



Nagrania do podręcznika dostępne na docwiczenia.pl



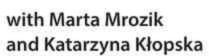


Kod: 3CZ4F4

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Podręcznik

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Drnga Nowa Ero.

Nigdy bytti nie publikowała publicznie kstążek wydawnictw, które działają na uczciwych zasadach.

Wosza firma jednak promuje masowy dodruk, całkowicie niepotrzebnych książek, które mogłyby zastąpione wersami elektronicznymii

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

- W przeciwieństwie do fizycznej kujążki, licencja na e-book kończy się po roku. Oznacza to, że jeżyli moja córka chciałaby powiórzyć sobie całą wiedzę do matury, musiałabym jej kupić wszystkie wasze książki od nowa.
- Woszych e-booków nie da się pobrac! Wymogają one dostęp do internetu, co umemożliwia
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- Wasze e-booki sprzedawane są po tej samej (alko wyższej) cenie co regularne kałążki. Cena e-booka powinna być niższa, gdyż e-booki wymapają elektronicznego czymika (tabletu)!

Czas rozpocząć zową erę (o trunio), w której papier nie jest bezczelnie marnowany dla pieniędzy. Przedstawiani e-book, który spełnia wszystkie oczektwania uczniów.

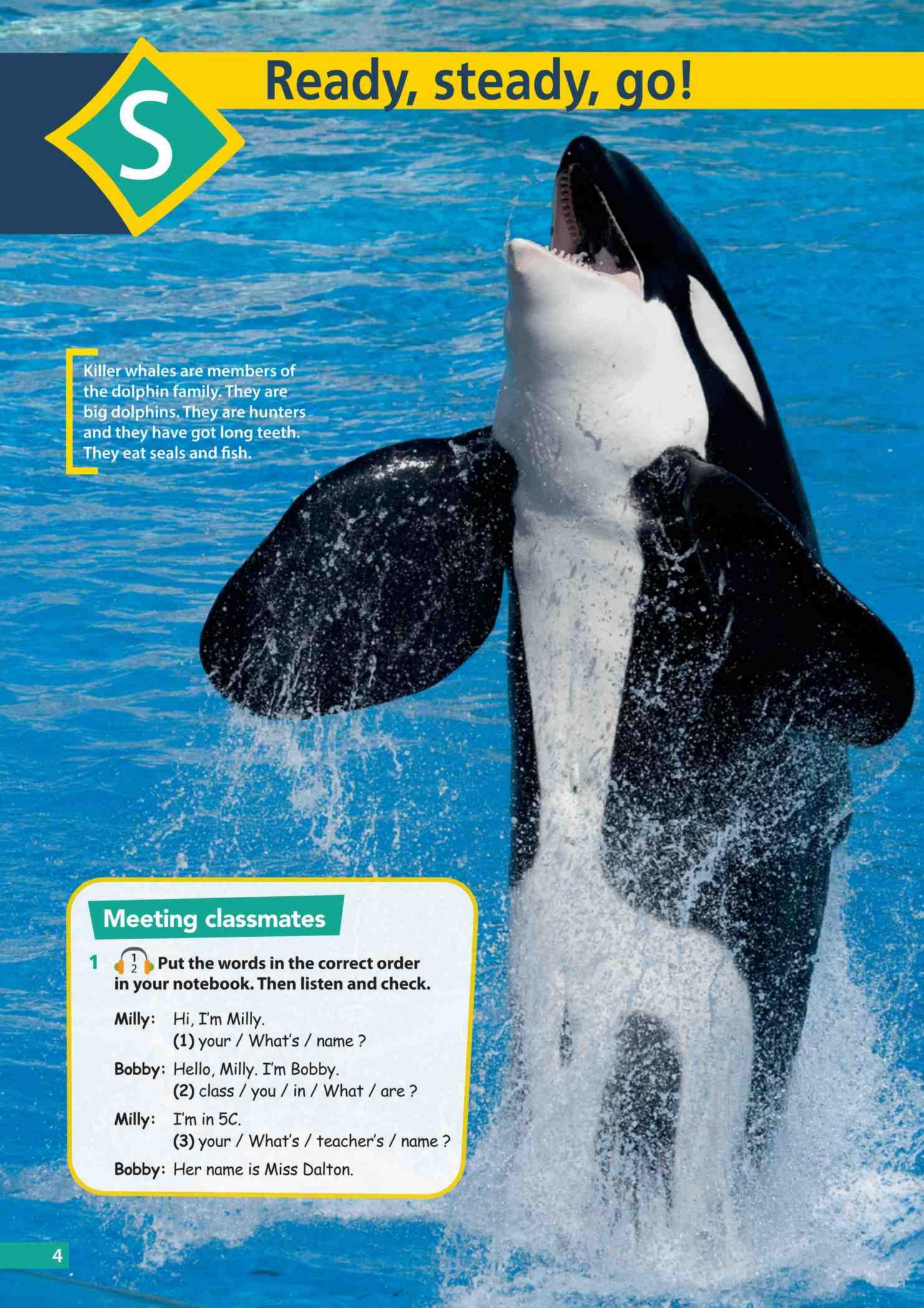
Dbajmy o środowisko, zróbmy to dla młodych pokoleń.

-	Vocabulary	Grammar	Communication	Reading and writing
	Name of the Control o		The state of the s	HE WAS A STATE OF THE PARTY OF
5a	Symptoms Illnesses Remedies	Past simple of <i>be</i>	Asking for and giving advice about symptoms	Reading: The Crystal Ball Mystery The legend is true
5b	Parts of the body Accidents and injuries	There was / There were There wasn't / There weren't Time expressions for past simple	Describing accidents and injuries Asking and answering questions using There was / There were / There wasn't / There weren't Talking about where one was at different times	Reading: A big earthquake
5c	Illnesses Phrases about illnesses	Must / mustn't	Visiting the doctor Giving advice, using must/mustn't Pronunciation: two letters together making a new sound	Writing: an email to a friend about an illness

	Vocabulary	Grammar	Communication	Reading and writing
6а	Activities	Past simple (regular verbs – affirmative)	Asking and answering questions about what one liked to do in the past Pronunciation: the -ed ending	Reading: The Crystal Ball Mystery We aren't thieves!
6b	TV programmes and films	Past simple (regular verbs – negative and questions)	Asking and answering questions about the past	Reading: Who was Walt Disney?
6c	Hobbies and interests	Past simple	Making suggestions and giving opinions Pronunciation: changing a word by putting an <i>e</i> at the end	Writing: a film review

	Vocabulary	Grammar	Communication	Reading and writing
7a	Past simple (irregular verbs)	Past simple (irregular verbs)	Asking and answering questions about a text describing an extreme sport	Reading: The Crystal Ball Mystery You are under arrest!
7b	Sports expressions Ordinal numbers	Past simple (Wh- questions)	Asking for information using What, Where, When, Why, Who	Reading: Rock climbing
7c	Sports equipment	Have to for rules	Describing different sports Talking about the rules for different sports Pronunciation: differences in the sound th	Writing: a text about a sport

	Vocabulary	Grammar	Communication	Reading and writing
8a	Means of transport Prepositions used with means of transport	Past simple	Talking about where people go and how they get there	Reading: The Crystal Ball Mystery: What's in the box?
8b	Things to do on holiday	Be going to	Talking about what people are going to do	Reading: The Grand Canyon
8c	Giving directions Travel plans	Be going to	Giving directions Talking about where one is going on holiday and what one is going to do Pronunciation: silent letters	Writing: an email telling a friend about one's holiday plans



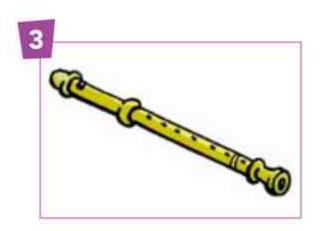
At school

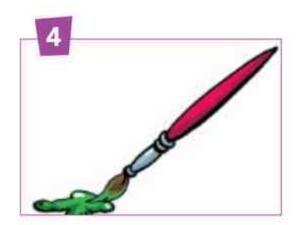
Work in pairs. Tell your friend which subjects you need these things for.

> art biology English geography history IT maths music PE





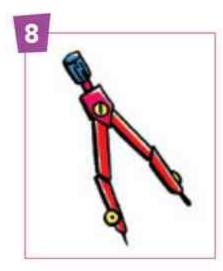


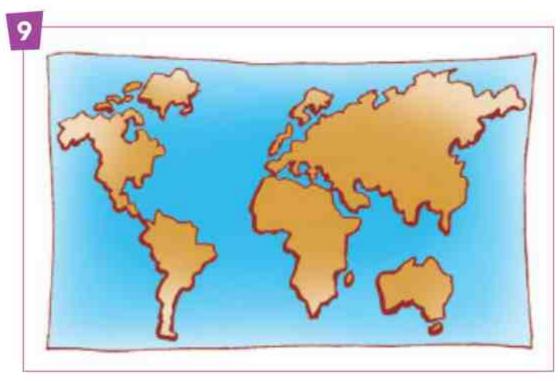






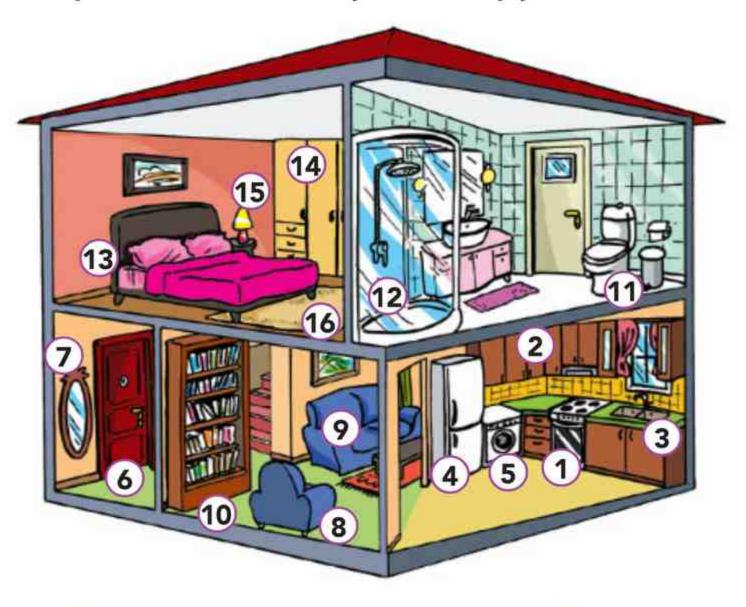






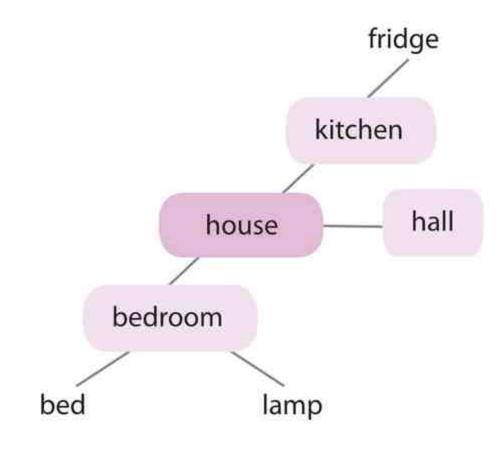
At home

3 Make a mind map in your notebook about different rooms and items of furniture. Use the picture and vocabulary box to help you.



kitchen hall living room bedroom bathroom

cooker • bookcase • sink • bed washing machine • door • mirror armchair • cupboard • sofa • toilet shower • fridge • lamp • wardrobe carpet



4 Tell your friend how many rooms there are in your house / flat and what is in the rooms. Use different prepositions of place. He / She draws a plan of your house / flat. Then change roles.

There are five rooms in my house. There is a bed in my bedroom. There is a fridge in the kitchen.

Food

1 Match the meals with the times of the day. Write them in your notebook.

1 breakfast

a evening

2 lunch

b morning

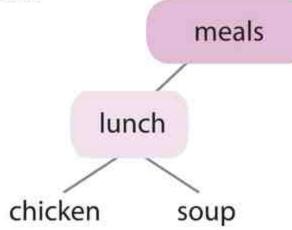
3 dinner

c late afternoon

4 supper

d early afternoon

Write your favourite menu for each meal in your notebook. Compare your ideas with your friend.



I have tomato soup, chicken, chips and tomatoes for lunch.

- 3 Copy the table into your notebook and complete it for you and your friend. Then tell the class your results.
 - © like
 - ⊗ don't like

Food	Me	My friend
bread	2	2
milk	2	(2)
chocolate	2	22/
strawberries		22/
eggs	2	2
smoothies	?	22
ice tea	2	2
pasta	(?)	2
pizza	?	[2]
fish	2	2

I like fish. My friend doesn't like ice tea.

Do you like bread?

Yes, I do. And you?

I don't.

Free time

4 Match 1-10 with a-j and write the expressions in your notebook.

1 ride

2 watch

3 play

4 read

5 climb

6 listen to

7 catch

8 run

9 play

10 go

a the piano

b a bike

c a tree

d TV

e a book

f football

g horse riding

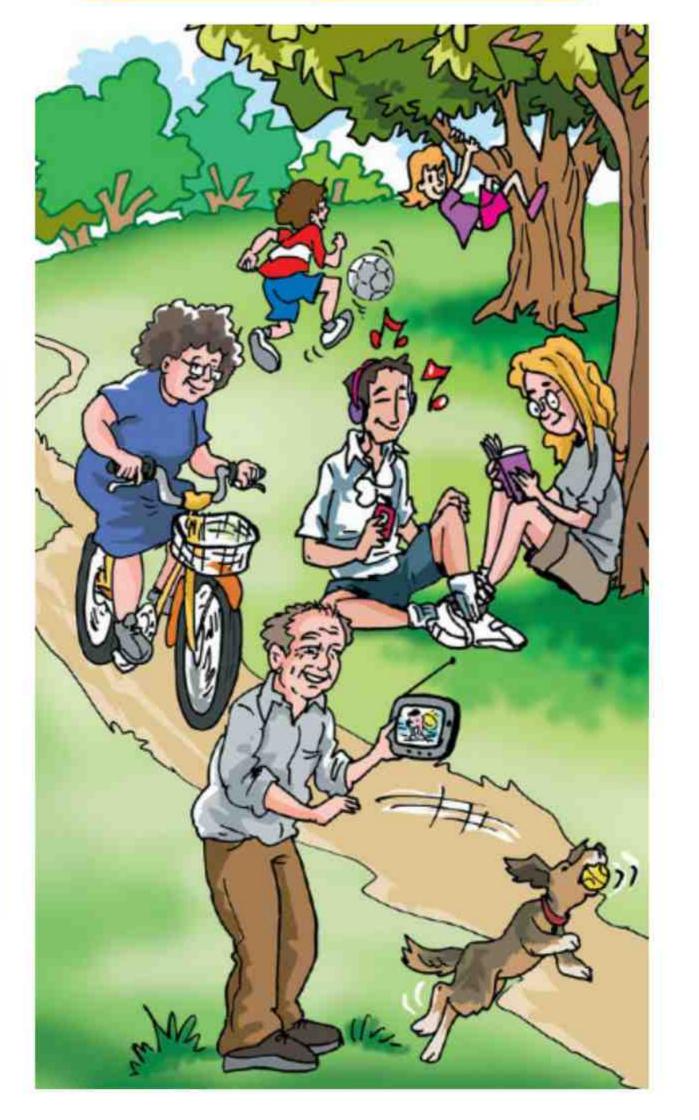
h music

i fast

j a ball

5 What are the people in this family doing?

mother father son daughter grandmother grandfather dog



Sport

6 Match the names of the sports with the pictures. Write which sports go with the verb go and which with play in your notebook.

























basketball • horse riding • tennis • skiing ice skating • volleyball • sailing • baseball running • swimming • football • cycling

play ?

7 What sports do you do? When / How often do you do these sports?

Countries and nationalities

8 Copy the table into your notebook and complete it.

Country	Nationality	
The Czech Republic		
2	German	
Great Britain		
22/	Greek	
Lithuania		
22	Russian	
Slovakia	2	
Spain		
[2]	American	

People

9 How many sentences can you make with these words?



10 Describe yourself or a member of your family.

I'm young. I've got straight fair hair. I'm short. I'm not ugly!

Question words

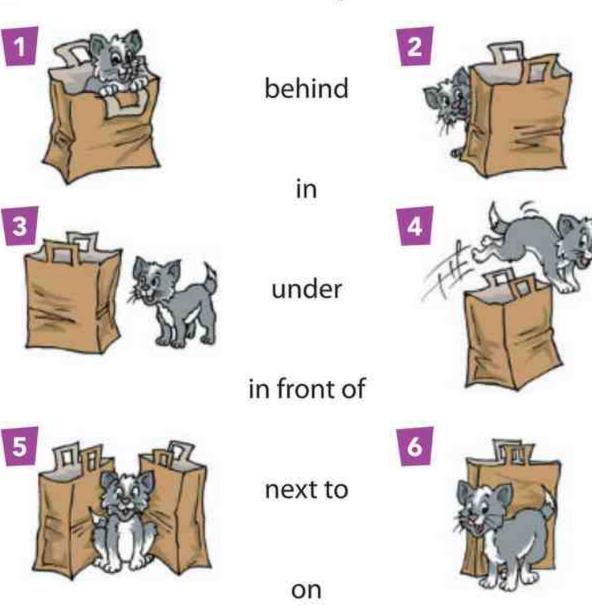
1 Complete the questions with these words and write them in your notebook.

Who What How Where When

- is that boy? That's David.
- 3 Old are you? I'm ten.
- 4 is your birthday? It's in April.
- 5 is Jim doing? He's riding a horse.

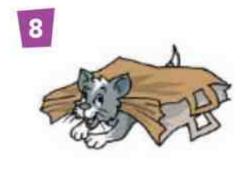
Prepositions of place

2 Match the words to the pictures.





between



3 Look around the classroom and write eight sentences, using prepositions of place and the words in the box in your notebook.

> schoolbag pen book desk chair door board friend

Possessive adjectives

- 4 Choose the correct option.
 - 1 My dad is 35 years old. His / Her birthday is in May.
 - 2 I'm Sue and this is her / my sister, Sally.
 - 3 We want to watch our / their favourite film, please, Mum.
 - 4 Look at that dog. Your / Its eyes are blue!
 - 5 Ben and Tony are brothers and their / our mother is my teacher.

Countable and uncountable nouns

5 Copy the table into your notebook and complete it with the names of the things in the basket.

countable	uncountable



a, an, some, any

- 6 Choose the correct option.
 - 1 I'd like a / some sugar in my tea.
 - 2 After PE I always drink a / some water.
 - 3 I'm making a / some sandwich.
 - 4 We're cooking a / some potatoes for supper.
 - 5 Have you got some / any bananas?
 - **6** There isn't some / any milk in the fridge.
 - 7 Here's a / some cup of tea.

There is / There are

7 Write five sentences in your notebook about the photo.



- 1 some coffee / the cup
- 2 a cup of coffee / the bread
- 3 a flower / the bed
- 4 a lamp / the bed
- 5 some juice / the bread and the fruit
- 6 any bananas / on the plate

There is some coffee in the cup.

8 Answer the questions in your notebook.



1 Is there a dog on the armchair?



2 Are there any mice under the chair?



3 Is there a red flower in the vase?



4 Are there any books on your desk?

Can

- 9 Answer the questions in your notebook.
 - 1 Can you speak German?
 - 2 Can you play computer games every day?
 - 3 Can your mum swim?
 - 4 Can your grandma drive a car?

Present simple

- Write the verbs in brackets in your notebook in the correct form.
 - 1 I (live) in London.
 - 2 He (go) to my school.
 - 3 We (play) computer games.
 - 4 She (not do) her homework on Saturdays.
 - 5 I (not ride) my bike to school.
 - 6 you (like) chocolate?
 - 7 she (speak) English?

Adverbs of frequency

Use the information in the boxes and write some sentences about how members of your family spend their Saturdays in your notebook. Use the adverbs of frequency in the box.

always usually sometimes never often

get up early eat cereal for breakfast
eat eggs for breakfast
play computer games
have lunch with his grandma
go shopping with his mum watch a film

My sister never gets up early on Saturdays.

Present continuous

What are the animals doing? Write some sentences about them in your notebook.



The dog is swimming.





- 1 Listen to Tom. How many people are there in his family?
- 2 How many family words do you know? Make a list in your notebook.
- 3 In pairs, talk about your families. Ask questions.
 - a How many people are there in your family?
 - **b** What are their names?
 - Are you an only child? / Have you got any brothers or sisters?

The Crystal Ball Mystery: Where is Uncle Gordon?



2 Answer the questions.

- 1 Where are Mickey and Susie?
- 2 Where is Uncle Gordon going?
- 3 Where are the children?
- 4 Where is Uncle Gordon's phone?
- 5 What else is there in Uncle Gordon's bag?
- 6 Where is Uncle Gordon?



Vocabulary

Which words can you find in the story?

nephew • niece • stepmother • stepfather only child • twin • husband • wife • uncle

Vocabulary

5 Choose the correct option. Listen and check.

- 1 Aunt Kay is Uncle Gordon's niece / wife.
- 2 Uncle Gordon is Aunt Kay's twin / husband.
- 3 Susie is Uncle Gordon's niece / nephew.
- 4 Mickey is Uncle Gordon's niece / nephew.
- 5 Susie and Mickey's mum has got a new husband. He is their uncle / stepfather.
- 6 Bill hasn't got any brothers or sisters. He is an only child / a twin.
- 7 Bill's dad has got a new wife. She's Bill's stepmother / aunt.
- 8 Aunt Kay has got a twin sister / cousin. They are identical.

Listen

Skills Explorer



Zapoznanie się z poleceniem

- Przed rozpoczęciem słuchania przeczytaj dokładnie polecenie i całą treść zadania.
 Spójrz na słowa w ramce, na obrazki i imiona przedstawionych ludzi.
- Przed wysłuchaniem każdego zadania zapoznaj się dokładnie z jego treścią.

6 Listen, point to the photos and say who the people are.

aunt husband nephew son stepmother twin brother



Jenny's 🙋



Jenny's 🌅



Tim's 🙎



Tim's 🙎



Carol's 2

Carol's 2

Grammar

Present simple: be

Tom Sis my cousin.

Is he tall? Yes, he is.

Are his eyes blue? No, they aren't. They are green.

Present simple: other verbs

Tom Splays

the guitar.

Does he play in a band? Yes, he does.

Do they give concerts? No, they don't.

They play in a garage.

- Put the words in the correct order to make questions or negative sentences and write them in your notebook.
 - 1 tall / she / and / isn't / slim
 - 2 glasses / my / doesn't / nephew / wear
 - 3 Uncle Gordon's / is / wife / Aunt Kay /?
 - 4 and / Mickey / twins / aren't / Susie
 - 5 on / does / the / Bill / live / island /?
 - 6 we / at / school / go to / don't / the weekend
 - 7 old / very / aunt / Tom's / and / aren't / uncle
 - 8 when / visit / do / grandparents / your / you /?

Speak

8 Work in pairs. Ask questions and find out which person your partner is thinking about.

	's eyes are	is	at the weekend	lives with
Sarah	blue	tall and slim	meets her friends	mum and stepfather
Nick	blue	very clever and funny	plays basketball and tennis	sister and niece
Toby	grey	very clever and funny	runs in the park	grandchildren
Ann	grey	tall and slim	plays football and tennis	mum and stepfather

Are her eyes blue?

Yes, they are.



Comprehension

2 Answer the questions in your notebook.

- 1 What does the man do every day?
- 2 Do the bees always make honey?
- 3 Is the beekeeper sometimes angry?
- 4 Do the bees collect flowers?
- 5 Is nectar the bees' food?

Vocabulary

3 Match the words 1-6 with the definitions a-f.

- 1 beehive
- 2 queen bee
- **3** honey
- 4 nectar
- 5 beekeeper
- 6 hard-working
- a the mother bee
- **b** a person who keeps bees
- **c** a place where bees live
- **d** not lazy
- e something bees make
- f something bees collect

Vocabulary

Feelings

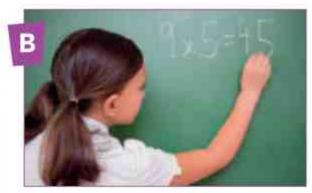
angry • bored • calm • excited happy • sad • scared • worried

Personality

brave • hard-working • late • lazy nice • optimistic • patient • punctual

- 4 (19) Listen and repeat the adjectives that describe feelings. Mime and guess.
- 5 describing personality.
- 6 Choose the correct option. Match the photos to the sentences. There is one extra photo.













- 1 These boys often play football together. When they win, they're very excited / angry.
- 2 Frank doesn't like hard work. He's often hard-working / lazy.
- 3 Clara is a French teacher. She's often late for lessons because she isn't punctual / patient, and that's why she's so worried.
- 4 I'm not good at maths, so my dad usually helps me. He's always very worried / patient with me. He never gets angry.
- 5 Look at little Lilly. She doesn't look very happy and optimistic. She is sad and angry / calm.

Grammar

Adverbs of frequency

She's salways happy. She soften smiles.

W zdaniach z czasownikiem **be** przysłówki częstotliwości (np. *always*, *usually*, *often*, *sometimes*, *never*) stawiamy po czasowniku.

W zdaniach z innymi czasownikami (go, play, ...) przysłówki częstotliwości stawiamy przed czasownikiem.

- 7 Say the sentences with the words in brackets in the correct place.
 - Sally eats chocolate ice cream on Saturdays. (usually)
 - When Tom and Molly watch football matches, they are very excited. (always)
 - 3 Jim likes sleeping and he is late for school. (sometimes)
 - 4 Uncle Gordon likes his niece and nephew and he tells them about his adventures. (often)

Listen and speak

8 (1) Listen and choose the correct adverb of frequency. Then copy and complete the table with information about you and your friend.

	be late for school	borrow things	write emails	go to the cinema
Tim	always often	sometimes usually	always often	often never
Beth	sometimes never	never often	sometimes never	always usually
Me	200	22	2	22
My friend	2	2	2	

Talking about preferences



1 Clara: Hi, Paul. Meet my friend Ollie.

Paul: Wow. He's amazing. Does he like sugar / sweets?

Clara: Yes, he does. He also loves eating / smelling carrots and apples.

Paul: Do you ride every day?

Clara: Yes, I do. I love riding / reading.

Paul: Does Ollie sometimes get angry?

Clara: No, he doesn't. But he sometimes gets scared. He isn't very brave.

Grandad: Why are you so worried, Sam?

Sam: I haven't got any ideas for my school science project.

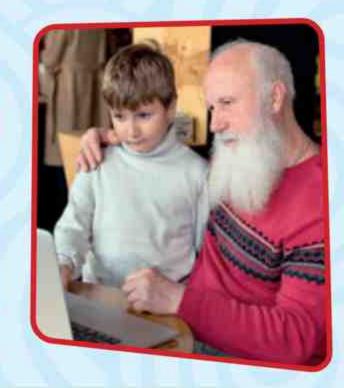
Grandad: Why don't you make a poster / model?

Sam: I hate cutting / writing and drawing.

Grandad: I hate writing / drawing too. Don't worry! Maybe ...

Sam: I know! I can use the computer and make a presentation. Thanks!

Grandad: So start doing it and be more optimistic!





3 Aunt May: What do you like doing?

Sarah: I love cooking / playing.

Aunt May: Me too! But I prefer running / eating!

Sarah: How about making a salad?

Aunt May: Good idea. I like salads / a salad. How about fruit / chicken salad?

Sarah: Oh no, I hate chicken.

Aunt May: OK. How about a fruit salad, then?

Listen and read



 $\binom{1}{12}$ Listen and choose the correct option.

Comprehension

2 Finish the sentences.

- Clara is talking to
- 2 Ollie is not ??.
- 3 Sam hates ?.
- 4 Sam wants to use ??.
- **6** Aunt May offers ?...

Phrase Book

Likes and dislikes

A: What do you like doing?

B: I like walking with my dog.

A: Do you like cycling?

B: I love riding my bike!

A: Do you like singing?

B: Yes, I do. But I prefer listening to music.

A: I hate painting.

B: I hate it too.

Listen and speak

3 Listen to the phrases in the Phrase Book. Act out the dialogues in pairs.



We emphasize different words when we talk about preferences. Listen and repeat.

Do you like **drawing**? No, I **don't**. I **hate** drawing.

5 These sentences are about preferences. Listen and point to the words that are emphasised.

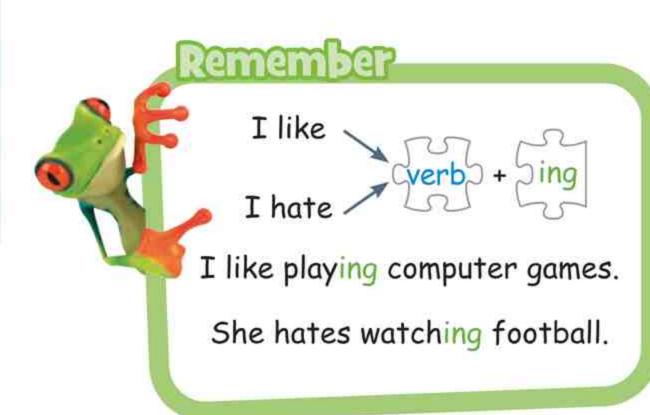
Do you like apples? Yes, I do. But I prefer bananas.

What do you like doing? I like riding.

I hate cooking!

I love eating!

I like basketball but I prefer football.



Speak

Draw two boxes on a piece of paper. In one box draw a person and symbols of what he / she likes doing. Then work in pairs and describe the person (his / her appearance, likes and dislikes) to your friend. Your friend draws their picture in the other box. Take turns.

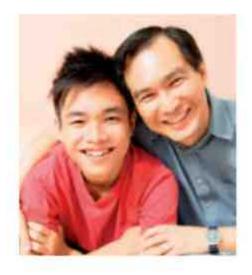
Writing Time



7 Read the email and choose the correct option.

000 - 3-

Hi. I'm Haru and this (1) is / are my dad. His name is Kim. He's tall and slim and he's got short, dark hair. My dad likes (2) play / playing basketball. We (3) often play / play often at the weekend. He also loves



reading books. He hates being late. He (4) always is / is always punctual. He isn't lazy. He's hard-working. He's calm and he (5) never gets / gets never angry. He

(6) always is / is always happy. He's so nice!

