

Jayne Freeman-Zolotenki, Kevin Hadley, Jon Hird,
Małgorzata Konopczyńska, Paulina Kuźmo-Biwan,
Aleksandra Dziewicka, Barbara Ściborowska



Podręcznik

do języka angielskiego
dla klasy szóstej
szkoły podstawowej



Droga Uczennico/Drogi Uczniu!
Pamiętaj, żeby nie pisać w książce.
Rób notatki w zeszycie.



Nagrania do podręcznika
dostępne na docwiczenia.pl



Kod: U6HKS4

**nowa
era**

Twoje mocne strony

Druga Nowa Era

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

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

Co prawda e-booki są dostępne na waszej stronie, jednak:

- W przeciwieństwie do fizycznej książki, licencja na e-book kończy się po roku. Oznacza to, że jeżeli moja córka chciałaby powtórzyć sobie całą wiedzę do matury, musiałabym jej kupić wszystkie wasze książki od nowa.
- Wszelkich e-booków nie da się pobrać! Wymagają one dostęp do internetu, co uniemożliwia ich użycie na naszej wsi, gdzie zasięg jest ograniczony.
- Wasze e-booki sprzedawane są po tej samej (albo wyższej) cenie co regularne książki. Cena e-booka powinna być niższa, gdyż e-booki wymagają elektronicznego czytnika (tabletu)!

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

Dbajmy o środowisko, zróbmy to dla młodych pokoleń.

Speaking	Writing	Culture	Review
• About ecology	• Blog post	Culture ➤ p. 102	• Wordlist • Review • Test
• About my birthday barbecue	• Advert		• Wordlist • Review • Test • Cumulative Review, Units 1-2 ➤ p. 106
• About my special day	• Invitation	Culture ➤ p. 103	• Wordlist • Review • Test
• At the doctor's	• Email		• Wordlist • Review • Test • Cumulative Review, units 3-4 ➤ p. 107
• About shopping	• Note	Culture ➤ p. 104	• Wordlist • Review • Test
• About crimes	• Story		• Wordlist • Review • Test • Cumulative Review, units 5-6 ➤ p. 108
• About my holiday plans	• Postcard	Culture ➤ p. 105	• Wordlist • Review • Test
• Revision of Units 1-7	• Revision of Units 1-7		• Cumulative Review, units 7-Closer ➤ p. 109

We are back!

Nagranie 0.1
docwiczenia.pl
Kod: U6CUZ7



Vocabulary and Listening

Lesson 1

Hello, we are here again!  0.1



I love reading books.
What is my dream job?
Can you guess? I want
to work in a library.



I like drawing pictures.
I always have a pen –
sometimes in my pocket,
sometimes behind my
ear. I say 'chill!' a lot
and I like art.



I love singing songs.
I have a big family –
I've got three brothers.
I have got a pet. It's
not a dog or a cat – it's
a spider – Cyril.



I always go to and
from school on my
skateboard. My dad
is English, but my
mother is from Norway.
Polish and English are
my favourite school
subjects.

Got it!

art ask a question draw a picture
English geography go home go to
school history IT maths PE Polish
read a book sing a song write a message



Vocabulary tip

W tym roku, jak i w poprzednich latach
przydatne wskazówki znajdziesz w ramach
Vocabulary tip.

1.  Look at the *Got it!* box and
answer the questions (1–2).

- How do you say the words in Polish?
- Which words can you find in your lesson plan?

2. Look at the heroes (1–4) and match them
with the names in the box.

Write the answers in your notebook.

Will Meg Evie Benny

3. 0.1 Read and listen to the texts (1–4).
... In your notebook, complete the sentences with the missing words.

- Meg's favourite subjects are Polish and .
- Will always has a .
- Benny wants to work in a .
- Evie's got three .

4. Read the texts (1–4) again. In your notebook, answer True (T) or False (F).

- Meg's parents are from England and Norway. T/F
- Evie has a small family. T/F
- Benny wants to be a teacher. T/F
- Will says 'chill' a lot. T/F

Got it!

adventure film cartoon comedy
French Italian Japanese musical
news romantic film Spanish
talent show thriller

5. ... In your notebook, translate the words in the *Got it!* box into Polish.

6. Read the text. In your notebook, fill the gaps (1–4). Use the *Got it!* box words and phrases.

Alan's family

When I have free time in the evenings, I love watching TV and films. I think the news is boring but I love old adventure films, **1** shows and thrillers. My dad and mum also like watching TV, and they also like adventure **2** . My dad likes comedies, but he doesn't like musicals. My mum likes films a lot. Her favourite ones are Japanese **3** , and Italian and French musicals. She and my sister don't like thrillers. My sister, Sophie, is ten. She only watches **4** Spanish films about princes and princesses.

7. ... Read the text in activity 6 again. In your notebook, complete the table with the missing information.

		LIKES	DOESN'T LIKE
1.	Alan		the news
2.	Sophie		thrillers
3.	mother		
4.	father	comedies	

8. Are the sentences True (T) or False (F) for you? Compare your answers with your classmates.

- I like musicals. T/F
- I don't like cartoons. T/F
- My parents love romantic films. T/F
- My friend likes talent shows. T/F

9. ... In your notebook, write three sentences about what you and your family like watching.

Example: *My sister likes musicals. Her favourite is ... She also likes ...*



Lesson 2

Grammar and Vocabulary

Nagrania 0.2-0.3
docwiczenia.pl
Kod: U6Y3SC



Grammar box

Czasownik to be

I **am** at home.
She **is** an English teacher.
We **are** at school.

Czasownik have got

I **have got** a brown dog.
She **has got** a lot of books.

Czasownik + to/-ing

I **want to go/would like to go** swimming.
I **like/love/hate going** to school.

Present simple

I **go** to school by bus every day.
She **goes** to school by bus every day.
Do you go to school by bus every day?
Does she go to school by bus every day?
What do they do every day?

1. **warm-up** Study the Grammar box.

2. Read the conversations.
In pairs, answer the questions (1-6).

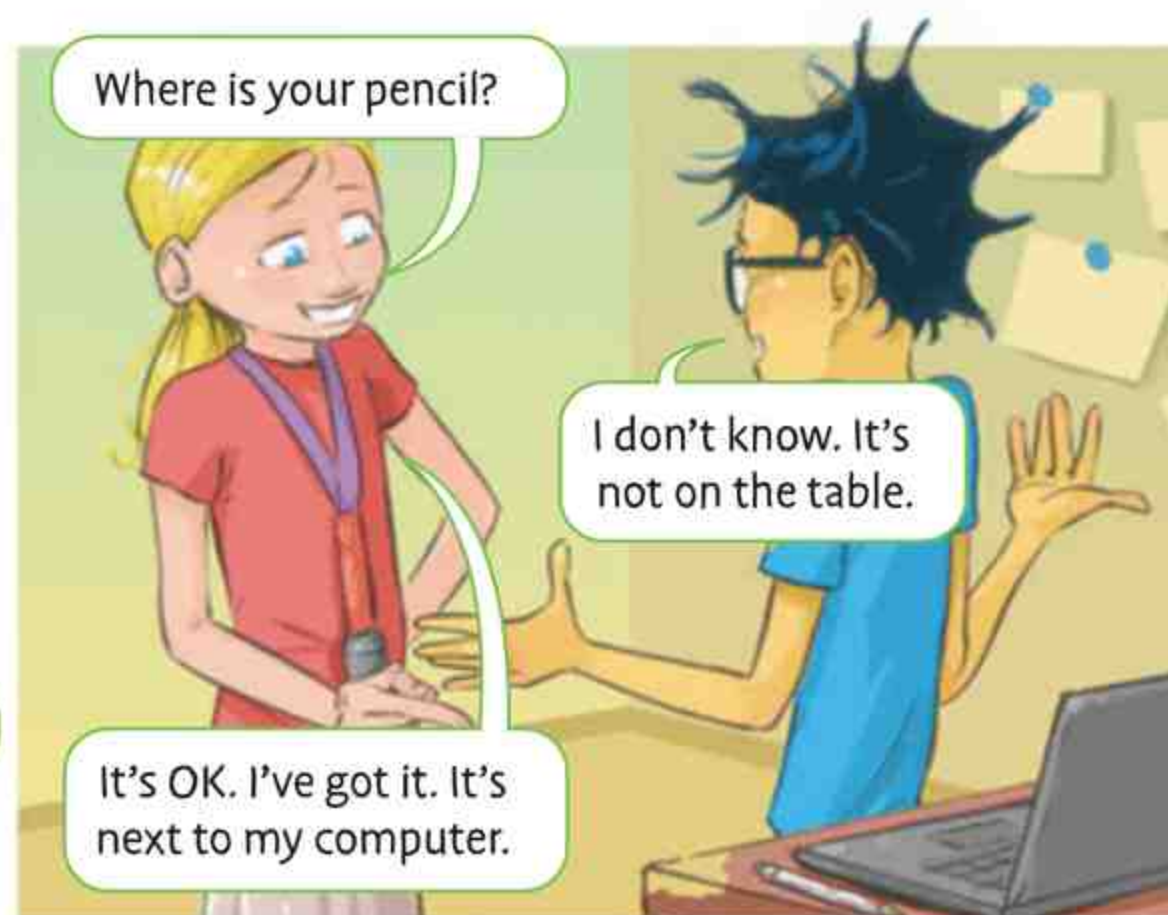
- What has Will got?
- Where does Will's uncle come from?
- Where does his uncle live?
- Where is the pencil?
- What doesn't Will's uncle like doing?
- Does Meg want to go to Paris?

3. In your notebook, choose the correct option.

- I **don't/doesn't** have a bag with me.
- This cat **have/has** got brown eyes.
- I **s've** got a sandwich, an apple and a drink for lunch today.
- I **am/is** at school.
- My cat **am/is** brown.
- The pencil **is/are** next to the computer.



Break time at school 0.2



4. In your notebook, fill the gaps with the words in the box. Use the correct form of the words in the box.

have got like want be

- Will  a new pencil.
- The pencil  next to the computer.
- Will's uncle doesn't  speaking French.
- Meg  to go to Paris.

5.  0.3 In your notebook, choose the correct option. Listen and check.



I've got a brother and we love
1. to watch/watching films. I don't like
2. to go/going to the cinema with my brother. We prefer **3. to watch/watching** films on the computer or the TV. He often forgets to do his homework, but he never forgets to watch his favourite films! Today, we would like **4. to watch/watching** films all day from morning to night.

6. Study the Grammar box.

Grammar box

Przymyki

in – w, **on** – na, **under** – pod,
next to – obok, **behind** – za,
in front of – przed

W języku angielskim przymyki występują także w popularnych zwrotach, które trzeba zapamiętać, np.:

at school – w szkole, **at 8 o'clock** – o ósmej,
in May – w maju, **at the weekend** – w weekend

7. In your notebook, fill the gaps (1–7) with the words in the box.

next to behind of at in on under



The children and the teacher are **1**  school. They are **2**  a classroom. There is a computer **3**  the red desk, and **4**  the blue desk there is a spider. The teacher has got a desk **5**  the window. **6**  the teacher's desk there is a board. The teacher is sitting **7**  a chair.

8. In your notebook, describe two family members or two friends.

Example: My sister's name is Elena. She is six years old. She has got black hair. Her room is next to mine. It is between my parents' room and my room. Elena has got many friends. They like playing games in the garden. My sister is very friendly, and I love playing with her.

9.   Discuss the questions (1–9) in pairs.

Class fun



How good is your English?

Can you answer these questions?

- What have you got in your bedroom?
- What do you have in your classroom?
- What are two things you don't like doing?
- What are two things you want to do at the weekend?
- What don't you like doing when on holiday?
- What languages do you like?
- What languages don't you like?
- What films do you like watching?
- What films don't you like?

The world of nature

Nagrania 1.1–1.3
docwiczenia.pl
Kod: U6MM8Z



Vocabulary and Listening

Lesson 1



Vocabulary box

air pollution ant butterfly clean up cut daisy desert environment fox grass grow
leaf look after pick up plastic protect rose rubbish smog temperature throw away
valley water (v) waterfall whale wolf

- 1. (warm-up)** Is nature important for you?
... Why? Why not?
- 2.** Find some of the words in the *Vocabulary box* in the pictures (A–D). Translate all the words into Polish.
- 3. (1.1)** Listen and match each picture (A–D) with the recording (1–4) in your notebook.
- 4.** In your notebook, fill the gaps.

Example: It lives in the forest, it's colourful, and it can fly. It's a butterfly.

1. It is usually red and you give it to your mum on Mother's Day. It's a .
2. It is big and it lives in the sea. It's a .
3. It is a small, yellow and white flower. It's a .

- 5. (1.1)** In pairs, play the *Guessing game*.
... Use the words in the *Vocabulary box*.

Example: A: It's a small, yellow and white flower.
B: It's a daisy.



4. It looks like a dog, but it lives in the forest. It's a .
5. It is green. Some animals love eating it. It's .
6. It is green and it grows on a tree. It's a .
7. It is black or red and it has six legs. It's an .

6. In your notebook, write a sentence to describe each photo (A–E). Use the words in the *Vocabulary box*.

Example: In photograph A there is a lot of rubbish.



7. 1.2 Listen to the recording. What is it about?

- A. a few beautiful cities in Poland
- B. tourists in the Tatra mountains
- C. environmental problems

8. 1.3 Listen to the recording again. In your notebook, make a list of the places in Poland that the speaker mentions.

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

pollution visitors protect rubbish

Example: Every year, these places receive many thousands of visitors.

- In the summer months, tourists come to visit, but some of them throw away their and plastic in the mountains.
- In autumn, winter and spring it often has a problem with air and smog.

10. Ask and answer the questions in pairs. Use the words in the box and the *Vocabulary box* to help you.

throw away protect look after
clean up pick up

Example: A: What can you pick up?

B: You can pick up plastic bags or socks off the bedroom floor.

11. In your notebook, translate the words in brackets into English.

- Tom, can you please (*podnieść*) this bag?
- People (*wyrzucają*) too much rubbish.
- I think we need to (*zaopiekować się*) our planet more.



Additional vocabulary

1. In your notebook, translate the words in the box.

acid rain global warming
natural resources

2. In your notebook, fill the gaps with the words in the box into Polish.

Water, air and forests are important 1 . The temperature in the world is increasing because of 2 .

One serious pollution problem in forests is 3 .

**Grammar box** *Present simple*

Czas **present simple** stosujemy, gdy mówimy o zwyczajach i regularnie wykonywanych czynnościach w czasie teraźniejszym.

Twierdzenia: *They go*
She goes
Przeczenia: *They don't go*
She doesn't go
Pytania: *Do they go*
Does she go

to the woods every weekend.

Grammar box *Present continuous*

Czas **present continuous** stosujemy, gdy mówimy o czynnościach, które odbywają się w chwili mówienia.

Twierdzenia: *I am jumping on the bed at the moment.*
Przeczenia: *She is not jumping on the bed at the moment.*
Pytania: *Are you jumping on the bed at the moment?*

We recycle plastic 1.4

- 1. warm-up** Study the *present simple* Grammar box.
- 2.** Read the conversation.
Answer the questions in your notebook.
 - Who is planting trees? Why?
 - How often does Meg help to clean up the park?
 - Who is helping Meg?
- 3.** In your notebook, fill the gaps with the correct *present simple* form of the verbs in brackets.

I help (help) the environment in a lot of ways. First, I **1** (not/buy) much plastic and I always **2** (recycle) plastic. My parents **3** (not/drive) the car much. My sister often **4** (walk) to school. How **5** you **6** (help) the environment?

**Grammar tip**

Present simple: *never, sometimes, often, usually, always*
Present continuous: *now, at the moment*

- 4.** Study the *present continuous* Grammar box.
- 5.** In your notebook, fill the gaps with the correct *present continuous* form of the verbs in brackets.

Me and my friends are walking (walk) in the wood near my house. Today is a lovely day. It **1** (not/rain), and the sun **2** (shine) at the moment. The birds **3** (sing) and butterflies **4** (fly) over our heads.

- 6.** Look at activities 3 and 5 and the words and phrases in the box. How do you help the environment?

cycle walk recycle not drive
not buy not use throw away
Me too. I do/don't. I agree/don't agree.

Example: A: Well, I walk and cycle a lot.
B: I don't cycle a lot, but I always recycle paper.



Bees – our tiny heroes

Text 1. 1.5

Bees don't only make honey. They are an important part of our world because they pollinate plants that provide the food that we eat. Without bees, fruit and **1** such as broccoli and tomatoes won't grow. Bees also help **2** pollution. But now these tiny heroes are an **3** insect. One day they may become extinct, which means there would be no more bees! So what can we do? We need to protect the natural **4** in which bees live and plant lots of bee-friendly flowers in our gardens.

Text 2. 1.6

In your picture, write down the names of the flowers and trees you want to plant. Think about a special place where the bees can feel safe. Don't forget that bees need to drink water, too. Give your drawings to Mr Daniels by 10th November. Good luck!

1. **warm-up** Label the picture (A–F). Find some of the words in the *Vocabulary box*. Translate the words into Polish.

2. 1.5 Read and listen to Text 1. In your notebook, fill the gaps (1–4) with the words in the box.

endangered fight habitat vegetables

3. Read Text 1 again. Answer True (T) or False (F) and correct any false sentences in your notebook.

Example: *Bees are extinct.*

T/E

Bees are endangered.

- Bees fight pollution.
- People need to look after bee habitats.
- People can help bees by putting honey in their gardens.

T/F

T/F

T/F

4. 1.6 Read and listen to Text 2. Write the answers in your notebook.

- The best title for text 2 is
 - Do it!
 - Make your own bee garden.
 - Draw and help.
- Students have to draw a
 - bee garden.
 - bee hotel.
 - greenhouse.

Vocabulary box

bee hotel clean water endangered
extinct greenhouse habitat plant (v)
reduce (v) save (v) vegetable

Project
Bees in the city

Przygotujcie plakat o pszczołach w mieście. Znajdźcie w różnych źródłach informacje o hotelach i ogrodach dla pszczoł w dużych miastach. Opiszcie te miejsca i ludzi, którzy się nimi zajmują. W swojej pracy wykorzystajcie też zdjęcia. Wywieście plakaty w klasie i wybierzcie najładniejszy z nich.



Grammar box

Present simple i present continuous

- Czas **present simple** stosujemy, gdy mówimy o zwyczajach i regularnie wykonywanych czynnościach, np.: *I **read** lots of nature books. We usually **sit** in the garden.*
- Czas **present continuous** stosujemy gdy mówimy o czynnościach i wydarzeniach trwających w chwili mówienia, np.: *I'm **reading** a great book at the moment.*

1. **warm-up** Study the Grammar box.
2. Read the conversation. Answer the questions (1–4) in your notebook.

- What's Angela doing?
- What's Olly doing?
- What does Angela's family always do at weekends?
- What does Olly's family usually do at weekends?

It always rains!



- **Angela:** Hi. I'm **walking** in the countryside with my family. It's **raining** and I'm **getting** very wet. I'm **not having** a good time!
- **Olly:** Oh no! Poor you!
- **Angela:** We always **go** for a walk at weekends, and it always **rains**! And I always **carry** a big bag full of things that we **don't need**! Ugh ... What **are you doing**?
- **Olly:** Well, I'm **not walking** in the rain! In fact, I'm **sitting** in the garden at the moment with my family. The sun **is shining**, and we're just **relaxing**. I'm **listening** to music. It's great! We usually **sit** in the garden and **chat** and **listen** to music at weekends!

Grammar tip

Zarówno w czasie **present simple** jak i **present continuous** można udzielać krótkich odpowiedzi:

A: *Do you often **cycle** to school?*

B: *Yes, I **do**./No, I **don't**.*

A: *Are you **watching** the match at the moment?*

B: *Yes, I **am**./No, I'm **not**.*

3. Look at the conversation in activity 2 again.
In your notebook, complete the table.

Zwyczaje i regularne czynności	Czynności trwające w chwili mówienia
<i>We always go for a walk at weekends.</i>	

4. In your notebook, fill the gaps with the correct form of the words in brackets.



In the picture, the children are at school. They are learning English at the moment. Their teacher 1 (*tell*) them about an interesting place in London. The teacher often 2 (*show*) them photos of London, and the students 3 (*like*) it a lot.

5. Work in pairs. Answer the questions (1–3). Use the words in the box and some of your own ideas.

talk walk cycle watch TV play sleep
swim sit read learn go

Example: A: *What do you usually do on Fridays?*
B: *I usually go to the trampoline park.*

- How often do you sit in the garden or park?
- What are you doing at the moment?
- Think of some people you know (parents, brothers and sisters, friends). What do you think they are doing at the moment?



Go Wild! 1.8

South Africa is home to some amazing (dzikiej przyrody) **1** and has some of our planet's most spectacular (krajobrazy) **2**. Go to the (wybrzeże) **3** near Cape Town if you want to see a whale or a (rekina) **4**. They swim where the Atlantic Ocean meets the Pacific. Travel to Robben Island and make friends with a (pingwinem) **5** on the (plaży) **6**.

Kruger National Park is the best place to find the group of animals known as "The Big Five" (the wildebeest, elephant, leopard, lion and rhinoceros). Rhinos, however, are (zagrożone wyginięciem) **7**. Watch elephants as they drink from a (jeziora) **8**, or spot an (orła) **9** flying over Crocodile River as it looks for (ryb) **10**. There's so much to discover.

- 1.**  **warm-up** Name as many African animals as you can. Use the photo to help you. Compare with your classmates.



- 2.**  **1.8** In your notebook, match the Polish words in the text with the words in the *Vocabulary box*. There are more words than you need. Listen and check.
- 3.** In your notebook, choose the correct option.



On Safari

In the photograph a woman **1. rides/is riding** in a safari car. She **2. is watching/watches** a young elephant near the road. She **has/is having** a camera to take photographs. The elephant **4. is looking/looks** friendly. The woman **5. is enjoying/enjoys** the safari very much.

Vocabulary box

beach coast eagle extinction fish
in danger of island lake landscape
ocean penguin river shark wildlife

- 4.** Use the correct form of the words in brackets to complete the sentences. Write the answers in your notebook.

Did you know that ...?

- Hippos **1** (spend) more than 16 hours every day in lakes or rivers. It's funny because they can't swim.
- Look at that eagle. It **2** (fly) above the river. **3** (you/know) that an eagle can see a mouse, rat or rabbit from 3 km away?
- The African gorilla sometimes **4** (sing) when it **5** (eat) its favourite plant.
- Elephants are endangered animals. Today, a satellite **6** (watch) them from space to help protect them.

Class fun

- 5.**  Choose an animal from the list on page 19. Find 3 interesting facts about it and make a funny quiz (A, B or C) for your classmates.

Example: 1. What do zebras eat?

A. people B. grass C. jam sandwiches

Lesson 6

Listening and Speaking

Nagrania 1.9–1.10
docwiczenia.pl
Kod: U69R8W



Eco stories

1. **warm-up** Work in pairs. In your notebook, match the words in the *Vocabulary box* with the photographs (A–G).

Vocabulary box

carbon dioxide deforestation destroy
glacier litter polar bear rainforest

2. **1.9** Complete texts (1–4) with words in the *Functional language box*. The first letters are given. Listen and check.

Eco Kids Blog

Which **environmental problems** do you worry about most?

1. The summers are getting hotter in Greece. I a **1** with people who say that it is because of global warming. I t **2** that it's a huge problem.

Sophia

2. In my o **3** , Los Angeles is not a good place to live. The air pollution is really bad here. We often have smog because of greenhouse gases like carbon dioxide.

