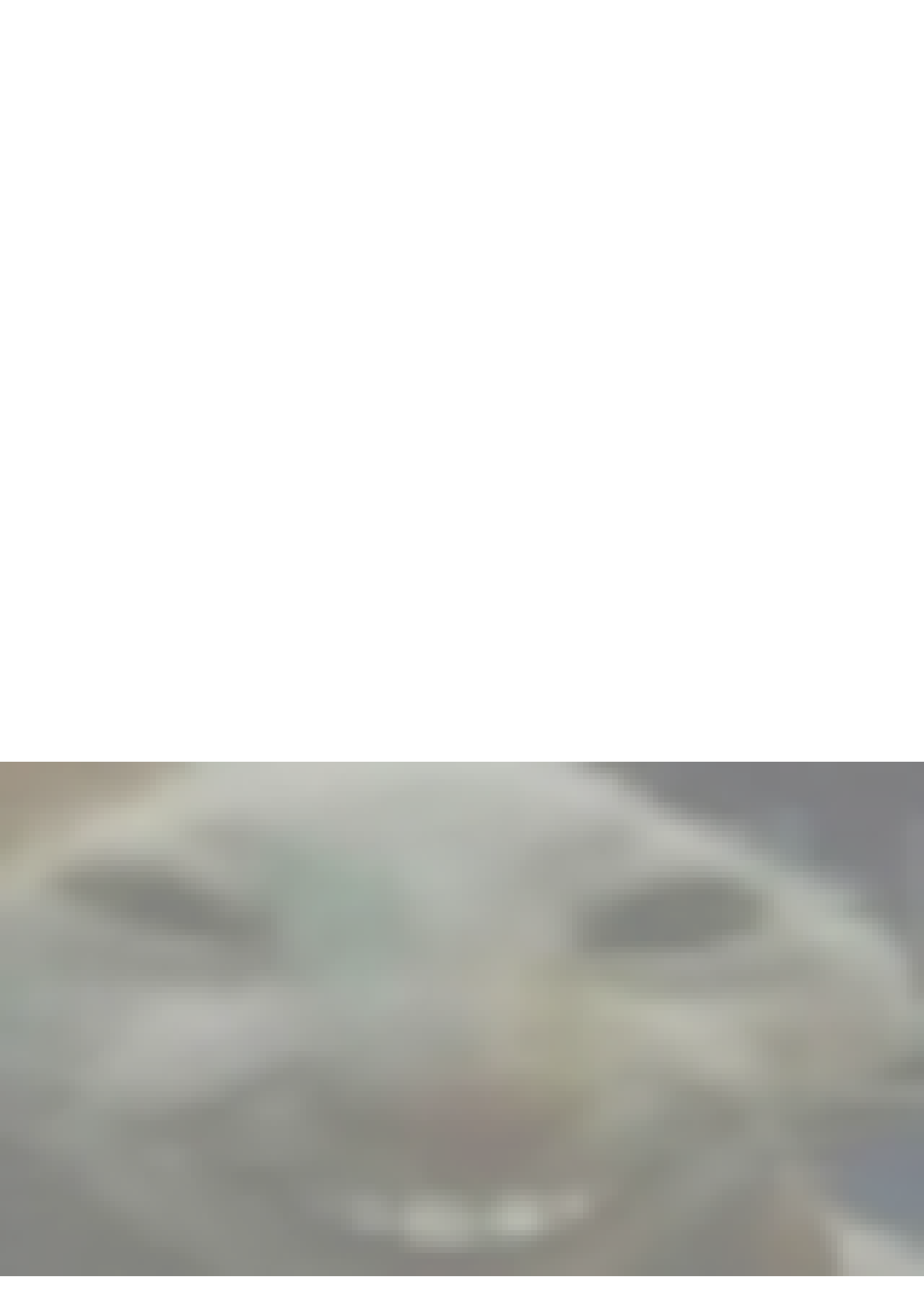


Książka ucznia

Together

dla **5** klasy





Książka ucznia

Together

dla **5** klasy

Welcome unit page 4	Vocabulary: school things, classroom objects, personal possessions, clothes	
	Vocabulary	Grammar
Unit 1 Back to school page 8	- school subjects - places at school Pronunciation /k/	- present simple: affirmative, negative, questions, short answers, <i>Wh</i>- questions <i>there is / there are</i>: affirmative, negative, questions, short answers
Unit 2 You are what you eat page 20	- kitchen objects, cooking verbs - talking about food, food choices Pronunciation /əv/	- countable and uncountable nouns with <i>a/an, some, any, a lot of</i> <i>many/much, how many / how much</i>
Revision Units 1–2 pages 32–33		
Unit 3 My life page 34	- healthy lifestyle - household chores Pronunciation /e/ and /æ/	- present simple: adverbs of frequency and frequency expressions - present simple: <i>love, like, hate</i> + verb + <i>ing</i>
Unit 4 Body and mind page 46	- body parts - feelings and emotions Pronunciation /n/ and /ŋ/	- present continuous: affirmative, negative, questions and short answers, <i>Wh</i>- questions - present simple and present continuous
Revision Units 3–4 pages 58–59		
Unit 5 Animal world page 60	- animals, adjectives to describe animals - animals: parts of the body Pronunciation /ɪ/, /i/ and /aɪ/	- regular and irregular comparative adjectives - regular and irregular superlative adjectives
Unit 6 Now and then page 72	- months, ordinal numbers - jobs, years Pronunciation /θ/	- past simple of <i>be</i>: affirmative and negative, past time expressions - past simple of <i>be</i>: questions, short answers, <i>Wh</i>- questions
Revision Units 5–6 pages 84–85		
Unit 7 What's on? page 86	- events and free time activities, useful verbs - getting around Pronunciation /ɒ/ and /əʊ/	- past simple of regular verbs: affirmative, negative, questions, short answers, <i>Wh</i>- questions - past simple of irregular verbs: affirmative, negative, questions, short answers, <i>Wh</i>- questions
Unit 8 My world page 98	- weather, seasons - geographic features Pronunciation /w/ and /v/	- the future with <i>be going to</i>: affirmative, negative - the future with <i>be going to</i>: questions, short answers, <i>Wh</i>- questions
Revision Units 7–8 pages 110–111		
Vocabulary extension pages 112–119 Festivals pages 120–123		

Grammar: *be, can, have got*: affirmative, negative, questions, short answers, *Wh-* questions; *a, an*, zero article, nouns with adjectives, possessive adjectives, possessive 's; *this, that, these, those*

Speaking	Reading and culture	Writing
• talking about rules and obligations	• Schools in remote places	• email about my school
• making requests and responding to them	• Healthy dishes	• blog post about a healthy dish
• making suggestions and responding to them	• Youth lifestyles	• blog post about my day
• expressing emotions, giving advice	• More than words!	• message asking for help
• asking for opinions and expressing them	• Projects to save endangered animals	• web text about my ideal pet
• congratulating people, expressing wishes and replying to them	• The best air and space museums!	• note for a poster about an interesting person from the past
• asking for information about a past event and giving it	• A Nigerian teenager's blog	• blog post about a past event
• making, accepting and refusing invitations	• The world in colours	• email about my plans and to invite a friend

Communicative activities pages 124–125

Get your reward! pages 126–127

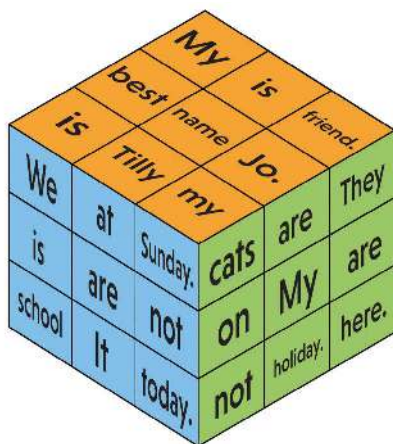
Lesson 1

I can use verb be to talk about situations in the present. I can use a/an to talk about my school things and classroom objects.

Hello, everyone! I'm ThinkBot!
Are you ready to learn English?



- 1 Look, find and say six sentences.
Use the colours to help.



Grammar 1

Be

Affirmative

I **am** at school.

He/She/It **is** at school.

We/You/They **are** at school.

am = 'm is = 's are = 're

Negative

I **am not** at school.

He/She/It **is not** at school.

We/You/They **are not** at school.

am not = 'm not is not = isn't are not = aren't

- 2 In your notebook, complete the sentences with the short form of **be**.

- 1 I (✓) in Year 7.
- 2 She (X) from the UK.
- 3 It (✓) my pencil case.
- 4 They (✓) very nice.
- 5 You (X) in my class.
- 6 We (✓) late!

Grammar 2

A, an

It's **a** rubber.

It's **an** umbrella.

A, an + nouns with adjectives

It's **a** **funny** **film**.

It's **an** **interesting** **book**.

Zero article

They're posters.

They're bookcases.

Zero article + nouns with adjectives

They're **orange** **boxes**.

They're **blue** **desks**.

- 3 In your notebook, write a list of things to take to school. In pairs, talk about your lists. Use **a, an** or no article before the nouns.

Things for school!

1 **schoolbag**

3 ...

2 **pencil case**

What's on your list?

a pencil sharpener, books,
an apple ...

- 4 Work in pairs. Point to objects in your classroom. Say what they are and use adjectives in the box to describe them.

amazing big clever cool friendly
funny interesting long new
old short small

It's an amazing watch!

They're yellow earphones.

*I can talk about my things. I can use a name + 's and my, your to talk about possessions.
I can use this, that, these and those to talk about things near us and far away.*

- 1**  Look at photos 1–8. Listen and find Ana's and Jack's favourite things.



- 2**  In your notebook, match photos 1–8 in exercise 1 with the words in the box. Then listen and check.

board game charger guitar
hairbrush sketchbook sunglasses
tablet water bottle

Grammar 3

Possessive 's

Whose is it?

It's Jack's. / It's Jack's hairbrush.

Whose are they?

They're Ana's. / They're Ana's sunglasses.

- 3**  Look at the example. Then close your books, listen and answer.

Whose charger is it?

It's Ana's charger.

- 4**  Point to your classmates' possessions. Ask and answer in pairs.

Whose schoolbag is it?

It's Jorge's schoolbag.

Whose pens are they?

Grammar 4

Possessive adjectives

It's **my** hairbrush.

It's **our** hairbrush.

It's **your** hairbrush.

It's **your** hairbrush.

It's **his** hairbrush.

It's **their** hairbrush.

It's **her** hairbrush.

It's **its** hairbrush.

- 5** In your notebook, complete the sentences with possessive adjectives.

1 It's Ana's charger. It's charger.

2 It's Ana and Jack's tablet. It's tablet.

3 It's Jack's board game. It's board game.

4 It's the cat's water. It's water.

5 **Ana:** It's my cat.

Jack: It's my cat, too! It's cat!

6 **Ana:** Jack, it isn't my hairbrush. It's hairbrush.

Grammar 5

This, that, these, those

→ **This** is my guitar.

→ **These** are my sunglasses.

→ **That** is my skateboard.

→ **Those** are my board games.

- 6** Look at the pictures. Then complete the sentences with **this, that, these or those**.

1  → are my sunglasses.

2  → are my guitars.

3  → is my water bottle.

4  → is my board game.

Lesson 3

*I can use verb be to ask and answer questions about situations in the present.
I can use verb can to talk about abilities.*

1  **1.4** Listen to Hugo and Shan. Where are they?

- a at a party b at school c at a friend's house

Grammar 6

Be

Questions and short answers

Am I at home?

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

Is he/she/it at home?

Yes, he/she/it **is**.

No, he/she/it **isn't**.

Are you/we/they at home?

Yes, you/we/they **are**.

No, you/we/they **aren't**.

Wh- questions

Where is she? **Who is** he?

2  **1.4** In your notebook, match the answers with the questions. Then listen to Hugo and Shan again and check.

- 1 What's your name? 
- 2 How old are you? 
- 3 Are you in Year 6? 
- 4 Is this our classroom? 
- 5 Are they our teachers? 
- 6 Is she nice? 

- a I'm eleven. d No, they aren't.
b Yes, I am. e My name's Shan.
c Yes, she is. f No, it isn't.

3  In your notebook, put the words in the correct order to make questions.

- 1 old are you How ?
- 2 from are Where you ?
- 3 favourite What's your colour ?
- 4 singer is favourite Who your ?
- 5 favourite your What things are ?

How old are you?

I'm eleven.

4  **1.5** Listen to Hugo and Shan. In your notebook, tick (✓) what they can do and cross (X) what they can't do.

			
Hugo	✓		
Shan			

Grammar 7

Can

Affirmative

I/You/He/She/It/We/They **can** swim.

Negative

I/You/He/She/It/We/They **can't** swim.

Questions and short answers

Can I/you/he/she/it/we/they swim?

Yes, I/you/he/she/it/we/they **can**.

No, I/you/he/she/it/we/they **can't**.

Wh- questions

What can you do?

Adverbs: fast, high, (very) well

I can swim **fast**. He can jump **high**.

You can speak English **very well**.

5  **1.5** In your notebook, put the words in the correct order to write questions and answers. Listen again and check.

1 A: play the guitar you Can ?

B: No, can't. I

2 A: you do can What ?

B: a pizza. I make can

6  Imagine you are at a party. Ask and answer questions. Use the ideas in the box.

Are they ...? Are you ...? Can you ...?
How ...? Is it ...? Is she ...? Where ...?

Where are you from?

I can use verb have got to talk about clothes and possessions.

- 1 Look at the photos. How many clothes can you name in English?



- 2 In your notebook, match the photos in exercise 1 with the words in the box. Then listen and check.

cap dress hoodie jacket jeans
jumper shirt shoes shorts skirt
socks trainers trousers T-shirt

- 3 Now listen to Katy and her brother Adrian. What are their favourite clothes?

Katy: , .

Adrian: , .

- 4 In pairs, talk about your favourite clothes. Use the adjectives in the box.

comfortable smart sporty warm

I love my green hoodie.
It's really comfortable.

My favourite clothes are my blue jeans
and my sporty black cap.

- 5 Katy and Adrian are on holiday. Listen and complete the sentences in your notebook.

1 Katy hasn't got her .

2 Adrian hasn't got his .

Grammar 8

Have got:

Affirmative

I/You/We/They **have got** a T-shirt.

He/She/It **has got** a T-shirt.

Negative

I/You/We/They **haven't got** a T-shirt.

He/She/It **hasn't got** a T-shirt.

Questions and short answers

Have I/you/we/they **got** a T-shirt?

Yes, I/you/we/they **have**.

No, I/you/we/they **haven't**.

Has he/she/it **got** a T-shirt?

Yes, he/she/it **has**. / No, he/she/it **hasn't**.

Wh- questions

What **have** we **got**?

- 6 In your notebook, write affirmative and negative sentences with **have got**.

1 (✓) Dad / Katy's jacket

Dad has got Katy's jacket.

2 (X) Katy / her green jacket

3 (✓) Adrian / Katy's charger

4 (✓) Mum and dad / Adrian's blue T-shirt

5 (X) They / Adrian's sketchbook

- 7 In your notebook, write questions and complete short answers.

1 Adrian / Katy's charger?

Has Adrian got Katy's charger?

Yes, *he has*.

2 Katy / green jacket? No, .

3 Mum and dad / Adrian's blue T-shirt?

Yes, .

4 They / Adrian's sketchbook? No, .

1

Back to school

Lesson 1

I can talk about school subjects.



1 Let's start!

In your notebook, complete the names of school subjects with the missing letters. What other subjects can you name in English?

- 1 E _ _ _ _ ish
- 2 mu _ _ _ c
- 3 Po _ _ _ sh

GUESS WHAT?!

In science lessons in the UK, students learn about these things:



plants
and animals



electricity



planets

- 2 Look at pictures 1–8. Listen to the podcast and find three school subjects the speakers talk about.

- 4 Listen to the recording of four lessons. What subjects in the box are they?

computing geography PE technology

- 3 In your notebook, match pictures 1–8 with the words in the box. Two words do not match any of the pictures. Then listen and repeat.

School subjects

art • biology • computing • foreign language • geography • history • maths •
PE • science • technology

- 5 In your notebook, complete the texts with the names of school subjects.



My number one subject is ¹ _____.
It's easy for me because
I love painting and drawing.

Class 5B!

No ² _____ lesson today! Ms Smith is on a trip
to City Aquarium with Class 5A. You've got
extra English at this time.



Lucas

Sam, can you help me with my ³ _____
homework? Coding is difficult!

- 6 Work in pairs. Ask and answer questions about your favourite subjects. Use the adjectives in the box.

cool difficult easy
important interesting

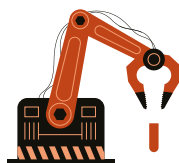
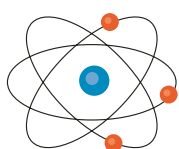
What's your favourite subject?

Maths. It's easy!

- 7 **Pronunciation /k/**

Listen to the rhyme and find words with the /k/ sound. Listen again, repeat and remember.

Science is difficult, computing is cool!
Music and technology are great at our
school!



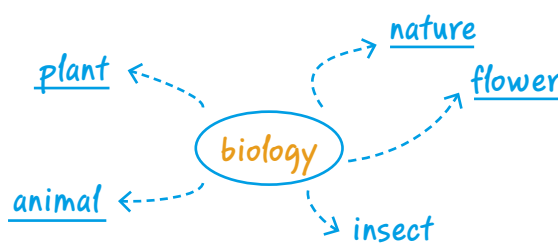
- 8 Choose a beat and make a rap from the rhyme.

Learning Zone



Follow ThinkBot's instructions to learn new words.

- 1 Wybierz swój ulubiony przedmiot szkolny.
- 2 Znajdź w słowniku lub w Internecie pięć wyrazów związanych z tym przedmiotem.
- 3 Narysuj w zeszyte mapę myśli dla wybranego przedmiotu. Wykorzystaj znalezione w Internecie wyrazy.



- 9 Listen to Daniel and Julia. What are their favourite schooldays?

- 10 In your notebook, write your timetable. In pairs, ask and answer about your favourite day.

What's your favourite schoolday?

It's Wednesday.

Why?

Because we've got history and
PE. They're my favourite subjects.

Fast finishers

Look at the letters. Find four names of school subjects. You can use each letter only once.

z S T C E O G R G R
R N C I A P H Y E H
T O E Y S I



I can use the present simple to talk about my life.

MEET THE TEAM!



Emily White

11 years old
I ♥ maths
I'm an inventor 🧠 I make apps
Superpower: I can write with my left and right hand.



Jack White

12 years old
I'm into sports 🏀
Superpower: I can swim really fast!



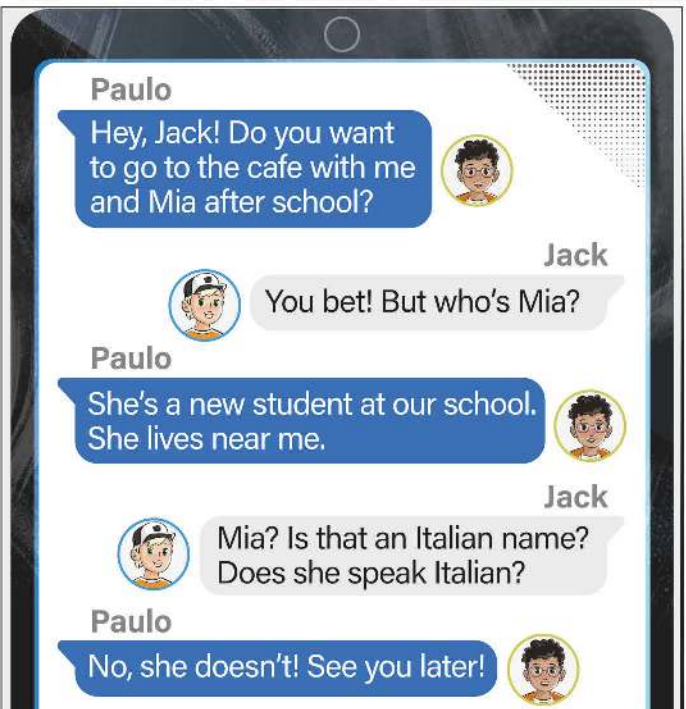
Mia Roberts

11 years old
I love nature
I'm vegetarian
I make a vlog
Superpower: I know the names of 50 dinosaurs!



Paulo Torres

11 years old
Photos
Drawing and painting
See my gallery [here](#)
Superpower: I don't eat chocolate, but I'm good at baking cakes.



1 Look at the story. What can you see?

conversation email social media profiles
text messages

2 1.14 Read the story and listen to it. In your notebook, complete the sentences with the students' names.

- | | |
|--------------------|-----------------------|
| 1 is good at art. | 4 doesn't eat meat. |
| 2 loves sports. | 5 has got a brother. |
| 3 invents things. | |

Real English

3 1.15 Listen to the phrases and repeat. Practise them in pairs.

Hurry up! We're late!
Wait for me!
You bet!

Grammar 1

Present simple

Affirmative

I/You/We/They **like** maths.

He/She/It **likes** maths.

Negative

I/You/We/They **don't like** maths.

He/She/It **doesn't like** maths.

Questions

Do I/you/we/they **like** maths?

Does he/she/it **like** maths?

Short answers

Yes, I/you/we/they **do**.

Yes, he/she/it **does**.

No, I/you/we/they **don't**.

No, he/she/it **doesn't**.

Wh- questions

Where **do** you **live**?

What time **does** school **start**?

Which subject
do you like?

Learning Zone

Follow ThinkBot's instructions to learn grammar.

- Wykorzystaj poniższą tabelę podczas nauki tworzenia pytań w czasie *present simple*.

question word	do/does	subject	verb
What	do	you	think?
Where	does	Mia	live?

- Zapisz tabelę w zeszycie i dodawaj do niej codziennie dwa pytania.

- In your notebook, put the words in the correct order to make questions. Ask and answer the questions in pairs.

- does which sports do Jack ?
- Mia does know the names of fifty dinosaurs ?
- where Mia and Paulo do meet ?
- Jack and Emily do go to school at ten o'clock ?
- Emily what does make ?

- Work in pairs. Ask and answer questions using the ideas in the box. Then tell the class one interesting fact about your friend.

know the names of dinosaurs like chocolate
take a lot of photos what languages / speak
what sports / play

Do you take a lot of photos?

Yes, I do.

Fast finishers

Look at the word cloud. How many questions with these words can you write in one minute?

your sister on Monday
school have
do YOU start
what time



- In your notebook, complete the sentences with the correct forms of the verbs in brackets.

- Jack (play) basketball.
- Mia (not speak) Italian.
- Jack and Emily (start) school at nine o'clock.
- Emily (not wear) glasses.
- Emily (make) apps.
- Mia: I (not eat) chicken.



SCHOOL NEWS-
LETTER

September 5

SCHOOL CLUB WEEK!

We've got a club for everyone!



Look at page 2 for more information.

4



In your notebook, match pictures 1–9 with the names of the places in the box. Then listen, check and repeat.

Places at school 2

canteen • classroom • cloakroom •
corridor • playground •
school office • staffroom • toilet •
tuck shop



5



Usłyszysz dwukrotnie dialog. Na podstawie informacji zawartych w nagraniu uzupełnij w zeszyte luki 1–4 w poniższej notatce.

1 Let's start!

Look at the school newsletter. In your notebook, match photos 1–6 with the names of the clubs.

Book Club Coding Club Dance Club
Film Club Football Club Science Club

2



In your notebook, match photos 1–6 with the names of places in the box. Then listen to the dialogue and check.

Places at school 1

computer room • gym •
laboratory (lab) • library • main hall •
playing fields

3



Listen and repeat the words in the box in exercise 2.



NEW NOTE

Save

**Furry Friends Club**Students help ¹ _____!When: ² _____ mornings.

Where: 16 Green Street.

Skateboarding ClubWhen: Fridays at ³ _____ o'clock.Where: the ⁴ _____ or the gym.

6



Work in pairs. Ask and answer questions about your favourite clubs at school. Say where they are.

What's your favourite club?

I can use there is / there are to describe places.

Grammar 2

There is / There are

Affirmative

There's a science club.

There are some / a lot of clubs.

Negative

There isn't a book club.

There aren't any sports clubs.

Questions

Is there a science club?

Are there any sports clubs?

Short answers

Yes, **there is** . / No, **there isn't** .

Yes, **there are** . / No, **there aren't** .

- 1 In your notebook, complete the sentences with the correct form of there is / there are. Which sentences are true for your school?

- 1 ☐ (X) a tuck shop at our school.
- 2 ☐ (✓) some playing fields behind the school.
- 3 ☐ (✓) a staffroom for the teachers.
- 4 ☐ (X) a computer room.
- 5 ☐ (X) any clubs to help animals.

- 2 Listen to the podcast. In your notebook, write names of two objects, clubs and places that are in the boy's ideal school. Compare your answers in pairs.

Objects

Clubs

Places

- 3 In your notebook, complete the questions. Use **is there** or **are there**.

- 1 **Is there** a playground?
- 2 ☐ a tuck shop?
- 3 ☐ a swimming pool?
- 4 ☐ any clubs?
- 5 ☐ any books?

4

In pairs, ask and answer the questions in exercise 3. Use short answers. Listen again and check.

Is there a playground?

Yes, there is!

5

Imagine your ideal school. What things are there? Make a list in your notebook. Use the ideas in the box to help.

clubs places at school sports facilities



6

In pairs, ask and answer six questions about your ideal school.

Is there a swimming pool in your ideal school?

Yes, there is!

7

Tell the class about your friend's ideal school.

In Filip's school, there's a ...

Fast finishers

Solve the puzzle.

There are six desks and twelve chairs in our classroom. There are ten girls and there aren't any boys. There's a desk and a chair for the teacher. How many free chairs are there?



I can talk about rules and obligations.

- 1 Look at the photo. Guess who the new student is, Daniela or Charlie.



Daniela: This is our English classroom.

Charlie: It's really nice.

Daniela: **We must keep it tidy.** And **we must put litter in the bin!**

Charlie: Where's the gym? We've got PE tomorrow.

Daniela: Look. It's here, next to the library. Oh, **you must bring your sports clothes tomorrow!**

Charlie: OK. Mmmm. Something smells good! Is there a canteen?

Daniela: Yes, the food's amazing! Oh, but **we mustn't eat in our classroom.** Charlie, it's science now. **We mustn't be late!** Oh, and **we mustn't use our phones in class!**

Charlie: Ah, thanks!

- 2   Read the dialogue and listen to it. Check your answer to exercise 1.

- 3  Read the dialogue and listen to it again. Match sentences in bold in the dialogue with topics 1–2. Write the answers in your notebook.

- 1 it's very important to do something
- 2 it's very important not to do something

- 4 Look at the poster. In your notebook, complete the school library rules with the words in the box.

be be drink speak write

Library rules!

- 1 You must quiet.
- 2 You mustn't on the phone.
- 3 You mustn't eat or in the library.
- 4 You must kind to other students.
- 5 You mustn't in the books.



- 5 In your notebook, write your own school rules. Use the ideas in the box to help.

do our homework forget our books
listen to our teachers run in the corridor
write on the board

We mustn't run in the corridor.

- 6   Work in pairs. Student A: you are a new student. It's your first day at school. Student B: help Student A. Tell him/her about the places at school and rules. Use the dialogue in exercise 2 to help.

Where is the computer room?

It's next to the library.
You mustn't eat or drink there.

I can understand a text about schools in remote places.

Schools in Remote Places

Imagine you live hundreds of kilometres from a town or city.
This is true for many children in the world. So, how do they study?

Xixuaú, Brazil

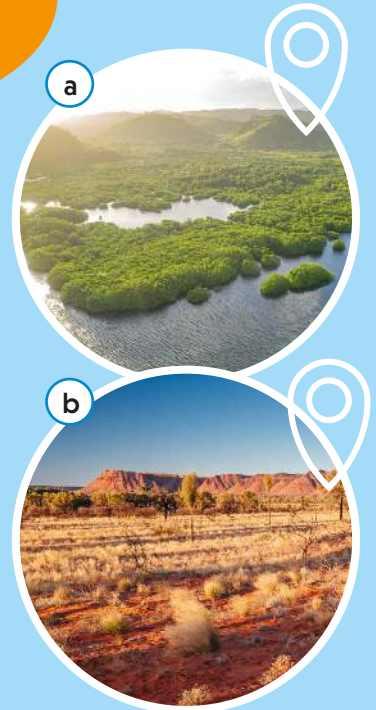
Xixuaú is a small **village** in the Brazilian **rainforest**. The school has only got one classroom and teacher, and there aren't any books. But the students have got a computer, and they can use the Internet. They find information online, and they speak to students in other countries.

There are lessons in maths, history, science and geography.
The students learn about the rainforest and the animals that live there, too.

The School of the Air, Australia

Many children live in **remote** places in Australia. There isn't a school, so they have lessons with their teacher online. They also use books that they **receive** at the start of the school year.

There are only ten lessons a week, in music, science, and other subjects. Then students do a lot of homework. Every year, all the students meet in one place, to play games and spend time with friends.



Glossary

rainforest – las deszczowy
receive – dostawać

remote – odległy
village – wieś

- 1** Look at the photo. What is unusual about this classroom?



- 2** Read the introduction and look at photos a and b. Which sentence do you think is true?

- 1 Students travel a long way to school.
- 2 Students use a computer to study.

- 3** Read the text and listen to it. Check your answer in exercise 2.

- 4** Read the text and listen to it again. Which school are sentences 1–4 about? In your notebook, write X (Xixuaú), SA (The School of the Air), or B (Both).

- 1 Students use books.
- 2 There's a school with a classroom.
- 3 The students have got a teacher.
- 4 The students have lessons online.

- 5** Pośluchaj nagrania ponownie i przeczytaj tekst jeszcze raz. Odpowiedz w zeszycie na pytania.

- 1 How do students in Xixuaú use the Internet?
- 2 What special thing do they learn about?
- 3 What do students at the School of the Air do after lessons?
- 4 How do they see other students?

- 6** Do you prefer to have lessons in class or online? Why? How do you use technology for learning?

I can write an email about my school.

- 1 Look at the photos. Guess what Marisa's email to her new friend Max is about. Then read and check.



Subject: My school!

Hi, Max! How are you?

- a Here are some photos of me and my school! It's really cool. It's near my house so I walk there.
- b There are a lot of clubs to join. I'm in Football Club and Drama Club. I love swimming, but there isn't a Swimming Club 😞. But there are some amazing playing fields and there's a great canteen!
- c I really like my school, but it's quite strict. We start school at eight o'clock. We mustn't be late and we mustn't bring our phones to lessons. We must call our teachers 'Sir' or 'Miss'.
How about you? What's your school like?
Write and tell me about it!
Bye!
Marisa

Send

Cancel

- 2 Read the email again. Match topics 1–3 with paragraphs a–c.

- 1 school rules
- 2 why Marisa is writing and general information
- 3 school clubs and places at school

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

it's must mustn't there are there's they're

- 1 _____ near my house.
- 2 We _____ call our teachers 'Sir' or 'Miss'.
- 3 _____ a lot of clubs to join.
- 4 _____ a great canteen!
- 5 _____ very kind.
- 6 We _____ bring our phones to lessons.

- 4 In your notebook, complete the sentences. Use: *is, isn't, are* and *mustn't* and the prompts in brackets.

- 1 (✓) My _____ (school / great).
- 2 (✓) There _____ (a lot of clubs).
- 3 (X) There _____ (tuck shop).
- 4 We _____ .
- 5 (✓) Lessons _____ (very interesting).

- 5 Writing project

 In your notebook, write an email about your school to a new friend. Follow the instructions below.



Find

Znajdź zdjęcia różnych miejsc w Twojej szkole.



Think

- Czy szkoła jest blisko Twojego domu?
- Jakich przymiotników użyjesz, aby ją opisać?
- Na jakie zajęcia pozalekcyjne uczęszczasz? Gdzie się odbywają?



Write

Napisz swój e-mail. Wykorzystaj e-mail Marisy jako wzór.

Hi, Jack!
How are you?



Look again!

