leagues under the Sea*, a giant squid attacks the *Nautilus*. But in French, Jules Verne calls the monster a *poulpe*, which means *octopus*.

2 Read and listen again. Which paragraph does each sentence describe? Write the answers in your notebook. There is one extra sentence.

- 1 It says that Jules Verne wrote about things which didn't exist in his time.
- 2 It says that fantastical ideas may come true.
- 3 It gives information on creatures in the books.
- 4 It says that Jules Verne was the only man who wrote about the unreal world.
- 5 You can find two dates here.

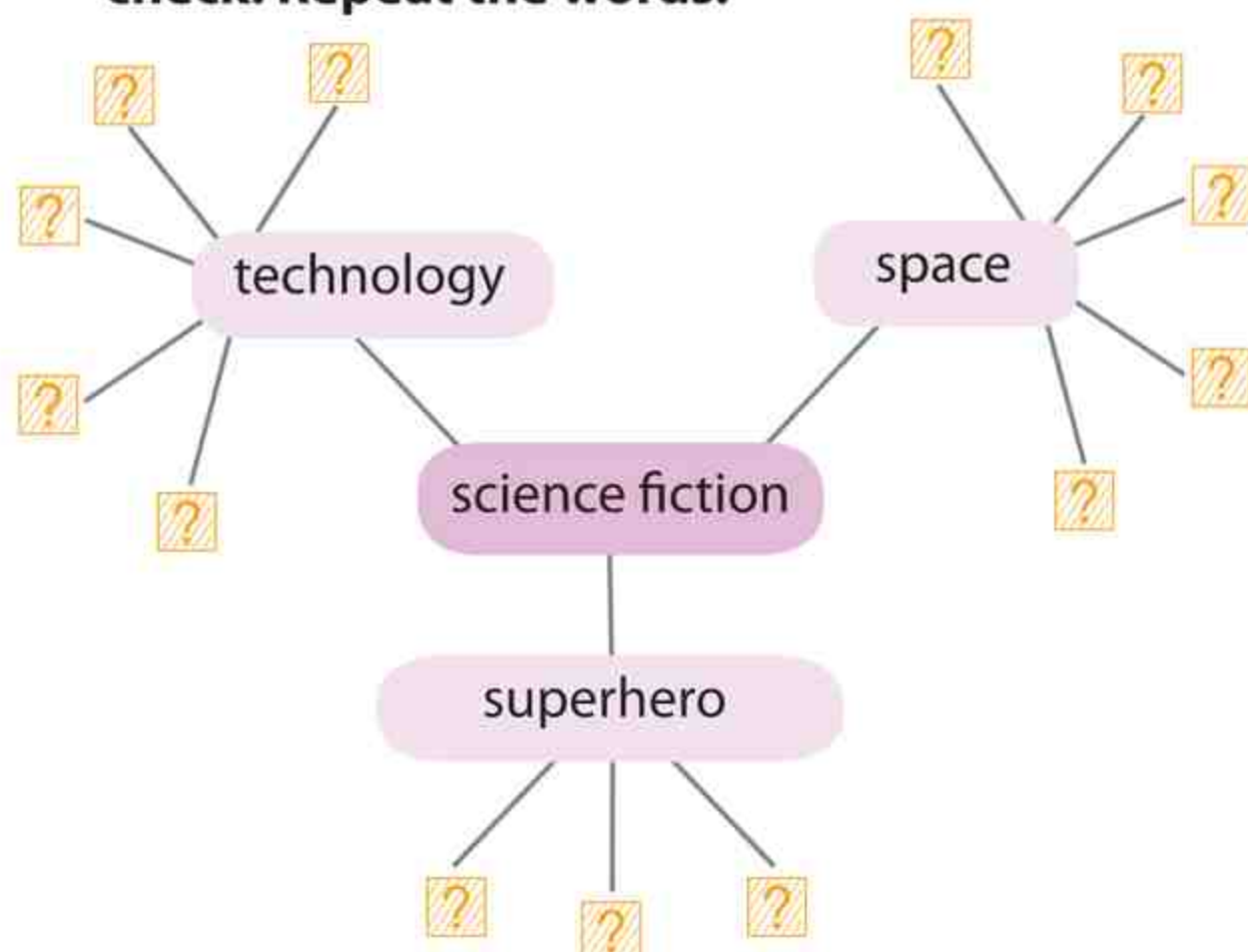
3 Name the creatures and things in the pictures.



Vocabulary

alien • fantastic machine • flying saucer
invention • mutant • robot • space
space travel • spaceship • special powers / skills
superhero • technology • teleportation
time machine / travel • UFO

- 4  Draw a mind map with science fiction vocabulary in your notebook. Then listen and check. Repeat the words.



Listen

- 5  Listen and answer the questions.

- 1 What film genre does the boy love?
- 2 Do all children like Spiderman?
- 3 Do the boys like the same superhero?
- 4 Who is Magneto?

Skills Explorer

Odpowiedzi na pytania na podstawie nagrania

- Przeczytaj polecenie oraz pytania i upewnij się, że je rozumiesz.
- Zastanów się, które słowa w pytaniach są kluczowe, czyli najważniejsze (np. słowo Magneto w ostatnim pytaniu).
- Słuchając nagrania, postaraj się wyłapać słowa kluczowe i odpowiedz na pytania.

Grammar

Future simple – time expressions

Czasu **future simple** używamy z następującymi określeniami:

- tomorrow,
- **this** weekend / summer / evening / decade,
- **next** week / month / year / century,
- **in** a week / two months / fifty years,
- one day.

- 6 Match the sentence halves. Write the sentences in your notebook.

- | | |
|---|---|
| 1 I think that one |  |
| 2 She is sure that next |  |
| 3 Will humans travel to Mars in |  |
| 4 I'll see the science fiction film this |  |
| 5 Someone will invent teleportation in |  |
| a a hundred years. | |
| b twenty years? | |
| c weekend. | |
| d century aliens will land on Earth. | |
| e day we will find life on other planets. | |

- 7 Write sentences using the future simple in your notebook.

- 1 John / not visit us / this summer
- 2 the car / be ready / in a week?
- 3 they / watch the film / tomorrow
- 4 she / be fourteen / next month
- 5 scientists / invent a time machine / one day?

Speak

- 8 Work in groups. Ask and answer the questions.

- Have you read any science fiction books? What is your favourite science fiction film?
- Do you think space travel will be possible for everyone one day?
- Do you know anyone who has seen a UFO?
- What do you think is the most amazing invention of all time?
- What time would you like to travel to in a time machine?
- What special power would you like to have?



- Candy:** What do you think Earth will be like in the future?
- Dean:** I think it will be a better place.
- Candy:** Really? I don't think it will be. I believe we'll destroy the environment and many countries will be like deserts.
- Dean:** I disagree with you. I'm sure scientists will find a way to protect the environment with technology.
- Candy:** I hope so. I don't think people will save water and use green energy.
- Dean:** I think they will.
- Candy:** Do you think we'll find life on other planets?
- Dean:** Maybe. I don't think it will happen soon. But I think we'll go on holiday to space and to the Moon.
- Candy:** It sounds unrealistic, but I agree with you. I've read that some rich people have already bought tickets for a trip to the Moon!
- Dean:** No way! Well, I don't believe humans will have to work hard in the future. Technology will do lots of things for us.
- Candy:** Do you mean robots?
- Dean:** Yes, I do. I think scientists will build robots that look like people and the robots will work for us.
- Candy:** I don't believe that. It sounds like a science fiction film.

Listen and read

-  **Read and listen. Which sentences sound pessimistic and which optimistic?**
- Read the dialogue again and answer the questions.**
 - What does Candy think about life on Earth in the future?
 - What does she think people will not do?
 - Does Dean think we will find life on other planets soon?
 - How will technology help us work in the future?
- Work in pairs. What can you see in the photos? Do you agree or disagree with Dean and Candy's opinions about the future? Talk with your partner.**

I agree with Candy.
I think ...

I disagree with Dean.
I don't think ...

Phrase Book



Making predictions

- I think ... / I don't think ...
- I believe ... / I don't believe ...
- I'm sure ...
- I hope ...

- Give your opinion about these things. Use the phrases in the Phrase Book.**

- move by teleportation
- travel in time / use time machines
- travel in a flying saucer
- learn new things from aliens

5  **Put the dialogue in the correct order in your notebook. Then listen and check.**

- Bob:** Really? I disagree with you. I believe we won't use cars.
- Pat:** Well, what do you believe will happen?
- Bob:** I believe people will ride electric bikes.
- Pat:** I think that people will invent flying cars.
- Bob:** What do you think will happen with transport in the future?

6 **Look at the situations. Choose the correct reaction for each situation.**

- I think Batman is the best.
 - I disagree with you.
 - I think so.
 - I hope so.
- What do you think about UFOs?
 - I don't think so.
 - I believe they're real.
 - I hope you're fine.
- What do you think will happen to people in the future?
 - I hope they will be OK.
 - I'm sure about it.
 - I don't think it's real.

Skills Explorer

Wybór właściwej reakcji

- Przeczytaj zdania/pytania główne.
- Zastanów się, czy pytanie wymaga odpowiedzi tak/nie czy szczegółowej.
- Zwróć uwagę, czy wszystkie podane reakcje są poprawne/pełne.

Play with Sounds

7  **Read out these words. How do you pronounce the letters in red?**

te**ch**nology s**ch**ool
ti**ck**ets ro**ck**et
fi**ct**ion a**ct**or

Writing Time



8 **In your notebook, write 50 words about your predictions for the future. Answer some of the questions below. Use the phrases in the Phrase Book.**



- What will people eat in the future?
- What will people do in their free time? Will they have more free time than they have now?
- Where will people live? Will they live in cities, in the country, on other planets? What will their houses look like?
- Will people be healthier and live longer than they do now?
- How will people travel and move around? Will they use flying vehicles?

9 **Imagine you are a fortune teller. Choose a classmate and predict the future of this person in 5, 10 and 15 years. In your notebook, write about their job, house, family and hobbies.**

In five years you will 

In ten years you will 

In fifteen years you will 



Can you do it?

Zapisz w zeszycie podane umiejętności i przy każdej z nich zaznacz, w jakim stopniu ją opanowałeś / opanowałaś: ☐ – już potrafię, ☐ – trochę umiem, ☐ – jeszcze muszę powtórzyć.

Rozumienie ze słuchu

1  Na podstawie informacji zawartych w nagraniu, wybierz właściwą odpowiedź na pytania 1-3.

- 1 Who is making the prediction?
 - a A person from the future.
 - b The speaker in the past.
 - c A book writer.
- 2 The author thinks
 - a that people will move easily into space.
 - b people will forget about fashion.
 - c people will eat normal food.
- 3 According to the author:
 - a Food will change.
 - b There won't be any hotels in space.
 - c People will move to a different country.

Po wysłuchaniu nagrania potrafię wybrać właściwą odpowiedź na pytanie.

Znajomość funkcji językowych

2  Usłyszysz dwukrotnie cztery wypowiedzi. Do każdej z nich dobierz właściwą reakcję A-E.

Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A I think someone will invent a time machine one day. 
- B I'm sorry. I'm going to ride my bike to school next week. 
- C In the future, humans won't drive cars any more. 
- D I will help you. 
- E No, I won't. 

Potrafię dopasować właściwą reakcję do sytuacji.

Rozumienie tekstów pisanych

3 Przeczytaj teksty 1. i 2. Uzupełnij luki w e-mailu zgodnie z treścią tekstów. Możesz wpisać od 1 do 3 wyrazów. Tekst uzupełniający luki zapisz w zeszycie.

Tekst 1

Jules Verne was a French author. He was born in 1828 and died in 1905. He was one of the first people to write science fiction stories. He is often called 'the father of science fiction'.

In his books, he described fantastic machines which didn't exist in his time. For example, in *Twenty Thousand Leagues under the Sea* the main character, Captain Nemo, travels under the sea in a submarine called *The Nautilus*. Verne wrote the book forty years before people constructed similar submarines.

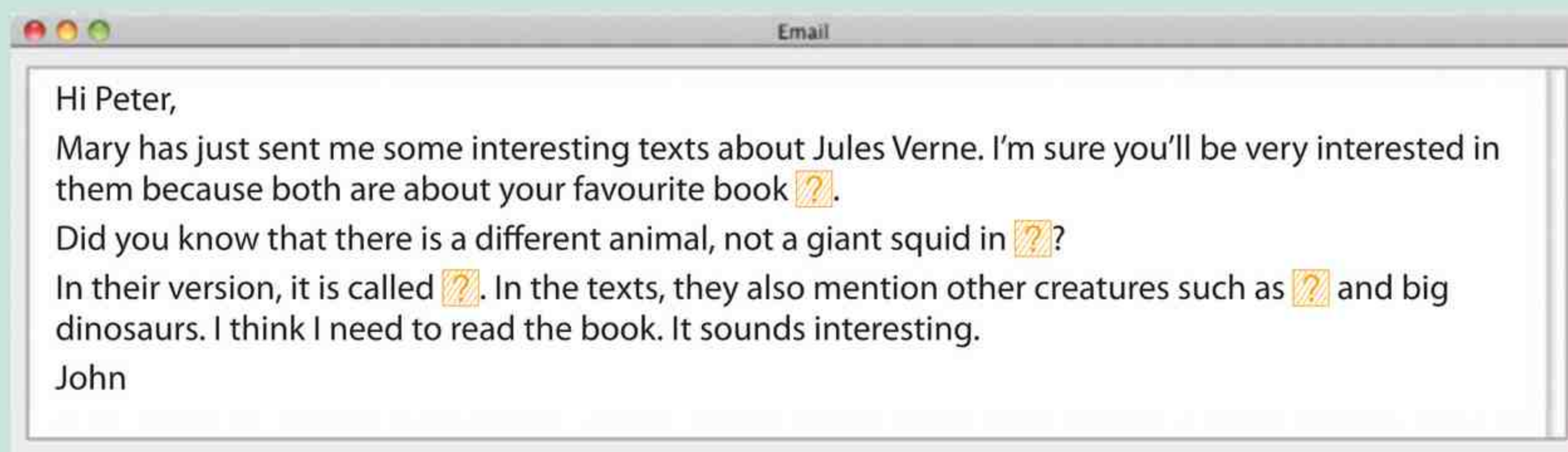
There are also scary creatures in his novels. In *Twenty Thousand Leagues under the Sea* a giant squid attacks the submarine. In *Journey to the Centre of the Earth* three explorers go down a volcano to find the centre of the Earth. There they discover big dinosaurs and ape-men.

Some of Jules Verne's ideas came true, but some were fantastical. Maybe one day we will discover strange creatures in the centre of the Earth or aliens from other worlds. What do you think?

Tekst 2.

In the English translation of *Twenty Thousand Leagues under the Sea*, a giant squid attacks the Nautilus. But in French Jules Verne calls the monster a poulpe, which means octopus.

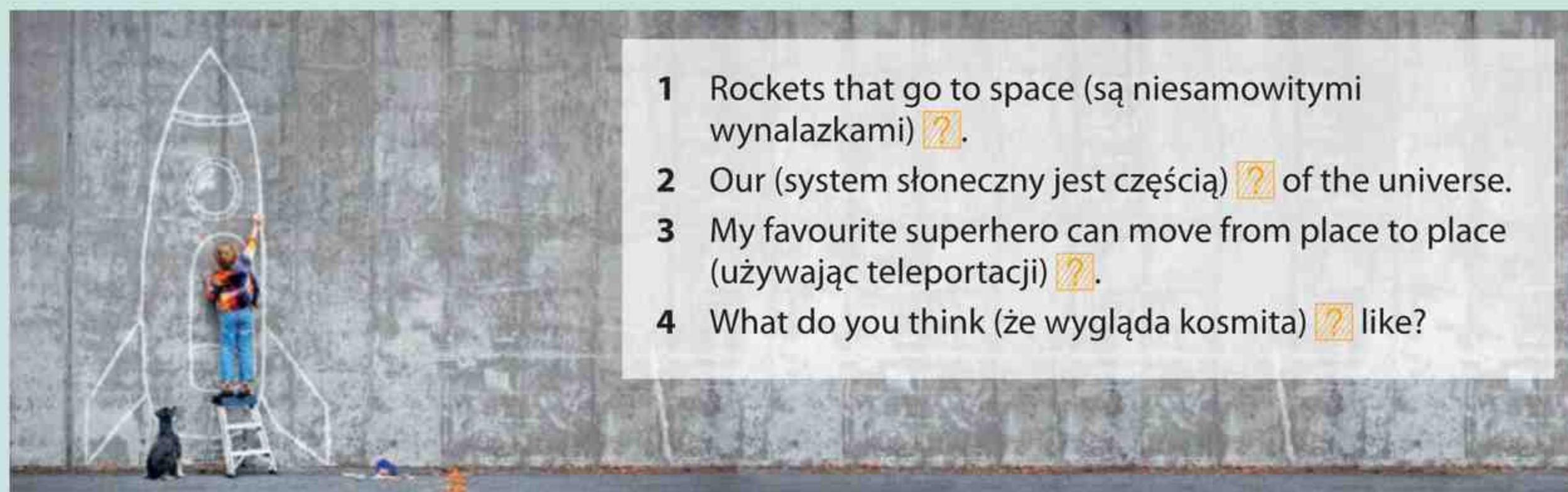




Rozumiem proste wypowiedzi pisemne i potrafię przekazać zawarte w nich informacje w języku angielskim.

Znajomość środków językowych

- 4** Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i poprawne gramatycznie.



Znam słownictwo związane z kosmosem i fantastyką naukową i potrafię przekazać w języku angielskim informacje sformułowane w języku polskim.

Tworzenie wypowiedzi pisemnej

- 5** Wyobraź sobie świat za 50 lat. Napisz w zeszycie e-mail do siebie samego/samej. Napisz:

- o ludziach,
- o urządzeniach,
- o jedzeniu.

Potrafię napisać e-mail opisujący świat za 50 lat.