Logan

3. In Alaska the glaciers are melting because of global warming. Polar bears are losing their natural habitat, so they are coming into towns to look for food. I **4** think it's safe for people.

Malik

4. I b **5** that deforestation is the biggest problem in the Brazilian rainforests. People are destroying the forests and building farms in their place. I d **6** with this.

Maria

A



B



C



D



E



F



G



Functional language box

GIVING AN OPINION

1. I agree (with you).
2. I believe (that)
3. I disagree./I don't agree.
4. I don't think (that)
5. I think (that)
6. I think so./I don't think so.
7. In my opinion,

3.  Answer the question: *How can you protect the environment?* Use the ideas in the picture and your own. Give your opinion and either agree or disagree with your partner.

Example:

I think we need to recycle more.

I agree with you. We throw away too many things.

recycle



pick up litter

save water



stop pollution

How can we
protect
the environment?



plant flowers
and trees



change how
we travel to school



any other ideas?

4.   Read and complete the notes with the missing words. Listen and check. Write the answers in your notebook.

Eco Kids – Alan's story

Alan thinks that the beach near his house is **1** .

He thinks that some people are so lazy that they don't take their **2** . They leave it on the beach instead.

In his opinion, people don't understand that they are destroying **3** .

Every week, Alan and his friends walk along the beach. They put the rubbish into **4** .

They are this week's eco heroes.



5.  Student A, read about the 'Beautiful Beach Project' on page 126. Student B, read about the 'Be Green Project' on page 128. Use the phrases in the box to ask questions and complete the information on the project.

What / name of the project?

What / do?

Where / meet?

When / meet?

What / need?

Example: What? / project name

Student B: What is the name of the project?

Student A: It's the Beautiful Beach Project.

Wpis na blogu

Kylo's paw

How's it going, guys? Today I want to tell you something about my beloved Kylo. I'm sure you don't like getting up in the morning to the sound of your alarm clock. But imagine that your dog is happily barking to say good morning. Kylo does it every day. He always knows whether I'm happy or sad. Every time I feel down, he always thinks a walk is the best idea to cheer me up.



Do you want to have a dog? I think it's a great idea, but remember that a dog needs a lot of care and attention. Kylo loves his vet. We're going to the vet for a check-up this Friday. It's very important to do it regularly.

That's all for today. Why not tell me if you have a pet? Please leave a thumbs up if you like today's entry.

Later, Sam

Tytuł

Wstęp

Rozwinięcie

Zakończenie

1. **warm-up** Read the blog post. Find five phrases we often use in blog posts. Write them in your notebook.
2. In your notebook, match the phrases in the box with the parts of the blog (1–4).

How's it going, my lovely friends?
I'm writing to tell you about my adventure
A new science club!
What's your opinion on this?
Leave a comment below
I want to tell you about my annoying cat
See you next time!

- | | |
|----------------|----------------|
| 1. Tytuł | 2. Wstęp |
| 3. Rozwinięcie | 4. Zakończenie |

3. In your notebook, fill the gaps (1–6). Use the words and phrases in the box.

What's comment entry
Cheers How's it going, guys?

4. **E** In your notebook, fill the gaps (1–6) with the missing words. Use your own ideas.

My pet

How's it going? Today's entry is about
 1 . My friend is a 2 . That's why we
 3 . Today we are 4 . Every day we
 5 . What do you think about it?
 Leave 6 .
 Cheers,

Checklist

- ☒ Wiem, z jakich części składa się wpis na blogu.
- ☒ Prawidłowo używam zwrotów, charakterystycznych dla wpisów na blogu.

Save the elephants

1 ? Today's 2 is about elephants. They are amazing animals, but they are in danger of extinction. We have to protect them if we want to save them. They live in Africa and Asia. They usually eat a lot of roots, vegetables and fruit. An adult animal can eat up to 300 pounds of food and drink over 200 litres of water in a single day. They are my favourite animals. 3 your favourite animal? Leave a 4 and a thumbs 5 if you like my blog.
 6 , Tom



Vocabulary

1. In your notebook, write the names of the places in the pictures (1–6).

1



2



3



4



5



6



/ 6 pt

2. In your notebook, choose the correct option.

- Most people agree that air **pollution/ extinction** is a serious global problem.
- Did you know that koalas are on the list of **extinct/endangered** species?
- My mum loves travelling and taking pictures of beautiful **resources/landscapes**.
- I don't think that people are doing enough to **protect/reduce** the environment.
- My grandparents grow tomatoes and cucumbers in a small **wildlife/greenhouse** next to their house.

/ 5 pt

3. Find the odd one out in each group. Explain your choice. Write the answers in your notebook.

- | | | | |
|------------|-------|--------|-----------|
| 1. deer | fox | wolf | cow |
| 2. bee | ant | lamb | fly |
| 3. eagle | swan | owl | butterfly |
| 4. salmon | stork | tuna | shark |
| 5. octopus | goat | donkey | sheep |

/ 5 pt

Grammar

4. In your notebook, fill the gaps with the correct *present continuous* form of the verbs in brackets.

- Please be quiet. Peter (study) in his room.
- The dogs (bark) in the garden now.
- I can help you, I (not/do) my homework at the moment.
- Mum (not/water) the plants now, she (watch) a film.
- What you (cook), Grandpa?

/ 5 pt

5. In your notebook, translate the words in brackets.

- Paul (zawsze) feeds his dogs in the evening.
- My friend is (nigdy) late for school.
- Jane is (czasami) bored at weekends.
- What do you (zazwyczaj) eat for breakfast?
- (Jak często) does your sister clean up her bedroom?

/ 5 pt

6. In your notebook, choose the correct option.

- My dad **writes/is writing** emails every day. He **writes/is writing** an email to my uncle at the moment.
- My grandparents **grow/are growing** beautiful roses in their garden. My grandma **waters/is watering** them now.
- I **don't listen/'m not listening** to any music now. I **never listen/am never listening** to music when I am doing my homework.
- Do you go/Are you going** shopping every Saturday?
- No, we **usually stay/are usually staying** home on Saturdays, but today we **organise/are organising** a party.

/ 5 pt

Listening

7. 1.11 **dictation** Listen to the recording. In your notebook, write down the six sentences in your notebook.

/ 6 pt

Zadanie 1.

E Przeczytaj tekst. Na podstawie informacji zawartych w tekście z podanych odpowiedzi wybierz właściwą. Zapisz odpowiedzi w zeszycie.

Hi, I'm Frank. I'm wearing a pair of gloves today, but it's not that cold. I need gloves because I'm planting a tree. I take care of our planet and the animals that live on it. It's World Bee Day today, but bees are not the only animals which need plants. Every year people cut down about 5 billion trees. My friend, Lucy, is writing an essay about deforestation for her biology lesson, so she knows how important it is to protect the environment. She never stops thinking about pollution in the forest. Whenever we walk through the forest together, we always see lots of litter ...

1.1. What is Frank doing at the moment?

- A. He is cutting down trees.
- B. He is planting a tree.
- C. He is buying gloves.

1.2. Frank is wearing gloves because

- A. he's planting a tree.
- B. he's riding his bike.
- C. he's cold.

1.3. Lucy's essay is about

- A. bees.
- B. deforestation.
- C. pollution.

Zadanie 2.

E Uzupełnij dialogi wybranymi zwrotami z ramki. Zapisz odpowiedzi w zeszycie.

I agree with you. In my opinion,
I believe (that) ... I disagree./ I don't agree.
I don't think (that) ... I think (that) ...

2.1.

I don't think we need to recycle things.
Recycling is so expensive!

I don't you. Maybe it's not cheap, but it helps to reduce greenhouse gases.

Zadanie 3.

E Przeczytaj opis ilustracji. Uzupełnij każdą lukę (3.1.–3.3.) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Zapisz odpowiedź w zeszycie.



In the photograph a cute little kitten is **3.1.** on a table next to a window, looking at a **3.2.** . There are also many white **3.3.** in the picture – they are growing on a tree. It must be spring. I think the photo is beautiful.

2.2.

In , sharks are the most dangerous animals in the world.

It's not true, dear. These poor creatures are in danger of extinction today and in fact, they don't actually like eating people.

2.3.

I think I am very bad at English.

I agree with you. You ...



Vocabulary tip

Dzięki słowniczкови zapamiętasz więcej słówek.

1. Przeczytaj angielskie wyrazy i ich polskie tłumaczenia.
2. Zasłoń angielskie słówka i spróbuj sobie przypomnieć ich polskie odpowiedniki.
3. Powtórz czynność kilka razy, a przekonasz się, że ten sposób naprawdę działa!

Lesson 1

(air) pollution (n) – zanieczyszczenie (powietrza)
ant (n) – mrówka
butterfly (n) – motyl
clean up (phr v) – sprzątać
cut (v) – ciąć
daisy (n) – stokrotka
desert (n) – pustynia
environment (n) – środowisko
fox (n) – lis
grass (n) – trawa
grow (v) – rosnąć; hodować
leaf (n) – liść
look after (somebody/something) (phr v) – opiekować się (kimś/czymś)
pick something up (phr v) – podnosić coś
plastic (n, adj) – plastik; plastikowy
protect (v) – chronić
rose (n) – róża
rubbish (n) – śmieci
smog (n) – smog
temperature (n) – temperatura
throw something away (phr v) – wyrzucać coś
valley (n) – dolina
water (v) – podlewać
waterfall (n) – wodospad
whale (n) – wieloryb
wolf (n) – wilk

ADDITIONAL VOCABULARY

acid rain (n) – kwaśne deszcze
global warming (n) – globalne ocieplenie
natural resources (n) – zasoby naturalne

Lesson 3

bee hotel (n) – domek dla pszczoł
endangered (adj) – zagrożony
extinct (adj) – wymarły
greenhouse (n) – szklarnia
habitat (n) – środowisko życia
clean water (n) – czysta woda
plant (n) – roślina
reduce (v) – redukować, zmniejszać
save (v) – ratować
vegetable (n) – warzywo

Lesson 5

beach (n) – plaża
coast (n) – wybrzeże
eagle (n) – orzeł
extinction (n) – wyginięcie
fish (n) – ryba, ryby
in danger of (phr v) – zagrożone (czymś)
island (n) – wyspa
lake (n) – jezioro
landscape (n) – krajobraz
ocean (n) – ocean
penguin (n) – pingwin
river (n) – rzeka
shark (n) – rekin
wildlife (n) – dzika przyroda

Lesson 6

carbon dioxide (n) – dwutlenek węgla
deforestation (n) – wylesienie
destroy (v) – niszczyć
glacier (n) – lodowiec
litter (n) – śmieci
polar bear (n) – niedźwiedź polarny
rainforest (n) – las deszczowy

FUNCTIONAL LANGUAGE

1. **I agree (with you).** – Zgadzam się (z Tobą).
2. **I believe (that)** – Wierzę, że
3. **I disagree./I don't agree.** – Nie zgadzam się.
4. **I don't think (that)** – Myślę, że nie
5. **I think (that)** – Myślę, że
6. **I think so./I don't think so.** – Tak sądzę., Też tak myślę./Nie sądzę.
7. **In my opinion** – Moim zdaniem

Are you hungry?

Nagrania 2.1–2.3
docwiczenia.pl
Kod: U6K4KS



Lesson 1

Vocabulary and Listening



4. Look at the photos (A–D) below. Then, in your notebook, complete the phrases (1–4) and match them with the photos.

1. soup
2. pork
3. a bowl of
4. a of prawns

Vocabulary box

barbecue bowl chop (v) cucumber jar
knife pineapple pork prawn prepare
slice (n, v) spices strawberry taste (v) tin

1. **warm-up** Look at the photos. Do you like the food in the photos (A–F)?
2. In your notebook, match the words in the *Vocabulary box* with the photos (A–F). Translate all the words into Polish.
3. **2.1** In your notebook, match the speakers (1–4) with the photos (A–F). There are more photos than you need.

A



B



C



D



5. Ask and answer the questions (1–3) in pairs.

Example: A: What can you chop?

B: You can chop pork.

- What can you slice?
- What do you like the taste of?
- What can you find in
a A. tin B. jar C. bowl?

Vocabulary box

bottle box brunch café eat out herbs
mushroom order packet pepper serve
snack supper takeaway

6. In your notebook, translate the words in the *Vocabulary box* into Polish.
7. 2.2 Listen to Ben and Pascal talking about their restaurants. Match the speakers (1–2) with the photos (A–B).

A



B



8. 2.3 Listen to the recording again. Match the speakers (1–2) with the sentences (A–E).

A.

It's the kind of food lots of people like to take out.

B.

We work from five o'clock to ten o'clock.

C.

We ask people which herbs they want when they order the pizza.

D.

People order takeaway pizzas.

E.

People like to order pizza with *mozzarella di Bufala* cheese.

9. Ask and answer the questions (1–5) in pairs.

Example: A: Can you eat in Ben's restaurant?

B: No. It's a takeaway.

- What do people like most in Ben's restaurant?
- Are the pizzas in Ben's restaurant expensive?
- How many pizzas can you buy for ten pounds?
- Is Pascal's restaurant only open in the evening?
- What is on the special pizza in Pascal's restaurant?

Additional vocabulary

1. In your notebook, translate the words in the box.

bake carton heat packed lunch pour

2. Fill the gaps with words in the box.

First, 1 the soup and then serve it.

2 the water into the cup and then

drink it. 3 the cake in the oven for thirty minutes. The thing I really like in my 4

is a 5 of orange juice.

**Grammar box** Rzeczowniki policzalne i niepoliczalne oraz *much, many, a little, a few, a lot of*

- Rzeczowniki policzalne nazywają elementy, które możemy policzyć. Mają liczbę pojedynczą i liczbę mnogą.

*There's an **orange** and three **apples** on the table.*

- Rzeczowniki niepoliczalne nazywają elementy, których nie możemy policzyć bez dodawania słów typu kawałek, kilogram, litr. Nie mają liczby mnogiej.

*This **water** is very cold.*

- Rzeczowniki niepoliczalne to np. nazwy płynów lub produktów sypkich, brył oraz uczuć.

- Z rzeczownikami policzalnymi używamy takich wyrazów, jak: **many** (wiele, dużo), **a few** (kilka, parę) i **a lot of** (dużo, mnóstwo, wiele).

*There aren't **many biscuits** in my pocket.*

*I've got **a few mushrooms** in my pasta.*

- Z rzeczownikami niepoliczalnymi używamy wyrazów: **much** (wiele, dużo), **a little** (mało, trochę) i **a lot of** (dużo, mnóstwo, wiele).

*There isn't **much water** in the pool.*

*There's **a little juice** in the bottle.*

Cheese please! 2.4

Hey, what are you two doing?

Well, it's lunchtime, so we're making a pizza.

We're putting all our favourite food on it. So, for me that's carrots. Not **many carrots**, just five or six!

And my favourite food is apples, so we're chopping up **a few apples**, too.

I love food that's red and sweet, so let's have **some red peppers** and **a lot of tomatoes** and maybe **a few strawberries**, too.

Sweet! But it should have **some cheese**. **How much cheese** do you want on it?

A lot of cheese!

- warm-up** Study the *Grammar box*.
- Read the conversation. In your notebook, write down what they are putting on the pizza.
- Look at the words in activity 2 in your notebook. Divide them into countable and uncountable.
- Work in pairs. Plan your perfect pizza so that it has at least six different ingredients.
Example: Our perfect pizza has got some cheese and some mushrooms and a few olives, ...
- In your notebook, choose the correct option.
 - I don't eat **much/many** meat.
 - I usually eat **a little/a few** biscuits every day.
 - I know **much/many** people who are vegetarians.
 - I try to eat **a little/a few** fresh fruit every day.
 - Is there **much/many** milk in the bottle?

- Complete the sentences with your own ideas. Compare your answers with a classmate.

Example: I don't drink much coffee.

- I don't drink much .
- I don't eat many .
- I eat a lot of .

**Grammar tip**

Pamiętaj, aby używać *much* i *many* w pytaniach i przeczeniach; *a lot of* w twierdzeniach.

*There's **a lot of** cheese in the fridge.*

*Is there **much** cheese in the fridge?*

- In your notebook, translate the words in brackets into English.

- (Ile jabłek) have we got?
- In my town, (jest kilka parków) .
- There's (trochę wody) in my glass.

Text 1. **Cooking together is fun!** 2.5

Are you and your friends looking for new ways to spend some time together? Here is a good way: **Cook** together.

First, choose an easy **recipe** and then get your ingredients ready. Preparing food together is much faster than cooking on your own. For example, you can chop the **onions**, and your friend can slice the **tomatoes**. You can talk, listen to music and make each other laugh while you are **adding** your ingredients to a **bowl** or **frying pan**. And don't worry. Your **meal** doesn't need to be perfect. It's more important to have some fun!

Text 2. **Tasty pasta with spinach** 2.6

List of ingredients:

- | | |
|-----------|-------------|
| • pasta | • garlic |
| • spinach | • olive oil |
| • cream | • salt |
| • cheese | • pepper |



How to make it

Boil a pot of water with some **1** added and then add the pasta.

Heat a little **2** in a frying pan.

Add the spinach, **3** , salt and pepper.

Add a little **4** when the spinach is cooked and stir.

Serve with cheese.

Vocabulary box

add boil bowl cook frying pan meal
onion plate pot recipe stir tomato

1. **warm-up** Work in pairs. In your notebook, write three sentences about the photograph.



2. Look at the *Vocabulary box*. In your notebook, translate the words into Polish.
3. Look at the words in the *Vocabulary box* again. In your notebook, write a word/words that mean/s:
- instructions that explain how to prepare food,
 - the names of two vegetables,
 - four things we use in the kitchen.

4. 2.5 Read and listen to Text 1 and choose the correct option (A or B) in your notebook. Listen and check.

- The blog is suggesting you
A. cook with friends. B. learn a recipe.
- Preparing food with a friend is
A. very boring. B. quicker.
- The most important thing is
A. perfect food. B. enjoying yourself.

5. In your notebook, translate the ingredients in Text 2 into Polish.

6. 2.6 In your notebook, complete the recipe (Text 2) with the missing ingredients. Listen and check.

7. In your notebook, complete the gaps (1–3) with information from texts 1 and 2.

Julia,
Czytam właśnie świetny wpis na blogu o tym, że świetnym pomysłem jest gotowanie wspólnie z **1** .
Wpadnij do mnie w sobotę i razem zrobimy **2** ze szpinakiem i śmietaną. Mam od babci łatwy **3** , z którego możemy skorzystać.
Maja



Grammar box

Some i any

- Słowa **some** i **any** (trochę, ileś, jakiś, pewien, kilka, niektórzy, niektóra itp.) służą do wyrażenia nieokreślonej ilości. Używa się ich z rzeczownikami policzalnymi w liczbie mnogiej i rzeczownikami niepoliczalnymi.
- **Some** używamy zazwyczaj w zdaniach twierdzących, a **any** – w przeczeniach i pytaniach.

Twierdzenia: **There is some water in the bottle.**

Przeczenia: **There isn't any water in the bottle.**

Pytania: **Is there any water in the bottle?**

Grammar box

No i every

- Słowo **no** (żaden, żadna, żadne itp.) występuje z rzeczownikami policzalnymi i niepoliczalnymi.
There is no milk in the fridge.
~~(There isn't no milk in the fridge.)~~
- Słowa **every** (każdy, każda, każde itp.) używamy z rzeczownikami w liczbie pojedynczej.
I like every restaurant in my town.



Grammar tip

Istnieją sytuacje, w których słowa **some** używamy również w zdaniach pytających. Są to zazwyczaj uprzejme prośby, np.:

Can I have some bread, please?

1. warm-up Study the Grammar boxes.

2. Read the conversation. Answer True (T) or False (F) in your notebook.

1. There are no places to eat in the area. T/F
2. Anna has got some vegetarian friends. T/F
3. They decide to go for a burger. T/F

Some nice places 2.7



- **Anna:** I'm hungry, and there's **no** food in the kitchen. My parents need to do **some** shopping.
- **Matt:** Well, we can go and get a burger or a pizza or **some** pasta. Are there **any** good cafés and restaurants near here?
- **Anna:** Yes, there are **some** nice places near the park.
- **Matt:** Great. And remember, I'm vegetarian. Do **any** of them serve vegetarian food?
- **Anna:** I know a restaurant that serves really good vegetarian burgers. I've got **some** friends who are vegetarian, and we often go there.
- **Matt:** Sounds great! Let's go!

3. In your notebook, fill the gaps (1–5) with **some** or **any**.

A: I'm hungry. Have you got **any** biscuits?

B: No, sorry. We don't have **1** biscuits, but there's **2** cake.

A: Are there **3** pizza places near here?

B: No, there aren't **4** near here. But there are **5** Italian restaurants in the city centre.

4. In your notebook, fill the gaps (1–4) with **no** or **every**.

Example: **Every** dish is delicious.

1. No pancakes tonight. There are **1** eggs.
2. I'm totally full. I ate **1** biscuit in the packet!
3. There's **1** pasta. **2** jar on the shelf is empty.

5. Complete the sentences with your own ideas. Discuss in pairs.

Example: *Where I live, there are some good Italian restaurants.*

1. there are some
2. there aren't any
3. there are no
4. I like every

6. In your notebook, rewrite the sentences using the words in bold.

1. There isn't any sugar. **N**
There **no** sugar.
2. I've got no money. **ANY**
I haven't **any** money.

Breakfast time!

Some people say that breakfast is the most important meal of the day. A healthy breakfast gives you more brainpower. Here are typical breakfasts from three European countries.

-  **Iceland** – yoghurt with cereal, honey and fruit such as raspberries
-  **Ireland** – bacon, eggs, pork sausages, baked beans and a cup of tea
-  **Italy** – bread with butter and plum jam, coffee or hot chocolate

1. **warm-up** Read the text. In your notebook, write the names of:

1. two meat products,
2. three products usually made with milk,
3. three hot drinks,
4. two types of fruit.

