

Junior Explorer

5



Uczniu/Uczennico! Pamiętaj,
żeby nie pisać w książce.
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Podręcznik

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**nowa
era**

Twoje mocne strony

Druga Nowa Era

Nigdy tym nie publikowała publicznie książek wydawnictw, które działają na uczciwych zasadach.

Wasza firma jednak promuje masowy druk, całkowicie niepotrzebnych książek, które mogłyby zastąpione wersjami elektronicznymi!

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Czas rozpocząć nową erę (o ironio), w której papier nie jest bezcennie marnowany dla pieniędzy. Przedstawiam e-book, który spełnia wszystkie oczekiwania uczniów!

Dbajmy o środowisko, zróbmy to dla młodych pokoleń.

5 Keeping healthy pp. 58–69

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

6 That's entertainment pp. 70–81

	Vocabulary	Grammar	Communication	Reading and writing
6a	Activities	Past simple (regular verbs – affirmative)	Asking and answering questions about what one liked to do in the past Pronunciation: the <i>-ed</i> ending	Reading: The Crystal Ball Mystery: We aren't thieves!
6b	TV programmes and films	Past simple (regular verbs – negative and questions)	Asking and answering questions about the past	Reading: Who was Walt Disney?
6c	Hobbies and interests	Past simple	Making suggestions and giving opinions Pronunciation: changing a word by putting an <i>e</i> at the end	Writing: a film review
Review 5–6		Explorers' Club: The history of television		Project: Class quiz

7 Meet the challenge pp. 82–93

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

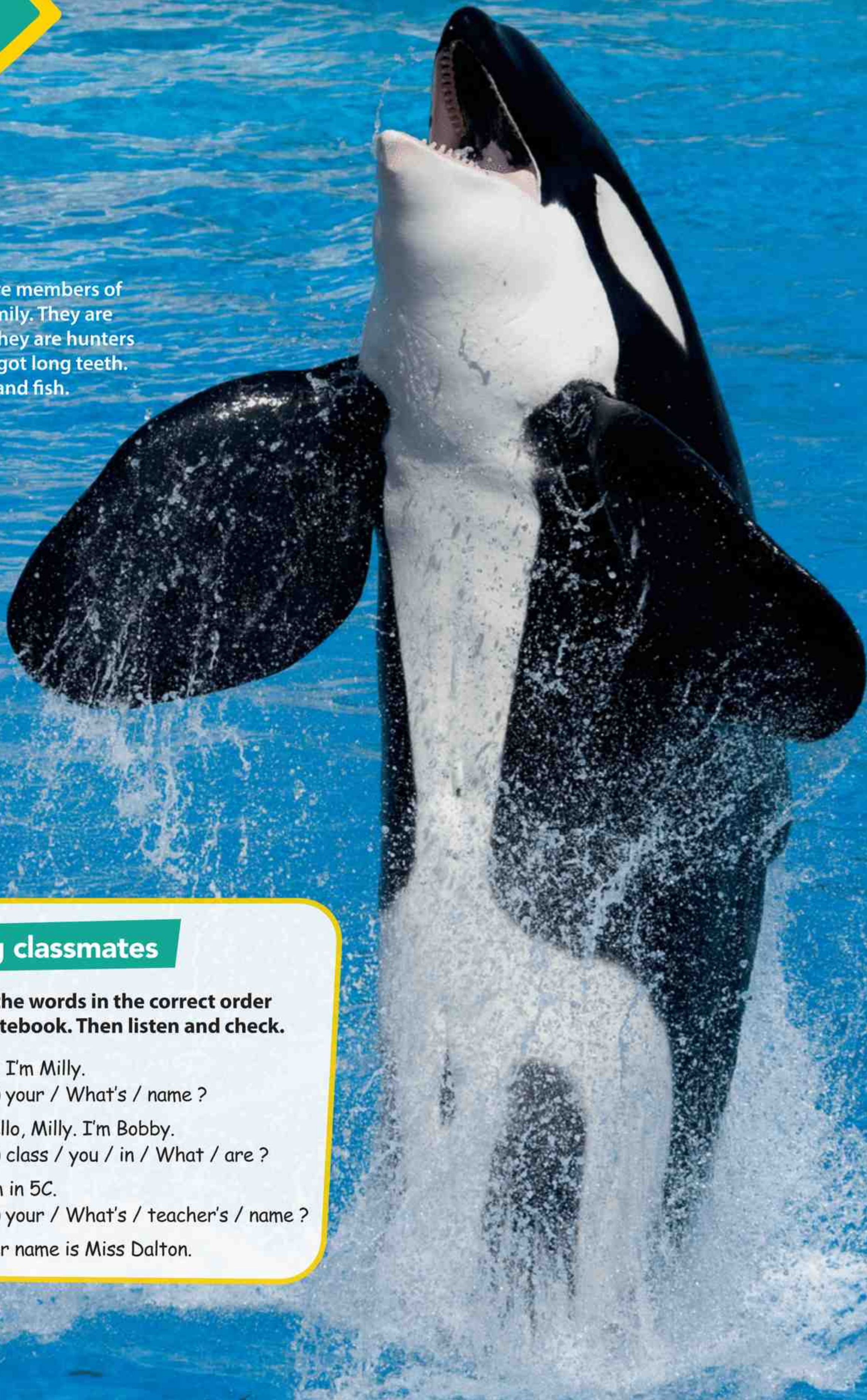
8 Have a nice trip! pp. 94–105

	Vocabulary	Grammar	Communication	Reading and writing
8a	Means of transport Prepositions used with means of transport	Past simple	Talking about where people go and how they get there	Reading: The Crystal Ball Mystery: What's in the box?
8b	Things to do on holiday	<i>Be going to</i>	Talking about what people are going to do	Reading: The Grand Canyon
8c	Giving directions Travel plans	<i>Be going to</i>	Giving directions Talking about where one is going on holiday and what one is going to do Pronunciation: silent letters	Writing: an email telling a friend about one's holiday plans
Review 7–8		Explorers' Club: The London Eye		Project: Sightseeing memory game



Ready, steady, go!

Killer whales are members of the dolphin family. They are big dolphins. They are hunters and they have got long teeth. They eat seals and fish.



Meeting classmates

- 1  Put the words in the correct order in your notebook. Then listen and check.

Milly: Hi, I'm Milly.

(1) your / What's / name ?

Bobby: Hello, Milly. I'm Bobby.

(2) class / you / in / What / are ?

Milly: I'm in 5C.

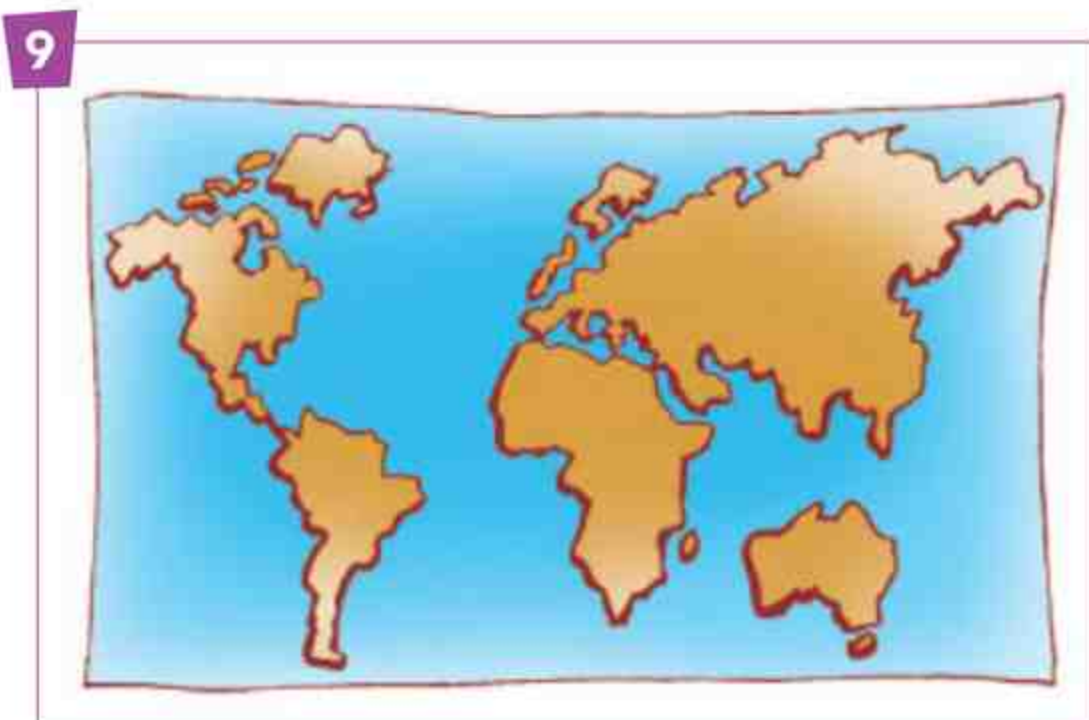
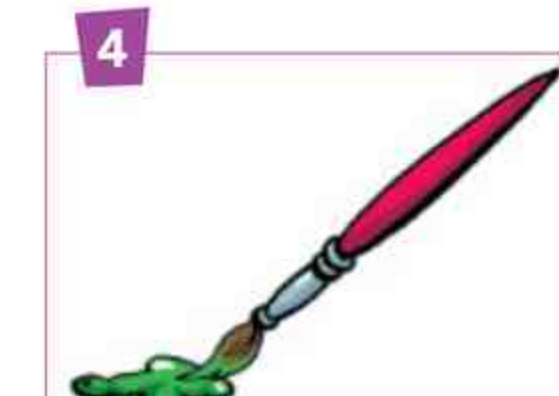
(3) your / What's / teacher's / name ?

Bobby: Her name is Miss Dalton.

At school

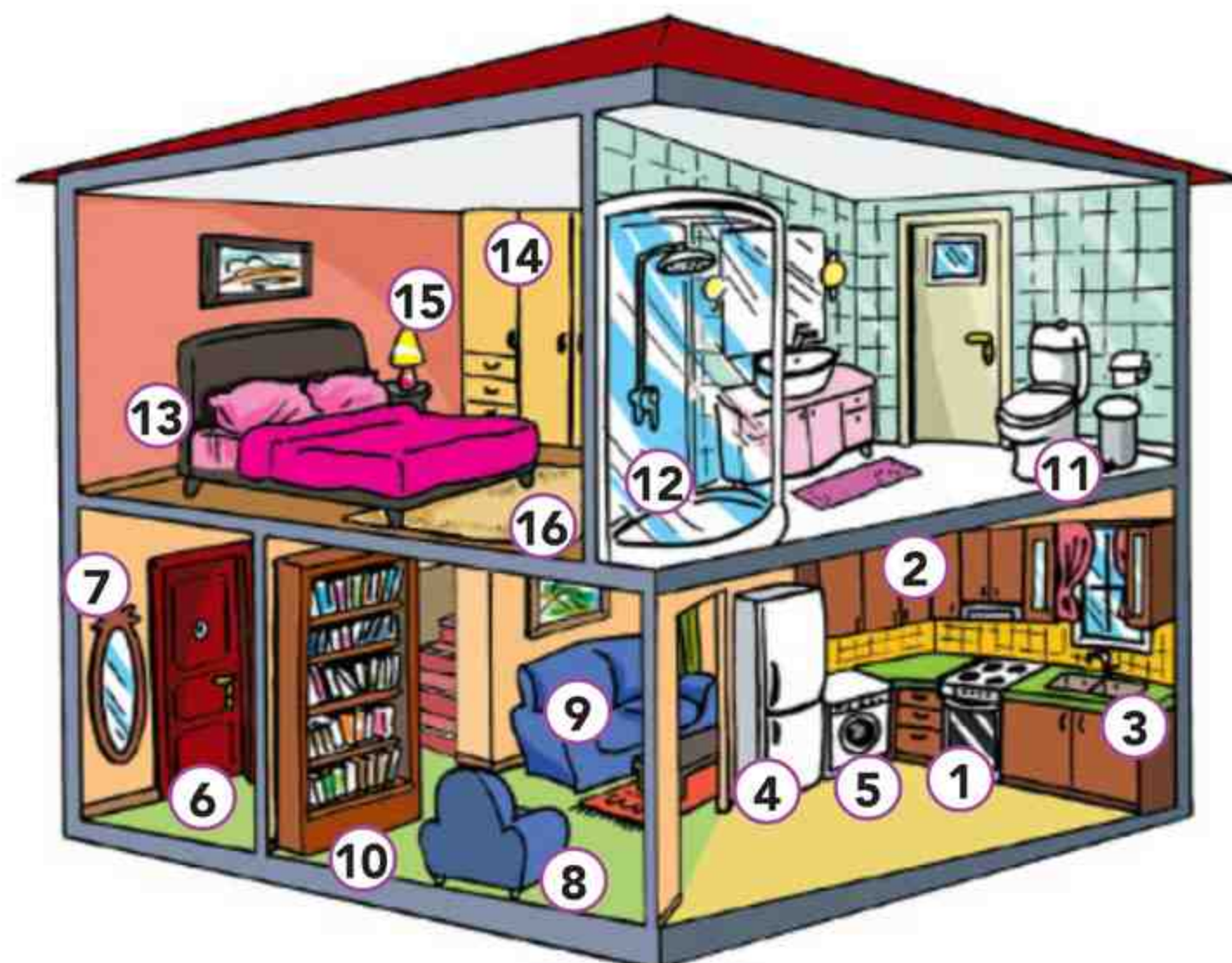
- 2 Work in pairs. Tell your friend which subjects you need these things for.

art biology English geography
history IT maths music PE



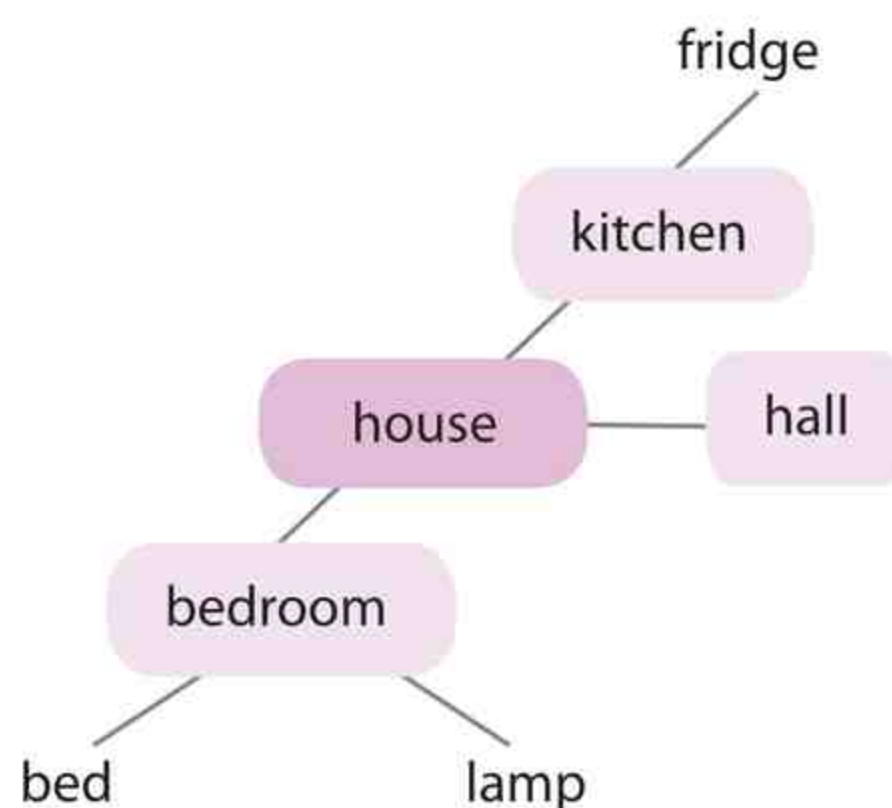
At home

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



kitchen hall living room
bedroom bathroom

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



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

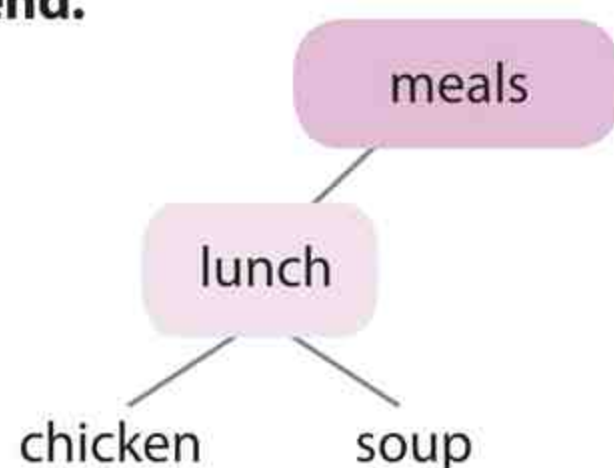
There are five rooms in my house. There is a bed in my bedroom. There is a fridge in the kitchen.

Food

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

- | | |
|-------------|-------------------|
| 1 breakfast | a evening |
| 2 lunch | b morning |
| 3 dinner | c late afternoon |
| 4 supper | d early afternoon |

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



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

3 Copy the table into your notebook and complete it for you and your friend. Then tell the class your results.

☺ like

☹ don't like

Food	Me	My friend
bread	?	?
milk	?	?
chocolate	?	?
strawberries	?	?
eggs	?	?
smoothies	?	?
ice tea	?	?
pasta	?	?
pizza	?	?
fish	?	?

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

Do you like bread?

I don't.

Yes, I do. And you?

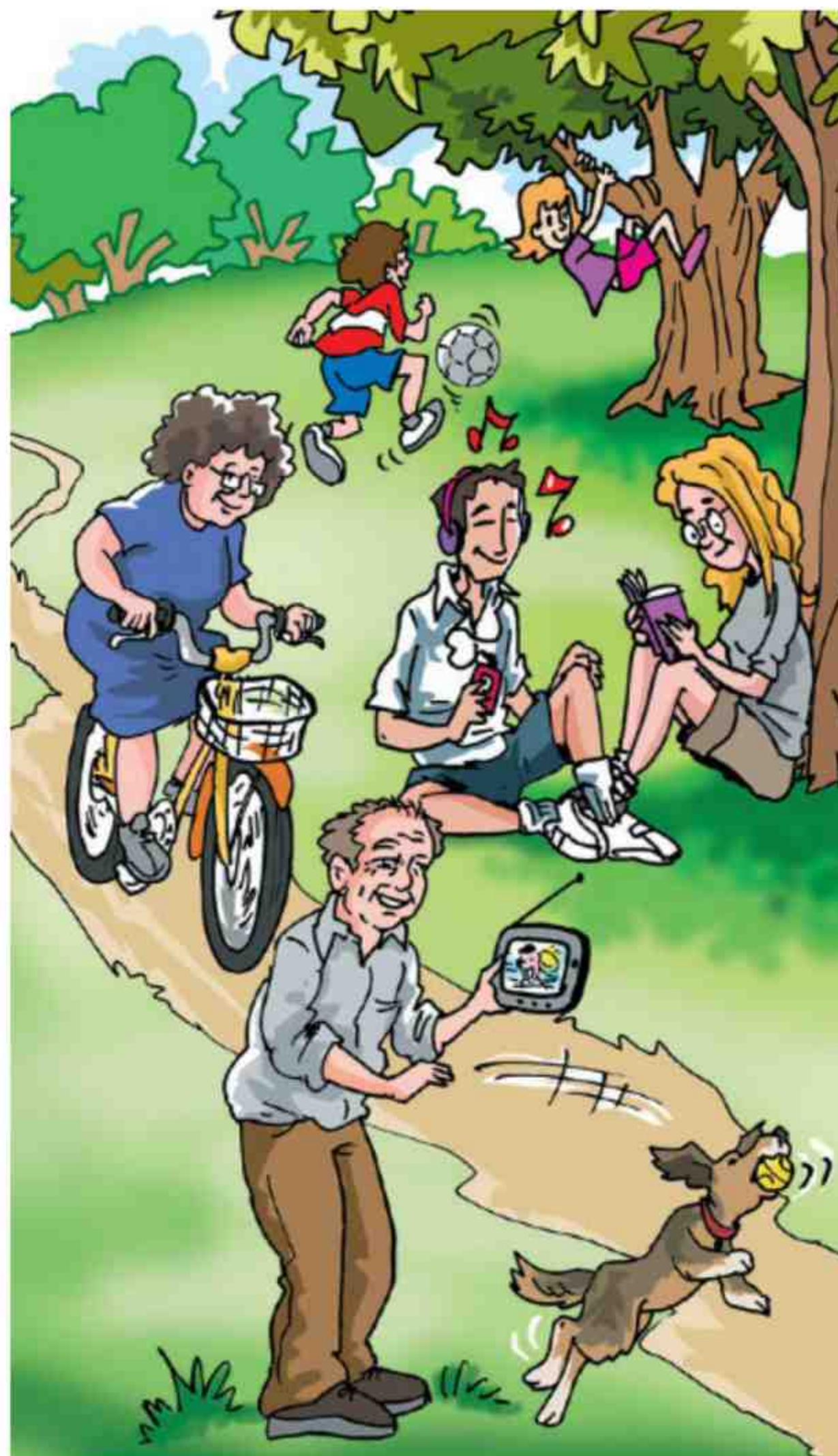
Free time

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

- | | |
|-------------|----------------|
| 1 ride | a the piano |
| 2 watch | b a bike |
| 3 play | c a tree |
| 4 read | d TV |
| 5 climb | e a book |
| 6 listen to | f football |
| 7 catch | g horse riding |
| 8 run | h music |
| 9 play | i fast |
| 10 go | j a ball |

5 What are the people in this family doing?

mother father son daughter
grandmother grandfather dog



Sport

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



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

play ?
go ?

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

Countries and nationalities

- 8 Copy the table into your notebook and complete it.

Country	Nationality
The Czech Republic	?
?	German
Great Britain	?
?	Greek
Lithuania	?
?	Russian
Slovakia	?
Spain	?
?	American

People

- 9 How many sentences can you make with these words?



- 10 Describe yourself or a member of your family.

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

Question words

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

Who What How Where When

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

Prepositions of place

- 2 Match the words to the pictures.

1	behind	2
	in	
3	under	4
	in front of	
5	next to	6
	on	
7	between	8
	over	

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

schoolbag pen book desk
chair door board friend

Possessive adjectives

- 4 Choose the correct option.

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

Countable and uncountable nouns

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

countable	uncountable



a, an, some, any

- 6 Choose the correct option.

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

There is / There are

- 7 Write five sentences in your notebook about the photo.



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

There is some coffee in the cup.

- 8 Answer the questions in your notebook.



- 1 Is there a dog on the armchair?



- 2 Are there any mice under the chair?



- 3 Is there a red flower in the vase?



- 4 Are there any books on your desk?

Can

- 9 Answer the questions in your notebook.

- 1 Can you speak German?
- 2 Can you play computer games every day?
- 3 Can your mum swim?
- 4 Can your grandma drive a car?

Present simple

- 10 Write the verbs in brackets in your notebook in the correct form.

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

Adverbs of frequency

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

always usually sometimes never often

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

My sister never gets up early
on Saturdays.

Present continuous

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



The dog is swimming.

1

Tell me more about yourself

Vocabulary

I can give the names of my family members • talk about what I like and what I don't like • describe how I feel.

Grammar

I can use verbs in the present simple • say how often something happens.

Listening

I can understand a story and read descriptions of people to find out about their likes and dislikes.

Reading

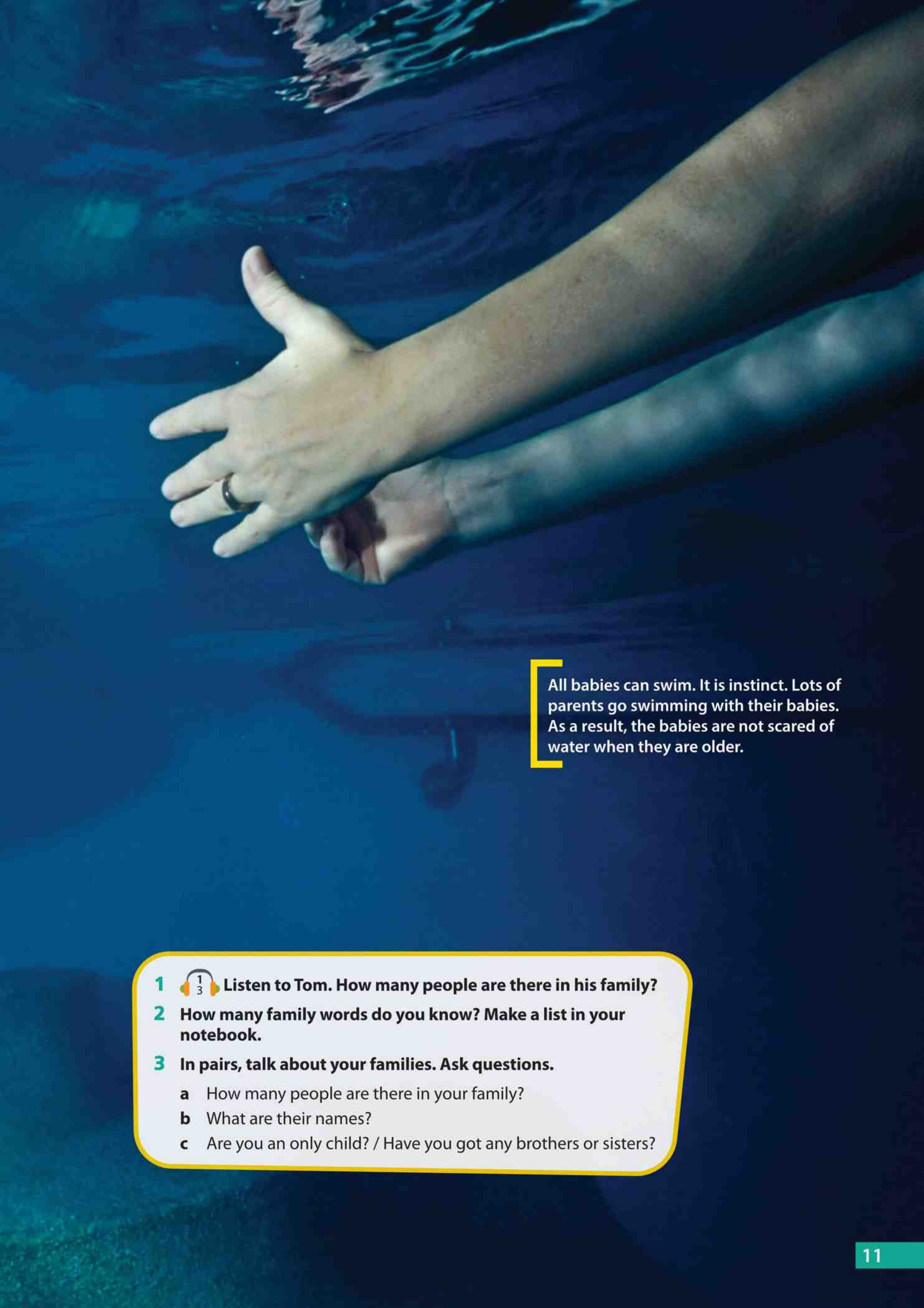
I can understand a text describing people's appearance and their hobbies • follow conversations about people's likes and dislikes.

Speaking

I can describe myself and others • talk about my hobbies • ask about other people's interests.

Writing

I can write an email to my friend.



All babies can swim. It is instinct. Lots of parents go swimming with their babies. As a result, the babies are not scared of water when they are older.

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

1  Listen and read. Who is back on the island?

2 Answer the questions.

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

3  Listen and say **True** or **False**.

Vocabulary

4 Which words can you find in the story?

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

Vocabulary

5  Choose the correct option. Listen and check.

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

Listen

Skills Explorer

Zapoznanie się z poleceniem

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

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

aunt husband nephew son
stepmother twin brother



Jenny's 



Jenny's 



Tim's 



Tim's 



Carol's 



Carol's 

Grammar

Present simple: be

Tom  my cousin.

Is he tall? Yes, he **is**.

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

Present simple: other verbs

Tom  the guitar.

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

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

They **play** in a garage.

7 Put the words in the correct order to make questions or negative sentences and write them in your notebook.

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

Speak

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

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

Are her eyes blue?

Yes, they are.

Skills Explorer



Zrozumienie głównej myśli tekstu

- Czytając dłuższy tekst po angielsku, nie zatrzymuj się przy każdym pojedynczym słówku. Jeśli zdarzy się, że czegoś nie rozumiesz, czytaj po prostu dalej.
- Po przeczytaniu całego tekstu zastanów się, czy umiesz opowiedzieć, o czym była w nim mowa.

Read and listen

1 Read and listen. Who is the man in the photo?

This man is a beekeeper. He has got 20 beehives. Every day he visits his bees. It is important that the bees are healthy and happy. The bees are sometimes ill or angry and then they don't make honey, so this beekeeper is always calm and patient. He doesn't want to scare the bees. Bees are hard-working insects. Some bees stay in the beehive with the babies. Other bees leave the beehive and collect nectar from flowers. Then they give it to their family in the beehive. Nectar is bees' food.

There is only one mother in a beehive. She is the queen bee and she has got many babies.



Guess What?

When a bee comes back to the hive, it dances in circles to show the other bees where the flowers are.

Comprehension

2 Answer the questions in your notebook.

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

Vocabulary

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

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

Vocabulary

Feelings

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

Personality

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

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



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

Grammar

Adverbs of frequency

She's  happy. She  smiles.