Key words

Kosmos

astronaut – astronauta
 astronomer – astronom
 Earth – Ziemia
 galaxy – galaktyka, grupa planet i gwiazd
 gravity – grawitacja
 the Moon – Księżyc
 planet – planeta
 satellite – satelita
 shooting star – spadająca gwiazda
 sky – niebo
 solar system – gwiazda i krążące wokół niej planety; **the solar system** – Układ Słoneczny
 space – przestrzeń kosmiczna
 space shuttle – prom kosmiczny
 star – gwiazda
 the Sun – Słońce
 telescope – teleskop
 universe – wszechświat

Fantastyka naukowa

alien – kosmita
 fantastic machine – fantastyczna maszyna, fantastyczne urządzenie
 flying saucer – latający spodek, UFO
 invention – wynalazek
 mutant – mutant
 robot – robot

science fiction – fantastyka naukowa
 space travel – podróże kosmiczne
 spaceship – statek kosmiczny
 special powers / skills – wyjątkowe/ niezwykle moce/umiejętności
 superhero – superbohater
 teleportation – teleportacja; **move by teleportation** – teleportować się
 time machine – wehikuł czasu
 time travel – podróże w czasie
 UFO (unidentified flying object) – UFO (niezidentyfikowany obiekt latający)

Other words

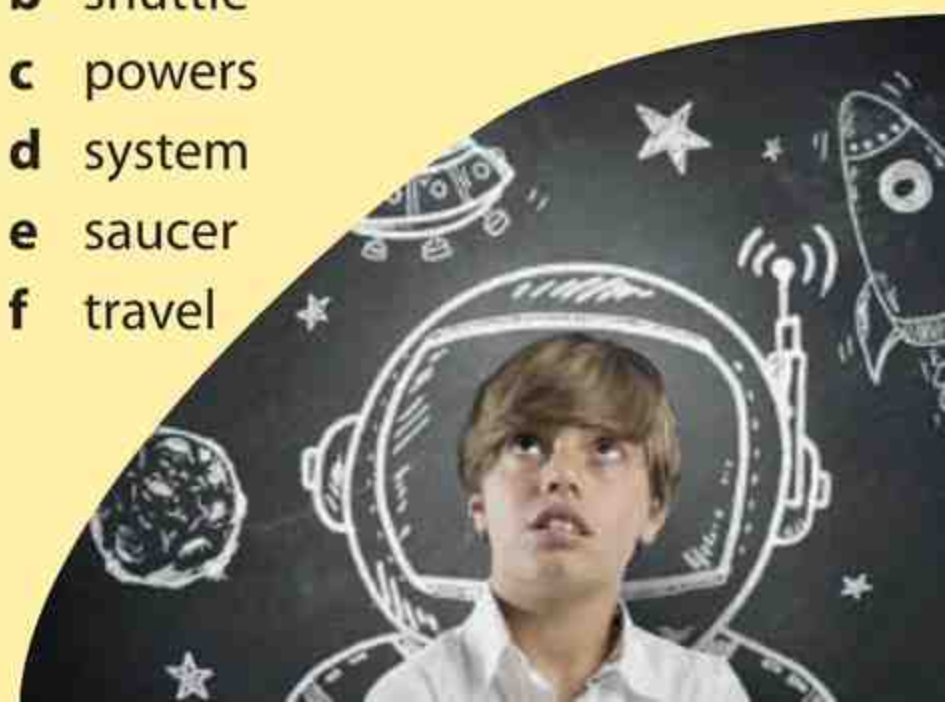
ape-man – małpa człekokształtna
 author – pisarz; autor
 character – postać, bohater (książki, filmu)
 come true – spełnić się, ziścić się
 creature – stworzenie, istota
 destroy – zniszczyć
 the environment – środowisko naturalne
 exist – istnieć
 full moon – pełnia księżyca
 giant – olbrzymi
 invent – wynaleźć
 lend – pożyczyć (komuś)
 octopus – ośmiornica
 save – oszczędzać
 similar – podobny
 squid – kałamarnica
 submarine – okręt podwodny
 waste – marnować
 wish – życzenie; **make a wish** – wypowiedzieć życzenie

1 Work in pairs. Throw the dice. Name the following vocabulary items.

-  – 6 space nouns
-  – 5 space words beginning with 's'
-  – 4 technology words
-  – 3 people related to space
-  – 2 superheroes
-  – 1 space vehicle

2 Match the words in your notebook.

- | | |
|------------|-----------|
| 1 shooting | a star |
| 2 solar | b shuttle |
| 3 time | c powers |
| 4 space | d system |
| 5 special | e saucer |
| 6 flying | f travel |



Fortune Telling Fun

	Job	People	Money Dreams	Places	Old Age
	well-paid?	many friends?	be rich?	nice neighbourhood?	die young?
	the one I want?	know people from many different countries?	ever be very poor?	travel a lot for holidays?	have many friends in old age?
	high position?	have a happy / big family?	money make me happy?	have a nice house / flat?	live to see robots and AI?
	change jobs often?	many children?	achieve my dreams?	move cities / countries?	understand the world in the future?
	have a nice boss?	nice wife/ husband/ partner?	be poor but achieve my dreams	ever regret not going somewhere?	enjoy new technology?
	make me famous or powerful?	make enemies?	feel unhappy because of money?	ever live in the United States? the UK/ Australia / Canada?	be able to retire in comfort?

Did you know?

The night of the 29th/30th of November is Saint Andrew's Eve, and traditionally people in Poland read fortunes. According to the Christian tradition, St. Andrew, the first Apostle, is the patron saint of Slavic nations, and specifically of people in love and marriage. The tradition of fortune telling on that day is very long in Poland, it dates back to the 16th century.



Explorers' CLUB

Futuristic inventions

We get used to new inventions very quickly. After some time they look normal to us. But some inventions use the newest technology. These inventions look futuristic. We think scientists will invent them **in the future**, but they already **exist**!

Look, for example, at this **NASA** robot. It is called the Robonaut. It has a head with cameras inside, **torso**, arms and hands. It can use the same **tools** as astronauts. It can be put on wheels and move around. NASA has already used other robots on Mars. Astronauts cannot travel to Mars because it is **too far**, so NASA sent their robots to **explore** it.

Doctors also use modern technology. Some people have had accidents and they have **lost** an arm or a leg. Doctors and scientists work together to make new arms and legs for these people. They are **artificial**. The woman in the photo on the next page has an artificial arm. She can now live a better life. Some **athletes** also use artificial arms and legs. They take part in the **Paralympics**. You can watch them and see how strong and successful they are.

Glossary

get used to – przyzwyczaić się do

in the future – w przyszłości

exist – istnieć

NASA (National Aeronautics and Space Administration) – Narodowa Agencja Aeronautyki i Przestrzeni Kosmicznej (w Stanach Zjednoczonych)

torso – tułów

tool – narzędzie

too far – za daleko

explore – badać

lose – tracić

artificial – sztuczny

athlete – sportowiec

Paralympics – igrzyska paraolimpijskie (z udziałem niepełnosprawnych sportowców)



English and science

Project Inventions

Create an invention that could be very useful for a student your age.



- 1 Decide what your invention can do. Write a list.
- 2 Draw a picture of your invention and label it or build the model of the invention.
- 3 Put your posters on the wall or inventions on the display.
- 4 Vote for the best invention.

 **2** **24** Read and listen. Say whether the sentences are true, false or the information is not in the text.

- 1 Futuristic inventions don't look unusual.
- 2 NASA hasn't sent astronauts to Mars yet.
- 3 Doctors and scientists will take part in the Paralympics.
- 4 Athletes with artificial arms or legs train for eight hours every day.
- 5 Modern technology helps patients.



7

It's a material world

Vocabulary

I **can** name everyday objects, materials • I can use adjectives to describe objects.

Grammar

I **can** use present perfect • for, since • I can compare present perfect to past simple and present simple.

Listening

I **can** understand dialogues about shopping habits.

Speaking

I **can** describe objects using adjectives.

Reading

I **can** understand a text about recycling.

- 1 We all like things that decorate our rooms. Which of these objects have you got in your house? What other objects have you got? Use a dictionary to help you.

cushions vases photos posters
paintings stickers ornaments
pot plants lamps candles

- 2  Listen. Which of the objects in Exercise 1 has Fiona got in her room? Write them down in your notebook.
- 3 What are your favourite things in your home?

The image displays a variety of traditional Nepalese textiles. At the top, several cylindrical items, possibly rolled-up blankets or cushions, feature a repeating geometric pattern in shades of pink, purple, and yellow. Below these, several square and rectangular cushions are visible. One cushion is light blue with a central diamond pattern and four corner medallions. Another is bright red with a similar design. A large yellow cushion in the foreground has a central square panel with a diamond pattern and four corner medallions. To the left, a portion of a purple cushion with a wide border and a central medallion is visible. The fabrics are rich in color and feature intricate, hand-drawn or hand-painted patterns, including geometric shapes, floral motifs, and traditional symbols like the swastika (a common auspicious symbol in many cultures, including Nepal).

These handmade cushions are for sale at a market in Nepal. The patterns on them are wonderful, and the bright colours are very attractive.

1 Listen and read. What gadgets are mentioned in the text?

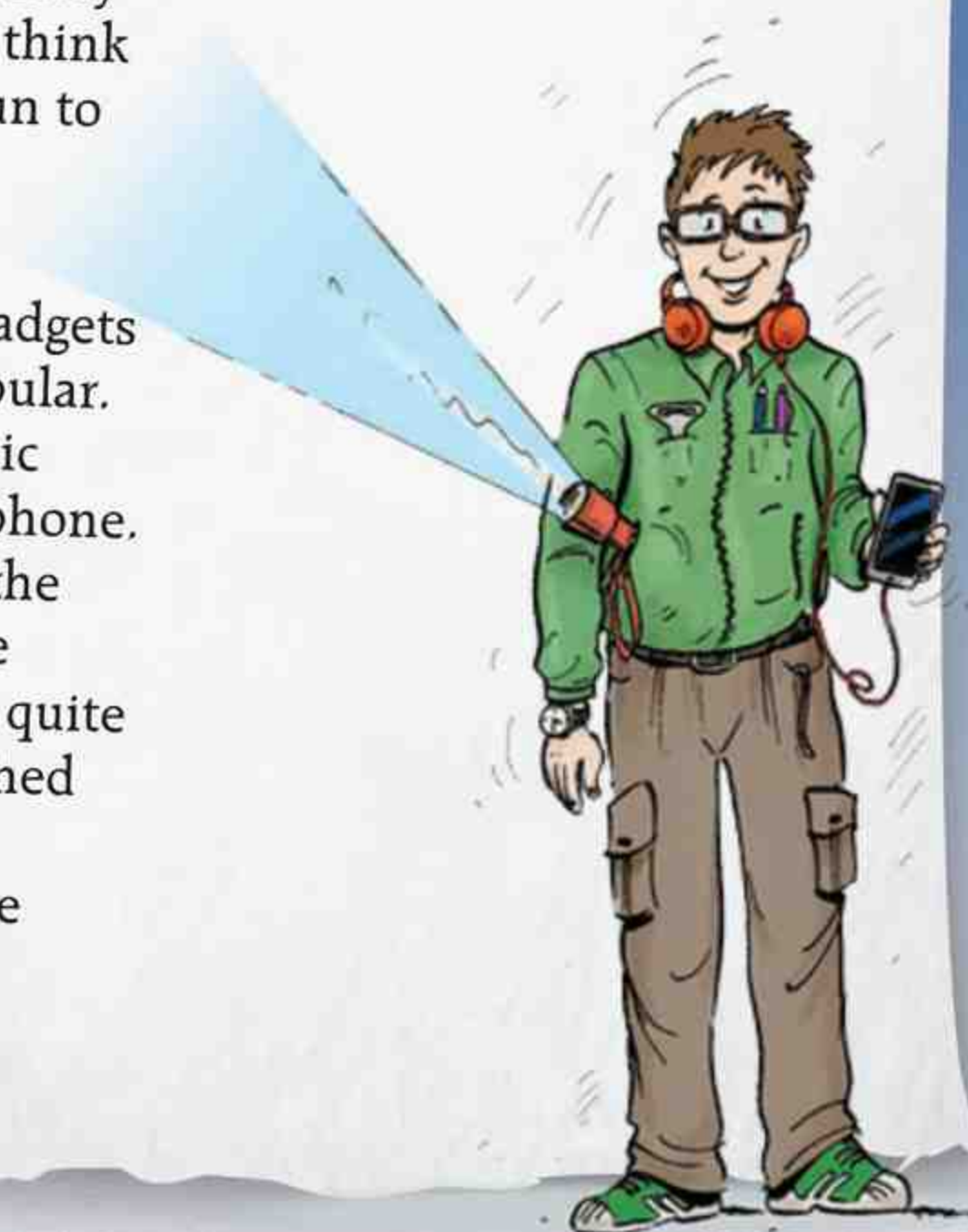
Gadgets are small, useful objects. We all have them in our homes. We have stationery like staplers, paperclips and pencil sharpeners. We have personal items like watches and mobile phones. There are also household objects in all our homes like torches and bottle openers. But have you ever thought of the history of these gadgets?

The stapler is not a modern invention. The first machine for joining papers together probably belonged to the French king, Louis XV, who lived in the eighteenth century.

In the nineteenth century, people started to use paper more, so they all wanted staplers. From that moment, we have never stopped using them. They are very useful and I think they are also really fun to use!

Inventors have also invented electronic gadgets and they are very popular. My favourite electronic gadget is the mobile phone. Engineers presented the first hand-held mobile phone in 1973. It was quite big and heavy. It weighed almost one kilogram. Mobile phones became popular in the 1990s.

From the moment I got my mobile phone, I have never gone anywhere without it. It's always in my bag.



2 Read the text again and answer the questions.

- 1 What is stationery?
It .
- 2 Who owned the first stapler?
The first .
- 3 Where did King Louis XV come from?
He .
- 4 What was the first mobile phone like?
It .
- 5 Where does Bill keep his mobile phone?
He always .

Skills Explorer

Odpowiedzi na pytania do tekstu

- Przeczytaj uważnie pytania do tekstu przed przeczytaniem samego tekstu.
- Czytając tekst, zastanów się i np. podkreśl fragmenty, które według Ciebie zawierają odpowiedzi na pytania.
- Następnie wróć do pytań i ponownie do tekstu, szukając już konkretnych odpowiedzi.
- Zwróć uwagę na słowa rozpoczynające odpowiedź.

3 Name the things in the pictures.



Vocabulary

bottle / can opener • brush • chewing gum
cushion • envelope • file • headphones
key • ornament • paperclip • pencil sharpener
pot plant • purse • scissors • stapler
sticky tape • string • tablecloth • tissue
torch • vase • watch

4  Write the words in three columns: **stationery, personal items or household objects** in your notebook. Use your dictionary. Then listen, check and repeat.

5 Complete the sentences with words in the vocabulary box.

- 1 You put a letter or a greetings card in an .
- 2 You use a  to make your hair look tidy.
- 3 You can use a piece of  to stick things together.
- 4  is a type of sweet. It can be many different flavours.
- 5 You use a  to open and lock a door.
- 6 You keep your money in a .
- 7 You can put loose sheets of paper in a .
- 8 Don't forget to water your .

Listen

6  Name the objects in the pictures. Listen and choose the objects each person is talking about.

1 Mark



2 Penny



3 Steve



4 Betty



Grammar

Present perfect vs past simple

Czasu **present perfect** używamy, gdy mówimy:

- o wydarzeniu, które już miało miejsce, ale ma wpływ na obecną sytuację; nie podajemy wtedy informacji o czasie wydarzenia, interesuje nas przede wszystkim jego efekt,
- o doświadczeniach życiowych bez podawania szczegółów na ich temat.

I've lost my keys and I can't get into the house!

Have you ever lost your keys?

Gdy mówimy o wydarzeniu mającym miejsce w określonym czasie w przeszłości oraz kiedy podajemy informacje o jego okolicznościach, używamy czasu **past simple**.

I lost my keys last month. I think they fell out of my bag in the café.

7 Choose the correct words.

- 1 Ow! I think I **have broken** / **broke** my nose!
- 2 Mum **has put** / **put** the new tablecloth on the table. It looks really nice.
- 3 Grandma **has bought** / **bought** these ornaments many years ago.
- 4 Atchoo! I think I **caught** / **have caught** a cold. Have you got a tissue?
- 5 Look at this pot plant. I think you **have forgotten** / **forgot** to water it.
- 6 My cousin **lived** / **has lived** in London in 2012, but now he lives in Berlin.

8 Complete the sentences with the present perfect or past simple in your notebook.

- 1  (you / ever wash) your jeans with a tissue in the pocket?
- 2 He  (never use) a bottle opener.
- 3 I  (lose) my brush yesterday and I can't find it anywhere.
- 4 What time is it? I  (leave) my watch at home.
- 5 They  (never travel) to another country, but they want to go to the USA one day.
- 6 I  (not go) to school last week because I had a bad cold.



Read and listen

- 1  **Read and listen. What is this flag made of?**

The American flag is often called the Stars and Stripes. Americans are very proud of their flag and you can see it all across the USA. It's usually made of thin fabric that flaps in the wind. The flag in the picture is a little bit different! A farmer has made it with plastic cups. He wanted to show his patriotism in this way. He has also done a good thing for the environment because the plastic cups are used again.

Recycling has been popular for many years. Lots of people care about the environment. They don't put things into the rubbish bin. They reuse them in different ways. Some of these ways are very unusual. For example, they have made stools from thick cardboard boxes. They have decorated plastic pots and glass jars to make colourful ornaments. Women also use wooden or shiny metal buttons to make beautiful jewellery.

So next time, when you want to throw something away, stop and think. Can you reuse it and make something new?

Guess What?

The USA has had its flag since 1777. The first flag only had six stars. Nowadays, the Stars and Stripes has fifty stars for fifty states. Americans have used this flag for over fifty years.

- 2 Name the things in the pictures. Use the words in the text.



- 3 Read the two texts and choose the correct answer.

- 1 Both texts are about:
a the USA. b recycling. c travelling.
- 2 The American flag has:
a plastic cups. b stars and triangles.
c blue, white and red elements.
- 3 Both texts mention
a the history of the flag.
b the name of the flag.
c famous Americans.

- 4 Read the text above again and answer the questions.

- 1 What are flags usually made of?
- 2 Why is this flag different?
- 3 What did the farmer want to show in an unusual way?
- 4 What have some people used to make stools?
- 5 What can we make with glass jars?
- 6 What can we use to make jewellery?

Vocabulary

Materials: cardboard • fabric • glass • leather
metal • paper • plastic • rubber • stone
wood (wooden)

Size, shape and quality: colourful • flexible
hard • heavy • light • matt • plain • round
shiny • soft • square • stiff • thick • thin

- 5  **Name the things in the pictures. Say what they are made of. Then listen and check.**



- 6  **Find the opposites in the vocabulary box. Use a dictionary to help you. Then listen, check and repeat.**

- | | |
|-------------|----------------|
| 1 round ≠ ? | 5 shiny ≠ ? |
| 2 heavy ≠ ? | 6 flexible ≠ ? |
| 3 soft ≠ ? | 7 plain ≠ ? |
| 4 thick ≠ ? | |

Look at the objects in Exercise 4. What are they like?

Speak

- 7 **Find two objects in the classroom. Say what they are made of and talk about their size, shape or quality.**

It's made of ... It's ...

They're made of ... They're ...

Grammar

Present perfect vs present simple

Czasu **present simple** używamy, gdy mówimy o teraźniejszości, a czasu **present perfect**, gdy mówimy o sytuacji lub czynności, która zaczęła się jakiś czas temu i nadal trwa.

Jeff **is** my best friend. We've **been** friends for ten years now.

Present perfect: for and since

How long have you known Lisa?
I have known her **for** three months.
I have known her **since** July.

Kiedy chcemy powiedzieć, **jak długo** trwa sytuacja, używamy **for**. Podając konkretny **moment**, w którym się zaczęła, używamy **since**.

