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Šwiata komunikacji. Aktualne teksty, różnorodne zadania, naturalny język

świata komunikacji. Aktualne zadania, naturalny język

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w jezyku obcynia zadania, naturalny język

w jezyku

ENGLISH CLASS POWSTAŁ Z MYŚLĄ O 8-KLASOWEJ SZKOLE PODSTAWOWEJ

- w 100% realizuje wymogi nowej podstawy programowej, w tym wszystkie zakresy tematyczne
- pozwala elastycznie dopasować ścieżkę kursu do poziomu zaawansowania siódmoklasistów
- umożliwia sukces na egzaminie ósmoklasisty

ENGLISH CLASS STAWIA NA AUTENTYCZNE MATERIAŁY ŹRÓDŁOWE

- ilustruje praktyczne zastosowanie nowych struktur poprzez krótkie scenki sytuacyjne
- umożliwia uczniom osłuchanie się z naturalnym językiem dzięki materiałom BBC
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	KLASA 4	KLASA 5	KLASA 6	KLASA 7	KLASA 8
Ścieżka I	English Class A1	English Class AI+	English Class A2	English Class A2+	English Class B1
	GSE: 10-29	GSE: 28-35	GSE: 34-41	GSE: 32-42	GSE: 40-50
Ścieżka 2	English Class A1	English Class AI+	English Class A2	English Class B I	English Class B1+
	GSE: 10-29	GSE: 28-35	GSE: 34-41	GSE: 40-50	GSE: 45-55



Sandy Zervas, Catherine Bright, Arek Tkacz

English GISS

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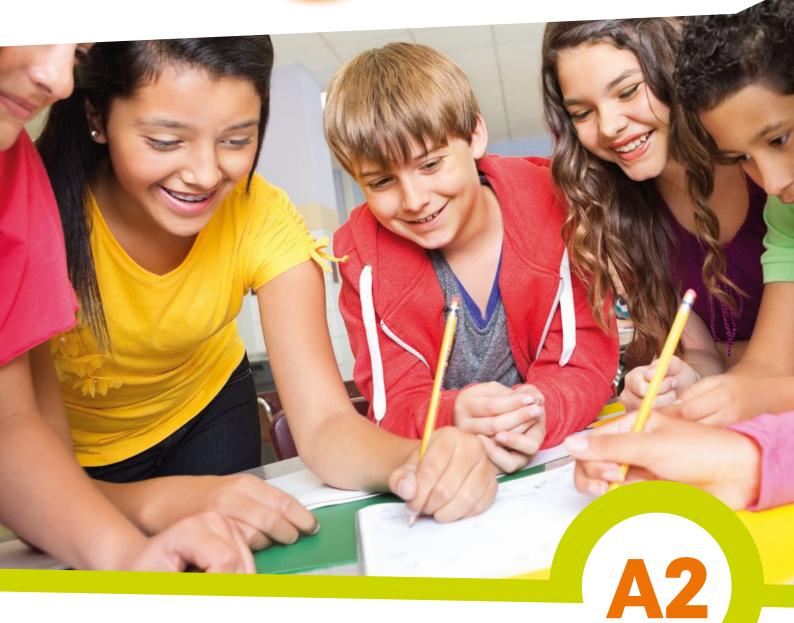
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English Clss



Students' Book

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Get started!



He usually wins!

Potrafię stosować czas Present Simple.

Hello!

O

George: Hi, I'm George Nichols. Nice to meet

you. This is my brother, Harry.

Harry: Unfortunately. Hi, everyone. I'm

thirteen years old and George is

fourteen.

George: We live in London with our parents.

That's our mum. Hi, I'm Angela.

Mum: Hi, I'm Angela.

Harry: And this is our dad, Peter. Dad and I

love sports.

Dad: That's right. We often play tennis

together. He usually wins!

George: Harry is a tennis genius.

Harry: Thank you.

George: And I'm just ... a genius! **Harry:** He thinks he's funny!

George: At least you're never bored with me!

We often hang out with Emma. Emma is our cousin. She lives with our gran.





Emma: Oh, hello there! I'm Emma. **Poppy:** And I'm Poppy. Emma and I are

Emma: We're thirteen years old and we go to

school together.

best friends.

Poppy: We usually go by bike.

Emma: And sometimes we go by car, Gran

drives us when we're really late!

Gran: Emma, your helmet!

Emma: Thanks, Gran. This is my gran, Bertie.

Gran: Hello.

Emma: She's the best granny in the world!

She always makes pancakes for

breakfast!

Poppy: Emma! Let's go!

Emma: OK. See you later!

1 1.02 Listen and answer the questions.

- 1 Is Harry good at tennis?
- 2 Does George like making jokes?
- 3 Are Emma and Poppy cousins?
- 4 What does Emma have for breakfast?

2 Work in pairs.

Student A: Read out a line from the

dialogue.

Student B: Guess who said it.

Then swap roles.

Get Grammar! Present Simple

•	_
I/You/We/They <mark>play</mark> tennis.	I/You/We/They don't play tennis.
He/She/It plays tennis.	He/She/It doesn't play tennis.
?	Short answers
Do I/you/we/they play tennis?	Yes, I/you/we/they <mark>do.</mark> No, I/you/we/they <mark>don't</mark> .
Does he/she/it play tennis?	Yes, he/she/it does. No, he/she/it doesn't.

- 3 Complete the sentences with the correct form of the verbs in brackets. Write the answers in your notebook. On what days are the people busy? When are they all free?
 - 1 Mr Nichols and Harry play (play) tennis on Thursdays.
 - **2** Emma has dance classes twice a week. She (not have) them on Mondays, Wednesdays, Thursdays or at the weekend.
 - **3** George (do) karate on Tuesdays.
 - 4 Mrs Nichols and Gran (not go) to the gym on Tuesdays, Wednesdays, Fridays or Sundays.
 - 5 Harry (have) tennis practice on Tuesdays, Thursdays, Saturdays and Sundays.
 - 6 Poppy (not go) to art class on Tuesdays, Wednesdays, Thursdays, Fridays or at the weekend.
- 4 1.03 Listen and repeat. Which places do you visit for fun?

Vocabulary Places in town

bank café cinema hospital hotel museum park restaurant stadium theatre

- 5 Complete the sentences with the places in the Vocabulary box. Write the answers in your notebook.
 - George and his dad go to the stadium to watch the football.
 - **2** Emma and Poppy ride their bikes in the ...
 - **3** Mr Nichols is a doctor. He works at a ? .
 - 4 After the gym, Gran and Mrs Nichols have coffee at a ? .
 - **5** At the weekend, Harry goes to the 3 to see a film.

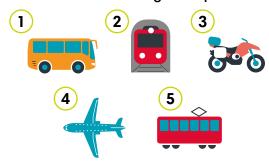
6 1.04 Listen and repeat. Which means of transport can you see in the photo on page 4?

Vocabulary

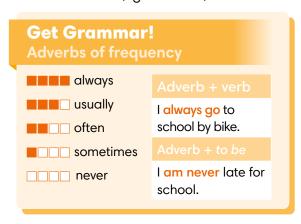
Means of transport

bike boat bus car motorbike plane taxi train tram underground

7 How do the people travel? In your notebook, write questions and answers. Then act out the dialogues in pairs.



- 1 Emma / go to her dance class / bike?
 - **A:** Does Emma go to her dance class by bike?
 - B: No, she doesn't. She goes by bus.
- 2 Harry and George / go to school / car?
- **3** Mr Nichols / go to the hospital / underground?
- 4 Emma and Gran / travel to France / train?
- 5 Mrs Nichols / go to work / taxi?



- 8 Find all the sentences with adverbs of frequency in the dialogue on page 4.
- In your notebook, write five true sentences about yourself. Use adverbs of frequency and words from the Vocabulary boxes.

I always go to the park with my friends on Saturdays.

Potrafie rozmawiać o pracy i zawodach.

Emma's uncle





Emma: Poppy: Emma:

Who is that man in the photo? That's my Uncle Eric in his studio. His studio? What does he do? Look at the painting, Poppy! He's an

Poppy:

Cool! I'd love to see his work. Where does he live?

Emma: Poppy:

In Madrid. His wife, Eva, is Spanish. How often do they come to the UK? They usually visit us in the summer. Uncle Eric says Spain's too hot in August.

Poppy:

Poppy:

I love Spain!

Here's an idea – let's visit Uncle Eric and Aunt Eva in Madrid! They always ask me and Gran to go. Plus, Aunt Eva's a brilliant chef! She has her

own restaurant.

Yes, please! When can we go?

- 1 Read the dialogue. In your notebook, complete the sentences with one word in each gap.
 - 1 The man in the photo is an artist.
 - 2 Emma's uncle lives in ? .
 - **3** Emma's ? Eva is Spanish.
 - 4 Eva works in a ?.
- 2 (1.05 Listen and repeat. Does anyone in your family do one of these jobs?

Vocabulary Jobs

artist builder bus driver chef doctor farmer footballer nurse office worker pilot police officer shop assistant singer teacher

- 3 In pairs, answer the questions. In which jobs do people:
 - 1 work outdoors? builder, bus driver, ...
 - 2 work indoors?
- 3 work with children?
- 4 work with animals?
- 5 help other people?

Get Grammar! Question words

What Where When Who

- 4 A friend is interviewing Harry about his dad's job for a school project. In your notebook, complete the questions with a question word.
 - 1 What does your dad do?
 - 2 does he work?
 - 3 does he wear at work?
 - 4 does he start work?
 - **5** does he travel to work?
- 5 Look at the factfile and find the answers to the questions from Exercise 4. Ask and answer the questions in pairs.





Job: doctor

Works at: Park Hill General Hospital

Wears: white coat

Starts work: usually at 8 a.m. Travels to work: by motorbike

A: What does Harry's dad do?

B: He's a doctor.

6 In pairs, interview each other.

Student A: Imagine you do one of the jobs in the Vocabulary box.

Student B: Prepare an empty factfile for Student A like the one in Exercise 5. Ask questions

and complete the file.

Student A: Answer Student B's questions. Then swap roles.

A: I'm a ...

B: What do you do?

Potrafie rozmawiać o szkole i stosować wyrażenie be going to.

I'm going to



This year, I'm going to study Geography more. I'm going to get straight As! I'm also going to use the school library more often.

My parents are going to buy me my own laptop! I'm very excited! I'm going to use it in my Art projects!





I'm going to stop taking my brother's school things without asking. He gets really mad when I take his P.E. bag!

This year, I'm going to get up earlier in the morning. I'm also going to make healthy choices at the school canteen!



1 Read what Emma, Poppy, George and Harry say. Match their names to items A-D. Write the answers in your notebook.

















2 1.06 Listen and repeat. Which are your favourite school subjects?

Vocabulary School subjects

Art Computer studies English Geography History Maths Music P.E. Science

- 3 Which school subjects need these things?
 - 1 paints, scissors Art 4 tracksuit, trainers
 - 2 map
- 5 calculator, ruler
- 3 dictionary
- 6 piano, guitar

Get Grammar! be going to

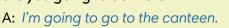
+	_	
I'm going to study.	I'm not going to study.	
You/We/They're going to study.	You/We/They aren't going to study.	
He/She/It's going to study.	He/She/It isn't going to study.	
?	Short answers	
Am I going to study?	Yes, I <mark>am</mark> . / No, I' <mark>m not</mark> .	
Are you/we/they going to study?	Yes, you/we/they <mark>are</mark> . No, you/we/they <mark>aren't</mark> .	
Is he/she/it going to study?	Yes, he/she/it is. No, he/she/it isn't.	

- 4 In your notebook, complete the sentences with the correct form of be going to. Then guess who's talking.
 - 1 My parents and I are going to go (go) shopping for a laptop! Poppy
 - 2 I (have) chicken and some salad for lunch, not pizza.
 - **3** Gran, you (help) me study for the Geography test?
 - 4 my brother (get up) late again? I (not wait) for him.
 - **5** we (buy) a laptop case too?
- 1.07 Listen and repeat. Does your school have all of these places?

Vocabulary Places in a school

canteen classroom computer room gym hall library playground staff room

- 1.08 Where are the people? Listen and write the places in your notebook.
 - 1 in the playground
- 7 Choose a place. Play What are you going to do there?



B: Are you going to have lunch there?

A: No, I'm not. I'm going to read a book.

Potrafię stosować przymiotniki do opisywania osób.

Meet Doctor Q and his friends



This is Doctor Q. He's a brilliant scientist and inventor. Doctor Q is very interested in art and he loves painting. This is why he is very excited about his new invention.

Pi, the parrot, is Doctor Q's best friend. He loves playing video games on Doctor Q's lab computer. Doctor Q hates it!



Rob and Millie are Doctor Q's assistants. They are very intelligent and friendly robots. They work with Doctor Q in the lab and they are very helpful at home.

Rob and Millie are very kind. Rob is bad at cooking and Millie doesn't like cleaning, so Rob helps Millie with the cleaning and she helps him with the cooking.

- 1 1.09 Listen and read. Are the sentences true or false?
 - 1 Doctor Q is a very good scientist. True
 - 2 Pi doesn't like computer games.
 - 3 Rob is a brilliant chef.
 - 4 Millie likes helping Rob.
- 2 1.10 Listen and repeat.

Vocabulary Adjectives

angry bored friendly funny happy helpful intelligent kind sad tired

- 3 Look at the cartoon. How do they feel? Use the adjectives in the Vocabulary box.
 - Picture 1: Pi is bored.
 - Picture 2: Doctor Q is ? .
 - Picture 3: Rob is ? . Millie is ? .
 - **Picture 4:** Rob and Millie are ? .
- 4 In pairs, use the remaining adjectives to describe the other cartoon characters.
 - A: Doctor Q is intelligent.

5 1.11 Listen and repeat. Which of the words are positive?

Vocabulary

Adjectives with prepositions

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

- 6 1.12 What does Doctor Q say? Match 1-6 to a-f. Write the answers in your notebook. Then listen and check.
 - 1 I'm bad e
- 4 I'm good
- 2 I'm excited
- 5 I'm scared
- 3 I'm worried
- 6 I'm interested
- a about my new invention. It's fantastic!
- **b** of spiders.
- **c** about Pi. I can't find him anywhere.
- d in science.
- e at skiing. I often fall.
- f at inventing things!
- 7 In your notebook, write a short presentation about yourself. Use the words in the Vocabulary boxes. Share in pairs.

I feel happy when ... I'm interested in ...

Potrafię rozmawiać o jedzeniu i stosować rzeczowniki policzalne i niepoliczalne.

In the kitchen



Millie: Yes, of course. What are we going to make?

Dr Q: We're going to make ...

1 (1) 1.13 Look at the picture. Listen and read. What do you think Doctor Q and Millie are going to make? Go to page 122 and check.

Get Grammar! Countable and uncountable

Countable nouns	Uncountable nouns
an apple	sugar
There are some apples.	There is some sugar.
There aren't any apples.	There isn't any sugar.
Are there any apples?	Is there any sugar?
How many apples are there?	How much sugar is there?
There are ten apples.	There are two packets of sugar.

2 (1) 1.14 Listen and repeat. In your notebook, make two lists: countable and uncountable nouns.

Vocabulary Food and drink

apple biscuit bread butter carrot cereal chocolate cucumber egg flour juice orange rice strawberry sugar tuna water yoghurt

Countable: apple, biscuit, ... Uncountable: bread, butter, ...

- 3 Look at the picture. In your notebook, complete the sentences with the correct form of the verb to be and some or any.
 - 1 There are some apples.
 - 2 There ? ? coffee.
 - 3 There ? ? biscuits.
 - 4 There ? ? milk.
 - 5 There?? eggs.
 - 6 There 2 2 cucumbers.
- 4 (1) 1.15 Listen and repeat. In your notebook, write the containers in Doctor Q's kitchen.

Vocabulary Containers

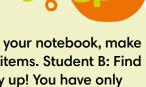
a bar of chocolate a bottle of water a can of tuna a carton of milk a jar of jam a packet of flour

- **a** a bottle of water

b ?

c ?

- 5 1.16 Complete the questions in your notebook. Look at the picture and answer. Then listen and check.
 - 1 How many apples ? there?
 - 2 How tuna there?
 - 3 How ? eggs ? there?
 - 4 How ? flour ? there?
 - 5 How water there?
 - **6** How chocolate there?
 - A: How many apples are there?
 - **B:** There are five apples.



6 Work in pairs. Student A: In your notebook, make a list of ten food and drink items. Student B: Find out what is on A's list. Hurry up! You have only two minutes! Then swap roles.

B: Is there any jam?

A: No, there isn't any jam.

B: Are there any apples?

A: Yes, there are some.

B: How many apples are there?

A: Six.



Life at home



Vocabulary

Potrafię rozmawiać o pracach i obowiązkach domowych.

1 How often do you do these things: usually, sometimes or never?

cook lunch or dinner make breakfast wash the dishes tidy your room look after your brother/sister wash your clothes



VOCABULARY

Household chores Personality adjectives

GRAMMAR

Present Continuous | Stative verbs | Present Simple and Present Continuous



SPEAKING

Asking for and offering help



READING

Family life

LISTENING AND WRITING

Family time | and, but, because, so

GET CULTURE!

Unusual places to live



make your bed







Vote for the best and the worst household chores!







2 1.17 Listen and read. Which of these activities can you see in the photos on page 10?

Vocabulary Household chores

clear the table empty the dishwasher feed the dog hang out the washing iron your T-shirt load the dishwasher load the washing machine make your bed put away your clothes set the table take out the rubbish vacuum your room water the plants

3 In your notebook, match the pictures with the household chores in the Vocabulary box.





1 clear the table







3 ?



4



5

6 ?

- 4 Work in pairs. Who usually does the chores in Exercise 3 in your family? Compare with a partner.

 My sister usually clears the table.
- 5 1.18 Listen to the dialogues. What do you think the people say? In your notebook, match 1–5 to a–e.
 - 1 Angie's mum d
 - 2 Ben's dad
 - 3 Jayne's mum
 - 4 Jimmy's mum
 - 5 Sarah's dad
- a You can set the table.
- **b** Feed the cat, please.
- **c** Can you take out the rubbish, please?
- **d** Put away your clothes!
- e Load the washing machine for me.
- 6 1.19 Now listen to the complete dialogues and check your answers to Exercise 5.

- 7 Act out the dialogues in pairs.
 - 1 The dogs are very hungry!
 - A: The dogs are very hungry!
 - **B:** No problem. I can feed them.
 - 2 There are lots of dirty clothes.
 - 3 The bin in the kitchen is full.
 - 4 The carpet in the living room is dirty.
 - 5 The dishes in the dishwasher are clean.
 - 6 Dinner's ready!
 - 7 Look at the poor plants!
- 8 In your notebook, complete the blog post with the words in the box. There are two extra words.

doing feeding ironing loading making putting setting taking vacuuming watering

Which chores do you like? Which ones do you hate?

I don't like 'setting the table or clearing it after meals, and I don't like 'and emptying the dishwasher. It's boring! I hate 'a' out the rubbish! That's a smelly chore! I like 'a' the carpet in my bedroom, away my clothes and 'a' my bed

because I like having a tidy bedroom. I like

The plants too. And I love my dogs,
Rusty and Mustard. They're my best friends.

9 In your notebook, complete the table below with household chores.



Vatering the plants loading the dishwasher

Compare your answers in pairs.

Discuss the reasons for your choices.

boring / fun difficult / easy smelly / smell(s) nice

A: I hate loading the dishwasher.

B: Why?

A: Because it's boring!

Potrafie stosować czas Present Continuous.

I'm vacuuming

It's Saturday morning. George and Harry are playing a computer game. Their cousin, Emma, is at school.

Harry: I love this game! **George:** Emma's calling.

Emma: Hi, guys!

George: Hi, Emma! What's up? Emma: I'm calling because

I need your help.

George: What kind of help?

Emma: I'm making decorations for the school fair. Look!

Harry: Nice! I like them!

Emma: Thanks, but I can't finish

them on my own. It's a lot of work.

George: Can't your classmates

help you?

Emma: Not really. They're all very

busy. Please?



George: Well ... erm ...
I don't know ...
I'm rather busy

I'm rather busy too.
I'm ... I'm vacuuming

right now.

Emma: Nice try! I can see

the game controller! What about you, Harry? Are you vacuuming too?

Harry: No, I'm not. I've got ..

tennis practice. Bye!

George: Sorry, Emma! **Emma:** Yeah, right!





1 1.20 Listen and read. Why is Emma calling George and Harry?

- 2 Complete the sentences in your notebook.
 - The boys aren't at school today because it's Saturday.
 - **2** Emma's making ? for the school fair.
 - **3** All of Emma's are very busy at the moment.
 - 4 George says he's busy because he wants to stay at home and play the ? .
 - **5** Harry hasn't really got ? .

3 1.21 Listen and repeat. Find these expressions in the story.

Not really. Nice try! Yeah, right!



- 4 CLASS VOTE What's Emma saying in her
- 5 1.22 Now listen and check.

Get Grammar! Present Continuous

	_		
I'm playing.	I'm not playing.		
He/She/It's playing.	He/She/It isn't playing.		
You/We/They're playing.	You/We/They aren't playing.		
?	Short answers		
Am I playing?	Yes, I am. / No, I'm not.		
Is he/she/it playing?	Yes, he/she/it is. No, he/she/it isn't.		
Are you/we/they playing?	Yes, you/we/they <mark>are</mark> . No, you/we/they <mark>aren't</mark> .		
What are they doing? Why is she calling?			

- 6 It's Saturday afternoon. Complete the sentences with the Present Continuous form of the verbs in brackets. Write the answers in your notebook.
 - 1 George and Harry *are doing* (do) their chores. They (not play) a computer game.
 - 2 Emma (not make) decorations for the school fair. She (put) away the clean clothes.
 - 3 The boys' mum and dad (have) a cup of coffee. They (not watch) TV.
 - 4 Poppy and her parents (not tidy) the house. They (do) the shopping.
- 7 It's Saturday evening now. Complete the telephone conversation. Write questions and short answers in your notebook.

Emma: Hi, Gran. ¹Are you calling (you / call) from home?

Gran: No, 2 \bigcirc . I'm at a café with a friend.

³ (you / hang out) with Poppy?

Emma: Yes, 4 🔃 . We're cooking spaghetti at her place.

Gran: Great. ⁵ (Poppy's mum / help) you? Emma: No, ⁶ . She's working in the garden.

Get Grammar! Stative verbs

We don't usually use the Present Continuous with these verbs: like, love, hate, know, need, understand, want.

I want a sandwich.

NOT I'm wanting a sandwich.

**

8 Which stative verbs can you find in the story on page 12?



9 Complete the text messages with the Present Continuous or the Present Simple form of the verbs in the box. Write the answers in your notebook.

do study love need watch like want



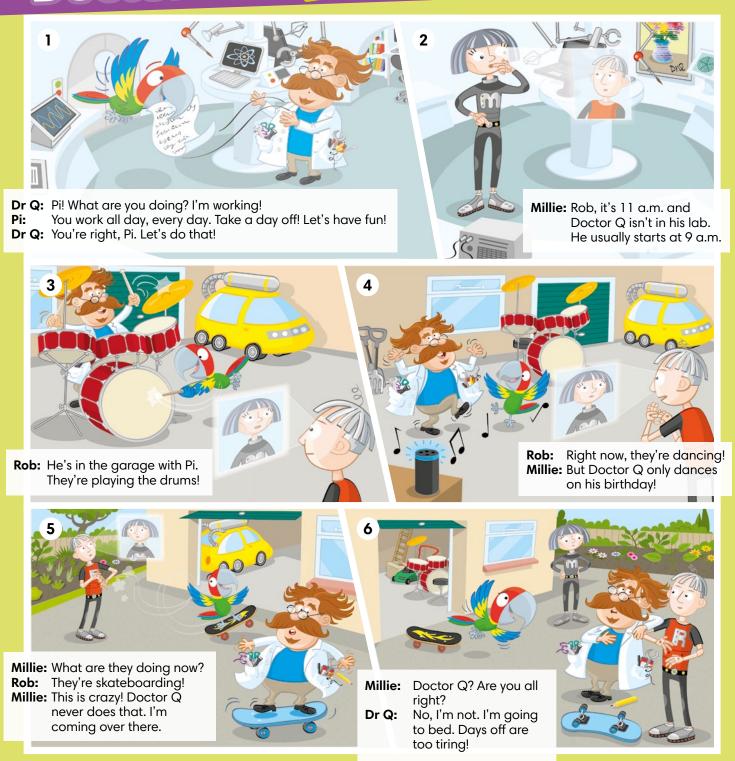


10 Work in pairs.

Student A: Go to page 122. Student B: Go to page 124.

Potrafię stosować czasy Present Simple oraz Present Continuous.

Doctor Q 🔼 🔼 Doctor Q's day off



- 1 Look at the cartoon. What's in Doctor Q's newest painting?
- 2 1.23 Listen and read. Does Doctor Q work a lot?
- 3 Read the sentences. Choose the correct answers. Write them in your notebook.
 - 1 Pi thinks Doctor Q often has /doesn't have fun.
 - 2 Millie / Rob is looking for Doctor Q.
 - 3 Rob knows / doesn't know where Doctor Q is.
 - 4 Doctor Q usually dances once a year / every week.
 - **5** Doctor Q doesn't usually skateboard / often skateboards.

Get Grammar! Present Simple and Present Continuous

Present Simple	Present Continuous		
I often <mark>watch</mark> TV.	I' <mark>m watching</mark> TV right now.		
Doctor Q works every day.	Doctor Q is working at the moment.		
Time expressions			
every day, every week on Fridays, on weekdays at the weekend	now right now at the moment		
always, never, usually, often, sometimes	today		

- 4 Read the sentences from the cartoon. In your notebook, write R (regularly) or N (now).
 - 1 I'm working! N
 - 2 You work every day!
 - 3 He usually starts at 9 a.m.
- 4 They're playing the drums!
- **5** He only dances on his birthday.
- 6 I'm going to bed.
- 5 Read the sentences and choose the correct answers. Write them in your notebook.



Rob and Millie clean / are cleaning the lab on Mondays.
 Right now, Rob vacuums / is vacuuming the floor and Millie tidies / is tidying Doctor Q's desk.
 clean, ...



2 Doctor Q sleeps / is sleeping at the moment. He usually gets up / is getting up at 8 a.m.



3 Doctor Q usually listens / is listening to classical music. He downloads / is downloading his favourite opera at the moment.



4 Doctor Q and Pi often watch / are watching a DVD in the evenings.
They watch / are watching a comedy right now.

I usually drink lemonade on Fridays, but now I'm drinking milk!

- 6 1.24 Listen to the dialogues. In your notebook, complete the sentences with the words in brackets in the correct form.
 - 1 Lucy writes her blog every day, but right now she ... (write her blog, chat online)
 - 2 Lucy usually , but today she . (wear jeans, wear a dress)
 - 3 Lucy always on Mondays, but tonight she .(stay at home, have dinner at a restaurant)
- 7 In pairs, ask and answer questions about Lucy in Exercise 6.

A: What does Lucy do every day?

B: She writes her blog.

A: What is she doing right now?

B: She's chatting ...



8 Today is 'Be Different Day'! What are you doing to make it different? Complete the table in your notebook and tell your friends.

	usually	today
morning	have toast	have pancakes
afternoon		
evening		

It's seven o'clock in the morning. I usually have toast for breakfast, but right now I'm having pancakes! Potrafie prosić o pomoc i ją oferować.

Do you need any help?

Gran: Emma, I need some help, please. **Emma:** No problem, Gran. Just coming!

Gran: Can you help me with the sofa,

please? I'd like to move it.

Emma: Yes, of course but ... why?

Gran: This room's boring. Let's change

things a little.

Fifteen minutes later ...

Emma: Do you need any help with the

lamp?

Gran: No, that's fine, thank you ... **Emma:** OK, then. I'm going to Poppy's.

: ... but can you move the coffee

table, please? I don't think it looks good here.

Emma: OK.

Twenty minutes later ...

Gran: I think the living room looks

perfect now.

Emma: Gran, it looks the same as it was

before! What?



1 1.25 Listen and read. Then answer the questions.

- 1 Does Gran like the room after the changes?
- 2 Is the living room different in the end?
- 2 1.26 Listen and repeat.

Speaking

Asking for and offering help

Asking for help

Can you help me with the sofa, please?

Can you move the coffee table, please?

Reacting

No problem. / Yes, of course.

I'm sorry, I can't. I'm busy right now.

Offering help

Can I help you with the lamp?

Do you need any help with the lamp?

Reacting

Yes, please. / No, that's fine, thank you.

3 1.27 Complete the dialogues with one word in each gap. Write the answers in your notebook. Then listen and check.

1 Mum: Max! Can you 1help me with the housework?

Max: No ² ?, Mum.

Mum: Can you load the dishwasher, ³?

Max: Yes. of 4 ? !

2 Max: Do you need any help ⁵ 1 the cooking?

Mum: Yes, please. 6 2 you wash the tomatoes?

3 Dad: Max, can you download this song for me?

Max: I'm 7 7, Dad, I 8 7. I'm cooking right now!

4 Work in pairs. Take turns to ask for and offer help with:

1 the housework (load the washing machine, set the table).

A: Can you help me with the housework?

B: No problem.

A: Can you ...?

2 the shopping (go to the supermarket, put the shopping away).

A: Do you need any help with the shopping?

B: Yes, please. Can you ...?

- **3** the cooking (bring the ingredients to the table, wash the potatoes).
- 4 the plants (take them to the garden, water them).

Potrafię zrozumieć tekst o członkach rodziny.

- 1 Look at the photos. What do you think the children are doing?
- 2 1.28 Read and listen to the text. In your notebook, match photos A-C to paragraphs 1-3.
- 3 Choose the best title for the text.
 - a Only children how happy are they?
 - **b** Which is better a big or a small family?
 - c Brothers and sisters love them or hate them?
- 4 Read the text again. Answer the questions in your notebook. Who:
 - 1 sometimes argues with his/her brothers/sisters? Lizzie
 - 2 has got a pet?
 - 3 often does a brother's/sister's chores?
 - 4 likes being on his/her own?
 - 5 isn't worried about what his/her brothers/ sisters say?
 - 6 has got only one brother?
- 5 1.29 Listen and repeat. Find the words in the text.

Vocabulary Personality adjectives

bossy easy-going loud messy organised patient quiet tidy

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

Wendy, 14

- Dad is a ¹ quiet / bossy man. He doesn't talk a lot, but he always listens to us. quiet
- My mum's ² loud / easy-going. She doesn't get angry when our bedrooms are untidy.
- My big twin sisters are ³ organised / loud! They always shout when they argue!
- My brother is ⁴ messy / patient. He never puts his clothes away.
- I'm 5 quiet / tidy. I like putting things in the right place.
- Gran plans everything and she knows where everything is. She's ⁶ easy-going / organised.
- 7 What are the members of your family like? Ask and answer in pairs.
 - A: What's your mum like?
 - B: She's organised, but she isn't patient.







Find out what our readers wrote about their families.

0

Ben, 14

Living with my sister is so difficult! She's very messy. She's six, so her only chores are putting her toys away and feeding our cat, Mr Paws. Her toys are always on the floor and Mr Paws' bowl is usually empty! I'm tidy and organised, so I often do her chores in the end. I love her, but I think I'm too patient with her!

2

Lizzie, 13

I'm the only girl in the family. My brothers say I'm too loud and the neighbours can hear me when I talk, but that's not true. We sometimes argue about what to watch on TV. All brothers and sisters argue sometimes! My brothers usually win and I watch the things they like, even the football. But I'm easy-going and I don't get upset easily.



Robbie, 12

I'm very quiet and I like spending time on my own. I like reading or playing video games in my room. My brother is very different from me. He can't spend one minute on his own! He is also very bossy. He always tells me what to do! Sometimes I think my best friend, Chris, is lucky – he is an only child!

Write to us and tell us about your family!

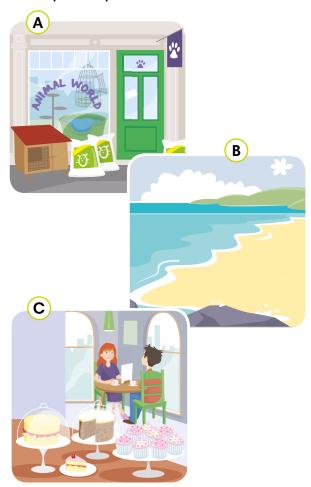
Listening and Writing

Potrafię zrozumieć audycję radiową i napisać krótkie wypracowanie.

1 I KNOW THAT! Look at the words in the box. Which activities do you do with your family?

have breakfast go to school chat online feed the dog watch TV go to the cinema play football tidy my room ride my bike

2 1.30 Where are Andy and his family going? Listen and choose the correct picture. Write the answer in your notebook. Are the other two places important for Andy's family?



- 3 1.30 Listen again. Are the sentences true or false?
 - 1 It's Saturday afternoon. False
 - 2 Andy and his family always spend time together on Sundays.
 - 3 Andy's mum is driving the car.
 - 4 Andy's mum gives Sue a sandwich.
 - 5 Andy helps his sisters with their homework.

4 Read Hattie's essay. What activities does she do with her family?

Family time

by Hattie Jones

In my family, we don't do a lot of things together on weekdays because we're very busy.

We don't usually have dinner as a family, but we sometimes watch TV together. We love programmes about animals!



On Saturdays, I do my chores. I put away my clothes and I vacuum my room. Then I meet my friends.

- I come back home at 7.30 p.m. because we always have a family dinner in the evening. On Sundays, we often visit my grandparents. They don't live near, so Mum drives us to their house. We have a lot of fun together.
- 5 Read the Writing box. Find sentences with and, but, because and so in Hattie's essay.

Writing and, but, because, so

Dad sets the table for dinner and Hattie helps him. I love swimming, but I can't go to the pool every day. I go to bed early on weekdays because I have school in the morning.

Mum opens her shop at 8.30 a.m., so she leaves home at 7.45 a.m.

WRITING TIME In your notebook, write an essay about the activities you do with your family.



Find ideas

Think about the activities you do with your family on weekdays and at the weekend. Make notes.



Draft

Write two paragraphs about your family. In my family, we do/don't do a lot of things together on weekdays. We always/usually/often/sometimes/never ... On Saturdays, I/we/my family ... On Sundays, ...

見用 Check and write

Check the use of and, but, because and so and write the final version of your essay.