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

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

7 Say the sentences with the words in brackets in the correct place.

- 1 Sally eats chocolate ice cream on Saturdays. (usually)
- 2 When Tom and Molly watch football matches, they are very excited. (always)
- 3 Jim likes sleeping and he is late for school. (sometimes)
- 4 Uncle Gordon likes his niece and nephew and he tells them about his adventures. (often)

Listen and speak

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

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

1c

Talking about preferences



- 1 Clara:** Hi, Paul. Meet my friend Ollie.
Paul: Wow. He's amazing. Does he like **sugar** / **sweets**?
Clara: Yes, he does. He also loves **eating** / **smelling** carrots and apples.
Paul: Do you ride every day?
Clara: Yes, I do. I love **riding** / **reading**.
Paul: Does Ollie sometimes get angry?
Clara: No, he doesn't. But he sometimes gets scared. He isn't very brave.

- 2 Grandad:** Why are you so worried, Sam?
Sam: I haven't got any ideas for my school science project.
Grandad: Why don't you make a **poster** / **model**?
Sam: I hate **cutting** / **writing** and drawing.
Grandad: I hate **writing** / **drawing** too. Don't worry! Maybe ...
Sam: I know! I can use the computer and make a presentation. Thanks!
Grandad: So start doing it and be more optimistic!



- 3 Aunt May:** What do you like doing?
Sarah: I love **cooking** / **playing**.
Aunt May: Me too! But I prefer **running** / **eating**!
Sarah: How about making a salad?
Aunt May: Good idea. I like **salads** / **a salad**. How about **fruit** / **chicken** salad?
Sarah: Oh no, I hate chicken.
Aunt May: OK. How about a fruit salad, then?



Listen and read

- 1** **12** Listen and choose the correct option.

Comprehension

- 2 Finish the sentences.**
- 1 Clara is talking to .
 - 2 Ollie is not .
 - 3 Sam hates .
 - 4 Sam wants to use .
 - 5 Sarah and Aunt May love .
 - 6 Aunt May offers .

Phrase Book

Likes and dislikes

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

Listen and speak

- 3** **13** Listen to the phrases in the Phrase Book. Act out the dialogues in pairs.

Play with Sounds



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

Do you like **drawing**?

No, I **don't**. I **hate** drawing.

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

Do you like apples?

Yes, I do. But I prefer bananas.

What do you like doing?

I like riding.

I hate cooking!

I love eating!

I like basketball but I prefer football.

Remember



I like

I hate



I like play**ing** computer games.

She hates watch**ing** football.

Speak

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

Writing Time



- 7 Read the email and choose the correct option.

Hi. I'm Haru and this (1) **is / are** my dad. His name is Kim. He's tall and slim and he's got short, dark hair. My dad likes (2) **play / playing** basketball. We (3) **often play / play often** at the weekend. He also loves reading books. He hates being late. He (4) **always is / is always** punctual. He isn't lazy. He's hard-working. He's calm and he (5) **never gets / gets never** angry. He (6) **always is / is always** happy. He's so nice!



Skills Explorer



Przygotowanie odpowiedzi na e-mail

- Odpowiadając na czyjś e-mail, nawiąż do tego, co napisał do ciebie autor otrzymanej wiadomości.
- Znajdź podobieństwa między wami, zadaj pytanie.
- Dobrze, jeśli e-mail wygląda jak rozmowa. Twój e-mail może być podobny do wiadomości, którą dostałeś – spójrz, jakie elementy zawiera.

- 8 Write an email to your pen pal and tell them something about you and your family. Use the words from the box.

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

Forms Explorer



Powitanie i pożegnanie w e-mailu

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

Key words

Członkowie rodziny

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

Uczucia i cechy charakteru

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

nice – miły

optimistic – optymistyczny; **be optimistic** – być optymistą

patient – cierpliwy

punctual – punktualny

sad – smutny

scared – przestraszony; **be scared of** – bać się (czegoś/kogoś)

worried – zmartwiony

Other words

be in trouble – mieć kłopoty

bee – pszczoła

beehive – ul

beekeeper – pszczelarz

collect – zbierać

describe – opisać

hate – nie znosić, nie cierpieć

idea – pomysł

leave – wychodzić, opuszczać

person – osoba, człowiek

prefer – woleć

queen – królowa

scare – przestraszyć

smile – uśmiechać się

somebody – ktoś

stay – zostać

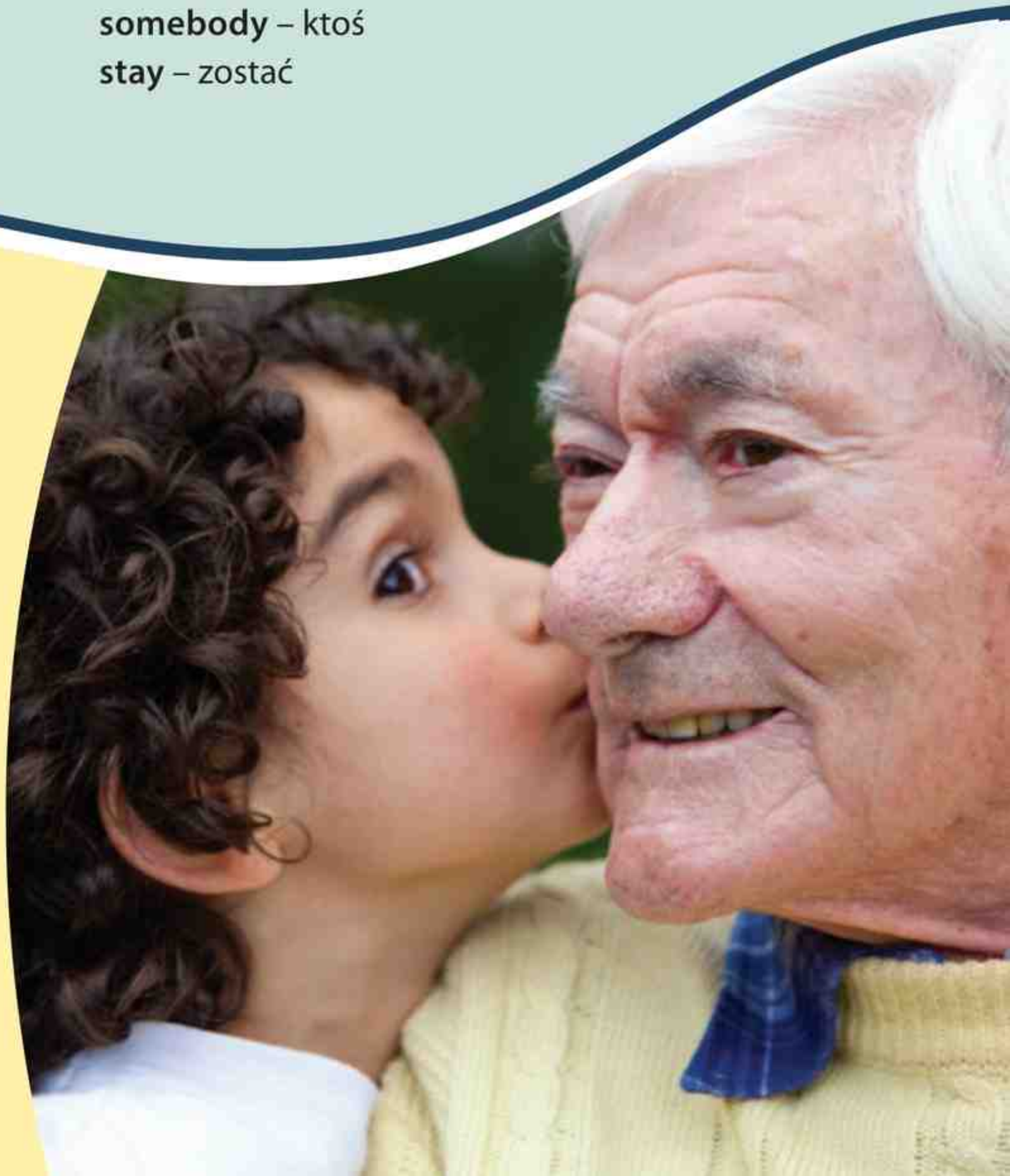


16, 17 Listen and put the parts of the song in the correct order. Then sing.

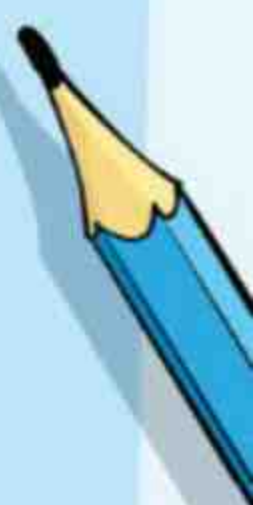
It is really great fun
 Not to be the only one.
 Few or many, four or three
 I like them and they like me.

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

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



Toss a coin or a die, move your counter and complete the task. If you land on a square with a ladder, climb up it; if you land on a square with a snake, slide back down it.





Explorers' CLUB

Twins



The boys in the photo are from London. They are 11 years old and their birthday is on the **same** day. They **look** the same. They are **both** tall and slim. They have got the same colour hair and the same colour eyes. This is because they are identical twins.

Identical twins have got the same **DNA**. That is why they look the same.

But their personalities are different. They **take after** their parents. John is the twin on the left. He is **outgoing** and friendly **like** his dad. He loves playing sport and going out with his friends. His brother George is on the right. He is **shy** and **quiet** like his mum. He hates sport. He loves drawing and he is very good at art.

Glossary

same – ten sam, taki sam

look – wyglądać

both – obaj, obie, oboje

DNA – kod genetyczny DNA

take after – przypominać, być podobnym do

outgoing – otwarty (na innych ludzi)

like – tak jak, taki jak

shy – nieśmiały

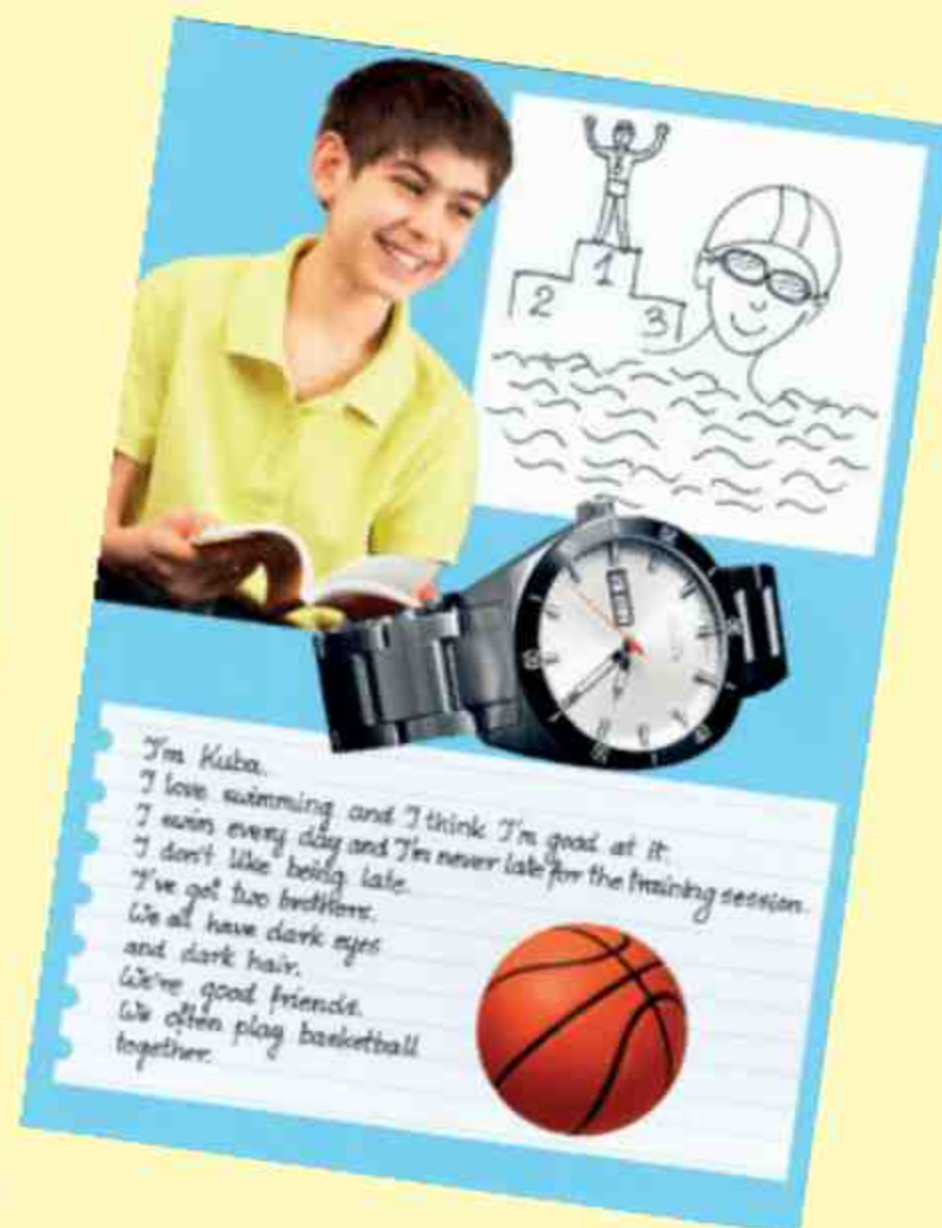
quiet – cichy, spokojny

English and biology

Project Class book

How well do you know your classmates?

Prepare a book about your class.



Materials

- photos or drawings
- a sheet of thick paper
in one of the Union Jack's colours
- a sheet of notebook paper
- glue
- a hole punch
- a piece of string

- 1 Write about your appearance, your personality, your likes and dislikes.
- 2 Stick the text onto a sheet of paper and decorate it with photos and drawings.
- 3 Join all the sheets of paper about everyone in the class together to make a book.

18 **Read and listen. Choose the correct option.**

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



2

What's your job?

Vocabulary

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

Grammar

I can use verbs in the present simple and the present continuous
• explain how the present simple and the present continuous are different.

Listening

I can understand a story about a typical day • a conversation about people's dream jobs.

Reading

I can understand a story about people's jobs • conversations about children's ideal jobs.

Speaking

I can compare jobs • say which one is more interesting • compare adjectives • describe people's jobs.

Writing

I can write a blog entry.



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

Skills Explorer



Odpowiadanie na pytania

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

1 Listen to Mr Jones and answer the questions in your notebook.

- 1 What is his job?
- 2 What time does he get up?
- 3 Does he like his job? Why (not)?
- 4 Is he sometimes late?
- 5 Is his job easy?

2 Listen and guess the jobs. Which jobs would you like to do?

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

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

1  Listen and read. Where are the children now?

Susie: Good evening, Mr Jenkins. How are you?

Mr Jenkins: Hello. What **are you doing** here?

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

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



Mickey: What's she doing here?

Bill: She's **taking** photos of an empty display case.

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



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



2 Choose the correct option.

- 1 Susie / Mickey is talking to the guard.
- 2 Bill's stepmother is a **detective** / police officer.
- 3 Uncle Gordon is a **thief** / an explorer.
- 4 The crystal ball is **300** / 3000 years old.
- 5 Somebody is taking Uncle Gordon to the **jungle** / museum.

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

Vocabulary

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

4 Listen and repeat.

5 In which jobs do people need these things?



6 Unscramble the letters to find names for the jobs and match them with the rest of the sentences. Write them in your notebook.

- 1 A hcfce ...
- 2 A licepo cerioff ...
- 3 A verdri ...
- 4 A pucomter ciantechni ...
- 5 A tographopher ...

- a works with computers.
- b drives a car or a bus.
- c takes photos.
- d catches criminals.
- e makes delicious food.

Grammar

Present simple vs present continuous

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

I do my homework every day.

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

I am doing my maths homework at the moment.

7 Read, choose the correct verb form and say the names of the jobs.

- 1 He **works** / **is working** in a garage. He **repairs** / **is repairing** cars. At the moment he **washes** / **is washing** his car. What does Uncle John do? He is a .
- 2 Mr Keene **cleans** / **is cleaning** his windows at the moment. He always **cleans** / **is cleaning** the windows in spring. He **teaches** / **is teaching** geography at a school. What does he do? He is a .
- 3 Miss Davis **works** / **is working** in a restaurant. She **doesn't cook** / **isn't cooking** the meals but she **serves** / **is serving** customers. At the moment she **is telling** / **tells** the chef what dishes the customers want. What does she do? She is a .

Speak

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

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

Do you ...?

Are you a ...?

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

Are you ...ing?

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

Read and listen

1 Read and listen. What does a rattlesnake catcher do?

Heather Ramirez and her husband live in California in the USA. They have got an unusual job. They are rattlesnake catchers! Rattlesnakes often get into shops and houses. Then the people phone Heather and her husband. They catch the snake and take it to the wild.

Heather says her job is exciting, but it is more dangerous than other jobs. She is always very careful. She doesn't touch the snakes. She uses a special tool. Today Heather is catching a rattlesnake in a garden. It is bigger than the other snakes she catches, but Heather is brave. This is not a job for everyone, but Heather likes helping people and snakes. 'I just love my job!' she says.



Guess What?

You can hear a rattlesnake's rattle from 20 metres away, but the rattlesnake can't hear it at all. Rattlesnakes are deaf!

Comprehension

2 Point to the true sentences and correct the false ones.

- 1 Heather kills rattlesnakes.
- 2 Rattlesnakes get into shops and houses.
- 3 Heather doesn't touch the rattlesnakes.
- 4 Heather is working in a shop today.
- 5 Heather likes her job.

Vocabulary

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

- | | |
|------------------|-------------------------------------|
| get into: | the classroom / the shop / the door |
| phone: | my mother / to me / hospital |
| catch: | a job / a bus / a ball |
| use: | a tiger / scissors / a phone |
| like: | talking / speak / bananas |
| live: | at home / cruel / in a house |
| touch: | a screen / a garden / carefully |

Vocabulary

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

4  Listen and repeat.

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

A



B



C



D



E



5B  Listen and point to the pictures.

Grammar

Comparisons (comparatives)

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

big – **bigger** hard – **harder**
nice – **nicer** easy – **easier**
dangerous – **more dangerous**
boring – **more boring**
scared – **more scared**

Be careful!

good – **better** bad – **worse**

6 Put the adjectives in brackets into their comparative forms and write them in your notebook.

- 1 An elephant is (big) than a tiger.
- 2 Playing football is (good) than watching TV.
- 3 A firefighter's job is (dangerous) than many other jobs.
- 4 This test is simple. It is (easy) than our last test.
- 5 His maths test result is (bad) than yours.
- 6 In this restaurant the chef is (nice) than the waiter.

Speak

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

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

Is it a photographer?



What do you want to be?

Alicia

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



Tony

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

Tony: I don't really know.

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

Tony: I love cooking with my grandma.

Teacher: Are you good at cooking?

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

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

Tony: I think that's a good idea.



Paul

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

Listen and read

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

Comprehension

- 2 Say the name of the person.

Who ...

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

Phrase Book



Talking about your ambitions

A: What do you want to be?

B: I want to be .

A: What are you good at?

B: I'm good at .

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

B: I enjoy / like / love ing.

A: What do you hate doing?

B: I hate ing.

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

Grammar

Comparisons: as ... as

I'm not **as** **patient** **as** my mum.

Other subjects aren't

as **interesting** **as** geography.

A footballer sometimes gets

as **dirty** **as** a farmer.

4 Choose the correct option and write the sentences in your notebook.

- 1 A mouse isn't as **big** / **small** as a lion.
- 2 Watching a comedy isn't as **scary** / **easy** as watching a horror film.
- 3 I am as **tall** / **old** as my older sister.
- 4 Being a hairdresser isn't as **clean** / **dirty** as being a mechanic.

5 Complete the sentences with your own ideas. Use as ... as.

- 1 Cats aren't **?** dogs.
- 2 My friend is **?** your friend.
- 3 Watching TV isn't **?** surfing the internet.
- 4 My younger sister is **?** me.

Play with Sounds



6 **1** **27** Some letters are silent. Which one is silent in this word?

know

7 **1** **28** Which letters are silent in these words?

grandma	interesting	guard
detective	firefighter	catch
spaghetti	scientist	nurse
dangerous		

8 **1** **29** Listen to four sentences and choose the best response (a-e). One response doesn't go with any of the sentences.

- | | |
|------------------------|-----------------------|
| a Enjoy your meal. | d No, sorry, I can't. |
| b I don't really know. | e Sure, I am. |
| c Don't mention it. | |

Writing Time



9 Read the blog entry and choose the correct option.

My blog

best jobs

15.11.2017 11:45

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

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

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

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

Forms Explorer



Tworzenie wpisu na blogu

- Pisząc notkę na blogu, postaraj się rozwinąć każde ze zdań, których musisz użyć.
- Wyjaśnij, dlaczego tak właśnie uważasz na dany temat. Podając powód, możesz użyć słowa *because*.

10 Complete the sentences and use them in a blog entry about your dream job.

- 1 When I grow up I want to be a **?**.
- 2 I like **?** and I'm good at **?**.
- 3 I want to **?** and **?**.
- 4 I think this job is **?** than **?**.
- 5 This job isn't as **?** as **?**.

Key words

Zawody

actor/actress – aktor/aktorka
 chef – kucharz, kucharka; szef, szefowa kuchni
 cleaner – osoba sprzątająca
 computer technician – informatyk
 doctor – lekarz, lekarka
 driver – kierowca
 farmer – rolnik
 firefighter – strażak
 guard – strażnik, strażniczka
 hairdresser – fryzjer, fryzjerka
 job – zawód
 mechanic – mechanik
 musician – muzyk
 nurse – pielęgniarz, pielęgniarzka
 photographer – fotograf
 police officer – policjant, policjantka
 shop assistant – sprzedawca, sprzedawczyni
 waiter/waitress – kelner/kelnerka

Przymiotniki

boring – nudny
 creative – twórczy
 dangerous – niebezpieczny
 dirty – brudny; get dirty – ubrudzić się
 easy – łatwy
 exciting – ekscytujący, pasjonujący

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

Other words

act – grać (rolę)
 careful – ostrożny
 catch – łapać
 clean – czysty; sprzątać, czyścić
 closed – zamknięty
 display case – gablotka, oszklona szafka
 drive – prowadzić samochód
 empty – pusty
 enjoy – lubić
 everyone – każdy
 fix – naprawiać
 garage – garaż; warsztat
 glow – świecić się
 grow up – dorosnąć
 inside – wewnątrz; do środka
 kill – zabić
 look for – szukać (czegoś/kogoś)
 other – inny
 phone – telefon; dzwonić
 rattlesnake – grzechotnik
 space – przestrzeń kosmiczna
 take photos – robić zdjęcia
 tool – narzędzie, przyrząd
 touch – dotykać
 use – używać
 unusual – niezwykły
 wear – być ubranym w, mieć na sobie
 wild – dziki; in the wild – na swobodzie, w naturalnym środowisku
 work – pracować



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

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

Lisa wants to be a nurse.
 Peter wants to fix old cars.
 Jenny wants to work in a school.
 Tom thinks the circus is so cool.
 But I don't really know
 What I want to be.
 One day I'd like to find
 The perfect job for me!

Mary says she wants to cook.
 Susie wants to write a book.
 Matthew wants to work in a shop.
 Shop assistant – a nice job!
 But I don't really know ...



Can you do it?

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

Rozumienie ze słuchu

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

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

Znam nazwy członków rodziny.

Znajomość środków językowych

- 2 **Popatrz na zdjęcie. W zadaniach (1–5) spośród podanych wyrazów wybierz te, które poprawnie uzupełniają luki.**

- This man is a photographer. He  lots of photos.
a is taking b takes c make
- He looks .
a happy b sad c scared
- He thinks being a photographer is  than working in an office.
a exciting b creative c more exciting
- At the moment he  for a client in his studio.
a is waiting b waits c waiting
- The studio is .
a dirty b clean c dark



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

Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

as that am are is doing

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

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

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

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

Znajomość funkcji językowych

- 4 **Uzupełnij poniższe minidialogi (1–5), wybierając brakującą wypowiedź jednej z osób.**

- X: a Does Robert ride his bike every day?
b What is Robert doing?
c Who is Robert?
Y: He's repairing his bike.
- X: a What do you want to be?
b What's your mum's job?
c Does she like her job?
Y: I don't know. Maybe a hairdresser.
- X: a What do you like doing?
b Do you like listening to music?
c I hate singing.
Y: I hate it too.
- X: a Do you like taking photos?
b Is this job boring?
c Is he hard-working?
Y: Yes, I think it's great fun.
- X: a Is she nice?
b Is it a dangerous job?
c Is he good at it?
Y: Yes, he is.

Potrafię rozmawiać o tym, co lubię robić.



Explorers' CLUB

Entertaining jobs



These people have jobs in the world of **entertainment**.

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

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

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



Glossary

entertainment – rozrywka

stuntman – kaskader

stand – stać

stunt – popis/numer kaskaderski

perform – wykonywać

juggler – żongler(ka)

stick – kij

practise – ćwiczyć, trenować

English and social sciences

Project Job diorama

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

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

Materials

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



- 1 Cut out some pictures to illustrate your job.
- 2 Stick your photos or drawings on a thick sheet of paper.
- 3 Label your pictures. Use a dictionary to help you.
- 4 Stick all the pictures inside the shoe box to create a 3D effect.
- 5 Present your diorama and any new words to the class.

1 **33** **Read and listen. Read the answers to the questions. Put the words to make questions and write them in your notebook in the correct order.**

- 1 pilot / work / and / do / Where / stuntman / this ?
In the USA.
- 2 pilot / What / doing / is / the ?
Flying the plane.
- 3 standing / Who / on the wing / is ?
The stuntman.
- 4 Where / from / jugglers / the / are ?
China.
- 5 Where / work / do / they ?
In a circus.
- 6 do / How often / practise / they ?
Every day.



3

How does it taste?

- Vocabulary** I can name different food items • use food-related expressions.
- Grammar** I can talk about my preferences • use the *would like to* structure • talk about plans • use the present continuous for future arrangements.
- Listening** I can understand a story • follow a text and conversation about food and talk about eating in and out.
- Speaking** I can talk about plans • describe food • use *many / much / a lot of*.
- Reading** I can understand a text about food • read a conversation about eating in and out.
- Writing** I can write an email to a friend.

1A Can you name the fruit and vegetables in the photo?

banana cabbage papaya pepper pineapple
spring onion strawberries tomato watermelon

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

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

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

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

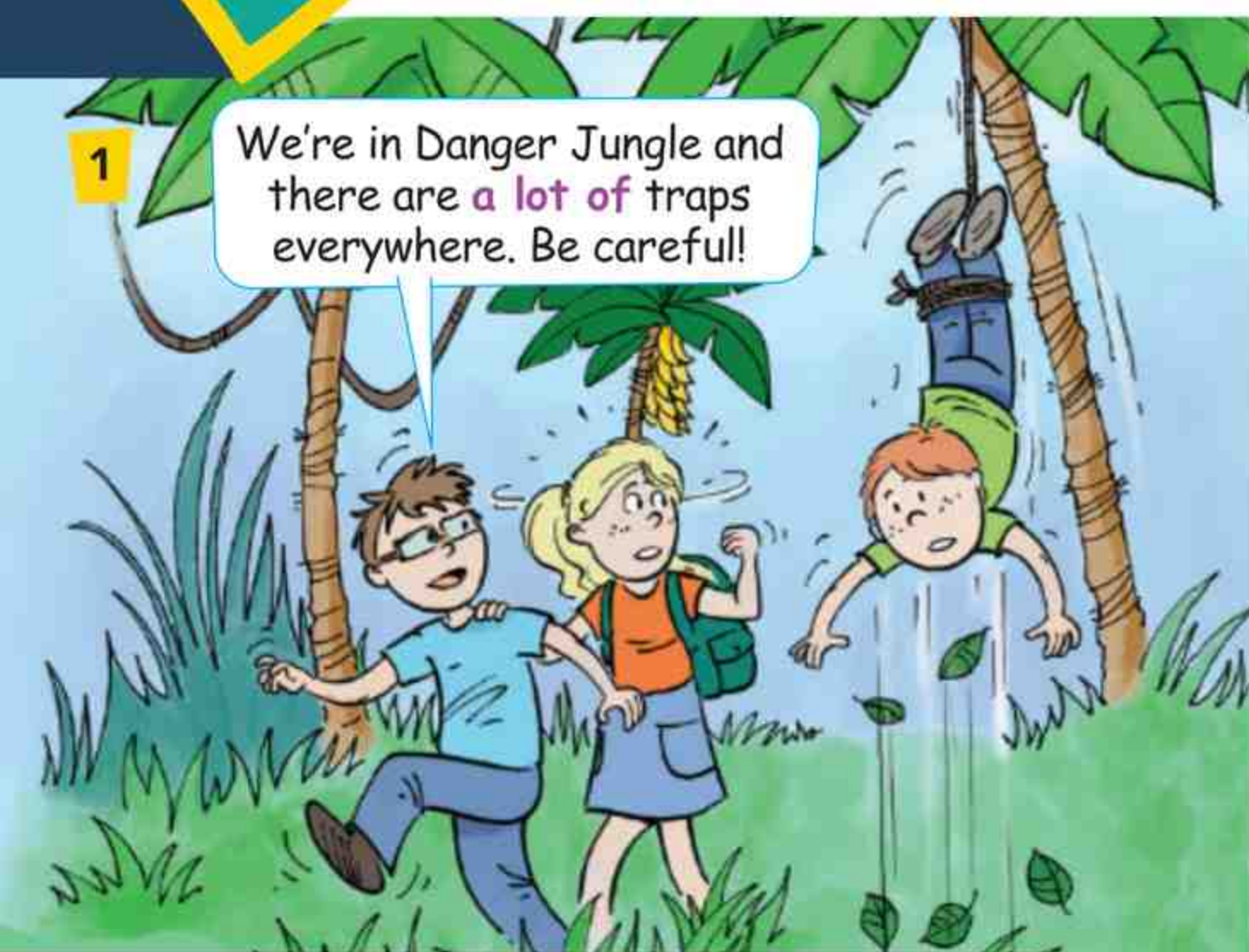
a (fruit) salad soup a sandwich milkshake



Fruit and vegetables are very important in a healthy diet. They have got lots of vitamins and they look beautiful. They come in many different sizes, shapes and colours. What fruit and vegetables do you like?

