

Zeszyt ćwiczeń

Together

dla **5** klasy





Pobierz na swój smartfon lub tablet bezpłatną aplikację *Together* (Macmillan) z zadaniami w technologii rozszerzonej rzeczywistości (AR). Odszukaj w podręczniku ilustracje w zadaniach *Fast Finisher*. Następnie, skanując ilustracje na stronie podręcznika, aktywujesz ćwiczenie w rozszerzonej rzeczywistości. Teraz możesz rozwiązać zadanie. Powodzenia!

Materiały wideo dostępne na: www.macmillanlaucznia.pl/together-klasa-5-video lub po zeskanowaniu kodu QR za pomocą smartfonu:

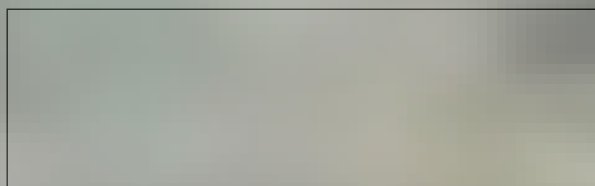


QR kody do filmów wideo, które znajdziesz na stronach lekcji *Speaking* i *Reading and Culture* odnoszą się do filmów ukazanych na stronach Książki ucznia i umożliwiają ponowne obejrzenie filmów prezentowanych w czasie lekcji.



Dostęp do materiałów cyfrowych do *Together dla 5 klasy*

1. Wejdź na stronę: www.macmillaneducationeverywhere.com lub pobierz aplikację *Macmillan Education Everywhere* z App Store lub Google Play.
2. Zarejestruj się, aby utworzyć nowe konto – powinno zostać założone przez osobę pełnoletnią (rodzic/opiekun). / Zaloguj się, jeśli już masz konto.
3. Aktywuj kod podany poniżej.



Dostęp ważny jest przez **15 miesięcy** od dnia aktywacji.

Szczegółowy przewodnik dostępny jest na stronie: www.macmillan.pl/dzial-pomocy

Wymagania systemowe dostępne są na stronie:

www.macmillaneducationeverywhere.com/system-requirements

Zgłoszenia problemów technicznych prosimy kierować na adres:

help@macmillaneducation.com

Zeszyt ćwiczeń

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 18	- 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 28–29		
Unit 3 My life page 30	- 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 40	- 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 50–51		
Unit 5 Animal world page 52	- 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 62	- 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 72–73		
Unit 7 What's on? page 74	- 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 84	- 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 94–95		
My words pages 96–103		

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	• Big and small!	• email about my school
• making requests and responding to them	• Street food	• blog post about a healthy dish
• making suggestions and responding to them	• Our lives	• blog post about my day
• expressing emotions, giving advice	• Talk to me!	• message asking for help
• asking for opinions and expressing them	• All about capybaras	• web text about my ideal pet
• congratulating people, expressing wishes and replying to them	• Amazing people!	• note for a poster about an interesting person from the past
• asking for information about a past event and giving it	• What was the best thing you did on your last holiday?	• blog post about a past event
• making, accepting and refusing invitations	• Volcanoes	• email about my plans and to invite a friend

1 Wybierz właściwe odpowiedzi.

- 1 I **am** / **is** 12 years old.
- 2 Karen **are** / **is** from the UK.
- 3 You **am** / **are** in Year 8.
- 4 Mark **is not** / **are not** in my class.
- 5 I **are not** / **am not** at school today.
- 6 We **are not** / **is not** in English class now.

2 Uzupełnij zdania skróconą formą **be**.

- 1  It _____ (✓) a cat,
it _____ (X) a dog.
- 2  We _____ (X)
at home, we _____ (✓)
in the park.
- 3  I _____ (✓) at school,
I _____ (X) on holiday.
- 4  They _____ (✓) books,
they _____ (X) pencils.
- 5  She _____ (X) in Year 7,
she _____ (✓) in Year 1.
- 6  You _____ (X) in class,
you _____ (✓) late!

3 Uzupełnij brakujące litery w przymiotnikach. Użyj: **a, e, i, o, u**.

- | | |
|---------------|-----------|
| 1 _nt_r_st_ng | 7 sh_rt |
| 2 _m_z_ng | 8 l_ng |
| 3 fr__ndly | 9 c__l |
| 4 f_nny | 10 b_g |
| 5 _ld | 11 cl_v_r |
| 6 n_w | 12 sm_ll |

4 Znajdź dziesięć przymiotników. Każdą literę możesz wykorzystać tylko raz.

S	H	O	F	R	L	Y	N	E	W
A	T	R	Y	I	D	C	D	O	L
M	G	C	N	E	N	L	L	N	G
A	N	O	N	U	V	E	O	L	L
Z	I	O	L	F	E	R	S	M	A

5 Uzupełnij zdania. Użyj **a** lub **an**. Następnie dopasuj ilustracje a–f do zdań 1–6.



1 It's ___ apple.



2 It's ___ funny book.



3 It's ___ interesting film.



4 It's ___ umbrella.



5 It's ___ rubber.



6 It's ___ big box.

6 Uzupełnij zdania. Użyj **a, an** lub nie wstawiaj nic –.

- 1 They're ___ amazing pencil cases.
- 2 It's ___ cool poster.
- 3 It's ___ old book.
- 4 They're ___ earphones.
- 5 They're ___ clever students.
- 6 It's ___ school bag.



AUDIO 01

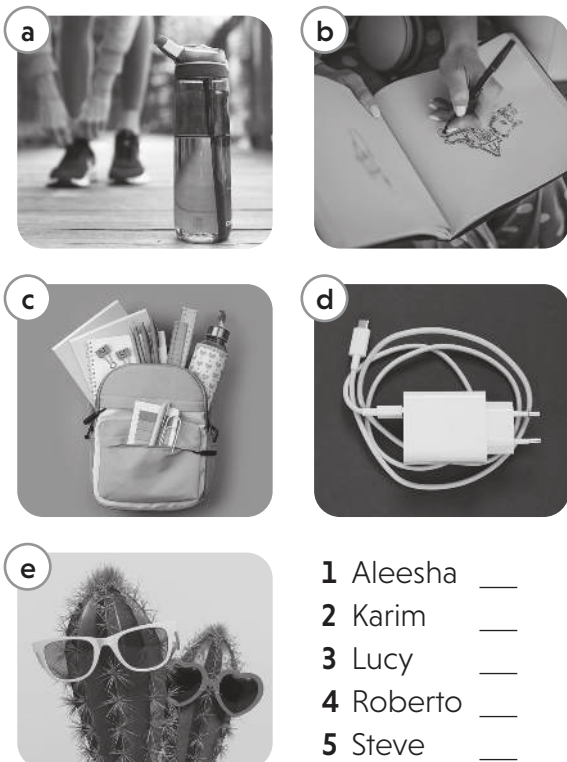
- 1 Popatrz na ilustracje 1–7 i uzupełnij brakujące litery w nazwach przedmiotów. Następnie wykorzystaj zakreślone litery, aby odgadnąć hasło.



1 g _ _ t _
2 w _ _ r b _ _ _ e
3 t _ _ _ t
4 s _ _ l _ _ s
5 sk _ _ h _ _ k
6 _ _ rb _ _ h
7 b _ _ d _ _ m _

The mystery word is ○ ○ ○ ○ ○ ○ ○ ○ ○ ○.

- 2 01 Posłuchaj nagrania. Dopasuj przedmioty a–e do właściwych osób.



1 Aleesha _
2 Karim _
3 Lucy _
4 Roberto _
5 Steve _

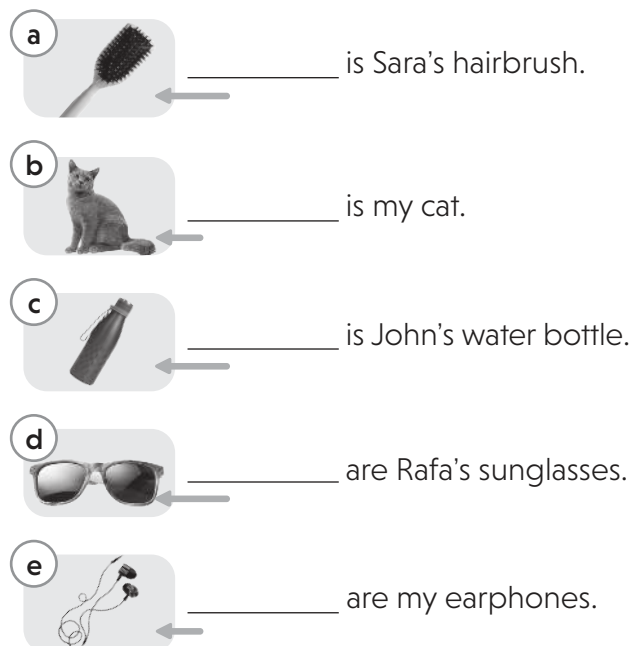
- 3 Popatrz na ćwiczenie 2 i napisz zdania. Użyj końcówki 's.

1 (Aleesha) They're Aleesha's sketchbooks.
2 (Karim) _____
3 (Lucy) _____
4 (Roberto) _____
5 (Steve) _____

- 4 Uzupełnij zdania zaimkami dzierżawczymi.

1 It's Dan and Sophie's board game.
It's _____ board game.
2 It's Dan's watch. It's _____ watch.
3 It's Sophie's hairbrush. It's _____ hairbrush.
4 **Sophie:** Dan, this isn't _____ skateboard, it's my skateboard.
5 **Dan:** Rex is my dog.
Sophie: Rex is my dog, too!
Rex is _____ dog!
6 It's the dog's water. It's _____ water.

- 5 Popatrz na zdjęcia a–e i uzupełnij zdania. Użyj: *this, that, these* lub *those*.



1 Dopasuj odpowiedzi a–e do pytań 1–5.

- 1 Is Max at home? _____
 2 Are you 11? _____
 3 Are they in your class? _____
 4 Is your dog's name Spot? _____
 5 Who are they? _____
- a Yes, they are.
 b They're my friends.
 c No, he isn't. He's at school.
 d Yes, it is.
 e No, I'm not. I'm 12.

2 Popatrz na zdjęcie. Uzupełnij pytania i odpowiedzi.

- 1 Where _____ Jack?
 He _____.
- 2 _____ Jack 13 years old?
 No, _____.
- 3 How old _____ Jack?
 He _____.
- 4 _____ the students in Year 10?
 No, _____.

3 Napisz pytania. Użyj właściwej formy be.

- 1 what / your name?
What's your name?
- 2 how old / you?

- 3 you / in Year 8?

- 4 your teachers / friendly?

- 5 what / your favourite colour?

4 Napisz zgodne z prawdą odpowiedzi do pytań w ćwiczeniu 3.

- 1 _____
 2 _____
 3 _____
 4 _____
 5 _____

5 Popatrz na tabelę i uzupełnij zdania. Użyj can lub can't.

			
Sarita	✓	✓	X
Lewis	✓	X	✓
Rob	X	X	✓

- 1 Sarita _____ play the guitar.
 2 Rob _____ swim fast.
 3 Lewis and Rob _____ play the guitar.
 4 Sarita _____ speak English very well.
 5 A: _____ Lewis swim fast?
 B: Yes, he _____.
 6 A: _____ Rob play the guitar?
 B: No, he _____.

6 Ułóż zdania z podanych wyrazów. Następnie zaznacz, które zdania są według Ciebie zgodne z prawdą.

- 1 my friend jump very high can . ☐

- 2 swim can't I fast . ☐

- 3 can my mum very well make pizza . ☐

- 4 well can I play the guitar . ☐

- 5 speak English my friends well can . ☐

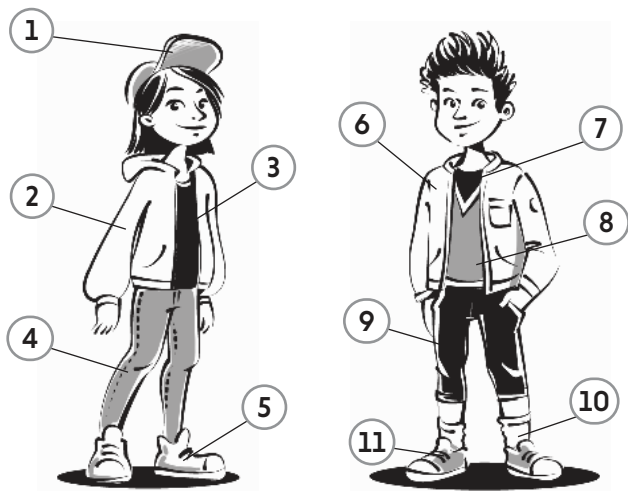


AUDIO 02

1 Znajdź czternaście nazw ubrań.

Dresstrainerscapsock
jumperskirtjeanstshirt
hoodieshoesroussershitshorts

2 Podpisz ilustracje nazwami ubrań znalezionymi w ćwiczeniu 1.



1 _____	7 _____
2 _____	8 _____
3 _____	9 _____
4 _____	10 _____
5 _____	11 _____
6 _____	

3 Uzupełnij kategorie. Użyj wyrazów zastosowanych w ćwiczeniu 1 i 2.

comfortable

sporty

CLOTHES

warm

smart

4 Wybierz właściwe odpowiedzi.

- 1 I **has got** / **have got** my sunglasses.
- 2 Ben **has got** / **have got** his trainers.
- 3 We **has got** / **have got** our caps.
- 4 I **hasn't got** / **haven't got** my shoes.
- 5 They **hasn't got** / **haven't got** their jeans.
- 6 Lisa **hasn't got** / **haven't got** her hoodie.

5 02 Posłuchaj nagrania. Uzupełnij zdania właściwymi formami **have got**.

- 1 Luisa _____ her sunglasses.
- 2 Daniel _____ his tablet.
- 3 Daniel _____ his charger.
- 4 Luisa _____ her hoodie.
- 5 Mum and dad _____ their trainers.
- 6 Mum and dad _____ their socks.

6 Uzupełnij dialogi właściwymi formami **have got**.

- 1 _____ you _____ a cap?
Yes, I _____.
- 2 _____ Max _____ a jacket?
No, he _____.
- 3 _____ they _____ their jumpers?
No, they _____.

1

Back to school

Lesson 1



1 Let's start!

Dopasuj zakończenia słów a–d do ich początków 1–4.

- | | |
|--------|----------|
| 1 his | a puting |
| 2 tech | b tory |
| 3 com | c graphy |
| 4 geo | d nology |

2 Dopasuj wyrazy z ramki do zdjęć 1–6.

art biology foreign language
maths PE science



3 Napisz zdania o przedmiotach szkolnych zgodne z Twoimi doświadczeniami. Użyj wyrazów z ramki oraz własnych pomysłów.

cool difficult easy interesting

- I like/don't like art because it's interesting.
- I like/don't like _____ because it's _____.
- I _____ because it's _____.
- I _____.

4 Przeczytaj zadanie i uzupełnij luki. Następnie stwórz fiszki.

Learning zone



- Stwórz fiszki do zapamiętania nazw przedmiotów szkolnych.
- Uzupełnij luki i przygotuj zdania.

We _____. / science

We see plants and animals. / _____

We _____. / PE

- Teraz przygotuj fiszki. Na jednej stronie fiszki napisz zdanie o przedmiocie. Na drugiej napisz nazwę tego przedmiotu.
- Kiedy do nauki używasz fiszek, możesz czytać zdania na głos.

5 03 Posłuchaj Sary i Davida. Uzupełnij zdania.

- Have we got _____ lesson now?
- No, we've got _____ now and we're late!
- My favourite subject is _____. It's interesting.
- I like _____, but my favourite subject is _____.

6 Pronunciation /k/

04 Posłuchaj nagrania. Wybierz, ile razy słyszysz dźwięk /k/. Następnie przeczytaj wierszyk.

a 5 b 6 c 7

Technology is cool,
It's an easy lesson at school.
Coding in computing is fun, too!
I like school – what about you?

CHARGE

YOUR GRAMMAR!



VIDEO 01

1 Wstaw literę s we właściwe luki.

- 1 They look_ in the cupboard.
- 2 Olivia find_ the present.
- 3 I love_ music.
- 4 Jay love_ PE.
- 5 We use_ different apps.

2 Wybierz właściwe odpowiedzi.

- 1 They **plays** / **play** football at school.
- 2 I **likes** / **like** geography.
- 3 Olivia **doesn't wear** / **don't wear** glasses.
- 4 School **starts** / **start** at 8.45.
- 5 You **doesn't live** / **don't live** in London.
- 6 We **loves** / **love** sports.

3 Uzupełnij pytania. Użyj do lub does.

- 1 Where _____ you live?
- 2 What time _____ your school start?
- 3 _____ your best friend like maths?
- 4 _____ your parents do sports?
- 5 _____ you like ice cream?
- 6 What languages _____ your parents speak?

Over To You!

4 Odpowiedz na pytania zamieszczone w ćwiczeniu 3 zgodnie z prawdą.

1 I live in ...

5 Uzupełnij dialog.

Paolo: What ¹do you do (you / do) at the weekend?

Grace: I ²_____ (play) football on Saturday. ³_____ (you / like) football?

Paolo: Yes, I ⁴_____. ⁵_____ (you / play) football on Sunday?

Grace: No, I ⁶_____. I ⁷_____ (do) my homework and I ⁸_____ (meet) my friends. What about you? ⁹_____ (you / meet) your friends?

Paolo: Yes, I ¹⁰_____. We ¹¹_____ (go) to the café or we ¹²_____ (play) football.

6 Popatrz na ilustracje i napisz zdania.

Laura and Dan / eat



We / play



I / take



Max / wear



Katja / play



- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____



AUDIO 05

1 Let's start!

Uzupełnij brakujące litery. Użyj: *a, e, i, o* lub *u*.

1 m__n h__ll

3 l__b__r__t__ry

2 pl__y__ng f__lds

4 l__br__ry

2 Znajdź w rozsypance wyrazowej sześć nazw miejsc w szkole. Szukaj wyrazów w pionie i poziomie.

S	C	H	O	O	L	O	F	F	I	C	E
W	Z	P	F	A	I	X	E	J	K	O	U
T	D	L	A	B	O	R	A	T	O	R	Y
O	C	L	O	A	K	R	O	O	M	R	P
I	G	A	T	Q	H	S	I	W	Y	I	J
L	P	L	A	Y	G	R	O	U	N	D	L
E	D	E	Y	G	V	P	S	C	B	O	M
T	Q	C	A	M	K	S	Y	I	S	R	R

3 Podpisz zdjęcia 1–6 nazwami miejsc w szkole z rozsypanki wyrazowej w ćwiczeniu 2.



4 Uzupełnij luki wyrazami z ramki.

canteen cloakroom library tuck shop

- Do you want a book to read?
Go to the _____.
- Lunch is in the _____
from 12 to 1 pm.
- The _____ is open at break
time. You can buy fruit and snacks there.
- Remember to put your bag
in the _____, not in your
classroom.

5 Przeczytaj wiadomości, w których błędnie wstawiono pogrubione wyrażenia. Przetwórz wyrażenia we właściwe miejsca.

Where is Football Club? I'm outside at the **computer room** ¹ _____.
It's cold!

It's in the **canteen** ² _____
today because it's wet. We can go
to Coding Club in the **staffroom**
³ _____ after lunch.

OK. Let's meet for lunch in the **playing fields**
⁴ _____.

OK, see you there! I'm going to the **gym**
⁵ _____ to talk to my
teacher now.

6 Pośluchaj nagrania i uzupełnij brakujące informacje.**BASKETBALL CLUB**

When:

Wednesdays at ¹one o'clock.

Where:

the ² _____ or the gym.**DRAMA CLUB**

When:

³ _____ at four o'clock.

Where:

the ⁴ _____.7 Pośluchaj nagrania ponownie. Uzupełnij luki nazwami zajęć pozalekcyjnych.

1 _____ is with Mrs Dench.

2 _____ is with Mr Langdon.

CHARGE

YOUR GRAMMAR!



VIDEO 02

1 Uzupełnij zdania. Użyj *is* lub *are*.

- There _____ some footballs in the gym.
- Now, there _____ a yoga mat in the gym.
- There _____ a lot of tables in the canteen.
- There _____ an art room.
- There _____ a lot of interesting classrooms in the school.
- There _____ a big screen in the cinema.

2 Wybierz właściwe odpowiedzi. Następnie zaznacz zdania zgodne z Twoimi doświadczeniami.

At my school ...

- there is / there are** some sports clubs. ☐
- there is / there are** a gym. ☐
- there is / there are** a library. ☐
- there isn't / there aren't** a canteen. ☐
- there isn't / there aren't** any computer rooms. ☐
- there isn't / there aren't** a Science Club. ☐

3 Dopasuj odpowiedzi a–f do pytań 1–6.

- Are there any playing fields at your school? _____
 - Is there a teacher in the library? _____
 - Are there any clubs after school? _____
 - Is there a Chess Club? _____
 - Are there any clubs out of school? _____
 - Is there a tuck shop at lunch time? _____
- a Yes, there is. He helps us find a good book.
- b No, there aren't. All the clubs are in school.
- c No, there isn't, but you can play other board games.
- d Yes, there are. That's where we play football.
- e No, there isn't. It's at break time.
- f Yes, there are a lot of them. You can choose.

4 Uzupełnij dialogi. Użyj właściwych form *there is* oraz *there are*.

- A: _____ a playground at your school?
B: Yes, _____.
- A: _____ any students in the classroom now?
B: No, _____. It's Saturday!
- A: _____ any books in the library?
B: Yes, _____. _____ a lot of books there.
- A: _____ a laboratory at your school?
B: No, _____.

5 Z podanych wyrazów ułóż dwa pytania i dwie odpowiedzi. Każdy wyraz możesz wykorzystać tylko raz. Możesz poruszać się w dół ↓, w górę ↑, w lewo ← oraz w prawo →.

Are	school?	Yes,	there	are.
there	your	at	there	Is
any	playing	fields	a	big
isn't.	there	No,	shop?	tuck

6 Przeczytaj tekst i uzupełnij luki. W każdą lukę możesz wpisać tylko jeden wyraz.

Hi, I'm Vanessa.

My school is big.

¹ _____ are over 2,000 students! There are a ² _____ of teachers, too.

There ³ _____ a main hall and there ⁴ _____ three canteens. I love sport.

At my school there are ⁵ _____ playing fields and ⁶ _____ gym. My favourite thing is the swimming pool!



- 1** Popatrz na ilustracje. Uzupełnij nazwy przedmiotów szkolnych i miejsc w szkole. W każdym słowie brakująca litera to pierwsza litera nazwy przedmiotu ukazanego na ilustracji.

1 h  story _____

2 pl  y  ng _____

f   lds _____

3 c  nt   n _____

4 t  ck sh  p _____

5 m  s  c _____

6 sc   nc  _____

7 c  rr  d  r _____

8 g   gr  phy _____

- 2** Dopasuj zdania a–h do nazw przedmiotów i miejsc w szkole 1–8 z ćwiczenia 1.

- a I like finding different countries on the map. _____
- b We eat our lunch here. _____
- c We sing and we play the guitar and the piano. _____
- d I love learning about the past. _____
- e We play hockey in winter here. _____
- f We can buy snacks and fruit here. _____
- g In this lesson we learn about things like electricity. _____
- h It goes from one classroom to the other classrooms. _____

- 3** Napisz nazwy czterech przedmiotów szkolnych i czterech miejsc w szkole, które nie pojawiają się w ćwiczeniu 1.

School subjects	Places at school
_____	_____
_____	_____
_____	_____
_____	_____

- 4** Zaznacz, jakie czynności lubią wykonywać Dan, Sonia, Marco i Kate. Przeczytaj podpowiedzi i rozwiąż zagadkę. Wstaw ✓ lub X.

The girls don't like making music.

Kate likes a sport where she can go fast on land.

Sonia loves the water.

One of the boys likes making different foods, but it isn't Dan.

	Dan	Sonia	Marco	Kate
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____

- 5** Popatrz na ilustracje i napisz zdania. Użyj właściwych form *there is* oraz *there are*.

1  / at Mark's school / .

2  / at our school / .

3  / in the computer room / ?

4  / in the library / .

5  / at Aurora's school / .



1

2

3

4

4

5



AUDIO 09



VIDEO 04

- 1 Popatrz na nowe słowa. Przeczytaj zdania i uzupełnij luki nowymi słowami.



VR goggles



buildings



forest

- 1 There are a lot of _____ in a town or city.
- 2 There are a lot of trees in a _____.
- 3 You can wear _____ to see different places.

- 2 09 **Posłuchaj nagrania i przeczytaj tekst. Napisz odpowiedzi na pytania 1–3.**

- 1 Is it big or small?
- 2 Is it in one building or many buildings?
- 3 Do students use computers or VR goggles?

City Montessori School

Milburn School

- 3 Przeczytaj tekst ponownie. Do każdego zdania dopasuj właściwą szkołę: C (*City Montessori School*), M (*Milburn School*) lub B (*Both*).

- 1 There aren't many students. _____
- 2 The students have PE lessons. _____
- 3 The students have some lessons outside. _____
- 4 A lot of people know about the school. _____
- 5 The students have foreign language lessons. _____

BIG and SMALL!

City Montessori School

This school in India is famous because it has got over 60,000 students and over 4,500 teachers! There are over 1000 classrooms and about 45 students in every class. The school is in many different buildings around the town. There are lessons in music, PE, dance, foreign languages, computing, **debating** and other school subjects.



Milburn School

This school in England is really small – there are sometimes only 15 or 9 students and one teacher! There's only one classroom and all the students learn together. There isn't a playground or a lab, but they have got a lot of computers and some amazing VR goggles! Once a week, all the students must go to a different school for PE, French and music lessons. The students also have Forest School and they learn about plants, animals and making things outside.

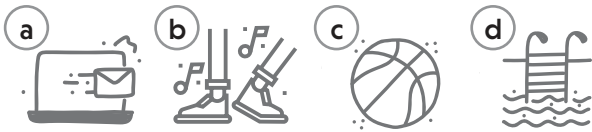
Glossary

debating – rozmawianie na różne tematy

- 4 **Uzupełnij luki w zdaniach 1–4 zgodnie z treścią tekstu.**

- 1 At _____ School, the students have music and dance lessons.
- 2 Students at _____ School make things in the forest.
- 3 Students at _____ School don't have a playground.
- 4 There are a lot of students in every class at _____ School.

1 Dopasuj ilustracje a–d do nazw zajęć pozaszkolnych 1–4.



- 1 Dance Club ____ 3 Computer Club ____
2 Swimming Club ____ 4 Basketball Club ____

2 Przeczytaj wiadomość. Zaznacz, na jakie zajęcia z ćwiczenia 1 uczęszcza Amelia.

a ☐ b ☐ c ☐ d ☐

Subject: My new school!

Hi, Dan! How are you?

Here are some photos of my new school. It's great! It isn't near my house so I go by bus.

There are a lot of clubs. I'm in Dance Club and Swimming Club. I love basketball, but there isn't a Basketball Club. But there is an amazing gym and a cool playground. It's really big!

I really like my school, but it's got a lot of rules. We must put our phones in our bags. We mustn't run in the corridors! The teachers are kind, but they are strict. How about you? What's your school like? Write and tell me about it!

Bye!

Amelia

3 Przeczytaj wiadomość z ćwiczenia 2 i uzupełnij zdania. Użyj: *is, isn't, are, aren't, must lub mustn't*.

- Amelia's new school _____ near her house.
- Amelia _____ in Dance Club.
- Amelia _____ put her phone in her bag.
- Amelia _____ run in the corridors.
- The teachers _____ kind.

Write it Right!

Używaj w swoich tekstach różnych przymiotników, aby teksty były ciekawsze. Jeśli przymiotnik zaczyna się na samogłoskę (a, e, i, o, u), postaw przed nim *an*, zamiast *a*.

... there's an **amazing** gym and a **cool** playground.

4 Wstaw przymiotniki podane w nawiasach we właściwe miejsca w zdaniach.

1 I go to a school. (**strict**)

2 There's a Dance Club. (**amazing**)

3 There's a canteen. (**great**)

4 We've got some lessons. (**interesting**)

5 Przeczytaj ponownie wiadomość z ćwiczenia 2. Uzupełnij wiadomość Dana.

X

+

Hi, _____! How _____?

Here are some photos of my new _____. It _____ (✓) near my house so I walk _____.

There _____ (✓) a lot of clubs.

I _____ in Science Club and _____ Club. I love reading, but there _____ (X) a Book Club. I like my school, but it's got a lot of rules.

We _____ (✓) do our homework.

We _____ (X) eat in the classroom.

The teachers _____ (✓) fantastic and lessons _____ (X) boring!

How about you? What's your school _____? Write and tell me about it!

_____!
Dan



1 Ułóż nazwy przedmiotów szkolnych z podanych liter.



egargyhp



tra



cetgolnoyh



ibogyl



mupitogn

___ /5 points

2 Uzupełnij brakujące litery w nazwach miejsc w szkole.

- We do science lessons in the lab ____y.
- We play football on the pla ____g fi ____s.
- We play at break on the pla ____d.
- We get our books from the sch ____l of ____e.
- We meet every morning in the m ____n h ____l.

___ /5 points

3 Uzupełnij dialog. Użyj czasu *present simple*. Wykorzystaj czasowniki podane w nawiasach oraz *do* lub *does*.

Anna: What time ¹ _____ your school start?

Luke: Our lessons ² _____ (*start*) at 8.45 and we ³ _____ (*finish*) at 3.30.

Anna: Our school ⁴ _____ (*start*) at 8.30, but it ⁵ _____ (*not finish*) until 4.30.

Luke: That's a long day! ⁶ _____ you like school?

Anna: You bet! I ⁷ _____ (*love*) school.

___ /7 points

4 Uzupełnij zdania właściwymi formami *there is* i *there are*.

- _____ a swimming pool at our school. It's great!
- _____ any computer rooms at my old school. Students use tablets.
- _____ a playground at your school?
Yes, _____.
- _____ any clubs after school?
No, _____.

