

New

HOTSPOT

podręcznik dla szkoły podstawowej

Colin Granger
Katherine Stannett

klasa **6**



Książka ucznia



Podręcznik dopuszczony do użytku szkolnego, przeznaczony do kształcenia ogólnego
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CONTENTS

LESSON OBJECTIVES GRAMMAR COMMUNICATION TESTING

MODULE ONE: Me and my world

1 Where I live Pages 6–7	• Talking about the place where you live	Present simple	Vocabulary: Everyday actions and things Pronunciation: Tongue twister	
2 Charlie's busy week Pages 8–9	• Talking about future arrangements	Present continuous for future arrangements Possessive pronouns	Vocabulary: Actions My English file: Plans for the week	
3 The cheapest shirts in town Pages 10–11	• Talking about and comparing your things	Comparative adjectives Superlative adjectives	Vocabulary: Shopping	
4 Looking after your pet Pages 12–13	• Skills: general knowledge		Reading: Pet quiz Speaking: Asking and answering questions Writing: Looking after your pet	Testing spot
Module review Pages 14–15				Testing Practice
Vocabulary Spot/Language Spot Page 16				Testing spot
Grammar summary Module 1 Page 17				Testing spot
Extra special Pages 18–19		• Mystery European adventure • Mini project: <i>Me and my world</i>		

MODULE TWO: Playing games and sports

5 Sports day Pages 20–21	• Talking about the past • Talking about sports	Past simple	Vocabulary: Sports Pronunciation: Tongue twister	
6 What were you doing? Pages 22–23	• Describing past actions	Past continuous	Vocabulary: Garden objects and actions Pronunciation: Weak forms of was and were	
7 Amazing stories Pages 24–25	• Telling a story in the past	Past continuous and Past simple	Vocabulary: Everyday objects My English file: Your amazing story	
8 My hero Pages 26–27	• Skills: cross-cultural		Reading: My hero Speaking: Relaying information Listening: Listening for mistakes Writing: My hero	Testing spot
Module review Pages 28–29				Testing Practice
Vocabulary Spot/Language Spot Page 30				Testing spot
Grammar summary Module 2 Page 31				
Extra special Pages 32–33		• Mini play • Mini project: <i>Sports at my school</i>		

LESSON	OBJECTIVES	GRAMMAR	COMMUNICATION	TESTING
MODULE THREE: Experiences and news				
9 In my life Pages 34–35	• Talking about experiences	Present perfect: ever, never	Vocabulary: Everyday objects and actions Pronunciation: -ed endings	
10 An amazing life Pages 36–37	• Talking about experiences you have had in your life	Present perfect and Past simple	Vocabulary: Everyday objects and actions	
11 My latest news Pages 38–39	• Announcing news	Present perfect: just Present perfect and Past simple	Vocabulary: Email and text language My English file: My latest news	
12 Come to my island for a holiday! Pages 40–41	• Skills: cross-cultural		Reading: Moana's Island Listening: Choosing correct option Speaking: A quiz Writing: A paragraph about Funafala	Testing spot
Module review Pages 42–43				Testing Practice
Vocabulary Spot/Language Spot Page 44				Testing spot
Grammar summary Module 3 Page 45				Testing spot
Extra special Pages 46–47		What's just happened? • Mini project: <i>My latest news</i>		

MODULE FOUR: Dancing, acting, singing				
13 The talent show Pages 48–49	• Making predictions	Future predictions: will	Vocabulary: Talent show My English file: Predictions	
14 Helpful Herbert Pages 50–51	• Making offers and requests	Requests: can, could Offers: will	Vocabulary: Musical instruments Pronunciation: Intonation of requests	
15 The festival Pages 52–53	• Making and responding to suggestions	Suggestions: How about, let's, would you like?	Vocabulary: Entertainment	
16 Move it! Pages 54–55	• Skills: cross-cultural		Reading: Eric's Diary Listening: Matching conversations to descriptions Speaking: Acting out an interview Writing: What do you want to do in the future?	Testing spot
Module review Pages 56–57				Testing Practice
Vocabulary Spot/Language Spot Page 58				Testing spot
Grammar summary Module 4 Page 59				
Extra special Pages 60–61		• In the year 2030 • Mini project: <i>Festival FactFile</i>		

MODULE FIVE: Good advice

17 How are you feeling? Pages 62–63	- Talking about illness - Talking about future possibilities	First conditional	Vocabulary: Illness Pronunciation: Tongue twister	
18 I'm worried Pages 64–65	Talking about possible events	Possibility: may	Vocabulary: Camping objects My English file: Next school holidays	
19 You should say thank you Pages 66–67	- Giving advice - Talking about customs	Obligation and advice: should/shouldn't	Vocabulary: Customs	
20 Problems, problems, problems Pages 68–69	Skills: general knowledge		Reading: Texts about different problems Listening: Guessing the problem and answering questions Speaking: Working in pairs Writing: Conversation about a specific situation	Testing spot
Module review Pages 70–71				Testing Practice
Vocabulary Spot/Language Spot Page 72				Testing spot
Grammar summary Module 5 Page 73				Testing spot
Extra special Pages 74–75		- Round the world jigsaw - Mini project: How to keep fit		

MODULE SIX: House and home

21 DIY disasters Pages 76–77	Talking about what is going to happen	Future predictions: going to	Vocabulary: DIY objects, phrasal verbs	
22 My home Pages 78–79	Talking about where you live	Determiners: too much/too many, (not) enough	Vocabulary: Everyday objects and places My English file: Where you live Pronunciation: /u:/ and /ʌ/	
23 The eco-village Pages 80–81	- Using large numbers - Talking about processes	Present passive	Vocabulary: Large numbers and processes	
24 Home-grown Pages 82–83	Skills: cross-cultural		Reading: Different types of text Listening: Interview with Alice Speaking: Working in pairs Writing: Facts about an unusual life	Testing spot
Module review Pages 84–85				Testing Practice
Vocabulary Spot/Language Spot Page 86				Testing spot
Grammar summary Module 6 Page 87				
Extra special Pages 88–89		- Mini play - Mini project: General knowledge quiz		

LESSON	OBJECTIVES	GRAMMAR	COMMUNICATION	TESTING
MODULE SEVEN: Travelling				
25 Rules of the road Pages 90–91	- Talking about rules - Giving directions	Obligation: must/ mustn't	Vocabulary: Road features and traffic signs	
26 My secret identity Pages 92–93	Giving information about yourself and others	Present perfect: for/since	Vocabulary: Personal information	
27 My amazing year Pages 94–95	- Describing recent experiences - Talking about plans for the future	Present perfect Past simple Future plans: going to	Vocabulary: Everyday objects Pronunciation: Tongue twister My English file: This year and next year	
28 Amazing places Pages 96–97	Skills: cross-cultural		Reading: Holiday texts Listening: Matching Speaking: A phone conversation Writing: Holiday email	Testing spot
Module review Pages 98–99				Testing Practice
Vocabulary Spot/Language Spot Page 100				Testing spot
Grammar summary Module 7 Page 101				Testing spot
Extra special Pages 102–103		- The New Hot Spot end of book quiz - Mini project: The important times in my life		
Wordlist	Pages 104–110			
List of irregular verbs	Page 111			
Communication cards	Pages 112–119			



1

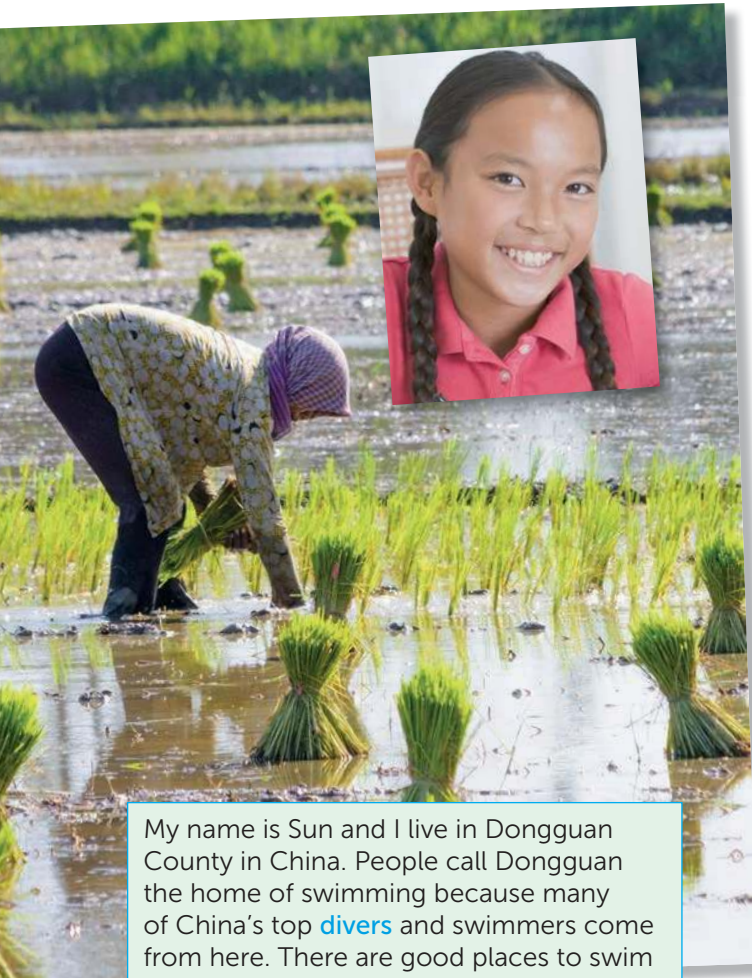
Where I live

Lesson objective Talking about the place where you live

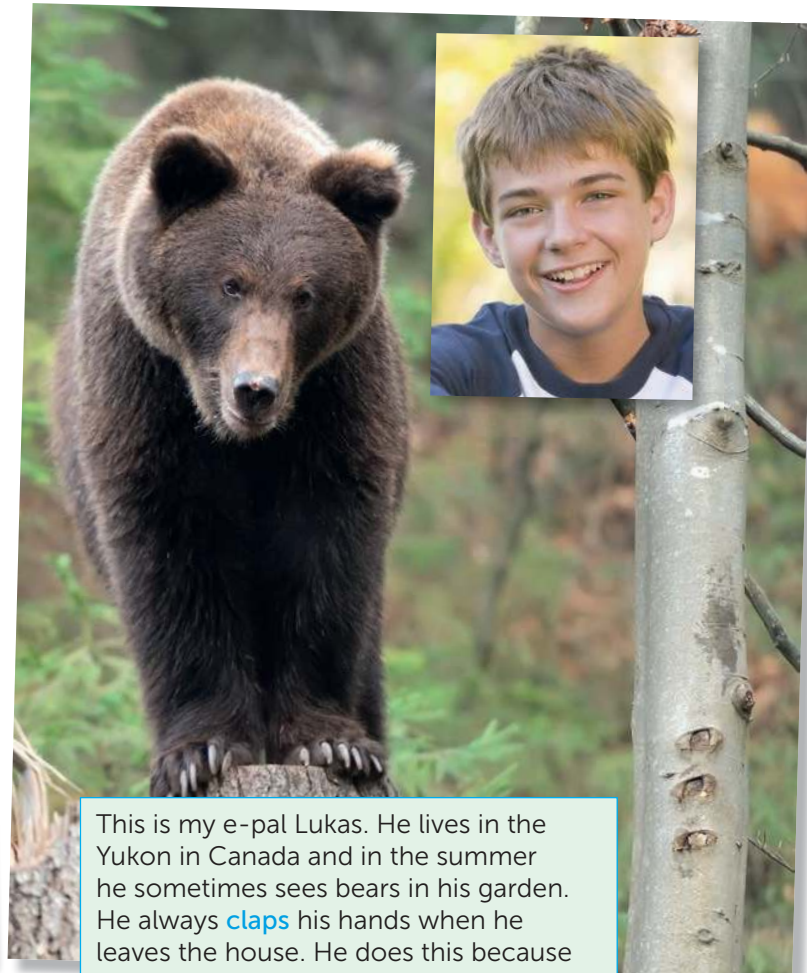
Presentation



- 1 Listen and read. What is special about the places where Sun and Lukas live?



My name is Sun and I live in Dongguan County in China. People call Dongguan the home of swimming because many of China's top **divers** and swimmers come from here. There are good places to swim in the **creeks** along the Zhu River. Farmers sometimes swim to their fields because it is quicker than walking to the nearest bridge.



This is my e-pal Lukas. He lives in the Yukon in Canada and in the summer he sometimes sees bears in his garden. He always **claps** his hands when he leaves the house. He does this because bears usually walk away when they hear humans. Lukas doesn't have to worry in the winter because bears **hibernate** from October to April.

- 2 Read again. Can you guess what the words in blue mean?

Comprehension

- 3 Read again. Answer these questions in your notebook.
- 1 **in Dongguan County**
 - 1 Where does Sun live?
 - 2 What do people call Dongguan?
 - 3 Why do farmers sometimes swim to their fields?
 - 4 Where does Lukas live?
 - 5 What does Lukas sometimes see in his garden?
 - 6 When do bears hibernate?
- 4 Work in groups. Tell your classmates what you remember about Sun or Lukas.



GrammarSpot

Present simple

I **live** in Dongguan County in China.
 Lucas **lives** in the Yukon in Canada.
 Farmers sometimes **don't walk** to their fields.
 Lucas **doesn't have** to worry in the winter.
Do farmers **swim** to their fields?
 Yes, they **do**./No, they **don't**.
Does Lukas **clap** when he leaves the house?
 Yes, he **does**./No, he **doesn't**.



Remember!

Remember the -(e)s!

Where do you live?

I live in ...

Where **does** he live?

He **lives** in ...

Grammar practice

- 5 In your notebook, write questions with *do* or *does*.
- Where Sun live?
 - Where you come from?
 - What bears do in the winter?
 - Where your friends go swimming?
 - Why Lukas not have to worry about bears in the winter?
- 6 Work in pairs. Ask and answer the questions.

Where does Sun live?

She lives in Dongguan County.

Class poll

- 7 What is special about where you live? Work in a small group and write down some ideas. Use a dictionary to help you with new vocabulary. Then write your ideas on the board.

There is a big forest and lots of lakes. Lots of people work on farms. You can sometimes see deer.

- 8 What are the best three ideas? Vote with your classmates.

Pronunciation



- 9 Listen to this tongue twister.
/h/

Hedgehogs have to hibernate in their homes but humans have houses and don't have to.



- 10 Listen again and repeat. How fast can you say it?

Listening



- 11 Listen to Rachel. Is her life different from yours?

My name's Rachel and I'm Amish.



- 12 Listen again. In your notebook, write answers to the questions below. Use the words in the box.

the USA a simple, traditional life
horse-drawn buggies on their farms
TVs, computers and mobile phones

1 Rachel lives in the USA.

- Where does Rachel live?
- What kind of life do Amish people like?
- What have they not got?
- How do they travel?
- How do they help their neighbours?



Check your English

- 13 How much can you remember? In your notebook, complete the sentences.

- Sun (live) ...
- People (call) Dongguan ...
- Lukas (live) ...
- Lukas (not worry) ...
- Amish people (live) ...
- Amish people (travel) ...

- 14 Do the following things.

- Write the name of a top diver or swimmer.
- Draw a creek.
- Clap your hands.
- Think of two animals that hibernate.
- Think of the name of one of your neighbours.
- Think of something traditional in your country.

2

Charlie's busy week

Lesson objective Talking about future arrangements

Presentation



1 Listen and read. Today is Monday. When are Charlie and his friends practising the sketch?

- Mel** Here are the scripts. This is yours, Charlie, and this is mine. So when can we practise the sketch?
- Charlie** Let's see. I'll look in my diary on my mobile.
- Sophie** How about tomorrow after school?
- Charlie** No, I'm sorry, I can't. I'm seeing the dentist on Tuesday.
- Mel** Okay. Are you free on Wednesday?
- Charlie** No, I'm going out with my family. We're going to the cinema.
- Sophie** Right. How about on Thursday?
- Charlie** Let's see. No, I'm afraid not. My sister's playing netball for the school team on Thursday and I'm watching the match.
- Mel** So that leaves Friday. Are you free on Friday?
- Charlie** Let's see. Oh no! We're going away for the weekend on Friday and we aren't coming back until Sunday night.
- Sophie** But that's terrible! We're performing the sketch in class next Monday.
- Charlie** How about now?
- Mel** What? You're free now?
- Charlie** Yes.
- Sophie** Great! Let's practise the sketch right now. We haven't got a moment to lose.



2 Listen again. Then read the dialogue with your classmates.



RealEnglish

Let's see.
How about tomorrow?
No, I'm afraid not.

Comprehension

3 When is Charlie doing what? Match the activities in column A with the times in column B. Write the answers in your notebook.

1 *seeing the dentist – Tuesday*

- | A | B |
|-------------------------|----------------|
| 1 seeing the dentist | a Sunday night |
| 2 going to the cinema | b Wednesday |
| 3 watching netball | c Friday |
| 4 going away | d right now |
| 5 coming back | e next Monday |
| 6 performing the sketch | f Thursday |
| 7 practising the sketch | g Tuesday |



GrammarSpot

Present continuous for future arrangements

I'm **seeing** the dentist on Tuesday.

My sister's **playing** netball for the school team on Thursday.

What **are** you **doing** on Wednesday?

I'm **not doing** anything.

→ Grammarpage 17

Grammar practice

4 In your notebook, write questions about future arrangements.

1 When is Charlie seeing the dentist?

1 When/Charlie/see the dentist?

2 When/Charlie and his family/go/to the cinema?

3 When/Charlie's sister/play/netball?

4 When/Charlie and his family/go/away for the weekend?

5 When/they/come/back?

6 When/Mel, Charlie and Sophie/practise/their sketch?

5 Now ask and answer the questions.

When is Charlie seeing the dentist?

He's seeing the dentist on Tuesday.

Speaking

6 Invent some plans for the week. Choose one day when you don't have any plans. Don't show the notes to your classmate.

Monday – I'm meeting my friends.

Tuesday – I'm watching TV.

Wednesday – I'm going to the park.

Thursday –

Friday – I'm doing my homework.

Saturday – I'm shopping.

Sunday – I'm visiting my grandparents.

7 Now find out which day your classmate is free. Ask and answer questions.

Are you free on Friday?

No, I'm not. I'm doing my homework.

How about on Monday?

No, I'm afraid not. I'm meeting my friends.



GrammarSpot

Possessive pronouns

I've got **yours** and you've got **mine**.

She's got **his** and he's got **hers**.

We've got **theirs** and they've got **ours**.

→ Grammarpage 17

Grammar practice

8 Choose the correct form. Write the answers in your notebook.

1 My name is Matt. What's **your/yours**?

2 This isn't my book. **Mine/Ours** has got my name on it.

3 Are these Tom and Susan's? No, **theirs/hers** are over there.

Writing

9 In your notebook, write about your true plans for the rest of the week.



My English file

I'm playing basketball tomorrow.

I'm going shopping on Saturday morning.

Check your English

10 In your notebook, complete the sentences with the correct forms of these verbs.

help hang out wash go watch do have

A: What ¹ you this evening?

B: I ² a shower and ³ my hair.

And then my sister and I ⁴ our favourite TV programme at nine o'clock. What about you? Are you ⁵ with your friends?

B: No, I'm not. My brother ⁶ away tomorrow and I ⁷ him get ready.

11 Collect things from your classmates and put them on a desk. Can you remember who the things belong to? Make sentences.

These are theirs.

This is his.

3

The cheapest shirts in town

Lesson objective • Talking about and comparing your things

Guessing

1 Look at the pictures. Choose the correct option. Write the answers in your notebook.

- 1 The boy wants **to buy some jeans/to buy a shirt**. 2 He **wants to/doesn't want** to buy a cheap shirt.

Presentation



2 Listen and read. Which shirt does Oscar buy?



- Oscar** Phoebe, do you like this shirt?
Phoebe No. I don't like the pattern.
Oscar But look. They're the cheapest shirts in town!
Phoebe Yes, but they look horrible.



- Phoebe** What about these?
Oscar Yes, but how much are they?
Phoebe They're £29.
Oscar £29! They're much more expensive than the shirts in the sale.
Phoebe Yes, but these shirts are much nicer.



- Phoebe** What about these? They're cheaper than the blue shirts.
Oscar What size are they?
Phoebe They're large.
Oscar No, those shirts are too big.



- Oscar** Come on, Phoebe. I'm going to buy this. It's the right size and the right price.
Phoebe But you can't buy that! It's the same as the shirt you've got on!
Oscar Yes, and I like the shirt I've got on – that's why I'm buying it.



3 Listen again. Then read the dialogue with a classmate.

Comprehension

4 Answer these questions about the dialogue. Write the answers in your notebook.

- 1 Why doesn't Phoebe like the yellow shirt? 3 What's wrong with the green shirt?
 2 Why doesn't Oscar like the blue shirt? 4 Why does Oscar like the brown shirt?



GrammarSpot

Comparative/superlative

Comparative

These shirts are **cheaper** than the blue shirts.

These shirts are **more expensive** than the shirts in the sale.

Superlative

These are **the cheapest** shirts in town.

These are **the most expensive** shirts in town.

We can make comparatives stronger with **much**:

These shirts are **much** nicer.

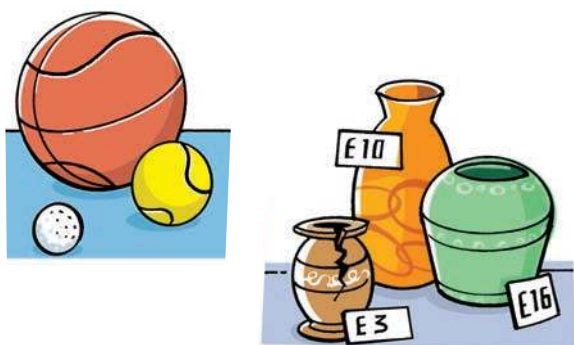
→ Grammarpage 17

Grammar practice

- 5 Look at the pictures and make comparisons, using the words given. Write the answers in your notebook.

1 *The yellow ball is bigger than the white ball.*

- 1 yellow ball/white ball (big)
- 2 yellow ball/brown ball (small)
- 3 brown vase/green vase (cheap)
- 4 green vase/orange vase (expensive)



- 6 Look at the pictures again and make sentences, using the words given. Write the answers in your notebook.

1 *The white ball is the smallest.*

- 1 white ball (small)
- 2 brown ball (big)
- 3 brown vase (cheap)
- 4 green vase (expensive)



Remember!

The spelling changes in comparative and superlative adjectives:

big bigger biggest

tidy tidier tidiest

Speaking

- 7 Make true sentences about things in the classroom with the words below.

more interesting/most interesting
smaller/smallest older/oldest nicer/nicest
more comfortable/most comfortable
worse/worst tidier/tidiest messier/messiest
more beautiful/most beautiful better/best

This book is more interesting than that book.



Check your English

- 8 Complete the sentences about these T-shirts. Use the correct form of the adjectives in brackets. Write the answers in your notebook.



- 1 The red T-shirt is than the green T-shirt. (expensive)
- 2 The green T-shirt is than the blue T-shirt. (cheap)
- 3 The blue T-shirt is the . (big)
- 4 The green T-shirt is the . (small)
- 5 The blue T-shirt is the . (expensive)

4

Looking after your pet**Reading**

- 1 Listen and read what these children are saying about their pets. Match the texts (1–6) with the pictures (a–f). Write the answers in your notebook.

Home	Services	Portfolio	About Us	Contact
a 	1 Max loves going for walks. Every time I hold up his lead he goes crazy. He starts jumping up and down and runs to the door barking. I take him for a walk every morning and then again in the afternoon. <i>Natasha, 14</i>			
b 	2 Dolly lives in a large glass aquarium so she's got plenty of water to swim in. It's also very important to keep the water clean so every week I put Dolly into a small bowl of water while I change the water in the aquarium. <i>Will, 12</i>			
c 	3 A lot of people don't like Terry because they are afraid of him. But Terry isn't dangerous and doesn't bite and I think he's a wonderful pet. His favourite food is mice and he eats one mouse about once every two weeks. <i>Simon, 14</i>			
d 	4 I've got a very small pet called Max. I don't have to feed him because he catches his own food. I didn't have to buy him in a pet shop, I just found him sitting on his web on our balcony. Sometimes I even put him on my hand. <i>Tracey, 11</i>			
e 	5 I think my pet, Sally, is great because she can talk to me. I teach her something new every week and her favourite words at the moment are 'Good night, see you in the morning'. She sits on her perch and repeats this about 100 times a day. <i>Joe, 12</i>			
f 	6 My pet can't live in the house because she is too big and lives in a shed in the garden. I have to feed her, brush her coat, clean out the shed, and give her plenty of exercise every day when I ride her across the fields. <i>Jill, 13</i>			

- 2 Find these words in the texts. Can you guess what they mean?

lead aquarium mice web shed perch

**TestingSpot**

- 3 Usłyszysz dwukrotnie dialog. Na podstawie informacji zawartych w nagraniu do każdego imienia (1–4) dopasuj kota przedstawionego na ilustracji (A–E). Napisz odpowiedzi w zeszyte. Uwaga! Jedna litera na ilustracji pozostanie niewykorzystana.



1 Felix

2 Gina

3 Sam

4 Sunny

Speaking

- 4 Think of a pet animal and write the name on a piece of paper. Don't show it to your classmates.

A rabbit.



- 5 Guess what your classmate's pet animal is. Ask questions with *Do ...? Is ...? Can ...? Has ...?*

Does your pet eat meat?

No, it doesn't.

Is your pet a vegetarian?

Yes, it is.

Writing

- 6 Read the text below. Can you guess what kind of animal it is?

Looking after my pet

I talk to him every day.
I clean his cage every week.
I feed him small pieces of fruit and seeds.
I give him fresh water every day.
I put toys in his cage.

- 7 Now choose an animal. In your notebook, write how you look after it. Then get your classmates to guess what animal it is.

Looking after my pet

I feed her once a day.

I give her biscuits and pet food.

I take her for a walk twice a day.



FunSpot

Who am I? game

Play with your classmates.

- 1 Think of a famous person.



- 2 Write the person's name on a piece of paper.



- 3 Your classmates can ask you 20 questions to guess who you are.



- 4 Answer their questions with short answers.

Yes, I do.

No, I'm not.

Review

Check if you can do these things

I can use the *Present simple* to talk about people and animals.

- 1 In your notebook, copy and complete these sentences with the *Present simple* form of these verbs.

clap travel live leave swim hibernate

- 1 Sun in China.
- 2 Farmers in Dongguan County, China, sometimes to their fields.
- 3 When Lukas his house, he his hands.
- 4 Bears in the winter.
- 5 Amish people in horse-drawn buggies.

I can make and answer questions.

- 2 Put the words in the correct order to make questions. Then answer the questions in your notebook.

- 1 Lukas/his/does/clap/Why/hands ?
- 2 Zhu/the/Where/River/is/?
- 3 fields/do/their/swim/Why/to/farmers/?
- 4 do/bears/the/winter/What/do/in/?
- 5 people/travel/do/Amish/How/?

I can use the *Present continuous* to talk about future arrangements.

- 3 Use the *Present continuous* to complete this dialogue. Write the answers in your notebook.

Mum Eric, your room is a mess! Please tidy it up this afternoon.

Eric Oh, sorry mum, I can't. I ¹ (play) football with Viv this afternoon.

Mum Well, what about Saturday morning then?

Eric No, that's impossible. I ² (meet) my friends, Mark and Rama. We ³ (go) to the cinema.

I can talk about possessions.

- 4 In your notebook, copy and complete the sentences with the correct possessive pronoun from the box.

yours mine his hers theirs ours

- 1 This is my car. It's .
- 2 He's holding his bag. It's .
- 3 She's got her shoes. They're .
- 4 They've got your book. It's .
- 5 I can see their house. It's .
- 6 He's got our football. It's .

I can compare things.

- 5 In your notebook, complete the sentences to compare the things. Use the adjectives in brackets.

- 1 The red car is than the green car. The blue car is (expensive)



- 2 The green hat is than the pink hat. The orange hat is (big)





Testing Practice

- 1 Read the texts in Activity 2 quickly. Match two of the pictures below to each text. Write the answers in your notebook.

1



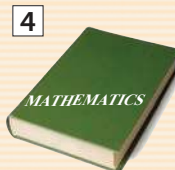
2



3



4



5



6



TestingSpot

- 2 Przeczytaj poniższe teksty (1–3) i zdecyduj, o czym jest każdy z nich (A–D). Uwaga! Jeden temat nie pasuje do żadnego tekstu. Napisz odpowiedzi w zeszycie.

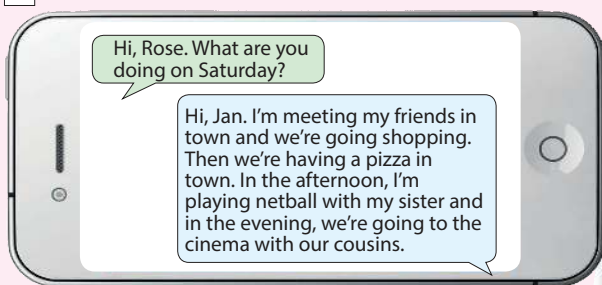
- A My best friend
- B Plans for the weekend
- C My sister
- D Daily routine

1

Luke takes the bus to school at 7.30 every morning. He usually meets his friends, Jack and Jason, on the bus and they often play games on their phones together. They get to school at 8.15 and they have lessons until 2.30. Then they take the bus home. In the afternoon, he usually does his homework or watches TV.

The text is about .

2



The text is about .

3

Jade is two years older than me but we spend a lot of time together. She's more hard-working than me and she's better at maths and English, but I'm sportier than her and I'm also tidier than her. I think Jade is the messiest person in our family – she never tidies her bedroom!

The text is about .

- 3 Read the dialogues and choose the correct option. Write the answers in your notebook.

- 1 A: Is Tom's computer more expensive than Sally's?
B: Yes, it is. Sally's computer is **cheaper/ the cheapest** than Tom's.
- 2 A: What are you doing on Sunday?
B: I'm **having/ I have** lunch with a friend.
- 3 A: **What/How** do you usually wear at the weekend?
B: Jeans and a T-shirt.
- 4 A: **Why/How** do you take the bus to school?
B: Because it's quicker than walking.



TestingSpot



- 4 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobrać właściwą reakcję. Napisz odpowiedzi w zeszycie.

- 1 A Yes, I am. I'm the tallest person in my class.
B Yes, I am. He's shorter than me.
C Yes, he is. He's taller than me.
- 2 A I sometimes watch TV with my friends.
B I'm seeing the doctor.
C I never do my homework in the afternoon.
- 3 A Every Wednesday morning.
B At about 7.30.
C Eggs and toast.
- 4 A Because I always have a swimming lesson before school.
B Because I don't like getting up early.
C Because I live very close to the school.



VocabularySpot

SCORE
You get 2 points for every answer A and 1 point for every answer B.
8 points: You are a very good friend. Congratulations. But are you really telling the truth?
6-7 points: You are quite a good friend.
4-5 points: Oh dear! You aren't a very good friend.

- 1 Read the quiz. Then work in pairs and match the words with the correct verbs.

tell make say

hello the truth friends a joke an excuse nothing a lie a secret a promise

- 2 Work in pairs. Do the quiz together. Write the answers in your notebook. Then read the score at the top of the page. Do you agree with it?

Are You a Good Friend?

- 1 Your friend is wearing a new dress. It's horrible. What do you do?

- a Tell a lie. Say, 'It's beautiful!'
- b Tell the truth. Say, 'It's horrible.'

- 2 Your friend is acting in a play. You make a promise to watch the play. But now you're very busy and don't want to go. What do you do?

- a I go to the play. A promise is a promise.
- b I make an excuse and stay at home.

- 3 You arrive at a friend's party. You don't know any other people there. What do you do?

- a Tell some jokes and make friends with lots of new people.
- b Say hello to two or three people and then go home.

- 4 Your friend tells you a secret. What do you do?

- a Of course, I say nothing! It's a secret.
- b It's a really interesting story! I tell one or two other people.

- 3 Work in pairs. Copy and complete the questions in your notebook and then ask and answer them with your partner.

- 1 How often do you jokes?
- 2 Is it easy or difficult for you to new friends?
- 3 Do you sometimes promises and then not keep them?
- 4 Is it sometimes OK to a lie? Why/Why not?



LanguageSpot

- 4 Read the text and then answer the questions below. Write the answers in your notebook.

My name's Cooper. I live on a cattle farm in Queensland, Australia. I usually get up very early in the morning because I help my father with the cows before school. Then my mum takes me to school on her motorbike! My favourite subject at school is PE. I'm really good at cricket, but my sister, Ruby, is better than me at running. She's the fastest runner in our school! Tomorrow is Friday, but I'm not going to school. I'm working with my dad. We're preparing the cows for a big agricultural show on Saturday.

- 1 Where does Cooper live?
- 2 Why does he get up early in the morning?
- 3 How does he get to school?
- 4 Who is better at running, Cooper or Ruby?
- 5 Why isn't Cooper going to school on Friday?



TestingSpot

- 5 Uzupełnij każdą rozmowę brakującą wypowiedzią. Wybierz literę A, B albo C. Napisz odpowiedzi w zeszytce.

Who's the oldest person in your class?



- 1 A Jasmine. I'm older than her.
- B Jasmine. She's fourteen.
- C Jasmine. She's younger than me.



Sorry, I'm visiting my aunt.

- 2 A Are you free on Saturday morning?
- B What do you usually do on Saturday morning?
- C Do you often visit your grandmother at the weekend?

How do you get to school?



- 3 A I'm walking. B At 7.30. C I walk.

Grammar Summary

Present simple

Czasu *Present simple* używamy do mówienia o faktach, ogólnych informacjach o kimś.

Sun **doesn't live** in England. She **lives** in China.

Używamy go także z wyrażeniami takimi jak: *every morning, usually, always, sometimes* do mówienia o czynnościach, które wykonujemy regularnie.

I **get up** at seven o'clock every morning.

A: **Do** you always **walk** to school?

B: Yes, I **do**.

Present continuous

Czasu *Present continuous* używamy do mówienia o czynnościach, które wykonujemy w danej chwili.

What **are** you **eating**?

I'm **eating** an apple.

She **isn't doing** her homework.

Czasu *Present continuous* używamy także do mówienia o uzgodnionych planach na przyszłość.

What **are** you **doing** next weekend?

I'm **visiting** my grandparents.

Is she **playing** netball on Friday?

Comparative and superlative adjectives

Przymiotników w stopniu wyższym używamy do porównywania dwóch osób lub rzeczy.

I'm **older** than my sister. (I'm **older** than her.)

Your book is **more interesting** than my book.

Przymiotników w stopniu najwyższym używamy do mówienia o osobach lub rzeczach, które są np. najwyższe, najstarsze itd. W stopniu najwyższym przed przymiotnikiem zawsze wstawiamy **the**.

I'm **the oldest** student in my class.

This is **the most interesting** book in the library.

Krótkie przymiotniki

Adjective	Comparative	Superlative
old	older	the oldest

Krótkie przymiotniki zakończone na samogłoskę oraz spółgłoskę

Adjective	Comparative	Superlative
big	bigger	the biggest

Przymiotniki zakończone na -y

Adjective	Comparative	Superlative
busy	busier	the busiest

Wielosylabowe przymiotniki

Adjective	Comparative	Superlative
beautiful	more beautiful	the most beautiful

Nieregularne przymiotniki

Adjective	Comparative	Superlative
good	better	the best
bad	worse	the worst

Possessive pronouns

Przymiotników *my, your, his, her, its, our, their* i zaimków dzierżawczych (possessive pronouns) *mine, yours, his, hers, its, ours, theirs* używamy, aby określić przynależność. Przymiotniki dzierżawcze stawiamy przed rzeczownikiem:

This is **my** guitar.

Zaimki dzierżawcze występują samodzielnie, bez rzeczownika:

This guitar is **mine**.

Singular	Plural	
mine	ours	My name's Jake. What's yours ?
yours	yours	This isn't Ann's shirt. Hers is red.
his/hers/its	theirs	Are those your shoes?
		Yes, these are mine .

Check your grammar

In your notebook, write the answers to Activities 1–3.

1 Make questions with these words. Answer them about yourself with full sentences.

1 *Do you read a lot of books?*
Yes, I read a lot of books./No, I don't read a lot of books.

- you/read/a lot of books
- your friends/live/near you
- it/snow/a lot in your country
- your teacher/give/you a lot of homework

2 What are your plans and arrangements for the future? Write true sentences.

1 *I'm going out/I'm not going out this evening.*

- go out/this evening
- visit/relatives/this weekend
- meet/my friends/tomorrow
- stay/at home/on Friday night

3 Write sentences *a* with the comparative and sentences *b* with the superlative.

1a *I am older than my friend.*
b *I am the oldest.*

- I/my friend (old)
- I (old)

- a chocolate bar/a sweet (expensive)
- a chocolate bar (expensive)

- English/geography (interesting)
- English (interesting)



Extra Special



Mystery European adventure

- 1 Work in a small team.
- 2 Look at the map and read about this journey around Europe. Use the legend to help you. In your notebook, write the names of the cities you visit.