1  Listen and read. Why is the jungle dangerous?

1 We're in Danger Jungle and there are **a lot of** traps everywhere. Be careful!



Susie: What's happening? Mickey, are you OK?
Mickey: Not really.
Bill: Thank goodness it's an old trap. We can help you.

2 I'm hungry. Let's eat something.

But there isn't any food in our backpack.



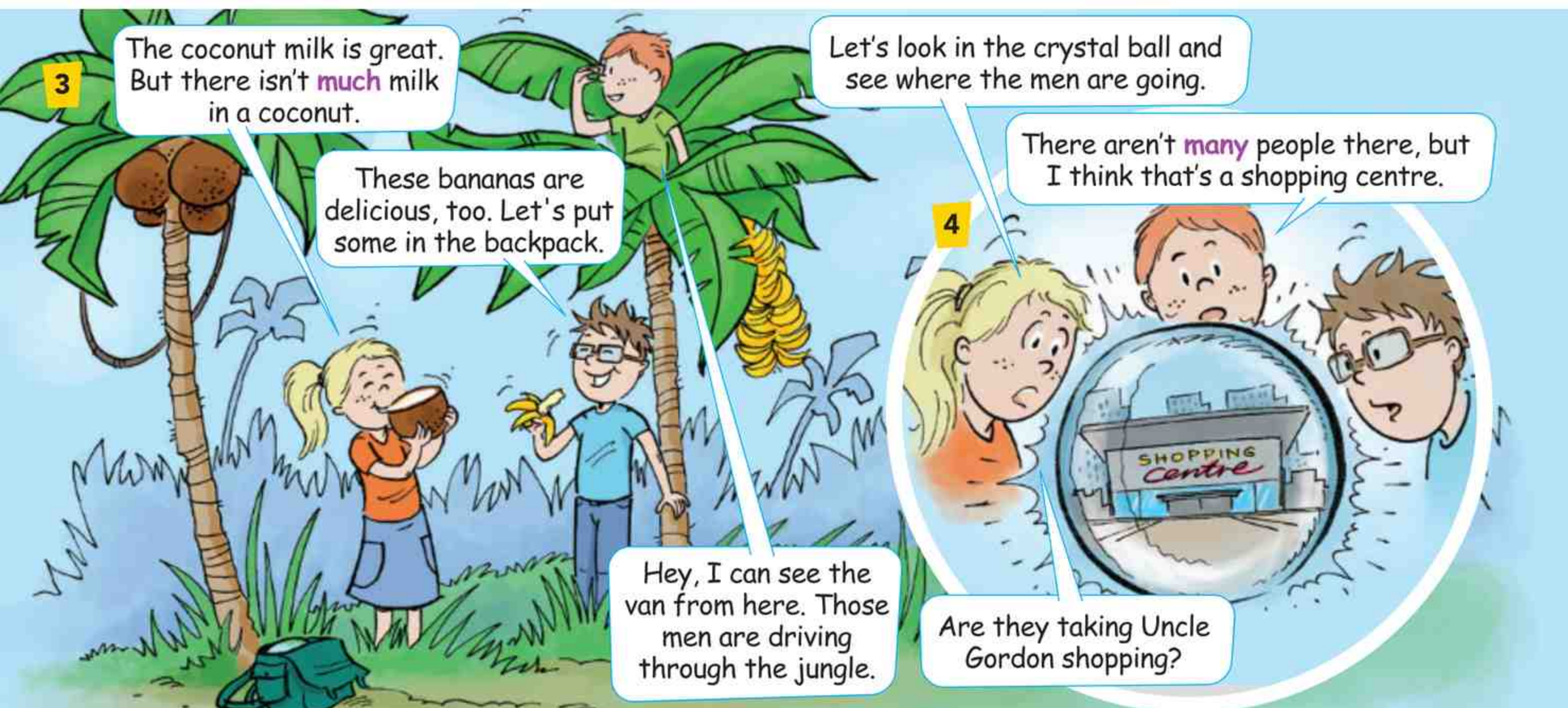
Mickey: OK, so let's eat some bananas. There are **a lot of** them here.
Susie: Can you reach a coconut, Mickey? I'm thirsty. We can drink some milk.

3 The coconut milk is great. But there isn't **much** milk in a coconut.

These bananas are delicious, too. Let's put some in the backpack.

Let's look in the crystal ball and see where the men are going.

There aren't **many** people there, but I think that's a shopping centre.



Hey, I can see the van from here. Those men are driving through the jungle.

Are they taking Uncle Gordon shopping?

2 Answer the questions.

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

3 Find all the things you can eat in the story.

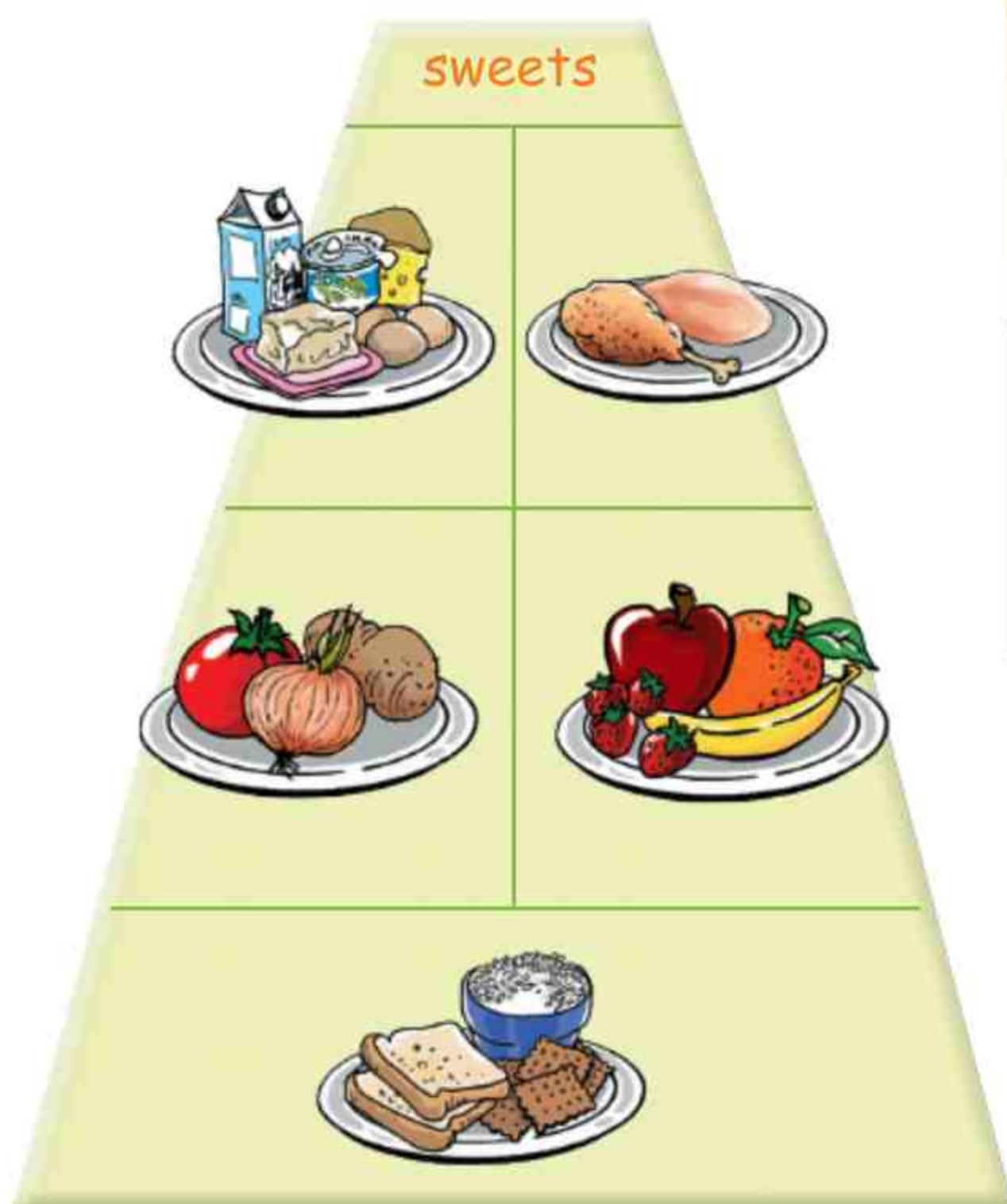
- 4**  Listen again and act out the story in groups of three.

Vocabulary

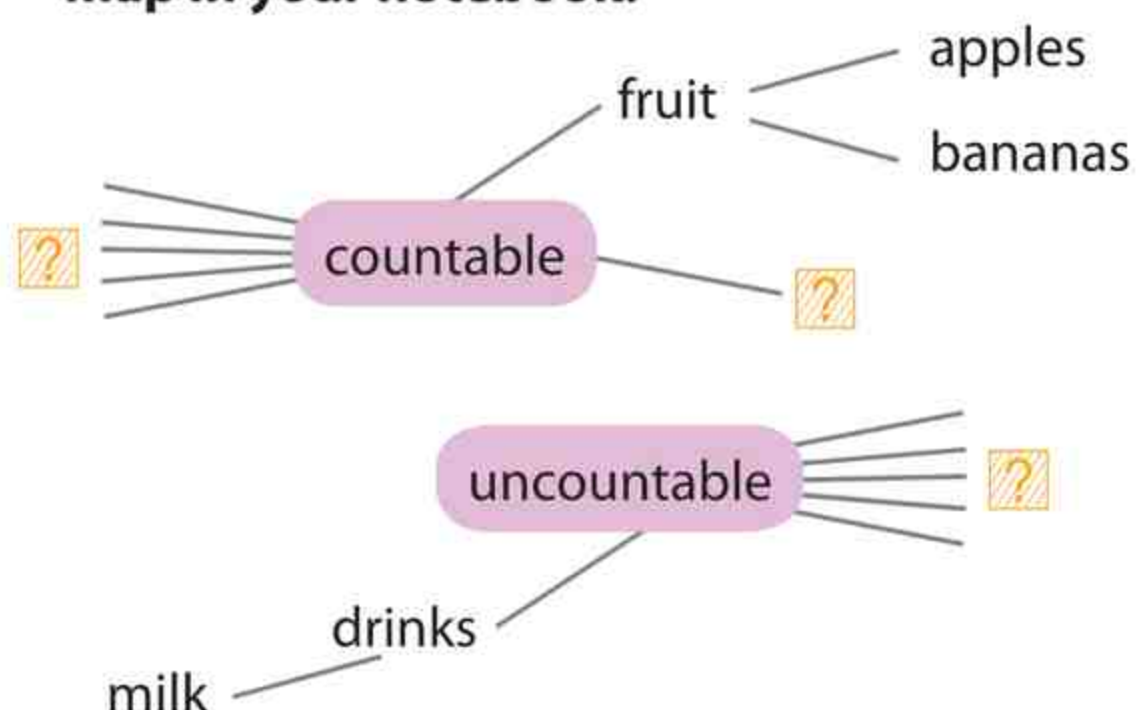
cabbage • cereal • cherry
cottage cheese • cream • lettuce
meat • pasta • pear • pepper
pineapple • plum • sausage
spinach • watermelon

5A  Listen and repeat.

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



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



Grammar

a lot of / many / much

COUNTABLE

There are **a lot of** traps in Danger Jungle.

Are there **many** coconut trees?

There aren't **many** people in the shop.

UNCOUNTABLE

There is **a lot of** juice in the fridge.

Is there **much** sugar in the cake?

There isn't **much** milk in a coconut.

Remember!

a lot of zazwyczaj używamy w zdaniach twierdzących

much i **many** w pytaniach i przeczeniach

7 Choose the correct option.

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

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

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

Speak

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

There is a lot of lettuce in my fridge.

Read and listen

- 1  **Read and listen. Are your taste buds in your brain?**

1 

Why does food taste nice or horrible? Why do chocolates taste sweet and crisps salty? It is because you have taste buds on your tongue.

2 

Stick out your tongue and look in a mirror. Can you see bumps all over your tongue? There are lots of taste buds in these bumps. These taste buds send messages to your brain. The messages tell your brain if something is sweet, salty, sour or bitter.

3 

Taste buds get help from your nose. The smell of your food goes up your nose. Your nose sends messages to your brain too. Your brain uses information from your taste buds and your nose to get the real taste of your food.

So, the next time you eat something, hold your nose. What happens to the taste?



Guess What?

Butterflies have taste buds on their legs!

Comprehension

- 2 **Match the titles to the paragraphs in the text. There is one extra title.**

- a How taste buds work
- b Horrible tastes
- c A taste bud helper
- d Why we can taste things

Vocabulary

- 3 **Complete the sentences in your notebook.**

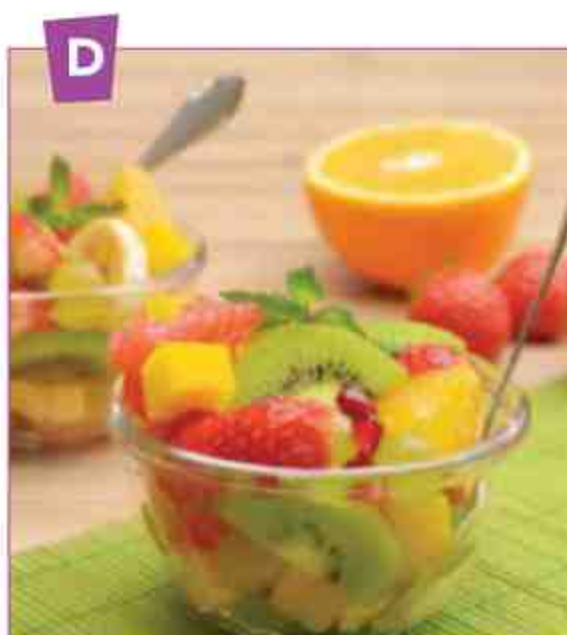
- 1 Taste buds are on our t .
- 2 There are taste b  all over our tongue.
- 3 Taste buds send messages to our b .
- 4 The smell of food goes up our n .

Vocabulary

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

4  Listen and repeat.

5  Listen and point to the photos. Match the photos with what you hear in the recording. There is one extra photo.



Speak

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

Is it sweet?

What colour is it?

Is it hot?

Grammar

Would like (to)

I  would  like to eat some delicious cake.

 Would you  like a cold drink?

Yes, please. / No, thank you.

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

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

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

would do spicier sweet
like drink go

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

Julia: Oh, that's a good idea!

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

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

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

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

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

Listen and speak

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

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

Jim: I like swimming but now I'd like to ride a motorbike.

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

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

Eating in and out

A

- a David:** OK, we can go some other time.
b Steve: Yes, later we're going shopping, as in the evening our friends are visiting us.
c David: Are you doing anything else?
d Steve: Sorry, I can't. I usually have a lot of free time but I'm spending next weekend with my parents and sister. We're going to the new café.
e David: Can we go to the cinema on Saturday?



C

- a Kate:** I'd like one mango and one strawberry, please. How much are they?
b Ellie: Sure. No problem.
c Kate: Yes, but can you lend me some money?
d Man: Thank you.
e Ellie: Here you are.
f Man: They're £1 each, so that's £2.
g Ellie: I'm going for some ice cream. Would you like to go with me?
h Kate: Which flavour ice cream would you like?
i Ellie: Can I have mango?

B

- a Kim:** Yummy. Is it spicy?
b Woman: No, it isn't. But it is delicious. Would you like some?
c Kim: Hi. What's for lunch today?
d Woman: Here you are.
e Kim: Thank you.
f Woman: Pasta with tomato sauce.
g Kim: Yes, please. Just a little.



Listen and read

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

Skills Explorer



Dopasowywanie zdań do tekstów

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

2 Match the sentences to the dialogues.

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

Phrase Book



Eating in and out

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

3

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

Grammar

Present continuous for future arrangements

In the evening our friends **are visiting** us.
Are you doing anything else?
We're going to that new café.
I'm going for some ice cream.

Remember!

Czasu **present continuous** używamy:

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

Speak

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

What are you doing on Saturday morning?

I'm going shopping with my mum.

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

Play with Sounds

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

I'm eating salad in the park.

I'm meeting Sally Wood in the park.

I'm living here now.

I'm leaving here now.

We're working tomorrow.

We're walking tomorrow.

What are you doing today?

What do you do on Mondays?

Writing Time



- 6 **Read the email. Choose the correct option.**

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

Dear Mark,

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

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

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

Have a great party!

All the best,

Toby

Forms Explorer



Styl formalny a styl nieformalny

- Są różnice między pisanem do kogoś bliskiego lub do kolegi/koleżanki a pisanem do osoby na wyższym stanowisku lub nieznajomej.
- Pisząc do osoby, którą znamy, użyjemy typowych powitań i pożegnań nieformalnych.
- Pisząc do osoby, której nie znamy na stopie koleżeńskiej, np. do nauczyciela, musimy powitać i pożegnać tę osobę formalnie.

- 7 **Write an email to your friend about something new or exciting you plan to do at the weekend.**

Useful expressions

I'm excited because ...

I like / I love ...

I'm going ...

I'd like to (try) ...

Key words

Żywność

awful – okropny, wstrętny
 bitter – gorzki
 cabbage – kapusta
 cereal – płatki śniadaniowe
 cherry – wiśnia
 cottage cheese – twaróg, ser biały
 cream – śmietanka
 crunchy – chrupiący
 delicious – pyszny
 disgusting – wstrętny, obrzydliwy
 fresh – świeży
 healthy – zdrowy
 hot – gorący; ostry (w smaku)
 juicy – soczysty
 lettuce – sałata
 meat – mięso
 natural – naturalny
 papaya – papaja
 pasta – makaron
 pear – gruszka
 pepper – pieprz; papryka
 pineapple – ananas
 plum – śliwka
 salty – słony
 sausage – kielbasa, kielbaska

sour – kwaśny
 spicy – pikantny
 spinach – szpinak
 spring onion – dymka
 sweet – słodki
 tasty – smaczny
 watermelon – arbuz

Other words

brain – mózg
 bump – guz, guzek
 café – kawiarnia
 chew – żuć, przeżuwać
 cinema – kino
 coconut – orzech kokosowy
 crisps – chipsy
 flavour – smak
 go shopping – iść na zakupy
 happen – wydarzyć się, dziać się
 hold your nose – zatkać nos
 lend – pożyczyć (komuś)
 message – wiadomość, informacja
 money – pieniądze
 sauce – sos
 send – wysyłać
 size – wielkość, rozmiar
 shape – kształt
 smell – zapach; pachnieć; wąchać
 taste – smak; smakować; próbować
 taste buds – kubki smakowe
 tongue – język
 trap – pułapka
 work – tu: działać



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

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

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

Spicy, salty ...



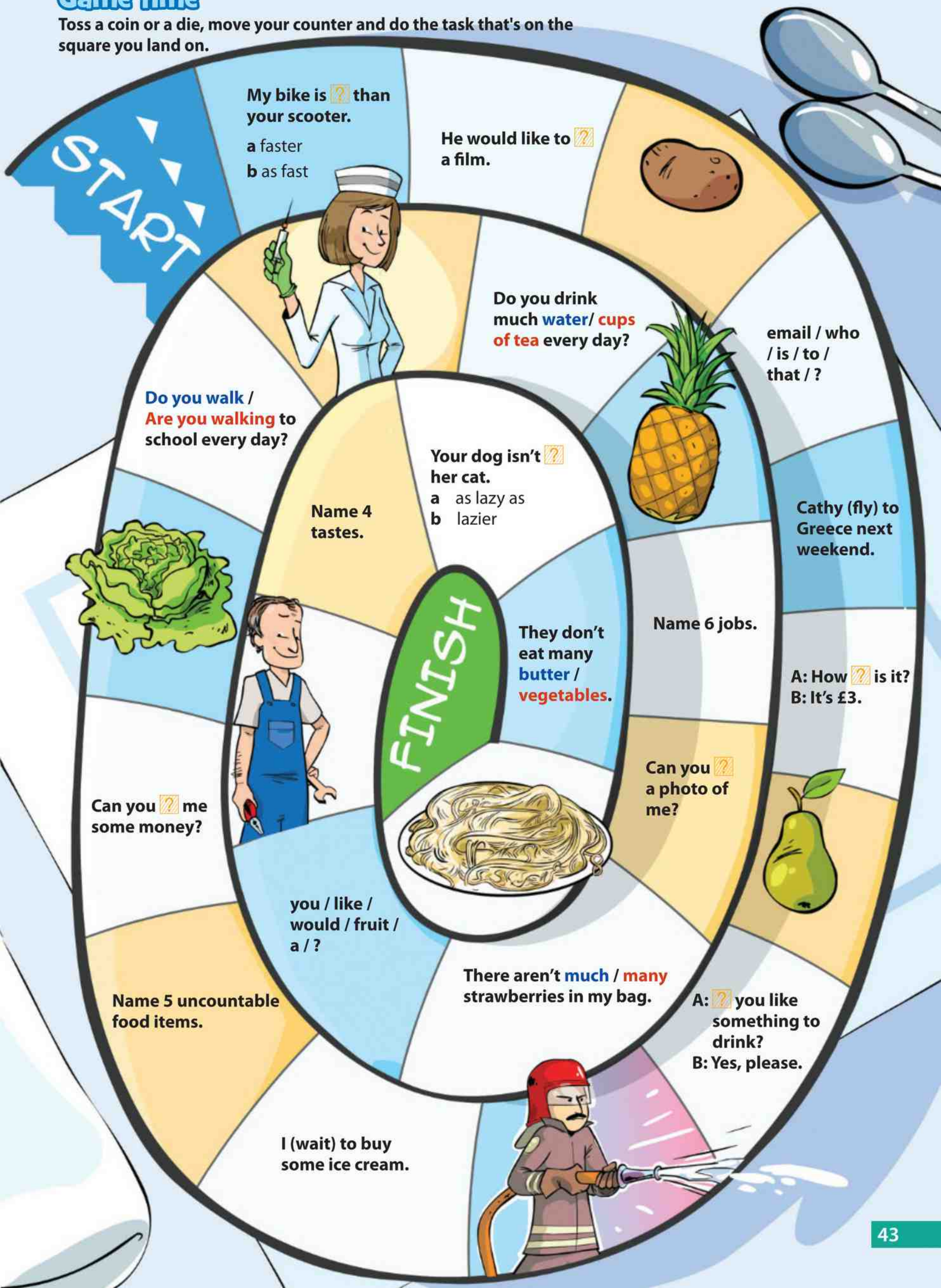
Fresh pea, fresh pea,
 Hot black tea, hot black tea,
 Delicious ham, delicious ham,
 Apple jam, apple jam.

Spicy, salty ...



Game time

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



START

My bike is than your scooter.

- a faster
- b as fast

He would like to a film.

Do you drink much **water** / **cups of tea** every day?

email / who / is / to / that / ?

Do you walk / **Are you walking** to school every day?

Your dog isn't her cat.

- a as lazy as
- b lazier

Name 4 tastes.

Name 6 jobs.

They don't eat many **butter** / **vegetables**.

Cathy (fly) to Greece next weekend.

A: How is it?
B: It's £3.

Can you me some money?

Can you a photo of me?

you / like / would / fruit / a / ?

Name 5 uncountable food items.

There aren't **much** / **many** strawberries in my bag.

A: you like something to drink?
B: Yes, please.

I (wait) to buy some ice cream.

FINISH



Explorers' CLUB

Slow pandas and fast hummingbirds



Pandas are bears and they live in the **bamboo forests** in China. Bears usually eat **plants**, meat and fish, but pandas only eat bamboo. They often eat ten kilos of bamboo a day! They have **round** faces because **chewing** bamboo gives them big **cheek muscles**. Bamboo does not give pandas a lot of energy and pandas are big animals, so they are very **sleepy** and **rest** a lot. They do not have the energy to play with other pandas, so they spend a lot of time **alone**.

Hummingbirds live mainly in North and South America. They are **tiny** birds. They have long **beaks** to drink nectar from flowers. They can't stand on the flowers, so they fly very fast and drink at the same time. Their wings **flap** so fast that you can't see them. They can move their wings about 80 times a second! We call them hummingbirds because their wings make a **humming sound**.

These tiny birds need a lot of energy to fly all the time, so they only drink from flowers that have got a lot of sugar in their nectar.

Glossary

- bamboo** – bambus
- forest** – las
- plant** – roślina
- round** – okrągły
- chew** – żuć
- cheek muscles** – mięśnie policzka
- sleepy** – senny
- rest** – odpoczywać
- alone** – sam, w samotności
- hummingbird** – koliber
- tiny** – mały
- beak** – dziób
- flap** – trzepotać
- humming sound** – brzęczący/ bzyczący dźwięk

English and science

Project Food tasting

Do you like trying new food?
Organise a class food tasting.



Materials

- cutting boards
- knives
- paper plates
- napkins
- different food items



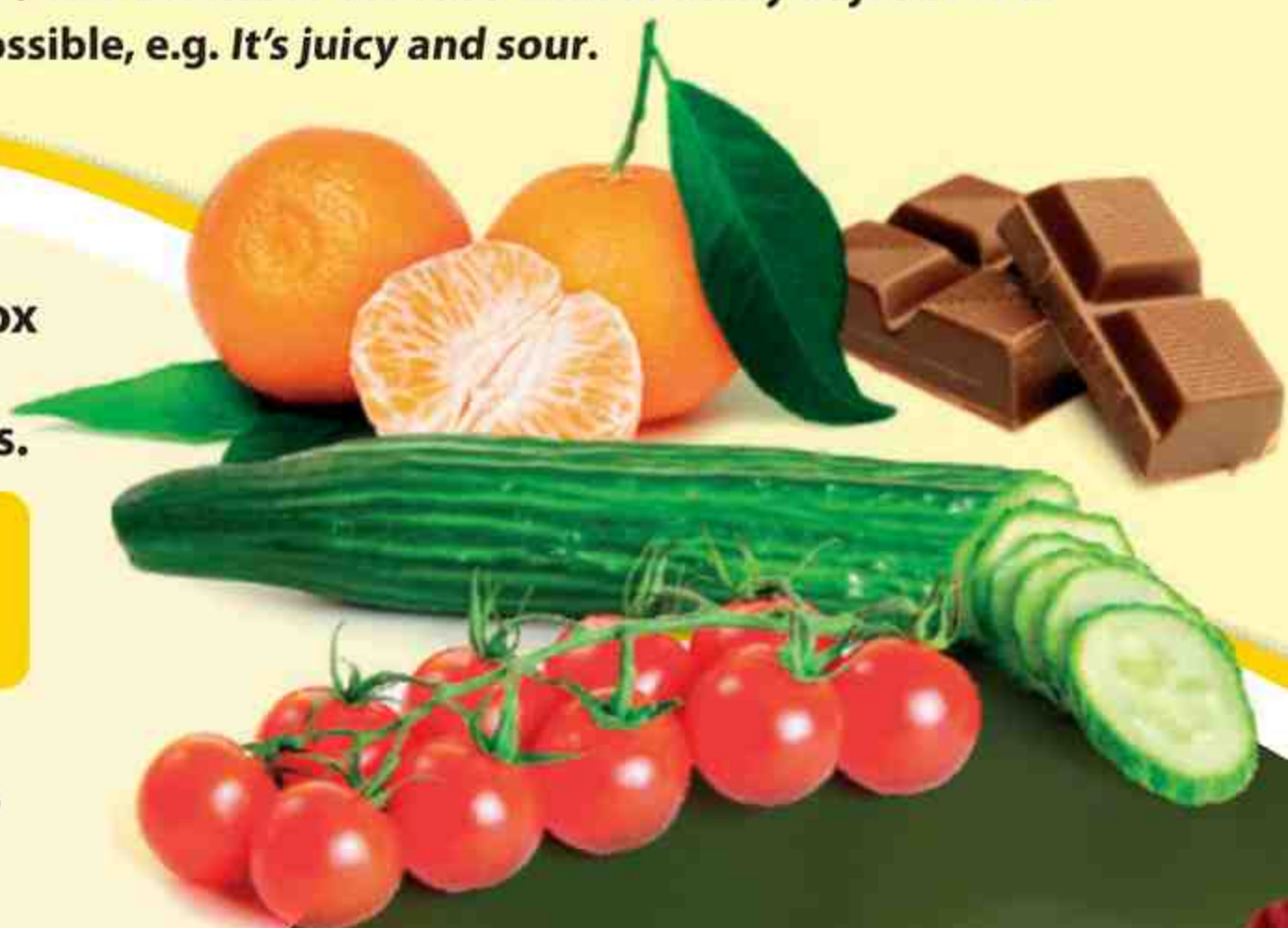
- 1 Wash your hands!
- 2 Wash and peel the fruit and vegetables.
- 3 Prepare small pieces of different food items and put them on the plates.
- 4 One person is blindfolded and chooses a plate.
- 5 He / She tastes the food and tries to guess what it is.
- 6 He / She describes the food with as many adjectives as possible, e.g. *It's juicy and sour.*

- 1  Read the words in the box and say if they describe pandas or hummingbirds.

round bamboo wings tiny China
nectar flowers beaks chewing flap
sleepy rest fly cheek

- 2 Complete the sentences with some of the words in the box in exercise 1.