Skills Explorer



Przygotowanie odpowiedzi na e-mail

- Odpowiadając na czyjś e-mail, nawiąż do tego, co napisał do ciebie autor otrzymanej wiadomości.
- Znajdź podobieństwa między wami, zadaj pytanie.
- Dobrze, jeśli e-mail wygląda jak rozmowa.
 Twój e-mail może być podobny do wiadomości, którą dostałeś – spójrz, jakie elementy zawiera.
- 8 Write an email to your pen pal and tell them something about you and your family. Use the words from the box.

is, isn't, has got, likes, doesn't like, often, never, always, at the weekend

Forms Explore



Powitanie i pożegnanie w e-mailu

- Pisząc e-mail, pamiętaj, aby się przywitać.
 Po angielsku możesz przywitać się na wiele sposobów: Hi, Hello, Dear Sam, Good morning.
- Nie zapomnij zamknąć e-maila pożegnaniem. Możesz pożegnać się w języku angielskim w następujący sposób: Goodbye, Take care, Bye, Regards.

Word list



Key words

Członkowie rodziny

husband – mąż
nephew – bratanek, siostrzeniec
niece – bratanica, siostrzenica
only child – jedynak, jedynaczka
stepfather – ojczym
stepmother – macocha
twin – bliźniak, bliźniaczka
wife – żona

Uczucia i cechy charakteru

angry – zły, rozgniewany; get angry – (roz)złościć się bored – znudzony brave – odważny calm – spokojny excited – podniecony, przejęty happy – szczęśliwy, zadowolony hard-working – pracowity late – spóźniony; be late – spóźnić się lazy – leniwy

nice - miły
optimistic - optymistyczny; be optimistic - być
optymistą
patient - cierpliwy
punctual - punktualny
sad - smutny
scared - przestraszony; be scared of - bać się
(czegoś/kogoś)
worried - zmartwiony

Other words

stay – zostać

be in trouble – mieć kłopoty
bee – pszczoła
beehive – ul
beekeeper – pszczelarz
collect – zbierać
describe – opisać
hate – nie znosić, nie cierpieć
idea – pomysł
leave – wychodzić, opuszczać
person – osoba, człowiek
prefer – woleć
queen – królowa
scare – przestraszyć
smile – uśmiechać się
somebody – ktoś



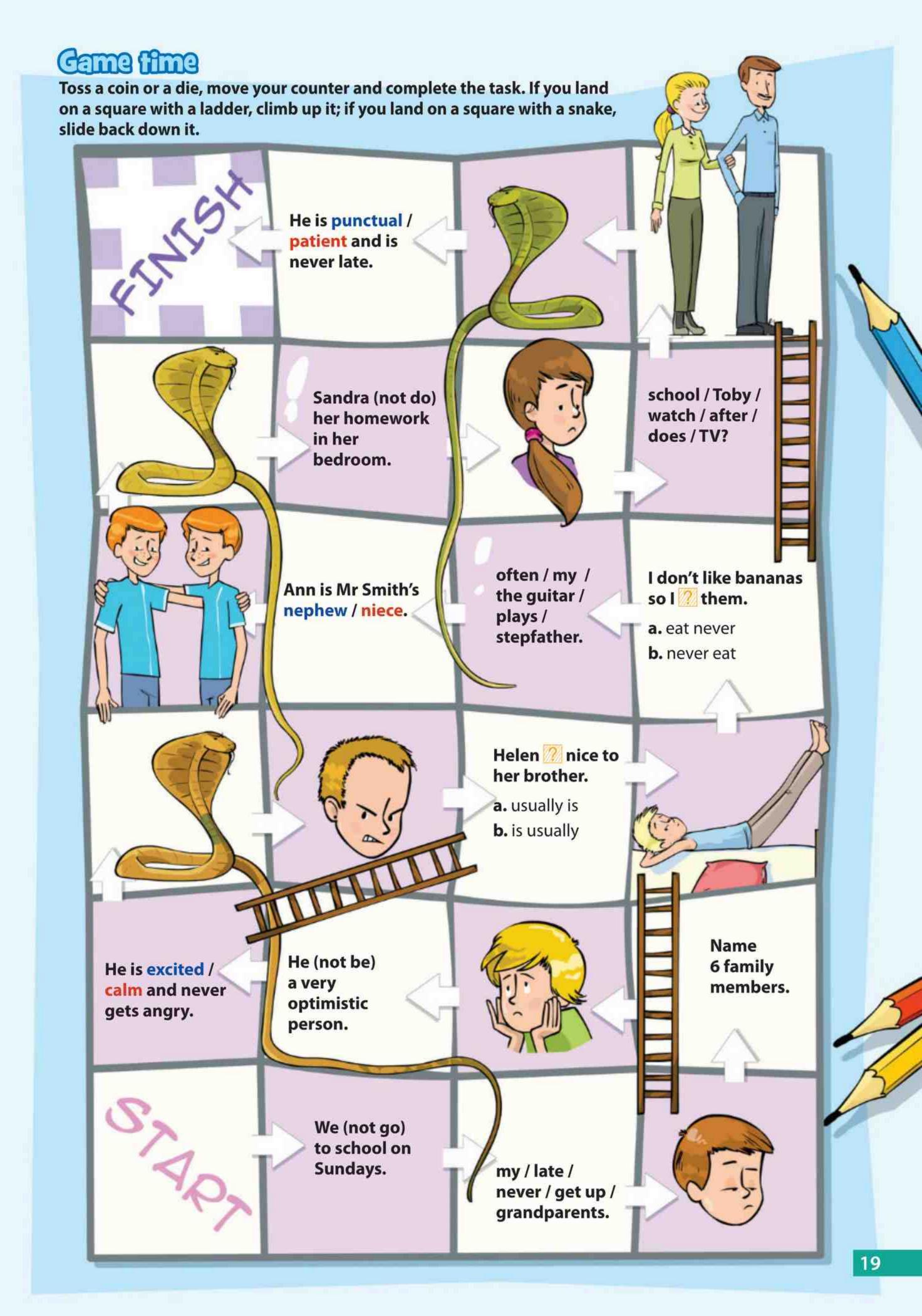
Listen and put the parts of the song in the correct order. Then sing.

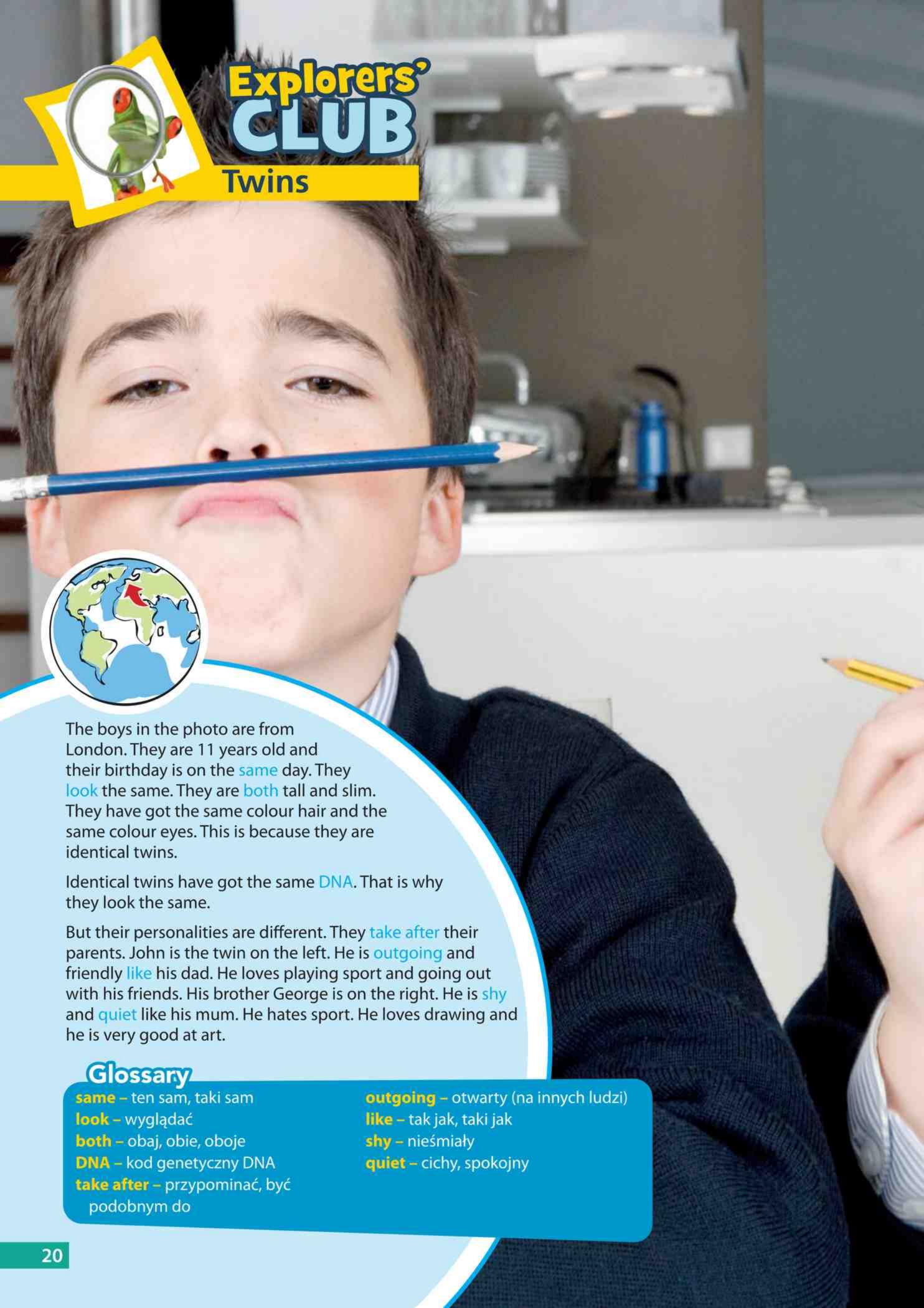
It is really great fun
Not to be the only one.
Few or many, four or three
I like them and they like me.

Parents, children, husband, wife It's so good to share your life. When you're angry, scared or shy Then they always ask you 'Why?'

Brother, sister, uncle, aunt, So many people I cannot count. Some are slim, some are small. Some are fat and some are tall.





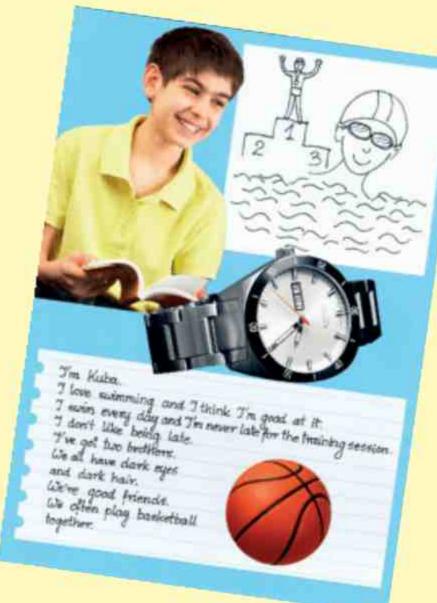




Project Class book

How well do you know your classmates? Prepare a book about your class.





Materials

- photos or drawings
- a sheet of thick paper in one of the Union Jack's colours
- a sheet of notebook paper
- glue
- a hole punch
- a piece of string
- Write about your appearance, your personality, your likes and dislikes.
- Stick the text onto a sheet of paper and decorate it with photos and drawings.
- Join all the sheets of paper about everyone in the class together to make a book.

Read and listen. Choose the correct option.

- The boys have their birthdays on different / the same day.
- The boys look different / the same.
- They have the same / different personalities.
- John takes after his dad / mum.
- John likes going out with his friends / parents.
- George doesn't like / loves sport.



What's your job? 🕮

Vocabulary I can give names of different jobs • describe what people do. Grammar

I can use verbs in the present simple and the present continuous

explain how the present simple and the present continuous

are different.

Listening I can understand a story about a typical day • a conversation

about people's dream jobs.

I can understand a story about people's jobs • conversations Reading

about children's ideal jobs.

Speaking I can compare jobs • say which one is more interesting • compare

adjectives • describe people's jobs.

I can write a blog entry. Writing



This man is an astronaut. He travels into space. At the moment he is fixing a telescope. His job is exciting but it is dangerous too.



Odpowiadanie na pytania

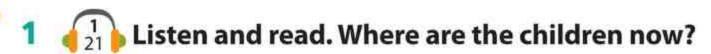
- Odpowiadając na pytania w języku angielskim, możesz użyć krótkich odpowiedzi, a następnie je rozwinąć.
- Krótkie odpowiedzi zależą od pytania, które usłyszysz. Jeśli pytanie rozpoczyna się od Can, np. Can you dance? – odpowiedź również będzie zawierać to słowo: Yes, I can. / No, I can't.
 Does she cook? Yes, she does. / No, she doesn't.

- 1 Listen to Mr Jones and answer the questions in your notebook.
 - 1 What is his job?
 - 2 What time does he get up?
 - 3 Does he like his job? Why (not)?
 - 4 Is he sometimes late?
 - 5 Is his job easy?
- 2 1 Listen and guess the jobs. Which jobs would you like to do?

actor / actress doctor driver footballer hairdresser musician police officer shop assistant

3 What jobs do your family do? Use a dictionary to help you.

The Crystal Ball Mystery: Is Uncle Gordon a thief?





Susie: Good evening, Mr Jenkins. How are

you?

Why is the crystal

Mr Jenkins: Hello. What are you doing here?

Susie: I'm looking for my uncle. He often

works late.

Mr Jenkins: He isn't here. The office is closed.



Mickey: What's she doing here?

Bill: She's taking photos of an empty

display case.

Mickey: Oh, no! The crystal ball! She's looking

for it!

It says here that the crystal ball is 3000 years old. Legend says it sometimes helps people in trouble.



ATURAL HISLIR

Mickey: Look! The ball is glowing!

Susie: It's the van again! I can see the driver.

BAD 12

And there are banana trees.

Bill: They're going to Danger Jungle!

2 Choose the correct option.

1 Susie / Mickey is talking to the guard.

2 Bill's stepmother is a detective / police officer.

- 3 Uncle Gordon is a thief / an explorer.
- 4 The crystal ball is 300 / 3000 years old.
- 5 Somebody is taking Uncle Gordon to the jungle / museum.

Find the names of five jobs in the story. Can you also find a word for a bad person who takes other people's things? What other names for jobs do you know?

Vocabulary

actor/actress • chef • cleaner computer technician • driver • farmer firefighter • hairdresser • musician mechanic • nurse • photographer police officer • shop assistant waiter/waitress

4 1 Listen and repeat.

5 In which jobs do people need these things?



- 6 Unscramble the letters to find names for the jobs and match them with the rest of the sentences. Write them in your notebook.
 - 1 A hcfe ...
 - 2 A licepo cerioff ...
 - 3 A verdri ...
 - 4 A pucomter ciantechni ...
 - 5 A tographopher ...
 - a works with computers.
 - **b** drives a car or a bus.
 - c takes photos.
 - d catches criminals.
 - makes delicious food.

Grammar

Present simple vs present continuous

Mówiąc o czynnościach, które wykonujemy regularnie lub które się powtarzają, używamy czasu present simple.

I do my homework every day.

Mówiąc o czynnościach, które wykonujemy w danym momencie, używamy czasu present continuous.

I am doing my maths homework at the moment.

- 7 Read, choose the correct verb form and say the names of the jobs.
 - 1 He works / is working in a garage. He repairs / is repairing cars. At the moment he washes / is washing his car. What does Uncle John do? He is a ...
 - 2 Mr Keene cleans / is cleaning his windows at the moment. He always cleans / is cleaning the windows in spring. He teaches / is teaching geography at a school.

 What does he do? He is a
 - 3 Miss Davis works / is working in a restaurant. She doesn't cook / isn't cooking the meals but she serves / is serving customers. At the moment she is telling / tells the chef what dishes the customers want. What does she do? She is a ...

Speak

8A Work in pairs or groups. Ask questions and try to guess the jobs.

work with people / animals / computers
wear a uniform • work with children
help people • drive a car
work in a hospital / shop / school

Do you ...?

Are you a ...?

8B Mime the actions and guess what the other person is doing.

Are you ...ing?

Yes, I am. / No, I'm not.



Comprehension

- 2 Point to the true sentences and correct the false ones.
 - Heather kills rattlesnakes.
 - 2 Rattlesnakes get into shops and houses.
 - 3 Heather doesn't touch the rattlesnakes.
 - 4 Heather is working in a shop today.
 - 5 Heather likes her job.

Vocabulary

For each verb choose the two correct options and write them in your notebook.

get into: the classroom / the shop / the door

phone: my mother / to me / hospital

catch: a job / a bus / a ball

use: a tiger / scissors / a phone
like: talking / speak / bananas
live: at home / cruel / in a house
touch: a screen / a garden / carefully

Vocabulary

boring • creative • dangerous • dirty easy • exciting • hard • interesting scary • tiring

4 Listen and repeat.

5A Work in groups. Match the adjectives in the vocabulary box to the jobs.







5B 1 Listen and point to the pictures.

Grammar

Comparisons (comparatives)

Catching snakes is more dangerous **than** other jobs. The snake Heather is catching today is bigger **than** other snakes.

big – bigger hard – harder nice – nicer easy – easier

dangerous - more dangerous boring - more boring

scared - more scared

Be careful!

good - better bad - worse

- 6 Put the adjectives in brackets into their comparative forms and write them in your notebook.
 - An elephant is (big) than a tiger.
 - 2 Playing football is (good) than watching TV.
 - **3** A firefighter's job is (dangerous) than many other jobs.
 - 4 This test is simple. It is (easy) than our last test.
 - 5 His maths test result is (bad) than yours.
 - 6 In this restaurant the chef is (nice) than the waiter.

Speak

7 Work in pairs. Choose two jobs and make a sentence comparing them. Try to guess the job.

This job is more interesting than a shop assistant's job.

Is it a photographer?









What do you want to be?



Alicia

I don't know what I want to be. I'm good at sport. I enjoy playing football and basketball, so maybe I can be a (1) 2. But my mum says that it isn't a real job for a girl. She says school is better than sport. She's a (2) 2. But I don't want to work in a hospital. It's a very hard and tiring job. I'm not as patient and hard-working as my mum.



Tony

Teacher: What do you want to be when you grow up, Tony?

Tony: I don't really know.

Teacher: Let me help you then. What do you enjoy doing?

Tony: I love cooking with my grandma.

Teacher: Are you good at cooking?

Tony: Yes, I think I am. It's exciting and the food is tasty.

Teacher: So would you like to be a (3) ??

Tony: I think that's a good idea.





Paul

I love travelling more than anything else. I enjoy visiting new places and meeting new people. My teacher says I am good at geography. Other subjects aren't as interesting as geography. When I grow up I'd like to be an (4) // like my uncle.

Listen and read

1 Listen and write the names of the jobs (1-4) in your notebook.

Comprehension

2 Say the name of the person.

Who ...

- 1 would like to be a chef?
- 2 doesn't want to be a nurse?
- 3 loves cooking?
- 4 wants to be just like his uncle?
- 5 maybe wants to be a footballer?
- 6 enjoys travelling?

Phrase Book



Talking about your ambitions

A: What do you want to be?

B: I want to be ??.

A: What are you good at?

B: I'm good at ??.

A: What do you enjoy / like / love doing?

B: I enjoy / like / love ? ing.

A: What do you hate doing?

B: I hate ? ing.

Complete the Phrase Book in your notebook. Then ask each other the questions and give true answers about yourself.

Grammar

Comparisons: as ... as

I'm not as patient 5 as my mum.

Other subjects aren't

as Cinteresting 5 as geography.

A footballer sometimes gets

as dirty as a farmer.

- 4 Choose the correct option and write the sentences in your notebook.
 - 1 A mouse isn't as big / small as a lion.
 - Watching a comedy isn't as scary / easy as watching a horror film.
 - 3 I am as tall / old as my older sister.
 - 4 Being a hairdresser isn't as clean / dirty as being a mechanic.
- 5 Complete the sentences with your own ideas. Use as ... as.
 - Cats aren't dogs.
 - 2 My friend is 2 your friend.
 - **3** Watching TV isn't surfing the internet.
 - 4 My younger sister is 22 me.



Some letters are silent. Which one is silent in this word?

know

Which letters are silent in these words?

grandma interesting guard detective firefighter catch spaghetti scientist nurse dangerous

- 8 d 1 1 29 Listen to four sentences and choose the best response (a-e). One response doesn't go with any of the sentences.
 - a Enjoy your meal.
- **d** No, sorry, I can't.
- **b** I don't really know.
- e Sure, I am.
- c Don't mention it.

Writing Time



9 Read the blog entry and choose the correct option.



Hi, welcome to my blog. Today I want to tell you about my dream job.

When I grow up I (1) want / must to be a photographer just like my uncle. I think it's a very good job. You can meet interesting people and visit different places. It's (2) more / most exciting than being a shop assistant and not (3) as / us dangerous as being a firefighter.



Photographers are patient and they often have to wait a long time to take a (4) good / bad photo. They are also very creative people.

I like taking photos but I'm not as good (5) as / like my uncle yet.



Forms Explorer

Tworzenie wpisu na blogu

- Pisząc notkę na blogu, postaraj się rozwinąć każde ze zdań, których musisz użyć.
- Wyjaśnij, dlaczego tak właśnie uważasz na dany temat. Podając powód, możesz użyć słowa because.
- 10 Complete the sentences and use them in a blog entry about your dream job.
 - 1 When I grow up I want to be a 2.
 - 2 I like and I'm good at ...
 - 3 I want to 2 and 2.
 - 4 I think this job is 2 than 2.
 - 5 This job isn't as 2 as 2.

Word list



Key words

Zawody

actor/actress - aktor/aktorka

chef - kucharz, kucharka; szef, szefowa kuchni

cleaner - osoba sprzątająca

computer technician - informatyk

doctor - lekarz, lekarka

driver - kierowca

farmer - rolnik

firefighter - strażak

guard – strażnik, strażniczka

hairdresser - fryzjer, fryzjerka

job - zawód

mechanic - mechanik

musician - muzyk

nurse - pielęgniarz, pielęgniarka

photographer - fotograf

police officer - policjant, policjantka

shop assistant - sprzedawca, sprzedawczyni

waiter/waitress - kelner/kelnerka

Przymiotniki

boring - nudny

creative - twórczy

dangerous - niebezpieczny

dirty - brudny; get dirty - ubrudzić się

easy - łatwy

exciting - ekscytujący, pasjonujący

hard – trudny, ciężki interesting – interesujący scary – straszny, przerażający tiring – męczący

Other words

act - grać (rolę)

careful - ostrożny

catch - łapać

clean - czysty; sprzątać, czyścić

closed – zamknięty

display case - gablotka, oszklona szafka

drive – prowadzić samochód

empty - pusty

enjoy - lubić

everyone – każdy

fix - naprawiać

garage - garaż; warsztat

glow - świecić się

grow up - dorosnąć

inside - wewnątrz; do środka

kill - zabić

look for – szukać (czegoś/kogoś)

other - inny

phone - telefon; dzwonić

rattlesnake - grzechotnik

space - przestrzeń kosmiczna

take photos – robić zdjęcia

tool - narzędzie, przyrząd

touch - dotykać

use – używać

unusual - niezwykły

wear - być ubranym w, mieć na sobie

wild - dziki; in the wild - na swobodzie,

w naturalnym środowisku

work – pracować



Listen to a song and choose the best title. Say why you think it's the best.

- My favourite nurse
- 2 Perfect jobs
- 3 I don't like cooking

Lisa wants to be a nurse.

Peter wants to fix old cars.

Jenny wants to work in a school.

Tom thinks the circus is so cool.

But I don't really know What I want to be. One day I'd like to find The perfect job for me! Mary says she wants to cook.
Susie wants to write a book.
Matthew wants to work in a shop.
Shop assistant – a nice job!

But I don't really know ...

Can upon do inv

Rozumienie ze słuchu

1 Usłyszysz dwukrotnie tekst o rodzinie Sally. Pomyśl, kim są dla niej wymienione poniżej osoby (1–4). W tym celu użyj określeń (a–e). Jedno określenie zostało podane dodatkowo.

1 Judy
2 Laura
3 Emma
4 Molly
a sister
b cousin
c mother
d uncle
e aunt

Znam nazwy członków rodziny.

Znajomość środków językowych

- Popatrz na zdjęcie. W zadaniach (1–5) spośród podanych wyrazów wybierz te, które poprawnie uzupełniają luki.
 - 1 This man is a photographer. He ? lots of photos.
 - a is taking b takes c make
 - 2 He looks ?.
 - a happy b sad c scared
 - 3 He thinks being a photographer is 22 than working in an office.
 - a exciting **b** creative **c** more exciting
 - 4 At the moment he for a client in his studio.
 - **a** is waiting **b** waits **c** waiting
 - **5** The studio is ??.
 - a dirty b clean c dark



3 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki (1-3). Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

as that am are is doing

What do I enjoy (1) ? I love skating. It's my favourite sport. I go skating every weekend.

(2) it dangerous? Not really, but you have to be careful.

I practise a lot and I think I am quite good at it, but I am not as good (3) 20 some of my friends.

Potrafię używać przymiotników. Potrafię używać czasów present simple i present continuous.

Znajomość funkcji językowych

- 4 Uzupełnij poniższe minidialogi (1–5), wybierając brakującą wypowiedź jednej z osób.
 - 1 X: a Does Robert ride his bike every day?
 - **b** What is Robert doing?
 - c Who is Robert?
 - Y: He's repairing his bike.
 - 2 X: a What do you want to be?
 - **b** What's your mum's job?
 - c Does she like her job?
 - Y: I don't know. Maybe a hairdresser.
 - **3** X: a What do you like doing?
 - **b** Do you like listening to music?
 - c I hate singing.
 - Y: I hate it too.
 - 4 X: a Do you like taking photos?
 - **b** Is this job boring?
 - c Is he hard-working?
 - Y: Yes, I think it's great fun.
 - 5 X: a Is she nice?
 - **b** Is it a dangerous job?
 - c Is he good at it?
 - Y: Yes, he is.

Potrafię rozmawiać o tym, co lubię robić.







These people have jobs in the world of entertainment.

This stuntman and pilot work in the USA. They are at a stunt show in New York. The pilot is flying the plane, and the stuntman is standing on the wing. The stunts are very dangerous to perform.

These jugglers are from China. They work in a circus. They are juggling plates on long sticks. It is not as easy as it looks! The jugglers practise every day so they get better and better.

Would you like to be a stuntman or work in a circus?

Glossary

entertainment – rozrywka stuntman – kaskader stand – stać stunt – popis/numer kaskaderski perform – wykonywać juggler – żongler(ka) stick – kij practise – ćwiczyć, trenować



Project Job diorama

Do you know what a diorama is? If not – look it up on the internet.

Choose a job and prepare an illustrated job diorama. Think of the places, clothes, tools and activities related to this job.

Materials

- a shoe box
- photos or drawings
- glue
- coloured pens
- a dictionary



- Cut out some pictures to illustrate your job.
- Stick your photos or drawings on a thick sheet of paper.
- 3 Label your pictures. Use a dictionary to help you.
 - Stick all the pictures inside the shoe box to create a 3D effect.
 - 5 Present your diorama and any new words to the class.
- Read and listen. Read the answers to the questions. Put the words to make questions and write them in your notebook in the correct order.
- 1 pilot / work / and / do / Where / stuntman / this ? In the USA.
- pilot / What / doing / is / the ?
 Flying the plane.
- 3 standing / Who /on the wing / is ?
 The stuntman.
- 4 Where / from / jugglers / the / are ? China.
- 5 Where / work / do / they ? In a circus.
- 6 do / How often / practise / they ? Every day.



5

How does it taste?

Vocabulary I can name different food items • use food-related expressions.

Grammar I can talk about my preferences • use the would like to structure

talk about plans
 use the present continuous for future

arrangements.

Listening I can understand a story • follow a text and conversation about

food and talk about eating in and out.

Speaking I can talk about plans • describe food • use many / much / a lot of.

Reading I can understand a text about food • read a conversation about

eating in and out.

Writing I can write an email to a friend.



1B Which of them are: hot, sweet, juicy, crunchy?

