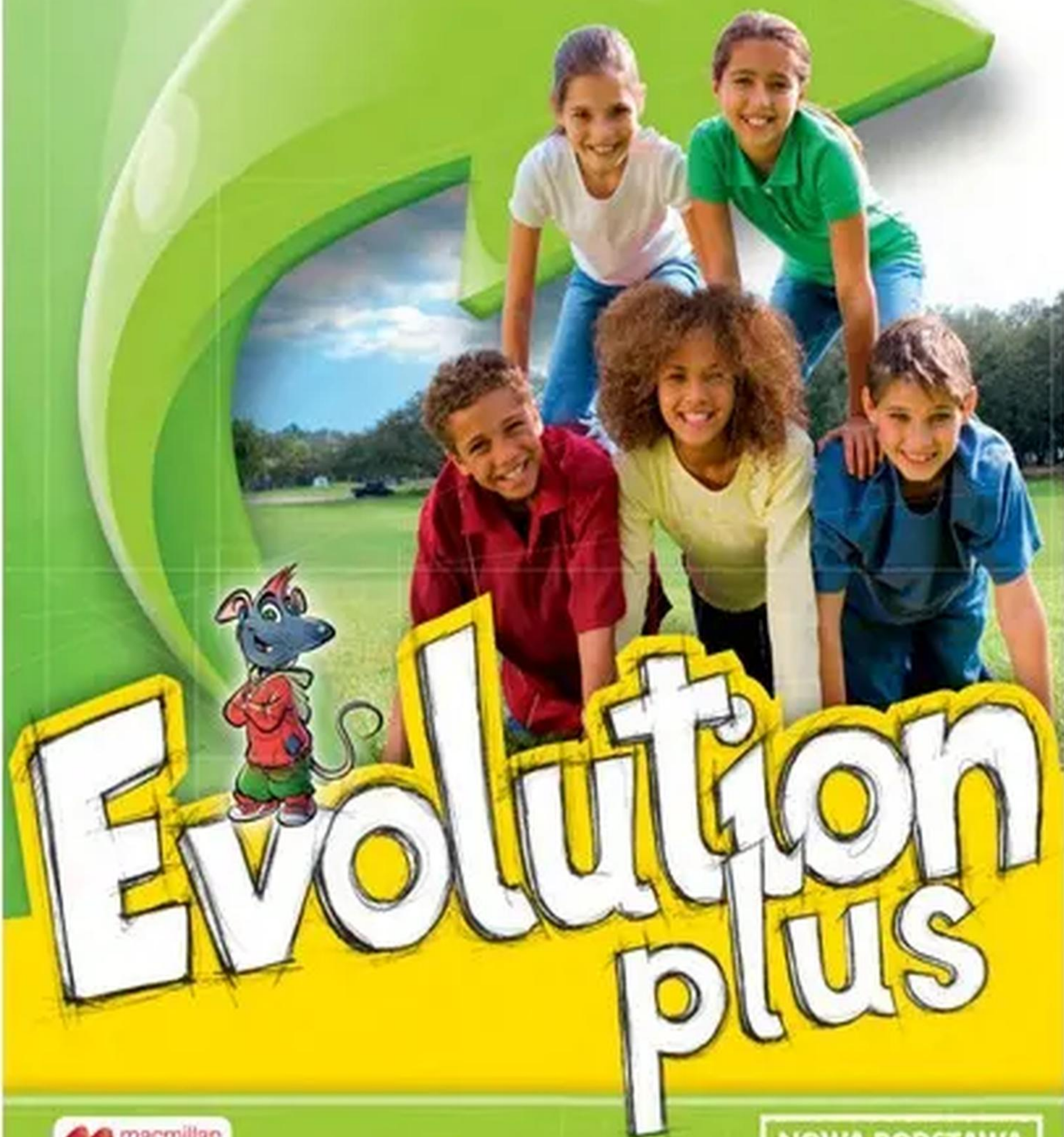


Nick Beare

6

klasa



Nick Beare

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klasa





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FUNCTIONAL LANGUAGE	PRONUNCIATION	CULTURE / CLIL
Asking about the nationality and country of origin Making suggestions	Sounds right! – /tʃ/ vs /ʃ/	Culture – Accents in the UK
Asking for information Buying tickets Expressing thanks	Sounds right! – /i:/ vs /ɪ/	CLIL – The Solar system
Making invitations Accepting invitations Rejecting invitations	Sounds right! – /ʌ/ vs /æ/	Culture – Lost cities
Describing physical condition Giving advice Asking for permission	Sounds right! – /ɒ/ vs /ɔ:/	CLIL – The human body
Narrating events Sequencing	Sounds right! – /θ/ vs /ð/	Culture – Houses and homes
Talking about feelings and emotions Explaining Reacting to explanations	Sounds right! – /j/ vs /dʒ/	CLIL – Chinese inventions
Making offers and decisions Making polite requests	Sounds right! – /ɪə(r)/ vs /eə(r)/	Culture – Birthdays
Talking about rules Prohibiting	Sounds right! – /u:/ vs /ʊ/	CLIL – Trees and seeds
Talking about people and things	Sounds right! – /ʌ/ vs /ɑ:/ vs /æ/	Culture – Literature

UNIT 1 LESSON 1



Do you like quizzes?



Mexico Australia Egypt China the United States India England Kenya Costa Rica

1 **1.1** Listen and repeat. Go through the book and find examples of the media listed in the boxes.

web page

blog

podcast

online article / quiz / interview

app

tweet

forum

social networking site

There is a web page on page 4.

2 **1.2** Listen and read. Then read the text aloud.

Welcome to the Evolution Quest!

Visit nine countries on the Quest! We've got web pages for each country with blogs, podcasts, interviews, forums and online articles. There's an online quiz about each country too.

For the quiz, we give you different tasks about the country. You get one point for a correct answer. You don't get points for wrong answers!

Read the instructions, listen to the podcasts and do the tasks. Then check your answers and write your score in the score box.

Now, are you ready to join in the fun? Answer these questions.

Have you got a good internet connection?	No, I haven't.	Yes, I have.
Are you online now?	No, I'm not.	Yes, I am.
Do you like quizzes?	Yes, I do.	No, I don't.
When do you want to start?	I don't want to start now.	I want to start now.
Are you nervous?	Yes, I am. I'm a bundle of nerves.	No, I'm not. I'm as cool as a cucumber.

Let's start the Evolution Quest! Good luck and don't give up!

3 **1.3** Listen to the podcast about Mexico. Answer the questions in your notebook.

- How many people live in Mexico? million.
- What country is next to Mexico?
- Are there any deserts in Mexico?
- How many people live in Mexico City?
More than million.

Evolution Quest Quiz			
	Quiz 1		Total

Easy English

4 Look at the text from exercise 2 and complete the sentences in your notebook.

- Good !
- Don't up!
- Join in the !
- I'm a bundle of .
- I'm as cool as a .

Rah's grammar



Are	you	online?
Is	she	
Where	is	she?
Have	you	got
Has	he	a good internet connection?
What	has	he got?
Do	you	like
Does	he	quizzes?
How often	does	she do



She is 12. She isn't 12.
She **has got** a blog. She **hasn't got** a blog.
She **likes** computers. She **doesn't** like computers.

- 5 Complete the sentences in your notebook.
Use the words from the box.

isn't got are has what don't doesn't

Read about my sister and me

I am 13. My sister ¹ 13. She's 14. I haven't got a blog. She's ² a blog. I ³ write tweets. She writes them every day. I often listen to podcasts. She ⁴ listen to podcasts.

⁵ you 15?

No, I'm not.

⁶ your sister got a bicycle?

No, she hasn't.

⁷ does your sister do after school?

She writes a blog about music.

Have a talk!

- 6 In pairs, ask and answer questions about each other and your families.

Does your brother write tweets?

No, he doesn't.
He writes his blog.

EXTRA

- 1 Find six types of digital media and write them in your notebook.

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

- 2 Match the sentences parts.

- | | |
|--------------|-------------------------------------|
| 1 I | a you got this app? |
| 2 My brother | b your sister got this podcast? |
| 3 Have | c has got six points in the quiz. |
| 4 Has | d haven't got a lot of apps. |
| 5 I | e doesn't like online articles. |
| 6 My brother | f the teacher read this blog? |
| 7 Does | g like this social networking site. |

Testing spot

- 3 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki (1-3). Zapisz odpowiedzi w zeszycie. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A podcasts B has C see
D have E read F tweets

We want to know about our visitors.
Tell us about your likes and dislikes!

Do you listen to ¹ ?

☐ Yes ☐ No

² you got a blog?

☐ Yes ☐ No

Do you ³ online articles?

☐ Yes ☐ No

- 4 In pairs, talk about your friends and families. Use the verbs *be* and *have got* and other verbs.

My father isn't 39. He's 40. He's got a new laptop and he reads a lot of online articles on his smartphone.

UNIT 1 LESSON 2



What are you doing?



draw paint win lose sing grandfather grandmother uncle aunt

1 **1.4** Listen and repeat. In pairs, talk about how often you do these activities.

laugh

study

sunbathe

sit in the shade

smile

I often laugh.

play cards

tell a joke

chill

set the table

cry

I study every day.

2 **1.5** Listen and read. Look at the drawing and name the people in Luis's family. Write the answers in your notebook. Then act out the dialogue.

Hi! I'm Luis! I'm with my family in Xochimilco. It's near Mexico City. You can go on a boat around the lakes here. People usually take a lot of food on the boat too.

Read Listen

1 5
 2 6
 3 7
 4 8

Tod Hello! I'm Tod. Welcome to the *Around Mexico* podcast. Every week, we phone people in their favourite place. Today, we're phoning a family in Xochimilco. Hello? Is that Luis?

Luis Yes, it is.

Tod Hi Luis, good to hear you. What are you doing at the moment?

Luis We're on a boat, and we're having a great time. We've got a lot of food. My mother is setting the table. My father and my uncle are playing cards.

Tod Is your father winning?

Luis No, he isn't. He's losing. He's a bit fed up. My uncle is winning. He's smiling!

Tod What are your brother and sister doing?

Luis My sister's sunbathing. My brother isn't sunbathing. He's sitting in the shade and he's playing a guitar. He's singing some old pop songs and my aunt is singing with him but, I think she's crying!

Tod Are your grandparents singing too?

Luis No, they aren't. They're talking. I think my grandfather is telling a joke, because my grandmother is laughing.

Tod And you? What are you doing?

Luis I'm chilling. I'm drawing my family. Sorry, I can't talk anymore. Lunch is ready!

Tod Thanks, Luis. Enjoy your meal!

Easy English

3 **1.6** Listen to the podcast about Mexico. Choose the correct words and numbers. Write them in your notebook.

- 3 / 23 / 33 million tourists visit Mexico each year.
- Shopping / Sunbathing / Skiing is not a popular tourist activity in Mexico.
- About 120 / 360 / 740 thousand Americans live in Mexico.
- About 15 / 50 / 55 thousand Europeans live in Mexico.

4 Write the correct sentences in your notebook.

1 fed / bit / a / up / he's / .

notebook

2 sorry / anymore / , / I / talk / can't / .

notebook

3 ready / lunch / is / .

notebook

4 meal / enjoy / your / .

notebook

5 great / having / we're / a / time / .

notebook

Evolution Quest Quiz

Quiz 2 Total

Rah's grammar



I	am	playing	cards.
	'm not		
He She It	is	playing	cards?
	isn't		
We You They	are	playing	cards?
	aren't		
Where	is	he	playing
What	is	he	playing?

LOOK

set + ing = setting
smile + ing = smiling

5 Complete the sentences in your notebook.
Use the words in the brackets.

- they (play) cards now?
No, .
- What they (do) at the moment? They (laugh).
- Listen! They (cry).
- she (sunbathe) now?
No, .
- What she (do)?
She (sit) in the shade now.
- They (not study) now.

Have a talk!

6 In pairs, talk about what people in your family are doing at the moment.



Is your brother studying?

No, he isn't. He's chilling.

EXTRA

1 In your notebook, complete the sentences about the people in the picture.



- play They cards.
- set They the table.
- tell He a joke.
- smile She .
- smile He .
- sit He in the shade.

2 Match the questions and answers.

- | | |
|-----------------------------|-----------------------|
| 1 Is she setting the table? | a He's playing cards. |
| 2 Are you smiling? | b In the living room. |
| 3 Is he smiling? | c No, they aren't. |
| 4 Are they studying? | d No, she isn't. |
| 5 What is he doing? | e No, he isn't. |
| 6 Where are they sitting? | f Yes, I am. |

3 Look at Luis's drawing from exercise 2 on page 6. Ask questions about Luis's grandfather and grandmother and write the answers in your notebook.

- he / tell a joke
 notebook
- they / take photos
 notebook
- what / they / do
 notebook

4 In pairs, imagine it's a break between lessons. Ask and answer specific questions about what people in your class are doing.

What is Ewa doing?

She's talking to ...

UNIT 1 LESSON 3



I don't like living in a city!



ride my bike city flat tree shopping mall country field cow pig horse

- 1** **1.7** Translate words 1–10 into Polish. Write the answers in your notebook. Look at the pictures from exercise 2 to help you. Then listen and repeat the words.

1 litter –



2 pollution –



3 skyscraper –



4 block of flats –



5 office block –



6 public transport –



7 traffic jam –



8 smog –



9 bus stop –



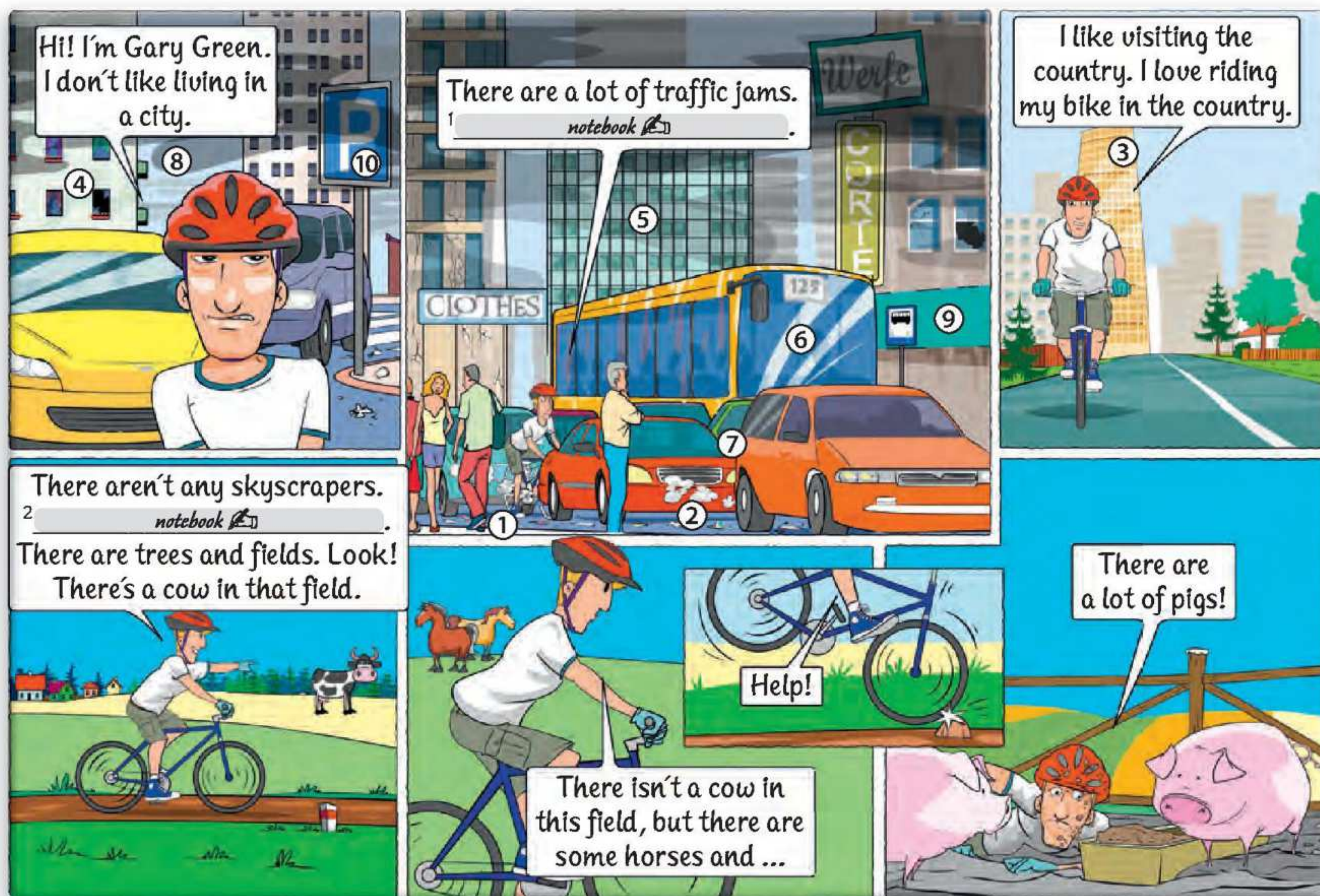
10 car park –



- 2** **1.8** Write the missing sentences in your notebook. Listen and check. Then read it aloud.

There isn't any pollution.

I hate riding a bike in a city.



- 3** Write 4 more sentences about Gary's city. Use the words from exercise 1 and the adjectives in the boxes.

horrible

ugly

dirty

bad

very bad

The traffic jams are horrible.

Rah's grammar

There	is	some / a lot of	pollution.
There	isn't	any	
Is	there	any	pollution?

Yes, there is.

No, there isn't.

There	are	some / a lot of	trees.
There	aren't	any	
Are	there	any	trees?

Yes, there are.

No, there aren't.

I	love	visiting the country.
	like	
	don't like	
	hate	



Rzeczowniki policzalne	Rzeczowniki niepoliczalne
a tree	a pollution
two / some trees	some pollution
a lot of trees	a lot of pollution

4 In your notebook, complete the sentences with the correct form of *be*, *ride* or *live*.

IN
THE
CITY

There ¹ a lot of pollution. There ² some trees. There ³ a lot of cars. Gary Green doesn't like ⁴ in a block of flats in the city.

IN
THE
COUNTRY

⁵ there a lot of trees? Yes, there ⁶ . ⁷ there a lot of smog? No, there ⁸ . Does Gary Green love ⁹ his bike in the country? Yes, he does.



Write

5 Write about the place you live in and what you like doing there. Use *there is / isn't / are / aren't* and different actions.

There isn't any pollution.

EXTRA

1 In your notebook, write sentences using *like*, *love*, *not like* or *hate* and the words in 1–6.

😊 like 😊😊 love ☹️ not like ☹️☹️ hate

- My friend – 😊 – ride her bike
- They – 😊😊 – take photos
- She – ☹️ – play cards
- I – ☹️☹️ – set the table
- We – 😊 – sunbathe
- They – 😊😊 – tell jokes

2 Complete the questions and answer them in your notebook.

- there a traffic jam?
No, there .
- there a car park?
No, there .
- there any skyscrapers?
Yes, there .
- there any smog?
No, there .
- there any office blocks?
Yes, there .



3 In your notebook, write questions and answers about the picture from exercise 2.

- taxi Are there any taxis?
Yes, there are.
- people notebook
- litter notebook
- flowers notebook

4 In pairs, talk about what you like or do not like doing and the places in your town or village.

listen to music – music store

do sports – sports centre

read books – bookshop

swim – swimming pool

sunbathe – beach

Do you like listening to music?

Yes, I do. I love listening to music.

Is there a music store in your town?

Yes, there is.

UNIT 1 LESSON 4



English in action Countries and nationalities

- 1 1.9 Read the nationalities and write the countries in your notebook. Listen, check and repeat.

	1 – Chinese		2 – English
	the 3 – American		4 – Costa Rican
	5 – Egyptian		6 – Kenyan
	7 – Mexican		8 – Polish
	9 – Australian		10 – Indian

- 2 1.10 Listen and complete the dialogues with the names of countries and nationalities. Write the answers in your notebook. Then act out the dialogues in pairs.

Speaker Where are you from?

Kasia I'm from 1
 I'm 2 .



Speaker What nationality are you?

Ahmad I'm 3
 And she's 4 .



Speaker Are you 5 ?

Natalie No, I'm not. I'm 6 .



Speaker Is your friend 7 ?

Natalie No, he isn't. He's 8 .



LOOK

I'm American. I'm an American.
I'm Polish. I'm a Pole.

- 3 Copy the table into your notebook and complete it with the nationalities from exercise 1. Then use your dictionary to add the nationalities of the countries in the boxes.

Japan Sweden Russia

-n	Kenyan. notebook
-an	notebook
-ian	notebook
-ese	notebook
-ish	notebook

- 4 1.11 In your notebook, complete the dialogues with the words in the boxes. Listen and check.

from like where

Speaker Hi. What's your name?

Ravi My name's Ravi.

Speaker 1 are you from?

Ravi I'm 2 India.

Speaker What's India 3 ?

Ravi It's very beautiful.



don't nationality I'm

Speaker Hi. What's your name?

Lila My name's Lila. I'm Ravi's friend.

Speaker What 4 are you?

Lila 5 Kenyan.

Speaker That's very interesting.

Lila Why 6 you visit Kenya?

Speaker One day, perhaps.

- 5 In pairs, imagine that one of you is Hussein, Huan or Todd and act out dialogues. Use the dialogues from exercise 4 as models.



• Hussein
• Ahmad's father
• Egypt / Egyptian



• Huan
• Li's sister
• China / Chinese



• Todd
• Amy's brother
• United States / American

Sounds right!

- 6 1.12 Listen and repeat.

cheese church charity
shade shirt shop

- 7 1.13 Listen and repeat.

This Chinese cheese is cheap.
I'm going to the shops for fish, shirts and sushi.
She's in the shade of the church watching the charity event.

UNIT 1 LESSON 5



Skills Reading • Speaking

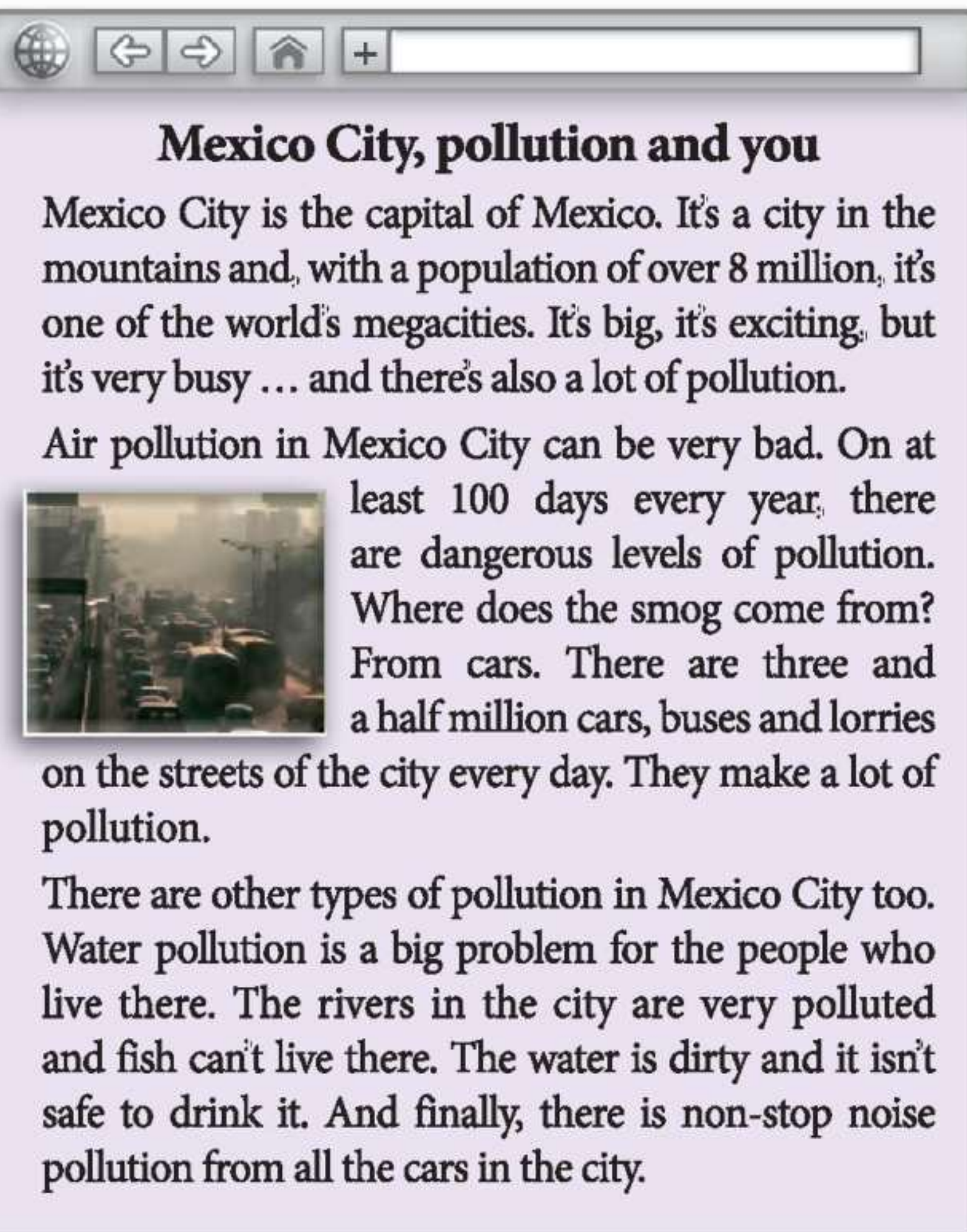
1 Read the three texts (A–C) and match them with the text type (1–3).

1 a web page about Mexico

2 a tweet

3 an interview in a magazine

A



Mexico City, pollution and you

Mexico City is the capital of Mexico. It's a city in the mountains and, with a population of over 8 million, it's one of the world's megacities. It's big, it's exciting, but it's very busy ... and there's also a lot of pollution.

Air pollution in Mexico City can be very bad. On at least 100 days every year, there are dangerous levels of pollution. Where does the smog come from? From cars. There are three and a half million cars, buses and lorries on the streets of the city every day. They make a lot of pollution.

There are other types of pollution in Mexico City too. Water pollution is a big problem for the people who live there. The rivers in the city are very polluted and fish can't live there. The water is dirty and it isn't safe to drink it. And finally, there is non-stop noise pollution from all the cars in the city.

B

What are we doing about the pollution in the city?

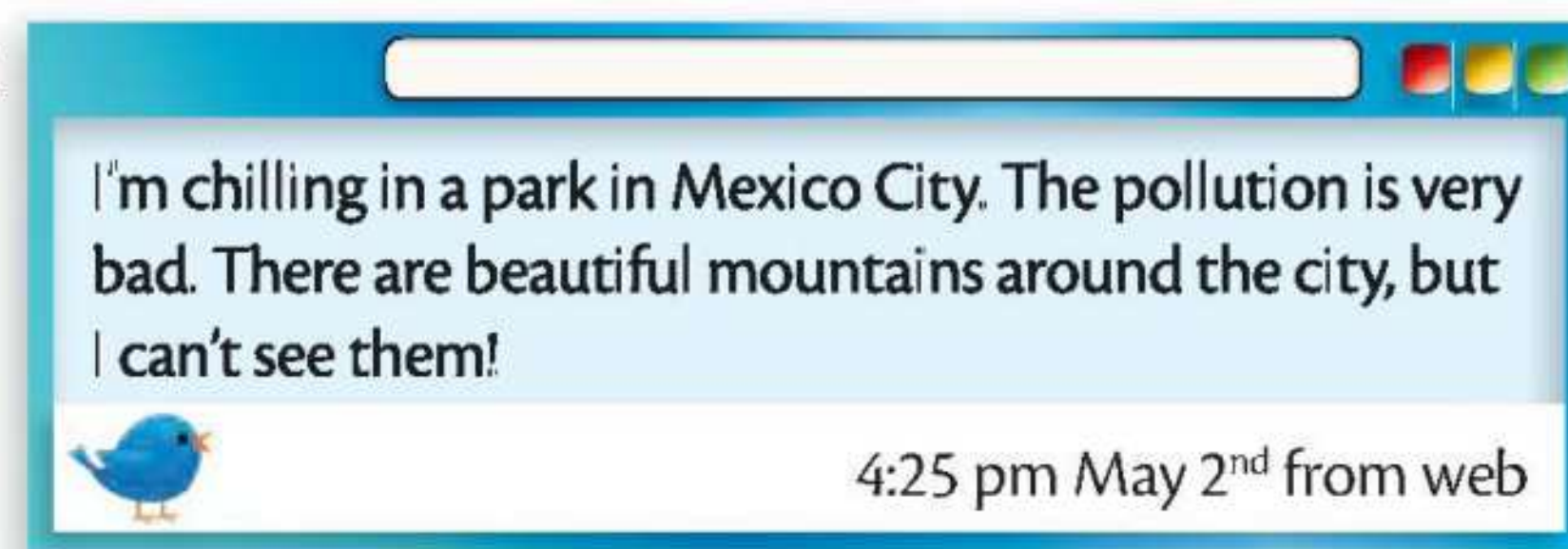


Mr Gonzalez:

The situation is improving. People know that pollution can be dangerous and they are trying to do something about it. For starters, we are improving our public transport network. For example, there is a new train system. And more people

use electric cars now, and the police are stopping the old cars that make a lot of pollution. More people use bikes for transport. These "green" programmes are getting great results. Now Mexico City can help cities in China and India to do something about their pollution too.

C



I'm chilling in a park in Mexico City. The pollution is very bad. There are beautiful mountains around the city, but I can't see them!

4:25 pm May 2nd from web

2 Read the texts from exercise 1 again. Then answer the questions about Mexico City in your notebook.

- Can you always see the mountains around Mexico City? Why? / Why not?
notebook
- How many cars, buses and lorries are there on a typical day?
notebook
- What are the three types of pollution in the city?
notebook
- What is the new public transport system in the city?
notebook
- How do the police help stop pollution?
notebook

3 In pairs, tell your friend about Mexico City.

- One student reads text A. The other reads text B.
- Close your books. Tell each other three things that you remember about Mexico City.
- Listen to what your friend says. Write some notes.
- Open your books and compare your notes with the text.

4 In pairs, imagine that you are on holiday in one of the places in the photos. Then ask questions and find out where your friend is.



Is there any / a lot of ...?

Are there any / a lot of ...?

5 In pairs, find out more about your friend's holiday.

Where are you?

What are you doing now?

What's it like?

UNIT 1 LESSON 6



The Evolution Magazine

1 Look at the picture and answer the questions.



1 How many skyscrapers are there?

2 Is there a traffic jam?

3 How many bus stops are there?

4 How many car parks are there?

5 Is there a park?

6 How many trees are there?

2 1.14 Listen and answer the question in your notebook.

notebook

3 Look at the picture from exercise 1. Can you find these things?

- 1 It's between the blue skyscraper and the yellow skyscraper.
- 2 It's behind the boat. It's in front of the white skyscraper.
- 3 It's a type of transport but it's not public transport. It's behind the blue skyscraper.

Testing spot

4 1.15 Usłyszysz dwukrotnie trzy teksty. Na podstawie informacji zawartych w nagraniu zdecyduj, czy podane zdania są prawdziwe (Tak), czy fałszywe (Nie). Zapisz odpowiedzi w zeszycie.

Tip

Pytania często dotyczą tylko jednego rozmówcy, dlatego zwróć uwagę na to, kto o czym mówi. Na przykład nie pomył tego, co mówi dziewczynka, z tym, co powiedział chłopiec.

- | | Tak | Nie |
|---|--------------------------|--------------------------|
| 1 Dziewczynka lubi mieszkać w mieście. | ☐ | ☐ |
| 2 Chłopiec ma dużo aplikacji w swoim telefonie. | ☐ | ☐ |
| 3 Tobie uczy się do egzaminu. | ☐ | ☐ |

UNIT 1 LESSON 7



Culture

Accents in the UK



- 1 1.16 Listen and repeat the words. Then point at the compass and say.

north

east

south

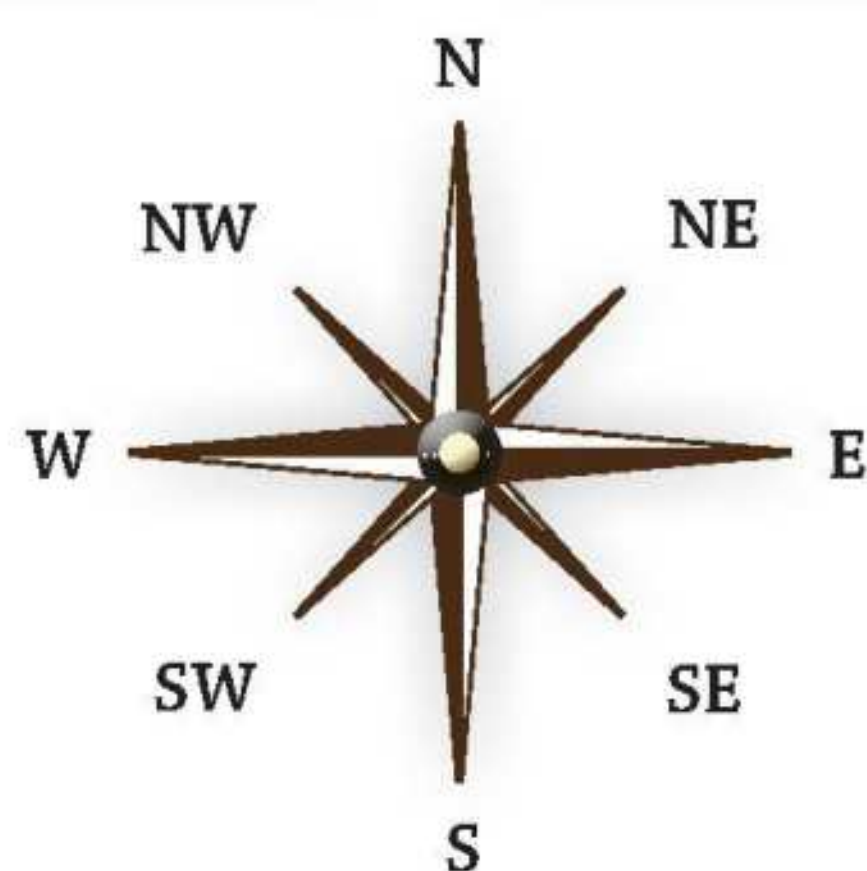
west

north-east

south-east

south-west

north-west



- 2 In pairs, look at the map, describe the locations and guess the cities.



It's a city in the north-west of England.

Liverpool.

- 3 1.17 Listen and read the text. In your notebook, complete the sentences (1–7) with the words from the text.

English accents



Almost everybody speaks English in the United Kingdom (the UK), but people don't speak English in the same way. English sounds very different in different parts of the UK.

The way people speak English in a town, city, or region is called an accent. In Scotland, in the north of the UK, people have got a Scottish accent. In Wales, in the west of the UK, people have got a Welsh accent. In Northern Ireland, they have got a Northern Irish accent. In England, of course, people have got an English accent.

But it's not that simple! You can hear different types of accents in each of these countries. Let's look at Scotland, for example. In Glasgow, in the west of Scotland, some people have got a very strong Scottish accent. It's difficult for other English speakers to understand what they're saying. In Edinburgh, in the east of Scotland, people speak in a slow, more careful way. It's quite easy to understand for all English speakers. In England, an accent from London, in the south of England, is very different from an accent from, for example, Liverpool, in the north of England. There are many accents in the UK, and new accents are appearing all the time!

- 1 His accent isn't clear. It's very to understand him.
- 2 My mother is from Wales. She speaks English but with a accent.
- 3 In the east of Scotland, people speak in a slow and careful way, so they're quite to understand.
- 4 The way you your language is called your accent.
- 5 A Scottish accent is from a Northern Irish accent.
- 6 Jack's language is English. He's an English .
- 7 Her accent is very nice. I like the she says *Good morning*.

4 PROJECT!

- Przygotuj plakat o jednej z odmian języka angielskiego:

Jamaican

American

Australian

- Zapisz informacje o tym, kto i gdzie posługuje się tą odmianą.
- Skorzystaj z encyklopedii lub znajdź potrzebne informacje w Internecie.
- Możesz wzbogacić swój plakat o mapę, zdjęcia czy rysunki.

UNIT 1 LESSON 8



Revision

1 Write the words for nationalities and digital media in your notebook.

- 1 He's listening to a (hCsenei) _____ (opctads) _____.
- 2 My friends are on an (ygpEitna) _____ (oasilc enwtkoring ites) _____.
- 3 Look! This is an (uAtsrlnaai) _____ online (uqzi) _____.
- 4 I'm looking at a (oPsilh) _____ (ewb pega) _____.
- 5 This is a (wette) _____ from my (dlnain) _____ friend.
- 6 My (mareAcni) _____ friend uses this (ppa) _____.

2 In your notebook, write the activities you can see in the pictures.



1 s _____ y



2 l _____ h



3 c _____ y



4 p _____ y
c _____ s



5 s _____ t the
t _____ e



6 s _____ e

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

north

public transport

smog

It's 9 o'clock and this is the news. There's
1 _____ in the 2 _____ of
the city. Please don't use your car today. Use
3 _____.

skyscraper

south

traffic jams

There are 4 _____ in the 5 _____
of the city. People are going there to see the new
6 _____.

east

car parks

office block

Do you work in an 7 _____ in the
8 _____ of the city? Please don't go there
by car. The 9 _____ aren't open today.

4 In your notebook, complete the questions and answers about what is happening now.

- 1 _____ your brother _____ (tell) a joke?
Yes, he _____.
- 2 _____ you _____ (sunbathe)?
No, I _____.
- 3 _____ they _____ (smile)?
Yes, they _____.
- 4 _____ your sister _____ (sit) in
the shade?
No, she _____.
- 5 What _____ you _____ (do)?
I _____ (read) an online article.

5 Write questions and short answers in your notebook.

- 1 she / have got / a blog

_____ notebook
(✓) Yes, _____.

- 2 you / like / write tweets

_____ notebook
(X) No, _____.

- 3 he / like / play cards

_____ notebook
(✓) _____.

- 4 there / be / smog / in your city

_____ notebook
(✓) _____.

- 5 there / be / skyscrapers / in London

_____ notebook
(✓) _____.

English to go

6 Complete the sentences in your notebook. Use the words from the box.

fed where fun enjoy
what give anymore

- 1 Don't _____ up!
- 2 Join in the _____!
- 3 He's a bit _____ up.
- 4 Sorry, I can't talk _____.
- 5 _____ your meal!
- 6 _____ are you from?
- 7 _____ nationality are you?

UNIT 1



Summary

Vocabulary

Digital media	
blog	blog
web page	strona internetowa
podcast	podcast
online article/quiz/interview	artykuł/kwiz/wywiad internetowy
app	aplikacja
tweet	tweet, wpis na Twitterze
social networking site	portal społecznościowy
forum	forum (internetowe)

Activities	
study	uczyć się
laugh	śmiać się
sunbathe	opalać się
sit in the shade	siedzieć w cieniu
cry	plakać
smile	uśmiechać się
tell a joke	opowiadać żart
chill	relaksować się
set the table	nakrywać do stołu
play cards	grać w karty

In a city (1)	
skyscraper	wieżowiec
pollution	zanieczyszczenie
smog	smog
office block	biurowiec
block of flats	blok mieszkalny
litter	śmieci
public transport	komunikacja publiczna
traffic jam	korek uliczny
car park	parking
bus stop	przystanek autobusowy

Nationalities	
Mexican	meksykański, Meksykanin
Kenyan	kenijski, Kenijczyk
American	amerykański, Amerykanin
Costa Rican	kostarykański, Kostarykanin
Egyptian	egipski, Egipcjanin
English	angielski, Anglik
Chinese	chiński, Chińczyk
Polish	polski, Polak
Australian	australijski, Australijczyk
Indian	indyjski, Hindus

Grammar

Użyj czasu Present Simple , kiedy mówisz o czynnościach, które się powtarzają.	<i>He often reads online interviews. Do you read online interviews?</i>
Użyj czasu Present Continuous , kiedy mówisz o tym, co dzieje się w tej chwili.	<i>I'm walking to school now.</i>
Użyj have got , kiedy mówisz: mam/masz/mamy/macie/mają.	<i>I have got a laptop. Have you got a laptop?</i>
Użyj has got , kiedy mówisz, że on/ona/ono coś ma.	<i>He has got a laptop.</i>
Użyj love/like/don't like/hate oraz czasownika z końcówką -ing , gdy mówisz o czynnościach, które lubisz lub których nie lubisz wykonywać.	<i>I like reading books. I don't like watching TV.</i>
Użyj there is/there are , kiedy mówisz, gdzie coś się znajduje.	<i>There is a quiz on this page.</i>
Wstaw any przed rzeczownikiem w liczbie mnogiej i rzeczownikiem niepoliczalnym, kiedy mówisz, że czegoś gdzieś nie ma, lub pytasz, czy coś gdzieś się znajduje.	<i>There isn't any smog in this city. Is there any smog? There aren't any skyscrapers in the city centre. Are there any skyscrapers?</i>
Wstaw some przed rzeczownikiem w liczbie mnogiej i rzeczownikiem niepoliczalnym, kiedy mówisz, że coś gdzieś się znajduje.	<i>There is some smog in this city. There are some skyscrapers in the city centre.</i>
Wstaw a/an przed rzeczownikiem policzalnym w liczbie pojedynczej.	<i>There is a skyscraper and an office block.</i>
Wstaw some lub a lot of przed rzeczownikiem niepoliczalnym.	<i>There is some/a lot of pollution.</i>

The compass points	
north	północ
south	południe
east	wschód
west	zachód
north-east	północny wschód
south-east	południowy wschód
north-west	północny zachód
south-west	południowy zachód

Grammar Summary page 138

English to go

He's a bit fed up.	On ma już trochę dość.
Don't give up!	Nie poddawaj się!
Enjoy your meal!	Smacznego!
I'm a bundle of nerves.	Jestem kłębką nerwów.
Good luck!	Powodzenia!
Sorry, I can't talk anymore.	Przepraszam, nie mogę dłużej rozmawiać.

We're having a great time.	Świetnie się bawimy.
Lunch is ready.	Lunch jest gotowy.
Join in the fun!	Dołącz do zabawy!
Where are you from?	Skąd pochodzisz?
What nationality are you?	Jakiej narodowości jesteś?
I'm as cool as a cucumber.	Jestem wyluzowany.

UNIT 2 LESSON 1



Koalas are cuter!



beautiful ugly fast slow big small quiet horrible interesting heavy light

1 **1.18** Listen and repeat. Describe some animals you know using these adjectives.

dangerous

intelligent

noisy

aggressive

cute

poisonous

strange

weak

strong

Cats are cute.

2 **1.19** Listen and read. Then read the text aloud.



koala



kangaroo

Australia is full of beautiful animals, koalas, for example. They're really beautiful but they're slow and they aren't very intelligent. They just sit in the trees all day! Kangaroos are beautiful too. They're bigger than koalas and they're more intelligent. But koalas are cuter, everyone loves koalas. Koalas aren't weak, but kangaroos are stronger.



Hi, I'm Natalie and I'm Australian. I'm really into animals. This is my blog about the animals of Australia.

Australian Animals Blog



redback spider



blue-ringed octopus

There are many dangerous animals in Australia, redback spiders, for example. They're very poisonous. The blue-ringed octopus is bigger than the redback spider, and it's more dangerous. Watch out for these animals, they're really bad news!



kookaburra



cassowary

There are a lot of beautiful birds in Australia too. Take a look at this white and brown bird. It's a kookaburra. There are kookaburras in my garden. They drive me mad every morning because they make this very funny noise. Just listen to it ! Cassowaries are different. They look very strange. They're much bigger than kookaburras and they're more aggressive. But kookaburras are noisier!

3 **1.20** Listen to the podcast about stonefish. Answer the questions in your notebook.

- 1 Where do stonefish live?

notebook
- 2 Why can't you see them?

notebook
- 3 Why are they dangerous?

notebook
- 4 What do you have to wear in the water where stonefish live?

notebook



Evolution Quest Quiz

Quiz 3



Total



Easy English

4 In your notebook, complete the sentences with the words from the box.

look drive out bad into

- 1 I'm really animals.
- 2 They're really news.
- 3 Watch for spiders!
- 4 Take a at the blue bird.
- 5 They me mad.

Rah's grammar



Kangaroos	are	bigger	than	koalas.
Kangaroos	are	stronger		
Kangaroos	are	more	intelligent	than koalas.
		more	aggressive	



cute + er = cuter
big + er = bigger
noisy + er = noisier

- 5 Complete the text with the comparative form of the adjectives in brackets. Write the answers in your notebook.



Wombats are Australian animals. They are

1 stranger than (strange)

koalas. They are 2 (big) and

3 (dangerous) koalas.

They are also 4 (strong),

5 (heavy) and

6 (fast). Some people

think they are 7 (cute)

koalas. 22nd October is Wombat Day in Australia!

Have a talk!

- 6 In pairs, compare different animals.

A dog is noisier than a cat.

A parrot is more intelligent than a fish.

EXTRA

- 1 Complete the adjectives in your notebook.

1 c e

2 d s

3 s g

4 w k

5 n y

6 p s

- 2 Compare the animals. Use the adjectives in the boxes. Write the answers in your notebook.



lion



elephant

aggressive

big

heavy

fast

slow

strong

1 Lions are more aggressive than elephants.

2 notebook

3 notebook

4 notebook

5 notebook

6 notebook

- 3 Write questions in your notebook. Then answer them by giving your opinion.

1 dogs / aggressive / cats

Are dogs more aggressive than cats?

No, they aren't.

2 monkeys / intelligent / mice

 notebook

 notebook

3 dogs / noisy / hamsters

 notebook

 notebook

4 poisonous spiders / dangerous / poisonous snakes

 notebook

 notebook

- 4 In pairs, ask and answer some questions about more animals.

Are fish more intelligent than birds?

No, they aren't.

UNIT 2 LESSON 2



It's the biggest city in Australia.



clean friendly long happy tall famous popular building beach bridge

- 1** **1.21** Listen and repeat. Then choose a person, place or event for each adjective and talk about them in pairs.

helpful

spectacular

busy

easygoing

cheerful

The Tatra Mountains are impressive.

exciting

safe

comfortable

modern

impressive

- 2** **1.22** Listen and read. Then act out the dialogue.



I'm with an Australian blogger, Natalie Hale. She's from Sydney, and she loves this city!

Interviewer Hi Natalie. What do you think is special about Sydney?

Natalie For starters, it's the biggest city in Australia, and I think it's the most exciting and the most beautiful. It has got the tallest buildings and the most modern hotels. It has got the most impressive bridge too. That's the famous Sydney Harbour Bridge. On New Year's Eve, we have the most spectacular firework show in Australia on the bridge. It's unforgettable!



Interviewer Are there any beaches in Sydney?

Natalie Yes, there are a lot of beaches in Sydney. They aren't the longest or cleanest beaches, but they're the most popular and I'm pretty sure that they're the safest! Bondi Beach is the most famous Australian beach.

Interviewer What about the people in Sydney?

Natalie They're great! They're the most easygoing, the friendliest and the most helpful people in Australia. What's more, they're the happiest too.



- 3** **1.23** Listen to the podcast about Bondi Beach. Choose the correct options and write them in your notebook.

- The number of people who visit Bondi Beach on a hot day:
a 40 b 4,000 c 40,000
- A summer month in Australia:
a January b June c September
- The number of people who visit Bondi Beach in a year:
a 2 million b 2-3 million c 23 million
- A popular activity on Bondi Beach:
a swimming in Bondi pool in winter
b sunbathing in January
c surfing in July



Evolution Quest Quiz

Quiz 4



Total



Easy English

- 4** Translate the expressions into Polish in your notebook.

- 1 For starters, ...

notebook

- 2 It's unforgettable.

notebook

- 3 I'm pretty sure that ...

notebook

- 4 What's more, ...

notebook

Rah's grammar

Sydney	has got	the	tallest	buildings.
			safest	beaches.
Sydney	has got	the	most	popular beach.
			spectacular	firework show.



safe + est = the safest
big + est = the biggest
happy + est = the happiest

5 In your notebook, complete what Natalie says.

1 I think cassowaries are _____ (spectacular) birds in Australia.

2 Sydney is _____ (busy) city in Australia.

3 My brother is _____ (easygoing) person in my family.

4 The kitchen is _____ (comfortable) room in my house.

5 The Q1 skyscraper is _____ (tall) building in Australia.

6 Sydney Opera House is _____ (impressive) building in Sydney.

7 This street isn't _____ (safe) street in the town.

Have a talk!

6 In pairs, talk about people, places and buildings. Use the phrases from the box.

in my family in Poland in the world
in this town in my house

My brother is the most helpful person in my family.

The Sky Tower is the tallest skyscraper in Poland.

