

Zeszyt ćwiczeń

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BRAINY

VIDEOS
INSIDE



Pobierz na swój smartfon lub tablet bezpłatną aplikację *Brainy* (Macmillan) z zadaniami w technologii rozszerzonej rzeczywistości (AR). Za pomocą aplikacji zeskanuj strony **Książki ucznia** (Lesson 1, Lesson 4 oraz Lesson 6) i odśledź element aktywujący ćwiczenie AR.

BRAINY
kl. 4.5.6

Dostęp do materiałów cyfrowych do *Brainy* klasa 6



1. Wejdź na stronę: www.macmillaneducationeverywhere.com lub pobierz aplikację *Macmillan Education Everywhere* z App Store lub Google Play.
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BRAINY

Nagrania do zeszytu ćwiczeń
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oraz pod kodem QR:



Materiały video dostępne na:
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Vocabulary

1 ★ Znajdź 16 wyrazów i dopasuj je do odpowiednich kategorii.

h	w	i	n	d	o	w	o	u	s
e	a	a	n	d	g	a	r	d	e
m	l	n	s	p	r	a	d	i	o
a	l	s	k	i	s	d	o	o	r
g	c	a	n	t	e	e	n	p	w
a	a	s	o	c	g	a	t	e	e
z	r	e	r	h	e	l	m	e	t
i	t	r	g	o	g	g	l	e	s
n	o	i	t	s	e	y	q	u	u
e	o	a	i	p	m	m	e	n	i
t	n	l	i	b	r	a	r	y	t

1 sports equipment	2 places in a school
_____	_____
_____	_____
_____	_____
_____	_____

3 house and garden	4 television and media
_____	_____
_____	_____
_____	_____
_____	_____

2 ★★ Zapisz daty słownie.

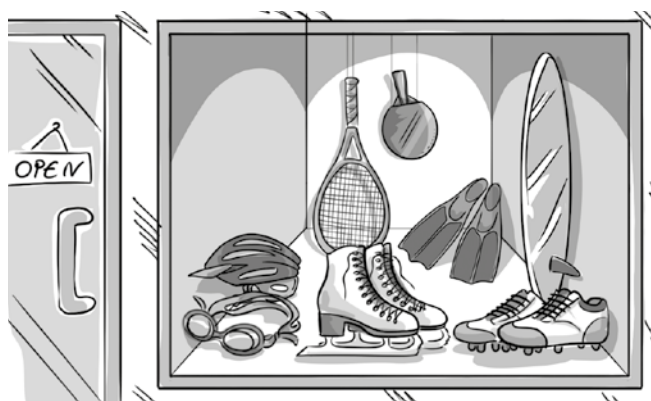
- 15.05 *the fifteenth of May*
- 1 03.07 _____
- 2 22.01 _____
- 3 07.06 _____
- 4 25.12 _____
- 5 10.09 _____

3 ★★★ 01 Posłuchaj nagrania i zdecyduj, którą datę słyszysz. Zaznacz a lub b.

- 1 a 02.03 b 12.03 4 a 05.11 b 11.05
 2 a 13.08 b 13.09 5 a 08.02 b 18.02
 3 a 12.04 b 21.04 6 a 30.10 b 13.10

4 ★★ Uzupełnij zdania wyrazami z ramki.

behind ■ between ■ in front of ■ near



- 1 The ice skates are _____ the tennis racket.
 2 The flippers are _____ the surfboard and the tennis racket.
 3 The surfboard is _____ the football boots.
 4 The table tennis bat is _____ the tennis racket.

5 ★★ ★ Popatrz na ilustrację z ćwiczenia 4. i napisz zdania, używając: *behind, between, near* i *in front of*.

- 1 The tennis racket is _____
 2 The football boots are _____
 3 The goggles are _____
 4 The helmet is _____

6 ★★ ★ Z podanych liter ułóż nazwy sklepów. Połącz je z nazwami produktów.

- 1 a k r b e ' s _____ ☐ a a newspaper
 2 s h i ' s t c m e _____ ☐ b some bread
 3 t a t o n s i e ' s r _____ ☐ c a pen
 4 p o k o s o b h _____ ☐ d some sausages
 5 h e ' s u t c b r _____ ☐ e some medicine
 6 e w a g ' s t s n n e _____ ☐ f a book

Grammar

1 ★ Uzupełnij zdania wyrazami z ramki, stosując je w odpowiedniej formie.

do ■ drink ■ not feed
give ■ not have ■ wash

- My mum and dad always _____ the car at the weekend.
- Our teacher never _____ us homework on Wednesday.
- Henry often _____ fizzy drinks.
- I _____ the dog in the morning.
- We sometimes _____ the shopping on Saturday morning.
- Rachel _____ lunch in the school canteen.

2 ★★ Napisz pytania i krótkie odpowiedzi.

- you / often / eat / fast food? ☒

- your brother / watch / game shows on TV? ☒

- the students / always / do / their homework? ☒

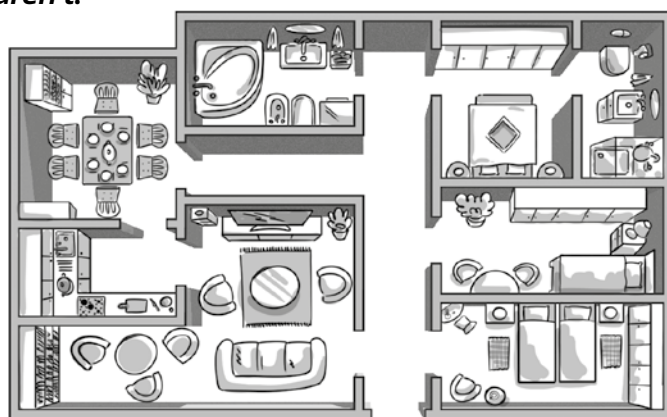
- Lucy / make / her bed / every morning? ☒

- your cousins / ever / play basketball? ☒

- your cat / often / climb trees? ☒

3 ★★ Zakreśl odpowiednie wyrazy.

My house has got ¹ *a / an / the* basement and ² *a / an / the* garden, but it hasn't got ³ *a / an / any* garage. The garden is quite big and it's got ⁴ *some / any / the* flowers in it, but it hasn't got ⁵ *some / any / the* trees. There's ⁶ *a / an / the* gate at the bottom of ⁷ *a / an / the* garden and next to ⁸ *a / an / the* gate there's ⁹ *a / an / the* old fence.

4 ★★★ Popatrz na ilustrację i opisz mieszkanie. Użyj wyrazów z ramki oraz *There is/isn't* i *There are/aren't*.

stairs ■ kitchen ■ bedroom
bathroom ■ garage ■ swimming pool

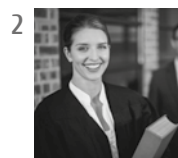
This is a picture of my house. There _____

5 ★★★ Opisz swoje plany na nadchodzący weekend. Napisz przynajmniej trzy zdania z *going to* i trzy zdania z *not going to*.

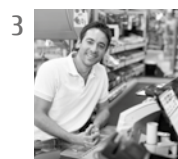
1 ★ Z podanych liter ułóż nazwy zawodów i podpisz ilustracje.



senur



wayelr



hiscrea



remarf



blepumr



cststiein



rspsto

trneec

gramnea



renegien

2 ★★ 02 Posłuchaj nagrania i uzupełnij zdania.

- Sarah's dad is a(n) _____.
- Her mum is a(n) _____.
- Rick's sister is a(n) _____.
- Rick's sister wants to be a(n) _____.
- Rick wants to be a(n) _____.

3 ★★ Uzupełnij zdania wyrazami z ramki.

crops ■ hospital ■ jobs ■ law
milk ■ nurse ■ patients ■ wears

Last week there was a *World of Work* day at our school. Lots of people with different ¹ _____ came to the school. It was really interesting. Mr Thornett is a farmer. He grows ² _____ and has got lots of animals. He always gets up early in the morning to ³ _____ the cows. Mrs Price is a lawyer. She helps people with the ⁴ _____. She takes the train to London every day and she always ⁵ _____ smart clothes. Mrs Gonzalez is a nurse, but she doesn't work at the ⁶ _____. She visits ⁷ _____ in their homes. I like helping people, but I don't want to travel to London every day. And I don't want to get up very early in the morning. I think I want to be a ⁸ _____.

4 ★★★ Napisz po dwa zdania o tym, co robią ludzie wykonujący podane zawody.

- I'm a cashier. I work in _____.
I _____.
- I'm an engineer. _____.
I _____.



Phonics twister

03 Posłuchaj nagrania. Zakreśl kółkiem wyrazy, w których dźwięk **th** wymawia się tak jak w słowie **those**. Następnie podkreśl wyrazy, w których dźwięk **th** wymawia się tak jak w słowie **thirty**.

- There are **th**ree farmers in **th**e garden.
- Th**is is my bro**th**er. He's very good at math**th**s.
- Please brush your tee**th** in **th**e bath**th**room.
- Th**ese clo**th**es are from South **th** America.
- Th**e ath**th**lete is running along **th**e path**th**.
- Your grandmo**th**er is very **th**in.



Life skills: Different opinions

Przeczytaj zdania i zdecyduj, czy brzmią przyjaźnie (*Friendly* = F), czy nieprzyjaźnie (*Unfriendly* = U).

- No, you're wrong. F / U
- I don't really agree with you, I'm afraid. F / U
- I'm sorry, but I have a different opinion. F / U



BRAINRY RYAN



▶ VIDEO 1

1 Uzupełnij zdania twierdzące (✓) i przeczące (X), stosując poprawne formy *have to*.

- 1 An engineer _____ be very patient. ✓
- 2 You _____ read a lot to be a waitress. X
- 3 Jack _____ choose a job to do a presentation about for his school's Career Day. ✓
- 4 Lawyers _____ read a lot of books, so it's not a job for Jack. He really hates reading. ✓
- 5 I want to be a scientist, so I _____ be good at maths. ✓
- 6 Ryan _____ help Jack with his school project. X

2 ★ Uzupełnij zdania, stosując poprawne formy *have to* oraz czasowników podanych w nawiasach.

My brother *has to get up* (get up) at 6 o'clock every day.

- 1 She _____ (not feed) the cat, Jack usually does it.
- 2 The children _____ (stand up) when their teacher comes into the classroom.
- 3 I _____ (finish) my homework tonight.
- 4 We _____ (not make) lunch – there's some pizza in the fridge.
- 5 You _____ (not listen) to this music.
- 6 They _____ (not be) at the cinema at half past seven.
- 7 I _____ (not help) with the chores today – it's my birthday!

3 ★★ 04 Posłuchaj nagrania i uzupełnij tabelę. Następnie uzupełnij zdania.



	Jade	Jade's brother
get up early	✓	✓
make our beds		
take off our shoes		
set the table for lunch		
clear the table after lunch		
go to bed early		

Jade and her brother *have to get up* early.

- 1 They _____ their beds.
- 2 They _____ their shoes in the house.
- 3 Jade's brother _____ the table for lunch.
- 4 Jade _____ the table for lunch.
- 5 Jade's brother _____ the table after lunch.
- 6 Jade _____ the table after lunch.
- 7 Jade and her brother _____ to bed early.

4 ★★★ Uzupełnij e-mail wyrażeniami z ramki.

doesn't have to wear ■ has to help
don't have to stay ■ have to do
has to tidy ■ have to wait

subject: _____

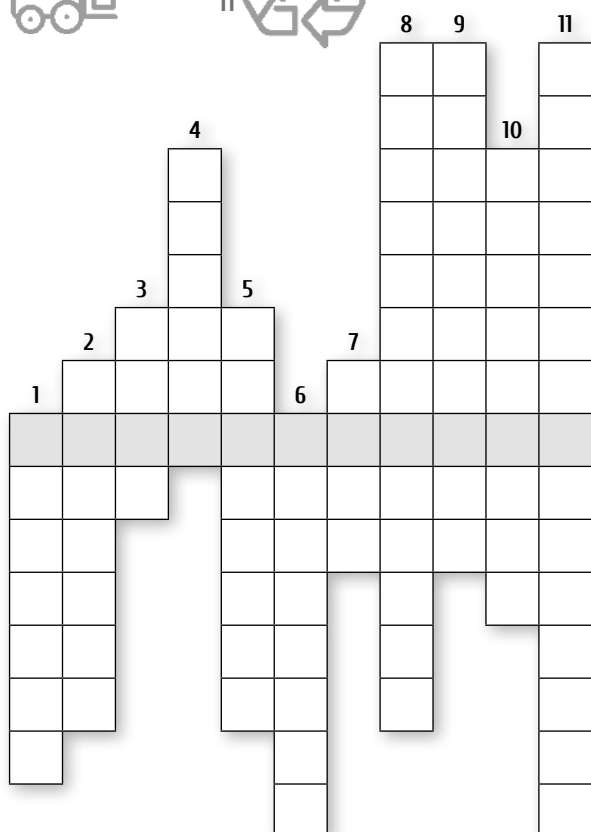
Hi Bella,

How are you? I've got some good news – my mum has got a job in our school library! She ¹ _____ the students find books and she ² _____ the library at the end of the day. She ³ _____ a uniform, though, so she usually wears jeans and a T-shirt! She really likes the job, but there is one problem. I ⁴ _____ for her to finish work before we go home. I ⁵ _____ in the library. I usually go into the computer room and use the computer to do some homework. I ⁶ _____ a lot of homework every day.

Write to me soon!

Paco

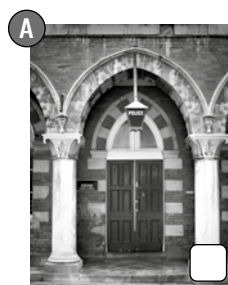
1 ★ Rozwiąż krzyżówkę i odgadnij hasło.



2 ★★ Połącz fragmenty zdań.

- | | |
|-----------------------------------|---------------------|
| 1 Rachel grows crops on her | a warehouse. |
| 2 Ivan sends letters at the | b factory. |
| 3 Sandy flies planes from the | c recycling centre. |
| 4 Rudi puts boxes on shelves at a | d post office. |
| 5 Felicity counts money in the | e farm. |
| 6 Erica makes bicycles at a | f airport. |
| 7 Dan looks after patients at a | g bank. |
| 8 William collects plastic at a | h hospital. |

3 ★★ Przeczytaj teksty i zakreśl właściwe wyrazy. Następnie połącz teksty z odpowiednimi ilustracjami.



1 This is our local police ¹ **station / centre**. The police officers here are very busy. They have to ² **make / look** for criminals and help people. They also have to ³ **be / wear** special uniforms. Some of the police officers work in the ⁴ **office / hall**. They sit at a ⁵ **desk / chair** and talk to people on the phone. Other police officers work in the town. They ⁶ **take / make** sure that people are safe.

2 This is our local recycling centre. The recycling centre ⁷ **person / manager** has to make sure that all the different ⁸ **rubbish / change** goes in the correct place. The ⁹ **workers / farmers** here work very hard and the job isn't fun when the weather is ¹⁰ **bad / good**. They don't earn a lot of ¹¹ **money / work**, but it's a very important ¹² **job / office** because they're helping the environment.

4 ★★★ Opisz przedstawione na ilustracji miejsce, używając wyrazów z ramki.



crops ■ animals ■ weather
food ■ early ■ farmers



BRAINY RYAN



▶ VIDEO 2

1 Uzupełnij dialog wyrazami z ramki.

doesn't ■ have ■ do (x2)
to ■ what ■ does

Emma: 1 _____ we have to clean the house today, Ryan?

Ryan: Yes, we 2 _____.
The house is a big mess!

Emma: OK ... So 3 _____ do I have to do with the rubbish?

Ryan: First, you 4 _____ to sort it out and then put it in the right bin.

Emma: 5 _____ Jack have to clean his house today too?

Ryan: No, he 6 _____. He has 7 _____ study for his biology exam.

2 ★ Popatrz na notatkę. Ułóż zdania dotyczące Elli, Alfiego i kapitana. Odpowiedz na pytania.

Ella & Alfie: *take out the recycling,
send some emails*
The captain: *fix a leak in the boat*

Ella & Alfie

Do Ella and Alfie have to take out the recycling? Yes, they do.

1 _____
some emails? _____

2 _____
a leak in the boat? _____

The captain

Does the captain have to take out the recycling? No, he doesn't.

3 _____
some emails? _____

4 _____
a leak in the boat? _____

Useful!

Uzupełnij zdania odpowiednimi wyrazami.

- Spóźniłeś się / Spóźniłaś się na przyjęcie urodzinowe kolegi. **S** _____ I'm _____.
- Żegnasz się z koleżanką. **S** _____ you **s** _____!
- Prosisz brata, aby się pospieszył.
W _____ in a **r** _____.

3 ★★ Przeczytaj zdania i napisz pytania oraz krótkie odpowiedzi.

I don't have to look after my brother.

*Do you have to look after your brother?
No, I don't.*

- They don't have to make lunch for their aunt.

- The workers have to put arms on the robots.

- Your sister has to practise the violin every day.

- He doesn't have to write a letter to his teacher.

4 ★★★ Napisz pytania, stosując poprawną formę **have to**, i połącz je z odpowiedziami.

- you / wash / the dishes?

- Why / he / vacuum / the carpet?

- the students / finish / their homework?

- When / I / go to bed?

- Jessica / work / in the office today?

- ☐ a Because it's very dirty.
- ☐ b No, I don't. They are clean.
- ☐ c Now. It's very late.
- ☐ d Yes, they do. The teacher wants to see it.
- ☐ e No, she doesn't. It isn't open today.



1 ★ 05 Posłuchaj nagrania i zdecyduj, gdzie jest Freddie.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

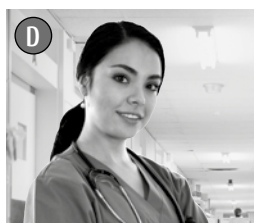
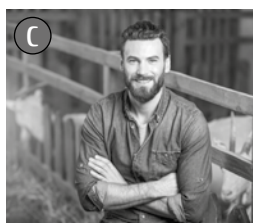
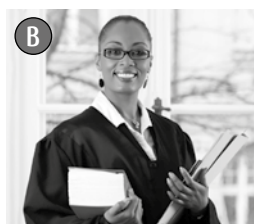
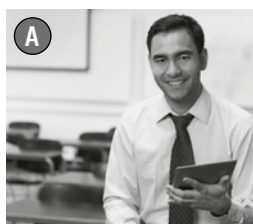
a factory b airport c bank
d warehouse e farm

2 ★ Popatrz na ilustracje i napisz nazwy zawodów.


1 _ _ _ r _ _ _
2 _ _ _ _ b _ r
3 _ _ _ _ i _ _
4 _ _ c _ _ _ _ _
5 _ _ r _ _
6 _ _ g _ _ _ _ _

3 ★★ Napisz cztery zdania i połącz je z odpowiednimi ilustracjami.

IhavetolookafteranimalsandgrowcropsHehastoworkinaschoolbuthedoesn'thavetowearauniformShehastohelppatientsin ahospitalIhavetohelppeoplebutIdon'thavetoworkinahospital

1 _____
2 _____
3 _____
4 _____


4 ★★★★★ Zagraj w Ask and answer. Spójrz na pole Start i pierwsze pytanie. Przeczytaj je i poszukaj odpowiedzi, która poprowadzi cię do kolejnego pytania.

START

a Do you have to recycle the plastic?

b No, they don't.

c Why do they have to run to the station?

d Because they're late.

e Does he have to help customers?

f Yes, I do.

g When does she have to start work?

h No, he doesn't.

i At half past eight.

j Do they have to walk the dog?

FINISH

1 ★ Połącz zdania z odpowiednimi ilustracjami.

- | | |
|---------------------|---|
| 1 I don't mind it. | a  |
| 2 I really love it. | b  |
| 3 I hate it. | c  |
| 4 I like it. | d  |
| 5 I don't like it. | e  |

2 ★★ Z każdego zestawu wykreśl jeden niepasujący wyraz.

- making / fixing / chatting things
- looking after animals / maths / people
- doing maths / experiments / computers
- fixing experiments / computers / things

3 ★★★ Przeczytaj informacje podane w tabeli i zakreśl właściwe wyrazy.

					
Charlie:	✓✓	✓X	✓	X	XX
Sara:	XX	✓	X	✓X	✓✓

Hi, Charlie! Here's a quiz about your future job.

Sara

Great! Let's do it!

Charlie

OK. Do you like helping people?

Sara

1 **Yes, I really do.** / No, not really.

Charlie

Do you like using computers?

Sara

2 **No, I hate it.** / I don't mind it.

Charlie

Do you like chatting to people?

Sara

3 **Yes, I do.** / No, not really.

Charlie

Do you like looking after animals?

Sara

4 **I don't mind it.** / No, not really.

Charlie

Do you like doing maths?

Sara

5 **Yes, I really do.** / No, I hate it.

Charlie

Let's see ... you should be a nurse.

Sara

6 **Let's do it!** / That's not a bad idea. Now it's your turn ...

Charlie

4 ★★★ Użyj informacji z tabeli z ćwiczenia 3. i napisz dialog, w którym Sara odpowiada na pytania Charliego.

Charlie: Now it's your turn. Do you like _____

Sara: _____

Charlie: _____

Sara: _____

Charlie: _____

Sara: _____

Charlie: _____

Sara: _____

Charlie: _____

Sara: _____

Charlie: Let's see ... you should be an engineer!

Sara: _____



Use of English

5 Przetłumacz na język angielski fragmenty podane w nawiasach. Wymagana jest pełna poprawność ortograficzna. Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

1 She can be a vet because she likes
(opiekować się zwierzętami) _____

2 I don't want to be a scientist. I (nienawidzę
przeprowadzania eksperymentów) _____



Quiz – Unusual Jobs

1 Sprawdź, co pamiętasz na temat niezwykłych zawodów. Zdecyduj, czy zdania 1–5 są prawdziwe (*True = T*), czy fałszywe (*False = F*). Zaznacz *T* lub *F*.

- | | |
|---|-------|
| 1 A professional pusher works in bus stations in Japan. | T / F |
| 2 In Amsterdam, some people dive into canals and look for bikes. | T / F |
| 3 The King's Piper has to teach the King how to play the bagpipes. | T / F |
| 4 If you don't recycle things correctly in Germany, you can get a fine. | T / F |
| 5 Mermaids work in the sea and on beaches in the USA. | T / F |

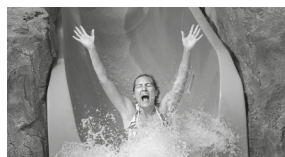
2 Przeczytaj teksty i napisz nazwy odpowiednich zawodów.

- This job is good if you like eating sweet things.

- This job is fun and you travel to different places.

- This job is good if you are lazy.

- You have to find things in the water for this job.



waterslide tester, Dubai

You can travel around the world and earn money as a waterslide tester. You have to go down the waterslides in a water park and then write about the slides. Are they exciting? Are they safe? You have to like getting wet for this job!



ice cream taster, Italy

You can earn a lot of money as an ice cream taster for a **food company**. You have to try the company's new ice cream **flavours**. It's a great job if the ice cream is delicious, but sometimes the new flavours are very strange!



golf ball diver, the USA

Golf is a very popular sport in the USA, but sometimes golfers hit the ball into a lake. If you like diving, you can work as a golf ball diver. You have to dive into the lakes and find the golf balls. You have to be good at swimming!



furniture tester, the UK

Do you like sitting down? Then this is the perfect job for you. You have to sit on different sofas and chairs and check that they are **comfortable**. You also have to lie down on beds and sometimes sleep in them!

3 Dopasuj zdania do odpowiednich zawodów z ćwiczenia 2.

- 'I like sleeping in different places.'

- 'I love going to adventure parks!'

- 'I love working outdoors and swimming, but I don't like waterslides.'

- 'This job is great, but it's not very healthy.'

4 Przeczytaj informacje o niezwykłym zawodzie i opisz go, wzorując się na tekstach z ćwiczenia 2.

pet food tester, the USA

- people spend a lot of money on pet food
- pet food is safe for humans to eat
- try dog and cat food, check the taste
- good salary



Glossary

comfortable – wygodny

flavour – smak (np. lodów)

food company – producent żywności

Vocabulary & Speaking

1 ★ Znajdź 12 wyrazów i dopasuj je do odpowiednich kategorii.

t	e	w	i	n	f	i	n	r	e
h	w	a	r	e	h	o	u	s	e
o	p	l	u	m	b	e	r	s	l
s	c	i	e	n	t	i	s	t	a
p	a	t	a	t	i	o	e	n	w
i	s	f	f	a	c	t	o	r	y
t	h	a	t	o	f	f	i	c	e
a	i	r	p	o	r	t	o	w	r
l	e	m	n	h	g	l	l	f	a
r	r	e	n	g	i	n	e	e	r

① jobs	② workplaces

2 ★ Uzupełnij zdania odpowiednimi wyrazami.

- A farmer grows **c**_____.
- A nurse looks after **p**_____.
- A scientist does **e**_____.
- A warehouse worker takes things from **s**_____.
- A recycling centre manager makes sure that the **r**_____ goes in the correct place.
- An office worker sits at a **d**_____ all day.
- A post office worker sells **s**_____.
- A firefighter puts out **f**_____.

3 ★★★ Uzupełnij dialog wyrazami z ramki.

doing ■ hate ■ helping ■ looking
mind ■ not ■ really ■ using

- A: Do you like ¹_____ computers?
 B: Yes, I ²_____ do. I love it.
 A: Do you like ³_____ experiments?
 B: No, I ⁴_____ it!
 A: Do you like ⁵_____ people?
 B: I don't ⁶_____ it.
 A: Do you like ⁷_____ after animals?
 B: No, ⁸_____ really.

Grammar

4 ★★★ Uzupełnij zdania, stosując poprawne formy *have to* oraz wyrazów podanych w nawiasach. Dopisz krótkie odpowiedzi.

- A: ¹_____ (you / do) lots of chores at home, Max?
 B: Yes, I ²_____! My sister and I ³_____ (help) our dad at the weekend.
 A: ⁴_____ (what / you / do)?
 B: I ⁵_____ (water) the plants in the garden and my sister ⁶_____ (wash) the car. We also ⁷_____ (make) our beds every morning. How about you?
 A: I ⁸_____ (take out) the recycling. My brother ⁹_____ (not help) because he's only three years old.
 B: Lucky him!

Use of English

5 🎓 Uzupełnij zdania 1–2. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Jeśli jest to konieczne, dodaj inne wyrazy. Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- A plumber _____ (have / fix) leaks.
- I _____ (hate / cook) lunch on Sundays.



Before you watch

1 Połącz nazwy zawodów (1-3) z ich definicjami (a-c).

- | | |
|-----------------|--|
| 1 a vet | a a person who tries to stop fires in buildings or forests |
| 2 a builder | b a doctor for animals |
| 3 a firefighter | c a person who builds houses and other things |

2 Podpisz zdjęcia odpowiednimi wyrazami z ramki.

helmet ■ gloves ■ safety glasses/goggles
overalls ■ mask ■ oxygen tank ■ vest



While you watch

3 Obejrzyj film i sprawdź odpowiedzi w ćwiczeniu 2. Jaką część swojego wyposażenia sprawdza strażak?

4 Obejrzyj film ponownie i zdecyduj, czy zdania 1-5 są prawdziwe (True = T), czy fałszywe (False = F). Zakreśl T lub F.

- | | |
|--|-------|
| 1 The girl wants to be a vet. | T / F |
| 2 Builders wear safety glasses to see things better at work. | T / F |
| 3 Firefighters have to use oxygen tanks when they look for people under water. | T / F |
| 4 Doctors wear gloves to be safe at work. | T / F |
| 5 Scientists have to wear test tubes to be safe from chemicals. | T / F |



Glossary

burning building – płonący budynek
heat – gorąco
breathe – oddychać
smoke – dym

After you watch

5 Uzupełnij instrukcje na wypadek pożaru odpowiednimi wyrazami ze słowniczka.

SAFETY RULES AT SCHOOL

FIRE: Leave the ¹ _____ very quickly!

SMOKE: Stay close to the floor! Smoke and ² _____ go up quickly and can be very dangerous to you.

HOT DOOR and SMOKE getting in:

- Don't open the door!
- Block the door!
- ³ _____ through a wet towel that covers your mouth and nose!

If you can't leave the room, call 112 and wait for the firefighters!



Life skills

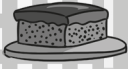
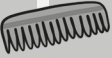
6 Napisz instrukcję bezpieczeństwa w klasie podczas eksperymentów chemicznych. Wykorzystaj wyrazy z ramki oraz tekst z ćwiczenia 5. jako wzór.

listen ■ teacher's instructions
wear ■ goggles ■ gloves
overalls ■ touch ■ chemicals
problem ■ careful ■ tell

CHEMISTRY CLASS SAFETY RULES

Remember – the emergency phone number is 112!

1 Połącz zawody z przedmiotami, które się z tymi zawodami łączą.

Hairdresser 	Baker 	Police officer 
 brownie  croissant	 comb  mirror	 cupcake  patrol car  scissors  walkie-talkie

2 Przeczytaj tekst i sprawdź odpowiedzi w ćwiczeniu 1.

Yes! It's time to get another character in the HAPPY TOWN GAME. And you have to help us to choose one of the workers. Click on the character that the HAPPY TOWN needs.

