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Podręcznik

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Drnga Nowa Ero.

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

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

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

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

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

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

End-of-year project pp. 126-129

The Big Quiz pp. 130-131

Ready, steady, go!

Meeting people

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

Name	George	(?)
Nationality	2	?
Age	22	?
Class	22	6C
Family	a brother and	2

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

Around the world

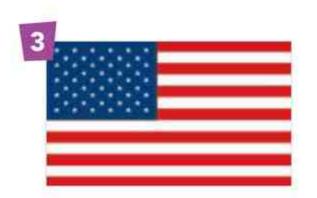
Look at the flags and name the countries.

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















- What do all these countries have in common?
- Which flag is called the Union Jack and which flag is called the Stars and Stripes?
- Which countries do these children come from? Complete the sentences with the names of countries and nationalities. Write the answers in your notebook.
 - I'm 🧖 . I'm from 💯.





2 He's from ?. He's 🧖 .



3 She's ? . She's from ?





I'm from ?. I'm 🧖 .





I'm 🧖 . I'm from ?.





6 He's ? . He's from ?.





Family

Match the pairs. Write the answers in your notebook.

mum

aunt

uncle

dad

son

wife

grandma

sister

nephew

stepfather

daughter

husband 7

stepmother

niece

parents

grandad

brother

children

- Work in pairs. Ask your partner these questions. Then tell the class his/her answers.
 - Is your mum/dad an only child or has she/he got any brothers or sisters? How many?
 - Have you got any cousins? How many?
 - Are there any twins in your family?

Kuba's mum is an only child.

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

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

Looks and personality

- 1 Complete the sentences in your notebook.
 - 1 My grandma is only 54. She isn't old. She's y 2.
 - 2 Please be **p** ? . You mustn't be late again.

 - 4 He is a h 2 student and always does his homework. He isn't lazy at all.
 - 5 Stay c 2 and don't be scared. My dog isn't dangerous.
 - 6 Our teacher never gets angry. She is p ?? and helps us with our lessons.
 - 7 My sister is very s ? . She isn't fat because she trains every day.
 - 8 You must be † 2 to get into the basketball team. I am too short.
 - Where is Bob? He is late and Mum is very w?.
 - Jane has got straight hair, but Julie has got c nair.
- Write a description of the student next to you on a piece of paper. Put the pieces of paper in a bag and mix them up. Then read the descriptions and guess who each person is.

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

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

Jobs

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

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

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













This person:

- a cuts people's hair.
- **b** helps ill people.
- **c** works with computers.
- **d** plays a musical instrument.
- e keeps lots of animals and grows lots of plants.
- f cooks food.
- g fights fires.
- h serves meals in a restaurant.
- Find people in the class who would like to do these jobs. Write their names in your notebook. Then tell the class some of your results.

Job	Name
footballer	2
hairdresser	2
shop assistant	220
explorer	2
computer technician	[22]
actor / actress	?
nurse	2
mechanic	2

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

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

Maria would like to be an actress.

Dangerous sports

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

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



















Keeping healthy

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

ankle broken cut bruise graze

Dan: What happened to you, Rita? How

did you get a (1) arm?

Rita: I fell off my sledge! I've got a twisted

(2) too, so I can't walk. What happened to you?

Dan: I played football yesterday and Mark

kicked me. I've got a black and blue (3) on this leg and a (4) on this

knee.

Rita: That's horrible! What happened to your

eyebrow? What's that red line?

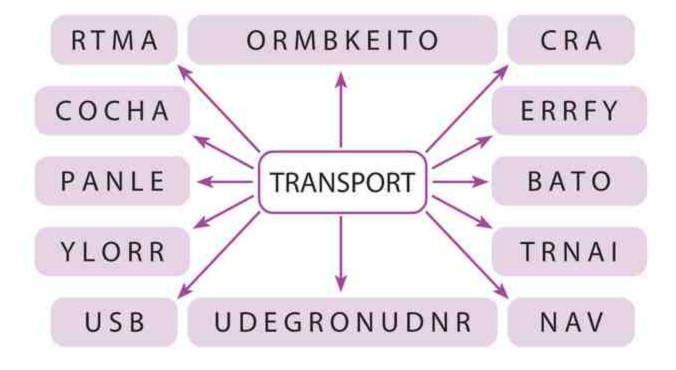
Dan: It's a (5) . The football hit me in the

face! There was lots of blood!

Rita: Yuck!

Transport

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



9 What means of transport do you use?

TV and film

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

TV/Film	Me	My partner
documentaries	2	77
the news	?	2
quiz shows	2	?
talent shows	?	2
soap operas	?	?
adventure films	?	?
cartoons	2	2
comedies	2	?
drama	2	2
horror films	?	?
musicals	2	7
science fiction films	2	?

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

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

Present simple and present continuous

- 1 Make the positive sentences negative, and the negative sentences positive. Write the sentences in your notebook.
 - 1 I like chocolate.
 - 2 I am riding my bike.
 - 3 He doesn't read comics.
 - 4 She goes to my school.
 - 5 You are watching TV.
 - 6 The dog is sleeping.
- 2 Ask and answer these questions with your partner.
 - 1 What time do you usually get up?
 - When do you usually tidy up your bedroom and how long does it take?
 - 3 What are you wearing today?
 - 4 What are you doing at the weekend?

Comparisons

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

taller older faster more beautiful fatter

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



4 Complete the sentences with the names of your classmates.

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

5 Complete the sentences with in or of.

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

How much?

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



How much are the ...?

Past simple: be

- 7 Complete the sentences with the past simple of be. Write the answers in your notebook.
 - 1 A: 2 she at home when you visited her?
 - **B:** Yes, she was. We had a nice evening together.
 - 2 A: Were you always punctual for school when you were a child?
 - **B:** No, I . I was sometimes late.
 - 3 A: 2 her grandparents in the shopping centre last weekend?
 - **B:** Yes, they were there with their friends.
 - 4 A: Was your dad tired after work?

There was / There were

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

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

Was there an apple?

Were there any crisps?



must

- 9 Read the sentences. Do you agree or disagree with them? Say what you think.
 - 1 We mustn't eat lots of sweets.
 - 2 Everybody must stop smoking.
 - 3 Children must go to school.
 - 4 When you're ill, you mustn't go out.
 - 5 Everybody must learn English.
 - 6 We mustn't spend too much time on the computer.

I think children must go to school.

I don't think ...

Past simple

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

try see eat stop know look go write move watch

Past simple regular	Past simple irregular
2	[2]
2	[2]
20	2
2	2
20	

- 11 Answer the questions. Use the answers in brackets.
 - 1 What did you study yesterday? (history)
 - Where did you go last Saturday? (to the mountains)
 - 3 Did you have milk for breakfast? (X)
 - 4 Did your friend listen to music yesterday? (✓)
 - 5 Who did you see at school first this morning? (Adam)

going to

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

answer take part study make play join

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

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

I'm going to ...

I'm not going to ...

Keep in touch do

Vocabulary

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

Grammar

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

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

Listening Reading

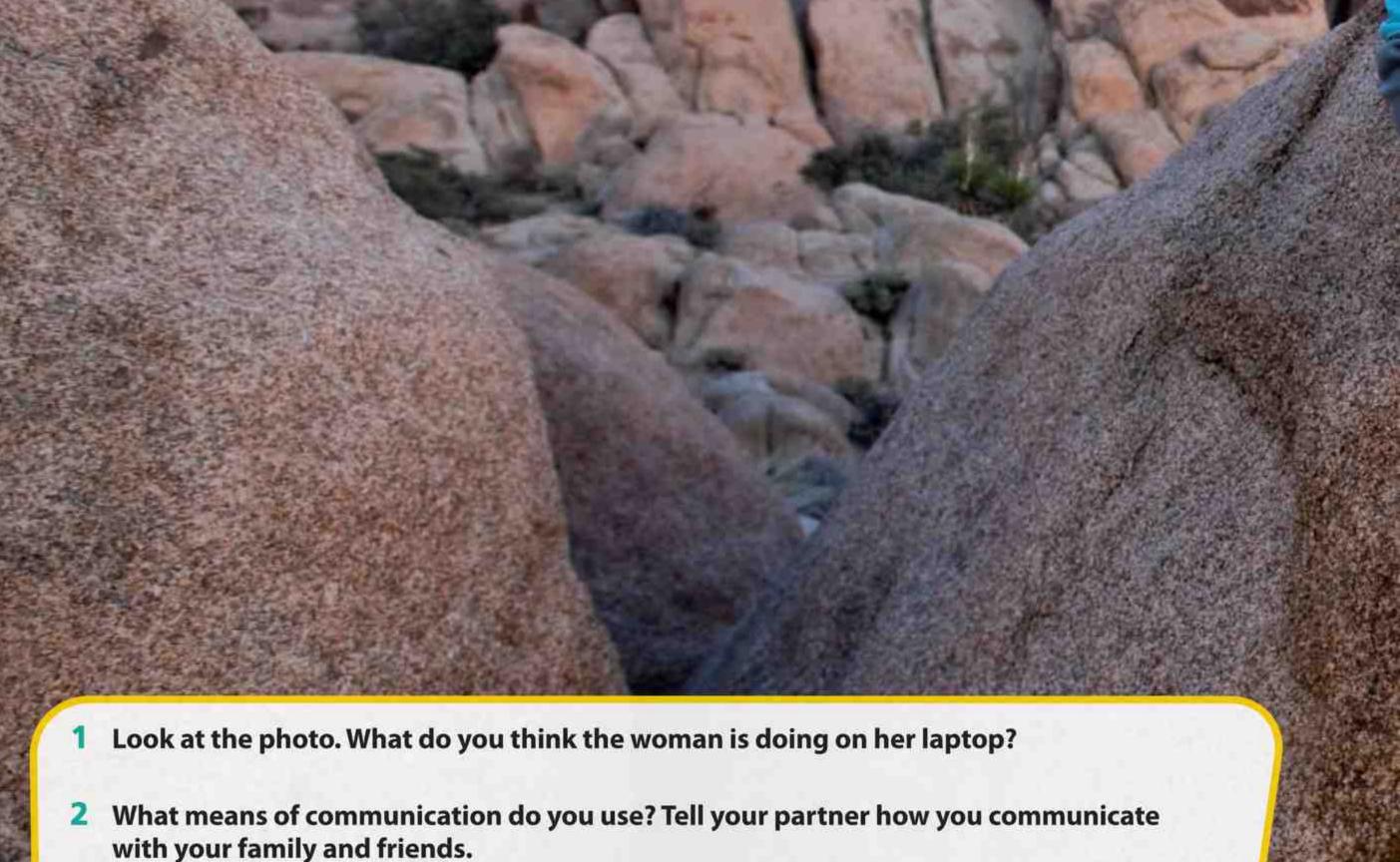
to talk to ? .

luse

I can understand a phone call.

I can understand a text about animal communication

read a phone conversation.



to communicate with ?? .



Teens' Time: A video call



Mickey: Hi, Bill! How are you?

How's life on the island?

Bill: Hello, Mickey and Susie. I'm fine.

The island is still great!

Susie: Why are you wearing a sweater, Bill?

Bill: Because it gets cold here in autumn, you

know! It's actually really cold today.

Susie: Are you using your stepmother's laptop?

Bill: No, I'm not. It's charging at the moment.

This is my dad's computer. And guess what? He's got a new webcam. That's why we can

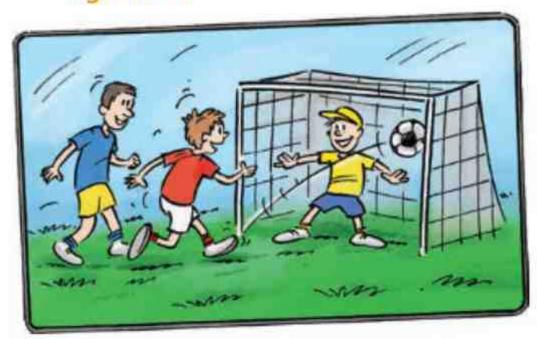
have a video call like this.

Mickey: That's brilliant, Bill.

Bill: By the way, I've got a new email address

too. I'm sending you an email from it

right now.



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

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

Susie: I've got it on my mobile phone! I usually send

and receive emails with my mobile. I surf the Internet with it too.

Mickey: I can't do that on my mobile, but it's got fun

games on it. I play the games on the school

bus.

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

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

Mickey: I like the sport best. I'm in the football

team. I'm sending you a photo right now. We're playing our first match next

Saturday.

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

Mickey: I know!

Susie: Let's chat again tomorrow, Bill.

Bill: OK. School finishes at 3 p.m. on

Wednesdays so I'll call you at about 4.30.

Mickey: OK. Bye.

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

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

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

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

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

Vocabulary

Equipment

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

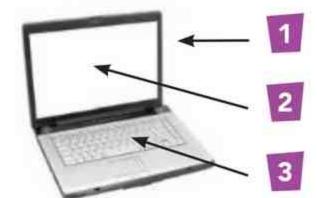
Communication nouns

chat • email address • text message video call

Communication verbs

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

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











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

chat text tablet send surf keyboard

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

Skills Explorer

Dobieranie słów do luk w tekście

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

Grammar

Present simple and present continuous

Czasu present simple używamy, gdy:

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

Czasu present continuous używamy, gdy:

- mówimy o tym, co dzieje się w danej chwili:
 I'm sending you an email from it right now.
- opisujemy, co dzieje się na fotografii:
 You're scoring a goal in this photo!
- mówimy o planach na najbliższą przyszłość:
 We're playing our first match next Saturday.
- 6 Complete the sentences with a correct form of the verbs in brackets. Use the forms of present simple or present continuous.
 - 1 My friends and I (play) board games together every Sunday.
 - 2 Alex, 7 you (surf) the Internet again?
 - 3 Why 2 you (laugh) in this photo? What's so funny?
 - 4 What time ? the film ? (start)?
 - 5 It always (snow) here in winter.

Listen

- 7 Listen and complete the sentences with words from the recording. Write the answers in your notebook.
 - 1 It is very expensive to someone in a different country.
 - 2 Sandy had a number laptop.
 - 3 Joe hasn't got a ?? but he has a ??.
 - 4 He wants to keep in 2, with his friend Jeff in 2.
 - **5** He can send ?? in a chat box.

Animal talk

Read and listen

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

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

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

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

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

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

- Read the text again and answer the questions. Write the answers in your notebook.
 - 1 How do dolphins communicate?
 - 2 What sounds do dolphins make?
 - 3 What can the mother dolphin and her baby do?
 - 4 Can people understand dolphins' language?
 - 5 Why does Jane want to decode dolphins' language?

- Find words in the text with the same meaning. Write the answers in your notebook.
 - 1 connected with the sea: ?
 - 2 a high sound you can make by blowing air out through your lips: <a>2
 - 3 an aquarium: ?
 - 4 physical contact: ??
 - 5 a type of animal that drinks its mother's milk when it is a baby: 7
 - **6** discover the meaning of:

Vocabulary

4

Listen and repeat the nouns and verbs.

Communication nouns

conversation • facial expression • gesture information • language • sign

Communication verbs

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

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

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



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

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

000

Email

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

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

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

Grammar

Stative verbs

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

- czasowniki nazywające doznania zmysłowe:
 see, hear, smell, feel, taste,
- czasowniki wyrażające odczucia:
 like, love, hate, want, prefer, hope,
- czasowniki wyrażające opinię i stan wiedzy: think, understand, know.
- 7 Read the original sentences. Then use the words in bold to fill the gaps so that the sense and meaning of the sentence stays the same.
 - Jane is angry. She is not speaking to anyone.talkJane now.
 - What is Larry doing in the photo?
 happening
 What ?? in the picture?
 - 3 I love dolphins. They are my favourite animals.
 prefer
 I animals.
 - 4 I don't understand this word. What does it mean? **know** I word. Can you help me?
 - 5 What time are we meeting at the cinema tonight?
 when
 2 at the cinema tonight?

Skills Explorer

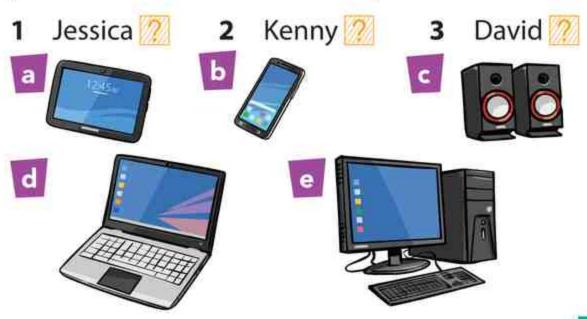


Parafraza

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

Listen

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



On the phone



1 Secretary: Hello. Mr Smith's office.

Sarah: Hi, this is Sarah Heath.

Can I speak to Mr Smith?

Secretary: Could you speak / stand

up? I can't listen to / hear

you.

Sarah: This is Sarah Heath

calling. I'd like to speak

to Mr Smith.

Secretary: Just a moment, please.

... I'm sorry, but he's not here at the moment.
Can I take a call / a message?

Sarah: No, thank you. I'll call /

speak again later.

Secretary: That's OK.

2 John: Hello, is Luke

there, please? It's John.

Boy: Hi. What

number are you calling?

There isn't a Luke here.
I think / answer you have
the wrong number / telephone.

John: Oh, I'm so sorry.

Boy: That's OK. Bye!



Geena: Hi there, Fred.

Fred: Who's calling / there?

Geena: It's me, Geena. Annie is here too.

Fred: Hi, girls. Who / How are you?

Geena: I'm fine.

Annie: I'M FINE TOO!

Fred: You don't have to shout, Annie!

Annie: Sorry! You're on speakerphone.

I'm shouting so that you can hear me.

Fred: It's OK. I can hear

you fine.

Geena: We're ringing to ask

you where we're meeting today.

Fred: It's at the Luna Cinema, at 4 p.m. But you

Thanks for speaking / calling. Bye for

have to be on time.

Geena: OK, thanks. So, see / hear you soon!

now!

Fred:

Listen and read

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

Phrase Book

On the phone

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



Grammar

have to / don't have to

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

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

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

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

Remember!

Po have to zawsze występuje czasownik w formie podstawowej.

I have to go now. Dad is waiting for me.

Does he have to wear a uniform at school?

You don't have to shout.

- 4 Find have to and don't have to in the dialogues on p. 16.
- 5 Listen to the recording. Choose the correct reaction for each situation. You will hear the recording twice. Be careful! There is one additional answer.
 - A Just a moment.
 - **B** Could you speak up?
 - C Can I take a message?
 - **D** Thanks for calling. Bye ??
 - E Bless you!



- 6 11 Practise the correct tone and intonation for questions and answers. Listen and repeat.
 - Q: Can I speak to Ted, please?
 - A: Just a minute. I'll put him on. / I'm sorry, but he's not here at the moment.
 - Q: How are you?
 - A: I'm fine. / I'm not at all fine.

Writing Time



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

old man bench fountain chase pigeons bike helmet



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

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



Forms Explorer



Opis obrazka

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

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

Can you do in?

Rozumienie ze słuchu

- 1 (12) Usłyszysz dwukrotnie tekst. Do każdego pytania dobierz prawidłową odpowiedź na podstawie informacji zawartych w nagraniu. Wskaż ilustrację A, B lub C.
 - 1 What does Jane like most?







2 What does Tom do on his smartphone?







3 Why is the tablet great?







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

Znajomość funkcji językowych

- 2 Do każdej sytuacji dobierz właściwą reakcję. Wskaż odpowiedź a, b lub c.
 - 1 Zadzwoniłeś/zadzwoniłaś pod niewłaściwy numer. Co powiesz?
 - a I'm sorry.

b That's OK.

- c Can I leave a message?
- 2 Odbierasz telefon i ktoś chce rozmawiać z Twoją mamą. Co powiesz?
 - a Be quiet.

- **b** Just a moment, please.
- c No, thank you.
- 3 Dzwonisz do kolegi, ale nie ma go w domu. Jego mama pyta, czy chcesz coś przekazać, ale nie masz żadnej informacji do przekazania. Jak to powiesz?
 - **a** Thanks for calling.
- **b** No, thank you.

c It's great.

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

Rozumienie tekstów pisanych

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

My mother thinks I spend too much time using my smartphone. I usually play a lot of games, but this week I need to communicate with my friends.

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

- A She thinks it's better to call people.
- **B** I'm having a birthday party next week.



- **C** Everyone has to wear a costume.
- **D** My mum wants to buy a new computer.

Potrafię rozpoznać związki pomiędzy poszczególnymi częściami tekstu.

Znajomość środków językowych

- 4 Uzupełnij zdania. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie zmieniaj kolejności podanych wyrazów, ale – jeśli to konieczne – dodaj inne wyrazy tak, aby otrzymać spójne i logiczne teksty. Uwaga! Każdą lukę można uzupełnić z wykorzystaniem maksymalnie trzech wyrazów, wliczając w to wyrazy już podane.
 - 1 What language (you, speak) ?? I speak French.
 - 2 Do deaf (people, lips) ? Yes, they read lips.
 - 3 Does a tablet (keyboard) ? No, it has got a touch screen.

Potrafię używać czasu present simple.

Tworzenie wypowiedzi pisemnych

- 5 Opisz, co się dzieje na obrazku:
 - co robią przedstawione na nim osoby,
 - · jak są ubrane,
 - jak mogą się czuć.



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

Potrafię opisać obrazek.

Word list



Key words

Sprzęt komputerowy

app - aplikacja

charger - ładowarka

keyboard - klawiatura

laptop - laptop

microphone - mikrofon

smartphone / mobile phone – telefon komórkowy

speakers - głośniki

tablet - tablet

touch screen – ekran (dotykowy)

Porozumiewanie się - rzeczowniki

chat - pogawędka, rozmowa; czat

conversation - rozmowa

email address - adres e-mail

emoji - emotikon

facial expression – wyraz twarzy

gesture - gest

information - informacja

language – język

screen time – czas spędzony przed komputerem,

telewizorem lub konsola do gier

search engine - wyszukiwarka internetowa

sign – znak

social media - media społecznościowe

text message – wiadomość SMS

video call – rozmowa telefoniczna prowadzona

z wykorzystaniem kamery

Czasowniki

call (somebody) – dzwonić (do kogoś)

chat (with friends) – rozmawiać (z przyjaciółmi)

communicate (with someone) – porozumiewać się (z kimś)

hear - słyszeć

keep in touch (with someone) – utrzymywać kontakt (z kimś)

listen to - słuchać (czegoś, kogoś)

read somebody's lips – czytać z ruchu warg

receive (an email/a text message) – odebrać,

otrzymać (e-mail/wiadomość SMS)

say - powiedzieć

search (the Web) - przeszukiwać (sieć)

see – widzieć, zobaczyć

send (an email/a text message) - wysłać (e-mail/

wiadomość SMS)

show - pokazać

speak to – mówić do, rozmawiać z

speak up – mówić głośniej

surf (the Internet) – surfować (po internecie)

talk to - rozmawiać z

text (someone) – wysłać SMS (do kogoś)

understand - rozumieć

use (social media) – korzystać (z mediów

społecznościowych)

Other words

click – krótki, głuchy dźwięk

deaf - głuchy, niesłyszący

decode – rozszyfrować

mammal - ssak

marine - morski

smell - zapach

squeak – pisk

tank – zbiornik

touch - dotyk

underwater - podwodny

vision - wzrok

whistle - gwizd

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



- 6 equipment items



- 5 communication nouns



- 4 communication verbs



- 3 stative verbs



- 2 sea words



- 1 sound dolphins make

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



PERSONALITY QUIZ

Are you a cybernaut?

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

- 1 How much screen time do you have every day?
 - a As much as I want.
 - **b** Probably 3 hours.
 - c I don't know.
- 2 During your screen time, what do you do most often?
 - a I play on my phone, chat with my friends and I listen to some music at the same time.
 - b I play on my phone on my own.
 - c I watch TV.
- 3 Which sentence describes you best?
 - a I often use YouTube, Snapchat and/or Facebook.
 - **b** I play games a lot.
 - c I don't use social media.
- 4 What are: "Red heart", "Tears of joy", "Thinking face"?
 - a The meanings of emojis.
 - **b** Popular phrases people use in text chat.
 - c The names of apps.
- 5 Where do you find information for your school projects?
 - a I search the Net. Everything is there.
 - b I search the Net, but I check other sources too.
 - c I ask people or find a book.
- 6 How often do you use the internet if you need to learn something new?
 - a Every time.
 - b Often.
 - c Sometimes.

- 7 It's weekend, a great day, and you don't have to do any homework. What is the best way to spend your free time?
 - a Chat or play online with friends.
 - **b** Go outside or play a sport or meet friends.
 - c Read, watch a film or sleep.
- 8 What is the best way to communicate something important to friends?
 - a Send them a text.
 - **b** Give them a call.
 - c Have a conversation with them face to face.
- 9 Do you have your own e-mail address?
 - a Yes, of course.
 - **b** Not yet.
 - c What's an e-mail address?
- 10 What do you do if you want to watch a film?
 - a I search the web.
 - **b** I use an app on my phone.
 - c I buy a DVD.
- 11 What do you use your smart phone for?
 - a Only to call Mum and/or Dad.
 - **b** To call and text my family.
 - c To call, text, chat and search the Web.
- 12 How often do you check your phone?
 - a Every chance I get.
 - **b** Maybe every half an hour.
 - c Whenever it beeps.



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

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

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





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

So what do blind people do? Well, they use other senses

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

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

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

Glossary

blind – niewidomy label – etykieta sense – zmysł touch – dotyk hearing – słuch feel – czuć publish – opublikować raised dots – wypukłe kropki shape – kształt button – przycisk, guzik lift – winda speech recognition system – system rozpoznawania mowy translate – przełożyć printer – drukarka print – drukować



Project Texting

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



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

Materials:

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

Read and listen. Answer the questions in your notebook.

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





Vocabulary Grammar

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

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

Listening

I can understand a story about events in the past.

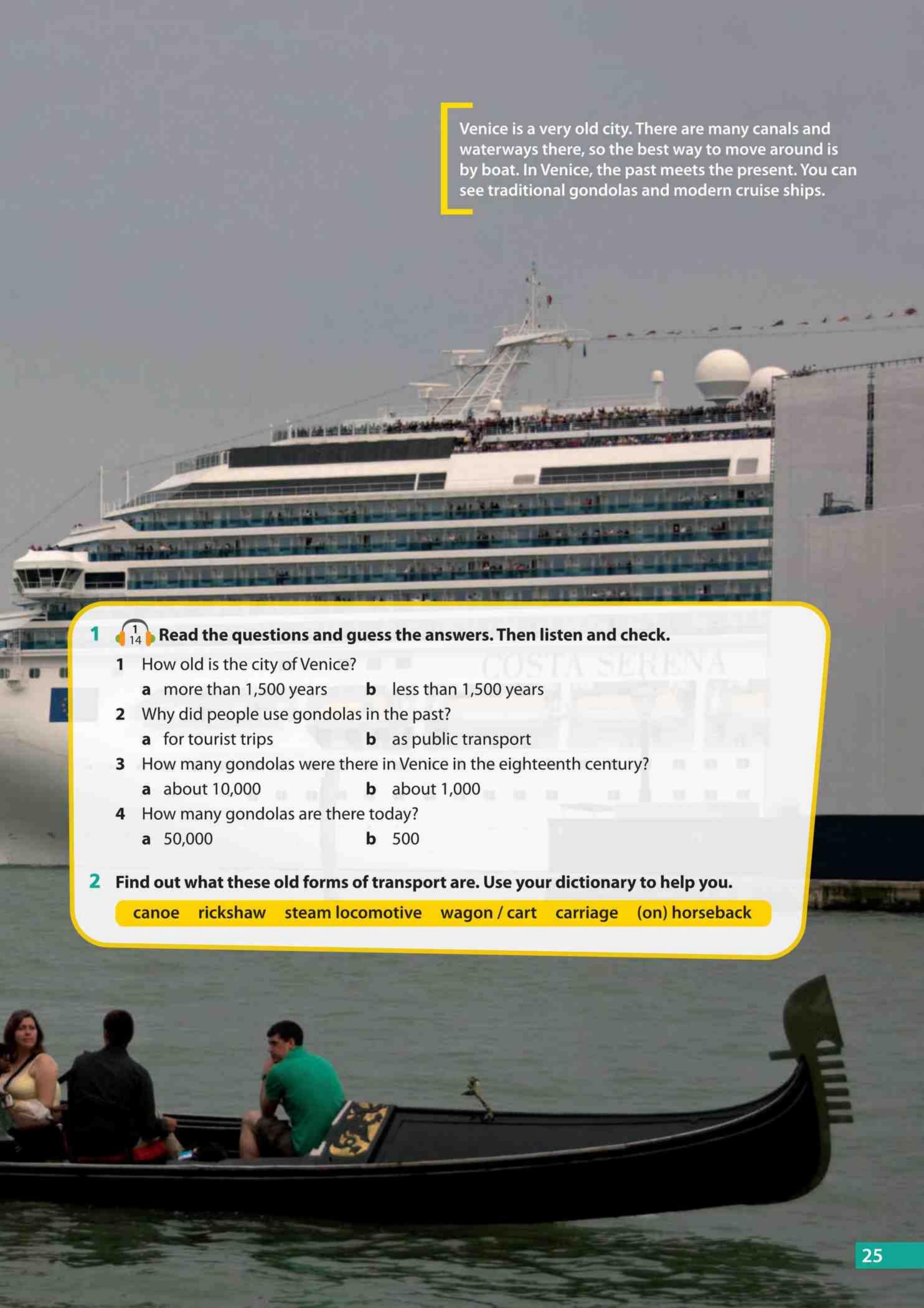
Speaking

I can make conversation about a past event.