EXTRA

1 Make adjectives and write them in your notebook.

- | | |
|-----------|-------------|
| 1 spec... | ...pressive |
| 2 help... | ...sy |
| 3 ex... | ...tacular |
| 4 bu... | ...fortable |
| 5 im... | ...ful |
| 6 com... | ...citing |

Testing spot

2 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki (1-3). Zapisz odpowiedzi w zeszycie. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A most B busier C more D safe
E busiest F spectacular



Witney Town - Soap Opera Characters

Jack Dean is the ¹ _____ cheerful character in *Witney Town*. He's always busy. He's the ² _____ person in the soap opera. He lives in the most ³ _____ house in the town.

3 In your notebook, write questions and answer them by giving your opinion.

- 1 famous / Polish actor
Who is the most famous Polish actor?
The most famous Polish actor is ...
- 2 popular / Polish singer
3 exciting / city in Poland
4 comfortable / classroom in our school

4 In pairs, ask and answer questions about your families.

Is your father the most cheerful person in your family?

No, he isn't. My brother is more cheerful than my father.

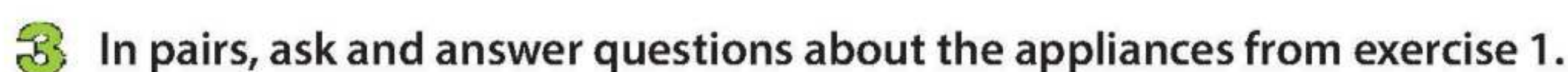
WORDS YOU KNOW

1  **1.24** Listen and repeat. Match the words with the home appliances (1–10) in the pictures from exercise 2. Write the answers in your notebook. Then try to name the home appliances from memory.

satellite television 

2 **1.25** Write the missing sentences in your notebook. Listen and check. Then act it out.

Oh, this flat is better than my flat.



No, I haven't.

EXTRA

This flat	is	good.	than	Gary's flat.
		better		
		the best		
This flat	is	bad.	than	Gary's flat.
		worse		
		the worst		
This flat	isn't	as small as		Gary's flat.



4 In your notebook, write the correct form of the adjectives in brackets.



- 1 This flat is the  (bad) flat.
- 2 It's  (bad) than Gary's flat.
- 3 It isn't as  (beautiful) as the noisy flat.



- 4 This flat is  (good) than Gary's flat.
- 5 It's the  (good) flat.
- 6 Gary's flat isn't as  (noisy) as this flat.

Write

5 Write about the appliances. Use *good, better, best* and *bad, worse, worst*.



The cooker isn't as good as the washing machine.

1 Write about the test results in your notebook.

Mike 0/10

Lorna 1/10

Sara 2/10

Tom 8/10

Rose 9/10

Ana 10/10

- 1 Mike's test is the .
- 2 Lorna's test is than Sara's test.
- 3 Sara's test is .
- 4 Tom's test is .
- 5 Rose's test is than Tom's test.
- 6 Ana's test is the .

2 Compare these appliances. Write sentences in your notebook.



- 1 the dishwasher / as expensive / the washing machine
The dishwasher isn't as expensive as the washing machine.
- 2 the washing machine / big / the microwave oven
- 3 the microwave oven / as new / the dishwasher
- 4 the washing machine / as cheap / the dishwasher
- 5 the microwave oven / small / the washing machine

3 In your notebook, write questions and answers about the pictures from exercise 2.

- 1 microwave oven – as expensive – washing machine
Is the microwave oven as expensive as the washing machine? No, it isn't.
- 2 washing machine – as cheap – dishwasher
notebook
- 3 washing machine – as small – microwave oven
notebook

4 In pairs, talk about singers and groups.

Who is the best pop singer?

Which is the worst rock group?

Is Rihanna as good as Beyoncé?

UNIT 2 LESSON 4



English in action Buying tickets

1 1.26 Listen and repeat sentences 1–7. Match them with sentences a–g.

- 1 Can I have a **single ticket** to London, please?
- 2 Can I have a **return ticket** to London, please?
- 3 Can I have an **off-peak ticket**, please?
- 4 Can I have a **half-price ticket**, please?
- 5 The train is **on time**.
- 6 The train **arrives** at 6 o'clock.
- 7 The train **leaves** at 6:05 am.

- a I want to go to London and come back.
- b The train stops at the station at 6 o'clock.
- c The train goes out of the station at 6:05 am.
- d I want to travel after 9:30 in the morning.
- e The train is not late.
- f I want a cheaper ticket because I'm under 16.
- g I want to go to London. I'm not coming back.

2 1.27 In your notebook, complete the dialogue with the phrases in the boxes. Listen and check. Then act out the dialogue in pairs.

Yes, I am

single ticket

Here you are

it leaves

What time

Girl Can I have a ¹ to London, please?

Man Do you want an off-peak ticket?

Girl Yes, please.

Man Are you under 16?

Girl ² .

Man You can have a half-price ticket in that case. That's £15.30, please.

Girl OK. ³ .

Man Thank you. Here's your change.

Girl ⁴ is the next train?

Man It arrives at 10:30 am and ⁵ at 10:35 am.

Girl Thank you.

3 In pairs, buy tickets and ask for train times.

OFF-PEAK TRAINS

Train to	Leaves at	Single	Return
GLASGOW	2 . 30	£ 7 0	£ 9 5
BIRMINGHAM	3 . 15	£ 5 5	£ 6 5
LONDON	4 . 45	£ 2 3	£ 3 2

Can I have a return ticket to Glasgow, please?

Testing spot

4 1.28 Usłyszysz dwukrotnie trzy wypowiedzi (1–3). Do każdej z nich wybierz właściwą reakcję. Zapisz w zeszycie literę A, B albo C.

1

A The time is 3:15 pm.

B It leaves at 3:15 pm.

C The train arrives in London at 3:15 pm.

2

A Here you are.

B Here's your change.

C Yes, please.

3

A Yes, it leaves at 4:15 pm.

B Yes, of course. That's £12, please.

C Yes, I'm under 15.

Sounds right!

5 1.29 Listen and repeat.

sitting chilling litter ticket
trees Chinese east freezer

6 1.30 Listen and repeat.

The English boy is sitting and chilling.
The Chinese people are eating a meal.
We're in a city in the east of Egypt. There's a lot of litter under the trees.

UNIT 2 LESSON 5



Skills Listening • Writing

- 1** 1.31 Listen to a phone conversation between Jack and Ben. Number the topics (A–D) in the order you hear them. Write the answers in your notebook.



Last month, Jack and his family moved from Bifton to a new town, Ackworth. Now Jack lives in a new house and he goes to a new school.

- A Jack's new address.
- B His phone number.
- C His new school.
- D His new house.

- 2** 1.31 Listen again and answer the questions in your notebook.

- 1 Whose bedroom is the best in the new house?
notebook
- 2 Is there a dishwasher in the house?
notebook
- 3 What is Jack's phone number?
09572 notebook
- 4 What is Jack's address? notebook
Hill Avenue, Ackworth.
- 5 Is Bifton School smaller than Ackworth School?
notebook
- 6 Are Jack's grades better at Ackworth School?
notebook

- 3** Read the blog and complete it with the words from the phone conversation from exercise 1. Write the answers in your notebook.

Year 4
Year 5
Year 6
School
Photos
Contact

This week, the writer of the Ackworth School blog is Jack Mowbray, a new student in Year 6.

My first week at Ackworth School

It's two-thirty on Friday. It's the end of my first week at Ackworth School. My new classmates are going home. I'm sitting at a computer in my classroom and I'm writing about my first week. Ackworth School is bigger than Bifton School. The classrooms are more ¹ and the computers are ² . There are more students at Ackworth School. It's noisier, but the students are as ³ as the students at Bifton School. They're very intelligent too. I think they're more intelligent than the students at Bifton School. I think the classes are more ⁴ . My grades aren't as good here as my grades at Bifton school. They're the ⁵ grades in the class. I've got to go and study now, because I want to be a better student!

10:15 am 10th September

- 4** Imagine that you moved to a new town last month. In your notebook, write some notes about your new school.

About the school: notebook

 notebook

About the classrooms: notebook

 notebook

About the students: notebook

 notebook

About the classes: notebook

 notebook

About your grades: notebook

 notebook

- 5** Write a post for the school blog about your new school. Use your notes from exercise 4 and the blog from exercise 3 as a model to help you.

Year 4
Year 5
Year 6
School
Photos

UNIT 2 LESSON 6



The Evolution Magazine

1 Match the descriptions of the schools (1–3) with the pictures (a–c).

a



b



c



The Schools of the Future – now!

1 This school is in Copenhagen, the capital of Denmark. It's very modern and comfortable. The most popular things in the school are the pillows!

2 This is a school in Peterborough, in England. It's the most multicultural school in England. The children's mothers and fathers come from a lot of different countries and they speak 13 different languages. Of course, they all speak English too. The children are cheerful, helpful and easygoing. This school is really impressive!

3 This is an idea for the school of the future. You can transport it in a very easy way. You can have a class in the mountains. You can also have a class on the beach. In the future, you can have a class on another planet! That sounds really exciting!

2 In pairs, compare the schools from exercise 1. Use the adjectives in the boxes. What school is your friend talking about?

big

small

comfortable

strange

modern

better

worse

interesting

It's more comfortable than school 3.

School 1.

3 **1.32** Listen and answer the question in your notebook.

4 **1.33** Write the names of the appliances (a–e) in your notebook. Then listen and say which appliances you hear. What are the three most useful?

a



c



d



b



e



Testing spot

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

Tip

Przeczytaj teksty dwukrotnie. Uważaj na słowa, które są podobne do odpowiedzi A–D lub takie same jak one. To mogą być językowe pułapki.

A a wallet B a train C a ticket D a concert

1

At last I've got it! It's finally mine! It was very difficult to get and it was very expensive, but I'm really happy because I can see my favourite band now. I'm on the way to the train station now – and you?

This text is about .

2

To
Subject

I can't find it. It was in my bag at the train station. I'm sitting in my seat and I've got my bag, but it isn't in my bag now. All my money is in it. There are some other important things in it too. What can I do?

This text is about .

3



I'm here now – but it was a long way from the train station. I'm with my friends and we've got great seats. There are thousands of people here – and the band is the best band in the world! It's noisy but it's great!

This text is about .

UNIT 2 LESSON 7



CLIL

The Solar System



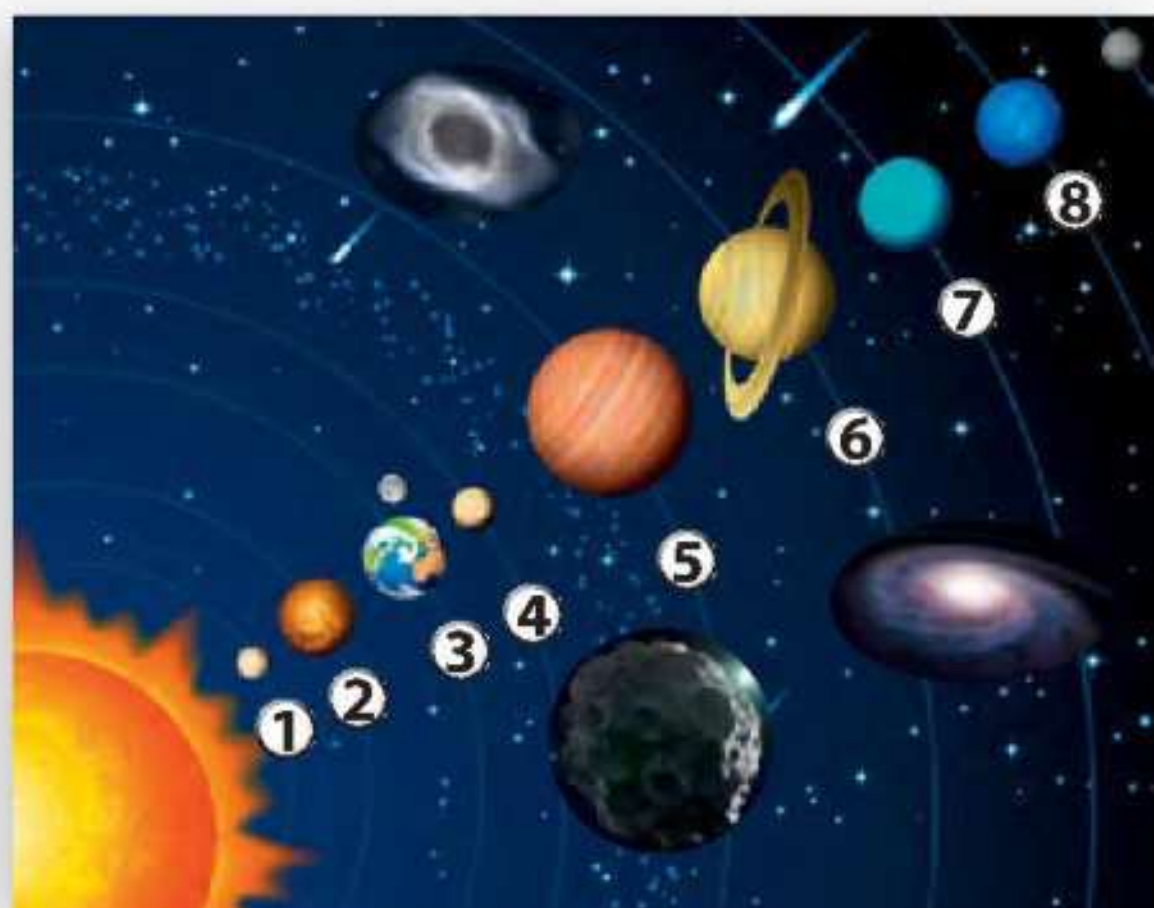
- 1** 1.34 Match the planets with their names and write the answers in your notebook. Then listen and check.

Earth

Saturn

Mars

Uranus



Mercury

Neptune

Jupiter

Venus

- 2** 1.35 Listen and repeat the words. Then find these objects in the picture from exercise 1. In pairs, point and say.

the Moon

Solar System

planet

galaxy

asteroids

comet

gas giant

the Sun

What's this?

It's a galaxy.

- 3** 1.36 Listen and read the text. Find the words in the text. Compare the meanings in English and Polish. Copy the table into your notebook and complete it with *some* or *different*.

system –	millions –	billions –
orbit –	planetoid –	direction –

The planets in our Solar System all orbit the Sun, but they are all different. Mercury is the smallest planet, Venus is the hottest, Earth has a lot of water and Mars is a red-brown colour. Jupiter, Saturn, Uranus and Neptune are all gas giants. Jupiter is the biggest and heaviest planet, Saturn has the biggest rings, Uranus is the coldest and Neptune is a beautiful blue colour.

Planets are just one part of the Solar System. Some of the planets have got moons. Earth has got one moon, Jupiter has got more than 60 moons. There are also millions of asteroids (rocks of different sizes) in the Asteroid Belt between Mars and Jupiter. There are planetoids too. They are larger than asteroids, but smaller than planets. Pluto is a planetoid. Finally, there are comets. These fly in different directions around the solar system.

The Sun is at the centre of the Solar System. It's a star, and it's one of the billions of stars in our galaxy, the Milky Way. The nearest star to the Sun is Alpha Centauri. It has a solar system with a planet which is as big as Earth. Scientists say there are billions of solar systems in our galaxy, with billions of planets like Earth. There are billions of other galaxies, and they probably have planets like Earth too. Do any of these planets have water and life on them? We don't know ... yet!

- 4** Read the text from exercise 3 again. Then read the sentences below and choose *Yes* or *No*.

- 1 Mercury is hotter than Venus. Yes / No
- 2 Neptune is colder than Uranus. Yes / No
- 3 There are billions of galaxies. Yes / No
- 4 Jupiter has got one moon. Yes / No
- 5 Alpha Centauri is a star. Yes / No
- 6 Alpha Centauri hasn't got any planets. Yes / No



W Europie:

1 bilion = 1 000 000 000 000

W Wielkiej Brytanii i Stanach Zjednoczonych:

1 bilion = 1 000 000 000

5 PROJECT!

- Pracujcie w grupach. Przygotujcie kwiz z wiedzy o planetach z Układu Słonecznego.
- Poszukajcie więcej informacji o planetach, np. o ich wadze, kolorze, temperaturze lub rozmiarach.
- Podzielcie się zadaniami. Każdy/ Każda z was ma przygotować pytania dotyczące wybranych planet. Pamiętajcie o użyciu przymiotników w stopniu wyższym i najwyższym lub konstrukcji *as ... as* np:

It's nearer to the Sun than Earth.

It isn't as near to the Sun as Mercury.

- Do każdego pytania podajcie trzy możliwe odpowiedzi, z których tylko jedna będzie poprawna.

UNIT 2 LESSON 8



Revision

1 Match the pictures with the adjectives.



a aggressive



b intelligent



c cute



d dangerous



e strong



f noisy

2 In your notebook, complete the text with correct adjectives.

This is my best friend,
Ellen. She's an *yasegongi*
1 person.

She's always *ehfcrule*

2 and

fpeluhl 3 .

She's got a lot of friends and she's always
sybu 4 .

Ellen

3 Complete the words in your notebook.

Home appliances

1 w g m e

2 d r

3 m e o n

Tickets

4 s e ticket

5 r n ticket

Astronomy

6 g y

7 p t

8 m n

4 Write sentences about Zak, Rick and Adam in your notebook. Use the adjectives in the correct form.

Zak, 13,
cheerful ✓✓✓
tall 1.50



Adam, 14,
cheerful ✓
tall 1.46

Rick, 12,
cheerful ✓✓
tall 1.44

tall

1 Zak is Adam.

2 Rick isn't Adam.

3 Zak is boy.

cheerful

4 Zak is boy.

5 Rick is Adam.

6 Adam isn't Rick.

5 In your notebook, complete the sentences with the correct form of *good* or *bad*.

	painting	drawing
Zak		
Adam		
Rick		

1 Zak's painting *is bad*.

2 Adam's painting ... Zak's painting.

3 Rick's painting ...

4 Zak's drawing ...

5 Rick's drawing ... Adam's drawing.

6 Adam's drawing ...

English to go

6 Read situations 1–4 and match them with sentences a–d.

1 *Chcesz powiedzieć coś więcej.*

2 *Chcesz powiedzieć, że się czymś interesujesz.*

3 *Kupujesz bilet powrotny.*

4 *Chcesz kogoś ostrzec.*

a What's more, ...

b I'm really into ...

c Watch out!

d Can I have a return ticket to York, please?

UNIT 2



Summary

Vocabulary

Adjectives (1)	
cute	uroczy
intelligent	inteligentny
noisy	hałaśliwy
weak	słaby
dangerous	niebezpieczny
strong	silny
strange	dziwny
poisonous	trujący
aggressive	agresywny

Adjectives (2)	
easygoing	wyluzowany, wyrozumiały
modern	nowoczesny
busy	zajęty
spectacular	spektakularny
safe	bezpieczny
comfortable	wygodny
helpful	pomocny
cheerful	pogodny
impressive	imponujący
exciting	ekscytujący

Home appliances	
fridge	lodówka
alarm	alarm
tumble dryer	suszarka bębnowa
central heating	centralne ogrzewanie
cooker	kuchenka (do gotowania)
washing machine	pralka
freezer	zamrażarka
microwave oven	mikrofalówka
satellite television	telewizja satelitarna
dishwasher	zmywarka

At a ticket office	
single ticket	bilet w jedną stronę
return ticket	bilet powrotny
half-price ticket	bilet ze zniżką 50%
off-peak ticket	bilet ważny poza godzinami szczytu
arrive	przyjeżdżać
leave	odjeżdżać
on-time	na czas

Grammar

Dodaj do krótkich przymiotników końcówkę -er , kiedy porównujesz osoby, zwierzęta lub rzeczy.	<i>Kangaroos are stronger than koalas.</i> <i>This house is newer than my flat.</i>
Dodaj the przed krótkim przymiotnikiem oraz końcówkę -est na końcu przymiotnika, kiedy uważasz, że coś jest naj- (np. <i>najszybsze, najsłabsze</i>).	<i>I am the strongest.</i> <i>This house is the newest.</i>
Dodaj more przed długim przymiotnikiem, kiedy porównujesz osoby, zwierzęta lub rzeczy.	<i>The Q1 skyscraper is more impressive than the Sky Tower.</i>
Dodaj the most przed długim przymiotnikiem, kiedy chcesz powiedzieć, że coś jest naj- (np. <i>najpopularniejsze, najniebezpieczniejsze</i>).	<i>Bondi Beach is the most popular beach in Sydney.</i>
Uważaj! Niektóre dwusylabowe przymiotniki, jak np. <i>cheerful, modern, helpful</i> , należy stopniować jak przymiotniki długie.	<i>This house is more modern than my house.</i> <i>Paweł is the most cheerful person in our class.</i>
Good i bad są przymiotnikami nieregularnymi i stopniujemy je inaczej niż pozostałe przymiotniki.	<i>This house is better than my house.</i> <i>This is the best house.</i> <i>This freezer is worse than my freezer.</i> <i>This is the worst freezer.</i>
Użyj as + przymiotnik + as , kiedy chcesz porównać osoby, zwierzęta i rzeczy.	<i>This house isn't as new as that house.</i>

Astronomy	
the Moon	Księżyc
Solar System	Układ Słoneczny
planet	planeta
galaxy	galaktyka
asteroid	asteroida
comet	kometa
gas giant	gazowy olbrzym
the Sun	Słońce

Grammar Summary → page 139

English to go

They're really bad news!	Nie wróżą nic dobrego!
Take a look at ...	Spójrz na...
They drive me mad.	Doprowadzają mnie do szału.
Watch out for ...	Uważaj na...
I'm really into ...	Bardzo interesuję się...

For starters, ...	Po pierwsze, ...
It's unforgettable.	Tego nie da się zapomnieć.
I'm pretty sure that ...	Jestem całkiem pewny/pewna, że...
What's more, ...	Poza tym... /Co więcej...
Can I have a return ticket to York, please?	Poproszę bilet powrotny do York.

LESSON 1



Skills plus • Units 1-2

- 1 Write down the names of pictures 1–8 in your notebook. In pairs, take turns to choose a thing, say where it is and guess what it is.



- | | |
|------------------------|---|
| 1 <input type="text"/> | 5 <input type="text"/> |
| 2 <input type="text"/> | 6 o <input type="text"/> b <input type="text"/> |
| 3 <input type="text"/> | 7 <input type="text"/> |
| 4 <input type="text"/> | 8 <input type="text"/> |

It's in the north of the town.

Is it a bus stop?

Yes, it is.

- 2 Match the home appliances with the pictures.

- 1 microwave oven
2 washing machine

- 3 fridge
4 dishwasher
5 freezer



Tip

Popatrz na obrazki i napisz w zeszycie, co się na nich znajduje. Zwróć uwagę na to, jakimi szczegółami różnią się od siebie odpowiedzi A, B i C.

Testing spot

- 3 Przeczytaj tekst. Wybierz poprawną odpowiedź. Zapisz w zeszycie literę A, B albo C.

To

Subject

Hi Aunt Amy,

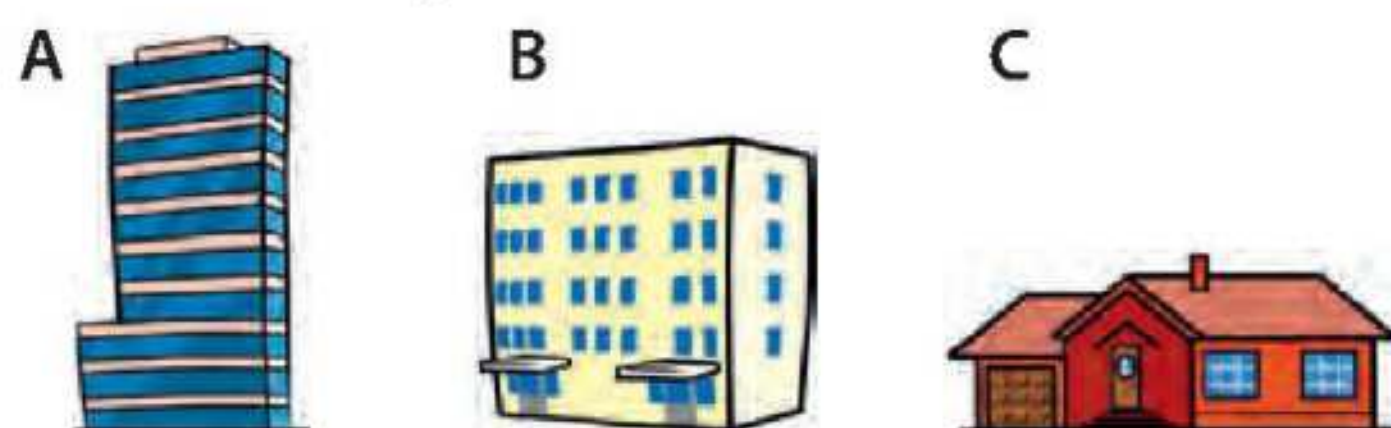
Thanks for the camera. It's great! Attached are three photos. My favourite is the skyscraper in the west of the city. My friend Davy lives behind this skyscraper in a big block of flats, next to the small red houses.

The second photo shows my new friend, Jack. He's very easygoing and cheerful. He's from a town in the north of England called Hexham. Now, he lives in our town in the south of England, but he's still got a northern accent.

In the third photo, it is my Mum. She is in the kitchen. She's next to our new dishwasher. Guess what! She always finds Dad's dirty clothes in it. He thinks it's a washing machine! We've got a microwave oven too, but don't worry! Dad doesn't put his dirty clothes in that!

Love,
Toby

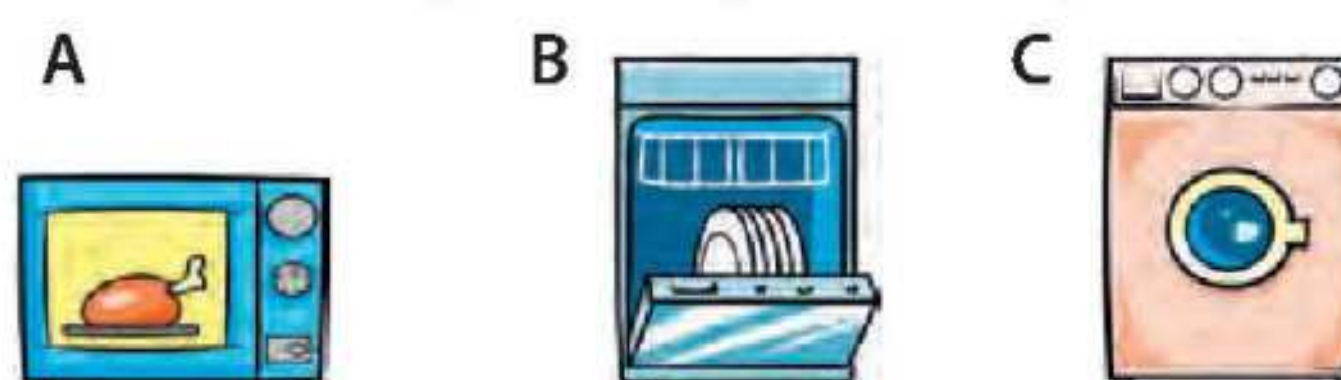
- 1 Where does Davy live?



- 2 Where is Jack from?



- 3 Where does Toby's father put his dirty clothes?



- 4 Write an email to a friend. Imagine you are sending three photos in it. Describe the photos.

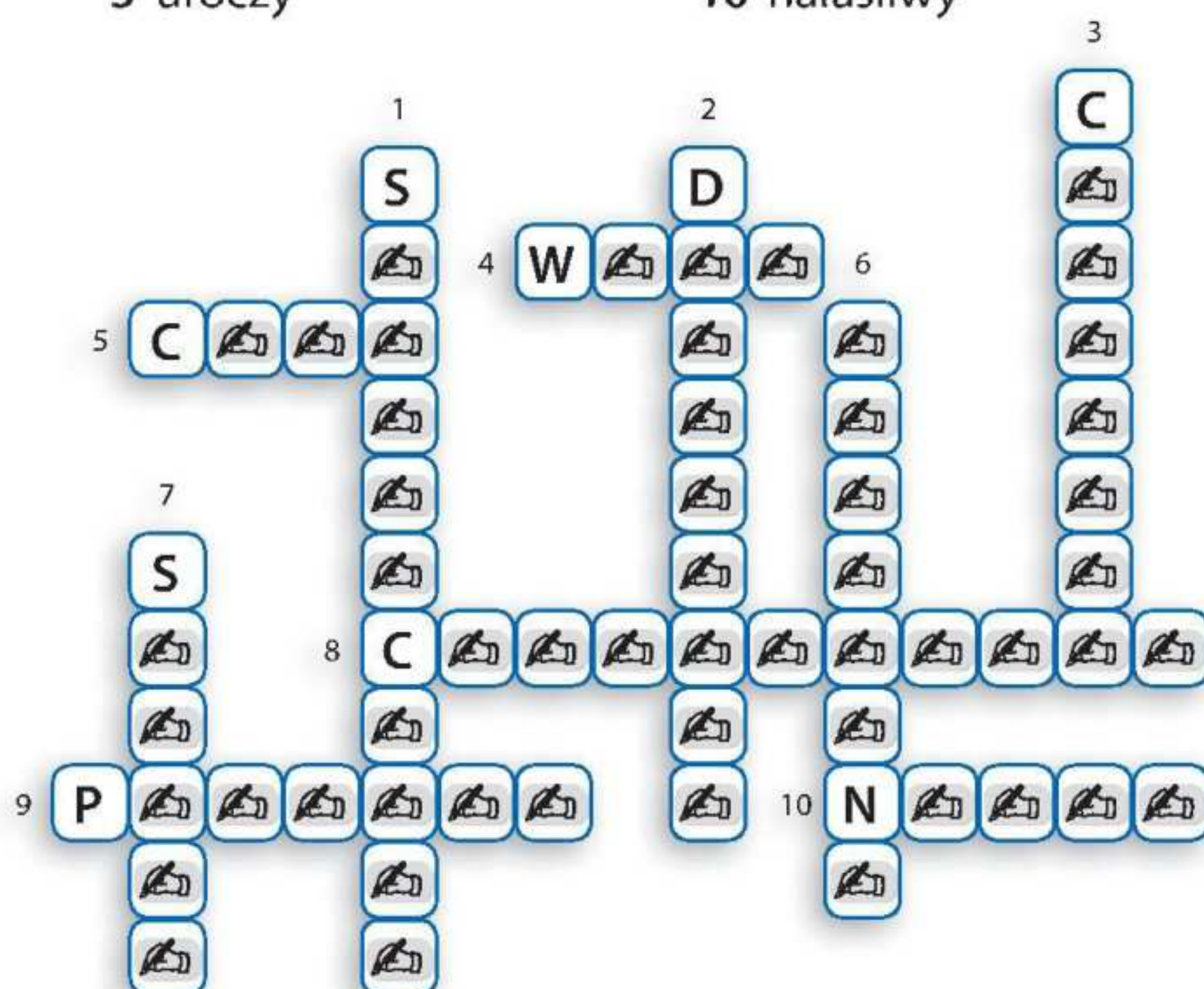
LESSON 2



Skills plus • Units 1-2

1 Complete the crossword with English adjectives. Write the answers in your notebook.

- | | |
|-----------------|---------------|
| 1 spektakularny | 6 ekscytujący |
| 2 niebezpieczny | 7 silny |
| 3 pogodny | 8 wygodny |
| 4 słaby | 9 popularny |
| 5 uroczy | 10 hałaśliwy |



2 Complete the words for activities in your notebook. Then choose the activities you can see in the picture from exercise 4.

- | | |
|--------------|------------------|
| 1 sm ll | 5 t ll a j k |
| 2 s nb the | 6 pl y c rds |
| 3 st dy | 7 s t the t bl |
| 4 s t in th | 8 l gh |
| sh d | |

Testing spot

3 1.37 Usłyszysz dwukrotnie trzy teksty. Na podstawie informacji zawartych w nagraniu zdecyduj, czy podane zdania (1–3) są prawdziwe (Tak), czy fałszywe (Nie). Zapisz odpowiedzi w zeszycie.

- | | Tak | Nie |
|--|-----|-----|
| 1 Chłopiec i dziewczynka lubią te same zwierzęta. | | |
| 2 Chłopiec kupuje bilet. | | |
| 3 Chłopiec i dziewczynka szukają Londynu na mapie. | | |

Testing spot

4 1.38 Usłyszysz dwukrotnie rozmowę wnuczki z dziadkiem. Na podstawie informacji zawartych w nagraniu dopasuj do każdego imienia (1–4) osobę przedstawioną na ilustracji (A–E). Zapisz odpowiedzi w zeszycie. Uwaga! Jedna litera pozostanie niewykorzystana.

Tip

Przeczytaj kilka razy listę imion, aby je dobrze zapamiętać. W trakcie słuchania zwróć szczególną uwagę na te osoby oraz na czynności, które wykonują.



- 1 David 2 Angela 3 Mike 4 Rose

5 In pairs, choose a person from the picture in exercise 4. Ask and answer questions to guess who each person is.

Is she wearing a blue T-shirt?

No, she isn't.

Is she wearing a red T-shirt?

Yes, she is.

It's Angela.

UNIT 3 LESSON 1



The capital of Egypt was Memphis.



rich poor dirty old clean new expensive map secret stall road building

1 1.39 Listen and repeat. In pairs, play a guessing game.

ruins

treasure

mummy

archaeologist

pyramid

temple

tourist attraction

mystery

exhibition

tomb

It starts with *t*.
The second letter is *r*.

Treasure!

2 1.40 Listen and read. Then choose the correct answers for questions 1–4. Write them in your notebook.



Hello! My name's Ahmad!
Welcome to Egypt! This
is the beginning of an
online computer game
about Egypt.

Archaeologist's Report

In 2500 BC, the capital of Egypt was Memphis. Baraka was the pharaoh's friend and he was one of the richest men in Memphis. His tomb was in a secret place near Memphis, but it was not near the pyramids. We want to find his tomb, the mummy of Baraka, and his treasure!



The Story of Eshe

In 1950, Eshe was a young woman in a town near Cairo, the new capital of Egypt. Her husband's name was Abasi. They were a happy family with two children, but they were broke. Every day Eshe was at her stall near the market. It was next to some ruins. They were very old, but it wasn't a tourist attraction.

Suddenly, in 1951, everything changed. Her clothes weren't dirty and old. They were clean and new ... and expensive! She wasn't poor. She was rich! Soon she was one of the richest women in the town. But she still stayed at her market stall, day in, day out, for the rest of her life. She was often there at night too, and she never moved her market stall.

There are new roads and buildings near the market now, and there aren't any ruins. Archaeologists still can't find Baraka's tomb, but the biggest mystery is this: you can sometimes see beautiful old Egyptian things with Baraka's name on them at exhibitions and in museums, and sometimes they're for sale at markets. Play the game and see what really happened!

- 1 Was Baraka a rich man?
a Yes, he was. b No, he wasn't.
- 2 Was Cairo the capital of Egypt in 2500 BC?
a Yes, it was. b No, it wasn't.
- 3 Was Baraka's tomb in Memphis?
a Yes, it was. b No, it wasn't.
- 4 Were Abasi and Eshe happy in 1950?
a Yes, they were. b No, they weren't.



one man – two men
one woman – two women
one child – two children

3 1.41 Listen to the podcast about the pyramids in Egypt. Complete the sentences in your notebook.

- 1 There are big pyramids near Cairo.
- 2 In the past, the Great Pyramid was metres high.
- 3 The of the pharaoh was in the tomb in the Great Pyramid.
- 4 Near the Great Pyramid there were boats.



Evolution Quest Quiz

Quiz 5



Total



Easy English

4 Rewrite the sentences in your notebook and complete the words from the text in exercise 2.

- 1 S y, everything changed.
- 2 They were k .
- 3 Day in, day o .
- 4 They're for .

Rah's grammar

She	was	rich.
	wasn't	poor.

They	were	clean and new.
	weren't	dirty and old.

Was	he	a rich man?
-----	----	-------------

Yes, he was.

No, he wasn't.

Were	they	in Memphis?
------	------	-------------

Yes, they were.

No, they weren't.



Dopełniacz odpowiada na pytania *kogo?* *czego?* i w języku angielskim ma dwie formy:

kogo?	czego?
Kate's photo	the photo of Egypt

5 In your notebook, write the correct past form of be.

- The pyramids in the centre of Memphis.
- The market in the centre of the town.
- Eshe a rich woman in 1950.
- Abasi and his wife poor in 1950.
- the tomb of Baraka at the market?
No, it .
- Abasi and Eshe rich in 1950?
No, they .

Have a talk!

6 In pairs, ask and answer questions about the picture.



Was the mummy in the pyramid?

No, it wasn't. It was in the tomb.

EXTRA

1 Read and draw in your notebook.

The ruins were next to the pyramid. The tomb was under the ruins. The mummy was in the tomb. The treasure was in front of the mummy. The archaeologist was in the tomb too. He was next to the treasure.

2 Write sentences about Memphis in your notebook. Use the correct form of be.

- Baraka's mummy / in the tomb

notebook

- His mummy / not / in a pyramid

notebook

- The pyramids / not / near the tomb

notebook

- The temples / near the ruins

notebook

3 In your notebook, write questions and answers about Egypt in 2500 BC.

- Memphis the capital of Egypt?
Yes, it .
- the pyramids a long way from Memphis?
No, they .
- the temples impressive?
Yes, they .
- Memphis a small town?
No, it .

4 In pairs, ask and answer questions about where these people were.

a tomb

a temple

an exhibition



Were the men at a temple?

Yes, they were.

UNIT 3 LESSON 2



There was a fountain.



tomb temple ruins stall butcher's greengrocer's hospital police station

1 1.42 Listen and repeat. Use these words to talk about the place you live in.

traffic lights

crossroads

optician's

metro station

factory

pavement

fountain

petrol station

chemist's

roundabout

There's a petrol station in Dobra Street.

2 1.43 Listen and read. In your notebook, write the names of the places (1–5) and find Baraka's tomb. Then act out the dialogue.

ARCHAEOLOGICAL FORUM

Author Message

LOG IN NEW USER? REGISTER POST REPLY

Zak I'm playing *The Mystery of Baraka's Tomb*, but I'm stuck. I can't find Baraka's tomb. Can you help me?

Archie No problem. Let's talk about this part of the town in 1950.

Zak OK. For starters, the roundabouts.

Archie There were two roundabouts. There was a fountain on the big roundabout. There wasn't a fountain on the small roundabout.

Zak Thanks. Was there a metro station near the market?

Archie No, there wasn't. There wasn't a metro in Cairo or in the towns near it in those days.

Zak Was there a hospital?

Archie Yes, there was. It was next to the cinema.

Zak Where was the cinema?

Archie It was between the hospital and the petrol station.

Zak OK. Were there shops next to Eshe's stall?

Archie Yes, there were. There were two shops next to the stall.

Zak I don't get it.

Archie Remember, there weren't any temples, but there were some ruins. Eshe's stall was in front of some ruins.

Zak Ah! Were there any ruins between the chemist's and the optician's?

Archie Yes, there were. And there were some ruins next to the greengrocer's.

Zak Great! Was Eshe's stall on the pavement?

Archie No, it wasn't.

Zak Ah! I've got it! Thanks a million!

1

2

3

4

5

3 1.44 Listen to the podcast about the metro system in Cairo. Answer the questions in your notebook.

- How many people live in Cairo?
- How many people travel by metro every day?
- How much is a ticket on the Cairo metro?
- How many metro stations are there?

Evolution Quest Quiz

Quiz 6 Total

Easy English

4 Match the expressions with their meanings in Polish.

- | | |
|---------------------|-------------------------|
| 1 I'm stuck. | a W tamtych czasach ... |
| 2 No problem. | b Utknąłem. |
| 3 I've got it! | c Mam! |
| 4 Thanks a million. | d Nie ma problemu. |
| 5 In those days ... | e Stokrotne dzięki. |

Rah's grammar

There was a fountain.
There wasn't a fountain.

Was there a fountain?

Yes, there was.

No, there wasn't.

There were some ruins.
There weren't any ruins.

Were there any ruins?

Yes, there were.

No, there weren't.



5 Look at the map in exercise 2 on page 32. Complete the sentences and answer the questions in your notebook.

- There any temples.
- There some pavements.
- There weren't tourist attractions.
- There was greengrocer's.
- weren't pyramids.
- weren't traffic lights.
- there a metro station?
- there any factories?
- there any pyramids?
- there an optician's?
- there any ruins?

Have a talk!

6 In pairs, ask and answer questions about the places on the map in exercise 2 on page 32.

Was there a police station?

Yes, there was. It was near the market.

EXTRA

1 In your notebook, write the words for the places and things in a town.

- | | |
|------------------|-------------------------------|
| 1 epvmnate | notebook <input type="text"/> |
| 2 ordnbouatu | notebook <input type="text"/> |
| 3 cafroyt | notebook <input type="text"/> |
| 4 teplor tstanoi | notebook <input type="text"/> |
| 5 icsehtsm' | notebook <input type="text"/> |
| 6 ocitaisnp' | notebook <input type="text"/> |

2 Write five sentences about Bifton in your notebook.



✓	✗
two chemist's	traffic lights
optician's	fountain
factory	roundabouts
pavements	metro station
	petrol station

- There wasn't a metro station.
- notebook
- notebook
- notebook
- notebook

3 In your notebook, write questions and answers about the town from exercise 2.

- roundabouts?
- factory?
- pavements?
- petrol station?

4 In pairs, play a memory game. Close your books and ask questions about Bifton.

Were there any roundabouts?

Yes, there were.

UNIT 3 LESSON 3



What was it?



Monday Tuesday Wednesday Thursday Friday Saturday Sunday

- 1 1.45 Listen and repeat. Match the words with the natural disasters (1–8) in the pictures from exercise 2. Write the answers in your notebook. In pairs, take turns to show the disasters and guess.

volcano eruption

earthquake

tsunami

flood

Earthquake?

drought

forest fire

hurricane

tornado

Correct!

- 2 1.46 Write the missing sentences in your notebook. Listen and check. Then act it out.

In Australia.

Here you are.

What was that?



- 3 1.47 Listen to the news programmes. Copy the table into your notebook and complete it with the disasters for each day. Compare your answers.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

The forest fires were on Friday.

Correct!

Rah's grammar



Where	was	the forest fire?	In Australia.
When	was	it?	Yesterday.
What	was	that?	It was your banner.
What time	was	the eruption?	At 2 o'clock.
Who	was	in front of Gary?	Natalie.

4 Read the answers and complete the questions in your notebook.

- 1 Who was in the town centre?
Gary.
- 2 in Gary's hands?
A very big banner.
- 3 the forest fires?
They were in Australia.
- 4 the volcano eruption?
It was at 2 o'clock.
- 5 the hurricane?
It was on Monday.
- 6 the tsunami?
It was near China.
- 7 the forest fires?
They were last week.
- 8 in the boxes?
Money for charity.
- 9 it?
It was about three o'clock.

Write

5 Imagine that there were three days of natural disasters in different parts of the world. Write a dialogue.

A There was an earthquake on Tuesday.
B That's terrible. Where was it?
A It was in Japan.
B What time was it?
A

EXTRA

1 Write the names of the natural disasters in your notebook.



1



3



2



4

Testing spot

2 Spójrz na ilustrację i zdecyduj, czy poniższe zdania (1-3) są prawdziwe (Tak), czy fałszywe (Nie). Odpowiedzi i uzasadnienia zapisz w zeszycie.



Tak Nie

- 1 The people are at the metro station.
- 2 There is flood in the town.
- 3 The bicycles are on the pavement.

☐	☐
☐	☐
☐	☐

3 Write information about a natural disaster in your notebook. Then work in groups. Imagine you are collecting money for charity and talk about the disaster.

- 1 What natural disaster was it?

notebook

- 2 When was it?

notebook

- 3 Where was it?

notebook

- 4 What time was it?

notebook

There was a flood in Egypt.
Please give money to our charity.

When was the flood?

UNIT 3 LESSON 4



English in action Giving invitations

1 1.48 Listen and repeat.
Match the events with the photos.

- 1 birthday party
2 fancy dress party

- 3 barbecue
4 picnic

- 5 beach party
6 graduation



2 1.49 Listen to 4 dialogues. Copy the tables into your notebook and complete them.

	Event	Day	Start	Where	✓ or X
1	barbecue		1:30		✓
2					

	Event	Day	Start	Finish	✓ or X
3					
4					

3 1.50 Complete the dialogues with the words in the boxes. Write the answers in your notebook.
Listen and check. Then act out the dialogues in pairs.

Saturday

a picnic

2 o'clock

in the park

thank you

1

Stanley Would you like to come to
1 ?

Mia When is it?

Stanley It's on 2 .

Mia Where is it?

Stanley It's 3 .

Mia What time does it start?

Stanley At about 4 .

Mia Yes, I'd love to come.

5 .

Stanley Great!

What time does it start?

When is it?

My brother's birthday party is at the same time.

2

Lucy Would you like to come to my party?

Josh 6 notebook ?

Lucy It's on Friday.

Josh 7 notebook ?

Lucy It starts at 8 o'clock and it finishes at 10 o'clock.

Josh I'm afraid I can't come.

8 notebook Sorry.

Lucy That's a pity.

4 Think of two events and write details for them in your notebook. Then talk to four classmates and invite them to the event. Use the dialogues from exercise 3 as models.

	Event	Day	Start	Where
1				
2				

Sounds right!

5 1.51 Listen and repeat.

Sunday Monday study sunbathe
satellite planet asteroid app

6 1.52 Listen and repeat.

I'm studying on Sunday and sunbathing on Monday.

The satellite takes photos of the planets and asteroids.

This app shows maps of the bus stops and the underground.

- 1** Read the text and choose the best headline. Then guess the meaning of the words and phrases in green.

Wednesday 17th June

Problem with the traffic lights

Unhappy tourists in the city

Problems in the city

More than a thousand people were in a two-hour traffic jam in the city centre yesterday. From 2 o'clock to 4 o'clock the city was at a standstill. That was just one of the many problems on a day that people are now calling *Terrible Tuesday*.



The problems started early on Tuesday morning. There were floods in the city centre. At ten o'clock on Tuesday morning the pavements were under fifty centimetres of water. There was a problem with the traffic lights. They were on green all the time. At all the crossroads, there were really long traffic jams.



All the metro stations were closed because it wasn't safe. The **result** was worse traffic jams. All the tourists stayed in their hotels, and the tourist attractions were **empty**. I was at The Old Temple and the ruins of the King's Tomb at 12 o'clock. There were six people there. There are usually two or three hundred tourists at that time. At the City Museum, I was **the only person** at the exhibition of the *Treasures of the Pyramids*.

It's Wednesday today and the city is **back to normal**. There aren't any floods and there aren't any traffic jams. The tourists are going to the tourist attractions, but some of them aren't very happy: "This city is crazy!" was one tourist's opinion. "Yesterday it was floods and a huge traffic jam. What's next? A volcano eruption? A hurricane? An earthquake?"

- 2** In pairs, ask and answer questions about 'Terrible Tuesday'.

What was the problem with:

- the traffic lights?
- the pavements?
- the crossroads?
- the metro stations?
- the tourist attractions?

- 3** Match the people with what they said.



Our reporter Jake Jones was there!
These people talked to him.



- 1 I was late for my graduation.
- 2 I was late for a fancy dress party.
- 3 I was late for the marathon.
- 4 There was a party at the beach, but I was in the traffic jam!

- 4** In your notebook, complete the interview with sentences a–e.

- a When were you in the traffic jam?
- b What kind of party was it?
- c Can you tell me your name, please?
- d Where were you?
- e Mr Wilson, were you in the traffic jam today?

1 notebook

Yes, I'm David Wilson.

2 notebook

Yes, I was. I was in it with my six year old son, Harry.

3 notebook 

In the afternoon. It was very bad. There were a lot of traffic jams.

4 notebook 

We were near the Central Metro Station. We were late for a party.

5 notebook 

It was a fancy dress party for parents and children at an old factory in the south of the city.

- 5** In pairs, do an interview. Imagine that one of you was in the traffic jam, the other is Jake Jones.

Where were you?

I was in the city centre.

UNIT 3 LESSON 6



The Evolution Magazine

1 In pairs, talk about Lucy's crazy week.



My crazy week!					
	Monday	Tuesday	Wednesday	Thursday	Friday
morning					
afternoon					

Lucy was at a picnic on Monday afternoon.

There was an earthquake on Friday afternoon.

2 In pairs, look at Lucy's week for one minute. Then close your books and play a memory game.

Where was she on Thursday morning?

When was she at a fancy dress party?

3 1.53 Listen and answer the question in your notebook.