A Hairdresser

Alex is very friendly and helpful. He loves doing people's hair and talking to anybody who visits his hairdressing salon. He uses a comb, scissors, and a mirror to make people happy.

HAPPINESS +10

FRIENDSHIP +5

SAFETY +0

B Baker

Sam doesn't like talking to people, but she loves baking cakes and croissants. People can buy brownies or vanilla cupcakes at her bakery. They can also buy a hot chocolate or strawberry milkshake there and sit at a table with their friends after school.

HAPPINESS +8

FRIENDSHIP +6

SAFETY +0

C Police officer

Beth spends a lot of time driving her patrol car. She isn't very friendly, but she doesn't mind talking to people. When there are problems, she always helps the people who need her. She sometimes has to use her walkie-talkie to contact the police station.

HAPPINESS +5

FRIENDSHIP +3

SAFETY +10

3 Przeczytaj tekst ponownie i dopasuj postaci A-C do opisów 1-5. Następnie odpowiedz na pytanie poniżej.

- This character works with people who have problems. ☐
- This character makes things that other people can buy. ☐
- This character has to travel around a lot in her job. ☐
- This character is friendly and often talks to people. ☐
- This character enjoys working alone. ☐

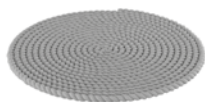
Which character is your favourite? Why?

4 Wymyśl własnego bohatera gry, narysuj go i krótko opisz.



1 ★ Podpisz ilustracje wyrazami z ramki.

armchair ■ blinds ■ bookcase
cupboard ■ curtains ■ cushion ■ mirror
rug ■ sofa ■ shelf ■ towel ■ wardrobe



1 _____



7 _____



2 _____



8 _____



3 _____



9 _____



4 _____



10 _____



5 _____



11 _____



6 _____



12 _____

2 ★★ Uzupełnij zdania odpowiednimi wyrazami.

- 1 Your clothes go in a **w**_____.
- 2 You keep books in a **b**_____ or on a **s**_____.
- 3 Blinds or **c**_____ are for the window.
- 4 You put a **r**_____ on the floor.
- 5 You sit on a **s**_____ or in an **a**_____.
- 6 You look at yourself in a **m**_____.
- 7 After a bath or a shower, you need a **t**_____.
- 8 There's a **c**_____ in our kitchen for our food.

3 ★★★ 06 Posłuchaj nagrania i uzupełnij zdania.

- 1 The _____ are quite old fashioned. They're blue with flowers.
- 2 The _____ are pink and ugly.
- 3 The _____ is quite small. It isn't new.
- 4 The _____ is new and blue.
- 5 The _____ is very big.



Phonics twister



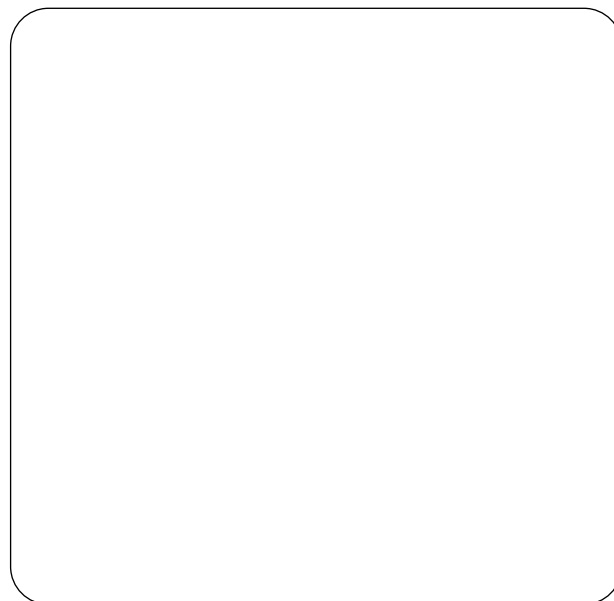
07

Posłuchaj nagrania. Zakreśl, ile razy w poszczególnych zdaniach słyszysz dźwięk **sh** wymawiany tak jak w wyrazie **shoe**.

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



4 ★★★ Narysuj swój wymarzony pokój, uwzględniając niektóre przedmioty z ćwiczenia 1. Opisz swój pokój w czterech zdaniach.



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



BRAINY RYAN



▶ VIDEO 4

1 Uzupełnij mini-dialogi. Wybierz właściwe przysłowki lub określenia czasu.

never / now

Ryan: It's terrible, Emma ¹ _____ does the dishes!

Jack: But she's cleaning the kitchen ² _____. That's strange.

usually / at the moment

Emma: Jack ³ _____ studies in his bedroom at this time, but he isn't there now. Where is he?

Jack: Oh, he's helping your mum in the garden ⁴ _____.

always / this week

Ryan: Why are you up so early? It's 6 am. and you ⁵ _____ sleep until 8 am.

Emma: Well, I'm helping mum with breakfast ⁶ _____. And she's very tired today.

hardly ever / today

Emma: Jack, you ⁷ _____ wear a suit and tie. So what's going on?

Jack: Well, I'm going to a wedding ⁸ _____.

2 ★ Przeczytaj tekst i zakreśl właściwe wyrazy.



Kuba and Filip usually ¹ **watch / 're watching** TV on Saturday morning, but this weekend they ² **visit / 're visiting** their aunt, Anna. They ³ **help / 're helping** her to do up her house. She ⁴ **paints / 's painting** the walls and they ⁵ **put up / 're putting up** some new blinds. Their aunt ⁶ **doesn't usually stay / isn't usually staying** at home at the weekend. She ⁷ **often rides / 's often riding** her bike with friends or ⁸ **goes / 's going** swimming. Kuba and Filip like helping their aunt. They ⁹ **listen / 're listening** to some music right now. It's fun!

3 ★★ Przeczytaj ponownie tekst z ćwiczenia 2. Zdecyduj, czy zdania 1–6 są prawdziwe (True = T), czy fałszywe (False = F). Zakreśl T lub F.

- 1 Kuba and Filip are watching TV. T / F
- 2 Anna is painting the walls. T / F
- 3 Anna usually stays at home at the weekend. T / F
- 4 Anna sometimes goes swimming. T / F
- 5 Anna isn't riding her bike today. T / F
- 6 Kuba and Filip aren't listening to music at the moment. T / F

4 ★★ Uzupełnij zdania poprawnymi formami czasowników podanych w nawiasach.

- 1 A: Where's Tom? He _____ (usually / play) football in the park on Tuesday after school.
B: Oh, he _____ (not go) out today. He _____ (study) at home. He's got an important test tomorrow.
- 2 Right now, my brother and I _____ (do) some chores. I _____ (vacuum) the carpet and my brother _____ (iron) some shirts. My sister _____ (not help) us. She _____ (sleep) on the sofa!
- 3 My dad hardly ever _____ (drive) to work. He sometimes _____ (take) the bus, but this month he _____ (ride) his bike.
- 4 This week we _____ (learn) about Copernicus in history lesson. I _____ (not / usually / enjoy) history, but today we _____ (watch) a video and it's really interesting!
- 5 Sam _____ (not / usually / get up) before 7 o'clock, but it's 6.30 now and he _____ (have) a shower.

- 1 ★ Znajdź osiem nazw sprzętów domowych i dopasuj je do odpowiednich kategorii.

shower cooker fridge dishwasher bath basin freezer sink

1 kitchen	2 bathroom

- 2 ★★ Zakreśl odpowiednie wyrazy.

- Water comes out of the **taps** / **radiators** in the **cooker** / **basin**.
- Food like cheese, milk and meat is in the **radiator** / **fridge**.
- It's cold in our bedroom, so we have a **shower** / **heater**.
- We put our clothes in the **washing machine** / **freezer** and our cups and plates in the **radiator** / **dishwasher**.
- There's a small **sink** / **basin** in our bathroom and a big **sink** / **basin** in our kitchen.
- Is there any ice cream in the **freezer** / **bath**?
- There are two **radiators** / **cookers** in the living room.
- I don't like baths, but I have a **shower** / **basin** every morning.

Use of English

- 3 Przetłumacz na język angielski fragmenty podane w nawiasach. Wymagana jest pełna poprawność ortograficzna. Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- The taps are (na lodówce) _____.
- I am (używam kuchenki) _____ at the moment.

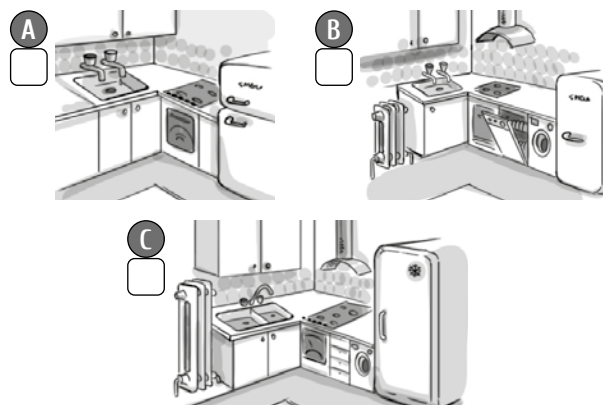
- 4 ★★ Uzupełnij zdania wyrazami z ramki. Jeden wyraz nie pasuje do żadnego zdania.

basin ■ cooker ■ dishwasher
freezer ■ fridge ■ radiator
taps ■ washing machine

Things to do:

- put the milk and juice in the ¹ _____ and the ice cream in the ² _____
- take the clean clothes out of the ³ _____
- put the dirty plates and cups into the ⁴ _____
- fix the ⁵ _____ - it isn't hot!
- put some new ⁶ _____ on the ⁷ _____ in the bathroom

- 5 ★★ 08 Posłuchaj nagrania i dopasuj opisy pomieszczeń do odpowiednich ilustracji. Jedna ilustracja została podana dodatkowo.



- 6 ★★ Opisz ilustrację z ćwiczenia 5., o której nie było mowy w nagraniu.



BRAINY RYAN



▶ VIDEO 5

1 Uzupełnij dialog wyrazami z ramki.

do ■ what ■ are ■ don't
doing ■ not

- Emma: Hey Jack, ¹ _____ you coming to the concert with me?
- Jack: No, sorry, I'm ² _____. I'm studying this evening.
- Emma: ³ _____ you always study on Friday evenings?
- Jack: No, I ⁴ _____. But I've got a big test on Monday.
- Emma: Oh, so ⁵ _____ are you doing tomorrow?
- Jack: Well, we're ⁶ _____ up the house this weekend.

2 ★ Zakreśl odpowiednie wyrazy i połącz pytania z odpowiedziami.

- Does / Do** he usually work in the evening?
- Are / Is** you waiting for your friends?
- What **is / are** they doing?
- What **does / do** she usually do at the weekend?
- Are / Is** he fixing the boat?
- Does / Do** they often go to the beach?

- ☐ a Yes, he is. ☐ e Yes, I am.
- ☐ b No, they don't. ☐ f No, he doesn't.
- ☐ c They're listening to some music.
- ☐ d She visits her cousins.

3 ★★ Napisz pytania.

- friends / Do / TV / often / your / watch / ?

- room / are / your / you / When / painting / ?

- the / to / teacher / students / Are / listening / the / ?

- usually / What / you / time / breakfast / do / have / ?

- tomorrow / Is / his / he / starting / course / ?

Useful!



Co powiesz w sytuacjach 1–4?

Uzupełnij luki wyrażeniami z ramki.

No idea! ■ Poor little thing!
There's something fishy going on!
What is he up to?

- Kot nie umie zejść z drzewa.

- Popatrz tam! Ktoś właśnie wybił szybę w samochodzie! _____
- Sam chowa się za drzwiami.

- A: Jak brzmi odpowiedź na to pytanie?
B: _____ To naprawdę trudne.

4 ★★★ Przeczytaj informacje podane w tabeli. Napisz pytania i odpowiedz na nie.

	Fred	Sally & Ann
usually on Saturday	clean bike	play football
this Saturday	make a cake	buy a present
tomorrow	go to Emma's birthday party	go to Emma's birthday party

Fred

What does Fred usually do on Saturday?
He usually cleans his bike.

- What _____ this Saturday?

- What _____ tomorrow?

Sally & Ann

- What _____ on Saturday?

- What _____ this Saturday?

- What _____ tomorrow?



1 ★ W każdym zdaniu znajdź jeden niepasujący wyraz i zastąp go wyrazem z ramki.

armchair ■ basin ■ bath ■ cushions
fridge ■ radiators ■ wardrobe
washing machine

- 1 I put my dirty clothes in the freezer. _____
- 2 When the clothes are clean, they go in the curtains. _____
- 3 We keep our food cold in the heater. _____
- 4 I like to have a hot sofa before I go to bed. _____
- 5 My grandma always sits in her special bookcase at our house. _____
- 6 You can wash your hands in the dishwasher. _____
- 7 There are three blue taps on my bed. _____
- 8 It's very cold in our house – the blinds aren't working. _____

2 ★★ Napisz zdania, używając podanych wskazówek. Następnie podaj swoje wskazówki i napisz zdanie.

- 1 I usually  on Saturday morning,

but today I  the .

- 2 Joe and Emma often  on Friday

afternoon, but today they 

the .

3 ★★ Ułóż cztery zdania, stosując wyrazy z kolejnych kolumn. Każdy wyraz może być użyty tylko raz.

Are	your brother	blinds	walk to school?
We're	they	usually	in the bedroom.
Does	putting up	have eggs	for breakfast.
I	always	buying	a new wardrobe?

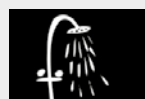
- 1 _____
- 2 _____
- 3 _____
- 4 _____

4 ★★★★★ 09 Posłuchaj nagrania i dopasuj pytania do odpowiedzi.

- 1 Is your sister meeting her friends at the weekend? a ☐
- 2 Does your teacher usually give you lots of homework? b ☐
- 3 What are you doing on Sunday? c ☐
- 4 What do you usually do on Saturday morning? d ☐

- 3 My dad usually  in the evening,

but this evening he  the



4 _____

1 ★ Połącz zwroty o przeciwnym znaczeniu.

- | | |
|----------------------|-----------------------|
| 1 load | a put something in |
| 2 turn something up | b unload |
| 3 take something out | c close |
| 4 open | d turn something off |
| 5 turn something on | e turn something down |

2 ★★ 10 Posłuchaj nagrania i zakreśl właściwe wyrazy.

- Kevin **opens / closes** the blinds.
- Kevin **opens / closes** the window.
- Mum is **hot / cold**.
- Kevin turns the radiator **up / down**.

3 ★★ Uzupełnij dialog odpowiednimi wyrazami.

A:

Do you want a ¹ _____?

B:

Yes, ² _____. Can you
turn the radiator ³ _____?
It's very hot in here.

A:

Sure, no ⁴ _____.

B:

Thanks, that's a great
⁵ _____.

A:

Do you need
⁶ _____ help with
the dishwasher?

B:

Yes, please. The dishes are
clean, so can you
⁷ _____ it, please?

A:

Of course.

B:

Thanks, that's very
⁸ _____ of you.

4 ★★★ Napisz dialog pomiędzy Noah i jego tatą, stosując podane wskazówki.

Noah:

you / hand / ?

Dad:

✓ / load / dishwasher / ?

Noah:

✓

Dad:

and / close / curtains / please / ?

Noah:

✓

Dad:

thanks / great / help / .



Functions

5 Uzupełnij dialogi 1–2. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty.

1 X: Do you _____?

Y: Yes, please. Can you unload the dishwasher?

2 X: Can you open the curtains?

Y: _____.

X: Thanks, that's very good of you.



Quiz – Charity shops in the UK

1 Sprawdź, co pamiętasz na temat sklepów charytatywnych w Wielkiej Brytanii. Zakreśl właściwe wyrazy.

- There are **a lot of / not many** charity shops in the UK.
- People **sell / donate** things to charity shops.
- You can sometimes get **money / a good bargain** at a charity shop.
- When charity shops sell things, the money goes to **charity / the customers**.
- People buy **clothes, books and furniture / food and drink** at charity shops.

2 Przeczytaj tekst i uzupełnij zdania 1–5. Zakreśl literę A, B lub C.

Car Boot Sales



Many people in the UK sell their old clothes, books and other things at car boot sales. There are car boot sales in most towns in the UK every weekend.

They are usually

in car parks or in large fields. People put all the things they want to sell into the boot of their car. They then drive to the car boot sale place, take the things out of their car boot and put them onto a table. Other people look at the things and decide what they want to buy. Sometimes people make special food, like cakes, biscuits or jam to sell at car boot sales.

Henry goes to car boot sales every weekend. 'I don't sell things there, but I always buy something. I really like fashion, and I can find some very unusual clothes at car boot sales.'

Minna and Felix love looking for bargains at car boot sales. 'We're doing up our house at the moment. We love old furniture, and sometimes you can find amazing antiques here.'

- At car boot sales, people sell ____ .
A lots of different things B cars
C boots
- People come to car boot sales to ____ .
A sell things B buy things
C buy and sell things
- Henry likes ____ .
A selling clothes B buying clothes
C buying cars
- Minna and Felix want to find ____ .
A old furniture B new furniture
C a new house



Glossary

antique – antyk

car boot – bagażnik samochodu

Listening

3 11 Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–3.

- How much is the jacket?

- What colour is the jacket?

- Why doesn't the girl look at the hats?

4 Przeczytaj, jak jeszcze można sprzedawać i kupować ubrania, i napisz o tym.

Swishing

Country: the UK, the USA, Canada

- a party where people swap clothes
- not in a shop – at someone's house
- people bring their old clothes
- look at all the clothes and choose something
- often give some money to charity

Vocabulary & Speaking

1 ★ Połącz fragmenty wyrazów.

- | | |
|-----------|-----------|
| 1 cup | a er |
| 2 ward | b chair |
| 3 show | c machine |
| 4 dish | d board |
| 5 washing | e fa |
| 6 arm | f robe |
| 7 so | g wel |
| 8 to | h washer |

2 ★ Z każdego zestawu wykreśl jeden niepasujący wyraz.

- You can sit on/in a(n)
sofa / armchair / basin.
- You can put clothes in a
cupboard / mirror / wardrobe.
- You can wash in a
radiator / shower / bath.
- At night you close the
rug / curtains / blinds.
- You can put books in/on a
bookcase / tap / shelf.
- You keep food cold in a
fridge / freezer / towel.

3 ★★ Ułóż dialog w odpowiedniej kolejności.

- ☐ Yes, we are. Thanks, that's a great help.
- ☒ Do you need any help?
- ☐ Thanks. Oh, and can you take some chicken out of the freezer, please?
- ☐ Sure, no problem.
- ☐ Yes, please. Can you put these clean clothes in the wardrobe, please?
- ☐ Of course. Are we having chicken for supper tonight?



Grammar

4 ★★★ Uzupełnij dialog poprawnymi formami czasowników podanych w nawiasach i odpowiedz na pytania.

- A: What ¹ _____ (do) tomorrow, Max?
- B: I ² _____ (meet) my friends at the park. We ³ _____ (usually / play) tennis in the morning, but we ⁴ _____ (not play) tennis tomorrow – we ⁵ _____ (help) to collect all the rubbish in the park.
- A: That's a good idea. I ⁶ _____ (write) a story about recycling for the school newspaper today.
- B: ⁷ _____ (you / often / write) for the school newspaper?
- A: No, ⁸ _____ ! But I think recycling is really important. We ⁹ _____ (learn) about it in our geography lesson at the moment.
- B: Why don't you write about my sister? She ¹⁰ _____ (make) a rug from recycled plastic bags at the moment.
- A: That's amazing! ¹¹ _____ (she / often / make) things?
- B: Yes, ¹² _____. She loves art. In fact, tomorrow she ¹³ _____ (paint) a picture of a fish on our bathroom wall.
- A: ¹⁴ _____ (your mum and dad / help) her?
- B: No, ¹⁵ _____. They ¹⁶ _____ (not stay) at home tomorrow. They ¹⁷ _____ (visit) my aunt in Brighton.

5 ★★★ Napisz pytania i odpowiedz na nie.

- 1 Who / you / meet / at the weekend?

- 2 What / you / usually / eat / for breakfast?

- 3 When / you / usually / get up?

- 4 What / your teacher / do / at the moment?

Listening

- 1**  **12** Usłyszysz dwukrotnie wypowiedź Mary. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–3.

- 1 Where does Mary's brother work?

- 2 What does he like best about his job?

- 3 What is he doing at the moment?

Language functions

- 2** Uzupełnij dialogi. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty.

1
A: _____, Dad?

B: Yes, please. Could you unload the dishwasher?

A: Sure, no problem.

2
A: Do you like working with animals?
B: _____. I'm scared of animals.
A: Oh really? I love animals!

- 3** Do każdej z opisanych sytuacji 1–2 wybierz właściwą reakcję. Zakreśl literę A, B albo C.

- 1 Chcesz się dowiedzieć, czy twój nowy kolega często je obiad w szkole.
A Do you have to eat lunch at school?
B Do you often eat lunch at school?
C Do you like school lunch?
- 2 Twoja ciocia jest nauczycielką. Jak zapytasz, czy lubi swoją pracę?
A Do you want to be a teacher?
B Do you like teachers?
C Do you like being a teacher?

Reading

- 4** Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać logiczny i spójny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

Saturday Work

I live with my mum, dad, and sister, Josie, in Wales. My parents are farmers, and my sister and I usually help on the farm on Saturdays. ¹ ____ In the afternoon, we have to look after the horses. I like working on the farm and helping with the animals, but it's hard work! Next Saturday, I'm not working on the farm. ² ____ They're doing up their house at the moment and I'm going to help them. In the morning, we're painting the living room. Then, in the afternoon, we're going to Cardiff. ³ ____ Then they're buying some new things at a big furniture shop. They're getting a wardrobe and some new blinds for their kitchen. I don't mind helping my aunt and uncle. ⁴ ____ I think their house is going to look amazing.

- A They're really funny and we always have a good time together.
- B I'm visiting my aunt and uncle in Cardiff.
- C I don't have to put up the blinds.
- D In the morning, I have to feed the chickens and Josie has to milk the cows.
- E They want to sell some of their old furniture at a garage sale.

- 5** Przeczytaj teksty 1. i 2. Uzupełnij w e-mailu luki 1–3 zgodnie z treścią tekstów.

1

To ...

Hi Joe,

So, your aunt wants to do up her house, but she doesn't want to spend a lot of money? She can find some great old furniture in garage sales or some very cheap new furniture at the Mega Furniture Warehouse in Smithston.

She can also paint her old furniture and just get some new cushions, curtains and blinds to give her home a new look. I can give her some magazines with lots of different ideas after I finish work tomorrow.

Rita



2

Mega Furniture Warehouse
Big Bargain Weekend!

This weekend only, we are selling all our sofas at just £250! Come to the store before 11.30 on Saturday morning, and you can get an extra £50 off plus two free cushions with every sofa you buy.

To ...

Dear Aunt Emily,

Rita says that if you don't want new furniture, you can get some really nice things in ¹ _____.

She's got some ² _____ with ideas about how to paint your furniture – she can bring them to your house tomorrow after work.

Also, there's a big sale this weekend at the Mega Furniture Warehouse. Try to get there ³ _____ because all the sofas are really cheap and you can also get some free cushions.

Love,
Joe

Use of English

6 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–4. Wpisz odpowiednią literę (A–G) w każdą lukę. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A cashier ■ B do ■ C has ■ D have
E instructions ■ F lawyer ■ G starting

At the moment, my brother is working at our local supermarket. He's a ¹ and he has to give change to customers and put food onto the shelves. He doesn't really like his job, but next week he's ² a new job at the sports centre. The sports centre is a big building near the park, and it's got a great swimming pool, four badminton courts, a gym and a café. My friend works there. She ³ to talk to the customers and give ⁴ to other workers. She doesn't have to teach swimming or badminton, and she doesn't have to help in the café.

7 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga! Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany.

- I can wear my own clothes for my job.
HAVE
I _____ to wear a uniform for my job.
- What are your plans for tomorrow?
DOING
What _____ tomorrow?
- Do you need any help with the dishwasher?
HAND
Do you want _____ the dishwasher?
- She doesn't love working outside, but she doesn't hate it.
MIND
She _____ working outside.

Writing

8 Od niedawna pracujesz w supermarkecie. Napisz e-mail do koleżanki z Australii, w którym opowiesz jej o swojej nowej pracy. Użyj maksymalnie 120 słów. W e-mailu napisz:

- jakie masz obowiązki,
- czego nie musisz robić,
- co lubisz w swojej pracy.

Hi Emma!

I've got some great news! I have a new job at the supermarket. _____

Love,
XYZ

1 ★ Zakreśl odpowiednie wyrazy.

- We're moving **house** / **job** next week. We're going to live next to the library.
- Last year, my uncle got a(n) **operation** / **job** as a teacher at my school.
- Dora and Nick met and fell in **love** / **divorced** last year. Next week they're going to get **famous** / **married**.
- My friend wants to become **a job** / **famous** as a singer.
- My favourite subject at school is geography. I want to go to **university** / **house** and study it there.
- Betty and Oscar often have **jobs** / **arguments**, but then they usually **make** / **move** up quickly.
- My leg is broken and I have to have an **argument** / **operation** in hospital.
- My uncle and aunt are getting **divorced** / **children** next month. My aunt is moving to another town and my uncle is staying in our house.

2 ★★ 13 Posłuchaj nagrania i ponumeruj ilustracje w odpowiedniej kolejności.

A ☐



B ☐



C ☐



D ☐



E ☐



F ☐



G ☐



3 ★★ Uzupełnij dialog wyrazami z ramki.

famous ■ job ■ love
married ■ rich ■ university

- A: My sister's getting ¹ _____ next week.
 B: Really? Who to?
 A: Her boyfriend, Marek. They met at a music festival six months ago and fell in ² _____.
 B: That's quick! What does Marek do?
 A: He's got a new ³ _____. He's a cashier at the supermarket.
 B: Does he like it?
 A: It's OK, but he wants to go to ⁴ _____ next year. He really wants to be an engineer.
 B: What about you? What do you want to do?
 A: Me? Oh, I want to make YouTube videos, become ⁵ _____ and get ⁶ _____!

4 ★★★ Wymyśl swój własny serial i opisz go. Napisz, co się wydarzy w pierwszych dwóch odcinkach. Użyj wyrażen z ramki.

get married ■ get a job ■ get divorced
have children ■ go to university
move house ■ fall in love
have an argument ■ make up ■ get rich

In my show, the main characters are _____

In Episode 1, _____

In Episode 2, _____



Phonics twister

14 Posłuchaj nagrania. Zaznacz zdania, w których dźwięk **v** jest wymawiany tak jak w wyrazie **love**.

1 ☐

3 ☐

5 ☐

2 ☐

4 ☐

6 ☐

**BRAINY RYAN**

▶ VIDEO 6

1 Uzupełnij zdania, stosując *will* oraz *won't* oraz czasowniki z ramki.get (x2) ■ learn ■ move
go ■ become

- Ryan _____ a famous scientist one day. ✓
- Emma and Jack _____ married in the future. ✗
- Jack _____ rich and travel around the world. ✓
- Emma _____ to a different country. ✗
- Ryan _____ how to drive. ✗
- Naomi _____ to university in London. ✓

2 ★ Uzupełnij zdania, stosując *will* oraz *won't* i czasowniki podane w nawiasach.

My predictions for next year:

- My family _____ (not move) to Italy, but we _____ (go) there for our summer holiday.
- My mum _____ (get) a new job.
- I _____ (become) famous, but I _____ (not get) rich!
- My brother _____ (get) married to his girlfriend.
- My uncle and aunt _____ (buy) a new house.
- My cousin and his wife _____ (have) lots of arguments, but they _____ (not get) divorced.
- My sister _____ (fall) in love ... again!
- I _____ (not learn) how to drive, but I _____ (learn) how to play the piano.

3 ★★ 15 Posłuchaj nagrania i zdecyduj, czy zdania 1–6 są prawdziwe (True = T), czy fałszywe (False = F). Zakreśl T lub F.

- Debra won't go to university after school. T / F
- She'll work at the hospital. T / F
- Dan won't travel around the world. T / F
- He'll meet lots of interesting people. T / F
- She'll live in a house in the mountains. T / F
- She'll get married. T / F
- He'll get married. T / F
- He'll have lots of children. T / F

4 ★★ Przeczytaj informacje podane w tabeli i uzupełnij zdania.

What do you predict for 2050?

	Jack	Mark
I / use smartphone	✓	✗
people / live on the Moon	✗	✓
children / have robot teachers	✓	✗
I / travel by jetpack	✗	✓

Jack thinks he will use a smartphone.Mark thinks he won't use a smartphone.

- Jack thinks _____
Mark thinks _____
- Jack thinks _____
Mark thinks _____
- Jack thinks _____
Mark thinks _____

5 ★★★ Napisz, jakie są twoje przewidywania dotyczące roku 2050. Możesz odnieść się do tabeli z ćwiczenia 4.

I think

1 ★ Rozwiąż krzyżówkę.