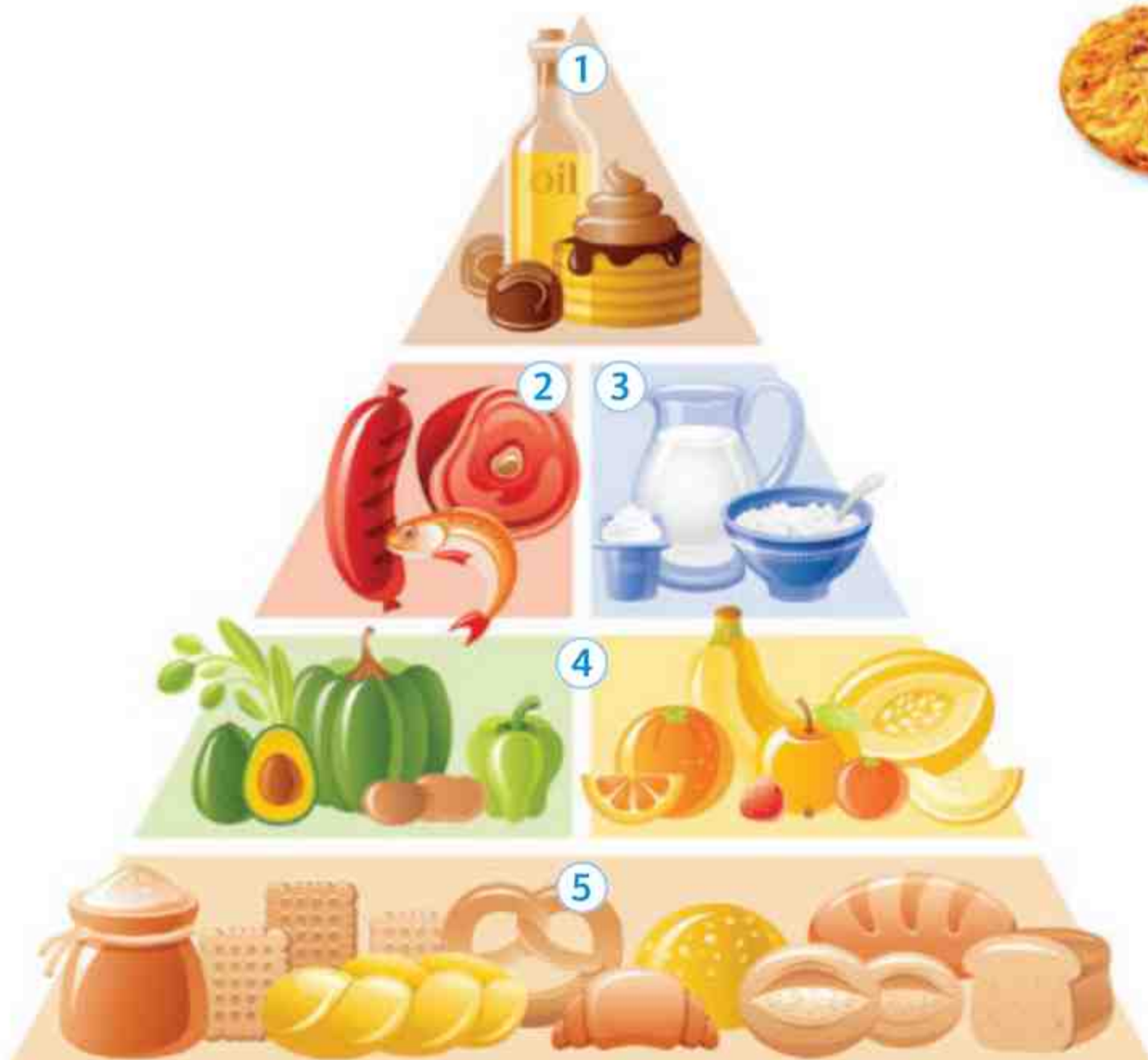
2. In your notebook, translate the words in the *Vocabulary box* into Polish.

Vocabulary box

beef broccoli cherry doughnut flour
milk orange peach pear potato pumpkin
roll sugar sweets

3. Put the words in the *Vocabulary box* in the correct place in the pyramid. Write the answers in your notebook.

Example: 1. doughnut, sugar, sweets



4. Study the *Grammar box*.

Grammar box Rzeczowniki złożone

Rzeczowniki złożone składają się z co najmniej dwóch części: dwóch rzeczowników, np. *mineral water* lub przymiotnika i rzeczownika: *fast food*. Popularne rzeczowniki złożone to: *bread knife, French fries, hot dog, meatball, milkshake, pancake, popcorn, tablespoon, teabag*.

5. In your notebook, match the words from the boxes to make compound nouns. Use the photos to help you.

Example: water + melon = watermelon

water sea apple + pie cake food = ?
coffee cheese cup melon



Class fun

6. Work in threes. Ask and answer the questions. In your notebook, write down what you find out about each other.

Breakfast time class survey	Me	Name	Name
1. What do you usually eat for breakfast?			
2. Is your breakfast healthy?			
3. What do you usually drink for breakfast?			

Lesson 6

Listening and Speaking

Nagrania 2.8–2.9
docwiczenia.pl
Kod: U65D3H



What do you prefer?

1. **warm-up** In your notebooks, match the photos (1–3) with the phrases in the box. Answer this question: *What food do you usually eat in these situations?*

have a picnic have a barbecue
have a meal in a restaurant

1



2



3



Functional language box

GIVING AND ASKING ABOUT PREFERENCES

1. Do you prefer A or B?
2. What do you prefer?
3. I like ... more/better than
4. I prefer ... to ...
5. I prefer to (+verb)
6. I would rather ... than ...

2. **2.8** Read the *Functional language box*.
In your notebook, fill the gaps (1–6) with one word. Listen and check.

Our dad's birthday



- **Jane:** Today is dad's birthday. Let's do something special for lunch. Perhaps I can book a table at dad's favourite restaurant.
- **Nick:** Oh no, not a restaurant! I would **1** eat outside. It's such a beautiful day!
- **Jane:** That's a good idea. What do you **2** ? A picnic or a barbecue?
- **Nick:** I **3** barbecues. But **4** does dad prefer?
- **Jane:** He **5** picnics more **6** barbecues, and today is his special day.
- **Nick:** Yes, you're right! Let's have a picnic.



Functional language tip

Gdy porównujemy dwie osoby lub dwa przedmioty, używamy:

- przyimka **to** po słownie **prefer**: *I prefer A to B.*
- **than** po zwrocie **would rather**: *I would rather A than B.*
- oraz czasownika **like**: *I like A more than B*

Do you **prefer**
fruit **to** sweets?



 1 or 2 	3  or 4 	5  or 6 
7  or 8 	What's for lunch?	
11  or 12 	13  or 14 	15  or 16 

3. In your notebook, match the phrases in the *Vocabulary box* with the photos (1–16). There are more photos than you need.

4. Choose a square in activity 3. Take turns. Use the Functional language box.

Example: A: Do you prefer a jar of jam or a jar of honey?

B: I prefer a jar of honey.

5. Listen and answer A, B or C. Write the answers in your notebook.

- The Portwellan Family Picnic is
A. on a beach. B. in a garden.
C. in a park.
- The boy prefers the food truck that sells
A. Italian ice-cream. B. American doughnuts.
C. food from around the world.
- The cups and plates at the picnic are not
A. plastic. B. paper.
C. eco-friendly.

Vocabulary box

a bag of sweets

a bowl of rice

a loaf of bread

a plate of salmon

a tin of peas

a bar of chocolate

a glass of lemonade

a piece of apple cake

a slice of pizza

Project

Przygotujcie plakat informujący o pikniku klasowym. Przygotujcie pomysły wykorzystując informacje podane poniżej. Zaprezentujcie plakat w klasie.

Our class picnic

- ✓ Where?
- ✓ When?
- ✓ What food and drinks?
- ✓ Which food containers?
- ✓ Need to take anything else?
- ✓ Other ideas e.g. games?

Ogłoszenie

COOKING CLASSES
FOR TEENAGERSWE ARE LOOKING FOR SOME
NEW CULINARY STARS!

Learn how to prepare dishes. Learn some useful tricks and skills. Come to our cooking classes and spend time having fun with other people.

When?

Every Friday
at 4 pm.

Where?

Local community
centre

Cost?

£10 per person

Visit our website or call us today to book your place

📞 274675638209 🌐 www.funnycooking.com

Nagłówek

Treść ogłoszenia

Dane kontaktowe

1. **warm-up** Read the text. In your notebook, answer True (T) or False (F).

- The advert has a title. T/F
- The sentences are very long. T/F
- The sentences usually start with a verb. T/F
- The advert gives information on the date and place of the event. T/F

2. In your notebook, fill the gaps (1–5) with the information in the box.

Event	The pastry show
Date & time	Friday 16th September, 7 pm.
Place	Woodland Shopping Centre
Contact details	Email / phone number Kate 8563492629

PASTRY SHOW

Our world-class bakers are happy to announce the annual pastry show. Want to try the best cupcakes in the world? Come and join us.

Please come to 1 .

Our show starts on 2 at 3 .

Entry is free of charge.

The first 10 people will receive a gift card.

For more details 4 .

You can also 5 us at kate@woodland.com
To get more details, follow us on social media.

3. In your notebook, fill the gaps (1–8).
Use the words and phrases in the box.

starts amazing take part our office follow
email more details happy to announce

An 1 cooking workshop!

We're 2 the most amazing cooking classes for everyone! Come and create your own Italian meal. With us you will learn how to prepare fantastic salads, delicious risottos and much more.

The workshop 3 on Saturday at 9 am at Roma Restaurant on Sunset Avenue.

If you want to 4 , call 5 .

You can 6 us on social media or send us an 7 at workshop@romarestaurant.com

For 8 , call Mr Smith on 4551782333.

Checklist

- ✓ Wiem jakie są najczęstsze rodzaje ogłoszeń.
- ✓ Portafię ująć w ogłoszeniu najważniejsze informacje.
- ✓ Znam zwroty, których używa się w ogłoszeniach.



Vocabulary

1. In your notebook, answer True (T) or False (F).

1. A cauliflower is a white vegetable. T/F
2. Tuna is a sweet fruit. T/F
3. Salad is often cooked. T/F
4. Vegetarians don't eat pork. T/F
5. Herbs are very big plants. T/F
6. Prawns are a popular type of seafood. T/F

/ 6 pt

2. In your notebook, complete the sentences with the words in the box. There are two extra words.

bowl cup loaf bar
packet jar glass

1. Can I open this of chocolate biscuits?
2. We have a of bread. You don't need to buy one.
3. I always buy my mum a lovely of chocolate for her birthday.
4. It's so hot. I'd like to drink a of cold lemonade.
5. We always get a of delicious plum jam when we visit my grandparents.

/ 5 pt

3. In your notebook, match the definitions (1–5) with the words (A–F). There is one extra word.

1. cook something in water, usually in a pot
2. cook something in oil, usually in a frying pan
3. cook something in an oven
4. cut something into small pieces, usually with a knife
5. make something hot or warm

- | | | |
|---------|---------|---------|
| A. fry | B. boil | C. heat |
| D. peel | E. bake | F. chop |

/ 5 pt

Grammar

4. Choose the correct answer.

Write the answers in your notebook.

1. I've got potatoes for a cottage pie.
A. much B. a few C. a little
2. My cat drinks milk – even two litres a day!
A. a little B. many C. a lot of
3. This soup is very salty. You always put too salt in!
A. much B. many C. a little
4. Have you got any flour? Yes, .
A. a few B. many C. a little
5. There aren't strawberries. I need to buy some to make a smoothie.
A. a lot of B. much C. many

/ 5 pt

5. Complete the sentences in your notebook. Use your own ideas.

1. There are no in my classroom.
2. I haven't got any in my schoolbag.
3. There is usually some in my fridge.
4. There is no in my lunchbox.

/ 4 pt

6. In your notebook, choose the correct option.

1. This cheese/lettuce cake is very sweet.
2. I like sea/sweet food very much.
3. Jane doesn't like grapes/apple pie.
4. John loves hot cats/dogs.

/ 4 pt

Listening

7. 2.10 **dictation** Listen to the recording. In your notebook, write down the seven sentences in your notebook.

/ 7 pt



Zadanie 1.

E Przeczytaj tekst. Uzupełnij w e-mailu luki 1.1.–1.3. Luki należy uzupełnić w języku polskim. Zapisz odpowiedzi w zeszycie.

Full English Breakfast

A British breakfast can be very big. There are a lot of ingredients on the plate: eggs, beans, sausages, bacon, tomatoes, mushrooms and bread. There is also something to drink – usually tea or orange



juice. Is it really possible to eat everything? For some people it is, but the truth is that these days people do not have much time to prepare breakfast in the morning. That's why the British don't usually eat a traditional breakfast, but you can try it in many hotels or restaurants. Are you ready to order one and get really full?

Od: XYZ

Do: Janek

Temat: Angielskie śniadanie

Janku,
słyszałam, że jedziesz do Londynu.
Jeśli przyjeżdżasz rano, poszukaj restauracji, w której serwują tradycyjne angielskie śniadanie. My w Polsce jemy niewielkie śniadania, za to Brytyjczycy mają na talerzu mnóstwo 1.1. : jajka, fasolkę, kiełbaski, boczek, pomidory, pieczarki i chleb. Do tego zwykle piją herbatę lub 1.2. . Podobno niektórzy potrafią to wszystko zjeść, ale większość Brytyjczyków nie ma czasu, aby 1.3. takie danie. Jestem ciekawa, czy Ty będziesz w stanie opróżnić cały talerz.
Czekam na wieści!
XYZ

Zadanie 2.

E Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- 2.1. I don't (*mam dużo pieniędzy*) , so I cannot go out for pizza with you today.
- 2.2. (*Ile gruszek*) have we got in the cupboard? We need three for our fruit salad.
- 2.3. British people usually drink (*kilka filiżanek*) of tea every day and they usually add some milk to it.

Zadanie 3.

E 2.11 Usłyszysz dwukrotnie przepis na salatkę warzywną. Na podstawie informacji z nagrania uzupełnij luki (3.1.–3.4.) w poniższym przepisie. Luki należy uzupełnić w języku angielskim. Zapisz odpowiedzi w zeszycie.

VEGETABLE SALAD



- Pour some 3.1. into a big pot and boil it.
- Add two carrots, one 3.2. and some broccoli, and cook them.
- Prepare a 3.3. bowl and cut up all the vegetables.
- Add one onion and three 3.4. of olive oil.
- Mix everything together and serve with garlic bread.



Vocabulary tip

Skutecznym sposobem na naukę nowych słówek może być chmura kolorowych wyrazów.

1. Wykonaj swoją chmurę przy pomocy darmowych programów dostępnych w internecie.
2. Wydrukuj plakat z chmurą i powieś go w widocznym miejscu.

apple sugar
snack bowl
pour pineapple
roll

Lesson 1

barbecue – grill
bottle – butelka
bowl – miska
box – pudełko
brunch – późne śniadanie
café – kawiarnia
chop – kroić
cucumber – ogórek
eat out – jeść na mieście
herbs – zioła
jar – słoik
knife – nóż
mushroom – grzyb, pieczarka
order – zamawiać
packet – paczka
pepper – pieprz, papryka
pineapple – ananas
pork – wieprzowina
prawn – krewetka
prepare – przygotowywać
serve – podać, serwować
slice (n, v) – kawałek, kroić
snack – przekąska
spices – przyprawy
strawberry – truskawka
supper – kolacja
takeaway – jedzenie na wynos
taste – próbować, smakować
tin – puszka

ADDITIONAL VOCABULARY

bake – piec
carton – karton
heat – podgrzewać
packed lunch – drugie śniadanie (w pracy, w domu)
pour – nalewać, nasypać

Lesson 3

add – dodawać
boil – gotować
cook – gotować
bowl – miska
frying pan – patelnia
meal – posiłek
onion – cebula
plate – talerz
pot – garnek, dzbanek
recipe – przepis
stir – mieszać
tomato – pomidor

Lesson 5

beef – wołowina
broccoli – brokuł
cherry – wiśnia
doughnut – pączek
flour – mąka
orange – pomarańcza
milk – mleko
peach – brzoskwinia
potato – ziemniak
pumpkin – dynia
roll – bułka
sugar – cukier
sweets – słodczy

Lesson 6

a bag of sweets – torba słodczy
a bar of chocolate – tabliczka czekolady
a bowl of rice – miska ryżu
a glass of lemonade – szklanka lemoniady
a loaf of bread – bochenek chleba
a piece of cake – kawałek ciasta
a plate of salmon – talerz (tyle, ile mieści się na talerzu) łososia
a slice of pizza – kawałek pizzy
a tin of peas – puszka groszku

FUNCTIONAL LANGUAGE

GIVING AND ASKING ABOUT PREFERENCES

1. **Do you prefer A or B?** – Wolisz A czy B?
2. **What do you prefer?** – Co wolisz?
3. **I like ... more/better than** – Lubię bardziej... niż...
4. **I prefer ... to ...** – Wolę ... od ...
5. **I prefer to ... (+ verb)** – Wolę ... (+ czasownik)
6. **I would rather** – Wolałbym/ Wolałabym

Celebrations around the world

Lesson 1

Vocabulary and Listening

Nagrania 3.1–3.3
docwiczenia.pl
Kod: U6JNQP



Vocabulary box

blow out a candle Children's Day Father's Day great-grandparents guest invitation
Mother's Day party relative sibling special occasion wedding wedding reception

- 1. warm-up** Look at the photos. What are the people doing? Why are they happy?
- Find the words in the *Vocabulary box* in the photos. Translate all the words into Polish.

- In your notebook, fill the gaps (1–2) with words and phrases in the box. There's one extra word/phrase.

Father's Day Mother's Day
Children's Day wedding reception



Children's day is my favourite day. It's often a day without classes! In my family we have a special dinner when my brother and I can choose what to eat. We always have pizza! In England **1** is always in March. My mum is always very happy on this day. We make her a card at school and give her a small present. At a **2** there are usually a lot of guests. People meet to celebrate the couple's happiness. There are lots of presents and a big cake. That's my father's favourite kind of celebration.

4.  In your notebook, answer the questions (1–4). Discuss in pairs.

Example: A: *How many siblings have you got?*
B: *Two. One brother and one sister.*

1. Is your best friend a relative?
2. When do you blow out lots of candles?
3. How do you invite people to a birthday party?
4. In Poland, which comes first – Mother's Day or Father's Day?

Vocabulary box

argue with be in love with boyfriend classmate
couple date fall in love with get married to
get to know girlfriend go out with hang out
with make friends with mate

5. In your notebook, translate the words in the *Vocabulary box* into Polish.

6.  3.1 Listen to Owen talking about his family and friends. In your notebook, write down the words in the *Vocabulary box* that he mentions.

7.  3.2 Listen to the recording. Match the photos (A–C) with the speakers (1–3).

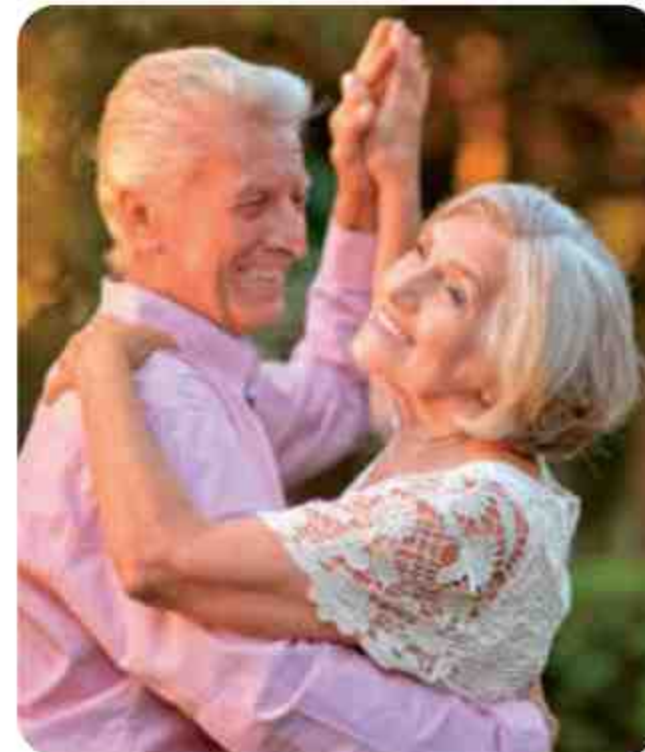
A



B



C



8.  3.3 In your notebook, fill the gaps with the words in the *Vocabulary box*. Listen and check.

Example: *My grandfather is in love with my grandmother. They are a lovely couple.*

1. I don't like to argue  the person who sits next to me in class.
2. You should get  know someone before you get married.
3. She often goes  with Sam. I think they make a nice couple.
4. At the end of the film, they fall  love, so there is a happy ending.

9.  Play the *Connections game*.
Example: *party – guests – cake.*

Connections Game

1. Uczeń A wybiera dowolny wyraz z ramek *Vocabulary box* i głośno go wypowiada. Uczeń B wymienia po angielsku słowa, które mu się kojarzą z tym wyrazem.
2. Uczniowie zamieniają się rolami. Wygrywa osoba, która poda więcej skojarzeń podczas swojej rundy

Additional vocabulary

1. In your notebook, translate the words in the box into Polish.

anniversary friendship break up with make up with

2. In your notebook, fill the gaps with the words in the box in activity 1.

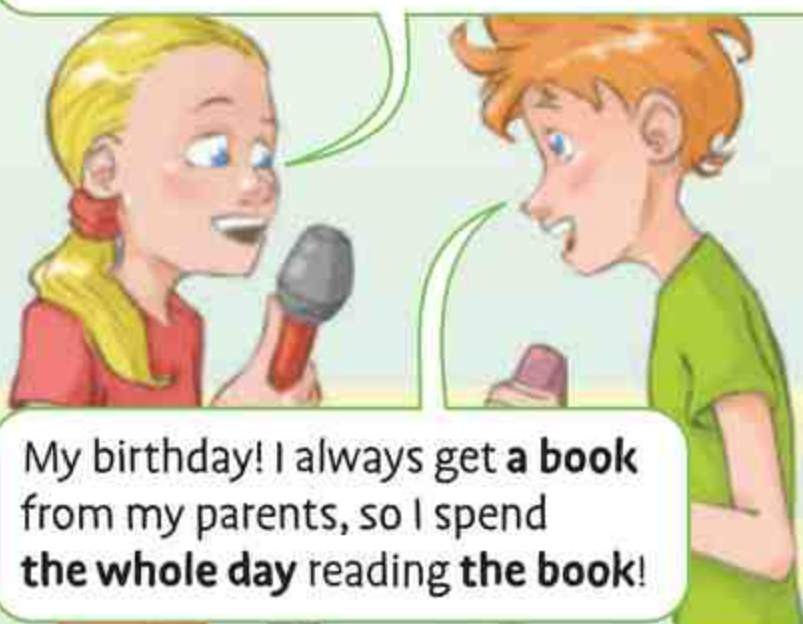
1. Our  is a wonderful thing. Today is our 5th . We met exactly five years ago.
2. I  my girlfriend every week, but I always  her the next day, and we are happy again!

**Grammar box** A, an, the i tzw. zero article

- **A** oraz **an** stosujemy z rzeczownikami w liczbie pojedynczej, gdy informacja pojawia się po raz pierwszy. *There is **a famous** Polish festival in Gdynia.*
- **The** stosujemy, kiedy mówimy o czymś, o czym już wcześniej wspomnieliśmy. *There is **a famous** Polish film festival in Gdynia. **The** festival is always in July.*
- Kiedy mówimy o czymś po raz pierwszy w sposób ogólny, przed rzeczownikiem nie stawiamy **a**, **an** ani **the**. W takich sytuacjach mówimy o tzw. **zero article**. Stosujemy go m.in.:
 - z rzeczownikami w liczbie mnogiej: *I love **parties**.*
 - z rzeczownikami niepoliczalnymi: *I listen to **music** all the time.*
 - przed nazwami pór roku, miesięcy, dni tygodnia i posiłków: ***summer**, **May**, **Friday**, **dinner**.*

It's an amazing day! 3.4

Guess what! We're doing **a project** at school about **celebrations** throughout **the year**. What are your favourite **celebrations**?



I think there is also **a celebration** in Poland in which people throw water over each other in **the streets**. Is that right?



- 1. warm-up** Study the *Grammar box*.
- 2.** Read the conversation. Answer the questions (1–4) in your notebook.
 1. What is Meg doing for school?
 2. What does Benny always get for his birthday?
 3. What is Will's favourite festival?
 4. What do people in Poland eat on Fat Thursday?
- 3.** Ask and answer the questions (1–2) in pairs. Use the words in the box to help you.

Valentine's Day Boxing Day Teacher's Day
Children's Day International Women's Day

Example: A: What is your favourite celebration?
B: My favourite celebration is my birthday!

1. How do you usually celebrate Fat Thursday and śmigus-dyngus?
2. Look at the box. Do you celebrate these days? How?

- 4.** In your notebook, choose the correct option.