___ /6 points

5 Napisz zdania o zajęciach pozalekcyjnych. Użyj *must* i *mustn't*.



- (X) use the pool if the teacher isn't there

- (✓) bring your swimming clothes

- (✓) listen to the teacher

- (X) run next to the pool

- (X) jump into the pool

___ /5 points

6 Check your progress!

Score 20–28 points? Well done! 👍

Score 11–19 points? Not bad! 😊

Score 1–10 points? Keep trying! 📢 → **Catch-up**, p. 17

Ready for more? → **Extra Challenge**, p. 17

Catch-up

- 1 Znajdź osiem nazw przedmiotów szkolnych i zapisz je pod węzłem wyrazowym.



- | | |
|----------------|---------|
| 1 <u>maths</u> | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | 8 _____ |

- 2 Popatrz na zdjęcia 1–6. Wybierz właściwe nazwy miejsc w szkole.



- a laboratory
b computer room



- a canteen
b library



- a gym
b playing fields



- a playground
b corridor



- a staffroom
b tuck shop



- a main hall
b school office

- 3 Wybierz właściwe odpowiedzi.

- They **live** / **lives** in Poland.
- Marta **like** / **likes** school.
- We **don't eat** / **doesn't eat** chicken.
- Max **don't wear** / **doesn't wear** glasses.
- There is** / **There are** a library at our school.
- There isn't** / **There aren't** any playing fields.

Extra Challenge

- 4 Przeczytaj podpowiedzi. Uzupełnij brakujące litery.

- Only teachers can go in there.
s _____ m
- Students learn there with the teacher.
c _____ m
- You learn about things like planets.
s _____ e
- You write code there.
c _____ r r _____ m
- You learn about plants and animals.
b _____ y
- You put your coat there.
c _____ m
- You learn about other countries.
g _____ y
- You play sports there.
p _____ g f _____ ds

- 5 Popraw podkreślone wyrazy.

- I doesn't eat meat. don't
- Jan speak French. _____
- You lives in New York. _____
- There aren't some playing fields. _____
- We doesn't play basketball. _____
- There are a science lab at school. _____

- 6 Odpowiedz na pytania o Twojej szkole.

- What lessons do you have on Monday at school?
- Which is your favourite subject? Why?
- What's your favourite place in school? Why?

2

You are what you eat

Lesson 1



AUDIO 10
AUDIO 11

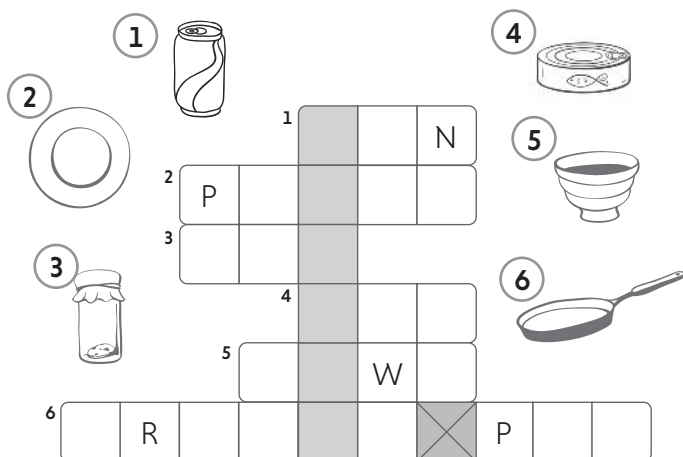
1 Let's start!

Popatrz na zdjęcie. Wybierz właściwe odpowiedzi.



- 1 There's a **tin** / **bowl** of cereal.
- 2 There's a **plate** / **jar** of toast.
- 3 There's a **jar** / **can** of jam.

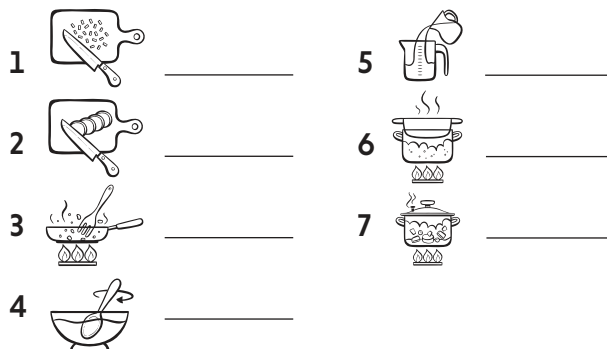
2 Uzupełnij krzyżówkę i odgadnij hasło.



The secret kitchen object is:

4 Dopasuj czasowniki z ramki do ilustracji 1–7.

add boil chop fry mix slice steam



5 10 Posłuchaj nagrania. W każdą lukę możesz wpisać tylko jeden wyraz.

Fry some onion in a frying ¹ _____.
² _____ the carrots. ³ _____
the carrots to the onions. Add
a ⁴ _____ of tomatoes. ⁵ _____
some water and add pasta to the water.

6 Pronunciation /əv/

11 Posłuchaj nagrania. Podkreśl trzy wyrazy z dźwiękiem /əv/. Posłuchaj nagrania ponownie i przeczytaj wierszyk.

A plate of toast, a mug of tea,
A bowl of cereal, that's breakfast for me!

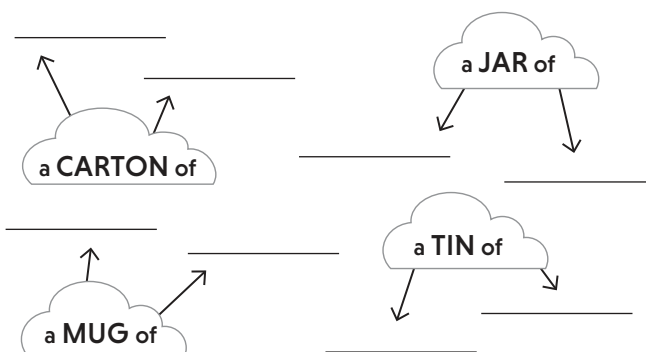
3 Przeczytaj zadanie i dopasuj wyrażenia z ramki do kategorii.

Learning Zone



- 1 Nazwy przedmiotów kuchennych łączą się z różnymi nazwami produktów. Takie łączenia wyrazów nazywamy kolokacjami.
- 2 Żeby zapamiętać kolokacje, narysuj w notatniku chmurki z wyrazami i zapisz wyrażenia, które się z nimi łączą.

beans honey hot chocolate jam juice
milk tea tuna



CHARGE

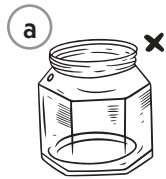
YOUR GRAMMAR!



VIDEO 05

1 Dopasuj ilustracje a–d do wyrażen 1–4.

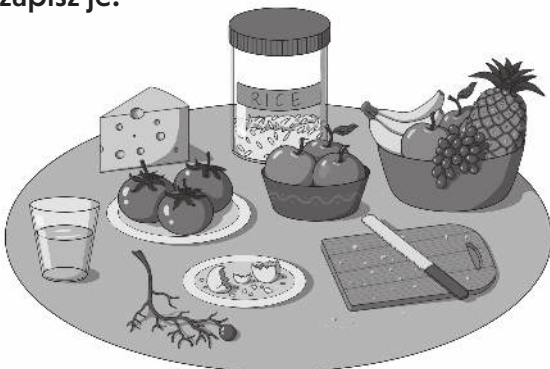
- 1 There's
- 2 There isn't
- 3 There are
- 4 There aren't



2 Wybierz właściwe odpowiedzi.

- 1 There isn't **some** / **any** water in the glass.
- 2 There's **some** / **any** bread on the table.
- 3 There are **some** / **any** eggs on the plate.
- 4 There aren't **some** / **any** apples in the bowl.

3 Popatrz na ilustrację. Popraw zdania z ćwiczenia 2 tak, aby opisywały ilustrację, i zapisz je.



- 1 _____
- 2 _____
- 3 _____
- 4 _____

4 Popatrz na ilustrację z ćwiczenia 3 ponownie. Napisz zdania o produktach. Użyj: *there is / there are, a/an, some* oraz *a lot of*.

- 1 bananas *There are some bananas.*
- 2 grape _____
- 3 cheese _____

5 Popatrz na zakupy Marty. Napisz pytania i odpowiedzi.

Shopping List	
onion – 1	tomatoes – 3
avocados ✗	fruit juice ✗
✓✓✓✓✓ yoghurt	
carrots ✓✓✓✓✓	
2 cans of lemonade	

- 1 *Is there any* lemonade?
Yes, there is. There's some lemonade.
- 2 _____ yoghurt?
Yes, _____.
_____ yoghurt.
- 3 _____ tomatoes?
Yes, _____.
_____ tomatoes.
- 4 _____ onions?
Yes, _____ onion.
- 5 _____ fruit juice?
No, _____.
_____ fruit juice.
- 6 _____ avocados?
No, _____.
_____ avocados.
- 7 _____ carrots?
Yes, _____.
_____ carrots.



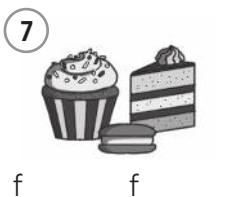
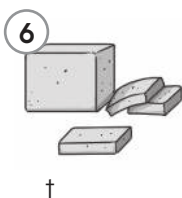
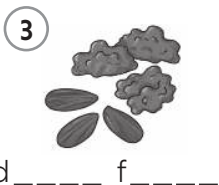
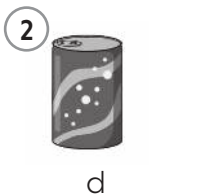
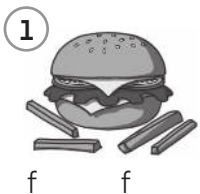
AUDIO 12

1 Let's start!

Ułóż litery we właściwej kolejności.
Pierwsza litera została pogrubiona.

- 1 **r**inpoet _____
- 2 **a**dryi _____
- 3 **l**io and tfa _____
- 4 **r**acsb _____
- 5 **i**evf-a-day _____

2 Popatrz na ilustracje 1–9. Uzupełnij brakujące litery w nazwach produktów spożywczych.



3 Wybierz właściwe odpowiedzi.

- 1 A hamburger is a kind of **fast food** / **tofu**.
- 2 You make hummus with **sweets** / **chickpeas**.
- 3 Eating a lot of **dried fruit** / **fatty food** isn't good for you.
- 4 You can add **herbs** / **fizzy drinks** to many dishes.

4 Uzupełnij zdania wyrażeniami z ramki.

carbs five-a-day fizzy drinks sweets tofu

- 1 There aren't many _____ in a healthy diet.
- 2 _____ is a good meat alternative.
- 3 Bread, rice and potatoes are _____.
- 4 Don't drink _____!
- 5 It's important to eat your _____.

5 **12** Posłuchaj nagrania. Wybierz właściwe odpowiedzi.

- 1 Olivia eats a lot of ____.
a salt b sugar
- 2 Paul has cake on ____.
a Sunday b Saturday
- 3 Lucy has rice with ____ or beans.
a tofu b meat
- 4 Cameron doesn't have ____.
a fast food b fizzy drinks

6 **12** Posłuchaj nagrania ponownie i uzupełnij brakujące informacje. W każdą lukę możesz wpisać tylko jeden wyraz.

- 1 For protein, Olivia eats chickpeas and _____.
- 2 Paul eats a lot of fish and some _____.
- 3 Lucy doesn't eat _____ or chocolate.
- 4 Cameron doesn't like _____.



CHARGE

YOUR GRAMMAR!



▶VIDEO 06

1 Uzupełnij zdania. Użyj: *there is, there isn't, there are, there aren't*.

- _____ (X) many packets of popcorn.
- _____ (X) much butter.
- _____ (✓) a lot of oil.
- _____ (✓) a lot of lemons on the floor.

2 Uzupełnij zdania. Użyj *much* lub *many*.

- There isn't _____ protein in fruit.
- There aren't _____ carbs in butter.
- There isn't _____ dairy in most biscuits.
- There isn't _____ oil in this dish.

3 Wybierz właściwe odpowiedzi. Wykorzystaj podane litery, aby odgadnąć hasło.

1 Is there	☐ <i>much</i>	/	☐ <i>many</i>	protein in cake?
2 Is there	☐ <i>much</i>	/	☐ <i>many</i>	oil in the bottle?
3 Are there	☐ <i>much</i>	/	☐ <i>many</i>	carbs in bread?
4 Are there	☐ <i>much</i>	/	☐ <i>many</i>	biscuits on the plate?
5 Is there	☐ <i>much</i>	/	☐ <i>many</i>	cheese on the pizza?
6 Are there	☐ <i>much</i>	/	☐ <i>many</i>	sweets in the box?

I love eating 1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____!

4 Uzupełnij pytania. Użyj *how much* lub *how many*.

- _____ water do you drink every day?
- _____ fish do you eat?
- _____ vegetables do you eat every day?
- _____ salad do you eat?
- _____ eggs do you eat every week?

5 Ułóż pytania z podanych wyrazów.

1 there Are ingredients in hummus many ?

A: _____

B: No, there aren't.

2 much sugar there in yoghurt Is ?

A: _____

B: No, there isn't.

3 many in pasta carbs there Are ?

A: _____

B: Yes, there are.

4 there Is much in crisps salt ?

A: _____

B: Yes, there is.

Over To You!



6 Napisz jak najwięcej odpowiedzi do pytań z ćwiczenia 4. Użyj: *some, not much, not many* lub *a lot of*.

I drink a lot of water.

Not much!

I don't drink much water.

1 Przeczytaj odpowiedzi i uzupełnij tabelę.

Emily, Alana and Leo make an omelette every Saturday. Every person gets ONE kitchen object. Every person does ONE activity.

The three **kitchen objects** are: a frying pan, a bowl, a carton.

The three **activities** are: mix the eggs, add milk, fry the omelette.

Emily gets the .

She doesn't fry the omelette.

A boy mixes the eggs.

Alana doesn't get the .

She fries the omelette.

Leo doesn't get the .

	Emily	Alana	Leo
Kitchen objects	_____	_____	_____
Activities	_____	_____	_____

2 Wybierz właściwe wyrazy. Wykorzystaj podane litery, aby odgadnąć hasło.

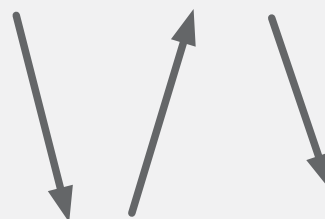
1	Fatty food	has a lot of	☐ F <i>oil.</i>	/	☐ P <i>protein.</i>
2	Dried fruit	has a lot of	☐ R <i>carbs.</i>	/	☐ I <i>protein.</i>
3	Hummus	is	☐ V <i>chickpeas.</i>	/	☐ O <i>chocolate.</i>
4	Fast food	is	☐ N <i>dairy.</i>	/	☐ E <i>carbs.</i>
5	Sweet	has a lot of	☐ A <i>sugar.</i>	/	☐ L <i>protein.</i>
6	Tofu	is	☐ R <i>meat.</i>	/	☐ D <i>meat alternative.</i>
7	Fizzy drink	has a lot of	☐ A <i>sugar.</i>	/	☐ T <i>fat.</i>
8	Yoghurt	is	☐ Y <i>dairy.</i>	/	☐ N <i>oil.</i>

For a healthy diet, eat your _____ - _____ - _____!

3 Ułóż zdania z wyrażeń zapisanych na takich samych kształtach.

There aren't lot of There
is some potatoes. There
lemonade. a lot of a any
an There egg.
cakes. is There's yoghurt.

4 Ułóż trzy pytania z wyrażeń zapisanych na obrusie. Każdego wyrażenia możesz użyć tylko raz.



- 1 *How much fat is there in tuna?* _____
- 2 _____
- 3 _____
- 4 _____



VIDEO 07

AUDIO 13
AUDIO 14

- 1 13 **Posłuchaj nagrania i przeczytaj dialog. Zaznacz, co ustalili Zoe i Tim.**

Zoe: It's Marta's birthday on Saturday.

Tim: Let's have a surprise party at my house. Would you mind bringing some snacks?

Zoe: No problem. We've got some crisps and dips.

Tim: And could you buy some lemonade?

Zoe: Sorry, but I don't think that's a good idea. Marta doesn't like lemonade.

Tim: OK, we can have fruit juice.

Zoe: Great! Can you get a card and some balloons?

Tim: Yes, sure.

Zoe: And can you make a cake?

Tim: I'm sorry, but I can't. But I can buy one!

Food: **snacks / sandwiches**

Drink: **fruit juice / lemonade**

Other: **card and balloons / music**

Cake: **make a cake / buy a cake**

- 2 **Ułóż prośby z podanych wyrazów.**

1 you buy Can a present ?

2 mind bringing you Would some crisps ?

3 make you a cake Could ?

4 you Would buying a card mind ?

- 3 **Dopasuj zakończenia zdań a–d do ich początków 1–4. Następnie zaznacz dwa zdania, które wyrażają zgodę (✓), oraz dwa wyrażające odmowę (X).**

- | | |
|---|-----------------|
| 1 ☐ Yes, | a can't. |
| 2 ☐ No | b that's a good |
| 3 ☐ I'm sorry, I | idea. |
| 4 ☐ Sorry, but | c sure. |
| I don't think | d problem. |

- 4 **Uzupełnij dialog wyrazami z ramki.**

can't could problem
sure would you

Ben: It's Lisa's birthday at the weekend.

Anna: Let's have a surprise party!
1 _____ you bring some balloons?

Ben: Yes, 2 _____.

Anna: 3 _____ you mind making some sandwiches?

Ben: I'm sorry, but I 4 _____.
Can 5 _____ make a salad?

Anna: No 6 _____.

- 5 **Uzupełnij dialog. Wykorzystaj wyrazy podane w nawiasach.**

Carrie: It's Marina's 1 _____
(birthday / Sunday).

Dan: Let's 2 _____ (party)
at my house. 3 _____
(can / buy / a card)?

Carrie: 4 _____ (can't).
But I can make it!

Dan: 5 _____
(could / bring / dips)?

Carrie: 6 _____ (problem).
7 _____
(mind / making / a cake)?

Dan: 8 _____ (yes).
9 _____
(bring / fizzy drinks)?

Carrie: 10 _____
(sorry / idea). They've got a lot
of sugar.

- 6 14 **Przeczytaj informacje. Wyobraź sobie, że rozmawiasz z Davidem o urodzinach Toma. Posłuchaj nagrania i odpowiedz na pytania.**

- 1 suggest a party + make a request
2 make a second request
3 ✓
4 X give a reason



1 Dopasuj ilustracje a–c do zdań 1–3.



- 1 A type of food from the sea. _____
- 2 A long, thin food from flour or rice. People eat them in China and Thailand. _____
- 3 A type of flat, thin bread. People eat them in Mexico. _____

2 15 Posłuchaj nagrania i przeczytaj tekst. Dopasuj zdjęcia a–c do nazw dań 1–3.

3 Przeczytaj tekst ponownie. Dopasuj nazwę kraju a–c do nazwy dania 1–3.

- | | |
|-------------------|------------|
| 1 Pad See Ew | a Mexico |
| 2 Shrimp tostadas | b Thailand |
| 3 Bureks | c Turkey |

4 Przeczytaj tekst i uzupełnij zdania. W każdą lukę wpisz właściwą nazwę dania. Użyj: *Pad See Ew, Shrimp tostadas* lub *Bureks*.

- 1 You can make _____ for vegetarians, with cheese and spinach.
- 2 You make _____ in a frying pan.
- 3 _____ are easy to make.
- 4 You can have _____ with fruit.
- 5 _____ have got a lot of healthy fats.
- 6 _____ is from Thailand.

STREET FOOD

Street food is food you can buy and eat outside. You'll find different types of street food in many countries and they're often **traditional** dishes, not fast food. Here are three of my favourites!



1 PAD SEE EW is a dish people eat in Thailand. It's noodles, chicken , Chinese broccoli and garlic. You boil the noodles in water and fry the other ingredients in a pan. Then you add the noodles and a delicious sauce. It's a healthy dish because it's got everything – protein, carbs and vegetables.

2 SHRIMP TOSTADAS are a healthy dish from Mexico. They're quick and easy to make. Chop onion, avocado  and tomato with a herb called **coriander**. Fry the shrimp  in a frying pan. Put black bean sauce on a tortilla and then add the other ingredients. There's protein in the shrimp, and a lot of healthy fats. They're delicious!



3 BUREKS are popular in Turkey. People eat them for breakfast or a snack, often with a yoghurt dip. You mix meat, potatoes and some herbs. Then you cover this with **pastry** and cook it. You can also make them with cheese  and spinach so they are great for vegetarians. There are even fruit bureks.

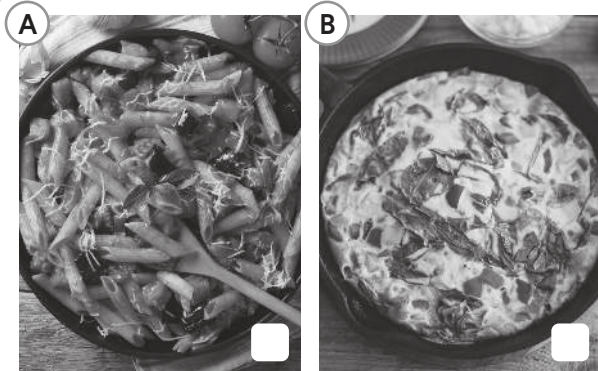


Glossary

- coriander** – kolendra
pastry – ciasto
traditional – tradycyjny

- 1 Przeczytaj przepis i wybierz zdjęcie właściwego dania.

HI, GUYS! WELCOME TO MY COOKING BLOG!



What's cooking today?

Today's dish is a healthy vegetable omelette. There are a lot of vegetables in it, so it's a good way to get your five-a-day. There's a lot of protein in eggs and there isn't much fat.

Ingredients

- oil
- 500g of vegetables (mushrooms, peppers, spinach, beans)
- 6 eggs

How to make your vegetable omelette

- Chop your vegetables into small pieces.
- Fry the vegetables in hot oil in a big frying pan.
- Mix the eggs in a bowl.
- Add the eggs to the vegetables and mix them together.
- Cook the eggs and vegetables in the frying pan.

Enjoy!

- 2 Popatrz na zdjęcie A w ćwiczeniu 1. Ułóż zdania we właściwej kolejności.

- ☐ There are a lot of vegetables in it, so it's a great way to get your five-a-day.
- ☐ Hi, guys! Welcome to my blog.
- ☐ Today's dish is a healthy tomato pasta with tofu and vegetables.
- ☐ There's a lot of protein in tofu and it's a good meat alternative.
- ☐ What's cooking today?

Write it Right!

Kiedy piszesz instrukcję, użyj samego czasownika bez you:

Add the mushrooms. Slice the carrot.

W przeczeniach dodaj *don't*:

Don't mix for long.

- 3 Uzupełnij przepis na makaron z pomidorami, tofu i warzywami.

- 1 _____ some water in a frying pan and cook the pasta for 15 minutes.
- 2 _____ the vegetables.
- 3 _____ the vegetables in a big frying pan.
- 4 _____ the tofu.
- 5 _____ the tofu to the vegetables.
- 6 Add the tomato sauce and _____ everything together.

- 4 Przeczytaj przepis z ćwiczenia 1 i napisz przepis na sałatkę z tuńczykiem.

Hi, _____! Welcome _____!

What's cooking today?

Today's dish is a healthy tuna pasta salad.

There are some _____ so _____ five-a-day. There _____ in tuna and there isn't _____.



Ingredients

- | | | |
|--------------|-----------|-----------|
| • 250g pasta | • carrots | • spinach |
| • peas | • 3 tins | • yoghurt |
| • tomatoes | of tuna | • herbs |

How to make your tuna pasta salad

- _____ in a pan and cook the pasta for 15 minutes.
- _____ the vegetables and tuna in a _____.
- _____ the yoghurt and herbs to the vegetables and _____.
- _____ the pasta and _____ together.

Enjoy!



AUDIO 16

- 1 Przeczytaj zdania i popatrz na ilustracje. Uzupełnij luki właściwymi wyrazami z ramki.

add boil bowl chop mix slice tin

Easy salad

- 1  _____ some tomatoes and some cucumber.
- 2 Put them in a  _____.
- 3  _____ some lettuce to the tomatoes and cucumber and a  _____ of tuna.
- 4  _____ the ingredients together.
- 5  _____ some onion into small pieces.
- 6  _____ some potatoes in water.

___ /7 points

2 Uzupełnij brakujące litery.

Hummus has got a lot of ¹p__t__n because you make it with ²c____p__s.

³F____y d____s have got a lot of sugar in them. Drink water instead.

Yoghurt is a kind of ⁴d____y food.

It's not good to eat lots of ⁵f__t f__d like hamburgers or pizza.

You find ⁶c____s in food like pasta and potatoes.

___ /6 points

3 Dopasuj odpowiedzi a-f do pytań 1-6.

- 1 Is there any hummus?
- 2 Are there any strawberries?
- 3 Is there any yoghurt?
- 4 Is there any chicken?
- 5 Are there any smoothies?
- 6 Are there any cakes?

- a Yes, there is. Do you want a sandwich?
- b No, there aren't. They're not good for you!
- c Yes, there are. They're in the fruit bowl.
- d No, there isn't. I don't like dairy!
- e Yes, there is. It's a great snack!
- f Yes, there are. Do you want to drink one?

___ /6 points

- 4  16 Posłuchaj Hannah. Wybierz właściwe odpowiedzi.

- 1 a  b  3 a  b 
2 a  b  4 a  b 

___ /4 points

5 Ułóż dialog we właściwej kolejności.

- ☐ Anna: OK! Can you buy a birthday card?
- ☒ Ben: Let's have a surprise party for Elena on Saturday.
- ☐ Ben: I'm sorry, but I can't. I haven't got any money. Can you bring biscuits and sweets?
- ☐ Ben: Yes, sure. I know a good card shop. Could you bring a cake?
- ☐ Anna: Sorry, but I don't think that's a good idea. They aren't healthy foods.
- ☐ Ben: OK, see you on Saturday!
- ☐ Anna: No problem! I can make the cake tomorrow. Would you mind buying some snacks?

___ /6 points

6 Check your progress!

Score 21-29 points? Well done! 

Score 11-20 points? Not bad! 

Score 1-10 points? Keep trying!  → **Catch-up**, p. 27

Ready for more? → **Extra Challenge**, p. 27

Catch-up

1 Uzupełnij brakujące litery. Użyj: *a, e, i, o* lub *u*.

1



b_wl

2



c_rt_n

3



fry_ng p_n

4



pl_t_

5



j_r

6



m_g

2 Uzupełnij zdania wyrazami z ramki.

dairy fatty food hummus protein

- My favourite snack is _____ on toast.
- _____ isn't good for you.
- Milk is a kind of _____ food.
- There is _____ in tofu.

3 Wybierz właściwe odpowiedzi.

- There is **any** / **some** milk in the mug.
- There aren't **any** / **some** strawberries in the bowl.
- There's **any** / **a lot of** oil in the bottle.
- There are **any** / **a lot of** biscuits on the plate.
- How much** / **How many** water is there?
- How much** / **How many** apples are there?
- There isn't **much** / **many** protein in chocolate.
- There aren't **much** / **many** herbs on the pizza.

Extra Challenge

4 Napisz jak najwięcej wyrazów związanych z produktami i jedzeniem z rozdziału 2. Postaraj się znaleźć po jednym wyrazie na każdą literę alfabetu.

avocado, boil, carbs ...

5 Ułóż dialog we właściwej kolejności.

— Yes, there are. We've got crisps and hummus. Is there any lemonade?

— Yes, there is. I'm thirsty!
Are there any bananas?

1 Are there any snacks in the kitchen?

— Yes, there is. It's a good meat alternative.

— No, there aren't. They aren't good for you! Is there any tofu?

— No, there aren't. There isn't any fruit. Are there any sweets?

6 Uzupełnij dialog. W każdą lukę możesz wpisać jeden wyraz.

Lily: How ¹ _____ fast food do you eat?

Ben: ² _____ much. There aren't ³ _____ days when I eat unhealthy food. How ⁴ _____ sweets do you eat every week?

Lily: I don't eat ⁵ _____ sweets. I don't like them. But I eat ⁶ _____ biscuits and cake. ⁷ _____ much sugar do you have in your tea?

Ben: I don't have ⁸ _____ sugar in my tea.

Vocabulary

1 Dopasuj wypowiedzi nauczycieli 1-4 do właściwych nazw przedmiotów szkolnych a-e. Jedna nazwa została podana dodatkowo.

- 1 "Sally, pass the ball to Ashley!" _____
 - 2 "Please don't use calculators!" _____
 - 3 "Why is the planet Mars orange and red?" _____
 - 4 "Use Ctrl+C to copy the document." _____
- a computing c maths e science
b history d PE

2 Popatrz na ilustracje 1-4 i uzupełnij brakujące litery w nazwach miejsc w szkole.



- 1 p _ _ _ i _ _
f _ _ l _ _
- 2 _ l _ k _ _ _
- 3 c _ _ t _ _ _
- 4 c _ _ s _ _ _ _

3 Wybierz właściwe odpowiedzi.



Put a ¹**bowl** / **carton** of hummus on a big ²**jar** / **plate**. ³**Chop** / **Boil** two peppers and cucumbers into long sticks. ⁴**Steam** / **Slice** some broccoli for 5-10 minutes and ⁵**mix** / **add** it to the dish. You can also ⁶**slice** / **mix** some bread and ⁷**fry** / **steam** it in a pan with some olive oil.

4 Uzupełnij zasady zdrowego odżywiania. Użyj wyrazów z ramki. Jeden wyraz został podany dodatkowo.

dairy dried fatty
five-a-day fizzy protein

- 1 Remember about your _____ – have some fruit or vegetables with every meal.
- 2 Eat healthy _____, like hummus, tofu or fish.
- 3 For a snack, choose _____ fruit, not sweets.
- 4 Forget _____ food and _____ drinks.

Grammar

5 Uzupełnij luki właściwymi formami czasowników podanych w nawiasach.

- 1 My friends _____ (not like) science.
- 2 Dan _____ (know) the names of 50 capital cities.
- 3 _____ (Emily / speak) Spanish?
- 4 I _____ (not eat) fast food.
- 5 What _____ (they / learn) in science lessons?

6 Użyj właściwych form *there is / there are*.

- 1 _____ any sports clubs in my school.
- 2 _____ a tuck shop in Joe's school?
Yes, _____.
- 3 _____ two long corridors in our school.
- 4 _____ any computer rooms?
No, _____.