2 (1) Read the words in the box and listen to the recording. Which dishes and ingredients do you hear?

strawberries milk sugar cabbage tomato honey water apple salt bread jam chicken soup banana yoghurt potatoes cheese pepper

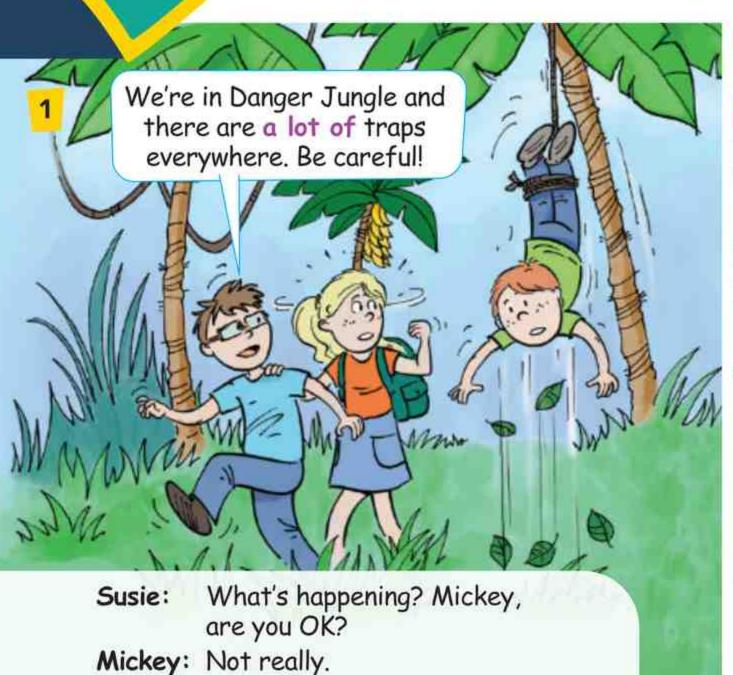
3 Work in pairs. Make a list of ingredients you can use for:

a (fruit) salad soup a sandwich milkshake



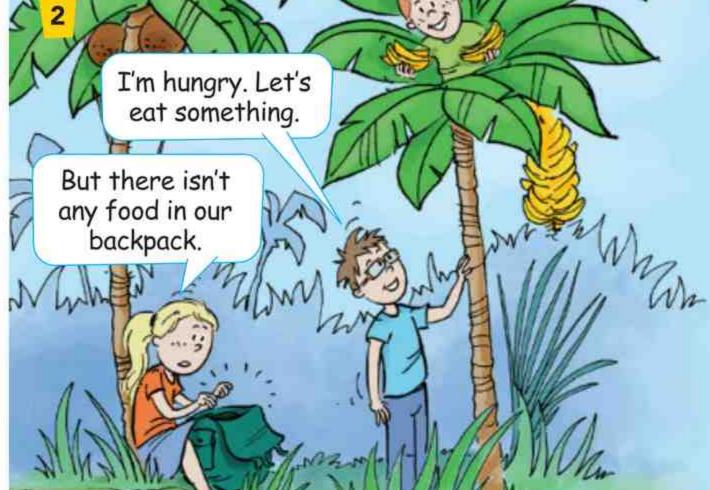
The Crystal Ball Mystery: Bill gets hungry

1 1 Listen and read. Why is the jungle dangerous?



Thank goodness it's an old trap.

We can help you.

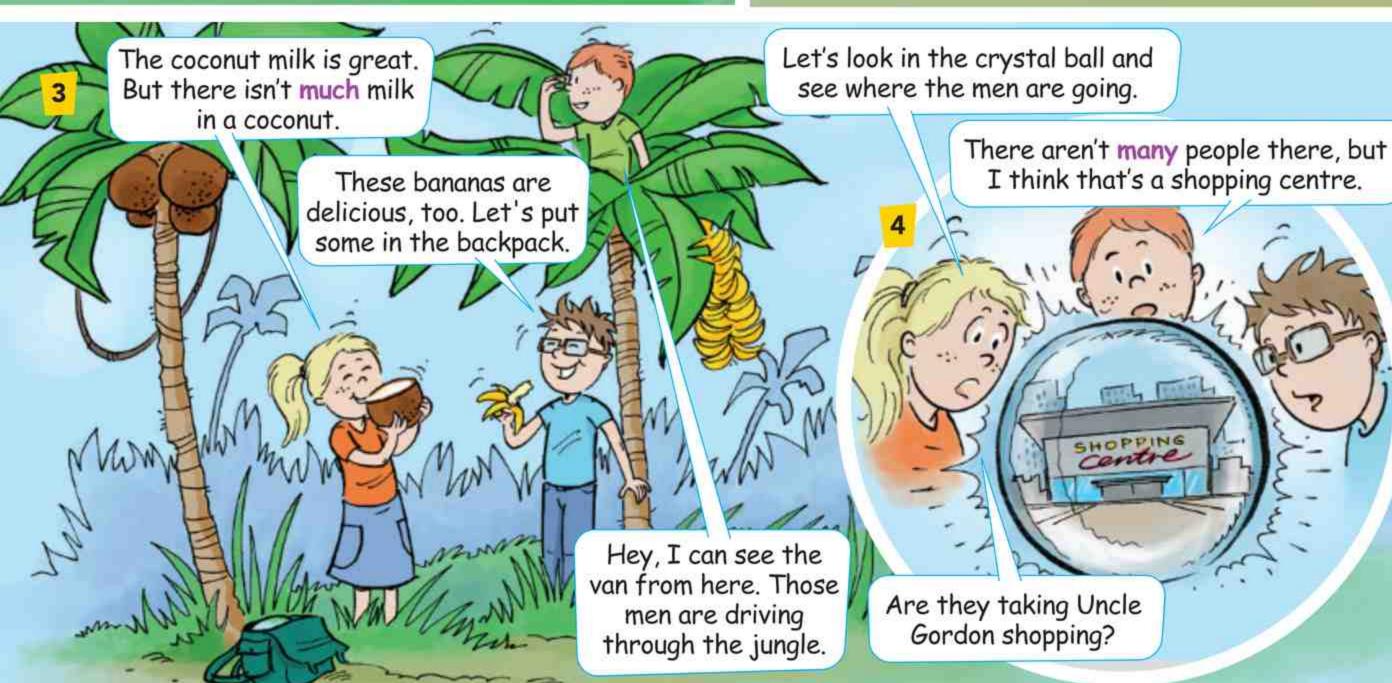


Mickey: OK, so let's eat some bananas. There

are a lot of them here.

Susie: Can you reach a coconut, Mickey? I'm

thirsty. We can drink some milk.



- 2 Answer the questions.
 - 1 What are the children eating?
 - What are the bananas like?
 - 3 What can Mickey see?
 - 4 Where is the van going?
 - **5** What can they see in the crystal ball?

Find all the things you can eat in the story.

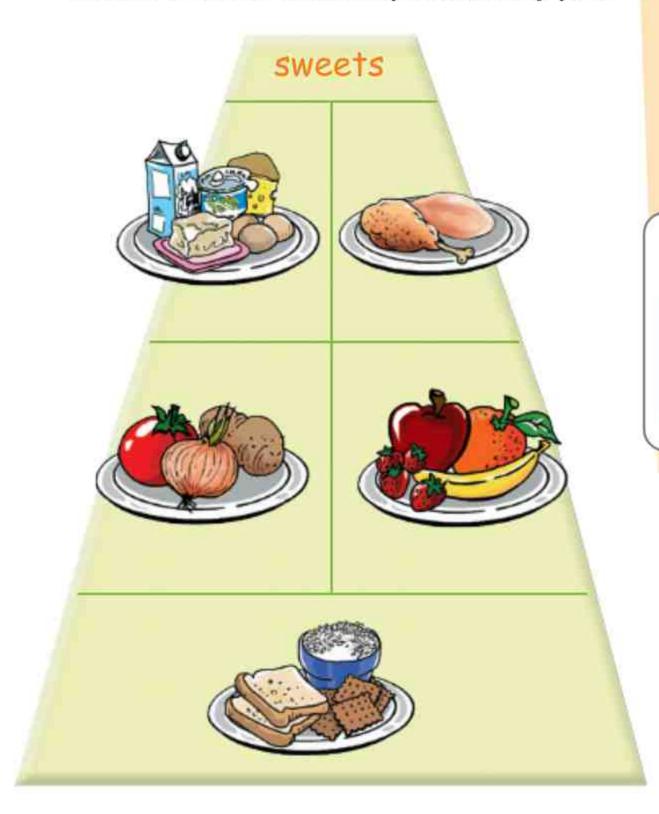
4 Listen again and act out the story in groups of three.

Bill:

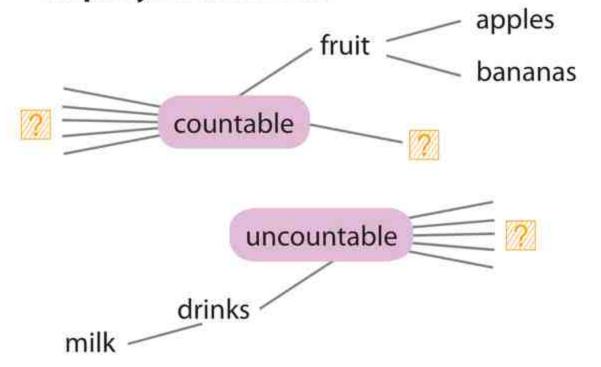
cabbage • cereal • cherry
cottage cheese • cream • lettuce
meat • pasta • pear • pepper
pineapple • plum • sausage
spinach • watermelon

5A 1 Listen and repeat.

5B Draw the food pyramid in your notebook and complete each group with appropriate words. Use the vocabulary box to help you.



6 Decide which types of food you can count (countable), for example, apples or bananas, and which you can't count (uncountable), for example, milk or cheese. Draw a mind map in your notebook.



Grammar

a lot of / many / much

COUNTABLE

There are sa lot of traps in Danger Jungle.

Are there smany coconut trees?

There aren't smany people in the shop.

UNCOUNTABLE

There is ga lot of juice in the fridge.

Is there smuch sugar in the cake?

There isn't smuch milk in a coconut.

Remember!

a lot of zazwyczaj używamy w zdaniach twierdzących

much i many w pytaniach i przeczeniach

7 Choose the correct option.

- 1 There are much / a lot of banana trees in Danger Jungle.
- 2 Are there many / much coconut trees?
- 3 There is many / a lot of food in the jungle.
- 4 Has your sister got much / a lot of time to help you with your homework?

8 Complete the gaps with much, many and a lot of.

- 1 There aren't 2 potatoes left, but there are some.
- 2 Have you got 2 milk in the fridge?
- 3 How 2 yoghurt do you need for the smoothie?
- 4 I've got vegetables for the salad.

Speak

Draw a picture of your fridge. Tell your friend what you have got in your fridge, using much, many and a lot of. Then listen to your friend and draw a picture of his / her fridge.

There is a lot of lettuce in my fridge.



Comprehension

- 2 Match the titles to the paragraphs in the text. There is one extra title.
 - a How taste buds work
 - **b** Horrible tastes
 - c A taste bud helper
 - **d** Why we can taste things

Vocabulary

- 3 Complete the sentences in your notebook.
 - 1 Taste buds are on our t².
 - 2 There are taste b 2 all over our tongue.

 - 4 The smell of food goes up our n²

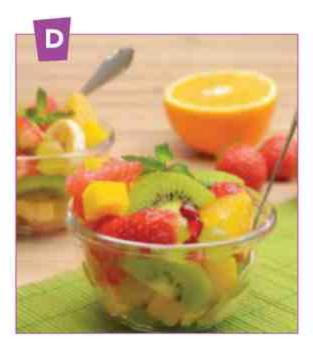
bitter • salty • sour • spicy • sweet crunchy • fresh • healthy • juicy • natural awful • delicious • disgusting • tasty

- 4 1 Listen and repeat.
- 5 (1) Listen and point to the photos. Match the photos with what you hear in the recording. There is one extra photo.













Speak

6 Work in pairs. Ask each other questions about the food in Exercise 5.

Is it sweet?

What colour is it?

Is it hot?

Grammar

Would like (to)

I would glike to eat some delicious cake.



Yes, please. / No, thank you.

I / you / he / she / it we / they

would like (to) = 'd like (to)

7 Complete the dialogue with the words in the box. There is one extra word you don't need.

> would do spicier sweet like drink go

Sam: Julia, would you like to (1) to the pizzeria with me?

Julia: Oh, that's a good idea!

Sam: OK. Let's go. Which pizza (2) 2 you (3) best?

Julia: My favourite is Hawaiian pizza, with ham and (4) pineapple.

Sam: That's not for me. I prefer something (5) with chilli and onion.

Julia: I (6) like some orange juice, as well. How about you?

Sam: I'd like a large lemonade. Mmm, yummy!

Listen and speak

8 1 Listen to the recording and point to the words that are different in the text.

Anna: I like a lot of fruit. My favourites are plums and apples, but now I'd like a piece of

pineapple.

Jim: I like swimming but now I'd like to ride

a motorbike.

Rachel: I like pasta but now I'd like a spinach pie.

I **like** cake but at the moment I'd like some fruit salad.

Eating in and out

_

a David: OK, we can go some other time.

b Steve: Yes, later we're going shopping, as in the

evening our friends are visiting us.

c David: Are you doing anything else?

d Steve: Sorry, I can't. I usually have a lot of free time but

I'm spending next weekend with my parents

and sister. We're going to the new café.

e David: Can we go to the cinema on Saturday?





a Kate: I'd like one mango and one strawberry, please.

How much are they?

b Ellie: Sure. No problem.

c Kate: Yes, but can you lend me some money?

d Man: Thank you.e Ellie: Here you are.

f Man: They're £1 each, so that's £2.

g Ellie: I'm going for some ice cream. Would you like

to go with me?

h Kate: Which flavour ice cream would you like?

i Ellie: Can I have mango?

a Kim: Yummy. Is it spicy?

b Woman: No, it isn't. But it is delicious.

Would you like some?

c Kim: Hi. What's for lunch today?

d Woman: Here you are.e Kim: Thank you.

f Woman: Pasta with tomato sauce. **g Kim:** Yes, please. Just a little.



Listen and read

1 Put the lines of the dialogues in the correct order in your notebook. Then listen, read and check.

Skills Explorer



Dopasowywanie zdań do tekstów

- Zanim konkretne zdanie przyporządkujesz do określonego dialogu, przeczytaj uważnie wszystkie dialogi.
- Określ myśl przewodnią każdego z nich.
- Skup się na szczegółowych informacjach podanych w każdym dialogu.
- · Zwróć uwagę na słowa klucze.
- Zastanów się, które zdanie najbardziej odpowiada myśli przewodniej i szczegółowym informacjom z danego dialogu.

Match the sentences to the dialogues.

- They are going to a new café.
- 2 She likes fruit flavoured ice cream.
- 3 She isn't very hungry.
- 4 She hasn't got any money on her.
- 5 He would like to go to the cinema.
- 6 They are having guests in the evening.

Phrase Book



Eating in and out

A: What's for lunch today?

B: Pasta with tomato sauce.

A: Is it spicy?

B: Yes, it is. / No, it isn't.

A: Can you lend me some money?

B: Sure, no problem. / Of course, I can.

A: Which flavour ice cream would you like?

B: I'd like mango.

A: How much is it? / How much are they?

B: It's £2. / They're £2.

Listen to the phrases in the Phrase Book. Then work in pairs and act them out.

Grammar

Present continuous for future arrangements

In the evening our friends are visiting us.

Are you doing anything else?

We're going to that new café.

I'm going for some ice cream.

Remember!

Czasu present continuous używamy:

- mówiąc o czynnościach, które wykonujemy w danym momencie,
- · mówiąc o planach.

Speak

4 Ask and answer questions with your friend about your plans for the weekend. Use these ideas to help you.

What are you doing on Saturday morning?

I'm going shopping with my mum.

do homework • go to a café • watch TV meet friends • play a sport • read a book



5 Listen and point to the sentences you hear. Then listen and repeat.

I'm eating salad in the park.
I'm meeting Sally Wood in the park.

I'm living here now.
I'm leaving here now.

We're working tomorrow.

We're walking tomorrow.

What are you doing today? What do you do on Mondays?

Writing Time



6 Read the email. Choose the correct option.

- 1 Toby is / isn't going to a birthday party.
- 2 Toby is travelling by car / train at the weekend.
- 3 Toby's aunt and uncle live in Italy / Poland.
- 4 Toby is happy / unhappy that he is going away.
- 5 Toby's aunt and uncle live in Rome / the countryside.

0 0 0 H

A D B

Dear Mark,

How are you? I'm fine. Thank you for the invitation. I'm sorry I can't come to your birthday party but I'm going away this weekend.

I'm very excited because I'm visiting my aunt and uncle in Italy. I don't get to see them very often.

I'm arriving at the airport in Rome on Friday. I'm going sightseeing and I'm also going shopping there for the whole day. On Saturday, my uncle is driving me to the seaside. I'm spending Sunday with my aunt and uncle at their house in the country. As you can imagine, I plan to eat a lot of great food, like spaghetti, pizza and lasagne. I would like to try a real risotto too.

Have a great party!
All the best,
Toby

Forms Explorer



Styl formalny a styl nieformalny

- Są różnice między pisaniem do kogoś bliskiego lub do kolegi/koleżanki a pisaniem do osoby na wyższym stanowisku lub nieznajomej.
- Pisząc do osoby, którą znamy, użyjemy typowych powitań i pożegnań nieformalnych.
- Pisząc do osoby, której nie znamy na stopie koleżeńskiej, np. do nauczyciela, musimy powitać i pożegnać tę osobę formalnie.
- 7 Write an email to your friend about something new or exciting you plan to do at the weekend.

Useful expressions

I'm excited because ...
I like / I love ...
I'm going ...
I'd like to (try) ...

Word list



Key words

Żywność

awful - okropny, wstrętny

bitter - gorzki

cabbage - kapusta

cereal - płatki śniadaniowe

cherry - wiśnia

cottage cheese – twaróg, ser biały

cream - śmietanka

crunchy – chrupiący

delicious - pyszny

disgusting - wstrętny, obrzydliwy

fresh - świeży

healthy - zdrowy

hot – gorący; ostry (w smaku)

juicy – soczysty

lettuce – sałata

meat - mięso

natural - naturalny

papaya - papaja

pasta - makaron

pear - gruszka

pepper - pieprz; papryka

pineapple - ananas

plum - śliwka

salty - słony

sausage - kiełbasa, kiełbaska

sour - kwaśny

spicy – pikantny

spinach - szpinak

spring onion – dymka

sweet - słodki

tasty - smaczny

watermelon - arbuz

Other words

brain - mózg

bump - guz, guzek

café - kawiarnia

chew - żuć, przeżuwać

cinema - kino

coconut – orzech kokosowy

crisps - czipsy

flavour - smak

go shopping – iść na zakupy

happen – wydarzyć się, dziać się

hold your nose – zatkać nos

lend – pożyczyć (komuś)

message – wiadomość, informacja

money - pieniądze

sauce - sos

send - wysyłać

size – wielkość, rozmiar

shape - kształt

smell – zapach; pachnieć; wąchać

taste - smak; smakować; próbować

taste buds - kubki smakowe

tongue – język

trap - pułapka

work - tu: działać

44, 45 Which food / drink in the song is: red, round, sweet?

Spicy, salty, sour, sweet What would you like to eat? Fresh and healthy, juicy, sweet What would you like to eat?

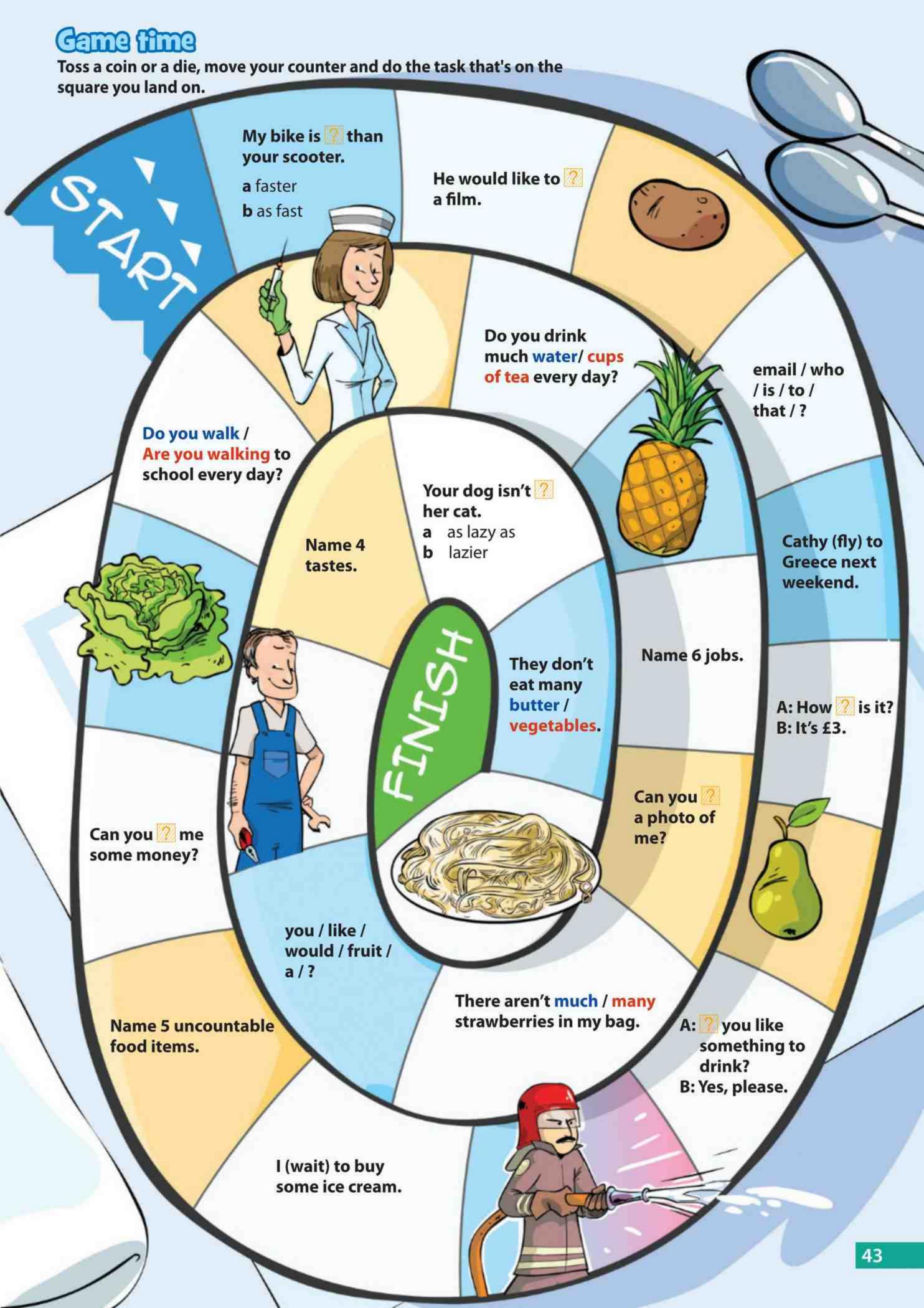
Red tomato, red tomato, Brown potato, brown potato, Little cherry, little cherry, Big strawberry, big strawberry.

Spicy, salty ...

Fresh pea, fresh pea, Hot black tea, hot black tea, Delicious ham, delicious ham, Apple jam, apple jam.

Spicy, salty ...









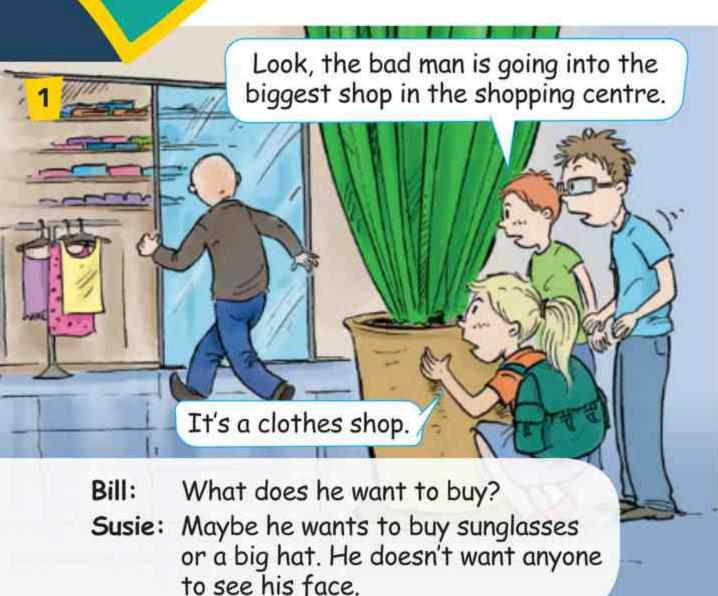




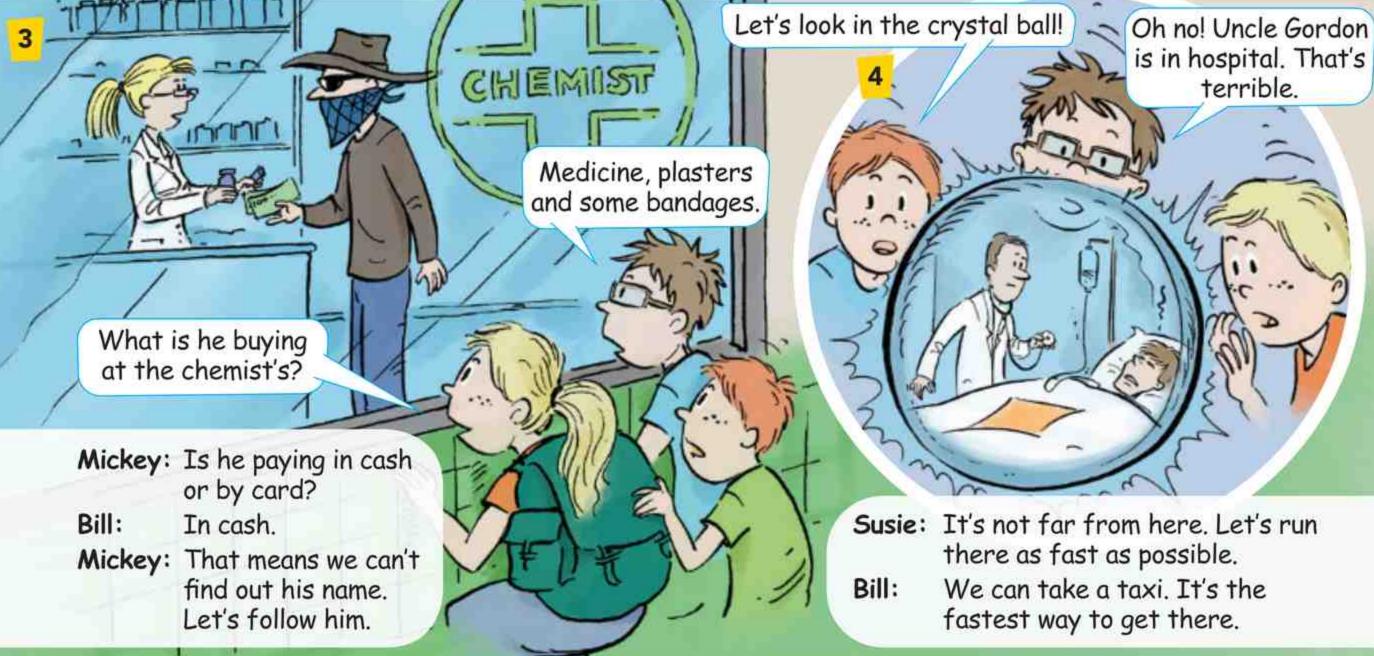
clot'es show The Crystal Ball Mystery: At the shopping centre

Fashion

$\binom{1}{48}$ Listen and read. How do the children get to the hospital?







Choose the best word.

- The bad man is going to the oldest / biggest shop in the shopping centre.
- 2 He's buying a T-shirt, a hat and a scarf in a chemist's / clothes shop.
- He's buying medicine, plasters and bandages at the supermarket / chemist's.
- He's paying in cash / by card.
- The crystal ball shows the children that Uncle Gordon is in hospital / at home.
- The children take a taxi. It's the longest / fastest way to get to the hospital.

Listen to the story again and say the missing words. Then act out the story in class.

Vocabulary

butcher's · shoe shop · bookshop chemist's · florist's · clothes shop newsagent's · supermarket

Which shops can you see in the story?

Skills Explorer

Tworzenie mapy myśli

- Dzieląc podane wyrazy na kategorie, rozpocznij od upewnienia się, że wiesz, co znaczą nazwy kategorii. Możesz posłużyć się w tym celu słownikiem.
- Następnie przydziel do poszczególnych kategorii wyrazy, które znasz.
- Na końcu zajmij się tymi, które pozostały i których znaczenia nie znasz – sprawdź je również w słowniku.

5 Complete the mind map in your notebook with the names of the shops and the things you can buy in them. Then listen and check.

plants boots book sausages
fruit magazines medicine
plasters gloves sunglasses
vegetables sandals flowers
scarf cereal shoes pen
notebook hat calendar meat
chicken sweets trainers
bandages newspapers cream



6 Listen and guess where the people are having the dialogues. Point to the photos and name the shops.









Speak

7 Role-play a shopping scene with your friend. Can the class guess what type of shop you are in?

Can I help you?

Yes, I'd like this calendar, please.

Are you paying in cash or by card?

Thank you.

In cash.

Grammar

Comparisons (superlatives 1)

big - bigger - the biggest fast - faster - the fastest ugly - uglier - the ugliest

beautiful - more beautiful - the most beautiful disgusting - more disgusting - the most disgusting

Remember!

good – better – the best bad – worse – the worst

- 8 Translate the parts in brackets into English.
 - 1 The book I'm reading at the moment is of all the books I have at home. (najbardziej interesująca)
 - 2 I'm not trying this dress on. It's 20 one in the shop. (najbrzydsza)
 - **3** Which ice cream is 2, chocolate, strawberry or banana? (najsłodszy)
 - 4 This is 2 cat on our street. (najgrubszy)
 - 5 I hate Mondays. Monday is 22 day of the week. (najgorszym)
 - 6 I think Kraków is city in Poland. (najpiękniejszym)
 - 7 This delicious pizza is 2 dish in the restaurant. (najlepszym)

Listen

- 9 1 Listen to Jim and write a superlative adjective for each sentence in your notebook.
 - 1 Scarborough isn't 2 English town.
 - 2 It's got 2 beach in the region.
 - 3 A lot of children say fish is 22 dish in the world.



Comprehension

- 2 Match the halves of the sentences and write them in your notebook.
 - 1 These children from Kolkata
 - **2** The boys can wear
 - 3 The girls wear
 - 4 Some uniforms have
 - a jacket and others have a sweater.
 - **b** are wearing school uniforms.
 - c long white skirts.
 - **d** shorts or trousers.

Vocabulary

Put these words in alphabetical order in your notebook and try to guess their meanings. Find them in the text and check in a dictionary.

shirt skirt trousers tie sweater jacket scarf shorts hat shoes

top • dress • hat • jacket • jeans parka • (rain)coat • scarf • shirt shoes • skirt • suit • sweater sweatshirt • tie • trousers

4 1 Listen and repeat. Point to the correct picture.