Wordlist 1

LESSON 1.1

Household chores

Prace domowe

clear the table /kliə ðə 'teibəl/ posprzątać ze stołu

empty the dishwasher /empti ðə 'dɪʃ,wɒʃə/ opróżnić zmywarkę feed the dog /fiːd ðə 'dɒg/

nakarmić psa

hang out the washing /hæŋ aut ðə 'wɒʃɪŋ/ rozwiesić pranie

iron your T-shirt /aɪən jə 'ti:ʃɜːt/ wyprasować koszulkę

load the dishwasher /ˌləud ðə
'dɪʃˌwɒʃə/ załadować zmywarkę

load the washing machine /ˌləud ðə ˈwɒʃɪŋ məˌʃiːn/ załadować pralkę

make your bed /meɪk jə 'bed/ pościelić łóżko

put away your clothes /ˌput əˌweɪ jə ˈkləʊðz/ poukładać ubrania set the table /ˌset ðə ˈteɪbəl/ nakryć stół

take out the rubbish /teik aut ðə 'rʌbɪ[/ wynieść śmieci

vacuum your room /vækjuəm jə
'ru:m/ odkurzyć pokój
water the plants /wɔ:tə ðə

'plaints/ podlać kwiaty

LESSON 1.2

Out of class

Nice try! /ˌnaɪs ˈtraɪ/ Sprytna próba! Not really. /ˌnɒt ˈrɪəli/ Nie bardzo.

Yeah, right! /jeə 'raɪt/
Tak, pewnie!

call /kɔ:l/ dzwonić (do kogoś)
on my own /ˌpn maɪ ˈəun/
samotnie, samodzielnie
school fair /ˈskuːl feə/ kiermasz
szkolny

LESSON 1.3

day off /deɪ 'pf/ dzień wolny tiring /'taɪərɪŋ/ meczący

LESSON 1.4

Asking for and offering help

Proszenie o pomoc i oferowanie jej

Asking for help Proszenie o pomoc

Can you help me with the sofa, please? /kən jə help mi wið ðə 'səufə pli:z/ Czy możesz mi pomóc z sofą?

Can you move the coffee table, please? /kən jə mu:v ðə kpfi terbəl pli:z/ Czy możesz mi pomóc przesungć stolik?

Reacting Reagowanie na prośbę o pomoc

l'm sorry, I can't. I'm busy right now. /aim spri ai ka:nt, aim 'bizi rait nəu/ Przykro mi, nie mogę. Jestem teraz zajęty.

No problem. /nəʊ 'prɒbləm/ Nie ma problemu.

Yes, of course. /jəs əf 'kɔːs/ Oczywiście.

Offering help Proponowanie pomocy

Can I help you with the lamp?

/kən ar help jə wrð ðə læmp/ Czy pomóc ci przesunąć lampę?

Do you need any help with

the lamp? /du: jə ni:d əni help wið ðə læmp/ Czy potrzebujesz pomocy, aby przesungć lampę?

Reacting Reagowanie na propozycję pomocy

No, that's fine, thank you. /nəυ 'ðæts faɪn, θæŋk jə/ Nie, dziękuję, poradzę sobie.

Yes, please. /jəs pli:z/ Tak, poproszę.

ingredients /ɪnˈgriːdiənts/ składniki

LESSON 1.5

Personality adjectives

Przymiotniki opisujące osobowość

bossy /'bpsi/ dominujący,
 apodyktyczny

easy-going /ˌiːzi ˈgəʊɪŋ/ wyluzowany

loud /laud/ głośny

messy /'mesi/ nieporządny organised /'ɔːqənaɪzd/

zorganizowany

patient /'perfent/ cierpliwy
quiet /'kwaret/ cichy
tidy /'tardi/ porządny

argue about /a:gju: ə'baut/
kłócić się o
bowl /bəul/ miska
difficult /'dɪfɪkəlt/ trudny
easily /'i:zəli/ łatwo
get upset /get ʌp'set/
zmartwić się
lucky /'lʌki/ szczęśliwy, mieć
szczęście
only child /əunli 'tʃaɪld/ jedynak/
jedynaczka

Revision

VOCABULARY

1 Complete the texts with the words in the box. Write the answers in your notebook.

clear feed iron load make put set hang out vacuum water



Everyone does chores in our house. I ¹set the table for lunch. Then I ² The table after lunch. I take the dirty dishes to the kitchen and ³ The dishwasher.

I look after our clothes. I ⁴ ? the washing, ⁵ ? the clothes and ⁶ ? them away. I ⁷ ? the plants too.





I ⁸ ? the floor and the carpets and ⁹ ? my bed. I also ¹⁰ ? the dog.

- 2 Read and write the words in your notebook.
 - 1 I don't mind waiting for people. patient
 - 2 I don't make a noise and I don't talk a lot.
 - 3 I like telling people what to do. b
 - 4 I never tidy my room. m
 - 5 I put my things in the right place andI plan everything. o
 - **6** I'm not often angry or worried. **e**

GRAMMAR

3 In your notebook, complete the dialogue with the correct forms of the Present Continuous.

George: Hi, Mum. What ¹are you doing

(you / do)?

Mum: 1 2 (make) dinner at the moment.

George: I'm at David's. We ³ (watch)

the football. Is Harry there?

Mum: Yes, he is. He 4 ? (help)

Dad in the garden. They ⁵ (water)

the plants.

George: Can I speak to him? He 6 ? (not

answer) his mobile.

Mum: Yes, of course. Harry! HARRY!

⁷ (you / come)?

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

know love need want not like

Hi, Mum. I ¹want to buy new jeans. The black jeans are only £10, but I ² them. I ³ the blue jeans. They're cool but they're expensive and I ⁴ some money now. I ⁵ it's not pocket money time, but ...



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

Andy's parents are at work. They always

1 open / are opening their pet shop early on
Saturday because people often 2buy / are buying
pet food at the weekend. At the moment they

3 serve / are serving customers. There are also
some children in the shop. They 4look /
are looking at the tropical fish. Children often

5 come / are coming to the shop but they

6 don't often buy / aren't often buying anything.

1 open

PRONUNCIATION

6 1.31 Listen and repeat: /ʃ/.

Your special T-shirt's in the washing machine.
Be patient and wait till it is fresh and clean.



DICTATION

7 (1) 1.32 Listen to the recording. Write the sentences in your notebook.

SPEAKING

- 8 1.33 In your notebook, write questions. Listen and check. Then write the replies and act out the dialogues in pairs.
 - 1 you housework help Do with need the any? A: Do you need any help with the housework? B: Yes, please.
 - 2 dishwasher, you the load Can please? X
 - 3 you away please put Can these clothes,?
 - 4 with help Can the I you cooking? X



Amelia's World

It's Saturday, our weekly 'cleaning day', as my parents call it. It's not my favourite day of the week, as you can imagine. I always have to tidy my bedroom and the bathroom, and it's a lot of work.

In my bedroom I usually put away my clothes, then I dust my desk and all the shelves, water the plants and vacuum the carpet. Today I'm also ordering things in my desk - I collect too many gadgets and then I have no space for the things I really need. I guess I'm a bit messy.

In the bathroom I start with loading the washing machine and then I clean the sink and the shower. My mum often helps me with that - today she's hanging out the washing and I'm cleaning the floor. I'm glad our bathroom is not too big.

Today I'm doing one more thing - the ironing! I don't mind it - actually, I think it's the best chore. I'm ironing and listening to my favourite music at the same time, so it doesn't feel like a boring task at all! Besides, I love the smell and feel of ironed clothes.

READING AND WRITING

- 9 Look at the picture. What is the girl doing? Do you do this chore at home? Do you enjoy it? Why?/Why not?
- 10 Read the text. Are the sentences true or false?
 - 1 Amelia really likes the 'cleaning day'.
 - 2 She has to tidy two rooms.
 - 3 She doesn't have to vacuum her bedroom.
 - 4 She's cleaning the bathroom alone today.
 - **5** Amelia is enjoying the ironing.
- 11 In your notebook, write about the chores you do at home. Use these questions to help you.
 - 1 Which chores do you have to do every day?
 - 2 Which chores do you do once a week?
 - 3 What is your favourite one? Why?
 - 4 Which chores don't you like? Why?
 - **5** Is there an extra chore that you are doing this week? Why?

LISTENING

- 12 1.34 Listen and match speakers 1-4 to household chores a-e. There is one extra chore. Write the answers in your notebook.
 - a feeding a pet
 - **b** watering the plants
 - c vacuuming
 - **d** taking out the rubbish
 - e loading the dishwasher

Check yourself! -

- ✓ Potrafię rozmawiać o pracach i obowiązkach domowych.
- ✓ Potrafię stosować czasy Present Simple oraz Present Continuous.
- ✓ Potrafię prosić o pomoc i ją oferować.
- ✓ Potrafię zrozumieć tekst o członkach rodziny.
- ✓ Potrafię zrozumieć audycję radiową i napisać krótkie wypracowanie.



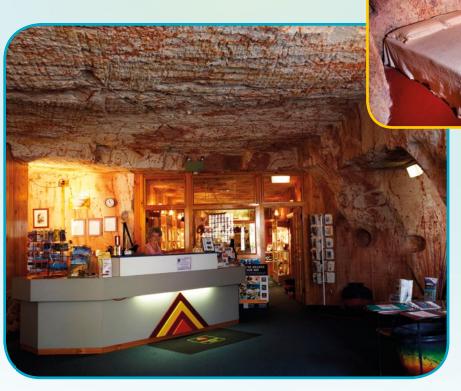
Izzie's most unusual places

Hi, I'm Izzie and this is my blog about the most unusual places in the world. Today I'm writing about Australia!

Australia is a continent and it's also an English-speaking country. Its capital is Canberra and three of its largest cities are Sydney, Melbourne and Brisbane. Australia is the sixth largest country in the world, but only about twenty-five million people live there. Desert covers most of the land, so about eighty percent of the people live on the coast. The climate is better there. But some people live in unusual places. One of them is a small town called Coober Pedy.

Coober Pedy is in the South Australian desert. On summer days, it can be as hot as 47°C! For this reason, more than half the people live under the ground. The temperature is always comfortable there. Underground homes have kitchens, bathrooms, bedrooms and living rooms. Everyday life in Coober Pedy is not very different from any other town. People go to work or school, do their household chores, watch TV and spend time with friends and family.





Coober Pedy has lots of visitors every year. People come to stay in the underground hotels. There are also underground shops, cafés and museums. On summer nights, when it isn't too hot, people can go above the ground and play golf in the world's only golf course without grass. It's not easy to lose golf balls because they are glowin-the-dark!

- Read the text about Australia quickly. What do these numbers refer to?
 - 6 25 80 47
- 2 1.35 Listen and read. Choose the correct answers. Write them in your notebook.
 - The capital city of Australia is Sydney / Canberra.
 - 2 There are big / aren't any deserts in Australia.
 - **3** Coober Pedy is on the coast / in the desert.
 - **4** All / Some of the people in Coober Pedy live under the ground.
 - 5 Not many / A lot of people go to see Coober Pedy every year.
 - **6** There *are / aren't any* underground hotels in Coober Pedy.
 - 1 Canberra

3 1.36 Listen to two people talking about cities in Australia. Find the cities on the map in Izzie's blog. Then complete the factfiles. Write the answers in your notebook.

Darwin

- In the ¹ rainy season, there are storms and it's very hot.
- Swimming in the sea is dangerous because there are ² in the water.
- You can buy ³ If from all over the world at the Mindil Beach Sunset Market.

Sydney

- Sydney has more than beaches.
- Bondi Beach is the most ⁵ beach.
- Australians love doing
- 4 Which place in Australia would you most like to visit? Give your reasons.

PROJECT

- Work in groups. Design a town or a city which is in a very unusual place. Think of a name and location. Use these words or your own ideas.
 - in a rain forest on a different planet on top of a mountain under the sea
- Write a tourist guide about your town/city for a travel magazine. Use these questions to help you.
 - Where is the town/city?
 - What can you see there? (e.g. buildings, parks, hotels, museums, zoos)
 - What kind of homes do people have?
 - What can you do there?



- Find photos or draw some pictures.Put the text and pictures together.
- Present your guide to the class. Vote for the most unusual town or city.



VOCABULARY

Shopping | Shops

GRAMMAR

Comparative and superlative adjectives | too ... , not ... enough, (not) as ... as



SPEAKING

Shopping for clothes



READING

Welcome to Paws Cat Café!

LISTENING AND WRITING

Gadgets | Ordering arguments

POLAND

Can you hear Chopin?

Shopping



Vocabulary

Potrafię rozmawiać o robieniu zakupów.

1 Do you prefer shopping at a supermarket or in a small shop? Why? Use the words below to explain. boring / exciting busy / empty cheap / expensive quick / slow small / big





2 1.37 Listen and repeat. Look at the picture on page 24 and answer the questions below the Vocabulary box.

Vocabulary Shopping

Nouns

cashier shopping bag shopping basket shopping list shopping trolley special offer

Phrases

carry the shopping check the price get a receipt get your change pay by card pay for the shopping pay in cash stand in a queue

Who is:

- **a** holding a shopping list?
- **c** standing in
- **b** paying for the shopping?
- a queue?
- 3 Look at the picture again. How many can you find?
 - a shopping trolleys 5
- **d** cashiers
- **b** shopping baskets
- e queues
- **c** shopping bags
- **f** special offers
- 4 Look at the photos and complete the expressions in your notebook.



1 pay in cash



2 get your ?



3 get a ?



4 check the ?



5 pay by ?



6 carry the ?

- 5 In your notebook, match the words in the box to definitions 1-6. There are two extra words.
 - card cashier price shopping bag shopping basket shopping list shopping trolley special offer
 - 1 You use it to carry your shopping home. shopping bag
 - 2 This person takes your money and gives you change.
 - 3 You write this to remember the things you want
 - 4 It's big, it's got four wheels and you push it around the supermarket.
 - 5 You put things in this at the supermarket. You don't push it. You carry it, but you don't take it home.
 - **6** When something is cheaper than it usually is.
- 6 (1) 1.38 What do you do when you go shopping? In your notebook, write the sentences in the correct order. Then listen and check.
 - a Take a basket. 1
 - **b** Carry the shopping to the car.
 - **c** Put your shopping in the basket.
 - **d** Get your change and your receipt.
 - e Pay for the shopping in cash.
 - f Stand in a queue.
 - **g** Go home and put the shopping away.
 - **h** Check the price.
- 7 1.39 Listen and match dialogues 1-5 to sentences a-h in Exercise 6. Write the answers in your notebook. There are three extra sentences.

2 ? 3 ? 4 ? 5 ? **1** *f*

I remember 8 Work in pairs. In your notebook, write three true and three false sentences about the picture on page 24. Use the

words in the Vocabulary box.

The woman's shopping list is very long.

9 Read your sentences to the class. Your classmates say which sentences are true.

that!

Potrafię stosować przymiotniki w stopniu wyższym i najwyższym.

The green bag is the best

George and Harry's mum and Gran Bertie are going out.

Gran: Oh, no! There's a hole in my bag! Mum: Mum, this bag is older than I am!

I think you need a new one.

Gran: You're right, but you know

I hate shopping, dear! Let's go.

Mum: Bye, boys! Harry: Bye! George: Have fun!





A few days later ...



George: Let's buy Gran a new bag for her birthday! Good idea! Women's bags ... Here we are! Harry:

How about the yellow one? George:

It doesn't look big. Gran likes big bags. And Harry:

it's £100.

George: I like the red bag too. It's cheaper and

bigger than the yellow one.

It's £80! We've only got £50. Harry: George: Hmm ... Let's try another site.

The green one is the best. It's the most Harry:

stylish and the cheapest too. Only £25!

George: lagree.

I don't believe it!

Mum: I think it's for you, boys.

- 1 1.40 Listen and read. Why do the boys want to buy Gran a new baa?
- 2 In your notebook, match photos A-C to sentences 1-3. Which bag do the boys choose?







3 1.41 Listen and repeat. Find these expressions in the story.

Harry: Thanks, Mum. Gran's present! Let's see ...

Out of

Have fun! Here we are! I don't believe it!

- **CLASS VOTE** Why is Harry surprised?
- 1.42 Now listen and check.





Get Grammar!

Comparative and superlative adjectives

Adjective	Comparative	Superlative		
Short adjectives				
small	smaller	the smallest		
nice	nicer	the nicest		
big	bi gger	the biggest		
busy	busier	the busiest		
Long adjectives				
boring	more boring	the most boring		
expensive more expensive		the most expensive		
Irregular adjectives				
good	better	the best		
bad	the worst			
The blue bag is bigger than the brown bag.				

6 Complete the sentences about Harry and George with the comparative form of the adjectives. Write the answers in your notebook.

This is the most expensive T-shirt in the shop.

He's a better student than his brother.



- 1 young
- 2 sporty
- 3 good at tennis
- 4 fast runner

Harry is ¹ younger than George. He's ² than his brother. He's ³ at tennis and he's also a ⁴ runner than George.



- **5** funny
- 6 stylish
- 7 organised
- 8 good dancer

George is ⁵ than Harry. His clothes are ⁶ than his brother's. He's also ⁷ and he's a ⁸ dancer than Harry.



- 7 Complete George's opinions with the superlative form of the adjectives in brackets. Write the answers in your notebook.
 - 1 I am the funniest (funny) person I know!
 - 2 I think Emma is (intelligent) student in her class.
 - 3 Mum is (good) cook in the world!
 - **4** The Long Way is (interesting) film on TV tonight.
 - **5** I can't watch Dad in this video! He's (bad) dancer in the family!
 - **6** I hate vacuuming. It's (boring) thing in the world!
- 8 (1) 1.43 Complete the text with a comparative form and *than* or a superlative form of the adjectives in the box. Write the answers in your notebook. Then listen and check.
 - big fast dangerous expensive exciting

Say what you think!

Theatre and cinema

Lucas, 14

Theatre tickets are ¹more expensive than cinema tickets, but I love seeing my favourite actors in real life!

Jan<u>e, 13</u>

For me, the cinema is ² ? the theatre. I love big screens. The cinema in the shopping centre near my house has ³ ? screen in the UK!

Bikes and motorbikes

Laura, 14

I've got a bike. They are not 4 ? way to travel, but they are good for our health.

Paul, 15

People say that motorbikes are ⁵ bikes because they go very fast. I don't agree. If the motorcyclist is careful, motorbikes are safe.

Potrafię stosować wyrażenia too, not ... enough oraz (not) as ... as.

The shopping Doctor

Cornelius Q

Rob:

Dear Millie and Rob, Please do some shopping for me. XXX

Here's the list:

good shampoo some tasty apples some interesting books today's newspaper fresh bread



Millie: Hello, have you got good shampoo?

Chemist: Good shampoo? Nice Hair is very good and it's on special offer today. It's not as expensive as Great Hair.

Millie: Good! How many bottles do we need?

The list doesn't say. Erm ... let's take ten bottles.



Rob: 'Tasty apples' ... The list isn't clear enough. Which apples does Doctor Q like? I think these are too small. These are too big and these ... aren't red enough.

Millie: I think they all look tasty. Let's buy all of them.



Millie: 'Interesting books' ... I think these science-fiction books are as interesting as those science books.

Let's buy them all. Doctor Q likes reading. Rob:

5 Rob: Here's your shopping, Doctor Q. Millie: And here are your

receipts.

Two hours later ...

Dr Q: Oh ...

Doctor Q? What's Pi:

wrong?



- 1 Look at picture 1. What's Doctor Q's first name?
 - a Millie
 - **b** Rob
 - c Cornelius

- 1.44 Read and listen. Are the sentences true or false?
 - 1 The chemist hasn't got good shampoo. False
 - 2 Millie and Rob buy the shampoo on special offer.
 - **3** There are different types of apples at the shop.
 - 4 Rob doesn't want to buy any books.
 - 5 Doctor Q isn't shocked when he sees the receipts.

Get Grammar!

too, not ... enough, (not) as ... as

too + adjective

These apples are too small.

not + adjective + enough

This list isn't (is not) clear enough.

(not) as + adjective + as

These books are as interesting as those books.

Nice Hair isn't (is not) as expensive as Great Hair.

3 1.45 Complete the dialogues with too or not ... enough and the adjectives in the box.
Write the answers in your notebook. Then listen and check.

big boring fast quiet warm



1 Pi: My new hat is too small!

Millie: Yes, you're right. It's not big enough.

2 Rob: This science book is ?!

Dr Q: I agree. It's not interesting enough.

3 Dr Q: The water is too cold.

Pi: Yes, it's?.

4 Pi: This music is ? .

Dr Q: Yes, it's not loud enough.

5 Pi: This tablet is too slow!

Rob: You're right. It's ? .

- 4 Compare Rob and Millie. In your notebook, write sentences with as ... as or not as ... as.
 - 1 Rob is older than Millie. Millie ... Millie isn't as old as Rob.
 - **2** Rob and Millie are friendly. Millie ... Millie is as friendly as Rob.
 - **3** Millie is stronger than Rob. Rob ...
 - 4 Rob is faster than Millie. Millie ...
 - **5** Rob and Millie are intelligent. Rob ...
 - 6 Millie and Rob are 1.60 metres tall. Millie ...

Fish are too boring.

Fluffy's right. They aren't interesting enough. They aren't as clever as hamsters!

We are as clever as cats and hamsters.

5 (1) 1.46 Listen and repeat. Which shops can you see in the cartoon?

Vocabulary Shops

baker's bookshop chemist's clothes shop department store greengrocer's newsagent's shoe shop sports shop

- 6 Where can you buy these things? Write the shops in your notebook. Then act out dialogues in pairs.
 - 1 a sofa, a skirt and a cup department store
 - **A:** Where can you buy a sofa, a skirt and a cup?
 - **B:** At a department store.
 - 2 tennis balls and trainers
 - 3 vitamins and thermometer
 - 4 bread and cakes
 - 5 jeans and dresses
 - 6 newspapers and magazines
 - 7 fruit and vegetables
 - 8 boots and shoes
 - 9 school books and comic books
- 7 In your notebook, write three sentences about the shops in your area. Use too ..., not ... enough, and (not) as ... as.

bad boring busy cheap clean dirty exciting expensive friendly good long modern new old quiet short

The department store in our town isn't as big as the department stores in London. The queues at the supermarket are too long. Potrafię kupować ubrania.

Can I try it on?

Assistant: Can I help you?

Poppy: No, thanks. We're just looking.
Poppy, how about this jacket?
Poppy: I like it, but I'm not sure about the

colour ... Excuse me? Do you have

this in grey?

Assistant: Yes, we do. What size are you?

Poppy: 8.

Assistant: Here you are. Size 8.

Poppy: Thank you.

Emma: I like this T-shirt. Can I try it on? **Assistant:** Yes, of course. The changing rooms

are over there.

Emma: The jacket looks fantastic!

Poppy: And I love your T-shirt! I want one too!

Emma: Here's an idea: You can borrow my

T-shirt ...

Poppy: ... and you can borrow my jacket!

Emma: We're so clever!



- 1 1.47 Listen and read. What do Emma and Poppy want to buy at the shop?
- 2 1.48 Listen and repeat.

Speaking Shopping for clothes

Shop assistant

Can I help you?

What size are you?

Yes, we do. Here you are. / Sorry, we don't.

The changing rooms are over there.

Customer

I'm looking for new jeans. / No, thanks. I'm just looking.

I'm a size 10 / a small / a medium / a large.

Do you have this/these in grey?

Do you have this/these in a size 10 / a small?

Can I try it/them on?

- 3 Complete the dialogues in your notebook.
 - 1 A: Excuse me, do you have this skirt ¹ in black?
 - **B:** Sorry, we don't.
 - 2 A: Good afternoon. ² I help you?
 - **B:** Yes, please. I'm looking ³ a new winter coat.
 - **3 A:** Can I try these trousers ⁴??
 - **B:** Of course. The ⁵ 7 rooms are over there.

- 4 1.49 In your notebook, write the sentences in the correct order to make a dialogue. Then listen and check.
 - a Medium.
 - **b** This is really cool! Excuse me, do you have this jumper in black? *1*
 - c I'm afraid we only have dark blue in medium.
 - **d** The changing rooms are over there.
 - e That's a nice colour too.
 - **f** Here you are. Dark blue, medium.
 - **g** Where can I try it on?
 - h Yes, we do. What size are you?
- 5 You are in a clothes shop. Act out the dialogues in pairs. Use the ideas below and add your own.
 - 1 shoes they're too big
 - **A:** I like these shoes, but they're too big. Do you have them in size 35?
 - **B:** Sorry, we don't. / Yes, we do. Here you are.
 - 2 a hoodie you don't like the colour
 - **A:** This hoodie is OK, but I don't like the colour. Do you have it in blue?
 - **B:** Sorry, we don't. / Yes, we do. Here you are.
 - 3 jeans they're too expensive
 - 4 a shirt you don't like the colour
 - 5 trainers they're too small
 - 6 bag it's too modern

Potrafię zrozumieć tekst o nietypowej kawiarni.

Welcome to Paws Cat Café!

Do you know what a cat café is? No, it isn't a café for cats. It's a café with cats, where you can have a drink and a snack while you watch them play. You can play with them too!

Here, you can enjoy a cup of *cat-puccino*, tea or a glass of juice while you hang out with our friendly cats. We also serve delicious *cat-cakes*!

Our opening hours are 2 p.m. to 8 p.m. from Tuesday to Friday and 10 a.m. to 8 p.m. on Saturday and Sunday.

Because we don't have many seats, please book before you visit. Saturdays and Sundays are our busiest days, so make sure you book early. Tickets cost £6 per person and you get a free drink with them.

What you need to know before you visit:

- Our visitors must be twelve years old or older.
- You can touch and hold the cats, but please do not carry them around – cats aren't toys.
- When the cats are sleeping, please be patient.
 Cats are happier and more playful after their sleep.
- Take as many photos as you like, but no flash photos, please.
- Our staff are happy to help you. Just ask!
- 1 Have you got a cat? Do you like playing with cats?
- 2 1.50 Listen and read. Choose the best description of the Paws Cat Café.
 - **a** People can take their cats to this café.
 - **b** People can play with cats at this café.
 - **c** People can buy food for their cats at this café.
- 3 Read the text again. Are the sentences true or false?
 - 1 You can drink tea at Paws Cat Café. True
 - 2 You can have something to eat at the café.
 - **3** The café is open every day.
 - 4 The tickets cost £6.
 - **5** Very young children can come to the café.
 - 6 You can't take photos at the café.



4 Find the highlighted words in the text. Explain their meaning.

LOOK!

The staff are friendly.

5 1.51 Complete the text with the correct form of the words from Exercise 4. Write the answers in your notebook. Then listen and check.

The Rose Bush



- the coolest new café in town!

The café's ¹opening hours are 10 a.m. to 8 p.m., Tuesday to Sunday. A cup of delicious coffee ² £3 and the second cup is ³ ?! The café ⁴ ? brilliant meals too. It's busy at lunchtime, but you can ⁵ ? a table. The atmosphere is great and the ⁶ ? are very helpful.

- 6 Work in pairs. Think of a good idea for a café. Use the questions below to help you.

 Then present your idea to the class. Have a class vote for the best café.
 - 1 What's the name of your café?
 - 2 What's special about your café?
 - **3** What are the opening hours?
 - 4 What food and drinks does your café serve?
 - 5 Can you book a table?



2.6 Listening and Writing

Potrafię zrozumieć wypowiedzi ustne na temat gadżetów i napisać e-mail na ten temat.

1 Work in pairs. Look at the photos below and guess the answers to the questions.



Portable speakers







Which portable speaker:

- 1 is the biggest? C
- 2 is the smallest?
- 3 is the loudest?
- 4 is the most expensive?
- 5 is the cheapest?
- 2 1.52 Listen to three people talking about the speakers in Exercise 1. Were your guesses correct?
- 3 1.52 Listen again and choose the correct answers. Write them in your notebook.
 - 1 Gabby
 - **a** I think the pink one looks really cool / boring. cool
 - **b** Sun and Sea speaker is *better / worse*, because you can take it to the beach.
 - 2 Mark
 - a I think / don't think the On-the-Glo' speaker has a good design.
 - **b** In my opinion, the Mini speaker is better. You can carry it in your *pocket / bag*.
 - 3 Tim
 - **a** I like the Mini speaker, but it isn't loud enough / is too loud.
 - **b** I think the Sun and Sea speaker is big enough / too big to carry around.
 - **c** The On-the-Glo' speaker is / isn't as small as the Mini, but I don't mind.
- 4 Which portable speaker is the best for you? Why?

5 Read the email. Which portable charger is better for Mac: the Max Power or the Power Booster? Why?

	Max Power	Power Booster	Safe Charge
Price	£29.99	£20.99	£15.99
Weight	76 grams	402 grams	140 grams
Size	12x3x2 cm	14x6x3 cm	10x3x2 cm
Ports	2	1	3

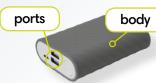
 \bowtie

Hi Ray,

You want to know about a good portable charger. The Power Booster isn't too bad, but I don't think it's the best choice. It's only got one port and it's too big and heavy. You can't carry it in your pocket. In my opinion, the Max Power is better. First of all, it's got two ports. What's more, it's smaller than the Power Booster.

Finally, it's lighter. It's more expensive than the Power Booster, but

I don't mind. Cheers, Mac



6 Read the Writing box. Find the words First of all, What's more and Finally in the email in Exercise 5.

Writing Ordering arguments

You can use *First of all, What's more* and *Finally* when you want to give a number of reasons for your opinion.

7 WRITING TIME Look at Exercise 5. In your notebook, write an email to Ray about the Safe Charge.



Find ideas

What is good/bad about each portable charger?



Draft

Write the email. Give your opinion of the portable chargers and say which one is better. Give three arguments.

Hi Ray, You want to know ...
I think ... / I don't think ... In my opinion, ...
First of all, ... What's more, ... Finally, ...



Check and write

Remember to use *First of all, What's more* and *Finally* to give reasons for your opinion. Write the final version of your email.

Wordlist @ 2

LESSON 2.1

Shopping Zakupy

Nouns Rzeczowniki

cashier /kæ'(1ə/ kasjer

shopping bag /'spin bæg/ torba na zakupy

shopping basket /'sppin baskit/ koszyk zakupowy

shopping list / fppin list/ lista zakupów

shopping trolley /'sppin troli/ wózek na zakupy

special offer /spesəl 'pfə/ oferta specjalna

Phrases Wyrażenia

carry the shopping /kæri ðə

∫ppiŋ/ nieść zakupy

check the price /tʃek ðə 'praɪs/

sprawdzać cenę

get a receipt /get ə rɪˈsiːt/ otrzymać paragon

get your change /get jə 'tʃeɪndʒ/ otrzymać resztę

pay by card /pei bai 'kaid/ płacić kartą

pay for the shopping /pei fə ðə ∫ppiŋ/ płacić za zakupy

pay in cash /pei in 'kæʃ/ płacić gotówka

stand in a queue /stænd in ə 'kju:/ stać w kolejce

LESSON 2.2

Out of class

Have fun! /hæv 'fʌn/ Baw się dobrze!

Here we are! /hɪə wiː 'aː/ Proszę bardzo!

I don't believe it! /aɪ ˌdəunt bəˈliːv ıt/ Nie wierzę!

choose /tfuz/ wybierać hole /həʊl/ dziura site /saɪt/ strong internetowa stylish /'stailis/ modny, stylowy

LESSON 2.3

Shops Rodzaje sklepów

baker's /'beɪkəz/ piekarnia bookshop /'bukspp/ księgarnia chemist's /'keməsts/ apteka clothes shop /¹kləuðz ∫pp/ sklep odzieżowy

department store /dɪˈpaːtmənt sta:/ dom towarowy

greengrocer's / gri:n,grəusəz/ warzywniak

newsagent's / nju:z,eidʒənts/ kiosk

shoe shop /'surspp/ sklep obuwniczy

sports shop /'sports (pp/ sklep sportowy

LESSON 2.4

Shopping for clothes

Kupowanie ubrań

Shop assistant Sprzedawca

Can I help you? /kən aı help jə/ W czym mogę pomóc?

Sorry, we don't. /spri wi 'dəunt/ Niestety, nie mamy (tego).

The changing rooms are over there. /ðə ˈtʃeɪndʒɪŋ ruːmz ˈaː ¹əuvə ðeə/ Przymierzalnie sa tam.

What size are you? /wpt saiz 'a: jə/ Jaki nosi pan/pani / nosisz rozmiar?

Yes, we do. Here you are. /jəs wi 'duː, hɪə jə 'aː/ Tak, mamy (to). Prosze bardzo.

Customer Klient

Can I try it/them on? /kən aı trai it, ðem 'pn/ Czy mogę to/je przymierzyć?

Do you have this/these in grey? /duː jə hæv ðis, ðiːz in grei/ Czy

macie to/je w kolorze szarym?

Do you have this/these in a size 10/in a small? /du:

jə hæv ðis, ði:z in ə saiz ten / In a smo:1/ Czy macie to/je w rozmiarze 10 / w rozmiarze S?

I'm a size 10/a small/a medium/ a large. /aim ə saiz ten, ə smɔːl, ə mi:diəm, ə la:dʒ/ Noszę rozmiar 10/S/M/L.

I'm looking for new jeans. /aɪm lukın fə nju: dzi:nz/ Szukam nowych dżinsów.

No thanks, I'm just looking. /nəʊ θæŋks, aɪm 'dʒʌst ˌlukɪŋ/ Nie, dziękuję, tylko się rozglądam.

LESSON 2.5

book /buk/ zarezerwować **brilliant** /'brɪljənt/ wspaniały cost /kpst/ kosztować free /fri:/ za darmo make sure /meik 'si/ upewnić opening hours / əupənin auəz/

godziny otwarcia per person /pə 'ps:sən/ od osoby

serve /sa:v/ podawać

snack /snæk/ przekąska staff /sta:f/ personel

touch /tʌtʃ/ dotykać

while /wail/ podczas gdy

LESSON 2.6

Ordering arguments Kolejność argumentów

finally /'faməli/ w końcu first of all /'fasst əv 'p:1/ przede wszystkim

what's more /wpts 'mo:/ co więcej

choice /tspis/ wybór design /dɪˈzaɪn/ wzór portable charger /portabel tʃaːdʒə/ przenośna ładowarka portable speakers /poitabal 'spi:kəz/ przenośne głośniki

Revision

VOCABULARY

Complete the text with the words in the box.
 Write the answers in your notebook.

carry cash cashier change list queue receipt trolley

We go to the supermarket every week. Mum has a shopping ¹ list with the things she wants to buy. We put our shopping in the ² and then we go and stand in a ³ . Mum pays for the shopping in ⁴ and the ⁵ gives her the ⁶ . Mum takes the ⁷ and puts it in her bag with the change. Then, we ⁸ the shopping to the car and go home.