They have lived here **since** 2007.
They have lived here **for** 10 years.

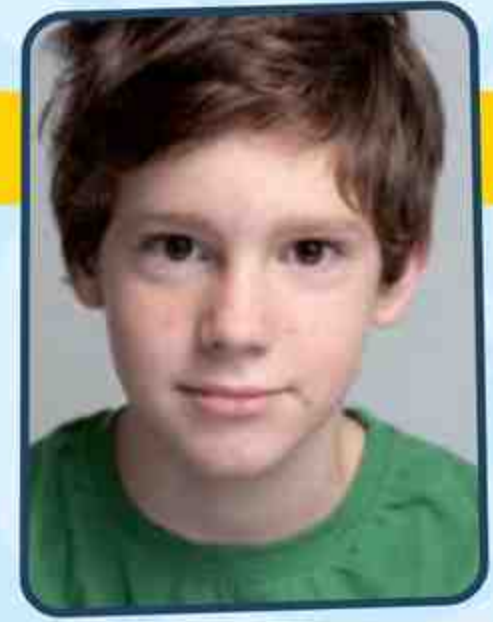
- 8 **Complete the sentences with for and since.**

- A: How is Jeff?
B: I don't know. I haven't seen him ? Friday.
- Grandma and Grandad have been married ? forty years.
- Alison has been in the volleyball team ? two months.
- I've had my cat ? August.
- I know Sarah very well. She has lived next door ? 2007.
- I haven't eaten ? this morning.
- My parents have been on holiday ? three weeks.
- That dog hasn't stopped barking ? 7:00.

Listen

- 9  **Listen and choose the correct words.**

- Nina is looking for her **money** / **purse**.
- She has had it for **two years** / **a month**.
- It is made of **fabric** / **leather** and metal.
- The fabric is **thin** / **thick**.
- It is **colourful** / **plain**.
- Nina hasn't checked her **wardrobe** / **desk**.
- Nina started looking for the lost object **an hour** / **half an hour** ago.



I'm Tony. The members of my family buy, sell and exchange things in different ways.



- 1 My grandparents like buying things from **(1) books / catalogues / shops**. They enjoy browsing the pages to look at what they like. They buy household objects and presents this way. They order them by post. They prefer **(2) buying / paying / selling** for their orders in cash.

- 2 My mum likes online shopping. She buys clothes and books from **(3) libraries / newsagents' / shopping websites**. She logs on to the websites with her personal **(4) password / word / style**. Then she can use her credit card safely to buy what she wants.



- 3 My cousin is a student. There is a buy, sell and exchange **(5) screen / notebook / noticeboard** at his college. He looks for adverts for bargains and special offers there. He has exchanged his classical guitar for an electric one. His friend's cat had kittens and she has given them away. I **(6) have recycled / sold / bought** my old bike and have bought a new one.



Listen and read

- 1 Read the texts and choose the correct words. Then listen and check.
- 2 Answer the questions.
 - 1 Has Tony's cousin sold his guitar?
 - 2 Do his grandparents shop on the Internet?
 - 3 What does his mum use to log on to shopping websites?
- 3 Match the sentences a-c to 1-3 in the Phrase Book. Write the answers in your notebook. Then listen and check.

Phrase Book



Shopping

- 1 I like **online shopping**.
- 2 I prefer buying from **catalogues**.
- 3 I find **bargains** on **noticeboards**.
 - a I saw an **advert** for a leather bag there.
 - b I like **browsing** the pages before I **buy** anything.
 - c I use a **password** to **shop safely**.

Speak

- 4 Use the sentences to make three separate dialogues. Write them in your notebook. Act out the dialogues.

1 I like online shopping.

2 I found an advert on the school noticeboard for a bike. It was a bargain!

3 I like buying from catalogues. Do you?

- That's my advert! Do you want to buy it?
- Yes, I do. I like browsing the pages before I buy anything.
- Let's browse this catalogue now.
- Me too. Do you use a password?
- OK.
- Yes, of course I use one.
- Yes, I do.

- 5 Work in pairs. Complete the table for you and your partner. Then tell the class your results.

like 😊 don't like ☹

Shopping	Me	My partner
from shops	?	?
from websites	?	?
browsing catalogues	?	?
exchanging things	?	?

I like shopping from online websites.

Paweł doesn't like browsing catalogues. He prefers shopping from shops.

Play with Sounds

- 6  The letter *i* can have a short sound (*Tim*) or it can have a long sound (*time*). Say these words. Is the *i* sound short or long? Then listen and check.

like short / long
online short / long
file short / long
notice short / long
tissues short / long
shiny short / long

Writing Time



- 7 Read the advert about something Joanna would like to sell. Answer the questions.

Bargain!

I'm selling a child's desk. It's wooden and I've had it for three years. It's small and square. It looks new. It's a good size for six to eight-year-olds.

Only £15.

Phone 555 6123. Ask for Joanna.

- 1 What is it?
- 2 What is it made of?
- 3 How long has she had it?
- 4 What size and shape is it?
- 5 What are its good qualities?

- 8 During a school trip you lost a purse. In your notebook, write a notice saying:

- how long you have had it,
- what it looks like (material, shape, other qualities),
- how to contact you.

Lost!

I have lost a purse.

I've had it for ?

It's made of ?

It's ?

Phone ?

Forms Explorer



Ogłoszenie

- Pisząc ogłoszenie, podaj jego temat w nagłówku – niech będzie on zwięzły, aby przyciągnąć uwagę czytających.
- Podaj w ogłoszeniu ważne informacje o przedmiocie lub wydarzeniu.
- Pamiętaj o odpowiednich przyimkach.
- Podaj dane kontaktowe ogłoszeniodawcy (pamiętaj, aby nie podawać swoich prawdziwych danych na potrzeby tego zadania).

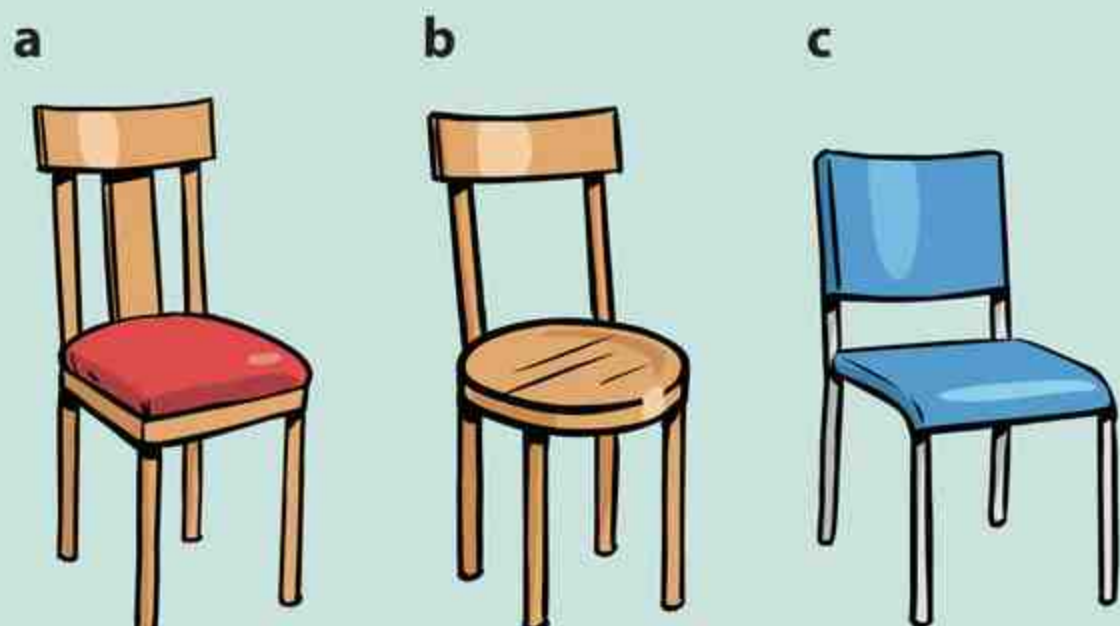
Can you do it?

Zapisz w zeszycie podane umiejętności i przy każdej z nich zaznacz, w jakim stopniu ją opanowałeś / opanowałaś: – już potrafię, – trochę umiem, – jeszcze muszę powtórzyć.

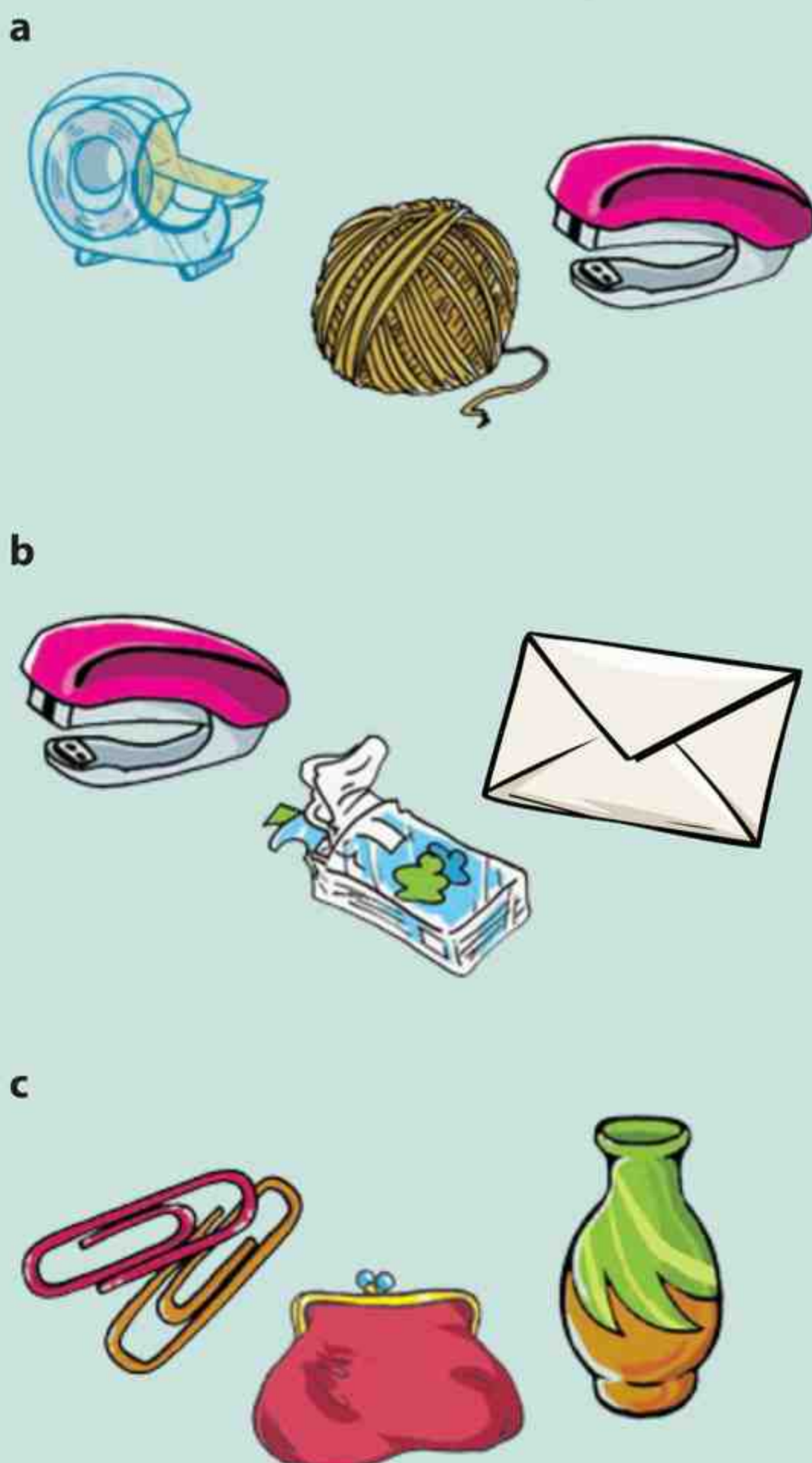
Rozumienie ze słuchu

1 Na podstawie informacji zawartych w nagraniu wybierz właściwą odpowiedź na pytania 1-3. Wskaż literę a, b lub c.

1 Which of these chairs **aren't** they talking about?



2 What does Anna have in her bag?



Znajomość funkcji językowych

2 Uzupełnij dialogi.

Your school bag is light!
Are ?

Oh, yes. I've got two books.



Hi Tina, how are you?
I ?

Oh thank you, it's leather.



Hello children! I have a question for you. What ?

The moon is round!



Rozumiem nagrania zawierające opisy różnych przedmiotów.

Potrafię zadać pytanie o przedmiot.

Rozumienie tekstów pisanych

- 3 Przeczytaj ogłoszenie. Następnie uzupełnij luki w e-mailu zgodnie z treścią ogłoszenia. Luki należy uzupełnić w języku polskim. Możesz wpisać od 1 do 3 wyrazów.

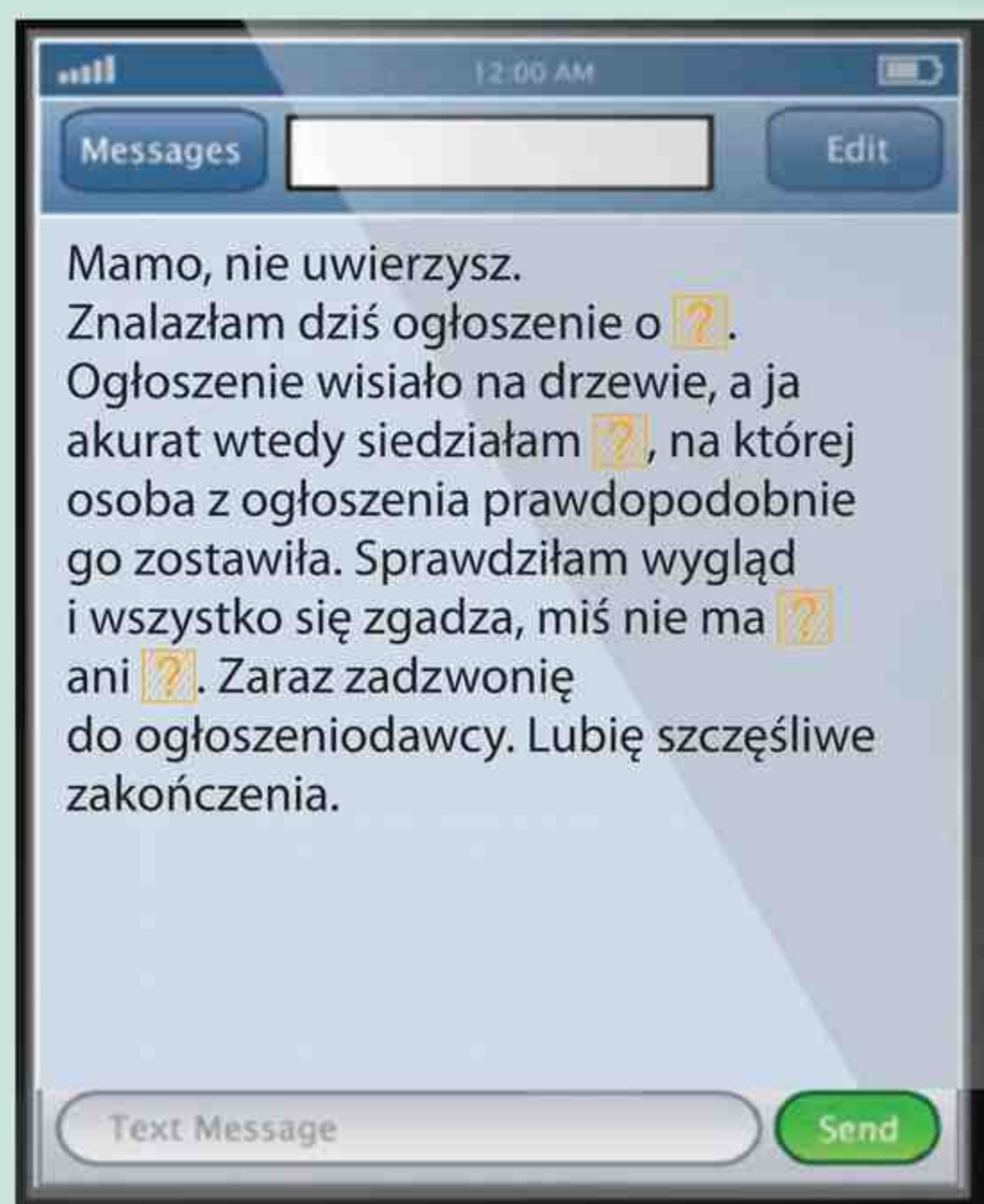
MISSING TEDDY BEAR

On July 3rd, I lost my favourite teddy bear in the park. Its name is Cleo, it's old, brown and fluffy.

It has only got one eye and one arm, but it has got two legs. It's wearing pink shoes on its feet. I probably left it on a bench under a tree.

Finders please call 0094353.

Tom



Potrafię przedstawić w języku polskim treść ogłoszenia napisanego w języku angielskim.

Znajomość środków językowych

- 4 Przeczytaj teksty. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki. Uwaga! W każdej ramce jeden wyraz został podany dodatkowo i nie pasuje do żadnej luki.

light heavy matt square wooden

My desk isn't plastic. It's (1) [?]. It is very (2) [?]. I can't lift it. Its shape is (3) [?]. It isn't shiny, but (4) [?].

fabric metal flexible rubber stone

My desk chair is made of shiny (5) [?]. It has (6) [?] wheels so it doesn't make noise when I move it. It is comfortable because it isn't stiff. In fact, its back is very (7) [?]. It also has a colourful (8) [?] cushion to sit on.

Znam przymiotniki potrzebne do opisu przedmiotów.

Tworzenie wypowiedzi pisemnych

- 5 Chcesz sprzedać stolik do kawy. Napisz w zeszycie ogłoszenie. Opisz:
- wygląd stolika (kształt, materiał, inne cechy),
 - cenę,
 - jak można się z tobą skontaktować.



Potrafię napisać ogłoszenie i opisać sprzedawany przedmiot.