Reading

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





Teens' Time: An amazing story

 $\binom{1}{15}$ Listen and read. Who is the author of the diary and when did he/she write it?

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

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

10th April, 1912

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

12th April, 1912

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

14th April, 1912

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

1st January, 1913

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

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

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

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

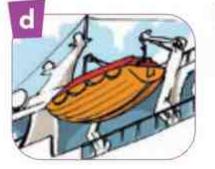
Name what you see in the pictures. Use the words in the box.

iceberg lifeboat cabin deck ship port













Vocabulary

Nouns: luggage • one-way/return ticket passenger • passport • timetable

Verbs: arrive • leave • see off • stay

- 4 Complete the sentences with the words in the box. Write the answers in your notebook. Then listen, check and repeat.
 - 1 Your ? is your travelling bags.
 - 2 A ?? tells you what time a train, bus or tram leaves.
 - 3 You need a with your name and photo in it if you travel to another country.
 - 4 A 22 is somebody who is travelling on a train, bus, boat or plane.
 - **5** When you ?? somewhere, you go away from it, but when you ?? somewhere, you get there.
 - 6 You buy a ?? to go to a place, but you need a ?? if you want to come back.
 - **7** On holiday you can n in a hotel.
 - **8** When you ? somebody ?, you say goodbye when they go on a trip.

Listen

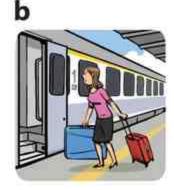
5 Listen to the recording. Choose the correct picture based on what you hear.





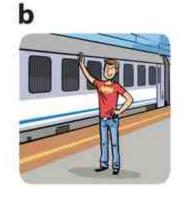




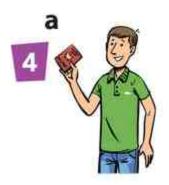










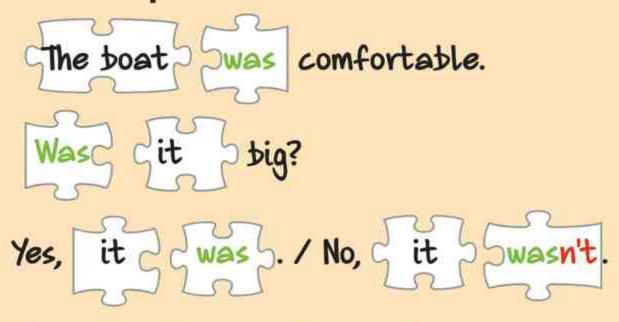






Grammar

Past simple: be



Past simple: regular verbs





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

The mystery of the missing pilot Read and listen Read and listen. How old was Amelia Earhart when she disappeared? On 2nd July 1937, Amelia Earhart hoped to land her plane on the tiny island of Howland in the Pacific Ocean. (1) 2 She and her plane simply vanished. What happened? Amelia Earhart was born in 1897 in the USA. (2) She didn't think it was interesting. But later she flew as a passenger in a plane over Los Angeles. She knew then that she wanted to learn how to fly. (3) ? She flew very well. Not many people flew in those days so it was unusual for a woman to be a pilot. But Amelia Earhart was an unusual person. In 1932, she was the second person to fly a plane alone across the Atlantic Ocean. (4) 7 She wanted to fly a plane around the world. In June 1937, she began her journey around the world from Miami, USA, with her navigator, Fred Noonan. First, they flew across the USA to Brazil. (5) 7 On 2nd July 1937, they took off from New Guinea to Howland Island. The plane never arrived on the island. People searched for Earhart and Noonan for weeks, but they didn't find them. So what happened? Maybe she flew too slowly or too fast. Maybe she got lost, ran out of fuel and crashed into the sea. Nobody knows. It is still a mystery today. Skills Explorer Dobieranie zdań do luk w tekście Przeczytaj po kolei każdy z akapitów. Many people are Zastanów się, jaką treść przekazuje każdy z nich. scared of flying, but in

- 2 19 Decide where these sentences go in the text. Write the answers in your notebook. Then listen and check.
 - a So Amelia became a pilot.
 - **b** Then they flew across Africa, Asia and Australia.
 - c Amelia was ten when she saw her first plane.
 - d But she never arrived.

fact it's three times safer

than travelling by train

and twelve times

safer than travelling

by car.

e Amelia had even bigger dreams, however.

Find words in the article with the same meaning as the words below.

Zwróć uwagę na wyrazy, które łączą zdania

Przeczytaj zdania służące do uzupełnienia luk.

Zastanów się, które z nich najlepiej pasuje do danego

1 very small: ?

akapitu.

2 different and interesting: ??

w logiczną całość, np. then

- **3** with nobody: ?
- 4 look for: ?
- 5 petrol or gas: 7
- 6 hit and break: ?

Vocabulary

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

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

trip – a visit to a particular place

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

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

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

Listen

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

Names of the people talking:

Time it took to get to Scotland: 🌅

Place where the boy stayed: 20

Place where the girl went on an excursion: 2

Skills Explorer

Uzupełnianie notatki na podstawie nagrania

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

Speak

- 6 Ask your partner these questions about a holiday he/she went on. Then tell the class what he/she said.
 - Where did you go? How did you get there?
 - How long was the journey?
 Did you go on an excursion? Where?

Grammar

Adverbs of manner

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

careful - carefully easy - easily loud - loudly happy - happily quiet - quietly

sad - sadly

slow - slowly

Uważaj!

Istnieją wyjątki, których trzeba nauczyć się na pamięć.

fast - fast hard - hard early - early late - late good - well John can run fast.

- 7 Complete the sentences with adverbs of manner. Write the answers in your notebook.
 - 1 He drove at 100 kph. He drove too ?? and crashed into another car.
 - We arrived ?? at the station so we missed the train.
 - 3 She listened 20 to the teacher because she wanted to understand everything.
 - 4 My friend cried and spoke 2 when she told me she was leaving the school.
 - **5** We got up ?? at 6 a.m. to catch the train.
 - 6 We talked because the other passengers were sleeping.
 - **7** She did the puzzle ? . It wasn't difficult.
 - **8** The tired old man walked ?? to the bus stop.
 - **9** They played ?? and won the game.
 - 10 He studied 7 for the test.

Listen

- 8 1 Listen and choose the correct words.
- 1 Sally is talking sadly / happily.
- 2 John is running slowly / fast.
- 3 Fred arrived late / early.
- 4 The twins are playing quietly / noisily.

2c

A fascinating story

Steve: What are you looking at, Grandad?

Grandad: It's a scrapbook of my adventure.

Look, there's a photo of me.

Steve: Where did you go?

Grandad: I went to the desert. One day I decided to go on an exciting journey. I looked at a map

of the world and I chose the Sahara Desert. I took my luggage, my passport and a return

ticket and left.

Steve: How did you get there?

Grandad: First, I flew on a fast plane and then I went slowly by car to a village next to the desert.

Next, I met a man called Assam and he wanted to show me the desert. The first day was very hot, but the desert was beautiful. Then on the second day a terrible thing happened.

Steve: What happened?

Grandad: When I woke up early in the morning, Assam was very ill. He had a temperature

and he felt sick. He needed a doctor quickly. So I went alone across the desert.

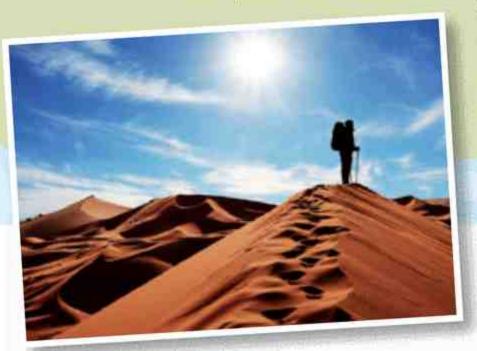
Steve: How did you feel?

Grandad: I was scared. But I knew I had to help Assam. I walked for hours. Luckily, I had

a compass and I used it to go west towards the village. Finally, I found the

village. Assam's brother and I rode camels back into the desert. We found Assam and we took him back to his village. It was a great adventure with a happy ending.





Listen and read

- 1 Read and listen to the dialogue. Where did Steve's grandad find help for his friend?
- 2 Answer the questions. Write the answers in your notebook.
 - 1 What did Steve's grandad take?
 - What did Assam want to show Steve's grandad?
 - 3 What was the matter with Assam on the second day?
 - 4 What did Steve's grandad use to go west towards the village?
 - 5 Did the story end happily?





Telling a story

- Decide where these words go in the story. Write the story in your notebook. Then listen and check.
 - first one day finally then when next
 - (1) I decided to go on an excursion to the seaside.
 - (2) 7, I caught a bus and (3) 7 I walked slowly to the beach.
 - (4) 7, I swam fast in the sea. (5) 7 I got out of the sea, I saw a dog sitting on my towel. I asked many people to help me find its owner.
 - (6) , we found her. It was an old lady. She smiled happily when she saw her dog again.
- 4 Tell your own mini-story.

Vocabulary

- 5 Read the sentences and decide where these English towns are on the map.
 - a Newcastle-upon-Tyne is in the north of England.
 - **b** Bath is in the **south-west** of England.
 - c Brighton is in the south-east of England.
 - d Norwich is in the east of England.



Listen

- 6 124 Listen to Susan. Rewrite the sentences in your notebook and put them in the correct order. There is one extra sentence.
 - a Susan called her grandma's name.
 - **b** Susan looked for her grandma in the kitchen.
 - Susan called the doctor.
 - **d** Susan called her grandma's mobile.
 - **e** Susan ran to help her grandma.



7 1 Spell the words. How is their pronunciation different. Listen and repeat.

desert dessert

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

1 there their 2 knew new

3 sea see

Writing Time



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

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





One day 💯

First ?

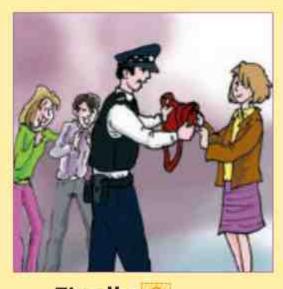




When ?

Then 🧷





Next ?

Finally ?

Forms Explorer

Historyjka

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

Can you do the

Rozumienie ze słuchu

- Usłyszysz dwukrotnie historyjkę o podróżującym psie. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–3.
 - 1 In what season of the year did the journey start?
 - 2 What means of transport did the dog travel by?
 - 3 Where did the dog travel to first?

Potrafię odpowiedzieć na pytania na podstawie nagrania.

Znajomość funkcji językowych

- Uzupełnij dialogi 1–4 tak, aby otrzymać spójne i logiczne teksty.
- X: Did you stay at a nice hotel on holiday?Y: Yes, we did.
 - X: 7
 - Y: Yes they were! My mum, dad and sister.
- X: Where did you begin your journey?
 - Y: 7 the French capital, Paris.
 - X: Wow, great.
- X: Did you speak to your brother yesterday?
 - Y: ? . We talk every day.
 - X: You are like best friends!
- X: Did you have cornflakes for breakfast today?
 - Y: 2. I had some fruit and yoghurt instead.
 - X: Yuck! I don't like yoghurt.

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

Znajomość środków językowych

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



school quietly door home box fast

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

Potrafię stosować przysłówki.

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

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

Potrafię stosować czas past simple w historyjce.

Rozumienie tekstów pisanych

- 5 Przeczytaj teksty dotyczące doświadczeń w podróży (1-3) oraz zdania (A-D). Do każdego zdania dopasuj właściwy tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnego tekstu.
- It was a few years ago when I was travelling in India. I helped an old man at a village railway station with his luggage. He then wanted to show me his family home. I didn't agree, because I had a bus a short time later.
 - Last summer I met some great people when I was at the seaside.

 We spent almost every day together having fun on the beach.

 One day I went for a long walk alone. It was so nice being away from everybody and enjoying the peace and quiet.
- A few weeks ago a friend invited me to go on a trip with her and a few other people. First, I agreed, but then I thought about it and decided I had too much revising to do for my exams. I texted her back and said sorry.

In this text the writer is describing

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

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

Tworzenie wypowiedzi pisemnych

- 6 Odbyłeś /odbyłaś podróż dookoła świata. Opisz w zeszycie:
 - jakimi środkami transportu podróżowałeś/podróżowałaś,
 - jakie miejsca odwiedziłeś/odwiedziłaś,
 - co robiłeś/robiłaś w jednym z tych miejsc.

Potrafię napisać historyjkę opowiadającą o podróży dookoła świata.

Word list



Key words

Latanie samolotem

fly - latać

land – lądować

navigator - nawigator

pilot - pilot

flight attendant - steward/stewardessa

take off – wystartować

Podróżowanie

arrive (at/in) – przyjechać (dokądś)

excursion – wycieczka (krótki wyjazd dla przyjemności, zazwyczaj w grupie)

journey – podróż (przemieszczenie się z jednego miejsca do drugiego)

leave – wyjechać, odjechać, opuścić jakieś miejsce

luggage - bagaż

one-way / return ticket - bilet w jedną

stronę/powrotny

passenger - pasażer

passport - paszport

see off – odprowadzić

stay – zostać; zatrzymać się (np. w hotelu)

timetable - rozkład jazdy

trip – podróż, wycieczka, wyjazd (odwiedzenie jakiegoś miejsca dla przyjemności lub w innym określonym celu oraz powrót)

Środki transportu

canoe - kajak, canoe

carriage - powóz

cart - wóz

cruise ship – statek wycieczkowy

horseback → on horseback - konno

lifeboat – szalupa, łódź ratunkowa

rickshaw - riksza

steam locomotive - lokomotywa parowa

wagon – wóz

Other words

alone - sam(a)

become - zostać, stać się

crash - rozbić się

deck - pokład

desert – pustynia

fuel - paliwo; they ran out of fuel - skończyło

im się paliwo

iceberg - góra lodowa

save - (u)ratować

scrapbook - album z wycinkami

search - szukać

sink - (za)tonąć

survive – przeżyć

towards - w kierunku

vanish - zniknąć

village – wioska

- 1 Work in groups of three or four. Play hangman. One person in the group chooses a word and draws the suitable number of dashes (one for each letter in the word). Other people in the group guess the letters. For every wrong letter one person draws part of the hangman.
- Work in pairs. Ask your partner to tell you about a trip he/ she went to.

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

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

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

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



20 second talks

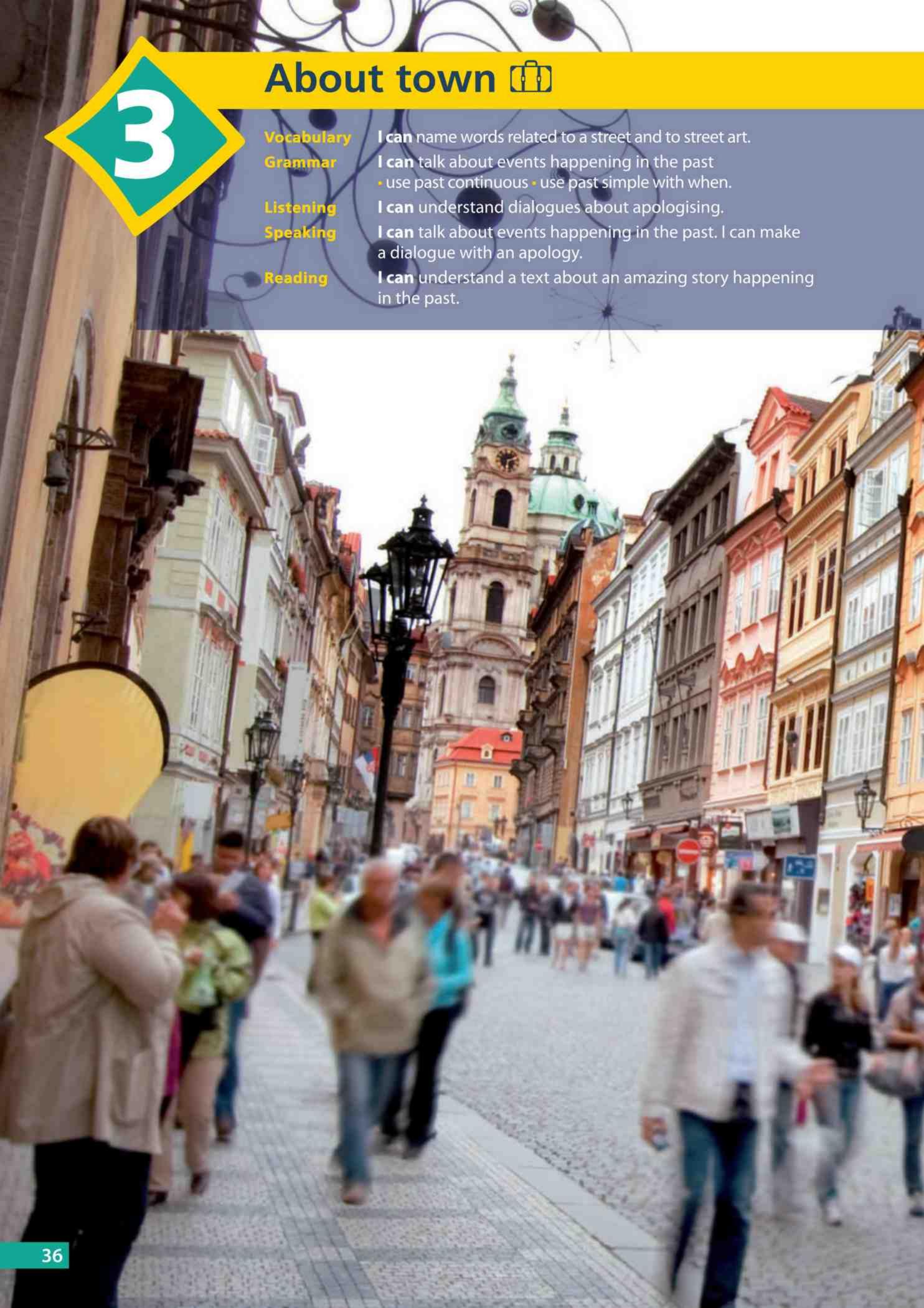
Play in small groups. Roll the dice and move your counter. Look at the task. You must talk for 20 seconds (or less). If you cannot do the task, you must move back one square. Take turns. The winner is the first person to reach the finish square.

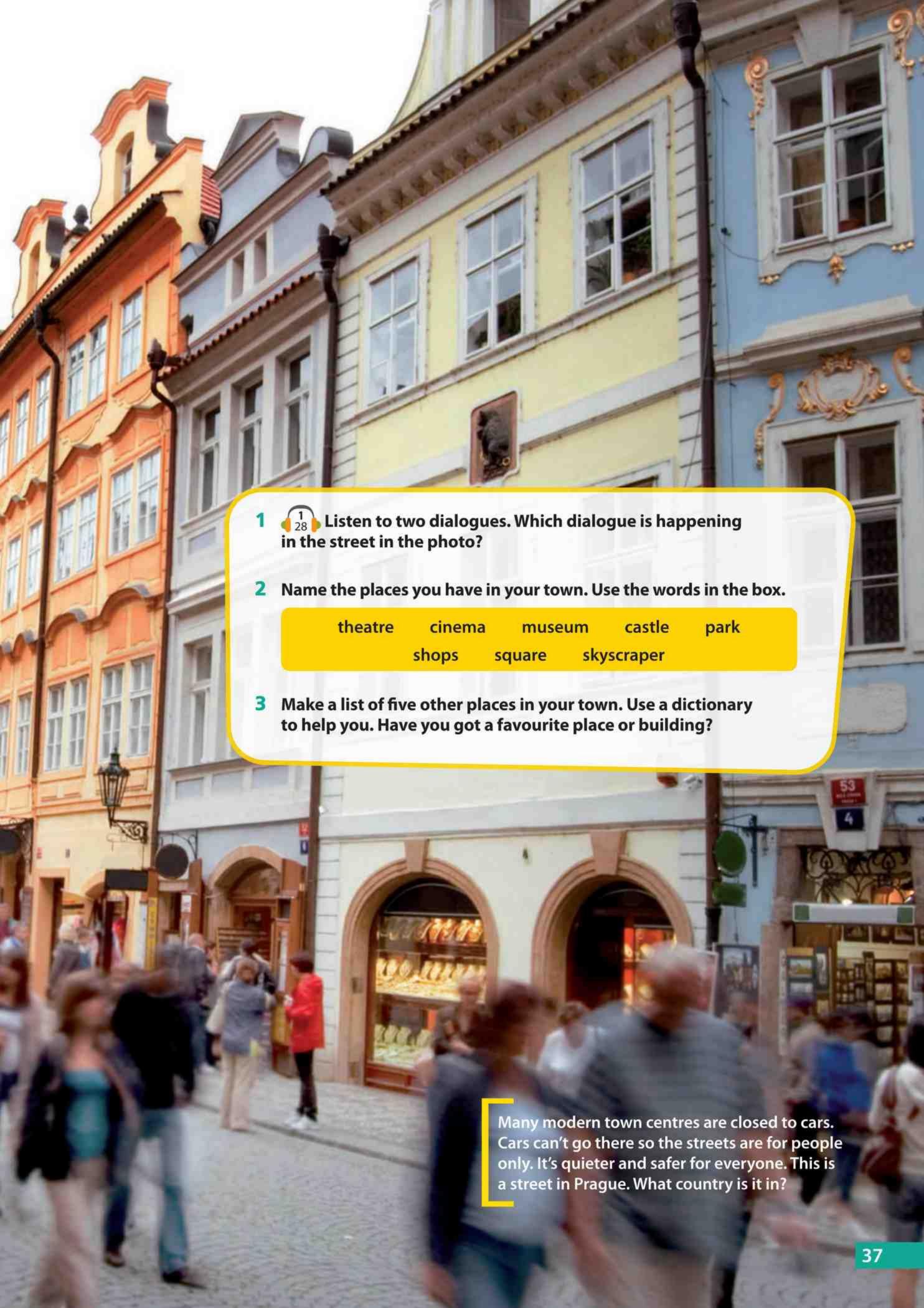
20 Say 2 sentences in English, one with "good" and one with "well".

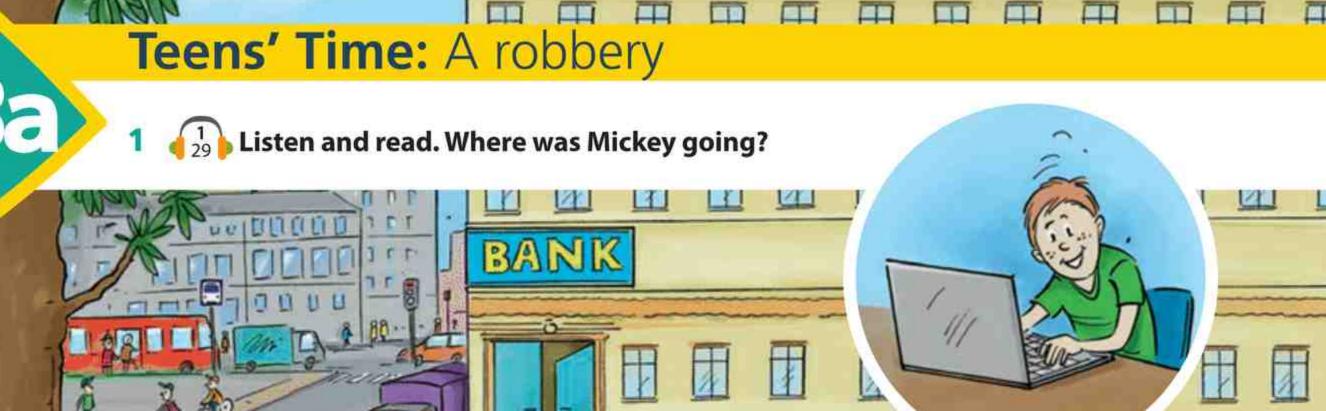


- 19 What are the opposites? quietly-/ sadly-/slowly-/late-/
 - 18 What are the opposites? Get on-/arrive-/fly-/move-/
 - 17 Name 3 machines that can take off.
 - 16 What is the difference between a bus and a coach? Explain in English.
 - 15 What is the difference between a cruise ship and a lifeboat? Explain in English.
 - 14 What is the difference between a trip and a journey? Explain in English.
 - 13 What is the difference between a one-way ticket and a return ticket? Explain in English.
 - 12 Give 5 words related to air travel, including the names of jobs.
 - 11 Name 6 means of transport related to water.
 - 10 Name 6 means of transport NOT related to water.
 - 9 Write down these words in English (the first letter is given): pasażer (p), wycieczka (e), bagaż (l), paszport (p), rozkład jazdy (t).
 - 8 Tell a story in the past in 4 sentences. Start with: One day.....First....Next....
 Finally...
 - 7 Give 5 adverbs NOT ending in -ly.
 - 6 Give 5 adverbs ending in -ly.
 - 5 Translate: ostrożnie, cicho, dobrze, łatwo, szybko.
 - 4 Explain these verbs in English: search, vanish, crash.
 - 3 Give 7 past regular verbs to do with transport/travelling/holidays.
 - 2 Give 7 past irregular verbs to do with transport/travelling/holidays.
- 1 Ask 5 questions about a holiday trip. Start with: Where...? When...? How...? How long...? Did you...?









Hi Bill,

000

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

Email

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

Suddenly, the door of the bank opened and a man came out. He was carrying a bag and a gun! He threw the gun into a rubbish bin and started to run. The policemen started to chase him. The robber

ran towards the bench where I was sitting. Without thinking, I stuck my foot out. The robber tripped over my foot and fell heavily. I started shaking and the robber looked at me angrily. Luckily, the policemen got him and put handcuffs on him.

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

Mickey

Skills Explorer

Odpowiedzi na pytania do historyjki

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

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

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

3 Complete the sentences with these verbs.

feed happened get on chased tripped

- 1 A funny thing 7 to me this morning.
- **2** Can you ?? the dog at dinner time, please?
- **3** The police ?? the man, but he ran away.
- 4 Let's the bus at this stop. I'm too tired to walk home.
- A: How did you get this graze on your knee?B: Oh, I and fell onto the pavement yesterday.

- cycle path bus/tram stop crossing motorist street sign traffic jam traffic lights
- : bench fountain grass pedestrian pigeon rubbish bin street light
- 4 (1) Match the headings below with the groups of words in the box above. Write them in your notebook. Then listen and repeat.