Celebrations in the UK

1. On New Year's Eve, **the/-** people often have **a/the** party. At midnight people sing **a/the** song. **A/The** song is called *Auld Lang Syne*.
2. At **the/-** birthday parties, there is often **a/the** birthday cake. **A/The** cake usually has **the/-** candles on it. **A/The** birthday boy or girl blows out **the/-** candles.

- 5. E** In your notebook, fill the gaps (1–5) with the missing words.

I went to a party in June. It was a wedding reception. I had a lot of fun. There was **1** band playing, and some people were dancing to **2** music. There was also **3** big wedding cake. **4** party and **5** band were a lot of fun!



Autumn is a time for celebrations around the world. 3.5

A

Americans celebrate this festival on the fourth Thursday of every November. Family and friends get together for a traditional dinner and give thanks for the food and things they have. There are Thanksgiving Day parades in towns and cities. People decorate carnival trucks and dress up in costumes.



B

This is a five-day autumn festival to celebrate new beginnings. People in India decorate their houses with lamps (called *diyas*). They welcome their relatives and neighbours to their homes and they give each other presents. Children enjoy firework displays and eat sweets. It is called the festival of lights.



C

This festival is an important event in the Chinese calendar. Parents, grandparents and children get together and prepare delicious meals before going outside to look at the full moon. The moon is a symbol of family togetherness. Moon cakes are an important part of the festival, so people exchange them as gifts.



- 1. warm-up** Name 5 special occasions that are important to you and your family. Discuss your answers in pairs.
- In your notebook, match the words in the *Vocabulary box* with the photos (A–D). Some words may match more than one picture.

A



B



C



D



Vocabulary box

celebrate celebration costume
decorate decoration dress up event
festival get together (phr v) gift/present
grandparent neighbour parade parent
welcome

- 3. 3.5** Read and listen to the Texts A–C. In your notebook, match the headings (1–4) with the three texts (A–C). There is one heading you do not need.

- The moon festival in China
- Fireworks night in the UK
- Diwali, a celebration of light in India
- Thanksgiving in the USA

- 4. E** Read texts (A–C) again. In your notebook, choose the correct option.

- Which meal do families share on Thanksgiving Day?
A. breakfast B. lunch C. dinner
- During Diwali, people decorate their houses with *diyas*. What are they exactly?
A. gifts B. lamps C. sweets
- What do people exchange during the moon festival?
A. a calendar B. a cake C. some tea

- 5. i** Discuss in pairs. Which celebration or festival in Poland is your favourite? Why? How do you celebrate it?

Example: I like . I spend it with .
We often and .



Grammar box

Tryb rozkazujący

Tryb rozkazujący (*Imperative*) służy do wyrażania:

- nakazów: **Be quiet!**
- rad i sugestii: **Be careful!**
- życzeń: **Enjoy the party!**

Zdania twierdzące rozpoczynamy od podstawowej formy czasownika.

Zdania przeczące tworzymy, dodając **don't**:
Don't take photographs!

Keep in touch! 3.6

Hi, what's up?

Jenny



Hi, great to hear from you. I'm fine, thanks. I'm actually at a party right now. It's my sister's 18th birthday party. Do you remember my sister Alice?



Nadia

Oh, wow! Of course. Please say hi to her and wish her a happy birthday from me!

Jenny



Nadia Sure, but how are you?

Not bad. I've got some news to tell you, but it can wait. Go and enjoy the party!

Jenny



Nadia

OK, but make sure you call me soon. I want to hear your news!

Of course. Don't worry. Have fun!

Jenny



Nadia

Thanks. Take care and keep in touch!



Grammar tip

W trybie rozkazującym możemy stosować słowo *please*, aby nasza wypowiedź była bardziej uprzejma: **Please don't tell David.**

1. **warm-up** Study the Grammar box.

2. Read the conversation. Answer the questions (1–4) in your notebook.

1. Who is at the party?
2. Who and what is the party for?
3. Does Jenny know Alice?
4. Who has got some news?

3. In your notebook, fill the gaps with the words in the box.

close enjoy have send turn
don't be don't forget

1. When you leave the room, close the windows and off the lights.
2. The concert starts at 1 o'clock. late! And your ticket!
3. a good flight and your holiday! me some photos!

4. In your notebook, match the sentences (1–5) with the reactions (A–E).

Your friend is ...

1. making a lot of noise. B
2. doing something dangerous.
3. going to a party.
4. nervous about an exam.
5. asking a personal question.

- | | |
|-------------------|-----------------|
| A. Have fun! | D. Be careful! |
| B. Be quiet! | E. Don't worry! |
| C. Don't be nosy! | |

5. Work in pairs. Take turns to choose an imperative in the box.

Be Enjoy Have Keep Send
Wait Don't forget Don't be

Example: A: Have ... B: Have a nice day!

6. In your notebook, translate the words in brackets into English.

1. Please (*poczekaj tu*) for a few moments.
2. (*Bądź ostrożny*) and see you tomorrow!
3. (*Nie zapomnij*) to buy a birthday present.



Flora's family



3.7 This is a photo of my family. Can you see me? I am wearing a red T-shirt. I'm standing in front of my **1. mother/sister-in-law**. My little **2. brother/sister** is next to me. He is standing close to my grandparents. The older boy in the photo is Albert. He's my **3. cousin/only child**. The woman behind Albert is my Aunt Patricia. She is married to a Frenchman called Jean-Paul. She lives with her **4. husband/wife** and Albert in Paris. Jean-Paul is a very nice **5. uncle/aunt**. He says that I am his favourite **6. niece/nephew**. My grandmother says that she misses her **7. daughter/son**, my aunt, very much. We see them as often as we can and we always meet up on special occasions.

- 1.** **3.7** Read and listen to the text. In your notebook, choose the correct option.

Vocabulary box

brother/sister-in-law get on well with
have a lot in common husband
keep in touch with nephew niece
only child take care of wife

- 2.** In your notebook, fill the gaps (1–4) with the expressions from the *Vocabulary box*.

The girl in the photo is my cousin Kate.

We really **1** with each

other, so we never argue. We both like music and sport, so we **2**. She is very helpful because she has to **3** my little cousin, John, when my aunt and uncle are working. They live in France, so they **4** my family through video calls.



- 3.** Study the *Grammar box*.

Grammar box

Zaimki zwrotne

Zaimki zwrotne (*reflexive pronouns*) **myself, yourself, himself** itd. (się, sobie, siebie itd.) są używane, gdy podmiot i dopełnienie dotyczą tej samej osoby lub przedmiotu.

Zapamiętaj następujące formy:

I – myself, you – yourself, she – herself, he – himself; it – itself, we – ourselves, you – yourselves, they – themselves.

I hope you enjoy yourselves at the party.

Mam nadzieję, że dobrze **się** bawicie na przyjęciu.

- 4.** Complete the sentences (1–4) with reflexive pronouns. Write the answers in your notebook.

- I always enjoy at my grandparents' house.
- Flora enjoyed at the concert.
- His name is Albert, but he calls Bertie.
- Don't worry. We can take care of .

- 5.** Study the *Grammar box*.

Grammar box

Each / one another

Each other używamy, kiedy mówimy o dwóch osobach lub przedmiotach, a **one another**, gdy mówimy o trzech lub więcej przedmiotach albo osobach.

Larry and Maggie like each other.

Larry i Maggie bardzo **się** lubią.

Leo, Sam and Anna write to one another.

Leo, Sam i Anna piszą do **siebie nawzajem**.

- 6.** In your notebook, match the halves of the sentences.

- | | |
|------------------------|----------------------------|
| 1. They like one | A. with each other? |
| 2. They are looking at | B. another some photos. |
| 3. Do you get on well | C. each other and smiling. |
| 4. We are showing one | D. another very much. |

- 7.** **Student A**, look at page 126; **Student B**, look at page 128. Describe your photographs and find 3 things that are similar and 2 things that are different about your pictures.

Lesson 6

Listening and Speaking

 Best wishes

A



B



C



D



E



F



G



H



- 1. warm-up** British people send cards to one another on many occasions. Which occasions can you see in the pictures (A–H)?
- 2.** Match the wishes in the *Functional language box* with the pictures (A–H).
- 3. 3.8** Listen to four speakers. What does each person (1–4) say next? Choose the correct answer: A, B or C.

Speaker One

- A. Congratulations on your wedding day!
- B. Happy anniversary!
- C. Happy Easter!

Speaker Two

- A. Happy birthday!
- B. Happy Easter!
- C. Merry Christmas!

Speaker Three

- A. Good luck!
- B. Get well soon!
- C. Good luck!

Speaker Four

- A. Happy anniversary!
- B. Congratulations on your wedding day!
- C. Happy New Year!

Functional language box

GIVING WISHES

- | | |
|---|---------------------|
| 1. Congratulations on your wedding day. | 5. Happy birthday! |
| 2. Get well soon! | 6. Happy Easter! |
| 3. Good luck! | 7. Happy New Year! |
| 4. Happy anniversary! | 8. Merry Christmas! |

- 4. i** Imagine you are having a birthday party and you can invite a famous guest. Tell each other which famous person you would choose and why.

A vlogger,
an actor, a singer,
a super hero ...?



Functional language box

MAKING INVITATIONS

1. Would you like to go to a party?
2. Do you want to spend New Year's Day with us?
3. Do you fancy going to see the fireworks?

ACCEPTING INVITATIONS

4. That sounds great!
5. That would be lovely!
6. Yes, I'd love to. Thanks.

REFUSING INVITATIONS

7. I'm afraid I can't go/come.
8. I'm sorry, but I have other plans.
9. Maybe some other time.

5. **E** **3.9** In your notebook, complete the dialogues with expressions from the *Functional language box*. Listen and check.

A. 1 like to go to the park?

2 I can't go. My grandma is visiting.
Maybe 3 time.

B. Do you 4 going to a pizza restaurant?

Yes, thanks. 5 lovely!

C. Do 6 come to my party? It's to celebrate my birthday.

That 7 ! When is it?

6. **E** **3.10** In your notebook, complete the poster with the missing words (1-4). Listen and check.

Lots of PARTY FUN
at the school hall
Great music and 1 !
2 and drinks available
Wednesday,
30th November
from 6pm to 3
Saint Andrew's Eve
School 4

7. **3.11** Study the *Saying dates* and *Saying times* box. Listen and repeat.

A. 3rd, 14th, 22nd, 25th, 31st

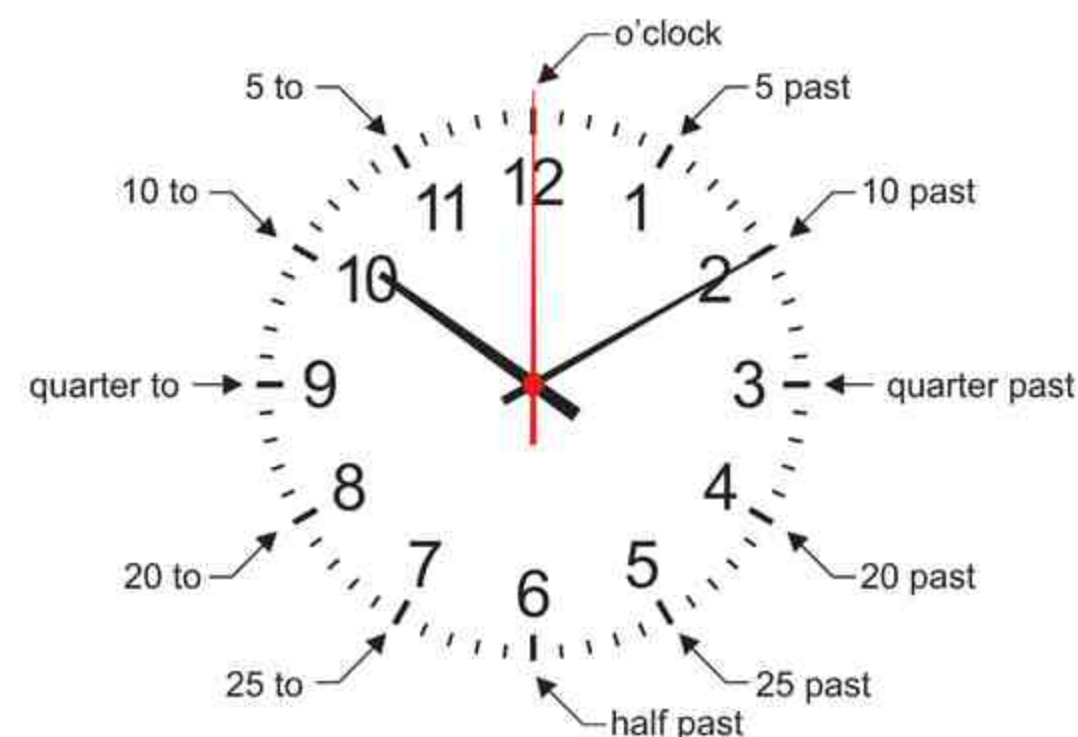
B. 5.00 9.30 11.50 4.48

7.00 – 7 o'clock, 7am

19.00 – 7 o'clock, 7pm

6.30 – six thirty OR half past six

5.45 – five forty-five OR quarter to six



This is how to say a date:

It's the first of December.

It's December the first.

My birthday is on the 1st of December.

Remember to use ordinal numbers for dates

e.g.: first (1st), second (2nd), third (3rd), fourth (4th), fifth (5th), twenty-first (21st)

8. **3.12** Look at the pictures. Say the times and dates in English.



Zaproszenie

Dear Jane, _____

I would like to invite you to celebrate my 13th birthday. The party is taking place on Saturday, 17th October at The Riverside Café. It starts at 4 pm.

Lots of cakes, ice cream and biscuits as well as music, games and singing.

Please wear fancy dress.

Please let me know if you can come.
Call Mike: 7548556899

Hope to see you there

Katie _____

Adresat

Informacje o wydarzeniu

Prośba o potwierdzenie przybycia

Zakończenie

Podpis

1. **warm-up** Read the text. In your notebook, write True (T) or False (F).

Information in Katie's birthday invitation:

- | | |
|---------------------------------------|-----|
| 1. the time and date of the party | T/F |
| 2. the address | T/F |
| 3. dress code | T/F |
| 4. what to bring | T/F |
| 5. food | T/F |
| 6. what to say and how to behave | T/F |
| 7. how to get there | T/F |
| 8. how many people | T/F |
| 9. the time party starts and finishes | T/F |
| 10. your date of birth | T/F |

2. In your notebook, translate the phrases in brackets into English.



TO ALL MY FRIENDS!

(Zapraszam was na) 1 to my fancy dress party. The event (odbędzie się) 2 on Sunday, 4th December in Galaxy's Corner café. (Aby tam dotrzeć/dojechać) 3 take a number 101 bus from the city centre and get off at the 4th stop. The party (zaczyna się) 4 at 5 pm. (Pamiętaj) 5 to wear something unusual! (Nie mogę się doczekać) 6 to see you.

3. Read the invitation in activity 2 and answer the questions (1–5).

- What kind of event is it?
- Who is organising the event?
- When is the event taking place?
- Where is the event taking place?

4. In your notebook, complete the invitation to your birthday party.

Birthday party

You are invited to my party

To	1
At	2
On	3
Time	4
From	5
Call me	6
Mail me	7

Checklist

- ✓ Wiem, z jakich części składa się zaproszenie.
- ✓ Potrafię nazwać po angielsku uroczystości, na które wysyła się zaproszenia.
- ✓ Używam przydatnych wyrażeń, aby napisać zaproszenie.



Vocabulary

1. In your notebook, translate the names of the celebrations (1–9) into English and add an appropriate wishes.

Example: urodziny – Happy birthday!

- ślub
- Nowy Rok
- Dzień Matki
- Dzień Ojca
- Wielkanoc
- rocznica (ślubu)
- Boże Narodzenie

/ 8 pt

2. In your notebook, complete the sentences (1–6). The first letter is given.

- Your sister's son is your n .
- Your mum and your dad are your p .
- Your grandmother's mother is your g .
- Your aunt's daughter is your c .
- Your brother and your sister are your s .
- If you don't have any brothers or sisters, you are an o c .

/ 6 pt

3. In your notebook, fill the gaps with phrases from the box. There is one extra phrase.

keep in touch in love break up
get on hang out argue

- My sister and her boyfriend are so with each other. I think they'll get married soon.
- I often with my sister. We share a room, but she never tidies up!
- My grandparents with our relatives from the USA via emails and video calls.
- Mary doesn't well with her classmates. She thinks that they are weird.
- I like to with my parents on Sundays. We often walk in the park or go to the cinema.

/ 5 pt

Grammar

4. In your notebook, choose the correct option.

- I'm organising **a/the** party on Sunday.
A/The party is **a/the** surprise one for my mum's birthday.
- I have **a/an** older brother. He loves **the/-** football. I sometimes watch **the/-** football matches with him.
- I saw **an/the** interesting film last week.
A/The film was about Christmas traditions in different countries.
- We usually go to **the/a** mountains in **-/the** winter. We always stay at **a/an** nice hotel.

/ 4 pt

5. In your notebook, change the sentences into imperatives.

Example: Can you open the window, please?
Open the window, (please)!

- I don't want you to be late for school.
- You need to read the instructions carefully.
- You can close your books.
- Can you turn off the light?

/ 4 pt

6. In your notebook, fill the gaps with the words/phrases in the box. There is one extra word/phrase.

myself one another yourself
himself each other themselves

- In my class we always invite to our birthday parties.
- Don't touch the candle! You'll burn .
- I'm trying to teach Spanish, but it's not that easy.
- Jack and Suzy are very happy together. They love very much.
- They had a lovely holiday. They enjoyed very much.

/ 5 pt

Listening

7. 3.12 **dictation** Listen to the recording. In your notebook, write down the six sentences.

/ 6 pt



Zadanie 1.

E Przeczytaj teksty (A–C). W zdaniach (1.1.–1.4). z podanych odpowiedzi wybierz właściwą. Zapisz odpowiedzi w zeszycie.

Text A

La Tomatina (Spain)

Spanish people celebrate this on the last Wednesday of August. The festival is very colourful, but there's also a big mess.

People throw tomatoes at each other and their bodies and clothes are often red after the fight. There are many parades and firework displays on this day. You may also take part in cooking competitions.

Text B

Mardi Gras (New Orleans)

Fat Tuesday is another name for this festival. People celebrate this day every year. It is the last day when you can eat lots of sweets, pancakes and fatty products before Easter. Street parades begin in January and they last for a few weeks. At the end of the day you can also eat traditional King Cakes. Cooks decorate them with green, gold and purple sugar.

Text C

St. Patrick's Day (Ireland)

The 17th March is very important for Irish people.

It's the day of Ireland's patron saint. On this day people dress in costumes. It's best to wear something green – it brings you good luck.

Irish dancers and musicians take part in big parades through the city streets. Everyone has fun on this day.

1.1. La Tomatina is

- A. a cooking competition.
- B. a special parade.
- C. a food festival.

1.2. Which festival has got two names?

- A. La Tomatina and Mardi Gras.
- B. Mardi Gras.
- C. Mardi Gras and St. Patrick's Day.

1.3. Which traditional food can you eat on Mardi Gras?

- A. A biscuit.
- B. A pancake.
- C. Gold sugar.

1.4. Why do most people wear green on St. Patrick's Day?

- A. They want to paint a river.
- B. They want to take part in a parade.
- C. It brings you good luck.

Zadanie 2.

E 3.13 Usłyszysz dwukrotnie ogłoszenie dotyczące obchodów Dnia Dziecka w szkole. Na podstawie informacji z nagrania uzupełnij luki (2.1.–2.4.) w poniższej notatce. Luki należy uzupełnić w języku angielskim. Zapisz odpowiedzi w zeszycie.

CHILDREN'S DAY

- at school on 2.1. , 2nd June
- each pupil must wear 2.2.
- lessons finish at 2.3.
- students get 2.4. from teachers



Zadanie 3.

E Uzupełnij dialogi (3.1.–3.3.) Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby powstał spójny i logiczny tekst. Luki należy uzupełnić w języku angielskim. Skorzystaj z ramki *Functional language box* na stronie 39. Zapisz odpowiedzi w zeszycie.

3.1. X: like to come to my birthday party, Sally?

Y: Yes, I'd love to. Thanks!

3.2. X: Do you want to get to know our new neighbour? We're having a special supper for her.

Y: That great!

3.3. X: Do you celebrating our parents' wedding anniversary with us?

Y: Thanks for the invitation, but I'm busy this weekend.



Vocabulary tip

Nie możesz znaleźć jakiegoś wyrazu w tym słowniczku? Jeśli nie znasz danego słowa, możesz np.:

1. domyślić się znaczenia słowa z kontekstu wypowiedzi,
2. sprawdzić znaczenie nieznanego wyrazu w słowniku lub w internecie.

Lesson 1

argue with – kłócić się z
be in love with – być w kimś zakochanym
blow out a candle – zdmuchnąć świeczkę
boyfriend – chłopak; sympatia
couple – para
Children's Day – Dzień Dziecka
classmate – kolega/koleżanka z klasy
date (n, v) – randka; chodzić na randki
fall in love with – zakochać się w
Father's Day – Dzień Ojca
get married to – wyjść za mąż za/ożenić się z
get to know – poznawać
girlfriend – dziewczyna, sympatia
go out with – spotykać się z, chodzić z (dziewczyną, chłopakiem)
great-grandparents – pradziadkowie
guest – gość
hang out with – spędzać czas z
invitation – zaproszenie
make friends with – zaprzyjaźniać się z
mate – kumpel/kumpela, kolega/koleżanka
Mother's Day – Dzień Matki
party – przyjęcie, impreza
relative – krewny/krewna
special occasion – specjalna okazja
sibling(s) – brat lub siostra (rodzeństwo)
wedding – ślub
wedding reception – wesele

ADDITIONAL VOCABULARY

anniversary – rocznica
break up with – zerwać z
friendship – przyjaźń
make up with – pogodzić się z

Lesson 3

celebrate – świętować, obchodzić (np. urodziny)
celebration – uroczystość
costume – kostium, strój
decorate – dekorować, ozdabiać
decoration – dekoracja
dress up – przebierać się
event – wydarzenie
festival – festiwal, święto
get together (phr v) – spotykać się
gift/present – prezent
grandparent – dziadek/babcia
neighbour – sąsiad/sąsiadka
parade – parada
parent – rodzic
welcome (v) – witać

Lesson 6

FUNCTIONAL LANGUAGE GIVING WISHES

1. **Congratulations on your wedding day.** – Gratulacje z okazji ślubu.
2. **Get well soon!** – Szybkiego powrotu do zdrowia!
3. **Good luck!** – Powodzenia!
4. **Happy anniversary!** – Wszystkiego najlepszego z okazji rocznicy!
5. **Happy birthday!** – Wszystkiego najlepszego z okazji urodzin!
6. **Happy Easter!** – Wesołych Świąt Wielkanocnych!
7. **Happy New Year!** – Szczęśliwego Nowego Roku!
8. **Merry Christmas!** – Wesołych Świąt!

MAKING INVITATIONS

1. **Would you like to go to a party?**
– Chciałbyś/Chciałabyś iść na przyjęcie/imprezę?
2. **Do you want to spend New Year's Day with us?** – Czy chcesz spędzić Nowy Rok z nami?
3. **Do you fancy going to see the fireworks?** – Czy masz ochotę iść na pokaz sztucznych ogni?

