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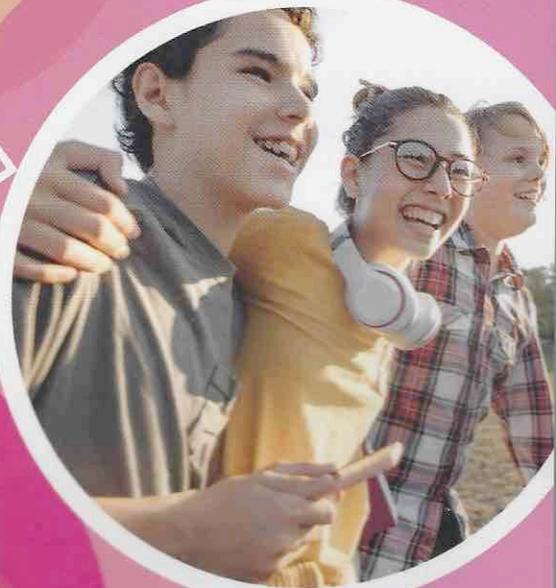


z cyfrowym
odzwierciedleniem

Podręcznik dla szkoły podstawowej

Link

dla klasy **V**
Student's Book



Sarah Phillips
Jessica Finnis

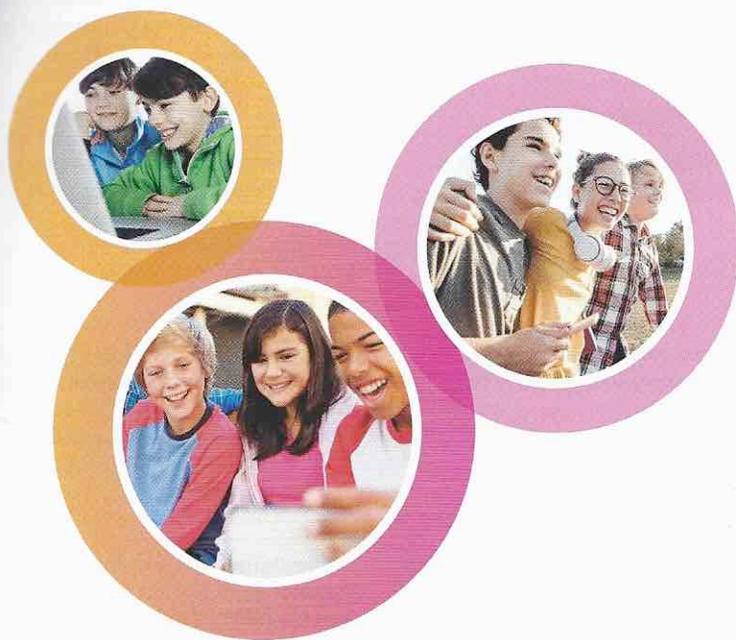
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Student's Book



Sarah Phillips
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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 Grażyny Kiliańskiej-Przybyło, dr. Mariusza Marczaka, mgr Ewy Zajdel.

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– zadanie wymagające napisania odpowiedzi w zeszycie

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Welcome

a VOCABULARY

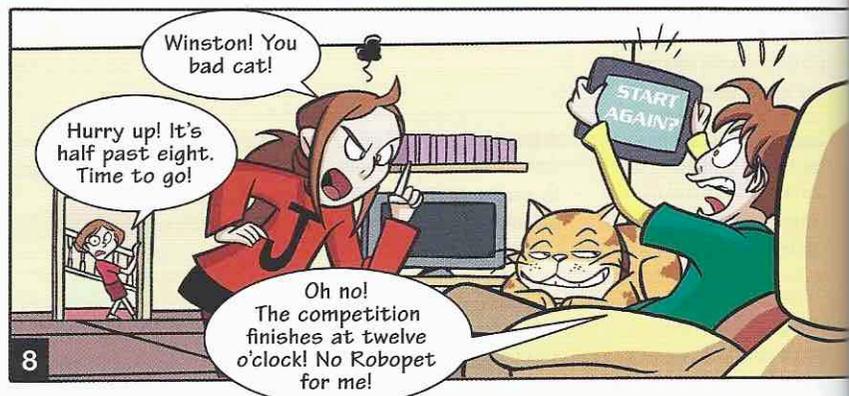
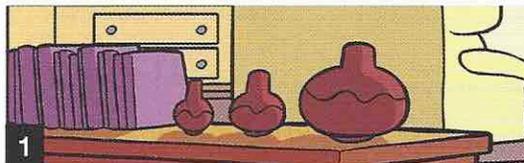
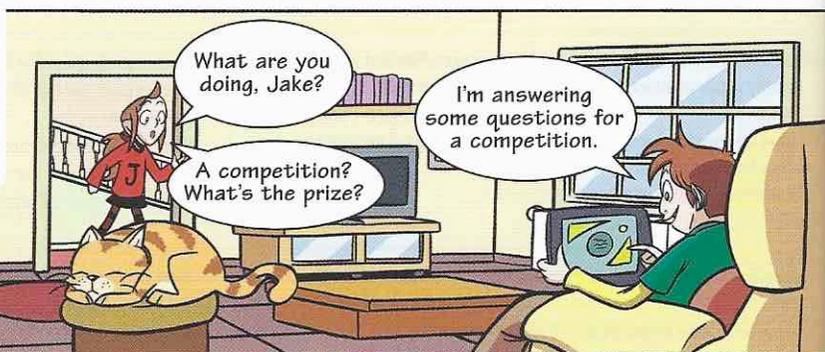
Countries and nationalities



YOUR WORLD Can you say five things about yourself?

New friends

1 01 Read and listen to the story. Does Winston want a Robopet? Say your answer.



Comprehension

2 Read the story again. Match the question halves.

1 What's

3 Where

a you doing?

c old are you?

2 How

4 What are

b are you from?

d your name?

Vocabulary presentation

3 **01** Read or listen to the story again. Say where Jake is from.

4 Look at the photos and the vocabulary box. Say which country the things are from.

Countries

China the Czech Republic France
Germany Italy Poland Spain
the UK the USA



5 **02** Write the nationalities from the vocabulary box below next to the countries. Listen and check.

Nationalities

American British Chinese Czech
French German Italian Polish Spanish

- 1 the USA – American 6 China – ?
2 Germany – ? 7 Spain – ?
3 Poland – ? 8 France – ?
4 Italy – ? 9 the Czech Republic – ?
5 the UK – ?

MEMORIZE!

6 **03** Posłuchaj rymowanki. Podaj nazwę państwa, a potem narodowości.

TIP: Lepiej zapamiętasz nowe wyrazy, gdy będziesz się ich uczyć parami.

Germany – German



Vocabulary practice

7 **04** Listen and tick (✓) the correct option.

1 Where are you from?



2 What food do you eat in Italy?



3 Are you French?



4 What do you like doing?



Speaking

8 Work with a partner. Ask and answer questions about Marie, Janos or Paul using the words below or your own ideas.

Name: Marie Janos Paul

Age: 11 12 12

Country and nationality: The Czech Republic France
Germany

What we eat in our country: ham cheese
sausages, potatoes fish pizza

Languages: Italian German English Czech

Likes and dislikes: ride a bike play the piano
go shopping watch TV climb mountains

What do you eat in your country, Marie?

We like to eat lots of cheese in France.

ONLINE LINK

Znajdź w internecie trzy flagi, których nie znasz, i dowiedz się, z których krajów pochodzą i jakie są nazwy narodowości ludzi pochodzących z tych krajów.

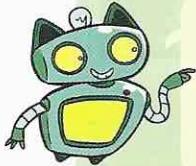


REACTIVATE! Say a country for your partner to say the nationality. Take turns. 

Grammar presentation

- ①  05 Listen to Maria, who lives in Windsor, in the UK. Say three things there are in Windsor.
- ② Look at the grammar box. Say what *there is* and *isn't* in your town.

there is, there are; have got, has got



Czy pamiętasz, jak używamy *there is* i *there are*?

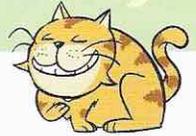
- + **There's** a river./**There are** two rivers.
- **There isn't** a cinema./**There aren't** any cinemas.
- ? **Is there** a castle? Yes, **there is**./No, **there isn't**.
- Are there** 1,000 rooms? Yes, **there are**./No, **there aren't**.

Czy pamiętasz, jak używamy *have got* i *has got*?

- + **I've got** a cinema in my town.
He/She's got a cinema in his/her town.
- **I haven't got** a cinema in my town.
He/She hasn't got a cinema in his/her town.

Look!

- ? **Has it got** a cinema?
- How many** cinemas **has the town got**?



Więcej reguł i ćwiczeń gramatycznych znajdziesz na stronie 21.

- ③  06 Look, listen and repeat the big numbers.

Big numbers

130 = one hundred and thirty
500 = five hundred

950 = nine hundred and fifty
1,000 = one thousand

1,500 = one thousand five hundred
2,000 = two thousand

Grammar practice

- 4 Choose the correct option to complete the sentences. 

- 1 **There is** / **There are** 130 bicycles at my school.
- 2 **There isn't** / **There aren't** 500 students at my school.
- 3 **Is** / **Are** there a 950-year-old castle in Windsor?
- 4 **Is** / **Are** there 1,000 plants in the garden?
- 5 **Is** / **Are** there 2,000 people at the concert?

- ⑤ Complete the sentences using the words in the box and *have got* or *has got*. Say your answers.

café cinema museum
supermarket swimming pool

- 1 In my town, I've got a cinema.  ✓
- 2 In his town, he ?.  ✓
- 3 In our town, we ?.  ✓
- 4 You ? near your house.  ✗
- 5 In their town, they ?.  ✓

- ⑥ Write the questions for the sentences. 

- 1 How many *comics* has the collection got?
The collection has got 130 comics.
- 2 ?
Yes, the shop has got 500 model cars.
- 3 ?
The school has got 1,500 students.
- 4 ?
Our town has got 2,000 people.

Speaking

- 7 Work with a partner. Ask and answer questions about where your partner lives. Use the words in the box and your own ideas.

places in town school your house

Are there lots of shops in your town?

Yes, there are. There are 110 shops! It's great.

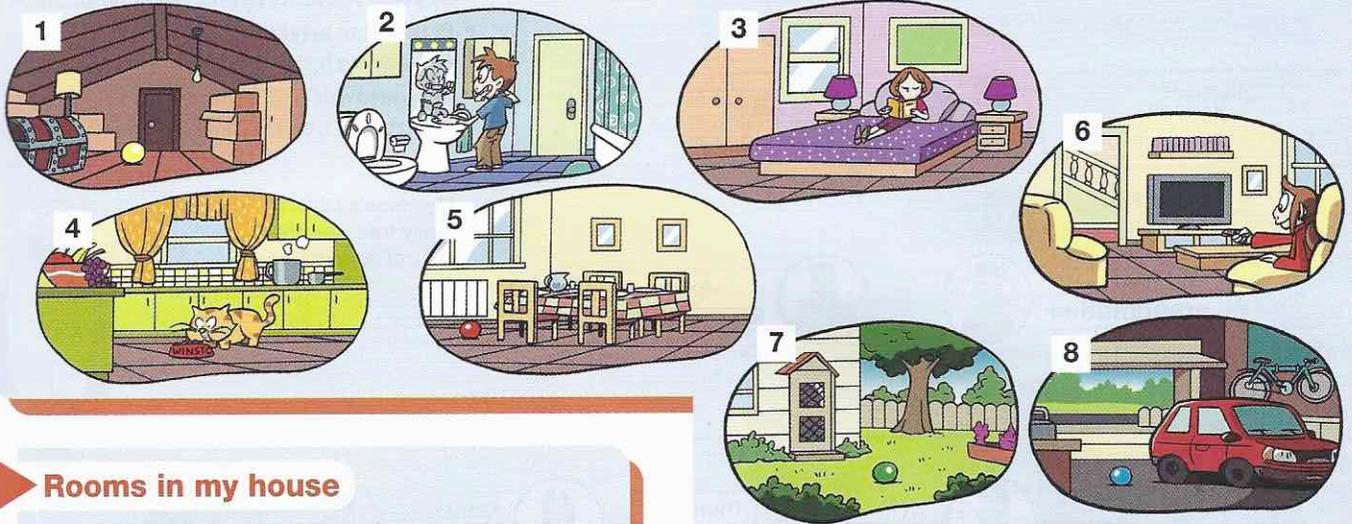
Has your school got lots of people in it?

Yes, my school has got 2,000 people in it.

YOUR WORLD What's your favourite room in your house?

Vocabulary presentation

1 07 Match the rooms vocabulary in the vocabulary box below to the rooms in the picture (1–8). Say your answers. Listen and check.



Rooms in my house

attic bathroom bedroom dining room
garage garden kitchen living room

LOOK! Przyimki miejsca



in front of

behind

next to

Vocabulary practice

2 Look at the photos and say the correct room.



1 living room / dining room



2 bathroom / kitchen



3 attic / garage



4 bedroom / attic

3 Look at the pictures in exercise 1 and complete the sentences with the correct words.

- The blue ball is in the garage.
- The red ball is in the ?.
- The ? ball is in the garden.
- The ? ball is in the attic.

Listening and Speaking

4 **Game!** Work with a partner. Look at the picture in exercise 1 again for one minute and close your book. Take turns to ask your partner questions about the picture.

Is Jake in the dining room?

No, he isn't. He's in the bathroom.

5 08 Listen to the description of Ewa's house and complete the gaps.

- Ewa's house has got eight rooms.
- There's a big ? next to the bathroom.
- The ? is Ewa's favourite room.
- Ewa's family have dinner in the ?.
- Ewa's house has two ?.

6 Work with a partner. Draw and then describe an imaginary house for your partner to draw. Then compare the pictures. Are they the same?

My house has got a garden and a garage. It has got two bedrooms and a bathroom.

ONLINE LINK

Znajdź w internecie informację o liczbie pokoi w zamku w Malborku.



1 One big family

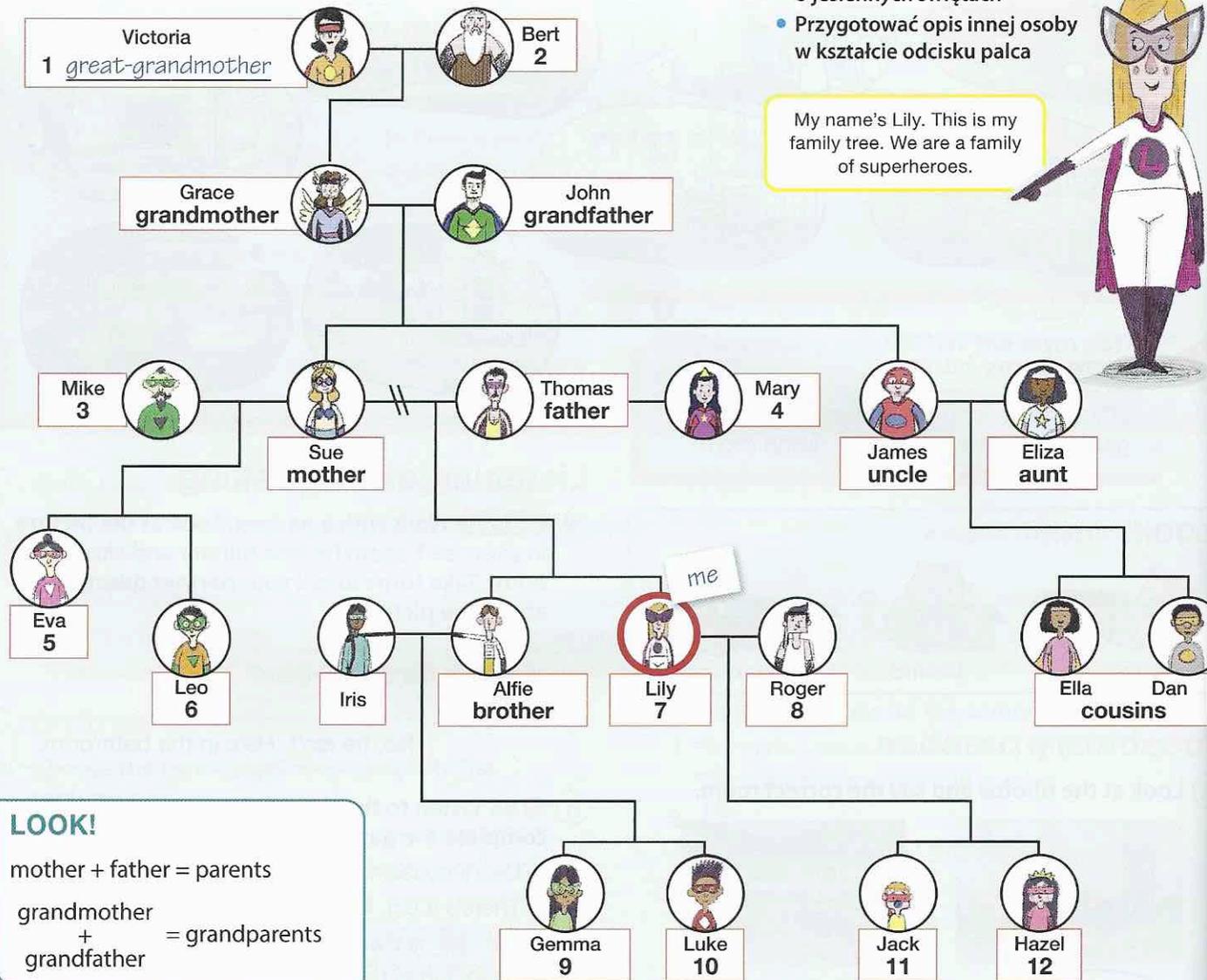
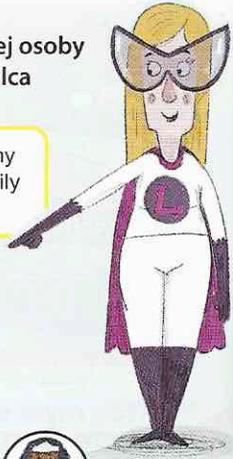
a VOCABULARY Family members

YOUR WORLD What famous families do you know?

MOJE CELE W ROZDZIALE

- Powiedzieć i zapisać nazwy członków rodziny
- Określić, co ktoś lubi i czego nie lubi, za pomocą czasu *present simple*
- Powiedzieć i zapisać określenia wyglądu i osobowości
- Używać wyrażzeń *What...like?* i *What...look like*
- Przeczytać artykuł o jesiennych świętach
- Przygotować opis innej osoby w kształcie odcisku palca

My name's Lily. This is my family tree. We are a family of superheroes.



LOOK!

mother + father = parents
grandmother + grandfather = grandparents

Vocabulary presentation

- ① Look at the family tree. Match the family members (1–12) with the words in the box. Say the words.

Family members

daughter great-grandfather
great-grandmother husband nephew
niece son stepbrother stepfather
stepmother stepsister wife

- ② 09 Listen and check, then repeat.

MEMORIZE!

- 3 10 Posłuchaj rymowanki. Następnie, słuchając drugi raz, spróbuj ją zaśpiewać. Na jakie kategorie można podzielić nazwy członków rodziny?

TIP: Łatwiej zapamiętasz słowa, gdy ułożysz je w rymowance i podzielisz na kategorie.



Vocabulary practice

4 Look at the family tree. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Victoria is Lily's great-grandmother. T
- 2 Mike is Eva's stepfather.
- 3 Gemma is Lily's daughter.
- 4 John is Grace's husband.
- 5 Sue is James's wife.
- 6 Alfie is Lily's husband.
- 7 Luke is Lily's nephew.
- 8 Jack is Roger's son.
- 9 Eliza is John's daughter.
- 10 Leo is Eva's stepbrother.

5 Say the sentences with the correct words from the box.

great-grandmother husband
nephew niece stepfather wife



1 This is me with my great-grandmother.



2 This is my stepfather, Peter, with my stepsister, Anna.



3 This is my brother and his niece.



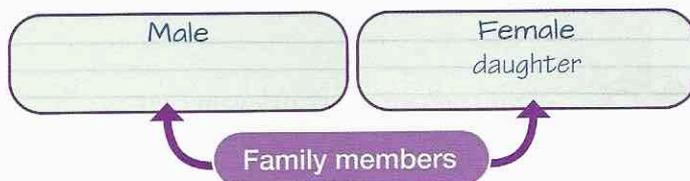
4 This is my sister with my husband, Ivan, and my daughter, Ewa.

5 This is my cousin, Emma, with her brother, Rafael.



6 Copy the mind map. Write the family members in the correct category.

daughter great-grandfather great-grandmother
husband nephew niece son stepbrother
stepfather stepmother stepsister wife



Listening and Speaking

7 Listen and write your answers to complete the text.



My family

- 1 Oscar is my great-grandfather.
- 2 Mary is my niece.
- 3 Penny and Max are my brother and sister.
- 4 My uncle's wife's name is Shelly.
- 5 Shelly is Olaf's daughter.
- 6 Olaf's son's name is Leo.

8 **Game!** Work with a partner. Say a male or female family member word. Can your partner say the opposite word?

niece

nephew

ONLINE LINK

Poszukaj w internecie informacji o sławnych Polakach. Znajdź zdjęcia przedstawiające ich wraz z rodziną. Nazwij poszczególnych członków rodziny.



YOUR WORLD What do you like and dislike about your appearance?

Vocabulary presentation

- 1 14 Match the people (a-h) with the descriptions in the vocabulary box. Say your answers. Listen and check.



Vocabulary practice

- 5 Match the people (a-d) to the descriptions (1-4).
- 1 My stepsister is pretty. She's got long, brown, curly hair. She's very friendly. I love her.
 - 2 My little sister is very noisy. She's six years old. She likes playing the guitar and singing. She's got long brown hair. She's got green eyes.
 - 3 This is my nephew. He's five years old. He's very naughty! He's got brown, curly hair. He likes playing with superhero figures.
 - 4 This is my stepfather. He's got short, black hair. He's got a beard. He's sporty. He loves football.



Describing people

beard blonde hair blue eyes curly hair
ears long hair short hair straight hair

- 2 15 Match the personality adjectives in the vocabulary box below to the people (1-5). Say your answers. Listen and check.

friendly naughty noisy quiet sporty

- 3 Read the dialogue and find the girl in the picture. With a partner choose another child. Describe him / her for your partner to guess.

She's got long hair.

Is she friendly?

Yes, she is.

I know. It's this girl.

MEMORIZE!

- 4 Pomyśl o kimś ze swojej rodziny. Wyobraź sobie, jak wygląda ta osoba, i opisz ją na głos.

TIP: Łatwiej zapamiętasz nowe słowa, gdy skojarzysz je ze znajomymi ci ludźmi i rzeczami.



Listening and Speaking

- 6 16 Listen to the description of Thea and complete the gaps to describe her.

- 1 Thea has got big, blue eyes.
- 2 Thea hasn't got brown hair. She's got hair.
- 3 Her hair is long and . It's not straight.
- 4 Thea is but she isn't noisy.

- 7 Work with a partner. Describe a family member for your partner to draw and guess who it is.

He's very friendly. He's got long, black hair. He's got a beard. He's 35 years old.

Is it your uncle?

ONLINE LINK

Poszukaj w internecie informacji o jakimś bohaterze książki lub filmu. Znajdź jego zdjęcie i opisz go. Następnie poproś kolegę lub koleżankę, by odgadł/ odgadła, kim jest ta osoba.



REACTIVATE! Work with a partner. Describe one of your family members for them to guess who it is. 

1   **17** Read and listen to the story *My friends*. Does Winston like Bot? Say your answer.



2 Read the story again. Are these sentences true (T) or false (F)? Correct the false sentences. 

- | | |
|----------------------------------------|--------------------------------|
| 1 Bot is a robot. T | 5 Mum thinks Bot is an animal. |
| 2 Jenny and Jake don't like Bot. | 6 Mum says they can buy Bot. |
| 3 Mum wants a new pet. | 7 Winston loves Bot. |
| 4 Bot is small and has got small eyes. | 8 Winston takes Bot's remote. |

Grammar presentation

- 3  17 Read or listen to the story again. What is Bot like? Say two answers.

- 4 Look at the grammar box. What do you look like? What are you like? Say your answers.

What ... like? What ... look like?

Pytania *What...like?* używamy wtedy, gdy pytamy o czyjś charakter.

What **are** you **like**?
I'm sporty and friendly.
What **is** he/she/it **like**?
He/She/It **is** quiet.
What **are** we/they **like**?
We/They **are** friendly.

Pytania *What...look like?* używamy wtedy, gdy pytamy, jak ktoś lub coś wygląda.

What **do** you **look like**?
I've **got** long, blonde hair. I've **got** blue eyes.
What **does** he/she/it **look like**?
He/She/It's **got** curly, black hair.
What do we/they **look like**?
We/They have short, straight hair.

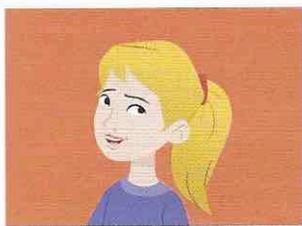
Więcej reguł i ćwiczeń gramatycznych znajdziesz na stronie 21.

Grammar practice

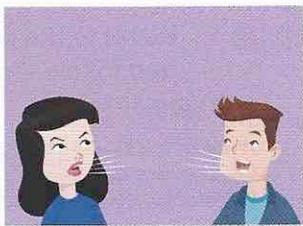
- 5 Match the questions (1–6) to the answers (a–f). 

- | | |
|----------------------------|----------------------------|
| 1 What does he look like? | a They've got blonde hair. |
| 2 What's he like? | b They're friendly. |
| 3 What does she look like? | c He's got short hair. |
| 4 What's she like? | d He's naughty. |
| 5 What do they look like? | e She's got blue eyes. |
| 6 What are they like? | f She's quiet. |

- 6 Read the question and say the correct answer.



- 1 What does she look like?
a She's friendly.
b She's got blonde hair.



- 2 What are they like?
a They've got black hair.
b They're noisy.



- 3 What does he look like?
a He's got a beard.
b He's quiet.



- 4 What are we like?
a We've got blue eyes and brown hair.
b We're sporty.

- 7 **Repetitorium** Do każdej z sytuacji wybierz właściwą reakcję. 

- 1 Masz odebrać swoją kuzynkę ze stacji. Jak zapytasz o jej wygląd?
a What does she look like?
b What does she like?
c What is she like?
- 2 Twój przyrodni brat przyjeżdża do ciebie w odwiedziny. Jak zapytasz o jego charakter?
a What does he look like?
b What is he like?
c What does he like?

- 8 **Work with a partner.** Look at Lily's family tree on page 8. Ask and answer questions about the superheroes. Use *What ... look like?* *What ... like?* and answer the questions.

- | | |
|---------------------------------------------|---------------------|
| 1 Bert / like?
What does Bert look like? | He's got a beard. |
| 2 Jack / like? | 4 John / look like? |
| 3 Ella / like? | 5 Lily / look like? |

ONLINE LINK 

Porozmawiaj z kolegami i koleżankami w klasie lub na forum internetowym. Zapytaj o członków ich rodzin. Jak wyglądają? Jaki mają charakter?

What does your sister look like?

She's got long blonde hair and blue eyes.

What's she like?

She's very noisy

Vocabulary review

1 Read the sentences. Write who the family members are.

- 1 She's your mother's grandmother.
great-grandmother
- 2 He's your stepfather's son.
- 3 He's your sister's son.
- 4 She's your brother's daughter.
- 5 She's your stepmother's daughter.

2 Read the sentences (1-3). Answer the questions (4-7).

- 1 What's **Quentin** like? **Quentin** is **quiet**.
- 2 What does **Marek** look like? He's got a **moustache**.
- 3 What's **Sally** like? She's **sporty**.
- 4 What does **Bolek** look like? He's got a **b** ?
- 5 What's **Fred** like? He's **f** ?
- 6 What colour are **Gemma's** eyes? She's got **g** ? eyes.

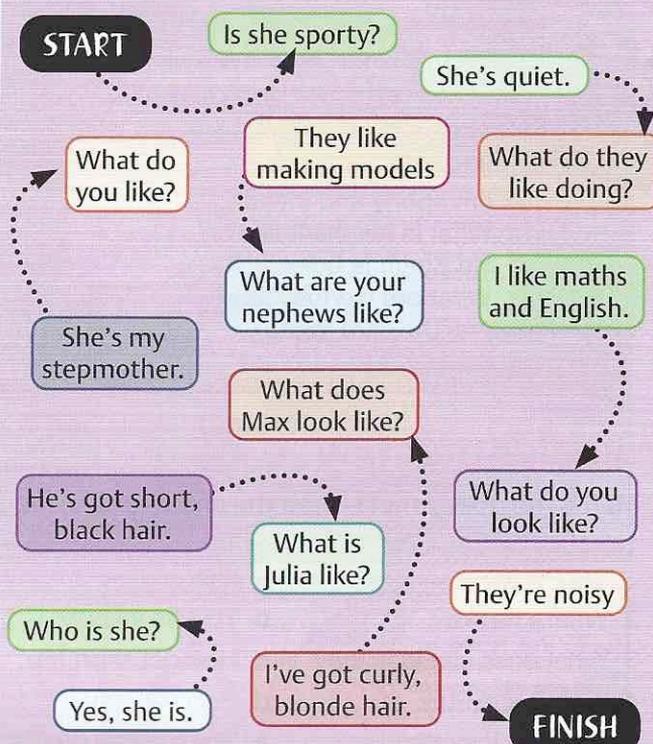
3 Match the descriptions (a-d) to the people (1-5) in the picture. One of the people is extra.



- a Julia is my best friend. She's quiet. She's got long, brown hair and big eyes! She hates music, but she loves reading.
- b This is my stepfather, Szymon. He doesn't like sport, but he loves maths. He hasn't got a beard. He's got short, curly hair.
- c Amelia is my sister. She's very noisy. She's got long, blonde hair. She doesn't like her ears because they are big. She loves music and dancing.
- d This is my stepbrother, Mateusz. He's sporty and he loves football. He's got a beard. He's fun!

Grammar review

4 Work with a partner. Find the start and read the first question. Then look for the answer. The answer will lead you to the next question. Say your answers.



Song

5 18 Listen to the song *Let's talk about your family* and follow the words. Listen again and sing along.

*What activities do your family like?
Do they like dancing or riding a bike?
What are they like? Are they shy or lively?
Let's talk about your family.*

My grandmother loves doing Sudoku.
She is very friendly and she's clever, too.
My sister is lively and she plays the guitar,
She's got long hair and she looks like a star.

My mother can't stand diving in a pool.
But she likes doing gymnastics and I think it's cool.
My brother's very sporty, he can do butterfly.
My aunt doesn't like dancing, she's very shy.

What activities do your ...

My uncle has blue eyes and he is tall.
But he hates playing basketball.
My brother is naughty, he stays awake all night.
My stepsister is funny and we never fight.

My cousin loves languages and magic, too.
My sister speaks Spanish and her eyes are blue.
My father has short hair and a very big nose.
He loves tennis and he wears sporty clothes.

What activities do your ...

REACTIVATE! Work with a partner. Say the first letter of a personality adjective for your partner to complete the word. 60

Reading

1 19 Read and listen to the email. Say which of these topics she writes about.

what she looks like her family her likes and dislikes her friends

From: Ania Kluk
To: Jan Brock
Subject: All about me! :)

Hi Jan,
Thank you for your email.
I've got a big family, too. I live with my great-grandmother, my stepmother, my father, and my four-year-old sister. She's very naughty! I've also got a 25-year-old stepbrother, however, he lives with his wife and son in Warsaw. My grandmother and grandfather also live near my house and I love visiting them every weekend.
I'm really sporty and I love playing basketball, football, and tennis. At school, I like PE and art, but I hate history. I also really like playing computer games in my free-time.
I'm not very quiet - I love listening to loud music and dancing, however, I can't stand singing because I'm not very good!
What do I look like? I've got short, curly, blonde hair, and I've got green eyes.
What do you like? What do you like doing?
Ania



2 **Repetitorium** Przeczytaj e-mail ponownie. W punktach 1-3 wybierz właściwą odpowiedź a, b lub c.

- Ania wrote the email to
 - ask for information.
 - give personal information.
 - to describe her friends.
- Ania's stepbrother
 - lives with her.
 - lives with his grandparents.
 - lives with his family.
- Ania has
 - three favourite school subjects.
 - two favourite school subjects.
 - one favourite school subject.

3 Read the email again. Are these sentences true (T) or false (F)? Correct the false sentences.

- Ania's grandparents live with her.
F. Her great-grandmother lives with her.
- Ania has a nephew.
- Ania likes sports.
- Ania doesn't like music.
- Ania wants to know what Jan likes.

4 Work with a partner. Say your answers to the questions about Ania.

- Who does Ania live with?
- What does Ania like doing?
- What school subjects does she like?
- What school subject doesn't she like?
- What does Ania look like?

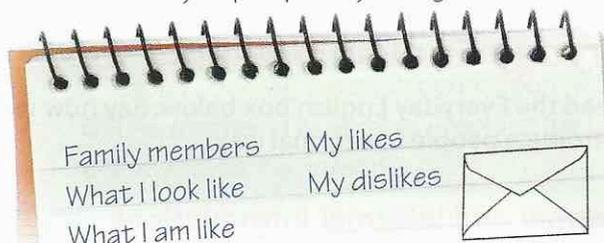
Writing basics

5 Imagine you are Jan. Write the start of an email to reply to Ania.

Look Przeczytaj przykładowy tekst i wskazówkę *Writing Tip*. Odpowiedz na pytania.

- What words do we use to contrast two things in a sentence?
- What verbs do we use to talk about likes and dislikes?

Make notes Zrób notatki potrzebne do napisania początku odpowiedzi na e-mail Ani. Zapisz je w zeszycie pod podanymi nagłówkami.



Write Napisz początek odpowiedzi na e-maila Ani. Skorzystaj z tekstu przykładowego i notatek.

I have also got a 25-year-old stepbrother, **however**, he lives with his wife and son in Warsaw.
I **like** PE and Art, **but** I **hate** History.
I'm not very quiet - I love listening to loud music and dancing.

WRITING TIP

However i *but* używamy wtedy, gdy przeciwstawiamy w zdaniu dwie rzeczy.

YOUR WORLD

What's your favourite place at school?


1 **20** Read and listen to the story *Welcome to Three Oaks*. How old is Three Oaks Secondary?

- 1 Head** Good morning. I'm Mr Jones. I'm the Head teacher of Three Oaks Secondary. Welcome to our school.
- Pablo and Viki** Good morning, Mr Jones. Pleased to meet you.
- Head** Can I introduce Keira and Ravi?
- Viki** Hello. My name's Viki and this is Pablo.
- Head** Keira, Ravi, can you show them the school, please?
- Keira** Come on ...
- 2 Viki** What's in there?
- Keira** Oh. That's the Music room. It's my favourite place.

- Viki** I like music, too. I often go to concerts.
- Keira** There's a concert tomorrow. The music is traditional jazz.
- Viki** Oh, that's brilliant; 100 years old, like the school!
- 3 Keira** This is the gym. We play basketball here.
- Pablo** Do you always play basketball in PE?
- Keira** No, we don't. We sometimes play football, we sometimes do gymnastics. It depends.
- Ravi** There's a gymnastics demonstration tomorrow for the visitors. We're wearing sports clothes from the museum. They're 100 years old!
- 4 Keira** That's the bell for lunch.
- Ravi** The dining room is this way!
- Keira** Yes, and the food is 100 years old!
- Viki** No!
- Keira** Only joking.

Comprehension

2 Read the story again. Say your answers to the questions.

- Who are the new students? *Pablo and Viki*
- Who is Mr Jones?
- Is the food in the dining room 100 years old?

Everyday English presentation

3 Read the Everyday English box below. Say how we introduce people in a formal way.

Formal and informal introductions

Spójrz, jak przedstawiamy się w sposób oficjalny.

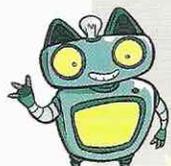
Good morning. I'm Mr Jones.
Can I introduce Keira and Ravi?

Spójrz, jak przedstawiamy się w sposób nieoficjalny.

Hello. My name's Viki and this is Pablo.

Spójrz, jak reagujemy, gdy ktoś przedstawi się w sposób oficjalny.

Pleased to meet you.



Everyday English practice

4 Write the expressions from the Everyday English box in the gaps to complete the dialogues.

- A Good afternoon. My name's Emily.

B ?, Emily. My name's Daniel.
- A ? Wera and Edek?

B ?, Wera and Edek.

Speaking

5 Work in groups of four. Introduce yourself formally and informally to two classmates. Then introduce these two classmates to the other two classmates.

Hello. My name's Emily.

Hello, Emily. Pleased to meet you. My name's Wera.

Hi, Emily. My name's Marta.

Hello, Wera and Marta.
This is Edek and Hugo.

YOUR WORLD What autumn festivals are there where you live?

Autumn celebrations

Alex

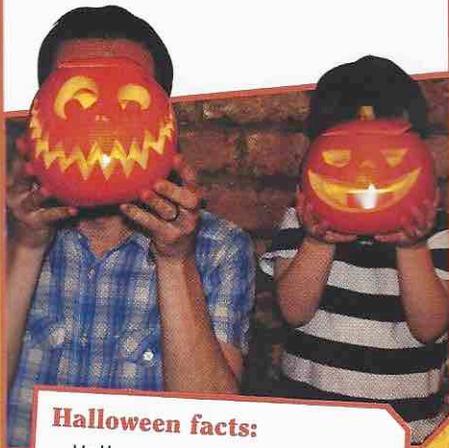
a



Halloween

At Halloween we decorate the house with bats, skeletons, and spiders. We make pumpkin lanterns.

We all dress up on the night of Halloween. You can see witches, vampires, mummies and ghosts on our street. We knock on our neighbours' doors and say 'Trick or treat'. They usually give us some sweets.



Halloween facts:

- Halloween is on 31st October.
- The festival is more than 2,000 years old.

Ali

b

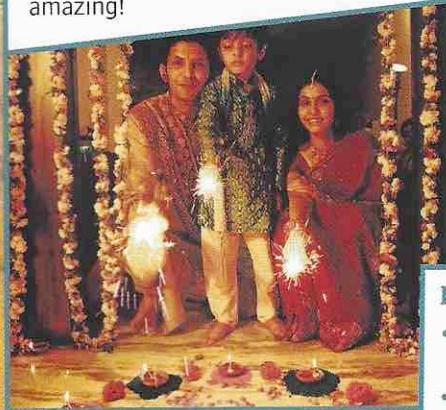


Diwali

I love Diwali. My family come from India and it's one of our traditions. There are big Diwali celebrations in lots of British towns now.

At Diwali we decorate our house with beautiful rangoli patterns and special lamps called *diya*.

In the morning we put on our best clothes and say our prayers. Then we visit friends and family. In the evening we watch the Diwali processions and the fireworks in town. They're amazing!



Freya

c



Bonfire Night

This is a photo of Bonfire Night in our village. The bonfire is on a field near the church.

On the night of the celebration it's cold and we wear warm coats and boots. We stand near the bonfire and eat hot dogs and toffee apples. I love watching the fireworks. They're my favourite part of the night!



Bonfire Night facts

- Bonfire Night is on 5th November.

Diwali facts

- Diwali is in October or November. It is the Hindu New Year.
- Rangoli patterns are made from coloured rice or sand.

Reading

1 Look at the pictures in the articles. What can you see? Say your answers.

2 **Repetitorium** 21 Przeczytaj artykuły (a-c) i dopasuj do każdego z nich właściwe zdanie (1-4). Do jednego artykułu pasują dwa zdania.

At this festival, people:

- 1 decorate the house with coloured sand. **b**
- 2 eat sweet fruit outside. **1**
- 3 wear special costumes. **2**
- 4 meet outside in front of a fire. **2**

3 Read the articles again. Are these sentences true (T) or false (F). Correct the false sentences.

- 1 There are fireworks at Halloween. F. There are fireworks at Bonfire Night.
- 2 Alex buys his pumpkin lantern from the shops.
- 3 Diwali is only celebrated in India.

4 Lamps, or *diya*, are an important part of Diwali.

5 The weather in November is cold in the UK.

6 Freya loves the fireworks.

Listening and Speaking

4 22 Listen to James talking about two of his favourite autumn festivals. Say your answers to the questions.

- 1 What does James love about Diwali?
- 2 Which is his favourite festival?
- 3 Why does he like this festival?

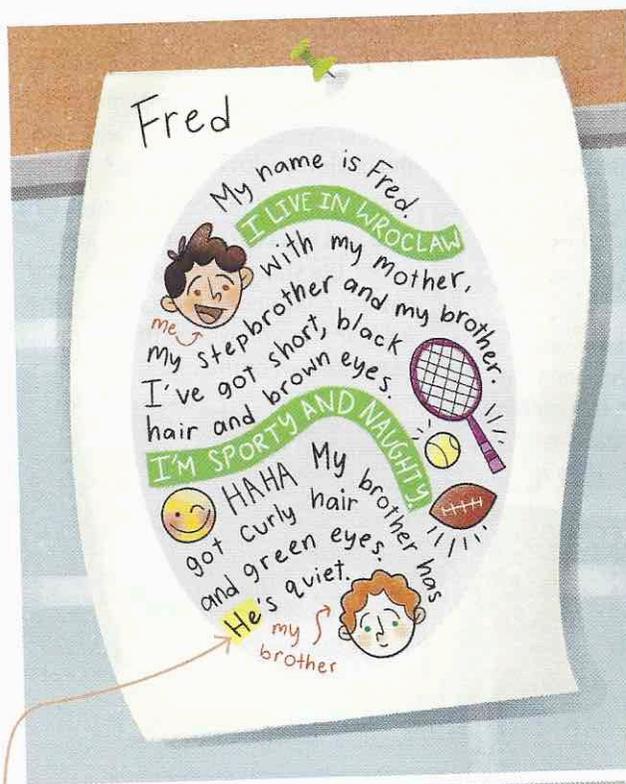
5 Work in small groups. Discuss the questions.

- 1 What's your favourite festival in Poland?
- 2 Why do you like this festival?
- 3 Which is your favourite festival on this page?

My fingerprint description

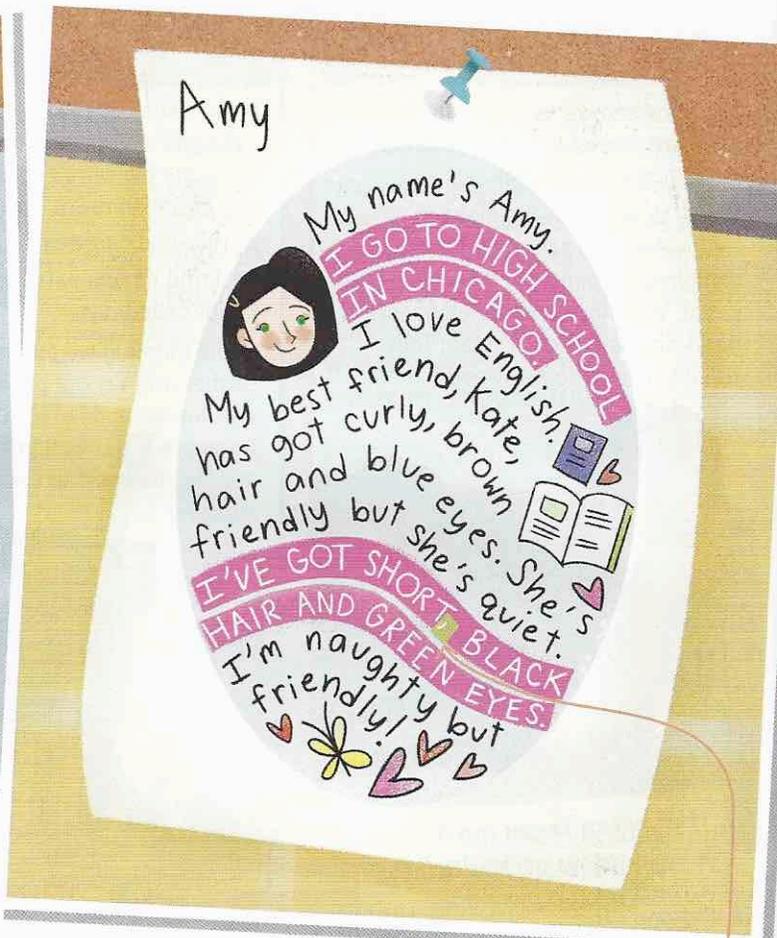
Comprehension

- ① Look at these projects. Write what shape the lines of the writing make. 📝



WRITING TIP

Zaimków osobowych, np. *he* i *she*, używamy wtedy, gdy chcemy uniknąć powtórzenia imienia.



WRITING TIP

Przecinków używamy wtedy, gdy wymieniamy kilka przymiotników lub rzeczowników.

- ② Read the projects and look at the photos. Say which one is Fred and which one is Amy.



- ③ Look at the *Writing Tips*. Find more examples in the texts for each *Writing Tip*. 📝

Writing project

- ④ Follow the stages to make your own fingerprint description. 📝



Think. Zdecyduj, o czym i o kim chcesz napisać.



Make notes Zrób notatki na temat wyglądu i charakteru wybranej osoby.



Write. Stwórz opis osoby w kształcie odcisku palca. Dodaj ilustracje. Skorzystaj ze swoich notatek.

- ⑤ Swap your project with a partner. Check each other's spelling and grammar.
- ⑥ Present your fingerprint to the class. Show and read the description.

REACTIVATE! Work with a partner. Say as many family members as you can in one minute. ⌚

Vocabulary and Grammar

1 Write the male family member words. 📄

- 1 daughter son
- 2 niece ?
- 3 great-grandmother ?
- 4 wife ?
- 5 stepmother ?
- 6 stepsister ?