- 5 Find the adjectives and make the correct superlative form. Put the words in order to make sentences and write them in your notebook.
 - 1 nice / is / of all the tops / This top / in the shop.
 - 2 I don't like this suit. of all the suits. / horrible / It's
 - 3 Dad, don't put on that tie. bad / of / It's / all your ties.
 - 4 is / good / I've got / The blue sweatshirt / in my wardrobe.
 - 5 There aren't any longer trousers. in our shop. / long / They're / we have

Grammar

Comparisons (superlatives 2)

Some children hate wearing a uniform and say it is the most awful thing in the world.

Molly is the nicest of all my school friends.

Z przymiotnikami w stopniu najwyższym, mówiąc o miejscu, używamy przyimka in. Mówiąc o grupie ludzi lub rzeczy, używamy przyimka of.

- 6 Complete the sentences with the adjectives in brackets in the correct comparative or superlative form.
 - 1 My mother looks much 2 in this blue dress than in the red one. (nice)
 - 2 Julie's grandma is person in her family. (old)
 - 3 The parka Ben is buying now is parka in the clothes shop. (colourful)
 - 4 The books on Carla's bookshelves are than my books. (boring)
 - 5 I think a firefighter has job in the world. (dangerous)
 - 6 Lara is student of all the children in our class. (clever)

Speak

7 Work in groups. Find someone who is the oldest / the youngest / the shortest / the tallest in your group. Then ask the other groups to guess who it is. Describe the clothes they are wearing today.

When is your birthday?

How tall are you?

The youngest person in our group is a girl. She's wearing a blue skirt and a white top.

Going shopping





Assistant: Can I help you?

Cathy: Yes, I'm looking for a smart new dress.

Assistant: What size are you? **Cathy:** I'm a size small.

Assistant: How about this dress? It's the nicest dress in our shop.

Cathy: It's lovely. Can I try it on?

Assistant: Yes, there is a changing room over there.

Cathy: I think it is bigger than a size small. Have you got an extra small?

Assistant: Here you are.

Cathy: That's better. It fits me fine. **Assistant:** A very good choice, dear.

2 Harry: Excuse me. I'd like to buy the newest computer game.

Can you show me that one?

Cashier: Yes, of course. Here you are.

Harry: Thanks. How much is it?

Cashier: It's fifteen pounds. It's in the sale.

Harry: That's great news! Have you got any batteries for

a mouse? And how much are they?

Cashier: We've got these. They're two pounds.

Harry: I'll take the game and the batteries.

Cashier: Are you paying in cash?

Harry: Yes, I am. Here's twenty pounds. **Cashier:** Thank you. And here's your change.

Harry: Thanks.





Shopping expressions

A: Can I help you?

B: Yes, I'm looking for a smart new dress.

 Excuse me. I'd like to buy the newest computer game.

A: What size are you?

B: I'm a size (extra) small / medium / (extra) large.

Can I try it / them on?

A: How much is it? / How much are they?

B: It's £15. / They're £2.

- It's in the sale.
- Are you paying in cash / by card?
- Here's £20.
- Here's your change.

Listen and read

1 Read and listen to the dialogues.

Complete the gaps in the sentences below with information from the dialogues.

Cathy is looking for (1) and she tries on (2). She thinks she takes a (3) size but she actually needs an (4).

Harry wants to buy (5) . He learns from the cashier that it costs (6) . He needs some (7) for his mouse. He is paying (8) .

- Read the dialogues in the Phrase Book. Which sentences does the customer say and which does the assistant say?
- Work in pairs and role-play a dialogue in a shop. Use the phrases from the Phrase Book and replace the blue words with your own words.

Grammar

How much - asking about the price

How much is this jacket? It's £5. How much are these trousers? They're €30.

4 Match the sentences with the correct pictures. Ask questions about the prices.



They're fifteen euros.





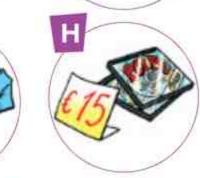
It's seven pounds.

4 They're twenty pounds.



It's fifteen euros.

6 They're seven pounds.



/ It's ten euros.

8 They're ten euros.

Speak

5 Set a price for each of the following items and write them in your notebook. Then, work in pairs and ask questions about your partner's prices.

top • socks • T-shirt • tie • sweatshirt scarf • trainers • jeans • jacket

How much is the top?

It's 20 zlotys.



The letter **s** sometimes sounds like an **s** and sometimes sounds like a **z**. With an **h** the **s** changes to a **sh** sound.

- Say these words. Is the s an s sound, a z sound or a sh sound? Listen and check. skirt cash pounds shop news she sale clothes skateboard shirt
 - Can you say this tongue twister?
 She sells seashells on the seashore.

Writing Time

8 Read a fragment from a teen magazine. Choose the correct option.

My favourite clothes

This is the latest photo of me in my favourite clothes. I'm wearing a scarf and a (1) hat / hut on my head. I'm also wearing a (2) scarf / skirt on my arm. I'm wearing a pair of old blue (3) jeans / jackets and two (4) sweaters / sweatshirts. My old black and white (5) boots / trainers are cool. They're the best of all my shoes. I think I look really great in these clothes!

Skills Explorer

Opis wyglądu

Gdy opisujesz czyjś wygląd, warto zadbać o to, aby nie powtarzać cały czas tego samego typu zdania. Uda ci się to, gdy połączysz dwa krótkie zdania pojedyncze w jedno dłuższe. Możesz to zrobić za pomocą spójników and i but.

I'm wearing black shoes on my feet and a yellow scarf on my neck.

I'm wearing black shoes but I don't like them.

9 Look at this list of different occasions. Choose one and draw a picture of yourself in the clothes that you usually wear for that occasion. Write a description of what you are wearing.

Forms Explorer

lorer

Porządkowanie wypowiedzi

Pamiętaj, że pisząc dłuższy tekst, np. w gazecie dla nastolatków, należy zachować porządek wypowiedzi. Uda ci się to, gdy użyjesz słów: first, next, then.

First, I will show you what I'm wearing on my head.

Next, I will describe my dress. Then, I will show you my shoes.

- 1 a fancy dress party
- 2 a sports day at school
- 3 your aunt's birthday
- 4 your cousin's wedding
- 5 the last day of school
- 6 a very important exam

Word list



Key words

Zakupy

bandage – bandaż

bookshop - księgarnia

butcher's - sklep mięsny

chemist's - apteka

clothes shop - sklep odzieżowy

florist's - kwiaciarnia

magazine - czasopismo

medicine - lekarstwo

newsagent's - kiosk

newspaper - gazeta

plaster – plaster opatrunkowy

shoe shop – sklep obuwniczy

supermarket - supermarket

Ubiór

dress - sukienka

hat - kapelusz, czapka

jacket – krótka, lekka kurtka

jeans – spodnie dżinsowe

parka - ciepła kurtka z kapturem

(rain)coat - płaszcz (przeciwdeszczowy)

scarf – szalik, szal, chusta



58, 59 Read the lyrics and

complete the gaps 1-4 with the words in the box. Write your answers in your notebook.

There are two extra words that you don't need to use. Next, listen to the song and check your answers.

make boat take shoe goat jeans

Summer holiday
We're going to the lake.
And for our holiday
This is what we (1)

We take:
A fat hat!
A dry tie!
A cute suit!
A new (2)

A better sweater!

(3) for teens!
A coat for a (4) !!
A scarf for a giraffe!
And what do I take?
Can you guess?
I take a red dress!

shirt - koszula
shoes - buty
skirt - spódnica
suit - garnitur
sweater - sweter
sweatshirt - bluza sportowa
tie - krawat

trousers – spodnie

top - bluzka

Other words

card - karta; pay by card - płacić kartą

cash - gotówka; pay in cash - płacić gotówką

change – reszta

changing room - przymierzalnia

choice – wybór

different - inny

dressed up - przebrany

find out - dowiedzieć się, odkryć

fit – pasować na (kogoś)

follow – iść, jechać za (kimś/czymś)

lovely – śliczny

market - targ, bazar

nice - ładny

pay – płacić

sale – wyprzedaż; in the sale – na wyprzedaży

shop - sklep

shopping centre - centrum handlowe

size - rozmiar; size (extra) small / medium /

(extra) large – (bardzo) mały, średni, (bardzo) duży rozmiar

sleeve - rękaw

smart - elegancki

sunglasses - okulary przeciwsłoneczne

try on – przymierzać

wait - czekać



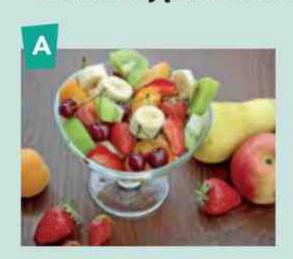
Can upon do may

Rozumienie ze słuchu

1 Usłyszysz dwukrotnie trzy dialogi (1-3).

Do każdego z nich dopasuj zdjęcie (A-D).

Jedno zdjęcie zostało podane dodatkowo.













3 7

Rozumiem opisy potraw.

Znajomość funkcji językowych

- 2 Do każdej z opisanych sytuacji (1–5) wybierz właściwą reakcję (a–h). Trzy zdania nie pasują do żadnej sytuacji.
 - 1 Informujesz kolegę, że idziesz do nowej kawiarni.
 - 2 Chcesz pożyczyć od brata pieniądze.
 - 3 Masz ochotę na lody. Jak o nie poprosisz?
 - 4 Sprzedawca pyta, czy płacisz gotówką czy kartą kredytową.
 - 5 Ktoś chce wiedzieć, co robisz w następnym tygodniu.
 - a What are you doing next week?
 - **b** I'd like some ice cream, please.
 - **c** We are going to some new places. Are you coming with us?
 - d Can you lend me some money, please?
 - e What do you do in the week?
 - f I can lend you some money.
 - g I'm going to a new café.
 - **h** Are you paying in cash or by credit card?

Potrafię zareagować w sytuacjach związanych z zakupami i planami.

Znajomość środków językowych

3 W zadaniach (1–5) z podanych odpowiedzi wybierz właściwą, zgodną z treścią ilustracji.



- 1 Mary is at the bookshop and she's buying a present. Her friend a birthday party today.
 - a is having
- **b** has
- c have got
- 2 The book is about clothes. It's interesting than school books.
 - a the most
- **b** most
- **c** more
- She is asking how the book is.
- a many
- **b** much
- **c** money
- 4 Mary would like to pay by 2.
 - a money
- **b** cash
- c credit card
- 5 There aren't 2 books about clothes in the bookshop.
 - a a lot
- **b** much
- c many

Potrafię stosować wyrażenia związane z zakupami.

Rozumienie tekstów pisanych

- 4 Przeczytaj dialogi (a-d). Na podstawie informacji w nich zawartych zdecyduj, w jakich sklepach się odbywają (1-3). Jeden dialog nie pasuje do żadnego sklepu.
 - 1 Butcher's 2 Shoe shop 3 Clothes shop
 - a Customer: I like it. Can I try it on? Shop assistant: Yes, of course. The changing room is over there.
 - **b** Shop assistant: Can I help you?

 Customer: Yes, I'd like a pound of this meat, please.
 - c Customer: These ones are very nice. Have you got them in a bigger size? Shop assistant: Yes, we have. What size do you take?
 - **d** Shop assistant: Apples, tomatoes, cheese and eggs. That's £5.50.

Znam nazwy sklepów i sytuacje z nimi związane.





Project Fashion

Most British students
wear uniforms. Do you
wear a uniform? Would you like
to have one? Imagine you can design
or change your school uniform. Do some
online reseach to see what British students wear.

Materials

- clothes and accesories
- paper
- pencils and pens
- a camera
- a computer or a laptop



- Design an outfit, using any clothes and accesories that you have. A classmate can be your model.
- 2 Draw your design.
- 3 Label the clothes and accesories you design.
- You may choose to collect all the designs and vote in class for the nicest one.
- 5 You can organise a fashion show in class and take photos of the models.
- 6 Use the photos to make a Book of Uniforms.
- Listen and read. Put the information in the order in which it appears in the text.
 - a Weaving is a way to make a very strong cloth.
 - b When you weave, you need a special frame called a loom.
 - **c** Weaving is a very old technique for making cloth.
 - **d** You tie some strings to the frame.
 - Weavers in Ecuador can weave colourful capes, rugs and hats.
- f Then you pass the thread over and under the strings.







The Crystal Ball Mystery: The legend is true

Listen and read. What is at the end of Rapid River?



Gordon: What are you doing here? It's very dangerous.

Two bad men want the crystal ball from the museum. But I was clever and it wasn't there.

They're very angry now.

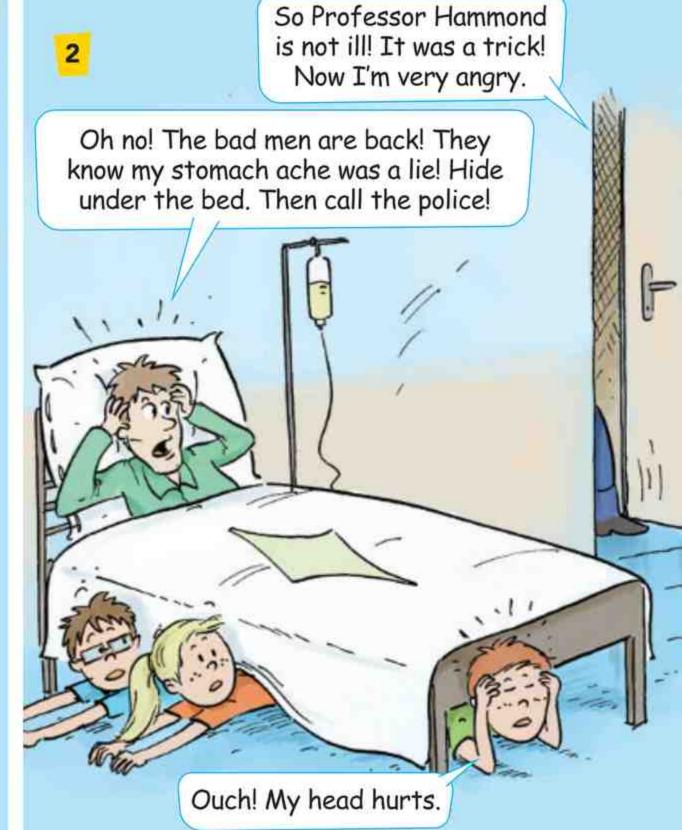
We know, Uncle Gordon. We were at the museum Susie:

and then we were in the jungle.

Bill: Then we were at the shopping centre. Mickey: We've got the crystal ball. It's magic.

It shows us where you are.

Gordon: So the legend is true! That's amazing.



down Rapid River! BRD 125

Mickey: They've got Uncle Gordon again. I'm getting a headache!

We don't know where they're going! This is terrible. Bill: What can we do?

I'm calling the police. I've got the van's number. Then let's

look at the crystal ball.

Mickey: You always have good ideas, Susie.

the end of that river!

There's a waterfall at

Answer the questions.

- Where were the children before visiting the hospital?
- What do the bad men want?
- What is true about the crystal ball?
- What was Uncle Gordon's lie?
- Who is Susie calling?

In groups of five, act out the cartoon story.

What's the matter with Mickey?

He has got

They're rafting

a headache.

Oh no!

- earache.
- toothache.

Susie:

What's the matter?

Symptoms

I don't feel well. I've got ...

a headache • a stomach ache • an earache a toothache • a sore throat • a temperature a runny nose • a cough

Illnesses

I think you've got ...

a cold • the flu • food poisoning an ear infection

Remedies

You need ...

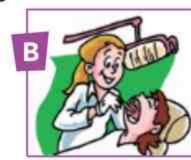
a painkiller • a lot of sleep • some mint tea some vitamins • some eye / ear drops some syrup • some pills



6 2 Listen and point to the correct pictures.

1 Who is Mrs Myers calling?





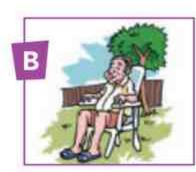
2 What have the twins got?





3 Where is Grandad?





4 What has Mrs Myers got?





Speak

7 Mime the symptoms of an illness. Can your partner guess what is wrong and give you some advice?

You've got a cough.

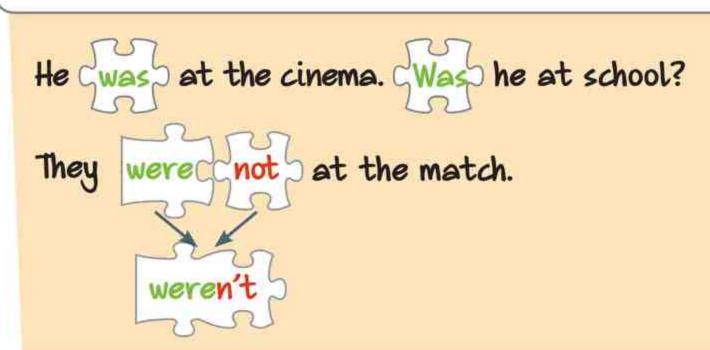
What's the matter?

You need some cough syrup.

Grammar

Past simple of to be

Today Uncle Gordon is in hospital but he isn't ill. The children are with Uncle Gordon. They aren't with Aunt Kay. Yesterday Uncle Gordon was with the bad men. He wasn't at the museum. The children were at the shopping centre. They weren't at home.



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

8 Complete the sentences with was or were.

- 1 They worried before the test.
- 2 The sandwich delicious.
- **3** We late for school yesterday.
- 4 You in the hospital.
- 5 | 2 tired after the match.
- 6 She mappy to meet her friends.

In your notebook make the following sentences negative.

- The holiday was fun.
- 2 The girls were scared of spiders.
- **3** I was very hungry yesterday.
- 4 It was a cold day.
- 5 You were very ill.

10 Put the words in the correct order and then answer the questions. Make notes in your notebook.

- 1 you / at the cinema / were / yesterday /?
- 2 you / where / yesterday / were / at 3 p.m. /?
- 3 your mum / yesterday / at work / was /?



Comprehension

2 Choose the correct option.

- The earthquake was in Japan / England.
- 2 There was / wasn't much drinking water.
- 3 Kevin was at school / at home during the earthquake.
- 4 There were / weren't a lot of children with bruises.
- 5 There were some children with cut / twisted fingers.
- 6 There was one child with a twisted / broken ankle.

Vocabulary

3 Name the pictures with the words in the boxes.

broken bruised cut grazed twisted ankle arm elbow finger knee











Accidents and injuries

a broken arm • a twisted ankle • a bruise a cut • a burn • a graze

4 Jack often has accidents! He has some injuries. Look at the pictures and name the injuries, using the vocabulary box.













Listen

Skills Explorer



Dobieranie

- Słuchając tekstu, do którego masz dopasować obrazek, tytuł lub odpowiedzieć na pytanie, nie spiesz się z wykonaniem tego zadania.
 Przeczytaj polecenie i treść zadania.
- · Wysłuchaj nagrania do końca.
- Zazwyczaj usłyszysz tekst dwa razy, więc nie spiesz się, aby zakończyć zadanie po pierwszym wysłuchaniu jego treści.
- 5 Listen to these children and match the names with the injuries.
 - John Tanya Mary
- a broken arm
- **b** twisted ankle
- c graze
- **d** bruise(s)

Grammar

There was / were, There wasn't / weren't

There was an earthquake in Japan.
There wasn't much drinking water.
There were some desks in the classroom.
There weren't any children with broken legs.

- 6 Complete the sentences with There was / wasn't or There were / weren't.
 - 1 many children on the beach yesterday. (X)
 - 2 much snow on the mountain last winter. (X)
 - 3 any pears on the tree two years ago. (X)
 - **4** ② a lot of people on the plane yesterday morning. (✓)

Grammar

Time expressions for the past simple

yesterday

last night / week / month / year three hours / days / weeks / months / years ago

Speak

7 Ask your friend where he / she was:

yesterday • an hour ago • last night • in 2010 two weeks ago • last summer • two years ago

Where were you yesterday after school?

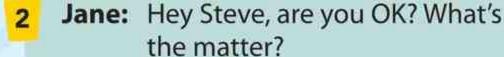
I was in the park.

Then tell the class. Find out how many people were in the same place.

At the doctor's







Steve: I've got a terrible toothache.

Jane: Let me see. Open your mouth. Oh, dear. You must go to the dentist.

Steve: Yes, I know. I'm going this afternoon. **Jane:** Good. Take a painkiller. Here you are.

Steve: Thanks.

Jane: And you mustn't drink or eat

anything too hot or too cold. The pain

can get worse.

Dr Foster: Hello, young man. What's the matter?

James: Hello, Dr Foster. I've got back pain.

I also get lots of headaches.

Dr Foster: Do you look at your computer screen

for a long time?

James: Yes, I do. I do my homework on my

computer and I like playing computer

games too.

Dr Foster: Well, you mustn't spend too many

hours on the computer. It's bad for your eyes and gives you headaches. When you sit down for a long time it can make your back hurt too. You must do some exercise and open a window in

your bedroom.

James: Is it serious?

Dr Foster: No, don't worry.

Lizzie: What's the matter, Grandma? Are

you OK?

Grandma: I have got a sore throat and a bad

cough.

Lizzie: Oh, dear. Have you got

a temperature?

Grandma: Yes, I think I have. I have also got

a runny nose.

Lizzie: Let me see. Your head is really hot.

Oh, Grandma, you mustn't go outside. You must stay in bed. I'm calling the doctor. He must give you a prescription for some medicine.

Listen and read

1 2 Look at the photos and the captions. Match them to the dialogues. There are two extra captions and one extra picture.

I need a dentist.

Don't go out!

Don't eat fast food.

Please, go outside more or get more excercise.

You have to drink some coffee.

ou have to drink some conee.



Phrase Book



At the doctor's

Doctor: What's the matter?

Patient: I've got a bad cough. My throat is

really sore too.

Doctor: Let me see. Open your mouth.

OK. That's fine.

Patient: Is it serious?

Doctor: No. Don't worry. You must take

some cough medicine. Here is a prescription.

Speak

Work in pairs. Act out a dialogue at the doctor's.

Grammar

must / mustn't

Udzielając zaleceń i zakazów dotyczących zdrowia, często używamy czasownika must / mustn't.

You must drink your milk.
You mustn't eat lots of sweets.

4 Complete the text with must or mustn't in your notebook.

Rex is a very good dog but he eats a lot and he is fat. The vet says he (1) walk in the park every day. He (2) eat sweets. He (3) eat chicken and rice. He (4) have breakfast and dinner. But he (5) eat any food for lunch. Poor Rex!

5 Can you think of two pieces of advice about how to have a healthy lifestyle? Write the sentences in your notebook.

Speak

6 In pairs make a list of health problems. Then take turns – one person says a problem, the other person gives advice.

I get lots of headaches.

You mustn't spend too many hours on the computer.



7 (2) Two letters together sometimes make a new sound. Listen to these words and point to the letters that make the sound in red. Then listen again and repeat.

k sound f sound sh sound headache cough infection stomach ache laugh prescription





8 Read this email. Five of the words are wrong. Can you find and correct them?

Dear Peter,

I'm sorry you are feeling silly. What's a matter? Have you got a temperature? Have you got a sore throat?

I'm also feeling ill. I've got earache and a headache. The doctor says I've got the flute. I mustn't stay in bed and I mustn't go to school.

Get well later,

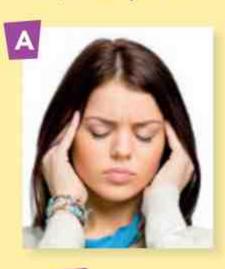
Wendy

Forms Explorer



Zwracanie się do adresata

- Pisząc e-mail, dobrze jest odnieść się do osoby, do której piszemy, i wtrącić czasem kilka pytań do niej. Da to czytającemu poczucie, że kierujemy do niego zaproszenie do rozmowy i że obchodzi nas, co się u niego dzieje.
- Przydatne zwroty to:
 How about you?
 How are you?
 What do you think?
 What's new at school?
- 9 Choose one of the pictures. It illustrates the health problem you are going to write about. Write an email to a friend and tell him / her about how you feel. Use the questions to help you.
 - 1 What is the matter with you?
 - 2 What are your symptoms?
 - 3 What is the doctor's advice (what you must and mustn't do)?







Word list



Key words

Dolegliwości, urazy i lekarstwa

ankle - kostka (u nogi)

broken - złamany

bruise - siniak; bruised - posiniaczony

burn – oparzenie; burned / burnt – poparzony

cold - przeziębienie

cough - kaszel

cut - skaleczenie; skaleczony

drops - krople

earache - ból ucha

ear infection - zapalenie ucha

elbow - łokieć

flu – grypa

food poisoning - zatrucie pokarmowe

graze – obtarcie; grazed – obtarty

headache – ból głowy

knee - kolano

mint tea - herbatka miętowa

painkiller – środek przeciwbólowy

pills – tabletki

runny nose – katar

sleep - sen; spać

sore throat - obolałe gardło

stomach ache - ból brzucha

syrup - syrop

temperature – temperatura, gorączka toothache – ból zęba twisted – skręcony vitamins – witaminy

Czas przeszły

ago – a week / year ago – tydzień/rok temu last – zeszły, ubiegły; last week – w zeszłym tygodniu yesterday – wczoraj

Other words

back - plecy

during – podczas, w trakcie (czegoś)

earthquake - trzęsienie ziemi

electricity - prąd, energia elektryczna

exercise - ćwiczenie, ruch; do exercise - ćwiczyć,

zażywać ruchu

hurt - boleć

ill - chory

injured - ranny; be injured - zostać rannym

killed - zabity

lie - kłamstwo; kłamać

medicine - lekarstwo

pain - ból

prescription - recepta

rafting - rafting, spływ rzeką

screen - ekran

serious – poważny

skin - skóra

spa – uzdrowisko, centrum odnowy biologicznej

tickle - łaskotać

vet - weterynarz

waterfall - wodospad

Listen and say what the singer must and mustn't do.

I've got an ache in my back, My arms, and my head. I've got a runny nose And I must stay in bed.

I didn't wear my coat,
Now I've got a sore throat.
I must drink bitter syrup,
I must take a pill.
I've got a bad cough.
I feel very ill.

I've got an ache in my back ...





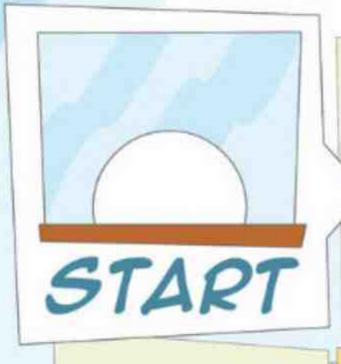
The doctor says I've got the flu
And this is what I mustn't do:
I mustn't eat ice cream,
I mustn't go to school,
I mustn't meet my friends
or swim in the pool.

I've got an ache in my back ...



Came filme

Toss a coin or a die, move your counter and do the task that's on the square you land on.





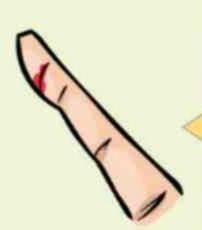
The hotel wasn't / weren't nice.



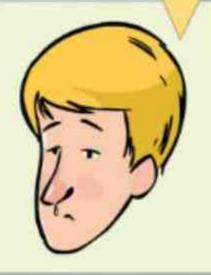
D: What's the ??

It's 11 o'clock at night. You 22 play loud music.

I was / were in London last week.



Tim has got a ?? on his knee.





He is (good) student in our class.



I like this hat. Can I try it ??

were / the hospital / in / when / you /?

This is (ugly) dress in the shop. There were / was snakes in the desert.



You are ill. You stay in bed.



I don't f? well.



you / last / where / were / night /?



You visit your dentist regularly.

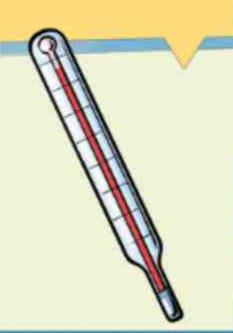


5

They (not be) at school yesterday.



This book is (interesting) than that one.







Project A health lapbook

Do you know what a lapbook is? If not, look it up on the internet.

Design a lapbook with some information about health. Make sure your lapbook is full of surprises!

Materials

- a large piece of card
- glue
- different coloured markers
- white and coloured paper
- pictures from magazines



- Write a list of things that are related to keeping healthy. Think about symptoms, illnesses, remedies, accidents and injuries.
- Design a lapbook to present your lists. You can use drawings or pictures from magazines.
- Show your lapbook to your classmates and talk about health.

Listen and read. Complete the summary in your notebook with the words in the box.