Key words**Przedmioty**

bottle / can opener – otwieracz do butelek/puszek
button – guzik
chewing gum – guma do żucia
cushion – poduszka
envelope – koperta
file – teczka, skoszyt, segregator
jewellery – biżuteria
key – klucz
ornament – ozdoba, bibelot
paperclip – spinacz do papieru
pencil sharpener – temperówka
pot – garnek, doniczka
pot plant – roślina doniczkowa
purse – portmonetka
scissors – nożyczki
stapler – zszywacz
stationery – artykuły biurowe, piśmiennicze
sticky tape – taśma klejąca
stool – stołek
string – sznurek
tablecloth – obrus
tissue – chusteczka higieniczna
torch – latarka
vase – wazon

Materiały

cardboard – karton, tektura
fabric – materiał, tkanina
glass – szkło
leather – skóra
metal – metal
paper – papier
plastic – plastik

rubber – guma
stone – kamień
wood – drewno; **wooden** – drewniany

Kształt i inne cechy

colourful – kolorowy
flexible – elastyczny, giętki
hard – twardy
heavy – ciężki
light – lekki
matt – matowy
plain – gładki, jednokolorowy
round – okrągły, zaokrąglony
shiny – błyszczący, lśniący
soft – miękki, gładki, delikatny, miły w dotyku
square – kwadratowy
stiff – sztywny
thick – gruby
thin – cienki

Zakupy

advert – ogłoszenie
bargain – okazja (w odniesieniu do zakupów)
browse – przeglądać
exchange – wymieniać, zamieniać
give away – oddać
noticeboard – tablica ogłoszeń
order – zamówienie; zamawiać
password – hasło

Other words

engineer – inżynier
flap – trzepotać
handmade – ręcznie wykonany
household – domowy
pattern – wzór
quality – cecha
reuse – użyć ponownie
shape – kształt
stripe – pasek, prążek

- 1 Think of ten adjectives (five pairs of opposites) to describe things.
- 2 Name five materials things can be made of. Give an example of one thing made of the materials you mentioned.



Great Grammar Gamble

	Correct or not correct?	✓ or ✗	Money bet	Money won	Money lost
1	When I watched TV last night, my pot plant fell on the floor.				
2	John is angry at me because I broke his glass vase.				
3	Mary and John loves handmade things. At the moment, they make a fabric doll.				
4	At our school we can't play with scissors and we have to change our shoes in winter.				
5	Look, the toy snowmen! Give it to her, please.				
6	I told his that I don't know their.				
7	These thick socks are not your. They are mine.				
8	In the future, scientists invent robots that do most of the housework for us.				
9	When you are a child, you must go to bed early and you mustn't fight with other children.				
10	I made 10 wooden ornaments since Monday.				
11	When you have been all this time?				
12	I've bought all the stationery yesterday.				

**Total money lost and won
FINAL TOTAL**



Explorers' CLUB

Materials

English and
science



This man is in the Arctic. It is very cold there so he is wearing warm clothes – a **fur coat** with a **hood**.

Fur is a natural material. **Humans** used natural materials for many objects in the past.

They didn't have the **knowledge** or technology to make **artificial** materials. Many people still like natural materials. We have wooden furniture, we wear leather shoes and **wool** or **cotton** clothes.

But humans have created artificial materials for a very long time. One of the most popular artificial materials is plastic. People make it from **crude oil**. The **modern** chairs in the photo on the next page are made of plastic and they are very **stylish**.

Nowadays many people wear **polar fleece** jackets. They are really warm. Fleece is an artificial material and it is very popular because it is soft and comfortable.

Humans have also learnt how to make metals like **steel**. They make it from **iron ore** and **carbon**. You can make many things from it. The most popular objects – spoons, forks, knives and **pots** – are made of **stainless steel** and are used in every kitchen.

Glossary

fur coat – futro
hood – kaptur
human – człowiek
knowledge – wiedza
artificial – sztuczny
wool – wełna
cotton – bawełna
crude oil – ropa naftowa

modern – nowoczesny
stylish – stylowy, oryginalny
nowadays – obecnie
(polar) fleece – polar
steel – stal
iron ore – ruda żelaza
carbon – węgiel
pot – garnek
stainless steel – stal nierdzewna



Project

Materials in your home

Do you remember Project 2 about zero waste? Now it's time to look at plastic a little more closely.

Help the world get rid of plastic! Think how to replace plastic: at home, at school, at supermarkets, at work, at the cinemas and in the world around you.



- 1** Make a list of plastic objects you and people around you use.
- 2** Think how to replace them with different materials.
- 3** Do an Internet research- when did plastic become popular and how can it harm the environment.
- 4** Prepare a presentation, a clip or a poster helping people understand the problem.



Read and listen. Find the information in the text.

- 1** Name four different materials we use for clothing.
- 2** Name the material we need to make plastic.
- 3** Name the materials we need to make stainless steel.
- 4** Say why people like polar fleece jumpers.



8

The natural world

- Vocabulary** I **can** name words related to nature and the countryside.
Grammar I **can** use zero conditional and first conditional.
Listening I **can** understand dialogues about the weather.
Speaking I **can** talk about everyday situations using zero and first conditional.
Reading I **can** understand a text about protecting the environment.

1 Say what types of landscape we have in Poland.

fields woods tropical forests deserts
 high mountains hills rivers lakes
 valleys savannah seaside

2  **Listen and match the names and places in your notebook.**

Name	Country	Countryside
Manase	Morocco	high mountains
Omar	Switzerland	savannah
Eva	Kenya	desert

3 Describe the countryside nearest to where you live.

An aerial photograph showing a vast expanse of reddish-brown soil. Scattered across the landscape are several large, dense, green bushes. The contrast between the vibrant green of the vegetation and the deep red of the soil is prominent. A faint, light-colored path or track is visible winding through the soil in the center-right area.

This is a view of the countryside in Kenya, Africa. The red soil contrasts with the green treetops in a beautiful way.

1 Listen and read. What kind of bird lives in Susie's garden?

Susie's Nature Blog

Hi. I'm Susie and welcome to my nature blog. I have studied the plants, birds and insects in my garden and I have learnt many interesting things. Read on to see what is in my garden.



This is my favourite tree of all. It's an old apple tree. It has dark green leaves and delicious fruit every year. It doesn't need much watering and it likes a lot of sun. **If you cut** the dead branches every winter, **the tree grows** strong the next year.



This rose bush is in my front garden. Its pink flowers are beautiful and they also smell lovely. I water it every day when it is hot. **If you take off** the dead flowers, **new ones grow** faster. Be careful of the thorns!



The best insects for a garden are bees. Some plants need bees to produce fruit. Bees collect nectar from flowers and they carry pollen from one flower to the next. Last year, we didn't have any bees. I read online that they were sick. **If bees are sick, they don't leave** their hives. But this spring they are back, thank goodness.



There are lots of sparrows in my garden too. They hop about on the grass and they peck the ground for worms and seeds.

These photos weren't easy to take! I had to sit quietly for a very long time. But **if you are patient, you get** good photos.

Next week, visit my blog for information about root vegetables.



2 Choose the correct titles for the paragraphs. Be careful - there is one additional title.

- a Some facts about my favourite tree.
- b Patience pays off.
- c Those that fly and crawl.
- d How I relax in the garden.
- e Smell that bush!

3 Look at the pictures and find words in the text that refer to them.



Vocabulary

Plants: bush • grass • weed • tree • herb

Parts of plants: branch • flower • leaf
root • seed • thorn

Where plants grow and what they need:
flowerbed • flowerpot • sand • soil
sun • water

Garden 'visitors': ant • bee • bird • snail
worm • ladybird • mosquito • fly • wasp
butterfly

4 Read the definitions and match them to the words in the vocabulary box.

- 1 It's a red insect with black dots.
- 2 It's the part of a plant that is under the ground.
- 3 It's a creature that lives in the ground and comes out when it's wet. It's pink and has no legs.
- 4 It's a flying insect with colourful wings.
- 5 It's the prickly part of a plant. Roses have them on their stalks.
- 6 It's a wild plant that grows where we do not want.

5 Choose the correct words.

- 1 The bird sat on the of the tree.
a branch b root c bush
- 2 A cactus can grow in .
- 3 The sang beautifully.
a sparrow b worm c ladybird
- 4 Mum wants me to pull all the ugly out of the flowerbeds.
a weeds b bushes c seeds
- 5 I was scared of the . I don't like insects.
a leaf b wasp c soil
- 6 I'm going to fill this flowerpot with and plant some herbs in it.
a soil b seeds c sun

6 Put the words in the right order to make sentences. Start the sentences with 'If'. Write them in your notebook.

- 1 has / grandpa / if / lunch / the / garden / weather / in / the / nice / is / always
- 2 itches / a / mosquito / if / bites / skin / your / you / it
- 3 soil / if / rains / worms / it / out / come / of / the

Grammar

Zero conditional

If bees are sick, they don't leave their hives.

If you cut off the dead branches every winter, the tree grows strong the next year.

Zdanie w zerowym trybie warunkowym opisuje ogólną zasadę, coś, co dzieje się zawsze, jeśli zostanie spełniony określony warunek.

- 4 he / runs / if / John / a wasp / away / sees
- 5 if / don't drink / don't have / bees / from / nectar / fruit / on some trees / the trees / flowers
- 6 pot plants / water / if / you / too much / die / they

7 Complete the zero conditional sentences with the correct forms of these verbs. Write the sentences in your notebook.

be come not collect run bite see
rain eat water die itch not have

- 1 If the weather nice, Grandpa always lunch in the garden.
- 2 If a mosquito you, your skin .
- 3 If it , worms out of the soil.
- 4 If John a wasp, he away.
- 5 If bees nectar from flowers on some trees, the trees fruit.
- 6 If you pot plants too much, they .

Speak

8 Correct these facts. Then work in pairs and say some incorrect facts. Your partner should listen carefully and correct them.

If you heat water to 90 degrees Celsius, it boils.

If water gets cold, it freezes at 5 degrees Celsius.

If plants don't get any sun, they grow very well.

If bees are sick, they look for honey.

If you mix black and white, you get pink.

If you add five and five, you get nine.

Read and listen

1 Read and listen. Where should we start protecting the environment?

Pollution is a serious problem for the environment. It puts plants and animals in danger. Conservationists say that something must be done.

Rubbish is one of the problems. When you drive in the countryside, you see rubbish on the sides of the road. When you go for a walk in the woods, you see litter from picnics on the grass. When you look in rivers, you see plastic or glass drink bottles, cans and wrappers in the water.

Rubbish not only looks horrible, but it is also dangerous for the environment. Lots of wild animals get injured or trapped because of litter. They can also get sick from eating it by mistake. Toxins from litter pollute water that the animals drink, and they get into the soil.

The result is that many plants and animals die because the rubbish and pollution kill them. So if you care about the environment, don't drop litter. Don't throw it away carelessly. Remember to sort your rubbish and put it in the recycling bins. If we recycle more, there will be less rubbish in the world.

Looking after the environment starts at home. If everyone does something, the world will be a better place.



Guess What?

People who drop litter in the UK must pay £100. People who keep dropping litter must pay £2,500!

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

- 1 What things does pollution put in danger?
- 2 What kind of litter can you find in the woods?
- 3 How is rubbish dangerous for animals?
- 4 What things does rubbish pollute?
- 5 What must/mustn't we do to save the environment?

3 Complete the words with the correct letters. Write them in your notebook.

- 1 c n
- 2 w p e r
- 3 b l
- 4 ub h
- 5 p u o

Vocabulary

The environment

Nouns: conservationist • pollution
recycling • rubbish/litter

Verbs: care about • die • drop • look after
pollute • protect • put in danger • recycle
save • throw away

4  Listen and repeat the words in the vocabulary box. Look up any new words in a dictionary.

5 Choose the correct words.

- 1 The **scientist** / **conservationist** works to protect plants and animals.
- 2 Recycling can save the **environment** / **rubbish**.
- 3 **Litter** / **Conservationists** can be dangerous for wild animals.
- 4 Pollution puts nature **in** / **on** danger.
- 5 We should **throw away** / **recycle** paper and plastic bottles. It saves the environment.

6 Choose the correct answer. Write the sentences in your notebook.

- 1 A conservationist tries to  the environment.
a protect b care
c put
- 2 Many animals and plants  because of rubbish in the environment.
a drop b die
c recycle
- 3  is dangerous for the environment.
a Pollution b Recycling
c Wrappers
- 4 Please put your  in the bin.
a wrappers b conservationists
c recycle
- 5 Many young people care  the environment.
a with b in
c about
- 6  is a type of pollution.
a Recycling bin b Rubbish
c Throw away

Grammar

First conditional

Pierwszy tryb warunkowy odnosi się do przyszłości. Opisuje coś, co wydarzy się, jeśli zostanie spełniony określony warunek.

*If everyone **does** something, the world **will be** a better place.*

W części zdania określającej **warunek** (zdanie rozpoczynające się od *If*) używamy czasu **present simple**. W części opisującej **skutek** używamy czasu **future simple**.

*If children **learn** to care about the environment, they **will look after** it when they grow up.*

7 In your notebook, write sentences using the words given and the first conditional. The meaning must be the same as in the original sentences.

- 1 You will only get there on time by car.
go on foot / not get
If  on time.
- 2 It is not safe for him to swim after eating.
eat now / be dangerous
If he  swim.
- 3 We are safe from insects when we sleep in our tents.
not sleep / bite
If  us.
- 4 The snake doesn't bite when it isn't touched.
touch / bite
If  you.

Speak

8 Work in pairs. Make statements using the first conditional. Then report to the class.

- see some litter on the grass
- have a chocolate wrapper
- tidy up my bedroom
- go shopping with my friend
- have a lot of free time
- have a lot to learn

If I see some litter on the grass, I'll ...

If Janek sees some litter on the grass, he'll ...

Come rain or shine



- 1** **Dave:** Who wants to ride on the sledge next?
Jonas: I do! This snow is brilliant! It's freezing cold, but I love it!
Dave: Sit here, Jonas. Bob, sit behind him.
Bob: OK. Don't push too hard. We don't want to get stuck in that snowdrift again!
Dave: Too late! Let's push them, Harry! Hold on tight!

- 2** **Kylie:** The sun is shining. I love sunbathing on the beach.
Susan: Me too. It's a wonderful day. I hope it will be sunny all day.
Kylie: Your shoulders look pink. If you put some suntan lotion on, you won't get sunburnt.
Susan: I haven't brought any.
Kylie: No problem. Use mine.
Susan: Thanks.



- 3** **Fay:** It's a miserable day. It's pouring with rain, Dad. If it doesn't stop, we won't go to the funfair, will we?
Dad: Don't be silly. Put on your raincoat and wellington boots. If you wear waterproof clothes, you won't get wet.
Fay: You're right, Dad. Take your big umbrella too. We'll be dry even if it rains cats and dogs. Let's go!

Listen and read

- 1** **Read and listen. Match the dialogues to the pictures.**
- 2** **Complete the sentences with words from the dialogues. Write the answers in your notebook.**
- This will protect your skin.
 - You should wear to keep your feet dry when it rains.
 - If it rains and dogs, you don't want to go outside.
 - Let's ride on the in the snow.
 - I got on the beach and my back is red.
 - If your watch is , you can wear it when you swim.

Phrase Book



Talking about the weather

- Rain**
- It's pouring with rain.
 - It's raining cats and dogs.
 - It's a miserable day.
- Sun**
- It's a wonderful day.
 - It's very sunny today.
 - The sun is shining.
- Snow**
- The snow is brilliant!
 - It's freezing cold.

- 3** **Listen and repeat the phrases.**

4 Match sentence fragments 1–4 with fragments a–d.

- 1 It's raining cats and dogs ?
- 2 If you wear your waterproof clothes, ?
- 3 It's a wonderful, sunny day ?
- 4 It's freezing cold today, ?
- a but if you put on warm clothes, you won't be cold.
- b so put on your raincoat and wellington boots.
- c so let's buy some suntan lotion and go to the beach!
- d you won't get wet.

5 How would you react in the following situations?

- 1 It's freezing cold and your little brother is going out:
 - a Put on your scarf and gloves!
 - b Help me.
 - c Don't touch it.
- 2 Your friend throws some rubbish on the grass:
 - a Don't touch it.
 - b Put it in the bin!
 - c Good job!
- 3 Someone asks you how to protect the environment:
 - a Go home.
 - b Recycle glass, plastic and cans.
 - c Don't go in the sun.
- 4 Your younger sister is going to the beach on a hot day:
 - a Recycle here.
 - b Don't go in the sun without sun lotion.
 - c Put on your scarf.

Play with Sounds



6A **Listen to these exclamations. How are the people feeling?**

Let's go!	surprised
Help!	excited
Too late!	angry
Oh, hello!	worried
Don't touch it!	scared

6B **Listen again and repeat. Can you copy the intonation?**

Writing Time



7 Complete the sentences with these words.

cut plant put take water

Growing a rose bush

- 1 ? a small rose bush in your garden in spring.
- 2 ? the bush in a sunny place.
- 3 ? the bush once a week.
- 4 ? off the flowers when they die.
- 5 ? off the large branches in winter.

8 Put the instructions in the correct order.

How to grow pot plants

- ? Cover them with more soil.
- ? Fill your pot halfway with soil.
- ? Put the seeds in the soil.
- ? Water them a little.
- ? Water your plants three times a week.
- ? When the plants start growing, put them in a sunny place.

Forms Explorer



Wpis na blogu

- Pisząc wpis na blogu, pamiętaj, że powinien mieć rozpoczęcie, rozwinięcie i zakończenie.
- To ty wybierasz, czy język jest formalny czy nie – pisząc jednak taką formę na egzaminie – nie używaj skrótów.
- Pisząc blog, starasz się ciekawym językiem, historiami i zwrotami do czytelników zachęcić ich do ponownego wejścia na stronę twojego bloga.

9 In your notebook, write a blog entry about how to look after a garden. Use your dictionary and the words below to help you.

plant seed flowers water cut
dead branches once a year carefully

Best ways to look after a garden



Can you do it?

Zapisz w zeszycie podane umiejętności i przy każdej z nich zaznacz, w jakim stopniu ją opanowałeś / opanowałaś: ☐ – już potrafię, ☐ – trochę umiem, ☐ – jeszcze muszę powtórzyć.

Rozumienie ze słuchu

- 1  **Usłyszysz dwukrotnie wypowiedź Tiny. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–3.**



- 1 What country is Tina from?
- 2 What do you begin changing the world with?
- 3 What didn't Tina's grandma's family have?

Potrafię odpowiedzieć na pytania zgodnie z treścią nagrania.

Znajomość funkcji językowych

- 2 **Uzupełnij dialogi 1–3 tak, aby otrzymać spójne i logiczne teksty.**

1 **Steve:** What should I do to get a good mark in the science test tomorrow?
Greg: 
Steve: You're right. I'll better turn it off.

2 **Agatha:** 
Max: Oh, yes, I have to water it now!
Agatha: Don't water it too much.

3 **Mum:** Don't drop litter on the street!
Tom: 
Mum: It's over there!

Potrafię zareagować odpowiednio do sytuacji.

Rozumienie tekstów pisanych

- 3 **Przeczytaj tekst i uzupełnij każdą lukę odpowiednim zdaniem tak, aby otrzymać spójny i logiczny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.**

Hi everybody!

Welcome to my English blog. Today I would like to talk to you about gardening and nature.

My garden is my biggest hobby so, I decided to write about it to practice my English. Gardening is not an expensive hobby. First of all remember to recycle. (1) .

You will save a lot of money this way – for example, by watering flowers using an old bottle you don't have to buy a watering can.

Remember, all living creatures are your friends. Take care of bees and don't confuse them with wasps. (2) .

Be careful not to step on snails. (3) .

Thanks for reading,
Jenny



- a These are people who want to protect the environment.
- b This means using something again.
- c These are insects like bees that do not make honey and can be dangerous.
- d They are small, slow animals with shells on their backs.