1 Amsterdam

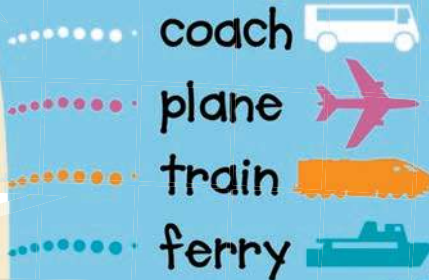
We're starting in London and then taking the train to ¹ . Next, we're taking the ferry to ² . After that we're taking the plane to ³ . Then we're taking the ferry to ⁴ . After that we're taking the train to ⁵ . Next, we're taking the coach to ⁶ . Then we're taking the ferry to ⁷ . Then we're taking the train to ⁸ . After that we're taking the plane to ⁹ . Next, we're taking the ferry to ¹⁰ . Then we're taking the coach to ¹¹ . After that we're taking the train to ¹² . Then we're taking the plane to ¹³ . And finally, we're taking the ferry to ¹⁴ .

- 3 The winner is the first team to write the names of the 14 cities in the correct order.



- 4 Listen to the answers.

LEGEND:





Mini project

- 1 Read Sam's poster. Compare his world with yours.

Me and my world

My family is ...

My mum, my kid brother, my cousin Toby, my uncle and aunt and my cat, Tickle.



My home is ...

A flat in Hope Street, Liverpool. It's on the second floor and has got two bedrooms, a big living room, a kitchen and a bathroom.

My school is ...

Crosby High School. It's a very big school with 1,600 students. I'm in Year 9 and my form teacher is Miss Edwards.

My friends are ...

Lex, Rich, Tony, Bof and Danny. They're all at the same school as me. Rich, Tony and Bof are in the same year as me and Lex and Danny are in Year 10.

My favourite sports are ...

Football, skateboarding and running. I'm good at running and football but I'm terrible at skateboarding.

Sam

- 2 Make a poster about your world.
- 3 Exchange posters with your classmates. Find out about their world.

5

Sports day

- Lesson objectives**
- Talking about the past
 - Talking about sports

Vocabulary



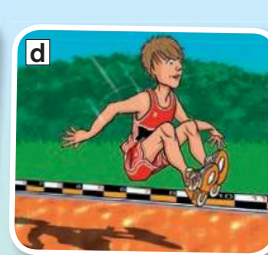
- 1 Listen and match the sports with the pictures. Write the answers in your notebook.

swimming race the javelin
100-metre race obstacle course the long jump

Presentation



- 2 Listen and read. Why is Charlie unhappy?



Charlie Hello.

Mel Hi, Charlie! How was Sports Day?

Charlie Oh, not so good. What a disaster!

Mel But you're really good at sport! What happened?

Charlie I ran fast and I won the 100-metre race.

Mel Brilliant!

Charlie My team swam well in the swimming race. We didn't win, but we got a medal.

Mel Cool!

Charlie I threw the javelin 28 metres and everyone cheered.

Mel Well done!

Charlie I jumped 4.8 metres and I broke the school long jump record!

Mel Wow, Charlie, that's amazing!

Charlie The last race was the obstacle course. I didn't see the rope and I fell over ...

Comprehension



- 3 Listen and read again. Answer these questions in your notebook.

1 The swimming race.

- 1 In which sport did Charlie win a medal?
- 2 How far did Charlie throw the javelin?
- 3 How far did Charlie jump?
- 4 What was the last race?
- 5 What happened to Charlie in the last race?



... I twisted my ankle and broke my arm. No more sport for six weeks!



GrammarSpot

Past simple

I **jumped** 4.8 metres and I **broke** the school record!

We **didn't win** but we **got** a medal.

How far **did** Charlie **jump**?

→ Grammar page 31



StudyTip

Past simple

Add irregular verbs to your verb table.

break – broke

get – got

win – won

fall – fell

swim – swam

run – ran

Grammar practice

- 4 What did they do on Sports Day? Look at the chart. In your notebook, write sentences about Charlie's friends.

Ryan didn't swim in the swimming race.

He ran in the 800-metre race.

	swimming race	800-metre race	the javelin
Ryan	X	✓	X
Sophie	X	✓	✓
	the long jump	obstacle course	medal
Ryan	✓	✓	✓
Sophie	✓	X	X

- 5 Work in pairs. Ask and answer questions about Ryan and Sophie.

Did Ryan swim in the swimming race?

No, he didn't.

Listening



- 6 Listen to Charlie talking about his weekend. Put the phrases in the correct order. Write the answers in your notebook.

Last weekend, Charlie ...



bought a tennis racket



talked about cycling



looked at a bike



visited an exhibition



read a book



did his homework



1 watched TV



went to his uncle's

- 7 Tell your classmates what you remember about Charlie.

Speaking

- 8 What did you do last weekend? Read the questions and write the answers in your notebook.

Did you buy anything?

What did you buy?

Did you read a book or a magazine?

Did you watch TV?

What did you watch?

Did you visit a friend/a relative?

What did you talk about?

Did you do your homework?

- 9 Work in pairs. Find out about your friend's weekend. Ask the questions above and make notes in your notebook.

- 10 Tell another classmate about your friend's weekend.

Last weekend, Sophie bought a CD. She ...

Pronunciation



- 11 Listen to this tongue twister.

/v/ /w/

Victoria Wells won one hundred volleyball victories and was wonderful at windsurfing.



- 12 Listen again and repeat. How fast can you say it?

Check your English

- 13 Complete Mel's diary with the correct forms of the verbs in brackets. Write the answers in your notebook.

Last Saturday, I ¹ (visit) Charlie and then we ² (go) to the new café in town for lunch. After lunch, I ³ (buy) some trainers and Charlie ⁴ (get) a DVD of his favourite film. Then we ⁵ (go) to Charlie's house and ⁶ (watch) the DVD.

6

What were you doing?

Lesson objective • Describing past actions

Vocabulary

1.16

1 Listen and find these things in the picture below.

hammock clothes line flowerbed bone flowerpot

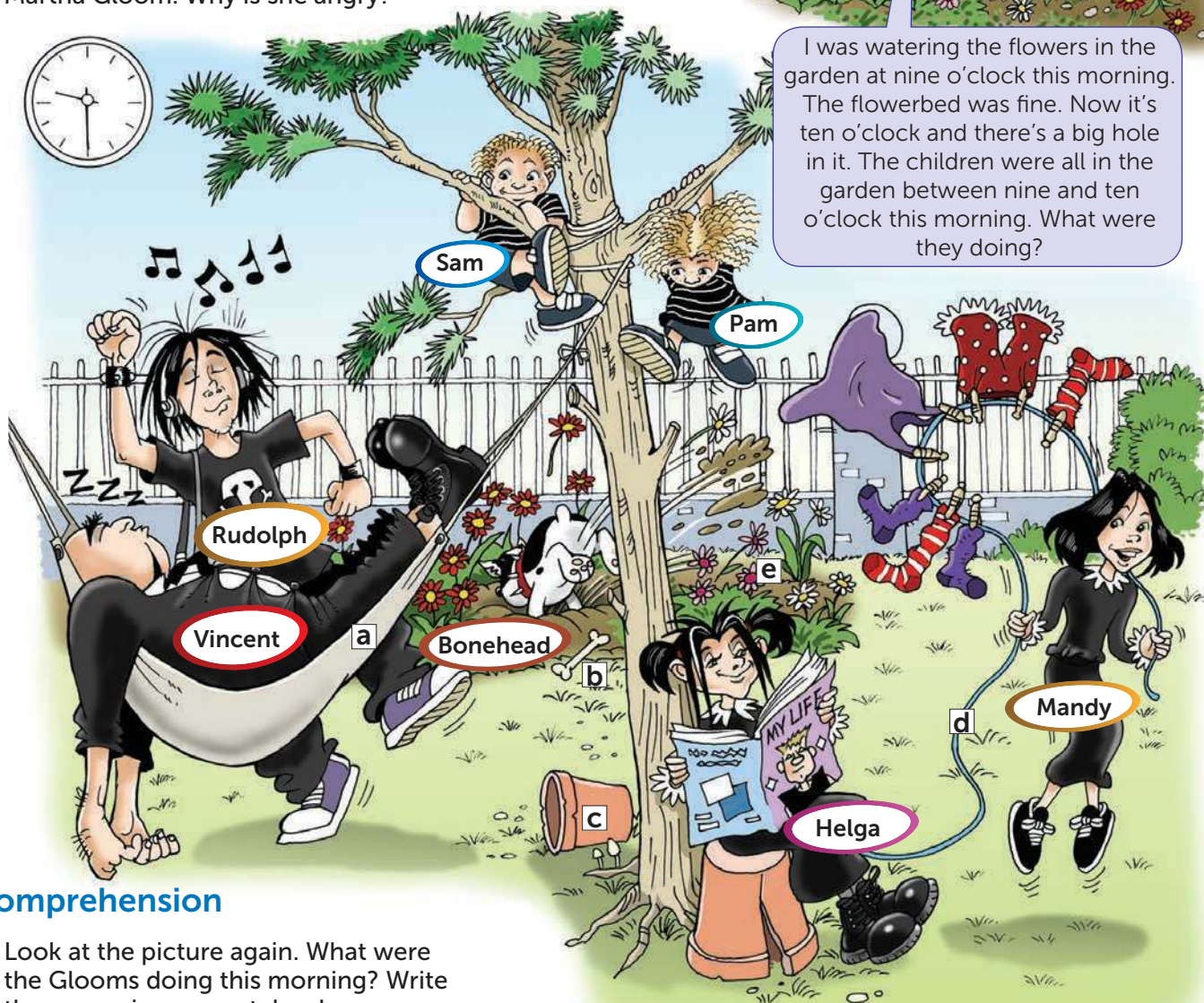
Presentation

1.17

2 Look at the picture on the right and listen to Martha Gloom. Why is she angry?



I was watering the flowers in the garden at nine o'clock this morning. The flowerbed was fine. Now it's ten o'clock and there's a big hole in it. The children were all in the garden between nine and ten o'clock this morning. What were they doing?



Comprehension

3 Look at the picture again. What were the Grooms doing this morning? Write the names in your notebook.

1 Helga

1 ☐ was reading a magazine.

2 ☐ was listening to music.

3 ☐ were climbing a tree.

4 ☐ was sleeping in a hammock.

5 ☐ was skipping.

6 ☐ was burying a bone.

1.18

4 Listen and check.

GrammarSpot

Past continuous

Affirmative

I **was watering** the flowers.
 He **was listening** to music.
 They **were climbing** a tree.

→ Grammarpage 31

Grammar practice

1.19

- 5 Look at the picture in Activity 2 and listen to Vincent. Then correct his mistakes. Use the phrases given. Write the sentences in your notebook.

1 Helga *wasn't mowing the lawn. She was reading a magazine.*

mow the lawn

water the plants

hang up the washing

play with toys

sleep



1 Helga



2 Rudolph



3 Mandy



4 Sam and Pam



5 Bonehead

1.20

- 6 Listen and check.



GrammarSpot

Past continuous

Negative

Helga **wasn't mowing** the lawn.

Sam and Pam **weren't playing** with toys.

Questions

Were you **having** a shower? Yes, I **was**.

Was she **doing** her homework? No, she **wasn't**.

Were they **watching** TV? No, they **weren't**.

→ Grammar page 31

Speaking

- 7 Use these ideas to write about what you were doing at a given time yesterday. Write the sentences in your notebook.

sleep eat breakfast/lunch/dinner/a snack
do my homework play football/tennis
talk on the phone watch TV get up
have a shower have a lesson

7.30 am *I was eating breakfast.*

10.00 am 11.30 am

5.30 pm 8.00 pm

10.00 pm

- 8 Work in pairs. Find out what your classmate was doing at a given time yesterday.

Were you having a shower at 7.30 yesterday?

No, I wasn't. I was eating breakfast.

Pronunciation

1.21

- 9 Listen and practise saying the weak forms of *was* /wəz/ and *were* /wə/.

- I **was** playing tennis yesterday.
- They **were** doing their homework.
- Sarah **was** working with him.
- We **were** eating breakfast.

Game

- 10 Work in pairs. Look at the picture in Activity 2 for one minute. Now close your books. Ask and answer questions about the Grooms.

Was Rudolph mowing the lawn?

No, he wasn't. He was listening to music.

Correct!

Check your English

- 11 Choose the correct form. Copy the correct sentences in your notebook.

- I **was/were** doing my homework at six o'clock last night.
- Was/Were** they watching TV yesterday afternoon?
- Sara and Fred **wasn't/weren't** playing tennis this morning, they **was/were** taking the dog for a walk.
- Last Sunday afternoon, we were **sit/sitting** on the beach, **eat/eating** ice cream.

Presentation



- 1 Listen and read. Match the photos with the emails.

True Stories Page

Have you got an amazing story for us?
Send an email to Teen Dreams and tell us your stories.

1

Hi Teen Dreams!

Last Wednesday, I was playing football with my school. It was a very important match and the score was 1–1. I was running towards the ball when I fell. My football boot came off and flew through the air. It hit the ball and the ball went into the goal. Just then, the referee blew his whistle and the game ended. Our team won the match! My football boot was the hero of the match! It was very funny!

Tony



a

2

Dear Teen Dreams!

Last Saturday morning, my mum was mowing the lawn and my dad was at work. I was doing my homework in my room when I heard our dog, Bobo. He was barking loudly in the kitchen. I ran into the kitchen and saw a lot of smoke. The saucepan was on fire and Bobo was trying to tell me. I called my mum and we put out the fire. Bobo saved our lives! We were very lucky.

Sally



b

3

Hi Teen Dreams!

I was shopping with my friend. We were looking at some CDs in a music shop. I was listening to some music when I heard a loud noise. It sounded like an alarm. I shouted, 'Fire! Fire!' and everyone started to run out of the shop. Then I realised that it wasn't an alarm, it was music. It was so embarrassing!

Freya



c

Comprehension

- 2 Can you remember? Try to answer these questions from memory using the names given.

Sally Bobo Tony Freya

1 Sally

- 1 Who was doing his/her homework?
- 2 Who was listening to music?
- 3 Who shouted, 'Fire! Fire!'?
- 4 Who was playing football?
- 5 Who was barking loudly?

- 3 Imagine you are Tony, Sally or Freya and tell your classmate your story.



GrammarSpot

Past continuous and past simple with when

I **was running** towards the ball when I **fell**.

I **was listening** to some music when I **heard** a loud noise.

Grammar practice

- 4 Copy the story into your notebook and complete it with past forms of the verbs in brackets.

1 *was watching*
2 *heard*

I ¹ (watch) TV when I ² (hear) a strange noise outside. I ³ (go) into the garden. I ⁴ (look) around the garden when a cat ⁵ (run) into my house. I ⁶ (run) after the cat when the doorbell ⁷ (ring). It ⁸ (be) my neighbour, Fred. He ⁹ (look) for his cat. I ¹⁰ (talk) to Fred when the cat ¹¹ (run) out of my house and into Fred's garden.

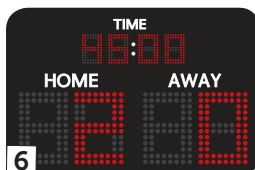


- 5 Listen and check.

Vocabulary

- 6 Find words in the emails in Activity 1 to match these pictures. Write the answers in your notebook.

1 *whistle*



Writing

- 7 Look at the phrases below. In your notebook, copy and complete Ted's letter to Teen Dreams.

1 *I was at home in the morning.*



a at home in the morning/get ready



b very late/really angry/get into the car



c walk/start/point



d wear

Hello Teen Dreams!

This is my true story. I ¹ and I ² for school. I ³ and my mum ⁴ with me. I ⁵ very quickly. I ⁶ into the classroom when my friend ⁷ to laugh. He ⁸ at my feet. I ⁹ my slippers! How embarrassing!
Ted



- 8 Now listen and check.

- 9 In your notebook, write your own amazing story.



My English file

- ✓ Where were you?
- ✓ What were you doing?
- ✓ What happened?

*I was in my room, listening to music.
My sister ...*

Check your English

- 10 Use the prompts to make sentences with *when*. Write the sentences in your notebook.

1 *I was walking the dog when I found a purse.*

- 1 walk the dog/find a purse
- 2 eat a sandwich/break my tooth
- 3 ride my bike/fall off
- 4 do my homework/fall asleep

Reading

- 1 Read the text about Lionel Messi quickly. Put these events from his life in the correct order. Write the answers in your notebook.

-  He moved to Spain.
-  He gave 600,000 euros to a children's hospital.
-  He joined Grandoli.
-  He joined Newell's Old Boys.
-  He started the Leo Messi Foundation.

**TestingSpot**

- 2 Przeczytaj tekst. Wybierz poprawną odpowiedź A, B albo C. Napisz odpowiedzi w zeszyte.

MY HERO: LIONEL MESSI

Lionel Messi was born in 1987 in Rosario, Argentina. He always loved to play football, and he joined a local football club, Grandoli, when he was five years old. His father was his coach. In 1995, he moved to another club, Newell's Old Boys. His team at this club was very successful and they only lost one match in four years.

However, Messi had some health problems. He was very short and he didn't grow. He needed some expensive medicine. He decided to join the Spanish

football club FC Barcelona in 2000 because they paid for his medicine. Messi and his father moved to Spain and Messi started to play for Barcelona's youth team. He still plays for Barcelona, although he plays for Argentina in international matches.

Messi also does a lot of charity work. He started a charity, the Leo Messi Foundation, in 2007. It pays for sick children's education and medicine. In 2013, he gave 600,000 euros to a children's hospital in Rosario, Argentina.

Messi is my hero because although he had health problems, he didn't give up. He's short but he's very strong. He's a very successful football player and he tries to help sick children in his home country as well.

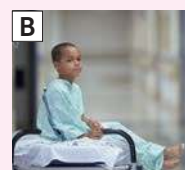
- 1 How old was Messi when he joined Newell's Old Boys?



- 2 Why did Messi join FC Barcelona?



- 3 Who did Messi give money to in 2013?



Speaking

- 3 Work in pairs. Look at the information below. Choose one person and tell your classmate about him/her.

Orlando Bloom ...

Orlando Bloom



- was born in 1977 in Kent, England
- had a lot of problems at school because he was dyslexic
- left home at 16 to study drama
- broke his back in 1998 but recovered quickly
- became famous as Legolas in 'The Lord of the Rings' trilogy

Bethany Hamilton



- was born in 1990 in Hawaii
- loved swimming and surfing
- won first surfing competition at the age of 8
- a shark attacked her in October 2003 and bit off her arm
- went surfing again just three weeks after the shark attack
- won the NSSA surfing championships in 2005

Listening



- 4 Listen to Adam talk about Bethany Hamilton. He makes three mistakes. Can you spot the mistakes? Use the information in Activity 3 to help you.



- 5 Listen and check.

Writing

- 6 Who is your hero? Think of a person you admire. It can be a famous person, a friend or someone in your family.
- 7 In your notebook, make some notes about your hero.
- Where and when was your hero born?
 - What did your hero do?
 - What did your hero achieve?
 - Why is this person a hero for you?
- 8 Now, in your notebook, write about your hero.
My hero is my uncle. He was born in ...



WritingTip

Try to use these words to link sentences together:

however (...) they only lost one match in four years. **However**, Messi had some health problems.

but He's short **but** he's very strong.

as well He's a very successful football player and he tries to help sick children in his home country **as well**.

because Messi is my hero **because** although he had health problems, he didn't give up.



FunSpot

Past simple bingo

- 1 Choose six verbs from this list. Write the past forms in your notebook.

run win swim get throw break do
read buy go fly blow see put hear
have learn study cut enjoy leave

- 2 Listen to your teacher. When you hear a verb from your list, put a cross through it. Shout 'Bingo!' when all six verbs are crossed through. The first person to shout 'Bingo!' is the winner.





Review

Check if you can do these things

I know the names of these sports.

- 1 Write the names of the sports in your notebook. Use the initial letters to help you.



100-m r



s



the j



o c



the l j

I know the *Past simple* irregular form of ten verbs.

- 2 In your notebook, write the *Past simple* form of these irregular verbs.

- | | | | | |
|-------|---------|---------|-------|--------|
| 1 run | 3 swim | 5 break | 7 get | 9 read |
| 2 win | 4 throw | 6 fall | 8 do | 10 buy |

I can use the *Past simple* to talk about finished actions in the past.

- 3 In your notebook, copy and complete this text about Charlie. Use the *Past simple* form of the verbs in brackets.

Last weekend, Charlie ¹ (not do) any sport. He ² (watch) football on TV on Friday night. On Saturday, he ³ (read) a book about swimming. He ⁴ (do) his homework and then he ⁵ (visit) his uncle. On Sunday, he ⁶ (buy) a new tennis racket and ⁷ (go) to a local museum.

- 4 What did you do yesterday? In your notebook, write three sentences with the *Past simple*.

I went to school.

I can ask and answer questions about the past.

- 5 Look at the picture on page 22 for one minute. Then, try to remember what the Glooms were doing this morning. Ask and answer.

1 Was Helga mowing the lawn?

No, she wasn't. She was reading a magazine.

- 1 Helga/mow the lawn?
- 2 Rudolph/water the plants?
- 3 Mandy/hang up the washing?
- 4 Bonehead/sleep?
- 5 Sam and Pam/play with toys?

I can tell a story in the past, using the *Past simple* and the *Past continuous*.

- 6 Choose the correct form to complete this story. Write the answers in your notebook.

Last Sunday, I ¹ **watched/was watching** TV when I ² **heard/was hearing** a strange noise. I ³ **switched/was switching** off the TV and ⁴ **ran/was running** upstairs. My little sister ⁵ **listened/was listening** to music on her MP3 player. She ⁶ **sang/was singing** with the music!



TestingPractice

1 Match the questions to the answers. Write the answers in your notebook.

- | | |
|---|---|
| 1 What was your teacher doing at 3 o'clock yesterday? | a Because she lost the race. |
| 2 Did you finish your homework last night? | b She was writing some words on the board. |
| 3 Why is your sister unhappy? | c I was sleeping! |
| 4 What were you doing at 5 o'clock this morning? | d No, I didn't. I fell asleep! |
| 5 What did you do last weekend? | e I went to my friend's house and we played football. |



TestingSpot

2 Dla każdej z opisanych sytuacji (1–4) wybierz właściwą reakcję (A–F). Napisz odpowiedzi w zeszycie. Uwaga! Dwie reakcje nie pasują do żadnej sytuacji.

- | | |
|--|---|
| 1 Kolega pyta cię, co robieś/robiłaś wczoraj.
Co mu odpowiesz? | A I was listening to music. |
| 2 Koleżanka pyta cię, czym zajmowałeś się/
zajmowałaś się wczoraj o szóstej wieczorem.
Co jej odpowiesz? | B No, they didn't. They were at home. |
| 3 Kolega pyta cię, czy grałeś/gralaś w jakąś grę
zespołową w ten weekend. Co mu odpowiesz? | C I went cycling with my brother. |
| 4 Babcia pyta cię, co robili twoi rodzice dziś
rano pomiędzy dziewiątą a jedenastą.
Co jej odpowiesz? | D I went swimming in the morning and
visited my aunt in the afternoon. |
| | E They were playing tennis. |
| | F Yes, I did. I played volleyball with my friends. |

3 Look at the picture below. Find these things:

a table a window a picture three boys two girls a teacher



TestingSpot

4 Popatrz na ilustrację i zdecyduj, czy poniższe zdania (1–5) są prawdziwe (Tak), czy fałszywe (Nie). Napisz odpowiedzi w zeszycie. W przypadku zdań fałszywych (Nie), popraw je.



When the teacher came into the room, ...

- 1 two girls were dancing.
- 2 a boy was standing on the table.
- 3 a girl was looking out the window.
- 4 a boy was drawing a picture.
- 5 a girl was sleeping under her desk.

Tak Nie





VocabularySpot

- 1 Read the text and then use the blue words to label the pictures. Write the answers in your notebook.

I love watching the sky at night. I've got a **telescope** in my bedroom and I love to look at all the stars in the sky. Here are my favourite space facts.

There are eight **planets** in our **solar system**: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. These planets go round the **sun**. There are also comets and moons in our solar system.

A **comet** is a ball of ice and rock. It goes round the sun and burns. This makes a bright moving light.

Our planet, the Earth, has one **moon**. It goes round the Earth. You can usually see it at night and sometimes you can see it during the day. There is only one star in our solar system. It's the sun. The sun gives us heat and light and is very important.

Sometimes I can see another kind of bright light in the sky. It comes from a **satellite**. This is a machine which we use for communication or to collect information. Do you watch satellite TV? The signal comes from a satellite in space. I think that's cool!



1



2



3



4



5



6



7

- 2 Read the text again. In your notebook, mark the sentences true or false and correct the false sentences.

	true	false
1 The Earth goes round the sun.	☐	☐
2 A comet doesn't move.	☐	☐
3 You can't see the moon during the day.	☐	☐
4 There is more than one moon in our solar system.	☐	☐
5 Satellites are important for communication.	☐	☐
6 The sun is a planet.	☐	☐

- 3 Work in pairs.

Student A: Cover the text above. Choose a picture from Activity 1. Tell Student B one fact about it.

Student B: Look at the text and check Student A's fact.

There are nine planets in our solar system.

No, that's wrong. There are eight planets in our solar system.



LanguageSpot

- 4 Copy the dialogues into your notebook and complete them with the correct words from the box.

ate wasn't was eating did

- 1 **A:** Were you talking to your brother on the phone?
B: No, I . I was talking to my uncle.
- 2 **A:** Did you walk to school yesterday?
B: Yes, I . And I got very wet, because it raining!
- 3 **A:** Why is your friend angry?
B: Because I his sandwich.
- 4 **A:** What were you doing at seven o'clock this morning?
B: I was breakfast.



TestingSpot

- 5 Dla każdego z poniższych pytań (1–4) wybierz właściwą reakcję. Wybierz odpowiedź A, B albo C. Odpowiedzi zapisz w zeszycie.
- 1 What were you doing yesterday at half past one?
A I didn't have lunch at half past one.
B I was having lunch.
C I have lunch every day at half past one.
- 2 Did you visit your friends on Saturday?
A Yes, I did. I spent the afternoon at their house.
B Yes, I was. It was great fun.
C Yes, they did. We went to London.
- 3 Was your sister playing football after school on Monday?
A No, she doesn't. She never plays football on Monday.
B No, she wasn't. She was doing her homework.
C No, she isn't. She doesn't like football.
- 4 Why were you late for school yesterday?
A I fell off my bike.
B I was falling off my bike.
C I fall off my bike.



Grammar Summary

Past simple

Czasu *Past simple* używamy, gdy mówimy, że coś się wydarzyło w określonym momencie w przeszłości.

Marie and Pierre Curie **discovered** radium.

A: **Did** you **win** the race?

B: Yes, I **did**.

W tym czasie bardzo często używamy takich słów jak: *yesterday, last weekend, in 2010*.

Past continuous

Czasu *Past continuous* używamy, gdy chcemy powiedzieć, że dana czynność trwała w określonym momencie w przeszłości. np. *last evening, that morning, yesterday at 6 o'clock*.

What **were** you **doing** yesterday at six o'clock?

I **was listening** to music.

Affirmative sentences

I **was playing** games.

You **were playing** games.

He **was playing** games.

She **was playing** games.

It **was playing** games.

We **were playing** games.

You **were playing** games.

They **were playing** games.

Negative sentences

I **was not (wasn't)** playing games.

You **were not (weren't)** playing games.

He **was not (wasn't)** playing games.

She **was not (wasn't)** playing games.

It **was not (wasn't)** playing games.

We **were not (weren't)** playing games.

You **were not (weren't)** playing games.

They **were not (weren't)** playing games.

Questions

Was I playing games?

Were you playing games?

Was he playing games?

Was she playing games?

Was it playing games?

Were we playing games?

Were you playing games?

Were they playing games?

Short answers

Yes, I **was**./No, I **wasn't**.

Yes, you **were**./No, you **weren't**.

Yes, he **was**./No, he **wasn't**.

Yes, she **was**./No, she **wasn't**.

Yes, it **was**./No, it **wasn't**.

Yes, we **were**./No, we **weren't**.

Yes, you **were**./No, you **weren't**.

Yes, they **were**./No, they **weren't**.

Past continuous and Past simple

Często używamy obu czasów i łączymy je słowem *when*, gdy chcemy powiedzieć, że coś się wydarzyło podczas trwania innej czynności w przeszłości.



I was sleeping **when** the alarm rang at seven.

Check your grammar

In your notebook, write the answers to Activities 1–2.

1 Write questions in the correct past tense. Then answer about yourself.

1 *Did you meet your friends last weekend?*

Yes, I did. or *No, I didn't.*

1 meet/your friends/last weekend?

2 watch/TV/last night?

3 swim/in the sea/last year?

4 go to bed early/yesterday?

5 make/your bed/this morning?

2 Make sentences using the correct past forms.

1 *He was skateboarding when he fell over.*

1 He/skateboard/when/he/fall over

2 We/have/a picnic/when/it/start/to rain

3 They/swim/when/they/see/a shark

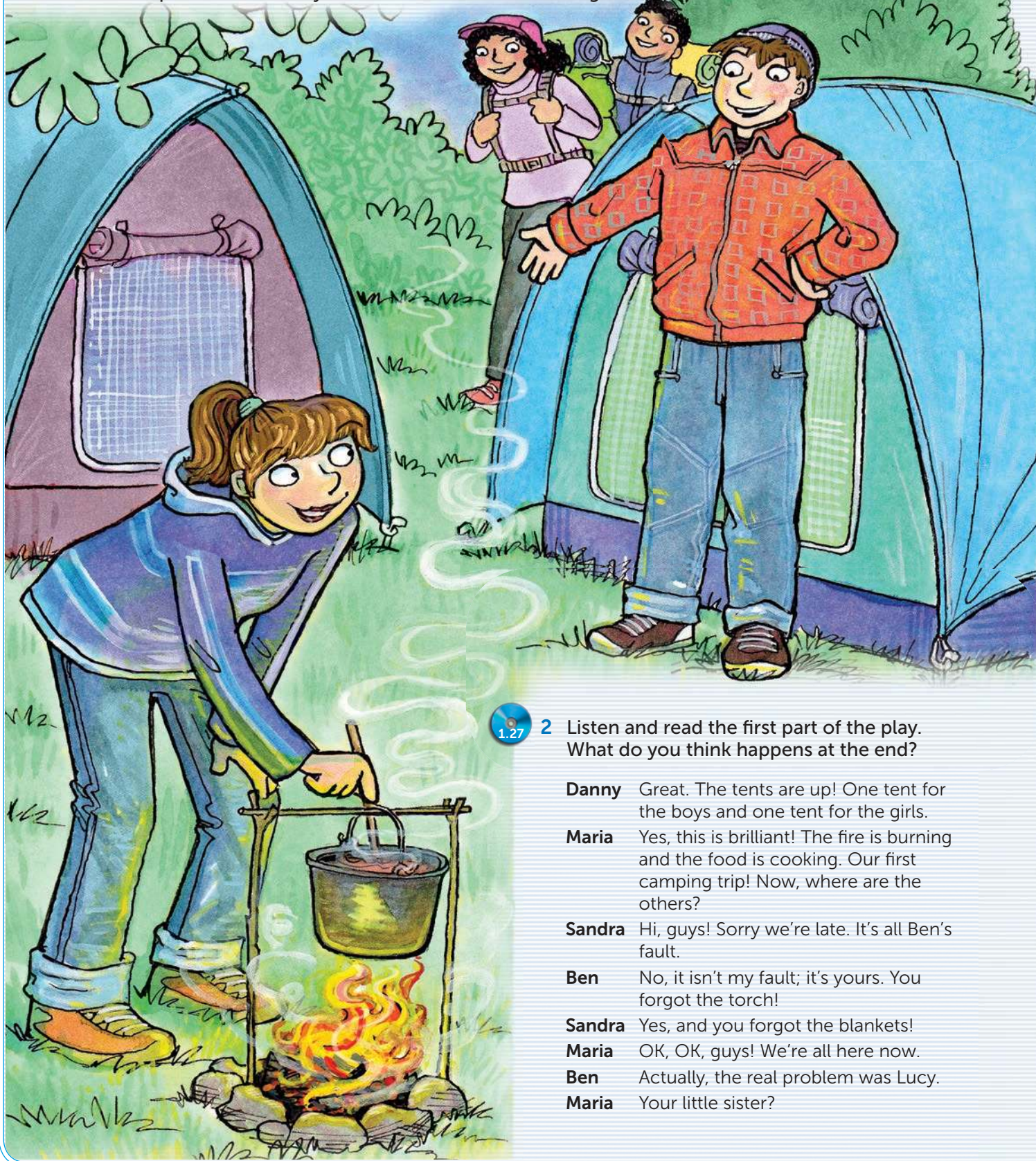
4 I/look/out of the window/when/it/begin/to snow

5 She/tell/a joke/when/the teacher/come/into/the room



Mini play

1 Look at the picture. What do you think the children are doing?



1.27

2 Listen and read the first part of the play. What do you think happens at the end?

Danny Great. The tents are up! One tent for the boys and one tent for the girls.

Maria Yes, this is brilliant! The fire is burning and the food is cooking. Our first camping trip! Now, where are the others?

Sandra Hi, guys! Sorry we're late. It's all Ben's fault.

Ben No, it isn't my fault; it's yours. You forgot the torch!

Sandra Yes, and you forgot the blankets!

Maria OK, OK, guys! We're all here now.

Ben Actually, the real problem was Lucy.

Maria Your little sister?

- Sandra** Yes. She really wanted to come too. But she's too young for camping.
- Ben** She's at home with mum and dad.
- Danny** Anyway ... I'm hungry! Let's have some food.
- Sandra** Great idea.
- Maria** Right, sausages and beans for everyone. Mm, delicious.
- Sandra** Wow! Look at the stars. They're beautiful!
- Danny** Yes. And it's so quiet.
- Ben** It's quite dark here.
- Maria** Yes. No electric lights. This is the real natural world!
- Sandra** Well, Maria, it's not actually the real natural world. It's your garden!
- Maria** OK, OK. But it's still exciting!
- Sandra** Did you hear that?
- Danny** What?
- Maria** I think I heard something.
- Ben** What did you hear?
- Maria** I don't know. A strange sound.
- Sandra** I didn't hear anything.
- Danny** Did you hear that?
- Sandra** Yes, I did.
- Ben** Oh, don't be silly. It was nothing. Just a ... sound.
- Danny** I'm not scared.
- Sandra** No, I'm not scared. I'm definitely not scared.
- All** Aaagghh!
- Ben** OK everyone. Calm down, calm down. It's probably a bird.
- Sandra** Or a fox.
- Danny** I've got a really good idea.
- Maria** What?
- Danny** Let's go and get mum and dad.
- Maria** No way!
- Sandra** That sound's coming from your tent, boys!
- Ben** Right! That's it! Come on, Danny, we're going in!

1.28

- 3** Now listen to the last part. Did you guess the ending?

1.29

- 4** Listen again to the whole dialogue. Then read with your classmates.



Memory Challenge

Learn your lines by heart.



Mini project

- 1** Read Jack's fact sheet. Does your school have any similar after-school sports clubs?

Sports at my school

We do lots of sports at my school. In the summer, we play cricket, rounders and do athletics. In the winter we play football, rugby and do gymnastics. My favourite sport is gymnastics.

We also have after-school sports clubs.



I do karate and play netball after school. Every summer we have a sports day at our school. The students take part in lots of different sports competitions and the winners get medals.



Jack

- 2** In your notebook, write about sports at your school. Draw pictures or use photos from magazines to illustrate your fact sheet.

Vocabulary



- 1 Listen and read. In the pictures find the things Eva talks about. Then match the words to the pictures (a–o) and write the answers in your notebooks.

My first years

Have you ever visited a castle?
Have you ever visited a zoo?
Have you ever lived in an igloo?

I've visited a castle,
I've visited a zoo,
But I haven't lived in an igloo.

I've travelled on a bus,
I've travelled on a train,
But I've never been on an aeroplane.

I've eaten frogs' legs,
I've eaten spinach leaves,
But I've never eaten smelly cheese.

I've listened to rock,
I've listened to pop,
But I've never danced to hip hop.

I've taken lots of exams,
I've taken lots of tests,
But I haven't climbed Mount Everest.

Eva

Labels: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o

Illustrations: a castle, an igloo, an airplane, a zoo with a giraffe, a double-decker bus, a spinach leaf, a rock band, a frog, a train, a test paper, a mountain, a person eating cheese, a person dancing, a person listening to music, a person taking an exam.

- 2 Listen again. Practise saying the poem.



GrammarSpot

Present perfect

I've **eaten** spinach.

I **haven't climbed** Mount Everest.

I've **never been** on an aeroplane.

Have you **ever visited** a castle?

Yes, I **have**./No, I **haven't**.

→ Grammarpage 45



Remember!

Full form

I **have**

I **have not**

Short form

I've

I **haven't**

Grammar practice

- 3 In your notebook, copy and complete three of these phrases to make true sentences about yourself.

1 I've *never eaten spinach*.

2 I've *been to Italy*.

3 I've *never danced to hip hop*.

I've never eaten ... I've travelled on a ...

I haven't tasted ... I've been to ...

I've listened to ... I haven't lived in ...

I've visited ... I've never danced to ...

- 4 Read your sentences to your classmates. Try to find someone with one or two sentences like yours.



StudyTip

Remembering verb forms

In your notebook, write down verbs in lists of regular and irregular verbs.

Regular

visit – visited

listen – listened

taste – tasted

Irregular

be – been

eat – eaten

take – taken

Speaking

- 6 Listen and read these questions.

Experiences

Have you ever ...



1 played tennis?



4 seen a rainbow?



2 been to London?



5 eaten Chinese food?



3 swum in the sea?



6 won a prize?

- 7 Ask and answer the questions from Activity 6 with a classmate.

Have you ever played tennis?

No, I haven't.

or

Yes, I have.

Class poll

- 8 Listen to the questions in Activity 6 again. Put your hand up for all the things you have done. Write the results on the board.