Pavements and parks Traffic and roads

5 Name the places and objects in the pictures.



















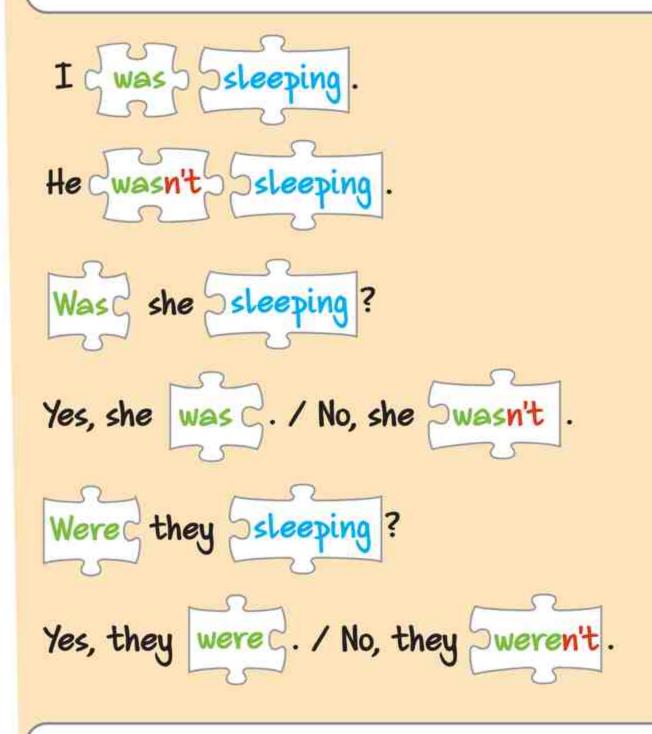
Listen

- 6 (1) You will hear the recording twice. In sentences 1-3 choose the correct answer based on what you hear.
 - 1 John's grandad had a walk
 - a on a Saturday morning.
 - **b** on a Sunday evening.
 - c on a Saturday evening.
 - 2 What did he see in the street?
 - a Pedestrians walking.
 - **b** Pigeons flying.
 - **c** Cars driving.
 - 3 Grandpa gave the pigeons
 - a some rubbish.
 - **b** some biscuits.
 - c some flowers.

Grammar

Past continuous

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



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

- Complete the sentences about events from the past using the correct form of the verbs in brackets. Write the sentences in your notebook.
 - 1 I saw you in the street this morning.
 I (ride) my bike and you (wait) at the traffic lights.
 - 2 At 3 o'clock yesterday afternoon, it ? (rain) so the children ? (not play) football in the park.
 - 3 At 2 o'clock the twins (feed) the pigeons and their aunt (sunbathe) on the grass.
 - 4 A: (you / cycle) on a cycle path?
 - **B:** No, 1 ??.
 - 5 A: (the dog / sit) on a bench?
 - **B:** Yes, it ? .
 - 6 Lots of children (play) in the fountain and their parents (watch) them.



12/

124

- Read the text again and decide if the sentences are T (True), F (False) or ? (Doesn't say).
 - Helen went to Paris and London last summer.
 - 2 The juggler in Paris spoke to the policemen.
 - 3 The policemen stopped the juggler.
 - 4 There weren't many street artists in London.
 - 5 A living statue made Helen jump.
 - **6** Helen spoke to the living statue.

- 3 Read the definitions of some words from the text. Complete the words. Write the answers in your notebook.
 - 1 s ? ? ? ? ? ? ? ? ? ? r (amazing)
 - 2 c ? ? ? ? ? ? ? I (large church)
 - **3** s ? ? ? ? e (figure)
 - 4 p ? ? ? ? ? ? ? r (artist)
 - 5 s ? y s ? ? I (not move)
 - 6 d ? ? s up (put on clothes for a special reason)
 - 7 s 🥂 🥂 w (public performance)

Street art

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

- 4 Put the words in three groups: nouns, verbs and adjectives in your notebook. Use a dictionary. Then listen, check and repeat.
- 5 Imagine you went to a talent show. Look at the pictures and write the names of the performers and what they were doing.













- 1 I saw a ? . He ? spectacular tricks.
- 2 I saw a juggler. She 💯 ten balls.
- 3 I saw a popular 🥂 . He 🥂 portraits of people.
- 4 I saw some talented ? They the audience.
- 5 I saw ? . They ? .
- 6 I saw a ?? . She ?? .

Grammar

Past continuous and past simple with when

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

The man was giving his performance when two policemen arrived.

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

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

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

listen wear go perform watch

- Mary 2 a show on TV when the lights went out.
- When I came out of the shop, some mime artists in the street outside.
- 3 John ? to the theatre when he got stuck in a traffic jam.
- 4 We to a new band at an open-air concert when it started to rain heavily.
- 5 When I first met Lauren, she 2 a funny green hat.
- 7 Translate the parts of the sentences into English. Write them in your notebook.
 - I (jadłem/jadłam śniadanie) when you called me this morning.
 - 2 She got tired when (chodziliśmy wokół starego miasta).
 - 3 Was Ben sleeping when (jego rodzice wrócili z teatru)?
 - 4 The boy (biegał przy rzece) when he fell into the water.
 - 5 When (cię zobaczyłem/zobaczyłam), you were skiing down the hill in the snow.

I'm sorry





1 Carl: Are you working on our book report for English?

Patty: No. You told me to wait. Why are you late? I was worried about you.

Carl: I had to help Mrs Smith at the school library. I didn't want to say no to her. She's very strict! I'm really sorry.

Patty: Apology accepted! Don't worry.

Just don't do it again. Let's
get started then.

Carl: OK. What did you think of the book *Treasure Island*?

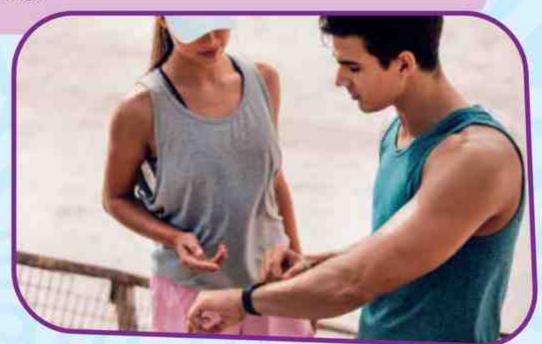
Patty: I liked it.

2 Tracy: Excuse me for interrupting. But have you got

the time?

William: That's all right. Let me see. It's four o'clock.

Tracy: Thanks.



Tina: Excuse me. I didn't see you there.
I was looking the other way.

Carly: Never mind.
You didn't hurt me.



Listen and read

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

A: 7, madam. I didn't see you there.

B: 7

A: Hi, Lara. I'm so ? , but I don't have the money for you.

B: Hello, Frank. . Don't worry. But remember it next time!

A: 7 , sir, I'd like to ask a question.

B: 🧷

Phrase Book



Apologising

A: I'm very sorry.

B: Apology accepted. Don't worry. But don't do it again!

A: Excuse me for interrupting.

B: That's all right.

A: Excuse me. I didn't see you there.

B: Never mind.

3 Listen and repeat using the same intonation.

Speak

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

Grammar

Object pronouns

Subject pronouns poprzedzają zwykle czasownik.

I like dogs. We live here.

Object pronouns występują zwykle po czasowniku.

Look at them! Blake doesn't like her.

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

5 Complete the dialogues.

X: It was Dave's birthday yesterday.

Y: ?

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

X: We visited London last week.

Y: Fantastic. What did you do there?

X: 🕜

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





6 Listen and write what you hear in your notebook.

1 sitting / sit in 2 thing / thin

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

I was running.

I was running.

I was playing.

I was playing.

I was kicking the ball. I was scoring a goal!





8 Complete the story with and and when.

A STORY ABOUT A RED HAT

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

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

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

Forms Explorer

2 (44)

Historyjka

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

A STORY OF A DOG

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

The dog / sit / on the grass it / look / at Harry. Harry / want / to help the dog.

He / take / the dog to school.

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

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

Write an ending to the story in your notebook.

Can you do live

Rozumienie ze słuchu

- 1 (1) Usłyszysz dwukrotnie tekst.
 Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–3.
 - 1 What was the teacher doing when Jenny tripped over?
 - 2 Why couldn't the speaker help Jenny?
 - 3 What happened after Jenny tripped over?

Potrafię odpowiedzieć na pytania na podstawie wysłuchanego nagrania.

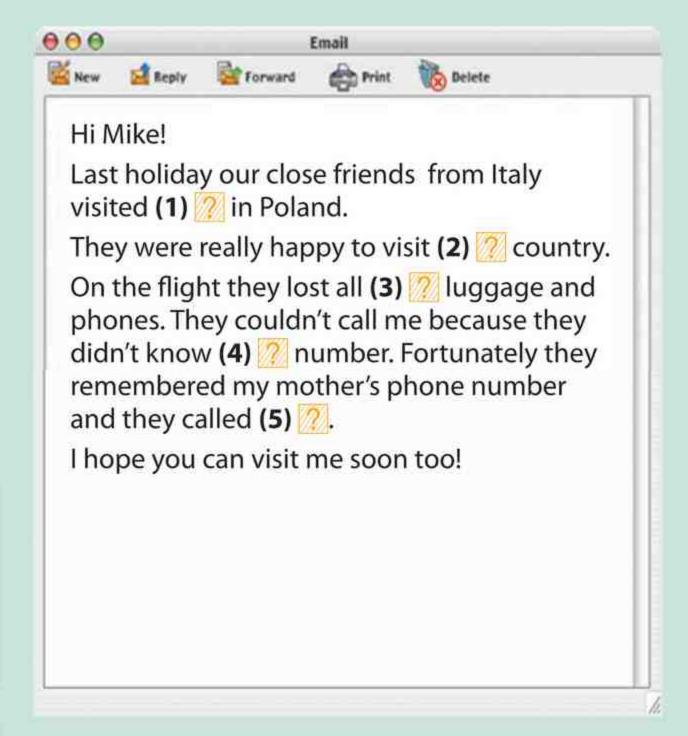
Znajomość funkcji językowych

- 2 Uzupełnij dialogi 1–3, tak aby otrzymać spójne i logiczne teksty.
 - X: (
 - X: Oh, there you are Tom.
 - Y: 🕜
 - X: Apology accepted. Just be punctual next time.
 - X: I'm sorry to interrupt you.
 - Y: 🕜
 - X: Thank you, you're so nice.
 - X: I'm sorry, I didn't see you there.
 - Y: 📆
 - X: I didn't bring your book with me.
 - Y: You can give it to me another time.
 - X: 🕜
 - Y: It doesn't matter.

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

Znajomość środków językowych

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



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

Potrafię stosować object pronouns.

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

Potrafię używać czasów past continuous i past simple.

Rozumienie tekstów pisanych

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

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

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

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



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

Potrafię odpowiedzieć na pytania po przeczytaniu tekstu.

Tworzenie wypowiedzi pisemnej

- 6 Wczoraj podczas powrotu ze szkoły byłeś/byłaś świadkiem niesamowitego zdarzenia. Napisz w zeszycie e-mail do przyjaciela. Opisz:
 - kto brał udział w tym zdarzeniu,
 - · co robili ludzie biorący udział w zdarzeniu,
 - jaka była Twoja reakcja i jak się zachowałeś/ zachowałaś.

Potrafię napisać historyjkę opowiadającą o ciekawym wydarzeniu.



Word list



Key words

Krajobraz miejski

bench - ławka

bus / tram stop – przystanek autobusowy/tramwajowy

crossing – przejście dla pieszych; skrzyżowanie

cycle path - ścieżka rowerowa

fountain - fontanna

grass - trawa

motorist - kierowca

pavement - chodnik

pedestrian - pieszy

pigeon - gołąb

rubbish bin - kosz na śmieci

skyscraper - wieżowiec, drapacz chmur

square – plac

street light - latarnia

street sign - znak drogowy

traffic - ruch uliczny

traffic jam - korek uliczny

traffic lights - światła (sygnalizator)

Sztuka uliczna

audience – publiczność

band - zespół

entertain - zabawiać

juggle – żonglować; juggler – żongler

living statue – żywy posąg (osoba udająca figurę)

pantomima mime artist – mim

painter - malarz

perform - występować

magician - magik, iluzjonista

performance - przedstawienie; występ

popular - popularny

spectacular - widowiskowy, spektakularny

mime – pokazywać coś za pomocą gestów;

stay still – stać bez ruchu

street dancer - tancerz uliczny

talented - utalentowany

Przydatne zwroty

Apology accepted. – Przeprosiny przyjęte.

Have you got the time? – Czy wie pan/pani, która jest godzina?

Never mind. - Nic nie szkodzi.

Other words

capital city - stolica

chase – gonić, ścigać

dress up - przebrać się

gun - broń, pistolet

handcuffs - kajdanki

happen – zdarzyć się, dziać się

join – przyłączyć się

lorry - ciężarówka

stick out - wystawić, wysunąć

strict - surowy

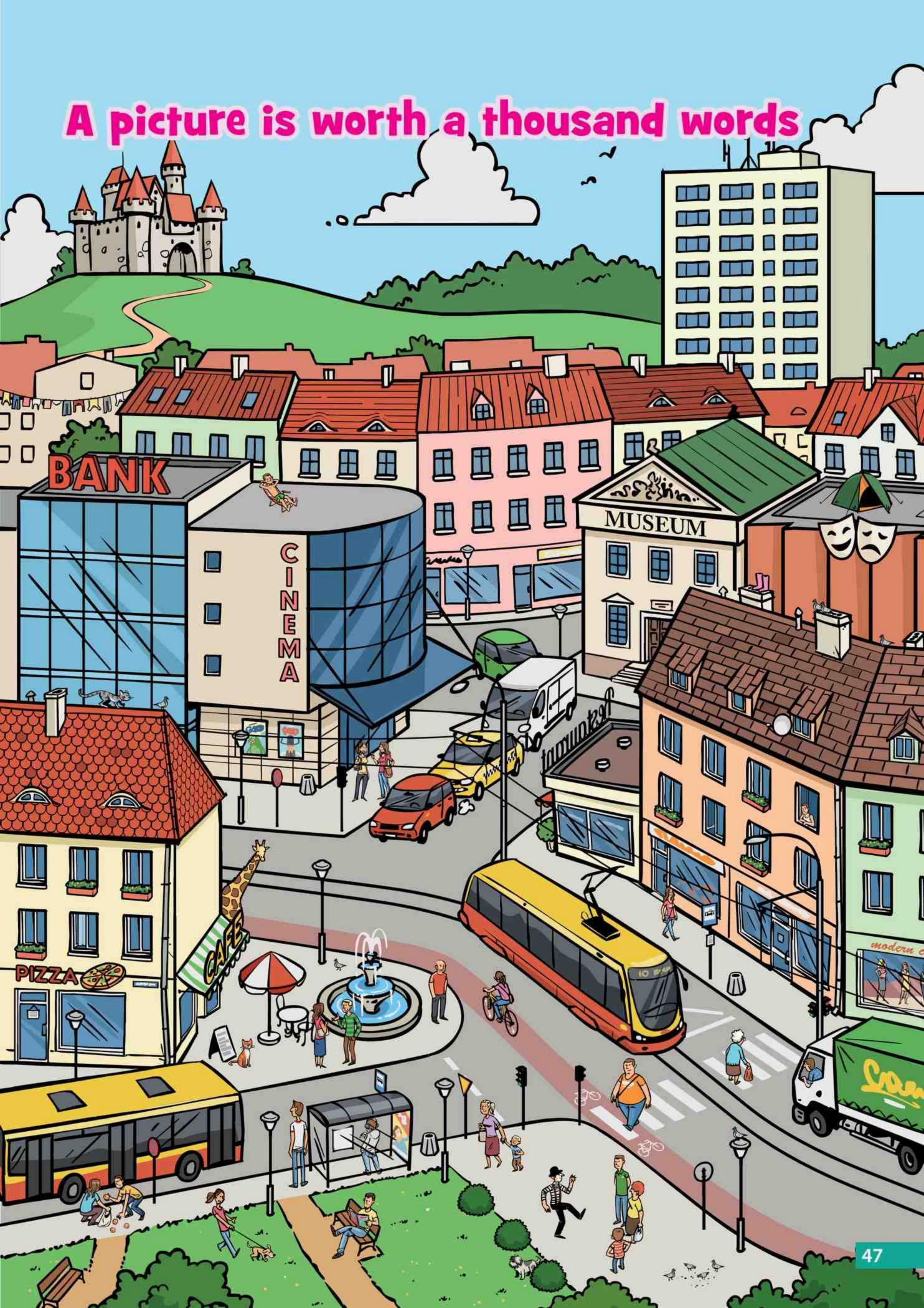
trip (over) – potknąć się (o)



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

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

- Work as a class. Play 'Simon says'. One person comes to the front of the class and makes sentences which the rest of the class have to perform. When the sentence doesn't begin with 'Simon says', students do not perform the task, e.g.:
 - **S1:** Simon says: dress up. (students mime dressing up)
 - **S1:** Juggle. (students don't mime juggling)



Feeling at home III

Vocabulary

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

Grammar Listening I can use possessive pronouns and modal verbs.

Speaking

Reading

I can understand dialogues about giving and accepting advice.

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

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



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

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

Listen and match the sounds you hear to the activities.

cleaning teeth washing clothes drying hair taking a bath

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



Teens' Time: Packing for a trip



Mickey: I can't wait for this trip. It's great Uncle

Gordon and Aunt Kay can take us around

Britain in their camper van.

Susie: It's not actually theirs. They borrowed

it from Aunt Kay's sister. It's hers.

Mickey: Is it big?

Susie: It's not very big, but it's got everything.

There's a small kitchen inside and even

a tiny toilet.

Mickey: It's going to be fun, but first we have

to do the packing and I hate it. Are you

packing lots of things?

Susie: Not many: my jeans, some T-shirts and

a warm sweater. I've got my pyjamas too and a towel. Whose towel is this, by the way?

Mickey: Is it blue with teddy bears on it?

Susie: Yes, it is.

Mickey: It's mine. It was a present from Grandma Jane.

Actually, it's very nice and soft. Feel it.

Susie: Ooh, you're right, it's nice. I have to take my

sponge bag too. Where is it?

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

Susie: Mickey! That isn't yours! It's mine. Your

sponge bag is black and white.

Mickey: Oh, yes, here you are. So what are you

putting in it?

Susie: The usual things. I've got shampoo, shower

gel, toothpaste, my toothbrush...

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

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

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

Read the text again and choose the correct answers.

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

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

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

Everyday hygiene

brush • clean • comb • lotion

shampoo • shower gel • soap • sponge

sponge bag · take a bath/shower

toilet paper • toothbrush • toothpaste

towel

- 4 (1) Complete the definitions with words in the vocabulary box. Write the answers in your notebook. Then listen and check.
 - 1 You use ?? paper to ?? yourself when you use the toilet.
 - You wash your hair with mand your hands with mands.
 - 3 You can put 2 on a 2 and use it to wash your body in the shower.
 - When you clean your teeth, you use a ?? and ?? .
 - **5** After taking a ?? or a shower, you use a ?? and body ?? .

Listen

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

Mickey	Susie	Bill	Aunt Kay
(2)	2	(2)	2

This person has got

- a a blue towel.
- **b** a sponge bag.
- c a green towel.
- d a red toothbrush.
- e a yellow comb.

Skills Explorer



Dobieranie przedmiotów do osób

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

Grammar

Possessive pronouns

- A: I have to take my sponge bag. Where is it?
- B: I don't know. I've got mine (= my sponge bag) here.

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

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

Whose toothbrush is it? It's mine.

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

Speak

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

mine yours his hers ours theirs

Whose desk is this?

It's ours.

46)

Household chores

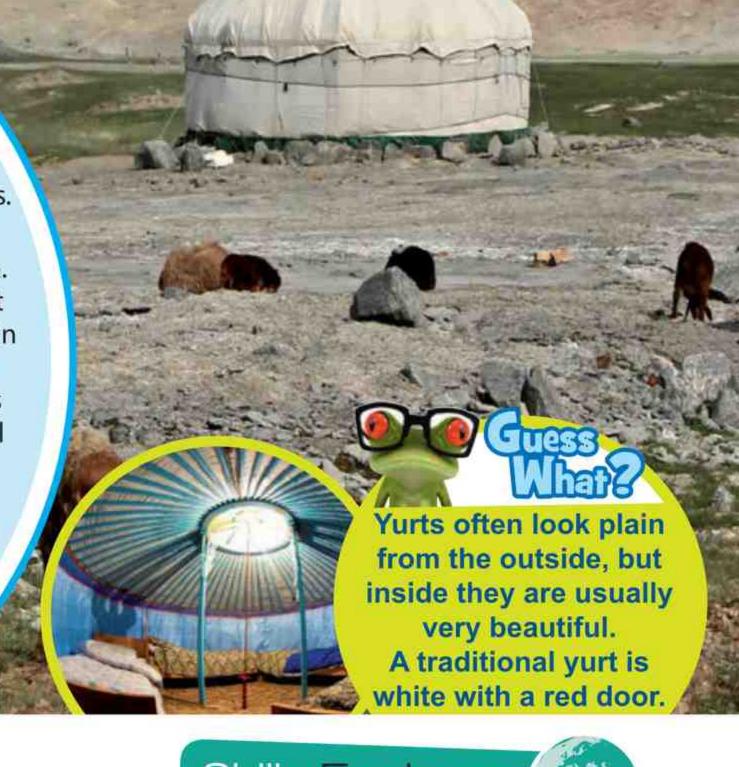
Read and listen

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

In Europe, life and chores are easy because there are many modern appliances, running water and electricity. We can vacuum the carpets, we can turn on the washing machine and we can cook in electric ovens.

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

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



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



Email

Hi Mike,

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

Hope to hear from you soon, Bye, Anna

Skills Explorer

Uzupełnianie luk na podstawie dwóch tekstów

- Przeczytaj dokładnie oba teksty. Następnie przejdź do emaila, który masz uzupełnić. Zastanów się, czy w danym fragmencie zdania brakuje rzeczownika czy czasownika.
- Zazwyczaj w luki wpisujemy od 1 do 3 wyrazów.
- Przeczytaj uzupełnione przez siebie zdanie i zastanów się, czy ma sens i czy jest zgodne z dwoma pierwszymi tekstami.
- 3 Look at the pictures and name the chores.
 Write the phrases in your notebook.













Household chores

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

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



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

1	tidy up	[2]	а	the toilet
2	make	2	b	a meal
3	throw out	2	C	the dog
4	clean	2	d	the room
5	walk	2	е	the bed
6	cook	2	f	the rubbish

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

Speak

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

Do you wash the dishes?

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

Grammar

Modal verbs

Can/Can't używamy, gdy:

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

Must/Mustn't używamy, gdy:

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

Have to/Don't have to używamy, gdy:

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

Should/Shouldn't używamy, gdy:

- g) udzielamy rady lub o nią prosimy.
- 8 Match these sentences to the rules in the grammar box. Write the answers in your notebook.
 - 1 They can't use any appliances.
 - 2 Can I go out, please?
 - 3 I can speak a little Spanish.
 - 4 You mustn't cross the road here.
 - 5 I must vacuum the floor in my bedroom tomorrow.
 - 6 Children have to go to school every day.
 - 7 You should study hard for the test.

Speak

- Work in pairs. What do you say in these situations? Use the ideas in brackets.
 - 1 My carpet is dirty. (must / vacuum)
 - 2 John has a test tomorrow. (should / study)
 - 3 Don't worry. It isn't raining. (don't have to / take an umbrella)
 - 4 Dad's plants are wet. (shouldn't / water)
 - 5 We are dirty from the football match. (mustn't / sit down on the sofa)
 - 6 The children had swimming lessons. (can / swim)
 - 7 You have a lot of homework. (can't / play)

Ac

What's your problem?

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



Matt: Welcome to School Radio 123! My first caller is on the line. Hi, there. What's your surname / problem?

John: Hi, Matt. I'm John and my problem is that I love doing homework and listening to music / my mum at the same time with my headphones on.

Matt: That doesn't sound like a problem to me, John.

John: But it is a problem with my parents. When I do my homework, they always tell me that I should turn the music on / off. What should I say / do?

Matt: Don't worry. There's nothing wrong with having headphones on and doing homework. Your parents probably think that you can / can't do your homework well when you listen to music. Why don't you talk / listen to them and ask them to check it? You should also show that you get good marks.

John: That's a great idea. Thanks, Matt.

Matt: You're welcome.

2 Matt: We're still taking calls. Hello?

Stacey: Hi, Matt. I'm Stacey. My problem is that I have to tidy up my bedroom myself. I have to vacuum / water the floor, dust the shelves and water the plants. My room is also my sister's. She should clean it too. It's not only mine but also hers. Should I protest and not tidy up?

Matt: You'd better not stop tidying up your room.
You don't want it to be clean / messy, do
you? You should talk to your parents. They
should ask your sister to help you.

Stacey: Thanks for the advice, Matt. I'll give it a go.

Matt: You're welcome. And that's all today from

School Radio 123!

Listen and read

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



Phrase Book

Asking for advice

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

Giving advice

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

Accepting advice

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

Speak

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

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

Skills Explorer



Wybór reakcji na podstawie opisu sytuacji

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

because / so

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

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

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

3 Complete the sentences with because or so.

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



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

computer vacuum cleaner

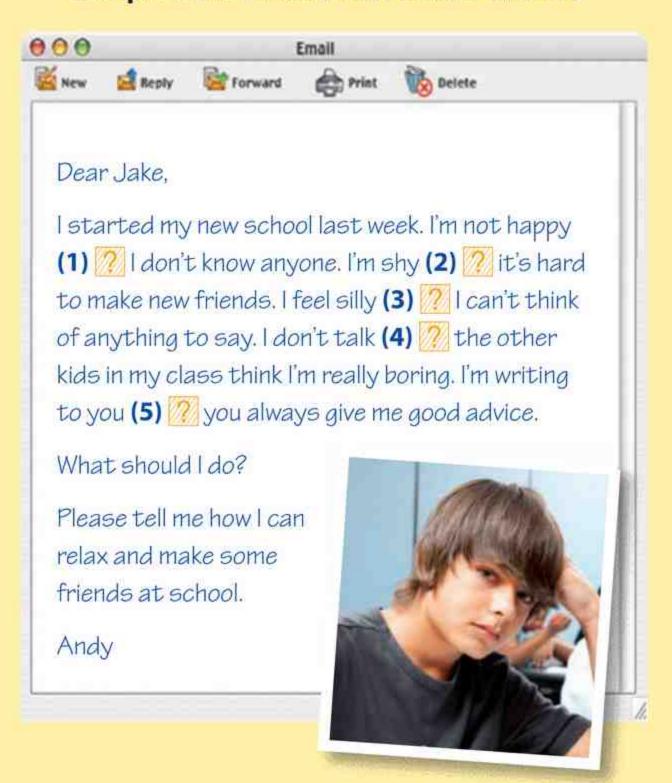
5 Read these sentences aloud. Then listen and check your pronunciation.

I remember the caller was my father. Please water the flowers. You'd better not lose the duster again.

Writing Time



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



- 7 In your notebook, write Jake's reply to Andy giving him advice. Include these phrases:
 - Don't worry.
 - I think you should try to ??
 - You shouldn't ??
 - Why don't you ???
 - You'd better not ??
 - It would be a great idea to ??

Forms Explorer



E-mail

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

Can you do the

Rozumienie ze słuchu

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

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



Potrafię odpowiedzieć na pytania na podstawie nagrania opisującego problem.

Znajomość funkcji językowych

- 2 Do każdej z opisanych sytuacji wybierz właściwą reakcję. Wskaż odpowiedź a, b lub c.
 - Prosisz koleżankę o pozamiatanie podłogi.
 - a Can you tidy up your room?
 - **b** Can you sweep the floor?
 - c Go and clean it.



- 2 Opowiadasz w szkole, że nie cierpisz słania łóżka.
 - a I don't like sleeping.
 - **b** I hate make my bed.
 - c I hate making my bed.



- 3 Mówisz znajomemu, że właśnie prasujesz.
 - a I didn't do it.
 - **b** I'm busy.
 - c I'm doing the ironing at the moment.



- 4 Mówisz mamie, że zapomniałeś/zapomniałaś pozmywać naczynia.
 - a I hate cleaning.
 - b I didn't do it.
 - c I forgot to do the dishes.



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

Rozumienie tekstów pisanych

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

HOUSE CLEANING

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

I offer

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

For additional money I can

make the beds, dust, do the washing.