7 Wybierz właściwe odpowiedzi.

Hi, Mum, I'm hungry, but I don't know what to cook. There aren't ¹**an** / **any** eggs, but there's ²**some** / **a** tofu. There isn't ³**any** / **a** bread, but there's ⁴**a lot of** / **an** apple. There are ⁵**a lot of** / **any** tomatoes and there's ⁶**a** / **an** tin of tuna. There's ⁷**any** / **a lot of** rice, too. Any ideas?

8 Dopasuj końcówki zdań a-e do ich początków 1-5.

- 1 How much protein _____
 - 2 Are there _____
 - 3 There isn't _____
 - 4 There aren't _____
 - 5 Is there _____
- a many carbs in broccoli?
b much fat in chickpeas?
c many sweets in my lunch box.
d is there in hummus?
e much sugar in mushrooms.



AUDIO 17

Speaking

9 Uzupełnij dialogi.

- 1 A: Sorry, I must call my friend.
Can you wait a minute?
B: Sure, but we _____ our
phones here. Let's go out.
- 2 A: _____ a cake for John's
birthday party?
B: Yes, sure. What cakes does he
like?

10 Dopasuj reakcje a–d do wypowiedzi 1–4.

- 1 There's some pizza for lunch. _____
- 2 Oh no, PE starts in a minute! _____
- 3 That's a cool mug. Can I use it? _____
- 4 Would you like to go to
the film club? _____
- a Careful! It's my dad's!
b Sounds good! I love Italian food.
c You bet!
d Hurry up! We're late!

Listening

11 Usłyszysz dwukrotnie nagranie. Na podstawie zawartych w nim informacji wybierz właściwą odpowiedź: a, b lub c.

- 1 Where are the boy and the girl talking?



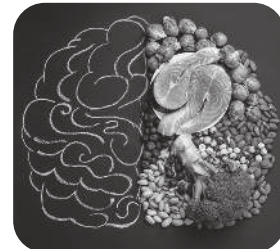
- 2 The teacher informs the students about
- a when and where the Science Club is.
b the Science Club rules.
c the project they must do.

Reading

12 Przeczytaj tekst. Uzupełnij luki w odpowiedziach 1–4 zgodnie z treścią tekstu.

Food for brainpower

Are you tired when you study?
Is remembering things difficult for you?
Healthy food can change that!

**Water is your friend**

Drinking 7–8 cups of water per day can help your brain work fast. When you don't drink enough water, you get tired and sad and you forget what you learn.

Eat green

There are a lot of vitamins in green vegetables that are great for your memory. Put broccoli, spinach, avocados or peas in your salad and remember more from school.

Go for healthy carbs

Having some ice cream or sweets can give you a lot of energy, but it's only for about one hour and then you're tired or sleepy again. Eat some brown rice or pasta with your lunch to have energy for a long time.

Have a snack

Foods with a lot of protein like nuts, cottage cheese, dried fruit, egg sandwiches or yoghurt are great snacks for studying. They help you remember a lot of information fast and keep you energetic.

- 1 How can drinking water help you study?
It can _____.
- 2 Why are green vegetables a good idea?
There are _____ in them that help you remember things.
- 3 What foods are healthy carbs?
_____ are examples of healthy carbs.
- 4 What type of snacks are good for studying?
Snacks with _____ are good for studying.

Writing

13 Napisz do nowego znajomego z Dublina e-mail o swojej szkole.

- Wymień przedmioty szkolne, które lubisz i których nie lubisz.
- Opowiedz o swoich ulubionych miejscach w szkole.
- Napisz, gdzie w szkole jesz obiad i co zwykle jesz.

3

My life

Lesson 1



1 Let's start!

Uzupełnij luki wyrazami z ramki.

do have limit manage

- _____ your time online
- _____ a passion and
_____ it regularly
- _____ your time

2 Popatrz na szyfr. Odgadnij brakujące litery i uzupełnij wyrażenia.

	★	△	■	◻	♡
	a	e	i	o	u

- sp △ nd t ■ m △ w ■ th y ♡ r
f ★ m ■ ly

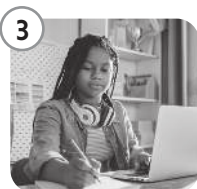
- st ♡ dy h ★ rd

- sp △ nd t ■ m △ ◻ ♡ td ◻ ◻ rs

- m ★ k △ t ■ m △ t ◻ r △ l ★ x

- g △ t △ n ◻ ♡ gh sl △ △ p

3 Dopasuj wyrażenia z ćwiczenia 2 do zdjęć 1–5.



4 Przeczytaj zadanie i narysuj ikony.

Learning Zone



- Kiedy poznajesz nowe słowa, narysuj obok nich proste ikony, aby lepiej zapamiętać znaczenie słów.
- Uzupełnij luki ikonami.
 spend time outdoors
 manage your time _____
 study hard _____
 get enough sleep _____
- Zakryj wyrazy i sprawdź, czy potrafisz je odgadnąć przy pomocy ikon.

5 18 Postłuchaj nagrania. Wybierz właściwe odpowiedzi.

- Maya ___ every day.
 a plays hockey b studies hard
- At the weekend, Maya _____.
 a makes time to relax
 b spends time with friends and family
- Maya doesn't _____.
 a limit her time online
 b get enough sleep
- Maya eats healthy food ___ every week.
 a six days b one day

6 Pronunciation /e/ and /æ/

19 Postłuchaj nagrania i popatrz na pogrubione litery. Podkreśl trzy dźwięki /e/ oraz zakreśl trzy dźwięki /æ/.

I spend time with my friend,
 I do sports with my cat,
 I eat **h**ealthy food,
 And I always wear my **h**at!

CHARGE

YOUR GRAMMAR!



VIDEO 09

1 Ułóż zdania z podanych wyrazów.

- 1 never fizzy drinks Jay drinks .
- 2 is Olivia relaxed usually .
- 3 always Ada's snacks healthy are .
- 4 play after school football often we .

2 Uzupełnij luki wyrażeniami z ramki.

always hardly ever never
often sometimes usually

- 1 100% _____
- 2 90% _____
- 3 70% _____
- 4 50% _____
- 5 10% _____
- 6 0% _____

3 Popatrz na osoby i procenty, następnie napisz zdania. Użyj właściwych przysłówków częstotliwości.

Dan — 100%
Katja — 50%
Tom and Grace — 0%
Silvia — 90%
Max and Sara — 10%

- 1 Dan / play tennis
Dan sometimes plays tennis.
- 2 Katja / eat healthy food
- 3 Tom and Grace / go to the park
- 4 Silvia / meet friends after school
- 5 Max and Sara / study hard

4 Dopasuj wyrażenia a–f do określeń częstotliwości 1–6.

- 1 three times a week _____
 - 2 every day _____
 - 3 twice a day _____
 - 4 once a week _____
 - 5 every year _____
 - 6 once a year _____
- a In 2020, 2021, 2022, 2023, 2024 ...
b On Tuesday, Friday and Saturday
c On the 27th April
d At 7.30 am and at 9 pm
e On Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday and Friday
f On Wednesday

5 Napisz po dwa zdania do każdego punktu. Użyj odpowiedzi i wyrazów podanych w nawiasach.

- 1 I go to the park.
(once a week / hardly ever)
I go to the park once a week.
I hardly ever go to the park.
- 2 We go to the café.
(sometimes / twice a week)

- 3 They do sport.
(every day / often)

- 4 We study English.
(three times a week / sometimes)

- 5 I am happy.
(always / every day)



AUDIO 20

1 Let's start!

Wybierz właściwe odpowiedzi.

- 1 **clear** / **take** the table
- 2 **make** / **do** the washing-up
- 3 **wash** / **set** the car
- 4 **take** / **do** the rubbish out

2 Dopasuj nazwy obowiązków domowych z ramki do zdjęć 1–6.

clean feed the pet
put my clothes away set the table
unload the dishwasher
water the plants



3 Uzupełnij zdania wyrazami z ramki.

load look after take vacuum

- 1 Can you _____ the dog for a walk?
- 2 After lunch, we _____ the dishwasher with the dirty dishes.
- 3 How often do you _____ the carpets in your house?
- 4 Do you _____ your brother or sister if your parents are busy?

4 20 **Posłuchaj nagrania i uzupełnij tabelę. Następnie odpowiedz na pytanie.**

	Lucy	Max	Simon	Kate
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____

What chore does everyone do?

Everyone _____.

5 20 **Posłuchaj nagrania ponownie i uzupełnij zdania. W każdą lukę możesz wpisać jeden wyraz.**

- 1 Lucy usually does her chores in the _____.
- 2 Max feeds their pet _____ a day.
- 3 Lucy's _____ takes the rubbish out.
- 4 Simon does a chore _____ breakfast and dinner.
- 5 Kate takes the rubbish out _____ times a week.



CHARGE YOUR GRAMMAR!



VIDEO 10

1 Wybierz właściwe odpowiedzi.

- Olivia **likes** / **don't like** going out.
- Jay **love** / **hates** cleaning the floor.
- I like **clean** / **mopping** the floor.
- We **love** / **likes** drinking banana smoothies.

2 Przeczytaj zdania i wybierz właściwe odpowiedzi.

- | | a | b | c | d |
|--|----|----|---|---|
| 1 My dad doesn't like doing the washing-up. | ☹️ | ☹️ | 😊 | 😊 |
| 2 My sister loves watering the plants. | ☹️ | ☹️ | 😊 | 😊 |
| 3 I like feeding the dog. | ☹️ | ☹️ | 😊 | 😊 |
| 4 My friend hates clearing the table. | ☹️ | ☹️ | 😊 | 😊 |

3 Uzupełnij tabelę właściwymi formami czasowników z ramki. Dodaj końcówkę **ing** do każdego wyrazu.

clean load make put set take

+ ing	-e + ing	double letter + ing
1 _____	3 _____	5 _____
2 _____	4 _____	6 _____

5 Napisz pytania z *Do you like ...?* i uzupełnij odpowiedzi.

1 *Do you like vacuuming?* _____☹️ No, I don't. I hate it!

2 _____?

😊 Yes, I _____. I _____ it!

3 _____?

☹️ No, I _____. I _____ it!

4 _____?

😊 Yes, I _____. I _____ it!

Over To You!



6 Odpowiedz na pytania z ćwiczenia 5 zgodnie z prawdą.

- _____
- _____
- _____
- _____

4 Popatrz na podpowiedzi. Użyj: *love, like, not like* lub *hate* oraz właściwych form czasowników.

1 Pedro 😊  his bed.

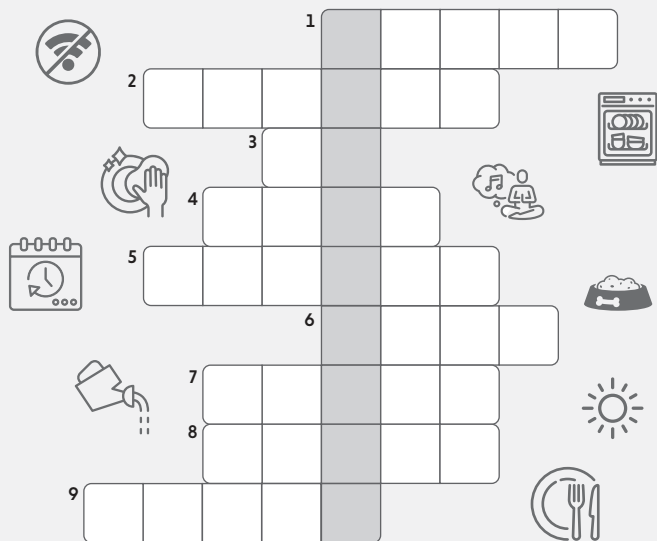
2 Sasha ☹️  his clothes away.

3 Clara 😊  the dog for a walk.

4 My sister ☹️  the dishwasher.



- 1 Uzupełnij krzyżówkę i odgadnij hasło. Następnie uzupełnij pytanie i napisz odpowiedź.



- 1 ____? ____ your time online
 2 ____? ____ the dishwasher
 3 ____? ____ the washing-up
 4 ____? ____ time to relax
 5 ____? ____ your time
 6 ____? ____ the pet
 7 ____? ____ the plants
 8 ____? ____ time outdoors
 9 ____? ____ the table

Do you ____ your brother or sister?

- 2 Przeczytaj wypowiedzi i rozwiąż zagadkę. Napisz, jak często wykonywane są obowiązki domowe. Następnie uzupełnij zdanie i napisz, która czynność jest wykonywana najczęściej.

I make my bed every day and I do the washing-up twice a week.

Emma

I vacuum once a week and look after my sister once a month.

Sue

I hardly ever load the dishwasher and I feed our pet twice a day.

Eva

I take the dog for a walk once a day. I clear the table three times a week.

Tom

- 3 Popatrz na szyfr. Odgadnij, jakie wyrażenia kryją się pod symbolami. Następnie połącz fragmenty zdań i napisz całe zdania.

	△	○	■	♥	⏮	x
	ing	your	the	like	do	hates

I x do△ mak△ his bed?
 He you like putt△ sett△ ■ table.
 ⏮ friend ♥ ■ wash△-up.
 ⏮es O ⏮n't ♥ O clothes away?

- 1 _____
 2 _____
 3 _____
 4 _____

- 4 21 **Posłuchaj pytań 1–6. Dopasuj do nich właściwe odpowiedzi a–f.**

- a Yes, I do. I always eat healthy food.
 b Every day! We like spending time together.
 c No, I don't. We haven't got a pet.
 d No, she doesn't. She doesn't like putting her hands in water.
 e Never! She hates doing it.
 f Yes, I do. I do it after I get up.

- 1 ____ 3 ____ 5 ____
 2 ____ 4 ____ 6 ____

ALWAYS



make bed (every day),

vacuum (once a week)

NEVER

The person who does a chore most often is _____. The chore: _____.



VIDEO 11

AUDIO 22
AUDIO 23

1 22 **Posłuchaj nagrania i przeczytaj dialog. Wybierz właściwe odpowiedzi.**

- 1 Sam and Joe decide to ____.
a go to the park **b** go for pizza
- 2 After, they want to ____.
a meet friends **b** go to the café

Joe: It's a lovely day. How about going to the park after school?

Sam: Thanks, but that isn't a good idea. I'm very tired today.

Joe: Let's go to the café tomorrow then.

Sam: I'm sorry, but I'd rather not. I've got Computer Club.

Joe: I know! Why don't we go for pizza at the weekend?

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

Joe: After pizza, we can go to the park and meet Lidia and David.

Sam: That sounds nice. Great idea!

2 **Wybierz właściwe odpowiedzi.**

- 1 How about **play** / **playing** football after school?
- 2 Why don't we **meet** / **meeting** our friends?
- 3 How about **go** / **going** for ice cream?
- 4 Let's **make** / **making** a cake.

3 **Dopasuj zakończenia zdań a–d do ich początków 1–4. Następnie napisz, czy zdanie oznacza zgodę A (Accept), czy odmowę R (Reject).**

- ☐ 1 Thanks, but that _____
- ☐ 2 That sounds _____
- ☐ 3 I'm sorry, but _____
- ☐ 4 Thanks, I'd _____

- a** I'd rather not.
- b** isn't a good idea.
- c** love to!
- d** nice. Great idea!

4 **Uzupełnij dialog wyrazami z ramki.**

how let's love rather thanks why

Sara: ¹ _____ about going to the shops?

Lisa: I'm sorry, but I'd ² _____ not. I haven't got much money.

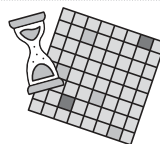
Sara: OK, ³ _____ don't we go to the skate park?

Lisa: ⁴ _____, but that isn't a good idea. I've got a test tomorrow.

Sara: I know! ⁵ _____ go to the café on Saturday.

Lisa: Thanks, I'd ⁶ _____ to! We can meet Elena, too!

5 **Przeczytaj ogłoszenie i uzupełnij dialog. Wykorzystaj wyrazy podane w nawiasach.**



BOARD GAMES AFTERNOON

In the school hall on Saturday at 2 pm.
Bring your games and meet new friends!

Tom: ¹ _____ (**let's** / **go**) to the board games afternoon on Saturday at 2 pm.

Ella: ² _____ (**thanks** / **love**).

Tom: Great! ³ _____ (**how about** / **bring**) your favourite board game?

Ella: ⁴ _____ (**sorry** / **rather**). It's really big and heavy.

Tom: Oh, OK. ⁵ _____ (**why** / **meet**) at the café in the morning?

Ella: Thanks, but ⁶ _____ (**not** / **good idea**). I must study hard for my test in the morning.

Tom: I know! I can come to your house in the afternoon and we can go together.

Ella: ⁷ _____ (**that** / **nice**). ⁸ _____ (**great**)!

6 23 **Przeczytaj ogłoszenie i notatki. Wyobraź sobie, że rozmawiasz ze swoim kolegą Simonem. Posłuchaj nagrania i odpowiedz na pytania.**

SKATEBOARD COMPETITION

On Sunday morning
at 11.30 am
in the skatepark



1 Przeczytaj tekst i uzupełnij go nowymi słowami.



child



tweenager



teenager

A young person between the ages of 13–19 years old is a ¹_____ or teen for short. A child between the ages of about 10–14 years old is often called a ²_____ or tween for short. This is a fun way of talking about people this age. A ³_____ is a young girl or boy. We use *children* when there is more than one child.

2 24 Posłuchaj nagrania i przeczytaj tekst. Wybierz właściwą odpowiedź.

The text is about ___ in two different countries.

1 tweens 2 teenagers 3 families

3 Przeczytaj tekst ponownie. Dopasuj zakończenia zdań a–d do ich początków 1–4.

- 1 Basketball and football are popular sports _____
- 2 After school clubs are popular _____
- 3 In Japan, it's important _____
- 4 Spanish tweens like _____
- a in Japan.
- b spending time with family and friends.
- c for tweens in Spain.
- d to get good marks at school.

4 Do każdego zdania dopasuj właściwy kraj: S (Spain) lub J (Japan).

- 1 They do chores at school. _____
- 2 They often look after their brothers and sisters. _____
- 3 They go to the park to meet friends. _____
- 4 They meet friends at the shopping centre. _____
- 5 Some tweens have lessons after school. _____
- 6 They spend a lot of time outdoors. _____

OUR LIVES

Spain

Spanish tweenagers usually have a healthy lifestyle. They like spending time with family and friends, watching TV and listening to music. They spend a lot of time outdoors, too – they meet friends and go to the park or do sports. Football and basketball are both very popular. At home, over 75% of tweens help with chores. The most **common** chore is looking after their brothers and sisters. Other chores **include** cleaning, cooking, shopping and making their beds.



Glossary

common – wspólny, powszechny

include – zawierać, obejmować

mark – ocena szkolna

Japan

Life is very busy for most young people in Japan. They study hard and some even go to extra lessons after school. It's important to get good **marks**. Many tweens are in sports clubs after school, and some go to other clubs such as music or art. Family is also very important. In their free time, they watch films, meet friends at the shopping centre and read books or manga comics. Students do chores at school – they clean their classrooms every day and do the washing-up after lunch.



1 Wybierz czynności, które wykonujesz w sobotę.

- | | |
|---|--|
| ☐ do your chores | ☐ make time to relax |
| ☐ do your homework | ☐ meet friends |
| ☐ get up early | ☐ play video games |
| ☐ go to school | ☐ spend time outdoors |

2 Przeczytaj wpis na blogu. W ćwiczeniu 1 podkreśl czynności, które Marek wykonuje w sobotę.

My Saturday

BLOG

Do you have time for everything?

Hi, everyone!

I don't have school, so my day begins at 8.30 or nine o'clock. I like making eggs on toast for breakfast and eating some fruit. I have energy all day because I have a big healthy breakfast!

In the morning, I do some chores and I do my homework. In the afternoon, I usually spend time outdoors and I sometimes do sports. After dinner, I make time to relax. I really enjoy watching a film with my family.

Life isn't always perfect. I don't always spend much time with my friends because we're all really busy. I'm often tired so I sometimes forget to clean my room.

What about your Saturday? Do you have time for everything?

Marek

3 Napisz zdania. Użyj podpowiedzi oraz czasowników z końcówką *ing*.

1 I / enjoy / skateboard

2 I / really like / spend time with friends

3 We / really enjoy / go to town

4 I / love / eat healthy food

Write it Right!

Kiedy chcesz wyrazić radość, zastosuj czasownik *enjoy*. Po *enjoy* używamy czasownika z końcówką *ing*.

Gdy chcesz powiedzieć, że naprawdę czegoś nie lubisz albo coś uwielbiasz, użyj *really*.

I enjoy **going** to the park.

We really like **playing** football.

4 Przeczytaj tekst i wybierz *so* lub *because*. Następnie uzupełnij luki właściwymi formami czasowników podanych w nawiasach.

My Saturday

I never have school, ¹*so* / *because* my day begins at ten o'clock. I ² _____ (like / eat) cereal and toast for breakfast.

In the morning, I usually do some chores ³*so* / *because* I ⁴ _____

(enjoy / help) my parents. In the afternoon, I ⁵ _____ (like / spend)

time outdoors. After dinner, I really

⁶ _____ (love / play) video games with my brother.

Life isn't always perfect. I don't always spend much time with my friends ⁷*so* / *because* we're all really busy. I'm often tired ⁸*so* / *because* I sometimes forget to vacuum my room.

5 Przeczytaj wpis na blogu z ćwiczenia 2 i napisz tekst o Twojej sobocie.

My Saturday

I don't have school, so my day _____ at _____.

For breakfast, I like _____.

In the morning, I do _____ and _____.

In the afternoon, I usually _____. After dinner, I really enjoy _____.

Life isn't always perfect. I don't always _____ because _____.

Write about your _____.

1 Dopasuj zakończenia wyrażen a–f do ich początków 1–6.

- | | |
|--------------|-----------------|
| 1 manage | a enough sleep |
| 2 make time | b time online |
| 3 study | c balanced diet |
| 4 have a | d to relax |
| 5 get | e your time |
| 6 limit your | f hard |

___ /6 points

2 Popatrz na tabelę i napisz, jakie obowiązki domowe wykonują Lara i Sam.

Lara			
Sam			

Lara: _____

Sam: _____

___ /6 points

3 Napisz zdania z przysłówkami i wyrażeniami częstotliwości. Wykorzystaj wyrażenia i podpowiedzi podane w nawiasach.

- I / go skateboarding (70%)

- they / play football (10%)

- we / spend time outdoors on Sunday (100%)

- they / go online
(Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday)

- 5 we / have English lessons
(Monday, Wednesday, Friday)

- 6 I / visit my grandparents
(on the 10th day of the month)

___ /6 points

4 Popatrz na odpowiedzi podane w nawiasach. Uzupełnij dialog.

A: Do you ¹_____ (take) the dog for a walk?

B: Yes, I do! I ²_____ (go) to the park with the dog.
But I ³_____ (put) my clothes away.

A: I ⁴_____ (make) my bed, but my sister ⁵_____ (do) chores.

___ /5 points

5 Uzupełnij dialog wyrazami z ramki.

don't how idea let's love nice

Sue: ¹_____ about going to the café after school?

Ben: Thanks, but that isn't a good ²_____. I've got a test tomorrow. I know! Why ³_____ we go at the weekend?

Sue: That sounds ⁴_____. We can meet our friends there, too.

Ben: And ⁵_____ go to the park after that and play basketball.

Sue: Thanks, I'd ⁶_____ to.

___ /6 points

6 Check your progress!

Score 20–29 points? Well done! 👍

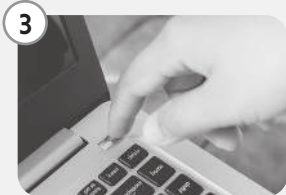
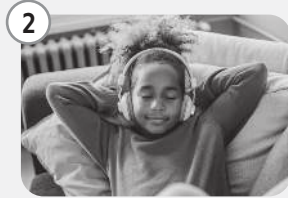
Score 11–20 points? Not bad! 😊

Score 1–10 points? Keep trying! 🙋 → Catch-up, p. 39

Ready for more? → Extra Challenge, p. 39

Catch-up

- 1 Popatrz na zdjęcia 1–4 i ułóż wyrazy we właściwej kolejności.



- 1 time with spend family your

- 2 relax time to make

- 3 your limit online time

- 4 a passion and do have regularly it

- 2 Przeczytaj zdania i uzupełnij brakujące litery w przysłówkach i wyrażeniach częstotliwości.

- 1 I o____n go skateboarding. I really enjoy it.
2 We s____s play basketball. I enjoy it.
3 H_w o____n do you do sports?
4 I meet friends t____e t____s a w____k,
on Monday, Tuesday and Sunday.
5 We relax e____y d_y, on Monday,
Tuesday, Wednesday, Thursday, Friday,
Saturday and Sunday.

- 3 Uzupełnij luki właściwymi czasownikami.

- 1 😊 I _____ doing the washing-up.
2 😞 They _____ cleaning the house.
3 😊 Max _____ washing the car.
4 😞 We _____ doing chores.

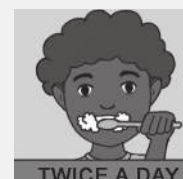
Extra Challenge

- 4 Popatrz na ilustrację i zapisz, jakie czynności widzisz.



wash the car, ...

- 5 Wyobraź sobie, że poniższe ilustracje dotyczą Ciebie. Napisz odpowiedzi.



- 1 How often do you learn English?

- 2 How often do you go to the café?

- 3 Does your friend like skateboarding?

- 4 How often do you brush your teeth?

- 5 Do you like eating fast food?

4

Body and mind

Lesson 1



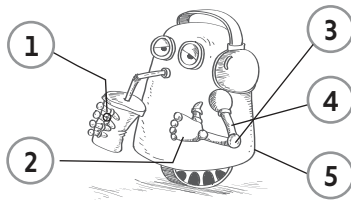
1 Let's start!

Wykorzystaj komiks ze strony 48 Książki ucznia. Wybierz właściwe odpowiedzi.

Paulo has got ¹long / short hair.
His hair is ²blonde / dark and ³curly / straight.
He's got big brown ⁴eyes / teeth.

2 Uzupełnij brakujące litery.

- 1 f____r
- 2 h__d
- 3 e____w
- 4 a_m
- 5 b__k



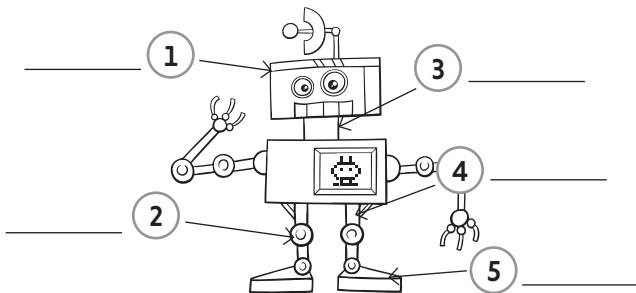
3 Przeczytaj zadanie i podpisz części ciała.

Learning zone



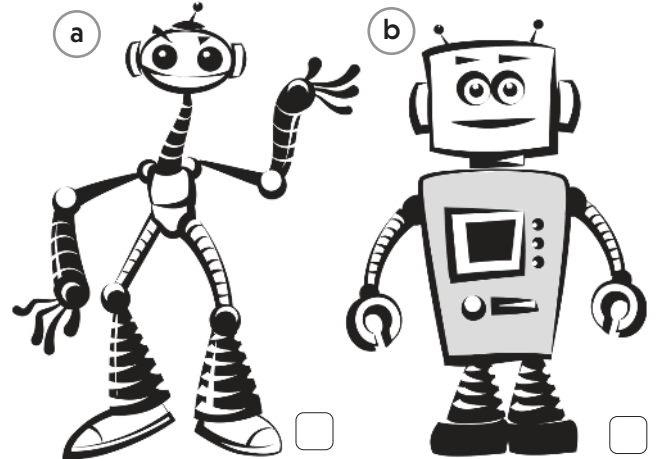
- 1 Aby lepiej zapamiętać nazwy części ciała albo przedmiotów, dobrym pomysłem jest podpisywanie ilustracji. Możesz narysować własne ilustracje lub wykorzystać zdjęcia z gazet.
- 2 Dopasuj wyrazy do właściwych części ciała.

foot head knee leg neck



- 3 Zakryj wyrazy. Czy pamiętasz nazwy części ciała?
- 4 Czy znasz więcej nazw części ciała? Uzupełnij ilustrację tymi wyrazami.

4 25 Posłuchaj nagrania i zaznacz, o którym robocie mówi Mateo.



5 Popatrz na ilustracje robotów w ćwiczeniu 4. Uzupełnij luki.

My other robot is Maxi. He's got a small ¹_____ with big eyes and a big mouth. His two ²_____ are black and he's got long ³_____ with small elbows. He's got two big ⁴_____ with four ⁵_____. His ⁶_____ is small, but he's got long ⁷_____ with small knees. You can't see his ⁸_____ or his toes because of his boots.

6 Pronunciation /n/ and /ŋ/

26 Posłuchaj nagrania i uzupełnij luki. Posłuchaj ponownie. Zakreśl sześć dźwięków /n/ i podkreśl dwa dźwięki /ŋ/.

clever got robot toes

My new _____ is very cool,
She's _____ and she goes to school,
She's _____ a long green nose,
Thirty-five fingers and twenty _____!

CHARGE

YOUR GRAMMAR!

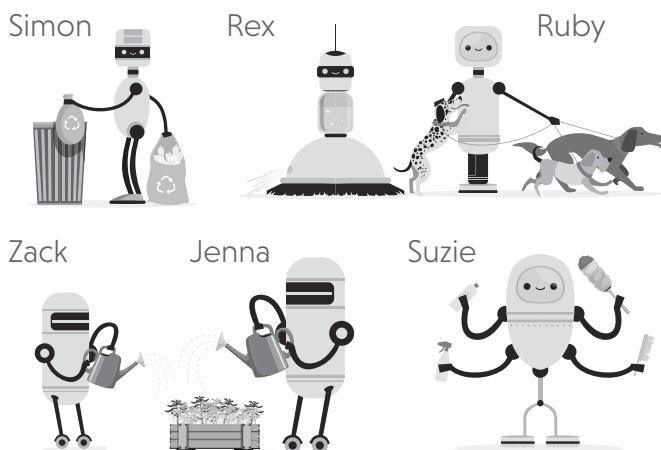


▶ VIDEO 13

1 Uzupełnij zdania twierdzące (✓) i przeczące (X) właściwymi formami czasownika *be*. Użyj form skróconych.

- 1 (X) They _____ dancing with robots.
- 2 (X) Olivia _____ taking a photo.
- 3 (✓) Will _____ controlling the robot with a tablet.
- 4 (X) It _____ chopping the lemons.
- 5 (X) I _____ playing with the robot.
- 6 (✓) We _____ having fun.