	Yes, I have.	No, I haven't.
1 Tennis	9	11
2 London	...	...

Check your English

- 9 Copy the text into your notebook and complete it with *have*, *haven't*, *ever*, *never*.
- A: Have you ¹ eaten Mexican food?
- B: No, I've ² eaten Mexican food, but I ³ eaten Spanish food. Have you ⁴ eaten Spanish food?
- A: No, I ⁵ .

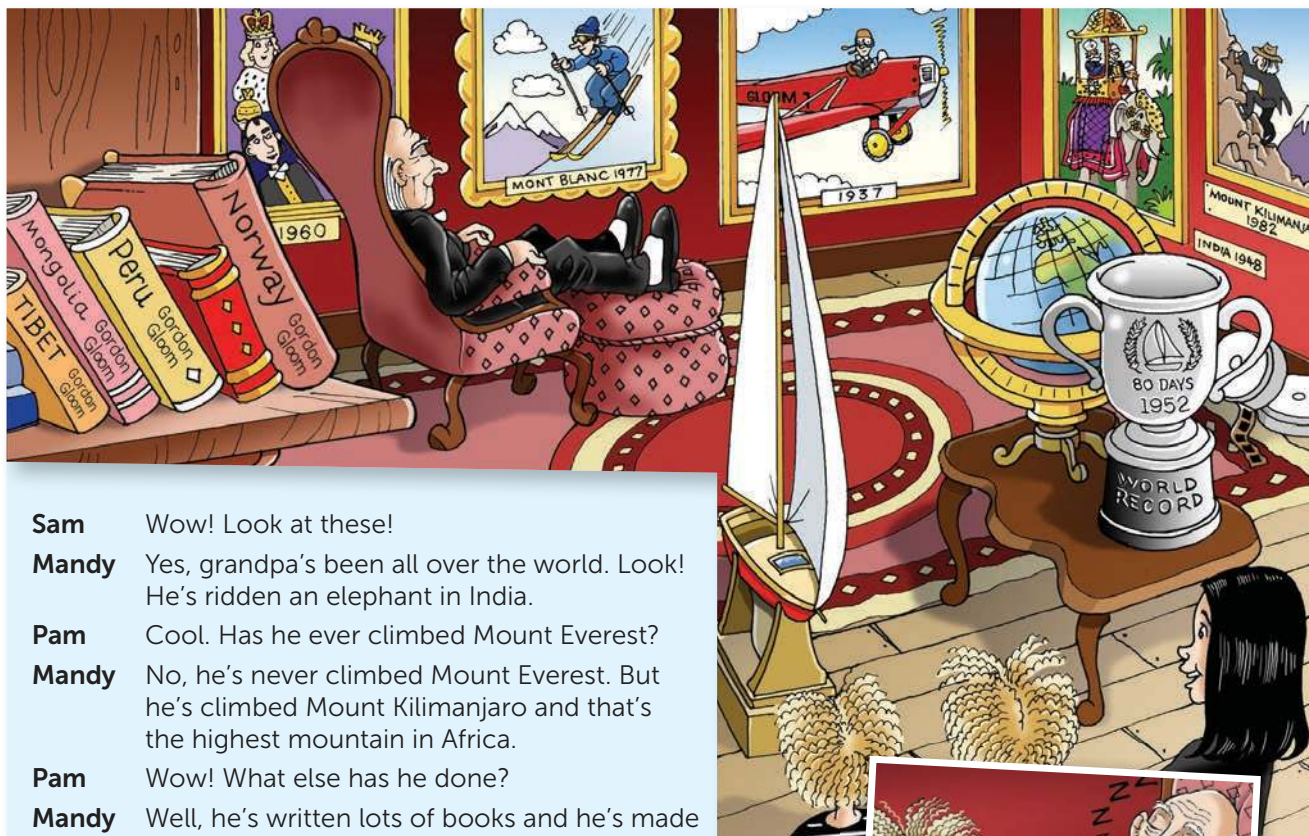
Pronunciation

- 5 Listen and practise saying these verbs.
- /ɪd/ visited shouted started ended
- /d/ travelled listened climbed played
- /t/ danced worked helped watched

Lesson objective • Talking about experiences you have had in your life

Presentation

- 1 Listen and read. In the picture, find the things Mandy talks about.



- Sam** Wow! Look at these!
- Mandy** Yes, grandpa's been all over the world. Look! He's ridden an elephant in India.
- Pam** Cool. Has he ever climbed Mount Everest?
- Mandy** No, he's never climbed Mount Everest. But he's climbed Mount Kilimanjaro and that's the highest mountain in Africa.
- Pam** Wow! What else has he done?
- Mandy** Well, he's written lots of books and he's made films.
- Sam** Has he written any children's books?
- Mandy** No, he hasn't written any children's books. But he's written lots of travel books. And he's met a king and a queen and he's broken ...
- Sam** His leg!
- Mandy** No, he hasn't broken his leg. He's broken world records. Look! He's sailed around the world in 80 days and he's skied down Mont Blanc. Yes, grandpa has had a really amazing life.
- Pam** Um. No wonder he's tired.

Comprehension

- 4 Are these sentences about Gordon true or false? Write the answers in your notebook.
- 1 He has climbed Mount Everest.
 - 2 He has written lots of travel books.
 - 3 He has sailed around the world.

Class poll

- 3 What do you think is the most amazing thing Gordon Gloom has done in his life? Vote and write the results on the board.

ridden an elephant – 2
climbed Mount Kilimanjaro – 5



GrammarSpot

Present perfect

He's **ridden** an elephant in India.
He **hasn't written** any children's books.
Has he **ever climbed** Mount Everest?
Yes, he **has**./No, he **hasn't**.

Grammar practice

- 5 Look at the picture in Activity 1. In your notebook, make sentences with *He has* or *He hasn't* and the words below.

sailed written ridden skied broken
made met been

children's books down Mont Blanc
an elephant films
to lots of countries around the world
kings and queens his leg

He's sailed around the world.

He hasn't written children's books.



Remember!

Full form

He/She **has**

He/She **has not**

Short form

He/She's

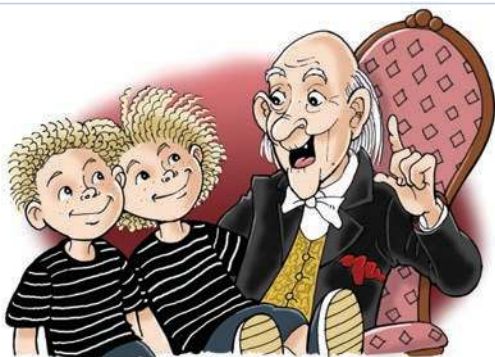
He/She **hasn't**

Listening



- 6 Copy the dialogue into your notebook. Then listen and complete with the words from the box.

sailed been rode flew sailed
been flown took ridden



- Sam** Is it true? Have you ¹ an elephant?
Gordon Yes, I ² an elephant in India in 1948.
Pam And have you ³ around the world?
Gordon Yes, I ⁴ around the world in 1952.
 It ⁵ me eighty days.
Sam Have you ever ⁶ to the moon?
Gordon No, I haven't ⁷ to the moon. But
 I have ⁸ across the Pacific. Look,
 I ⁹ across the Pacific Ocean in this
 plane in 1937.
Pam, Sam Wow! You are brave, Grandpa.



- 7 Listen again and check your answers.



GrammarSpot

Present perfect and Past simple

Have you **ridden** an elephant?

Yes, I **rode** an elephant in India **in 1948**.

Have you **sailed** around the world?

Yes, I **sailed** around the world **in 1952**.

→ Grammar page 45

Grammar practice

- 8 In your notebook, complete the dialogue with the correct form of the verbs in brackets.

1 ridden, rode

1 (ride) **Sam** Have you an elephant?
Gordon Yes, I an elephant in 1948.

2 (break) **Pam** Have you a world record?
Gordon Yes, I a world record in 1952.

3 (meet) **Sam** Have you a king and queen?
Gordon Yes, I a king and queen in 1960.

4 (fly) **Pam** Have you across the Pacific?
Gordon Yes, I across the Pacific in 1937.

5 (ski) **Sam** Have you down Mont Blanc?
Gordon Yes, I down Mont Blanc in 1977.

6 (climb) **Pam** Have you Mount Kilimanjaro?
Gordon Yes, I Mount Kilimanjaro in 1982.



- 9 Listen and check.

Check your English

- 10 In pairs ask and answer questions about your classmate's experiences.

1 (travel) on a plane 3 (ride) a horse
 2 (be) to England 4 (break) your leg

Have you travelled on a plane?

Yes, I have. I travelled on a plane last year.

- 11 In your notebook, write sentences about your and your classmate's experiences.

I haven't travelled on a plane.

Monica has travelled on a plane.

She travelled on a plane last year.

11

My latest news

Lesson objective • Announcing news

Vocabulary

- 1 Phoebe is writing about things that have happened to her recently. Look at the picture and the words in the box. Match the words to the pictures. Can you guess Phoebe's news?

uniform hairstyle kittens DIY (Do-It-Yourself)

Presentation



- 2** Listen and read. How many pieces of news does Phoebe tell her cousin in Australia?

To sandra@myaussie.com

Subject news

Hi Sandra,

Thanks for your last email. I hope things are good for you in Australia. I've got a lot of news for you! I've just started my new school and the uniform is cool. It's purple! And guess what? I've changed my hairstyle. Now my hair is really short. But my best news is that our cat, Bonny, has just had three kittens. They're really gorgeous!

Oscar is fine. He's really happy at the moment because he's just bought an MP3 player with his birthday money. He listens to it all the time and he can't hear anything I say. Annoying!

Mum and dad are fine too. They've been really busy with DIY. They've just painted the kitchen. Dad isn't very happy because he's hurt his back. Mum has found a new job at the vet's. She's very happy because she really loves animals!

I have to go now – my best pal, Julie, has just invited me to a sleepover and I have to get ready and pack my bag!

Please write with all your news!

Phoebe

How r u? Do U fancy
a sleepover 2nite @ mine?
Let me kno.
Hope to CU L8R.
Julie

Comprehension

- 3** Read the text and answer the questions in your notebook.

- 1 Why has Phoebe got a new uniform?
- 2 Why is Phoebe's brother annoying?
- 3 Why isn't Phoebe's dad happy?
- 4 Why is Phoebe's mum really happy at the moment?
- 5 Where is Phoebe going tonight?



RealEnglish

Text language

do u (= do you) 2nite (= tonight)
r (= are) @ (= at) kno (= know)
CU = (see you) L8R (= later)



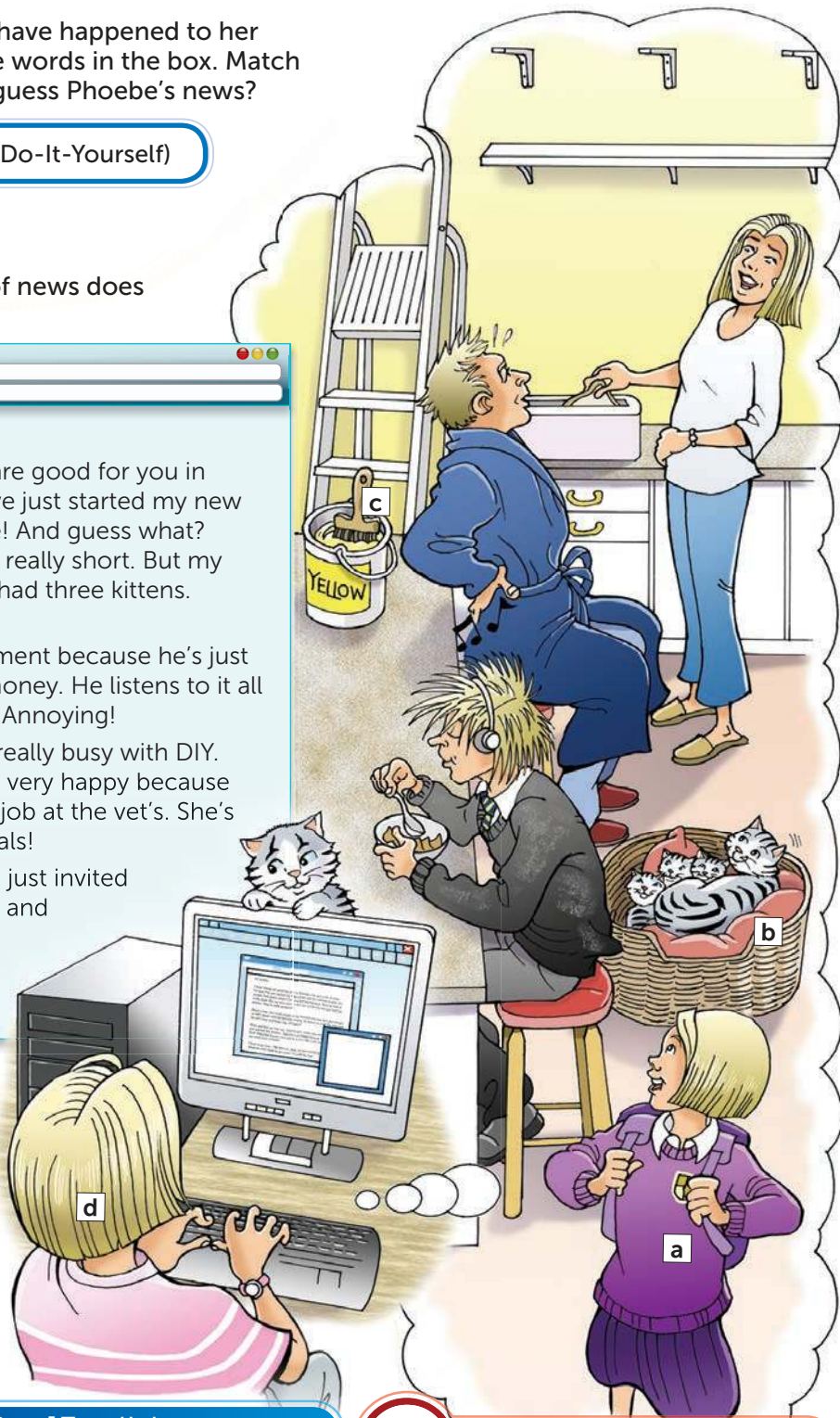
GrammarSpot

Present perfect: *just*

I've just started my new school.
Bonny has just had three kittens.



➔ **Grammar** page 45



Grammar practice

- 4 Match the words in column A with the words in column B and use the correct forms of the verbs to make correct sentences. Write them in your notebook.

I've just started my new school.

- | | |
|-----------------------|---------------------------|
| A | B |
| 1 I (just/start) | a an MP3 player. |
| 2 I (change) | b his back. |
| 3 Bonny (just/have) | c really busy. |
| 4 Oscar (just/buy) | d my hairstyle. |
| 5 Mum and dad (be) | e kittens. |
| 6 They (just/paint) | f a new job at the vet's. |
| 7 My dad (hurt) | g me to a sleepover. |
| 8 Mum (find) | h the kitchen. |
| 9 Julie (just/invite) | i my new school. |



- 5 Listen and check.

Listening



- 6 Listen. What news is Oscar telling his friend?



- 7 Listen again. Answer these questions in your notebook.

- What has Oscar just spent?
- What did he buy?
- Was it expensive?
- Where did he buy it?
- How many songs can it hold?
- How many songs has Oscar put on it?



GrammarSpot

Present perfect and Past simple

I've just **spent** my birthday money.

What **did** you **buy**?

I **bought** an MP3 player.

Speaking

- 8 Work with a classmate. Make a dialogue with the words in the boxes. Complete it with your own answers.

I've just been shopping.

What did you buy?

I bought a magazine.

A: I've just ...

been shopping won a prize read a book
seen a film had a drink played a game

Writing

- 9 In your notebook, write a short email to your friend. Start with saying thank you and give him/her your latest news.



My English file

Hi Peter,

A big thank you for your last email/ phone call/birthday present. I've got some news, too. My parents have just bought me a puppy! It's ...



RealEnglish

Saying thank you

Thanks for ... Thanks a lot for ...

Thank you so much for ...

A big thank you for ...

Check your English

- 10 In your notebook, complete the text with the Present perfect of the verb in brackets.
- I just a T-shirt. (buy)
 - My cat just kittens. (have)
 - My friend just a new school. (start)
 - We our house. (paint)
 - My dad a new job. (find)
- 11 In your notebook, write questions about the above in the Past simple.
- 1 *Where did you buy it?*

B: What did you ...?

buy win read see have play

A: I ...

bought won read saw had played

Come to my island for a holiday!**Reading**

- 1 Read the text. Find three reasons why Moana's island is a good place for a holiday.

beautiful, ...

To moana@netweb.tv

Subject [My island](#)

Hi,

My name is Moana and I live on an island called Funafala in the South Pacific. The island is very small, but is a wonderful place to have a holiday. It is very beautiful. From my bedroom window, I can see lots of palm trees, a wonderful sandy beach and the Pacific Ocean. The weather is also good. There is a lot of rain, but it is always warm and I can go swimming in the sea every day of the year. There are now only six families living on the island so when you come to my island, you are going to get to know all the people very quickly. Everyone is very friendly and you can come to one of the parties we have on the beach at night and join us when we sing and dance around the fire. And you can see other beautiful places too. My country is called Tuvalu and is made up of nine small islands. You can visit all of them by boat. But please book your holiday and come quickly because soon we are all going to have to say goodbye to our islands and find somewhere else to live.

Best wishes,
Moana

Funafala

Moana

**TestingSpot**

- 2 Przeczytaj ponownie tekst. Zdecyduj, czy podane zdania (1–6) są prawdziwe (Tak), czy fałszywe (Nie). Napisz odpowiedzi w zeszycie.

- 1 Moana is on holiday on Funafala.
- 2 Moana can see the beach from her house.
- 3 Moana can only swim in the sea in summer.
- 4 There are a lot of people living on the island.
- 5 Moana's country is called Funafala.
- 6 The families on Funafala are going to have to leave soon.

Tak



Nie



Listening

1.39

3 Listen to Moana and find out why Moana and her family are going to leave Funafala soon. Choose the correct option and write it in your notebook.

- 1 The land on Funafala is **low/high**.
- 2 The **lowest/highest** point on Funafala is 2.5 metres.
- 3 The sea is getting **lower/higher** every year.
- 4 Funafala is getting **bigger/smaller**.
- 5 Moana's uncle and aunt **have already moved/are going to move** to New Zealand.

1.39

4 Listen again and check your answers.

Speaking

1.40

5 Listen to these questions about the text on page 40 and think about the answers. Now do a quiz. Get into small teams and write five questions to ask another team. Then close your books and ask and answer your questions. You get one point for every correct answer.

Writing

6 Write these words on a piece of paper. Then close your books and write a paragraph about Funafala. Try to use as many of the words as you can.

Funafala small island South Pacific
palm trees sandy beach rain weather
warm swimming sea waves families
friendly parties sing dance fire Tuvalu
boat land low sea high 2.5 metres
storms waves New Zealand

Funafala

Funafala is a small island in the South Pacific. The island has sandy beaches ...



FunSpot

Picture quiz

1 Match each verb with two pictures. Write the answers in your notebook.

1 **b, m**

- 1 travel on a ...
- 2 climb a ...
- 3 make a ...
- 4 throw a ...
- 5 swim in a ...
- 6 ride a(n) ...
- 7 break a(n) ...



i t...



e j...



j b...



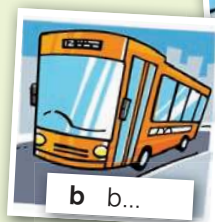
k b...



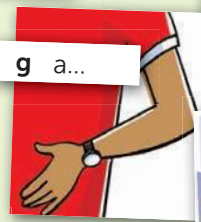
d c...



f e...



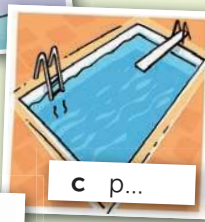
b b...



g a...



a m...



c p...



h b...



l r...



m t...



n l...

2 Make sentences with *You can ...*

You can travel on a bus.

You can travel on a ...

Check if you can do these things

I know the past participle of some irregular verbs.

- 1 Find the *Present perfect* form of five verbs in this word snake. Write the verbs in your notebook.

arbeenmwhwonpl/takensprbrokenopttrseenom

I can talk about experiences using the *Present perfect*.

- 2 In your notebook, write questions about Eva. Then answer with *Yes, she has.* or *No, she hasn't.*

1 *Has she ever visited a castle? Yes, she has.*

- | | | | |
|--------------------|----------------------|------------------|-----------------------|
| 1 visit castle | 3 travel on a bus | 5 eat spinach | 7 dance to hip hop |
| 2 live in an igloo | 4 be on an aeroplane | 6 listen to rock | 8 climb Mount Everest |

I can use the *Past simple* and the *Present perfect*.

- 3 In your notebook, copy and complete the dialogue with the correct words from the box.

made wrote skied met made skied written met

Sam Is it true? Have you ¹ a book?

Gordon Yes, I ² four travel books in 1948.

Pam And have you ³ a king and queen?

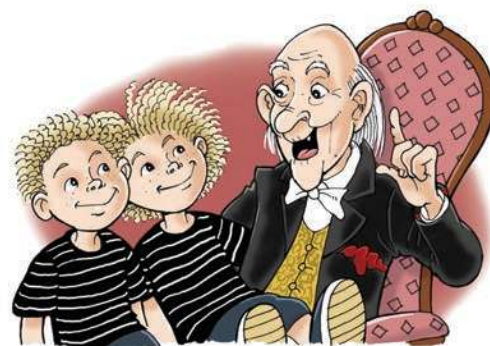
Gordon Yes, I ⁴ a king and queen in 1960.

Sam Have you ever ⁵ down Mount Everest?

Gordon No, I haven't. But I ⁶ down Mont Blanc in 1977!

Pam Have you ⁷ any films?

Gordon Yes, I ⁸ a film about Tibet in 1957.



- 4 In your notebook, write four sentences about things you have done. When did you do these things?

I've eaten Indian food. I ate a curry last Friday.

I can use the *Present perfect* to talk about recent news.

- 5 Can you remember Phoebe's news? Look at page 38 and the sentences below, then complete the sentences in your notebook.

She's just changed her hairstyle.

1 She her hairstyle.

2 Bonny three kittens.

3 Oscar an MP3 player.

4 Her mum and dad the kitchen.

5 Her dad his back.

6 Her mum a new job at the vet's.

I know how to use verbs and nouns together correctly.

- 6 In your notebook, match the verbs in column A to the nouns in column B to make phrases.

- | | |
|----------|--------------|
| A | B |
| 1 break | a a bike |
| 2 travel | b a mountain |
| 3 climb | c in a river |
| 4 make | d a ball |
| 5 swim | e on a train |
| 6 throw | f a leg |
| 7 ride | g a cake |

I can tell the difference between a poem and a text message.

- 7 Which of these texts is a poem and which a text message?

A
I've been 2 a zoo
And L8R in an igloo
How about u?
Do u miss me 2?

B
Hi. I've just been
2 a concert. It was
gr8! CU 2nite.



Testing Practice

1.42

1 Match the beginnings to the endings of the sentences. Write the answers in your notebook.

- | | |
|----------------|---|
| 1 I have never | a meet Taylor Swift last year? |
| 2 Have you | b bought a bar of chocolate. Now I really want to eat it. |
| 3 I've just | c eaten Indian food, but I've eaten lots of French food. |
| 4 You didn't | d ever met a famous person? |
| 5 Did you | e eat a sandwich yesterday. You ate a burger. |



TestingSpot

1.41

2 Usłyszysz dwukrotnie cztery teksty. Na podstawie informacji zawartych w nagraniu w zadaniach (1–4) z podanych odpowiedzi wybierz właściwą. Wybierz literę A, B albo C. Napisz odpowiedzi w zeszycie.

1 What has the girl ridden?



2 What has Billy bought for his brother?



3 How did Alice break her arm?



4 What has Max never eaten?



3 Work in pairs. Look at the picture in Activity 4 and answer the questions.

- Where are the people?
- What is the girl reading?
- What is on the table?
- What is the boy holding?
- What is the man doing?



TestingSpot

4 W zdaniach (1–3) z podanych odpowiedzi wybierz właściwą, zgodną z treścią ilustracji. Wybierz literę A, B albo C. Napisz odpowiedzi w zeszycie.

- What has the girl just done?
 - She has just read her magazine.
 - She has just eaten a banana.
 - She has just made lunch.
- What has the boy just done?
 - He's just gone outside.
 - He's just come inside.
 - He's just fallen off his skateboard.
- What has their dad just done?
 - He's just sent a letter.
 - He's just sat down.
 - He's just written a letter.



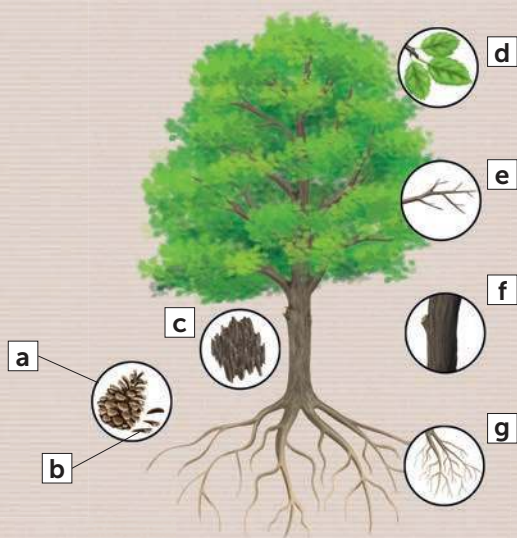


VocabularySpot

1.42

- 1 Work in pairs. Look at the picture. Match the words in the box to the pictures (a–g). Write the answers in your notebook. Listen and check.

bark seeds cone leaves
trunk roots branch



- 2 Work in pairs. Ask and answer about the words in the picture.

What's picture c?

It's bark.

- 3 Choose the correct option. Write the answers in your notebook.

There's a beautiful big pine tree at the bottom of my garden. It's got small green ¹ **leaves/roots**, which never change colour – they are green in the summer and in the winter. The ² **cone/trunk** is very strong and it's covered with thick brown ³ **bark/seeds**. Sometimes my brother and I climb up the tree. We sit on a ⁴ **cone/branch** and drop pine ⁵ **cones/leaves** onto the ground. When they hit the ground, the small dry ⁶ **roots/seeds** fall out.



LanguageSpot

- 4 In your notebook, copy and complete the dialogues with the correct words from the box.

did have eaten saw went ever

- 1 A: Have you ever **Chinese food**?
B: Yes, I have. I to a Chinese restaurant in London last summer.
- 2 A: What you see **at the cinema on Sunday**?
B: We the new James Bond film.
- 3 A: Have you **broken your arm**?
B: No, I haven't. But I broken my leg!
- 5 Work in pairs. Read the dialogues from Activity 4 together. Change the words in blue with your own ideas.



TestingSpot

- 6 Dla każdej z opisanych sytuacji (1–4) wybierz właściwą reakcję (A–E). Uwaga! Jedna reakcja nie pasuje do żadnej sytuacji. Napisz odpowiedzi w zeszycie.
- 1 Kolega pyta cię, czy kiedykolwiek leciałeś/leciałaś samolotem. Co mu odpowiesz?
- 2 Koleżanka pyta cię, czy kiedykolwiek pływałeś/pływałaś w morzu. Co powiesz?
- 3 Znajomy rodziców pyta, czy pomalowałeś/pomalowałaś swój pokój. Co powiesz?
- 4 Siostra pyta, gdzie kupiłeś/kupiłaś plecak. Co jej powiesz?
- A Yes, I have. Look – it's purple and green. Do you like it?
- B No, I don't like it. I prefer travelling by train.
- C I got it from the new shop by the swimming pool.
- D Yes, I have. I flew to Greece last summer.
- E No, I haven't. I can't swim.



Grammar Summary

Present perfect

Affirmative sentences

I **have** ('ve) worked.

You **have** ('ve) worked.

He **has** ('s) worked.

She **has** ('s) worked.

It **has** ('s) worked.

We **have** ('ve) worked.

You **have** ('ve) worked.

They **have** ('ve) worked.

Negative sentences

I **have not** (haven't) worked.

You **have not** (haven't) worked.

He **has not** (hasn't) worked.

She **has not** (hasn't) worked.

It **has not** (hasn't) worked.

We **have not** (haven't) worked.

You **have not** (haven't) worked.

You **have not** (haven't) worked.

Questions

Have I worked?

Have you worked?

Has he worked?

Has she worked?

Has it worked?

Have we worked?

Have you worked?

Have they worked?

Short answers

Yes, I **have**./No, I **haven't**.

Yes, you **have**./No, you **haven't**.

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

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

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

Yes, we **have**./No, we **haven't**.

Yes, you **have**./No, you **haven't**.

Yes, they **have**./No, they **haven't**.

Czasu Present perfect używamy, gdy mówimy o swoich doświadczeniach bez podawania dokładnej daty. W tym kontekście często używamy słów ever w pytaniach i never w przeczeniach.

A: **Have** you **ever read** the Harry Potter books?

B: No, I **ve never read** them.

Czasu Present perfect używamy z czasownikami dokonanymi, gdy mówimy o wydarzeniach, które dopiero co miały miejsce. W tym kontekście często używamy słowa just.

My friend **has just broken** his leg.

A: **Have** you **had** a haircut?

B: Yes, I **have**.

Czasowniki w czasie Present perfect mają końcówkę -ed, jeśli są regularne. Pozostałe czasowniki mają formę nieregularną.

→ Irregular verbs table page 111

Check your grammar

In your notebook, write the answers to Activities 1–2.

1 Make correct questions. Then answer about yourself.

1 *Have you ever gone skiing? Yes, I have.*

1 ever/go/skiing?

2 ever/ride/a horse?

3 ever/fly/on a plane?

4 ever/meet/a famous person?

5 ever/break your leg?

2 Answer these questions with the correct form of the words in brackets.

1 *I've just heard a funny story.*

1 What have you just heard?
(just/hear/a funny story)

2 What have you just eaten?
(just/eat/lots of sweets)

3 What have you just lost?
(just/lose/my purse)

4 What have you just done?
(just/be/on a long walk)



TestingSpot

3 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk (1–5). Wybierz literę A, B albo C. Napisz odpowiedzi w zeszycie.

Hi Sally!

How are you? I ¹ my aunt in London. She's an amazing person.

She's eighty-five years old and she ² in the same house all her life.

She doesn't have a mobile phone and she's ³ watched TV! But she

has had an exciting life. She's ⁴ a helicopter and she's swum from

England to France! Last summer, on her 85th birthday, she ⁵ a big party and invited two hundred people!

- | | | |
|----------------------|--------------|----------------|
| 1 A 've just visited | B just visit | C just visited |
| 2 A live | B lived | C 's lived |
| 3 A ever | B didn't | C never |
| 4 A flew | B flown | C fly |
| 5 A has had | B had | C has |



Extra Special

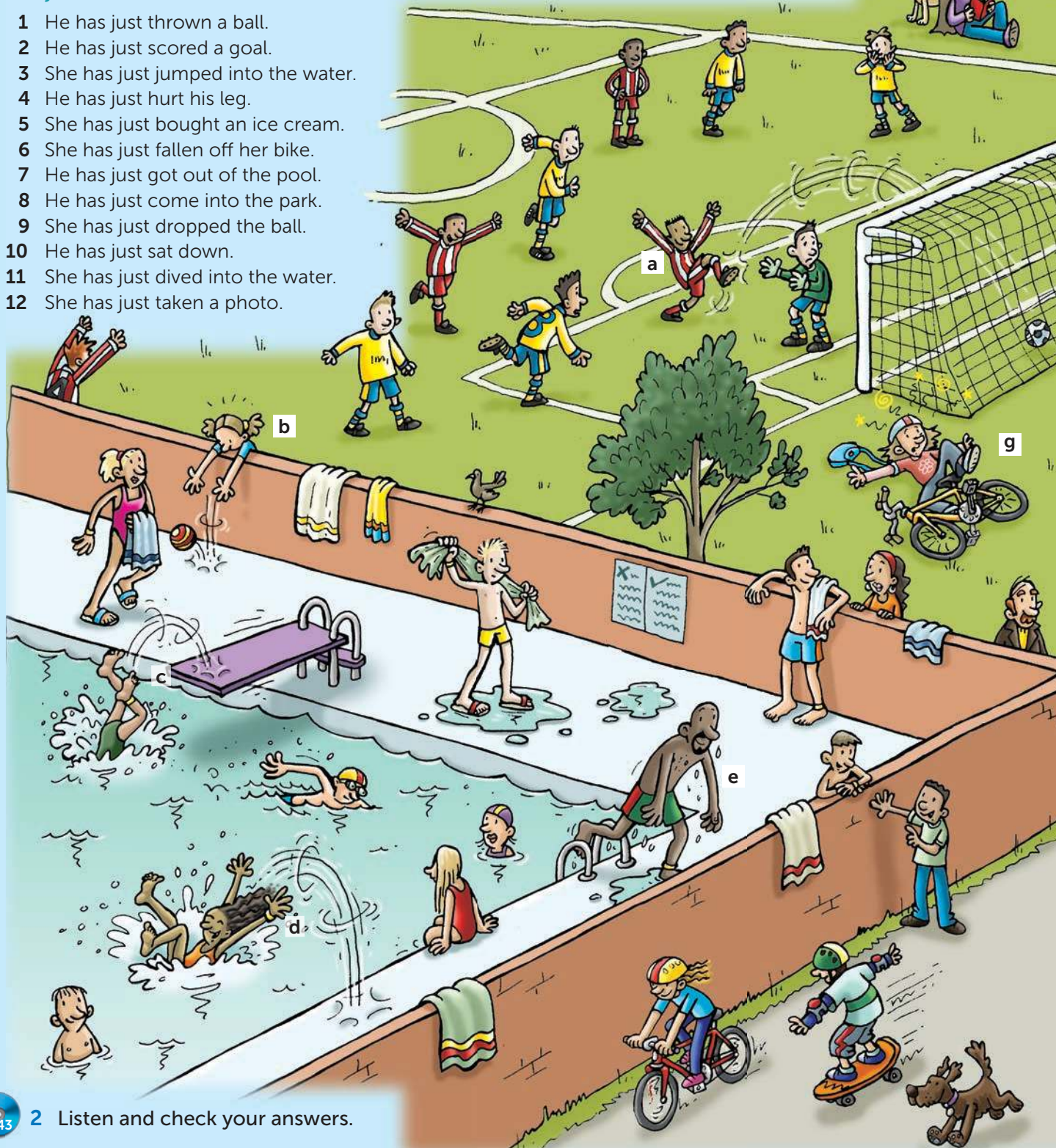


What's just happened?

- 1 Work in a small team. Look at the picture. Find the twelve people who have just done these things. Write the answers in your notebook. The first team to write the 12 correct letters is the winner.

1 j

- 1 He has just thrown a ball.
- 2 He has just scored a goal.
- 3 She has just jumped into the water.
- 4 He has just hurt his leg.
- 5 She has just bought an ice cream.
- 6 She has just fallen off her bike.
- 7 He has just got out of the pool.
- 8 He has just come into the park.
- 9 She has just dropped the ball.
- 10 He has just sat down.
- 11 She has just dived into the water.
- 12 She has just taken a photo.



- 2 Listen and check your answers.



Mini project

- 1 Read Helen's poster. Have you done anything similar?

My latest news

These are some things I've done:

- 1 I've played netball for my school team. We won 11–6.



- 2 I've just passed my maths test. I got a very good mark!
- 3 I've made some biscuits. They were delicious!

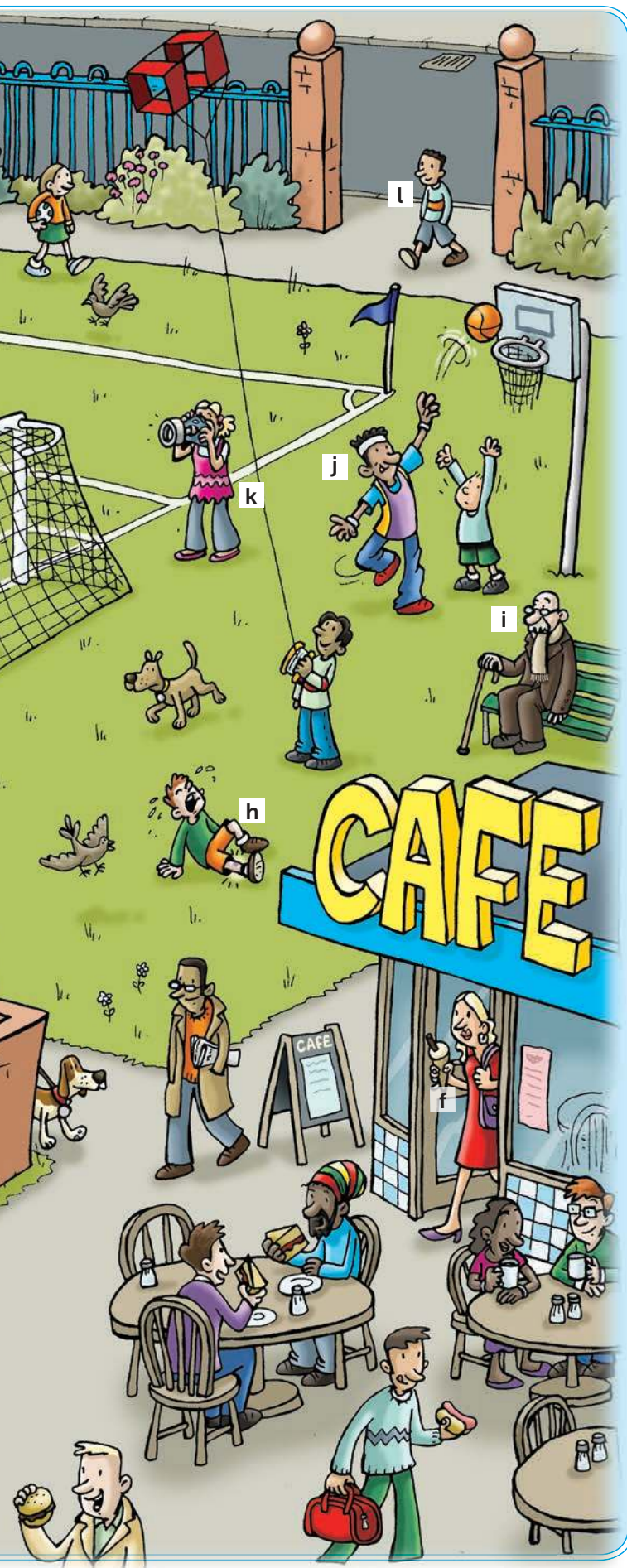


- 4 I've just started piano lessons. I had my first lesson last week.
- 5 I've been to the dentist. I went yesterday.