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







1 sports shop

2 b?

3 b ?







4 n ?

5 g ?

6 c ?

GRAMMAR

- 3 In your notebook, complete the sentences with the comparative form and than or the superlative form of the adjectives.
 - 1 The blue skirt is *longer than* (long) this black one.
 - 2 Today is (hot) day of the year. It's 38°C!
 - **3** I'm a bad cook, but my brother is (bad) me.
 - **4** The first and second exercises were (easy) the third and fourth ones.
 - **5** I think Science is (interesting) subject.
 - **6** Their house is ? (modern) our house.
 - **7** Who is (good) singer in the world?

- 4 Complete the sentences with one word in each gap. Write the answers in your notebook.
 - 1 Simon is 1.65 metres tall and Luke is 1.63 metres. Luke isn't as tall as Simon.
 - **2** I can't buy these jeans. They're expensive.
 - 3 Is the water warm ??! want to go swimming.
 - **4** Jim is talented and Lee is talented too, but is Lee 7 talented as Jim?
 - **5** I don't like this painting. The colours are adark.
 - **6** The apples are cheap, but they aren't cheap as the oranges.
 - **7** I can't play basketball. I'm not tall ? .
 - **8** I don't like my town. It's quiet for me.

PRONUNCIATION

5 (1) 1.53 Listen and repeat: /p/ or /ɔː/?

There are friendly shop assistants.

There are baskets on the floor.

And a lot of special offers, in the new department store.



DICTATION

6 1.54 Listen to the recording.
Write the sentences in your notebook.

SPEAKING

- 7 1.55 Complete the dialogue with sentences a-f. Write the answers in your notebook. Listen and check. Then act out the dialogue in pairs.
 - a Can I help you?
 - **b** Can I try it on?
 - c Do you have it in blue?
 - **d** I'm looking for a new jacket.
 - **e** The changing rooms are over there.
 - f What size are you? Medium or large?

Assistant: Good morning. ¹ a

Stuart: Yes, please. ² I like this one, but

I'm not sure about the colour. 3

Assistant: Yes, we do. 4

Stuart: Large.

Assistant: Here you are.

Stuart: 5

Assistant: Yes, of course, 6 ?

Stuart: Thank you.

READING AND WRITING

- 8 Look at the items in the box. Which of them do you enjoy shopping for?
 - food clothes gadgets books sports equipment
- 9 Read the text. Complete the sentences with one or two words. Write the answers in your notebook.

TEEN SHOPPING Here are the results of our class survey about shopping. Find out what the girls and boys said!

First of all, we discovered that most girls love shopping for clothes. A lot of boys enjoy shopping for clothes too, but they say they are too busy to stand in queues. So, what do boys like buying? A lot of boys say that sports shops are the most interesting. They agree that small sports shops are sometimes too expensive, but some of them say that the shop assistants are usually friendlier than they are in big shops. Both girls and boys love buying the latest technology. They think big shops are better than smaller shops because they are often cheaper.

Finally, all students from our class love helping their parents buy things online. They agree it isn't as expensive as shopping in a traditional shop and it's more fun!

- 1 Girls enjoy buying ? .
- **2** Boys don't like waiting in ?.
- **3** Boys like shopping in ?.
- **4** Shop assistants are ? in small shops.
- **5** Both boys and girls like shopping for ?.
- **6** Students like shopping online with ?.

- 10 In your notebook, write about your shopping habits. Use these questions to help you.
 - 1 How often do you go shopping?
 - 2 Where do you go?
 - 3 Who do you go with?
 - 4 What do you like buying?
 - 5 What's your favourite shop? Why?

LISTENING

11 1.56 Listen and complete the sentences in your notebook.



- 1 The new café is modern.
- 2 The Sandwich Café doesn't have a ? .
- **3** Right now, students from Class are making sandwiches.
- **4** The chefs from the school 2 do the shopping.
- **5** Laura thinks making sandwiches is the most 7 job.
- **6** The opening hours are from p.m. to 5.30 p.m.

Check yourself! -

- ✓ Potrafię rozmawiać o robieniu zakupów.
- ✓ Potrafię stosować przymiotniki w stopniu wyższym i najwyższym.
- ✓ Potrafię stosować wyrażenia too, not ... enough oraz (not) as ... as.
- ✓ Potrafię kupować ubrania.
- ✓ Potrafię zrozumieć tekst o nietypowej kawiarni.
- ✓ Potrafię zrozumieć wypowiedzi ustne na temat gadżetów i napisać e-mail na ten temat.

Poland Can you hear Chopin?

- 1 Match the Polish musicians to the music types. Write the answers in your notebook.
 - Kapela ze wsi Warszawa Brodka O.S.T.R. Leszek Możdżer Krzysztof Penderecki
 - rap folk classical pop jazz
- 2 Work in pairs. Answer the questions.
 - 1 What kind of Polish music do you listen to?
 - **2** Who is your favourite Polish musician?
 - **3** In your opinion, who is the most famous Polish musician in the world?
- 4 What Polish musicians or bands would you recommend to teenagers from other countries?
- 3 1.57 Listen to an interview with a Japanese tourist. Why is she visiting Poland?



- 4 Do the Frédéric Chopin quiz in pairs. Write the answers in your notebook.
- 5 🕦 1.58 Listen and check your answers. Did you find out anything new about Chopin?

Frédéric Chopin Quiz

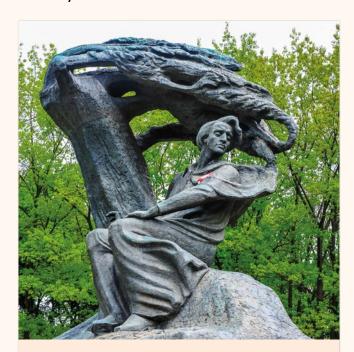


Chopin's childhood house in Żelazowa Wola

- 1 Chopin was born in 1810 in ...
 - **b** Żelazowa Wola **a** Warsaw
 - **c** Paris
- came from France. 2 Chopin's
 - **a** father
- **b** mother
- **c** parents
- 3 How old was Chopin when he gave his first public concert?
 - **a** 8
- **b** 12
- **c** 18
- 4 At the age of 20 Chopin left Poland and went to live in 2.
 - **a** Spain
- **b** France
- c the United Kingdom
- 5 Chopin was not only a composer and a pianist, but also
 - **a** a writer
- **b** a painter
- c a piano teacher
- 6 Chopin's heart is in ?.
 - **a** Paris
- **b** Warsaw
- c Cracow



6 Look at the Frédéric Chopin Monument in the photo. What do you know about it? What does it show? Read the first paragraph of the text and check your ideas.



The Chopin Monument in Łazienki Park in Warsaw is probably the most famous statue of the great composer. It shows Chopin next to a willow tree. He's listening to the sound of the tree in the wind. And that's where everyone can listen also to his music - there are free concerts there every Sunday in the summer months.

The monument has a rich history. After long years of planning it opened to the public in 1926. The Nazi occupiers destroyed it in 1940. The new identical monument appeared in the same place in 1958. But that's not the only place where you can see the famous statue. The Japanese have their own smaller copy of the monument. It stands in a park in the city of Hamamatsu.

- 7 Read the text again and answer the questions. Write the answers in your notebook.
 - 1 When can you listen to free Chopin concerts?
 - 2 How old is the present monument?
 - **3** Where can you find a copy of the Chopin Monument?

- 8 Complete the text using the words from the box. There is one extra word. Write the answers in your notebook.
 - dance hear listened loved wrote



As a teenager Chopin ¹ ² to Polish folk music. He also ² ³ the Polish national dances: the Krakowiak, Kujawiak, Mazurek, Oberek, and Polonaise. You can ³ ³ their elements in many of his compositions. The Polonaise is probably the only national dance that all Polish people still ⁴ ³ from time to time. It's perfect for special occasions, like the ball at the end of secondary school or an elegant formal New Year's Eve party.

PROJECT



- Work individually. Make a presentation about your favourite Polish musician.
 - Choose an individual, a band or an orchestra. You can present artists who still make music or those who made music in the past.
 - Prepare a digital presentation about your musician(s). Talk about:
 - their best compositions and albums,
 - their best concerts,
 - their popularity abroad,
 - why you like their music.
 - Give your presentation in class.
 - Work as a class and vote for the best presentation.



VOCABULARY

Going on holiday | Phrases with get

GRAMMAR

Past Simple affirmative and negative | Past Simple questions and short answers



SPEAKING

Requests



READING

My Alaskan holiday

LISTENING AND WRITING

Our class blog | A holiday email

GET CULTURE!

A journey around the USA

Going on holiday



I know

that!

Vocabulary

Potrafię rozmawiać o wakacjach.

1 What do people usually do on holiday? Match the words to make expressions. Write the answers in your notebook.

buy do go read stay visit

a guidebook a museum a souvenir in a hotel sightseeing water sports

buy a souvenir

Julie Reed and her parents are planning their next holiday. This summer they would like to go to Crete, an island in Greece.



2 ② 2.01 Listen and repeat. Look at page 38. What would the Reed family like to do on holiday?

Vocabulary Going on holiday

explore an area / a city / a town go camping go cycling go hiking go on a boat trip go on a day trip go on a guided tour go snorkelling go to the beach try the local food

Julie would like to ...

- 3 2.02 Listen to the Reed family and check your answers to Exercise 2.
- 4 Match 1–5 to a–e. Write the answers in your notebook.
 - 1 When you explore an area, c
 - 2 When you go snorkelling,
 - 3 When you go camping,
 - 4 When you go on a day trip,
 - 5 When you go to the beach,
 - a you can see what's under the water.
 - **b** you sleep in a tent.
 - **c** you walk around and learn about it.
 - **d** you often have sand in your shoes.
 - **e** you leave in the morning and return in the evening.
- 5 Complete the text. Write the answers in your notebook. Use the Vocabulary box to help you.



- You can ¹ go to the beach every day, swim and go
 in the clean blue water.
- You can also go on a boat ³ to some small islands near Crete.
- Do you enjoy walking? You can go 4 11 in the mountains.
- Are you interested in history? You can go on a guided ⁵ and see famous places like Knossos or you can ⁶ old towns, like Rethymnon and Chania.
- And of course, you can try the local ⁷
 It's delicious.



- 6 2.03 What are the Reed family doing today? Listen and match the days to the activities. Write the answers in your notebook.
 - Monday Tuesday Wednesday Thursday Friday
 - **a** They're at the beach.
 - **b** They're trying the local food.
 - **c** They're going on a day trip.
 - **d** They're going camping.
 - e They're exploring an old town. *Monday*
- 7 Read the comments. In your notebook, write suggestions using the activities in the Vocabulary box.
 - 1 I love swimming and looking at the animals in the sea.

Why don't you go snorkelling?

- 2 I don't want to stay in a hotel.
- 3 I love walking in the mountains.
- **4** I want someone to tell me about the famous places.
- **5** I like sitting in the sand and looking at the sea.
- 8 Act out the dialogues from Exercise 7 in pairs.
- 9 In pairs, finish the sentences.
 - 1 You need special clothes or equipment to ... go snorkelling, ...
 - 2 In the city you can ...
 - **3** When you go to the seaside you can ...
 - 10 In your notebook, make a list of five activities you would like to do on holiday. Start with the one you would like to do most. Then compare your lists in small groups.



- 1 go on a boat trip
- 2 try the local food
- 3 go hiking
- 4 go to the beach
- 5 go camping

Potrafię stosować czas Past Simple w zdaniach twierdzących i przeczących.

I didn't know that

The Nicholses are going away on holiday today.

Dad: Come on, everyone! We have a plane to catch! ... Angela, where are the passports?

Mum: Well, they were on the stairs a few minutes

ago.

Dad: Here they are! Sorry, I didn't see them. I'm putting them in the ... Why's the rubbish still here? George? I asked you to take out the rubbish an hour ago!



That's weird! I'm sure I closed that suitcase

Harry: My backpack was full, so I took out some of my stuff and put it in that suitcase.

last night.

Dad:

Dad: What on earth is this? Harry: It's my pillow. You know

I can't sleep without it.

Dad: Take it with you on the plane ... Angela, don't forget to lock the back door, OK? Give me

No, I didn't know that. a hand, boys!





young man! It wasn't mine! George: Sorry, Dad, I didn't hear that.

Dad: Oh, forget it!



- 1 2.04 Listen and read. How are the Nicholses going to the airport?
- 2 Read the story. Choose the correct answers. Write them in your notebook.
 - 1 Dad is looking for the passports / rubbish.
 - **2** They were on the stairs / in the kitchen.
 - 3 It was Harry's / George's job to take out the rubbish.
 - 4 Harry / Dad put the pillow in the suitcase.
 - 5 Dad asks Harry to take the suitcase / the pillow with him on the plane.
 - 1 passports

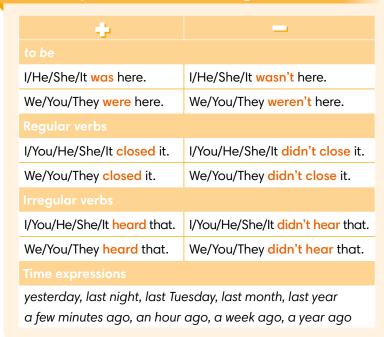
3 **2.05** Listen and repeat. Find these expressions in the story.

That's weird! What on earth ...?

- 4 CLASS VOTE What's wrong?
 - a Mrs Nichols forgot to lock the back door.
 - **b** They left their passports at home.
- 2.06 Now listen and check.

Get Grammar!

Past Simple affirmative and negative



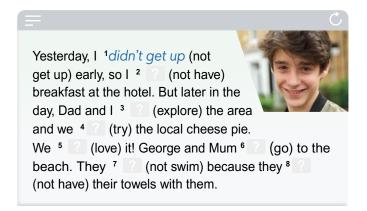
6 Look at the story on page 40. Complete the text with was, wasn't, were or weren't. Write the answers in your notebook.

At the beginning, Mum and the boys ¹were in the house, but they ² in the hall. The passports ³ on the stairs. The rubbish bag ⁴ in the hall too and Dad ⁵ happy. He ⁶ surprised because Harry's pillow ⁷ in the grey suitcase.

- 7 ② 2.07 In your notebook, write the infinitives of these irregular verbs. Then listen and check.
 - drank gave got had left met put read spent swam took went

drink - drank

8 Complete Harry's blog post with the Past Simple form of the verbs. Write the answers in your notebook.





- 9 2.08 Complete the sentences with the Past Simple form of the verbs. Write the answers in your notebook. Then put the sentences in the correct order. Listen and check.
 - a The weather ¹ wasn't (not be) good. We
 ² (spend) all the time inside our tents
 and ³ (drink) tea to keep warm.
 - **b** I ⁴ (not have) much fun, but I ⁵ (read) three interesting books!
 - **c** Last summer, my parents ⁶ (want) to go camping, so we ⁷ (go) to the Lake District. ¹
 - **d** On the last day, it finally ⁸ (stop) raining. But I ⁹ (be) happy to go home!





- 10 GAME! Play as a class. Take turns to make sentences.
 - **A:** When I was on holiday last year, I went cycling.
 - **B:** I didn't go cycling, but I tried the local food.
 - C: I didn't try the local food, but I ...

Potrafię tworzyć pytania w czasie Past Simple.

Doctor Q 🔼 The film premiere

Doctor Q and Rob are back from a trip. They went to a big film premiere.



Millie: How was your trip?
Rob: It was great!

Millie: Was the weather good?

Rob: No, it wasn't. On Friday, it rained all day. On Saturday, it was very windy

and on Sunday ...

Pi: And the film? Was it good? Did

people like it?

Dr Q: Yes, it was and yes, they did.

Pi: Did you go to the party after the film?

Rob: Yes, we did!



Pi: Wow! Did you meet any film stars? **Rob:** Yes, we did. We met Brian Gosley.

Pi: Really? Did you talk to him? **Dr Q:** Yes, Pi, we did!

Dr Q: Yes, Pi, we did! **Pi:** What did he say?

Dr Q: 'Hello, pleased to meet you.'

Pi: Oh, just that? Did you take any photos?

Rob: I didn't.
Dr Q: But I did. Look!

Pi: That's not Brian Gosley! That's food! Why did you take a photo of food?!

Dr Q: Because it was fantastic!

Pi: Oh ...



- 1 Look at picture 1. Where was the film premiere?
- 2 ② 2.09 Listen and read. Who is Brian Gosley?
- 3 Read the sentences. Are the sentences true or false?
 - 1 Rob didn't like the weather. True
 - 2 The film premiere was a success.
 - 3 Doctor Q didn't go to the party.
 - 4 Doctor Q had a long chat with Brian Gosley.
 - 5 Doctor Q didn't take any photos at the party.

Get Grammar!

Past Simple questions and short answers

?	Short answers	
to be		
Was I/he/she/it good?	Yes, I/he/she/it was.	
	No, I/he/she/it wasn't.	
Were we/you/they good?	Yes, we/you/they were.	
were we, you, they good:	No, we/you/they weren't.	
Regular and irregular verbs		
Did I/you/he/she/it like it?	Yes, I/you/he/she/it/ did.	
Did I/you/he/she/it meet Brian?	No, I/you/he/she/it didn't.	
Did we/you/they like it?	Yes, we/you/they did.	
Did we/you/they meet Brian?	No, we/you/they didn't.	
Where was the film premiere? What did he say?		



- 4 ② 2.10 Pi asked a lot more questions. In your notebook, write Doctor Q's short answers. Then listen and check. Complete the last sentence.
 - **1 Pi:** Were you and Rob on time for the film?
 - Dr Q: Ves, we were.
 - 2 Pi: Did you go by taxi?
 - Dr Q: 🗸
 - **3 Pi:** Was the film very long?
 - Dr Q: X ?
 - **4 Pi:** Did Brian Gosley give you his autograph?
 - Dr Q: X
 - **5 Pi:** Were you and Rob tired after the party?
 - Dr Q: **X**
 - **6 Pi:** Did you bring me a present from London?
 - **Dr Q:** 🗸 🔞 . It's a 🔞 .
- 5 The robots are talking about Millie and Pi's weekend. In your notebook, write Rob's questions.
 - 1 what / you and Pi / do / on Saturday? What did you and Pi do on Saturday?
 - 2 what film / you / see?
 - **3** it / be / good?
 - 4 Pi/eat/popcorn?
 - 5 what / you / do / after the cinema?
 - 6 Pi's friends / be / at the cinema too?

- 6 2.11 In your notebook, match the questions in Exercise 5 to answers a-g. There is one extra answer. Then listen and check.
 - a No, it wasn't. It was silly.
 - **b** Crazy Animals 3.
 - c Yes, he did. He loves it!
 - **d** We went to the cinema too. 1
 - e Yes, we did.
 - **f** No, they weren't. We had a picnic in the park.
 - **g** We met Pi's friends.
- 7 Imagine you want to ask your friend about a film premiere he/she went to. Complete the questions in your notebook.
 - Did you like Were Was What
 - 1 Were you excited?
 - 2 ? film did you see?
 - 3 Did you 7 the film?
 - 4 ? the cinema big?
 - **5** you see any film stars?
 - **6** Did 7 take any photos?





8 Work in pairs. Ask and answer the questions in Exercise 7. Potrafię wyrażać prośby i reagować na prośby innych.

Can you bring me my phone?

George and Harry are waiting for Mum at the hotel lobby.

Harry: Can I have the tablet now?

George: Sorry, you can't. I'm using it at the

moment.

Mum: Boys, can one of you bring me my

phone, please? It's upstairs. Oh, and

the guidebook.

George: Sorry, Mum. I can't quit the game now.

Harry: Yes, Mum, no problem.

Mum: Thank you, darling. I'm going to be

outside with Dad.

Harry: Mum, the room key! ... Oh, never mind.

Receptionist: Can I help you?

Harry: Yes, please. Could you give me the key

to Room 217?

Receptionist: Yes, of course. Here you are.

Harry: Thank you.

George: Harry, can you get my sunglasses too?

Harry: Sorry, I can't hear you!



- 1 2.12 Listen and read. What does George want from the room?
- 2 **2.13** Listen and repeat.

Speaking Requests

Making requests

Can you bring me my phone, please?

Could you give me the key to my room?

Can I have the tablet?

Responding to requests

Yes, no problem. / Yes, of course.

Sorry, I/you can't. I'm using it right now.

Not now, sorry. I'm busy.

- 2.14 Complete the dialogues with one word in each gap. Write the answers in your notebook. Then listen and check.
 - 1 A: ¹Could you bring me my bag, ²??
 - **B:** Yes, of ³? . Where is it?
 - **2 A:** Can ⁴ ? borrow some money from you?
 - **B:** Yes, no ⁵ ? .
 - **3 A:** Can you give me the train timetable, please?
 - **B:** 6 ? , I can't. I can't find it.
 - **4 A:** Can you help me with my homework?
 - **B:** ⁷ ? now, sorry. I'm busy.

- 4 In pairs, make and respond to requests. Use the ideas below and add your own.
 - 1 you / give / your smartphone / check the train times
 - **A:** Could you give me your smartphone, please? I need to check the train times.
 - B: Yes, of course.
 - 2 I / borrow / some money from you / buy some souvenirs
 - 3 you / take / a photo of us X
 - 4 I / close / the window / it's cold 🗸
- 5 ② 2.15 The Brett family are going home after their holiday. What are they looking/asking for? Listen and match people 1–4 to objects A–F. There are two extra objects. Write the answers in your notebook.
 - 1 Laura B

3 Dad

2 Sam

4 Mum







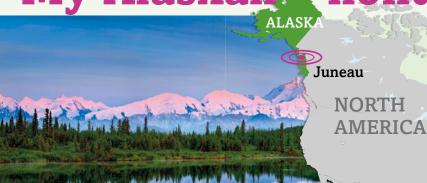






Potrafię zrozumieć tekst o wyjeździe wakacyjnym.

My Alaskan holiday



by Shirley Burns



A

My family and I don't like going to the beach. We get bored there, so last summer we went to Alaska for our holidays. Alaska is the biggest state of the USA and one of the last wild places on Earth. It has volcanoes and mountains, rivers, thousands of islands and more than three million lakes! It's never very hot there, but the days are long in July and it gets dark late.

В

We went to Juneau, the capital of Alaska, by plane. There, we joined a group of three other families and two guides. We travelled around the country in caravans, and we camped in a different place every night. The caravans had beds and bathrooms and were very comfortable! At night it got cold, so we sat around the camp fire and ate our food.

C

We had a fantastic time. We went kayaking, fishing and hiking in the mountains. We always had a guide with us, so we didn't get lost. The forests were full of wild animals and we saw a wolf and grizzly bears. We got tired because there were so many activities, but we loved it. The last day of our holiday was the best! We went on a boat trip and saw humpback whales!

- 1 2.16 Read and listen to the text. Match paragraphs A–C to headings 1–4. There is one extra heading. Write the answers in your notebook.
 - 1 A dangerous place
 - 2 Life on the road
 - 3 An unusual place for a holiday
 - 4 Not a holiday for lazy people!
- 2 IKNOW THAT! Which geographical features does Alaska have? Which of them can you see in the photo?

forest island lake mountain river sea volcano

- 3 Read the text again. Which paragraph:
 - 1 mentions the name of a city? B
 - 2 mentions very big numbers?
 - 3 describes Shirley's favourite part of the holiday?
 - 4 says how Shirley travelled around Alaska?
 - **5** says why Shirley and her family went to Alaska?
 - 6 names the animals Shirley saw?

- 4 Would you like to go on a holiday to Alaska? Why? / Why not?
- 5 2.17 Listen and repeat. Find these phrases in the text.

Vocabulary Phrases with get

get bored get cold get dark get lost get tired

- 6 Complete the sentences with a word from the Vocabulary box. Write the answers in your notebook.
 - 1 I didn't take a map with me and I got *lost* in the city.
 - **2** I need a jumper. It's getting ?!
 - **3** This film isn't interesting and I'm getting ?...
 - 4 In the winter in the UK it gets at four o'clock.
 - **5** After a long walk, we got and decided to have a rest.

3.6 Listening and Writing

Potrafie zrozumieć wypowiedzi ustne na temat wakacji i napisać e-mail na ten temat.

1 Look at the photos. Which place would you like to visit on holiday? Compare with a friend.









2 2.18 Listen and match speakers 1–4 to the places in Exercise 1. Write the answers in your notebook.

1 Sandra B

3 Alicia

2 Derek

4 Ian

2.18 Listen again. Complete the blog post with one word in each gap. Write the answers in your notebook.

Our Class Blog

Sandra

My family and I went to Rome in August. I made a lot of ¹ friends and I loved the food! I didn't like sightseeing very much because I got ² .

Derek

Last summer we went to my grandparents' 3 . It was a great holiday and we loved looking after the 4 . . .

Alice

Our holiday in Jamaica was the best holiday of my life! Jamaica is a beautiful and we did a lot of water 6 there.

Ian

We go to our Dad's village in 7 every year. I wanted to go swimming, but the water in the 8 was very cold!

4 Read Derek's email. Who is he writing to?



Dear Aunt Carol,

I hope you're well. Lilian and I are having a lovely time in the village!
I wish you were here!

There are lots of things to do here. Last Friday we went fishing with Grandad. We sat next to the river for

hours. I caught one fish, Lilian caught two and Grandad caught three!

Yesterday we went hiking in the mountains. Lilian and I got tired, but Grandad didn't get tired at all. He's fit!

I need to help Granny with the animals now, so I can't write any more.

Lots of love,

Derek

5 Read the Writing box. Which of the expressions can you find in Derek's email?

Writing A holiday email

1 At the beginning write: Hi/Hello ... (to a friend) or Dear ... (to an older person you know).

You can also write: How are you? I hope you're well.

We're having a lovely time ... I wish you were here.

2 In the middle, describe your holiday.

3 At the end, you can write: I need to ..., so I can't write any more.

You can add: See you soon or Love / Lots of love. Remember to write your name.

6 WRITING TIME Imagine you are on holiday. In your notebook, write an email to a friend or someone from your family and tell him/her about it.



Find ideas

Make notes about your holiday. Use these questions to help you.

Where are you and who is with you?

What did you do last week / yesterday?

Why do you need to stop writing? (optional)



Draft

Write your email. Use the Writing box to help you.



Check and write

Make sure you begin and end your email correctly. Write the final version of your email.

Wordlist @ 3

LESSON 3.1

Going on holiday

Wyjazd na wakacje

explore an area /ɪkˌsplɔ:r ən 'eəriə/ zwiedzać okolicę

explore a city /ɪkˌsplɔːr ə ˈsɪti/zwiedzać miasto

explore a town /ik,splor ə 'taun/ zwiedzać miasteczko

go camping /ˌgəʊ ˈkæmpɪŋ/ jechać pod namiot

go cycling /ˌgəʊ ˈsaɪklɪŋ/ jeździć na rowerze

go hiking /_ιgəυ 'haɪkɪŋ/ wędrować

go on a boat trip /gəu ɒn ə ˈbəut trɪp/ popłynąć na wycieczkę łodzią

go on a day trip /gəu ɒn ə 'deɪ trɪp/ pojechać na całodniową wycieczkę

go on a guided tour /ˌgəu ɒn ə ˌgaɪdɪd ˈtuə/ pojechać na wycieczkę z przewodnikiem

go snorkelling /ˌgəʊ ˈsnɔːkəlɪŋ/ nurkować z rurkg

go to the beach /gəu tə ðə ˈbiːtʃ/ iść/jechać na plażę

try the local food /trai ðə ləukəl fu:d/ próbować lokalnego jedzenia

LESSON 3.2

Out of class

That's weird! /¡ðæts 'wiəd/ To dziwne!

What on earth ...? /wpt pn '3:θ/ A cóż to...?

a week ago /ə wi:k ə'gəu/ tydzień temu airport /'eəpɔ:t/ lotnisko

catch /kætʃ/ złapać give someone a hand /gɪv

samwan ə 'hænd/ pomóc komuś lock the back door /lɒk ðə ˌbæk

'dɔ:/ zamknąć tylne drzwi pillow /'pɪləʊ/ poduszka

still /stɪl/ ciągle

LESSON 3.3

Pleased to meet you. /pli:zd tə 'mi:t jə/ Miło cię poznać.
premiere /'premieə/ premiera

LESSON 3.4

Requests Prosby

Making requests Wyrażanie próśb
Can I have the tablet? /kən aɪ
hæv ðə 'tæblət/ Czy mogę wziąć
tablet?

Can you bring me my
phone, please? /kən jə brɪŋ mi
maɪ 'fəun pli:z/ Czy możesz
przynieść mi mój telefon?

Could you give me the key to my room? /kud jə gıv mi ðə 'ki: tə maı ru:m/ Czy możesz dać mi klucz do mojego pokoju?

Responding to requests

Reagowanie na prośby

Not now, sorry. I'm busy. /nɒt nəʊ sɒri, aɪm 'bɪzi/ Przepraszam, ale nie teraz. Jestem zajęty.

Sorry, you can't. / Sorry, I can't.
I'm using it right now. /spri jə
'ka:nt, spri aı 'ka:nt, aım 'ju:zıŋ
ıt raıt nəu/ Przykro mi, ale nie
możesz. / Przykro mi, ale nie
mogę. Właśnie go używam.

Yes, no problem. /jəs nəu 'prpbləm/ Tak, nie ma problemu.

Yes, of course. /jəs əf 'kəːs/ Tak, oczywiście.

train timetable / trein

'taɪmˌteɪbəl/ rozkład jazdy pociągu

lend /lend/ pożyczać (komuś)
souvenir /suːvəˈnɪə/ pamigtka

LESSON 3.5

Phrases with get

Wyrażenia z czasownikiem get

get bored /ˌget 'bɔːd/ znudzić się
get cold /ˌget 'kəʊld/ stygnąć,
marznąć

get dark /ˌget ˈdaːk/ ściemniać się

get lost /get 'lbst/ zgubić się get tired /get 'tarəd/ zmęczyć się

caravan /ˈkærəvæn/ przyczepa kempingowa

go fishing /ˌgəʊ ˈfɪʃɪŋ/ iść na ryby grizzly bear /ˈɡrɪzli beəz/ niedźwiedź grizzly

have a rest /hæv ə 'rest/ odpoczywać

humpback whale /hʌmpbæk ˈweɪl/ humbak

lazy /'leɪzi/ leniwy state /steɪt/ stan wolf /wulf/ wilk

LESSON 3.6

fit /fit/ wysportowany for hours /fər 'auəz/ przez wiele godzin

Revision

VOCABULARY

1 Complete the texts with the words in the box. Write the answers in your notebook.

beach boat camping explore guided hiking snorkelling trip try



We're in Vienna and we want to see the city. We can ¹ explore it on our own or we can go on a ² tour.

I also want to ³ the local food.

I want to go ⁴ ? . We can sleep under the stars and go ⁵ ? in the mountains.



Let's go on a day ⁶ to the country and tomorrow we can go on a ⁷ trip to an island.

It's hot today. Let's go to the ⁸ ? . We can sit in the sun or go swimming and ⁹ ? in the sea.



- 2 Complete the sentences with one word in each gap. Write the answers in your notebook.
 - 1 Winter is coming and it's getting cold.
 - **2** I don't like playing computer games. I get ? .
 - **3** Can we stop and have a rest? I'm getting ? .
 - **4** Where's the map? I don't want to get .
 - **5** I turned on the lights when it got ...

GRAMMAR

3 Complete the page of Sue's diary with the correct Past Simple forms of the verbs in brackets. Write the answers in your notebook.

10th August

I 1 arrived (arrive) here five days ago. It 2 (be) fantastic to see Aunt Kate, Uncle Joe, Alfie and Lulu. We 3 (not sleep) a lot. We 4 (talk) all night, but we 5 (not be) tired in the morning!

Yesterday we 6 (go) cycling near the lake.

We 7 (have) a picnic, but we 8 (not go) swimming. In the evening, Alfie and I 9 (play) a computer game and Lulu 10 (read) a comic book. I love it here!

- 4 In your notebook, write questions and short answers.
 - 1 Dad / cook / spaghetti / last night? Did Dad cook spaghetti last night? Yes, he did.
 - 2 the weather / be / warm and sunny? X
 - 3 the students / like / their new teacher? ✓
 - 4 you / know / everyone at the party? X
 - 5 they / be / at school / two days ago? X
 - **6** you and Sam / buy / these souvenirs / yesterday? ✓

PRONUNCIATION

5 2.19 Listen and repeat: /ð/ or /d/.



My father was there, my mother and Jade. It rained, so we stayed at home and we played.

DICTATION

6 2.20 Listen to the recording. Write the sentences in your notebook.

SPEAKING

- 7 2.21 Complete the dialogues. Write the answers in your notebook. Listen and check. Then act out the dialogues in pairs.
 - 1 A: ¹Can you drive me to the town centre?
 - **B:** Not now, ²s ? . I'm very busy.
 - 2 A: ³C you ⁴b me my laptop, please? It's in my room.
 - **B:** Yes, of **5c**?.
 - **3** A: Can you ⁶g me the map, ⁷p?
 - **B:** Yes, no ⁸p ? . Here it is.

READING AND WRITING

8 Read the story and complete the sentences in your notebook.



Two weeks ago, Helen went on an activity weekend with her class and two teachers, Mr Jones and Mrs Brown. They stayed in a small hostel called 'Mountainside Hostel'. It was near a beautiful mountain.

On Saturday, they wanted to explore the area, so Mr Jones said, 'Let's go hiking!' They had a great time and took a lot of photos. They walked a long way, so they got tired. In the evening, they were very hungry. There wasn't a restaurant at the hostel, so the students cooked their dinner in the kitchen. It was nice and modern. There was a microwave oven, a blender and there were three toasters. At nine o'clock, Mrs Brown shouted, 'Bed time! There's a cycling trip tomorrow, so we must get up early.' In the morning, it was very cold. Helen and her friends heard shouting and laughing outside. 'What's happening?' Helen said to Jenny. They looked out of their bedroom window. Everything was white. It was snowy! Mr Jones was in the garden. 'We can't go cycling today', he said, 'but we can go to a restaurant for a nice hot meal!' They went to a very nice restaurant and tried the local food - it was delicious!