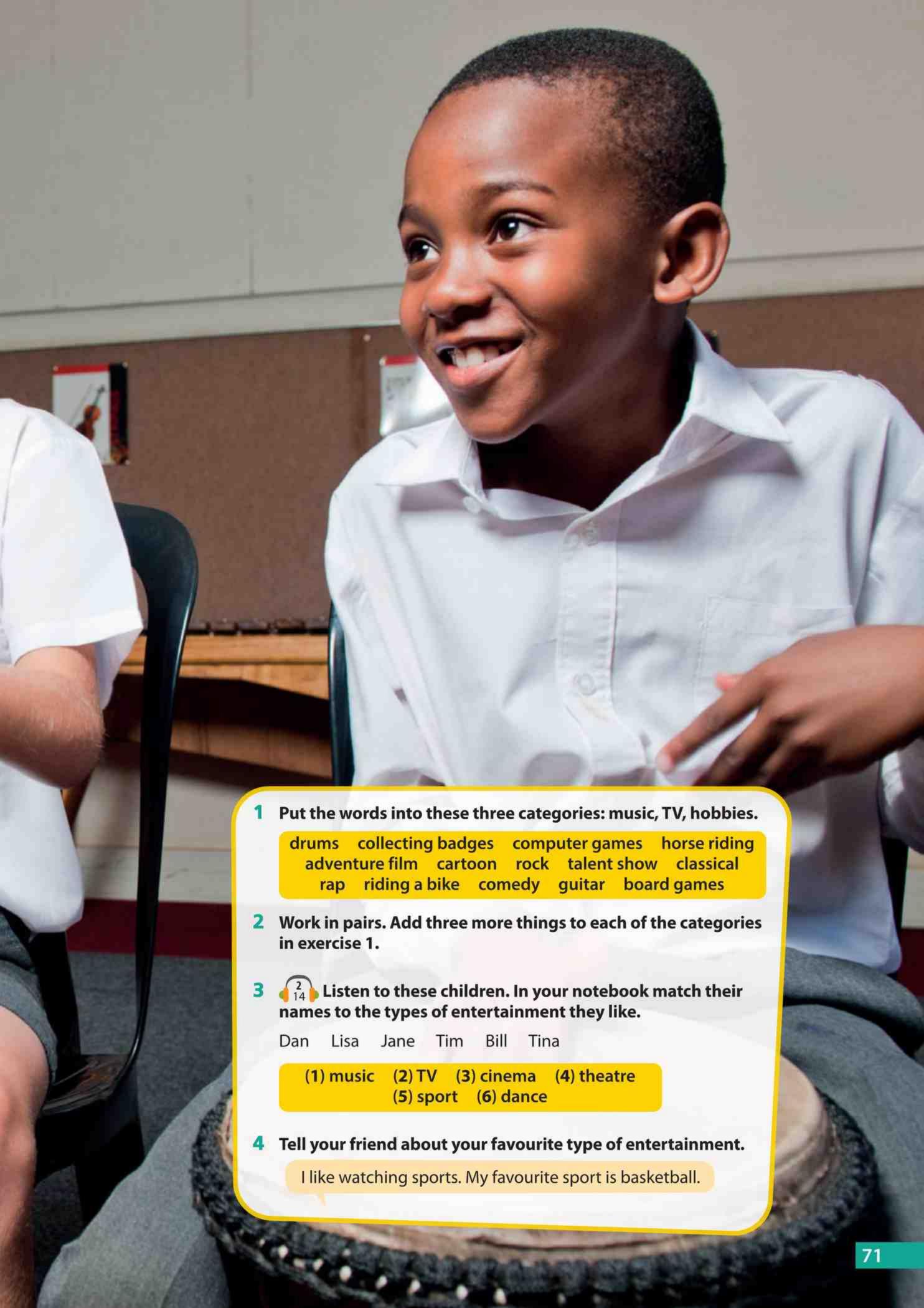
popular people fit judo parks keep

Many (1) in China do t'ai chi in (2) They lift their legs and arms up and try to (3) their balance. It helps them to relax.

Martial arts, like karate or (4) are also (5) in other countries. They can help you keep healthy and (6) ...







The Crystal Ball Mystery: We aren't thieves!

Listen and read. Who can fly a helicopter?



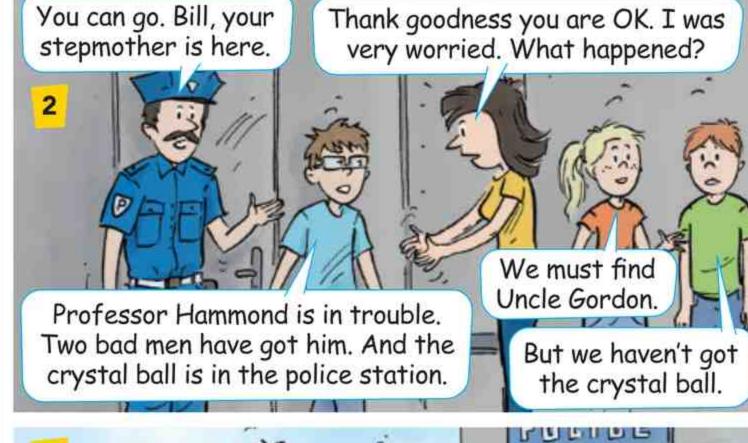
We aren't thieves! The bag was in my Susie:

uncle's house. Two bad men wanted the crystal ball, so he moved it.

Mickey: You must believe us. The ball is magic.

Officer: Stop telling lies!

POLICE





Stepmum: I looked for your bag and here it is! I can help

you find Professor Hammond. I've got

a helicopter.

Two men kidnapped him, but we followed them. Susie:

Now Uncle Gordon is rafting down Rapid River.



OK, but how do you know he is there? Can you do magic?

Point to the true sentences. Correct the false ones in your notebook.

1 The children are thieves.

3 The children are telling lies.

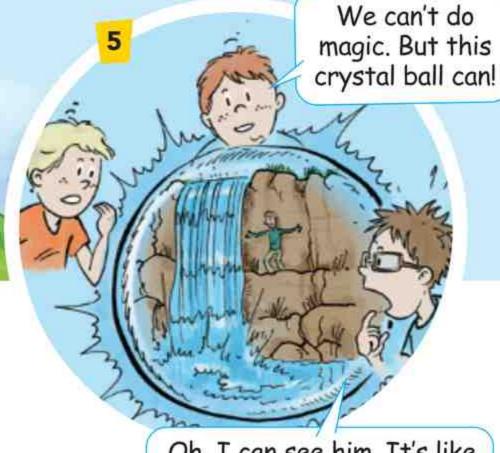
2 The crystal ball is magic.

4 Bill's stepmother has got a van.

In your notebook complete the sentences with the words in the box. There is one extra word.

rafting fly kidnapped keep followed

- The two men Uncle Gordon.
- Uncle Gordon wanted to <a><a> the crystal ball safe.
- The two men and Uncle Gordon are 20 down Rapid River.
- The children 22 the two men.



Oh, I can see him. It's like watching a movie on TV. What is all that water?

Grammar

Past simple (regular verbs – affirmative)

Uncle Gordon moved the crystal ball. I looked for your bag.

Formy czasu przeszłego czasowników regularnych tworzymy, dodając końcówkę -ed.

Watch the spelling!

move - moved kidnap - kidnapped try - tried play - played

4 Match the verbs with their past simple forms and write them in your notebook. Write the missing past forms.

Infinitives	Past Simple	
prefer stop smile want travel cry open tidy	travelled preferred opened believed	
change study believe watch		

5 Complete the sentences with the verbs in the box in the past simple tense, and write them in your notebook.

open walk play watch tidy

- 1 We 2 to school slowly and were late.
- 2 Tom and Chris football in the park last weekend.
- 3 He the helicopter door.
- 4 Yesterday she 22 her bedroom.
- 5 I TV all Saturday morning.

Play with Sounds

The ed is pronounced in three different ways. Listen and repeat the words. Copy the table into your notebook and complete it.

jumped kidnapped listened moved needed opened played rested stopped tidied tried visited walked wanted watched

/T/	/D/	/ID/

Vocabulary

collect comic books
cook soup
dance the tango
listen to rock music
paint a picture

play cards
travel around the world
visit a museum
walk in a forest
watch films
work in the garden

7 Can you think of other words and phrases to go with each verb in the vocabulary box? Write them down in your notebook.

Read and speak

8 Decide what each text (1-3) is about. Match the correct topic (a-d) to each text. One topic doesn't match any text.

a an animalb a visitd a film

1 Last night my family watched TV together. It was a comedy about a boy who was at home on his own. Someone tried to break into the house. The boy did a lot of funny things and played tricks to stop the bad man. I really enjoyed watching it.

The text is about 2.

2 My dad told me about a pet he had when he was a young boy. His name was Hector. He was small and black. Every day he waited patiently for my dad to take him for a walk. He loved long walks in the park.

The text is about 2.

3 On Saturday I visited my cousins. We had sandwiches for lunch. Then we walked in the park and played with their dog, Joker. On the way back home we stopped and had some ice cream. In the evening we watched a film. It was a great day.

The text is about 2.

Work in pairs. Tell your partner what you did on your last holiday.



Read and listen

1 Read and listen.
What was Walt Disney's dream?

Walt Disney is famous all over the world for his films. He received 26 Oscars and this is a world record. Some of his cartoon characters, like Mickey Mouse and Donald Duck, are now very old! Mickey's 'date of birth' is 18th November, 1928!

What do we know about Disney's early life?

He was born in 1901 in Chicago in the USA. His family was poor, but Walt painted fantastic pictures. People really liked them and Walt earned some money selling the pictures. (1)

How did he start making films?

Walt started his first company when he was 21, but it didn't earn any money. (2) He didn't have much money, so he and his brother started a small film company in their uncle's garage!

(3) Later they moved to a big studio and they created long films like Snow White and the Seven Dwarfs, Dumbo, Pinocchio and Cinderella.

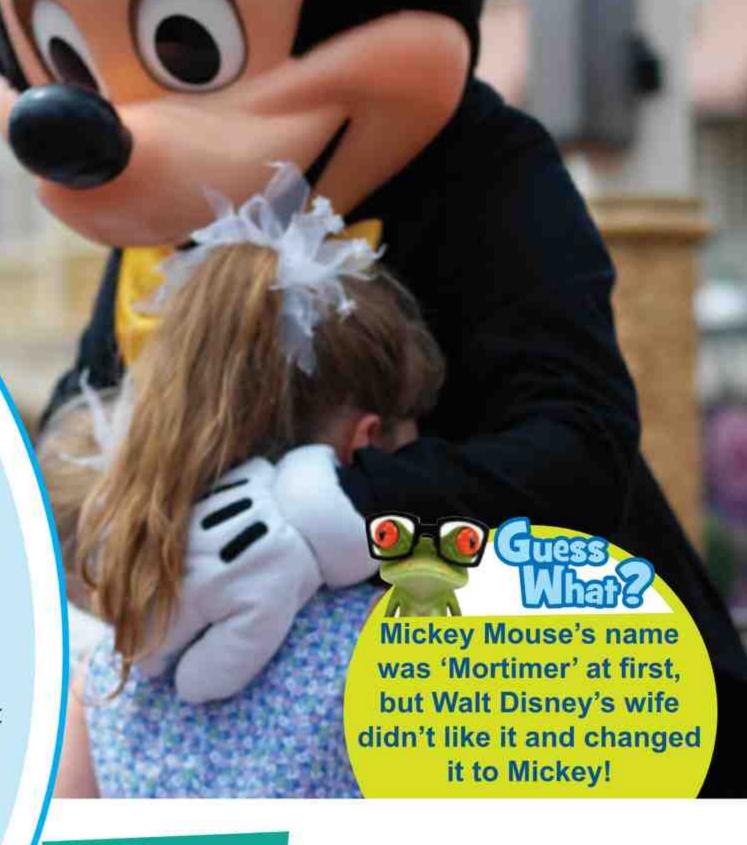
When did Disneyland open?

Walt Disney always wanted to open his own amusement park. It was his dream.

(4) Children and adults loved it, and soon visitors started coming from all over the world. (5)

Comprehension

- Read the text again and match sentences A-E with the correct gaps. Then listen and check.
 - A In 1955 Disneyland opened in California.
 - **B** At first they started making short cartoons.
 - **C** He loved drawing animals.
 - D There are also Disneyland parks in other countries like France and Japan.
 - **E** He then decided to go to Hollywood because his brother lived there.



Vocabulary

- 3 Read the definitions and write the words in your notebook. The number of letters for each word is in brackets.
 - 1 This is a person or animal in a film or book.
 c (9)
 - This is something you want very much and think about a lot. d (5)
 - 3 This is a film made of pictures. c ?? (7)
 - 4 Children love playing here. a ?? (9) p?? (4)
 - 5 The place where people make films. s ?? (6)

Skills Explorer



Uzupełnianie luk w tekście

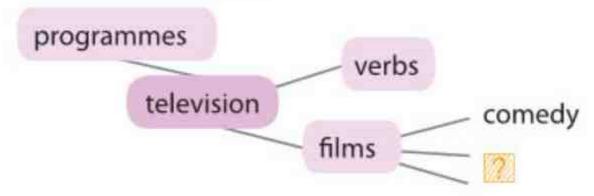
- Kiedy spotkasz się z zadaniem polegającym na uzupełnieniu luk w dłuższym tekście – najpierw przeczytaj cały tekst.
- Następnie przeczytaj zdania, które masz wstawić do tekstu.
- Ponownie przeczytaj tekst i zastanów się, czy zdanie, które chcesz wstawić w lukę, logicznie go uzupełnia (nie zaczyna nowej myśli, nie jest oderwane od tematu).

Vocabulary

Television

be on • watch • drama • documentary soap opera • talent show • quiz show adventure film • the news • comedy horror film • turn on / off • musical cartoon • science fiction film

4 Praw a mind map with television vocabulary in your notebook. Then listen, check and repeat.



5 Match the pictures to the names for different types of films.













- 1 adventure film
- 2 cartoon
- 3 comedy
- 4 drama
- 5 musical
- 6 science fiction film
- 6 Choose the correct option.
 - I watched a documentary / musical about lions in Africa.
 - 2 I'm bored. Let's turn on / off the TV and watch a film.
 - 3 The news / A talent show informs us about events in the world.
 - 4 There are a lot of soap shows / operas on TV.

Grammar

Past simple (regular verbs

– negative and questions forms)



- 7 Make the negative form from the following sentences and write them in your notebook.
 - We watched TV all evening.
 - 2 He followed the thief.
 - 3 They stopped the bad man.
 - 4 She opened the window.
 - 5 I tidied up my room.
 - 6 You turned off the TV!

Skills Explorer

Tworzenie pytań

- W języku polskim pytania, na które odpowiadamy tak lub nie, zaczynają się od słowa czy.
- Pamiętaj, że w języku angielskim to słowo nie pojawia się w pytaniach.
- Tworząc pytania, musisz użyć konkretnego słowa związanego z czasem, którego używasz, i osobą, o którą pytasz.
- Spójrz na polecenie i zastanów się, jakiego wyrazu musisz użyć w zadaniu.
- 8 Write questions, using the past simple, in your notebook. Then complete the short answers.
 - Dad / watch / TV last night? No,
 - 2 Susan / visit / her grandma last weekend? Yes,
 - 3 Mum / listen to / music yesterday? No,
 - 4 Disneyland / open / in 1955? Yes,

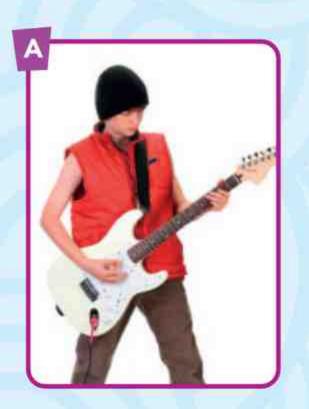
Speak

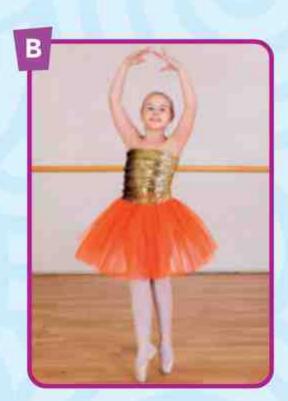
9 What didn't you do last weekend? Ask and answer in pairs.

watch a comedy visit your cousin walk to school play football take the dog for a walk listen to music visit a museum climb a mountain cook dinner paint a picture talk to the teacher play computer games tidy up your bedroom finish reading a book

Hobbies and interests











Ted: Hi Sally. Hi Gus. How are you?

Sally: I'm a bit tired. I finished my ballet lesson an hour ago.

us: I'm excited. I've got a new sledge! I love

sledging!

Sally: Cool!

Ted: What happened to your old sledge?

Gus: It was too small, so my little brother has got it

now.

Sally: Can we see your new sledge then?

Gus: Of course you can. How about going to the park this afternoon? There's lots of snow.

Sally: I think that's a good idea. I can rest before we go.

Ted: I agree. But I must be home by five o'clock because I have a guitar lesson.

Sally: So you started guitar lessons, Ted! That's great!

Ted: Yes! I got a white electric guitar from my grandad.

Gus: Wow! An electric guitar! Let's go to your house to see it.

Sally: That's not a good idea, Gus. I'm too tired. Why don't we go to Ted's house tomorrow? I think that's a better idea.

Ted: I agree. Can you come to my house tomorrow,

Gus?

Gus: I think so. Well, see you later in the park!

Listen and read

- 1 Read and listen to the dialogue. Match the children's names to the photos. There's one extra photo.
- 2 Answer the questions.
 - 1 When did Sally finish her ballet lesson?
 - 2 What has Gus got?
 - 3 Why must Ted be home by five o'clock?
 - **4** When are the children going to Ted's house?
- 3 Listen and repeat the phrases in the Phrase Book.

Speak

4 Think about something you would like to do at the weekend. Take turns suggesting it to your friend and agree or disagree with his / her suggestion.

Phrase Book



Making suggestions and giving opinions

- A: How about going to the cinema this afternoon?
- B: I think that's a good idea.
- C: l agree.
- A: Let's go to the swimming pool.
- B: That's not a good idea. It's too cold.
- C: Why don't we take our bikes and ride in the park? I think that's a better idea.
- B: lagree.

Communication

5 Choose the best response for each question or statement.

- 1 How about watching a film this evening?
 - a That's not a good idea. I'm tired.
 - **b** I think so.
- Why don't we go to the theatre this weekend?
 - a I think that's a good idea.
 - **b** No, we didn't like it.
- 3 Why don't you turn off the TV and go outside and play?
 - a OK, Mum.
 - **b** Of course I can.
- 4 Did you like the comedy on TV last night?
 - a I like comedies.
 - **b** No, I didn't. It wasn't funny at all.
- 5 Can you come to my house to watch a talent show?
 - a I think so. What time?
 - **b** I'm a good singer.
- 6 I never watch soap operas. I think they're boring.
 - a Never mind.
 - **b** I agree. I prefer watching documentaries.







Listen to these pairs of words. How do they change when an e comes at the end of the word?

hat hate hop hope
Tim time cut cute

7 Property of the selection of the se

Bob home white sit fat late drum tune

Writing Time



- 8 Read the sentences from the first paragraph of a film review and put them in the correct order.
 - A My parents enjoyed it too.
 - **B** It was a cartoon, but it wasn't just for children.
 - C The film Shrek was fantastic.

9 Now read the rest of the film review. What are the topics of these three paragraphs?

The story was about the monster, Shrek, and a beautiful princess, Fiona. Shrek saved Fiona. She didn't want to marry the handsome prince. She liked Shrek more!

The character of Shrek was great, and I also liked his friend, Donkey. Their jokes were very funny. I think it's a very exciting and funny film. It's a good idea to watch it.

10 Read the sentences. Decide which of them you can use in a film review.

I didn't like it.

It was boring.

It was an adventure film.

The cinema was closed.

I was hungry, so I got some popcorn.

You should watch it!

He was crazy.

I was sad.

Forms Explore



Wyrażanie opinii

- Wyrażasz swoją opinię, dobrze więc będzie, jeśli wprowadzisz ją słowami: I think lub In my opinion.
- Aby podkreślić swoją opinię, użyj przed przymiotnikami, które pojawią się w tekście, słowa really lub very.
- 11 You are a journalist working for a teen magazine. Write a review of a film. Use these questions to help you.

Paragraph 1

What was the title of the film?

What kind of film was it?

Paragraph 2

What was the story about?

Paragraph 3

Which characters did you like?

Why?

Paragraph 4

Did you enjoy the film?

Word list



Key words

Czas wolny - czasowniki

act - grać (w filmie lub sztuce)

collect - zbierać

dance - tańczyć

paint - malować

travel - podróżować

visit - odwiedzać

walk - spacerować

watch - oglądać

Film i telewizja

adventure film - film przygodowy

be on TV – być w telewizji (w programie telewizyjnym)

cartoon - film rysunkowy

comedy - komedia

documentary - film dokumentalny, reportaż

drama - dramat

horror film - horror, film grozy

inform - informować

movie - film

musical - musical, komedia muzyczna

the news – wiadomości, program informacyjny

quiz show - teleturniej

science fiction film - film fantastyczno-naukowy

show – pokazywać; show, widowisko, pokaz

soap opera - opera mydlana, telenowela

talent show - konkurs talentów

turn off – wyłączać

turn on - włączać

Other words

adult - dorosły

all over the world - cały świat, na całym świecie

amusement park - park rozrywki

beat - bić, bębnić

be born - urodzić się

character - postać

company - firma

create - tworzyć

dream - marzenie, sen

earn – zarabiać

famous (for) – sławny, znany (z, z powodu czegoś)

handsome - przystojny

joke - żart

keep – zachować, przechować

kidnap – porwać

later - później

marry - poślubić

money - pieniądze

monster - potwór

move – poruszać (czymś/się);

przenieść (coś); przeprowadzać się

poor - biedny

prince - królewicz

princess - królewna

receive – otrzymać

rhythm - rytm

safe - bezpieczny; keep safe - dopilnować,

aby coś było bezpieczne

sell - sprzedawać

skin - skóra

sledge – sanki; jeździć na sankach

visitor – gość, odwiedzający

wood - drewno

Listen to the song and complete the words with the missing letters. After listening, spell the words to your friend.

It's n _ ce when I'm fre _
To s _ t at h _ me

And w _ tch TV.

It's re _ lly gr _ at

To pl _ y some sp _ rts:
R _ n, sw _ m or sk _ te

It's f_n and c_ol

To I _ sten to mus _ c

And d _ nce after sch _ ol

It's very go _ d

For s _ ul and bod _

To have a passi _ n,

To have a h _ bby.



Can you do the

Rozumienie ze słuchu

1 Osłyszysz dwukrotnie trzy dialogi (1-3).

Do każdego z nich dopasuj zdjęcie (A-D).

Jedno zdjęcie zostało podane dodatkowo.









Po wysłuchaniu nagrania umiem wybrać odpowiednie zdjęcia.

Rozumienie tekstów pisanych

3 Przeczytaj teksty i wybierz właściwą odpowiedź.

THE PINK PANTHER

It was a comedy but also an adventure film. The story was about a funny detective who couldn't do anything right. His name was Inspector Clouseau and Peter Sellers was just great in this role. I also liked all his adventures and the places he visited. There were a lot of car crashes in the film. I think it was very exciting. It's a good idea to watch it.

Znajomość środków językowych

W zadaniach (1–4) z podanych odpowiedzi wybierz właściwą, zgodną z treścią ilustracji.



- We had so much fun yesterday. The children
 in the park all afternoon.
 - a was
- **b** were
- c weren't
- 2 They 7 football.
 - a played
- **b** didn't play
- c did play
- **3** We can see that they ?? a lot.
 - a smiled
- **b** cried
- c were tired
- 4 The children didn't much.
 - a rested
- **b** not rest
- c rest

Potrafię użyć czasowników regularnych w czasie past simple.

BATMAN IV

Yesterday I watched Batman part IV. It wasn't as good as the other parts, but I still enjoyed it. I liked the character of Batman and how all the actors played their parts. I don't like science fiction films, but Batman is more of an adventure film.

Both texts are about ...

- a living with animals.
- **b** adventure films.
- c famous actors.

Potrafię zrozumieć informacje w opisach filmów.





Project Class Quiz

Do you sometimes watch quiz shows on TV? You can make your own quiz in class.

Materials

- Junior Explorer 5 Student's Book
- a sheet of paper for each student
- two smaller sheets of thick paper for each student
- pens and pencils
- Look at the texts in your book and think of two questions about the facts from the texts.
- Write each question on a separate card and give three possible answers a, b, c (one correct and two incorrect answers).
- The teacher collects all the cards, numbers them and writes down the correct answers on a sheet of paper.
- Each student prepares a blank answer sheet for themselves.
- 5 Students receive the question cards and answer the questions individually on their answer sheets - looking for the answers in their books.
- When all the students are ready, the teacher collects the answer sheets. The person who has the most correct answers - wins the quiz.



QUIZ - card 1

QUIZ-card 2

What was Mickey

Mouse's name at first?

a. Cinderella

b. Mike

c. Mortimer

How many Oscars did Walt Disney receive?

Listen and read. Find sentences in the text that give the same information as the sentences below.

- At first not many people had a television set at home.
- There are many different kinds of TVs today.
- The first television programmes weren't in colour.
- You can get a lot of information and have a lot of fun from watching television.
- The inventor of the television was Scottish.





Meet the challenge! 1

Vocabulary I can name sports • use sport expressions and ordinal numbers.

Grammar I can talk about events in the past • use irregular verbs in the past

simple • ask Wh- questions • use have to for rules.

Listening I can understand a story, a text about events in the past,

a conversation about sports and the rules for different sports.

Speaking I can talk about sports.

Reading I can understand a text about rock climbing • read a conversation

about the rules for different sports.

Writing I can write an email about a favourite sport.

1 Find these things in the photo:

an oar a rafting boat a life jacket a river rocks

In pairs, write the names of any other sports you know in English in your notebook. Do you use play or go with them?

play: tennis, ?

go: rafting, ice skating, ??

3 Tell your friend what sports you do and how often you do them. Use play or go.

I play football every week.

I go swimming in the summer.

4A 2 Listen. What sport is the man describing?

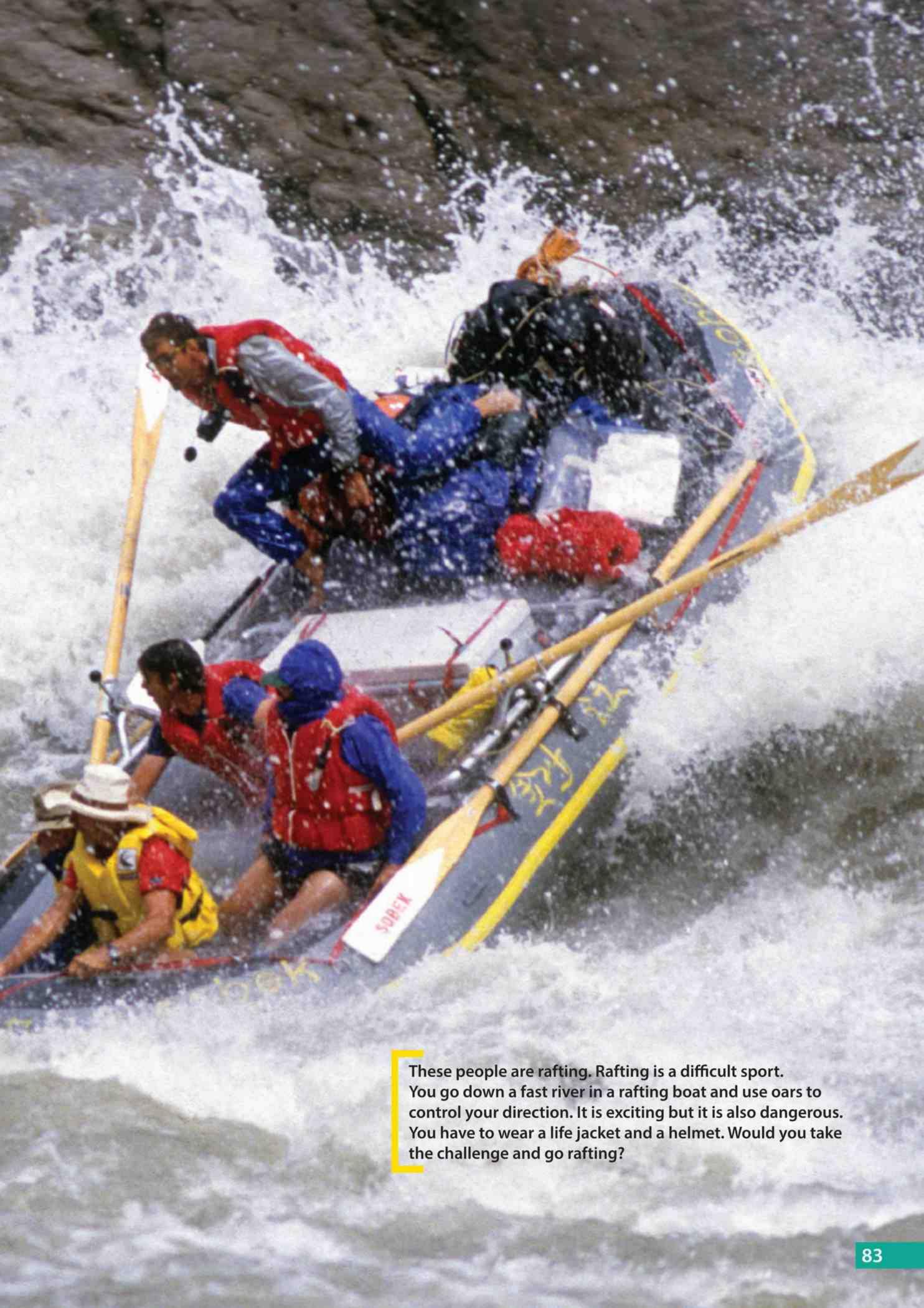
4B 28 Listen again and match.

Henry 1st

Smithson 2nd

Matthews 3rd





The Crystal Ball Mystery: You are under arrest!