Helen

- 2 Make a poster about your news. Write at least five sentences.

- 3 Show your poster to your classmates. Answer questions about your news.



13

The talent show

Lesson objective • Making predictions

Vocabulary

2.01

- 1 Listen and find these words in the picture.

costume d

costume judge
microphone
audience stage
guitar

Presentation

2.02

- 2 Listen and read Phoebe's and Oscar's diaries. What do they think will happen at the talent show?

I can't wait for ...

I'm dreading it.

INVITATION

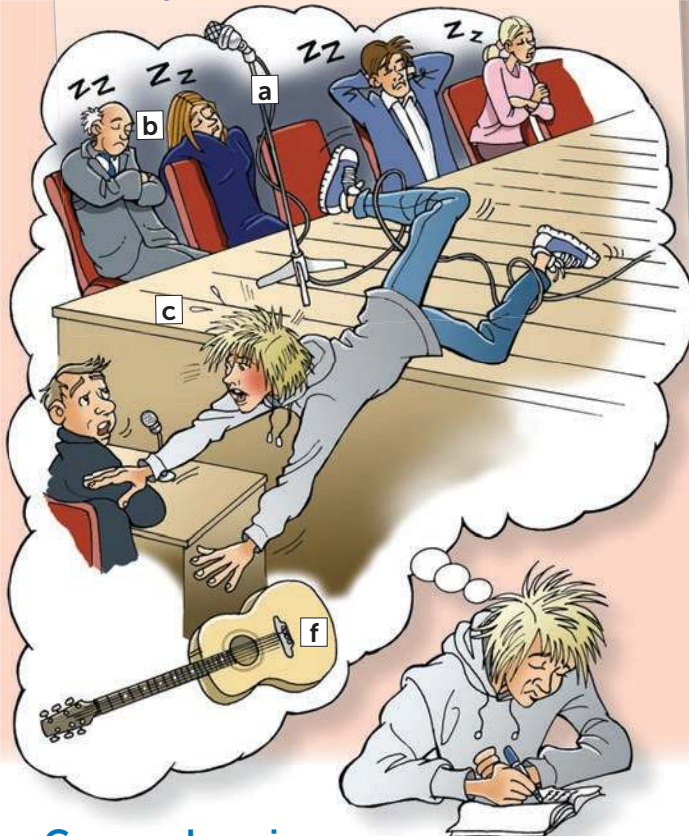
We invite all students to the School Talent Show on 16th February at 2pm in the school gym.

Can you dance, sing, act or entertain? Would you like to show your talents and skills?

Come and bring your family and friends. You can't miss it!

15th February

It's the School Talent Show tomorrow and I'm dreading it. Will I remember the words to my song? Will the audience fall asleep? I think it'll be a disaster. I'll fall off the stage and I'll drop my guitar. The microphone won't work and my friends will laugh at me.



15th February

I can't wait for the show tomorrow! I think it'll be great! I'll dance brilliantly and I won't make any mistakes. My costume will look amazing. My friends will all cheer for me.

The judges will love me and I'll win the first prize. Then my picture will be in the local newspaper and I'll be famous.



Comprehension

- 3 What are Oscar's and Phoebe's predictions? Read again, then answer the questions in your notebook.

1 *The microphone.*

- | | |
|-------------------------------------|--------------------------------|
| 1 What won't work? | 4 Who won't make any mistakes? |
| 2 Who will fall off the stage? | 5 Who will laugh at Oscar? |
| 3 Who will have an amazing costume? | 6 Who will love Phoebe? |



RealEnglish

I can't wait for ...
I'm dreaming of it.



GrammarSpot

Future predictions with **will**

I'll **fall** off the stage.

My friends **will laugh** at me.

I **won't make** any mistakes.

Will I **remember** the words to the song?

Yes, I **will**./No, I **won't**.

→ Grammarpage 59

Grammar practice

- 4 Phoebe and Oscar are talking about the talent show. In your notebook, complete the dialogue with **will**, **'ll** or **won't**.

1 *it'll be*

2 *won't remember*

Oscar Oh, Phoebe, I'm really worried about the talent show. I'm sure it ¹ (be) a disaster. I ² (not remember) the words to my song and the judges ³ (hate) me.

Phoebe Don't be silly, Oscar! You ⁴ (sing) really well and you ⁵ (play) your guitar brilliantly. You ⁶ (not forget) the words to your song, and the judges ⁷ (give) you the silver medal.

Oscar The silver medal! Who ⁸ (get) the gold medal?

Phoebe I will, of course!



- 5 Listen and check your answers.

Speaking

- 6 In your notebook, write three predictions about your future. Use the ideas in the box.

I think I'll be a teacher. I'll travel to another country and I'll speak six languages.

be a pop star
be a pilot
be a teacher
live in a big house
marry a famous person
have ten children
meet an important stranger
travel to another country
win an amazing prize
speak six languages
help other people
design an amazing invention

- 7 Work in pairs. Can you guess your partner's predictions?

Will you be a teacher?

Yes, I will!

Will you have ten children?

No, I won't!

Will you ...

Writing

- 8 In your notebook, write four predictions about your future. Use your own ideas.



My English file

I think I will learn to drive a train and ...

Check your English

- 9 Use the correct verb from the box with **will** or **won't**. Then copy and complete these predictions in your notebook.

become cheer not forget dance
give not fall over

- 1 Phoebe well at the talent show.
2 The judges Phoebe the gold medal.
3 Phoebe a famous dancer.
4 Oscar at the talent show.
5 He the words to his song.
6 The audience loudly.

Vocabulary

2.04

- 1 Listen, then look at the pictures and find these words.

violin – d

violin drums keyboards recorder
double bass accordion flute amp

Presentation

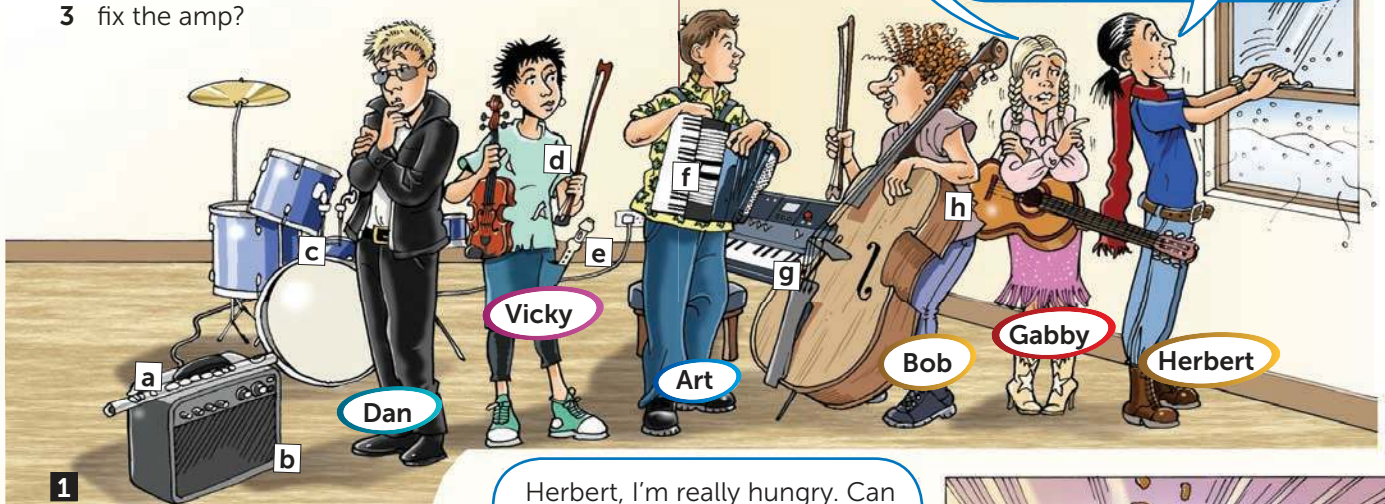
2.05

- 2 Listen and read. Who asks Herbert to:

- 1 close the window?
- 2 get some food?
- 3 fix the amp?

Oh, I'm so cold. Herbert, could you close the window, please. And can I borrow your scarf?

Yes, of course. And I'll find some gloves for you.



Herbert, I'm really hungry. Can you get a sandwich for me?

And could you buy some crisps for me?



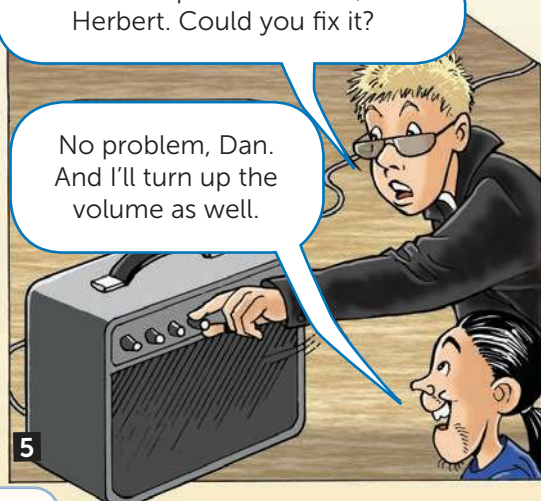
Oops!

The amp doesn't work, Herbert. Could you fix it?

No problem, Dan. And I'll turn up the volume as well.

Sure. I'll get some drinks, too.

Oh dear!



VOLUME

6

7

Comprehension

- 3 Read the story again. What three things does Herbert offer to do?

1 find some gloves for Gabby



GrammarSpot

Requests and offers

Requests: **can/could**

Can I borrow your scarf, please?

Can you get a sandwich for me?

Could you close the window, please?

Offers

I'll find some gloves for you.

I'll get some drinks.

→ Grammarpage 59

Grammar practice

- 4 Put the words in order to make requests. Write the sentences in your notebook.

1 I'm hot. *Could you open the window, please?*

1 I'm hot.

open Could the window please you ?

2 I'm thirsty.

a drink you Could for me get please ?

3 I'm bored.

please your magazine I Could borrow ?

4 I can't find the library.

Could please I your map look at ?

5 I have a headache.

you Could please quiet be ?

- 5 Now make offers from these prompts. Write the sentences in your notebook.

1 I'll buy an ice cream for you.

1 I/buy/an ice cream for you.

2 I/make/a cup of tea for you.

3 I/switch on/the TV.

4 I/walk there/with you.

5 I/get/some medicine for you.



StudyTip

Record **verbs** and **nouns** that go together.

open + **window** **switch on** + **TV**

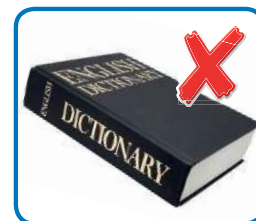
Listening



- 6 Listen to these four people. What are the problems? Copy and complete the sentences in your notebooks.



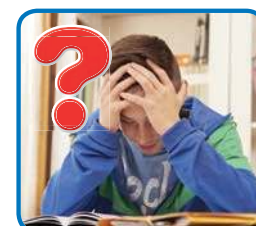
- 1 I want to go to the but my is broken.



- 2 I can't find my .



- 3 I want to phone my but I haven't got a .



- 4 I don't the .

- 7 Think of an offer for each problem.

I'll lend you my bike.

Pronunciation



- 8 Listen and practise saying these requests. Notice the intonation.

- Could you fix my computer?
- Can I borrow your calculator?
- Could I look at your book?
- Could you fetch my coat?
- Can you close the door?
- Can I use your MP3 player?

Check your English

- 9 Choose the correct option to make requests. Write the sentences in your notebook.

- Could **I/you** open the door for me, please?
- Can **I/you** use your phone, please?
- Could **I/you** borrow your DVD, please?
- Could **I/you** switch on the light for me, please?

- 10 Put these words in the correct order to make offers. Write the answers in your notebook.

- your for fix bike you I'll
- you a snack I'll get for
- some I'll lend money you

15

The festival

Lesson objective • Making and responding to suggestions

Presentation



- 1 Listen. Mel, Sophie and Charlie are at the Edinburgh Festival with Sophie's dad. What do they want to see? In your notebook, copy and complete the speech bubbles.

I want to see the New York Street Dancers.

How about going to this ¹ .

I want to see ² .

Let's listen to ³ .

Saturday afternoon, 25th August at the Edinburgh Festival

Venue Show

The Assembly Rooms

Shakespeare's classic play: Romeo & Juliet



The Music Box

River Roots Band: modern folk music



New Theatre

Puppet Show: Sleeping Beauty



Queen's Hall

Comedy Show



Festival Tent

Peppo's Circus



The Bongo Club

The New York Street Dancers



Cabaret Club

The Modern Mime Men



Comprehension



- 2 Listen again. Are these sentences true or false? Write the answers in your notebook.

1 *false* She saw them on TV last week.

- Mel saw the New York Street Dancers on TV last year.
- Charlie says dance is boring.
- The River Roots Band is Mel's favourite band.
- Charlie hates folk music.
- Mel, Charlie and Sophie think that Sophie's dad's decision is a good idea.



RealEnglish

No way!
It's so lame!
They're wicked!

Vocabulary

- 3 Match the words in column A with the definitions in column B. Write the answers in your notebook.

1 c

A

1 mime

2 comedy

3 circus

4 puppet

5 folk music

B

a a doll with strings

b traditional music from a country

c acting with no talking

d a travelling group of performers

e a funny play or film

Grammar practice

- 4 Use the correct form of the verbs in brackets to complete this conversation. Write the answers in your notebook.

Saturday night, 25th August at the Edinburgh Festival

Venue	Show
Edinburgh Castle	Fireworks
Cabaret club	Mime and Modern Dance
New Theatre	Puppet Show: Robin Hood
Ross Open Air Theatre	Mozart's classic opera: The Magic Flute
Festival Tent	Peppo's Circus
The Bongo Club	Comedy Club Night
The Music Box	Jazz and Blues Band



Dad Would you like ¹ (go) to the festival tonight?

Charlie Let's ² (walk) to the castle and ³ (watch) the fireworks.

Mel No, I don't like fireworks.

Sophie How about ⁴ (go) to the opera in the park?

Charlie Oh, no! Boring!

Dad Let's ⁵ (go) back to the hotel and ⁶ (watch) TV.

Mel, Sophie, Charlie No way!



- 5 Listen and check.

Speaking

- 6 Work with two or three classmates. Design your own festival programme.
- 7 Exchange programmes with another group. Choose a show. Make suggestions and reach a group decision.

What would you like to see, Mika?

How about ...



GrammarSpot

Making and responding to suggestions

How about going to this show?

Let's listen to the River Roots Band.

Would you like to see the comedy show?

I'd like to see this Shakespeare's play.

I don't want to see dance.

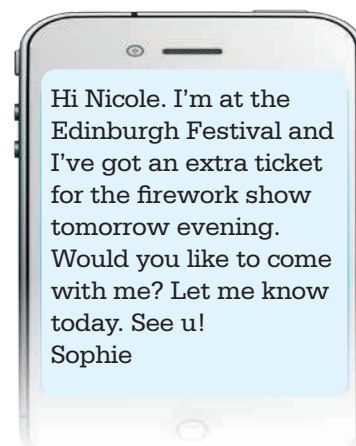
No way.

Good idea.

→ Grammar page 59

Writing

- 8 Read the text below. Is it a piece of news or an invitation?



- 9 Now look at the programme you designed in exercise 6 and write a text message to your friend to invite him/her to the festival.

Check your English

- 10 Put these sentences in the correct order. Write the answers in your notebook.

1 What would you like to do tonight?

1 you what to tonight would do like ?

2 about cinema going how to the ?

3 don't watch I a to film want .

4 listen the band let's to jazz .

5 walk you would to park the

afternoon like to this ?

16

Move it!**Reading**

1 Read Eric's diary and put these events in the correct order. Write the answers in your notebook.

- | | |
|--------------------------------------|---------------------|
| interview with a professional dancer | hip hop dance class |
| Bollywood dance class | lunch |
| ballet performance | coach to London |
| coach to Birmingham | |

My Diary**by Eric**FRIDAY 13TH FEBRUARY

What an amazing day! Today all the Year 9 dance students from my school went to the MOVE IT! dance show in London. What's MOVE IT!? Well, it's a three-day event, with dance performances, classes and interviews with dancers and dance groups. There are lots of different styles of dance – hip hop, ballet, street dance, ballroom dancing, Bollywood dancing – it's really interesting.

My group arrived at 10.00 in the morning. The coach journey from Birmingham was long and boring, so we were very happy when we got there!

At 10.20, we joined a hip hop dance class. The teachers were Sophie Ryder and Jed Grabowski – they won the TV show 'Dance Machine' last year – and they were really good. After the class, we were all tired and thirsty!

We had some water and sat down for ten minutes and then we went into the main hall for a ballet performance from English National Ballet. I don't usually like classical ballet very much, but this was really beautiful!

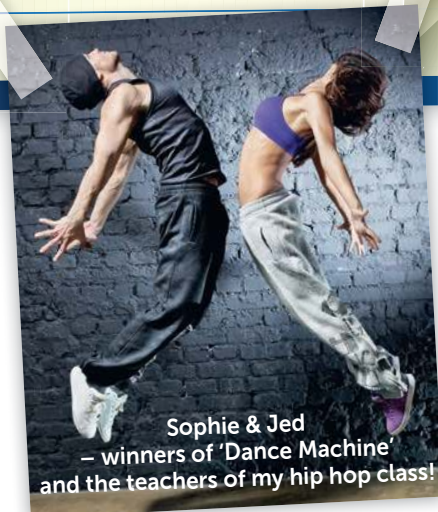
After lunch, there was an interview with Joshua Mann. He's danced with some famous pop stars, including Katy Perry and Pharrell Williams. He talked about how to become a professional dancer.

Finally, we did another dance class – this time, it was Bollywood dance. I've never tried Bollywood dance before, and it was great fun, but quite difficult.

At 4.00, we travelled back to Birmingham on the coach. I got home at seven o'clock and I was really tired! It was a fantastic day, and I think I've learned a lot. I want to learn more about different types of dance and I really hope I'll be a professional dancer in the future.

2 Read the diary again and answer the questions.

- Where is the Move it! dance show?
- Who are Sophie Ryder and Jed Grabowski?
- Did Eric enjoy the ballet performance?
- Which famous people has Joshua danced with?
- How long was the coach journey from London to Birmingham?
- What does Eric want to do in the future?



Sophie & Jed
– winners of 'Dance Machine'
and the teachers of my hip hop class!

Listening



3 Listen to the three conversations. Match each conversation to the correct description.

- 1 A request for food and drink.
- 2 Suggestions about things to do.
- 3 Predictions about the future.



TestingSpot

4 Usłyszysz dwukrotnie trzy teksty. Na podstawie informacji zawartych w nagraniu zdecyduj, czy podane zdania są prawdziwe (Tak), czy fałszywe (Nie). Napisz odpowiedzi w zeszycie. W przypadku zdań fałszywych (Nie), popraw je.

- | | Tak | Nie |
|--|--------------------------|--------------------------|
| 1 The girl doesn't want to be a teacher. | ☐ | ☐ |
| 2 Alice doesn't like Bollywood dance. | ☐ | ☐ |
| 3 The boy has some water and a sandwich. | ☐ | ☐ |

Writing

6 Write a paragraph to explain what you want to do in the future. Use the ideas below.

I want to become an actor because I really like ...



WritingTip

Use different ways of writing about what you like and what you want.

I really like theatre and dance.

I really love singing.

I want to study music.

I hope I'll be a professional singer.

I enjoy acting.

I think I'll be an actress.

Speaking

5 Act out an interview in pairs.

Student A: You are an interviewer at the *Move it!* dance event. Student B is a famous professional dancer. Ask the questions from the box. Prepare two more questions for Student B.

Student B: You are a famous professional dancer. Prepare your answers to the questions.

- Do you enjoy your work?
- What do you think you'll do next year?
- How many hours do you practise every day?
- Who is your favourite singer/actor/dancer?

So Michelle, do you enjoy your work?

Yes, I do, but it's very hard work!



FunSpot

Let's go swimming

Work in groups of three or four.

Student A: Make a suggestion about what to do today. Use *Let's go*.

Student B: Repeat Student A's suggestion and add your own idea.

Student C: Repeat Student A's and B's suggestions and add your own idea.

If you forget a suggestion, you're out of the game.





Review

Check if you can do these things

I can make predictions about the future with *will*.

- 1 In your notebook, write Oscar's and Phoebe's predictions about the School Talent Show.



- | | |
|---------------------------|---------------------------|
| 1 I/drop my guitar | 4 I/dance really well |
| 2 the microphone/not work | 5 I/not make any mistakes |
| 3 my friends/laugh at me | 6 my costume/look amazing |

I can make requests with *could* and *can*.

- 2 Make requests with *can* and *could*. Write the answers in your notebook.

- | | |
|-------------------------------|---------------------------------------|
| 1 Could you open the window? | 3 I/borrow/your/dictionary/Can/? |
| 1 you/Could/window/the/open/? | 4 your/to/MP3 player/Could/listen/I/? |
| 2 give/Could/me/you/drink/a/? | 5 the door/I/close/Can/? |

I can make offers with *will*.

- 3 Read about these problems. Make an offer for each problem with *I'll*. Write the sentences in your notebook.

- | | |
|-----------------------------------|--------------------------------|
| 1 I'll help you look for it. | 3 My phone is broken. |
| 1 I can't find my bag. | 4 I'm very cold. |
| 2 I don't understand my homework. | 5 This suitcase is very heavy. |

I can make suggestions with *Let's* and *How about*.

- 4 Complete these suggestions with *Let's* or *How about*. Write the sentences in your notebook.

- | | |
|------------------------------------|-------------------------------|
| 1 go to the cinema tonight. | 4 play a computer game. |
| 2 watch the football match on TV. | 5 taking the dog for a walk? |
| 3 listening to some music? | |

I know the names for musical instruments and different types of entertainment.

- 5 Unjumble the words in the box, then copy the headings below in your notebook and put the words under the correct heading.

cmeody drmus pepupt/sohw mmie arcodicon
viloin criucs ftule dbuloe/bsas flok/msuic

Musical instruments

Types of entertainment

I can understand and write texts which are predictions, offers and invitations.

- 6 Which text message is an offer, invitation or prediction? Explain and write the answers in your notebook.

1

Hi! I've got great news! My birthday is on Saturday and I'm having a party! Would you like to come? There will be a lot of fantastic food, lots of quizzes and games and even a puppet show! It starts at 6 pm. I hope you can make it.

2

Hi! Guess what! I've just got a great medical book for my birthday! I think I will be a doctor in the future. I will study hard. Some day I will travel to Africa to help poor people there.

3

Hi! I've heard your bike is broken. Don't worry. I'll come over tonight and help you fix it. Is that OK?

Testing Practice

1 Read the texts and choose the correct option. Write the answers in your notebook.

- Julie wants to borrow an amp from **Joanne/Tim**.
- Katie Miller **sells amps/teaches singing**.
- The talent show is **at school/at the Music Barn**.
- Julie/Joanne** has got a singing lesson.

B

Julie – please remember that the time of your singing lesson has changed. It's at 6 pm tonight, not 7 pm. Don't be late again! And could you phone Joanne? She wants to talk to you about the talent show. Mum

C

Talent Show

Wednesday @ 4.00 pm
in Classroom G5

All students are welcome!

Tickets are £1.00

A

To: Tim
Subject: amp

Hi Tim!
Could I borrow your amp? Joanne and I are in the talent show tomorrow, and my amp is broken! I'll phone you tonight at 8 pm after my singing lesson.
Cheers,
Julie xx

D



You can get a cheap amp from the Music Barn in Dulwich. I got one there last year for £50 and it's really good.

E

Singing Lessons with Katie Miller
45 minute lesson – all styles: pop, classical and folk
£15 per lesson
Call: 01227 84221 for more details.



TestingSpot

- 2 Przeczytaj ponownie teksty (A–E). Dla każdego z pytań (1–4) wybierz odpowiednią literę. Napisz odpowiedzi w zeszycie. Uwaga! Jeden tekst zostanie niewykorzystany.

Tata pyta	Julie odpowiada	Z którego tekstu Julie się o tym dowiedziała?
Do you know when your singing lesson is?	Yes, I do.	1
Do you know where to buy a cheap amp?	Yes, I do.	2
Do you know how much the singing lesson costs?	Yes, I do.	3
Do you know where the talent show is?	Yes, I do.	4

- 3 Choose the correct option to complete the dialogue. Write the answers in your notebook.

Jim Hi, Sarah. Would you ¹ **like/want** to play football this afternoon?

Sarah No ² **way/idea**! It's really cold today. ³ **Let's/How about** play tennis at the sports centre.

Jim OK. Oh, but I haven't got a tennis racket.

Sarah ⁴ **I'll/I'd like to** lend you a racket. I've got two.

Jim Thanks. ⁵ **Could/Do** you bring some tennis balls as well?

Sarah Sure.



TestingSpot

- 4 Uzupełnij każdą rozmowę brakującą wypowiedzią. Wybierz literę A, B albo C. Napisz odpowiedzi w zeszycie.

1

Could I use your computer?



- A No problem.
B Yes, you will.
C Good idea.

2

I'm really hot.



- A Could you close the door?
B I don't like this music.
C I'll open the window.

3

Let's see the new Disney film.



- A Oh dear. B No way! C I'm sorry.



VocabularySpot

1 Match the words in the box with the definitions below and write them in your notebook.

choir music stand composer conductor ballet orchestra opera

- | | |
|--|--|
| <p>a a(n) is someone who directs musicians in an orchestra or a group of singers</p> <p>b a(n) is a special frame. You put your music on it</p> <p>c a(n) is a type of play that is performed by singers and an orchestra</p> | <p>d a(n) is a large group of musicians who play different instruments together</p> <p>e a(n) is a group of singers who perform together</p> <p>f a(n) is a type of dancing that tells a story</p> <p>g a(n) is someone who writes music</p> |
|--|--|



2 Use the words from Activity 1 to complete Jakub's blog below. Write the answers in your notebook. Then listen and check your answers.

HI! I'M JAKUB AND I'M CRAZY ABOUT MUSIC! I LOVE POP, JAZZ, FOLK AND CLASSICAL MUSIC!

THIS IS MY MUSIC BLOG

THE CONCERT



Last weekend, my school put on a big summer concert. I was in the ¹ and we sang lots of different songs – some pop music and some classical music. The school ² played with us and our music teacher, Mr Richman, was the ³ . There was also a short ⁴ performance by some of the best dancers in the school. It was amazing. Our last piece was from the ⁵ 'Halka' by Stanisław Moniuszko. Moniuszko is my favourite ⁶ , and it's a really beautiful piece of music. Unfortunately, as we started to sing, one of the violinists dropped his violin. He stood up and then fell over his ⁷ . Everyone in the audience started to laugh and Mr Richman was really angry! It was a disaster!

3 Read Jakub's blog again and answer the questions in your notebook.

- 1 What did Jakub do in the concert?
- 2 Who was the conductor?
- 3 Did Jakub enjoy the ballet performance?
- 4 Who is Jakub's favourite composer?
- 5 Why did Mr Richman get angry?



LanguageSpot

4 Match the questions to the answers. Write the answers in your notebook.

- | | |
|--|--|
| <p>1 What do you want to do at the weekend?</p> <p>2 How about playing football tomorrow?</p> <p>3 What will you do when you leave school?</p> <p>4 I'm really bored.</p> <p>5 Could you close the door, please?</p> | <p>a I'll work as a pilot and fly around the world.</p> <p>b Yes, of course.</p> <p>c I'd like to visit my cousins.</p> <p>d Great idea.</p> <p>e I'll get a magazine for you.</p> |
|--|--|



TestingSpot

- 5 Dla każdej z opisanych sytuacji (1–3) wybierz właściwą reakcję. Wybierz literę A, B albo C. Napisz odpowiedzi w zeszycie.
- 1 Wybierasz się jutro na wycieczkę szkolną. Powiedz koledze/koleżance, jaką pogodę przewidujesz na jutro.

A I think it will be sunny tomorrow.

B I think it is sunny tomorrow.

C I think it has been sunny tomorrow.
 - 2 Zaproponuj koledze/koleżance wspólne wyjście do parku.

A We will go to the park this afternoon.

B Could you go to the park this afternoon.

C Let's go to the park this afternoon.
 - 3 Razem z mamą planujecie, co będziecie robić w weekend. Powiedz, że chciałbyś/chciałabyś pojechać na basen.

A I'd like to go swimming tomorrow.

B Can you go swimming tomorrow?

C I will go swimming tomorrow.

Grammar Summary

Future predictions with will

Słowa **will** używamy, gdy chcemy opowiedzieć o tym, co naszym zdaniem wydarzy się w przyszłości. Ze słowem **will** często używamy zwrotów *I think* lub *I hope*.

A: **Will** you **pass** the test on Friday?

B: No, I **won't**.

I think we **'ll win** the football match.

Affirmative sentences

I **will ('ll) work**.

You **will ('ll) work**.

He **will ('ll) work**.

She **will ('ll) work**.

It **will ('ll) work**.

We **will ('ll) work**.

You **will ('ll) work**.

They **will ('ll) work**.

Negative sentences

I **will not (won't) work**.

You **will not (won't) work**.

He **will not (won't) work**.

She **will not (won't) work**.

It **will not (won't) work**.

We **will not (won't) work**.

You **will not (won't) work**.

They **will not (won't) work**.

Questions

Will I **work**?

Will you **work**?

Will he **work**?

Will she **work**?

Will it **work**?

Will we **work**?

Will you **work**?

Will they **work**?

Short answers

Yes, I **will**./No, I **won't**.

Yes, you **will**./No, you **won't**.

Yes, he **will**./No, he **won't**.

Yes, she **will**./No, she **won't**.

Yes, it **will**./No, it **won't**.

Yes, we **will**./No, we **won't**.

Yes, you **will**./No, you **won't**.

Yes, they **will**./No, they **won't**.

can, could, I'll (requests, offers)

Aby wyrazić prośbę, używamy słów **can** lub **could**. Słowo **could** jest bardziej uprzejme niż słowo **can**.

A: **Could** you **pass** me the book, please?

B: Yes, of course.

A: **Can** I **switch** on the light?

B: Sure.

Aby coś zaproponować, używamy **I'll**.

A: I'm thirsty.

B: **I'll fetch** you a glass of water.

Making suggestions

Aby coś zasugerować lub zaproponować, możemy użyć następujących zwrotów:

How about + ing

How about meeting in the park?

Let's or Would you like to + infinitive

Let's go to the cinema.

Would you like to watch TV?

Check your grammar

In your notebook, write the answers to Activities 1–3.

1 Use **will** and the phrases in brackets to make predictions about the future.

1 *It's very cold. I think it'll snow tomorrow.*

1 It's very cold.
(it/snow tomorrow)

2 My sister likes pop music.
(she/buy a CD)

3 The school netball team isn't very good.
(it/not win the match)

4 My mum's birthday is on Friday.
(my father/make a cake)

5 I like chemistry.
(I/be a scientist)

2 Match the words in column A with the words in column B to make an offer or a request.

A

1 I'll

2 Can you close

3 Could you pass

4 I'll open

B

a the window.

b get you a drink.

c the door, please?

d me the pen, please?

3 Make suggestions with **How about**, **Let's** or **Would you like to**.

1 *How about meeting our friends?*

1 meeting our friends?

2 go to the supermarket.

3 see the show?

4 watch TV.

5 playing football?



Answer the questions about yourself. Find out what your future will be!

1 What's your favourite sport?

- a** Swimming.
- b** Chess.
- c** Horse-riding.

5 You go shopping with your mum and dad. What do you buy?

- a** A swimming costume.
- b** A CD.
- c** A book about animals.

2 Your friend is bored. What do you say?

- a** Let's go to the beach.
- b** How about playing a computer game?
- c** Let's take the dog for a walk.

6 Your mum and dad are planning a day trip. Where do you want to go?

- a** The aquarium.
- b** The science museum.
- c** The zoo.

3 Your brother/sister wants to get a pet. What do you say?

- a** How about getting a fish?
- b** No way! I don't like pets.
- c** Good idea! Let's get a dog, two cats, a rabbit and a hamster.

7 Who's your favourite cartoon character?

- a** SpongeBob SquarePants.
- b** WALL-E.
- c** Scooby-Doo.

4 What's your favourite animal?

- a** A dolphin.
- b** A computer mouse.
- c** A tiger.

8 What posters have you got on your bedroom wall?

- a** Pictures of fish, dolphins and whales.
- b** Pictures of space rockets and gadgets.
- c** Pictures of lions, tigers and elephants.

Score

Mostly a's

In the year 2030, you will be a professional diver. You will go on beach holidays every summer and in the winter, you will live in a submarine. You won't be rich or famous but you will be very happy. Your best friend will be a dolphin.



Mostly b's

In the year 2030, you will be a computer expert. You will travel around the world in your own high-speed jet. You will invent amazing new computers and you will be very rich. Your best friend will be a robot.



Mostly c's

In the year 2030, you will be a zoo-keeper. You will learn to communicate with animals and you will appear on your own television programme called 'The Animal Expert'. You won't be very rich but you will be very famous. Your best friend will be a chimpanzee.



Mini project

- 1 Look at Joanne's FactFile about the Glastonbury Festival.

Festival Factfile



- The Glastonbury Festival is the biggest open-air music and performing arts festival in the world.
- There are more than 70 different stages and over 700 different acts.
- It started in 1970 but it became popular in the 1980s.
- It usually takes place at the end of June and it lasts for three days.
- More than 150,000 people now go to the Glastonbury Festival.

Joanne

- 2 Find out about an important festival in your country. Use the Internet or encyclopaedia to help you.

- When did it start?
- When does it take place?
- What kind of festival is it?
- How many people usually go to it?

Use pictures from magazines or draw pictures to illustrate your Festival FactFile.

17

How are you feeling?

- Lesson objectives**
- Talking about illness
 - Talking about future possibilities

Vocabulary



- 1 Listen. Match the words with the pictures. Write the answers in your notebook.

flu – e

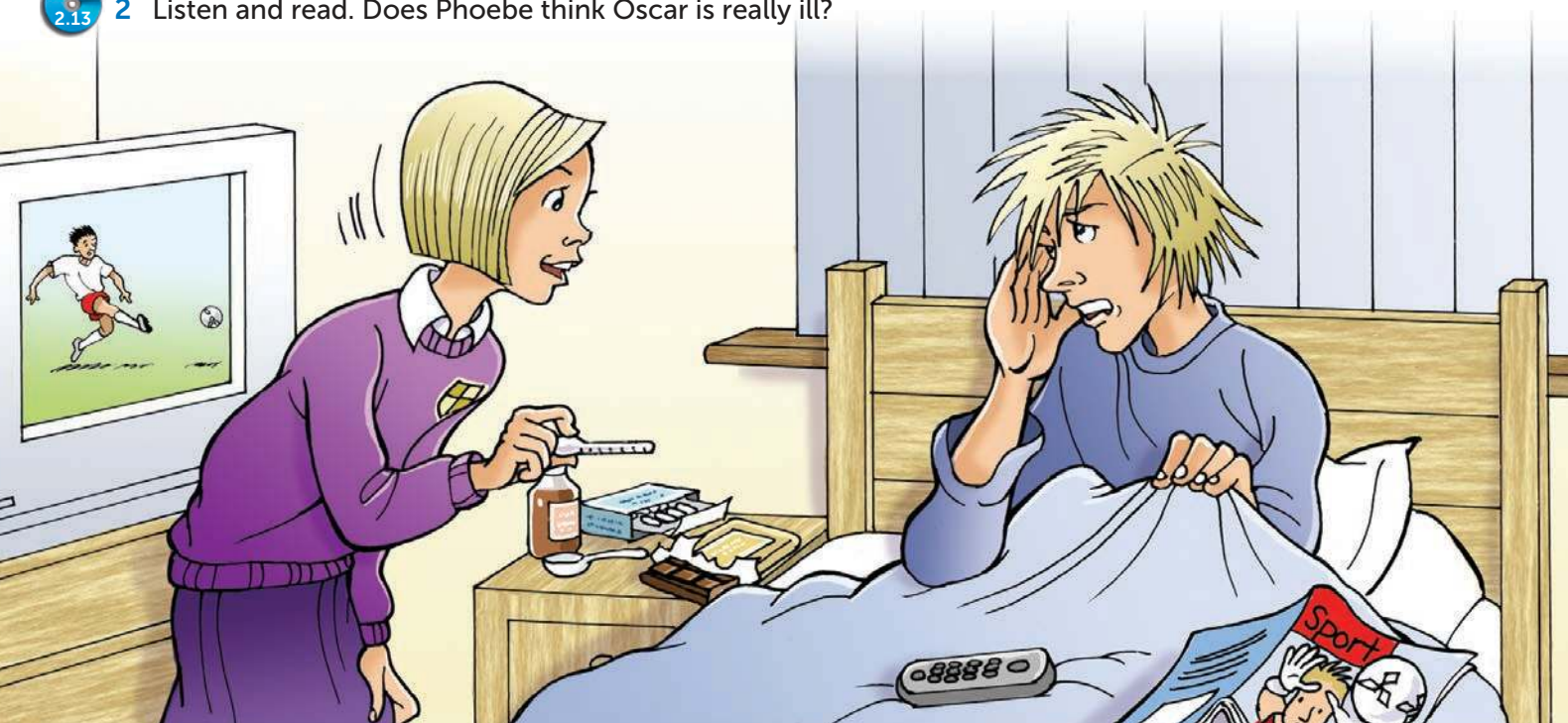
flu medicine a temperature a sore throat a cold
a headache a cough a stomach ache



Presentation



- 2 Listen and read. Does Phoebe think Oscar is really ill?