ACCEPTING INVITATIONS

4. **That sounds great!** – To brzmi świetnie!
5. **That would be lovely!** – Byłoby wspaniale!
6. **Yes, I'd love to. Thanks.** – Tak, chętnie. Dzięk!

REFUSING INVITATIONS

7. **I'm afraid I can't go/come.** – Przykro mi, ale nie mogę pójść/przyjść.
8. **I'm sorry, but I have other plans.** – Przykro mi, ale mam inne plany.
9. **Maybe some other time.** – Może innym razem.

Stay healthy

Nagranie 4.1
docwiczenia.pl
Kod: U6LZDW



Lesson 1

Vocabulary and Listening



Vocabulary box

be ill / sick cough disease feel hot feel tired have a cold have chicken pox have fever have flu
headache pain painful runny nose sore throat stomach ache temperature toothache



1. **warm-up** How do you deal with A. headaches
... B. flu C. stomach aches?

2. In your notebook, translate the words
... in the *Vocabulary box* into Polish.

3. In your notebook, match the symptoms
... and diseases in the *Vocabulary box* with the pictures (A–G).

4. Are sentences (1–5) True (T) or False (F)?
... Compare your answers with a classmate.

- | | |
|---|-----|
| 1. Chicken pox is a disease that children easily catch. | T/F |
| 2. With chicken pox you also have a toothache and a runny nose. | T/F |
| 3. You can have a cold one week and flu the next. | T/F |
| 4. With flu you also have a cough, but you don't have a headache. | T/F |
| 5. Homework is more painful than a toothache. | T/F |

5. 4.1 Listen to the recording and check your
... answers in activity 4.



Vocabulary box

accident ankle bandage break broken hurt
medicine patient pharmacy rest stay in bed
syrup treat wrist

6. In your notebook, translate the words in the *Vocabulary box* into Polish.
7. In your notebook, match the photos (A–D) with the words in the box.

injured ankle stay in bed
broken wrist pharmacy

A



B



C



D



8. In your notebook, correct the statements that are wrong.

Example: *A doctor can't treat a patient's broken wrist.*

A doctor can treat a patient's broken wrist.

- You may break your ankle or wrist when playing football.
- A bandage is a good thing to wear when you've hurt your ankle.
- With a broken wrist, you should always stay in bed and rest.
- A pharmacy sells medicine, syrup and bandages.
- You can't have an accident in the kitchen.



9. Play the *Connections* game.

Example: *cough syrup* – *strawberry taste ... yuk!*
stay in bed – *patient, have a cold*

- Uczeń A wybiera dowolny wyraz z ramek *Vocabulary box* i głośno go wypowiada. Uczeń B wymienia po angielsku słowa, które mu się kojarzą z tym wyrazem.
- Uczniowie zamieniają się rolami. Wygrywa osoba, która poda więcej skojarzeń podczas swojej rundy.

Additional vocabulary

1. In your notebook, translate the words in the box into Polish.

go on a diet keep fit
get enough sleep give up sweets

2. In your notebook, match the photos (A–D) with the words in the box in activity 1.

A



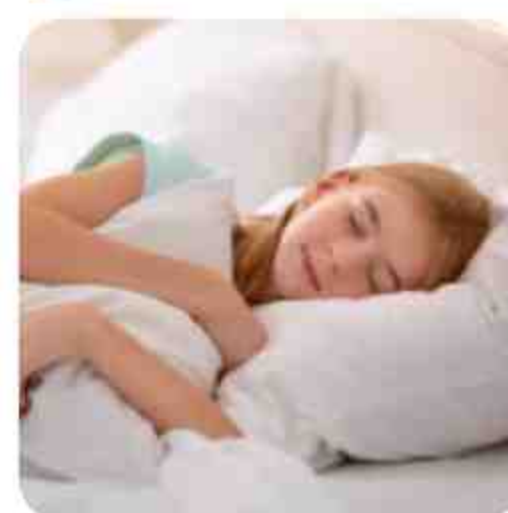
B



C



D



**Grammar box** Zero conditional

Zerowego trybu warunkowego **zero conditional** używamy do mówienia o tym, co jest zawsze prawdziwe: fakty, zwyczaje, ogólnie przyjęte zasady czy zjawiska przyrody. Zdania w zerowym trybie warunkowym składają się z dwóch części: zdania podrzędnego rozpoczynającego się słowem **if** (jeśli) wyrażającego warunek oraz zdania głównego, wyrażającego skutek:

*If you **heat** water to 100°C, it **boils**.*

It's Evie to the rescue! 4.2**1. warm-up** Study the *Grammar box*.**2. Read the conversation. Answer the questions (1–4) in your notebook.**

- What course is Evie doing at the moment?
- What does Evie think about the course?
- What's the first thing you should do if someone has an accident or feels ill?
- What other things is Evie learning on the course?

**Grammar tip**

W zerowym okresie warunkowym, zdanie podrzędne oddzielamy od zdania głównego przecinkiem:

If you need an ambulance, call 112 or 999.

Możemy zamienić zdania kolejnością. Wtedy nie stosujemy przecinka:

Call 112 or 999 if you need an ambulance.

3. In your notebook, match the sentence halves.

- If you don't study regularly,
- If my sister has a cold,
- I always get some extra pocket money
- If you see a road accident,

4. In your notebook, fill the gaps with the correct form of the words in brackets.

- If you have (have) flu, it (be) a good idea to stay in bed for a few days.
- You (not/get) ill so often if you (keep) fit and healthy.
- If someone (have) an operation, they usually (stay) in hospital for a few days.
- If I (have) a lot of work, I (stay) late at the office.
- If someone (want) to be a doctor, they (need) to study really hard.

5. Do you agree with the sentences in activity 3 and 4? Are they always true?**6. E In your notebook, translate the words in brackets into English.**

- If you don't eat, (jesteś głodny) .
- If you break your ankle, (nie możesz chodzić) fast.

- I usually catch it, too.
- you need to call the police.
- your school results are poor.
- if I help in the house.

Busy bodies 4.3

What are you doing right now? You will probably answer 'nothing much' because you are sitting quietly, but your body is actually busy all the time.

Right now, your eyes and ears are sending messages to your brain. **1**  It is also very quickly sorting out the sounds that you can hear.

Your stomach is also busy. It is breaking down the tasty snack you had during the break. Is it hot in your classroom? **2**  Your skin is helping you to keep cool. Your muscles are working hard while you are sitting, too. They are keeping the bones in your back straight. **3** 

Your heart, which is another muscle, is pushing blood around your body. It will beat about 3,500 times during this lesson.

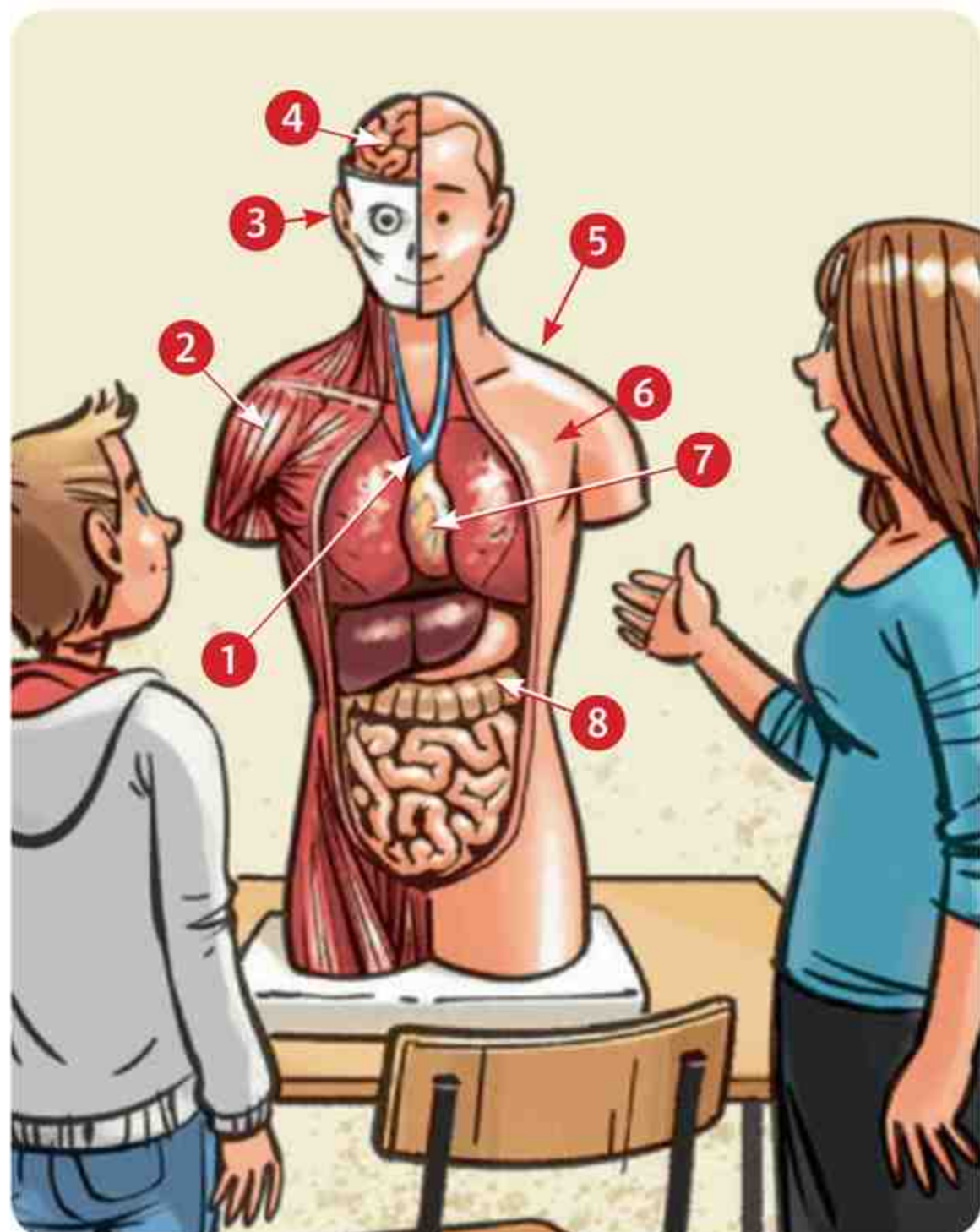
Your body does all this without you having to think. But you need to help it. **4**  So the next time someone asks you 'What are you doing?', think again before you answer 'nothing much'.



- 1.**  **warm-up** Discuss. In your notebook, make a list of all the body parts you know.
- 2.** Match the words in the *Vocabulary box* with the pictures (1–8).

 Vocabulary box

back blood brain ear heart muscle
skin stomach



- 3.**  **4.3** **E** Read and listen to the text. In your notebook, fill the gaps (1–4) with sentences (A–D).
 - A. Are you feeling a little warm?
 - B. Your brain is working out the meanings of the words on this page.
 - C. This means keeping fit and eating healthy food.
 - D. They are also helping you to hold your pen in your hand.
- 4.** Read the text again. In your notebook, answer the questions (1–5).

Which part of your body:

 1. sends messages to your brain?
 2. breaks down food?
 3. keeps you cool?
 4. helps your bones?
 5. beats 3,500 times during a lesson?
- 5.**   Student A, read the information on page 126; student B, read the information on page 128.



Grammar box

Przymiotniki w stopniu wyższym i najwyższym
(comparative and superlative adjectives)

Przypomnij sobie stopniowanie przymiotników:

- jednosylabowych (*old – older – the oldest*)
- dwusylabowych i dłuższych (*famous – more famous – the most famous*)
- nieregularnych (*good – better – the best; bad – worse – the worst; far – further – the furthest*).

1. **warm-up** Study the *Grammar boxes*.

2. Read the conversation. Answer the questions (1–2) in your notebook.

1. What is the world's most common illness?
2. What's the best thing to do when you have flu?

Interesting medical facts 4.4



- **Zoe:** I'm reading about medical facts. Do you want to hear some?
- ▶ **Luke:** Sure.
- **Zoe:** OK. First, **the most common** illness in the world is flu. You know a runny nose, a cough and a high temperature. Do you know what's **the best thing** to do when you have flu?
- ▶ **Luke:** Stay at home and sleep!
- **Zoe:** Yes! It's best to stay in bed and drink lots of water if you want to feel **better**.

3. In your notebook, fill the gaps (1–6) with the correct form of the words in brackets.

- A. My doctor is terrible! He's the most unfriendly (unfriendly) person in the world! And he gives me **1** (bad) medicine ever!
- B. It's time to change my lifestyle. I need to get **2** (fit) and **3** (healthy) than I am now. I want to have **4** (good) diet possible! In fact, I want to be **5** (fit) and **6** (healthy) in the world!

Grammar box *Adverbs of manner*

Przysłówki sposobu najczęściej pochodzą od przymiotników i określają, w jaki sposób coś jest lub zostało zrobione. Odpowiadają na pytania *Jak?*, *W jaki sposób?* Do większości przysłówków dodajemy końcówkę **-ly**: *They work **slowly***. Niektóre przysłówki to wyjątki i nie mają końcówki **-ly**, np.: *cold, fast*.

4. In your notebook, complete the sentences with your own ideas.

Example: *Fruit is healthier than biscuits.*

1. is healthier than .
2. The biggest is .
3. is more famous than .

5. In your notebook, fill the gaps with the correct form of the words in the box.

fast beautiful easy quiet

Example: *They're singing beautifully.*

1. He often wins races. He runs very .
2. I can't hear them! They're talking so .
3. She passed the exam .



Grammar tip

- Słowo *too* (zbyt, za bardzo) podkreśla następujący po nim przymiotnik lub przysłówek: *I'm **too** tired.*
- Słowo *enough* (wystarczający, tyle ile trzeba) podkreśla **przymiotnik**, **przysłówek** lub **rzeczownik**: *It's not **big** enough.*
*He drives **fast** enough.*
*We've got **enough** chairs in the room.*

6. Complete the sentences with **enough** or **too**.

1. I'm not healthy **1** . In fact, I'm **2** unfit. I need to do some exercise.
2. Have you got **3** food? Do you want some more pasta?

7. **E** In your notebook, rewrite the sentences (1–2) using the words in bold.

1. No one in my family is older than Pete. **OLD**
Pete **1** member of my family.
2. He is a slow reader, but he enjoys every word. **SLOW**
He always **1** , but he enjoys every word.

Smart doctor – Mederick

The next time you have to **go to hospital**, there's a chance that you will come across a doctor without a heart or a brain! How is that possible? – you may ask. It is because your doctor might be a robot, and its name is Mederick. When you **fall ill**, Mederick can help



diagnose the illness that you are **suffering from**. It can tell patients when it is time to **take their medicine**, and even help doctors with difficult **operations**. Robots like Mederick can also help patients **recover** after **surgery**. Patients usually like Mederick and its robot 'friends' and, as a result, they **get better** faster.

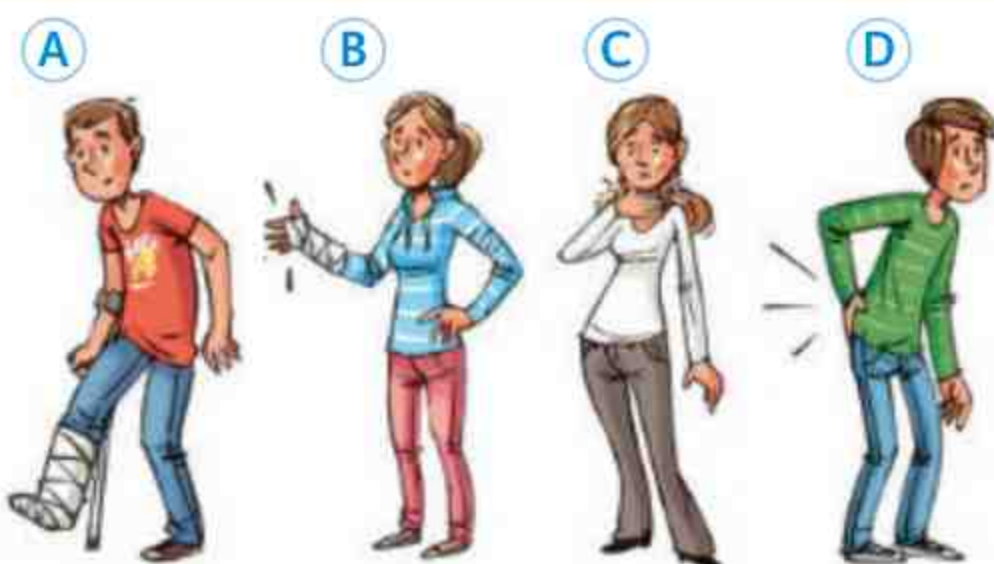
1. **warm-up** Read the text and write translations in your notebook for:

- | | |
|-------------------------|--------------------|
| 1. iść do szpitala | 5. operacja (x2) |
| 2. zachorować | 6. zażyć lekarstwo |
| 3. zdiagnozować chorobę | 7. wracać do |
| 4. cierpieć na chorobę | zdrowia (x2) |

2. In your notebook, match the words in the **Vocabulary box** with the pictures (A–D). There are four extra words/phrases.

Vocabulary box

backache broken foot head wound
injured arm sprained wrist throat infection



Grammar box

Can, may, might, be able to

Za pomocą **can, may, might** można wyrazić **możliwość i prawdopodobieństwo**:

Chicken pox can be dangerous. –

Ospa wietrzna może być niebezpieczna.

She may/might have flu. – Możliwe, że ona jest chora na grypę.

Za pomocą **can, be able to** możemy wyrazić **umiejętność**:

I can jump high. – Umiem wysoko skakać.

The robot is (not) able to help people. – Roboty (nie) potrafią pomagać ludziom.

Grammar box

Must, mustn't

Za pomocą **must, mustn't** można wyrazić **nakaz lub zakaz**:

I must get more sleep. – Muszę więcej spać.

You mustn't touch this. – Nie wolno Ci tego dotykać.

3. Study the **Grammar boxes**. In your notebook, complete the sentences (1–4) with **can, be able to, may or might**.

- Mederick (*może*) be late because it is so busy.
- Mederick (*umie*) work very fast.
- Mederick (*potrafi*) tell you when you are better.

4. In your notebook, write four hospital rules.

Example: *You mustn't bring your pets with you.*

5. In your notebook, choose the correct option to complete the text.

Sorry, but I 1. **might not/am not able to** play tennis today because I am in hospital. I broke my leg falling down the stairs at school. Ouch! The nurse says that I really 2. **must/may** stop running everywhere. The doctor says that I 3. **must/might** go home tomorrow. 4. **Can/Must** you visit me? You 5. **can/must** draw some funny faces on my plaster!

Class fun

6. Work in groups and talk about what **can/may/might/must** change at your school or in your town. Make notes and report back to the class.

Example: *Our town might get a new hospital. We must clean the park.*

Lesson 6

Listening and Speaking

At the doctor's



1. **warm-up** Find the words in the *Vocabulary box* in the pictures (A–F).

Vocabulary box

ambulance pharmacist first-aid GP
injection ointment plaster prescription
tablet vaccination vitamins X-ray

2. **4.5** Listen to three short dialogues. In your notebook, match the dialogues (A–C) with the situation (1–3).

1. Injection 2. Headache 3. Broken leg

3. **4.6** In your notebook, complete the dialogues with the words in the *Functional language box*. Listen and check.

A.

Can you **1** please?

Certainly.

I have a terrible headache. What medicine **2** take?

Why **3** take these tablets? Take three a day.

B.

It's good news. Your leg isn't broken.

But it hurts so much. What **4** do?

It **5** to rest at home for a few days.
I **6** stay in bed.

C.

Is the injection going to hurt?

No, it's not painful. You **7** sit here for 15 minutes before you leave.



Functional language box

ASKING FOR ADVICE

1. Can you give me some advice?
2. What should I do?

GIVING ADVICE

3. It might be a good idea to
4. I think you should/shouldn't
5. Why don't you?



Functional language tip

Kiedy udzielamy rady, często używamy czasownika modalnego *should* (powinnaś, powinienes itp.).

You *should* really go to the doctor's! –

Powinnaś/powinienes pójść do lekarza!

You *should* take these tablets! –

Powinnaś/powinienes wziąć te tabletki!

4. Make your own dialogues. Ask for and give each other advice for the following situations (1–5).

Example: A: *I have a sprained ankle.*

What should I do?

B: *You should stay at home and rest.*

1. an ear infection
2. a fever
3. a sore throat
4. a cut on my leg
5. a broken arm

5. 4.7 Listen to two short conversations. In your notebook, choose the correct option.

1. What should Tom have to treat his problem?
A. plaster
B. cream
C. ointment
2. What is wrong with Polly?
A. She has stomach ache.
B. She has toothache.
C. She has a cold.



First Aid Quiz

6. Work in pairs. In your notebook, write two pieces of advice for each health problem.

	Problem	Advice (1)	Advice (2)
1.	Broken leg	You should see a doctor.	Don't walk or run.
2.	Sprained ankle		
3.	Cut your finger with a knife		
4.	A fever with a temperature of 39°C		
5.	Toothache		
6.	Stomach ache		



Email

Adresat

Hi Sam,

How are things? I'm writing to tell you about my health problems. I feel terrible!

There's a sharp pain in my foot, so I can't walk or jump. I have put a bandage on the leg that hurts. It's not bleeding, but it's painful all the time. I think I have to see a doctor. Maybe I need an operation? I hope not because I don't want to go to hospital, and I want to play football again. You know how much I love it!

That's all for now. **I can't wait to** see you soon. **Say hello to your parents.**

Take care,
Jake

Wstęp

Rozwinięcie

Zakończenie

Podpis



1. warm-up Answer the questions (1–3).

... Discuss in pairs.

1. Do you often write emails? Why/Why not?
2. Do you write emails to your family members? Why/Why not?
3. Do you write emails to your friends and colleagues? Why/Why not?

2. Read the email. In your notebook, answer the questions (1–3).

1. What is Jake's problem?
2. What does he like playing?
3. Does he want to go to hospital?

3. In your notebook, translate the words in brackets into Polish. Use the phrases and sentences in bold in the email.

1. (Piszę do Ciebie, żeby Ci powiedzieć) about our school project.
2. (Co u Ciebie?) . I'm at a sports camp in Zakopane.
3. That's all for now. (Nie mogę się doczekać) see you next week.
4. Waiting for your email. (Pozdrów rodziców).
5. (Uważaj na siebie!) Bye!

4. In your notebook, fill the gaps with missing words.

How **1** ? **2** to tell you about my health problems.
I am trying to follow a diet. To train better, I need to eat more fruit and vegetables. I also need to drink lots of water and get plenty of sleep.
I can't wait to see you online on Friday. I hope we can play some online computer games.
Say **3** .
Take **4** , Jane

5. In your notebook, fill the gaps in the answer to the email from Jane.

Hi Jane,
Thank **1** inviting me. I love **2** computer games. I am happy that we can meet online. See **3** Friday.
4 care, Mike

Checklist

- ✓ Wiem, z jakich części składa się e-mail.
- ✓ Stosuję właściwe zwroty i wyrażenia we wstępie i zakończeniu e-maila.