Twice a week I can

cook a meal and walk the dog.

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



000

Email

Hej Marto,

Zapewnia mnóstwo podstawowych usług, a za dodatkową (3) 7 może pościelić łóżka.

Oprócz tego w ogłoszeniu wspomniane jest, że (4) może wyprowadzić psa lub ugotować posiłek – to bardzo Ci się przyda, prawda?

Całuję,

Monika

Potrafię przekazać w języku polskim informacje uzyskane w języku angielskim.

Znajomość środków językowych

4 Complete the dialogue with these words.

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

Grandma: You (1) watch so much television.

Look at me. I don't watch a lot of TV.

Jackie: Of course you don't. You (2) 2 watch

TV because yours doesn't work,

Grandma!

Grandma: I know! But you (3) 2 be outside in the

fresh air. It's good for you.

Jackie: I (4) go out today because I've got

a cold and it's windy out there.

Grandma: Well, you (5) to sit in front of the TV.

Isn't there anything more interesting

for you to do?

Jackie: Yes, there is. I (6) 7 do my homework!

Potrafię stosować czasowniki modalne.

Tworzenie wypowiedzi pisemnych

- 5 Twój kolega chciałby kupić tablet, ale nie ma wystarczająco dużo pieniędzy. Napisz w zeszycie e-mail, w którym poradzisz mu:
 - w jaki sposób może sobie dorobić,
 - co może zrobić, aby trochę zaoszczędzić,
 - jaki tablet powinien kupić.

Potrafie udzielać porady, pisząc e-mail.



Word list



Key words

Higiena osobista

brush - szczotka

brush your teeth - myć zęby

clean – czyścić, myć

clean your teeth - myć zęby

comb - grzebień

dry your hair – suszyć włosy

lotion - balsam

shampoo - szampon

shower – prysznic

shower gel - żel pod prysznic

soap – mydło; liquid soap – mydło w płynie

soap dish - mydelniczka

sponge – gąbka

sponge bag – kosmetyczka

take a bath / shower – brać kąpiel/prysznic

toilet paper - papier toaletowy

toothbrush - szczoteczka do zębów

tooth mug – kubek do mycia zębów

toothpaste – pasta do zębów

towel – ręcznik

Porządki i obowiązki domowe

cook a meal – gotować posiłek

do the ironing - prasować

do the washing - prać, robić pranie

dust - ścierać kurze

feed pets - karmić zwierzęta

light a fire – rozpalić ognisko

make the bed - posłać łóżko

put away your clothes - chować ubrania (np. do szafy)

sweep the floor - zamiatać podłogę

throw out the rubbish - wyrzucać śmieci

tidy up - sprzątać

vacuum the carpet / floor – odkurzać dywan/

podłogę

walk the dog - wyprowadzić psa na spacer

wash - prać, myć

wash the dishes - zmywać naczynia

water the plants - podlewać kwiatki

Sprzęty i urządzenia

basin - umywalka

cooker - kuchenka

mirror - lustro

oven - piekarnik

shelf - półka; shelves - półki

sink - zlew

tap - kran

washing machine - pralka

Other words

appliance - urządzenie

bath mat - dywanik łazienkowy

borrow – pożyczyć (od kogoś)

camper van – samochód kempingowy

candle - świeca

chores - obowiązki

complain – narzekać

electricity - elektryczność

gas lamp - lampa gazowa

headphones - słuchawki

modern - nowoczesny

.......

running water – bieżąca woda

soft – miękki, miły w dotyku

tent - namiot

turn off - wyłączyć

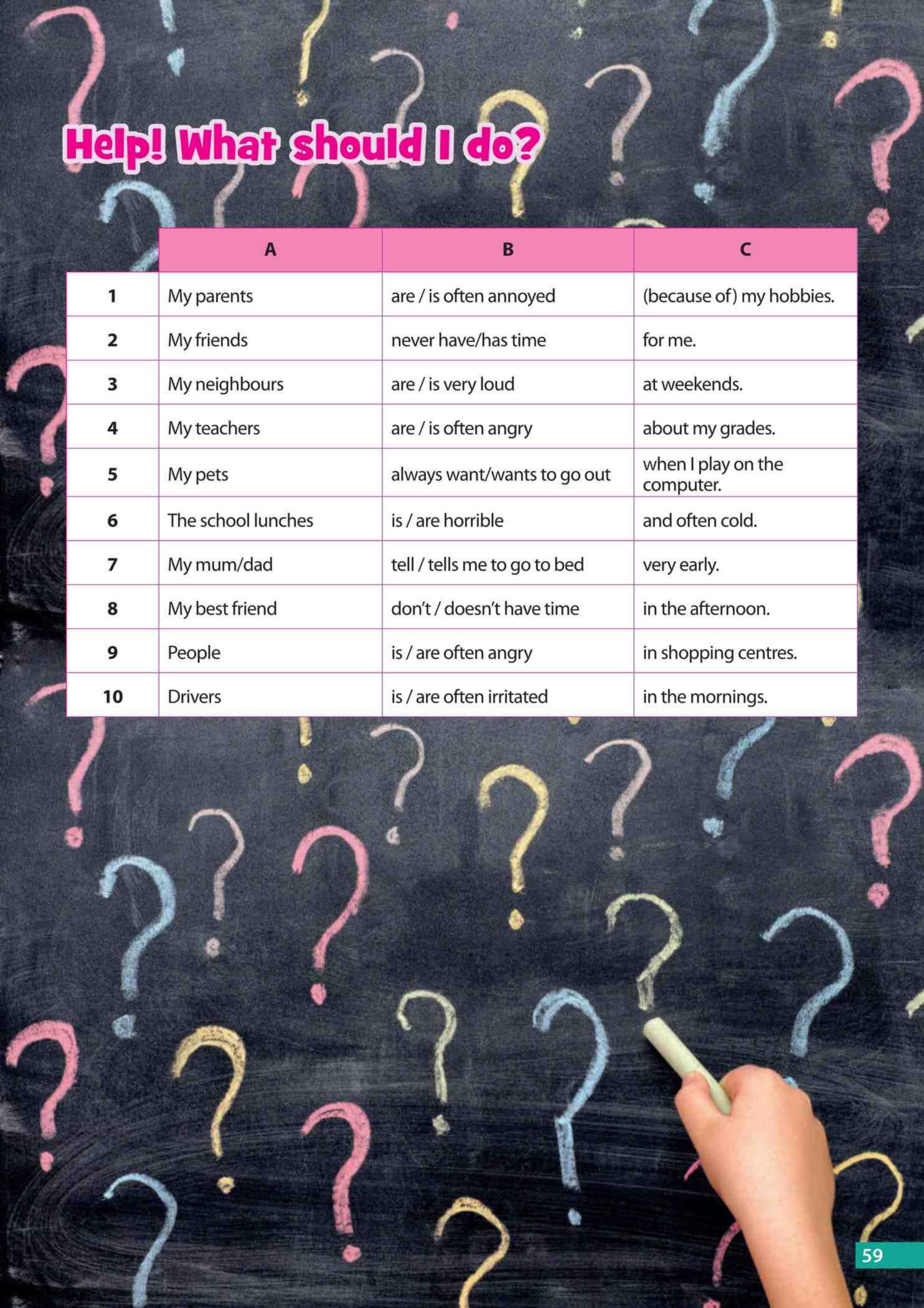
turn on - włączyć

well - studnia

yurt - jurta (rodzaj namiotu)



- 1 Work in groups of three or four. Every person in the group chooses two household chores and/or activities related to everyday hygiene and presents them to their group for them to guess the correct word.
- Work in pairs. Prepare a crossword with 10 words related to personal hygiene. Write some of the letters. Leave some of the letters missing. Then swap your crosswords. Who can do the crossword faster?







Project

My green week – zero waste!

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

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



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

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





It's festival time III

Vocabulary I can name words related to festivals, occasions and celebrations.

Grammar I can use present perfect • ever, never.

Listening I can understand dialogues about giving and accepting greetings

and good wishes.

Speaking I can ask and answer questions using present perfect with ever

and never.

Reading I can understand a text about a festival in the USA.

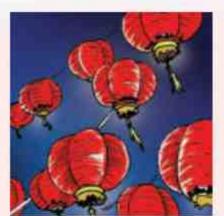
1 2 Do you know where people celebrate these festivals? Listen and check.



Thanksgiving



Bonfire Night



Lantern Festival

2 Listen again and complete the table in your notebook.

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

Festival	When?	Where?	Special traditions
Thanksgiving	2	7	(2)
Bonfire Night			(2)
Lantern Festival	2	22	(2)

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



Teens' Time: Happy New Year!

Listen and read. Who is the surprise guest?

Mickey: I'm looking forward to the

New Year's Eve party.

Susie: Me too. Let's see what we've

done so far. We've cleaned and decorated the living room.

Mickey: I think it looks really nice.

Susie: Have you vacuumed the floor

behind the sofa?

Mickey: Yes, I have!

Susie: Don't get angry. I was just

joking. All right, I've prepared

some lemonade.

Mickey: Mum has made her delicious

muffins.

Susie: Dad has organised the music. Have

Mum and Dad returned from the

shops with the food?

Mickey: No, they haven't. They haven't

phoned me either. Should I give

them a ring?

Susie: Yes. They're a bit late.

Mickey: Hi, Mum. Are you at the

supermarket? Have you bought

everything?

Mum: Yes, we have. We've finished the

shopping and we're coming back

home.

Mickey: Great. See you soon then.

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

Year.

Susie: Bill! What a surprise! What are you

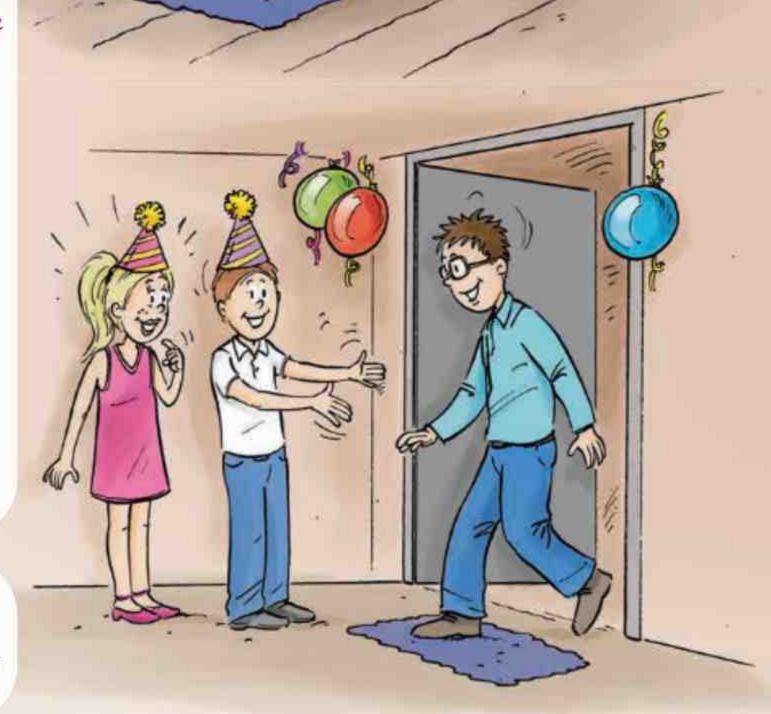
doing here?

Bill: Mickey has invited me. Happy New

Year, everyone!

2 Choose the correct words.

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



by New Year

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

seen	got	eaten	sent	gone
buy 🧖	go 🛚	?] do	22/2	make 🧖
eat 🧖	see	? ge	t 🧖	send 🧖

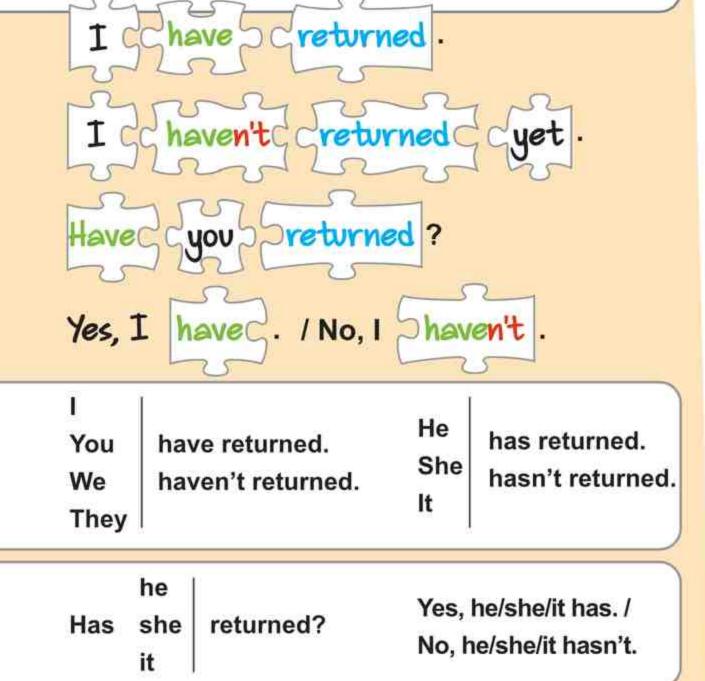
Grammar

Present perfect

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

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

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



- 4 Complete the sentences with the present perfect of the verbs in brackets. Write the sentences in your notebook.
 - 1 (buy) a great dress. Look, it's in the bag.
 - 2 They ?? (eat). They are not hungry now.
 - **3** Where is John? He ?? (go) to the shop.
 - **4** My sister ? (see) the Eiffel Tower!
 - **5** you (do) your homework?
 - 6 My dog ?? (get) a present.
 - 7 You ?? (not make) your bed! Look, it's a mess.
 - 8 ? he ? (send) the letters yet?
 - **9** Tina isn't here. She ?? (go) to the park with the dog.
 - 10 (you / wash) the dishes?
 - 11 Ben is very excited because he (2) (buy) a new car.
 - **12** We (not see) that new film. Let's go to the cinema tomorrow.

Vocabulary

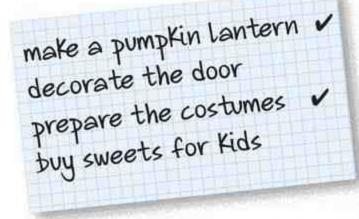
Celebrations

- **a** birthday **b** carnival **c** christening
- d Christmas Eve e Easter f end of term
- **g** Halloween **h** New Year's Eve
- i wedding anniversary
- decorate dress up invite
- organise prepare send cards
- 5 (2) Copy the celebrations into your notebook. Listen and number the celebrations. Then listen, check and repeat.
- 6 Complete the sentences with words in the vocabulary box and present perfect forms.
 - 1 It's Mary's ? . She's 13 today. Oh, no! I ? (not buy) a present for her.
 - 2 Mum and Dad got married 15 years ago. It's their 2 anniversary. Dad 2 (give) Mum a bunch of flowers.
 - We're at church for the baby's . She's so cute. All the family (come) to see her. Everyone (dress up) in their best clothes.
 - 4 It's the end of ?! We ?! (get) good marks in our exams. We ?! (organise) a party.
 - 5 It's Christmas ? . Mum ? (invite) all our family. Dad and I ? (decorate) the Christmas tree.

Speak

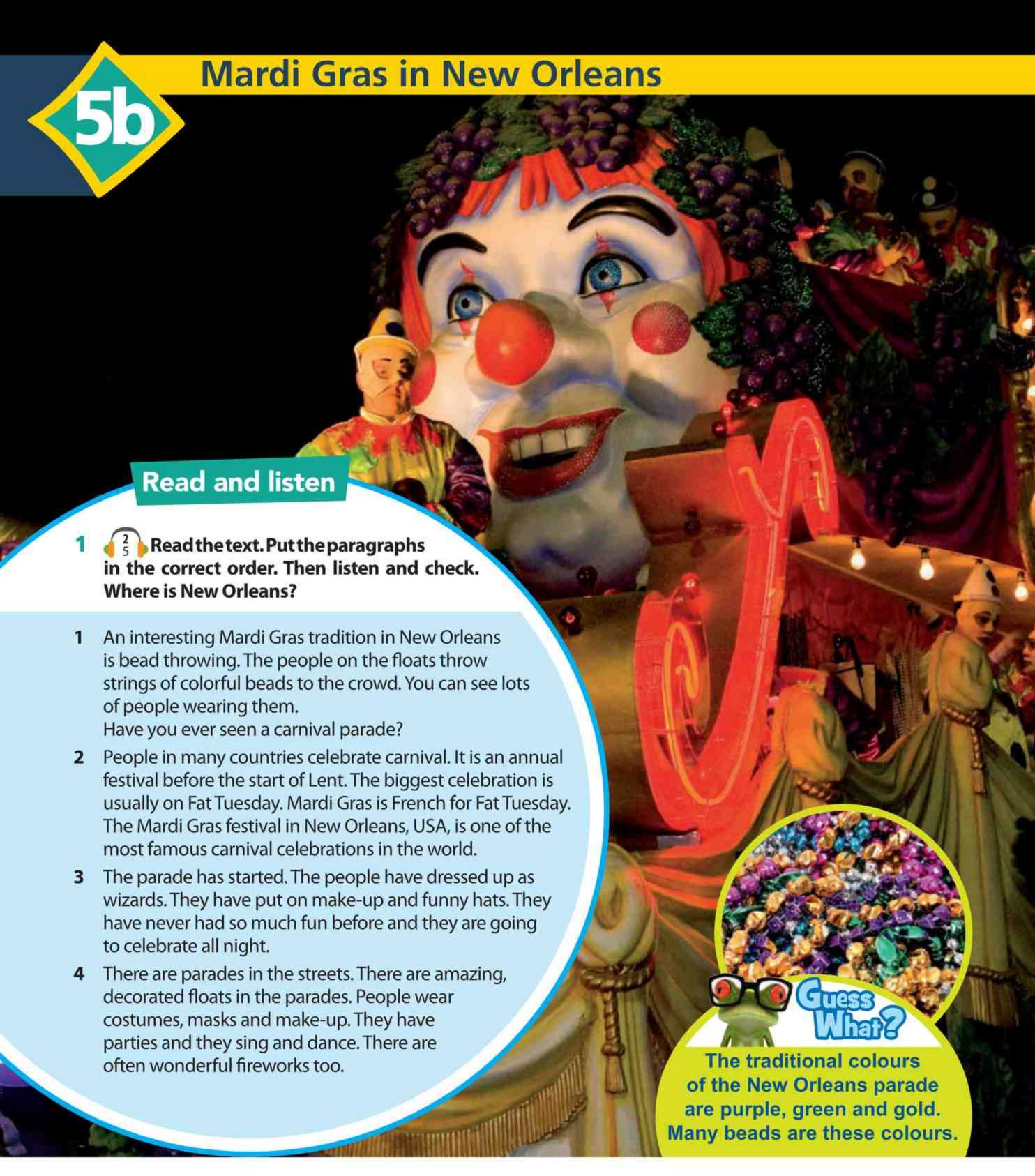
7 Look at the lists and say what the people have and haven't done. What occasions are the lists for?

Jerry and Susan



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

Tess



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

annual amazing traditional colourful funny wonderful

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

Festival words

Nouns

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

Verbs

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

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

















4 2 Listen and repeat the verbs in the vocabulary box. Then complete the text with the verbs in your notebook.

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

Grammar

Present perfect with ever, never

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

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

Have you ever put on make-up?

I have never been to New Orleans.

- 5 Find sentences with ever and never in the text on p. 66.
- 6 Write sentences in the present perfect in your notebook.
 - 1 I / never / be / to a carnival parade
 - 2 he / ever / be / late / for school?
 - 3 we / never / dress up / as clowns
 - 4 you / ever / organise / a party?
 - 5 she / never / invite / me / to her house
 - 6 they / ever / go / to bed early?

Speak

- 7 Work in pairs. Make questions with ever. Ask and answer them with your partner. Use the phrases in the box below or your own ideas.
 - · talk to a famous person
 - · eat an exotic dish
 - · celebrate your birthday in the garden
 - · give flowers to someone
 - · cook a meal

Have you ever ...?

Yes, I have.

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



Good wishes

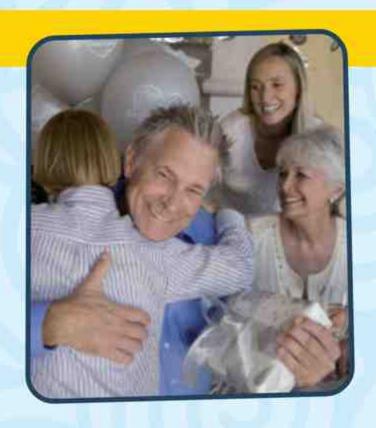
Congratulations! Lara:

Nick: Best wishes on your fortieth

wedding anniversary! We wish you health and happiness!

Grandma: Thank you very much, darlings.

Grandad: It's nice you've remembered it.





Kevin: This is the best New Year's Eve party I've ever been to!

Ellen: Thanks. All the best for a Happy New Year!

Kevin: The food is delicious. Ellen: Thanks. Bon appétit!

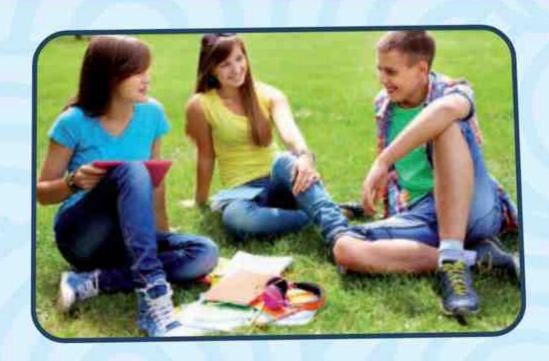
Kevin: You know, it's my birthday today.

Ellen: Really? Happy birthday!

Are you taking your exams next week? Rob:

Carly: Yes. I've already started revising. Rob: Good luck! I hope you do well.

Thanks. Tina:



Listen and read

- Read the dialogues. What celebrations do they refer to?
- 2 Match these sentences to the dialogues. Write the answers in your notebook. There is one extra sentence.
 - A They wish their grandparents health and happiness.
 - **B** Someone is taking an exam next week.
 - **C** They wish their younger brother all the best.
 - There are two celebrations on one day.
- 4 2 how can you complete the phrases in the Phrase Book? Talk in pairs. Write the answers in your notebooks. Then listen, check and repeat.

Speak

Act out the dialogues in Exercise 1.



Greetings and good wishes

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

5 Choose what you would say in these situations:

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

6 Read the text and choose the correct words.

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

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

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

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

Play with Sounds

- 7 (2) The words and phrases 1–5 below are French, but they are often used in English. Match the words and phrases with their meaning. Then listen and check.
- 1 Bon appétit!
- a a feeling that what is happenning now has happened before
- 2 Bon voyage!
- **b** Have a good trip!
- 3 faux pas
- c Enjoy your meal!
- 4 Adieu!
- d an embarrassing mistake
- 5 déjà vu
- e Goodbye!

Writing Time



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

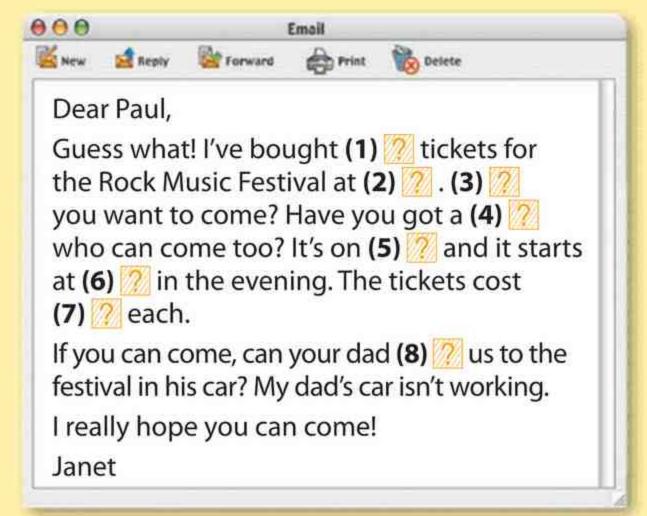


I have bought three tickets.

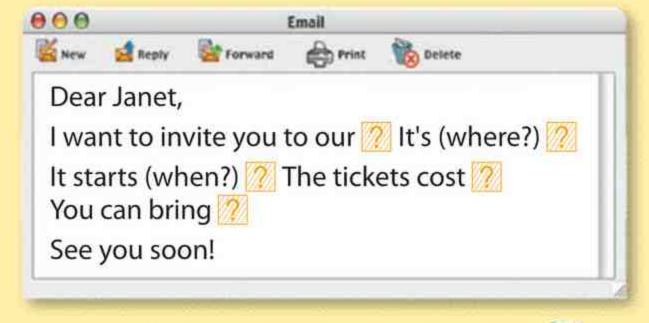
Does Paul want to come?

Can Paul's dad drive us?

Has Paul got a friend who wants to come?



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



Forms Explorer



Zaproszenie

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

Can upon do in?

Rozumienie ze słuchu

- Usłyszysz dwukrotnie tekst. Na podstawie informacji zawartych w nagraniu spośród podanych wypowiedzi wybierz właściwą. Wskaż ilustrację A, B lub C.
 - 1 What object is connected with the holiday they are talking about?







2 What celebration is Tom's family going to?







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







Potrafię odszukać w nagraniach odpowiednie informacje.

Rozumienie tekstu pisanego

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

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

- a Poland celebrates in November.
- **b** The president gives ? the city.
- **c** St Martin ? cape.
- **d** The first person ?? on a horse.

Znajomość funkcji językowych

- 2 Do każdej opisanej sytuacji wybierz właściwą reakcję. Wskaż odpowiedź a, b lub c.
 - 1 Someone has done well in their exams.
 - a Congratulations.
 - **b** Best wishes.
 - c Bon appetit.
 - 2 It's someone's birthday:
 - a Good luck.
 - **b** Happy Birthday.
 - c Season's greetings.
 - 3 A couple have been married for 50 years.
 - a Happy New Year.
 - **b** Merry Christmas.
 - c Happy anniversary.
 - 4 Someone is taking an exam soon.
 - a Health and happiness.
 - **b** Congratulations.
 - c Good luck.
 - 5 Someone is getting married.
 - a Happy anniversary.
 - **b** Bon voyage.
 - c Congratulations.

Potrafię składać życzenia stosownie do okoliczności.



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

Znajomość środków językowych

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



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

Potrafię opisać obrazek.

Tworzenie wypowiedzi pisemnej

- 5 Organizujesz przyjęcie z okazji swoich urodzin. Napisz w zeszycie zaproszenie dla kolegów/ koleżanek. Opisz:
 - gdzie i kiedy obędzie się przyjęcie,
 - · jakie stroje obowiazują,
 - w jaki sposób goście mogą cię wspomóc w organizacji przyjęcia.

Potrafię napisać zaproszenie.



Word list



Key words

Święta i uroczystości

birthday - urodziny

carnival - karnawał

christening - chrzciny

Christmas Eve – Wigilia

Easter - Wielkanoc

Fat Tuesday – wtorek przed środą popielcową

end of term - zakończenie semestru

festival – święto, festiwal

Halloween - Halloween

Lent - Wielki Post

New Year's Eve - sylwester

wedding anniversary - rocznica ślubu

Świętowanie

beads - koraliki

celebrate - świętować

celebration - świętowanie, obchody

costume - kostium

dance - tańczyć

decorate – dekorować, ozdabiać

dress up – przebierać się; ubrać się odświętnie

enjoy – lubić, czerpać z czegoś przyjemność,

dobrze się bawić

fireworks - fajerwerki

float – platforma używana podczas parady

funny hat – śmieszna czapeczka

invite - zaprosić

make-up – makijaż; put on make-up – malować się, nakładać makijaż

mask - maska

organise - organizować

parade - parada

party – przyjęcie

prepare - przygotować

send cards – wysyłać kartki (np. świąteczne)

sing - śpiewać

take part in - brać udział w

wear – mieć na sobie, nosić (o ubraniu)

Przydatne zwroty

Best wishes! - Najlepsze życzenia!

Bon appetit! - Smacznego!