Phoebe Hello, Oscar. How are you feeling?

Oscar Terrible. I'm really ill. I've got a headache and I've got a sore throat. And I've got a cough.

Phoebe Um. Have you been to the doctor?

Oscar Yes, I have. I think I've got flu.

Phoebe Have you got a temperature?

Oscar Yes, I think so.

Phoebe Let's see. Um. No, you haven't. Your temperature's normal. I think you've only got a cold.

Oscar But I feel terrible.

Phoebe Have you taken your medicine?

Oscar No, I haven't.

Phoebe Well, if you don't take your medicine, you won't get better.

Oscar But it tastes horrible.

Phoebe Go on. Take it. And what are you doing? If you watch TV, your headache will get worse. Give me the remote.

Oscar But I was watching that!

Phoebe And I think I'll take this chocolate away ...

Oscar But ...

Phoebe If you eat all this chocolate, you'll get a stomach ache. And if you get a stomach ache, you'll have to stay at home another day. And I know you don't want to miss school again, Oscar!

Comprehension



- 3 Listen again. Then choose the correct option and write the sentences in your notebook.

1 Oscar thinks he has got **flu/a cold**.

2 Phoebe thinks Oscar has got **flu/a cold**.

3 Oscar **has got/hasn't got** a temperature.



GrammarSpot

First conditional

If you **watch** TV, your headache **will get** worse.

If you **don't take** your medicine, you **won't get** better.

If you watch TV, your headache will get worse.

comma

→ Grammarpage 73

Grammar practice

- 4 Match the words in column A with the words in column B to make sentences. Write the answers in your notebook.

A

- 1 If you study hard,
- 2 If you don't go to bed now,
- 3 If you eat lots of apples,
- 4 If you don't get up now,
- 5 If you don't write notes,

B

- a you'll get a stomach ache.
- b you'll be late for school.
- c you won't remember the answers.
- d you'll pass the test.
- e you'll feel tired in the morning.

Listening



- 5 Listen. Where is Alan?



- 6 Listen again. Are these sentences true or false? Write the answers in your notebook.

1 *false Alan is not feeling well.*

- 1 Alan is feeling well.
- 2 He's got a sore throat.
- 3 He hasn't got flu.
- 4 Alan can't meet his friends.
- 5 If he doesn't take his medicine, he will stay in bed longer.

Pronunciation



- 7 Listen to this tongue twister.

/t/

Take Tony's temperature tonight and tomorrow.



- 8 Listen again and repeat. How fast can you say it?

Speaking

- 9 Complete these sentences with your own ideas. Write the answers in your notebook.

1 *If my friend is late, I won't wait for him.*

- 1 If my friend is late, I'll/I won't ...
- 2 If it rains tomorrow, I'll/I won't ...
- 3 If you watch too much TV, you'll ...
- 4 If ..., I'll watch TV.
- 5 If it ..., I won't go to the beach.
- 6 If you eat all that ice cream, you'll ...

- 10 Work in pairs.

Student A: Say the first part of the sentence.

Student B: Finish the sentence. Then swap roles.

If my friend is late,

I won't wait for him.

Check your English

- 11 Find eight words connected to health in this word search. Write the words in your notebook.

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

- 12 Work in pairs. Answer these questions.

- 1 Is your temperature normal?
- 2 How many of these things have you had?
 - a flu
 - b a sore throat
 - c a cough
- 3 Have you got any of them now?
- 4 Have you been to the doctor this year?
- 5 Do you think these sentences are true?
 - a If you watch a lot of TV, you'll get a headache.
 - b If you eat a lot of chocolate, you'll get a stomach ache.
- 6 Do you stay away from school when you are ill?

Vocabulary



1 Find these things in the pictures.

games insect spray torch bull tent warm clothes

Presentation



2 Listen and read. What do you think Nicole and her friends are doing this weekend?

Sophie I'm worried it may be cold.**Nicole** Don't worry. It may not be cold, but if it is, we'll wear warm clothes.**Sophie** Oh, yes, good idea.**Mel** I'm worried there may be a lot of insects.**Nicole** Don't worry. I'm going to take some insect spray. If there are lots of insects, we'll spray them.**Mel** Ah, yes, of course.**Sophie** I'm also worried it may rain all the time.**Nicole** Don't worry. If it rains all the time, we'll play games in the tent.**Sophie** Yes, that's a great idea.**Nicole** Anyway, the weather's going to be great this weekend. We can go for a walk in the countryside.**Mel** But we may see some bulls.**Sophie** Yes, there may be bulls.**Nicole** Um. Yes, well, if we see any bulls ... we'll run!

Comprehension



3 Listen again. What four things are Sophie and Mel worried about? Choose from the box and tell your friend. Then read the dialogue in groups of three.

bulls games insect spray the tent
rain insects clothes cold
the countryside



GrammarSpot

may (possibility)It **may be** cold.It **may not be** cold.There **may be** a lot of insects.We **may see** some bulls.

Grammar practice

2.19

- 4 Sophie and Mel have some more worries. Listen to the dialogue. Then in your notebook, complete the sentences with the words from the boxes below.

lost dark hot hungry

make some sandwiches switch on our torch
look at our map go for a swim

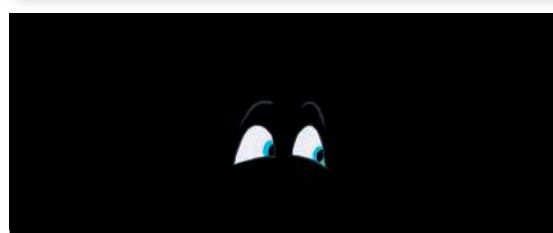
- 1 **Mel** It may be very .
Nicole If it's very , we'll .



- 2 **Mel** We may be .
Nicole If we are , we'll .



- 3 **Sophie** We may get .
Nicole If we're , we'll .



- 4 **Mel** It may be very at night.
Nicole If it's very , we'll .

Speaking

- 5 In your notebook, make lists of the things you are *going to do* and the things you *may do* this weekend. Don't show them to your classmates.

Things I'm going to do Things I may do
hang out with my friends play football
go shopping buy some new jeans

- 6 Now ask your classmates about their plans for this weekend.

What are you going to do this weekend?

I'm going to hang out with my friends. We may play football. What are you going to do?

I'm going to ...

Writing

- 7 Think about your plans for the next school holidays. In your notebook, write about the things you are *going to do* and the things you *may do*.

My English file

My next school holidays
In my next school holidays, I'm going to go camping with my family. We may go to the mountains or we may go to the beach. I'm also going to ...

Check your English

- 8 Choose the sentence that is true for you this weekend.

- 1 a I'm going to hang out with my friends.
b I may hang out with my friends.
c I'm not going to hang out with my friends.
2 a I'm going to tidy my room.
b I may tidy my room.
c I'm not going to tidy my room.

- 9 Nicole is thinking about this weekend. In your notebook, copy and complete the sentences with the words from the box.

be go play meet is rains watch

If it ¹ , I'll ² games or ³ TV. But it may ⁴ hot. If it ⁵ hot, I'll ⁶ my friends and ⁷ swimming.



19

You should say thank you

- Lesson objectives**
- Giving advice
 - Talking about customs

Guessing

- 1 Look at the pictures. Rachel, Sun and Lukas are talking about customs where they live. Can you guess what customs they are talking about?

Presentation



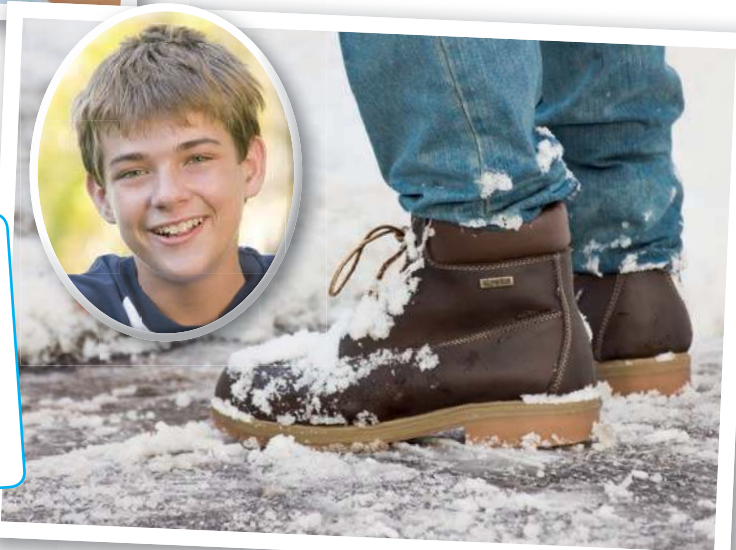
- 2 Listen and read. Check your ideas.



- 2 When someone gives you a present, you should say thank you. But you shouldn't open the present immediately. People think that's very rude. You can open the present when you get home.



- 1 Amish people look different, but you shouldn't stare at us. We think it's rude. We like visitors, but you shouldn't come on Sundays because we go to church and spend time with our family then.



- 3 Where I live, you shouldn't wear your shoes inside someone's house. There's a lot of snow in the Yukon in the winter and people don't want wet shoes in their homes. Even in the summer, it is often muddy and dirty so you should always take off your shoes.

Comprehension



- 3 Listen and read again. Then decide if the sentences are true or false. Have you got the same customs where you live?
- 1 It's rude to visit Amish people.
 - 2 It's rude to open a present immediately in China.
 - 3 It is a good idea not to wear your shoes inside in the Yukon.



GrammarSpot

should, shouldn't
(obligation and advice)

You **should say** thank you.
You **shouldn't stare** at us.

→ Grammarpage 73

Grammar practice

- 4 Look at the sentences. Can you guess what the missing word is: *should* or *shouldn't*? Write the answers in your notebook.

Customs around the world



1 In Thailand ...

You pat anyone on the top of the head.



2 In the UK ...

You say, 'Bless you' when someone sneezes.



3 In Saudi Arabia ...

You say no to coffee when you visit someone's home.



4 In China ...

You leave some food on your plate when you eat at someone's house.



- 5 Listen and check. Do you have the same customs in your country?
- 9 Can you give some different advice for the problems your friends may have?

Class poll

- 6 Brainstorm some customs where you live and write them on the board. There are some ideas in the box.

meals birthdays weddings presents
school buses

- 7 Now vote for the custom you think is most important.

Speaking

- 8 Match the problems in column A with the advice in column B. Write the answers in your notebook.

I've got hiccups.

You should drink lots of water.

- | | |
|--|--|
| <p>A</p> <ol style="list-style-type: none"> I've got hiccups. I can't sleep at night. I've got flu. I have bad dreams. I snore when I sleep. | <p>B</p> <ol style="list-style-type: none"> You should count sheep. You shouldn't eat cheese at night. You should drink lots of water. You shouldn't sleep on your back. You should stay in bed. |
|--|--|

You shouldn't talk with your mouth full of food.
You should stand up when the teacher comes in the room.

Check your English

- 10 In your notebook, write mini dialogues about three of these problems using *should/shouldn't*.

I'm cold. I'm hungry. I'm not fit.
I've got a headache. I'm sad.
I've hurt my leg. I'm tired.
I've got a stomach ache.
I'm thirsty. I've lost my bag.

A: I'm cold.
B: You should wear warm clothes.

Reading**TestingSpot**

- 1 Przeczytaj poniższe teksty (1–3) i zdecyduj, o czym jest każdy z nich. Wybierz odpowiednią literę (A–D). Napisz odpowiedzi w zeszycie. Uwaga! Jeden temat nie pasuje do żadnego tekstu.

A homework B a lost purse
C a broken leg D being late for a bus

1

To

Hi Julie,
I just have to tell you that it's really bad. I have to put on a plastic bag when I have a shower! And it's so boring because I have to stay at home. Please, come round and visit me.
Bye for now,
Sue

The text is about .

2

New Message

To: Becky



Lukas

Oh, I am sorry. It may be in the shop so you should ask there. Perhaps someone found it and gave it to the manager. How are you going to get home without any money?

Send

The text is about .

3

Sorry I'm late, mum, but I missed the 6.42 and there's not another one for an hour. Can you give me a lift in the car? I'm standing at the stop just outside the school.

The text is about .

Listening

- 2 Look at the pictures. Guess what the problems are.

1



2



- 3 Now listen and think about the answers to these questions.

Picture 1

Why can't they get into the house?
What are they going to do?

Picture 2

Why are they worried?
What are they going to do?

Speaking

- 4 Work in pairs. Look at the pictures in Activity 2 again. Choose one of the situations and make a conversation. You can make changes to the conversations you've heard in Activity 3. Use the key words to help you.

Picture 1

key bag at home very wet
nice neighbour wait

Picture 2

lost go back forest
way stream downstream
house village

A: *Oh, no!*

B: *What's the matter?*

A: *I've lost my key.*

B: ...

Writing

- 5 In your notebook, write a conversation about this situation.



Use some of the expressions below.

Look bear What should we do? How about ...?
climb tree run shout quiet voice Let's ...

A: *Oh, no!*

B: *What's the matter?*

A: *Look, there's a bear ...*

B: ...



FunSpot

Observation game



- 1 Look at the picture and listen. Try to find the people. Don't give your classmates the answers.



- 2 Now work in a small team. Listen again. Match the people with the sentences you hear. Write your answers. The first team with all the correct answers is the winner.



Review

Check if you can do these things

I know words for illness.

1 In your notebook, write the words to describe these pictures.



1 m



2 s t



3 c



4 t



5 c



6 s a



7 h



8 f

I can talk about future possibilities.

2 In your notebook, copy and complete these sentences with the correct form of the verbs in brackets.

- 1 If you (eat) all that chocolate, you (get) a stomach ache.
- 2 If you (take) this medicine, you (feel) better.
- 3 If you (not/hurry) up, we (miss) the bus.
- 4 If you (drop) the pot, you (break) it.

I can describe plans for the future.

3 Look at Toby's plans for next week and in your notebook, write sentences with *may* or *going to*. The plans with ✓ are definite plans. The plans with ? are possible plans.

- 1 He's *going to play football next week*.
- 2 He *may go to the library next week*.

Plans for next week

- | | | |
|---------------------|--------------------------------|------------------|
| 1 play football ✓ | 4 start on my school project ✓ | 7 tidy my room ✓ |
| 2 go to library ? | 5 send an email to Ben ? | 8 go swimming ? |
| 3 visit my cousin ? | 6 clean my bike ✓ | 9 watch TV ✓ |

I can give advice using *should* and *shouldn't*.

4 Read the problems. Use the words in brackets to give advice with *you should* or *you shouldn't*. Write the sentences in your notebook.

1 *You should wear a warm coat.*

- | | |
|---|---|
| 1 It's very cold outside.
(wear/warm coat) | 3 I'm on the beach and it's very hot.
(put on/sun cream) |
| 2 I've got a stomach ache.
(eat/a lot of sweets) | 4 I'm very tired (go to bed/late). |



TestingPractice

2.24

- 1 Listen to the three dialogues. In which dialogue (1, 2 or 3) do you hear these words? Write the numbers in your notebook.

evening		medicine	
word		film	
bed		mistake	
headache			
homework			
dictionary			



TestingSpot

2.24

- 2 Usłyszysz dwukrotnie trzy dialogi (1–3). Do każdego z nich dopasuj miejsce, w którym się on odbywa (A–D). Uwaga! Jedno miejsce zostało podane dodatkowo i nie pasuje do żadnego dialogu. Napisz odpowiedzi w zeszycie.



- 3 Put this dialogue in the correct order. Write the answers in your notebook.

A: Oh dear. You should drink some water and go to bed.

1 A: Are you going to go to Marie's party tonight?

A: Really? Why?

B: Yes, I think you're right. I shouldn't go out tonight.

B: I'm not sure. I may stay at home.

B: I don't feel well. I think I've got a temperature.



TestingSpot

- 4 Dla każdej z opisanych sytuacji (1–4) wybierz właściwą reakcję. Wybierz odpowiedź A, B albo C. Napisz odpowiedzi w zeszycie.

1 Joe is very thirsty.

A He won't have any water.

B He should drink some water.

C He doesn't want any water.

2 It may rain tomorrow.

A I shouldn't take an umbrella.

B I'm not going to take an umbrella.

C If it rains, I'll take an umbrella.

3 I think I've got flu.

A You should see a doctor.

B You're going to see a doctor.

C You saw a doctor.

4 Where are you going to go next summer?

A I may go to France.

B I didn't go to France.

C I shouldn't go to France.

- 5 Work in pairs. Invent situations for these reactions from Activity 4. Write the answers in your notebook.

1

He doesn't want any water.

2

I shouldn't take an umbrella.

3

You're going to see a doctor.

4

I didn't go to France.

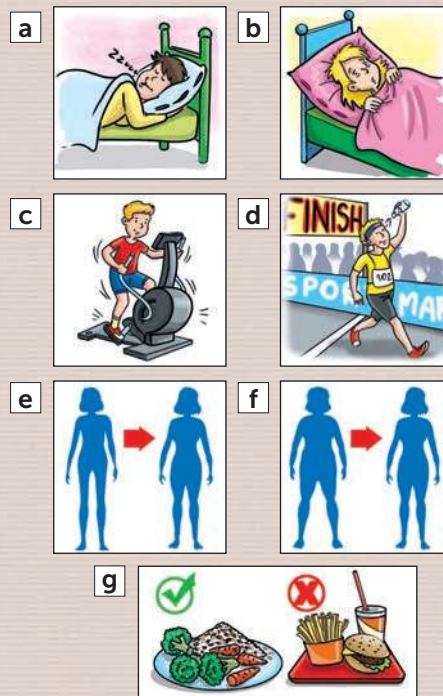


VocabularySpot

- 1 Read the article quickly. Match the phrases in blue to the pictures (a–g). Write the answers in your notebook.

Three Easy Ways to Stay Healthy and Happy!

1. **Do a little exercise** every day. You don't have to **run a marathon** or cycle for hours. A fast 15-minute walk is a great form of exercise. Do you take the bus to school? Get off the bus before it arrives at your school and walk the last 500 metres!
2. Eat plenty of fresh fruit and vegetables. Biscuits, sweets and crisps are OK as occasional treats, but you shouldn't eat them every day. Do you want to **lose weight** or **put on weight**? Visit your doctor or speak to your school nurse and ask for advice before you **go on a diet**.
3. **Sleep well!** You should get 7-9 hours of sleep every night. Switch off your computer, your mobile phone and your TV one hour before you go to bed. If you look at the bright light from these screens, your brain won't relax and you will **sleep badly**.



- 2 Read the article again. Are these sentences true or false? Write the answers in your notebook.

- 1 You should run, swim or cycle for an hour every day.
- 2 You should never eat sweet food.
- 3 You should talk to a doctor or a nurse if you want to lose weight or put on weight.
- 4 You should sleep for more than 9 hours every night.
- 5 The bright light from a computer screen can stop you sleeping well.

- 3 Ask and answer these questions in pairs.

- 1 How much exercise do you do every day?
- 2 Do you walk to school?
- 3 Do you eat lots of fresh fruit or vegetables?
- 4 How often do you eat biscuits, sweets or crisps?
- 5 How many hours of sleep do you get every night?



LanguageSpot

- 4 In your notebook, copy and complete the sentences with the words from the box.

should may won't will shouldn't

- 1 If you get up now, you be late for school.
- 2 We not play football tomorrow. If it rains, we'll go to the cinema.
- 3 You eat lots of chocolate. It isn't very good for you.
- 4 You drink plenty of water every day.
- 5 If I forget my homework again, my teacher be very angry!



TestingSpot



- 5 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Uwaga! Jedna reakcja nie pasuje do żadnej wypowiedzi. Napisz odpowiedzi w zeszycie.

- A If it rains, I'll take the bus, but if the weather's good, I'll walk.
- B I don't know. I may go out with my friends or I may stay at home.
- C It may get very cold at night.
- D You should walk to school every day.
- E You shouldn't watch TV! You should lie down in a dark room.

Grammar Summary

First conditional

Pierwszego trybu warunkowego używamy do mówienia o wydarzeniach, które mogą mieć miejsce w teraźniejszości i przyszłości.

If my friends **are** late, they **won't see** the film.

If you **leave** now, you **'ll catch** the bus.

Will he **pass** the test if he **doesn't study** hard?

Forma pierwszego trybu warunkowego:

If + Present simple, will + infinitive

Will + infinitive if + Present simple

may (possibility)

May używamy do mówienia o tym, że coś się prawdopodobnie wydarzy w przyszłości.

I **may** go shopping tomorrow or I **may not** go shopping.

Affirmative sentences

I **may** go out.

You **may** go out.

He **may** go out.

She **may** go out.

It **may** go out.

We **may** go out.

You **may** go out.

They **may** go out.

Negative sentences

I **may not** go out.

You **may not** go out.

He **may not** go out.

She **may not** go out.

It **may not** go out.

We **may not** go out.

You **may not** go out.

They **may not** go out.

should, shouldn't (obligation and advice)

Should i shouldn't używamy do udzielania rad oraz wyrażania opinii.

You look ill. You **shouldn't** go to school today.

You **should** stay at home.

I **shouldn't** eat so many sweets.

Affirmative sentences

I **should** work.

You **should** work.

He **should** work.

She **should** work.

It **should** work.

We **should** work.

You **should** work.

They **should** work.

Negative sentences

I **should not (shouldn't)** work.

You **should not (shouldn't)** work.

He **should not (shouldn't)** work.

She **should not (shouldn't)** work.

It **should not (shouldn't)** work.

We **should not (shouldn't)** work.

You **should not (shouldn't)** work.

They **should not (shouldn't)** work.

Questions

Should I work?

Should you work?

Should he work?

Should she work?

Should it work?

Should we work?

Should you work?

Should they work?

Short answers

Yes, I **should**./No, I **shouldn't**.

Yes, you **should**./No, you **shouldn't**.

Yes, he **should**./No, he **shouldn't**.

Yes, she **should**./No, she **shouldn't**.

Yes, it **should**./No, it **shouldn't**.

Yes, we **should**./No, we **shouldn't**.

Yes, you **should**./No, you **shouldn't**.

Yes, they **should**./No, they **shouldn't**.

Check your grammar

In your notebook, write the answers to Activities 1–3.

1 Match the words in column A to those in column B to make first conditional sentences.

1 If it rains, I **won't go out**.

A

1 If it rains,

2 If you go to bed early,

3 If we don't run,

4 If I go out,

5 If you don't study,

6 If it's sunny,

B

a you won't pass the exam.

b I'll go to the beach.

c I'll do some shopping.

d we won't catch the bus.

e I won't go out.

f you won't be tired tomorrow.

2 Change these sentences to make them less probable using **may**.

1 It **may rain tomorrow**.

1 It's going to rain tomorrow.

2 My friend is going to phone me.

3 I won't go to school today.

4 We will go on holiday this summer.

5 I will buy some new jeans.

3 Make sentences about school with **should** and **shouldn't**.

1 You **should do your homework**.

1 do your homework

2 eat in the classroom

3 shout

4 listen to your teacher

5 write in your

coursebook



TestingSpot

4 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki (1–3). Wybierz literę (A–F). Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. Napisz odpowiedzi w zeszycie.

A going B will C may D shouldn't
E won't F should

Dear Pam,

Thank you for your lovely letter! Don't worry about your exams! If you work hard now, you ¹ be ready for your exams next week. But remember – you ² work very late at night. You should go to bed early and sleep well! And eat lots of healthy food!

What are you going to do next weekend? I'm going to take the train to London. I ³ visit the Natural History Museum or go shopping in Covent Garden – I haven't decided yet! Do you want to come with me?

Lots of love,
Aunt Caitlin xxx



Extra Special



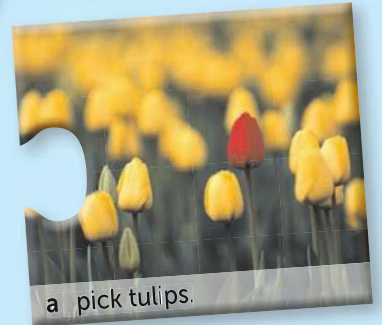
Round the world jigsaw

- 1 Work with two or three classmates. Match the puzzle pieces to make sentences. Use the pictures to help you.



StudyTip

Don't worry if you don't know one of the answers. Do the easiest ones first and then guess the difficult ones!





b take a photo of kangaroos.



c see Hekla volcano.



d see the Eiffel Tower.



e see men wearing kilts.



f ride in a gondola.



h visit the Taj Mahal.



j visit the Grand Canyon.

- 2 Read your sentences. Compare your ideas with those of your classmates.



- 3 Listen and check your answers. You get 1 point for every correct sentence.



Mini project

- 1 Read Nathan's poster. What is Nathan's best piece of advice?

How to keep fit Six pieces of advice

1



You should do 10 minutes of exercise every morning.

2

You shouldn't take the bus to school. You should walk or cycle.

3



You should eat lots of fruit and vegetables.

4

You shouldn't eat lots of sweets or chocolate.

5

You should go for a run every day.

6



You shouldn't take lifts. You should walk up the stairs.

Nathan

- 2 Make a poster with some 'How to' advice. Use some of the ideas below.

How to pass tests
How to wake up early
How to keep your room tidy
How to make friends
How to become a star student

- 3 Compare your poster with those of your classmates. Do you agree with their advice?

Vocabulary

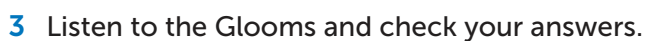


Presentation

- 1 Helga is going to spill the paint.



- B**
- a** is going to eat Mandy's cake.
 - b** are going to break the window.
 - c** is going to spill the paint.
 - d** is going to fall off the ladder.
 - e** is going to drop the tool box.
 - f** is going to trip over the drill.



Record verbs with their prepositions.



Grammar practice

2.29

- 4 Look at these pictures and make predictions with *going to*. Then listen and check.

1 *He's going to fall off the chair.*



1 he/fall off/the chair



3 they/trip over/the ladder



2 she/spill/her cereal



4 he/drop/the books

GrammarSpot

Future predictions with *going to*

I'm **going to** sneeze!

You're **going to** eat a cake.

She's **going to** spill the paint.

They're **going to** break the window.

➔ Grammar page 87



5 the ball/break/the window

Writing

- 5 Look at the picture and make predictions about what is *going to* happen. Use the words in the boxes and write the sentences in your notebook.

break spill drop eat fall off trip over

the tins the chair the broom the glass
the biscuits the water

1 *Vincent is going to spill the water.*

- | | |
|---------------|------------|
| 1 Vincent | 4 Rudolph |
| 2 Martha | 5 Mandy |
| 3 Sam and Pam | 6 Bonehead |



Game

- 6 Pretend you are *going to* do something. Choose one of the ideas below. Mime it to your friends. Can they guess what you are *going to* do?

fall off a chair	drop a plate
fall asleep	eat some soup
sneeze	go swimming
drink a glass of water	run in a race

You're going to drop a plate!

No, I'm not.

You're going to fall off a chair!

Yes, I am.

Check your English

- 7 Match the sentences beginnings in column A with the endings in column B to make sentences. Write them in your notebook.

- | | |
|----------|--|
| A | 1 Look! The apples |
| | 2 Look at the clouds. It |
| | 3 Jack is carrying a tennis racket and a tennis ball. He |
| | 4 Helen is shouting very loudly. She |
| B | a 's going to play tennis. |
| | b 's going to wake the baby. |
| | c 's going to rain. |
| | d are going to fall off the tree. |

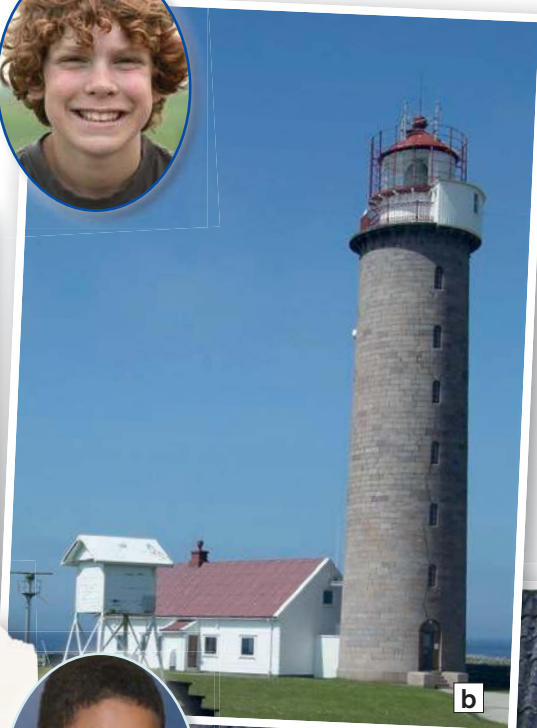
Presentation



- 1 Listen and read. Match the pictures to the texts.



a



b

What is your home like?

- 1 I don't get many visitors to my house and it's very peaceful here. That's because I live in an old **lighthouse**. Sometimes it's very quiet and not exciting enough, but I've got a beautiful view of the sea. There's another problem – there are too many stairs in my house!
- 2 I live in a **caravan** with my mum and dad. It hasn't got many rooms and I sleep on a sofa in the living room. Some people think our caravan is very small, but it's big enough for us. We've got enough **furniture**: a TV, a sofa, a table and three chairs. And I've got some books and DVDs, so I'm happy. We can travel around and meet different people in different places.
- 3 I live in the outback of Australia on a big **ranch**. I don't go to school; it's 200 kilometres away. But I have some online lessons every day and I talk to my teacher on the radio. I like living on a ranch but there aren't enough people here, so sometimes I get a bit lonely.
- 4 I live in a pretty **cottage** in a village. In the summer, a lot of tourists visit this village and there's too much **traffic** and noise. I don't like it then because it's very busy and it's not quiet enough. But in the winter, there aren't many people here and it's quiet and beautiful.



c



- 2 Which do you think is the best place to live? Which place is the worst? Talk to your classmate.

Vocabulary

- 3 Match the words in blue to these definitions. Write the answers in your notebook.

1 furniture

- 1 Things in a house like beds, chairs and tables.
- 2 Cars and other vehicles travelling in one place at the same time.

3 A very large farm in Australia or America.

4 A small house in the country.

5 A vehicle that people can live in.

6 A tower next to the sea that has a bright light.



d



GrammarSpot

Determiners

too many/much + noun

There are **too many stairs** in my house. (countable)

There's **too much traffic** and noise. (uncountable)

adjective + enough

It's not **exciting enough**.

It's **big enough** for us.

enough + noun

We've got **enough furniture**.

There aren't **enough people** here.

→ Grammarpage 87

Grammar practice

- 4 Look at these words. Put them under the correct heading. Write the words in your notebook.

tourist money visitor homework
noise book water chair tree time

Countable
tourist

Uncountable
money

- 5 Use *enough* or *too much/many* to complete these sentences in your notebook.

1 *enough*

- We haven't got money. We can't buy that TV.
- There isn't space for my computer because there are books on my desk.
- I've got homework. I can't finish it all tonight.
- There isn't hot water in this bath. I'm cold!
- It's very busy in the shopping centre because there are people. Let's go home.

Listening



- 6 Listen to David. In your notebook, mark the sentences true or false.

1 *false David's house has got a small garden.*

- David's house has got a huge garden.
- David's mum thinks that David has got too many books and games in his room.
- David likes the place he lives in because he can ride his bike outside.
- David sometimes can't sleep at night because it's not quiet enough.
- David's friends don't live close enough.



- 7 Listen again and check your answers.

Writing

- 8 In your notebook, write about where you live. What is it like? Use *too much*, *too many*, and *(not) enough*.



My English file

My Home

I live in a large flat. It's very noisy here. There are too many cars on the street and there is too much noise but it's close enough to the park.

Speaking

- 9 What's your school like? Think of three good things and three bad things about your school. Tell your classmate.

Bad things

There's too much traffic outside.

There aren't enough windows.

Good things

It's warm enough in the winter.

The playground is big enough.

Pronunciation

- 10 Put these words under the correct heading /u:/ or /ʌ/.

view enough mum school another too

/u:/

view

/ʌ/

enough



- 11 Listen and check your answers.

Check your English

- 12 Choose the correct forms to complete the sentences. Write the answers in your notebook.

- There are too **much/many** people in our house and it hasn't got **enough space/space enough!** It's **too small/small enough**.
- Our bedroom has got too **much/many** furniture.
- This house **isn't/is** quiet enough. There's **too much/enough** traffic outside.
- There **are/aren't** enough flowers in my garden. I want to get some more.

23

The eco-village

- Lesson objectives**
- Using large numbers
 - Talking about processes

Guessing

- 1 Read the question and guess the answer.

How much rubbish do people in the UK throw away?

- 1 76,000 tonnes per day.
- 2 76,000 tonnes per month.
- 3 76,000 tonnes per year.



- 2 Listen and check. Are you surprised?

Presentation



- 3 Listen and read. In your notebook, complete the text with the words and numbers in the box.

kitchens 17 paper 17.5 food
15 farm 28 electricity Scotland

1 28

Facts and figures

A tonne = 1,000 kilos

% = per cent

17.5 = seventeen point five
(or seventeen and a half)

A million = 1,000,000

A billion = 1,000,000,000



Kyle, 13

Darcy, 13

Did you know ...?

- 1 million tonnes of rubbish are thrown away every year in the UK. That's the same as 6 million elephants!
- Only 2 % of rubbish in Britain is recycled.
- 3 million plastic bottles are used every day.
- 4 billion plastic bags are produced every year.

But in some places, people live in eco-villages, where lots of things are reused and recycled. Darcy and Kyle live in an eco-village called Melford, in 5 .



Fruit and vegetables are grown at the village 8 for everyone in the village. 70% of Melford's 9 is produced here.



The houses are specially designed. They don't use much gas and electricity. They are kept warm with special 6 in the walls. 7 and laundry rooms are shared so that very little energy is used.



100% of their 10 is made in Melford. They make their own power with wind turbines.



- 4 Listen again and check.

Comprehension

5 Read about Melford again. Are these sentences true or false? Correct the false sentences in your notebook.

1 *true*

- 1 Britain doesn't recycle a lot of its rubbish.
- 2 Melford is the name of a house in Scotland.
- 3 The houses in Melford use a lot of gas and electricity.
- 4 There is special paper in the walls of the houses.
- 5 70% of the village's food is not produced in Melford.
- 6 Melford's power comes from wind turbines.



GrammarSpot

Present passive

Melford's electricity **is produced** here.
Vegetables **are grown on** the farm.

→ Grammar page 87

Class poll

6 What do you think about Melford? Would you like to live there? Have a class vote. Write the results on the board.



Grammar practice

7 Copy into your notebook and complete these passive sentences with the correct form of the verbs in brackets.

1 *A lot of things are recycled in Melford.*

- 1 A lot of things (recycle) in Melford.
- 2 Electricity (produce) for the village.
- 3 The houses (build) from wood.
- 4 Vegetables (grow) on the farm.
- 5 The kitchens (share) .

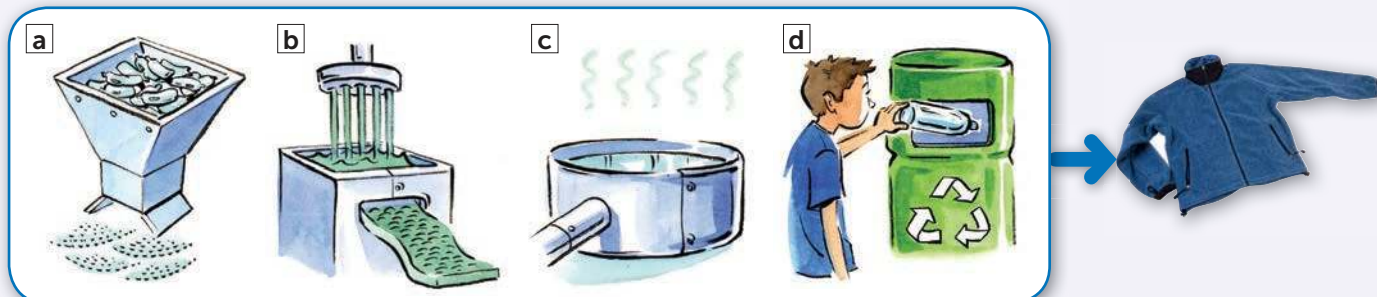


8 Listen and check.

Listening



9 Darcy is talking about how her fleece top is made. Listen and put the pictures in the correct order.



10 Listen again and complete the sentences. Use the passive form of the verbs in the box. Write the answers in your notebook.

make melt collect dry pull cut clean

1 *are collected*

- 1 First, old plastic bottles from recycling bins.
- 2 Then they up into very small pieces.
- 3 The pieces and then they .
- 4 After that, they .
- 5 The melted plastic into long, thin strings.
- 6 The fleece material from these strings.