Across

1 get a good  in a test

7 make

My name are Ana.
I is a student.

8 pay



in class

Down

2



for a test

3



a test

4 write an

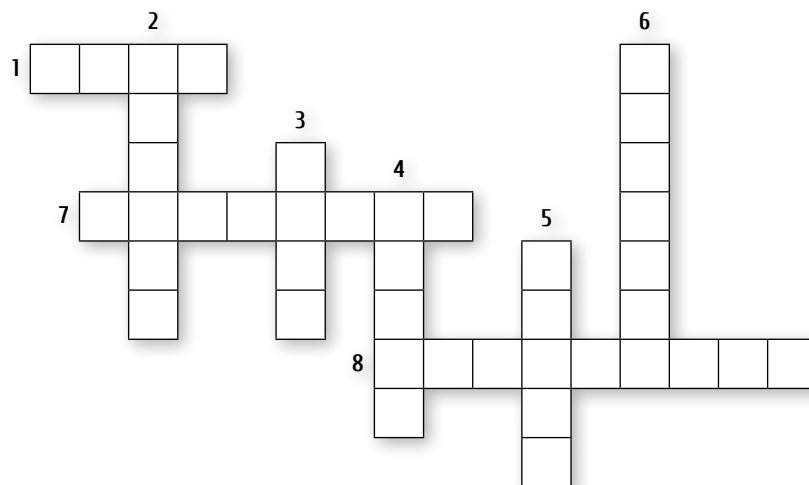


5



in a test

6 do a history



2 ★★ Przeczytaj tekst i zakreśl odpowiednie wyrazy.

Hi Kirsty!

Hope you are well. I'm really busy at the moment. I have to ¹ **write / make** an essay in English for homework and I'm also ² **doing / revising** for my science test. It's really important, so I want to get a good ³ **mark / test**. I ⁴ **pay / have** attention in class and I always do my homework. I never ⁵ **pass / cheat** in tests. But sometimes I ⁶ **make / have** a lot of mistakes in my tests and my teacher has to ⁷ **write / correct** them. :(Have you got any tests before the holidays? Do you always ⁸ **pass / write** your tests?

Hope to hear from you soon,
Gemma xx

3 ★★ Przeczytaj dialog i uzupełnij zdania, wpisując: *Jamie* lub *Astrid*.

A: Do you think Jamie will get a good mark in the test on Friday?

B: Yes, I do. He always works hard and he revises before tests.

A: That's true, but sometimes he makes mistakes when he writes tests. And what about Astrid? She never pays attention in class.

B: And she's always talking to her friends in class. I think she'll fail the test.

A: Well, I'm not sure. She writes very good essays and she does brilliant projects. I think she works better at home than at school.

1 _____ is good at writing essays.

2 _____ sometimes makes mistakes in tests.

3 _____ always revises for tests.

4 _____ doesn't listen to the teacher in class.

5 _____ does good projects.

4 ★★★ Dokończ zdania.

I'm a good student because I ...

But sometimes I'm not a good student because I ...

**BRAINY RYAN**

▶ VIDEO 7

1 Uzupełnij dialog właściwymi wyrazami z ramki.

them ■ me ■ what
will (x3) ■ you ■ won't

Ryan: Can you help ¹ _____ with my homework, please? I'd like to ask ² _____ a few questions about the future.

Jack: Sure, go ahead!

Ryan: So what ³ _____ students learn at school in the future?

Jack: Well, I think they will learn how to build robots and flying skateboards.

Ryan: ⁴ _____ they still use books, do you think?

Jack: No, they ⁵ _____. They will only see ⁶ _____ in museums.

Ryan: And ⁷ _____ will people read then?

Jack: Nothing! They ⁸ _____ learn everything in virtual reality!

2 ★ Uzupełnij zdania odpowiednimi zaimkami.

- She'll be at my house this afternoon. You can talk to _____ then.
- My sister and I want to bake something. Can you buy some flour for _____, please?
- Thanks for the book. I'm really enjoying _____.
- That's my phone. Can you give it to _____, please?
- Where's Fred? I can't see _____.
- The children are making a lot of noise. Ask _____ to be quiet!
- I haven't got your headphones now. I'll give them back to _____ tomorrow.
- Where are the apples, mum? I can't find _____.

Useful!**Uzupełnij zdania.**

- Peter is cheating in the test. I think the teacher will soon c_____h him r_____h_____d.
- A: I'm going to play tennis with my friends.
B: H_____ a g_____d t_____!
- A: Why don't you ask your brother to help you with the project?
B: W_____s t_____ p_____t? He never helps me!

3 ★★ Napisz pytania i krótkie odpowiedzi.

We won't go to school tomorrow.

Will you go to school tomorrow?

☒ No, we won't.

- She'll revise for the test on Tuesday.
_____?
☒ _____
- They won't get good marks in the test.
_____?
☒ _____
- I'll read this book at the weekend.
_____?
☒ _____
- My friends will be late for class this afternoon.
_____?
☒ _____
- He won't finish his history project tonight.
_____?
☒ _____

4 ★★ Uzupełnij dialog, stosując poprawne formy will oraz wyrazów podanych w nawiasach. Dopusz krótkie odpowiedzi.

Alfie I've got my recycling course exam on Monday.

Ella ¹ _____ (you / revise) for it?

Alfie Yes, I ² _____. I really want to pass it.

Ella ³ _____ (you / have) lots of tests on your recycling course?

Alfie No, I ⁴ _____. This is the only test.

Ella ⁵ _____ (your friends / pass) it?

Alfie Yes, they ⁶ _____. I hope we'll all pass it.

Ella ⁷ _____ (Professor Wright / be) there when you do the test?

Alfie No, he ⁸ _____. He'll be on holiday.



- 1 ★ Znajdź pięć zdań i podpisz ilustracje.
Utwórz wyrażenie z pozostałych liter.

he won't get rich
fall they will get married
in she will have an operation
love they won't go to university



1 _____



2 _____



3 _____



4 _____

5 The hidden phrase is: _____.

- 2 ★★ Napisz pytania, stosując wyrazy podane
w nawiasach oraz odpowiednie zaimki.

(give / present / her)

Will you give the present to her?

No, I won't. I'll give it to him.

1 (pass / the test)

Yes, he will. He'll get a good mark.

2 (get / divorced)

No, they won't. They'll make up.

3 (go the cinema / with / them)

Yes, she will. She likes them.

- 3 ★★★ 16 Posłuchaj nagrania i wpisz
w odpowiednich lukach: Anna, Tara lub Rita.

1	Name:	
		2/10
2	Name:	
		10/10
3	Name:	
		6/10

- 4 ★★ Połącz zdania za pomocą strzałek.
Kto dostanie kociaka? Zakreśl odpowiedni
zaimek.

a He'll give it to us.

b You'll give it to them.

c I'll give it to her.

d We'll give it to you.

e She'll give it to him.



I / You / She / He / We / They will have the kitten.

4 (cheat / the test)

No, she won't. She never cheats.

5 (have / an argument / with / her)

Yes, they will. They don't like her.

1 ★ 17 Posłuchaj nagrania i zapisz daty.

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

2 ★★ Uzupełnij dialog.



Lee

¹ S_____ people t_____k
that in 2050, people will live in
eco-houses under the ground.



Ben

² T_____t s_____n_____s
r_____ht. I think it will be very hot
in the future, so we will live under
the ground because it will be cooler.



Pat

³ c_____ '_____ b_____l_____v_____
t_____t. It will be very difficult
to build houses under the ground.



Lee

⁴ a_____e_____ w_____t_____
you. It will also be very dark
under the ground. People
won't want to live there.



Ben

⁵ T_____ 's r_____i_____h_____!
It won't be dark. We'll have windows
in the roofs of our houses.



3 ★★ Przeczytaj ponownie dialog z ćwiczenia 2. i uzupełnij zdania odpowiednimi imionami.

- 1 _____ thinks that people will live under the ground in the future.
- 2 _____ and _____ think that people won't live under the ground in the future.
- 3 _____ isn't very polite.

4 ★★★ Przeczytaj informacje i napisz dialog między Kelly, Marthą i Laurą.

Kelly ☒ → Cars aren't good for the environment.

Martha ☒ → We use cars every day.

Laura ☒ → There's a lot of pollution because of cars. We will find more eco-friendly ways to travel.

Kelly: Some scientists think that we won't drive cars in the future.

Laura: _____

Kelly: _____

Martha: _____

Laura: _____

Use of English

5 🎓 Przetłumacz na język angielski fragmenty podane w nawiasach. Wymagana jest pełna poprawność ortograficzna. Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- 1 I don't mean to be rude, but (*czy jesteś pewien*) _____ that's right?
- 2 (*Niektórzy naukowcy myślą*) _____ that we will live on Mars in the future.

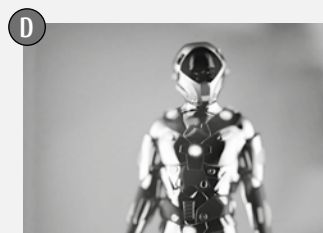


Quiz – Future innovations

1 Sprawdź, co pamiętasz na temat wynalazków przyszłości. Zakreśl właściwe wyrazy.

- In a few years, flying to space **will** / **won't** be possible for tourists.
- Countries in the EU are getting **better** / **worse** at recycling plastic.
- Water shortage will be a **smaller** / **bigger** problem in 2050.
- In 2050, perhaps all children will learn from **robots** / **teachers** on computers.

2 Przeczytaj teksty i dopasuj je do odpowiednich ilustracji.

1 ☐

Today we get about 7% of our energy from **solar** and wind **power**. But in the future, we will get 50% of our energy from the Sun and the wind. There will be less pollution and it will be better for the environment. There will be big wind farms and solar farms in many countries.

2 ☐

How often do you visit the doctor? Three or four times a year? In the future, we will probably see the doctor every day, but it won't be a person, our doctor will be a computer. Some people believe that we will wear a special **watch** and this will check our health all the time.

3 ☐

Can you run fast? Can you carry **heavy** things? In the future, you will be stronger and faster because your clothes will help you. Trousers will make our legs move faster and our sweaters will make us very **strong**.

4 ☐

Today, in Singapore, there are metal super trees. They are between 25 and 50 metres tall and have hundreds of different plants on them. Scientists believe that cities in the future will have farmscrapers – very tall buildings which will also be farms. Perhaps we will grow plants and food on the outside of the buildings.

3 Przeczytaj teksty z ćwiczenia 2. ponownie i zdecyduj, czy zdania 1–6 są prawdziwe (**True = T**), czy fałszywe (**False = F**). Zakreśl **T** lub **F**.

- In the future we will get less energy from the Sun. T / F
- Solar energy is good for the environment. T / F
- Computers will probably be our doctors in the future. T / F
- Our clothes will make us very slow in the future. T / F
- The super trees in Singapore are not real trees. T / F
- Farms in the future will be inside the buildings. T / F



Glossary

heavy – ciężki
solar power – energia słoneczna
strong – silny
watch – zegarek

4 Przeczytaj o innych przewidywaniach dotyczących przyszłości i napisz o nich.

journey = 6 months

robots build houses there

people travel to Mars

we grow plants to eat

Vocabulary & Speaking

1 ★ Połącz fragmenty wyrażen.

- | | |
|----------|-----------------|
| 1 get | a house |
| 2 become | b to university |
| 3 move | c an operation |
| 4 have | d up |
| 5 fall | e rich |
| 6 go | f in love |
| 7 make | g famous |

2 ★ Uzupełnij zdania odpowiednimi wyrazami.

- Ann always r_____es for her exams and she usually gets g_____d m_____s.
- Tom p_____ att_____ in class and he writes excellent e_____.
- Marisa p_____e_____ her tests, but sometimes she m_____ es m_____es.
- John often f_____s his tests or he gets very l_____ m_____s.
- Freya does brilliant p_____s and she never c_____s in tests.
- Our teacher often c_____s our mistakes.

3 ★★ Ułóż dialog w odpowiedniej kolejności.

- ☐ I don't agree. We'll use watches, computers or robots in the future, not doctors.
- ☐ I agree. I don't want to use a computer when I'm sick. I want to see a real person.
- ☐ Some scientists think that in the future we won't visit doctors. We'll wear watches that check our health.
- ☐ That can't be right. You can talk to a doctor about your problems, but you can't talk to a robot or a computer.
- ☐ I don't mean to be rude, but are you sure that's right? Watches won't understand all our health problems. We'll always have doctors.

Grammar

4 ★★ Uzupełnij tekst wyrazami *will* lub *won't* i odpowiednimi czasownikami z ramki.

not be ■ not buy ■ not eat ■ grow
not have ■ learn ■ live ■ speak

I think everyone will speak the same language. There
1 _____ any schools because we 2 _____
everything on our computers at home. We 3 _____
food from supermarkets because we 4 _____ our
food in our gardens. We 5 _____ meat and we
6 _____ pets. All animals 7 _____ in the wild.

5 ★★ Zastąp zaznaczone słowa zaimkami.

- I'm taking a photo of the girl _____.
- He wants to talk to me and Sara _____.
- We are buying a computer _____ tomorrow.
- Teachers give John _____ a lot of homework.

6 ★★★ Napisz pytania i krótkie odpowiedzi.

- you / get married / before you're thirty? ☒
- the children / get up late / tomorrow? ☒
- your dad / get a new job / next month? ☒
- Amy / move house / next year? ☒

Use of English

7 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego (1–2). Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- You should be quiet and listen to your teacher in class. **PAY**
You should _____ class.
- I will live in a different city next month. **HOUSE**
I will _____ next month.



Before you watch

1 Uzupełnij luki przymkami *by, in, on, to* lub *with*.

- 1 _____ the future
- 2 _____ the moon
- 3 _____ your own
- 4 control something _____ a watch
- 5 go _____ bus
- 6 get _____ school

While you watch

2 Obejrzyj film i sprawdź odpowiedzi w ćwiczeniu 1. Jakie urządzenie może być kontrolowane za pomocą zegarka?

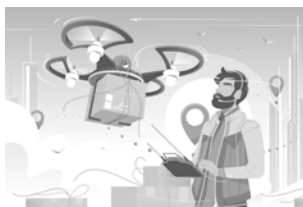
3 Uzupełnij brakujące informacje w streszczeniu. Użyj słów z ramki w odpowiedniej formie. Obejrzyj film ponownie i sprawdź swoje odpowiedzi.

dron ■ samochód
robot ■ kierowca

Przyszłość może przynieść wiele zmian w naszym życiu. Na przykład niektórzy ludzie uważają, że samochody nie będą potrzebowały ¹ _____. Inni są przekonani, że w przyszłości dzieci nie będą podróżować do szkoły ² _____ czy autobusem. Naukowcy uważają, że paczki i listy będą dostarczane przez ³ _____, a wszystkie prace będą wykonywane przez ⁴ _____.

After you watch

4 Przeczytaj opis fabryki przyszłości i uzupełnij luki właściwymi wyrazami. Zakreśl literę A, B lub C.



Factories will be different ¹ _____ the future. People won't do any physical work ² _____ their own.

Instead, they will control robots ³ _____ special computer programmes. The ⁴ _____ will make products for 24 hours a day. They will put the products into boxes and then some drones will take the ⁵ _____ and ⁶ _____ them to people's houses.

- | | | |
|---------------|-----------|-----------|
| 1 A on | B in | C with |
| 2 A on | B in | C by |
| 3 A in | B to | C with |
| 4 A robots | B parcels | C cars |
| 5 A factories | B robots | C parcels |
| 6 A deliver | B control | C zoom |



Life skills

5 Jak myślisz, jakie będą domy przyszłości? Odpowiedz na pytania.



- 1 What will people's houses look like in the future?

- 2 What kind of equipment will they have?

- 3 How will people control it?

- 4 What kind of rooms will the houses have?

- 5 What kind of chores will robots do on their own?



Glossary

zoom – śmigać **parcel** – paczka
deliver – dostarczać **factory** – fabryka

My Dream Job



- 1 Hi, everyone! Today, I'm going to write about my dream job. I hope that in the future, I will become a cook.
- 2 So why do I want to be a cook? Well, because I love preparing meals for my family. Cooking is my big hobby and it makes me really happy. Here's what I hope will happen in the future:
First, I'll go to a culinary school and learn everything about preparing healthy and tasty meals. At the same time, I'll try to get a job as a cook in a restaurant because I want to get some work experience. Finally, after I finish school, I'll try to start my own restaurant or maybe I'll first buy a food truck and work in it.
- 3 That's it for today. Please write about your dream jobs in the comments section. Have you got a hobby that could turn into a job?



1 Przeczytaj wpis na blogu i połącz akapity 1-3 z opisami tego, w jakim celu zostały napisane.

- A Zakończenie tekstu i zachęta do reakcji na wpis na blogu.
- B Wprowadzenie tematu.
- C Rozwinięcie tematu wprowadzonego we wstępie.

Useful!

Pamiętaj, żeby w pierwszym akapicie wpisu na blogu powiedzieć, o czym on będzie. Nie zapomnij też zachęcić czytelników do reakcji na to, co napiszesz w ostatnim akapicie.



2 W którym akapicie (1-3) użyjesz poniższych wyrażień (a-h)? Wpisz właściwe litery w kratki.

- 1 Wprowadzenie tematu ☐ ☐
- 2 Rozwinięcie tematu ☐ ☐ ☐
- 3 Zakończenie i zachęta do reakcji ☐ ☐ ☐
- a Next,
- b Today, I'm going to write ...
- c After that,
- d That's all for now.
- e Then,
- f In today's post, I'd like to tell you about ...
- g That's it for today.
- h Please write about ... in the comments section.

3 Ułóż wyrazy napisane kursywą tak, aby powstały poprawne zdania. Następnie poukładaj akapity w takiej kolejności, aby powstał wpis na blogu.

☐ ¹ *all / now / for / that's*
..... Write about your future jobs in the comments.

☐ I really love animals. At home, ² *I / three / have / cats / got / and / hamster / a*
..... I'm also good at science, so ³ *hope / I / that / I / become / will*

a vet in the future.

To do this job, ⁴ *I / have to / will*
..... study at university for six years. ⁵ *that / think / then, / I*
..... I will work with my aunt, who's also a vet, for a few years. After that, I hope that I will start my own clinic for animals.

☐ ⁶ *post, / in / today's / tell / to / I'd like*
..... you about a job that I want to do in the future.

4 Zrób notatki, które wykorzystasz podczas pisania bloga na temat swojej wymarzonej pracy. Uzupełnij tabelę.

My personality	My hobbies	Things/Subjects I'm good at

5 Napisz wpis na blogu o swojej wymarzonej pracy. Wykorzystaj teksty w ćwiczeniach 1. i 3. jako wzór.

UNIT 4 The animal kingdom

lesson 1 Is it dangerous?

1 ★ Podpisz ilustracje wyrazami z ramki.

beaver ■ crab ■ kangaroo ■ octopus
ostrich ■ owl ■ penguin ■ polar bear



1 _____



5 _____



2 _____



6 _____



3 _____



7 _____



4 _____



8 _____

2 ★★ 18 Posłuchaj nagrania i odgadnij, o jakich zwierzętach jest w nim mowa.

1 ☐ 2 ☐ 3 ☐ 4 ☐

A camel B shark C chimpanzee D bat

4 ★★★ Napisz cztery zdania o zwierzęciu widocznym na ilustracji. Użyj wyrazów z ramki.



intelligent ■ can
can't ■ beautiful
ugly ■ swim ■ fly
poisonous ■ tree



Phonics twister

19 Posłuchaj nagrania. W każdej parze wyrazów zaznacz ten, w którym występujący na początku dźwięk **ch** wymawia się tak jak w słowie **chimpanzee**.

1 A ☐ B ☐

4 A ☐ B ☐

2 A ☐ B ☐

5 A ☐ B ☐

3 A ☐ B ☐

6 A ☐ B ☐

Reading

3 Przeczytaj teksty na temat trojga zwierząt oraz zdania 1–4. Do każdego zdania dopasuj właściwy tekst. Jeden tekst pasuje do dwóch zdań.

A There are two different species of beavers – the North American beaver and the European beaver. They like to live near water and use trees to build houses in rivers and lakes. Beavers usually sleep in the day and go out at night. They can't run very fast, but they are very good at swimming.

B Kangaroos live in Australia and New Zealand. They can hop, jump very high, swim and walk, but they can't run very fast. A baby kangaroo, or 'joey', stays with its mother for about ten months. Kangaroos eat grass, plants and leaves from trees, but they don't eat meat.

C Polar bears live in the Arctic. They can run fast and they are very good at swimming. Baby polar bears, or cubs, stay in snow houses called dens, for four or five months after they are born. They are very small when they are born – just 30 cm long – but they grow very fast.

This animal

- 1 doesn't leave its mother for nearly a year after it is born. ☐
- 2 makes its own home from pieces of wood. ☐
- 3 can run fast and swim well. ☐
- 4 doesn't sleep at night. ☐



Life skills: Finding information on the Internet

Przeczytaj adresy stron internetowych. Którym stronom można zaufać?

1 www.mos.gov.pl ☐

2 www.myfavouriteanimalsblog.co.uk ☐

3 www.joes-animal-site.com ☐

4 www.worldwildlife.org ☐



BRAINY RYAN



▶ VIDEO 9

1 Uzupełnij dialog właściwymi formami przymiotników w nawiasach.

Dogs are ¹ _____ (good) than cats!No, dogs are ² _____ (bad) than cats!But dogs are ³ _____ (friendly) than cats!Yeah, but cats are ⁴ _____ (clean) than dogs!Maybe, but cats aren't as ⁵ _____ (intelligent) as dogs!That's not true! And dogs are ⁶ _____ (big) and ⁷ _____ (noisy) than cats.

2 ★ Zakreśl odpowiednie wyrażenia.

- Cats are **bigger than** / **as big as** mice.
- Dolphins **aren't as dangerous as** / **are more dangerous than** sharks.
- Kangaroos and ostriches can run at 48 kilometres per hour. Kangaroos are **as fast as** / **faster than** ostriches.
- Beavers **aren't as heavy as** / **are heavier than** elephants.
- Tigers are **more endangered than** / **as endangered as** horses.
- Bats **aren't as small as** / **are smaller than** ostriches.

4 ★★★★★ Uzupełnij tekst wyrazami z ramki. Podpisz ilustrację.

as fast as ■ as intelligent as
as tall as ■ better ■ heavier than
longer

A



B



There are two different types of camel – Bactrian camels with two humps, and dromedaries with one hump. Bactrian camels are as intelligent as dromedaries, but they aren't

¹ _____ dromedaries: dromedaries are about 2 metres tall and Bactrian camels are about 1.8 metres tall. However, Bactrian camels are ² _____ dromedaries – they weigh up to 1000 kilogrammes and dromedaries weigh up to 600 kilogrammes. Bactrian camels are ³ _____ dromedaries – all camels can run at 40 kilometres per hour. Both types of camel can live in very hot places like deserts because they don't need a lot of water, but Bactrian camels are ⁴ _____ at living in cold places because their hair is ⁵ _____.

3 ★★ 20 Posłuchaj nagrania i napisz zdania, używając odpowiednich form przymiotników.

Coco / as ... as / big / Milo
Coco isn't as big as Milo.

1 Milo / big / Coco

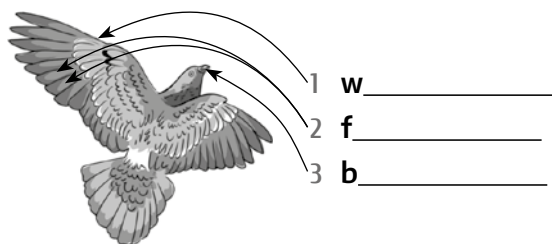
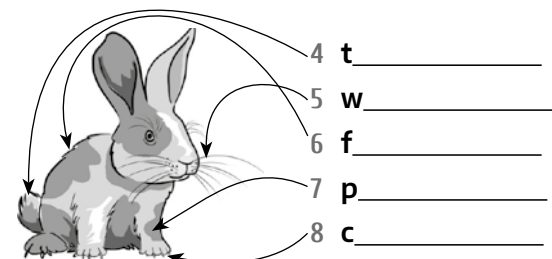
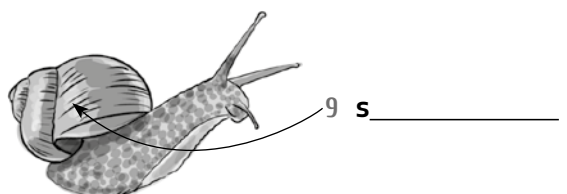
2 Milo / intelligent / Coco

3 Milo / as ... as / fast / Coco

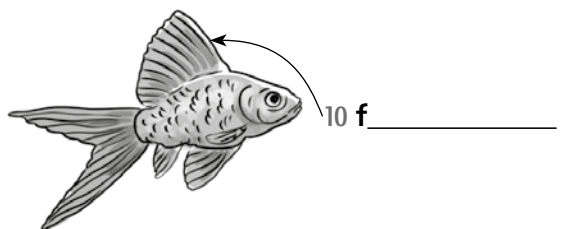
4 Coco / as ... as / cute / Milo

5 Milo / old / Coco

1 ★ Podpisz elementy ilustracji.

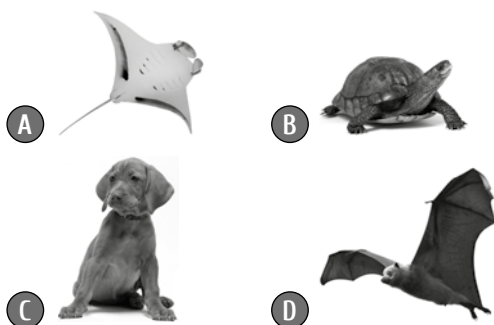

1 w _____
2 f _____
3 b _____

4 t _____
5 w _____
6 f _____
7 p _____
8 c _____


9 s _____



10 f _____

2 ★★ Przeczytaj opisy i połącz je z odpowiednimi ilustracjami zwierząt.



- This animal has got wings but it hasn't got feathers, it's got fur. It's got two feet with claws. ☐
- This animal has got a shell and four legs. It hasn't got wings. ☐
- This is a kind of fish. It's got two very big fins that look like wings and a long tail. ☐
- This animal has got soft fur, big paws and whiskers. ☐

3 ★★★ Uzupełnij tekst wyrazami z ramki.

bigger ■ catch ■ eat ■ endangered
fur ■ number ■ paws ■ tail

The grey wolf has got thick grey-brown ¹ _____, a long nose and yellow or orange eyes. Its ² _____ is very long – up to 50 cm long. It has big ³ _____, which help it to walk on snow. It's about 1.7 m long and it weighs between 35 and 55 kilogrammes. It lives in North America and Asia, and there are also a few grey wolves in Europe. Wolves live in packs of six to ten animals. They ⁴ _____ meat, including deer, beavers and rabbits. When they want to ⁵ _____ an animal, they all work together.

The grey wolf was ⁶ _____ in the past, but the ⁷ _____ of wolves is getting ⁸ _____. There are now more than 300 wolves in Yellowstone Park in the USA.

4 ★★★ Wybierz zwierzę, które żyje na terenie Polski. Narysuj je i opisz. Użyj wyrazów z ćwiczenia 1.

**BRAINY RYAN**

▶ VIDEO 10

1 Napisz formę stopnia najwyższego poniższych przymiotników.

- 1 old – _____
- 2 sad – _____
- 3 bad – _____
- 4 happy – _____
- 5 interesting – _____
- 6 important – _____

2 Zakreśl odpowiednie wyrazy.

- 1 This is **her** / **hers** new pet. It's a rabbit.
- 2 This isn't John's bag. It's **my** / **mine**.
- 3 This colourful parrot is **our** / **ours**.
- 4 Where is **your** / **yours** cat?
- 5 A: Whose dog is it?
B: It's **their** / **theirs**.

3 ★ Uzupełnij zdania odpowiednimi formami przymiotników.

- 1  The peregrine falcon is _____ (**fast**) bird in the world.

- 2  The ostrich is _____ (**big**) bird in the world.

- 3  The funnel web spider is _____ (**poisonous**) spider in the world.

- 4  The African giant land snail is _____ (**heavy**) snail in the world.

- 5  The African elephant has got _____ (**large**) ears in the world.

- 6  Moths have got _____ (**good**) hearing in the world. They can hear very high noises.

4 ★★ Uzupełnij dialog wyrażeniami z ramki.

aren't as fast as ■ the biggest
the cutest ■ the fastest
the most dangerous ■ the most intelligent

A: What are you doing, Ella?

B: I'm reading this magazine about sea animals. Did you know octopuses are one of ¹ _____ animals in the sea? They can hide under shells and they can change colour.

A: No, I didn't. What about dolphins?

B: Yes, they're also very intelligent. And I think they're ² _____ sea animals.

A: Are they fast?

B: They ³ _____ sailfish. Sailfish are ⁴ _____ animals in the sea. They can swim at 110 kilometres per hour.A: Wow! Well, I know that the blue whales are probably ⁵ _____ animals in the sea, but what's ⁶ _____ animal in the sea?

B: Oh, that's the box jellyfish. It's very poisonous.