Congratulations! - Gratulacje!

Good luck! - Powodzenia!

Happy anniversary! – Wszystkiego najlepszego

z okazji rocznicy!

Health and happiness - zdrowia i szczęścia

I wish you all the best. – Życzę Ci wszystiego najlepszego.

Merry Christmas! - Wesołych Świąt

(Bożego Narodzenia)!

Other words

annual - coroczny

bonfire - ognisko

daffodil - żonkil

look forward to - cieszyć się na coś,

nie móc się czegoś doczekać

pumpkin - dynia

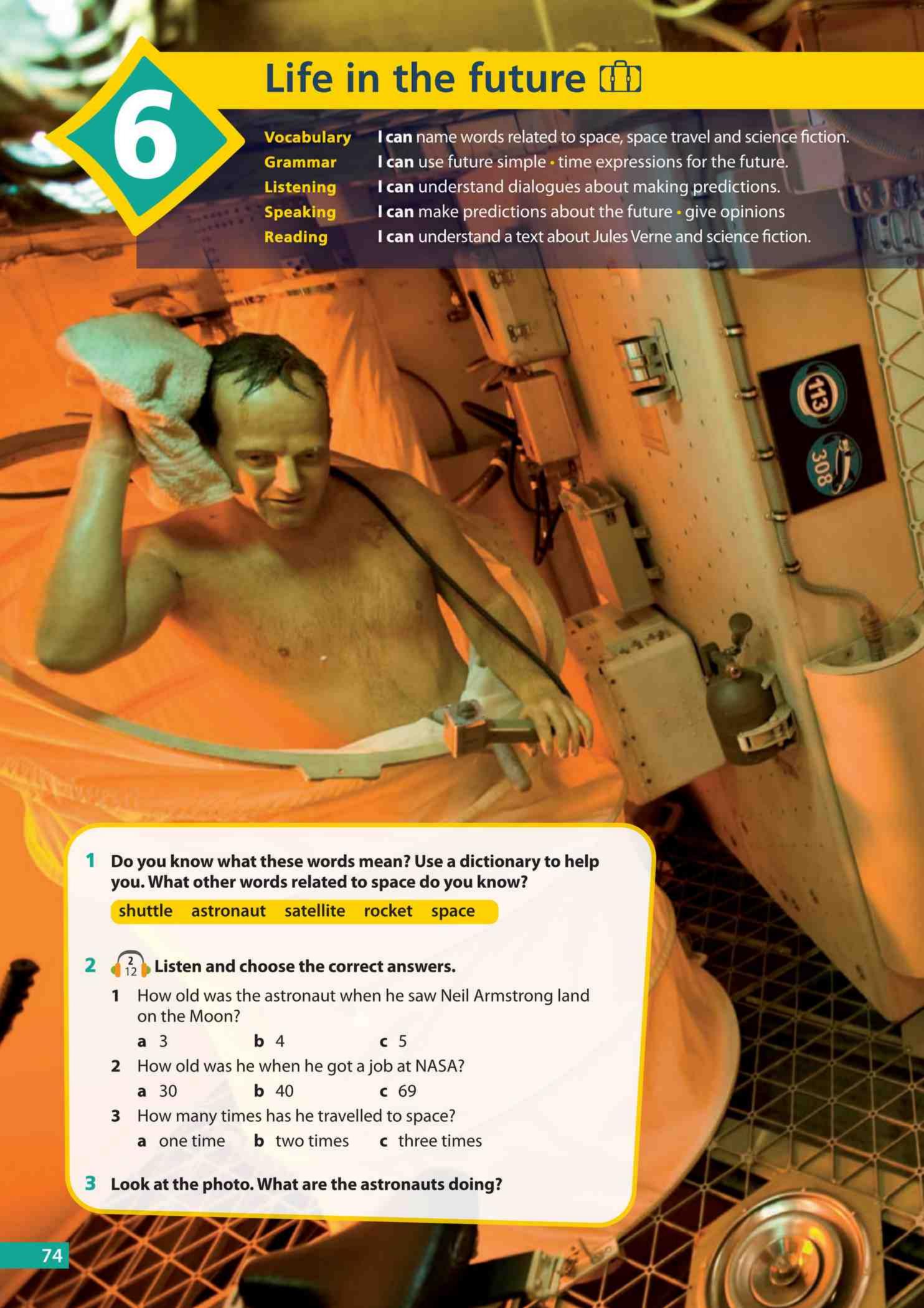
turkey - indyk

wonderful - cudowny, wspaniały

- 1 Work in pairs. Prepare a crossword for your partner. Include the words given below. Fill in some missing letters. The winner is the one who does the crossword first.
 - 3 of types of celebrations
 - 3 nouns related to festivals
 - 3 verbs related to festivals
- Choose three celebrations and write the words connected with them in the form of a mind map in your notebook.



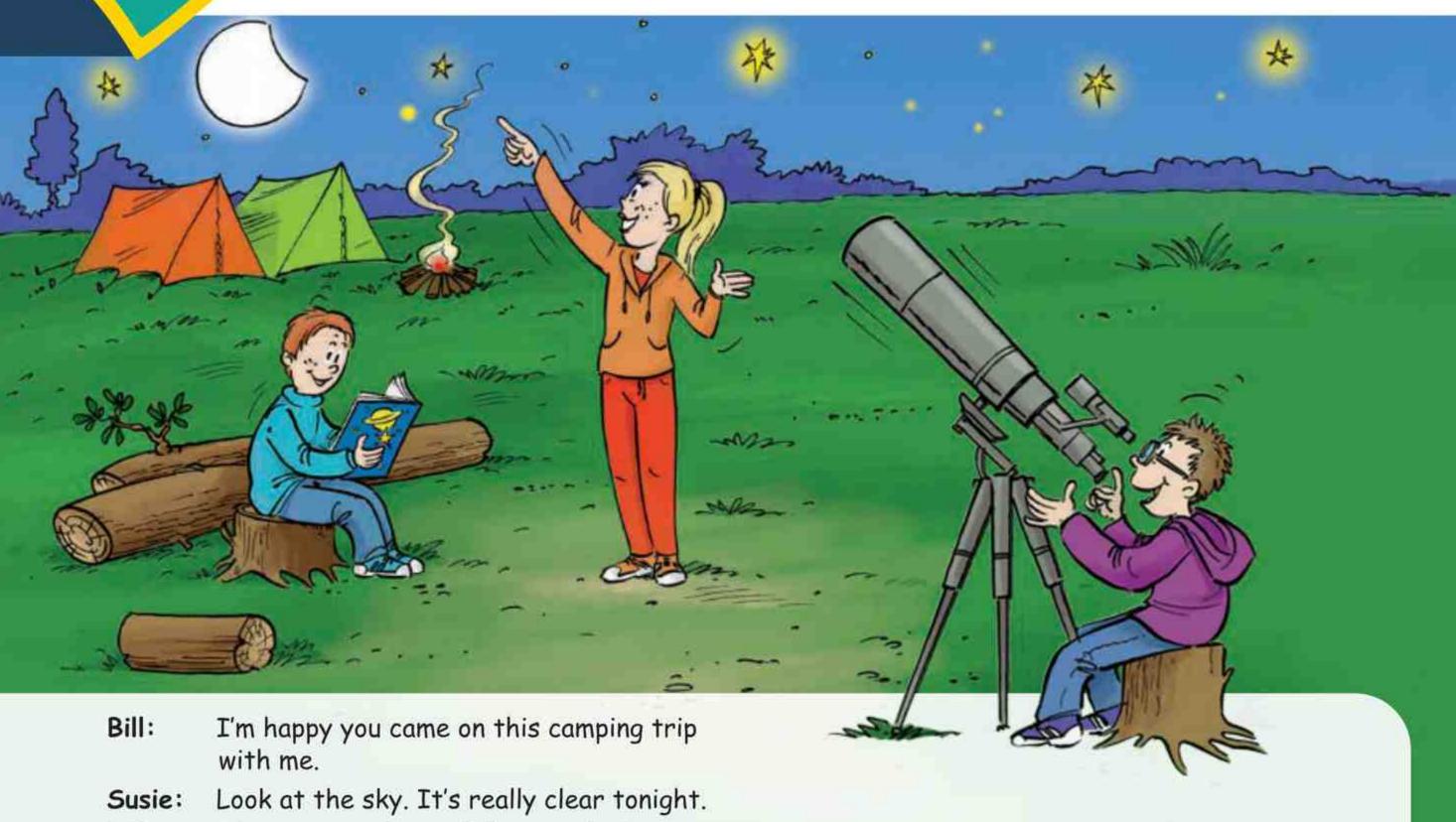
	RI	SK				•			
		Answer the questions. Co oznacza po polsku "Mardi Gras"?		Chcesz życzyć wszystkim smacznego po angielsku. Co powiesz?	Zapytaj znajomych po angielsku, czy kiedykolwiek widzieli renifera.	Przetłumacz na język angielski: Czy kiedykolwiek byłeś w Chinach?	Kiedy w Polsce obchodzi się "odpowiednik" Fat Tuesday?	Joe has eaten the cake and there's nothing left. Co wiemy o sytuacji? Wybierz każdą prawdziwą informację: A. Joe zjadł ciasto, ale zostało jeszcze trochę ciasta na później. B. Joe zjadł kawałek ciasta i wyszedł. C. Joe właśnie zjadł całe ciasto. D. Joe zjadł dużo ciasta bardzo dawno temu.	
		Correct it. (Present Perfect)	She has't never been to New Orleans.	Have you never heard about Chinese New Year?	How many parties they have organise so far?	l've never find any chocolate eggs.	She has never has a plastic Christmas tree at home.	Have she been in many parades in the USA?	
		Give me a reason! (Present Perfect)	I can have the cake now, because I have	I don't have to go Christmas shopping, because I have	I don't want to watch the wedding video again, because I have	l'm full, because	You don't have to buy Jane anything for her birthday, because	I can decorate the Christmas tree now, because dad has ?	
		What is the first line?	Congratulations!	Good luck!	Best wishes!	Have a good time!	Sure. Thank you for the invitation!	Happy New Year!	
	What'sthe question?	(Celebrations and Carnival)	Father Christmas.	Decorated floats.	Fireworks.	Before the beginning of Lent.	Make-up, funny hats and masks.	Mardi Gras.	
		(Special Days UK/USA)	Halloween.	Christmas Day.	On the 31st December.	Chocolate eggs.	On the 5th of November.	On the last Thursday of November.	2
		(Special Days Poland)	Christmas Eve.	Your 18th birthday.	New Year's Day.	Wet Monday.	A wedding reception.	Christening.	
			50 points	100 points	150 points	200 points	250 points	300 points	73





Teens' Time: The sky at night

1 2 Listen and read. Who knows something interesting about the Moon?



Bill: The Moon is almost full. My calendar says

there will be a full moon tomorrow night.

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

from Earth.

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

Susie: How do you know that, Mickey?

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

It's very interesting.

Bill: I'll lend it to you if you want. I think the

universe is fascinating. I love observing stars and planets through my telescope.

Mickey: Can I have a look? I won't break it.

I'll be really careful.

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

Susie: Will we see any shooting stars? What

do you think, Bill?

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

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

a shooting star!

Mickey: Make a wish, Susie! I'm sure it will

come true! Wishes come true when you

see a shooting star.

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

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

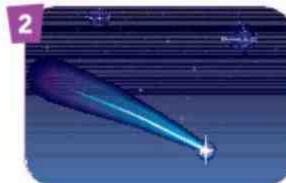
3 Complete the sentences with words from the dialogue. Write the answers in your notebook.

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

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

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













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

Space

What people can see in the night sky: 22

The number of planets in the solar system: 22

Hubble is the name of: 22

Skills Explorer



Uzupełnianie notatki na podstawie nagrania

- Ustal, jakie informacje trzeba wyszukać w nagraniu.
- Zastanów się, które słowa są słowami kluczowymi w każdym z podpunktów.
- Słuchając nagrania, wytapuj słowa kluczowe oraz informacje następujące po nich.
- 6 Read rules a-d in the grammar box and match them with sentences 1-4 in your notebook.

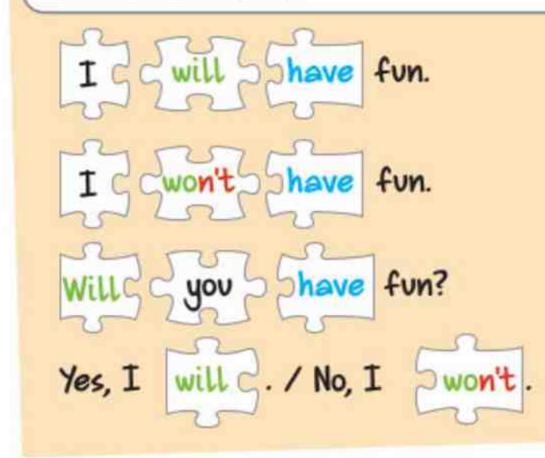
Grammar

Future simple

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

Czasu future simple używamy, gdy:

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

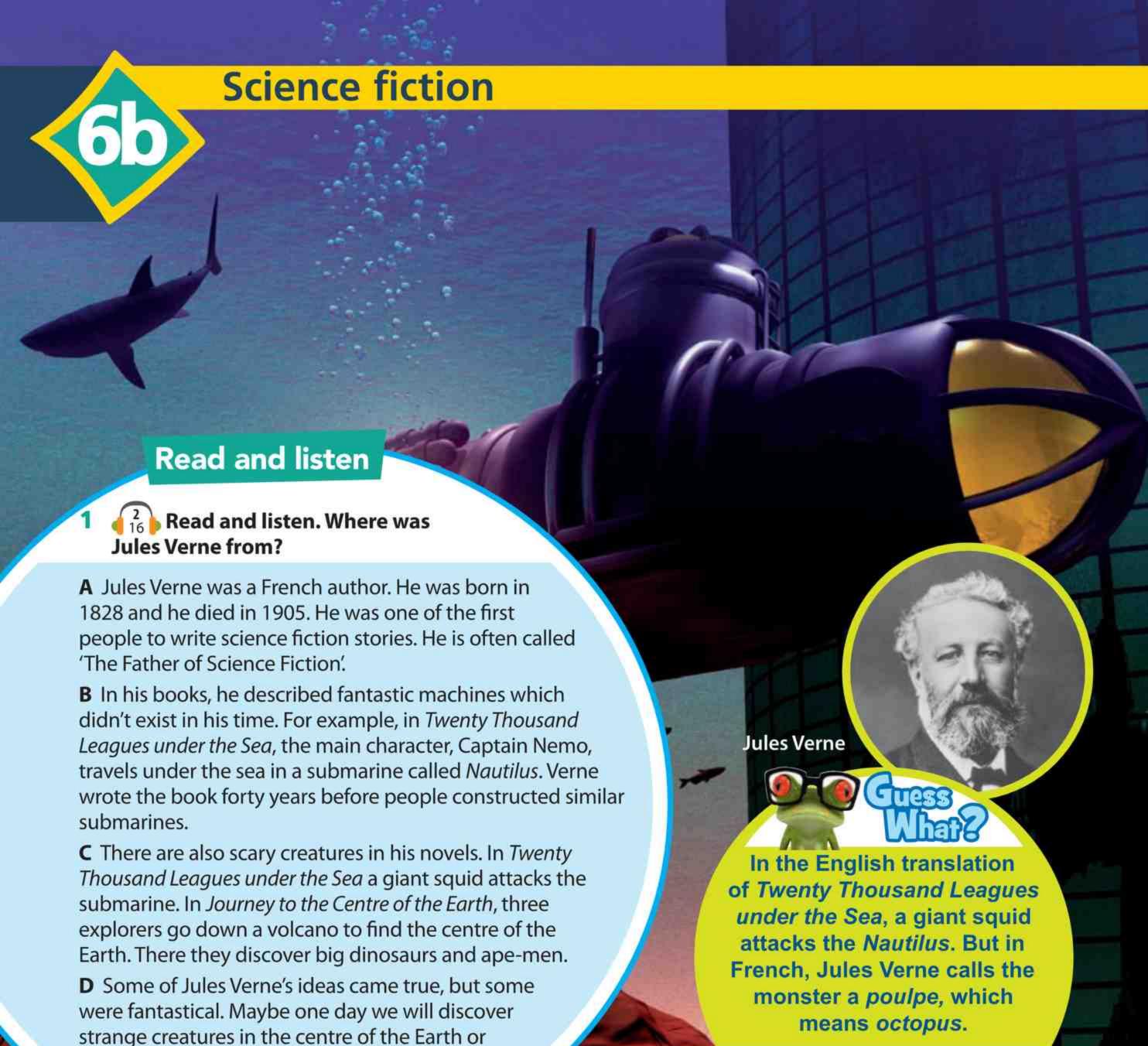


7 Complete the sentences about the future using the verbs in the box. Write the sentences in your notebook.

be buy rain feed lend send

- You'd better take an umbrella, darling.
 Grandad thinks it later today.
- 2 | ? the cat for you while you are out tonight.
- 3 A: 7 you 7 me a postcard from Paris? B: Sure. I 2 you a souvenir, too.
- 4 Laura is twelve. She 2 thirteen next year.
- 5 Betty and Mark 2 us their telescope tomorrow night.
- 8 Choose will or won't.

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

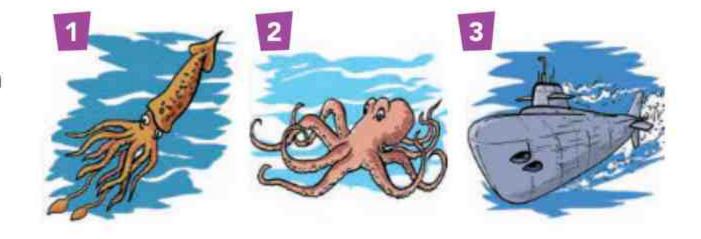


- Read and listen again. Which paragraph does each sentence describe? Write the answers in your notebook. There is one extra sentence.
 - 1 It says that Jules Verne wrote about things which didn't exist in his time.

aliens from other worlds. What do you think?

- 2 It says that fantastical ideas may come true.
- 3 It gives information on creatures in the books.
- 4 It says that Jules Verne was the only man who wrote about the unreal world.
- 5 You can find two dates here.

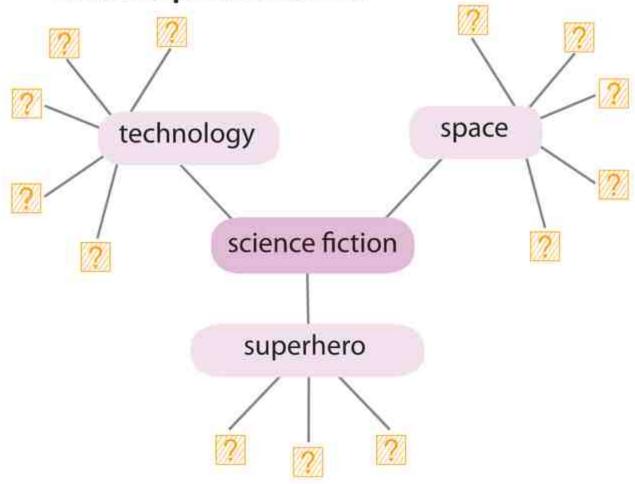
3 Name the creatures and things in the pictures.





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

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



Listen

- 5 (2) Listen and answer the questions.
 - What film genre does the boy love?
 - Do all children like Spiderman?
 - 3 Do the boys like the same superhero?
 - 4 Who is Magneto?

Skills Explorer

Odpowiedzi na pytania na podstawie nagrania

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

Grammar

Future simple - time expressions

Czasu future simple używamy z następującymi określeniami:

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

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

- I think that one

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

7 Write sentences using the future simple in your notebook.

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

Speak

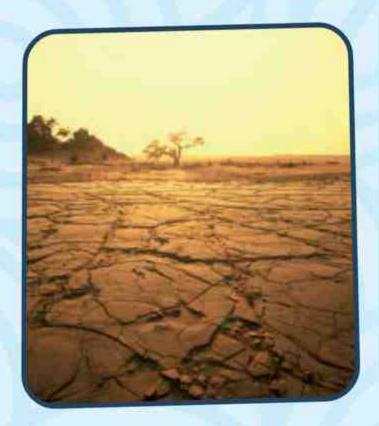
8 Work in groups. Ask and answer the questions.

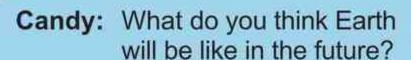
- Have you read any science fiction books?
 What is your favourite science fiction film?
- Do you think space travel will be possible for everyone one day?
- · Do you know anyone who has seen a UFO?
- What do you think is the most amazing invention of all time?
- What time would you like to travel to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

In the future









Dean: I think it will be a better place.

Candy: Really? I don't think it will be. I believe we'll destroy the environment and many countries will be like deserts.

Dean: I disagree with you. I'm sure scientists will find a way to

protect the environment with technology.

Candy: I hope so. I don't think people will save water and use green

energy.

Dean: I think they will.

Candy: Do you think we'll find life on other planets?

Dean: Maybe. I don't think it will happen soon. But I think we'll go on

holiday to space and to the Moon.

Candy: It sounds unrealistic, but I agree with you. I've read that some

rich people have already bought tickets for a trip to the Moon!

Dean: No way! Well, I don't believe humans will have to work hard in

the future. Technology will do lots of things for us.

Candy: Do you mean robots?

Dean: Yes, I do. I think scientists will build robots that look like

people and the robots will work for us.

Candy: I don't believe that. It sounds like a science fiction film.

Listen and read

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

I agree with Candy.
I think ...

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





Making predictions

- I think ... / I don't think ...
- I believe ... / I don't believe ...
- I'm sure ...
- I hope ...
- 4 Give your opinion about these things. Use the phrases in the Phrase Book.
 - move by teleportation
 - travel in time / use time machines
 - travel in a flying saucer
 - learn new things from aliens

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

Bob: Really? I disagree with you. I believe we won't use cars.

Pat: Well, what do you believe will

happen?
I believe people will ride electric

bikes.

Bob:

Pat: I think that people will invent flying

cars.

Bob: What do you think will happen with

transport in the future?

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

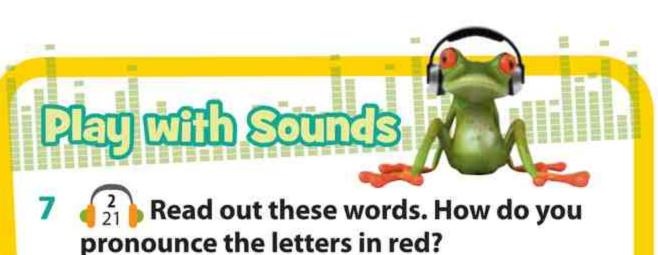
- 1 I think Batman is the best.
 - a I disagree with you.
 - **b** I think so.
 - c I hope so.
- 2 What do you think about UFOs?
 - a I don't think so.
 - **b** I believe they're real.
 - c I hope you're fine.
- 3 What do you think will happen to people in the future?
 - a I hope they will be OK.
 -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

Skills Explorer



Wybór właściwej reakcji

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



technology school

tickets rocket

fiction actor

Writing Time



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



- 1 What will people eat in the future?
- What will people do in their free time? Will they have more free time than they have now?
- 3 Where will people live? Will they live in cities, in the country, on other planets? What will their houses look like?
- 4 Will people be healthier and live longer than they do now?
- 5 How will people travel and move around? Will they use flying vehicles?
- Imagine you are a fortune teller. Choose a classmate and predict the future of this person in 5, 10 and 15 years. In your notebook, write about their job, house, family and hobbies.

In five years you will 🧖

In ten years you will 🧖

In fifteen years you will 🧖



Can upon do Mil

Rozumienie ze słuchu

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

Po wysłuchaniu nagrania potrafię wybrać właściwą odpowiedź na pytanie.

Znajomość funkcji językowych

- Usłyszysz dwukrotnie cztery wypowiedzi. Do każdej z nich dobierz właściwą reakcję A-E. Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.
 - A I think someone will invent a time machine one day.
 - **B** I'm sorry. I'm going to ride my bike to school next week.
 - C In the future, humans won't drive cars any more.
 - D I will help you.
 - E No, I won't.

Potrafię dopasować właściwą reakcję do sytuacji.

Rozumienie tekstów pisanych

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

Tekst 1

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

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

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

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

Tekst 2.

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



● ○ ○ Email

Hi Peter,

Mary has just sent me some interesting texts about Jules Verne. I'm sure you'll be very interested in them because both are about your favourite book ...

Did you know that there is a different animal, not a giant squid in ???

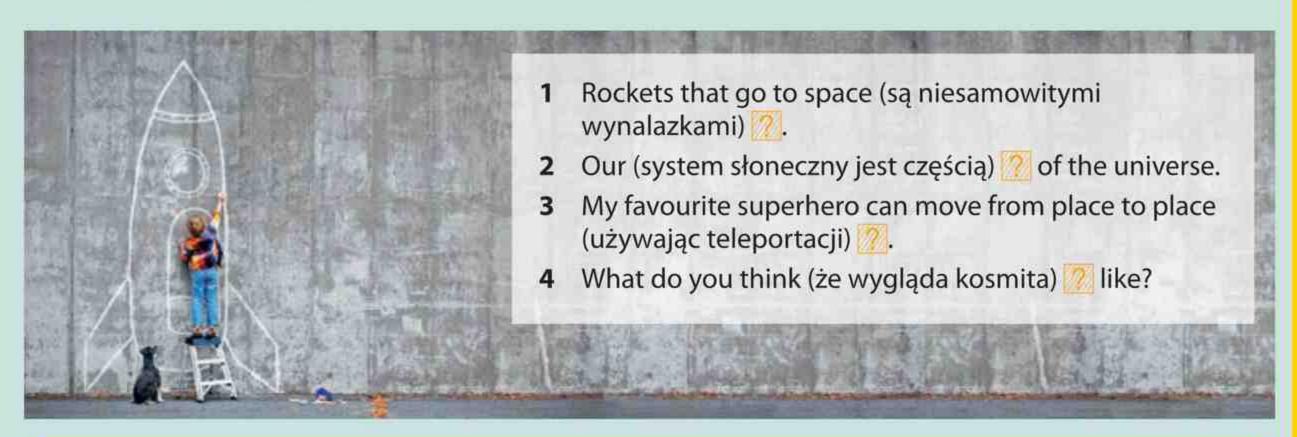
In their version, it is called ... In the texts, they also mention other creatures such as ... and big dinosaurs. I think I need to read the book. It sounds interesting.

John

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

Znajomość środków językowych

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



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

Tworzenie wypowiedzi pisemnej

- 5 Wyobraź sobie świat za 50 lat. Napisz w zeszycie e-mail do siebie samego/samej. Napisz:
 - o ludziach,
 - · o urządzeniach,
 - o jedzeniu.

Potrafię napisać e-mail opisujący świat za 50 lat.

Word list



Key words

Kosmos

astronaut - astronauta

astronomer - astronom

Earth - Ziemia

galaxy - galaktyka, grupa planet i gwiazd

gravity - grawitacja

the Moon – Księżyc

planet - planeta

satellite - satelita

shooting star - spadająca gwiazda

sky - niebo

solar system – gwiazda i krążące wokół niej planety; the solar system – Układ Słoneczny

space - przestrzeń kosmiczna

space shuttle - prom kosmiczny

star - gwiazda

the Sun - Słońce

telescope - teleskop

universe – wszechświat

Fantastyka naukowa

alien - kosmita

fantastic machine – fantastyczna maszyna,

fantastyczne urządzenie

flying saucer – latający spodek, UFO

invention - wynalazek

mutant - mutant

robot - robot

science fiction – fantastyka naukowa

space travel - podróże kosmiczne

spaceship - statek kosmiczny

special powers / skills - wyjątkowe/

niezwykłe moce/umiejętności

superhero – superbohater

teleportation - teleportacja; move by

teleportation – teleportować się

time machine - wehikuł czasu

time travel - podróże w czasie

UFO (unidentified flying object) – UFO

(niezidentyfikowany obiekt latający)

Other words

ape-man - małpa człekokształtna

author - pisarz; autor

character – postać, bohater (książki, filmu)

come true – spełnić się, ziścić się

creature – stworzenie, istota

destroy – zniszczyć

the environment - środowisko naturalne

exist - istnieć

full moon – pełnia księżyca

giant - olbrzymi

invent - wynaleźć

lend - pożyczyć (komuś)

octopus - ośmiornica

save - oszczędzać

similar - podobny

squid - kałamarnica

submarine - okręt podwodny

waste – marnować

wish – życzenie; make a wish – wypowiedzieć

życzenie

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

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

2 Match the words in your notebook.

- 1 shooting

 - solar
- 3 time
- 4 space
- 5 special
- **6** flying

- **a** star
- **b** shuttle
- **c** powers
- d system
- e saucer



Fortune Telling Fun

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

Did you know?