Monday, December 28th, 2013

notebook
notebook
notebook
notebook
notebook
notebook

Testing spot

4 Uzupełnij każdą rozmowę brakującą wypowiedzią. Zapisz w zeszycie literę A, B albo C.

Tip

Przeczytaj początki dialogów oraz ich zakończenia. Wybierz tylko taką odpowiedź, która pasuje do całego dialogu.

Would you like to come to a barbecue on Saturday?

Great! See you on Saturday!

1



- A I'm sorry but I can't come.
B Yes, I'd love to come.
C My sister's party is on Saturday.

Would you like to come to my birthday party on Sunday?

2



- A It's at seven o'clock.
B Thank you.
C That's a pity.

I'm afraid I can't come.

Can you help me?

3



- A No problem.
B Thanks a million.
C I've got it!

UNIT 3 LESSON 7



Culture Lost cities



- 1 1.54 Listen and repeat the words. Then match them with the photos.

smoke

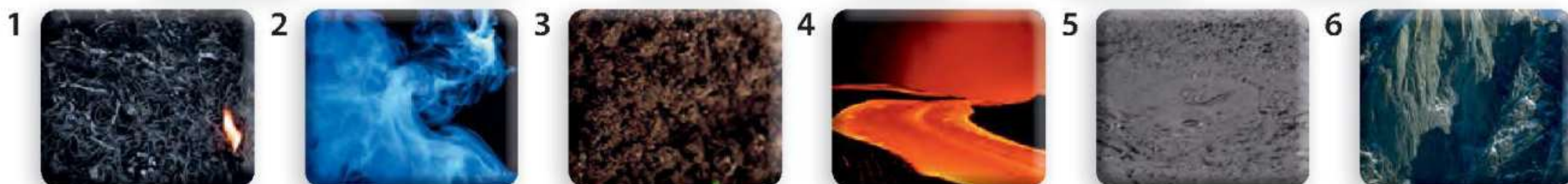
ash

lava

soil

rock

mud



- 2 Say the time expressions in the boxes in Polish. Add them to paragraphs 1–4. Write the answers in your notebook.

from 79 to 1599

in the year 79

on 24th August

in 24 hours

after 1738

before 1738

- 3 1.55 Listen to a person talking about the exhibition. Add the information to paragraph 5 from exercise 2. Use the words in the boxes.

this summer

10:00 am

5:30 pm

8:30 pm

What's on at the British Museum

- 1 Yesterday was the first day of a big new exhibition at the British Museum. *Life and death in Pompeii and Herculaneum* is the biggest exhibition at the Museum this year.



- 2 Pompeii and Herculaneum were two cities in Italy, near the sea. ¹ they were large, beautiful, popular places. They were the favourite holiday resorts for rich Romans, but they were very near a very big volcano, Mount Vesuvius. ² there was a huge eruption in the afternoon.
- 3 In minutes, there were rocks, ash and poisonous smoke all over Pompeii. Soon the city was under 25 metres of ash and rocks. In Herculaneum, it was different. There was soil on the side of the volcano, and the hot water from the eruption changed it into mud. ³ the city was under the mud. The next day it was impossible to see the cities under the ash, rocks and mud.

- 4 ⁴ for more than 1,500 years, Pompeii and Herculaneum were lost cities because they were under the ground. Then people started searching for them. ⁵ there were only a few explorations. ⁶ archaeologists were there all the time. Soon it was possible to see the streets of the two cities again.
- 5 Now you can see what the lives of those people were like at the British Museum exhibition. *Life and Death in Pompeii and Herculaneum* is at the British Museum ⁷. The British Museum is open from ⁸ to ⁹, every day of the week. Late opening is on Friday, from ¹⁰ to ¹¹.

- 4 1.56 Listen and check your answers for the complete text from exercise 2.

- 5 Correct the sentences in your notebook.

- The eruption was on 24th August, 1738.
- On 25th August 79 Herculaneum was under 25 metres of ash and rock.
- There were a lot of archaeologists in Pompeii before 1738.
- The streets of the two cities are now underground.
- You can visit the exhibition at 7:30 pm on Thursday.

6 PROJECT!

- Przygotuj wypowiedź o wybuchu Wezuwiusza w 79 roku.
- Wybierz najważniejsze informacje o Pompejach i Herculanium z tekstu w ćwiczeniu 2.
- Do swojej prezentacji dołącz np. zdjęcia, ilustracje bądź dodatkowe informacje o innych zaginionych miastach.

UNIT 3 LESSON 8



Revision

1 Write the names of things in the pictures in your notebook.



2 Choose the correct words and write them in your notebook.

WORLD NEWS
LOG IN NEW USER? REGISTER POST REPLY

We've got some pictures of the volcano in Costa Rica taken yesterday. Because of the ¹**flood** / **eruption** of the volcano, there was a lot of ²**ash** / **soil** and ³**smoke** / **mud** in the air. The ⁴**mud** / **lava** from the volcano started a ⁵**drought** / **forest fire**.

3 Write the names of the events in your notebook.

- 1 You have a birthday cake and you sing *Happy Birthday*.
- 2 You wear funny clothes.
- 3 You cook meat and sausages in the garden.
- 4 You take food to the country or a park and eat it there.
- 5 You have a party next to the sea. You play games like volleyball.
- 6 Some students have this ceremony at the end of the school year.

4 Complete the sentences in your notebook.

petrol station	✓	X	X
optician	X	✓	X
exhibition	✓	✓	✓

- 1 He at the petrol station at 3 o'clock.
- 2 She at the petrol station at 3 o'clock.
- 3 They at the exhibition at 4 o'clock.
- 4 There some children at the exhibition.



5 I at the optician's at 3 o'clock.

6 I at the optician's at 3 o'clock.



5 Look at the table from exercise 4 again. Write questions and answers in your notebook.

- 1 the children / at the petrol station / 4 o'clock

notebook

notebook

- 2 where / he / 3 o'clock

notebook

notebook

- 3 what time / they / at the exhibition

notebook

notebook

- 4 there / any children / exhibition

notebook

notebook

English to go

6 Choose the correct responses.

a Day in, day out.

b No problem.

c That's a pity.

d I'd love to come.

e I've got it!

- 1 Thank you very much.
- 2 Would you like to come to my party?
- 3 I can't come to your party.
- 4 What's the correct answer?
- 5 How often do you do your homework?

UNIT 3



Summary

Vocabulary

Archaeology		In a city (2)		Natural disasters		Events	
tomb	grobowiec	crossroads	skrzyżowanie	hurricane	huragan	beach party	impreza na plaży
treasure	skarb	traffic lights	uliczna sygnalizacja	volcano eruption	wybuch wulkanu	picnic	piknik
pyramid	piramida	roundabout	rondo	drought	susza	birthday party	przyjęcie urodzinowe
mummy	mumia	metro station	stacja metra	tsunami	tsunami	graduation	uroczystość wręczania świadectw
archaeologist	archeolog	fountain	fontanna	tornado	tornado	fancy dress party	bal przebierańców
ruins	ruiny	factory	fabryka	earthquake	trzęsienie ziemi	barbecue	grill, barbecue
temple	świątynia	pavement	chodnik	forest fire	pożar lasu		
tourist attraction	atrakcja turystyczna	optician's	optyk	flood	powódź		
mystery	tajemnica	petrol station	stacja benzynowa				
exhibition	wystawa	chemist's	apteka				

Grammar

Użyj was , kiedy mówisz: (ja) byłem/byłam/(on) był/(ona) była.	<i>I was at school. He was happy.</i>
Użyj were , kiedy mówisz: (ty) byłeś/byłaś/(my) byliśmy/byłyśmy/(wy) byliście/byłyście/(oni) byli/(one) były.	<i>We were late. They were at a party.</i>
Dodaj not do was (= wasn't), kiedy mówisz: (ja) nie byłem/nie byłam/(on) nie był/(ona) nie była.	<i>I wasn't at school. He wasn't happy.</i>
Dodaj not do were (= weren't), kiedy mówisz: (ty) nie byłeś/nie byłaś/(my) nie byliśmy/nie byłyśmy/(wy) nie byliście/nie byłyście/(oni) nie byli/(one) nie były.	<i>We weren't late. They weren't at a party.</i>
Zmień kolejność wyrazów, kiedy chcesz zadać pytanie: Czy ty byłeś/byłaś/on był/ona była/ono było/my byliśmy/byłyśmy/wy byliście/byłyście/oni byli/one były. <i>He was ... → Was he ...?</i> <i>They were ... → Were they ...?</i>	<i>Was he happy? Yes, he was./No, he wasn't. Were they at home? Yes, they were./No, they weren't.</i>
Zacznij pytanie od When ..., kiedy chcesz zapytać o to, kiedy ktoś gdzieś był.	<i>When were you at the ruins?</i>
Zacznij pytanie od Where ..., kiedy chcesz zapytać o to, gdzie ktoś był.	<i>Where were you yesterday?</i>
Zacznij pytanie od Who ..., kiedy chcesz zapytać o to, kto gdzieś był.	<i>Who was at the party?</i>
Zacznij pytanie od What time ..., kiedy chcesz zapytać, o której godzinie coś się wydarzyło.	<i>What time was the earthquake?</i>
Użyj There was lub There were , kiedy chcesz opisać miejsca lub zjawiska naturalne z przeszłości.	<i>There was a flood. There were temples here in 34 BC. Were there any hurricanes in Poland?</i>

Volcano eruptions	
smoke	dym
mud	błoto
ash	popiół
lava	lawą
soil	gleba
rock	skała

Grammar Summary page 139

English to go

Suddenly, ...	Nagle...	Thanks a million.	Stokrotne dzięki.
They were broke.	Oni byli spłukani./One były spłukane.	Would you like to come to my party?	Czy chciałbyś/chciałabyś przyjść na moje przyjęcie?
Day in, day out.	Dzień w dzień.	I'd love to come.	Z przyjemnością przyjdę.
They're for sale.	Są na sprzedaż.	I'm afraid I can't come.	Obawiam się, że nie dam rady przyjść.
I'm stuck.	Utknąłem./Utknęłam.	That's a pity!	Szkoda!
In those days ...	W tamtych czasach...	No problem.	Nie ma problemu.
I've got it!	Mam!		

UNIT 4 LESSON 1



Suddenly we saw a big animal.



lake mud fountain mountain forest talked went took made had

1 **2.1** Listen and repeat. In pairs, play a memory game with present and past forms.

sleep ► slept

put ► put

tell ► told

see ► saw

buy ► bought

feel ► felt

sleep

slept

2 **2.2** Listen, read and write the missing verbs in your notebook. Then read the text aloud.

Hi! I'm Amy. Your next country is the United States. Let's visit one of our national treasures, Yellowstone National Park.

Learn about Yellowstone with Amy Anderson

The History of Yellowstone National Park

In 1810, the United States of America was a relatively new country. Explorers went to all parts of it. The explorers in the north-west talked about spectacular mountains, rivers and forests, and about fountains of hot water and lakes of hot mud. The people in the cities didn't think the stories were true. They ¹ the explorers made it up. More and more explorers went to the north-west. They ² the same things and ³ the same stories. Yellowstone Park was suddenly famous, and lots of tourists visited it. In 1872, the Americans made Yellowstone Park the first national park in the world.

Yellowstone visitors

In 2012, more than 3 million people visited the park. Some people ⁴ in hotels and other people slept in tents. There's something for everyone at Yellowstone. That's why the park is so popular with tourists.

Is Bigfoot in Yellowstone Park?

Do you know the legend of Bigfoot? Some people say it is a very tall animal that lives in the forests. Every year tourists tell stories about Bigfoot. We don't think that Bigfoot lives in Yellowstone Park, but perhaps we're wrong?

We went for a walk in the forest. Suddenly we ⁵ a big animal. It was about 2 metres tall. We ⁶ frightened. It looked at us, and we went to our car very quickly!

We saw the big footprints of Bigfoot. We didn't feel safe in the park after that. I ⁷ an alarm and I ⁸ it in our tent.

3 **2.3** Listen to the podcast about Yellowstone. Number the pictures in the order you hear about each thing. Write the answers in your notebook.



Easy English

4 Match 1–4 with a–d.

- | | |
|---------------------|-----------------|
| 1 They made | a more ... |
| 2 More and | b why ... |
| 3 That's | c for everyone. |
| 4 There's something | d it up. |



Evolution Quest Quiz

Quiz 7



Total



Rah's grammar

It	looked		at us.
	didn't	look	
They	slept		in a hotel.
	didn't	sleep	



5 In your notebook, complete the sentences with the correct form of the verbs in brackets.

- 1 We ¹ _____ (go) to Yellowstone National Park in August. We ² _____ (sleep) in a hotel but I ³ _____ (not, like) it. I think that we ⁴ _____ (see) Bigfoot and that's why I ⁵ _____ (not, feel) safe. I ⁶ _____ (feel) frightened. I ⁷ _____ (not, buy) a Yellowstone T-shirt.



- 2 We ⁸ _____ (not, go) in August, we ⁹ _____ (go) in September. We ¹⁰ _____ (not, sleep) in a hotel, we ¹¹ _____ (sleep) in a tent and I ¹² _____ (like) it. We ¹³ _____ (not, see) Bigfoot and that's why I ¹⁴ _____ (feel) safe. I ¹⁵ _____ (not, feel) frightened. I ¹⁶ _____ (buy) a Yellowstone T-shirt.

Have a talk!

6 In pairs, make pairs of sentences with the verbs from exercise 1 on page 42 and time expressions.

Yesterday evening
I put my bag in
the hall.

I didn't put my bag
in the kitchen.

EXTRA

1 Reorder the letters to make verbs and write them in your notebook. Then add the past forms from exercise 1 on page 42.

1 <u>ese</u>	2 <u>utp</u>	3 <u>letl</u>
4 <u>eespl</u>	5 <u>ybu</u>	6 <u>efle</u>

2 In your notebook, complete the sentences with the correct form of the verbs.

sleep

- 1 I usually _____ from 10 to 7 o'clock.
2 Yesterday I _____ from 10 to 9 o'clock.

buy

- 3 I _____ a computer game yesterday.
4 I _____ computer games every month.

feel

- 5 I often _____ tired after school.
6 I _____ tired after school yesterday.

3 In your notebook, complete the sentences with the negative past form of the verbs from exercise 1.

Last week

- 1 My father _____ us a story.
2 My brother _____ any birds in the garden.
3 I _____ my camera in my bag.
4 They _____ tired in the morning.
5 She _____ an apple in the shop.
6 He _____ in a tent.

4 In pairs, choose a verb and make a sentence using past tense.

make sleep say tell
get up go

yesterday on Monday last night
on Tuesday

Tell.
I told my friends a story about Bigfoot yesterday.

UNIT 4 LESSON 2



What time did you hear the noises?



cooked went had looked called shouted laughed used asked

- 1** **2.4** Listen and repeat. In pairs, mime an action for each verb. Guess the verb and give the past form.

wear ► wore

wake up ► woke up

hear ► heard

Wear – wore?

sing ► sang

find ► found

say ► said

Correct!

- 2** **2.5** Listen and read. Whose footprint did they find?

Mini-Mysteries

In the winter of 2013, Todd went camping with his friends Rosie and Mike to Yellowstone National Park. They cooked food and sang songs. Then Mike told them a story about Bigfoot.

"Perhaps Bigfoot is here," said Mike. They didn't laugh.

"It can't be true. Goodnight and sleep well!" said Rosie. Then they went into their tents.

Everyone woke up early in the morning. It was cold, but the sun was very nice. They wore gloves, jackets and scarves. They had breakfast and talked.

"Did you sleep well?" Rosie asked Mike.

"No, I didn't," Mike said. "I didn't sleep a wink. Did you hear noises last night?"

"Yes, I did," Rosie said. "I heard some strange noises at 3 o'clock".

"What time did you hear the noises, Mike?" asked Todd.

"At 3 o'clock, too," said Mike.

"What did you do?" Rosie asked.

Mike said "I got out of the tent. I didn't see any animals."

"Oh, so you made the noise! Where did you look?" asked Todd.

"Near the trees," Mike said.

Mike walked to the trees and found something very strange.

"What's up, Mike?" Todd called to him.

"Look at these footprints in the snow!" Mike shouted to them. "They are very, very big!"

They looked at the footprints. "Perhaps Bigfoot was here," said Mike. He felt frightened.

Rosie laughed. "That's Mike's footprint," she said.

"But it's bigger than my boots," said Mike.

"Yes," said Rosie, "but you made a lot of footprints at night. And look, the sun is on the footprints now."

"Yes, but so what?" asked Todd.

0%
100%

- 3** **2.6** Listen to the podcast about natural disasters in Yellowstone. Choose the disasters that happen in the park. Write them in your notebook.

forest fires

volcano eruptions

earthquakes

floods

hurricanes



Evolution Quest Quiz

Quiz 8



Total



Easy English

- 4** Complete the sentences with the words from the box.

true what up wink

- 1 I didn't sleep a .
- 2 What's ?
- 3 It can't be .
- 4 So ?

Rah's grammar

Did	you	hear	noises at night?	Yes, I did.
		get	out of the tent?	No, I didn't.
What time	did	you	hear	the noises?
				At one o'clock.
Where	did	you	look?	Near the tent.



5 Complete the dialogue in your notebook.

- Mother 1 you have a good time?
 Robert Yes, I 2 . It was awesome!
 Mother 3 you sleep?
 Robert We slept in a tent in a forest.
 Mother Did you 4 noises at night?
 Robert No, I 5 .
 Mother 6 did you wake up?
 Robert I woke up at half past seven.
 Mother 7 you have breakfast?
 Robert Yes, we 8 .
 Mother 9 you have for breakfast?
 Robert We had eggs and bacon.
 Mother 10 you see Bigfoot?
 Robert No, we 11 .

Have a talk!

6 In pairs, ask and answer different questions about the past. Use the verbs from exercise 1 on page 44.

Did you wake up last night?

Yes, I did.

What time did you wake up?

I woke up at two o'clock.

EXTRA

1 Look at the pictures. In your notebook, write the past form of the verbs from exercise 1 on page 44.



2 Write questions and answers in your notebook.

1 you / sing a song / yesterday
 Did you sing a song yesterday?
 Yes, I did.

2 he / wake up early / last Tuesday
 notebook
 Yes, I did.

3 they / find / their notebooks / on Monday
 notebook
 X notebook

4 she / hear / that noise / in the morning
 notebook
 X notebook

3 In your notebook, write questions and answers about yourself.

- 1 what time / you / have breakfast / this morning / ?
 2 where / you / do your homework / last night / ?
 3 what / you / say to your teacher / during this lesson / ?

4 In pairs, choose a situation from the box, then ask and answer questions. Use where, what, when, what time and the verbs from the other box.

found 10 zlotys heard a noise
 was very tired saw a really nice T-shirt
 in a shop put my homework
 in the washing machine

buy find feel get up go to
 bed wear use tell phone

I found 10 zlotys yesterday!

Where did you find it?

UNIT 4 LESSON 3



I could ride a bike when I was four.



January February March April May June July August September October November December

- 1** **2.7** Listen and repeat. Match the words with the accidents (1–6) in the pictures from exercise 2. Write the answers in your notebook. Then talk about Gary's accidents last year.

cut (my) finger

cut ► cut

break (my) leg

break ► broke

hurt (my) head

hurt ► hurt

burn (my) hand

burn ► burnt

twist (my) ankle

twist ► twisted

scratch (my) arm

scratch ► scratched

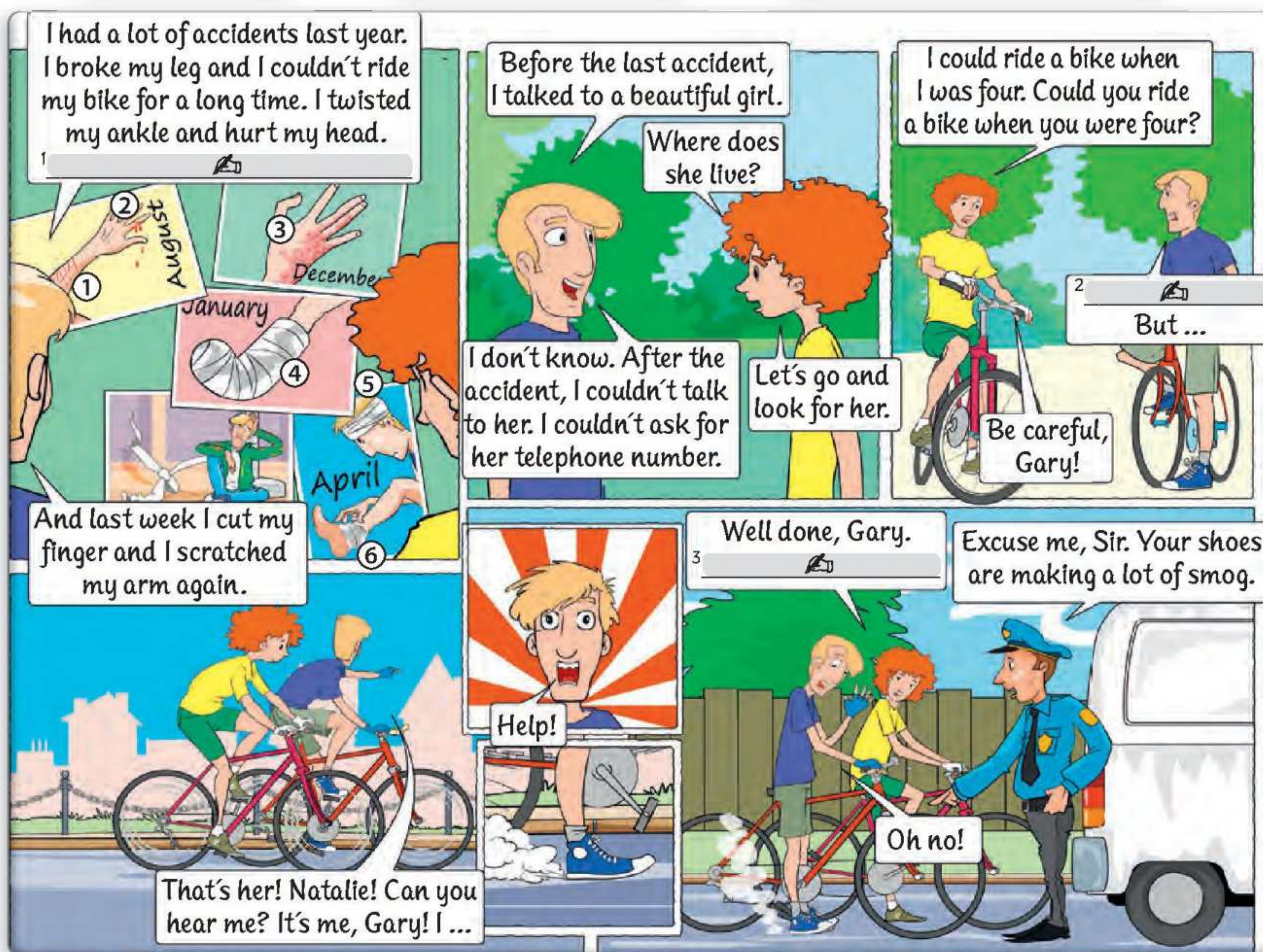
He burnt his hand in December.

- 2** **2.8** Write the missing sentences in your notebook. Listen and check. Then act it out.

No, I couldn't.

I burnt my hand too.

You didn't have an accident!



- 3** Ally is Gary's sister. In pairs, talk about her accidents last year.



What happened in May?

She burnt her hand.

Rah's grammar

I could ride a bike when I was four.

Could you ride a bike when you were two?

Yes, I could.

No, I couldn't.

couldn't = could not



Couldn't czasem znaczy nie mogłem:
I couldn't talk to her.

4 Complete the sentences about Joe Genius in your notebook. Use *could* and *couldn't*.

He ¹ _____ (✓ swim) when he was four.

In June, he broke his arm. He ² _____ (X swim) for three months.

He ³ _____ (X use) a computer when he was two. He ⁴ _____ (✓ use) it when he was three. In July, he burnt his hand. He ⁵ _____ (X use) his computer for a week.

He ⁶ _____ (✓ write) when he was two.

In August, he cut his finger. He ⁷ _____ (X write) for two days.

He ⁸ _____ (X play) the violin when he was two but he ⁹ _____ (✓ play) it when he was three. In September, he hurt his shoulder.

He ¹⁰ _____ (X play) the violin for a month.



5 Write about your abilities and accidents at different ages.

when I was a baby

when I was four

when I was eight

I could run when I was four but I couldn't swim.

I twisted my ankle when I was six. I couldn't play football for a month.

EXTRA

1 In your notebook, write the verbs and parts of the body.

- 1 My friend b_____ e his a_____ yesterday.
- 2 My father h_____ t his h_____ d on Saturday.
- 3 My sister b_____ t her h_____ d on holiday.
- 4 I t_____ d my a_____ e on Sunday.

Testing spot

2 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk (1-4). Zapisz w zeszycie literę A, B albo C.

To _____
Subject _____

Hi Jack!
I've got a problem – I can't go out! On Monday I ¹ _____ my head. On Tuesday I ² _____ my finger. Wednesday was the worst day because I broke my ³ _____. I'm sorry I ⁴ _____ come to your house yesterday. Can you please come to my house?
See you soon,
Tom

- | | | |
|-----------|---------|------------|
| 1 A broke | B hurt | C twisted |
| 2 A cut | B break | C burn |
| 3 A ear | B head | C arm |
| 4 A can't | B could | C couldn't |

3 In your notebook, write sentences with *could* and *couldn't*.

- 1 My brother / (X) swim / 6 years old
- 2 I / (✓) run / 3 years old
- 3 My sister / (✓) read / 4 years old
- 4 My brother / (X) write / 6 years old

My brother couldn't swim when he was 6 years old.

4 In pairs, talk about your abilities from the past and now.

run fast

swim

play the recorder

use a mobile

skate

read in English

Can you play the recorder?

Yes, I can.

Could you play the recorder when you were four?

No, I couldn't.

UNIT 4 LESSON 4



English in action Feeling ill

- 1** **2.9** Listen and repeat. Match the illnesses with the photos. Then say what problems the people have got.

a cold

a cough

a headache

a sore throat

a stomach ache

earache

toothache

have a temperature

feel dizzy



- 2** **2.10** Listen to some children talking to their parents and write the illnesses in your notebook. Listen again and match 1–5 with the advice a–e.

1 a cold

2

3

4

5

- a should see the dentist
b should take some cough medicine
c should see the doctor
d should sit down
e should go to bed



You should znaczy *powinieneś/powinnaś* i zawsze łączy się z czasownikiem w formie podstawowej.

- 3** **2.11** Listen and complete the conversation in your notebook.

Doctor Good morning Mia. What's the matter?

Mia Good morning Doctor. I've got a very bad headache.

Doctor You should go to bed.

Mia Can I ¹ notebook ?

Doctor No, you can't. That isn't a good idea.

Mia Can I ² notebook ?

Doctor Yes, you can. That's fine.

Mia Can I ³ notebook ?

Doctor No, you can't. It isn't good for you.

Mia Thank you, Doctor.

Doctor You're welcome. Get well soon!

- 4** In pairs, act out visits to the doctor. Use the phrases in the boxes.

That's a good idea.

eat sushi
eat fruit
sleep
take some medicine

That isn't a good idea.

go to school
go to my friend's party
drink Coke
listen to loud music

Good morning. What's the matter?

Good morning, Doctor. I've got ...

Testing spot

- 5** Do każdej z opisanych sytuacji (1–4) wybierz właściwą reakcję (A–E). Zapisz odpowiedzi w zeszycie. Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej sytuacji.

- 1 Źle się czujesz. Zapytaj doktora, czy musisz zostać w domu.
- 2 Sądzisz, że twój kolega jest chory. Dowiedz się, co mu dolega.
- 3 Twoja koleżanka źle się poczuła. Doradź jej, co ma zrobić.
- 4 Doktor pyta cię, co ci dolega. Odpowiedz mu.

- A You should see the doctor.
B That isn't a good idea.
C I've got a stomach ache.
D What's the matter?
E Can I go out?



Sounds right!

- 6** **2.12** Listen and repeat.

horrible smog October optician
sports shorts Autumn store

- 7** **2.13** Listen and repeat.

There was horrible smog in October.
We played sports in shorts in Autumn.
That horrible optician was in the sports store.

UNIT 4 LESSON 5



Skills

Listening • Writing

- 1 2.14 Listen to a TV report about a rescue. Complete the left column of the table. Write the answers in your notebook.

	The TV report	Willow's interview
1	They went to bed <u>early</u> .	They went to bed <u>late</u> .
2	They woke up <u>late</u> .	They woke up <u>late</u> .
3	Summer had an accident at <u>5:45 pm</u> .	Summer had an accident at <u>5:45 pm</u> .
4	At <u>5:45 pm</u> Summer suddenly felt bad.	At <u>5:45 pm</u> Summer suddenly felt bad.
5	They phoned for help at <u>6:00 pm</u> .	They phoned for help at <u>6:00 pm</u> .
6	The helicopter arrived at <u>6:00 pm</u> .	The helicopter arrived at <u>6:00 pm</u> .
7	The helicopter took <u>3</u> girl(s) to hospital.	The helicopter took <u>3</u> girl(s) to hospital.

- 2 2.15 Listen to a radio interview with Willow and complete her report in exercise 1. Write the answers in your notebook. Then say what is wrong in the TV report.

They didn't go to bed early.

- 3 In your notebook, complete Willow's blog about the rescue.

Monday, 1st July 2013

In the mountains of Scotland

I'm just back from a weekend in a tent in the mountains. I went with two friends, Nina and Summer. The first night was great. Nina cooked some great food. We went to bed 1 late. The next day, we got up 2 late, had breakfast and went for a long walk. On the way, 3 Summer had an accident. She 4 hurt her leg. After half an hour she couldn't walk and at 5:45 pm she felt 5 bad. Nina had her mobile and she 6 phoned for help. A helicopter 7 took us at 6:00 pm and it took us to hospital. A big thank you to the rescue team!

- 4 Imagine you were on a two-day trip and saw an accident. Write notes about it in your notebook.

Where did you go?

notebook

Who was with you?

notebook

What did you do on the first day?

notebook

What did you do on the second day?

notebook

Who had the accident? What happened?

notebook

What were the details of the rescue?

notebook

What happened in the end?

notebook

Write

- 5 Write about your accident. Use your notes and the text from exercise 3 as a model. Do not forget to thank the rescue team.

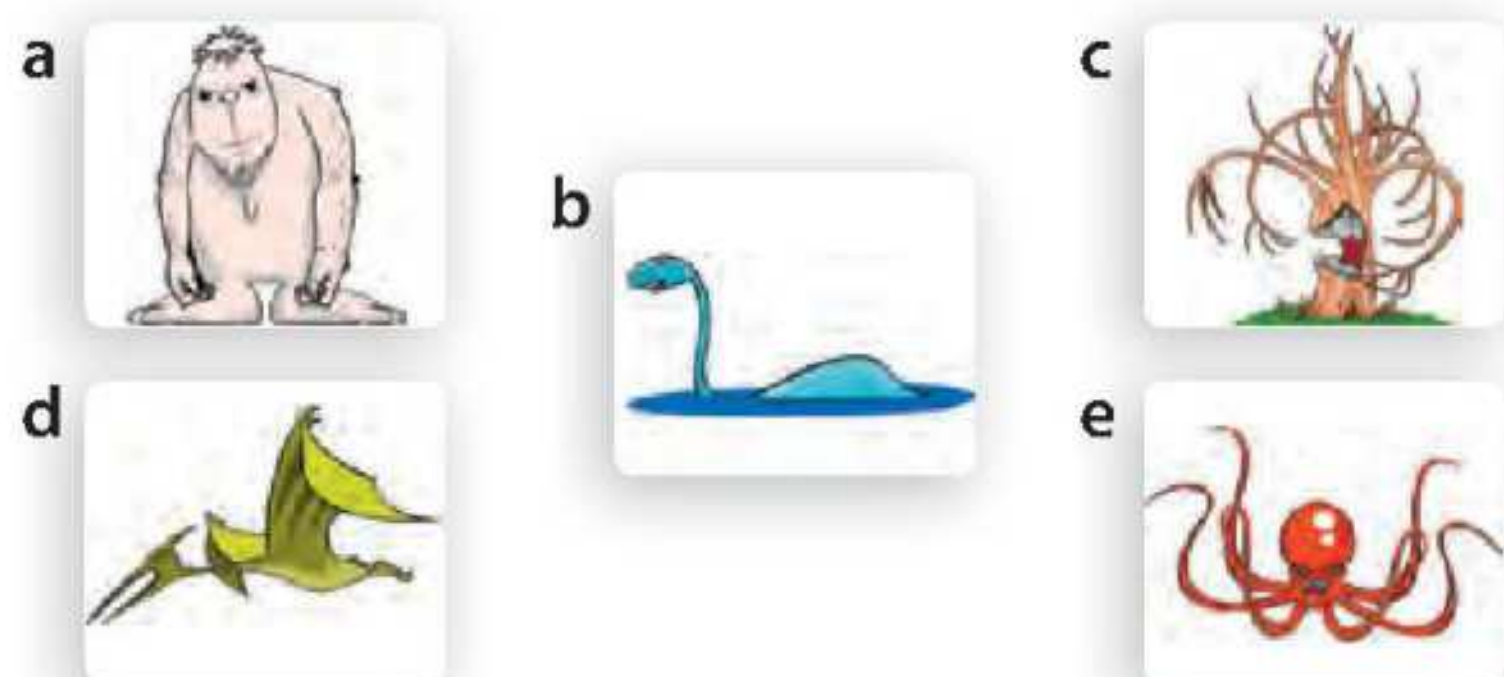
I'm just back from a weekend in ...

UNIT 4 LESSON 6



The Evolution Magazine

- 1** 2.16 Listen to the descriptions (1-5) and match them with the monsters (a-e).



- 2** 2.17 Listen and answer the question in your notebook.

1	5
2	6
3	7
4	8

- 3** In your notebook, write about this man's injuries. Use the words from the box.



¹cut / finger ²cut / leg
³burn / hand ⁴scratch / head
⁵scratch / nose ⁶twist / ankle
⁷break / leg ⁸break / arm
⁹hurt / nose

1 He cut his finger.
 2 He didn't cut his leg.

- 4** This is where the man saw a strange animal. Can you guess what happened? Use the words in the boxes.



scratch fall finger branch
 glass head cut

Testing spot

- 5** Przeczytaj tekst. Zdecyduj, czy podane zdania (1-5) są prawdziwe (Tak), czy fałszywe (Nie). Odpowiedzi i uzasadnienia zapisz w zeszycie.

Tip

Nie pomył osób z wykonywanymi przez nie czynnościami. Zawsze sprawdzaj, kto wykonuje daną czynność. Zwracaj uwagę na imiona w tekście i porównuj je z tymi ze zdań 1-5.

To

Subject

Hi Grandad!

We went on a great school trip yesterday - to Loch Ness!

We were on the bus for two hours. I sat next to my friend Max. Mr Atkins, the geography teacher, was in front of us. I had a headache on the bus and slept for an hour. Max slept all the way from school to Loch Ness!

Loch Ness is a very big lake and the water was very cold. We didn't see the monster, but we heard a noise in the water. William said to Max and me that it was the Loch Ness Monster. We felt frightened, but then William laughed and said it was a joke!

I took a lot of photos, but I can't find the monster in them. Max bought a book about Loch Ness in the shop and I saw the Loch Ness Monster there.

On the bus home, we sang some songs, and William told us lots of jokes. Mr Atkins laughed at his jokes!

See you soon!

Love,
Rory

- | | Tak | Nie |
|---|--------------------------|--------------------------|
| 1 Rory was behind Mr Atkins on the bus. | ☐ | ☐ |
| 2 Max slept for an hour. | ☐ | ☐ |
| 3 Max and Rory felt frightened at Loch Ness. | ☐ | ☐ |
| 4 Rory did not see a picture of the Loch Ness Monster. | ☐ | ☐ |
| 5 The teacher told some jokes and laughed at them. | ☐ | ☐ |

UNIT 4 LESSON 7



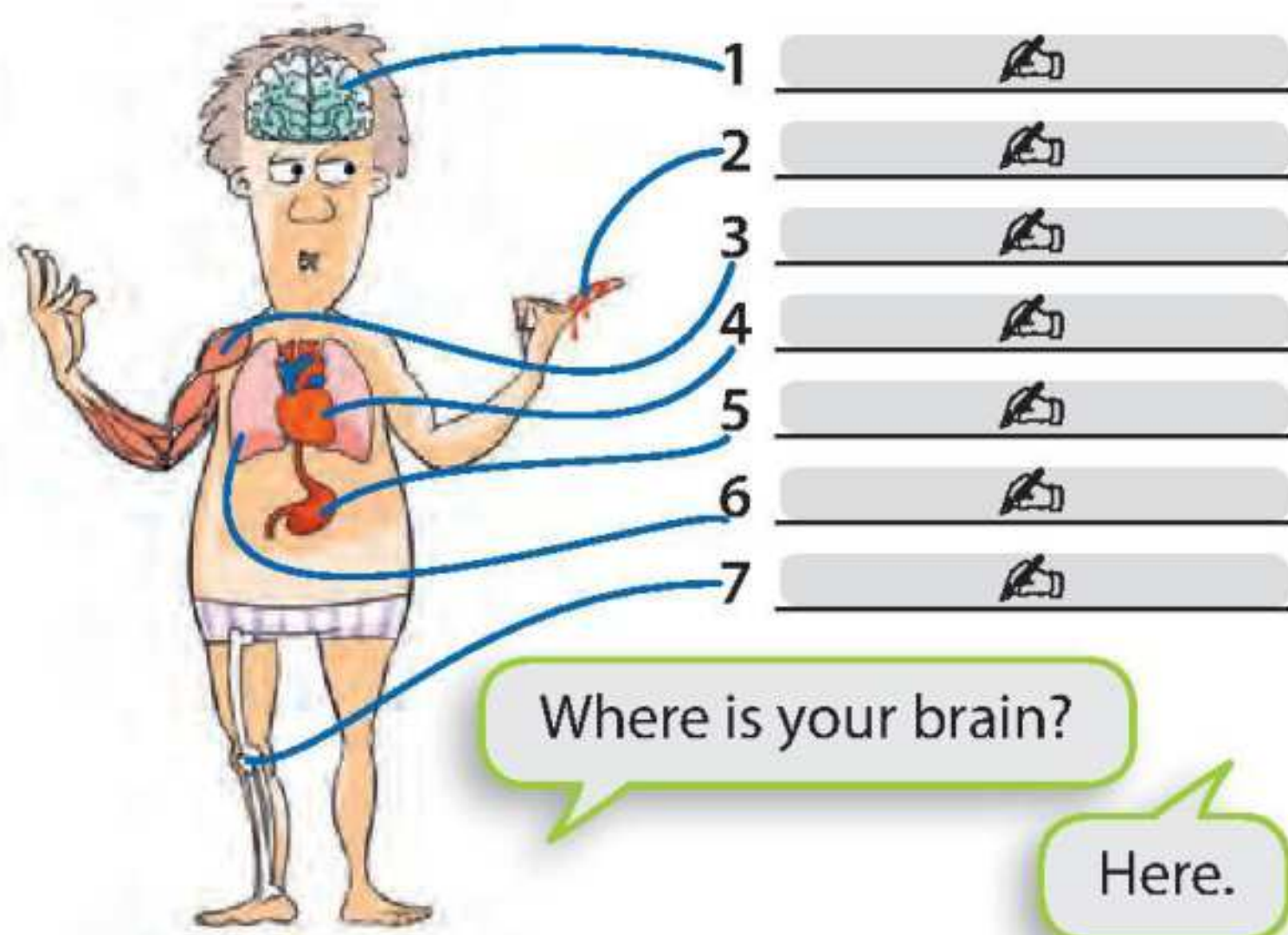
CLIL

The human body



- 1** 2.18 Listen and repeat the words. Name the parts of the body. Write the answers in your notebook. In pairs, ask questions about parts of the body, point to them and answer the questions.

heart lungs brain stomach
muscles bones blood



- 2** 2.19 Read the sentences (a–g). How do you say the words in green in Polish? Listen and match the parts of the body with their functions. Write the answers in your notebook.

- | | |
|-----------|--|
| 1 heart | a It transports oxygen to different parts of your body. |
| 2 lungs | b It helps your body to digest the food that you eat. |
| 3 brain | c It controls all the parts of your body. |
| 4 stomach | d They move your arms and legs. |
| 5 muscles | e It pumps blood around your body. |
| 6 bones | f They make the structure of your body. |
| 7 blood | g They help oxygen get into your blood. |

- 3** Check your answers to exercise 2. Ask and answer questions about the parts of the body.

What does your blood do?

It transports oxygen to different parts of your body.

- 4** 2.20 Listen and read about organ transplants. In your notebook, answer the questions or write X if the answer isn't in the text.

Your body is an amazing machine. Your heart pumps about 100,000 times every day, throughout your life. Sometimes, parts of your body – your heart for example – stop working well. If the problem is very bad, you have to get a new heart.

The first heart transplant was on 3rd December 1967 by Dr Christiaan Barnard in South Africa. The patient only lived for 18 days, but now patients with new hearts live for many years.

Now, doctors can transplant hearts, lungs, and other organs in your body. There are thousands of transplants in the world each year. There are also a lot of people waiting for a transplant. In China, for example, more than 2 million people are waiting for a transplant. Every day, transplants help more and more people to live longer.



100 – a hundred 1,000 – a thousand
100,000 – a hundred thousand

- How many times does your heart beat in a day?
notebook
- When was the first heart transplant?
notebook
- What was the name of the first patient with a new heart?
notebook
- Can doctors transplant lungs?
notebook
- How many people have a heart transplant every year?
notebook

5 PROJECT!

- Przygotujcie w grupach plakat pt. „The Human Body” pokazujący organizm ludzki.
- Podzielcie się zadaniami tak, aby każdy/każda z was przygotował/przygotowała informacje o wybranych częściach ciała.
- Wykorzystajcie informacje z ćwiczenia 2. oraz innych źródeł. Dodajcie zdjęcia lub ilustracje.
- Uważnie sprawdźcie wymowę i znaczenie nowych słów.
- Efekty swojej pracy zaprezentujcie w klasie.

UNIT 4 LESSON 8



Revision

1 Write the missing verbs in your notebook.

Present	Past
sleep	1
feel	2
tell	3
4	woke up
5	found
6	said

2 In your notebook, write the words in the correct category.

earache blood stomach ache cold
lungs bones cough brain
toothache sore throat muscles
stomach

Illnesses

1
2
3
4
5
6

Inside the body

7
8
9
10
11
12

3 Write sentences about the pictures in your notebook.



1 He in 2011.



2 She yesterday.



3 I last week.



4 He two days ago.



5 They on Tuesday.

4 In your notebook, complete the chat with the correct form of the verbs in brackets.

chat room

Evo_boy Last week we 1 (go) to Yellowstone Park.
Funny_me 2 (sleep / you) in a tent?
Evo_boy Yes, we 3 .
Funny_me 4 (see / you) Bigfoot?
Evo_boy No, we 5 . But my brother 6 (hear) some noises at night.
Funny_me 7 (feel / you) frightened?
Evo_boy No, I 8 . I 9 (not, hear) the noises!

5 Write the sentences in your notebook.

a



12

b



8

He couldn't swim
when he was 12.

c



16

d



10

English to go

6 Complete the dialogues in your notebook.

chat room

1 Tory 1 up?
Val I didn't 2 a wink. My brother said that Bigfoot was in my bedroom.
Tory It 3 be true. He 4 it up.
2 Val 5 the matter?
Tory I've got a cough.
Val You 6 take some cough medicine.
Tory 7 I go to the park?
Val No, you can't. It isn't a 8 idea.

UNIT 4



Summary

Vocabulary

Irregular verbs (1)	
see	widzieć
feel	czuć
sleep	spać
buy	kupować
tell	powiedzieć
put	położyć
Irregular past forms	
saw	widział
felt	czuł
slept	spał
bought	kupił
told	powiedział
put	położył

Irregular verbs (2)	
sing	śpiewać
wake up	budzić się
hear	słyszeć
wear	nosić, mieć na sobie
find	znaleźć
say	mówić
Irregular past forms	
sang	śpiewał
woke up	obudził się
heard	usłyszał
wore	nosił, miał na sobie
found	znalazł
said	powiedział

Injuries	
hurt (my) head	zranić się w głowę
break (my) leg	złamać nogę
burn (my) hand	oparzyć sobie rękę
cut (my) finger	rozciąć sobie palec
twist (my) ankle	skręcić kostkę
scratch (my) arm	zadrapać się w ramię
Irregular past forms	
hurt	zranił (się)
broke	złamał
burnt	oparzył (się)
cut	rozciął

Illnesses	
a headache	ból głowy
a cough	kaszel
a cold	przeziębienie
toothache	ból zęba
a stomach ache	ból brzucha
earache	ból ucha
a sore throat	ból gardła
have a temperature	mieć gorączkę
feel dizzy	mieć zawroty głowy

Inside the body	
muscles	mięśnie
blood	krew
brain	mózg
stomach	żołądek
heart	serce
bones	kości
lungs	płuca

Grammar

Dodaj końcówkę -ed do czasowników, kiedy mówisz o przeszłości.	<i>I walk to school every day.</i> <i>I walked to school every day.</i>
Uważaj! Formy przeszłe niektórych czasowników są nieregularne i trzeba nauczyć się ich na pamięć.	<i>I always sleep well.</i> <i>I slept well last night.</i>
Użyj didn't przed czasownikiem, kiedy chcesz zaprzeczyć.	<i>I didn't walk to school yesterday.</i> <i>I didn't put my homework in my bag yesterday.</i>
Użyj did na początku zdania, kiedy chcesz zadać pytanie w czasie przeszłym.	<i>Did you walk to school yesterday? Yes, I did.</i> <i>Did you hear that noise? No, I didn't.</i>
Zaczynaj pytanie od Where ... lub When ..., kiedy chcesz zapytać, gdzie lub kiedy coś stało się w przeszłości.	<i>Where did you walk? To the shop.</i> <i>When did you see Magda? Yesterday.</i>
Użyj could + innego czasownika, kiedy chcesz powiedzieć, że coś umiałeś/umiałaś robić w przeszłości.	<i>I could swim when I was six.</i> <i>I could ride a bike when I was four.</i>
Użyj couldn't (= could + not) + innego czasownika, kiedy chcesz powiedzieć, że czegoś nie umiałeś/nie umiałaś robić w przeszłości.	<i>I couldn't do the homework.</i> <i>I couldn't swim when I was six.</i>
Zmień kolejność wyrazów, kiedy chcesz zapytać, czy ktoś coś umiał robić w przeszłości: <i>You could ... → Could you ...?</i>	<i>Could you swim when you were six?</i>
Użyj could , gdy chcesz powiedzieć o czynności, której nie mogłeś/nie mogłaś wykonać.	<i>I broke my leg. I couldn't walk for a month.</i>

Grammar Summary → page 139/140

Irregular verbs → page 143

English to go

They made it up.	Oni to wymyślili./One to wymyśliły.	What's up?	O co chodzi?/Co słychać?
More and more ...	Coraz więcej...	It can't be true.	To nie może być prawda.
That's why ...	I właśnie dlatego...	So what?	I co z tego?
There's something for everyone.	Znajdzie się coś dla każdego.	What's the matter?	Co ci dolega?
I didn't sleep a wink.	Nie zmrużyłem/Nie zmrużyłam oka.	You should see a doctor.	Powinieneś/Powinnaś pójść do lekarza.
That isn't a good idea.	To nie jest dobry pomysł.	Can I watch TV?	Czy mogę pooglądać telewizję?

LESSON 1



Skills plus • Units 3-4

1 Write the names of things in the pictures in your notebook.



2 In your notebook, write the past tense of the verbs in brackets and complete the natural disasters.

- 1 I (feel) the e e.
- 2 I (see) the v e n.
- 3 They (tell) me about the f d.
- 4 I (buy) a DVD about h es and t es.

Testing spot

3 Przeczytaj tekst. Wybierz poprawną odpowiedź. Zapisz w zeszycie literę A, B albo C.

To

Subject

Hi Mum,

Did you hear about the earthquake here in Italy yesterday? I couldn't phone you because my mobile phone doesn't work here. Don't worry, I'm fine. The earthquake was about 200 kilometres from here. We felt it but it wasn't that bad.

We were at the ruins in Pompeii yesterday. When I felt the earthquake, I was nervous because Mount Vesuvius is about eight kilometres from Pompeii. I didn't see any smoke and there wasn't an eruption so I felt much better! After the earthquake, the traffic lights didn't work so there was a traffic jam at the crossroads near our hotel, and the people in the cars were really angry.

Tomorrow we're going to an old temple and a tomb near Naples. I'm having a great time on this school trip. I've got a lot of photos, and I bought a lot of postcards in Rome last week. In Pompeii I bought a present for you and a present for grandma too!