2 Popatrz na ilustracje, przeczytaj podpowiedzi i rozwiąż zagadkę. Uzupełnij luki właściwymi imionami robotów.



- 1 We aren't vacuuming, we're taking the dogs for a walk. _____
- 2 He's taking the rubbish out, he isn't making his bed. _____
- 3 She's cleaning, she isn't doing the washing-up. _____
- 4 They aren't taking the dogs for a walk, they're watering the plants. _____

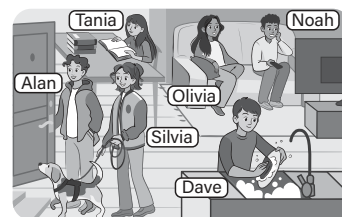
3 Popatrz na ilustracje i uzupełnij zdania. Użyj czasu *present continuous*.

- 1 Julia _____ (✓) , she _____ (X) a cake.
- 2 Anita and Sara _____ (✓) football, they _____ (X) the car.

4 Uzupełnij pytania. Użyj czasu *present continuous*.

- 1 _____
(Dave / do) the washing-up?
- 2 _____
(Silvia and Alan / take) the dog for a walk?
- 3 _____
(Noah and Olivia / wash) the car?
- 4 _____
(Tania / water) the plants?
- 5 What _____
(Tania / do)?
- 6 What _____
(Noah and Olivia / do)?

5 Popatrz na ilustrację i odpowiedz na pytania z ćwiczenia 4.



- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

6 Popatrz na ilustrację w ćwiczeniu 5. Napisz dwa pytania i dwie odpowiedzi.

- 1 _____

- 2 _____

- 3 I _____ (X) ,
I _____ (✓) my homework.
- 4 You _____ (X) the table,
you _____ (✓) a song.



AUDIO 27

1 Let's start!

Wybierz właściwe odpowiedzi.

- 1 😞 *upset* / *happy*
 2 😡 *sad* / *annoyed*
 3 😊 *happy* / *worried*

2 Popatrz na ilustracje 1–4 i uzupełnij brakujące litery.



- 1 s__r__d 3 a____y
 2 s_r____d 4 u_h____y

3 Dopasuj nazwy emocji a–f do zdań 1–6.

- | | |
|---|-------------|
| 1 You're going to your best friend's party. | a annoyed |
| 2 You work hard and you get good marks in a test. | b bored |
| 3 Your brother breaks your phone. | c confident |
| 4 All your friends are on holiday. | d excited |
| 5 You're studying hard for a test and you know a lot. | e lonely |
| 6 You haven't got anything to do. | f proud |

4 Przeczytaj wiadomość, w którą błędnie wstawiono pogrubione wyrazy. Przetaw wyrazy we właściwe miejsca.

Hi, Deepak,

School is really busy. There's lots to do so I'm never **stressed** ¹_____! I'm playing my guitar a lot because we've got a music show next week and I'm in it! There's always a lot of people at the shows so I'm really **annoyed** ²_____.

I've got three tests, a lot of homework and I'm doing a history project. I'm feeling a bit **proud** ³_____. I'm always worried and I can't relax when I have tests. What about you? Your test marks are fantastic! You must feel very **nervous** ⁴_____!

Oh, guess what? My brother is wearing my favourite jacket – again! I'm feeling a bit **bored** ⁵_____ with him.

Write soon!

Katy

5 27 Posłuchaj nagrania. Dopasuj imiona do zdjęć 1–4.



Evan ____ Beth ____ Sam ____ Lucy ____

6 27 Posłuchaj nagrania ponownie. Uzupełnij zdania wyrazami z ramki.

bored confident excited nervous
 proud relaxed scared surprised

- 1 Sam is feeling _____ and _____.
 2 Lucy is feeling _____ and _____.
 3 Evan is feeling _____ and _____.
 4 Beth is feeling _____ and _____.

CHARGE YOUR GRAMMAR!



VIDEO 14

- 1 Uzupełnij brakujące litery w wyrażeniach określających częstotliwość.
- 1 They u _ u _ _ _ tidy the club on Wednesdays.
 - 2 I _ l _ _ _ s keep the keys in my bag.
 - 3 We o _ _ _ _ open doors with keys.
 - 4 We s _ _ _ t _ m _ s do puzzles in the club.
 - 5 Will solves a lot of riddles e _ _ r _ week.

- 2 Podkreśl wyrażenia, których używamy z czasem *present continuous*. Zakreśl wyrażenia, których używamy z czasem *present simple*.

at the moment

right now once a day ALWAYS
NEVER hardly ever EVERY WEEK
NOW

- 3 Przeczytaj zdania i wybierz właściwe odpowiedzi.

- a I **do** / **am doing** my homework every evening.

b I **do** / **am doing** my homework right now.
- a They **play** / **are playing** football in the park now.

b They usually **play** / **are playing** football in the park.
- a My sister **watches** / **is watching** TV at the moment.

b My sister hardly ever **watches** / **is watching** TV.
- a Sam often **feels** / **is feeling** nervous before a test.

b Sam **feels** / **is feeling** nervous now because we have a test today.

- 4 Uzupełnij dialog. Użyj czasowników podanych w nawiasach w formie *present simple* lub *present continuous*.

- A: Hi, Maria, what ¹ _____ (you / do) at the moment?
- B: Hi, Pablo. I'm at home. I ² _____ (make) a cake for my mum's birthday.
- A: Cool! ³ _____ you always _____ (make) a cake for her?
- B: It's the first time! I ⁴ _____ (feel) a bit nervous now. I hope it's good! Where are you?
- A: I'm in the park. I ⁵ _____ (wait) for David. We ⁶ _____ (play) football here every Wednesday after school.
- B: I ⁷ _____ (love) playing football! I ⁸ _____ (usually / not do) anything on Wednesday. Can I come next week?
- A: Sure!

Over To You!

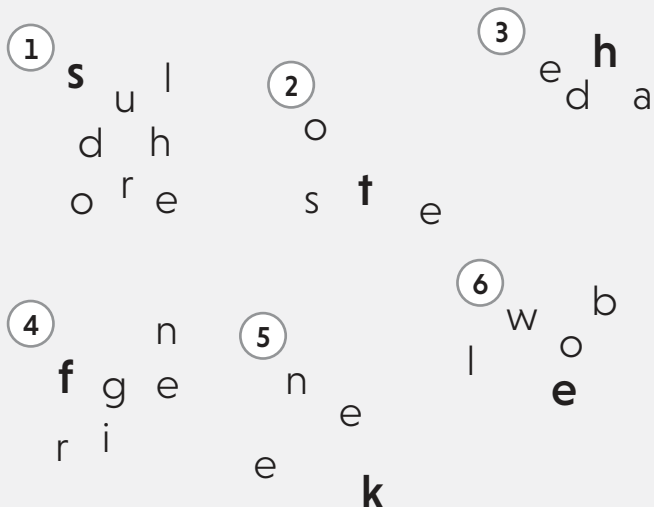


- 5 Przeczytaj pytania i napisz odpowiedzi zgodne z Twoimi doświadczeniami.

- 1 What are you doing now? What are your friends doing right now?
- 2 What do you usually do every week? What do your friends usually do?



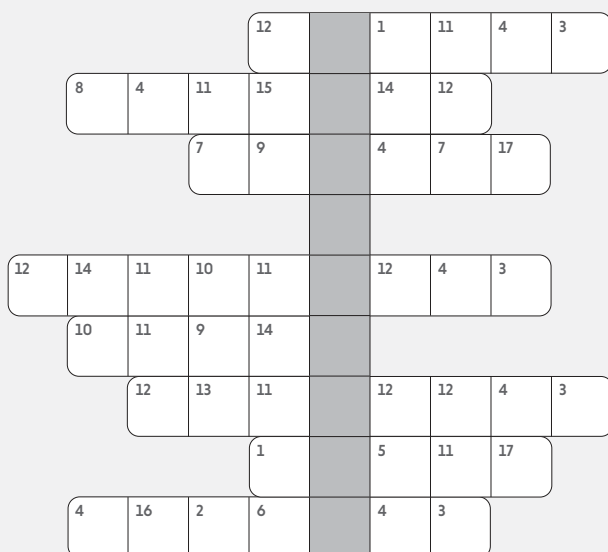
- 1 Popatrz na ilustracje 1–6 i znajdź sześć nazw części ciała. Pierwsza litera została pogrubiona.



- 1 _____ 4 _____
2 _____ 5 _____
3 _____ 6 _____

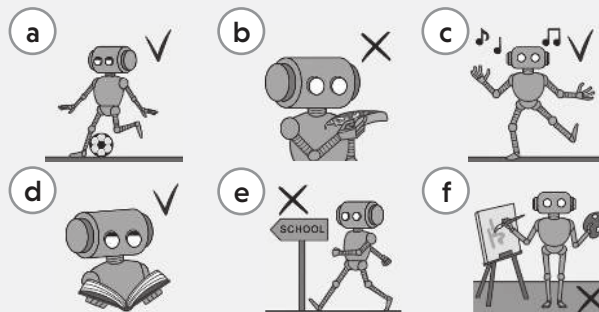
- 2 Popatrz na szyfr i uzupełnij krzyżówkę. Następnie uzupełnij brakujące litery oraz zdanie pod krzyżówką.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
A	C	D	E	G	I	L	N	O	P	R	S	T	U	V	X	Y



Marta is feeling _____ today.

- 3 28 Posłuchaj nagrania i dopasuj roboty z ilustracji a–f do zdań 1–6. Następnie uzupełnij zdania czasownikami w czasie *present continuous*.



- 1 Gina _____ now. _____
2 Alexia and Sam _____ right now. _____
3 Rory and Max _____ now. They're on the bus. _____
4 Jakub _____ at the moment. He _____ pasta. _____
5 Karla _____ right now. She _____ a photo. _____
6 Ivan _____ at the moment. _____

- 4 Przeczytaj zagadkę i uzupełnij tabelę.

Simon, Chris and Ben are doing three different things **right now**. They also have three different hobbies that they do **every Saturday**.

The three activities now are , and .
The hobbies every Saturday are , and .

Simon is playing football at the moment. He doesn't go skateboarding on Saturday. Chris isn't making a robot now. Every Saturday he plays basketball.

	Simon	Chris	Ben
Activity now	_____	_____	_____
Hobby every Saturday	_____	_____	_____



VIDEO 15

AUDIO 29
AUDIO 30

1 29 **Posłuchaj nagrania i przeczytaj dialog. Uzupełnij zdania.**

- 1 Clara is _____ on her phone because she's a bit bored.
- 2 Marta suggests going to the _____.
- 3 Clara is _____ about her art project.
- 4 People at Art Club can _____ Clara.

Marta: Hi! What are you doing?

Clara: I'm a bit bored so I'm watching videos on my phone.

Marta: What about going to the park? It's a lovely day.

Clara: But I love watching videos!

Marta: You should spend time outdoors. You shouldn't look at your phone for hours. It isn't good for your eyes.

Clara: You're right. Actually, there is something else.

Marta: What is it?

Clara: I'm a bit stressed about my art project.

Marta: You shouldn't worry! What about coming to Art Club with me? We can help you.

Clara: That's a great idea! Thanks, Marta.

2 **Uzupełnij dialogi wyrazami z ramki.**

go going limiting practising
watch worry

- 1 **A:** I'm tired.
B: What about _____ to bed early? You should _____ to bed before 10 pm!
- 2 **A:** I love watching videos online, but it isn't good for my eyes.
B: You shouldn't _____ so many videos. What about _____ your time online?
- 3 **A:** I'm nervous. I've got a piano exam tomorrow.
B: What about _____ tonight? You shouldn't _____ about it!

3 **Wybierz właściwe odpowiedzi.**

Lucy: What ¹**do you do / are you doing?**

Sara: I'm studying. I've got a big test next week. I'm feeling a bit ²**excited / scared!**

Lucy: ³**What about / You shouldn't** worry. ⁴**What about / You should** studying together on Saturday?

Sara: That sounds fun. Actually, there is ⁵**something / nothing** else.

Lucy: What is it?

Sara: I'm ⁶**tired / happy** because I'm not getting enough sleep.

Lucy: ⁷**What about / You should** go to bed at the same time every day.

Sara: That's a ⁸**good idea / right**.

4 **Uzupełnij dialog. Użyj właściwych form czasowników podanych w nawiasach lub wstaw brakujący wyraz albo wyrażenie.**

Paula: Hi, Max. What ¹ _____ (you / do)?

Max: I ² _____ (make) a robot. It isn't going well. I ³ _____ (feel) a bit annoyed!

Paula: You should ⁴ _____ (make) time to relax. What about ⁵ _____ (play) basketball for an hour?

Max: That's ⁶ _____. Actually, there's ⁷ _____.

Paula: What is it?

Max: I'm often tired, but I get enough sleep.

Paula: What about your diet? You ⁸ _____ have a balanced diet.

Max: You're ⁹ _____.

Paula: ¹⁰ _____ making some healthy food later?

Max: ¹¹ _____, Paula!

5 30 **Wyobraź sobie, że rozmawiasz z kolegą przez telefon. Doradź koledze, co może zrobić. Zacznij mówić po sygnale.**



AUDIO 31



VIDEO 16

- 1 Przeczytaj zdania i dopasuj wyrazy z ramki do właściwego punktu: a lub b.



deaf sign

- 1 You make signs with your hands to talk to other people.
- 2 A deaf person can't hear . Some deaf people can't hear anything, others can hear a bit.

- 2 31 Posłuchaj nagrania i przeczytaj tekst. Wybierz najlepsze streszczenie.

The text is about how deaf people

- 1 study at school.
- 2 talk to other people.
- 3 learn sign language.

Talk to me!

Anna is talking to her friend James, but she isn't speaking. She's moving her hands because she's talking in sign language. Why? Anna is deaf. In sign

language, you move your hands, face and body to **communicate**, you don't speak.

Anna uses **BSL (British Sign Language)** because she lives in Manchester in Britain. Over 150,000 people in Britain use BSL and for almost 90,000 people it's their **first language**. More and more schools in Britain are now teaching and using BSL. But not all deaf people use BSL – there are over 300 different sign languages in the world. If you go to another country, you must learn a new sign language.



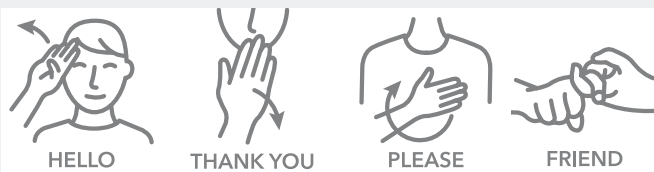
- 3 Przeczytaj tekst ponownie. Dopasuj właściwe liczby z ramki do zdań 1–3.

300 90,000 150,000

- 1 The number of people in Britain who use BSL as their first language.
About _____
- 2 The number of different sign languages in the world.
About _____
- 3 The number of people in Britain who use BSL.
About _____

- 4 Przeczytaj tekst ponownie. Zapisz, czy zdania są prawdziwe (T=True), czy fałszywe (F=False).

- 1 In sign language, you speak and move your hands. _____
- 2 Anna lives in a city in Britain. _____
- 3 All deaf people use BSL. _____
- 4 There are signs for all words. _____
- 5 Names and addresses are things people often fingerspell. _____
- 6 It is not possible to fingerspell all words. _____



Sign language is interesting. Sometimes one sign means the same as a long sentence when you speak. Sometimes there isn't a sign for a word and you must spell it with your fingers. This is 'fingerspelling'. People often fingerspell things like their name or address, but you can fingerspell any word.

Glossary

communicate – komunikować się za pośrednictwem mowy, pisma lub pokazywania znaków migowych

BSL (British Sign Language) – brytyjski język migowy

first language – język ojczysty

1 Przeczytaj wiadomości i wybierz właściwe odpowiedzi.

- 1 Joe **can** / **can't** do his maths homework.
2 Joe is **happy** / **worried**.

Joe Hi, Amelia, I'm really worried today! We're doing something new in maths lessons and I don't understand it. I don't know what to do. Any ideas?

Amelia Hi, Joe. Oh no! That's difficult. You really should speak to your teacher. Explain that you're worried because you don't understand what you're doing.

What about doing our maths homework together at your house later?

2 Przeczytaj wiadomości ponownie. Wstaw właściwe imię – Amelia lub Joe.

Who is

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

3 Przeczytaj zdania opisujące problemy i uzupełnij porady. Użyj *should* lub *shouldn't*.

- 1 **A:** I can't find my phone. I think it's in the house.
B: You _____ buy a new phone. You _____ look in your bedroom first.
2 **A:** I'm feeling tired.
B: You _____ go to bed early.
You _____ go to the cinema after 8 pm.

Write it Right!

Kiedy w wiadomości chcesz wyrazić silne uczucia lub emocje, zastosuj wykrzyknik (!). Staraj się użyć maksymalnie dwóch lub trzech wykrzykników w jednej wiadomości.

I'm really angry! Not again!

4 Dodaj dwa wykrzykniki do każdej wiadomości.

Hi, Sam. I'm really upset today. My phone isn't working. It's new. I can use my old phone, but it's very slow. I don't know what to do. Any ideas?

Hi, Max. Oh no. That's terrible. You should take it to the shop. What about going to town later?

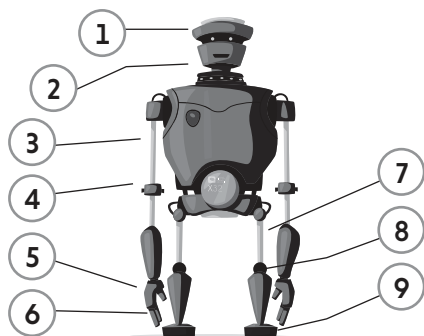
5 Przeczytaj wiadomości z ćwiczenia 1 i uzupełnij zdania.

Hi, Olivia. I'm _____ today! My brother _____ my new jacket again! There is _____ . He's got big feet so he _____ my new trainers, too! I don't _____ . Any _____ ?

Hi, Max. Not _____ ! You _____ to your brother. _____ that you feel upset _____ he often _____ . And you _____ angry. It isn't _____ . Here's a _____ weekend. We're _____ in the park. We're _____ because we're _____ going to the park later?



1 Podpisz ilustrację nazwami części ciała.



- | | | |
|----------|----------|----------|
| 1 h_____ | 4 e_____ | 7 l_____ |
| 2 n_____ | 5 h_____ | 8 k_____ |
| 3 a_____ | 6 f_____ | 9 f_____ |

___ /9 points

2 Uzupełnij brakujące litery w nazwach emocji.

- I am s_____ when people visit without telling me before.
- On my birthday, I always feel e_____ and happy.
- When all my friends are on holiday, I sometimes feel l_____.
- When I have a lot of tests, I often feel st_____. I don't like tests!
- When my sister takes my clothes without asking, I often feel a_____.

___ /5 points

3 Napisz zdania w czasie *present continuous*. Użyj podpowiedzi.

- (✓) I / write / right now

- (?) they / play football / now

- (X) Olivia / sit / next to me / right now

- (?) where / Sam / go / now

___ /4 points

4 Uzupełnij luki właściwymi formami czasowników. Użyj czasu *present simple* lub *present continuous*.

A: Hi, Dan. What ¹ _____ (you / do) at the moment?

B: I ² _____ (watch) TV. I usually ³ _____ (watch) a film on Sunday afternoon.

A: Is your brother there?

B: No, he isn't. He ⁴ _____ (go) to Football Club on Sunday afternoon. He ⁵ _____ (play) a match now. What about you? What ⁶ _____ (you / usually do) on Sunday?

A: I usually ⁷ _____ (do) my homework, but I don't have any today, so I ⁸ _____ (relax) now.

___ /8 points

5 Ułóż dialog we właściwej kolejności.

- ☐ Anna: What is it?
- ☐ Anna: What about riding our bikes in the park this afternoon?
- ☒ Anna: Hi, Steve! What are you doing?
- ☐ Anna: You shouldn't worry! You always work hard.
- ☐ Steve: That's a great idea! Actually, there's something else.
- ☐ Steve: You're right. Thanks, Anna! See you later.
- ☐ Steve: I'm a bit bored so I'm playing a video game.
- ☐ Steve: I'm worried about our tests next week.

___ /7 points

6 Check your progress!

Score 24–33 points? Well done! 🍀

Score 14–23 points? Not bad! 🍀

Score 1–13 points? Keep trying! 🍀 → **Catch-up**, p. 49

Ready for more? → **Extra Challenge**, p. 49

Catch-up

- 1 Popatrz na ilustracje 1–6 i ułóż wyrazy z podanych liter.



ne ke



bw elo



r ma



h ulos red



cab k



da eh

- 2 Dopasuj zakończenia zdań a–d do ich początków 1–4.

- 1 When a friend is late, _____
- 2 When a film is very sad, _____
- 3 When you get good marks in a test, _____
- 4 When there is nothing to do, _____

- a you can feel upset.
- b you feel bored.
- c you feel angry.
- d you feel proud.

- 3 Wybierz właściwe odpowiedzi.

- 1 On Monday afternoon, I usually **go / am going** to the café with my friends.
- 2 All the students **listen / are listening** to the teacher now.
- 3 Our teacher **gives / is giving** us homework every week.
- 4 What **do you do / are you doing** every day after school?
- 5 **Are you watching / Do you watch** TV at the moment?
- 6 They **don't eat / aren't eating** lunch right now.

Extra Challenge

- 4 Uzupełnij zdania własnymi pomysłami.

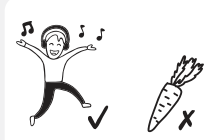
- 1 I feel happy when _____.
- 2 When _____, I feel confident.
- 3 I use my feet when _____.
- 4 I feel proud when _____.
- 5 When _____, I feel excited.
- 6 I use my hand when _____.
- 7 I use my legs when _____.
- 8 I sometimes feel nervous when _____.

- 5 Popatrz na informacje dotyczące Lisy, Cary i Toma. Napisz, jak spędzają soboty.

Every Saturday At the moment



Lisa



Cara and Tom



- Lisa _____
- _____
- _____
- _____
- Cara and Tom _____
- _____
- _____
- _____

Vocabulary

- 1 Dopasuj rozwiązania a–e do problemów 1–4. Jedno rozwiązanie problemu zostało podane dodatkowo.

- 1 I'm tired in the morning. _____
 2 I don't know how to play with my brothers. _____
 3 I can't live without my smartphone. _____
 4 I eat a lot of sweets, but I'm always hungry. _____
- a Limit your time online.
 b Have a well-balanced diet.
 c Get enough sleep.
 d Spend time with your family.
 e Study hard.

- 2 Uzupełnij wiadomość od Joan. Użyj wyrazów związanych z pracami w domu.

Hi, Sam! Aunt Jane's on holiday and I need to go and ¹_____ her cat after school. I can't ²_____ Lucky for a walk today. Can you do it? Can you also ³_____ the plants, unload the ⁴_____ and ⁵_____ the floor for me? I can do all your chores tomorrow. Thanks!

- 3 Uzupełnij formularz o popsutym robocie.

Date of purchase: _____
 16 Nov 2025

Model number: _____
 3ROB3X1

Problem: _____

There's only one ¹_____, but two feet so the robot can't stand. There isn't a ²n_____ so I can't connect the head to the ³b_____. There aren't any ⁴h_____ so I can't connect the arms. There are three ⁵e_____, but I only need two for the arms in this model.

- 4 Napisz, jak czują się koty na ilustracjach 1–4.



- 1 _____ 3 _____
 2 _____ 4 _____

Grammar

- 5 Ułóż zdania z podanych wyrazów.

- 1 a week meets Charlie friends once his .

 2 spends every Sunday Jane outdoors time .

 3 do a week three sport We times .

- 6 Popatrz na ikony. Uzupełnij zdania wyrazami: *love, like, hate* oraz czasownikami z końcówką *ing*. Użyj wyrazów podanych w nawiasach.

- 1 My sister _____
 🗑️🗑️ (unload) the dishwasher.
 2 I _____
 🍽️🍽️ (feed) the fish in our aquarium.
 3 We _____
 👁️ (look) after my younger sister.
 4 My brothers _____
 🧺 (put) their clothes away.

- 7 Uzupełnij dialog właściwymi formami czasowników podanych w nawiasach. Użyj czasu *present continuous*.

- A: What ¹_____ (you / do), Pablo?
 B: I ²_____ (look) for some information online. I can't finish making this toy car.
 A: ³_____ (it / move)?
 B: Yes, it is. But the lights ⁴_____ (not flash) red.

- 8 Uzupełnij tekst właściwymi formami czasowników podanych w nawiasach. Użyj czasu *present simple* lub *present continuous*.

Pam, are you busy? We usually ¹_____ (visit) my grandparents on Saturdays, but the car ²_____ (not work) right now. I ³_____ (not do) anything at the moment and I'm bored. How about going to the cinema? They ⁴_____ (play) comedies every weekend. Do you want to go with me?



AUDIO 32

Speaking

9 Dla każdej z opisanych sytuacji wybierz właściwą reakcję: a, b lub c.

- Koleżanka spytała, czy wszystko w porządku. Co jej odpowiesz?
 - I know, but I'm a bit nervous.
 - I'm sorry, but I'd rather not.
 - I'm OK. I'm just a bit tired.
- Kolega jest trochę znudzony. Jak zaproponujesz wspólne wyjście na lody?
 - Why don't you have some ice cream?
 - How about going to the ice cream shop?
 - You should make some ice cream.

10 Uzupełnij dialog wyrazami z ramki.

happening hold need
second what wrong

- A: Hi. ¹ _____'s up, Rose?
- B: I ² _____ your help. I've got a new laptop, but something's ³ _____. The charger is working, I press the right button, but nothing's ⁴ _____.
A: Wait a ⁵ _____. I'm sure there's a manual online. What model is it?
- B: It's Notebook2566.
- A: I can't find it. ⁶ _____ on! Maybe my dad can help.

Listening

11 Posłuchaj nagrania i odpowiedz na pytania.

- What important activity is the podcast about?

- How often does Jake make a list of things to do?

- What is he trying to do this week for healthy lifestyle?

Reading

12 Przeczytaj teksty i wybierz właściwe odpowiedzi: a, b lub c.

Robo3X45 Manual

- Then work on small parts: the hands, fingers and feet.
- Finally, put the batteries in and turn the robot on.
- First, take the robot's body parts out of the box.
- Start with the big parts: the body, head, arms and legs.

- The correct order of the sentences in the manual is _____.
a 3-1-4-2
b 3-4-1-2
c 4-3-2-1



Sue

Liz, how about going to the park this afternoon? I need to move my body after all day of staying at home. We can do some skateboarding or just go for a walk. What do you think?

Mum

Hi, Josh, I know you've got maths test tomorrow, but it's such a nice day today. Please go outside for half an hour. You can water the flowers or take the dog for a walk. You need to make time to relax, too!

12:15 ✓

- Both texts are about
a studying hard.
b doing chores.
c spending time outdoors.

Writing

13 Zredaguj wpis na blog o swoim stylu życia.

- Napisz o czynnościach, które sprawiają, że czujesz się dobrze.
- Opowiedz o tym, co chcesz zmienić w swoim stylu życia.
- Zapytaj czytelników, w jaki sposób zarządzają swoim czasem.

5

Animal world

Lesson 1



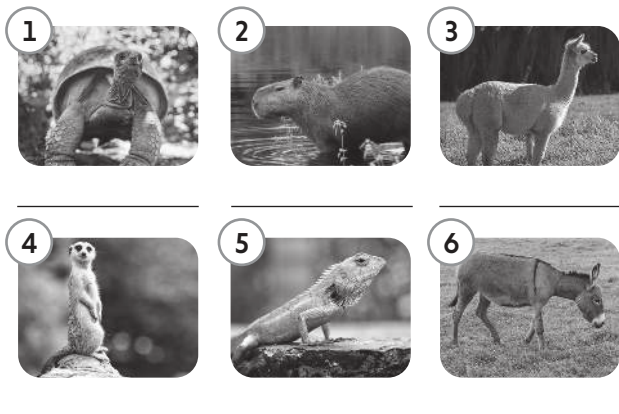
1 Let's start!

Uzupełnij brakujące litery w wyrazach opisujących cechy charakteru.

- 1 fr_____ly 3 cl____r
2 in_____ng 4 no__y

2 Dopasuj wyrazy z ramki do zdjęć 1–6.

alpaca capybara donkey
lizard meerkat tortoise



3 Przeczytaj zadanie i uzupełnij luki.

Learning zone



- Kiedy uczysz się nowych wyrazów, zapisuj nowe słówka razem z wyrazami o przeciwnym (≠) lub podobnym (=) znaczeniu.
- Napisz właściwy symbol: ≠ lub =.

beautiful ____ cute scary ____ dangerous
fast ____ slow beautiful ____ ugly
interesting ____ boring wild ____ farm

3 Czy potrafisz napisać własne pary wyrazów?

noisy ≠ quiet *clever = intelligent*

4 Uzupełnij zdania wyrazami z ramki.

cute dangerous
endangered farm intelligent

- Dolphins and monkeys are _____. They can communicate with people.
- Sheep are my favourite _____ animals.
- Some lions attack people. They are _____ animals.
- I think meerkats are _____. I love looking at them!
- Tigers are _____ animals. There aren't many tigers in the world.

5 Pośluchaj nagrania. Uzupełnij zdania 1–6, na podstawie zawartych w nagraniu informacji.

- David thinks tigers are _____.
- Luisa says that tigers are _____ and _____.
- Luisa thinks that lizards are _____.
- David says that some lizards are _____ because they are _____.
- Luisa and David think that owls are _____.
- Luisa says that some owls are _____.

6 Pronunciation /ɪ/, /i/ and /aɪ/

  Pośluchaj nagrania. Napisz, ile razy słyszysz dźwięk /ɪ/, /i/, a ile razy dźwięk /aɪ/.

The race

The noisy, scary tiger moves fast.
The quiet, friendly spider is last!