- 1 Panda bears live in the forests in Asia.
- 2 Are hummingbirds big? No, they're actually .
- 3 How do hummingbirds drink the nectar from ? Their long help them.
- 4 Cameras can't catch the movement of a hummingbird's wings. They too fast!
- 5 What shape is a panda's head? It's .
- 6 What do hummingbirds eat? I only know that they drink the from flowers.
- 7 Pandas aren't very active. They are often and often need to .
- 8 Hummingbirds get their name from the sound their make.
- 9 Tiny hummingbirds are the opposite of lazy pandas. They need a lot of energy to all the time.



4

Let's go shopping!

Vocabulary I can name different kinds of shops and clothes.

Grammar I can use superlatives (adjectives).

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

Reading I can understand a description of people's clothes • follow a conversation that takes place in a shop.

Speaking I can do the shopping • use shopping expressions • describe clothes • ask about prices, using *how much*.

Writing I can describe my clothes.

1 What colours can you see in the photo? Which country is it?

2 Which of these clothes can you see in the photo?

skirt gloves top T-shirt socks shirt
sweatshirt scarf jeans boots

3  Listen to these children. What are they wearing and why? What colour are their clothes?



These people are shopping in a clothes market in Jerusalem, Israel. It's a very colourful place. There are lots of goods in the small shops. Are there clothes markets like this in your country?

The Crystal Ball Mystery: At the shopping centre

4a

1 Listen and read. How do the children get to the hospital?

1

Look, the bad man is going into the biggest shop in the shopping centre.

It's a clothes shop.

Bill: What does he want to buy?
Susie: Maybe he wants to buy sunglasses or a big hat. He doesn't want anyone to see his face.

2

You're clever, Susie. He's wearing sunglasses, a hat and a scarf.

You can't see his face. He's dressed up.

Where is he going?

3

Let's look in the crystal ball!

Oh no! Uncle Gordon is in hospital. That's terrible.

Medicine, plasters and some bandages.

What is he buying at the chemist's?

Mickey: Is he paying in cash or by card?
Bill: In cash.
Mickey: That means we can't find out his name. Let's follow him.

4

Susie: It's not far from here. Let's run there as fast as possible.
Bill: We can take a taxi. It's the fastest way to get there.

2 Choose the best word.

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

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

Vocabulary

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

4 Which shops can you see in the story?

Vocabulary

Skills Explorer



Tworzenie mapy myśli

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

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

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



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



Speak

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

Can I help you?

Yes, I'd like this calendar, please.

Are you paying in cash or by card?

Thank you.

In cash.

Grammar

Comparisons (superlatives 1)

big – bigger – the biggest

fast – faster – the fastest

ugly – uglier – the ugliest

beautiful – more beautiful – the most beautiful

disgusting – more disgusting – the most disgusting

Remember!

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

- 8 Translate the parts in brackets into English.

- The book I'm reading at the moment is of all the books I have at home. (najbardziej interesująca)
- I'm not trying this dress on. It's one in the shop. (najbrzydsza)
- Which ice cream is , chocolate, strawberry or banana? (najśłodszy)
- This is cat on our street. (najgrubszy)
- I hate Mondays. Monday is day of the week. (najgorszym)
- I think Kraków is city in Poland. (najpiękniejszym)
- This delicious pizza is dish in the restaurant. (najlepszym)

Listen

- 9 Listen to Jim and write a superlative adjective for each sentence in your notebook.

- Scarborough isn't English town.
- It's got beach in the region.
- A lot of children say fish is dish in the world.



Read and listen

- 1  Read and listen. What does the school uniform look like in Kolkata?

Children in many countries wear uniforms at school. Different schools have different styles and colours for their uniforms. Some uniforms have a tie, some have a hat and others have a scarf. Some uniforms have a jacket and others have a sweater.

These children are from Kolkata in India. They are waiting for their school day to start. They are wearing a school uniform. The boys at their school can wear white shorts or trousers and white shirts. The girls wear long white skirts and white shirts. The shirts have got short sleeves because it is hot in Kolkata.

The children wear green and gold ties, short white socks and black shoes.

Some children like school uniform, as they think it is the most practical type of clothing. They even say their school has the nicest style. Other children hate wearing a uniform and say it is the most awful thing in the world.

Would you like to wear a school uniform?



Guess What?

In Japan the school uniform for girls is often a Scottish kilt!

Comprehension

- 2 Match the halves of the sentences and write them in your notebook.

- 1 These children from Kolkata
 - 2 The boys can wear
 - 3 The girls wear
 - 4 Some uniforms have
- a a jacket and others have a sweater.
 - b are wearing school uniforms.
 - c long white skirts.
 - d shorts or trousers.

Vocabulary

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

shirt skirt trousers tie sweater
jacket scarf shorts hat shoes

Vocabulary

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

4 Listen and repeat. Point to the correct picture.



5 Find the adjectives and make the correct superlative form. Put the words in order to make sentences and write them in your notebook.

- 1 nice / is / of all the tops / This top / in the shop.
- 2 I don't like this suit.
of all the suits. / horrible / It's
- 3 Dad, don't put on that tie.
bad / of / It's / all your ties.
- 4 is / good / I've got / The blue sweatshirt / in my wardrobe.
- 5 There aren't any longer trousers.
in our shop. / long / They're / we have

Grammar

Comparisons (superlatives 2)

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

Molly is **the nicest of** all my school friends.

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

6 Complete the sentences with the adjectives in brackets in the correct comparative or superlative form.

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

Speak

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

When is your birthday?

How tall are you?

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

Going shopping



- 1 Assistant:** Can I help you?
Cathy: Yes, I'm looking for a smart new dress.
Assistant: What size are you?
Cathy: I'm a size small.
Assistant: How about this dress? It's the nicest dress in our shop.
Cathy: It's lovely. Can I try it on?
Assistant: Yes, there is a changing room over there.
Cathy: I think it is bigger than a size small. Have you got an extra small?
Assistant: Here you are.
Cathy: That's better. It fits me fine.
Assistant: A very good choice, dear.

- 2 Harry:** Excuse me. I'd like to buy the newest computer game. Can you show me that one?
Cashier: Yes, of course. Here you are.
Harry: Thanks. How much is it?
Cashier: It's fifteen pounds. It's in the sale.
Harry: That's great news! Have you got any batteries for a mouse? And how much are they?
Cashier: We've got these. They're two pounds.
Harry: I'll take the game and the batteries.
Cashier: Are you paying in cash?
Harry: Yes, I am. Here's twenty pounds.
Cashier: Thank you. And here's your change.
Harry: Thanks.



Listen and read

- 1**  **Read and listen to the dialogues. Complete the gaps in the sentences below with information from the dialogues.**

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

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

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

Phrase Book

Shopping expressions

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

Grammar

How much – asking about the price

How much **is** this jacket? **It's** £5.

How much **are** these trousers? **They're** €30.

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



- 1 They're fifteen euros.
- 2 It's twenty pounds.
- 3 It's seven pounds.
- 4 They're twenty pounds.
- 5 It's fifteen euros.
- 6 They're seven pounds.
- 7 It's ten euros.
- 8 They're ten euros.

Speak

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

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

How much is the top?

It's 20 zlotys.

Play with Sounds



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

6 **Say these words. Is the s an s sound, a z sound or a sh sound? Listen and check.**
skirt cash pounds shop news
she sale clothes skateboard shirt

7 **Can you say this tongue twister?**
She sells seashells on the seashore.

Writing Time



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

My favourite clothes

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



Skills Explorer



Opis wyglądu

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

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

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

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

Forms Explorer



Porządkowanie wypowiedzi

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

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

Next, I will describe my dress.

Then, I will show you my shoes.

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

Key words

Zakupy

bandage – bandaż
 bookshop – księgarnia
 butcher's – sklep mięsny
 chemist's – apteka
 clothes shop – sklep odzieżowy
 florist's – kwiaciarnia
 magazine – czasopismo
 medicine – lekarstwo
 newsagent's – kiosk
 newspaper – gazeta
 plaster – plaster opatrunkowy
 shoe shop – sklep obuwniczy
 supermarket – supermarket

Ubiór

dress – sukienka
 hat – kapelusz, czapka
 jacket – krótka, lekka kurtka
 jeans – spodnie dżinsowe
 parka – ciepła kurtka z kapturem
 (rain)coat – płaszcz (przeciwdeszczowy)
 scarf – szalik, szal, chusta

shirt – koszula
 shoes – buty
 skirt – spódnica
 suit – garnitur
 sweater – sweter
 sweatshirt – bluza sportowa
 tie – krawat
 top – bluzka
 trousers – spodnie

Other words

card – karta; pay by card – płacić kartą
 cash – gotówka; pay in cash – płacić gotówką
 change – reszta
 changing room – przymierzalnia
 choice – wybór
 different – inny
 dressed up – przebrany
 find out – dowiedzieć się, odkryć
 fit – pasować na (kogoś)
 follow – iść, jechać za (kimś/czymś)
 lovely – śliczny
 market – targ, bazar
 nice – ładny
 pay – płacić
 sale – wyprzedaż; in the sale – na wyprzedaży
 shop – sklep
 shopping centre – centrum handlowe
 size – rozmiar; size (extra) small / medium /
 (extra) large – (bardzo) mały,
 średni, (bardzo) duży rozmiar
 sleeve – rękaw
 smart – elegancki
 sunglasses – okulary przeciwsłoneczne
 try on – przymierzać
 wait – czekać



 58, 59 **Read the lyrics and complete the gaps 1-4 with the words in the box. Write your answers in your notebook. There are two extra words that you don't need to use. Next, listen to the song and check your answers.**

make boat take shoe goat jeans

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

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

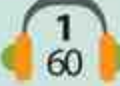
(3) ? for teens!
 A coat for a (4) ?!
 A scarf for a giraffe!
 And what do I take?
 Can you guess?
 I take a red dress!



Can you do it?

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

Rozumienie ze słuchu

- 1  Usłyszysz dwukrotnie trzy dialogi (1–3). Do każdego z nich dopasuj zdjęcie (A–D). Jedno zdjęcie zostało podane dodatkowo.



1 ☐ 2 ☐ 3 ☐

Rozumiem opisy potraw.

Znajomość funkcji językowych

- 2 Do każdej z opisanych sytuacji (1–5) wybierz właściwą reakcję (a–h). Trzy zdania nie pasują do żadnej sytuacji.

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

Potrafię zareagować w sytuacjach związanych z zakupami i planami.

Znajomość środków językowych

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



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

Potrafię stosować wyrażenia związane z zakupami.

Rozumienie tekstów pisanych

- 4 Przeczytaj dialogi (a–d). Na podstawie informacji w nich zawartych zdecyduj, w jakich sklepach się odbywają (1–3). Jeden dialog nie pasuje do żadnego sklepu.

- 1 Butcher's 2 Shoe shop 3 Clothes shop
- a Customer:** I like it. Can I try it on?
Shop assistant: Yes, of course. The changing room is over there.
- b Shop assistant:** Can I help you?
Customer: Yes, I'd like a pound of this meat, please.
- c Customer:** These ones are very nice. Have you got them in a bigger size?
Shop assistant: Yes, we have. What size do you take?
- d Shop assistant:** Apples, tomatoes, cheese and eggs. That's £5.50.

Znam nazwy sklepów i sytuacje z nimi związane.



Explorers' CLUB

Weaving



This little girl is from Bangladesh. She is helping her family make **cloth**. She is **weaving**.

Weaving is one of the oldest ways of making cloth in the world. When you weave you need **thread**. You also need a **loom**. You **tie strings** to the loom. Then you weave the thread in and out of the strings. After many **rows** you have a piece of cloth.

Weavers use different colours to make very colourful cloth. Weaving is beautiful but it is also clever. Why? Well, when you weave the cloth, you make it stronger than other cloths.

Weavers can make many things. They can make clothes, **blankets** and **rugs**. These beautiful rugs are from Ecuador. In Ecuador people weave with the most amazing colours. They weave rugs, hats and **cap**es.

Glossary

cloth – materiał, tkanina

weave – tkąć

thread – nitka, watek

loom – krosno

tie – wiązać, przywiązywać

string – sznurek, osnowa

row – rząd

blanket – koc

rug – dywanik, chodnik

cape – tu: peleryna

English and art

Project Fashion show

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



Materials

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



- 1 Design an outfit, using any clothes and accesories that you have. A classmate can be your model.
- 2 Draw your design.
- 3 Label the clothes and accesories you design.
- 4 You may choose to collect all the designs and vote in class for the nicest one.
- 5 You can organise a fashion show in class and take photos of the models.
- 6 Use the photos to make a *Book of Uniforms*.



Listen and read. Put the information in the order in which it appears in the text.

- a Weaving is a way to make a very strong cloth.
- b When you weave, you need a special frame called a loom.
- c Weaving is a very old technique for making cloth.
- d You tie some strings to the frame.
- e Weavers in Ecuador can weave colourful capes, rugs and hats.
- f Then you pass the thread over and under the strings.



5

Keeping healthy

Vocabulary I can name illnesses, injuries and body parts • describe symptoms.

Grammar I can use the verb *to be* in the past simple • use *there was / were*.

Listening I can understand a story and a description of an accident
• follow conversations at the doctor's.

Reading I can understand a description of an accident
• a dialogue at a doctor's surgery.

Speaking I can talk about things in the past • use time expressions
• hold a conversation at the doctor's.

Writing I can write an email giving information about my illness.

1A Match the verbs with the nouns and write the expressions in your notebook.

do eat eat drink drink play

sports tennis fish milk
orange juice fruit and vegetables

1B  Listen to Martin. Tick (✓) in your notebook what he does to keep healthy.

2 How often do you do the things in Exercise 1A?

3 Make a list of things people do to keep healthy in your notebook. Use a dictionary to help you. Tell your partner what you do.

A photograph of a person's feet submerged in a tank of water, surrounded by numerous small, silver fish. The fish are actively swimming around and nibbling at the skin on the feet. The water is clear, and the background is dark, making the fish and the feet stand out. The lighting is somewhat dim, with a greenish tint from the tank's environment.

These little fish are at a fish spa. They are eating the dead skin on this person's feet. This is very good for the feet and makes them soft and healthy. Do you think the fish tickle?

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



Gordon: What are you doing here? It's very dangerous. Two bad men want the crystal ball from the museum. But I was clever and it wasn't there. They're very angry now.

Susie: We know, Uncle Gordon. We were at the museum and then we were in the jungle.

Bill: Then we were at the shopping centre.

Mickey: We've got the crystal ball. It's magic. It shows us where you are.

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



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

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

Susie: I'm calling the police. I've got the van's number. Then let's look at the crystal ball.

Mickey: You always have good ideas, Susie.



2 Answer the questions.

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

3 In groups of five, act out the cartoon story.

4 What's the matter with Mickey?

He has got

- a headache.
- earache.
- toothache.

Vocabulary

What's the matter?

Symptoms

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

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

Illnesses

I think you've got ...

a cold • the flu • food poisoning
an ear infection

Remedies

You need ...

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

5 Listen and repeat.

6 Listen and point to the correct pictures.

1 Who is Mrs Myers calling?



2 What have the twins got?



3 Where is Grandad?



4 What has Mrs Myers got?



Speak

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

What's the matter?

You've got a cough.

You need some cough syrup.

Grammar

Past simple of to be

Today

Uncle Gordon **is** in hospital but he **isn't** ill.

The children **are** with Uncle Gordon. They **aren't** with Aunt Kay.

Yesterday

Uncle Gordon **was** with the bad men. He **wasn't** at the museum.

The children **were** at the shopping centre. They **weren't** at home.

He at the cinema. he at school?

They at the match.

I / he / she / it **was**
I / he / she / it **wasn't**

Was I / he / she / it ?

Were you / we / they ?

you / we / they **were**
you / we / they **weren't**

Yes, I / he / she / it **was**.
No, I / he / she / it **wasn't**.

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

8 Complete the sentences with **was** or **were**.

- They worried before the test.
- The sandwich delicious.
- We late for school yesterday.
- You in the hospital.
- I tired after the match.
- She happy to meet her friends.

9 In your notebook make the following sentences negative.

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

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

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

Read and listen

1 Read and listen. Where were the children during the earthquake?

In March 2011 there was a very big earthquake in Japan. Many people were killed and many people were injured. There wasn't much drinking water or food and there was no electricity. People were in their houses and in the streets, waiting for help. It was very cold and snowy. It was very dangerous.

Kevin was an English teacher in Fujisawa. When the earthquake started he was at school with his students. They were in the classroom. There were desks there and this was the best place to hide. They were under the desks for some time.

After the earthquake there were a lot of students with bruises on their heads, grazed elbows and knees and cut fingers. There were also a few children with broken arms. There weren't any children with broken legs, but there was a student with a twisted ankle.



Guess What?

Scientists measure an earthquake's force on the Richter scale. There are 10 points on this scale and the earthquake in Japan was as high as 8.9.

Comprehension

2 Choose the correct option.

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

Vocabulary

3 Name the pictures with the words in the boxes.

broken bruised cut grazed twisted

ankle arm elbow finger knee



Vocabulary

Accidents and injuries

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

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



Listen

Skills Explorer

Dobieranie

- Słuchając tekstu, do którego masz dopasować obrazek, tytuł lub odpowiedzieć na pytanie, nie spiesz się z wykonaniem tego zadania. Przeczytaj polecenie i treść zadania.
- Wysłuchaj nagrania do końca.
- Zazwyczaj usłyszysz tekst dwa razy, więc nie spiesz się, aby zakończyć zadanie po pierwszym wysłuchaniu jego treści.

- 5 Listen to these children and match the names with the injuries.

John	a broken arm
Tanya	b twisted ankle
Mary	c graze
	d bruise(s)

Grammar

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

There **was** an earthquake in Japan.

There **wasn't** much drinking water.

There **were** some desks in the classroom.

There **weren't** any children with broken legs.

- 6 Complete the sentences with *There was / wasn't* or *There were / weren't*.

- many children on the beach yesterday. (X)
- much snow on the mountain last winter. (X)
- any pears on the tree two years ago. (X)
- a lot of people on the plane yesterday morning. (✓)
- a boat on the sea three days ago. (✓)
- two swimming pools at the hotel. (✓)

Grammar

Time expressions for the past simple

yesterday

last night / week / month / year

three hours / days / weeks / months / years ago

Speak

- 7 Ask your friend where he / she was:

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

Where were you yesterday after school?

I was in the park.

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

At the doctor's



- 1** **Dr Foster:** Hello, young man. What's the matter?
James: Hello, Dr Foster. I've got back pain. I also get lots of headaches.
Dr Foster: Do you look at your computer screen for a long time?
James: Yes, I do. I do my homework on my computer and I like playing computer games too.
Dr Foster: Well, you mustn't spend too many hours on the computer. It's bad for your eyes and gives you headaches. When you sit down for a long time it can make your back hurt too. You must do some exercise and open a window in your bedroom.
James: Is it serious?
Dr Foster: No, don't worry.

- 2** **Jane:** Hey Steve, are you OK? What's the matter?
Steve: I've got a terrible toothache.
Jane: Let me see. Open your mouth. Oh, dear. You must go to the dentist.
Steve: Yes, I know. I'm going this afternoon.
Jane: Good. Take a painkiller. Here you are.
Steve: Thanks.
Jane: And you mustn't drink or eat anything too hot or too cold. The pain can get worse.

- 3** **Lizzie:** What's the matter, Grandma? Are you OK?
Grandma: I have got a sore throat and a bad cough.
Lizzie: Oh, dear. Have you got a temperature?
Grandma: Yes, I think I have. I have also got a runny nose.
Lizzie: Let me see. Your head is really hot. Oh, Grandma, you mustn't go outside. You must stay in bed. I'm calling the doctor. He must give you a prescription for some medicine.

Listen and read

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

I need a dentist.

Don't go out!

Don't eat fast food.

Please, go outside more or get more exercise.

You have to drink some coffee.

- 2** **Repeat the dialogue in the Phrase Book.**

Phrase Book



At the doctor's

- Doctor:** What's the matter?
Patient: I've got a bad cough. My throat is really sore too.
Doctor: Let me see. Open your mouth. OK. That's fine.
Patient: Is it serious?
Doctor: No. Don't worry. You must take some cough medicine. Here is a prescription.

Speak

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

Grammar

must / mustn't

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

You **must** drink your milk.

You **mustn't** eat lots of sweets.

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

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

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

Speak

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

I get lots of headaches.

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

Play with Sounds

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

k sound

headache

stomach ache

f sound

cough

laugh

sh sound

infection

prescription

Writing Time



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

Dear Peter,
I'm sorry you are feeling silly. What's a matter? Have you got a temperature? Have you got a sore throat?
I'm also feeling ill. I've got earache and a headache. The doctor says I've got the flute. I mustn't stay in bed and I mustn't go to school.
Get well later,
Wendy

Forms Explorer

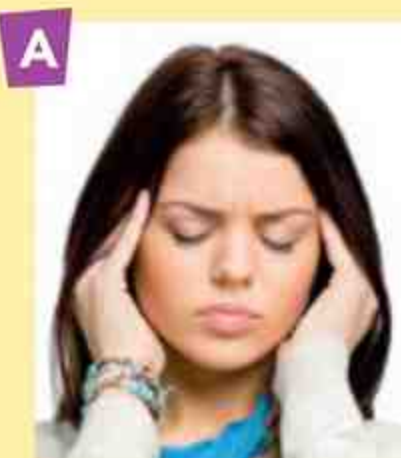


Zwracanie się do adresata

- Pisząc e-mail, dobrze jest odnieść się do osoby, do której piszemy, i wtrącić czasem kilka pytań do niej. Da to czytającemu poczucie, że kierujemy do niego zaproszenie do rozmowy i że obchodzi nas, co się u niego dzieje.
- Przydatne zwroty to:
How about you?
How are you?
What do you think?
What's new at school?

9 Choose one of the pictures. It illustrates the health problem you are going to write about. Write an email to a friend and tell him / her about how you feel. Use the questions to help you.

- What is the matter with you?
- What are your symptoms?
- What is the doctor's advice (what you must and mustn't do)?



Key words

Dolegliwości, urazy i lekarstwa

ankle – kostka (u nogi)
 broken – złamany
 bruise – siniak; bruised – posiniaczony
 burn – oparzenie; burned / burnt – poparzony
 cold – przeziębienie
 cough – kaszel
 cut – skaleczenie; skaleczony
 drops – krople
 earache – ból ucha
 ear infection – zapalenie ucha
 elbow – łokieć
 flu – grypa
 food poisoning – zatrucie pokarmowe
 graze – obtarcie; grazed – obtarty
 headache – ból głowy
 knee – kolano
 mint tea – herbatka miętowa
 painkiller – środek przeciwbólowy
 pills – tabletki
 runny nose – katar
 sleep – sen; spać
 sore throat – obolałe gardło
 stomach ache – ból brzucha
 syrup – syrop

temperature – temperatura, gorączka

toothache – ból zęba

twisted – skręcony

vitamins – witaminy

Czas przeszły

ago – a week / year ago – tydzień/rok temu

last – zeszły, ubiegły; last week – w zeszłym tygodniu

yesterday – wczoraj

Other words

back – plecy

during – podczas, w trakcie (czegoś)

earthquake – trzęsienie ziemi

electricity – prąd, energia elektryczna

exercise – ćwiczenie, ruch; do exercise – ćwiczyć, zażywać ruchu

hurt – boleć

ill – chory

injured – ranny; be injured – zostać rannym

killed – zabity

lie – kłamstwo; kłamać

medicine – lekarstwo

pain – ból

prescription – recepta

rafting – rafting, spływ rzeką

screen – ekran

serious – poważny

skin – skóra

spa – uzdrowisko, centrum odnowy biologicznej

tickle – łaskotać

vet – weterynarz

waterfall – wodospad



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

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

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

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



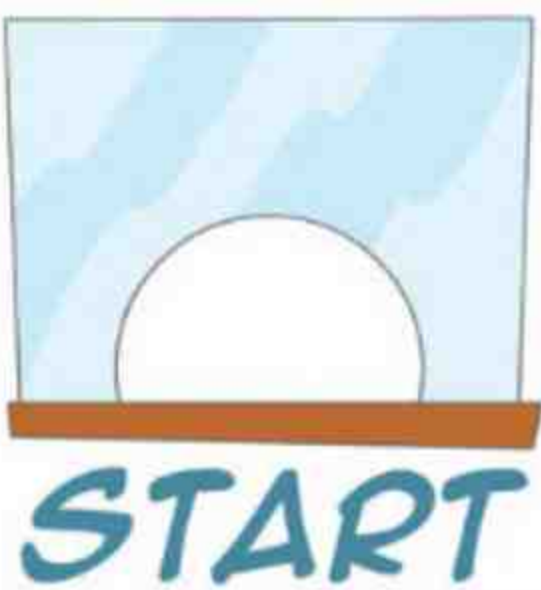
The doctor says I've got the flu
 And this is what I mustn't do:
 I mustn't eat ice cream,
 I mustn't go to school,
 I mustn't meet my friends
 or swim in the pool.

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



Game time

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



The hotel **wasn't** / **weren't** nice.



D: What's the **?**?

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

I **was** / **were** in London last week.



Tim has got a **?** on his knee.



He is (good) student in our class.



I like this hat. Can I try it **?**?

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

This is (ugly) dress in the shop.

There **were** / **was** snakes in the desert.



You are ill. You **?** stay in bed.



I don't f**?** well.



you / last / where / were / night / ?



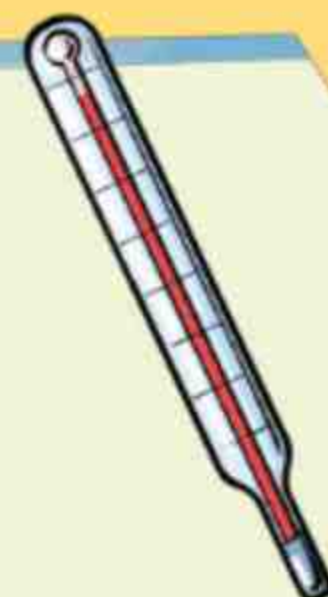
You **?** visit your dentist regularly.

DOCTOR

They (not be) at school yesterday.



This book is (interesting) than that one.





Explorers' CLUB

Martial arts



Martial arts come from Asia. In China many people like martial arts. Many adults do a martial art called t'ai chi. They do t'ai chi in the park, the street or the **town square**. T'ai chi **movements** are slow so you need to **keep** your **balance**. T'ai chi helps you think and relax, so it is good for your **brain** and your body.

Many children in different countries go to martial art classes. They do karate, judo and tae kwon do. The children in the photo are doing judo. The movements are fast in judo, but you still need to think and keep your balance. These children **keep fit**, strong and healthy. When they get better, they get a new **belt**. The best belt is the black belt.

Glossary

- martial arts** – sztuki walki
- town square** – plac miejski
- movement** – ruch
- keep (your) balance** – utrzymywać równowagę
- brain** – mózg
- keep fit** – dbać o kondycję
- belt** – pas

English and PE

Project

A health lapbook

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

Design a lapbook with some information about health.

Make sure your lapbook is full of surprises!