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



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

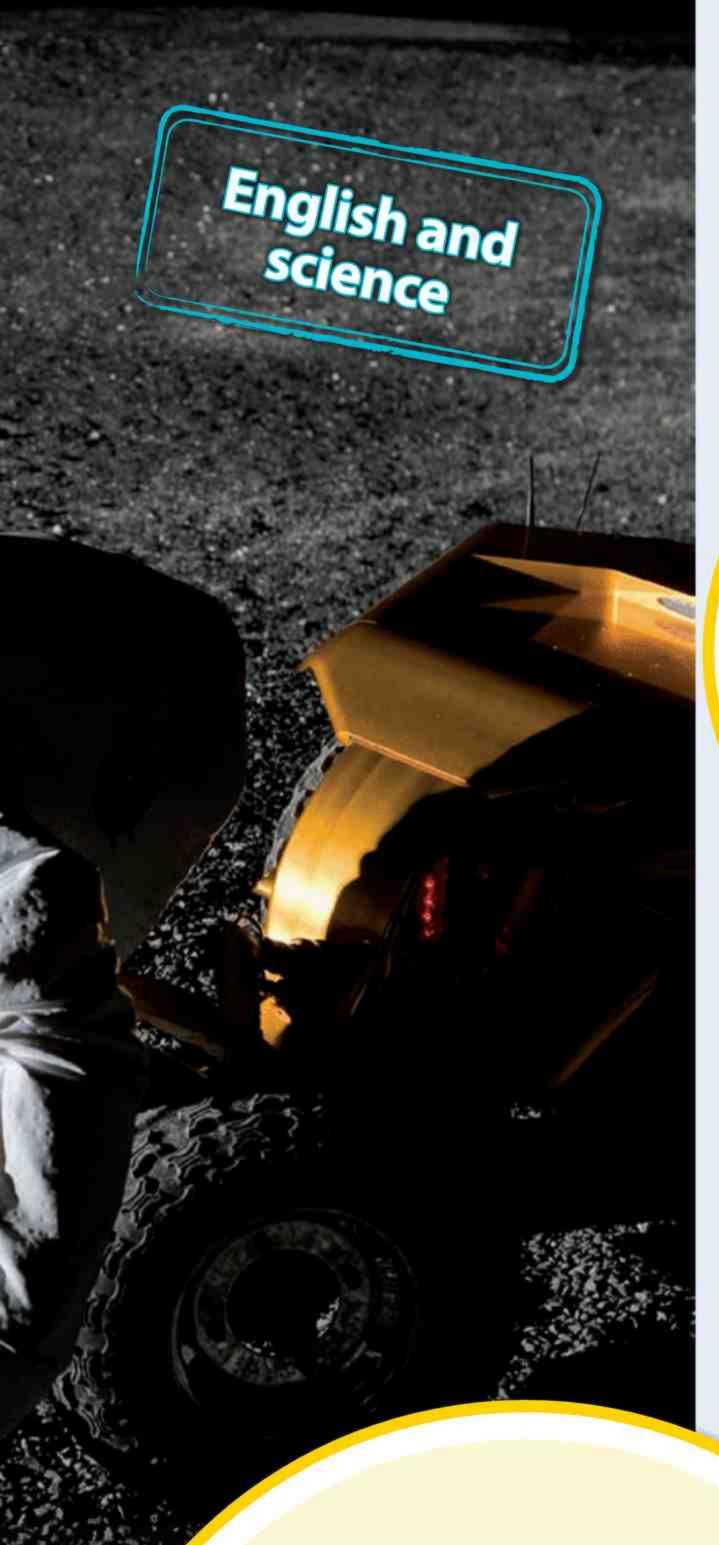
Look, for example, at this NASA robot. It is called the Robonaut. It has a head with cameras inside, torso, arms and hands. It can use the same tools as astronauts. It can be put on wheels and move around. NASA has already used other robots on Mars. Astronauts cannot travel to Mars because it is too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

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

Clossary

get used to – przyzwyczaić się do
in the future – w przyszłości
exist – istnieć
NASA (National Aeronautics and Space
Administration) – Narodowa Agencja
Aeronautyki i Przestrzeni Kosmicznej
(w Stanach Zjednoczonych)
torso – tułów

too far – za daleko
explore – badać
lose – tracić
artificial – sztuczny
athlete – sportowiec
Paralympics – igrzyska paraolimpijskie
(z udziałem niepełnosprawnych sportowców)



Project Inventions

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

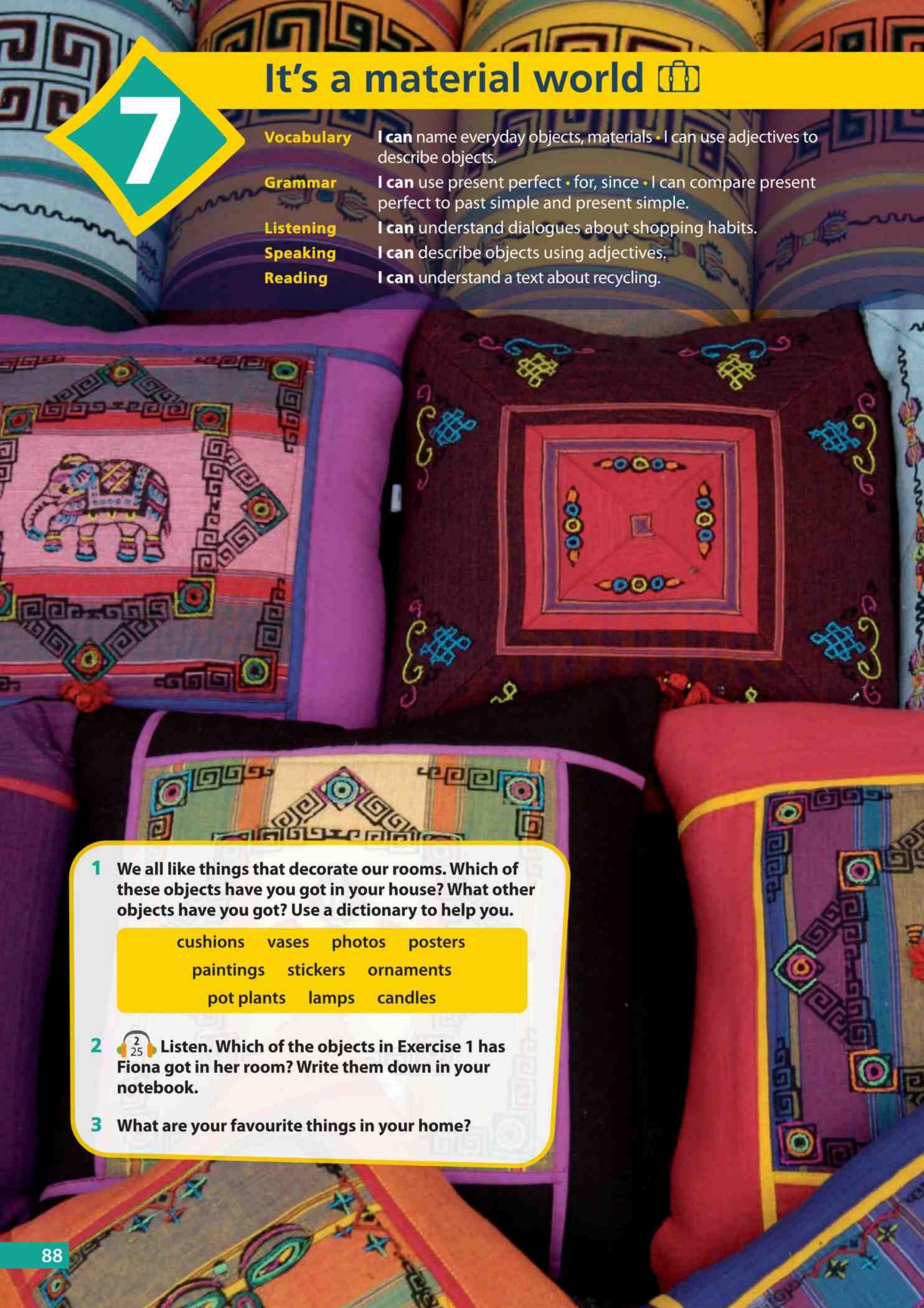


- Decide what your invention can do. Write a list.
- 2 Draw a picture of your invention and label it or build the model of the invention.
- 3 Put your posters on the wall or inventions on the display.
- 4 Vote for the best invention.

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

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







Teens' Time: Everyday gadgets



26

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

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

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

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

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

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



Read the text again and answer the questions.

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

Skills Explorer



Odpowiedzi na pytania do tekstu

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

3 Name the things in the pictures.























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

- Write the words in three columns: stationery, personal items or household objects in your notebook. Use your dictionary. Then listen, check and repeat.
- 5 Complete the sentences with words in the vocabulary box.
 - You put a letter or a greetings card in an ??.
 - 2 You use a ?? to make your hair look tidy.
 - You can use a piece of ?? to stick things together.
 - 4 ? is a type of sweet. It can be many different flavours.
 - 5 You use a 7 to open and lock a door.
 - You keep your money in a ??.
 - You can put loose sheets of paper in a ?? .
 - Don't forget to water your ?? .

Listen

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







Steve 3





Grammar

Present perfect vs past simple

Czasu present perfect używamy, gdy mówimy:

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

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

Have you ever lost your keys?

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

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

Choose the correct words.

- Ow! I think I have broken / broke my nose!
- Mum has put / put the new tablecloth on the table. It looks really nice.
- Grandma has bought / bought these ornaments many years ago.
- Atchoo! I think I caught / have caught a cold. Have you got a tissue?
- Look at this pot plant. I think you have forgotten / forgot to water it.
- My cousin lived / has lived in London in 2012, but now he lives in Berlin.
- Complete the sentences with the present perfect or past simple in your notebook.
 - (you / ever wash) your jeans with a tissue in the pocket?
 - He ? (never use) a bottle opener.
 - I (lose) my brush yesterday and I can't find it anywhere.
 - What time is it? I (leave) my watch at home.
 - They (never travel) to another country, but they want to go to the USA one day.
 - 6 | (not go) to school last week because I had a bad cold.



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











Read the two texts and choose the correct answer.

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

Read and listen

The American flag is often called the Stars and

Stripes. Americans are very proud of their flag and

cups. He wanted to show his patriotism in this way.

He has also done a good thing for the environment

made stools from thick cardboard boxes. They have

ornaments. Women also use wooden or shiny metal

So next time, when you want to throw something

away, stop and think. Can you reuse it and make

made of?

Read and listen. What is this flag

because the plastic cups are used again.

buttons to make beautiful jewellery.

something new?

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

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

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

 $\binom{2}{30}$ Name the things in the pictures. Say what they are made of. Then listen and check.



- Find the opposites in the vocabulary box. Use a dictionary to help you. Then listen, check and repeat.
 - round ≠ ?
- shiny ≠ ?
- heavy ≠ 🧷
- flexible ≠ 🧖
- soft ≠ ?
- plain ≠ 🧖
- thick ≠ 🧖

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

Speak

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

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

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

Grammar

Present perfect vs present simple

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

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

Present perfect: for and since

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

I have known her since July.

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

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

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

Listen

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

Shopping habits



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



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

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





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

Listen and read

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

Phrase Book



Shopping

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

Speak

- 4 Use the sentences to make three separate dialogues. Write them in your notebook. Act out the dialogues.
 - 1 I like online shopping.
 - 2 I found an advert on the school noticeboard for a bike. It was a bargain!
 - 3 I like buying from catalogues. Do you?
 - That's my advert! Do you want to buy it?
 - Yes, I do. I like browsing the pages before I buy anything.
 - Let's browse this catalogue now.
 - Me too. Do you use a password?
 - OK.
 - Yes, of course I use one.
 - · Yes, I do.
- 5 Work in pairs. Complete the table for you and your partner. Then tell the class your results.

like ☺ don't like ⊗

Shopping	Me	My partner
from shops	200	2
from websites	2	2
browsing catalogues	2	(2)
exchanging things	2	2

I like shopping from online websites.

Paweł doesn't like browsing catalogues. He prefers shopping from shops.





The letter *i* can have a short sound (*Tim*) or it can have a long sound (*time*). Say these words. Is the *i* sound short or long? Then listen and check.

like short / long online short / long file short / long notice short / long tissues short / long shiny short / long

Writing Time



7 Read the advert about something Joanna would like to sell. Answer the questions.

Bargain!

I'm selling a child's desk. It's wooden and I've had it for three years. It's small and square. It looks new. It's a good size for six to eight-year-olds.

Only £15.

Phone 555 6123. Ask for Joanna.

- 1 What is it?
- 2 What is it made of?
- 3 How long has she had it?
- 4 What size and shape is it?
- 5 What are its good qualities?
- 8 During a school trip you lost a purse. In your notebook, write a notice saying:
 - how long you have had it,
 - what it looks like (material, shape, other qualities),
 - how to contact you.

Lost!

I have lost a purse.

I've had it for 💯

It's made of 🧖

It's

Phone 🧖

Forms Explorer



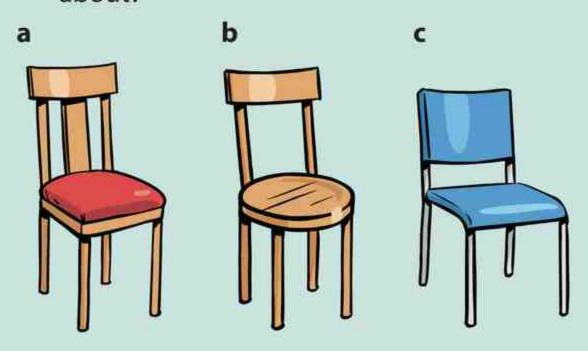
Ogłoszenie

- Pisząc ogłoszenie, podaj jego temat w nagłówku – niech będzie on zwięzły, aby przyciągnąć uwagę czytających.
- Podaj w ogłoszeniu ważne informacje o przedmiocie lub wydarzeniu.
- Pamiętaj o odpowiednich przyimkach.
- Podaj dane kontaktowe ogłoszeniodawcy (pamiętaj, aby nie podawać swoich prawdziwych danych na potrzeby tego zadania).

Can you do the

Rozumienie ze słuchu

- 1 Na podstawie informacji zawartych w nagraniu wybierz właściwą odpowiedź na pytania 1-3. Wskaż literę a, b lub c.
 - 1 Which of these chairs <u>aren't</u> they talking about?



2 What does Anna have in her bag?





Rozumiem nagrania zawierające opisy różnych przedmiotów.

Znajomość funkcji językowych

2 Uzupełnij dialogi.







Potrafię zadać pytanie o przedmiot.

Rozumienie tekstów pisanych

3 Przeczytaj ogłoszenie. Następnie uzupełnij luki w e-mailu zgodnie z treścią ogłoszenia. Luki należy uzupełnić w języku polskim. Możesz wpisać od 1 do 3 wyrazów.

MISSING TEDDY BEAR

On July 3rd, I lost my favourite teddy bear in the park. Its name is Cleo, it's old, brown and fluffy.

It has only got one eye and one arm, but it has got two legs. It's wearing pink shoes on its feet. I probably left it on a bench under a tree.

Finders please call 0094353.

Tom



Potrafię przedstawić w języku polskim treść ogłoszenia napisanego w języku angielskim.

Znajomość środków językowych

4 Przeczytaj teksty. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki. Uwaga! W każdej ramce jeden wyraz został podany dodatkowo i nie pasuje do żadnej luki.

light heavy matt square wooden

My desk isn't plastic. It's (1) . It is very (2) . It can't lift it. Its shape is (3) . It isn't shiny, but (4) .

fabric metal flexible rubber stone

My desk chair is made of shiny (5) . It has (6) wheels so it doesn't make noise when I move it. It is comfortable because it isn't stiff. In fact, its back is very (7) . It also has a colourful (8) cushion to sit on.

Znam przymiotniki potrzebne do opisania przedmiotów.

Tworzenie wypowiedzi pisemnych

- 5 Chcesz sprzedać stolik do kawy. Napisz w zeszycie ogłoszenie. Opisz:
 - wygląd stolika (kształt, materiał, inne cechy),
 - cenę,
 - jak można się z tobą skontaktować.



Potrafię napisać ogłoszenie i opisać sprzedawany przedmiot.

Word list



Key words

Przedmioty

bottle / can opener - otwieracz do butelek/puszek

button – guzik

chewing gum - guma do żucia

cushion - poduszka

envelope - koperta

file - teczka, skoroszyt, segregator

jewellery - biżuteria

key - klucz

ornament - ozdoba, bibelot

paperclip - spinacz do papieru

pencil sharpener - temperówka

pot - garnek, doniczka

pot plant – roślina doniczkowa

purse - portmonetka

scissors - nożyczki

stapler - zszywacz

stationery - artykuły biurowe,

piśmiennicze

sticky tape - taśma klejąca

stool – stołek

string – sznurek

tablecloth - obrus

tissue - chusteczka higieniczna

torch - latarka

vase - wazon

Materialy

cardboard - karton, tektura

fabric - materiał, tkanina

glass - szkło

leather - skóra

metal - metal

paper - papier

plastic - plastik

rubber - guma

stone - kamień

wood - drewno; wooden - drewniany

Kształt i inne cechy

colourful - kolorowy

flexible – elastyczny, giętki

hard - twardy

heavy – ciężki

light - lekki

matt - matowy

plain - gładki, jednokolorowy

round - okrągły, zaokrąglony

shiny – błyszczący, lśniący

soft - miękki, gładki, delikatny, miły w dotyku

square - kwadratowy

stiff - sztywny

thick - gruby

thin - cienki

Zakupy

advert - ogłoszenie

bargain – okazja (w odniesieniu do zakupów)

browse – przeglądać

exchange – wymieniać, zamieniać

give away - oddać

noticeboard - tablica ogłoszeń

order - zamówienie; zamawiać

password - hasło

Other words

engineer – inżynier

flap - trzepotać

handmade – ręcznie wykonany

household - domowy

pattern - wzór

quality - cecha

reuse – użyć ponownie

shape - kształt

stripe – pasek, prążek



Name five materials things can be made of. Give an example of one thing made of the materials you mentioned.



Great Grammar Gamble

	Correct or not correct?	∨or×	Money bet	Money won	Money lost
1	When I watched TV last night, my pot plant fell on the floor.				
2	John is angry at me because I broke his glass vase.				
3	Mary and John loves handmade things. At the moment, they make a fabric doll.				
4	At our school we can't play with scissors and we have to change our shoes in winter.				
5	Look, the toy snowmen! Give it to her, please.				
6	I told his that I don't know their.				
7	These thick socks are not your. They are mine.				
8	In the future, scientists invent robots that do most of the housework for us.				
9	When you are a child, you must go to bed early and you mustn't fight with other children.				
10	I made 10 wooden ornaments since Monday.				
11	When you have been all this time?				
12	I've bought all the stationery yesterday.				







Project Materials in your home

Do you remember Project 2 about zero waste? Now it's time to look at plastic a little more closely.

Help the world get rid of plastic! Think how to replace plastic: at home, at school, at supermarkets, at work, at the cinemas and in the world around you.



- Make a list of plastic objects you and people around you use.
- 2 Think how to replace them with different materials.
- 3 Do an Internet research- when did plastic become popular and how can it harm the environment.
- 4 Prepare a presentation, a clip or a poster helping people understand the problem.

Read and listen. Find the information in the text.

- Name four different materials we use for clothing.
- Name the material we need to make plastic.
- 3 Name the materials we need to make stainless steel.
- 4 Say why people like polar fleece jumpers.



The natural world 1110

Vocabulary Grammar

8

I can use zero conditional and first conditional.

Listening

I can understand dialogues about the weather.

Speaking

I can talk about everyday situations using zero and first conditional.

I can name words related to nature and the countryside.

Reading

I can understand a text about protecting the environment.

1 Say what types of landscape we have in Poland.

fields woods tropical forests deserts high mountains hills rivers lakes valleys savannah seaside

2 2 Listen and match the names and places in your notebook.

NameCountryCountrysideManaseMoroccohigh mountainsOmarSwitzerlandsavannahEvaKenyadesert

3 Describe the countryside nearest to where you live.



Teens' Time: Susie's blog



2 39

Listen and read. What kind of bird lives in Susie's garden?

Susie's Nature Blog

Hi. I'm Susie and welcome to my nature blog. I have studied the plants, birds and insects in my garden and I have learnt many interesting things. Read on to see what is in my garden.



2

This is my favourite tree of all. It's an old apple tree. It has dark green leaves and delicious fruit every year. It doesn't need much watering and it likes a lot of sun. If you cut the dead branches every winter, the tree grows strong the next year.





This rose bush is in my front garden. Its pink flowers are beautiful and they also smell lovely. I water it every day when it is hot. If you take off the dead flowers, new ones grow faster. Be careful of the thorns!





The best insects for a garden are bees. Some plants need bees to produce fruit. Bees collect nectar from flowers and they carry pollen from one flower to the next. Last year, we didn't have any bees. I read online that they were sick. If bees are sick, they don't leave their hives. But this spring they are back, thank goodness.



There are lots of sparrows in my garden too. They hop about on the grass and they peck the ground for worms and seeds.



These photos weren't easy to take! I had to sit quietly for a very long time. But if you are patient, you get good photos.

Next week, visit my blog for information about root vegetables.

- Choose the correct titles for the paragraphs. Be careful - there is one additional title.
 - a Some facts about my favourite tree.
 - **b** Patience pays off.
 - **c** Those that fly and crawl.
 - **d** How I relax in the garden.
 - e Smell that bush!

3 Look at the pictures and find words in the text that refer to them.



Plants: bush • grass • weed • tree • herb

Parts of plants: branch · flower · leaf

root · seed · thorn

Where plants grow and what they need:

flowerbed • flowerpot • sand • soil

sun • water

Garden 'visitors': ant • bee • bird • snail worm • ladybird • mosquito • fly • wasp butterfly

- 4 Read the definitions and match them to the words in the vocabulary box.
 - 1 It's a red insect with black dots.
 - 2 It's the part of a plant that is under the ground.
 - 3 It's a creature that lives in the ground and comes out when it's wet. It's pink and has no legs.
 - 4 It's a flying insect with colourful wings.
 - 5 It's the prickly part of a plant. Roses have them on their stalks.
 - 6 It's a wild plant that grows where we do not want.
- 5 Choose the correct words.
 - 1 The bird sat on the ?? of the tree.
 - **a** branch **b** root **c** bush
 - 2 A cactus can grow in ??.
 - **a** herb **b** grass **c** sand
 - 3 The ?? sang beautifully.
 - a sparrow b worm c ladybird
 - 4 Mum wants me to pull all the ugly 2 out of the flowerbeds.
 - **a** weeds **b** bushes **c** seeds
 - 5 I was scared of the ??. I don't like insects.
 - a leaf
- **b** wasp
- c soil
- 6 I'm going to fill this flowerpot with 2 and plant some herbs in it.
 - a soil
- **b** seeds
- c sun
- 6 Put the words in the right order to make sentences. Start the sentences with 'If'. Write them in your notebook.
 - 1 has / grandpa / if / lunch / the / garden / weather / in / the / nice / is / always
 - 2 itches /a / mosquito / if / bites / skin / your / you / it
 - 3 soil/if/rains/worms/it/out/come/of/the

Grammar

Zero conditional

If bees are sick, they don't leave their hives.

If you cut off the dead branches every winter, the tree grows strong the next year.

Zdanie w zerowym trybie warunkowym opisuje ogólną zasadę, coś, co dzieje się zawsze, jeśli zostanie spełniony określony warunek.

- 4 he/runs/if/John/a wasp/away/sees
- 5 if / don't drink / don't have / bees / from / nectar / fruit / on some trees / the trees / flowers
- 6 pot plants / water / if / you/ too much / die / they
- 7 Complete the zero conditional sentences with the correct forms of these verbs. Write the sentences in your notebook.

be come not collect run bite see rain eat water die itch not have

- 1 If the weather nice, Grandpa always lunch in the garden.
- 2 If a mosquito 7 you, your skin 7.
- 3 If it ? , worms ? out of the soil.
- 4 If John ?? a wasp, he ?? away.
- 5 If bees nectar from flowers on some trees, the trees fruit.
- 6 If you ? pot plants too much, they ? .

Speak

8 Correct these facts. Then work in pairs and say some incorrect facts. Your partner should listen carefully and correct them.

If you heat water to 90 degrees Celsius, it boils.

If water gets cold, it freezes at 5 degrees Celsius.

If plants don't get any sun, they grow very well.

If bees are sick, they look for honey.

If you mix black and white, you get pink.

If you add five and five, you get nine.



Read the text again and answer the questions in your notebook.

- 1 What things does pollution put in danger?
- What kind of litter can you find in the woods?
- 3 How is rubbish dangerous for animals?
- 4 What things does rubbish pollute?
- 5 What must/mustn't we do to save the environment?

- 3 Complete the words with the correct letters. Write them in your notebook.
 - 1 c?n
 - 2 w 🧷 🕜 p 🧷 e r
 - 3 b???!?
 - 4 ? ub ? ? ? h
 - 5 p???u???o?

The environment

Nouns: conservationist • pollution recycling • rubbish/litter

Verbs: care about • die • drop • look after pollute • protect • put in danger • recycle save • throw away

4 (2) Listen and repeat the words in the vocabulary box. Look up any new words in a dictionary.

5 Choose the correct words.

- 1 The scientist / conservationist works to protect plants and animals.
- 2 Recycling can save the environment / rubbish.
- 3 Litter/Conservationists can be dangerous for wild animals.
- 4 Pollution puts nature in / on danger.
- 5 We should throw away / recycle paper and plastic bottles. It saves the environment.

6 Choose the correct answer. Write the sentences in your notebook.

- 1 A conservationist tries to ? the environment.
 - a protect
- **b** care
- c put
- 2 Many animals and plants 2 because of rubbish in the environment.
 - a drop
- **b** die
- **c** recycle
- 3 is dangerous for the environment.
 - a Pollution
- **b** Recycling
- c Wrappers
- 4 Please put your 🧷 in the bin.
 - a wrappers
- **b** conservationists
- c recycle
- 5 Many young people care the environment.
 - a with
- **b** in
- c about
- **6** is a type of pollution.
 - a Recycling bin
- **b** Rubbish
- **c** Throw away

Grammar

First conditional

Pierwszy tryb warunkowy odnosi się do przyszłości. Opisuje coś, co wydarzy się, jeśli zostanie spełniony określony warunek.

If everyone does something, the world will be a better place.

W części zdania określającej warunek (zdanie rozpoczynające się od If) używamy czasu present simple. W części opisującej skutek używamy czasu future simple.

If children learn to care about the environment, they will look after it when they grow up.

- 7 In your notebook, write sentences using the words given and the first conditional. The meaning must be the same as in the original sentences.
 - You will only get there on time by car. go on foot / not get

If ?? on time.

- 2 It is not safe for him to swim after eating. eat now / be dangerous If he swim.
- 3 We are safe from insects when we sleep in our tents.

not sleep / bite

If 🧷 us.

4 The snake doesn't bite when it isn't touched. touch / bite

If ? you.

Speak

- 8 Work in pairs. Make statements using the first conditional. Then report to the class.
 - see some litter on the grass
 - have a chocolate wrapper
 - tidy up my bedroom
 - · go shopping with my friend
 - · have a lot of free time
 - · have a lot to learn

If I see some litter on the grass, I'll ...