5 ★★★ Napisz pytania i odpowiedzi, używając **whose** i odpowiednich zaimków dzierżawczych.I have a bag. *Whose bag is it? It's mine.*

1 She has a pen. _____

2 They have a cat. _____

3 He has a car. _____

4 You have a bike. _____

5 We have a dog. _____

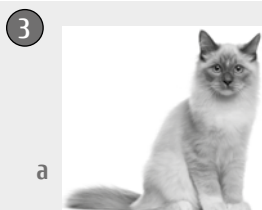
Useful!**Co powiesz w sytuacjach 1–3?**1 Podoba Ci się pomysł koleżanki.
S _____ o _____!2 Podajesz koledze rzecz, której potrzebował.
T _____ y _____ a _____.3 Nie jesteś zainteresowany/zainteresowana pomysłem koleżanki.
I c _____ 't c _____ I _____.



1 ★ Z każdego zestawu wykreśl jeden niepasujący wyraz.

- 1 *kangaroos / ostriches / penguins* have wings
- 2 *bats / penguins / owls* can fly
- 3 *cats / beavers / octopuses* have whiskers
- 4 *polar bears / sharks / dogs* have paws
- 5 *sharks / cod / crabs* have fins
- 6 *camels / ostriches / chimpanzees* have fur

2 ★★ 21 Posłuchaj nagrania i zaznacz odpowiednie ilustracje.



3 ★★ Połącz pytania i odpowiedzi za pomocą strzałek. Zakreśl odpowiedni zaimek.

- a Is this umbrella ours?
- b No, it isn't. They don't like umbrellas. Is it yours?
- c No, it isn't. My umbrella's at home. Is it hers?
- d Yes, it is!
- e No, it isn't. We haven't got an umbrella. Perhaps it's theirs.
- f No, it isn't. She never uses an umbrella. Is it his?

It's *our / their / his / her / my* umbrella.

4 ★★★ Ułóż wyrazy w odpowiedniej kolejności. Zaznacz odpowiednią ilustrację.

1 heavier / It / monkey / than / is / a / .

2 a / intelligent / It / as / chimpanzee / as / isn't / .

3 big / It / elephant / as / isn't / as / an / .

4 animal / It / the / world / cutest / in / is / the / !



1 ★ Uzupełnij wyrazy i połącz zdania z odpowiednimi ilustracjami.

- 1 We keep dogs in a dog k_____ . ☐
- 2 When you take a dog for a walk, you need a dog l_____ . ☐
- 3 We keep snakes and fish in a t_____ . ☐
- 4 We keep mice and birds in a c_____ . ☐
- 5 Birds like to eat s_____ . ☐
- 6 You should use special dog s_____ when you give your dog a bath. ☐

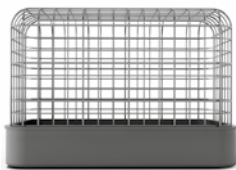
A



B



C



D



E



F



Language functions

2 22 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobrać właściwą reakcję (A–E). Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A Twice a day.
- B No, they don't.
- C Yes, you should.
- D Seeds and fruit.
- E Yes, of course.

1	
2	
3	
4	

3 ★★★ Uzupełnij dialog wyrażeniami z ramki.

course ■ great ■ help ■ often ■ should
shouldn't ■ something ■ thinking

- A: Excuse me. I'm ¹ _____ of buying a snake. Can I ask you ² _____ ?
- B: Yes, of ³ _____ .
- A: Should I feed it every day?
- B: No, you ⁴ _____ . You should feed it once or twice a week.
- A: OK. How ⁵ _____ should I change its water?
- B: You ⁶ _____ change its water every day.
- A: That's ⁷ _____ ! Thanks for your ⁸ _____ .

4 ★★★ Napisz dialog, wykorzystując podane wyrazy. Użyj dialogu z ćwiczenia 3. jako wzoru.

A: think / buy / mouse

B: yes

B: yes

A: how often / clean / cage

A: thanks





Quiz – Nature reserves

1 Sprawdź, co pamiętasz na temat rezerwatów przyrody. Napisz *B* (*Białowieża National Park*) lub *SK* (*St Kilda*).

- | | | | |
|--|-------|--------------------------------------|-------|
| 1 Many puffins live here. | _____ | 4 It's in Scotland. | _____ |
| 2 150,000 tourists come here every year. | _____ | 5 There are rare butterflies here. | _____ |
| 3 The oldest forest in Europe is here. | _____ | 6 People come here to see the bison. | _____ |

2 Przeczytaj teksty i zakreśl odpowiednie wyrazy.

- Wildebeests make a **short / long** journey across the Serengeti every **month / year**.
- A wildebeest is **heavier than / as heavy as** a platypus.
- At Flinders Chase National Park, visitors come to see the animals **in the sea / on the land and in the sea**.
- Platypuses eat food from **land / water**.

Serengeti National Park is in Tanzania, Africa. 90,000 people visit the park every year to see its amazing animals. There are lions, rhinoceros, cheetahs and elephants, zebras and giraffes. It's most famous for the wildebeests that travel north across the Serengeti, looking for food. More than one and a half million wildebeests make the one thousand kilometre journey every year.

Wildebeests live in large groups and they are:

- also called gnu,
- up to 1.4 metres high,
- up to 225 kg.



Flinders Chase National Park is on Kangaroo Island in Australia. Visitors come here to see the kangaroos, wallabies, koalas and platypuses and to watch sea lions, seals and whales in the sea. The platypus is a very strange-looking animal. It's got a beak like a duck's beak, feet like duck's feet, a tail like a beaver's tail, and dark brown fur. It's a mammal, but it lays eggs like a bird! It lives on land, but it's a very good swimmer and it finds its food at the bottom of rivers or lakes. Visitors to Flinders Chase National Park often go on a special platypus walk to see this amazing animal! Platypuses sleep in the day and hunt at night. They are:

- also called duckbills,
- up to 50 centimetres long,
- up to 1.4 kg.



3 23 Posłuchaj nagrania i odpowiedz na pytania.

- What is she doing today?

- What is she doing tomorrow?

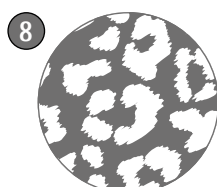
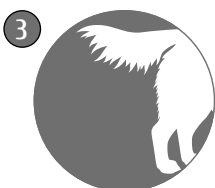
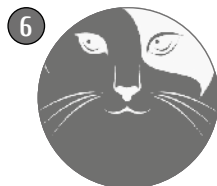
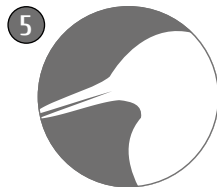
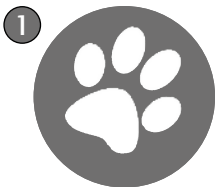
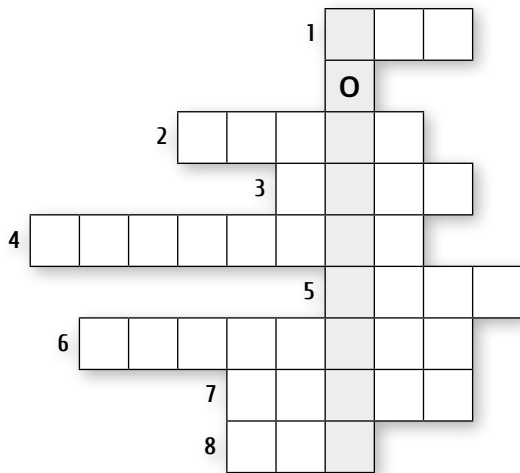
- Which animals does the tourist mention?

4 Przeczytaj informacje i opisz Park Narodowy Galapagos.

- oldest national park on Galapagos Islands in Ecuador
- 97% of Galapagos Islands – protected national park
- have to travel with a guide
- many endangered species: Galapagos penguin, Galapagos tortoise, marine iguana

Vocabulary & Speaking

1 ★ Rozwiąż krzyżówkę i odgadnij hasło.



2 ★ Połącz fragmenty wyrazów.

- | | |
|---------|---------|
| 1 octo | a ver |
| 2 ca | b roo |
| 3 bea | c pus |
| 4 kanga | d rich |
| 5 ost | e anzee |
| 6 chimp | f mel |

3 ★★ Uzupełnij dialog odpowiednimi wyrazami.

- A: ¹E _____ me. I'm thinking of buying a cat.
²C _____ I ask you something?
 B: Yes, of ³c _____ .
 A: ⁴S _____ I buy a cat bed?
 B: ⁵Y _____ , you ⁶s _____ .
 A: OK. ⁷H _____ o _____ should I feed it?
 B: You ⁸s _____ feed it twice a ⁹d _____ .
 A: ¹⁰T _____ ' _____ great! ¹¹T _____ for your help.

Grammar

4 ★ Wpisz odpowiednie zaimki dzierżawcze.

I	you	he	she	we	they
mine	1 _____	2 _____	3 _____	4 _____	5 _____

5 ★★ Przeczytaj informacje podane w tabeli i uzupełnij zdania poprawnymi formami przymiotników.

	endangered	heavy	tall	fast
tiger	☹	230 kilos	1 metre	65 kilometres per hour
giraffe	☺	1100 kilos	5.5 metres	52 kilometres per hour
grey wolf	☺	55 kilos	0.8 metres	63 kilometres per hour

- The giraffe is _____ (heavy) animal.
- The wolf is _____ (fast) the giraffe.
- The wolf is _____ (light) animal.
- The giraffe isn't _____ (endangered) the tiger.
- The tiger is _____ (heavy) the wolf.

6 ★★★ Porównaj wzrost zwierząt z ćwiczenia 5. Napisz cztery zdania.

- _____
- _____
- _____
- _____

Listening

- 1**  **24** Usłyszysz dwukrotnie trzy teksty. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B albo C.

1 What kind of animal is Clarence?

A

B

C



2 What is the boy doing after school?

A

B

C



3 What does the girl think about holidays in the future?

- A We will look at different places thanks to the Internet.
- B We will go into space and visit the Moon.
- C We will travel by plane to different countries.

Language functions

- 2** Dla każdej z opisanych sytuacji 1–3 wybierz właściwą reakcję. Zakreśl literę A, B albo C.

- 1 Kolega opisuje szkoły przyszłości. Nie zgadzasz się z jego opinią na ten temat. Co powiesz?
 A I can't believe that.
 B No, you shouldn't.
 C That sounds right.
- 2 Jesteś w sklepie zoologicznym. Zapytaj, czy możesz karmić kota wybranym pożywieniem.
 A How often should I brush its fur?
 B Where should it sleep?
 C Should I give it biscuits?
- 3 Z powodu choroby przebywasz w domu. Poproś brata, aby przekazał nauczycielowi twoją pracę domową.
 A This homework is yours.
 B Please give him this homework.
 C This is his homework.

Reading

- 3** Przeczytaj tekst. Odpowiedz na pytania 1–3 zgodnie z treścią tekstu. Uzupełnij zdania, wpisując swoje odpowiedzi w luki.

My favourite podcast is called 'River Life'. It's about the Cooper family and their life. The Coopers live on a boat on the River Thames in London. Jodie and Shane Cooper have got two children – Freddie and Isabel. Freddie goes to school and Isabel is studying engineering at university. It isn't easy living on a boat, and sometimes they have arguments, but they usually make up before the end of each episode. At the moment, Freddie is sad because he's in love with a girl from his school, Priti, but she isn't interested in him. Freddie isn't paying attention in class because he thinks about Priti all the time, but he's got an important exam next week. At home, Jodie and Shane are having an argument. Jodie wants to move out of the boat and live in a house, but Shane loves living on the river and wants to stay on the boat. My favourite character is Freddie's big sister, Isabel. She is getting married to her boyfriend, Piotr, next month, and in today's episode she's visiting a wedding dress shop. Of course, she wants to get the most expensive dress in the shop. But Jodie and Shane aren't very rich, so they don't want to buy it. Will Isabel find a cheaper dress? And will Freddie pass his exam? We'll find out next week!

- 1 Why does Freddie feel unhappy?
 Freddie feels unhappy because _____

- 2 Why are Jodie and Shane arguing?
 Jodie and Shane are arguing because _____

- 3 What important event is happening next month?
 Next month _____



4 Przeczytaj tekst. Uzupełnij luki w zdaniach 1–3 zgodnie z treścią tekstu.

Corn Snake Care Sheet

Corn snakes are easy to look after and very beautiful.

They will live for around 10–15 years.

Baby corn snakes are about 30 cm long, but they can grow up to 1.5 metres. Keep your corn snake in a warm tank. Feed it mice once every seven days. Take your corn snake out of the tank sometimes, but don't keep it out of the tank for longer than 15 minutes as it will get too cold.



- 1 Corn snakes are not usually longer than ____.
- 2 You should feed your snake _____ a week.
- 3 You shouldn't _____
_____ for more than fifteen minutes.

Use of English

5 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–4. Zakreśl literę A, B albo C.

I believe that in the future we will all live in special underground houses. We ¹ ____ go out for more than four hours every day because it will be very hot and dangerous outside. In 2050, our homes will be as big ² ____ they are now, but they will get all their energy from the sun and the wind. We won't use plastic in our homes and we will recycle lots of things. This will be much ³ ____ for the environment. We won't use cars in the future, but we will travel by special trains underground. We won't go to school, we will have lessons on the Internet. ⁴ ____ we be happy in the future? I don't know, but I think we will have very different lives from our lives today.

1 A don't B won't C aren't

2 A so B than C as

3 A good B better C best

4 A Will B Are C Have

6 Uzupełnij zdania 1–5. Wykorzystaj wyrazy podane w nawiasach w odpowiedniej formie oraz wpisz inne wyrazy, jeśli jest to konieczne. Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyrazy już podane.

- 1 The brown recluse spider is one of (*the / poisonous*) _____ spiders in the world.
- 2 Pete isn't (*as / strong*) _____ his brother, but he's much faster.
- 3 I'm (*think / buy*) _____ a tortoise. Can you give me some advice?
- 4 I don't (*mean / be*) _____ rude, but are you sure you've got the right information?
- 5 Your homework is (*easy / than*) _____ mine.

Writing

7 Od niedawna masz nowe zwierzę. Napisz e-mail do kolegi z Anglii, w którym opowiesz o tym zwierzęciu. Użyj maksymalnie 120 słów. W e-mailu napisz:

- jak nazywa się zwierzę i co je,
- gdzie ono śpi,
- jak się nim opiekujesz.

Dear Adam,

I want to tell you about my wonderful new pet.

That's all for now!
XYZ

1 ★ Uzupełnij wyrazy brakującymi literami.

meat

1  p _ _ _
c _ _ _2  b _ _ f
s _ _ _

fish

3  s _ _ m _ _
s _ _ _ k4  t _ _ _
s _ _ _ d

vegetables

5  p _ _ s6  b _ _ c _ _ _ i

2 ★★ Uzupełnij tekst wyrazami z ramki.

beef ■ fresh ■ mashed ■ noodle
pie ■ popular ■ salty ■ stale

Hi!

How are you? You want to know something about my new school? Well, I really like it. The teachers are very friendly and it's got a great computer room. But there's one problem – the food in the school canteen isn't very good! ☹

I usually have rolls and butter, but the rolls aren't very ¹ _____. In fact, sometimes, they're ² _____. The turkey ³ _____ is good, but the chicken ⁴ _____ soup is really ⁵ _____, so I always have to drink lots of water.

The best food in the canteen is ⁶ _____ stew with ⁷ _____ potatoes. We have that on Thursdays and it's really ⁸ _____ – everyone wants to eat it!

What's the food like in your school canteen?

Betty

Listening

3 25 Posłuchaj nagrania i zakreśl a, b lub c.

- Tom thinks he learns best from
 - his parents.
 - online videos.
 - his grandmother.
- Tom's sister likes
 - sweet food.
 - healthy food.
 - spicy food.
- Tom's aunt and uncle
 - don't like vegetables.
 - don't eat meat or fish.
 - don't like spicy food.

4 ★★★ Odpowiedz na e-mail Betty z ćwiczenia 2. Opisz swój ulubiony obiad.

Hi Betty!

Thanks for your letter! I usually eat lunch at home / at the school canteen. I really like _____ but I don't like _____

because _____

Write back soon!



Phonics twister

 26 Posłuchaj nagrania. Podkreśl wyrazy, w których **oo** wymawia się tak jak w słowie **cook** /u/ oraz zakreśl wyrazy, w których **oo** wymawia się tak jak w słowie **cool** /u:/.

- I'm looking for my book about kangaroos.
- We play football every afternoon after school.
- My brother watches spooky cartoons on Sundays.
- Let's take our scooters to the wood.
- His house has got a blue rooof and a swimming pool in the garden.



Life skills: Healthy food

Zaznacz nazwy zdrowych produktów spożywczych.

kebab ☐ salmon ☐ pizza ☐ tuna ☐
cereals ☐ broccoli ☐ popcorn ☐



BRAINY RYAN



▶ VIDEO 11

1 Uzupełnij zdania, stosując *was* lub *were* w odpowiedniej formie.

- 1 Ryan _____ hungry this morning. ✗
- 2 We _____ on holiday last week. ✓
- 3 Emma's salad _____ delicious. ✓
- 4 A: _____ the mashed potatoes tasty?
B: Yes, they _____. ✓
- 5 The mugs in the dishwasher _____ clean. ✗
- 6 A: _____ dinner ready?
B: No, it _____. ✗

2 ★ Zakreśl odpowiednie wyrazy.

- 1 The beef stew **was** / **were** delicious, but the vegetables **wasn't** / **weren't** fresh.
- 2 I **wasn't** / **weren't** at school yesterday because it **was** / **were** the weekend.
- 3 My sister and I **was** / **were** late for our tennis lesson yesterday and our teacher **was** / **were** very angry.
- 4 A: Where **was** / **were** you last weekend?
B: I **was** / **were** at my cousins' house.
- 5 A: **Was** / **Were** your brother at Mark's party last night?
B: No, he **wasn't** / **weren't**. He **was** / **were** at home.

3 ★★ Uzupełnij tekst odpowiednią formą *be* w czasie Past simple.

It ¹ _____ (✓) my friend Josh's birthday party yesterday. He ² _____ (✓) twelve years old. The party ³ _____ (✗) at his house, it ⁴ _____ (✓) in the park. Josh's sister and his mum ⁵ _____ (✓) there, but his dad and his brother ⁶ _____ (✗) there because they ⁷ _____ (✓) at work. Of course, lots of Josh's friends from school ⁸ _____ (✓) there. We ⁹ _____ (✓) in the park for four hours, but after lunch we ¹⁰ _____ (✓) all quite cold because it ¹¹ _____ (✗) very sunny in the afternoon. The food ¹² _____ (✓) delicious and Josh's birthday cake ¹³ _____ (✓) really cool. It ¹⁴ _____ (✓) in the shape of a motorbike. It ¹⁵ _____ (✓) a really good party.

4 ★★ Przeczytaj ponownie tekst z ćwiczenia 3. i popraw zdania.

Josh was eleven years old.

He wasn't eleven years old. He was twelve years old.

- 1 The party was at Josh's house.

- 2 His father and brother were there.

- 3 They were in the park for two hours.

- 4 They were all quite hot after lunch.

- 5 Josh's birthday cake was in the shape of a robot.

5 ★★★ Zapisz pytania, stosując podane wyrazy, i odpowiedz na nie.

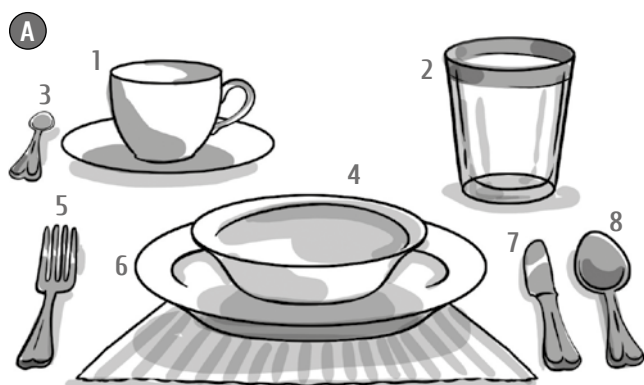
- 1 Where / you / yesterday / ?

- 2 Who / your best friend / when / you / ten years old / ?

- 3 What / your favourite TV show / when / you / eight years old / ?

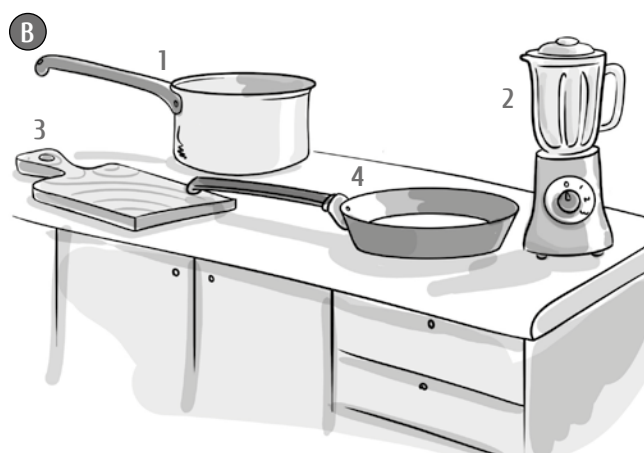
- 4 What / the weather like / last weekend / ?

1 ★ Podpisz ilustracje wyrazami z ramki.



bowl ■ cup ■ fork ■ glass
knife ■ plate ■ spoon ■ teaspoon

- | | |
|---------|---------|
| 1 _____ | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | 8 _____ |



blender ■ chopping board
frying pan ■ saucepan

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

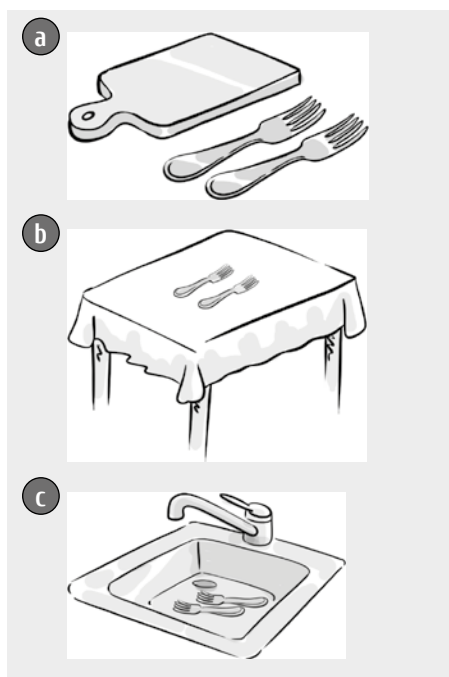
2 ★★ Zakreśl odpowiednie wyrazy.

- I want to drink some tea. I need a **cup** / **plate**.
- I want to eat some soup. I need a **bowl** / **glass**.
- I want to cut these vegetables. I need a **fork** / **knife** and a **blender** / **chopping board**.
- I want to cook this pasta. I need a **blender** / **saucepan**.
- I want to cook this pork chop. I need a **fork** / **frying pan**.

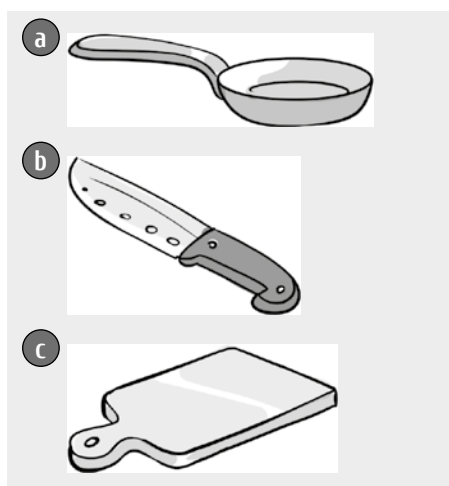
Listening

3 27 🎧 Posłuchaj nagrania i zakreśl a, b lub c.

1 Where are the forks?



2 What is aunt Rachel's birthday present?



3 What is the woman talking about?

- How to make a smoothie.
- How to use a blender.
- Her favourite fruit.



BRAINRY RYAN



▶ VIDEO 12

1 Uzupełnij dialog, stosując *there was/were* w odpowiedniej formie.

Emma: Jack, ¹ _____ many people in the park yesterday?

Jack: Yes, ² _____. But ³ _____ any dogs.

Emma: Why? ⁴ _____ a concert?

Jack: No, ⁵ _____. But there was a Green Festival.

Emma: ⁶ _____ any of our friends there?

Jack: Yes, ⁷ _____. Jack was there with a lot of our friends from school. But ⁸ _____ any food stalls. Why weren't you there?

Emma: Well, ⁹ _____ a lot of work in the garden. And I was too tired.

2 ★ Napisz zdania twierdzące lub przeczące, stosując podane wyrazy. Użyj: *There was/wasn't* lub *There were/weren't*.



I was by the lake yesterday. It was great!



What was there by the lake?

☒ / three boys *There were three boys.*

1 ☒ / any rubbish

2 ☒ / any dogs

3 ☒ / a lot of birds

4 ☒ / any people in the lake

5 ☒ / an old woman with a small cat

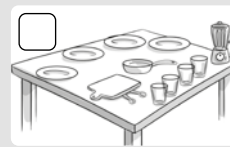
6 ☒ / a boat on the lake

7 ☒ / a shark in the lake

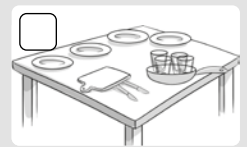
3 ★★ Przeczytaj tekst i zaznacz odpowiednią ilustrację.

This is a picture of my kitchen yesterday. There were four plates on the table, but there weren't any knives or forks. There were two spoons under the chopping board. There was a frying pan next to the chopping board. There weren't any cups, but there were four glasses next to the blender.

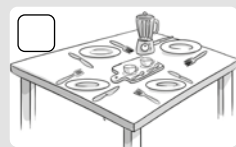
A



B



C



4 ★★★ Wybierz z ćwiczenia 3. jedną z dwóch pozostałych ilustracji i opisz ją, stosując *there was/wasn't* lub *there were/weren't*.

Useful!

Uzupełnij zdania wyrażeniami z ramki.



I can give you a hand.
It makes me mad! Just calm down.
They aren't much use.

1 These boots have got holes in them.

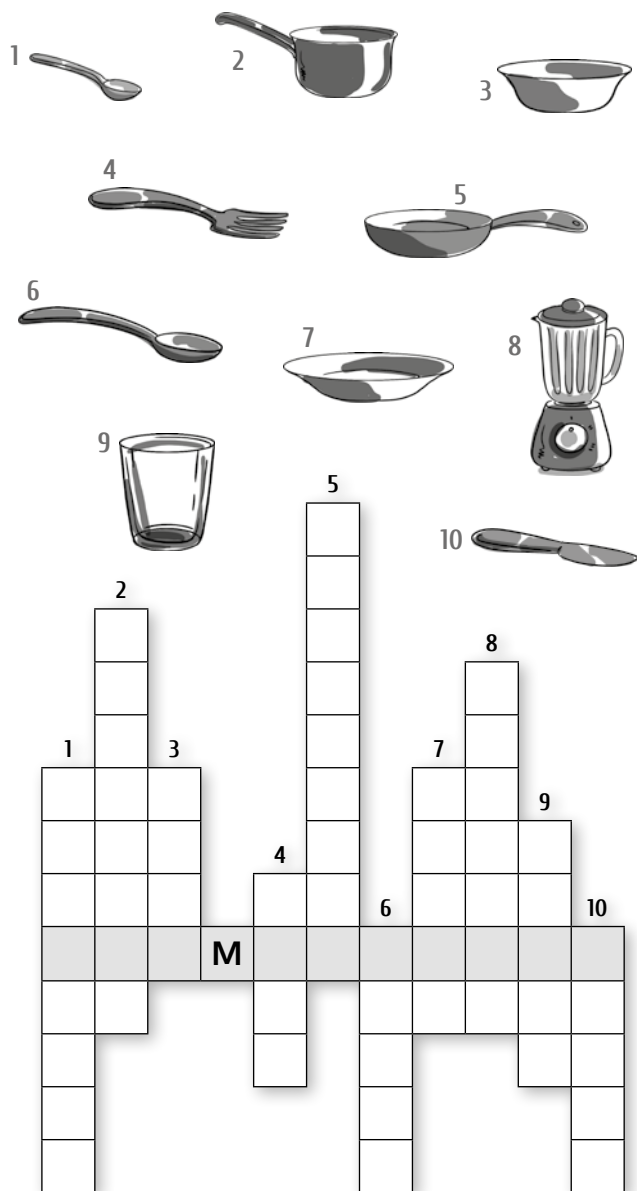
2 A: Look! Those people are putting rubbish in the sea. _____
I'm really angry.

B: _____ Let's go and talk to them.

3 A: I don't understand this maths homework.
B: _____ Maths is my favourite subject.



1 ★ Rozwiąż krzyżówkę i odgadnij hasło.



3 ★★★ Ułóż cztery zdania, stosując wyrazy z każdego wiersza. Każdy wyraz może być użyty tylko raz.