Czy użyłeś/użyłaś:

- czasu *present simple*, pisząc o codziennych czynnościach?
- *must/mustn't*, opisując zasady panujące w szkole?
- *there is / there are*, pisząc o miejscach w szkole i zajęciach pozalekcyjnych?

Odpowiedzi do ćwiczeń zapisz w zeszytach!

Revision of lessons 1–7.

Test yourself

Vocabulary

1 Write the names of school subjects.

1 $\frac{2}{3} + \frac{1}{4} = \dots$ 2 ¡Hola! → Bonjour! 3 Henry VIII King of England (1491–1547) 4 $H_2O =$ water /4 points

2 Write the names of the places at school.

1 2 3 /3 points

3 Complete the words.

1 We have lunch in the ca .2 We leave our coats in the cl .3 The teachers sit in the st . /3 points

Grammar

4 Complete the sentences with the correct forms of the verbs in brackets. Use present simple.

1 We (not go) to school on Saturdays.2 Mr Evans (teach) biology. He's great!3 (you get) a lot of homework?4 Our school (not have) a tuck shop.5 When (school start)? /5 points5 Complete the dialogues with the correct form of *there is* / *there are*.1 A: a library at your school?B: Yes, . It's got a lot of good books.2 A: any playing fields?B: No, , but a big playground. /5 points

Speaking

6 Complete the rules with *must*/*mustn't* and a verb in the box.

bring help listen use wear

1 You sports clothes.2 You a water bottle into the gym.3 You to the teacher.4 You your mobile phone.5 You others. /5 points

Check your score!

Listen and check your answers. Then count your points and follow the instructions below.

20–25 points – Great job! Find your prize on p. 126. **14–19 points** – Good score! Work on your mistakes and correct them in your notebook. **0–13 points** – Keep calm and revise more. Do exercises A–C below! **A** Work on vocabulary → *Learning Zone*, p. 9 **B** Revise grammar → *Learning Zone*, p. 11 **C** Speak → exercises 3–6, p. 14

School subjects

1.24

art	plastyka, sztuka
biology	biologia
computing	informatyka
foreign language	język obcy
geography	geografia
history	historia
maths	matematyka
PE	wychowanie fizyczne
science	nauki ścisłe
technology	technika

Places at school 1

1.25

computer room	sala komputerowa
gym	sala gimnastyczna
laboratory (lab)	laboratorium
library	biblioteka
main hall	hol szkoły
playing fields	boiska

Places at school 2

1.26

canteen	stołówka
classroom	klasa, sala lekcyjna
cloakroom	szatnia
corridor	korytarz
playground	dziedziniec (przed szkołą)
school office	sekretariat szkoły
staffroom	pokój nauczycielski
toilet	toaleta
tuck shop	sklepik szkolny

Real English

1.27

Hurry up! We're late!	Pospiesz się! Jesteśmy spóźnieni!
Wait for me!	Zaczekaj na mnie!
You bet!	Pewnie!/Oczywiście!

Talking about rules and obligations

1.28

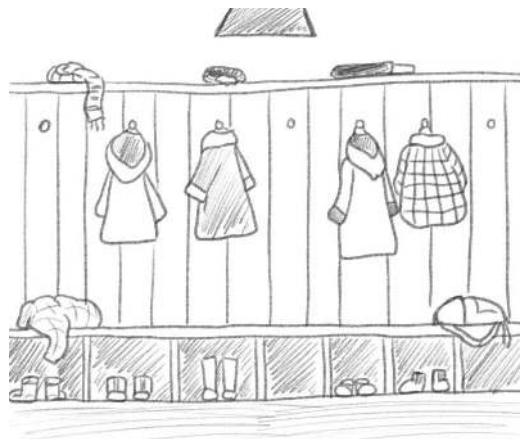
We must keep it tidy.	Musimy utrzymać porządek.
We must put litter in the bin.	Musimy wrzucać śmieci do kosza.
We must bring sports clothes tomorrow.	Musimy jutro przynieść ubrania sportowe.
We mustn't eat in our classroom.	Nie wolno jeść w klasie.
We mustn't be late.	Nie wolno się spóźniać.
We mustn't use our phones in class.	Nie wolno używać telefonów w klasie.

Play and learn!

- 1  Student A: say quietly names of school subjects. Student B: your partner looks at your lips and guesses the subject!



- 2  Draw different places at school in your notebook. Your partner says the name of the place.



Present simple

Używaj czasu *present simple*, kiedy mówisz o czynnościach odbywających się regularnie.

Pamiętaj o dodaniu **s** do czasownika w zdaniach z *he, she* lub *it*.

I/We/You/They	start	school at 8 am.
He/She/It	starts	

Zanim dodasz **s**, zwróć uwagę na ostatnią literę czasownika:

Spółgłoska + y → X + ies	-o → + es	Wyjątek! have – has
study – stud ies	go – go es	
tidy – tid ies	do – do es	

Używaj **don't** lub **doesn't**, kiedy chcesz zaprzeczyć. Pamiętaj, że w przeczeniach nie dodajemy **s** do czasownika.

I/We/You/They	don't start	school at 8 am.
He/She/It	doesn't start	

Pytania ogólne zacznij od **Do** lub **Does**. Nie dodawaj **s** do czasownika.

Do	I/we/you/they	start	school at 8 am?
Does	he/she/it		

Aby odpowiedzieć na pytanie, użyj:

Yes, I/we/you/they **do**. / No, I/we/you/they **don't**.

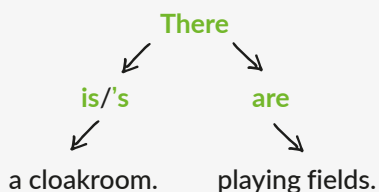
Yes, he/she/it **does**. / No, he/she/it **doesn't**.

Pytania szczegółowe zacznij od **Who**, **What**, **Where**, **When** lub **Why**.

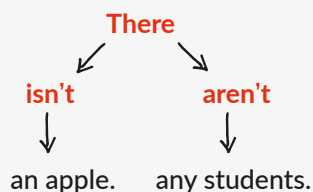
Why	do	I/we/you/they	like	maths?
When	does	he/she/it	finish	school?

There is / There are

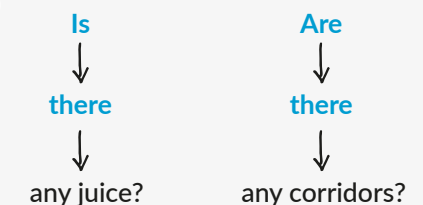
Używaj **there is** / **there's** lub **there are**, kiedy mówisz, gdzie coś się znajduje.



Używaj **there isn't** lub **there aren't**, kiedy mówisz, że czegoś nie ma.



Pytania zacznij od **Is** lub **Are**.



Aby odpowiedzieć na pytanie, użyj:

Yes, there **is**. / No, there **isn't**.

Yes, there **are**. / No, there **aren't**.

There is/'s/isn't, Is there → jedna rzecz 1

There are/aren't, Are there → więcej niż jedna rzecz >1

some = jakiś, jakieś

Some użyj tylko w zdaniach twierdzących.

any w przeczeniach = żaden, żadne

any w pytaniach = jakiś, jakieś

Project

In your notebook, draw a plan of your school for new students. Name your favourite places and write comments about them.



2

You are what you eat

Lesson 1

I can use kitchen object words and cooking verbs.



1 Let's start!

Look at the pictures and find objects a–d. Complete the phrases in your notebook.

- a box of
- b glass of
- c bottle of
- d cup of

2 1.29 Look at photos 1–8 and guess what meal Bart's video is about. Then listen and check.

3 1.29 Listen to Bart again. In your notebook, match photos 1–8 with the kitchen objects in the box.

Kitchen objects

bowl • can • carton • frying pan • jar •
mug • plate • tin

4 1.30 Listen and repeat the words in the box in exercise 3.

5 Work in pairs. Student A: say a kitchen object. Student B: say a food or drink we can put in or on it.

A bowl.

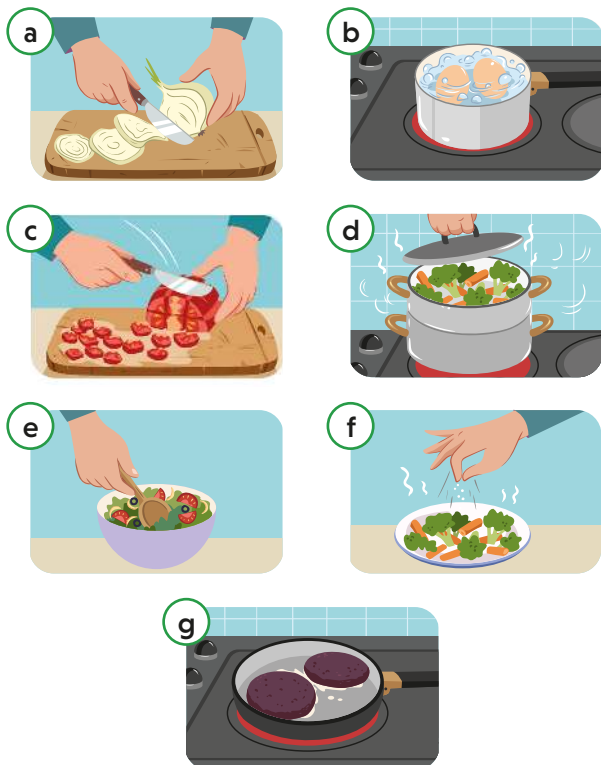
A bowl of cereal!

GUESS WHAT?!

A *can* and a *tin* are both metal containers. A *can* is usually a cylinder. We say: a *can* of soda, a *can* of beans, but: a *tin* of biscuits, a *tin* of sardines.



- 6  1.31 Look at pictures a–g. Listen to the text and put the pictures in the correct order. Write the answers in your notebook.



- 7  1.32 Listen, point to pictures in exercise 6 and repeat the words in the box.

Cooking words

add • boil • chop • fry • mix • slice • steam

- 8  Work in pairs. Student A: say a cooking verb. Student B: say food words that you can use with the verb.

Slice!

Slice a cucumber, slice some cheese, ...

9 Pronunciation /əv/

-  1.33 Listen to the rhyme, repeat and remember. Then make up your own rhyme with the /əv/ sound.

A jar **of** honey, a tin **of** beans,
A bowl **of** apples and a plate **of** cheese!

Learning Zone



Follow ThinkBot's instructions to learn new words.

- 1 Znajdź w Internecie wideo w języku angielskim, w którym ktoś pokazuje, jak przygotować danie, które lubisz.
- 2 Obejrzyj wideo, aby dowiedzieć się, jak przygotować danie.
- 3 Zapisz składniki i sposób przygotowania.
- 4 Podziel się przepisem z klasą.

- 10  Look at the pictures and photos on page 20. Choose something for brunch and tell your partner how to make it. You can use your own brunch idea.

Open a tin of tuna fish and slice some bread. Make a sandwich!

Fast finishers

Put the sentences in the correct order to find out how to make pancakes.

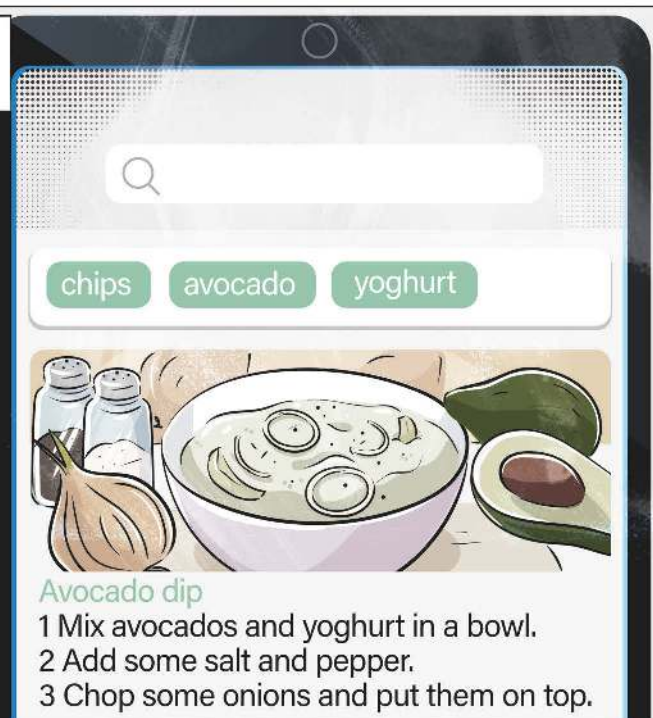
EASY PANCAKES!

- a Eat it with fruit or jam.
- b Fry your pancake for a minute.
- c Mix the ingredients together.
- d Put it on a plate.
- e Put the flour, eggs and milk in a bowl.



I can use a/an, some, any, a lot of to talk about food.

FILM NIGHT SNACKS



1 1.34 Read the story and listen to it. What snack do Emily and Jack make?

2 1.34 Read the story and listen to it again. Answer the questions in your notebook.

- 1 What time do the friends meet?
- 2 What food does Emily find in the cupboard?
- 3 What does Emily's app do?
- 4 What ingredients do they use to make their dip?
- 5 What do they eat with the dip?

Real English

3 1.35 Listen to the phrases and repeat. Practise them in pairs.

Sounds good!

Careful!

Brilliant idea!

Grammar 1

A/an, some, any, a lot of

Countable nouns

There's **a** tin of tuna.

There's **an** apple.

There are **some** avocados.

There are **a lot of** avocados.

There aren't **any** avocados.

Are there **any** avocados?

Uncountable nouns

There's **some** yoghurt.

There's **a lot of** yoghurt.

There isn't **any** yoghurt.

Is there **any** yoghurt?

Learning Zone

Hummus
– uncountable!



Follow ThinkBot's instructions to learn grammar.

- 1 Zanotuj w języku angielskim kilka nazw produktów, które możesz kupić w lokalnym supermarkecie lub warzywniaku. Sprawdź, czy te wyrazy to rzeczowniki policzalne, czy niepoliczalne, np. cucumbers (C – Countable), pasta (U – Uncountable).
- 2 Podziel się z klasą swoją listą produktów. Powiedz z nimi zdania, np. *There are some cucumbers.*, *There's some pasta.*

4 In the notebook, match the endings of the sentences a–d with their beginnings 1–4.

- | | |
|----------------|--------------------------|
| 1 There's | a any sandwiches. |
| 2 There are | b a bottle of olive oil. |
| 3 There aren't | c some crisps. |
| 4 There isn't | d any fruit juice. |

5 In your notebook, complete the sentences with **some** or **any**.

- 1 There are vegetables in the fridge.
- 2 There isn't lemonade.
- 3 There aren't biscuits in the cupboard.
- 4 There's strawberry jam.

6 Look at the picture. What can you see? In your notebook, write sentences using the words in the box and **there is/isn't/are/aren't**.

bread cakes eggs fruit
orange juice potatoes tuna fish

There's some bread.



7 Work in pairs. Choose a box each and ask and answer questions about the picture in exercise 6. Use the words in your box.

Student A

cheese grapes
rice sandwiches
water

Student B

avocados
chicken crisps
salad yoghurt

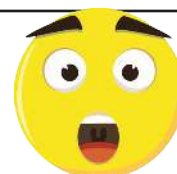
Is there any cheese?

Yes, there is.

Fast finishers

Solve the puzzle. Make your own puzzle like the example.

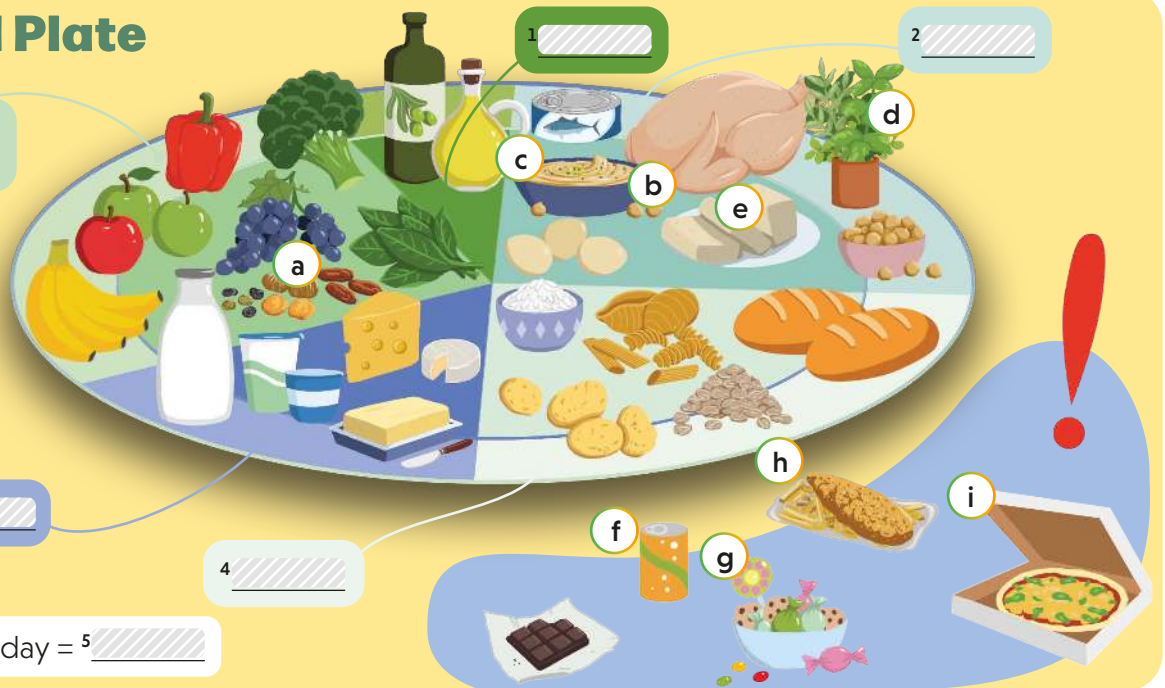
There are two in chocolate,
and there's one in orange juice.
There aren't any in sandwiches.
What is it?



I can talk about healthy and unhealthy food.

Eatwell Plate

fruit and vegetables



1 Let's start!

Look at the pictures. Name two types of fruit, two vegetables and two foods or drinks with a lot of sugar.

2 Listen to the podcast and match the food types 1–5 in the picture with the words in the box. Write the answers in your notebook.

Talking about food

carbs • dairy • five-a-day •
oil and fat • protein

3 Listen and repeat the words in the box in exercise 2. Then say more examples for each group of foods.

4 In your notebook, match pictures a–i with the words in the box. Then listen, check and repeat.

Food choices

chickpeas • dried fruit • fast food •
fatty food • fizzy drink • herb •
hummus • sweet • tofu

5 In your notebook, write the words from exercise 4 in the correct place in the table. Then listen and check. Three words can go in two places.

Healthy
food/drink

Unhealthy
food/drink

Meat
alternatives

herbs

6 Usłyszysz dwukrotnie dialog. Na podstawie informacji zawartych w nagraniu uzupełnij w zeszyte zdania 1–5.

- Jason and his family eat fish with _____.
- Both Jason and Julia eat _____ at home.
- Jason and his dad make _____.
- Jason says there's a lot of _____ in chips.
- Julia's mum says Julia can't have _____ drinks at home.

7 Work in pairs. Ask and answer the questions.

- What do you eat for your five-a-day?
- What protein do you eat?
- Do you eat any meat alternatives?
- Do you eat any unhealthy foods?

I can use many, much, how many and how much to talk and ask about food.

Grammar 2

Many/Much, how many / how much

Countable nouns

There aren't **many** carbs in apples.

Are there **many** carbs in apples?

How many carbs are there in apples?

Uncountable nouns

There isn't **much** fat in tuna.

Is there **much** fat in tuna?

How much fat is there in tuna?

1 In your notebook, complete the sentences with **many** or **much**.

- There isn't _____ protein in chocolate.
- There aren't _____ carbs in eggs.
- There isn't _____ sugar in yoghurt.
- There isn't _____ salt in tofu.
- There aren't _____ healthy ingredients in fast food.

2  **Work in pairs. Say the sentences and correct the information. Use *many* and *much*.**

In a healthy diet,
 ... there's a lot of salt.
 ... there are a lot of fizzy drinks.
 ... there are a lot of sweets.
 ... there are a lot of chocolates.
 ... there's a lot of fatty food.
 ... there's a lot of red meat.

In a healthy diet,
there's a lot of salt.

No! There
isn't much salt.

3 In your notebook, put the words in the correct order to make questions.

- there many unhealthy ingredients are ?
- much is sugar there ?
- carbs there many are ?
- much is there salt ?

4  **Listen to the conversation about fizzy drinks. In your notebook, answer the questions in exercise 3.**

5  **In pairs, ask and answer questions about the biscuits. Which biscuit is healthier?**



Chocolate biscuit

Dried fruit biscuit

Fat: ***
Carbs: ***
Protein: *
Sugar: ***
Salt: ***

Fat: *
Carbs: ***
Protein: *
Sugar: ***
Salt: *

*** a lot * not much/many

Is there much fat in a chocolate biscuit?

Yes, there is. There's a lot of fat.

6  **In your notebook, complete the sentences with *how many* / *how much*. Then ask and answer the questions in pairs.**

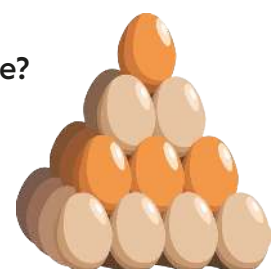
- ... biscuits do you eat every week?
- ... salt do you put on your food?
- ... red meat do you eat?
- ... fizzy drinks do you drink every week?
- ... chocolate do you eat?

How many biscuits do you eat every week?

Not many.

 **Fast finishers**

How many eggs are there?



I can make and respond to requests.

1   Look at the photo and answer the questions. Then read the dialogue, listen to it and check.

- 1 Where are Rafael and Ana?
- 2 What do you think they're talking about?



Rafael: Ana, look! Ms Adams' birthday is tomorrow.

Ana: Let's have a party. A surprise party!

Rafael: Ok! **Can you bring a cake?**

Ana: **Yes, sure.** My mum makes great cakes. **Could you buy a big birthday card?**

Rafael: **No problem.** I know a cool card shop.

Ana: Great! **Would you mind making sandwiches for the party?**

Rafael: **Sorry, but I don't think that's a good idea.** There are 24 students in our class. I think a cake and a card are fine.

Ana: Ok ... **Can you buy some crisps?**

Rafael: **I'm sorry, but I can't.** I haven't got any money.

Ms Adams: Is everything all right you two?

Rafael: Fine, thanks, bye!

Ana: See you tomorrow!

2  Read the dialogue and listen to it again. Then match the sentences in bold in the dialogue with topics 1–3. Write the answers in your notebook.

- 1 making a request
- 2 saying 'yes' to a request
- 3 saying 'no' to a request

3 Two students are planning a class party. Complete the dialogues.

1 **A:** Could bring some hummus?

B: problem.

2 **A:** Would you making a chocolate cake for the party?

B: Sorry, but I think that's a good idea. Sugar is bad for you!

3 **A:** you buy some fruit juice?

B: Yes, .

4  Imagine you are planning a class party. Put the words in the correct order to make requests. Write the answers in your notebook. Then ask and answer the questions in pairs.

1 balloons you can bring ?

2 salad mind making you would a ?

3 cake you could a buy ?

5   Choose one of these events. In your notebook, write a list of food to bring and other things to do. Work in pairs. Student A: ask your partner to do different things. Student B: answer "yes" or "no" to the requests.

a birthday party a family party
a picnic in the park a school party
food for a school trip

Can you bring some
lemonade to the party?

Yes, sure!

I can understand a text about dishes from different countries.

- 1 Look at the photo. Where is this a popular dish?

a Italy b the USA c Australia



- 4 1.42 Read the text and listen to it again. In your notebook, complete the table.

	Meal/Day	Ingredients	Why it's healthy
1 Spanakorizo	lunch or dinner		
2 Shakshuka		onions, garlic, ...	
3 Bibimbap			protein, carbs and fat

- 2 Look at photos a–c. What ingredients can you see in each dish?

- 3 1.42 Read the text and listen to it. In your notebook, match photos a–c with the names of dishes 1–3. Where is each dish from?

1 Spanakorizo 3 Bibimbap
2 Shakshuka

- 5 In pairs, talk about a healthy dish from your country. What are the ingredients? Why is it healthy?

I think a green salad is a healthy dish. There's some lettuce, tomatoes and tuna in it.

There's protein in the tuna and vitamins in the tomatoes.

Healthy dishes



Hi, guys! What is a healthy dish from your country?

Spanakorizo is a healthy dish from Greece. You mix spinach, onions and rice, and add some herbs and **lemon** juice. There are carbs in rice, and a lot of **vitamins** in spinach. People eat it for lunch or dinner. There isn't any meat in it, so it's great for vegetarians. 🌱🌱



Maria, Greece



b



Glossary

extra – dodatkowy
garlic – czosnek
lemon – cytryna
vitamin – witamina

Bibimbap is a dish we eat at New Year. It's a bowl with rice and different types of vegetables, like carrots, mushrooms and cucumber. People usually add meat and an egg, but you can make it with tofu, too. It's healthy because it's got everything – protein, carbs and fat. 😊



Do-yun,
South Korea

c



Karim, Tunisia

Shakshuka is a popular breakfast in my country. It's easy to make. You fry onions 🍅, **garlic** 🌱, red pepper 🌶️ and tomatoes 🍅 in a frying pan, and then cook eggs on top. There's protein in the eggs, and a lot of healthy fats. Eat it with bread for **extra** carbs. It's delicious!

I can write a blog post about a healthy dish.

- 1** Read Amelie's blog. Is it a healthy dish? Why / Why not?

Hi, guys! Welcome back to my blog!

a

Today's dish is a healthy chicken stir-fry! There are a lot of vegetables in a stir-fry, so it's a great way to get one of your five-a-day. There isn't much fat in chicken and there's a lot of protein!



b

- 500g of vegetables (carrots, broccoli, mushrooms ...)
- oil
- 200g of chicken

Click [here](#) to find out how to make a stir-fry sauce!

c

- Slice your vegetables and chop your chicken.
- Fry the chicken in hot oil in a big frying pan. Put it on a plate.
- Cook the vegetables in the frying pan.
- Add the chicken and stir-fry sauce and mix everything together!

Enjoy!

- 2** Read the blog again. Match headings 1–3 with gaps a–c.

1 ingredients

2 how to make your stir-fry

3 what's cooking today

- 3** Look at the recipe. Put the words in the correct order to make sentences. Write the answers in your notebook.

Healthy porridge yoghurt!

Ingredients

- 25g of oats
- 150g of yoghurt with no fat
- a banana



- 1 are There carbs some and protein some there's.
2 much fat isn't There and sugar isn't there much.

- 4** In your notebook, complete the sentences with cooking verbs.

How to make your porridge yoghurt:

- 1 M x the oats with 200ml of water.
- 2 B l the oats and water for four minutes.
- 3 A d the yoghurt to the hot porridge and mix.
- 4 S e your banana and put it on the porridge.
Enjoy!

5 Writing project

In your notebook, write a blog post about a healthy recipe. Use the recipe in exercises 3 and 4 or find your own. Follow the instructions below.



Find

Znajdź zdjęcie lub narysuj danie.



Think

- Jakie składniki zawiera danie z Twojego przepisu?
- Czy jest w nim dużo węglowodanów?
- Czy zawiera dużo białka?
- Czy zawiera cukier?



Write

Napisz swój wpis na blogu.

Hi, guys! ...

Today's dish is ...

Ingredients ...



Look again!

Czy użyłeś/użyłaś:

- *There is / There are*, aby opisać danie, jego składniki i wartości odżywcze?
- *much / many / some / a lot of*?
- nagłówków jak Amelie?
- czasowników związanych z gotowaniem?

Odpowiedzi do ćwiczeń zapisz w zeszytach!

Revision of lessons 1–7.

Test yourself

Vocabulary

1 Match food or drink a–d with containers 1–4.

- | | |
|---------------|----------------------|
| 1 a carton of | a jam, mayonnaise |
| 2 a mug of | b orange juice, milk |
| 3 a tin of | c hot chocolate, tea |
| 4 a jar of | d tuna, beans |

/4 points

2 Look at pictures a–c and complete the sentences 1–3 with the cooking words.



- 1 some bread.
- 2 Mix the ingredients in a .
- 3 Boil or some vegetables.

/3 points

3 Complete the sentences with the correct words.

- 1 Fatty food and f drinks aren't healthy.
- 2 It's important to eat carbs, fats, and p.
- 3 Tofu is a good meat a.
- 4 D fruit is a healthy snack.

/4 points

Grammar

4 Choose the correct answer.

- 1 There's hummus in the fridge.
a any b some c an
- 2 There aren't herbs in this dish.
a a b some c any
- 3 I'm hungry. Is there cake?
a some b any c a
- 4 There are carbs in bread.
a a lot of b a c any

/4 points

5 Complete the sentences with *much* or *many*.

- 1 How sandwiches are there?
- 2 Is there meat in your diet?
- 3 There aren't vitamins in sweets.
- 4 How rice do you eat?
- 5 There isn't fat in tuna.

/5 points

Speaking

6 Complete the dialogue with the words in the box. There is one extra word.

buying can make problem sorry sure

A: It's mum's birthday next week. Could you
1 a cake?

B: I'm 2 , but I can't.

A: 3 you buy a cake then?

B: Yes, sure.

A: Would you mind 4 some
flowers, too?

B: No 5 .

/5 points

Check your score!

1.43 Listen and check your answers. Then count your points and follow the instructions below.

20–25 points – Great job! Find your prize on p. 126.

14–19 points – Good score! Work on your mistakes and correct them in your notebook.

0–13 points – Keep calm and revise more. Do exercises A–C below!

A Work on vocabulary → *Learning Zone*, p. 21

B Revise grammar → *Learning Zone*, p. 23

C Speak → exercises 2–5, p. 26

Kitchen objects



bowl	miska
can	puszka (np. na napój)
carton	karton
frying pan	patelnia
jar	słoik
mug	kubek
plate	talerz
tin	puszka (np. na konserwę)

Cooking words



add	dodawać
boil	gotować
chop	siekać
fry	smażyć
mix	mieszać
slice	kroić
steam	gotować na parze

Talking about food



carbs	węglowodany
dairy	nabiał
five-a-day	owoc lub warzywo pięć razy dziennie
oil and fat	olej i tłuszcz
protein	białko

Food choices



chickpeas	ciecierzyca
dried fruit	suszone owoce
fast food	śmieciowe jedzenie
fatty food	tłuste jedzenie
fizzy drink	napój gazowany
herb	zioło
hummus	humus
sweet	cukierek, słodycz
tofu	tofu

Real English



Sounds good!	Brzmi dobrze!
Careful!	Ostrożnie!
Brilliant idea!	Genialny pomysł!

Making and responding to requests



Can you (bring a cake)?	Czy możesz (przynieść ciasto)?
Yes, sure.	Tak, oczywiście.
Could you (buy a big birthday card)?	Czy mógłbyś/ mogłabyś (kupić dużą kartę urodzinową)?
No problem.	Żaden problem.
Would you mind (making sandwiches for the party)?	Czy miałbyś/miałabyś coś przeciwko (zrobieniu kanapek na przyjęcie)?
Sorry, but I don't think that's a good idea.	Przepraszam, ale myślę, że to nie jest dobry pomysł.
I'm sorry, but I can't.	Przepraszam, ale nie mogę.

Play and learn!

- 1 Look at the *Kitchen objects* box. Choose an object. In your notebook, draw food or drink in it and describe it in pairs. Is it healthy or unhealthy?

It's a bowl of hummus.
It's healthy. It's one of my five-a-day!



- 2 Mime cooking verbs for your partner to guess!

Guess the verb!

Chop!

Yes, that's right!

A/an, some, any, a lot of

Countable nouns

Rzeczowniki policzalne mają liczbę pojedynczą i mnogą. Możemy użyć przed nimi:

a/an

→ There is **a** mug.

liczebnika

→ There are three mugs.

some

(gdy nie wiemy, ile dokładnie czegoś jest)

→ There are **some** bowls.

a lot of

(gdy czegoś jest dużo)

→ There are **a lot of** clean mugs.