If Janek sees some litter on the grass, he'll ...

Come rain or shine





Dave: Who wants to ride on the sledge next?

Jonas: I do! This snow is brilliant! It's freezing cold, but I love it!

Dave: Sit here, Jonas. Bob, sit behind him.

Bob: OK. Don't push too hard. We don't want to get stuck in that

snowdrift again!

Dave: Too late! Let's push them, Harry! Hold on tight!

Kylie: The sun is shining. I love sunbathing on the beach.

Susan: Me too. It's a wonderful day. I hope it will be sunny all day.

Kylie: Your shoulders look pink. If you put some suntan lotion on,

you won't get sunburnt.

Susan: I haven't brought any.

Kylie: No problem. Use mine.

Susan: Thanks.





Fay: It's a miserable day. It's pouring with rain, Dad. If it doesn't stop, we won't go to the funfair, will we?

Dad: Don't be silly. Put on your raincoat and wellington boots. If you wear waterproof clothes, you won't get wet.

Fay: You're right, Dad. Take your big umbrella too. We'll be dry even if it rains cats and dogs. Let's go!

Listen and read

- 1 Read and listen. Match the dialogues to the pictures.
- Complete the sentences with words from the dialogues. Write the answers in your notebook.
 - 1 This will protect your skin.
 - 2 You should wear ?? to keep your feet dry when it rains.
 - 3 If it rains 2 and dogs, you don't want to go outside.
 - 4 Let's ride on the ?? in the snow.
 - 5 I got ?? on the beach and my back is red.
 - 6 If your watch is 7, you can wear it when you swim.

Phrase Book



Talking about the weather

Rain • It's pouring with rain.

- It's raining cats and dogs.
- It's a miserable day.
- **Sun** It's a wonderful day.
 - It's very sunny today.
 - The sun is shining.

Snow • The snow is brilliant!

- It's freezing cold.
- 3 Listen and repeat the phrases.

4 Match sentence fragments 1-4 with fragments a-d.

- 1 It's raining cats and dogs
- 2 If you wear your waterproof clothes, ??
- 3 It's a wonderful, sunny day 🧖
- 4 It's freezing cold today, 🧖
- a but if you put on warm clothes, you won't be cold.
- **b** so put on your raincoat and wellington boots.
- c so let's buy some suntan lotion and go to the beach!
- d you won't get wet.

5 How would you react in the following situations?

- 1 It's freezing cold and your little brother is going out:
 - a Put on your scarf and gloves!
 - **b** Help me.
 - c Don't touch it.
- 2 Your friend throws some rubbish on the grass:
 - a Don't touch it.
 - **b** Put it in the bin!
 - c Good job!
- 3 Someone asks you how to protect the environment:
 - a Go home.
 - **b** Recycle glass, plastic and cans.
 - c Don't go in the sun.
- 4 Your younger sister is going to the beach on a hot day:
 - a Recycle here.
 - **b** Don't go in the sun without sun lotion.
 - c Put on your scarf.



6A 2 Listen to these exclamations. How are the people feeling?

Let's go! surprised
Help! excited
Too late! angry
Oh, hello! worried
Don't touch it! scared

6B (2) Listen again and repeat. Can you copy the intonation?





7 Complete the sentences with these words.

cut plant put take water

Growing a rose bush

- 1 a small rose bush in your garden in spring.
- 2 the bush in a sunny place.
- 3 ? the bush once a week.
- 4 off the flowers when they die.
- 5 off the large branches in winter.

8 Put the instructions in the correct order. How to grow pot plants

- Cover them with more soil.
- Fill your pot halfway with soil.
- Put the seeds in the soil.
- Water them a little.
- Water your plants three times a week.
- When the plants start growing, put them in a sunny place.

Forms Explorer



Wpis na blogu

- Pisząc wpis na blogu, pamiętaj, że powinien mieć rozpoczęcie, rozwinięcie i zakończenie.
- To ty wybierasz, czy język jest formalny czy nie pisząc jednak taką formę na egzaminie – nie używaj skrótowców.
- Pisząc blog, starasz się ciekawym językiem, historiami i zwrotami do czytelników zachęcić ich do ponownego wejścia na stronę twojego bloga.
- In your notebook, write a blog entry about how to look after a garden. Use your dictionary and the words below to help you.

plant seed flowers water cut dead branches once a year carefully



Can upon do inv

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

Rozumienie ze słuchu

Usłyszysz dwukrotnie wypowiedź Tiny. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1-3.



- What country is Tina from?
- What do you begin changing the world with?
- What didn't Tina's grandma's family have?

Potrafię odpowiedzieć na pytania zgodnie z treścią nagrania.

Znajomość funkcji językowych

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

Steve: What should I do to get a good

mark in the science test

tomorrow?

Greg:

You're right. I'll better turn it off. Steve:

2 Agatha: ?

Oh, yes, I have to water it now! Max:

Agatha: Don't water it too much.

Don't drop litter on the street! Mum:

?? Tom:

It's over there! Mum:

Potrafię zareagować odpowiednio do sytuacji.

Rozumienie tekstów pisanych

Przeczytaj tekst i uzupełnij każdą lukę odpowiednim zdaniem tak, aby otrzymać spójny i logiczny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

Hi everybody!

Welcome to my English blog. Today I would like to talk to you about gardening and nature.

My garden is my biggest hobby so, I decided to write about it to practice my English. Gardening is not an expensive hobby. First of all remember to recycle. (1) ??.

You will save a lot of money this way - for example, by watering flowers using an old bottle you don't have to buy a watering can.

Remember, all living creatures are your friends. Take care of bees

and don't confuse them with wasps. (2) ?

Be careful not to step on snails. (3) ??.

Thanks for reading, Jenny



- a These are people who want to protect the environment.
- **b** This means using something again.
- c These are insects like bees that do not make honey and can be dangerous.
- **d** They are small, slow animals with shells on their backs.

Potrafię rozpoznać związki pomiędzy różnymi częściami tekstu.

Znajomość środków językowych

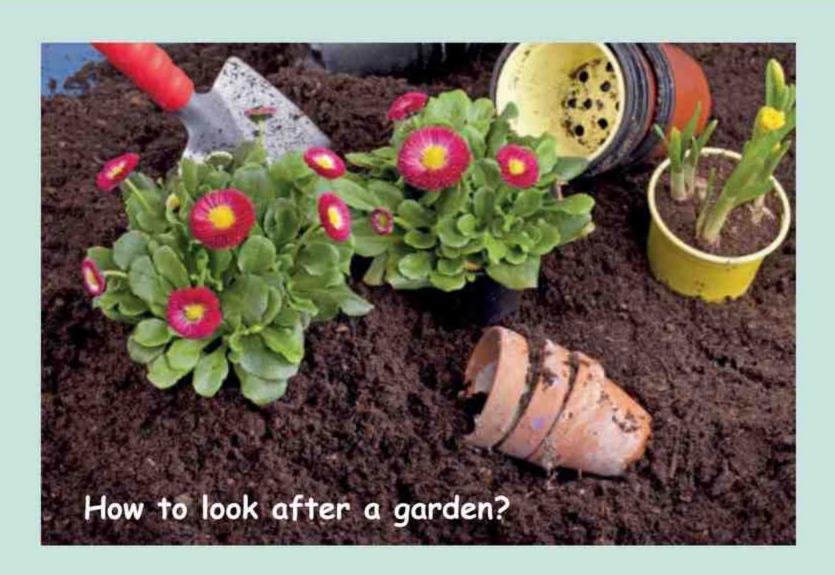
- 4 Uzupełnij zdania. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie zmieniaj kolejności podanych wyrazów, możesz jednak – jeśli to konieczne – dodać inne wyrazy, aby otrzymać zdania logiczne i poprawne gramatycznie.
 - 1 If (he not arrive), his mum will be angry.
 - 2 If the weather is nice on Sunday, (We have) a picnic.
 - 3 If (you smile) at people, they are usually more friendly.
 - 4 If (my sister come), I will cook her favourite meal.
 - 5 If you have a hobby, ? (you be) never bored.
 - 6 If (children eat) well, they are strong.
 - 7 If (people not care), the world will be in danger.
 - 8 If [7] (we drop litter), we won't pollute the countryside.

Potrafię stosować zero i first conditional.

Tworzenie wypowiedzi pisemnej

- 5 Założyłeś/założyłaś blog z poradami ogrodniczymi. W pierwszym wpisie:
 - opisz swój ogród,
 - napisz, co trzeba robić w ogrodzie,
 - napisz, czego nie robić w ogrodzie.

Tworzę wpis na blogu z poradami ogrodniczymi.



Word list



Key words

Rośliny i ich uprawa

branch - gałąź

bush-krzew

flowerbed - klomb, grządka

flowerpot - doniczka

grass - trawa

herb - zioło

leaf - liść

root - korzeń

sand - piasek

seed - nasiono

soil - ziemia, gleba

sun - słońce

thorn - kolec

weed - chwast

Zwierzęta

ant - mrówka

bee - pszczoła

bird - ptak

butterfly – motyl

fly - mucha

insect - owad

ladybird - biedronka

mosquito - komar

snail - ślimak

sparrow - wróbel

wasp - osa

worm - dżdżownica

Ochrona środowiska

care about - troszczyć się o

conservationist – działacz ruchu na rzecz

ochrony przyrody

dead - martwy

die - umierać

drop – rzucać, upuszczać

grow - rosnąć

look after - dbać o

pollute – zanieczyszczać

pollution - zanieczyszczenie

protect - chronić

put in danger - zagrażać

recycle – przetwarzać

recycling – wtórne wykorzystanie odpadów

rubbish / litter - śmieci

save - ocalić

toxin – toksyna, substancja trująca

Krajobraz

countryside - tereny wiejskie

field - pole

hill – wzgórze, pagórek

savannah - sawanna

seaside - okolica nadmorska

tropical forest - las tropikalny

valley - dolina

wood - las

Other words

can - puszka

carelessly - nierozważnie, niedbale

hive - ul

horrible - okropny

injured - ranny

peck - dziobać

pollen - pyłek kwiatowy

snowdrift - zaspa

sunbathe - opalać się

suntan lotion - balsam do opalania

trap – pułapka; trapped – uwięziony,

w pułapce

waterproof - wodoodporny

wellington boots - kalosze

wrapper – papierek, opakowanie

1 Work in groups of three or four. Play hangman.
One person in the group chooses a word and draws the suitable number of dashes (one for

each letter in the word). Other people in the group guess the letters. For every missed letter, one person draws a part of the hangman.

How environmentally friendly is your life?

What are the missing words? Work it out together. Do the quiz. Are they correct FOR YOU?

1 If you need to make an unimportant note or do a silly drawing and somebody gives you a new s????? of paper, you take it.

2 Bees are dying out. It could end all 1 ? ? ? on Earth as we know it.

NO

3 Have you ever refused to drink from a plastic cup or to take a straw for your d??????

NO





4 Have you ever taken p??? (in person or not) in an anti-pollution campaign?



YES

5 There should be huge fines for 1 ? ? ? ? ? litter in forests and on beaches.

NO

6 Have you ever chosen to ride a bike or take p????? transport instead of driving in a car?





7 If the smog problem in 8 You hate second-hand winter is not resolved, clothes and used more people will things. You want to sick or die. have your o ? ? new stuff.



YES



9 When you really want something new, you buy it, and it doesn't matter if you can it or not.



NO

NO

10 Have you ever volunteered to h the environment (for example: clean up a forest, plant a tree)?

11 Have you ever taken part in Earth Day

TES

12 In your opinion, no matter how much water or electricity you use, it doesn't affect the





YES

You are nature's friend. You know a lot about protecting the environment and you try to do as much as possible in your everyday life.

You try to help the environment as long as it's not too tiring or too difficult. You are ready to do a little bit, but caring for the environment is not your top priority in life.

You are not really a "green" person. Maybe think about what you can change in your life before it's too late for the planet. You know, one person can make a difference! If everyone does something, the world will be a better place.



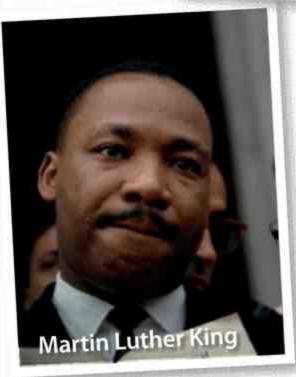
1 Match the famous people with the paragraphs.











- 1 He was born in New Zealand in 1919. He was a mountain climber and an explorer. In 1953, he climbed to the top of Mount Everest with his companion Tenzing Norgay.
- 2 He was born in Salzburg in 1756. He was a **child prodigy**. He could play the violin and the piano excellently when he was only seven. He also started to **compose** music when he was a child.
 - 3 She was born in 1883 in France. She was a famous fashion designer and she created a new leisure style for women. She is well known for her black and white hats, suits and dresses.

- 4 She was born in 1934 in London. She is a researcher and she has studied apes for many decades. She started studying chimpanzees in Tanzania in 1960 and she observed that they **behave** like humans in many ways.
 - 5 She was born in 1929 in Brussels. She started her career as a dancer and a model, but she soon began acting in plays and films. She made many famous Hollywood films and one of the best is *Roman Holiday*.
- 6 He was born in 1929 in the USA. He believed in equality of all people. He said African Americans should have the same rights as white Americans. He tried to change the social situation in a peaceful way.

Glossary

companion – towarzysz
child prodigy – cudowne dziecko,
dziecko o wyjątkowym talencie
compose – komponować
designer – projektant

leisure style – styl swobodny, sportowy researcher – badacz behave – zachowywać się equality – równość rights – prawa social – społeczny, dotyczący grupy ludzi peaceful – pokojowy handbag – torebka Goodwill Ambassador – Ambasador Dobrej Woli

$\binom{2}{46}$ Match the sentences with paragraphs 1-6 from Exercise 1. Write the answers in your notebook. Listen and check.

- She also designed handbags and she a created a famous perfume.
- She is the greatest expert on b chimpanzees in the world.
 - He was one of the most important classical composers in the world.
- When he was murdered in 1963, many people were shocked.
- They were the first people to climb to the top of the highest mountain in the world.
 - Later in life she became a Goodwill Ambassador for UNICEF.

teacher

photographer

actor

explorer

model

Definitions

singer

- This person helps school students to learn.
- This person scores many goals in matches.
- This beautiful person wears and shows us new fashions.

pilot

- This person flies planes.
- This person performs in films and at the theatre.
- This person performs songs with words and music.

footballer

- This person travels around the world to discover new places.
- This person takes pictures for newspapers, magazines and books.



Did you know you can make music with water and bottles? Try out this fun experiment. Maybe you will compose a famous song!

What do you need?

- Five identical bottles
- Water

What do you do?

- Fill the bottles with different amounts of water.
- Put the bottles in a line from most full to least full.
- Blow across the top of each bottle. Listen to the different sounds you make.



Why does that happen?

When you change the amount of air and water in the bottles you change the 'pitch'. The pitch is how high or how low a sound is. Is the pitch lower or higher when the bottles have more air?

Check out Fun Stuff at kids.nationalgeographic.com for more great ideas.



- Who thought of the theory of relativity?
 - a Albert Einstein
- **b** Alfred Nobel
- Who painted the picture called the Mona Lisa?
 - a Pablo Picasso
- b Leonardo da Vinci
- Who was the first man to walk on the moon?
 - a Neil Armstrong
- **b** Yuri Gagarin
- Who wrote the fairy tale The Little Mermaid?
 - a Hans Christian Andersen
- **b** The Brothers Grimm
- Who made the first flying machine?
 - a The Lumière brothers
- **b** The Wright brothers
- Who wrote the children's book Alice's Adventures in Wonderland?
 - a J. M. Barrie
- **b** Lewis Carroll



1 Match the Polish and English names of plants and animals. Write the answers in your notebook.

caterpillar joey

chameleon sea anemone hermit crab Venus flytrap młode kangura muchołówka kameleon pustelnik gąsienica ukwiał

Complete the paragraphs with the names of plants and animals. Write the answers in your notebook. Then listen and check.

This sea creature lives in another animal's empty **shell**. Can you guess why? Well, the (1) looks for other animals' shells to protect the soft part of its body. When it grows, it has to find a bigger shell.



Kangaroos are marsupials. Marsupials have pouches where their babies grow. This baby, or (4) , was the size of a bean when it climbed into its mother's pouch. In the pouch it drank milk, kept warm and grew.



Do you know what metamorphosis means? It is what this little

(2) can do. First, it eats lots of leaves. Then it makes a chrysalis and transforms inside it. When it gets out of the chrysalis, it has turned into a beautiful butterfly.



Plants use water and sunlight to grow. But this plant is a carnivore! That means it eats animals. It's called a (5) . When insects land inside its trap, it closes and the insect cannot escape. The plant then slowly digests the insect.



This is an interesting lizard. It is called a (3) and it can change colour. Why does it do that? Well, it uses camouflage to hide. Other animals can't see it and so they don't eat it.



It looks like a flower, but are you sure it is a plant? Well, it isn't.
This (6) is in fact an animal that lives in the ocean. It has a mouth and it eats small fish and shrimps.



Glossary

shell – muszla chrysalis – poczwarka turn into – zamienić się w lizard – jaszczurka hide – ukryć się marsupial – torbacz pouch – torba bean – fasolka keep warm – pozostawać w cieple carnivore – mięsożerca escape – uciec digest – trawić shrimp – krewetka

Definitions

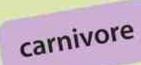
protect

1 This animal eats meat.

2 This animal keeps its baby in a pouch.

- 3 To keep someone or something safe.
- 4 A way of hiding animals by making them look like their natural environment.
- 5 An insect that changes from a larva into an adult.

6 One of the largest areas of salt water that cover most of the Earth.



ocean

marsupial

camouflage

chrysalis



- 1 How many insect species are there in the world?
 - a less than a hundred
 - **b** about ten thousand
 - c more than a million
- Which of these animals does not live in Australia?
 - a the kangaroo
 - b the hippo
 - c the koala
- 3 How do dolphins breathe?
 - a through a blowhole in the top of their head
 - b through a nose next to their mouth
 - c in the same way as fish
- 4 Which is the largest animal in the world?
 - a the blue whale
 - **b** the elephant
 - c the giraffe
- 5 Which one is a plant?
 - a a coral
 - **b** a mushroom
 - c a cactus
- (6) Who was a famous naturalist?
 - a Charles Dickens
 - **b** Charles Darwin
 - c Charlie Chaplin





Some animals and plants can make themselves look like something else. Can you make a small piece of paper look like a big hole?

What do you need?

- A sheet of lined paper from a notebook
- Scissors

What do you do?

- Fold the piece of paper in half. Make a cut along every second line. First cut through the folded side. Don't cut all the way to the edges!
- Turn the piece of paper around and cut along the remaining lines towards the fold.
 - Carefully open the piece of paper and cut along the fold. But do not cut the two end sections.
 - do not
- Stretch the piece of paper. You have made a hole. Put it over your head!



Why does this happen?

The piece of paper can be stretched without changing its actual size. Your piece of paper changes shape, but it is still the same small piece of paper.

Check out Fun Stuff at kids.nationalgeographic.com for more great ideas.

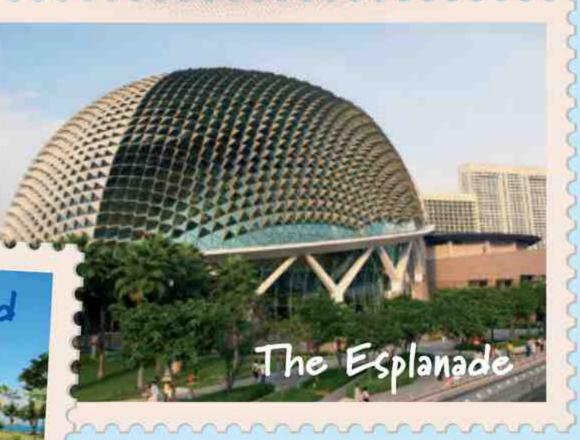












Singapore is a city-state in South East Asia. There is the main island and over sixty smaller islands. The population of Singapore is about five million. People here are multicultural. They are from Chinese, Indian and Malay cultures and they speak different languages. English is the language used for education, business, law and government. This means many people in Singapore are bilingual.

Singapore is an important business centre in the world. It also has a big port and an airport. Many immigrants work in Singapore because many international companies have offices there. The capital is very modern with many wonderful skyscrapers.

There are lots of tourists in the city and on the islands. The islands are tropical and the climate is warm all year round. There is also very tasty food.

Sport and the arts are important for the people living there. In 2002 the Esplanade opened. It is the shape of a durian fruit. It is an arts centre with theatre, dance and music. The Singapore Symphony Orchestra plays there. Football, basketball, table tennis and badminton are popular sports. Water sports like dragon boat racing are also popular. Every year there is a dragon boat festival. Teams race in canoes decorated with dragon heads and tails.





The name Singapore means 'the Lion City'. However, lions never lived there. The animal that lived there was probably a tiger.

- 1 Read and listen. Find words in the text to match these definitions. Write the answers in your notebook.
 - 1 a very tall building: s 🔯
 - 2 speaking two languages fluently: b
 - 3 having many cultures: m ??!
 - 4 a system of rules people must accept: I
 - 5 weather: c 💯
 - 6 the number of people who live somewhere:
 - 7 a company's building where people can work at desks: o ??
 - 8 a kind of a long light boat: c ??
- 2 Read the text again. Answer the questions in your notebook.
 - 1 What does it mean that people in Singapore are 'multicultural'?
 - What language do teachers and students use in schools?
 - 3 Why do so many immigrants work in Singapore?
 - 4 Which places do tourists like visiting?
 - 5 When did the Esplanade open?
 - 6 What are the decorations on the dragon boats?
- 3 Age Name these popular sports in Singapore. Then listen and number the sports you hear. Write the answers in your notebook.











4 Do you know the names of Singaporean food? Name the food in the pictures. There are three extra words.

beetroot soup burgers crab curry durian fruit fried rice pizza







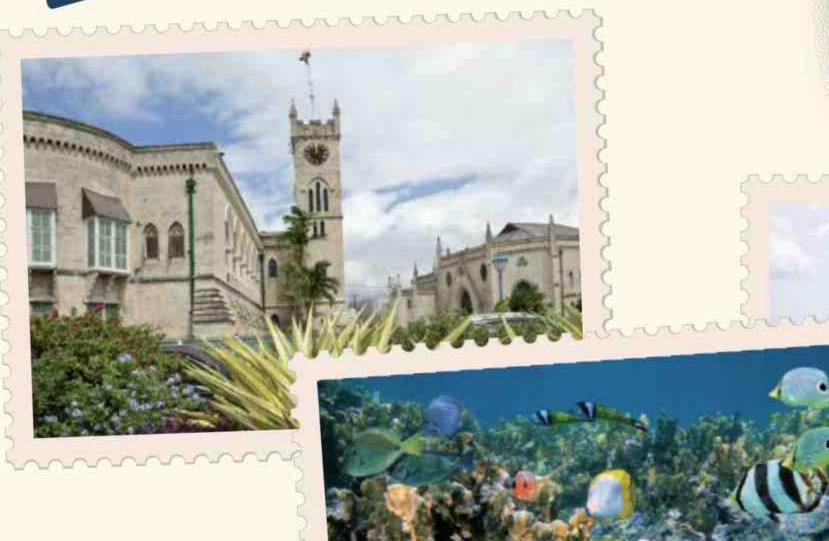


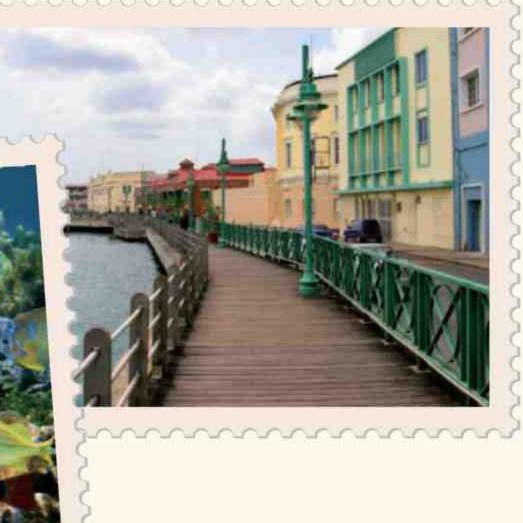
- 5 Listen to a girl talking about Singaporean food and choose the correct words.
 - Fried rice is a typical Chinese / Indian / Malay dish.
 - 2 Durian fruit smells lovely/horrible/ of nothing.
 - 3 Beef Madras is a curry from China/Malaysia/ India.
 - 4 Seafood like crab is very / a little / not at all popular.
- This is an email from Lee to a new epal.
 Listen and complete it in your notebook.
 Then listen again and write Jacques's reply to Lee in your notebook.









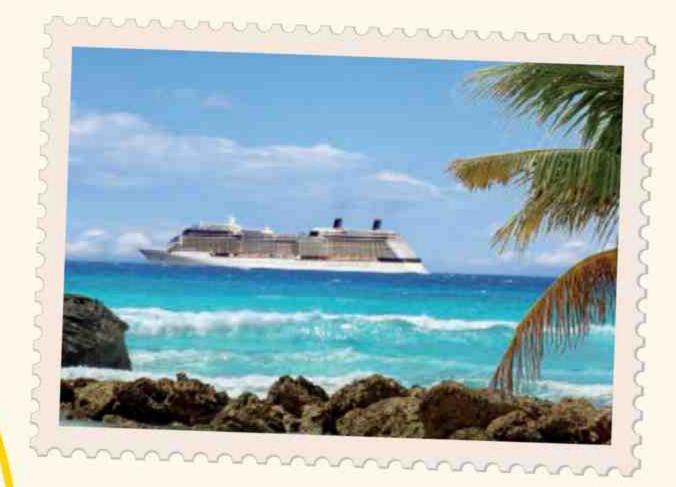


Barbados is a very small island in the Caribbean. It is only 34 kilometres long and 23 kilometres wide. It has a small population of 280 thousand people, but because it is a small island it is very crowded.

The official language in Barbados is English. Everybody uses English for business and education. But the Barbadians also speak an English creole called Bajan with their friends and families.

The capital of Barbados is Bridgetown. It has an old parliament building and many of its houses are pastel colours. The promenade is a popular place for a relaxing walk.

Barbados has a warm climate and it is popular among tourists. Many people visit the island as part of a cruise around the Caribbean. The sandy beaches and beautiful blue sea make the island very attractive. There are also amazing coral reefs with many colourful fish in Barbados.





Barbados is small, but it has many roads and lots of traffic.

People in Barbados drive on the left side of the road, the same as in the UK.

1 Read and listen. Name the places in the pictures.

Bridgetown promenade coral reef cruise parliament building

- 2 Read the text again and decide if the sentences are T (True) or F (False).
 - 1 Barbados is a crowded island.
 - 2 The population of Barbados is small.
 - 3 Bajan is a type of English.
 - 4 Houses in Bridgetown are not colourful.
 - 5 Not many tourists go to Barbados.
 - 6 The weather in Barbados is often cold.
- These sports are popular in Barbados.
 Use the words to describe the pictures. Then listen and check.

athletics cricket golf horse racing netball polo





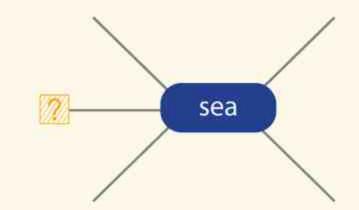


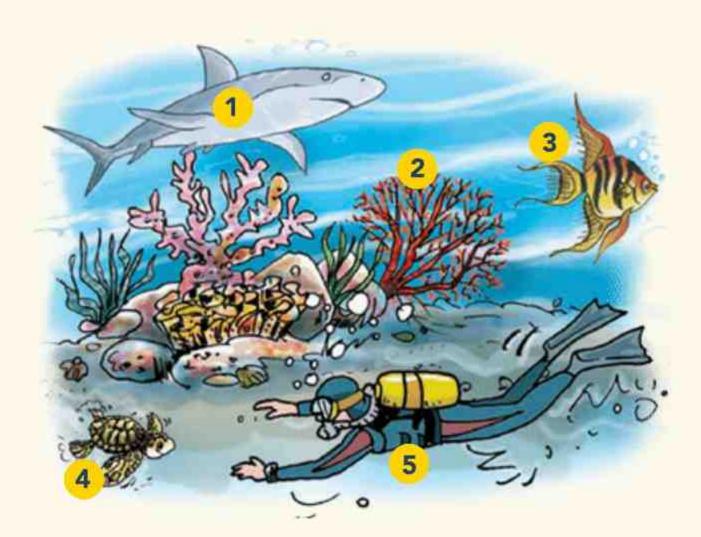






The sea is very beautiful in Barbados. In your notebook, make a mind map with words related to the sea. Use a dictionary to help you.