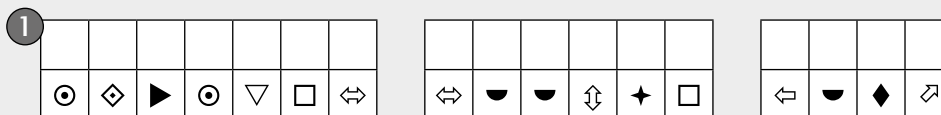
Was	There	The	He
was	pork	there	were
a cat	chop	at	two
dolphins	the cinema	in	was
your	in	very	last
the sea.	night.	garden?	tasty.

- 1 *Was there*
- 2
- 3
- 4

4 ★★★ 28 Posłuchaj nagrania i dopasuj odpowiedzi do pytań.

- 1 Were you at John's party yesterday? a ☐
- 2 Were there any dogs in the park? b ☐
- 3 Was your brother at school last week? c ☐
- 4 Was there a knife on the table? d ☐
- 5 Where was your mum? e ☐
- 6 Were the children hungry? f ☐

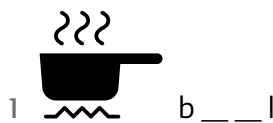
2 ★★ Popatrz na ilustrację i wpisz w puste kratki (1) nazwę dania. Uzupełnij tabelę (2) i odszyfruj zdanie (3).



2	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
	↖	❖				↗	◐			⇒			△				✱	✧		◀		↘	◐	◯	◑	↑

3	▶	↕	◐	↔	◀	✧	▶	▽	□	↔	◐	◑	◒	◓	↖	◐	◑	↕

1 ★ Podpisz ilustracje.



1 b _ _ l



2 s _ _ _ e



3 a _ _



4 c _ _ k



5 m _ _



6 c _ _ p



7 f _ _



8 s _ _ _ e

3 ★★ 29 Posłuchaj nagrania i ułóż zdania w odpowiedniej kolejności.

- ☐ a Add it to the chicken.
- ☐ b Chop the lettuce.
- ☐ c Cut the chicken into small pieces.
- ☐ d Put it onto some bread.
- ☐ e Add some mayonnaise.
- ☐ f Put the chicken in a bowl.
- ☐ g Fry the chicken.



4 ★★★ Ułóż przepis na kanapkę z tuńczykiem i majonezem, stosując wyrazy podane w ramce.

tin of tuna ■ mayonnaise ■ bread
add ■ put ■ lettuce ■ chop ■ bowl

You need a tin of tuna,

2 ★★ Uzupełnij dialog wyrazami z ramki.



add ■ bowl ■ butter ■ difficult
eggs ■ fry ■ frying pan
ingredients ■ long ■ make
minutes ■ mix

A: I want to make French toast. Is it ¹ _____ ?

B: No, it's very easy.

A: What ² _____ do I need?

B: Some bread, three ³ _____, some milk, some salt and pepper, and some ⁴ _____.

A: How ⁵ _____ does it take to make?

B: About ten ⁶ _____.

A: How do I ⁷ _____ it?

B: First, ⁸ _____ the eggs and milk together in a ⁹ _____. Then, ¹⁰ _____ the salt and pepper. Slice the bread. Put the bread into the bowl with the eggs and milk. Put some butter into a ¹¹ _____ and ¹² _____ the bread for one or two minutes. Serve it on a plate with cream and fruit.



Quiz – National dishes

1 Sprawdź, co pamiętasz na temat meksykańskiego dania *chiles en nogada*. Zdecyduj, czy zdania 1–6 są prawdziwe (*True = T*), czy fałszywe (*False = F*). Zakreśl *T* lub *F*.

- | | |
|--|-------|
| 1 'Walnut cream chillies' is a plate of walnuts with a cream chilli sauce. | T / F |
| 2 The colours of the dish are green, white and red. | T / F |
| 3 You need to fry the chillies in a frying pan first. | T / F |
| 4 You make the sauce in a blender. | T / F |
| 5 You put pomegranate seeds on top of the sauce. | T / F |
| 6 Walnut cream chillies are salty and bitter. | T / F |

2 Sprawdź w słowniku znaczenie wyrazów z ramki.

apricot jam ■ curry paste ■ minced beef ■ mixture ■ topping

3 Przeczytaj tekst i odpowiedz na pytania.



Bobotie is one of the national dishes of South Africa. It's a **mixture** of European and Indonesian flavours. It's a spicy and sweet meat dish with fruit, and an egg and milk **topping**. To make this dish you need bread, **minced beef**, onions, eggs, milk, almonds, **curry paste** and **apricot jam**. Cut the bread into small pieces and put it into a bowl with milk. Chop the onions and fry them in a frying pan. Then add the minced beef and cook for five minutes.

Add the curry paste and the apricot jam. Add the bread and the almonds. Sometimes people also add apples and dried fruit. Put everything into a big dish. Mix the milk and the eggs together and pour this over the mince. Bake it in the oven for about forty minutes. Serve it with rice and a green salad.

- | | |
|---|--|
| 1 Which of these ingredients is NOT in bobotie: milk, curry paste, onions, chillies, minced beef. | 3 How long does it take to bake bobotie in the oven? |
| 2 Which two ingredients go on top of the meat mixture? | 4 What do people serve with bobotie? |

4 Przeczytaj informacje o irlandzkiej potrawie i napisz, jak ją przygotować.

Irish stew

- very easy to make, tasty
- ingredients: onions, carrots, lamb, potatoes, salt and pepper
- chop onions, carrots and potatoes; slice lamb and boil for 30 minutes; add onion, potatoes and carrots; cook for 20 minutes; add salt and pepper; serve with Irish bread

Vocabulary & Speaking

1 ★ Znajdź 16 wyrazów i dopasuj je do odpowiednich kategorii.

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

① food items	② kitchen objects

2 ★ Zakreśl odpowiednie wyrazy.

- 1 Strawberry cake is **bitter** / **sweet**.
- 2 Chicken curry is **spicy** / **stale**.
- 3 Grapefruit is **spicy** / **bitter**.
- 4 Old bread is **stale** / **salty**.
- 5 New bread is **bitter** / **fresh**.
- 6 Sea water is **salty** / **sweet**.



Grammar

4 ★★ Zakreśl odpowiednie wyrazy.

Last Sunday, my sister and I ¹**was** / **were** at Ferndown Forest Park. We ²**was** / **were** there because it ³**was** / **were** a special 'Forest Clean-up Day'. There ⁴**was** / **were** a lot of rubbish in the park. There ⁵**was** / **were** plastic bags in the trees; there ⁶**was** / **were** an old broken bicycle in the lake and there ⁷**was** / **were** some plastic bottles on the path. There ⁸**wasn't** / **weren't** a lot of people at the Forest Clean-up Day, but it ⁹**was** / **were** a good day and by the evening there ¹⁰**wasn't** / **weren't** any rubbish in the park.

5 ★★ Napisz pytania i odpowiedzi, stosując podane wyrazy.

he / in London / last weekend? ☒

Was he in London last weekend? Yes, he was.

1 there / any apples / in the bowl / yesterday? ☒

2 there / any food / on the table? ☒

3 you / at school / yesterday? ☒

4 there / a cat / in your garage / last night? ☒

5 there / many people / at the concert? ☒

3 ★★ Uzupełnij pytania odpowiednimi wyrazami. Do każdego pytania dopasuj odpowiedź.

- 1 What i _____ do I need? ☐
- 2 Is it d _____? ☐
- 3 How l _____ g does it t _____ to m _____? ☐
- 4 H _____ do I make it? ☐

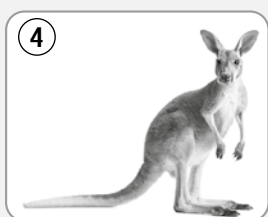
- a No, it isn't. It's easy.
- b First, slice the cheese. Put some butter on the bread. Put the cheese onto one piece of bread. Put the other piece of bread on top.
- c Some cheese, bread and butter.
- d About one minute.



Before you watch

1 Podpisz zdjęcia 1-5 wyrazami z ramki.

eucalyptus tree ■ forest ■ kangaroo
koala ■ power station



2 Przeczytaj słowa i ich definicje. Następnie podaj ich polskie odpowiedniki.

- 1 a marsupial – an animal that carries its baby in a pocket outside its stomach

- 2 a joey – a koala or kangaroo baby

- 3 a species – a group of animals or plants that are the same and can have babies together

While you watch

3 Obejrzyj film. Które ze zwierząt z ramki nie pojawia się w filmie?

blue whale ■ koala
mountain gorilla ■ tiger

4 Uzupełnij zdania. Zakreśl literę A, B lub C. Obejrzyj film ponownie i sprawdź swoje odpowiedzi.

- 1 Koalas are
A bears. B marsupials. C teddy bears.
- 2 They have got
A long claws.
B long fur.
C a lot of energy.
- 3 Koala mothers
A carry their joeys on their back.
B leave their joeys on eucalyptus trees.
C don't eat a lot.
- 4 Humans cut eucalyptus trees to
A build power plants.
B eat their leaves.
C build roads.



Glossary

habitat – środowisko
harm – wyrządzać
 krzywdę

hunt – polować
disappear – znikać

After you watch

5 Uzupełnij zdania wyrazami ze słowniczka w odpowiedniej formie.

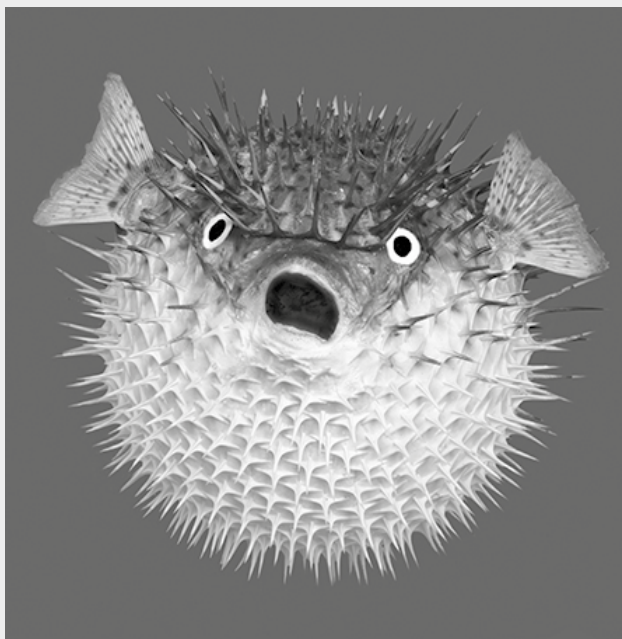
- 1 A lot of animals are in danger because people _____ them for sport.
- 2 Some animal species _____ because people are taking over their natural _____.
- 3 Some people don't buy meat because they don't want to _____ animals.



Life skills

6 Opisz kilka problemów środowiska naturalnego w twoim otoczeniu. Podaj przyczynę tych problemów.

Some bird species are disappearing in my hometown because there aren't many trees left there.



THE MOST DANGEROUS MEAL IN THE WORLD

How can this round and funny-looking fish be so dangerous for people? You may think that the pufferfish (or the blowfish, as some people call it) attacks people in water, but this is not true. ¹ ____ In fact, people want to catch pufferfish because it is very tasty. In Japan, they call it *fugu* and eat it in special restaurants. ² ____ They learn how to prepare *fugu* because some parts of the fish are poisonous. ³ ____ Well, they say that it's both very exciting and a little scary to eat this unusual meal, but it's something they will never forget.

- 1** W klasie 5. w zeszyście ćwiczeń poznałeś/ poznałaś pewną nietypową rybę o nazwie *pufferfish*. Popatrz na obrazek i zgadnij, jak inaczej nazywa się tę rybę. Dwie odpowiedzi są poprawne.

- A fugu
- B bomb fish
- C blowfish

- 2** Przeczytaj tekst i sprawdź odpowiedź do pytania w ćwiczeniu 1. Podaj odpowiedź na pytanie zadane w pierwszym zdaniu tekstu.

- 3** Przeczytaj tekst w ćwiczeniu 2. ponownie. Wpisz w każdą lukę (1-3) literę, którą oznaczono brakujące zdanie (A-D), tak aby otrzymać logiczny i spójny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

- A In these restaurants, there are some cooks who have to go on a special course.
- B And what do the restaurant-goers think of the dish?
- C A lot of other fish are afraid of it, too.
- D It is a very small, slow-moving fish, and it is not interested in hurting people.



Glossary

funny-looking – o śmiesznym wyglądzie
unusual – niezwykły
course – kurs

- 4** Przeczytaj tekst ponownie i odpowiedz na pytania.

- 1 Why do people want to catch blowfish?

- 2 Where do people call it *fugu*?

- 3 What really important thing do people need to do to cook *fugu*?

- 4 How do the people who try the fish feel about it?

- 5** Odpowiedz na pytania.

- 1 Would you like to eat pufferfish for lunch? Why (not)?

- 2 What do you think is the strangest Polish dish?

1 ★ Zakreśl odpowiednie wyrazy.

- 1  She's got **toothache** / **a fever**.
- 2  She's got **a sore throat** / **flu**.
- 3  She's got **a headache** / **flu**.
- 4  He's got **a cold** / **a stomach ache**.
- 5  He's got **a headache** / **a fever**.
- 6  He's got **earache** / **a cough**.
- 7  He's got **a sore throat** / **toothache**.
- 8  She's got **a cold** / **a headache**.
- 9  She's got **a fever** / **earache**.

2 ★★ Uzupełnij dialog wyrazami z ramki.

call ■ cough ■ fever ■ health centre
sore ■ stay ■ take ■ temperature

- A: What's wrong, Jess?
 B: I feel sick. I've got a ¹ _____ throat and a bad ² _____.
 A: Oh dear. Are you going to ³ _____ a doctor?
 B: No, I'm not. My ⁴ _____ is OK – I haven't got a ⁵ _____.
 A: I think you should ⁶ _____ in bed.
 B: Yes, that's a good idea. I'm going to ⁷ _____ some medicine now.
 A: I hope you feel better soon!
 B: Thank you. If I feel bad tomorrow, I'll go to the ⁸ _____.

Listening

3 30 Posłuchaj nagrania i odpowiedz na pytania.

- 1 What is the man's problem?

- 2 Has he got a high temperature?

- 3 Where should he go?



Phonics twister

31 Posłuchaj nagrania. Wpisz wyrazy w odpowiednie miejsca w tabeli.

chemist's **ch**at **sch**ool **ch**icken **ch**air
heada**ch**e **ch**impanzee eara**ch**e

1 cheap /tʃ/	2 stomach /k/

4 ★★★ Przeczytaj zdanie i uzupełnij porady wyrażeniami z ramki.



call an ambulance ■ take some medicine
stay in bed ■ go to A&E

- 1 You should _____.
- 2 You should _____.
- 3 You shouldn't _____.
- 4 You shouldn't _____.



BRAINY RYAN



▶ VIDEO 14

- 1 Napisz czasowniki w czasie Past simple. Zaznacz, czy są to czasowniki regularne (*regular*), czy nieregularne (*irregular*).

base form	Past simple	regular	irregular
dance	<u>danced</u>	☒	☐
1 like	_____	☐	☐
2 see	_____	☐	☐
3 carry	_____	☐	☐
4 drink	_____	☐	☐
5 work	_____	☐	☐
6 eat	_____	☐	☐
7 have	_____	☐	☐
8 paint	_____	☐	☐
9 make	_____	☐	☐

- 2 Uzupełnij zdania, stosując czasowniki z ćwiczenia 1. w czasie Past simple.

- Emma and Jack _____ a great film at the cinema last night.
- I _____ some tea with lemon and felt much better.
- Jack _____ too much for lunch yesterday. So he didn't feel well for the rest of the day.
- You _____ a delicious smoothie for me yesterday. It gave me great energy for the whole day.
- We _____ really hard on our biology project last week.

- 3 ★ Uzupełnij zdania twierdzące (✓) i przeczące (✗) odpowiednimi czasownikami w czasie Past simple.

- 1 Lukas _____ stomach ache. ✗
He _____ toothache. ✓



- 2 We _____ the doctor. ✗
We _____ an ambulance. ✓



- 4 ★★ Uzupełnij tekst poprawnymi formami czasowników podanych w nawiasach.

Last weekend Sam ¹ _____ (play) in a football match with his friend Jake. They ² _____ (not win) the game, but they ³ _____ (have) a good time. After the game, they ⁴ _____ (walk) to Jake's house and ⁵ _____ (watch) a film on TV. Jake ⁶ _____ (make) some very tasty banana and strawberry smoothies. In the afternoon, Sam ⁷ _____ (do) his homework and then ⁸ _____ (write) an email to his aunt in Scotland. He ⁹ _____ (feel) very tired, so he ¹⁰ _____ (go) to bed at nine o'clock and ¹¹ _____ (sleep) for thirteen hours. He ¹² _____ (not wake up) until ten o'clock on Sunday morning.

- 5 ★★ Przeczytaj ponownie tekst z ćwiczenia 4. Zdecyduj, czy zdania 1–6 są prawdziwe (*True = T*), czy fałszywe (*False = F*). Zakreśl *T* lub *F*.

- Sam and Jake didn't enjoy the football match. T / F
- They didn't watch the film at Sam's house. T / F
- They drank some smoothies. T / F
- Sam did his homework before the football game. T / F
- He didn't go to bed late. T / F
- He didn't sleep for a long time. T / F

- 6 ★★★ Napisz, co robiłeś/robiłaś w miniony weekend. Użyj wyrazów z ramki. Napisz przynajmniej trzy zdania przeczące.

play ■ watch ■ do ■ eat ■ visit ■ go

Last weekend, _____

1 ★ Znajdź siedem nazw urazów. Zapisz je poniżej, używając czasu Past simple.

break his foot scratch her arm bruise my hand twist your ankle burn his leg cut her knee hurt my finger

broke his foot,

2 ★★ Zakreśl odpowiednie wyrazy.

- I **burnt** / **bruised** my hand when I picked up the hot saucepan.
- The cat **had** / **scratched** her leg.
- He **hit** / **twisted** his head on the door when he jumped off the bed.
- She **burnt** / **cut** her foot when she dropped the knife.
- He **bruised** / **broke** his arm but he didn't **bruise** / **break** it, so he doesn't have to go to hospital.
- My uncle **hurt** / **had** an accident yesterday.

3 ★★ Uzupełnij e-mail czasownikami podanymi w nawiasach, stosując je w odpowiedniej formie czasu Past simple.

To ...
subject:

Hi Lucy!

I'm really sorry, I can't come to your party tonight. I had an accident last weekend. I ¹ _____ (leave) the house early on Saturday morning because I wanted to go for a bike ride. I was on my bike in the park when I ² _____ (hear) a strange noise from a tree. I ³ _____ (look) up and ⁴ _____ (see) a parrot at the top of the tree. It ⁵ _____ (fly) away, but I was so surprised that I ⁶ _____ (hit) the tree and ⁷ _____ (fall) off my bike. I ⁸ _____ (break) my leg and now I have to stay at home on the sofa! My grandmother ⁹ _____ (send) me some DVDs and my dad ¹⁰ _____ (make) me a chocolate cake, but I'm really bored! ☹

Rick

4 ★★★ 32 Posłuchaj nagrania. Popraw błędy popełnione przez Lucy. Użyj wyrazów z ramki.

arm ■ biscuits ■ chocolate cake
DVDs ■ fall out of ■ leg ■ hit
home ■ hospital ■ magazines

Rick didn't fall out of a tree, he hit a tree.

- He _____.
- He doesn't have to _____.
- His grandmother _____.
- His dad _____.

5 ★★★ Popatrz na ilustrację i napisz cztery zdania o Amy. Użyj wyrazów z ramki.


arm
break
fall
hit
head
not happy
ride
her
bike
write
stairs

- Last week, Amy _____.
- _____.
- _____.
- _____.

**BRAINY RYAN**

▶ VIDEO 15

1 Uzupełnij dialog wyrazami z ramki.

did (x2) ■ helped ■ wear
when ■ didn't ■ bruised

Ryan: Hi Emma, are you OK? ¹ _____
did it happen?

Emma: Yesterday, I fell off my bike, but
I only ² _____ my foot.

Ryan: ³ _____ you see a doctor?

Emma: No, I ⁴ _____. The school
nurse ⁵ _____ me.

Ryan: And did you ⁶ _____ your
safety helmet?

Emma: Yes, I ⁷ _____!

2 ★ Zapisz czasowniki w czasie Past simple.

- 1 learn _____
- 2 tell _____
- 3 steal _____
- 4 throw _____

3 ★★ Napisz pytania i połącz je z odpowiedziami.

- 1 your / Did / his / break / arm / brother / ?

- 2 the / did / Where / her / bag / put / girl / ?

- 3 finish / Did / the / homework / students /
their / ?

- 4 film / When / the / see / did / you / ?

- 5 did / knee / hurt / How / he / his / ?

- 6 the / Did / environment / about / you / learn / ?

- | | |
|---|---|
| ☐ a Yes, I did. | ☐ d He fell out of the boat. |
| ☐ b No, they didn't. | ☐ e On the chair. |
| ☐ c Yes, he did. | ☐ f Three days ago. |

4 ★★★ Napisz pytania, stosując czas Past simple, i odpowiedz na nie.

- 1 you / have a shower / this morning?

- 2 What time / you / have lunch / yesterday?

- 3 you / go to school / last Saturday?

- 4 What / you / do / last weekend?

*Use of English***5** Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

Today is Monday, September 17th 2019.

- 1 Alfie had pizza for lunch on Saturday, September 15th. **BEFORE**
Alfie had pizza for lunch the _____.

- 2 Alfie visited his aunt on July 17th. **AGO**
Alfie visited his aunt _____.

- 3 Alfie went on holiday to Paris in 2018. **LAST**
Alfie went on holiday to Paris _____.

Useful!

Uzupełnij wypowiedzi zdaniami z ramki.



Hurry up! ■ It hurts like mad.
You're in the soup now.

- 1 The teacher saw you cheat in the test.

- 2 _____ I don't want to be late for school.
- 3 I burnt my hand on the iron. _____



- 1 ★ Znajdź drogę do wyjścia i zaznacz ją.
Znajdź 8 wyrazów i dopasuj je do odpowiednich kategorii. Możesz się poruszać w górę/dół oraz w prawo/lewo.

START →

t	w	h	f	e
s	i	g	e	v
t	o	u	r	f
s	c	k	u	l
o	r	a	c	u
t	e	e	r	t
h	a	t	b	n
r	o	b	u	r

← FINISH

① illnesses	② verbs for injuries

- 2 ★★ Do każdej kategorii z ćwiczenia 1. dopisz jeszcze dwa wyrazy.

- 3 ★★ Zapisz pełne zdania, stosując czas Past simple.

1 How / you /  /  / ?

2 My sister / have /  / yesterday / .

3 your friend /  /  / last night / ?

- 4 ★★ 33 Posłuchaj odpowiedzi i napisz pytania, używając wyrazów z ramki.

Bella ■ go to the cinema
hurt your finger ■ take the medicine
twist his ankle ■ you ■ your brother
your friends

- 1 Did _____ ?
2 When _____ ?
3 Did _____ ?
4 How _____ ?

- 5 ★★★ Popraw błędy w podkreślonych fragmentach zdań.

- 1 I've got a headache and I feel sick. I should go to the ambulance .
2 I ate a lot of sweets and now I've got earache .
3 She spoke to him two days last .
4 He's got a cold and a twisted throat.
5 Have you got a fever? I think you should call your temperature.

4 I /  / but / I /  / .

5 When / you /  / your /  / ?

6 her brother /  / his /  / .

1 ★ Uzupełnij wyrazy brakującymi literami.

- 1 yester _ _ _
 2 I _ _ t year
 3 a f _ w weeks a _ o
 4 last w _ _ k
 5 the d _ y bef _ _ _ yester _ _ _

2 ★ Wpisz wyrażenia z ramki w odpowiednie miejsca poniżej.

doesn't hurt at all ■ doesn't hurt much
 hurts a lot ■ is better now ■ is fine
 isn't too bad

- 1 ☹ _____
 2 ☹ _____

 3 ☺ _____

3 ★★ Uzupełnij dialog. W każdą lukę wpisz jeden wyraz.

A:

What ¹ _____ to you?

B:

I had an ² _____.
 I bruised my arm.

A:

When ³ _____ it happen?

B:

The day ⁴ _____ yesterday.

A:

⁵ _____ did you do that?

B:

I fell out of bed!

A:

How does it ⁶ _____ now?

B:

It isn't ⁷ _____ bad.4 ★★ 34 Posłuchaj nagrania i uzupełnij notatkę.

What? ¹ *Bill*
 When? ² _____
 How? ³ *He fell*
 Now? ⁴ *It*

5 ★★ Przeczytaj notatkę i napisz dialog.

What? Keira cut her head.
 When? Yesterday.
 How? She fell in the garden.
 Now? It hurts a lot.



Joseph:

Hi, Keira. What _____ ?

Keira:

Joseph:

Keira:

Joseph:

Keira:

Joseph:

Keira:



Quiz – A great scientist

1 Sprawdź, co pamiętasz na temat Marii Skłodowskiej-Curie. Połącz fragmenty zdań.

- | | |
|-----------------------------|--|
| 1 She was born | a a small X-ray machine to put in a truck. |
| 2 She and her husband lived | b in Paris. |
| 3 They discovered | c two Nobel prizes. |
| 4 She invented | d a new element called <i>polonium</i> . |
| 5 She won | e in Warsaw. |

2 Przeczytaj tekst i ułóż wydarzenia w odpowiedniej kolejności.

- ☐ a She opened a school for nurses.
- ☐ b She worked in a hospital in London.
- ☐ c She became very sick.
- ☐ d She helped soldiers in the Crimean War.
- ☐ e She went to a nursing school in Germany.



Florence Nightingale

Florence Nightingale was born in 1820 in Florence, Italy but she lived in England. At this time, most girls didn't go to school, but Florence studied at home with her father. She wanted to help people so she decided to become a nurse. Her parents weren't happy about this because hospitals were dirty and dangerous places, but Florence went to Germany in 1851 and studied nursing there.

In 1853 she worked in a hospital in London. She worked to make the hospital cleaner and helped the patients. Then, in 1854, the Crimean War started. Florence and thirty-eight nurses travelled a long way to help. Florence did a lot of things to **improve** the hospital for British soldiers. She cleaned it, she bought healthy food for the soldiers and she **even** wrote letters home for them.

When Florence returned to England in 1856, she was a hero. She opened the Nightingale Training School for Nurses in 1860.

For the last 40 years of her life, Florence was very sick, but she still wrote letters and worked hard to make hospitals better places. She died in 1910 when she was 90 years old.



Glossary

even – nawet
improve – ulepszać

3 Przeczytaj ponownie tekst z ćwiczenia 2. i odpowiedz na pytania.

- 1 Who was Florence's first teacher?

- 2 How did Florence improve the hospital for the British soldiers?

- 3 When did she come back to England?

- 4 What did she do between 1870 and 1910?

4 Przeczytaj informacje o Elizabeth Blackwell i opisz jej życie.

- 1821: born in England
- 1832: moved to the USA
- 1847: went to medical school – other students unkind to her because she was a woman
- 1849: first woman in the USA to become doctor
- 1857: opened hospital for women and children in New York
- 1868: opened Women's Medical College
- 1910: died

1 ★ Z podanych liter ułóż nazwy objawów i chorób.

- 1 guoch _____
- 2 rseototahr _____
- 3 chadheea _____
- 4 refev _____
- 5 luf _____
- 6 dloc _____
- 7 oaheotcth _____
- 8 raeech _____

2 ★ Z każdego zestawu wykreśl jedno niepasujące wyrażenie.

- 1 take **medicine** / **your temperature** / **toothache**
- 2 have **an accident** / **your leg** / **flu**
- 3 break your **cold** / **leg** / **arm**
- 4 call **a fever** / **a doctor** / **an ambulance**
- 5 go to **an ambulance** / **A&E** / **the health centre**
- 6 hurt your **foot** / **accident** / **knee**

3 ★★ Napisz dialog, stosując podane wyrazy.

- A: What / happen / you / ?
1 _____
- B: have / accident / burn / hand
2 _____
- A: When / ?
3 _____
- B: three days
4 _____
- A: How / ?
5 _____
- B: drop / cup of hot water / on hand
6 _____
- A: How / now / ?
7 _____
- B: not / hurt / much
8 _____

4 ★★ Zapisz czasowniki w czasie Past simple.

- | | |
|---------------|---------------|
| 1 cut _____ | 6 hear _____ |
| 2 drink _____ | 7 leave _____ |
| 3 eat _____ | 8 see _____ |
| 4 fall _____ | 9 send _____ |
| 5 fly _____ | 10 tell _____ |

5 ★★ Uzupełnij dialog wyrazami podanymi w nawiasach, stosując je w czasie Past simple. Dopusz krótkie odpowiedzi.



- A: 1 _____ (What / do) last weekend, Jenna?
- B: I 2 _____ (visit) my cousins on Saturday. We 3 _____ (listen) to some music and we 4 _____ (make) pizza for lunch. But then I 5 _____ (burn) my hand on the cooker!
- A: Oh no! 6 _____ (you / call) an ambulance?
- B: No, we 7 _____. It wasn't too bad. What about you? 8 _____ (play) tennis with your brother on Saturday?
- A: Yes, I 9 _____. But my brother 10 _____ (drop) his tennis racket on his leg and 11 _____ (break) it!
- B: What 12 _____ (he / break)? The racket or his leg?
- A: Ha ha! His racket! After that, we 13 _____ (not play) tennis, we 14 _____ (go) shopping for a new tennis racket.