1 Listen and read. What did Susie find behind the waterfall?



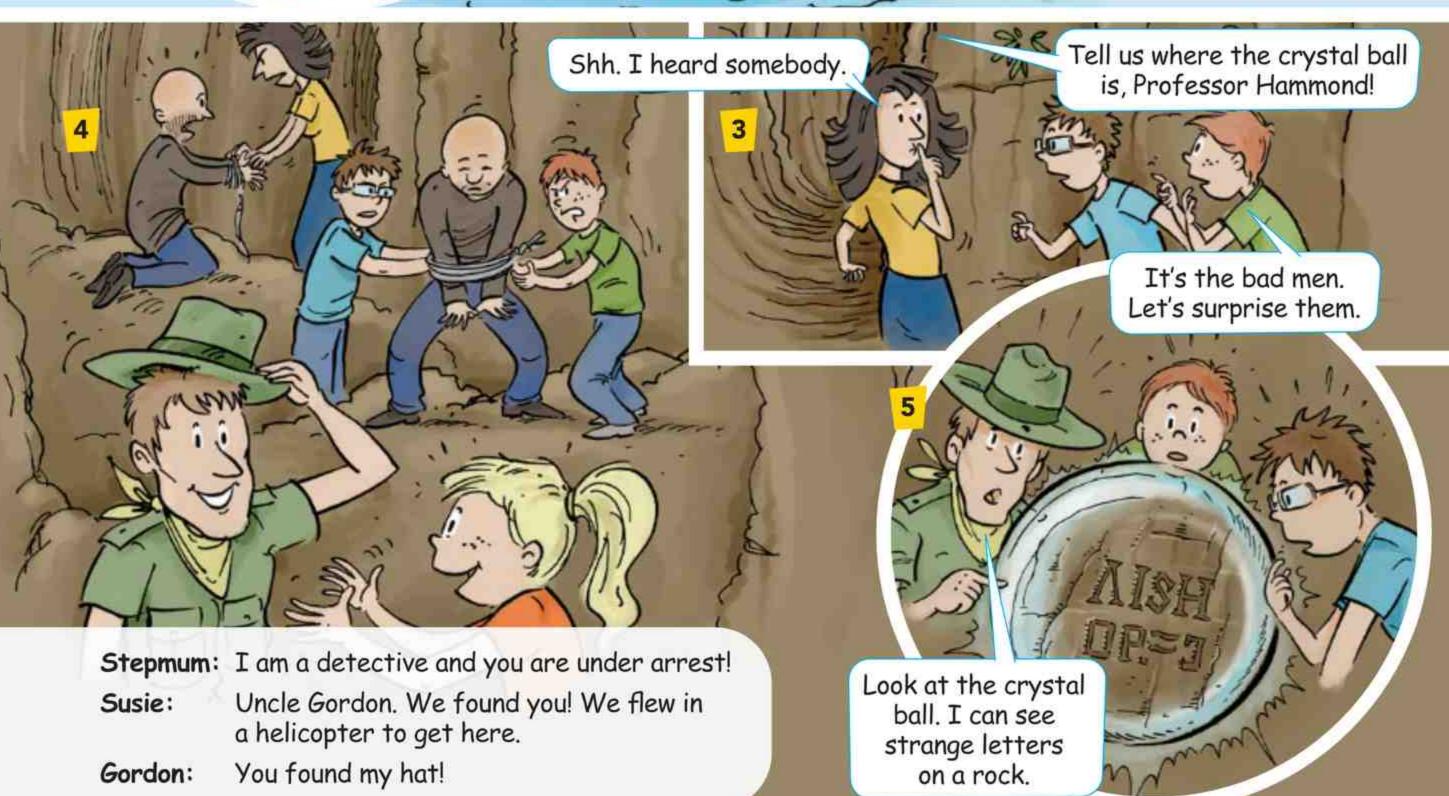
Bill: Maybe he swam to the river bank and got out of the water.

D 1 T 11 - 11

Mickey: But I can't see him anywhere!

Susie: Hey! I found a secret path leading to a cave behind the waterfall. And Uncle Gordon left his hat for us to find!

in-100 millen a 12



Complete the sentences in your notebook.

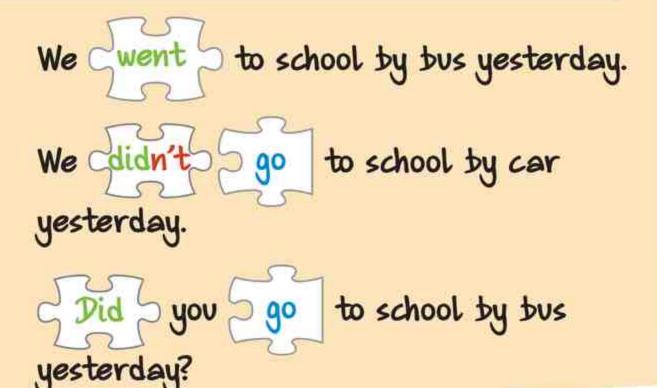
- 1 Bill's stepmother saw a 22 22, but Uncle Gordon wasn't in it.
- 2 There was a secret 2 and a 2 behind the waterfall.
- 3 Susie found Uncle Gordon's 2.
- 4 They heard 2 talking in the cave.
- 5 Uncle Gordon saw some strange 20 on a rock in the crystal ball.

- 3 Act out the story in groups.
- 4 Find verbs in the story beginning with the letters: F, S, F, G, S, H, F, L. Are the people talking about something happening now or something that happened in the past?

Grammar

Past simple (irregular verbs)

Wiele czasowników w czasie przeszłym nie ma formy z końcówką -ed. To czasowniki nieregularne, ich form musisz się nauczyć na pamięć.





5 Match the verbs from the story to the ones below. Write the pairs of matching verbs in your notebook.

fall	swim	find	fly	
see	leave	hear	get	

6 2 Draw the table in your notebook and complete it with the past simple form of the verbs. Listen and check.

read	had	did	took	drank	ate	felt
got	bou	ight	went	made	caug	ht

buy	2	get	2
catch		go	22/2
do		have	2
drink	2	make	2
eat		read	2
feel	2	take	2

- 7 Complete the dialogue with the correct form of the verbs in the past simple and write it in your notebook. Be careful with questions and negatives.
 - **A:** My mum (make) a delicious cake for my birthday.
 - B: Did you (eat) a lot of it?
 - A: I (eat) too much of it and I didn't (feel) well I (have) a stomach ache. Dad (go) to the chemist's and (buy) some medicine for me. I (take) some pills and (drink) some mint tea. Then I started feeling better.
- 8 Choose the correct form of the verb.

Last weekend we won / went rafting.

Did we have / had fun?
Well we did, but we were a bit scared too.

We saw / sat in the boat and fell / felt very excited.

I watched / wrote the river, it was very fast.

John looked / left around and sat / said, 'Wow this is so cool'.

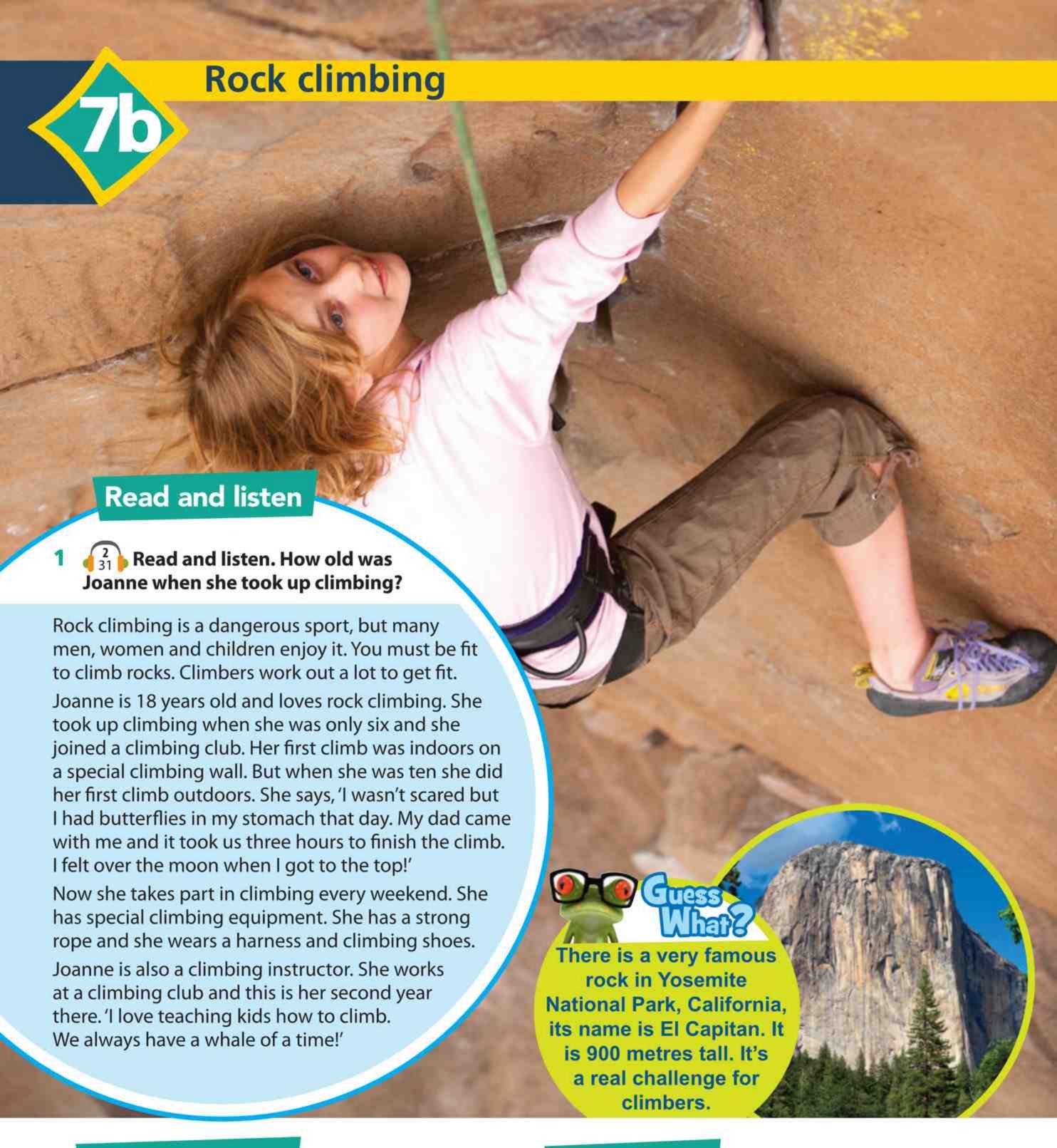
He wasn't careful and he sang / stood up.

Fortunately, he didn't fall / feel in the water because Dad thought / caught him, but Dad sold / got very angry with him.



- Write questions about the text in Exercise 8.
 Ask and give answers to them in pairs.
- 1 they / go rafting / yesterday
- 2 they / have fun
- 3 they / feel excited
- 4 the river / be fast
- 5 John / be careful
- 6 John / fall in the water
- 7 Dad / catch John
- 8 Dad / get angry





Comprehension

2 Answer the questions.

- 1 How old is Joanne?
- 2 Where was her first climb?
- 3 Was she scared when she did her first climb outdoors?
- 4 Who climbed with her?
- 5 How often does she climb now?
- 6 Where does she work?

Vocabulary

3 Find the expressions in the text.

work out • feel over the moon • take up have a whale of a time • take part in • have butterflies in your stomach

4 Match the expressions in Exercise 3 to their meanings.

- a be very happy
- **b** do something
- c do a lot of exercise
- d be nervous and excited
- e start doing something, e.g. a sport
- f have a great time

5 Complete the sentences in your notebook.

- 1 I would like to take up 🧖.
- 2 I would like to take part in 2.
- 3 I would like to join a ?? club.
- 4 The best indoor activity is ??.
- 5 The best outdoor activity is ??.
- 6 I need special equipment to ??.
- 7 It takes ?? hours to play a game of ??.

6 2 Listen and repeat.

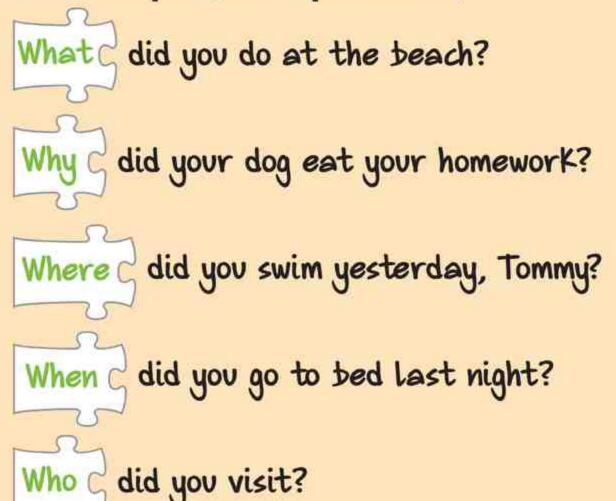
Ordinal numbers 1st first 13th thirteenth 7th seventh 2nd second 8th eighth ninth third 9th 20th twentieth 3rd fourth 4th 10th tenth 21st twenty-first 11th eleventh fifth 5th sixth 12th twelfth 25th twenty-fifth 6th

7 Replace the numbers with their word form.

- 1 Mary worked out a lot and she was (3rd) 2 at the finish line.
- Welcome to our club, John. You're the (32nd) member.
- 3 I'd like to get a pair of climbing shoes for my (13th) 2 birthday.
- 4 Don't forget about the match on Sunday, (28th) 7 May.
- 5 It's the (15th) 1 time that we are taking part in the competition.
- 6 I joined the dance club just after my (12th) 2 birthday.

Grammar

Past simple (Wh-questions)



8 Match the answers to the questions in the grammar box.

- 1 I swam in the swimming pool.
- 2 Because it was hungry.
- 3 I visited Grandad.
- 4 I went windsurfing.
- 5 I went to bed at ten o'clock.

9 Put the words in the correct order to make questions. Write them in your notebook.

- 1 her harness / your friend / did / where / buy?
- 2 at the weekend / did / do / what / Sarah?
- 3 last week / did / say / what / the coach?
- 4 take up / Max / when / did / baseball?
- 5 why / work out / Jack / did / last month / so hard?
- 6 see / did / at the match / yesterday / who / you?

Speak

10 Work in groups of five and find someone who:

- saw a film at the cinema last month (what film)
- watched sport on TV last weekend (what sport)
- didn't swim in the sea last summer (why not)
- sailed in a boat some time ago (when)

Did you go to the cinema last month?

Yes, I did

What film did you see?

Star Wars.

Sports rules



Hi. My name is Scott and I'm from Canada. My favourite sport is snowboarding and I can snowboard well.

It is a lot of fun but it isn't easy. You do it in the mountains and have to be very careful. It's very fast. Snowboarders have to work out a lot. You have to stay on the slopes and stay away from closed areas. You also have to wear safety gear like a helmet and knee pads. You also need warm clothes, special boots and the board, of course.



2 Hello, I'm Tracy and I'm from Australia. I love tennis and I want to be a tennis champion one day.

Last week I took part in my first tennis competition. I had butterflies in my stomach before the match, but I played well. I think I can win next time.

I usually train outdoors on the court, but when the weather is bad you can play indoors, in a sports hall. You need a ball, a racket and a net. You have to keep the ball inside the white lines on the tennis court. The ball can bounce once and then you have to hit it to the other player.



Listen and read

1 Listen and read. Which points are about snowboarding and which about tennis?

In this sport ...

- you have to wear a helmet.
- 2 you have to keep the ball inside the white lines.
- 3 you have to hit the ball back to the other player.
- 4 you have to wear knee pads.
- 5 you have to stay away from closed areas.

Now match the rules to the pictures and name the sports.

- 1 You have to kick the ball.
- You have to throw and catch the ball.
- 3 You have to hit the ball.







Phrase Book

Talking about sports

- My favourite sport is skateboarding. / I love tennis.
- 2 I want to be a champion. I think I can win next time.
- 3 It's a lot of fun but it isn't easy.
- 4 You do / play it on a court.
- 5 You have to wear safety gear.
- 6 You need a racket.
- a What gear do you need for this sport?
- **b** Where do you play / do it?
- c What do you have to wear?
- d What's your favourite sport?
- e What is this sport like?
- f What's your ambition?

3 Match the questions to the answers in the Phrase Book. Work in pairs. Choose a sport and talk about it.

Vocabulary

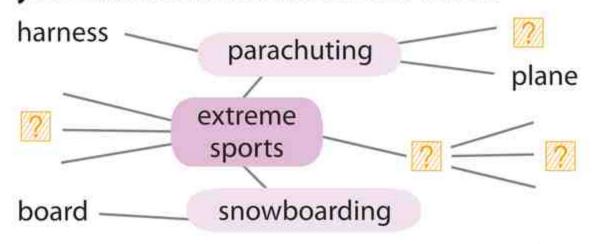
Extreme sports

parachuting • windsurfing • water-skiing snowboarding • go-karting • show jumping

Sports equipment

harness • helmet • board • wind • lake • mountain • boots • rope • plane • sail • snow • race track skis • helmet • kart • board • saddle

4 Praw a mind map for extreme sports in your notebook. Then listen and check.



Skills Explorer



Opis ilustracji

- Opisując obrazek po angielsku, unikaj bezpośredniego tłumaczenia z języka polskiego.
- Po polsku mówimy "na obrazku", ale po angielsku zawsze "in the picture", np. In the picture there is a boy. In the picture I can see a boy.
- 5 Look at the photos and name the sports.















- 6 Read these two words. What is the difference in the *th* sound? Listen and check. there think
- 7 Can you say these tongue twisters? It's my thin brother's seventh birthday. My mother's other brother says thanks to my father.

Writing Time

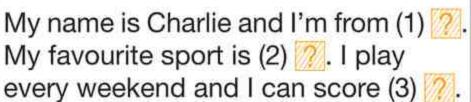


8 Read the internet forum entry and fill in the gaps with these words.

football England fast goals hall



Our favourite sports ×



I usually play in the sports (4) next to my school. Our team has blue and white T-shirts and shorts. You have to kick the ball. You also have to run very (5) .

Forms Explore



Zróżnicowanie słownictwa

- Postaraj się nie powtarzać jednego określenia sportu przez całą wypowiedź. Dzięki temu zachowasz różnorodność w wypowiedzi i sprawisz, że odbiorcy będzie lepiej czytało się twój wpis na forum.
- Pisząc o sporcie, możesz użyć następujących określeń: nazwa sportu (np. volleyball), my favourite sport, the sport, the game, my pastime, activity.
- Przed przygotowaniem wpisu lub jakiejkolwiek innej wypowiedzi pisemnej znajdź kilka synonimów nazwy rzeczy, głównej idei, o której będziesz pisać. W trakcie pisania używaj ich zamiennie.
- Write an entry on an internet forum about your favourite sports. Use answers to these questions. Remember about greetings.
 - 1 What is your favourite sport?
 - 2 How often do you do your sport and what can you do?
 - 3 Where do you do / play it?
 - 4 What gear do you need?
 - 5 What rules are there for your sport? (What do you have to do?)

Word list



Key words

Sporty ekstremalne

board – deska **boat** – łódka

climbing wall - ściana do wspinaczki

go-karting - karting

harness - uprząż

parachuting - skoki ze spadochronem;

parachute – spadochron; skakać ze spadochronem

race track - tor wyścigowy

rafting - spływ

rope - lina

saddle - siodło

sail – żagiel; żeglować

show jumping – skoki przez przeszkody

skis - narty

snowboarding - jazda na desce snowboardowej

water-skiing – jazda na nartach wodnych

windsurfing - windsurfing

Zwroty i wyrażenia związane ze sportem

feel over the moon – być bardzo szczęśliwym have a whale of a time – doskonale się bawić have butterflies in one's stomach – denerwować

się, mieć tremę

join a club – zapisać się do klubu

take part in - brać udział w

take up – zainteresować się czymś, podjąć się czegoś



win a medal – zdobyć medal work out – ćwiczyć

Other words

be under arrest – być aresztowanym

bounce - odbijać się

cave - jaskinia

champion - mistrz / mistrzyni

closed areas – zamknięte tereny

competition - turniej, zawody

escape – uciekać

equipment - sprzęt, wyposażenie

fit - wysportowany

fortunately - na szczęście

hit - uderzać

indoors - w środku, wewnątrz

kick – kopać

knee pads - ochraniacze na kolana

life jacket - kamizelka ratunkowa

net - siatka

oar - wiosło

outdoors - na zewnątrz

path - ścieżka, droga

racket - rakieta

rafting boat – ponton (do spływów górskich)

river bank - brzeg rzeki

rock - skała

rock climbing - wspinaczka skałkowa

rules - zasady, reguly

safety gear – sprzęt zabezpieczający

slope - stok

sports hall - hala sportowa

stay away (from) – pozostawać z dala (od)

strange - dziwny

take the challenge - podjąć wyzwanie

tennis court - kort tenisowy

are missing? Fill in the gaps, listen and check.

These are ten lines for you To learn something new! Ten lines for you to know. Get ready, get set, go!

1st: have – had, sit – sat 2nd: fly – 🧷, know – knew 🤼: tell – told, sell – 🤼 4th: go – ?, send – sent 5th: make – ?, eat – ate

6th: buy - bought, think - thought

7th: drink - drank, sing - 12

?: meet – met, read – read
9th: run – ran, swim – ?

And the 10th line for you: Where, when, why, what, who?



Game filme

JEOPARDY

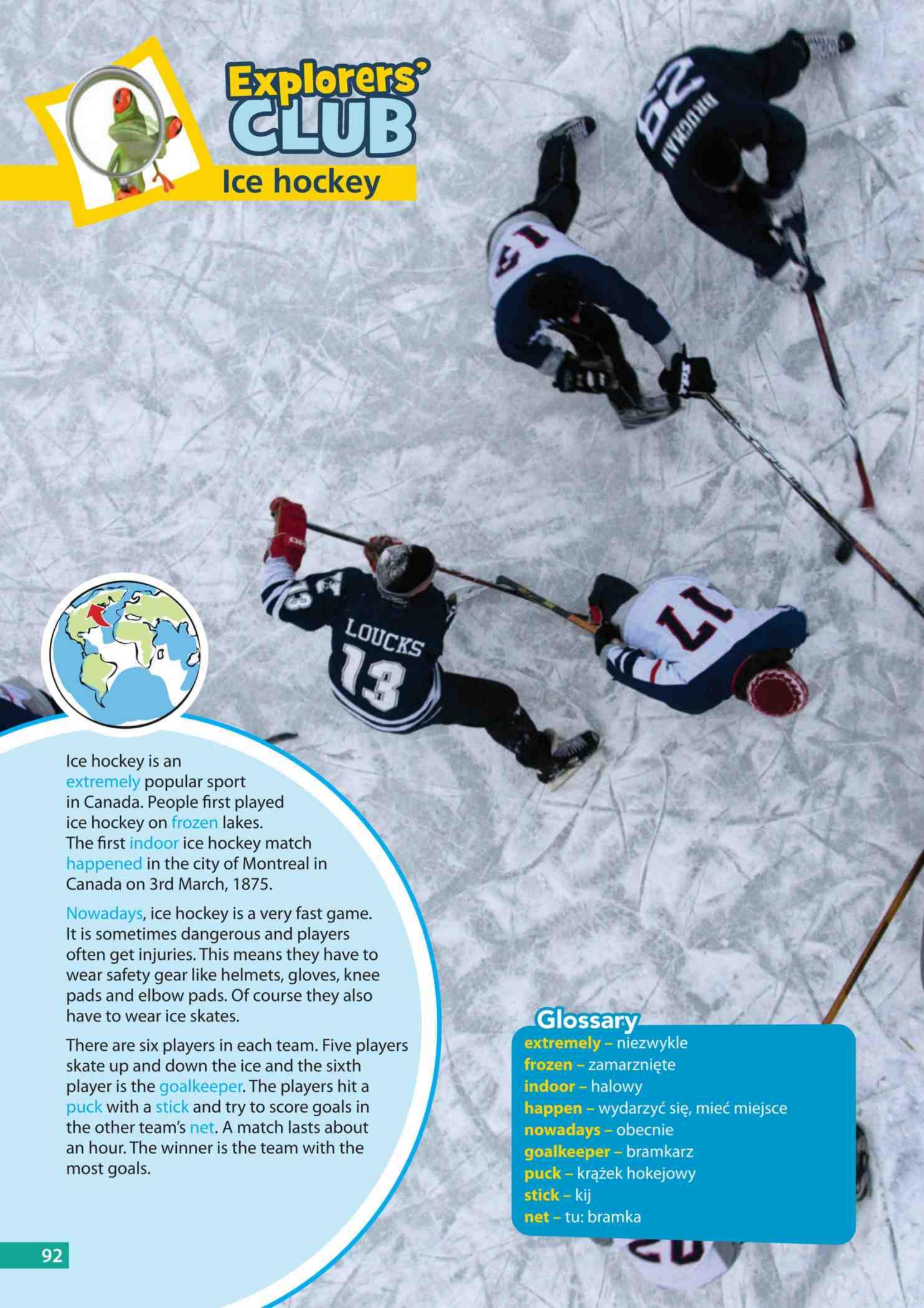
Play in groups. Each square contains an answer. Choose one and think of an appropriate question for the answer.





Choose 8 squares and cover them with pieces of paper. Then listen to the clues and cover the squares that refer to the clues. When all the squares are covered, shout BINGO.

	a helmet	a character	take up	a documentary
	parachuting	climbing	saw	bought
	wrote	windsurfing	take part in	soap opera
	went	second	found	show jumping





Sports page

Design a page about a sport. Think of the places, gear and rules related to this sport.

Materials

- a dictionary
- a sheet of paper
- photos or drawings
- glue
- pens



- Choose a sport and make sure you know what is necessary to do / play it and what the rules are.
- Check all the necessary words in a dictionary.
- 3 Design a poster to illustrate the sport. Your poster may be shaped like an accessory connected to the sport.
- Present the sport to the class, using your poster.

Listen and read. Read and match parts of the sentences.

- 1 Many people in
- 2 Ice hockey
- 3 The first ice hockey match
- 4 Hockey players
- 5 Safety equipment for
- 6 In each team
- 7 A puck is a

- a there is a goalkeeper and five players.
- **b** often get injuries in matches.
- c a hockey player is a helmet, gloves, knee and elbow pads.
- d small round black object that players hit with a stick.
- e took place in 1875 in Montreal, Canada.
- f Canada play ice hockey.
- g is an outdoor and indoor game.





Have a nice trip! 1

Vocabulary I can give names of means of transport • give directions • name holiday activities • name buildings.

Grammar I can talk about future plans and intentions • use be going to.

Listening I can understand a story, a text about a famous place and a

conversation about destinations.

Speaking I can give directions • talk about holiday plans.

Reading I can understand a story, a text about a famous place and a

conversation about destinations.

Writing I can write an email about my holiday plans.

1 Match these famous structures to the cities.









Eiffel Tower

Statue of Liberty

Brandenburg Gate

Big Ben

Berlin

London

Paris

New York

- 2 Listen to George. Where did he go on holiday? Who did he go with? How did he get there?
- 3 Listen to Penny and Vicky talking about planes. What good and bad points do they mention? Note down the things you hear.

get a meal

comfortable

noisy

fast

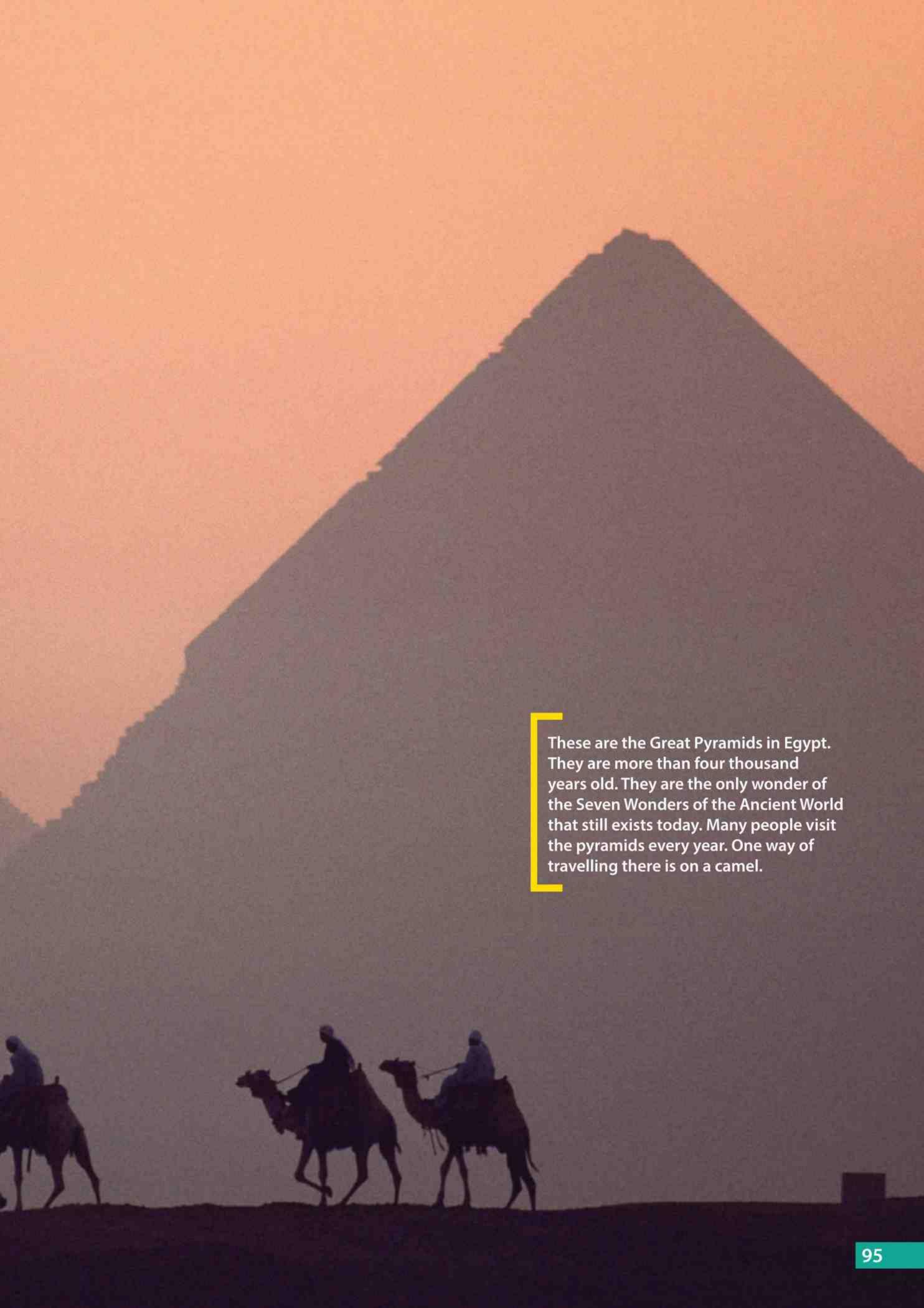
watch a film

expensive

scary

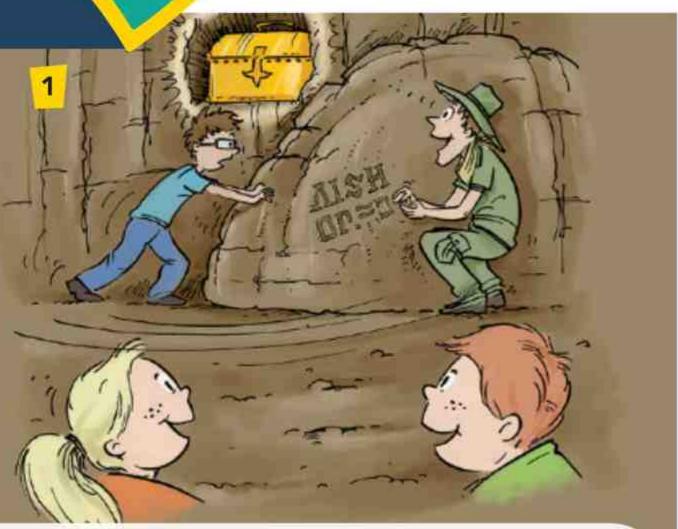
exciting

listen to the radio



The Crystal Ball Mystery: What's in the box?