CHARGE YOUR GRAMMAR!



▶ VIDEO 17

1 Napisz, ile sylab mają poniższe przymiotniki.

old	☐		
wild	☐	loud	☐
amazing	☐	colourful	☐
quick	☐	sunny	☐
hard-working	☐	strong	☐

2 Napisz przymiotniki w stopniu wyższym.



1 fast, slow



2 big, fat



3 beautiful, intelligent



4 cute, nice



5 noisy, friendly



6 good, bad

3 Napisz przymiotniki w stopniu wyższym i dopasuj je do właściwej kategorii tworzenia przymiotników 1–6 z ćwiczenia 2.

dangerous		☐
large		☐
strong		☐
thin		☐
ugly		☐

4 Ułóż zdania z podanych wyrazów.

intelligent bigger Dolphins sheep.

Tortoises than are

than

slower

than

are

better
swimmers

spiders.

are

people.

Monkeys

than

capybaras.

Lizards

are

more

5 Napisz zdania. Użyj przymiotników w stopniu wyższym oraz *than*.

1 crocodiles / dolphins (**bad swimmers**)

2 meerkats / capybaras (**fast**)

3 parrots / owls (**noisy**)

4 guinea pigs / sheep (**cute**)

5 alpacas / lizards (**big**)

6 tigers / donkeys (**dangerous**)



AUDIO 35

1 Let's start!

Wybierz właściwe nazwy części ciała zwierząt.



feather / fur



tongue / paw

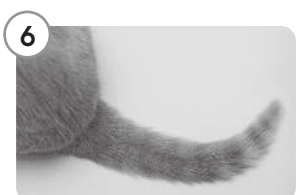
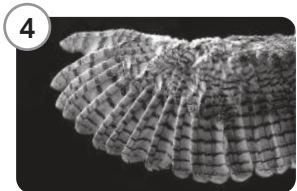


scale / shell



tail / tongue

2 Dopasuj wyrazy a–f do zdjęć 1–6.



- | | | | |
|---------|-----|------------|-----|
| a beak | ___ | d whiskers | ___ |
| b claws | ___ | e tail | ___ |
| c fin | ___ | f wing | ___ |

3 Wybierz właściwe odpowiedzi.

- 1 A rabbit has got four **paws** / **claws**.
- 2 A parrot has got **fur** / **feathers**.
- 3 An owl has got a **beak** / **fin**.
- 4 A snake has got **whiskers** / **scales**.
- 5 A cat has got a **tail** / **shell**.
- 6 A lion has got a **wing** / **tongue**.

4 35 Posłuchaj nagrania. Napisz, w jakiej kolejności uczniowie opowiadają o zwierzętach ze zdjęć. Napisz: 1, 2, 3 lub 4.



5 35 Posłuchaj nagrania ponownie. Na podstawie informacji zawartych w nagraniu wybierz właściwą odpowiedź: a, b lub c.

- 1 Sara's favourite animal hasn't got ____.
a feathers b whiskers c a tail
- 2 Sara says it lives in ____.
a water b trees c a farm
- 3 Max's favourite animal can ____ fast.
a run b fly c swim
- 4 Max likes looking at its ____.
a fur b tongue c scales
- 5 Luisa's favourite animal can ____ over 50 kilometres an hour.
a swim b run c fly
- 6 Jacob's favourite animal is ____.
a friendly b dangerous c scary



CHARGE

YOUR GRAMMAR!



VIDEO 18

- 1 Dopasuj przymiotniki z ramki do właściwych kategorii.

cute good happy hot tall

- 1 + est _____
 2 + st _____
 3 x + iest _____
 4 x2 + est _____
 5 irregular _____

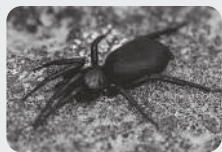
- 2 Napisz przymiotniki w stopniu najwyższym.

- 1 scary, ugly – *the scariest*,
 2 good, bad – *the best*,
 3 long, fast – *the longest*,
 4 dangerous – *the most dangerous*,
 beautiful – _____
 5 nice, cute – *the nicest*,
 6 fat, big – *the fattest*,

- 3 Uzupełnij zdania. Użyj przymiotników z nawiasów w stopniu najwyższym.



- 1 The elephant is _____ (big) animal in the world.



- 2 The funnel web spider is _____ (dangerous) spider in the world.



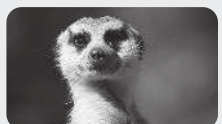
- 3 Guinea pigs, cats and dogs are some of _____ (good) pets for children.



- 4 The python is _____ (long) snake in the world.



- 5 The grizzly bear is one of _____ (scary) animals in the USA.



- 6 Meerkats are some of _____ (cute) animals in the world.

- 4 Popatrz na tabelę i napisz zdania. Użyj przymiotników podanych w nawiasach w stopniu najwyższym.

			
	Tuna fish	Dolphin	Great white shark
long/short	40–80 cm	2 metres	3–4 metres
fast/slow	5 km/h	48 km/h	56 km/h
friendly	✓	✓✓✓	✓✓
dangerous	 		  

- 1 (long) _____
 2 (short) _____
 3 (slow) _____
 4 (fast) _____
 5 (friendly) _____
 6 (dangerous) _____

Over To You!



- 5 Napisz zdania zgodne z Twoją opinią o zwierzętach w ćwiczeniu 3 i 4. Użyj wyrażen i przymiotników z ramki w stopniu najwyższym oraz odwołaj się do własnych pomysłów.

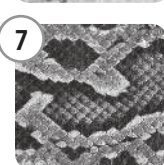
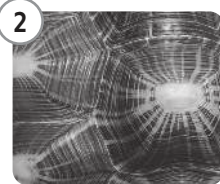
big cute good swimmer intelligent
 interesting quiet scary strong

I think ...

1 Popatrz na zdjęcia 1–8 i uzupełnij zdania nazwami zwierząt.

What animals are they?

- 1 It's a _____'s nose.
- 2 It's on a _____'s back.
- 3 It's a _____'s foot.
- 4 They're a _____'s feet.
- 5 It's a _____'s ear.
- 6 It's a _____'s eye.
- 7 It's a _____'s body.
- 8 It's a _____'s home.



2 Przeczytaj wiadomości i wybierz właściwe zwierzę z ramki dla każdej osoby. Dwie nazwy zwierząt zostały podane dodatkowo.

alpaca guinea pig meerkat
monkey owl snake

Suzie _____

I want to see an animal with fur and whiskers. It must be small, but not a meerkat.

Joe _____

Can I see a big animal?
I love friendly farm animals,
not dangerous animals.

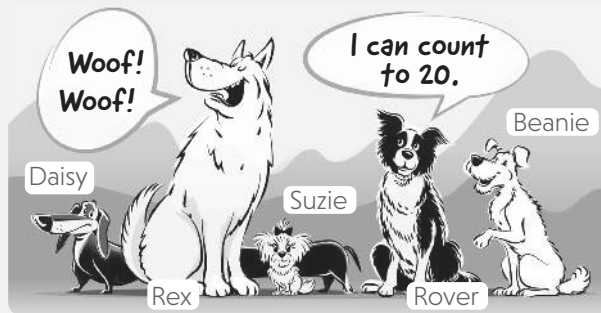
Matt _____

I like intelligent, beautiful animals.
I don't want to see an animal
with paws or fur. My favourite
animals are birds.

Kate _____

I don't want to see an animal
with feathers or a beak. It must
be bigger than a guinea pig,
with fur. I love cute animals!

3 Popatrz na ilustrację. Uzupełnij zdania stopniem wyższym przymiotników oraz *than*.



- 1 Daisy is _____ (**long**) her friends and her legs are _____ (**short**) their legs.
- 2 Rex is _____ (**big**) his friends and he is _____ (**noisy**) them.
- 3 Suzie is _____ (**small**) her friends and she is _____ (**cute**) the others.
- 4 Rover is _____ (**intelligent**) his friends and he is a _____ (**good swimmer**) them.
- 5 Beanie is _____ (**friendly**) her friends and she is _____ (**fast**) them.

4 Uzupełnij wypowiedzi 1–5 przymiotnikami w nawiasach w stopniu najwyższym. Następnie dopasuj wypowiedzi do właściwych psów w ćwiczeniu 3.

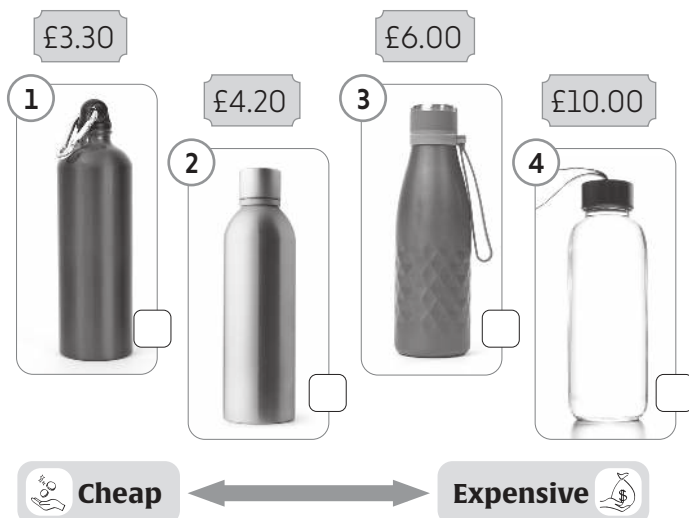
- 1 Look at me! I'm _____ (**cute**)! _____
- 2 I'm _____ (**intelligent**)! _____
- 3 I'm _____ (**long**)! _____
- 4 I'm _____ (**big**)! _____
- 5 I'm _____ (**friendly**)! _____



VIDEO 19

AUDIO 36
AUDIO 37

- 1 36 **Posłuchaj nagrania i przeczytaj dialog. Zaznacz, który prezent wybrali Max i Lisa.**



Max: Let's buy Olivia a water bottle for her birthday. I know she wants a new one.

Lisa: What do you think about this bottle? I think it's cool. Are you OK with it?

Max: I'm sorry, but I don't think so. It's the biggest bottle and it's not easy to carry. But I love this one.

Lisa: I'm not sure it's a good idea. It's the most expensive, it's ten pounds!

Max: You're right!

Lisa: I think this is the most boring bottle, but it's the cheapest. I don't like it. What do you think about it?

Max: I agree. What about this bottle? It's interesting. It's not the cheapest or the most expensive. It's six pounds. Is that OK?

Lisa: Yes, that's fine. It's perfect!

- 2 **Dopasuj zakończenia zdań a–f do ich początków 1–6.**

- | | |
|----------------|--------------------------|
| 1 What do you | a OK with it? |
| 2 You're | b fine. |
| 3 Yes, that's | c think about this book? |
| 4 Are you | d it's a good idea. |
| 5 Is that | e OK? |
| 6 I'm not sure | f right! |

- 3 **Uzupełnij dialogi.**

1 **A:** What do you _____ about this phone case?

B: I'm not _____ that's a good idea.

2 **A:** _____ buy a present for Louisa's birthday.

B: What about a new bag? Are you OK _____ it?

A: Yes, that's _____.

3 **A:** I _____ a pencil case is a great present.

B: I'm sorry, but I don't think _____.

A: Is a phone case better?

B: Yes! You're _____!

- 4 **Uzupełnij dialog brakującymi wyrażeniami.**

A: My parents say we can buy a pet for my brother's birthday. He loves animals!

B: ¹ _____ about a parrot?
² _____ they're interesting animals.

A: I ³ _____. They're interesting, but I'm not ⁴ _____ idea. He doesn't really like birds. What do ⁵ _____ a puppy? I think it's a great present. Are you ⁶ _____ it?

B: I'm sorry, but I ⁷ _____. Puppies aren't easy to look after.

A: You're ⁸ _____! What about a guinea pig? They're cute and they're easier to look after. Is ⁹ _____?

B: Yes, ¹⁰ _____.

- 5 37 **Popatrz na zdjęcia. Wyobraź sobie, że rozmawiasz z Samem. Chcecie kupić prezent dla Grace. Zareaguj na sugestie Sama, wyraż swoje zdanie, podaj powody i uzasadnij je.**





- 1 Popatrz na nowe słowa. Przeczytaj zdania i uzupełnij luki nowymi słowami.



river



jungle

- 1 Animals like parrots and monkeys live in a _____. There are a lot of trees and plants there.
- 2 A _____ is a long area of water that moves through land. Many fish live in it.

- 2 38 Posłuchaj nagrania i przeczytaj tekst. Dopasuj zdjęcia A–D do akapitów 2–5.



#1 Capybaras are the biggest **rodents** in the world. They grow to about 130 cm long and 50 cm tall and are around 35–70 kg. Most capybaras live in the jungle in South America near rivers. They live for 8–10 years.

#2 They're **aquatic** animals that spend a lot of time in or near the water and their bodies are perfect for this. They've got **webbed** feet to help them swim fast. Their eyes and small ears are at the top of their heads so they can see and hear well in water. When they **dive**, they can close their ears and stay under the water for 5 minutes.

During the hottest part of the day, they relax in the water. Capybaras can even sleep in the river!

#3 These cute animals can eat 3–3.5 kg of grass and water plants every day so they need very strong teeth. Their teeth **grow** all their lives.



- 3 Przeczytaj tekst ponownie. Zapisz, czy zdania są prawdziwe (T=True), czy fałszywe (F=False).

- 1 Capybaras are small rodents. _____
- 2 Capybaras can't see or hear well in water. _____
- 3 Capybaras don't eat meat, they eat plants. _____
- 4 Capybaras are faster than people. _____

- 4 Przeczytaj tekst ponownie i odpowiedz na pytania.

- 1 How long do capybaras live?

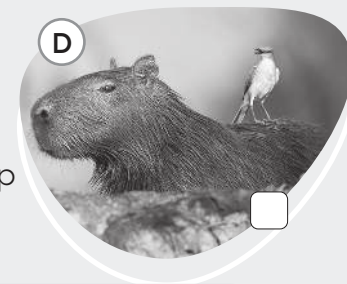
- 2 What helps capybaras swim fast?

- 3 How long can capybaras stay under the water?

- 4 How many capybaras are there usually in a group?

#4 Capybaras are very friendly and they live in groups of 10–20. You often see capybaras with other animals such as monkeys or birds – the birds sit on their backs! The most dangerous animals for capybaras are the big cats in the jungle.

#5 They're fast and noisy. They can run faster than people, about 35 km an hour! They communicate with the other animals in their group all the time and make lots of different noises.



Glossary

aquatic – wodny
dive – nurkować
grow – rosnać

rodents – gryzonie
webbed – błoniaste, błonkowate

- 1 Przeczytaj tekst z ćwiczenia 2. Wybierz, które zwierzę jest idealne dla Davida.



- 2 Przeczytaj tekst ponownie. Uzupełnij luki wyrażeniami z ramki.

another thing to think about
next to begin with

Ideal pet

I'm really excited because my parents say I can have a pet! We live on a farm and we've got a lot of sheep. I don't want a sheep! I'm thinking about a donkey or an alpaca for different reasons.

¹ _____, my ideal pet must live outside on our farm. A donkey or alpaca would be great.

² _____, my pet must be interesting. This is really important because people visit our farm to see the animals. I think alpacas are more interesting than donkeys.

³ _____ is, which is the friendliest? Alpacas love spending time with people. That is why they're good farm pets. Donkeys are friendly, too, but they're harder to look after. I think alpacas win here.

So, what's my ideal pet? Can you guess?

The alpaca, of course!

David, Class 7T

Write it Right!

Aby podać powód, który łączy się z poprzednim zdaniem, używamy *That's why*.

My ideal pet must be friendly.

That's why I'm thinking about a dog.

Aby podać powód i połączyć dwa zdania w jedno, używamy *because*.

I want a dog. I like friendly pets.

*I want a dog **because** I like friendly pets.*

- 3 Połącz informacje i napisz zdania. Użyj *That's why* oraz *because*.

1 our house is small / we can't have a big dog
Our house is small. That's why we can't have a big dog.
We can't have a big dog because our house is small.

2 I love birds / I want to get a parrot

3 snakes are dangerous / snakes aren't good pets

- 4 Przeczytaj tekst z ćwiczenia 2. Uzupełnij luki.

My ideal pet

I'm excited ¹ _____ my parents say I can have a pet! I'm thinking about a ² _____  or a ³ _____  for different reasons.

⁴ _____, my pet must be easy to look after. ⁵ _____ I'm thinking about a ⁶ _____ . I think it's easier to look after than a ⁷ _____ .

⁸ _____, my ideal pet must live for many years. This is important ⁹ _____ I want to have my pet for a long time.

¹⁰ _____ is, which is the most beautiful? I think a ¹¹ _____ wins here. It's got a beautiful shell.

A ¹² _____ is beautiful, too, but you have to clean its fur.

So, which animal is my ideal pet? I think you can guess! The ¹³ _____, of course!

Laura, Class 6B

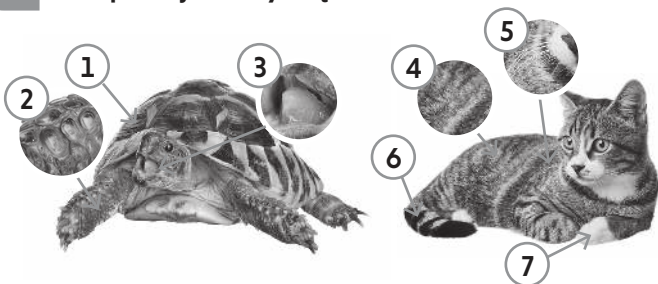
- 1 Znajdź pięć przymiotników, które opisują cechy zwierząt. Następnie uzupełnij zdania tymi przymiotnikami.

pendangeredptbeautifulkyslowp
crsounoisiodwzrsnoeegunp

- 1 A tortoise is _____, it doesn't move fast.
- 2 Parrots are many colours. They are _____ birds. They aren't ugly.
- 3 Some snakes are _____ so they can be _____.
- 4 There aren't many tigers in the world. They are _____.

___ /5 points

- 2 Uzupełnij nazwy części ciała.



- | | |
|---------|---------|
| 1 _____ | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | |

___ /7 points

- 3 Napisz zdania. Użyj przymiotników w stopniu wyższym oraz *than*.

1 an alpaca / a sheep (**big**)

2 a shark / a dolphin (**dangerous**)

3 a guinea pig / a rabbit (**noisy**)

4 a meerkat / a capybara (**cute**)

___ /4 points

- 4 Uzupełnij tekst przymiotnikami z ramki w stopniu najwyższym.

big cute good intelligent long tall

A giraffe is ¹ _____ animal in the world. It is about 5.5 metres tall. It has also got ² _____ neck – about 2 metres! That's why they are ³ _____ animals at eating food from the top of trees. Giraffes are clever, but they aren't ⁴ _____ animals in the world.

Monkeys and dolphins are more clever than giraffes. They aren't ⁵ _____ animals on land, that's elephants. Elephants are really big! I like looking at giraffes, I think they are some of ⁶ _____ animals in the world!

___ /6 points

- 5 Uzupełnij dialog. W każdą lukę możesz wpisać jeden wyraz.

A: Let's buy a present for Magda's birthday.

B: What about this jacket? I ¹ _____ it's cute.

A: I agree, it's cute. But I'm not ² _____ it's a good idea. What do you think ³ _____ a new phone case? It's a nice present. Are you ⁴ _____ with it?

B: I'm sorry, but I don't think ⁵ _____. She loves the phone case that she's got.

A: You're ⁶ _____! What about a book? She enjoys animal stories. This is a great book about a dog.

B: Yes, that's ⁷ _____. Good idea!

___ /7 points

- 6 Check your progress!

Score 20–29 points? Well done!

Score 11–19 points? Not bad!

Score 1–10 points? Keep trying! → **Catch-up**, p. 61

Ready for more? → **Extra Challenge**, p. 61

Catch-up

1 Dopasuj nazwy zwierząt a–f do zdjęć 1–6.



- | | | | |
|--------------|-----|------------|-----|
| a guinea pig | ___ | d capybara | ___ |
| b sheep | ___ | e tortoise | ___ |
| c alpaca | ___ | f spider | ___ |

2 Uzupełnij luki wyrazami z ramki.

beak claws feather tail wing



- | | |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | |

3 Uzupełnij brakujące litery w wyrazach, tak aby powstały przymiotniki w stopniu wyższym lub najwyższym.

- Tigers are big ___ than lions.
- Cheetahs are the fast ___ big cats.
- I think owls are m ___ interesting t ___ parrots.
- Dolphins are be ___ swimmers than alpacas.
- Tortoises are one of t ___ slow ___ animals in the world.
- People think that meerkats are t ___ cut ___ animals.

Extra Challenge

4 Znajdź niepasujący wyraz w zestawach 1–6. Napisz, dlaczego wybrany wyraz nie pasuje do pozostałych.

- | | | | |
|--------------|----------|-------------|---------|
| 1 meerkats | alpacas | paws | spiders |
| 2 whiskers | claws | poisonous | wings |
| 3 farm | feather | endangered | wild |
| 4 shell | scary | intelligent | cute |
| 5 fin | tiger | fur | beak |
| 6 guinea pig | tortoise | beautiful | sheep |

5 Popatrz na ilustrację i napisz zdania. Użyj przymiotników w stopniu wyższym i najwyższym.



- The elephant *is bigger than the other animals. It has got the longest nose.*
- The parrot _____
- The monkey _____
- The capybara _____
- The tiger _____
- The spider _____
- _____



Now and then

Lesson 1



AUDIO 39
AUDIO 40

1 Let's start!

Napisz, czy wyraz to miesiąc
(M=Month), czy liczba porządkowa
(O=Ordinal number).

- 1 December ____ 3 second ____
2 seventh ____ 4 May ____

2 Uzupełnij brakujące litery w nazwach miesięcy. Użyj: a, e, i, o lub u.

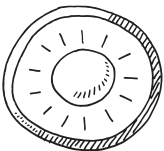
- 1 M _rch 4 _ct _b _r
2 J _n _ 5 _ _g _st
3 S _pt _mb _r 6 _pr _l

3 Dopasuj nazwy miesięcy z ramki do właściwych luk 1–12.

April August February
January July May
November October

The months in the UK

1 *March*
2 _____
3 _____



4 *June*
5 _____
6 _____

7 *September*
8 _____
9 _____



10 *December*
11 _____
12 _____

4 Przeczytaj zadanie i uzupełnij tabelę.

Learning zone



1 Kiedy uczysz się liczb porządkowych, popatrz na sposób zapisu wyrazów i podziel je na kategorie.

Irregular	One or two letters change	Add -th/-h
one – <i>first/1st</i>	five – <i>fifth/5th</i>	four – <i>fourth/4th</i>
two – _____	twenty – _____	eight – _____
three – _____	twenty-five – _____	thirteen – _____

2 Napisz daty, które są dla Ciebie ważne, aby łatwiej zapamiętać nazwy miesięcy i liczby porządkowe.

The first of May is my birthday. The ...

5 Dopasuj liczebniki a–d do 1–4.

- 1 sixteenth a 2nd
2 twenty-first b 12th
3 second c 16th
4 twelfth d 21st

6 39 Posłuchaj nagrania i uzupełnij luki datami.

- 1 Today is _____.
2 Marta's birthday is _____.
3 Emilia's birthday is _____.
4 This year, Marta's favourite day is on _____.
5 This year, Emilia's favourite day is on _____.

7 Pronunciation /θ/

40 Posłuchaj nagrania. Zakreśl siedem dźwięków /θ/.
Posłuchaj nagrania ponownie i je powtórz.

Theo's thirteenth birthday is on the fourth day of the fifth month of the year!

CHARGE

YOUR GRAMMAR!



▶ VIDEO 21

1 Zamień pogrubione czasowniki na **was/were** lub **wasn't/weren't**.

- The friends **are** on holiday together.
*The friends **were** on holiday together.*
- Mr Gramson **isn't** at a water park.

- The friends **are** in different places.

- The weather **is** sunny and hot.

- Will's birthday cake **isn't** big.

- I **am** at a campsite with Ada, Olivia and Jay.

- You **aren't** bored with your friends.

2 Wybierz właściwe odpowiedzi.

- My friends **was** / **were** at school yesterday.
- I **was** / **were** at home last Sunday.
- It **was** / **were** my birthday last month.
- We **was** / **were** at the cinema last Saturday.
- You **was** / **were** at the party on Friday.
- He **was** / **were** at the basketball finals.

3 Uzupełnij zdania. Użyj **wasn't** lub **weren't**.

- Yesterday, we _____ bored, but today we're bored.
- Yesterday, I _____ at school, but today I'm at school.
- My best friend _____ at the cinema yesterday, but today she's there.
- My friends _____ at home yesterday, but today they're at home.
- It _____ hot yesterday, but today it's hot.
- Yesterday, you _____ in class, but today you're in class.

4 Uzupełnij dialog właściwymi formami czasownika **be**.

- A: Hi, Jacob. Are you OK? You
1 _____ (X) at school yesterday.
- B: I 2 _____ (✓) at home because
I 3 _____ (X) well. I'm fine now, thanks.
- A: How was your weekend?
- B: It 4 _____ (✓) great! We
5 _____ (✓) at my cousins' house, so we 6 _____ (X) at home. What about you?
- A: It was fun. Saturday 7 _____ (✓) the day of the football finals. We
8 _____ (✓) the winners!
- B: Fantastic!

5 Przeczytaj tekst. Uzupełnij luki właściwymi formami czasownika **be**.



Hi! This is a photo of me. My grandad is talking to me about when he
1 _____ a boy.
There 2 _____ computers or mobile phones, but there
3 _____ books. At school, his favourite subjects 4 _____ maths and French. My favourite sport is basketball, but that
5 _____ his favourite sport when he was young. His favourite sport 6 _____ football. He still loves football today!



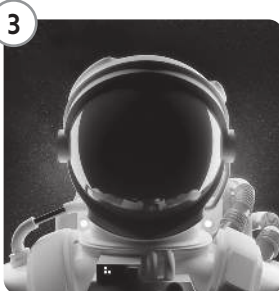
AUDIO 41

1 Let's start!

Zapisz daty cyframi.

- 1 sixteen oh five _____
 2 eighteen hundred _____
 3 nineteen sixty-four _____
 4 two thousand and ten _____

2 Dopasuj nazwy zawodów a–f do zdjęć 1–6.



- a writer _____ d composer _____
 b astronomer _____ e astronaut _____
 c scientist _____ f painter _____

3 Wybierz właściwe odpowiedzi.

- 1 An **inventor** / **explorer** finds new places.
 2 A **doctor** / **pilot** can fly a plane.
 3 A **poet** / **astronomer** writes poems and rhymes.
 4 An **explorer** / **inventor** makes new things we can use.
 5 A **nurse** / **pilot** and a **painter** / **doctor** help people who aren't well.

4 Przeczytaj tekst Mateo, w którym błędnie wstawiono pogrubione wyrazy. Przetwórz wyrazy we właściwe miejsca.



Hi! I'm Mateo and I love art. When I'm older, I want to be an **inventor**

1 _____ and paint beautiful pictures. I enjoy travelling, but I don't want to be a **composer** 2 _____ or an explorer – they have to travel a lot! My sister loves helping sick people, so she wants to be a **poet** 3 _____ in a hospital. My friend Sara really likes music. She wants to be a **doctor** 4 _____ and write music and pop songs. My friend Pablo loves making robots. He wants to be an **artist** 5 _____. He doesn't like writing, so he doesn't want to be a **pilot** 6 _____ or a writer.

5 41 Posłuchaj nagrania. Wybierz właściwe zawody dla osób 1–3.

- 1 Emma **astronomer** / **scientist** / **composer**
 2 David **astronaut** / **doctor** / **nurse**
 3 Alina **inventor** / **artist** / **writer**

6 41 Posłuchaj nagrania ponownie. Zapisz, czy zdania są prawdziwe (T=True), czy fałszywe (F=False).

- 1 There weren't many women scientists when Emma's grandma was young. _____
 2 Emma's dad looks at the Moon for his job. _____
 3 When David was younger, his dream was to be an explorer. _____
 4 David thinks a doctor is a more boring job than a nurse. _____
 5 Alina thinks Pablo Picasso was an amazing person. _____
 6 Alina wants to make robots so people don't need to work. _____

CHARGE

YOUR GRAMMAR!



VIDEO 22

1 Uzupełnij zdania. Użyj *was/wasn't* lub *were/weren't*.

- You _____ (✓) five in this photo, Ada.
- I _____ (X) at a fancy dress party.
- Jay _____ (✓) the most famous singer in his family.
- Olivia and her family _____ (✓) in Italy.
- We _____ (✓) at the best restaurant near our hotel.
- It _____ (X) Will's first match.

2 Wybierz właściwe odpowiedzi.

- A: Was / Were** Pablo Picasso a painter?
B: Yes, he **was / were**.
- A: Was / Were** Beethoven and Mozart composers?
B: Yes, they **was / were**.
- A: Was / Were** Neil Armstrong a poet?
B: No, he **wasn't / weren't**.
He **was / were** an astronaut.
- A: Was / Were** Albert Einstein and Marie Skłodowska-Curie explorers?
B: No, they **wasn't / weren't**.
They **was / were** scientists.

3 Uzupełnij dialogi. Użyj *was/wasn't* lub *were/weren't*.

- A:** _____ Nicolaus Copernicus a composer?
B: No, he _____. He _____ an astronomer.
A: Where _____ he from?
B: He _____ from Poland.
- A:** Where _____ Pablo Picasso and Juan Gris from?
B: They _____ from Spain.
A: _____ they inventors?
B: No, they _____. They _____ painters.

4 Przeczytaj informacje o Josephine Cochrane. Napisz pytania i odpowiedzi.

Fact file – Josephine Cochrane

	Job	inventor
	Born	1839, the USA
	Grandfather	inventor



Famous inventor of the dishwasher



1 Cochrane / an astronaut?

2 Cochrane / an inventor?

3 where / born?

4 when / born?

5 what / her grandfather's job?

6 why / famous?

Over To You!