Check your English

11 Match the sentence beginnings in column A with the endings in column B to make sentences. Write the answers in your notebook.

A

- 1 Fruit and vegetables
- 2 12.5 million tonnes of paper and cardboard
- 3 This fleece top
- 4 Old plastic bottles
- 5 The houses in Melford

B

- a is made from recycled plastic bottles.
- b are built from wood.
- c are collected from recycling bins.
- d are grown on the farm near the village.
- e are used in Britain every year.

Reading

1 Look at the three texts below and decide which type of text each of them is.

- a a note b an email c a web page



TestingSpot

2 Przeczytaj teksty (1–3). Wybierz poprawną odpowiedź A, B albo C. Napisz odpowiedzi w zeszycie.

1

Discussion Forum

This week's discussion is about home. We want to know about your home. Do you like your house? Do you want to move to a different place?



Ben

I love my home. It's big enough for my family and it's not too far from the town. The living room is bright and cosy and I love the comfortable sofas there. I share my bedroom with my little brother. It's OK, but he's got too many toys and I don't have enough space for my books and my football kit. But the best place is the garden. We try to grow all our own food, so we've got lots of fruit trees and vegetables. We've also got four chickens, a goat called Milly and two rabbits.

2

Ben,
Please can you feed the chickens when you get back from school? And don't leave your muddy football boots in the kitchen! Take them into the garden and clean them! Gavin phoned. He wants to play football in the park at half past three tomorrow. Can you call him back tonight?
Mum xxx

3

To: Greg

Hi Greg,
How are you? What's your new house like?
We're on holiday now – our summer holidays started at the end of July. It was really hot and sunny for the first two weeks and we spent a lot of time at the beach. But today the weather's changed and it's much cooler. We're not at the beach because we've all got lots of chores to do. Dad and I are making cheese. It's made from our goat's milk and it's really delicious. My mum and my brother are collecting the eggs from our chickens.
I hope you're enjoying your holiday too – send me an email. I should stop writing to you now and finish my chores because I think it's going to rain soon – there are lots of black clouds in the sky. :-(
Take care,
Ben

1 Which is Ben's favourite place at home?

A



B



C



3 Where should Ben put his football boots?

A



B

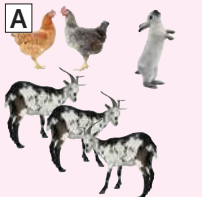


C

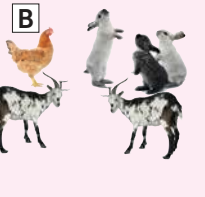


2 What animals has Ben's family got?

A



B



C



4 What is the weather like at the moment?

A



B



C



3 Read the texts again and answer the questions.

- 1 What animals has Ben's family got?
- 2 What are the problems with Ben's bedroom?
- 3 When is Ben going to feed the chickens?
- 4 Who wants to play football with Ben?
- 5 What did Ben do during the first two weeks of the summer holidays?
- 6 What is made from Milly's milk?

Listening



- 4 Listen to this interview with Alice. Find and correct seven mistakes in the text below. Write the answers in your notebook.

1 my three sisters

Hello, Alice. Tell us about your family.

Hi. Well, I've got a big family! There's me, my three brothers, my mum, my dad and my aunt. Oh, and we've got a crazy dog, Lola, and four rabbits.



And what's your home like?

We all live in a big house in Devon, England. There's too much space for our family, really, but it's in a beautiful part of the country. I think my favourite room is the sitting room because there are always lots of people there and you can look out of the window and see our beautiful garden.

What do you usually eat, Alice?

I don't have a very healthy diet! I eat too many biscuits! But I also eat lots of fruit and vegetables. My dad makes pizza every Friday night, with lots of cheese, tomato and mushrooms. It's delicious!

What's your school like?

It's OK. I like my classroom and I've got lots of friends at school. My favourite subject is IT, but there aren't enough computers in the IT room. There are thirty students but only five computers.



- 5 Talk to your classmates and compare your answers. Then listen again and check your answers.

Speaking

- 6 Work in pairs.

Student A: You are a reporter for 'My Life' magazine. Interview Student B about his/her life. Ask questions about family/home/school.

Student B: You are an unusual person. Answer Student A's questions about your life. Make up some interesting facts! You can use the ideas below.

I'm ... an alien/a Hollywood star/a famous footballer/an explorer

I live in ... a space rocket/a castle/a house with a gym/a tent

I have/haven't got ... not much space/a lot of money/a few pets/a lot of furniture



StudyTip

Remembering vocabulary

Write down words in lexical groups.

Animals

chicken
goat

Garden

flowers
grass

Writing

- 7 Write about your unusual life. Use the facts you made up for Activity 6. Start like this:

I'm a/an ... I live in ...



FunSpot

Word Race

Play in teams. How many more words can you write under each heading? You have three minutes. The team with the most words is the winner.

Things you can recycle

plastic bottles

Types of houses

cottage

Furniture

chair

Brown food

chocolate

Review

Check if you can do these things

I know words for DIY.

1 Rearrange the letters to make words for DIY objects. Write the answers in your notebook.

1 hmaemr

2 ldaedr

3 wpelaaplr

4 drlli

5 tlooxob

6 pnait

I can make predictions about the future.

2 Use *going to* and the verbs from the box to complete these sentences. Write the answers in your notebook.

fall off spill eat trip over



1 She the ice cream.



2 He the water.



3 They the dog.

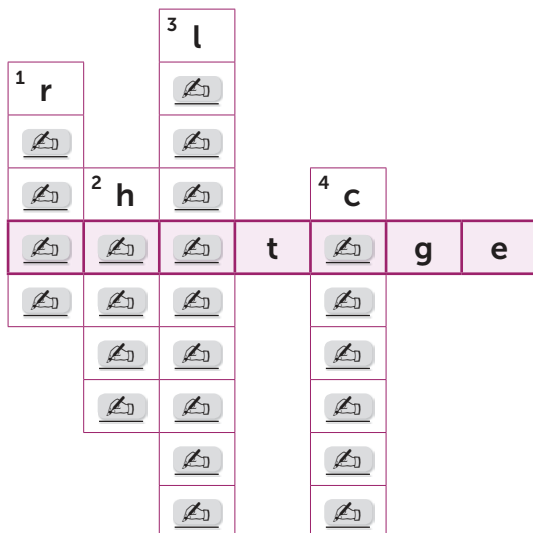


4 The cat the tree.

I know words for different types of homes.

3 Complete the word grid. What is the mystery word? Write the answers in your notebook.

- 1 a big farm in America or Australia
- 2 a place where people live
- 3 a tall building near the sea with a bright light
- 4 a home with wheels



I can talk about quantity.

4 Choose the correct forms. Write the answers in your notebook.

There are too ¹ **many/much** tourists in my village and it's ² **too/enough** noisy. I want to move but we don't have ³ **many/enough** money. Our house isn't big ⁴ **much/enough** and there isn't ⁵ **many/enough** space in the garden, either. My mum says I've got too ⁶ **much/many** games in my room and it's not ⁷ **many tidy/tidy enough**.

I can talk about processes.

5 In your notebook, copy and complete these sentences about Melford with the correct passive forms.

- 1 Electricity (produce) by wind turbines.
- 2 Vegetables (grow) in the fields.
- 3 The houses (keep) warm with special paper in the walls.
- 4 Kitchens and laundry rooms (share).
- 5 A lot of things (reuse) and (recycle).



TestingPractice

1 Look at the picture below. Match the sentence halves. Write the answers in your notebook.

- | | |
|----------------|----------------------------|
| 1 The woman | a is flying in the air. |
| 2 The dog | b are sitting at a table. |
| 3 The bird | c is holding an ice cream. |
| 4 The man | d is sleeping. |
| 5 The children | e is reading a newspaper. |



TestingSpot

2 Popatrz na ilustrację i zdecyduj, czy poniższe zdania (1–5) są prawdziwe (Tak), czy fałszywe (Nie). Napisz odpowiedzi w zeszyte. W przypadku zdań fałszywych (Nie), popraw je.

- | | Tak | Nie |
|---|--------------------------|--------------------------|
| 1 The woman is going to eat her ice cream. | ☐ | ☐ |
| 2 The waiter is going to drop the glasses. | ☐ | ☐ |
| 3 The children are going to draw a picture. | ☐ | ☐ |
| 4 The bird is going to steal the ice cream. | ☐ | ☐ |
| 5 The dog is going to jump onto the table. | ☐ | ☐ |

3 Match the questions to the answers. Write the answers in your notebook.

- | | |
|--|---|
| 1 There's too much noise in this classroom! | a He isn't friendly enough. |
| 2 Why don't you like my dog? | b No, we haven't. We've only got ten minutes. |
| 3 Why didn't you play football yesterday? | c It was too cold. |
| 4 Have we got enough time to finish this homework? | d Sorry. We'll be quieter. |



TestingSpot



4 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję. Wybierz odpowiedź A, B albo C. Napisz odpowiedzi w zeszyte.

- | | |
|---|---|
| 1 | A The classrooms were big enough. |
| | B There was some homework. |
| | C There weren't enough teachers. |
| 2 | A It isn't quiet enough. |
| | B My bed is comfortable. |
| | C I'm really tired. |
| 3 | A Yes, it is. I love pasta with tomato sauce. |
| | B No, we haven't. We should go to the shops. |
| | C No, I don't. I never eat lunch. |
| 4 | A Yes, I know. I'll tidy it tomorrow. |
| | B Yes, I know. I'll buy some more tomorrow. |
| | C Yes, I know. I haven't got enough. |



VocabularySpot

- 1 Read the descriptions of the different houses below and match the words in blue to the photos (a–f). In your notebook, write the words in blue with their meaning.



- 1 This large, tall **windmill** is in the middle of the countryside. There is no garden with this property but it's got a balcony all around the outside. It has three bedrooms, one bathroom, a small kitchen and a sitting room.

- 2 You can spend all day and all night on the river in this lovely **narrow boat**! There is a small living room with a kitchen at one end, one bedroom and one small bathroom on the other.
- 3 This beautiful old **water mill** has got three bedrooms, a family bathroom, a living room and a small kitchen. There are wonderful views of the river from every window.
- 4 This small **terraced house** is in the centre of town. This house has got two bedrooms, one bathroom and a large kitchen/dining room. There's a small garden at the back of the house.
- 5 This splendid large **detached house** has got five bedrooms, three bathrooms, two sitting rooms and a large kitchen. There's a swimming pool and a tennis court in the garden.
- 6 All the rooms in this **bungalow** are on one floor and there are no stairs. It's got two bedrooms, a kitchen, a sitting room, a bathroom and a small garden.

- 2 Read the descriptions again and find the following places.

- | | |
|------------------------------------|--------------------------------|
| 1 three places with a garden | 4 one place with no stairs |
| 2 two places near/on a river | 5 two places with two bedrooms |
| 3 one place with two sitting rooms | |

- 3 Work in pairs. Put the places in order from 1 (the best) to 6 (the worst). Then tell another pair about your order and explain why.



LanguageSpot

- 4 Choose the correct option to complete Harvey's letter. Write the answers in your notebook.

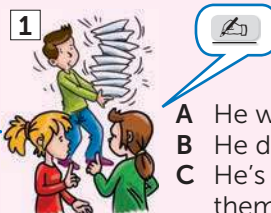
Hi Marie,
How are you? I hope your weekend is better than mine! I can't go out because the weather is awful and it's ¹ **too cold/cold enough** to play football outside. I want to go to the cinema with my friends, but I haven't got ² **too/enough** money. There's too ³ **much/many** noise in this house, so I can't do my homework. My dad is trying to fix our car and my sister is listening to very loud music in her room. I think I ⁴ **'m going to have/have a headache** later!
Harvey



TestingSpot

- 5 Uzupełnij każdą rozmowę brakującą wypowiedzią. Wpisz w każdą kratkę literę A, B albo C. Napisz odpowiedzi w zeszycie.

Look! That boy is carrying too many plates!



- A He will drop them.
B He drops them.
C He's going to drop them.

Why didn't you make the cake?



- A We had too many eggs.
B We didn't have enough eggs.
C We had enough eggs.

- A There's too much traffic on this road.
B There isn't enough traffic on this road.
C There is enough traffic on this road.



Yes, you're right. Look at all the cars!



Grammar Summary

Going to

Wyrażenia *going to* używamy do przewidywania wydarzeń na podstawie tego, co w danej chwili widzimy lub słyszymy.

The plane **is going to** land.



Affirmative sentences

I **am ('m) going to** fall over.

You **are ('re) going to** fall over.

He **is ('s) going to** fall over.

She **is ('s) going to** fall over.

It **is ('s) going to** fall over.

We **are ('re) going to** fall over.

You **are ('re) going to** fall over.

They **are ('re) going to** fall over.

Negative sentences

I **am not ('m not) going to** fall over.

You **are not (aren't) going to** fall over.

He **is not (isn't) going to** fall over.

She **is not (isn't) going to** fall over.

It **is not (isn't) going to** fall over.

We **are not (aren't) going to** fall over.

You **are not (aren't) going to** fall over.

They **are not (aren't) going to** fall over.

Questions

Am I going to fall over?

Are you going to fall over?

Is he going to fall over?

Is she going to fall over?

Is it going to fall over?

Are we going to fall over?

Are you going to fall over?

Are they going to fall over?

Short answers

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

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

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

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

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

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

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

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

Określniki ilości (*determiners*)

Too many (zbyt wiele) używamy przed rzeczownikami policzalnymi, a **too much** przed rzeczownikami niepoliczalnymi.

I have **too many** books.

There's **too much** traffic in my town.

Enough (wystarczająco dużo) używamy przed rzeczownikami, ale po przymiotnikach.

My sister doesn't eat **enough** fruit.

Our garden is big **enough**.

Strona bierna w czasie teraźniejszym (*present passive*)

Strony biernej używamy, gdy nie wiemy, kto lub co jest wykonawcą czynności lub gdy nie jest to istotne.

Where **are** these vegetables **grown**?

This door **is locked** at night.

Active

I **lock** this door at night.

Passive

This door **is locked** at night.

Przyjrzyj się, jak tworzymy stronę bierną:

is/are + past participle
This bottle **is made** of plastic.

Check your grammar

In your notebook, write the answers to Activities 1–3.

1 Look at the pictures and make sentences with *going to*.

1 *She's going to throw the ball.*



1 throw the ball



3 kick the ball



2 sit down



4 play tennis

2 Make sentences with *too many/too much* or *enough* and the words in brackets.

1 *Please be quiet. You are making too much noise.*

1 Please be quiet. You are making (noise)

2 My sister doesn't go to school. She's not (old)

3 I'm hungry. I didn't eat (breakfast)

4 My bag is heavy. There are in it. (books)

5 I'm not going swimming. It's not (warm)

3 Make sentences in the present passive and the words below.

1 *Football is played all around the world.*

1 football/play/all around the world

2 cheese/make/from milk

3 grapes/grow/in Spain and Italy

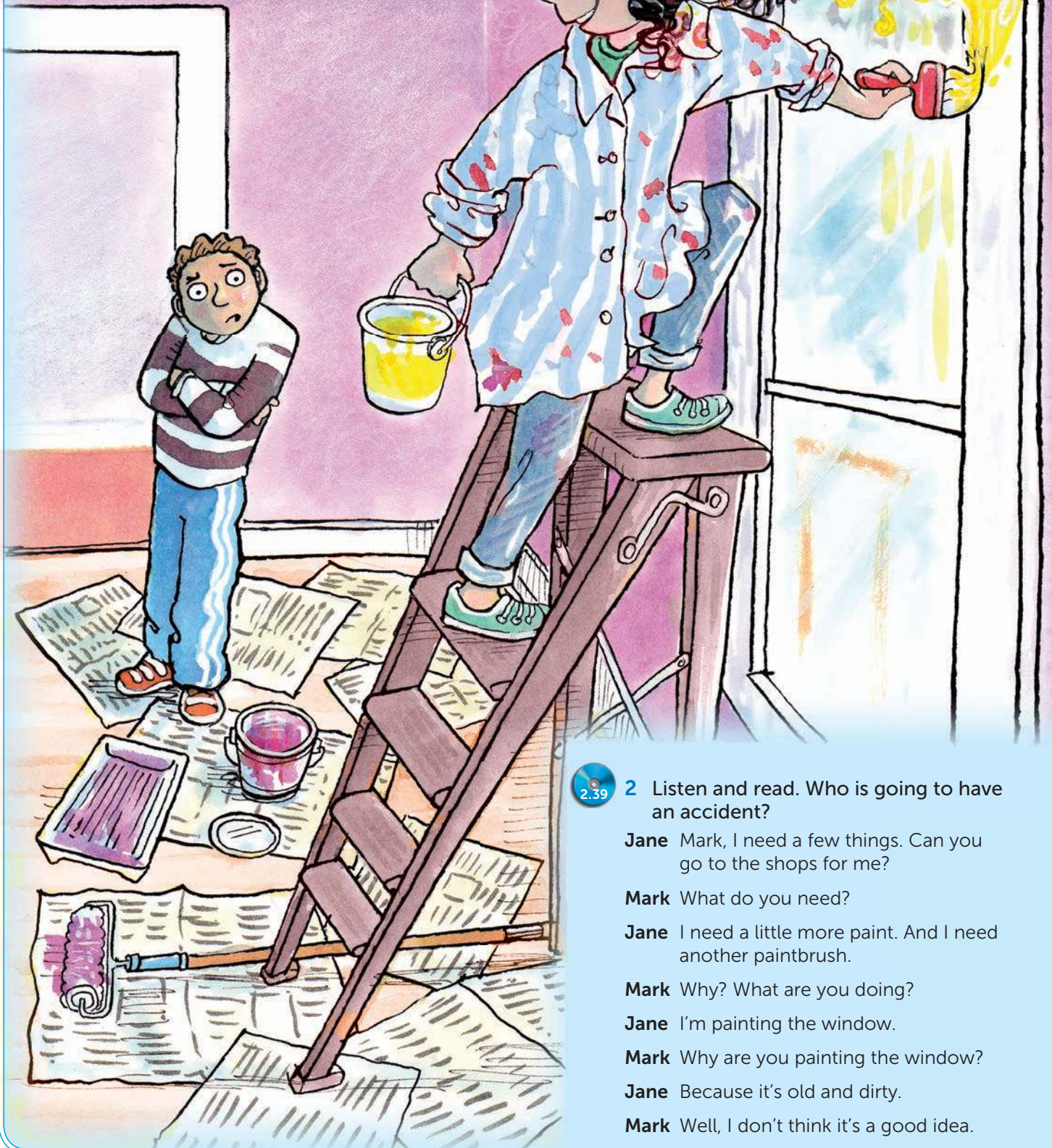
4 bridges/build/from steel

5 this key/use/a lot



Mini play

1 Look at the picture. What is Jane doing?



2 Listen and read. Who is going to have an accident?

Jane Mark, I need a few things. Can you go to the shops for me?

Mark What do you need?

Jane I need a little more paint. And I need another paintbrush.

Mark Why? What are you doing?

Jane I'm painting the window.

Mark Why are you painting the window?

Jane Because it's old and dirty.

Mark Well, I don't think it's a good idea.

Jane Why not?

Mark Well ... it's dangerous.

Jane No, it's not!

Mark Watch out! You're going to fall off the ladder!

Jane No, I'm not! I'm fine.

Mark Well, be careful. You're going to spill the paint!

Jane Don't be silly. I'm not going to fall off the ladder and I'm not going to spill the paint.

Mark OK, OK. I'm sorry. But you usually have a lot of accidents.

Jane Accidents? No, I don't. I never have accidents.

Mark Yes, you do. You ... STOP!

Jane What?

Mark You're going to break the window with your paintbrush!

Jane No, I'm not! Really, Mark, calm down. Look, I haven't got enough paint here. Can you get some more?

Mark Oh well, OK.

Jane Thank you!

Mark Watch out! You're going to drop your paintbrush onto the floor.

Jane Mark! Stop it! I'm not going to fall off the ladder. I'm not going to spill the paint. I'm not going to break the window and I'm not going to drop my paintbrush on the floor.

Mark Hmm. OK. Look, here's the paint and the new paintbrush. I'll bring it over to you.

Jane No, Mark, wait! I think that's a bad idea.

Mark Why?

Jane Because you're going to ...

Mark Ow!

Jane ... trip over the paint pot!

2.39

- 3** Listen again. Then choose your part: Jane or Mark, and read the play with a classmate.



Memory Challenge

Learn your lines by heart.



Mini project

- 1** Read Shivani's general knowledge quiz. Write the answers to the questions in your notebook.

General knowledge quiz

- 1** The best watches are made in ...
A Poland **B** China **C** Switzerland



- 2** Paper is made from ...
A grass **B** hair **C** wood



- 3** Cocoa beans are grown in ...
A Austria **B** Kenya **C** Canada



- 4** Omelettes are made with ...
A rice **B** eggs **C** sugar



- 5** Glass is made from ...
A sand **B** plastic **C** water



Shivani

- 2** Write a general knowledge quiz. Use the Internet or an encyclopaedia to help you. Remember to use the present passive.
- 3** Ask your classmates to write answers to your quiz.

Lesson objectives

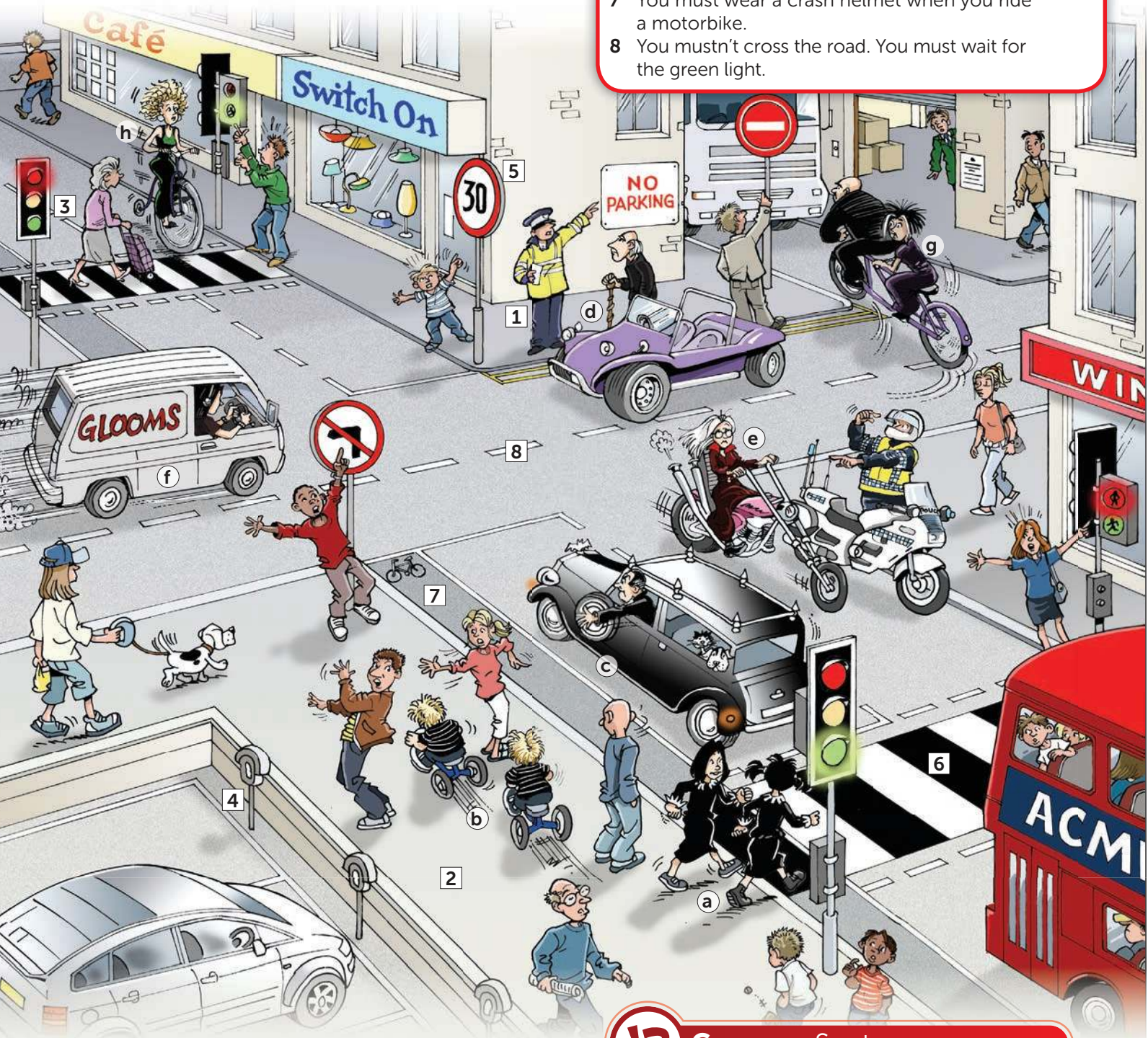
- Talking about rules
- Giving directions

Presentation

2.40

- 1 Listen and read. Match the traffic rules with the Grooms. Write the letters in your notebook.

1-f



Traffic rules

- 1 You mustn't drive more than 30 mph.
- 2 You must stop when the traffic light is red.
- 3 You mustn't enter this street.
- 4 You must keep straight on. You mustn't turn left.
- 5 You mustn't park here.
- 6 You must cycle in the cycle lane. You mustn't cycle on the pavement.
- 7 You must wear a crash helmet when you ride a motorbike.
- 8 You mustn't cross the road. You must wait for the green light.

2.40

- 2 Listen again and check your answers. Then point to the Grooms in the picture and read out the traffic rules.

You mustn't cross the road.
You must wait for the green man.



GrammarSpot

must, mustn't (obligation, prohibition)

You **must stop** when the traffic light is red.
You **mustn't turn** left.

Grammar practice

- 3 Look at the traffic signs. Make sentences with *You must/ mustn't* and the words below. Write the sentences in your notebook.

turn left stop wear a crash helmet
cross the road park keep straight on

You must keep straight on.



Vocabulary



- 4 Look at the picture in Activity 1. Listen and find these things. Write the answers in your notebook.

parking meter – 4

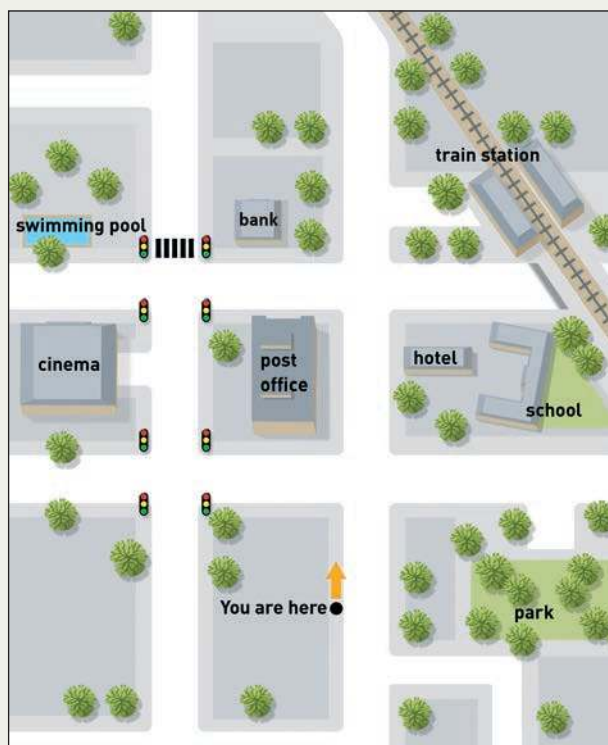
parking meter traffic sign
cycle lane pedestrian crossing
traffic lights traffic warden
pavement crossroads



- 5 Listen and check.

Speaking

- 6 Look at the map. Find *You are here* and follow the directions. What are the missing words? Write the answers in your notebook.



Excuse me, where is the ¹ , please?

Turn left at the crossroads. Keep straight on until the traffic lights and turn right. Then keep straight on until the pedestrian crossing. Cross the road. Keep straight on. The ² is on the right.



- 7 Listen and check.

- 8 Work with a classmate. Take it in turns to give directions to the different places on the map. Use the phrases in the box to help you.

turn left/right keep straight on (until)
cross the road it's on the left/right
walk along (the road)

Excuse me, where is the bank, please?

Walk along the road and turn right at the ...

Class poll

- 9 In groups, think about where you live and write some traffic rules on the board. Use *You must ...* or *You mustn't ...*



- 10 Look at your ideas and vote for the rule you think is the most important.

Check your English

- 11 In your notebook, copy and complete the sentences with *must* or *mustn't* and an appropriate verb.

In my country, ...

- you a crash helmet when you ride a motorbike.
- you in the cycle lane.
- you at more than 50 kph in a city.
- you when the traffic light is red.

- 12 Look at the map in Activity 6 and write the directions from *You are here* to the train station. Write the answers in your notebook.

Walk along the road ...

Presentation



1 Listen and read. Is the man's name really Mr King?



Passport Control

- 1 Name: Anthony Graham King
- 2 Name of hotel in Sylvania: Ritz Palace Hotel
- 3 Profession: Artist How long: for 2 years
- 4 Pilot's licence How long: since 2007
- 5 Address: New York How long: for 3 months
- 6 Telephone number: 01 934 857 1006
- 7 Passport How long: since August

Guard Hello, Mr King. Why do you want to visit our country?

Mr King I'm here to paint pictures of your beautiful mountains.

Guard But there aren't any mountains in Sylvania, Mr King.

Mr King ... I mean your beautiful countryside.

Guard Um ... I think I must ask you some questions. What is your full name?

Mr King It's Graham Anthony King.

Guard I see. And where are you staying in Sylvania?

Mr King At the Ritz Palace Hotel.

Guard Ah, the Ritz. It's a very good hotel. So, you're an artist, Mr King. How long have you been an artist?

Mr King I've been an artist for two years.

Guard Two years? Um ... and I see you can fly a plane, Mr King.

Mr King Yes, I can.

Guard How long have you had a pilot's licence?

Mr King I've had a pilot's licence since 2008.

Guard Um ... since 2008. And how long have you lived in New York?

Mr King I've lived there for six months.

Guard For six months? I see. What is your telephone number there?

Mr King It's ... let's see, er ... 01 834 875 1006.

Guard Um. And how long have you had a passport?

Mr King I've had a passport since August.

Guard I'm afraid you cannot enter Sylvania. You have made four mistakes and I don't believe you are Mr King ... I think you are the world-famous secret agent Mr X.



2 Look at the information on the computer and listen again. What four mistakes does Mr X make?



GrammarSpot

Present perfect with **for** and **since**

How long **have** you **been** an artist?

I've been an artist **for** two years.

I've lived there **for** six months.

How long **have** you **had** a pilot's licence?

I've had a pilot's licence **since** 2008.

I've had a passport **since** August.

→ Grammarpage 101

Grammar practice

- 3 Work with a classmate. In your notebook, copy and complete the lists with the words below.

six days Tuesday a week ten years
my birthday last year a few minutes
an hour 1999 February

For

six days

Since

Tuesday



2.45

- 4 Listen and check.

Speaking

- 5 In your notebook, make notes about yourself.

1 *I've lived in my home for 13 years.*

1 I've lived in my home for ...

2 I've been at this school since ...

3 I've known my friend  for ...

4 I've had my New Hot Spot book since ...

- 6 Work with a classmate. Take it in turns to ask and answer these questions.

How long have you lived in your home?

For thirteen years.

- How long have you lived in your home?
- How long have you been at this school?
- How long have you known your friend?
- How long have you had your New Hot Spot book?

- 7 Report back to the class.

Tomas has lived in his home for thirteen years.

Game

- 8 Work in a small team. Create a secret agent's identity. In your notebook, copy and complete the form below.

1 Name:

2 Name of hotel in Sylvania:

3 Profession:

How long: for ...

4 Driving licence:

How long: for ...

5 Address:

How long: since ...

6 Telephone number:

7 Passport:

How long: since ...

8 Favourite food:

- 9 Exchange identity forms with another team. Memorise your new identity. Then give back your identity form to the other team.

- 10 Now take it in turns to ask and answer questions. You get 1 point for every correct answer.

What's your full name?

Maria Luisa Gonzales.

Correct.

Writing

- 11 Write a dialogue between a border guard and a secret agent. Use your secret identity form from Activity 8 to help you. Write the sentences in your notebook.

My English file

A: *What is your full name?*

B: *My full name is Maria Luisa Gonzales.*

A: *Where are you staying in Sylvania?*

B: *I'm staying at the ...*

- 12 Work with a classmate. Use your information from Activity 8. Ask and answer.

What is her name?

Maria Luisa Gonzales.

Where is she staying?

At the Queen Hotel.

Check your English

- 13 In your notebook, copy and complete these sentences with **for** or **since**.

1 I've had my bag  two years.

2 My sister has worked in a shop  April.

3 My brother has played football  he was six.

4 We have studied English  three years.

- Lesson objectives**
- Describing recent experiences
 - Talking about plans for the future

Vocabulary



- 1 Listen and find these things in the pictures.

Malaysian food belt tomato balcony seeds pot

Presentation



- 2 Listen and read Charlie's web page. Which experience or plan do you think is the most interesting?

Tell us about this year and next year!

Tell us about some amazing, interesting or unusual things you have done this year. Then tell us about what you're going to do in the future.



My name's Charlie Fisher and I'm thirteen years old.

What have I done this year?

- I've joined a karate club and I've got my orange belt! I started lessons in February – it's hard work but it's also great fun.



- I've eaten Malaysian food. I went to my friend Mel's house last weekend. Mel's mum is from Malaysia and she cooked a typical Malaysian meal with rice, chicken and peanuts. It was delicious!



- I've started guitar lessons. My dad gave me his old guitar. I can play six chords now and I've written a song. Hey – I'm going to be a pop star!



What am I going to do next year?

- I'm going to form a band with some of my friends. Mel's a really good singer and Mike can play drums. We're going to be famous!



- I'm going to learn how to swim. All my friends can swim but I can't. My Uncle Pete's going to teach me how to swim during the summer holidays. I'm a bit scared!



- I'm going to grow some vegetables! We don't have a garden, but I can grow tomatoes in small pots on our balcony. I'm going to plant the seeds next week. Yum! I love tomatoes!



- 3 Listen again. Then, in your notebook, copy and match the words in box A to the words in box B to make phrases from the text.

A

1 join 2 eat 3 learn 4 grow 5 plant

B

a Malaysian food b how to swim
c some vegetables d a karate club
e the seeds

Comprehension

- 4 Are these sentences true or false? Correct the false sentences. Write the answers in your notebook.

1 *false Charlie has started guitar lessons this year.*

- Charlie's going to learn how to play the guitar next year.
- He's eaten Malaysian food.
- He's formed a band with his friends.
- He's going to plant some tomato seeds next week.
- He's got his orange belt in karate.



GrammarSpot

Present perfect/Past simple/going to

Present perfect

I **ve joined** a karate club.

Past simple

I **started** lessons in February.

going to for future plans

I **m going to form** a band.

➔ Grammarpage 101

Grammar practice

- 5 Read Mel's web page. Copy the sentences in your notebook and put the verbs in brackets into the correct tense.

- I've visited*
- I went*



What have I done this year?

- I ¹ (visit) my friend, Michelle, in France. I ² (go) to her house in Montpellier for Easter.
- I ³ (join) the eco-club at school. Last week, we ⁴ (make) a poster about recycling.
- I ⁵ (start) horse-riding lessons. I ⁶ (have) five lessons in January. They were great!

What am I going to do next year?

- I ⁷ (stay) with my aunt in Scotland for the summer holidays. She's got a beautiful little cottage in the Highlands.
- I ⁸ (invite) Michelle to stay with me next month. She's never been to the UK.
- I ⁹ (learn) how to cook Malaysian food. My mum ¹⁰ (teach) me.

Pronunciation



- 6 Listen to this tongue twister.

/g/

Gregory's going to grow gorgeous green grapes in his grandfather's garden.



- 7 Listen again and repeat. How quickly can you say it?

Speaking

- 8 Use the words below to make questions. Write them in your notebook.

1 *Have you visited an interesting place this year?*

What have you done this year?

- visit/an interesting place
- start/violin/riding/piano/karate lessons
- join/a club
- eat/any unusual food
- get/a new pet

- 9 Now ask and answer the questions with a classmate.

Have you visited an interesting place this year?

Yes, I have. I've been to Prague. I went ...

- 10 In your notebook, write about your year. Describe three unusual, interesting or amazing experiences.



My English file

I've learnt how to ski. I went to Kamchatka in Russia with my cousins. I've started ...

- 11 Write about three plans for next year.



My English file

I'm going to join a football team in my village. I'm going to ...

Check your English

- 12 In your notebook, complete these sentences with the correct form of the verbs in brackets.

- Next summer, I (start) violin lessons.
- I (form) a band with my brother. We (play) our first concert last week.
- I (get) a new cat tomorrow.
- We (play) basketball next weekend.

Reading

- 1 Where are these young people sending texts from? Read and match each text (1–4) to one of the places (a–d). Write the answers in your notebook.