Rihanna is from Barbados. Read about her and guess the correct answers and write them in your workbook. Then listen and check.



Rihanna

Rihanna is a famous
(1) singer / athlete.
She is from Barbados.
She was born in
(2) 1987 / 1988. Her real name is Robyn Rihanna
Fenty. She grew up in

(3) Bridgetown / Oistins and started singing when she was (4) six / seven. She made her first album in (5) 1999 / 2005. My favourite Rihanna song is 'Umbrella'.

Think of a famous person you like. Find out some information and in your notebook, write a paragraph about him / her.



Białowieża



The Polish part of Białowieża forest is called Białowieża National Park. It is protected by a fence, and only visitors with guides can enter. The forest is very special and important because it once covered most of Europe at the end of the ice age, and it has stayed in the same condition ever since.

What is also special about the forest is that people can see European bison living free. The European bison is a smaller relative of the better-known American bison. These animals are endangered and protected by law. 600 bison were killed by German troops during World War II.

Among other inhabitants of Białowieża forest are: wolves, red deer, lynx, elk and countless species of birds. If visitors want to see the birds living there, they can go on birdwatching tours.



All European bison living in the world are descendants of the animals living in the Białowieża forest.

1 Look at the animals that live in Białowieża forest. Match the names with the pictures.

lynx European bison red deer wolf owl





Forest. Use the words in the box and complete the text messages about them.

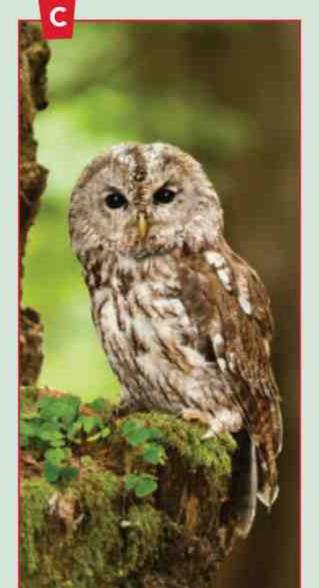
passport birdwatching bison

passport birdwatching bison cross still away panic forest deforested move guide

Look at the four photos taken in Białowieża

If you see a European in Białowieża forest, you should go slowly. Don't ...









Visitors can enter Białowieski National Park only with a 22, It is a special 22. It has never been



Visitors can go to see the Belarussian part of Białowieża forest. If you want to 2 the border, you need a 2

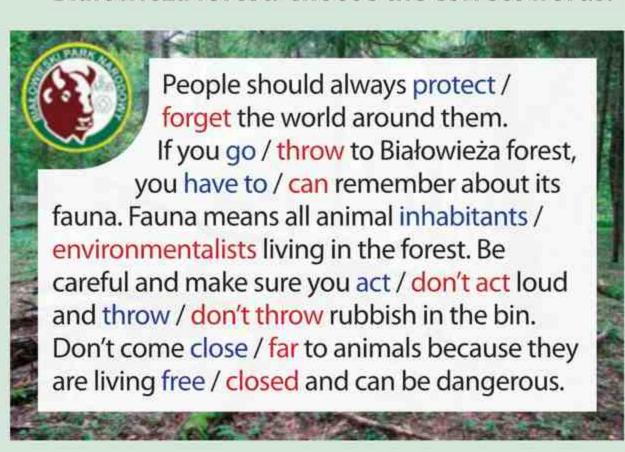


People who love birds can go
If you see a bird, you should stay Don't ...



- Read the text and listen to the recording. Tell a friend from a different country five interesting facts about Białowieża forest. Why is it important to protect it?
- 3 Look at the sentences. Match the halves and decide if they are true or false. Correct the false sentences in your notebook.
 - 1 An inhabitant is 🔞
 - 2 Poland ?
 - 3 Białowieża forest is situated ??
 - 4 Environmentalists protect ??
 - 5 There hasn't been 🧖
 - a borders with Italy.
 - b a person or an animal living in a particular place
 - **c** any deforestation there since the ice age.
 - d the area of Białowieża forest.
 - e in western Poland.

5 Look at the leaflet about the protection of Białowieża forest. Choose the correct words.

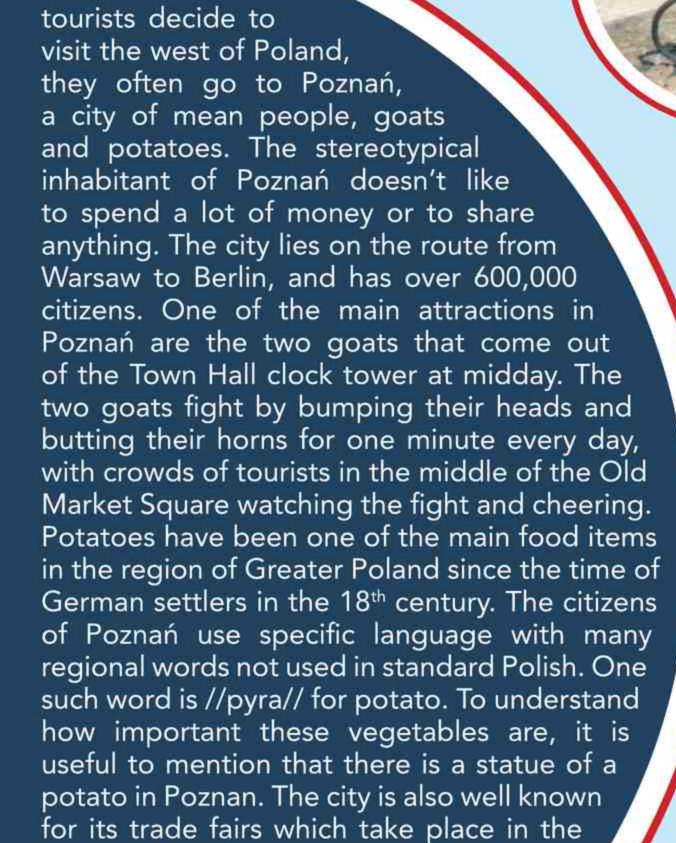


6 Prepare a leaflet for visitors from a different country informing them about the inhabitants of Białowieża forest.

Extra CULTURE

Keep calm and go to Poznań!

Poznań



International Fair building. The main

street in Poznań is St Martin street,

which is where an annual parade

takes place on 11th November,

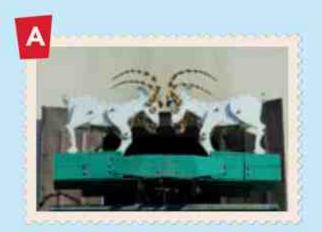
Poland's Independence Day.

One of the most famous monuments in Poznań is a statue of a man with a bike – it symbolizes a worker on his way home from work. The statue is called "Old Marych".

Look at the postcards with places from Poznań. Match the names to the pictures.

town hall clock tower

international fair goats market square







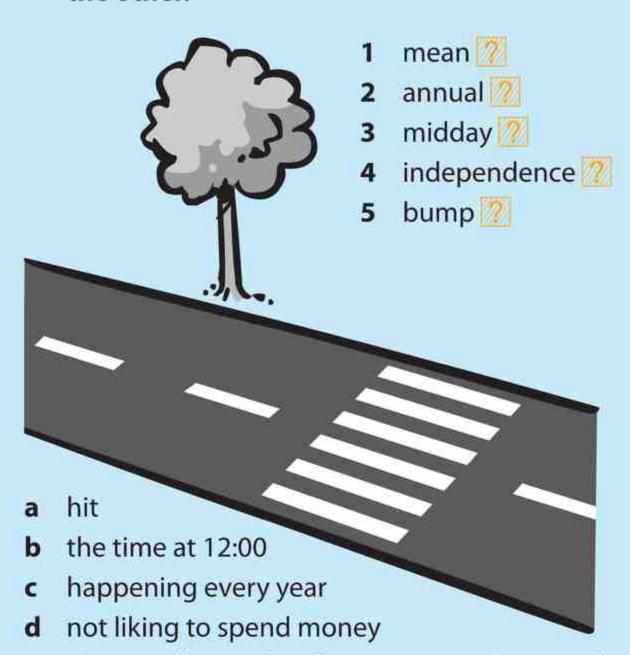




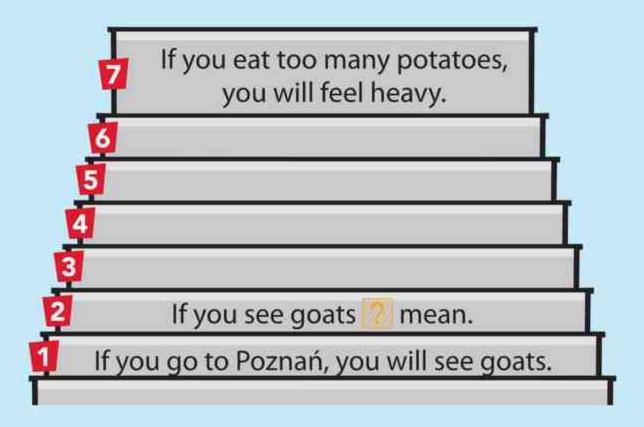
2 Read the text and listen to the recording. Plan a school trip to Poznań and discuss with a partner which places are worth visiting.

When

3 Look at St Martin street. Match the words on one side of the street with the definitions on the other.



- the act of being free from someone (e.g. another country)
- 4 Look at the stairs leading to the top of the Town Hall. Take each step making a sentence beginning with IF. You have to start with a given sentence and finish with the one at the top. All sentences must come from another.



6 Look at the famous mural in the Śródka area of Poznań. In your notebook, write what the people on it were doing when you looked at them. Think what tense to use (past continuous). Use the words given.

trumpet player shop assistant butcher dog cat woman

When I looked at the mural the butcher was ...

5 Look at the souvenirs from Poznań. Each one of them has irregular verbs on it. Write a couple of sentences about what happened and what you did when you visited Poznań.









MIRROR, MIRROR

MIRROR, MIRROR ON THE WALL WHAT WILL HAPPEN TO IT ALL?



- 1 Look at the pictures, answer the questions and think, what will happen in the following areas of life.
 - Will it exist in 2050?
 - What will it be like in 2050?
 - Will it look different in 2050?
- 2 Unscramble the sentences and decide if they are likely to happen (YES) or no (NO).
 - In / will / the / people / future / eat / food pills
 - 2080 / children / in / go / won't / school / to
 - The / in / 2050 / fashion / same / be will
 - Some / won't / future / people / read / books / in the
- 3 Choose one everyday gadget and think how it will change in 100 years. Give examples of 5 changes





NOW	In 100 years
2	



CLOTHES

4 Think about how people in the past predicted the year 2000. Do some internet research to find out. Did their predictions come true?

Roll two dice to make a prediction. Say your prediction to your partner.

1	In the future, our school / students from our school	1	will be famous all over the world.
2	In the future, people from our town	2	will be very old.
3	In the future I	3	will discover something very important and will get a Nobel prize.
4	In the future, at least one member of my family	4	will travel in flying cars.
5	In the future, my dog	5	will grow bigger.
6	In the future, my country / people from my country	6	will be the most beautiful in the area.



Make your own predictions about these areas and play the game again.

1 In the future, our school 2

4 In the future, people ?

2 In the future, I

5 In the future, my family 2

3 In the future, my dog 2

6In the future, my country 2

How can you react to the following sentences?

Will you marry me?

1 Yes, I will.

2 No, I will.

1 I think they will. 2 No, they aren't.

Will your parents let you go with us?

Will Susan lend us the books?

I think she won't. 2 No, she will.

Will people still eat pizza in 2050?

Of course, they always will! 2 No, they stop.

I can't watch this film. Will the man jump from the plane?

Yes, he want.

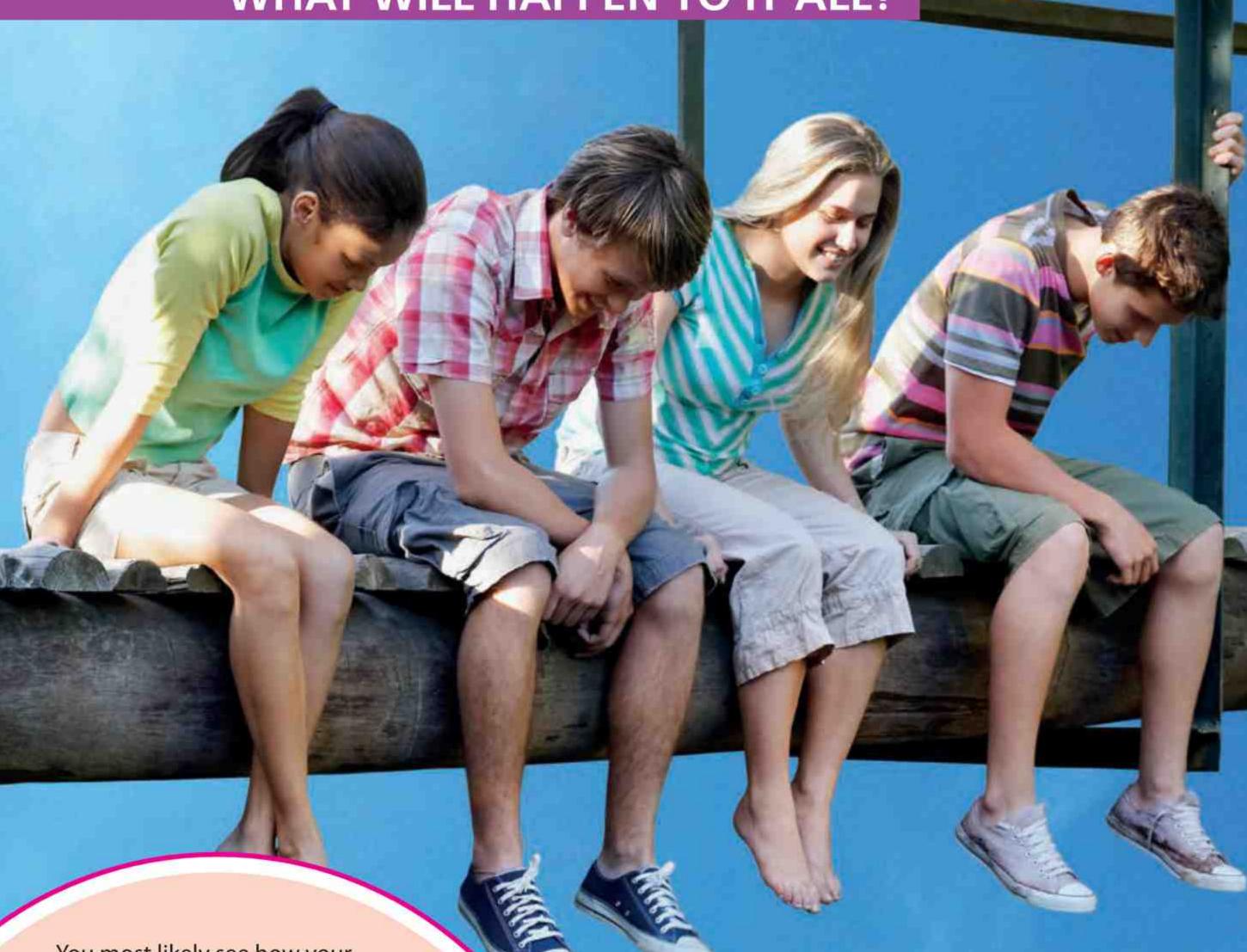
2 No, he won't.

Play prediction bingo. Put four tokens on the board. Then listen to the teacher or your partner saying out loud various objects or people. If you think your choice matches the object mentioned and predicts its future, take the token off the board. If you take off four (horizontally, vertically or across) - shout BINGO. Tell the others what sentences you made.

Will become extinct	Will travel a lot	Will earn a lot of money	Will fly
Won't get married	Won't have pets	Won't drive cars	Won't be used
Will use bigger computers	Will eat food as pills	Will be smaller	Will be louder
Won't speak English	Won't read books	Won't exisit	Won't use computers

FOR SOME AND SOME OF THE PARTY OF THE PARTY

MIRROR, MIRROR ON THE WALL WHAT WILL HAPPEN TO IT ALL?



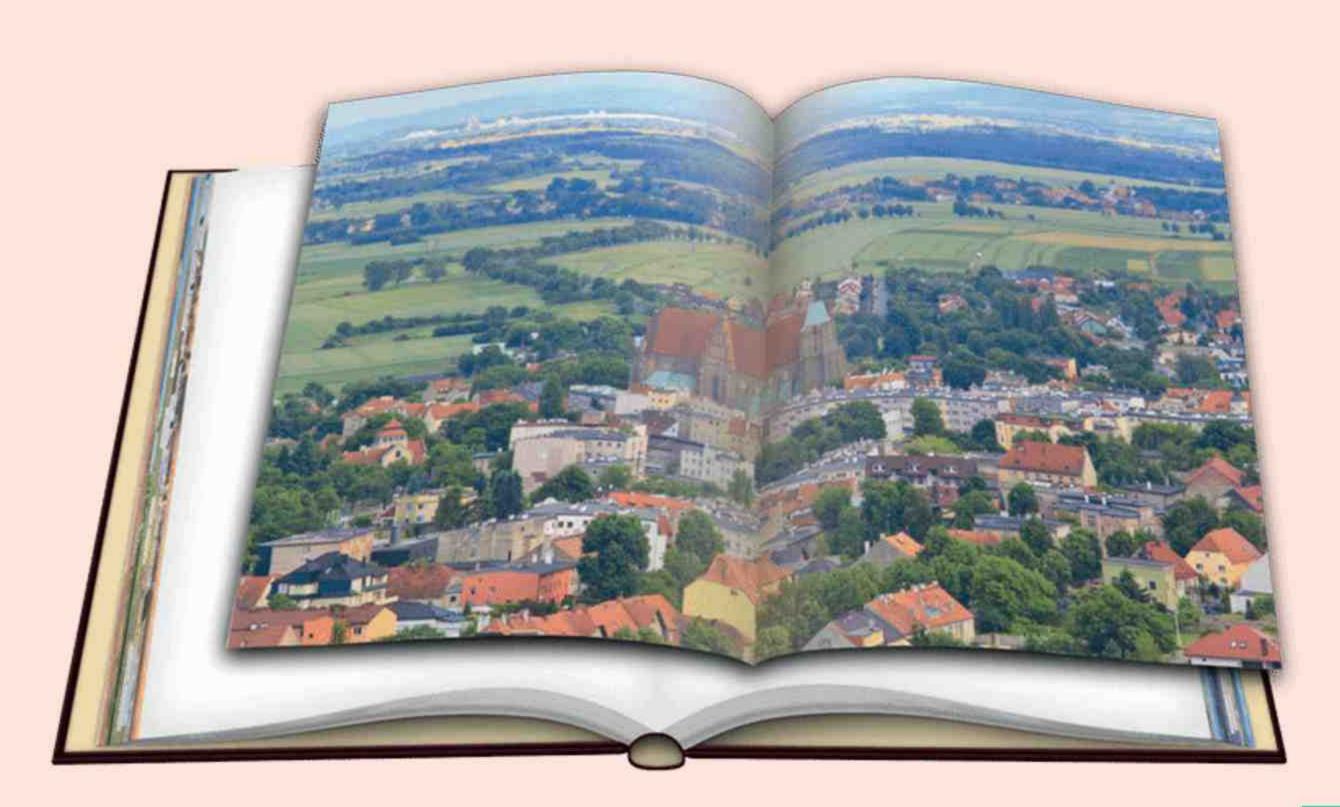
You most likely see how your town is changing over time. Your school isn't the same as it was when you started it. Changes are sometimes tiny and people don't notice them every day but all places and people develop and change. Do you sometimes think what will happen in 10 or 20 years? Here is a task for you – you will become a fortune teller predicting the future for one place in your area and one chosen person. Together with the other students you will make a Prediction Book in which you will note down all your predictions for 2050.

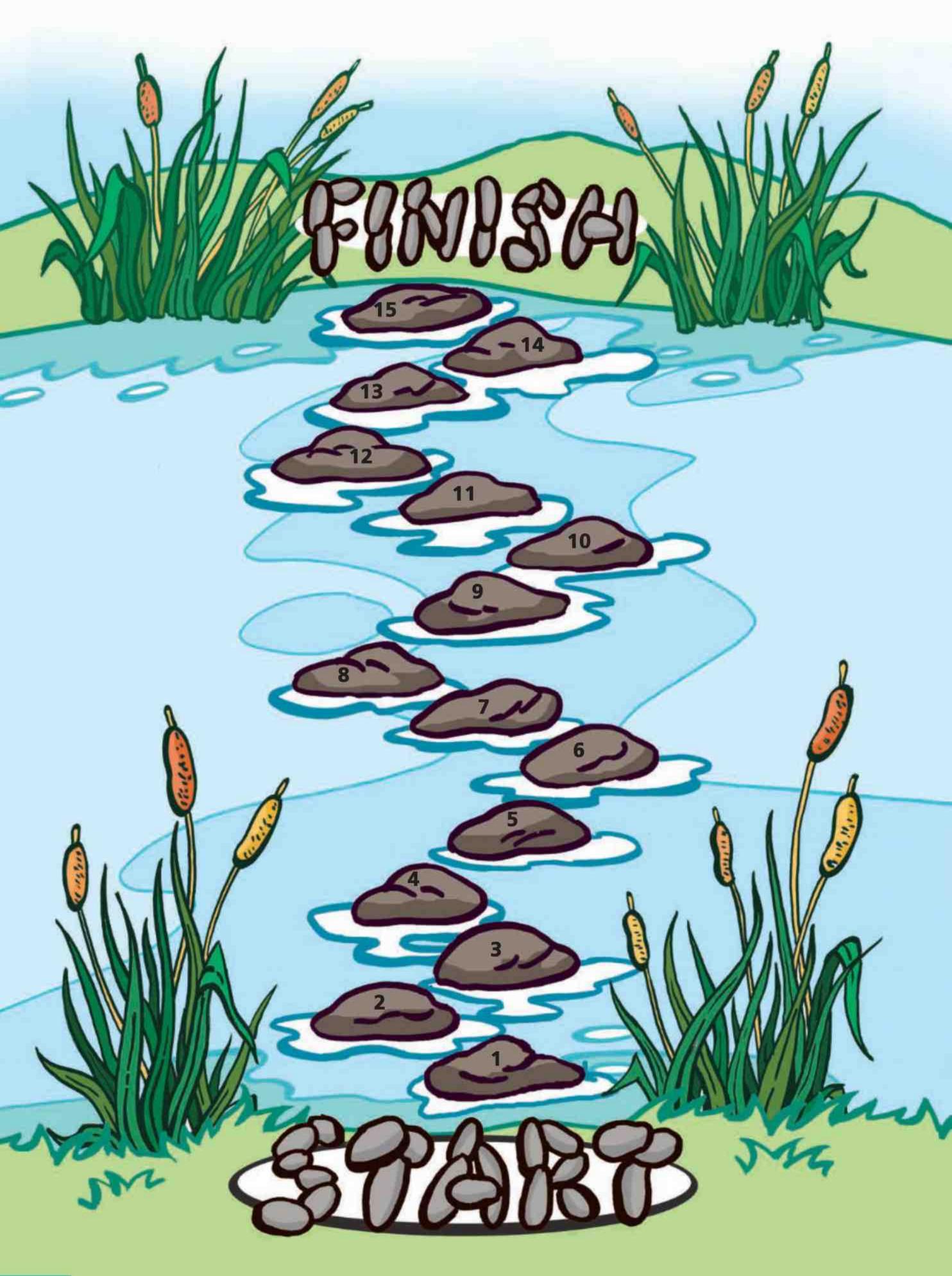
You will need

- sheets of paper- white and coloured
- scissors
- glue
- markers, crayons, pens
- a camera
- a computer with an internet connection
- a dictionary online or a traditional one
- information from your parents or other family members

Work stages

- Choose a place and a person to describe. It is important that this place is close to where you live you can choose, for example, your whole village. Choose a person from your school or a person known in your school (it can be an important person in the area) to predict their future.
- Use online sources to search for information about the selected place and its current changes and developments.
- Write down the most important information.
- 4 Use a dictionary to create notes in English about the information you have found.
- 5 Decorate the information you write with illustrations.
- 6 Take a picture of the selected place and person.
- Interview older street residents or family members about what the street used to be like. Look for street photos from the past and notice how it has changed.
- 8 Then, together with the class, prepare large book pages with your predictions, and place your descriptions in English in the appropriate places.
- 9 Become guides from the future of your city in 2050 and present your book to others.
- 10 Create a prediction salon with forecasts for the people you chose.
- Thanks to your work, people from other countries will also be able to get to know your city better.







Irregular verbs

base form	past simple	past participle	meaning
be	was were	been	być
become	became	become	zostać, stać się
begin	began	begun	zaczynać
break	broke	broken	łamać, tłuc, psuć (się)
bring	brought	brought	przynieść
build	built	built	budować
buy	bought	bought	kupować
catch	caught	caught	łapać
choose	chose	chosen	wybierać
come	came	come	przychodzić
do	did	done	robić, czynić
drink	drank	drunk	pić
drive	drove	driven	kierować (pojazdem)
eat	ate	eaten	jeść
fall	fell	fallen	spadać, upadać
feed	fed	fed	karmić
feel	felt	felt	czuć, odczuwać
find	found	found	znaleźć
fly	flew	flown	lecieć, latać
forget	forgot	forgotten	zapominać
get	got	got	dostać, dotrzeć (dokądś)
give	gave	given	dać
go	went	gone	iść, chodzić, jeździć
have	had	had	mieć, posiadać
hear	heard	heard	słyszeć
hit	hit	hit	uderzyć
know	knew	known	wiedzieć, znać
learn	learnt	learnt	uczyć się
leave	left	left	zostawiać, opuszczać, wychodzić

base form	past simple	past participle	meaning
lose	lost	lost	gubić, tracić
make	made	made	robić, czynić
meet	met	met	spotykać
put	put	put	położyć, postawić, włożyć
read	read	read	czytać
ride	rode	ridden	jeździć na (czymś)
ring	rang	rung	dzwonić
run	ran	run	biec, biegać
say	said	said	mówić
see	saw	seen	widzieć, patrzeć
sell	sold	sold	sprzedawać
send	sent	sent	wysyłać
sing	sang	sung	śpiewać
sink	sank	sunk	tonąć
sit	sat	sat	siadać, siedzieć
sleep	slept	slept	spać
speak	spoke	spoken	mówić
stand	stood	stood	stać
stick out	stuck out	stuck out	wystawać, wystawić
swim	swam	swum	płynąć, pływać
take	took	taken	brać
tell	told	told	mówić, opowiadać
think	thought	thought	myśleć, sądzić
throw	threw	thrown	rzucać
wake	woke	woken	budzić się
wear	wore	worn	nosić (o ubraniu)
win	won	won	wygrywać
write	wrote	written	pisać



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

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On the phone

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

Apologising

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

Asking for advice

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

Giving advice

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

Accepting advice

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

Greetings and good wishes

- Congratulations!
- Good luck!
- Happy birthday / Easter / Halloween / anniversary!
- **Merry Christmas!**
- Season's greetings!
- All the best for a happy New Year!
- Best wishes!
- Health and happiness!
- Bon appétit!

Making predictions

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

Talking about the weather

Rain

- It's pouring with rain.
- It's raining cats and dogs.
- It's a miserable day.

Sun

- It's a wonderful day.
- It's very sunny today.
- The sun is shining.

Snow

- The snow is brilliant!
- It's freezing cold.

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