See you soon,
Joe

Tip

Kiedy już wybrałeś/wybrałaś odpowiedzi, wyjaśnij, dlaczego pozostałe propozycje są niepoprawne.

1 What was Mount Vesuvius like?

A



B



C



2 Where was Joe when the earthquake started?

A



B



C



3 What did Joe buy in Pompeii?

A



B



C



4 Why is Joe writing to his Mum?

A To tell her about the hotel.

B To tell her that he is OK.

C To tell her about the ruins at Pompeii.

4 Imagine that you saw a natural disaster. Answer the questions about it in your notebook.

- 1 What natural disaster was it?
- 2 Where was it?
- 3 When was it?
- 4 Where were you?
- 5 What did you do?
- 6 What happened after that?

5 In pairs, ask and answer questions about the natural disaster that you saw.

What natural disaster was it?

It was a/an ...

LESSON 2



Skills plus • Units 3-4

1 In your notebook, complete the words for illnesses and events.

- 1 I had a h e at the b e.
- 2 I had s h a e at my b y p y.
- 3 I had a s e t t at the g n.
- 4 I had t e at the f y d s p y.
- 5 I had e e at the p c.
- 6 I felt d y at the b h p y.

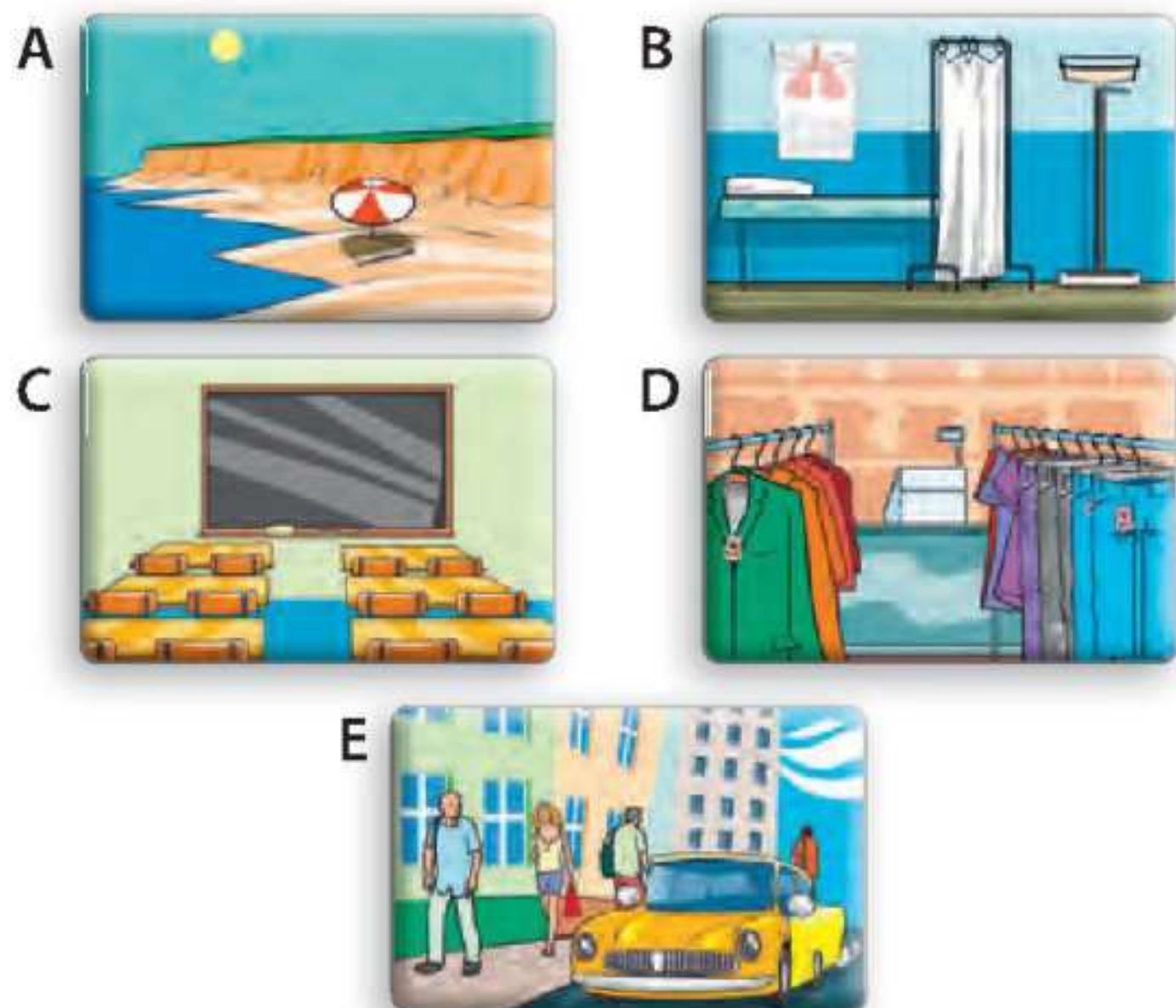
2 In your notebook, complete the sentences with the past form of the verbs in the boxes.

wear find wake up say break sing

- 1 I my leg on Monday.
- 2 We some songs at the party.
- 3 I my key ring at the gym.
- 4 The teacher hello to us.
- 5 I late yesterday morning.
- 6 All my friends shorts at the beach party.

Testing spot

3 2.21 Usłyszysz dwukrotnie cztery dialogi (1-4). Do każdego z nich dopasuj miejsce, w którym się on odbywa (A-E). Zapisz odpowiedzi w zeszycie. Uwaga! Jedno miejsce zostało podane dodatkowo i nie pasuje do żadnego dialogu.



- 1
- 2
- 3
- 4

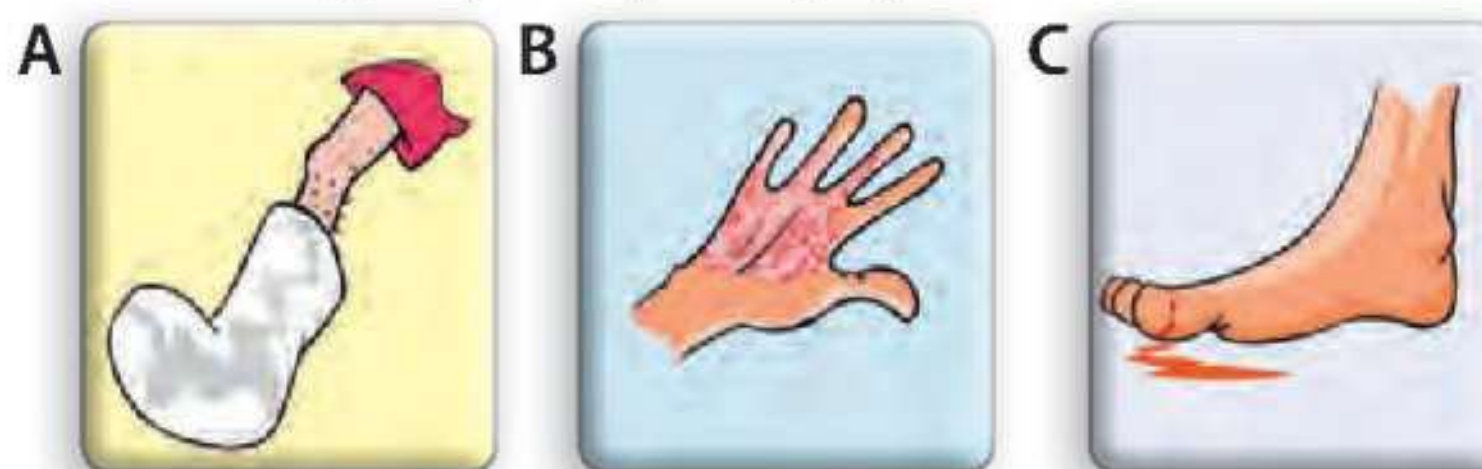
Testing spot

4 2.22 Usłyszysz dwukrotnie rozmowę dwojga osób o Ryanie oraz Emmie. Na podstawie informacji zawartych w nagraniu z podanych odpowiedzi wybierz właściwą. Zapisz w zeszycie literę A, B albo C.

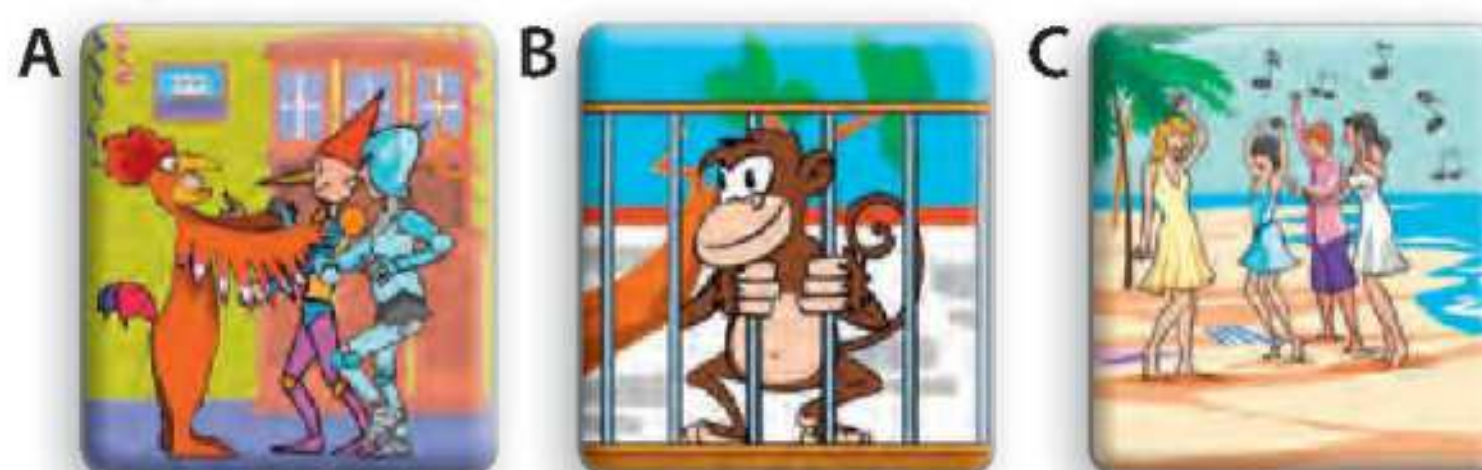
Tip

Spójrz na rysunki i napisz w zeszycie, co na nich widzisz. W trakcie słuchania dopisuj do notatek właściwe imiona osób. Następnie przeczytaj pytania i wybierz właściwe odpowiedzi.

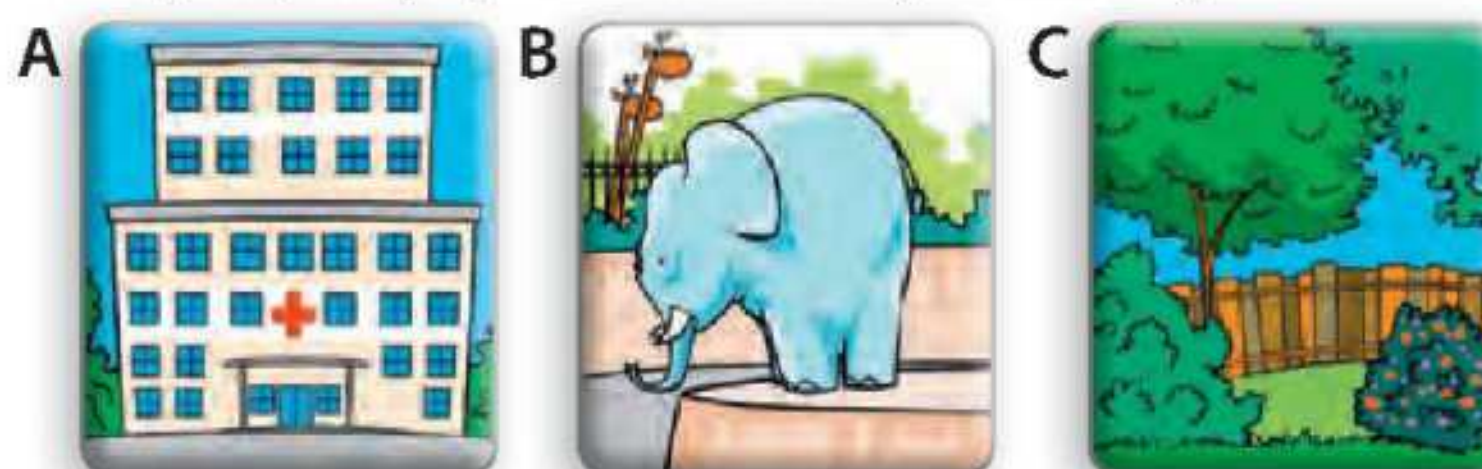
1 Co wczoraj przydarzyło się Ryanowi?



2 Dokąd Emma udała się po pierwszej wizycie w szpitalu?



3 Dokąd Ryan pojechał w zeszłym miesiącu?



5 Imagine that you did a lot of different things last week. Copy the table into your notebook and write what you did each day.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

6 In pairs, ask and answer questions about each other's week.

What happened on Monday?

On Monday, I ...

UNIT 5 LESSON 1



They were doing bungee jumps.



exhibition pavement river tower stall bridge tourist attractions illusionist

1 2.23 Listen and repeat. Make sentences with the words.

firework display

open-air concert

crowd

street party

neighbour

souvenir stall

street show

laser show

I saw an open-air concert in June.

2 2.24 Listen and read. Write the names of the places in your notebook. Then read the text aloud.

← → ↺ + I love London!

Hi! I'm Sophie Harris and I work for a website about London. These are some of my favourite places in London.

1 T S

2 C G

3 T M

Trafalgar Square is one of the best places. I was there last week and crowds of tourists were buying T-shirts at the souvenir stalls.

Covent Garden is good fun too. I was shopping there on Saturday, and so much was going on! There were some amazing illusionists in the street – they were sitting in the air! They weren't sitting on a chair or on the ground! I couldn't believe my eyes!

I love Tate Modern. They have spectacular exhibitions there. My favourite thing was the giant spider – it was nine metres high! I often watch the street shows and open-air concerts near Tate Modern. One day some dancers were dancing on the Millennium Bridge and then they were doing bungee jumps. Some other people were climbing on City Hall. It was amazing!

Last year I was visiting my friends near Tate Modern and some neighbours were having a street party. They weren't dancing but they were talking and eating English food. Everyone was having a great time.

The Shard is my favourite skyscraper. There was a fantastic laser show there some time ago! And I love the river Thames on New Year's Eve – there's always a firework display. I love London!

4 M B

5 C H

6 T S

3 2.25 Listen to the podcast about the Tower of London. Choose T (True) or F (False). Write the answers in your notebook.

- | | |
|--|-------|
| 1 The Tower of London is 800 years old. | T / F |
| 2 For a long time the Tower of London was a frightening place. | T / F |
| 3 More than 2 million tourists visit the Tower each year. | T / F |



Evolution Quest Quiz

Quiz 9



Total



Easy English

4 Look at the text in exercise 2 and complete the sentences in your notebook.

- 1 much going on.
- 2 I believe .
- 3 Everyone was having a .

Rah's grammar

I	was	walking.
He/She/It	wasn't	
We/You/They	were	talking.
	weren't	



I wasn't = I was not

They weren't = They were not

- 5 In your notebook, complete the text with the correct form of the verbs in brackets.



We arrived at Covent Garden at 2 o'clock. Some musicians from Mexico ¹ _____ (do) a street show. They ² _____ (sing) but they ³ _____ (not, dance). A crowd ⁴ _____ (watch) them. Suddenly, I couldn't see my little brother. He ⁵ _____ (not, stand) next to me. But I found him at the end of the street. He ⁶ _____ (look) at the T-shirts on a souvenir stall. The woman at the souvenir stall ⁷ _____ (not, talk) to him. She ⁸ _____ (watch) the street show.

Have a talk!

- 6 In pairs, make sentences with the words from exercise 1 on page 56 and disagree.

You were watching the crowds in Covent Garden.

No, I wasn't watching the crowds in Covent Garden.

EXTRA

Testing spot

- 1 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki (1-3). Zapisz odpowiedzi w zeszycie. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A crowds B firework display
C neighbours D street party
E souvenir stall F pavement

+ The Thank-You page

I was at an open-air concert on Saturday morning. The ¹ _____ of people looked very happy. I was looking at the T-shirts at the ² _____. But I fell and hurt my foot. Two women took me to my house in their car. Then my ³ _____ helped me too. Thank you to everyone who helped!

- 2 In your notebook, complete the text with the correct form of the verbs in the boxes.

talk set not help sweep

I was studying in my bedroom on the day of the street party. At 12 o'clock I looked out of my window. The neighbours ¹ _____ tables and my brother ² _____ the pavement. At 5 o'clock my brother ³ _____ the neighbours. He ⁴ _____ to his friends.

- 3 In pairs, play a game about the places in the text from exercise 2 on page 56.

sit in the air dance talk buy T-shirts
eat English food

In Covent Garden, some illusionists were dancing.

They weren't dancing. They were sitting in the air.

UNIT 5 LESSON 2



Were you dancing, Theo?



cry see hear study watch bridge hungry thirsty tired

- 1** **2.26** Listen and repeat. In pairs, take turns to say the phrases with *get* from memory. How many can you remember?

get a text get a medal get on (a bus) get off (a bus) get home
get a surprise get cold get thirsty get dark get tired

Get home, get tired, get dark ...

- 2** **2.27** Listen and read. Number the places and events in the order you hear them. Write the answers in your notebook.

I love London!

Download podcast Read the conversation

Every week Sophie, Theo and Gracie talk about London. This week, they're talking about their special times in London.

Sophie #One special time was the London Marathon. I was running over the bridge. I was getting very tired and I was getting thirsty too.

Gracie #What happened?

Sophie #Some people in the crowd put a bottle of water in my hand and they said: "You can do it!" Suddenly I felt better.

Theo #That's cool, Sophie. Gracie, it's now your turn.

Gracie #The London Olympics in 2012. My friends were at the Olympic Stadium.

Theo #Were they watching a race?

Gracie #Yes, they were. I was getting off a bus at the Olympic Park when I got a text from them: "We've got our first gold medal." I was very happy!

Sophie #That's nice, Gracie. What about you, Theo?

Theo #The rock concert in front of Buckingham Palace. I got on a bus at 6 o'clock with my friends and we were in the city centre before it got dark. We were standing in front of the Palace. I got a surprise when I saw my favourite band on the roof of the Palace! Everyone was dancing and ...

Sophie #Were you dancing, Theo?

Theo #Yes, of course, I was.

Sophie #What time did it finish?

Theo #About 11 o'clock. It was getting cold so we left. We got home at 11:50 pm. I loved every minute of it!

- 3** **2.28** Listen to Theo and Sophie talking about a Garden Party at Buckingham Palace. Complete the text in your notebook.

The Queen has ¹ Garden Parties every year. ² people work at Buckingham Palace, and they help to organise the Garden Parties. Sophie went to one of the parties. Guests were arriving from ³ to 4 o'clock. There were ⁴ thousand guests at the Garden Party. They ate ⁵ thousand sandwiches. They left at ⁶ o'clock.



Evolution Quest Quiz

Quiz 10



Total



Easy English

- 4** In your notebook, complete the expressions with the words from the box.

turn cool minute

- 1 That's .
- 2 It's now your .
- 3 I loved every of it.

Rah's grammar

I was dancing.

Was I he she it dancing?

Yes, I/he/she/it was.

No, I/he/she/it wasn't.

You were dancing.

Were we you they dancing?

Yes, we/you/they were.

No, we/you/they weren't.



5 Complete the dialogue in your notebook. Write the correct form of *be* or the verb in brackets.

Joe Hi! Sorry I'm late.

Lucy 1 you waiting for the bus?

Joe Yes, I 2 . Guess what! I was 3 (get on) the bus and I saw Luke's father!

Lucy Really? 4 he getting off the bus?

Joe No, he 5 . He was 6 (drive) it!

Lucy Are you sure? 7 it getting dark?

Joe Yes, it 8 .

Lucy Perhaps you couldn't see well ...

Have a talk!

6 In pairs, ask and answer questions with *get* about different times yesterday.

Were you getting home at six o'clock?

Yes, I was.

EXTRA

1 Complete the text with *got* and the words in the boxes. Write the answers in your notebook.

dark a surprise on tired off

My aunt wanted to visit her friend in Manchester. She 1 the train at Oxford station. After ten minutes she 2 . It was a train to London, not Manchester! She 3 the train and found a train to Manchester. The train was very slow and after 3 hours she 4 . It 5 and she went to sleep. But she woke up in Scotland!

2 Complete the questions and answer them in your notebook.



1 the dog eating something?
No, it .

2 the two men getting tired?
Yes, they .

3 the short old woman
 the bus?
Yes, she .

4 the tall young woman
 tired?
No, she .

3 In your notebook, write questions and answers about the picture from exercise 2.

- 1 the dog / eat / a hamburger / ?
- 2 the men / buy / sandwiches / ?
- 3 the girl / drink / water / ?
- 4 the bus / go / to Tower Bridge / ?

4 In pairs, play a memory game. Ask and answer questions about the picture from exercise 2.

the short woman the young woman

the men the girl the dog

wear do eat go

Was the girl wearing shorts?

UNIT 5 LESSON 3



What were you doing?



recycle wear do live revise sit skirt shirt T-shirt shoes shorts

- 1 2.29 Listen and repeat. Match the words with the clothes (1–9) in the pictures from exercise 2. Write the answers in your notebook. Then talk about the clothes you wear.

suit

leather jacket

socks

pyjamas

sandals

belt

top

flip-flops

raincoat

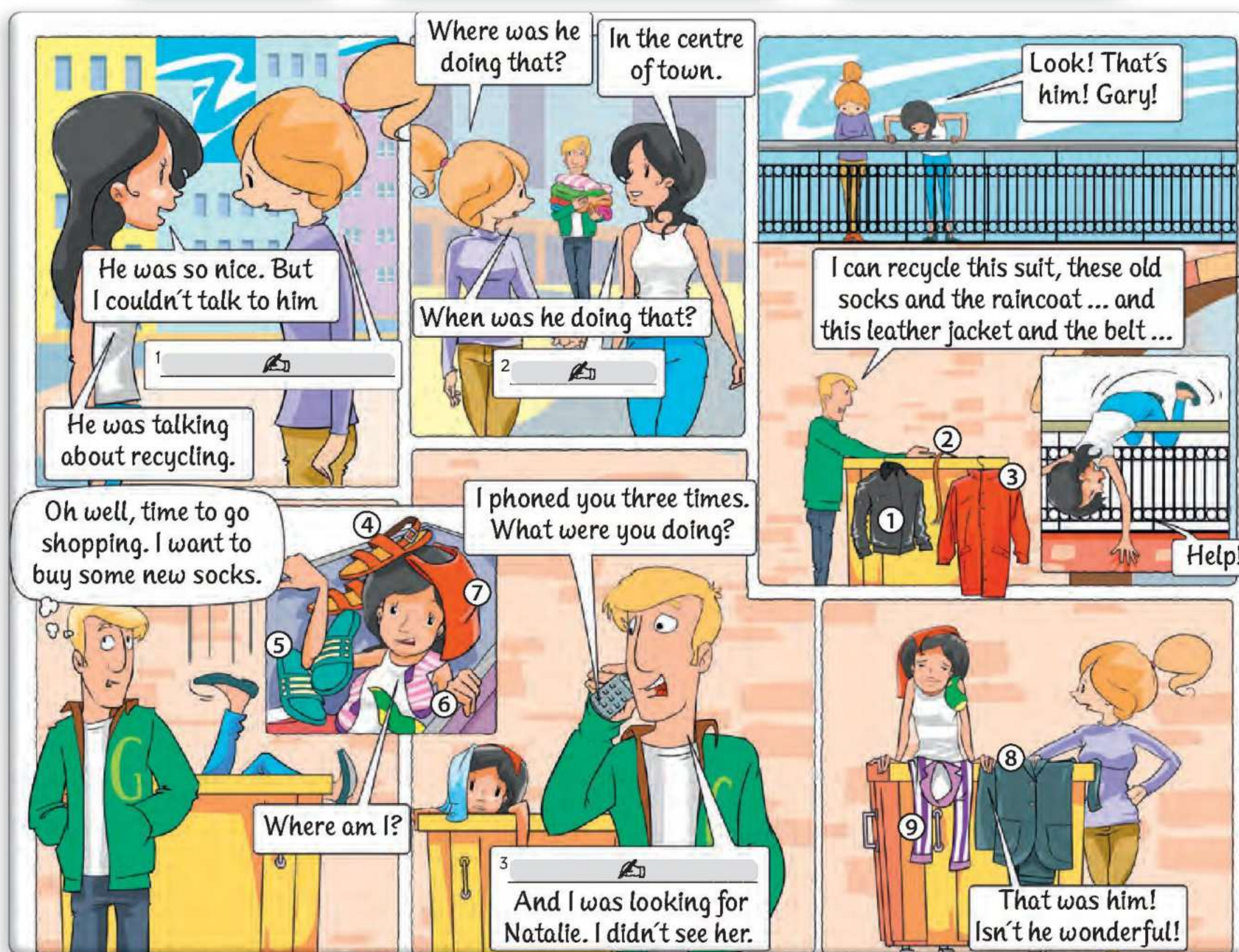
I never wear a suit.

- 2 2.30 Write the missing sentences in your notebook. Listen and check. Then act it out.

On Saturday.

I was recycling my old clothes.

What was he doing?



- 3 Say what each person bought.



Ava



Eva



Mitch



Leo

Ava bought ...

Rah's grammar

What was he doing?

He was talking about recycling.

Where was he talking?

In the town centre.

When was he doing that?

On Saturday.



4 Complete the dialogue in your notebook.

- Woman Officer! I saw a strange man on the street!
- Police officer What ¹ he (wear)?
- Woman A black top and black trousers with a belt.
- Police officer ² was he (go)?
- Woman To the bank.
- Police officer ³ he (go) to the bank?
- Woman Ten minutes ago.
- Police officer What ⁴ you (do) 10 minutes ago?
- Woman I was leaving the bank. And I saw the strange man.
- Police officer Thank you. I'm going there now!

Write

5 Imagine you saw a strange woman in the street. Write a dialogue with a police officer. Use *what, where, when* and the words in the boxes.

pink pyjamas black flip flops white socks
to the chemist's five minutes ago

Me I saw a strange woman in the street!
Police officer What was she ...

EXTRA

1 Write words for the clothes in your notebook.



2 Complete the questions in your notebook.



A summer afternoon in the garden – 4 o'clock

- 1 was he ? Shorts.
- 2 they doing? They were listening to music.
- 3 were sitting? In the garden.

3 In your notebook, write the questions and answers about the picture from exercise 2.

- 1 what / the girl / wear
notebook
notebook
- 2 what / the boy / eat
notebook
notebook
- 3 where / the dogs / sit
notebook
notebook

4 In pairs, ask and answer questions about the picture from exercise 2.

the man the woman the birds the cat
wear do stand sit

What were the man and woman wearing?

UNIT 5 LESSON 4



English in action Telling stories

- 1** 2.31 Listen to two dialogues.
Copy the table into your notebook
and complete it with the words you hear.

after that finally then
next first later
the next day in the end

Starting the story ↓	notebook
Listing events ↓	notebook notebook notebook
Finishing the story ↓	notebook

- 2** 2.31 Add the words in the boxes to the dialogues. Write the answers in your notebook. Then listen again and check.

1

then after that first finally

Ryan What did you do in Liverpool?

Sienna ¹ , we went to the 'Beatles Story'.

² we walked to the historic centre of Liverpool. We saw some really nice historic buildings. There's a lot to see there. ³ After that, we had lunch in a café.

⁴ , we went back to the hotel.

Ryan That sounds great.



2

later finally the next day first next

Zara What did you do in Liverpool?

Ben ⁵ , we went to the 'Titanic' exhibition. ⁶ , we went to a football match. It was great! We were leaving the stadium and some of the fans talked to us. They were good fun. ⁷ Later , we went back to the hotel. ⁸ , we went on a boat on the River Mersey. ⁹ , in the afternoon, we went home.

Zara Lucky you!

- 3** Choose a place and three activities for your weekend holiday. In your notebook, rewrite the activities in the order you did them.



sunbathe
chill in a café
dance on the beach
go on a boat ride
go to a beach party



go round Windsor Castle
visit the park
take photos of the animals
go shopping in the town centre
go on a boat on the River Thames



climb
cook dinner
sleep in a tent
go skiing
learn Scottish dancing

- 4** In pairs, tell each other about your weekend holiday.

Where did you go?

We went to Windsor.

What did you do there?

First we went on a boat ride on the River Thames. Then we ...

Sounds right!

- 5** 2.32 Listen and repeat.

this that mother father
think thirsty thirteenth birthday

- 6** 2.33 Listen and repeat.

This is my mother and that is my father.
I think I was thirsty on my thirteenth birthday.
My father thinks that it's my mother's birthday.

UNIT 5 LESSON 5



Skills Reading • Speaking

1 Read the texts. Choose the correct heading for each one. Write them in your notebook.

At a department store
At a metro station
At a street party
At a match

A *notebook*

I went with my neighbours. There were crowds of Arsenal fans at the stadium. We were all singing and shouting! It was amazing! Chelsea was winning, but then we scored, so it was neck and neck. Arsenal lost in the end, but we had a great time. I bought an Arsenal top for my sister and Arsenal pyjamas for my little brother at a souvenir stall.
Ella

B *notebook*

It was very cheap, and I wanted to buy a belt and a leather jacket. People were looking for the cheapest things. Some people were very aggressive. One woman fell and scratched her head. I couldn't find a jacket or a belt, but finally I got some sandals, a raincoat and some flip-flops. I don't want to go there again.
Beth

C *notebook*

It was very good fun! There were crowds everywhere. People were dancing and laughing. I talked to my neighbours for the first time and I got a surprise. They're really nice! There was only one problem – it got very cold in the afternoon.
Martha

D *notebook*

Everybody was running. It was very dangerous. It was the busiest time of day and there were lots of people. They all wanted to get home. When the doors were closing, one person hurt his hand. I got on the train, but it was horrible and I got off at the next station because I was feeling dizzy.
Amelia

2 Read the texts again. In your notebook, write the places (A–D) for each sentence.

1 She bought some clothes there.

notebook and *notebook*

2 She didn't like it.

notebook and *notebook*

3 She was with her neighbours there.

notebook and *notebook*

4 A person had an accident there.

notebook and *notebook*

3 In pairs, take turns to ask and answer questions about each place from exercise 1.

- 1 What teams were playing?
- 2 Did Ella like the event?
- 3 What was Beth looking for?
- 4 Did she buy any clothes?
- 5 Were the people helpful at the metro station?
- 6 Did Amelia hurt her hand?
- 7 What were people doing at the party?
- 8 Did Martha know her neighbours before?

Where people singing at the football match?

Yes, they were.

4 Choose the situation (1–3). Then choose words for the situation from the boxes and add your own words. Write them in your notebook.

raincoat pyjamas
top suit street party
neighbours crowds
souvenir stalls
firework display

sing dance
shout buy
win lose
score find
watch

get cold
get thirsty
get home
get a surprise

1 You were shopping for clothes in a busy department store.

raincoat. *notebook*

2 You were watching a street show.

crowds. *notebook*

3 You were at a football match.

score. *notebook*

5 In pairs, ask and answer questions about the situations from exercise 4.

Where did you go?

I went to an open-air concert. There were crowds of people!

What were they doing?

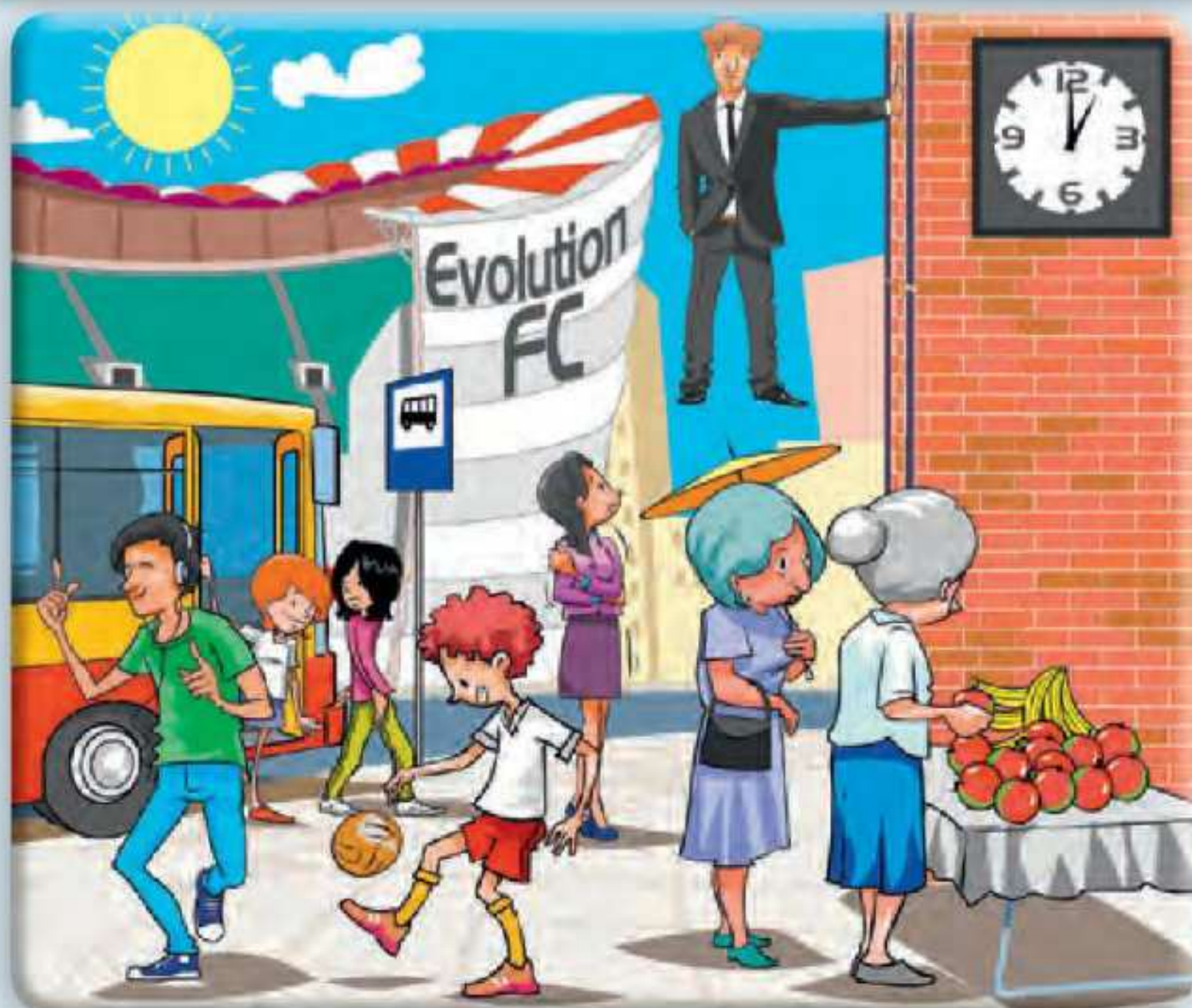
UNIT 5 LESSON 6



The Evolution Magazine

- 1 Read the description. Correct the four mistakes in the description. Write the answers in your notebook.

Last week at the Evolution Stadium



When Rah arrived at the stadium, the illusionist was doing a trick – he was sitting next to the wall! The young man was dancing. Two old women were buying souvenirs at the souvenir stall. A young woman was looking at the man by the wall. Two girls were getting on the bus. A boy was playing with a football. It was getting dark.

1 The illusionist wasn't sitting next to the wall. He was

- 2 Listen and answer the question in your notebook.

- 3 Play a memory game. In pairs, ask and answer questions about the picture from exercise 1. Use the verbs in the boxes.

do wear eat buy get

What was the illusionist wearing?

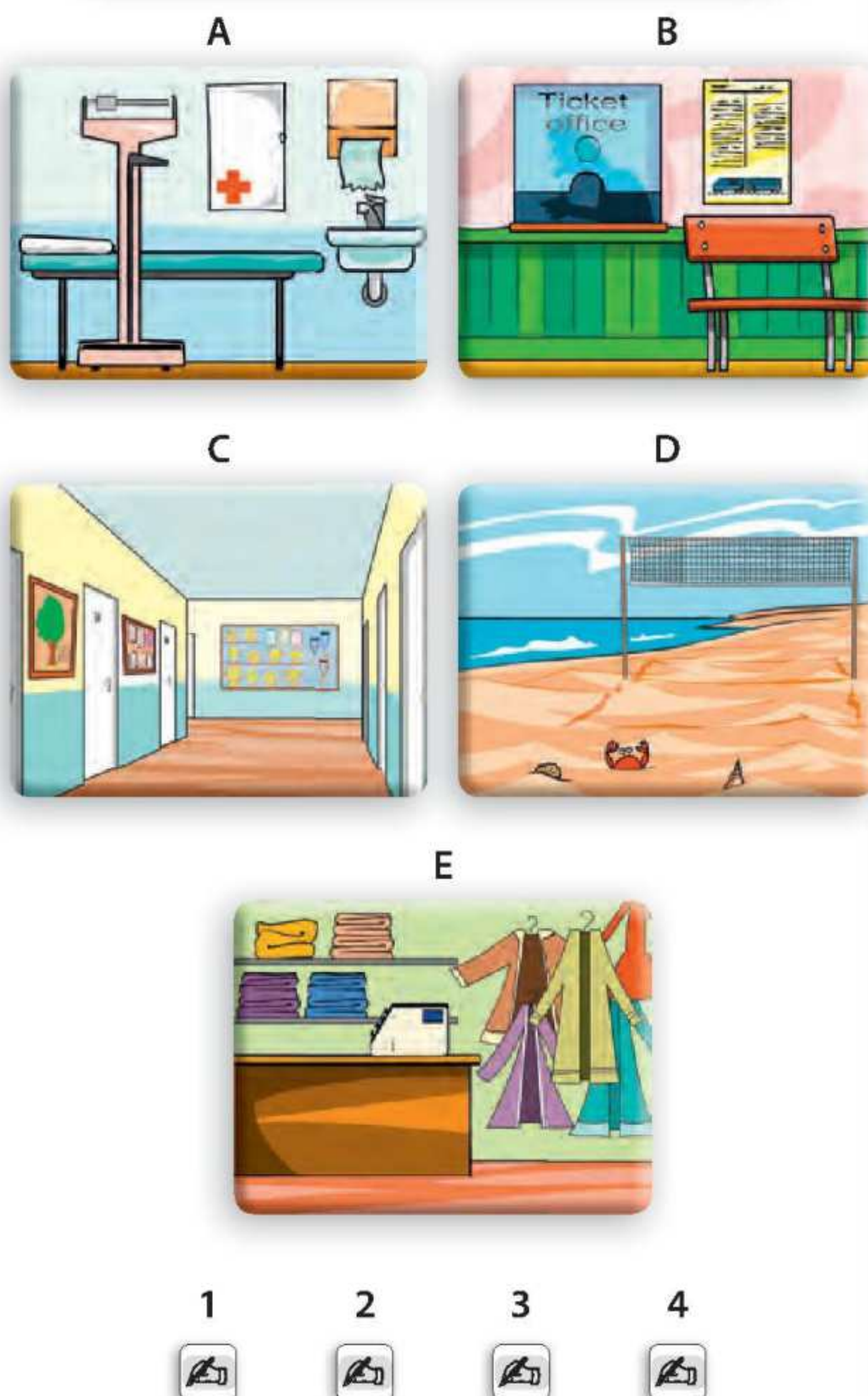
He was wearing a suit.

Testing spot

- 4 2.35 Usłyszysz dwukrotnie cztery dialogi (1–4). Do każdego z nich dopasuj miejsce, w którym się on odbywa (A–E). Zapisz odpowiedzi w zeszycie. Uwaga! Jedno miejsce zostało podane dodatkowo i nie pasuje do żadnego dialogu.

Tip

Popatrz na miejsca A–E i wymień jak najwięcej słów z nimi związanych. Uważaj! Każdy dialog może zawierać pułapki językowe, czyli słowa, które będą wskazywały na niewłaściwą odpowiedź.



1 2 3 4

UNIT 5 LESSON 7



Culture

Houses and homes



- 1** 2.36 Listen and read the text.
Complete it with the words in the boxes.
Write the answers in your notebook.

detached houses semi-detached houses
terraced houses bungalows cottage
mansion cabins

There are about 53 million people in England and there are about 23 million home addresses. That's 23 million different homes: flats, houses, or other homes.

Flats



Flats are the second smallest group – 20% of the homes in England are flats. This is a flat in London. It's very modern, and it's big and impressive. Most flats in England are much smaller.



Houses

Most of the homes in England are houses. 25% of them are ¹ _____. There are many special types, for example:

- This ² _____ is in London. It's bigger and more modern than a detached house. It's impressive, but some people think it looks cold and unfriendly.



- ³ _____ have only got one floor. They're often small, but they're easy to live in.



- A ⁴ _____ is usually old and small. Most of them are in the country.



- Not many people live in ⁵ _____ – but they're very nice for holidays.

26% of the homes are ⁶ _____. They're cheaper than detached houses.



Finally, 28% of the homes are ⁷ _____. They're the most common houses in towns and cities, and they're the cheapest type of houses too.



Other homes



This is the smallest group. It's for houseboats and other unusual houses. More than 15,000 people live on houseboats in England. They say houseboats are cheaper and friendlier than houses.

- 2** Read the text again. In your notebook, write the name of a house / flat / other place in 1–5.



- _____ notebook
- _____ notebook
- _____ notebook
- _____ notebook
- _____ notebook

- 3** In your notebook, write the answers so they are true for you. Write the name of a house / flat / other place.

- I think this is the best.
_____ notebook
- I think this isn't very nice.
_____ notebook
- I want to live here.
_____ notebook
- I don't want to live here.
_____ notebook
- This is the most impressive.
_____ notebook

4 PROJECT!

- Przygotuj prezentację o typowych / ciekawych domach i mieszkaniach w Polsce (lub w twoim miejscu zamieszkania).
- Znajdź w Internecie odpowiednie zdjęcia lub zrób je samodzielnie.
- Przygotuj krótkie opisy do każdej fotografii.

UNIT 5 LESSON 8



Revision

- 1 In your notebook, complete the sentences with the words in the boxes. There is one extra word in each box.

street party get off text

1 I got a about the .

crowds neighbours on

2 My got the bus.

thirsty dark open-air concert

3 It got at the .

laser show crowds off

4 I got the bus and watched an amazing .

home tired surprise

5 I got a when I got .

- 2 Complete the text in your notebook.

F , we went to the town centre.
N , we went to the beach. A
th , we had lunch. Th , we went
to the cinema. L , we went to a café and
f , we went home. It was a great day!

- 3 In your notebook, complete the words for types of houses and clothes.

Types of houses
t d h
d d h
b w
m n
c e
s -d h
c n

Clothes
so
p s
l j
f -f
s t

- 4 In your notebook, complete the sentences with the verbs in the correct form.

Yesterday at 4 o'clock



- 1 The boy (sleep).
2 The boy (read) a book.
3 The two women (walk).
4 The man (get off) a bus.

- 5 Complete the questions and answers in your notebook.

- 1 it (get dark) at 4 o'clock?
No, it .
- 2 the man (run) at 4 o'clock?
No, he .
- 3 he (do)?
He was getting on a bus.
- 4 the women (go)?
They were going to the open-air concert.

English to go

- 6 In your notebook, complete the dialogues with the words from the box.

cool everyone much loved great

- Erin The laser show at the Shard was really exciting.
Jack Yes, I every minute of it. Where were you?
Erin I was in the middle of the crowd. So was going on!
Jack Were the people happy?
Erin Yes, was having a time.
Jack That's .

UNIT 5



Summary

Vocabulary

In the street	
crowd	tłum
street party	festyn uliczny
souvenir stall	stoisko z pamiątkami
neighbour	sąsiad
street show	pokaz uliczny
open-air concert	koncert plenerowy
laser show	pokaz laserowy
firework display	pokaz sztucznych ogni

Phrases with get	
get a text	otrzymywać SMS
get a medal	zdobywać medal
get on (a bus)	wsiadać (np. do autobusu)
get off (a bus)	wysiadać (np. z autobusu)
get a surprise	być zaskakiwanym
get home	wrócić do domu
get tired	zmęczyć się
get cold	ochładzać się (o pogodzie)
get thirsty	być spragnionym
get dark	ściemniać się

Clothes	
suit	garnitur
leather jacket	kurtka skórzana
top	top, bluzka
belt	pasek
raincoat	plaszcz przeciwdeszczowy
socks	skarpetki
sandals	sandały
flip-flops	klapki
pyjamas	piżama

Telling stories	
first	najpierw
next	następnie
then	potem
later	później
after that	potem
finally	w końcu
the next day	następnego dnia

Houses	
terraced house	dom szeregowy
semi-detached house	dom bliźniak
detached house	dom wolnostojący
bungalow	dom parterowy, bungalow
cottage	domek wiejski
mansion	rezydencja
cabin	chatka

Grammar

Użyj was/were oraz czasownika z końcówką -ing , kiedy chcesz powiedzieć o tym, co się działo w pewnym momencie w przeszłości.	<i>I was wearing a leather jacket. He/She/It was eating. You/We/They were watching a laser show.</i>
Użyj wasn't (= was not) lub weren't (= were not) oraz czasownika z końcówką -ing , kiedy chcesz zaprzeczyć, że coś się działo w pewnym momencie w przeszłości.	<i>I was not wearing a leather jacket. He/She/It wasn't eating. You/We/They weren't watching a laser show.</i>
Zmień kolejność wyrazów, kiedy chcesz zadać pytanie: <i>He was eating ... → Was he eating ...?</i>	<i>Was I wearing a leather jacket? Was he eating? Were they watching a laser show?</i>
Użyj was/wasn't lub were/weren't , kiedy chcesz udzielić krótkiej odpowiedzi.	<i>Yes, I was. / No, I wasn't. Yes, he was. / No, he wasn't. Yes, they were. / No, they weren't.</i>
Zacznij pytanie od Where lub When , kiedy chcesz zapytać, gdzie lub kiedy coś działo się w pewnym momencie w przeszłości.	<i>Where were you going? When was she getting home?</i>

Grammar Summary → page 140

English to go

So much was going on!	Tyle się działo!
I couldn't believe my eyes.	Nie mogłem/Nie mogłam uwierzyć własnym oczom.
Everyone was having a great time.	Wszyscy świetnie się bawili.
That's cool.	To świetnie.
It's now your turn.	Teraz twoja kolej.
I loved every minute of it.	Cieszyłem się/Cieszyłam się każdą chwilą.

UNIT 6 LESSON 1



We were walking when ...



see walk take photos laugh hear stand arrive feel

1 2.37 Listen and repeat. Say the sentences with the past forms.

draw ► drew

read ► read

run ► ran

sit ► sat

give ► gave

fly ► flew

My brother flew to New York yesterday.

2 2.38 Listen, read and write the missing verbs in your notebook. Then read the text aloud.

China Experiences

Hi! My name is Li. Welcome to China. Tourists can see a lot of beautiful things in China!

I really wanted to see giant pandas in the forests, so I went to the Wolong National Nature Reserve. We were there for hours, but we didn't see any pandas. In the evening, we were walking to the car when I saw two giant pandas! They were running and playing and they were so cute – but suddenly they ¹ in the forest. What a wonderful experience! *Emma, Birmingham*

Nanjing is a beautiful city with a lot of historic buildings and parks. We were sitting in one of the parks when a street artist said hello to me. I ² on a wall next to a lake and he ³ a picture of me. When he was drawing the picture, we heard a strange noise. It was a small earthquake but the water in the lake was moving! After the earthquake he finished the picture and I ⁴ him some money for it. The picture is in my living room now. *Jessica, Glasgow*

I ⁵ a lot about the Great Wall before we ⁶ to China. When we arrived there, about 1,000 people were standing near the Wall! It was the day of the Great Wall Marathon. We sat on the Great Wall but we couldn't walk on it. That was very disappointing! At 10 o'clock around 2,000 people were running along the Great Wall. We went back to the Great Wall the next day. It was so much better! *Felix, Oxford*

3 2.39 Listen to the podcast about pandas. In your notebook, complete the text with the numbers in your notebook. There are two extra numbers.

340

150

1,000

3,500

11

40

There are more than ¹ pandas in the forests of China, and there are about ² pandas in zoos and panda centres in the world. A giant panda can eat ³ kilograms of bamboo in a day. The heaviest pandas can be ⁴ kilograms.

Easy English

4 Write the correct sentences in your notebook.

1 wonderful / a / what / experience / !