- 1 Mountainside Hostel was near a ? .
- **2** The students and the teachers wanted on Saturday.
- **3** They because they walked a long way.
- **4** The boys and girls because the hostel didn't have a restaurant.
- **5** There were three in the hostel's kitchen.
- **6** They went to bed at nine o'clock because they wanted to go on on Sunday.
- 7 On Sunday they went to a restaurant and tried
- 9 In your notebook, write about a school trip you went on with your classmates. Use these questions to help you.
 - 1 Where did you go?
 - 2 What was the weather like?
 - 3 What did you see?
 - 4 What did you like the most?
 - 5 What didn't you like so much?

LISTENING

- 10 (1) 2.22 Listen to people talking about what they did at the weekend. Choose the correct answers. Write them in your notebook.
 - 1 Where did the girl go with her friend?







2 Which picture is <u>not</u> connected with ancient Egypt?



- **3** The boy didn't go camping, because...
 - a his dad was ill.
 - **b** the weather was bad.
 - **c** he had to help his mum.

Check yourself! —

- ✓ Potrafię rozmawiać o wakacjach.
- ✓ Potrafię stosować czas Past Simple w zdaniach twierdzących i przeczących.
- ✓ Potrafię tworzyć pytania w czasie Past Simple.
- ✓ Potrafię wyrażać prośby i reagować na prośby innych.
- Potrafię zrozumieć tekst o wyjeździe wakacyjnym.
- ✓ Potrafię zrozumieć wypowiedzi ustne na temat wakacji i napisać e-mail na ten temat.

Get Culture! A journey around the USA



The United States of America is the third largest country in the world. Its neighbours are Canada in the north and Mexico in the south. It has the Atlantic Ocean in the east and the Pacific Ocean in the west.

Fifty states make up the United States. Two of them, Alaska and Hawaii, are outside the main territory. The capital city of the USA is Washington DC, and the top three largest cities are New York, Los Angeles and Chicago.

The landscape of the USA is beautiful and varied. In the southwest, we find the Rocky Mountains

and the Colorado River ①. The mountains continue into the west, where you can also find the Mojave Desert ② (the hottest desert in North America) and three world famous national parks: Yosemite ③, Yellowstone and Redwood ③. In Redwood, you can see some of the world's tallest trees!

The northeast has the Great Lakes **3**. The southeast has the Mississippi River (the fourth longest river in the world) and the Everglades wetlands **3**, where you can find hundreds of different types of animals and plants.

- 1 What do you know about the USA? In small groups, think of three facts. Compare your ideas as a class.
- 2 2.23 Read and listen to the text about the USA. Answer the questions. Write the answers in your notebook.
 - 1 Which countries are USA's neighbours?
 - 2 Which ocean is west of the USA?
 - **3** How many states are there in the USA?
 - **4** Which city is larger Washington or Chicago?
 - **5** How many rivers are mentioned in the text?
 - **6** Which is the hottest desert in North America?

3 2.24 Listen to three young Americans talking about their holidays. Complete the table in your notebook.

Person/ holiday	1 Kelly Hawaii Island	2 Adam Everglades, Florida	3 Isabella Rocky Mountains
Geography	rain forests, 1 beaches, volcanoes	wetlands with grass,	mountains, 5 7, 6 7
Activities	² ?, golf	taking photos, ⁴ rides	hiking, ⁷

- 4 Work in pairs. Answer the questions.
 - 1 Where do you go on holiday and what do you do?
 - 2 What activities do you like doing?
 - 3 What don't you like doing?

PROJECT

- Work in groups. Make a digital presentation of a famous national park in Poland.
- Plan your presentation. Decide who searches the Internet for interesting information, who looks for the photos and pictures, etc.
- Write about the national park. Use these questions to help you.
 - · Where is it?
 - What geographical features does it have?
 - · What plants and animals live there?
 - · What can visitors do there?

A famous national park

The ... National Park is in the north/south/east/west/centre of Poland.

There is ... There are ...

You can see ...

Visitors can ...

- Put your texts and photos together.
- Show your presentation to the class. Which is your favourite presentation? Why?



Useful things



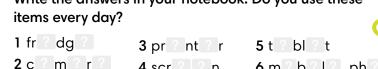
I know that!

Vocabulary

Potrafie rozmawiać o urządzeniach elektrycznych.

1 Complete the technology words and add your own. Write the answers in your notebook. Do you use these





4 scr ? ? n



VOCABULARY

Useful things | Using technology | **Smartphones**

GRAMMAR

Past Continuous | Past Continuous and Past Simple with when Adverbs of manner



SPEAKING

Sympathising



READING

The phone call that changed our world forever!

LISTENING AND WRITING

The wrong bus | Using past tenses in a story

POLAND

Getting around Poland







2 ② 2.25 Listen and repeat. Look at the photos on page 52 and match the objects to the words in the Vocabulary box. Write the answers in your notebook.

Vocabulary Useful things

blender DVD player electric toothbrush games console hairdryer microwave oven remote control smart TV toaster USB stick

3 Read the definitions. Write the words in your notebook.

You use it to ...

- 1 dry your hair after you wash it. *hairdryer*
- 2 make a drink with fruit and vegetables.
- 3 keep your documents and photos.
- **4** change the channels without touching your TV set.
- 5 play games.
- 6 warm up or cook food.
- 4 GAME! Play Three Questions.
 - A: Is it in the kitchen?
 - B: No, it isn't.
 - A: Is it in the bathroom?
 - B: Sometimes.
 - A: Do you use it on your hair?
 - B: Yes, you do.
 - A: It's a hairdryer!
 - B: That's right!
- 5 2.26 Listen to four interviews. What is each person talking about? Use words from the Vocabulary box. Write the answers in your notebook.
 - 1 remote control
- 3 ?

2 ?

- 4 ?
- 6 2.26 Listen again. Why can't the speakers in Exercise 5 live without these items? Complete the sentences in your notebook.
 - 1 Because she doesn't want to get up and change the channels.
 - **2** Because he always has ? .
 - **3** Because she needs to ? after ? at work.
 - 4 Because he isn't when he's .

7 2.27 Listen and repeat. Label the pictures with the verbs in the Vocabulary box. Write the answers in your notebook.

Vocabulary Using technology

plug in unplug turn on turn off





1 turn on

2 ?





3 ?

4 ?

- 8 Complete the sentences with one word in each gap. Use the Vocabulary box in Exercise 7 to help you. Write the answers in your notebook.
 - 1 Press () to turn 1 on the TV when you are ready to watch. Press it again to 2 77 off the TV when you want to stop watching.
 - 2 Always be careful when you ³ in the hairdryer. Make sure your hands are not wet. Never ⁴ the hairdryer while it is in use.
 - 3 First, turn ⁵ the toaster and then unplug it. Clean it. After that, plug it ⁶ again to make toast.
 - 9 How often do you use the things in Exercise 2? Complete the table in your notebook.



never	hairdryer	
2–4 times a week	toaster	
every day	remote control	

10 Compare your answers in pairs. Tell the class.

Lisa uses a hairdryer three times a week. I never use a hairdryer. Nico uses the TV remote control every day. I do too. Potrafię stosować czas Past Continuous.

Harry was playing tennis



Emma: Hi. Poppy: Hi.

George: Check this out!

Poppy: Is that a selfie with Adrianna? The pop star? You're kidding!

George: No, I'm not! Honest!

Emma: Yesterday afternoon, about

four o'clock, we were hanging out in the park. That's where

we saw Adrianna!

George: Harry wasn't with us, because

he was playing tennis.

Poppy: What was Adrianna doing in

our park? Was she jogging?

Emma: No, she wasn't. She was there

with a film crew. They were filming the video for her new

song.

George: We talked to her and took

some photos.

Poppy: And I wasn't there! That's not

fair!



Poppy: No, I wasn't studying. I was at the shops with

Mum. We were looking for a new hairdryer.

Aargh! Stupid hairdryer!

Emma: Harry's also very upset. He's a big fan!

George: You know what? I think I can do something about

that ... I just need to download an app first ...

- 2.28 Listen and read. Who's the woman in the photo with Emma and George?
- 2 Read the story. Complete the sentences in your notebook.
 - 1 George is showing Poppy a *photo* on his phone.
 - **2** Harry with George and Emma when they saw the pop star.
 - **3** The film crew were making a music ? .
 - **4** George and Emma ? to Adrianna.
 - **5** Harry is Adrianna's ? .

3 ② 2.29 Listen and repeat.
Find the expressions in the story.

ons in the story.

Class
You're kidding!

Check this out! You're kidding! Honest!

- 4 CLASS VOTE What's George's idea?
- 5 (4) 2.30 Now listen and check.

Get Grammar! Past Continuous

•	_
I/He/She/It was studying.	I/He/She/It wasn't studying.
You/We/They were studying.	You/We/They weren't studying.
?	Short answers
Was I/he/she/it studying?	Yes, I/he/she/it <mark>was</mark> . No, I/he/she/it <mark>wasn't</mark> .
Were you/we/they studying?	Yes, you/we/they were. No, you/we/they weren't.

What was Adrianna doing at four o'clock? Where were they filming the music video?

Time expressions

at eight o'clock, ten minutes ago

6 Complete Harry's blog post with the Past Continuous form of the verbs. Write the answers in your notebook.

At four o'clock yesterday, Emma and George ¹ were hanging out (hang out) in the park.

Adrianna was in the park too! She
² (film) a new video there. At four o'clock the cameramen ³ (eat) sandwiches and Adrianna wasn't busy! I wasn't in the park because I ⁴ (play) tennis. Poppy wasn't there either. Poppy and her mum ⁵ (look) for a new hairdryer at the shopping centre!

- 7 In your notebook, write sentences about what was happening at 7 p.m. yesterday.
 - Poppy / take a photo of Emma * take a selfie Poppy wasn't taking a photo of Emma.
 She was taking a selfie.
 - 2 George and Harry / make sandwiches

 ★
 make popcorn ✓
 - 3 Emma / use a blender **x** use a toaster **√**
 - 4 Gran / look for her glasses

 look for the remote control

 ✓



- 8 2.31 What were they doing? Listen to the dialogue and match the names to the people and the dog in the picture. There is one extra name. Write the answers in your notebook.
 - Beth Frank Bob Kate Jane Chris



Kate - 5

- 9 In your notebook, write questions about the people and the dog in Exercise 8. Ask and answer them in pairs.
 - 1 Bob / sleep?
 - 2 Frank and Beth / sit on the sofa?
 - 3 Frank / listen to music?
 - 4 Beth / play a board game?
 - **5** Kate / talk on the phone?
 - A: Was Bob sleeping?
 - **B:** Yes, he was.



10 Go to page 122. Play What were you doing yesterday at twelve o'clock?

Potrafię stosować czasy Past Continuous i Past Simple oraz stosować przysłówki sposobu.



- 1 Look at the cartoon. Answer the questions.
 - 1 Can you see any more of Doctor Q's inventions?
 - 2 What do you think they do?
- 2 (1) 2.32 Listen and read. Complete the sentences in your notebook.

Dr Q: The snack maker was working when Pi opened the door.

I'm sorry! It was a mistake! I was looking for the 'extra cheese' button!

- 1 Doctor Q invented the cycle bubble when he was twelve.
- **2** Pi is happy that he isn't ? .
- **3** Doctor Q was studying when he ? the snack maker.
- **4** Rob and Millie were outside when they heard a loud ? .
- **5** Pi pushed the wrong on the snack maker.

when we heard a noise!

Get Grammar! Past Continuous and Past Simple with *when*

I was cycling to school when it started to rain.

Rob and Millie were working when they heard a noise.

3 2.33 Look at the pictures. Choose the correct answers. Write them in your notebook. Then listen and check.









- 1 Rob watered / was watering the plants when the storm started / was starting.
- **2** Doctor Q and Pi made / were making smoothies when the postman arrived / was arriving.
- 3 Millie cleaned / was cleaning when she broke / was breaking Doctor Q's favourite cup.
- **4** Pi had / was having a shower when the water stopped / was stopping.
- 1 was watering
- 4 Complete the sentences with the Past Continuous or the Past Simple form of the verbs. Write the answers in your notebook. Who do you think is talking?
 - 1 In the morning, Pi was playing (play) a game on the lab computer when I (come) in!
 - 2 Then, Millie and I (work) in the lab when the lights (go) out.
 - 3 After lunch, Rob and I (listen) to my favourite opera when the speakers(break).
 - **4** But in the evening, I (paint) a picture when I (have) a fantastic idea! What a day!



Get Grammar!Adverbs of manner

 $\begin{array}{ll} \text{patient} \longrightarrow \text{patiently} & \text{carefull} \longrightarrow \text{carefully} \\ \text{nice} \longrightarrow \text{nicely} & \text{easy} \longrightarrow \text{easily} \\ \text{good} \longrightarrow \text{well} & \text{fast} \longrightarrow \text{fast} \end{array}$

- 5 Which of these adverbs can you find in the cartoon?
- 6 2.34 Complete the dialogue with adverbs of manner. Write the answers in your notebook. Then listen and check.

Dr Q: This is my first robot, Pi. It's very old. Turn it on ¹ carefully (careful).

Robot: Hello! I'm CX-546.

Pi: I can't hear it. It's talking too ² (quiet).

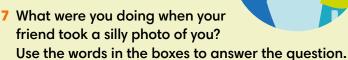
Dr Q: How about now?

Robot: HELLO! I'M CX-546!!!

Pi: Now it's speaking too ³ (loud)! CX-546 is very slow. Can't he walk ⁴ (fast)?

Dr Q: No, but he knows how to make toast really ⁵ (good). Here, try this!





cycle dance sing talk walk

carefully happily loudly slowly badly

I was singing loudly when my friend took the photo.

Potrafię wyrażać współczucie.

I'm sorry to hear that!



Emma: You look upset. What's wrong?

Harry:

Emma: Oh, I'm sorry to hear that! Does it work

now?

Harry: No, it doesn't!

Emma: Oh, that's terrible! Can I help?

Harry: No, not really.

Emma: Why don't you take it to Fast Fix at

the shopping centre? They can repair

anything.

Harry: Good idea! Thanks.

A few days later ...

Emma: Hi! What happened with your laptop? **Harry:** Nothing. They can't repair it. It's too old. Emma: That's a shame! Why do you look so

happy then?

Harry: Because yesterday Mum and Dad

bought a new one!

Emma: Lucky you! Harry: Yeah!

- 1 (1) 2.35 Listen and read. Did they repair Harry's laptop at Fast Fix? How does he feel now? Why?
- 2 (1) 2.36 Listen and repeat.

Speaking Sympathising

Asking what happened

You look upset/worried.

What happened? / What's wrong?

Reacting to bad news

I'm sorry to hear that! / Oh, that's terrible! / That's a shame!

3 In your notebook, complete the dialogue with answers a-e. There are two extra answers.

Uncle Joe: Hi, Poppy. You look worried. What's wrong?

Uncle Joe: I'm sorry to hear that. Does it work now?

Poppy:

Uncle Joe: Would you like to have my old phone?

Poppy:

Uncle Joe: Now. I've got it with me.

- a No, it doesn't. I went to Fast Fix, but they can't fix it.
- **b** I was texting my friend when my mobile phone stopped working.
- **c** I'm very upset.
- d Wow! Thank you! When can I have it?
- e Yes, please. Fast Fix can fix it too.
- 4 Work in pairs. Act out dialogues. Use the ideas below and add your own.
 - 1 text my friend / drop my phone and break it

A: You look upset.

B: I was texting my friend when I dropped my phone and broke it.

A: Oh, that's terrible!

- 2 use my mum's tablet / crash
- 3 go to the cinema / miss the bus and be late
- 4 dry my hair / hairdryer stop working

Potrafię zrozumieć tekst o ważnym wynalazku.

The phone call that changed our world forever!

3rd April, 1973 was a cool spring day in New York City. People were walking in the street when they saw a man with a large object in his hands. He was holding it next to his ear and he was talking. But there was no one with him! Who was the man and who was he talking to?

The man was Martin Cooper and he worked for Motorola. He was talking to Joel S. Engel, who worked for a rival company. Engel was sitting at his desk when his phone rang. 'Joel, this is Marty,' said Martin. 'I'm calling you from a cell phone, a real hand-held portable cell phone*.' This was the first ever public mobile phone call.

The mobile phone Martin Cooper used was very different from smartphones today: It weighed 1.1 kg and it was 23 cm long. It only made phone calls. The battery lasted only twenty minutes.

Today, most smartphones weigh 100–200 grams. They have a touch screen, they can connect to Wi-Fi, you can talk for hours and charge them with a portable charger. There are apps for everything you want to do. You can even choose a different ringtone for each of your friends and family!

*cell phone (American English) = mobile phone (British English)

- 1 IKNOW THAT! Say what you can do with a smartphone that you can't do with a simple mobile phone. Use the verbs in the box and your own ideas.
 - chat download listen play surf take watch

I can chat online with my friends.

- 2 ② 2.37 Read and listen to the text. Choose the best title.
 - a The history of the telephone
 - **b** The first phone call from a smartphone
 - c The first public mobile phone call
- 3 Read the text again. Answer the questions in your notebook.
 - 1 Did the people in the street know what the man was holding next to his ear?
 - 2 Where was Joel Engel when his phone rang?
 - **3** Did Joel Engel and Martin Cooper work for the same company?
 - **4** Was Martin's mobile phone heavier or lighter than a modern smartphone?
 - 5 Did Martin's phone take photos?



4 2.38 Listen and repeat. Find these words in the text. Can you guess their meaning?

Vocabulary Smartphones

app battery portable charger ringtone touch screen Wi-Fi

- 5 Complete the sentences with the words in the Vocabulary box. Write the answers in your notebook.
 - 1 I downloaded a useful *app*. Now I can add stickers to my photos.
 - 2 Is there in this place? I want to connect to the Internet.
 - **3** Oh, no! My phone is only 5%!
 - **4** This song is very popular. Many people have it as a 70 on their phone!
 - **5** He uses his phone all the time so he always carries a charger with him.
 - **6** The of my phone is broken. Can you fix it for me?





- 6 GAME! Work in groups. Play a speed game. Who is the fastest to:
 - 1 name four things that run on batteries?
 - 2 say four different things you can do with a phone app?
 - **3** sing four different ringtones from your friends' and family mobiles?

4.6 Listening and Writing

Potrafię zrozumieć wypowiedzi ustne na temat wydarzeń z przeszłości i napisać opowiadanie.

- 1 Think about the last time when you felt happy, surprised, worried or silly. What happened? Tell your partner.
- 2 (1) 2.39 Listen to Neil and Meryl talking about what happened to them. Match the photos to the names. There are two extra photos. Write the answers in your notebook.

















- 1 Neil A ? ?
- 2 Meryl ? ? ?
- 3 2.39 Listen again. Are the sentences true or false?
 - 1 It was Neil's Dad's birthday. False
 - 2 Neil wanted to make pancakes.
 - **3** The noise of the blender woke Neil's mother.
 - **4** Meryl was surfing the Internet for fun when the lights went out.
 - **5** Meryl and her parents ate sandwiches that evening.
 - **6** Meryl enjoyed the evening with her parents.
- 4 Did you like the stories? Which one did you like more?

5 Read Richard's story. How did he get home? Why do you think he felt silly and tired?

The wrong bus

- Last week I was waiting for my bus at
- the bus stop. A lot of people were waiting too, but the buses were late.
 - In the end, a bus came and I got on. I sat down and took out my smartphone. I was
- watching a cat video when the bus stopped.
 I looked out of the window, but I was in the wrong part of town.
 I was on the wrong bus!
- I didn't have any money to take another bus, so I walked home.

 I felt silly and tired but my brother thought it was funny!
- 6 Look at the Writing box. Does Richard follow these steps in his story?

Writing Using past tenses in a story

- First, set the scene. Use the Past Continuous.
- Then, describe the events. Use the Past Simple or the Past Continuous and the Past Simple with when.
- 3 Finally, describe the result and your feelings. Use the Past Simple.
- 7 Read the story again. Find the Past Continuous and the Past Simple.
- 8 WRITING TIME In your notebook, write a short story about a funny or silly thing that happened to you.

?) Find ideas

Make notes. Answer these questions to help you. When and where did it happen?
What were you doing before it happened?
What were other people doing?
What was the main event? What happened next?
How did you feel?

Ø

Draft

Write your story in three paragraphs.

Check and write

Check that you include all the information and that you use the Past Simple and Past Continuous correctly. Then write the final version of your story.

Wordlist @ 4

LESSON 4.1

Useful things Przedmioty codziennego użytku

blender /'blendə/ blender

DVD player /di:vi: 'di: pleiə/
odtwarzacz DVD

electric toothbrush /i,lektrik 'tu:θbrnʃ/ elektryczna szczoteczka do zębów

games console /'geɪmz 'kɒnsəul/ konsola do gier

hairdryer /ˈheəˌdraɪə/ suszarka do włosów

microwave oven /maikrəweiv 'avən/ kuchenka mikrofalowa

remote control /rɪˌməut kən'trəul/ pilot (np. do telewizora)

smart TV /sma:t ti: vi:/ telewizor z dostępem do internetu

toaster /'təustə/ toster
USB stick /ˌju: es 'bi: stɪk/
pendrive

Using technology Używanie technologii

plug in /plng 'm/ włączyć do kontaktu

turn off /tɜːn 'pf/ wyłączyć turn on /tɜːn 'pn/ włączyć unplug /ʌn'plʌg/ wyłączyć z kontaktu

do a survey /ˌduː ə ˈsɜːveɪ/ przeprowadzić ankietę press /pres/ przycisnąć

LESSON 4.2

Out of class

filmowa

Check this out! /tʃek ðis 'aut/ Zobacz!

Honest! /'pnist/ Naprawdę! You're kidding! /,jə 'kidiŋ/ Żartujesz?

board game /'bɔ:d geɪm/ gra planszowa film crew /'fɪlm kru:/ ekipa

LESSON 4.3

break /breik/ zepsuć się
button /'bʌtn/ przycisk
invent /ɪn'vent/ wynaleźć
invention /ɪn'venʃən/ wynalazek
postman /'pəʊstmən/ listonosz
push /pʊʃ/ pchać
snack maker /'snæk ˌmeɪkə/
maszyna przygotowująca
przekąski
storm /stɔːm/ burza

LESSON 4.4

Sympathising Wyrażanie współczucia

Asking what happened Pytanie, co się stało

What happened? /wpt 'hæpənd/ Co się stało?

What's wrong? /wpts ro:ŋ/
Co sie stało?

You look upset. /jə luk ˌʌpˈset/ Wyglądasz na smutnego.

You look worried. /jə luk 'wʌrid/ Wyglądasz na zmartwionego.

Reacting to bad news

Reagowanie na złe wiadomości I'm sorry to hear that! /aım spri tə 'hıər ðæt/ Przykro mi to słyszeć.

Oh, that's terrible! /əu ðæts 'terəbəl/ To straszne!

That's a shame. /ðæts ə 'ʃeɪm/ Szkoda.

drop /drop/ upuścić coś
dry my hair /drai mai 'heə/
wysuszyć włosy
Lucky you! /laki 'ju:/ Szczęściarz
z ciebie!
miss the bus /mis ðə 'bas/
spóźnić się na autobus

repair /rɪˈpeə/ naprawiać

LESSON 4.5

bezprzewodowa

Smartphones Smartfony

app /æp/ aplikacja
battery /ˈbætəri/ bateria
portable charger /ˌpɔːtəbəl
ˈtʃɑːdʒə/ przenośna ładowarka
ringtone /ˈrɪŋtəʊn/ dzwonek
telefonu
touch screen /ˈtʌtʃ skriːn/ ekran
dotykowy
Wi-Fi /ˈwaɪfaɪ/ Wi-Fi, sieć

cell phone /'sel faun/ telefon komórkowy connect /kəˈnekt/ łgczyć different from /'dɪfərənt frəm/ inny niż hand-held /'hænd held/ podręczny, przenośny last /la:st/ ostatni mobile phone call /məubail fəun 'kɔːl/ rozmowa przez telefon komórkowy office /'pfis/ biuro rival company /raɪvəl ˈkʌmpəni/ konkurencyjna firma weigh /wei/ ważyć work for /'ws:k fə/ pracować dla

LESSON 4.6

be late /ˌbi ˈleɪt/ spóźniać się
get on a bus /ˌget ɒn ə ˈbʌs/
wsiąść do autobusu
main event /ˌmeɪn ɪˈvent/ główny
punkt programu

Using past tenses in a story

Opowiadanie historii za pomocą czasów przeszłych finally /ˈfaɪnəli/ w końcu

first /f3:st/ najpierw
then /ðen/ potem

Revision

VOCABULARY

1 Match 1–7 to a–g. Write the answers in your notebook.

1 smart b a toothbrush

2 microwave
3 remote
4 electric
5 DVD
6 USB
7 games
b TV
d oven
e player
f control
g console

- 2 Complete the sentences with one word in each gap. Write the answers in your notebook.
 - 1 *Unplug* the lamp in the living room and take it upstairs.
 - **2** Please in the hairdryer for me. I want to dry my hair.
 - **3** I turned the TV and watched my favourite programme.
 - **4** It's late. Turn 12 the lights and go to bed.
- 3 Read the sentences and complete the words in your notebook.
 - You can download this onto your smartphone.
 app
 - 2 You can use it to connect to the Internet.
 - 3 Your tablet doesn't need a mouse because it has this. t ? s ?
 - **4** This is inside your smartphone and laptop. You need to charge it. **b** ?
 - **5** You hear this when people phone your mobile phone. **r**

GRAMMAR

- 4 In your notebook, complete the sentences with the correct forms of the Past Continuous and the Past Simple.
 - 1 It was raining (rain) when I came (come) out of the building.
 - 2 Marty (not brush) his teeth when the lights (go) out.
 - 3 The children (study) when their mum (ask) them to help her.
 - 4 Julie (walk) to school when she (see) the accident.
 - **5** We (not have) dinner when Grandad (call).
 - **6** What (you/do) when the postman (arrive)?

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

badly carefully easily fast slowly well

- 1 The old man was tired and he walked slowly.
- **2** The team won the match because they played .
- **3** The road is dangerous, so don't drive ?...
- **4** It wasn't a difficult exam, so I passed it 🔧 .
- **5** Don't break the dishes! Wash them ? .
- **6** They did the work, but they did it ? .

PRONUNCIATION

6 (2.40 Listen and repeat: /3:/.



Two girls were learning new words when they heard some singing birds.

DICTATION

7 ② 2.41 Listen to the recording. Write the sentences in your notebook.

SPEAKING

- 8 2.42 Complete the dialogues in your notebook. Listen and check. Then act out the dialogues in pairs.
 - happened shame terrible What's when
 - 1 A: You don't look happy, Colin.

 1 What's wrong?
 - **B:** I was having a shower ² the hot water ran out.
 - 2 A: I can't come to the party tonight.
 - **B:** That's a 3 ?!
 - **3** A: You look worried. What ⁴??
 - B: My cat is very ill.
 - **A:** That's ⁵ ?!

READING AND WRITING

9 Look at the picture and describe it. Which of the items do you use?



FROM RADARANGE TO A MODERN MICROWAVE

Nowadays there aren't many kitchens without a microwave - an electric oven that can heat and cook food very fast. However, not many of us know that the microwave was invented by accident.

In 1946, after World War II ended, an engineer named Percy Spencer was looking for other uses for the magnetron - a special lamp that was a part of radars during the war. One day he was standing in front of an active radar set with a chocolate bar in his pocket. When he reached for the bar, he noticed that the chocolate started melting like snow. He was so amazed that he decided to build a huge box which would use the electromagnetic waves for cooking. He prepared popcorn in his first experiment and was very successful. However, when he was trying to cook an egg during the second experiment, it exploded. This way he found out that his invention was not perfect for every dish.

Spencer continued his experiments and the first microwave was sold in 1947. It was called *Radarange*, it was about 1.8 metres tall and weighed 340 kilograms. The smaller models that could be used at homes appeared only 20 years later.

10 Read the text. Are the sentences true or false?

- Percy Spencer didn't plan to build a microwave oven.
- **2** He first saw the effect of microwaves on a chocolate bar.
- **3** He wasn't happy about his first experiment.
- **4** It took Spencer three years to build the first microwave.
- **5** The first microwave was very big and heavy.
- 11 In your notebook, write about something unusual or interesting that happened to you. Use these questions to help you.
 - 1 When did it happen? Describe the scene.
 - **2** What were you doing before it happened and when it happened?
 - 3 What happened next?
 - 4 What was the result?
 - 5 How did you feel?

LISTENING

12 ② 2.43 Listen to a conversation about gadgets used for listening to music. Complete the notes below in your notebook.

Gadgets used for listening to music

- Dad was using his Walkman® while
- to listen to a Walkman, you need to have a cassette, headphones and²
- when dad stopped using his Walkman, he switched to a ³
- he didn't use an MP3 player, because he could listen to music on his ⁴
- the boy's MP4 player can play ⁵

Check yourself! -

- ✓ Potrafię rozmawiać o urządzeniach elektrycznych.
- ✓ Potrafię stosować czasy Past Continuous oraz Past Simple.
- ✓ Potrafię stosować przysłówki sposobu.
- ✓ Potrafię wyrażać współczucie.
- ✓ Potrafię zrozumieć tekst o ważnym wynalazku.
- ✓ Potrafię zrozumieć wypowiedzi ustne na temat wydarzeń z przeszłości i napisać opowiadanie.

Poland Getting around Poland

- 1 Work in pairs. Answer the questions.
 - 1 When was the last time you travelled by train in Poland?
 - 2 Where did you go?
 - 3 Did you enjoy the trip? Why?/Why not?
- 2 Match captions A-D to photos 1-4. Explain the meaning of the phrases in bold.

A the railway line on the Hel Peninsula

B the mountain cable car to Kasprowy Wierch

C the train timetable at Świnoujście station

D a high-speed train at Katowice station









3 Read the text from a train onboard magazine and look at the map. Number the routes on the map as they appear in the text.



ACROSS POLAND BY TRAIN

Some Polish people say that the Hel Peninsula is where Poland begins. Why not start your trip at Hel and go all the way south to Zakopane? In some places on the Hel Peninsula you can see the sea from each side of the train. There is no direct train from Hel to Zakopane, so you need to change trains on the way. If you plan the trip well, you can make part of your journey on a high-speed train. The best connection to Zakopane takes over 12 hours.

Zakopane is the end of the line, but you can continue your trip further and take the cable car to Kasprowy Wierch. This cable car line opened in 1936 and takes passengers to the station at 1,959 metres. It's the highest point in Poland you can get to on public transport.

Another interesting route across Poland is the direct train from Świnoujście to Przemyśl. It is the longest train ride in Poland - over 1,000 km long! It's an easy way to travel but the journey takes about 14 hours.

If you want to visit the other corners of Poland, you can start in Szklarska Poręba-Jakuszyce, (the highest Polish train station at 886m) and go to Suwałki. This trip is more difficult because you need to change trains three or four times. But it can be a big plus - you can see Wrocław, Warsaw and Białystok on the way.



- 1 What is attractive about a train ride on the Hel Peninsula?
- **2** How old is the cable car line to Kasprowy Wierch?
- **3** How many trains do you need to take to get from Świnoujście to Przemyśl?
- **4** How long does the longest train ride in Poland take?
- **5** Which big cities can you visit on the way from Szklarska Poreba to Suwałki?
- **6** Which train journey would you like to do most? Which cities would you like to visit on the way?
- 5 Work in pairs. Answer the questions and compare your answers with other students.
 - 1 Where is the airport nearest to your school?
 - 2 How can you get there on public transport?
- 6 2.44 Look at the pictures of a crane and a LOT plane. What do they have in common? Listen and check your ideas.





- 7 2.44 Listen again. Are the sentences true or false? Correct the false sentences in your notebook.
 - 1 LOT is the oldest airline in Europe.
 - 2 LOT has a new logo now.
 - **3** In 1929 LOT offered one international flight from Warsaw to Vienna.
 - **4** London is the most popular flight destination from Poland.
 - **5** You can fly to London from almost every Polish airport.
 - **6** You can fly direct to Poland from more than 100 countries.
- 8 Work in pairs. Read the questions from a travel forum. How many of them can you answer?
 - 1 Does Białystok have an airport?
 - **2** Are there any direct flights between Warsaw and Zakopane?
 - **3** How long does it take to go from Warsaw to Łódź by train?
 - **4** Are there any direct trains from Warsaw to Berlin?
 - **5** Is it faster to go by train or fly from Warsaw to Cracow?

PROJECT

- Plan a journey from your hometown to a European capital of your choice.
 - Work as a class. Choose one European capital and a date for the flight.
 - Work individually. Use the internet to plan
 the journey from your hometown to the
 capital on the date you chose. Make
 two alternative plans: the fastest and
 the cheapest. You can use any means of
 public transport.
 - Present the plans in class.
 - Work as a class and vote for the best plan.



Health matters



Vocabulary

Potrafię rozmawiać o problemach zdrowotnych.

1 In your notebook, complete the list of things that keep you healthy. How often do you do them?

I know that!

- ¹ wash your hands
- ² ? some exercise
- ³ Ifruit and vegetables
- ⁴ ? to bed early ⁵ ? a lot of water
- ⁶ your teeth after a meal





VOCABULARY

Health problems Injuries | The body

GRAMMAR

have to | should



SPEAKING

Giving health advice



READING

Do you want to feel better? Exercise!

LISTENING AND WRITING

Get ready to walk for charity! Structures for giving advice

GET CULTURE!

British TV

- 2 Look at the picture on page 66 and read the captions. Who are the characters? What is wrong with them?
- 3 (4) 2.45 Listen and repeat. Which health problems do the superheroes have?

Vocabulary Health problems

Nouns

a blocked nose a cold a cough earache a headache a runny nose a sore throat a stomachache a temperature toothache

Verbs

cough sneeze

I've got / I have a cough. I'm coughing.

- 4 (1) 2.46 Listen to the superheroes. Match the names to characters A-F in the picture on page 66. Write the answers in your notebook.
 - 1 Super Sue F
- 4 Wonder Wendy
- 2 Action Ann
- 5 Fantastic Frank
- **3** Terrific Tom
- 6 Mega Max
- 5 Label the photos with the words in the Vocabulary box. Write the answers in your notebook.



1 She's got earache.



2 She's got ? .



3 He's got ? .



4 He's got ? .

- 6 Work in pairs. Student A: Mime an illness. Student B: Guess what's wrong with A.
 - **B:** You've got a temperature.
 - A: No, I haven't.
 - **B:** You've got a headache.
 - **A:** That's right.