- 5 Wyobraź sobie, że możesz zadać pytania jednej sławnej osobie z rozdziału 6, kiedy on/ona był/była w Twoim wieku. Użyj wyrazów z ramki oraz odwołaj się do własnych pomysłów.**

dream job favourite book
favourite food hobbies sport

1 Przeczytaj podpowiedzi i uzupełnij brakujące litery.

All Year Round

- 1 January is the first month of the year. What is the **twelfth** month? _ _ c _ _ _ _
- 2 February is the second month of the year. What is the **seventh** month? _ _ l _
- 3 March is the third month of the year. What is the **eleventh** month? _ _ e _ _ _ _
- 4 May is the fifth month of the year. What is the **eighth** month? _ u _ _ _ _
- 5 October is the tenth month of the year. What is the **ninth** month? _ _ t _ _ _ _
- 6 April is the fourth month of the year. What is the **sixth** month? _ _ n _

2 Przeczytaj wiadomości. Uzupełnij luki nazwami zawodów.

What is your dream job?



I want to be a ¹ _____
or a ² _____. I like biology
and I want to help sick people.

I would like to walk on Mars.

I want to be an ³ _____.



I love music. My dream is
to be a ⁴ _____.

I enjoy looking at the stars and sky
and science is my favourite subject.
I want to be an ⁵ _____.



3 Popatrz na notatki Marka o sławnych osobach z przeszłości. Użyj podpowiedzi z ramki i popraw zdania.

painter poet scientists writers

- 1 Picasso was an inventor.
Picasso wasn't an inventor, he was a painter.
- 2 Tolkien and Dickens were doctors.

- 3 Marie and Pierre Curie were painters.

- 4 Shakespeare was a scientist.

4 Z podanych wyrazów ułóż dwa pytania i dwie odpowiedzi. Każdy wyraz możesz wykorzystać tylko raz. Możesz poruszać się w dół ↓, w górę ↑, w lewo ← oraz w prawo →.

Where	in	Spain.	Was	your
were	born	was	at school	brother
you	born?	I	yesterday?	No,
ill.	was	He	wasn't.	he

5 Popatrz na szyfr i odgadnij pytania. Następnie odpowiedz na nie zgodnie z prawdą.

	A	B	C	D	E	F
1				a	b	c
2	d	e	f	g	h	i
3	j	k	l	m	n	o
4	p	q	r	s	t	u
5	v	w	x	y	z	

- 1 5B 2B 4C 2B – 5D 3F 4F – 1D 4E – 4D 1F 2E 3F 3F 3C ?

- 2 5B 1D 4D – 5D 3F 4F 4C – 2C 4C 2F 2B 3E 2A – 1D 4E – 2E 3F 3D 2B ?

- 3 5B 2E 2B 4C 2B – 5B 2B 4C 2B – 5D 3F 4F 4C – 4A 1D 4C 2B 3E 4E 4D ?

- 4 5B 2E 1D 4E – 4E 2F 3D 2B – 5B 1D 4D – 3C 4F 3E 1F 2E ?



VIDEO 23

AUDIO 42
AUDIO 43

1 42 **Posłuchaj nagrania i przeczytaj dialog. Odpowiedz na pytania 1–4.**

1 Whose birthday is it today?

2 Can Lucas go to Silvia's party?
Why / Why not?

3 What does Lucas give Silvia?

4 What does Silvia wish Lucas?

Lucas: Happy birthday, Silvia!

Silvia: Hi, Lucas, thanks for remembering! Come in. My party is next weekend. Can you come?

Lucas: Oh no, sorry, I can't. It's the final of the swimming competition and my team is in it.

Silvia: Congratulations, way to go!

Lucas: Thanks, Silvia. That's nice of you. I'm the team captain this year.

Silvia: You're the captain? That's great news, Lucas! Well done!

Lucas: Thanks. Here's a present for you.

Silvia: Thanks, Lucas. You're a good friend. Hey, why don't we meet next week?

Lucas: Good idea. Sorry, I must go now.

Silvia: Thanks again. Good luck in the competition!

2 **Wybierz właściwe odpowiedzi.**

1 **A:** I've got a music exam tomorrow.

B: Good **remembering** / **luck**!

2 **A:** Congratulations!

B: Thanks. That's **news** / **nice** of you.

3 **A:** My team is in the final.

B: Congratulations, way to **go** / **make**!

4 **A:** Good **news** / **luck** with your exam.

B: Thanks. You're a good **friend** / **remembering**.

5 **A:** I've got a good mark in the maths test!

B: That's great **luck** / **news**! Well **done** / **do**!

6 **A:** Happy birthday, Rachel.

B: Thanks for **congratulations** / **remembering**!

3 **Uzupełnij dialog. W każdą lukę możesz wpisać jeden wyraz.**



Maria: Happy birthday, Ferdi!

Ferdi: Hi, Maria. ¹ _____ for remembering! My party's on Saturday. I hope you can come.

Maria: Oh no! I can't ... I'm so sorry. I'm in the school band and we've got a concert on Saturday.

Ferdi: That's great ² _____, Maria. ³ _____ done!

Maria: Thanks. That's ⁴ _____ of you. And we're in the final of the music competition next month.

Ferdi: ⁵ _____, ⁶ _____ to go!

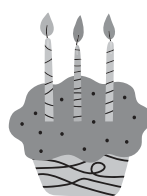
Maria: Thanks. Here's a present from me and Ana.

Ferdi: That's so cool! You're a good ⁷ _____. Let's meet on Sunday to celebrate.

Maria: Great! Listen, I have to go now.

Ferdi: Thanks again. Good ⁸ _____ on Saturday!

4 43 **Wyobraź sobie, że masz dzisiaj urodziny. Posłuchaj nagrania i zareaguj na wypowiedzi Sary.**





AUDIO 44



VIDEO 24

- 1 Popatrz na nowe słowa. Dopasuj je do właściwych definicji 1–2.



self-portrait



the elements

- _____ are the smallest parts in science, for example oxygen (O_2).
- A _____ is when you paint a picture of yourself.

- 2 44 **Posłuchaj nagrania i przeczytaj tekst. Wybierz właściwe podsumowanie tekstu.**

- It's a website about paintings.
- It's a fun magazine text with facts about two famous people.
- It's a text from an important science magazine.

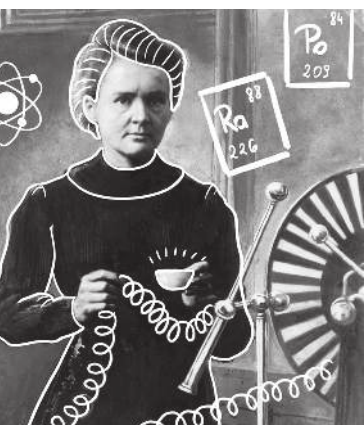
- 3 Przeczytaj tekst ponownie. Wyobraź sobie, że jest rok 1930. Przeczytaj zdania 1–4 i zapisz, kto je wypowiada – M (*Marie*), P (*Pablo*) lub B (*Both*).

- My father was a teacher. _____
- I love animals. My most famous pet is Lump. _____
- I live in Paris, but I wasn't born here. _____
- I enjoy different activities like swimming. _____

- 4 **Zapisz, czy zdania są prawdziwe (T=True), czy fałszywe (F=False).**

- Marie was the winner of an important prize. _____
- Marie's laboratory was in her house. _____
- Pablo wasn't very good at art when he was a child. _____
- Pablo was at two different art schools in Spain. _____

Amazing people!



Famous scientist:
Marie Skłodowska-Curie
(1867–1934)

- Marie's birth name was Maria Skłodowska and she was born in Poland.
- Science was her passion, but in Poland then university was only for men. That's why she was

a student and later a teacher at a university in Paris, France.

- Her husband, Pierre Curie, was also a scientist.
- She was the first woman to win a Nobel Prize, a very important prize. She was a winner twice, in 1903 and 1911.
- She's famous for finding two new elements, *radium* and *polonium*. The name *polonium* was for her country, Poland.
- Marie was good at sport. Swimming, riding a bike and climbing mountains were her favourite sports.
- She was the youngest of five children. Her parents were teachers.
- Her laboratory was in a small **shed** in the garden.

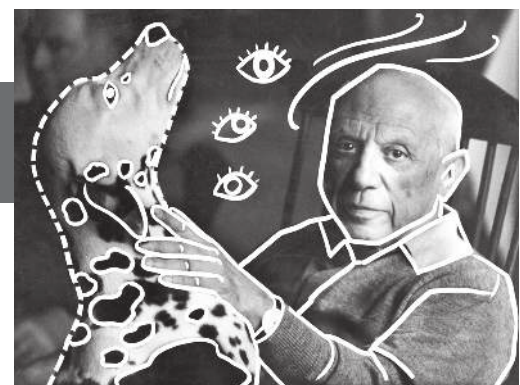


Glossary

birth name – imię nadane przy narodzinach

collage – kolaż; **shed** – szopa; **styles** – style

Famous painter:
Pablo Picasso
(1881–1973)



- His **birth name** was Pablo Diego José Francisco de Paula Juan Nepomuceno Crispín Crispiniano María de los Remedios de la Santísima Trinidad Ruiz Picasso, but he's usually called Pablo Picasso.
- He was born in Spain in 1881 and his father was a painter and an art teacher. Picasso was the oldest of three children.
- As a child, Picasso was very good at art. His first word was *lápiz* which means *pencil* in Spanish.
- He was at art schools in Barcelona and Madrid in Spain, but Paris, France, was his home from around 1904.
- Picasso wasn't scared of trying new **styles** of art. He was the first person to paint **collages** and he was famous for starting *Cubism* in 1907.
- Dogs and birds were two of his favourite animals. His most famous dog's name was Lump.
- There are over 13,500 paintings by Picasso and one of the most famous was *Guernica*. When he was older, many of his paintings were self-portraits.
- He was also a poet and a writer.

- 1 Przeczytaj tekst. Uzupełnij luki wyrazami z ramki.

famous finish first interesting
third three

CLASS PROJECT

Famous people from the past
Nellie Bly (Elizabeth Cochrane)



- 1 Nellie Bly was a ¹_____ American writer. She was born 5th May, 1864 and her birth name was Elizabeth Cochrane. Nellie Bly was her writer's name and it was from a song.
- 2 Nellie was the youngest of ²_____ children. She was better at studying than her two older brothers, but school was over when she was 15. It was important for Nellie to get a job.
- 3 I think Nellie is ³_____ for three reasons. ⁴_____, she was a reporter – a writer for newspapers. At the time, it was almost impossible for women to get jobs at newspapers. Second, she was the first woman to travel around the world – in only 72 days! ⁵_____, I want to be a writer. Nellie Bly is my hero!
- 4 To ⁶_____, here are two interesting facts. Nellie was an inventor, too, and we still use some of her inventions today. Also her journey around the world was the fastest ever.

Write it Right!

Kiedy piszesz tekst, pamiętaj, aby zdania w *jednym* akapicie były na *ten sam* temat.

- 1 Personal information – *name, date of birth, job*
- 2 Family and school – *brothers and sisters, parents' jobs, school*
- 3 Why the person is interesting – *most important things about the person*
- 4 Extra information – *fun facts*

- 2 Wybierz właściwe tematy akapitów z ramki. *Write it Right!* i dopasuj je do zdań a–d.

- a Galileo was a famous astronomer. _____
- b He was one of five or six children. His father was a composer. _____
- c I think Galileo was important for three reasons. _____
- d To finish, here are two interesting facts. _____

- 3 Uzupełnij zdania właściwą formą *be*.

- 1 Charles Dickens _____ (✓) born 7th February, 1812. He _____ (✓) a famous writer.
- 2 He _____ (X) a Spanish writer, he _____ (✓) an English writer.
- 3 He _____ (✓) the second oldest child. There _____ (✓) eight children.
- 4 His third job _____ (✓) a writer for a newspaper. He _____ (✓) very good at this job.
- 5 His first two books _____ (✓) popular. They _____ (X) short!

- 4 Napisz tekst o Charlesie Dickensie. Użyj informacji z poniższej notatki oraz z ćwiczenia 3.

School over – 15 years old. Important to get a job.
Oliver Twist – one of his most famous books
 Interesting: 1 – people in his books are amazing,
 2 – his books are still popular today, many films of them,
 3 – I want to be a writer!
 Extra: 1 – some books were in newspapers first,
 2 – his writer's name was 'Boz'

Charles Dickens _____

 Dickens was the second _____. His parents _____

 I think Dickens is _____ for _____ reasons. _____

 To finish, _____

1 Uzupełnij brakujące nazwy miesięcy i liczebniki w tabelach.

January	1 _____	March	2 _____	May	3 _____
July	August	4 _____	October	November	5 _____

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6 _____	ninth	tenth	7 _____	twelfth	thirteenth	8 _____

2 Uzupełnij luki właściwymi nazwami zawodów.

___ /8 points

- Do you want to go into space?
You could be a/an _____ like Neil Armstrong.
- Do you like helping people in hospital?
You could be a/an _____ or a nurse.
- Do you want to work in a laboratory?
You could be a/an _____ or a scientist.
- Do you like music? You could be a/an _____ like Beethoven.
- Do you like looking at the sky at night?
You could be a/an _____ like Galileo.

___ /5 points

3 Uzupełnij tekst właściwymi formami czasownika be.

I ¹ _____ (X) at school yesterday because I ² _____ (✓) sick.
I ³ _____ (✓) at home all day.
My friends ⁴ _____ (X) at home, they ⁵ _____ (✓) at school. They ⁶ _____ (✓) fine.

___ /6 points

5 Uzupełnij dialog. W każdą lukę możesz wpisać jeden wyraz.

- A:** Hi, Sofia! Happy birthday!
- B:** Thanks ¹ _____ remembering!
Come in. My party's on Saturday afternoon.
- A:** Oh no! Sorry ... It's the final of the football competition. My team is in it.
- B:** Congratulations, ² _____ to go!
- A:** Thanks. That's ³ _____ of you.
I'm the captain, so it's important.
- B:** You're the captain? That's great
⁴ _____, Anna! Well done!
- A:** Thanks. Here's a present from me and Sara.
- B:** It's really cool! Let's meet soon and celebrate. Good ⁵ _____ in the final!
- A:** Thanks, Sofia. You're a good ⁶ _____.

___ /6 points

6 Check your progress!

Score 22–31 points? Well done!

Score 11–21 points? Not bad!

Score 1–10 points? Keep trying! → **Catch-up**, p. 71

Ready for more? → **Extra Challenge**, p. 71

4 Uzupełnij dialogi. Użyj właściwych form czasownika be.

- A:** _____ your teachers at school yesterday?
B: Yes, they _____.
- A:** _____ your brother at the cinema yesterday?
B: Yes, he _____. The film was great!

- A:** Where _____ you last weekend?
_____ you at home?
- B:** No, I _____. We were at my grandma's house.

___ /6 points

Catch-up

- 1 Dopasuj słowa a–e do słów 1–5 tak, aby miesiące i liczby porządkowe były połączone we właściwej kolejności.

- | | |
|--------------------------|---------------------------|
| 1 January, February | a third, fourth |
| 2 first, second | b July, August |
| 3 tenth, eleventh | c March, April |
| 4 May, June | d twelfth, thirteenth |
| 5 eighteenth, nineteenth | e twentieth, twenty-first |

- 2 Popatrz na zdjęcia 1–6. Uzupełnij brakujące litery w nazwach zawodów.



p_____t



n_____e



a_____t



i_____r



c_____r



p_____r

- 3 Uzupełnij zdania. Użyj *was/wasn't* lub *were/weren't*.

- I _____ (X) in an English lesson at 10 am yesterday. I _____ (✓) in a maths lesson.
- My parents _____ (X) at school yesterday, they _____ (✓) at work.
- Where _____ Sam last Saturday? He _____ (X) at the football final.
- _____ you at home yesterday? Yes, I _____ (✓).

Extra Challenge

- 4 Napisz zdania o Twoich pięciu ulubionych dniach z zeszłego roku. Wyjaśnij swoje wybory.

The twentieth of July was a great day.

It was the first day of the holiday!

- 5 Przeczytaj podpowiedzi. Ułóż zdania o każdym zawodzie. Możesz wykorzystać podane wyrazy i własne pomysły.

- 1 explorer / travel / find new places / interesting / dangerous / outdoors / Francisco Pizarro (Spain)

An explorer travels a lot and finds new places. I think it's an interesting job and it's sometimes dangerous. You often work outdoors. Francisco Pizarro was a famous explorer from Spain.

- 2 doctor / work / hospital / hard / indoors / Elizabeth Blackwell (the UK) / first woman doctor in the USA

- 3 pilot / travel / fly a plane / fantastic / dangerous / go to different places / Amelia Earhart (the USA)

Vocabulary

- 1** Popatrz na zdjęcia 1-4 i uzupełnij zdania nazwami zwierząt. Następnie uzupełnij brakujące litery w przymiotnikach.



- 1 Black widow _____ is very p____ on ____.
- 2 Amazon river _____ is an e____ n_____ animal.
- 3 _____ are f____ m animals.
- 4 The Galápagos giant _____ looks s____ r____, but it isn't dangerous.

- 2** Uzupełnij zdania nazwami części ciała zwierząt.

- 1 Fish, dolphins and sharks need their _____ to swim well.
- 2 Tortoises and snails can hide in or under their _____ when in danger.
- 3 A cat's _____ aren't just around its nose. They're also close to its eyes, ears and on its paws.
- 4 Some frogs and lizards can catch food with their long and sticky _____.

- 3** Uzupełnij daty cyframi lub wyrazami. Następnie ułóż daty w kolejności chronologicznej.

- ☐ 08/04 – _____
- ☐ _____ – the thirtieth of August
- ☐ 11/11 – _____
- ☐ _____ – the twenty-ninth of February

- 4** Przeczytaj definicje i napisz nazwy zawodów, które do nich pasują.

- 1 This person helps doctors look after patients. _____
- 2 This person looks at the sky to study stars and planets. _____
- 3 This person writes new pieces of music. _____

Grammar

- 5** Uzupełnij zdania stopniem wyższym przymiotników z ramki.

bad dangerous fat noisy

- 1 Spiders are _____ pets than cats. You can't play with them.
- 2 Capybaras are _____ than meerkats. They like eating well.
- 3 Parrots are _____ than lizards. They can talk and sing loud.
- 4 Lions are _____ than meerkats. You need to be very careful with them.

- 6** Utwórz najwyższy stopień przymiotników.

- 1 The Asian grass lizard has got _____ (long) tail of all lizards.
- 2 Dolphins are _____ (intelligent) sea animals.
- 3 Marabou stork is _____ (ugly) bird in the world.
- 4 Blakiston's fish owl is _____ (big) owl.

- 7** Uzupełnij zdania. Użyj: **was, were, wasn't lub weren't**.

- 1 Orville Wright _____ (✓) the first man to fly a plane.
- 2 Neil Armstrong _____ (X) the only man to walk on the Moon.
- 3 Picasso and Frida Kahlo _____ (X) writers. They _____ (✓) painters.
- 4 Félicette _____ (✓) the first and only cat to fly into space and come back.

- 8** Uzupełnij dialog właściwą formą **was/were**.

- A:** Where ¹_____ you yesterday?
- B:** I ²_____ at the Science Museum.
- A:** Sounds great! ³_____ you with your class?
- B:** Yes, I ⁴_____. The module from the International Space Station was amazing.
- A:** ⁵_____ you inside it?
- B:** No, we ⁶_____. It really was in space so you can only look at it.



AUDIO 45

Speaking

9 Uzupełnij dialogi.

1

We need a present for Dad.
_____ about this mug?

I'm not sure it's a good
idea.

2

_____! Way to go!

Thanks. That's nice of you.

10 Dopasuj końcówki zdań a–d do ich początków 1–4.

- 1 Don't _____
2 Here _____
3 Give it _____
4 Did you know _____

- a your best shot!
b that dolphins make sounds?
c give up!
d you are.

Listening

11 Usłyszysz dwukrotnie trzy osoby, które opowiadają o wyjątkowych dniach. Na podstawie informacji zawartych w nagraniu dopasuj zdania a–d do osób 1–3. Jedno zdanie nie pasuje do żadnej osoby.

This speaker talks about a special day that

- a has two different dates.
b celebrates space travel.
c is all about animals.
d celebrates an important person.

Speaker 1

Speaker 2

Speaker 3

—

—

—

Reading

12 Przeczytaj tekst. Dopasuj zdania a–e do luk 1–4. Jedno zdanie zostało dodatkowo.

How animals make us BETTER

When we adopt a pet, we think that we make the animal's life better. ¹_____ Here are a few reasons why it's a good idea to have an animal at home.

Owning a pet can make your lifestyle healthier. To begin with, you just do more exercise and spend more time outdoors. ²_____ Next, no matter if you have a cat, a goldfish or a lizard, the scientists say that you're happier and more relaxed than people who don't have them.

Pets can help you meet new people. Studies show that people owning pets know more neighbours than people without pets. ³_____ Also, your pet can be the best topic to talk about with someone you don't know.

And finally, animals make people creative. Frida Kahlo was a great animal lover. ⁴_____ Albert Einstein's cats and dogs were his best friends during work. And it was a sheepdog that was Florence Nightingale's first patient and an inspiration to start working as a nurse.

- a There are monkeys and parrots in a lot of her paintings.
b You can meet new friends in the park or a pet shop.
c But in fact, our lives change for the better in a lot of ways, too.
d Animals can be a problem when you have a small house.
e For example, you need to take your dog for a walk once or twice a day.

Writing

13 Napisz do koleżanki z Anglii e-mail o swojej ostatniej wizycie w zoo.

- Poinformuj ją, kiedy i gdzie odbyła się wizyta w zoo.
- Opisz swoje ulubione zwierzę, które widziałeś/widziałaś w zoo.
- Poproś koleżankę o opinię na temat zwierzęcia, które chcesz adoptować.

7

What's on?

Lesson 1



1 Let's start!

Uzupełnij wyrażenia 1–4 czasownikami z ramki.

do go play use

- 1 _____ online games
- 2 _____ social media
- 3 _____ puzzles
- 4 _____ to a theme park

2 Połącz fragmenty wyrażen tak, aby powstały nazwy wydarzeń. Następnie dopasuj nazwy do ilustracji 1–8.



- | | |
|---|------------|
| ☐ book | tournament |
| ☐ clothes | class |
| ☐ conservation | experience |
| ☐ esports | fair |
| ☐ immersive VR | workshop |
| ☒ theatre | hunt |
| ☐ treasure | swap |
| ☐ yoga | workshop |

3 46 Posłuchaj nagrania. Napisz, gdzie znajdują się osoby. Użyj wyrażen podanych w ćwiczeniu 2.

- 1 Tania: _____
- 2 Katja: _____
- 3 Paul: _____
- 4 Rory: _____
- 5 Sara and Isaac: _____
- 6 Luisa: _____

4 Przeczytaj zadanie i dopasuj wyrażenia.

Learning zone



- 1 Kiedy uczysz się czasowników, zapisuj je z wyrazami i wyrażeniami, z którymi te czasowniki się łączą.

play → play online games
I often play online games.

- 2 Dopasuj wyrazy i napisz zdania z wybranymi wyrażeniami. Jeśli znasz więcej wyrażen, dopisz je.

go	social media
use	video games
play	early/late
arrive	running

5 Dopasuj końcówki zdań a–f do ich początków 1–6.

- | | |
|--------------------|------------------------------|
| 1 Let's plant | a the map together. |
| 2 Don't arrive | b the answer to the mystery. |
| 3 Let's follow | c some clothes at the event. |
| 4 We can swap | d some flowers later. |
| 5 We can stream | e our videos for everyone. |
| 6 You can discover | f late at the party. |

6 Pronunciation /ɒ/ and /əʊ/

47 Posłuchaj nagrania. Podkreśl cztery dźwięki /ɒ/ i zakreśl cztery dźwięki /əʊ/.

Today is a very long day for me,
First, it's yoga class in room 203,
Then, I'm going to a clothes swap
And last, a conservation workshop!

CHARGE
 YOUR GRAMMAR!


▶ VIDEO 25

- 1 Dopasuj wyrazy z ramki do właściwej kategorii.

 chat cook dance love
 stop study tidy visit

- 1 + ed _____
 2 + d _____
 3 x2 + ed _____
 4 X + ied _____

- 2 Napisz formy przeszłe podanych czasowników regularnych.

- 1 listen, watch, clean

- 2 play, stay

- 3 study, tidy

- 4 chat, swap

- 5 use, live, decide

- 3 Uzupełnij zdania właściwymi formami przeszłymi czasowników podanych w nawiasach.

- 1 I _____ (watch) TV last night.
 2 We _____ (study) the new words in English class.
 3 The children _____ (tidy) their rooms.
 4 Sam _____ (decide) to go to a book fair.
 5 Lucy _____ (swap) some clothes at the event.

- 4 Przeczytaj podpowiedzi i popraw zdania napisane w ćwiczeniu 3.

- 1 (X) watch TV / (✓) listen to music

I didn't watch TV last night, I listened to music.

- 2 (X) study the new words / (✓) play a game

- 3 (✓) help their parents make tea / (X) tidy their rooms

- 4 (X) decide to go to a book fair / (✓) stay at home

- 5 (✓) look for treasure / (X) swap clothes

- 5 Znajdź trzy pytania i trzy krótkie odpowiedzi.

Did you	go to a clothes	swap last
---------	--------------------	-----------

weekend? Yes,	I did. Did	they do a
------------------	------------	-----------

yoga class	yesterday? No,	they didn't.
------------	-------------------	--------------

Did Max go	on a treasure	hunt last
---------------	------------------	-----------

weekend?	Yes, he	did.
----------	---------	------



1 Let's start!

Dopasuj wyrażenia a–c do ilustracji 1–3.



a ride a bike

b ride a scooter

c walk

2 Ułóż litery we właściwej kolejności tak, aby powstały nazwy środków transportu. Pierwsza litera została podkreślona.

- | | |
|---------------------------------|----------------------------|
| 1 _____ (u <u>s</u> b) | 8 _____ (r <u>i</u> tan) |
| 2 _____ (r <u>c</u> a) | 9 _____ (n <u>l</u> aep) |
| 3 _____ (o <u>c</u> a <h>c)</h> | 10 _____ (r <u>m</u> ta) |
| 4 _____ (r <u>e</u> fyr) | 11 _____ (n <u>o</u> otfo) |
| 5 _____ (x <u>a</u> ti) | |
| 6 _____ (o <u>m</u> ortikbe) | |
| 7 _____ (li <u>h</u> etocpre) | |

3 Uzupełnij kategorie wyrazami z ćwiczenia 2.

	_____		_____
on water		in the air	
	_____		_____
on land many people		on land 1–5 people	

4 Uzupełnij zdania wyrażeniami z ramki.

catch get off get on
go ... by car go ... on foot

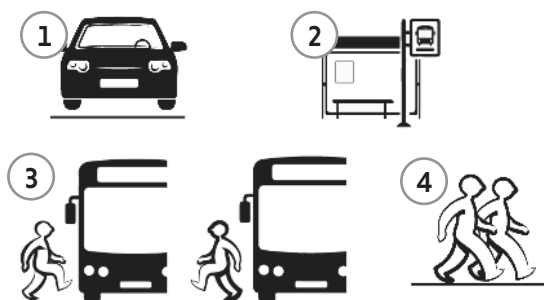
- We _____ to school _____.
- They _____ the bus to school.
- I _____ the bus at 8.15 every morning near my house and I _____ at 8.40 at school.
- Sam and Lisa _____ to school _____.

5 Usłyszysz dwukrotnie dialog. Na podstawie informacji zawartych w nagraniu wybierz właściwą odpowiedź: a, b lub c.

- Last weekend, Sonia travelled ____.
a by bus b by tram
c on foot
- Sonia hasn't got a ____.
a bike b scooter
c skateboard
- Paco travelled to his cousin's ____.
a by car b by train
c by plane
- Last weekend, Tina used ____.
a a scooter b a tram
c the underground

6 Postępuj nagrania ponownie i uzupełnij zdania.

- Sonia doesn't ride to town because she _____.
- Sonia thinks it's _____ to go on foot.
- Paco's train was fast and it arrived a little _____.
- Paco _____ travels by plane.
- Tina often uses transport because she lives _____.
- Tina thinks it's good to _____.



CHARGE

YOUR GRAMMAR!



VIDEO 26

1 Wybierz właściwe odpowiedzi.

- 1 A football player **taught** / **told**
Will some football tricks.
- 2 The actors **went** / **wore** nice costumes.
- 3 Jake **spoke** / **saw** with a volunteer about dogs.
- 4 Ada and Jay **took** / **fed** the dogs for a walk.
- 5 Olivia **read** / **rode** the instructions to make a robot.
- 6 Olivia **went** / **built** a very cool robot.

2 Uzupełnij brakujące litery w formach przeszłych czasowników nieregularnych.

- 1 buy b__g__t
- 2 catch c__g__t
- 3 come c__e
- 4 do d__d
- 5 get g__t
- 6 go w__t
- 7 have h__d
- 8 meet m__t
- 9 ride r__e
- 10 see s__w

3 Uzupełnij zdania właściwymi formami przeszłymi czasowników podanych w nawiasach.

- 1 I _____ (X) (go) to school by bus yesterday.
- 2 Sam _____ (✓) (catch) the bus to school this morning.
- 3 We _____ (X) (ride) our bikes yesterday.
- 4 Lara _____ (✓) (meet) her friends last weekend.
- 5 We _____ (✓) (have) lunch at one o'clock yesterday.
- 6 They _____ (X) (see) a film last night.

4 Popatrz na zdjęcia 1–4 i popraw zdania. Użyj odpowiedzi.



- 1 Daisy went to school on foot yesterday. (ride / scooter)
Daisy didn't go to school on foot yesterday.
She rode her scooter.
- 2 Miko caught the bus to school this morning. (go / by car)
Miko _____
- 3 Sammy watched TV last night. (do / his homework)
Sammy _____
- 4 They went to Mallorca by plane last summer. (go / by ferry)
They _____

Over To You!