2 very / that / disappointing / was / !

3 much / was / better / it / so / !

4 hello / me / he / to / said / .



Evolution Quest Quiz

Quiz 11



Total



Rah's grammar

He was drawing a picture.

The earthquake started at two o'clock.

He was drawing a picture when the earthquake started.



Zaimka *when* można też użyć na początku zdania. Pamiętaj wtedy o dodaniu przecinka po pierwszej części wypowiedzi.

When he was drawing a picture, the earthquake started.

5 Write the verbs in the correct form in your notebook.

When I ¹ _____ (run) in the park, I saw Tom.
He ² _____ (draw) a picture but he saw me too and he said hello. His sister was there too. She ³ _____ (read) a book. I ⁴ _____ (sit) next to them and we talked for a few minutes.
When I ⁵ _____ (sit) there with them, I looked at his picture. Then I ⁶ _____ (say) it was very good. He ⁷ _____ (write) his name on it and he ⁸ _____ (give) it to me.

Have a talk!

6 In pairs, make pairs of sentences.

Student A

ran drew
sat gave
flew read

Student B

running saw
drawing heard
sitting felt
giving hurt
flying cut
reading twisted

You **ran** in the park yesterday.

I **was running** in the park when I **saw** my friend.

EXTRA

1 In your notebook, write present and past forms of the verbs.

	1		
	2		
	3		
	4		
	5		

2 In your notebook, complete the sentences with the correct form of the verbs in the boxes.

Past Continuous

run fly sit read

Past Simple

see give walk break

- I was reading a book when I saw my friend.
- When they _____ in the marathon, some people _____ them some water.
- He _____ to the USA when he _____ his computer.
- When my mother _____ in the kitchen, my brother _____ in.

3 In your notebook, write sentences with *when*.

- My brother / read a book / he / feel hungry
My brother was reading a book when he felt hungry.
- My friend's father / drive to my house / he / have an accident
- My best friend / do a project / I / phone / him
- The students / chill in the shade / the teacher / see them

4 In pairs, choose the beginnings and complete the sentences with your own endings.

I was running to school when ...
I was sitting in the shade when ...
I was reading a book at home when ...
I drew a picture of our school when ...
I saw pandas when ...
I found 10 euros when ...

I was sitting in the shade when ...

... I saw a spider.

UNIT 6 LESSON 2



She didn't smile when ...



make a fire funny angry cry sad tower palace king

- 1** 2.40 Listen and repeat. In pairs, mime an action for each verb. Guess the verb and say the past form.

fall ► fell

leave ► left

come back ► came back

Fall – fell?

meet ► met

think ► thought

know ► knew

forget ► forgot

Correct!

- 2** 2.41 Listen and read. What is the moral of the story?



A long time ago, China was made of a lot of smaller countries. Zhou was one country and Quanrong was its neighbour. Armies from Quanrong often came to Zhou. Every time an army from Quanrong was coming to Zhou, the King of Zhou made a fire on a big tower. When the people of Zhou saw the fire, they knew they were in danger.

One day the King met Bao Si. She was beautiful and he fell in love with her, but she was always sad. She didn't smile even when everyone else was laughing. The King wanted her to smile. He said to his

assistants: "Let's play a joke. Make a fire on the tower".

When the King took Bao Si to the tower, the soldiers were looking for the Quanrong army. Bao Si thought this was funny and she smiled. They left the tower and came back to the Palace. The King was happy, but the soldiers were angry. They didn't think it was funny.

One day the Quanrong army really was near the tower. The country of Zhou was in danger once again! The King said: "Make a fire on the tower!"

But when the King looked at the streets, the soldiers weren't running to the tower. They thought the King was playing a joke again! Soon the Quanrong army was in the Palace ...

It was the end of Zhou, but the people of China never forgot the King of Zhou and his silly joke.

- 3** 2.42 Listen to the podcast about the Great Wall of China and decide if the sentences are T (True) or F (False). Write the answers in your notebook.

- The Great Wall is more than nine thousand kilometres long.
- You can see the Great Wall from space.
- You can sometimes ride a bike on the Great Wall.
- Earthquakes are a problem for the Great Wall.
- Some people use the rocks of the Great Wall to make their houses.



Easy English

- 4** In your notebook, complete the expressions from the text in exercise 2.

- They were in .
- He fell in her.
- Let's a joke.



Evolution Quest Quiz

Quiz 12



Total



Rah's grammar

The soldiers **were** **running** to the tower.
weren't



She **smiled.**
didn't smile.

She **smiled** **when** **the soldiers** **weren't smiling.**
didn't smile **they** **were laughing.**

5 Complete the sentences in your notebook. Use the words in brackets in the correct tense.

Yesterday I played a game with my younger brother. When he was looking, I left the room. When he
1 (not, look), I came back. He didn't know I 2 (be) in the room. He thought that I 3 (not, be) in the room. He laughed when he saw me. We played the game again and again. When I 4 (not, look), he had an accident. He fell but when I looked at him he 5 (not, cry).

Have a talk!

6 In pairs, say the sentences and then disagree with them. Use the verbs in the boxes.

fall leave come back meet forget

Yesterday you **forgot** your school bag.

I **didn't forget** my school bag yesterday.

leave come back get up go to bed

Yesterday at 10 o'clock you **were going** to bed.

I **wasn't going** to bed at 10 o'clock.

EXTRA

1 In your notebook, write the verbs in the correct form (present or past).

think

1 I he was very nice, but now I don't he's nice.

fall

2 I don't often , but I yesterday and hurt my leg.

leave

3 Yesterday I my books at home. I don't usually them at home.

come back

4 My father doesn't usually late, but yesterday he at 8:00 in the evening.

2 In your notebook, complete the sentences about the past.

- When I was going home (go) home from school yesterday, I (not, meet) my friends.
- When you (phone) me, I (not, do) my homework.
- I (not, see) you when you (wear) a black jacket.
- You (not, go) to the beach when you (phone) me.

3 In your notebook, complete the sentences about the past. Use *when*.

- I / not think about Mark / you / phone. I / think about you.
- My friends / not go / to the park / I / see them. They / go to the shopping centre.

4 In pairs, choose verbs and make sentences.

Past Simple negative

fall leave
come back meet
think forget

when

Past Continuous

read go walk
play phone
watch chill

Yesterday I didn't meet my friends when ...

... I was going to the park.

UNIT 6 LESSON 3



Were you running?



hot cold sunbathe swim think walk run meet hurt

- 1 2.43 Listen and repeat. Match the words with the weather (1–8) in the pictures from exercise 2. Write the answers in your notebook. Then ask and answer questions about the weather today.

cloudy

raining

snowing

sunny

Is it raining?

warm

windy

foggy

freezing

No, it isn't.

- 2 2.44 Write the missing sentences in your notebook. Listen and check. Then act it out.

What was the weather like?

Did you run to her?

What was she doing?

Hi Gary! I phoned you yesterday afternoon. But you didn't answer.

1

I was in the forest at 4 o'clock.

Were you running?

No, I wasn't. I was walking ... and thinking.

2

Were you thinking about Natalie?

Yes, I was.

3

It was raining and it was very windy and cloudy ... and suddenly I saw Natalie!

4

She was walking in the forest too!

What did she do?

She saw me and smiled.

5

Here I am! Be careful, Gary! It isn't snowing now, but it's foggy ...

6

Fly to the sun!

7

Natalie! You're here! And it's warm and sunny!

8

No, Gary. It's very cold. You hurt your head when you fell.

That's great, Gary.

I'm meeting her today at four o'clock.

... and it's freezing!

- 3 In pairs, ask and answer questions about the weather.



What was the weather like on 10th January?

It was freezing and snowing.

Rah's grammar

Were you running at 4 o'clock?

Yes, I was.

No, I wasn't.

Did you run to her?

Yes, I did.

No, I didn't.

What was she doing? She was walking.

What did she do? She smiled.

4 Complete the dialogues in your notebook.

Poppy I ¹ (see) you at the supermarket on Saturday. What ² you ³ (do)?

Callum I ⁴ (buy) some food for lunch.

Poppy Where ⁵ you ⁶ (go) after that?

Callum I ⁷ (go) home. It was hot and sunny, so I ⁸ (make) a salad.

Tom I ⁹ (hear) your children in the garden yesterday. What ¹⁰ they ¹¹ (do)?

Eva They ¹² (play) with our dogs.

Tom Where ¹³ they ¹⁴ (go) after that?

Eva They ¹⁵ (go) to the park. It was freezing and foggy, so they ¹⁶ (come back) soon.

Write

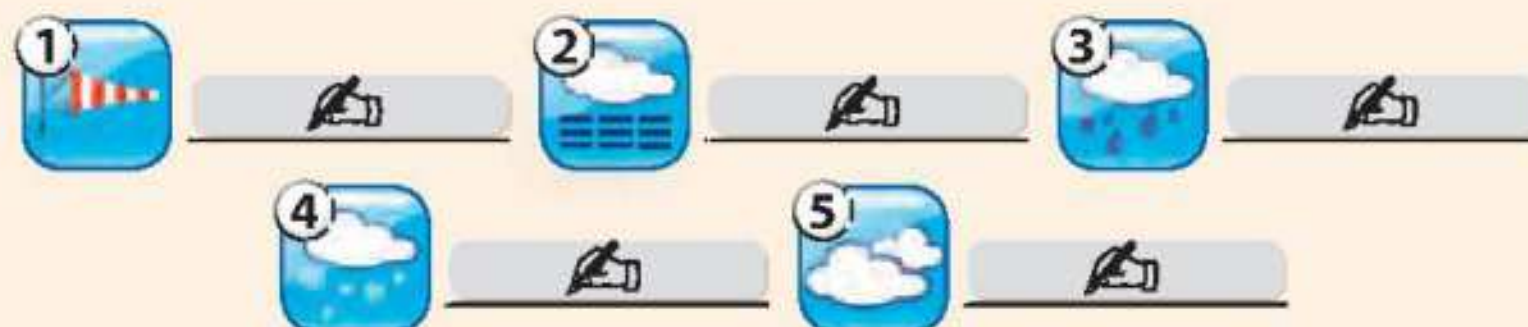
5 Write a dialogue between Joe and Lidia. Use exercise 4 as a model.



Joe I phoned you at 2 o'clock. You didn't answer. What ...

EXTRA

1 In your notebook, write weather words to describe these conditions.



Testing spot

2 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk (1-4). Zapisz w zeszycie literę A, B albo C.

To _____
Subject _____

Hi Lucy,
I was ¹ about you yesterday. The weather was really bad here in Toronto. It was warm but it was ² so I didn't go out. I was ³ in the living room at 3:15 pm when I heard a song by Grey Son. Were you listening to the radio too? ⁴ you hear this song?
Love!
Suzie

- | | | |
|-------------|------------|------------|
| 1 A hearing | B thinking | C feeling |
| 2 A raining | B sunny | C freezing |
| 3 A sat | B sit | C sitting |
| 4 A Did | B Do | C Were |

3 In your notebook, write the words in the correct order. Then answer the questions.

- raining / in the morning / was / at 6:00 / it / ?
- last summer / on holiday / you / did / go / ?
- you / what / do / did / breakfast / after / ?
- doing / at / at / what / night / you / 2 o'clock / were / ?

4 In pairs, choose an accident and an activity. Then guess what happened.

hurt your foot cut your finger

break your arm scratch your hand

twist your ankle

play football run to school

swim at the sports centre make your bed

I broke my arm.

No, I didn't.

Did you break your arm when you were playing football?

UNIT 6 LESSON 4



English in action Feelings and emotions

- 1** 2.45 Match the words about feelings with the pictures. Write the answers in your notebook. Then listen, check your answers and repeat the words.

proud sick nervous
down sleepy excited



1



2



3



4



5



6

- 2** Match the parts of the sentences.

- | | |
|--|---|
| 1 I'm feeling nervous because ... | a I'm going on holiday tomorrow. |
| 2 I'm feeling sleepy because ... | b I went to bed very late last night. |
| 3 I'm feeling excited because ... | c I've got a test tomorrow. |
| 4 I'm feeling down because ... | d my grade in the test was very good. |
| 5 I'm feeling proud because ... | e I ate a lot of chocolate after breakfast. |
| 6 I'm feeling sick because ... | f my grade in the test was very bad. |

- 3** 2.46 In your notebook, complete the dialogues with the words from exercise 1. Then choose the best reactions. Listen and check.

1 Sam How are you?
Mia Well. I'm feeling ¹ .
Sam Why?
Mia Because my grade in the test was very good.
Sam ² Congratulations! / That's a pity.

2 Daisy How are you?
David I'm feeling ³ .
Daisy Why?
David Because my grade in the test was very bad.
Daisy ⁴ Lucky you! / I'm sorry to hear that.

Testing spot

- 4** 2.47 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Zapisz odpowiedzi w zeszycie. Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A I'm feeling excited.
B Because it's my birthday today.
C I'm sorry to hear that.
D Because I hate getting up early.
E Lucky you!

- 1
2
3
4

- 5** In pairs, talk about how you are feeling and give reasons. Then change pairs.

How are you?

I'm feeling down because ...

✓ Sounds right!

- 6** 2.48 Listen and repeat.

jacket jeans Japan July
yellow yummy yogurt yours

- 7** 2.49 Listen and repeat.

Is this yummy yellow yogurt yours?
She wore a jacket and jeans in Japan in July.
I was wearing a yellow jacket and Janet's jeans.

UNIT 6 LESSON 5



Skills Listening • Writing

- 1 2.50 Listen to Liam Scott talking about his visit to China. Choose the correct places and in your notebook, write what the weather was like.



	Monday	Tuesday	Wednesday
Place	Beijing/ Hainan	Beijing/ Hainan	Beijing/ Hainan
Weather			

- 2 2.51 Liam Scott is on a radio programme called *Amazing Stories*. Listen and complete the answers in your notebook.



- Where does Liam Scott work?
At a in England.
- Where was Liam on his first night in China?
In Hainan, at a .
- How did Liam get to the school?
He there.
- What were the children doing in the class?
They were .
- Why did Liam get a big surprise?
He saw his old .
- What did Liam do with it?
He it back to the boy.
- How many days was Liam in Hainan?
He was there for .
- What did Liam take home?
A nice of his old pencil case.

- 3 Complete Liam Scott's story in your notebook. Use your answers from exercise 2.

To: James

Subject: My trip to China

Hi James,

Yesterday I came back from my trip to China. The best part was at the school in Hainan.

First I to the school and I met a teacher there. We went to see the classrooms. In one classroom the children were . One boy had a very old metal pencil case. I got a surprise because it looked the same as my old pencil case. Then I got a bigger surprise. The boy opened the pencil case and I saw on it! I couldn't believe my eyes! My old pencil case was in China! I told the teacher, and he told the class. The boy gave the pencil case to me, but I didn't want it. I gave the pencil case back to him. The next day the teacher took a photo of me with all the students and my old pencil case. After a , I left Hainan. I flew back to Beijing, and finally I came back to England – with a very nice of ! See you soon,

Liam

- 4 Find in Liam's story the words and phrases that make the order of activities clear. Write them in your notebook.

1 First 2 3 4 5

- 5 Imagine a story about how you lost one of these things and found it again. Write notes about the story in your notebook.



Where?

When?

What did you do there?

What did you find?

How did you find it?

How did the story end?

Write

- 6 Write your story. Use the words from exercise 4 to make the order of the story clear.

UNIT 6 LESSON 6

The Evolution Magazine

1 In pairs, play the irregular verbs game.

- 1 Throw a dice and move your counter.
- 2 After that say the verb in your box.
- 3 Say the irregular past form, and then use it in a sentence.
- 4 If it's correct, you get one point.
- 5 Take turns to throw the dice and say sentences.
- 6 The first player to get 10 points is the winner.



2 2.52 Listen and answer the question.

Testing spot

3 Przeczytaj teksty (A–E). Uzupełnij tabelę, wpisując w każdą kratkę (1–4) odpowiednią literę. Zapisz odpowiedzi w zeszycie. Uwaga! Jeden tekst pozostanie niewykorzystany.

Tip

Jeśli wydaje ci się, że do pytania pasują dwie odpowiedzi, to jeszcze raz uważnie przeczytaj oba teksty. Być może oba zawierają podobne słówka, ale tylko jeden tekst zawiera odpowiedź na pytanie.



Mama pyta:

Holly odpowiada:

Z którego tekstu Holly się o tym dowiedziała?

Do you know who is coming to our house this afternoon?

Yes, I do.

1

Do you know where your brother is?

Yes, I do.

2

Do you know when you can go to your friend's house?

Yes, I do.

3

Do you know if you can take Coke to school tomorrow?

Yes, I do.

4

A

Greetings from France! I'm here on holiday with my brother. We're coming back home on Friday. It's warm and sunny here. I've got some great photos. Come to my house on Saturday afternoon and we can look at them. Can you tell all our friends to come too? Thanks. See you soon, Angela

B

I'm at the beach with your uncle. It's hot and sunny! We're sitting in the shade and drinking Coke. Tell your mother that we're coming to your house at 3 o'clock. See you then! Granddad

C

Dear Students,
The weather is very hot and sunny at the moment. Please make sure you have always got a bottle of water with you. Please don't drink any fizzy drinks! You can only drink water at school. Thank you.
Your Headmaster

D

The weather at the beach today is hot and sunny. It's a great day to go to the beach with your friends or your brothers and sisters.

E

To: _____
Subject: _____
Hi Holly,
Your brother can't find his mobile phone and that's why I'm emailing you for him. Can you phone your mum and tell her that he's at the scout meeting now? He's coming home at about 9 o'clock. Thanks! Robert.

UNIT 6 LESSON 7



CLIL

Chinese inventions



- 1** **2.53** Listen and repeat the words. Then find them on this page and work out what they mean.

invention

invent

mix

mixture

note

coin

money

wood

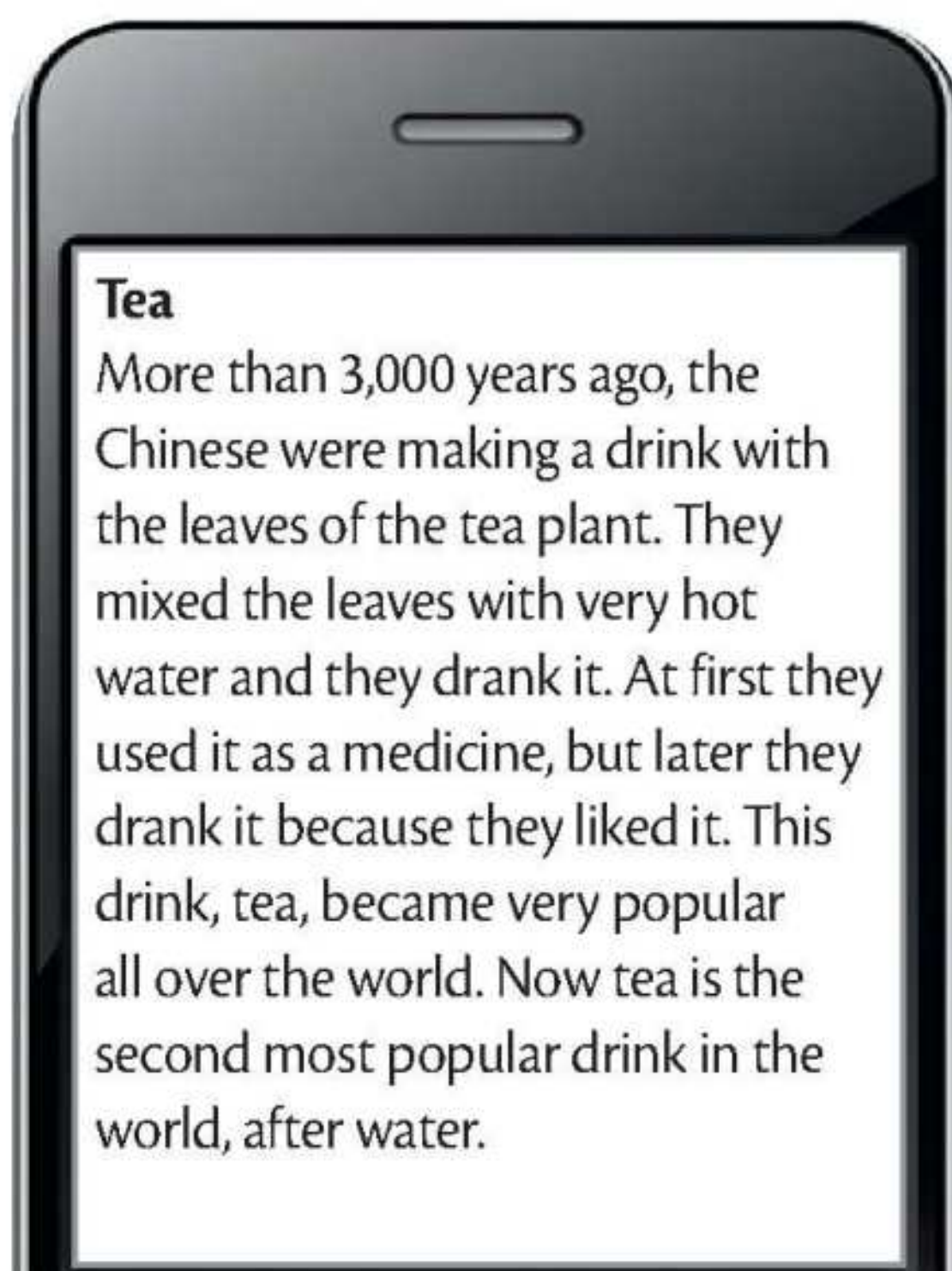
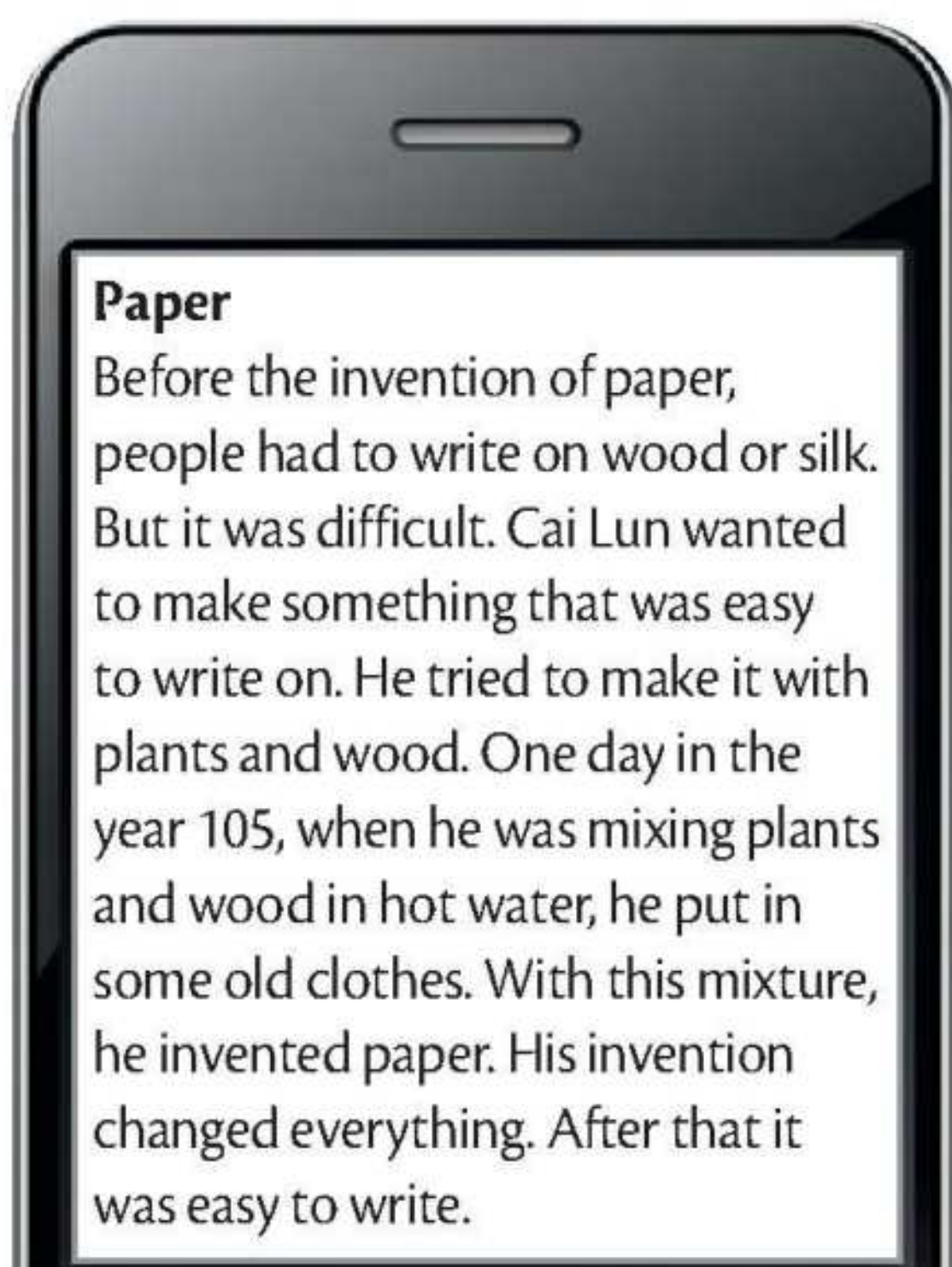
paper

medicine



- 2** **2.54** Read the questions and look at the texts. Find the answers as quickly as you can. Then listen, read and check.

- 1 Did the Chinese invent coins?
- 2 Is tea the most popular drink in the world?
- 3 When did the Chinese stop using paper money?
- 4 What did people write on before the invention of paper?
- 5 When did Cai Lun invent paper?
- 6 Why did the Chinese first drink tea?
- 7 What mixture did Cai Lun use to make paper?
- 8 When did the Chinese invent paper money?



- 3** **2.55** Listen and choose more things that the Chinese invented. Write them in your notebook.



fireworks



computer games



teapots



dominoes



board games

4 PROJECT!

- Pracujcie w grupach. Napiszcie o trzech wybranych wynalazkach.
- Każdy/Każda z was zbiera informacje o wybranym przez siebie wynalazku i opisuje go.
- Wyszukajcie zdjęcia bądź ilustracje w celu uatrakcyjnienia swoich prac.
- W grupie, porozmawiajcie o swoich opisach. Sprawdźcie, czy nie zawierają błędów. Ewentualne usterki poprawcie.
- Wyniki swoich działań przedstawcie w klasie.



Revision

1 Write the verbs in the correct group in your notebook.

drew come back sit gave

fall thought flew know

run forgot meet left

Present	Past
	
	
	
	
	
	

2 In your notebook, complete the sentences with the words related to emotions and weather.

1 On Monday I was euuuuud because
it was suuuuuq.

2 He was disliked because
it was runnedq.

3 It was s y but I didn't go out.
I felt very s y.

4 It was f       g so I drank hot chocolate.

5 Yesterday it was funny and I felt nunnnns.

6 On Saturday it was wet and dry and I felt sad happy.

3 Complete the text in your notebook. Use the words in the boxes.

invented invention paper coins notes

tea

Tea was a Chinese ¹  _____, but we don't know the name of the person who ²  it. The Chinese were also the first people to use ³  (paper money). Did they invent ⁴  too? We don't know but they invented a lot of other things, for example, ⁵  _____.

4 Look at the pictures. In your notebook, write the correct past tense of the verbs in brackets.



1 They _____ (think) about the test when the teacher _____ (say) hello to the class. They _____ (not, write) any emails.



2 I (not, read) a book
when my mother (come back).
I (draw) a picture.

5 In your notebook, write questions and answers about the situations from exercise 4.

1 do – come back – draw

What were you when your mother ?



2 think – say – think

What  about when the teacher  hello to them?

They

 English to go

6 In your notebook, complete the sentences with the words from the box.

sorry why how feeling

Joe ¹  are you?

Linda I'm ²  very down.

Joe 3 ?

Linda Because I couldn't get a ticket for the concert.

Joe I'm ⁴ to hear that.

UNIT 6



Summary

Vocabulary

Irregular verbs (3)	
draw	rysować
read	czytać
fly	latać
run	biegać
sit	siedzieć
give	dawać
Irregular past forms	
drew	narysował
read	przeczytał
flew	poleciał
ran	pobiegł
sat	usiadł
gave	dał

Irregular verbs (4)	
fall	spadać
leave	opuszczać
come back	wracać
meet	spotykać
think	myśleć
know	wiedzieć, znać
forget	zapominać
Irregular past forms	
fell	spadł
left	opuścił
came back	wrócił
met	spotkał
thought	myślał
knew	wiedział, znał
forgot	zapomniał

Weather	
snowing	(pada) śnieg
raining	(pada) deszcz
freezing	bardzo zimno
sunny	słonecznie
warm	ciepło
cloudy	pochmurno
foggy	mgliście
windy	wietrznie

Feelings and emotions	
proud	dumny
sick	czuć się niedobrze
nervous	podenerwowany
down	smutny
sleepy	śpiący
excited	podekscytowany

Inventions	
invention	wynalazek
note	banknot
coin	moneta
mixture	mieszanka
invent	wynaleźć
money	pieniądze
wood	drewno
medicine	lekarstwo
mix	mieszać

Grammar

Użyj czasu Past Simple , kiedy chcesz powiedzieć, że coś się wydarzyło w określonym momencie w przeszłości.	<i>I met him yesterday. I saw you yesterday.</i>
Użyj czasu Past Continuous , kiedy chcesz powiedzieć, że dana czynność trwała w określonym momencie w przeszłości.	<i>At six o'clock I was leaving the sports centre. They were going to the park at ten o'clock.</i>
Użyj obu czasów i połącz je słowem when , kiedy chcesz powiedzieć, że coś wydarzyło się podczas trwania innej czynności w przeszłości.	<i>I was leaving the sports centre when I met him.</i>
Słówka when możesz użyć zarówno przed zdaniem w czasie Past Simple , jak i Past Continuous .	<i>When I was leaving the sports centre, I met him. When I met him, I was leaving the sports centre.</i>

Grammar Summary → page 140/141

English to go

What a wonderful experience!	Co za przeżycie!	Let's play a joke.	Zróbmy mu/jej kawał.
That was very disappointing.	To było bardzo duże rozczarowanie.	How are you?	Jak się czujesz?
He said hello to me.	Przywitał się ze mną.	I'm feeling happy.	Czuję się szczęśliwy/szczęśliwa.
It was so much better.	Było o wiele lepiej.	Lucky you!	Szczęściarzu!
They were in danger.	Byli/Były w niebezpieczeństwie.	Congratulations!	Gratuluję!
He fell in love with her.	Zakochał się w niej.	I'm sorry to hear that.	Przykro mi to słyszeć.

LESSON 1



Skills plus • Units 5-6

1 In your notebook, complete the sentences with the words in the boxes. There is one extra word in each case.

warm open-air concert flip-flops

1 She wore her at the .

firework display leather jacket freezing

2 I was wearing a at the .

raincoats street party neighbours

3 People were wearing at the .

tasty souvenir stall socks

4 I bought some at the .

sandals crowd laser show

5 I was wearing my at the .

2 In your notebook, write the correct past form of the verbs in brackets.

1 I was (sit) in the garden when suddenly it (get) dark.

2 I was (leave) the house when I (meet) my neighbour.

3 I was (give) my little brother some coins when my grandmother (fall) in the kitchen.

4 I was (get) off the bus when I (get) a surprise.

Testing spot

3 Przeczytaj teksty (1-3) i zdecyduj, o czym jest każdy z nich. Uzupełnij zdania odpowiednim tekstem A, B, C lub D. Uwaga! Jeden temat nie pasuje do żadnego tekstu.

Tip

Ostrożnie! Jeśli nawet w tekście pojawia się pojedyncze słowo, które może sugerować właściwą odpowiedź, nie musi to oznaczać, że cały tekst jest właśnie o tym. Skoncentruj się na ogólnym znaczeniu tekstów, a nie na konkretnych słowach.

A a street party B the weather

C a leather jacket D an open-air concert

1

To: _____
Subject: _____

Hi Grandma,
Thank you for my birthday present. It's so cool. I wear it all the time but I don't wear it on very warm days. I got a surprise yesterday – my favourite band were on TV and the singer was wearing the same thing! So now I look like him!
Lots of love,
David

This text is about .

2

Do you know your neighbours?

Come and meet them here at 4:30 pm tomorrow.
Please bring some food for the stall.
Music from 5:00 pm to 7:00 pm
We have to finish at 8:00 pm
Don't forget a jacket, coat or sweater ... and perhaps your raincoat!

This text is about .

3

4G 12:35 58%

Messages Clear

Come to the park. It's great! I'm here with my neighbours and we're singing! The crowd and the band are awesome. I'm freezing - I'm wearing flip-flops - but I'm not leaving.

This text is about .

4 Imagine that you were at an open-air concert. Write details about the event in your notebook.

5 In pairs, ask and answer questions about each other's open-air concert.

What bands were there?

There were ...

LESSON 2



Skills plus • Units 5-6

1 In your notebook, write sentences about the weather last week.

- 1 On Monday it was _____ and _____.
- 2 _____ notebook
- 3 _____ notebook



Monday



Tuesday



Wednesday

2 Put the letters in the correct order. Then write them in the correct category in your notebook.

ns ion ma
rv s ne ou
ee sl y p
al bu ow ng
ck si
mas py ja
age tt co
it su
lt be

Houses

- 1 _____ notebook
- 2 _____ notebook
- 3 _____ notebook

Feelings

- 4 _____ notebook
- 5 _____ notebook
- 6 _____ notebook

Clothes

- 7 _____ notebook
- 8 _____ notebook
- 9 _____ notebook

Testing spot

3 2.56 Usłyszysz dwukrotnie trzy teksty. Na podstawie informacji zawartych w nagraniu w zadaniach 1-3 z podanych odpowiedzi wybierz właściwą. Zapisz w zeszycie odpowiedzi pełnym zdaniem.

1 W co był ubrany mężczyzna?

A



B



C



2 Jak czuje się chłopiec?

A



B



C



3 Jaka była pogoda podczas pokazu sztucznych ogni?

A



B



C



Testing spot

4 2.57 Usłyszysz dwukrotnie cztery teksty. Na podstawie informacji zawartych w nagraniu zdecyduj, czy podane zdania (1-4) są prawdziwe (Tak), czy fałszywe (Nie). Zapisz odpowiedzi w zeszycie.

Tip

Przeczytaj zdania 1-4 i wymień kilka angielskich słów, które spodziewasz się usłyszeć.

Tak Nie

- 1 Rozmówcy przebywają wieczorem w parku. ☐ ☐
- 2 Dziewczynka chce mieszkać w domku wiejskim. ☐ ☐
- 3 Dziewczynka jest na przyjęciu urodzinowym. ☐ ☐
- 4 Chłopcu przeszkadza irlandzka pogoda. ☐ ☐

5 Think about your dream house. Write details about it in your notebook.

What type of house is it?	_____
Where is it?	_____
How big is it?	_____
How many rooms has it got?	_____
Has it got any special rooms?	_____
What's the garden like?	_____

6 In pairs, ask and answer questions about each other's dream houses.

What's your dream house like?

It's got a lot of rooms. It's got a big living room, ...

UNIT 7 LESSON 1



Soon he'll become famous.



travel headmaster garden village city get bored be happy help people

1 **3.1** Listen and repeat. Which of these things do you want to do in the future?

stay in the village

move to the city

get married

have a family

I want to get a job.

make a fortune

become famous

get a job

travel round the world

2 **3.2** Listen and read. Which predictions do you agree with?

Ali Babar – the youngest headmaster in the world.

Ali Babar's school is a very small place – it's in the garden behind his house – but it's also a very special place. For some of the children in his village, it's the only place where they can learn.

Ali started the school when he was nine. He only had a small number of students. Now he's over 20, and he has got around 800 students and lots of teachers. The classes, paper, pens and lunch are all free. People all over the world give money to his charity and he uses this money for his school.

Ali is famous in his village, but soon he'll become famous all over India.

My name's Ravi, and I'm from India. It's one of the most exciting countries in the world!

What do you think about Ali and his future?

Comments

He'll get bored. He'll get a new job and the school will close.

I'm sure that he won't get a new job. The school won't close. But I think it will change.

One day he'll get married and he'll have a family. Perhaps he'll have to get a new job then.

I'm sure he won't stay in the village. He'll move to the city and he'll forget about the little school.

I don't really think that he'll stay in the village. He'll make a fortune, but he'll always help people.

I think that he'll travel round the world. Perhaps he'll start schools in Africa.

3 **3.3** Listen to the podcast about India and complete the sentences in your notebook.

- The Taj Mahal is one of the most buildings in the world.
- Cricket is the sport in India.
- is the most popular drink in India.
- Chess was an Indian .
- India makes the number of films in the world.

Evolution Quest Quiz			
	Quiz 13		Total

Easy English

4 In your notebook, complete the words and phrases from the text from exercise 2.

- I'm s that ...
- I don't r think that ...
- P s ...
- O d ...

Rah's grammar

He / She / It We / You / They	will	become famous.
He / She / It We / You / They	will not	

He will = He'll

He will not = He won't



5 Complete the sentences with *will* or *won't* and the verbs in the brackets. Write the answers in your notebook.

My brother likes working! I think he ¹ _____ (make) a fortune. Perhaps he ² _____ (become) famous and he ³ _____ (travel) round the world. But I think he ⁴ _____ (not, be) happy so he ⁵ _____ (not, stay) in the city. He ⁶ _____ (get) married and he ⁷ _____ (have) a family. And he ⁸ _____ (not, have to) work anymore!

Have a talk!

6 In pairs, talk about Ali Babar. Agree or disagree.

I think that Ali Babar won't get bored.

I disagree. I think that he will get bored and he will move to the city.

EXTRA

1 Complete the phrases in your notebook.

- | | |
|------------------|-----------------------|
| 1 get m _____ | 4 move to the c _____ |
| 2 have a f _____ | 5 get a j _____ |
| 3 make a f _____ | 6 become f _____ |

2 Make predictions about Tom and write them in your notebook.



- 1 get married ✓
- 2 make a fortune X
- 3 get a job ✓
- 4 become famous X

- 1 He will get married.
- 2 _____ notebook
- 3 _____ notebook
- 4 _____ notebook

3 Make predictions about yourself. Use the words from exercise 1 and expressions from exercise 4 on page 82.

- 1 I'm sure that I will get married.
- 2 _____ notebook
- 3 _____ notebook
- 4 _____ notebook
- 5 _____ notebook
- 6 _____ notebook

4 In pairs, predict the weather. Use the expressions from exercise 4 on page 82 and the phrases in the boxes.

tomorrow the day after tomorrow
on Monday / Tuesday ...

I don't really think that it will rain tomorrow.

UNIT 7 LESSON 2



Will they like it?



food lunch dinner dish delicious horrible eat buy finish start

1 **3.4** Listen and repeat. Use the words to talk about food.

sweet sour bitter mild
tasteless salty fresh tasty hot

Fresh apples are sweet.

2 **3.5** Listen and read. Then choose the correct answers to the questions and write them in your notebook.

curry

lassi

Tonight's programme is about Indian food. When people think of Indian food, they think of curry. Some types of curry are hot and other types are very hot, but curry can be mild too.

There's a very tasty sour fish curry too, and fresh bitter melon is delicious. Lassi is a very sour milk drink. There is sweet lassi and salty lassi. Some Indian food is quite tasteless, for example rice cakes.

Andrea is making some Indian food for her friends Mark and Zara this evening. Will they like it? Let's talk to them.

I can't stand hot food. I like mild or tasteless food.

I don't mind hot food. I've got a sweet tooth.

1 Will Zara like Indian food?
☐ Yes, she will. ☐ No, she won't.

2 Will Zara drink sweet lassi?
☐ Yes, she will. ☐ No, she won't.

3 Will Mark eat a very hot curry?
☐ Yes, he will. ☐ No, he won't.

4 What will Mark eat?
☐ He'll eat rice cakes. ☐ He'll eat sour fish curry.

Ok, I won't cook a very hot curry. I'll cook a mild curry. I'll give Mark some rice cakes, and I'll make sweet lassi for Zara.

3 **3.6** Listen to the podcast about Indian food in England. Answer the questions in your notebook.

- When did the first Indian restaurant open in the UK?
notebook
- What meat is in the new national dish of the UK?
notebook
- Which city is most often the curry capital of the UK?
notebook

Evolution Quest Quiz

Quiz 14 Total

Easy English

4 Write correct sentences in your notebook.

- stand / I / hot food / can't / .
notebook
- mind / hot food / don't / I / .
notebook
- a / tooth / I've / sweet / got / .
notebook

Rah's grammar



Will he like Indian food?

Yes, he will.

No, he won't.

What will she cook?

Where will she buy the food?

When will the party start?

What time will the party finish?

5 Complete the questions and answers in your notebook. Use the future form of the verbs in brackets.

1 your father (eat) curry?
Yes, he .

2 your brother and sister (like) Indian food?
No, they .

3 your father (drink)?
He'll drink lassi.

4 your sister (arrive)?
In the evening.

Have a talk!

6 Decide on the details of an Indian lunch with your family. Make notes in your notebook. Then in pairs, talk about your decisions.

For my	sister	I'll buy	mild curry.
			sour fish curry.
			bitter melon.
			salty lassi.
			sweet lassi.
			tasteless rice cakes.

Time: Place:

Activities after lunch:

What will you buy for ...?

What time will the lunch ...?

Where will you ...?

EXTRA

1 Unscramble the letters to make adjectives describing food. Write them in your notebook.

- 1 itbtre b 4 weste s
2 osru s 5 tsasleest t
3 ilmd m 6 rfshe f

2 Read about Mandy. In your notebook, write questions and answers with *will* or *won't*.

She likes curry. Her friends like curry too. She doesn't like lassi and she won't buy it. She buys her Indian food at an Indian restaurant.



- 1 (she / give) her friends curry for lunch?
Yes, she .
- 2 (they / drink) lassi?
No, they .
- 3 (where / she / buy) the Indian food?
At an Indian restaurant.
- 4 (when / she / go) for the Indian food?
Right now.

3 Read the answers, then complete the questions about the party in your notebook.

- 1 What *notebook*
I'll give them some curry.
- 2 *notebook*
At my favourite Indian restaurant.
- 3 *notebook*
The party will start at 1 o'clock.
- 4 *notebook*
It'll finish at 4 o'clock.
- 5 *notebook*
My friends will drink water.
- 6 *notebook*
I'll invite my best friends.

4 In pairs, plan a party.

Where ...?	make	buy	cook
What ...?	take	do	give
What time ...?	start	finish	drink
Will ...?		eat	

What will you make?

I'll make a salad.

UNIT 7 LESSON 3



I should ask her now!



funfair

train

clothes

stand up

wear

run

jump

1 **3.7** Listen and repeat. Match the words with the funfair attractions (1–8) in the pictures from exercise 2. Write the answers in your notebook.

candyfloss

dodgem car

ghost train

roller coaster

big wheel

prize

merry-go-round

waterslide

2 **3.8** Write the missing sentences in your notebook. Listen and check. Then act it out.

What should I do?

I love candyfloss!

No, you shouldn't.

One month later

See you at the funfair tomorrow, Natalie! Bye!

I want to marry Natalie.

You should ask her to marry you tomorrow at the funfair.

Should I ask her on the roller coaster?

On the ghost train?

No!

On the waterslide?

No!

You should buy her a ring today. Tomorrow, you shouldn't wear any old clothes.

I love the funfair!

I want to go on the big wheel!

The next day

I should ask her now!

Come on!

... I will!

Natalie, will you ... Help!

... marry me?

Yes ...

3 Write the names of things in the pictures in your notebook.



Rah's grammar

I You He / She We / You / They	should	ask	her	tomorrow.
	shouldn't	ask	her	now.

Should I ask her now?

Yes, you should. No, you shouldn't.

I shouldn't = I should not

- 4 Write about the funfair attractions in your notebook. Use *should*, *shouldn't* and the verbs in brackets.

Teacher Do you know how to be safe and have fun at the funfair? First, you ¹ _____ (not, stand up) on the dodgem cars. You ² _____ (sit) down.

Leah And we ³ _____ (not, eat) a lot of candyfloss.

Teacher That's right. ⁴ _____ you _____ (wear) jeans and a T-shirt on the waterslide?

Toby No, we ⁵ _____.

Teacher ⁶ _____ you _____ (wear) your swimming costumes?

Leah Yes, we ⁷ _____.

Teacher OK, that's good. Now we can go to the funfair!

Write

- 5 Write about what you *should* and *shouldn't* do at the funfair. Use the dialogue from exercise 4 as a model.

run drink jump stand up wear eat

Teacher OK, that's good. Now, should you jump on the big wheel?

Toby No, we ...

EXTRA

- 1 Complete the names of the funfair attractions in your notebook.

1 dodgem _____ 4 big _____
2 candy _____ 5 ghost _____
3 roller _____ 6 water _____

Testing spot

- 2 Popatrz na ilustrację i zdecyduj, czy poniższe zdania (1–4) są prawdziwe (Tak), czy fałszywe (Nie). Odpowiedzi i uzasadnienia zapisz w zeszycie.



- | | Tak | Nie |
|------------------------------------|--------------------------|--------------------------|
| 1 The boys are on the ghost train. | ☐ | ☐ |
| 2 The girls are eating candyfloss. | ☐ | ☐ |
| 3 There aren't any dodgem cars. | ☐ | ☐ |
| 4 This is a picture of a funfair. | ☐ | ☐ |

- 3 In your notebook, write questions and answers with *should* or *shouldn't*.

- 1 put / my school bag / in the corridor
_____ I _____?
No, you _____.
- 2 help / our classmates
_____ we _____?
Yes, you _____.
- 3 look after / my books
_____ I _____?
Yes, you _____.

- 4 In pairs, ask for some advice about how to get good grades at school.

do homework on the bus

do homework at home

go to bed late

get up late

read books

revise for tests

Should I do my homework at home?

Yes, you should.

UNIT 7 LESSON 4



English in action Making offers and decisions

- 1** 3.9 Listen and repeat the words. Write the names of the tableware in the pictures in your notebook.

cup plate bowl glass knife
fork spoon napkin straw



LOOK

a knife – two knives
a shelf – two shelves

- 2** Copy the table into your notebook and complete it with the words in the boxes.

Coke fruit salad coffee soup
fizzy water lemonade cornflakes
tea hot chocolate

1 a glass of			
2 a cup of			
3 a bowl of			

- 3** 3.10 Listen to three dialogues. In your notebook, write what each person wants.

- 1 A glass of lemonade and a .
2 Some cake and a .
3 Some pizza, a and a .

- 4** 3.11 Complete these conversations in your notebook. Then listen and check.

Tom Would you like a ¹ of tea?
Sue Yes, please. And can I have some milk ² , please?
Tom Yes, of course. Would you like some ³ ?
Sue No, ⁴ .



Ben What would you like?
Mia I'd like a ⁵ of fruit salad, please.
Ben Would you like a spoon?
Mia ⁶ , please.



Zoe I'd like some cake, ⁷ .
Sam ⁸ you like a plate?
Zoe No, ⁹ . But can I ¹⁰ a napkin, please?



- 5** In pairs, offer food and drink.



Would you like some soup?

Yes, please. And can I have ... please?

✓ Sounds right!

- 6** 3.12 Listen and repeat.

cheerful earrings earache here hear
pair hair funfair there everywhere

- 7** 3.13 Listen and repeat.

She's cheerful, but I hear that her earrings give her earache.
Her hair is everywhere.
He was here and there.

UNIT 7 LESSON 5



Skills Reading • Speaking

- 1** Read the problem e-mails (1–3).
Match them with the advice (A–C).
Write the answers in your notebook.

School helpline

Have you got a problem at school, with your schoolwork or with your friends? Email us and we'll help you!

1

To

Subject

I have to do a project about India. There is some information in our school textbooks, but I have to find a lot more. Where can I get more information?

The advice is in text .

2

To

Subject

I'm going to a restaurant with my Indian friend and his family. I think we'll eat Indian food there. But I don't know how to eat it. Also, I think a lot of Indian food is hot, and I don't like hot food. I only like sweet things, really.

The advice is in text .

3

To

Subject

On Saturday I'm going to the funfair with my friends. I'm very nervous about it. I don't like roller coasters or the big wheel. I get frightened on those kinds of things, but I don't want to say anything, because I think they'll laugh at me.

The advice is in text .

A You shouldn't feel bad about it. You should do the things that you like. Don't do things that you don't like. You should say what you want to do. You don't have to talk a lot about it.

notebook

B You should look on the Internet – but remember that not everything on the Internet is true! You should look at the good sites, for example, encyclopaedias. You should read all the texts, then choose the most important information and write it in your own words. Don't copy and paste complete texts.

notebook

C Don't be nervous – I'm sure they'll help you. They'll like talking to you about the food. Also, you should ask for help. For example, say "Can you help me choose? I don't like very hot food."

notebook

- 2** Add these sentences to the ends of texts A–C from exercise 1. Write the answers in your notebook.