Potrafię rozpoznać związki pomiędzy różnymi częściami tekstu.

Znajomość środków językowych

4 Uzupełnij zdania. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie zmieniaj kolejności podanych wyrazów, możesz jednak – jeśli to konieczne – dodać inne wyrazy, aby otrzymać zdania logiczne i poprawne gramatycznie.

- 1 If (he not arrive), his mum will be angry.
- 2 If the weather is nice on Sunday, (we have) a picnic.
- 3 If (you smile) at people, they are usually more friendly.
- 4 If (my sister come), I will cook her favourite meal.
- 5 If you have a hobby, (you be) never bored.
- 6 If (children eat) well, they are strong.
- 7 If (people not care), the world will be in danger.
- 8 If (we drop litter), we won't pollute the countryside.

Potrafię stosować zero i first conditional.

Tworzenie wypowiedzi pisemnej

5 Założyłeś/założyłaś blog z poradami ogrodniczymi. W pierwszym wpisie:

- opisz swój ogród,
- napisz, co trzeba robić w ogrodzie,
- napisz, czego nie robić w ogrodzie.

Tworzę wpis na blogu z poradami ogrodniczymi.



Key words**Rośliny i ich uprawa**

branch – gałąź
 bush – krzew
 flowerbed – klomb, grządka
 flowerpot – doniczka
 grass – trawa
 herb – zioło
 leaf – liść
 root – korzeń
 sand – piasek
 seed – nasiono
 soil – ziemia, gleba
 sun – słońce
 thorn – kolec
 weed – chwast

Zwierzęta

ant – mrówka
 bee – pszczoła
 bird – ptak
 butterfly – motyl
 fly – mucha
 insect – owad
 ladybird – biedronka
 mosquito – komar
 snail – ślimak
 sparrow – wróbel
 wasp – osa
 worm – dżdżownica

Ochrona środowiska

care about – troszczyć się o
 conservationist – działacz ruchu na rzecz
 ochrony przyrody
 dead – martwy
 die – umierać
 drop – rzucać, upuszczać

grow – rosnąć
 look after – dbać o
 pollute – zanieczyszczać
 pollution – zanieczyszczenie
 protect – chronić
 put in danger – zagrażać
 recycle – przetwarzać
 recycling – wtórne wykorzystanie odpadów
 rubbish / litter – śmieci
 save – ocalić
 toxin – toksyna, substancja trująca

Krajobraz

countryside – tereny wiejskie
 field – pole
 hill – wzgórze, pagórek
 savannah – sawanna
 seaside – okolica nadmorska
 tropical forest – las tropikalny
 valley – dolina
 wood – las

Other words

can – puszka
 carelessly – nierozważnie, niedbale
 hive – ul
 horrible – okropny
 injured – ranny
 peck – dziobać
 pollen – pyłek kwiatowy
 snowdrift – zaspą
 sunbathe – opalać się
 suntan lotion – balsam do opalania
 trap – pułapka; trapped – uwięziony,
 w pułapce
 waterproof – wodoodporny
 wellington boots – kalosze
 wrapper – papier, opakowanie



1 Work in groups of three or four. Play hangman. One person in the group chooses a word and draws the suitable number of dashes (one for

each letter in the word). Other people in the group guess the letters. For every missed letter, one person draws a part of the hangman.

QUIZ

How environmentally friendly is your life?

What are the missing words? Work it out together. Do the quiz. Are they correct FOR YOU?

1 If you need to make an unimportant note or do a silly drawing and somebody gives you a new s[?] of paper, you take it.

NO

2 Bees are dying out. It could end all l[?] on Earth as we know it.

YES

3 Have you ever refused to drink from a plastic cup or to take a straw for your d[?]?

NO

4 Have you ever taken p[?] (in person or not) in an anti-pollution campaign?

YES

5 There should be huge fines for l[?] litter in forests and on beaches.

YES

6 Have you ever chosen to ride a bike or take p[?] transport instead of driving in a car?

NO

7 If the smog problem in winter is not resolved, more people will g[?] sick or die.

YES

8 You hate second-hand clothes and used things. You want to have your o[?] new stuff.

NO

9 When you really want something new, you buy it, and it doesn't matter if you can r[?] it or not.

YES

10 Have you ever volunteered to h[?] the environment (for example: clean up a forest, plant a tree)?

YES

11 Have you ever taken part in Earth Day a[?]?

NO

12 In your opinion, no matter how much water or electricity you use, it doesn't affect the w[?]?

YES

You are nature's friend. You know a lot about protecting the environment and you try to do as much as possible in your everyday life.

YES

You try to help the environment as long as it's not too tiring or too difficult. You are ready to do a little bit, but caring for the environment is not your top priority in life.

NO

YES

You are not really a "green" person. Maybe think about what you can change in your life before it's too late for the planet. You know, one person can make a difference! If everyone does something, the world will be a better place.

YES

NO

NO

YES



Time to Explore More!

Famous People

1 Match the famous people with the paragraphs.



1 He was born in New Zealand in 1919. He was a mountain climber and an explorer. In 1953, he climbed to the top of Mount Everest with his **companion** Tenzing Norgay.

2 He was born in Salzburg in 1756. He was a **child prodigy**. He could play the violin and the piano excellently when he was only seven. He also started to **compose** music when he was a child.

3 She was born in 1883 in France. She was a famous fashion **designer** and she created a new **leisure style** for women. She is well known for her black and white hats, suits and dresses.

4 She was born in 1934 in London. She is a **researcher** and she has studied apes for many decades. She started studying chimpanzees in Tanzania in 1960 and she observed that they **behave** like humans in many ways.

5 She was born in 1929 in Brussels. She started her career as a dancer and a model, but she soon began acting in plays and films. She made many famous Hollywood films and one of the best is *Roman Holiday*.

6 He was born in 1929 in the USA. He believed in **equality** of all people. He said African Americans should have the same **rights** as white Americans. He tried to change the **social** situation in a **peaceful** way.

Glossary

companion – towarzysz

child prodigy – cudowne dziecko, dziecko o wyjątkowym talencie

compose – komponować

designer – projektant

leisure style – styl swobodny, sportowy

researcher – badacz

behave – zachowywać się

equality – równość

rights – prawa

social – społeczny, dotyczący grupy ludzi

peaceful – pokojowy

handbag – torebka

Goodwill Ambassador

– Ambasador Dobrej Woli

- 2**  **Match the sentences with paragraphs 1–6 from Exercise 1. Write the answers in your notebook. Listen and check.**

a She also designed **handbags** and she created a famous perfume.

b She is the greatest expert on chimpanzees in the world.

c He was one of the most important classical composers in the world.

d When he was murdered in 1963, many people were shocked.

e They were the first people to climb to the top of the highest mountain in the world.

f Later in life she became a **Goodwill Ambassador** for UNICEF.

Definitions

singer

1 This person helps school students to learn.

2 This person scores many goals in matches.

3 This beautiful person wears and shows us new fashions.

pilot

4 This person flies planes.

5 This person performs in films and at the theatre.

6 This person performs songs with words and music.

footballer

7 This person travels around the world to discover new places.

8 This person takes pictures for newspapers, magazines and books.

teacher

actor

explorer

photographer

model

Quiz time!

- 1** Who thought of the theory of relativity?
a Albert Einstein **b** Alfred Nobel
- 2** Who painted the picture called the *Mona Lisa*?
a Pablo Picasso **b** Leonardo da Vinci
- 3** Who was the first man to walk on the moon?
a Neil Armstrong **b** Yuri Gagarin
- 4** Who wrote the fairy tale *The Little Mermaid*?
a Hans Christian Andersen **b** The Brothers Grimm
- 5** Who made the first flying machine?
a The Lumière brothers **b** The Wright brothers
- 6** Who wrote the children's book *Alice's Adventures in Wonderland*?
a J. M. Barrie **b** Lewis Carroll

Fun science

Did you know you can make music with water and bottles? Try out this fun experiment. Maybe you will compose a famous song!

What do you need?

- Five identical bottles
- Water

What do you do?

- Fill the bottles with different amounts of water.
- Put the bottles in a line from most full to least full.
- Blow across the top of each bottle. Listen to the different sounds you make.



Why does that happen?

- When you change the amount of air and water in the bottles you change the 'pitch'. The pitch is how high or how low a sound is. Is the pitch lower or higher when the bottles have more air?

Check out **Fun Stuff** at kids.nationalgeographic.com for more great ideas.



Time to Explore More!

Amazing Nature

1 Match the Polish and English names of plants and animals. Write the answers in your notebook.

caterpillar
chameleon
hermit crab

joey
sea anemone
Venus flytrap

młode kangura muchołówka
kameleon pustelnik
gąsienica ukwiał

2  Complete the paragraphs with the names of plants and animals. Write the answers in your notebook. Then listen and check.

This sea creature lives in another animal's empty **shell**. Can you guess why? Well, the (1)  looks for other animals' shells to protect the soft part of its body. When it grows, it has to find a bigger shell.



Kangaroos are **marsupials**. Marsupials have **pouches** where their babies grow. This baby, or (4) , was the size of a **bean** when it climbed into its mother's pouch. In the pouch it drank milk, **kept warm** and grew.



Do you know what *metamorphosis* means? It is what this little (2)  can do. First, it eats lots of leaves. Then it makes a **chrysalis** and transforms inside it. When it gets out of the chrysalis, it has **turned into** a beautiful butterfly.



Plants use water and sunlight to grow. But this plant is a **carnivore**! That means it eats animals. It's called a (5) . When insects land inside its trap, it closes and the insect cannot **escape**. The plant then slowly **digests** the insect.



This is an interesting **lizard**. It is called a (3)  and it can change colour. Why does it do that? Well, it uses camouflage to **hide**. Other animals can't see it and so they don't eat it.



It looks like a flower, but are you sure it is a plant? Well, it isn't. This (6)  is in fact an animal that lives in the ocean. It has a mouth and it eats small fish and **shrimps**.



Glossary

shell – muszla
chrysalis – poczwarka
turn into – zamienić się w
lizard – jaszczurka
hide – ukryć się

marsupial – torbacz
pouch – torba
bean – fasolka
keep warm – pozostawać w cieple

carnivore – mięsożerca
escape – uciec
digest – trawić
shrimp – krewetka

Definitions

protect

camouflage

chrysalis

- 1 This animal eats meat.
- 2 This animal keeps its baby in a pouch.
- 3 To keep someone or something safe.
- 4 A way of hiding animals by making them look like their natural environment.
- 5 An insect that changes from a larva into an adult.
- 6 One of the largest areas of salt water that cover most of the Earth.

carnivore

ocean

marsupial

Quiz time!

- 1 How many insect species are there in the world?
 - a less than a hundred
 - b about ten thousand
 - c more than a million
- 2 Which of these animals does not live in Australia?
 - a the kangaroo
 - b the hippo
 - c the koala
- 3 How do dolphins breathe?
 - a through a blowhole in the top of their head
 - b through a nose next to their mouth
 - c in the same way as fish
- 4 Which is the largest animal in the world?
 - a the blue whale
 - b the elephant
 - c the giraffe
- 5 Which one is a plant?
 - a a coral
 - b a mushroom
 - c a cactus
- 6 Who was a famous naturalist?
 - a Charles Dickens
 - b Charles Darwin
 - c Charlie Chaplin

Fun science

Some animals and plants can make themselves look like something else. Can you make a small piece of paper look like a big hole?

What do you need?

- A sheet of lined paper from a notebook
- Scissors

What do you do?

- Fold the piece of paper in half. Make a cut along every second line. First cut through the folded side. Don't cut all the way to the edges!
- Turn the piece of paper around and cut along the remaining lines towards the fold.
- Carefully open the piece of paper and cut along the fold. But do not cut the two end sections.
- Stretch the piece of paper. You have made a hole. Put it over your head!



Why does this happen?

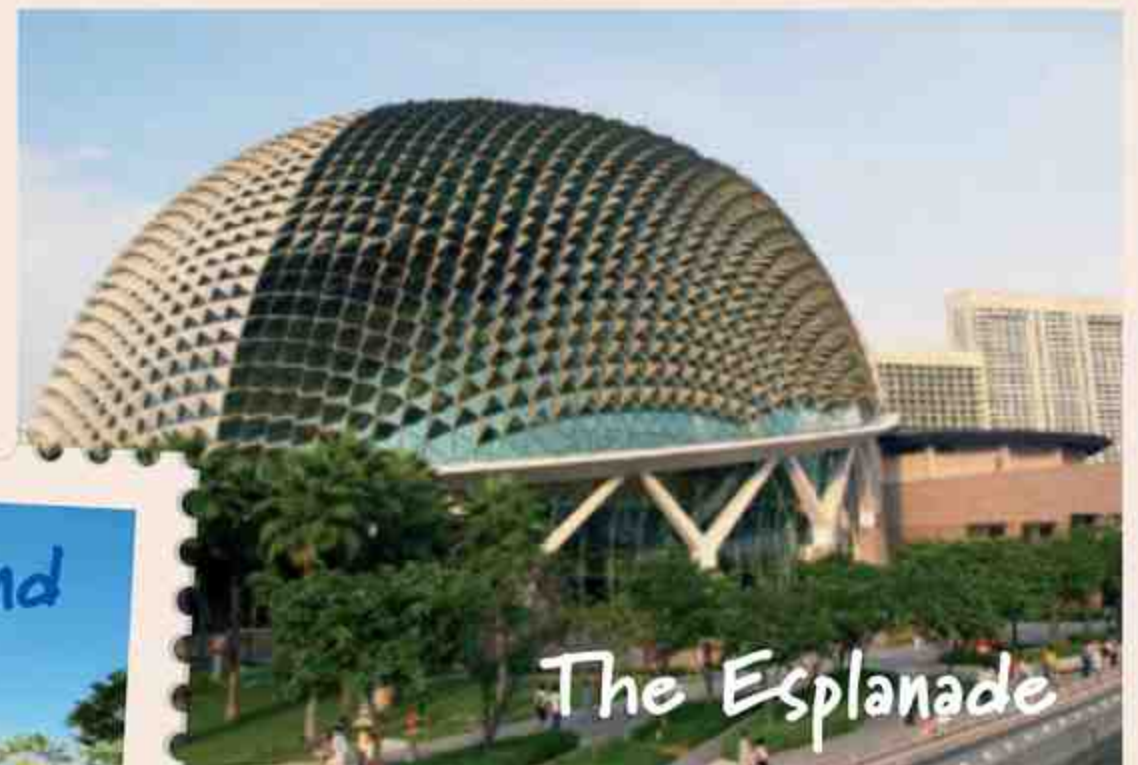
- The piece of paper can be stretched without changing its actual size. Your piece of paper changes shape, but it is still the same small piece of paper.

Check out **Fun Stuff** at kids.nationalgeographic.com for more great ideas.



Extra Culture

Singapore

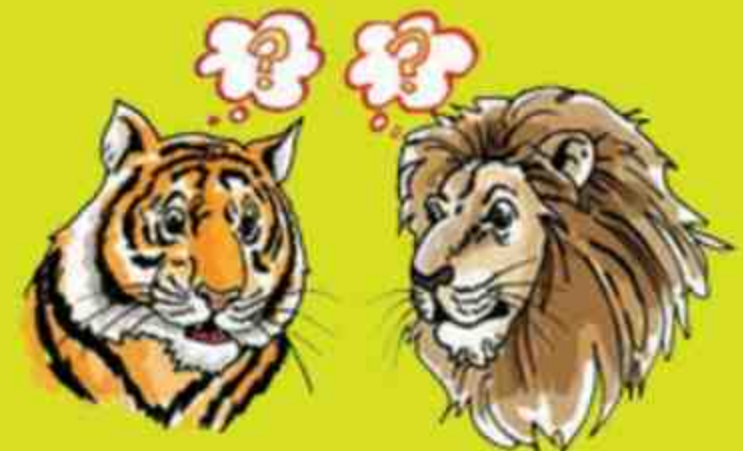


Singapore is a city-state in South East Asia. There is the main island and over sixty smaller islands. The population of Singapore is about five million. People here are multicultural. They are from Chinese, Indian and Malay cultures and they speak different languages. English is the language used for education, business, law and government. This means many people in Singapore are bilingual.

Singapore is an important business centre in the world. It also has a big port and an airport. Many immigrants work in Singapore because many international companies have offices there. The capital is very modern with many wonderful skyscrapers.

There are lots of tourists in the city and on the islands. The islands are tropical and the climate is warm all year round. There is also very tasty food.

Sport and the arts are important for the people living there. In 2002 the Esplanade opened. It is the shape of a durian fruit. It is an arts centre with theatre, dance and music. The Singapore Symphony Orchestra plays there. Football, basketball, table tennis and badminton are popular sports. Water sports like dragon boat racing are also popular. Every year there is a dragon boat festival. Teams race in canoes decorated with dragon heads and tails.



The name Singapore means 'the Lion City'. However, lions never lived there. The animal that lived there was probably a tiger.

1  **Read and listen. Find words in the text to match these definitions. Write the answers in your notebook.**

- 1 a very tall building: s 
- 2 speaking two languages fluently: b 
- 3 having many cultures: m 
- 4 a system of rules people must accept: l 
- 5 weather: c 
- 6 the number of people who live somewhere: p 
- 7 a company's building where people can work at desks: o 
- 8 a kind of a long light boat: c 

2 Read the text again. Answer the questions in your notebook.

- 1 What does it mean that people in Singapore are 'multicultural'?
- 2 What language do teachers and students use in schools?
- 3 Why do so many immigrants work in Singapore?
- 4 Which places do tourists like visiting?
- 5 When did the Esplanade open?
- 6 What are the decorations on the dragon boats?

3  **Name these popular sports in Singapore. Then listen and number the sports you hear. Write the answers in your notebook.**



4 Do you know the names of Singaporean food? Name the food in the pictures. There are three extra words.

beetroot soup burgers crab curry
durian fruit fried rice pizza



5  **Listen to a girl talking about Singaporean food and choose the correct words.**

- 1 Fried rice is a typical Chinese / Indian / Malay dish.
- 2 Durian fruit smells lovely / horrible / of nothing.
- 3 Beef Madras is a curry from China / Malaysia / India.
- 4 Seafood like crab is very / a little / not at all popular.

6  **This is an email from Lee to a new epal. Listen and complete it in your notebook. Then listen again and write Jacques's reply to Lee in your notebook.**

Email

New Reply Forward Print Delete

Dear epal,

My name is Lee Chong and I live in (1)  .
 I'm (2)  years old and I'm (3)  . I can speak
 (4)  and (5)  . My favourite sport is (6) 
 and I also like (7)  .

Please write and tell me about yourself.

Lee



Extra Culture

Barbados



Barbados is a very small island in the Caribbean. It is only 34 kilometres long and 23 kilometres wide. It has a small population of 280 thousand people, but because it is a small island it is very crowded.

The official language in Barbados is English. Everybody uses English for business and education. But the Barbadians also speak an English creole called Bajan with their friends and families.