1 2 Listen and read. How do the children and Uncle Gordon get home?



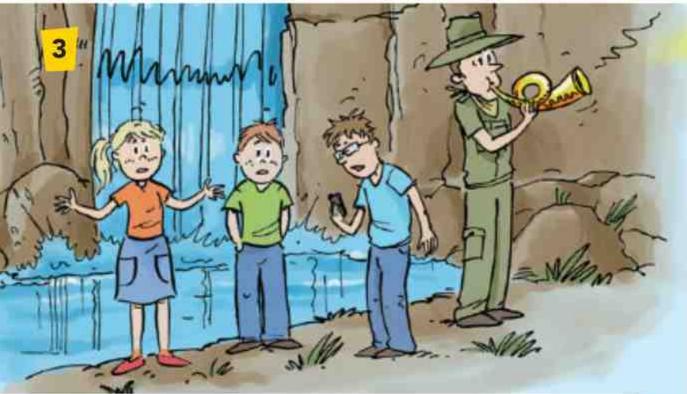
Gordon: Here's the rock with the strange letters.

Bill: Look, I can push the rock.

Gordon: Well done, Bill. Look, there's a box there.

Susie: I wonder what is in the box.

Mickey: This is so exciting!



Susie: But how can we get to the museum?

Mickey: Have you got a phone, Bill?

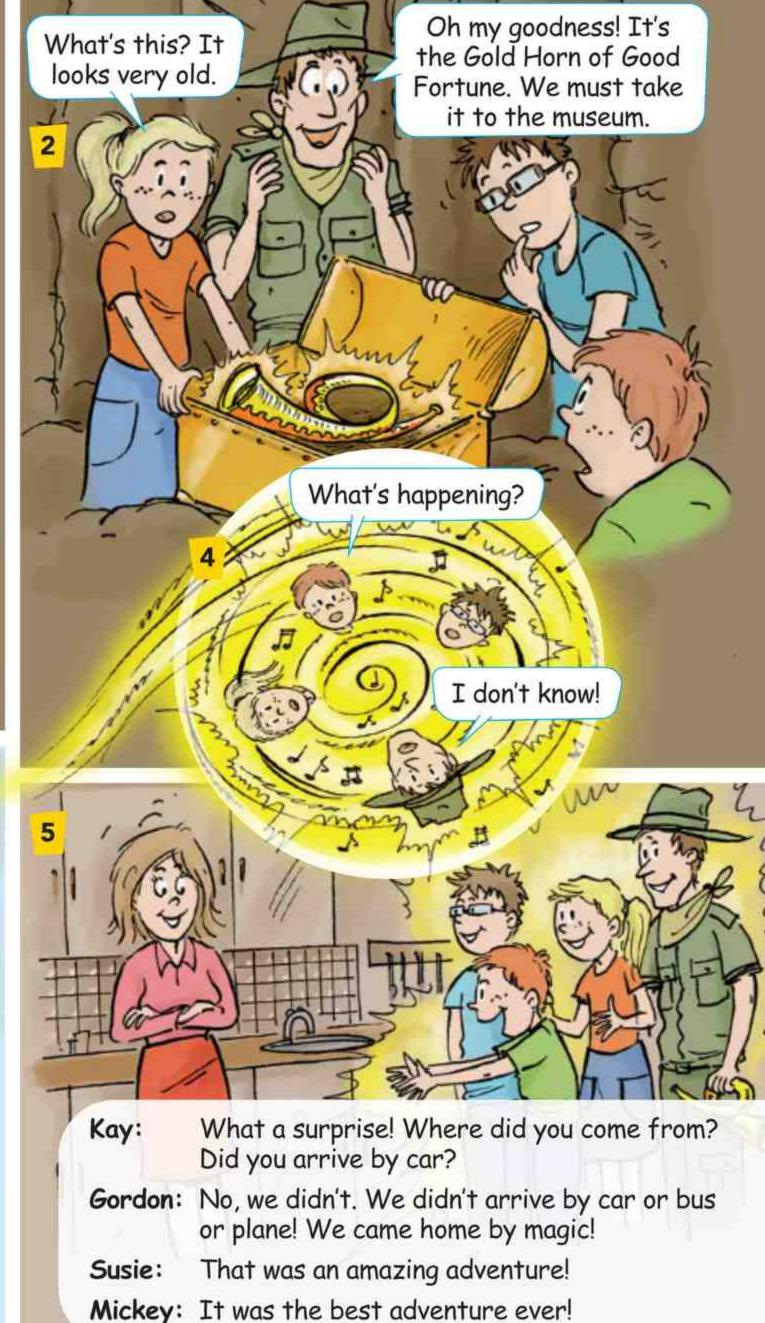
Bill: Yes, I have. But there's no signal out here.

Gordon: Maybe this treasure can help us. I wonder

what will happen when I blow it.

2 Put the events in the correct order.

- A Uncle Gordon blew the horn.
- **B** They saw the rock with strange letters.
- **C** Bill's phone had no signal.
- D Aunt Kay was surprised to see them at home.
- **E** Bill pushed the rock.
- **F** They went back to Uncle Gordon's home by magic.



3 What was your favourite episode in the cartoon story? Why?

My favourite episode in the story was when the children went to the hospital because it was exciting.

Vocabulary

Means of transport

boat • bus • car • coach • ferry

lorry · motorbike · plane · train

tram • underground • van

4 Listen and repeat. Point to the correct picture.



Listen and speak

- 5 2 44 Listen and choose the correct words. Then match the sentence halves.
 - 1 Bob's favourite means of transport are planes / trains, ...
 - 2 Sue likes travelling by train / coach. She thinks ...
 - 3 Mike loves riding his uncle's car / motorbike ...
 - 4 Kate hates travelling by train / car or plane / coach, ...
 - 5 Jane travels by bus / tram if she can, ...
 - 6 Tim loves going on a lorry / ferry, ...
 - a it's more comfortable than a train.
 - **b** because it makes her feel sick.
 - c because they're fast.
 - d because he can have a rest.
 - e because it's exciting.
 - **f** because they don't get stuck in traffic jams like buses.
- 6 Work in pairs. Tell your partner which is your favourite means of transport and why.

comfortable • fast • slow • exciting dangerous • tiring • boring • noisy not feel well • be scared • get stuck in a traffic jam

Vocabulary

travel / go by ...

catch / miss a train / plane / bus

get in / get out of a car

get on / get off a bus / train / plane / boat /
the underground

go on foot

- 7 Choose the correct option.
 - 1 I'm sorry I'm late. I ?? my train.
 - **a** late
- **b** missed
- 2 Timmy! Come here! 2 the car and off we go!
 - a Get in
- **b** Get on
- 3 When I was a child, we didn't have a school bus. I went to school ?
 - a in foot
- **b** on foot
- 4 A lot of people usually ? the bus here. I hope I can find a seat.
 - a get out of b get off
- 5 Judy, can you ?? the car and help me with these bags?
 - a get off
- **b** get out of
- 6 Passengers to Dingwall, please the coach. We're leaving in two minutes.
 - a get on
- **b** get in
- 7 Last year my uncle went to Spain ?? motorbike. I think that's so cool.
 - a ir
- **b** by

Speak

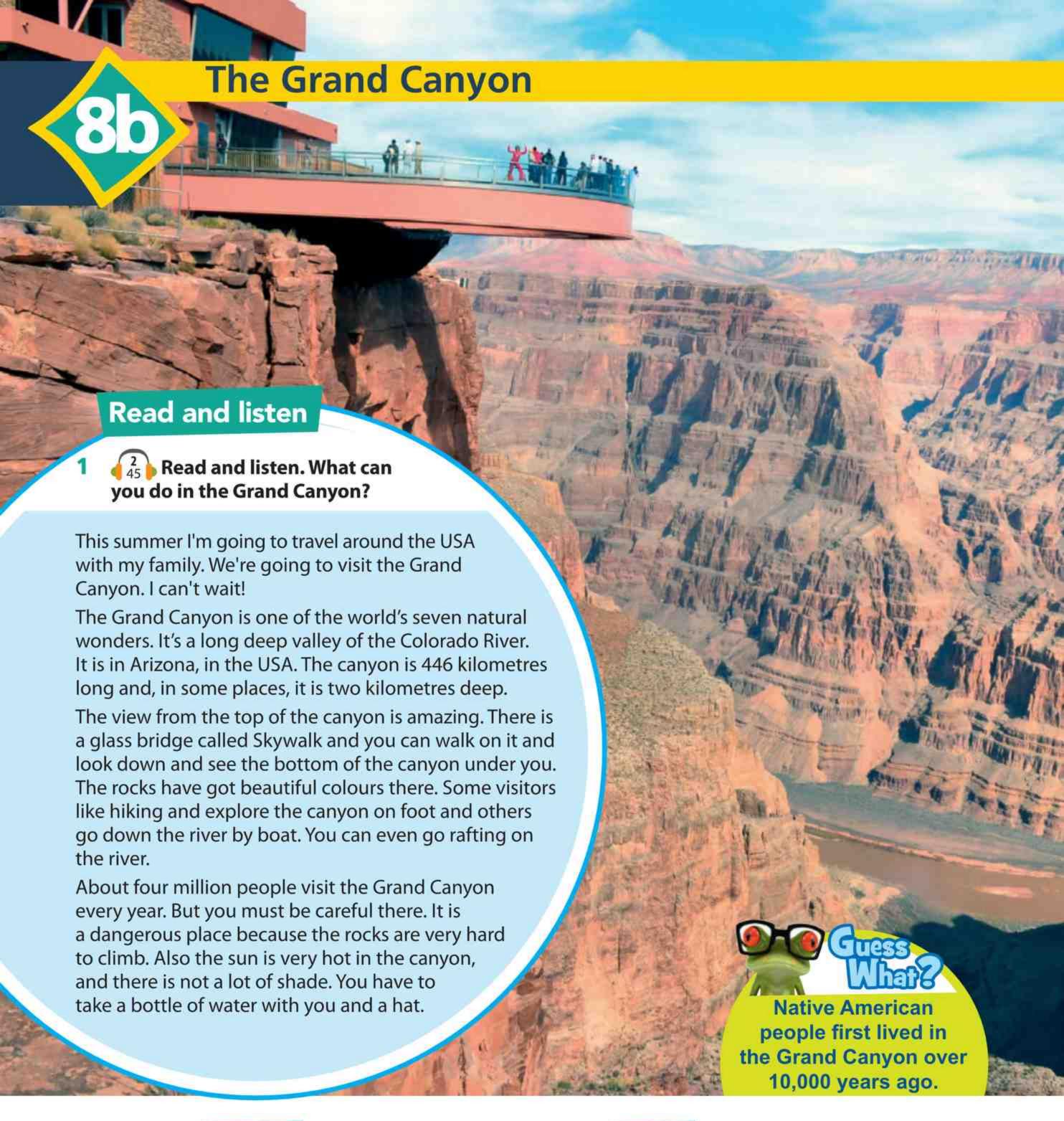
Work in pairs. Copy the table into your notebook. Choose a destination and different means of transport and complete the table. One of you completes the green boxes; the other completes the purple ones. Ask each other questions and give answers to complete the table.

Person	Where did he / she go?	How did he / she go?
John	2	2
Becky	2	2
Me	2	2
My friend	(2)	22/2

Where did John go last summer?

He went to ...

How did he go there?

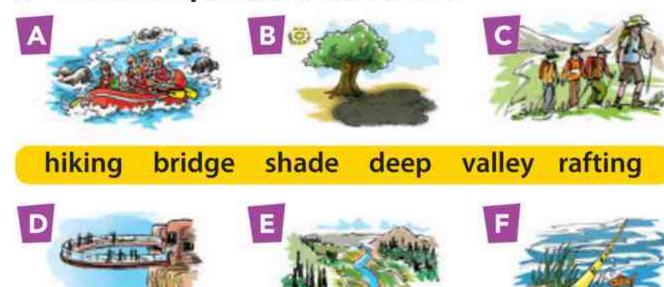


Comprehension

- 2 Point to the true sentences. Correct the false ones in your notebook.
 - The Grand Canyon is a very big valley.
 - 2 There is a river in the canyon.
 - 3 The canyon is not deep.
 - 4 You can't go hiking in the canyon.
 - 5 There is lots of shade in the canyon.

Vocabulary

3 Match the pictures to the words.



Vocabulary

Things to do on holiday

visit a museum / gallery • go hiking see an art exhibition • have a picnic ride on an open-top bus • see a show eat out in a restaurant • go to a funfair go window shopping • walk around a park

4 In your notebook draw a mind map.



5 What did these people do last summer? Look at the pictures and complete the sentences in your notebook.



Speak

These people ?...

6 Work in pairs. Choose four activities from the vocabulary box that you did on your last holiday. Ask and answer questions to find out about your friend's activities. Tell the class about them.

Did you go hiking?

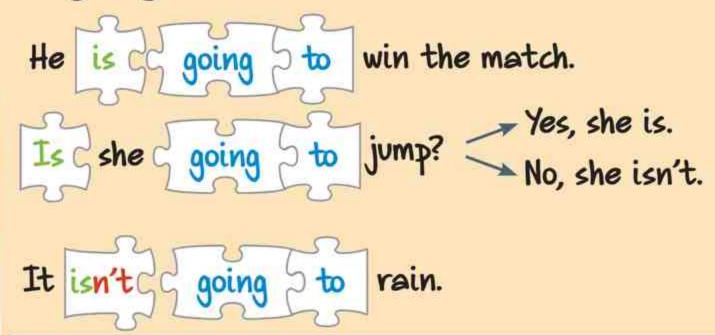
No, I didn't.

John and his dad ??.

Kuba didn't go hiking. He ...

Grammar

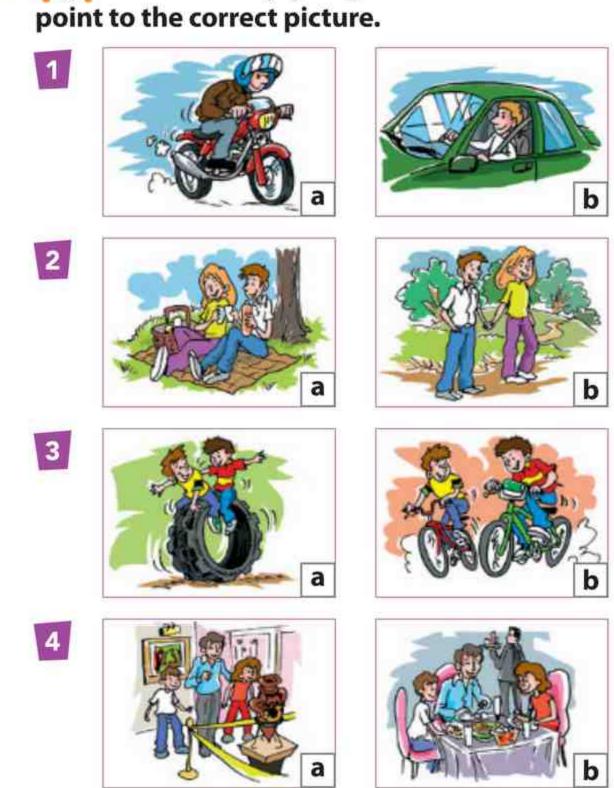
Be going to



I am going to + verb
He / She / It is going to + verb
We / You / They / are going to + verb

Listen and speak

What are they going to do? Listen and point to the correct picture.



- 8 Work in pairs. Ask each other questions and give answers about the activities in Exercise 7. Write the questions and answers in your notebooks.
 - 1 Frank / go to work / by car / tomorrow
 - 2 Sandra and Bruce / have a picnic
 - 3 Jason and Martin / play / in a funfair
 - 4 the family / visit / a restaurant

Destinations



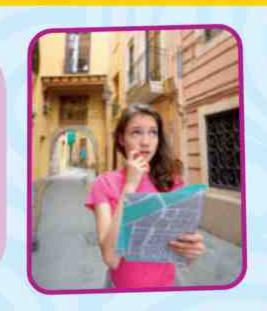
Woman: Of course. You are here at the moment. Walk straight on

> and go past the park. Then turn left and walk to the traffic lights and cross the street. Turn right and walk down North

Street for about five minutes. The museum is on the right.

Thank you! Trisha:

Trisha: Excuse me. Can you tell me the way to the museum?





2

We always go by car. I'd like to go by plane. Gary:

Gary: So where are we going to go on holiday, Dad? Come and look at the map with me.

Dad: Well, how about Italy then? We can visit Rome. Look, it's there on the map.

Dad: Do you want to go by car?

Oh, yes. That's a good idea, Dad. I'm going to find some things to do in Rome online. Gary:

Good idea. But I'm going to learn Chinese too, so I can visit China! Wendy:

Where are you going to go first? Mum:

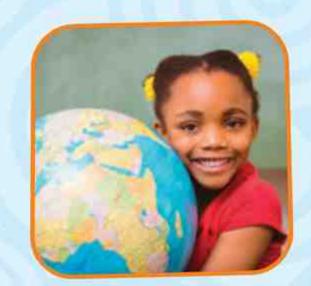
Mum: Well, how about going to Europe first? You're learning French and

German at school, so you can talk to people in France and Germany.

I don't know. I look at this globe every day but I don't know where

I'm going to start my journey!

Wendy: When I grow up, Mum, I'm going to travel all over the world.



Listen and read

Skills Explorer

Układanie zdań we właściwej kolejności

- Przeczytaj wszystkie zdania tworzące dialog, aby zrozumieć jego ogólny przekaz.
- Poszukaj słów lub zwrotów, które często rozpoczynają rozmowę, np. Excuse me.
- · W każdym kolejnym zdaniu szukaj nawiązania do poprzedniego.
- · Po ułożeniu zdań przeczytaj dialog i sprawdź, czy jest spójny i logiczny.
- Listen and read. Put the lines of the dialogues in the correct order.
- Write T for Trisha, G for Gary or W for Wendy in your notebook.

Trisha Gary Wendy

- I am going to travel around the world.
- I am going to go to the museum.
- I am going to travel by plane.
- I am going to visit an Italian city.
- I am going to learn a new language.

Phrase Book

Giving directions

Can you tell me the way to the cinema, please?

Turn left.



Turn right.



Go straight or



Cross the street.



Cross at the traffic lights.



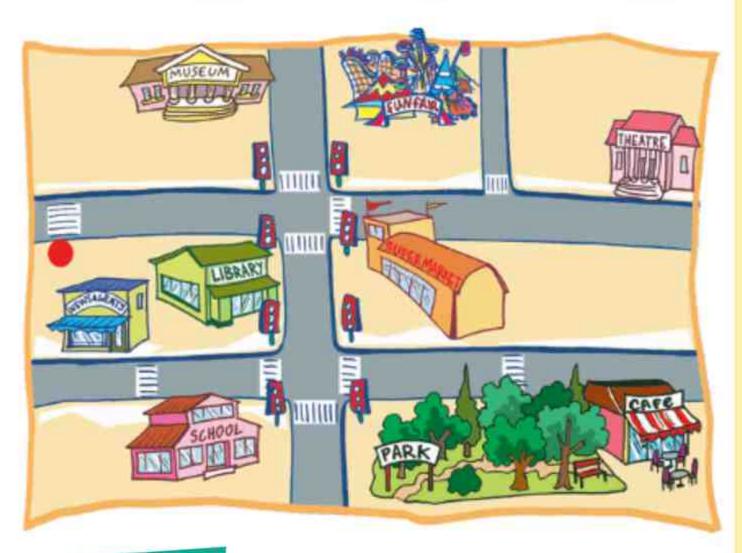
Go past a building.





4 Look at the map and listen. Where is each person going? Start from the red dot.

Speaker 1: Speaker 2: Speaker 3:

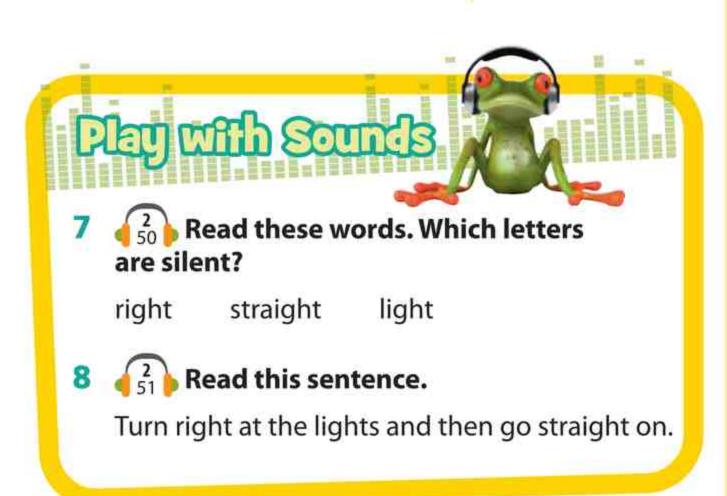


Speak

- 5 Look at the map in exercise 4 again and complete the conversations.
 - **1 X**: Excuse me, ???
 - Y: It's next to library.
 - 2 X: Can ??
 - **Y**: You have to go straight and turn right. It's behind the park.
 - X: Good morning, ??Y: Yes, I do. I live here. How can I help you?
- 6 Choose a place on the map and ask your friend the way. Then change roles.

Can you tell me the way to ...?

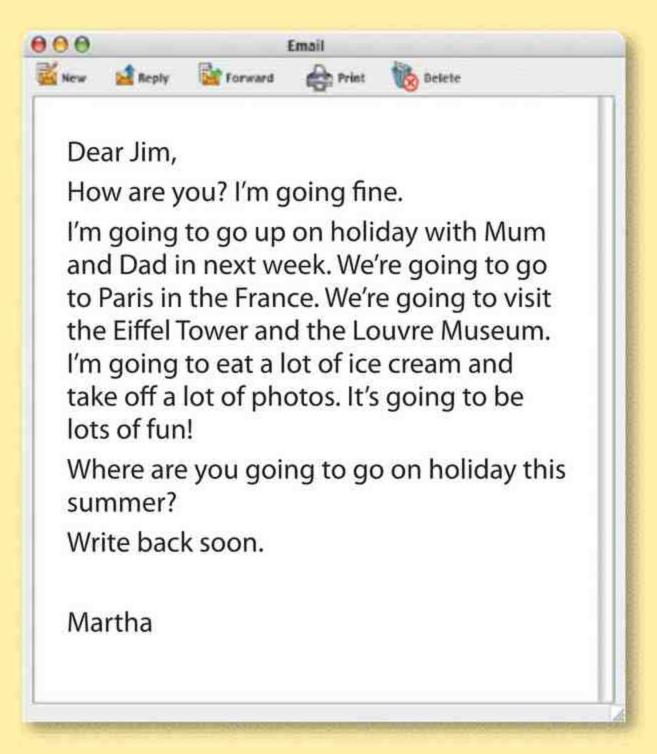
Go straight on ...







9 Read this email. Find five words that should not be there.





Przekazanie informacji o przeciwnym znaczeniu

Jeśli chcesz w swojej wypowiedzi pokazać kontrast, możesz użyć słów: but i however.

I'm going to visit Paris but not the Eiffel Tower. He's going to travel alone, however, he is going to have a phone with him.

- 10 Write an email telling a friend about your holiday plans. Answer these questions.
 - 1 When are you going to go on holiday?
 - 2 Who are you going to go with?
 - 3 Where are you going to go?
 - 4 What places are you going to visit?
 - 5 What are you going to do?



Key words

Środki transportu

boat - łódź

coach - autokar

ferry - prom

lorry – ciężarówka

means of transport - środki transportu

motorbike - motor

plane – samolot

train - pociąg

tram – tramwaj

underground - metro

van - furgonetka

Podróżowanie – czasowniki

catch – łapać

get in / on – wsiadać

get out of / get off – wysiadać

go on foot - chodzić pieszo

miss - przegapić

travel – podróżować

Wakacyjne czynności

eat out - jeść poza domem

go hiking / hike – wędrować pieszo

go to a funfair – iść do wesołego miasteczka

go window shopping – oglądać wystawy sklepowe

ride on an open-top bus – jeździć autobusem bez dachu see an art exhibition – oglądać wystawę sztuki

Other words

ancient - starożytny

arrive – przybywać, przyjeżdżać

blow - tu: dąć (w róg)

bottom – dół, najniższa część

bridge - most

comfortable - wygodny

cross at the traffic lights - przechodzić przez ulicę na

światłach

cross the street / road - przechodzić przez ulicę

see a show – oglądać występ, przedstawienie

deep - głęboki

desert - pustynia

exist - istnieć

expensive - drogi

get stuck in a traffic jam – utknąć w korku ulicznym

go past – mijać, przechodzić obok

go straight on - iść prosto

have a rest – odpoczywać

noisy – głośny, hałaśliwy

Oh my goodness! – a niech mnie!

push – pchać

shade - cień

slow - wolny

tiring - męczący

treasure - skarb

turn left - skręcać w lewo

turn right – skręcać w prawo

valley - dolina

view - widok

wonder - cud; zastanawiać się



Listen to the song. Find words in the text that rhyme with these six words and write them in your notebook.

1 brain2 chair4 good5 sound6 put

We're going around the world today. Europe, Africa or Asia – just say What would you like to see? Where would you like to go with me?

We can go by road, we can go by sea
To all the places where we want to be.
We can go on foot or up in the air.
There are so many ways to get here or there.

We can go by taxi, bus or bike.

We can go by coach or train - as you like.

We can go by plane, we can go by ship.

It's going to be a fantastic trip!

Can you do like

Rozumienie ze słuchu

Usłyszysz dwukrotnie tekst. Zdecyduj, które ze zdań (1-5) są zgodne z treścią nagrania (P – Prawda), a które nie (F – Fałsz).



1	Robert says he's going to describe his next holiday.	Р	F
2	Robert went to the seaside.	P	F
3	The weather was always nice.	P	F
4	Robert stayed at a campsite.	P	F
5	Next year, Robert is going to the Lake District.	Р	F

Rozumiem nagrania dotyczące pogody.

Znajomość funkcji językowych

- 2 Do każdej z opisanych sytuacji (1–4) wybierz właściwą reakcję (a–c).
 - Wyjaśniasz, jak dojść do stacji kolejowej.
 - a Go straight on.
 - **b** Don't go there.
 - c It's a long way.
 - 2 Informujesz o swoich planach na następne wakacje.
 - a I want to travel by plane.
 - **b** I don't know.
 - c I'm going to visit my grandparents.
 - 3 Ktoś cię pyta, jaki jest sport, który uprawiasz.
 - a Do you like this sport?
 - **b** What is this sport like?
 - c What's this sport?
 - 4 Chcesz zapytać o drogę do muzeum.
 - a What's the museum?
 - **b** Can you tell me the way to the museum, please?
 - c Museum, please.

Potrafię zareagować w poznanych sytuacjach.

Znajomość środków językowych

Przeczytaj dialog. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki (1–5). Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

did is had are was isn't do

Mark's weekend

Lisa: What (1) you going to do next weekend?

Mark: I'm going to go to the seaside. I hope to go

windsurfing.

Lisa: Is it your favourite sport?

Mark: Yes, it is.

Lisa: What gear (2) // you need?

Mark: The only thing you need is a good board.

Lisa: (3) you go windsurfing last weekend too?

Mark: Oh, yes, I did. I go windsurfing as often as I can.

Lisa: (4) the weather good for windsurfing last

weekend?

Mark: Yes, it was perfect. And I think, it (5) 2 also going to be ideal this weekend.

Potrafię uzupełnić luki, tworząc pytania w poznanych czasach.

Rozumienie tekstów pisanych

- 4 Przeczytaj teksty (1-3). Do każdego z nich dopasuj odpowiadający mu nagłówek (a-d). Jeden nagłówek został podany dodatkowo i nie pasuje do żadnego tekstu.
 - a Go-karting

b On a boat

c Windsurfing instructions d At a bus station

1

You have to put the board on the water. Then you have to stand on the board and keep your balance.

2

Any remaining passengers for London airport should board now. We are leaving in five minutes.

3

You need a special type of car to do this sport.

Potrafię dopasować tytuły do tekstów.







The London Eye is a large Ferris wheel on the bank of

the River Thames in London. It is
135 metres tall and is the tallest Ferris
wheel in Europe. It was built in 1999 to
celebrate the new millennium in 2000. More
than three million people ride on it every year.

It has 32 passenger capsules. Each capsule can take up to 25 people. You can either stand up or sit down in the capsule. It takes 30 minutes for the wheel to go round once. It doesn't usually stop for passengers to get on and off because it moves very slowly. It can stop for very old or disabled passengers, however.

The wheel looks like a big bicycle wheel because it has a rim and spokes. It was made by people from six different European countries: the UK, the Netherlands, Germany, France, Italy and the Czech Republic.

From the top of the London Eye you have an amazing view of the River Thames, the Houses of Parliament and many other famous London sites. It is the most popular tourist attraction in London.

large – olbrzymi

Ferris wheel – koło widokowe,
diabelski młyn
on the bank of – na brzegu
celebrate – świętować, obchodzić
millennium – tysiąclecie
go round – tu: obrócić się

once – raz
disabled – niepełnosprawny
rim – obręcz
spoke – szprycha
the Netherlands – Holandia
view – widok
site – miejsce











The USA is a very large country. Alaska is in the north and has mountains, ice and snow. Hawaii is a group of islands in the south and has volcanoes, forests and long beaches. Washington DC is in the east and it is the capital. The President lives there in the White House. In the west, in Los Angeles, is Hollywood where film stars live and work.