Listening

- 1**  **35** Usłyszysz dwukrotnie cztery wypowiedzi na temat chorób i urazów. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi 1–4 odpowiadające jej zdanie A–E. Wpisz rozwiązania do tabeli. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker

- A can't do sports at the moment.
 B doesn't want to stay in bed.
 C stayed at home for a week.
 D bought some medicine.
 E has an injury but it doesn't hurt.

1	
2	
3	
4	

Language functions

- 2** Uzupełnij dialogi. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty.

- 1 A: I want to make a turkey pie for lunch.
 _____?
 B: About 45 minutes.
- 2 A: I broke my arm yesterday.
 B: _____?
 A: I fell down the stairs.

Reading

- 3** Przeczytaj teksty na temat trzech potraw A–C oraz zdania 1–4. Do każdego zdania dopasuj właściwy tekst. Uwaga! Jeden tekst pasuje do dwóch zdań.

A

Pasta with cheese sauce

I often make pasta with cheese sauce at the weekend. First boil some water in a saucepan and add the pasta. Cook it for twelve minutes. Then, while the pasta is cooking, mix some flour and butter together, and fry it in a frying pan for a minute. Add some milk, some grated cheese and some salt and pepper. Cook the sauce for a few minutes until it is thick. Then mix the pasta into the cheese sauce and serve it in a bowl.

B

Tuna and tomato roll

This is my favourite lunch and it's very easy to make. You need a roll, some tuna, some lettuce and tomatoes, and some mayonnaise. First, chop the lettuce and the tomatoes. Then add the tuna and a little mayonnaise. Mix it all up. Cut the roll in half and put some butter on it. Put the tuna salad in the roll.

C

Beef stew

This dish isn't difficult to make and it's very tasty. First chop some onions, garlic and carrots. Cut the beef into small pieces and mix it with a little flour. Fry the beef in a frying pan for a few minutes. Then take it out and fry the onion, garlic and carrots in the same frying pan. After ten minutes, put the beef back into the frying pan and add a tin of tomatoes, some water and some salt and pepper. Cook it for about 45 minutes and serve it with rice or mashed potatoes.

- 1 You don't have to cook this dish. ☐
 2 You need two kinds of pans for this dish. ☐
 3 This takes more than 30 minutes to prepare. ☐
 4 You don't need water for this dish. ☐

- 4** Przeczytaj teksty. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zakreśl literę A, B albo C.

1

Tell us about your hero!

Write a short essay (no more than 200 words) about an important person in your life. It could be a member of your family, a teacher, a modern celebrity or even someone from the past.

Tell us why this person is your hero and describe the important events in their life.

We will publish the three best essays in next month's magazine.



2

My Hero

You probably don't know my hero, but he's very important in our town. His name is Marek and he works at the hospital. Marek is my hero because he helps children in the hospital, and he also raises a lot of money for charity. He's very good at swimming and running, and he takes part in charity races. Last year, he ran three marathons! He visited our school in January and he talked about his life and his work. When Marek was eight, he had a very bad accident – he fell off a horse. He was ill and he didn't go to school for a year. It was difficult for him when he returned to school. When he was fifteen years old, he decided to become a doctor and to help sick children. He studied for many years. Today, sport and medicine are very important to him. Running and swimming helped him to get stronger when he was a child, and studying helped him to become a doctor.

- 1 Text 1 is describing
 - A a competition.
 - B a famous person.
 - C a magazine.
- 2 Marek
 - A is a celebrity athlete.
 - B isn't famous.
 - C is a sports teacher.
- 3 Marek is the writer's hero because
 - A he can run very fast.
 - B he helps people.
 - C he is a very important doctor.

Use of English

- 5** Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–4. Wpisz odpowiednią literę A–G obok numeru każdej luki. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

- A twisted
B on ■ C ate
D eat
E accident
F wasn't
G weren't

My aunt was in a car¹ ____ last weekend and she broke her leg. I visited her in hospital yesterday. She really loves sweet food, so I made her some chocolate biscuits. They² ____ difficult to make and she really liked them. My mum bought some flowers as well. My aunt was very happy to see us and she³ ____ three chocolate biscuits! She's coming out of hospital tomorrow, so we're going to have a party for her⁴ ____ Friday afternoon.

- 6** Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach oraz wpisz inne wyrazy, jeśli jest to konieczne. Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyrazy już podane.

- 1 Ethan (**burn / hand**) _____ yesterday.
- 2 I'm sorry I (**not / send**) _____ you a present for your birthday last week.
- 3 There (**be / some**) _____ dolphins in the sea when we went to the beach.
- 4 This cake is very tasty! When (**you / make**) _____ it?
- 5 He (**not / be**) _____ Jane's party last night.

Writing

- 7** W zeszłym tygodniu miałeś/miałaś wypadek. Napisz e-mail do koleżanki ze Szkocji, w którym opowiesz jej o tym. Użyj maksymalnie 120 słów. W emailu napisz:
- co się wydarzyło,
 - jakie odniosłeś/odniosłaś obrażenia,
 - jak się teraz czujesz i co robisz, aby wyzdrowieć.

Hi Mary,

I had a really bad accident last weekend. I was ____

Take care!
XYZ

1 ★ Podpisz ilustracje wyrazami z ramki.

game controller ■ ink cartridge
keyboard ■ laptop ■ monitor
mouse ■ printer ■ touch screen



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

3 ★★ Uzupełnij tekst wyrazami z ramki.

click ■ keyboard ■ press ■ swipe
tap ■ touch screen ■ type

With ¹_____ computers, you don't have to ²_____ any keys or use a mouse to ³_____ on words. If you want to move a page on the screen, use your finger to ⁴_____ on the page and then ⁵_____ it to the left or to the right. But if you want to ⁶_____ lots of words, then it's a good idea to use a ⁷_____.

4 ★★★ 36 Posłuchaj nagrania i zdecyduj, czy zdania 1–4 są prawdziwe (True = T), czy fałszywe (False = F). Zakreśl T lub F.

- | | |
|---|-------|
| 1 The girl wants a touch screen computer. | T / F |
| 2 The £550 laptop comes with a free printer. | T / F |
| 3 The cheapest laptop hasn't got a very good battery. | T / F |
| 4 The girl doesn't buy anything in the end. | T / F |



Phonics twister



37 Posłuchaj nagrania. W każdym zestawie wykreśl wyraz, w którym **ou** wymawia się inaczej niż w pozostałych.

- | | | |
|--------------|--------|----------|
| 1 touch | mouse | young |
| 2 mountain | cousin | trousers |
| 3 playground | mouth | double |
| 4 young | south | country |

2 ★★ Zakreśl odpowiednie wyrazy.

- I like my **laptop** / **desktop computer** because I can take it to my friend's house.
- My **mouse** / **monitor** is broken, so I have to use the **printer** / **touchpad**.
- I need to get a new **ink cartridge** / **keyboard** – the printer isn't working very well.
- My new computer has got a great **monitor** / **touchpad** – the colours are very bright.
- Bring your **game controller** / **touch screen** to my house tomorrow and we can play my new video game together.



Life skills: Using your money well

Wpisz wyrazy z ramki w odpowiednie miejsca w tabeli.

a bargain ■ short battery life ■ big memory
difficult to repair ■ expensive
long battery life ■ small memory ■ reliable

Good

Bad



BRAINY RYAN



▶ VIDEO 16

1 Napisz formy past participle czasowników.

- | | |
|---------------|---------------|
| 1 be _____ | 6 give _____ |
| 2 break _____ | 7 have _____ |
| 3 buy _____ | 8 make _____ |
| 4 do _____ | 9 see _____ |
| 5 find _____ | 10 sell _____ |

2 Uzupełnij zdania odpowiednimi formami czasowników z ćwiczenia 1. w czasie Present perfect.

- Emma _____ Ryan's new phone. He's really angry now!
- It _____ a really busy week. I'm really tired.
- Jack's dad _____ him some money. He's going shopping tomorrow.
- We _____ a new printer. It works really well!
- Emma and Ryan _____ their homework. So they can watch TV now.
- You _____ your breakfast, so you're ready to go to school.
- Jack _____ some new friends, and he's chatting with them now.

3 ★★ Uzupełnij zdania poprawnymi formami czasowników w czasie Present perfect.

- I _____ (sell) my old computer.
- The children _____ (do) their homework.
- My sister _____ (buy) a new printer.
- Jo _____ (play) the new video game.
- You _____ (find) a great website about video games.
- We _____ (break) our friend's laptop!
- My grandparents _____ (give) me a new smartphone.
- It _____ (be) a really good day.

4 ★★ Zamień zdania z ćwiczenia 3. na przeczenia.

I haven't sold my old computer.

- The children _____.
- My sister _____.
- Jo _____.
- You _____.
- We _____!
- My grandparents _____.
- It _____.

Use of English

5 Przeczytaj tekst. Uzupełnij go wyrazami z ramki. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

find
found
has
hasn't
have
haven't

Teddy and his friend Al love computers, so they ¹ _____ travelled to London today to visit the big Computer Show. There are hundreds of people at the Computer Show and lots of computers, printers, and video games. They ² _____ played any video games, but they have seen some amazing new computers. Teddy also wants to get some ink cartridges for his printer, but he hasn't ³ _____ the right one. Al has bought a new mouse for his laptop. 'It's an amazing show!' says Al.

6 ★★★ Napisz dwa zdania o tym, co zrobiłeś/ zrobiłaś dziś, i dwa zdania o tym, czego dziś nie zrobiłeś / nie zrobiłaś. Użyj czasu Present perfect.

I have walked to school. I haven't sent any emails.

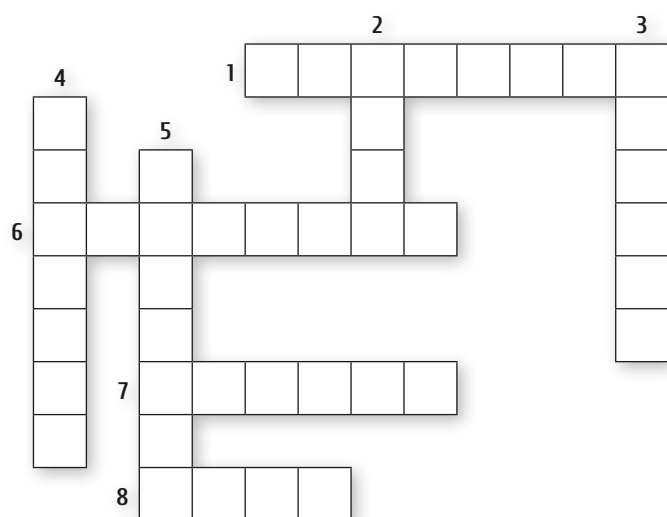
1 ★ Rozwiąż krzyżówkę.

Across

- 1 Please enter your ____ here.
 6 I've done some ____ on the computer today for my history project.
 7 I want to ____ this funny video to my blog.
 8 Do you often ____ emails to your friends?

Down

- 2 Don't forget to ____ your work before you switch off your computer.
 3 Please don't ____ this email! It's very important!
 4 I'm going to ____ this app onto my phone.
 5 It's important to make ____ of files.

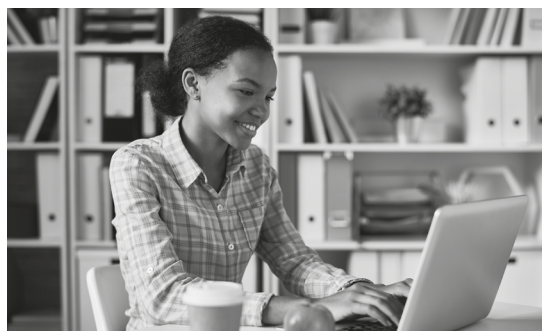


2 ★★ Uzupełnij tekst wyrazami z ramki.

do ■ download ■ enter ■ install
 out ■ in ■ send ■ type

COMPUTER ROOM RULES

To log ¹ _____, please
² _____ your name and then
³ _____ your password.
 You can use this computer
 to ⁴ _____ searches and
 to ⁵ _____ emails, but please
 do not ⁶ _____ any videos
 or ⁷ _____ any apps onto this
 computer.
 Remember to log ⁸ _____ when
 you have finished using the
 computer.

3 ★★★ 38 Posłuchaj nagrania i uzupełnij zdania.

Alison *has sent an email* to her grandmother in Australia.

- 1 She _____ a video of her favourite singer.
 2 She _____ some searches for her science project.
 3 She _____ an app because her phone is broken.
 4 She _____ an email to her cousin.
 5 She _____ her work on the science project.

4 ★★★ Uzupełnij wyrazy brakującymi literami i zaznacz, co robiłeś/robiłaś w tym tygodniu (✓), oraz to, czego nie robiłeś / nie robiłaś (✗). Napisz zdania, używając czasu Present perfect.

- 1 d _ _ _ l _ _ d a video ☐
 2 s _ _ d an email ☐
 3 d _ _ _ te an email ☐
 4 in _ _ _ _ l an app ☐
 5 do s _ _ rch _ _ ☐

- 1 _____
 2 _____
 3 _____
 4 _____
 5 _____



▶ VIDEO 17

1 Napisz formy past participle czasowników.

- | | |
|--------------|--------------|
| 1 hear _____ | 4 pay _____ |
| 2 put _____ | 5 read _____ |
| 3 send _____ | 6 take _____ |

2 Uzupełnij mini-dialogi odpowiednimi formami czasowników w nawiasach w czasie Present perfect. Uzupełnij krótkie odpowiedzi.

- Emma: Ryan, _____ (you / send) your essay to Ms. Jenkins?
Ryan: Yes, I _____.
(you / do) it?
Emma: No, I _____. I don't know what to write about!
- Mum: _____ (Emma / take) my computer mouse?
Ryan: Yes, she _____. She's broken her own mouse again.
- Emma: _____ (you / hear) the noise?
Jack: No, I _____.
Emma: Well, there's a big mouse under my desk!
- Dad: _____ (you and Emma / pay) for your school trip?
Ryan: Yes, we _____. Here's your change, dad.
Dad: Oh, keep it for some snacks!
- Mum: _____ (the children / read) my note on the fridge?
Dad: No, they _____. You should send them a message on your phone next time.

Useful!

Uzupełnij zdania odpowiednimi wyrazami.

- A: We left all this rubbish on the beach, so now we have to clean it up.
B: Yes, I s _ _ _ ose s _ .
- I g _ t i _ _ o a r _ _ ht m _ _ s when I cheated in a test and the teacher saw me.
- The girls failed many tests, but now they've t _ _ n _ _ o _ _ er a n _ w le _ _ and work very hard.



3 ★★ Napisz pytania i krótkie odpowiedzi.

I haven't recycled the rubbish.
Have you recycled the rubbish?
No, I haven't.

- They've installed a new app.

- My brother has downloaded three videos.

- My cousins and I haven't done any searches for our homework.

- I've logged on to my computer.

- Stella hasn't deleted this email.

4 ★★★ 39 Posłuchaj nagrania, uzupełnij pytania i odpowiedz na nie.

Has Jack sent an email to his aunt Sadie?
No, he hasn't.

- _____ his homework?

- _____ his clothes into the wardrobe?

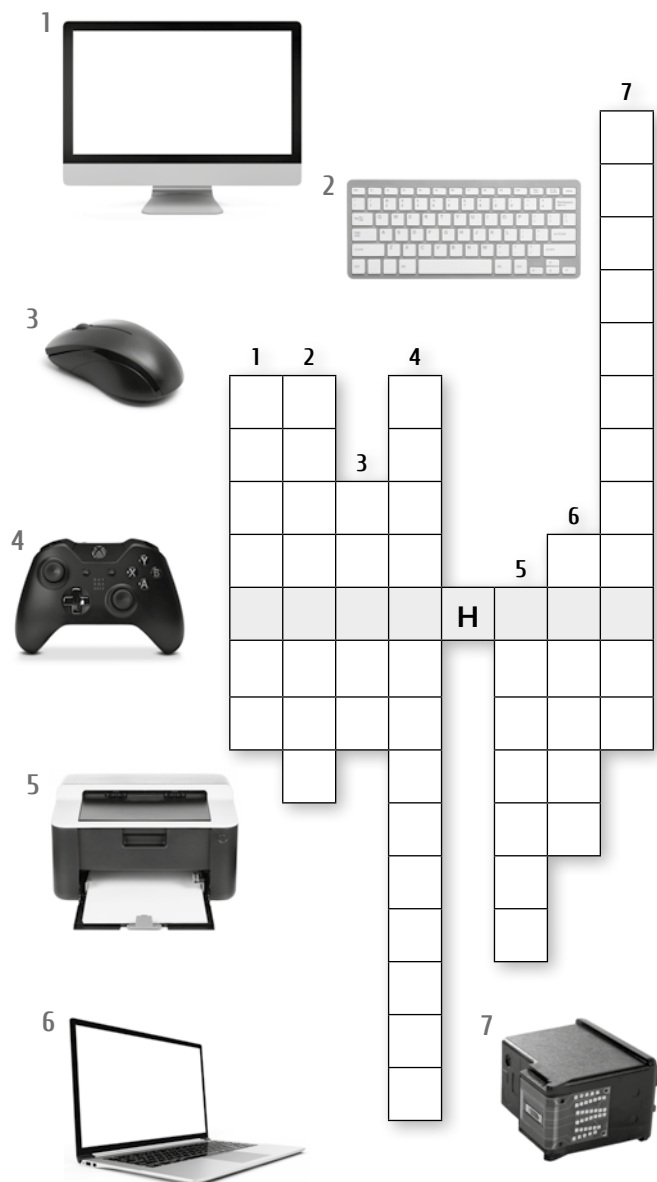
- _____ the rubbish out?

- _____ pizza for lunch?

- _____ a cake for aunt Sadie?



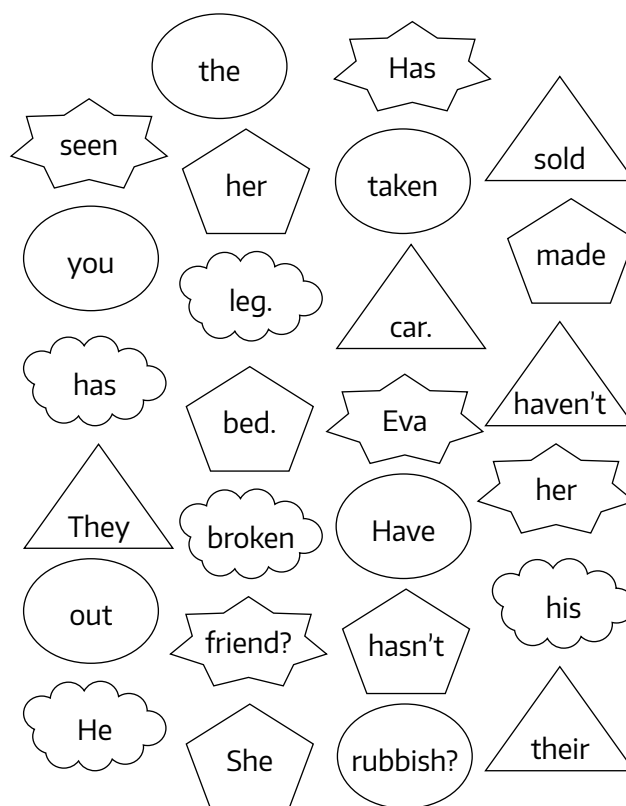
1 ★ Rozwiąż krzyżówkę i odgadnij hasło.



2 ★★ 40 Postępuj nagrań i zaznacz odpowiednie wyrażenia.

- 1 ☐ a log out
☐ b forward an email
- 2 ☐ a download a video
☐ b save my work
- 3 ☐ a backup
☐ b password
- 4 ☐ a delete some emails
☐ b install an app
- 5 ☐ a do a search
☐ b check your emails

3 ★★ Ułóż pięć zdań z wyrazów znajdujących się na takich samych polach.



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

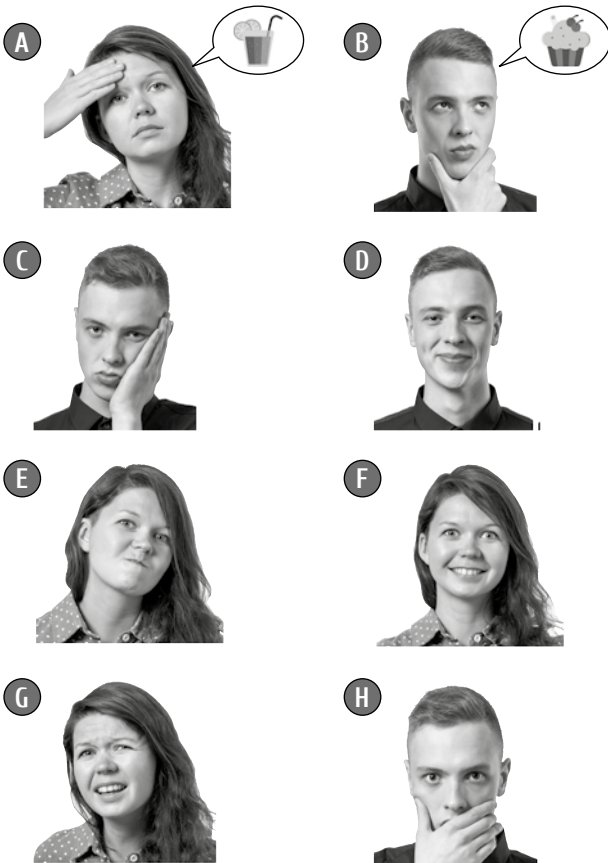
4 ★★★ Napisz pytania, używając wyrazów i zwrotów z ramki.

a new printer ■ buy ■ your password
do some searches ■ enter ■ sell
his old laptop ■ for her history project

- 1 _____ ?
Yes, I have. But I haven't bought any ink cartridges for it.
- 2 _____ ?
No, she hasn't. Her computer doesn't work and she doesn't have Internet on her phone.
- 3 _____ ?
Yes, he has. He got £100 for it.
- 4 _____ ?
No, we haven't. We can't remember it!

1 ★ Uzupełnij wyrazy brakującymi literami i połącz definicje z odpowiednimi ilustracjami.

- Another word for sad is d _ _ _ .
Picture ☐
- Another word for happy is c _ _ _ _ _ l.
Picture ☐
- When you want to eat something, you're feeling h _ _ _ _ y.
Picture ☐
- When you want to drink something, you're feeling t _ _ _ _ _ y.
Picture ☐
- When you don't understand something, you can feel c _ _ _ _ _ d.
Picture ☐
- When you think about bad things, you can feel w _ _ _ _ _ d.
Picture ☐
- My mum sometimes feels a _ _ _ _ y if I don't tidy my room.
Picture ☐
- I feel p _ _ _ _ _ d when I meet my friends.
Picture ☐



Language functions

2 Uzupełnij dialog. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich.

- Dave: ¹(up) _____ ?
- Sandy: ²(confused) _____. I don't understand my homework.
- Dave: ³(pity) _____. Maybe you should talk to your teacher.
- Sandy: Good idea. I'll talk to him this afternoon.

3 ★★ 41 Posłuchaj nagrania i uzupełnij zdania.

- The girl is feeling _____ because her brother has _____ her smartphone.
- The girl is feeling _____ because she hasn't _____ any water today.
- The girl is feeling _____ because she has _____ the class maths competition.

4 ★★★ Napisz dwa dialogi, używając podanych wyrazów i zwrotów.

1 A: up / ?

B: feel hungry / not eat any food today

A: not worry / sort it out / have my sandwich

B: thanks / !

2 A: up / ?

B: feel cheerful / pass all my exams

A: great / well done

B: thank / !



Quiz – Playing computer games

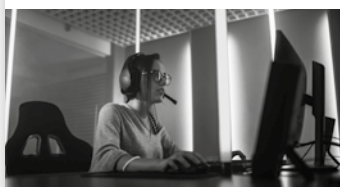
1 Sprawdź, co pamiętasz na temat grania w gry komputerowe w różnych częściach świata. Przeczytaj zdania i napisz T (*Thailand*), E (*England*), NY (*New York*) lub V (*Vancouver*).

- 1 The boy is doing a special course for teens who are addicted to computer games. _____
- 2 The boy's parents are worried because he spends a lot of time gaming. _____
- 3 The girl has won a lot of money in an e-sports tournament. _____
- 4 The boy thinks that computer games can be good for your brain. _____

2 Przeczytaj tekst i odpowiedz na pytania.

Computer Game Jobs

Many people all around the world enjoy playing computer games, but for some of them, it's more than a game – it's a job. Let's take a look at some computer game jobs that people have.



In Melbourne, Australia, a girl is playing a computer game. As she plays the game, she talks about it online. Lots of people want to watch her because she's good at playing games and she's also very funny. Now she has 100,000 **subscribers** – people who pay money to watch her.

In Tokyo, Japan, a 16-year-old boy has designed a new computer game about animals in a zoo. He is now selling his game as an app. His game is exciting and fun, but it's also **educational**. It tells people about different kinds of animals and has got an important **message** about the environment.

In Manchester, England, a twenty-year-old girl has got a new job as a computer game tester. She has to play a new computer game and check that it works. She makes a list of any mistakes she finds in the game. She also has to answer some questions about the game – Is it exciting? Do you want to buy it? How can it be even better? So what about you? Do you want to get a computer game job in the future?

- 1 What does the Australian girl do while she's playing the computer game?

- 2 Why do people like watching her play the game?

- 3 What is the Japanese boy's new computer game about?

- 4 How is his game educational?

- 5 What does the English girl put in the list?



Glossary

educational – edukacyjny

message – wiadomość

subscriber – subskrybent

3 Przeczytaj ponownie tekst z ćwiczenia 2. Który z zawodów chciałbyś/chciałabyś wykonywać? Dlaczego?

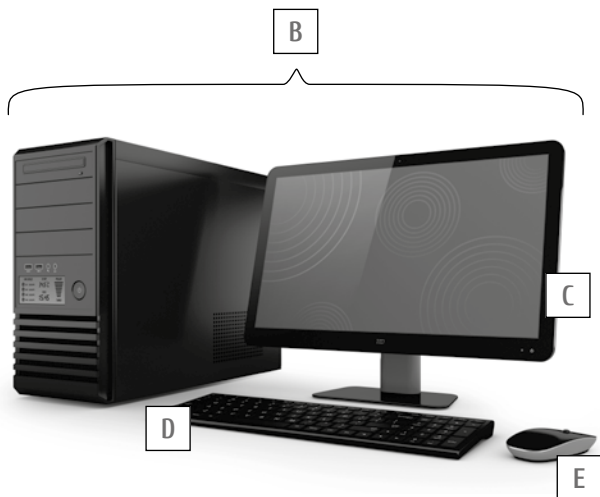
4 Przeczytaj o kolejnym zawodzie i opisz go.

- twenty-year-old man, Santiago, USA
- computer games artist
- draw pictures for computer games
- think about clothes of different characters
- draw backgrounds: buildings, animals and countryside

Vocabulary & Speaking

1 ★ Podpisz ilustracje wyrazami z ramki. Trzy wyrazy zostały podane dodatkowo.

desktop computer ■ game controller
ink cartridge ■ keyboard ■ laptop
monitor ■ mouse ■ printer



- A _____
B _____
C _____
D _____
E _____

2 ★ Zakreśl odpowiednie wyrazy.

- 1 **delete** / **upload** an email
- 2 **type** / **install** an app
- 3 **download** / **press** a video
- 4 **click** / **type** a mouse
- 5 **log out of** / **swipe** a computer
- 6 **enter** / **do** a search
- 7 **save** / **press** your work
- 8 **make** / **do** backups

3 ★★ Uzupełnij wyrazy w dialogu brakującymi literami.

- 1 A: W _ _ _ 's u _ ?
B: I'm f _ _ l _ _ g w _ rr _ _ d. I can't find my keys.
A: Oh d _ _ r, p _ _ r you. I'll help you look for them.
B: Thank you!
- 2 A: W _ _ _ 's u _ ?
B: I'm f _ _ l _ _ g c _ e _ rf _ _ . It's my birthday today!
A: T _ _ t's gr _ _ t! Happy birthday!
B: Thanks!

Grammar

4 ★★ Napisz formy past participle czasowników.

- | | |
|--------------|----------------|
| 1 play _____ | 5 forget _____ |
| 2 lose _____ | 6 pay _____ |
| 3 win _____ | 7 read _____ |
| 4 have _____ | 8 put _____ |

5 ★★★ Uzupełnij dialog wyrazami podanymi w nawiasach, stosując czasowniki w czasie Present perfect. Dopisz krótkie odpowiedzi.