- 1 They'll suggest something mild that you'll like.
- 2 Show your teachers that you can use your brain.
- 3 Perhaps some of your friends will agree with you!

- 3** Read the situations. Then in your notebook, write a sentence to give some advice to each person.



My friends want to eat Mexican food. I think it's very hot, and I don't want to eat any hot food.

Advice: *notebook*



I've got to do a school project about Tadeusz Kościuszko. Who was he? What did he do? I don't know much about him ...

Advice: *notebook*



I'm going to a funfair. It's my first time and I'm scared.

Advice: *notebook*

- 4** In pairs, say the problems from exercise 3 and give each other advice. Use your sentences from exercise 3 and some other ideas.

I'm going to a funfair. It's my first time and I'm really scared.

I think you should ...

UNIT 7 LESSON 6



The Evolution Magazine

- 1 Complete the sentences in your notebook. In pairs, play a fortune telling game. In turns, tell the future to your friend.

Evolution Life Game

This is what will happen in your life.



fortune teller

When will I get married?

You'll get married in .

How many children will I have?

You'll have children.

How many countries will I go to?

You'll travel to countries.

How much will my house cost?

You'll make a fortune and you'll live in a - euro house.

How many friends will I have?

You'll have really good friends. You'll have an amazing life!

- 2 3.14 Listen and answer the question.

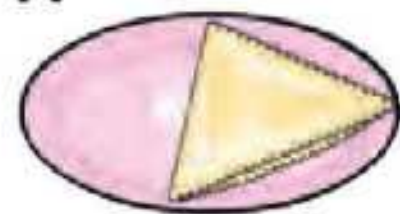


Testing spot

- 3 3.15 Usłyszysz dwukrotnie trzy teksty. Na podstawie informacji zawartych w nagraniu w zadaniach 1-3 z podanych odpowiedzi wybierz właściwą i zapisz ją w zeszycie.

- 1 O co poprosił chłopiec?

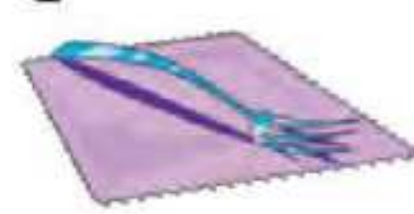
A



B



C



- 2 Co Jack zrobi po ukończeniu szkoły?

A



B



C



- 3 Jaka atrakcja najbardziej podobała się dziewczynie?

A



B



C



Tip

Po wybraniu odpowiedzi przeczytaj tekst ponownie. Sprawdź odpowiedzi jeszcze raz, ale tym razem sprawdzaj od końca.

- 4 Przeczytaj tekst. Zdecyduj, czy podane zdania są prawdziwe (Tak), czy fałszywe (Nie). Odpowiedzi i uzasadnienia zapisz w zeszycie.

To
Subject

Hello Amy,

Thank you for the photos. I'm sorry I couldn't go with you to the funfair last week. I loved the picture of you on the dodgem cars!

We're in our new flat now. It is smaller than our old flat, but it's very nice. And there's a small restaurant in the next street. It isn't as good as the Indian restaurant near our old flat, and it doesn't have any Indian dishes, but the food is always fresh and tasty.

Uncle Mike is very busy with his new job. He likes his assistant, but some of the people aren't friendly or helpful. He'll never make a fortune there!

The weather here is better than in England. You'll love it because it's hot and sunny every day. Come and visit us!

Aunt Lily

- 1 Amy was at a funfair last week.
2 Aunt Lily does not like her new flat.
3 There's an Indian restaurant near the new flat.
4 Uncle Mike likes everything about his new job.
5 Amy likes the hot sunny weather.

Tak Nie



UNIT 7 LESSON 7



Culture Birthdays



- 1** **3.16** Find the words and phrases in the text from exercise 2 and work out what they mean in Polish. Write the answers in your notebook. Use a dictionary to help you. Then listen and check your answers.

birthday –



blow out the candles –



come over –



envelope –



make a wish –



invite –



name day –



light the candles –



- 2** **3.17** Read and listen to the text. Match 1–5 with a–e.



In England, people celebrate their birthdays with a cake. There are candles on the cake, and for children, the number of candles is the same as the child's age. Someone lights the candles, and everyone sings *Happy Birthday*. Then the birthday boy or girl blows out the candles, makes a wish and cuts the cake.



In China, on the baby's first birthday, the parents put the baby in front of some things from the house, like a pencil, ruler or a small spoon. They wait for the baby to choose something. A pencil can mean the child will be good at school, a ruler can mean the child will be good at making things, and a spoon can mean the child will be a good cook. When children are older, they get money in red envelopes.



In Mexico, some people celebrate name days and some people celebrate birthdays. They invite children to a party. The children try to break a big paper ball called a piñata with a stick. There are usually toys, fruit and sweets inside the piñata.

When they are trying to break the piñata everyone sings a traditional song. Suddenly, all the toys, fruit and sweets fall on the ground. Everyone runs to get them.



In India, children wear new clothes on their birthday. At school, they give chocolate to their classmates. At home they have their favourite curry, and for dessert they have *dudh pakh* – rice with milk and nuts. Sometimes friends and family come over and throw rice on the child. They say that this will help the child to make a fortune in the future.

- | | |
|---|--|
| 1 In a piñata there are usually | a he or she makes a wish. |
| 2 If a Chinese baby chooses a ruler, | b a dessert with rice, milk and nuts. |
| 3 The child blows out the candles on the cake and | c toys, fruit and sweets. |
| 4 <i>Dudh pakh</i> is | d money in red envelopes. |
| 5 Older children in China get | e it means that he or she will be good at making things. |

- 3** **3.18** Listen to these people talking about a birthday card. In your notebook, rewrite the phrases in the order that you hear them.

- Best wishes on your birthday!
- Congratulations!
- Happy birthday!
- I hope you have a wonderful birthday!

- 4** Write a birthday card in your notebook.



5 PROJECT!

- Przygotuj wypowiedź o tym, jak są obchodzone urodziny w Polsce.
- Do wypowiedzi dołącz np. zdjęcia zrobione przez siebie lub fotografie z Internetu.
- Opisz przyjęcie urodzinowe, na którym byłeś/byłaś ostatnio. Napisz, gdzie się odbyło, kto był na przyjęciu oraz co robiliście.

UNIT 7 LESSON 8



Revision

1 In your notebook, write the words in the correct categories.

prizes get a job waterslide envelope
get married light the candles invite
merry-go-round have a family

Life events

notebook

notebook

notebook

At the funfair

notebook

notebook

notebook

Birthday customs

notebook

notebook

notebook

2 Write the names of the tableware in the pictures in your notebook.



1



2



3



4



5



6

3 Write 'flavour' words in your notebook.

1 Lemons are s .

2 Sugar is s .

3 Curry is h or m .

4 Coffee is b .

5 Ham is s .

4 Write questions and answers in your notebook. Use *will* or *won't*.

1 what / she / buy some bread

What will she buy?

She'll buy some bread.

2 they / like / curry no

notebook

notebook

3 where / they / go / on holiday to Spain

notebook

notebook

4 they / fly / to Spain yes

notebook

notebook

5 In your notebook, complete the sentences with *should* or *shouldn't* and the verbs in the boxes.

have

get up

do

watch

help

stand

1 You (X) ... up on a ghost train.

2 You (✓) ... a good time at the funfair.

3 You (X) ... late.

4 You (✓) ... your homework in the evening.

5 You (X) ... a lot of television every day.

6 You (✓) ... your family.

English to go

6 In your notebook, complete the dialogues with the words from the box.

tooth I'll stand really sure

Sue I'm ¹ that you like sweet food.

Tom Yes, I do. I've got a sweet ² .

Mia I don't ³ think that you like Indian food.

Ian That's right. I can't ⁴ it.

Ben This room is very untidy.

Joe OK, ⁵ tidy it up.

UNIT 7



Summary

Vocabulary

Life events	
get married	ożenić się, wyjść za mąż
have a family	zakładać rodzinę
make a fortune	zbić fortunę
move to the city	przeprowadzić się do miasta
get a job	znaleźć pracę
become famous	stać się sławnym
stay in the village	zostać na wsi
travel round the world	podróżować dookoła świata

Adjectives describing food	
sweet	słodki
mild	łagodny
bitter	gorzki
sour	kwaśny
tasteless	bez smaku
hot	ostry
fresh	świeży
tasty	smaczny
salty	słony

At a funfair	
waterslide	zjeżdżalnia wodna
dodgem car	samochodzik elektryczny
ghost train	pociąg strachu
prize	nagroda
big wheel	diabelski młyn
roller coaster	kolejka górską
merry-go-round	karuzela
candyfloss	wata cukrowa

On the table	
cup	filiżanka
plate	talerz
glass	szklanka
bowl	miska, głęboki talerz
spoon	łyżka
fork	widelec
knife	nóż
napkin	serwetka
straw	słomka

Customs	
birthday	urodziny
name day	imieniny
light the candles	zapalać świeczki
blow out the candles	zdmuchiwać świeczki
make a wish	pomyśleć życzenie
come over	przychodzić
envelope	koperta
invite	zapraszać

Grammar

Użyj will (= 'll) oraz czasownika, kiedy przewidujesz, co się może zdarzyć, lub kiedy mówisz o swoich decyzjach na przyszłość.	<i>He will get married soon. I'll look for a new job.</i>
Użyj won't (= will not), kiedy chcesz zaprzeczyć.	<i>She won't get married soon. They will not move to the city.</i>
Zmień kolejność wyrazów, kiedy chcesz zadać pytanie: <i>He will get married ... → Will he get married ...?</i>	<i>Will he get married soon?</i>
Użyj will lub won't , kiedy chcesz udzielić krótkiej odpowiedzi.	<i>Yes, he will. No, he won't.</i>
Zacznij pytanie od Where lub When , kiedy chcesz zapytać, gdzie lub kiedy coś stanie się w przyszłości.	<i>What will he do? Where will he get a job?</i>

Użyj should lub shouldn't (= should not), kiedy udzielasz rad lub mówisz, co powinno lub czego nie powinno się robić.	<i>You should go on the roller coaster. You shouldn't eat a lot of candyfloss.</i>
Zmień kolejność wyrazów, kiedy chcesz zadać pytanie: <i>I should ... → Should I ...?</i>	<i>Should I get a new job? Yes, you should./No, you shouldn't.</i>
Zacznij pytanie od What lub When , kiedy chcesz zapytać, co lub kiedy ktoś powinien coś zrobić.	<i>What should I do? When should I give her the ring?</i>

Grammar Summary

page 141

English to go

I'm sure that ...	Jestem pewien/pewna, że...
I don't really think that ...	Nie sądzę, że...
Perhaps ...	Być może...
One day ...	Pewnego dnia...
I can't stand hot food.	Nie znoszę ostrego jedzenia.
I don't mind hot food.	Nie mam nic przeciwko ostremu jedzeniu.
I've got a sweet tooth.	Mam słabość do słodczy.
Would you like a ...?	Czy chciałbyś/chciałabyś...?
I'd like some cake, please.	Poproszę trochę ciasta.
Can I have a napkin, please?	Czy mogę poprosić o serwetkę?

UNIT 8 LESSON 1



They're going to reduce pollution.



air / water / noise pollution national park energy help drop build

1 **3.19** Listen and repeat. In pairs, choose a phrase and say if it is good or bad for the environment.

produce pollution

protect the environment

help endangered animals

reduce pollution

damage the environment

harm endangered animals

drop litter

build wind farms

Produce pollution.

It's bad for the environment.

pick up litter

build solar farms

2 **3.20** Listen and read. Why is Costa Rica eco-friendly?

Eco News



Costa Rica is a small country but it's got a big plan: all its energy is going to be green by 2020. The Costa Ricans already get a lot of energy from their rivers. In the future, they're going to build a lot of solar farms and wind farms too.

The plan is also going to help endangered animals and plants. There are a lot of national parks, but between the national parks there are fields where people are going to make new forests to create one very big national park. Other plants, insects, birds and animals are going to come back to that big park. After 20 years, there are going to be forests everywhere again, with special parts to help endangered animals. That's very green!

In the past, transport produced a lot of pollution, but now Costa Ricans are going to reduce pollution. In the past, they damaged the environment, now they're going to protect the environment.

It's not all perfect in Costa Rica. Some people harm endangered animals or drop litter in the street and nobody picks it up. But most people in Costa Rica are doing their best to be eco-friendly. Well done, Costa Rica!



Everybody **is** happy
Nobody **is** sad.
All the people **are** tired.

3 **3.21** Listen to the podcast about ecotourism in Costa Rica. Match 1–4 with a–d.

1 Tourism often ...

2 In Costa Rica, tourism ...

3 Costa Rica has got ...

4 Costa Rica hasn't got ...

a lots of beautiful plants and animals.

b damages the environment.

c any very cold places.

d protects the environment.

Easy English

4 In your notebook, complete the sentences with the phrases in the boxes.

the future past

very green to be eco-friendly

1 They're doing their best

notebook

2 That's *notebook*

3 In *notebook* , ...

4 In the *notebook* , ...



Rah's grammar

I	'm			
He / She / It	's	going to	help	endangered animals.
We / You / They	're			
I	'm not			
He / She / It	isn't	going to	harm	endangered animals.
We / You / They	aren't			



5 Complete the sentences in your notebook. Use the correct form of *be going to*.

They / reduce / produce

1 ✓ They're going to reduce pollution.

2 X notebook any pollution.

I / help / harm

3 ✓ notebook some endangered animals.

4 X notebook any endangered animals.

He / protect / damage

5 ✓ notebook the environment.

6 X notebook the environment.

Have a talk!

6 In pairs, play *Green or Not Green*. Imagine you're the King or Queen of a new country.

I'm going to build some wind farms.

Hooray! That's very green!

We aren't going to protect the environment.

Boo! That's not green!

EXTRA

1 Copy the table into your notebook and complete it with the opposites.

produce pollution	1 <u>notebook</u>
2 <u>notebook</u>	protect the environment
harm endangered animals	3 <u>notebook</u>
4 <u>notebook</u>	pick up litter

2 In your notebook, write sentences with *be going to*.



1 we / build



2 they / help



3 she / drop

3 In your notebook, write about Jack's and his parents' plans for the weekend.

Jack

do his homework ✓

help his father with a barbecue ✓

get up late X

Jack's parents

get up late ✓

have a barbecue ✓

go shopping X

1 Jack is going to notebook.

2 He notebook.

3 He notebook.

4 His parents are going to notebook.

5 They notebook.

6 They notebook.

4 Copy the table into your notebook and complete it with your plans for the weekend. In pairs, talk about your plans.

Saturday

morning notebook

afternoon notebook

evening notebook

Sunday

morning notebook

afternoon notebook

evening notebook

I'm going to get up late on Saturday morning.

UNIT 8 LESSON 2



What are you going to buy?



wear buy give arrive leave meet phone watch

1 **3.22** Listen and repeat. In pairs, choose things from the list and mime them. Guess what they are.

glasses

sunglasses

ring

bracelet

necklace

earrings

chain

wristband

hairband

jewellery

Is it a hairband?

Wrong!

2 **3.23** Listen and read part of the TV soap opera. What is Max and Ellie's father wearing?

Wednesday, 2nd February

4:30 *Family Times*



Brother and sister Max and Ellie are on holiday in Costa Rica. They're going to meet their parents at the market but there's a surprise on the way.

5:30 *The News*

At the hotel

Max Are you ready to go to the market?
Ellie Yes. This is my list.
Max What are you going to buy for your friends?
Ellie I'm going to buy some jewellery - a bracelet for Emma, and a necklace for Lidia. It's just her sort of thing.
Max Are you going to buy the blue ring?
Ellie Yes, I am. Are you going to buy anything?
Max No, I'm not. I bought these sunglasses yesterday.
Ellie On no! They don't suit you at all.
Max Oh. Come on, let's go.



In the street

Max What time are we going to meet Mum and Dad?
Ellie At ten thirty.
Max Where are we going to meet them?
Ellie At the souvenir stall with all the jewellery.
Max Hey, look! It's a carnival! Let's dance!
Ellie But we're going to meet Mum and Dad ...
Max I'll phone them ... No, look! They're at the carnival too.
Father Hi! Do you like my new sunglasses?
Max Wow! They're the same as my sunglasses.
Ellie Oh no!



3 **3.24** Listen to this person talking about the carnival in Limon. Answer the questions in your notebook.

1 Are the people of Limon friendly?

notebook

2 When is the Limon Carnival?

notebook

3 How long is the Limon Carnival?

notebook

4 What can you buy at the stalls?

notebook

Easy English

4 Write expressions from the text in your notebook. There is one extra word in each set.

1 her It's of sort . just in thing

notebook

2 suit They . doesn't you don't

notebook

3 go Come let's on . goes ,

notebook

Evolution Quest Quiz

Quiz 16



Total



Rah's grammar



I am going to buy this chain.
Are you going to buy this chain?
Is she going to buy this chain?

Yes, I am. No, I'm not. Yes, she is. No, she isn't.

What is he going to buy?
Where is he going to meet them?
When is he going to meet them?

5 Read the answers, then complete the questions in your notebook. Use the verbs in brackets and *be going to*.

The family are getting ready to go out in the evening.

Ellie 1 you (give) that necklace to Aunt Alice?

Mother No, I'm not. I'm going to give her that bracelet from the market.

Ellie 2 you (buy) it?

Mother Tomorrow, I think.

Ellie 3 you (wear) this evening?

Mother These earrings.

Ellie They're really nice.

Mother 4 Max (wear) his new sunglasses this evening?

Ellie Yes, he is.

Mother 5 you (be) sad about that?

Ellie Yes, I am.

Have a talk!

6 Imagine you're going to a friend's birthday party. Copy the table into your notebook and complete it with your plans. In pairs, ask and answer questions.

I'm going to:

• give him / her

• wear

• arrive at

• leave at

Are you going to give her a necklace?

No, I'm not.

EXTRA

1 In your notebook, write the names of the things in the pictures.



1



4



2



5



3



6

2 Write questions with *be going to* in your notebook. Then match them with the answers (a-d).

1 you / buy / that ring

notebook

2 she / wear / that necklace

notebook

3 what / they / do

notebook

4 where / she / take a photo

notebook

a At the market.

b No, I'm not.

c They're going to dance.

d Yes, she is.

3 Complete the questions and answers in your notebook. Use the verbs in brackets and *be going to*.

1 you (phone) your friends?

Yes, I .

2 you (watch) on television?

I a comedy.

3 your brother (come) home?

8 o'clock.

4 your mother and father (do)?

They move to the city.

4 In pairs, ask and answer questions about your plans for this evening.

What Are Where When

What time Is

What time are you going to have dinner?

At eight o'clock.

UNIT 8 LESSON 3



They're ours!



washing machine dishwasher tumble dryer microwave oven cooker fridge freezer

- 1** 3.25 Listen and repeat. Match the words with the devices (1–10) in the pictures from exercise 2. Write the answers in your notebook. How do you say these words in Polish?

curtains

vacuum cleaner

scales

kettle

hairdryer

A towel means ręcznik.

pillow

saucepan

towel

remote control

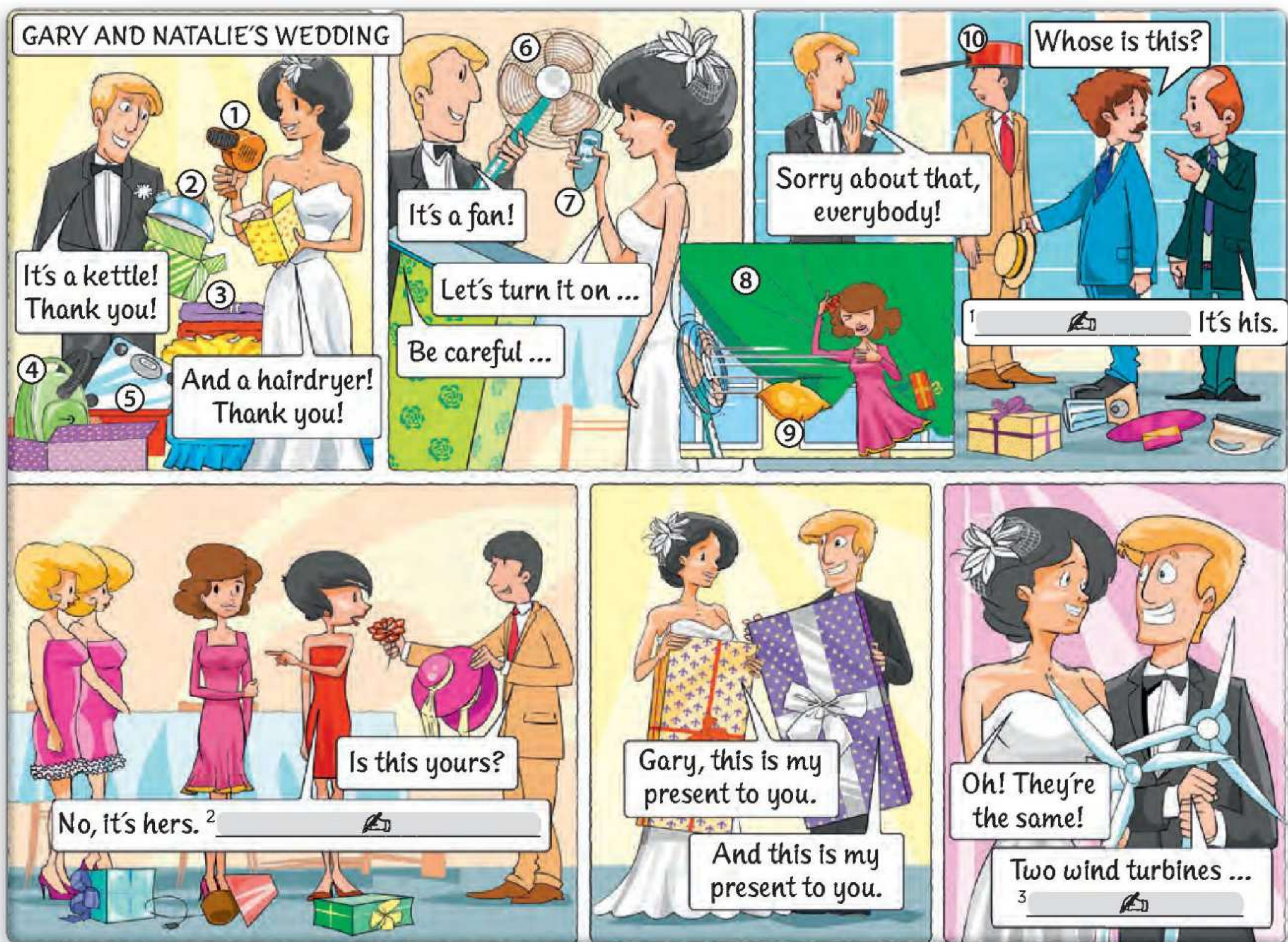
fan

- 2** 3.26 Write the missing sentences in your notebook. Listen and check. Then read it aloud.

And the hats are theirs.

And they're ours!

It isn't mine.



- 3** Write the names of the things in the pictures in your notebook.



Rah's grammar

This is	mine.
	yours.
	his.
	hers.
	ours.
	yours.
	theirs.



Nie pomył przymiotników dzierżawczych z zaimkami. Przymiotnik stoi przed rzeczownikiem, a zaimek zastępuje rzeczownik.

Przymiotniki dzierżawcze	Zaimki dzierżawcze
my, your, his, her, its, our, your, their	mine, yours, his, hers, its, ours, yours, theirs
What's that? It's <u>my</u> bag. What are those? They're <u>her</u> books.	Whose bag is that? It's <u>mine</u> . Whose books are those? They're <u>hers</u> .

4 Complete the sentences in your notebook.

Whose is this?

- That's her saucepan. It's .
- This is my cooker. It's .
- These are their scales. They're .
- That's your fridge. It's .
- This is our remote control. It's .
- Those are your curtains. They're .
- These are his vacuum cleaners. They're .
- That is fridge. It's yours.
- These are hairdryers. They're ours.
- It's kettle. It's theirs.
- That is his fan. It's .
- That is saucepan. It's hers.



- 5** Write similar pairs of sentences as in exercise 4. Use the words from exercise 1. Then work in pairs, swap your notebooks and complete the sentences with the correct pronouns.

Whose is this?

- That's my kettle. It's .

EXTRA

- 1** In your notebook, write the words for the definitions.

- You put your head on it in bed.
- You use it to dry your hair.
- You stand on it to check how much you weigh.
- You cook soup in it.
- You clean the carpet with it.
It's noisy.

Testing spot

- 2** Przeczytaj tekst. Wybierz poprawne uzupełnienie luk (1-4). Zapisz w zeszycie literę A, B albo C.

What a surprise! Me and my sister Amy bought some new ' ' for our bedroom windows. They look the same! But I bought ² in the shopping mall, and she bought ³ in a small shop in the city centre. I wanted to buy a ⁴ too because my bedroom is very hot, but it was too expensive.

- | | | |
|-------------|-------------|-------------|
| 1 A pillows | B curtains | C saucepans |
| 2 A me | B my | C mine |
| 3 A she | B hers | C her |
| 4 A fan | B hairdryer | C kettle |

- 3** Rewrite the sentences in your notebook. Use *mine, his, hers, yours, theirs* or *ours*.

- The clothes in the washing machine are my clothes.
The clothes in the washing machine are
- The food in the microwave oven is my sister's food.
- The towels in the washing machine are my sister's towel and my brother's towel.

- 4** In pairs, take turns to point at things in the classroom, then ask and answer questions about these objects.

Whose school bag is that?

It's his.

UNIT 8 LESSON 4



English in action Talking about rules

- 1 3.27 Listen and repeat the phrases. Complete the rules in your notebook.

touch the animals

disturb the animals

stay on the path

remember your key

waste water

forget your key

talk quietly

feed the animals

talk loudly

Quetzal Park

You must:

Rules

You mustn't:



Quietly and loudly są przysłówkami. Aby zmienić przymiotnik w przysłówkę, wystarczy dodać końcówkę -ly:
quiet + ly = quietly
loud + ly = loudly

- 2 3.28 Listen to a conversation between a tourist and a park warden. In your notebook, write the rules from exercise 1 in the order you hear them.

- 3 3.28 Listen again and in your notebook, complete this part of the conversation with *must* and *mustn't*.

Visitor What about the animals in the park? Can we feed them?

Warden No, you ¹ feed the animals. That could harm them. And you ² touch the animals.

Visitor OK. Where can we walk?

Warden You ³ stay on the path. And you ⁴ talk quietly too. You ⁵ talk loudly. The animals could get frightened by the noise.

Visitor OK. I think I've got all that. We

⁶ disturb the animals.

- 4 Imagine that you are a park warden at the Evolution Wildlife Park. In your notebook, write the rules for the park, then talk about them in pairs.

You mustn't disturb the animals.

Testing spot

- 5 Do każdej z opisanych sytuacji (1–4) dobierz właściwą reakcję (A–E). Zapisz odpowiedzi w zeszycie. Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- 1 Twój kolega krzyczy w ścisłym rezerwacie przyrody. Jak zareagujesz?
- 2 Twoja koleżanka chce nakarmić chipsami ptaki w parku. Jak zwrócisz jej uwagę?
- 3 Twój kolega chce się wspiąć na drzewo podczas wycieczki do parku narodowego. Co mu powiesz?
- 4 Jesteś na koncercie i nie słyszysz, co twoja koleżanka do ciebie mówi. Co jej powiesz?

- A You mustn't feed the animals.
B You must disturb the animals.
C You must stay on the path.
D You must talk quietly.
E You must talk loudly.

Sounds right!

- 6 3.29 Listen and repeat.

drew new spoon tomb
couldn't put hoodie bookcase

- 7 3.30 Listen and repeat.

I drew a picture of some soup and a spoon for you.
I couldn't put his hoodie on the tomb.
You put your new shoes on the bookcase in the living room.

UNIT 8 LESSON 5



Skills Listening • Writing

- 1** 3.31 Listen to six people. Match speakers 1–6 with a–f and write the answers in your notebook.

Speaker

- | | |
|---|--|
| 1 | a wants to help another person. |
| 2 | b wants to have a family. |
| 3 | c wants to protect the environment. |
| 4 | d doesn't want people to use green energy. |
| 5 | e wants a person in the shop to buy something. |
| 6 | f is joking. |

- 2** 3.32 In pairs, listen and write notes about Rick's and Annie's plans for their holidays.

Student A

Write notes about Rick's plans.



Rick is going to ...

Student B

Write notes about Annie's plans.



Annie is going to ...

- 3** In pairs, take turns to tell each other about the Rick's or the Annie's holiday.

Rick is going to visit his uncle in Egypt. He's going to ...

Annie is going to visit her eldest sister ...

- 4** In your notebook, complete Annie's postcard with the missing information.

Hi Maddy!
I'm in ' ! I'm visiting my sister. She lives here. I arrived last week. I was on the plane for ² hours! Every day I ³ my sister at the national park where she works. Next week we're going to stay with her ⁴ in Melbourne. I love the weather here – it's ⁵ and ⁶ every day!
See you next month!
Love,
Annie



Maddy Jensen,
44 Long Road,
Summerby
SF17 9ZQ
England

- 5** Imagine that you're on holiday. Write a postcard to a friend or family member.

notebook	
notebook	
notebook	
notebook	
notebook	
notebook	
notebook	
notebook	
notebook	

UNIT 8 LESSON 6



The Evolution Magazine

1 Look at the picture. In your notebook, write about what is going to happen. Use the verbs in the boxes.

eat

drop

pick up

feed

touch

lose



1 The tall man (A) is going to drop some litter.

2 The tall young woman (E) ...

3 The boy (G) ...

4 The parrot ...

5 The tall women (B and C) ...

6 The two men (F and H) ...

2 3.33 Listen and answer the question in your notebook.



Testing spot

3 Dla każdej z opisanych sytuacji (1–3) wybierz właściwą reakcję. Zapisz w zeszycie literę A, B albo C.

Tip

Zanim zdecydujesz, która reakcja jest najbardziej odpowiednia, przetłumacz odpowiedzi A, B i C na język polski.

- Chce ci się pić. W jaki sposób poprosisz o wodę?
A I've got a glass of water, thank you.
B Do you like water?
C Can I have a glass of water, please?
- Chcesz zaprosić swojego kolegę / swoją koleżankę do siebie do domu. Co powiesz?
A Do you like my house?
B Would you like to come to my house?
C Are my friends at my house?
- W jaki sposób zwrócisz uwagę osobie, która płoszy zwierzęta w parku narodowym?
A You mustn't feed the animals.
B You mustn't disturb the animals.
C You mustn't talk quietly to the animals.

4 3.34 Usłyszysz dwukrotnie dialog. Na podstawie informacji zawartych w nagraniu przyporządkuj osobę (A–E) przedstawioną na ilustracji w ćwiczeniu 1. do właściwego imienia (1–4). Zapisz odpowiedzi w zeszycie. Uwaga! Jedna litera pozostanie niewykorzystana.

- Aunt Tania
- Uncle Edward
- Aunt Brittany
- Aunt Hannah



UNIT 8 LESSON 7



CLIL

Trees and seeds



- 1 3.35 Listen and repeat the words. Then match them with the correct pictures. Write the answers in your notebook.

pine	oak	maple	bush	grass	seed	cone	acorn	bark
1	2	3	4	5	6	7	8	9

- 2 In your notebook, write the words from exercise 1 in the correct groups.

Types of tree

Parts of a tree or plant

Other plants

- 3 3.36 Listen and read about different types of trees. What do the highlighted words refer to? Match them with a–f.

All trees make seeds, and it's important for the seeds to make new trees a long way from the parent trees. Trees can't move, of course, but ¹they have ways to make sure that seeds go to new places. For example, the seeds of maple trees are like a letter V. They are very light and they can fly in the wind. On a very windy day, the seed can travel a long way from the parent tree. Because of ²this, you can find maple trees in all parts of Europe. Oak trees have a big, hard seed called an acorn. Oak trees live in places where there are a lot of animals, such as forests. Animals collect acorns and put ³them in the soil. Then ⁴they forget about them, and the acorns can grow into new trees. Pine trees often live in hot, dry

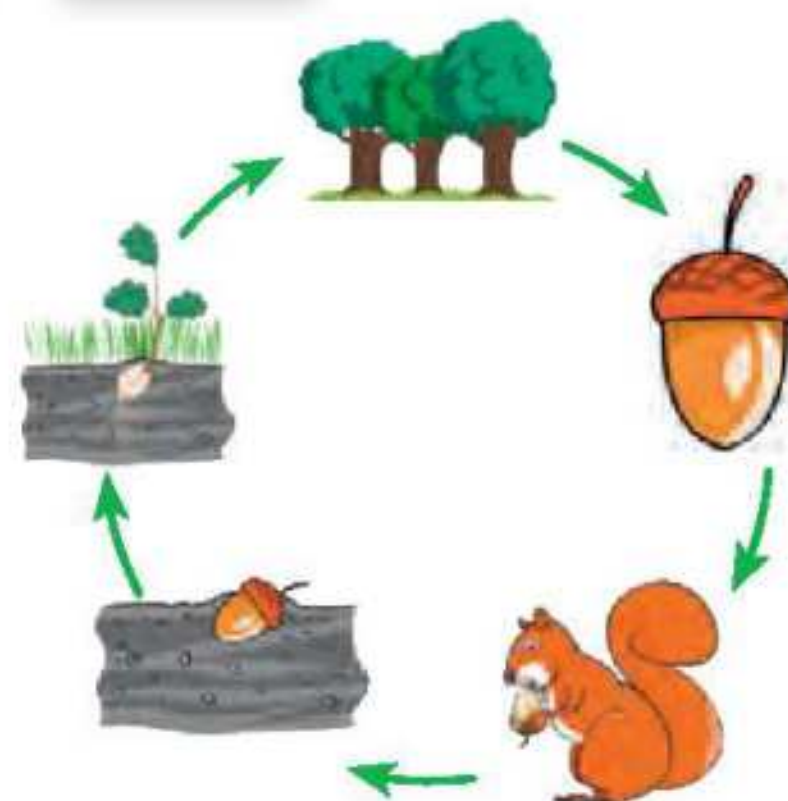
places. They have thick bark. This can protect ⁵them from fires. Their seeds are in cones which are like bark, so they are protected from fire too. When there is a fire in the forest, all the bushes, grass and other plants die but the fire doesn't kill pine trees or their seeds – so ⁶they can grow and make a new forest.

- a the way they fly on the wind
- b the acorns
- c the pine trees
- d the animals
- e the pine trees and seeds
- f the trees

- 4 In your notebook, complete the story of oaks and acorns. Use the words in the boxes.

forget acorns put oak animals
trees soil forests seeds

- trees live in .
- are the of oak trees.
- Some like acorns. They take them and them in the .
- Sometimes, they about the acorns.
- These acorns grow into new .



5 PROJECT!

- Pracujcie w grupach.
- Przygotujcie kwiz z wiedzy o roślinach, który będzie zawierał 15 zdań typu *Prawda / Fałsz*.
Np. 1 Oaks have got thick bark. True / False.
- Wykorzystajcie odpowiednie zdjęcia lub rysunki. Poszukajcie dodatkowych informacji o roślinach lub wykorzystajcie wiadomości z lekcji.
- Przygotujcie w języku angielskim klucz odpowiedzi oraz interpretację wyników.

UNIT 8 LESSON 8



Revision

1 Complete the phrases in your notebook.

- 1 d b the animals
- 2 t h the animals
- 3 s y on the path
- 4 r r your key
- 5 f t your key
- 6 w e water

2 Write down the names of pictures 1–6 in your notebook.



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

3 In your notebook, write more words or phrases for each category.

The environment

help endangered animals,
drop litter, ¹r p ,
²p the e ,
³b w f .

Jewellery

ring, ⁴b ,
⁵ch .

In the house

hairdryer, saucepan, ⁶k ,
⁷t ,
⁸r c .

4 In your notebook, write the words in the correct order. Match the questions with the answers.

1 they / pick up / are / going / the litter / to / tomorrow / ?

notebook

2 what / going / she / do / is / on Monday / to / ?

notebook

3 build / they / where / a wind farm / going / to / are / ?

notebook

4 going / drop / you / litter / to / are / ?

notebook

a No, I'm not.

c Yes, they are.

b In the country.

d She's going to buy a necklace.

5 Follow the lines and write sentences about the bikes in your notebook. Use *mine, yours, his, hers, ours* or *theirs*.



1 The red bike is his.

2 The green bike .

3 The yellow bikes .

4 The white bike .

5 The blue bikes .

English to go

6 Complete the dialogues in your notebook. Use the words from the box.

past just green best suit future

1 **Mia** In the ¹ , people damaged the environment. In the ² , they're going to protect the environment.

Bob That's very ³ .

Mia We should all do our ⁴ to be eco-friendly.

2 **Ian** I like these trousers. They're ⁵ my sort of thing.

Tom Really? I think they don't ⁶ you.

UNIT 8



Summary

Vocabulary

The environment	
produce pollution	zanieczyszczać środowisko
reduce pollution	zmniejszać zanieczyszczenie środowiska
harm endangered animals	działać na szkodę zagrożonych gatunków zwierząt
help endangered animals	chronić zagrożone gatunki zwierząt
protect the environment	chronić środowisko
damage the environment	niszczyć środowisko
build wind farms	budować elektrownie wiatrowe
build solar farms	budować elektrownie słoneczne
pick up litter	sprzątać śmieci
drop litter	śmiecić

Jewellery and accessories	
bracelet	bransoletka
sunglasses	okulary przeciwsłoneczne
hairband	opaska do włosów
jewellery	biżuteria
necklace	naszyjnik
earrings	kolczyki
chain	łańcuszek
wristband	opaska na nadgarstek
ring	pierścionek
glasses	okulary

In the house	
saucepan	garnek
remote control	pilot
scales	waga
fan	wiatrak, wentylator
hairdryer	suszarka do włosów
pillow	poduszka
vacuum cleaner	odkurzacz
towel	ręcznik
curtains	zasłony
kettle	czajnik

At a wildlife park	
touch the animals	dotykać zwierzęta
waste water	marnować wodę
feed the animals	karmić zwierzęta
remember your key	pamiętać o kluczu
disturb the animals	zakłócać spokój zwierzętom
forget your key	zapomnieć klucza
talk quietly	mówić cicho
stay on the path	trzymać się ścieżki
talk loudly	mówić głośno

Plants	
oak	dąb
acorn	żołędź
maple	klon
bush	krzak
grass	trawa
seed	nasiono
cone	szyszka
bark	kora
pine	sosna

Grammar

Użyj **be going to** oraz czasownika, kiedy chcesz powiedzieć o czynnościach, które masz zamiar wykonać.

*They're going to build more wind farms.
We're going to protect the environment.*

Dodaj **not** do czasownika **be**, kiedy chcesz zaprzeczyć.

They aren't going to drop litter.

Zmień kolejność wyrazów, kiedy chcesz zadać pytanie:
They are going to ... → Are they going to ...?

Are they going to build more solar farms?

Użyj czasownika **be** we właściwej formie, kiedy chcesz udzielić krótkiej odpowiedzi.

*Yes, they are.
No, they aren't.*

Zacznij pytanie od **What**, **Where** lub **When**, kiedy chcesz zapytać, co, gdzie lub kiedy ktoś wykona coś w przyszłości.

*What are they going to build?
When are they going to build them?
Where are they going to build them?*

Wyrazów **mine**, **yours**, **his**, **hers**, **ours**, **theirs** używaj zawsze po rzeczowniku.

*This towel is mine.
Those curtains are yours.*

Grammar Summary page 141/142

English to go

I'm doing my best to be eco-friendly.

Bardzo się staram prowadzić ekologiczny styl życia.

That's very green.

To bardzo ekologiczne.

In the future ...

W przyszłości...

In the past ...

W przeszłości...

It's just her sort of thing.

To jest w jej stylu.

They don't suit you.

Nie pasują ci.

Come on, let's go.

Dawaj, idziemy.

You must ...

Musisz...

You mustn't ...

Nie wolno ci...

LESSON 1



Skills plus • Units 7-8

1 Put the letters in the correct order to make adjectives describing food. Write the answers in your notebook.

1 osru 2 tibtre 3 imdl 4 weset 5 alsyt 6 atseslets

2 Look at the picture and complete the text in your notebook.



There was a wedding of rock singer Mitzy Mason to archaeologist Dan Arbuckle yesterday. Dan wore a ¹ with a mummy on it and a ² with a very big pyramid on his finger. His green ³ were bigger than his head! Mitzy Mason wore a white dress and long earrings with coins on them. She also wore a ⁴ with a big moon on it and a ⁵ with a comet. Finally, she wore some pink ⁶ that looked like hearts.

Testing spot



3 Przeczytaj teksty (A–E). Uzupełnij tabelę, wpisując w każdą kratkę (1–4) odpowiednią literę. Zapisz odpowiedzi w zeszycie. Uwaga! Jeden tekst zostanie niewykorzystany.

Mama pyta:	Kirsty odpowiada:	Z którego tekstu Kirsty się o tym dowiedziała?
Do you know when your friend's birthday party is going to start?	Yes, I do.	1
Do you know what we can buy for your cousin's birthday?	Yes, I do.	2
Do you know when your cousin is going to get married?	Yes, I do.	3
Do you know what type of food uncle Ian likes?	Yes, I do.	4

A Hello Kirsty,
We're having a great time in India! The food is the best ever! It's very hot and tasty, and we love it. We're going to arrive back home on Tuesday 20th February. We'll see you at Emily's wedding. That'll be great fun!
Uncle Ian and Aunt Imogen

B To all Ana's friends – don't forget her surprise birthday party. It's from 6 to 9 at my house on Saturday evening. Mum's going to make Chinese food for us all! Please bring some plastic knives, forks and spoons. I bought her a nice wristband. See you there! Jenny.

C Dear Kirsty,
Thank you so much for the lovely wristband! Did you make it? I'm going to wear it on my wedding day! The wedding is going to be on Saturday March 25th at 2:30. We're going to send the invitations out next week.
Love,
Emily

D Hi! I was in that new restaurant called Around the World yesterday! The food is tasteless, and the hot chicken was mild! Don't eat there!

E To _____
Subject _____
Hello Kirsty,
I talked to your cousin yesterday about her birthday. The party's going to be from 8:00 to 11:00 pm, on March 17th, and we want you and all the family to come. Your mum will want to get her a present – OK – but not a very expensive one, please! She loves all types of jewellery, but a bracelet would be best. We'll send the invitation soon.
Love,
Uncle Ian

4 Plan a surprise birthday party for a friend. Write the details about it in your notebook.

5 In pairs, ask and answer questions about each other's plans.

Who is the party for?

It's for ...

LESSON 2



Skills plus • Units 7-8

1 Complete the words and phrases in your notebook.

At a funfair

- 1 roller
- 2 big
- 3 merry-

In the house

- 4 vacuum
- 5 pill
- 6 hair

2 Find and write the words in your notebook.



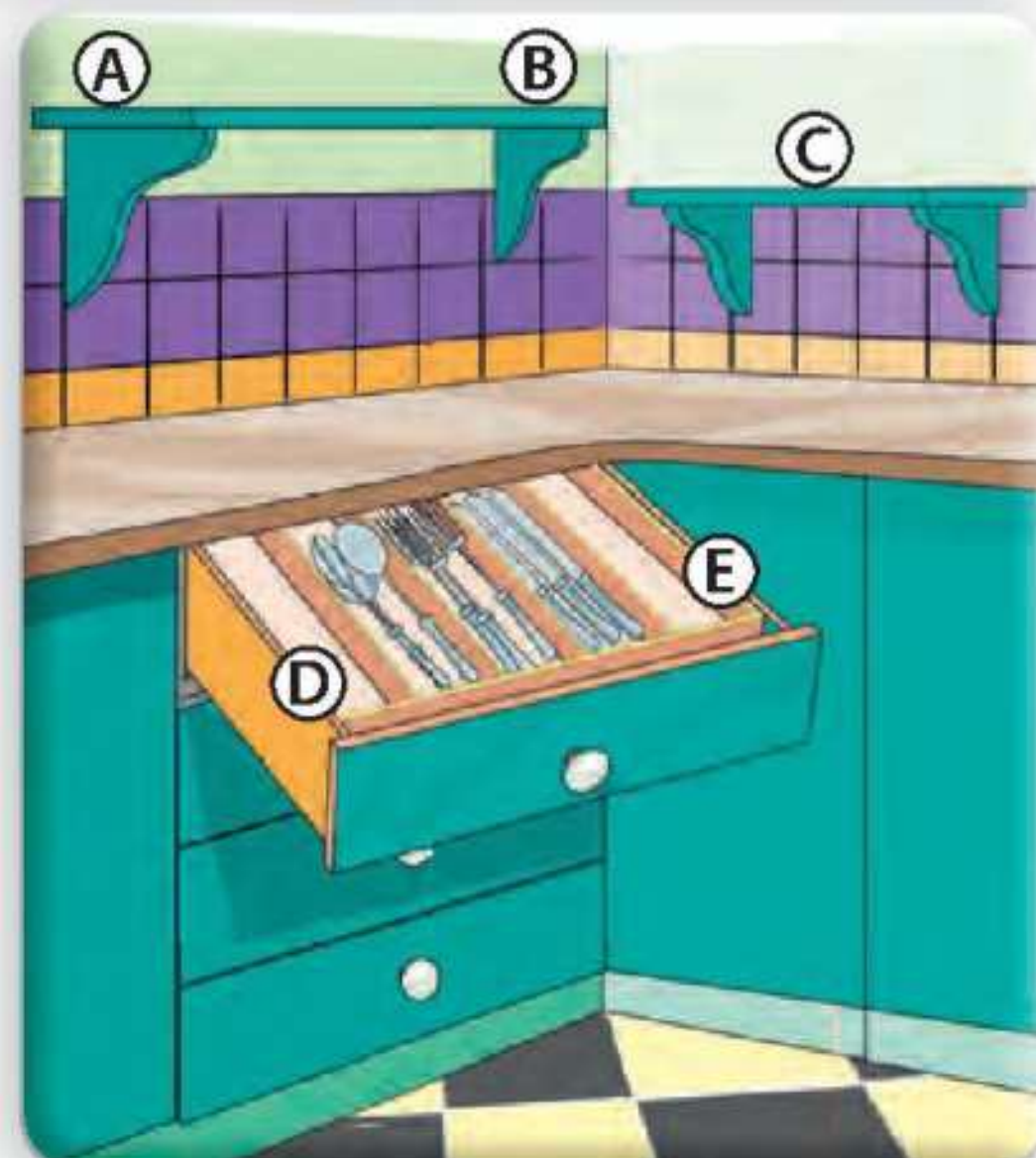
- 1 They're in the box. They're on the right, next to the forks.
- 2 They're in the box. They're on the left, next to the spoons.
- 3 They're on the shelf. They're between the glasses and the cups.
- 4 They're on the shelf. They're on the right. They're next to the bowls.

Testing spot

- 3 3.37 Usłyszysz dwukrotnie dialog. Na podstawie informacji w nim zawartych dopasuj do każdego przedmiotu (1-4) miejsce, w którym on się znajduje (A-E). Zapisz odpowiedzi w zeszycie. Uwaga! Jedno miejsce na obrazku pozostanie niewykorzystane.

Tip

Koniecznienie przypomnij sobie nazwy przedmiotów przedstawionych na rysunkach 1-4. W trakcie słuchania zwróć szczególną uwagę na słowa i wyrażenia służące do opisu położenia, np.: *next to, on, on the left, on the right*.



Testing spot

- 4 3.38 Usłyszysz dwukrotnie cztery teksty. Na podstawie informacji zawartych w nagraniu zdecyduj, czy podane zdania (1-4) są prawdziwe (Tak), czy fałszywe (Nie). Zapisz odpowiedzi w zeszycie.

Tak Nie

- 1 Chłopiec uważa, że jego kolega Eddy jest niedobrym człowiekiem. ☐ ☐
- 2 Kobieta i mężczyzna planują swoje zakupy. ☐ ☐
- 3 Dziewczyna opowiada o tym, co najbardziej jej się podobało w wesołym miasteczku. ☐ ☐
- 4 Mężczyzna ma problem ze znalezieniem pilota do telewizora. ☐ ☐

- 5 Imagine that you went to a funfair. Copy the table into your notebook and complete it with information about your visit.

When did you go?	
Where was the funfair?	
Did you go on the big wheel?	
What did you go on?	
Did you win any prizes?	
Did you have a good time?	

- 6 In pairs, ask and answer questions about each other's visit to the funfair.

When did you go?