2 Look at the pictures and complete the sentences with the words in the box. 📄

beard blonde curly x2 ears
eyes long short straight



1 My sister's got blonde hair.



2 My nephew's got big ?.



3 My stepsister's got ? hair and blue ?.



4 My uncle's got a ?.



5 My niece's got ? and ? hair.



6 My great-grandmother's got ? and ? hair.

3 Complete the sentences with *like, love, don't like, hate* and *can't stand*. Say your answers.

- 1 We / swim in the lake. 😊😊
We love swimming in the lake.
- 2 My cousins / maths. 😊
- 3 Her great-grandparents / listen / music. 😊
- 4 I / my big nose. 😞😞😞
- 5 They / walk / to school. 😊
- 6 My stepsister / pizza. 😊😊

4 23 **Repetitorium** Posłuchaj nagrania i uzupełnij dane w profilu na portalu społecznościowym. 📄

Kamil2008 Name: Kamil

Appearance: ¹short, ²? hair and ³? eyes.

Personality: noisy and ⁴?

Two things I like: ⁵? and ⁶?

Two things I don't like: ⁷? and ⁸?

Two activities I like doing: ⁹? and ¹⁰?



5 Say the questions for these answers.

- 1 What does Keira look like?
Keira's got long, brown hair.
- 2 ?
Keira's noisy.
- 3 ?
Pablo's quiet.
- 4 ?
Pablo's got black hair and brown eyes.

Everyday English

6 Complete the dialogues with the words from the box. 📄

I'm meet name's pleased this

- A I'm Paulina.
- B My ²? Jason and ³? is Ewa.
- A ⁴? to ⁵? you.

Can I introduce Pleased to meet you

- A ⁶? Dawid and Tomek?
- B ⁷?.

Good afternoon Pleased to meet

- A ⁸?, I'm Max.
- B Hello, Max. ⁹? you.

Self-assessment

7 How well can you do this lesson's tasks? Write 😊, 😊 or 😞 in your notebook. 📄

English in the real world

This month's challenge:

Znajdź w internecie informacje o sławnej osobie z kraju anglojęzycznego. Jak wygląda? Jaki ma charakter? Opisz tę osobę koledze lub koleżance.

YOUR WORLD What do your parents look like?

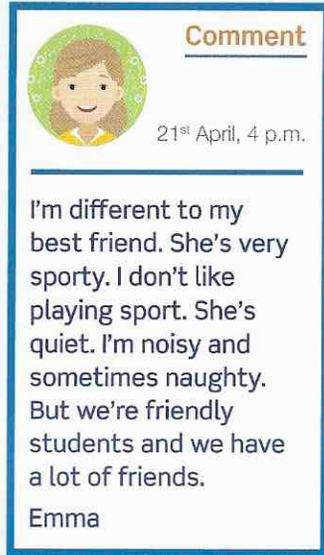
Rozumienie tekstów pisanych

WSKAZÓWKA:

Przeczytaj szybko teksty, aby zorientować się, czego dotyczą. Następnie poszukaj kluczowych informacji, by lepiej zrozumieć całość.



- 1 Przeczytaj teksty i podaj poprawną odpowiedź: a, b lub c.



- 1 Both texts
a describe someone
b describe a place
c describe likes and dislikes

HALLOWEEN

Can you make Halloween lanterns?

We want to make 20 lanterns for a children's party.

Come to Green
Park Sports
Centre on 30th
October at 4 p.m.

- Come with a pumpkin.
- Come with your family.
- See you there!

- 2 The text is
a an invitation to a Halloween party
b a description of a Halloween party
c a poster asking for help for a Halloween party

Znajomość środków językowych

- 2 Uzupełnij wyrazami z ramki luki w opisie rodziny Maxa. Trzy wyrazy zostały podane dodatkowo.



hanging hate nephew
stand stepsister taking

I have got one brother called Adam and one ¹ ? called Helen. Adam is nine years old and Helen is fourteen years old. Adam loves playing cards with me. He can't ² ? doing his homework. Helen likes ³ ? out with her friends in town.

- 3 Uzupełnij zdania właściwą formą wyrazów podanych w nawiasach. Jeśli jest to konieczne, możesz użyć dodatkowych wyrazów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

- 1 What ? (do / he / look)?
2 My brothers ? (hate / climb) trees.
3 What ? (they / like)?
4 Emma ? (not have / blue) eyes.
5 I ? (not like) playing games.
6 We ? (have / curly) hair and blue eyes.

Znajomość funkcji językowych

- 4 Uzupełnij dialogi.

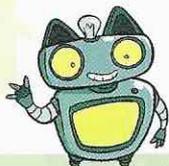
- 1 A Good morning. ? Emma? She's a new student.
B Hello, Emma. My name's Matt.
2 A Hello! My name is Anna and this is Peter.
B ?, Anna and Peter. My name's Bill.

What do you like? What do you like doing? and What ... like / What ... look like?

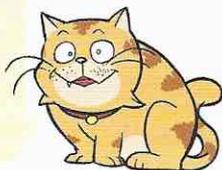
GRAMMAR REFERENCE

Czasowników *love, like, don't like, hate, can't stand* używamy wtedy, gdy chcemy określić, co lubimy i czego nie lubimy.

Gdy mówimy o tym, co lubimy lub czego nie lubimy robić, używamy rzeczownika, który tworzymy poprzez dodanie do czasownika końcówki *-ing*. Rzeczownik ten wstawiamy po czasownikach: *love, like, don't like, hate* i *can't stand*.



Wyrażenia *What...like* używamy wtedy, gdy chcemy zapytać o czyjś charakter. Wyrażenia *What...look like* używamy wtedy, gdy chcemy zapytać o czyjś wygląd. Czasownika *have got* używamy wtedy, gdy opisujemy wygląd, a czasownika *be* – gdy opisujemy charakter.



Wh-question	Verb	Subject pronoun	like or like doing?
What	do	you	like?
What	do	you	like doing?

Subject pronoun	Verb	Noun	Verb base + -ing
I/You/We/They	love/like/ don't like/ hate/can't stand	comics.	reading comics.
He/She/It	loves/likes/ doesn't like/ hates/can't stand	badges.	collecting badges.

Wh-question	Verb	Subject pronoun	like or look like
What	am	I	like?
	is	he/she/it	
	are	you/we/they	
What	do	I/you/we/they	look like?
	does	he/she/it	

Subject pronoun	Verb	appearance or character
I	'm	friendly.
You	're	old.
He/She/It	's	noisy.
We/They	're	naughty.
I	've got	blonde hair.
He/She/It	's got	blue eyes.
We/They	've got	a beard.

WORD LIST

WELCOME VOCABULARY a

American	/ə'merɪkən/	amerykański, Amerykanin/Amerykanka
British	/'brɪtɪʃ/	brytyjski, Brytyjczyk/Brytyjka
China	/'ʃaɪnə/	Chiny
Chinese	/'ʃaɪniːz/	chiński, Chińczyk/Chinka
Czech	/'tʃɛk/	czeski, Czech/Czeszka
France	/'frɑːns/	Francja
French	/'frentʃ/	francuski, Francuz/Francuzka
German	/'dʒɜːmən/	niemiecki, Niemiec/Niemka
Germany	/'dʒɜːmənɪ/	Niemcy
Italian	/'ɪtəlɪən/	włoski, Włoch/Włoszka
Italy	/'ɪtəlɪ/	Włochy
Poland	/'pɒlənd/	Polska
Polish	/'pɒlɪʃ/	polski, Polak/Polka
Spain	/'speɪn/	Hiszpania
Spanish	/'spæɪnɪʃ/	hiszpański, Hiszpan/Hiszpanka
the Czech Republic	/ðə 'tʃɛk rɪ'pʌblɪk/	Czechy
the UK	/ðə ,juː 'keɪ/	Wielka Brytania
the USA	/ðə ,juː es 'eɪ/	Stany Zjednoczone

WELCOME VOCABULARY c

attic	/'ætlɪk/	strych, poddasze
bathroom	/'bɑːθruːm/	łazienka
bedroom	/'bedruːm/	sypialnia
dining room	/'daɪnɪŋ ,ruːm/	jadalnia
garage	/'gærɑːʒ, -rɪdʒ/	garaż
garden	/'gɑːdn/	ogród
kitchen	/'kɪtʃɪn/	kuchnia
living room	/'lɪvɪŋ ,ruːm/	salon

VOCABULARY 1a

daughter	/'dɔːtə(r)/	córka
great-grandfather	/'greɪt ,grænfɑːðə(r)/	pradziadek
great-grandmother	/'greɪt ,grænmʌðə(r)/	prababcia
husband	/'hʌzbənd/	mąż
nephew	/'nefjuː/	bratanek
niece	/'niːs/	siostrzenica
son	/sʌn/	syn
stepbrother	/'stepbrʌðə(r)/	przyrodni brat
stepfather	/'stepfɑːðə(r)/	ojczym
stepmother	/'stepmʌðə(r)/	macocha
stepsister	/'stepsɪstə(r)/	przyrodnia siostra
wife	/waɪf/	żona

VOCABULARY 1c

beard	/'biəd/	broda
blonde hair	/'blɒnd ,heə(r)/	włosy blond
blue eyes	/'bluː ,aɪz/	niebieskie oczy
curly hair	/'kɜːli ,heə(r)/	kręcone włosy
ears	/'iəz/	uszy
friendly	/'frendli/	przyjazny
long hair	/'lɒŋ ,heə(r)/	długie włosy
naughty	/'nɔːti/	niesforny
noisy	/'nɔɪzi/	hałaśliwy
quiet	/'kwaɪət/	cichy
short hair	/'ʃɔːt ,heə(r)/	krótkie włosy
sporty	/'spɔːti/	wysportowany
straight hair	/'streɪt ,heə(r)/	proste włosy

EVERYDAY ENGLISH 1g

Can I introduce ...?	/kən aɪ ,ɪntrə'djuːs/	Czy mogę przedstawić ci...?
Good morning.	/'gʊd ,mɔːnɪŋ	Dzień dobry.
I'm ...	,'aɪm/	Jestem...
Hello. My name's ... and this is ...	/'hə'ləʊ 'maɪ ,neɪmz ... ən 'ðɪs ,ɪz/	Cześć. Mam na imię..., a to jest...
Pleased to meet you.	/'plɪzɪd tə 'miːt ,juː/	Miło mi cię poznać.

2 What's your job?

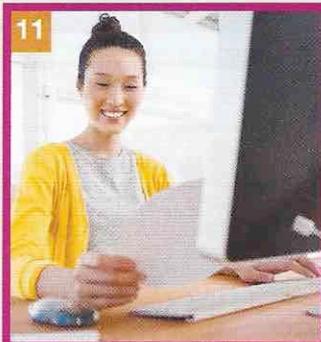
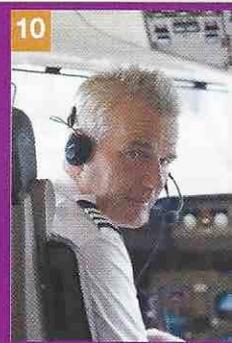
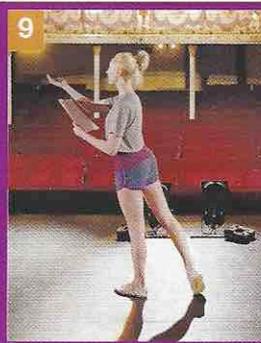
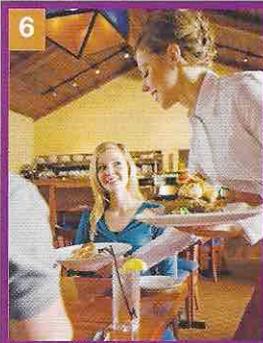
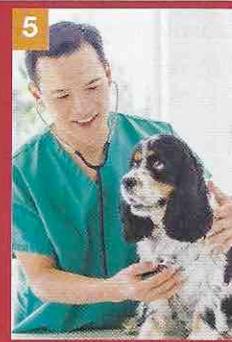
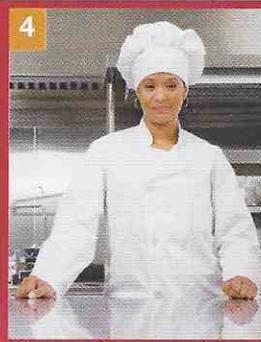
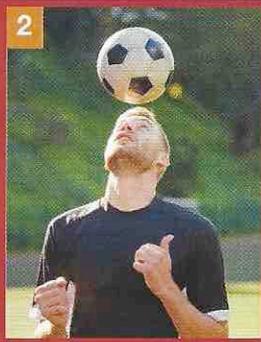
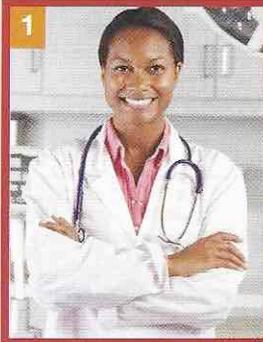
a VOCABULARY

Jobs

MOJE CELE W ROZDZIALE

- Powiedzieć i zapisać nazwy zawodów
- Opowiedzieć o pracy za pomocą czasu *present simple*
- Powiedzieć i zapisać nazwy miejsc pracy
- Określać czas za pomocą czasu *present simple*
- Przeczytać opisy pracy w albumie
- Napisać ogłoszenie o pracy

YOUR WORLD What jobs do people in your family do?



Vocabulary presentation

- ① Look at the pictures. Match the jobs (1–14) with the words in the vocabulary box. Say the words.

Jobs

actor chef doctor farmer firefighter
 footballer hairdresser office worker
 pilot police officer shop assistant
 singer vet waiter

- ② 24 Listen and check, then repeat.

MEMORIZE!

③ 25 Posłuchaj rymowanki. Następnie, słuchając drugi raz, spróbuj ją zaśpiewać. Podaj czynność pasującą do każdego zawodu.

TIP: Łączenie w pary rzeczowników z nazwami czynności ułatwi ci zapamiętanie nowych wyrazów.



Vocabulary practice

4 Complete the job words. 

- | | |
|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 1 waiter | 5 far  |
| 2 pil  | 6 fire  |
| 3 doc  | 7 foot  |
| 4 sin  | 8 ac  |

5 Complete the sentences with the correct jobs. 

1 My sister's a



doctor.

2 My uncle's a



3 The  has got short, black hair.

4 My  is Spanish.

5 The  works in a clothes shop.

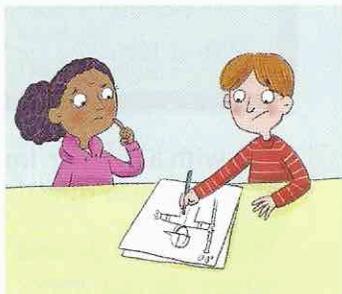
6 **Game!** Work with a partner. Play **Draw and Guess**. One person draws three jobs from exercise 1 and the other guesses the names. Take turns.

Is it a police officer?

No, it isn't.

Is it a firefighter?

Yes, it is.



Listening and Speaking

LOOK! Czasownik to work

Czasownika *to work* używamy wtedy, gdy mówimy o zawodach.

7  26 Listen to Jessica talking about the jobs her family do. Match the jobs (a–d) to the family members (1–4). 

- 1 Jessica's mum
- 2 Jessica's dad
- 3 Jessica's brother
- 4 Jessica's brother's wife



8 Work with a partner. Ask and answer about your family's jobs.

What's your aunt's job?

She's a doctor. She works in a big hospital. She wears a white uniform.

ONLINE LINK

Znajdź w internecie informacje o tym, od jakiego wieku można rozpocząć pracę w trzech różnych krajach.



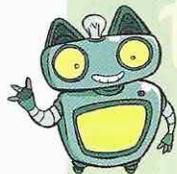
REACTIVATE! Work with a partner. Say a place in your town for your partner to say what jobs people do there. 

Grammar presentation

①  27 Listen and say what Harry's job is.

② Look at the grammar box. Say what jobs your mum and dad do and describe what they do.

Present simple review



Pamiętaj o tym, że czasowniki w osobach *he, she, it* mają inną końcówkę.

- + I/You work in a school.
He/She/It **works** with animals.
We/They work in a library.
- I/You/We/They **don't** work on Mondays.
He/She **doesn't** work on Mondays.

Pamiętaj o tym, że w pytaniach w czasie *present simple* używamy *do* i *does*.



Do you like your job?
Yes, I **do**./No, I **don't**.
Does he like his job?
Yes, he **does**./No, he **doesn't**.

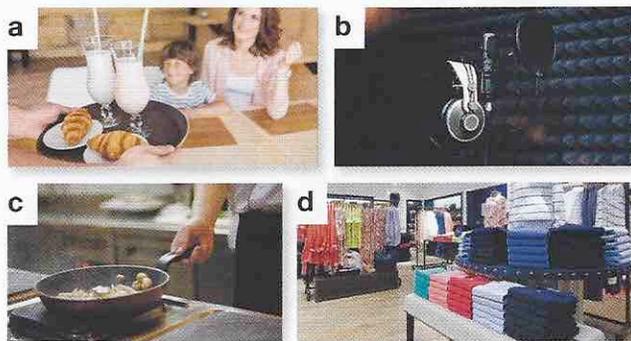
W czasie *present simple* możemy także stosować pytania szczegółowe (z zaimkami pytającymi).

What **does** he/she **do**?
What **time does** he/she go to **work**?
Where **does** he/she **work**?
Why **does** he/she **like** his/her job?

Więcej reguł i ćwiczeń gramatycznych znajdziesz na stronie 35.

Grammar practice

③ Look at the photos and read the texts. Match the photos with the texts. 



- 1  Jess works every Saturday from nine o'clock in the morning to five o'clock in the evening. She helps people choose clothes.
- 2  Adam works in a café. He gives people their food and drink. He works at lunch and dinner time.
- 3  Helen is in a band. The band's name is *The Cool Girls*. Helen loves singing and she practises every day.
- 4  Peter loves food. He likes eating and cooking Italian food. He works in a restaurant in London.

④ Choose the correct option. 

- 1 My nephew **start** / **starts** work at nine o'clock.
- 2 She **work** / **works** at the supermarket.
- 3 My grandparents **don't** / **doesn't** work.
- 4 My brother **don't** / **doesn't** work in the town.
- 5 **Do** / **Does** he work in a restaurant?
- 6 What **do** / **does** your cousin do at work?
- 7 When **do** / **does** you work?
- 8 Where **do** / **does** she work?

5 Cover the text in exercise 3. Then ask and answer the questions with your partner.

- 1 What job does Helen do?
- 2 What does Jess do every day?
- 3 When does Adam work?
- 4 Does Peter like his job?
- 5 Does Jess work every day?

Listening and Speaking

⑥  28 Listen to Henry talking to his uncle. Complete the notes about his uncle's job. 

What is his uncle's job? ¹ 

Where does he work? ² 

What does he do at work? ³ 

What does he wear at work? ⁴ 

Why does he like his job? ⁵ 

What job does Henry want to do? ⁶ 

7 Work with a partner. Imagine you have got a job. Ask and answer questions about each other's jobs.

What do you do and where do you work?

I'm a pilot. I work on a plane.

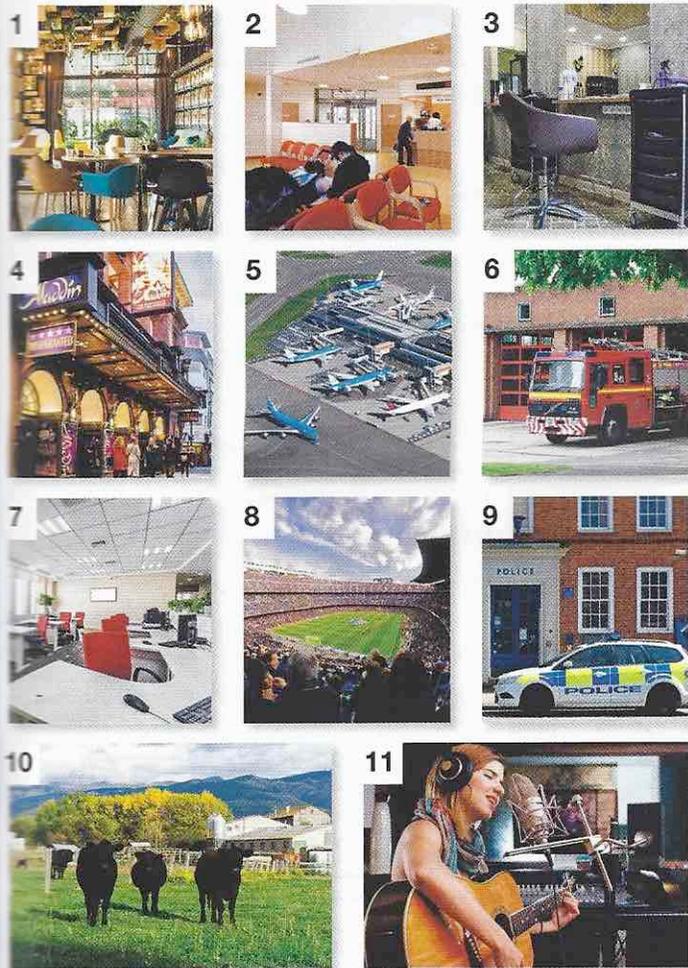
YOUR WORLD Where do your parents work?

Vocabulary presentation

1 Match the places of work in the vocabulary box to the photos. Say your answers.

Places of work

airport farm fire station hair salon
restaurant office police station
stadium studio surgery theatre



2 Listen and check your answers. Then repeat the words.

MEMORIZE!

3 Podaj pięć nazw zawodów i miejsc, w których się je wykonuje.

firefighter – fire station

TIP: Lepiej zapamiętasz wyrazy, gdy będziesz się ich uczyć w grupach tematycznych.



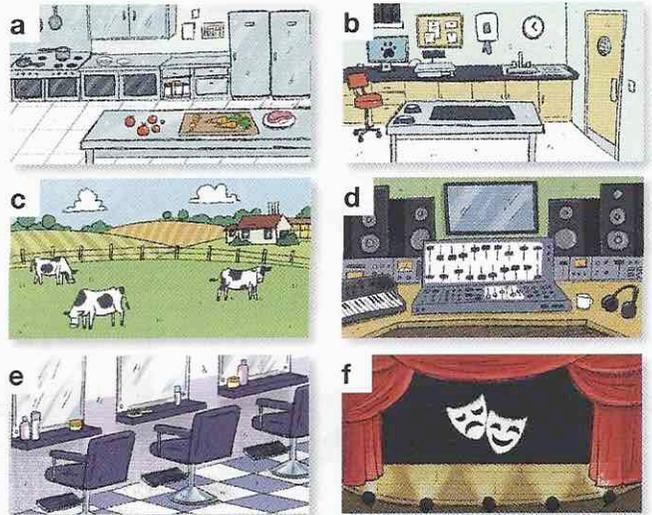
Vocabulary practice

4 Match the jobs (1–7) to the places of work (a–g). Say your answers.

- | | |
|---------------------------|--------------------|
| 1 Doctors work in | a an airport |
| 2 Pilots work in | b a stadium |
| 3 Farmers work on | c an office |
| 4 Firefighters work in | d a farm |
| 5 Office workers work in | e a fire station |
| 6 Footballers work in | f a police station |
| 7 Police officers work in | g a surgery |

Listening and Speaking

5 Listen and match the speakers (1–6) with their places of work (a–f).



6 Listen to the dialogues again. Answer the questions. Say your answers.

- Where does the actor work?
- Where does Paul work?
- Where do the chefs work?
- What colour is the vet's uniform?
- Why does the hairdresser like her job?
- What does the farmer have on his farm?

7 Work with a partner. Look at the job photos on page 22. Describe a job for your partner to guess.

You play football in a stadium.
You love your job.

Am I a
footballer?

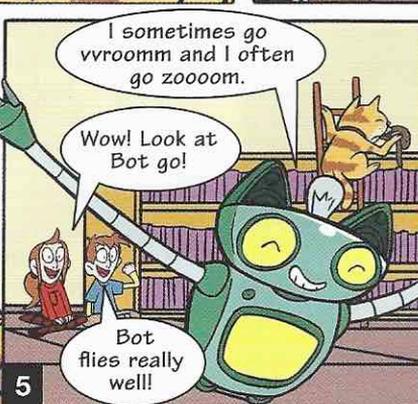
ONLINE LINK

Znajdź w internecie nazwy trzech miejsc pracy, których nie ma w tym rozdziale.



REACTIVATE! Say a place of work for your partner to say the job. How many can you say in 60 seconds? 

- 1   31 Read and listen to the story. Say what jobs Jake and Jen act out.



2 Read the story again. Answer the questions. 

- 1 Why doesn't Bot want to play charades?
- 2 Who wears a uniform?
- 3 When does Jen / the vet work in the surgery?
- 4 Is Bot a good singer?
- 5 How often does Jen want to play charades?

Grammar presentation

3 31 Read or listen to the story again. Say what job Winston acts out.

4 Look at the grammar box. Look at the story again. Say how often your parents work.

Present simple extension

Always → every day/week

Usually → twice (or more) a week/month

Often → once a week/month

Sometimes → once a month/year

Never → zero times a week

He/She works in the studio every day.

Spójrz, jak tworzymy pytania o czas w czasie *present simple*:

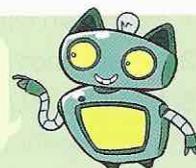
How often do you/we/they work at the weekend?

I/we/they work at the weekend **every week**.

How often does he/she work **in the evening**?

He/She works in the evening **once a month**.

Przysłówek częstotliwości możesz używać w czasie *present simple*, gdy chcesz określić, jak często wykonywana jest dana czynność.



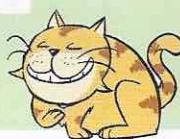
Look! Możemy również użyć tych określeń czasu:

This week/weekend/month

At breakfast/lunch/dinnertime/the weekend

In the morning/afternoon/evening

During



When do you/we/they work during the week?

I/We/They work **in the morning**.

When does he/she work?

He/She works **in the evening**.

Więcej reguł i ćwiczeń gramatycznych znajdziesz na stronie 35.

Grammar practice

5 Write the sentences in the correct order.

- 1 at seven o'clock / He / work / goes to / in the morning.
- 2 go / They / every weekend. / the stadium / to
- 3 he / This week / has got / homework. / a lot of
- 4 I / work / During / the week / hard.
- 5 visits / twice a year. / My cousin / us
- 6 farm / We / once a month. / on / the / work
- 7 always / she / At breakfast / eats fruit.
- 8 at work. / write / often / You / emails

6 **Repetitorium** Przepisz zdania, używając wyrazów zapisanych **tłustym drukiem** i poprawnej formy czasu *present simple*.

- 1 My dad usually has lunch at the police station.
four times a week
My dad **?** lunch at the police station **?**.
- 2 My nephew and niece always visit us at the weekend.
every weekend
My nephew and niece **?** us **?**.
- 3 My stepsister sometimes goes by bus to the hospital.
once a month
My stepsister **?** by bus to the hospital **?**.

4 I have a lot of homework from Monday to Friday.

During the week

? I **?** a lot of homework.

7 Work with a partner. Make four questions using the words in the box. You can use the words more than once. Ask and answer the questions with your partner.

How often do you go to the theatre?

work?	you	How	does
go	When	stadium	sport?
sister	to	mum	theatre?
your	often	play	dad
hair salon?	brother	the	do

ONLINE LINK

Porozmawiaj z kolegami i koleżankami w klasie bądź na forum internetowym. Dowiedz się, jak często chodzą do lekarza, rozmawiają z policją i chodzą do fryzjera.



How often do you go to the hair salon?

I never go to the hair salon because my mum is a hairdresser!



Vocabulary review

1 Read the description and write the job.

- 1 My cousin washes people's hair.
- 2 My stepmother writes a lot of emails.
- 3 My stepsister helps animals.
- 4 Max and Tom give people food.
- 5 They make delicious food.
- 6 My nephew flies a plane.

2 Look at the photos. Say the places of work.

1

2

	Time	Time	Status
Eindhoven	11:50	12:29	
Paris ORY	12:25	12:36	Delayed
4923 Dortmund	12:40	12:39	
853 Copenhagen	12:45	13:07	Delayed
4853 Copenhagen	12:45	13:07	Delayed
1554 Oslo	13:15	12:58	

3

4

5

6

3 Read the sentences below. Copy and complete the table and say what job each person does. There is one job per person.

	doctor	police officer	vet	actor
David				
Emma				
Max				
Kate				

The women don't work in a police station.

The men don't work in a theatre.

Max and Emma don't like animals.

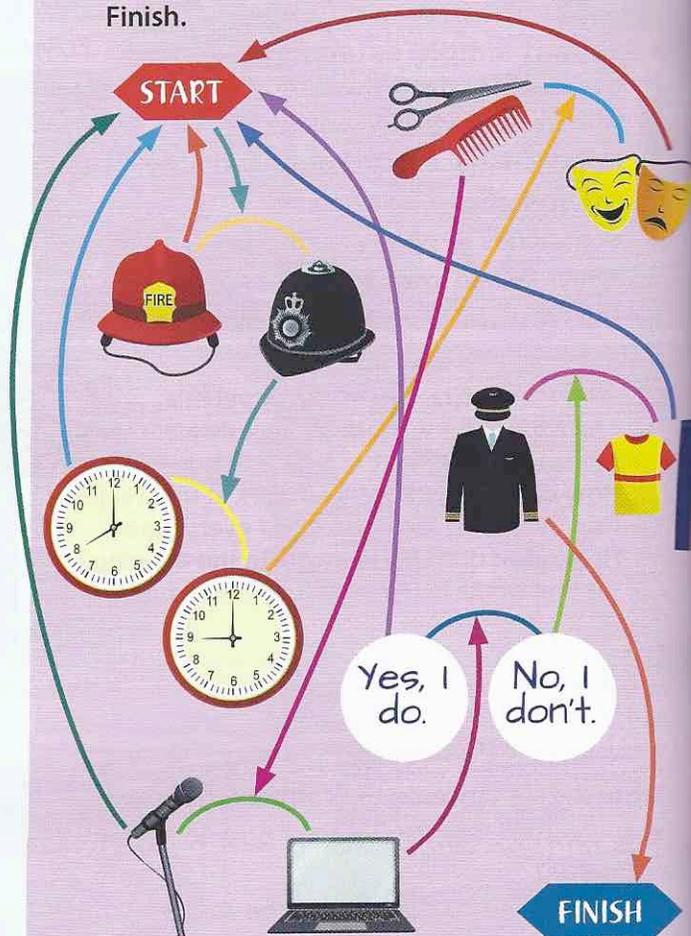
Emma, Kate and David don't wear a blue uniform.

The name of the doctor starts with the same letter as his/her job.

David is ?. Emma is ?. Max is ?. Kate is ?.

Grammar review

4 Listen to the dialogues. Find and say the answers and find the correct way to the Finish.



5 Game! Work in pairs. Read the riddle and answer the question. Say your answer.

Once a week, on a Monday afternoon, Peter goes to the surgery to see the doctor. Peter and the doctor go to a café for an ice cream. Peter is the doctor's son. The doctor is not Peter's father.

Who is the doctor?

6 Use words in the grid to make four sentences. You can move up / down and right / left. Say your answers.

sometimes	START ↓ Mum	maths!	do
works	← I	have got	can't
at	week	maths.	Mum
home.	This	homework.	my
She	helps	me	with ↑

REACTIVATE! Work with a partner. How many words can you write for jobs and places of work in 60 seconds? ⌚

Reading

1 ⌚ 33 Read and listen to the descriptions in Tony's photo album. Match the words (1–6) to the job descriptions (a–c). Say your answers.

- | | | |
|-----------------------|--------------------|-----------------------|
| 1 pets <u>?</u> | 3 surgery <u>?</u> | 5 holidays <u>?</u> |
| 2 restaurant <u>?</u> | 4 cooking <u>?</u> | 6 vegetables <u>?</u> |

Tony's photo album



My mum and dad are farmers. On the farm we have animals, vegetables and fruit trees. The supermarkets buy their milk, vegetables and fruit from the farm. My mum and dad work seven days a week. Every week, they get up at five o'clock in the morning and finish work at six o'clock in the evening.



I want to be a chef because I love food! I want to work in a restaurant in a big hotel in a city. I want to cook food from all around the world. My mum likes cooking, too, and we usually make pizzas and pasta on Friday and Sunday.



My aunt is a vet. She lives near the farm, so she helps Mum and Dad with the animals on the farm. Her surgery is in town. She works Monday to Friday. Every day, she sees pets like cats and dogs, and sometimes snakes! On Fridays, in the school holidays, I often help her in the surgery.

2 Read the descriptions in the photo album and then match the sentence halves. Say your answers.

- | | |
|----------------------------------------------------|-------------------|
| 1 The farmers work | a at weekends. |
| 2 The farmers get up at five o'clock | b every day. |
| 3 The vet doesn't work | c once a week. |
| 4 Tony helps in the surgery in the school holidays | d twice a week. |
| 5 Tony and his mum cook | e in the morning. |

3 Read the descriptions again and complete the sentences.

- The farmers work seven days a ?.
- Tony's aunt is a ?.
- Tony's aunt works in a ?.
- Tony's aunt sometimes helps ?.
- Tony wants to be a ?.
- Tony and his mum ? cook together at the weekend.

4 Read the text again. Are these sentences true (T) or false (F)? Correct the false sentences.

- Tony's mum and dad work in a supermarket.
- There are fruit trees on the farm.
- Tony's aunt doesn't live near Tony's parents.
- Tony's aunt works five days a week.
- Tony loves cooking.
- Tony wants to be a waiter.

5 **Mediation** Describe one of the people from Tony's photo album to your partner in Polish. Don't say their name. Can your partner guess who it is? Take turns.

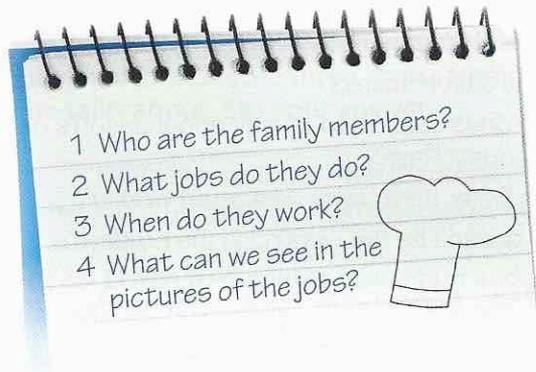
Writing basics

6 Choose two family members and make your own photo album. What jobs do they do? Write two descriptions.

Look Przeczytaj przykładowy tekst i wskazówkę *Writing Tip*. Odpowiedz na pytania.

- What time expressions does the writer use?
- What adverbs of frequency does the writer use?

Make notes Zrób notatki na temat zawodów, które opiszesz w swoim albumie ze zdjęciami.



Write Stwórz dwa opisy do swojego albumu ze zdjęciami. Skorzystaj z tekstu przykładowego i notatek. Zilustruj swój album obrazkami.

My mum and dad work seven days a week. Every week, they get up at six o'clock in the morning and finish work at six o'clock in the evening.

On Fridays, in the school holidays, I often help her in the surgery.

WRITING TIP

Aby określić, kiedy coś robimy, używamy określeń czasu z przyimkami *in, on* i *at*.

YOUR WORLD

What work experience do you want to do?



1 34 Read and listen to the story **Work experience**. How is Jason's first day at work?

- 1 Jason** I'm scared about my new job.
Mum Don't worry. You can do it. Listen and watch! Peter knows this is your first job.
Jason But maybe I can't do the job!
Mum Of course you can. You are good at taking photos.
Mum Ah, that's nice. Ravi and your dad are keeping their fingers crossed for you and they wish you all the best of luck for your new job.
- 2 Mum** Hi! This is Peter. He's the photographer. Peter, this is my son, Jason.
Peter Hi, Jason. Welcome to my photography studio.

Mum See you later, Jason. Good luck for your first day. You'll be great.

Jason Thanks, Mum. See you at five!

3 Peter So, Jason. This is the studio and this is your desk.

Jason My desk? Really?

Peter Yes. First, can you take some photos of this plant?

Jason Like this?

Peter Yes, that's good.

Later ...

Peter Congratulations on your first day. Great job! Thank you for your help, Jason.

4 Peter Bye!

Jason Bye! Thank you!

Mum How do you feel, Jason?

Jason Really good. I like Peter and the job. I think he likes me, too.

Mum Keep up the good work. You deserve a pat on the back!

Jason Work's not bad, Mum, but I don't like getting up early in the holidays – that's not fun!

Mum Oh, Jason. I know you like sleeping, so go to bed early tonight!

Comprehension

2 Read the story again. Say your answers.

- 1 Why is Jason scared?
- 2 What does Jason's mum say about Jason's dad and cousin Ravi?
- 3 Does Peter think Jason is a good worker?
- 4 Why doesn't he like working in the holidays?

Everyday English presentation

3 Read the Everyday English box below. How do we say wishes and congratulations? Say your answers.

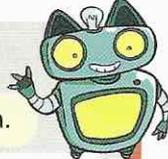
Wishes and congratulations

Spójrz, jak życzymy powodzenia.

I'm keeping my fingers crossed for you.
I wish you all the best of luck for your new job.
Good luck for your first day.

Spójrz, jak składamy gratulacje.

Keep up the good work. Great job!
Congratulations on your first day.
You deserve a pat on the back!



Everyday English practice

4 **Repetitorium** Uzupełnij dialogi wyrażeniami z ramki w *Everyday English presentation*.

1 **Girl:** I start my new school today. It's scary.

Mum: I know! Good .

2 **Boy:** My teacher wants me to play the trumpet in the school concert!

Dad: Fantastic. You .

Speaking

5 Choose situation a, b or c and use the language in exercise 4 and the Everyday English presentation box to make dialogues with your partner.

- a You are an actor in the school play this evening.
- b It's your first day at work.
- c You start a new school today.

I'm excited about the play this evening.

I wish you all the best of luck.

YOUR WORLD What unusual job would you like to try?

Unusual jobs

a A dog surfing instructor

I'm Jack and I'm a dog surfing instructor! I love surfing and teaching dogs how to surf. I teach children, too, but I prefer teaching dogs – they're very clever. A lot of dogs love swimming and want to have fun on the beach, so surfing is great. I live in England, so I don't work in the winter! In the summer, I usually start work about ten o'clock and finish at four o'clock, and I only work on Saturdays and Sundays.



c A chocolate taster

I'm Jamie and I'm a chocolate taster, so my job is to eat chocolate! Everybody wants my job! Every day, I try different chocolate. I can't drink coffee or tea, or brush my teeth, 10 hours before I start work. I only work twelve hours from Wednesday to Saturday. I don't get a lot of money, but I love tasting chocolate, so I'm happy. I wear a white shirt and hat every day at work.



b A waiter in a cat café

I'm Jenna and I'm a waiter in a cat café! We often have 20 cats in the café! My job is to take care of the cats, not the food! People come for lunch and to play with the cats. There are things everywhere in the café for the cats to play with. It's very funny to watch them. I work every Monday, Wednesday and Friday, from nine o'clock in the morning to four o'clock in the afternoon. I never work at the weekend because we have other waiters. I don't wear a uniform, but I wear clothes that are easy to wash!



Glossary



taste



take care of

Listening and Speaking

4 **36** Listen to an interview with Nick about his unusual job. Choose three topics from the box that he talks about. Say your answer.

- his favourite food
- his friends
- his job
- his uniform
- where he works

5 **36** Listen to the interview again and answer the questions.

- 1 Where does Nick work?
- 2 When does he work?
- 3 What two things does he like about his job?
- 4 Does he wear a uniform?

6 Work with a partner. Choose one of the jobs from the box, then ask and answer the questions about your jobs.

- chef
- computer game player
- dog walker
- farmer
- pilot
- singer

- 1 What do you do in your job?
- 2 Where do you work?
- 3 What do you like about your job?
- 4 Do you wear a uniform?

Reading

- 1 Look at the pictures in the articles. What can you see? What do you think the articles are about? Say your answers.
- 2 **35** Read the articles. Who can't brush their teeth before they go to work? Say your answer.
- 3 **Repetitorium** Przeczytaj teksty (a–c) jeszcze raz i dopasuj je do odpowiednich zdań (1–4). Uwaga! Jedno zdanie pasuje do dwóch tekstów.

In this job, the person

1 wears a uniform.	?
2 works at weekends.	?
3 only works in the summer.	?
4 works three days a week.	?

My superhero job advert

Comprehension

- 1 Look at the project. Say what the advert is for.

WRITING TIP

Aby przyciągnąć uwagę czytających, wymyśl ciekawy i zapadający w pamięć tytuł.

CALLING ALL SUPERHEROES

Is this you?

Are you looking for work? Yes? Then we need your help **NOW!**

The job

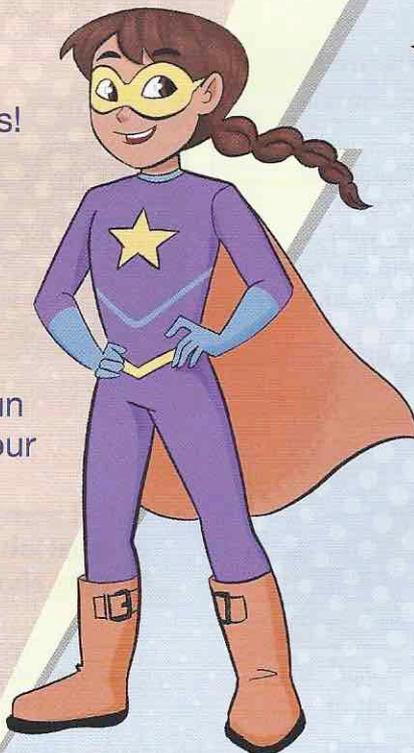
Join the Superhero Firefighters! We need you to fly and climb fast to high places.

Where?

Do you want to work in a fun and friendly place? If yes, our fire station needs YOU!

Uniform

No uniform – superhero costume only!



Abilities

Can you jump high? Can you fly like a plane?
Can you run like Usain Bolt and are you tall and strong?

When?

RIGHT NOW

Seven days a week. Eight hours a day.
Take holidays every year but have fun every day!
Email us **TODAY**.

- 2 Read the job advert. What and where is the job?

Writing project

- 3 Look at the *Writing Tips*. Find and say the examples in the texts for each *Writing Tip*.
- 4 Now create your own job advert. Follow the stages below.

Think Zastanów się nad pracą, której będzie dotyczyć ogłoszenie. Którego superbohatera / której superbohaterki potrzebujesz? Co musi on/ona robić? Gdzie i kiedy będzie pracować? Jakie są niezbędne umiejętności? Jaki strój jest potrzebny?

WRITING TIP

Określ now, *right now* i *today* używamy wtedy, gdy chcemy podkreślić, że chodzi o obecną chwilę.



Make notes Zrób notatki na temat pracy z ogłoszenia.



Write Napisz ogłoszenie o pracy. Skorzystaj z notatek. Narysuj superbohatera/superbohaterkę, którego/której poszukujesz.

- 5 Swap your project with a partner. Check each other's spelling and grammar.
- 6 Present your job description to the class. Show and read the notes.

REACTIVATE!

Work with a partner. Say the jobs and places of work in alphabetical order. How many can you remember? 60

Vocabulary and Grammar

1 Look at the pictures. Say the correct word.



1 doctor / chef



2 singer / footballer



3 office worker / hairdresser



4 shop assistant / hairdresser



5 chef / waiter



6 vet / farmer

2 Complete the sentences with the present simple form of the verbs in the box.

be watch send work

- 1 The office worker ? emails in the morning.
- 2 The firefighters ? in the fire station.
- 3 My stepfather ? not a vet. He's a doctor.
- 4 My stepsister ? TV in her bedroom.

3 Complete the present simple question forms in the interview. Say your answers.

- Interviewer** What job ? you do?
Peter I'm a police officer?
Interviewer ? do you work?
Peter I work in the police station.
Interviewer ? your wife work there, too?
Peter No, she's a vet.
Interviewer ? she like her job?
Peter Yes, she does. She loves it.
Interviewer ? do your children work?
Peter At the hospital. They're doctors.

4 Read and write where the people work.

restaurant studio surgery theatre

- 1 They are actors. They work in a ?.
- 2 We are singers. We work in a ?.
- 3 I'm a waiter. I work in a ?.
- 4 He's a vet. He works in a ?.

5 **Repetitorium** Uzupełnij zdania wyrazami w nawiasach we właściwej formie. Nie zmieniaj ich kolejności. Jeśli jest to konieczne, możesz dodać inne wyrazy. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.

- 1 A pilot (often / fly) around the world.
- 2 My dad (never / work) the weekend.
- 3 He (go / work / eight) o'clock in the morning.
- 4 We (usually / go / school / bus).

6 Number these sentences in the order of frequency (1 = a lot, 3 = not a lot).

- 1 a He goes to the studio once a week. 2
 b He usually goes to the studio on Monday and Wednesday evening. 1
 c He sometimes goes to the studio on Saturday. 3
- 2 a I see my cousins once a month. ?
 b I often see my cousins at the weekend. ?
 c I never see my cousins. ?
- 3 a We often go to the theatre together. ?
 b We sometimes go to the theatre together. ?
 c We go to the theatre every Christmas. ?
- 4 a They work at the farm every day. ?
 b They always work on the farm on Sunday. ?
 c They work at the farm twice a week. ?

Everyday English

7 Complete the dialogue with the words from the box. Write your answers.

Great job Good luck for your first day
 I'll keep my fingers crossed for you

- Holly** Is it your first day of work today?
Ed Yes, it is.
Holly ?
Ed Thank you. I'm a little scared.
Holly ?
Ed (Later ...) I feel really good. They like my work.
Holly ?!

Self-assessment

8 How well can you do this lesson's tasks? Write ☺, ☹ or 😐 in your notebook.

English in the real world

This month's challenge:

Znajdź w internecie trzy nietypowe zawody w Stanach Zjednoczonych i opowiedz o nich po angielsku kolegom i koleżankom.

YOUR WORLD What job would you like to do?

Znajomość środków językowych



WSKAZÓWKA:

Przeczytaj wyrazy przed luką i po niej i zastanów się, jakiej części mowy brakuje. Może to być na przykład rzeczownik, czasownik, przymiotnik, określenie czasu, czasownik posiłkowy lub przyimek.

1 Przeczytaj tekst i uzupełnij luki. Wybierz odpowiedź a, b lub c.



Penny UK January 2020

My dad is a firefighter. He ¹ ? in a fire station. He goes to work ² ? the morning at seven o'clock. He comes home at six o'clock. He wears a red and black uniform. ³ ? a year he works at the weekend. He loves ⁴ ? football on Sundays. What ⁵ ? your dad do?