The capital of Barbados is Bridgetown. It has an old parliament building and many of its houses are pastel colours. The promenade is a popular place for a relaxing walk.

Barbados has a warm climate and it is popular among tourists. Many people visit the island as part of a cruise around the Caribbean. The sandy beaches and beautiful blue sea make the island very attractive. There are also amazing coral reefs with many colourful fish in Barbados.



Guess What?

Barbados is small, but it has many roads and lots of traffic. People in Barbados drive on the left side of the road, the same as in the UK.

- 1  Read and listen. Name the places in the pictures.

Bridgetown promenade coral reef cruise
parliament building

- 2 Read the text again and decide if the sentences are **T** (True) or **F** (False).

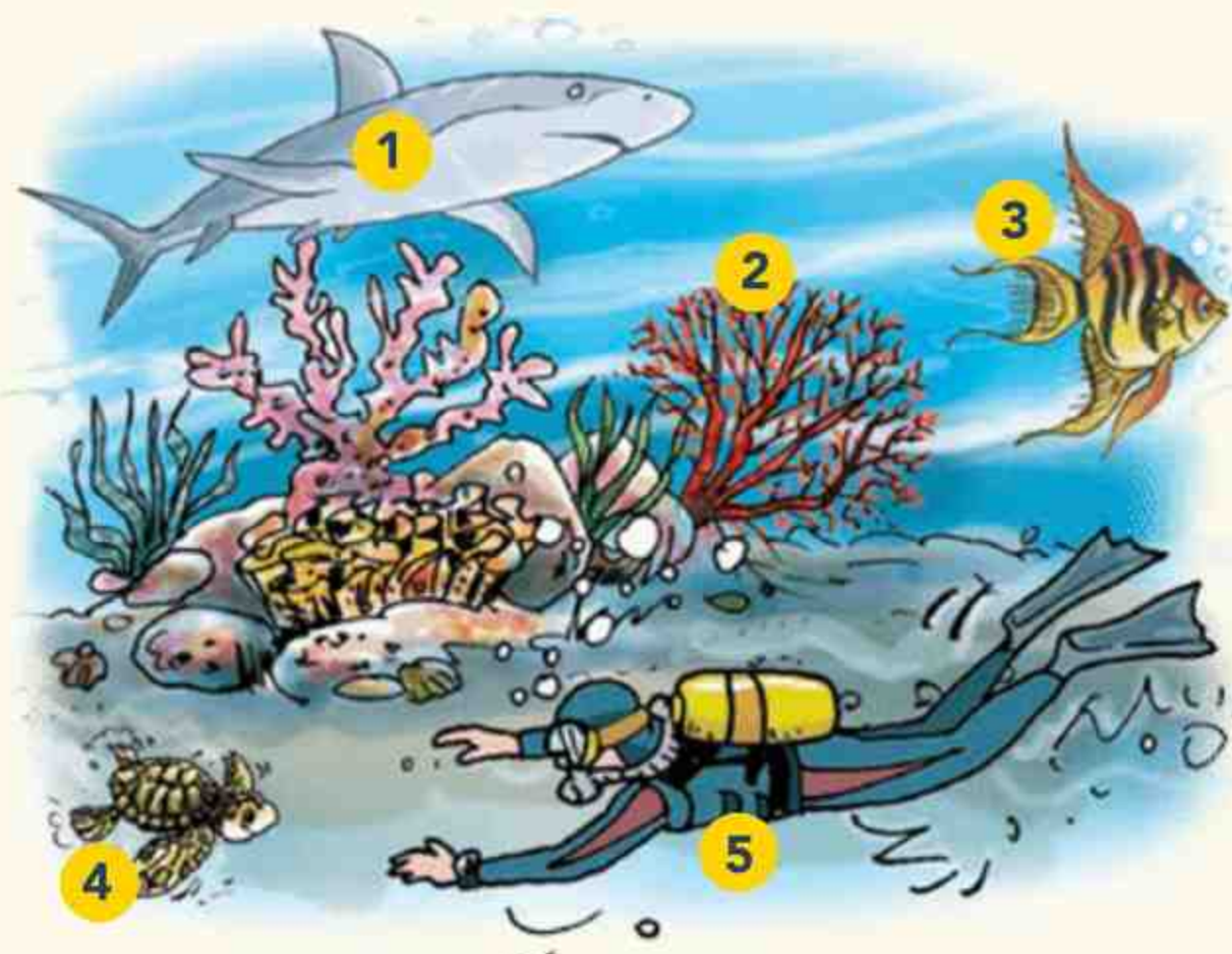
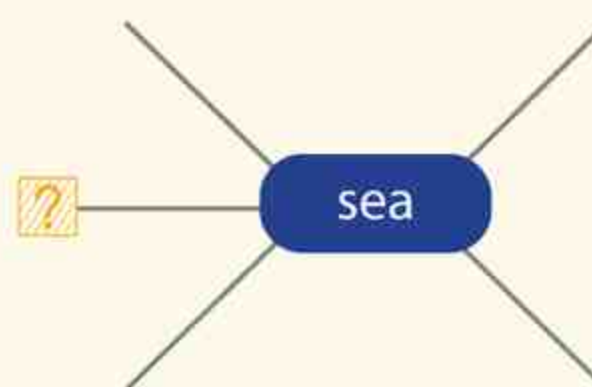
- 1 Barbados is a crowded island. 
- 2 The population of Barbados is small. 
- 3 Bajan is a type of English. 
- 4 Houses in Bridgetown are not colourful. 
- 5 Not many tourists go to Barbados. 
- 6 The weather in Barbados is often cold. 

- 3  These sports are popular in Barbados. Use the words to describe the pictures. Then listen and check.

athletics cricket golf horse racing
netball polo



- 4 The sea is very beautiful in Barbados. In your notebook, make a mind map with words related to the sea. Use a dictionary to help you.



- 5  Rihanna is from Barbados. Read about her and guess the correct answers and write them in your workbook. Then listen and check.



Rihanna

Rihanna is a famous (1) **singer** / **athlete**. She is from Barbados. She was born in (2) **1987** / **1988**. Her real name is Robyn Rihanna Fenty. She grew up in (3) **Bridgetown** / **Oistins** and started singing when she was (4) **six** / **seven**. She made her first album in (5) **1999** / **2005**. My favourite Rihanna song is 'Umbrella'.

- 6 Think of a famous person you like. Find out some information and in your notebook, write a paragraph about him / her.

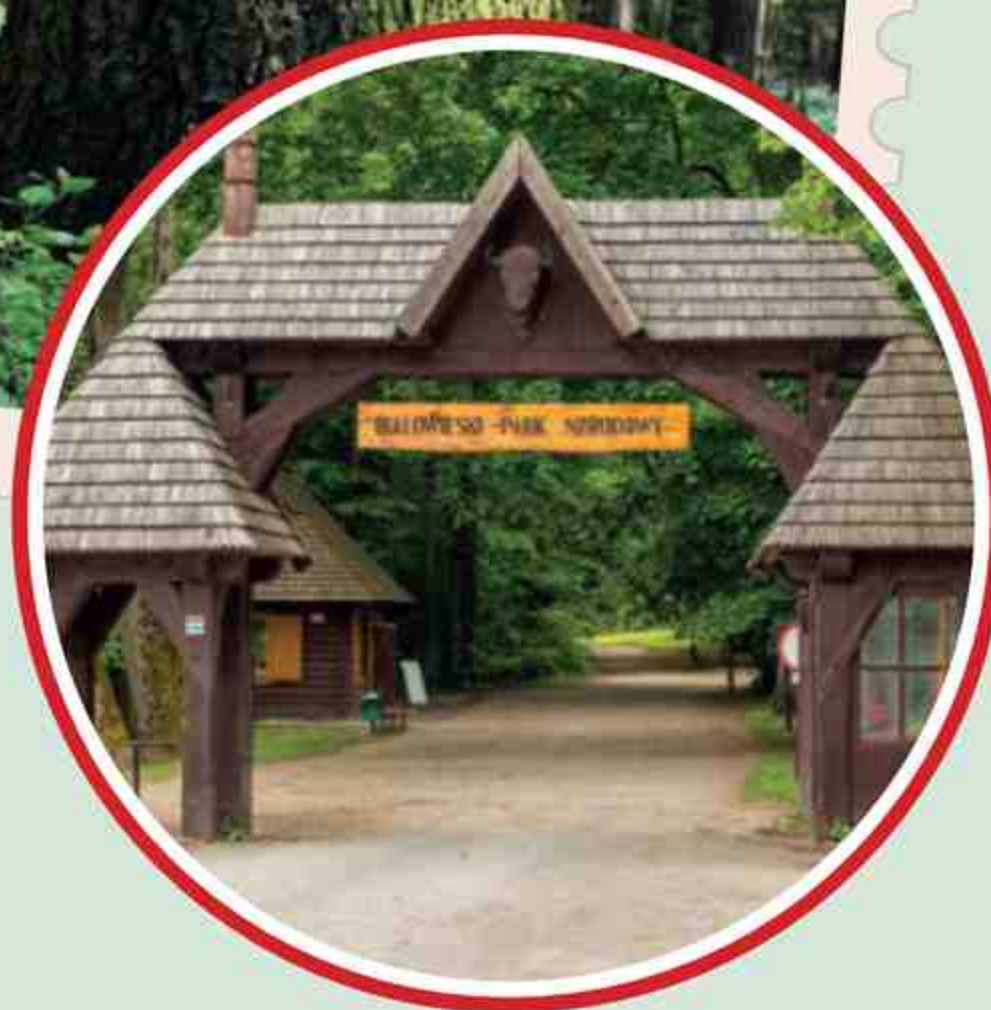


If you go to eastern Poland, you will come across a truly magical place. Białowieża forest is one of the largest forests in Poland. It is situated in Poland and in Belarus, and it covers an area of 1,418.85 km². This vast forest area lies in two countries, which is why a border runs through the forest with a border crossing. The forest was entered on the UNESCO World Heritage list in 1979.

The Polish part of Białowieża forest is called Białowieża National Park. It is protected by a fence, and only visitors with guides can enter. The forest is very special and important because it once covered most of Europe at the end of the ice age, and it has stayed in the same condition ever since.

What is also special about the forest is that people can see European bison living free. The European bison is a smaller relative of the better-known American bison. These animals are endangered and protected by law. 600 bison were killed by German troops during World War II.

Among other inhabitants of Białowieża forest are: wolves, red deer, lynx, elk and countless species of birds. If visitors want to see the birds living there, they can go on birdwatching tours.



All European bison living in the world are descendants of the animals living in the Białowieża forest.

1 Look at the animals that live in Białowieża forest. Match the names with the pictures.

lynx European bison red deer
wolf owl



2 2 55 Read the text and listen to the recording. Tell a friend from a different country five interesting facts about Białowieża forest. Why is it important to protect it?

3 Look at the sentences. Match the halves and decide if they are true or false. Correct the false sentences in your notebook.

- 1 An inhabitant is ?
 - 2 Poland ?
 - 3 Białowieża forest is situated ?
 - 4 Environmentalists protect ?
 - 5 There hasn't been ?
- a borders with Italy.
 - b a person or an animal living in a particular place
 - c any deforestation there since the ice age.
 - d the area of Białowieża forest.
 - e in western Poland.

4 Look at the four photos taken in Białowieża Forest. Use the words in the box and complete the text messages about them.

passport birdwatching bison
cross still away panic forest
deforested move guide

If you see a European ? in Białowieża forest, you should go ? slowly. Don't ?.



Visitors can enter Białowieżski National Park only with a ?. It is a special ?. It has never been ?.



Visitors can go to see the Belarussian part of Białowieża forest. If you want to ? the border, you need a ?.



People who love birds can go ?. If you see a bird, you should stay ?. Don't ?.



5 Look at the leaflet about the protection of Białowieża forest. Choose the correct words.

People should always **protect** / **forget** the world around them.

If you **go** / **throw** to Białowieża forest, you **have to** / **can** remember about its fauna. Fauna means all animal **inhabitants** / **environmentalists** living in the forest. Be careful and make sure you **act** / **don't act** loud and **throw** / **don't throw** rubbish in the bin. Don't come **close** / **far** to animals because they are living **free** / **closed** and can be dangerous.

6 Prepare a leaflet for visitors from a different country informing them about the inhabitants of Białowieża forest.



Extra Culture

Keep calm and go to Poznań!



Poznań



Guess What?

One of the most famous monuments in Poznań is a statue of a man with a bike – it symbolizes a worker on his way home from work. The statue is called "Old Marych".

When tourists decide to visit the west of Poland, they often go to Poznań, a city of mean people, goats and potatoes. The stereotypical inhabitant of Poznań doesn't like to spend a lot of money or to share anything. The city lies on the route from Warsaw to Berlin, and has over 600,000 citizens. One of the main attractions in Poznań are the two goats that come out of the Town Hall clock tower at midday. The two goats fight by bumping their heads and butting their horns for one minute every day, with crowds of tourists in the middle of the Old Market Square watching the fight and cheering. Potatoes have been one of the main food items in the region of Greater Poland since the time of German settlers in the 18th century. The citizens of Poznań use specific language with many regional words not used in standard Polish. One such word is //pyra// for potato. To understand how important these vegetables are, it is useful to mention that there is a statue of a potato in Poznań. The city is also well known for its trade fairs which take place in the International Fair building. The main street in Poznań is St Martin street, which is where an annual parade takes place on 11th November, Poland's Independence Day.

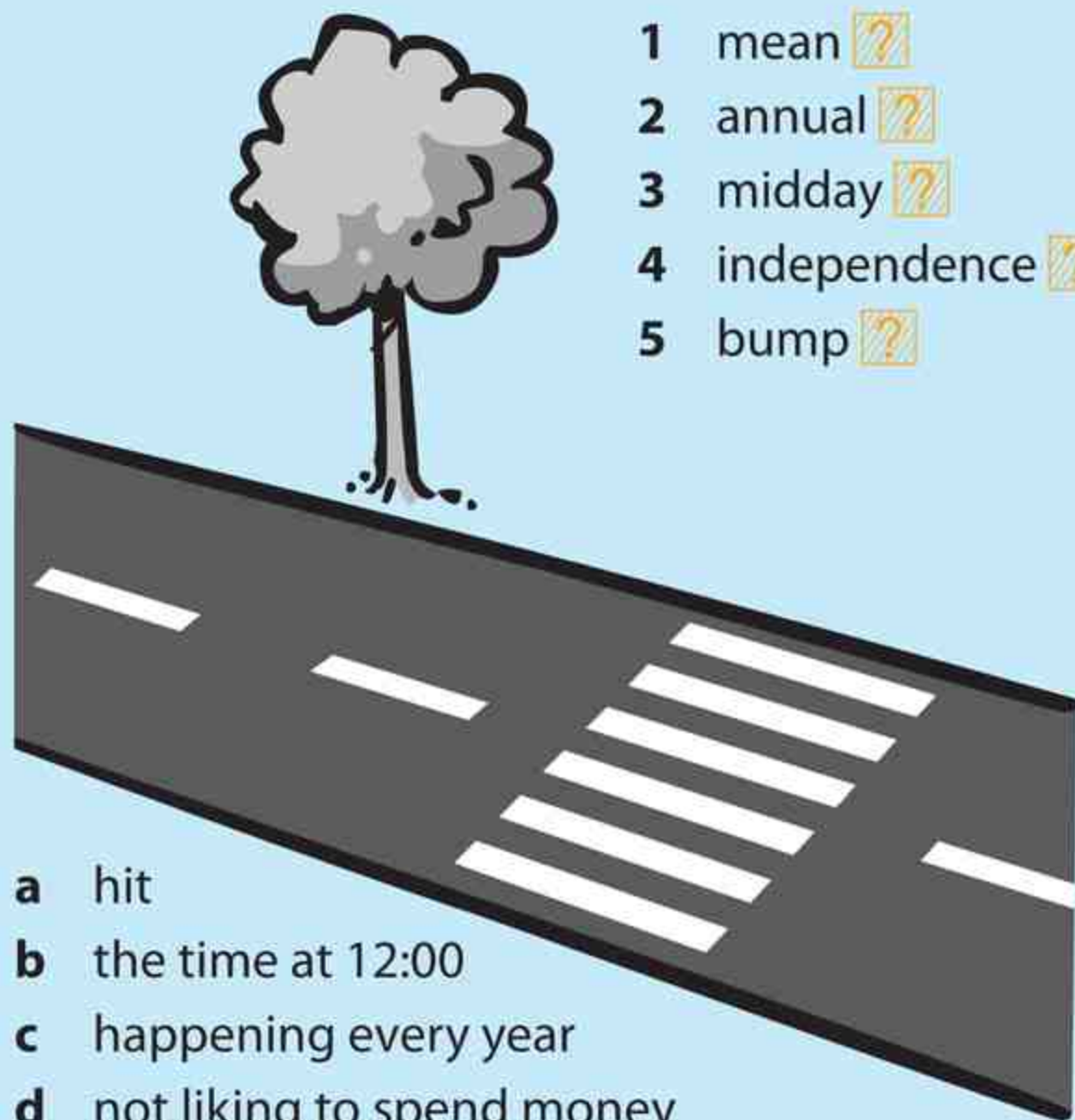
1 Look at the postcards with places from Poznań. Match the names to the pictures.

town hall international fair
clock tower goats market square



2 2/56 Read the text and listen to the recording. Plan a school trip to Poznań and discuss with a partner which places are worth visiting.

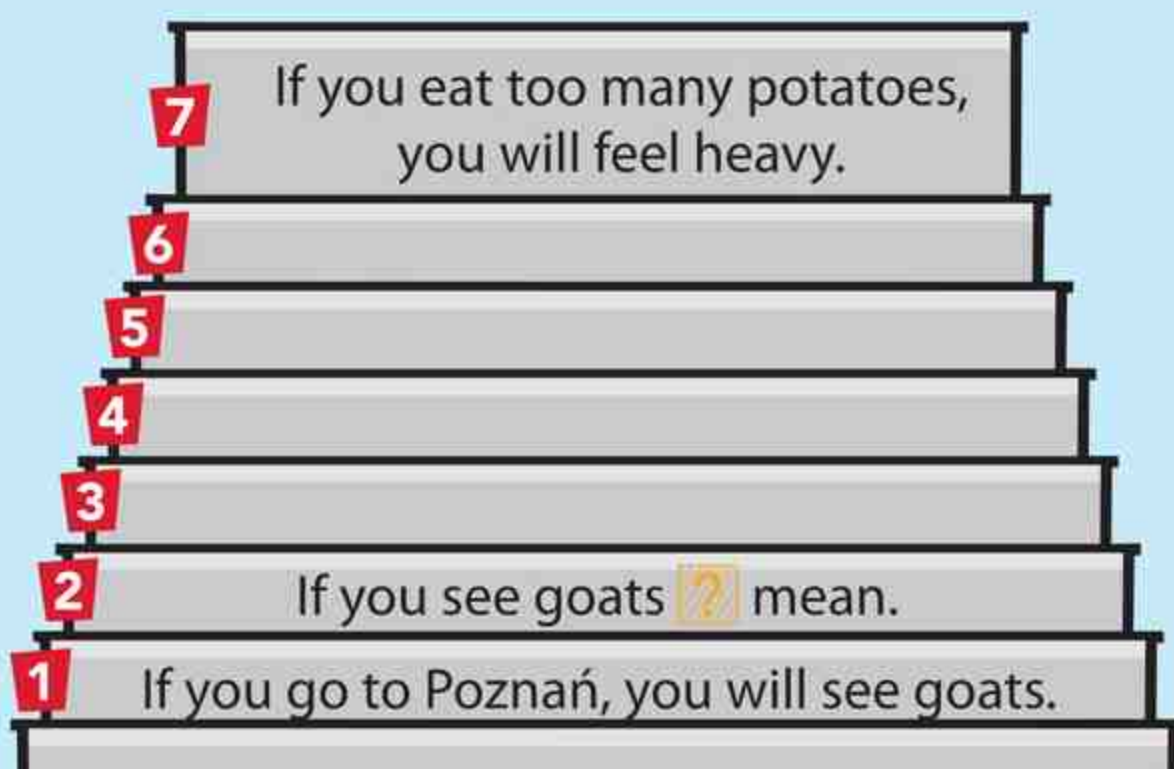
3 Look at St Martin street. Match the words on one side of the street with the definitions on the other.