Materials

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



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

²/₁₃ Listen and read. Complete the summary in your notebook with the words in the box.

popular people fit judo parks keep

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

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

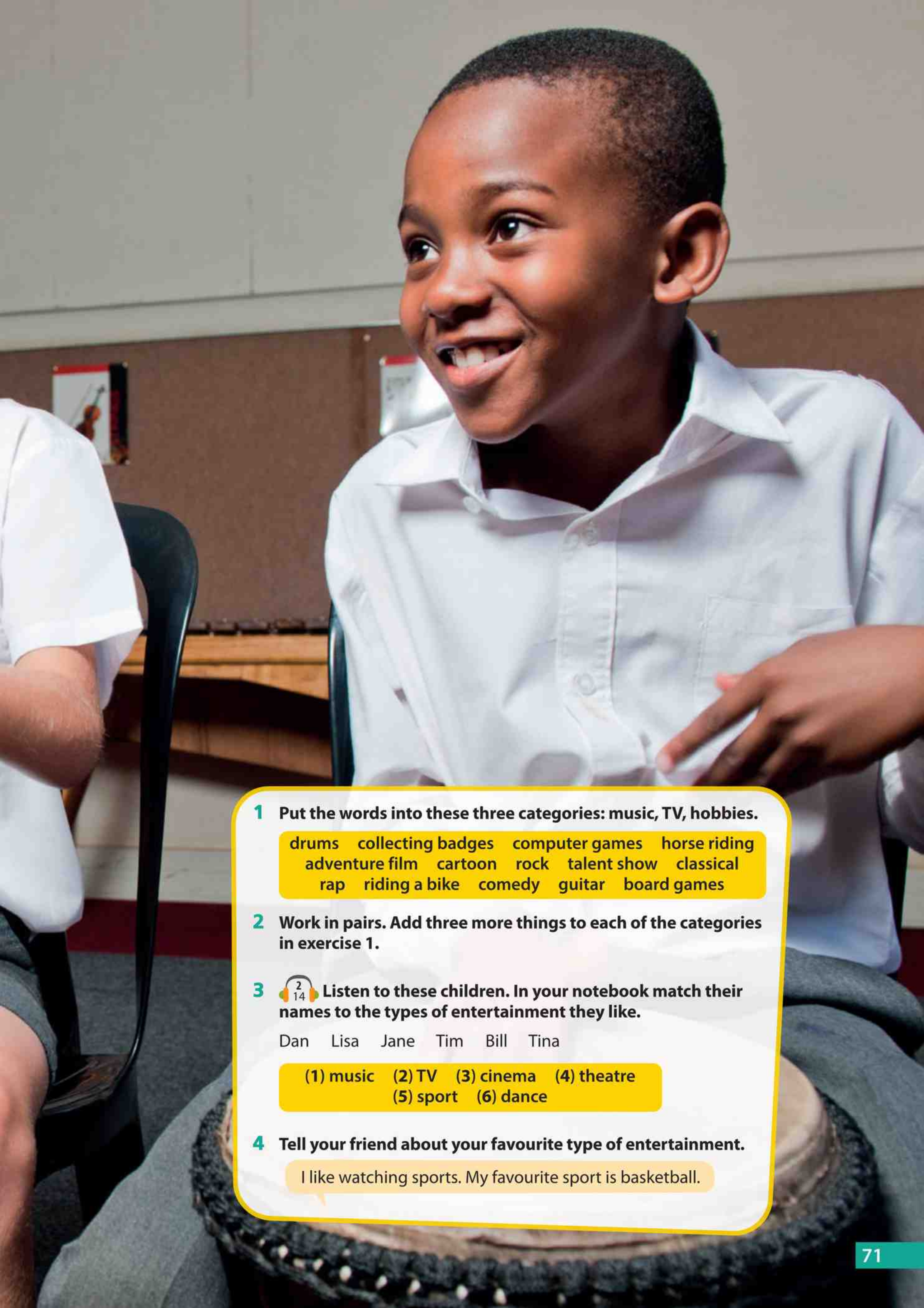


6

That's entertainment

- Vocabulary** I can name hobbies, interests and activities • use TV related expressions.
- Grammar** I can talk about events in the past • use past simple regular verbs.
- Listening** I can understand a story, a text about events in the past and a conversation about interests.
- Speaking** I can talk about events from the past • make suggestions and give opinions.
- Reading** I can understand a text about a famous person • read a conversation about interests.
- Writing** I can write a review of a film.

These boys are playing African drums. This is their music lesson and they are learning to beat the drums in rhythm. The drums are made of wood and animal skin. People in Africa first played drums a long time ago.



- 1** Put the words into these three categories: music, TV, hobbies.

drums collecting badges computer games horse riding
adventure film cartoon rock talent show classical
rap riding a bike comedy guitar board games

- 2** Work in pairs. Add three more things to each of the categories in exercise 1.

- 3**  ²/₁₄ Listen to these children. In your notebook match their names to the types of entertainment they like.

Dan Lisa Jane Tim Bill Tina

(1) music (2) TV (3) cinema (4) theatre
(5) sport (6) dance

- 4** Tell your friend about your favourite type of entertainment.

I like watching sports. My favourite sport is basketball.

The Crystal Ball Mystery: We aren't thieves!

1  Listen and read. Who can fly a helicopter?

Susie: We aren't thieves! The bag was in my uncle's house. Two bad men wanted the crystal ball, so he moved it.

Mickey: You must believe us. The ball is magic.
Officer: Stop telling lies!



Stepmum: I looked for your bag and here it is! I can help you find Professor Hammond. I've got a helicopter.

Susie: Two men kidnapped him, but we followed them. Now Uncle Gordon is rafting down Rapid River.



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

1 The children are thieves.

3 The children are telling lies.

2 The crystal ball is magic.

4 Bill's stepmother has got a van.

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

rafting fly kidnapped keep followed

1 The two men Uncle Gordon.

2 Uncle Gordon wanted to the crystal ball safe.

3 The two men and Uncle Gordon are down Rapid River.

4 The children the two men.

Grammar

Past simple (regular verbs – affirmative)

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

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

Watch the spelling!

move – mov**ed** kidnap – kidnapp**ed**
try – tri**ed** play – play**ed**

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

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

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

open walk play watch tidy

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

Play with Sounds



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

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

/T/	/D/	/ID/

Vocabulary

act in a play	play cards
collect comic books	travel around the world
cook soup	visit a museum
dance the tango	walk in a forest
listen to rock music	watch films
paint a picture	work in the garden

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

Read and speak

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

a an animal c a family
b a visit d a film

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

The text is about .

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

The text is about .

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

The text is about .

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

Read and listen

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

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

What do we know about Disney's early life?

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

How did he start making films?

Walt started his first company when he was 21, but it didn't earn any money. (2)  He didn't have much money, so he and his brother started a small film company in their uncle's garage!
(3)  Later they moved to a big studio and they created long films like *Snow White and the Seven Dwarfs*, *Dumbo*, *Pinocchio* and *Cinderella*.

When did Disneyland open?

Walt Disney always wanted to open his own amusement park. It was his dream.
(4)  Children and adults loved it, and soon visitors started coming from all over the world. (5) 

Comprehension

- 2  **Read the text again and match sentences A–E with the correct gaps. Then listen and check.**

- A In 1955 Disneyland opened in California.
- B At first they started making short cartoons.
- C He loved drawing animals.
- D There are also Disneyland parks in other countries like France and Japan.
- E He then decided to go to Hollywood because his brother lived there.

Vocabulary

- 3 **Read the definitions and write the words in your notebook. The number of letters for each word is in brackets.**

- 1 This is a person or animal in a film or book. c  (9)
- 2 This is something you want very much and think about a lot. d  (5)
- 3 This is a film made of pictures. c  (7)
- 4 Children love playing here. a  (9) p  (4)
- 5 The place where people make films. s  (6)

Skills Explorer

**Uzupełnianie luk w tekście**

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

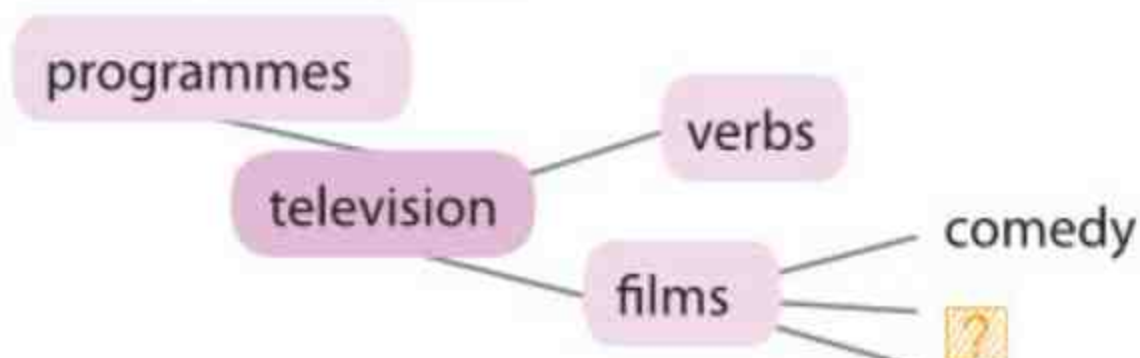
 **Guess What?**
Mickey Mouse's name was 'Mortimer' at first, but Walt Disney's wife didn't like it and changed it to Mickey!

Vocabulary

Television

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

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



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



- | | |
|------------------|------------------------|
| 1 adventure film | 4 drama |
| 2 cartoon | 5 musical |
| 3 comedy | 6 science fiction film |

- 6 Choose the correct option.

- I watched a **documentary** / **musical** about lions in Africa.
- I'm bored. Let's turn **on** / **off** the TV and watch a film.
- The news** / **A talent show** informs us about events in the world.
- There are a lot of soap **shows** / **operas** on TV.

Grammar

Past simple (regular verbs – negative and questions forms)

Affirmative

I **watched** TV.

Negative

I **didn't** **watch** TV.

Question

Did you **watch** TV?

Short answers

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

- 7 Make the negative form from the following sentences and write them in your notebook.

- We watched TV all evening.
- He followed the thief.
- They stopped the bad man.
- She opened the window.
- I tidied up my room.
- You turned off the TV!

Skills Explorer



Tworzenie pytań

- W języku polskim pytania, na które odpowiadamy **tak** lub **nie**, zaczynają się od słowa **czy**.
- Pamiętaj, że w języku angielskim to słowo nie pojawia się w pytaniach.
- Tworząc pytania, musisz użyć konkretnego słowa związanego z czasem, którego używasz, i osobą, o którą pytasz.
- Spójrz na polecenie i zastanów się, jakiego wyrazu musisz użyć w zadaniu.

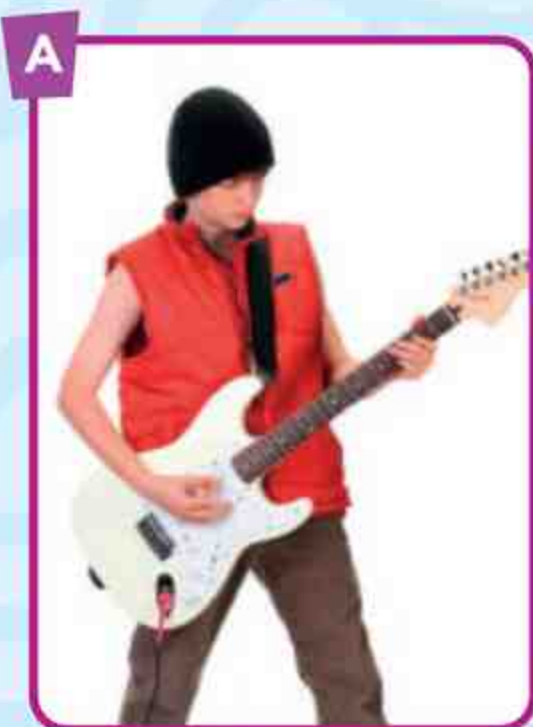
- 8 Write questions, using the past simple, in your notebook. Then complete the short answers.

- Dad / watch / TV last night? No, 
- Susan / visit / her grandma last weekend? Yes, 
- Mum / listen to / music yesterday? No, 
- Disneyland / open / in 1955? Yes, 

Speak

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

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



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

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

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

Sally: Cool!

Ted: What happened to your old sledge?

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

Sally: Can we see your new sledge then?

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

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

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

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

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

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

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

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

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

Listen and read

1 **Read and listen to the dialogue. Match the children's names to the photos. There's one extra photo.**

2 Answer the questions.

- 1 When did Sally finish her ballet lesson?
- 2 What has Gus got?
- 3 Why must Ted be home by five o'clock?
- 4 When are the children going to Ted's house?

3 **Listen and repeat the phrases in the Phrase Book.**

Speak

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

Phrase Book



Making suggestions and giving opinions

A: How about **going to the cinema this afternoon**?

B: I think that's a good idea.

C: I agree.

A: Let's **go to the swimming pool**.

B: That's not a good idea. **It's too cold**.

C: Why don't we **take our bikes and ride in the park**? I think that's a better idea.

B: I agree.

Communication

5 Choose the best response for each question or statement.

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



Play with Sounds



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

hat hate hop hope
Tim time cut cute

7 Now read these words aloud correctly. Then listen and check.

Bob home white sit
fat late drum tune

Writing Time



8 Read the sentences from the first paragraph of a film review and put them in the correct order.

- A My parents enjoyed it too.
- B It was a cartoon, but it wasn't just for children.
- C The film *Shrek* was fantastic.

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

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

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

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

I didn't like it.
It was boring.
It was an adventure film.
The cinema was closed.
I was hungry, so I got some popcorn.
You should watch it!
He was crazy.
I was sad.

Forms Explorer



Wyrażanie opinii

- Wyrażasz swoją opinię, dobrze więc będzie, jeśli wprowadzisz ją słowami: *I think* lub *In my opinion*.
- Aby podkreślić swoją opinię, użyj przed przymiotnikami, które pojawią się w tekście, słowa *really* lub *very*.

11 You are a journalist working for a teen magazine. Write a review of a film. Use these questions to help you.

Paragraph 1

What was the title of the film?
What kind of film was it?

Paragraph 2

What was the story about?

Paragraph 3

Which characters did you like?
Why?

Paragraph 4

Did you enjoy the film?

Key words

Czas wolny – czasowniki

act – grać (w filmie lub sztuce)
 collect – zbierać
 dance – tańczyć
 paint – malować
 travel – podróżować
 visit – odwiedzać
 walk – spacerować
 watch – oglądać

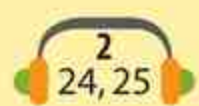
Film i telewizja

adventure film – film przygodowy
 be on TV – być w telewizji (w programie telewizyjnym)
 cartoon – film rysunkowy
 comedy – komedia
 documentary – film dokumentalny, reportaż
 drama – dramat
 horror film – horror, film grozy
 inform – informować
 movie – film
 musical – musical, komedia muzyczna
 the news – wiadomości, program informacyjny
 quiz show – teleturniej
 science fiction film – film fantastyczno-naukowy
 show – pokazywać; show, widowisko, pokaz
 soap opera – opera mydlana, telenowela
 talent show – konkurs talentów
 turn off – wyłączać
 turn on – włączać



Other words

adult – dorosły
 all over the world – cały świat, na całym świecie
 amusement park – park rozrywki
 beat – bić, bębnić
 be born – urodzić się
 character – postać
 company – firma
 create – tworzyć
 dream – marzenie, sen
 earn – zarabiać
 famous (for) – sławny, znany (z, z powodu czegoś)
 handsome – przystojny
 joke – żart
 keep – zachować, przechować
 kidnap – porwać
 later – później
 marry – poślubić
 money – pieniądze
 monster – potwór
 move – poruszać (czymś/się);
 przenieść (coś); przeprowadzać się
 poor – biedny
 prince – królewicz
 princess – królewna
 receive – otrzymać
 rhythm – rytm
 safe – bezpieczny; keep safe – dopilnować,
 aby coś było bezpieczne
 sell – sprzedawać
 skin – skóra
 sledge – sanki; jeździć na sankach
 visitor – gość, odwiedzający
 wood – drewno



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

It's n _ ce when I'm fre _ To pl _ y some sp _ rts:
 To s _ t at h _ me R _ n, sw _ m or sk _ te
 And w _ tch TV. It's f _ n and c _ ol
 It's re _ lly gr _ at To l _ sten to mus _ c
 And d _ nce after sch _ ol

It's very go _ d
 For s _ ul and bod _
 To have a passi _ n,
 To have a h _ bby.



Can you do it?

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

Rozumienie ze słuchu

- 1  Usłyszysz dwukrotnie trzy dialogi (1–3). Do każdego z nich dopasuj zdjęcie (A–D). Jedno zdjęcie zostało podane dodatkowo.



Po wysłuchaniu nagrania umiem wybrać odpowiednie zdjęcia.

Znajomość środków językowych

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



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

Potrafię użyć czasowników regularnych w czasie past simple.

Rozumienie tekstów pisanych

- 3 Przeczytaj teksty i wybierz właściwą odpowiedź.

THE PINK PANTHER

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

BATMAN IV

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

- Both texts are about ...
- living with animals.
 - adventure films.
 - famous actors.

Potrafię zrozumieć informacje w opisach filmów.

Explorers' CLUB

The history of television

Glossary

important – ważny, istotny

part – część

entertain – zabawiać

engineer – inżynier

inventor – wynalazca

invent – wynaleźć, wymyślić

public – społeczeństwo, ludzie

at first / at the beginning – na początku, najpierw

rich – bogaty

television set – telewizor, odbiornik telewizyjny

most – tu: większość

expensive – drogi

LCD – wyświetlacz ciekłokrystaliczny

pocket – tu: kieszonkowy

digital – cyfrowy

satellite dish – antena satelitarna

invention – wynalazek



Today television is a very **important part** of our lives.

It both **entertains** and informs people all over the world. But when did it first appear?

In the 1920s **engineers** and **inventors** in many countries worked on different television systems. A man from Scotland called John Logie Baird **invented** the first working television and showed it to the **public** in 1925.

At first television pictures were black and white. **At the beginning**, only **rich** people had **television sets**. They were too **expensive** for **most** people. In 1936 there were only about 200 television sets in the world.

Today most people have a television set. We now have big plasma and **LCD** TVs and small **pocket** TVs. We have **digital** television and we can watch TV from all over the world with **satellite dishes**.

Did the inventors of the television know how amazing their **invention** was? Who knows!

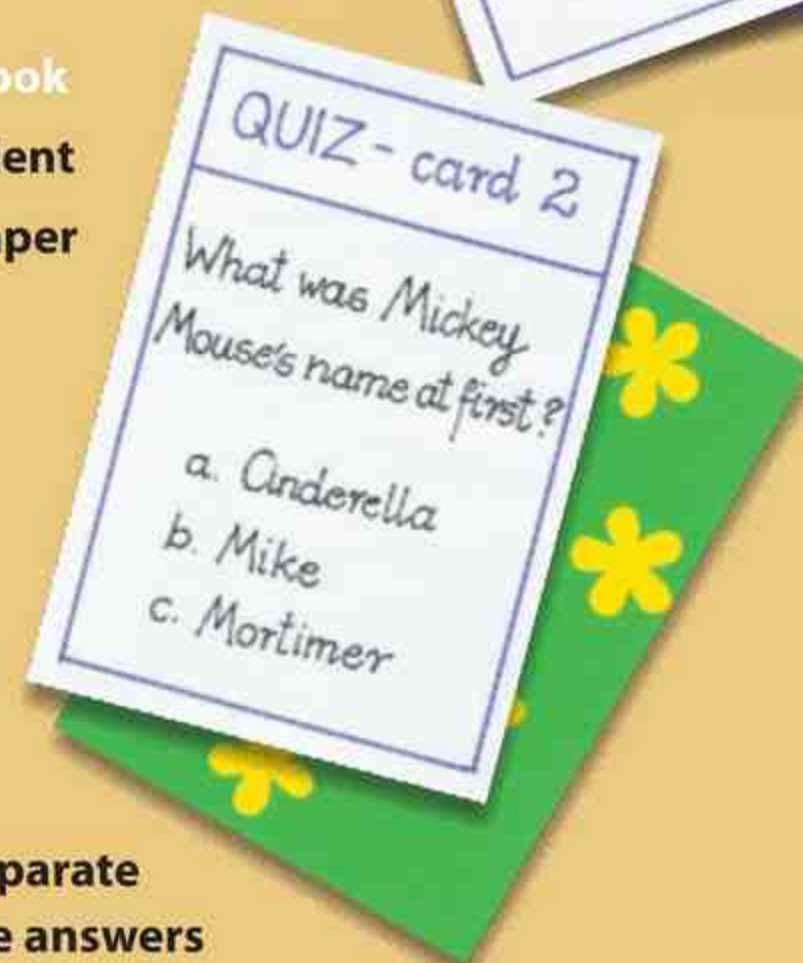
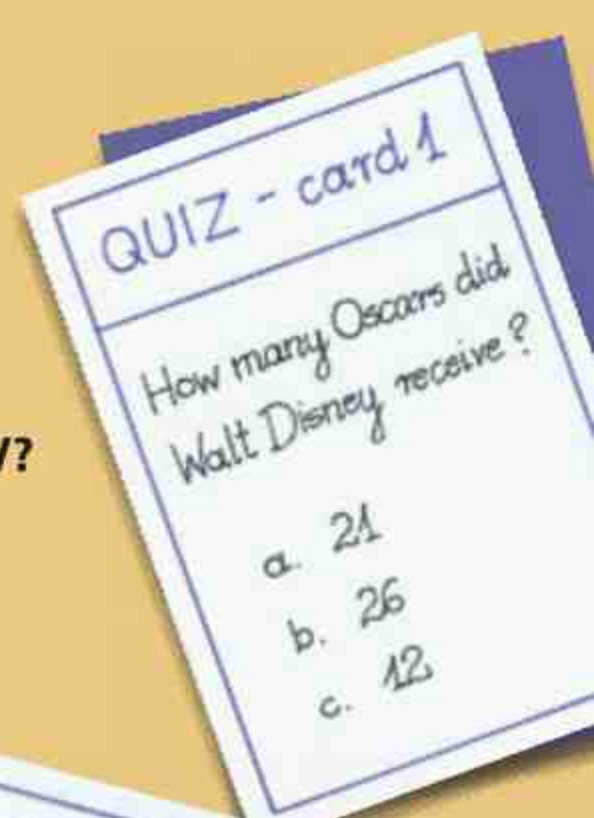
Project Class Quiz

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

Materials

- Junior Explorer 5 Student's Book
- a sheet of paper for each student
- two smaller sheets of thick paper for each student
- pens and pencils

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



English and history



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

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



7

Meet the challenge!

- Vocabulary** I can name sports • use sport expressions and ordinal numbers.
- Grammar** I can talk about events in the past • use irregular verbs in the past simple • ask *Wh-* questions • use *have to* for rules.
- Listening** I can understand a story, a text about events in the past, a conversation about sports and the rules for different sports.
- Speaking** I can talk about sports.
- Reading** I can understand a text about rock climbing • read a conversation about the rules for different sports.
- Writing** I can write an email about a favourite sport.

1 Find these things in the photo:

an oar a rafting boat a life jacket a river rocks

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

play: tennis, 

go: rafting, ice skating, 

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

I play football every week.

I go swimming in the summer.

4A ²/₂₈ Listen. What sport is the man describing?

4B ²/₂₈ Listen again and match.

Henry

Smithson

Matthews

1st

2nd

3rd

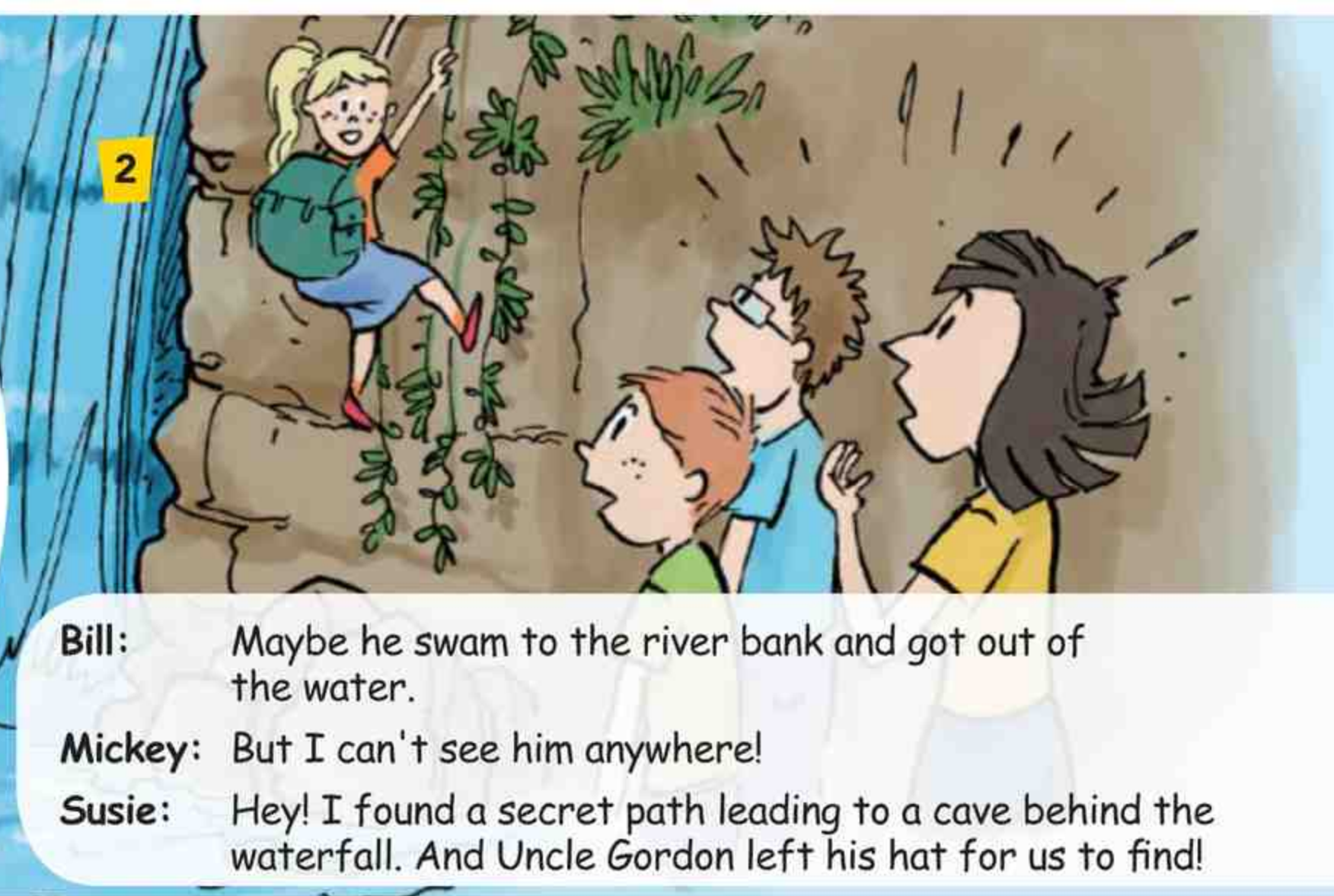
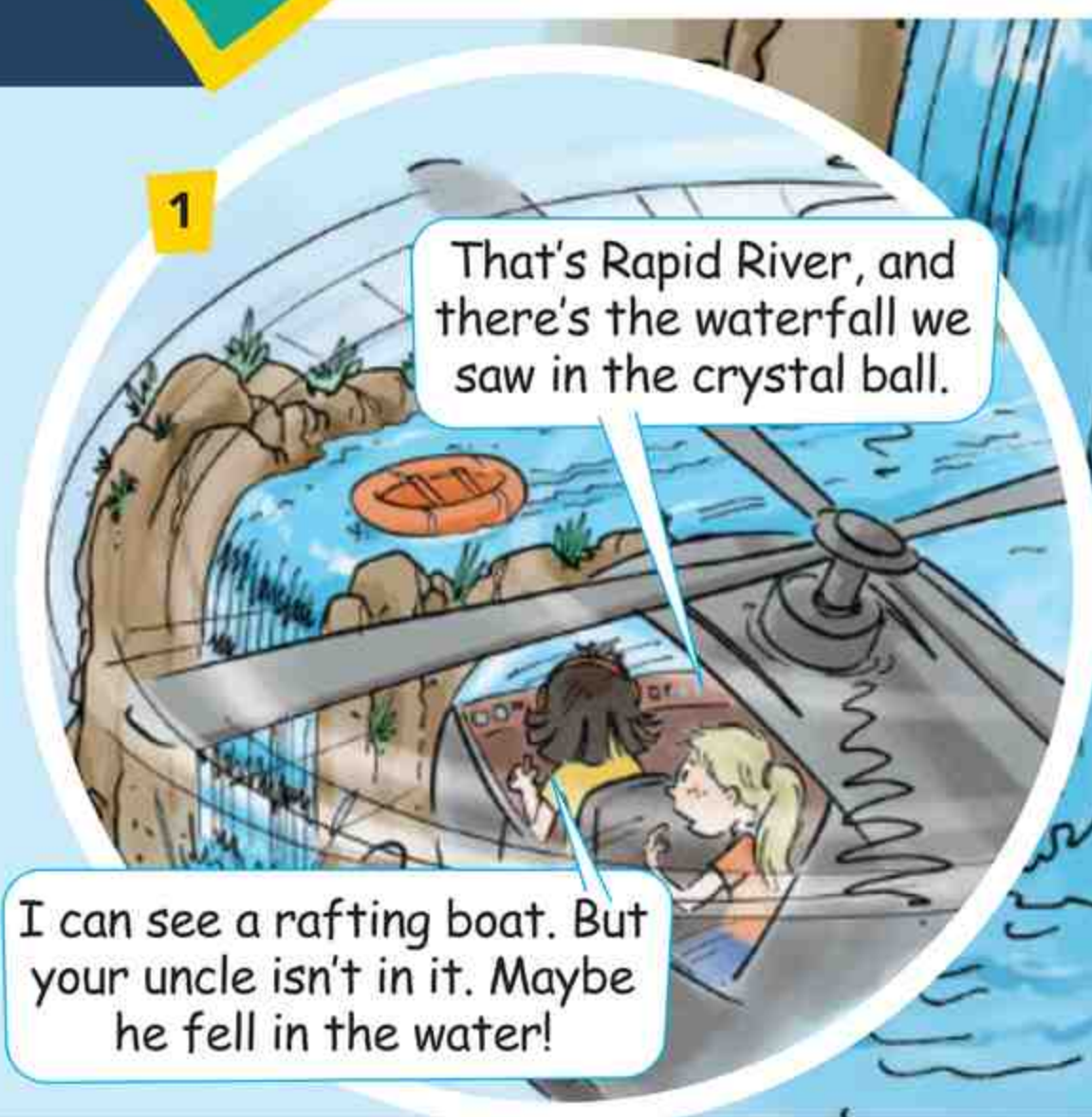




These people are rafting. Rafting is a difficult sport. You go down a fast river in a rafting boat and use oars to control your direction. It is exciting but it is also dangerous. You have to wear a life jacket and a helmet. Would you take the challenge and go rafting?