3

- 7 Which of the problems in the Vocabulary box do you have when you have a cold?
- 8 Complete the dialogues. Use the Vocabulary box to help you. Write the answers in your notebook.

1 Do your homework now, Jules. I can't think, Dad. I've got a terrible headache. It's lunchtime, everyone!

> I don't want lunch, Mum. I ate too many crisps and now I have a ? .

I feel terrible. Your head is hot. I think you've got a ? .

Can I stay at home today, Mum? I'm coughing and I've got a runny nose.

> Hmm. You have a bad 7. OK. Go to bed!

I have a 7 throat, doctor.

Open your mouth ... Yes, of course you do. Your throat is red.

9 In your notebook, draw a person who has two or more health problems



10 Present your picture to the class. Ask them to guess what health problems it presents.

He has a runny nose and a temperature.

I remember

that!

Potrafię stosować czasownik have to.

She has to stay in bed



Emma: OK ... Get well soon! Bye!

Gran: Who's ill?

Emma: Poppy. She's got the flu. She has to stay in bed. At

least she doesn't have to study for the French test.

Gran: Poor girl! Well, we all

have to be careful,

Emma. It's easy to catch the flu at this time of the

year.

Emma: Oh. no!

What's the matter, darling?

Emma: Poppy's got my new dance shoes! I put them in her bag when we went shopping. I have to go and

get them.

Gran: You don't have to wear your new

shoes. You've got your old ones.

Emma: My old shoes are too small, Gran. Do you really have to go Gran:

there when Poppy's got

the flu?

Emma: Yes, I do. Don't worry,

Gran. I don't have to go near Poppy. I'm not even going to go into her

room.

Gran: Hmm.

Emma: Poppy? It's me again!

Can I come and pick up my shoes before I go to my dance class? ... OK,

see you soon!







3

- 2 Choose the correct answers. Write them in your notebook.
 - 1 Poppy is staying at home today because she isn't well / wants to study for a test.
 - **2** Emma's shoes are in her shopping bag / at Poppy's house.
 - 3 Emma can't wear her other shoes because they are the wrong size / look too old.
 - **4** Emma isn't going to go inside Poppy's house /
 - **5** Emma is going to Poppy's house / her dance class first.
 - 1 isn't well

3 🐠 2.48 Listen and repeat. Find these expressions in the story.

Get well soon! It's me again! See you soon!

- CLASS VOTE Who is the person on the sofa?
 - a Poppy b Emma c Gran
- 2.49 Now listen and check.

Get Grammar! have to

•	_	
I/You/We/They have to go.	I/You/We/They don't have to go.	
He/She/It has to go.	He/She/It doesn't have to go.	
?	Short answers	
Do I/you/we/they have to go?	Yes, I/you/we/they <mark>do</mark> . No, I/you/we/they <mark>don't</mark> .	
Does he/she/it have to go?	Yes, he/she/it <mark>does</mark> . No, he/she/it <mark>doesn't</mark> .	
How long does she have to stay in bed?		

You have to do it. = It's necessary.
You don't have to do it. = It's not necessary.

- 6 Complete the sentences with the correct form of have to. Write the answers in your notebook.
 - 1 Gran's got the flu. She *has to* see a doctor. ✓
 - 2 Emma do the shopping because Gran can't go out.
 - 3 Poppy is well now. She stay in bed. X
 - **4** George and Harry's mum is ill. They

 be quiet at home.

 ✓
 - Mum go outside to see the doctorDad can help her! X
 - **6** George and Harry ✓ study for an important test this week. ✓
- 7 Complete Harry's blog post with the words in the box. Write the answers in your notebook.
 - do doesn't don't don't has have have to

8 Work in pairs. Ask and answer the questions.

We have to eat vegetables. They're good for our health!

- 1 what time / be in bed on weekdays?
- 2 get up early on Mondays?

Why does Max have to buy vegetables?

- **3** do homework before dinner?
- **4** help your family with the housework?
- 5 what time / be back home on Saturdays?
- 6 tell your parents where you are after school?
- 7 play basketball at school?
- **A:** What time do you have to be in bed on weekdays?
- **B:** I have to be in bed at 9 p.m.
- A: Do you have to get up early on Mondays?
- B: No, I don't.
- 9 Tell the class about your partner.

Marisa has to be in bed at nine o'clock on weekdays. She doesn't have to get up early on Mondays.



10 In your notebook, write your own crazy school or house rules for a day!

You have to eat chocolate for breakfast. You don't have to eat salad today!

What ¹ do you have to do?

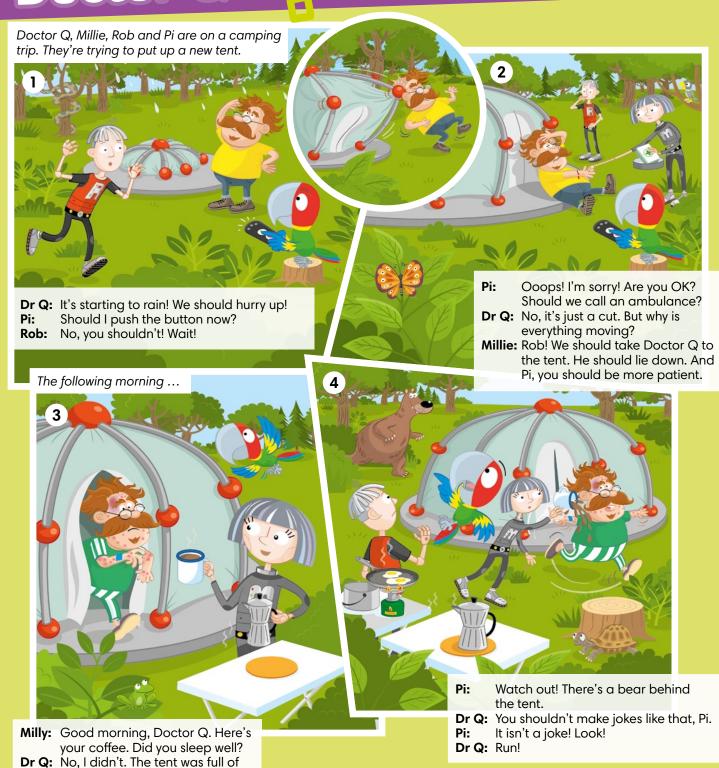
I ² to practise tennis on Tuesdays, Thursdays and at the weekend. The sports centre is near, so I ³ have to get up early. It's only a five-minute walk.

George doesn't play tennis, so he ⁴ have to go to the practice. But he ⁵ to do a lot of other things. He's always very busy.

When we go out with our friends, we have ⁶ ? tell our parents where we are. We ⁷ ? have to be back home early, but we ⁸ ? to answer the phone!

Potrafię stosować czasownik should.

Doctor Q 🔼 The camping trip



mosquitoes! I've got lots of bites.

Milly: We should bring a mosquito net next time. Oh, and you have a nasty bruise on your head.

1 Look at the cartoon. How many different wild animals can you see? Point to them and say the names.

2 (4) 2.50 Listen and read. Are the sentences true or false?

- 1 It's warm and sunny. False
- 2 Rob pushed the button too early.
- 3 It wasn't a good night for Doctor Q.
- **4** There was a mosquito net in the tent.
- **5** At first, Doctor Q doesn't believe that there is a bear.

Get Grammar! should

I/He/She/It should lie down.

We/You/They should lie down.

I/He/She/It shouldn't lie down.

We/You/They shouldn't lie down.

Should I/he/she/it lie down.

Should I/he/she/it lie down.

Yes, I/he/she/it should.
No, I/he/she/it shouldn't.

Should we/you/they lie down?

Yes, we/you/they should.
No, we/you/they shouldn't.

What should we do?

3 Match pictures A–F to sentences 1–6. Write the answers in your notebook.













- 1 You should drink a lot of water. D
- 2 You should take a mosquito net.
- 3 You shouldn't leave any rubbish.
- 4 You shouldn't touch wild animals.
- 5 You shouldn't make a lot of noise.
- **6** You should put up your tent in a safe place.
- 4 In your notebook, complete the sentences with should or shouldn't.
 - 1 It's a very hot and sunny day. Doctor Q wants to go sightseeing in the city tomorrow.
 - **a** He *should* wear a hat and sunglasses.
 - **b** He stay in the sun for long.
 - **c** He latake a map.
 - **2** Millie and Rob are going to stay at home.
 - **a** They 2 look after Pi.
 - **b** They ? open the door to anyone.
 - **c** They ? clean the house.

Fluffy should exercise more. She shouldn't sleep on the sofa all day.



- 5 **IKNOW THAT!** How many parts of the body can you name?
- 6 2.51 Listen and repeat. Look at the picture and complete the text with the words in the Vocabulary box. Write the answers in your notebook.

Vocabulary Injuries

broken leg bruise burn cut mosquito bite



Doctor Q has got a ¹ burn and a ² on his arm, lots of ³ bites all over his body and a ⁴ on his head. He's also got a ⁵ leg. Poor Doctor Q!



7 Work in pairs. Ask and answer questions. Student A: Go to page 122. Student B: Go to page 124. Potrafię dawać rady związane ze zdrowiem.

You should lie down

Mum: You don't look well,

sweetheart.

Harry: I feel terrible. I've got

a headache.

Mum: I think you should lie down.
Harry: Yes, that's a good idea.
George: Mum, I don't feel very well.
Mum: Oh, no! You too? What's the

matter?

George: I've got ... erm ...

a stomachache. What

should I do?

Mum: Why don't you drink some

mint tea? It's good for your

stomach.

George: Yes, you're right. Oh, a text

from David. Yes! David says that tomorrow's History test is

off.

Mum: George?

George: You know, Mum? I suddenly

feel a lot better. Nice biscuits!



2 2.53 Listen and repeat.

SpeakingGiving health advice

Asking about health

What's the matter? / What's wrong?

Responding

I don't feel very well. / I feel terrible.

I've got a headache/cut.

Giving advice

Why don't you lie down / take a painkiller / drink some mint tea?

Put some cream / some ice /

a plaster on it.

I think you should see the doctor/

dentist.

Accepting advice

Yes, that's a good idea. / Yes, you're right.



3 Match the pictures with the phrases in the box. Write the answers in your notebook.

drink mint tea see the dentist see the doctor lie down put a plaster put some cream put some ice take a painkiller



a - put a plaster

4 2.54 Match the phrases in Exercise 3 to 1-4. You can use the phrases more than once. Write the answers in your notebook. Then listen and check.

1 a cut a

3 a bruise

2 a headache 4 toothache

5 Work in pairs. Take turns to give advice for the problems in Exercise 4. Use the Speaking box to help you.

A: What's the matter?

B: I've got a cut on my finger.

A: You should put a plaster on it.

Potrafię zrozumieć tekst o wpływie ćwiczeń na samopoczucie.

Do you want to feel better? **Exercise!**

Exercise is good for you, but what exactly does it do to your body? Let's find out!

The heart does more work than any other muscle in your body. It beats about 100,000 times a day! When you exercise, it beats faster because it has to send more blood to your muscles. This makes your heart stronger and you get fitter – you don't get tired quickly and you have energy. Your muscles get bigger and stronger. You can move, run and carry heavy things more easily.

What about the rest of your body?

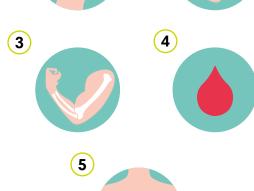
When you exercise, your heart sends more blood to your brain too. You learn more quickly, you feel more relaxed and happier, and you sleep better.

- 1 Work in pairs. Why do people exercise?
- 2 2.55 Listen and repeat. Then match pictures 1–5 with the words in the Vocabulary box. Write the answers in your notebook.

Vocabulary The body

blood bones brain heart muscles





Exercise is also important for your bones. Young people have strong bones, but when you get older, your bones become weaker. There are 206 bones in your body (52 are in your feet and 54 in your hands), and you have to exercise to keep them strong.

REMEMBER: People who exercise don't get ill as often as people who don't exercise. And you don't have to go to a gym to exercise. Just stay active!

Here's what you should do:

- Do a sport it's fun!
- Dance with your friends or on your own!
- Ride your bike or walk sometimes it's faster than the car or the bus!



- 3 ② 2.56 Read and listen to the text. Find the words from the Vocabulary box.
- 4 Read the text again. Answer the questions. Write the answers in your notebook.
 - 1 Which is the hardest-working muscle in your body?
 - 2 Why does your heart beat faster when you exercise?
 - **3** Why is exercise good for your brain?
 - 4 What happens to your bones when you get older?
 - 5 How many bones are there in your body?
 - 6 How many bones are there in your feet?
- 5 ② 2.57 Listen to three children. What kinds of exercise do they do? Write the answers in your notebook.
 - 1 dancing
- 2

- 3
- 6 Ask four of your classmates and find out what kinds of exercise they do. Write the answers in your notebook.

Name	Exercise
1 ?	?
2 ?	?
3 ?	?
4 ?	?

7 Tell the class about your classmates.

Thomas doesn't do exercise at all, but Marta walks to school every day. She also likes dancing.

5.6 Listening and Writing

Potrafię zrozumieć wywiad z trenerem koszykówki i napisać krótki tekst zawierający rady.

What should you do to get ready for an important test or sports competition?

study every day leave home early to be on time have a good breakfast on the day go to bed early on the day before practise a bit every day

2 2.58 Listen to an interview. What is it about? Choose the correct picture. Write the answer in your notebook.





В



C



3 (1) 2.58 Listen again and complete the notes in your notebook.

- 1 Steve Roberts: basketball coach
- 2 Practise: times a week
- 3 Good snack before game:
- 4 In a match: players have to think and move
- 5 Before a match: do a warm-up to get your ready
- 6 To win: you have to stay
- 4 What do you think players should do after an important match?

5 Read the magazine text. What is a charity walk?

Get ready to walk for charity!

Do you want to collect money for sick children?

Take part in the charity walk next term! It's
ten kilometres. It isn't easy so you have to get fit!

You should walk for thirty minutes three days a week.
Walk a bit longer every week, but you don't have to
walk every day. You should also go swimming and
cycling to help your muscles get strong. Eat healthy food for
energy and don't forget: you have to take water with you when
you go for long walks. You should sleep for eight hours a day.
Sleep is important for your body and your mind.

6 Read the Writing box. Find the structures for giving advice in the text in Exercise 5.

Writing Structures for giving advice

We can give instructions or advice in different ways.

Walk a bit longer every week, but you don't have to walk every day.

You should walk for thirty minutes three days a week. You have to get fit!

- 7 Rewrite the sentences in your notebook. Use the words in brackets.
 - 1 You shouldn't forget to do a good warm-up. (DON'T)

 Don't forget to do a good warm-up.
 - **2** Start preparing a few months before the walk. (HAVE TO)
 - 3 It's a good idea to practise with a friend. (SHOULD)
 - **4** It's not necessary for you to buy special sports clothes. (NOT HAVE TO)
- 8 WRITING TIME In your notebook, write a text to give advice about how to do well in a test.



Find ideas

What should students do to do well in a test? Make notes. Use these verbs: study / eat / drink / sleep You should study every day.



Draft

Write your text.



Check and write

Make sure you use different structures to give instructions or advice. Then write the final version of your text.

Wordlist 6 5

LESSON 5.1

Health problems Problemy zdrowotne

Nouns Rzeczowniki

a blocked nose /ə ˌblɒkt ˈnəuz/ zatkany nos

a cold /ə 'kəuld/ przeziębienie

a cough /ə 'kɒf/ kaszel

earache /'ıəreık/ ból ucha

a headache /ə 'hedeɪk/ ból głowy

a runny nose /ə ˌrʌni ˈnəʊz/ katar

a sore throat /ə ˌsɔː 'θrəut/ bolgce gardło

bolące garało

a stomachache /ə 'stʌməkeɪk/ ból brzucha

a temperature /ə 'temprətʃə/ temperatura

toothache /'tu:θeik/ ból zęba

Verbs Czasowniki
cough /kpf/ kasłać
sneeze /sni:z/ kichać

LESSON 5.2

Out of class

Get well soon! / get wel 'su:n/ Zdrowiei!

It's me again. /ˌɪts ˈmiː əˌgen/ To znowu ja.

See you soon! /sii jə suin/ Do zobaczenia wkrótce!

at least /ət 'li:st/ co najmniej flu /flu:/ grypa pick up /pɪk 'np/ odebrać practice /'præktɪs/ trening practise /'præktɪs/ trenować

LESSON 5.3

Injuries Urazy

broken leg /brəvkən 'leg/
złamana noga
bruise /bru:z/ stłuczenie
burn /bɜ:n/ oparzenie
cut /kʌt/ skaleczenie
mosquito bite /məˈski:təv baɪt/
ugryzienie komara

call an ambulance /kɔ:l ən 'æmbjələns/ zadzwonić po karetkę
lie down /laɪ 'daun/ położyć się

mosquito net /məˈskiːtəu net/ siatka na komary

move /mu:v/ ruszać się
nasty /'na:sti/ nieprzyjemny

LESSON 5.4

Giving health advice Dawanie rad związanych ze zdrowiem

Asking about health Pytanie o zdrowie i samopoczucie

What's wrong? /wpts ro:n/
Co sie stało?

What's the matter? /wpts ðə 'mætə/ W czym problem?

Responding Odpowiadanie

I don't feel very well. /aı dəunt fi:l veri wel/ Nie czuję się zbyt dobrze.

I feel terrible. /aɪˌfiːl ˈterəbəl/ Bardzo źle się czuję.

l've got a cut. /aɪv gɒt ə ˈkʌt/ Skaleczyłem się.

I've got a headache. /aɪv gɒt ə 'hedeɪk/ Boli mnie głowa.

Giving advice Dawanie rad I think you should see the

doctor/dentist. /aι θιηk jə ʃud si: ðə 'dɒktə 'dentɪst/ Myślę, że powinieneś iść do lekarza/ dentysty.

Put a plaster on it. /put ə 'plastə ən it/ Przyklej plaster na ranę.

Put some cream on it. /put səm 'kri:m ən ɪt/ Posmaruj maścią.

Put some ice on it. /put səm aıs ən ıt/ Przyłóż lód.

Why don't you drink some mint tea? /war dount jo drink som mint 'ti:/ Może napijesz się herbaty miętowej?

Why don't you lie down? /war dount jo lar 'doun/ Może się położysz?

Why don't you take a painkiller?

/wai dəunt jə teik ə 'peinkilə/ Może chcesz tabletkę przeciwbólową?

Accepting advice

Przyjmowanie rad

Yes, that's a good idea. /jəs ðæts ə ˌgud arˈdɪə/ Tak, to dobry pomysł.

Yes, you're right. /jəs jur 'raɪt/ Tak, masz rację. stomach /'stamək/ żołądek sweetheart /'swi:tha:t/ kochanie The test is off. /ðə test ız 'pf/ Test jest odwołany.

LESSON 5.5

The body Ciało

blood /blad/ krew bones /bəunz/ kości brain /breɪn/ mózg heart /haːt/ serce

muscles / masəls/ mięśnie

become weaker /bi,knm 'wi:kə/
stawać się słabszym
exactly /ıg'zæktli/ dokładnie
find out /ˌfaɪnd 'aut/ dowiedzieć
się
get fit /ˌget 'fɪt/ nabrać kondycji
get ill /ˌget 'ɪl/ zachorować
get old /ˌget 'əuld/ starzeć się
rest /rest/ odpoczywać
strong /stron/ silny
the heart beats /ðə ˌhaːt 'biːts/
serce bije

LESSON 5.6

coach /kəutʃ/ trener
collect money /kəˌlekt ˈmʌni/
zbierać pieniądze
do a warm-up /ˌdu: ə ˈwɔ:m ʌp/
zrobić rozgrzewkę
for charity /fə ˈtʃærəti/ na cele
charytatywne
get strong /ˌget ˈstrɒŋ/ nabierać
siły
mind /maɪnd/ umysł
snack /ˌsnæk/ przekgska

Revision

VOCABULARY

1 Look at the picture. In your notebook, complete the health problems 1–6.



- 1 a runny nose
 4 a ?

 2 ?
 5 a ?

 3 a ? throat
 6 a ? leg
- 2 Complete the words. Write the answers in your notebook.
 - 1 Josh goes to the gym to make his **muscles** stronger.
 - 2 You use your b ? to think.
 - **3** Your **h** 2 beats faster when you exercise.
 - 4 The red liquid in your body is called b ? .
 - **5** Cheese and milk make your **b** strong.

GRAMMAR

3 Complete the email with the correct form of have to and the verbs in brackets. Write the answers in your notebook.



Hi Vanessa,

I can't come to the beach with you. Mum and Dad are having a party and we ¹ have to get (get) the house ready. There's a lot to do! Dad ² (tidy) the garden, Mum ³ (prepare) the food and I ⁴ (help) them. My little brothers ⁵ (not do) any chores.

What about you? Are you doing anything nice this morning or ⁶ (you / do) chores?

See you soon.

Cassandra

- 4 Look at the problems and give advice. Use the verbs in the box and should/shouldn't.
 - leave home without breakfast

 ask your teacher for help go to the vet
 practise every day use your mobile in bed
 - 1 I don't understand my homework. You should ask your teacher for help.
 - 2 I can't sleep at night.
 - 3 My brother really wants to win a match.
 - 4 My gran's dog is ill.
 - **5** My friend gets very hungry before lunch.

PRONUNCIATION

5 (1) 2.59 Listen and repeat: /eɪ/ or /əʊ/.



I've got a headache, a sore throat, my nose is very red. I have to take painkillers,

I have to stay in bed.

DICTATION

6 2.60 Listen to the recording. Write the sentences in your notebook.

SPEAKING

- 7 (1) 2.61 Choose the correct answers. Write them in your notebook. Listen and check. Then act out the dialogues in pairs.
 - 1 A: You don't look 'ill / well.
 - B: I've got a headache.
 - **A:** Why ²aren't / don't you lie down and take a ³painkiller / plaster?
 - 2 A: What's the ⁴matter / wrong?
 - **B:** I've got mosquito *break / bites all over my body!
 - **A:** You should put some 'mint tea / cream on them.
 - B: Good idea.
 - 1 well

READING AND WRITING

8 Do you like tea? Do you know who discovered it? Read the text and check your ideas.



Tea is a very popular drink in many countries. People drink it at home, in tea shops and at school or at work. They enjoy it hot, cold or with ice and some people like it sweet or spicy!

A legend says how the Emperor Shennong in ancient China first discovered tea. One day, he was sitting under a tea tree. He boiled some water in a pot to drink. Dry leaves from the tea tree fell into his hot water! He tried the water and it was very tasty.

Tea is easy to make. Put a tea bag in a cup, glass or mug. Add some boiling water. You don't have to wait long. After a few minutes your hot drink is ready!

Scientists believe green tea is good for your blood and that black tea helps your brain. Have you got a cold? Then you should try lemon tea. But be careful – you shouldn't put too much sugar in it because too much sugar is bad for you!

- 9 Read the text again and complete the sentences below. Write the answers in your notebook.
 - 1 People drink tea in many ways hot, cold, with ice as well as ? or ? .
 - 2 Dry ? fell into the Emperor's pot and that's how he discovered tea.
 - **3** You need a tea bag and some ?? to make tea.
 - **4** Green tea helps your and black tea is good for your.
 - **5** It's better not to put too much in your lemon tea.

- 10 In your notebook, write about what to do (</) and what not to do (</) when you have a bad cold. Use these ideas to help you.
 - 1 see a doctor (✓)
 - 2 keep warm (✓)
 - 3 do sports (X)
 - **4** (your idea) (**√**)
 - 5 (your idea) (X)

LISTENING

- 11 2.62 Listen to a person giving advice about cycling and answer questions 1-5 below. Write the answers in your notebook.
 - 1 What do you always have to wear when you ride a bike?
 - **2** What else should you wear, apart from bike clothes?
 - **3** What two things should you do before you start cycling?
 - 4 What are the best places for cycling?
 - **5** What do you have to take with you on a ride?

Check yourself! -

- ✓ Potrafię rozmawiać o problemach zdrowotnych.
- ✓ Potrafię stosować czasowniki have to oraz should.
- ✓ Potrafię dawać rady związane ze zdrowiem.
- Potrafię zrozumieć tekst o wpływie ćwiczeń na samopoczucie.
- Potrafię zrozumieć wywiad z trenerem koszykówki i napisać krótki tekst zawierający rady.

Sir David Attenborough

If you watch TV, you probably know Sir David Attenborough's work. After all, he is the 'godfather' of wildlife documentaries and one of the most loved and respected people in Britain.

His love of nature started when he was just a boy. He was interested in fossils and he had a big collection of them. It was no surprise that he decided to study Natural Sciences at Cambridge University.

When he began his career at the BBC, in 1952, there weren't many programmes about nature. Sir David changed that with a series of documentaries called *Zoo Quest*. For the first time, film crews travelled all

over the world and brought back black and white films showing animals in their natural environment. Sir David produced a lot more wildlife documentaries after that. They were all very popular. *Life on Earth* had millions of viewers worldwide.

His work still inspires viewers of all ages, all over the world. The films are now in full colour, HD and even 3D. With the help of technology, we can see the world through the eyes of a bird flying high in the sky, a fish swimming deep in the ocean or a very small insect on a tree.

A number of plants, insects and birds have Sir David's name. That's a great way to say a big 'thank you' to the man who spends so much of his time caring for nature and protecting it.





- 1 Look at the photos. Do you know the man talking to the camera? What are his programmes about?
- 2 ② 2.63 Read and listen to the text. Are the sentences true or false?
 - 1 Sir David Attenborough is very popular in the UK. *True*
 - **2** Before Sir David started his work for the BBC, they had no programmes about nature at all.
 - 3 Sir David's first TV series was called Zoo Quest.
 - 4 You can watch Sir David's work only on UK TV.
 - **5** Sir David doesn't use new technology to film his documentaries.
- 3 Look at the types of TV programmes. Can you give examples of each type of programme?

cartoon (science/wildlife) documentary game show news sitcom soap opera talent show

- 4 (1) 2.64 Listen to an interview with two young people about TV programmes. Answer the questions. Write the answers in your notebook.
 - 1 What kind of documentaries does Ashley like?
 - **2** Who watches documentaries with Ashley?
 - 3 What sitcoms does Ashley like?
 - **4** What kind of programme does Ashley's mother prefer?
 - 5 What sport does Jake like watching on TV?
 - **6** What do Jake's parents like watching on TV?
- 5 Do you like watching wildlife documentaries? Why? / Why not?

I really like watching wildlife documentaries. My favourite is ...

PROJECT

- Work in groups. What types of TV programmes can you watch on TV? Look at the box in Exercise 3 to help you.
- Do a survey about the TV programmes the people in your group watch. Use these questions to help.
 - What are your favourite types of programmes?
 - Why do you like them?
 - What types of programmes don't you like?
 - Why don't you like them?



- Make a digital presentation about your findings. Add photos for each part of your presentation.
- Show your presentation to the class. What is the most popular type of programme?



VOCABULARY

Cooking verbs | Cooking nouns |
Serving and eating food |
Describing food

GRAMMAR

Present Perfect affirmative and negative | Present Perfect questions, *ever* and *never*



SPEAKING

Preferences



READING

Would you like ketchup with your ice cream?

LISTENING AND WRITING

Easy frittata recipe | A recipe

POLAND

What a great film!

Cooking and eating

Vocabulary

Potrafie rozmawiać o gotowaniu.

- 1 How many words can you add to each group? Write your ideas in your notebook. Compare in pairs.
 - 1 Vegetables: carrots, ...
- 3 Milk products
- 2 Fruit: apples, ...
- 4 Meat



Cooking for beginners



Cooking for beginners

Anyone can learn to make their favourite dishes. Why don't you take our online cooking course and see? These photos show you some cooking basics.





















- 2 (1) 3.01 Read and listen to the text on page 80. What can you learn on the online course?
- 3 🕙 3.02 Listen and repeat. Look at the photos on page 80. Complete the instructions below with the verbs from the box. Write the answers in your notebook.

Vocabulary Cooking verbs

add bake beat boil chop fry mix peel roast slice

Photo 1: chop the onions and garlic

Photo 2: ? the eggs

Photo 3: ? the potatoes

Photo 4: ? the vegetables

Photo 5: ? the cocoa with the eggs and butter

Photo 6: The vegetables

Photo 7: 7 the pasta

Photo 8: ? the potatoes in hot oil

Photo 9: 7 the cake at 160°C

Photo 10: 7 some salt

LOOK!

You bake bread, a cake and biscuits. You roast meat, chicken and vegetables.

4 Match the activities in Exercise 3 to the dishes below. There is one extra activity. Write the answers in your notebook.

Roasted vegetables Chips

Chocolate cake

5 3.03 Listen and repeat. Find the objects on page 80.

Vocabulary Cooking nouns

bowl cake tin frying pan oven pot

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

Here are three simple recipes for you to try:



Simple fruit salad

¹ Peel / Boil and slice some apples. Then put them in ² an oven / a bowl with some strawberries and orange juice. ³Beat / Mix to make a simple - and healthy - fruit salad! 1 Peel



Simple cake

Mix 125 grams of butter with 125 grams of sugar. Then 4chop / add two eggs and 125 grams of flour. Bake the cake in the ⁵pot / oven for 20 minutes. When it is cool, take it out of the 6 frying pan / cake tin.



Simple chicken legs

⁷Fry / Mix some oil, lemon juice, salt and pepper in a bowl. Put the chicken legs in the bowl and leave them for two hours. ⁸Boil / Roast the chicken legs in the oven for about 35 minutes.

- 7 (4) 3.04 Listen and choose the correct answers. Write them in your notebook.
 - 1 What fruit is Tom using for the dessert? b
 - **a** apples
- **b** bananas
- c oranges
- 2 Where is he putting the fruit?
 - **a** in a bowl
- **b** in a pot
- c in a cake tin
- 3 What isn't he using for the sauce?
 - **a** orange juice **b** butter
- **c** sugar
- 4 What is Tom doing next?
 - **a** frying the dessert **b** baking the dessert
 - **c** roasting the dessert
- 8 How many words can you remember? Compare with a partner.
 - 1 Ways to cook food: boil, ...
 - 2 Ways to prepare vegetables for cooking
 - 3 Things you use to cook food

I remember

that!

Potrafię stosować czas Present Perfect w zdaniach twierdzących i przeczących.

We've brought dessert!

Gran Bertie and Emma are cooking Sunday lunch for the family.



Harry: Hi, Gran! Hi, Emma! George: We've brought dessert!

Emma: Oh, good! Gran hasn't made dessert today!

Gran: Yes, I have. I've baked apples. Emma: Apples are fruit, Gran. Not dessert!

Emma: I've chopped the cucumber,

Gran. What's next?

Gran: Let's have a look. OK. 'Put

some olive oil and lemon juice in a small bowl and mix them

with a spoon.'

Emma: All the small bowls are in the

dishwasher. It hasn't finished.

How about this mug?

Yes, that's fine. Gran:

George: What's for lunch?

Gran: We've made chicken pie, chips and

salad.

George: Good! I'm starving!

Gran: George, Harry, can you set the

table, please? I've taken out the knives and forks. They're over there. The plates are in the cupboard.

Emma, put the chips on the table.

Emma: Erm ... Gran?



- 1 (1) 3.05 Listen and read. What are Gran, Emma and the the boys going to eat for lunch?
- 2 Read the story. In your notebook, complete the sentences with one word.
 - 1 Today it is Sunday.
 - **2** There aren't any clean ? .
 - **3** Emma doesn't like ? for dessert.
 - 4 ? is very hungry.
 - **5** There are no plates on the ? yet.

🥹 3.06 Listen and repeat. Find the expressions in the story.

What's next?

CLASS VOTE Why is Emma surprised?

3.07 Now listen and check.

Out o

Get Grammar! Present Perfect affirmative and negative

+	_	Hammy, you've
Regular verbs		eaten my
I/You/We/They've baked apples.	I/You/We/They haven't baked apples.	biscuits! I haven't touched your biscuits!
He/She/It's baked apples.	He/She/It hasn't baked apples.	your biscuris:
Irregular verbs		6
I/You/We/They've eaten the chips.	I/You/We/They haven't eaten the chips.	
He/She/It's eaten the chips.	He/She/It hasn't eaten the chips.	Thu,
've = have 's = has haven't =	have not hasn't = has not	

6 In your notebook, write the Past Simple and the Present Perfect form of the verbs. For irregular verbs, look at page 123.

bake break bring buy chop drink eat have hear leave make put tidy wash

Regular verbs	Irregular verbs	
bake – baked – baked	break – broke – broken	

7 Complete the sentences with the Present Perfect form of the verbs. Write the answers in your notebook.

1 Emma: We have made (make) lunch and we

(tidy) the living room.

2 Gran: I ? (wash) the vegetables and Emma

(chop) them.

3 Harry: Our parents ? (buy) a cake and we

? (set) the table.

4 George: Harry (eat) almost all the chips!

8 Complete Emma's text messages to Poppy. Write the answers in your notebook.

not add not try not leave not have not put

Harry and George ¹ haven't had breakfast, so they're hungry. I hope they like our lunch!

We ² the cola in the fridge, so it isn't cold enough to drink!

Gran ³ any salt to the pie and it's not good. I ⁴ the cake because George ⁵ any for me.

Oh, no!

9 3.08 Listen and repeat. Find these items in the picture of Nell's kitchen below.

Vocabulary Serving and eating food

cup fork glass knife mug plate spoon



10 (3.09 Look at the picture. What has or hasn't Nell done? Use the words in the box to write sentences in your notebook. Listen and check.

break the cup eat the apple use the plate wash the mug drink the water slice the bread make tea eat the cake

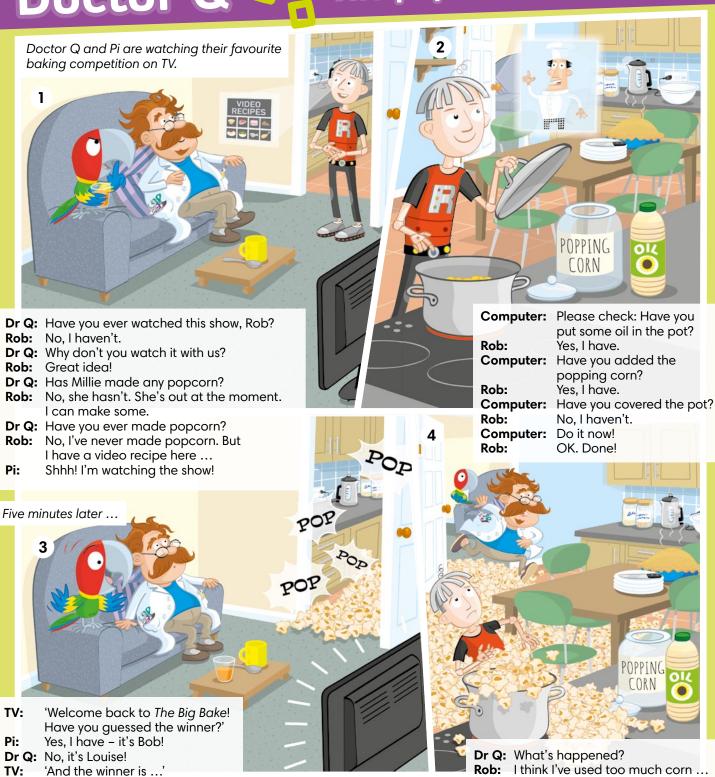
She has broken the cup.