W przeczeniach użyj:

a/an (liczba pojedyncza)

→ There isn't **a** clean mug.

any (liczba mnoga)

→ There aren't **any** biscuits.

W pytaniach użyj:

a/an (liczba pojedyncza) → Is there **a** clean mug?

any (liczba mnoga) → Are there **any** clean mugs?



Uncountable nouns

Rzeczowniki niepoliczalne nie mają liczby mnogiej. Możemy użyć przed nimi:

some

→ There is **some** butter.

a lot of (gdy czegoś jest dużo)

→ There is **a lot of** flour.

W przeczeniach użyj:

any

→ There isn't **any** flour.

W pytaniach użyj przed rzeczownikiem:

any

→ Is there **any** cheese?

Jeśli użyjesz nazwy pojemnika lub naczynia przed rzeczownikiem niepoliczalnym, możesz użyć przed nią **a/an**. Porównaj:

→ There is **some** cheese.

→ There is **a** plate of cheese.



Many/Much, how many / how much

Countable nouns

Aby zapytać, czy czegoś jest dużo, użyj **many** przed rzeczownikiem w liczbie mnogiej.

→ Are there **many** plates?

Użyj **not many**, aby powiedzieć, że czegoś jest niewiele.

→ There **aren't many** plates.

Jeśli chcesz zapytać, ile czegoś jest, zacznij pytanie od **How many**. W odpowiedzi użyj liczebnika.

→ **How many** plates are there?

→ There are eight plates.



Uncountable nouns

Jeśli chcesz zapytać, czy czegoś jest dużo, użyj **much** przed rzeczownikiem niepoliczalnym.

→ Is there **much** milk?

Użyj **not much**, aby powiedzieć, że czegoś jest mało.

→ There **isn't much** milk.

Jeśli chcesz zapytać, ile czegoś jest, zacznij pytanie od **How much**. W odpowiedzi możesz użyć **some** lub **a lot of**.

→ **How much** milk is there?

→ There is **a lot of** milk.



Project

Design a poster for *Eatwell Day* at your school. Find photos of the food, draw it and label it with interesting information. Do not forget to write a time and place!

Eatwell Day!

Saturday, 9.00–12.00

Main Hall

There aren't many carbs in a salad!

There's a lot of protein in this tofu stir-fry!

One of your five-a-day!



Vocabulary

- 1 Look at pictures 1–6. Put the letters in the correct order to make the names of school subjects.



- | | |
|-------------|---------------------|
| 1 ipocnumtg | 4 ylheogcnto |
| 2 prgeyhago | 5 tisrohy |
| 3 gloiybo | 6 gronefi galegnsau |

- 2 Read the sentences and complete the words.

- You do PE here. y _
- There are a lot of books here.
l _ r _ y
- You can buy snacks here.
_ u _ s _ p
- You go here at breaktime.
p _ y _ o _ d
- You have science lessons here.
l _ b _ a _ r _

- 3 Complete the omelette recipe. Then put the pictures in the correct order.



¹M _ some eggs in a ²b _ .
Put some butter in a ³f _ and
⁴f _ the egg mixture. ⁵C _
some tomatoes and mushrooms and
⁶a _ them to the omelette.

- 4 Find the word in the set that does not match the others.

- | | | | |
|--------------|-----------|--------------|-------------|
| 1 protein | herbs | carbs | dairy |
| 2 fatty food | sweets | fizzy drinks | dried fruit |
| 3 hummus | fast food | chickpeas | tofu |
| 4 carton | oil | jar | tin |

Grammar

- 5 Look at the symbol in brackets and rewrite the sentences.

1 (?) We start school at nine o'clock.

2 (X) My brother plays basketball.

3 (✓) I don't like chocolate.

4 (?) She speaks Italian.

5 (✓) He doesn't go to school by bike.

- 6 Complete the dialogue with the correct form of **there is / there are**. Then answer the question.

A: ¹ _ a board on the wall?

B: No, ² _.

A: ³ _ any computers?

B: No, ⁴ _, but ⁵ _ some tables.

A: ⁶ _ any food and drink?

B: Yes, ⁷ _! Where am I?

a classroom b canteen

c computer room

- 7 Choose the correct option.

A: There aren't ¹**some** / **any** cans of coconut water in the fridge.

B: Are there ²**a** / **any** lemons?

A: Yes, there are ³**any** / **a lot of** lemons.

B: Is there ⁴**some** / **any** sugar?

A: Yes, and there's ⁵**some** / **any** ice, too.

B: Let's make ⁶**an** / **some** lemonade then.

- 8 Complete the sentences with **much** or **many**.

1 How _ eggs are there in this recipe?

2 There isn't _ salt on these chips.

3 Are there _ restaurants where you live?

4 How _ fruit do you eat?

5 There aren't _ carbs in this salad.

Speaking

- 9 Match the endings of the sentences a–e with their beginnings 1–5.

- 1 You mustn't
- 2 Can you help
- 3 Would you mind
- 4 You must
- 5 Could you

- a put this litter in the bin?
- b opening the window?
- c listen to the teacher.
- d me with this exercise?
- e use a phone in class.

- 10 Complete the dialogues with the words in the box.

bet brilliant hurry sounds wait

- 1 A: Do you want to meet after school?
B: good!
- 2 A: up! We're late!
B: for me!
- 3 A: Let's make a cake for the party.
B: idea!
- 4 A: Would you like to play a video game?
B: You !

Listening

- 11   Usłyszysz dwukrotnie trzy osoby, które opowiadają o swojej szkole. Na podstawie informacji zawartych w nagraniu dopasuj zdania a–d do osób 1–3. Jedna odpowiedź nie pasuje do żadnej osoby.

This speaker:

- a uses computers in class.
- b doesn't have much free time.
- c goes to a school club.
- d knows students from other countries.

Speaker 1

Speaker 2

Speaker 3

Reading

- 12  Przeczytaj tekst o nietypowych przedmiotach szkolnych. Do każdego zdania 1–4 dopasuj tekst A–C. Jeden tekst pasuje do dwóch zdań.

Unusual school subjects

- A In many schools in Japan, students learn about nature. In the *Like Nature* lessons, they study plants and animals, and they learn to see the beauty in the natural world. As in other subjects, there is an exam at the end of the year.
- B A new school subject in the UK is cooking lessons. Students learn about healthy food, and how to chop ingredients. They also learn six easy recipes, like how to make chickpea burgers, and pasta with tomato sauce.
- C In Armenia, students learn to dance traditional dances, and about the history of each dance. In this way, they learn about the culture and history of their country. It's a serious school subject with an exam at the end of the course.

- 1 This subject helps students to understand their country.
- 2 Students learn things they can do in their kitchen.
- 3 Students learn to see how beautiful trees, birds or insects can be.
- 4 There isn't an exam in this subject.

Writing

- 13  Zredaguj wpis na blogu na temat zajęć z gotowania, na które uczęszczasz.

- Wymień zajęcia pozalekcyjne dostępne w Twojej szkole.
- Napisz gdzie i kiedy odbywają się zajęcia z gotowania.
- Opowiedz, co robicie na zajęciach.

My life

I can talk about my lifestyle.

3



- 5**  Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę 1–4 literę, którą oznaczono brakujące zdanie a–e, tak aby otrzymać logiczny i spójny tekst. Jedno zdanie nie pasuje do żadnej luki. Zapisz odpowiedzi w zeszyte.

**Have you got a healthy lifestyle?
Write and tell us!**



Carolina
(11)

Hi, I study hard and I do my homework every day. I worry a lot, too and I go to bed late. ¹ I'm tired at school. I've got a great calendar app on my phone. ² I just don't have time to do everything 😞



Jonas
(12)

Hi, I'm very busy, but I plan 'me time'. ³ I've got a great hobby, too. ⁴ 😍 I play in the park with my friends.

- a Football is my passion and I do it regularly.
- b I use it to manage my time.
- c I make time to relax every day.
- d I know I don't get enough sleep!
- e I eat a well-balanced diet.

- 6**  Read the texts in exercise 5 again. In pairs, talk about Carolina and Jonas' lifestyles. Are they healthy? Why / Why not?

Carolina doesn't get enough sleep.

That isn't very healthy ...

7 **Pronunciation /e/ and /æ/**



 Listen to the rhyme, repeat and remember. Decide which colour is the /e/ sound and which colour is the /æ/ sound. Then choose a beat with a partner and make it a rap!

Jackie has a passion and she does it regularly.
It's spending time with her cat called Emily!

This is my friend, Memory Mac.
He has a passion. It's skiing!

Learning zone



Follow ThinkBot's instructions to learn new words.

- 1 Zrób zdjęcia sobie i swoim przyjaciołom na okładkę magazynu dla nastolatków. Zdjęcia powinny przedstawiać czynności dnia codziennego.
- 2 Zrób kolaż i podpisz zdjęcia.
- 3 Pokaż zdjęcia w klasie i opowiedz o nich. Raz dziennie przeczytaj na głos zapisane wyrazy.

8

 In pairs, talk about your lifestyle. Together, decide how healthy it is. Use the photos on page 34 and your own photos to help.

I make a lot of time to relax!

That's very healthy!

Fast finishers

Look at the picture. James is not well! What is wrong with his lifestyle? Write your ideas in your notebook.



James doesn't get enough sleep!

I can use adverbs of frequency and frequency expressions to talk about repeated actions.

LET'S GO OUT!

1 Hi, guys! I need your help. Emily usually spends Saturday in her room and she's always on her phone or computer. She hardly ever goes out. Can you take her somewhere?



1 How often do you go to town on Saturday? Never! Come on, let's go!



2 Hold on! I need my phone.

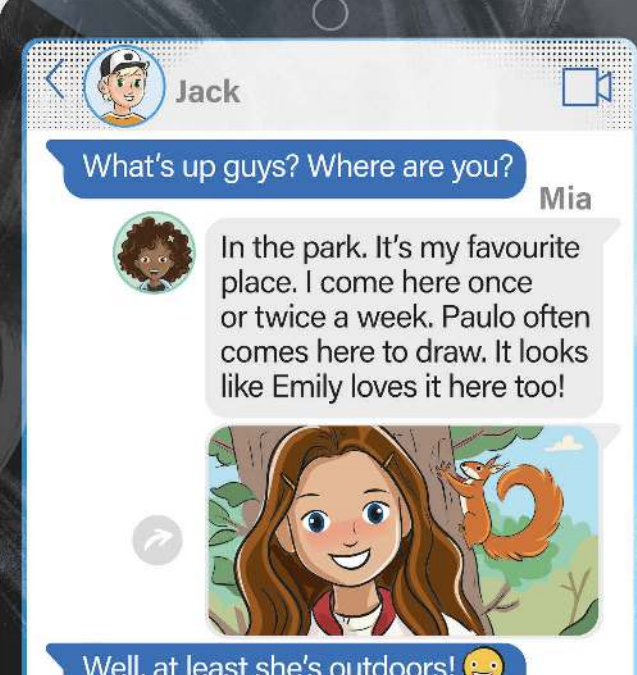
1 Mia and I come here every day after school. The smoothies are delicious!

2 But it's always busy on Saturday.

3 Come on. Let's go in.



4 Has it got wi-fi?



Jack: What's up guys? Where are you?

Mia: In the park. It's my favourite place. I come here once or twice a week. Paulo often comes here to draw. It looks like Emily loves it here too!

Jack: Well, at least she's outdoors! 😊

1 1.55 Read the story and listen to it. What do Emily's friends want her to do?

- a manage her time b limit her time online c spend time outdoors

2 1.55 Read the story and listen to it again. Decide if the sentences are True (T) or False (F). Correct the false statements. Write the answers in your notebook.

- 1 Emily usually does sport on Saturday. ☐
- 2 Emily never goes to town on Saturday. ☐
- 3 Mia and Paulo go to the café at the weekend. ☐
- 4 Paulo goes to the park to take photos. ☐
- 5 Jack is happy because Emily is outdoors. ☐

Real English

3 1.56 Listen to the phrases and repeat. Practise them in pairs.

I need your help.
Come on, let's go!
Hold on! I need my phone.
What's up guys?

Grammar 1

Adverbs of frequency

always	100%
usually	90%
often	70%
sometimes	50%
hardly ever	10%
never	0%

She **usually** spends Saturday in her room.

She **hardly ever** goes out.

She's **always** on her computer or phone.

Frequency expressions

every day	once a day
every week	twice a week
every month	three times a month
every year	five times a year

We **come** here **every day**.

She **goes** to the park **twice a week**.

How often do you **go** to town?

- 4 Read the table. In your notebook, complete the sentences with the correct adverb of frequency.

- Emily (10%) goes out on Saturday.
- Jack (100%) plays basketball at the weekend.
- Mia (50%) goes to the park with friends.
- Paulo (70%) draws in the park.

- 5 In your notebook, complete the sentences with the correct frequency expressions.

- We visit my cousins (on the 1st day of the month).
- They have a meal (at 7 am, 1 pm and 7.30 pm).
- He does sports (on Monday and Friday).
- I eat healthy food (on Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday).

- 6 Choose three adverbs of frequency and three expressions from the Grammar 1 table. Write them under the correct heading.

Before the main verb
or after be

hardly ever

At the end
of the sentence

I hardly ever make time to relax!

Learning zone



Follow ThinkBot's instructions to learn grammar.

Wybierz pięć aktywności dla zdrowego trybu życia. Przez tydzień zapisuj codziennie, czy wykonywałeś którąkolwiek z czynności. Po tygodniu popatrz na swoje notatki. Jak często wykonywałeś każdą z czynności?

- 7 In pairs, ask and answer about how often you do the activities in the box.

do sports eat healthy food go online
meet friends spend time with family relax

How often do you do sports?

I do sports once a week.

Fast finishers

Solve the puzzle.

What two things can you
never eat for breakfast?



I can speak about household chores.

Who?	Chores this week!		
Marek	1 	2 	3 
Kały	4 	5 	
Dad	6 	7 	
Everyone	8 	9 	10 

1 Let's start!

 In your notebook, put the words in the correct order to make names of chores. Then say other chores you know in English.

- room my tidy
- with cooking help the

2  1.57 Look at stickers 1–10 on the chore chart, then listen to Marek and Sofia. Say how many chores they talk about.

3  1.58 In your notebook, match stickers 1–10 in the chart with the names of the chores in the box. Check the meaning of the other chores in the box. Then listen and repeat.

Household chores

clean • clear the table •
do the washing-up • feed the pet •
load the dishwasher •
look after my brother/sister •
make my bed • put my clothes away •
set the table • take the dog for a walk •
take the rubbish out •
unload the dishwasher • vacuum •
wash the car • water the plants

4  Mime different chores for your partner to guess.

5 In your notebook, complete the sentences with the correct words.

- Put your clothes away please. They're on the floor!
- Can you the rubbish out?
- Please the cat. He's hungry!
- How often do you the plants? They're very dry!
- I don't usually the washing-up. It's my sister's job.
- I my bed every day.

6  1.59   Usłyszysz dwukrotnie trzy wypowiedzi. Na podstawie informacji zawartych w nagraniu dopasuj zdania a–d do osób 1–3. Jedna odpowiedź nie pasuje do żadnej osoby. Zapisz odpowiedzi w zeszycie.

This speaker:

- listens to music to make chores fun.
- hates doing chores.
- has got a robot.
- just does chores at the weekend.

Speaker 1

Speaker 2

Speaker 3

7  In pairs, ask and answer about chores.

- How often do you do chores?
- What chores do you do?
- How do you make chores fun?
- Is it important to do chores?

Fast finishers

In your notebook, design a chore chart for you and your family. Complete it for this week! Use the example in exercise 3 to help.



I can use love, like, hate + verb + ing to talk about likes and dislikes.

Grammar 2

Love, like, hate + verb + ing

😊 I **love** clean**ing**.

😊 He **likes** tak**ing** the dog for a walk.

😞 She **doesn't like** put**ting** her clothes away.

😡 They **hate** do**ing** the washing-up.

Most verbs	Verbs finishing with -e	Double letter + ing
clean – clean ing	take – tak ing	put – put ting
load – load ing	have – hav ing	set – set ting

1 🔄 In your notebook, complete the sentences with the correct form of **like**, **love** and **hate**.

- 😊 I looking after my little brother.
- 😡 My dad washing the car.
- 😊 My friend watering the plants.
- 😞 I unloading the dishwasher.
- 😞 My sister feeding our cat.

2 In your notebook, write the **ing** form of the verbs in the box.

do load make put set take vacuum

- | | |
|---------------------|---------------------|
| 1 <u> </u> | 5 <u> </u> |
| 2 <u> </u> | 6 <u> </u> |
| 3 <u> </u> | 7 <u> </u> |
| 4 <u> </u> | |

3 In your notebook, complete the sentences with the **ing** form of the verbs from exercise 2.

- She doesn't like out the rubbish.
- I love the table.
- He likes the dishwasher.
- I hate my bed in the morning.
- I don't like my clothes away.
- My friends hate the floor.
- Pedro doesn't like the washing-up.

4 👤 Talk about the family and the chores they love, like and hate doing.

	Lena	Ryan	Their parents
	😞	😊	😊
	😊	😡	😊
	😡	😊	😞

Lena doesn't like doing the washing-up.
She loves ...

5 🎧 Listen to the class survey. What chores do Ana, Olivier and Martha like doing?

6 👤 In pairs, talk about the chores you like or do not like doing. Find three things in common.

Do you like making your bed?

No, I don't. I hate it. / Yes, I do. I love it.

What chores do you like doing?

I like feeding our pets and taking the dog for a walk.

Really? Me too.

7 Solve the puzzle. What's the sentence?

I DO LIKE ?S DOING
V R OY THE O S Z
WASHING O ? UP

I can make suggestions and respond to them.

- 1   Look at the photo. Guess what they are talking about. Listen and check.



Dad: Charlie, why don't you spend some time outdoors? It's a lovely day.

Charlie: Thanks, but that isn't a good idea. I've got a science test tomorrow.

Dad: Don't worry about the test. I know you study hard (...). It's Daniela! Charlie's here.

Daniela: Hi, Mr Jones! Hey, Charlie, let's play football in the park.

Charlie: I'm sorry, but I'd rather not. I must study for the science test.

Dad: You must make time to relax, Charlie.

Daniela: I know, how about going to the ice cream shop?

Charlie: Oh, ... OK then. Thanks, I'd love to!

Daniela: We can meet Rafael and Ana, too!

Charlie: That sounds nice. Great idea!

- 2  Read the dialogue and listen to it again. Match sentences in bold in the dialogue with topics 1–3. Write the answers in your notebook.

- 1 **suggesting something**
- 2 **accepting a suggestion**
- 3 **rejecting a suggestion**

- 3   Usłyszysz dwukrotnie cztery propozycje. Do każdej z nich dobierz właściwą odpowiedź a–e. Jedna odpowiedź została podana dodatkowo i nie pasuje do żadnego pytania.

- a That sounds nice! But have we got any eggs?
- b I'm sorry, but that isn't a good idea. I must limit my time online.
- c Great idea! I love making videos!
- d Thanks, but I'd rather not. I don't like ball games.
- e Thanks, I'd love to! See you there in five minutes!

Speaker 1

Speaker 2

Speaker 3

Speaker 4



- 4  In your notebook, complete the suggestions. Then ask and answer in pairs.

- 1 **Why** (X) don't we make a pizza tomorrow?
- 2 We  (✓) do our homework together!
- 3 How  (✓) limiting our time online?
- 4 Let's  (✓) time to relax after school!
- 5 Why  (X) we spend time outdoors this afternoon?

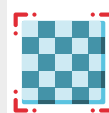
Why don't we make pizza tomorrow?

I'm sorry, but I'd rather not.

- 5   Read the ads and decide what you would like to do on Saturday. Work in pairs. Make suggestions to a friend and agree on one idea you both like.

CHess COMPETITION!

When: 9.30 on Saturday morning.
Where: The main hall at school.



Bike ride

It's *No Car Day* on Saturday! Ride your bike in the town centre at twelve o'clock!



Video games afternoon

in the Community Centre on Saturday.
Meet new friends and play new video games!



I can understand a text about lifestyles in different countries.

- 1   Look at the photo. What is the boy's passion? What do you think he does on a typical day?



- 2 Look at the photos below. Do you think children in these countries have a healthy lifestyle? Why / Why not?



Slovenia

Children in Slovenia have an active lifestyle. They usually walk or cycle to school. At primary school, they do about five hours of PE every week, and they can do sports like basketball, volleyball or gymnastics in the afternoon. At secondary school, 35% of students **take part in** sports **competitions**.

They often spend the weekend in nature, too. Hiking and cycling are popular, with skiing in winter. There's even a national holiday once a year for sports!

Iceland

In Iceland, family is important. Children spend a lot of time at home, and they often spend the weekend with their parents. Uncles, aunts and cousins also live **nearby**. Family is one **reason** why children in Iceland are healthy and happy. They do a lot of activities with friends, too. Iceland is a **safe** country, so they can meet outdoors. There are sports activities, and many clubs where they can try new things, like dance and music.



- 3  1.63 Read the text and listen to it. Where do children do these things, in Slovenia, Iceland or both?

- a do sports b spend time outdoors
c spend time with family

- 4  1.63 Read and listen again. Answer the questions in your notebook.

- 1 In Slovenia, how do children go to school?
- 2 How often do they do PE?
- 3 How do they spend the weekend?
- 4 In Iceland, where do children spend a lot of time?
- 5 Why can they spend time outdoors with friends?
- 6 What other places can they meet friends?

- 5 Read the texts again. Find one thing that is surprising for you.

GUESS WHAT?!



- **Slovenia** is a small country in Central Europe. The population is only 2.1 million. The landscape is very beautiful; over 50% of the country is forest.
- **Iceland** is a big island with only over 370,000 people. There are around 130 volcanoes in Iceland, and it's famous for the northern lights in the sky at night.

- 6  Work in pairs. Talk about young people's lifestyle in your country. Is it healthy? Why / Why not?

I think sports are popular.

Yes, but we only do PE at school twice a week.

I sometimes spend the weekend with my parents.

Glossary

competition –
konkurs, zawody
nearby – pobliski

reason – powód
safe – bezpieczny
take part in – brać udział w

I can write a blog post about my day.

This week's topic: Do you have time for everything?

My day!

Hi, everyone!

A My day begins at seven o'clock! I like eating healthy food so I usually have cereal and fruit for breakfast. I have energy all day because I have a well-balanced diet!

B I spend seven hours at school every day! I always spend time outdoors during the break so I can meet my friends. After school I do my homework so I can relax later. I really enjoy skateboarding!

C But life isn't always perfect. I sometimes forget to do my chores because I'm tired. I don't spend much time with my family because we're all really busy. Write about your day. Do you have time for everything?

Charlotte



- 1**  Look at Charlotte's photos and say what you can see. Do you think she has time for everything?

Charlotte makes time to relax!

- 2** Read Charlotte's blog. In your notebook, match photos 1–3 with paragraphs A–C.

- 3** Read Charlotte's blog again. Find sentences with *so* and *because*. In your notebook, complete sentences 1–2 with *so* or *because*.

1 We use _____ to give a reason.

2 We use _____ to give a result.

- 4** In your notebook, complete the sentences with *so* or *because*.

1 I like eating healthy food _____ I have eggs on toast for breakfast.

2 I always do my chores _____ I like helping my family.

3 I don't spend much time with my grandparents _____ they live in a different town.

4 After school I do my homework _____ I can spend time with my family later.

- 5** In your notebook, use the words to write sentences. Use the correct verb forms.

1 My day / begin / half past six.

2 I / love / spend time with my family.

3 I / really enjoy / paint.

4 I / not / do chores on schooldays.

6 Writing project

 In your notebook, write a blog post about your schoolday. Follow the instructions below.



Find

Zrób zdjęcia pokazujące czynności, które wykonujesz w dniach szkolnych.



Think

- O której godzinie rozpoczynasz dzień?
- Ile godzin spędzasz w szkole?
- Co robisz podczas przerw?
- Co robisz po powrocie do domu?
- Czy masz czas na wszystko?



Write

Napisz swój tekst.

Hi, everyone!

My day begins at ...

...

Bye!



Look again!

Czy użyłeś/użyłaś:

- wyrazów, które opisują, jak często coś robisz?
- wyrazów *so* i *because*?
- konstrukcji *like/love ... + ing*, aby opisać swoje upodobania?

Odpowiedzi do ćwiczeń zapisz w zeszytach!

Test yourself

Vocabulary

1 Complete the phrases for a healthy lifestyle.

- 1 I sleep eight or nine hours a night. get
- 2 I eat fruit, vegetables, and protein. have a
- 3 I go to the park every day. spend
- 4 I use the Internet for an hour a day. limit my

/4 points

2 Complete the sentences 1–3 with the correct verbs. Match each phrase with a photo.



- 1 a passion and do it regularly
- 2 time to relax
- 3 time with family

/3 points

3 Complete the words.

I must remember to ¹m my bed, and to ²p my clothes away. I must ³c the table every day and load the ⁴d .



/4 points

Grammar

4 Complete the dialogue. Use one word.

	M	T	W	T	F
go to the park	✓	✓	✓	✓	✓
eat fast food		✓			

A: How ¹ do you go to the park?B: I go there ² day after school.

A: Do you eat fast food?

B: No, I ³ ever eat fast food, just ⁴ a week.

/4 points

Revision of lessons 1–7.

5 Complete the sentences with *like*, *love* or *hate* and the correct forms of the verbs in brackets.

- 1 😊 I (do) the washing-up.
- 2 😍 He (water) the plants.
- 3 😞 They (take) the rubbish out.
- 4 😡 She (set) the table.
- 5 😞 He (wash) the car.

/5 points

Speaking

6 Choose the correct option.

A: Why don't we ¹go / going to the park?B: I'm sorry, but ²I / I'd rather not.A: How about ³play / playing a video game?

B: Thanks, but that isn't a good idea.

A: Let's ⁴watch / to watch a film then.B: That sounds nice. ⁵I'd love / I'd love to.

/5 points

Check your score!

1.64 Listen and check your answers. Then count your points and follow the instructions below.



20–25 points – Great job! Find your prize on p. 126.



14–19 points – Good score! Work on your mistakes and correct them in your notebook.



0–13 points – Keep calm and revise more. Do exercises A–C below!

A Work on vocabulary → *Learning Zone*, p. 35B Revise grammar → *Learning Zone*, p. 37

C Speak → exercises 2–5, p. 40

Healthy lifestyle

1.65

get enough sleep	spać odpowiednio długo
have a passion and do it regularly	mieć pasję i regularnie ją rozwijać
have a well-balanced diet	mieć dobrze zbilansowaną dietę
limit your time online	ograniczać swój czas w sieci
make time to relax	wygospodarować czas na odpoczynek
manage your time	zarządzać swoim czasem
spend time outdoors	spędzać czas na świeżym powietrzu
spend time with your family	spędzać czas z rodziną
study hard	uczyć się pilnie

Household chores

1.66

clean	myć
clear the table	sprzątnąć ze stołu
do the washing-up	pozmywać naczynia
feed the pet	nakarmić zwierzę domowe
load the dishwasher	włożyć naczynia do zmywarki
look after my brother/sister	opiekować się bratem/siostrą
make my bed	pościłać łóżko
put my clothes away	sprzątnąć ubrania
set the table	nakryć do stołu
take the dog for a walk	wyprowadzić psa na spacer
take the rubbish out	wynieść śmieci
unload the dishwasher	wyjąć naczynia ze zmywarki
vacuum	odkurzyć
wash the car	umyć samochód
water the plants	podlać rośliny

Real English

1.67

I need your help.	Potrzebuję Twojej/Waszej pomocy.
Come on, let's go!	Chodźmy!
Hold on! I need my phone.	Zaczekaj! Potrzebuję mojego telefonu.
What's up guys?	Co słysząc? / Jak leci?

Making suggestions and responding to them

1.68

Why don't you (spend some time outdoors)?	A może (spędzisz trochę czasu na świeżym powietrzu)?
Thanks, but that isn't a good idea.	Dzięki, ale to nie jest dobry pomysł.
How about (going to the ice cream shop)?	Co Ty na to, aby (pójść do lodziarni)?
I'm sorry, but I'd rather not.	Przepraszam, ale wolałbym/wolałabym nie.
Thanks, I'd love to!	Dzięki, z przyjemnością!
We can (meet Rafael and Ana).	Możemy (spotkać się z Rafaelem i Aną).
That sounds nice. Great idea!	To brzmi dobrze. Świetny pomysł!
Let's play (football in the park).	Zagramy w (piłkę nożną w parku).

Play and learn!

1

Look at the picture. Use the words in the box to help you write five sentences about Jan's lifestyle in your notebook.

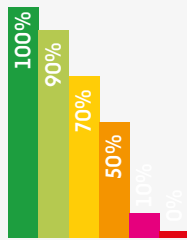
diet manage/time passion
study time/family



Jan has a ...

Adverbs of frequency

always → zawsze
usually → zwykle
often → często
sometimes → czasami
hardly ever → prawie nigdy
never → nigdy



Przysłówek częstotliwości używamy przed głównym czasownikiem, ale po czasowniku **be**.
 → I **always** make time to relax.
 → She is **always** late.



Frequency expressions

Wyrażeń takich jak **every day** lub **once a month** używamy, aby powiedzieć, jak często wykonywana jest dana czynność. Używamy ich na końcu zdania.

→ I meet friends **once a week**.
 → She is busy **every day**.

Aby zapytać, jak często ktoś wykonuje daną czynność, użyj **How often**.

→ **How often** do you watch TV?

every → **day** → każdego dnia
 → **week** → każdego tygodnia
 → **month** → każdego miesiąca
 → **year** → każdego roku

once → **a week** → raz w tygodniu
twice → **a week** → dwa razy w tygodniu
three times → **a week** → trzy razy w tygodniu

Love, like, hate + verb + ing

Gdy chcesz powiedzieć, że Ty lub ktoś inny lubi coś robić lub czegoś robić nie lubi, użyj **love**, **like**, **don't/doesn't like** lub **hate** oraz czasownika z końcówką **ing**.

😊 I love watering the plants.	Ja uwielbiam podlewać kwiaty.
😊 She likes cleaning her room.	Ona lubi sprzątać swój pokój.
😞 He doesn't like vacuuming the floor.	On nie lubi odkurzać podłogi.
😡 They hate taking the rubbish out.	Oni/One nienawidzą wynosić śmieci.

Pamiętaj o poprawnej pisowni czasownika z **ing**.

Większość czasowników → + ing	Czasownik zakończony na -e → x + ing	Czasownik jednosylabowy (spółgłoska + samogłoska + spółgłoska) → podwajamy ostatnią spółgłoskę + ing
spend → spend ing	make → mak ing	get → gett ing

x2

Project

Make a short vlog about your lifestyle. Talk about things you do and how often you do them. Speak about things you like doing and things you do not like doing.

I do my chores every day.
 I like setting the table for dinner.
 And I love eating! I don't like doing the washing-up very much.
 I manage my time so I can make time to relax every day!



4

Body and mind

Lesson 1

I can say and use body part words.

ROBO CLUB

MAKE A ROBOT! COMPETITION

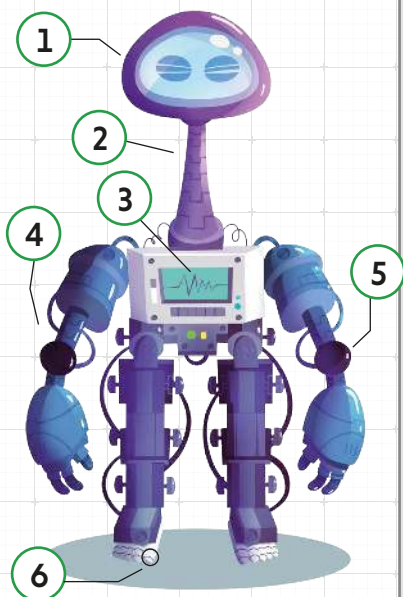


Winner,
Lisa Smith!