The Crystal Ball Mystery: You are under arrest!

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



Stepmum: I am a detective and you are under arrest!

Susie: Uncle Gordon. We found you! We flew in a helicopter to get here.

Gordon: You found my hat!

2 Complete the sentences in your notebook.

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

3 Act out the story in groups.

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

Grammar

Past simple (irregular verbs)

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

We **went** to school by bus yesterday.

We **didn't go** to school by car yesterday.

Did you **go** to school by bus yesterday?

Remember



W pytaniach i przeczeniach używamy zawsze czasownika w bezokoliczniku.

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

fall swim find fly
see leave hear get

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

read had did took drank ate felt
got bought went made caught

buy	?	get	?
catch	?	go	?
do	?	have	?
drink	?	make	?
eat	?	read	?
feel	?	take	?

7 Complete the dialogue with the correct form of the verbs in the past simple and write it in your notebook. Be careful with questions and negatives.

A: My mum (make) a delicious cake for my birthday.

B: Did you (eat) a lot of it?

A: I (eat) too much of it and I didn't (feel) well – I (have) a stomach ache. Dad (go) to the chemist's and (buy) some medicine for me. I (take) some pills and (drink) some mint tea. Then I started feeling better.

8 Choose the correct form of the verb.

Last weekend we **won** / **went** rafting.

Did we **have** / **had** fun?

Well we did, but we were a bit scared too.

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

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

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

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

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



Speak

9 Write questions about the text in Exercise 8. Ask and give answers to them in pairs.

- they / go rafting / yesterday
- they / have fun
- they / feel excited
- the river / be fast
- John / be careful
- John / fall in the water
- Dad / catch John
- Dad / get angry

Read and listen

1 Read and listen. How old was Joanne when she took up climbing?

Rock climbing is a dangerous sport, but many men, women and children enjoy it. You must be fit to climb rocks. Climbers work out a lot to get fit.

Joanne is 18 years old and loves rock climbing. She took up climbing when she was only six and she joined a climbing club. Her first climb was indoors on a special climbing wall. But when she was ten she did her first climb outdoors. She says, 'I wasn't scared but I had butterflies in my stomach that day. My dad came with me and it took us three hours to finish the climb. I felt over the moon when I got to the top!'

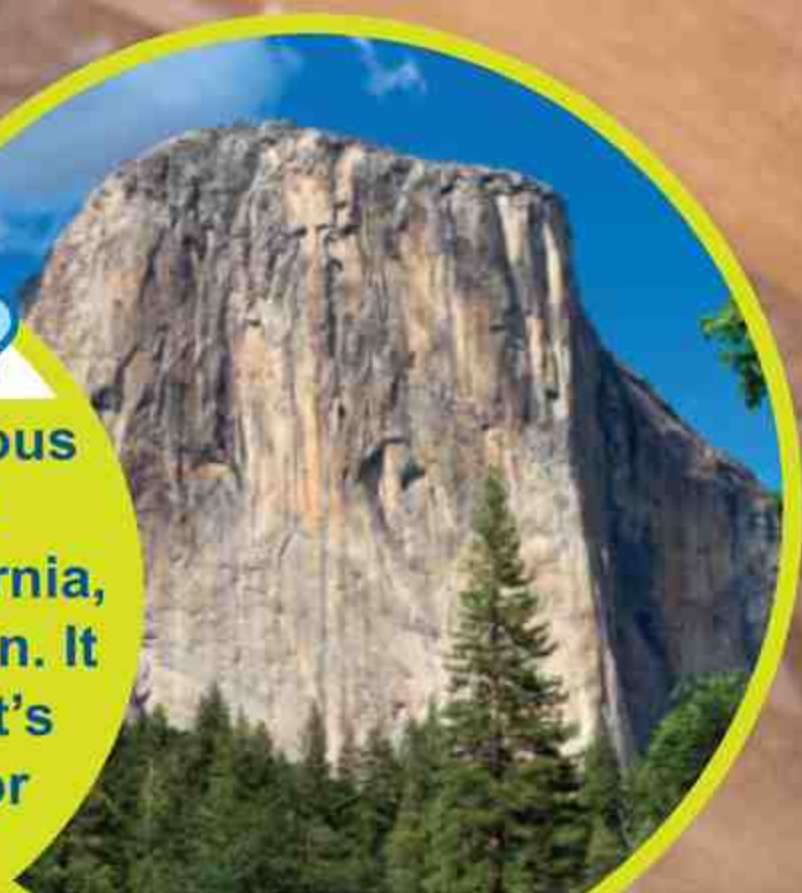
Now she takes part in climbing every weekend. She has special climbing equipment. She has a strong rope and she wears a harness and climbing shoes.

Joanne is also a climbing instructor. She works at a climbing club and this is her second year there. 'I love teaching kids how to climb. We always have a whale of a time!'



Guess What?

There is a very famous rock in Yosemite National Park, California, its name is El Capitan. It is 900 metres tall. It's a real challenge for climbers.



Comprehension

2 Answer the questions.

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

Vocabulary

3 Find the expressions in the text.

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

4 Match the expressions in Exercise 3 to their meanings.

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

5 Complete the sentences in your notebook.

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

6 **Listen and repeat.**

Ordinal numbers

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

7 Replace the numbers with their word form.

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

Grammar

Past simple (Wh- questions)

What did you do at the beach?

Why did your dog eat your homework?

Where did you swim yesterday, Tommy?

When did you go to bed last night?

Who did you visit?

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

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

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

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

Speak

10 Work in groups of five and find someone who:

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

Did you go to the cinema last month?

Yes, I did

What film did you see?

Star Wars.

- 1** Hi. My name is Scott and I'm from Canada. My favourite sport is snowboarding and I can snowboard well.
- It is a lot of fun but it isn't easy. You do it in the mountains and have to be very careful. It's very fast. Snowboarders have to work out a lot. You have to stay on the slopes and stay away from closed areas. You also have to wear safety gear like a helmet and knee pads. You also need warm clothes, special boots and the board, of course.



- 2** Hello. I'm Tracy and I'm from Australia. I love tennis and I want to be a tennis champion one day.
- Last week I took part in my first tennis competition. I had butterflies in my stomach before the match, but I played well. I think I can win next time.
- I usually train outdoors on the court, but when the weather is bad you can play indoors, in a sports hall. You need a ball, a racket and a net. You have to keep the ball inside the white lines on the tennis court. The ball can bounce once and then you have to hit it to the other player.



Listen and read

- 1** **Listen and read. Which points are about snowboarding and which about tennis?**
- In this sport ...
- 1 you have to wear a helmet.
 - 2 you have to keep the ball inside the white lines.
 - 3 you have to hit the ball back to the other player.
 - 4 you have to wear knee pads.
 - 5 you have to stay away from closed areas.
- 2** **Now match the rules to the pictures and name the sports.**
- 1 You have to kick the ball.
 - 2 You have to throw and catch the ball.
 - 3 You have to hit the ball.



Phrase Book



Talking about sports

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

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

Vocabulary

Extreme sports

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

Sports equipment

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

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



Skills Explorer

Opis ilustracji

- Opisując obrazek po angielsku, unikaj bezpośredniego tłumaczenia z języka polskiego.
- Po polsku mówimy „na obrazku”, ale po angielsku zawsze „in the picture”, np. *In the picture there is a boy. In the picture I can see a boy.*

5 Look at the photos and name the sports.



Play with Sounds

6 Read these two words. What is the difference in the **th** sound? Listen and check. **there** **think**

7 Can you say these tongue twisters? It's my **thin** brother's seven**th** birth**day**. My mother's **other** brother says **th**anks to my father.

Writing Time



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

football England fast goals hall

Our favourite sports

My name is Charlie and I'm from (1) . My favourite sport is (2) . I play every weekend and I can score (3) . I usually play in the sports (4) next to my school. Our team has blue and white T-shirts and shorts. You have to kick the ball. You also have to run very (5) .

Forms Explorer

Zróżnicowanie słownictwa

- Postaraj się nie powtarzać jednego określenia sportu przez całą wypowiedź. Dzięki temu zachowasz różnorodność w wypowiedzi i sprawisz, że odbiorcy będzie lepiej czytało się twój wpis na forum.
- Pisząc o sporcie, możesz użyć następujących określeń: nazwa sportu (np. *volleyball*), *my favourite sport*, *the sport*, *the game*, *my pastime*, *activity*.
- Przed przygotowaniem wpisu lub jakiegokolwiek innej wypowiedzi pisemnej znajdź kilka synonimów nazwy rzeczy, głównej idei, o której będziesz pisać. W trakcie pisania używaj ich zamiennie.

9 Write an entry on an internet forum about your favourite sports. Use answers to these questions. Remember about greetings.

- 1 What is your favourite sport?
- 2 How often do you do your sport and what can you do?
- 3 Where do you do / play it?
- 4 What gear do you need?
- 5 What rules are there for your sport? (What do you have to do?)

Key words

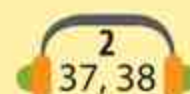
Sporty ekstremalne

board – deska
 boat – łódka
 climbing wall – ściana do wspinaczki
 go-karting – karting
 harness – uprząż
 parachuting – skoki ze spadochronem;
 parachute – spadochron; skakać ze spadochronem
 race track – tor wyścigowy
 rafting – spływ
 rope – lina
 saddle – siodło
 sail – żagiel; żeglować
 show jumping – skoki przez przeszkody
 skis – narty
 snowboarding – jazda na desce snowboardowej
 water-skiing – jazda na nartach wodnych
 windsurfing – windsurfing

Zwroty i wyrażenia związane ze sportem

feel over the moon – być bardzo szczęśliwym
 have a whale of a time – doskonale się bawić
 have butterflies in one's stomach – denerwować się, mieć tremę
 join a club – zapisać się do klubu
 take part in – brać udział w
 take up – zainteresować się czymś, podjąć się czegoś



 37, 38 **Read the lyrics. Do you know which words are missing? Fill in the gaps, listen and check.**

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

1st: have – had, sit – sat
 2nd: fly – , know – knew
: tell – told, sell – 

4th: go – , send – sent
 5th: make – , eat – ate
 6th: buy – bought, think – thought
 7th: drink – drank, sing – 
: meet – met, read – read
 9th: run – ran, swim – 

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

win a medal – zdobyć medal

work out – ćwiczyć

Other words

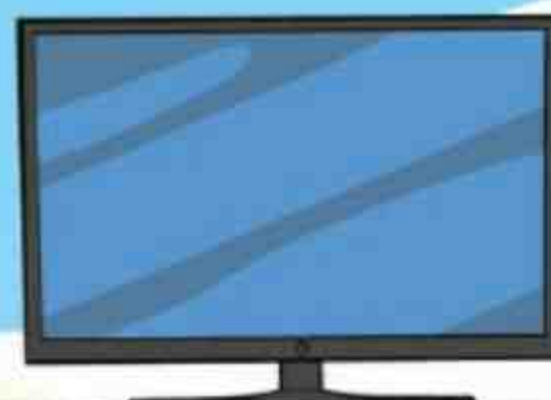
be under arrest – być aresztowanym
 bounce – odbijać się
 cave – jaskinia
 champion – mistrz / mistrzyni
 closed areas – zamknięte tereny
 competition – turniej, zawody
 escape – uciekać
 equipment – sprzęt, wyposażenie
 fit – wysportowany
 fortunately – na szczęście
 hit – uderzać
 indoors – w środku, wewnątrz
 kick – kopać
 knee pads – ochraniacze na kolana
 life jacket – kamizelka ratunkowa
 net – siatka
 oar – wiosło
 outdoors – na zewnątrz
 path – ścieżka, droga
 racket – rakiet
 rafting boat – ponton (do spływów górskich)
 river bank – brzeg rzeki
 rock – skała
 rock climbing – wspinaczka skałkowa
 rules – zasady, reguły
 safety gear – sprzęt zabezpieczający
 slope – stok
 sports hall – hala sportowa
 stay away (from) – pozostawać z dala (od)
 strange – dziwny
 take the challenge – podjąć wyzwanie
 tennis court – kort tenisowy



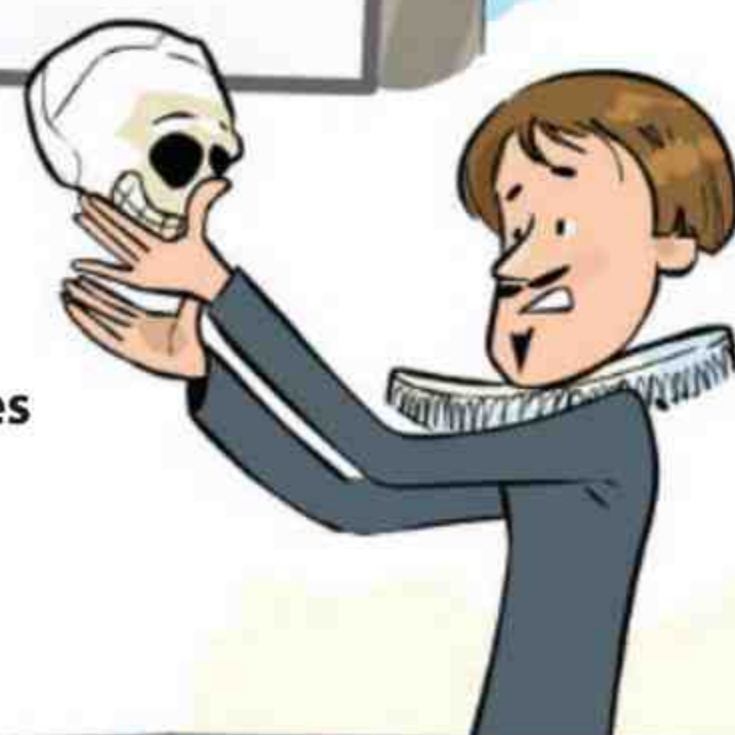
Game time

JEOPARDY

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



Yes, please.	I have a sore throat.	Yes, I did.	No, she wasn't.
Snowboarding.	We went rafting.	I need a helmet.	It was a cartoon.
An hour ago.	It was about a monster.	You have to wear safety gear.	I took it up last year.
26 Oscars.	In 1955.	He was 21.	In 1901.



BINGO

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

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





Explorers' CLUB

Ice hockey



Ice hockey is an **extremely** popular sport in Canada. People first played ice hockey on **frozen** lakes. The first **indoor** ice hockey match **happened** in the city of Montreal in Canada on 3rd March, 1875.

Nowadays, ice hockey is a very fast game. It is sometimes dangerous and players often get injuries. This means they have to wear safety gear like helmets, gloves, knee pads and elbow pads. Of course they also have to wear ice skates.

There are six players in each team. Five players skate up and down the ice and the sixth player is the **goalkeeper**. The players hit a **puck** with a **stick** and try to score goals in the other team's **net**. A match lasts about an hour. The winner is the team with the most goals.

Glossary

- extremely** – niezwykle
- frozen** – zamrożone
- indoor** – halowy
- happen** – wydarzyć się, mieć miejsce
- nowadays** – obecnie
- goalkeeper** – bramkarz
- puck** – krążek hokejowy
- stick** – kij
- net** – tu: bramka

English and PE

Project Sports page

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

Materials

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



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

²/₃₉ Listen and read. Read and match parts of the sentences.

- | | |
|------------------------------|---|
| 1 Many people in | a there is a goalkeeper and five players. |
| 2 Ice hockey | b often get injuries in matches. |
| 3 The first ice hockey match | c a hockey player is a helmet, gloves, knee and elbow pads. |
| 4 Hockey players | d small round black object that players hit with a stick. |
| 5 Safety equipment for | e took place in 1875 in Montreal, Canada. |
| 6 In each team | f Canada play ice hockey. |
| 7 A puck is a | g is an outdoor and indoor game. |



8

Have a nice trip!

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

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

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

Speaking I can give directions • talk about holiday plans.

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

Writing I can write an email about my holiday plans.

1 Match these famous structures to the cities.



Eiffel Tower

Berlin



Statue of Liberty

London



Brandenburg Gate

Paris



Big Ben

New York

2 Listen to George. Where did he go on holiday? Who did he go with? How did he get there?

3 Listen to Penny and Vicky talking about planes. What good and bad points do they mention? Note down the things you hear.

get a meal

comfortable

noisy

fast

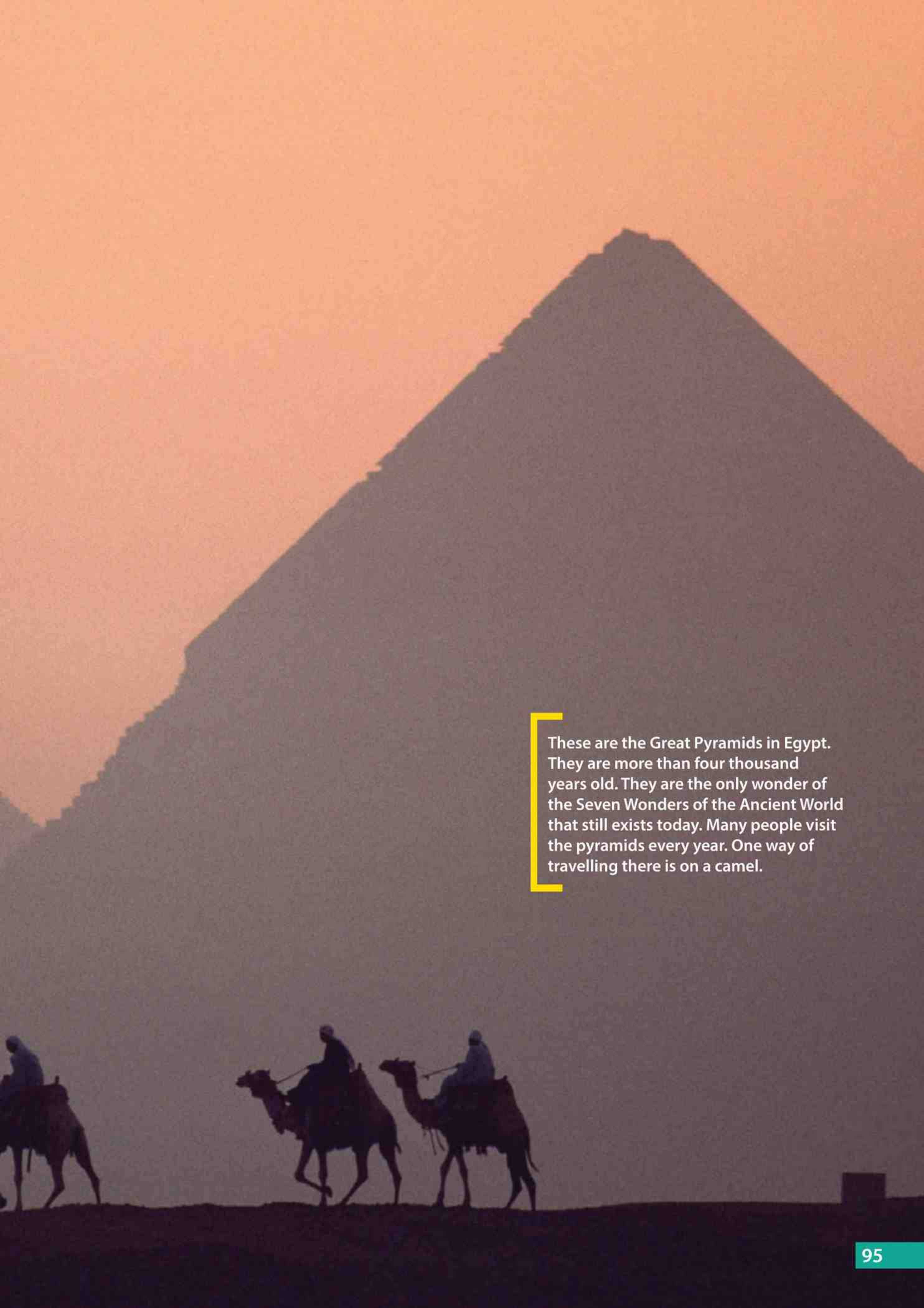
watch a film

expensive

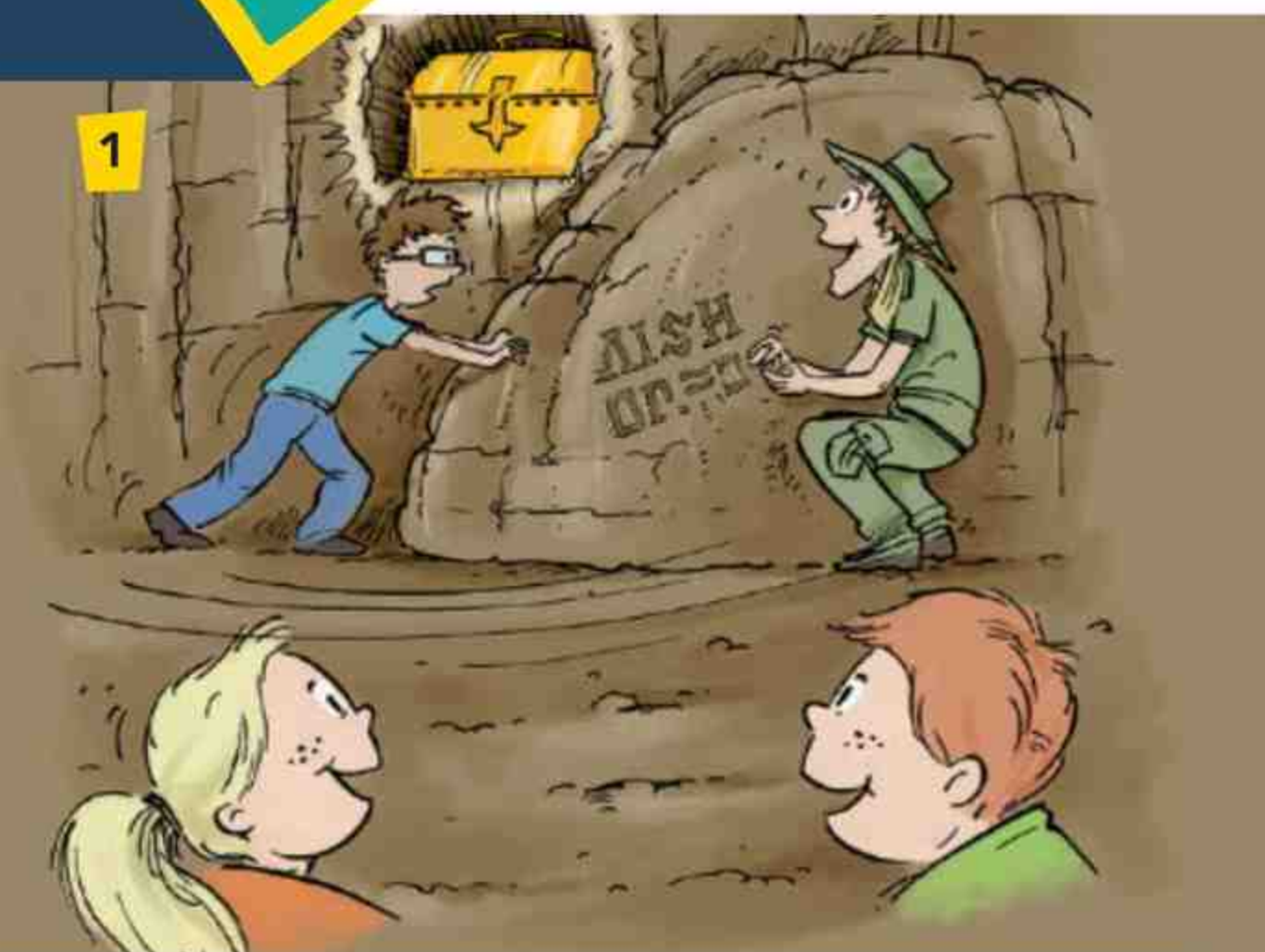
scary

exciting

listen to the radio

A large pyramid, likely the Great Pyramid of Giza, dominates the background against a warm, orange-hued sky at sunset or sunrise. In the foreground, the silhouettes of three people riding camels are visible against the dark ground. The overall scene is a classic representation of ancient Egypt.

These are the Great Pyramids in Egypt. They are more than four thousand years old. They are the only wonder of the Seven Wonders of the Ancient World that still exists today. Many people visit the pyramids every year. One way of travelling there is on a camel.

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

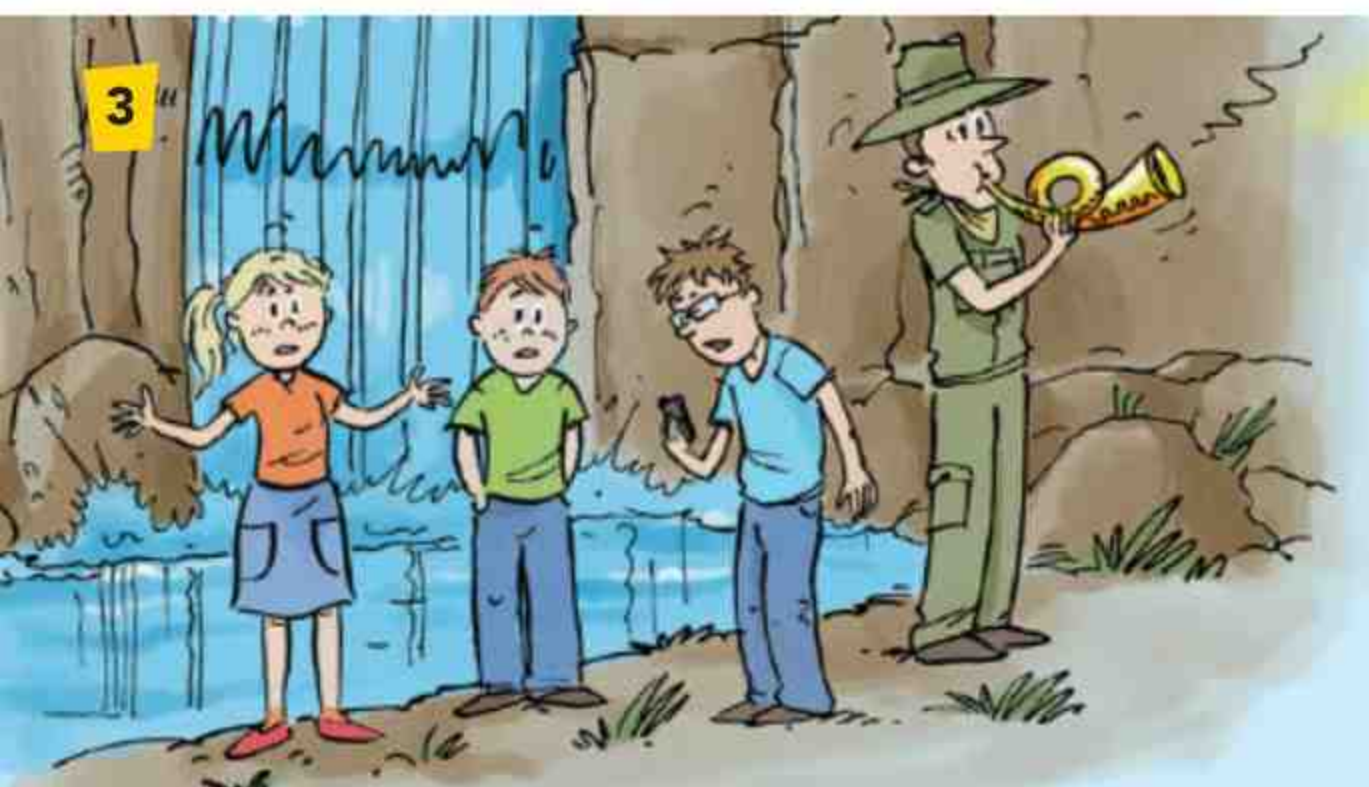
Gordon: Here's the rock with the strange letters.

Bill: Look, I can push the rock.

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

Susie: I wonder what is in the box.

Mickey: This is so exciting!



Susie: But how can we get to the museum?

Mickey: Have you got a phone, Bill?

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

Gordon: Maybe this treasure can help us. I wonder what will happen when I blow it.



Kay: What a surprise! Where did you come from? Did you arrive by car?

Gordon: No, we didn't. We didn't arrive by car or bus or plane! We came home by magic!

Susie: That was an amazing adventure!

Mickey: It was the best adventure ever!

2 Put the events in the correct order.

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

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

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

Vocabulary

Means of transport

boat • bus • car • coach • ferry
lorry • motorbike • plane • train
tram • underground • van

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



Listen and speak

- 5  Listen and choose the correct words. Then match the sentence halves.

- Bob's favourite means of transport are **planes** / **trains**, ...
 - Sue likes travelling by **train** / **coach**. She thinks ...
 - Mike loves riding his uncle's **car** / **motorbike** ...
 - Kate hates travelling by **train** / **car** or **plane** / **coach**, ...
 - Jane travels by **bus** / **tram** if she can, ...
 - Tim loves going on a **lorry** / **ferry**, ...
- it's more comfortable than a train.
 - because it makes her feel sick.
 - because they're fast.
 - because he can have a rest.
 - because it's exciting.
 - because they don't get stuck in traffic jams like buses.

- 6 Work in pairs. Tell your partner which is your favourite means of transport and why.