11 Close your books. Take turns to tell your partner the sentences from Exercise 10.

Potrafię tworzyć pytania w czasie Present Perfect.

Doctor Q 📮 The popcorn



1 Look at the cartoon. How many objects for cooking and eating can you find?

bowl cup fork glass knife mug plate pot spoon

- 2 3.10 Listen and read. Answer the questions. Write the answers in your notebook.
 - 1 What are Doctor Q and Pi doing?
 - 2 Is Millie at home?
 - 3 What ingredients does Rob use to make popcorn?
 - 4 What's the name of Doctor Q and Pi's favourite TV show?

Get Grammar!

Regular and irregular verbs				
?	Short answers			
Have I/you/we/they started? Have I/you/we/they won?	Yes, I/you/we/they have. No, I/you/we/they haven't.			
Has he/she/it started? Has he/she/it won?	Yes, he/she/it has. No, he/she/it hasn't.			

What has he done?

Have you ever made popcorn?

No, I haven't. I've never made popcorn.

3 Complete the questions about the cartoon. Write the answers in your notebook.

Picture 1

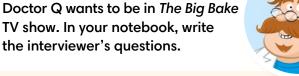
- 1 Has Doctor Q taken off his lab coat? (take off)
- 2 the show? ? (start)

Picture 2

- 3 Millie a pie for dinner? (make)
- 4 Rob all the corn? (use)

Picture 3

- 5 ? Pi ? his juice? (drink)
- **6** Doctor Q and Pi the name of the winner? (hear)
- 4 Work in pairs. Ask and answer the questions in Exercise 3.
 - A: Has Doctor Q taken off his lab coat?
 - **B:** No, he hasn't.
- 5 Doctor Q wants to be in The Big Bake TV show. In your notebook, write



- 1 ever / be on TV? Have you ever been on TV?
- 2 ever / take part in a cooking competition?
- 3 ever / bake a cake?
- 4 ever / make ice cream?
- 5 ever / try chocolate biscuits with chilli?



- 6 (4) 3.11 Listen to the interview. In your notebook, write Doctor Q's answers to the questions in Exercise 5.
- 7 Interview your partner. Use the questions in Exercise 5.
 - A: Have you ever been on TV? B: Yes, I have!
- 8 Match the questions to answers in each pair. Write the answers in your notebook.
 - 1 Have you ever eaten pesto? b
 - 2 Have you eaten all the pesto?
 - a Yes, I have. Sorry!
 - **b** No, I haven't. What is pesto?
 - **3** Has he ever won a competition?
 - 4 Has he won the competition?
 - a Yes, he has. It was a talent show last year.
 - **b** Yes, he has. He's the fastest runner today.
 - **5** Have they cooked dinner?
 - **6** Have they ever cooked dinner before?
 - a Yes, they have and it smells lovely!
 - **b** No, it's the first time they've cooked dinner.



- 9 Make a class survey. What have your classmates never done? Use the expressions in the box and your own ideas.
 - make popcorn stay at a hotel visit London win a singing competition
 - **A:** Have you ever won a singing competition?
 - B: No, I haven't.
 - **A:** Jim has never won a singing competion.

Potrafie rozmawiać o preferencjach.

I'd prefer cheese

Poppy: It's sunny today! Let's go out

somewhere.

Emma: Good idea. Would you like to

have a picnic or go for a bike ride?

Poppy: I'd really like to go for a bike ride.

Emma: OK. You know what? We can have a picnic in the park too!

Poppy: Let's do that! Mum's made her special

lemonade. I can bring some.

Emma: And I can make sandwiches.

Would you like cheese or tuna?

Poppy: I'd prefer cheese.

Emma: OK. How about something sweet?

Would you like chocolate cake or biscuits?

Poppy: Hmm ... You choose. **Emma:** Chocolate biscuits!

Poppy: Brilliant! See you in fifteen minutes!



- 1 🐠 3.12 Listen and read. What do Poppy and Emma decide to do? Why can't they do it?
- 2 3.13 Listen and repeat.

Speaking Preferences

Asking about preferences

Would you like to have a picnic or go for a bike ride?

Would you like cheese or tuna?

Responding

I'd like to go for a bike ride.

I'd like cheese. / I'd prefer cheese.

You choose. / I don't mind.

- 3 (4) 3.14 Complete the dialogue with the words in the box. Write the answers in your notebook. Then listen and check.
 - choose I'd mind or prefer to Would

Philip: I'm thirsty. Can I have a drink?

Mickey: Sure. 1Would you like juice or water?

Philip: ² like some water, please. **Alice:** I'd ³ some juice, Mickey.

Mickey: Now, would you like 4 2 watch

a DVD ⁵ play a game?

Philip: I don't 6?. Alice: You 7?.

Mickey: OK. Let's watch a DVD, then.

- 3.15 Listen and choose the correct answers. Write them in your notebook.
 - 1 Where are the family going to go on holiday?





3 How are they going to travel?



- 5 In pairs, ask and answer about your preferences.
 - 1 For lunch today: sandwiches or pizza?
 - A: Would you like sandwiches or pizza for lunch today?
 - **B:** I'd prefer sandwiches.
 - 2 To do on Saturday morning: go shopping or go cycling?
- 6 Go to page 122. Act out dialogues.

Potrafię zrozumieć tekst o lodach.





1 Ice cream is nothing new. The Chinese ate ice cream two thousand years ago. They mixed milk and rice and froze it in snow. The ancient Romans loved eating snow with honey and fruit. For many years, ice cream was only for rich people. The ingredients were expensive and it cost a lot to keep it cold. Today ice cream is for everyone!

Have you ever tried to make ice cream? It's simple. All you need is milk or cream and sugar. Some recipes use eggs too. Then you can add vanilla (the most popular flavour), chocolate, strawberries or other ingredients. If you only have fruit and sugar, you can make a delicious sorbet. A sweet and sour lemon sorbet is great in the summer.

If you are not afraid to try, there are some unusual ice cream flavours too. Have you ever eaten spicy ice cream with chocolate and chilli? You can also make ice cream with salty biscuits in it. What about these flavours? There's sausage ice cream and cheese ice cream. There's even black ice cream with charcoal in it. Check out the photo!

Comments:

I've seen charcoal ice cream, but I haven't tried it because it sounds disgusting.

molly15

I've had charcoal ice cream and it wasn't too bad.

Ice Age

I love chocolate ice cream, but I've never had it with chilli! I'm going to try it!

- 1 Do you like ice cream? What's your favourite flavour?
- 2 3.16 Listen and read. Match headings a-d to paragraphs 1-3. There is one extra heading. Write the answers in your notebook.
 - a Is ice cream good for you?
 - **b** More interesting than vanilla or chocolate?
 - **c** What do you need to make ice cream?
 - **d** How old is ice cream?
- 3 Read the blog again. Answer the questions. Write the answers in your notebook.
 - 1 What did the Chinese use to make ice cream?
 - 2 Why was ice cream expensive in the past?
 - 3 What is the most popular ice cream flavour?
 - 4 What can you use to make ice cream spicy?
 - 5 What does black ice cream have in it?
 - 6 Has molly 15 ever eaten charcoal ice cream?
- 4 3.17 Listen and repeat. Then find the words in the text.

Vocabulary Describing food

delicious disgusting salty sour spicy sweet

- 5 Complete the sentences with the words in the Vocabulary box. Write the answers in your notebook.
 - 1 The chef has used too much salt and the biscuits are too *salty*.
 - **2** Can I have another sandwich? They're ?!
 - **3** Don't eat this old smelly fish. It's ?!
 - **4** This chocolate has got chilli in it. I love things.
 - **5** There's a lot of sugar in the cake, so it's very ?.
 - **6** I don't like lemons and other ? fruit.



6 Work in groups. Invent three ice cream flavours. Tell the class about them. Vote for the most delicious and the most disgusting flavours.

Our first ice cream flavour is fish and chips.

6.6 Listening and Writing

Potrafię zrozumieć wypowiedź ustną zawierającą instrukcję przygotowania posiłku i napisać przepis.

- 1 IKNOW THAT! Look at the pictures in Exercise 2. Name the food items. Which of them do you usually have in your kitchen?
- 2 3.18 Sidney wants to make lunch for his parents. What ingredients does he need? Listen and write the answers in your notebook.



3 3.18 Listen again and complete the recipe. Write the answers in your notebook.

--- Easy Frittata Recipe <--



Peel, boil and slice 1two potatoes.

Slice one ²

³ five eggs. Add salt and pepper.

Then put ⁵ grams of cheese on the frittata.

Cook the frittata for a few more 6

4 Do you think Sidney's frittata is tasty? What other ingredients can you add to it?

5 Read the recipe from a food blog. Do you think it's easy?

A great apple cake!

I've made hundreds of cakes, but this recipe is the easiest! And it's delicious!



Ingredients:

170 grams of sugar3 large eggs170 grams of flour3 large apples

Things you need:

a sharp knife, a spoon or an electric mixer, a large bowl and a cake tin.

Instructions:

Beat the eggs and sugar with a spoon for 15 minutes. If you use an electric mixer, mix for two minutes.

Then add the flour and beat well. Peel the apples and chop them. Add them to the bowl. Put everything in the cake tin and bake the cake in the oven at 160°C for 30 minutes. Simple!

Writing A recipe

- Start with a list of ingredients.
- Write a list of other things you need, e.g. a knife, a bowl.
- Write the instructions. Use the imperative, e.g. Beat the eggs and sugar.
- 6 Read the Writing box. Then go to page 124 and complete the instructions in your notebook.
- 7 WRITING TIME In your notebook, write a recipe for pasta with tomato sauce. Use the pictures and instructions in Exercise 6 to help you.



Find ideas

List the ingredients and other things you need.



Draft

Write the recipe.



Check and write

Check that you include all the important information and that you use the imperative for instructions. Then write the final version of the recipe.

Wordlist 6 6

LESSON 6.1

Cooking verbs Czasowniki związane z gotowaniem

add /æd/ dodać
bake /beɪk/ piec
beat /biːt/ ubijać
boil /bɔɪl/ gotować
chop /tʃɒp/ siekać
fry /fraɪ/ smażyć
mix /mɪks/ miksować, mieszać
peel /piːl/ obierać

roast /rəust/ piec

Cooking nouns Rzeczowniki związane z gotowaniem

slice /slais/ kroić na plasterki

bowl /bəʊl/ miska
cake tin /ˈkeɪk tɪn/ forma do
ciasta

frying pan /'fraiin pæn/ patelnia oven /'avən/ piekarnik pot /ppt/ garnek

cocoa /ˈkəukəu/ kakao
dessert /dɪˈzɜːt/ deser
dish /dɪʃ/ danie
garlic /ˈgɑːlɪk/ czosnek
onion /ˈʌnjənz/ cebula
salt /sɔːlt/ sól
sauce /sɔːs/ sos
take a course /ˌteɪk ə ˈkɔːs/
odbyć kurs

LESSON 6.2

Out of class

l'm starving! /aɪm 'sta:vɪŋ/
Umieram z głodu!
Let's have a look. /ˌlets həv ə 'luk/
Spójrzmy.
What's next? /ˌwpts 'nekst/
Co dalej?

Serving and eating food

Podawanie jedzenia i spożywanie posiłków

cup /kap/ filiżanka fork /fɔːk/ widelec glass /glaːs/ szklanka knife /naɪf/ nóż mug /mag/ kubek plate /pleɪt/ talerz spoon /spuːn/ łyżka chicken pie /ˌtʃɪkɪn ˈpaɪ/ pieczeń z kurczaka

cupboard /'kʌbəd/ szafka kuchenna, kredens

LESSON 6.3

corn /kɔ:n/ kukurydza
cover the pot /kʌvə ðə 'pɒt/
przykryć garnek
take off the coat /teɪk ˌpf ðə
'kəʊt/ zdjąć płaszcz
win a singing competition /wɪn
ə 'sɪŋɪŋ ˌkɒmpəˌtɪʃən/ wygrać
konkurs wokalny

LESSON 6.4

Preferences Preferencje
Asking about preferences
Pytanie o preferencje
Would you like to have
a picnic or go for a bike
ride? /wud jə laık tə hæv ə 'pıknık
ər gəu fə: ə 'baık raıd/ Wolisz
iść na piknik czy pojechać na

Would you like cheese or tuna? /wod jə laɪk 'tʃi:z ə 'tju:nə/ Wolisz ser czy tuńczyka?

Responding Odpowiedzi
I'd like to go for a bike ride.

przejażdżkę rowerem?

/aid laik tə gəu fə: ə 'baik raid/ Chciałbym pojechać na przejażdżkę rowerem.

I'd like cheese. /aɪd laɪk 'tʃi:z/ Poproszę ser.

I don't mind. /aɪ dəunt 'maɪnd/ Wszystko mi jedno.

l'd prefer cheese. /aɪd prɪˈfɜː tʃiːz/ Wolałbym ser.

You choose. /jə 'tʃuːz/ Sam wybierz.

How about something sweet?

/hau əˌbaut ˌsʌmθɪŋ ˈswiːt/ Może coś słodkiego?

LESSON 6.5

Describing food

Opisywanie jedzenia
delicious /dr'lrsəs/ pyszny
disgusting /dis'gastry/ obrzydliwy
salty /'sɔ:lti/ słony
sour /'sauə/ kwaśny
spicy /'sparsi/ pikantny
sweet /swi:t/ słodki

ancient Romans /emfənt
'rəumənz/ starożytni Rzymianie
charcoal /'tfa:kəul/ węgiel
drzewny
flavour /'fleɪvə/ smak
freeze /fri:z/ zamrażać
honey /'hʌni/ miód
rich /rɪtf/ bogaty
smelly /'smeli/ śmierdzący

LESSON 6.6

sharp /∫aːp/ ostry

Revision

VOCABULARY

- In your notebook, complete the cooking verbs and nouns.
 - 1 Peel the potatoes. Then b ? them for 15 minutes in hot water.
 - **2** B? the cake in a small cake **t**? for 25 minutes.
 - **3** \$ 1 the bread and make ten pieces of toast.
 - 4 Roast the chicken and potatoes in a hot
 - **5** C ? the tomatoes into small pieces.
 - **6** Fry the eggs in a large **f**? **p**?.
 - **7** M? the butter and sugar together.
 - **8** B ? the eggs. Then **a** ? flour and milk.
- 2 In your notebook, match the objects with the words in the box.

bowl cup fork glass knife mug plate pot spoon

1 pot



- 3 Complete the sentences with the words in the box. Write the answers in your notebook.
 - delicious disgusting salty sour spicy sweet
 - 1 I don't like these crisps. They're too salty.
 - **2** Yummy! This fruit salad is ...
 - **3** I can't eat lemons. They're too ? .
 - **4** I love ? things like honey and sugar.
 - **5** I don't want meat with chilli. I don't like ? food.
 - **6** Yuk! The sandwich is 2 and I can't eat it.

GRAMMAR

4 In your notebook, complete the text with the Present Perfect form of the verbs in brackets.

July 1st

Phew! I'm tired! We ¹have done (do) a lot this evening, but now it's nearly time for bed. Our guests ² (go) home. They ³ (not eat) all the food, so we don't have to cook tomorrow! Dave ⁴ (wash) the dirty dishes and I ⁵ (put) them away. Dad ⁶ (not clean) the barbecue and we ⁷ (not tidy) the living room. That can wait.

- 5 In your notebook, write questions and answers.
 - 1 Judy / finish her homework? ✓ Has Judy finished her homework? Yes, she has.
 - 2 you / ever / roast a chicken? 🗶
 - 3 Eddie / ever / play chess? ✓
 - 4 the children / have dinner? 🗸
 - 5 you / ever / make pancakes? X
 - 6 Ann / set the table? X

PRONUNCIATION

6 3.19 Listen and repeat: /u:/.

What's my name? My name is Lucy. That's my food. It's fruit – it's juicy!



DICTATION

7 3.20 Listen to the recording.
Write the sentences in your notebook.

SPEAKING

8 3.21 Put the dialogue in the correct order. Listen and check. Then act out the dialogue in pairs.

I'd like some orange juice, please.

Wow! I'm thirsty! 1

What programme would you like to watch?

Would you like orange juice or cola?

I don't mind. You choose.

I'd prefer to watch TV. It's too hot to go outside.

Here you are. Now, would you like to watch TV or play football?

READING AND WRITING

- 9 Read the texts and match people A-C to sentences 1-4. One person matches two sentences. Write the answers in your notebook.
 - Which person...
 - 1 didn't really like the taste of the dish?
 - 2 enjoyed the way you eat the food?
 - 3 recommends the dish they ate?
 - 4 tells a joke about their dish?

Freaky Food

(A) Sophie

One of the most unusual foods I've tasted was a fruit called *caimito*, or star apple. It has a green and purple skin and grows on trees in tropical areas. It's



sweet and tasty, but it's really sticky. When I ate it, my lips and fingers started to stick together. It was strange but a lot of fun as well! I really liked the taste too, so I hope I'll be able to eat it again one day.

B Max

I'm a big food lover and I like tasting new dishes. That's why when I went with my parents on a trip to Australia,



I decided to try crocodile skewers. People say that crocodile meat looks like chicken, smells like fish and tastes of what the crocodile has eaten. I think my crocodile ate a lot of chocolate, because the meat was quite sweet. I really enjoyed it and I think you should try it if you have a chance.

C Angie

Many people think that the Japanese eat only sushi, but during my trip to Japan I found out that's completely false. For example, I tried

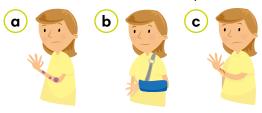


okonomiyaki which is a pancake that looks like a kind of pizza. The name means 'grill what you like', so there are many different types of this dish. I had one with tuna, cabbage and octopus. I'm not a great fan of seafood, so it won't become my favourite dish, but it was definitely an interesting experience.

- 10 In your notebook write about your favourite dish. Use these questions to help you.
 - 1 What is the dish?
 - 2 What is it made of?
 - 3 Who cooks it best in your family?
 - 4 Have you ever cooked it yourself?
 - **5** How many different versions of this dish have you eaten? Which one was the best?

LISTENING

- 11 3.22 Listen and choose the correct answers. Write them in your notebook.
 - 1 What's the matter with Mary?



2 Where are the plates?



3 How many cakes has Joe's mum baked today?



4 What does Joe's mum want him to do?



Check yourself! -

- ✓ Potrafię rozmawiać o gotowaniu.
- ✓ Potrafię stosować czas Present Perfect w zdaniach twierdzących i przeczących.
- ✓ Potrafię tworzyć pytania w czasie Present Perfect.
- ✓ Potrafię rozmawiać o preferencjach.
- ✓ Potrafię zrozumieć tekst o lodach.
- Potrafię zrozumieć wypowiedź ustną zawierającą instrukcję przygotowania posiłku i napisać przepis.

Poland What a great film!

- 1 Work in pairs. Answer the questions.
 - 1 What was your favourite cartoon when you were a child?
 - 2 Have you ever watched the cartoon in the picture?
 - 3 What are the names of the cartoon characters? Choose the names from the box.

Benny and Lenny Bolek and Lolek Jacek and Placek Jym and Jam Tim and Miki



- 3 Read the text again and answer the questions.
 - 1 Why did the taxi driver call the blogger and his friend Bolek and Lolek?
 - 2 In how many countries did children watch the Polish cartoon?
 - **3** Where is the statute of Bolek and Lolek?
- 4 Read the posts. Do you agree with them?
 - - 1 There aren't many good Polish films for young people. Marta, 14
- 2 The Oscars are for adults. What about the young audience? I don't know where to find films that are good for someone my age. Kuba, 13

2 Read the blog post and check your answer from Exercise 1.

Away From Home



MY NEW NAME IS BOLEK

Something funny happened to me when I was in Cuba last

summer. I was going by taxi with my friend in Havana. I'm taller and slimmer than him. When we told the taxi driver we were Polish, he looked at us for a second and said Bolek and Lolek, welcome to my taxi. We laughed, but honestly, I was shocked. I had no idea that this classic Polish cartoon was popular abroad, even in Cuba. The truth is that in the 1970s and 1980s the cartoon about the two brothers was on TV in over 60 countries, sometimes under a different title. In the English version the brothers' names were Benny and Lenny or Jym and Jam.

The birthplace of *Bolek and Lolek* is a film studio in Bielsko-Biała. It made over 150 episodes of the cartoon. The two boys are over 50 years old now, but they still have young fans! Cartoon characters never get old - take Mickey Mouse, he's about 90 right now! If you meet Bolek and Lolek fans abroad, you can invite them to Bielsko-Biała for a photo session in front of the boys' statue.



5 3.23 Listen to Marta and complete the gaps in the sentences. Write the answers in your notebook.

Ale Kino! Film Festival

- 1 Ale Kino! is an international film festival for a ? .
- 2 It takes place in ? every year.
- **3** It's the biggest festival of films for children and teens in ...
- **4** The best films get the main award of the festival: the Golden Goats.
- 6 Work in pairs. Answer the questions.
 - 1 Are you interested in the Ale Kino! film festival?
 - **2** What's your favourite Polish film for young people?
 - 3 What's the best Polish film you have ever seen?
 - **4** Which Polish films would you like to watch in the future?
- 7 Do the Oscar Quiz in pairs. Write the answers in your notebook.
- 8 3.24 Listen to the recording and check your answers.

PROJECT _Oo

- Prepare a survey on the best Polish films.
 - Work individually. Interview five adults.
 - Ask them which three Polish films they think everyone should watch.
 - Work as a class. Compare your results and make a list of the best Polish films.
 - With the help of your teacher, decide which of the films are appropriate for a young audience.



Are these sentences true or false?

- 1 Polish artists have only won 5 Oscars.
- **2** Poles have never got an Oscar for Best Animated Short Film.
- 3 Roman Polański is the first Polish director to win an Oscar.
- **4** Andrzej Wajda got an Oscar for his film *Katyń*.
- **5** *Ida* is the first Polish film to get an Oscar for Best Foreign Film.





Where I live



Vocabulary

Potrafie opowiadać o miejscu, w którym mieszkam.

1 Work in pairs. How many rooms and parts of the house can you name?

Rooms: bedroom, ... Parts of the house: door, ...



VOCABULARY

Places to live Parts of the house In the house | Phrasal verbs

GRAMMAR

Present Continuous for future arrangements must, mustn't, can



SPEAKING

Invitations



READING

What can you do to make your neighbourhood a better place?

LISTENING AND WRITING

Angie's email | Checking for mistakes

GET CULTURE!

Food to try in the UK



My name is Alice and this is my school project about people's homes.

You can read about my home. I also asked some friends to tell me about their homes. See how we live.



My bedroom is next to our neighbours' daughter's bedroom. I can hear the music she plays. Fortunately, we like the same music!



Hi, I'm Beth. I live in a 2 in Bristol too. It's a great city. I love the view from my room.



I'm Paul. I live in a ³ in Beverley. It's a small town in the north of England.



My name's Kate. My family and I live in a ⁴ in an English village. The house is about 200 years old!



I'm Matt. I live in a 5 on the Isle of Skye in Scotland. I love living on an island.

2 3.25 Listen and repeat. What types of houses can you see on page 94?

Vocabulary Places to live

Types of houses

block of flats / flat cottage detached house semi-detached house terraced house

Locations

in a city in the country in a town in a village on an island

- 3 3.26 Read Alice's project on page 94. In your notebook, match the texts with the types of houses. Listen and check.
- 4 Label the pictures with the locations. Write the answers in your notebook.











1 - in a village

5 3.27 Listen and repeat. Look at the houses on page 94 and answer the questions. Write the answers in your notebook.

Vocabulary Parts of the house

attic balcony basement lift stairs ground/first/top floor

- 1 Which building has a balcony? the block of flats
- 2 Which buildings have an attic?
- 3 How many floors can you see in the block of flats?
- 4 Can you see a basement?
- 5 Which building has a lift?
- 6 Which buildings have stairs?

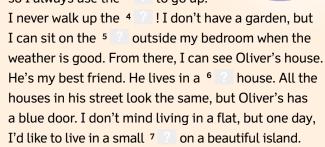
6 Read more about Beth's home. Choose the correct answers. Write them in your notebook.

My home

by Beth Barber

1 a

I live in a big ¹ ? of flats in the city. My flat is on the tenth ² ? , so I always use the ³ ? to go up.



1 a block	b attic	c basement
2 a floor	b lift	c ground
3 a stairs	b basement	c lift
4 a attic	b lift	c stairs
5 a ground	b balcony	c basement
6 a terraced	b cottage	c city
7 a block	b cottage	c terraced

7 3.28 Listen to an interview with Jack and Lily. In your notebook, complete the factfiles about their homes.

	Jack	Lily
Place	¹ in the country	4 ?
Type of house	2 ?	5 ?
Garden	yes, big	6 ?
Bedroom	in the ³ ?	upstairs

8 In your notebook, complete the sentences so they are true for you. Compare in pairs.

I live in/on ... (location)

My home is a ... (type of house)

It has ..., but it doesn't have ... (parts of a house)

9 Now imagine you have moved to a new home. In your notebook, complete the sentences in Exercise 8 again. Potrafię stosować czas Present Continuous w odniesieniu do przyszłości.

We're meeting at six o'clock

Later that day.



Emma: Are you coming to George and Harry's

this evening?

Poppy: Oh, is it today?

Emma: Yes. The final of *The Greatest Voice*, our

favourite talent show, is today. We're all watching it together. We're meeting at

six o'clock. Remember?

Poppy: Yes, of course I'm coming. I have to go

now. Mum and Dad are picking me up in two minutes. They want to show me

something.

Emma: OK. See you later!

Poppy: Bye!

Emma: Hi.

Poppy: Hi. Erm ... Emma, I've got some news.

Emma: Good or bad?

Poppy: It depends ... We're moving house!

Emma: Oh, Poppy, no! But we live so close

Poppy: Yes, but the new house is bigger.

And I'm getting the coolest bedroom! It's up in the attic!

Emma: Well, I'm happy for you. Wait! Please

tell me you're not changing school

Poppy: Don't worry. I'm not changing school.

Emma: So, when are you moving?

Poppy: Next month.

Emma: And where is the new house?

Poppy: Look at this photo. **Emma:** But that is ... no way!



1 🐠 3.29 Listen and read. What's Poppy's news?

2 Read the dialogue. Are the sentences true or false?

- 1 The Greatest Voice is a TV show. True
- 2 Poppy says she can't go to Harry and George's today.
- **3** Poppy is in a hurry to catch the bus.
- 4 Emma's house is near Poppy's old house.
- 5 Poppy loves her new bedroom.
- **6** Poppy has to go to a different school.

3 (4) 3.30 Listen and repeat. Find the expressions in the story.

Remember? See you later! It depends.

'No way'?

4 CLASS VOTE Why does Emma say

a Because she doesn't like the house.

b Because she knows the house.

(19) 3.31 Now listen and check.



Get Grammar! Present Continuous for future arrangements

Poppy is moving house next month.

We're meeting at six o'clock.

Poppy isn't going home after school.

Poppy and Emma aren't leaving school together today.

Are you coming to George and Harry's this evening?

Yes, I am. / No, I'm not.

When are you moving?

Time expressions

today, tonight, this evening, this week tomorrow, tomorrow morning, tomorrow evening next week, next month in five minutes, at six o'clock, after school

- 6 Write sentences in your notebook. Who's got the most exciting plan for the weekend?
 - Harry / play / tennis / on Saturday and Sunday.
 Harry is playing tennis on Saturday and Sunday.
 - 2 George / spend / Sunday / with his friend, David.
 - **3** Mr and Mrs Nichols / fly / to Paris for the weekend.
 - **4** Emma and Gran / tidy / the basement / tomorrow.
 - 5 Poppy's parents / buy / a bed for her new room / this weekend.
- 7 Complete the dialogue with the Present Continuous form of the verbs in the box. Write the answers in your notebook.

come do not do go have not meet tidy

Emma: Sorry, Poppy, but I can't come to drama

class after school. Gran and I ¹ are going

shopping.

Poppy: Oh, I forgot to tell you. The teacher's got

the flu. We 2 7 today. What 3 7 you $^{\circ}$

tomorrow morning? Do you want to meet?

Emma: 1 4 7 my first piano lesson! Then Gran

and I ⁵ ?? the basement.

Poppy: What about Sunday? 6 7 you 7 to the

cinema with us?

Emma: Yes, I am. I ⁷ anything else

on Sunday!



8 Work in pairs. Imagine today it is Thursday 10th. Look at Mrs Nichols' diary. Take turns to ask and answer questions. Use the expressions in the box.

today at half past one this evening tomorrow evening on Saturday morning on Saturday afternoon on Sunday next week



Thur 10 1.30 p.m. have lunch with Beth Ellis 9.00 p.m. pick up Harry from tennis

Fri 11 8.00 p.m. go to the cinema with Peter

Sat 12 11.15 a.m. see the dentist 5.00 p.m. go to the gym

Sun 13 tidy the garden

Mon 14

Tue 15

go on a business trip to Madrid

J

A: What is Mrs Nichols doing today at half past one?

B: She's having lunch with Beth Ellis.

O C



9 Tell your partner three things you are doing in the nearest future – two true and one false. Your partner guesses the false sentence.

A: I'm singing in a talent show this weekend.

B: False. You aren't singing in a talent show!

A: No, I'm not. You're right!

Potrafię stosować czasowniki must, mustn't oraz can.





Rob: Here you are. It was in the cupboard under the sink.

Dr Q: Who put it there? Oh, look at the time! ... Remember, we must put things back in the right place.

back in the right place, we get one of these fun stickers!

Dr Q: Good idea!

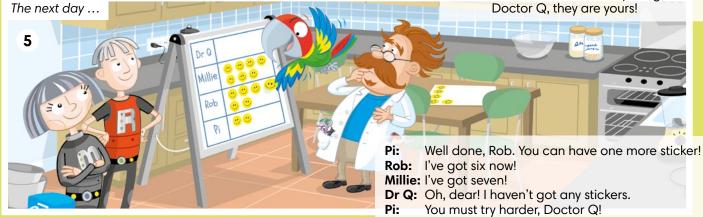


Rob! Put them in the bookcase!

Ok, but these are your books, Doctor Q.

Dr Q: Millie, you can use my desk, but you mustn't make a mess! Here! You can keep your things in this drawer.

Millie: Ok, but these aren't my things, Doctor Q, they are yours!



1 IKNOW THAT! Which pieces of furniture can you see in the cartoon?

> armchair bath bed chair desk fridge sofa table wardrobe

2 (1) 3.32 Read and listen. Who is the messiest person in Doctor Q's house?

- 3 Read again. Complete the sentences. Write the answers in your notebook.
 - 1 Doctor Q is looking for his umbrella.
 - **2** found it in the kitchen.
 - **3** Everyone gets a ? when they put things away.
 - **4** The in the armchair aren't Rob's.
 - **5** Millie can use Doctor Q's and drawer.

Get Grammar! must, mustn't, can

must

I/You/He/She/It must try harder.

We/You/They must try harder.

mustn't

I/You/He/She/It mustn't make a mess.

We/You/They mustn't make a mess.

can

I/You/He/She/It can use my desk.

We/You/They can use my desk.

4 Read Doctor Q's lab rules. Choose the correct answers. Write them in your notebook.

Before we leave the lab

- 1 We must / mustn't put the books back in their place.
- 2 We must / mustn't tidy up the lab desk.
- 3 We must / mustn't forget to turn off the lab computers.
- 4 We must / mustn't leave any rubbish on the floor.
- 5 We must / mustn't turn off all the lights.

1 must

5 3.33 Complete the dialogue with mustn't or can. Write the answers in your notebook. Then listen and check.

Pi: ¹ Can I play a computer game?

Rob: Not here, Pi. You ² touch the lab

computer.

Pi: Why not? You and Millie ³ ? use it.

Rob: It's only for work, Pi. We ⁴ play games

on it. You 5 🕜 take this tablet.

Pi: OK. Oh, there's *Rock Band*! I love this game!

Rob: You ⁶ ? make too much noise because we're working. Here, you ⁷ ? put on

these headphones.

Pi: Yay!



6 3.34 Listen and repeat. Look at the cartoon and find the items from the Vocabulary box.

Vocabulary In the house

bookcase cupboard drawer mirror sink tap

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

Doctor Q, you must put the dirty dishes in the kitchen ¹ sink! Millie

Pi, you can use my dictionary, but please put it back in the 2 . Doctor Q

Doctor Q, you must check how you look in the ³ before you go out. Millie

Pi, you must put the cereal box in the ⁴ after breakfast! Don't leave it on the table! *Rob*

Pi, you can put your stickers in the big 5 of my desk. Doctor Q

Doctor Q, you mustn't forget to turn off the ⁶ 2 after you wash your hands! Pi

8 Think about the rules in your house. Complete the sentences in your notebook. Compare in small groups. Are the rules similar?

Imust ... I mustn't ... I can ...

Potrafię zapraszać oraz akceptować i odrzucać zaproszenia innych.

I'm sorry, we can't come

George: Hi, David. What's up?

David: Hi, George. Mum's taking us to the

adventure park on Saturday. Can you and Harry come? We can take two

more people in the car.

George: That sounds fun. But we have to ask

our parents first.

Harry: Ask our parents what?

George: David's asking if we can go to the

adventure park on Saturday.

Harry: We're going to Aunt Alice's this

Saturday ... I think.

George: I'm sorry, David, we can't come. We're

visiting our cousins. Are you free on Sunday? Would you like to hang out?

David: Yes, I'd love to, thanks.