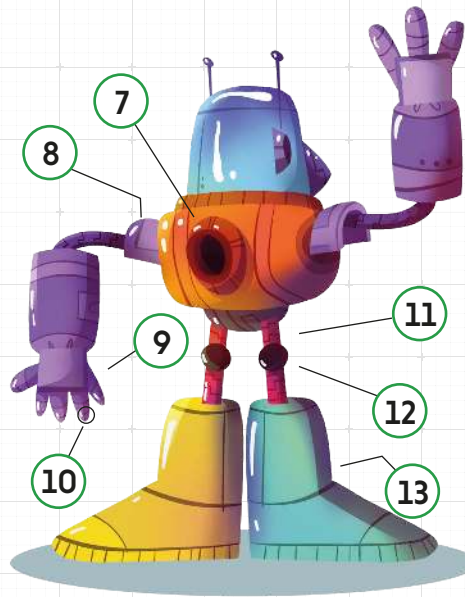


Listen to our interview with Lisa!

ROBOT A



ROBOT B



1 Let's start!

Look at the photo of Lisa. In pairs, describe her hair and face. Use the words in the box.

curly dark eyes hair long teeth

Lisa's hair is ...

2 1.69 Look at the pictures of robots A and B. Listen to the interview and choose the correct option. Write the answers in your notebook.

Chip is robot **A/B**.

Stella is robot **A/B**.

3 1.69 Look at the pictures of the robots. Listen again and point to the body parts they say.

4



In your notebook, match body parts 1–13 with the words in the box. Then listen, check and repeat.

Body parts

arm • back • body • elbow • finger •
foot • hand • head • knee • leg •
neck • shoulder • toe

GUESS WHAT?!



This robot was Leonardo da Vinci's idea in 1495!

5



Listen to Jack and follow the instructions.

6



Przeczytaj opis ilustracji. Uzupełnij w zeszycie każdą lukę 1–11 jednym wyrazem, tak aby powstał spójny i logiczny tekst zgodny z ilustracją.



This is a photo of my new robot, Sally.

She's got a big, purple

¹body and a very

short, green ²_____.

Her grey ³_____

is very small and her

black ⁴_____ are

really big! I love her

two grey ⁵_____ and

her long grey ⁶_____.

Her green ⁷_____ and

blue ⁸_____ really

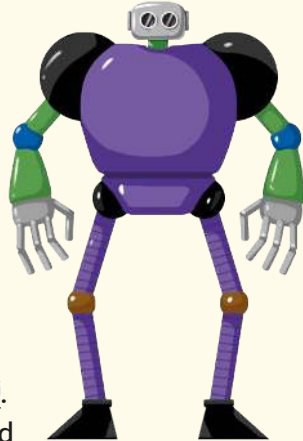
move! Sally's brown ⁹_____ and two long

purple ¹⁰_____ can move, too. She's got

ten small ¹¹_____, too. You can't see them

because of her boots!

I really enjoy making robots. It's my passion!



7



Work in pairs. Describe a robot cartoon character for your partner to guess. Use your own idea or choose one of the characters in the box.

Buzz Lightyear C-3PO R2-D2 WALL-E

This robot has got a big white and blue body and one eye!

Is it R2-D2?

8

Pronunciation /n/ and /ŋ/



Listen to the rhyme. Colour the /n/ sounds red and the /ŋ/ sounds blue. Write the answers in your notebook. Listen again. Check, repeat and remember.

My new robot's got long fingers and toes,
I know he's cool, but he's got no nose!

Now touch your back!

Learning zone



Follow ThinkBot's instructions to learn new words.

Wykorzystaj ćwiczenia ruchowe, aby łatwiej zapamiętać nowe słowa.

- Wybierz od sześciu do ośmiu nazw części ciała w języku angielskim, które chcesz zapamiętać.
- Zaplanuj zestaw ruchów podobny do zestawu Jacka w ćwiczeniu 5! Wykorzystaj poniższe czasowniki.

clap jump move put touch
turn wave

- Zademonstruj swój zestaw ruchów klasie i zachęć do powtórzenia ich.

9



Draw and colour a robot in your notebook. Then, describe it for your partner to draw.

My robot has got two blue arms.

My robot's neck is very long. It's red.



Fast finishers

Read the puzzle and guess the body part. In your notebook, make more puzzles for the class to guess.



You use it to hit a football, but it's not your head or foot.

I can use the present continuous to talk about actions happening now.

HE'S DANCING!

Paulo

Mia

Hi, Paulo. What are you doing?

I'm trying to make a robot, but I can't follow the instructions. It's Marty the Robot XY600.

Mia

Wait a second. I'll help you ... OK, I'm looking at the manual online now.

1 Look! His eyes are flashing blue, and his arms are moving up and down.

2 Is he waving?

3 No, he isn't. He's dancing!

1 Now, he's speaking.

2 What's he saying?

3 Hello. I'm Marty. I'm from the future!

1 What's happening now? What's that noise?

2 I don't know. Something's wrong. His head's going round and round, and he isn't responding. Help!

1 1.73 Read the story and listen to it. Is Paulo good at making robots? Why / Why not?

2 1.73 Read the story and listen to it again. In your notebook, put the events in the story in the correct order.

- ☐ The robot doesn't work.
- ☐ The robot breaks.
- ☐ Paulo can't make the robot.
- ☐ Marty speaks in English.
- ☐ The robot starts to dance.

Real English

3 1.74 Listen to the phrases and repeat. Practise them in pairs.

Wait a second. I'll help you.

That's it! All done!

Nothing's happening.

Something's wrong.

Grammar 1

Present continuous

Affirmative

I'm **making** a robot.

You/We/They **are making** a robot.

He/She/It **is making** a robot.

Negative

I'm **not making** a robot.

You/We/They **aren't making** a robot.

He/She/It **isn't making** a robot.

Questions

Am I making a robot?

Are you/we/they making a robot?

Is he/she/it making a robot?

Short answers

Yes, I **am**.

No, I'm **not**.

Yes, he/she/it **is**. Yes, you/we/they **are**.

No, he/she/it **isn't**. No, you/we/they **aren't**.

Wh- questions

What are you doing?

Where is he going?

It's seven o'clock.
My friends
are doing
homework.



Learning Zone

Follow ThinkBot's instructions to learn grammar.

- 1 Każdego dnia o tej samej godzinie rozejrzyj się wokół siebie i posłuchaj, co się wokół Ciebie dzieje.
- 2 Zapisz w zeszycie pięć zdań o tym, co robią Twoi domownicy lub przyjaciele. Użyj czasu *present continuous*.

5  In your notebook, write questions to ask about the underlined information. Use the words in brackets. Then ask and answer questions in pairs.

- 1 I'm talking to James. (Who?)
- 2 The teacher is sitting near the window. (Where?)
- 3 I'm wearing jeans and a jumper. (What?)
- 4 Students are studying English. (What subject?)
- 5 I'm feeling a bit tired. (How?)

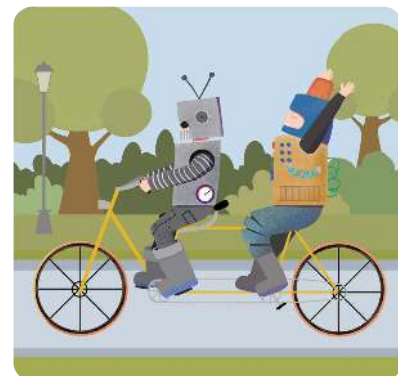
Who are you talking to?

4 In your notebook, complete the sentences with the correct forms of the verbs in brackets. Complete the short answers.

- 1 Paulo and Mia (talk) on the phone.
- 2 Paulo (put) the head on the robot.
- 3 A: (Marty / dance)?
B: Yes, he .
- 4 The robot (not wave).
- 5 His eyes (not flash) green, they're blue.
- 6 I (not play) with the robot.
- 7 A: (they / talk) on the phone?
B: Yes, they .

Fast finishers

 Look at the picture. What can you see? What do you think is happening? Compare your ideas with other students and choose the best idea.



HOW STRESSED ARE YOU?

ANSWER THE QUESTIONS TO FIND OUT!

- You have a test tomorrow and you're studying hard. You feel _____.
a unhappy 😞 b nervous 😰 c confident 😊
- You're waiting for a friend and she's late! You feel _____.
a annoyed 😠 b upset 😞 c bored 😴
- You're playing a video game and you're losing! You feel _____.
a angry 😡 b scared 😱 c excited 😄
- Your best friend is helping a new student, not you. You feel _____.
a lonely 😞 b surprised 😲 c proud 😊

Check your answers:
Three or four of your answers are a or b. Careful!
You often feel stressed!
Three or four of your answers are c. Congratulations!
You are usually relaxed!

- In pairs, mime feelings and emotions for your partner to guess.

I know! You're bored!

- Usłyszysz dwukrotnie rozmowę dwóch osób. Na podstawie informacji zawartych w nagraniu uzupełnij luki w poniższej tabeli. Zapisz odpowiedzi w zeszycie.

	Alice	Ben
1 They have a test tomorrow.	confident	_____
2 They are waiting for a friend.	_____	_____
3 They are losing a video game.	_____	_____

- Are you stressed or relaxed? Do the questionnaire in pairs. Explain your answers. Then talk about your favourite ways to relax.

Imagine that you have a test tomorrow and you're studying hard.

I'm feeling nervous because I want to get a good mark! I usually watch TV to relax.

Fast finishers

Look at the emoji and guess the adjective. In your notebook, design emojis for five adjectives describing emotions.



Olive is feeling _____!

1 Let's start!

Look at the words in the box. In pairs, say when you feel like that.

happy relaxed sad worried

I feel happy when I meet my friends.

- Look at the questionnaire. Find the words in the box in the questionnaire and look at emojis to check their meaning. There is one extra word. Then listen and repeat.

Feelings and emotions

angry • annoyed • bored • confident •
excited • lonely •
nervous • proud • scared • stressed •
surprised • unhappy • upset

I can use the present simple and the present continuous to talk about repeated actions and actions happening now.

Grammar 2

Present simple

I **always feel** relaxed.

I **don't feel** stressed **every day**.

Do you **feel** nervous before a test?

Present continuous

I **'m feeling** relaxed **at the moment**

I **'m not feeling** stressed **now**.

Are you **feeling** nervous?

1 Write the words under the correct heading.

always at the moment every day
now once a week right now
sometimes twice a day usually

Present simple

Present continuous

2 Look at the underlined expressions in each sentence. In your notebook, choose the correct option.

- We **study** / **are studying** for a test at the moment.
- He **always feels** / **is feeling** upset when he gets a bad mark.
- I **don't watch** / **'m not watching** a film right now.
- She **doesn't play** / **isn't playing** video games **every day**.

3 Listen to four dialogues. Decide if the sentences are True (T) or False (F). Listen again and correct the false statements. Write the answers in your notebook.

- Josh is feeling excited at the moment. ☐
- Anna usually feels nervous when she has a test. ☐
- George is feeling annoyed now. ☐
- Lena is surprised right now. ☐

4 In your notebook, match answers a–d with questions 1–4.

- What are you doing at the moment? ☐
- What do you do every evening? ☐
- Do you feel tired in the evening? ☐
- How are you feeling right now? ☐

- I usually meet friends, and then I go home.
- I'm happy because I love learning English.
- I'm doing my homework.
- Yes, I do, because I always study hard.

5 In pairs, ask and answer questions in exercise 4.

What are you doing at the moment?

I'm sitting in class, and ...

6 In your notebook, complete the text with the words or phrases in the box.

'm feeling 's playing are watching
are you doing don't play feel
plays watch



Hi there!

How are things with you? I ¹
a bit bored at the moment. My brother isn't
here because he ² basketball.
He ³ a match every Wednesday.
My parents ⁴ their favourite TV
series. They usually ⁵ TV
in the evening. I'm listening to music.
I ⁶ an instrument, but I always
⁷ relaxed when I listen to my
favourite band.

What ⁸ at the moment?
Tom

7 In your notebook, write an email to Tom. Write what you and your family are doing at the moment, and what you usually do.

I can express my emotions. I can give advice.

- 1   Read the dialogue and listen to it. Guess what Rafael's problem is.



- Charlie:** Hi! What are you doing here alone?
- Rafael:** I'm playing a new game.
- Charlie:** Are you OK?
- Rafael:** Yes, I'm OK. I'm just a bit bored.
- Charlie:** **You shouldn't look at your phone all day.** It isn't good for your eyes or your back.
- Rafael:** I know, but I love playing games.
- Charlie:** **What about spending more time with your friends?**
- Rafael:** Thanks. You're right. Actually, there is something else.
- Charlie:** What is it?
- Rafael:** I don't like maths, it's difficult. I play games to relax.
- Charlie:** **You should ask Ms Adams for help.**
- Rafael:** I know, but I'm a bit nervous ...
- Charlie:** **You shouldn't worry! What about coming to Maths Club with me?** It's fun and we can all help you.
- Rafael:** That's a good idea. Thanks, Charlie!

- 2  Read the dialogue and listen to it again. Match sentences in bold in the dialogue with topics 1–2. Write the answers in your notebook.

- 1 giving advice
- 2 expressing emotions

- 3   In your notebook, complete the dialogues with the words and expressions in the box. Then listen and check. Practise the dialogues in pairs.

about I feel lonely I'm a bit nervous
I'm really annoyed shouldn't study

- 1 **A:** ! My phone isn't working!
B: What turning it off and on again?
- 2 **A:** about the test tomorrow.
B: You should this evening.
- 3 **A:** . My best friend is on holiday.
B: You stay at home alone. Meet your other friends!

- 4   Work in pairs. Student A: choose an emotion and a problem. Student B: give advice. Use these ideas or your own.

Student A	Student B
1 bored / nothing to do	join / club
2 tired every day / study very hard	manage / time
3 upset / brother / often uses my phone without asking	speak / parents
4 scared / have two tests tomorrow	not worry / make time to relax

I'm really bored. I've got nothing to do.

What about joining a club?

I can understand a text about showing emotions in different countries.

- 1  Look at the photo. Where are these people? How do you think they feel?



- 2  Read the text and listen to it. Which sentence is true about the text? In your notebook, choose the correct answer.

- a People in other countries don't show their feelings.
- b People feel different emotions in other countries.
- c People in other countries show emotions in different ways.

- 3  Read the text and listen to it again. Decide if the sentences are True (T) or False (F). Correct the false statements. Write the answers in your notebook.

- 1 In Thailand, people only smile when they're happy. 
- 2 They hardly ever show that they feel angry. 
- 3 When a person nods their head, it always means "yes". 
- 4 Italian people often show their emotions. 
- 5 Conversations in Italian are always angry. 
- 6 People in Italy don't use their hands when they speak. 

- 4  Work in pairs. Ask and answer the questions.

- 1 Do you often feel annoyed? Do you show this to other people? Why / Why not?
- 2 How often do you smile? What makes you smile?

MORE THAN WORDS!

So, you think you can read emotions, but what about reading emotions in other countries? Do people show their feelings in the same way?

Thailand

- In Asian countries, people often **hide** their emotions. In Thailand, many people smile when they're happy, but also when they feel nervous or sad.
- They hardly ever show angry feelings. They don't speak in a loud **voice** or move their hands, because this means that they're annoyed.
- People **nod** their head to say "yes", but also when they want to say "no". This is because it isn't **polite** to say "no" in Thailand.

Glossary

hide – ukrywać

nod – kiwnąć głową

polite – uprzejmy

sound – brzmieć

talkative – gadatliwy

voice – głos

Italy

- In Italy, people are open, and they often show their emotions. They're usually **talkative**, and they like asking questions.
- A conversation in Italian can **sound** angry. This is because people often speak loud, but the speakers are usually just happy or excited.
- People move their hands a lot when they speak to show how they feel. In fact, there are ways to say things using only your hands in Italy!



I can write and reply to a message asking for help.

< Back

13.51

Hi, Jo. I'm really angry today! My sister is wearing my clothes again! There is one good thing. She's got small feet so she isn't wearing my new trainers, too!

I don't know what to do. Any ideas?

13.56

Hi, Emma. Not again! You really should speak to your sister. Explain that you feel upset because she wears your clothes a lot. Maybe she doesn't understand how it makes you feel. And you shouldn't get angry. It isn't good for you.



Hey, here's a photo of us last weekend. We're smiling because we're happy and relaxed. What about watching a film at my house later?

1 Read the messages. Find sentences that match topics 1–4.

- 1 expressing emotions
- 2 describing a problem
- 3 asking for help
- 4 giving advice

2 In your notebook, complete Jo's message with the words in the box.

don't ideas scared stressed working

Emma, I'm so ¹ _____ because I can't find my cat! Mum's ² _____ in her office in town so she can't help. I ³ _____ know what to do! I feel really ⁴ _____. Any ⁵ _____?

3 Help Emma write a reply. In your notebook, put the words in the correct order to make sentences.

Hi, Jo ...

- 1 worry shouldn't You .
- 2 sure your I'm OK cat's .
- 3 look in You the garden should .
- 4 grandma to about your What speaking ?
- 5 you can She help .

4 Writing project



In your notebook, write a message to a friend. Describe a problem, say how you feel and ask for help. Then swap your message with a partner and reply.



Think

- O jakim problemie chcesz napisać?
- W jaki sposób możesz go krótko opisać lub wyjaśnić?
- Co czujesz w takiej sytuacji?



Write

Napisz swoją wiadomość.

Hi! I'm really annoyed today! ...

Odpowiedz na wiadomość kolegi/koleżanki.

Hi, you really should ...



Look again!

Sprawdź swoje wiadomości.

Czy Twoje wiadomości zawierają:

- opis problemu?
- przymiotniki opisujące uczucia lub emocje?
- prośbę o pomoc?
- radę dla kolegi/koleżanki?

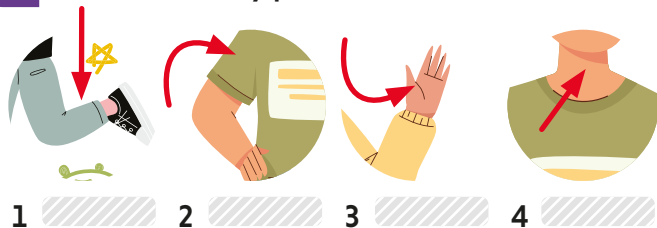
Odpowiedzi do ćwiczeń zapisz w zeszytach!

Revision of lessons 1–7.

Test yourself

Vocabulary

1 Write the body parts words.

1 2 3 4 /4 points

2 Complete the sentences.

- 1 You wear shoes on your .
- 2 You have ten fingers, and ten .
- 3 You wear a hat on your .
- 4 You carry a bag on one .

 /4 points

3 Complete the words with the missing letters.

- 1 When your phone doesn't work, you feel an .
- 2 When you think you can do something, you are c .
- 3 When you feel sad because you are alone, you are l .
- 4 When you feel good because you do something well, you are p .

 /4 points

Grammar

4 Complete the dialogue with the present continuous forms of the verbs in brackets.

- A: What ¹ (you make)?
 B: A robot for the competition, but it ² (not work).
 A: I'll help you. I ³ (put) the batteries in now.
 B: Great! Now, his legs ⁴ (move).
 He ⁵ (run) away!

 /5 points

5 Choose the correct answer.

- 1 Beth always tired after school.
 a feel b feels c is feeling
- 2 I because I'm upset! I'm happy!
 a don't cry b doesn't c 'm not crying
 cry
- 3 We a test right now!
 a do b does c 're doing
- 4 They computer games every day.
 a play b plays c 're playing

 /4 points

Speaking

6 Match advice a–d with problems 1–4. Complete the advice with the correct words.

- 1 I'm feeling stressed today.
 - 2 Bella's always late!
 - 3 I feel scared!
 - 4 I'm lonely.
- a watch that horror film!
 b inviting a friend to your house?
 c going for a walk in the park?
 d talk to her about it.

 /4 points

Check your score!

1.81 Listen and check your answers. Then count your points and follow the instructions below.

- 20–25 points** – Great job! Find your prize on p. 126.
- 14–19 points** – Good score! Work on your mistakes and correct them in your notebook.
- 0–13 points** – Keep calm and revise more. Do exercises A–C below!
- (A)** Work on vocabulary → *Learning Zone*, p. 47
- (B)** Revise grammar → *Learning Zone*, p. 49
- (C)** Speak → exercises 2–4, p. 52

Body parts



arm	ręka
back	plecy
body	ciało
elbow	łokieć
finger	palec u ręki
foot	stopa
hand	dłoń
head	głowa
knee	kolano
leg	noga
neck	szyja
shoulder	ramię
toe	palec u stopy

Feelings and emotions



angry	zły
annoyed	poirytowany
bored	znudzony
confident	pewny siebie
excited	podekscytowany
lonely	samotny
nervous	zdenerwowany
proud	dumny
scared	przestraszony
stressed	zestresowany
surprised	zaskoczony
unhappy	nieszczęśliwy
upset	poddenerwowany, zmartwiony

Real English



Wait a second. I'll help you.	Zaczekaj chwilę. Pomogę Ci.
That's it! All done!	Skończone! Wszystko gotowe!
Nothing's happening.	Nic się nie dzieje.
Something's wrong.	Coś jest nie tak.

Expressing emotions and giving advice



I'm OK. I'm just a bit (bored).	Wszystko w porządku. Jestem tylko trochę (znudzony).
You shouldn't (look at your phone all day).	Nie powinienes / Nie powinnaś (wpatrywać się w swój telefon cały dzień).
What about (spending more time with friends)?	A może (spędzisz trochę czasu z przyjaciółmi)?
You should (ask Ms Adams for help).	Powinienes/Powinnaś (poprosić panią Adams o pomoc).
I know, but I'm a bit (nervous).	Wiem, ale jestem trochę (zdenerwowany).

Play and learn!

- 1 Work in pairs. Choose a body part. Your partner can ask you three questions and then guesses the body part. You can only say 'yes' or 'no'!

Have I got two?

Yes.

- 2 Work in pairs. Student A: make an adjective using the prompts below and give a clue to Student B. Student B: guess the adjective. Then swap roles.

exc RED up PRO ited oyed
BOR sur conf ann set ED
prised ident UD SCA

Exam.

Stressed!

Yes!

Present continuous

Używaj czasu *present continuous*, kiedy mówisz o tym, co się dzieje obecnie.

W zdaniach twierdzących użyj właściwej formy czasownika **be** oraz czasownika z końcówką **ing**.

I'm **making** a robot.

She's **helping** her friend.

They're **doing** their homework.

W zdaniach przeczących dodaj **not** do właściwej formy czasownika **be**.

I'm **not doing** my homework.

He **isn't making** a robot.

We **aren't going** to school.

W pytaniach ogólnych użyj czasownika **be** przed osobą/rzeczą. W krótkich odpowiedziach użyj właściwej formy czasownika **be**.

Am I **talking** to Ana? Yes, I **am**. / No, I'm **not**.

Are they **sleeping**? Yes, they **are**. / No, they **aren't**.

Is she **cooking** now? Yes, she **is**. / No, she **isn't**.

W pytaniach szczegółowych użyj słówka pytającego, np. **Who**, **What**, **Where**, **When** lub **Why** na początku pytania.

→ **Where are** they going?

→ **What is** she doing?

Pamiętaj o poprawnej pisowni czasowników z końcówką **ing**. Więcej informacji na s. 45.



Present simple and present continuous

Używaj czasu *present simple*, kiedy mówisz o czynności, która się powtarza, lub którą wykonujesz regularnie.

→ I **always** make time to relax after school.

→ They sleep eight hours **every day**.

Używaj czasu *present continuous*, kiedy mówisz o czymś, co dzieje się teraz.

→ I'm feeling relaxed **at the moment**.

→ They aren't going to school **now**.

always → zawsze

every month

↓
co miesiąc

every day

↓
codziennie

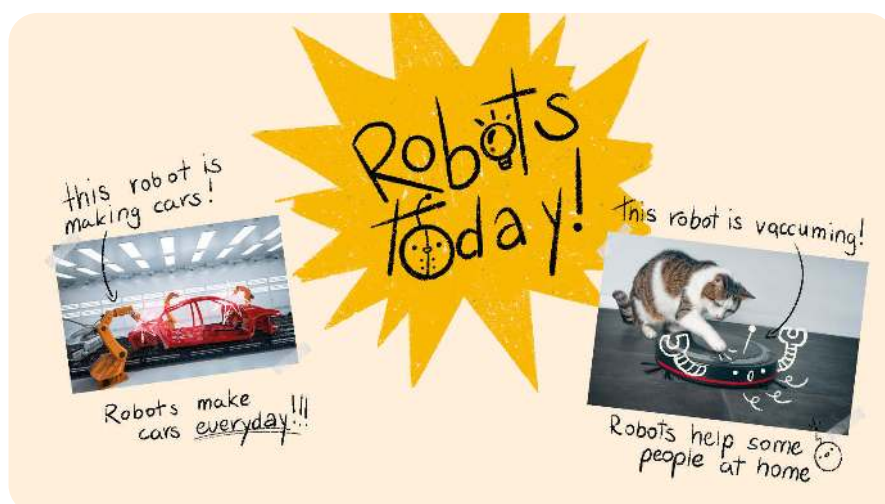
now → teraz

at the moment

↓
teraz

Project

Work with a partner on a poster about how robots help us every day. Draw pictures or find photos and label them. Then present your poster to the class.



Vocabulary

1 Match phrases a-e with verbs 1-5.

- | | |
|----------|-----------------|
| 1 have | a your time |
| 2 make | b hard |
| 3 manage | c time outdoors |
| 4 study | d a passion |
| 5 spend | e time to relax |

2 Complete the sentences with the correct verbs.

- We haven't got a dishwasher, so I _____ the washing-up.
- I _____ the table when we have dinner, and my brother clears it.
- I sometimes _____ after my sister when my parents are at work.
- I love recycling, so I usually _____ the rubbish out.
- I'm not very tidy, but I always _____ my room.

3 Complete the description.

✕
⛶

This is my robot, Blue. His eyes are in his ¹ _____, because he hasn't got a ² _____. He's got big ³ _____ at the top of his arms, but only four ⁴ _____ on each hand. He's got long legs and two small ⁵ _____.



4 Complete the sentences with adjectives describing emotions.

- I often feel n_____ when I have a test at school.
- It's Ellen's party this evening. I'm really e_____!
- When I'm b_____, I usually call a friend.
- I sometimes feel a_____ when the bus is late.
- I never feel u_____ when I lose a game.

Grammar

5 Rewrite the sentences using the words in the box.

always often once a month sometimes

- I spend time with my family every day.

- We hardly ever eat tofu.

- They do sports five times a week.

- He's late for class twice a week.

6 Complete the sentences with the correct form of *like*, *love*, *hate* and the *ing* form of the verbs.

	Clean	Put clothes away
I		
Ed		
Lucy and Ben		

- I *love cleaning* my room, but I _____ my clothes away.
- Ed _____ his room, but he _____ his clothes away.
- Lucy and Ben _____ their room, but they _____ their clothes away.

7 Complete the sentences with the present simple or present continuous forms of the verbs in brackets.

- My parents usually _____ TV. Right now, they _____ a new series. (**watch**)
- My sister _____ her scooter every day. She _____ it now. (**ride**)
- I _____ at the moment. I always _____ in the evening. (**study**)

Speaking

8



Usłyszysz dwukrotnie cztery wypowiedzi. Do każdej z nich dobrać właściwą odpowiedź a–e. Jedna odpowiedź nie pasuje do żadnej wypowiedzi.

- a What about asking a friend to help you?
- b I'm sorry, but I'd rather not. I hate horror films.
- c Let's do our homework.
- d You should make time to relax.
- e Thanks! I'd love to. I love spending time outdoors.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

9

Match phrases a–e with situations 1–4. There is one extra phrase.

- 1 You meet your friends.
- 2 You and your friends are late.
- 3 Your teacher can't carry some books.
- 4 You want your friends to wait.
- a Hold on. I need my phone.
- b Wait a second. I'll help you.
- c Something's wrong!
- d What's up, guys?
- e Come on, let's go.

Listening

10



Usłyszysz dwukrotnie rozmowę. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–8 w poniższej notatce.

Katy gets up at ¹ o'clock. She studies at ² . Her favourite lunch is ³ , ⁴ and ⁵ . She loves ⁶ her little brother. She hates ⁷ her room. In the evening, she's always ⁸ .

Reading

11



Przeczytaj tekst i wybierz właściwe odpowiedzi.

Robots in Education

From Japan to the USA, you can see robots in classrooms. In technology lessons, students learn to build and code robots, but now they're in other lessons, too.

One school in Finland has a robot called Elias. He helps students learn maths and foreign languages. He dances and sings, and when a student answers a question correctly, they can dance and sing, too.

Elias is popular with shy students. He doesn't laugh when they make a mistake, so they feel confident about speaking in English. He helps them when they work in small groups, and he can make questions easy or difficult.

Robots aren't perfect, of course. They sometimes have technical problems. Some robots can read how a student is feeling, but a teacher shows students how to express emotions. A real teacher can also teach students to be creative.

- 1 Elias teaches students
 - a how to code a robot.
 - b to speak English.
 - c to dance and sing.
- 2 Elias is good when students
 - a are nervous about speaking.
 - b study on their own.
 - c must answer difficult questions.
- 3 A problem with robots is that they
 - a express emotions.
 - b don't understand emotions.
 - c sometimes don't work very well.

Writing

12



Twój kolega z Londynu jest bardzo zmęczony i nie ma czasu dla siebie. Napisz do niego wiadomość, w której:

- zapytasz, jaki prowadzi tryb życia,
- opowiesz o swoim trybie życia i wyjaśnisz, jak zarządzasz swoim czasem,
- udzielisz mu rady.

Lesson 1

I can name and describe different kinds of animals.

[My account](#) [Help](#) [Contact](#)

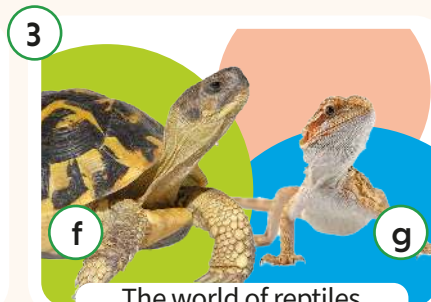
ANIMAL EXPERIENCES



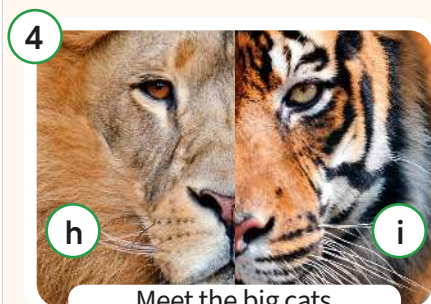
Fun at the farm



Meme stars



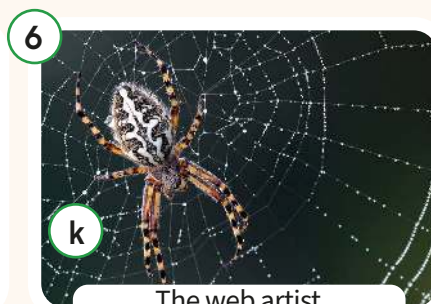
The world of reptiles



Meet the big cats



The acrobats of the sea



The web artist



Birds of the night



Perfect pets



Animal friends

[Click here to find out more!](#)

1 Let's start!

Look at picture 9. Use the adjectives in the box to describe the animals.

clever fast friendly interesting
noisy quiet strong

Monkeys are clever.
They're fast, too!

Parrots are often noisy!

2 1.88 Listen to Grace and Leo. Which animal experience is their favourite?

3 1.89 In your notebook, match animals a–m with the words in the box. Then listen, check and repeat.

Animals

alpaca • capybara • dolphin • donkey •
guinea pig • lion • lizard • meerkat •
owl • sheep • spider •
tiger • tortoise

- 4  Describe an animal for your partner to guess. Use the adjectives in exercise 1 to help.

It can swim fast. It's very friendly and clever.

It's a dolphin!

- 5  1.88 Look at the words in the box and listen to Grace and Leo again. In your notebook, match the adjectives with the animals they talk about.

Adjectives to describe animals

beautiful • cute • dangerous • endangered • farm • intelligent • poisonous • scary • slow • ugly • wild

- 6  1.90 Listen to the adjectives in exercise 5 and repeat.