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

Vocabulary

travel / go **by** ...

catch / miss a train / plane / bus

get **in** / get **out of** a car

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

go **on foot**

- 7 Choose the correct option.

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

Speak

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

Person	Where did he / she go?	How did he / she go?
John		
Becky		
Me		
My friend		

Where did John go last summer?

He went to ...

How did he go there?

He went ...

Read and listen

- 1  **Read and listen. What can you do in the Grand Canyon?**

This summer I'm going to travel around the USA with my family. We're going to visit the Grand Canyon. I can't wait!

The Grand Canyon is one of the world's seven natural wonders. It's a long deep valley of the Colorado River. It is in Arizona, in the USA. The canyon is 446 kilometres long and, in some places, it is two kilometres deep.

The view from the top of the canyon is amazing. There is a glass bridge called Skywalk and you can walk on it and look down and see the bottom of the canyon under you. The rocks have got beautiful colours there. Some visitors like hiking and explore the canyon on foot and others go down the river by boat. You can even go rafting on the river.

About four million people visit the Grand Canyon every year. But you must be careful there. It is a dangerous place because the rocks are very hard to climb. Also the sun is very hot in the canyon, and there is not a lot of shade. You have to take a bottle of water with you and a hat.



Guess What?

Native American people first lived in the Grand Canyon over 10,000 years ago.

Comprehension

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

Vocabulary

- 3 **Match the pictures to the words.**

A



B



C



hiking bridge shade deep valley rafting

D



E



F



Vocabulary

Things to do on holiday

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

4 In your notebook draw a mind map.



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



This family ?.



Tommy ?.



Jane and Mary ?.



This family ?.



These people ?.



John and his dad ?.

Speak

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

Did you go hiking?

No, I didn't.

Kuba didn't go hiking. He ...

Grammar

Be going to

He **is going to** win the match.

Is she **going to** jump?
 Yes, she is.
 No, she isn't.

It **isn't going to** rain.

I **am going to** + verb

He / She / It **is going to** + verb

We / You / They **are going to** + verb

Listen and speak

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

1



a



b

2



a



b

3



a



b

4



a



b

8 Work in pairs. Ask each other questions and give answers about the activities in Exercise 7. Write the questions and answers in your notebooks.

- 1 Frank / go to work / by car / tomorrow
- 2 Sandra and Bruce / have a picnic
- 3 Jason and Martin / play / in a funfair
- 4 the family / visit / a restaurant

Is Frank going to go to work by car tomorrow?

Destinations

1

- a Woman:** Of course. You are here at the moment. Walk straight on and go past the park. Then turn left and walk to the traffic lights and cross the street. Turn right and walk down North Street for about five minutes. The museum is on the right.
- b Trisha:** Thank you!
- c Trisha:** Excuse me. Can you tell me the way to the museum?



2

- a Gary:** We always go by car. I'd like to go by plane.
- b Gary:** So where are we going to go on holiday, Dad? Come and look at the map with me.
- c Dad:** Well, how about Italy then? We can visit Rome. Look, it's there on the map.
- d Dad:** Do you want to go by car?
- e Gary:** Oh, yes. That's a good idea, Dad. I'm going to find some things to do in Rome online.



3

- a Wendy:** Good idea. But I'm going to learn Chinese too, so I can visit China!
- b Mum:** Where are you going to go first?
- c Mum:** Well, how about going to Europe first? You're learning French and German at school, so you can talk to people in France and Germany.
- d Wendy:** I don't know. I look at this globe every day but I don't know where I'm going to start my journey!
- e Wendy:** When I grow up, Mum, I'm going to travel all over the world.



Listen and read

Skills Explorer



Układanie zdań we właściwej kolejności

- Przeczytaj wszystkie zdania tworzące dialog, aby zrozumieć jego ogólny przekaz.
- Poszukaj słów lub zwrotów, które często rozpoczynają rozmowę, np. *Excuse me*.
- W każdym kolejnym zdaniu szukaj nawiązania do poprzedniego.
- Po ułożeniu zdań przeczytaj dialog i sprawdź, czy jest spójny i logiczny.

1 **Listen and read. Put the lines of the dialogues in the correct order.**

2 **Write T for Trisha, G for Gary or W for Wendy in your notebook.**

Trisha Gary Wendy

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

Phrase Book



Giving directions

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

Turn left.



Turn right.



Go straight on.



Cross the street.



Cross at the traffic lights.



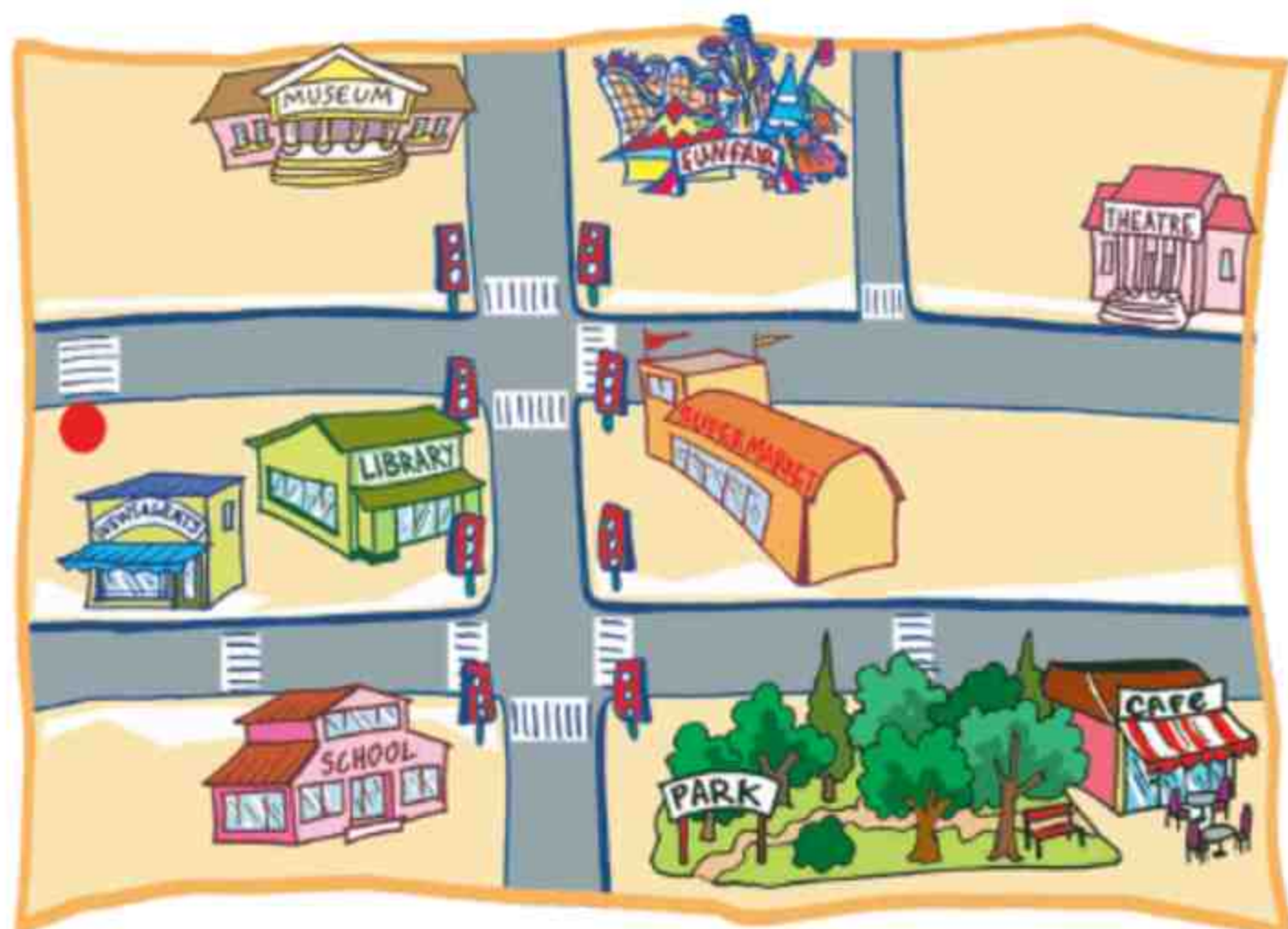
Go past a building.



3 **Listen to and repeat the phrases in the Phrase Book.**

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

Speaker 1:  Speaker 2:  Speaker 3: 



Speak

- 5 Look at the map in exercise 4 again and complete the conversations.

- X: Excuse me, ?
Y: It's next to library.
- X: Can ?
Y: You have to go straight and turn right. It's behind the park.
- X: Good morning, ?
Y: Yes, I do. I live here. How can I help you?

- 6 Choose a place on the map and ask your friend the way. Then change roles.

Can you tell me the way to ...?

Go straight on ...

Play with Sounds

- 7  Read these words. Which letters are silent?

right straight light

- 8  Read this sentence.

Turn right at the lights and then go straight on.

Writing Time



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



Forms Explorer



Przekazanie informacji o przeciwnym znaczeniu

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

I'm going to visit Paris but not the Eiffel Tower.

He's going to travel alone, however, he is going to have a phone with him.

- 10 Write an email telling a friend about your holiday plans. Answer these questions.

- When are you going to go on holiday?
- Who are you going to go with?
- Where are you going to go?
- What places are you going to visit?
- What are you going to do?

Key words

Środki transportu

boat – łódź
 coach – autokar
 ferry – prom
 lorry – ciężarówka
 means of transport – środki transportu
 motorbike – motor
 plane – samolot
 train – pociąg
 tram – tramwaj
 underground – metro
 van – furgonetka

Podróżowanie – czasowniki

catch – łapać
 get in / on – wsiadać
 get out of / get off – wysiadać
 go on foot – chodzić pieszo
 miss – przegapić
 travel – podróżować

Wakacyjne czynności

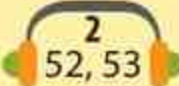
eat out – jeść poza domem
 go hiking / hike – wędrować pieszo
 go to a funfair – iść do wesołego miasteczka
 go window shopping – oglądać wystawy sklepowe
 ride on an open-top bus – jeździć autobusem bez dachu

see a show – oglądać występ, przedstawienie
 see an art exhibition – oglądać wystawę sztuki

Other words

ancient – starożytny
 arrive – przybywać, przyjeżdżać
 blow – tu: dąć (w róg)
 bottom – dół, najniższa część
 bridge – most
 comfortable – wygodny
 cross at the traffic lights – przechodzić przez ulicę na światłach
 cross the street / road – przechodzić przez ulicę
 deep – głęboki
 desert – pustynia
 exist – istnieć
 expensive – drogi
 get stuck in a traffic jam – utknąć w korku ulicznym
 go past – mijać, przechodzić obok
 go straight on – iść prosto
 have a rest – odpoczywać
 noisy – głośny, hałaśliwy
 Oh my goodness! – a niech mnie!
 push – pchać
 shade – cień
 slow – wolny
 tiring – męczący
 treasure – skarb
 turn left – skręcać w lewo
 turn right – skręcać w prawo
 valley – dolina
 view – widok
 wonder – cud; zastanawiać się



 ²
 52, 53 Listen to the song. Find words in the text that rhyme with these six words and write them in your notebook.

- | | | |
|---------|--------|---------|
| 1 brain | 3 face | 5 sound |
| 2 chair | 4 good | 6 put |

We're going around the world today.
 Europe, Africa or Asia – just say
 What would you like to see?
 Where would you like to go with me?
 We can go by road, we can go by sea
 To all the places where we want to be.
 We can go on foot or up in the air.
 There are so many ways to get here or there.
 We can go by taxi, bus or bike.
 We can go by coach or train – as you like.
 We can go by plane, we can go by ship.
 It's going to be a fantastic trip!

Can you do it?

Zapisać w zeszycie podane umiejętności i przy każdej z nich zaznaczyć, w jakim stopniu ją opanował / opanowała:

Umiejętność	już potrafię	trochę umiem	jeszcze muszę powtórzyć
1. Rozumienie i interpretacja tekstu			
2. Wyciąganie wniosków z tekstu			
3. Weryfikacja informacji			
4. Wskazywanie źródeł informacji			
5. Wskazywanie celów i wartości			
6. Wskazywanie problemów i trudności			
7. Wskazywanie powiązań			
8. Wskazywanie skutków			
9. Wskazywanie przyczyn			
10. Wskazywanie konsekwencji			
11. Wskazywanie skutków przyczyn			
12. Wskazywanie przyczyn skutków			
13. Wskazywanie skutków przyczyn i skutków skutków			
14. Wskazywanie przyczyn skutków i przyczyn skutków			
15. Wskazywanie skutków przyczyn i przyczyn skutków			
16. Wskazywanie skutków przyczyn i skutków skutków			
17. Wskazywanie przyczyn skutków i skutków skutków			
18. Wskazywanie skutków przyczyn i przyczyn skutków			
19. Wskazywanie skutków przyczyn i skutków skutków			
20. Wskazywanie przyczyn skutków i skutków skutków			

Rozumienie ze słuchu

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



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

Rozumiem nagrania dotyczące pogody.

Znajomość funkcji językowych

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

Potrafię zareagować w poznanych sytuacjach.

Znajomość środków językowych

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

did is had are was isn't do

Mark's weekend

- Lisa:** What (1)  you going to do next weekend?
- Mark:** I'm going to go to the seaside. I hope to go windsurfing.
- Lisa:** Is it your favourite sport?
- Mark:** Yes, it is.
- Lisa:** What gear (2)  you need?
- Mark:** The only thing you need is a good board.
- Lisa:** (3)  you go windsurfing last weekend too?
- Mark:** Oh, yes, I did. I go windsurfing as often as I can.
- Lisa:** (4)  the weather good for windsurfing last weekend?
- Mark:** Yes, it was perfect. And I think, it (5)  also going to be ideal this weekend.

Potrafię uzupełnić luki, tworząc pytania w poznanych czasach.

Rozumienie tekstów pisanych

- 4 Przeczytaj teksty (1–3). Do każdego z nich dopasuj odpowiadający mu nagłówek (a–d). Jeden nagłówek został podany dodatkowo i nie pasuje do żadnego tekstu.**
- a Go-karting b On a boat
c Windsurfing instructions d At a bus station

- 1

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

- 2

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

- 3

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

Potrafię dopasować tytuły do tekstów.



Explorers' CLUB

The London Eye

English and science
and technology



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

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

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

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

Glossary

large – olbrzymi

Ferris wheel – koło widokowe, diabelski młyn

on the bank of – na brzegu

celebrate – świętować, obchodzić

millennium – tysiąclecie

go round – tu: obrócić się

once – raz

disabled – niepełnosprawny

rim – obręcz

spoke – szprycha

the Netherlands – Holandia

view – widok

site – miejsce

Project Sightseeing memory game

Make your own memory game cards with interesting sites from around the world.

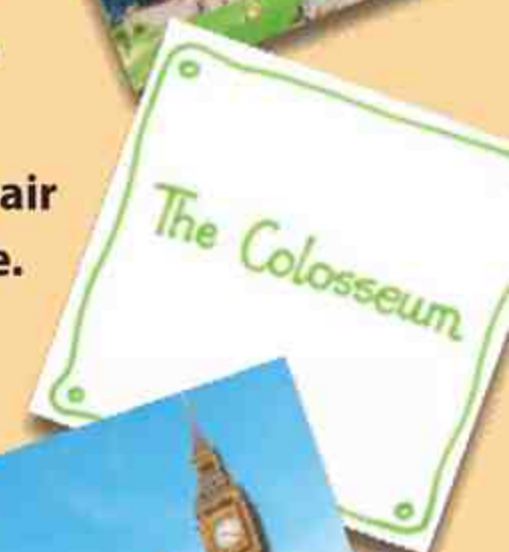
Materials

- travel / tourist magazines, postcards, your own photos, the internet
- card
- scissors
- glue
- pens

- 1 Look for photos of interesting places and buildings around the world. You can use your own photos, old postcards, cut picture out of magazines, or find them on the internet and print them.
- 2 Find out the names of the sites and what country and town they are in.
- 3 Cut about 60 squares (about 5x5cm) out of the card. They all have to look the same.
- 4 Each group of students gets a similar even number of squares.
- 5 The groups prepare pairs of cards – each pair consists of an image and the name of a site.
- 6 Collect all the cards and play the sightseeing memory game in class.

 ²/₅₅ Listen and read. Read the numbers below – what are they? Write them in your notebook.

30 25 1999
32 135
3,000,000





Extra Culture

The United States of America



1



2



3



4



The United States of America (the USA) is the biggest English-speaking country in the world. It is one country, but there are 50 states. More than 300 million people live in the USA. These people are from many different places and they speak many languages. But English is the official language that they use to understand each other.

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

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

1



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

Alaska Hawaii
Hollywood Washington DC



Guess What?

Turkeys come from North America. But when they first arrived in the UK, people thought they were from Turkey. So that is why they are called turkeys!



2 Read the text again. Answer the questions in your notebook.

- 1 How many people live in the USA?
- 2 What is the official language?
- 3 Is Alaska in the south?
- 4 Who lives in the White House?
- 5 What is the nickname of the American flag?
- 6 How many stars are on the American flag? Why?

3 Listen and point to these American cities on the map.

Las Vegas New York
San Francisco Washington DC



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

Gate Liberty Palace US



The Statue of  is in .



The Golden  Bridge is in .



The Caesar's  is in .



The  Capitol is where the government meets and is in .

5 Match the descriptions to the words.

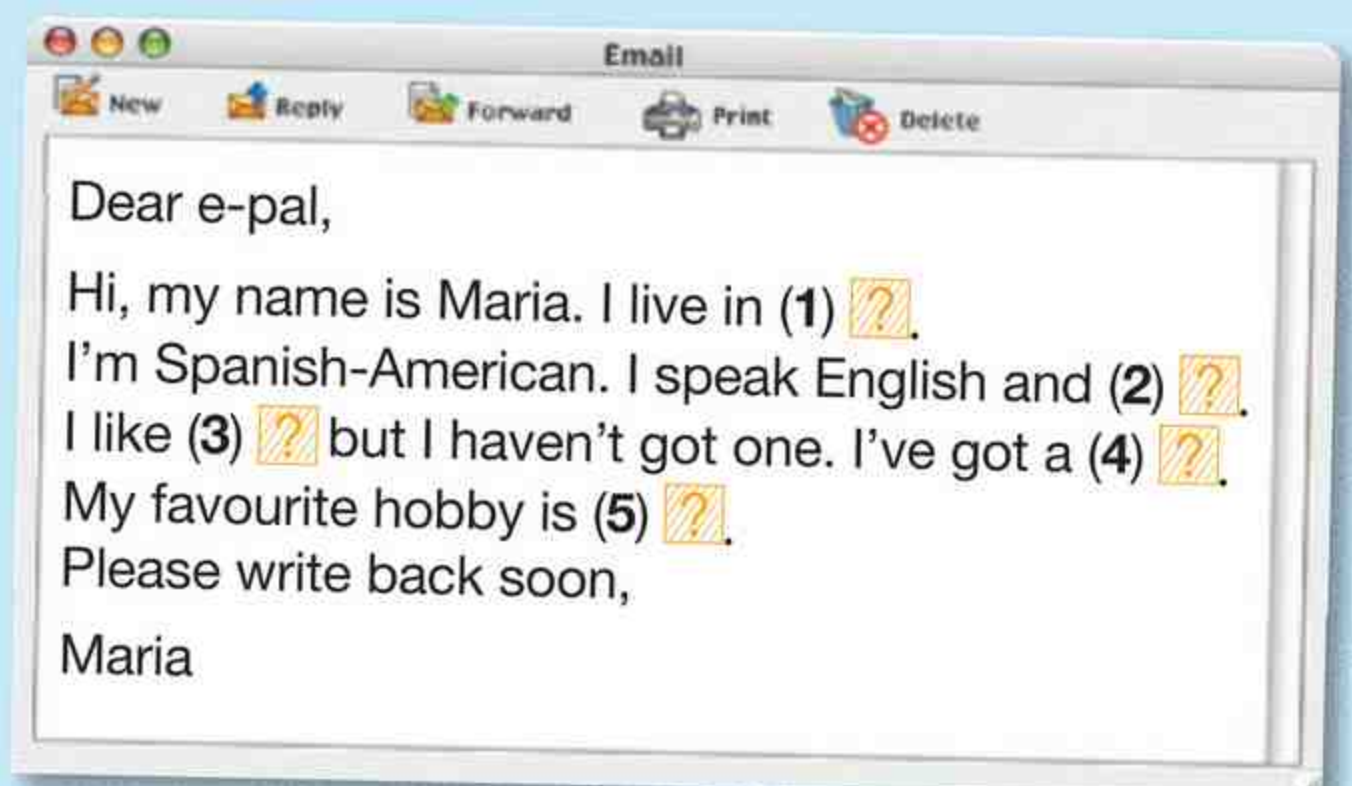
- | | |
|------------------------------------|-----------------|
| 1 a film with cowboys | a a Cadillac |
| 2 a popular American sport | b rock and roll |
| 3 a very, very tall building | c a hamburger |
| 4 a very wide, large car | d a skyscraper |
| 5 music from the 1950s | e a western |
| 6 food from a fast food restaurant | f baseball |

6 Listen and match the American children's names to the pictures. There is one extra name and picture.

- | | | |
|---------|--------|------------|
| 1 Maria | 3 Lulu | 5 Charlene |
| 2 Chuck | 4 Matt | 6 Fred |



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



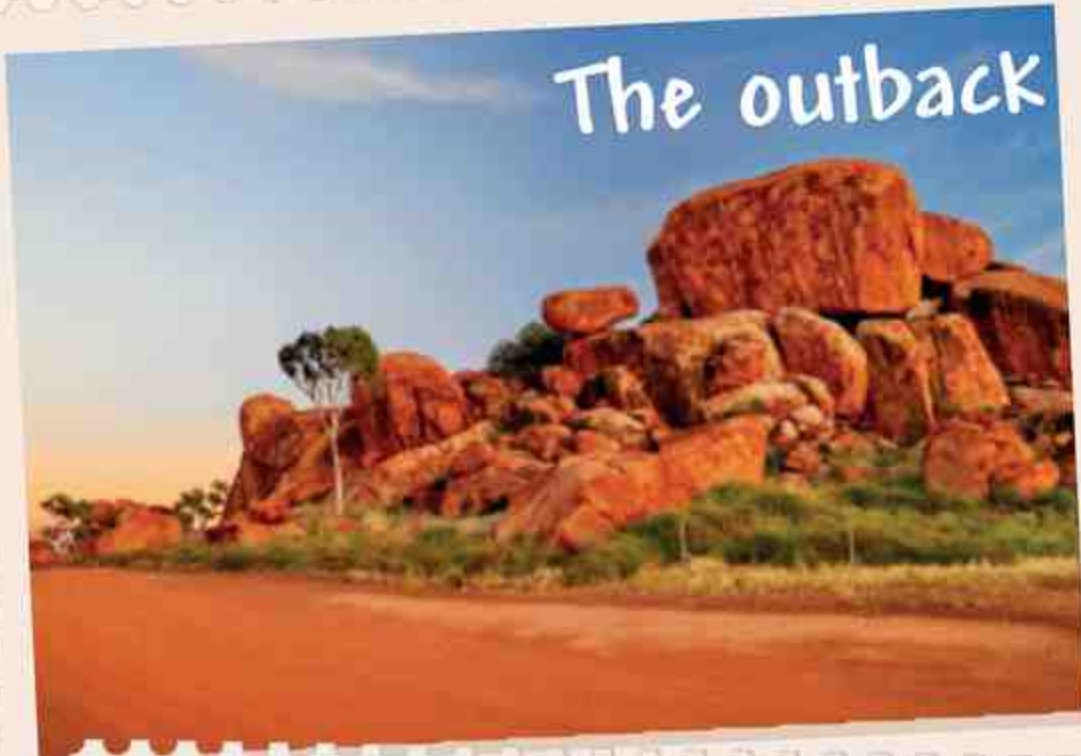
- | | | | |
|---|------------|--------------|--------------|
| 1 | a New York | b New Jersey | c Washington |
| 2 | a Polish | b Spanish | c Swedish |
| 3 | a cats | b dogs | c horses |
| 4 | a bat | b cat | c dog |
| 5 | a dancing | b cycling | c diving |

8 Now imagine you are Fred. Write an email to a new e-pal in your notebook.



Extra Culture

Australia



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

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

Coral reefs are (10) [?] for the sea because they provide a home to many types of fish. The biggest coral (11) [?] in the world is in Australia. It is called the Great Barrier Reef. The coral and the fish that live there are many different colours.

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

- | | | |
|---|------------|------------------|
| a | desert | las deszczowy |
| b | waterfall | ważny |
| c | continent | rosnąć |
| d | rainforest | rafa |
| e | important | kontynent |
| f | rock | krzak |
| g | grow | port |
| h | dry | suchy/wyschnięty |
| i | harbour | skała |
| j | reef | pustynia |
| k | bush | wodospad |

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



Guess What?

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

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

- 1 Australia is a small island.
- 2 Canberra is the capital of Australia.
- 3 The Sydney Opera House is a beautiful building.
- 4 Many trees grow in the outback.
- 5 There are waterfalls in Australia's tropical rainforests.
- 6 The Great Barrier Reef is the smallest coral reef in the world.

4 Can you name these Australian birds and animals? Listen, check and repeat.

kangaroo wombat koala emu
kookaburra Tasmanian devil



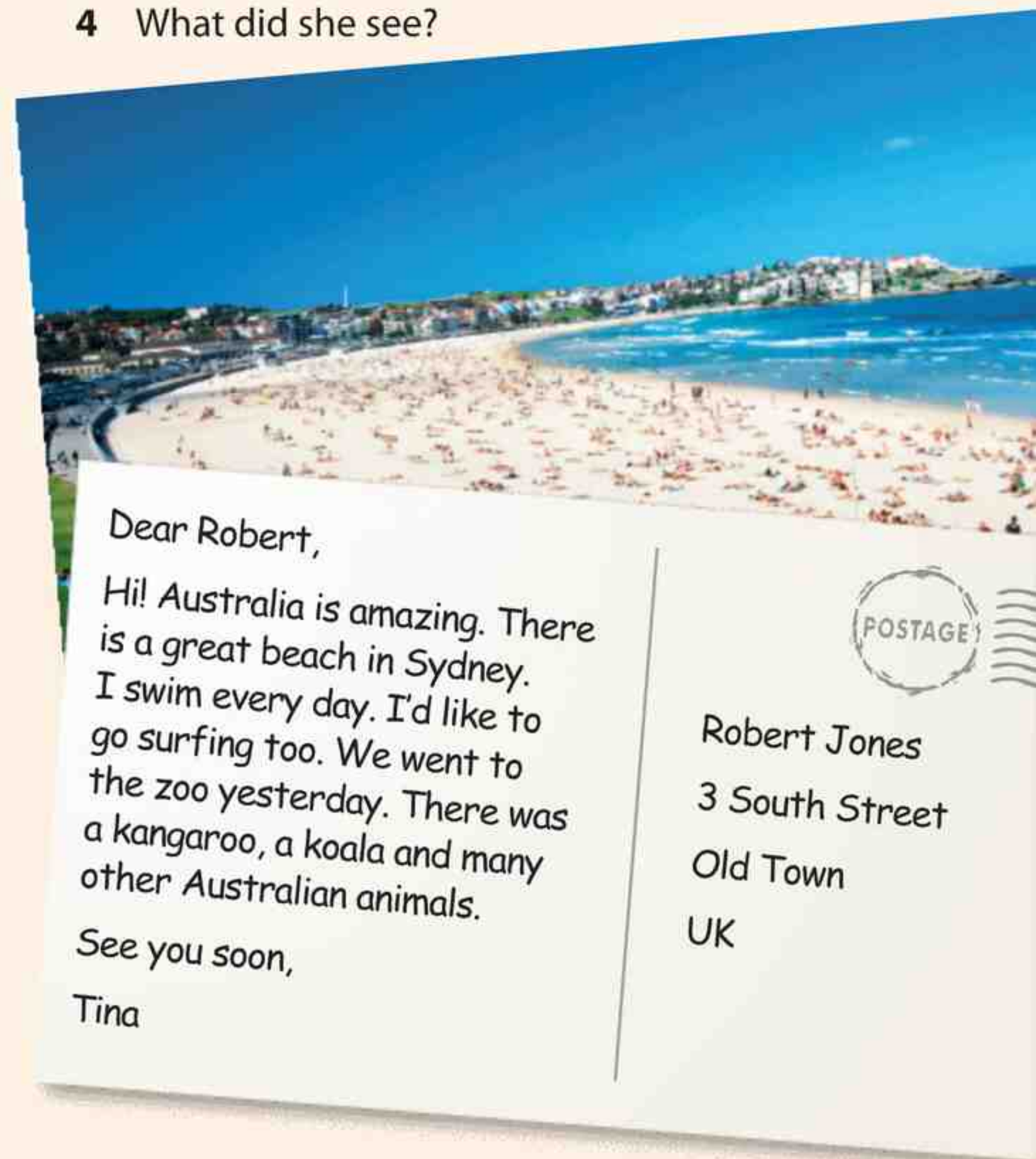
5 Sport is popular in Australia. Name the sports. Then listen and check. There's one extra word.

cricket hockey rugby
surfing footy



6 Read this postcard and answer the questions.

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



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



Extra Culture

The Lighthouse Path, Poland



Rozewie



Kołobrzeg



Niechorze

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

However, does going to the seaside always mean it has to be a lazy holiday? The Baltic coast has a more active side. One such option is walking, cycling or driving along the Lighthouse Path. It runs along the length of the Polish Baltic coast – it is 770 kilometers (2) . The path connects all of the lighthouses that can be found there. All of the lighthouses are different, some of them are square and some of them are (3)  or rectangular. They were built many years ago by either Germans or Poles and they all used different materials. That is why some lighthouses are red and some are yellow. Not all of them have the same number of lights: they can have either one or two lights.