- 1 mean ?
- 2 annual ?
- 3 midday ?
- 4 independence ?
- 5 bump ?

- a hit
- b the time at 12:00
- c happening every year
- d not liking to spend money
- e the act of being free from someone (e.g. another country)

4 Look at the stairs leading to the top of the Town Hall. Take each step making a sentence beginning with IF. You have to start with a given sentence and finish with the one at the top. All sentences must come from another.



6 Look at the famous mural in the Śródka area of Poznań. In your notebook, write what the people on it were doing when you looked at them. Think what tense to use (past continuous). Use the words given.

trumpet player shop assistant
butcher dog cat woman

When I looked at the mural the butcher was ...

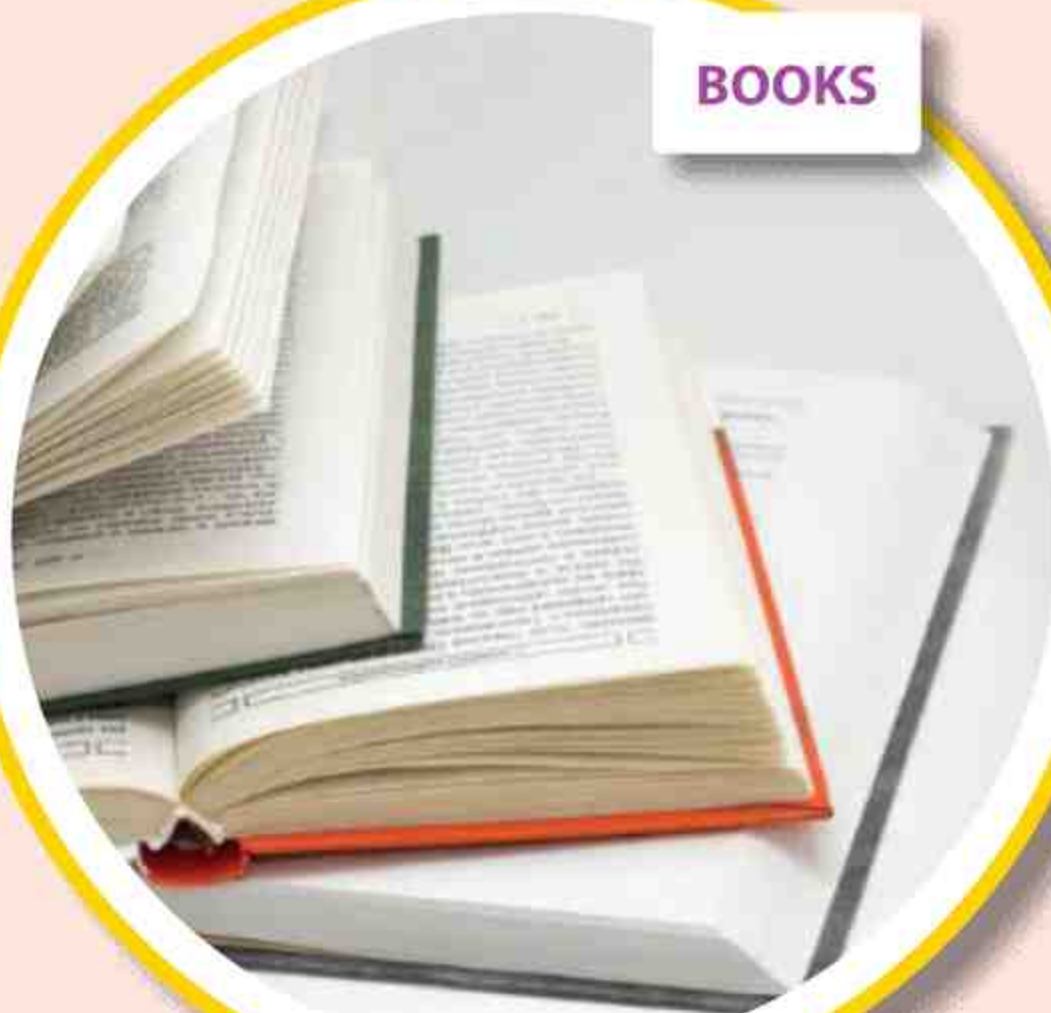
5 Look at the souvenirs from Poznań. Each one of them has irregular verbs on it. Write a couple of sentences about what happened and what you did when you visited Poznań.



Lesson PROJECT

MIRROR, MIRROR ON THE WALL WHAT WILL HAPPEN TO IT ALL?

BOOKS



SCHOOL



CLOTHES



1 Look at the pictures, answer the questions and think, what will happen in the following areas of life.

- Will it exist in 2050?
- What will it be like in 2050?
- Will it look different in 2050?

2 Unscramble the sentences and decide if they are likely to happen (YES) or no (NO).

- In / will / the / people / future / eat / food pills
- 2080 / children / in / go / won't / school / to
- The / in / 2050 / fashion / same / be will
- Some / won't / future / people / read / books / in the

3 Choose one everyday gadget and think how it will change in 100 years. Give examples of 5 changes



NOW

In 100 years



FOOD



4 Think about how people in the past predicted the year 2000. Do some internet research to find out. Did their predictions come true?

5 Roll two dice to make a prediction. Say your prediction to your partner.

1 In the future, our school / students from our school	1 will be famous all over the world.
2 In the future, people from our town	2 will be very old.
3 In the future I	3 will discover something very important and will get a Nobel prize.
4 In the future, at least one member of my family	4 will travel in flying cars.
5 In the future, my dog	5 will grow bigger.
6 In the future, my country / people from my country	6 will be the most beautiful in the area.



6 Make your own predictions about these areas and play the game again.

1 In the future, our school ?

4 In the future, people ?

2 In the future, I ?

5 In the future, my family ?

3 In the future, my dog ?

6 In the future, my country ?

7 How can you react to the following sentences?

Will you marry me?

1 Yes, I will. **2** No, I will.

Will your parents let you go with us?

1 I think they will. **2** No, they aren't.

Will Susan lend us the books?

1 I think she won't. **2** No, she will.

Will people still eat pizza in 2050?

1 Of course, they always will! **2** No, they stop.

I can't watch this film. Will the man jump from the plane?

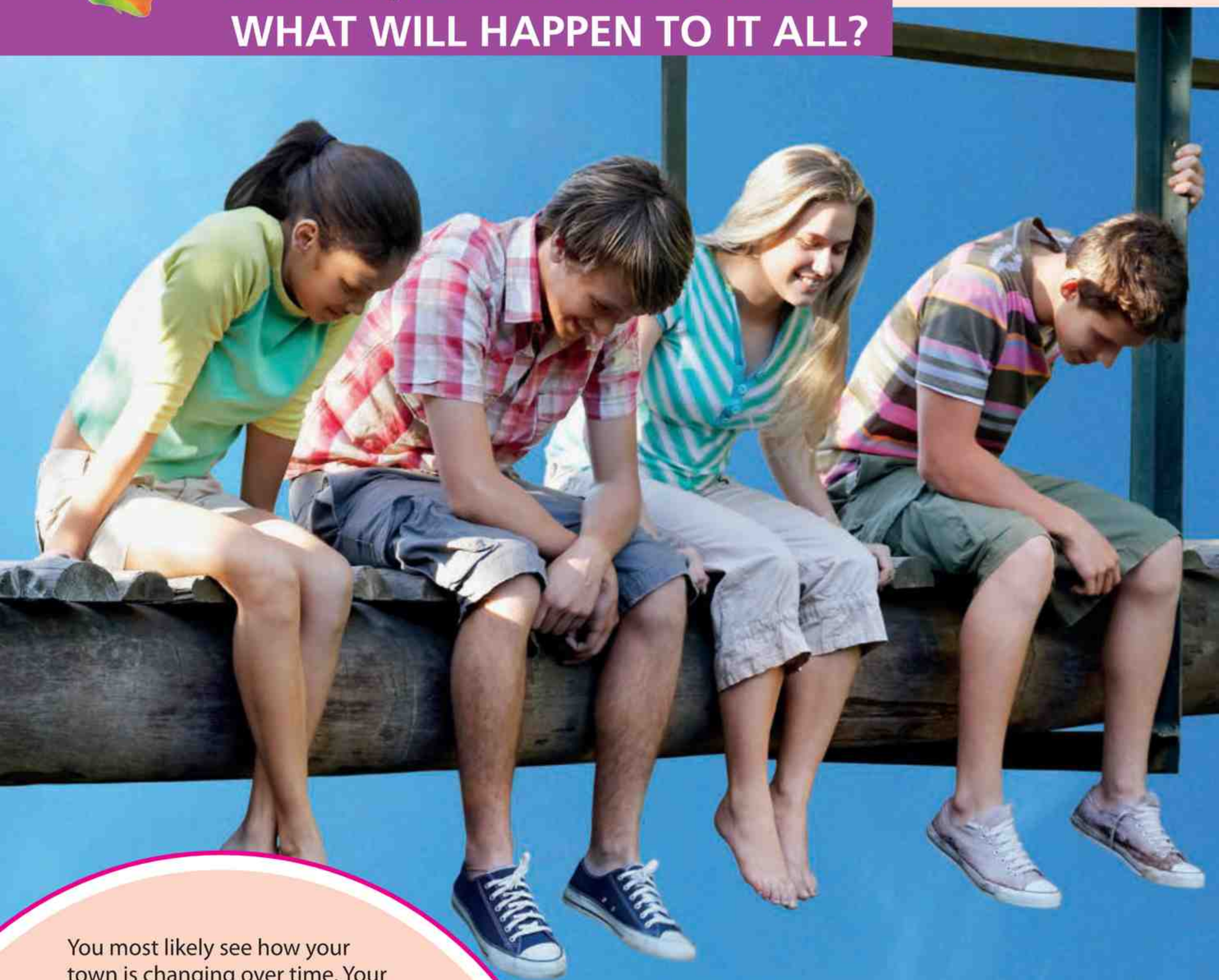
1 Yes, he want. **2** No, he won't.

8 Play prediction bingo. Put four tokens on the board. Then listen to the teacher or your partner saying out loud various objects or people. If you think your choice matches the object mentioned and predicts its future, take the token off the board. If you take off four (horizontally, vertically or across) – shout BINGO. Tell the others what sentences you made.

Will become extinct	Will travel a lot	Will earn a lot of money	Will fly
Won't get married	Won't have pets	Won't drive cars	Won't be used
Will use bigger computers	Will eat food as pills	Will be smaller	Will be louder
Won't speak English	Won't read books	Won't exist	Won't use computers

End-of-year PROJECT

MIRROR, MIRROR ON THE WALL
WHAT WILL HAPPEN TO IT ALL?



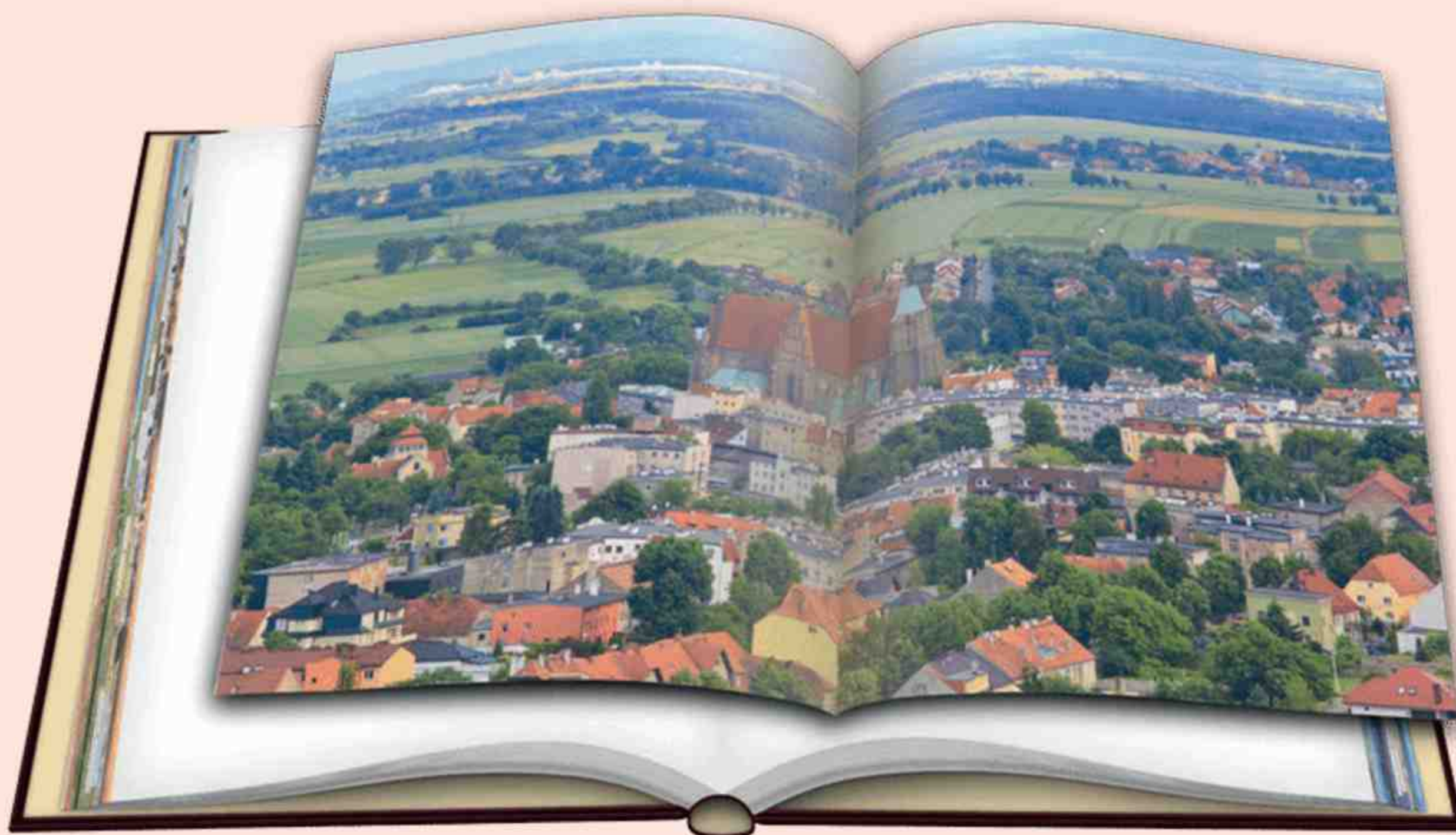
You most likely see how your town is changing over time. Your school isn't the same as it was when you started it. Changes are sometimes tiny and people don't notice them every day but all places and people develop and change. Do you sometimes think what will happen in 10 or 20 years? Here is a task for you – you will become a fortune teller predicting the future for one place in your area and one chosen person. Together with the other students you will make a Prediction Book in which you will note down all your predictions for 2050.

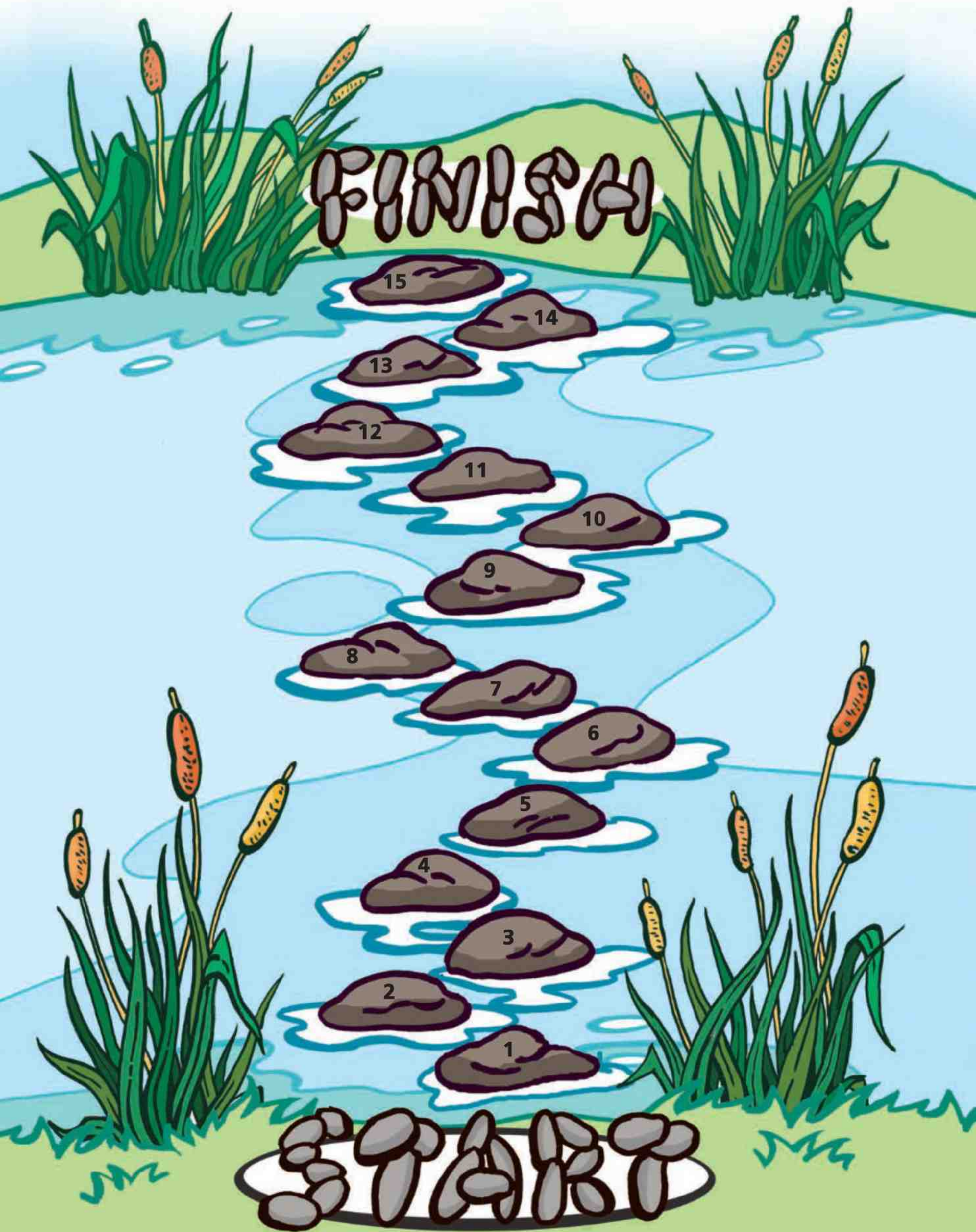
You will need

- sheets of paper– white and coloured
- scissors
- glue
- markers, crayons, pens
- a camera
- a computer with an internet connection
- a dictionary – online or a traditional one
- information from your parents or other family members