- 7 In your notebook, choose the correct option.

- The capybara is so **cute** / **endangered**! It's got a big body and small legs.
- There are owls and other **wild** / **farm** birds in the trees in my garden.
- Some tigers are very **slow** / **dangerous**. They can attack people!
- Lions are **beautiful** / **poisonous**. I love their colours!
- Dolphins are so **intelligent** / **scary**! I think they can understand people!
- Some spiders aren't nice to look at. They're **ugly** / **cute**!

- 8 **Pronunciation /ɪ/, /i/ and /aɪ/**

 1.91 Look at the letters in green and listen to the text. Do you hear /ɪ/, /i/ or /aɪ/? Then listen again, repeat and remember!

Five friendly capybaras, six scary spiders!
Nine noisy monkeys, twenty wild guinea pigs!

A **dangerous lion** lives under a tree next to a **scary tiger**. They meet a **cute capybara** and make friends!

Learning zone



Follow ThinkBot's instructions to learn new words.

- Wybierz cztery lub pięć nowych wyrazów, które chcesz zapamiętać.
- Wymyśl zabawną historyjkę, używając tych wyrazów.
- Opowiedz historyjkę w klasie.

- 9  Choose an animal experience to go on with your partner. Give reasons for your suggestions.

Why don't we go on *The world of reptiles* experience?

I'm sorry, but I'd rather not. Lizards are scary!

The world of reptiles

Feed Tommy, our cute, endangered giant tortoise!
Learn about which lizards are good pets!
Take lots of photos!

Meme stars

Take a capybara for a walk!
Play with our meerkats!
Learn how to make a great animal meme!

Fast finishers

In your notebook, describe your pet or someone else's pet.

My aunt's parrot, Tweety, is 20 years old. She's friendly and intelligent. Tweety can make different animal sounds!



I can use regular and irregular comparative adjectives to compare animals.

MEET THE MEERKATS

Panel 1: 1 Here we are. How about seeing the alpacas first? They're so cute!
2 Meerkats are cuter. Let's go there.

Panel 2: 3 Maybe later.

Panel 3: 1 What are they? Are they guinea pigs?
2 No, they're capybaras. They're bigger than guinea pigs, and they bite, too! Guinea pigs are friendlier.

Panel 4: 3 OK, but meerkats are more interesting. Can we see them now?

Panel 5: 1 Did you know that some lizards can change colour? They're more beautiful than snakes.

Panel 6: 1 I love monkeys. They're so intelligent.

Panel 7: 2 And they're faster than humans!

Panel 8: 1 Oh my gosh! They're so small, but their eyes are really big!

Panel 9: 2 Yes, and snakes are more dangerous.

Panel 10: 3 But meerkats are more intelligent. Come on guys! Look at this face.

Panel 11: 2 You're right, Mia. They are cuter than all the other animals!

Panel 12: 3 See, I told you!

1 1.92 Read the story and listen to it. Who wants to see the meerkats? Why?

2 1.92 Read the story and listen to it again. In your notebook, answer the questions.

- 1 Who thinks the alpacas are cute, Mia or Jack?
- 2 Which animal bites, guinea pigs or capybaras?
- 3 Which animal can change colour, snakes or lizards?
- 4 Who loves monkeys, Paulo or Emily?
- 5 Who likes the meerkats in the end?

Real English

3 1.93 Listen to the phrases and repeat. Practise them in pairs.

Here we are.

Did you know that ...?

Oh my gosh!

I told you!

Grammar 1

Comparative adjectives

Adjective	Comparative adjective	Rules
fast	fast ^{er}	+ er
cute	cute ^r	+ r
big hot	bigg ^{er} hott ^{er}	x2 + er
friendly	friendl ^{ier}	X + ier
intelligent	^{more} intelligent	+ more
good bad	^{better} ^{worse}	irregular forms

Capybaras are **bigg^{er} than** guinea pigs.

- 4 In your notebook, write the comparative of the adjectives in the box. Then complete the sentences with the correct adjectives.

bad beautiful dangerous noisy
quiet scary strong ugly

- Rabbits aren't noisy. They're _____ than guinea pigs.
- Parrots look amazing. They're _____ than owls.
- Some lizards are dangerous, but a snake's bite is _____.
- Many people are scared of spiders. They're _____ than mice.

- 5  In your notebook, write sentences with a comparative adjective and *than*. Then listen and check.

- Tortoises / slow / rabbits.
Tortoises are slower than rabbits.
- Monkeys / intelligent / mice.

- Alpacas / friendly / donkeys.

- Sharks / good swimmers / crocodiles.

- 6  Listen and repeat the sentences in exercise 5. Pay attention to the rhythm.

- 7  Listen to the conversation. Two friends are choosing an animal as a mascot for their science club. Which animal do they choose?

- 8  Listen again. How do they compare these animals?

1 sharks and lions 2 parrots and owls

Tigers are bigger than house cats.
Lions are bigger than leopards.

Learning zone



Follow ThinkBot's instructions to learn grammar.

- Znajdź pięć nazw zwierząt, których chcesz się nauczyć.
- Napisz w zeszycie pięć zdań, w których porównasz te zwierzęta.

- 9  In pairs, choose a mascot for a sports team at your school. Describe and compare the animals.

How about a meerkat?

Fast finishers

Solve the puzzle. In your notebook, write a riddle about another animal.

I'm friendlier than a cat.
I'm faster than a tortoise.
I'm smaller than a donkey.
I can't speak. What am I?



Look at page 2 for more animals! >

- Fluffy is a ¹ _____ owl.
- Schools that adopt an owl can have an interesting ² _____.
- The feathers on owls' ³ _____ help them fly quietly.
- Leonard lives in a safari park in the ⁴ _____.
- A lion knows when another lion isn't happy because it moves its ⁵ _____.

64 sixty-four

I can use regular and irregular superlative adjectives to describe animals.

Grammar 2

Superlative adjectives

Adjective	Superlative adjective	Rules
fast	the fastest	+ est
cute	the cutest	+ st
big	the biggest	x2 + est
hot	the hottest	x2 + est
friendly	the friendliest	X + iest
intelligent	the most intelligent	+ the most
good	the best	irregular forms
bad	the worst	irregular forms

Snakes are **the most** dangerous.

- 1 In your notebook, complete the sentences with the superlative of the adjectives in the box.

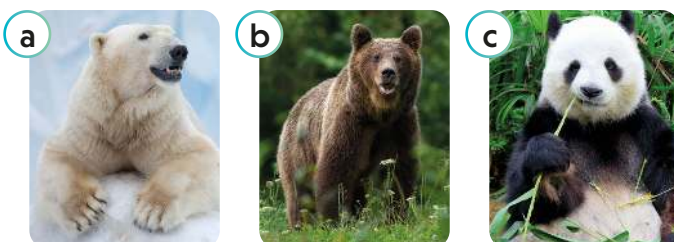
big fast friendly intelligent long

- The cheetah is the animal.
- The polar bear has got the paws.
- The grass lizard has got the tail.
- The chimpanzee is the animal.
- The capybara is the wild animal.

- 2   Complete the questions with a superlative. Then listen and write the letter a, b or c. Write the answers in your notebook.

Which bear is

- (big)?
- (cute)?
- (quiet)?
- (scary)?
- (intelligent)?



- 3  In pairs, compare these animals.

	Cats	Tigers	Lions
long	45 cm	4 m	2 m
fast/slow	48 km/h	65 km/h	74 km/h
endangered	X	✓✓✓	✓
friendly		  	 

Tigers are the longest.

- 4 In your notebook, choose the correct option.

- Taipans are **more** / **the most** poisonous snakes in the world.
- Tortoises have got the **stronger** / **strongest** shells.
- Parrots are **cleverer** / **cleverest** than owls.
- Sharks are **more** / **the most** dangerous than dolphins.

- 5  In pairs, compare different animals using the adjectives in the box.

beautiful cute dangerous interesting
poisonous scary slow ugly

I think parrots are the most beautiful.

Fast finishers

Look at the three animals. How many sentences can you write using the superlative?



I can ask for opinions and express them.

- 1  Look at the photo and guess what Ana and Daniela are talking about. Then read, listen and check.



Ana: Hey, let's buy Rafael a book for his birthday. He loves animals!

Daniela: What about this book about guinea pigs? **I think guinea pigs are cute.**

Ana: **I agree.** Guinea pigs are cute, but **I'm not sure it's a good idea.** He likes wild animals.

What do you think about the book about crocodiles?

I think it's a great present.

Are you OK with it?

Daniela: I'm sorry, but **I don't think so.** It's smaller than the other books. But I love this one about dolphins!

Ana: Can I see it? It looks really interesting. And dolphins are more intelligent than guinea pigs and friendlier than crocodiles.

Daniela: **You're right!** Excuse me. How much is it?

Boy: One pound twenty. I'm selling everything to help animals.

Ana: That's great! But I've only got one pound. **Is that OK?**

Boy: **Yes, that's fine.**

- 2  Read the dialogue and listen to it again. Match sentences in bold in the dialogue with topics 1–2. Write the answers in your notebook.

1 asking for opinions 2 expressing opinions

- 3  Uzupełnij dialogi. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst.

1 **X:** Why don't we buy Mark a phone cover for his birthday?

Y: I'm it's a good idea. He's got three!

2 **X:** Let's watch the new series this evening. Are you OK ?

Y: Yes, I am! Great idea!

3 **X:** Can I post your photo on my blog?

Y: fine! No problem.

- 4  In your notebook, put the words in the correct order to make sentences. Then in pairs, agree (✓) or disagree (X) with the opinions.

1 (✓) is a great present This book .
you OK with it Are ?

2 (✓) buy Let's mum ticket a rock concert .

3 (X) a puppy do you think What about getting ?

4 (X) the scariest Crocodiles in the world are animals .

5 (X) cuter are than capybaras I think alpacas .

This book is a great present.
Are you OK with it?

Yes, I am! I agree!

- 5  It is your friend's birthday. In pairs, talk about these birthday presents and choose one.



I can understand a text about projects to save endangered animals.

Botswana, Africa

Botswana is home to 130,000 elephants, the biggest population in the world. But these elephants are endangered. One problem is that they often go to local farms at night to look for food – and this makes the farmers angry!

Now there's a clever solution – bees! Elephants are scared of bees! They're intelligent animals, and they know that bees can hurt them. So, farmers are putting beehives around their farms. When the elephants see the bees, they run away.

The farmers also use the bees to make honey. This way, the farmers are happy, and the elephants are safe.



Colombia, South America

People say the cotton-top tamarin is the cutest monkey in the world. There are only 6,000 in the wild, and they all live in forests in Colombia.

But these forests are endangered. Local people use wood from the trees when they cook, and there's also plastic waste. Another problem for the monkeys is that they are popular pets.

Proyecto Tití is trying to help. Thanks to this project, people now cook in a different way. Women collect plastic waste and use it to make bags. And they make toy monkeys that they can sell.

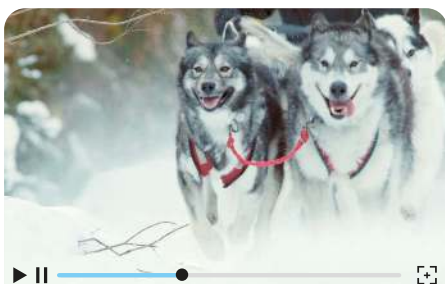
The people make money, and they save the monkeys, too.



Glossary

beehive – ul	solution – rozwiązanie
hurt – ranić	wood – drewno
population – populacja	

- 1** Look at the photo. How do these dogs help people? Why can they live in cold places?



- 2** **Posłuchaj nagrania i przeczytaj tekst. Wybierz właściwy tytuł. Zapisz odpowiedź w zeszyte.**

- a How to save the forests!
- b Clever ideas to save animals!
- c Help endangered animals now!

3



Posłuchaj nagrania ponownie i przeczytaj tekst jeszcze raz. Wybierz właściwe odpowiedzi i zapisz je w zeszyte.

- 1 In Botswana, farmers use bees to
 - a hurt the elephants.
 - b keep elephants from their farms.
 - c help them to grow vegetables.
- 2 In Colombia, the project looks after
 - a the forests where monkeys live.
 - b pet monkeys.
 - c local people and their shops.
- 3 In the two countries, the solutions
 - a teach people about endangered animals.
 - b help animals all over the world.
 - c are good for people and animals.

4

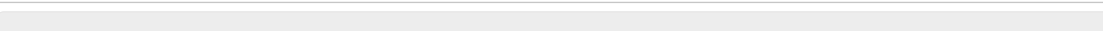


What wild animals can you find in your country? Are there any problems when wild animals live near people? Do you know any good solutions? Discuss in pairs.

I think there are bears in our country.

Yes, but they don't live near people.

I can write a web text about my ideal pet.



Pet week

Send us a text about your ideal pet!



- 1 My parents say I can have a pet! I'm really excited, but choosing a pet isn't easy. I'm thinking about a guinea pig or a lizard for different reasons.
- 2 **To begin with**, my ideal pet must be small because we haven't got a garden. A guinea pig or a lizard would be perfect!
- 3 **Next**, my ideal pet must be easy to look after. This is really important because I don't have much time. I think guinea pigs are easier to look after than lizards.
- 4 **Another thing to think about** is, which is the cutest? I think guinea pigs win here. They've got beautiful eyes and fur. But lizards are cute, too. And their scales are so interesting!
- 5 So, which animal is my ideal pet? I think you can guess! The guinea pig of course!

Alexa, Class 6A



Share with us!

1 Read Alexa's web text. Which animal is her ideal pet?

2 Use the phrases in bold to help Alexa's friend David write his text. Write the answers in your notebook.

- 1 , my pet must be interesting! That's why I'm thinking about a snake or a tortoise!
- 2 , snakes are easier to look after than people think.
- 3 is, which is the most beautiful? I think a tortoise wins here.

3 In your notebook, complete the sentences from David's web text with the words in the box.

birds dangerous I think
really excited that's why

- 1 I'm because I can have another pet!
- 2 I'm thinking about a snake or a bird!
- 3 Snakes are more than birds.
- 4 snakes are the most interesting.
- 5 Some have got beautiful feathers.

4 Writing project

In your notebook, write a text for your school website describing your ideal pet.



Think

- Jakie dwa zwierzątka porównasz w tekście?
- Dlaczego te dwa zwierzątka mogłyby być dobrymi pupilami?
- Które ze zwierzątek jest dla Ciebie idealne? Dlaczego?



Write

Napisz swój tekst.

I'm really excited because ...



Look again!

Czy w tekście użyłeś/użyłaś:

- wyrażień, które pomagają ułożyć akapity w kolejności? (*To begin with, ...*)
- przymiotników w stopniu wyższym i najwyższym, aby porównać zwierzątka?

Odpowiedzi do ćwiczeń zapisz w zeszyty!

Test yourself

Vocabulary

1 Write the name of the animal.

What am I?

- I look like a horse, but my ears are bigger.
- I have scales. I can change colour.
- I'm a sea animal. I like playing.
- I'm small. I've got eight legs.

/4 points

2 Put the letters in the correct order to complete the sentences.

- There are only 4,500 tigers in the world. They're _____ (deenrdange).
- Some snakes are dangerous because they're _____ (suosipoon).
- Monkeys can learn to do new things. They're very _____ (glienteitln).
- Sharks have got big teeth. That's why they're _____ (csrya).

/4 points

3 Complete the phrases with the names of body parts of animals.

- a lion's _____
- the _____ of a tortoise
- an owl's _____
- a cat's _____



/4 points

Grammar

4 Complete the text with the comparative of the adjectives in brackets.

Alpacas are ¹ _____ (big) than sheep, and they're ² _____ (strong), so they're ³ _____ (good) at carrying things. They're shy animals, but they're ⁴ _____ (friendly) than sheep. Many people say they're ⁵ _____ (beautiful), too.

/5 points

5 Complete the sentences with the superlative of the adjectives in the box.

bad dangerous long noisy

- Giraffes have got the _____ necks in the world.
- Snakes can't remember emotions. They are one of the animals with the _____ memory.
- Crocodiles bite, so they're one of the _____ animals.
- Birds are _____ in the morning, when they sing.

/4 points

Speaking

6 Complete the dialogue. Use one word.

- A: What do you think ¹ _____ a book for mum's birthday?
- B: I'm not ² _____ it's a good idea. She's got a lot of books.
- A: You're ³ _____! I like this picture of a rabbit. I think it's a great present!
- B: I ⁴ _____. She loves rabbits. Let's buy that!

/4 points

Check your score!

2.4 Listen and check your answers. Then count your points and follow the instructions below.

- 20–25 points** – Great job! Find your prize on p. 127.
- 14–19 points** – Good score! Work on your mistakes and correct them in your notebook.
- 0–13 points** – Keep calm and revise more. Do exercises A–C below!

- A** Work on vocabulary → *Learning Zone*, p. 61
- B** Revise grammar → *Learning Zone*, p. 63
- C** Speak → exercises 2–4, p. 66

Animals

2.5

alpaca	alpaka
capybara	kapibara
dolphin	delfin
donkey	osioł
guinea pig	świnka morska (kawia domowa)
lion	lew
lizard	jaszczurka
meerkat	surykatka
owl	sowa
sheep	owca
spider	pająk
tiger	tygrys
tortoise	żółw

Adjectives to describe animals

2.6

beautiful	piękny
cute	uroczy
dangerous	niebezpieczny
endangered	zagrożony
farm	wiejski, rolny
intelligent	inteligentny
poisonous	jadowity
scary	przerażający
slow	powolny
ugly	brzydki
wild	dziki

Real English

2.8

Here we are.	Jesteśmy na miejscu.
Did you know that ...?	Czy wiedziałeś/ wiedziałaś, że...?
Oh my gosh!	Ojej!
I told you!	A nie mówiłem/ mówiłam?

Animals: parts of the body

2.7

beak	dziób
claw	pazur
feather	pióro
fin	płetwa
fur	futro
paw	łapa
scale	łuska
shell	skorupa
tail	ogon
tongue	język
whisker	wąs, wibrys
wing	skrzydło

Expressing opinions and asking for opinion

2.9

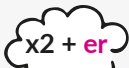
I think (guinea pigs are cute).	Myślę, że (świnki morskie są urocze).
I agree.	Zgadzam się.
I'm not sure it's a good idea.	Nie jestem pewien/ pewna, że to jest dobry pomysł.
What do you think about (the book about crocodiles)?	Co myślisz na temat (książki o krokodylach)?
Are you OK with it?	Czy to Ci pasuje?
I don't think so.	Nie sądzę.
You're right!	Masz rację!
Is that OK?	Czy to jest w porządku?
Yes, that's fine.	Tak, to jest w porządku.

Play and learn!

- In your notebook, make mind maps. Then write down the names of as many animals as you can in three minutes for each group.



Comparative adjectives

Adjective	Comparative adjective	Rules
strong	stronger 	krótkie przymiotniki → + er
cute	cuter 	krótkie przymiotniki kończące się na -e → + r
big	bigger 	krótkie przymiotniki kończące się samogłoską i spółgłoską → podwajamy ostatnią literę + er
scary	scarier 	krótkie przymiotniki kończące się na spółgłoskę i -y → X + ier
intelligent	more intelligent	długie przymiotniki → + more
good	better	nieregularne przymiotniki
bad	worse	

Użyj stopnia wyższego przymiotników oraz słowa **than**, aby porównać dwie rzeczy, osoby lub zwierzęta.

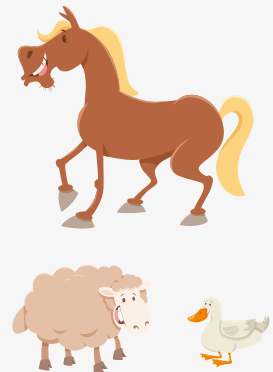


→ The capybara is friendlier than the cat.

Superlative adjectives

Adjective	Superlative adjective	Rules
strong	the strongest 	krótkie przymiotniki → + est
cute	the cutest 	krótkie przymiotniki kończące się na -e → + st
big	the biggest 	krótkie przymiotniki kończące się samogłoską i spółgłoską → podwajamy ostatnią literę + est
scary	the scariest 	krótkie przymiotniki kończące się na spółgłoskę i -y → X + iest
intelligent	the most intelligent	długie przymiotniki → + the most
good	the best	nieregularne przymiotniki
bad	the worst	

Aby porównać więcej niż dwie rzeczy, osoby lub zwierzęta, użyj stopnia najwyższego przymiotników.



→ The horse is the biggest.

Project

 Imagine that you help at an animal centre for animals with no home. Design a leaflet about the centre to give to your friends. You want them to help, too. Think of a name for the centre and write three sentences about how your friends can help.

paws and claws centre!
help wild animals, farm animals and pets!

- Take the alpaca for a walk!
- Feed the most beautiful lizard in town!
- Take the rubbish out!



6

Now and then

Lesson 1

I can understand and use names of months and ordinal numbers.



1 Let's start!

In your notebook, complete the names of months. Then say and spell names of other months you know.

I love J__ and __g__t!

5 In pairs, ask and answer questions about your favourite month.

What's your favourite month?

I love September because Drama Club starts again.

2 Listen and match photos a–c with speakers 1–3. Write the answers in your notebook.

Speaker 1

Speaker 2

Speaker 3

3 Listen and repeat the words in the box.

Months

January • February • March • April •
May • June • July • August •
September • October • November •
December

6 Listen and repeat the words in the box.

Ordinal numbers

1 st – first	9 th – ninth
2 nd – second	10 th – tenth
3 rd – third	11 th – eleventh
4 th – fourth	12 th – twelfth
5 th – fifth	20 th – twentieth
6 th – sixth	21 st – twenty-first
7 th – seventh	22 nd – twenty-second
8 th – eighth	

Dates

5th August – the fifth of August
23rd May – the twenty-third of May

4 Listen and write the name of the month in your notebook.

- 7  Listen to the dialogues. In your notebook, write the date or ordinal number.

1 first / 1st

- 8  Przeczytaj teksty A–B na temat ulubionych dni oraz zdania 1–3. Do każdego zdania dopasuj właściwy tekst. Jeden tekst pasuje do dwóch zdań. Zapisz odpowiedzi w zeszycie.

FAVOURITE DAYS

A

I love my school's Family Day. It's always on the first Saturday in June. All the students go to a big park for a picnic with their families. This year it's on Saturday 6th June. That's my other favourite day because it's my birthday. It's tomorrow! I'm helping mum with the sandwiches. Dad's making a chocolate cake. I'm really excited!
Gina

B

Of course I like my birthday. It's on 29th February, so I don't have a birthday every year. I often have my party on 1st March! But the best day of the year for me is my town's Help a Neighbour Day. It's on 3rd April. Our neighbour, Miss Finch, is 80. She lives alone so we always help her with the chores.
Paulo

- 1 This person helps an old woman. ☐
- 2 This person has two favourite days. ☐
- 3 This person spends time outdoors on a favourite day. ☐

9 Pronunciation /θ/

 Listen and repeat. Then make up your own sentence with /θ/ sound. You can use the words in the box to help.

Thelma's eleventh birth**th**day
is on the thir**th**teenth
of the twelf**th**
month**th** of the year!

fifth month Theo thirteenth three

First, tidy my folders. Second, code with Paul! Third, ...

Learning Zone



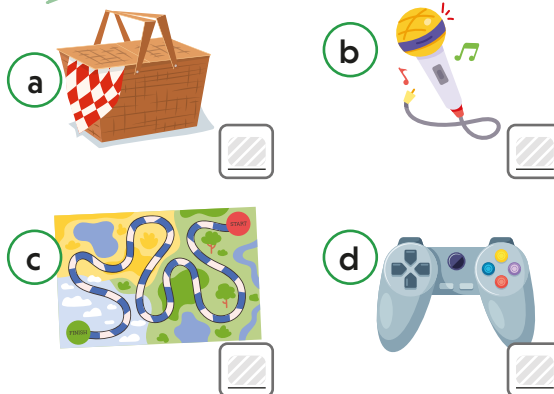
  Follow ThinkBot's instructions to learn new words.

Nagrywaj notatki głosowe, aby zapamiętać więcej słówek.

- 1 Stwórz listę rzeczy do zrobienia w weekend.
- 2 Nagraj listę. Użyj liczebników porządkowych.
- 3 Odtwórz nagranie koleżde/koleżance lub komuś z rodziny. Czy potwierdzają kolejność czynności?

- 10   Imagine you are planning a class party at school. In pairs, choose a date and number the ideas a–d in order of importance (1 = our favourite idea).

I think the ☐ is the best idea. Let's put it first.



Fast finishers

Read the puzzle and guess the month. In your notebook, write more riddles about months.

27 SUNDAY



The third letter is V and the last letter is R.

Panel 1:

1 It's your turn, Jack.

2 Thanks! My special day was 17th May last year. It wasn't my birthday or a holiday ...

Panel 2:

1 (Jack) ... it was the day of the basketball finals. We were all very nervous. Luckily, our friends were there to cheer us on.

2 Come on, guys!

3 You can do it!

Panel 3:

1 (Jack) We weren't very good in the first half. The score was 35-43.

2 Don't give up! Give it your best shot!

Panel 4:

1 (Jack) We were better in the second half. With 15 seconds to go, the score was 65-66. Then ... it was 67-66!

2 Yes!

Panel 5:

1 We were the winners! I was so proud, it was the best day of my life!

2 The champions!

- 74** seventy-four

Grammar 1

Past simple: *be*

Affirmative

I **was** proud.
You **were** proud.
He/She/It **was** proud.

We **were** proud.
You **were** proud.
They **were** proud.

Negative

I **wasn't** proud.
You **weren't** proud.
He/She/It **wasn't** proud.

We weren't proud.
You weren't proud.
They weren't proud.

Past time expressions

yesterday

last week

last month

on 17th May

last weekend

last year

I **was** **not** = I **wasn't**
We **were** **not** = We **weren't**

I **was** **not** = I **wasn't**
We **were** **not** = We **weren't**

4  **2.18** In your notebook, complete the sentences with **was** or **were**. Then listen and check.

- 1 It _____ my birthday.
- 2 I _____ very excited.
- 3 All my friends _____ there.
- 4 We _____ in the garden.
- 5 My cake and presents _____ on the table.
- 6 I _____ 13 years old!

5  **2.18** Listen and repeat the sentences in exercise 4.

6 In your notebook, write sentences with *wasn't* and *weren't*. Then say which sentences are true for you.

Today

- 1 We're at school.
- 2 I'm tired.
- 3 My parents are at work.
- 4 Our teacher is in class.
- 5 It is cold.

Last Saturday

We weren't at school.

We weren't at school on Saturday.

True, I was at home.

Learning zone



 Follow ThinkBot's instructions to learn grammar.

- 1** Znajdź jedno lub więcej zdjęć, na których jesteś z rodziną lub przyjaciółmi.
- 2** Zanotuj w zeszycie datę, osoby, miejsce oraz okazję, z jakiej się spotkaliście.
- 3** Pokaż zdjęcie koledze/koleżance i opowiedz o nim.

7   **Work in pairs. Think of your favourite things and people when you were younger. Use the ideas in the box.**

actors food and drink friends
heroes sport subjects toy/game
TV programme

My favourite TV programme
was *The Simpsons*.

My friends were Sara and Leah.

Fast finishers

Write a short description of your special day.

It was 7th January last year. It was my birthday. A small cat was in one of the presents! I was so happy.



Amazing lives!



[1770–1827]



[1897–1939]



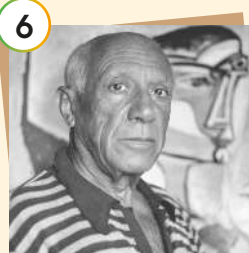
[1930–2012]



[1892–1973]



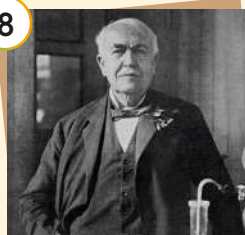
[1867–1934]



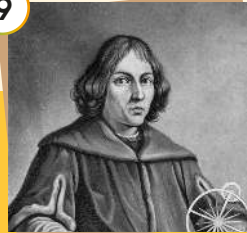
[1881–1973]



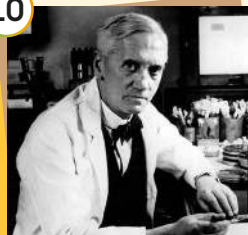
[1820–1910]



[1847–1931]



[1473–1543]



[1881–1955]

Amelia Earhart, Alexander Fleming, Ludwig van Beethoven,
Florence Nightingale, J.R.R. Tolkien, Marie Skłodowska-Curie,
Neil Armstrong, Nicolaus Copernicus, Pablo Picasso, Thomas Edison

Click to find out more! Vote for the most amazing person [HERE!](#)

1 Let's start!

Listen to the recording and say the jobs.

Look at the magazine page. In your notebook, match any names and pictures you can. Then listen and check.

In your notebook, match people 1–10 with the words in the box. There are two extra words. Then listen and repeat the words.

Jobs

astronaut • astronomer • composer •
doctor • explorer • inventor • nurse •
painter • pilot • poet • scientist • writer

Listen to the dates in the box and repeat.

Years

1700 – seventeen hundred
1865 – eighteen sixty-five
1905 – nineteen oh five
2005 – two thousand and five

Usłyszysz dwukrotnie trzy wypowiedzi. Na podstawie informacji zawartych w nagraniu dopasuj zdania a–d do osób 1–3. Jedno zdanie nie pasuje do żadnej osoby. Zapisz odpowiedzi w zeszycie.

- a This speaker thinks a scientist is the most amazing person.
- b This speaker's grandad likes films about astronauts.
- c This person doesn't know who the most amazing person is.
- d This speaker thinks Neil Armstrong is the most amazing person.

Speaker 1

Speaker 2

Speaker 3

Work in pairs. Student A: say a job. Student B: say a name from exercise 2 and when they were born.

She was a nurse.

Florence Nightingale!
She was born in 1820.

I can use the past simple of the verb be to ask and answer questions about past actions and events.

Grammar 2

Past simple: **be**

Questions

Was I at school?

Were you at school?

Was he/she/it at school?

Were we at school?

Were you at school?

Were they at school?

Short answers

Yes, I **was**.

No, I **wasn't**.

Yes, you **were**.

No, you **weren't**.

Yes, he/she/it **was**.

No, he/she/it **wasn't**.

Yes, we **were**.

No, we **weren't**.

Yes, you **were**.

No, you **weren't**.

Yes, they **were**.

No, they **weren't**.

Wh- questions

What was her job?

Where were they from?

1 In your notebook, complete the dialogues with **was, were, wasn't or weren't**.

1 A: J.R.R. Tolkien a writer?

B: Yes, he . He an English writer.

2 A: Albert Einstein and Marie Skłodowska-Curie painters?

B: No, they . They scientists.

3 A: Florence Nightingale an astronomer?

B: No, she . She a nurse.

2  In pairs, ask and answer questions about these people.

Armstrong / astronaut Beethoven / doctor
Earhart / nurse Edison and Bell / explorers
Picasso and Van Gogh / painters
Shakespeare / poet

Was Beethoven a doctor?

No, he wasn't. He was a ...

3 In your notebook, put the words in the correct order to make questions.

1 **was** **where** **from** **she** ?

2 **was** **first job** **what** **her** ?

3 **was** **what** **her passion** ?

4 **safe** **planes** **were** **in those days** ?

5 **why** **she** **important** **was** ?

4  Listen to the podcast about Amelia Earhart. Choose the correct answers to the questions in exercise 3. Write the answers in your notebook.

1 **a** the UK

b the USA

2 **a** a nurse

b a writer

3 **a** travelling

b flying

4 **a** Yes, they were.

b No, they weren't.

5 **a** She was the first woman to fly solo across the Atlantic.

b She was the first woman to fly around the world.

5  Work in pairs. Think of a famous person from the past from your country. Ask each other questions to guess who it is.

Was it a man or a woman?

A woman.

Was she a scientist?

 **Fast finishers**

Solve the puzzle.

What was was before
it was was?



I can congratulate people, express wishes and reply to them.