Vocabulary

1. Match the phrases in the box with the categories (1–3). Write the answers in your notebook.

vitamins blood flu headache cold
fever brain skin muscles heart tablets
cough ointment stomach medicine syrup
chicken pox plaster

- The human body
- Illnesses and symptoms
- Medicines & treatments

✎ / 6 pt

2. In your notebook, match the words (1–5) with (A–E) to make phrases.

- | | |
|-------------|-----------|
| 1. stomach | A. ankle |
| 2. sprained | B. ache |
| 3. runny | C. throat |
| 4. broken | D. arm |
| 5. sore | E. nose |

✎ / 5 pt

3. In your notebook, use the words in the box to complete the definitions (1–6).

break recover hurts
push rest treat

- When you ✎ a patient, it means that you use medicine to help him/her.
- When something ✎, it means that you feel pain.
- When you ✎ something, it means that you move something, usually with your hands.
- When you ✎, it means that you are getting better after an illness.
- When you have some ✎, it means that you stop being active for a time.
- When you ✎ something, it means that you damage a bone, e.g. in a leg or an arm.

✎ / 6 pt

Grammar

4. In your notebook, answer the questions (1–3). Use the zero conditional.

- What do you do when you have a headache?
- What do you do when you don't understand your teacher?
- What do you do when you cut yourself?

✎ / 3 pt

5. Complete the sentences with the comparative or the superlative form of the adjectives in brackets. Write the answers in your notebook.

- Are vegetarians ✎ (*healthy*) than people who eat meat?
- I think a laptop is ✎ (*useful*) than a smartphone.
- In my opinion, vaccines are ✎ (*important*) medical developments in history.
- What is ✎ (*good*) country to live in?
- My great-grandma is ✎ (*old*) person in my family.
- My mum is usually ✎ (*busy*) at weekends than during the week.

✎ / 6 pt

6. In your notebook, fill the gaps with the words in the box.

healthy too fast enough slowly

- He is walking ✎ because he has backache.
- This soup is ✎ hot to eat.
- We don't have ✎ cups for everyone.
- I can't understand him! He is speaking too ✎.
- I am ✎ enough to go back to school.

✎ / 5 pt

7. 4.8 dictation Listen to the recording. In your notebook, write down the six sentences.

✎ / 6 pt



Zadanie 1.

E Przeczytaj teksty A–C. W zdaniach 1.1.–1.4. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz odpowiedzi w zeszycie.

ILLNESSES AND THEIR SYMPTOMS

Text A. *CHICKEN POX*

Chicken pox usually starts with a sore throat, a headache and a fever. Later, you may see red spots on your skin – this is a rash. The spots appear on your face, arms and legs. Don't waste any time – see your doctor immediately!

Text B. *A COLD*

Colds and flu are similar diseases. A cold begins with a runny nose, but you may still think you are well enough to keep going to school or work. Later, however, you may have a sore throat and start sneezing. Colds usually last from three to five days. Stay in bed and get some rest.

Text C. *FLU*

Flu is more serious than a cold. You start feeling very weak. There's also a pain in your back and arm and leg muscles. It's sometimes difficult to move or get out of bed. You may also have bad headaches and a sore throat. These are usually accompanied by a high fever and a cough. You may feel hot in the mornings, but cold in the evenings. Your condition can change rapidly. Call your doctor for advice and stay in bed.



1.1. The two illnesses that are similar are

- A. flu and chicken pox. B. colds and flu. C. colds and chicken pox.

1.2. Later symptoms of chicken pox are

- A. a rash. B. a sore throat. C. a headache.

1.3. You don't often have when you have flu.

- A. a headache B. a cough C. a runny nose

Zadanie 2.

E Wykorzystując wyrazy zapisane drukowanymi literami, uzupełnij uzupełnij luki w zdaniach (2.1.–2.3.). W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany. Zapisz odpowiedzi w zeszycie.

2.1. Nobody in my town is more famous than my doctor – Dr Parker.

MOST

Dr Parker is person in my town.

2.2. Frank is the worst student in our class.

WORSE

Nobody in our class is a than Frank.

2.3. You are too old to use this playground – it's only for children under 12.

ENOUGH

You are to use this playground – it's only for children under 12.

Zadanie 3.

E 4.9 Usłyszysz dwukrotnie dwa dialogi. W zadaniach (3.1.–3.2.), na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zapisz odpowiedzi w zeszycie.

3.1. What is Josh going to get?

- A. Some ointment and a vaccination.
B. A plaster.
C. A vaccination and a plaster.

3.2. Where are the speakers?

- A. In a GP's office.
B. At home.
C. At the chemist's.



Vocabulary tip

W uczeniu się nowych słówek może Ci też pomóc grupowanie, np.:

1. have flu – temperature – headache
2. sprained wrist – pain – medicine

Lesson 1

accident – wypadek
ankle – kostka
bandage – bandaż, opatrunek
be ill/sick – być chorym
break – złamać (np. nogę)
broken – złamany
cough – kaszleć
disease – choroba
feel hot – czuć się źle; czuć gorąco
feel tired – czuć się zmęczonym
have a cold – być przeziębionym
have (chicken pox) – chorować na (odrę)
have flu – mieć grypę
have fever – mieć gorączkę
headache – ból głowy
hurt – zranić
medicine – lekarstwo
pain – ból
painful – bolesny
patient – pacjent/pacjentka
pharmacy – apteka
rest – odpoczywać
runny nose – katar
sore throat (n) – ból gardła
stay in bed – zostawać w łóżku
stomach ache – ból brzucha
symptom – objaw (choroby)
syrup – syrop
temperature – temperatura
toothache – ból zęba
treat – leczyć
wrist – nadgarstek

ADDITIONAL VOCABULARY

get enough sleep – wysypiać się
give up sweets – zrezygnować ze słodczy
go on a diet – iść na dietę
keep fit – trzymać formę

Lesson 3

back – plecy
blood – krew
brain – mózg
ear – ucho
heart – serce
muscle – mięsień
skin – skóra
stomach – brzuch

Lesson 5

backache – ból pleców
broken foot – złamana noga
head wound – rana głowy
injured arm – zraniona ręka
sprained wrist (n) – skręcony nadgarstek
throat infection (n) – infekcja gardła

Lesson 6

ambulance – karetka
chemist's – drogeria, apteka
first-aid – pierwsza pomoc
GP – lekarz rodzinny lub ogólny
injection – zastrzyk
ointment – maść
plaster – plaster, gips
prescription – recepta
tablet – tabletki
vaccination – szczepionka
vitamin – witamina
X-ray – prześwietlenie

FUNCTIONAL LANGUAGE

ASKING FOR ADVICE

1. **Can you give me some advice?** – Czy możesz mi poradzić?
2. **What should I do?** – Co powinienem/powinnaś zrobić?

GIVING ADVICE

3. **It might be a good idea to.** – To może być dobry pomysł.
4. **I think you should/shouldn't** – Myślę, że powinieneś/powinnaś, Myślę, że nie powinieneś/nie powinnaś
5. **Why don't you ...?** – Dlaczego nie ...?
6. **You should/shouldn't** – Powinieneś/powinnaś, Nie powinieneś/nie powinnaś

I love shopping!

Nagrania 5.1–5.3
docwiczenia.pl
Kod: U6USX1



Lesson 1

Vocabulary and Listening



Vocabulary box

car wash change chemist's DIY store
garage greengrocer's kiosk market stall
online shop pay by card pay in cash
pocket money shopping centre
stationery shop toy shop

1. **warm-up** Look at the photos. What do you think each shop (A–F) sells?

2. In your notebook, match the words in the *Vocabulary box* with the photos (A–F). Translate all the words into Polish.

3. **Work in pairs.** In your notebook, match the lists of objects (1–4) with the places (A–D).

1. wood, paint, ruler, pencil
2. pen, exercise book, paper, ruler
3. teddy bear, book, stickers, games
4. cucumber, carrot, banana, socks

4. **5.1** Listen to the recording. In your notebook, match the speakers (1–3) with the shops in the box.

online shop
chemist's stationery shop

- A. stationery shop
- B. toy shop
- C. DIY store
- D. market stall



5. 5.2 Listen again. In your notebook, write which words in the *Vocabulary box* the speakers use when talking about paying.



1. pay cash
2. pay card

Vocabulary box

basket customer half-price it costs/they cost
opening hours open from ... to ... price
second-hand shop assistant shopping list
tag take off try on too tight/loose

6. In your notebook, translate the words in the *Vocabulary box* into Polish.
7. In your notebook, match the words in the box with the pictures (A–D).

too tight basket price tag
too loose



8. 5.3 In your notebook, fill the gaps (1–5) with words in the *Vocabulary box*. Listen and check.

- **Adam:** Mum, I've got some questions for my English homework project. They're about our parents' jobs. What exactly is your job? Where do you work? And when?
- ▶ **Mum:** I am a **1** in a second-hand shop. We sell clothes. The **2** are the same every day. We work from 11 o'clock to 5 o'clock.
- **Adam:** What can a customer do in your shop?
- ▶ **Mum:** They can buy things, but they can also look at the shirts and the trousers and everything else that's for sale. They can also **3** some new clothes.
- **Adam:** How much does a coat **4** , for example?
- ▶ **Mum:** A coat costs £5. But, on Mondays they are **5** , so they're £2.50.

9. Ask and answer the questions (1–2) in pairs.

1. Would you like to work in a shop? Why/Why not?
2. What do you often buy online?

Additional vocabulary

1. In your notebook, translate the words and phrases in the box into Polish.

save for spend deliver cash desk
changing room fashionable

2. In your notebook, match words (1–6) with (A–F).

- | | |
|---------------------|----------------------------------|
| 1. save | A. money in a shop |
| 2. spend | B. trousers or a coat |
| 3. deliver | C. for a present |
| 4. pay | D. in a changing room |
| 5. try on a T-shirt | E. at a cash desk |
| 6. fashionable | F. a present to your grandmother |

**Grammar box** Past simple (czasowniki regularne)

- Większość czasowników regularnych w czasie **past simple** – dodajemy końcówkę **-ed**: *stay* ► *stayed*.
- Czasowniki kończące się na **-e** – dodajemy **-d**: *dance* ► *danced*.
- Czasowniki jednosylabowe i kończące się spółgłoską – podwajamy ostatnią literę i dodajemy końcówkę **-ed**: *fit* ► *fitted*.
- Czasowniki kończące się spółgłoską oraz literą **y** – zamieniamy **y** na końcówkę **-ied**: *satisfy* ► *satisfied*.

Twierdzenia: *I **played** football yesterday.*

Przeczenia: *I **didn't play** football yesterday.*

Pytania i krótkie odpowiedzi: *Did you **play** football yesterday?* ► *Yes, I **did**./No, I **didn't**.*

Did you go anywhere? 5.4

Hi everyone!
What did you do
at the weekend?
Did you go
anywhere?

Yes, I **went** to the
city centre and after
that I **walked** around
and **looked** at some
old buildings.

Well, I **didn't go**
anywhere. I **stayed** at
home. I **listened** to
some music and **played**
with Cyril. Cool!

Sweet! Well, I **counted** all my rocks and then I **cleaned**
some of them. What about you Meg? What **did you do**?

The same as every weekend. I **helped** to save
the planet! It was another keep-it-green weekend!

- 1. warm-up** Study the *Grammar box*.
- 2. Read the conversation.** In your notebook, answer the questions (1–4).
 - Who looked at some old buildings?
 - Who listened to some music?
 - Who played with a spider?
 - Who helped to save the planet?
- 3. Whose weekend do you prefer – Meg's, Benny's, Evie's or Will's? Why?**

**Grammar tip**

Pamiętaj, w pytaniach i przeczeniach w czasie *past simple* stosujemy podstawową formę czasownika:

*I **didn't play** football. Did you **play** football?*

- 4. In your notebook, fill the gaps with the correct form of the words in brackets.**
 - Yesterday evening, I *played* (*play*) with my dog in the park. I **1** (*stop*) for a few minutes to chat with some friends. I really **2** (*like*) my evening.
 - Last night, we **1** (*watch*) a film on TV and then I **2** (*play*) some computer games. I **3** (*not/like*) the film.

- 5. Work in pairs.** Ask and answer questions about your weekend. Use the words in the box.

Example: A: *Did you visit your grandparents at the weekend?*

B: *No, I didn't. I visited my aunt and uncle.*

clean your room help your mum
listen to some music play video games
stay at home

- 6. In your notebook, translate the words in brackets into English.**
 - This morning school (*lekcje zaczęły się*) at 9.00.
 - (*Obejrzałem*) a good film yesterday.
 - (*Czy próbowałaś*) the cake on Sunday?



Fast food 5.5

Imagine that you are baking your favourite cake and you don't have one of the ingredients. What can you do? Do you run to the corner shop to buy it? What if the shop is closed? What if the ingredient is out of stock?

The good news is that it's not a problem anymore because there is a new way of doing the grocery

shopping. In many cities around the world, you can now order food on your telephone and an online grocery shop will deliver it in a few minutes! Now, getting the milk, eggs or sugar that you need for your cake is as easy as ABC. Delivery is not free, but it is not very expensive. Many people say that they enjoy buying their food this way.



- 1. warm-up** Do you like shopping?
... Why/Why not? Does your family shop online?
- 2.** Complete the shop notices with a word or phrase from the *Vocabulary box*.
... Write the answers in your notebook.

Vocabulary box

buy corner shop delivery order out of stock

- Do your shopping online. Click here to your food.
- Free when you spend more than £10.
- one, get one free.
- We are sorry. We are .
- Welcome to our . Open daily.

- 3. 5.5** Read and listen to the text.
... In your notebook, choose the correct option.

The text is about:

- a fast food restaurant
- buying and delivering shopping quickly

- 4. 5.6** Read the text again. Write short answers to the questions in your notebook.

- What is sometimes a problem when we are cooking?
- How do online grocery shops help solve the problem?
- How long do you have to wait for your online grocery shopping? Is it expensive?

- 5. E 5.6** In your notebook, put the line (A–E) in the text in the correct order. Listen and check.

I need your help, Ella. My friends are
A. cake. I don't have any sugar, and it's out of
B. online grocery shop? Is it true it delivers
C. visiting me today. I want to bake a
D. stock at the shop. What is the name of that
E. your shopping in 10 minutes?
Natasha

- 6.** Play the *Fast Delivery Guessing* game.

Fast Delivery Guessing Game

- Think of 3 items of food you would like to order from an online grocery shop.
- Don't tell your partner what they are, but describe them instead.
- Your partner has to guess what the 3 things are.

Example: They are brown or white. You get them from a chicken. You can boil them, but I like eating chocolate ones at Easter most. What are they? – Eggs!

Lesson 4

Grammar

Nagranie 5.7
docwiczenia.pl
Kod: U6FHK3



- warm-up** Study the *Grammar box*.
- Read the conversation. In your notebook, answer the questions (1–4).
 - What did Igor buy?
 - Who did Igor meet?
 - Where did they go?
 - What did they eat?

I bought lots of things 5.7



- **Fred:** Hi! I **saw** you in the shopping centre yesterday! **Did you buy** anything?
- ▶ **Igor:** Yeah, I **bought** lots of things. I **spent** the money I got for my birthday.
- **Fred:** Ah, I **didn't know** it was your birthday! Happy birthday! So, what **did you buy**?
- ▶ **Igor:** Well, I **got** some new clothes and some super-cool boots. But then I **met** my aunt Louisa, and we **went** to a café and **had** some lunch. Louisa **paid**. It **was** her way to say happy birthday!
- **Fred:** Nice! **What did you eat**?
- ▶ **Igor:** We **ate** a huge pizza, but we also **had** some chocolate cake. After that and all the shopping, we both **felt** really tired, so we **took** a taxi back to my house.



Grammar tip

Przypomnij sobie odmianę czasownik *być* w czasie *past simple*:

I **was** at school yesterday.

We **were** in Rome when you texted me.

She **wasn't** sick last week.

Were you at home at five?

Grammar box

Past simple (czasowniki nieregularne)

Niektóre czasowniki mają nieregularną formę w czasie *past simple*. Musisz się ich nauczyć na pamięć. patrz tabela na stronie 127

Twierdzenia: I **bought** lots of things yesterday.

Przeczenia: We **didn't buy** anything yesterday.

Pytania: **Did you buy** anything yesterday?

- Go to page 127. In your notebook, fill the gaps (1–7) with the correct form of the words in brackets.



On Saturday, I met (meet) my friends in the town centre. We **1** (have) lunch in a cool restaurant. We **2** (eat) burgers. The burgers **3** (be) delicious. After lunch, we **4** (go) shopping. I **5** (spend) €40 on clothes. What **6** you **7** (do) on Saturday?

- Go to page 127. In your notebook, write sentences with the past simple form of the verbs in the box.

Example: I made a pizza yesterday.

buy shoes do exercise pay in cash
make a pizza get married meet friends
sleep all night drink tea spend time together

- Look at activity 4. In pairs, ask and answer questions about what you did yesterday.

Example: A: What did you do yesterday?
B: I went to the town centre.

- In your notebook, translate the words in brackets into English.

- Yesterday, (poszłam) to the shopping centre.
- Yesterday, (ona spała) for 8 hours.
- What (zrobicieś) on Friday?

Vocabulary box

bank card cash machine coin
enter your PIN in a sale note pay for
purse sell wallet

- 1. warm-up** Translate the words in the *Vocabulary box* into Polish
- 2.** In your notebook, match the names of the shops and services in the *Vocabulary box* with the photos of things (A-I) you can buy there.

Vocabulary box

butcher's florist's jeweller's newsagent's
optician's pet shop petrol station
post office supermarket

A



B



C



D



E



F



G



H



I



- 3.** In your notebook, choose the correct words to complete the *Grammar box*.

Grammar box *Past simple*

- Past simple** używamy do opisywania czynności zakończonych w przeszłości. W czasie tym w zdaniach twierdzących do czasowników 1. *regularnych/nieregularnych* dodajemy końcówkę *-ed*, np.: **worked**, natomiast czasowniki 2. *regularne/nieregularne* mają już określone formy, których musimy się nauczyć na pamięć.
- Pytania tworzymy za pomocą słowa 3. **do/did**, a w przeczeniach używamy 4. **don't/didn't**.
- W czasie *past simple* często używamy wyrażenia 5. **at the moment/years ago**.

- 4.** Put the verbs in brackets in the *past simple*. Write the answers in your notebook.

- I **wanted** (want) to buy a new jacket, so I **1** (save) my pocket money for three months.
- Last week I **2** (look) for a jacket in the shopping centre, but I **3** (not/like) the ones there.
- I **4** (order) a jacket online, and the shop **5** (deliver) it the next day.

- 5.** Work in groups. Ask each other questions 1 and 2.

- Do you like shopping in supermarkets or in local shops?
- Do you prefer spending or saving money?

Lesson 6

Listening and Speaking

Let's go shopping

A



B



C



D



1. **warm-up** Match the words in the *Vocabulary box* with the photos (A–D). One word can match more than one photo.

Vocabulary box

department store market price receipt
shelf/shelves shopping bag shop window
special offer

2. **5.8** Listen to four short conversations (1–4). In your notebook, match them with the photos in (A–D). Write the answers in your notebook.

1.	2.	3.	4.

3. **5.9** In your notebook, complete the dialogues with words and phrases from the *Functional language box*. Listen again and check.

1.

I like the dress in the shop window. 1 it in black?

I'm sorry. 2 the black one in stock.

2.

Could 3 a smaller size?

Yes, here 4 .

3.

5 help you?

Yes. How 6 this?

4.

7 anything else I can help you with today?

8 like a bag?



Functional language box SHOPPING LANGUAGE

Things a shop assistant might say and possible replies

- | | |
|---|--|
| 1. Can I help you? | – Yes, ... |
| 2. Can I pay by card? | – Certainly/Of course. |
| 3. Do you have this/these in black? | – Yes, here you are. |
| 4. Do you have this in a smaller size? | – Sorry, we don't have the smaller one in stock. |
| 5. How much is it/does this/do these cost? | – It's/They're £5/That will be £30 (altogether). |
| 6. It's too big. Could I try on a smaller size? | – Certainly/Of course. |
| 7. Is there anything else? | – Yes./No, thank you. |
| 8. Would you like a bag? | – Yes, I would./No, thank you. |

4. **E** 5.10 Listen to four questions. In your notebook, match each question (1–4) with the answer (A–E). There is one extra answer.

- A. Certainly. The changing room is here.
B. They are £5. We have them in red too.
C. I bought them at the market.
D. Sorry, we don't have the red one in stock.
E. No, thank you. That's all.

1.	2.	3.	4.

5. Make four short dialogues in your notebook. Use the words in the box. The expressions in the *Functional language box* will help.

Example: *Excuse me. How much is it? It's £5.*

try on trainers too loose too big
T-shirt card trousers bag

6. Student A, read the information about the clothes shop; Student B, read the information about the hat shop. Then use question words (What?/When? ...) to ask and answer questions.

Example: *Shop name?*

Student B: *What is the name of the shop?*

Student A: *The name of the shop is Suzy's second-hand shop.*

Student A

SUZY'S SECOND-HAND SHOP

THE BEST CLOTHES SHOP IN TOWN!

We have some amazing coats and jackets.

Buy one T-shirt, get one free.

Open every day until 6pm

12, High Street, Oxford

tel: 564567



Student B

WALTER'S WINTER SHOP

THE BEST PLACE FOR WINTER HATS!

This week's special offer:

All children's hats and caps half price!

Open Mon-Fri, 8am till 8pm

15, Oxford Street, Highbury

tel: 453566



Shop name?
Where?
What sell?
Special offer?
When close?

Notatka

Will,

I have to stay at work a bit longer, so there are a few things I want you to do. **Remember to go** shopping. A list is on the table. We need some pasta, tomatoes and basil for dinner. Dad is doing spaghetti.

Don't forget to stop off at the pet shop to get some dog food. Grandma has a cold, so I'd like you to buy her some cough syrup at the chemist's. Can you also pick up your suit from the dry cleaner's and some flowers from Mrs Smith's florist's? **Make sure** you lock the door when you go out.

Text me if you need anything.

Love, Mum

Adresat

Wstęp

Rozwinięcie

Zakończenie

Podpis

1. **warm-up** Read the note. Answer the questions.

Write the answers in your notebook.

1. What food does Mum want Will to buy?
2. What does Will have to buy for his grandma?
3. What does Will have to do at Mrs Smith's florist's?

2. In your notebook, translate the phrases in brackets into English. Use the words in bold from the text in activity 1.

1. (Pamiętaj, żeby) buy some salmon.
You can get it at the fishmonger's.
2. (Upewnij się) we have enough milk. If not, get some from the supermarket.
3. (Napisz do mnie SMS-a) if you need anything.

3. In your notebook, match the sentences in Polish and in English

1. Can you get me some books from the library?
 2. Don't forget to call Grandma after dinner.
 3. Text Will about it.
 4. Can you buy me some syrup on your way home?
 5. Make sure you buy everything we need.
- A. Czy mógłbyś kupić syrop w drodze do domu?
B. Upewnij się, że wszystko kupiłeś.
C. Napisz o tym w SMS-ie.
D. Czy możesz przynieść mi kilka książek z biblioteki?
E. Nie zapomnij zadzwonić po kolacji do babci.

4. Fill the gaps (1–4) with the words in the box.

Write the answers in your notebook.

make can you don't forget remember

Sam,

I'm going to be late. 1 to buy some food. A list is on the fridge. We need some fruit and a loaf of bread and maybe some butter.

2 sure you tidy your room. 3 also help Sara with her maths homework? 4 no ice cream before dinner!

Call me if you need anything.

Love you,
Dad

5. Complete the note with your own ideas.

Write the answers in your notebook.

Hi Sam,

We are having a party tomorrow.

Don't forget to 1 food.

Please remember to 2.

Make sure you 3.

Can you 4?