1

STEVE SAYS:

Hi Craig, I'm walking along one of the biggest structures in the world. It took over 2,000 years to build. It is 6,700 kilometres long but don't worry I'm not going to walk all the way!

a

**Camp Nou Stadium in Barcelona**

3

CATHERINE SAYS:

Hi Susanna, I'm looking at one of the most beautiful cities in the world from the top of what was the tallest structure in the world. From here, I am 324 metres above the ground, you can see all over the city. You can take the lift or climb 1,710 steps to the top. I took the lift!

b

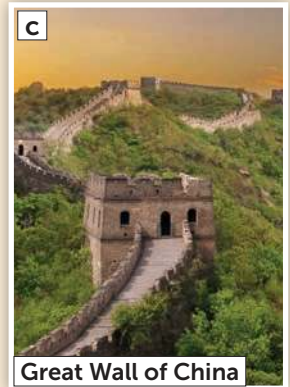
**Madame Tussaud's**

2

TERRY SAYS:

Hi Zoe, I'm in one of London's top tourist attractions and it is really great. I've just said hello to President Obama and now I'm in the Chamber of Horrors. And there are lots of really scary people from the past in here.

c

**Great Wall of China**

4

JAKE SAYS:

Hi Tomas, I'm sitting in one of the most famous sporting venues in the world. There are 85,453 people sitting around me and we are watching one of the greatest teams in Europe. The score is 3-2 and the home side is winning. It is very noisy and everyone is shouting and cheering.

d

**Eiffel Tower**

- 2 Check your answers with your classmates.

- 3 Find words in the texts to match these definitions. Write them in your notebook.

1 **structure**

- 1 (text 1) something built
- 2 (text 2) a popular place for tourists
- 3 (text 3) the surface of the earth
- 4 (text 3) a machine that carries people up and down buildings
- 5 (text 4) the team who plays on their own field

Listening

- 4 Match the words below with the pictures in Activity 5 on page 97. Write the answers in your notebook.

1 **amusement park – C**

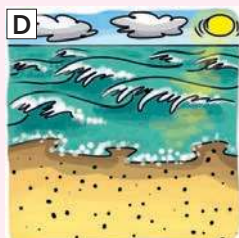
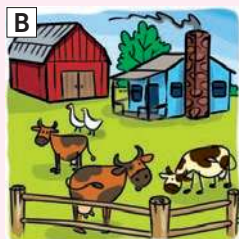
- 1 amusement park
- 2 music festival
- 3 island
- 4 beach
- 5 farm



TestingSpot



- 5 Usłyszysz dwukrotnie cztery dialogi (1–4). Do każdego z nich dopasuj miejsce, w którym się on odbywa (A–E). Uwaga! Jedno miejsce zostało podane dodatkowo i nie pasuje do żadnego dialogu. Napisz odpowiedzi w zeszycie.



Speaking

- 6 Work with a classmate. Choose one of the places in Activity 1. You can use your own names. Think of questions and answers for a phone call.

Make a phone conversation.

A: Hi, Ana. Where are you?

B: I'm in Madame Tussaud's.

A: What? In London?

B: Yes.

A: What are you doing?

B:

Writing

- 7 Imagine you are in a special place doing something special. Write a *Guess where I am* text. Don't make it too easy for your classmates to guess.



My English file

Hi Lotte, I'm in one of the USA's biggest cities and watching over 1,000 people running past me. There are runners from all over the world. I'm watching the race close to the harbour and can see the Statue of Liberty and all the skyscrapers of Manhattan.

- 8 Read your texts to your classmates. Ask them to guess where you are.



FunSpot

Talk about it

Work in small groups. Throw the dice and land on a segment. Talk about that subject for 30 seconds.

Start here!	1 Talk about it! My favourite food My favourite food is ...	2 Move forward 2 squares	3 Talk about it! Something I haven't done I have never ...	4 Talk about it! My dream holiday My dream holiday is ...
	9 Talk about it! My plans for the weekend I'm going to ...	8 Move forward 4 squares	7 Talk about it! My hobby I like ...	6 Talk about it! How to keep fit You should ...
10 Move back 3 squares	11 Talk about it! My hero My hero is ...	12 Talk about it! What I did last weekend Last weekend, I ...	13 Uh-oh! Go back to the beginning!	5 Miss a go!
Finish here!				



Review

Check if you can do these things

I can use *must* (✓) and *mustn't* (X) to talk about traffic rules. Write the answers in your notebook.

1 Choose *must* or *mustn't* to make rules. Write the answers in your notebook.

- 1 ✓ You **must/mustn't** wear a helmet when you ride a moped.
- 2 X You **must/mustn't** cycle on the pavement.
- 3 X You **must/mustn't** cross the road when you see the red man at a pedestrian crossing.
- 4 ✓ You **must/mustn't** cycle in a cycle lane.
- 5 ✓ You **must/mustn't** wait for the green man at a pedestrian crossing.

I know words for different types of road features.

2 Find the names of five different types of road features in this word snake. Write the answers in your notebook.

parking meter traffic light pavement pedestrian crossing traffic warden

I can give directions.

3 Look at the map on page 91. In your notebook, give directions:

- 1 from the train station to the cinema.
- 2 from the swimming pool to the park.
- 3 from the school to the bank.

I can use *for* and *since* to talk about time.

4 In your notebook, copy and complete these time expressions with *for* or *since*.

- 1 yesterday 2 four weeks 3 a year 4 1999 5 last April 6 two hours

I can use the *Present perfect* to talk about time.

5 In your notebook, write questions using the *Present perfect* and then write true answers.

How long have you lived in your town? I've lived here for four years.

- 1 How long/you/live/in your town?
- 2 How long/you/be/in this classroom?
- 3 How long/your teacher/teach at this school?
- 4 How long/you/have/your school bag?

I can use the *Present perfect* and the *Past simple* to talk about my experiences.

6 Write the correct form of the verbs in brackets to complete these sentences. Use the *Present perfect* or *Past simple*. Write the answers in your notebook.

- 1 I (fly) to Paris. I (visit) my aunt there last Christmas.
- 2 I (eat) Chinese food. I (go) to a Chinese restaurant in April.
- 3 I (learn) how to ski. My brother (teach) me last December.
- 4 I (grow) some tomatoes. I (plant) the seeds two months ago.

I can use *going to* to talk about plans for the future.

7 What are you going to do next year? Write at least three sentences in your notebook. Use the verbs from the box.

Next year I'm going to buy a new mobile phone.

learn / visit / eat / buy / join / read about



Testing Practice

1 Find these words in the picture in Activity 2.

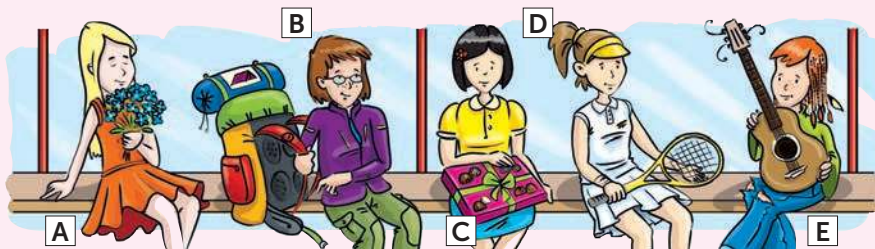
chocolates bunch of flowers rucksack
bus station tennis racket



TestingSpot



2 Usłyszysz dwukrotnie dialog. Na podstawie informacji zawartych w nagraniu do każdego imienia (1–4) dopasuj osobę przedstawioną na ilustracji (A–E). Uwaga! Jedna litera pozostanie niewykorzystana. Napisz odpowiedzi w zeszytcie.



1 Lucy

2 Sally

3 Maddie

4 Charlotte



TestingSpot

3 Przeczytaj teksty (A–E). Uzupełnij tabelę, wpisując w każdą kratkę (1–4) odpowiednią literę. Uzasadnij swój wybór. Odpowiedzi zapisz w zeszytcie. Uwaga! Jeden tekst pozostanie niewykorzystany.

Mama pyta:	Henry odpowiada:	Z którego tekstu Henry się o tym dowiedział?
Do you know how long your friend has lived in Paris?	Yes, I do.	1
Do you know how to get to your friend's house?	Yes, I do.	2
Do you know what your brother is going to do at the weekend?	Yes, I do.	3
Do you know where the jewellery shop is?	Yes, I do.	4

A

When you get to the station, turn left and then turn right at the jewellery shop. Keep straight on until the traffic lights. Then cross the road. Our house is next to the cinema.

B Students' Travel Forum

Does anyone know a good place to stay in Paris? I'm going to go there for two weeks next July, but the hotels are all really expensive!

C

SERENITY

Are you looking for the perfect gift?

At Serenity we have beautiful necklaces, bracelets and earrings – all original designs.
Rose Street, Birmingham
Tel: 0121 458 7744

D

To: Henry
Subject: news

Hi Henry,
Amazing news!
I can't believe you're coming to visit me in Paris! Is your brother going to come with you? I've met some really interesting people since we moved here in 2010 and there are lots of great things to do. We'll have a fantastic time!

E

Henry,
I'm taking the train to Birmingham on Saturday. Do you want to come with me? We can visit Uncle Peter and then buy a birthday present for mum. I think she'd like something from that new jewellery shop.
Kev



VocabularySpot

- 1 Read the sentences below. Then match the words in blue to the pictures below. Write the answers in your notebook.

A long period of time with no rain is called a **drought**.

A **volcanic eruption** destroyed the city of Pompeii in 79 AD.

A huge **earthquake** in Nepal in 2015 killed more than 5,000 people and destroyed many ancient buildings.

An earthquake or a volcanic eruption under the sea can cause a **tsunami**. This is a tall, fast-moving wave.

A **hurricane** is a type of very strong storm. Sometimes the wind in a hurricane moves at 300 kilometres per hour.

A **flood** can sometimes happen after many days of heavy rain. A very large amount of water covers an area which is usually dry.

A **tornado** is a special type of storm. The wind in a tornado moves in a circle. Tornadoes can lift people, cars, trees and even buildings up into the air.



- 2 Listen and check your answers.

- 3 Ask and answer these questions in pairs.

- Which is the most frightening natural disaster? Why?
- Have you seen any films or TV programmes about natural disasters? Describe what happened.
- Imagine that a natural disaster affects your home. You've got ten minutes to escape. What things will you take with you? Why?



LanguageSpot

- 4 Choose the correct form to complete the dialogues. Write the answers in your notebook.

1 **A:** That's a cool mobile phone. Is it new?

B: No, it isn't. **I've had/I had** it for three months. My mum gave it to me for my birthday.

2 **A:** **Will you go/Are you going to go** to Lucy's party on Saturday?

B: No, I'm not. **I've joined/I join** a judo club and our first training session is on Saturday evening.

3 **A:** Where's your helmet? You **must/mustn't** wear a helmet when you ride a motorbike!

B: Yes, I know. I have got a helmet. It's in my bag.



TestingSpot

- 5 Dla każdej z opisanych sytuacji (1–4) wybierz właściwą reakcję. Wybierz odpowiedź A, B albo C. Napisz odpowiedzi w zeszycie.
- Powiedz koledze/koleżance, że nie wolno tutaj jeść.
A You mustn't eat food here.
B You must eat food here.
C You don't eat food here.
 - Opowiedz koledze/koleżance o swoich planach na weekend.
A Last weekend I went to my aunt's house.
B Next weekend I'm going to play tennis with my sister.
C At the weekend I usually watch TV and text my friends.
 - Powiedz mamie, na jak długo zatrzymasz się/zatrzymałaś się u kuzyna.
A I'm going to stay with my cousin for two weeks.
B I stayed with my cousin two weeks ago.
C I've stayed with my cousin for two weeks.
 - Powiedz sąsiadce, że nabyłeś/nabyłaś nową umiejętność.
A I want to learn how to play the guitar.
B I've learnt how to play the guitar.
C I don't know how to play the guitar.

Grammar Summary

must, mustn't (obligation, prohibition)

Must służy do wyrażania nakazów, a *mustn't* do wyrażania zakazów.

You **must** wear a crash helmet when you ride a motorcycle.

We **mustn't** eat or drink in the classroom.

Affirmative sentences

I **must** work.

You **must** work.

He **must** work.

She **must** work.

It **must** work.

We **must** work.

You **must** work.

They **must** work.

Negative sentences

Full form

I **must not** work.

You **must not** work.

He **must not** work.

She **must not** work.

It **must not** work.

We **must not** work.

You **must not** work.

They **must not** work.

Short form

I **mustn't** work.

You **mustn't** work.

He **mustn't** work.

She **mustn't** work.

It **mustn't** work.

We **mustn't** work.

You **mustn't** work.

They **mustn't** work.

Present perfect

Słówka *for* (przez) i *since* (od) służą do określania, jak długo coś trwało.

How long **has** your sister **been** a doctor?

She's **been** a doctor **for** three years.

I **have studied** German **since** I was ten.

For używamy, gdy mówimy, że coś trwa przez pewien okres:

for three years

for a long time

for two weeks

for several hours

Since używamy, gdy mówimy o konkretnym momencie w przeszłości:

since last summer

since Thursday

since I was a baby

since Christmas

going to

Wyrażenia *going to* używamy do wyrażania zamiarów i planów na przyszłość.

I'm **going to buy** a present for my brother this afternoon.

Are you **going to play** badminton at the weekend?

He isn't **going to cycle** to school tomorrow,

he's **going to take** the bus.

Check your grammar

In your notebook, write the answers to Activities 1–3.

1 Match the sentences in column A with the words in column B. Use *must* to make sentences from the words.

1 You're very ill. You **must** see a doctor.

A

B

1 You're very ill.

a You/come/to it

2 I'm tired.

b You/tidy/it

3 We are bored.

c You/see/a doctor

4 Your room is untidy.

d I/go/to bed

5 I'm having a party.

e We/run

6 We're late for school.

f We/do/something exciting

2 Choose the correct option, *for* or *since*.

1 I've had these jeans **for/since** two years.

1 I've had these jeans **for/since** two years.

2 My cousin has been ill **for/since** last Saturday.

3 We've lived in this village **for/since** a long time.

4 I've known my best friend **for/since** I was 12.

5 Megan's played football **for/since** six years.

3 Make sentences from the prompts, with *going to*.

1 I'm going to move to the USA in July.

1 I/move/to the USA/in July

2 Katie and Tanya/learn/Japanese/next year

3 We/meet/our friends/at the weekend

4 You/not stay/at home/for the summer holidays

5 My father/start/his new job/on Monday



TestingSpot

4 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk (1–5). Wybierz literę A, B albo C. Napisz odpowiedzi w zeszycie.

Hi Liz,

How are you? I ¹ at my new school now

² two weeks. It's very different from my old school, but it's OK. The other students are really friendly, but there are a lot of rules! We ³

eat in the classroom and we must all stand up when a teacher comes into the room. Next week we ⁴ on a school trip to the British Museum in London. Have you ever been there?

I hope you can come and visit us soon. Our new house is ⁵ the train station – it's really easy to find!

All the best,

Ann

1 A was

B 've been

C am

2 A since

B in

C for

3 A mustn't

B don't

C aren't

4 A 're going

B went

C will go

5 A left

B straight

C opposite



Extra Special



The New Hot Spot end of book quiz!

- 1 Play this game in teams.
- 2 In your notebook, write your answers to the questions.
- 3 Don't worry if you can't remember. You can check it in your book!
- 4 The first team with 15 correct answers is the winner!

- 1 Why does this boy clap his hands when he leaves the house?



- 6 What colour is Phoebe's school uniform?



- 2 Where does this girl live?



- 7 Why are Moana and her family going to leave Funafala soon?



- 3 Who made a hole in Martha Gloom's garden?



- 8 Can you remember what Sophie's dad wants to see?



- 4 What health problems did Lionel Messi have when he was a child?



- 9 What is 'Dance Machine'?



- 5 Has Eva ever eaten smelly cheese?



- 10 Should you open presents immediately in China?



- 11** What should you do if you see a bear in front of you?



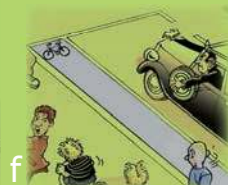
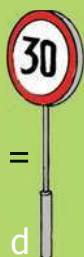
- 12** What does Alice usually eat?



- 13** Who does Ben share his bedroom with?



- 14** Can you write the words for these things?



- 15** How do you call this?



Mini project

- 1** Look at Suzie's timeline. How old is she now?

The important times in my life

14 years ago

I was born in Guildford, England.

10 years ago

I started school. I liked school, but I didn't like the uniform!

9 years ago

I learnt how to ride a bike. My first bike was purple. I thought it was cool!

7 years ago

I went on a plane for the first time. I went with my family to Spain on holiday. The holiday was great!

5 years ago

I won a poetry competition. The prize was a big dictionary.

3 years ago

I went on the London to Brighton Bike Ride with my Mum and Dad. I cycled 70 kilometres in one day!

1 year ago

I went to my first pop concert. I saw Leona Lewis at the O₂ Arena in London. It was a fantastic concert!

Suzie

- 2** Write about the important times in your life.
- 3** Show your timeline to your classmates.



Wordlist

Module 1

Lesson 1

Amish	/ˈɑːmɪʃ/	amisz
bear	/beə/	niedźwiedź
bridge	/brɪdʒ/	most
buggy	/ˈbʌɡi/	powóz
clap	/klæp/	klaskać
creek	/kriːk/	strumyk
diver	/ˈdaɪvə/	nurek
farmer	/ˈfɑːmə/	rolnik
field	/fiːld/	pole
garden	/ˈɡɑːdn/	ogród
hedgehog	/ˈhedʒhɒɡ/	jeż
hibernate	/ˈhaɪbəneɪt/	zapadać w sen zimowy
horse-drawn	/ˈhɔːs drɔːn/	ciągnięty przez konie
human	/ˈhjuːmən/	człowiek
neighbour	/ˈneɪbə/	sąsiad
river	/ˈrɪvə/	rzeka
swimmer	/ˈswɪmə/	pływak
traditional	/trəˈdɪʃənəl/	tradycyjny
walk away	/ˈwɔːk əˈweɪ/	odejść
worry	/ˈwʌri/	martwić się

Lesson 2

cinema	/ˈsɪnəmə/	kino
come back	/ˌkʌm ˈbæk/	wrócić
dentist	/ˈdentɪst/	dentysta
diary	/ˈdaɪəri/	terminarz
go away	/ˌɡəʊ əˈweɪ/	wyjechać
hers	/hɜːz/	jej
his	/hɪz/	jego
match	/mætʃ/	mecz
mine	/maɪn/	mój
mobile (phone)	/ˌməʊbaɪl (ˈfəʊn)/	telefon komórkowy
netball	/ˈnetbɔːl/	netball (gra podobna do koszykówki)
ours	/aʊəz/	nasz
practise	/ˈpræktɪs/	ćwiczyć
right now	/ˌraɪt ˈnaʊ/	teraz
sketch	/ˈsketʃ/	skecz, scenka
theirs	/ðeəz/	ich
watch	/wɒtʃ/	oglądać
yours	/jɔːz/	twój, wasz

Lesson 3

beautiful	/ˈbjuːtəfəl/	piękny
big	/bɪɡ/	duży
cheap	/tʃiːp/	tani
comfortable	/ˈkʌmftəbəl/	wygodny
expensive	/ɪkˈspensɪv/	drogi
horrible	/ˈhɒrəbəl/	okropny
interesting	/ˈɪntrəstɪŋ/	ciekawny
large	/lɑːdʒ/	rozmiar L (duży)
messy	/ˈmesi/	zabałaganiony (pokój)
new	/njuː/	nowy
nice	/naɪs/	fajny
old	/əʊld/	stary
pattern	/ˈpætən/	wzór
price	/praɪs/	cena
right	/raɪt/	odpowiedni
shirt	/ʃɜːt/	koszula
size	/saɪz/	rozmiar
small	/smɔːl/	mały
tidy	/ˈtaɪdi/	posprzątany (pokój)
vase	/vaːz/	wazon

Lesson 4

aquarium	/əˈkweəriəm/	akwarium
bark	/bɑːk/	szczekać
bite	/baɪt/	gryźć
feed	/fiːd/	karmić
hold up	/ˌhəʊld ˈʌp/	podnieść
lead	/liːd/	smycz
mice	/maɪs/	myszy
perch	/pɜːtʃ/	drzątek, żerdź
plenty	/ˈplenti/	dużo
shed	/ʃed/	szopa
web	/web/	sieć

Vocabulary spot

make a promise	/ˌmeɪk ə ˈprɒmɪs/	złożyć obietnicę, obiecać
make an excuse	/ˌmeɪk ən ɪkˈskjuːs/	znaleźć wymówkę
make friends	/ˌmeɪk ˈfrendz/	zaprzyjaźniać się
say hello	/ˌseɪ həˈləʊ/	przywitać się, powiedzieć cześć
say nothing	/ˌseɪ ˈnʌθɪŋ/	nic nie mówić



tell a joke	/ˌtel ə 'dʒəʊk/
tell a lie	/ˌtel ə 'laɪ/
tell a secret	/ˌtel ə 'siːkrət/
tell the truth	/ˌtel ðə 'truːθ/

opowiedzieć
dowcip
skłamać
zdradzić
tajemnicę
powiedzieć
prawdę

play with	/ˈpleɪ wɪð/
skip	/skɪp/
toy	/tɔɪ/
tree	/triː/
washing	/ˈwɒʃɪŋ/
water	/ˈwɔːtə/

bawić się czymś
skakać przez
skakankę
zabawka
drzewo
pranie
podlewać

Module 1 Extra Special

coach	/kəʊtʃ/
ferry	/ˈferi/
finally	/ˈfamaɪli/
first	/fɜːst/
next	/nekst/

autokar
prom
w końcu
pierwszy
następnie

Module 2

Lesson 5

break	/breɪk/
cheer	/tʃɪə/
cycling	/ˈsaɪkɪŋ/
disaster	/dɪˈzɑːstə/
exhibition	/ˌeksɪˈbɪʃən/
fall over	/ˌfɔːl əʊvə/
javelin	/ˈdʒævəlɪn/
jump	/dʒʌmp/
long jump	/ˈlɒŋ dʒʌmp/
medal	/ˈmedəl/
obstacle course	/ˈɒbstəkl kɔːrs/
race	/reɪs/
rope	/rəʊp/
run	/rʌn/
swim	/swɪm/
tennis racket	/ˈtenɪs ˌræktɪt/
throw	/θrəʊ/
twist	/twɪst/

złamać (rękę),
pobić (rekord)
wiwatować
jazda na rowerze
katastrofa
wystawa
przewrócić się
oszczep
skok; skakać
skok w dal
medal
tor przeszkód
wyścig
lina
bieg; biec
pływać
rakieta tenisowa
rzucić
skręcić

Lesson 6

bone	/bəʊn/
bury	/ˈberi/
clothes line	/ˈkləʊðz laɪn/
flower	/ˈflaʊə/
flowerbed	/ˈflaʊəbed/
flowerpot	/ˈflaʊəpɒt/
hammock	/ˈhæmək/
hang up	/ˌhæŋ ˈʌp/
hole	/həʊl/
lawn	/lɔːn/
mow	/məʊ/
plant	/plɑːnt/

kość
zakopywać
sznur do bielizny
kwiatek
grządka, rabata
doniczka
hamak
zawieszać
dziura
trawnik
kosić
roślina

Lesson 7

alarm	/əˈlɑːm/
amazing	/əˈmeɪzɪŋ/
bark	/bɑːk/
be on fire	/bi ɒn ˈfaɪə/
come off	/ˌkʌm ˈɒf/
embarrassing	/ɪmˈbærəsɪŋ/
fall off	/ˌfɔːl ˈɒf/
football boot	/ˈfʊtbɔːl buːt/
goal	/ɡəʊl/
hero	/ˈhɪərəʊ/
important	/ɪmˈpɔːtənt/
loudly	/ˈlaʊdli/
noise	/nɔɪz/
put out	/ˌpʊt ˈaʊt/
referee	/ˌrefəˈriː/
saucepan	/ˈsɔːspən/
save a life	/ˌseɪv ə ˈlaɪf/
slippers	/ˈslɪpəz/
smoke	/sməʊk/
story	/ˈstɔːri/
the score	/ðə ˈskɔː/
whistle	/ˈwɪsəl/

alarm, budzik
niesamowity,
zadziwiający
szczekać
palić się
spaść (np. but
z nogi)
wprawiający
w zakłopotanie
upaść, spaść (np.
z roweru)
but do gry
w piłkę nożną
bramka
bohater
ważny
głośno
hałas
ugasić
sędzia
rondel
ocalić życie
kapcie
dym
opowieść,
historia
wynik
gwizdek

Lesson 8

attack	/əˈtæk/
championship	/ˈtʃæmpɪənʃɪp/
charity	/ˈtʃærəti/
coach	/kəʊtʃ/
drama	/ˈdraːmə/
dyslexic	/dɪsˈleksɪk/
give up	/ˌɡɪv ˈʌp/
international	/ˌɪntəˈnæʃənəl/
medicine	/ˈmedəsən/

atak, atakować
mistrzostwa
organizacja
charytatywna;
charytatywny
trener
aktorstwo
dyslektyk
poddąć się
międzynarodowy
lekarstwo

move	/mu:v/	przenieść się, przeprowadzić się
shark	/ʃɑ:k/	rekin
successful	/sək'sesfəl/	odnoszący sukcesy
surfing	/ˈsɜ:fɪŋ/	surfing
trilogy	/ˈtri:lədʒi/	trylogia

Vocabulary spot

comet	/ˈkɒmɪt/	kometa
moon	/mu:n/	księżyc/Księżyc
planet	/ˈplænɪt/	planeta
satellite	/ˈsætələɪt/	satelita
solar system	/ˈsəʊlə ˌsɪstəm/	Układ Słoneczny
sun	/sʌn/	Słońce
telescope	/ˈtelɪskəʊp/	teleskop

Module 2 Extra special

beans	/bi:nz/	fasola
blanket	/ˈblæŋkɪt/	koc
camping	/ˈkæmpɪŋ/	biwakowanie
cricket	/ˈkrɪkɪt/	krykiet
definitely	/ˈdefənətli/	z pewnością
electric	/ɪˈlektɪk/	elektryczny
fox	/fɒks/	lis
gymnastics	/dʒɪmˈnæstɪks/	gimnastyka
natural	/ˈnætʃərəl/	naturalny
rounders	/ˈraʊndəz/	gra przypominająca baseball
rugby	/ˈrʌɡbi/	rugby
sausage	/ˈsɒsɪdʒ/	kiełbasa
stars	/stɑ:z/	gwiazdy
tent	/tent/	namiot
torch	/tɔ:tf/	latarka

Module 3

Lesson 9

aeroplane	/ˈeərəpleɪn/	samolot
bus	/bʌs/	autobus
castle	/ˈkɑ:səl/	zamek
cheese	/tʃi:z/	ser
Chinese	/ˈtʃaɪˈni:z/	chiński
ever	/ˈevə/	kiedykolwiek
frog	/frɒɡ/	żaba
hip hop	/ˈhɪp hɒp/	hip hop (gatunek muzyki)
igloo	/ˈɪɡlu:/	igloo
leaf (leaves)	/li:f (li:vz)/	liść (liście)

Mexican	/ˈmeksɪkən/	meksykański
never	/ˈnevə/	nigdy
play tennis	/ˌpleɪ ˈtenɪs/	grać w tenisa
pop	/pɒp/	pop (gatunek muzyki)
rainbow	/ˈreɪn,bəʊ/	tęcza
rock	/rɒk/	rock (gatunek muzyki)
smelly	/ˈsmeli/	brzydko pachnący
Spanish	/ˈspæɪnɪʃ/	hiszpański
spinach	/ˈspɪnɪdʒ/	szpinak
take an exam	/ˌteɪk ən ɪɡˈzæm/	przystępować do egzaminu
take a test	/ˌteɪk ə ˈtest/	przystępować do testu
train	/treɪn/	pociąg
zoo	/zu:/	zoo

Lesson 10

brave	/breɪv/	odważny
elephant	/ˈelɪfənt/	stoń
horse	/hɔ:s/	koń
king	/kɪŋ/	król
make (a film)	/ˌmeɪk (ə ˈfɪlm)/	zrobić (film)
moon	/mu:n/	księżyc
mountain	/ˈmaʊntɪn/	góra
queen	/kwi:n/	królowa
ride	/raɪd/	jeździć (konno, na rowerze)
sail	/seɪl/	żeglować
ski	/ski:/	jeździć na nartach
world record	/ˌwɜ:ld ˈrekɔ:d/	rekord świata

Lesson 11

annoying	/əˈnɔɪɪŋ/	irytujący
back	/bæk/	plecy
best pal	/ˌbest ˈpæl/	najlepszy kumpel / najlepsza kumpela
busy	/ˈbɪzi/	zajęty, zabiegany
change	/tʃeɪndʒ/	zmieniać
DIY (Do-It-Yourself)	/ˌdi: aɪ ˈwaɪ/	„zrób to sam”
gorgeous	/ˈɡɔ:dʒəs/	wspaniały
hairstyle	/ˈheəsteɪl/	fryzura
hurt	/hɜ:t/	ranić, wyrządzać krzywdę
kitten	/ˈkɪtən/	kociak
purple	/ˈpɜ:pəl/	fioletowy



sleepover	/ˈsli:pəʊvə/
uniform	/ˈju:nɪfɔ:m/
vet	/vet/

Lesson 12

be made up of	/bi ˌmeɪd ˈʌp əv/
dance	/dɑ:ns/
everyone	/ˈevri,wʌn/
friendly	/ˈfrendli/
island	/ˈaɪlənd/
join	/dʒɔɪn/
land	/lənd/
language	/ˈlæŋɡwɪdʒ/
low	/ləʊ/
palm tree	/ˈpɑ:m tri:/
sandy	/ˈsændi/
sea	/si:/
song	/sɒŋ/
storm	/stɔ:m/
wave	/weɪv/
wonderful	/ˈwʌndəfəl/

Vocabulary spot

bark	/bɑ:k/
branch	/brɑ:ntʃ/
cone	/kəʊn/
leaf (leaves)	/li:f (li:vz)/
root	/ru:t/
seeds	/si:dz/
trunk	/trʌŋk/

Module 4

Lesson 13

audience	/ˈɔ:diəns/
costume	/ˈkɒstjʊ:m/
dread	/dred/
entertain	/ˌentəˈteɪn/
gold	/gəʊld/
guitar	/ɡɪˈtɑ:/
judge	/dʒʌdʒ/
microphone	/ˈmaɪkrəˌfəʊn/
pilot	/ˈpaɪlət/
prediction	/prɪˈdɪkʃən/
silver	/ˈsɪlvə/
stage	/steɪdʒ/

wizyta z noclegiem
mundurek szkolny
weterynarz

składać się z
taniec, tańczyć
każdy
przyjazny
wyspa
dołączyć
ziemia, teren
język
niski
palma
piaszczysty
morze
piosenka
burza, sztorm
fala
wspaniały

kora
gałąź
szyszka
liść (liście)
korzeń
nasiona
pień

widownia
kostium
obawiać się
zabawiać (kogoś)
złoty
gitarra
sędzia
mikrofon
pilot
przepowiednia, przewidywanie
srebrny
scena

stranger	/ˈstreɪndʒə/
talent show	/ˈtælənt ʃəʊ/

Lesson 14

accordion	/əˈkɔ:diən/
amp	/æmp/
borrow	/ˈbɒrəʊ/
calculator	/ˈkælkjʊˌleɪtə/
could	/kʊd/
double bass	/ˌdʌbəl ˈbeɪs/
flute	/flu:t/
keyboards	/ˈki:bɔ:dz/
map	/mæp/
offer	/ˈɒfə/
recorder	/rɪˈkɔ:də/
request	/rɪˈkwest/
turn up	/ˈtɜ:n ˈʌp/
violin	/ˌvaɪəˈlɪn/

Lesson 15

circus	/ˈsɜ:kəs/
classic	/ˈklæsɪk/
comedy	/ˈkɒmədi/
festival	/ˈfestɪvəl/
fireworks	/ˈfaɪə,wɜ:ks/
folk music	/ˈfəʊk ˌmju:zɪk/
jazz	/dʒæz/
mime	/maɪm/
opera	/ˈɒpərə/
puppet	/ˈpʌpɪt/
suggestion	/səˈdʒestʃən/

Lesson 16

ballet performance	/ˈbæleɪ pəˌfɔ:məns/	przestawienie baletowe
Bollywood dance	/ˈbɒliwʊd dɑ:ns/	taniec w stylu Bollywood
coach	/kəʊtʃ/	autokar
event	/ɪˈvent/	wydarzenie, impreza
hope	/həʊp/	mieć nadzieję
including	/ɪnˈklu:ɪdɪŋ/	w tym, wliczając w to
interview	/ˈɪntəˌvju:/	wywiad
main hall	/ˌmem ˈhɔ:l/	główna sala
performance	/pəˌfɔ:məns/	widowisko, spektakl

street dance	/'stri:t dɑ:ns/	taniec uliczny
ballroom dancing	/bɔ:lrʊ:m 'dɑ:nsɪŋ/	taniec towarzyski
thirsty	/'θɜ:sti/	spragniony

Vocabulary spot

ballet	/'bæleɪ/	balet
choir	/kwaɪə/	chór
composer	/kəm'pəʊzə/	kompozytor
conductor	/kən'dʌktə/	dyrygent
music stand	/'mju:zɪk stænd/	pulpit (na nuty)
opera	/'ɒpərə/	opera
orchestra	/'ɔ:kɪstrə/	orkiestra

Module 4 Extra special

chess	/tʃes/	szachy
chimpanzee	/tʃɪmpæn'zi:/	szympanś
gadget	/'gædʒɪt/	gadżet
jet	/dʒet/	odrzutowiec
open-air	/'əʊpən 'eə/	na otwartym powietrzu
submarine	/'sʌbməri:n/	łódź podwodna
swimming costume	/'swɪmɪŋ ,kɒstju:m/	kostium kąpielowy
zoo-keeper	/'zu:ki:pə/	opiekun zwierząt w zoo

Module 5

Lesson 17

a cold	/ə 'kəʊld/	przeziębienie
a cough	/ə 'kɒf/	kaszel
a headache	/ə 'hedeɪk/	ból głowy
a sore throat	/ə ,sɔ: ' θrəʊt/	ból gardła
a stomach ache	/ə 'stʌmək eɪk/	ból brzucha
a temperature	/ə 'temprɪtʃə/	gorączka
flu	/flu:/	grypa
ill	/ɪl/	chory
medicine	/'medəsən/	lekarstwo
remote	/'rɪməʊt/	pilot (do telewizora)
water	/'wɔ:tə/	woda

Lesson 18

bull	/bʊl/	byk
countryside	/'kʌntri,sʌɪd/	wieś
dark	/dɑ:k/	ciemny
games	/geɪmz/	gry
get lost	/get 'lɒst/	zabłądzić
hungry	/'hʌŋɡri/	głodny
insect spray	/'ɪnsekt spreɪ/	spray na owady

Lesson 19

advice	/əd'vaɪs/	rada
birthday	/'bɜ:θdeɪ/	urodziny
church	/tʃɜ:tʃ/	kościół
coffee	/'kɒfi/	kawa
custom	/'kʌstəm/	zwyczaj
dirty	/'dɜ:ti/	brudny
dream	/dri:m/	sen, marzenie
hiccups	/'hɪkʌps/	czkawka
immediately	/'ɪmi:diətli/	natychmiast
meal	/mi:l/	posiłek
pat	/pæt/	poklepywać
plate	/pleɪt/	talerz
present	/'prezənt/	prezent
rude	/ru:d/	niegrzeczny
sheep	/ʃi:p/	owca
sneeze	/sni:z/	kichać
snore	/snɔ:/	chrapać
stare	/steə/	gapić się
visitor	/'vɪzɪtə/	gość
wedding	/'wedɪŋ/	ślub
wet	/wet/	mokry

Lesson 20

another	/ə'nʌðə/	kolejny, następny
at home	/ət 'həʊm/	w domu
come round	/'kʌm 'raʊnd/	przyjechać, przybyć
get into	/'get 'ɪntu:/	wejść do środka
give someone a lift	/'gɪv ,sʌmwʌn ə 'lɪft/	podwieźć kogoś
manager	/'mænɪdʒə/	kierownik
perhaps	/'pə'hæps/	być może
plastic bag	/'plæstɪk 'bæg/	torba foliowa
put on	/'pʊt 'ɒn/	założyć
wait	/'weɪt/	czekać

Vocabulary spot

do exercise	/'du: 'eksəsaɪz/	ćwiczyć
go on a diet	/'gəʊ ɒn ə 'daɪət/	przejsć na dietę
lose weight	/'lu:z 'weɪt/	schudnąć
run a marathon	/'rʌn ə 'mærəθən/	przebiec maraton
sleep badly	/'sli:p 'bædli/	źle spać
sleep well	/'sli:p 'wel/	dobrze spać

Module 5 Extra Special

camel	/'kæməl/	wielbłąd
canyon	/'kænjən/	kanion
gondola	/'gɒndələ/	gondola
kangaroo	/'kæŋɡə'ru:/	kangur



kilt	/kɪlt/
tower	/'taʊə/
tulip	/'tju:lɪp/
volcano	/vɒl'keɪnəʊ/

Module 6

Lesson 21

broom	/bru:m/
drill	/drɪl/
hammer	/'hæmə/
ladder	/'lædə/
paint	/peɪnt/
soup	/su:p/
spill	/spɪl/
tool box	/'tu:l bɒks/
trip over	/,trɪp 'əʊvə/
wallpaper	/'wɔ:lpeɪpə/
window	/'wɪndəʊ/