- | | | |
|----------------|----------|--------------|
| 1 a works | b work | c is working |
| 2 a at | b in | c on |
| 3 a Four times | b During | c Never |
| 4 a plays | b play | c playing |
| 5 a works | b do | c does |

Rozumienie ze słuchu

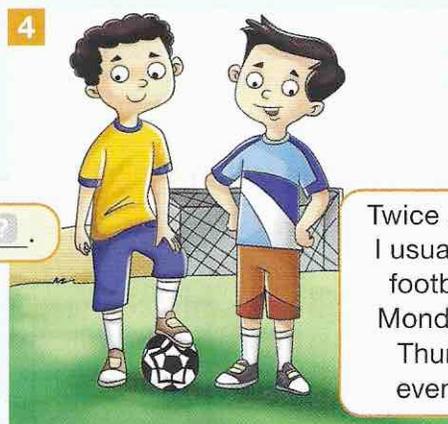
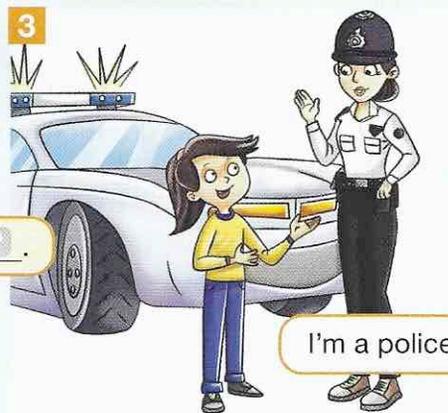
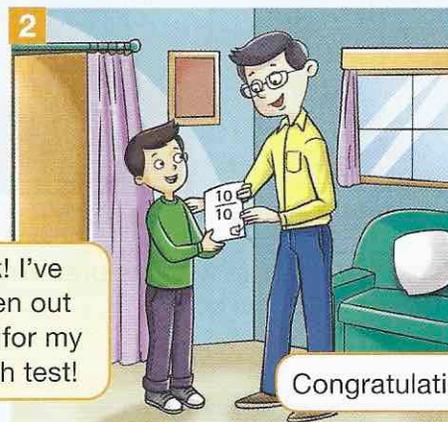
2 37 Posłuchaj wypowiedzi Marca i napisz odpowiedzi.



- 1 Where's Marc from?
- 2 What does he do?
- 3 When does he work?
- 4 How often does he visit his parents?
- 5 How many brothers has he got?

Znajomość funkcji językowych

3 Popatrz na obrazki i uzupełnij dialogi.



GRAMMAR REFERENCE

Czasu *present simple* używamy wtedy, gdy mówimy o często wykonywanych czynnościach lub nawykach. Tego czasu możemy używać także wtedy, gdy mówimy o tym, co robi się w pracy. Pamiętaj, że czasownik w osobach *he, she, it* ma inną końcówkę.

Pytania w czasie *present simple* tworzymy za pomocą *do* lub *does* albo za pomocą zaimka rozpoczynającego się od *Wh-* + *do* lub *does*, tak jak przedstawiono w tabeli. Zaimka *What* używamy, gdy pytamy o rzeczy, *Where* – o miejsca, *Who* – o ludzi, *Why* – o powód, a *What time* i *When* – o czas. Możemy również zapytać o częstotliwość, używając *How often* + *do* lub *does*.



Question words	Subject pronoun	Verb	Short and complete answers
Do	I/you/we/they	like my/your/our/ their job?	Yes, I do. No, I don't.
Does	he/she	work at the airport?	Yes, he/she does. No, he/she doesn't.
What do	I/you/we/they	do at work?	I/You/We/They help animals every day.
What time does	he/she	go to work?	He/She goes to work at 8 o'clock in the morning.
Where do	I/you/we/they	work?	I/You/We/They usually work in a restaurant.
Why does	he/she	like his/her job?	He/She likes his/her job because he/she likes airplanes.
When do	I/you/we/they	work at the surgery?	I/You/We/They work at the surgery at the weekend.
How often do	I/you/we/they	have breakfast in the hospital?	I/You/We/They always have breakfast in the hospital during the week.
How often does	he/she	have lunch at work?	He/She has lunch at work twice a week.

WORD LIST

VOCABULARY 2a

actor	/ˈæktə(r)/	aktor
chef	/ʃeɪ/	kucharz
doctor	/ˈdɒktə(r)/	lekarz
farmer	/ˈfɑ:mə(r)/	rolnik
firefighter	/ˈfaɪə,faɪtə(r)/	strażak
footballer	/ˈfʊtbɔ:ldə(r)/	piłkarz
hairdresser	/ˈheə,dresə(r)/	fryzjer
office worker	/ˈɒfɪs ˈwɜ:kə(r)/	pracownik biurowy
pilot	/ˈpaɪlət/	pilot
police officer	/pəˈli:s ˌɒfɪsə(r)/	policjant
shop assistant	/ʃɒp əˈsɪstənt/	sprzedawca
singer	/ˈsɪŋə(r)/	piosenkarz
wet	/vet/	weterynarz
waiter	/ˈweɪtə(r)/	kelner
work (v)	/wɜ:k/	pracować

VOCABULARY 2c

airport	/ˈeəpɔ:t/	lotnisko
farm	/fɑ:m/	gospodarstwo
fire station	/ˈfaɪə ˌsteɪʃn/	remiza strażacka
hair salon	/ˈheə ˌsælɒn/	salon fryzjerski

office	/ˈɒfɪs/	biuro
police station	/pəˈli:s ˌsteɪʃn/	posterunek policji
restaurant	/ˈrestɒrənt/	restauracja
stadium	/ˈsteɪdiəm/	stadion
studio	/ˈstju:diəʊ/	studio
surgery	/ˈsɜ:dʒəri/	przychodnia
theatre	/ˈθiətə(r)/	teatr

EVERYDAY ENGLISH 2g

Congratulations on your first day!	/kən,græʃʃuˈleɪʃnz ɒn jɔ: ˈfɜ:st ˌdeɪ/	Gratulacje z okazji pierwszego dnia!
Good luck for your first day!	/ˈɡʊd ˌlʌk fɔ: jɔ: ˈfɜ:st ˌdeɪ/	Powodzenia pierwszego dnia!
Great job!	/ˈɡreɪt ˌdʒɒb/	Świetna robota!
I'm keeping my fingers crossed for you.	/aɪm ˌki:pɪŋ maɪ ˈfɪŋgəz ˌkrɒst fɔ: ju:/	Trzymam za ciebie kciuki.
I wish you all the best of luck for your new job.	/aɪ ˌwɪʃ ju: ˈɔ:l ðə ˌbest əv ˌlʌk fɔ: jɔ: ˌnju: ˌdʒɒb/	Życzę ci powodzenia w nowej pracy.

Keep up the good work.	/ki:p ʌp ðə ˌɡʊd ˈwɜ:k/	Trzymaj tak dalej.
You deserve a pat on the back!	/ju: dɪˈzɜ:v ə ˌpæt ɒn ðə ˈbæk/	Zasłużyłeś/ Zasłużyłaś na pochwałę!

CULTURE 2h

beach	/bi:tʃ/	plaża
cat	/kæt/	kot
chocolate	/ˈtʃɒklət/	czekolada
coffee	/ˈkɒfi/	kawa
dog	/dɒɡ/	pies
easy	/i:zi/	łatwy
instructor	/ɪnˈstrʌktə(r)/	instruktor
money	/ˈmʌni/	pieniądze
surf	/sɜ:f/	surfować
take care of	/ˌteɪk ˈkeə əv/	zajmować się
taste	/teɪst/	smakować
taster	/ˈteɪstə(r)/	degustator
tea	/ti:/	herbata

3 Where I live

a VOCABULARY

Shops

YOUR WORLD What shops are there near your home or school?



MOJE CELE W ROZDZIALE

- Powiedzieć i zapisać nazwy sklepów
- Używać zdań z *want* i *want to*
- Powiedzieć i zapisać rzeczowniki z liczebnikami
- Określić, co do kogoś należy
- Przeczytać wpis na blogu poświęcony ulubionym rzeczom
- Stworzyć mapę swojej okolicy

Vocabulary presentation

- 1 Look at the picture. Match the shops (1–14) with the words in the vocabulary box. Say the words.

Shops

baker's bookshop butcher's
charity shop corner shop florist's
games shop greengrocer's pet shop
pharmacy shoe shop sports shop
sweet shop toy shop

- 2 38 Listen and check, then repeat.

MEMORIZE!

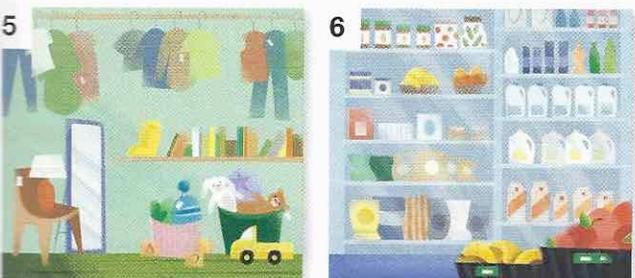
- 3 39 Posłuchaj rymowanki. Następnie, słuchając drugi raz, spróbuj ją zaśpiewać. Co kojarzy ci się z każdym sklepem?

TIP: Łączenie w pary wyrazów w rymowance ułatwi ci ich zapamiętanie.



Vocabulary practice

4 Look at the pictures and complete the sentences. 



- 1 I buy my cakes at the 2 .
- 2 I buy my flowers at the 2 .
- 3 I buy my meat at the 2 .
- 4 I buy my chocolate at the 2 .
- 5 I give my old books and toys to the 2 .
- 6 I buy my milk and eggs at the 2 .

5 Look at the picture in exercise 1 again. Complete the dialogue. 

A Is there a baker's on Long Road?

B Yes, there is.

A Where is it?

B It's between the florist's and the 1 2 .

A Is there a toy shop on Long Road?

B No, there isn't.

A Where's the sports shop?

B It's on Castle Street, next to the 2 2 .

6 **Game!** Work with a partner. Take turns to close your book and ask questions about the picture in exercise 1.

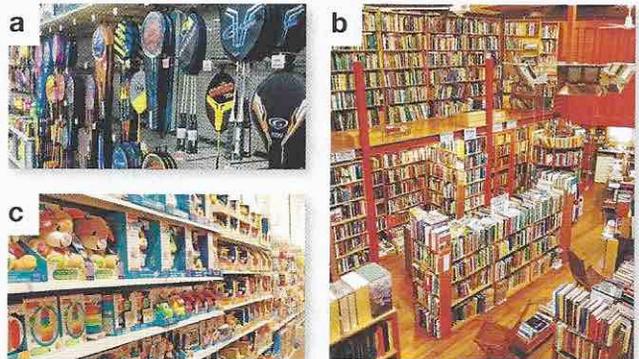
Is there a shoe shop next to the butcher's?

Yes, there is.

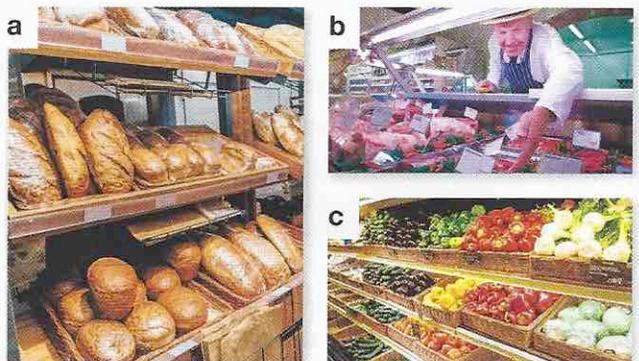
Listening and Speaking

7  40 **Repetytorium** Posłuchaj nagrania i wybierz właściwą odpowiedź: a, b lub c. 

1 What shop are the boy and girl talking in?



2 What shop are the mother and her son talking in?



3 The girl and boy are in a ...

- a bookshop
- b shoe shop
- c pet shop

8 Work with a partner. Ask and answer about the shops you like in your town.

What shop do you like?

My favourite shop is the toy shop because I love all the toys. I also like the sweet shop because I really like chocolate!

ONLINE LINK

Znajdź w internecie nazwy trzech znanych sklepów w Londynie. Powiedz, jakie to sklepy. Użyj słownictwa poznanego w tym rozdziale.



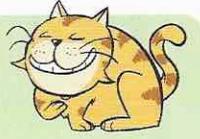
REACTIVATE! Work with a partner. Say things you can buy and then say what shop you can buy them in. Take turns. 60

Grammar presentation

- 1 41 Listen to the two children Eleanor and Theo. What shops do they want to go to? Say your answer.
- 2 Look at the grammar box. Say what you want for your birthday this year.

want and want to

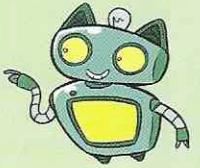
Aby powiedzieć, że czegoś chcemy lub nie chcemy, używamy czasu *present simple* i wyrażenia *want + rzeczownik*.



- | | |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <p>I/You/We/They</p> <p>+ I want a book.</p> <p>- You don't want a book.</p> | <p>He/She/It</p> <p>She wants a book.</p> <p>He doesn't want a book.</p> |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|

Aby powiedzieć, że chcemy, by coś się zdarzyło, używamy czasu *present simple* i wyrażenia *want to + czasownik*.

- | | |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <p>I/You/We/They</p> <p>+ I want to go to the bookshop.</p> <p>- You don't want to go to the bookshop.</p> | <p>He/She/It</p> <p>She wants to go to the bookshop.</p> <p>He doesn't want to go to the bookshop.</p> |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|



Look!

- | | |
|----------------------------------------------------|----------------------------------------------------------------------------|
| <p>1 Do you want a book?
What do you want?</p> | <p>2 Do you want to go to the sweet shop?
Where do you want to go?</p> |
|----------------------------------------------------|----------------------------------------------------------------------------|

Więcej reguł i ćwiczeń gramatycznych znajdziesz na stronie 49.

Grammar practice

- 3 Match the pictures (1–4) with the sentences (a–d). Say your answers.

- a She wants a new book.
- b I want to buy you a birthday present.
- c Do you want to go to the bookshop?
- d He doesn't want to go shopping.



- 4 Complete the sentences with *want* or *want to* and the correct shop. Write your answer.

- 1 He wants to go to the florist's because he wants some flowers.
- 2 They ? ? because they ? ? some bread.
- 3 I ? ? because I ? ? a book.
- 4 She ? ? because she ? ? a pet.
- 5 We ? ? because we ? ? some meat.
- 6 He ? ? because he ? ? a newspaper.

Speaking

- 5 Work with a partner. Look at the shopping list. Ask and answer questions.

To buy

cat food a book chocolates
some shoes some cakes

Does he want to go to the pet shop?

Yes, he does. He wants to buy some cat food.

Does he want to go to the games shop?

No, he doesn't.

- 6 Make your own shopping list. Think about what you want and where you want to buy it. Ask and answer questions with a partner.

What do you want?

I want some apples.

Do you want to go to the greengrocer's?

No, I don't. I want to go to the supermarket.

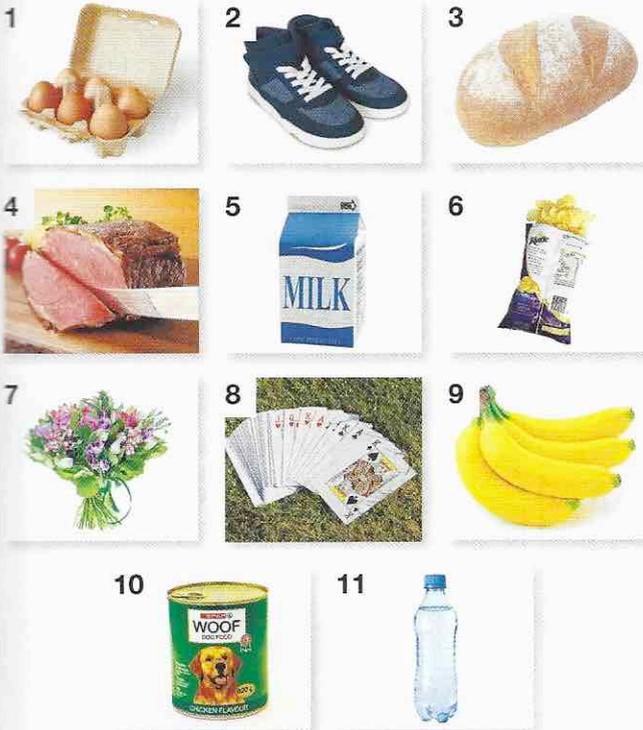
YOUR WORLD What's your favourite snack?

Vocabulary presentation

1 Match the quantities in the vocabulary box to the things in the photos (1–11). Say your answers.

Quantities

- a bottle of
- a bunch of
- a loaf of
- a pair of
- a box of
- a can of
- a pack of
- a slice of
- a bouquet of
- a carton of
- a packet of



2 42 Listen and check your answers. Then repeat the words.

MEMORIZE!

3 Zastanów się, o czym jeszcze możesz powiedzieć, używając poznanych określeń ilości.

TIP: Łączenie w pary wyrazów ułatwi ci ich zapamiętanie.



Vocabulary practice

- 4 Complete the sentences with the correct quantities from activity 1.
- 1 My mum wants to buy six slices of meat for dinner.
 - 2 My dad wants to give my mum a 2 flowers.
 - 3 Can I have a 2 water, please?
 - 4 We want a 2 bananas.

- 5 We are going to the corner shop to buy a 2 eggs.
- 6 Can you buy me a 2 crisps at the corner shop?

5 **Game!** Think of something you want to buy. Tell your partner what shop you want to go to. Can your partner guess what you want to buy?

I want to go to the baker's.

Do you want to buy a loaf of bread?

Listening and Speaking

6 43 Listen to Adam and his mum. What do they want to buy? Write your answers.

LOOK! Pytania z rzeczownikami policzalnymi i niepoliczalnymi

Rzeczowniki policzalne
How many cartons of milk are there?
There are ten cartons of milk.

Rzeczowniki niepoliczalne
How much water is there?
There are four bottles of water.

7 43 Listen to the dialogues again. Work with a partner and check your answers to the questions below.

- 1 How many boxes of eggs do they want?
- 2 How many cartons of milk do they want?
- 3 How many cans of cat food does mum want to buy?
- 4 What does Adam want to buy his grandmother?

8 Work with a partner. Imagine you are having a party. What do you want to buy?

Let's buy a loaf of bread and some slices of meat for sandwiches.

What about some packets of crisps and bottles of cola?

Yes! And I want some slices of pizza.

ONLINE LINK

Znajdź w internecie składniki, które będą potrzebne do przygotowania ciasta czekoladowego.



REACTIVATE! Work with a partner. Say a thing for your partner to say the quantities. 

1   **44** Read and listen to the story *My things*. What is Jake looking for? Say your answer.



2 Read the story again. Answer the questions. 

- | | | |
|-------------------------------|-----------------------------|-------------------------------------------|
| 1 What is Jake's team? | 4 Can Jake find his scarf? | 7 Why is Winston running down the stairs? |
| 2 What colour is Dad's scarf? | 5 Where is Jake's scarf? | 8 Is Winston happy? |
| 3 Has Jenny got Jake's scarf? | 6 Has Bot got Jake's scarf? | |

Grammar presentation

- 3  44 Read or listen to the story again. Say what colour Jake's scarf is.

- 4 Look at the grammar box. Look at the story again. Find and say four sentences that contain possessive adjectives + a noun.

Possessive pronouns

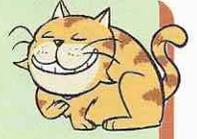
Zaimków dzierżawczych używamy wtedy, gdy chcemy powiedzieć, co do kogoś należy. Zaimki dzierżawcze to: *mine, yours, his, hers, ours* i *theirs*.

It's my scarf. = It's **mine**.
It's your scarf. = It's **yours**.

Przymiotnik dzierżawczy + rzeczownik → Zaimek dzierżawczy

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

Aby zapytać, do kogo coś należy, używamy zaimka pytającego *whose*. W odpowiedzi stosujemy właściwy zaimek dzierżawczy.



Whose is this scarf? It's Jenny's scarf.
It's **hers**.

Whose are these hats? They're Mum and Dad's hats. → They're **theirs**.

Look! Zaimki dzierżawcze w liczbie mnogiej

They're my scarves → They're **mine**.

They're their scarves → They're **theirs**.

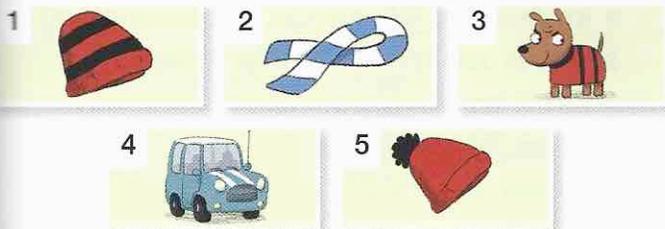
Więcej reguł i ćwiczeń gramatycznych znajdziesz na stronie 49.

Grammar practice

- 5 Choose and say the correct possessive pronoun.

- It's Jake's bottle of water.
a It's his. b It's hers.
- They're Jake and Jenny's cartons of orange juice.
a It's ours. b They're theirs.
- It's my bouquet of flowers.
a It's mine. b It's yours.
- They're your bags of sweets.
a They're yours. b They're theirs.

- 6 Look at the pictures. Answer the questions using the correct possessive pronouns. 



- 1 Whose is this hat? Is it Tina's?

No, it isn't hers. It's Tony's.

- 2 Whose is this scarf? Is it Zoe's?

Yes, it's hers.

- 3 Whose is this dog? Is it Zak and Zoe's?

- 4 Whose is this car? Is it Zak and Zoe's?

- 5 Whose is this hat? Is it Tina's?

- 7 **Repetytorium** Pracujcie w grupach. Włóżcie do torby różne przedmioty, a następnie wyjmujcie je po kolei i zgadujcie, do kogo należą.

I think this is Eva's.

No, it isn't hers. It's mine.

ONLINE LINK

Porozmawiajcie w klasie albo na forum internetowym. Pokazujcie sobie zdjęcia rzeczy sławnych osób i starajcie się odgadnąć, do kogo należą.

Whose car is this?

Is it James Bond's?

Yes, it's his!

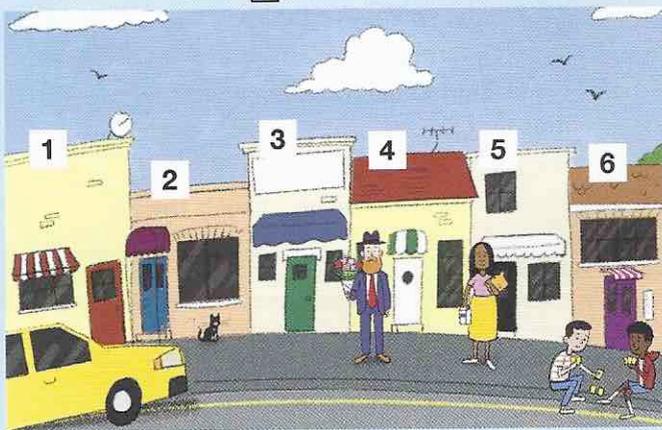


Vocabulary review

1 Find and write the six shops from page 36.

- 1 It's opposite the sports shop.
- 2 It's behind the florist's.
- 3 It's next to the shoe shop.
- 4 It's between the florist's and the pet shop.
- 5 It's next to the games shop.
- 6 It's next to the sweet shop.

2 Match the shops in the picture (1-6) to the sentences (a-f).



- a The woman with the carton of milk and loaf of bread is in front of the charity shop. ?
- b Two boys are playing with football cards in front of the toy shop. ?
- c The greengrocer's has a green door. ?
- d A man with a beard has a bouquet of flowers. He's in front of the bookshop. ?
- e There's a cat sitting in front of the pharmacy. ?
- f There's a yellow car in front of the baker's. ?

3 Write the correct quantities for the things in the photos.



1 a box of eggs



2 ?



3 ?



4 ?



5 ?



6 ?

Grammar review

4 Read and match the people's names in the dialogue to the shops they want to go to.

Dad Today I want to go to town. I want some slices of meat for dinner.

Mark I want to buy a can of dog food.

Nathan I'm hungry. I want a loaf of bread.

Alice I want two packets of crisps.

Antek I want a new pair of flip-flops.

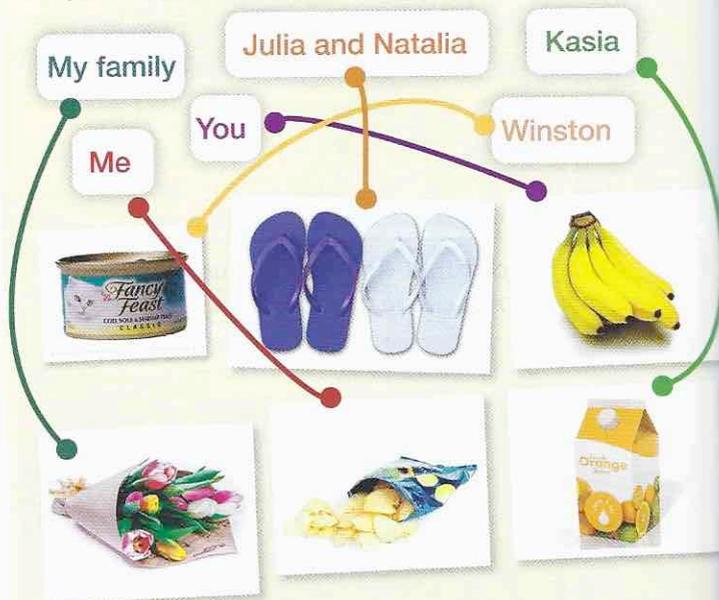
Magda I want to buy a dinosaur figure.

- | | |
|----------------------|------------------------|
| 1 pet shop <u>?</u> | 4 corner shop <u>?</u> |
| 2 butcher's <u>?</u> | 5 baker's <u>?</u> |
| 3 toy shop <u>?</u> | 6 shoe shop <u>?</u> |

5 Game! Work in groups. Play *The Chain Game*.

The first person says what he / she wants to buy. The next person repeats this sentence and adds another thing he / she wants to buy. More people continue the game, adding more and more things.

6 Work with a partner. Whose are these things? Follow the lines and complete the sentences with the correct things, quantities and the possessive pronoun.



- 1 It's Kasia's carton of juice. It's hers.
- 2 It's Winston's ?. It's ?.
- 3 They're Julia and Natalia's ?. They're ?.
- 4 It's my family's ?. It's ?.
- 5 It's my ?. It's ?.
- 6 It's your ?. It's ?.

REACTIVATE! Work with a partner. Say a quantity for your partner to say a thing that goes with it. ⌚

Reading

1 **45** Read and listen to the blog. What favourite things does Cara write about from this box? Say your answer.

clothes friends food
games shops colours

📧 📎 ☰
Cara's Blog

Today my blog is about my favourite things.

My favourite clothes are my new pair of shoes. My sister and I have the same pair but mine are white and hers are blue.



My favourite place in town is the florist's. There are two florist's in my town – *Fabulous Flowers* and *Flowers Everywhere*. They have different types of flowers. I like *Fabulous Flowers* because theirs are really pretty. My dad buys my mum a bouquet of flowers every Friday. Lucky mum!





My favourite game is a card game. It's easy to play and fun. My brother has a pack so we play a lot with his cards, as his are new and mine are very old now!



My favourite toys are superhero figures. My sister and I collect them. We have 20, but I want more! My favourite superhero is Batman, and hers is Spider-Man. My best friends have a lot, too, but ours are really cool.

2 **Repetitorium** Przeczytaj ponownie wpis na blogu. Uzupełnij odpowiedzi.

- 1 What colour are Cara's sister's shoes?
Hers are blue.
- 2 Why does Cara like the card game?
Cara likes the card game because ?.
- 3 How often does Cara's dad buy a bouquet of flowers?
Cara's dad buys ?.
- 4 How many superhero figures have Cara and her sister got?
Cara and her sister ?.

3 Read the blog again. Are these sentences true (T) or false (F)? Correct the false sentences.

- 1 Cara and her sister have the same colour shoes.
- 2 Cara loves playing card games.
- 3 Cara's brother's pack of cards is new.
- 4 There is one florist's in Cara's town.
- 5 Cara's favourite superhero is Spider-Man.
- 6 Cara's friends don't have many superhero figures.

4 Work with a partner. Close your book. Ask and answer what you can remember about Cara's favourite things.

What is her favourite game?

Is it snap?

Yes!

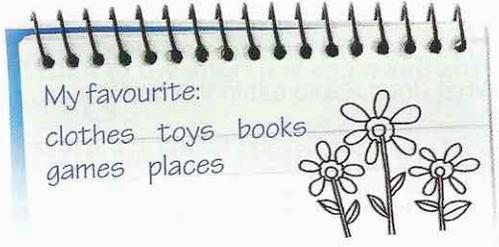
Writing basics

5 Choose two favourite things. Write a blog about them.

Look Przeczytaj tekst przykładowy i wskazówkę *Writing Tip*. Odpowiedz na pytania.

- 1 What quantities are mentioned?
- 2 How do we write about what belongs to a person?

Make notes Zrób notatki na temat ulubionych rzeczy, które opiszesz na blogu.



Write Stwórz wpis na blogu na temat swoich dwóch ulubionych rzeczy. Skorzystaj z tekstu przykładowego i notatek.

My favourite clothes are my new pair of shoes. My favourite superhero is Batman and hers is Spider-Man.

WRITING TIP
Zaimków dzierżawczych, takich jak **hers** czy **ours**, używamy po to, by nie powtarzać rzeczownika.

YOUR WORLD

What can you do in your town and where is your favourite place?



1 46 Read and listen to the story *Out and about*. What does Pablo want to do? Say your answer.

1 **Viki** Look! I'm going to the museum on Saturday to take photos.

Ravi Interesting.

Viki Would you like to go with me?

Ravi Yes, I'd love to. Pablo?

Pablo Ravi, we can't. We've got ... football on Saturday. Sorry!

Ravi We can go after football.

Viki Great.

2 **Viki** Hi, boys! Are you OK, Pablo?

Pablo No, I'm really hungry!

Ravi We can go to the café later. Why don't we start with the mummies?

Comprehension

2 Read the story again. Say your answers to the questions.

1 Do they all want to go to the museum?

2 What does Ravi want to start with?

3 What does Viki want to start with?

4 What does Pablo eat in the café?

Everyday English presentation

3 Read the Everyday English box below. Say how we make and respond to suggestions.

Making suggestions

Would you like to
Shall we go to town?
Why don't we
How / What about going to town?

Spójrz, jak wyrażamy sugestie.



Spójrz, jak odpowiadamy na sugestie.

+ Yes, I'd love to. / That's a good idea. / OK. Let's do that.

- I can't. / I'm not sure. I don't feel like + -ing



Viki I'm not sure. What about starting with the dinosaurs?

Ravi OK. Let's do that. Come on, Pablo! Hurry up!

Pablo I don't want to take photos of the dinosaurs! I want to eat a dinosaur!

3 **Viki** This T-Rex is amazing!

Ravi Yes! I've got some great photos.

Viki Shall we take some photos of the whales now?

Ravi What do you think, Pablo?

Pablo I don't feel like taking photos of the whales. I'd like to eat a whale!

Viki Oh, all right, Pablo! How about going to the café now?

Pablo That's a great idea! Have they got big sandwiches?

4 **Viki** Here you are, Pablo! It's a museum special. It's a huge dinosaur and whale sandwich.

Pablo Dinosaur and whale? I don't think I'm very hungry now.

Viki I'm only joking. It's ham and cheese. Would you like some cake, too?

Pablo Yes, please. That's the best idea of the morning!

Everyday English practice

4 Complete the sentences with the correct answer.

1 Would you like to ? to town this afternoon?
a go b going

2 What about ? at the bus stop?
a meet b meeting

3 Shall we ? a film?
a watch b watching

4 Why don't we ? clothes?
a look at b looking at

5 How about ? a pizza for dinner?
a eating b eat

Speaking

5 Suggest places to go and things to do with your classmates. Find three people to go with you.

Hi, Mia. Why don't we go to the park this afternoon?

Yes, I'd love to.

YOUR WORLD What type of home do you live in?

Homes



Hi, I'm Hannah. I live in a terraced house. That means we share two walls with our neighbours. It's not a problem! They're our friends. Our house is quite small.

1 _____. We've got a small garden. Dad grows flowers and vegetables in it. I love living here. It is near my school and I can walk into town.



My aunt lives in London. She lives in a block of flats. 3 _____. She hasn't got a garden but she's got a brilliant balcony. You can see all of London from it. Her flat

is a great place to live. The only problem is when the lifts don't work!



This is my grandparents' house. They don't live in the centre of town, they live in the suburbs. I love their house because it has got a big garden. They've got four bedrooms, so we can stay with them in the holidays. There's a big kitchen, too. 2 _____. I love helping her make cakes. We always have fun at Grandma's!



My uncle Sam lives on a canal boat in the centre of the city. The boat is beautiful. 4 _____. It's amazing inside. There's a kitchen, a living room, two bedrooms and a bathroom. They are all very small! At the weekends, he goes for trips along the canals. It's fun staying with Uncle Sam!



Reading

1 Look at the pictures in the texts. Are any of these homes like yours? Say your answer.

2 **47** Read the texts. What kind of homes are the texts about?

3 **Repetitorium** Przeczytaj teksty jeszcze raz. Dopasuj zdania (a–e) do odpowiednich luk w tekstach (1–4). Jedno zdanie nie pasuje do żadnej luki.

- a Grandma is a great cook.
- b It's got traditional decorations.
- c It's got really big windows.
- d Her flat is on the eleventh floor.
- e I share a bedroom with my sister.

Listening and Speaking

4 **48** Listen to an interview with Hannah's uncle, Sam. Choose four things from the box that he talks about. Say your answers.

rooms vegetables his friends
how big his boat is tourists

5 **48** Listen to the interview again and answer the questions.

- 1 Has Uncle Sam got a garden?
- 2 What is Uncle Sam's favourite thing about where he lives?
- 3 What doesn't Uncle Sam like about where he lives?
- 4 What other type of home would Uncle Sam like to live in and why?

6 **Work in small groups. Discuss the questions.**

- 1 Do you have a garden? What's in your garden?
- 2 What is your favourite thing about where you live?
- 3 What don't you like about where you live?
- 4 What other type of home would you like to live in and why?

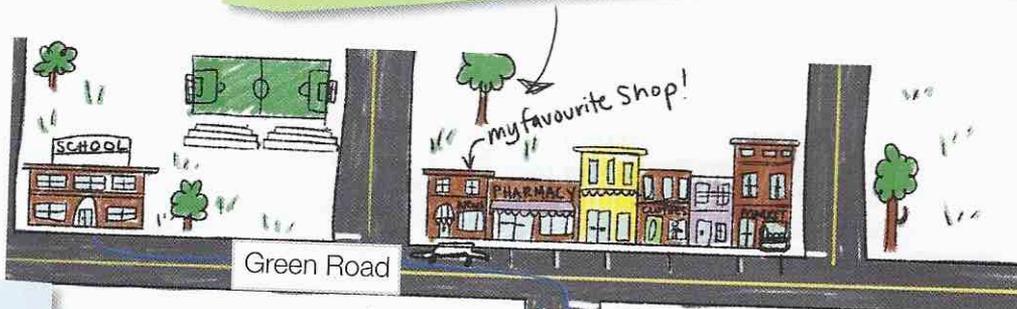
My personal map

Comprehension

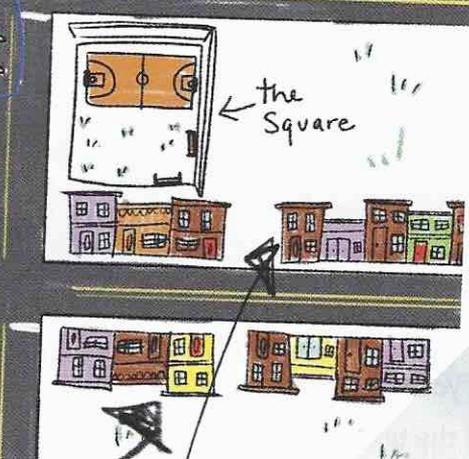
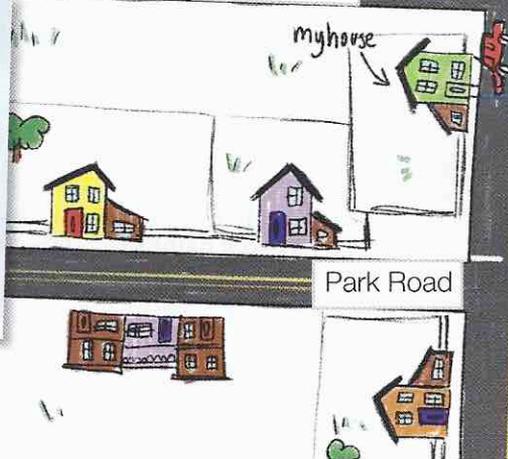
- 1 Look at Max's project. Say what places you can see on the map.
- 2 Read Max's notes. What does he like about each shop?



This is my favourite shop. It's a corner shop. They have got a lot of good comics and magazines. They've got packets of crisps and boxes of chocolates, too!



This is the greengrocer's. I love all the different colours - the yellow bunches of bananas, red tomatoes, green salad. They sell bouquets of flowers, too.



WRITING TIP

Wyrazu *too* używamy wtedy, gdy chcemy podać więcej informacji. Zwykle wstawiamy go na końcu zdania.

This is the games shop. I buy my games here. On Saturdays, they have computer game competitions, too. I go with my friends or my brother.

This is the baker's. I buy a cake or a sandwich here after school. I love the smell here!

WRITING TIP

Wyrazu *or* używamy wtedy, gdy chcemy wymienić inne możliwości.

Writing project

- 3 Look at the *Writing Tips*. Find and say the examples in the texts for each *Writing Tip*.
- 4 Now create your own personal map. Follow the stages below:
 - Think** Zastanów się, które miejsca są ważne w twojej miejscowości i dlaczego.
 - Make notes** Zrób notatki na temat tych miejsc.
- 5 Swap your project with a partner. Check each other's spelling and grammar.
- 6 Present your personal map to the class. Show and read the sticky notes on it.

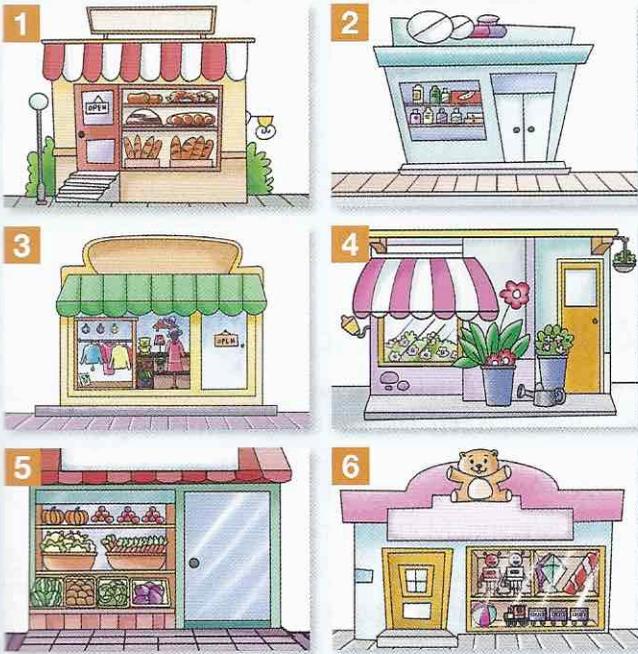


Write Narysuj własną mapę. Zrób notatki na karteczkach samoprzylepnych i przyklej je na mapie. Narysuj też na niej obrazki i dodaj strzałki. Użyj różnych kolorów.

REACTIVATE! Work with a partner. Say something for your partner to say a shop you can buy it in. 

Vocabulary and Grammar

1 Look at the picture. Write the shops. 



- | | | | |
|---|---|---|---|
| 1 | ? | 2 | ? |
| 3 | ? | 4 | ? |
| 5 | ? | 6 | ? |

2  49 Listen and tick (✓) the places where Holly and Ed want to go. 

					
	bookshop	games shop	toy shop	baker's	florist's
Holly					
Ed					

3 Complete the shopping list with the quantities. 

- a box a bunch a can
a carton a packet a slice



4 Work with a partner. Play a memory game. Cover the table in exercise 2. Ask about Holly and Ed.

Does Ed want to go to the bookshop?

Yes, he does.

Correct!

5 Rewrite the sentences using possessive pronouns. 

- It's my hat. It's mine.
- They're your gloves. ?
- It's his shirt. ?
- It's her scarf. ?
- They're our dogs. ?
- It's their car. ?
- They're our stickers. ?
- They're their bikes. ?

Everyday English

6 Complete the conversation with the words from the box. Write your answers. 

I don't feel like let's do that meeting
Shall That's a great idea you-like-to
What about Would you

Holly Would ¹you like to go to the bookshop today?

Ed Sorry, ²? going to the bookshop. ³? going to the games shop?

Holly ⁴? ⁵? we go by bus? ⁶? like to meet at three or four o'clock?

Ed Great. How about ⁷? at my house at four o'clock?

Holly OK, ⁸?. See you later.

Self-assessment

7 How well can you do this lesson's tasks? Write ☺, ☹ or 😐 in your notebook. 

English in the real world

This month's challenge:

Rozejrzyj się po swoim domu i zrób listę znajdujących się tam rzeczy, używając określeń ilości.

a bunch of bananas a pair of shoes

YOUR WORLD What's your favourite shop in your town?

Rozumienie ze słuchu

- 1 50 Posłuchaj nagrania i odpowiedz na pytania. Wybierz odpowiedź a, b lub c.

WSKAZÓWKA:

Zanim wysłuchasz nagrania, przeczytaj pytania i możliwe odpowiedzi. Słuchając nagrania pierwszy raz, spróbuj określić, która odpowiedź jest na pewno niepoprawna. Następnie, przed ponownym wysłuchaniem, spróbuj wybrać poprawną odpowiedź.



- 1 What pet does Tom want to have?

a a dog
b a cat
c a rabbit

- 2 Tom sometimes meets his friends in the...

a sweet shop.
b toy shop.
c hair salon.

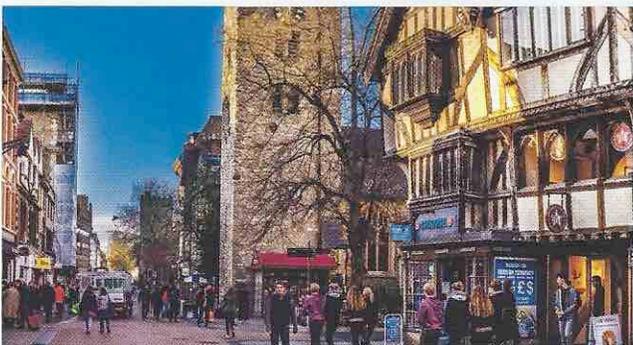
- 3 Tom wants to...

a explain where the shops are in Oxford.
b describe the shop he likes best.
c give information about his favourite places in Oxford.



Rozumienie tekstów pisanych

- 2 Dopasuj teksty (a–c) do zdań (1–4). Uwaga! Jedno zdanie pasuje do dwóch tekstów.



a Toy shop

The toyshop has got all my favourite toys. I buy my comics and magazines here. My brother buys his superhero figures here. My sister loves the magnets and key rings. She collects them and she's got 150 magnets in her bedroom now!

b Games shop

This is a great shop. I want to go here to play the new video games. My best friend loves the model trains and planes. We love playing with them. The shop assistants are very friendly.

c Sports shop

This my dad's favourite shop because he loves sports. He plays tennis every weekend. He buys his sports shoes and tennis balls here. I want to buy some new shorts and T-shirts here. They are really cool.

- 1 In this shop, you can buy things to read.
2 In this shop, you can buy clothes.
3 In this shop, the people are nice.
4 In this shop, you can have fun and try the new things.

Znajomość funkcji językowych

- 3 Uzupełnij dialogi, używając wyrazów podanych w nawiasach. Nie zmieniaj ich formy.

A What are you doing, Hannah?

B Nothing, Mum. I'm bored.

A ¹ (go) to town today?

B Yes, That's a good idea.

A OK. I want to go to the greengrocer's, the butcher's, and the baker's. Where ² (go)?

B I'd like to go to the sports shop.

A OK. Are you hungry?

B Yes, I am.

A ³ (have) lunch in a café?

B That's a good idea. The one next to the sports shop is good.

A Great. Let's go.



Znajomość środków językowych

- 4 Uzupełnij luki w tekście wyrazami z ramki. Uwaga! Trzy wyrazy zostały podane dodatkowo.

often ours mine my never theirs

My brother and I like similar things. We love juice. My brother's favourite juice is orange juice and ¹ is apple juice. We love fruit. My parents' favourite fruit is a banana but ² is a strawberry. But they ³ buy strawberries for us. They always buy bunches of bananas.



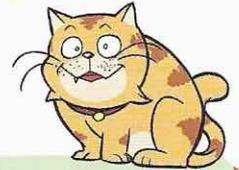
GRAMMAR REFERENCE

Wyrażenia *want* + rzeczownik używamy w odniesieniu do rzeczy, a wyrażenia *want to* + rzeczownik – w odniesieniu do czynności.

Spójrz, jak tworzymy pytania z *do/does* lub z zaimkiem *pytającym*: *Do you want a cat? Do you want to go to the pet shop? What do you want? Where do you want to go?*

Zaimka *whose* używamy wtedy, gdy pytamy, do kogo coś należy. W odpowiedzi używamy zaimków dzierżawczych.

Whose are these? They're theirs.



	Subject pronoun	Verb	Noun	Subject pronoun	Possessive adjective + noun	Possessive pronoun
+	I/You/We/They	want	a cat.	I	It's my book.	It's mine .
-	He/She/It	wants		You	It's your book.	It's yours .
+	I/You/We/They	don't want		He	It's his book.	It's his .
-	He/She/It	doesn't want		She	It's her book.	It's hers .
				We	It's our book.	It's ours .
				They	It's their book.	It's theirs .
			go to the pet shop.			
+	I/You/We/They	want to		I	They're my books.	They're mine.
-	He/She/It	wants to				
+	I/You/We/They	don't want to		They	They're their books.	They're theirs.
-	He/She/It	doesn't want to				

Whose is this book?
Whose are these books?