George: Great. See you on Sunday then.

David: Bye.

A few seconds later ...

Harry: George, I've checked it with Dad,

Aunt Alice is Saturday next week.

Quick, call David back.

- 1 3.35 Listen and read. Answer the questions.
 - 1 Where's David going on Saturday?
 - **2** Why does George say that he and Harry can't go with David?
- 2 3.36 Listen and repeat.

Speaking Invitations

Making an invitation

Mum's taking us to the adventure park on Saturday. Can you come?

Are you free on Sunday? Would you like to hang out?

Do you want to hang out on Sunday?

Accepting an invitation

That sounds *fun/great*. Thank you. Yes, I'd love to, thanks.

Declining an invitation

I'm sorry, I can't (come). I'm busy *on* Saturday.

I'd love to, but we're visiting our cousins this Saturday.

Sorry, maybe next time.



- 3 3.37 Complete the dialogues with sentences a-e. Write the answers in your notebook. Then listen and check.
 - **a** Are you free this afternoon?
 - **b** Do you want to hang out on Friday evening?
 - **c** Maybe next time.
 - **d** That sounds fun.
 - e Would you like to come?
 - 1 A: Freddie and I are going to town this afternoon. Can you come with us?
 - **B:** Sorry, Mum and I are visiting Grandpa.

 ¹ Maybe next time.
 - 2 A: Hi, Jen. ²
 - **B:** Yes, I'd love to, thanks.
 - 3 A: Uncle Joe is taking us to the beach on Saturday.
 - **B:** I'm sorry, I can't. I'm busy on Saturday.
 - **4** A: ⁴ Would you like to go cycling with me?
 - **B:** I'd love to, but I have a music lesson. What about tomorrow? We can go cycling in the park.
 - **A:** ⁵ ?
- 4 Work in pairs. Take turns to make invitations and accept or decline them. Use the ideas below or your own ideas.
 - 1 parents / take us / camping / weekend can / come?
 - **A:** My parents are taking us camping this weekend. Can you come?
 - **B:** I'd love to, but I'm going to the beach on Saturday.
 - 2 free / this evening? would like / watch / a DVD / with me?
 - **3** you / want / cinema / Friday evening?
 - 4 would like / hang out / this afternoon?
 - 5 have / barbecue / this weekend can / come?

Potrafie zrozumieć tekst o dbaniu o najbliższą okolicę.



B



What can you do to make your neighbourhood a better place?

1 Is your neighbourhood clean?

LET'S FIND OUT!

Everyone loves a clean neighbourhood, so please don't drop litter in the street. Don't expect someone else to pick it up for you. Look for a bin and put it in there. You can also take it with you and put it in the bin at home. Are you taking your dog for his usual walk this afternoon? You mustn't leave the house without a little bag. Clean up after your dog and be a good example for your neighbours.

2 Is your neighbourhood green?

Flowers and trees make your neighbourhood pretty and a healthy place to live. Do you have a garden? Why don't you plant flowers in front of your house? No garden? No problem! You can easily plant flowers in flower pots on your balcony. You mustn't forget to water them, though!

3 Is your neighbourhood friendly to wildlife?

When we wake up and hear birds singing, we feel happy and relaxed. They are also useful because they eat insects. So how can you make your neighbourhood friendly to birds? A good start is to leave some food for them, especially in winter, and put clean water in a bird bath every day. They need it for drinking and washing.

For lots of other ideas check out our website: www.teens4abetterneighbourd

- 1 Look at pictures A–C. What are the children doing?
- 2 3.38 Read and listen to the text.

 Match pictures A–C to paragraphs 1–3.

 Write the answers in your notebook.
- 3 Read the text again. Complete the sentences in your notebook. Use one, two or three words.
 - 1 You should take your litter home with you or put it in a *bin*.
 - **2** When you take your dog for a walk, don't forget to take ...
 - 3 It is a good idea to plant flowers in front of ? .
 - **4** Put flowers in flower pots on your balcony and them.
 - **5** It is good to have birds in a garden because they and sing.
 - **6** Birds need water for drinking and ? .

4 3.39 Listen and repeat. Find the phrases in the text. Can you guess their meaning?

Vocabulary Phrasal verbs

check out clean up find out look for wake up

- 5 Complete the sentences with the phrasal verbs in the Vocabulary box. Write the answers in your notebook.
 - 1 I can't find my dog, Buster. Please help me look for him.
 - **2** Can you ? the mess on the balcony? It looks awful!
 - **3** I'm reading an interesting book about birds. I want to more about them.
 - **4** I ? at half past six when my alarm clock rings.
 - **5** This blog. It's got amazing photos.
- 6 What's your neighbourhood like? Do you and your family do anything to make it a good place?

7.6 Listening and Writing

Potrafię zrozumieć wypowiedzi ustne na temat ciekawego wydarzenia i napisać zaproszenie.

- 1 How well do you know your neighbours? Are you friends with them?
- 2 3.40 Listen to Angie talking to her cousin Mark. Which photo is from a 'neighbours afternoon' in Mark's street?



- 3 3.40 Listen again and answer the questions. Write the answers in your notebook.
 - 1 Where did Angie live in the past?
 - 2 Where does she live now?
 - **3** When do the people in Mark's street have a 'neighbours afternoon'?
 - **4** What do the people switch off?
 - **5** What day is the 'neighbours afternoon' this year?
 - **6** What is Mark doing tomorrow?
- 4 What do you think of the 'neighbours afternoon'? Would you like to take part in one?
- 5 Read Angie's email. What is happening in the park on Saturday?



Hi Wendy,

What are you doing next Saturday? Would you like to spend the day with me?

We're having a picnic in the park across the road. Lots of people from our block of flats are coming. We're meeting at the gate at one o'clock. It's a great way to meet our neighbours, have a good time together and become friends.

We must all bring some food to the picnic: pies, sandwiches, cakes or biscuits. We can play music and dance too. but we mustn't make too much noise.

Please come!

Angie

Writing Checking for mistakes

Always remember to read through the first draft of your text to check for spelling, punctuation and grammar mistakes. Check your final draft too.

- 6 Read the sentences. In your notebook, correct the mistakes. The number of mistakes in each sentence is in brackets.
 - 1 He live in a teraced house in London. (2)
 He lives in a terraced house in London.
 - 2 Can yu come to my house on Friday. (2)
 - **3** Our neghbours having a party tonight. (2)
 - **4** I baked a cake some cupcaks and some biscits. (3)
 - 5 You mustn't arriving late! (1)
 - 6 We're meeting at two oclock. (1)
- 7 WRITING TIME Imagine you have moved to a new house. You and your family want to have a party for friends. In your notebook, write an email to a friend and invite him/her.



Find ideas

Think about the arrangements you for the party. Use these questions to help you: Who's coming?

Why are you having the party?
What can you do to have fun at the party?
Is there something you must or mustn't do?



Draft

Invite your friend to the party and tell him/her about the arrangements you have made.



Check and write

Make sure you check spelling, grammar and punctuation.

Write the final version of your email.

Wordlist @ 7

LESSON 7.1

Places to live Mieszkania i domy

Types of houses Typy mieszkań i domów

block of flats /blok əv 'flæts/ blok mieszkalny

cottage /'kptidz/ domek detached house /drltætst haus/

dom jednorodzinny

flat /flæt/ mieszkanie semi-detached house /semi dı tætst haus/ dom bliźniak

terraced house / terrist haus/ dom szeregowy

Location Lokalizacja in a city /In ə 'sɪti/ w mieście in a town /in ə 'taun/

w miasteczku

in a village /in ə 'vilidʒ/ w wiosce in the country /In ðə 'kʌntri/

on an island /pn ən 'aılənd/ na wyspie

Parts of the house Części domu attic /'ætɪk/ poddasze balcony /ˈbælkəni/ balkon basement /'beismant/ piwnica first floor /f3:st flo:/ pierwsze ground floor /graund 'flo:/ parter

lift /lift/ winda stairs /steəz/ schody top floor /tpp 'flo:/ najwyższe

piętro

I never walk up the stairs.

/aı nevə wə:k np ðə ˈsteəz/ Nigdy nie wchodzę schodami.

I use the lift to go up.

/aɪ ˌjuːz ðə ˌlɪft tə gəu ˈʌp/ Zawsze jadę windą do góry.

LESSON 7.2

Out of class

It depends. /it di'pendz/ To zależy. Remember? /rɪˈmembə/ Pamietasz? See you later! /six jə 'leɪtə/ Do zobaczenia!

catch the bus /kætʃ ðə bas/ złapać autobus

go on a business trip /gəu ɒn ə biznəs trip/ podróżować służbowo

in a hurry /ɪn ə ˈhʌri/ śpieszyć się in five minutes /in faiv minəts/ za pięć minut

next week /nekst wi:k/ w następnym tygodniu Pick me up. /pik mi 'Ap/

Odbierz mnie.

this evening /ðis 'i:vnin/ dziś wieczorem

tidy the garden /taɪdi ðə ˈgaːdn/ posprzątać w ogrodzie

tomorrow evening /təˌmɒrəu ˈiːvnɪŋ/ jutro wieczorem

We're moving house. /wiə mu:vin 'haus/ Przeprowadzamy się.

LESSON 7.3

In the house W domu

bookcase /'bukkeis/ regał na książki

cupboard /'kʌbəd/ szafka kuchenna, kredens

drawer /dro:/ szuflada mirror / mɪrə/ lustro sink /sɪŋk/ zlew tap /tæp/ kran

house rules / haus ru:lz/ zasady obowiązujące w domu immediately /ɪˈmiːdiətli/ natychmiast

leave /liːv/ opuszczać, wyjeżdżać make a mess /meik ə 'mes/ zrobić bałagan

put things away /put θιŋz əˈweɪ/ odłożyć rzeczy (na miejsce) sticker /'stɪkə/ naklejka

LESSON 7.4

Invitations Zaproszenia

Making an invitation Zapraszanie Are you free on Sunday? /a: jə fri: ən ˌsʌndeɪ/ Czy masz czas w niedzielę?

Would you like to hang out? /wod ja laik ta hæn 'aut/ Masz ochote się spotkać?

Do you want to hang out on

Sunday? /duː jə wɒnt tə ˌhæŋ ˈaut ən ˌsʌndeɪ/ Chcesz się spotkać w niedzielę?

Mum's taking us to the adventure park on Saturday. Can you come? /mʌmz tekɪŋ əs tə ðə əd'ventsə pa:k ən ˌsʌndeɪ, kæn jə 'kʌm/ Mama zabiera nas do parku rozrywki w sobotę. Czy możesz też przyjechać?

Accepting an invitation

Przyjmowanie zaproszenia

That sounds fun. Thank you.

/ˈðæt saundz fʌn, θæŋk jə/ Brzmi świetnie. Dziękuję.

That sounds great. Thank you.

/ˈðæt saundz greɪt, θæŋk jə/ Brzmi wspaniale. Dziękuję.

Yes, I'd love to, thanks. /jəs aid 'l_Λν tə, θæŋks/ Tak, chciałbym. Dziękuję.

Declining an invitation

Odrzucanie zaproszenia

I'd love to, but we're visiting our cousins this Saturday. /aid 'lav tə bat wiə vizitin auə kaznz ðis sætədi/ Chciałbym, ale w sobotę jadę z wizytą do kuzynów.

I'm sorry, I can't (come). /aim spri aı ka:nt 'kʌm/ Przykro mi, ale nie mogę (przyjść).

I'm busy on Saturday. /aım bızi ən 'sætədi/ W sobotę jestem zajęty.

Sorry, maybe next time. /spri meibi nekst 'taim/ Przepraszam, może następnym razem.

LESSON 7.5

Phrasal verbs Czasowniki złożone

check out /tfek aut/ sprawdzić, wypróbować

clean up /kli:n 'Ap/ posprzątać find out /faind 'aut/ dowiedzieć

look for /lok fo:/ szukać wake up /weik 'np/ obudzić się

awful /ˈɔːfəl/ okropny bird bath /'ba:d ba:θ/ poidełko dla ptaków

drop litter /drpp litə/ śmiecić expect /ik'spekt/ oczekiwać flower pot /'flauə ppt/ doniczka ground /graund/ ziemia

neighbourhood / neɪbəhʊd/ sąsiedztwo, okolica

plant flowers /pla:nt 'flavəz/ sadzić kwiaty

though /ðəu/ chociaż **useful** /'ju:sfəl/ przydatny

LESSON 7.6

gate /geɪt/ brama It's a great way to meet our **neighbours.** /its ə ˈgreit ˌwei tə mirt auə nerbəz/ To świetny sposób, aby poznać sąsiadów. switch off /switf 'pf/ wyłączyć

Revision

VOCABULARY

1 Complete the texts with the words in the box. Write the answers in your notebook.

attic balcony cottage country block floor lift terraced



This home is a ¹terraced house in Green Street. It has two bedrooms on the first 2 and two more bedrooms in the 3



Come and see this home in a 4 of flats. There is a fantastic view from the 5 . The building has a 6



If you like living in the , you must come and see this beautiful 8

- 2 Complete the sentences with names of things in the house. Write the answers in your notebook.
 - 1 Don't waste water. Turn off the tap!
 - 2 Put the jam away in the c?.
 - 3 Do you want to brush your hair? There's a m? in the hall.
 - **4** The **s** ? is full of dirty plates.
 - **5** Please put these books back in the **b** ? .
 - **6** My socks are in the third **d**?.
- 3 Choose the correct answers. Write them in your notebook.
 - 1 We must clean down / up the mess.
 - **2** Wake up / on! It's 7.30!
 - **3** We want to find up / out some information about these flowers.
 - **4** What are you looking out / for?
 - **5** Let's go and check *out / up* the new pet shop.

1 up

GRAMMAR

4 In your notebook, complete the email with the Present Continuous form of the verbs in brackets.



- 5 In your notebook, complete the sentences with must, mustn't or can.
 - 1 You *must* feed the animals now. They're hungry.
 - **2** Yes, you ? use my phone. No problem.
 - **3** You ? make a noise! The baby is sleeping.
 - **4** You ? forget to water the plants.
 - 5 You ? tidy the kitchen. It's very messy!

PRONUNCIATION

6 🕶 3.41 Listen and repeat.

Can you hear an 's' in 'island'? Can you hear a 'k' in 'know'? Can you hear a 'p' in 'cupboard'? No, I can't, no!



DICTATION

7 3.42 Listen to the recording. Write the sentences in your notebook.

SPEAKING

- 8 3.43 In your notebook, complete the dialogues with the words in the box. Listen and check. Then act out the dialogues in pairs.
 - Can free want love maybe sounds
 - 1 A: Dad's taking me to the zoo this weekend. ¹ Can you come?
 - **B:** I'm sorry, I can't, ² next time.
 - **2** A: Do you ³ 1 to hang out this afternoon?
 - **B:** I'd ⁴ ? to, but I'm visiting my cousins.
 - **3** A: Are you ⁵ next Sunday? Would you like to come to my house for a barbecue?
 - **B:** That ⁶ ? fun. Thank you.

READING AND WRITING

9 Have you ever lived away from your home? If yes, did you enjoy it? If not, would you like to?



My name is Alex. My family lives in a beautiful detached house in the country, but it's not the place where I spend most of my time. I live in a city, because I attend a boarding school - a school where students study and live during the school year.

I share a room with Jack, who's the same age as me. Living here is cool, because I have a lot of friends and we get on well, but I sometimes miss my family. That's why I visit my family home at weekends and call my parents as often as possible. From time to time they come and visit me here as well.

There are many rules we have to follow here. We must get up before 7 a.m., because we've got breakfast at 7.15 a.m. Then we have lessons until lunch, and after lunch we have sports or artistic activities. Dinner is at 6 p.m. However, we must do our homework and study for at least 90 minutes before dinner! We mustn't keep any food in the rooms, or leave our bedrooms after 9 p.m. Before that time we are allowed to visit each other, so we often have guests in our room. Tomorrow, for example, Andy is coming over – his laptop is broken and he wants to use mine for his Science project.

All in all, the school is great and I enjoy living here, so I wouldn't want to change it.

- 10 Read the text and choose the correct answers. Write them in your notebook.
 - 1 During the school year Alex lives
 - **a** in a house in the country.
 - **b** in a house in the city.
 - **c** in a boarding school.
 - 2 When he's at school,
 - **a** his family sometimes visits him.
 - **b** he never misses his parents.
 - **c** he lives alone in his room.

- 3 On a school day he
 - a has lessons before and after lunch.
 - **b** has breakfast at quarter past seven.
 - **c** must study for an hour and a half after dinner.
- 4 After 9 p.m., Alex mustn't
 - a use his laptop.
 - **b** do homework.
 - c visit other students.
- 5 Andy is coming tomorrow because
 - a he and Alex are going to study together.
 - **b** he would like to use Alex's computer.
 - **c** he would like Alex to fix his laptop.
- 11 In your notebook, write about your plans for the next weekend. Use these questions to help you.
 - 1 Where are you planning to go?
 - 2 When are you going?
 - 3 Who are you going with?
 - 4 What are you going to do?
 - 5 How do you feel about your plans?

LISTENING

- 12 3.44 Listen to a person talking about a local event. Are the sentences true or false?
 - 1 The sale is being organised for the first time.
 - 2 You can't sell used things.
 - **3** The sellers and shoppers should come to the sale at the same time.
 - 4 You can bring rubbish for recycling.
 - **5** There will be a concert after the sale.

Check yourself! -

- ✓ Potrafię rozmawiać o miejscu, w którym mieszkam.
- ✓ Potrafię stosować czas Present Continuous w odniesieniu do przyszłości.
- ✓ Potrafię stosować czasowniki must, mustn't oraz can.
- ✓ Potrafię zapraszać oraz akceptować i odrzucać zaproszenia innych.
- ✓ Potrafię zrozumieć tekst o dbaniu o najbliższą okolicę.
- ✓ Potrafię zrozumieć wypowiedzi ustne na temat ciekawego wydarzenia i napisać zaproszenie.



Very British food

It's a type of sweet.
It is made with sugar, it comes in many flavours and colours and it usually has words written inside it. It is very popular in seaside holiday places, like Brighton. Look carefully at the photo – can you read the words inside the stick?

This very tasty snack comes from Wales. It's also called 'Welsh rabbit', but it has no rabbit in it at all! Welsh rarebit is very easy to make at home. You make a mixture with cheese, butter, mustard and flour, put it on top of toasted bread and then under a hot grill. There are recipes for Scottish and English rarebit too!

People first made it in Scotland, about 900 years ago! The recipe we use now is very simple: all you need is flour, butter and sugar. In the old times, shortbread was very expensive and most people only had it on special days, like the first day of the New Year. Now you can buy it almost everywhere in the world.

It has a strong smell and salty taste, but it also has a lot of fans around the world. People usually eat it with crackers after a good dinner. The cheese in the photo is called Blue Stilton. They make it in the East Midlands. Here's a fun fact: it takes ten litres of milk to make just one kilo of cheese!

- 1 Look at the photos. What types of food can you see?
- 2 Read texts 1-4 quickly. Match the names A-F to the texts. There are two extra names. Write the answers in your notebook.
- 3 (4) 3.45 Listen and read about the four British products. Check your answers to Exercise 2.
- 4 Read the texts again. Are the sentences true or false?
 - 1 Rock has got sugar in it. True
 - 2 The only place where you can find rock is Brighton.
 - 3 Scottish shortbread has got eggs in it.
 - **4** You can eat shortbread only in Scotland.
 - 5 Welsh rarebit is very difficult to make.
 - 6 There's no meat in Welsh rarebit.
 - 7 Stilton cheese is salty.
 - 8 People usually eat Stilton before their dinner.

- 5 (4) 3.46 Listen to two people from different parts of the UK. Choose the correct answers. Write them in your notebook.
 - 1 Gavin is from the southeast / southwest of England.
 - 2 You need / don't need milk to make Yorkshire pudding.
 - 3 Gavin likes eating Yorkshire pudding with eggs / roast beef.
 - 4 Morwenna is talking about a Scottish / Cornish dish.
 - **5** Stargazy pie has beef / fish in it.
 - 6 Morwenna says a lot of people like / don't like stargazy pie.
- 6 Which of the two dishes in Exercise 5 would you like to try? Why?

I would like to try Yorkshire pudding, because ...

PROJECT

- Work in groups. Think of different areas of Poland and the popular dishes. Use the words below to help you.
 - sweets/desserts meals, e.g. breakfast or dinner traditional dishes drinks
- Write about the food that people make or eat there. Use these questions to help you:
 - What kind of food is the place famous for?
 - What do people use to make the food?
 - What does it taste like?
- Find some photos and put them together with the text to make a page of a food guide.
- Present your page to the class. Put all the pages in one document. Which is your favourite page? Why?





A happy life



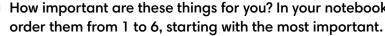
I know that!

Vocabulary

Potrafie rozmawiać o ambicjach i celach życiowych.

1 How important are these things for you? In your notebook,

- have a hobby
- be good at sports
- · travel abroad



- have a lot of friends
- do well at school
- read a lot of books



I wanted to be a superhero!

Hi, my name is Ricky. Yesterday, I found some photos. Look! Some of them are old. Wow! I've changed a lot!



At the age of seven, I was crazy about cars and I wanted to have I learn to drive more than anything in the world.



When I was twenty-one, my greatest ambition was to have / live on my own. My first flat was very small and cold!



In this photo, I'm five. That's my sister. She wanted to be I have a doctor. I wanted to be a superhero!



When I was fifteen, I decided to learn / live a new foreign language, so I started taking Spanish lessons. Here I am on holiday in Spain.



Now I'm thirty-five. I'm lucky - I learn I have an interesting job. I'm an artist. My daughter took this photo. She's six and she wants to be a photographer.

Good manners **GRAMMAR**

VOCABULARY

will for predictions Questions and question words

Life ambitions | Being with people |



SPEAKING

Agreeing and disagreeing



READING

Debbie's teen problem page

LISTENING AND WRITING

Transport in the future | Making predictions

POLAND

Good manners

- 2 Read about Ricky on page 108 and look at the pictures. How old is Ricky in each picture? Find the answers in his comments.
- 3 3.47 Listen and repeat.

Vocabulary Life ambitions

be a doctor / famous / rich

have a family / an interesting job / my own business

learn a foreign language / to drive

live abroad / on my own

- 4 3.48 Read Ricky's comments on page 108 and choose the correct answers. Write them in your notebook. Then listen and check.
- 5 3.49 Look at the pictures of Ricky's sister, Kate. Complete the text in your notebook. Use the Vocabulary box to help you. Then listen and check.



That's my sister, Kate.

She's an actor and she's *\frac{1}{amous}\$. She doesn't live in the UK. She lives *\frac{2}{3} \tag{5}, so I don't see her often. Kate has a great *\frac{3}{4} \tag{7}. Her husband, Wally, is American. He has his own *\frac{4}{4} \tag{7}. They're very *\frac{5}{4} \tag{7}. They even have their own plane!



6 (3.50 Listen and match people 1–3 to their ambitions when they were younger a–e. Write the answers in your notebook. Then make sentences.

1 Jake

a be famous

2 Sally

b learn foreign languages

3 Elsa

c have a family

d live on his/her own

e live abroad

1 c; Jake wanted to have a family and ...

7 Complete the phrases with the correct verb from the Vocabulary box. Write the answers in your notebook.



8 Complete Olivia's blog post with one word in each gap. Write the answers in your notebook.

My ambitions

by Olivia Reeves

My greatest dream is to travel, so I want to **learn* two or three foreign languages.



I don't want to be ² ? - money isn't important to me – but I want to ³ ? happy. I'd also like to ⁴ ? in a big city, perhaps in New York. I'd like to meet new people and ⁵ ? fun. Another ambition of mine is to learn ⁶ ? fly. I'd love to ⁷ ? a pilot!

9 Complete the sentences in your notebook. Then talk about your ambitions in pairs. Do you have similar or different ambitions?

I want to be ...
I want to learn ...

I want to have ...
I want to live ...

I remember

Potrafię stosować czasownik will do wyrażania przewidywań.

I'll present a TV show

Poppy is making a video for a class project.



Poppy: So Emma, what do you want to do in the future?

Emma: Well, I love travelling and I'd like to work on TV, so maybe I'll present a TV travel show! I'll travel all around the world!

Poppy: Will you go to the Amazon rain forest too?

Can I come? It's one of my dreams!

Emma: Yes, I will. It'll be fantastic to go there together! **George:** Emma won't go to the rain forest. She hates

spiders and the rain forest is full of them!

Emma: Oh ...



George: My turn now. One day, I'll have my own flat. You'll ask, 'Why is this so important?' Because I won't share a room

with my brother anymore – he snores like a hippo!

Harry: You're so funny!

Poppy: What will you do, Harry? Will you play tennis professionally? It's hard to decide. I love sports, but I'd also like to be a doctor like Dad.

Poppy: Hmm ... Here's a thought.

1 3.51 Listen and read. Who wants to live on his/her own in the future?

2 Read the story. Are the sentences true or false?

- 1 Emma would like to do two things. True
- 2 Poppy wouldn't like to visit the Amazon rain forest.
- 3 There aren't any spiders in the rain forest.
- **4** George doesn't like sleeping in the same room asHarry.
- **5** Harry doesn't want to be a doctor.

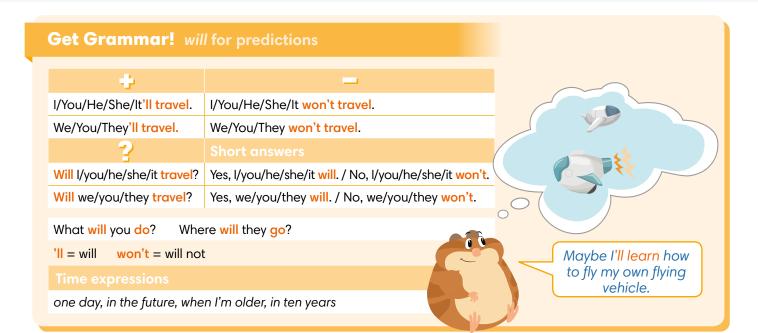
3 3.52 Listen and repeat.
Find the expressions in the story.

Out of class

My turn now. It's hard to decide. Here's a thought.

4 CLASS VOTE What is Poppy's suggestion?

5 3.53 Now listen and check.



6 Complete Gran's predictions about her family. Use will and the phrases in the box. Write the answers in your notebook.

be a dance teacher buy a cottage be a vet learn to fly a plane have a very big family

Emma loves dancing.
She ''ll be a dance teacher one day.



Poppy loves animals. She 2 ? .

Harry loves children. He ³ .

George is mad about planes. He ⁴ 7 when he is older.

Angela and Peter love the country.

They 5 one day.

- 7 In your notebook, write sentences to correct Gran's predictions.
 - 1 Emma: I'd like to be a TV presenter!

 Emma won't be a dance teacher.

 She'll be a TV presenter.
 - **2 Poppy:** I love drawing and want to be an artist.
 - 3 Harry: I'd like to have two children.
 - 4 George: I'd like to learn to ride my dad's motorbike!
 - **5 Mr and Mrs Nichols:** Our dream is to buy a house on a Greek island.

- 8 In your notebook, write questions about the next school year.
 - 1 our school football team / win / a lot of games?

Will our school football team win a lot of games?

- 2 we / have / a new English teacher?
- 3 we / learn / another foreign language?
- 4 the tests / be / more difficult?
- 5 we/go/on a school trip abroad?
- 6 the classes / be / more fun?
- 9 In pairs, ask and answer the questions in Exercise 8. Give your own answers.

A: Will our school football team win a lot of games?

B: Yes, they will. They're very good.





10 Work in pairs. Student A: Make a prediction about Student B's future life. Student B: Say if you agree. Then swap roles.

A: You'll be a doctor.

B: I won't be a doctor because I don't like hospitals.

B: You'll live abroad.

A: Maybe I will. I'd like to see the world.

Potrafię zadawać pytania i odpowiadać na nie.

Doctor Q 📮 Mrs Q's visit



1 Look at the cartoon. When did Mrs Q arrive? What date is it in picture 6?

Mrs Q: What are you doing, Cornelius?

Mrs Q: Come on! Let's play table tennis!

Mrs Q: How often do you exercise?

Dr Q: We're working, Mum.

Dr Q: Well, I ...

- 2 3.54 Listen and read. Who's more active: Doctor Q or Mrs Q?
- 3 Read again. Complete the sentences in your notebook.

morning run!

When is Mrs Q going back to her house?

I don't know. Why

Because you need

are you asking?

some rest!

Millie:

Dr Q:

Millie:

- 1 Doctor Q's *mother* is coming to visit him tomorrow.
- **2** Mrs Q is not 2 after her journey.
- **3** Doctor Q and Mrs Q are going out to have ...
- **4** Mrs Q doesn't want to go to the restaurant by ? .
- **5** Doctor Q went for a run at \square in the morning.

Get Grammar! Questions and question words

-	Present Simple	How often do you exercise?	
	Present Continuous	Why are you asking?	
	Past Simple	Who did Doctor Q invite?	
	Past Continuous	What was Doctor Q doing at 5 a.m.?	
	will	When will Doctor Q rest?	
	be going to	How long is Mrs Q going to stay?	



4 In your notebook, write questions about the cartoon. Then answer them.

Picture 1

1 Doctor Q doing What at eleven o'clock was?

What was Doctor Q doing at eleven o'clock? He was talking to his mother.

2 Mrs Q at Doctor Q's house What time arrive will ?

Picture 2

3 is Mrs Q Why stay going to with Doctor Q?

Picture 4

4 are having Doctor Q and Mrs Q Where lunch?

Picture 5

5 Mrs Q does What to do want?

Picture 6

- 6 Doctor Q How many hours did sleep ?
- 5 (4) 3.55 Listen and repeat. Complete the sentences about the cartoon with the correct names. Write the answers in your notebook.

Vocabulary Being with people

call give someone a hug invite kiss shake hands visit

- 1 Mrs Q called Doctor Q.
- 2 invited Mrs Q.
- **3** visited Doctor Q and his friends.
- 4 ? kissed Mrs Q.
- **5** and wanted to shake hands with Mrs Q.
- 6 gave Millie, Rob and Pi a hug.

LOOK!

Who **did** Doctor Q **invite**? Doctor Q invited **Mrs Q**.
Who **invited** Mrs Q? **Doctor Q** invited Mrs Q.

6 In your notebook, write questions about the sentences in Exercise 5. Begin each question with Who. Can you answer the questions with your book closed?

Who called Doctor Q? – Mrs Q. Who invited ...

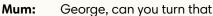
- 7 3.56 In your notebook, write questions about the words in bold. Listen and choose the correct answers.
 - 1 Mrs Q / Doctor Q is playing the drums. Who is playing the drums?
 - 2 Millie was making breakfast / dancing at 8 a.m.
 - **3** Doctor Q is going to visit Doctor Spark next week / tomorrow.
 - 4 Mrs Q calls her son every week / every day.
 - 5 Mrs Q and Pi will travel to Africa / to the Arctic one day.



- 8 Work in pairs. Ask your partner three questions about his/her life with different question words in different tenses. Answer your partner's questions. Try to think of the funniest answers you can.
 - A: Who woke you up today?
 - B: The Queen woke me up today.
 - A: Where will you live in fifteen years?
 - B: I will live ...

Potrafię wyrażać zgodę lub jej brak.

I don't think so



down, please?

George: Why? This music is awesome!

Mum: I disagree. It's giving me

a headache.

George: Dad likes it!

Dad: That's true. I think the electric

guitar is the most exciting

musical instrument. **George:** That's what I think too!

Why don't we buy one?

Dad: I don't think so, George.

Electric guitars cost a lot of

money.

Mum: How about a second-hand

one? It won't be too

expensive.

George: Yes, you're right. But I thought

you didn't like electric guitars.

Mum: You're wrong. I just didn't like the music they were playing

on the radio.

- 1 3.57 Listen and read. Answer the questions.
 - 1 Does Mr Nichols like the music on the radio?
 - 2 What does George want to buy?
- 2 3.58 Listen and repeat.

Speaking

Agreeing and disagreeing

Agreeing

I agree (with you).

You're right.

That's true. / That's right.

That's what I think too.

Disagreeing

I disagree (with you).

I don't agree (with you).

You're wrong.

That's not true. / That isn't right.

I don't think so.



- 3 3.59 Complete the dialogues with the words in the box. Write the answers in your notebook. Then listen and check.
 - don't right so terrible true wrong
 - 1 A: This film is ¹terrible!
 - **B:** You're ² . Let's watch something else.
 - 2 A: Everybody likes going to the beach.
 - **B:** That's not ³ . I don't like it. It's too hot.
 - **3 A:** Ankara is the biggest city in Turkey.
 - **B:** You're ⁴ ? . Istanbul is much bigger.
 - 4 A: English is a very easy language.
 - **B:** I ⁵ ? think ⁶ ? . I think it's difficult.
- 4 3.60 It's Mum's birthday. What is each person going to buy her? Listen and match people 1-4 to presents A-F. There are two extra presents. Write the answers in your notebook.

1 lvy F 2 Dad 3 Grandad 4 Steve



5 Go to page 124. Compare your opinions in pairs.

Potrafię zrozumieć tekst o dobrych manierach.





Dear Debbie, Can you help me? It's my friend, Joe. I always arrive on time, but he's always late. Last week I was waiting for him

outside the cinema. This time he was half an hour late! 'Where were you?' I asked. 'I was chatting to Freddie,' he said. He didn't even say sorry! I'm sure that in future he'll be late again. Why do people think it's OK to keep others waiting? Derek

Being late is a common problem and it's not polite. It's important to be on time. It shows you care about other people's feelings. Speak to your friend and explain this to him. And next time you arrange to meet, say 'Please don't be late.' Then wait and see what happens.

Little brother, big problem



Dear Debbie, My little brother is five and he's terrible. When I'm chatting to my friends, he interrupts all the time. 'When

are we having dinner?', 'Where's my teddy?' He takes my things and he never asks for permission. Oh, and he always wants to be first for everything. He never waits his turn. Mum says 'He's still young. He'll learn.' But it's really annoying. Julie

Little brothers and sisters can be annoying, but your mum is right. He is young. Be patient with your brother and keep repeating (nicely!): 'Please don't interrupt', 'Please don't take my things without asking.' He will learn.