- A: Hi Tom. ¹ _____ (you / see) my new video on my website?
B: No, I ² _____. My computer doesn't work because my little sister ³ _____ (break) it!
A: Oh no! ⁴ _____ (your dad / look) at it? He's good with computers.
B: Yes, he ⁵ _____, but he ⁶ _____ (not find) the problem.
A: ⁷ _____ (you / take) it to a computer repair shop?
B: Yes, I ⁸ _____. But they can't fix it. The man at the shop ⁹ _____ (send) it back to the manufacturer.
A: Oh dear.
B: I'm really down. I ¹⁰ _____ (not do) my homework and I'm sure my teacher will be angry.



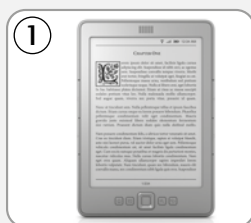
Before you watch

1 Połącz wyrażenia 1-3 z definicjami a-c.

- | | |
|--|--------------------------|
| 1 virtual reality | ☐ |
| 2 swipe | ☐ |
| 3 experience something | ☐ |
| a to be in a specific situation | |
| b to move your fingers across a mobile phone screen | |
| c a world or environment created by computer programme | |

2 Podpisz zdjęcia 1-4 wyrazami z ramki.

e-reader ■ robotic hand
cardboard headset ■ button



While you watch

3 Obejrzyj film i sprawdź odpowiedzi w ćwiczeniu 2. Połącz urządzenia 1-3 z nazwami czynności a-f na podstawie wypowiedzi osób, z którymi rozmawia Max.

- | | |
|------------|---------------------------|
| 1 e-reader | a check emails |
| 2 phone | b play games |
| 3 laptop | c read books on the train |
| | d make video calls |
| | e read the news |
| | f listen to music |

4 Uzupełnij odpowiedzi na pytania 1-5. Obejrzyj film ponownie i sprawdź swoje odpowiedzi.

- Where can you use a virtual technology headset?
You can use a virtual reality headset _____.
- How can you experience virtual reality?
You can use a _____ in a _____.
- What can you see when you put on the headset?
You can see a _____ all around you.
- What do children in some schools use the headsets for?
They use headsets to _____ different places.
- In Amy's opinion, where can you travel with a virtual reality headset?
You can travel _____.

After you watch

5 Zdecyduj, czy czynności a-f, odnoszą się do rozrywki, czy pracy lub szkoły. Dwie czynności można dopasować do obu kategorii.

entertainment	work/school

- | | |
|------------------------------|----------------------------|
| a set the alarm | d check information online |
| b experience some new places | e play games |
| c work/learn from home | f check emails |



Life skills

6 Napisz, jak można rozwiązać problemy 1-3, używając technologii cyfrowej. Wykorzystaj zwroty z ćwiczenia 5. i własne pomysły.

- When I play computer games, I forget that I have to do my homework.

- I'd like to read on the train but don't have much space for books in my bag.

- I sometimes don't understand some information in my school books.

- 1 Uzupełnij wyrazy, które mogą zastąpić wyrażenie *very good*. Skorzystaj z liter podanych w nawiasach. Następnie napisz polskie odpowiedniki.

1 f _ _ t _ _ tic (asna)

- _____

2 g _ _ at (er)

- _____

3 ex _ _ ll _ _ t (ecen)

- _____

4 m _ rv _ ll _ _ s (ueoa)

- _____

5 s _ p _ _ b (rue)

- _____

- 2 Przeczytaj ogłoszenie. Znajdź w nim i podkreśl słowa z ćwiczenia 1. Które słowo nie zostało użyte?

A superb desktop computer for sale!



My parents have bought me a new gaming laptop so I'm selling my computer. It's great for games and excellent for streaming films. It has also got a fantastic 4K monitor.

- 3 Popraw styl, w jakim zostało napisane poniższe ogłoszenie. Zamiast *very good* użyj przymiotników z ćwiczenia 1.



Are you looking for a **very good** mobile phone? If so, our new **very good** B6-TalkThing has a **very good** touch screen and all the apps you need. You can also use it as a **very good** game controller.

Useful!



Spójrz na ogłoszenia w ćwiczeniach 2. i 3. Zdecyduj, która z zasad pisania dobrych ogłoszeń drobnych nie jest prawdziwa.

- 1 W pierwszym zdaniu postaraj się przyciągnąć uwagę czytelnika (np. użyj osobistego pytania).
- 2 Pamiętaj, aby ogłoszenie było długie i zawierało wiele szczegółowych informacji na temat przedmiotu, który chcesz sprzedać.
- 3 Używaj zróżnicowanych i ciekawych przymiotników do opisu swojego przedmiotu.

- 4 Napisz ogłoszenie zachęcające do zakupu jednego z przedmiotów ze zdjęć. Użyj co najmniej trzech przymiotników z ćwiczenia 1. Zanim zaczniesz pisać, przypomnij sobie zasady dotyczące tworzenia ogłoszeń, które znajdują się w ramce *Useful!*

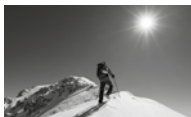


1 ★ Uzupełnij wyrazy brakującymi literami.

in the water

- 1  go s _ _ rk _ _ _ _ ng
- 2  go f _ _ _ i _ _
- 3  s _ _ m w _ _ h
d _ l _ _ _ ns
- 4  go sc _ _ _ d _ v _ _ ng

on land

- 5  s _ _ y in a c _ r _ _ _ _
- 6  r _ _ e a q _ _ d b _ k _
- 7  cl _ _ _ a m _ _ n _ _ i _

in the air

- 8  do a s _ y _ _ _ e

2 ★★ Uzupełnij tekst wyrazami z ramki.

caravan ■ explore ■ scuba
sleep ■ swim ■ whale



Tobermory, on the Isle of Mull in Scotland, is a fantastic place for an adventure holiday. There are lots of exciting things to do here. You can visit the island of Staffa and ¹ _____ Fingal's cave. You can ² _____ with dolphins in the sea or take a boat and go ³ _____ watching or go ⁴ _____ diving. And at night, when you're feeling tired, you can ⁵ _____ in a tent at our wonderful campsite. Or if you want to be a bit warmer, you can stay in a ⁶ _____.

Listening

- 3  42  Posłuchaj czterech wypowiedzi dotyczących wakacji. Do każdej wypowiedzi dopasuj jedno zdanie. Uwaga! Jedno zdanie nie pasuje do żadnej wypowiedzi.

This speaker

- A felt very tired because he/she didn't sleep well.
B did a dangerous activity and got hurt.
C climbed a mountain.
D didn't enjoy the holiday because he/she was scared.
E did lots of activities in the sea.

1

2

3

4



Phonics twister

- 43  Posłuchaj nagrania i podkreśl litery, które nie są wymawiane, tak jak // nie jest wymawiane w wyrazie *wa//k*.

- 1 knee 2 wrong 3 hour 4 castle
5 know 6 half 7 listen 8 comb



Life skills: Think safety!

Uzupełnij zdania odpowiednimi wyrazami. Pierwsze litery wyrazów zostały podane.

- 1 Wear a h _ _ _ _ _ when you ride a quad bike.
2 Exploring caves can be dangerous! Never take any r _ _ _ _ _ .
3 Before you get into the boat, please listen to the captain's i _ _ _ _ _ .
4 Please don't climb the mountains alone. Always go with a responsible a _ _ _ _ _ .

4 ★★★ Napisz do kolegi/koleżanki pocztówkę z wakacji, używając wyrazów z ramki.

safe ■ amazing ■ scuba diving
boat ■ dolphins



BRAINY RYAN



▶ VIDEO 19

1 Napisz formy past participle czasowników.

- | | |
|--------------|---------------|
| 1 go _____ | 4 sleep _____ |
| 2 ride _____ | 5 wear _____ |
| 3 swim _____ | |

2 Uzupełnij dialog właściwymi wyrazami z ramki.

climbed ■ have ■ never
haven't ■ swum ■ ever

Emma: Jack, do you want to do an Adventure Quiz?

Jack: Yeah, sure.

Emma: Okay, have you ¹ _____ gone scuba diving?

Jack: Yes, I ² _____.

Emma: Have you ever ³ _____ a mountain?

Jack: Yeah, of course!

Emma: And have you ever ⁴ _____ with dolphins?

Jack: No, I ⁵ _____. I've ⁶ _____ done that, but I've swum with sharks!

Emma: Oh, Jack! Can you be serious, please?

3 ★★ Uzupełnij dialog wyrazami podanymi w nawiasach, stosując je w czasie Present perfect. Dopisz krótkie odpowiedzi.

A: ¹ _____ (ever / swim) with dolphins, Rick?

B: Yes, I ² _____. But I ³ _____ (never / go) whale watching. My brother went last year when he was on holiday and I really want to do that.

A: Oh yes, me too! Your brother always does amazing things on holiday. ⁴ _____ (he / ever / ride) a quad bike?

B: No, he ⁵ _____. He doesn't like quad bikes and he ⁶ _____ (never / climb) a mountain. But he ⁷ _____ (do) a skydive.

A: Oh, I ⁸ _____ (never / do) a skydive. That's really scary!

4 ★★ Napisz pytania i krótkie odpowiedzi.

you / ever / make a cake / for your friend? ☒
Have you ever made a cake for your friend?
Yes, I have.

1 Danielle / ever / eat / Thai food? ☒

2 your cat / ever / sleep / in your wardrobe? ☒

3 the students / ever / forget / their homework? ☒

4 your friends / ever / read / my blog? ☒

5 you / ever / wear / a wetsuit? ☒

5 ★★★ Uzupełnij tekst, wstawiając w każdą lukę jeden wyraz.

My sister loves swimming and she ¹ _____ been in lots of swimming competitions. Last year she won an amazing prize – a whale-watching trip in Ireland. Have you ² _____ gone whale watching? I've ³ _____ done that, but I've ⁴ _____ scuba-diving with my family. It was really fun. My mum and dad ⁵ _____ swum with dolphins in Florida. Great, isn't it?

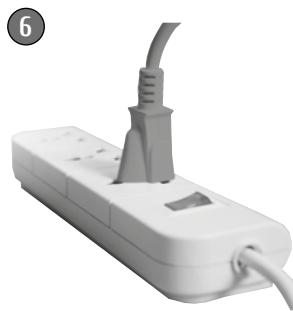
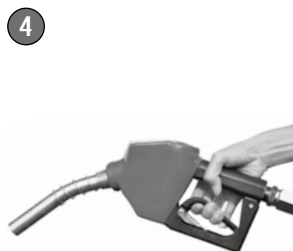
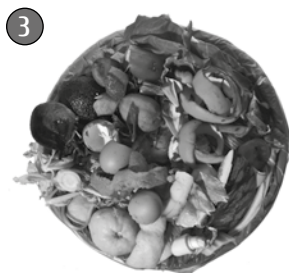


1 ★ Z każdego zestawu wykreśl jeden niepasujący wyraz.

- 1 save **electricity** / water / plastic / gas
- 2 recycle **petrol** / glass / plastic / tin cans
- 3 do **a river clean-up** / a beach clean-up / food waste / a park clean-up
- 4 recycle **paper** / food waste / electricity / plastic

2 ★ Podpisz ilustracje wyrazami z ramki.

electricity ■ food waste ■ petrol
plastic bottle ■ tin can ■ water



3 ★★ Zakreśl odpowiednie wyrazy.

- 1 Don't put that magazine in the bin! We always recycle **paper** / glass.
- 2 Yesterday, my friends and I did a **river** / street clean-up and took lots of rubbish out of the water.
- 3 Don't forget to turn off the computer. I'm trying to save **gas** / electricity.
- 4 My dad saves **water** / petrol by riding his bike to work every day.
- 5 Please put those old vegetables into our special bin for **food waste** / tin cans.

4 ★★★ 44 Posłuchaj nagrania i uzupełnij notatkę.

Name: Emma Jones

Do you do any clean-ups?

Yes, I usually do a ¹ _____ every
² _____.

What do you recycle?

³ _____, ⁴ _____ and paper.

Do you save water? Yes / No

More information:

We don't have ⁵ _____, we always have
⁶ _____.

We use dirty water for the
⁷ _____ in the summer.

Do you save electricity? Yes / No

More information:

We turn off the ⁸ _____ and
the ⁹ _____ when we aren't using
them.

We always turn off the ¹⁰ _____.

Do you save petrol? Yes / No

More information:

There aren't any ¹¹ _____ or ¹² _____
where we live, so we have to drive.

**BRAINY RYAN**

▶ VIDEO 20

1 Zakreśl odpowiednie wyrazy.

- I've **never swum** / **never swam** with dolphins.
- Emma and her brother **have done** / **did** a river clean-up last weekend.
- Have you ever won** / **Did you ever win** a competition?
- We've **just seen** / **just saw** the new Ryan Gosling film.
- I've **been** / **went** to the beach in July.
- Ryan **hasn't climbed** / **didn't climb** the mountain yesterday because he was too tired.

2 ★★ Uzupełnij zdania odpowiednimi formami czasowników w nawiasach. Użyj czasu Past simple lub Present perfect.

- I _____ (just / make) some sandwiches. Would you like some?
- Julia _____ (do) a street clean-up last week.
- Have _____ (they / ever / read) this book? If not, let's buy it for them.
- Susan _____ (just / install) a new app on her phone, but it's not working very well.
- A: _____ (lose) anything?
B: Yes, I have. I can't find my purse.
- Ryan's dad's company _____ (recycle) tons of plastic last year.
- We _____ (not waste) any food this month. So we're very proud of ourselves.
- My mum _____ (save) a lot of water last week. She used rain water in her garden.

3 ★★ Napisz odpowiedzi, stosując wyrażenia z ramki oraz słowo just.

break my phone ■ eat lunch ■ go out
have a shower ■ hear a funny joke

- Why is your hair wet?
I _____.
- Why are the children laughing?
They _____.
- Is your brother here?
No, he _____.
- Do you want a sandwich?
No, thank you. I _____.
- Why are you angry with Lisa?
She _____.

Use of English**4 ★★ Uzupełnij zdania wyrazami podanymi w nawiasach, stosując je w odpowiedniej formie. W każdą lukę wpisz nie więcej niż trzy wyrazy.**

- Kelly _____ (never / ride) a horse, but she has swum with dolphins.
- I _____ (not see) you at school yesterday. Where were you?
- We _____ (just / finish) our maths lesson and now it's time to go home.
- The boy _____ (break / his / leg) when he fell off his bike in the evening.
- Have _____ (you / ever / eat) at that restaurant?

Useful!**Uzupełnij zdania wyrażeniami z ramki.**

I'm a bundle of nerves
Hooray for ■ it's your turn

- I've just cleared the table.
Now _____ to help in the kitchen.
- I'm singing in a competition tomorrow and _____!
- _____ Harry and his friends!
They did a beach clean-up last weekend and now there isn't any rubbish on the beach.





- 1 ★ Znajdź 8 wyrazów, zakreśl je i dopasuj do odpowiednich kategorii. Odczytaj zdanie powstałe z pozostałych liter i zapisz je.

P	L	A	S	T	I	C	T	T	H	E
A	C	H	I	P	L	D	I	R	E	N
P	G	A	S	E	D	I	N	D	A	P
E	L	E	C	T	R	I	C	I	T	Y
R	A	A	R	R	K	W	A	T	E	R
C	S	L	E	O	A	N	N	U	P	Y
E	S	S	T	L	E	R	S	D	A	Y

① recycle	② save
_____	_____
_____	_____
_____	_____
_____	_____

- ③ The sentence is: _____

- 2 ★★ Napisz zdania, stosując czas Present perfect.



- 1 Jim / never /



- 2 your cousins / ever / / ?



- 3 Sarah and her friends / just /



- 4 you / ever / / ?



- 5 We / never /

- 3 ★★★ Zagraj w Ask and answer.

Spójrz na pole **Start** i pierwsze pytanie. Przeczytaj je i poszukaj odpowiedzi, która poprowadzi cię do kolejnego pytania.



- 4 ★★★ Napisz pytania, stosując wyrazy podane w nawiasach w odpowiednich formach.

- 1 (go / whale watching) _____

_____ ?

No, I haven't. But I've swum with dolphins.

- 2 (your brother / break / his arm) _____

_____ ?

Last Tuesday.

- 3 (the girls / play / tennis / yesterday) _____

_____ ?

Yes, they did.

- 4 (Felix / climb / a mountain) _____

_____ ?

Yes, he has. He went on a climbing holiday to Wales last year.

- 5 (you / make lunch / at the weekend) _____

_____ ?

No, I didn't. But I washed the dishes after lunch.

- 1 ★ Uzupełnij zdania wyrazami z ramki.
Zdecyduj, czy dane zdanie wyraża zgodę
(*Agree = A*), czy jej brak (*Disagree = D*)
Zakreśl *A* lub *D*.

go ■ idea ■ sound
sounds ■ sure ■ work

- 1 That's a good _____. A / D
2 That won't _____. A / D
3 I'm not _____. A / D
4 I'll _____ with that. A / D
5 That _____ good. A / D
6 I don't like the _____ of that. A / D

- 2 ★★ Uzupełnij dialog, wstawiając w każdą lukę jeden wyraz.

1

A:

Why ¹ _____ we do a park
clean-up this weekend?

B:

I don't ² _____ the sound
of that. It sounds boring.

A:

But we ³ _____ meet our friends
and play football in the park.

B:

OK, I'll ⁴ _____ with that.

2

A:

⁵ _____ do a beach
clean-up this afternoon.

B:

That won't ⁶ _____.
It's really cold and rainy today.

A:

OK, how about tomorrow then?

B:

That's a ⁷ _____ idea.

Listening

- 3  45  Posłuchaj nagrania i odpowiedz na pytania.



- 1 What does Jake want to clean up?

2 Who thinks it's a good idea?

3 What can they do after the clean-up?

4 What does Lauren want to do now? Why?

- 4 ★★★ Napisz dialog, stosując podane wyrazy.

A: do / river / clean-up

B: not work / not safe / the water / very deep

A: do / park clean-up / ride our bikes / in the park

B: good idea



Quiz – Let's put it right!

1 Sprawdź, co pamiętasz na temat sprzątania środowiska naturalnego. Zdecyduj, czy zdania 1–5 są prawdziwe (*True = T*), czy fałszywe (*False = F*). Zakreśl *T* lub *F*.

- | | |
|--|-------|
| 1 There is a sea of plastic in the Caribbean Sea. | T / F |
| 2 Versova Beach in India had a lot of plastic waste on it. | T / F |
| 3 A businessman picked up all the plastic litter on Versova Beach. | T / F |
| 4 Sometimes people wear fancy-dress costumes to clean up places. | T / F |
| 5 It isn't possible to help the environment. | T / F |

2 Przeczytaj tekst o sprzątaniu rzeki San Marcos i odpowiedz na pytania.

The San Marcos River Clean-Up



The San Marcos River in Texas, in the USA, is a beautiful place. It is 121 kilometres long and is the home to some endangered animals and plants, including the Texas blind salamander

and Texas wild rice. Many people like to visit the river and go canoeing, swimming and fishing there. But there is a problem. Some of these people drop litter near the river and into the water. This is very bad for the animals and plants around the river. Sometimes the fish, birds and animals eat the litter and become sick. **Poison** from the litter goes into the ground and kills some of the plants. But it isn't all bad news. Every year, on the first Saturday of March, there is a big San Marcos River Clean-Up. Tom Goynes and his wife organised the first big clean-up in 1972. Today, hundreds of volunteers help to pick up the litter. Some of them go onto the river in canoes and some of them walk along the **river banks**. In the 2016 San Marcos River Clean-Up, they took more than 70 car **tyres** out of the river and collected more than 260 bags of rubbish and 63 bags of recycling. There are also smaller river clean-ups every month.

- Where is the San Marcos River?

- What activities can people do on the San Marcos River?

- How is litter bad for the plants?

- When was the first big San Marcos River Clean-Up?

3  46 Posłuchaj nagrania i zakreśl odpowiednie wyrazy.

- She *enjoyed* / *didn't enjoy* it.
- She and her friend *went in a canoe* / *walked along the river bank*.
- She picked up *two* / *three* bags of rubbish.
- They worked for *two* / *four* hours.

4 Przeczytaj informacje o projekcie WA Marine Debris i opisz go.

- WA Marine Debris Project
- more than 120 beautiful beaches in Western Australia
- activities: swimming, scuba diving, snorkelling
- problem: litter on the beaches
- beach clean-up: second weekend in October
- 2,000 volunteers, including schools and environmental groups



Glossary

marine debris – resztki znalezione w morzu



Glossary

poison – trucizna
river bank – brzeg rzeki
tyre – opona

1 ★ Połącz fragmenty wyrażen.

- | | |
|-------------|------------|
| 1 go scuba | a watching |
| 2 go whale | b caravan |
| 3 swim with | c bikes |
| 4 ride quad | d mountain |
| 5 do a sky | e diving |
| 6 sleep in | f a tent |
| 7 stay in a | g dolphins |
| 8 climb a | h dive |

2 ★ Zakreśl odpowiednie wyrazy.

- It's important to save **gas** / **tin cans**.
- Last week my friends and I did a river **waste** / **clean-up**.
- We always recycle **plastic bottles** / **petrol**.
- Turn off the light when you leave a room and save **electricity** / **paper**.
- The children are taking litter out of the sand in the **street** / **beach** clean-up.
- You can **save** / **recycle** petrol by walking or taking public transport.

3 ★★ Uzupełnij dialog wyrażeniami z ramki.

I'm not sure ■ Let's do
sounds boring ■ That won't work
I'll go with ■ why don't we do

- A: Hi Tom. ¹ _____
a street clean-up tomorrow.
- B: Tomorrow? ² _____
I've got a violin lesson after school.
- A: Well then ³ _____
a river clean-up at the weekend?
- B: ⁴ _____
It ⁵ _____.
- A: No, it'll be fun! We can go canoeing in
the river with our friends.
- B: OK. ⁶ _____ that.

4 ★★ Uzupełnij zdania, stosując: *ever*, *never* lub *just*.

- Have you _____ been to Paris?
- A: Do you want to watch this DVD tonight?
B: No, thanks. I've _____ seen that film. It was on TV last night.
- I've _____ swum with dolphins but my mum has.
- Julia has _____ done a beach clean-up. She's got lots of bags of rubbish.
- Has your brother _____ made a birthday cake?
- My friend has _____ failed a test. She always gets very good marks.

5 ★★★ Przeczytaj informacje podane w tabeli i napisz o doświadczeniach dzieci. Następnie uzupełnij tabelę i napisz o sobie.

	climb a mountain	go scuba diving	eat Japanese food
Lynn	x	✓ March 2017	x
Rose & Tim	✓ India	x	x
Dean	x	x	✓ last January
Me			

Lynn *has never climbed a mountain.*
She went scuba diving in March 2017.
She's never eaten Japanese food.

- Rose and Tim _____

- Dean _____

- I _____

Listening

- 1**  **47** Usłyszysz dwukrotnie wypowiedź na temat wakacji. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1-3.

- 1 Where did the girl sleep on her holiday?

- 2 When did the girl help to clean up the beach?

- 3 What did the girl do on her favourite day?

Language functions

- 2** Uzupełnij dialogi. Wpisz w każdą lukę 1-2 brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty.



There's a lot of rubbish in this park.
Why¹ _____
a park clean-up?

That's a good idea!



I can't find my homework.
My teacher will be really angry.

Don't worry.
We² _____
out. Let's find your teacher and talk to him.



Reading

- 3** Przeczytaj teksty. W zadaniach 1-3 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zakreśl literę A, B albo C.

Hi Dave,
I need to get a new printer – mine is broken!
Can you help me choose one? I'm going to Computex in the High Street tomorrow at half past three. It's the shop opposite the library.
Rick

Tanya – is your computer working? I can't use the monitor on mine and I really have to finish my homework this evening. I'm writing an essay about online shopping. Can I come round to your house after you get back from the library?
Ella

- 1 Both texts are about
A going to the library.
B equipment that doesn't work.
C doing shopping.

MEGA SALE!

COMPUTEX has been Stanton's favourite computer shop for one year today and to celebrate our birthday, we're having a sale. Today, for one day only, we are giving an amazing 25% discount on all our computers and printers! Just remember to bring this advertisement with you. Oh ... and there's free cake in store today!

- 2 To get a 25% discount on a computer or a printer you have to
A have a birthday today.
B bring the text to the shop.
C bring a birthday cake to the shop.

Hi Jade,

1 Then you have to enter the school password.

2 When you've finished, don't forget to log out.

3 To log in you have to type your name.

4 You can use the computers in the computer room for your homework.

Helen

- 3 The correct order of the sentences in the note is:
A 3-4-1-2 B 2-1-3-4 C 4-3-1-2



4 Przeczytaj tekst. Odpowiedz na pytania 1–3 zgodnie z treścią tekstu. Uzupełnij zdania, wpisując w luki swoje odpowiedzi.

My Eco Friendly Life by Oskar Nowak

We're learning about the environment at school at the moment, and last week my class did a park clean-up. There's a small park near my school and it was full of rubbish. There were bottles on the grass and plastic bags in the trees. We collected all the rubbish and put it into rubbish bags.

We're also trying to be very eco-friendly at home. We always recycle plastic, food waste and tin cans. I never get plastic bags at the supermarket – I always bring a bag from home. We're using public transport more because we want to save petrol. It's difficult, though, because we live 10 kilometres from the nearest town and there aren't many buses. Sometimes my brother and I ride our bikes to school but when it's raining, we go in our dad's car. My family also tries to save electricity. We always turn off the lights when we leave a room, and I turn off my computer after I've finished my homework.

- 1 What did Oskar's class do with the rubbish in the park? The class _____.
- 2 How is Oskar eco-friendly at the supermarket? Oskar never _____.
- 3 Why is it difficult for Oskar to use public transport? Because he _____.

Use of English

5 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga! Nie zmieniasz formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany.

- 1 This is the first time I have swum with dolphins.
NEVER
I _____ with dolphins before.
- 2 She finished her homework two minutes ago.
JUST
She _____ her homework.

6 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–4. Wpisz odpowiednią literę A–G obok numeru każdej luki. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A angry ■ B never ■ C drank ■ D drunk
E ever ■ F got ■ G tired

Have you ¹ _____ climbed a mountain? I joined a climbing club at school last month and we went on our first climbing trip last weekend. We stayed at a campsite near the mountain.

We ² _____ up early on Saturday morning and checked all our equipment. Then we started our climb. It was a hot day and I felt very thirsty, so I ³ _____ a lot of water. When we got to the top of the mountain, we were all really happy. We took lots of photos and then we started to climb back down again. At the end of the day, we were all very ⁴ _____ and we slept very well!

Writing

7 Twój kolega z Ameryki poprosił o wskazówki dotyczące ekologicznego stylu życia. Napisz e-mail, w którym udzielisz mu kilku rad.

Użyj maksymalnie 120 słów. W e-mailu:

- opisz, jak można oszczędzać energię i wodę,
- zapytaj, czy kolega segreguje plastikowe opakowania,
- zaproponuj zorganizowanie sprzątnięcia parku w jego miejscowości.

Hi Jim,

It's great to hear that you want to be more eco-friendly. You can _____

That's all for now!

XYZ

1 ★ Napisz formy Past simple podanych czasowników. Zdecyduj, czy są one regularne (Regular = R), czy nieregularne (Irregular = I).

	<i>dance</i>	<i>danced</i>	<i>R</i>
1 do	_____	_____	_____
2 drink	_____	_____	_____
3 fall	_____	_____	_____
4 feel	_____	_____	_____
5 find	_____	_____	_____
6 hurt	_____	_____	_____
7 learn	_____	_____	_____
8 leave	_____	_____	_____
9 listen	_____	_____	_____
10 make	_____	_____	_____
11 play	_____	_____	_____
12 see	_____	_____	_____
13 study	_____	_____	_____
14 swim	_____	_____	_____
15 talk	_____	_____	_____
16 tidy	_____	_____	_____
17 try	_____	_____	_____
18 walk	_____	_____	_____
19 watch	_____	_____	_____

2 ★★ Napisz poniższy tekst w czasie Past simple.

I wake up early in the morning and I run to the park. Lots of birds are in the trees. A dog jumps into the lake. He wants to catch a duck, but the duck swims away very fast. Then suddenly I hear a loud noise. The sky gets dark and it starts to rain.

I woke up early in the morning

3 ★★ Zamień zdania twierdzące na przeczące.

- He cut his finger. *He didn't cut his finger.*
- My grandparents flew to Paris yesterday.

 - I slept for ten hours last night.

 - You wore a pink coat.

 - She ran very fast.

 - My friends and I wrote this song.

4 ★★★ Przeczytaj informacje podane w tabeli. Napisz pytania i odpowiedz na nie.

What did they do yesterday?

	Ben	Tanya	Joe & Flora
get up early	✓	✗	✓
have lunch at home	✗	✓	✓
revise for a test	✗	✓	✗

Ben

Did Ben get up early?

Yes, he did.

Did he have lunch at home?

No, he didn't.

Did he revise for a test?

No, he didn't.

Tanya

1 _____ early? _____

2 _____ at home? _____

3 _____ for a test? _____

Joe & Flora

1 _____ early? _____

2 _____ at home? _____

3 _____ for a test? _____

5 ★★★ Opisz swój wczorajszy dzień. Napisz trzy zdania twierdzące i trzy przeczące.