WORD LIST

VOCABULARY 3a

baker's	/ˈbeɪkəz/	piekarnia
bookshop	/ˈbʊkʃɒp/	księgarnia
butcher's	/ˈbʊtʃəz/	sklep mięsny
charity shop	/ˈtʃærəti ˌʃɒp/	sklep charytatywny
corner shop	/ˈkɔːnə ˌʃɒp/	pobliski sklepik
florist's	/ˈflɒrɪsts/	kwiaciarnia
games shop	/ˈgeɪmz ˌʃɒp/	sklep z grami
greengrocer's	/ˈɡriːn,ɡrəʊsəz/	warzywniak
pet shop	/ˈpet ˌʃɒp/	sklep zoologiczny
pharmacy	/ˈfɑːməsi/	apteka
shoe shop	/ˈʃuː ˌʃɒp/	sklep obuwniczy
sports shop	/ˈspɔːts ˌʃɒp/	sklep sportowy
sweet shop	/ˈswiːt ˌʃɒp/	cukiernia
toy shop	/ˈtɔɪ ˌʃɒp/	sklep z zabawkami

VOCABULARY 3c

a bottle of	/ə ˈbɒtl əv/	butelka
a box of	/b ˈbɒks əv/	pudełko
a bouquet of	/ə buˈkeɪ əv/	bukiet
a bunch of	/ə ˈbʌnʃ əv/	kiść
a can of	/ə ˈkæn əv/	puszka
a carton of	/ə ˈkɑːtn əv/	karton
a loaf of	/ə ˈləʊf əv/	bochenek
a pack of	/ə ˈpæk əv/	paczka

a packet of	/ə ˈpækɪt əv/	paczka
a pair of	/ə ˈpeər əv/	para
a slice of	/ə ˈslaɪs əv/	plasterek
How many...?	/ˈhaʊ ˌmeni/	Ile...? (rzeczowniki policzalne)
How much...?	/ˈhaʊ ˌmʌʃ/	Ile...? (rzeczowniki niepoliczalne)

EVERYDAY ENGLISH 3g

How / What about going to town?	/ˈhaʊ ˌwɒt əˈbaʊt ˌɡəʊɪŋ tə ˈtaʊn/	A może chodźmy do miasta?
I can't.	/aɪ ˈkɑːnt/	Nie mogę.
I don't feel like + ing.	/aɪ ˈdɔʊnt ˌfiːl ˌlaɪk/	Nie mam ochoty na...
I'm not sure.	/aɪm ˌnɒt ˈʃʊə(r)/	Nie jestem pewny/pewna.
OK. Let's do that.	/əʊˈkeɪ ˌlets ˌduː ˈðæt/	Dobrze. Zróbmy to.
Shall we go to town?	/ʃəl wiː ˌɡəʊ tə ˈtaʊn/	Idziemy do miasta?
That's a good idea.	/ðæt ə ˌɡʊd aɪˈdɪə/	To dobry pomysł.
Why don't we go to town?	/waɪ ˌdɔʊnt wiː ˌɡəʊ tə ˈtaʊn/	A może chodźmy do miasta?

Would you like to go to town?	/wʊd ju ˌlaɪk tə ˌɡəʊ tə ˈtaʊn/	Czy chciałbyś/chciałabyś pójść do miasta?
-------------------------------	---------------------------------	-------------------------------------------

Yes, I'd love to. /ˈjes ˌaɪd ˈlʌv ˌtuː/ Tak, bardzo.

CULTURE 3h

along	/əˈlɒŋ/	wzdłuż
balcony	/ˈbælkəni/	balkon
block of flats	/blɒk əv ˈflæts/	blok mieszkalny
canal	/kəˈnæl/	kanal
lift	/lɪft/	winda
neighbour	/ˈneɪbə(r)/	sąsiad
share	/ʃeə(r)/	współdzielić
stay with	/ˈsteɪ wɪð/	mieszkać u kogoś
suburb	/ˈsʌbɜːb/	przedmieście
terraced house	/ˈterəst ˌhaʊs/	dom szeregowy
tourist	/ˈtuərɪst/	turysta
trip	/trɪp/	wycieczka
unusual	/ʌnˈjuːʒuəl/	niezwykły
work (the lift does not work)	/wɜːk (ðə ˌlɪft dəz ˌnɒt ˈwɜːk)/	działać (winda nie działa)

REPETYTORIUM 3

juice	/dʒuːs/	sok
rabbit	/ˈræbɪt/	królik

4 Be active!

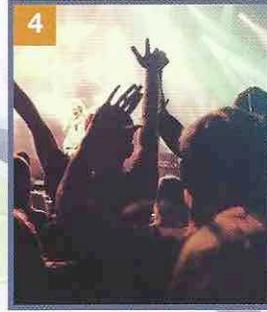
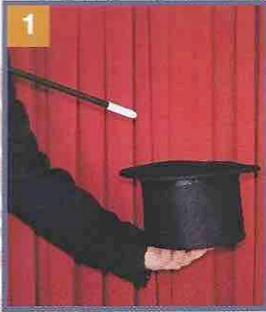
a VOCABULARY

Free-time activities

YOUR WORLD What are your favourite hobbies?

MOJE CELE W ROZDZIALE

- Powiedzieć i zapisać nazwy zajęć w wolnym czasie
- Powtórzyć czas *present continuous*
- Powiedzieć i zapisać nazwy zajęć na półkoloniach
- Powtórzyć różnice między czasami *present simple* i *present continuous*
- Przeczytać wpis na internetowym forum poświęcony zajęciom w wolnym czasie
- Wykonać album ze zdjęciami z półkolonii



Vocabulary presentation

- ① Look at the pictures and read the free-time activities in the vocabulary box. Point to the pictures and say the correct word.

Free-time activities

chat online do a puzzle do ballet
do exercise do magic go geocaching
go to a concert have a picnic
have a sleepover paint a picture
play a board game search the Internet
stream videos watch a play
wear fancy dress

- ② 🎧 51 Listen and check, then repeat.

MEMORIZE!

- ③ 🎧 52 Posłuchaj rymowanki. Następnie, słuchając drugi raz, spróbuj ją zaśpiewać. Napisz, gdzie wykonujesz poszczególne czynności. 📝

TIP: Lepiej zapamiętasz nazwę czynności, jeśli wyobrazisz sobie, jak sam/sama ją wykonujesz.

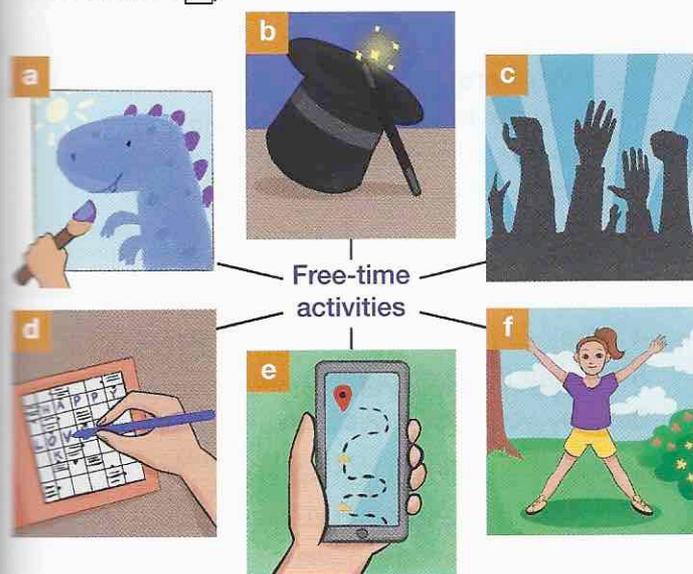


Vocabulary practice

4 Match the words to make the free-time activities. Say your answers.

- | | |
|----------|----------------|
| 1 do | a a play |
| 2 chat | b a sleepover |
| 3 have | c online |
| 4 play | d ballet |
| 5 watch | e the Internet |
| 6 search | f a board game |

5 Look at the photos and write the free-time activities.



6 Read the text and look at the pictures. Write the free-time activities for each gap.

Hi! My name's Anna. I'm a very busy girl. I go to school every day and then in the evenings, I often go to after-school clubs. On Monday, I ¹ . I want to dance in the school play next month, so I practise every day. On Wednesday, I go to art club. I ²  of animals and trees. On Friday, I go to an after-school club to ³ . At the weekends, I do lots of hobbies at home. On Saturday morning, I ⁴  with mum. On Saturday night, I occasionally ⁵  with my best friend at her house or my house. On Sunday, after lunch, I ⁶  with my family. I never win!

Listening and Speaking

7 Listen and write *Nelle* or *John* for the following free-time activities.



1 ?



2 ?



3 ?



4 ?



5 ?



6 ?

8 **Game!** Work in groups of three. The first person whispers to the second person what free-time activity he / she is doing. The second person whispers this activity to the third person. The third person tells the first person what he / she is doing. Can you get all the activities right?

I'm wearing fancy dress.

Daniel is wearing fancy dress.

Daniel, you're wearing fancy dress.

ONLINE LINK

Znajdź w internecie informacje o pięciu popularnych wśród brytyjskich nastolatków zajęciach w wolnym czasie. Opowiedz o nich kolegom i koleżankom. Czy w Polsce jest podobnie?



REACTIVATE! Work with a partner. Say a place for your partner to say what free-time activity you can do there. 

Grammar presentation

-  **54** Listen to Ivan giving a presentation to his class. Say the six free-time activities he talks about.
- Look at the grammar box. Say one thing that you are doing and one thing you're not doing right now.

Present continuous review

Przypomnij sobie, w jaki sposób tworzymy zdania twierdzące i przeczące w czasie *present continuous*, gdy mówimy o tym, co dzieje się w tej chwili.



I	am/'m not doing a puzzle.
He/She	is/'s not doing a puzzle.
You/We/They	are/'re not doing a puzzle.

Look! Określenia czasu at the moment i now stosowane z czasem present continuous

I'm streaming a video **at the moment**.

I'm playing a board game **now**.

Przypomnij sobie, jak tworzymy w czasie *present continuous* pytania szczegółowe (z zaimkiem pytającym) i ogólne (na które odpowiadamy Yes lub No).

Are you searching the Internet?
Yes, I **am**./No, I'm not.

Is she searching the Internet?
Yes, she **is**./No, she **isn't**.

What **are** you doing?
I'm **playing** a board game.
Where **is** he doing exercise?
He's **doing** exercise in the garden.



Więcej reguł i ćwiczeń gramatycznych znajdziesz na stronie 63.

Grammar practice

- Complete the sentences with the positive or negative form of the present continuous. 



It's the school holidays now, so I'm at home. I'm in my bedroom at the moment. I ¹ am not chatting (not chat) online with my friends because they are not at home. I ² am searching (search) the Internet for my school holiday project. Also, I ³ am streaming (stream) videos because I like listening to my favourite band when I'm doing my homework. My brother is in the living room now. He ⁴ is doing (do) puzzles. My parents are in the garden. They ⁵ are not doing (not do) exercise like they usually do. They ⁶ are taking (take) photos of the garden now because they have some new flowers. They are very pretty.

- Say the Yes/No questions and answers using the present continuous form.

1 she / wear / fancy dress? Yes, she is.

Is she wearing fancy dress? Yes, she is.

2 they / chat / online? No, they aren't.

3 you / go / geocaching? Yes, I am.

4 he / play / a board game? No, he isn't.

5 we / do / exercise? Yes, we are.

- Write the *Wh-* questions using the present continuous form. Then match the questions (1–5) to the answers (a–f). 

1 What / he / play?

2 What / we / do?

3 Where / you / watch a play?

- Who / search / the Internet?
- Where / they / do ballet?
- Who / you / go / to a concert with?

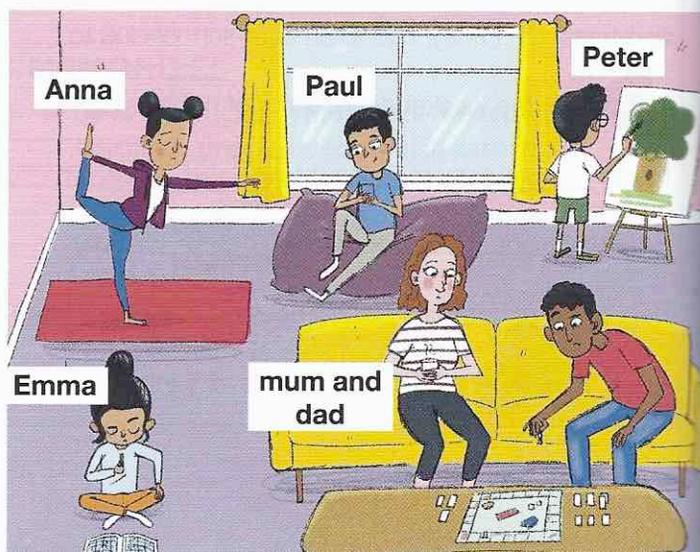
- Tim. He's doing his homework.
- I'm watching *Peter Pan* at the theatre.
- He's playing a board game.
- We're chatting online!
- They're at the after-school club.
- I'm going with Karen.

Speaking

- Look at the picture and choose three people. Have your partner guess who they are by asking questions about what they're doing.

Is he playing a board game?

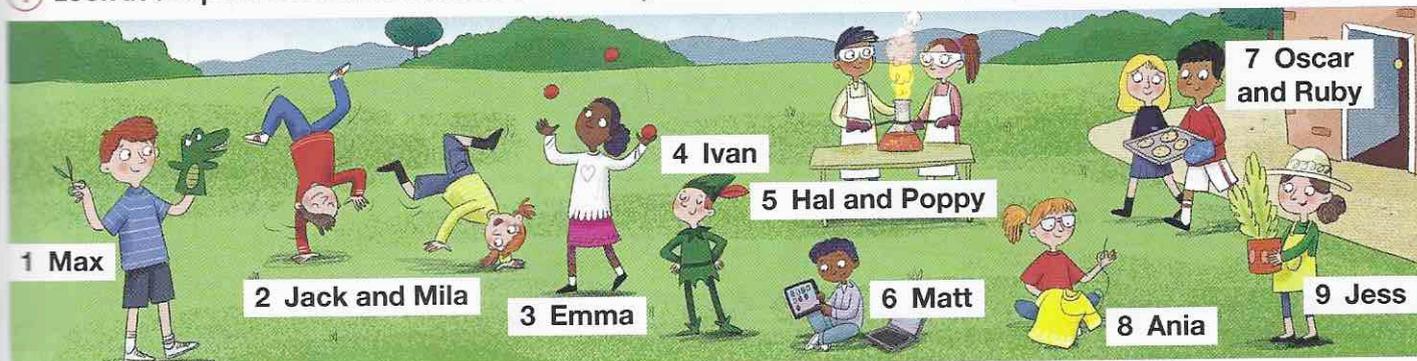
No, he isn't.



YOUR WORLD What do you like doing at a holiday club?

Vocabulary presentation

1 Look at the picture. Read and match the holiday clubs vocabulary to the people in the picture (1-9).



Holiday clubs

arts and crafts breakdance circus skills
cookery drama ecology science
sewing technology

2 Listen and check, then repeat.

MEMORIZE!

3 Napisz zdanie, w którym wyrazy będą zaczynać się od pierwszych liter wyrazów określających zajęcia prowadzone na półkoniach.

TIP: Używanie w zdaniu pierwszych liter nowo poznanych wyrazów pomoże ci lepiej zapamiętać te wyrazy.

Silly Edward wants it now, gosh!



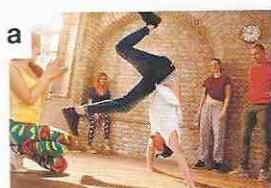
Vocabulary practice

4 Complete with the correct holiday club.

- This weekend join our arts and crafts club. We paint pictures, make models and board games.
- You can learn to make rain in a bottle at our ? club.
- We are looking for actors for our summer ? club.
- We learn about animals and plants in your area. Join our ? club.

Listening and Speaking

5 Listen to Jonah and Sarah talking on the phone. Say which holiday club each of them go to.



6 Repetytorium Postłuchaj ponownie dialogu i wybierz właściwą odpowiedź: a, b lub c.

- At the moment, Jonah is ...
a learning to ride a new bike.
b doing gymnastics.
c doing magic tricks.
- Sarah is tired because she's ...
a doing ballet.
b doing exercise.
c doing gymnastics.
- Sarah's teacher is ...
a a singer.
b an actor.
c a dancer.
- Sarah and Jonah want to start ...
a a band.
b a gymnastics group.
c a dance group.

7 Work with a partner. Look at the picture from exercise 1 again and imagine you are at one of the clubs. Ask and answer questions about the club.

What are you doing at the club?

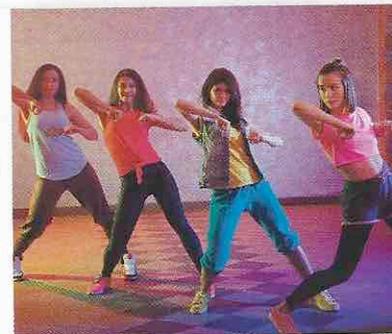
I'm riding a bike and doing magic tricks.

Are you at the circus club?

Yes, I am!

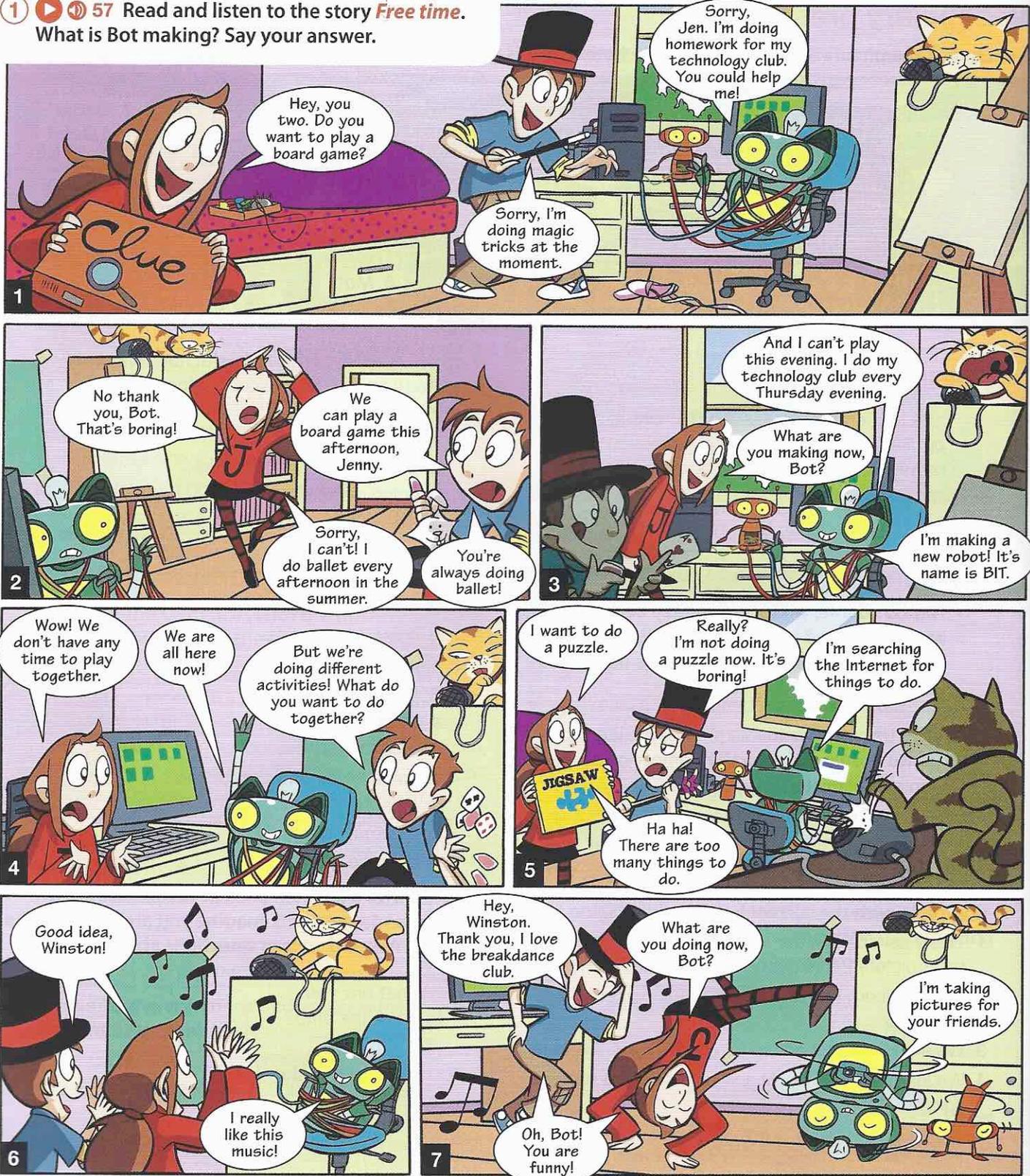
ONLINE LINK

Poszukaj w internecie informacji o półkoniach w twojej miejscowości lub w jej pobliżu. Zrób listę tych zajęć. Podziel się informacjami z kolegami i koleżankami.



REACTIVATE! How many sentences can you make with the first letter of the holiday club words in 60 seconds?

1 **57** Read and listen to the story *Free time*. What is Bot making? Say your answer.



Comprehension

2 Read the story again. Match the sentence halves.

- | | |
|--------------------|-----------------------------------------|
| 1 Jake is doing | a technology club every Thursday. |
| 2 Jenny does | b ballet every afternoon in the summer. |
| 3 Bot goes to his | c magic tricks now. |
| 4 Bot is searching | d the Internet for things to do. |

Vocabulary review

1 Look at the pictures of free-time activities for 30 seconds. Close your books. How many can you remember? Write your answers.



2 Read the statements. Write the clubs that the people are talking about.

1 I'm making a model plane. ?

2 Look! I can throw and catch three balls. ?

3 I'm Matilda in the school play. ?

4 We're looking at insects and their homes today. ?

5 My sister is making a new dress. ?

6 My brother's learning to write a web page. ?

3 Penny likes talking about things in pairs. Read about what activities she likes and dislikes. Find the pattern and say why she likes these activities.



I like doing **ballet** but I don't like going to a **concert**. I can't stand **drama** but I love **circus skills**. I like doing **puzzles** but I don't like playing **board games**. I hate **science** but I love **cooking**.

Grammar review

4 Find three present continuous sentences.

you aren't chatting online with your grandparents
we aren't wearing fancy dresses at the moment
my parents are streaming a video

5 In groups of five, play **The Chain Game**. The first person says what he / she is doing. The next person repeats this sentence and adds a sentence about himself / herself. Continue the chain around the group.

I'm going to a concert.

Jack's going to a concert.
I'm watching a play.

Jack's going to a concert. Ivan's watching a play. I'm painting.

6 Complete the dialogue with the correct form of the verbs below. Then look at the images and guess who the person is.

do go wear (x2)

A What does she usually ¹ ?

B Trousers and a T-shirt.

A What ² she ³ today?

B A T-shirt and skirt.

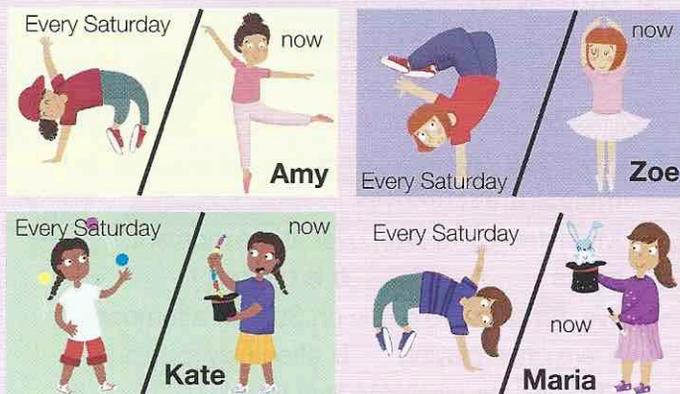
A Where ⁴ she ⁵ on Saturdays?

B She goes to a breakdance club.

A What ⁶ she ⁷ now?

B She's doing ballet. What's her name?

A Her name's ⁸ .



7 Work with a partner. Choose a person from exercise 6 for your partner to ask questions and guess who it is.

REACTIVATE! Work with a partner. Say a free-time activity for your partner to say the verb it goes with. ⌚

Reading

1 58 Read and listen to the discussion forum conversation. Say how many people answer Max's question.



Hi everybody! Why do you think a lot of students say they are bored?

share / comment **Max** Feb 3 at 12:03

I think students are bored because they don't do any exercise. I'm doing ballet at the moment. Exercise helps me to feel strong and healthy and I can also study more!

share / comment **Jess** Feb 3 at 12:10

I agree. I believe students are always searching the Internet, streaming videos and playing video games. They don't do exercise, play with friends or go outdoors. That's why they are bored.

share / comment **Adam** Feb 3 at 12:20

I don't agree. I think students do lots of different things. My best friend is going geocaching right now, my sister is in the park at a music concert, and some of my classmates are having a picnic. We're the students chatting online in this forum!

share / comment **Kate** Feb 3 at 12:30

Good point! OK. So, why don't we do a different free-time activity now? Let's find a friend and play a board game, have a sleepover, paint a picture or watch a play.

share / comment **Jess** Feb 3 at 12:40

Good idea. Let's do something now and post a photo on this forum later this evening?

share / comment **Kate** Feb 3 at 12.45

That's a great idea. Let's do it. Let's have a picnic! :)

share / comment **Max** Feb 3 at 13:00



2 **Repetitorium** Uzupełnij wiadomość w języku polskim. Użyj informacji z forum internetowego w ćwiczeniu 1.

63 %

Messages Clear

Czytam właśnie wpisy na forum internetowym o tym, dlaczego uczniom się nudzi. Jedna osoba powiedziała, że to dlatego, że nie wykonują żadnych ¹ , tylko ciągle siedzą przy komputerach. Jakaś dziewczyna się z tym nie zgodziła i powiedziała, że jej koleżanka ² , jej siostra ³ , a jej koledzy i koleżanki z klasy ⁴ .

A Ty co o tym myślisz?

3 Read the text again. Are these sentences true (T) or false (F)? Correct the false sentences.

1 Jess thinks exercise is good for students.

2 Adam doesn't think Jess is correct.

3 Kate suggests everyone posts a photo now.

4 Max doesn't like Jess's suggestions.

4 Read the text again and answer the questions. Say the names.

1 Who agrees with Jess's first comment?

2 Who doesn't agree with Adam?

3 Who suggests doing an activity with a friend?

4 Who suggests posting photos on the forum?

Writing basics

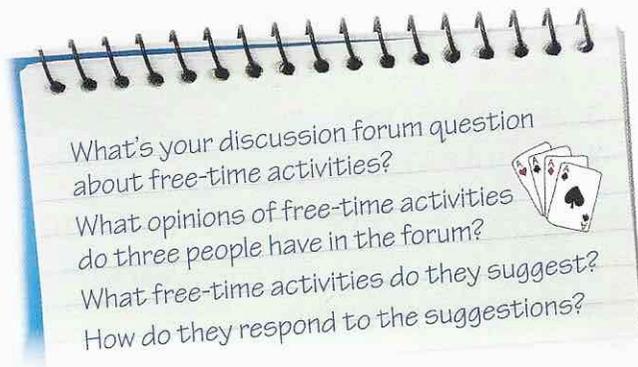
5 Write a discussion forum exchange about free-time activities, with one question and one suggestion and responses from three people in the forum.

Look Przeczytaj przykładowy tekst i wskazówkę *Writing Tip*. Odpowiedz na pytania.

1 What tenses do the writers use?

2 How do the writers make and respond to suggestions?

Make notes Zrób notatki do wpisu na forum internetowym. Odnieś się do poniższych pytań.



Write Stwórz wpis na forum internetowe. Skorzystaj z przykładowego tekstu i notatek.

I **think** students are bored because they don't do any exercise.

I **believe** students are always searching the Internet, streaming videos and playing video games.

Let's find a friend and play a board game ...

That's a great idea. Let's do it.

WRITING TIP

Gdy chcemy podzielić się swoją opinią na jakiś temat, używamy czasownika *believe* lub *think*.

YOUR WORLD

What do you usually do at the weekend?



1 59 Read and listen to the story *Saturday morning*. Why can't Ravi speak?

- 1 **Keira** Hello!
Pablo What are you doing?
Viki We're making masks. It's Halloween soon!
Pablo That's a great idea! Can I help?
Keira Sure. You can help us cut the gauze up and put it in water.
Pablo Sorry, can you explain, please?
Viki Look, do it like this.
- 2 **Viki** Could you put this cream on Ravi's face now, please?

- Pablo** OK.
Viki Don't forget his eyebrows!
Pablo Ummm. What does eyebrows mean?
Viki Look! These are his eyebrows.
Pablo Oh, OK. Thanks.

- 3 **Keira** Finished!
Ravi Hmm mmm.
Keira Sorry, can you say that again, please?
Ravi Hmm mmm.
Keira What's he saying? I don't understand.
Viki He's saying he's hungry.
Keira Too bad. He can't move now!
- 4 **Viki** It's ready.
Keira OK. Let's take it off. Oh no!
Pablo What's the matter?
Keira The mask is stuck to his eyebrows!
 Poor Ravi!
Viki What can we do?
Keira Pull! One, two, three!

Comprehension

2 Read the story again. Say your answers to the questions.

- 1 What does Pablo want to do?
- 2 What does Viki want Pablo to do now?
- 3 What is Ravi trying to say?
- 4 What's the problem?

Everyday English presentation

3 Read the Everyday English box below. Say how we make offers and requests.

Offers and requests

Spójrz, jak składamy propozycje:

Can I help?
 What can we do?



Spójrz, jak wyrażamy prośby:

Could you [put this cream on Ravi's face now], please?
 Sorry, can you [explain]?
 Sorry, can you [say] that again, please?



Everyday English practice

4 Complete the dialogues using offer or request expressions from the Everyday English box.

Write your answers.

- 1 **A** I'm so busy.
B Really? Don't worry. ¹ can I do?
A ² make the sandwiches, please?
B Of course.
- 2 **A** ³ give me the paints, please?
B ⁴ ? I can't hear you.

Speaking

5 Work with a partner. Choose a situation below or use your own ideas. Roleplay the situation using offer and request expressions.

- You are with your friend's family. You are hungry.
- You don't understand your homework. Speak to your teacher.
- Your mum has got three very heavy shopping bags. Offer to help.

Mrs Reid, I'm hungry. Could I have a sandwich, please?

Of course! Can I get you a packet of crisps, too?

Great, thank you!

YOUR WORLD Do you prefer indoor or outdoor activities? Why?

a Stay active in Norway

Hi. My name's Mathias. I'm twelve years old and I'm from Norway. Norwegian students are similar to students around the world. We like films, hanging out with friends, playing sports and watching TV, but we also love doing exercise outdoors.



Norway is cold, even in the spring and summer, so, a lot of our activities are winter sports! I love ice swimming and roller skiing. They are my favourite activities. Me and my friends often meet in a local park and go swimming in the icy water for eight to ten minutes. It's very cold, but you feel great! I love roller skiing, too. It's half skiing and half rollerskating! I roller ski to school every day. It's great fun and it's easy to learn.



That's me in the photo. I'm roller skiing to my drama club in town!

b Having fun in China

Hi. My name's Liu. I'm twelve years old and I'm from China. Chinese students like a lot of indoor activities and they love arts and crafts clubs. I paint in my free time, but I don't paint pictures. Look at the photo.



I'm drawing traditional, old Chinese letters - it's called *calligraphy*. I think it's beautiful, but it takes years to learn how to do it.

I also play a board game with my friends called *mahjong*. We usually play at home, but sometimes we play in the parks. That's me and my three friends in the photo. We're playing *mahjong*. You can see that we're playing with counters, not cards. It's really fun when you know how to play it!



Reading

1 Look at the pictures in the articles. What kind of activities can you see? Say your answer.

2 60 Read the articles. Match sentences (1-4) to the correct article (a or b).

The students ...

- 1 love doing exercise out in nature.
- 2 love making beautiful things.
- 3 can play their traditional game indoors and outdoors.
- 4 do something that's easy and fun!

3 Read the articles again. Write the answers to the questions.

- 1 What's the weather like in Norway?
- 2 What are Mathias's favourite free-time activities?
- 3 How long does Mathias swim in the icy lake for?
- 4 What kind of club do Chinese students like?
- 5 What does Liu paint?
- 6 Which activity does Liu think is the most difficult to learn?

Listening and Speaking

4 61 Listen to the interview with Liam about free-time activities. Say your answer to the questions.

- 1 What four indoor activities does Liam do?
- 2 How is footvolley different to volleyball? Say two differences.
- 3 What activity does Liam really want to try?

5 Work in small groups. Discuss the questions.

- 1 What's your favourite indoor free-time activity?
- 2 What's your favourite outdoor free-time activity?
- 3 Which free-time activity from Norway, China or Brazil do you want to try?

My holiday club photo album

Comprehension

- ① Look at Simon's project. Say what the holiday club is about.

My holiday club photo album by Simon

I'm going to an ecology club this summer holiday. I go **twice a week**. In the morning, we learn about animals and plants. Then we go to the park and study the animals and insects that live there in the afternoon. It's really interesting! Once a week, we play fun games too, like geocaching.

1 This is me and my club friend, Harry. We're going geocaching.



2 This is me, working hard. I'm making a picture with things from our walk to the park.



3 This is my teacher. She's taking photos of us for our photo album. She takes photos for us three times a day for our photo albums.



WRITING TIP

Gdy chcemy powiedzieć, jak często w tygodniu coś robimy, używamy takich wyrażen, jak: *once a week, twice / three times a week*.

WRITING TIP

Gdy opisujemy, co się dzieje na zdjęciu, używamy czasu *present continuous*.

- 2 **Repetytorium** Przeczytaj ponownie notatki z projektu Simona. Uzupełnij zdania. 📄

- 1 Simon goes to the club 2 days a week.
 2 The club teaches Simon about 2 and 1 .
 3 In the second photo, Simon 2 a picture.
 4 In the third photo, his teacher is 2 .

Writing project

- ③ Look at the *Writing Tips*. Find more examples in the texts for each *Writing Tip*. 📄
- ④ Follow the stages below to make your own photo album of a holiday club.

Wyobraź sobie, że jesteś na półkoloniiach. Zrób notatki na ich temat, wybierz trzy odpowiednie zdjęcia i opisz je.

💭 **Think** Zastanów się, o jakich półkoloniiach chcesz napisać i jakie zdjęcia wykorzystasz.

📄 **Make notes** Zrób notatki na temat półkolonii i tego, co dzieje się na zdjęciach.

✍️ **Write** Opisz zdjęcia i to, co robiłeś/robiłaś w trakcie półkolonii. Skorzystaj z notatek. Dodaj ilustracje do albumu.

- 5 Swap your project with a partner. Check each other's spelling and grammar.
- 6 Present your photo album to the class. Show and read the description.

REACTIVATE! Work with a partner. How many free-time activities or holiday clubs can you say in 60 seconds? 

Vocabulary and Grammar

1 Write the missing letters to make free-time activity words. 

- 1 h ? ? ? a
- s ? ? ? ? ? ? ? ?
- 2 w ? ? ? ? a p ? ? ?
- 3 g ? to a c ? ? ? ? ? ? ?
- 4 w ? ? ? fancy ? ? ? ? ? ?
- 5 d ? a p ? ? ? ? ?
- 6 h ? ? ? a p ? ? ? ? ?

2 Choose the correct option. Say your answers.

- 1 Amy **are / is** doing ballet this morning.
- 2 **Are / Am** you playing a board game at the moment?
- 3 We **isn't / are not** wearing fancy dress for the party.
- 4 I **do / am doing** a magic trick now.
- 5 What **are / is** your cousins doing?
- 6 **Is / are** your brother having a sleepover?

3 Read the descriptions. Match the name of the holiday clubs from the box to the pictures. Be careful, there are three extra holiday club words. 

arts and crafts breakdance circus skills
cooking drama ecology science
sewing technology



1 
I'm acting in a play.



2 
I'm learning to make a kite.



3 
I'm playing computer games with my friends.



4 
I'm looking at the world around me.



5 
I'm dancing like a star.



6 
I'm making a shirt.

4 **Repetitorium** Uzupełnij zdania podanymi w nawiasach czasownikami w formie czasu *present simple* lub *present continuous*. Nie zmieniaj kolejności podanych wyrazów. Możesz jednak tam, gdzie to konieczne, dodać od dwóch do czterech wyrazów. 

- 1 Is he (paint / picture) of his family now?
- 2 On Saturday morning, my dad (go / geocache) in the park.
- 3 I'm busy now. I (do / puzzle).
- 4 (watch / TV) in the evenings? Yes, I do.
- 5 Sally (stream / video) at the moment.

5 Complete the text with the verbs in the box. Use the present simple or the present continuous. 

do (x2) not like not meet play search

My family are so busy at the weekend. My mum always ¹  exercise on Saturdays. My dad ²  exercise, so he ³  the Internet now. My brother is in his bedroom now with his friend. They ⁴  a board game. I often see my friends and go geocaching, but today I ⁵  them because I ⁶  magic tricks.

Everyday English

6 Complete the dialogues with the offers and request words from the box below. 

Can I can you say that again, please
Could you What can I do

- 1 Steph Hey, Max. ¹  take my bag to ballet for me, please?
- Max Yes, of course.
- Steph Thanks.
- 2 Max Is your bag heavy, Mrs Venner?
- Mrs Venner Yes, it is.
- Max ²  help?
- Mrs Venner Sorry, ³  ?
- Max ⁴  ?

Self-assessment

7 How well can you do this lesson's tasks? Write 😊, 😐 or ☹️ in your notebook. 

English in the real world

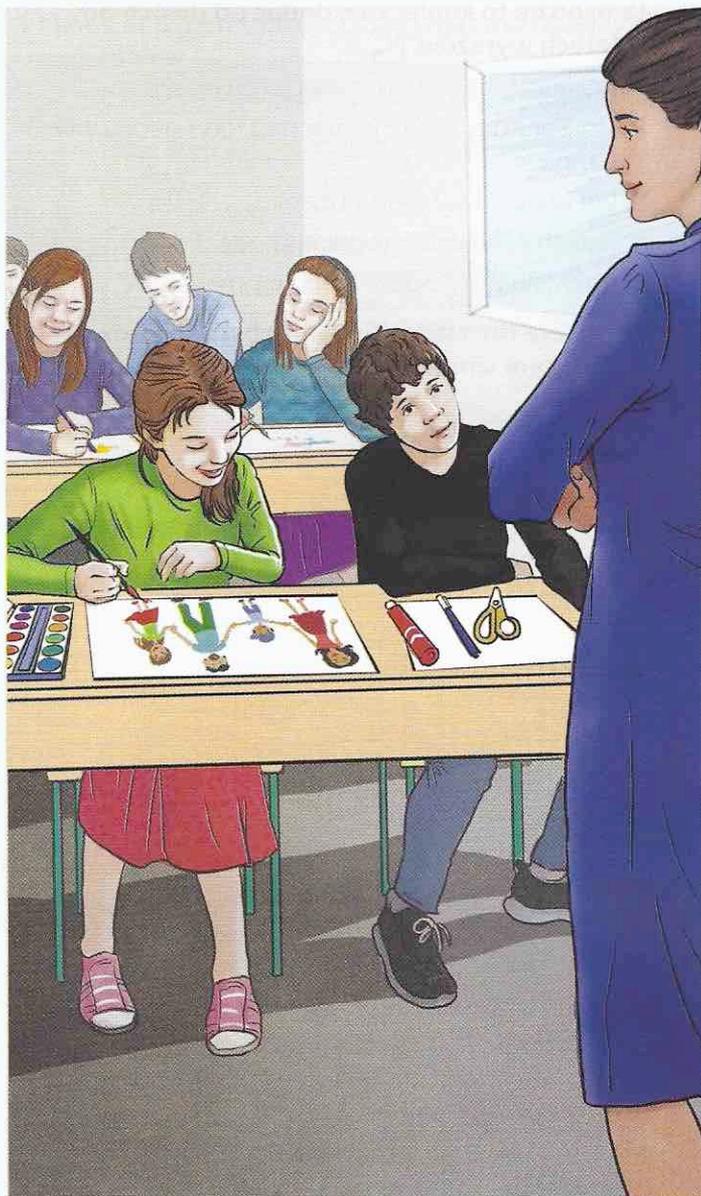
This month's challenge:

Poszukaj w internecie informacji o trzech popularnych zajęciach w wolnym czasie wśród brytyjskich nastolatków w twoim wieku. Powiedz koledze lub koleżance, jakie to zajęcia.

YOUR WORLD How often do you have a sleepover at a friend's house?

Znajomość środków językowych

- 1 Popatrz na obrazek i przeczytaj jego opis. Uzupełnij każdą lukę jednym wyrazem.



This is a photo of my arts and crafts after-school club.

I am wearing a red skirt and a green jumper. I'm ¹ a picture of my family. You can see my friend, Peter. He is sitting ² to me. He is making a board game. He's wearing jeans and a black jumper. You can see our ³ at the front of the class. There are six students in the club.

- 2 Uzupełnij luki wyrazami w języku angielskim.

- I'm doing a puzzle (w tej chwili).
- My parents are watching (sztukę w teatrze).
- My brother goes geocaching (podczas szkolnych wakacji).

Rozumienie tekstów pisanych

WSKAZÓWKA:

Po pierwszym przeczytaniu tekstu przeczytaj zdania z lukami, by sprawdzić, jakich informacji potrzebujesz. Następnie znajdź w tekście fragmenty zawierające te informacje. Przeczytaj je uważnie i sprawdź swoje odpowiedzi.

- 3 Przeczytaj tekst i uzupełnij zdania.



To: StephG@mail.com

From: Kate@mail.com

Subject: This weekend

Hi Steph,

How are you?

What are you doing at the moment?

I'm in my bedroom. I'm streaming a video of Taylor Swift. I love her new song. My sister is wearing fancy dress next to me. She's very funny!

Do you want to have a sleepover at my house on Saturday? You usually have your breakdance class at four o'clock and I have my arts and craft club at five o'clock, so you can come to my house at six o'clock.

Is that OK? Say if you can come.

Kate

- At the moment, Kate is ¹.
- At the moment, Kate's sister is ².
- Kate wants Steph to come for a sleepover on ³.
- Steph goes to breakdance club at ⁴.
- Kate goes to an ⁵ in the evening.

Znajomość funkcji językowych

- 4 Do każdej z sytuacji wybierz właściwą reakcję.

- Twój tata gotuje obiad. Jak zaoferujesz mu swoją pomoc?
 - Could you make a salad, please?
 - Can I help?
 - Can you cook?



- Nauczycielka mówi coś, czego nie rozumiesz. Jak poprosisz o pomoc?
 - Sorry. Can you explain, please?
 - What can I do?
 - What is it?



GRAMMAR REFERENCE

Gdy mówimy o czymś, co dzieje się w tej chwili, używamy czasu *present continuous* z określeniami czasu: *at the moment* i *now*. Na przykład: *I'm chatting online at the moment*.

Pamiętaj, że czasownik w tym czasie ma formę z końcówką *-ing*.

Subject pronoun	Verb with or without the negative form	Base verb +ing	Time expression
I	am/'m [not]	doing a puzzle	now.
He/She/It	is/'s [not]	doing a puzzle	now.
You/We/They	are/'re [not]	doing a puzzle	at the moment.

Present continuous <i>Wh-</i> and <i>Yes/No</i> questions	Answers
Where is she painting a picture?	She is painting a picture in the living room.
Are they having a sleepover now ?	Yes, they are./No, they're not.

Gdy mówimy o nawykach i czynnościach, które wykonujemy regularnie, używamy czasu *present simple* z przysłówkami częstotliwości i określeniami czasu, takimi jak: *at the weekend*, *in the morning*, *twice a week* czy *every day*.

Pamiętaj o tym, że czasownik w trzeciej osobie liczby pojedynczej (*he, she, it*) zmienia swoją formę, oraz o tym, że przysłówkę częstotliwości wstawiamy zawsze przed czasownikiem, a określenie czasu – po czasowniku.

	Subject pronoun	Adverbs of frequency	Verb	Time expression
+	I/We/They	often	go geocaching	at the weekend.
+	He/She/It	often	goes geocaching	at the weekend.
-	I/We/They		don't wear fancy dress	every day.
-	He/She/It		doesn't wear fancy dress	every day.

Present simple <i>Wh-</i> and <i>Yes/No</i> questions	Answers
What do you do at the weekend ?	I do exercise in the afternoon .
Does he play board games twice a week ?	Yes, he does./No, he doesn't.