- 1 Read the problem page quickly. Choose the correct answers. Write them in your notebook.
 - 1 Why is Derek complaining?
 - a His friend talks too much.
 - **b** His friend always keeps him waiting.
 - 2 What does Debbie say about Julie's brother?
 - a He will change when he's older.
 - **b** He asks too many questions.
- 2 3.61 Read and listen to the problem page. Answer the questions. Write the answers in your notebook.
 - 1 How long did Derek wait for Joe?
 - 2 Why was Joe late again?
 - 3 What advice does Debbie give Derek?
 - **4** What does Julie's brother do when she's chatting to her friends?
 - **5** How often does he ask for permission when he takes Julie's things?
 - 6 Who can be annoying in Debbie's opinion?
- 3 3.62 Listen and repeat. Then complete the sentences with one word in each gap. Write the answers in your notebook.

Vocabulary Good manners

arrive on time ask for permission be polite don't be late don't interrupt wait your turn

To all students!

- 1 Be polite to your classmates, teachers and all other staff.
- 2 Please arrive on
- 3 be late for class meetings.
- 4 Wait your 7 politely in the school canteen. Don't push!
- 5 Listen to your classmates and don't them when they are speaking.
- 6 Ask for before you borrow books from the class library.
- 4 3.63 Listen to four conversations. Write the answers in your notebook.

In which conversation:

- a does someone wait their turn?
- **b** does someone ask for permission?
- c does someone arrive on time? 1
- d does someone interrupt?
- 5 Are good manners important to you?

Listening and Writing

Potrafię zrozumieć wypowiedzi ustne o życiu w przyszłości i napisać wypracowanie na ten temat.

1 In pairs, look at the pictures showing different aspects of life in the future. How will they be different? Tell your partner.





home

education





transport

work





free time

food

- 2 (1) 3.64 Listen to Robbie, Jen and their mum talking about the future. Which pictures in Exercise 1 do they talk about?
- 3 (4) 3.64 Listen again. Complete the sentences. Write the answers in your notebook.
 - 1 Robbie enjoyed the film more than Jen.
 - 2 Jen thinks the cities in the film were awful because there weren't any ? .
 - 3 Mum thinks people will live in different types of ? in the future.
 - 4 Mum thinks students will 7 online more in the future.
 - **5** Robbie hopes there won't be at schools in the future.
 - 6 Robbie thinks people will 7 from home in the future.
 - 7 Mum thinks people will still ? with their friends and have hobbies.
- 4 Do you agree with the predictions in Exercise 3?

5 Read Gabriella's essay. Which forms of transport does it mention?

Transport in the future

by Gabriella Marques

I'm sure transport twenty-five years from now will be different. Some people think we won't use cars and we will all travel in small planes, but I don't think this will happen. I think

everybody will use public transport. Maybe there will be an underground in every town and city. The streets will be for electric trams or buses and the air will be cleaner. I hope more people will ride bicycles because exercise is good for your health. When we want to visit another city or country, we will take a very fast train.

6 Read the Writing box. Find phrases from the box in the essay. What structure do we use after them?

Writing Making predictions

We can use these phrases to make predictions:

I think ... I don't think ... I'm sure ...

I hope ... Maybe ...

7 WRITING TIME How do you think young people will spend their free time twenty-five years from now? Write an essay in your notebook.

Find ideas

Think about technology, sports and spending time with friends and family. Make notes. What types of technology will people use for fun? Will people do sports in the future? Will people spend time with friends and family? What will they do together?



Draft

Write your essay. Use the expressions from the Writing box.



Check and write

Make sure you use words and phrases like I think, I don't think, I'm sure, I hope and Maybe. Write the final draft of your essay.

Wordlist 🐠 8

LESSON 8.1

Life ambitions Cele życiowe be a doctor /bi ə 'dɒktə/ być lekarzem

be famous / bi ferməs/ być sławnym

be rich /bi 'rɪtʃ/ być bogatym have a family /hæv ə 'fæməli/ mieć rodzinę

have an interesting job

/hæv ən ˌɪntrəstɪŋ ˈdʒɒb/ mieć interesującą pracę

have my own business

/hæv mai əun 'biznəs/ mieć własną firmę

learn a foreign language

/ˌlɜːn ə ˌfɒrɪn ˈlæŋgwɪdʒ/
uczyć się języka obcego
learn to drive /ˌlɜːn tə ˈdraɪv/
uczyć się prowadzić samochód
live abroad /ˌlɪv əˈbrɔːd/
mieszkać za granicą
live on my own /ˌlɪv ɒn maɪ ˈəun/
mieszkać samemu

husband /ˈhʌzbənd/ mqż perhaps /pəˈhæps/ być może

LESSON 8.2

Out of class

Here's a thought. /hɪəz ə θɔːt/ Jest to jakiś pomysł.

It's hard to decide. /ɪts ˌhaːd tə dɪˈsaɪd/ Trudno mi podjąć decyzję.

My turn now. /'maɪ ˌtɜːn naʊ/ Teraz moja kolej.

share a room /ˌʃeər ə 'ru:m/ dzielić z kimś pokój snore like a hippo /ˌsnɔ: laɪk ə 'hɪpəu/ chrapać jak hipopotam

LESSON 8.3

Being with people

Życie towarzyskie

call /kɔ:l/ dzwonić do kogoś
give someone a hug /gɪv
ˌsʌmwʌn ə 'hʌg/ uściskać kogoś
invite /ɪn'vaɪt/ zapraszać
kiss /kɪs/ całować
shake hands /ˌʃeɪk 'hændz/
podać sobie ręce
visit /'vɪzɪt/ odwiedzać

LESSON 8.4

Agreeing and disagreeing Zgoda i jej brak

Agreeing Zgadzanie się

I agree (with you). /ai əˈgri: wið
jə/ Zgadzam się (z tobą).

That's right. /ðæts raɪt/ Zgadza się.

That's true. /ðæts tru:/ To prawda.

That's what I think too. /ðæts wats ar θτηκ tu:/ Ja też tak myślę.

You're right. /jor rart/ Masz rację.

Disagreeing Niezgadzanie się
I disagree (with you). /aı dısəˈgri:
wıð jə/ Nie zgadzam się (z tobą).

I don't agree (with you). /aɪ ˌdəunt əˈgriː wɪð jə/ Nie zgadzam się (z tobą).

I don't think so. /aɪ ˌdəunt θɪŋk səu/ Nie sqdzę.

That isn't right. /ðæt iznt rait/ To nieprawda.

That's not true. /'ðæts nat tru:/
To nieprawda.

You're wrong. /jur 'rnn/ Mylisz się.

give someone a headache

/grv samwan ə 'hederk/
przyprawiać kogoś o ból głowy
on the radio /pn ðə 'rerdiəu/
w radiu
second-hand /sekənd 'hænd/
używany

turn the music down /ts:n ðə mju:zik 'daun/ ściszać muzykę

LESSON 8.5

Good manners Dobre maniery

arrive on time /əˌraɪv ɒn ˈtaɪm/
być punktualnym

ask for permission /ask fə
pəˈmɪʃən/ prosić o pozwolenie
be late /bi ˈleɪt/ spóźniać się
be polite /bi pəˈlaɪt/ być
uprzejmym

interrupt /_iintə'rʌpt/
przeszkadzać

wait your turn /weit jə tain/ czekać na swoją kolej annoying /əˈnɔɪɪŋ/ irytujący
care about /ˌkeər əˈbaut/
troszczyć się o
common /ˈkɒmən/ powszechny
complain /ˌkəmˈpleɪn/ narzekać
explain something to
someone /ɪkˈspleɪn ˌsʌmθɪŋ tə
ˌsʌmwʌn/ wyjaśniać coś komuś
keep someone waiting /ˌkiːp
ˌsʌmwʌn ˈweɪtɪŋ/ kazać komuś
czekać

LESSON 8.6

everybody /'evribodi/ każdy ride a bicycle / raid ə 'baisikəl/ jeździć na rowerze

Revision

VOCABULARY

1 In your notebook, complete the sentences with the words in the box. There are two extra words.

abroad be do famous have family learn own

I'd love to be an actor and be , but I'm not talented enough.

I'm going to 3 to drive when I'm older. I want to 4 my own business one day.

I want to live 5 , but I don't want to live there on my 6

2 Choose the correct answers. Write them in your notebook. Ask and answer the questions in pairs.

How are you with people?

- **1** When you *visit* / *stay* someone, do you take a gift?
- 2 You can't accept an invitation. Do you speak / call the person and explain why you can't come?
- 3 When you meet someone, do you smile and shake / give hands?
- **4** Did you *visit / invite* more than three people to your last birthday party?
- **5** A member of your family is upset. Do you *make* / give them a hug and tell them you love them?
- **6** When you go to bed, do you kiss / make your mum good night?

1 visit

- 3 Complete the words. Write the answers in your notebook.
 - 1 The film starts at seven, so don't be late.
 - **2** Please stand in the queue and wait your **t**?.
 - **3** I hope Dan will arrive at the cinema on **t**?. He's got our tickets.
 - **4** Parents are talking. Don't **i** ? them.
 - 5 I'd like to use Dad's computer, but I have to ask him for \mathbf{p} ?.
 - **6** Be **p** ? and say 'please' and 'thank you'.

GRAMMAR

- 4 Complete the sentences with the correct form of will and the verbs in brackets. Write the answers in your notebook.
 - 1 I don't think I will pass (pass) all my exams. My parents (not be) happy.
 - **2** When she's older, she (buy) a cottage and she (move) to the country.
 - **3** What job ? (you / do) when you finish school? ? (you / be) famous?
- 5 Write the questions in your notebook. Use the correct question words.
 - 1 A: you / do / this summer?
 - **B:** We're going to stay with my grandparents. What are you going to do this summer?
 - 2 A: visit / you / yesterday?
 - B: Aunt Suzan visited us yesterday.
 - **3 A:** she / move / to a new neighbourhood?
 - **B:** She's moving there next week.
 - **4 A:** they / do / yesterday at four o'clock?
 - **B:** They were watching a football match.

PRONUNCIATION

6 3.65 Listen and repeat:

Zoe and Zinia went to the zoo.

They saw some snakes and spiders too

DICTATION

7 3.66 Listen to the recording. Write the sentences in your notebook.

SPEAKING

- 8 🐠 3.67 In your notebook, complete the dialogues with the words in the box. Listen and check. Then act out the dialogues in pairs.
 - disagree lagree I don't That's true wrong
 - 1 A: The book was interesting.
 - **B:** I agree with you. I liked it too.
 - **2 A:** The city is better than the country.
 - **B:** ? think so. I prefer the country.
 - **3 A:** Paris is bigger than Tokyo.
 - **B:** You're ? . Tokyo is much bigger!
 - **4 A:** My sister is a better singer than me.
 - **B:** ?, but you're better at sport.
 - **5 A:** Most people want to be famous.
 - **B:** I . I think they want to be happy.

Julie and her family live in a cottage in a village. She has lived there since she was born. One Saturday morning, she was having breakfast with her family when they heard people speaking in a garden nearby.

'New neighbours!' said Julie, 'We should invite them for lunch!' Her Mum said, 'I agree. That's a nice idea.'

After that, she went next door to talk to the neighbours.

The next day, Mr and Mrs James and their son, Roy, had lunch at Julie's house. They arrived on time and everyone shook hands.

Julie said to Roy, 'Have we met before?'

'No, we haven't', said Roy.

She didn't believe him because she remembered his face. After lunch Julie said to Roy, 'Would you like to hang out later?'

'That sounds fun,' he said.

That evening, Julie went to her new friend's house. Roy was very nice and they talked a lot. Then Julie went home and turned on the TV. 'Mum! Dad! I don't believe it!' she said loudly. 'Roy is in a film! He's really good. I'm sure he'll be a star one day!'



READING AND WRITING

- 9 Read the text above and choose the best title.Write the answer in your notebook.
 - A A new house
 - **B** A new friend
 - C An interesting lunch
- 10 Read the text again. Are the sentences true or false?
 - 1 Julie has recently moved to a village.
 - **2** Julie was having breakfast in her garden when she heard new neighbours.
 - **3** Roy had lunch at Julie's house.
 - 4 Julie didn't like Roy.
 - **5** Julie saw Roy on TV when she got back home.
- 11 In your notebook, write about how your life will change when you leave school. Use these questions to help you.
 - 1 Will you go to university or will you get a job?
 - **2** Will you live on your own or share a flat with your school friends?
 - 3 How often will you see your family?
 - **4** What will you do in your free time?
 - 5 Will you have an interesting job? What will it be?

LISTENING

- 12 (3.68 Tina and Martin are making plans for Sunday. Listen and answer the questions. Write the answers in your notebook.
 - 1 Where is Tina going tomorrow?
 - 2 Which floor is the new flat on?
 - **3** Who is Martin going to the swimming pool with?
 - **4** What time will Tina get home tomorrow?
 - **5** Has Martin ever been to Jack's Palace?
 - **6** What food does Tina recommend at Jack's Palace?
 - 7 Why did Tina's family stay at home yesterday?
 - **8** What time are they meeting tomorrow?

Check yourself! —

- ✓ Potrafię rozmawiać o ambicjach i celach życiowych.
- ✓ Potrafię stosować czasownik will do wyrażania przewidywań.
- ✓ Potrafię zadawać pytania i odpowiadać na nie.
- ✓ Potrafię wyrażać zgodę lub jej brak.
- ✓ Potrafie zrozumieć tekst o dobrych manierach.
- Potrafię zrozumieć wypowiedzi ustne o życiu w przyszłości i napisać wypracowanie na ten temat.

Poland Good manners

1 (1) 3.69 How can you greet someone? Match the expressions to photos 1-4. Write the answers in your notebook. Listen, check and repeat.

You can greet someone with ... a fist bump a wave of the hand a handshake a hug









2 (1) 3.70 Listen to Mali and Gabriel talking about greetings in their countries. Match them to pictures A-B below. Which greetings from Exercise 1 do they mention? Write the answers in your notebook.





- 3 (1) 3.70 Listen again. Are the sentences true or false? Correct the false sentences in your notebook.
 - 1 Thai people only use the wai gesture to say
 - 2 Young Thais always greet their friends with a hug.
 - 3 French people usually give three kisses on the
 - 4 Kisses on the cheek between men are not unusual in France.

- 4 Work in pairs and talk about Polish greeting customs. Do you agree with statements 1-6?
 - 1 Men only shake hands with other men.
 - 2 It's common to give a hug to someone you see every day.
 - 3 Kisses on the cheek are common between men who are related.
 - 4 Polish people usually give two kisses on the cheek.
 - 5 In formal situations men kiss women on the hand.
 - **6** Polish people don't shake hands across a doorway.
- 5 Work in pairs. Answer the questions.

How do you say *hello* in Polish? Can you use the same phrase in every situation?

> What's the Polish expression for How are you? How do you reply to it?

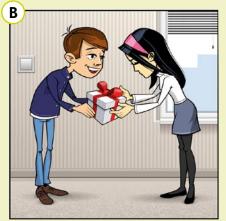
- 6 Complete the text using the words from the box. Write the answers in your notebook. Are your answers from Exercise 5 the same as in the text?
 - feel formal informal means morning

POLISH GREETINGS

There are a few greetings in Polish. The choice between them depends on the person we are talking to and the time of the day. Cześć is the most common greeting. It 1 hello. It's quite ² so we only say it to greet young people or people we call by their first names. We say *cześć* at any time of the day. We also use it for *goodbye*. In more ³ situations we say dzień dobry. It's the expression for both good 4 and good afternoon. In the evening we say dobry wieczór.

Jak się masz? (How are you?) is quite popular as well, but it's not exactly a greeting in Polish. For a lot of Poles it's a real question, so don't be surprised when they tell you exactly how they ⁵?.











- 7 Work in pairs. Answer the questions.
 - 1 How do you greet your parents?
 - 2 How do/did your parents greet their parents?
 - 3 How do you greet your best friend?
 - 4 How do your parents greet their friends?
 - 5 How do you and your parents greet your neighbours?
- 8 Read some rules for visitors to Japan. Match rules 1-5 to pictures A-E.
- 1 Always take off your shoes before you come into someone's house.
 - 2 It's common to drink soup from a bowl.
- 3 It's bad manners to talk on the phone on public transport.
 - 4 It's impolite to blow your nose in a public space.
- 5 Use both hands when you give someone a present.

9 Work in groups. Rewrite the rules from Exercise 8 so they are true for visitors to Poland. Write your ideas in your notebook.

PROJECT

- Make a short guide to good manners for visitors to Poland.
 - Work in small groups. Choose a situation you are going to write rules for, e.g. table manners, visiting someone's house, travelling by train etc.
 - Write rules or tips. Explain what is considered good and bad manners.
 - Act out scenes to illustrate the rules. Take photos of the scenes and use them in your presentation.
 - Present your guides in class.

Student A activities

Unit 1

Lesson 1.2, Page 13, Exercise 10

Find differences between your picture and Student B's picture.

- 1 What's happening in your picture? Tell Student B using the verbs in the box.
 - iron take out sleep text
 - A: In my picture, the man is ironing.
 - B: Yes, in my picture, he's ironing too.



- 2 Listen to Student B. Is the same thing or a different thing happening in your picture?
 - **B:** In my picture, the woman is ...
 - A: In my picture, she's ...

Unit 5

Lesson 5.3, Page 71, Exercise 7

- 1 Answer Student B's question. Use the information in the leaflet.
 - A: You shouldn't camp near water.

Going camping? Here's how to prevent mosquito bites:

- camp near water X
- wear light colours \checkmark
- wear shorts and T-shirts X
- use a mosquito net \checkmark
- 2 Ask Student B this question. Listen and complete the notes.
 - **A:** What should I do to prevent burns?

Going camping? Here's how to prevent burns:

- go near the 1
- build the fire far away from the 2
- touch ³ pots and pans X
- have some 4 near the fire \checkmark



Student A&B activities

Unit 0

Lesson 0.5, Page 9, Exercise 1

... an apple pie!

Unit 4

Lesson 4.2, Page 55, **Exercise 10**

Game! What were you doing yesterday at twelve o'clock? Throw a dice twice. Write sentences, Read them to the class.





1 stand in a queue

- 1 school
- 2 garden
- 3 kitchen
- 4 museum
- 5 shop
- **6** park
- 2 sleep
- 3 brush my teeth
- 4 feed the animals
- 5 looking for a friend 6 ride my bike
- I was in the kitchen. I was sleeping.

Unit 6

Lesson 6.4, Page 86, **Exercise 6**

In pairs, complete the lists with your ideas. Then act out dialogues. Look at Exercise 5 for examples.

- 1 To have for dessert:
 - ? or ?
- 2 To do now:
 - ? or ?
- 3 To have when it's cold:
 - ? or ?
- 4 To do this summer:
 - ? or ?
- 5 To have for dinner tonight:
 - ? or ?

Irregular verbs

Infinitive	Past Simple	Past Participle	Translation
be /bii/	was/were /wbz/wai/	been /bixn/	być
become /bɪˈkʌm/	became /bɪˈkeɪm/	become /bɪˈkʌm/	stawać się
break /breik/	broke /brəʊk/	broken /ˈbrəʊkən/	łamać, psuć (się), potłuc
bring /brɪŋ/	brought /brɔːt/	brought /brɔːt/	przynosić
build /bɪld/	built /bɪlt/	built /bɪlt/	budować
buy /baɪ/	bought /bɔːt/	bought /bɔːt/	kupować
catch /kætʃ/	caught /kɔːt/	caught /kɔːt/	łapać
choose /tʃʊːz/	chose /tʃəʊz/	chosen /ˈtʃəʊzn/	wybierać
come /knm/	came /keim/	come /kʌm/	przychodzić
cost /kpst/	cost /kpst/	cost /kpst/	kosztować
cut /kʌt/	cut /kʌt/	cut /kʌt/	ciąć
do /dʊː/	did /dɪd/	done /dʌn/	robić
draw /draz/	drew /droː/	drawn /drɔːn/	rysować
dream /driim/	dreamed /drimd/ dreamt /dremt/	dreamed /driimd/ dreamt /dremt/	śnić, marzyć
drink /drɪnk/	drank /drænk/	drunk /drʌnk/	pić
drive /draɪv/	drove /drəʊv/	driven /'drɪvn/	prowadzić samochód
eat /iit/	ate /et/	eaten /ˈɪːtn/	jeść
fall /foxl/	fell /fel/	fallen /ˈfɔːln/	upadać
feed /fiid/	fed /fed/	fed /fed/	karmić
feel /fIII/	felt /felt/	felt /felt/	czuć (się)
find /faɪnd/	found /faund/	found /faund/	znajdować
fly /flaɪ/	flew /flux/	flown /fləʊn/	latać
forget /fəˈget/	forgot /fəˈgɒt/	forgotten /fəˈgɒtn/	zapominać
get /get/	got /gpt/	got /gpt/	dostawać
give /gɪv/	gave /geɪv/	given /ˈgɪvn/	dawać
go /gəʊ/	went /went/	gone /gpn/	iść, jechać
grow /grəʊ/	grew /groː/	grown /grəʊn/	rosnąć, sadzić
hang /hæŋ/	hung /hʌŋ/	hung /hʌŋ/	wisieć
have /hæv/	had /hæd/	had /hæd/	mieć
hear /hɪə/	heard /h3zd/	heard /h3id/	słyszeć
keep /kr:p/	kept /kept/	kept /kept/	(za)trzymać
know /ทอช/	knew /njʊː/	known /nอชก/	wiedzieć, znać
learn /lɜːn/	learned /l3Ind/ learnt /l3Int/	learned /laind/ learnt /laint/	uczyć się
leave /liv/	left /left/	left /left/	opuszczać

Infinitive	Past Simple	Past Participle	Translation
lend /lend/	lent /lent/	lent /lent/	pożyczyć (komuś)
lie /laɪ/	lay /leɪ/	lain /leɪn/	kłaść (się)
lose /lʊɪz/	lost /lost/	lost /lost/	gubić, stracić
make /meɪk/	made /meɪd/	made /meɪd/	robić
meet /mɪːt/	met /met/	met /met/	spotykać
pay/pei/	paid /peɪd/	paid /peid/	płacić
put /pʊt/	put /pʊt/	put /pʊt/	kłaść
read /riid/	read /red/	read /red/	czytać
ride /raɪd/	rode /rəʊd/	ridden /ˈrɪdn/	jeździć (na)
run /rʌn/	ran /ræn/	run /rʌn/	biegać
say /seɪ/	said /sed/	said /sed/	mówić
see /siː/	/rcs/ was	seen /siɪn/	widzieć
send /send/	sent /sent/	sent /sent/	wysyłać
set /set/	set /set/	set /set/	ustawić
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/	śpiewać
sit /sɪt/	sat /sæt/	sat /sæt/	siedzieć
sleep /slrp/	slept /slept/	slept /slept/	spać
speak /spiik/	spoke /spəʊk/	spoken /ˈspəʊkən/	mówić
spend /spend/	spent /spent/	spent /spent/	spędzać, wydawać
spell /spel/	spelt /spelt/ spelled /speld/	spelt /spelt/ spelled /speld/	literować
stand /stæŋd/	stood /stud/	stood /stud/	stać
swim /swim/	swam /swæm/	swum /swn/	pływać
take /teɪk/	took /tʊk/	taken /ˈteɪkən/	brać
tell /tel/	told /təʊld/	told /təʊld/	powiedzieć, opowiadać
think /0ɪnk/	thought $/\theta$ ort/	thought /0>t/	myśleć
throw /θrəʊ/	threw /θru:/	thrown / θrəʊn/	rzucać
understand /ˌʌndəˈstænd/	understood /¡ʌndəˈstʊd/	understood /,^ndə'stʊd/	rozumieć
wake /weik/	woke /wəʊk/	woken /ˈwəʊkən/	budzić (się)
wear /weə/	wore /wɔː/	worn /wɔːn/	nosić, mieć na sobie
win /wɪn/	won /wʌn/	won /wʌn/	wygrywać
write /raɪt/	wrote /rəʊt/	written /ˈrɪtn/	pisać

Student B activities

Heit 1

Lesson 1.2, Page 13, Exercise 10

Find differences between your picture and Student A's picture.

- 1 Listen to Student A. Is the same thing or a different thing happening in your picture?
 - A: In my picture, the man is ironing.
 - B: Yes, in my picture, he's ironing too.



- 2 What's happening in your picture? Tell Student A using the verbs in the box.
 - feed listen set
 - **B:** In my picture, the woman is ...
 - A: In my picture, she's ...

Unit 5

Lesson 5.3, Page 71, Exercise 7

- Ask Student A this question. Listen and complete the notes.
 - **B:** What should I do to prevent mosquito bites?
- 2 Answer Student A's question. Use the information in the leaflet.

Going camping? Here's how to prevent mosquito bites:

- camp near 1 ? X
- wear ² Colours \checkmark
- wear ³ and T-shirts X
- o use a 4 ? 🗸
- Going camping? Here's how to prevent burns:
 - go near the fire X
 - build the fire far away from the tent \checkmark
 - touch hot pots and pans X 👺 🕥
 - have some water near the fire
- B: You shouldn't go near the fire.

Student A&B activities

Unit 6

Lesson 6.6, Page 88, Exercise 6





- 1 and chop one onion.
- 2 wo tomatoes.



- 3 ? the onion.
- 4 The tomatoes, and some salt and pepper.





- **5** some pasta.
- **6** Put the sauce on the pasta.

Unit 8

Lesson 8.4, Page 114, Exercise 5

- 1 Complete the list with your opinions.
 - 1 the best music: ?
 - 2 a great computer game:
 - 3 a good book:
 - 4 a fun hobby:
 - **5** an exciting sport:
 - 6 delicious food: ?
- 2 In pairs, take turns to say what you think. Your partner can agree or disagree.
 - A: I think that rap is the best music.
 - **B:** I don't think so. I think rock is better.

1 Read the words in the box. How do you say them in Polish? In your notebook, match the symbols with words in the box.

Vocabulary Money and Maths

dollar equals cent coin euro minus pence pound note plus

- 1 \$ dollar
- 3 € ?
- **5** p ?
- 7 ?

- 2 £ ?
- **4** c ?
- 6 + ?
- 8 = ?
- 2 Label the money. Write the answers in your notebook.
- cents cents dollar euros pence pounds

	Coins	Notes
the USA	fifty ¹cents	THE UNITED STATES OF AMERICA One 2
the UK	26	2.5 Sent of Gastro
	twenty ³	five 4
some European countries	20	SP EURO 110
	twenty ⁵ ?	ten 6 ?

3 Read the text. Did you label the money in Exercise 2

- 4 Read the text again. Are the sentences true or false?
 - 1 The new British notes aren't paper. True
 - 2 The Euro is the oldest currency in the world.
 - 4 The Euro has eight notes.
 - 3 Some US cents have names.
- 5 How much money have you got? Do the maths and write the answers in your notebook.
 - 1 £1 + 50p = £1.50One pound plus fifty pence equals one pound fifty.
 - 2 £5 20p = £?
 - **3** \$20 \$1.10 = \$?
 - 4 €50 + €2.20 = € ?



l cent, 2 cents, 3 cents ... 1 penny, 2 pence, 3 pence ...

- 6 Answer the questions. Write the answers in your notebook.
 - 1 What currency do you use in Poland?
 - 2 Which note and coin from the text do you like best? Why?
 - **3** What other currencies do you know?

correctly?

A currency is the money we use in a country. Different countries have different currencies.

The British pound (£)

The British pound is one of the oldest currencies in the world. There are notes for 5. 10, 20 and 50 pounds. The new notes are plastic, not paper. There are lots of coins: 1, 2, 5, 10, 20 and 50 pence. You can say 'pence' or 'p'. The other coins are 1 pound and 2 pounds.

The US dollar (\$)

Currencies

The US dollar is a popular currency. There are notes: 1, 2, 5, 10, 20, 50 and 100 dollars and coins: 1, 5, 10, 25, 50 cents and 1 dollar. The coins have names. One cent is a 'penny', 5 cents is a 'nickel', ten cents is a 'dime', 25 cents is a 'quarter' and 50 cents is a 'half dollar.'

The Euro (€)

The Euro is a new currency and many European countries use it. There are notes for 5, 10, 20, 50, 100, 200 and 500 euros. There are eight coins: the cents are 1, 2, 5, 10, 20 and 50 and the euros are 1 and 2. The coins are the same on one side, but on the other side there are different pictures for each country. For example, Austria has Mozart, Belgium has the king and France has a tree.

1 Read the words in the box. How do you say them in Polish?

Vocabulary Listening to music

cassette cassette player CD player compact disc gramophone MP3 player record player smartphone vinyl record

2 In your notebook, order the players from the oldest to the newest.



- 3 In your notebook, match the photos with the words from Exercise 1. Then read the text and check your answers to Exercise 2.
- 4 Read the text again. Are the sentences true or false?
 - 1 A gramophone worked with electricity. *False*
 - 2 Gramophones were heavy.
 - **3** When compact discs arrived, they became more popular than cassettes.
 - **4** The Sony Discman was good for listening to music when you weren't at home.
 - **5** Today people don't listen to music on vinyl records.
- 5 Answer the questions. Write the answers in your notebook.
 - 1 What did your parents use to listen to music when they were your age?
 - 2 What do you use to listen to music?
 - **3** Think about the last song you listened to. What were you doing at that time?
 - **4** Do you prefer to listen to music with speakers or headphones? Why?
 - **5** Where do you usually listen to music?

100 years of listening to music

One hundred years ago, people listened to music on a gramophone. The music was on records that went round and round. Gramophones didn't work with electricity - they worked with a key you turned, like an old clock. The sound came from a large metal cone. Gramophones weighed a lot - more than 12 kilos! In the 1940s, people listened to music on record players that worked with electricity. Record players had speakers and the records were vinyl. Vinyl was a special plastic for records.

Thirty years later, people also had cassette players. The cassettes weren't 'strong' but they were smaller than records. The Sony Walkman® – a small portable cassette player with headphones – was also popular.

Then in 1982, CD players arrived in the shops. People bought more compact discs than cassettes. The compact discs were stronger than cassettes and the sound was better. Lots of people bought the portable Sony Discman with headphones and listened to their CDs outside their homes.

Nowadays we listen to music with headphones on MP3 players and smartphones. You can download songs to an MP3 player or listen to music on apps with your smartphone.

Vinyl records are popular again today, so ask your grandparents to find their old record players!

1 Read the words in the box. How do you say them in Polish?

Vocabulary Healthy meals

calories carbohydrates milk products fat fibre minerals protein vitamins

- 2 Match the food items in the photo with the words in the box. Write the answers in your notebook.
 - bread and pasta 1 meat and fish sweets fruit and vegetables milk and butter



- 3 Read the blog. In your notebook, complete the sentences with the words from Exercise 1.
 - 1 Protein is good for our brains.
 - **2** We get energy from in cereal.
 - **3** There are in all types of fruit.
 - **4** There is in butter.
 - **5** Green vegetables have 2 and vitamins.
 - **6** There are lots of \mathbb{Z} in food with sugar and fats.
 - **7** Milk products have protein and ?...
- 4 In your notebook, complete the table with the food items in the box. Can you add more items to the table?
 - apple butter fish milk rice potatoes

vitamins	apple
fibre	?
minerals	?
protein	?
fat	?
carbohydrates	?

- 5 What do you like for breakfast and lunch? Are your meals healthy? Complete the sentences in your notebook.
 - 1 For breakfast I like . . My breakfast is / isn't healthy because .
 - **2** For lunch I like . My lunch is / isn't healthy because .



Breakfast

In the morning you need to be active, so have a healthy breakfast. I like cereal with milk and a glass of orange juice. Carbohydrates in cereal give you energy, the milk has minerals and orange juice has Vitamin C. In fact, all fruit has lots of vitamins.

We need protein for our brains, fibre to make food go through our bodies and carbohydrates for energy. Vitamins and minerals help us grow and help us stay healthy.

Lunch

For lunch I usually have chicken and tomato sandwiches with brown bread. It's better than white bread because it has more fibre. Chicken has protein, so you can do well in class! And tomatoes have fibre and Vitamin E. I only put a little butter because it has fat and it isn't good for your health.

Dinner

I like fish or meat for dinner because it has protein. Red meat also has important minerals. I add potatoes, pasta or rice - they have carbohydrates - and green vegetables for fibre and vitamins.

Snacks

I try not to eat sweets or chocolates! Sugar and fat have lots of calories, so they're not good for you! Have an apple, a cereal bar or a salad instead. I sometimes boil an egg for an egg sandwich because milk products (eggs, milk, cheese, yoghurt, butter) have protein and minerals.

1 Read the words in the box. How do you say them in Polish?

Vocabulary Sources of energy

coal gas oil renewable sources of energy solar farms solar panels wind farms

2 Read the text. Complete the gaps with the words from Exercise 1. Write the answers in your notebook.



They aren't renewable and they make air and water dirty. My family thinks looking after our planet is important. We should save energy and we should also use 'renewable sources of energy. Read on to learn more.

² farms use the wind to make energy. This energy turns into electricity and we can use it to power our washing machines and blenders. Wind is always with us, so we can use it again and again. That's why we call it renewable.





Another thing we can use is the sun.

Lots of houses have ³ panels on the roof. We can use the heat from the sun for water heating, but we can also make electricity with the sun's energy.

⁴ farms can make electricity for whole towns.

A block of flats is a tall building. We can build houses and flats with natural materials like wood and stone, so they are good for the planet. We can even grow plants on buildings. They look nice and the rooms inside stay warm in winter and cool in summer. That means that we use less coal, oil and ⁵ for heating and we save energy.



- 3 Choose the correct answers. Write them in your notebook.
 - 1 When you save energy you use less / more energy.
 - **2** A solar panel makes electricity from the sun / water.
 - **3** A wind farm makes energy from plants / the wind.
 - **4** We can / can't use a renewable source of energy many times.
 - **5** We need water heating in buildings for hot / cold water.
 - **6** Coal, gas and oil *are / aren't* renewable sources of energy.

1 less

- 4 What saves energy and what doesn't? Write the answers in your notebook.
 - a driving a car
 - **b** having a solar panel on the roof
 - c leaving the TV on when you aren't watching
 - **d** not leaving a computer on stand-by
 - e riding a bike to school
 - f using coal to heat the house
 - **g** wearing T-shirts at home in winter with the heating very high
- 5 Do you save energy at home and at school? What can you do to save more? Ask other people and look for some ideas on the Internet. Write the answers in your notebook.

My home:

- What I do to save energy
 I don't leave my computer on stand-by.
- More things I can do to save energy I can ride my bike to school.

My school:

- What we do to save energy
- More things we can do to save energy