1 Look at the photo and answer the questions in your notebook.

- 1 Where are they?
- 2 What has Ana got behind her back?



Ana: Hi, Rafael, **happy birthday!**

Rafael: **Thanks for remembering.** Come in! My birthday party is on Saturday. I hope you can come.

Ana: Oh no! I can't ... I'm so sorry, Rafael.

Rafael: Oh ...

Ana: My volleyball team is in the final on Saturday ...

Rafael: **That's great news Ana, well done!**

Ana: **Thanks. That's nice of you.** I'm the team captain this year, so it's important.

Rafael: You're the captain now? **Congratulations, way to go!**

Ana: Here, it's from me and Daniela.

Rafael: It's so cool. Thanks a lot! Hey, let's meet on Sunday to celebrate!

Ana: Great! Sorry, I must go now.

Rafael: Thanks again. **Good luck on Saturday!**

Ana: **Thanks, Rafael. You're a good friend.**

Rafael: Bye!

3 **2.25** Read the dialogue and listen to it again. In your notebook, match sentences in bold in the dialogue with topics 1–4.

- 1 **congratulating**
- 2 **replying to congratulations**
- 3 **wishing**
- 4 **replying to a wish**

4 **2.26** In your notebook, complete the dialogues with the words in the box. Then listen and check. Practise the dialogues in pairs.

birthday friend luck
news nice remembering

- 1 **A:** I'm in the school team!
B: That's great , well done!
A: That's of you.
- 2 **A:** Happy !
B: Thanks for !
- 3 **A:** Good in the art competition.
B: Thanks. You're a good .

5 Role-play a conversation between Maria and Fred. Use sentences in bold in exercise 1 to reply to your partner. Then think of two of your own ideas and continue.



I've got a test tomorrow.

- 1 I / got / test tomorrow.
- 2 I / in / school band!
- 3 My / volleyball team / important game / Friday.

Good luck!



- 4 I / got / good mark / science!
- 5 I / in swimming competition / Wednesday.
- 6 Happy birthday, Fred!

I can understand a text about science museums.

- 1 Look at the photo. What are the children learning about?



- 2 Read the text and listen to it. Answer the questions. Write **A**, **B** or **Both** in your notebook.

In which museum can you

- 1 find out about life in space?
- 2 see things that were in space?
- 3 see old planes?



- 3 Pośluchaj nagrania ponownie i przeczytaj teksty jeszcze raz. Uzupełnij w zeszyte luki w zdaniach 1–6 zgodnie z treścią tekstów.

- 1 You can see more than _____ planes in the Smithsonian museum.
- 2 The Wright Brothers' *Flyer* was _____.
- 3 Two spaceships there are the *Discovery*, and _____.
- 4 In the Bourget Museum, you can do _____ to train your body.
- 5 Real astronauts talk about their _____ in space in videos.
- 6 You must pay more to _____ the *Concorde*.

Glossary

free – darmowy

mission – misja

section – część, sekcja

spaceship – statek kosmiczny

take-off – start (np. samolotu)

The Best Air and Space Museums!



Leila



A The Smithsonian Air and Space Museum, Washington D.C., the USA

A great place to find out about the history of flying! There are over 150 planes here. There's the Wright Brothers' *Flyer*, the first plane to fly, and Amelia Earhart's famous red plane.

For me, the **section** on space was the best. You can see the *Discovery Space Shuttle*, and part of *Apollo 11*. This was home to Neil Armstrong and the other astronauts when they were on their **mission** to the Moon. It was amazing to see REAL objects that

were in space!

There are other cool things – like a section on Star Trek. It's free, too!



Space walker



B Bourget Air and Space Museum, Paris, France

Do you want to be an astronaut? Then this is the place to visit. You can find out what it's like to go to space. There are exercises to train your body, and you can sit in a practice **spaceship**. For me, the best part was the **take-off**. It was amazing!

The videos were cool, too! Real astronauts talk to you from space and tell you about their daily life there.

There are also old and famous planes here. My favourite was the *Concorde*, which was the fastest passenger plane in the world. It was more expensive to sit in it, but it was fun!



I can write a note for a poster about an interesting person from the past.

CLASS PROJECT

Famous people
from the past
*The Lady with
the Lamp*



1

Florence Nightingale was a famous English nurse. She was born on 12th May, 1820 in the city of Florence in Italy. That's why her name was Florence!

2

Florence was the youngest of two children. Her older sister's name was Parthenope. Their school was their home and their father, William, was their teacher. They were both good students, but Florence was the best!

3

I think Florence is very interesting for three reasons. First, nursing was her passion, but her family wasn't happy about it! Second, hospitals weren't very good then. They are better now because of her work. Third, I want to be a nurse. Florence Nightingale is my hero!

4

To finish, here are two interesting facts. We still call Florence *The Lady with the Lamp* today because she has a lamp in a lot of pictures. And International Nurses' Day is on 12th May, Florence Nightingale's birthday!

Alison, Class 6B

3

Help Jonas write his note for the project. In your notebook, complete the note with **was, were, wasn't or weren't**.

- 1 (✓) Frida Kahlo a painter.
- 2 (X) Frida born in England.
She was born in Mexico.
- 3 (✓) Cristina and Matilde two
of Frida's sisters.
- 4 (X) Frida's parents artists.

4

In your notebook, complete the text with ordinal numbers.

I think Frida is interesting for three reasons.

- 1 , painting was her passion! 2 ,
she wasn't scared of anything! I really like that!
3 , I want to be a painter and use lots of
colours like her.

5

Writing project

In your notebook, write a note about a famous person from the past.



Think and find out

- Jaki zawód wykonywała opisywana osoba?
- Kiedy się urodziła?
- Co wiemy o jej rodzinie?
- Dlaczego ta osoba jest dla Ciebie interesująca?



Write

Napisz swoją notatkę.
(Name) was a (nurse/pilot) ...



Look again!

- Czy Twój tekst ma ciekawy tytuł?
- Czy jest podzielony na cztery akapity?
- Czy zawiera jakieś ciekawostki?
- Czy użyłeś/użyłaś *was/wasn't/were/weren't*?
- Czy użyłeś/użyłaś liczebników porządkowych? (*First, second, ...*)

1 Look at the picture and read the note. Who is *The Lady with the Lamp*? Why does she have this name?

2 Read the note again and match topics a–d with paragraphs 1–4.

- a family
- b why I think this person is interesting
- c extra information
- d personal information

Odpowiedzi do ćwiczeń zapisz w zeszyty!

Revision of lessons 1–7.

Test yourself

Vocabulary

1 Write the next word in the sequence.

- February, April, June,
- ninth, tenth, eleventh,
- December, November, October,
- twentieth, twenty-first, twenty-second,

 /4 points

2 Write the date in words.

- 19/01
- 08/05
- 30/10
- 25/03

 /4 points

3 Complete the definitions.

- I look after sick people. I'm not a doctor, I'm a .
- I write music. I'm a .
- I travel to other countries to find new places. I'm an .
- I work in a laboratory. I study biology and other things. I'm a .

 /4 points

Grammar

4 Complete the sentences with *was*, *were*, *wasn't* or *weren't*.

- Edison (✓) an inventor.
- Beethoven and Mozart (X) actors.
- Da Vinci (X) an astronaut.
- Copernicus and Galileo (✓) astronomers.

 /4 points5 Complete the dialogue with the correct forms of the verb *be* in past simple.A: Where ¹ (you) yesterday?

B: I was at home. I wasn't well.

A: ² (your mum) at home?B: No, she ³ .A: ⁴ (your parents) at work?B: Yes, they ⁵ , but my grandmother was with me. /5 points

Speaking

6 Match the endings of the sentences a–d with their beginnings 1–4.

- | | |
|------------------------|--------------------|
| 1 That's nice | a for remembering! |
| 2 Thanks | b to go! |
| 3 Good luck | c of you. |
| 4 Congratulations. Way | d on Saturday! |

 /4 points

Check your score!

2.28 Listen and check your answers. Then count your points and follow the instructions below.



20–25 points – Great job! Find your prize on p. 127.



14–19 points – Good score! Work on your mistakes and correct them in your notebook.



0–13 points – Keep calm and revise more. Do exercises A–C below!



A Work on vocabulary → *Learning Zone*, p. 73



B Revise grammar → *Learning Zone*, p. 75



C Speak → exercises 3–5, p. 78

Months



January	styczeń
February	luty
March	marzec
April	kwiecień
May	maj
June	czerwiec
July	lipiec
August	sierpień
September	wrzesień
October	październik
November	listopad
December	grudzień

Jobs



astronaut	astronauta/astronautka
astronomer	astronom/astronomka
composer	kompozytor/kompozytorka
doctor	lekarz/lekarka
explorer	odkrywca/odkrywczyń
inventor	wynalazca/wynalazczyń
nurse	pielęgniarz/pielęgniarka
painter	malarz/malarka
pilot	pilot/pilotka
poet	poeta/poetka
scientist	naukowiec/naukowczyń
writer	pisarz/pisarka

Ordinal numbers



first	pierwszy
second	drugi
third	trzeci
fourth	czwarty
fifth	piąty
sixth	szósty
seventh	siódmy
eighth	ósmy
ninth	dziwiąty
tenth	dziesiąty
eleventh	jedenasty
twelfth	dwunasty
twentieth	dwudziesty
twenty-first	dwudziesty pierwszy
twenty-second	dwudziesty drugi

Real English



It's your turn.	Twoja kolej.
Don't give up!	Nie poddawaj się!
Give it your best shot!	Daj z siebie wszystko!
The champions!	Mistrzowie!

Congratulating people, expressing wishes and replying to them



Happy birthday!	Wszystkiego najlepszego z okazji urodzin!
Thanks for remembering.	Dzięki za pamięć.
That's great news, well done!	Wspaniałe wieści, dobra robota!
Thanks. That's nice of you.	Dzięki. To miło z twojej strony.
Congratulations, way to go!	Gratulacje, tak trzymać!
Good luck (on Saturday)!	Powodzenia (w sobotę)!
You're a good friend.	Jesteś dobrym przyjacielem / dobrą przyjaciółką.

Years



1700 (seventeen hundred)	rok tysiąc siedemsetny
1865 (eighteen sixty-five)	rok tysiąc osiemset sześćdziesiąty piąty
1905 (nineteen oh five)	rok tysiąc dziewięćset piąty
2005 (two thousand and five)	rok dwa tysiące piąty

Past simple: be

Użyj **was** lub **were**, kiedy chcesz powiedzieć, że ktoś lub coś **było** w przeszłości w jakimś miejscu lub sytuacji.

I was at home.	Ja byłem/byłam w domu.
You were at home.	Ty byłeś/byłaś w domu.
He/She/It was at home.	On był / Ona była / Ono było w domu.
We were at home.	My byliśmy/byłyśmy w domu.
You were at home.	Wy byliście/byłyście w domu.
They were at home.	Oni byli / One były w domu.

W czasie *past simple* często stosujemy określenia czasu:

yesterday – wczoraj

last week/month/year – w zeszłym tygodniu/miesiącu/roku

last weekend – w zeszły weekend

on 17th May – siedemnastego maja.

→ She **was** at school **yesterday**.

Użyj **wasn't** lub **weren't**, kiedy chcesz powiedzieć, że kogoś lub czegoś **nie było** w jakimś miejscu lub sytuacji w przeszłości.

→ We **weren't** at school on Saturday.

I wasn't at home.	Ja nie byłem / nie byłam w domu.
You weren't at home.	Ty nie byłeś / nie byłaś w domu.
He/She/It wasn't at home.	On nie był / Ona nie była / Ono nie było w domu.
We weren't at home.	My nie byliśmy / nie byłyśmy w domu.
You weren't at home.	Wy nie byliście / nie byłyście w domu.
They weren't at home.	Oni nie byli / One nie były w domu.

I was not = I wasn't

We were not = We weren't

Postaw **Was** lub **Were** na początku pytania.

Użyj **was/were** lub **wasn't/weren't** w krótkich odpowiedziach.

Jeśli chcesz zadać pytanie o szczegóły, dodaj słówko pytające na początku pytania, np. **Where** lub **When**.

→ **Where was** John yesterday?

→ **When were** you at the zoo?

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

Project

Make a presentation about your last school or family trip. Use photos or draw pictures. Say when and where the trip was and who was with you.

My amazing trip to Paris

My last trip was in September last year. I was with my friends and we were in ...

Vocabulary

1 Find the word in the set that does not match the others.

- | | | | |
|------------|-----------|-------------|------------|
| 1 lion | tiger | ugly | giraffe |
| 2 owl | capybara | meerkat | guinea pig |
| 3 cute | beautiful | intelligent | sheep |
| 4 tortoise | wild | dolphin | lizard |

2 Complete the descriptions of animals.

Guinea pigs have got four legs, but they haven't got a ¹t _____. Their ²f _____ can be short or long. Their ³p _____ are soft and pink.

Owls have got big eyes, but a short ⁴b _____. Their ⁵f _____ are usually brown, grey or white. They've got long ⁶w _____ to help them to fly.

3 Complete the sentences about special days with the dates.

- Earth Day is on _____ (22/04).
- Say Something Nice Day is on _____ (01/06).
- Chocolate Day is on _____ (07/07).
- International Read Comics in Public Day is on _____ (28/08).
- World Teacher's Day is on _____ (05/10).

4 Look at the pictures and write the jobs.













Grammar

5 Complete the sentences with a comparative adjective and *than*.

- Horses are _____ (fast) donkeys.
- Horses are _____ (big) donkeys.
- Horses are _____ (beautiful) donkeys.
- Donkeys are _____ (good) horses at walking in the mountains.
- Donkeys are _____ (friendly) horses.

6 Complete the opinions using a superlative adjective.

Of all the animals in the world, I think ...

- meerkats are _____ (cute).
- crocodiles are _____ (ugly).
- dolphins are _____ (intelligent).
- spiders are _____ (bad) pets.
- sharks are _____ (dangerous).

7 Complete the sentences. Use the correct form of verb *was/were*.

- (✓) Yesterday, you _____ at home at 7 pm.
- (X) He played the piano, but he _____ a composer.
- (X) Five years ago, they _____ famous, but now they are very popular.
- (✓) I _____ very nervous before the test.
- (✓) Last Monday, we _____ in an English class.

8 Write questions with *was* or *were*. Complete the answers.

- A: she / a nurse? _____
B: Yes, she _____.
- A: you / surprised? _____
B: No, I _____.
- A: Where / they / from? _____
B: They _____ from Italy.
- A: we / late? _____
B: No, we _____.

Speaking

- 9  Uzupełnij dialogi. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy.

- 1 A: Let's buy this book for Ed's birthday.
What (think) it?
B: I'm not sure (idea).
He doesn't like reading.
- 2 A: I hear your team is in the finals.
Congratulations! (go)!
B: Thanks! You're (friend).

- 10  Dla każdej z opisanych sytuacji 1–3 wybierz właściwą reakcję. Wybierz odpowiedź a lub b.

- 1 Ty i Twoi przyjaciele dotarliście do parku. Co powiesz?
a See? I told you. b Here we are.
- 2 Twój kolega przegrywa mecz. Jak go zdopingujesz?
a Don't give up! b It's your turn.
- 3 Wyraż zaskoczenie świetnymi wynikami testu.
a Oh my gosh! b Go for it!

Listening

- 11   Usłyszysz dwukrotnie podcast o zwierzętach. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania. Wybierz odpowiedzi: a, b lub c.

- 1 A camel's fur helps it
a to walk in the desert.
b when it's very hot.
c when there's no food or water.
- 2 To stay warm, polar bears have got
a big paws. b black fur.
c a dark tongue.
- 3 Flamingos use their legs to
a walk in the water.
b find food in the water.
c stay warm.

Reading

- 12  Przeczytaj tekst i uzupełnij zdania 1–5.

Katherine Johnson



Astronauts go to space, but a lot of people work to make that possible. One of those people was Katherine Johnson.

Johnson was born in the USA on 26th August 1918. From a young age, she was good at maths, and after university, she was a maths teacher at a high school.

Katherine was married with three children, and for some years, her family was the most important thing for her. Then, when her children were older, she was a “human computer” at NASA. Computers weren't very good in those days, and her job was to do the maths for space travel.

Her biggest jobs were to do the maths for the first human space flight in 1961, John Glenn's flight around the Earth a year later, and Neil Armstrong's mission to the Moon on *Apollo 11*.

Katherine's life as a woman of colour wasn't easy, and she wasn't famous for her work, but she was important in the history of space travel. People say she was a real hero!

- 1 Katherine best subject at school was .
- 2 She was a teacher, and then, at NASA, she was a .
- 3 Her job was to do the maths .
- 4 One of her biggest jobs was to do the maths for *Apollo 11*'s .
- 5 She wasn't famous, but she was .

Writing

- 13  Kolega z USA poprosił Cię o pomoc w przygotowaniu prezentacji o słynnych osobach z różnych krajów. Zredaguj krótki opis osoby ważnej dla historii Twojego kraju. W opisie:

- podaj datę i miejsce urodzenia tej osoby,
- napisz, czym zajmowała się zawodowo,
- wyjaśnij, czym ta osoba zasłynęła.

7

What's on?

Lesson 1

I can talk about events and free time activities.

WHAT'S ON?

1

Esports tournament!

Ages: 11–13
Saturday 5th June
at two o'clock
in the Community
Centre



2

THEATRE WORKSHOP!

Old Theatre,
studio 1
Sunday 6th June,
9 am to 5 pm
To buy tickets:
0004456000



3

YOGA CLASS

Learn to relax!
Community Hall,
Saturday at 2 pm

4

IMMERSIVE VR EXPERIENCE!

DISCOVER SCIENCE!



5

Clothes swap

When?
Saturday 5th June,
nine o'clock
Where?
High School,
Main Hall



6

Family treasure hunt!

Discover the answer to a mystery!

Start:
High school at 10 am,
Saturday 5th June!



7

BOOK FAIR!

Books, talks,
music, fun!

Thursday 3rd June
to Sunday 6th June

8

SUMMER CONSERVATION WORKSHOP!

Sunday 6th June, 2 - 4 pm,
the Botanic Gardens
For 11 - 13 year olds
and their parents.



1 Let's start!

🔄 How often do you do these activities?

do puzzles go running go to a theme park
play online games use social media

2 2.36 Listen. Look at the ads 1–8 and listen to Jessica and Alfie. Which activity do they decide to do?

3 2.37 Listen. Look at the words in the box. Then listen, find the ad and repeat.

Events and activities

book fair • clothes swap •
conservation workshop • esports tournament •
immersive VR experience • theatre workshop •
treasure hunt • yoga class

4 2.38 Listen. Say the name of the best event or activity for each speaker.

5 2.39 Listen and repeat.

Useful verbs

arrive • discover • follow •
plant • stream • swap

6 In your notebook, complete the sentences with the verbs from exercise 5.

- The film starts at 5 pm, but let's early. Is 4.30 OK?
- They often important events on the Internet.
- this map to find the treasure!
- Let's some flowers in the garden.

- 7**  Look at the ads in exercise 2 again. Work in pairs. Tell your partner which ad is the most interesting and say why.

I think the immersive VR experience is the most interesting.

Really? Why?

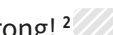
- 8**  Przeczytaj tekst, z którego usunięto trzy zdania. Wpisz w każdą lukę 1–3 literę, którą oznaczono każde zdanie a–d, tak aby otrzymać logiczny i spójny tekst. Jedno zdanie zostało podane dodatkowo. Zapisz odpowiedzi w zeszycie.



My new hobby

I've got a new hobby, yoga!

¹  I was nervous because my friends weren't there. The teacher, Karen, was really nice. The other students were nice, too so I was OK after the first five minutes!

Yoga makes our body strong! ²  She says it helps us feel confident and happy, not stressed all the time like I was before!

Yoga is my new passion! ³ 

Jackie

- a I'm really excited about the next class!
- b My first class was last Saturday afternoon.
- c My mum's parents do yoga, too.
- d Karen says it helps us relax too so it's easier to study hard.

9 Pronunciation /ɒ/ and /əʊ/

 2.40 Listen to the rhyme. In your notebook, find and colour /ɒ/ and /əʊ/ sounds. Which word has both sounds? Then listen again, repeat and remember!

The conservation workshop is in Room 503,
Do you want to go? Just follow me!

Learning Zone



Follow ThinkBot's instructions to learn new words.

Zmieniaj miejsce do nauki, aby poprawić swoją koncentrację.

- 1 Zrób listę miejsc, w których mógłbyś się uczyć.
- 2 Zaplanuj, gdzie będziesz się uczyć każdego dnia tygodnia.
- 3 Powiedz koledze/koleżance o swoim ulubionym miejscu i dlaczego nauka idzie Ci w nim dobrze.

I like studying in the school library.

Why?

- 10**  Look at the ads in exercise 2 again. In pairs discuss and choose an event to go to at the weekend with your class. Then tell the class.

Let's go to the esports tournament!

I'm not sure about that. Some people don't enjoy playing online games.

Fast finishers

In your notebook, design and draw your own ad for an interesting weekend event or activity. Then present your event or activity to the class.

Splash City is a water park!



I can use the past simple of regular verbs to talk about past actions and events.

LAST WEEKEND

IT'S MONDAY MORNING ...

1 Hi, Mia. Wow! That's the coolest T-shirt ever!

2 Thanks! I was at a clothes swap on Sunday. I swapped five things! So, what about you? How was your weekend?

1 I watched an esports tournament. They streamed it all weekend!

2 Did you watch all the games on your laptop?

3 No, I didn't. I watched the games on my phone!

1 What about you, Emily? What did you do?

1 And you Jack? Did you stay at home?

2 Yes, I did. I studied, and I helped my parents. I didn't enjoy it that much!

2 Well, I didn't want to stay at home, so I decided to go on a treasure hunt. We walked around town and looked for clues. It was so cool!

3 Well, why don't we all do something together next weekend? How about a theatre workshop?

4 That sounds like fun!

THEATRE WORKSHOP
AGE GROUP: 11-14 YEARS OLD
Saturday 21st May

1 2.41 Read the story and listen to it. Who was unhappy about last weekend?

2 2.41 Read the story and listen to it again. In your notebook, complete the sentences.

- Mia was at a yesterday.
- Paulo watched an esports tournament on his .
- Emily was on at the weekend.
- Jack helped .
- The friends decide to go to next weekend.

Real English

3 2.42 Listen to the phrases and repeat. Practise them in pairs.

That's the coolest T-shirt ever!
It was so cool!
That sounds like fun!

Grammar 1

Past simple: regular verbs

listen → listened

decide → decided

swap → swapped

study → studied

*play → played

Affirmative

I/You/He/She/It/We/They **watched** sports.

Negative

I/You/He/She/It/We/They **didn't watch** sports.

Questions

Did I/you/he/she/it/we/they **watch** sports?

Short answers

Yes, I/you/he/she/it/we/they **did**.

No, I/you/he/she/it/we/they **didn't**.

Wh- questions

What did you **do** last weekend?

- 4 In your notebook, complete the sentences with the past simple forms of the verbs in the box.

help play study swap use

- I my parents do chores.
- My friends online games.
- We English on Saturday morning.
- I social media a lot.
- My sister clothes with a friend.

- 5 Imagine the sentences in exercise 4 are not true. In your notebook, write these sentences in the negative form.

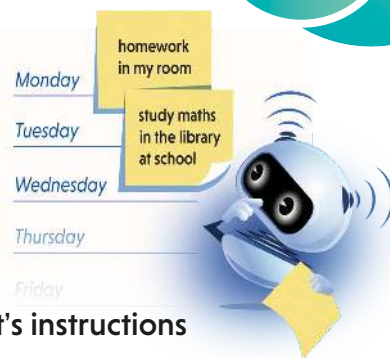
1 *I didn't help my parents do chores.*

- 6 In your notebook, write five questions to ask your friend using expressions in the box.

chat on the phone listen to music
tidy your room watch video clips
what subject study

1 *Did you chat on the phone?*

Learning Zone



Follow ThinkBot's instructions to learn grammar.

- 1 Prowadź dziennik przez tydzień. Pod koniec każdego dnia napisz trzy zdania o tym, co zrobiłeś lub czego nie zrobiłeś danego dnia. Użyj czasowników z tej lekcji.

*Monday: I watched TV. I studied maths.
I didn't use social media.*

Tuesday: I didn't ...

- 2 Na koniec tygodnia porównaj swój dziennik z dziennikiem kolegi/koleżanki.

- 7 In pairs, ask and answer the questions in exercise 6 about last weekend. In your notebook, note down your partner's answers.

Did you listen to music last weekend?

Yes, I did. I listened to ...

- 8 In your notebook, write five sentences about your partner's last weekend.

*Josh listened to music last weekend.
He didn't ...*

Fast finishers

In your notebook, write sentences in the past simple with the verbs in the box. Use the number of words in brackets in each sentence.

I cleaned my room. (4 words)

arrive (6) clean (4)
cook (4) stay (5)
use (4) visit (5)



I can understand and use transport words.

Are you eco-friendly? How do you get around?



- 4 2.44 Complete the sentences from Martina and Gabriel's conversation with verbs in the box. Then listen again and check.

catch get off get on go go

- I always to school by car.
- Why don't you to school on foot?
- I the bus to school.
- I the bus at a bus stop near my house in the morning.
- I the bus at the bus stop near school.

- 5 2.45 Usłyszysz dwukrotnie trzy dialogi. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania. Wybierz odpowiedź a, b lub c. Zapisz odpowiedzi w zeszycie.

- 1 What arrived late last Friday?



- 2 What is Martina's favourite type of transport?



- 3 What did they plant at the conservation workshop?



- 6 In pairs, talk about how you get around on schooldays and at the weekend. Then decide how you can both be more eco-friendly.

I come to school with mum on her motorbike!

I don't think that's very eco-friendly. You should come on foot!

1 Let's start!

Work in pairs. Look at the words in the box. Which of these things do you do to get around? Where do you go? Tell a friend.

ride a bike ride a scooter walk

I hardly ever walk.
I ride my scooter to school.

- 2 2.43 Look at photos 1–12 and name any means of transport you know. Then listen, check and repeat.

Getting around

bus • car • coach • ferry • helicopter •
motorbike • on foot • plane • taxi • train •
tram • underground

- 3 2.44 Listen to Martina and Gabriel. Choose the correct option. Who is the most eco-friendly?

- Gabriel goes to school **on foot** / **by car**.
- Martina goes to school by **bus** / **train**.

I can use the past simple of irregular verbs to talk about past actions and events.

Grammar 2

Past simple: irregular verbs

Affirmative

I/You/He/She/It/We/They **went** home by bus.

Negative

I/You/He/She/It/We/They **didn't go** home by bus.

Questions

Did I/you/he/she/it/we/they **go** home by bus?

Short answers

Yes, I/you/he/she/it/we/they **did**.

No, I/you/he/she/it/we/they **didn't**.

Wh- questions

How did you **get** home?

- 1 In your notebook, match the past simple verb forms in the box with the verbs 1–9. Look at the first letter to help.

bought came caught did got
had met rode saw

- | | | | |
|---------|----------------------|--------|----------------------|
| 1 catch | <input type="text"/> | 6 get | <input type="text"/> |
| 2 have | <input type="text"/> | 7 do | <input type="text"/> |
| 3 meet | <input type="text"/> | 8 buy | <input type="text"/> |
| 4 ride | <input type="text"/> | 9 come | <input type="text"/> |
| 5 see | <input type="text"/> | | |

- 2 Imagine you did not do these activities. Write the negative sentences in your notebook.

- I didn't catch a bus last Saturday.*
- I rode my bike to school today.
- I went to a shopping centre last weekend.
- I met friends last Sunday.
- I saw a film last weekend.

- 3 In pairs, look at the sentences in exercise 2. Say which activities you did and which you did not do.

I caught a bus last Saturday.
I went to the shopping centre.

4



Listen to Alisha talk about transport. Decide if the sentences are True (T) or False (F). Correct the false sentences. Write the answers in your notebook.

- Alisha came to school by bus. F
She didn't come to school by bus.
She came by ...
- She went to Paris by plane.
- She went to London by car.
- She got around London on foot.
- She went on a school trip by coach.

5

In your notebook, complete the questions with you and the correct forms of the verbs in the box. Then ask and answer questions in pairs.

catch come get go travel

- to school by bus today?
- How on holiday last year?
- How around there?
- a train last year?
- by coach last year?

Did you come to school by bus today?

No, I didn't. I came by bike.



Fast finishers

Look at these past simple verb forms below. Can you guess the basic form of the verb? Use a dictionary to help.

RAN WROTE ATE
made
DRANK
gave



I can ask for information about a past event and give it.

- 1 Look at the photo. Guess what Ana and Charlie are talking about.



Ana: Morning! How are you?

Charlie: OK. I'm tired! I didn't get enough sleep last night.

Ana: Why? **What did you do at the weekend?**

Charlie: I went to an esports tournament yesterday.

Ana: What was it like?

Charlie: It was amazing!

Ana: Where was it?

Charlie: It was in Main Hall in the town centre.

Ana: How did you get there?

Charlie: By bus.

Ana: What time did it start?

Charlie: It started at two o'clock on Saturday afternoon, but it finished late. I played in five games. **How was your weekend? Did you do anything fun?**

Ana: Yes, I did! I went to a Samba workshop!

Charlie: Cool!

Ana: Look at my photos!

- 2 Read the dialogue and listen to it. Check your answer to exercise 1.

- 3 Read the dialogue and listen to it again. Match the questions and answers in bold in the dialogue with topics 1–6. Write the answers in your notebook.

- 1 starting a conversation
- 2 asking and answering about an event
- 3 asking and answering about an opinion
- 4 asking and answering about a place
- 5 asking and answering about transport
- 6 asking and answering about time

- 4 Use the prompts to write a dialogue in your notebook. Then practise the dialogue in pairs.

A: you / do / anything fun / last weekend?

B: Yes / I go / yoga class.

A: What / like?

B: It / great.

A: Where / it?

B: It / my uncle's house.

Did you do anything fun last weekend?

- 5 Imagine you went to one of these events last weekend. Ask and answer in pairs.

esports TOURNAMENT

Where?

The school sports hall

When?

Saturday 13th June
at two o'clock
in the afternoon



TEEN CLOTHES SWAP SHOP!

Where? The town market

When? Sunday 14th June
at ten o'clock in the morning



What was the esports tournament like?

I can understand a text about free time activities in different countries.

- 1  Look at the photo. What is the boy doing?



- 2 Look at the text. What type of text is it?

- 3  Read the text and listen to it. What activity did each person do last weekend?

- 1 Sani, Nigeria
- 2 Xiu, China
- 3 Saoirse, Ireland

- 4   Pośluchaj nagrania ponownie i przeczytaj teksty jeszcze raz. Do każdego zdania 1–4 dopasuj właściwy tekst. Zapisz w zeszyte odpowiedzi: N (Nigeria), C (China) lub I (Ireland). Jeden tekst pasuje do dwóch zdań.

- 1 People show this activity on social media. 
- 2 In the past, it helped people when they did chores. 
- 3 People didn't use a pen to do this activity. 
- 4 Children use everyday objects to play. 

- 5   Discuss in pairs. What are traditional activities in your country? Think about music, art and dance. Why do people learn these things?

Polonaise is a traditional Polish dance. People learn it to dance on special occasions.

– A Nigerian teenager's blog –



Posted by Sani, 10.25 am

Last weekend, I went to a music workshop. I wanted to learn how to play the **drums**. Did you know that music is very important here in Nigeria?

In the past, people used music to tell stories about our culture. Music also helped people when they worked on farms or did chores. **Nowadays**, we play and sing at every important event in our lives.

Drums are a **traditional** instrument, but there are others, too. Children sometimes make their own instruments from cans or plants. What about you? What did you do?



Comments:

I had a calligraphy class. Calligraphy is the traditional way of writing in China. In the past, people used a **brush** to draw pictures, or characters. Each word in my language is a different **character**! I think it's important to learn about our culture. I started calligraphy when I was seven, and I love it!

Xiu



I went to a dance class. Irish dancing is part of our culture. I first saw it when I was three and decided to learn.