The American flag is red, white and blue. Its nickname is the Stars and Stripes. There are 50 white stars on the flag. These stars represent the 50 American states.





1 Read and listen. What are the names of the places in the photos?

Alaska Hawaii Hollywood Washington DC



- 2 Read the text again. Answer the questions in your notebook.
 - 1 How many people live in the USA?
 - 2 What is the official language?
 - 3 Is Alaska in the south?
 - 4 Who lives in the White House?
 - 5 What is the nickname of the American flag?
 - 6 How many stars are on the American flag? Why?
- 3 Listen and point to these American cities on the map.

Las Vegas New York
San Francisco Washington DC



4 Copy and complete the sentences in your notebook then listen and check.

Gate Liberty Palace US



The Statue of ?? is in ??.



The Golden 🌇 Bridge is in 🣆.



The Caesar's 🔀 is in 🤼.

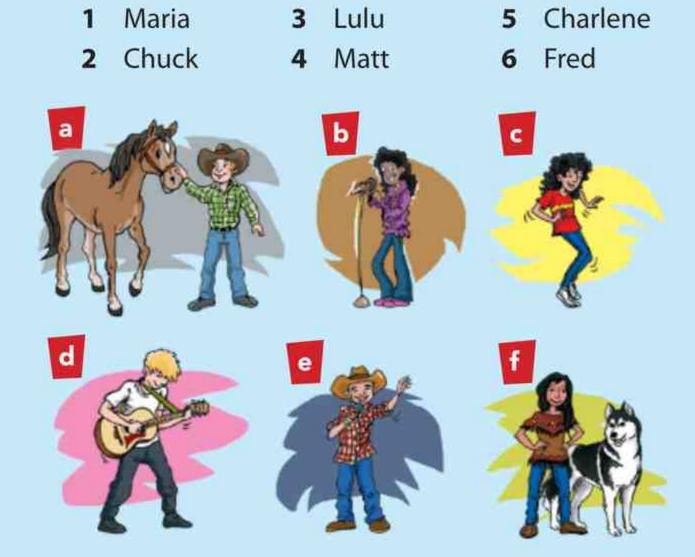


The Capitol is where the government meets and is in 2.

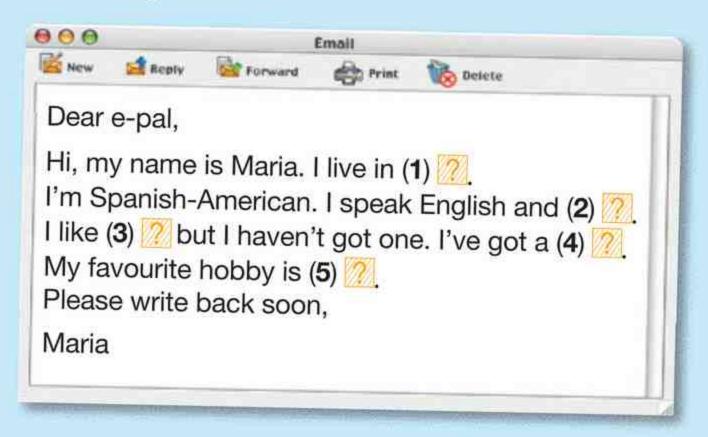
5 Match the descriptions to the words.

restaurant

- a film with cowboys
 a popular American sport
 a very, very tall building
 a very wide, large car
 music from the 1950s
 food from a fast food
 a Cadillac
 rock and roll
 a hamburger
 a skyscraper
 a western
 food from a fast food
- 6 2 Listen and match the American children's names to the pictures. There is one extra name and picture.

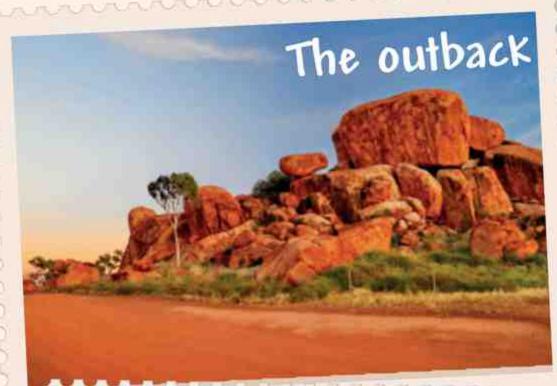


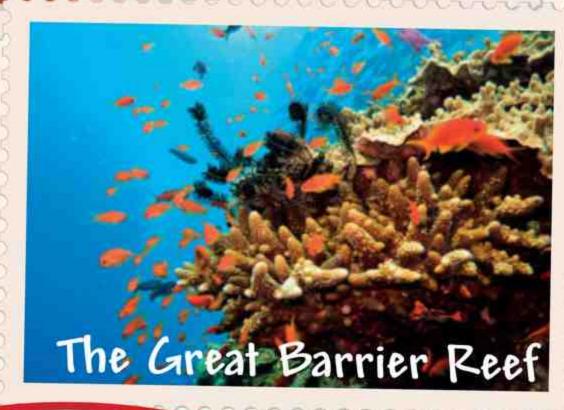
7 Listen again, read Maria's email to her new e-pal and choose a, b or c.



- 1 a New York b New Jersey c Washington
- 2 a Polish b Spanish c Swedish
- 3 a cats b dogs c horses
- 4 a bat b cat c dog
- 5 a dancing b cycling c diving
- Now imagine you are Fred. Write an email to a new e-pal in your notebook.



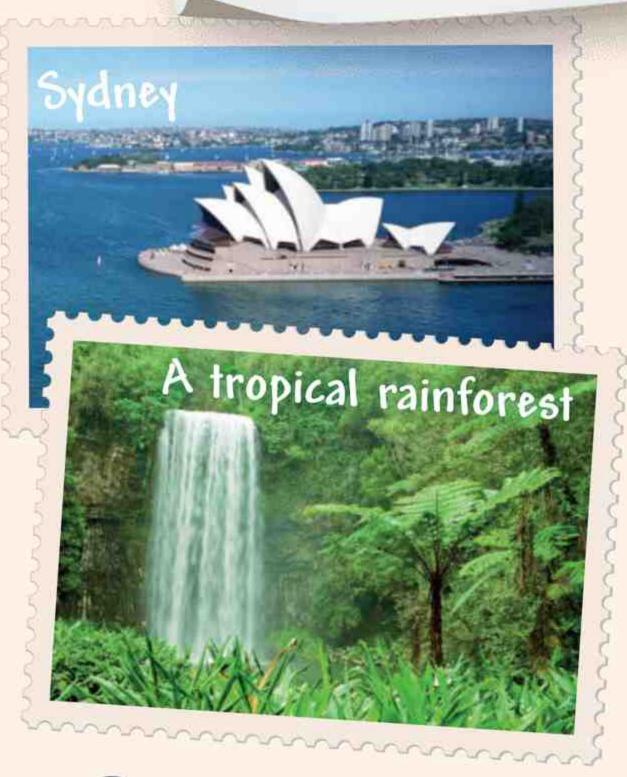




Australia is an English-speaking country. It is the smallest (1) 2 and it is a land of many contrasts. The capital city of Australia is Canberra, but the biggest city is Sydney. Sydney has a large (2) 2 and many beautiful buildings. The most beautiful building is the Sydney Opera House.

The centre of Australia is a dry (3) . The (4) . are red and not many (5) . and trees (6) . there. The Australians call this desert the 'outback'. But not all of Australia is (7) . There are also tropical (8) . in the north and west. They have beautiful (9) . plants and trees. Many exotic birds live in these forests.

Coral reefs are (10) not the sea because they provide a home to many types of fish. The biggest coral (11) not the world is in Australia. It is called the Great Barrier Reef. The coral and the fish that live there are many different colours.



Use a dictionary and match the English words with their Polish equivalents in your notebook. Complete the text. Then listen and check.

a desert las deszczowy

b waterfall ważny
c continent rosnąć
d rainforest rafa

e important kontynent

f rock krzak g grow port

h dry suchy/wyschnięty

i harbour skała
 j reef pustynia
 k bush wodospad

2 Read and listen again. Where is the Australian outback?



The nickname for Australia is Oz, and the nickname for an Australian is an Aussie.

3 Which sentences are false? Correct them in your notebook.

- 1 Australia is a small island.
- 2 Canberra is the capital of Australia.
- 3 The Sydney Opera House is a beautiful building.
- 4 Many trees grow in the outback.
- 5 There are waterfalls in Australia's tropical rainforests.
- 6 The Great Barrier Reef is the smallest coral reef in the world.
- 4 (2) Can you name these Australian birds and animals? Listen, check and repeat.

kangaroo wombat koala emu kookaburra Tasmanian devil













5 Sport is popular in Australia. Name the sports. Then listen and check. There's one extra word.

cricket hockey rugby surfing footy



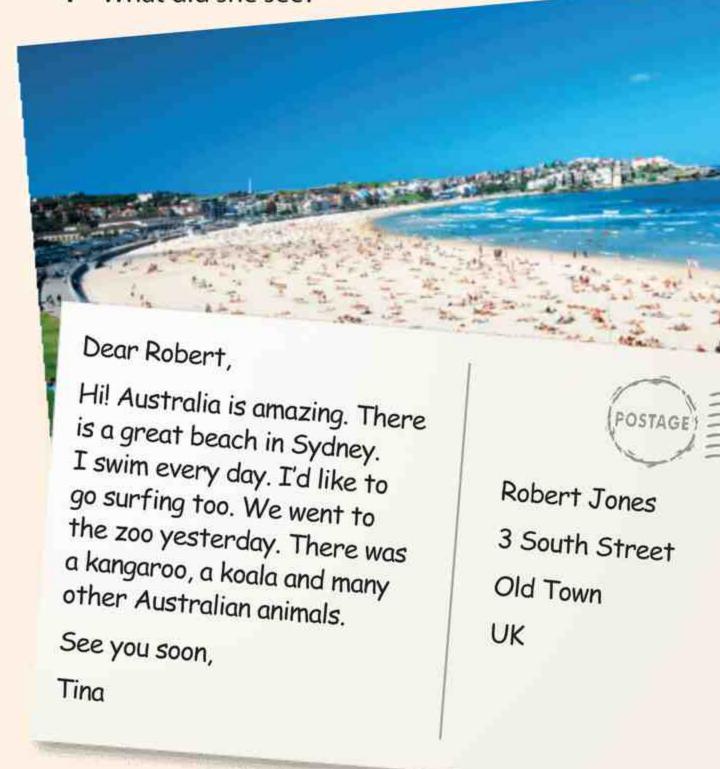






6 Read this postcard and answer the questions.

- 1 Why does Tina think Australia is amazing?
- 2 What does she do there?
- 3 What did she do yesterday?
- 4 What did she see?



You are on holiday in Australia. Choose from the places on page 108 where you are and make a postcard. Draw a picture on the front and write a message on the back. Address your postcard to your friend.

Extra Coliture

The Lighthouse Path, Poland

Kołobrzeg



Poland reaches from the sea to the mountains. This means it is much easier for people to plan a holiday here because while some people would like to spend their holidays at the beach, others prefer more active holidays such as trekking in the (1)

The lighthouses were built in towns by the sea, some are more (4) than others, but every one of them is as interesting as the others. To get to the top of a lighthouse, visitors have to climb hundreds of steps.

Travelling on the Lighthouse Path is a great way for more active holidaymakers to admire the architecture of the towns they are passing through. It takes some time to visit all the lighthouses, but there is an easier option for holidaymakers who are short of time: a miniature sea lighthouse park!



Read the text and say where the following words go. Then listen and check.

long mountains popular round



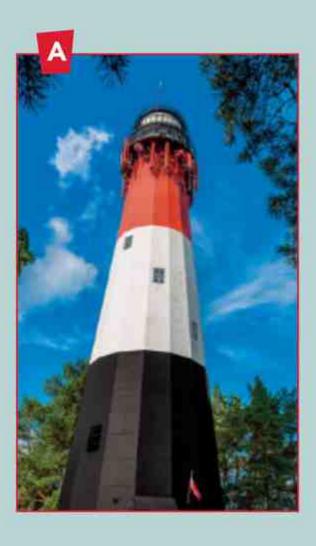
There are seventeen lighthouses that form that path.

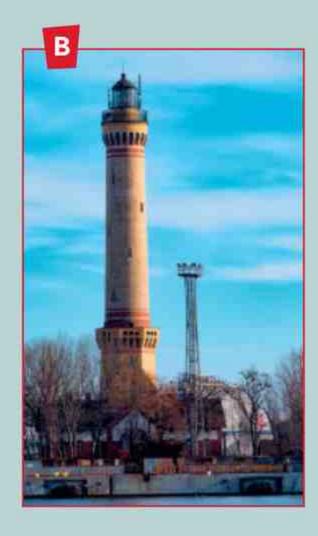
2 Choose the best title for the text. Why is it the best?

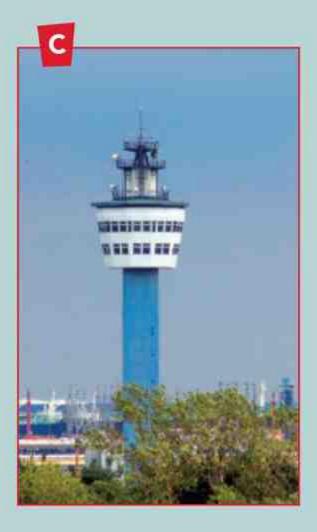
- 1 How to travel in the mountains
- 2 Follow the light (house)
- 3 Let's go swimming

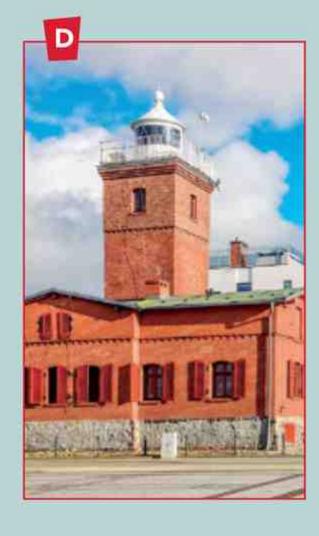
3 There are some mistakes in these sentences. Can you correct them?

- 1 There was just one lighthouse in Poland two years ago.
- 2 People from Spain and Italy built the lighthouses.
- 3 Tourists have to take a lift to get to the top.
- **4** The total number of lighthouses built in Poland is 19.
- 5 All the lighthouses are round.
- 4 Listen to the descriptions. Which lighthouse is in which city?

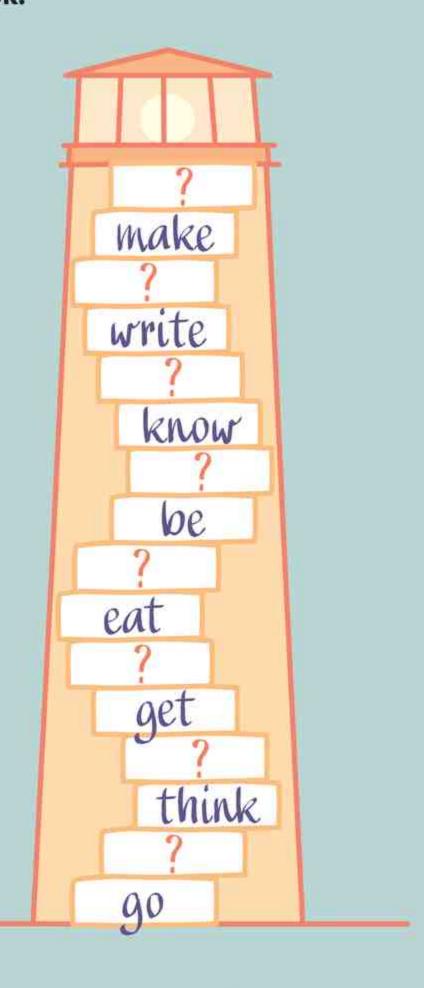








- Do some online research. Find some other lighthouses. Choose your favourite one and describe it it your notebook. Compare your lighthouse to those described by your friends.
- 6 The lighthouse has got 16 steps. To get to the top of the lighthouse, write the past simple forms of the irregular verbs in your notebook.



7 Look at the path of words. Find the words contained there. Use a dictionary to find the meaning of the words.



8 Imagine you lived 100 years ago and that you could design your own lighthouse.
Describe how you built the lighthouse, using verbs in the past simple and describe what the lighthouse looks like.



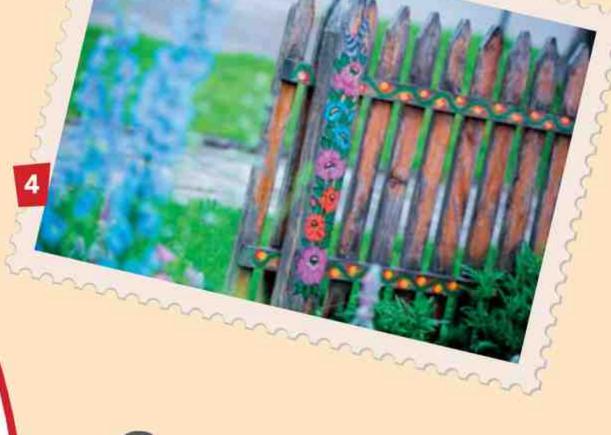
Zalipie



When visitors travel around Poland they often want to see the biggest cities and the most popular tourist attractions. However, some of them would rather spend time in the unspoilt Polish countryside, where people aren't always in a hurry and where there are no crowds.

One such place can be found in the south of Poland and it's called Zalipie. The village is as interesting as any big city but it is unlikely to be as well-known. But what is it that makes this place so unusual? More than a century ago the women who lived in Zalipie started painting their houses to hide some of the imperfections. They used brushes made from horse hair and fat from the dumplings they made. They had to repaint their houses every year.

Today many buildings in the village are decorated with colourful paintings of flowers. The decorations are bigger than those that were done in the past and they cover cottages, sheds, fountains, fences and even dog kennels! There weren't so many decorations in the past, but today visitors can enjoy the unique folk art of Zalipie.



1 Read and listen. What are the names of the objects in the pictures?

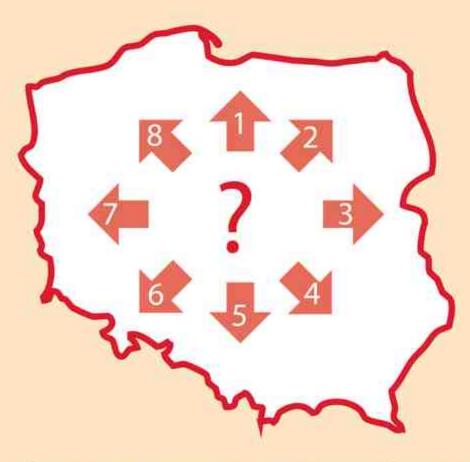
shed cottage fence dog kennel



Did you know that every spring in the village there is a competition called *The Painted Cottage* in which the most beautiful house wins a prize?

- 2 Read the sentences. Decide if they are true or false.
 - There were many men who decorated the houses.
 - 2 The houses in the past were perfect.
 - 3 There were shops that sold brushes in Zalipie in the past.
 - 4 The horses helped with painting.
- 3 Look at the map of Poland. Match the numbers to the directions and say where your hometown is.

east south north
west south-east north-west
south-west north-east



I live in Komańcza. It's in the south-east of Poland.

4 Look at the flowers. Match the words with their definitions.



- 1 A tool used for painting.
- 2 A body part it's usually long and thin and found at the back of the animal.
- 3 A flaw or defect.
- 4 A typical Polish dish made from dough and containing a filling.

5 Look at the two houses. Compare them, using the words.

big colourful pretty old interesting clean decorated





6 Imagine you spent three days in Zalipie. Write five short text messages describing your visit. Every text message must answer one of the following words.

what when who why where

Look at the example.

WHEN?

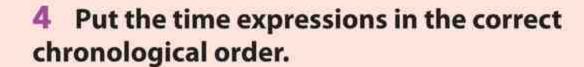


You are going to organise a school trip to Zalipie. Look at a map. Find directions from your hometown to Zalipie. In your notebook write instructions on how to get there and what means of transport you need to use.

My story about history

- 1 Read the sentences and add adjectives to make them more interesting.
 - 1 This is a house.
 - 2 The house is next to the school.
 - 3 There are some shops.
 - 4 I like going to the swimming pool.
 - 5 The swimming pool is in the city centre.
- 2 Join two sentences into one. Use and, but or because and make all the necessary changes.
 - 1 I live next to Peter. I live opposite the school.
 - 2 My house is blue. My house has got brown door.
 - 3 My neigbours are nice. My neighbours are noisy.
 - 4 Our house is beautiful. My father painted our house.

Find time expressions used when speaking about the past.



two days ago

last month

yesterday

seven months ago

last year

5 Look at the names for different places in the city. Match them to the numbers in the picture below.

church bank street park school
cinema swimming pool shopping centre
zebra crossing post office chemist's
playground

6 Look at the map of the city again. Then work in pairs. Close your book and tell your partner what was in the picture. Use *There was / were*. Your partner checks if your information is correct.



7 Read the text and answer the questions.

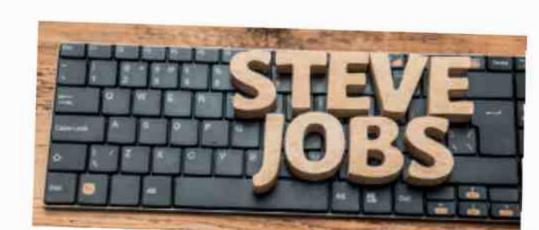
Steve Jobs was born in San Francisco, on February 24, 1955. Clara and Paul Jobs later adopted him. She was an accountant and he was a machinist.

Steve liked playing with electronics: he took radios apart and then put them back together again. At school he felt bored, he was a very intelligent student. Steve often got in trouble because he was always playing a lot of practical jokes.

When he was older, he met Steve Wozniak, who liked electronics as well. His friend built his first computer, and Jobs decided to create a company – it was called Apple. He made their first computers in his

garage. Soon the company became very popular. Jobs also bought a graphics company and named it Pixar.

Steve Jobs died in 2011. His company is still very popular.

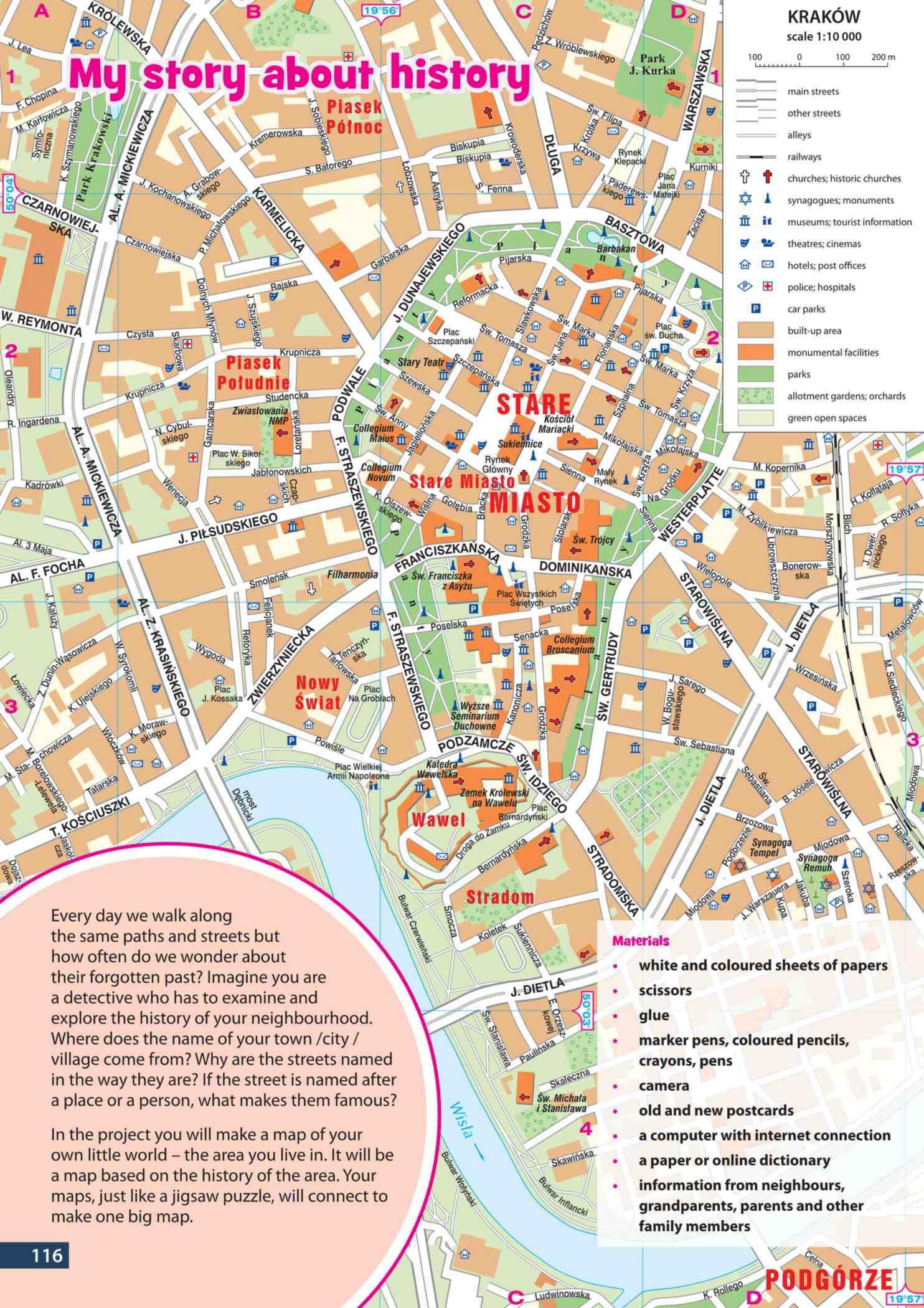


- 1 Where was Steve Jobs born?
- 2 What were his parents?
- 3 What did he like doing?
- 4 Was he a good student?
- 5 Why did he get into trouble at school?
- 6 What is the name of Jobs' company?
- 8 Find verbs in the past simple and put them into one of the following two groups. Write them in your notebook.

REGULAR	IRREGULAR
(2)	2
(2)	

- 9 Work in groups. Choose a famous person from the past. Why is this person interesting? Find out some information about them and answer the questions. Using your answers, write a minibiography about them in your notebook.
 - 1 Where was the person born?
 - 2 Where did the person live?
 - 3 What did the person like doing?
 - 4 What was their biggest achievement?
 - **5** When did the person die?





Follow the instructions and make your own maps.

- Choose the name of the street or the place you want to describe. It has to be either a street close to your house or the place you live in.
- 2 Use online sources to look for information about the location you have chosen.
- 3 Make a note of all the most important information.
- 4 Use a dictionary to write a note in English about the information you have found.
- 5 Make your description more attractive by adding some pictures.
- Take some pictures of the place and print them.
- 7 Conduct an interview with older residents or family members about what the place looked like in the past. Look for some pictures from the past.
- What does the place look like now compared to the past? Think about how the buildings and shops have changed. You may choose to do this by comparing two years, for example, 1980 and 2018, and describing what happened in each year respectively.
- Next, together with your classmates, create a big map of your place and put your descriptions in English in the right location.
- 10 Become guides for your city / town / village and present the map to other classes.
- 11 Thanks to your efforts visitors from other countries will learn more about your area.



Play the big quiz game in groups. Answer the questions that you pick from the set you get from your teacher. You score a point if you give the correct answer.







Podręcznik dopuszczony do użytku szkolnego przez ministra właściwego do spraw oświaty i wychowania i wpisany do wykazu podręczników przeznaczonych do kształcenia ogólnego do nauczania języka angielskiego, na podstawie opinii rzeczoznawców: dr Magdaleny Urbaniak, dr Wandy Grygiel i dr. hab. Pawła Sobkowiaka.

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Seria dla uczniów klas 4-6 w 100% zgodna z nową podstawą programową.

Gwarancja skutecznej komunikacji, kontynuacji nauki języka, otwarte okno na świat.



Likes and dislikes

- A: What do you like doing?
- I like walking with my dog.
- Do you like cycling?
- I love riding my bike!
- Do you like singing?
- B: Yes, I do. But I prefer listening to music.
- I hate painting.
- I hate it too.

Making suggestions and giving opinions

- A: How about going to the cinema this afternoon?
- **B:** I think that's a good idea.
- C: lagree.
- A: Let's go to the swimming pool.
- B: That's not a good idea It's too cold.
- C: Why don't we take our bikes and ride in the park? I think that's a better idea.
- B: lagree.

Eating in and out

- A: What's for lunch today?
- Pasta with tomato sauce.
- A: Is it spicy?
- Yes, it is. / No, it isn't.
- A: Can you lend me some money?
- B: Sure, no problem. / Of course, I can.
- A: Which flavour ice cream would you like?
- B: I'd like mango.
- A: How much is it? / How much are they?
- B: It's £2. / They're £2.

At the doctor's

Doctor: What's the matter?

Patient: I've got a bad cough. My throat is really sore too.

Doctor: Let me see. Open your mouth. OK. That's fine.

Patient: Is it serious?

Doctor: No. Don't worry. You must take some cough medicine. Here is a prescription.

Shopping expressions

- A: Can I help you?
- B: Yes, I'm looking for a smart new dress.
- Excuse me. I'd like to buy the newest computer game.
- A: What size are you?
- B: I'm a size (extra) small / medium / (extra) large.
- Can I try it / them on?
- A: How much is it? / How much are they?
- B: It's £15./They're £2.
- It's in the sale.
- Are you paying in cash / by card?
- Here's £20.
- Here's your change.

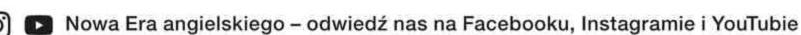
Giving directions

- Can you tell me the way to the cinema, please?
- Turn left.
- Turn right.
- Go straight on.
- Cross the street.
- Cross at the traffic lights.
- Go past a building.

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