Work stages

- 1 Choose a place and a person to describe. It is important that this place is close to where you live – you can choose, for example, your whole village. Choose a person from your school or a person known in your school (it can be an important person in the area) to predict their future.
- 2 Use online sources to search for information about the selected place and its current changes and developments.
- 3 Write down the most important information.
- 4 Use a dictionary to create notes in English about the information you have found.
- 5 Decorate the information you write with illustrations.
- 6 Take a picture of the selected place and person.
- 7 Interview older street residents or family members about what the street used to be like. Look for street photos from the past and notice how it has changed.
- 8 Then, together with the class, prepare large book pages with your predictions, and place your descriptions in English in the appropriate places.
- 9 Become guides from the future of your city in 2050 and present your book to others.
- 10 Create a prediction salon with forecasts for the people you chose.
- 11 Thanks to your work, people from other countries will also be able to get to know your city better.







base form	past simple	past participle	meaning
be	was were	been	być
become	became	become	zostać, stać się
begin	began	begun	zaczynać
break	broke	broken	łamać, tłuc, psuć (się)
bring	brought	brought	przynieść
build	built	built	budować
buy	bought	bought	kupować
catch	caught	caught	łapać
choose	chose	chosen	wybierać
come	came	come	przychodzić
do	did	done	robić, czynić
drink	drank	drunk	pić
drive	drove	driven	kierować (pojazdem)
eat	ate	eaten	jeść
fall	fell	fallen	spadać, upadać
feed	fed	fed	karmić
feel	felt	felt	czuć, odczuwać
find	found	found	znaleźć
fly	flew	flown	lecieć, latać
forget	forgot	forgotten	zapominać
get	got	got	dostać, dotrzeć (dokąds)
give	gave	given	dać
go	went	gone	iść, chodzić, jeździć
have	had	had	mieć, posiadać
hear	heard	heard	słyszeć
hit	hit	hit	uderzyć
know	knew	known	wiedzieć, znać
learn	learnt	learnt	uczyć się
leave	left	left	zostawiać, opuszczać, wychodzić

base form	past simple	past participle	meaning
lose	lost	lost	gubić, tracić
make	made	made	robić, czynić
meet	met	met	spotykać
put	put	put	położyć, postawić, włożyć
read	read	read	czytać
ride	rode	ridden	jeździć na (czymś)
ring	rang	rung	dzwonić
run	ran	run	biec, biegać
say	said	said	mówić
see	saw	seen	widzieć, patrzeć
sell	sold	sold	sprzedawać
send	sent	sent	wysyłać
sing	sang	sung	śpiewać
sink	sank	sunk	tonąć
sit	sat	sat	siadać, siedzieć
sleep	slept	slept	spać
speak	spoke	spoken	mówić
stand	stood	stood	stać
stick out	stuck out	stuck out	wystawać, wystawić
swim	swam	swum	płynąć, pływać
take	took	taken	brać
tell	told	told	mówić, opowiadać
think	thought	thought	myśleć, sądzić
throw	threw	thrown	rzucać
wake	woke	woken	budzić się
wear	wore	worn	nosić (o ubraniu)
win	won	won	wygrywać
write	wrote	written	pisać

Junior Explorer

Podręcznik dopuszczony do użytku szkolnego przez ministra właściwego do spraw oświaty i wychowania i wpisany do wykazu podręczników przeznaczonych do kształcenia ogólnego do nauczania języka angielskiego, na podstawie opinii rzeczoznawców: **dr Magdaleny Urbaniak, dr Iwony Wandy Grygiel i dr. hab. Pawła Sobkowiaka.**

Poziom: A2

Etap edukacyjny: II

Typ szkoły: szkoła podstawowa

Rok dopuszczenia: 2019

Numer ewidencyjny w wykazie MEN: 837/3/2019

Podręcznik został opracowany na podstawie Programu nauczania języka angielskiego dla II etapu edukacyjnego w klasach IV–VIII szkoły podstawowej autorstwa Katarzyny Niedźwiedz, Jolanty Sochaczewskiej-Kulety i Doroty Wosińskiej.

Nabyta przez Ciebie publikacja jest dziełem twórcy i wydawcy. Prosimy o przestrzeganie praw, jakie im przysługują. Zawartość publikacji możesz udostępnić nieodpłatnie osobom bliskim lub osobiście znanym, ale nie umieszczaj jej w internecie. Jeśli cytujesz jej fragmenty, to nie zmieniaj ich treści i koniecznie zaznacz, czyje to dzieło. Możesz skopiować część publikacji jedynie na własny użytek.

Szanujmy cudzą własność i prawo. Więcej na www.legalnakultura.pl

Wykorzystywanie treści niniejszego Utworu, w jakiegokolwiek formie lub w jakimkolwiek procesie, do celów eksploracji tekstu i danych, uczenia maszynowego, rozwoju i/lub szkolenia i/lub wzbogacania sztucznej inteligencji jakiegokolwiek rodzaju jest surowo zabronione.



Junior Explorer 6 Student's book 2nd Edition

Jennifer Heath, Michele Crawford
Marta Mroziak, Jolanta Sochaczewska-Kuleta,
Katarzyna Kłopska

Head of Strategic Solutions: Gavin McLean
Managing Editor: Angela Cussons
Project Manager: Bruce Nicholson
Editor: Sandra Frith
National Geographic Liaison: Leila Hishmeh
Art Director: Natasa Arsenidou
Cover / Text design: Natasa Arsenidou
Compositor: Ken Vail Graphic Design
Project Editor: Tom Relf
Audio: Motivation Sound Studios

National Geographic Learning EMEA

Cheriton House
North Way
Andover
Hampshire
SP10 5BE
United Kingdom

National Geographic Learning, a Cengage Learning Company, has a mission to bring the world to the classroom and the classroom to life. With our English language programs, students learn about their world by experiencing it. Through our partnerships with National Geographic and TED Talks, they develop the language and skills they need to be successful global citizens and leaders.

Locate your local office at international.cengage.com/region

Visit National Geographic Learning online at NGL.Cengage.com/ELT

Visit our corporate website at www.cengage.com

© Copyright by Nowa Era Sp. z o.o./Sanoma 2025
ISBN 978-83-267-4608-6

Redaktor zarządzający: Małgorzata Gutowska.
Redaktor serii: Iwona Murawska, Magdalena Pater.
Redaktorzy prowadzący: Katarzyna Przyłęcka, Agnieszka Stępniewska, Magdalena Pater.
Redakcja językowa: Agata Wojtko, Urszula Radomska, Graham Carr, Nick Rattenbury.
Projekt okładki: Piotr Stopczyński.
Realizacja projektu graficznego: Artur Polakowski.
Realizacja nagrań: Andrzej Rewak.
Dystrybucja: Nowa Era Sp. z o.o.

Nowa Era Sp. z o.o.

Aleje Jerozolimskie 146 D, 02-305 Warszawa
www.nowaera.pl, e-mail: www.nowaera.pl/kontaktangielski
Centrum Kontaktu: 58 721 48 00

Druk i oprawa: DRUK-SERWIS Sp. z o.o. Ciechanów

Photo credits

BE&W Agencja Fotograficzna/Alamy Stock Photo: Jan Hetman s. 124/rzeźba; **ZUMA Press, Inc.** s. 125 ćw. 6.

Białowieski Park Narodowy s. 123 ćw. 5/logo.

Fotcom Mariusz Cieszewski s. 124 ćw. 1/A, C, D, E.

Getty Images: wundervisuals okł. 1; **Vibeke Dale / EyeEm** s. 4; **Jon Ragel** s. 16/dziewczyny z telefonem; **George Rinhart/Corbis** s. 28/Amelia Earhart; **Photos.com** s. 78/Jules Verne; **petesaloutos** s. 81/wróżka; **CHBD** s. 83; **monticello** s. 101/zabawki; **Bettmann** s. 114/Coco Chanel, Audrey Hepburn; **Jeff Kravitz** s. 121 ćw. 5; **tupungato** s. 123 ćw. 5/las; **parys** s. 123 ćw. 1/A; **Okea** s. 126/jedzenie; **moodboard** s. 128. **National Geographic:** **Michael Melford** s. 10-11; s. 14; s. 24-25, **Stephen Alvarez** s. 40; **Joel Sartore** s. 48-49; **Diane Cook & Len Jenshel** s. 60-61/dach; **Jodi Cobb** s. 62-63; **Krista Rossow** s. 66/klauni; **Richard Nowitz** s. 74-75, s. 92/kubki; **Mark Thiessen** s. 86-87, s. 87/kobieta; **KEENPRESS** s. 88-89; **CWL** s. 100-101; **Michael Poliza** s. 102-103; **Jason Edwards** s. 106; **pdil** s. 114/Jane Goodall; s. 114/Martin Luther King; s. 114/Sir Edmund Hillary.

Panther Media: Fabrice Michaud s. 98.

Shutterstock: **AboutLife** s. 6/2, 6; **Flashon Studio** s. 6/3; **Kenneth Man** s. 6/5; **JP WALLET** s. 6/1; **UVgreen** s. 6/4; **Africa Studio** s. 8/rękawiczki, s. 56 ćw. 2/4, s. 61/kosze, s. 71 ćw. 5, s. 101/naczynia; **saiko3p** s. 8/buty; **mimo** s. 8/szalik; **sagir** s. 8/bluza; **studioVin** s. 8/krawat; **IB Photography** s. 8/okulary; **neelsky** s. 13, 18/głośniki; **Bloomicon** s. 13/7; **McLittle Stock** s. 13/6; **violetkaipa** s. 13/4, s. 18 ćw. 1.1/B; **S-F** s. 13/1-3; **Julien Tromeur** zielono-pomarańczowe żabki; **ramone** s. 15/chłopak; **Sergey Peterman** s. 16/chłopak; **CREATISTA** s. 16/kobieta; **Mushakesa** s. 16, 30, 42, 54, 68, 80, 94, 108/błękitne tło; **LDprod** s. 18 ćw. 1.2/B; **Customdesigner** s. 18 ćw. 1.2/A; **KULLAPONG PARCERAT** s. 18 ćw. 1.2/C; **kurhan** s. 18 ćw. 1.3/A; **Tero Vesalainen** s. 18 ćw. 1.3/C; **Evgeny Atamanenko** s. 18 ćw. 1.3/B; **Syda Productions** s. 19, s. 56 ćw. 2/1, s. 87/mężczyzna, s. 126/klasa; **Antonio Guillem** s. 20; **Iakov Filimonov** s. 21/chłopak i dziewczyna; **Edyta Pawlowska** s. 21/chłopak; **lavitrei** s. 22, 60, 100/glob; **Alsu** s. 22-23; **Erika J Mitchell** s. 23/przycisk; **Iculig** s. 23/telefon; **Galyna Andrushko** s. 30/pustynia, s. 80/susza; **Anna Lurye** s. 30/dziadek z wnuczkiem; **leigh** s. 31 ćw. 5/mapa; **unguryanu** s. 32 ćw. 3; **Kiselev Andrey Valerevich** s. 34; **by Paul** s. 35; **Milosz Aniol** s. 36-37; **wrangler** s. 42/3; **Phovoir** s. 42/1; **Jacob Lund** s. 42/2; **Karelian** s. 45 ćw. 6; **Vitali Michkou** s. 45 ćw. 5; **Alexander Y** s. 46; **withGod** s. 52/wnętrze yurt'y; **rm** s. 52/krajobraz z yurt'ą; **Rawpixel.com** s. 54/chłopak; **Lisa F. Young** s. 55/chłopak; **TrotzOlga** s. 56 ćw. 1; **Andrey_Popov** s. 56 ćw. 2/3; **lightwavemedia** s. 56 ćw. 2/2; **Four Oaks** s. 57 ćw. 5; **Leremy** s. 57 ćw. 3/ikony; **Peshkova** s. 58; **StepanPopov** s. 59; **Lightspring** s. 61/śmieci; **atm2003** s. 61/dom; **Mike Flippo** s. 66/ozdoby; **kravik93** s. 68/2; **Pressmaster** s. 68/3; **sirtravelalot** s. 68/1; **Robert Kneschke** s. 70 ćw. 3; **CandyBox Images** s. 71 ćw. 4; **Salov Evgeniy** s. 72; **stockcreations** s. 73; **Keo** s. 77/2; **MarcelClemens** s. 77/6; **lexaarts** s. 77/5; **mironov** s. 77/4; **Fer Gregory** s. 77/1; **Vadim Sadovski** s. 77/3; **Bob Orsillo** s. 78/podwodne miasto; **DM7** s. 80/statek kosmiczny; **Ociacia** s. 80/cyborg; **denisgo** s. 81/miasto przyszłości; **iurii** s. 81/las przyszłości; **Oliver Denker** s. 82; **alphaspirit** s. 84; **Franco Volpato** s. 85/czerwone kostki; **Andrejs Pidjass** s. 85/kolorowe kostki; **Bedrin** s. 87/robot z ołówkiem; **Martin Bergsma** s. 93/8; **Alexandr Zagibalov** s. 93/7; **Irina Rubanova** s. 93/6; **Osipovfoto** s. 93/5; **dean bertoncelj** s. 93/4; **Josef Zima** s. 93/3; **6493866629** s. 93/2; **Alberto Tirado** s. 93/1; **StockLite** s. 94/2; **Winston Link** s. 94/3 tablica; **Melica** s. 94/chłopak; **threerocksimages** s. 94/1; **horiyan** s. 94/3 rower; **John Kasawa** s. 97 ćw. 5; **PiXXart** s. 97 ćw. 3 wiadomość; **AG-PHOTOS** s. 99; **Chones** s. 101/torebka; **photka** s. 101/butelki; **BOOCYS** s. 101/fotele; **MilanB** s. 104/wróbel; **Cuson** s. 104/pszczoła; **Jorge Salcedo** s. 104/kwiaty; **Mazur Travel** s. 104/jabłoń; **Jenn Huls** s. 108/2; **sonya etchison** s. 108/3; **MANDY GODBEHEAR** s. 108/1; **Zoom Team** s. 109 ćw. 9; **Asier Romero** s. 110 ćw. 1; **Ben Schonewille** s. 110 ćw. 3; **Dirk Ott** s. 111; **mangostock** s. 112; **Igor Normann** s. 113; **chrisdorney** s. 114/Mozart; **Zyankarlo** s. 115/księżyc; **Thanyapat Wanitchanon** s. 115/syrenka; **Mark Bridger** s. 116/kameleon; **Greg Amptman** s. 116/ukwiał; **Ron Rowan Photography** s. 116/gąsienica; **Leah-Anne Thompson** s. 116/rosiczka; **Brian Lasenby** s. 116/krab; **K.A.Willis** s. 116/kangur; **tristan tan** s. 118/łódzie; **fiftymm99** s. 118/wyspa; **Dmitry Rukhlenko** s. 118/drapacze chmur; **Ng Wei Keong** s. 118/The Esplanade; **travellight** s. 119/2; **vichie81** s. 119/4; **Martin Turzak** s. 119/1; **rujithai** s. 119/3; **NAN728** s. 120/statek; **Damsea** s. 120/rybki; **ElenaR** s. 120/Bridgetown; **Pixachi** s. 120/kładka; **Gabi Moisa** s. 121 ćw. 3/6; **Mikhail Pogosov** s. 121 ćw. 3/5; **JOSE ALBERTO TEJO** s. 121 ćw. 3/4; **Johnny Lye** s. 121 ćw. 3/3; **Lance Bellers** s. 121 ćw. 3/2; **Kzenon** s. 121 ćw. 3/1; **Damian Pankowiec** s. 122/brama; **Aleksander Bolbot** s. 122/las, s. 123 ćw. 4/dzieciół, mokradła; **Fotokon** s. 123 ćw. 4/granica; **bchyla** s. 123 ćw. 4/żubr; **Michael Schroeder** s. 123 ćw. 1/E; **Rudmer Zwerver** s. 123 ćw. 1/D; **Dennis W. Donohue** s. 123 ćw. 1/B; **scigelova** s. 123 ćw. 1/C; **whitelook** s. 124 ćw. 1/B; **uslatar** s. 124/poznański rynek; **101imges** s. 126/ubrania; **bulgakovaaleksa** s. 126/książki; **MrGarry** s. 126/aparat; **dantess** s. 126/słuchawki; **Koksharov Dmitry** s. 126/smartwatch; **zjenn** s. 127; **Francesco Scatena** s. 128.

Seria dla uczniów klas 4-6 w 100% zgodna z nową podstawą programową.
Gwarancja skutecznej komunikacji, kontynuacji nauki języka, otwarte okno na świat.

A1+/A2

On the phone

- Hello. ...'s office.
- Hi, this is ...
It's ...
- Can I speak to ...?
Hello, is ... there, please?
I'd like to speak to ...
- Just a moment, please.
- Can I take a message?
- Who's calling?
- Could you speak up?
- Thanks for calling. Bye!

Apologising

- A:** I'm very sorry.
B: Apology accepted.
Don't worry. But don't do it again!
- A:** Excuse me
for interrupting.
B: That's all right.
- A:** Excuse me.
I didn't see you there.
B: Never mind.

Asking for advice

- What should I do?
- Should I ...?

Giving advice

- You should / shouldn't ...
- Don't worry.
- Why don't you ...?
- You'd better (not) ...

Accepting advice

- That's a great idea.
- Thanks (for the advice).
- I'll give it a go.

Greetings and good wishes

- Congratulations!
- Good luck!
- Happy birthday / Easter / Halloween / anniversary!
- Merry Christmas!
- Season's greetings!
- All the best for a happy New Year!
- Best wishes!
- Health and happiness!
- Bon appétit!

Making predictions

- I think ...
/ I don't think ...
- I believe ...
/ I don't believe ...
- I'm sure ...
- I hope ...

Talking about the weather

Rain

- It's pouring with rain.
- It's raining cats and dogs.
- It's a miserable day.

Sun

- It's a wonderful day.
- It's very sunny today.
- The sun is shining.

Snow

- The snow is brilliant!
- It's freezing cold.