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

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

- 1  ²/₆₃ Read the text and say where the following words go. Then listen and check.

long mountains
popular round



Guess What?

There are seventeen lighthouses that form that path.

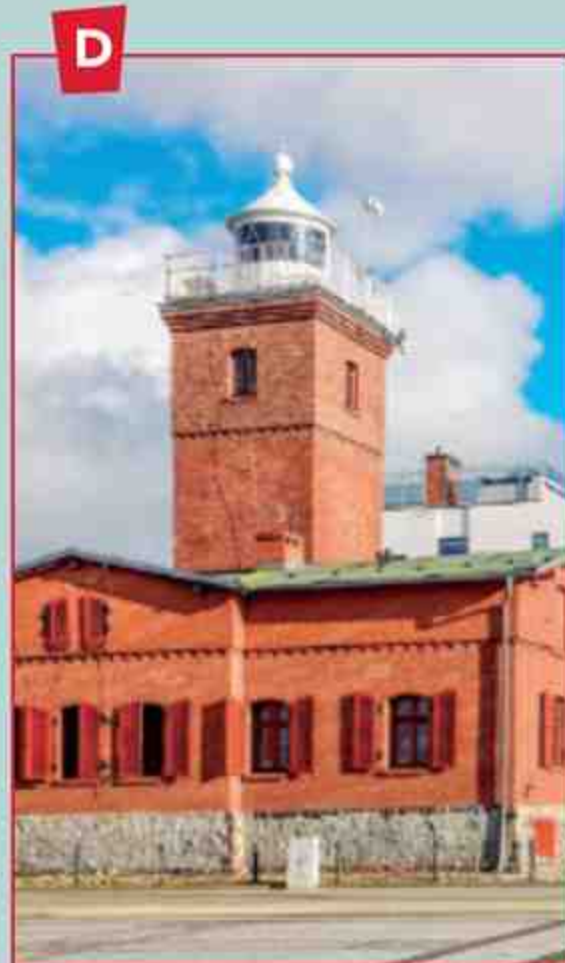
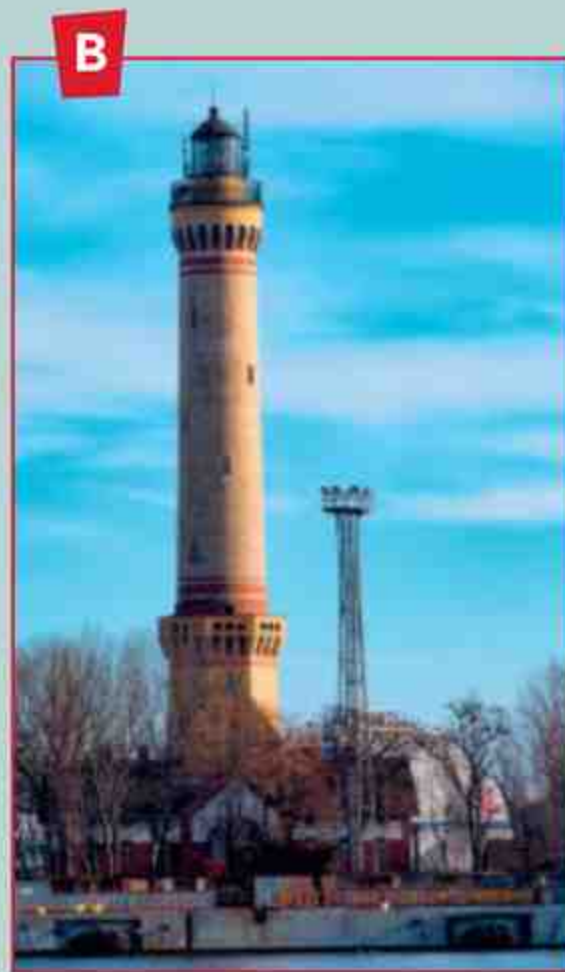
2 Choose the best title for the text. Why is it the best?

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

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

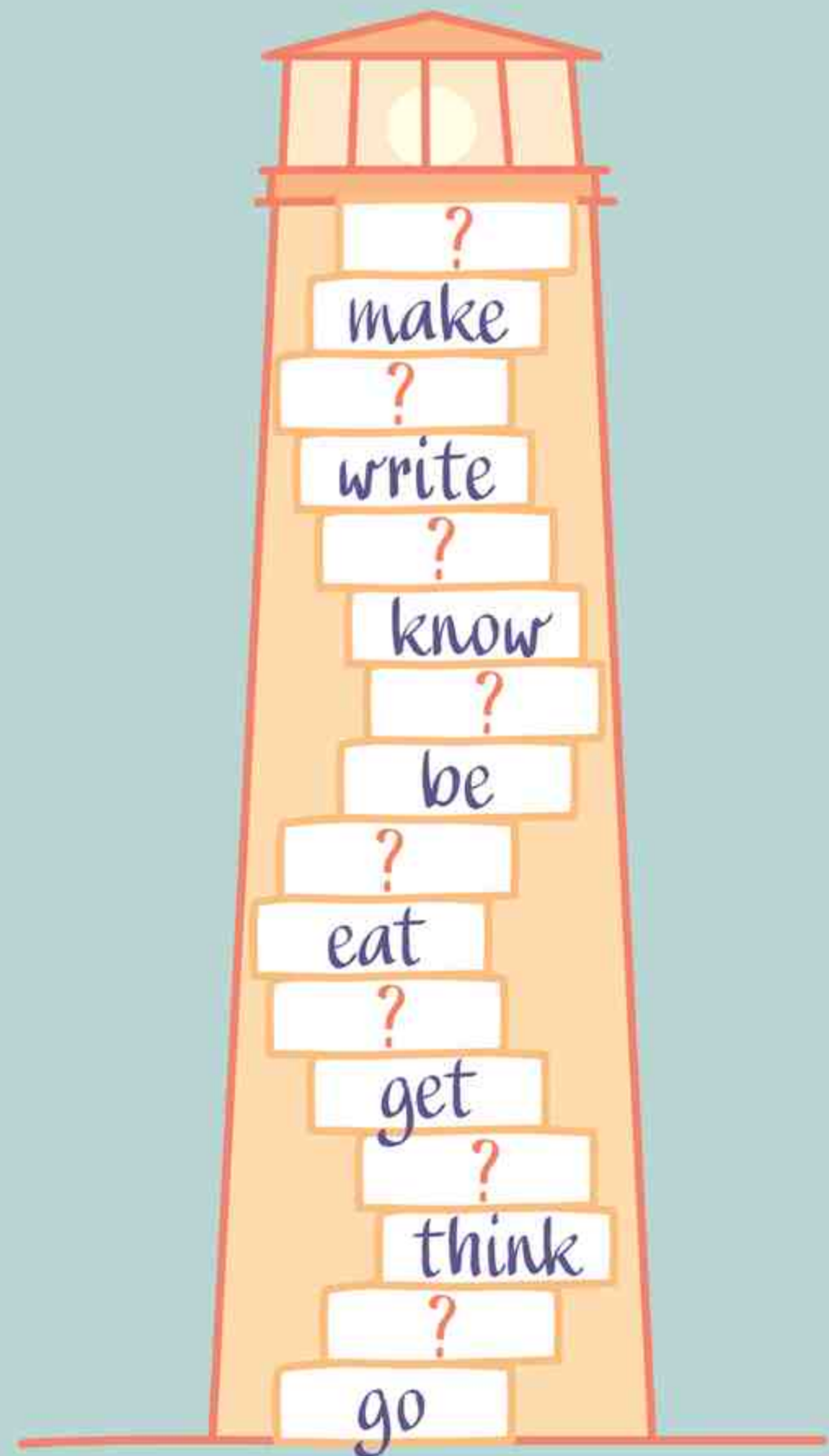
- 1 There was just one lighthouse in Poland two years ago.
- 2 People from Spain and Italy built the lighthouses.
- 3 Tourists have to take a lift to get to the top.
- 4 The total number of lighthouses built in Poland is 19.
- 5 All the lighthouses are round.

4  **Listen to the descriptions. Which lighthouse is in which city?**



5 Do some online research. Find some other lighthouses. Choose your favourite one and describe it in your notebook. Compare your lighthouse to those described by your friends.

6 The lighthouse has got 16 steps. To get to the top of the lighthouse, write the past simple forms of the irregular verbs in your notebook.



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



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

Extra Culture

The Painted Village ZALIPiE Poland



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

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

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

1 2 65 Read and listen. What are the names of the objects in the pictures?

shed cottage fence
dog kennel



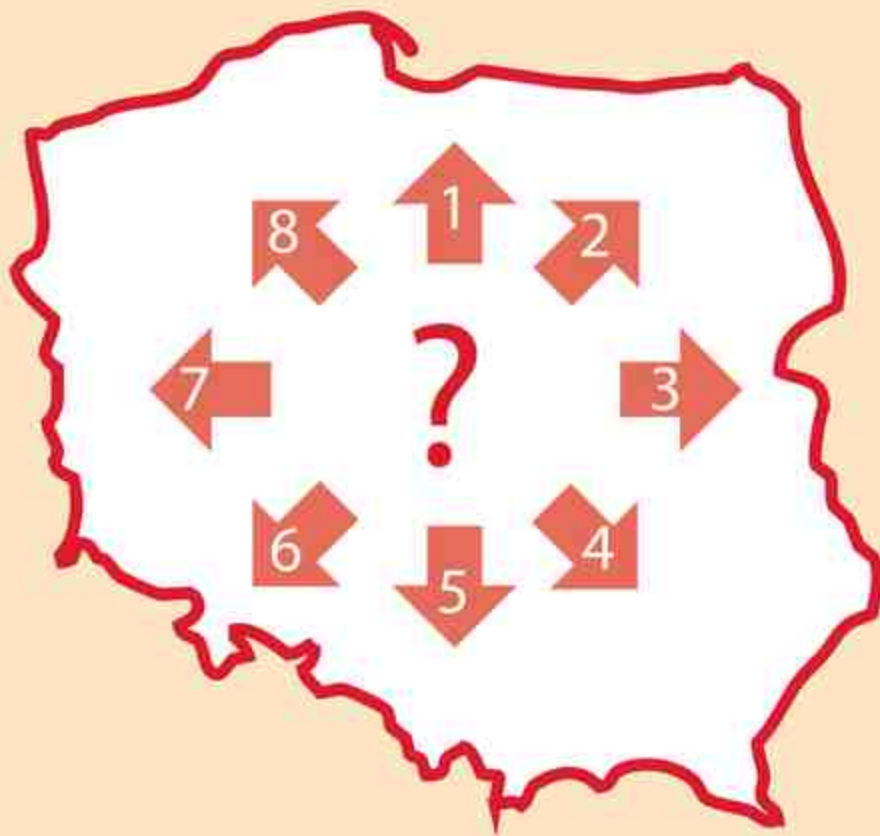
Did you know that every spring in the village there is a competition called *The Painted Cottage* in which the most beautiful house wins a prize?

2 Read the sentences. Decide if they are true or false.

- 1 There were many men who decorated the houses.
- 2 The houses in the past were perfect.
- 3 There were shops that sold brushes in Zalipie in the past.
- 4 The horses helped with painting.

3 Look at the map of Poland. Match the numbers to the directions and say where your hometown is.

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



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

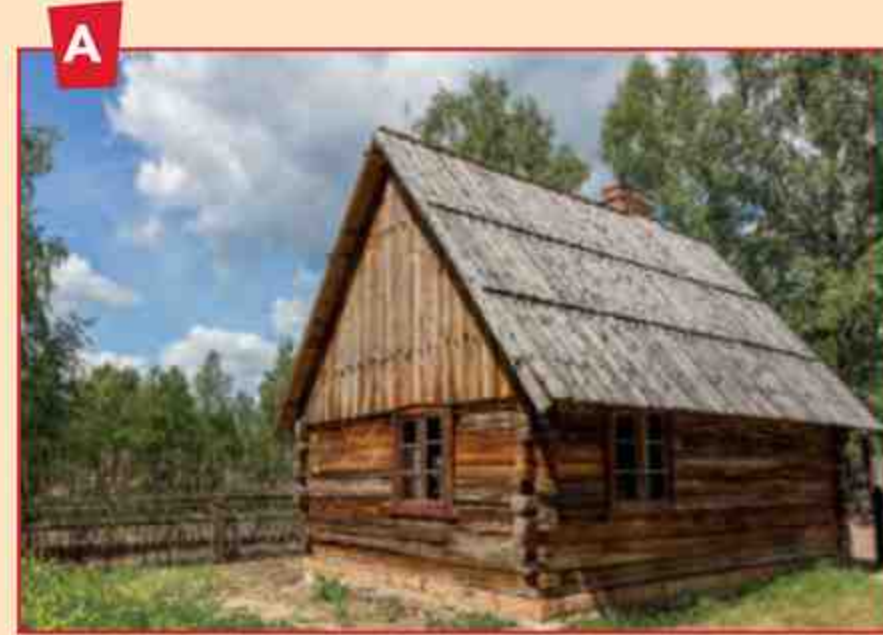
4 Look at the flowers. Match the words with their definitions.



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

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

big colourful pretty old
interesting clean decorated

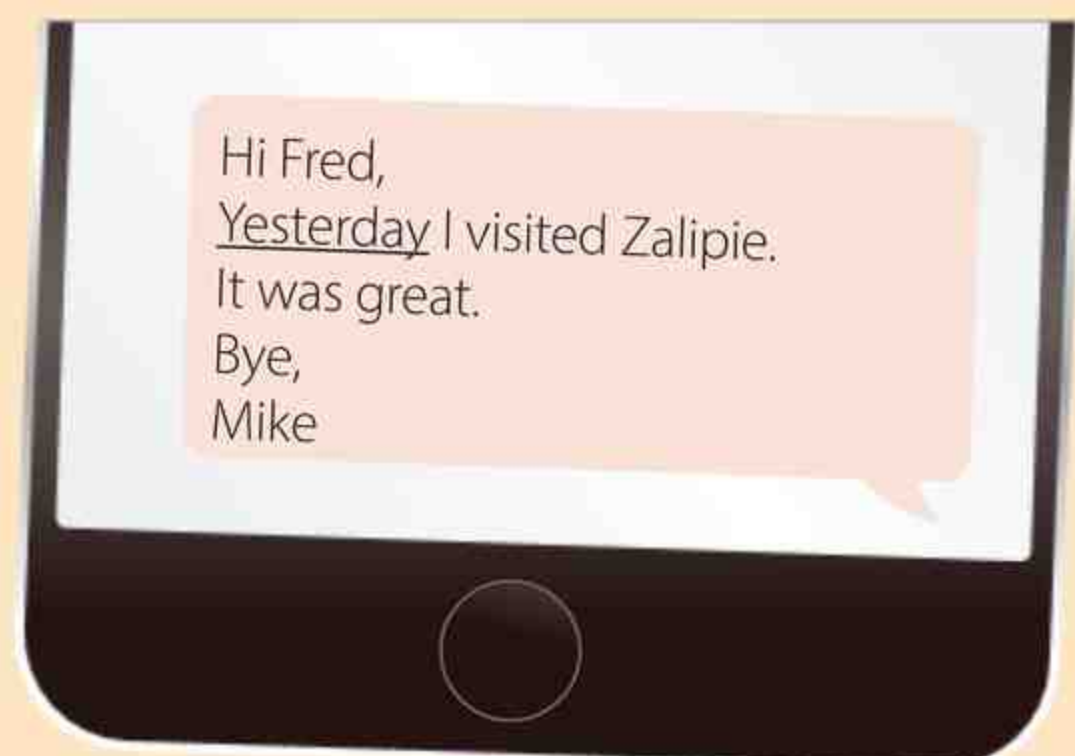


6 Imagine you spent three days in Zalipie. Write five short text messages describing your visit. Every text message must answer one of the following words.

what when who
why where

Look at the example.

WHEN?



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

End-of-year PROJECT

My story about history

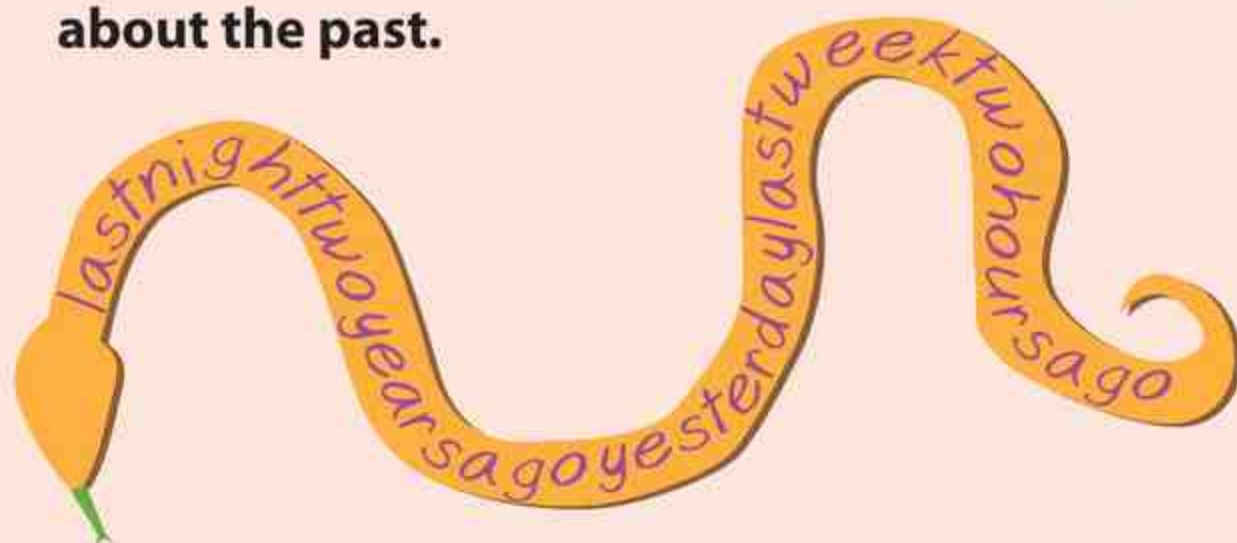
1 Read the sentences and add adjectives to make them more interesting.

- 1 This is a house.
- 2 The house is next to the school.
- 3 There are some shops.
- 4 I like going to the swimming pool.
- 5 The swimming pool is in the city centre.

2 Join two sentences into one. Use *and*, *but* or *because* and make all the necessary changes.

- 1 I live next to Peter. I live opposite the school.
- 2 My house is blue. My house has got brown door.
- 3 My neighbours are nice. My neighbours are noisy.
- 4 Our house is beautiful. My father painted our house.

3 Find time expressions used when speaking about the past.



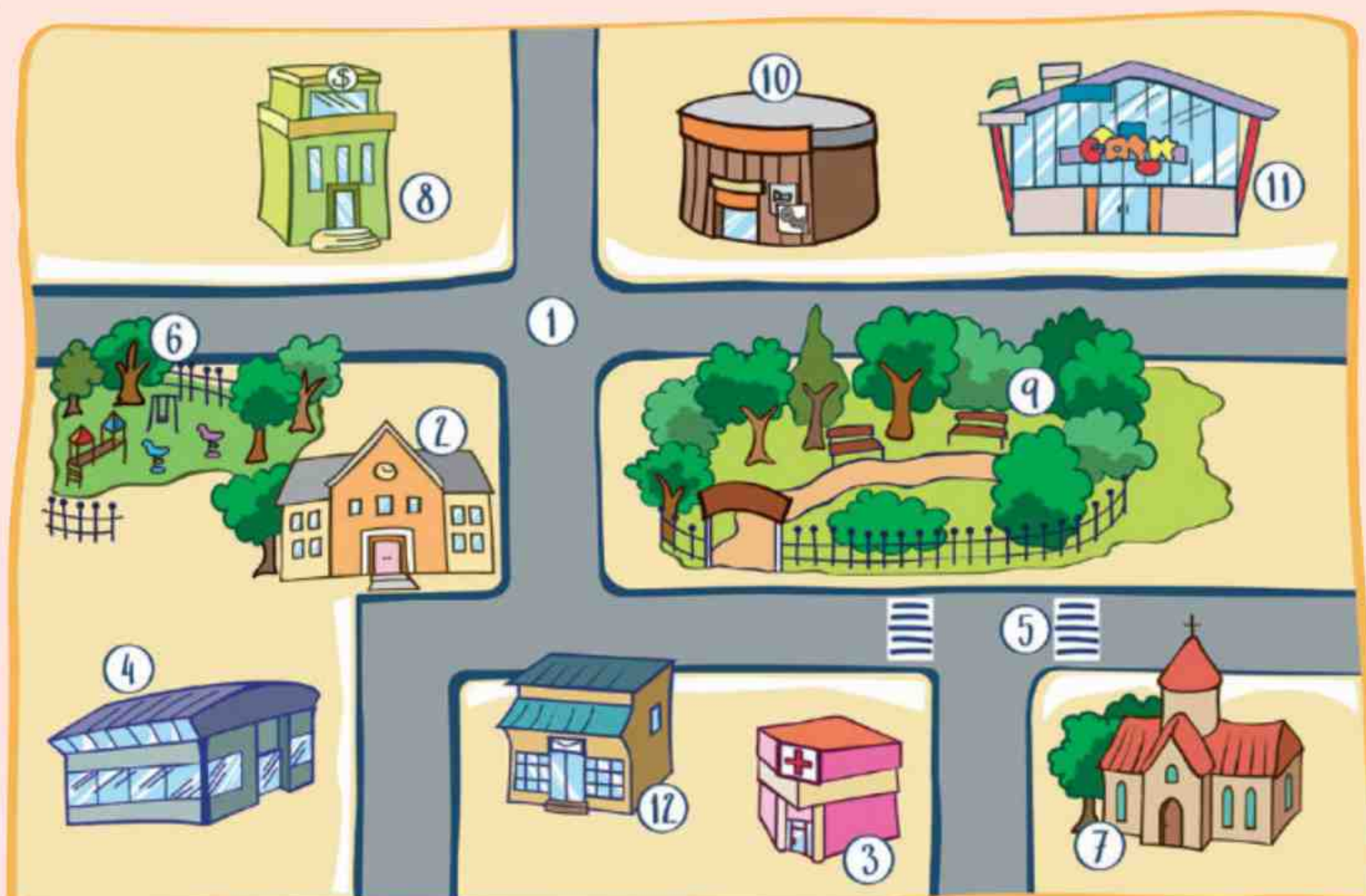
4 Put the time expressions in the correct chronological order.

two days ago last month
yesterday
seven months ago last year

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

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

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



7 Read the text and answer the questions.

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

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

When he was older, he met Steve Wozniak, who liked electronics as well. His friend built his first computer, and Jobs decided to create a company – it was called Apple. He made their first computers in his garage. Soon the company became very popular. Jobs also bought a graphics company and named it Pixar.

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



- 1 Where was Steve Jobs born?
- 2 What were his parents?
- 3 What did he like doing?
- 4 Was he a good student?
- 5 Why did he get into trouble at school?
- 6 What is the name of Jobs' company?

8 Find verbs in the past simple and put them into one of the following two groups. Write them in your notebook.

REGULAR	IRREGULAR
?	?
?	?
?	?

9 Work in groups. Choose a famous person from the past. Why is this person interesting? Find out some information about them and answer the questions. Using your answers, write a minibiography about them in your notebook.

- 1 Where was the person born?
- 2 Where did the person live?
- 3 What did the person like doing?
- 4 What was their biggest achievement?
- 5 When did the person die?



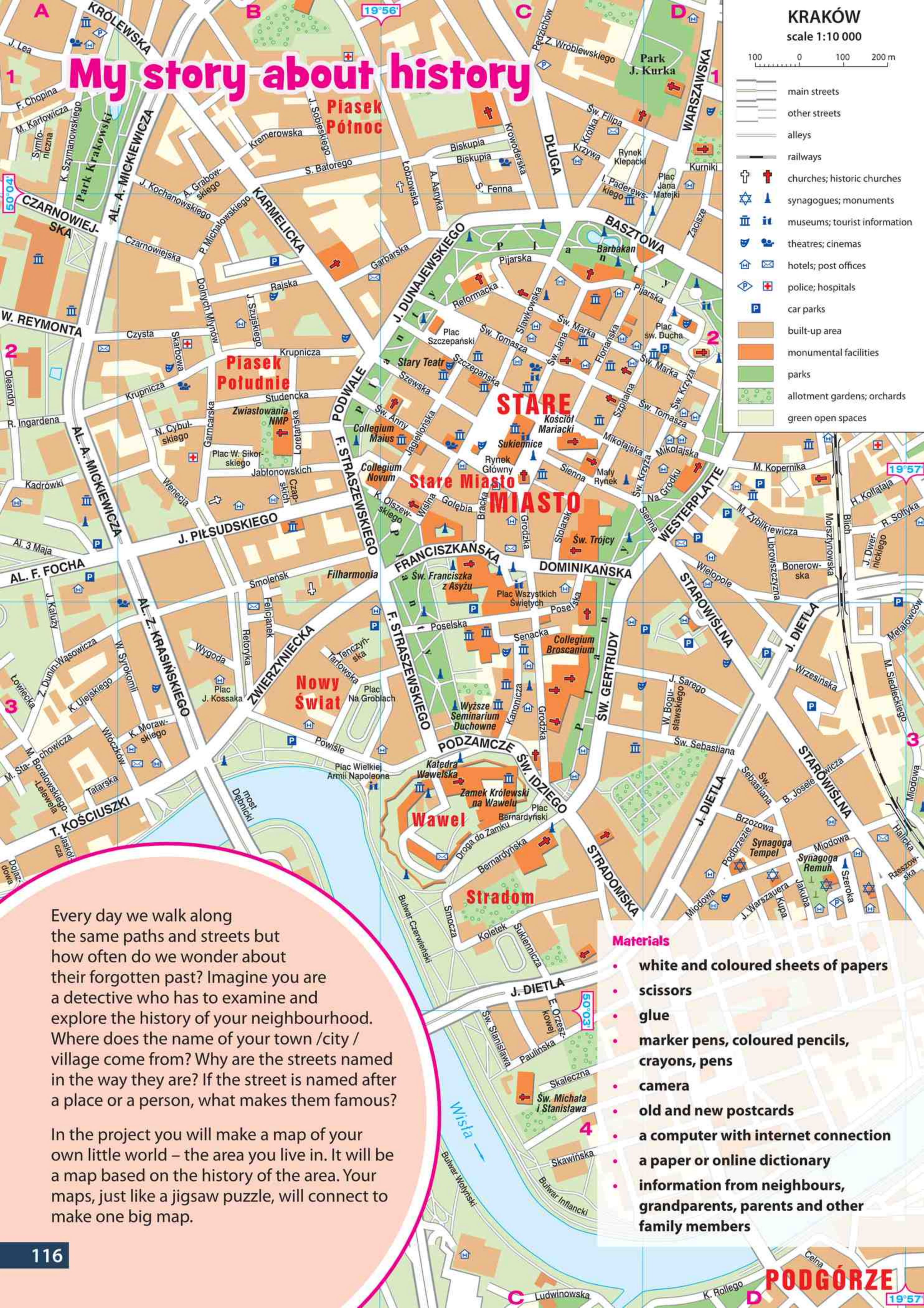
My story about history

KRAKÓW

scale 1:10 000

100 0 100 200 m

- main streets
- other streets
- alleys
- railways
- churches; historic churches
- synagogues; monuments
- museums; tourist information
- theatres; cinemas
- hotels; post offices
- police; hospitals
- car parks
- built-up area
- monumental facilities
- parks
- allotment gardens; orchards
- green open spaces



Every day we walk along the same paths and streets but how often do we wonder about their forgotten past? Imagine you are a detective who has to examine and explore the history of your neighbourhood. Where does the name of your town /city / village come from? Why are the streets named in the way they are? If the street is named after a place or a person, what makes them famous?

In the project you will make a map of your own little world – the area you live in. It will be a map based on the history of the area. Your maps, just like a jigsaw puzzle, will connect to make one big map.

Materials

- white and coloured sheets of papers
- scissors
- glue
- marker pens, coloured pencils, crayons, pens
- camera
- old and new postcards
- a computer with internet connection
- a paper or online dictionary
- information from neighbours, grandparents, parents and other family members

Follow the instructions and make your own maps.

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



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







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Seria dla uczniów klas 4-6 w 100% zgodna z nową podstawą programową.
Gwarancja skutecznej komunikacji, kontynuacji nauki języka, otwarte okno na świat.

A1+

Likes and dislikes

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

Making suggestions and giving opinions

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

Eating in and out

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

At the doctor's

- Doctor:** What's the matter?
Patient: I've got a bad cough. My throat is really sore too.
Doctor: Let me see. Open your mouth. OK. That's fine.
Patient: Is it serious?
Doctor: No. Don't worry. You must take some cough medicine. Here is a prescription.

Shopping expressions

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

Giving directions

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