Present perfect practice

1 ★ Napisz formy past participle podanych czasowników. Zdecyduj, czy są one regularne (*Regular = R*), czy nieregularne (*Irregular = I*).

	<u>arrive</u>	<u>arrived</u>	<u>R</u>
1 break	_____	_____	_____
2 buy	_____	_____	_____
3 carry	_____	_____	_____
4 give	_____	_____	_____
5 laugh	_____	_____	_____
6 look	_____	_____	_____
7 lose	_____	_____	_____
8 meet	_____	_____	_____
9 open	_____	_____	_____
10 paint	_____	_____	_____
11 pay	_____	_____	_____
12 put	_____	_____	_____
13 ride	_____	_____	_____
14 sell	_____	_____	_____
15 ski	_____	_____	_____
16 take	_____	_____	_____
17 visit	_____	_____	_____
18 wash	_____	_____	_____
19 work	_____	_____	_____

2 ★★ Napisz zdania twierdzące i pytania w czasie Present perfect.

My friends / ✗ / find / their dog

My friends haven't found their dog.

- Tom / ✓ / buy / a new computer

- You / ✓ / forget / your password

- ? / the children / eat / lunch

- I / ✗ / hear / the new Beyoncé album

- ? / your brother / read / this book

- She / ✗ / sing / this song before

- ? / you / send / a birthday card / to your aunt

3 ★★ Uzupełnij pytania wyrazami z ramki, stosując je w odpowiedniej formie. Napisz krótkie odpowiedzi.

drink ■ fall ■ leave ■ see ■ win

- _____ you _____ Sarah today?
Yes, I _____.
- _____ he _____ off his bike?
No, he _____.
- _____ the students _____ any water today?
Yes, they _____.
- _____ your sister _____ home?
Yes, she _____.
- _____ my brother and I _____ the competition?
No, you _____.

4 ★★★ Uzupełnij dialog odpowiednimi formami wyrazów podanych w nawiasach, stosując czas Present perfect. Dopisz krótkie odpowiedzi.

- Dad: Laura, ¹ _____
(you / walk) the dog today?
- Laura: Yes, I ² _____. I took him out this morning.
- Dad: Great. And ³ _____
(you / buy) a present for grandma's birthday?
- Laura: No, I ⁴ _____. But I'm going shopping with Will this afternoon.
- Dad: Where is Will? ⁵ _____
(he / go) out?
- Laura: No, he ⁶ _____. He's in his room, listening to music.
- Dad: Why isn't he doing his homework?
- Laura: He ⁷ _____ (do) it all!
He ⁸ _____ (write) two essays today and he ⁹ _____ (revise) for the test tomorrow.
- Dad: OK. And what about you? ¹⁰ _____
(you / do) your homework?
- Laura: Yes, I ¹¹ _____. And I ¹² _____
(send) a birthday card to grandma.
- Dad: Well done!

Clouds over Brainyville

Brainyville is a dark place where clouds cover the sky every day. The village is next to a big, scary forest. People from Brainyville are tired, unhappy, and not very healthy. There are four teenagers in the village: Lindsay, Owen, Vicky, and Elliott. Strangely, they were all born on the same day. On their thirteenth birthday, they have the same dream. A fairy comes to visit them and tells them about a journey they can go on to find four great secrets of happiness. When they wake up, they all pack and leave the village to go on the journey.

Secret to happiness 1

The teenagers enter the forest, climb over the Mountain of Doubt, and come to a river. To cross it, they have to walk across an old bridge. But there is a gigantic ant who guards the bridge. Lindsay goes up and asks the ant to let them walk over the bridge. But the insect looks really dangerous and doesn't want to let them go across. 'You have to know the puzzle and the answer to it to move on,' it says. Can you help the four friends to get across the bridge?



Glossary

village – wioska

fairy – czarodziejka

gigantic – ogromny

happiness – szczęście

Secret to happiness 2

Lindsay, Owen, Vicky, and Elliott leave the ant behind and keep walking on a forest path. After some time, the path splits into three. At the start of each path, there's a different animal. 'I know what this place is. My grandmother told me stories about it when I was younger. I didn't believe her then. But now, I do. It's the Crossroads of No Return,' Elliott says. 'We have only one chance to choose the right way. If we make a mistake, we will lose each other and walk in the forest all alone for many years.' Elliott then approaches the animals, but he's not sure which animal to choose. Can you help him and his friends?



Glossary

path – ścieżka

split into – rozdzielać się na

crossroads – skrzyżowanie

return – powrót

approach – zbliżać się



Secret to happiness 3

It's late in the evening and the four friends are hungry. They get to an old castle in the middle of the dark forest. They walk inside it. The door closes with a loud bang behind them, and the four friends see a big room with three tables with dinner on them. Behind the table on the left, there's a big bear with gigantic teeth, behind the one in the middle, there's a dragon with three heads, and on the right, an enormous scorpion. The dragon's middle head says, 'Choose the right chef and you'll get a great supper and a place to sleep. Make a mistake and you'll be our supper.' Vicky steps in front of her friends and says: 'It's my turn to do something but I really need some help.' Can you help her choose wisely?



Glossary

enormous – ogromny

turn – kolej

wisely – mądrze



Secret to happiness 4

The four friends have been on their journey for almost ten months now. They have learnt some secrets to happiness, and they are going to share them with the people from their village. However, they have one more big challenge to face. They get to the final crossroads. They can choose a simple straight road or a final adventure which is to climb a mountain, explore a cave, and then swim in the sea with dolphins. Owen looks at both roads and thinks: 'Which way should we choose, the easy or the exciting one?' Can you help him make the right decision?



Glossary

share – podzielić się

however – jednakże

challenge – wyzwanie

face – stawić czoła



Train your brain!

Unit 1

1 Z każdej kolumny wybierz jeden wyraz i ułóż dwa zdania. Znajdź dwie ukryte nazwy zawodów.

I	(S)	don't	(C)	to	(G)
to	(E)	her	(N)	to	(T)
every	(E)	on	(S)	Sundays.	(T)
She	(E)	has	(N)	have	(I)
make	(I)	go	(N)	bed	(E)
school	(I)	morning.	(R)		

- 1 _____.
- 2 _____.
- 3 The hidden words are: _____ and _____.

Unit 2

2 Uzupełnij zdania poprawnymi formami czasowników podanych w nawiasach. Gdzie dziś znajdują się dzieci? Zaznacz odpowiednią ilustrację.

Ted usually ¹ _____ (study) science at 1 o'clock, but he ² _____ (not study) science today. He's with Sam and Grace, and he ³ _____ (read) a magazine.

Sam usually ⁴ _____ (do) PE at 1 o'clock, but he ⁵ _____ (not do) PE today. He's with Ted and Grace, and he ⁶ _____ (swim).

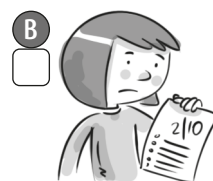
Grace usually ⁷ _____ (eat) a sandwich at 2 o'clock, but she ⁸ _____ (not eat) a sandwich today. She's with Ted and Sam, and she ⁹ _____ (eat) an ice cream. It's Sunday!



Unit 3

3 Połącz pytania i odpowiedzi. Zaznacz odpowiednią ilustrację.

- 1 Will you and your brother help me revise?
a No, they won't.
- 2 Will any students cheat in the test?
b Yes, you will.
- 3 Will I pass my exam?
c Yes, he will.
- 4 Will my teacher give me a good mark?
d No, we won't.



4 Popatrz na ilustracje i uzupełnij zdania. Użyj wyrazów z ramki.

famous ■ married ■ Moon

1  Sarah thinks _____.

2  Tim thinks he _____.

3  Tim thinks _____.

Unit 4

5 Przeczytaj zdania i połącz imiona chłopców z odpowiednią informacją o ich wzroście.

Mark isn't as tall as Jack, but he's taller than Zac. Zac isn't as tall as Bill. Bill isn't taller than Jack, but he's taller than Mark.

• Mark • (1.65) • Zac • (1.80)

• Jack • (1.75) • Bill • (1.85)





6 Przeczytaj zdania i uzupełnij luki.

I'm three years old.
I'm 5 cm long. I can swim very fast!

I'm two years old.
I'm 6 cm long. I can't swim very fast!

I'm four years old.
I'm 4 cm long. I can't swim very fast.

- 1 _____ is the fastest fish.
- 2 _____ is the longest fish.
- 3 _____ is the oldest fish.

Unit 5

- 7** Znajdź drogę do mety i zaznacz ją. Możesz się poruszać w górę/dół oraz w prawo/lewo. Zapisz dwa pytania i dwa stwierdzenia. Każdy wyraz może być użyty tylko raz.

Start		
Where	They	were
was	he?	at
Finish!	I	home.
chef?	was	hungry.
a	you	Were

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

Unit 6

- 8** Noah, Logan i Archie jedli obiad w szkolnej stołówce w poniedziałek, wtorek i środę. Każdego dnia mogli wybrać pizzę, kurczaka lub gulasz wołowy. Każdego dnia każdy z chłopców jadł coś innego.

Noah ate pizza on Tuesday. He didn't eat chicken on Wednesday.
 Logan didn't eat pizza on Monday. He didn't eat chicken on Wednesday.
 Archie ate pizza on Monday. He didn't eat beef stew on Wednesday.

Noah ate ¹_____ on Monday. He ate ²_____ on Tuesday. He ate ³_____ on Wednesday. Logan ate ⁴_____ on Monday. He ate ⁵_____ on Tuesday. He ate ⁶_____ on Wednesday. Archie ate ⁷_____ on Monday. He ate ⁸_____ on Tuesday. He ate ⁹_____ on Wednesday.

Unit 7

- 9** Ułóż z podanych elementów poprawne zdania w czasie Present perfect i odgadnij hasło.

My	(M)	friend	(O)	sold	(I)
not	(I)	broken	(T)	game	(E)
laptop	(R)	I	(P)	have	(R)
has	(N)	my	(N)	old	(T)
his	(O)	controller	(R)		

- 1 _____
- 2 _____
- 3 The hidden words are: _____ and _____.

Unit 8

- 10** Napisz dwa pytania i dwie odpowiedzi, stosując podane fragmenty zdań.

- 1 _____
- 2 _____

No, I

a

haven't.

Have you

gone

I have. Have

ridden

ever

you

quad bike? Yes,

snorkelling?



Before you watch

1 Dopasuj wyrazy z ramki do zawodów. Niektóre wyrazy mogą być użyte więcej niż raz.

hive ■ herd ■ field ■ duty
honey ■ crops ■ goat ■ sting
wheelbarrow ■ wax



shepherd: _____



beekeeper: _____



farmer: _____

2 Przeczytaj zdania 1–4. Następnie dopasuj definicje A–D do podkreślonych zwrotów.

- Do you take care of your pets regularly? _____
- Ted has to make sure that his goats have water to drink. _____
- Let's buy a new wheelbarrow. The old one breaks down a lot. _____
- The owner can show us around his farm. _____

- A check that something is right
B take to different places
C help and protect
D stop working

While you watch

3 Obejrzyj film. Wpisz do tabeli brakujące informacje.

Name	Country	Duty
Altan	_____	- takes his _____ to the field
Steve	_____	- shows _____ around the farm - fixes _____ and repairs things
Marek	_____	- looks after _____ - collects _____ and _____

4 Obejrzyj film ponownie. Popraw błędne informacje w zdaniach.

- Like a farmer, Altan has to take care of different animals. _____
- Altan ~~does his job~~ in a yurt. _____
- Steve teaches ~~other farmers~~ about the animals on his farm. _____
- Marek and his son take care of 48 bees. _____
- There is one ~~hive with honey bee queens~~. _____

After you watch

5 Uzupełnij teksty brakującymi wyrazami.

- My uncle has got a h_____ of sheep on his farm. When I go there on holiday, he sometimes takes me to the f_____ where the sheep eat grass.
- When you see a h_____, make s_____ you don't get too close. If the bees get scared, they might s_____ you and it hurts a lot!
- Everyone in my family has a d_____.
- I have to t_____ care of our dogs, my mum does the shopping, and my dad has to repair things when they b_____ down.

6 Przeczytaj wypowiedzi i zdecyduj, kto to mówi: Altan, Steve czy Marek.

- I have to take care of the broken door before I take the family on a tour of the farm.*
- I hate such weather, I just sit wet in the rain and watch the animals. It's really boring.*
- I usually get about three kilograms a month, we all love it and have it with lemon tea.*
- I love teaching children how to feed baby sheep.*
- My grandma still remembers moving to a different village every two months.*

7 Odpowiedz na pytania.

- Who has the most difficult job: Altan the shepherd, Steve the farmer, or Marek the beekeeper? Why do you think so?
- What other unusual jobs do you know? What do the people have to do?



Before you watch

1 Uzupełnij podane zwroty.

volunteers ■ your own house
in a housing project ■ for a race
tools ■ a construction site ■ a wall
money for charity ■ run in a marathon

1	raise _____	zbierać pieniądze na działalność charytatywną
2	take part _____	brać udział w projekcie mieszkaniowym
3	look for _____	szukać ochotników
4	can't afford _____	nie stać kogoś na własny dom
5	sign up to _____	zapisać się na maraton
6	get ready _____	przygotowywać się do wyścigu
7	put up _____	stawiać ścianę
8	work on _____	pracować na budowie
9	use _____	używać narzędzi

While you watch

2 Obejrzyj film. Zaznacz, czy podane informacje dotyczą działalności charytatywnej na Jamajce czy w USA.

- Everyone who takes part can decide who he / she helps.
Jamaica / the USA
- Volunteers get help from professional workers.
Jamaica / the USA
- You can create something new for people in need.
Jamaica / the USA
- You can raise money for people or a project.
Jamaica / the USA
- You need to get ready if you want to take part in it.
Jamaica / the USA

3 Obejrzyj film ponownie. Odpowiedz na pytania.

Jamaica

- Who are the new houses for?

- What do the engineers teach people at the construction site?

- How many bedrooms are there?

The USA

- How many runners take part in the New York Marathon?

- Who did Anya raise money for in the last marathon?

- When is the race?

After you watch

4 Przeczytaj wpis na blogu i odpowiedz na pytania.

Thomas's blog



And so my own charity work is now on – I'm now officially a volunteer! I planned to sign up for it for a long time and now it's really happening. No, I'm not going to do the run! My job is to help the runners on the way. I know I'm not really raising money for charity, but I feel that I'm taking part in something important. Who knows, maybe one day I can do the run myself – I hope to do it in the future. Keep your fingers crossed for me, guys!

- Which charity event has Thomas signed up for?
He has signed up for _____.
- What is he going to do there?
He's _____.
- What is his dream?
His dream is to _____.

5 Odpowiedz na pytania.

Who would you like to raise money for?
How would you like to do it?



▶ VIDEO 23

Before you watch

1 Uzupełnij zdania właściwymi wyrazami.

- It's dangerous to **play / check emails** while driving.
- Many people **go online / digital** to do their shopping these days.
- Buy tickets with your mobile if you don't want to **wait in a queue / e-ID** at the ticket office.
- Computers **make / play an important role** in our lives.
- There's a special app that **helps modern / elderly** people with everyday activities.
- Information and communication technology (ICT) **changes / makes our lives easier**.
- Is there free wi-fi in most **public / modern places** in your town or city?
- In Estonia and India, you can **change / vote in an election** for the president on the Internet.

2 Dopasuj definicje do podkreślonych wyrazów. Następnie obejrzyj pierwszą część filmu (0:00-0:30) i powiedz, o którym z tych znaczeń będzie w nim mowa.

- Anna looks very smart today.
- Toby is a smart and hard-working student.
- My parents will buy me a smart watch for my birthday.

- A modern and high tech
B elegant
C intelligent

While you watch

3 Obejrzyj film i zaznacz, z jakich udogodnień można korzystać w Tallinie oraz w Singapurze.

In Tallin, people ...

- use the Internet in public places. ☐
- pay for wi-fi connection. ☐
- get driving licences online. ☐
- buy QR tickets for public transport. ☐
- use drones to watch their neighbours. ☐

In Singapore, people ...

- can save water and electricity with an app. ☐
- can get money for inventing new things. ☐
- call ambulances online. ☐
- can travel on a bus without a driver. ☐

4 Obejrzyj film ponownie i uzupełnij notatki.

Example

A smart city = a city where ICTs make life easier

Tallinn

- the city doesn't look ¹ _____, but it is one of the smartest cities in Europe!
- public wi-fi is ² _____ – you can send big files easily!
- people can vote online with their ³ _____.
- even the ⁴ _____ uses drones.

Singapore

- it's a city-state which means that it's both a city and ⁵ _____!
- thanks to a special app, people can use less ⁶ _____ and electricity at home.
- wireless sensors at home which track elderly people – if they are ⁷ _____, they can get help quickly.

After you watch

5 Uzupełnij zdania wyrazami z ramki.

queue ■ online ■ plays
makes ■ digital

- Do you think that one day, people in Poland will vote _____, without going outside to do it?
- The app for planning my weekly homework really _____ my life easier.
- I prefer online shopping because I don't have to wait in a _____.
- Which _____ camera is the best for someone who doesn't know much about photography?
- The Internet _____ an important role in the modern world.

6 Odpowiedz na pytania.

Is your city smart? What makes it smart?

Which smart technology do you think it will have in the future?

UNIT 4 Around the world

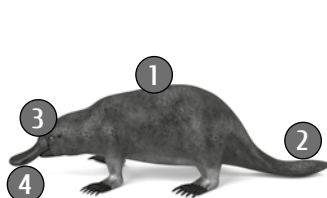


▶ VIDEO 24

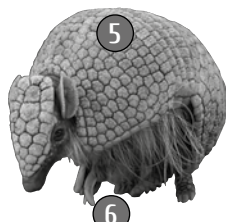
Before you watch

1 Dopasuj odpowiednie wyrazy do części ciała dziobaka i pancernika.

tail ☐ shell ☐ claws ☐
fur ☐ beak ☐ cheek ☐



platypus (dziobak)



armadillo (pancernik)

2 Uzupełnij tabelę. Wpisz po dwa przykłady zwierząt.

Animals that:

are mammals:	_____	_____
lay eggs (not a bird):	_____	_____
can dig in the ground:	_____	_____
can roll up:	_____	_____
live in grasslands:	_____	_____

While you watch

3 Obejrzyj film. Uzupełnij tabelę.

Name of the species:	armadillo	platypus
Type of animal:	<u>mammal</u>	_____
Continent:	_____	_____
Habitat:	_____	_____
Food:	_____	_____
Body covered with:	_____	_____

4 Obejrzyj film ponownie. Zaznacz poprawne odpowiedzi.

- Armadillos live in South America because they like **warm** / **dry** places.
- Armadillos use their sense of **smell** / **touch** and sharp **claws** / **teeth** to look for food.

- Armadillos are sleepyheads which means that they **have big heads** / **sleep for a long time**.
- The pinky fury armadillo comes from **Argentina** / **Brazil**.
- The platypus looks like three animals: a **duck** / **dog**, a fish, and a **beaver** / **bird**.
- The platypuses' fur is **thin** / **thick** and waterproof.
- Like other mammals, baby platypuses **eat insects** / **drink milk**.
- Platypuses find food in water, but they **eat** / **keep** it out of water.

After you watch

5 Przeczytaj tekst i odpowiedz na pytania.



This is a lynx. It lives in the forests of Northern Europe, Asia and America. It is a rare animal because people have often killed it for fur.

Lynxes hunt small animals, such as rabbits, squirrels or mice. They are very good hunters because of their strong hearing and vision. Small brushes at the end of their ears help lynxes to hear better. They also have very good eyes – they can see a mouse from more than 70 metres away!

Lynxes are beautiful animals. They have got thick and shiny fur with dark spots. They also have big furry paws, which keep them warm in winter – they are like snowshoes!

- Why is it difficult to see a lynx in the forest?

- Which two parts of the body help the lynx hunt?

- What protects the lynx from getting cold in the snow?

6 Wybierz nietypowe zwierzę i opisz je, wykorzystując tekst w ćwiczeniu 5. jako wzór. Do you know any strange animal?



Before you watch

- 1 Wpisz wyrazy do właściwych kategorii. Zakreśl dwa wyrażenia, które nie pasują do żadnej kategorii.

fry ■ saffron ■ onions ■ olive oil
 squid rings ■ peas ■ sweetcorn
 tomatoes ■ mussels
 salt and pepper ■ saucepan
 shrimps ■ carrots
 red pepper ■ simmer
 cayenne pepper ■ stir ■ paprika

cooking verbs	spices
_____	_____
_____	_____
_____	_____
_____	_____
seafoods	vegetables
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

While you watch

- 2 Obejrzyj film i wybierz dwa poprawne zakończenia do każdego zdania (1-3).

- 1 You can eat paella _____
 A in Spain.
 B only in Valencia.
 C with your family.
- 2 In the past, people made paella _____
 A in huge saucepans.
 B for groups of workers.
 C in the streets of Valencia.
- 3 In paella, there is always some _____
 A chicken.
 B rice.
 C spices.

- 3 Ułóż zdania w odpowiedniej kolejności. Obejrzyj film ponownie i sprawdź swoje odpowiedzi.



A recipe for sea food paella

- A Let it cook for 5 minutes and add more spices. _____
 B Put the vegetables from the bowl into the saucepan. _____
 C Add the rice and fish stock, and leave it for about 20 minutes. _____
 D Chop the vegetables and put them in a bowl. 1 _____
 E Add the squid rings, mussels and shrimps. _____
 F Heat up some olive oil and fry the onions. _____

After you watch

- 4 Przeczytaj teksty i odpowiedz na pytania.

Who:

- 1 for the first time tried paella on holiday? _____
 2 doesn't like seafood paella? _____
 3 likes a vegetable dish? _____
 4 ate paella at home? _____

It all depends on the ingredients. Chicken paella is quite good, but the one with shrimps and mussels ... Well, don't try it! It smells and tastes awful, maybe because of the fish stock. Anyway, there are other Spanish snacks I like a lot more, for example, grilled green peppers.



Ben



Lucy

It was last summer and it was my first time in Spain. We were staying at my aunt's villa and she made us really delicious paella. I loved it! She says she has a secret ingredient – I think it's saffron. Anyway, I'll have to ask my parents to take me to a Spanish restaurant one day.



Before you watch

- 1 Dopasuj wyrazy do polskich znaczeń. Cztery wyrażenia nie pasują do żadnej definicji. Co znaczą te wyrazy?**

a cough ■ blood poisoning ■ sneeze
mould ■ a cut ■ a scratch ■ a disease
medication ■ lungs ■ a pill
a patient ■ tuberculosis
a prescription ■ antibiotics

- 1 zadrapanie – _____
- 2 płuca – _____
- 3 gruźlica – _____
- 4 kaszel – _____
- 5 recepta – _____
- 6 pacjent – _____
- 7 lekarstwo – _____
- 8 tabletki – _____
- 9 choroba – _____
- 10 kichać – _____
- 11 _____ – _____
- 12 _____ – _____
- 13 _____ – _____
- 14 _____ – _____

While you watch

- 2 Obejrzyj film. Wybierz poprawny opis do każdego zdjęcia.**

1



- A Robert Koch helped to create a new kind of science – bacteriology.
B Robert Koch discovered tuberculosis in 1905.

2



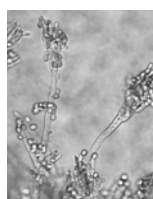
- A These kinds of bacteria attack the lungs.
B These kinds of bacteria attack the blood.

3



- A Alexander Fleming discovered a very dangerous kind of bacteria.
B Alexander Fleming discovered penicillin.

4



- A These kinds of bacteria were discovered in 1928.
B This is a kind of mould which kills some bacteria.

- 3 Przeczytaj zdania i zdecyduj, czy są prawdziwe (True) czy fałszywe (False). Obejrzyj film ponownie i sprawdź odpowiedzi.**

- 1 Both Robert Koch and Alexander Fleming won the Nobel Prize in Physiology or Medicine. **True / False**
- 2 Both scientists won the Nobel Prize in the second half of the 20th century. **True / False**
- 3 Both Robert Koch and Alexander Fleming found out how to kill dangerous bacteria. **True / False**
- 4 Both discoveries were found by chance. **True / False**
- 5 Both discoveries helped to cure deadly diseases. **True / False**

After you watch

- 4 Ułóż odpowiednie wyrazy z liter podanych w nawiasach.**

- 1 Tom has a bad _____ (*o c h g u*), so his mum gave him some syrup.
- 2 After the bike accident, Mike had some _____ (*c s t e r s c h a*) on his elbows and knees.
- 3 You need a _____ (*n o i t p i r c p r e s*) from a doctor to buy antibiotics.
- 4 Cats can make people _____ (*n e s z e e*) if they are allergic to their fur.
- 5 The doctor told his _____ (*a p i t n e t*) to stay in bed for a week.



Before you watch

1 Uzupełnij definicje wyrazami z ramki.

geek ■ career ■ e-sports
tournament ■ controller

- 1 A _____ is the job or series of jobs that you do during your working life.
- 2 A competition with video games is called _____.
- 3 A series of games where the winners play in the next round of games is a _____.
- 4 Someone who is interested in computers much more than anything else is a computer _____.
- 5 A game _____ is a piece of equipment used for playing video games.

While you watch

2 Obejrzyj film. Ułóż nazwy zawodów A–E w kolejności, w której pojawiają się w filmie. Jeden zawód został podany dodatkowo. Następnie uzupełnij listę obowiązków.

- A an anime illustrator
B a voice actor
C an e-sports event manager
D a video games designer
E a professional gamer

JOB:	DUTIES:
1 _____	take p_____ in e-tournaments, t_____ out latest equipment
2 _____	p_____ game shows and e-tournaments, organise competitions
3 _____	d_____ cartoons, design characters
4 _____	r_____ the dialogues

3 Obejrzyj film ponownie i wykreśl informacje, których nie ma w filmie.

- 1 A In Tokyo, people may study to get a job in e-sports.
B E-sport is a competition with video games.
- 2 A Professional gamers in Japan usually study in special schools.
B Professional gamers may get rich.
- 3 A Not only gamers get jobs at e-tournaments.
B An event manager can get a lot of money.
- 4 A You have to study animation to make anime films.
B Anime is an animated film from Japan.

After you watch

4 Ułóż właściwe wyrazy z podanych liter.

- 1 Would you like to become a _____ (*orp*) one day and get money for playing video games?
- 2 Tom is going to take part in a _____ (*uotnraenmt*) for professional gamers next month.
- 3 Are there any computer _____ (*eeskg*) in your class?
- 4 In Japan, it's easy to change your gaming hobby into a _____ (*racree*).
- 5 I'd like to learn how to _____ (*sdenig*) animated characters.

5 Odpowiedz na pytania.

Would you like to do one of the jobs from the video?
Why? / Why not?

Have you got other plans for the future?



Before you watch

- 1** Podpisz zdjęcia wyrażeniami z ramki.
Jedno wyrażenie zostało podane dodatkowo i nie pasuje do żadnego zdjęcia.

nuclear power station ■ safety system
clean-up crew ■ oil spill
radioactive waste ■ pipe ■ oil platform



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

While you watch

- 2** Obejrzyj film. Przeczytaj zdania 1-6 i wybierz kraj, do którego pasują. Dwa zdania pasują do obu krajów.

- 1 It caused water pollution.
Ukraine / the USA
- 2 The disaster happened during an experiment.
Ukraine / the USA
- 3 There was an explosion.
Ukraine / the USA
- 4 It caused air pollution.
Ukraine / the USA
- 5 The disaster had very bad consequences for many years.
Ukraine / the USA
- 6 This place doesn't exist anymore.
Ukraine / the USA

- 3** Uzupełnij opisy. Następnie obejrzyj film ponownie i sprawdź swoje odpowiedzi.



The most catastrophic nuclear accident happened in Chernobyl, Ukraine, in ¹ _____. Because of a big workers' mistake during an ² e _____, a reactor ³ e _____. After the disaster, radioactive waste ⁴ p _____ the air all over many European countries.



The Deepwater Horizon oil spill happened in the Gulf of Mexico, the USA, in ⁵ _____. There was an explosion on an oil platform and a ⁶ f _____ started. Then the platform sank. Unfortunately, one of the underwater pipes broke and oil leaked into the sea for ⁷ _____ days! After that, clean-up crews helped some animals, but the damage to the environment was catastrophic.

After you watch

- 4** Uzupełnij zdania wyrazami z ramki.

take place ■ suffer ■ cause
put out ■ leak

- 1 The firefighters are trying really hard to _____ the fire.
- 2 Look at this water! There must be a _____ in a pipe.
- 3 Ecological disasters _____ a lot of damage to the environment.
- 4 Many species of fish _____ because of water pollution.
- 5 Let's hope another disaster will never _____.

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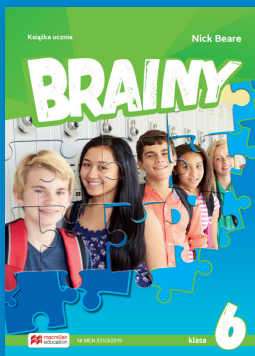
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