Lesson 22

caravan	/'kærəvæn/
cottage	/'kɒtɪdʒ/
exciting	/ɪk'saɪtɪŋ/
farm	/fɑ:m/
furniture	/'fɜ:nɪtʃə/
lighthouse	/'laɪt,haʊs/
outback (of Australia)	/'aʊt,bæk/
peaceful	/'pi:sfəl/
radio	/'reɪdiəʊ/
ranch	/rɑ:ntʃ/
sofa	/'səʊfə/
stairs	/steəz/
tourist	/'tuərɪst/
traffic	/'træfɪk/
vehicle	/'vi:kləl/
view	/vju:/

Lesson 23

billion	/'bɪljən/
build	/bɪld/
eco-village	/'i:kəʊ ,vɪlɪdʒ/
electricity	/ɪ,lek'trɪsəti/
energy	/'enədʒi/

kilt (tradycyjna szkocka spódniczka dla mężczyzn)
wieża
tulipan
wulkan

miotła
wiertarka
młotek
drabina
farba
zupa
rozlewać
skrzynka z narzędziami
potykać się
tapeta
okno

przyczepa kempingowa
wiejski domek
ekscytujący
farma
meble
latarnia morska
słabo zaludnione pustynne tereny Australii
spokojny
radio
ranczo
sofa, kanapa
schody
turysta
ruch uliczny
pojazd
widok

miliard
budować
ekologiczna wioska
elektryczność
energia

fleece	/fli:s/
laundry	/'ləʊndri/
melt	/melt/
million	/'mɪljən/
per cent	/pə 'sent/
power	/'paʊə/
produce	/prə'dju:s/
recycle	/ri:'saɪkəl/
reuse	/ri:'ju:z/
share	/ʃeə/
string	/strɪŋ/
tonne	/tʌn/
top	/tɒp/
wind turbine	/'wɪnd ,tɜ:bam/

Lesson 24

bright	/braɪt/
call someone back	/'kɔ:l ,sʌmwʌn 'bæk/
chores	/tʃɔ:z/
delicious	/dɪ'liʃəs/
football kit	/'fʊt,bɔ:l kɪt/
goat's milk	/'gəʊts mɪlk/
muddy	/'mʌdi/
take care	/'teɪk 'keə/

Vocabulary spot

bungalow	/'bʌŋgə,ləʊ/
detached house	/dɪ,tætʃt 'haʊs/
narrow boat	/'nærəʊ bəʊt/
terraced house	/'terəst 'haʊs/
water mill	/'wɔ:tə mɪl/
windmill	/'wɪnd,mɪl/

Module 6 Extra Special

accident	/'æksɪdənt/
cocoa bean	/'kəʊkəʊ bi:n/
omelette	/'ɒmlət/
paint pot	/'peɪnt pɒt/
paintbrush	/'peɪnt,bɾʌʃ/
sand	/sænd/
watch out	/'wɒtʃ 'aʊt/

polar
pralnia
topić się
milion
procent
prąd
produkować, wytwarzać
poddawać recyklingowi
wykorzystać ponownie
dzielić
włókno
tona
top, bluzka
turbina wiatrowa

jasny
oddzwonić do kogoś
obowiązki domowe
pyszny
strój do piłki nożnej
kozie mleko
ubłocony
trzymaj się

dom parterowy
dom wolno stojący
barka
dom w zabudowie szeregowej
młyn wodny
wiatrak

wypadek
ziarno kakaowca
omlet
puszka farby
pędzel
piasek
uważać

Module 7

Lesson 25

crash helmet	/'kræʃ ,helmit/	kask ochronny
crossroads	/'krɒs,rəʊdz/	skrzyżowanie
cycle	/'saɪkəl/	jechać na rowerze
cycle lane	/'saɪkəl leɪn/	pas dla rowerów
Excuse me, ...	/'ɪkskju:z mi/	Przepraszam,...
motorbike	/'məʊtə,bɑɪk/	motocykl
must	/'mʌst/	musieć
park	/'pɑ:k/	parkować
parking meter	/'pɑ:kiŋ ,mi:tə/	parkometr
pavement	/'peɪvmənt/	chodnik
pedestrian crossing	/'pə,destriən 'krɒsiŋ/	przejście dla pieszych
straight on	/'streɪt 'ɒn/	prosto
traffic lights	/'træfɪk laɪts/	sygnalizacja świetlna
traffic sign	/'træfɪk saɪn/	znak drogowy
traffic warden	/'træfɪk ,wɔ:ɾən/	strażnik miejski

Lesson 26

for	/fɔ:/	przez (jakiś czas)
full name	/'fʊl 'neɪm/	imię i nazwisko
guard	/'gɑ:d/	strażnik
identity	/'aɪdɛntɪti/	tożsamość
licence	/'laɪsəns/	licencja
mistake	/'mɪ'steɪk/	błąd
passport	/'pɑ:spɔ:t/	paszport
secret agent	/'si:kret 'eɪdʒənt/	tajny agent
since	/'sɪns/	od (jakiegoś momentu w przeszłości)
world-famous	/'wɜ:ld 'feɪməs/	znany na całym świecie

Lesson 27

balcony	/'bælkəni/	balkon
belt	/'belt/	pas
chords	/'kɔ:dz/	akordy
grapes	/'greɪps/	winogrona

Highlands	/'haɪləndz/	region górski w Szkocji
karate	/'kə'rɑ:ti/	karate
Malaysian	/'mə'leɪziən/	malezyjski
peanut	/'pi:ˌnʌt/	orzeszek ziemny
pot	/'pɒt/	doniczka
tomato	/'tə'mɑ:təʊ/	pomidor
typical	/'tɪpɪkəl/	typowy

Lesson 28

Chamber of Horrors	/'tʃeɪmbər əv 'hɒrəz/	gabinet okropności
cheer	/'tʃiə/	wiwatować, cieszyć się
ground	/'graʊnd/	ziemia
home side	/'həʊm saɪd/	drużyna gospodarzy
lift	/'lɪft/	winda
noisy	/'nɔɪzi/	hałaśliwy
scary	/'skeəri/	prerażający
score	/'skɔ:/	wynik
space	/'speɪs/	przestrzeń kosmiczna
sporting venue	/'spɔ:tiŋ ,venju:/	arena sportowa
structure	/'strʌktʃə/	konstrukcja, budowla

Vocabulary spot

drought	/'draʊt/	susza
earthquake	/'ɜ:θ,kweɪk/	trzęsienie ziemi
flood	/'flʌd/	powódź
hurricane	/'hʌrɪkən/	huragan
tornado	/'tɔ:'neɪdəʊ/	tornado
tsunami	/'tsu:'nɑ:mi/	tsunami
volcanic eruption	/'vɒl,kænɪk ɪ'rʌpʃən/	wybuch wulkanu

Module 7 Extra Special

concert	/'kɒnsət/	koncert
poetry	/'pəʊɪtri/	poezja



Irregular verbs list

Infinitive	Past simple	Past Participle	Tłumaczenie
be	was/were	been	być
become	became	become	stawać się
begin	began	begun	zaczynać
break	broke	broken	psuć, łamać
bring	brought	brought	przynosić
build	built	built	budować
buy	bought	bought	kupować
choose	chose	chosen	wybierać
do	did	done	robić
drink	drank	drunk	pić
drive	drove	driven	prowadzić (samochód)
eat	ate	eaten	jeść
feed	fed	fed	karmić
find	found	found	znaleźć
fly	flew	flown	latać
forget	forgot	forgotten	zapominać
get	got	got	dostać
go	went	gone	iść
hang out	hung out	hung out	spędzać czas wolny
have	had	had	mieć, posiadać
hit	hit	hit	uderzać
hurt	hurt	hurt	ranić
learn	learnt	learnt	uczyć się
leave	left	left	opuszczać/ wyjeżdżać

Infinitive	Past simple	Past Participle	Tłumaczenie
make	made	made	robić
meet	met	met	spotykać
put on	put on	put on	zakładać
read	read	read	czytać
ride	rode	ridden	jeździć (na rowerze, konno)
run	ran	run	biec
say	said	said	mówić
see	saw	seen	widzieć
send	sent	sent	wysyłać
shoot	shot	shot	strzelać
sit	sat	sat	siedzieć
sleep	slept	slept	spać
speak	spoke	spoken	mówić
spend	spent	spent	wydawać (pieniądze); spędzać (czas)
swim	swam	swum	pływać
take	took	taken	brać
throw	threw	thrown	rzucić
understand	understood	understood	rozumieć
wake up	woke up	woken up	budzić się
wear	wore	worn	nosić (ubranie)
win	won	won	wygrywać, zwyciężać
write	wrote	written	pisać

New HOTSPOT klasa 6

COMMUNICATION CARDS

Module 1

Talking about the place where you live
Talking about the future arrangements
Talking about and comparing things

Module 2

Talking about the past
Describing past actions

Module 3

Talking about experiences you have had in your life

Module 4

Making predictions
Making offers and requests
Making and responding to suggestions

Module 5

Talking about illness
Talking about future possible events
Giving advice

Module 6

Talking about what is going to happen
Talking about processes

Module 7

Talking about rules
Giving directions
Giving information about yourself and others
Describing recent experiences
Talking about plans for the future

Module 1

Communication Card Student A

1 Zadaj pytania koledze/koleżance. Ty zaczynasz.

- 1 Where do you come from?
- 2 Where do you live?
- 3 Where does your grandma live?
- 4 Does she like her place of living?
- 5 Does she have to worry about travelling to a big city?

Does she like her place of living?

2 Odpowiedz na pytania kolegi/koleżanki.

Zaczyna uczeń B.

- 1 She ...
- 2 I ...
- 3 He ...
- 4 Yes, he .../No, he ...
- 5 Yes, he .../No, he ...



3 Powiedz zdania po angielsku. Sprawdź swoje zdania z kolegą/koleżanką z ławki. Ty zaczynasz.

- 1 Powiedz, że amisze nie mają komputerów i telefonów komórkowych.
- 2 Powiedz, że amisze podróżują wózkami ciągniętymi przez konie.
- 3 Zapytaj kolegę/koleżankę, czy jest wolny/wolna (ma czas) w niedzielę.
- 4 Zapytaj kolegę/koleżankę, czy gra jutro w koszykówkę.
- 5 Powiedz, że nie możesz się spotkać w środę, bo odwiedzasz dziadków.
- 6 Zapytaj, na kiedy Charlie jest umówiony z dentystą.
- 7 Powiedz, że Kraków jest starszy niż Warszawa.
- 8 Powiedz, że zielona koszula jest najmniejsza.

4 Postuchaj kolegi/koleżanki i sprawdź jego/jej wypowiedzi. Zaczyna uczeń B.

- 1 Amish people live on farms.
- 2 Lucas always claps his hands when he leaves the house.
- 3 What are you doing on Monday?
- 4 Are you and your family going to the cinema on Friday?
- 5 I'm going away for the weekend.
- 6 When is Susie practising the sketch?
- 7 Cars are faster than bikes.
- 8 The blue pen is the most expensive.

1 Zadaj pytania koledze/koleżance. Ty zaczynasz.

- 1 How was your day yesterday?
- 2 Did you go swimming on Monday?
- 3 Did you do your homework at the weekend?
- 4 What were you doing on Sunday morning?
- 5 What were you doing on Sunday evening?

2 Odpowiedz na pytania kolegi/koleżanki. Zaczyna uczeń B.

- 1 It ...
- 2 Yes, I .../No, I ...
- 3 Yes, I .../No, I ...
- 4 I was ...
- 5 I was ...

Was Helga listening to music yesterday?



3 Powiedz zdania po angielsku. Sprawdź swoje zdania z kolegą/koleżanką z ławki. Ty zaczynasz.

- 1 Powiedz, że Cynthia podlewała kwiaty o siódmej.
- 2 Zapytaj, czy Rudolph słuchał wczoraj muzyki.
- 3 Powiedz, że ona siedziała na plaży i jadła lody.
- 4 Zapytaj kolegę/koleżankę, czy wygrał/wygrała mecz.
- 5 Powiedz, że widziałeś/widziałaś bardzo dobry film wczoraj.
- 6 Powiedz, że biegates/biegatas po parku, gdy zobaczyłeś/zobaczyłaś wypadek.
- 7 Powiedz, że zasnęteś/zasnętaś, gdy odrabiałeś/odrabiałaś wczoraj lekcje.
- 8 Powiedz, że czytałeś/czytałaś książkę, gdy usłyszałeś/usłyszałaś dziwny dźwięk.

4 Postuchaj kolegi/koleżanki i sprawdź jego/jej wypowiedzi. Zaczyna uczeń B.

- 1 Sam and Pam were playing in the garden in the afternoon.
- 2 Was Helga listening to music yesterday?
- 3 Bob wasn't eating breakfast at 7.00.
- 4 Did you hear the noise at night?
- 5 I found a dog a week ago.
- 6 I was playing football when I fell.
- 7 I was watching TV when I saw smoke.
- 8 I was sleeping when the alarm clock rang.

1 Zadaj pytania koledze/koleżance. Ty zaczynasz.

- 1 Have you ever played rugby?
- 2 Has your mum ever ridden an elephant?
- 3 Have you ever been to Poznań?
- 4 Where did you travel last holiday?
- 5 When were you at the cinema?

Have you ever been to Poznań?



2 Odpowiedz na pytania kolegi/koleżanki. Zaczyna uczeń B.

- 1 Yes, I .../No, I ...
- 2 Yes, he .../No, he ...
- 3 Yes, I .../No, I ...
- 4 I ...
- 5 I ...

3 Powiedz zdania po angielsku. Sprawdź swoje zdania z kolegą/koleżanką z ławki. Ty zaczynasz.

- 1 Powiedz, że nigdy nie jadłeś/jadłaś żabich udek.
- 2 Zapytaj kolegę/koleżankę, czy kiedykolwiek był/była w Egipcie.
- 3 Powiedz, że napisałeś/napisałaś wiele testów.
- 4 Powiedz, że wygrałeś/wygrałaś nagrodę.
- 5 Powiedz, że właśnie skończyłeś/skończyłaś pracę domową.
- 6 Zapytaj kolegę/koleżankę, czy kiedykolwiek żeglował/żeglowała.
- 7 Powiedz, że on nie przeczytał żadnej książki.
- 8 Powiedz, że Pete właśnie kupił nowy odtwarzacz MP3.

4 Postuchaj kolegi/koleżanki i sprawdź jego/jej wypowiedzi. Zaczyna uczeń B.

- 1 I've never lived in an igloo.
- 2 Have you ever seen a rainbow?
- 3 I've played the piano.
- 4 I've eaten Mexican food.
- 5 I've just drunk milk.
- 6 Have you ever listened to Chopin?
- 7 She hasn't written any letters.
- 8 Sonia has just invited friends.

Module 4

Communication Card Student A

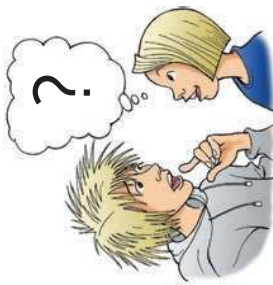
1 Zadaj pytania koledze/koleżance. Ty zaczynasz.

- 1 Will you learn six languages?
- 2 Will you live in a big house?
- 3 Can I borrow your pen?
- 4 Could you fix my computer, please?
- 5 Would you like to go to the theatre?

2 Odpowiedz na pytania kolegi/koleżanki. Zaczyna uczeń B.

- 1 Yes, I .../No, I ...
- 2 Yes, I .../No, I ...
- 3 Yes, you .../No, you ...
- 4 Yes, I .../No, I ...
- 5 Yes, I .../No, I ...

What do you want to study at school?



3 Powiedz zdania po angielsku. Sprawdź swoje zdania z kolegą/koleżanką z ławki. Ty zaczynasz.

- 1 Zapytaj kolegę/koleżankę, czy możesz pożyczyć jego/jej stownik.
- 2 Powiedz, że będziesz pomagać innym ludziom.
- 3 Zapytaj kolegę/koleżankę, czy możesz pogłośnić telewizor.
- 4 Powiedz, że chciałbyś/chciałabyś pojechać do Paryża.
- 5 Zapytaj kolegę/koleżankę, czy możesz skorzystać z jego/jej roweru.
- 6 Powiedz, że nie chcesz oglądać filmu.
- 7 Zaproponuj koledze/koleżance obejrzenie sztucznych ognii.
- 8 Zapytaj kolegę/koleżankę, co chciałby/chciałaby zobaczyć.

4 Postuchaj kolegi/koleżanki i sprawdź jego/jej wypowiedzi. Zaczyna uczeń B.

- 1 Can/Could you pass me a sandwich, please?
- 2 I will be a pilot.
- 3 Can/Could I buy you some ice cream?
- 4 I'd like to visit my grandparents.
- 5 Can/Could I use your pen?
- 6 I want to see the show.
- 7 How about going to the opera?/Let's go to the opera.
- 8 What do you want to study at school?

Module 5

Communication Card Student A

1 Zadaj pytania koledze/koleżance. Ty zaczynasz.

- 1 How are you feeling?
- 2 What are you going to do next weekend?
- 3 What will you do if you are late for classes?
- 4 What will you do if it rains tomorrow?
- 5 What will you do if you feel tired in the morning?

2 Odpowiedz na pytania kolegi/koleżanki. Zaczyna uczeń B.

- 1 Yes, I .../No, I ...
- 2 I'm going to ...
- 3 I will ...
- 4 I will ...
- 5 I will ...

What will you do if it rains tomorrow?



3 Powiedz zdania po angielsku. Sprawdź swoje zdania z kolegą/koleżanką z ławki. Ty zaczynasz.

- 1 Powiedz, że jeśli nie pobiegniecie, spóźnicie się na lekcję.
- 2 Powiedz, że jeśli będziesz jadł/jadła dużo czekolady, rozboli cię brzuch.
- 3 Ostrzeż kolegę/koleżankę, że w nocy może być zimno.
- 4 Powiedz, że być może pójdziesz do kina.
- 5 Powiedz, że nie powinno się rozmawiać na lekcji.
- 6 Powiedz, że jeśli ma się grypę, powinno się zostać w łóżku.
- 7 Doradź koledze/koleżance, że powinien/powinna kupić te spodnie.
- 8 Powiedz, że martwisz się, że możesz być głodny/głodna.

4 Postuchaj kolegi/koleżanki i sprawdź jego/jej wypowiedzi. Zaczyna uczeń B.

- 1 If I meet Tomek, we will go to the park together.
- 2 If I don't drink water, I'll feel terrible.
- 3 I may buy some ice cream.
- 4 If it's cold, I'll put on my jacket.
- 5 There may be a lot of insects in the forest.
- 6 You should visit your grandmother because she's very ill.
- 7 You should go for a walk.
- 8 I may tidy my room at the weekend.

1 Zadaj pytania koledze/koleżance. Ty zaczynasz.

- 1 Are you going to fall asleep on the chair?
- 2 Are you going to drink a glass of water?
- 3 Are there enough chairs in your English classroom?
- 4 Is the classroom big enough?
- 5 Is rubbish recycled in your town?

Are you going to drink a glass of water?



2 Odpowiedz na pytania kolegi/koleżanki. Zaczyna uczeń B.

- 1 Yes, I .../No, I ...
- 2 Yes, I .../No, I ...
- 3 Yes, there .../No, there ...
- 4 Yes, it .../No, it ...
- 5 Yes, they .../No, they ...

3 Powiedz zdania po angielsku. Sprawdź swoje zdania z kolegą/koleżanką z ławki. Ty zaczynasz.

- 1 Powiedz, że Vincent spadnie z drabiny.
- 2 Powiedz, że Sam i Pam się potkną.
- 3 Powiedz, że chłopczy wybiją szybę.
- 4 Powiedz, że nie masz wystarczająco dużo czekolady.
- 5 Powiedz, że plac zabaw jest wystarczająco duży.
- 6 Powiedz, że tu jest zbyt wielu ludzi.
- 7 Powiedz, że warzywa są uprawiane na farmie.
- 8 Powiedz, że plastik jest tutaj produkowany.

4 Postuchaj kolegi/koleżanki i sprawdź jego/jej wypowiedzi. Zaczyna uczeń B.

- 1 Rudolph is going to drop the box.
- 2 Helga and Martha are going to spill the paint.
- 3 There is too much traffic in my town.
- 4 My school is big enough.
- 5 I haven't got enough water.
- 6 There are too many books here.
- 7 Electricity is produced here.
- 8 Trousers are sold here.

1 Zadaj pytania koledze/koleżance. Ty zaczynasz.

- 1 How long have you lived here?
- 2 How long have you learned English?
- 3 What are you going to do this summer?
- 4 Did you start a new hobby last year?
- 5 Have you visited Warsaw this year?

You mustn't park here.



2 Odpowiedz na pytania kolegi/koleżanki. Zaczyna uczeń B.

- 1 I've ...
- 2 I've ...
- 3 I'm ...
- 4 Yes, I .../No, I ...
- 5 Yes, I .../No, I ...

3 Powiedz zdania po angielsku. Sprawdź swoje zdania z kolegą/koleżanką z ławki. Ty zaczynasz.

- 1 Powiedz, że Wayne ma zamiar nauczyć się gotować.
- 2 Zapytaj kolegę/koleżankę, od jak dawna gra w piłkę nożną.
- 3 Powiedz, że Tina właśnie zaczęła lekcję gry na gitarze.
- 4 Powiedz, że tu nie wolno skręcać w prawo.
- 5 Powiedz, że trzeba nosić kask w czasie jazdy na rowerze.
- 6 Powiedz koledze/koleżance, żeby skręcił/skręciła w prawo na światłach.
- 7 Powiedz, że nauczyłeś/nauczyłaś się czytać po francusku.
- 8 Zapytaj kolegę/koleżankę, czy odwiedził/odwiedziła jakieś muzeum w tym roku.

4 Postuchaj kolegi/koleżanki i sprawdź jego/jej wypowiedzi. Zaczyna uczeń B.

- 1 Tom is going to read 10 books.
- 2 How long have you ridden a horse?
- 3 Sam has just finished painting the room.
- 4 You mustn't park here.
- 5 You mustn't cross the street here.
- 6 Go straight on.
- 7 I've eaten Chinese food.
- 8 Have you met anyone famous this year?

Module 1

Communication Card Student B

1 Odpowiedz na pytania kolegi/koleżanki. Zaczyna uczeń A.

- 1 I ...
- 2 I ...
- 3 She ...
- 4 Yes, she .../No, she ...
- 5 Yes, she .../No, she ...

Does he like his place of living?



2 Zadaj pytania koledze/koleżance. Ty zaczynasz.

- 1 Where does your mother come from?
- 2 Where do you live?
- 3 Where does your grandad live?
- 4 Does he like his place of living?
- 5 Does he have to worry about travelling alone?

3 Postuchaj kolegi/koleżanki i sprawdź jego/jej wypowiedzi. Zaczyna uczeń A.

- 1 Amish people don't have computers and mobile phones.
- 2 Amish people travel in horse-drawn buggies.
- 3 Are you free on Sunday?
- 4 Are you playing basketball tomorrow?
- 5 I can't meet on Wednesday, because I'm visiting my grandparents.
- 6 When is Charlie seeing the dentist?
- 7 Kraków is older than Warsaw.
- 8 The green shirt is the smallest.

4 Powiedz zdania po angielsku. Sprawdź swoje zdania z kolegą/koleżanką z ławki. Ty zaczynasz.

- 1 Powiedz, że amisz mieszkają na farmach.
- 2 Powiedz, że Łukasz zawsze klaszcze w dłonie, gdy wychodzi z domu.
- 3 Zapytaj kolegę/koleżankę, co robi w poniedziałek.
- 4 Zapytaj kolegę/koleżankę, czy w piątek idzie z rodziną do kina.
- 5 Powiedz, że wyjeżdżasz na weekend.
- 6 Zapytaj, kiedy Susie planuje poćwiczyć skecz.
- 7 Powiedz, że samochody są szybsze niż rowery.
- 8 Powiedz, że niebieski długopis jest najdroższy.

Module 2

Communication Card Student B

1 Odpowiedz na pytania kolegi/koleżanki. Zaczyna uczeń A.

- 1 It ...
- 2 Yes, I .../No, I ...
- 3 Yes, I .../No, I ...
- 4 I was ...
- 5 I was ...

Was Rudolph listening to music yesterday?



2 Zadaj pytania koledze/koleżance. Ty zaczynasz.

- 1 How was your weekend?
- 2 Did you go to the cinema on Saturday?
- 3 Did you visit your friend yesterday?
- 4 What were you doing on Friday morning?
- 5 What were you doing on Friday evening?

3 Postuchaj kolegi/koleżanki i sprawdź jego/jej wypowiedzi. Zaczyna uczeń A.

- 1 Cynthia was watering the flowers at 7.
- 2 Was Rudolph listening to music yesterday?
- 3 She was sitting on the beach and she was eating ice cream.
- 4 Did you win a match?
- 5 I saw a very good film yesterday.
- 6 I was running in the park when I saw an accident.
- 7 I fell asleep when I was doing my homework yesterday.
- 8 I was reading a book when I heard a strange noise.

4 Powiedz zdania po angielsku. Sprawdź swoje zdania z kolegą/koleżanką z ławki. Ty zaczynasz.

- 1 Powiedz, że Sam i Pam bawili się w ogrodzie po południu.
- 2 Zapytaj, czy Helga słuchala wczoraj muzyki.
- 3 Powiedz, że Bob nie jadł śniadania o siódmej.
- 4 Zapytaj kolegę/koleżankę, czy usłyszał/usłyszała hałas w nocy.
- 5 Powiedz, że znalazłeś/znalazłaś psa tydzień temu.
- 6 Powiedz, że upadłeś/upadłaś, gdy grałeś/grasłaś w piłkę.
- 7 Powiedz, że oglądałeś/oglądałaś telewizję, gdy zobaczyłeś/zobaczyłaś dym.
- 8 Powiedz, że spałeś/spałaś, gdy zadzwonił budzik.

1 Odpowiedz na pytania kolegi/koleżanki. Zaczyna uczeń A.

- 1 Yes, I .../No, I ...
- 2 Yes, she .../No, she ...
- 3 Yes, I .../No, I ...
- 4 I ...
- 5 I ...

Have you ever been to Kraków?



2 Zadaj pytania koledze/koleżance. Ty zaczynasz.

- 1 Have you ever done judo?
- 2 Has your father ever danced a tango?
- 3 Have you ever been to Kraków?
- 4 Who did you meet last holiday?
- 5 When did you go shopping?

3 Postuchaj kolegi/koleżanki i sprawdź jego/jej wypowiedzi. Zaczyna uczeń A.

- 1 I've never eaten frogs' legs.
- 2 Have you ever been to Egypt?
- 3 I've taken a lot of tests.
- 4 I've won a prize.
- 5 I've just finished my homework.
- 6 Have you ever sailed?
- 7 He hasn't read any books.
- 8 Pete has just bought a new MP3 player.

4 Powiedz zdania po angielsku. Sprawdź swoje zdania z kolegą/koleżanką z ławki. Ty zaczynasz.

- 1 Powiedz, że nigdy nie mieszkałeś/mieszkałaś w igloo.
- 2 Zapytaj kolegę/koleżankę, czy kiedykolwiek widział/widziała tęczę.
- 3 Powiedz, że grałeś/griałaś na pianinie.
- 4 Powiedz, że jadłeś/jadłaś meksykańskie jedzenie.
- 5 Powiedz, że właśnie wypitesz/wypitaś mleko.
- 6 Zapytaj kolegę/koleżankę, czy kiedykolwiek słuchał/słuchała Chopina.
- 7 Powiedz, że on/ona nie napisał/nie napisała żadnych listów.
- 8 Powiedz, że Sonia właśnie zaprosiła przyjaciół.

1 Odpowiedz na pytania kolegi/koleżanki. Zaczyna uczeń A.

- 1 Yes, I .../No, I ...
- 2 Yes, I .../No, I ...
- 3 Yes, you .../No, you ...
- 4 Yes, I .../No, I ...
- 5 Yes, I .../No, I ...

Can/Could I use your bike?



2 Zadaj pytania koledze/koleżance. Ty zaczynasz.

- 1 Will you dance in a talent show?
- 2 Will you be famous?
- 3 Can I use your phone?
- 4 Could you switch on the light?
- 5 Would you like to listen to a jazz band?

3 Postuchaj kolegi/koleżanki i sprawdź jego/jej wypowiedzi. Zaczyna uczeń A.

- 1 Can/Could I borrow your dictionary?
- 2 I will help other people.
- 3 Can/Could I turn up the TV volume?
- 4 I'd like to go to Paris.
- 5 Can/Could I use your bike?
- 6 I don't want to watch a film.
- 7 How about watching the fireworks?/Let's watch the fireworks.
- 8 What would you like to see?

4 Powiedz zdania po angielsku. Sprawdź swoje zdania z kolegą/koleżanką z ławki. Ty zaczynasz.

- 1 Zapytaj kolegę/koleżankę, czy może ci podać kanapkę.
- 2 Powiedz, że będziesz pilotem.
- 3 Zapytaj kolegę/koleżankę, czy możesz mu/jej kupić lody.
- 4 Powiedz, że chciałbyś/chciałabyś odwiedzić dziadków.
- 5 Zapytaj kolegę/koleżankę, czy możesz skorzystać z jego/jej długopisu.
- 6 Powiedz, że chcesz zobaczyć przedstawienie.
- 7 Zaproponuj koledze/koleżance pójście do opery.
- 8 Zapytaj kolegę/koleżankę, czego chce się uczyć w szkole.

Module 5

Communication Card Student B

1 Odpowiedz na pytania kolegi/koleżanki. Zaczyna uczeń A.

- 1 I'm ...
- 2 I'm going to ...
- 3 I will ...
- 4 I will ...
- 5 I will ...

What will you do if you go to the beach?



2 Zadaj pytania koledze/koleżance. Ty zaczynasz.

- 1 Are you feeling well?
- 2 What are you going to do tomorrow evening?
- 3 What will you do if you get flu?
- 4 What will you do if you don't pass a test?
- 5 What will you do if you go to the beach?

3 Postuchaj kolegi/koleżanki i sprawdź jego/jej wypowiedzi. Zaczyna uczeń A.

- 1 If we don't run, we will be late for classes.
- 2 If I eat a lot of chocolate, I'll get a stomach ache.
- 3 It may be cold at night.
- 4 I may go to the cinema.
- 5 You shouldn't talk during a lesson.
- 6 If you have flu, you should stay in bed.
- 7 You should buy these trousers.
- 8 I'm worried I may be hungry.

4 Powiedz zdania po angielsku. Sprawdź swoje zdania z kolegą/koleżanką z ławki. Ty zaczynasz.

- 1 Powiedz, że jeśli spotkasz Tomka, pójdziesz razem do parku.
- 2 Powiedz, że jeśli nie napijesz się wody, będziesz się czuć okropnie.
- 3 Powiedz koledze/koleżance, że być może kupisz lody.
- 4 Powiedz, że jeśli będzie zimno, założysz kurtkę.
- 5 Ostrzeż kolegę/koleżankę, że w lesie może być dużo insektów.
- 6 Wyttumacz, że kolega/koleżanka powinien/powinna odwiedzić babcię, bo jest ona bardzo chora.
- 7 Doradź koledze/koleżance, że powinien/powinna iść na spacer.
- 8 Powiedz, że być może posprzątasz pokój w weekend.

Module 6

Communication Card Student B

1 Odpowiedz na pytania kolegi/koleżanki. Zaczyna uczeń A.

- 1 Yes, I .../No, I ...
- 2 Yes, I .../No, I ...
- 3 Yes, there .../No, there ...
- 4 Yes, it .../No, it ...
- 5 Yes, it .../No, it ...

Are you going to sneeze?



2 Zadaj pytania koledze/koleżance. Ty zaczynasz.

- 1 Are you going to drop the books?
- 2 Are you going to sneeze?
- 3 Are there enough tables in your English classroom?
- 4 Is your school library big enough?
- 5 Are plastic bottles collected in your town?

3 Postuchaj kolegi/koleżanki i sprawdź jego/jej wypowiedzi. Zaczyna uczeń A.

- 1 Vincent is going to fall off the ladder.
- 2 Sam and Pam are going to trip over.
- 3 The boys are going to break the window.
- 4 I haven't got enough chocolate.
- 5 The playground is big enough.
- 6 There are too many people here.
- 7 Vegetables are grown on the farm.
- 8 Plastic is produced here.

4 Powiedz zdania po angielsku. Sprawdź swoje zdania z kolegą/koleżanką z ławki. Ty zaczynasz.

- 1 Powiedz, że Rudolph upuści pudło.
- 2 Powiedz, że Helga i Martha wyleją farbę.
- 3 Powiedz, że w twoim mieście jest zbyt duży ruch uliczny.
- 4 Powiedz, że twoja szkoła jest wystarczająco duża.
- 5 Powiedz, że nie masz wystarczająco dużo wody.
- 6 Powiedz, że tu jest zbyt wiele książek.
- 7 Powiedz, że elektryczność jest tutaj produkowana.
- 8 Powiedz, że spodnie są tu sprzedawane.

1 Odpowiedz na pytania kolegi/koleżanki. Zaczyna uczeń A.

- 1 I've ...
- 2 I've ...
- 3 I'm ...
- 4 Yes, I .../No, I ...
- 5 Yes, I .../No, I ...

You mustn't turn right here.



2 Zadaj pytania koledze/koleżance. Ty zaczynasz.

- 1 How long have you had your school bag?
- 2 How long have you been at this school?
- 3 Where are you going to go this summer?
- 4 Did you join a new club last year?
- 5 Have you seen a film this week?

3 Postuchaj kolegi/koleżanki i sprawdź jego/jej wypowiedzi. Zaczyna uczeń A.

- 1 Wayne is going to learn to cook.
- 2 How long have you played football?
- 3 Tina has just started a guitar lesson.
- 4 You mustn't turn right here.
- 5 You must wear a helmet when you ride a bike.
- 6 Turn right at the traffic lights.
- 7 I've learnt how to read in French.
- 8 Have you visited a museum this year?

4 Powiedz zdania po angielsku. Sprawdź swoje zdania z kolegą/koleżanką z ławki. Ty zaczynasz.

- 1 Powiedz, że Tom zamierza przeczytać 10 książek.
- 2 Zapytaj kolegę/koleżankę, od jak dawna jeździ konno.
- 3 Powiedz, że Sam właśnie skończył malować pokój.
- 4 Powiedz, że tu nie wolno parkować.
- 5 Powiedz, że tu nie wolno przechodzić przez ulicę.
- 6 Powiedz koledze/koleżance, żeby poszedł/poszła prosto.
- 7 Powiedz, że jadłeś/jadłaś chińskie jedzenie.
- 8 Zapytaj kolegę/koleżankę, czy spotkał/spotkała w tym roku kogoś sławnego.

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p48 (background); p51 (bike, dictionary, smartphone, student);
p53 (fireworks); p54 (notebook, teenager); p57 (boy); p58
(boy); p60 (shapes); p71 (living room, library, doctor's office,
classroom, desert); p75 (kangaroos, gondola, Grand Canyon);
p78 (girl in a green t-shirt, boy with red hair, boy with black
hair, cottage, girl with blonde hair, ranch); p79 (boy); p80
(boy and girl, solar panels, field, wind turbines); p81 (fleece);
pp82, 103 (boy); p82 (bedroom, living room, garden, kitchen,
park, chickens, rabbits, goat, sun, storm, rain); pp83, 103 (girl);
p89 (watch, grass, hair, wood, cocoa beans, omelette, sand,
plastic, water); p93 (background); p94 (karate, meal, guitar,
band, swimming pool, flower pots, tomato); p96 (Great Wall
of China, Eiffel Tower); p100 (tornado, volcano, tsunami,
hurricane, flood, earthquake, drought); p113 (Poznań); p114
(umbrella and rubber boots); p115 (no parking, boy drinking
water); p117 (Kraków, bicycle); p118 (beach, cough); p119
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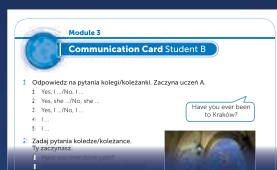
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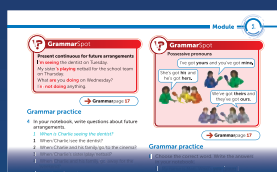
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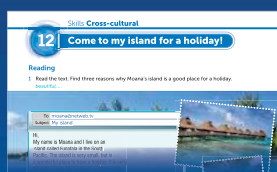
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- różnorodne ćwiczenia komunikacyjne do każdej lekcji, zachęające uczniów do używania języka angielskiego;
- karty komunikacyjne do każdego rozdziału pozwalające na utrwalenie zwrotów i fraz w typowych sytuacjach komunikacyjnych.



GRAMATYKA

- przejrzyste prezentowane zagadnienia gramatyczne, ćwiczone w trakcie lekcji, łatwe do opanowania m.in. dzięki przystępnemu komentarzowi;
- przejrzyste zaprezentowane struktury gramatyczne zebrane w *Grammar summary* po każdym rozdziale.



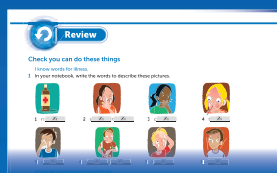
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- lekcje *Cross-cultural* o tematyce zachęcającej do poznawania innych kultur i poszerzającej wiedzę ogólną uczniów.



DODATKOWE ZADANIA

- sekcje *Vocabulary Spot* oraz *Language Spot* zawierają dodatkowe słownictwo oraz wyrażenia;
- lekcje *Extra Special* oferujące rebusy, gry, krzyżówki, projekty – idealne na „luźniejsze” zajęcia szkolne lub jako praca domowa.



POWTÓRZENIA

- sekcje *Review* w każdym rozdziale sprawdzające poziom umiejętności językowych uczniów (w formie samooceny).

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