WORD LIST

VOCABULARY 4a

chat online	/tʃæt ɒn'laɪn/	rozmawiać przez internet
do a puzzle	/,du: ə 'pʌzl/	rozwiązywać łamigłówek
do ballet	/,du: 'bæleɪ/	ćwiczyć balet
do exercise	/,du: 'eksəsaɪz/	gimnastykować się
do magic (tricks)	/,du: 'mædʒɪk/	wykonywać sztuczki magiczne
go geocaching	/,gəʊ 'dʒi:əʊ,kæʃɪŋ/	bawić się w geocaching
go to a concert	/,gəʊ tu ə 'kɒnsət/	iść na koncert
have a picnic	/,hæv ə 'pɪknɪk/	organizować piknik
have a sleepover	/,hæv ə 'sli:pəʊvə(r)/	nocować u kogoś
paint a picture	/,peɪnt ə 'pɪktʃə(r)/	malować obraz

play a board game	/,pleɪ ə 'bɔ:d ,geɪm/	grać w grę planszową
search the Internet	/,sɜ:ʃ ði 'ɪntənət/	szukać w internecie
stream videos	/,stri:m 'vɪdiəʊz/	transmitować nagrania wideo
watch a play	/wɒtʃ ə 'pleɪ/	oglądać przedstawienie
wear fancy dress	/,weə 'fænsɪ 'dres/	przebierać się w fantazyjne stroje

VOCABULARY 4c

arts and crafts	/,ɑ:ts ən 'krɑ:ftz/	sztuka i rzemiosło
breakdance	/'breɪkdɑ:ns/	breakdance
circus skills	/'sɜ:kəs ,skɪlz/	umiejętności cyrkowe
cookery	/'kʊkəri/	gotowanie
drama	/'drɑ:mə/	aktorstwo

ecology	/i'kɒlədʒi/	ekologia
science	/'saɪəns/	nauki przyrodnicze
technology	/'tek'nɒlədʒi/	technika
sewing	/'səʊɪŋ/	szycie

EVERYDAY ENGLISH 4g

Can I help?	/kən ,aɪ 'help/	Czy mogę pomóc?
Could you (put this cream on Ravi's face now), please?	/kʊd ju: ,pʊt ðɪs 'kri:m ,ɒn ,rævɪz 'feɪs ,naʊ/ 'pli:z/	Czy mógłbyś (nałożyć ten krem na twarz Ravięgo)?
Sorry, can you (explain), please?	/'sɒri kən ju: (ɪk'spleɪn) ,pli:z/	Przepraszam, czy mógłbyś/mogłabyś (to wyjaśnić)?
Sorry, can you (say) that again, please?	/'sɒri kən ju: (,sɛɪ) ðæt ə'gen ,pli:z/	Przepraszam, czy możesz (powiedzieć) to jeszcze raz?

5 The animal world

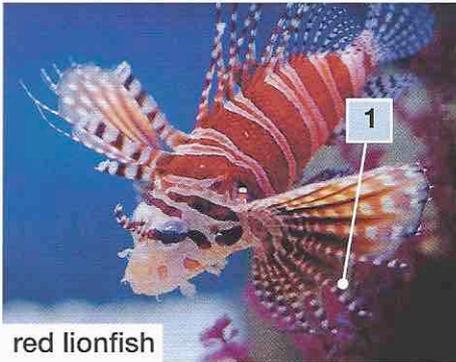
a VOCABULARY

Animal features

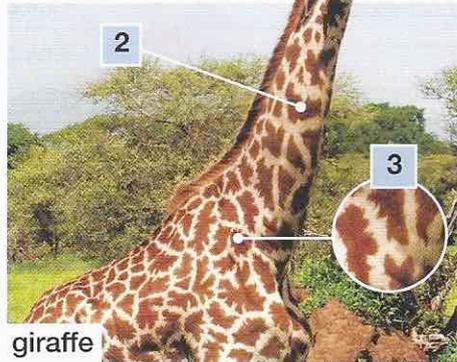
YOUR WORLD What are your favourite animals?

MOJE CELE W ROZDZIALE

- Powiedzieć i zapisać nazwy zwierząt i ich cech charakterystycznych
- Używać wyższego stopnia krótkich i długich przymiotników
- Powiedzieć i zapisać przymiotniki opisujące zwierzęta
- Używać stopnia najwyższego przymiotników
- Przeczytać e-mail o nowym zwierzątku
- Wykonać infografikę poświęconą zwierzęciu



red lionfish



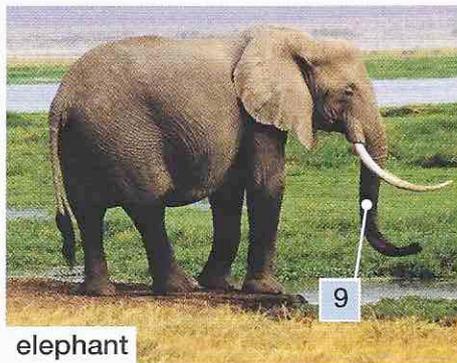
giraffe



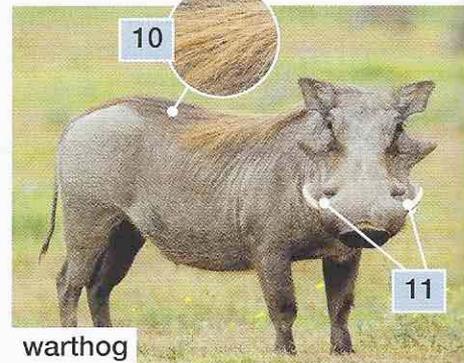
ostrich



buffalo



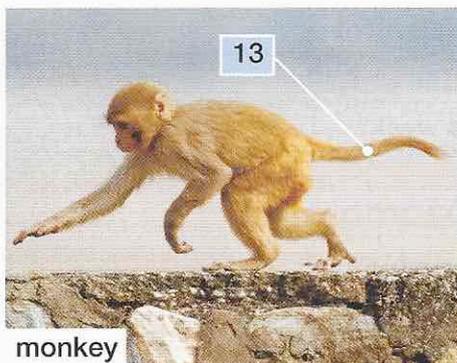
elephant



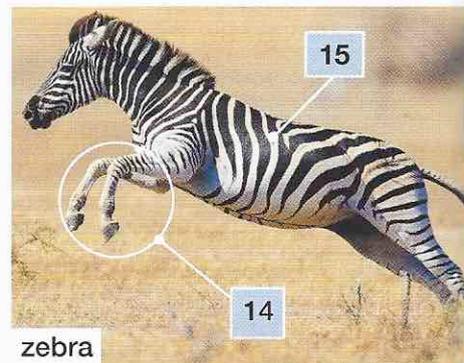
warthog



snake



monkey



zebra

Vocabulary presentation

- ① Look at the photos. Match the pictures (1–15) with the words in the vocabulary box. Say the words.

Animal features

beak feathers fur hair horns
legs neck scales spots stripes
tail tongue trunk tusks wings

- ② Listen and check, then repeat.

MEMORIZE!

- 3 63 Posłuchaj rymowanki. Następnie, słuchając drugi raz, spróbuj ją zaśpiewać. Postaraj się wykonać czynności pasujące do cech każdego zwierzęcia.

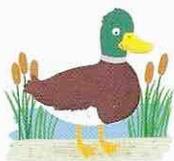
TIP: Skojarzenie zwierząt z czynnościami, które potrafią wykonywać, ułatwi ci zapamiętanie nazw tych zwierząt.



Vocabulary practice

- 4 Look at the pictures. Complete the sentences with words from the box below.

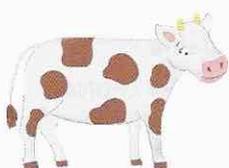
beak feathers fur horns legs neck
scales spots stripes tongue



- 1 It's got green on its head. It's got brown wings. Its is yellow. It's a duck.



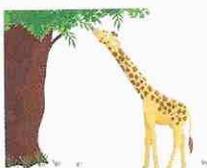
- 2 It's got light brown and it doesn't have . It's a lion.



- 3 It's brown and white. It's got two and lots of . It's a cow.



- 4 It's got a long . It's got black and yellow . It's a snake.



- 5 It's a big animal. It's got a very long and for eating leaves on trees. It's a giraffe.

- 5 Read the dialogue. Say the correct animal name from exercise 1 to complete the gap.

You start. Tell me about your animal.

It's got fur.

Is it noisy?

Well, I think so!

Has it got horns?

Yes, it has.

I know! It's a .

- 6 **Game!** Play *Mime and Guess* with a partner. Take turns to choose or guess an animal or animal feature from exercise 1 and mime it. Who can guess the most words correctly?

Is it a trunk?

- 7 Look at the photos in the fact file and say three features that you think are different between the African elephant and the black rhino. Then read and check your answers.

Black rhino



Size: They are big animals and can be 1.8 metres tall.

Lives: They live in eastern and southern Africa.

Eats: They eat grass and plants.

Cool features: They have two horns – one small one and one big one, and hair on their small ears and short tails.

Fun facts: They're not black, they're grey! They have short legs, but they can run 55km/h!

African elephant



Size: They are very big animals and can be 4 metres tall.

Lives: They live on the Savannah in Africa.

Eats: They eat grass, plants, trees and fruit.

Cool features: They have very big ears, a long trunk and two tusks. African elephants have little black hairs all over their body. They also have long legs and tails.

Fun facts: They can drink and eat with their trunks.

- 8 Say your answers to the following questions.

- 1 What animal features from exercise 1 do both animals have?
- 2 Which animal has tusks?
- 3 Do black rhinos have hair all over their body?
- 4 Can African elephants drink with their trunks?
- 5 Do black rhinos have two small horns and big ears?
- 6 Do black rhinos and African elephants have long tails?

ONLINE LINK

Znajdź w internecie zdjęcie niezwykłego zwierzęcia. Opisz je, używając słownictwa poznanego na tej lekcji.



REACTIVATE!

Play *Word Tennis* with a partner. Say as many animal features as you can. 

Grammar presentation

1  64 Listen to the speaker, Molly. Say which two animals she is comparing.

2 Look at the grammar box. Write another sentence using the comparative form of a short adjective. 

Comparatives: short and long adjectives

Krótkich przymiotników w stopniu wyższym z *than* używamy wtedy, gdy porównujemy dwie osoby lub rzeczy. Krótkie przymiotniki to takie, które składają się tylko z jednej sylaby lub są zakończone literą *y*.

Spójrz, jak tworzymy stopień wyższy krótkich przymiotników: [krótki przymiotnik + *-er*] + *than* → przymiotnik w stopniu wyższym
A warthog is **smaller than** a buffalo.

Stopień wyższy niektórych przymiotników wymaga także zmiany w pisowni:
An elephant is **bigger than** a buffalo.
A zebra is **nicer than** a snake.
A warthog is **scariest than** a red lionfish.

Długie przymiotniki w stopniu wyższym nie zmieniają swej formy. Długie przymiotniki to takie, które składają się z trzech lub więcej sylab albo są dwusylabowe, niezakończone literą *y*.

Spójrz, jak tworzymy stopień wyższy długich przymiotników:
[*more* + długi przymiotnik] + *than* → przymiotnik w stopniu wyższym
The giraffe is **more beautiful than** the warthog.
A monkey is **more amazing than** a snake.

Look! Przymiotniki nieregularne

good → better bad → worse

Więcej reguł i ćwiczeń gramatycznych znajdziesz na stronie 77.

Grammar practice

3 Are the sentences true (T) or false (F)? Correct the false sentences. 

- An ostrich is noisier than a monkey. F
An ostrich is quieter than a monkey.
- An ostrich has got a longer neck than a giraffe.
- A snake is longer than a lizard.
- A red lionfish is heavier than a warthog.
- A snake is hairier than a zebra.

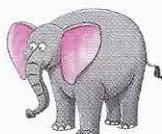
4 Look at the pictures. Complete the sentences with the comparative form of the adjectives + *than*. 



1 The big snake's scales are greener than the small snake's scales. (green)



2 The buffalo's tongue is shorter than the giraffe's tongue. (short)



3 The red lionfish is smaller than the elephant. (small)



4 The giraffe's neck's is longer than the zebra's neck. (long)

5  65 Listen and complete the information about the two monkeys. 

	Lucy	Toby
Age	7 years old	1 
Height	1 metre	1.2 metres
Weight	2 	23 kilograms
Tail	3 	short
Description / adjectives	4 	6 
	5 	7 

6 Write six sentences to compare Lucy and Toby. Use short and long adjectives. 

1 Lucy is older than Toby.

Speaking

7 Choose five animals. Think of some true or false sentences to say about them. Use long and short comparative adjectives. Say your sentences to your partner. Can he / she say if they are true or false?

A giraffe is heavier than an elephant.

I think that's false.

YOUR WORLD What's your favourite animal like?

Vocabulary presentation

1 66 Listen and repeat the animal adjectives in the vocabulary box.

Animal adjectives



1 amazing 2 beautiful 3 cute 5 interesting

4 fast

6 light 7 heavy 8 scary 9 slow 10 ugly

LOOK! Kolejność przymiotników w zdaniu

Przymiotniki w zdaniu stosujemy w następującej kolejności: opinia, rozmiar, kolor.
*It's a **cute**, **small**, **brown** monkey.*

2 Say which adjectives in exercise 1 you can use to describe these animals.

- 1 a baby zebra 3 a snake
2 a warthog 4 an elephant

Warthogs are amazing, heavy and brown.

MEMORIZE!

3 Napisz w zeszycie jakiś rzeczownik i dopisz do niego pięć przymiotników, tworząc zabawne połączenia. Przeczytaj je na głos. Następnie zamknij zeszyt i wymień je wszystkie z pamięci.

TIP: Łączenie wyrazów w zabawne pary ułatwi ci zapamiętanie tych wyrazów.
ugly, blue, funny, happy, noisy cat



Vocabulary practice

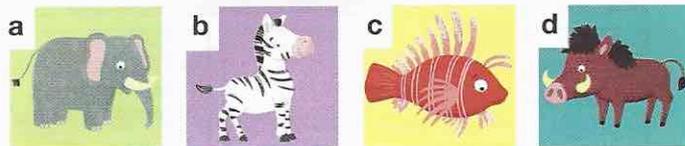
4 Choose the correct word to complete the text.

My favourite place

I love the zoo in my town because I think all the animals are ¹ **amazing** / **ugly**. It's a ² **scary** / **beautiful** place with lots of ³ **heavy** / **interesting** animals. Sometimes, you can see baby animals. They are very ⁴ **slow** / **cute**. I don't like the snakes because they are ⁵ **scary** / **heavy** and they move very ⁶ **light** / **fast**.

Listening and Speaking

5 67 Listen and match the dialogues (1-4) to the animal pictures (a-d).



6 67 Listen again. Say your answers to the questions.

- Which animal is smaller and lighter than the buffalo?
- Why does Emma think giraffes are more amazing than zebras?
- How does Tom compare the snake and the red lionfish?
- Which elephant is heavier: the Asian or the African?

7 What do you think about the animals in exercise 5? Talk to your classmates about how you feel. How many people agree with you?

I don't like snakes.
They're ugly.

I love zebras.
They're more beautiful than snakes.

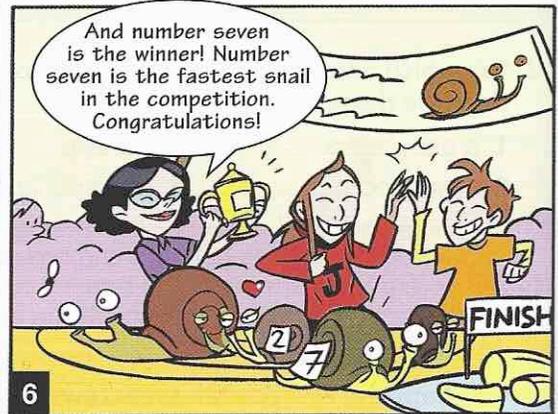
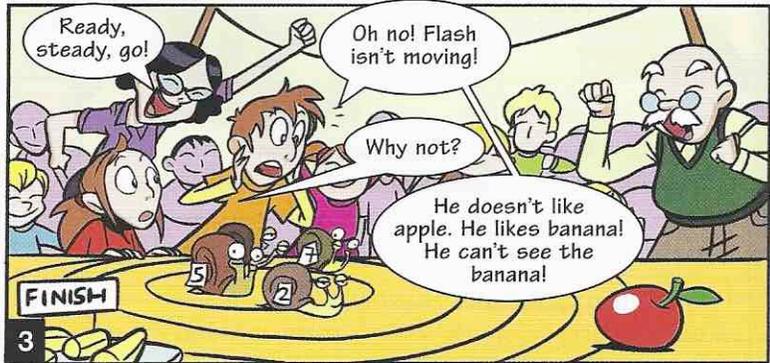
ONLINE LINK

Znajdź w internecie pięć zwierząt i ułóż je we właściwej kolejności według wybranej kategorii: rozmiar, kolor, szybkość, wzrost lub waga.



REACTIVATE! Write a long, funny sentence about an imaginary animal, then compare with a partner. 60

1 68 Read and listen to the story *A special pet*. Are Jake and Jenny's snails big, fast or pretty?



Comprehension

2 Read the story again. Match the sentence halves.

- | | |
|--------------------------|------------------------------------|
| 1 Flash and Gordon are | a their snails to the competition. |
| 2 Jake and Jenny take | b Jake and Jenny's snails. |
| 3 Gordon wins | c Gordon flies out of his box. |
| 4 When they arrive home, | d the race. |
| 5 Winston saves | e Gordon. |

Grammar presentation

3 68 Read or listen to the story again. Say if the number two snail wins the race.

4 Look at the grammar box. Say superlative sentences about the snails.

Superlatives: short and long adjectives

Przymiotników w stopniu najwyższym używamy wtedy, gdy chcemy powiedzieć, że ktoś lub coś jest „naj”, np. największy, najmniejszy. Przymiotników w stopniu najwyższym używamy do porównań więcej niż dwóch osób lub rzeczy.

Spójrz, jak tworzymy stopień najwyższy krótkich przymiotników:
the + [krótki przymiotnik + *-est*] → przymiotnik w stopniu najwyższym

The snake is **the scariest** animal I know.

The elephant is **the biggest** animal at the zoo.

Snails are **the ugliest** animals I know. They are also **the slowest** animals I know.

Długie przymiotniki w stopniu najwyższym nie zmieniają swej formy.

Spójrz, jak tworzymy stopień najwyższy długich przymiotników:

the + [*most* + krótki przymiotnik] → przymiotnik w stopniu najwyższym

Winston is **the most interesting** cat.

Bot's **the most amazing** robot.

Look! Przymiotniki nieregularne

good → the best bad → the worst

Więcej reguł i ćwiczeń gramatycznych znajdziesz na stronie 77.

Grammar practice

5 Complete the sentences with the correct form of the superlative of the short adjectives.

- This butterfly is ? butterfly. (pretty)
- This monkey is ? animal in the zoo. (naughty)
- This zoo is ? place in my town. (good)
- All snakes are ugly, but this one is ?. (ugly)

6 Make superlative sentences with long adjectives using the words below.

- elephant / amazing / animal
- ostrich / interesting / bird
- giraffe / beautiful / animal
- monkey / exciting / animal

7 Say five superlative sentences about the horses using long and short adjectives.

- Horse number one is the lightest colour.



8 **Repetytorium** Ułóż zdania z krótkimi i długimi przymiotnikami w stopniu najwyższym.

- My dog is better than my friend's dog.
My dog is the best dog.
- My cat is prettier than all the cats I know.
?
- Sammy is bigger than all the other fish in the tank
?
- My snail is faster than all the other snails in the competition.
?
- The baby monkey is more naughty than the other animals in the zoo.
?
- This giraffe is more interesting than that giraffe.
?

ONLINE LINK

Porozmawiaj z kolegami i koleżankami w klasie lub na forum internetowym. Dowiedz się, które zwierzęta uważają za najbardziej przerażające, a które za najbardziej interesujące.



Which animal do you think is the scariest?

I think snakes are the scariest animals.



Vocabulary review

1 Look at the pictures and write the animal features.

beak feathers horn fur spots
stripes tail trunk wing



1 ?



2 ?



3 ?



4 ?



5 ?



6 ?



7 ?



8 ?



9 ?

2 What's the adjective? Read the descriptions and write the word. Be careful, you don't need all the words!

amazing beautiful cute heavy interesting
light slow ugly

- Claire: The adjective starts with the first letter of my name.
- Lisa: The adjective starts with the second letter of my name.
- Adam: The adjective has seven letters.
- Rafael: It's the opposite of pretty.
- Mia: The last letter of the adjective is w.
- Duncan: Fill the gaps! ? ea ? ti ? ul

3 70 Listen and draw the funny animal. Compare your picture with a partner. Are they the same or different?

Grammar review

4 70 Listen and choose the correct picture, a or b. Write your answers.

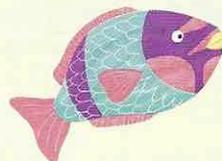
1 a



b



2 a



b



3 a



b



4 a



b



Song

5 71 Listen to the song *Animals big and small* and follow in your book. Listen again and sing along.

There are thousands of animals everywhere.
Some have feathers and some have hair.
From the smallest bird, living in the tree.
To the biggest whale, swimming in the sea.

Snails live in shells and they're very small.
Lizards have scales and they climb up walls.
Snakes have long tongues and long tails.
A snake is bigger than a lizard and a snail.

Animals can be big. Animals can be small.
Animals can be long. Animals can be tall.

There are thousands ...

Birds are pretty and they sing nice songs.
Warthogs are ugly, but their tusks are strong.
An ostrich has wings, but it can't fly like a bird.
Buffaloes have horns and they live in a herd.

Animals can be big ...

There are thousands ...

There are hundreds of pretty fish living in the sea.
The red lionfish has stripes like a bee.
Elephants are big and their trunks are long.
Gorillas have dark hair and their arms are strong.

Animals can be big ...

There are thousands ...

REACTIVATE

Work with a partner. Say an adjective for your partner to say the comparative and superlative form. 60

Reading

1 72 Read and listen to the email. Say which of the topics below she writes about.

- a age b colour c exercise d food e kind of animal f name g size

MESSAGE

To: Penny Hill
From: Sally Black
Subject: My new pet

Hi Penny,

How are you? I've got some exciting news – I've got a snake! It's a garter snake. Don't worry, he's not dangerous! He's the nicest snake. His name is Stripy because he's got black and brown stripes on his scales. He's got a very long tongue. He's young, so he's only 25 cm long. Stripy eats fish, eggs and snails, and sometimes we give him a mouse!

He lives in a glass box in my bedroom. There are some rocks and plants in the box so it's more interesting for him. Every day I take Stripy out of the box and he sits around my neck! Every week, I wash and clean the box and put some new plants in it. I can't play with him in the garden because he moves very fast and I don't want to lose him.

My sister thinks Stripy is horrible and scary because she likes cuter animals, like cats. I like Stripy as my pet because he's more interesting than cats and dogs. He's the most amazing pet.

Write soon,
Sally



2 Read the text again. Complete the sentences.

- Sally has got a new pet called .
- Sally's snake is short because he's .
- Once a week, Sally the box.
- Sally doesn't want to Stripy.

3 Match the sentence halves.

- | | |
|------------------------------|----------------------------|
| 1 Stripy is shorter than | a black and brown stripes. |
| 2 Stripy has got | b very fast. |
| 3 Stripy's tongue is | c an adult snake. |
| 4 Stripy likes to sit around | d very long. |
| 5 Stripy is | e Sally's neck. |

4 Say your answers to the questions.

- What is Sally's exciting news?
- How long is Stripy?
- What does Stripy eat?
- Where does Stripy live?
- Why can't Stripy play in the garden?
- What does Sally's sister think of Stripy?

5 Work with a partner. Close your book. Say what you can remember about Stripy.

What type of snake is Stripy?

Stripy is a garter snake.

Writing basics

6 Write a short description of your pet or a pet you would like.

Look Przeczytaj przykładowy tekst i wskazówkę *Writing Tip*. Odpowiedz na pytania.

- What animal features does it describe?
- How do we compare two things?

Make notes Zrób notatki na temat zwierzątko i zapisz je pod podanymi nagłówkami.



Write Stwórz opis swojego zwierzątko. Skorzystaj z przykładowego tekstu i notatek.

He's the nicest snake. His name is Stripy because he's got black and brown stripes on his scales.

He lives in a glass box in my bedroom! There are some rocks and plants in the box so it's more interesting for him.

WRITING TIP

Spójnika *because* używamy wtedy, gdy podajemy przyczynę, a *so* – gdy opisujemy rezultat.

YOUR WORLD

What animals would you like to see at a zoo?



1 73 Read and listen to the story *At the zoo*. Say which animals they see.

- 1 Keeper** Hi, Keira. Hi, Pablo. Happy birthday! I'm Chris; I'm a keeper here. We can look at some animals first and then have some birthday cake.
- Pablo** Thanks! I love zoos!
- Keeper** What about you, Keira? What do you think about zoos?
- Keira** For me, animals are happier in the wild.
- Keeper** I agree. I don't like animals in cages either. But zoos do important work. Look at this video.
- 2 Keeper** I'm making a video about our baby rhinos.
- Pablo** They're really cute.
- Keeper** Yes, but there aren't a lot of rhinos in Africa now.
- Keira** Why not?

Keeper Because some people kill them. They use their horns for medicine.

Keira I think that's horrible!

Pablo I think so, too.

3 **Keeper** Let's look at some animals now. Do you like guinea pigs?

Pablo I love guinea pigs!

Keira Me too. They're beautiful.

Keeper How do you feel about holding it, Pablo?

Pablo I'm not sure. Does it bite? Is it dangerous?

Keeper No, it isn't. Here you go.

Pablo Ugh – I don't want to hold it. Oh no!

Keeper Oh dear! Don't move! Can you see it?

4 **Keira** Look! It's on the chair.

Pablo Don't worry. I can catch it.

Keeper Great.

Pablo Uh oh! Now it's on the laptop.

Keeper Can you catch it, Keira?

Keira Yes, I can. Oh! No, I can't!

Keeper Oh dear! Now it's behind the cake!

Pablo It's not behind the cake! It's on the cake! I don't think we can eat it now.

Keira Me neither! I think the guinea pig is better in its cage!

Comprehension

2 Read the story again. Say your answers.

- Does Keira like animals in cages?
- Why are the baby rhinos important?
- Is Pablo happy about holding the guinea pig?
- Why can't they eat the cake?

Everyday English presentation

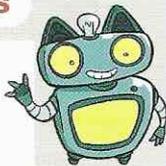
3 Read the Everyday English box below. Say how we ask for or give an opinion.

Asking for and giving opinions

What do you think about zoos?

+ I think they're fantastic.

- For me, I don't like them.



Spójrz, w jaki sposób możemy się zgodzić i nie zgodzić z czyjąś opinią:

+ I agree. Me too. I think so, too.

- I don't agree. I don't think so. Me neither.



Everyday English practice

4 Look at the expressions from the Everyday English box and complete the dialogues.

1 **A** What about warthogs?

B I they're ugly.

A I don't agree. I think they're beautiful.

2 **A** What about working in a zoo?

B For , it's the best job in the world.

A Me . I think it's a fantastic job.

Speaking

5 Ask your partner their opinions about animals in zoos and agree or disagree with them.

What do you think about keeping animals in cages?

I don't think it's a great idea. I think it's sad.

I agree.

YOUR WORLD What animals can you often see in the area where you live?

The Big Butterfly Count

15 July–7 August

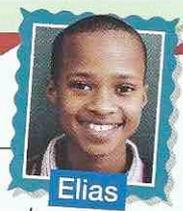
Dear English Magazine,

I think butterflies are amazing animals. Scientists can't count all the butterflies in Britain. They need our help. I take part in the Big Butterfly Count every year. You can help, too. Here's how:

- Download the butterfly chart from the website.
- Go to your garden, a park, a field or a wood.
- Mark the butterflies you see on the chart. Stop after 15 minutes.
- Send your observations to the website.

There's a map on the website with all the results. It's really interesting!

Elias



Animals and me

Do you love animals? Are you interested in helping wildlife? Here are three things our readers do.

Volunteer at an animal rescue centre

Dear English Magazine,

I love hedgehogs. Hedgehogs often have accidents or need help. I volunteer at a hedgehog rescue centre on Saturdays. The Centre looks after about 100 hedgehogs. I do a lot of different things. I clean cages, I talk to visitors about the hedgehogs, I feed the babies with a bottle. When a hedgehog is better, we take it to a safe place so it can live in the wild. That's my favourite job.

Grace



Make a home for the animals in your garden

Dear English Magazine,

We all love wild animals in my family. There are lots in our garden. We put bird boxes in the trees. There are a lot of baby birds in spring. They're really cute. We make insect homes out of bamboo. Bees and other insects like living in small holes. The insects are good for the fruit trees in the garden. We've also got a special bat box in the garden. Bats love living in it. We can see the bats catching insects at night. It's fantastic.

Rex



Reading

- 1 Read the headings and look at the pictures. Say what the three texts are about.
- 2 **Repetitorium** 74 Przeczytaj trzy listy i wybierz poprawną odpowiedź.

The aim of the three texts is to ...

- a give information.
- b ask for advice.
- c answer a question.

- 3 Write who you think says these things.
 - 1 It's fun making useful things.
 - 2 I like showing people our work.
 - 3 Gardens are great places to see wild animals.
 - 4 It's fun to be part of a big project.
 - 5 Saturdays are the best day of the week.

Listening and Speaking

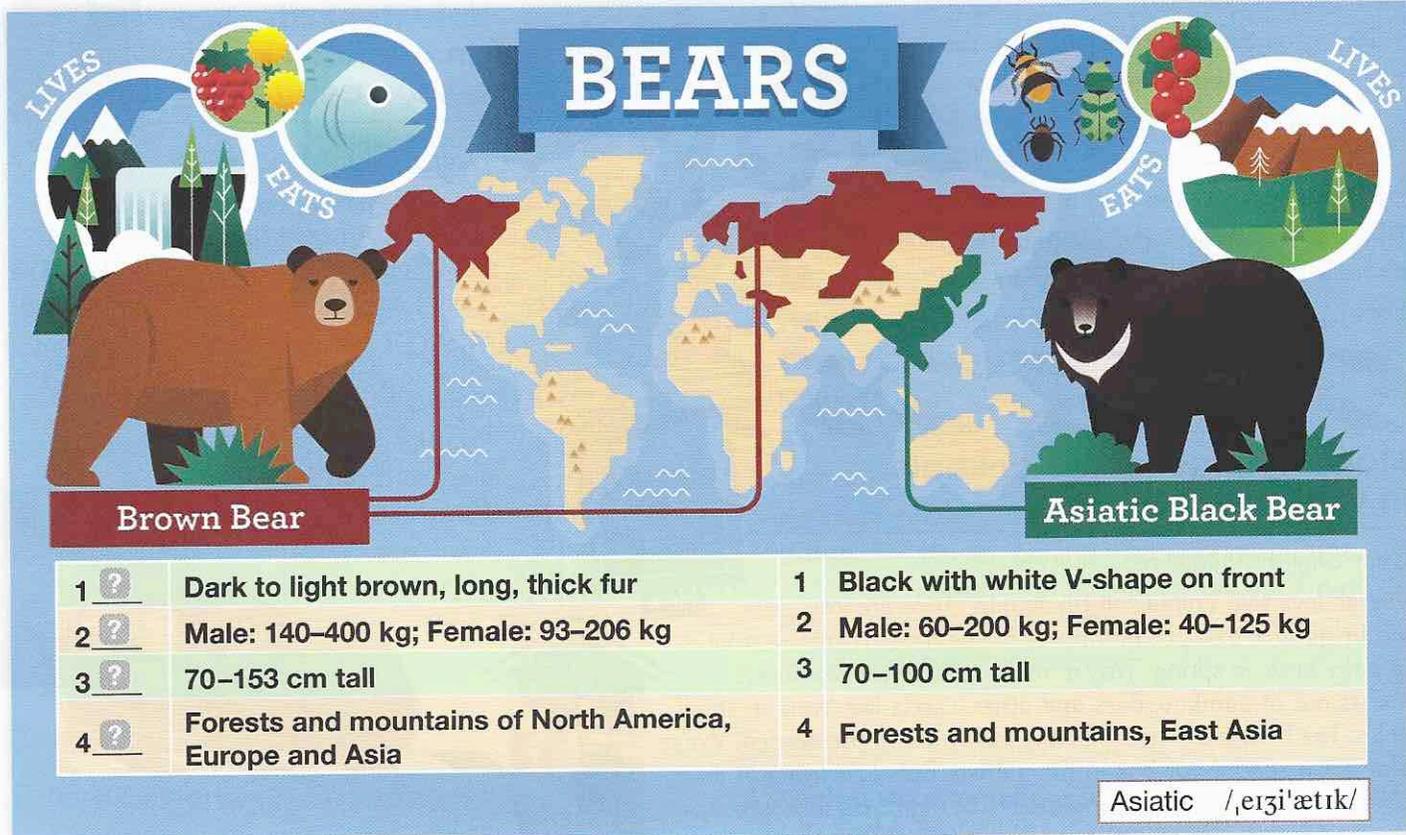
- 4 75 Listen to the children talking about what they do to help wildlife or animals where they live. Say your answers to these questions.
 - 1 How does Sarah help wildlife?
 - 2 What does Paul think about volunteering in an animal rescue centre?
 - 3 Does Peter have a bird box in his garden?
 - 4 What would Anna like to do to help animals?
- 5 Work in small groups. Discuss the questions.
 - 1 How do you help wildlife or animals?
 - 2 What do you think about volunteering to help in an animal rescue centre?
 - 3 Do you have a bird box in your garden?
 - 4 What would you like to do to help wildlife or animals? Why?

My animal infographic

Comprehension

- ① Look at the facts next to the two bears. Match the correct heading to the facts (1–4). 
- ② Work with a partner. Write the main differences and similarities between the two bears. 

Description Height Home Weight



1 ?	Dark to light brown, long, thick fur	1	Black with white V-shape on front
2 ?	Male: 140–400 kg; Female: 93–206 kg	2	Male: 60–200 kg; Female: 40–125 kg
3 ?	70–153 cm tall	3	70–100 cm tall
4 ?	Forests and mountains of North America, Europe and Asia	4	Forests and mountains, East Asia

Asiatic /,eɪʒi'æɪtɪk/

WRITING TIP

Wyrazu *both* używamy wtedy, gdy odnosimy się do dwóch osób lub rzeczy i chcemy podkreślić związek między nimi.

My favourite animals, by Jessica

I think *both* the brown bear and Asiatic black bear are the most amazing animals. The brown bear is heavier than the Asiatic black bear and is the taller of the two bears. The black bear's fur is black and is darker than the brown bear's fur. They both live in forests but in different parts of the world. They eat small animals, plants and fruit. I think the Asiatic black bear is the *cutest* bear because I like the white V shape on its front.

WRITING TIP

Gdy porównujemy ze sobą osoby lub rzeczy, używamy przymiotników w stopniu wyższym i najwyższym.

Writing project

- ③ Look at the *Writing Tips*. Find and say the examples in the text for each *Writing Tip*.
- ④ Now choose two animals to compare and contrast. 

Poszukaj informacji i zrób notatki na temat faktów dotyczących wybranych zwierząt. Stwórz infografikę i zilustruj ją obrazkami lub dodaj zdjęcia.

 **Think** Zastanów się, jakie dwa zwierzęta chcesz porównać, i znajdź informacje na ich temat.

 **Make notes** Zrób notatki na temat każdego zwierzęcia.

 **Write** Stwórz infografikę porównującą dwa zwierzęta. Uwzględnij fakty na ich temat i dodaj podpisy pod obrazkami. Skorzystaj z notatek.

- ⑤ Swap your project with a partner. Check each other's spelling and grammar.
- ⑥ Present your infographic to the class. Show and read the descriptions of the animals.

YOUR WORLD What unusual animals live in your country?

Rozumienie ze słuchu

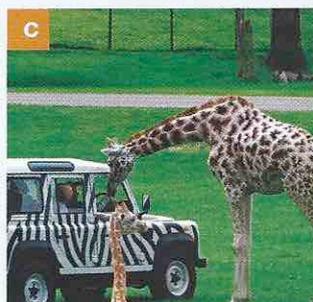
WSKAZÓWKA:

Przyjrzyj się uważnie zdjęciom i postaraj się przewidzieć, jakie kluczowe wyrazy będziesz musiał/musiała znaleźć w nagraniu.

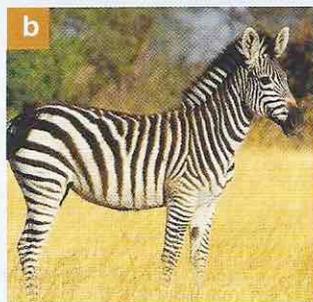
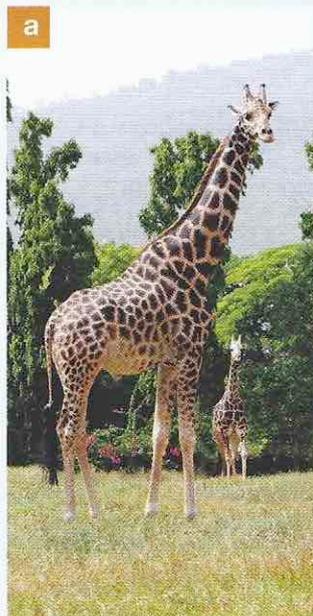


1 77 Posłuchaj nagrania i wybierz poprawną odpowiedź: a, b lub c.

1 Where are the children?



2 What animal is the boy describing?



3 The girl is giving ...

- a an opinion
- b information
- c a description

Znajomość funkcji językowych

2 78 Posłuchaj nagrania i dobrać do zdań (1–4) odpowiednie reakcje (a–e). Uwaga! Jedna reakcja została podana dodatkowo.

- a Yes, you do.
- b Yes, they are.
- c I think they're beautiful.
- d That's a good idea.
- e Yes, please, I'm thirsty.

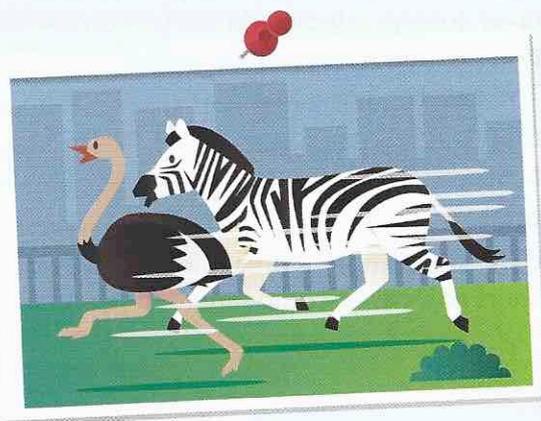
1	2	3	4
?	?	?	?

Znajomość środków językowych

3 Przetłumacz na język angielski fragmenty zdań podane w nawiasach. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- 1 A buffalo is (cięższy niż) ? a warthog.
- 2 A baby monkey is (bardziej urocze niż) ? a baby warthog.
- 3 A snake is (bardziej interesujący niż) ? a red lionfish.
- 4 Which animal is (najwyższy) ? animal in the world?
- 5 I think a cat is (najlepszy) ? pet.
- 6 An elephant is (najbardziej niesamowity) ? animal in the zoo.

4 Popatrz na zdjęcie i uzupełnij jego opis.



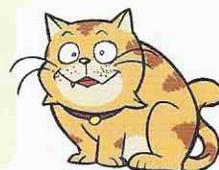
This is a photo from my local zoo. In the front of the photo, we can see an ¹?. It has got black and white ²?, and it's got ³? legs. The zebra is ⁴? the ostrich. The zebra and the ostrich are running fast. The ostrich is ⁵? than the zebra.

GRAMMAR REFERENCE



Stopień wyższy krótkich przymiotników zwykle tworzymy przez dodanie do nich końcówki **-er**. Niektóre przymiotniki wymagają zmiany w pisowni. Przymiotników w stopniu wyższym z **than** używamy wtedy, gdy porównujemy dwie osoby lub rzeczy. Długie przymiotniki w stopniu wyższym nie zmieniają swej formy, ale poprzedzamy je wyrazem **most**.

Stopień najwyższy krótkich przymiotników zwykle tworzymy za pomocą przedimka **the** i przymiotnika z końcówką **-est**. Stosujemy takie same reguły pisowni jak w stopniu wyższym przymiotników. Przymiotników w stopniu najwyższym używamy w celu porównania więcej niż dwóch osób lub rzeczy. Długie przymiotniki w stopniu najwyższym nie zmieniają swej formy, za to poprzedzamy je wyrażeniem **the most**.



Short adjectives	Comparatives	Superlatives	Long adjectives	Comparatives	Superlatives
small	smaller than	the smallest	interesting	more interesting than	the most interesting
nice	nicer than	the nicest	amazing	more amazing than	the most amazing
big	bigger than	the biggest	Irregular adjectives		
scary	scarier than	the scariest	good	better than	the best
			bad	worse than	the worst

The elephant is **bigger** than me.
I'm **the smallest** in my family.

The snake is **more amazing** than the monkey.
I think the horse is **the best** animal in the world.

WORD LIST

VOCABULARY 5a

beak	/bi:k/	dziób
big	/big/	wielki
buffalo	/'bʌfələʊ/	bawół
elephant	/'elɪfənt/	słoń
feathers	/'feðəz/	pióra
fur	/fɜ:(r)/	futro
giraffe	/dʒə'ra:f/	żyrafa
hair	/heə(r)/	sierść
horns	/hɔ:nz/	rogi
legs	/legz/	nogi
long	/lɒŋ/	długi
neck	/nek/	szyja
ostrich	/'ɒstri:tʃ/	struś
red lionfish	/,red 'laɪənfiʃ/	skrzydlca ognista
rhino	/'raɪnəʊ/	nosorożec
scales	/skeɪlz/	łuski
short	/ʃɔ:t/	krótki
small	/smɔ:l/	mały
snake	/sneɪk/	wąż
spots	/spɒts/	cętki, łaty
stripes	/straɪps/	paski
tail	/teɪl/	ogon
tall	/tɔ:l/	wysoki
tongue	/tʌŋ/	język
trunk	/trʌŋk/	trąba
tusks	/tʌskz/	kły
warthog	/'wɔ:θɒŋ/	guziec

wings	/wɪŋz/	skrzydła
zebra	/'zebrə/	zebra
VOCABULARY 5c		
amazing	/'ə:meɪzɪŋ/	niesamowity
beautiful	/'bjʊ:tɪfl/	piękny
cute	/kjʊ:t/	uroczy
fast	/fɑ:st/	szybki
feel (about something)	/'fi:l (ə,baut)/	mieć odczucia
heavy	/'hevi/	ciężki
interesting	/'ɪntrəstɪŋ/	interesujący
in the wild	/'ɪn ðə 'waɪld/	w dziczy
light	/laɪt/	jasny, lekki
scary	/'skeəri/	straszny
slow	/sləʊ/	wolny
ugly	/'ʌɡli/	brzydki

EVERYDAY ENGLISH 5g

For me, I don't like them.	/fə 'mi: ,aɪ ,dəʊnt 'laɪk ðəm/	Jeśli o mnie chodzi, nie podobają mi się.
I agree.	/aɪ ə'ɡri:/	Zgadzam się.
I don't agree.	/aɪ ,dəʊnt ə'ɡri:/	Nie zgadzam się.
I don't think so.	/aɪ ,dəʊnt 'θɪŋk ,səʊ/	Nie sądzę.
I think so, too.	/'aɪ ,θɪŋk səʊ 'tu:/	Też tak myślę.
I think they're fantastic.	/aɪ ,θɪŋk ðeə fæn'tæstɪk/	Myślę, że są fantastyczne.

Me neither.	/,mi: 'naɪðə(r), 'ni:ðə(r)/	Ja też nie.
Me too.	/,mi: 'tu:/	Ja też.
What do you think about zoos?	/'wɒt ðə ju: θɪŋk ə,baut 'zu:z/	Co myślisz o zoo?

CULTURE 5h

accident	/'æksɪdənt/	wypadek
bamboo	/'bæm'bu:/	bambus
bat	/bæt/	nietoperz
bee	/bi:/	pszczola
bird box	/'bɜ:d ,bɒks/	skrzynka dla ptaków
butterfly	/'bʌtəflaɪ/	motyl
cage	/keɪdʒ/	klatka
chart	/'tʃɑ:t/	plansza z motylami
count (n)	/'kaʊnt/	liczenie
hedgehog	/'hedʒhɒŋ/	jeż
hole	/həʊl/	otwór
insect home	/'ɪnsekt ,həʊm/	dom dla owadów
observation	/'ɒbzə'veɪʃn/	obserwacja
rescue centre	/'reskju: ,sentə(r)/	oddział ratunkowy
result	/'rɪzʌlt/	wynik
scientist	/'saɪəntɪst/	naukowiec
visitor	/'vɪzɪtə(r)/	gość
volunteer (v)	/'vɒlən'tɪə(r)/	ochotnik
wild animal	/'waɪld 'ænrɪml/	dzikie zwierzę
wildlife	/'waɪldlaɪf/	fauna i flora

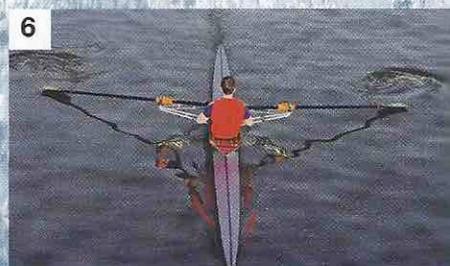
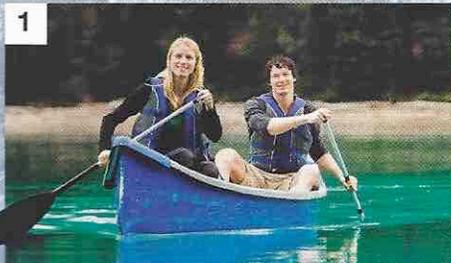
6 I love sport!

a VOCABULARY Winter and water sports verbs

MOJE CELE W ROZDZIALE

- Powiedzieć i zapisać nazwy sportów zimowych i wodnych
- Używać przysłówków sposobu
- Powiedzieć i zapisać nazwy sprzętu sportowego
- Używać czasu *past simple* z czasownikiem *be*
- Przeczytać artykuł o sportsmencie
- Przygotować infografikę

YOUR WORLD What sports do you do in the summer and winter?



Vocabulary presentation

1 Match the sports above (1–12) with the sports verbs in the vocabulary box below. Say the words.

Winter and water sports verbs

canoe cross-country ski ice skate
kite surf play ice hockey row sail
scuba dive snorkel snowboard
toboggan waterski

2 79 Listen and check, then repeat.

MEMORIZE!

3 80 Posłuchaj rymowanki. Następnie, słuchając drugi raz, spróbuj ją zaśpiewać. Wyobraź sobie, jak byś się czuł/czuła, uprawiając każdą z dyscyplin sportowych.

TIP: Lepiej zapamiętasz nowe wyrazy, gdy skojarzysz je z emocjami.