In the past, people only danced at social events, but now there are competitions, too. A lot of young people post video clips of their dances online. It's so cool!

Saoirse



Glossary

brush – pędzel
character – znak, litera

drum – bęben
nowadays – obecnie, dzisiaj

traditional – tradycyjny

I can write a blog post about a past event.



Hi, everyone!

Last Saturday was amazing! I went to an immersive VR experience with my family. It was in an old castle.

We didn't go by car. We caught the train because trains are more eco-friendly. We arrived at half past nine. We were all really excited!

We walked round the castle. There was a different VR experience in every room. We met people from the past in one room. They seemed very real so I was scared! My favourite room was a games room. We played games from the past and discovered a lot about history.

We all enjoyed it because it was great fun. We met some really nice people, too. I can't wait to go again!

What did you do last weekend?

1  Look at the photo and say what you can see. What do you think Josh did last Saturday?

2 Read Josh's blog post and check your answer to exercise 1.

3 Help Julia write the first paragraph of her blog post about last weekend. In your notebook, complete the sentences with words in the box.

amazing best friend book fair outdoors

Last Sunday was ¹ ! I went to a ² with my ³ . It was ⁴ in a big park.

4 In your notebook, complete the next two paragraphs of Julia's text with the past simple forms of the verbs in brackets.

We ¹ (not catch) the bus.
We ² (go) on foot because we like walking. We ³ (arrive) at eleven o'clock.

We ⁴ (walk) round the park for hours. There were a lot of things to see. We ⁵ (meet) a famous writer. He was very nice, but I was nervous! I ⁶ (buy) his book!

5 In your notebook, complete Julia's last paragraph. Use the ideas in Josh's text to help.

- 1 We both enjoyed it because it was .
- 2 We met some , too.
- 3 I go again.

6 Writing project

 In your notebook, write a blog post about a past event or activity that you enjoyed.



Think

- Jak spędziłeś/spędziłaś zeszły weekend?
- Kto był z Tobą?
- Czy miło spędziłeś/spędziłaś czas?
- Dlaczego / Dlaczego nie?



Write

Napisz swój tekst.

Last Sunday was amazing. I went to ...



Look again!

Sprawdź swój tekst.

- Czy Twój tekst zawiera odpowiedzi na wszystkie pytania z sekcji *Think*?
- Czy użyłeś/użyłaś czasu *past simple*, aby opowiedzieć o przeszłym wydarzeniu?

Odpowiedzi do ćwiczeń zapisz w zeszycie!

Revision of lessons 1–7.

Test yourself

Vocabulary

- 1 Look at the pictures and write the name of the event using words in the box.

book class experience fair immersive
theatre VR workshop yoga



/4 points

- 2 Read the sentences. Write the name of the event they describe.

- 1 I planted vegetables.
- 2 I swapped a T-shirt.
- 3 I streamed online football.
- 4 I followed clues.

/4 points

- 3 Complete the missing letters.

- 1 Public transport in a city: bus, tram, u _ d _ _ gr _ _ _ d.
- 2 Public transport between cities: train, c _ _ _ ch.
- 3 Transport in the air: plane, h _ l _ _ _ pt _ _ r.
- 4 Transport on water: f _ _ _ _ y.

/4 points

Grammar

- 4 Write these sentences as affirmative (✓), negative (X) or a question (?).

- 1 (X) We played basketball last weekend. _____
- 2 (✓) I didn't help my parents. _____
- 3 (?) He used social media. _____
- 4 (X) She stayed at home. _____
- 5 (✓) Did they study science? _____

/4 points

- 5 Complete the dialogue with the correct forms of the verbs in the box. Use the past simple.

catch come get ride

- A: How ¹ _____ you _____ to school today?
 B: I ² _____ the bus. I ³ _____ on near my house. ⁴ _____ you _____ your bike?
 A: Yes, I ⁵ _____. It's the most eco-friendly way to travel.

/5 points

Speaking

- 6 Complete the dialogue.

- A: ¹ _____ anything fun at the weekend?
 B: Yes, I did. I went to a dance class.
 A: Really? Where ² _____?
 B: It was at the sports centre.
 A: What time ³ _____?
 B: It started at ten o'clock.
 A: What was ⁴ _____?
 B: It was amazing!

/4 points

Check your score!

2.49 Listen and check your answers. Then count your points and follow the instructions below.

- 20–25 points** – Great job! Find your prize on p. 127.
- 14–19 points** – Good score! Work on your mistakes and correct them in your notebook.
- 0–13 points** – Keep calm and revise more. Do exercises A–C below!
- A** Work on vocabulary → *Learning Zone*, p. 87
- B** Revise grammar → *Learning Zone*, p. 89
- C** Speak → exercises 3–5, p. 92

Events and activities



book fair	targi książki
clothes swap	wymiana ubrań
conservation workshop	warsztaty ekologiczne
esports tournament	turniej e-sportowy
immersive VR experience	wciągające doświadczenie wirtualnej rzeczywistości
theatre workshop	warsztaty teatralne
treasure hunt	poszukiwanie skarbu
yoga class	lekcja jogi

Useful verbs



arrive	przyjechać
discover	odkryć
follow	podążać
plant	sadzić
stream	transmitować na żywo
swap	wymienić

Getting around



bus	autobus
car	samochód
coach	autokar
ferry	prom
helicopter	helikopter
motorbike	motocykl
on foot	pieszo
plane	samolot
taxi	taksówka
train	pociąg
tram	tramwaj
underground	metro

Real English



That's the coolest T-shirt ever!	To najfajniejsza koszulka, jaką widziałem/widziałam!
It was so cool!	To było super!
That sounds like fun!	Brzmi fajnie!

Asking for and giving information about a past event



Morning! How are you?	Cześć! Jak się masz?
I'm tired!	Jestem zmęczony!
What did you do at the weekend?	Co robiłeś/robiłaś w weekend?
I went to (an esports tournament yesterday).	Poszedłem/Poszłam na (turniej e-sportowy wczoraj).
What was it like?	Jak było?
It was amazing!	Było wspaniale!
Where was it?	Gdzie się odbywał?
It was (in Main Hall in the town centre).	Odbywał się (w hali głównej w centrum miasta).
How did you get there?	W jaki sposób tam dotarłeś/dotarłaś?
By bus.	Autobusem.
What time did it start?	O której godzinie się zaczął?
It started at (two o'clock on Saturday afternoon).	Zaczął się o (drugiej po południu w sobotę).
How was your weekend?	Jak Tobie upłynął weekend?
Did you do anything fun?	Robiłeś/Robiłaś coś fajnego?

Past simple: regular verbs

Użyj czasu *past simple*, kiedy chcesz powiedzieć o wydarzeniach z przeszłości. Użyj właściwej formy czasownika: regularnej lub nieregularnej.

Do czasowników regularnych w zdaniach twierdzących dodaj **ed**.

→ I watch**ed** TV last night.



Większość czasowników → + ed	Czasownik kończący się na -e → + d	Krótki czasownik kończący się na samogłoskę + spółgłoskę → podwajamy ostatnią literę + ed	Czasownik kończący się na spółgłoskę + -y → X + ied
watch – watch ed	arrive – arriv ed	swap – swapp ed	study – studi ed

Użyj **didn't** i czasownika w formie podstawowej, aby utworzyć przeczenie.

→ We **didn't study** last Sunday.



He **did not** walk = He **didn't** walk



Użyj **Did** na początku pytania. Pamiętaj o czasowniku w formie podstawowej.

Użyj **did** lub **didn't** w krótkich odpowiedziach.

→ **Did** she **swap** any clothes last weekend?

Yes, she **did**. No, she **didn't**.

Jeśli chcesz zadać pytanie o szczegóły, dodaj słówko pytające na początku pytania, np. **Where**, **When** lub **Why**.

→ **When did** you **arrive** at the esports tournament?

→ **Where did** you **buy** this T-shirt?

Past simple: irregular verbs

W przypadku czasowników nieregularnych, nie dodajemy końcówki **ed**. Form przeszłych tych czasowników należy nauczyć się na pamięć.

→ I **went** to the clothes swap last weekend.

→ We **caught** the bus to the city centre.

go → **went**
catch → **caught**



Pytania i przeczenia w czasie *past simple* z czasownikami nieregularnymi tworzymy tak samo jak z czasownikami regularnymi. Czasownik jest w formie podstawowej.

→ I **didn't go** to theatre workshop yesterday.

→ We **didn't catch** the tram.

→ **Did** you **go** to the yoga class last Friday?

Yes, I **did**. No, I **didn't**.

Project

Choose five things you did last weekend. Draw or take a photo of an object for each activity and make a poster. Your partners guess what you did and ask you more questions.

Did you go to a concert?

Yes, I did!

What band did you see?



Lesson 1

I can talk about the weather and seasons.

Weather news!



1 Let's start!

Look at the words in the box. In pairs, say what activities you do when the weather is like this.

cold hot rainy sunny

I sometimes go skiing in cold weather!

I stay at home in rainy weather and play online games.

2 2.55 Look at photos a–f. Listen and match weather reports 1–6 with the photos. Write the answers in your notebook.

1 2 3 4 5 6

3 2.56 In your notebook, match weather symbols 1–9 with the weather words in the box. Then listen and repeat all the words.

Weather

cloudy • dry • foggy • freezing •
snowy • stormy • warm •
wet • windy

Seasons

spring • summer • autumn • winter

4 Ask and answer about the weather in different seasons in your country.

What's the weather like in spring?

It's sometimes warm and it's sometimes cold!

It's freezing today!

Learning Zone



Follow ThinkBot's instructions to learn new words.

Twórz vlogi w języku angielskim, aby utrwaląć nowe słownictwo.

- 1 Kręć vloga o pogodzie w Twojej miejscowości przez tydzień.
- 2 Codziennie opisuj pogodę i nagrywaj raport.
- 3 Wyślij vloga do kolegi/koleżanki lub zaprezentuj go w klasie.

5 **Listen to Lily and her friend Gill. Complete the sentences with weather words.**

- 1 It's _____ and _____ in Lily's town today.
- 2 It's _____ in Perth today.
- 3 There is a _____ season and a _____ season in Quito, Ecuador.

6 **Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, którymi poprawnie uzupełnisz luki 1–3. Trzy wyrazy nie pasują do żadnej luki. Zapisz odpowiedzi w zeszyte.**

begin do dry foggy go winter



Is the weather important in your life?

The weather is really important in my life!

To ¹ _____ with, I feel great 😊 on sunny days in spring, but I feel really sad ☹️ on cloudy days ☁️.

Next, what I do often depends on the weather!

On a wet, ² _____ day in autumn I usually stay at home 🏠 and watch films on TV. In summer, when it's hot and ³ _____, I spend time outdoors with my friends ❤️.

Carol



7 **Pronunciation /w/ and /v/**

Listen to the rhyme. In your notebook, underline the /w/ sounds and the /v/ sounds in different colours. Then listen again, repeat and remember!

Vicky loves walking with Wilma
in very windy weather,
Victor loves swimming
with Vlad in very snowy weather!

8 **In pairs, do the questionnaire.**

The weather and you!

- 1 How do you feel on a sunny day in spring?
- 2 What do you do on a rainy day in autumn?
- 3 What do you wear on a snowy day in winter?
- 4 What do you like eating in summer?
- 5 How do you feel on a foggy day in winter?

How do you feel on a foggy day in winter?

Excited! I love foggy weather!

Fast finishers

In your notebook, make a mind map about your favourite season. Write and draw what you do, how you feel, what you wear and what you eat.



I can use be going to to talk about the future.

WHAT SHOULD I TAKE?



1 What clothes can you see in the first picture?

2 2.59 Read the story and listen to it. Why is Emily surprised at the end of the story?

3 2.59 Read the story and listen to it again. Complete the chart in your notebook.

Type of holiday: 1

Activities: 2 , 3 and 4

Camp rules: No 5 !

Come and learn to 6

Time of stay: Friday to 7

Real English

4 2.60 Listen to the phrases and repeat. Practise them in pairs.

Let me see.

Are you kidding?

Hang on.

I can't believe it!

Grammar 1

The future with *be going to*

Affirmative

I **'m going to** sleep in a tent.

You **'re going to** sleep in a tent.

He/She/It **'s going to** sleep in a tent.

We/You/They **'re going to** sleep in a tent.

Negative

I **'m not going to** sleep in a tent.

You **aren't going to** sleep in a tent.

He/She/It **isn't going to** sleep in a tent.

We/You/They **aren't going to** sleep in a tent.

Learning Zone



Follow ThinkBot's instructions to learn grammar.

- 1 Zrób listę pięciu rzeczy, które chcesz zrobić podczas letnich wakacji, aby dobrze wykorzystać ten czas:

*In the summer holidays, I'm going to ...
practise the guitar every day / write to a pen pal / spend time outdoors.*

I'm not going to ...

- 2 Na koniec wakacji popatrz na listę. Ile z tych rzeczy udało Ci się zrobić?

- 5 In your notebook, complete the affirmative sentences with one word.

- 1 We're going learn new things.
- 2 I going to swim every day.
- 3 They're to teach us about plants.
- 4 We aren't going to in a hotel.
- 5 My dad going to take me there.

- 6 2.61 In your notebook, complete the sentences with the affirmative or negative form of *be going to*. Listen, check and repeat.

- 1 She (take) photos.
- 2 I (read) a book.
- 3 They (not sunbathe).
- 4 We (spend) time outdoors.
- 5 He (not stay) at home.

- 7 Work in pairs. Student A: read a sentence. Student B: talk about your plans using *be going to*.

- | | |
|-----------------------|------------------------|
| 1 It's stormy today. | 4 It's windy. |
| 2 It's hot and sunny. | 5 It's warm and dry. |
| 3 It's snowy. | 6 It's cloudy and wet. |

It's stormy today.

I'm going to stay at home and read a book. I'm not going to go outdoors.

- 8 In pairs, talk about your summer plans. Use the ideas in the box.

go camping go hiking go on a trip
go sightseeing stay at home
sunbathe take photos visit family

I'm going to go camping with friends.

I'm not going to go camping, but I'm going to go on a trip.

Fast finishers

In your notebook, write three true sentences and one false sentence about your plans for the weekend. In pairs, read your sentences and guess which sentences are false.



I can understand and use words to describe the natural world.



1 Let's start!

Look at the words in the box. When was the last time you went to these places? What did you do there?

a forest a garden a park the sea

I went to a forest last Sunday.
I rode my bike with my family.

2 2.62 Listen to James. Find the geographic features he says.

3 2.63 In your notebook, match geographic features 1–12 with the words in the box. Then listen, check and repeat.

Geographic features

beach • cliff • countryside •
desert • island • jungle • lake •
mountain • ocean • river •
volcano • waterfall

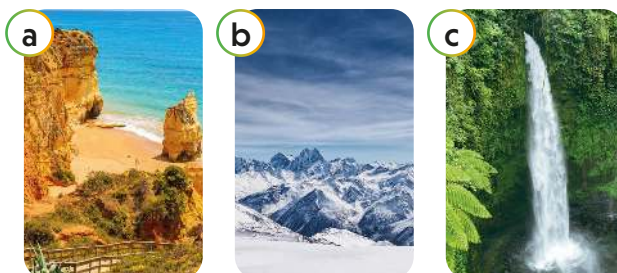
4 Work in pairs. Student A: say a geographic feature. Student B: say an example of this feature.

mountains

The Tatra Mountains!

5 2.64 Usłyszysz dwukrotnie trzy dialogi. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania. Wybierz odpowiedź a, b lub c. Zapisz odpowiedzi w zeszycie.

1 What did James see yesterday?



- 2 On holiday, Mel is going to
a travel to some islands by ferry.
b visit her family.
c go camping.
- 3 This afternoon, James is going to
a go climbing near a lake.
b go climbing near a river.
c ride his scooter.

6 Choose five geographic features in your country that you think would be good for a VR game like James'. In pairs, say what the players of the game are going to see. Say why the places are interesting.

You're going to visit Gdynia. You're going to see some beautiful beaches and cliffs.

I can use be going to to ask and answer questions about the future.

Grammar 2

Be going to

Questions

Am I **going to** climb a mountain?

Are you **going to** climb a mountain?

Is he/she/it **going to** climb a mountain?

Are we/you/they **going to** climb a mountain?

Short answers

Yes, I **am**.

No, I **'m not**.

Yes, you **are**.

No, you **aren't**.

Yes, he/she/it **is**.

No, he/she/it **isn't**.

Yes, we/you/they **are**. No, we/you/they **aren't**.

Wh- questions

What **are** you **going to** do?

1 In your notebook, complete the questions and short answers.

1 you go to the beach?

Yes, I .

2 they swim in the sea?

No, they .

3 he climb a mountain?

No, he .

4 we see a waterfall?

Yes, we .

2 Put the words in the correct order to make questions in your notebook. In pairs, ask and answer about this evening.

1 your mum is watch TV going to ?

2 study your friends are going to ?

3 you going to are use social media ?

4 you are going to play games ?

3 In pairs, ask and answer about next weekend using the words in the box.

do sport get up early go to the park
have a lesson ride a scooter
spend time with friends watch video clips

Are you going to do sport?

4 In your notebook, write the questions with **be going to** about a holiday. Listen, check and repeat.

1 Where / you / go?

Where are you going to go?

2 Who / you / go with?

3 How / you / get there?

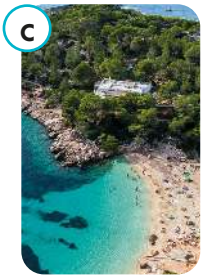
4 What / the weather / be like?

5 What / you / see?

6 What / you / do there?

5 Usłyszysz dwukrotnie dialog. Na podstawie informacji zawartych w nagraniu odpowiedz na pytanie. Wybierz odpowiedź a, b lub c. Zapisz odpowiedzi w zeszycie.

Where is Hugo going to spend his holidays?



6 Choose a place a–c in exercise 5. In pairs, ask and answer about the holiday in this place.

Where are you going to go?

I'm going to go to ...

Fast finishers

Choose three time expressions below. In your notebook, write sentences about what you are going to do at that time.

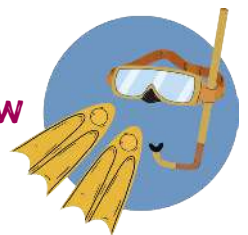
IN THE SUMMER

on Friday tomorrow

next weekend

IN SEPTEMBER

this evening
on your next birthday



I can make, accept and refuse invitations.

- 1 Look at the photo. Guess what school event they are planning.



Rafael: Daniela! **Can you come to the end-of-term class picnic?** It's on 28th June in the park next to the lake.

Daniela: **I'm afraid I can't.** I've got a piano exam in the morning.

Rafael: The picnic is in the afternoon!

Daniela: **Great, then I can come!**

Rafael: Excuse me, Ms Adams. **Would you like to come to our class picnic?**

Daniela: It's on 28th June!

Rafael: Our parents are going to be there.

Ms Adams: **I'm really sorry, but I'm busy then.** There are music exams at school.

Daniela: But the exams are in the morning! **Are you free in the afternoon?**

Ms Adams: Yes, I am. I'd love to go. Thank you for inviting me.

Daniela and Rafael: Great!

- 2 Read the dialogue and listen to it. Check your answer to exercise 1.

- 3 2.67 Read the dialogue and listen to it again. Match the questions and answers in bold in the dialogue with topics 1–3. Write the answers in your notebook.

- 1 **inviting**
- 2 **accepting an invitation**
- 3 **refusing an invitation**

- 4 2.68 Usłyszysz dwukrotnie cztery zaproszenia. Do każdego z nich dobierz właściwą odpowiedź a–e. Jedna odpowiedź została podana dodatkowo i nie pasuje do żadnego pytania.

- a I'm really sorry, but I'm busy between 2 and 4 pm.
- b I'm afraid I can't in the morning.
- c Yes, I can. Great!
- d I'm sorry, but it's snowy and cold today.
- e Yes, I'd love to go! I can buy the tickets!

Speaker 1

Speaker 2

Speaker 3

Speaker 4



- 5 Work in pairs. Make, accept and refuse invitations. Use the photos below and your own ideas.



Would you like to come to a picnic?

Great! I'd love to!

I can understand a text about natural wonders in different countries.

- 1  Look at the photo. Where is Sam? How can you describe this place?



- 2 Look at photos A–E. What can you see? What colours are the places?

- 3  2.69 Read the text and listen to it. Match each photo with a country. Write the answers in your notebook.

- 4  Przeczytaj tekst i wybierz właściwe odpowiedzi. Zapisz odpowiedzi w zeszycie.

- 1 At Rainbow Mountain, you can
 - a see local animals.
 - b always see snow.
 - c see the colours in winter.
- 2 Indonesia has got
 - a a lot of blue volcanoes.
 - b beaches of different colours.
 - c a dangerous lizard.
- 3 The water in the pools at Pamukkale
 - a comes from a river.
 - b is sometimes hot.
 - c is always cold.

- 5  Which of the places in the article would you like to see? Which three countries do you want to visit when you are older. Why?

I'd like to see Kawah, the blue volcano.

Me too. It's like magic!

Glossary

magic – magia

rock – skała

wonder – cud

mineral – minerał

spring – źródło

The World in Colours!



There are many natural wonders in the world. These are the top three places I plan to see when I'm older.

Peru

The first place I'm going to visit is Rainbow Mountain, in the Andes in Peru. It's 5,200 metres high, and 14 different colours! The colours are from minerals in the rocks. Before 2013, the mountain was under snow, but now you can see it in summer. I'm going to hike to the top and see alpacas. I can't wait!

Indonesia

Next, I'm going to go to Indonesia. There are 147 volcanoes in this country, but Kawah is the best. The lava is blue! It's like magic! Then, I'm going to go to the island of Komodo. The biggest lizard in the world lives there. It's three metres long, and very dangerous! The island has beautiful pink beaches, too. Amazing!

Turkey

The third place I'm going to visit is Pamukkale, in Turkey. I'm going to see the waterfall there. Water from hot springs comes down the side of a cliff, and it makes white pools. The water in these pools can be hot or warm. I'm going to swim in one of those pools. There's no other place like it!



I can write an email about my plans and to invite a friend.

To: Isla x

Subject: Next weekend!

Hi, Isla,
 Guess what I'm going to do next weekend!
 I'm going to go to my uncle and aunt's house
 in the countryside!
 Aunt Teresa says the weather is warm
 and dry, so we're going to go swimming
 on Saturday morning. After that, we're going
 to go canoeing on the river.
 We're going to be busy on Sunday, too.
 We're going to go hiking in the forest!
 We aren't going to take a picnic because
 there's a really nice café there.
 Are you free next weekend? Would you like
 to come with me? It's going to be a lot of fun!
 Ask your parents and let me know.
 Bye!
 Fred
 PS Bring your swimming costume and
 walking boots!

Send



4 In your notebook, put the words in the correct order to make sentences.

- 1 next you free Are week ?
- 2 me like to come Would with you ?
- 3 PS phone forget your Don't !

6 Writing project

 In your notebook, write an email to a friend about weekend or holiday plans. Say what your plans are and invite your friend to go with you.

1  Look at the photo and say what you can see. Guess what Fred is going to do next weekend. Then read Fred's email and check your answer.

2 Read the email again. Find sentences or phrases that match topics 1–4.

- | | |
|-----------------------|------------------------|
| 1 starting the email | 3 making an invitation |
| 2 talking about plans | 4 finishing the email |

3 Help Isla write an email to Fred. In your notebook, complete the sentences with the words in the box. There is one extra word.

after bring busy guess sea warm

¹ _____ what I'm going to do next week!
 I'm going to visit my grandparents. They live near the ² _____!
 The weather is ³ _____ so we're going to go to the beach on Tuesday! ⁴ _____ that, we're going to visit a castle. We're going to be ⁵ _____!



Think

- Dokąd zamierzasz pójść lub pojechać?
- Z kim zamierzasz pojechać?
- Co zamierzasz tam robić?
- Co kolega/koleżanka musi wziąć ze sobą?



Write

Napisz e-mail.
Hi, Mark! Guess what ...



Look again!

- Sprawdź swój e-mail.
- Czy użyłeś/użyłaś wyrażenia *be going to*, aby opisać swoje plany?
 - Czy zaprosiłeś/zaprosiłaś kolegę/koleżankę?

Odpowiedzi do ćwiczeń zapisz w zeszycie!

Revision of lessons 1–7.

Test yourself

Vocabulary

- 1 Complete the description of the weather in the cities.

London		12°	Helsinki		-1°
New York		27°	Warsaw		20°

Today, in London, the weather is wet and ¹w _____. In New York, it's dry and ²s _____. In Helsinki, it's snowy and ³f _____. In Warsaw, it's warm, but ⁴c _____.

_____/4 points

- 2 Write the seasons.

- 1 December, January, February _____
 2 June, July, August _____
 3 March, April, May _____
 4 September, October, November _____

_____/4 points

- 3 Complete the grid with the names of geographic features.

j			g		e
d		s			t
	s				d
c					f



_____/4 points

Grammar

- 4 Write sentences with *be going to* about the weekend.

- 1 My parents / not visit / a museum.
 2 My sister / do / her homework.
 3 I / not stay / at home.
 4 My friend / not play / video games.
 5 We / have / a picnic in the park.

_____/4 points

- 5 Complete the questions and short answer with the correct forms of *be going to*.

- 1 A: _____ (go) camping this weekend?
 B: Yes, I _____. I can't wait!
 2 A: What _____ (your friends do) this weekend?
 B: They're going to watch an esports tournament.
 3 A: Mr Rogers is going to organise a new school club. It's called Explorers Club.
 B: Great news! When _____ (it start)?

_____/4 points

Speaking

- 6 Complete the dialogue.

- A: Are you free in the afternoon?
 B: I'm really ¹_____, but I'm busy then.
 A: ²_____ you come to the park with us on Sunday?
 B: I'm ³_____ I can't. I've got a tennis match in the morning.
 A: ⁴_____ you like to come to my clothes swap on Saturday?
 B: I'd love to. Thanks for ⁵_____ me.

_____/5 points

Check your score!

 **2.70** Listen and check your answers. Then count your points and follow the instructions below.

-  **20–25 points** – Great job! Find your prize on p. 127.
 **14–19 points** – Good score! Work on your mistakes and correct them in your notebook.
 **0–13 points** – Keep calm and revise more. Do exercises A–C below!
(A) Work on vocabulary → *Learning Zone*, p. 99
(B) Revise grammar → *Learning Zone*, p. 101
(C) Speak → exercises 3–5, p. 104

Weather



cloudy	pochmurny
dry	suchy
foggy	mglisty
freezing	mroźny
snowy	śnieżny
stormy	burzowy
warm	ciepły
wet	mokry
windy	wietrzny

Seasons



spring	wiosna
summer	lato
autumn	jesień
winter	zima

Geographic features



beach	plaża
cliff	klif
countryside	wieś
desert	pustynia
island	wyspa
jungle	dżungla
lake	jezioro
mountain	góra
ocean	ocean
river	rzeka
volcano	wulkan
waterfall	wodospad

Real English



Let me see.	Zobaczmy.
Are you kidding?	Żartujesz?
Hang on.	Poczekaj.
I can't believe it!	Nie wierzę!

Making, accepting and refusing invitations



Can you come to (the end-of-term class picnic)?	Czy możesz przyjść na (piknik z okazji końca semestru)?
I'm afraid, I can't.	Obawiam się, że nie mogę.
Great, then I can come.	Świetnie! W takim razie mogę przyjść.
Would you like to come to (our class picnic)?	Czy chciałbyś/ chciałaś przyjść na (nasz piknik klasowy)?
I'm really sorry, but I'm busy then.	Przepraszam, ale jestem wtedy zajęty/ zajęta.
Are you free (in the afternoon)?	Czy jesteś wolny/ wolna (po południu)?
Yes, I am. I'd love to go. Thank you for inviting me.	Tak, jestem. Z chęcią przyjdę. Dziękuję za zaproszenie.

Play and learn!

- 1 Work in pairs. Student A: choose a type of weather. Give your partner two or three clues. Student B: guess the weather and say the season.

I've got an umbrella.
I'm wearing boots.

It's rainy! It's autumn!

- 2 In your notebook, draw a natural feature in one minute for your partner to guess!



Is it a volcano?

Yes, it is!

Be going to

I'm going to stay at home.	Ja zamierzam zostać w domu.
You're going to stay at home.	Ty zamierzasz zostać w domu.
He/She/It's going to stay at home.	On/Ona/Ono zamierza zostać w domu.
We/You/They're going to stay at home.	My zamierzamy / Wy zamierzacie / Oni/One zamierzają zostać w domu.

I'm **going to** sleep in a tent.



Użyj **am, is** lub **are** z wyrażeniem **be going to** i podstawową formą czasownika, aby powiedzieć o planach i zamiarach.



Użyj **'m not, aren't** lub **isn't** z wyrażeniem **be going to** i podstawową formą czasownika, kiedy chcesz opowiedzieć o czynnościach, które nie są zaplanowane lub których nie zamierzasz robić.

I'm **not going to** go for a walk.



I'm not going to stay at home.	Ja nie zamierzam zostać w domu.
You aren't going to stay at home.	Ty nie zamierzasz zostać w domu.
He/She/It isn't going to stay at home.	On/Ona/Ono nie zamierza zostać w domu.
We/You/They aren't going to stay at home.	My nie zamierzamy / Wy nie zamierzacie / Oni/One nie zamierzają zostać w domu.

Postaw **Am, Are** lub **Is** na początku pytania.

Użyj **am/are/is** lub **'m not/aren't/isn't** w krótkich odpowiedziach. Jeśli chcesz zadać pytanie o szczegóły, dodaj słówko pytające na początku pytania, np. **Where** lub **When**.

- **Where are** you **going to** stay?
- **When is** he **going to** come back?

Am I going to stay at home?	Yes, I am . / No, I'm not .
Are you going to stay at home?	Yes, you are . / No, you aren't .
Is he/she/it going to stay at home?	Yes, he/she/it is . No, he/she/it isn't .
Are we/you/they going to stay at home?	Yes, we/you/they are . No, we/you/they aren't .

Project

Imagine students from a different country are going to visit your school. Choose four or five places to visit and activities for them to do with your class. Make a leaflet to give the visitors. Then present your ideas to the class.

Today we're going to ...

First, we're going to visit the mountains!



Vocabulary

1 Complete the words with vowels (a, e, i, o, u).

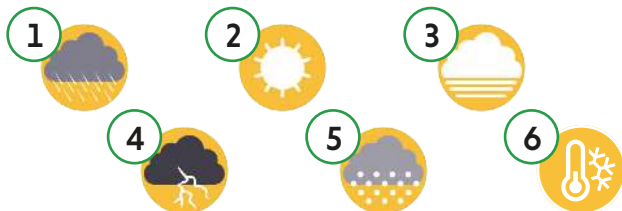
- 1 esp__rts t__rn__m__nt
- 2 tr__s__r__h__nt
- 3 c__ns__rv__t__n w__rksh__p
- 4 cl__th__s sw__p
- 5 th__tr__ w__rksh__p

2 Complete the text with the words in the box.

car get motorbike off on tram

I usually go to school ¹ _____ foot, but when it rains, I catch a bus. I ² _____ on near my house and get ³ _____ in front of my school. My mum drives our ⁴ _____ to work. There isn't a ⁵ _____ in my town, but you can travel by underground. My brother's got a ⁶ _____, but it's a bit dangerous.

3 Look at the pictures and complete the text with the weather words.



In my country, it's warm and ¹ _____ in spring. In summer, it's hot and ² _____. In autumn, it's cold and ³ _____, and it's sometimes ⁴ _____, too. Winters are ⁵ _____ and ⁶ _____.

4 Complete the sentences with the names of geographic features.

- 1 Last summer, I went hiking in the m_____.
- 2 I sunbathed on the b_____.
- 3 I walked in the beautiful c_____.
- 4 I swam in the o_____.
- 5 I went canoeing on a l_____.
- 6 I saw a river and an amazing w_____.

Grammar

5 Choose the correct option.

A: Did you ¹ **watch** / **watched** TV last weekend?

B: Yes, I ² **did** / **watched**.