Checklist

- ✓ Znam wyrażenia i zwroty przydatne do napisania notatki.
- ✓ Umiem napisać krótką notatkę dotyczącą codziennych spraw.



Vocabulary

1. In your notebook, match the shops in the box with the photos (A–H). There is one extra shop.

chemist's butcher's florist's
stationery shop toy shop newsagent's
greengrocer's jeweller's optician's

A



B



C



D



E



F



G



H



/ 8 pt

2. In your notebook, match the definitions (1–5) with the words and phrases (A–F). There is one extra word and phrase.

- a person who helps you in a shop
- a person who buys things in a shop
- you carry one of these to put your shopping in
- the piece of paper you get in a shop after you pay for something
- the amount of money which you get back after you pay for something

- A. basket
B. receipt
C. change
D. cash desk
E. shop assistant
F. customer

/ 5 pt

3. In your notebook, choose the correct option.

- I don't have any money in my purse, so I will have to pay **in cash/by card**.
- I need to **take off/try on** these shorts before I buy them. I think they might be too loose.
- Look at the **price tag/half-price**. I can't believe it's so expensive.
- My grandparents ran a local **online shop/corner shop** many years ago.
- My cousin's job is **ordering/delivering** pizzas. He says that weekends are the busiest days.

/ 5 pt

Grammar

4. In your notebook, put each verb in the box in the correct column. Write the verbs in the *past simple*.

do walk watch meet take clean listen
buy stay spend have feel

Regular verbs

Irregular verbs



/ 6 pt

5. In your notebook, fill the gaps (1–7) with the correct form of the verbs in activity 4.

My mum didn't go to work yesterday, so she **1** at home. In the morning she **2** her bedroom and **3** to some music. Then, she **4** some shopping online. She **5** some food because the fridge was almost empty. In the evening she **6** the dog. Unfortunately, she didn't **7** any time to rest.

/ 7 pt

6. In your notebook, answer the questions (1–5).

- When was the last time you went shopping?
- What kind of shop did you go to?
- Who did you go with?
- What did you buy?
- Did you enjoy the experience?

Listening

7. 5.11 **dictation** Listen to the recording. In your notebook, write down the seven sentences in your notebook.

/ 7 pt



Zadanie 1.

E Przeczytaj teksty A i B. Odpowiedz na pytania (1.1.–1.3.). Zapisz odpowiedzi w zeszycie.

- 1.1. What are texts A and B about?
- 1.2. What can you do with the Food App?
- 1.3. Is it possible to order a pizza with the Food App?

Tekst A

No time for cooking? Tired of eating the same dishes all the time? With Food App you can save time, energy and money! Set your location and see which restaurants offer free delivery in less than 30 minutes. Pay in cash or online and enjoy your meal!

Tekst B

Eat with your smartphone

Ordering food at home is now both comfortable and easy. All you have to do is to install Food App on your smartphone and type in your home address. The system finds the places which prepare delicious meals and which can deliver them to your door.

Choose from five categories of food: Fit No Meat (for vegetarians), A Sweet Tooth (desserts), Spizza (pizza), Salad Bar and Uramaki (sushi). Young people deliver the food on bikes and scooters. They carry the food in bags or backpacks. What are you eating today? There are discounts for new customers!

Zadanie 2.

E Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- 2.1. We (*nie poszliśmy*) shopping with my mum yesterday because she couldn't find her wallet.
- 2.2. (*Czy próbowałeś*) the homemade pizza yesterday? My brother made it, and it was really tasty!
- 2.3. Excuse me, these trousers are (*zbyt luźne*) . Do you have them in a smaller size?

Zadanie 3.

E Uzupełnij luki w mailu (3.1.–3.3.) na podstawie testów A i B z zadania 1. Zapisz odpowiedzi w zeszycie.

Cześć, Marto!

Widzimy się już w ten weekend!

Zaprosiłam też Kasię i pomyślałam, że możemy zamówić obiad. Znalazłam aplikację Food App. Można ją pobrać na smartfona i zobaczyć, które restauracje oferują 3.1. dostawę. Zapłacimy tylko za jedzenie. Możemy wybierać spośród pięciu kategorii. Ja wezmę pizzę lub spaghetti, a Ty możesz zamówić 3.2. z kurczakiem z kategorii Salad Bar. Kasia na pewno weźmie sushi. Dowóz jedzenia trwa mniej niż 30 minut – wkładają jedzenie do specjalnego plecaka lub torby. W ten sposób jest zawsze 3.3. , na pewno będzie nam smakować. Zainstaluj tę aplikację i zastanów się do soboty, co chciałabyś zjeść. Do zobaczenia!
XYZ

Zadanie 4.

E 5.12 Usłyszysz dwukrotnie cztery wypowiedzi (4.1.–4.4.). Do każdej z nich dobierz właściwą reakcję (A–E).

Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

Zapisz odpowiedzi w zeszycie.

4.1.	4.2.	4.3.	4.4.

- A. That's great! I'd like it in a small size, please. When can I expect the delivery?
- B. It's got a different price – it cost 5 pounds yesterday, but now it's half price.
- C. Yes, the changing room is over there.
- D. No, thank you. I've got one in my pocket.
- E. Of course. We accept all types of payment.



Lesson 1

basket – koszyk
car wash – myjnia
change – reszta
customer – klient/klientka
DIY (do it yourself) store – sklep dla majsterkowicza
garage – warsztat mechaniczny, garaż
greengrocer's – warzywniak
half-price – połowa ceny, w połowie ceny
it costs/they cost – to kosztuje, kosztują
kiosk – budka, kiosk
market stall – stoisko
online shop – sklep internetowy
opening hours – godziny otwarcia
open from ... to ... – otwarte od... do...
pay by card – płacić kartą
pay in cash – płacić gotówką
pocket money – kieszonkowe
price tag – metka z ceną
second-hand – używany; sklep z odzieżą używaną
shop assistant – sprzedawca/sprzedawczyni
shopping centre – centrum handlowe
shopping list – lista zakupów
stationery shop – sklep papierniczy
take off – zdejmować
too tight/loose – zbyt obcisłe/luźne
toy shop – sklep z zabawkami
try on – przymierzać

ADDITIONAL VOCABULARY

cash desk – kasa
changing room – przymierzalnia
deliver – dostarczać, dowozić
fashionable – modny
save (up) for – oszczędzać na
spend – wydawać

Lesson 3

buy – kupować
corner shop – niewielki sklep z podstawowymi artykułami
delivery – dostawa
do the (grocery) shopping – robić zakupy (spożywcze)
out of stock – wyprzedany

Lesson 5

bank card – karta bankowa
butcher's – rzeźnik
cash machine – bankomat
coin – moneta
enter your PIN – wprowadzić PIN
florist's – kwiaciarnia
in a sale/in the sales – na wyprzedaży
jeweller's – jubiler
newsagent's – kiosk, stoisko prasowe
note – banknot
optician's – optyk
pay for – płacić za
pet shop – sklep zoologiczny
petrol station – stacja benzynowa
post office – poczta
purse – portmonetka, portfel damski
sell – sprzedawać
supermarket – supermarket
wallet – portfel męski

Lesson 6

department store – galeria handlowa
market – targ, rynek
price – cena
receipt – rachunek
shelf/shelves – półka/półki
shopping bag – torba na zakupy
shop window – witryna sklepowa
special offer – oferta specjalna

FUNCTIONAL LANGUAGE

SHOPPING LANGUAGE

Things a shop assistant might say (and possible replies)

1. – **Can I help you?** – Czy mogę pomóc?
– **Yes** – Tak
2. – **Can I pay by card?** – Czy mogę zapłacić kartą?
– **Certainly./Of course.** – Tak, oczywiście.
3. – **Do you have this/these in black?** – Czy jest/są w kolorze czarnym?
– **Yes, here you are.** – Tak, proszę.
4. – **Do you have this/these in a smaller size?** – Czy jest/są w mniejszym rozmiarze?
– **Sorry, we don't have the smaller one in stock.** – Nie, przykro mi, nie mamy mniejszego rozmiaru na stanie.
5. – **How much is it/does this/do these cost?** – Ile to/te kosztuje/kosztują?
– **It's/They're £5./That will be £30 (altogether).** – To będzie razem £5/£30.
6. – **It's too big. Could I try on a smaller size?** – To jest za duże. Czy mogę przymierzyć mniejszy rozmiar?
– **Certainly./Of course.** – Oczywiście.
7. – **Anything else?** – Coś jeszcze?
– **Yes./No, thank you.** – Tak./Nie, dziękuję.
8. – **Would you like a bag?** – Czy chciałby Pan/chciałaby Pani torbę?
– **Yes, I would like to; No, thank you.** – Chciałbym/Chciałabym; Nie chciałbym/chciałabym, dziękuję.

No time for crime

Nagrania 6.1–6.3
docwiczenia.pl
Kod: U6E63X



Lesson 1

Vocabulary and Listening



Vocabulary box

burglar burglary commit a crime court
crime criminal fingerprint get caught
go to prison hacker hacking punishment
vandal vandalism

- 1. warm-up** Look at the photos (A–F). What is happening in each of them?
- In your notebook, match the words in the *Vocabulary box* with the photos (A–F). Translate all the words into Polish.
- 6.1** Listen to the recording. In your notebook, match the speakers (1–4) with the photos (A–F).

- Look at the sentences. In your notebook, fill the gaps with the words and phrases in the *Vocabulary box*.

Example: *Prison is not a good form of punishment for all crimes.*

- We live in a town where there is a lot of . For example, there is a lot of graffiti on the walls.
- A person who commits a crime is called a .
- Eating your brother's chocolate is fine by me, but don't get .
- Some people think isn't a serious crime, but remember that hackers can steal your money or even your identity.
- A often enters houses at night through a window.

5. Ask and answer the questions (1–3) in pairs.

Example: A: What do burglars often take?
B: They often take TVs, telephones, money and jewellery.

- Where do criminals usually commit their crimes?
- What do you think courts and prisons look like?
- What kind of vandalism is there where you live?

Vocabulary box

accuse somebody of something arrest attack
kidnap kidnapping kidnapper kill murder
murderer punish shoplift shoplifting
shoplifter steal

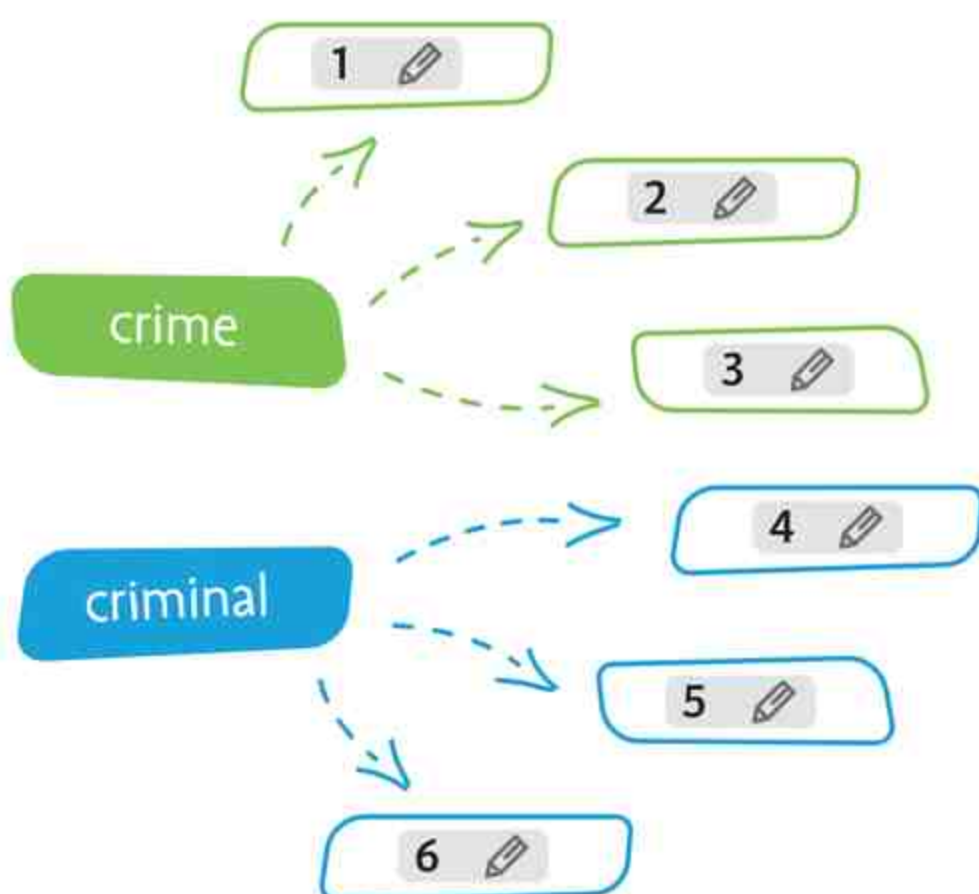
6. In your notebook, translate the words in the *Vocabulary box* into Polish.

7. In your notebook, fill the gaps with the correct form of the words in the *Vocabulary box*.

Example: My dad often accuses me of eating his chocolate.

- Be careful with dogs who don't know you – they can you.
- I hope the police catch him soon and him. He is a very dangerous criminal.
- It is unfair that he wants to the whole class. Why don't we talk to our teacher about it?

8. In your notebook, fill the gaps (1–6) with the words in the *Vocabulary box*.



9. In your notebook, fill the gaps (1–4) with the words in the box. Listen and check.

arrest kidnapper shoplifter
kidnapping shoplifter

- A. I have a film about a kidnapper and the man he kidnaps, who is a family member. Is **1** still a crime in that case? – Yes, it is. It doesn't matter that the two men are brothers.
- B. Let's look at some photos now. The first one is of a policewoman arresting a **2** . The shop manager is also there. He is accusing the man of putting a shirt in his bag. Should the policewoman **3** the **4** ?

10. Listen to the recording again. In your notebook, answer the questions (1–3).

- What crimes are mentioned?
- What's the relationship between the two men in text A?
- What is the manager accusing the man of in text B?

11. Ask and answer the questions (1–3) in pairs.

- Which films or serials about crime do you like?
- Do people in your family read books about crime? What are the titles?
- Tell your partner about a famous detective from a book or film.



Additional vocabulary

1. In your notebook, translate the words in the box into Polish.

evidence guilty innocent set fire to

2. In your notebook, fill the gaps with the words in activity 1.

- When you cook dinner, remember not to the kitchen.
- This man is , so he shouldn't go to prison.
- A person can go to prison for many years.



Grammar box

Past continuous

Czasu **past continuous** używamy, kiedy chcemy powiedzieć, że jakaś czynność trwała w pewnym momencie w przeszłości. Zdania w czasie **past continuous** składają się z wyrazu **was** lub **were** oraz czasownika z końcówką **-ing**.

Twierdzenia: I/He/She/It **was running**
We/You/They **were running**

Przeczenia: I/He/She/It **wasn't running**
We/You/They **weren't running**

in the park at about eight yesterday.

Pytania i krótkie odpowiedzi: A: **Was she running** in the park at about eight yesterday?

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

A: **Were they running** in the park at about eight yesterday?

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

Did you go anywhere? 6.4



1. **warm-up** Study the *Grammar box*.

2. Read the conversation. In your notebook, answer the questions (1–3).

- What was Benny doing around 12 o'clock?
- What were the robbers wearing?
- What were the robbers carrying?

3. In your notebook, fill the gaps with the **past continuous** form of the words in brackets.

- A: Jamie was talking (talk) to a police officer a few minutes ago. Why they (talk) to him? Do you know?
B: Yes, someone (shoplift) at the supermarket, and Jamie saw them. He (tell) the police officer about what he saw.
- A: I saw you in the café yesterday. Who you (talk) to?
B: That was my aunt. We (chat) and she (tell) me all about her new job. It was very interesting.

4. **E** In your notebook, translate the words in brackets into English.

- Today at 8.30, (szedłem) to school.
- In 2020, (mieszkaliśmy) in Gdansk.
- (Padał deszcz) when I woke up today.

5. **People** Play the *Find Someone Who* game.

Example: A: Were you eating crisps at 9 last night?
B: Yes, I was./No I wasn't.

Find Someone Who Game

- Przerysuj tabelę do zeszytu.
- Zapytaj kolegę/koleżankę o wybraną aktywność z tabeli.
- Kiedy wybrana osoba odpowie twierdząco, zapisz jej imię na polu.
- Zwycięża ten, kto będzie mieć w każdym polu inne imię.

was watching TV at 9 last night.

was walking to school at 8 this morning.

was living somewhere else two years ago.

was having breakfast at 7.30 this morning.



One of America's biggest crimes 6.5

On the 17th March, 1990 the world's biggest art robbery was committed in Boston, USA. It was Saint Patrick's Day (a celebration of Irish life and culture), so there were a lot of people in the city because they wanted to watch the Saint Patrick's Day parade.

The Gardener Museum of Art was, however, very quiet that day. When it closed that night, there were only two people in the building. Their job was to protect the museum's paintings.

It was very late when the robbery began.

The thieves did not need to break into the museum, they simply walked in dressed as police officers. They said to the guards, *Gentlemen, this is a robbery!* The thieves committed the crime in only eighty-one minutes. Then they escaped in a fast car.

The criminals were able to steal thirteen famous paintings, whose value was an incredible \$500 million! Until this day, nobody knows who the thieves were or what they did with the paintings. It is one of America's biggest unsolved crime mysteries.

1. **warm-up** Work in pairs. In your notebook, make a list of 7 words connected with crime. Compare the list with your classmates.

Vocabulary box

break into escape police officer(s) robbery
steal thief (thieves)

2. In your notebook, match the words in the *Vocabulary box* with the pictures (A–F).

A



B



C



D



E



F



3. 6.5 Read and listen. In your notebook, choose the best heading for the text.

- A. St Patrick's Day celebration in Boston
B. Thieves escape with millions of dollars of art
C. Police officers steal money from museum

4. Read the text again. In your notebook, find the numbers written in the text. What do they refer to?

Example: 1990 – the year of the robbery

2 13 17 81 1990 500 million

5. In your notebook, complete the summary of the text from activity 3 with the missing words.

Many years ago there was an infamous **1** committed at the Gardner Museum of Art in Boston. The thieves walked into the museum wearing the uniforms of **2**. The men were able to **3** thirteen very expensive paintings. The police are still looking for the thieves and the paintings.

6. Work in pairs. Use the photo and the words in the box to tell an imaginary crime story.

one day/on/many years ago ask questions
steal a purse at the airport call 112
a wanted poster catch a thief go to prison



**Grammar box** Past simple i past continuous

- Czas **past continuous** opisuje czynności i wydarzenia trwających w określonym momencie w przeszłości.
*I **was playing** tennis with Mike at 8 yesterday.*
- Czas **past simple** opisuje czynności i wydarzenia, które zaczęły się i skończyły w przeszłości.
*I **was** at the tennis court yesterday.
I **played** tennis yesterday.*
- Czasów **past simple** i **past continuous** często używamy w jednym zdaniu. W takich sytuacjach tło zdarzenia wyrażamy za pomocą czasu **past continuous**, a krótsze zdarzenie za pomocą **past simple**.
*We **were playing** tennis when my phone **rang**.
I **saw** Alex while I **was walking** to school.*

1. **warm-up** Study the Grammar box.

2. Read the conversation. Answer True (T) or False (F) in your notebook.

- The woman left the security tags in a changing room. T/F
- The alarm rang, and the woman ran out into the street. T/F
- The boy read about himself on the internet. T/F

Committing a crime 6.6

- **Tom:** Hi, I'm reading a funny blog at the moment. It's about thieves and robbers who **made** mistakes while they **were committing** a crime, so they **got arrested**.
- **Mia:** Cool. Do you have any favourites?
- **Tom:** Sure, here's the first one. A woman **was trying to shoplift** some clothes. She **went** into a changing room, **removed** the security tags from the clothes, and **put** them in her trouser pocket. As a result, while she **was walking** out of the shop, the alarm **rang** and a security guard **stopped** her.
- **Mia:** Agh ... that's not at all funny.
- **Tom:** OK, so here's the second one. A teenager **stole** €2000 from a shop. The next day he **was reading** the local news when he **saw** a security camera picture of himself!

3. In your notebook, fill the gaps with the **past simple** or the **past continuous** form of the words in brackets.

- A criminal **escaped** (escape) from the police while they **1** (drive) to court in a police van. While the van **2** (wait) at traffic lights, members of the gang opened the door and **3** (jump) out.
- Thieves **4** (steal) over 100 wallets from people at a concert last night. The thieves **5** (walk) around in the crowd and **6** (take) the wallets while people **7** (watch) the performance.

**Grammar tip**

Po wyrazie *while* (podczas gdy) zwykle stosujemy czas **past continuous**. Po wyrazie *when* (podczas, kiedy) zwykle stosujemy czas **past simple**.

*I fell asleep last night **while** I was watching a film.
We were having dinner **when** Jenny phoned.*

4. Complete the sentences with your own ideas.

Example: *I fell asleep while I was eating.*

- I fell asleep **while/when** ...
- I met an old friend **while/when** ...
- I saw a crime **while/when** ...

5. In your notebook, translate the words in brackets into English.

- We were having a picnic yesterday when (jej mama przyszła) .
- I saw an accident while (jechałam) to work.



1. **warm-up** Translate the words in the *Vocabulary box* in your notebook.

Vocabulary box

blackmail blackmailer break the law
evidence find somebody guilty
give somebody a prison sentence or a fine
investigate judge jury lawyer theft
thief robber robbery

2. In your notebook, choose the correct option to complete the story.

A grandmother accused of **1. robber/theft** appeared in court today with her lawyer. The police had a lot of evidence against her. They found 185 wallets at her home. The suspected **2. thief/blackmailer** told the jury, "Please don't find me guilty. I don't want to go to prison."

3. In your notebook, label the pictures (1–4) with the nouns in the box.

evidence judge jury lawyer

4. In your notebook, match the words in A and B to make phrases. Write sentences about what these people do.

Example: A criminal breaks the law.

A: ~~a criminal~~ a judge a jury a police officer

B: ~~break the law~~ give somebody a prison sentence or a fine find somebody guilty investigate a crime

Grammar box

Past simple i past continuous

While I **was walking** to school, my mum **called**.

was walking – tło (past continuous)

called – pojedyncze zdarzenie (past simple)

5. **6.7** In your notebook, write the correct form of the verbs. Listen and check.

Chicago police arrested an unlucky car thief yesterday. The thief **1** home when he **2** a very expensive-looking car parked on the street. He **3** to steal it. Later, however, the man **4** too fast and **5** the car into a tree. Police **6** him soon afterwards. It **7** that night, and the thief **8** footprints in the snow all the way from the car to his house.



Lesson 6

Listening and Speaking

▶ Behaving badly



1. **warm-up** Look at the picture.
 ... What is happening? In your notebook, describe each situation (A–I) with one sentence. Use the *present continuous*, the words in the box and your own ideas.
 Example: A. A man is vandalising a statue.

vandalise a statue rollerskates
 slip on a banana skin bully and push a girl
 dogs on leads start a bonfire steal a purse
 out of control drop litter

2. **6.8** Listen and, in your notebook, match speakers (1–6) with the situations taking place in the park (A–I). There are three extra situations.

1.	2.	3.	4.	5.	6.



Functional language box

WARNINGS

1. Be careful!
2. Don't go swimming here!
3. Look out!
4. Watch out!

FORBIDDING

5. Don't be a bully!
6. It's against the regulations/law.
7. You aren't allowed to swim here.
8. You cannot/can't play here.
9. You mustn't break the rules/law.