Vocabulary practice

4 Look at the photos. Complete the words. 



1 i s



2 s



3 c



4 w



5 t



6 s

5 Copy the mind map. Write the sports verbs in the box under the correct category below. 

cross-country ski ice skate kite surf
scuba dive snowboard waterski

Winter sports

Water sports

6 **Game!** Work in a group. Take turns to mime a sport or draw a picture for the group to say what it is.

Are you scuba diving?

Yes, I am.

Listening and Speaking

7  81 Look at the pictures. Listen and match the speakers Kate and Mark with the sports they want to do in the holiday magazine. Be careful, there are two extra sports. 

Fabulous winter holiday sports



Fabulous summer holiday sports



8 Work with a partner. Ask and answer about the sports you want to do.

What winter sport do you want to do?

I want to ice skate because it looks fun.

ONLINE LINK

Znajdź w internecie informacje, które z dyscyplin sportowych z tej lekcji są częścią letnich lub zimowych igrzysk olimpijskich.



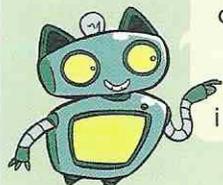
REACTIVATE! Work with a partner. Choose a sport. Say and mime how you feel for your partner to guess the sport. 

Grammar presentation

1  82 Listen to Max and Emma. Can Max swim better than Emma? Say your answer.

2 Look at the grammar box. Describe how you are studying English.

Adverbs



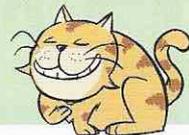
Przysłówek używamy po to, by podać więcej informacji o jakiejś czynności. Przysłówki tworzymy przez dodanie do przymiotnika końcówki *-ly* i wstawiamy je po czasowniku.

slow + *-ly* → slowly strong + *-ly* → strongly
tired + *-ly* → tiredly nice + *-ly* → nicely

Look! Przymiotniki nieregularne

fast → fast good → well

Czasami, przy zmianie przymiotnika w przysłówek, konieczna jest zmiana w pisowni.



noisy → noisily happy → happily

More adjectives

careful

safe

dangerous



Bot snowboards carefully.



Winston canoes safely.



Winston kite surfs dangerously.

Więcej reguł i ćwiczeń gramatycznych znajdziesz na stronie 91.

Grammar practice

3 Complete the sentences with the adverb form of the adjectives in the box. Say your answers.

angry bad dangerous fast noisy safe



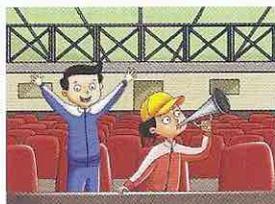
1 He toboggans ?.



2 She canoes ?.



3 He snowboards ?.



4 They are watching the ice hockey ?.



5 The boy is sailing ? on the boat.



6 We ice skate ?.

4 Write the sentences with the correct form of the words in brackets. 

- 1 My mum (kite surf / easy).
- 2 My brother (play football / bad).
- 3 They always (speak / nice) to me when I see them.
- 4 We (waterski / dangerous).
- 5 You (sail / good) with your nephew.
- 6 She (reading her English book / happy).

5  83 Listen and say how the people are doing the activities.

badly carefully noisily quietly safely well

- 1 How is Leo doing his homework?
- 2 How is Kate playing tennis?
- 3 How is Jim skiing?
- 4 How is Penny singing *Happy Birthday*?
- 5 How is Paul playing the guitar?
- 6 How is Ella snowboarding on holiday?

Speaking

6 Choose five sports. Say how badly or well you can do them.

I can ice skate really fast. How about you?

I can't ice skate well, but I can snowboard quickly and easily.

YOUR WORLD How often do you play sport and what do you do?

Vocabulary presentation

1 Match the photos (1–12) to the sports equipment in the vocabulary box. Say your answer.

Sports equipment

flippers goggles ice skates kite
life jacket mask paddles skis
snorkel snowboard stick wetsuit



2 Listen and check your answers. Then repeat.

MEMORIZE!

3 Których sprzętów sportowych używa się w sportach zimowych i wodnych ze str. 78?

TIP: Łatwiej zapamiętasz nowe wyrazy, gdy podzielisz je na grupy.



Vocabulary practice

4 Complete the sentences with the words from the box below. Say the words.

flippers goggles life jacket paddles stick

- 1 Players need a ? to play ice hockey.
- 2 You need two ? to snorkel.
- 3 You need two ? to canoe.
- 4 I wear a ? when I row.
- 5 We wear ? to ski and snowboard.

5 **Game!** Imagine you are doing a sport. Tell your partner what you need to do the sport. Can your partner guess what the sport is?

I need a snorkel and a mask.

Are you snorkelling?

Listening and Speaking

6 Listen to James and his dad. Look at the photos of sports equipment below. Say what water sports James is getting ready to do.



7 **85 Repetitorium** Posłuchaj dialogu jeszcze raz. Odpowiedz pisemnie na pytania.

- 1 How does Dad want James to check his bag?
 - 2 What three pieces of sports equipment are the most important for James?
 - 3 Why does Dad say James needs his wetsuit?
 - 4 What does James's dad want James to wear to be safe?
 - 5 Where is James's dad's mask?
- 8 Work with a partner. Suggest a sport you want to do. Talk about what equipment you need.

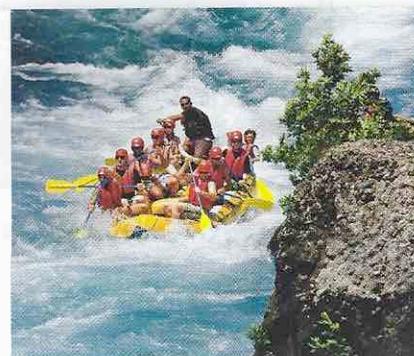
Let's go canoeing.

That's a good idea. Have you got any paddles?

Yes, I have. Have you got a life jacket?

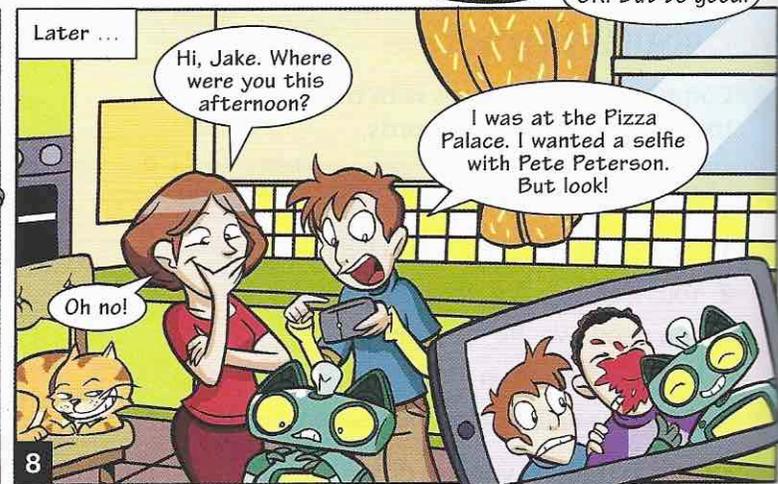
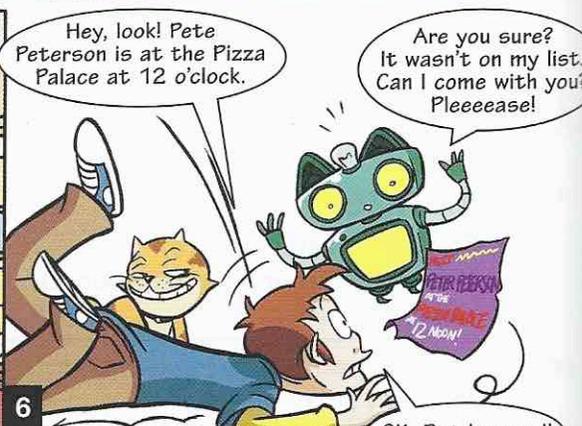
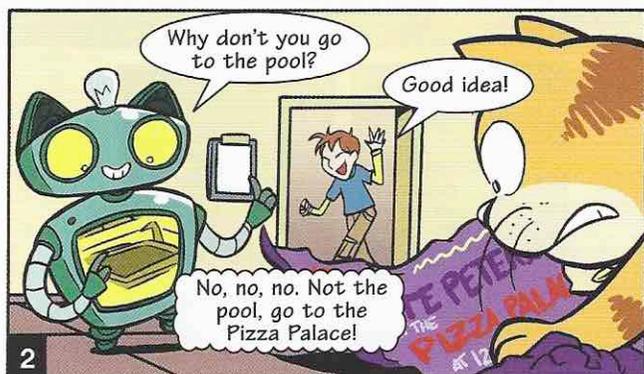
ONLINE LINK

Poszukaj w internecie informacji, jaki sprzęt sportowy jest niezbędny do uprawiania następujących dyscyplin: skeleton i sływ górski.



REACTIVATE! Say a winter or water sport for your partner to say what equipment you need. Take turns. 30

1 86 Read or listen to the story *Sports heroes*. Say where Jake finds Pete Peterson.



2 Read the story again. Are the sentences true (T) or false (F)? Correct the false sentences.

- | | |
|----------------------------------------------------|-------------------------------------------|
| 1 Pete Peterson is a football player. | 4 Jake wants to play with Winston. |
| 2 Winston knows that Pete is not at the pool. | 5 Jake goes to the Pizza Palace with Bot. |
| 3 Jake goes to Pete's shop at the shopping centre. | 6 Mum thinks Jake's selfie is brilliant. |

Grammar presentation

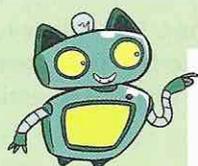
3 86 Read or listen to the story again. Say what three places Jake was in to see Pete Peterson.

4 Look at the grammar box. Say where you *were* and *weren't* at eight o'clock this morning.

Past simple: be

Was i were to formy przeszłe czasownika be.

Spójrz, jak tworzymy pytania ogólne (na które odpowiadamy Yes lub No) za pomocą czasowników was i were:



- + I/He/She/It **was** at school.
You/We/They **were** at school.
- I/He/She/It **wasn't** at school.
You/We/They **weren't** at school.

- ? **Were** you/we/they at school?
Yes, you/we/they **were**.
No, you/we/they **weren't**.
- ? **Was** I/he/she/it at school?
Yes, I/he/she/it **was**.
No, I/he/she/it **wasn't**.

Look! Określenia czasu w czasie past simple: czasownik be

At three o'clock Last night/week/month/year
Yesterday Last Saturday/June In 2017

Więcej reguł i ćwiczeń gramatycznych znajdziesz na stronie 91.

Grammar practice

5 Look at the receipts and correct the sentences. Say your answers.



Cool Café
6:02 p.m.
Milkshake...£2.95

PerfectPizza
12:02 p.m.
Margherita...£4.50

Fit sports centre
3:59 p.m.
Tennis...£3.50

Fit sports centre
2:01 p.m.
Football... £4.00

PerfectPizza
12:01 p.m.
Pepperoni... £4.50

Cool Café
6:03 p.m.
Cola...£1.50



- Jake and Jenny were at the Sports Centre at six o'clock last night.
They weren't at the Sports Centre. They were at the café.
- Jake was at the pizza restaurant at four o'clock yesterday afternoon.
- Jenny was at the Cool Café at two o'clock today.
- Jake and Jenny were at the café at twelve o'clock last Saturday.

6 Change the sentences to Yes / No questions. Use the past simple.

- Peter and Gemma were at the sports shop last weekend.
- Gemma was on holiday last June.
- Peter was at the cinema yesterday evening.
- Peter and Gemma were in Paris in 2016.

7 Look at the pictures and say the answers to your questions in exercise 6.

Last weekend



No, they weren't. They were at a corner shop last weekend.

Last June



Yesterday evening



In 2016



8 Talk to your classmates about your weekend. Was anyone in the same place as you, at the same time?

Were you in town last Saturday at 10 a.m.?

Yes, I was. I was in a café.
Were you in a café, too?

No, I wasn't. I was at the swimming pool.

ONLINE LINK

Porozmawiaj z kolegami i koleżankami w klasie lub na forum internetowym. Dowiedz się, które sporty zimowe i wodne potrafisz uprawiać.

What winter sports can you do?



I can ice skate and ski. I ice skate every winter. I love it.

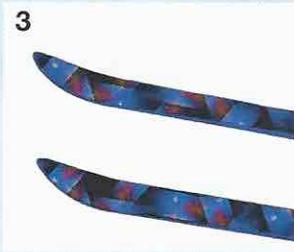
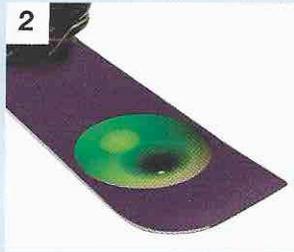
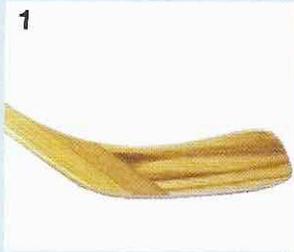


Vocabulary review

1 Complete the sentences about the sports verbs from page 78.

- Two sports beginning with **i** are ?.
- One sport beginning with **w** is ?.
- Three sports with a **b** in them. ?.
- Two sports with a **double letter** in them. ?
- Three sports that you do on snow. ?
- Three sports where you sit in a boat. ?

2 Look at the photos. Say what equipment you can see.



3 Write the correct sport next to the descriptions of the equipment. You can use some sports more than once.

- You wear flippers for this water sport. ?
- You wear goggles and warm clothes for this winter sport. ?
- You need paddles to move the boat. ?
- The kite makes you go very fast. ?
- You use skis and you wear a life jacket to do this water sport safely. ?
- You wear a mask to see under water. ?

Grammar review

4 87 Listen. Use adverbs to say how the people are speaking.

Number one is speaking angrily.

5 **Game!** Work with a partner. Take turns to choose a person you want to be. Your partner guesses who you are by asking you questions in the past simple.



Emma

I was on a toboggan on Saturday. I wasn't with my family on Sunday.

I wasn't with my family on Saturday. I was at the ice hockey game on Sunday.



Ivan



Adam

I wasn't on a toboggan on Saturday. I was in a canoe on Sunday.

I was in a canoe on Saturday. I was with my family on Sunday.



Ewa



Tom

I was with my family on Saturday. I wasn't with my family on Sunday.

Were you with your family on Saturday?

Were you with your family on Sunday?

No, I wasn't.

Yes, I was.

You're Ewa!

6 Say four questions and short answers in the grid.

Were	No,	Was	your	No,	market
the	you	I	mum	at	they
on	wasn't.	Was	your	weren't.	work?
a	boat	at	nephew	Tuesday?	last
Yes,	last	your	house	not	were
was.	he	weekend?	last	night?	your
Yes,	a	to	salon	at	friends
She	was.	July?	hair	the	last

REACTIVATE! Work with a partner. Say a sport for your partner to say the equipment you need. ⌚ 60

Reading

1 🎧 88 Read and listen to Jakub's article about Gisela Pulido. Say why she is special.

1 Gisela Pulido is my favourite sportswoman. I think she does her sport brilliantly. I think she's really amazing because she wants to help all girls do really well in sport!

2 She is from Barcelona in Spain. In 2004, when she was eleven-years-old, she was the youngest kite surfing champion in the world. However, not everything was easy for her. It was difficult for Gisela to do all her school work and to kite surf in competitions every week in the spring and summer. She was often very tired, but she was very happy with her life!

3 Exercise is very important for Gisela and she exercises every day! She kite surfs four hours

a day and runs and rides a bike five times a week. She also has a healthy diet. She eats fruit and vegetables and drinks four bottles of water every day. In her free time, she loves surfing and ice skating.



4 Now, she lives in Tarifa in Spain. Gisela and her family have the *Gisela Pulido kite school and shop* to help people to learn to kite surf.

By Jakub

2 Read the article again. Match the paragraphs (1-4) in exercise 1 to the descriptions below (a-d).

- a Jakub's opinion c personal information
b Gisela's life now d her daily routine

3 **Mediation** Read the article again. Complete the email in Polish.

Message

To: Kate@web.com

From: Jakub@web.com

- 1 Gisela chce pomóc wszystkim dziewczynom odnosić sukcesy w _____.
- 2 Gdy miała 11 lat, _____.
- 3 W wolnym czasie Gisela _____ i _____.
- 4 Mieszka w _____.
- 5 Ma sklep, który nazywa się _____.

4 Say the answers to the questions.

- 1 What does Jakub think of Gisela?
- 2 Why was school difficult for her?
- 3 How often does she exercise?
- 4 What is her diet like?
- 5 What does she do now?

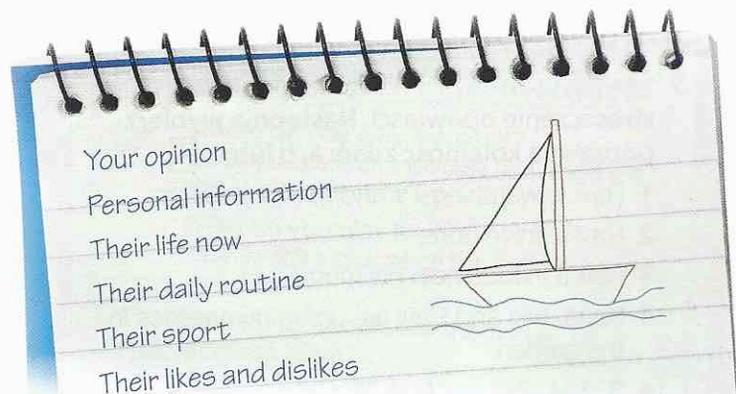
Writing basics

5 Write two paragraphs from an article about your favourite sportsperson.

Look Przeczytaj przykładowy tekst i wskazówkę *Writing Tip*. Odpowiedz na pytania.

- 1 How does each new paragraph start?
- 2 What tense does the writer use to talk about Gisela's past?

Make notes Zrob notatki na temat sportsmena lub sportsmenki. Zapisz je w zeszycie, uwzględniając poniższe nagłówki.



Write Napisz artykuł na temat ulubionego sportsmena lub ulubionej sportsmenki. Skorzystaj z przykładowego tekstu i notatek.

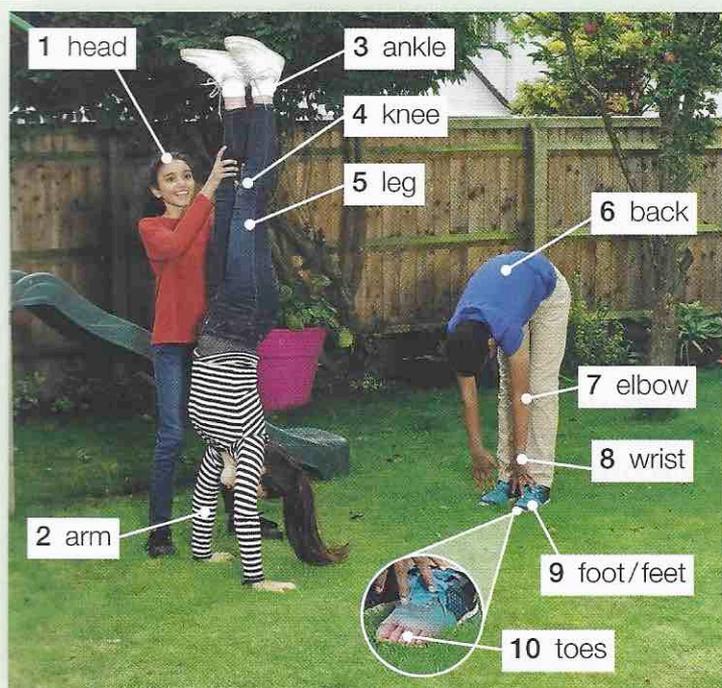
1 Gisela Pulido is my favourite sportswoman. I think she does her sport brilliantly.

2 She is from Barcelona in Spain. In 2004, when she was eleven-years-old, she was the youngest kite surfing champion in the world.

WRITING TIP

Podział tekstu na akapity służy temu, by czytający wiedzieli, o czym właśnie czytają. Pamiętaj o tym, że każdy akapit powinien być poświęcony odrębnemu zagadnieniu.

YOUR WORLD How many of your body parts can you name?



- 1 89 Listen and repeat the parts of the body.
- 2 90 Read and listen to the story *Be careful*. Say who doesn't want to help Ravi's mum.

- 1 **Viki** Gym class was fun today!
Ravi No, it wasn't. It was really difficult.
Viki I do gymnastics in Spain. Would you like to practise now?
Keira OK.
Viki I'll help you.
Keira Thanks! Here goes!
Mum Ravi! Can you come and help me, please?
Ravi Oh no, not washing! I hate hanging up washing.
- 2 **Viki** Be careful, Ravi! Oh no!
Ravi Oh, ow, ouch.
Keira Are you all right?
Ravi No, I'm not! My ankle hurts.
Mum What's the matter? Where does it hurt?
Ravi I've got a pain in my back. My wrists hurt, too.
Mum Shall I call the doctor?
Ravi No, thanks. I'm fine. Ouch!
- 3 **Ravi** I love this programme. This popcorn is delicious.
Keira Are you feeling better?
Ravi I'm fine, thanks.
Mum Ravi! Can you come and help me now, please?
Ravi Oh, ow, my back, my ankle. They really hurt. I can't move!
Viki Ravi! I don't believe you!
Keira Coming, Mrs Patel. We'll do it.
Mum Thanks a lot. Poor Ravi. Lie on the sofa, don't move!

Comprehension

- 3 **Repetitorium** Przeczytaj poniższe streszczenie opowieści. Następnie wybierz poprawną kolejność zdań: a, b lub c.
- 1 Ravi is watching TV and eating popcorn.
2 Ravi's ankle hurts.
3 Ravi's friends help his mum.
4 Keira, Viki and Ravi are doing gymnastics in the garden.
- a 3, 1, 4, 2 b 4, 2, 1, 3 c 4, 2, 3, 1

Everyday English presentation

- 4 Read the Everyday English box below. Say how you ask about physical problems.

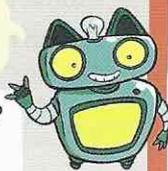
Asking about physical problems

Spójrz, jak pytamy kogoś, czy dobrze się czuje:

What's the matter? Are you all right?
Are you feeling OK?

Spójrz, jak odpowiadamy na pytanie o to, jak się czujemy:

I've got a pain in my back.
My ankle hurts.
My wrists hurt, too.



Everyday English practice

- 5 Look at the pictures and write the children's answers.

What's the matter?

My . My . My .

1 2 3 4 My .

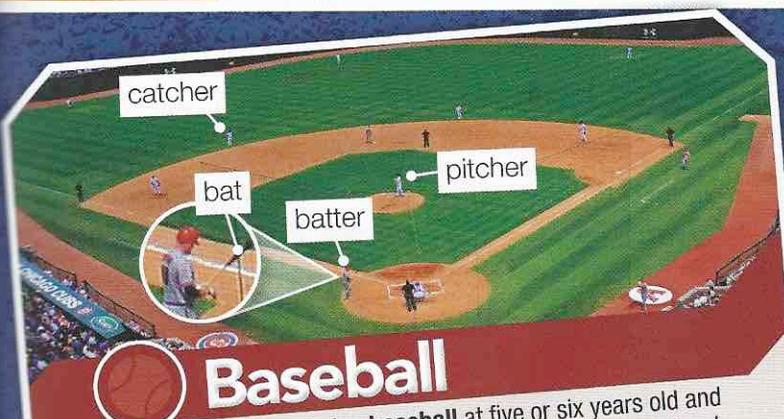
Speaking

- 6 Work with a partner. Take turns to ask and answer about physical problems. Use the body parts vocabulary from the story.

What's the matter?

My leg hurts.

YOUR WORLD What sports do you play at school?



Baseball

Boys and girls start playing **baseball** at five or six years old and lots of towns have teams. There are lots of famous professional baseball teams, too.

Where do you play baseball?

You play baseball on a baseball field in a baseball stadium. There are four bases on the field. The bases make the corners of a square.

What do you play it with?

You play with a long, thin bat and a small ball.

How many people are there in a baseball team?

There are nine people in a baseball team.

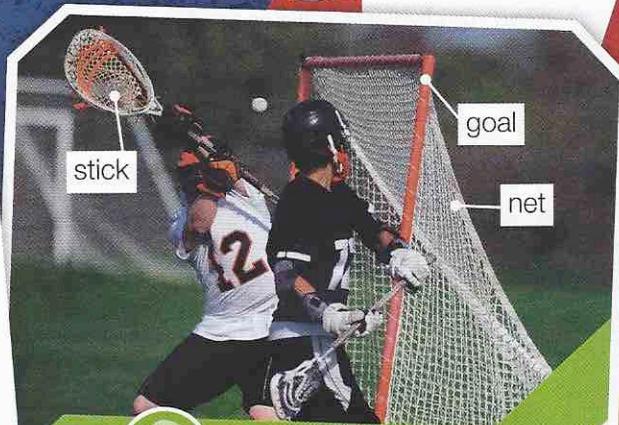
How long is a game?

The games are usually about three hours. The longest game was eight hours six minutes!

What do baseball players wear?

They wear shirts and white trousers. The catcher has a very special glove. Professional players wear a helmet.

Sports in the United States



Lacrosse

Lacrosse is a team game. It was originally a Native American game. Now lots of people play it in the United States.

Where do you play lacrosse?

You play lacrosse on a lacrosse field. There is a goal at each end of the field.

What do you play it with?

You play with a stick which has a net on it, and a small ball.

How many people are there in a lacrosse team?

There are ten players in a men's team and twelve players in a women's team.

How long is a game?

A game is 60 minutes long. Children have shorter games.

What do lacrosse players wear?

They wear shorts and a shirt. Lacrosse can be dangerous, so players wear helmets, too.

Reading

1 Look at the pictures in the texts. Say what sports you can see and which country they're popular in.

2 91 Read the texts. Complete the sentences.

1 You need a ? and a ? to play baseball.

2 A baseball team has ? people.

3 The longest baseball game was ? .

4 Professional baseball players wear a ? .

5 You need a ? and a ball to play lacrosse.

6 There are ? players in a women's lacrosse team.

7 A lacrosse match is usually ? minutes.

8 Children's lacrosse games are often ? .

Listening and Speaking

3 92 Listen to an interview with Peter. Look at the photos. Say which sport he is talking about.



rugby



golf



cricket

4 92 Listen to the interview again and answer the questions.

1 Where is cricket a popular sport?

2 What equipment do you need to play it?

3 What do the players wear?

4 When do people play cricket?

5 Work in small groups. Discuss the questions.

1 What sport do you play?

2 What do you wear to play it?

3 When do you play the sport?

4 What do like about the sport?

My unusual sport

How do you skydive?

When you skydive it's **like** you're flying.

You jump out of a plane at 4,000 metres.

You fall for about one minute at 190 kilometres per hour.

Then you open your parachute. You fly in the air like a bird.

Then you land.

How do different people skydive?

Tandem is when two people fly together. This is quite safe.

Formation is when lots of people fly together, which is quite difficult.

Some people **fly with a surfboard**. This is crazy.

Some people **fly with a special suit**. This is really dangerous.

What equipment do I need?

Skydiving schools give you the equipment you need. Here's some important equipment:

parachute

goggles

helmet

WRITING TIP

Przyimka *at* używamy z miarami. Gdy nie znamy dokładnej wartości, możemy użyć przysłówka *about*.

WRITING TIP

Wyrazu *like* używamy wtedy, gdy porównujemy dwie podobne osoby, rzeczy lub zjawiska.

Comprehension

- 1 Read Nathan's infographic. Write the four things you do when you skydive.
- 2 Look at Nathan's infographic. What four special kinds of skydiving are there? Write them in the order of how dangerous they are.

Writing project

- 3 Look at the *Writing Tips*. Find and say the examples in the text for each *Writing Tip*.
- 4 Now create your own infographic for an unusual sport. Follow the stages below.



Think Zastanów się, o jakim nietypowym sporcie chcesz napisać, i poszukaj informacji na jego temat w internecie.



Make notes Zrób notatki na temat wybranego nietypowego sportu. Dlaczego jest on wyjątkowy?



Write Stwórz infografikę. Skorzystaj z notatek i napisz o sporcie przedstawionym na infografice. Dodaj ilustracje i użyj różnych kolorów.

- 5 Swap your project with a partner. Check each other's spelling and grammar.
- 6 Present your infographic to the class. Show and read the notes on it.

REACTIVATE! Work with a partner. Say all the sports and sports equipment words you can in 60 seconds. ⌚

Vocabulary and Grammar

1 Look at the pictures. Write the names of the winter and water sports verbs. 📝



2 Rewrite the sentences with the adverb form of the adjective in the correct place. 📝

- 1 Can you listen please? (careful) _____
- 2 She speaks in class. (loud) _____
- 3 He can windsurf. (good) _____
- 4 We can play in the playground. (safe) _____
- 5 My friends are looking at me. (angry) _____
- 6 Please read because your sister is sleeping. (quiet) _____

3 What's wrong with the pictures? Complete the sentences. 📝

flippers goggles ice skates kite
life jacket x2 paddles skis snorkel
snowboard sticks wetsuit



1 You don't need _____.
You need _____.



2 You don't need _____.
You need _____.



3 You don't need _____.
You need a _____.



4 You don't need a _____.
You need a _____.



5 You don't need a _____.
You need a _____.



6 You don't need _____.
You need a _____.

4 Complete the sentences with *was*, *wasn't*, *were* and *weren't* so they are true for you. 📝

- 1 It _____ Monday yesterday.
- 2 I _____ at the sports centre yesterday.
- 3 My friends _____ at my house this morning.
- 4 My teachers _____ at school yesterday.
- 5 We _____ in grade 5 last year.
- 6 My mum _____ at work last week.

5 Complete the questions and then match the answers. 📝

- 1 _____ Max and Emma on holiday last July?
 - 2 _____ your brother naughty yesterday?
 - 3 _____ the computer in the classroom this morning?
 - 4 _____ Sally at the sports centre?
 - 5 _____ you on holiday in Poland?
 - 6 When _____ your mum born?
- a No, it wasn't. d Yes, I was.
b No, she wasn't. e In 1990.
c No, they weren't. f Yes, he was.

Everyday English

6 Repetytorium Uzupełnij dialog wyrazami z ramki w *Everyday English presentation* na stronie 86. 📝

Mum Are you ¹ _____?
Kate No, I'm not.
Mum What's the ² _____?
Kate My hand ³ _____ and I've got a ⁴ _____ in my back.

Self-assessment

7 How well can you do this lesson's tasks? Write 😊, 😐 or ☹️ in your notebook. 📝

English in the real world

This month's challenge:

Dowiedz się, jakie dyscypliny sportowe można uprawiać w pobliskim centrum sportowym. Opowiedz o tym po angielsku koledze lub koleżance.

YOUR WORLD

What's your favourite sport?

Rozumienie tekstów pisanych

- 1 Przeczytaj notatki o narciarce Luce i uzupełnij zdania. 



- From Prague in the Czech Republic.
- The youngest skier in the Czech Republic ski competitions at twelve.
- Tall and strong with short, brown hair and green eyes.
- Last March, he was in France for The French Alpine competition.
- This week, he is in Poland for an important ski competition.
- Skis fast but always skis safely. Wears goggles.
- In his free time, he snowboards, and in the summer he kite surfs and canoes.

- 1 Luka's nationality is ?.
- 2 At the age of ?, he was the youngest competition skier.
- 3 In ?, he was in a competition in France.
- 4 At the moment, he's in ?.
- 5 During the summer he likes to ? and ?.

Rozumienie ze słuchu

- 2  93 Posłuchaj nagrania i dopasuj zdania (a-e) do właściwych osób (1-4). Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej osoby. 

This person

- a does sport with their family.
- b was with their parents last night.
- c has got a wet suit.
- d doesn't want to do a sport again.
- e was at a sports club on Saturday.

1	2	3	4
<u>?</u>	<u>?</u>	<u>?</u>	<u>?</u>

WSKAZÓWKA

Aby odgadnąć, czego w zdaniu brakuje, musisz uważnie przeczytać jego początek. Spróbuj określić, jakiej informacji lub części mowy brakuje. Może być to na przykład liczba, kraj, dyscyplina sportu, przymiotnik, rzeczownik czy przysłówek.

Znajomość funkcji językowych

- 3 Uzupełnij dialogi. 

1 A ? ?

B My arm hurts.

2 A Are you ? ?

B No, I've got a pain in my back.

- 4 Popatrz na obrazki i uzupełnij dialogi. 



GRAMMAR REFERENCE

Przysłówka używamy wtedy, gdy chcemy podać dodatkowe informacje na temat czynności wymienionej w zdaniu. Przysłówek wstawiamy po czasowniku, a tworzymy go przez dodanie końcówki *-ly* do przymiotnika.

*He canoes **fast** and **carefully**.*

*She ice skates **slowly**.*

Pamiętaj o tym, że niektóre przymiotniki przy zmianie w przysłówek zmieniają pisownię. Niektóre przysłówki są nieregularne.



Was i *were* to formy przeszłe czasownika *be*. W zdaniach twierdzących w czasie *past simple* przybierają tylko formy pełne, a w zdaniach przeczących – formy pełne i skrócone, np. *was not* i *wasn't*. Formę przeczącą tworzymy przez dodanie wyrazu *not* po czasowniku *be* w formie czasu *past simple*.

Aby utworzyć pytanie z czasownikiem *be* w czasie *past simple*, przenosimy go na początek zdania.



Adjectives	Adverbs
careful	carefully
dangerous	dangerously
nice	nicely
noisy	noisily
safe	safely
slow	slowly
strong	strongly
tired	tiredly

Adjectives	Irregular adverbs
good	well
fast	fast

Subject pronoun	Affirmative	Negative	Questions	Short answers
I	was at home.	wasn't at home.	Was I at home?	Yes, I was ./No, I wasn't .
You	were at home.	weren't at home.	Were you at home?	Yes, you were ./No, you weren't .
He/She/It	was at home.	wasn't at home.	Was he/she/it at home?	Yes he/she/it was ./No, he/she/it wasn't .
We	were at home.	weren't at home.	Were we at home?	Yes, we were ./No, we weren't .
They	were at home.	weren't at home.	Were they at home?	Yes, they were ./No, they weren't .

WORD LIST

VOCABULARY 6a

canoe (v)	/kə'nu:/	plywać kajakiem
cross-country ski (v)	/ˌkrɒs ˌkʌntri 'ski:/	biegać na nartach
ice skate (v)	/'aɪs ˌsket/	jeździć na łyżwach
kite surf (v)	/'kɑ:t ˌsɜ:f/	uprawiać kitesurfing (pływanie na desce z latawcem)
play ice hockey (v)	/ˌpleɪ 'aɪs ˌhɒki/	grać w hokeja
row (v)	/rəʊ/	wiosłować
sail (v)	/seɪl/	żeglować
scuba dive (v)	/'sku:ðə ˌdaɪv/	nurkować (ze sprzętem)
snorkel (v)	/'snɔ:kl/	nurkować z rurką
snowboard (v)	/'snəʊbɔ:d/	ślizgać się na desce snowboardowej
toboggan (v)	/tə'bɒɡən/	jeździć na sankach
waterski (v)	/'wɔ:təski:/	jeździć na nartach wodnych

VOCABULARY 6c

flippers	/'flɪpəz/	pletwy
goggles	/'gɒɡlz/	gogle
ice skates	/'aɪs ˌskets/	łyżwy
kite	/'kaɪt/	latawiec
life jacket	/'laɪf ˌdʒækt/	kapok
paddles	/'pædlz/	wiosła
skis	/'skɪz/	narty
snorkel (n)	/'snɔ:kl/	rurka
snowboard (n)	/'snəʊbɔ:d/	deska snowboardowa
stick	/'stɪk/	kij
wetsuit	/'wetsu:t/	strój do nurkowania

EVERYDAY ENGLISH 6g

ankle	/'æŋkl/	kostka
Are you all right?	/'ɑ: ju: ɔ:l 'raɪt/	Czy wszystko w porządku?
Are you feeling OK?	/'ɑ: ju: ˌfi:ɪŋ əʊ'keɪ/	Czy dobrze się czujesz?
arm	/'ɑ:m/	ramię

back	/'bæk/	plecy
elbow	/'elbəʊ/	łokiec
foot/feet	/'fʊt/'fi:t/	stopa/stopy
head	/'hed/	głowa
I've got a pain in my back.	/'aɪv ɡɒt ə ˌpeɪn ɪn maɪ 'bæk/	Bolą mnie plecy.
knee	/'ni:/	kolano
leg	/'leg/	noga
My ankle hurts.	/'maɪ 'æŋkl ˌhɜ:ts/	Boli mnie kostka.
My wrists hurt, too.	/'maɪ 'rɪsts ˌhɜ:ɪt 'tu:/	Boli mnie też nadgarstek.
toes	/'təʊz/	palce u nóg
What's the matter?	/'wɒts ðə 'mætə(r)/	O co chodzi?
wrist	/'rɪst/	nadgarstek

7 Let's go on holiday!

a VOCABULARY Holiday places and activities

MOJE CELE W ROZDZIALE

- Powiedzieć i zapisać nazwy miejsc i zajęć wakacyjnych
- Używać zdań twierdzących i przeczących w czasie *past simple*
- Powiedzieć i zapisać nazwy ubrań potrzebnych podczas wycieczki szkolnej
- Używać pytań ogólnych i szczegółowych w czasie *past simple*
- Przeczytać wpis na blogu o wycieczce szkolnej
- Napisać scenariusz podcastu w formie wideo o niezwykłej wycieczce

YOUR WORLD Where do you usually go on holiday?



Vocabulary presentation

- 1 94 Look at the picture. Match the holiday places (1–11) with the words in the vocabulary box below. Say the words, then check.

Holiday places

beach campsite city countryside
farm forest island lake mountains
river sea

- 2 95 Match the people in the picture (a–d) to the holiday activities in the vocabulary box on the right. Say your answers, then check.

Holiday activities

camp hike kayak sunbathe

MEMORIZE!

- 3 96 Posłuchaj rymowanki. Następnie, słuchając drugi raz, spróbuj ją zaśpiewać. Z ilu sylab składa się każda z nazw miejsc i zajęć wakacyjnych?

TIP: Dzielenie wyrazów na sylaby ułatwi ci zapamiętanie, jak się je wymawia.



Vocabulary practice

- 4 Look at the picture on page 92 and read the sentences below. Write true (T) or false (F). Correct the false sentences.

- The farm is next to the city.
- There are two people camping.
- There's one person on the island.
- The forest is on the mountains.

- 5 Look at the pictures below and complete the sentences with the correct words from the box. Say your answers.

beach city farm forest hike kayak mountains river sea camp sunbathe



- 1 I often ? in the ? with my friends.



- 2 My mum and dad go to the ? every afternoon to ?.



- 3 I like swimming in the ?, but I can't ?.



- 4 There's a lovely ? in the ?.

LOOK! Użycie przedimków

Zwykle mówimy: *I'd like to go to a lake and a farm.*

Ale: *I'd like to go to the mountains / the countryside.*

- 6 Match the sentence halves to complete sentences about holiday places in Poland. Say your answers.

- | | |
|-----------------------------------|-------------------------------------|
| 1 Warsaw is the biggest | a on Zegrzyńskie Lake. |
| 2 The Vistula is the longest | b city in Poland. |
| 3 The Świątokrzyskie Mountains | c are some of the oldest in Europe. |
| 4 You can do lots of water sports | d river in Poland. |

Listening and Speaking

- 7 97 **Repetitorium** Posłuchaj nagrania i wybierz właściwą odpowiedź: a, b lub c.

- 1 Where does Zuzanna want to go on holiday?



- 2 What does Bill like doing on holiday?



- 3 Where was Bill on holiday last year?



- 4 What does Zuzanna like doing on holiday?



- 8 97 Listen to the dialogue again, then ask and answer these questions about holidays.

Where do you want to go on holiday?

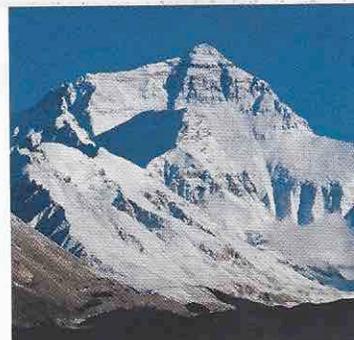
I want to go to the beach. I love sunbathing and swimming.

Where were you on holiday last year?

I went to a lake in the countryside in Slovenia. I love kayaking and hiking.

ONLINE LINK

Znajdź w internecie informacje o kraju, do którego chciałbyś/chciałabyś pojechać na wakacje. Dowiedz się, jakie miejsca można w nim odwiedzić i co można tam robić.



REACTIVATE!

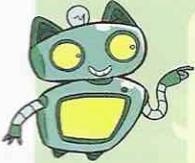
Work with a partner. Clap the number of syllables for a holiday place or activity. Guess the word. 

Grammar presentation

1  98 Listen to the speaker, Daniel. Say three activities Daniel did on holiday.

2 Look at the grammar box. Say what you did on your favourite holiday.

Past simple: affirmative and negative



Czasu *past simple* używamy wtedy, gdy odnosimy się do przeszłości.

W zdaniach twierdzących dodajemy do czasowników regularnych końcówkę *-ed*, a w zdaniach przeczących używamy formy *didn't*.

Czasownik regularny = bezokolicznik + *-ed*

+ I/You/He/She/It/We/They camped on a campsite.

- I/You/He/She/It/We/They **didn't camp** on a campsite.

Niektóre czasowniki regularne w czasie *past simple* zmieniają swoją pisownię:

arrive–arrived stop–stopped study–studied

Look! Czasowniki nieregularne

Form *past simple* czasowników nieregularnych należy nauczyć się na pamięć.

buy → bought

drink → drank

give → gave

have → had

meet → met

take → took

write → wrote

do → did

eat → ate

go → went

make → made

see → saw

wear → wore

I/You/He/She/We/They **went** on holiday.

Więcej reguł i ćwiczeń gramatycznych znajdziesz na stronie 105.

Grammar practice

3 Write the past simple form of the verbs in the box to complete the text. 

arrive camp eat go have see

Last year, we were in Thailand for two weeks for our holiday. I loved it. We ¹  to an elephant camp. When we ² , the elephants were in the river. They ³  a shower and then they ⁴  their lunch. For the first week, we didn't stay in a hotel. We ⁵  on a farm with a Thai family. Every day we hiked in the countryside and helped on the farm. For the second week, we were on an island. It was beautiful. I ⁶  lots of animals and birds. We didn't sunbathe because it was too hot!

4 Match the verbs with their past simple form. Then say a sentence using the past simple form of each of the verbs.

go – went

I went to the cinema yesterday.

go eat saw
drank
ate drink
see
had went
did have
do wear wore

5 Write positive [✓] or negative [X] past simple sentences. 

1 Ewa / hike / mountains [X]

Ewa didn't hike in the mountains.

2 Emma and I / kayak / river [✓]

3 My family / go / city [X]

4 Max / eat / ice cream [✓]

5 Charlie and Lacie / see / giraffe [X]

6 Peter and Adam / camp / forest [✓]

6 Think about your last holiday or imagine a holiday. Copy and complete these sentences. 

1 Last year we went to ... 3 I liked ...

2 We went by ... 4 I didn't like ...

Speaking

7 Work with a partner. Tell your partner about a real or imaginary holiday and ask about theirs.

Where did you go on holiday last year?

Last year, we went to the mountains in Germany by train. We didn't hike because it rained! How about you?

We went to Morocco. We kayaked on a river near the city. It was fun!

YOUR WORLD What do you always take with you on a trip?

Vocabulary presentation

- 1 99 Match the clothes (1–11) to the words in the vocabulary box. Say your answers. Listen and check.



0 Clothes for a school trip

backpack belt boots cap coat
dress leggings swimming trunks
swimsuit top tracksuit

- 2 **Game!** Work with a partner. Close your book. Answer your partner's questions about the picture in exercise 1. Take turns.

Is there a dress on the bed?

Yes, there is.

Are there any shoes under the bed?

No, there aren't.

- 3 Look at the picture in exercise 1. Read the sentences. Say which item of clothing each sentence is describing.

- 1 It's brown. You wear it in the winter.
- 2 Boys wear them to go swimming.
- 3 Sporty people wear it to go running.
- 4 It's long and you wear it with your jeans.
- 5 They are good for hiking.
- 6 You put your things in it.

MEMORIZE!

- 4 Dodaj po jednym przymiotniku zaczynającym się na tę samą literę co pięć rzeczowników w ćwiczeniu 1.

TIP: Gdy dodasz opis jakiejś rzeczy, łatwiej ją sobie wyobrazisz i zapamiętasz jej nazwę.

A big backpack



Vocabulary practice

- 5 Look at the photos. Say the correct word.



- 1 a swimsuit
b swimming trunks



- 2 a leggings
b tracksuit



- 3 a coat
b dress



- 4 a backpack
b boots



- 5 a cap b belt



- 6 a top b dress

Listening and Speaking

- 6 100 Listen to Helen and her mum talking. Say seven things from the box she's got for the school trip.

backpack belt boots cap dress
leggings swimsuit tops tracksuit

- 7 Work with a partner. Imagine you are both going on a school trip. What five things would you take with you? Guess what's in your partner's backpack.

Is there a pair of boots in your backpack?

No, there isn't. Is there a cap in your backpack?

Yes, there is.

ONLINE LINK

Znajdź w internecie trzy inne przedmioty lub ubrania, które mogłyby się przydać na szkolnej wycieczce w góry.



REACTIVATE! Say an adjective for your partner to say an item of clothing beginning with the same letter. 60

1 101 Read and listen to the story *Packing for a school trip*. What does Jenny wear to the fancy dress party? Say your answer.



Comprehension

2 Read the story again. Write the sentences in the correct order.

- a Bot opens the case.
- b Jake is packing his clothes for the school trip.
- c Grandma teaches them a dance.
- d Jenny hasn't got a costume for the party.
- e They find some clothes for Jenny's costume.
- f They find Grandma's old case.

Grammar presentation

- 3  101 Read or listen to the story again. Say three questions that start with *did* from the story. How can you answer them?

- 4 Look at the grammar box. Say your answers to the questions: Did you have a good weekend? Did you do any sport?