I went on ...

UNIT 9 LESSON 1



Kenya, here we come!



wildlife park environment hunt endangered animals travel adventures

1 3.39 Listen and repeat. In pairs, play a memory game.

meet ► met

have ► had

be ► been

see ► seen

read ► read

eat ► eaten

drink ► drunk

write ► written

see

seen

2 3.40 Listen and read. Then answer the questions with your ideas.

Laura goes to Kenya

Hi, my name's Laura Tourer. I've travelled to lots of different places. I've met a lot of interesting people and I've had a lot of exciting adventures. Right now I'm on a school trip with the girls' volleyball team.

Tuesday 10:30

We're at the airport with our teachers, Mr and Mrs Edwards. This is really exciting! I haven't been to Africa before. Kenya, here we come!

Tuesday 11:00

Mr and Mrs Edwards are talking to us about Africa. They've been to Africa three times, but they haven't been to Kenya.

Tuesday 12:00

We're in Kenya! Tomorrow we're going to a wildlife park. I've seen elephants at the zoo, but I've never seen any elephants in a wildlife park! I can't wait!

Tuesday 21:00

Have you read the adventure e-story called *Laura goes to Kenya*? It's great!

To: _____

Subject: _____

Hi Tyler,
Melanie Barrett is at the hotel! She's an eco-detective. She's looking for wildlife thieves in Kenya. She's going to talk to our school group about her job. I'm looking forward to that.
Laura

Hi Laura,
I've read some of Melanie's books. Her job is very dangerous!
Tyler

Tyler,
We can't find Melanie. She isn't in her room. I've got a bad feeling about this.
Laura

1 Why is Melanie in Kenya?

2 Where is Melanie now?

3 3.41 Listen to the podcast about some animals in Kenya. Choose the correct answer and write it in your notebook.

Which of these animals is not endangered in Kenya?



African elephant



Black rhino



Sengi



Evolution Quest Quiz

Quiz 17



Total



Easy English

4 There is one extra word in each sentence. Which word is it?

- 1 Kenya, here we came come!
- 2 I can't not wait!
- 3 I'm look looking forward to it.
- 4 I've got a the bad feeling about this.

Rah's grammar

I You We They	have	been	to Africa.
		travelled	
	haven't	been	
		travelled	

I've been ... = I have been ...

I haven't been ... = I have not been ...



I have been to Kenya *once/twice/three times/a lot*.
I have *never* been to Kenya. BUT
I went to Kenya in 2010.

5 In your notebook, complete the sentences with *have / haven't* and the correct form of the verbs in brackets.

- I (travel) a lot in my life.
- I (not, be) to Australia.
- You (see) Buckingham Palace twice.
- You (not, meet) a famous rock star.
- We (drink) tea in England.
- They (not, eat) kangaroo meat.
- I (never, drink) coffee.
- I (eat) Italian food but I (never, eat) Chinese food.
- We (meet) his mother but we (not, meet) his father.
- They (write) a lot of stories, but they (never, write) a song.

Have a talk!

6 Say sentences about yourself with *I have* or *I haven't*.

► eaten ► read ► seen ► met ► drunk

I've never eaten kangaroo meat.

I've read the *Harry Potter* books in Polish.

I haven't met ...

7 In your notebook, complete the past forms, then write the past participles.

1 see	s <u>aw</u>	
2 eat	a <u>te</u>	
3 drink	d <u>rank</u>	
4 meet	m <u>et</u>	
5 read	r <u>ead</u>	
6 have	h <u>ad</u>	

8 Write about the things that Ella and Zak have and haven't done.

	Ella	Zak
eat – Polish food	✓	✓
drink – coffee	✗	✗
be – India	✓	✓
write – a book	✗	✗
read – all the <i>Harry Potter</i> books	✓	✓
see – the Loch Ness monster	✗	✗
meet – a film star	✗	✗
meet – a rock star	✓	✗

- They Polish food.
- They coffee.
- They a book.
- They to India.

9 Write about Ella's and Zak's experiences.

Ella

1 I / meet a film star

Zak

2 I / meet a rock star

Ella
&
Zak

3 we / read all the *Harry Potter* books

4 we / see the Loch Ness Monster

10 In pairs, talk about yourself and your partner. Use the words from exercise 1 on page 108.

I haven't read a *Harry Potter* book.

You haven't read a *Harry Potter* book.
I've read two *Harry Potter* books.

UNIT 9 LESSON 2



She has taken all the towels.



river helicopter mobile phone passport towel prize school bag

1 3.42 Listen and repeat. Then practise saying the past participles and spelling them.

take ► taken

go ► gone

come ► come

find ► found

take

send ► sent

buy ► bought

win ► won

do ► done

taken: T – A – K – E – N

2 3.43 Listen and read part 1. Can you guess what happened next? Listen to part 2 to find out.

Laura goes to Kenya

Part 1

Tyler Hi Laura. Any news?

Laura Hi Tyler. Well, we haven't found Melanie yet and she hasn't phoned us ... but she's taken one of the microlights!

Tyler Perhaps she's gone to the wildlife park.

Laura Yes, perhaps. But that's not all. The manager went to her room. And Melanie hasn't taken her money or her passport – but she's taken all the towels from her room.

Tyler All the towels? I don't get it.

Laura Tyler, our teachers have just come. I'll call you back later. Bye!

Mrs Edwards Laura, look at this. There are two photos on my mobile phone. I think they're from

ARABUKO SOKORE FOREST



microlight

Melanie. I gave her my number yesterday.

Laura There's a photo of some trees ... and a photo of an animal ... a really cute animal with a long nose ... why don't you phone that number?

Mrs Edwards I've just phoned it. There was no answer.

Laura Can I email the photos to Tyler?

Mrs Edwards That's a good idea. You can send them from my phone.

Laura Thanks ... That's it. I'll phone him now. Tyler? I've sent two photos in an email to you ... we think the photos are from Melanie. But we don't know what they are. Could you help us, please?



helicopter



sengi



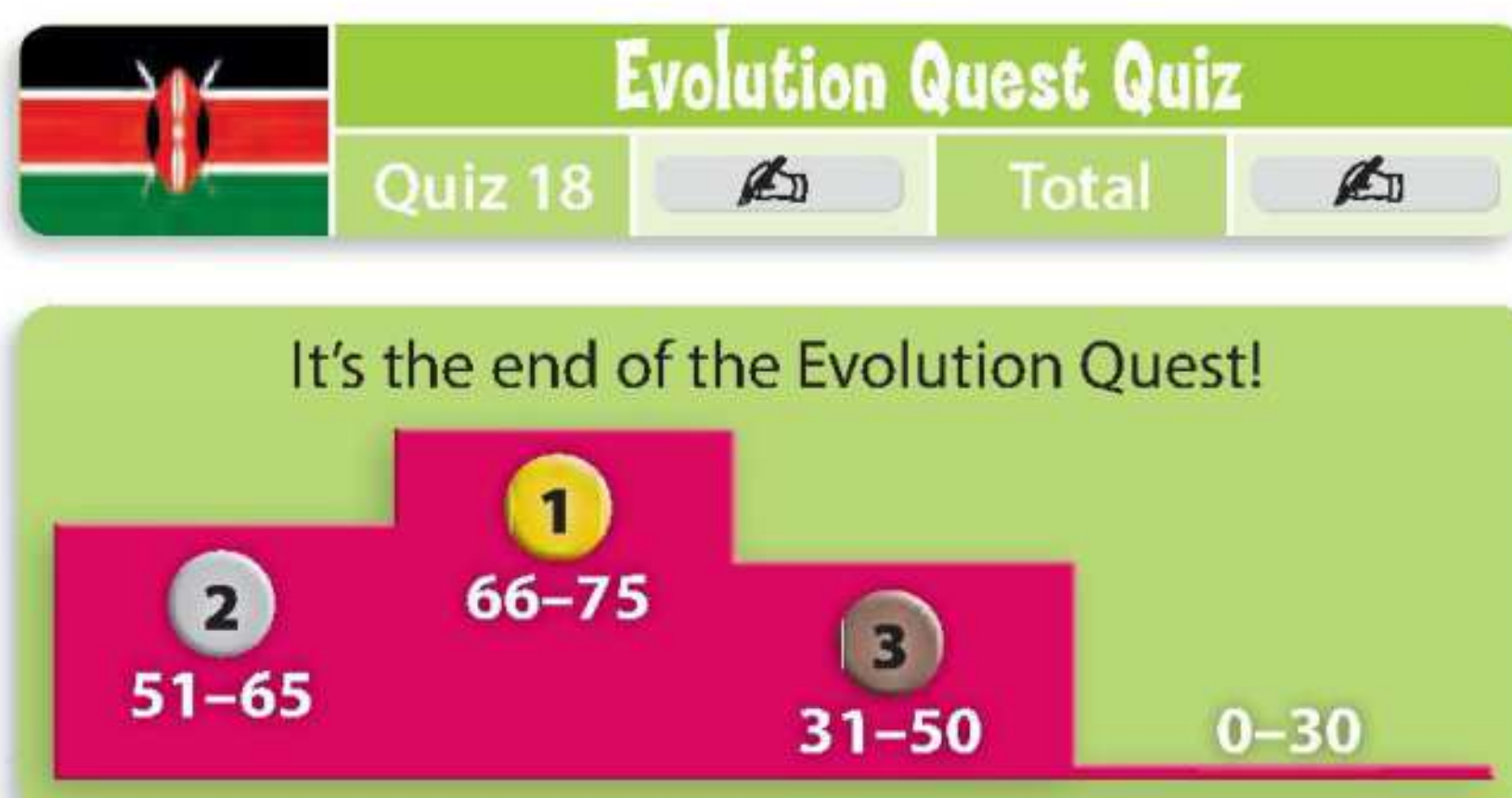
towels



thief

24
25

3 3.44 Listen to the podcast about the sengi. Why is it endangered? Write four reasons for this in your notebook.



Easy English

4 Find the expressions in the text and complete them in your notebook.

- 1 news?
- 2 I don't it.
- 3 But not all.
- 4 There was answer.
- 5 I'll you back later.

Rah's grammar

He She It	has	taken	her money.
		phoned	us.
	hasn't	taken	her money.
		phoned	us.

She's taken ... = She has taken ...

She hasn't taken ... = She has not taken ...



LOOK

She has *just* phoned the number.

5 Make sentences with *has* or *hasn't* and the correct form of the verbs. Write the answers in your notebook.

1 his he school bag find

_____ notebook

2 an email she me send not

_____ notebook

3 a computer buy my brother just

_____ notebook

4 my grandmother go out just

_____ notebook

5 lunch he not have

_____ notebook

6 homework do just his Zak

_____ notebook

7 a Zoe not prize win

_____ notebook

8 film star just Maria a meet

_____ notebook

Have a talk!

6 In pairs, talk about what people in your family have and haven't done. Use the verbs from Lesson 1 and 2 on pages 108–111.

My brother has just done his homework.

My sister hasn't won a prize.

7 In your notebook, make two tables of irregular verbs from Lesson 1 and 2 on pages 108–111.

The simple past and past participle forms are the same		
send	sent	sent
The simple past and past participle forms are different		
do	did	done

8 Complete the sentences about Evan and Kate in your notebook. Use *has* or *hasn't* and the correct form of the verbs in the pictures.



1 She _____ a prize.

2 He _____ a prize.



3 He _____ his bag.

4 She _____ her bag.

9 In your notebook, write sentences with *just* about each picture. Use the phrases in the boxes.

send an email

take a photo



1 He _____ notebook



2 She _____ notebook

10 In pairs, choose an action and mime it to your friend who has to guess what it is. He / She mustn't guess before you have finished miming it.

send an email

take a photo

buy a book

find your bag

win the lottery

do your homework

go out

come in

You've just found your bag.

Correct!

UNIT 9 LESSON 3



What have you bought?



eaten bought gone done won found seen been

- 1** 3.45 Listen and repeat. Match the words with the accessories (1–9) in the pictures from exercise 2. Write the answers in your notebook. Then in pairs, ask and answer questions about birthdays.

magazine

handbag

tissues

comb

Is a comb a good birthday present?

scissors

hairbrush

nail file

mirror

mug

No, it isn't.

- 2** 3.46 Write the missing sentences in your notebook. Listen and check. Then read the text aloud.

I haven't bought a present.

Have you bought a present?

No, I haven't.

Comic Strip:

Panel 1: Gary and Natalie are talking. Natalie asks: "Have you been on a farm before?" Gary replies: "1 This is the first time."

Panel 2: Gary is thinking about what to buy. He says: "What can I buy Natalie for her birthday?" He thinks: "A mug? A magazine? A mirror? But they aren't eco-friendly!"

Panel 3: Gary is in a shop. He says to the shopkeeper: "3 Yes, I have. I've bought a solar panel." The shopkeeper replies: "That isn't very romantic. She's going to love it. It's a special solar panel."

Panel 4: Gary is holding a solar panel. He says: "I've bought this for Natalie's birthday. It's an eco-friendly handbag with an eco-friendly hairbrush, comb, scissors, tissues and nail file."

Panel 5: Gary is talking to Natalie. He asks: "What have you bought for Natalie?" Natalie replies: "Oh! 2 I'll go to the shops now."

Panel 6: Gary is giving Natalie the solar panel. He says: "Happy birthday Natalie!" Natalie replies: "Oh Gary! It's perfect. I'll always be happy with you!"

THE END

- 3** Write the names of the things in the pictures in your notebook.



Rah's grammar

I	have	bought	a present.
Have	I	bought	a present?
	you		
	we		
	they		

Yes, I / you / we / they have. No, I / you / we / they haven't.

He	has	bought	a present.
Has	he	bought	a present?
	she		
	it		

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



LOOK

Have you **ever** eaten sushi? Yes, I have.
How many times have you eaten sushi? Once.

4 Complete the questions and answers in your notebook.

- 1 you (find) your scissors?
- 2 Yes, I .
- 3 he (buy) a mug?
- 4 No, he .
- 5 he (do)?
He's won a prize.

Write

5 Write five more questions using *has* or *have* with the correct form of the verb and the words from exercise 1 on page 112. Then answer the questions.

- 1 How many times has your brother looked at the mirror today? Twice.

Testing spot

6 W zdaniach 1–3 z podanych odpowiedzi wybierz właściwą, zgodną z treścią ilustracji. Zapisz w zeszycie literę A, B albo C.



- 1 The woman is using
A a handbag.
B a tissue.
C a hairbrush.
- 2 The boy is standing
A on the table.
B at the window.
C next to the mirror.
- 3 The man has got
A a magazine.
B scissors.
C a mug.

7 In your notebook, write questions and answers with *have* or *has* and the correct form of the verbs.

- 1 you / eat / sushi Yes
- 2 they / travel / by boat No
- 3 he / find / his hairbrush Yes

8 In pairs, ask and answer questions about your experiences.

Have you ever eaten British food?

UNIT 9 LESSON 4



English in action Talking about people and things

- 1** 3.47 Listen and repeat the words.
Give examples for each type of person.



king / queen



inventor



sportsman / sportswoman



celebrity



explorer



billionaire

Kamil Stoch is a Polish sportsman.

- 2** 3.48 Match the columns 1–6 with a–f and write the answers in your notebook. Then listen and check.

- 1 Usain Bolt is the sportsman who
 - 2 Columbus was the explorer that
 - 3 Elizabeth II is the queen who
 - 4 Facebook is the networking site that
 - 5 *Star Wars* is the film that
 - 6 The red rose is the flower which
- a lives at Buckingham Palace.
 - b opens the *Star Wars* series.
 - c is the national flower of England.
 - d first went from Europe to South America.
 - e Mark Zuckerberg started.
 - f is the fastest person in the world.

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

things people people and things

- 1 We use *who* to talk about _____.
- 2 We use *which* to talk about _____.
- 3 We use *that* to talk about _____.

- 4** In your notebook, complete the sentences with *who*, *that* or *which* and the phrases in the boxes.

we use in class is wearing a blue T-shirt

lots of people in Poland watch

won two Nobel prizes

Larry Page and Sergey Brin started

wrote a lot of piano music

people with colds use

- 1 Google is the website ...
- 2 Chopin was a composer ...
- 3 *Evolution Plus* is the book ...
- 4 Tissues are things ...
- 5 *Sherlock* is a series ...
- 6 Marie Skłodowska-Curie was the Polish scientist ...
- 7 The boy ... is the youngest Polish inventor.



Zamiast *The boy who is wearing ...* można powiedzieć *The boy wearing ...*

- 5** In your notebook, write five more quiz sentences with *who*, *that* or *which*. Then in pairs, say the sentences and guess the answers.

He's a Polish footballer who plays for Juventus F.C.

It's Wojciech Szczęsny.

That's right. One point!



- 6** 3.49 Listen and repeat.

won	nuts	funfair
can't	farm	fast
can	relax	factory

- 7** 3.50 Listen and repeat.

I won some nuts at the funfair.
I can't get to the farm fast.
Can you relax in a factory?

UNIT 9 LESSON 5



Skills Reading • Speaking

1 Read texts A–D. In your notebook, write where you can find these types of text.



a postcard a text message a story an encyclopaedia

A

Athletics in Kenya

Kenyan athletes are most famous for two sports: athletics and boxing. At the Olympics they have won more than 86 medals. In 2012, for example, they won 11 medals and in 2008 they won 14 medals. They have always won these medals for athletics and boxing. They have never won medals for any other sports, such as tennis or swimming. One of the most successful Kenyan athletes of the 21st century is David Rudisha. He has won ...

B

Hi Mum,
Kenya is a really great place! It's the most beautiful place I've ever seen. Every day I work on the farm and in the evenings I go into the town with my new friends. It's really good fun! I've met lots of really nice people too – and I've bought you a great present!
Love,
Paul

C

Jamie arrived at the airport. He gave his passport to the woman behind the desk. She looked at it for a long time, but she didn't say anything. "Where have I seen her before?" he thought. He was waiting for the plane when he saw the same woman. She was using a nail file, but she was looking at him all the time. He got on the plane and found his seat. A few minutes later, the plane started. Jamie looked out of the window. They were flying over some green fields, it was a beautiful sunny day, but something was wrong ...

D

The Tsavo National Park is gr8! It's the biggest national park in Kenya & there are some fantastic animals. We've been here 4 three days and taken some great photos of the animals. Good news – I've found my scissors. CU soon!

2 Read the texts from exercise 1 again. Find the texts which have this information. Write the answers in your notebook.

	A	B	C	D
1 The name of a person.				
2 Information about sports events.				
3 Information about a present.				
4 Information about wildlife.				

3 Work in pairs. Read the notice at *Get Healthy! Camp*, then follow the instructions for Student A and Student B.

Welcome to *Get Healthy! Camp*

Every day, you must ...

- | | |
|------------------------------|---|
| • buy some fruit | • write your diary |
| • eat a big bowl of salad | • read the <i>Get Healthy!</i> magazine |
| • drink six glasses of water | • clean your room |
| • do some exercise | • take out the rubbish |

Student A

You're going to phone a friend who is at *Get Healthy! Camp* with Lazy Larry. In your notebook, write the questions you will ask him/her.

1 Have you taken out the rubbish?

2 Has Larry bought any fruit?

3 notebook

4 notebook

5 notebook

6 notebook

Student B

You are at *Get Healthy! Camp* with your friend, Lazy Larry. Look at the notice again. Rewrite the activities and put ✓ next to five things that you have done, and L next to two things that Larry has done.

4 In pairs, ask each other questions.

Have you done all your jobs?

Have you ...?

No, I haven't.

UNIT 9 LESSON 6



The Evolution Magazine

1 Look at each person in the pictures. What do you think has happened? In your notebook, write sentences with the verbs in the boxes.

find

eat

meet

drink

win

buy



2 3.51 Listen and answer the question in your notebook.

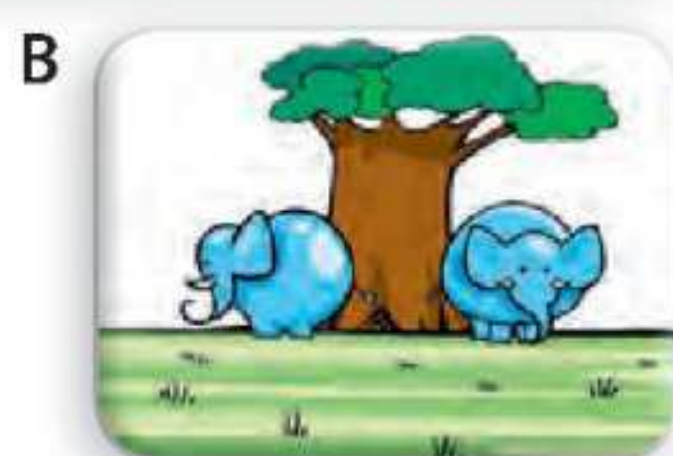


Testing spot

3 3.52 Usłyszysz dwukrotnie cztery dialogi (1–4). Do każdego z nich dopasuj miejsce, w którym się odbywa (A–E). Zapisz odpowiedzi w zeszycie. Uwaga! Jedno miejsce zostało podane dodatkowo i nie pasuje do żadnego dialogu.

Tip

Nazwij miejsca, które są przedstawione na rysunkach. Następnie wymień trzy rzeczowniki oraz trzy czynności związane z każdym miejscem.



1

2

3

4



4 Przeczytaj poniższe teksty (1–3) i zdecyduj, o czym jest każdy z nich. Zapisz odpowiedzi w zeszycie. Uwaga! Jeden temat został podany dodatkowo i nie pasuje do żadnego tekstu.

A a hairbrush B a mirror C a handbag D a towel

1 It's small, so it's just right for your handbag. It's great for when you brush your hair. Wash with warm water. Be careful: Don't break the glass!

This text is about .

2 Susan,
I was at the shops and I bought you this for your holiday. You can sunbathe on it at the beach, and you'll need it when you get out of the sea or the swimming pool.
Love,
Mum

This text is about .

3

To _____
Subject _____

Hello Aunt Emily,
I've just opened the birthday present. It's really nice, thank you! I need a good one because my hair is so long! I'm going to put it in my new small blue handbag and use it after I swim each day.
See you soon,
Lou

This text is about .

UNIT 9 LESSON 7



Culture Literature



- 1** 3.53 Listen and repeat the words. Then match them with the parts of the book and the people. Write the answers in your notebook.

cover

title

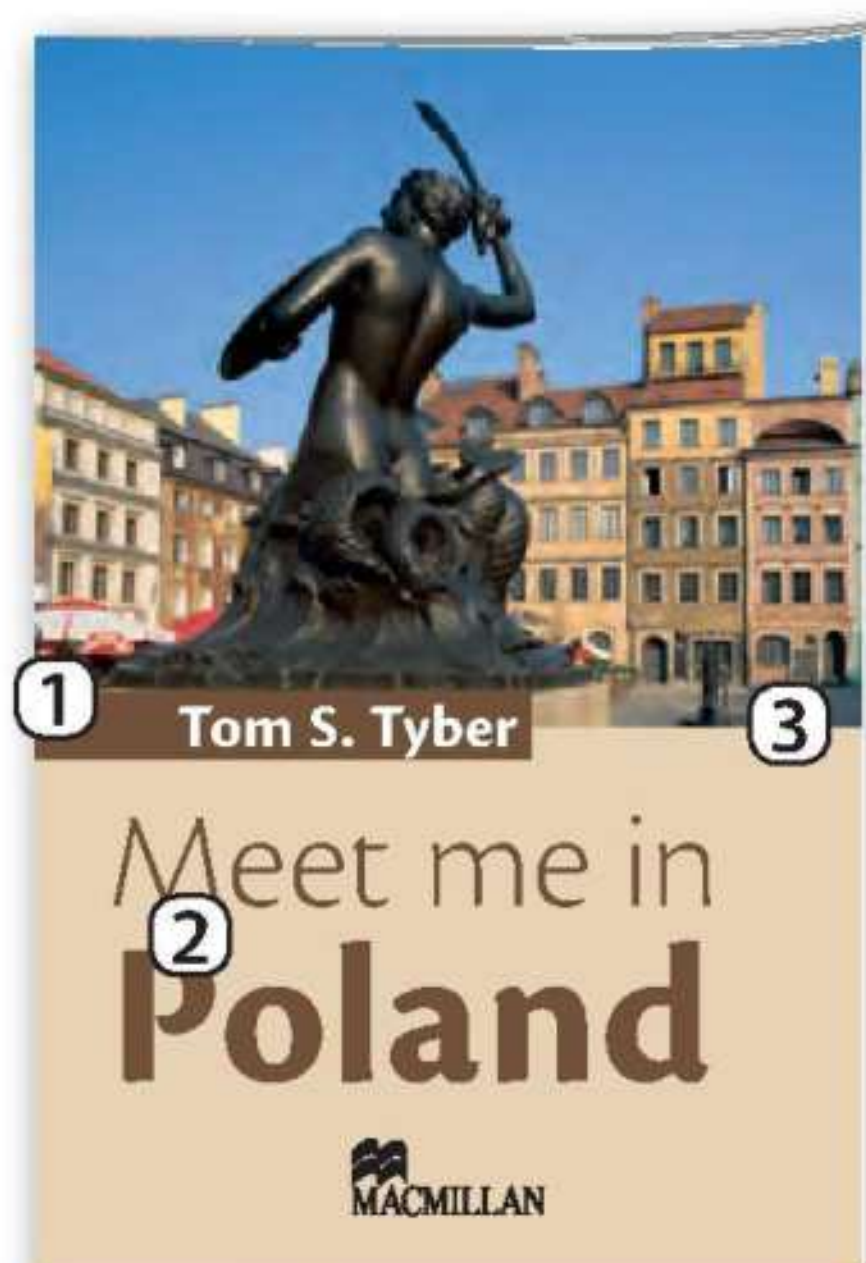
page

chapter

novel

author

main character



(4) -19- (5) 49 (6)
The next day, Eva went to the sports centre. It was Tuesday and the swimming pool was empty. She swam for half an hour, but all the time she was thinking about the news from Poland. "What has happened there?" she thought. "Am I ... in danger?" (7)



Tom S. Tyber

Tom S. Tyber's new novel is a fast, exciting adventure story that moves from England to Poland and then to the wildlife reserves of Kenya. It's winter, and the mysterious detective Eva Peterson has just arrived in Warsaw. She's looking for a gang ...

- 2** 3.54 Listen and read about these books. Match each book (1-3) with a type (a-g). Can you think of any books for the other types?

a true story b historical story c nature story
d funny story e adventure story
f fantasy story g romantic story

- 1** *The Boy in the Striped Pyjamas*
This is a story about two boys in Poland during the Second World War. One boy is in a prison, the other one lives near the prison and becomes his friend. It isn't a true story, but it's very sad and in parts it's very frightening.

- 2** *Charlotte's Web*
Charlotte is a spider, and she lives on a farm with Wilbur, a pig. Charlotte knows that Wilbur is just food for the farmer. She helps Wilbur in a very clever way. It has got a sad but beautiful ending which teaches us something about life.

- 3** *The Diary of a Wimpy Kid*
Greg Heffley is a 12-year-old boy with a normal life. One day he's happy, the next day he's sad, and he often has got some problems. The author, Jeff Kinney, has written eight books in this series. All these books are about real life and very funny and they've all been very popular.

- 3** Read the description of a book. Answer the questions with correct information in your notebook.

The Railway Children by Edith Nesbit is a historical story. It's about a family in 1900. There are three children (Roberta, Phyllis and Peter) and their mother, Mrs Waterbury. Their father is in prison but he is innocent. Life is very difficult for the family, and they often think about their father. At the end, their father comes back to the family. Sometimes the story is sad, but it has got a really happy ending. Many people have read the book, and many more have enjoyed the film.

- 1 What type of story is it? notebook
- 2 Who is the author? notebook
- 3 What is the title? notebook
- 4 Who are the characters in the story?
notebook
- 5 What is the story about? notebook
notebook
notebook

4 PROJECT!

- Zaprezentuj wybraną powieść lub opowiadanie.
- Podaj konkretne informacje – tytuł, autora, typ powieści lub opowiadania oraz głównych bohaterów.
- Napisz, o czym jest powieść lub opowiadanie.
- Dodaj zdjęcie okładki do opisu.



Aby nie powtarzać rzeczownika, możemy użyć słowa *one*.
One boy is in prison, the other one ...

UNIT 9 LESSON 8



Revision

1 Choose the correct words.

The **cover** / **title** of the book is *A Farmer's Life*. There is a picture of a tractor on the **page** / **cover**. The **main character** / **novel** is Leonora Field, a celebrity. The **author** / **page** of the book is Brandon Pearce. There are 10 **novels** / **chapters** in this book.

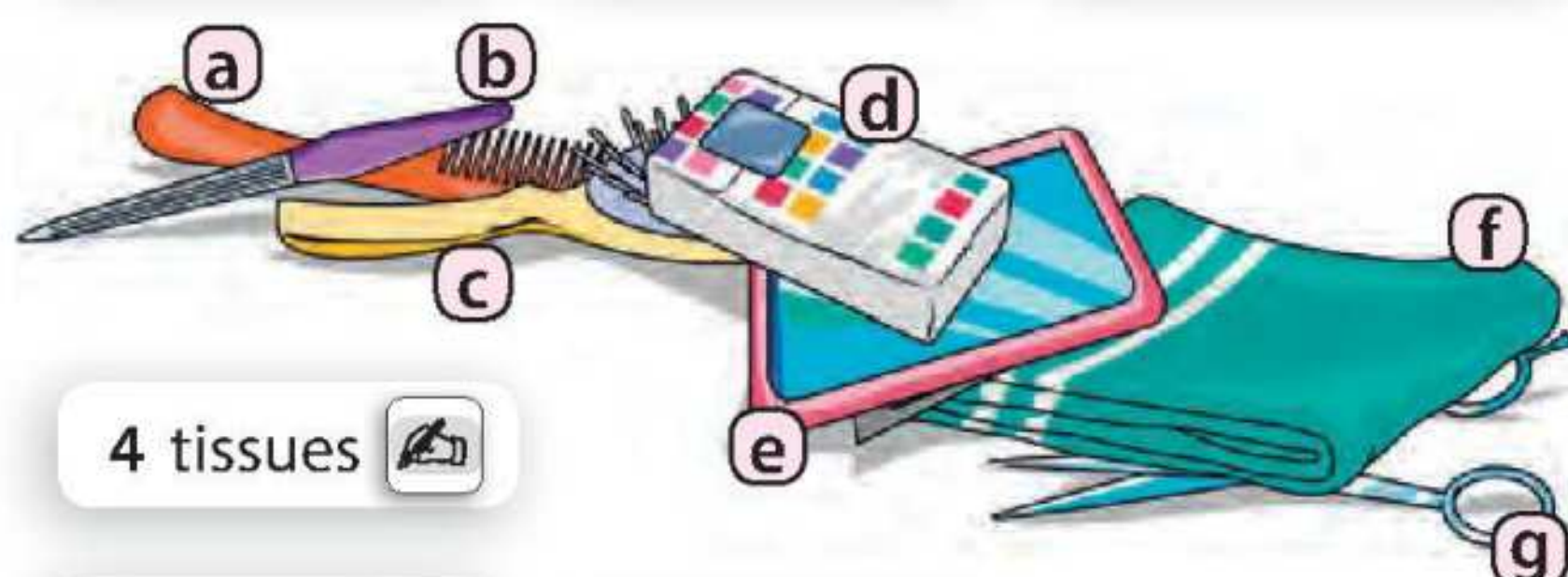
2 What are these verbs forms? In your notebook, write PS (Past Simple), PP (Present Perfect) or B (Both).

- | | |
|---------|----------|
| 1 taken | 5 fallen |
| 2 went | 6 put |
| 3 saw | 7 wrote |
| 4 won | |

3 Match the words with the objects.

Things

- 1 nail file 2 comb 3 hairbrush



- 4 tissues 5 mirror 6 towel 7 scissors

People

- 8 king 9 inventor



- 10 sportswoman 11 billionaire

4 In your notebook, write the correct form of the words in brackets. Use *has*, *hasn't*, *have* or *haven't*.

- 1 His mother (not, go) to England.
2 My parents (read) a lot of books.
3 I (not, find) my hairbrush.
4 He (not, buy) any food.

5 In your notebook, write the words in the correct order to make questions. Then match them with the answers.

- 1 you / have / some trousers / bought / ?

2 what / you / eaten / have / ?

3 he / gone / where / has / ?

4 a lot of photos / taken / they / have / ?

- a A sandwich.
b No, they haven't.
c To the supermarket.
d Yes, I have.

English to go

6 In your notebook, complete the dialogues with the phrases in the boxes.

- here we come! there was no answer
looking forward he's the billionaire

- 1 A Who's Max Money?
B who started Maxinet.
2 A Where is he?
B I don't know. I called him on his phone but .
3 A I'm going to Kenya on Saturday.
B Are you to it?
A Yes, of course I am. Kenya, !

UNIT 9



Summary

Vocabulary

Irregular past participles (1)	Irregular past participles (2)	Possessions		People	
have (mieć) – had	win (wygrywać) – won	nail file	pilniczek do paznokci	billionaire	miliarder
be (być) – been	send (wysyłać) – sent	handbag	torebka	sportsman	sportowiec (mężczyzna)
see (widzieć) – seen	take (brać) – taken	hairbrush	szczotka do włosów	sportswoman	sportowiec (kobieta)
read (czytać) – read	go (iść) – gone	comb	grzebień	explorer	odkrywca
eat (jeść) – eaten	find (znaleźć) – found	scissors	nożyczki	king	król
drink (pić) – drunk	do (robić) – done	tissues	chusteczki	queen	królowa
write (pisać) – written	buy (kupować) – bought	magazine	czasopismo	inventor	wynalazca
meet (spotykać) – met	come (przychodzić) – come	mirror	lustro	celebrity	sławna osoba, celebryta
		mug	kubek		

Grammar

Użyj have lub has oraz formy past participle czasownika, kiedy chcesz powiedzieć o swoich doświadczeniach lub o czymś, co wydarzyło się niedawno.	<i>I/You/We/They have been to England. He/She/It has gone out.</i>	Literature	
Dodaj końcówkę -ed do czasowników regularnych, kiedy chcesz utworzyć formę past participle .	<i>We have finished. He has called me three times.</i>	cover	okładka
Uważaj! Forma past participle niektórych czasowników jest nieregularna i trzeba nauczyć się jej na pamięć.	<i>I have bought some trousers. What have you eaten?</i>	title	tytuł
Użyj haven't lub hasn't oraz formy past participle , kiedy chcesz zaprzeczyć.	<i>He hasn't done his homework. You haven't washed your clothes.</i>	page	strona
Zmień kolejność wyrazów, kiedy chcesz zadać pytanie: <i>He has done ... → Has he done ...?</i>	<i>Have they been to England? Has he done his homework?</i>	chapter	rozdział
Użyj have/haven't lub has/hasn't , kiedy chcesz udzielić krótkiej odpowiedzi.	<i>Yes, they have./No, they haven't. Yes, he has./No, he hasn't.</i>	novel	powieść
Zacznij pytanie od What lub Where , kiedy chcesz zapytać o to, co wydarzyło się niedawno lub gdzie to się wydarzyło.	<i>Where have they been? What has he done?</i>	author	autor, autorka
Kiedy chcesz powiedzieć o swoich doświadczeniach lub o czymś, co wydarzyło się niedawno, możesz użyć słówek just , never , once , twice lub ever .	<i>She's just sent a text. Have you ever seen a sengi? He's won the game twice.</i>	main character	główny bohater/ główna bohaterka

Grammar Summary → page 142

Rah's Grammar Quiz → page 142

Irregular verbs → page 143

English to go

Kenya, here we come!	Kenio, przybywamy!
I can't wait!	Nie mogę się doczekać!
I've got a bad feeling about this.	Mam co do tego złe przeczucia.
I'm looking forward to it.	Nie mogę się tego doczekać.
Any news?	Jakieś wieści?
But that's not all.	Ale to nie wszystko.
There was no answer.	Nie było odpowiedzi.
I don't get it.	Nie rozumiem tego.
I'll call you back later.	Oddzwonię później.
He's the billionaire who ...	On jest tym miliarderem, który...



1 Match the phrases (1–5) with their Polish translations (a–e).

- 1 a harvest
- 2 a goddess
- 3 jewellery
- 4 a snake charmer
- 5 a prayer

- a bogini
- b modlitwa
- c zbiory, żniwa
- d biżuteria
- e zaklinacz węży

2 Read the text. Complete it with questions a–g in your notebook. There is one extra question which you do not need to use.

- a Do people make any decorations for Diwali?
- b Which is the most important day of the festival for you?
- c What's the history of Diwali?
- d What's the best thing about Diwali for girls?
- e Which is the most important festival in India?
- f Why do Indian people make all the decorations?
- g What's the best thing about Diwali for boys?

Janek Rani, I'm doing a project on exotic festivals. 1

Rani It's Diwali, the festival of light. It is the biggest and most important holiday of the year in India. It lasts for five days every October or November.

Janek 2

Rani Well, it started as a harvest festival. The Indian people asked the Goddess Lakshmi for help. They believed that she could help poor people.

Janek 3

Rani Well, in my family, the second day is the most important. Where I live, this is when families meet for offering a prayer to the Goddess Lakshmi. After this, people have parties, share sweets with their friends, and enjoy firework displays.

Janek 4

Rani Yes, of course. People in India decorate their homes with special oil lamps – *diyas*. They put them on their window sills, or outside their homes. Many people also make *rangoli* – beautiful flower decorations on the floor. You can say that *rangoli* is a traditional Indian art form.

Janek 5

Rani Well, some people believe that Lakshmi walks around the Earth and looks for friendly homes. That's why people open their doors and windows, decorate their homes with *rangoli* and light *diyas* to invite Lakshmi in.

Janek 6

Rani Girls really like the festival because, at Diwali, they wear really spectacular clothes and new jewellery and put impressive designs and decorations, *mehndi*, on their hands. Looking so pretty, they go to *melas* – Indian street markets. At the *mela* market you can buy Diwali decorations, see snake charmers or even ride an elephant. It's lots of fun!

Janek Thank you Rani.

3 Read the interview again. Use the highlighted words from the text and name the pictures. Write the answers in your notebook.



4 PROJECT!

- Przygotujcie plakat o obchodach święta Diwali.
- Pracujcie w czterosobowych grupach.
- Wspólnie zaplanujcie zadania i podzielcie się nimi - niech każda osoba wybierze jeden z czterech podanych tematów:

Diwali sweets

Diwali decorations for the house

Diwali clothes for girls

Diwali clothes for boys

- Znajdźcie ilustracje i wybierzcie dwie ciekawe informacje związane z każdym tematem.
- Wspólnie wykonajcie plakat.

Bonfire Night

Festivals

- 1 Read about Bonfire Night. Then match the pictures (1–5) with the English phrases in the boxes.

a bonfire

a soldier

a gunpowder barrel

a torch

a cellar

1



2



3



4



5



Bonfire Night happens across Great Britain on 5th November every year. It is also called Guy Fawkes Night.

In 1605 Guy Fawkes and his friends wanted to kill King James I and his friends. They had a secret plan to blow up the Houses of Parliament in London.

The men bought a house next to the Parliament building. The house had a cellar under the Parliament building. They put gunpowder barrels in the cellar and waited for the King to come to Parliament.

Guy's job was to look after the barrels and start the explosion. But on 5th November 1605 some soldiers found Guy in the cellar with the gunpowder barrels. So they arrested him.

That was the end of the secret plan. King James I was safe, but Guy went to prison in the Tower of London.

The King was really happy and told the people in London to celebrate. They had to light bonfires around the city. Soon after this, the day (November 5th), became a public festival.

Today on Bonfire Night you can see spectacular fireworks and bonfires. In some towns people take part in street parades with torch lights. They also eat potatoes baked on the bonfire.

British people also make and burn Guys – large dolls of Guy Fawkes – on the bonfires. They make the dolls from old clothes and paper. Children go from house to house with the dolls and ask for a penny for the Guy to collect money for fireworks.

- 2 Read the text in exercise 1 again and remember the facts. Copy the highlighted parts into your notebook and then close the book. In pairs, use your notes to retell the story of Bonfire Night.

- 3 Read a part of a Bonfire Night poem. Complete it with the correct day and month. Then translate the poem into Polish. Use your dictionaries for help.

Remember, remember the



of



Gunpowder treason and plot.

We see no reason

Why gunpowder treason

Should ever be forgot!

4 PROJECT!

- Przygotuj ulotkę ilustrującą 5 zasad bezpieczeństwa w trakcie pokazów fajerwerków:

- 1 Only adults can light fireworks.
- 2 Never play with fireworks.
- 3 When you watch fireworks, stand far away from them.
- 4 Never go near a firework after it explodes. It can explode again.
- 5 Keep your pets safely indoors.

- Zilustruj każdą zasadę własnymi rysunkami lub wklej odpowiednie zdjęcia.

Festivals



Australia Day

1 Read about some events on Australia Day across Australia. In your notebook, write the Australian version of the words and phrases.

- 1 breakfast –
- 2 barbecue –
- 3 football –
- 4 an Australian –
- 5 very good –
- 6 Hello, friends! –
- 7 flip-flops –



How did you celebrate Australia Day?



Tyler Wilson G'day mates! I watched the *Australia Day Regatta* in Sydney, a sailing race with 700 ships and boats, old and new. Wow! I just loved it. It was **grouse!** The first race was in 1837. Can you believe that?
28 January at 13:09



Madison Taylor With my neighbours we had a **brekkie** in the local park. Bands were playing music. We were wearing **Aussie** colours, waving Aussie flags and singing *Waltzing Matilda* (a traditional song). At the end, every family got an Aussie Shrub (a baby tree) to plant in their garden.
29 January at 10:00 via mobile



Ethan Nguyen It's the last long weekend before the school year starts again. I painted my face in Aussie flag colours and went to an Aussie Rules **footy** match. My team won. Grouse!
2 February at 10:35



Mia Smith It was really hot – 38° C. I took part in a fun charity event, the *Australia Day Thong Challenge*. If you're not from Australia, **thongs** is an Aussie name for flip-flops. Imagine this: over 2,000 Aussies in the water with huge inflatable thongs. They looked like surfboards! We formed the shape of the Australian continent!
10 February at 16:23



Ruby Martin I had a picnic by the river with my family. We went there at midday and waited for the *Skyshow* (Perth's spectacular firework and music show) in the evening. Our friends were there so we had a **barbie** and played cricket before the fireworks.
11 February at 15:02 via mobile

2 Read the texts again. Which person took these two photos? Write the answers in your notebook.



It was .

3 Choose the two Australia Day events which you like best. In pairs, decide how to celebrate Australia Day together.

I'd like to ... because ... What about you?

For me ... is better because ...

OK, let's ... and then we can ...

4 PROJECT!

- Przygotuj plakat z obrazkowym słownikiem australijsko-brytyjskim dla osób, które wybierają się do Australii na obchody Australia Day.
- Znajdź w słowniku lub Internecie brytyjskie odpowiedniki poniższych australijskich słów i wyrażeń.

Aussie words

barbie
brekkie
roo
Oz
thongs
chook
sunnies
mobes

Aussie expressions

G'Day mates!
No worries!
It's grouse!
In the arvo.
'ang on!
Ta-ta.
Ta.
It's ace!

- Wybierz 5 słów i 5 wyrażeń z tabeli.
- Umieść na plakacie 10 haseł wraz z ich brytyjskimi odpowiednikami.
- Ozdób hasła wesołymi rysunkami lub zdjęciami.

Groundhog Day

Festivals

- 1 Read the text about groundhogs. Then cover the text. In pairs, tell each other about groundhogs. Use the words in the boxes.

squirrel teeth
swim and climb fast noisy
survive sleep burrows
spring



Groundhogs

Groundhogs are large squirrels from North America. A groundhog has 22 teeth. It eats grass and leaves, insects, snails and birds' eggs. Groundhogs can swim and climb trees. They are quite fast and can run at 15 kilometres an hour. If they are scared, they are very noisy. To survive the cold, groundhogs sleep the whole winter. They spend all this time in their underground homes called *burrows*. In spring, they wake up and go outside.

- 2 Read about Groundhog Day. Who is Phil? What happens in Punxsutawney on February 2nd?

Groundhog Day in Punxsutawney, Pennsylvania



American and Canadian towns celebrate *Groundhog Day* on February 2nd. The largest *Groundhog Day* in the world takes place in Punxsutawney in the USA. The Punxsutawney Festival is over 120 years old. Now you can watch it on international TV every year.

The town has got a population of about 5,500 people, but almost 30,000 tourists come to this little town on *Groundhog Day* each year. They meet on a hill early in the morning, wearing groundhog costumes and funny hats. But why? Well, they wait for Phil, the

town's groundhog, to wake up and leave his burrow. Legend has it that if Phil doesn't see his shadow after leaving the burrow, it means that it is going to be an early spring. But if it is sunny and Phil sees his shadow, spring is going to come later, in six weeks. Everyone in Punxsutawney believes in Phil's unusual weather report.

This is why Phil is the most famous groundhog in the USA. *Groundhog Day* is so important for the people of Punxsutawney that they take care of him every day of the year. Phil lives in the local library, and loves fresh vegetables and muesli bars. And every year on February 2nd people take him up to the hill, put him in a warmed-up burrow and watch his unusual weather report. Then they have a lot of fun on the hill.



- 3 In pairs, read the instructions and talk about Groundhog Day. Use the information from exercises 1 and 2.

Student A Your friend was in Punxsutawney on Groundhog Day. Ask questions about Phil and the Festival.

Student B Imagine that you were in Punxsutawney on Groundhog Day. Answer your friend's questions about the Festival.

4 PROJECT!

- Pracujcie w grupach.
- Przygotujcie wypowiedź o Dniu Świszcza (pot. Dniu Świstaka) w kanadyjskim Wiarton.
- Podzielcie się rolami i znajdźcie informacje o obchodach Dnia Świszcza.
- Zróbcie próbę prezentacji.
- Przedstawcie swoją prezentację w klasie.

Vocabulary plus

Unit 1 ➡ Życie prywatne

Unit 2 ➡ Człowiek

Unit 3 ➡ Kultura

Unit 4 ➡ Zdrowie

Unit 5 ➡ Miejsce zamieszkania

Unit 6 ➡ Świat przyrody

Unit 7 ➡ Żywnienie

Unit 8 ➡ Zakupy i usługi

Unit 9 ➡ Podróżowanie i turystyka

UNIT 1

Życie prywatne

- 1**  3.60 Rewrite the activities into your notebook. Listen and number them in the correct order. Then listen again, check and repeat.



go on a safari



try some exotic food



learn to kitesurf



watch a rugby match



go trekking



learn to dive



play polo



watch the local wildlife

- 2** Read the texts and choose the correct words in sentences 1–4. Write the answers in your notebook.

Hi Everyone,
I'm in Perth in the south-west of Australia with my parents and my brother Ethan. I really love it here! There are lots of skyscrapers in the city centre but there's also a fantastic beach. We go there every day. We can't go trekking because there are no high mountains here, but I'm learning to kitesurf with Ethan. I'm doing really great! And guess what? This evening we're going to Lake Leschenaultia to watch the local wildlife with dad. This is so exciting! Please let me know about your holiday. Are you having good fun too? Write soon,
Charlie

Hey Charlie,
Great to hear that you're having a fantastic time in Australia. Good luck with the kitesurfing! I'm on a summer camp in Egypt. I've got a lot of new friends here. Me and my best friend Max love chilling on the beach and sunbathing. Max is learning to dive. He's got his first lesson today and now he's a bundle of nerves. Tomorrow we're going on a desert safari. It's not Kenya so there aren't many animals, but the desert can be fun, too! Yesterday I tried some exotic food but I'm not feeling very well today. Oh well. I'm coming back on Tuesday. What about you, Charlie, and the rest of you? See you at school,
Tony

Hi guys!
I'm just staying at home. I know you're all in fantastic places but England is really OK in summer. My plan for the holiday was to do some sport and spend more time with my family, so we go walking a lot in the park and watch junior rugby matches. I'm also learning to play polo at our local club. It's really good fun! I really love horses so this is the sport for me. By the way, Ethan, I've got some family in Poland and I know that you can also learn to kitesurf there. The Baltic Sea is perfect for that! Take care everyone,
Phoebe

1 The person who is spending a holiday at the beach is	Phoebe.		Charlie.	
2 Charlie is learning to kitesurf in	Poland.		Australia.	
3 Tony is going on safari in	Egypt.		Kenya.	
4 Phoebe is learning to play	rugby.		polo.	

- 3** Read the prompts and complete the sentences in your notebook.

- You're at the seaside. Learn to k  s  !
- You're in Kenya. Go on  a  r  !
- You're in a forest. Watch the w  l  !
- You're in the Polish mountains. Go  r  k  !
- You're in Britain or India. Learn to play  o  !
- You're in Australia and you love swimming. Learn to   ve!