A: ³ **Do** / **Did** you play video games?

B: No, I didn't. I ⁴ **study** / **studied** for a test. What about you?

A: I didn't ⁵ **play** / **played** video games.

I ⁶ **help** / **helped** my parents with chores.

6 Complete the text with the past simple forms of irregular verbs.

Subject: your weekend

Hi! How was your weekend? I ¹ _____ (not have) anything to do so I ² _____ (go) to a book fair. I ³ _____ (catch) a bus near my home. I ⁴ _____ (not meet) any writers, but I ⁵ _____ (see) some there, and I ⁶ _____ (buy) two books. What about you? What ⁷ _____ (you do)?

Send

Cancel

7 Write sentences with *be going to*.

SUMMER PLANS!

Me: sunbathe ✓, study ✗

Mum: work ✗, relax ✓

My friends: sleep a lot ✓, travel ✗

- 1 I _____.
- 2 My mum _____.
- 3 My friends _____.

8 Complete the dialogue with the correct forms of the words in brackets. Complete the short answer.

A: What ¹ _____ (you / do) this weekend?

B: I'm going to go camping.

A: ² _____ (Ben / go) with you?

B: Yes, he ³ _____.

A: What ⁴ _____ (the weather / be) like?

B: It's going to be sunny and warm.

Speaking

- 9 Say a phrase for each situation using the words in brackets.
- Ask about a friend's weekend. (What did)
 - Ask if a workshop was good or not. (What was)
 - Invite a friend to come to a party. (Would you like)
 - Say you can't go to a friend's party. (I'm afraid)
 - Say that you want to go to the party. (I'd)

10 Complete each dialogue with one word.

- A: I really like this T-shirt.
B: It's the coolest T-shirt !
- A: Shall we go on a treasure hunt?
B: That sounds like .
When is it?
- A: What's our homework?
B: Let me .

Listening

- 11   Usłyszysz dwukrotnie trzy osoby, które opowiadają o swoich urodzinach. Na podstawie informacji zawartych w nagraniu dopasuj zdania a–d do osób 1–3. Jedno zdanie nie pasuje do żadnej osoby.

This speaker:

- didn't do anything interesting.
- changed their plan because the weather was bad.
- went on a treasure hunt with friends.
- had a great time with friends.

Speaker 1

Speaker 2

Speaker 3

Reading

- 12  Przeczytaj tekst. Odpowiedz na pytania 1–4 zgodnie z treścią tekstu.

School Journeys

Walking in the mountains, climbing a cliff, or crossing a river. These are the ways some children in the world go to school.

In the Himalayan mountains in India, the journey to school takes two or three hours. Children walk through a forest with wild animals, go over a river in a basket, and travel the last kilometres by taxi. The weather changes quickly, and it's sometimes sunny in the morning, and rainy when they go home.

Children in the rainforest in Ecuador wake up at 5 am, put on their uniforms, and start their journey to school. First, they walk for 20 minutes to a river. Then they travel in a canoe for 15 or 20 more minutes. The river can be dangerous, so they must sit quietly all the way.

Some children live in the mountains in a remote area of China. Their journey from school is up a cliff. The children climb up a ladder with their school bags on their back. It's a good thing they don't do this every day. These children spend months away from home when they're at school.

- How do the children in India get to the river?
- Why do the children in Ecuador sit quietly in the boat?
- Why is the journey difficult for the children in China?
- Which journey to school is the longest in time?

Writing

- 13  Podczas pobytu w Irlandii obchodzisz urodziny. Napisz e-mail do koleżanki z Dublina, w którym:

- opiszesz swoje plany urodzinowe,
- opowiesz o planowanym menu na Twoich urodzinach,
- zaprosisz koleżankę na urodziny.

1  2.77 Look at the words in the box and photos 1–6. Then listen and repeat.

boarding school language school nursery school primary school secondary school university



2 Read and choose the correct option.

- Students study and sleep at **language schools** / **boarding schools**.
- Students often go to **nursery school** / **university** when they are eighteen years old.
- Children usually start **primary school** / **secondary school** when they are five or six in the UK.
- At **nursery schools** / **language schools** children spend a lot of time outdoors.

4  2.78 Listen to the podcast. In your notebook, choose the correct answer.

1 What is Sam's sister's favourite activity?



2 What school year are Sam and Samantha in?

- a Year 6 b Year 7 c Year 8

3 What does Sarah's neighbour do at the weekend?



3  What types of school do people in your family and friends go to? Tell a partner.

My brother is three.
He's at nursery school!

My uncle is at university.
He wants to be a doctor.

5  Prepare a talk for students from the UK about primary schools in your country. Answer questions 1–3 to help.

- How old are the students?
- How many school years are there?
- What subjects do they study?

Hi! Students start primary school when they are seven.

- 1  2.79 Look at photos 1–7. Then listen and find five things people talk about.



- 2  2.80 Match photos 1–7 in exercise 1 with the words in the box. Then listen, check and repeat.

baking tin blender food processor
grill microwave oven whisk

- 3 Read and complete Don's notes.

- 1 It makes everything! It chops, slices and mixes food.
- 2 It's great for making drinks like smoothies!
- 3 It makes food hot very quickly. You need special plates.
- 4 It's slow. It takes about one hour to roast a chicken!
- 5 You need this to bake a cake.
- 6 You need one to mix eggs for an omelette.
- 7 It's fast and good to cook meat or fish. People have them outside for barbecues, too!

- 4 Read the posts. Three words are in the wrong places. Write the correct word.

Kitchen 'must-haves'!

Write and tell us what you can't live without!

Hi! I can't live without our ¹**whisk**! I make fresh fruit juice and smoothies every day with it! It's really easy to use.

Mark, 12

I make lunch for my parents on Saturdays. I often make an omelette. No prizes for guessing what I can't live without. Yes, our hand ²**food processor**!

Jen, 11

Mum and dad have a new ³**blender**. It can even chop and slice vegetables! It's so cool. It's my new 'can't live without'!

Harry, 11

- 5  Say how you use the different kitchen objects in exercise 1. Your partner guesses the object.

I use it to make omelettes.

A whisk!

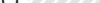
1  **2.81** Match photos 1–8 with the words in the box.
Then listen, check and repeat.

brush bucket clothes hanger fork knife
mop spoon vacuum cleaner



2  **2.82** Alex is at his grandma's house. Listen to the dialogue and answer the questions. Write the words from exercise 1.

1 What's in the dishwasher?

and 

2 What's in the cupboard?

3 What's red?

3 Rosa is on holiday in the UK, but she cannot remember some words. Read, then write the words.

1 You eat your soup with it.

2 You put your clothes on them.

3 You put water in it
when you want to clean.

4 You cut food with one of these.

4  Write two more definitions for words in exercise 1. Then read them to another pair and ask them to guess the words.

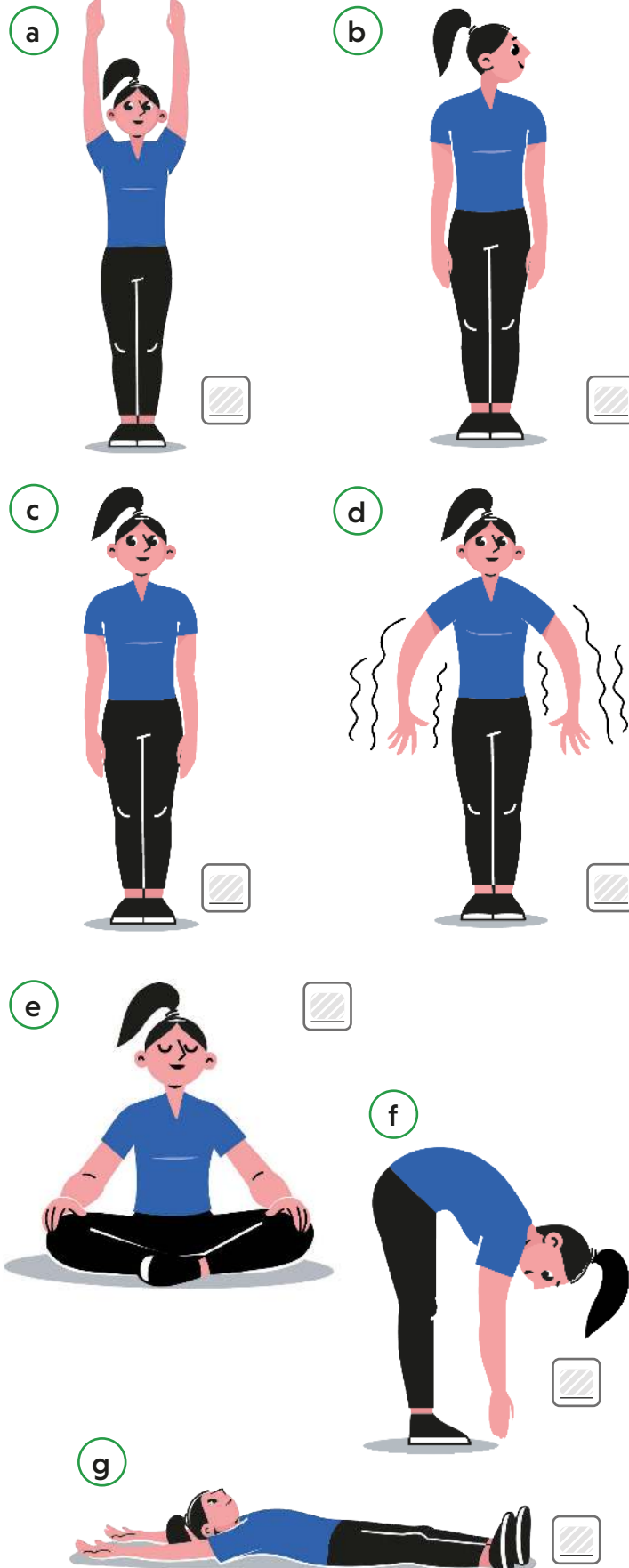
5  Choose a chore or activity. Tell your partner what objects you need for it. He/She guesses the chore.

I've got a mop in one hand. I've got a bucket of water in the other hand. What's my chore?

Washing the floor!



- 1  Look, listen and order the pictures.
Write 1–7.



- 2  Match pictures a–g in exercise 1 with the phrases in the box. Then listen, check and repeat.

bend over lie (on the floor)
shake (your hands) sit cross-legged
stand up straight stretch (your body)
turn (your head)

- 3  Mime verbs and expressions from exercise 2 for your partner to guess.

Look at me! What am I doing?

You're stretching your body!

- 4 Read and complete the text with the words from exercise 2.

Take a break!

It's important to take study breaks.
Try to have a short break every thirty minutes.

Why don't you move your body for five minutes? First, stand up
1 ! Then 2 over and touch your toes! You can put your arms in the air and 3 your body!

You could also sit 4 on the floor. Then close your eyes and relax.
Have a go!

- 5  Make your own study break routine. Then give instructions and ask another pair to do it! Use ideas from this lesson or your own ideas.

First, lie on the floor and close your eyes.

Stretch your body!

1  2.85 Look at photos 1–7 and at the words in the box. Listen and repeat.

crow duck goose pigeon seagull sparrow swan



2  Look at photos 1–7 again. Describe different birds for your partner to guess. Use the words in the box to help.

beak feather tail wing

It's got a white body, an orange and black beak and a very long neck.

Yes, it is!

Is it a swan?

4  2.86 Listen to the podcast and write the name of the bird.

The speaker says this bird:

- 1 can swim.
- 2 has a good memory.
- 3 can help humans.
- 4 sleeps with one eye closed.

5  Use adjectives to describe the birds in exercise 1. Use the words in the box to help. Say where you can see the birds in your town.

beautiful cute dangerous
intelligent scary ugly wild

I think baby ducks are cute!

There are a lot of ducks in the park.

3 Read the leaflet. Complete the sentences with one or two words.

GREEN PARK

The park is a great place for bird lovers. Come and feed our ducks! Please don't give them junk food. You can buy special bird food from the shop.

Please don't feed the geese. They are sometimes dangerous. You can buy a book all about geese from our shop.

You can also take great photos of other wild birds in the park like crows, sparrows and swans.

Enjoy your visit!

- 1 You mustn't feed the .
- 2 The shop sells books and .
- 3 The park is a great place for taking photos of birds.



- 1  2.87 Look at photos 1–8. Then listen and find four jobs the speakers talk about.



- 2  2.88 Match photos 1–8 with the words in the box. Then listen, check and repeat.

computer programmer flight attendant
 politician reporter social worker taxi driver
 tour guide translator

- 3 Read the blog and write names of jobs from exercise 2.

Hi!

My blog today is about jobs for people who can speak foreign languages! Can you guess the jobs?



This person:

- 1 looks after people on a plane.
- 2 helps individuals or groups of people with their problems.
- 3 tells tourists about history.
- 4 takes people to places in a car.
- 5 writes apps.
- 6 is a minister.
- 7 interviews interesting people.
- 8 changes texts in one language to a different language.

- 4  2.89 Listen and choose the job.

- 1 *reporter / social worker*
- 2 *flight attendant / taxi driver*
- 3 *translator / tour guide*
- 4 *computer programmer / politician*

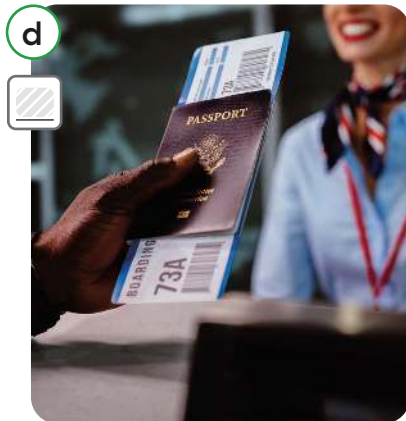
- 5  Choose the three most interesting jobs from exercise 2. Then tell your partner and say why you like them. You can use the words in the box to help.

help people meet people
 speak different languages
 travel to different places

I think the most interesting job is a reporter.

Why?

Because reporters meet people and some are on TV!



- 1 2.90 Look at photos a–h. Match them with the words in the box. Then listen, check and repeat.

arrivals check-in desk
departures duty-free shop
gate lounge passport control
security

- 2 2.91 Look at the photos again. Listen to the text and put the photos in the correct order.

- 3 2.92 Listen to the dialogues. Choose where the speakers are at the airport.

- 1 gate / check-in desk
- 2 departures / arrivals
- 3 security / gate
- 4 passport control / lounge

- 4 Say what you do at different places in the airport. Your partner guesses the place.

You get on the plane here.

The gate!

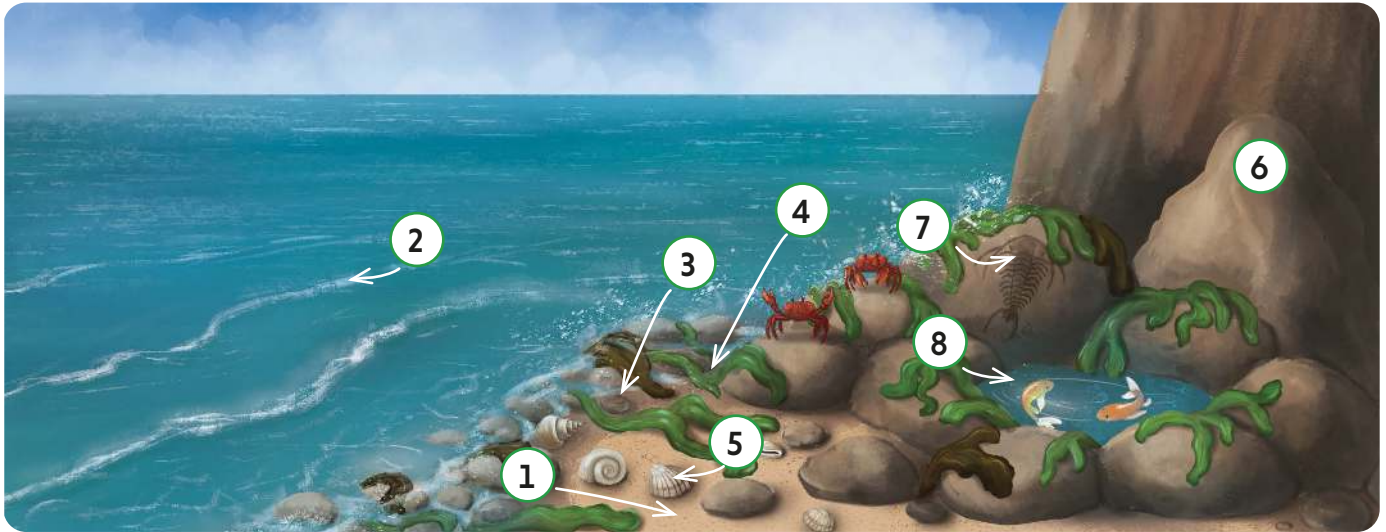
Correct! And what do we do there?

- 5 Look at the photos in exercise 1 again. Talk about what people do at airports and when. Then explain to another pair. Use the words in the box to help.

after that finally first
next then

First, you go to departures.

- 1  Look at the picture of the beach. Then listen and find five things the boy talks about.



- 2  Match elements 1–8 in exercise 1 with the words in the box. Then listen, check and repeat.

fossil pebble rock rock pool
sand seaweed shell wave

- 4   Draw a beach. Describe it to your partner. Use the words in exercise 1 and the words in the box to help. Then your partner draws it.

behind in in front of next to
on on the left/right under

- 3 Read the description of a favourite beach. Choose the correct option.

 N1ck11



My favourite beach is amazing! The sea is really blue. I love jumping in the ¹waves / shells! The ²seaweed / sand on the beach is really white! There are small fish in the ³pebbles / rock pools and the water is warm. You can find small ⁴fossils / rocks of animals on the beach, too. They're really interesting.



The sea is on the left. There are some big rocks near a cliff on the right.

- 5  Describe your favourite beach to a partner or find a photo of a beach on the Internet. Say where it is and what you can see and do there.

My favourite beach is Praia do Guincho in Portugal. It's amazing!

What's it like?

There are a lot of big waves!

1 Read the poster about *World Cleanup Day* and complete the text with the words in the box.

gloves hand sanitiser map raincoat rubbish bags snacks

World Cleanup Day

What you get from us: rubber ¹ , two ² , ³ with places to clean, a T-shirt with the *World Cleanup Day* logo

What you need to bring: lunch (water and ⁴), antibacterial ⁵ , umbrella or ⁶

191 countries
60 million people
1 day
to clean up the planet

Join the biggest cleanup event in the world!

Date: 21st September (next Saturday)
Time: 10.00

Meeting point: main hall at school
Cleanup area: playing field, local park, the forest

2 Read the poster and tick the information you can find there. Write the answers in your notebook.

- 1 when the event starts ☐
- 2 when it ends ☐
- 3 where you clean ☐
- 4 where you meet ☐
- 5 how many rubbish bags you get ☐
- 6 when you have lunch ☐

3 2.95 Listen to Liz and Mindy talking about *World Cleanup Day*. In your notebook, complete the sentences.

- 1 You can see a *World Cleanup Day* poster in the .
- 2 Rubbish in the forest is dangerous for .
- 3 You can learn to work .
- 4 At the event, students don't pick up .
- 5 Liz must talk to .

4 Work in pairs. Ask and answer the questions.

- 1 Does your school organize *World Cleanup Day*?
- 2 Do you or your friends join the event? Why / Why not?
- 3 What places do you clean up?

Our class always joins *World Cleanup Day*. We want to live in a clean town.

5 In pairs, design a leaflet with the rules for *World Cleanup Day*. Use *must/mustn't* and the ideas in the box.

go away from your group
go near animals listen to the teacher
put all rubbish into one bag
use hand sanitiser wear gloves

VALENTINE'S DAY



Julia

February is my favourite month! Why? Because I love Valentine's Day. I like making Valentine's cards and telling people nice things. In my school, Valentine's Day is not only for teenagers who are ¹ _____ – it's for everyone. We say ² _____ a lot on that day. What about your school?



Basia, Poland

It's the same in my school. You don't need to have a ³ _____ or girlfriend. We just tell our friends that we like them or we ⁴ _____ them a message. Or when your friend is angry, it's a good day to write 'I'm sorry' on a Valentine's card. It's great for shy students, like me.



Alex, New Zealand

There is a cool tradition in my school. Every year on 14th February we have a picnic and we bring home-made Valentine's snacks. I love cooking so I bake ⁵ _____ biscuits and make red smoothies (you can use strawberries or raspberries and bananas to make them).

1 Match the endings a–e to beginnings 1–5 to make phrases. Write the answers in your notebook.

- | | |
|--------|--------------------------|
| 1 bake | a 'I like you' |
| 2 be | b in love |
| 3 have | c heart-shaped biscuits |
| 4 say | d somebody a message |
| 5 send | e a boyfriend/girlfriend |

2 Read the blog and complete it with the phrases in exercise 1. Write the answers in your notebook.

3 Read the blog again. In your notebook, answer the questions.

Who:

- 1 makes special food for Valentine's Day? _____
- 2 gives Valentine's cards? _____, _____
- 3 is nervous about talking to people? _____
- 4 is excited about Valentine's Day? _____

4  Work in pairs. Plan Valentine's Day in your class. Use the ideas in the blog and expressions in the box.



decorate the classroom
make friendship bracelets
organise a karaoke party
plant flowers play board games
watch films

How about making Valentine's cards?

We do it every year. Let's make friendship bracelets!

Doughnuts or pancakes?

That is the question.

Carnival is a special time before the start of Lent when people organize parties, parades and eat a lot. There are two interesting festivals that celebrate everyone's favourite food: doughnuts and pancakes.



Fat Thursday

On the last Thursday before Ash Wednesday, people in Poland eat a lot of doughnuts. Why? Because they believe that eating a lot of doughnuts brings good luck. Doughnuts can have different fillings, but rose jam is the most popular. Another popular sweet food is angel wings. They are sweet crisp pastry with powdered sugar on top of them.

Shrove Tuesday

Another name of this British festival is Pancake Day. People eat a lot of pancakes with different toppings, but there is also another popular tradition – a pancake race. People run and try to toss a pancake on a frying pan at the same time. The most famous race is in Olney because that's where the pancake legend comes from. In this legend, a woman from Olney is making pancakes and hears the church bell. So, she runs to the church with a frying pan.



GUESS WHAT?!



Doughnuts are very popular in Poland and the USA. But Polish and American doughnuts look and taste different!



1 In your notebook, match the words in English 1–7 with their Polish translations a–g. Which of the words can you use to describe the photos?

- | | |
|------------------|--------------------|
| 1 Ash Wednesday | a wyścig |
| 2 Lent | b nadzienie |
| 3 doughnut | c faworki |
| 4 race | d Wielki Post |
| 5 filling | e cukier puder |
| 6 angel wings | f Środa Popielcowa |
| 7 powdered sugar | g pączek |

2 Read the text and answer the questions. In your notebook, write *the UK, Poland or Both*.

- 1 There is a sports event.
- 2 People eat two types of food.
- 3 Eating a lot of food can bring luck.
- 4 The tradition comes from an old story.
- 5 People celebrate a festival with sweet food.
- 6 The festival has got two names.

3 In your notebook, complete the sentences with the words in exercise 1.

- 1 My favourite doughnut is strawberry jam.
- 2 In my family, sugar is our favourite pancake topping.
- 3 It's a good idea to run in the pancake before eating all this sweet food.
- 4 To make angel you need a frying pan and a lot of oil.
- 5 Ash is on the first day of Lent.

4 In pairs, ask and answer the questions.

- 1 Which festival in the text is your favourite? Why?
- 2 How many doughnuts do you usually eat on Fat Thursday?
- 3 What is your favourite doughnut filling?
- 4 What is your favourite pancake topping?

My favourite festival is Shrove Tuesday. I want to run in a pancake race!



1 In pairs, describe the photos. Answer the questions.

- 1 Who are the people in the photos?
- 2 What are they doing?
- 3 How do you think they're feeling?

I can see a family. They are celebrating ...

2 Listen to Sally, Mike and Ania. In your notebook, complete the table.

	Mother's Day	Father's Day
the UK	4 th 2 of Lent	4 of June
the USA	2 nd Sunday of 3	3 rd Sunday of June
1	26 th May	5 June

3 In your notebook, complete the messages with the words in the box.

buy clean do make wash

Sally

I don't know what to get my parents for Mother's Day and Father's Day.

Ania

Why don't you 1 some chocolates?

I did that last year. I want to 2 something nice for mum and dad.

How about making a kindness coupon? Take a piece of paper and write what you can do for someone. You can 3 the dishes or the car, 4 breakfast or 5 the house.

Great idea! Thanks, Ania!

No problem!

4 In your notebook, complete the kindness coupons for Mother's Day and Father's Day. Use the prompts below or your own ideas.



Kindness Coupon

To: From:
Activity:

5 In pairs, ask and answer the questions.

- 1 Do you celebrate Mother's Day and Father's Day?
- 2 What do you do?
- 3 Where do you go?
- 4 Do you give presents to your parents?
- 5 Does your school celebrate Mother's Day or Father's Day?

I usually celebrate Mother's Day at home. I make a card and ...

Units 1–2

- 1 Ask your partner about the missing rules for the Science Club. Then, answer your partner's questions.

- 1 You .
- 2 You mustn't bring food.
- 3 You .
- 4 You mustn't touch anything without the teacher's permission.
- 5 You must wash your hands after doing the experiments.
- 6 You .

What rule is number one?

Units 3–4

- 2 You want to go to the cinema with your friend. Look at your calendar and choose the day and time that is good for both of you.

Day	Morning	Afternoon
Monday	school	study for English test
Tuesday	school (English test)	
Wednesday	school	
Thursday	Teachers' Day – no school!	swimming lesson
Friday	school	
Saturday		Mum's birthday party
Sunday	lunch with grandma	

Let's go to the cinema on Tuesday evening.

I'm sorry, but I'd rather not. I ...

Units 5–6

- 3 You think that a guinea pig is a perfect pet for your biology classroom. In pairs, express your opinions and give suggestions. Then together choose the pet.

Adopt a guinea pig today!

It's a *perfect pet* because it's:

- cute,
- good for playing with,
- friendly.



What about adopting a guinea pig? I think it's cute!

I agree. It's cute, but ...

Units 7–8

- 4 Ask your partner questions about J.R.R. Tolkien to complete the fact file. Write the answers in your notebook.



J.R.R. Tolkien

(¹ – 1973)

Country: ²

Job: ³

Famous for: ⁴

What was J.R.R. Tolkien famous for?

- 5 Read the fact file and answer your partner's questions.

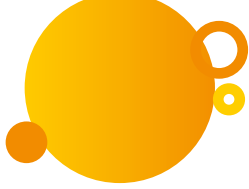


**Marie
Skłodowska-Curie
(1867–1934)**

Country: Poland

Job: scientist

Famous for: She won two Nobel prizes – for physics and chemistry.



Units 1-2

1 Ask your partner about the missing rules for the Science Club. Then, answer your partner's questions.

- 1 You mustn't be late.
- 2 You _____.
- 3 You must wear special clothes.
- 4 You _____ anything without the teacher's permission.
- 5 You _____ after doing the experiments.
- 6 You must clean your desk.

What rule is number two?

Units 3-4

2 Your friend suggests going to the cinema together. Look at your calendar and choose the day and time that is good for both of you.

Day	Morning	Afternoon
Monday	school	study for maths test
Tuesday	school	school (maths test)
Wednesday	school	Teachers' Day - no school!
Thursday	school	look after my brother
Friday	school	vacuum the house
Saturday	vacuum the house	spend time with family
Sunday	spend time with family	

I'm sorry, but I'd rather not. I ...

Let's go to the cinema on Tuesday evening.

Units 5-6

3 You think that a turtle is a perfect pet for your biology classroom. In pairs, express your opinions and give suggestions. Then together choose the pet.

Adopt a turtle today!

It's a perfect pet because it's:

- > clean,
- > easy to keep,
- > quiet.



What about adopting a turtle? I think it's easy to keep!

I'm not sure it's a good idea. I think ...

Units 7-8

4 Read the fact file and answer your partner's questions.



J.R.R. Tolkien

(1892-1973)

Country: the UK

Job: writer

Famous for: He wrote the famous fantasy books *The Hobbit* and *The Lord of the Rings*.

5 Ask your partner questions about Marie Skłodowska-Curie to complete the fact file.

Write the answers in your notebook.



Marie Skłodowska-Curie
(1867-1934)

Famous for: _____

Job: _____

Country: _____

What was Marie Skłodowska-Curie famous for?

Dobrze się uczysz i pewnie lubisz wyzwania, dlatego przygotowaliśmy dla Ciebie do rozwiązania zagadki. Jeśli zrobisz to poprawnie, nauczysz się kilku angielskich przysłów i poznasz ciekawe informacje.



Unit 1

Guess the subjects. Then use the numbers next to the pictures to find letters. Put the letters in the correct order to write a message in your notebook.

1 The planet Mars  has two moons . **1, 2**

2 $50 : x + 5 = 10$ **4**

3 For the next lesson bring: scissors, plastic bottle, ruler ... **6, 6, 7**

4 The Great Pyramid of Giza   is 4500 years old. **2, 3**

5 $\text{ctrl} + x \rightarrow \text{cut}$
 $\text{ctrl} + c \rightarrow \text{copy}$ **1, 2**

6 Bonjour, je suis Mark.
– Hello, I'm Mark. **2, 8**

Unit 2

Solve the puzzle to find out what the message is.



Unit 3

Cross out the names of four household chores to find out what the message is.

T U N L O A D I T H E
D D I S H W A S H E
R Y D M A K E E S T H E
K B E D T V A C U U M I
D Y W A T E R M T H E
I N P L A N T S D

Unit 4

Read the riddles and guess the body parts. Then use one of the names of body parts to complete the message in your notebook.

- 1 They are a strong group of ten, and you can always count on them.
- 2 You can hold it when there is someone you love. When it is cold, you put it in a glove.
- 3 I'm on top, but I'm not a hat, I think, I dream and I chat.

Two _____s are better than one.

Unit 5

Look and guess what three animals are in the photo puzzle. Then make a word using first letters of the animals' names and complete the sentence.



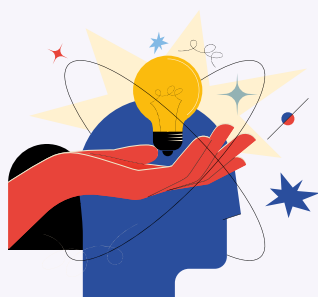
A is a man's best friend.

Unit 6

Follow the lines to find these people's birthdays. In your notebook, put the names of the people in the order of their birthdays in a year. Then use the first letter of the names to complete the message.

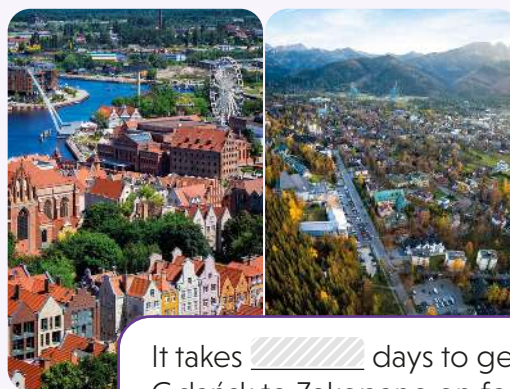
Robert		13th August
Ana		3rd June
Tom		12th September
Mark		20th July
Steven		21st October

Work , not hard.



Unit 7

Look at the word cloud. How many verbs in the cloud have an irregular past form? In your notebook, complete the sentence with this number.



It takes days to get from Gdańsk to Zakopane on foot.

Unit 8

Look at the weather forecast and read about Rita and Peter's plans. Guess where they live. Then draw weather symbols used for these cities to complete the sentence. Write the answers in your notebook.

Houston	New York	LA	Chicago	Miami
20°C	-2°C	20°C	2°C	26°C

R Rita
I'm going to stay at home all weekend. It's going to be cold and wet. I hate this weather. I think that snow is better than rain. At least you can go skiing.

P Peter
The weather is going to be great this weekend – hot and sunny. It isn't going to be windy, but I'm going to take my surfboard to the beach to swim on it.

After the comes the .

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