Past simple: Wh- and Yes/No questions

Aby utworzyć pytanie w czasie *past simple*, używamy czasownika *did*. Spójrz, jak tworzymy pytania ogólne (na które odpowiedź zaczyna się od *Yes* lub *No*) i jak na nie odpowiadamy.

Did I/you/we/they play football?
Yes, I/you/we/they **did**. No, I/we/they **didn't**.
Did he/she/it play football?
Yes, he/she/it **did**. No, he/she/it **didn't**.

Spójrz, jak w czasie *past simple* tworzymy pytania szczegółowe (czyli zaczynające się od zaimka pytającego) i jak na nie odpowiadamy. Forma czasownika jest inna w pytaniu i inna w odpowiedzi dlatego, że odpowiedź nie zawiera *did*.

What **did** I/you **play**? I/You **played** football.
What **did** he/she **play**? He/She **played** football.
What **did** we/they **play**? We/They **played** football.

Więcej reguł i ćwiczeń gramatycznych znajdziesz na stronie 105.

Grammar practice

- 5 Look at the picture. Tell your partner if Millie's trip is to the beach or the city.



- 6 Look at the picture again. Say the short answers to the questions.

- Did she pack her blue dress? No, she didn't.
- Did she take her hat?
- Did she pack her six T-shirts?
- Did she pack any trousers?
- Did she take her swimsuit?
- Did she pack any brown shorts?

LOOK! Określenia czasu stosowane w czasie *past simple*

Gdy chcemy powiedzieć, kiedy coś zrobiliśmy, używamy wyrażenia *at* + określenie czasu.

I played football at 3 p.m.

The party started at 6 p.m.

Gdy chcemy określić, ile czasu upłynęło od momentu, w którym coś zrobiliśmy, używamy *ago*.

I went on holiday two months ago.

I started school five years ago.

- 7 Read the prompts and complete the questions with the correct past simple question form. 

- Where / he / at 2 p.m.
He went to the shopping centre.
- What / you / at the toy shop?
I bought some new magnets.
- What / she / at the restaurant?
She ate a hotdog.
- What / we / wear?
We wore our new tops.
- When / your parents / on holiday?
They went on holiday two weeks ago.

- 8 Work with a partner. Ask and answer questions about what you did at the weekend.

What did you do on Saturday?

I met my friends in town.
Did you see me? I saw you!

ONLINE LINK

Porozmawiaj z kolegami i koleżankami w klasie lub na forum internetowym. Dowiedz się, co robili podczas minionych wakacji.



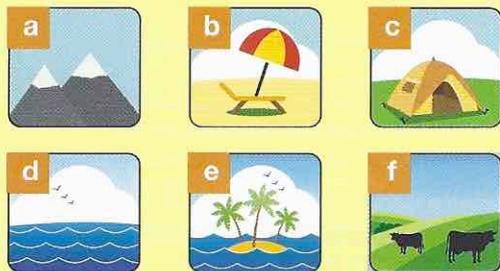
When did you go on holiday and what did you do?

We went to Italy six months ago. We camped in a forest.



Vocabulary review

1 Where were the people on their holidays? Match the comments (1–6) to the pictures (a–f).



- 1 I hiked in the Pyrenees Mountains.
- 2 We went on a boat to the island.
- 3 I wore my new swimsuit on the beach.
- 4 We worked on a farm in the summer.
- 5 We didn't go to a hotel. We camped.
- 6 I snorkelled in the sea every day on holiday.

2 Which item of clothing is the odd one out but not because of its colour? Say why.



3 Say and clap the syllables for the words in the box. Write the words in the correct place.

beach boots city countryside dress
leggings tracksuit sunbathe swimming trunks



beach

Grammar review

4 Find the irregular past simple verbs in the word snake.

saw drank went wrote ate gave wore made had met took bought did

5 Read what Emma, Lena and Jess took on their school trip. Look at the table. Copy the table and then write their names in the correct place.

	swimsuit	coat	cap	tracksuit	backpack
1 <input type="checkbox"/>	Yes	No	Yes	No	Yes
2 <input type="checkbox"/>	Yes	Yes	No	Yes	Yes
3 <input type="checkbox"/>	Yes	No	Yes	Yes	No

Emma, Lena and **Jess** are looking at a list of things they took on a school trip last year.

Emma had a swimsuit. She wore her tracksuit. She didn't have her cap, but she had her coat. She took everything in her backpack.

Lena had her swimsuit and a tracksuit. She didn't have a backpack. She wore a cap, but she didn't have a coat.

Jess had her swimsuit, cap and backpack. She didn't wear her coat or tracksuit.

Song

6 102 Listen to the song *What did you do on holiday?* and follow in your book. Listen again and sing along.

*What did you do on holiday?
Where did you go? Where did you stay?
Tell me about your holiday!*

*Did you travel by coach or did you travel by plane?
I travelled by boat and I travelled by train.
Where did you go? I went to Spain.
Where did you stay? I stayed at a campsite.
What did you do? I played all day and I danced all night.*

*Who did you go with? With my friends and family.
There was lots to do and see.*

What did you do ...

*I travelled by plane and I travelled by car.
Where did you go? Very, very far.
Where did you stay? I stayed at a lake.
What did you do? Lots of things, we didn't have a break.*

*Who did you go with? With my friends and family.
There was lots to do and see.*

What did you do ...

REACTIVATE! Work with a partner. Say a holiday place for your partner to say what items they would take with them. 

Reading

1  **103** Read and listen to Peter's blog. Say three holiday places he went to on the school trip.



Two weeks ago, our class went on a school trip to Zakopane. First, we hiked for two hours in the forest. I was tired, but it was very beautiful. We saw a lot of birds and we mountain biked in the afternoon. It was cool.

Then, we went on the *Gubałówka Cable Car Ride* and we walked in the countryside at the top. The guide gave us the names of the trees and flowers that you can see in the *Tatra Mountains*. He was very friendly and funny, and he had a big beard.



 9  3

After that, we walked along Krupowki. There were a lot of things like tops and caps in the shops. I bought postcards for my mum and dad, a magnet for my sister and a new backpack for me! Then we went to a traditional Polish restaurant and ate *osycpki* and delicious *pierogi*. After that, we went to a baker's and had cakes and drank hot chocolate.



 4  4

We camped in a lovely campsite next to the lake. We didn't sleep very well! It was scary because it was very dark! Then, the next day, we took the bus home. I did my *Sudoku* puzzle and played computer games on my phone, so I wasn't bored.

Where did you go on your last school trip?

Did you have fun? Write and tell me about it.

 5  2

2 Repetytorium Przeczytaj ponownie wpis na blogu. Odpowiedz ustnie na pytania.

1 When did he go on the school trip?

He went .

2 Where did he go after he hiked in the forest?

After he hiked in the forest he .

3 What did he buy in the shops?

In the shops, he .

4 What did he have at the baker's?

At the baker's he .

3 Read the blog again. Are these sentences true (T) or false (F)? Correct the false sentences. 

1 Peter went to Zakopane with his family.

2 He went on the *Gubałówka Cable Car Ride* after mountain biking.

3 He saw animals in the *Tatra Mountains*.

4 He ate Polish food.

5 He camped next to a river.

4 Work with a partner. Close your books. Say which activities Peter did on the school trip and when he did them.

Which activities did Peter do first on his trip?

Peter hiked for two hours in the forest.
He also mountain biked in the afternoon.

What activities did he do then?

Writing basics

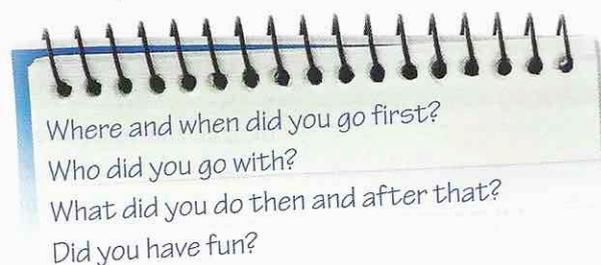
5 Write a blog about a real or imaginary school trip. 

 **Look** Przeczytaj przykładowy tekst i wskazówkę *Writing Tip*. Odpowiedz na pytania.

1 What holiday places are mentioned?

2 What tense does Peter use to talk about his trip?

 **Make notes** Zrób notatki na temat wycieczki szkolnej.



 **Write** Stwórz wpis na blog. Skorzystaj z przykładowego tekstu i notatek. Dodaj zdjęcia lub ilustracje.

First, we hiked for two hours in the forest.

Then we went on the *Gubałówka Cable Car Ride*...

After that, we walked along Krupowki.

We camped in a lovely campsite next to the lake.

WRITING TIP

Aby określić kolejność zdarzeń, używamy: *first, then* i *after that*.

YOUR WORLD

What do you do on a long journey in the car or on public transport?



1 104 Read and listen to the story *A strange holiday*. What did Uncle Antonio see? Say your answer.

- 1 **Keira** I'm bored! Is the traffic moving ahead?
Mum No, it isn't! Don't ask me again!
Keira What can we do?
Viki I know! Let's tell stories.
Keira Good idea. Why don't you start?
- 2 **Viki** OK. This is a story about my Uncle Antonio. He had a strange experience on holiday.
Pablo What happened?
Viki Uncle Antonio was a very clever scientist. One summer he went on holiday with four friends.
Keira Where did they go?
Viki They went to a dark forest.
Ravi Why did they go there? It sounds horrible.
Viki They wanted to see some ghosts.

Pablo What did you say?
Viki They wanted to see some ghosts. They made a fire and then they waited.

- 3 **Pablo** What happened next?
Viki Listen! The night was black. The moon was high. The stars were bright and it was cold. Suddenly my uncle shouted ... !
Ravi A ghost! He saw a ghost!
Viki No, it wasn't a ghost. His friends looked up, and they saw ... a spaceship.
Keira I don't believe you.
Viki It's true. They saw a big round spaceship.
Ravi What did they do then?
- 4 **Viki** They watched. The spaceship landed.
Ravi What happened after that?
Viki The door opened and they saw three green men.
Pablo And then?
Viki They invited Antonio into the spaceship.
Pablo Really? What did the aliens do to him?
Viki I don't know. We never saw him again.
Keira That's scary!
Mum Hey! The traffic's moving!

Glossary



alien



ghost



spaceship

Everyday English presentation

2 Read the Everyday English box. Can you say two more story questions from the story?

Story questions

What happened?
 What happened next?
 What did they do then?
 What happened after that?

Aby
 okazać zainteresowanie
 opowiadaną przez
 kogoś historią, używamy
 podanych pytań.



Everyday English practice

3 Put the words in order to make story questions.

- 1 did / you / What / say?
- 2 go there? / they / Why / did
- 3 happened / What / next?
- 4 do then? / they / What / did
- 5 after / happened / that? / What

Speaking

4 Read the story and complete the story questions with words from the box below. Then work with a partner to tell the story or to ask the questions.

after did happened What

- A** This is an amazing story about my grandmother and grandfather.
B ¹ ? happened?
A They found a small spaceship under a tree, by a lake.
B What ² ? they do?
A They looked in the window and saw some aliens.
B What ³ ? next?
A The aliens opened the door. They gave my grandmother and grandfather a cup of tea.
B What happened ⁴ ? that?
A My grandmother took a photo of them with her phone.
- 5 Work with a partner. Take turns to tell a story or ask questions to show you're interested in their story.

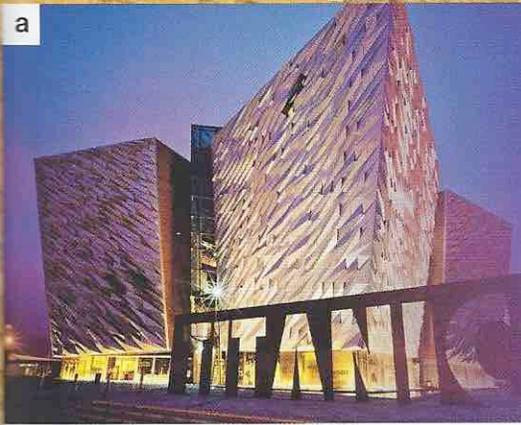
This is a story
 about a ghost.

What happened?

YOUR WORLD What's your favourite kind of holiday?

Great places to visit in the UK!

a



Belfast

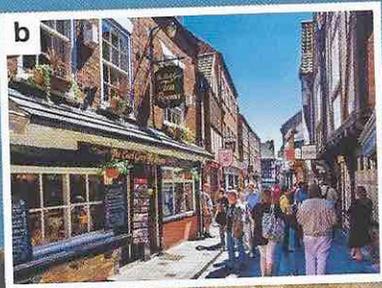
The Titanic was the biggest ship in the world. It was from Belfast. There is a Titanic museum by the sea where you can take a virtual reality tour of the ship. You visit everything from the engines to where the captain worked. Then you can see a film of the ship at the bottom of the sea. It's fantastic.



York

York is a very old city in the north of England. It has an interesting history. Some famous chocolate-making families lived in York and the *Kit Kat* comes from York. You can learn how to make chocolate at *The Chocolate Story*.

Go for a night walk with a guide and listen to scary ghost stories. It's a great way to explore the city.



Skye

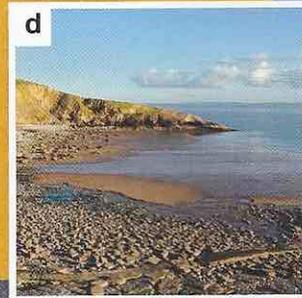
Skye is one of the biggest islands in Scotland. It's perfect for an adventure holiday. You can climb high rocks and then jump into the sea. Be careful though, it's really cold!

You can walk on the beaches and then cook lunch over a fire. You can camp in the mountains and watch the stars at night, and you can sometimes see wild animals.



Wales

Wales has got some beautiful beaches and Dunraven is one of the best. It's popular with film directors and it's in some famous TV series, too. The beach is sandy and has got small stones and fossils on it. There are rock pools, too, and it's fun to look for small sea animals in them. It's a brilliant beach because you can surf, windsurf and kayak, too. It's also great for families.



Reading

- Look at the four pictures in the articles. Say what you can see in each one.
- Repetitorium** 105 Przeczytaj artykuły. Uzupełnij zdania nazwami miejsc.
 - In , you can do scary activities.
 - In , you can do lots of water sports.
 - In , you can do outdoor activities all day long.
 - In , there's a famous place about a boat.
- Read the articles again. Write your answers to the questions below.
 - Where can you take a virtual tour of a boat?
 - What can you do at night in York?
 - Where can you camp in Skye?
 - What sports can you do in Wales?

Listening and Speaking

- 106 Listen to Harvey. Say what he's talking about.
- Say your answer to the questions.
 - Where was Harvey's favourite holiday?
 - When did he go?
 - Who did he go with?
 - What did Harvey do every night?
 - What did Harvey do really well on the last day?
- Work in small groups. Discuss the questions.
 - Where was your favourite holiday?
 - When did you go?
 - Who did you go with?
 - What did you and your family/friends do?
 - What did you wear?

My amazing trip: make a video podcast

2



3



1



5



4



- a When I went to the Moon last summer with my family, I stayed there for a week.
- b First, we went to the USA by plane. Then we went by rocket to the Moon. I loved flying in a rocket. It was so cool!
- c When we arrived on the Moon, they gave us our Moon suits. Then we walked on the Moon. It was cool. I jumped really high!
- d We visited lots of places on the Moon. My favourite place was the American flag.
- e I went to an art class, too, and I made this T-shirt!

WRITING TIP

When może występować w funkcji spójnika i oznaczać „gdy”.

WRITING TIP

Wykrzyknika używamy wtedy, gdy piszemy o czymś, co jest zaskakujące lub ekscytujące.

Writing project

- Look at the *Writing Tips*. Say what Rosie was excited about.
- Follow the stages to make your own video podcast.



Think Wyobraź sobie idealne wakacje. Gdzie je spędziłeś/spędziłaś, jak tam dojechałeś/dojechałaś i co tam robiłeś/robiłaś? Dlaczego te wakacje ci się podobały?



Make notes Zrób notatki do podcastu w formie wideo lub do ustnej prezentacji. Napisz o miejscach, które odwiedziłeś/odwiedziłaś, oraz o rzeczach, które robiłeś/robiłaś.



Write Napisz tekst do podcastu w formie wideo i poszukaj pasujących ilustracji i map. Skorzystaj z notatek.

- Swap your video podcast text with a partner. Check each other's spelling and grammar.
- Present your video podcast to the class. Answer your classmates' questions.



Comprehension

- Look at Rosie's project. Match the pictures (1–5) to the sentences. (a–e).
- Work with a partner. What makes a good video podcast? Put these suggestions in order (1–5), from very important (1) to not very important (5).
 - The presenter speaks slowly and clearly.
 - The pictures are interesting.
 - The presenter gives a lot of information.
 - The presenter gives a variety of information.
 - The presenter looks at the camera when he / she is speaking.

REACTIVATE! Work with a partner. Mime a holiday activity for your partner to guess what you are doing. ⌚ 60

Vocabulary and Grammar

1 Read the descriptions and write the correct words.

campsite farm forest island
lake mountains river sea

- 1 A place where you can camp. ?
- 2 Three places you can do water sports. ?
- 3 A place you can do winter sports. ?
- 4 A place with lots of trees. ?
- 5 A place with animals, vegetables and fruit trees. ?
- 6 A place in the sea or a lake. ?

2 Complete the gaps with the positive + or negative - of the past simple verbs in the box below.

give go kayak see understand want

I ¹ + ? on holiday to France with my family last year. We stayed next to the beach and I ² + ? every day. My parents ³ - ? to kayak – they just wanted to sunbathe! One day, a man on the beach shouted at me but I ⁴ - ? him. I stopped kayaking and met him on the beach. He ⁵ + ? me his phone and I ⁶ + ? a photo of a shark behind my kayak!



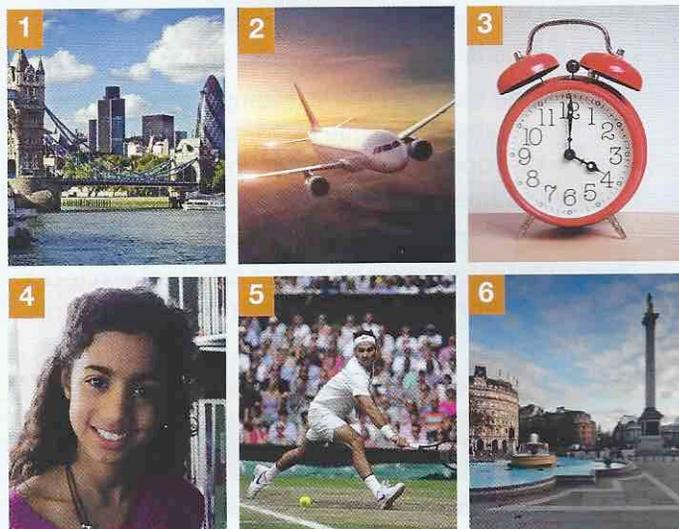
3 Look at the picture. What's in the suitcase?



4 Complete the sentences with the correct verb in the past simple.

- 1 go / do
They ? on holiday to the countryside.
- 2 go / see
I ? my best friend at the lake.
- 3 make / do
We ? sandwiches for lunch.
- 4 give / take
He ? my parents the photo of the shark.
- 5 have / wear
She ? long, black hair.
- 6 do / wear
I ? my new swimsuit on holiday.

5 Look at the pictures. Complete the answers and then the questions about Dana's trip to the UK.



- 1 Where did she go? ?
She went to London.
- 2 Did she go by plane? ?
- 3 What time did she arrive? ?
- 4 ? with? She went with her friend Flora.
- 5 ? ? They watched a tennis match.
- 6 ? ? They went to Trafalgar Square.

Everyday English

6 Read the dialogue and complete the story questions with the words in the box below.

did happened next that

- A I had a good day today.
B What ¹ ? ?
- A I took the bus to town and met a friend on the bus.
B What happened ² ? ?
- A We went to a café, but I didn't have any money!
B What ³ ? you do then?
- A My friend gave me some money.
B What happened after ⁴ ? ?
- A We went to the cinema.

Self-assessment

7 How well can you do this lesson's tasks? Write ☺, ☹ or 😐 in your notebook.

English in the real world

This month's challenge:

Znajdź w internecie informacje, jak nazywają się najwyższy szczyt, najdłuższa rzeka i największe jezioro w Wielkiej Brytanii. Powiedz o tym kolegom i koleżankom.

YOUR WORLD What was your last trip like?

Rozumienie tekstów pisanych

WSKAZÓWKA:

Nie musisz rozumieć wszystkich wyrazów w tekście, aby poprawnie rozwiązać zadanie. Poszukaj odpowiedzi we fragmentach tekstu, które rozumiesz.



- 1 Przeczytaj informacje na temat szkolnej wycieczki i wybierz poprawną odpowiedź na każde pytanie: a, b lub c.

Year 6 school trip

Please read this information about the school trip carefully.

Where: Manor farm campsite

When: Saturday 1st July to Tuesday 4th July

Meet: At the school at 10 a.m. on Saturday 1st July.

The bus leaves at 11 a.m.

Please make sure your children have these things for the school trip:

A small backpack for bottles of water and snacks

A good pair of boots for hiking

A tracksuit for sports activities

Swimming trunks for boys, swimsuits for girls

Please don't bring phones or tablets

We have got:

all food, drinks and snacks

everything for camping

Please contact Mrs Bray on 07654210 if you have any questions.



- How long is the school trip?
 - one day
 - four days
 - two days
- Why do the children need a backpack?
 - for food and drink
 - for clothes
 - for games
- What activities are there on the trip?
 - walking and sports
 - swimming and walking
 - swimming, sports and walking
- What can't the children take?
 - phones
 - food and drink
 - everything for camping

- 2 Przeczytaj e-mail i odpowiedz na pytanie.

Message

To: ivan@pol.com

From: Mags@pol.com

Subject: My school trip

Hi Grandpa,

1 On the first day, we canoed on a river. It was brilliant.

2 I want to come and see you next week. Is that OK?

3 I had a fun school trip in the countryside last weekend.

4 The next day, we hiked in the mountains to a small farm.

Love,
Maggie

The correct order of the email is

a 1-2-3-4

b 2-4-1-3

c 3-1-4-2

Znajomość funkcji językowych

- 3 107 Posłuchaj nagrania i dopasuj odpowiedzi (a-e) do właściwych pytań (1-4). Uwaga! Jedna odpowiedź została podana dodatkowo.



- We sunbathed and had a barbecue.
- I took my swimsuit and cap.
- We went to the beach.
- Three weeks ago.
- I wore my shorts and T-shirt.

1	2	3	4

Znajomość środków językowych

- 4 Uzupełnij zdania wyrazami w nawiasach we właściwej formie. Nie zmieniaj ich kolejności. Jeśli jest to konieczne, możesz dodać inne wyrazy. W każdą lukę możesz wpisać maksymalnie sześć wyrazy, wliczając w to wyrazy już podane.
- They (eat / lunch / two / hour) ago.
 - When (meet / her / niece) the campsite?
 - My mum (wear / new top) last night.
 - We (not like / hike) the mountains yesterday.
 - Who (you / see) the lake?

GRAMMAR REFERENCE

Czasu *past simple* używamy wtedy, gdy odnosimy się do przeszłości. Formę przeszłą czasowników regularnych tworzymy przez dodanie końcówki *-ed*. Czasownik ma tę samą formę we wszystkich osobach (*I, you, he, she, it, we* i *they*). Niektóre czasowniki regularne w czasie *past simple* zmieniają swą pisownię:
 arrive – arrived study – studied stop – stopped

Formę przeczącą czasowników regularnych i nieregularnych w czasie *past simple* tworzymy za pomocą *didn't*.

Pytania ogólne, czyli takie, na które odpowiedź zaczyna się od *Yes* lub *No*, tworzymy za pomocą *Did*.

Gdy chcemy określić, ile czasu upłynęło od momentu, w którym coś zrobiliśmy, używamy *ago*.



Subject pronoun	Affirmative	Negative	Yes/no questions	Short answers
I/You	hiked	didn't hike	Did I/You/You hike two days ago?	Yes, I/You did./No, I/You didn't.
He/She/It	hiked	didn't hike	Did he/she/it hike two days ago?	Yes, he/she/it did./No, he/she/ It didn't.
They	hiked	didn't hike	Did they hike two days ago?	Yes, they did./No, they didn't.

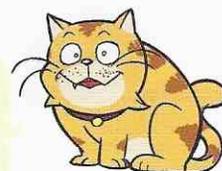
Verbs with irregular past simple endings

do → did	drink → drank	eat → ate	buy → bought
give → gave	have → had	make → made	go → went
see → saw	take → took	wear → wore	meet → met
			write → wrote

Czasowniki nieregularne przybierają różne formy w czasie *past simple*, dlatego należy się ich nauczyć na pamięć. Używamy tej samej formy we wszystkich osobach (*I, you, he, she, it, we* i *they*).

Gdy chcemy zapytać o szczegółowe informacje z przeszłości, pytanie tworzymy następująco: zaimek pytający + *did* + czasownik w formie bezokolicznika. Forma czasownika jest inna w pytaniu i inna w odpowiedzi dlatego, że odpowiedź nie zawiera *did*.

Gdy chcemy powiedzieć, kiedy coś zrobiliśmy, używamy wyrażenia *at* + określenie czasu.



Wh- questions

Answers

When **did** I/you /he/she/it/we/they **go** to the party? I/You **went** to the party at 6 p.m.

WORD LIST

VOCABULARY 7a

beach	/bi:tʃ/	plaża
camp (v)	/kæmp/	biwakować
campsite	/'kæmpsaɪt/	pole biwakowe
city	/'sɪti/	miasto
countryside	/'kʌntrisaɪd/	wieś
farm	/fɑ:m/	gospodarstwo
forest	/'fɒrɪst/	las
hike (v)	/haɪk/	wędrować
island	/'aɪlənd/	wyspa
kayak (v)	/'kaɪæk/	pływać kajakiem
lake	/leɪk/	jezioro
mountains	/'maʊntənz/	góry
river	/'rɪvə(r)/	rzeka
sea	/si:/	morze

sunbathe (v) /'sʌnbəɪð/

opalać się

VOCABULARY 7c

backpack	/'bækpæk/	plecak
belt	/belt/	pasek
boots	/bu:ts/	buty
cap	/kæp/	czapka
coat	/kəʊt/	kurtka
dress	/dres/	strój
leggings	/'legɪnz/	legginsy
swimsuit	/'swɪmsu:t/	kostium kąpielowy
swimming trunks	/'swɪmɪŋ ,trʌŋks/	kąpielówki
top	/tɒp/	bluzka
tracksuit	/'træksu:t/	dres

EVERYDAY ENGLISH 7g

alien	/'eɪliən/	kosmita
spaceship	/'speɪsfɪp/	statek kosmiczny
This is a story about ...	/'ðɪs ɪz ə ,stɔ:ri ə'baʊt/	To jest historia o...
What did they do then?	/'wɒt dɪd ðeɪ ,du: 'ðen/	Co potem zrobili?
What did you say?	/'wɒt dɪd ju: 'seɪ/	Co powiedziałeś/ powiedziałaś?
What happened?	/'wɒt 'hæpənd/	Co się stało?
What happened after that?	/'wɒt 'hæpənd ,ɑ:ftə 'ðæt/	Co się stało potem?
What happened next?	/'wɒt 'hæpənd 'nekst/	Co się stało potem?
Why did they go there?	/'waɪ dɪd ðeɪ ,gəʊ 'ðeə(r)/	Dlaczego tam poszli?

8

What's cooking?

a VOCABULARY Special meals

YOUR WORLD When do you have special meals? What do you eat?

MOJE CELE W ROZDZIALE

- Powiedzieć i zapisać nazwy potraw
- Wyrażać plany za pomocą *going to*
- Powiedzieć i zapisać zwroty związane z gotowaniem
- Wyrażać polecenia i rozkazy za pomocą trybu rozkazującego
- Napisać przepis na ulubioną potrawę



1



2



3



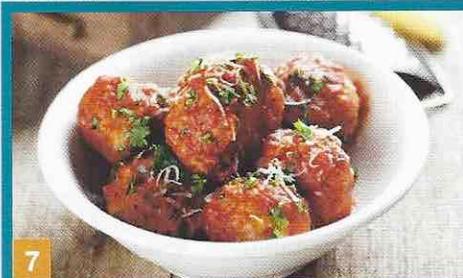
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6



7



8



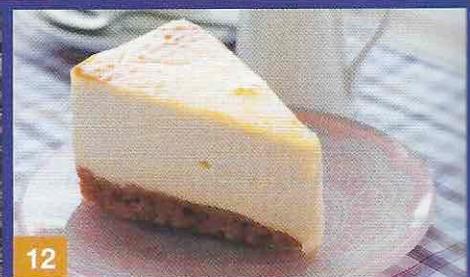
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10



11



12

Vocabulary presentation

- 1 Look at the picture. Match the meals (1–12) with the words in the vocabulary box. Say the words.

Special meals

apple pie cheesecake
chocolate mousse curry and rice
kebab meatballs omelette
pancake roast chicken soup
steak and chips stew

- 2 Listen and check, then repeat.

MEMORIZE!

- 3 Listen to the rhyme. Then, listen again and try to sing it. Which food do you like?

TIP: Lepiej zapamiętasz nowe wyrazy, gdy pomyślisz o tym, czy lubisz, czy nie lubisz tego, co określają.



Vocabulary practice

4 Match the words to make the meals. Say your answer.

- | | |
|-------------|-----------|
| 1 roast | a mousse |
| 2 steak and | b soup |
| 3 curry and | c chicken |
| 4 tomato | d pie |
| 5 chocolate | e chips |
| 6 apple | f rice |

5 Look at the photos. Complete and say the meal words.



1 k ? ? ? ?



2 o ? ? ? ? ? ? ?



3 p ? ? ? ? ? ?



4 m ? ? ? ? ? ? ? ?



5 s ? ? ?



6 s ? ? ?

LOOK!

Oto kilka przykładów tego, co Brytyjczycy jedzą na deser (*dessert*): *apple pie, cheesecake, chocolate mousse, pancake*.

6 **Mediation** Read the text about a popular Polish dessert. Complete the email with the missing English words.

A popular Polish dessert is apple pancakes called *racuchy*. They are thick pancakes with slices of apple inside. If you don't like apples, it's OK, you can sometimes have *racuchy* without them. You usually eat them with lots of sugar on top. You can also eat them with ice cream – this is delicious! This dessert can be hot or cold and sometimes it comes as the main meal.

To: Theo
From: Amy
Subject: Polish food

Hi Theo,

Thank you for your email. I'm happy to answer your question about Polish food.

My favourite ¹ ? is *racuchy*. It's a thick ² ? and it has got ³ ? of apple inside it. You usually eat it with lots of ⁴ ?. It's also delicious to eat with ⁵ ?. Another great Polish dessert is *faworki*.

Listening and Speaking

7 **110 Repetytorium** Posłuchaj rozmowy Joanny i Kamila poświęconej jedzeniu. Uzupełnij notatkę o tym, co zjedzą w sobotę.



Saturday meal planner

Breakfast: fruit and ¹ ?

Lunch: ² ?, potatoes and vegetables

Dinner: ³ ? and ⁴ ?

Dessert: ⁵ ?

8 **110** Listen to the dialogue again, then ask and answer questions with a partner about what you eat every day.

What do you usually have for breakfast?

In the week, I usually have cereal, but at weekends, mum sometimes makes pancakes.

ONLINE LINK

Poszukaj w internecie informacji, w których krajach są popularne te potrawy: *roast chicken, steak and chips, apple pie, stew, curry and rice*.



REACTIVATE! Work with a partner. Describe one food you like and one food you dislike for your partner to guess. 

Grammar presentation

- ①  111 Listen to the speaker, David. Say what two meals David is going to make for his mum's birthday.
- ② Look at the grammar box. Say what food you are going to have this weekend.

Future with *going to*: affirmative and negative



Spójrz, jak tworzymy zdania twierdzące i przeczące z *going to*: czasownik *to be* + *going to* + bezokolicznik.

- + I'm **going to make** a cake tomorrow.
They **are going to make** a cake at 4 p.m.
- I'm **not going to make** a cake tonight.
They **aren't going to make** a cake at 2 p.m.

Look! Określenia czasu stosowane z *going to*

Z wyrażeniem *going to* często używamy następujących określeń czasu: *at the weekend, tomorrow, tonight, next year/Saturday, at 4 p.m.*

Spójrz, jak tworzymy pytania ogólne (czyli takie, na które odpowiedź zaczyna się od Yes lub No):



- ? **Are you going to make** a cake next Saturday?
Yes, I am./No, I'm not.
- ? **Is he/she going to make** a cake next Sunday?
Yes, he/she **is**./No, he/she **isn't**.

Więcej reguł i ćwiczeń gramatycznych znajdziesz na stronie 119.

Grammar practice

- ③ The family want to do a special meal for Dad's birthday. Look at the pictures and text and say what each person is going to do.

Uncle Peter is going to write a shopping list.

Uncle Peter - write a shopping list

Emma - make chocolate mousse

Tim - buy some milk

Mum and Aunt Sally - cook a stew

Me - help Emma

Everybody - eat the meal this evening!

- ④ The family diary for next week is now different. Look at the diary and write negative sentences with *be going to*.

Monday	Dad - cook a meal for mum
Tuesday	My grandparents - come for dinner
Wednesday	Me - meet friends
Thursday	Mum - make an apple pie
Friday	Family - have a picnic

Monday: Dad isn't going to cook a meal for Mum.

- ⑤ Write the questions using *be going to*.

1 Emma / write a shopping list next week?

Is Emma going to write a shopping list next week?

2 Tim / make pancakes for dessert tomorrow?

?

3 Mum and Aunt Sally / cook a stew tonight?

?

4 I / help Mum at the weekend?

?

- ⑥ Match the questions with the answers.

1 Are you going to have stew for dinner tonight?

2 Are your parents going to cook a special meal for your grandmother?

3 Is your stepbrother going to have a sleepover tonight?

4 Are you and I going to make a cake?

5 Am I going to see you next weekend?

a No, he isn't.

d Yes, you are.

b No, I'm not.

e No, we aren't.

c Yes, they are.

- ⑦ Work with a partner. Ask questions to find out what he / she is going to eat for breakfast, lunch and dinner tomorrow.

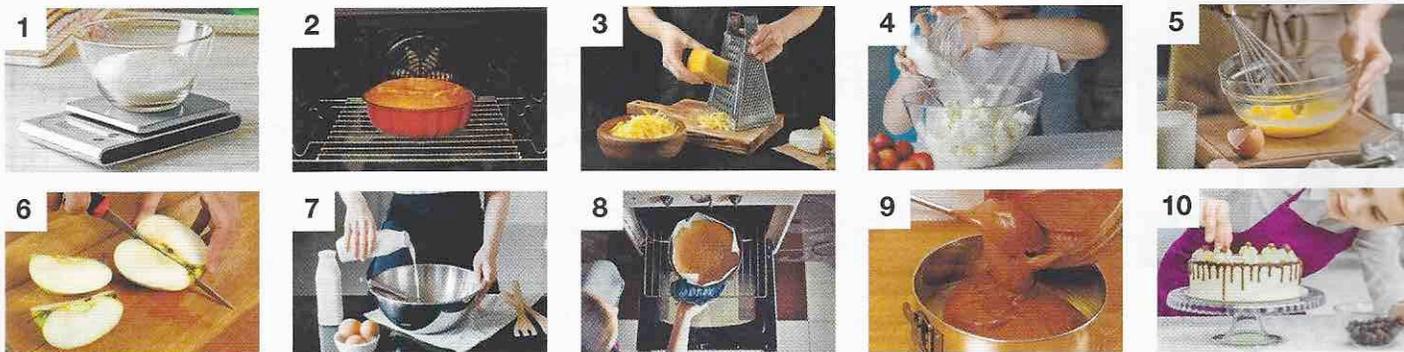
Are you going to have pancakes and orange juice for breakfast tomorrow?

No, I'm not. I'm going to have fruit and cereal.

YOUR WORLD What can you cook?

Vocabulary presentation

1 112 Match the photos (1–10) to the cooking phrases in the box below. Say your answers. Listen and check.



Cooking phrases

add [the sugar] bake [the cake]
cut up [the apple] decorate [the cake]
grate [the cheese] mix [the eggs]
pour [the mixture] into a tin
put [the milk] in a bowl
take [the cake] out of the oven
weigh [the sugar]

MEMORIZE!

2 Powiedz koledze lub koleżance wyrażenie związane z gotowaniem, a on/ona niech je pokaże na migi.

Are you going to weigh the sugar?

No, I'm not.

TIP: Połączenie wyrażień z aktywnością ruchową ułatwi ci ich zapamiętanie.



Vocabulary practice

3 Look at the photo. Say the correct option.

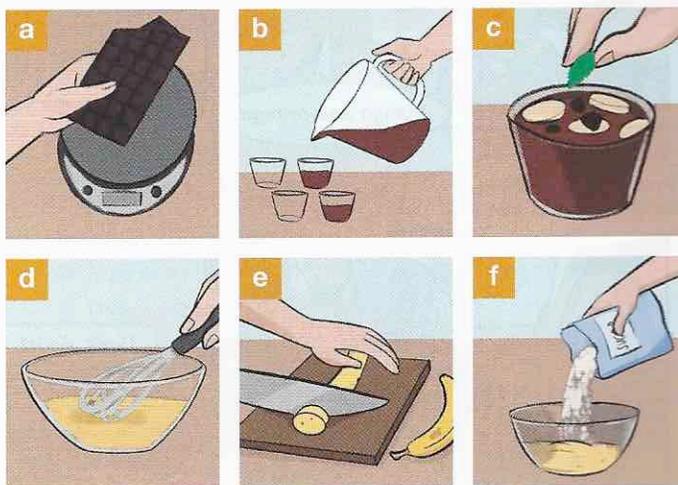


I love helping my mum make apple pie. I usually ¹weigh / ²bake the sugar for my mum and then I ³grate / ⁴cut up the apples. Then I ⁵mix / ⁶cut up the eggs in a bowl and ⁷decorate / ⁸add the sugar. My mum adds the other ingredients and ⁹pours / ¹⁰takes out the mixture into a bowl. We ¹¹bake / ¹²pour the pie for 30 minutes. It always smells amazing.

@ApplePieAmanda 12 years old

Listening and Speaking

4 113 Listen to Liza and her mum. They are making chocolate mousse. Look at the pictures and say the order that they make the mousse in.



1 2 3 4 5 6

5 113 Work with a partner. Listen to the audio in exercise 5 again. How do you make a chocolate mousse? Discuss the question and say the recipe.

Are we going to need chocolate?

Yes, we are. We are going to weigh the chocolate first.

Then we are going to weigh the sugar.

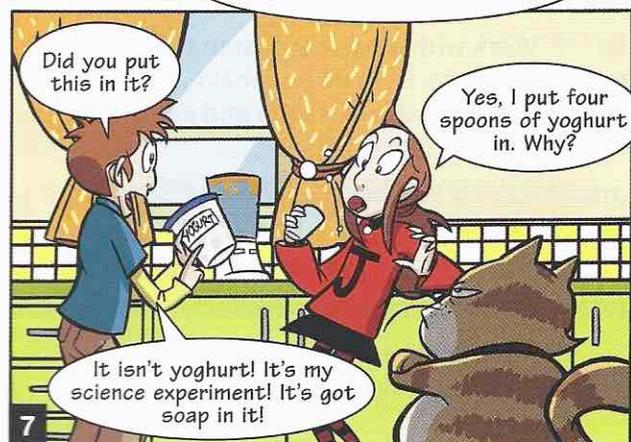
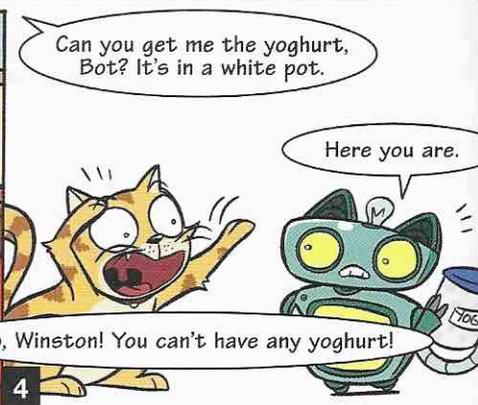
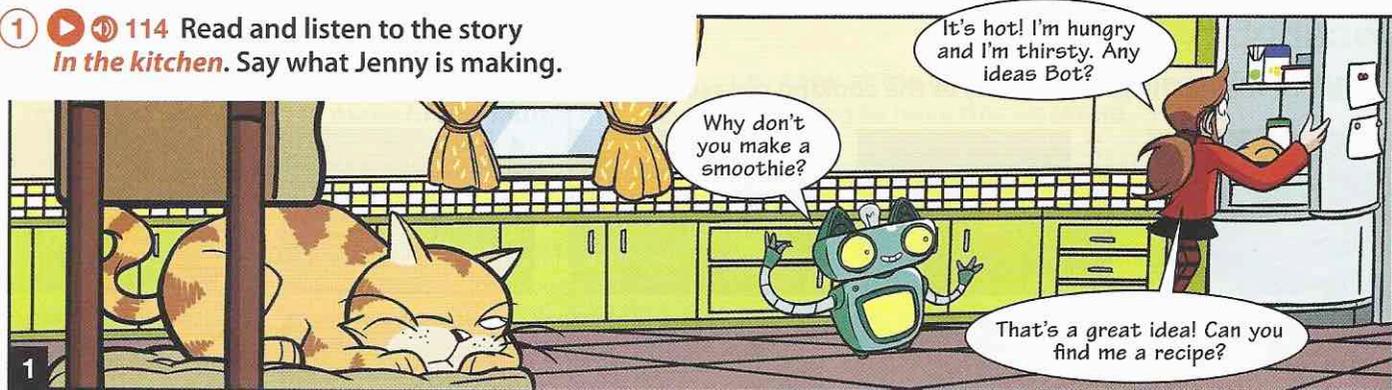
ONLINE LINK

Znajdź w internecie przepis w języku angielskim na swoją ulubioną potrawę.



REACTIVATE! Work with a partner. How many cooking phrases can you mime for them to say in 30 seconds? 

1   114 Read and listen to the story *In the kitchen*. Say what Jenny is making.



2 Read the story again. Complete the sentences with the words in the box. There are three words that you don't need to use. 

delicious drinks eats hungry juice
soap yoghurt pot horrible

- Jenny is hungry and thirsty.
- Bot gets the ? from the fridge.
- Jenny ? some of her smoothie.
- The smoothie is ?.
- It wasn't yoghurt in the fridge, it was ?.

Grammar presentation

- 3 114 Read or listen to the story again. Say who gives these instructions:

'Follow the recipe ... Add some yoghurt.'

- 4 Look at the grammar box. Work with a partner. Give your partner three instructions.

Imperatives: affirmative and negative

Gdy chcemy wydać polecenie lub rozkaz, używamy trybu rozkazującego. Tryb rozkazujący tworzymy za pomocą podstawowej formy czasownika.

Grate the cheese.
Mix the eggs.

Add the sugar.
Put the cake in the oven.

Przecząc formę trybu rozkazującego tworzymy za pomocą *don't*.

Don't grate the cheese.
Don't add the sugar.
Don't mix the eggs.
Don't put the cake in the oven.



Look! Uprzejme polecenia i rozkazy

Polecenia i rozkazy zabrzmia uprzejmiej i bardziej jak prośba, gdy użyjemy słowa *please*.

Please grate the cheese. **Please** don't grate the cheese.

Więcej reguł i ćwiczeń gramatycznych znajdziesz na stronie 119.

Grammar practice

- 5 Look at the pictures. Complete the imperative instructions with the verbs below.

bake decorate grate mix pour weigh



- 1 the mixture into a bowl.
2 the cheese.
3 the sugar and flour in a bowl.
4 the cakes for 20 minutes.
5 the cakes.
6 the eggs, sugar and flour.

- 6 Read the sentences. Say which ones are imperatives.

- Can you write the recipe?
- Make a pancake.
- Wash your hands.
- You don't need to mix the eggs.
- Please don't eat the cakes.
- Can you please take the cake out of the oven?

- 7 Work with a partner. Say cooking instructions for your partner to mime.

Mix the eggs.

Like this?

No! Mix the eggs faster!

ONLINE LINK

Porozmawiaj z kolegami i koleżankami w klasie bądź na forum internetowym. Dowiedz się, jakie desery lubią przygotowywać.

What dessert do you like making?



I like making cheesecake.
It's really easy!



I like making apple pie
and ice cream.
It's my favourite dessert.



Vocabulary review

1 Look at pictures a and b. Say six differences.

In picture a, there's a whole apple pie.



2 Match the statements (1-4) to the pictures (a-d). Say your answers.



1 You need to bake them in the oven for 30 minutes.

2 You put it in a bowl and then grate some cheese on it.

3 The baker decorates the cake beautifully.

4 First, I mix two eggs and then I add flour to the eggs and mix again.

3 Read the puzzle and say the answer.

I eat one big meal every day. On Monday, Wednesday and Friday I have steak and chips. I have roast chicken on Saturday. I have curry and rice twice a week. I don't have curry and rice on Tuesday. I have soup once a week. When do I have soup?

Grammar review

4 Make four questions with the words in the same shapes.



5 Game! Play **Pictionary** with a partner. Draw a cooking instruction for your partner to say what it is. Use the imperative form. Take turns.



Mix the eggs?

Yes! Now you!

6 Look at the pictures and write the affirmative and negative imperative instructions using the verbs in the box below.

bake cut decorate eat mix pour



REACTIVATE! Write as many special meals as you can remember in 60 seconds. ⌚

Reading

1 🎧 115 Read and listen to the feature pages. Which food would you like to eat?



Sacher torte from Austria

Isa

This is a **Sacher torte**. It looks like a cheesecake, but there's no cheese in it! The Austrian chef Franz Sacher first made it in 1862. The real recipe is a secret, but there are a lot of recipes for it on the Internet. To make it well, mix the flour, sugar, eggs, butter, and a lot of chocolate in a bowl. Then, pour the mixture into a tin and bake it in the oven for 45 minutes. Remember to take it out of the oven! It is delicious with ice cream. My aunt is Austrian and she is going to make it this evening. Yum!