- 4** In pairs, talk about which activities from exercise 1 you want to do on holiday. Give reasons.

I want to learn to kitesurf because I love water sports. What about you?

I don't want to learn to dive. I hate swimming.

1  **3.61** Listen and repeat the words. Then use them to label the photos and write the answers in your notebook. What do they mean in Polish?

plain medium-length freckled fit curly smart tanned attractive straight pale

General appearance	Face	Hair
1   t        	5     n  	8     i  
2   i 	6     e	9     
3   m  	7     c   	10    r     
4     n		

2 In your notebook, complete the texts with the words in the boxes.

tanned attractive curly

Monica is Owen's girlfriend. She looks very  in this blue dress. She's got  hair and a  face. I think she was on holiday in some exotic place on this photo!

plain freckled straight

My little sister Sue is really funny. She doesn't wear any  clothes – she loves colourful T-shirts and shoes. She's got long  hair, just like our mum. Her face is , especially in the summer!

smart medium-length fit pale

I want to tell you about my two new teachers. Mr Jones, my PE teacher, is very . He really loves doing different sports and he goes to the gym three times a week. He's got dark hair but his face is . Mrs Finnemore, our English teacher, has got  blonde hair. She likes wearing  clothes.

3 Read the texts from exercise 2 again and answer the questions. Write the correct names in your notebook.

Who

- | | |
|-----------------------------------|---|
| 1 has got medium-length hair? |  |
| 2 is fit? |  |
| 3 looks attractive? |  |
| 4 has got a freckled face? |  |
| 5 has got a pale face? |  |
| 6 has got curly hair? |  |
| 7 doesn't wear any plain clothes? |  |
| 8 likes wearing smart clothes? |  |

4 Write a short description of a friend or member of your family. Use the words from the lesson.

notebook 

notebook 

notebook 



- 1** 3.62 Listen and in your notebook, write the words and phrases in the order that you hear them. Then listen again, check and repeat.



a costume



sausages and steaks



an assembly



a stereo



a blanket



a report

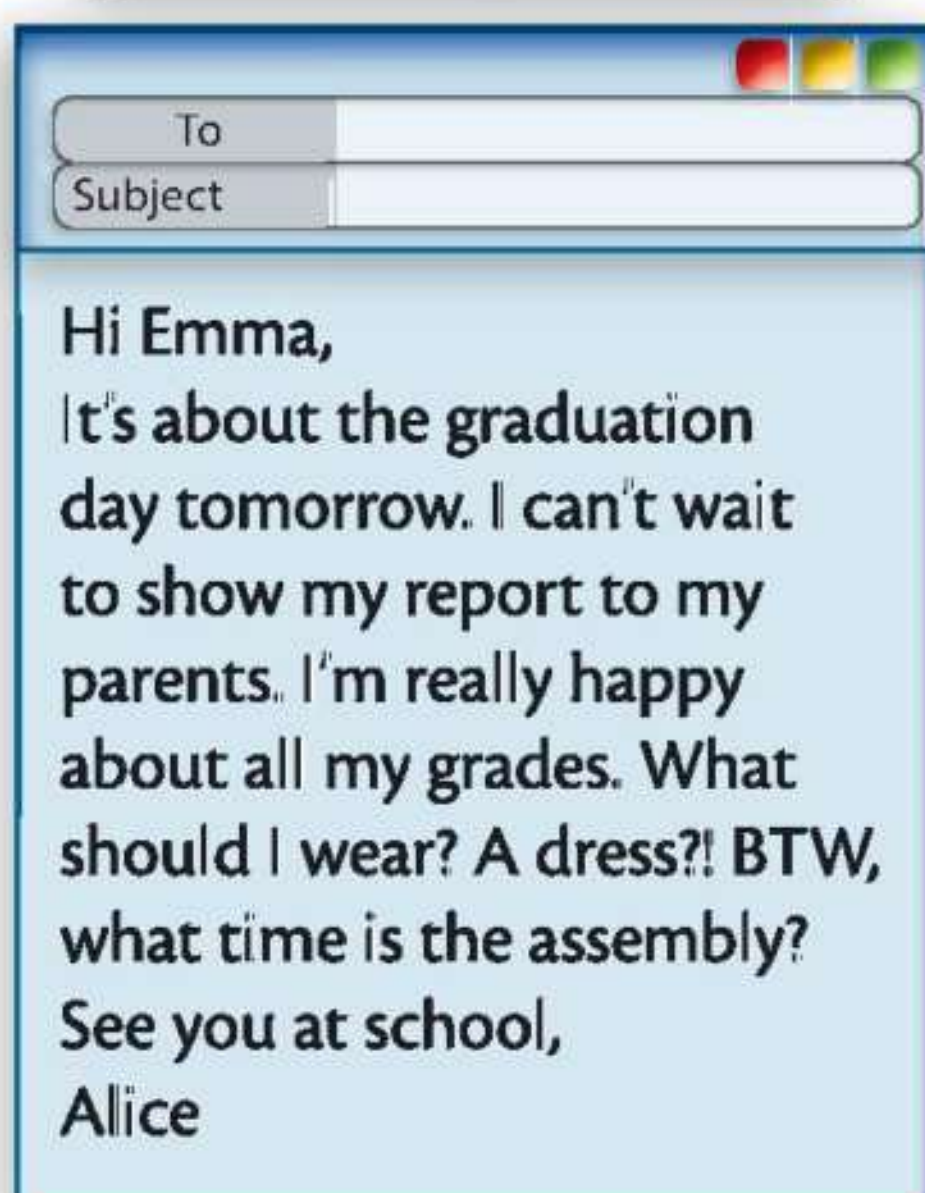


a mask



a basket

- 2** Read the texts and choose T (True) or F (False). Write the answers in your notebook.



- 3** In your notebook, complete the dialogues with the words from exercise 1.

Oscar This is my Zorro ¹ and a black ² to put on my face. What are you wearing for the party?

Freya I'm sorry but I can't come. I'm having a barbecue with my family. You know, grilling some ³ and ⁴ . I'm playing some music on my ⁵ .

Oscar That will be good fun too!

Mike School is over, mum! There was an ⁶ today and I've got my ⁷ . Do you want to see it?

Mum Sure! Wow, you've got fantastic grades, Mike!

Mike Thanks. Can I go to the beach party with my class? You know – food in the ⁸ , beach volleyball ...

Mum OK, just take a ⁹ to sit on. And be home by nine!

- 4** In pairs, read the questions and discuss your answers.

- 1 What should there be in a picnic basket?
- 2 What costume would you like to wear for a fancy dress party?
- 3 What's your favourite barbecue food?
- 4 What do you usually do on a graduation day?

- 1 The barbecue is in Max's garden.
- 2 Alice is afraid of the graduation ceremony.
- 3 Molly wants to have a fancy dress party.
- 4 Rob was at a picnic with Anna and Alex.



1 3.63 Match the phrases with the pictures. Write the answers in your notebook. Listen and check. Then repeat the phrases.

get some rest keep yourself warm use ear drops use a sticking plaster
 stay away from other people blow your nose take painkillers drink fluids



2 Read the text and complete the table with information from the text. Write the answers in your notebook.

Are you ill and don't know how to get better? If so, read Lisa Smith's interview with Doctor Max Johnson.



Lisa Hello Doctor Johnson. Our readers sometimes have got problems with their health and it's not always about how to use a sticking plaster when you cut your finger. In autumn we often catch a cold. We often have got a headache or high temperature and sometimes we get a sore throat and cough too. So what can we do if we are ill?

Doctor The most important thing is to keep yourself warm but not too warm. You should wear a jumper or cover yourself with a blanket. Don't eat any food with a lot of fat. Eat a lot of fruit and vegetables and drink a lot of fluids. Hot tea with lemon and honey is really good. You should also blow your nose often. And stay at home and get some rest. You should stay away from other people. You don't want to infect them, right?

Lisa Right. And when the situation gets worse and nothing helps?

Doctor Well, you should see your doctor then and take some medicine. For example, when your ears hurt, you should use ear drops. You can also take some painkillers when you have a headache. But please remember, you should never take any painkillers on your own. You should always ask your parents or the doctor about this.

Lisa Doctor Johnson, thank you very much for all your tips!

When you are ill,	
you should:	
1	5
2	6
3	7
4	8
you shouldn't:	
9	10

3 Find three words from exercise 1 in each word snake. Then in your notebook, write full phrases with each of these words.

1 r t h v f k w a r m e n e b l o w k e e t a k e v e r y u s d

2 a a d r o p s e m e r e g e b r e s t p a i n k i f l u i d s

3 p l a s t a w a y c a r r s c l e p e o p l e b o n k s t i c k i n g s f i

4 In pairs, talk about some illnesses and their remedies.

What should I do when I have a headache?

You should get some rest.



Miejsce zamieszkania

- 1** 3.64 Match numbers 1–9 in the picture with the words in the boxes. Write the answers in your notebook. Then listen again, check and repeat.

basement

staircase

fireplace

roof

entrance

study

attic

lift

storey



- 2** In your notebook, rewrite the sentences correcting the wrong information.

- 1 A basement is the place under the roof of a house where you can keep old things.
- 2 A lift and the staircase can keep you warm in winter.
- 3 A study is the place in a house where you cook dinner.
- 4 An entrance is the place in a house where you can quietly do your homework.
- 5 An attic helps you to get to the upper storeys of a building.

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

DreamHouse Agency

FOR SALE!

Looking for a fantastic, new place to live? If so, come and see an impressive 3-storey detached house in Chelsea, London, near a park where you can watch open-air concerts and firework displays.

The house has got 4 bedrooms on the first floor and one bedroom in the attic. There is also a study on the second floor and a basement with a garage. In the living room, there is a big fireplace. At the back of the house, there is a big garden. There's a small winter garden on the roof too.

To get to the upper storeys, you can use a modern lift or the staircase. The house has also got a second entrance.

The house is available from September 1st. Interested?
Call our agent. Offer number: 836 53A



- 1 How many storeys are there in the house?
notebook
- 2 Is there a study in the attic?
notebook
- 3 Where is the fireplace?
notebook
- 4 How many gardens are there with the house?
notebook
- 5 How can you get to the upper storeys of the house?
notebook

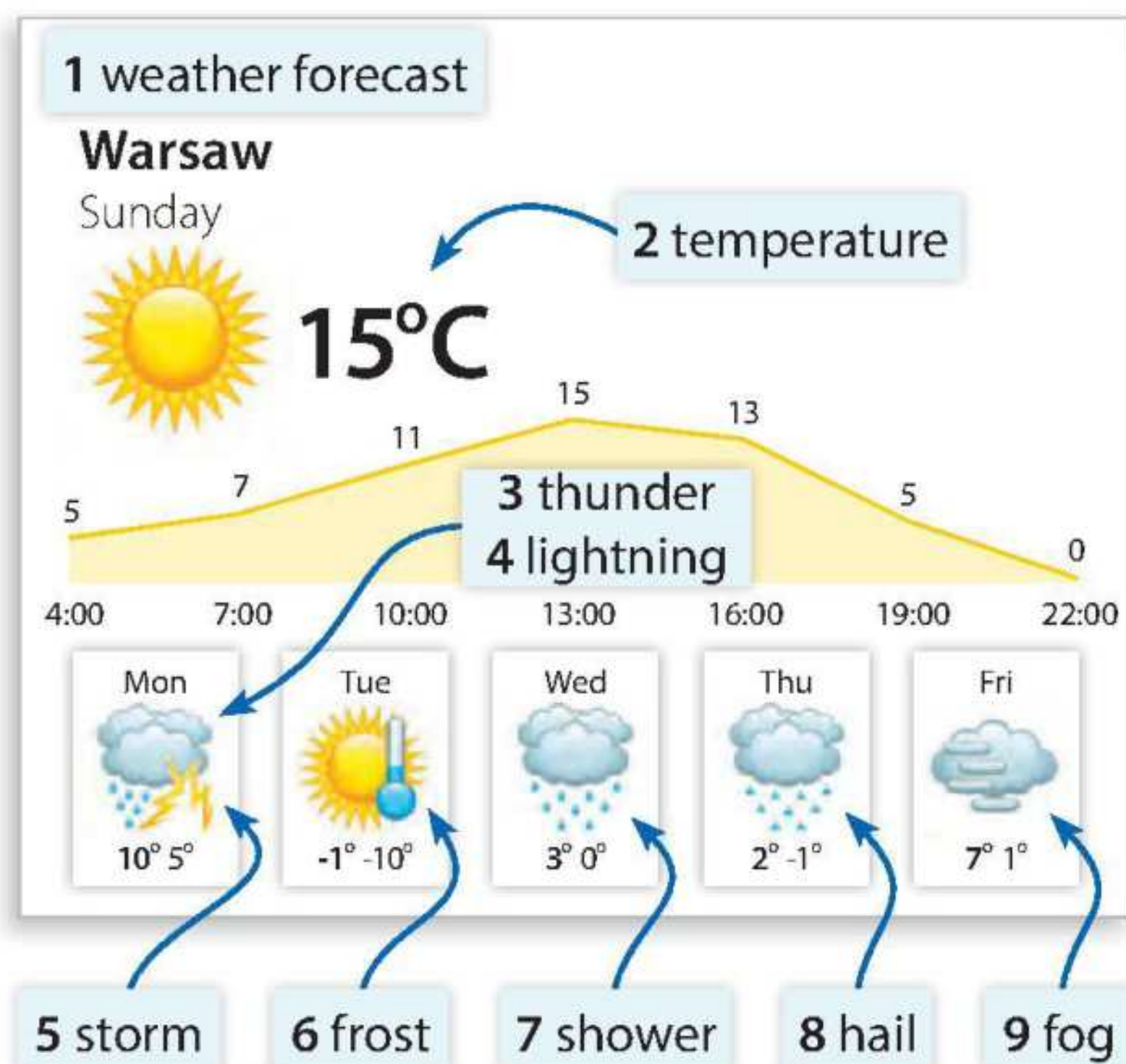


This is a two-storey building,
but
I live on the second floor.

- 4** Write an advert for a house for sale. Use the text from exercise 3 to help you.

FOR SALE!

1 3.65 Listen and repeat the words. Then match them with the descriptions.



- a balls of ice falling from the sky
- b white or grey cloud, dangerous for drivers
- c very bad weather with strong winds and rain
- d a loud noise that you can hear during a storm
- e information about the weather
- f when the temperature is below 0°C and water turns to ice
- g when it rains for a short time
- h sudden light in the sky during a storm
- i for example: 18°C, - 3°C or 86°F

2 Read the texts. Choose the symbols that are true for each places.



This is the weather forecast for the next 24 hours for the Tatra Mountains in the south of Poland. You can expect a strong storm in the mountains, with flashes of lightning, loud thunder and hail. This is really bad news for any tourists out trekking. They're in danger and should be really careful. After the storm, there may be fog both in the higher mountain areas and in the towns that are lower in the valleys. The temperature will stay at around 12°C but may get close to 0°C higher in the mountains.



This is the weather forecast for the city of Edinburgh today. The temperature will stay below zero all day, and you can expect -10°C to be the warmest part of the day. So make sure that you wear some warm clothes and boots, as it's going to snow all the time. There will be no fog or showers for the next few days.



Will wyraża pewność, zaś **be going to** przypuszczenie.
The temperature **will** stay at 12°C.
It's **going to** snow all the time.

3 In your notebook, complete the dialogues with the words in the boxes. There is one extra word in each box that you do not need to use.

1 frost showers storm

Jack Do you think we can go trekking today?

Jill I'm not sure. Look at the sky. It's really cloudy. There can be a ¹ or heavy ² .

Jack Ok, let's stay at home. We can go trekking tomorrow.

2 temperature forecast lightning

Sue Would you like to spend the afternoon at the beach?

Mia But what about the weather? What's the ³ for today?

Sue The ⁴ – around 25°C and sunny. So let's go out!

3 fog thunder hail

Ian The weather is terrible today. It's too cold.

Bob You're right. The ⁵ is really bad. You can't even see the houses opposite!

Ian But yesterday it was worse. There was a storm with ⁶ and strong winds! The balls of ice were like golf balls!

4 Write about the weather in your place for the last week. Use the words from this page and other words from Lesson 3, Unit 6 on page 72.

1  3.66 Listen and repeat the words. In pairs, mime and guess the actions.



2 Read the dialogues and complete the recipes in your notebook.

1

Bob Mum, I want to make pizza for my party today. What should I do?

Mum Well, slice the ham and mushrooms and chop the onions. But be careful, please, the knife is very sharp. You should also make a tomato sauce. First, chop the onion, then add some tomatoes and oregano. Boil the sauce for about 15 minutes. Then add some salt and pepper. Oh, and don't forget to grate the cheese.

Bob Thanks! But what should I do next?

Mum Put the sauce, mushrooms, ham and cheese on your pizza and then bake it for around 15 minutes at 200°C. And then ... Enjoy your meal!

2

Anna Padma, I just love this dish, is it something traditionally Indian?

Padma Yes, it's chicken curry. Isn't it too hot for you?

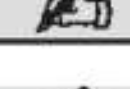
Anna No, I don't mind hot food. Can you tell me how to make it? Is it very difficult?

Padma No, it isn't. First, chop an onion and cut the chicken into small pieces. Then peel and chop the carrots. After this, fry the onion and chicken in some hot oil. Then add the carrots. Cook this for a few minutes, stirring from time to time. Then you should add some tomato paste and all the Indian spices. Remember to add the curry and pepper. Make sure that you mix everything well and cook for another 10 minutes ...

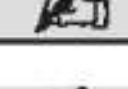
Anna ... and then eat it with hot rice! This is delicious. And it sounds easy to do. I'll make it for my parents on Saturday evening. Thanks a lot, Padma!



To prepare pizza, you should:

- 1  the ham and mushrooms.
- 2  the onions.
- 3  the tomato sauce for 15 minutes.
- 4  the cheese.
- 5  the pizza at 200°C.

To prepare Indian chicken curry, you should:

- 1  and chop the carrots.
- 2  the onion and chicken in some hot oil.
- 3  the carrots and cook everything for a few minutes.
- 4  from time to time.
- 5  everything well with the Indian spices.

3 In pairs, tell your friend how to make your favourite dishes.

What's your favourite dish?

It's Spaghetti Bolognese.

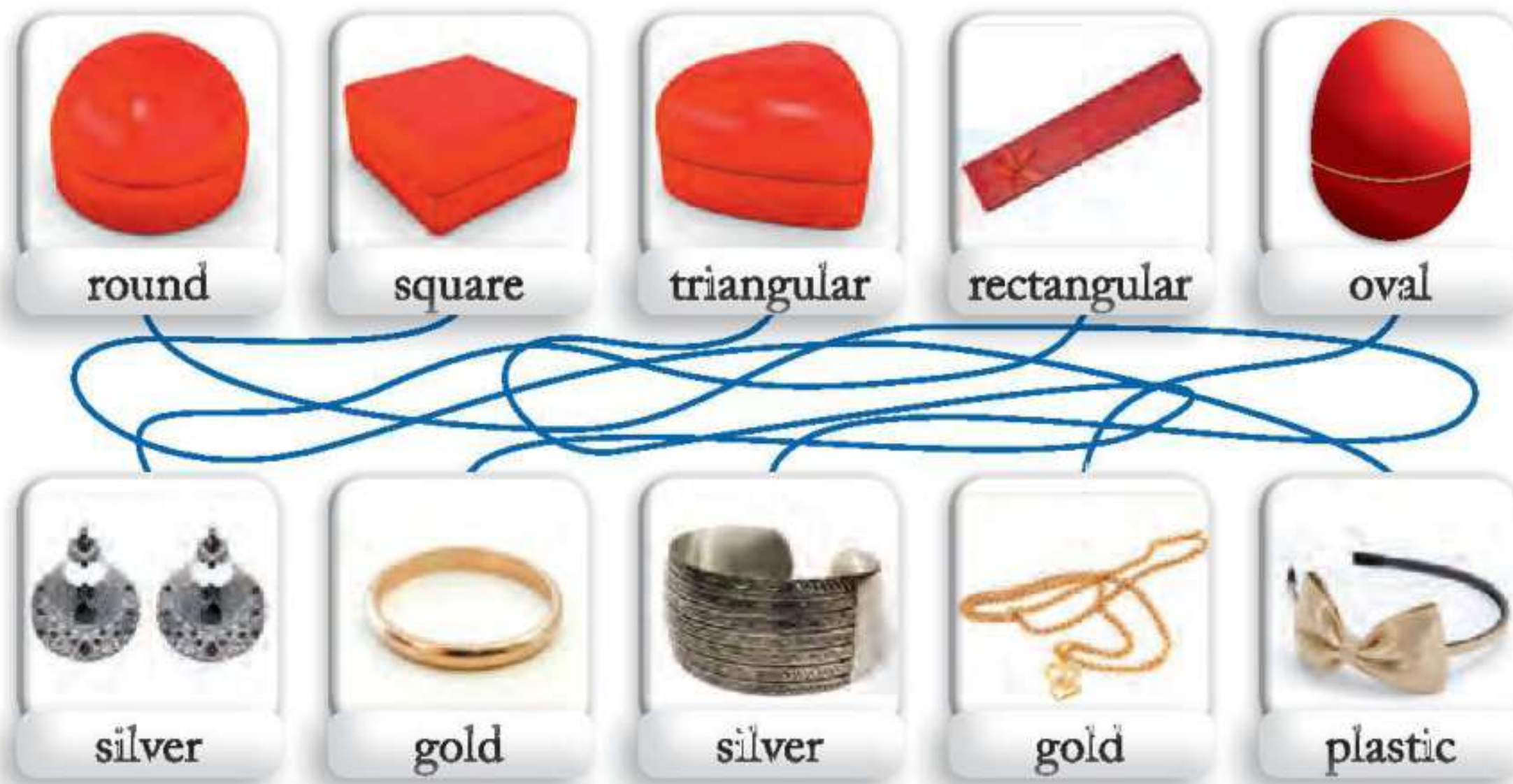
How do you make it?

First, chop the onions, carrots and ...



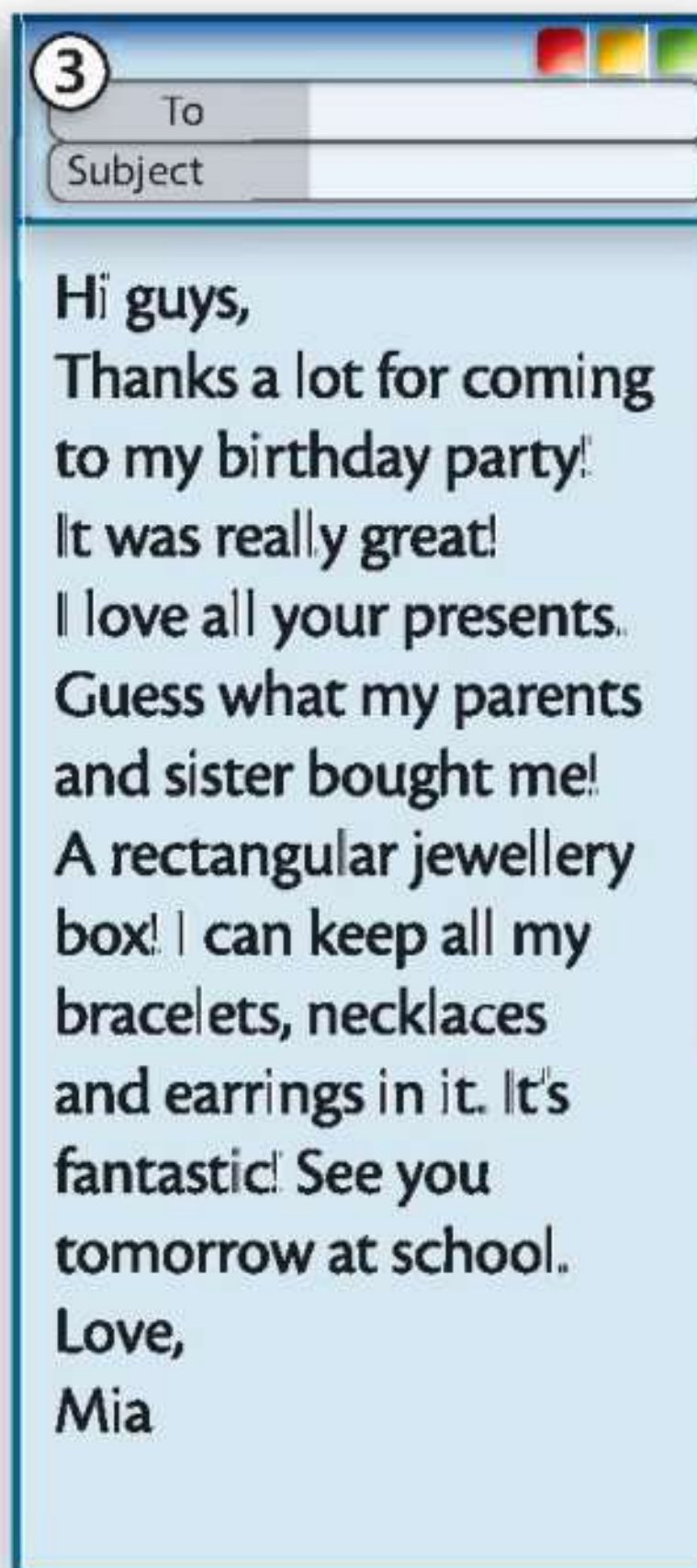
Zakupy i usługi

- 1** 3.67 Listen and repeat the adjectives. Then use them to write about the objects in the pictures. Write the answers in your notebook.



- 1 There is a plastic hairband in a square box.
- 2 notebook
- 3 notebook
- 4 notebook
- 5 notebook

- 2** Read the texts and answer the questions in your notebook.



- 4** **Shop assistant** How can I help you?
Mia's mum We're looking for a nice present for someone special... How much are these rectangular earrings?
Shop assistant The silver ones?
Mia's mum No, the gold ones.
Mia's sister No, mum, they're really horrible! Look at this square gold ring. It's so beautiful.
Mia's mum I'm sure it's very expensive, Liz. What about this jewellery box?
Mia's sister It looks OK. How much is it?
Shop assistant It's £15.

- 1 Who wants to buy a silver bracelet?
- 2 Who thinks that square glasses are a good present?
- 3 Who thinks that a plastic hairband will suit Mia?
- 4 Who gave Mia a jewellery box?
- 5 Who thinks that Mia should get a gold ring?



- A Can I have a look at this gold bracelet?
 B This one?
 A Do you like these earrings?
 B The silver ones?

- 3** In pairs, describe some objects and guess what they are. Use the words from this lesson and those from the box to describe these objects.

glass metal plastic
big small

It's a big rectangular glass thing.

Is it a window?

Yes, it is.



Podróżowanie i turystyka

1 3.68 Listen and repeat the vocabulary. Then write the actions in the correct order in your notebook.



wait for your plane



get a taxi



take off



pay for the taxi



relax at the hotel



show your passport



put on your seat belt



check in



land

Your journey starts —>

1

2 show your passport

3

4

5

6

7 get a taxi

8

—> Your journey ends and you can

9

2 Read the dialogues and complete them with the words and phrases from exercise 1. Where do you think these people are? Choose the correct places and write them in your notebook.

- 1** A Have you put on your , sir?
B No, I haven't. We haven't taken off so I'll do it later.
A But you must do it now before we take off.
Everyone else has done it, please just have a look around you. It's really important!
B Ok, ok. Sorry ...

in a taxi / on a plane /
in a hotel

- 2** A Look, Audrey's has just landed.
Let's hurry up.
B OK, I'll park here. Will you wait for her and help her with the luggage?
A Yes, don't worry. We will get a so you can go now.

on a plane /
in a car park / in a hotel

- 3** A I have just checked in and shown my . What should I do now?
B Please give me your luggage and wait for your plane.
A Thanks for your help!

at an airport / on a plane / in a car

- 4** A Have you paid ?
B Yes, I have. I have also taken all your bags.
A That's very kind of you. I'm really tired, so let's go. I'm also really hungry. I haven't eaten anything today. Let's have breakfast and then at the hotel!
B I can't wait.

in a taxi / in a hotel / in the street

3 In your notebook, complete the sentences with the words from exercise 1.

- My favourite way of relaxing at a after a long journey is to read a magazine in bed and drink a nice mug of hot tea.
- How much do you usually for a taxi from the airport to the centre of Warsaw?
- I think that the best way to get to the train station is to get a .
- Drivers and passengers in cars have to put on their .
- The plane off at 6:30 am and should in London at about 9:00 am.

4 Talk to your classmates and in your notebook, complete the sentences with your friends' names.

Find someone who:	Name:
1 has never checked in at a hotel.	
2 has travelled by plane.	
3 has paid for a taxi.	
4 has lost something on holiday.	
5 has waited long for a bus, train or plane.	

Have you ever checked in at a hotel?

Yes, I have.

Grammar Summary

Unit 1 Present Simple, Present Continuous, There is/are, like + ... ing

Odmiana czasownika *be* w czasie *Present Simple*

I am ...	I'm not ...	Am I ...?
You are ...	You aren't ...	Are you ...?
He is ...	He isn't ...	Is he ...?
She is ...	She isn't ...	Is she ...?
It is ...	It isn't ...	Is it ...?
We are ...	We aren't ...	Are we ...?
You are ...	You aren't ...	Are you ...?
They are ...	They aren't ...	Are they ...?

Is he a student?

Yes, he is. / No, he isn't.

Odmiana czasownika *have got* w czasie *Present Simple*

I have got ...	I haven't got ...	Have I got ...?
You have got ...	You haven't got ...	Have you got ...?
He has got ...	He hasn't got ...	Has he got ...?
She has got ...	She hasn't got ...	Has she got ...?
It has got ...	It hasn't got ...	Has it got ...?
We have got ...	We haven't got ...	Have we got ...?
You have got ...	You haven't got ...	Have you got ...?
They have got ...	They haven't got ...	Have they got ...?

Has he got a laptop?

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

Odmiana innych czasowników w czasie *Present Simple*

I sit ...	I don't sit ...	Do I sit ...?
You sit ...	You don't sit ...	Do you sit ...?
He sits ...	He doesn't sit ...	Does he sit ...?
She sits ...	She doesn't sit ...	Does she sit ...?
It sits ...	It doesn't sit ...	Does it sit ...?
We sit ...	We don't sit ...	Do we sit ...?
You sit ...	You don't sit ...	Do you sit ...?
They sit ...	They don't sit ...	Do they sit ...?

Does he go to this school?

Yes, he does. / No, he doesn't.

What time does he go to school?

How often do they play cards?

Konstrukcja *there is / there are*

There is a/an ...	There isn't a/an ...	Is there a/an ...?
There is some ...	There isn't any ...	Is there any ...?
There are some ...	There aren't any ...	Are there any ...?

Is there any bread?

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

Are there any apples?

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

Czas *Present Continuous*

I am going ...	I'm not going ...	Am I going ...?
You are going ...	You aren't going ...	Are you going ...?
He is going ...	He isn't going ...	Is he going ...?
She is going ...	She isn't going ...	Is she going ...?
It is going ...	It isn't going ...	Is it going ...?
We are going ...	We aren't going ...	Are we going ...?
You are going ...	You aren't going ...	Are you going ...?
They are going ...	They aren't going ...	Are they going ...?

Is he reading?

Yes, he is. / No, he isn't.

What is he reading?

Where is she going?

Unit 2 Comparative and superlative adjectives

Comparative adjectives –
przymiotniki w stopniu wyższym

Meerkats are	stronger	than	rats.
They are	cuter	than	rats.
They are	noisier	than	rats.
They are	bigger	than	rats.
They are	more attractive	than	rats.

Superlative adjectives –
przymiotniki w stopniu najwyższym

He is	the	strongest	boy in the class.
These are	the	cutest	animals.
These are	the	noisiest	children.
This is	the	biggest	classroom.
Those are	the	most attractive	birds.

hot – hotter – the hottest
big – bigger – the biggest

cute – cuter – the cutest
nice – nicer – the nicest

noisy – noisier – the noisiest
heavy – heavier – the heaviest

Przymiotniki nieregularne:

His notebook is	good.		
	better	than	her notebook.
	the	best	notebook.
Her notebook is	bad.		
	worse	than	his notebook.
	the	worst	notebook.

Unit 3 Past Simple of be, There was/were

Odmiana czasownika be w czasie Past Simple

I was ...	I wasn't (was not) ...	Was I ...?
You were ...	You weren't (were not) ...	Were you ...?
He was ...	He wasn't (was not) ...	Was he ...?
She was ...	She wasn't (was not) ...	Was she ...?
It was ...	It wasn't (was not) ...	Was it ...?
We were ...	We weren't (were not) ...	Were we ...?
You were ...	You weren't (were not) ...	Were you ...?
They were ...	They weren't (were not) ...	Were they ...?

Was he a student?

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

Pytania szczegółowe

Where	was	he ...?
What time	were	you ...?
When	were	they ...?

Konstrukcja There was / There were

There was ...	There wasn't ...	Was there ...?
There were ...	There weren't ...	Were there ...?

Was there a pyramid?

Yes, there was.
No, there wasn't.

Were there any crossroads?

Yes, there were.
No, there weren't.

Unit 4 Past Simple, could

Odmiana czasowników regularnych

I looked ...	I didn't look ...	Did I look ...?
You looked ...	You didn't look ...	Did you look ...?
He looked ...	He didn't look ...	Did he look ...?
She looked ...	She didn't look ...	Did she look ...?
It looked ...	It didn't look ...	Did it look ...?
We looked ...	We didn't look ...	Did we look ...?
You looked ...	You didn't look ...	Did you look ...?
They looked ...	They didn't look ...	Did they look ...?

Zasady dodawania końcówki -ed

walk	+	ed	=	walked
like	+	d	=	liked
study	+	ed	=	studied
travel	+	ed	=	travelled

Odmiana czasowników nieregularnych

I saw ...	I didn't see ...	Did I see ...?
You saw ...	You didn't see ...	Did you see ...?
He saw ...	He didn't see ...	Did he see ...?
She saw ...	She didn't see ...	Did she see ...?
It saw ...	It didn't see ...	Did it see ...?
We saw ...	We didn't see ...	Did we see ...?
You saw ...	You didn't see ...	Did you see ...?
They saw ...	They didn't see ...	Did they see ...?

Did he walk?

Yes, he did. / No, he didn't.

Pytania szczegółowe

Where	did	he	buy this T-shirt?
What time	did	he	wake up?

Odmiana czasownika could

I could run ...	I couldn't run ...	Could I run ...?
You could run ...	You couldn't run ...	Could you run ...?
He could run ...	He couldn't run ...	Could he run ...?
She could run ...	She couldn't run ...	Could she run ...?
It could run ...	It couldn't run ...	Could it run ...?
We could run ...	We couldn't run ...	Could we run ...?
You could run ...	You couldn't run ...	Could you run ...?
They could run ...	They couldn't run ...	Could they run ...?

Pamiętaj, że *couldn't* = *could not*.

Unit 5 Past Continuous

I was doing ...	I wasn't doing ...	Was I doing ...?
You were doing ...	You weren't doing ...	Were you doing ...?
He was doing ...	He wasn't doing ...	Was he doing ...?
She was doing ...	She wasn't doing ...	Was she doing ...?
It was doing ...	It wasn't doing ...	Was it doing ...?
We were doing ...	We weren't doing ...	Were we doing ...?
You were doing ...	You weren't doing ...	Were you doing ...?
They were doing ...	They weren't doing ...	Were they doing ...?

Was he talking?

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

Pytania szczegółowe

Where	was	he talking?
What time	were	you talking?
When	were	they talking?

Unit 6 Past Continuous vs Past Simple

Zdania twierdzące

Past Continuous	Past Simple
I was watching ...	I watched ...
You were watching ...	You watched ...
He was watching ...	He watched ...
She was watching ...	She watched ...
It was watching ...	It watched ...
We were watching ...	We watched ...
You were watching ...	You watched ...
They were watching ...	They watched ...

Zdania przeczące

<i>Past Continuous</i>	<i>Past Simple</i>
I wasn't watching ...	I didn't watch ...
You weren't watching ...	You didn't watch ...
He wasn't watching ...	He didn't watch ...
She wasn't watching ...	She didn't watch ...
It wasn't watching ...	It didn't watch ...
We weren't watching ...	We didn't watch ...
You weren't watching ...	You didn't watch ...
They weren't watching ...	They didn't watch ...

Zdania pytające i krótkie odpowiedzi

<i>Past Continuous</i>	<i>Past Simple</i>
Was I watching ...? Yes, I was. No, I wasn't.	Did I watch ...? Yes, I did. No, I didn't.
Were you watching ...? Yes, you were. No, you weren't.	Did you watch ...? Yes, you did. No, you didn't.
Was he watching ...? Yes, he was. No, he wasn't.	Did he watch ...? Yes, he did. No, he didn't.
Was she watching ...? Yes, she was. No, she wasn't.	Did she watch ...? Yes, she did. No, she didn't.
Was it watching ...? Yes, it was. No, it wasn't.	Did it watch ...? Yes, it did. No, it didn't.
Were we watching ...? Yes, we were. No, we weren't.	Did we watch ...? Yes, we did. No, we didn't.
Were you watching ...? Yes, you were. No, you weren't.	Did you watch ...? Yes, you did. No, you didn't.
Were they watching ...? Yes, they were. No, they weren't.	Did they watch ...? Yes, they did. No, they didn't.

Pytania szczegółowe

	<i>Past Continuous</i>		<i>Past Simple</i>
What		What	
When	were you watching it?	When	did you watch it?
Where		Where	

Unit 7 Future Simple, should

Czas Future Simple

I will go ...	I won't go ...	Will I go ...?
You will go ...	You won't go ...	Will you go ...?
He will go ...	He won't go ...	Will he go ...?
She will go ...	She won't go ...	Will she go ...?
It will go ...	It won't go ...	Will it go ...?
We will go ...	We won't go ...	Will we go ...?
You will go ...	You won't go ...	Will you go ...?
They will go ...	They won't go ...	Will they go ...?

Odmiana czasownika *should*

I should go ...	I shouldn't go ...	Should I go ...?
You should go ...	You shouldn't go ...	Should you go ...?
He should go ...	He shouldn't go ...	Should he go ...?
She should go ...	She shouldn't go ...	Should she go ...?
It should go ...	It shouldn't go ...	Should it go ...?
We should go ...	We shouldn't go ...	Should we go ...?
You should go ...	You shouldn't go ...	Should you go ...?
They should go ...	They shouldn't go ...	Should they go ...?

Pamiętaj, że *shouldn't* = *should not*.

Unit 8 *be going to*, Possessive pronouns

I am going to eat ...	I'm not going to eat ...	Am I going to eat ...?
You are going to eat ...	You aren't going to eat ...	Are you going to eat ...?
He is going to eat ...	He isn't going to eat ...	Is he going to eat ...?
She is going to eat ...	She isn't going to eat ...	Is she going to eat ...?
It is going to eat ...	It isn't going to eat ...	Is it going to eat ...?
We are going to eat ...	We aren't going to eat ...	Are we going to eat ...?
You are going to eat ...	You aren't going to eat ...	Are you going to eat ...?
They are going to eat ...	They aren't going to eat ...	Are they going to eat ...?

Possessive adjectives – przymiotniki dzierżawcze	Possessive pronouns – zaimki dzierżawcze
It's my car.	It's mine.
It's your book.	It's yours.
It's his pencil.	It's his.
It's her bike.	It's hers.
It's our school.	It's ours.
It's your kettle.	It's yours.
It's their pan.	It's theirs.

Unit 9 Present perfect

I've met ...	I haven't met ...	Have I met ...?
You've met ...	You haven't met ...	Have you met ...?
He's met ...	He hasn't met ...	Has he met ...?
She's met ...	She hasn't met ...	Has she met ...?
It's met ...	It hasn't met ...	Has it met ...?
We've met ...	We haven't met ...	Have we met ...?
You've met ...	You haven't met ...	Have you met ...?
They've met ...	They haven't met ...	Have they met ...?

Have you won the match?

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

Has she been to the UK?

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

Rah's Grammar Quiz

Część 1 Uzupełnij zdania.	Część 2 Zakreśl poprawną odповідź.	Część 3 Odpowiedz na pytania.
Po I używamy <i>am</i> , po <i>he, she, it</i> używamy <i>is</i> , a po <i>you, we, they</i> –	Użyj <i>must</i> oraz <i>mustn't / will</i> oraz <i>won't</i> , kiedy mówisz o nakazach i zakazach.	Jak powiesz po angielsku <i>większy</i> i <i>grubszy</i> ?
Pytania w czasie <i>Past Simple</i> tworzymy za pomocą oraz bezokolicznika.	Po <i>will</i> oraz <i>won't</i> używamy bezokolicznika / czasownika z końcówką <i>-ing</i> .	Jak brzmią <i>study</i> i <i>cry</i> w czasie <i>Past Simple</i> ?
Forma przeszła od czasownika <i>be</i> to <i>was</i> lub .	Użyj <i>will / was</i> , kiedy mówisz o swojej decyzji.	Który z czasowników jest regularny – <i>fall, see, talk, buy</i> czy <i>feel</i> ?
Dodaj do regularnych czasowników końcówkę , kiedy chcesz utworzyć ich formę przeszłą.	Kiedy chcesz utworzyć zdanie przeczące w czasie przeszłym, użyj <i>don't / didn't</i> .	Jak tworzymy zdania twierdzące w czasie <i>Past Continuous</i> ?
Użyj konstrukcji + bezokolicznik, kiedy mówisz o swoich zamiarach.	Zmień kolejność wyrazów / dodaj na początek zdania <i>Do</i> , kiedy chcesz zadać pytanie z <i>should</i> .	Jak brzmi pytanie ogólne do poniższego zdania? <i>'You have found your bag.'</i>
Formą przeszłą od czasownika <i>can</i> jest .	Użyj <i>have to / should</i> , kiedy udzielasz komuś rady.	Jak brzmi po angielsku poniższe zdanie? „On nigdy nie pił lassi.”
Bardziej niebezpieczny to po angielsku .	<i>Won't</i> jest formą skróconą <i>why not / will not</i> .	Jak brzmią zaimki dzierżawcze od wyrazów <i>my, her</i> i <i>their</i> ?

Total score: (one point per correct answer)

20–21 — You're a grammar genius!

16–19 — You're good! English grammar is a piece of cake for you.

11–15 — That's OK, but you need to study grammar a little bit more.

8–10 — You should learn to love grammar – it can help you!

0–7 — Are you frightened of grammar? Grammar can be your friend!

Irregular verbs

Base form	Past Simple	Past Participle
be (być)	was / were	been
break (łamać, tłuc)	broke	broken
burn (palić, oparzyć się)	burnt	burnt
buy (kupować)	bought	bought
come (przychodzić)	came	come
come back (wracać)	came back	come back
cut (ciąć)	cut	cut
do (robić)	did	done
draw (rysować)	drew	drawn
drink (pić)	drank	drunk
eat (jeść)	ate	eaten
fall (spadać)	fell	fallen
feel (czuć)	felt	felt
find (znajdować)	found	found
fly (latać)	flew	flown
forget (zapominać)	forgot	forgotten
get (dostawać)	got	got
get up (wstawać)	got up	got up
give (dawać)	gave	given
go (chodzić, jeździć)	went	gone
have (mieć)	had	had
hear (słyszeć)	heard	heard
know (wiedzieć, znać)	knew	known
leave (opuszczać)	left	left
lose (przegrywać, gubić)	lost	lost
meet (spotykać)	met	met
put (kłaść)	put	put
read (czytać)	read	read
run (biegać)	ran	run
say (mówić)	said	said
see (widzieć)	saw	seen
send (wysyłać)	sent	sent
sing (śpiewać)	sang	sung
sit (siedzieć)	sat	sat
sleep (spać)	slept	slept
take (brać)	took	taken
tell (powiedzieć)	told	told
think (myśleć)	thought	thought
wake up (budzić się)	woke up	woken up
wear (nosić, mieć na sobie)	wore	worn
win (wygrywać)	won	won
write (pisać)	wrote	written

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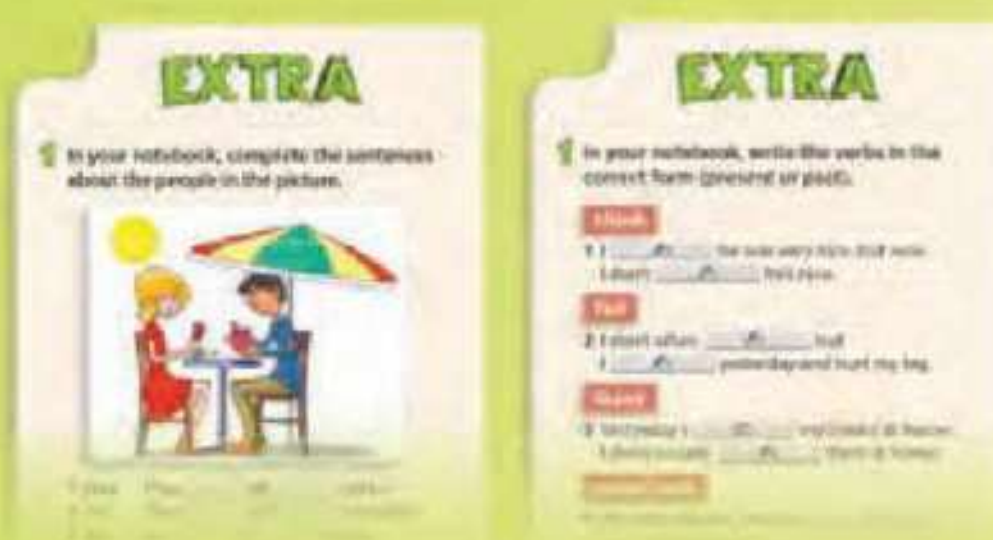
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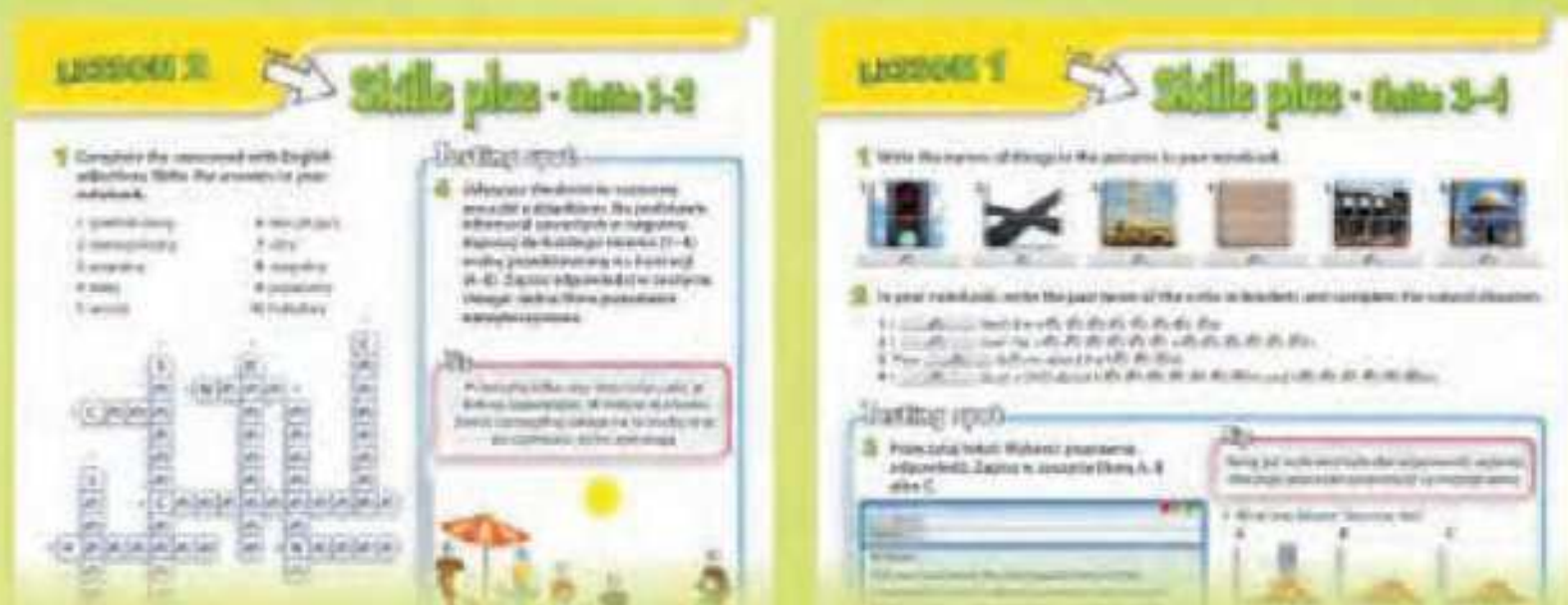


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