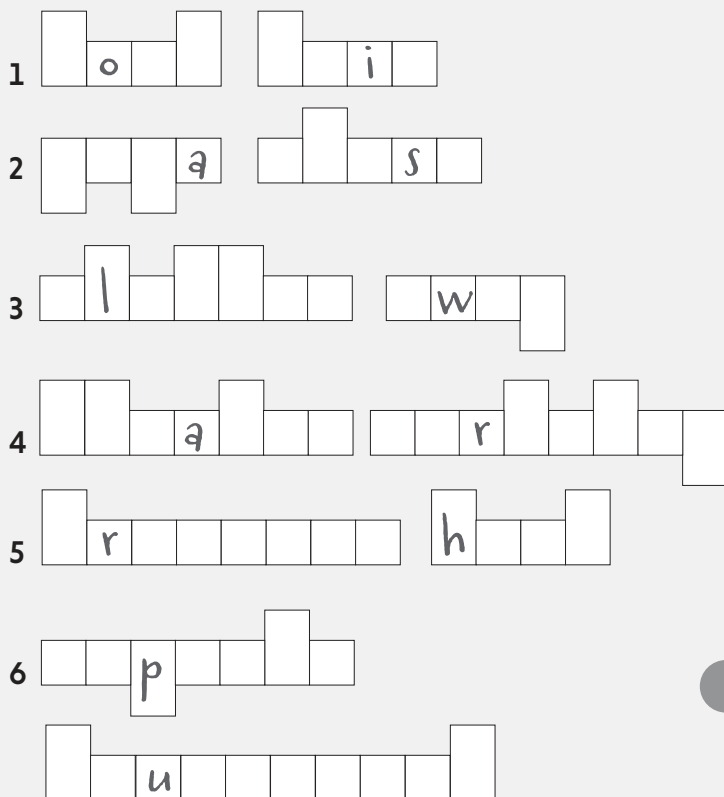
5 Odpowiedz na pytania.

- 1 How did you come to school this morning?

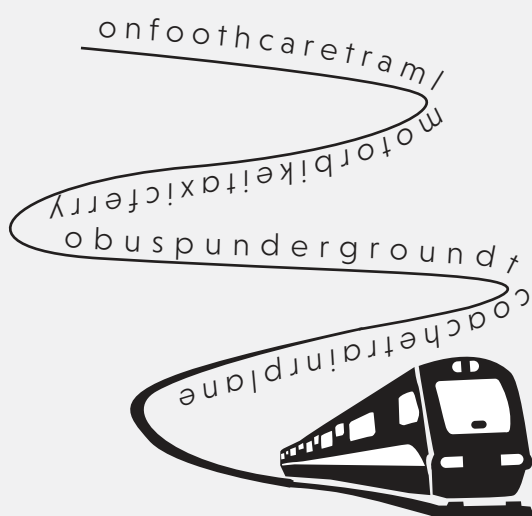
- 2 How did you go on holiday last summer?

- 3 When did you last catch a bus? Where did you go?

- 1 Popatrz na zagadkę. Odgadnij brakujące litery i uzupełnij luki tak, aby powstały nazwy wydarzeń.



- 2 Znajdź 11 nazw środków transportu. Następnie podkreśl pozostałe litery i odgadnij hasło.



The mystery form of transport is: _____

- 3 Popatrz na listę Mikela. Napisz, co zrobił oraz czego nie zrobił w zeszłe lato.

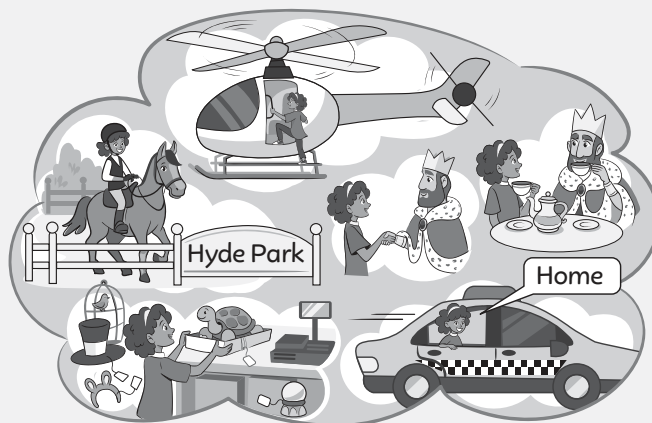
- 1 Mikel _____
- 2 He _____
- 3 He _____
- 4 He _____
- 5 He _____
- 6 He _____
in a concert.



- 4 Popatrz na ilustrację przedstawiającą sen Poli. Napisz, co zrobiła we śnie. Użyj właściwych form wyrazów z ramek.

buy catch
go go have
meet ride

helicopter home
horse king shopping
tea tortoise



Last night, I had a funny dream. In my dream,
I ¹ _____ to London. Then,
I ² _____ in Hyde Park. It was fun!
After that, I ³ _____.
Then, I ⁴ _____ with him.
Next, I ⁵ _____ in a big shop.
I ⁶ _____ with my money. Finally,
I ⁷ _____ by taxi!



VIDEO 27

AUDIO 49
AUDIO 50

1 49 **Posłuchaj nagrania i przeczytaj dialog. Uzupełnij luki właściwymi imionami – Carla lub Andy.**

- 1 _____ did something fun on Saturday.
- 2 _____ travelled by car.
- 3 _____ went to a sports event on Sunday.
- 4 _____ caught a tram to his/her event.

Carla: Hi, Andy. How are you?

Andy: I'm fine, thanks. How about you?

Carla: I'm tired. I went to a basketball tournament on Sunday with my family. We went by car.

Andy: What was it like?

Carla: It was great! It started at twelve o'clock and it finished late. How was your weekend? Did you do anything fun?

Andy: Yes, I did! I went to a theatre workshop on Saturday. It was amazing.

Carla: Where was it?

Andy: It was in the theatre in town.

Carla: How did you get there?

Andy: By tram. Look at my photos!

2 **Wybierz właściwe odpowiedzi.**

- 1 **A:** *How* / *Where* was your weekend?
B: It was *tired* / *amazing*!
- 2 **A:** *What* / *How* time did it start?
B: It started at three o'clock *on* / *at* Sunday afternoon.
- 3 **A:** *What* / *How* are you?
B: I'm fine, thanks. How *about* / *after* you?
- 4 **A:** Did you do *everything* / *anything* fun last weekend?
B: Yes, I *do* / *did*! I went to a dance workshop.
- 5 **A:** What was the workshop *like* / *look*?
B: It was fun!
A: *What* / *How* did you get there?
B: *On* / *By* bus.

3 **Uzupełnij dialog. Możesz wpisać maksymalnie dwa wyrazy w jedną lukę.**

A: Hi, Carlos. How
1 _____?

B: I'm fine,
2 _____!
3 _____
about you?

A: I'm fine. 4 _____
you do at the weekend?

B: I went to a football game. We went
by train. 5 _____
your weekend? Did you do
6 _____ fun?

A: I went to a book fair with my family.

B: What was it 7 _____?

A: It was amazing!

B: 8 _____ was it?

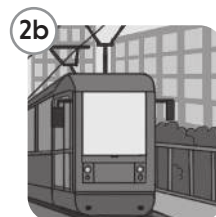
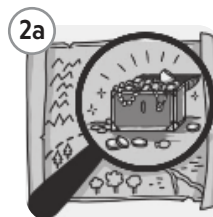
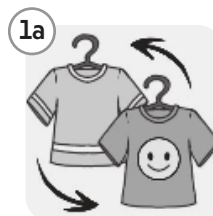
A: It was in the Community Hall.

B: 9 _____ you get there?

A: We went by car.



4 **Wybierz dwie ilustracje i odpowiedz na pytania.**



What did you do? How did you get there?

5 50 **Porozmawiaj z Sarą o weekendzie. Posłuchaj nagrania i zareaguj na wypowiedzi.**



AUDIO 51



VIDEO 28

- 1 Popatrz na nowe słowa. Przeczytaj zdania i uzupełnij luki nowymi słowami.



platform



tunnel



bridge

- The _____ goes over the river. You can look down at the water when you go across it.
- You wait for the train on the _____.
- When the train went through the _____, it was very dark.

- 2 51 Posłuchaj nagrania i przeczytaj tekst. Dopasuj zdjęcia a–c do tekstów 1–3.

a _____ b _____ c _____

- 3 Przeczytaj tekst ponownie. Do każdego zdania 1–4 dopasuj właściwe imię: **Max**, **Sandra** lub **Akari**. Jedno zdanie pasuje do dwóch osób.

- _____ travelled by train.
- _____ really likes swimming.
- _____ learned something new.
- _____ went on a boat.

- 4 Przeczytaj tekst ponownie. Zapisz, czy zdania są prawdziwe (**T=True**), czy fałszywe (**F=False**). Popraw zdania fałszywe.

- Max saw some of the clothes from the *Harry Potter* films. _____
- Sandra was excited when she saw the sharks. _____
- Akari bought some new clothes on holiday. _____
- The *bullet train* is the fastest train in the world. _____

Glossary

boat – łódź **special effects** – efekty specjalne
made – forma przeszła czasownika *make*

WHAT WAS THE BEST THING YOU DID ON YOUR LAST HOLIDAY?

- 1 I went to London, England, by plane with my family. We did lots of interesting things. I really enjoyed our **boat** trip on the river. The best thing was the day we went to the *Harry Potter* Museum. It was amazing! You can see some places, clothes and other things from the films. I loved seeing the famous train. We saw how they **made** the films and did **special effects**. We also went to Platform 9 ³/₄! It was great and I learned a lot.
 Max

- 2 Last summer, we visited Sydney in Australia. For me, the best thing was the aquarium. It's got over 13,000 fish and other sea animals. I discovered a lot about sea animals. When we walked through the shark tunnel, I was scared! The sharks are very near you! We did some other fun things. We went across the famous bridge on foot, but you can go across it by car, train and tram, too. We also went to some of the fantastic beaches. I went swimming in the sea a lot – I love it!
 Sandra

- 3 We went to stay with my cousins in Tokyo, Japan, for three weeks. We visited lots of interesting museums, parks and other places. I went to a really big shopping centre with my cousins and I bought a new jacket. The best thing? We went to another city, Kyoto, on the *bullet train*. It goes really fast – about 320 km/h! It isn't the fastest train in the world, but it was amazing. We had a great time.
 Akari



1 Przeczytaj tekst z ćwiczenia 2. Zapisz odpowiedzi Karli na pytania 1–5.

1 What was the event?

2 Who did you go with?

3 How did you get there?

4 What did you do?

5 Why did you enjoy it?

2 Uzupełnij tekst wyrazami z ramki.

bus castle enjoyed puzzles walked

Hi, everyone!

Karla's Blog

1 Last Saturday, I went on a treasure hunt with my friends. It was in an old _____.

2 We caught the _____². We arrived at half past ten. We were all excited!

3 We _____³ round the castle and looked for clues. There was a different clue in every room. We had to read about different people and do _____⁴. My favourite room was a library. We discovered a lot about the past there.

4 We all _____⁵ it because it was great fun. We met some interesting people, too. I can't wait to go again! What did you do last weekend?

3 Przeczytaj tekst ponownie. Dopasuj akapity 1–4 z ćwiczenia 2 do opisów a–d.

- a all the things you did, your favourite thing/room _____
- b what the event was, who you went with, where it was _____
- c why you enjoyed it _____
- d how you travelled, what time you arrived _____

4 Uzupełnij luki jednym wyrazem lub właściwą formą czasownika podanego w nawiasie. Następnie zdecyduj, do którego akapitu 1–4 z ćwiczenia 2 pasują zdania a–d.

- a It was great fun, I can't _____ to go again! _____
- b My favourite thing _____ (be) spending time outdoors. _____
- c I _____ (go) to a conservation workshop _____ a friend. _____
- d We _____ (not go) by bus, we _____ (catch) the train. _____

Write it Right!

Zrób notatki, *zanim* zaczniesz pisać. Wykorzystaj pytania pomocnicze.

Przeczytaj pytania z ćwiczenia 1 i napisz odpowiedzi w ćwiczeniu 5, aby zrobić notatki.

5 Wyobraź sobie, że piszesz tekst o wydarzeniu. Odpowiedz na pytania z ćwiczenia 1 i przygotuj notatki.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

6 Napisz tekst na podstawie notatek zapisanych w ćwiczeniu 5.

Hi, everyone! _____ **BLOG**
 Last _____ was _____!
 I _____ with _____.
 It was in _____.
 We _____. We arrived _____.
 We were _____.
 We _____.
 _____.
 My favourite _____.
 We all enjoyed it because _____.
 I can't _____.
 _____!
 What _____ weekend?

1 Podpisz zdjęcia 1–4 nazwami wydarzeń.



y _____ c _____



t _____ w _____



b _____ f _____



i _____ V _____ e _____

___ /4 points

2 Przeczytaj odpowiedzi i uzupełnij luki nazwami środków transportu.

1 Many people get on it to travel in a city.
It isn't a bus or the underground.
It's a _____.

2 You can say 'walk' or go _____.

3 Many people get on a _____
or a _____ to travel between cities.
They are types of public transport.

4 You use a _____
or a _____ to fly in the air.

___ /6 points

3 Napisz zdania w czasie przeszłym.

1 (✓) I / study / yesterday evening

2 (?) you / help / your parents with
the chores / last weekend

3 (X) Ben / use / social media / yesterday

4 (✓) Karen / swap / clothes / at the event

5 (X) we / play / online games / yesterday

6 (?) when / you / tidy / your room

___ /6 points

4 Uzupełnij luki jednym wyrazem lub właściwą formą czasownika w nawiasie.

A: I ¹ _____ (you / go)
to the shopping centre last weekend?

B: Yes, I ² _____.

A: What ³ _____ (you / buy)?

B: I ⁴ _____ (buy) a birthday
present for my sister. What about you?

A: I ⁵ _____ (not go) to the
shopping centre. I ⁶ _____
(meet) my friends in the park. We
⁷ _____ (have) a great time!

___ /7 points

5 Uzupełnij dialog. W każdą lukę możesz wpisać jeden wyraz.

A: Hi, Dan. How are you?

B: I'm ¹ _____, thanks!
How ² _____ you?

A: I'm OK. What did you do
at the ³ _____?

B: I went to a book fair on Saturday
and a sports event on Sunday.

A: What was the sports event ⁴ _____?

B: It was amazing!

A: Where was it?

B: At the sports centre.

A: ⁵ _____ did you get there?

B: By bus.

A: What ⁶ _____ did it start?

B: At one o'clock in the afternoon.

___ /6 points

6 Check your progress!

Score 20–29 points? Well done! 👍

Score 10–19 points? Not bad! 😊

Score 1–9 points? Keep trying! 🙋 → **Catch-up**, p. 83

Ready for more? → **Extra Challenge**, p. 83

Extra Challenge

1 Dopasuj końcówki wyrażień a–d do ich początków 1–4.

- 1 clothes a workshop
2 conservation b hunt
3 esports c swap
4 treasure d tournament

2 Dopasuj wyrazy z ramki do zdjęć 1–6.

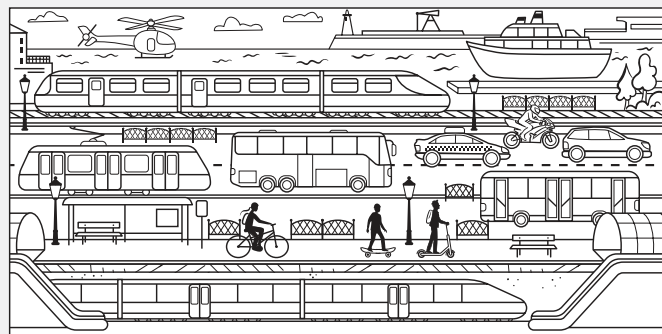
bus car ferry helicopter
motorbike train



3 Uzupełnij zdania właściwymi formami przeszłych czasowników podanych w nawiasach.

- 1 I _____ (**listen**) to music yesterday.
- 2 Lisa _____ (**meet**) her friends
at the weekend.
- 3 We _____ (**not watch**) a film
yesterday.
- 4 Clara _____ (**not buy**) anything
at the shopping centre.
- 5 **A:** _____ (**you / catch**) the bus
this morning?
B: Yes, I _____.

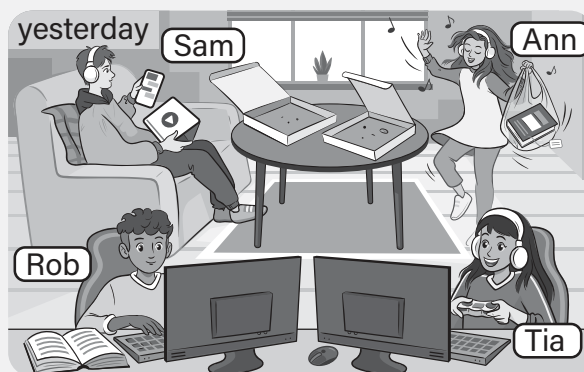
4 Popatrz na czasowniki 1–4. Napisz wszystkie pasujące do nich nazwy środków transportu widoczne na ilustracji.



- 1 catch: a train,
- 2 get on/off: _____
- 3 go by: _____
- 4 ride: _____

5 Napisz zdania o czynnościach, które wczoraj wykonała rodzina ukazana na ilustracji. Użyj czasowników z ramki i skorzystaj z własnych pomysłów.

buy chat dance do have
listen to study use watch



8

My world

Lesson 1



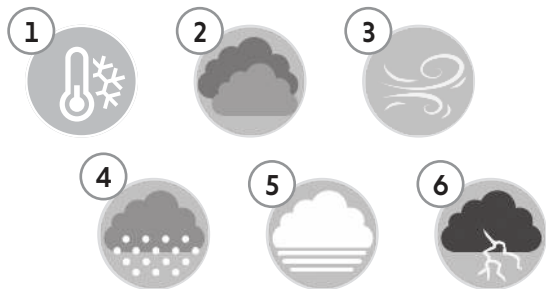
1 Let's start!

Dopasuj nazwy pór roku a–d do ilustracji 1–4.



- a summer — c spring —
b winter — d autumn —

2 Popatrz na ilustracje 1–6 i uzupełnij brakujące litery w nazwach określeń pogody.



- 1 f__z__g 4 s__w__
2 c__d__ 5 f_g__
3 w__d__ 6 s__m__

3 Przeczytaj zadanie i napisz o dzisiejszej pogodzie. Przeczytaj zdania na głos.

Learning zone



Aby zapamiętać wyrazy związane z pogodą, napisz zdanie z datą i opisem pogody w dniu, w którym masz lekcję języka angielskiego.

date + season + weather

Today is 5th June. It's summer. It's warm and cloudy today.

Today is 19th September. It's autumn. It's cold and windy today.

4 Uzupełnij opisy pogody właściwymi wyrazami.

Weather

Today is 9th December. It's ¹w_____.
It's ²f_____ ❄️ and ³s_____ ☁️.

Today is 21st April. It's ⁴s_____.
It's ⁵w_____ 15° ☀️ and ⁶w_____ 🌪️.

Today is 20th July. It's ⁷s_____.
It's ⁸h_____ 30° ☀️ and ⁹s_____ ☀️.

Today is 9th October. It's ¹⁰a_____.
It's ¹¹s_____ ⚡️ and ¹²f_____ ☁️.

5 52 Posłuchaj nagrania i uzupełnij notatki.



Alex,
lives in
Australia

It's ¹_____ now. It's usually
²_____ and sunny. In summer,
it's ³_____ and sunny.
It isn't often ⁴_____ or foggy.
Favourite season: ⁵_____.



Susan,
lives in
Scotland

It's summer now, but it's ⁶_____
and ⁷_____ today. Yesterday,
it was hot and ⁸_____.
Favourite season: ⁹_____.

6 Pronunciation /w/ and /v/



53 Posłuchaj nagrania. Zakreśl siedem dźwięków /w/ oraz podkreśl sześć dźwięków /v/. Posłuchaj nagrania ponownie i je powtórz.

- Will always walks in warm wet windy weather.
- Victor loves driving heavy vans in November.

CHARGE

YOUR GRAMMAR!



VIDEO 29

1

Uzupełnij tekst twierdzącymi (✓) i przeczącymi (X) formami czasownika **be**.

Mr Gramson's diary

Date: 6th June, Festival time

The friends ¹ _____ (✓) going to show their talents at a festival next month. Will ² _____ (✓) going to play the drums.

Ada is a good actor, but she ³ _____ (X) going to act. She ⁴ _____ (✓) going to juggle. The friends ⁵ _____ (✓) going to draw, too. I ⁶ _____ (X) going to show my talents, but we ⁷ _____ (✓) going to have fun!

2

Ułóż zdania z **be going to** z podanych wyrazów.



What are you and your friends going to do at the weekend?

Type ...

1 are to going a museum we visit .

2 going buy to am a new book I .

3 to my friend going watch TV is .

4 Marcus go shopping to is going .

3

Dopasuj końcówki zdań a–d do ich początków 1–4 tak, aby utworzyć zdania przeczące.

1 We _____

2 I'm _____

3 They aren't _____

4 Andy isn't going _____

a going to stay at home.

b aren't going to listen to music.

c to sleep in a tent.

d not going to swim every day.

4

Uzupełnij zdania właściwą formą **be going to**.

1 A: Sam's going to stay in a hotel.

B: No! Sam _____ (not stay) in a hotel, he _____ (go) camping.

2 A: They're going to spend time outdoors.

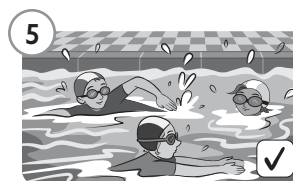
B: No! They _____ (not spend) time outdoors. The weather _____ (not be) good. They _____ (relax) at home.

3 A: You're going to sunbathe later.

B: No! I _____ (not sunbathe) later. It _____ (not be) sunny, it _____ (be) rainy!

5

Popatrz na ilustracje 1–6. Uzupełnij zdania na temat przyszłego weekendu. Wykorzystaj wyrazy z ramki oraz właściwe formy **be going to**.



camp go ride see swim take

1 Beth _____ a lot of photos.

2 Sam and his family _____ in the forest.

3 The students _____ to school.

4 Sylvia _____ her scooter in the park.

5 We _____ in the pool.

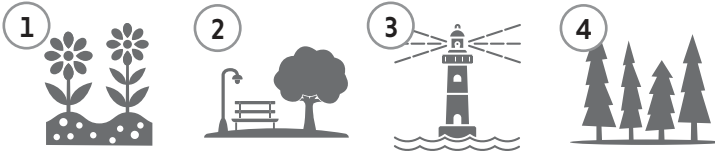
6 I _____ a film.



AUDIO 54

1 Let's start!

Popatrz na ilustracje 1–4 i ułóż litery we właściwej kolejności.



- 1 _____ (argend) 3 _____ (eas)
2 _____ (krpa) 4 _____ (roseft)

2 Uzupełnij brakujące litery w nazwach miejsc.

- 1 **Types of water:** s_e_a, o_e_n, w_t__f__l,
l__e, r_v_r
2 **Near water:** i_l__d, b__ch
3 **Many trees:** f_r__t, j_n__e, c__n__ys__e
4 **High places:** m__t__n, cl__f, v_l__o
5 **Hot and dry:** d_s__t

3 Przeczytaj zdania. Dopasuj właściwe wyrazy z ramki do zdań 1–5.

desert island jungle mountain ocean

- 1 Max loves swimming.
He's going to swim there later. _____
2 I often camp there, but it isn't
a wet place. There aren't lots of trees. _____
3 They enjoy climbing. They're
going to walk to the top. _____
4 We're going to travel there by ferry. _____
5 There are a lot of trees.
You can see tigers and monkeys. _____

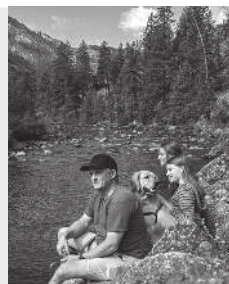
4 Przeczytaj wiadomość, w której błędnie wstawiono pogrubione wyrazy. Przetaw wyrazy we właściwe miejsca.

Hi, Clara,

You asked about where I live, so here's a photo from last summer. It's me with my dad, my sister and our dog Henry. We live in the **river** ¹ _____, not in a town. Our house is near a big **island** ² _____, you can see it in the photo. The water moves fast! It goes through a **lake** ³ _____ with lots of big green trees. We're quite near the **forest** ⁴ _____, we climb them sometimes. About 5 km away, there's a big **countryside** ⁵ _____ where we go swimming and canoeing. In the middle, there's a small **mountains** ⁶ _____, we sometimes camp on it in summer.

Write soon!

Marnie



5



54 Pośłuchaj nagrania.

Dopasuj imiona 1–3 do zdjęć a–d. Jedno zdjęcie zostało wstawione dodatkowo.



- 1 Luisa 2 Carrie 3 Natalia

6



54 Pośłuchaj nagrania ponownie. Wybierz właściwe odpowiedzi: a, b lub c.

- 1 The beach is by a/an ____.
a waterfall b ocean c lake
2 Luisa's brother goes canoeing in ____.
a spring b summer c autumn
3 The river is ____ km from the sea.
a 5 b 15 c 50
4 Carrie is going to camp in the ____.
a forest b desert c jungle
5 Natalia's ____ wanted to climb the volcano.
a brother b sister c parents
6 When she was on the ferry, Natalia saw some ____.
a wild animals b waterfalls
c mountains

CHARGE

YOUR GRAMMAR!



VIDEO 30

1 Uzupełnij tekst właściwymi wyrazami z ramki.

aren't going have is isn't

Mr Gramson's diary

Date: 15th June, Holidays!

The friends are ¹_____ to have a great summer. Ada is going to visit her cousin, but she ²_____ going to sleep at her house. She's going to sleep in a tent. Jay and Will ³_____ going to a music camp. Will ⁴_____ going to a film camp and Jay – to the seaside. And I'm going to ⁵_____ a very long holiday!

2 Dopasuj odpowiedzi a–d do pytań 1–4.

- 1 Are you going to watch TV? _____
 - 2 Is Marek going to study? _____
 - 3 Are we going to walk in the forest? _____
 - 4 Is the weather going to be sunny? _____
- a Yes, he is.
b Yes, we are.
c Yes, I am.
d No, it isn't.

3 Uzupełnij dialogi. Wykorzystaj czasowniki podane w nawiasach oraz właściwe formy *be going to*.

- 1 _____
(you / ride) your scooter later?
Yes, I _____.
- 2 _____
(your friend / listen) to music after school?
No, he _____.
- 3 _____
(your teachers / give) you homework tomorrow?
Yes, they _____.
- 4 _____
(we / have) pizza for dinner today?
No, we _____.

4 Napisz przynajmniej cztery pytania. Wykorzystaj wszystkie wyrazy w kolumnach: 2, 4 i 5. Następnie napisz krótkie odpowiedzi.

1	2	3	4	5
Is	you	going to	watch video clips	later?
Are	your friend		go to school	tomorrow?
	your mum		play football	at the weekend?
	you and your friends		go to work	after school?

- 1 _____

- 2 _____

- 3 _____

- 4 _____

Over To You!



5 Wyobraź sobie Twój idealny weekend. Napisz odpowiedzi na pytania.

- 1 Where are you going to go on Saturday?

- 2 Who are you going to go with?

- 3 What are you going to do there?

- 4 What is the weather going to be like?

- 5 What are you going to do on Sunday?

- 1 Pomyśl o pogodzie w Twoim kraju i uzupełnij diagram wyrazami z ramki. Następnie dodaj więcej wyrazów do każdej kategorii.

cloudy dry freezing
hot snowy sunny warm

Winter		Summer
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

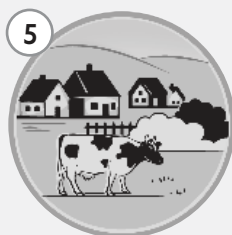
- 2 Popatrz na ilustracje 1–6 i uzupełnij brakujące litery. Następnie ułóż zakreślone litery we właściwej kolejności tak, aby odgadnąć hasło.













The mystery word is

○ ○ ○ ○ ○ ○ ○

- 3 Popatrz na ilustrację przedstawiającą plany zwierząt na weekend. Następnie zapisz, czy zdania są prawdziwe (T=True), czy fałszywe (F=False).



- The tortoise is going to visit a museum. _____
- The monkeys are going to go to the beach. _____
- The lion is going to stay in a hotel. _____
- The tiger is going to see a volcano. _____
- The capybaras are going to climb a mountain. _____
- The meerkat is going to ride his scooter. _____

- 4 Napisz pytania do ilustracji z ćwiczenia 3. Następnie zakryj ilustrację i odpowiedz na pytania z pamięci.

What is the lion going to do?



VIDEO 31

AUDIO 55
AUDIO 56

1

55 **Posłuchaj nagrania i przeczytaj dialog. Odpowiedz na pytania 1–4.**

1 What does Pete invite Alex to do on Saturday?

2 Does Alex accept the invitation? Why / Why not?

3 What does Pete invite Alex to do on Sunday?

4 Does Alex accept the invitation? Why / Why not?

Pete: Hi, Alex! Would you like to come to a music event on Saturday? It's in the park.

Alex: I'm really sorry, but I'm busy on Saturday evening. It's my cousin's birthday.

Pete: But the event is in the afternoon, from 12.30 pm to 3.30 pm.

Alex: I'm afraid I can't. We're going to drive to my cousin's house in the afternoon.

Pete: Can you come on Sunday? The event is on Sunday, too, at the same time. Are you free then?

Alex: Yes, I am. I'd love to go! Thank you for inviting me.

Pete: Great!

2

Dopasuj odpowiedzi a–d do pytań 1–4.

1 Can you come to the school picnic? _____

2 Would you like to go to the park after school? _____

3 Are you free on Sunday morning? _____

4 Are you free tomorrow? _____

a Yes, I am. I'm free all weekend. What do you want to do?

b I'm afraid I can't.

c No, I'm not. I've got an exam in the morning.

d I'm really sorry, but I'm busy after school.

3

Uzupełnij dialogi wyrazami z ramki.

afraid busy can inviting
like love would

1 **A:** _____ you like to go to the zoo on Saturday?

B: I'm _____ I can't. I've got a guitar exam.

2 **A:** _____ you come to the school book fair?

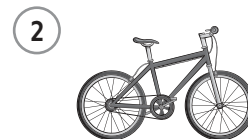
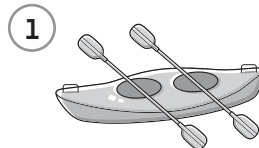
B: I'm really sorry, but I'm _____ then.

3 **A:** Would you _____ to go to the skate park after school?

B: I'd _____ to go. Thank you for _____ me.

4

Popatrz na ilustracje 1–4 i przeczytaj podpowiedzi. Napisz zdania, w których zaproponujesz aktywność, czas i miejsce. Następnie napisz odpowiedzi.