Tortilla from Spain

Ruben

This is a **tortilla**, or potato omelette. It's Spanish and the first recipe was 200 years ago! To make it, you are going to need eggs and a lot of potatoes. First, you're going to cut up the potatoes into small pieces and cook them. Then, you're going to mix the eggs in a bowl. After that, you're going to pour the eggs into a bowl and add the potatoes. Then, you need to cook everything together. It's really good with some cheese. Mum is going to help me make a tortilla for lunch tomorrow.



2 Read the feature pages again. Look at the words in the box and say which ones are for the Sacher torte, the tortilla or both.

add chocolate bake in the oven
cut up the potatoes mix the eggs pour into a bowl
pour the mixture into a tin take it out of the oven

3 **Repetitorium** Przeczytaj teksty ponownie. Uzupełnij luki w e-mailu na podstawie informacji zawartych w obu tekstach.

To: Anna@myemail.com
From: katrina@myemail.com
Subject: Mary's birthday

Hi Anna,
Are we going to cook a special meal for Mary's birthday? I saw a feature page about special meals and I have a good idea. We can make a Spanish tortilla – it's a potato ¹ _____. We ² _____ eggs, potatoes and vegetables, and then cook it. We can ³ _____ it with cheese. Then we can make a torte for dessert – it's like a ⁴ _____. After we mix everything together, we're going to ⁵ _____ it for 45 minutes, so we need to start early! What do you think? Email me.
Katrina

4 **Mediation** Read the first feature page again. Complete the notes in Polish.

Oto przepis mojej cioci na tort Sachera, o który prosilas. Najpierw ¹ _____ mąkę, cukier, jaja, masło i czekoladę. Następnie ² _____ tę mieszankę do miski. ³ _____ ją przez 45 minut, a po tym czasie wyjmij z ⁴ _____. Podawaj z ⁵ _____.

Writing basics

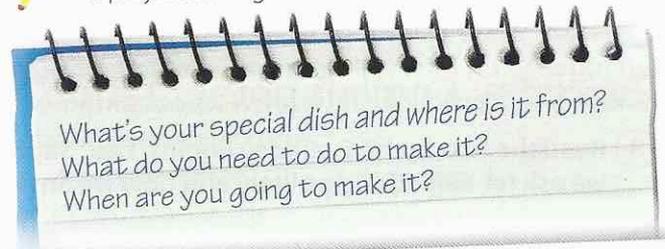
5 Write the start of a feature page about a special dish.

Look Przeczytaj przykładowy tekst i wskazówkę *Writing Tip*. Odpowiedz na pytania.

- 1 What cooking phrases are mentioned?
- 2 What tense do the writers use to talk about their future plans?

Make notes Zrób notatki na temat swojej wyjątkowej potrawy.

Write Napisz początek artykułu. Skorzystaj z przykładowego tekstu i notatek.



Then, pour the mixture into a tin and bake it in the oven **for** 45 minutes!
The Austrian chef Franz Sacher first made it **in** 1862.

... and the first recipe was 200 years **ago**!
Mum is going to help me make a tortilla for lunch **tomorrow**.

WRITING TIP

Określ czas, który używamy wtedy, gdy chcemy powiedzieć, kiedy coś się zdarzyło, jak długo trwało lub kiedy się wydarzy.

YOUR WORLD

Do you eat everything? Say three foods you don't like.



1 116 Read and listen to the story *Trying something new*. Does Keira like her aunt's food?

- 1 **Keira** Hi, guys.
Children Hi, Keira.
Keira This is my aunt Pippa.
Pippa Hi. Pleased to meet you.
Keira She's a food scientist.
Ravi That sounds interesting. What do you do?
Pippa I create new foods.]
- 2 **Pippa** At the moment, I'm working on some new snacks and energy bars. Why don't you try them?
Viki OK. That's a good idea. Could I try a salt and vinegar snack, please?
Pippa Of course. And you?
Ravi I'm going to try an energy bar.

- Pippa** Good idea. They're delicious.
Pablo Could I have some lime and chilli snacks, please?
Pippa Here you are. Be careful! They're spicy!
Pablo I love spicy food.
- 3 **Pippa** Do you like them?
Viki They're really crunchy. And they're salty. I love them! Could I have another?
Pippa Of course. What about the energy bars?
Ravi They're great! They're soft and juicy.
Keira I'm hungry. I'm going to have an energy bar, too.
Pippa Help yourself!
Keira Mmm – it's sweet!
- 4 **Ravi** What's in the bars?
Pippa Chocolate. And worms.
Ravi Worms? Yuck!
Viki What about the snacks?
Pippa They're made of crickets.
Viki Crickets? I'm going to be sick!
Ravi Me too!
Pablo And me!
Keira Don't be silly. I think they're really tasty.

Comprehension

2 Read the story again. Say who says these sentences.

- 'Could I try a salt and vinegar snack, please?'
- 'I'm going to try an energy bar.'
- 'Could I have some lime and chilli snacks, please?'
- 'I'm going to have an energy bar, too.'

Everyday English presentation

3 Read the text in the Everyday English box. Say how we ask for something politely and how we answer.

Polite requests and answers

Spójrz, jak tworzymy uprzejme prośby:

- Could I try a salt and vinegar snack, please?
 Could I have some lime and chilli snacks, please?
 Could I have another?

Spójrz, jak możemy odpowiedzieć na uprzejme prośby:

Help yourself!/Of course!/Here you are!
 Good idea, they're delicious.



Everyday English practice

4 Say the correct answer option for the questions.

- 'Could I try a salt and vinegar snack please?' means
 a I want to try ... b Please can I try ...
- 'Can I have some chilli snacks, please?' means
 a I want to have ... b Please can I have ...
- 'Could I have another?' means
 a I want to have ... b Please can I have ...

5 Work with a partner. Ask the questions in exercise 4 and answer them using language from exercise 3.

Speaking

6 Work with a partner. Read the situations. Make and say mini-dialogues using the language from exercise 3.

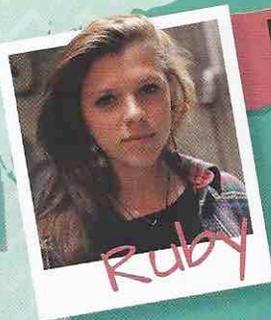
- You are looking at a menu in a restaurant. You want curry and rice. Tell the waiter.
- You are at your friend's house. You are hungry. You want to eat a banana. Ask your friend's mum.
- You are at your grandmother's. You are thirsty. You want to have some juice. Ask your grandmother.

Could I have a banana, please?

Of course!

YOUR WORLD What food do you like from other countries?

Delicious food from Australia



Presenting the amazing Australian food blogger:

Ruby Taylor!

Ruby Taylor is 15 years old. She lives in Melbourne in Australia and she is famous for her fantastic food blog. She tells us all about food in Australia.



a

We have great dishes from all over the world in Australia. You can find dishes from Italy to Africa here. We love eating outside and we often have barbecues. We barbecue burgers, steaks, chicken, fish and vegetables too of course! Lots of people have a barbecue at Christmas; remember it is summer in Australia in December! A barbecue by the beach is perfect.

b

We have got lots of fantastic tropical fruit in Australia, and fruit is an important ingredient in our favourite dessert for special occasions: pavlova. What makes a great pavlova? Good meringue, lots of cream and delicious fruit. My favourite is with mango, strawberries and kiwi. What's yours?



meringue

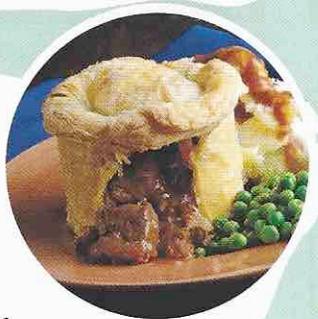
d

Everybody loves lamingtons in Australia. They are small cakes covered with chocolate and coconut. We eat them at birthday parties. We eat them for a snack in the morning or in the afternoon. We make them to celebrate Australia Day. People often sell them and use the money to help their school or their sports club. In fact, there's always a good reason to make lamingtons! You can find a recipe on my blog!



c

Pies are very popular; we have them for breakfast, lunch and dinner. We eat about three hundred million (300,000,000) pies every year! Traditional pies are made from meat and pastry, but you can find pies made of chicken, fish, vegetables, egg and cheese, too. And don't forget to try an apple pie for dessert!



Glossary

ingredients



Reading

- 1 Read the introduction and look at the girl's photos. Say who she is and what you know about her.
- 2 117 Read the blog. Match the sentences to the photos. Say your answer.
 - 1 This dessert is delicious with fruit.
 - 2 Australians eat three hundred million every year.
 - 3 Christmas is in the summer.
- 3 Read the blog again. Say the answers to the questions.
 - 1 Which five foods do people barbecue?
 - 2 When do people eat pies?
 - 3 What's an important ingredient in *pavlova*?
 - 4 When do people eat *lamingtons*?

Listening and Speaking

- 4 118 Listen to the interview with Ruby about her favourite foods. Write which four foods she speaks about. One is not correct.

a Australian cakes	d Australian fruit
b her favourite food	e pies
c smoothies	
- 5 118 Listen again and say the answers.
 - 1 Which country is Ruby's favourite food from?
 - 2 What food doesn't Ruby like?
 - 3 What's her favourite fruit?
 - 4 Is she going to have a strawberry and banana smoothie for breakfast tomorrow?
- 6 Work in small groups. Discuss the questions.
 - 1 Which country is your favourite food from?
 - 2 What food don't you like?
 - 3 What's your favourite breakfast? Are you going to have it tomorrow morning?

My chocolate cookie ball recipe



Recipe for chocolate cookie balls

My aunt taught me this recipe two years ago. I love it because it's very easy and the cookies are delicious. I'm going to make some cookies this evening as a surprise for my mum. Are you going to make these cookies, too?

Ingredients

⊗ chocolate ⊗ sugar ⊗ butter ⊗ flour

Instructions

- 1 Take them out of the oven.
 - 2 Mix the butter and sugar.
 - 3 Add the flour and chocolate powder to the bowl.
 - 4 Bake in the oven for 15 minutes.
 - 5 Use your hands to make small balls with the mixture.
- Eat and enjoy!

WRITING TIP

Gdy opisujemy, jak wykonać potrawę, stosujemy tryb rozkazujący.

WRITING TIP

It używamy, gdy chcemy uniknąć powtórzenia użytego wcześniej rzeczownika lub gdy wiemy, o jaki rzeczownik chodzi.

Comprehension

- 1 Look at James' project. Number the instructions in the correct order in the recipe. Say your answers.
- 2 Work with a partner. Cover the instructions and look at the pictures. Can you say the instructions in the right order?

First, mix the butter and sugar in a bowl.

Then add the flour!

Writing project

- 3 Look at the *Writing Tips*. Say what imperatives James uses.
- 4 Follow the stages below to write your own recipe.

Zrób notatki i zilustruj swój przepis samodzielnie lub poszukaj odpowiednich obrazków.

Think Wybierz danie, deser lub przekąskę, do których potrafisz napisać przepis. Dlaczego wybrałeś/ wybrałaś właśnie ten przepis?

Make notes Zrób notatki do przepisu. Uwzględnij wstęp, składniki i wskazówki dotyczące wykonania.

Write Napisz przepis i zilustruj go samodzielnie lub dodaj gotowe obrazki. Skorzystaj z notatek.

- 5 Swap your recipe with a partner. Check each other's spelling and grammar.
- 6 Present your recipe to the class. Vote for the best recipe.

REACTIVATE! Work with a partner. Draw a meal for your partner to guess what it is. 60

Vocabulary and Grammar



1 Look at the picture and then read the descriptions. Write the correct words.

- 1 Two meals that begin with s. ? ?
- 2 One meal that begins with o. ?
- 3 One meal that begins with c. ?
- 4 One meal that begins with m. ?
- 5 One meal that begins with k. ?
- 6 One meal that begins with r. ?
- 7 One dessert that begins with a. ?
- 8 Two desserts that begin with c. ? ?
- 9 One dessert that begins with p. ?

2 Look at the pictures and text. Write the questions or the affirmative or negative sentences using *be going to*.



1 I / make / apple pie
I'm going to make apple pie.



2 He / eat / pancakes tomorrow morning
?



3 we / have curry and rice next weekend
?



4 My sister / try the kebabs
?



5 you / cook / an omelette for dinner
?



6 They / love / these meatballs
?

3 Repetytorium Przeczytaj tekst i uzupełnij luki. Wybierz odpowiedź a, b lub c.

This is my favourite recipe for apple pie. First, 1 ? the flour and butter into a bowl. Then, 2 ? the eggs. You need to 3 ? the eggs into the flour and butter. When the mixture is thick put it in the tin. Next, 4 ? two apples and add them to the tin. Then, you 5 ? it in the oven for 45 minutes. Don't forget to 6 ? it out of the oven!

- 1 a put b bake c weigh
- 2 a take b mix c bake
- 3 a weigh b pour c take out
- 4 a bake b pour c cut up
- 5 a decorate b bake c add
- 6 a take b put c pour

4 Change these sentences to the imperative form using *don't* and *please*. Look at the prompts.

- 1 Can you bake the cake? (polite form) ?
- 2 You need to pour the milk into the glass. ?
- 3 We don't need to cook the mousse. (polite form) ?
- 4 You can't eat the cookies. ?
- 5 You don't need to weigh the chocolate. ?
- 6 Could you grate the apple into the mixture? (polite form) ?

Everyday English

5 Read the questions and say the correct answer.

- 1 Could I try your snack please?
a Of course, here you are. b It's very nice. c Yes, I can.
- 2 Could I have some cake, please?
a No, I can't. b Yes, help yourself. c I love cake.
- 3 Could I have another?
a Don't be silly. b Yuck. c Of course.

Self-assessment

6 How well can you do this lesson's tasks? Write ☺, ☹ or 😐 in your notebook.

English in the real world

This month's challenge:

Znajdź w internecie przepis na popularne brytyjskie danie. Opowiedz o nim po polsku kolegom i koleżankom.

YOUR WORLD What's your favourite food?

Rozumienie ze słuchu

WSKAZÓWKA:

Przeczytaj uważnie każde zdanie i podkreśl kluczowe wyrazy. To pomoże ci zorientować się, czego będzie dotyczyć nagranie. Możesz usłyszeć w nim inne wyrazy o podobnym znaczeniu, dlatego przypomnij sobie synonimy podkreślonych słów.



- 1 119 Posłuchaj wypowiedzi czterech osób na temat tego, co zamierzają robić w weekend. Dopasuj zdania (a–e) do właściwych osób (1–4). Uwaga! Jedno zdanie zostało podane dodatkowo.



This speaker is ...

- a going to have their favourite food.
- b going to cook a special meal.
- c going to join a cookery club.
- d going to a friend's house for dinner.
- e not going to eat at home.

Rozumienie tekstów pisanych

- 2 Przeczytaj teksty o lekcjach gotowania. Dopasuj każdy z nich (a–c) do odpowiednich zdań (1–4). Uwaga! Dwa zdania pasują do jednego tekstu.

Learning to cook

a This one-day cookery class on our farm is for everyone who loves sweet food. Learn how to make cakes, cheesecakes and mousses. We have all the ingredients you need.

b Join our weekend cookery club with a famous chef. She's going to teach us how to make kebabs and rice, meat stew, and steak and chips. Stay in our beautiful hotel, meet new friends and cook amazing meals.

c Learn how to make delicious food quickly in your own kitchen. Watch or stream our online video classes. Every week we cook food using ingredients from different countries. Watch and learn any time for free.



In this class, people ...

- 1 are going to learn to cook in their home
- 2 are going to cook with a celebrity
- 3 are going to learn how to make desserts
- 4 are not going to need to take ingredients

Znajomość funkcji językowych

- 3 Uzupełnij dialog, używając podanych czasowników i nie zmieniając ich formy.



- A Do you like food from other countries, Eva?
 B I like Italian food.
 A How about Chinese food?
 B ¹ (try) Chinese noodles this weekend.
 A Really? I ² (have) some Japanese food.
 B What are you eating now?
 A This is a chilli and lime snack, and this one is a fruit snack. They're both really nice.
 B ³ (try) the fruit snack? I don't like chilli.
 A Of course. Here you are.

Tworzenie wypowiedzi pisemnej

- 4 Napisz e-mail składający się z 50–120 wyrazów.

W przyszły weekend świętujesz ze swoją rodziną wyjątkowy dzień. Opowiedz o planach na ten dzień w e-mailu do kolegi lub koleżanki.

- Wyjaśnij, jaka to okazja.
- Napisz, kto weźmie udział w tym wydarzeniu.
- Opisz, co będziecie robić.

To:
 From:
 Subject:

Hi!

GRAMMAR REFERENCE

Gdy chcemy powiedzieć o planach na przyszłość, używamy wyrażenia *be going to* i czasownika w bezokoliczniku, np. *Next weekend, I'm going to go to the beach with my family.*

Wyrażenia *be going to* możemy używać także wtedy, gdy mówimy o czymś, co wiemy na pewno lub co można łatwo przewidzieć, np. *The sky is very dark. It's going to rain.*

Z wyrażeniem *going to* często używamy następujących określeń czasu: *tomorrow, tonight, next year/Saturday, at the weekend, at 4 p.m.*

Pytania z *be going to* tworzymy przez zamianę miejscami podmiotu i czasownika *be*.



Affirmative	Negative	Questions	Short answers
I'm going to make a cake tonight.	I'm not going to make a cake tonight.	Am I going to make a cake tomorrow?	Yes, I am./No, I'm not.
He/She/It's going to make a cake tonight.	He/She/It's not going to make a cake tonight.	Is he/she/it going to make a cake tomorrow?	Yes, he/she/it is./No, he/she/it isn't.
You/We/They're going to make a cake tonight.	You/We/They're not going to make a cake tonight.	Are you/we/they going to make a cake tomorrow?	Yes, you/we/they are./No, you/we/they aren't.

Trybu rozkazującego używamy wtedy, gdy wydajemy polecenia, rozkazy lub o coś prosimy. Formę twierdzącą i przeczącą trybu rozkazującego tworzymy za pomocą czasownika w formie bezokolicznika bez *to*. W formie przeczącej wstawiamy także *Don't* przed czasownikiem.

Słowo *please* sprawi, że polecenie zabrzmie uprzejmie.



Affirmative	Negative	Polite affirmative	Polite negative
Listen!	Don't listen!	Please listen!	Please don't listen!
Open your books!	Don't open your books!	Please open your books!	Please don't open your books!
Work in pairs!	Don't work in pairs!	Please work in pairs!	Please don't work in pairs!

WORD LIST

VOCABULARY 8a

apple pie	/ˌæpl ˈpaɪ/	szarlotka
cheesecake	/ˈtʃiːzkeɪk/	sernik
chocolate mousse	/ˌtʃɒklət ˈmuːs/	mus czekoladowy
curry and rice	/ˌkʌrɪ ən ˈraɪs/	ryż z curry
dessert	/dɪˈzɜːt/	deser
kebab	/kɪˈbæb/	kebab
meatballs	/ˈmiːtbɔːlz/	klopsy
omelette	/ˈɒmlət/	omlet
pancake	/ˈpænkɛk/	naleśnik
roast chicken	/rəʊst ˈtʃɪkɪn/	pieczony kurczak
soup	/suːp/	zupa
steak and chips	/ˌsteɪk ən ˈtʃɪps/	stek z frytkami
stew	/stjuː/	gulasz, potrawka

VOCABULARY 8c

add (the sugar)	/ˈæd (ðə ˌʃʊɡə)/	dodawać (cukier)
bake (the cake)	/ˈbeɪk (ðə ˌkeɪk)/	piec (ciasto)
cut up (the apple)	/ˈkʌt ʌp (ði ˌæpl)/	kroić (jabłko)
decorate (the cake)	/ˈdekəreɪt (ðə ˌkeɪk)/	przyozdabiać (ciasto)

grate (the cheese)	/ˈɡreɪt (ðə ˌtʃiːz)/	ścierać (ser)
mix (the eggs)	/ˈmɪks (ði ˌegz)/	mieszać, bełtać (jajka)
pour (the mixture) into a tin	/ˈpɔː (ðə ˌmɪkstʃər) ɪntu ə ˈtɪn/	nalewać (mieszankę) do puszki
put (the milk) in a bowl	/ˈpʊt (ðə ˌmɪlk) ɪn ə ˈbɔʊl/	wlewać (mleko) do miski
take (the cake) out of the oven	/ˈteɪk (ðə ˌkeɪk) ˌaʊt əv ðɪ ˈʌvən/	wyjmować (ciasto) z piekarnika
weigh (the sugar)	/ˈweɪ (ðə ˌʃʊɡə)/	ważyć (cukier)

EVERYDAY ENGLISH 8g

Could I have another?	/ˈkʊd aɪ ˌhæv əˈnʌðə/	Czy mogę prosić o jeszcze jeden?
Could I have some lime and chilli snacks, please?	/ˈkʊd aɪ ˌhæv səm ˌlaɪm ən ˈtʃɪli ˌsnæks ˌpliːz/	Czy mogę prosić o przekąski z limonki i chili?
Could I try a salt and vinegar snack, please?	/ˈkʊd aɪ ˌtraɪ ə ˌsɔːlt ˌsɔːlt ən ˈvɪnɪgə ˌsnæk ˌpliːz/	Czy mógłbym/mogłabym spróbować przekąski z solą i octem?

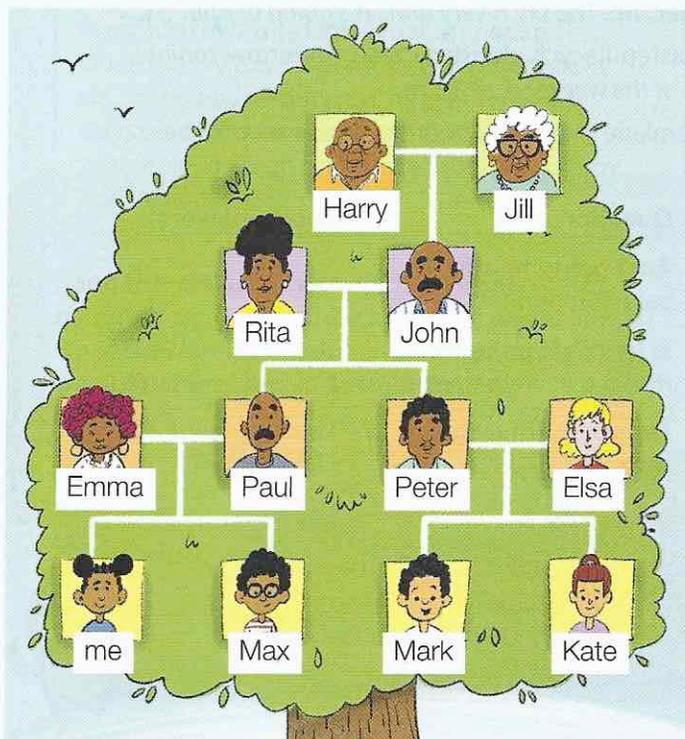
Good idea, they're delicious.	/ˌɡʊd aɪˈdɪə ˌðeə drɪˈlɪʃəs/	Dobry pomysł, są pyszne.
Help yourself!	/hɛlp jɔːˈself/	Częstuj się!
Here you are!	/ˈhɪə juː ˌaɪ/	Proszę!
Of course!	/əv ˈkɔːs/	Oczywiście!

CULTURE 8h

barbecue (n, v)	/ˈbɑːbɪkjuː/	grill, grillować
coconut	/ˈkəʊkənʌt/	kokos
dish	/dɪʃ/	danie
ingredients	/ɪnˈɡriːdiənts/	składnik
kiwi	/ˈkiːwiː/	owoc kiwi
mango	/ˈmæŋɡəʊ/	mango
meringue	/məˈræŋ/	beza
occasion	/əˈkeɪʒn/	okazja
pastry	/ˈpeɪstri/	ciasto
pavlova	/pævˈləʊvə/	beza Pavlova
pineapple	/ˈpaɪnæpl/	ananas
smoothie	/ˈsmuːði/	koktajl
strawberry	/ˈstrɔːbəri/	truskawka
tropical fruit	/ˈtrɒpɪkl ˌfruːt/	owoc tropikalny

Vocabulary

1 Look at the family tree. Complete the sentences with the family member words.



- I'm Emma and Paul's daughter.
- Max is Emma and Paul's son.
- Elsa is Peter's daughter.
- Kate is Paul's daughter.
- Mark is Paul's son.
- John is Rita's husband.
- Harry is my grandfather.
- Jill is my grandmother.

2 **Repetitorium** Popatrz na obrazek i uzupełnij zdania.



This is a picture of me and my friend in the classroom. My name is Jenny. I've got ¹long, ²big hair. I've got big, ³big eyes. Next to me is Josh. He's got short, ⁴short, black hair. He loves football. He's ⁵short. My teacher, Mr Jones, is at the front of the class. He's got short, ⁶short, brown hair. He's got a ⁷short. We like him. He's ⁸short.

3 Look at the photos and say the correct word.



1 firefighter / pilot



2 vet / farmer



3 police officer / pilot



4 shop assistant / waiter



5 office worker / doctor



6 hairdresser / chef



7 footballer / singer



8 hairdresser / actor

4 Match the jobs to the places of work. Say your answers.

- | | |
|------------------|--------------|
| 1 footballer | a restaurant |
| 2 actor | b shop |
| 3 chef | c studio |
| 4 vet | d stadium |
| 5 shop assistant | e surgery |
| 6 singer | f airport |
| 7 pilot | g theatre |

5 **120** Listen and number the jobs in the correct order.

- hairdresser 2 waiter 3 doctor 4
farmer 1 firefighter 5 office worker 6

Grammar

6 Complete the sentences using the correct form of *like, love, hate* and *can't stand*.

☺ = like ☺☺ = love ☹ = don't like
 ☹☹ = hate ☹☹☹ = can't stand

- I like climbing trees. ☺
- My stepsister ? doing gymnastics. ☹
- We ? playing computer games. ☹☹☹
- You ? watching TV. ☹☹
- Max and Ania ? singing. ☺☺

7 Look at the pictures and write the answers using the words in the boxes.

1 beard quiet short

What does he look like? What's he like?

He's got short hair. He's got a beard.



2 black long noisy

What do they look like? What are they like?

? ?



3 blonde curly naughty

What do we look like? What are we like?

? ?



4 blue friendly straight

What does she look like? What is she like?

? ?



8 Complete the dialogue in the present simple using the correct form of the verb in brackets.

- A** What ¹*does* (do) your mum do?
B She's a singer.
A Does your mum like her job?
B Yes, she does. She ²? (sing) all the time!
A Where does she ³? (work)?
B She works in a studio.
A When does she go to work?
B She ⁴? (start) work at ten o'clock.

9 Write the sentences in the correct order.

- often / to the / How / do you / cinema? / go
How often do you go to the cinema? ?
- She / her horse / in / the morning / rides ?
- learn English / They / week / every ?
- at / My / the guitar / plays / best friend / the weekend ?
- father / His / four / a year / goes / to France / times ?

10 Look at the answers and say the questions.

- Do they like maths?
No, they don't. They can't stand maths.
- ? He's got short, curly hair.
- ? I'm noisy and naughty!
- ? I'm a firefighter.
- ? We work in an office.
- ? Because I like helping people.

Everyday English

11 **Repetitorium** Uzupełnij dialog. Udziel odpowiedzi ustnie.

Helen Good Morning. ¹Can I introduce Josh and Jenny?

Emma Hello, Josh and Jenny. ²?. ³? is Emma and ⁴? is my friend, Peter.

12 Choose the correct option to complete the dialogue. Say your answers.

- A** Is it your music concert this evening?
B Yes, it is.
A ¹ **Good luck! / Great job!**
B My teacher says I play the violin really well.
A ² **I'm keeping my fingers crossed for you. / Keep up the good work!**

Self-assessment

13 Choose the sentences that are true for you.

- Potrafię opisać członków swojej rodziny.
- Potrafię opisać wygląd i charakter osób.
- Potrafię rozmawiać o tym, co lubię, czego nie lubię, co uwielbiam i czego nienawidzę.
- Potrafię opisać zawody i miejsca pracy.
- Potrafię używać zdań twierdzących, przeczących, pytań, krótkich odpowiedzi, przysłówków częstotliwości i określić czasu w czasie *present simple*.
- Potrafię przedstawić siebie i inną osobę w sposób oficjalny i nieoficjalny.
- Potrafię życzyć powodzenia i składać gratulacje.

Vocabulary

1 Copy and complete the table with the words in the box.

baker's butcher's daughter
do a puzzle do ballet do magic florist's
great-grandfather greengrocer's nephew
pharmacy son wear fancy dress wife

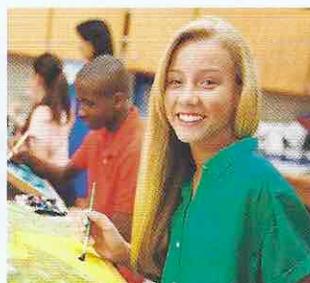
Family members	Shops	Free-time activities

2 Match the photos to the words in the box below. Say your answers.

box of eggs breakdance club noisy
packet of crisps paint a picture pet shop
play a board game straight hair



1 ?



2 ?



3 ?



4 ?



5 ?



6 ?



7 ?



8 ?

3 What can you buy at these shops? Say the correct answer.

- Florist's – a bouquet of flowers / a bunch of bananas
- Baker's – a slice of meat / a loaf of bread
- Greengrocer's – potatoes / a packet of crisps
- Corner shop – a pair of shoes / a can of pet food
- Toy shop – a board game / a pair of trousers
- Charity shop – clothes / a can of soup

4 121 Listen and match the free-time activities with the people.

- | | |
|------------------|-----------------------|
| 1 Emma | a watch a play |
| 2 Tom | b do exercise |
| 3 Mark and Tony | c do a puzzle |
| 4 Penny | d do magic |
| 5 I | e search the Internet |
| 6 My grandmother | f do ballet |

5 What clubs would these people like to go to? Write the club.

- I'm an actor. I love going to the theatre. ?
- I'm an office worker. I can't use my computer. ?
- My nephew loves food. ?
- I want to make a new skirt and shirt. ?
- My brother likes making models. ?
- I want to learn about animals and plants. ?

6 Repetytorium Przetłumacz na język angielski fragmenty zdań podane w nawiasach.

- We buy our milk (w pobliskim sklepiku).
- My stepmother teaches at (kółku przyrodniczym).
- (Czy mogę przedstawić moją) grandmother, Molly?
- I've got (długie, proste włosy).
- (Czy jest restauracja) in your town?
- This is my (karton soku pomarańczowego).
- The students (są bardzo przyjaźni).
- The shop assistant (pracuje w warzywniaku).
- There's (plasterek mięsa) in the sandwich.
- (Biuro mojego męża) is next to the police station.

Grammar

7 Complete the sentences with the correct present simple form of *want, like or hate*.

- I ? to go to the toy shop.
- He ? a packet of crisps from the corner shop.
- We ? to wear fancy dress. We always wear funny clothes.
- Duncan ? doing exercise. He's not very sporty.
- Do you ? the cookery club? I love it!
- My family ? having a picnic. We have a picnic in the park every weekend.

8 Write one affirmative and one negative sentence using *want* and *doesn't want* with the words provided.

- Mum doesn't like doing exercise, but she loves playing computer games.

breakdance club / technology club

She doesn't want to go to a breakdance club.

She wants to go to a technology workshop.

- Anna can't stand eggs, but she loves milk.

a box of eggs / a carton of milk

?

?

- My nieces hate searching the Internet, but they like making clothes.

technology club / sewing club

?

?

- We can't stand arts and crafts clubs, but we love ecology clubs.

make models / go geocaching

?

?

- My stepbrother hates going to the games shop, but he loves going to the charity shop.

a video game / clothes

?

?

9 Complete the sentences with the correct possessive pronouns. Say your answers.

- My dad's a pilot. This is his uniform. It's ?.
- That's my bouquet of flowers. It's ?.
- Is that your bag of sweets? No, it's my sister's. It's ?.
- These aren't our shoes. They are Josh and Layla's shoes. They're ?.
- Is this my or your bottle of water? It's ?. This is mine.
- I think this is our car. Yes, it's ?.

10 Write the sentences using the correct present continuous form of the words in brackets.

- We ?. (not have a sleepover)
- Pat and Tom ?. (watch a play)
- ? you ?? (chat online)
- Where ? you ?? (do exercise)
- Who ? we ? with? (go to a concert)
- They ?. (have a picnic)

11 Repetytorium Uzupełnij zdania wyrazami w nawiasach, używając poprawnej formy czasu *present simple* lub *present continuous*, przysłówka częstotliwości lub innego określenia czasu. Nie zmieniaj kolejności podanych wyrazów. Możesz jednak tam, gdzie to konieczne, dodać maksymalnie sześć innych wyrazów.

- He always (go / geocache) at the weekend.
- We (do / puzzle) the moment.
- What (do / morning)? He goes to work.
- (you / stream) a video now?
- Sally and Helen often (chat online / day).
- I (not / go) a concert now. The concert is tomorrow.

12 Say the short answers to the present continuous and present simple questions.

- Is he painting a picture? (✓) Yes, he is.
- Are they doctors? (✗)
- Does Paul work at the weekend? (✗)
- Are you in the pet shop? (✓)
- Is this book theirs? (✓)
- Has she got long hair? (✗).

Everyday English

13 Say the correct option to complete the dialogue.

- A **Would you like to / What about** go to a concert on Monday night?
- B **I can't. / OK. Let's do that.** I'm busy on Monday.

Self-assessment

14 Choose the sentences that are true for you.

- Potrafię rozmawiać o sklepach, używając *want to*.
- Potrafię rozmawiać o ilości, używając *want*.
- Potrafię używać zaimków dzierżawczych.
- Potrafię rozmawiać o hobby, używając określeń czasu w *present continuous*.
- Potrafię rozmawiać o półkoloniach.
- Potrafię używać czasów *present simple* i *present continuous*.
- Potrafię wyrażać sugestie i odpowiadać na nie.
- Potrafię składać propozycje i wyrażać prośby.

Vocabulary

1 Look at the pictures and say the features.



2 Look at the adjectives and write $-$ or $+$ next to them to show that they're negative or positive descriptions.

- | | |
|--------------------------------------|------------------------------------|
| 1 amazing <input type="checkbox"/> | 5 noisy <input type="checkbox"/> |
| 2 scary <input type="checkbox"/> | 6 ugly <input type="checkbox"/> |
| 3 cute <input type="checkbox"/> | 7 naughty <input type="checkbox"/> |
| 4 beautiful <input type="checkbox"/> | 8 pretty <input type="checkbox"/> |

3 Complete the sentences with the missing words. Say your answers.

- Everybody likes our teacher. She's very f .
- He's a vet. He works in a s .
- This bread is from the b next to the school.
- Thank you Elise for the b of flowers.
- The e club is very interesting. I'm learning a lot about insects and plants.
- What are you doing? I'm playing a b g with my sister.
- The snake was really u .
- Have you got the p for the canoe?

4 Match the words to the photos. Write your answers.

a can of... chef do a puzzle flippers goggles snowboard



5 Copy and complete the table with the words in the box.

butcher's chat online corner shop
cross-country ski do magic fire station
florist's greengrocer's hair salon
have a picnic pet shop sail waterski
wear fancy dress

Places in town

Free-time activities and sports verbs

6 Repetitorium Przeczytaj tekst i uzupełnij luki. Wybierz odpowiedź a, b lub c.

Max is very ¹ . He loves doing different sports. Every Saturday morning, he goes on a boat and ² with his dad on the lake. He wears a ³ so he can sail safely. Max's dad loves sailing to relax. He works very hard in a restaurant making food. He's a ⁴ . Max likes to ⁵ in the lake to see his favourite fish. Max's mum buys sandwiches and a ⁶ from the ⁷ and they ⁸ in the park together.

- | | | |
|----------------------|--------------------|-------------------|
| 1 a sporty | b quiet | c fast |
| 2 a canoes | b sails | c does exercise |
| 3 a goggles | b wetsuit | c life jacket |
| 4 a waiter | b chef | c office worker |
| 5 a snorkel | b row | c canoe |
| 6 a packet of crisps | b packet of bread | c packet of juice |
| 7 a corner shop | b florist's | c pet shop |
| 8 a have breakfast | b have a sleepover | c have a picnic |

7 122 Listen and match the speakers (1-8) to what they are talking about in the box below.

do exercise elephant flippers
ice hockey pilot row sport's shop wings

- | | |
|------------------------|------------------------|
| 1 <input type="text"/> | 5 <input type="text"/> |
| 2 <input type="text"/> | 6 <input type="text"/> |
| 3 <input type="text"/> | 7 <input type="text"/> |
| 4 <input type="text"/> | 8 <input type="text"/> |

Grammar

8 Complete the sentences using the correct comparative, superlative or adverb form of the adjective in brackets.

- The toy shop is ? the games shop. (good)
- Why are you ice skating so ?? (slow)
- The monkey's fur was ? the lion's. (long)
- He plays board games ?. He always wins. (good)
- My brother is ? I am when we toboggan very fast. (scared)
- My great-grandfather tells ? stories. (funny)

9 Choose the correct option to complete the sentences. Say your answers.

- Was she friendly?
No, she **wasn't / weren't**.
- What does he do?
He **works / work in a florist's**.
- Were they your skates?
No, they weren't. They were **him / his**.
- What are they doing now?
They **chat online / are chatting online**.
- My friends **are going to / go to** the hair salon every week.
- The buffalo is **slower than / the slowest** a warthog because it's heavier.

10 Say the sentences with the opposite adverb or comparative adjective.

- He's skiing *slowly*.
- They're water skiing *dangerously*.
- We are *happier* today.
- I am playing a board game *badly*.
- Anna and Kate are doing magic *quietly*.

11 Repetitorium Przepisz zdania, używając wyrazów zapisanych **tłustym drukiem** i poprawnej formy czasu *present simple*, *present continuous* i *past simple*.

- | | |
|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| 1 I am doing a puzzle now.
AT THE MOMENT <u>?</u> | 4 They don't go to the science club at the weekend.
SATURDAY AND SUNDAY <u>?</u> |
| 2 Does he have pain in his ankle?
HURT <u>?</u> | 5 The monkeys were quieter than the dogs.
NOISY <u>?</u> |
| 3 Mum and Dad often go to the baker's.
ONCE A DAY <u>?</u> | 6 My brother is good at snowboarding.
WELL <u>?</u> |

12 Match the questions (1-6) to the answers (a-f).

- What does she look like?
 - What do you want?
 - Are they wearing fancy dress?
 - Where do you want to go?
 - When was your dad at work?
 - Were the animals happy?
- a Yes, they are.
b To the toy shop.
c She's got short, straight hair.
d Yesterday.
e A bottle of water, please.
f Yes, they were.

Everyday English

13 Repetitorium Uzupełnij dialog wyrazami z ramki. Udziel odpowiedzi ustnie.

Are Could Sorry, can What

- A ¹ ? you OK?
B No, my wrist hurts.
A ² ? can I do to help?
B ³ ? you telephone my mum, please?
A Of course. What's her number?
B 0798637430.
A ⁴ ? you say that again, please?

14 Say the responses to the questions and statements.

- What do you think about my new snowboard?
 - What do you think about my packs of cards?
 - I think scuba diving is amazing.
- a For me, I don't like them.
b I don't agree. Sailing is better.
c I think it's fantastic.

Self-assessment

15 Choose the sentences that are true for you.

- Potrafię opisać zwierzęta i ich cechy.
- Potrafię porównać zwierzęta, używając przymiotników w stopniu wyższym i najwyższym.
- Potrafię używać czasowników związanych ze sportami zimowymi i wodnymi i rozmawiać o sprężcie.
- Potrafię używać przysłówków.
- Potrafię rozmawiać o przeszłości, używając *to be*.
- Potrafię wyrażać opinię i pytać o nią.
- Potrafię spytać kogoś, czy dobrze się czuje, i odpowiadać na takie pytania.

Vocabulary

1 Copy and complete the table with the words in the box below.

a loaf of bread a slice of meat boots
butcher's city countryside dress farm
forest leggings meatballs pancake stew
surgery tracksuit wetsuit

Clothes	Food	Places

2 Look at the pictures. Complete the sentences. Say your answers.



1 He works on a _____ every summer.



2 My wife wants to learn to _____.



3 Where is your grandparents' _____?



4 My parents are _____ next to the campsite swimming pool.



5 I want a new _____. Let's go to the sport's shop.



6 In winter, I love tobogganing in the _____.



7 Where do you _____ in Spain?



8 A zebra has got black and white _____.

3 Say the odd one out.

- 1 do – magic / a picnic / a puzzle
2 pour – the milk / the water / a slice of meat

3 canoe – on the sea / on the river / on the farm

4 pack – a top / a mask / a vet

5 work – in a studio / on a farm / as an actor

6 grate – cheese / a carrot / a kite

7 camp – on a campsite / in a studio / on an island

8 play – a board game / ice hockey / ecology

4 Complete the text with the words in the box.

decorate hiked mix omelette
scales steak streamed theatre

I had fun last Saturday - it was my birthday! In the morning, we ¹ _____ in the countryside. We saw a snake, it had blue and black ² _____. It was scary. In the afternoon, we went to the ³ _____ to see the play *Romeo and Juliet*. In the evening, my mum cooked my favourite meal – ⁴ _____ and chips. My sister helped her ⁵ _____ a cake with chocolate flowers. After dinner, we ⁶ _____ a video.

To say thank you for an amazing day, I'm making lunch for my family now. I am making a cheese ⁷ _____. It's easy – ⁸ _____ the eggs, add the cheese, then cook!

5 Look at the pictures. Choose the correct option.



1 box / packet



2 sail / kayak



3 greengrocer's / toy shop



4 cut up / grate



5 wetsuit / leggings



6 waiter / chef

6 **123 Repetytorium** Posłuchaj nagrania i wybierz poprawne odpowiedzi: a, b lub c. Udziel odpowiedzi ustnie.

- 1 What is the girl doing?
a sunbathing b hiking c rowing
- 2 Who does the boy introduce?
a his stepbrother b his nephew c his niece
- 3 What does the girl want?
a a belt b a backpack c a top
- 4 Where does the boy like going at the weekend?
a to the stadium b to the city c to the countryside
- 5 What holiday club did the girl go to?
a cookery b sewing c technology

Grammar

7 Repetytorium Przeczytaj tekst i uzupełnij luki.

Wybierz odpowiedź a, b lub c. 

Sam ¹ singing and dancing. He wants ² a singer in a group. Every weekend, he ³ to a drama club. His teacher says he's excellent and he is ⁴ singer in the club.

Last weekend, Sam's club had a special show for family and friends. Sam's family ⁵ to the show.

Next weekend, Sam is going ⁶ his favourite group.

- 1 a loved b loves c love
 2 a to be b be c being
 3 a is going b went c goes
 4 a the best b better than c good
 5 a went b is going c goes
 6 a to see b see c sees

8 Complete the first part of each sentence with the correct negative form of the verb.

- 1 He at the beach, he was at the lake.
 2 They police officers, they were firefighters.
 3 I to the butcher's, I went to the baker's.
 4 My husband snowboard, he's going to ski.
 5 I your bottle of water, I'm drinking mine.

9 Read the answers and say the questions.

- | | |
|-----------------------------------------------|-------------------------------------|
| 1 <input type="text"/> | 4 <input type="text"/> |
| We are going to the countryside next weekend. | They were friendly and interesting. |
| 2 <input type="text"/> | 5 <input type="text"/> |
| We met the chef. | I'm searching the Internet. |
| 3 <input type="text"/> | 6 <input type="text"/> |
| We were with my nieces yesterday. | We ate roast chicken for dinner. |

10 Choose the correct option a or b to complete the sentences. Say your answers.

- 1 The circus skills club is the technology club.
 a more interesting b more interesting than
 2 Why he like his job?
 a do b does
 3 fancy dress now?
 a Did you wear b Are you wearing
 4 He's ice skating .
 a badly b bad

11 Match the questions (1-8) to the answers (a-h). Say your answers.

- 1 When does she go to work every week?
 2 Who are you playing with?
 3 Where did they go?

4 What is the chef going to do next?

5 It is yours?

- a He's going to add the sugar.
 b They went to a lake.
 c At eight o'clock in the morning.
 d No, it isn't. It's theirs.
 e My stepsister.

12 Write the sentences using the affirmative (✓), negative (X) or question (?) form.

- 1 You / like / doing (?)
 2 Emma / work / in a studio (✓)
 3 Peter / wear / a uniform (?)
 4 My friends / want / bake a cake (X)
 5 We / going / the surgery tomorrow (✓)

Everyday English

13 Repetytorium Wybierz właściwą reakcję w opisanej sytuacji. Udziel odpowiedzi ustnie.

Kolega powiedział ci, że nie spędził miło weekendu. Jak okażesz mu swoje zainteresowanie?

- a Why did it happen?
 b When did it happen?
 c What happened?

14 Complete the dialogue with the words below.

agree Could For think

- A ¹ I try the chocolate mousse, please?
 B Of course.
 A What do you ² of the mousse?
 B ³ me. It's delicious.
 A I ⁴ .

Self-assessment

15 Choose the sentences that are true for you.

- 1 Potrafię opisać miejsca i zajęcia wakacyjne oraz ubrania potrzebne na wycieczkę.
 2 Potrafię używać zdań twierdzących i przeczących i czasowników regularnych i nieregularnych w czasie *past simple*.
 3 Potrafię zadawać pytania ogólne i szczegółowe w czasie *past simple* i odpowiadać na nie.
 4 Potrafię rozmawiać o posiłkach i ich przygotowaniu.
 5 Potrafię rozmawiać o planach, używając *going to*.
 6 Potrafię wyrażać polecenia i rozkazy za pomocą trybu rozkazującego i uprzejmych zwrotów.
 7 Potrafię zadawać pytania, aby wykazać zainteresowanie opowiadaną mi historią.
 8 Potrafię uprzejmie poprosić o coś i odpowiedzieć na prośbę.

Link

dla klasy V
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