1 go canoeing?

Can you go canoeing on the lake on Friday afternoon?

I'm afraid I can't. I'm busy then.

2 ride your bike?

3 go swimming?

4 have a walk?

5

56 **Rozmawiasz z Sarą. Posłuchaj nagrania i zareaguj na wypowiedzi.**



AUDIO 57



VIDEO 32

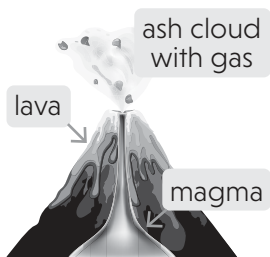
- 1 Popatrz na ilustrację. Uzupełnij tekst właściwymi wyrazami z ramki.

ash cloud erupt lava

When a volcano ERUPTS

Hot gas and magma from inside the Earth can come out of volcanoes when they ¹_____.

When magma is outside of a volcano, it is called ²_____. Sometimes there is an ³_____ in the air above the volcano. It can be dangerous because there are poisonous gases in it.



- 3 Przeczytaj tekst ponownie. Zapisz, czy zdania są prawdziwe (T=True), fałszywe (F=False), czy informacja nie jest wspomniana w tekście (NM=Not Mentioned).

- 1 Active volcanoes can erupt again. _____
- 2 Mount Fuji is a dangerous active volcano. _____
- 3 There are more volcanoes on other planets than on Earth. _____
- 4 Mount Everest is taller than Mauna Loa. _____
- 5 Lava moves slowly when a volcano erupts. _____

- 4 Przeczytaj tekst i odpowiedz na pytania.

- 1 What name does the word 'volcano' come from?

- 2 What is the Ring of Fire?

- 3 How high is the Taal Volcano?

- 4 How hot can lava be?

- 2 Przeczytaj tekst. Dopasuj nagłówki a–d do akapitów 1–4. Następnie posłuchaj nagrania i sprawdź odpowiedzi.

- a Where do we find them?
- b About volcanoes
- c What is lava like?
- d Big and small

VOLC NOES

Today, we're going to find out more about volcanoes!

1 ____

The word 'volcano' is from the name 'Vulcan', the **Roman god of fire**! Volcanoes can be *active* or *extinct*. Active means the volcano is going to erupt again some time. An extinct volcano isn't active and it probably isn't going to erupt ever again.

2 ____

There are volcanoes in many different places. The **Ring of Fire** is a group of volcanoes that goes around the Pacific Ocean. About 75% of the most dangerous volcanoes in the world are in it, like Mount Fuji in Japan. There are volcanoes under our oceans, too. When these volcanoes erupt, they can create islands from lava. There are even volcanoes on other **planets**!

3 ____

Volcanoes are many different sizes. Mauna Loa in the USA is over 300 m higher than Mount Everest – the highest mountain in the world! From the bottom of the sea to the top of the volcano, it is about 9,170 m high. The Taal Volcano is one of the smallest active volcanoes in the world, it's only 311 m tall.

4 ____

When volcanoes erupt, lava comes out. Lava is very hot – it can be up to 1,250°C – and it can move fast and burn the countryside and towns near it. When it stops moving, lava goes hard and becomes rock.



Glossary

fire – ogień
planet – planeta
ring – krąg
Roman god – rzymski bóg

1 Przeczytaj tekst z ćwiczenia 2 i wybierz właściwe odpowiedzi.

- 1 Mark is going to stay with his **friends** / **cousins**.
- 2 They live near **the ocean** / **a lake**.
- 3 The weather is **good** / **bad**.
- 4 On Saturday, they're going to go canoeing and **hiking** / **swimming**.
- 5 On Sunday, they're going to see a **waterfall** / **forest**.
- 6 Ivan should bring his **phone** / **boots**.

2 Przeczytaj tekst ponownie i uzupełnij luki wyrazami z ramki.

after busy free guess let weather

To: _____ From: _____

Hi, Ivan,

¹ _____ what I'm going to do next weekend!

I'm going to stay with my cousins, Sue and Liam.

They live near a big lake in the countryside!

Liam says the ² _____ is hot and sunny, so we're going to go canoeing on Saturday morning.

³ _____ that, we're going to have a picnic by the lake and later we can go swimming.

We're going to be ⁴ _____ on Sunday, too.

We're going to go hiking in the mountains to see an amazing waterfall.

Are you ⁵ _____ next weekend? Would you like to come with me? It's going to be fun! Ask your parents and ⁶ _____ me know.

Bye!

Mark

PS Don't forget your walking boots and swimming things!

3 Dopasuj zdania a–d do kategorii 1–4.

- 1 Starting the email _____
- 2 Talking about plans _____
- 3 Making an invitation _____
- 4 Finishing the email _____
- a "I'm going to go to my aunt and uncle's house."
- b "Bye! PS Bring your swimming costume."
- c "Hi, Ian,"
- d "Would you like to come with me?"

Write it Right!

PS używamy, aby dodać krótką informację na końcu listu lub e-maila. Możemy użyć zwrotów *Don't forget ...*, *Remember to ...*, *I hope ...* lub dać odbiorcy wskazówki.

PS I hope your exams go well!

PS Remember to bring your homework!

PS Phone me later!

4 Napisz zdania do sytuacji 1–3. Wykorzystaj wyrazy podane w nawiasach.

- 1 We're going to visit the castle.

PS _____
(camera).

- 2 It's going to be hot and sunny.

PS _____
(hat).

- 3 We're going to go to a book fair.

PS _____
(money).

5 Przeczytaj tekst z ćwiczenia 2. Napisz e-mail.

Hi, _____,

Guess _____

I'm going to _____

The weather _____

so we're going to _____

on _____ morning.

After that, _____

We _____

on _____, too. We're going to _____

Are you _____?

Would you like _____?

It's going to be _____ Ask _____

and let _____.

Bye!

PS _____

- 1 Dopasuj zakończenia słów a–d do ich początków 1–4, tak aby powstały nazwy określić pogody.

1	sno	a	rmy
2	sto	b	dy
3	win	c	wy
4	clo	d	udy

___ /4 points

- 2 Przeczytaj zdania i uzupełnij brakujące litery.

- Let's go to the b_____ and go swimming in the o_____.
- A d_____ is a hot dry place.
- Many wild animals like monkeys and capybaras live in the j_____.
- After you climb to the top of a m_____, you can see a long way.

___ /5 points

- 3 Uzupełnij zdania informacjami o planach na weekend. Użyj *be going to*.

1

2

3

4

- Ava *isn't going to have* a picnic, *she's going to go to* the café.
- I _____ swimming, I _____ video games.
- They _____ the cinema, they _____ TV.
- Clara _____ on the lake, she _____ in the forest.

___ /6 points

- 4 Uzupełnij pytania i krótkie odpowiedzi właściwymi formami *be going to*.

- A: _____
(**your friend / stay**) at home this weekend?
B: No, she _____. She's going to go to the mountains.
- A: _____
(**you / visit**) your grandparents this weekend?
B: Yes, we _____. We can't wait!
- A: What _____
(**your friends / do**) this weekend?
B: I'm not sure!

___ /5 points

- 5 Ułóż dialog we właściwej kolejności.

- ☐ **Ben:** We're going to go in the afternoon. Are you free then?
- ☐ **Josie:** Yes, I am. I'd love to go. Thank you for inviting me.
- ☐ **Ben:** OK. Would you like to come hiking in the mountains on Sunday?
- ☐ **Josie:** I'm really sorry, but I'm busy on Sunday morning.
- ☒ **Ben:** Hi, Josie. Can you come to a sports event? It's on Saturday in the park.
- ☐ **Ben:** Great!
- ☐ **Josie:** I'm afraid I can't. I've got a basketball match on Saturday.

___ /6 points

- 6 Check your progress!

Score 20–26 points? Well done! 👍

Score 11–19 points? Not bad! 😊

Score 1–10 points? Keep trying! 📖 → **Catch-up**, p. 93

Ready for more? → **Extra Challenge**, p. 93

Catch-up

- 1 Popatrz na ikonki i znajdź w rozsypance wyrazowej osiem wyrazów związanych z pogodą.

W	E	R	X	W	T	P	L	M	O
F	E	F	R	E	E	Z	I	N	G
O	U	A	S	T	O	R	M	Y	X
G	O	J	N	V	P	L	E	W	N
G	C	L	O	U	D	Y	X	A	Q
Y	B	C	W	I	N	D	Y	R	S
I	D	H	Y	G	H	U	J	M	A

- 1 _____ 5 _____
 2 _____ 6 _____
 3 _____ 7 _____
 4 _____ 8 _____

- 2 Popatrz na zdjęcia. Uzupełnij brakujące litery w nazwach miejsc.



- 1 w _ t _ r f _ _ l 4 j _ _ g l _
 2 i _ l _ _ d 5 l _ _ e
 3 v _ l _ _ _ o 6 d _ s _ _ t

- 3 Ułóż zdania z podanych wyrazów.

- 1 am I going to to the beach tomorrow go .

 2 going to isn't Max go swimming .

 3 they go Where on holiday are going to ?

 4 What you tonight going to are do ?

Extra Challenge

- 4 W każdym zestawie znajdź niepasujący wyraz i zamień go na wyraz z ramki. Jeden wyraz w ramce został podany dodatkowo.

freezing jungle summer sunny
volcano waterfall

- 1 foggy season stormy snowy
 2 ocean river ferry lake
 3 funny warm dry hot
 4 garden forest holiday countryside
 5 autumn spring winter weather

- 5 Znajdź błędy w podkreślonych częściach zdania i popraw je.

- 1 I not going to go to the beach tomorrow.

 2 He's going watch a sports event.

 3 We not are going to go to the forest.

 4 They're going to playing basketball later.

 5 My parents are go to have a picnic tomorrow.

- 6 Napisz pytania do zaznaczonych fragmentów zdań.

- 1 I'm going to go to the park after school.
Where are you going to go after school?
 2 We're going to go on holiday on Saturday.

 3 Sam is going to go to the lake with his sister.

 4 They're going to go to the theatre by bus.

 5 The weather is going to be hot and sunny.

Vocabulary

- 1 Dopasuj nazwy wydarzeń z ramki do zdań. Jedna nazwa została podana dodatkowo.

book fair conservation workshop
immersive VR experience
theatre workshop yoga class

- I love reading and discovering new writers. _____
- Sport is my passion. _____
- I like using the newest technology to learn or to have fun. _____
- I just love spending time outdoors and planting trees. _____

- 2 Przeczytaj definicje i uzupełnij luki właściwymi nazwami środków transportu.

- You can't see the sun when you use this type of transport. _____
- It looks like a bus, but you use it to go outside the city. _____
- It's long, fast and it often has a restaurant and space for bikes. _____
- You take it to go across the river or sea. _____

- 3 Popatrz na ilustracje i uzupełnij wpis na blog. Odgadnij porę roku.

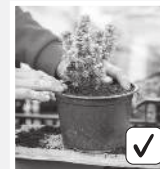
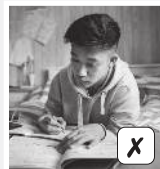
I decided to go for a bike ride yesterday. It was ¹ _____ ☀️ and dry, which was unusual for November. It was great for the first hour, but then the weather changed and it was ² _____ ☁️ and ³ _____ ☁️. At the end of the day, it was ⁴ _____ 🌡️ and ⁵ _____ ❄️. ⁶ _____ isn't my favourite season ...

- 4 Ułóż litery we właściwej kolejności tak, aby powstały nazwy miejsc.

- _____ (fcilf)
- _____ (rvier)
- _____ (bchae)
- _____ (csonutridey)

Grammar

- 5 Popatrz na zdjęcia i uzupełnij zdania. Użyj czasowników w formie *past simple*.



- Don _____ computer games.
- He _____ hard for a test.
- Don _____ a tree.

- 6 Uzupełnij luki. Użyj czasowników w nawiasach w czasie *past simple*.

- A: Liz, ¹ _____ (you / do) anything fun last weekend?
B: Yes, I ² _____. I ³ _____ (go) to a book fair in London with my dad.
A: How ⁴ _____ (you / get) there?
B: We ⁵ _____ (catch) a train to Victoria Station.
A: ⁶ _____ (you / meet) any famous writers?
B: No, we ⁷ _____. But I ⁸ _____ (buy) five books!

- 7 Zmień zdania na twierdzące lub przeczące.

- It isn't going to be stormy tomorrow.

- I'm going to sleep in a tent this summer.

- My friends are going to take their phones.

- 8 Uzupełnij dialog właściwymi formami *be going to*. Użyj podanych wyrazów.

- A: What ¹ _____ (you) do this summer?
B: I ² _____ visit my grandparents in the Lake District.
A: Sounds fun. ³ _____ (your sister) go with you?
B: No, she ⁴ _____. She ⁵ _____ be at a summer camp then.



AUDIO 58

Speaking

- 9 **Uzupełnij dialog. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy.**

A: Hi, Brian. How was your weekend?
Did you go out?

B: Yes, I went to a theatre workshop.

A: ¹ _____ (like)?

B: It was amazing! ² _____
(would) go with me next Saturday?

A: ³ _____ (sorry), but I'm busy
then. I've got my piano practice.

B: Are you free on Sunday? I've got two
tickets for a concert.

A: Yes, I am. I'd love to go.
⁴ _____ (thank) inviting me.

- 10 **Wybierz właściwe reakcje.**

- 1 I don't know what to wear for the picnic.
 - a That sounds like fun.
 - b Let me see.
- 2 Look what I got at the clothes swap.
 - a That's the coolest T-shirt ever!
 - b It was so cool!

Listening

- 11 **Usłyszysz dwukrotnie podcast. Na podstawie informacji zawartych w nagraniu wybierz właściwą odpowiedź: a, b lub c.**

- 1 Joan's podcast is usually about
 - a museums.
 - b immersive experiences.
 - c unusual events.
- 2 Joan's friend
 - a didn't like the immersive experience.
 - b took a selfie in Van Gogh's bedroom.
 - c changed his opinion after the visit.
- 3 Joan wants to
 - a explain how the VR experience works.
 - b describe an interesting event.
 - c give her opinion about art.

Reading

- 12 **Przeczytaj tekst i uzupełnij zdania 1–4.**

SNOWDONIA NATIONAL PARK

- Situated in North Wales, another name – Eryri.
- Over 2,000 km² of amazing landscape where the mountains meet the sea.
- The highest mountain in Wales (1,085 m) – Snowdon. Snowdonia is a place of a popular hiking challenge to stand on top of all the 15 Welsh mountains higher than 900 m within 24 hours without the use of any transport.
- There are almost 700 km of beautiful rivers and over 100 lakes. It's the wettest place in the UK. It's rainy, but still perfect for swimming, canoeing and windsurfing.
- Home to about 300 wild ponies (small horses that live in the wild), wild mountain goats, and rare species of birds and plants.
- The most beautiful waterfalls in Wales, including the most loved Aber Falls. This spectacular waterfall is part of the Afon Goch River and it's 37 m high.

- 1 Eryri is the name of a _____.
- 2 There are _____ mountains that are higher than 900 m.
- 3 Popular activities in this area are _____ and some water sports.
- 4 There's a beautiful _____ on the Afon Goch River.

Writing

- 13 **Zredaguj wpis na blogu, w którym opowiesz o ciekawym wydarzeniu z Twoim udziałem w zeszły weekend.**

- Poinformuj, co to było za wydarzenie oraz gdzie i kiedy się odbyło.
- Napisz, kto Ci towarzyszył i jak tam dotarliście.
- Napisz, co Ci się tam najbardziej podobało i dlaczego.

School subjects

art /ɑ:(r)t/	plastyka, sztuka
biology /baɪ'ɒlədʒi/	biologia
computing /ˌkəmˈpjʊ:tɪŋ/	informatyka
foreign language /'fɒrɪn'læŋɡwɪdʒ/	język obcy
geography /dʒi:'ɒɡrəfi/	geografia
history /'hɪst(ə)ri/	historia
maths /mæθs/	matematyka
PE /ˌpi:'i:/	wychowanie fizyczne
science /'saɪəns/	nauki ścisłe
technology /tek'nɒlədʒi/	technika

Places at school 1

computer room /kəm'pjʊ:tər ru:m/	sala komputerowa
gym /dʒɪm/	sala gimnastyczna
laboratory (lab) /lə'bɒrət(ə)ri/	/ləb/ laboratorium
library /'laɪbrəri/	biblioteka
main hall /meɪn hɔ:l/	hol szkoły
playing fields /pleɪɪŋ'fi:ldz/	boiska

Places at school 2

canteen /kæn'ti:n/	stołówka
classroom /'klɑ:s,ru:m/	klasa, sala lekcyjna
cloakroom /'kləʊk,ru:m/	szatnia
corridor /'kɒrɪdɔ:(r)/	korytarz
playground /'pleɪ,ɡraʊnd/	dziedziniec (przed szkołą)
school office /sku:l 'ɒfɪs/	sekretariat szkoły
staffroom /stɑ:f,ru:m/	pokój nauczycielski
toilet /'tɔɪlət/	toaleta
tuck shop /tʌk ʃɒp/	sklepik szkolny

Real English

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

Talking about rules and obligations

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.

Kitchen objects

bowl /bəʊl/	miska
can /kæn/	puszka (np. na napój)
carton /'kɑ:(r)t(ə)n/	karton
frying pan /'fraɪɪŋ pæn/	patelnia
jar /dʒɑ:(r)/	słoik
mug /mʌg/	kubek
plate /pleɪt/	talerz
tin /tɪn/	puszka (np. na konserwę)

Cooking words

add /æd/	dodawać
boil /bɔɪl/	gotować
chop /tʃɒp/	siekać
fry /fraɪ/	smażyć
mix /mɪks/	mieszać
slice /sleɪs/	kroić
steam /sti:m/	gotować na parze

Talking about food

carbs /kɑ:(r)bz/	węglowodany
dairy /'deəri/	nabiał
five-a-day /faɪv ə deɪ/	owoc lub warzywo pięć razy dziennie
oil and fat /ɔɪl ənd fæt/	olej i tłuszcz
protein /'prəʊti:n/	białko

Food choices

chickpeas /'tʃɪk.pi:z/	ciecierzyca
dried fruit /draɪd fru:t/	suszone owoce
fast food /fæst fu:d/	śmieciowe jedzenie
fatty food /'fæti fu:d/	tłuste jedzenie
fizzy drink /'fɪzi ,drɪŋk/	napój gazowany
herb /hɜ:b/	zioło
hummus /'hʊm.əs/	humus
sweet /swi:t/	cukierek, słodycz
tofu /'təʊfu:/	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.

Healthy lifestyle

get enough sleep /get ɪˈnʌf sli:p/ spać odpowiednio długo

have a passion and do it regularly /hæv ə ˈpæʃ.ən ənd du ɪt ˈregjʊlə(r)li/ mieć pasję i regularnie ją rozwijać

have a well-balanced diet /hæv ə ˌwel ˈbæɪ. ənst ˈdaɪ.ət/ mieć dobrze zbilansowaną dietę

limit your time online /ˈlɪm.ɪt jɔːr taɪm ˈɒnlaɪn/ ograniczać swój czas w sieci

make time to relax /meɪk taɪm tuː rɪˈlæks/ wygospodarować czas na odpoczynek

manage your time /ˈmænɪdʒ jɔːr taɪm/ zarządzać swoim czasem

spend time outdoors /spend taɪm ˌaʊtˈdɔː(r)z/ spędzać czas na świeżym powietrzu

spend time with your family /spend taɪm wɪð jɔːr ˈfæm(ə)li/ spędzać czas z rodziną

study hard /ˈstʌdi hɑːd/ uczyć się pilnie

Making suggestions and responding to them

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).	Zagrajmy w (piłkę nożną w parku).

Household chores

clean /kli:n/ myć

clear the table /kliə(r) ðə ˈteɪb(ə)l/ sprzątnąć ze stołu

do the washing-up /du ðə ˌwɒʃɪŋ ˈʌp/ pozmywać naczynia

feed the pet /fi:d ðə pet/ nakarmić zwierzę domowe

load the dishwasher /ləʊd ðə ˈdɪʃˌwɒʃə(r)/ włożyć naczynia do zmywarki

look after my brother/sister /lʊk ˈɑːftə(r) maɪ ˈbrʌðə(r), ˈsɪstə(r)/ opiekować się bratem/siostrą

make my bed /meɪk maɪ bed/ pościłać łóżko

put my clothes away /pʊt maɪ kləʊðz əˈweɪ/ sprzątnąć ubrania

set the table /set ðə ˈteɪ.bəl/ nakryć do stołu

take the dog for a walk /teɪk ðə dɒg fɔːr ə wɔːk/ wyprowadzić psa na spacer

take the rubbish out /teɪk ðə ˈrʌbɪʃ aʊt/ wynieść śmieci

unload the dishwasher /ʌnˈləʊd ðə ˈdɪʃˌwɒʃ.ər/ wyjąć naczynia ze zmywarki

vacuum /ˈvækjʊəm/ odkurzyć

wash the car /wɒʃ ðə kɑːr/ umyć samochód

water the plants /ˈwɔːtə(r) ðə plɑːntz/ podlać rośliny

Real English

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 słychać? / Jak leci?

Body parts

arm /ɑ:m/	ręka
back /bæk/	plecy
body /'bɒdi/	ciało
elbow /'elbəʊ/	łokieć
finger /'fɪŋgə(r)/	palec u ręki
foot /fʊt/	stopa
hand /hænd/	dłoń
head /hed/	głowa
knee /ni:/	kolano
leg /leg/	noga
neck /nek/	szyja
shoulder /'ʃəʊldə(r)/	ramię
toe /təʊ/	palec u stopy

Feelings and emotions

angry /'æŋgri/	zły
annoyed /ə'noɪd/	poirytowany
bored /bɔ:d/	znudzony
confident /'kɒnfɪd(ə)nt/	pewny siebie
excited /ɪk'saɪtɪd/	podekscytowany
lonely /'ləʊnli/	samotny
nervous /'nɜ:(r)vəs/	zdenerwowany
proud /praʊd/	dumny
scared /skeə(r)d/	przestraszony
stressed /strest/	zestresowany
surprised /sə(r)'praɪzd/	zaskoczony
unhappy /ʌn'hæpi/	nieszczęśliwy
upset /ʌp'set/	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 powinieneś / 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).	Powinieneś/Powinnaś (poprosić panią Adams o pomoc).
I know, but I'm a bit (nervous).	Wiem, ale jestem trochę (zdenerwowany).

Animals

alpaca	/æ'l'pækə/ alpaka
capybara	/,kæpɪ'ba:rə/ kapibara
dolphin	/'dɒlfɪn/ delfin
donkey	/'dɒŋki/ osioł
guinea pig	/'gɪni ,pɪg/ świnka morska (kawia domowa)
lion	/'laɪən/ lew
lizard	/'lɪzə(r)d/ jaszczurka
meerkat	/'mɪə(e),kæt/ surykatka
owl	/aʊl/ sowa
sheep	/ʃi:p/ owca
spider	/'spaɪdə(r)/ pająk
tiger	/'taɪgə(r)/ tygrys
tortoise	/'tɔ:(r)təs/ żółw

Adjectives to describe animals

beautiful	/'bjʊ:təf(ə)l/ piękny
cute	/kju:t/ uroczy
dangerous	/'deɪndʒərəs/ niebezpieczny
endangered	/ɪn'deɪndʒə(r)d/ zagrożony
farm	/fɑ:m/ wiejski, rolny
intelligent	/ɪn'telɪdʒ(ə)nt/ inteligentny
poisonous	/'pɔɪz(ə)nəs/ jadowity
scary	/'skeəri/ przerażający
slow	/sləʊ/ powolny
ugly	/'ʌgli/ brzydki
wild	/waɪld/ dziki

Real English

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

beak	/bi:k/ dziób
claw	/klɔ:/ pazur
feather	/'feðə(r)/ pióro
fin	/fɪn/ płetwa
fur	/fɜ:(r)/ futro
paw	/pɔ:/ łapa
scale	/skeɪl/ łuska
shell	/ʃel/ skorupa
tail	/teɪl/ ogon
tongue	/tʌŋ/ język
whisker	/'wɪskə(r)/ wąs, wibrys
wing	/wɪŋ/ skrzydło

Expressing opinions and asking for opinion

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.

Months

January /'dʒænjuəri/	styczeń
February /'februəri/	luty
March /mɑː(r)tʃ/	marzec
April /'eɪprəl/	kwiecień
May /meɪ/	maj
June /dʒuːn/	czerwiec
July /dʒuːlaɪ/	lipiec
August /'ɔːɡʌst/	sierpień
September /sep'tembə(r)/	wrzesień
October /ɒk'təʊbə(r)/	październik
November /nəʊ'vembə(r)/	listopad
December /dɪ'sembə(r)/	grudzień

Ordinal numbers

first /'fɜːst/	pierwszy
second /'sekənd/	drugi
third /θɜːd/	trzeci
fourth /fɔːθ/	czwarty
fifth /fɪfθ/	piąty
sixth /sɪksθ/	szósty
seventh /'sev(ə)nθ/	siódmy
eighth /eɪtθ/	ósmo
ninth /naɪnθ/	dziewiąty
tenth /tenθ/	dziesiąty
eleventh /ɪ'lev(ə)nθ/	jedenasty
twelfth /twelfθ/	dwunasty
twentieth /'twentiəθ/	dwudziesty
twenty-first /ˌtwenti'fɜːst/	dwudziesty pierwszy
twenty-second /ˌtwenti'sekənd/	dwudziesty drugi

Years

1700 (seventeen hundred) /ˌsev.ən'tiːn 'hʌn.drəd/	rok tysiąc siedemsetny
1865 (eighteen sixty-five) /ˌeɪ'tiːn 'sɪk.sti faɪv/	rok tysiąc osiemset sześćdziesiąty piąty
1905 (nineteen oh five) /ˌnaɪn'tiːn əʊ faɪv/	rok tysiąc dziewięćset piąty
2005 (two thousand and five) /tuː 'θaʊ.zənd ənd faɪv/	rok dwa tysiące piąty

Jobs

astronaut /'æstrə,nɔːt/	astronauta/ astronautka
astronomer /ə'strɒnəmə(r)/	astronom/ astronomka
composer /kəm'pəʊzə(r)/	kompozytor/ kompozytorka
doctor /'dɒktə(r)/	lekarz/lekarka
explorer /ɪk'splɔːrə(r)/	odkrywcza/odkrywczyński
inventor /ɪn'ventə(r)/	wynalazca/wynalazczyni
nurse /nɜː(r)s/	pielęgniarka/pielęgniarka
painter /'peɪntə(r)/	malarz/malarka
pilot /'paɪlət/	pilot/pilotka
poet /'pəʊt/	poeta/poetka
scientist /'saɪəntɪst/	naukowiec/naukowczyni
writer /'raɪtə(r)/	pisarz/pisarka

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.

Events and activities

book fair /bʊk feə/	targi książki
clothes swap /kləʊðz swɒp/	wymiana ubrań
conservation workshop /ˌkɒn.sə'veɪ.ʃən 'wɜ:kʃɒp/	warsztaty ekologiczne
esports tournament /'iː.spɔ:ts 'tʊənəmənt/	turniej e-sportowy
immersive VR experience /ɪ'mɜ:sɪv viː-ɑ:r ɪk'spiəriəns/	wciągające doświadczenie wirtualnej rzeczywistości
theatre workshop /'θiətə 'wɜ:kʃɒp/	warsztaty teatralne
treasure hunt /'treʒə hʌnt/	poszukiwanie skarbu
yoga class /'jəʊgə klɑ:s/	lekcja jogi

Useful verbs

arrive /ə'raɪv/	przyjechać
discover /dɪ'skʌvə/	odkryć
follow /'fɒləʊ/	podążać
plant /plɑ:nt/	sadzić
stream /stri:m/	transmitować na żywo
swap /swɒp/	wymienić

Getting around

bus /bʌs/	autobus
car /kɑ:/	samochód
coach /kəʊtʃ/	autokar
ferry /'feri/	prom
helicopter /'helɪkɒptə/	helikopter
motorbike /'məʊtə.baɪk/	motocykl
on foot /ɒn fʊt/	pieszo
plane /pleɪn/	samolot
taxi /'tæksi/	taksówka
train /treɪn/	pociąg
tram /træm/	tramwaj
underground /ˌʌn.də'graʊnd/	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?

Weather

cloudy /'klaʊdi/	pochmurny
dry /draɪ/	suchy
foggy /'fɒgi/	mglisty
freezing /'fri:zɪŋ/	mroźny
snowy /'snəʊi/	śnieżny
stormy /'stɔ:mi/	burzowy
warm /wɔ:m/	ciepły
wet /wet/	mokry
windy /'wɪndi/	wietrzny

Seasons

spring /sprɪŋ/	wiosna
summer /'sʌmə/	lato
autumn /'ɔ:təm/	jesień
winter /'wɪntə/	zima

Geographic features

beach /bi:tʃ/	plaża
cliff /klɪf/	klif
countryside /'kʌntrɪsaɪd/	wieś
desert /'dez.ət/	pustynia
island /'aɪlənd/	wyspa
jungle /'dʒʌŋ.gəl/	dżungla
lake /leɪk/	jezioro
mountain /'maʊntɪn/	góra
ocean /'əʊ.ʃən/	ocean
river /'rɪvə/	rzeka
volcano /vɒl'keɪnəʊ/	wulkan
waterfall /'wɔ:təfɔ:l/	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/ chciałybyś 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.

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Więcej zabawy w innym wymiarze

Dzięki bezpłatnej aplikacji *Together* (Macmillan) wybrane ilustracje z podręcznika po zeskanowaniu za pomocą smartfonu lub tabletu uruchamiają dodatkowe zadania interaktywne.



Angażujące powtórki

W bezpłatnej aplikacji *Kahoot!* znajdziesz krótkie, szybkie quizy, które pomagają powtórzyć materiał z podręcznika – dostępne na: www.macmillan.pl/together-kahoot



Nauka słownictwa = rozrywka

Bezpłatna aplikacja *Quizlet* to nieoceniona pomoc w powtórzeniu słownictwa z podręcznika. Zestawy słówek dostępne na: www.macmillan.pl/aplikacja-quizlet