3. 6.9 Study the *Functional language box*. Complete the sentences (1–6) in your notebook. Listen again and check.

1. You do that! You are breaking the/law.
2. Be ! You are going too fast.
3. You to swim here.
4. be a bully! Say sorry!
5. You start a fire. It's law.
6. Look ! You're going to slip.

Functional language tip

Na znakach ostrzegawczych często używamy takich słów, jak:

Warning! Caution! Beware! Danger!



Wyrazy te mają zwrócić naszą uwagę na niebezpieczeństwo i znaczą to samo, co „UWAGA!” w języku polskim.

4. 6.10 Listen and, in pairs, answer the questions (1–2).

1. Where are the children going?
2. What is the teacher talking about?



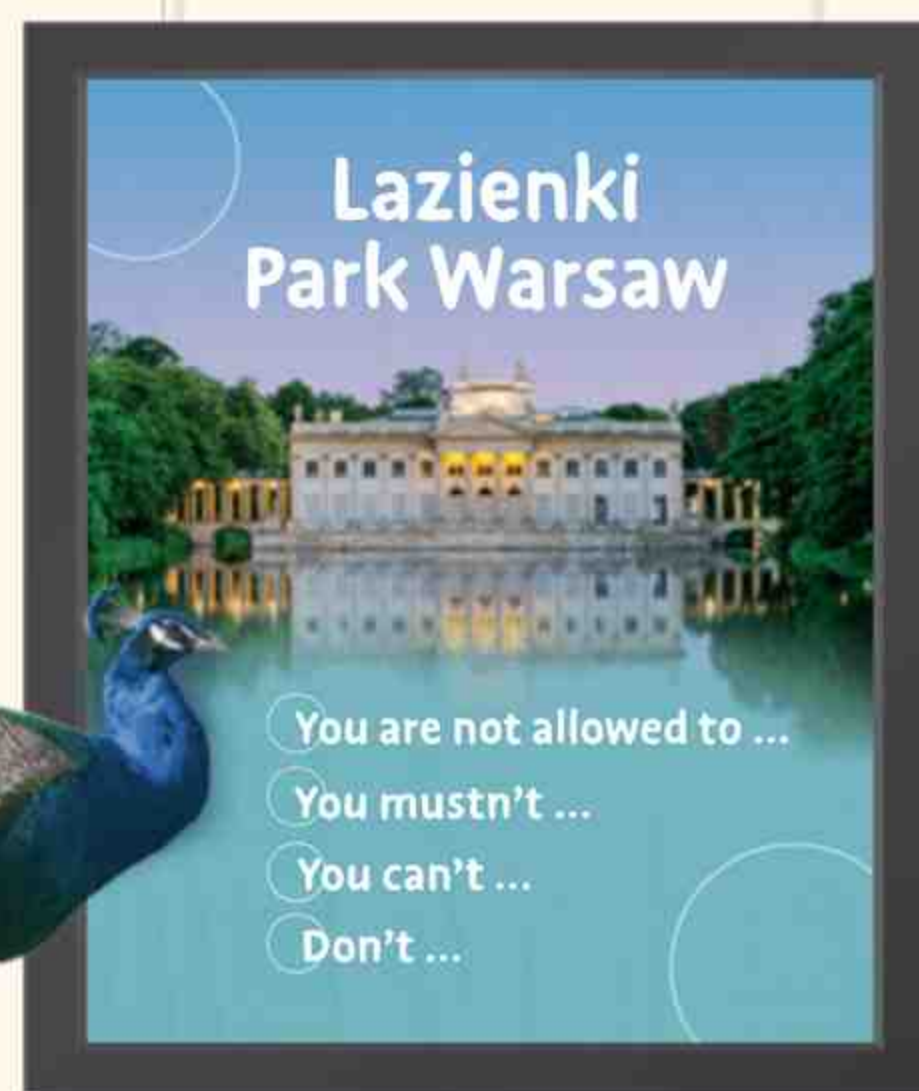
5. E 6.11 Listen again. In your notebook, answer the questions (1–3).

1. What can't the class do on the bus?
2. What mustn't you do in the castle?
3. Why must the class stay together?

Class fun

6. Work in pairs. Think of a place where you spend a lot of time (home, school, a park, a swimming pool etc.) or a place you visit occasionally (an airport, a castle, a museum etc.).

Design a poster with four rules for the place. Say what you are not allowed to do there and remember to give some warnings too. Here is an example to help you. Present your poster to your class.



Historyjka

I want to tell you a story about something that happened to me about a year ago. I was on holiday at the seaside and I wanted to send a postcard to my friends. A receptionist at my hotel told me where to find the post office.

When I entered the post office, I saw some strange-looking men standing there. They were tall and muscular, but quite nervous. They were wearing thick jumpers, caps and heavy boots although it was a hot and sunny day. **Suddenly**, while I was waiting in the queue, they started shouting. One of them even took out a gun and told the cashier to hand over all the money. I was very scared and like everybody else, I lay down on the floor. **Then**, I remembered that I had my phone in my bag.

While the men were trying to put the money in their bags, I texted my dad. My hands were shaking, but I managed to send a text. **Shortly afterwards**, I heard police sirens outside. The robbers looked scared and ran outside.

Finally, they got caught in front of the post office.

One of the policemen told me I was very brave. My dad was also very proud of me. It was a very scary situation. I hope I will never experience anything like this again.

Wstęp

Rozwinięcie

Zakończenie



1. **warm-up** Read the story and, in your notebook, answer the questions (1–3).

- Where was the boy?
- What were the men doing?
- Who called the police?

2. Read the story again. In your notebook, translate the words in bold. What tenses are used in the story?

3. Look at the picture. In your notebook, answer the questions (1–4).



- Who can you see in the picture?
- Where is he?
- What is he doing?
- What should you do if you witness a theft taking place?

4. Look at the picture in activity 3 again. Complete the sentences with your own ideas.

- That Monday I went to .
- Suddenly, I saw .
- Shortly afterwards, I .
- Finally, .

5. Translate the words in brackets into English. Write the sentences in your notebook.

This happened to me **1** (*około rok temu*). I saw a girl. She looked scared and very sad. I thought she was on her own, but **2** (*nagle*) I heard a boy who was shouting at her. He was being very rude and aggressive. **3** (*Kiedy*) I went closer and told him to stop, he laughed and tried to push me away. **4** (*Podczas gdy*) I was helping the girl, her friends called their teacher. **5** (*W końcu*) the boy had to apologise to the little girl.

Checklist

- ☒ Potrafię określić kolejność zdarzeń przy użyciu takich wyrażen, jak *firstly*, *then*, *finally*.
- ☒ Wiem, z jakich części składa się historyjka.



Vocabulary

1. In your notebook, write the missing words.

Crime	Criminal
burglary	1
murder	2
theft	3
4	robber
5	shoplifter

/ 5 pt

2. In your notebook, match the words to make phrases. Then translate them into Polish.

commit — a crime

break — caught

go — fire

set — the law

get — to prison

/ 4 pt

3. In your notebook, match the definitions (1-5) with the words in the box.

sentence justice jury court
prosecutors police officers
evidence penalty innocent offender

- A word for the punishment that a judge gives for committing a crime.
- They take fingerprints and find evidence.
- Information used in court to decide whether someone is guilty or not.
- When you are not guilty of committing a crime.
- The place where trials take place.

/ 5 pt

Grammar

4. Look at the picture. In your notebook, write five sentences about what was happening in the street at 10.00 am yesterday. Use the *past continuous*.



- The sun/shine
- The girls/walk
- The police officers/run
- The thief/escape
- The woman/shout

/ 5 pt

5. In your notebook, choose the correct option and then answer the questions about the situation in activity 4.

- Were/Was the girls walking on the pavement?
- Was it rain/raining?
- What was the thief carry/carrying?
- What were/was the woman doing?

/ 4 pt

6. In your notebook, match the sentence halves.

- We were driving home last night
- While my neighbours were sleeping,
- When I saw the accident,
- A. I called the police and then I asked an adult for help.
- B. someone broke into their house.
- C. when we saw a group of vandals damaging a bus stop.

/ 3 pt

Listening

7. 6.12 **dictation** Listen to the recording. In your notebook, write down the six sentences.

/ 6 pt



Zadanie 1.

E 6.13 Usłyszysz dwukrotnie tekst. Na podstawie informacji z nagrania krótko odpowiedz na pytania (1.1.–1.3.). Zapisz odpowiedzi w zeszycie.

1.1. Why did the thieves dig a tunnel?



1.2. Why didn't the robbers go to prison when the police first arrested them?



1.3. Who helped the police find the criminals?



Zadanie 2.

E Uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego (2.1.–2.3.). Użyj wyrazów zapisanych wielkimi literami. Nie zmieniaj ich formy. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany. Zapisz odpowiedzi w zeszycie.

2.1. I was singing a song, and Liam was playing the guitar.

WHILE

Liam was playing the guitar a song.

2.2. We were waiting for the bus. Then it started to rain.

WHEN

We were waiting for the bus to rain.

2.3. The woman was cooking. The thief stole her jewellery.

WHILE

The thief stole her jewellery cooking.

Zadanie 3.

E Przeczytaj tekst. Uzupełnij luki w zdaniach (3.1.–3.3.) zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim. Zapisz odpowiedzi w zeszycie.

Mayaki Island Prison



Mayaki is a mysterious island in the middle of the Pacific Ocean. It was once a prison for very dangerous criminals. Most of prisoners were serving a life sentence.

Many prisoners tried to escape but, according to historians, they were all unsuccessful. Nowadays, it is possible to visit the island and listen to some exciting stories about the prisoners because it is a museum which attracts thousands of tourists every year.

3.1. Mayaki prison was only for people who serious crimes.

3.2. Many prisoners were .

3.3. Historians believe that nobody successfully from Mayaki.



Vocabulary tip

Odszukaj w internecie obrazek, na którym przedstawiono dany wyraz, lub stwórz w zeszycie własny słowniczek ze zdjęciami lub ilustracjami.



Lesson 1

accuse somebody of something – oskarżać kogoś o coś
arrest – aresztować
attack – atakować
burglar – włamywacz/włamywaczka
burglary – włamanie
commit a crime – popełniać przestępstwo
court – sąd
crime – przestępstwo
criminal – kryminalista/kryminalistka
fingerprint – odcisk palca
get caught – być złapanym/złapaną
go to prison – iść do więzienia
hacker – haker/hakerka
hacking – hakerstwo
kidnap – porywać
kidnapping – porwanie
kidnapper – porywacz/porywaczka
murder – morderstwo
murder/kill – zamordować/zabić
murderer – morderca/morderczyni
punish – karać
punishment – kara
shoplifter – złodziej sklepowy/złodziejka sklepowa
shoplifting – kradzież w sklepie
steal – kraść
shoplift – kraść w sklepie
vandal – wandal
vandalism – wandalizm

ADDITIONAL VOCABULARY

evidence – dowód
guilty – winny
innocent – niewinny
set fire to – podpalić coś, podłożyć ogień

Lesson 3

break into – włamywać się do
escape – uciekać
police officer – policjant/policjantka
robbery – napad, rabunek
thief/thieves – złodziej/złodziejka; złodzieje/złodziejki

Lesson 5

blackmail – szantażować
blackmailer – szantażysta/szantażystka
break the law – łamać prawo
find somebody guilty – uznać kogoś za winnego/winną
investigate – badać, prowadzić dochodzenie
judge – sędzia/sędzina
jury – ława przysięgłych
give somebody a prison sentence or a fine – skazać kogoś na więzienie lub grzywnę
lawyer – prawnik/prawniczka
theft – kradzież

Lesson 6

FUNCTIONAL LANGUAGE BOX

WARNINGS

1. **Be careful!** – Uważaj!
2. **Don't go swimming here!** – Nie pływaj tu!
3. **Look out!/Watch out!** – Uważaj!

FORBIDDING

4. **Don't be a bully!** – Nie dokuczaj!
5. **It's against the regulations/law.** – To jest wbrew przepisom/prawu.
6. **You aren't allowed to swim here.** – Tutaj nie wolno pływać.
7. **You cannot/can't play here.** – Nie możesz tu grać.
8. **You must not/mustn't break the regulations/law.** – Nie wolno łamać przepisów/prawa.

Our super world

Nagrania 7.1-7.4
 docwiczenia.pl
 Kod: U6136V



Lesson 1

Vocabulary and Listening



A



B



C



D



E



F

Vocabulary box

adventure holiday (sports) camp go sightseeing guest house landscape
 package holiday share a room single room sunbathe take photos trip visit (v)



1. **warm-up** Look at the photos (A–F).

*** Where do you like going on holiday? Which is your favourite kind of holiday?

2. In your notebook, match the words in the *Vocabulary box* with the photos (A–F). Translate all the words into Polish.

3. In your notebook, fill the gaps (1–4) with words in the *Vocabulary box*.



Dad: I prefer a **1** . Everything is so easy: there's a hotel, a swimming pool, and no cooking or walking!



Carlos: You can't have a **3** at a sports camp. There are always five or six people to a room.



Tim: I want to **2** with my sister. It is more fun. We can talk at night about what we did during the day.



Mum: Mike prefers a five-star hotel. But I prefer a **4** . It is always cheaper and also friendlier.

4. Listen to Mum talking about a family holiday. Which photos (A–F) on page 80 is she talking about?

5. Listen to the recording again. In your notebook, answer the questions (1–5).

1. What do the children like a lot?
2. How long does the sports camp last?
3. What does the whole family like doing?
4. Which city did they visit last year?
5. What is *El Solino*?

6. Ask and answer the questions (1–2) in pairs.

Example: A: *What's your favourite type of holidays? Why?*

B: *I love adventure holidays. It's always a lot of fun.*

1. What kind of activities do you like doing when you are on holiday?
2. What kind of holiday camp would be best for you? Why?

Vocabulary box

catch a (train) check in/out flight
get on/off land lorry luggage passport
plane scooter suitcase take off taxi tram

7. In your notebook, translate the words in the *Vocabulary box*.

8. In your notebook, fill the gaps with the words in the *Vocabulary box*.

1. A plane does this at the start and the end of its flight. First, it and later, it .
2. When a bus stops and the doors open, you can or .
3. It has two small wheels that make it easy to ride around the city. It is a .
4. The bags, suitcases, etc. that you keep your things in when travelling is your .

9. Listen to the recording. In your notebook, match the statements (A–C) with the speakers (1–3).

- A. My dad's favourite!
B. My little boy loves driving!
C. I love snow!

10. Listen to the recording again. In your notebook, complete the sentences.

1. My son is old and he loves riding his scooter every day.
2. My dad always packs our before the trip.
3. My dad always when the plane is taking off and landing. I always send these beautiful photos to my friends.
4. In the winter, we usually to the railway station. It's much faster than a bus.

11. Ask and answer the questions (1–3) in pairs.

Example: A: *What is your favourite form of transport? Why?*

B: *I like trams because I can get home faster than by bus.*

1. Where do you usually go for your summer holidays?
2. What do you usually do during your winter holidays?
3. What form of transport do you like most where you live? (trams, buses etc.)

Additional vocabulary

1. In your notebook, translate the words in the box into Polish.

delayed camper van boarding pass
laze around (phr v)



2. In your notebook, fill the gaps with the words and phrases in activity 1.

1. Six people can sleep in our .
2. Our flight is by five hours.
3. On holiday, I like to on the beach.
4. You have to show your three times at the airport.



Grammar box

Be going to

Konstrukcji **be going to** używamy do wyrażenia planów i zamiarów dotyczących przyszłości.

Twierdzenia: **I am going to read lots of books next year.**

Przeczenia: **We are not going to read lots of books next year.**

Pytania: **Are you going to read lots of books next year?**

Let's go to the seaside! 7.5

1.  Study the Grammar box.

2.  Read the conversation. In your notebook, answer the questions (1–4).

- Where is Benny going to travel to at the weekend?
- Where are Benny's family going to stay?
- What is he going to do for the whole weekend?
- What is Evie going to do at the weekend?

3.  In your notebook, fill the gaps with the correct form of the words in brackets.

- A: What are you going to do (do) at the weekend?
B: I  (visit) my grandparents.
- A: What  you  (do) this evening?
B: I  (go) to the cinema. I  (see) the new *Superpowers* film.
- A:  you  (meet) your friends on Friday evening?
B: Yes, we  (watch) our favourite films.

4.   In pairs, ask and answer the questions in activity 3.

Example: A: What are you going to do at the weekend?

B: I'm going to play chess.

5.  In your notebook, rewrite the sentences (1–2) using the words in bold.

Example: Are you planning to go by train?

Are you going to go by train? **GOING**

- I plan to do my homework this evening.
 this evening. **GOING**
- We are planning to meet at 6.30.
 meet at 6.30. **GOING**

6.   Play the Find Someone Who game.

Example: A: Are you going to watch TV this evening?

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

Find Someone Who Game

- Przerysuj tabelę do zeszytu.
- Zapytaj kolegę/koleżankę o wybraną aktywność z tabeli.
- Kiedy wybrana osoba odpowie twierdząco, zapisz jej imię na polu.
- Zwycięża ten, kto będzie mieć w każdym polu inne imię.

 go shopping at the weekend.

 visit your grandparents soon.

 take an exam soon.

 travel by plane this summer.

The adventure of a lifetime 7.6

I will never forget the day when my friend Adam told me about his plans to travel around the world after our final exams. I thought he was joking, but a few days later he bought a round-the-world plane ticket – he booked 12 flights to visit 11 countries on 5 continents, and all in 6 months! Then he helped me do the same! Amazing!

Today we are trekking in the jungle and, at the same time, we are learning lots about the ecology of the region from our Malaysian guide, Raman. Every day during this adventure we are learning something new. We sometimes experience problems while travelling, however. Last month, for example, we were visiting the beautiful Li River valley in China when we got lost. We didn't have a map or a guidebook with us, and there was no internet connection on our phones. Luckily, another tourist helped us. Next week we are going to fly to Australia.



- 1. warm-up** Which three countries would you like to visit most? Why? Discuss in pairs.
- 2.** In your notebook, match the words in the *Vocabulary box* with the pictures (A–C). There are two extra words.

Vocabulary box

book a flight camera camping guide (n)
guidebook map round the world tent
tourist trekking



- 3. 7.6** Read and listen to the text. In your notebook, choose the correct option. What type of text is it?
A. Alex's homework about his plans for the summer
B. A postcard from Alex to his friends
C. Alex's travel blog
- 4. E** Read the text again and, in your notebook, choose the correct option.
 - How many different countries are the boys going to visit?
A. six B. eleven C. twelve
 - What did they have with them on their trip to the valley in China?
A. a guidebook B. a map C. a phone
 - Where will Alex sleep in Australia?
A. in a tent B. at a hotel C. in a camper van
- 5. i** Work in pairs and play the *Around the World* game. Student A, follow the instructions on page 126; Student B, follow the instructions on page 128.

**Grammar box** Future simple (will)Czasu *future simple* używamy, gdy:

① wyrażamy opinię dotyczącą przyszłych wydarzeń.

*I think it **will** be a great day!*

② podejmujemy spontaniczną decyzję w chwili mówienia.

*I **will** book a boat trip.*

③ mówimy o wydarzeniach i faktach w przyszłości.

*My brother **will** be 12 next month.*

Twierdzenie:

*We **will** be late.*

Przeczenie:

*We **will not** be late.*

Pytanie:

Will** you be late?1. warm-up** Study the Grammar box.**Grammar tip**W języku mówionym *will* oraz *will not* najczęściej używamy w formie skróconej:*I'll have pizza for lunch.**We **won't** visit the castle.***2. Read the conversation. Answer True (T) or False (F) in your notebook.**

1. Tim and Anna will go for a walk. T/F
2. They'll have a journey on a boat. T/F
3. They'll go for a swim. T/F
4. They'll have lunch at home. T/F

3. In your notebook, fill the gaps (1–3) with *will* and the words in the box.

be go have pay

Where will you go?

- **Tim:** My friend, Anna, is going to visit us next weekend. Maybe we'll go to the town centre and do some sightseeing?
- **Josh:** Good idea. Where **will you go**?
- **Tim:** Hmm. First, we **will take** a walk along the river. I'll **book** a boat trip, too. And maybe we **will go** for a swim in the river later.
- **Josh:** But the water **will be** cold at this time of year.
- **Tim:** Good point. OK, so we **won't go** for a swim. But we'll go to the museum. Let me think ... we'll go for lunch at my favourite restaurant.
- **Josh:** Sounds like a busy morning!

A: Can I borrow £20? I'll pay you back tomorrow.

B: Sure. Here you are.

A: What are you going to eat?

B: I'm not sure. But I think I 1 a pizza.

A: Do you have any plans for the weekend?

B: I think the weather 2 nice, so maybe I 3 for a bike ride.**4. In your notebook, translate the words in brackets into English.**

1. I'm tired. I think, (*pójdę do łóżka*) in a few minutes.
2. It's a great film. (*Spodoba Ci się*) it.

5. Imagine you can go to any event, visit any country, eat anything you want and meet your favourite celebrity. Use the words in the box.

Example: A: Which sporting event will you go to?

B: I'll go to the Olympics. It'll be amazing.

sporting event/go to food/eat
country/visit celebrity/meet

**Vocabulary box**

change (trains) double room facilities ferry
make a reservation passenger platform
railway station see the sights ship
single room spectacular views stay at a hotel
ticket timetable tram travel voyage

1. warm-up Study the *Vocabulary box*.

... In pairs, ask one another about the meaning of the words. Use the wordlist on page 91.

2. 7.8 Read the texts (A–D) and answer the questions (1–2). Write the answers in your notebook. Listen and check.

1. What is unusual about hotels A, B and D?
2. Which hotel do you find most interesting?

Going Dutch!

The Netherlands is a small country, full of interesting places to visit. Are you planning a trip there? Then book one of these interesting hotels.

A The Crane Hotel

This hotel is in a crane!
There is only one *double room* with a bathroom. You'll get spectacular views of the *ships* as they are starting or ending their *voyage*.

**B The Boathouse Hotel**

See the sights of Amsterdam by staying on a *boat*.
The boathouse has also got *bicycles* that you can borrow.

**C The Dutch Houses Hotel**

This *hotel* is located near the *railway station*, its architecture is amazing. Excellent facilities include a swimming pool.

**3.** Read the texts again. In your notebook, put the words *in italics* into two categories: *accommodation* and *transport*.

Example: *Accommodation* (hotel, ...)

Vocabulary box

go abroad go by plane/car/bike go on foot
go on holiday go on a trip (to ...)
go to the mountains go to the seaside

4. In your notebook, use expressions from the *Vocabulary box* to rewrite the parts in brackets (1–3).

1. Isaac likes to (*travel to places like the Alps*) in the summertime.
2. This summer I plan to (*have a holiday in another country*).
3. What a lovely day! Let's (*have a day at the beach*).
4. Dad doesn't want to (*drive*) to Rome, he wants to (*fly*).
5. I really would like to (*visit for a short time*) Krakow.

5. In pairs, write some sentences about your holiday. Use the words from the *Vocabulary boxes* and the *going to* or *will* forms.**D The Tram Hotel**

Passengers don't *travel* anywhere on this *tram*. Instead of seats, there are four beds, a kitchen and a shower. Make a reservation as early as possible because this is very popular.



Lesson 6

Listening and Speaking

▶ Going on holiday

1. **warm-up** Where do you like going on holiday?
2. In your notebook, match the words in the box with the photos (A–D).

winter holiday beach holiday
cruise train journey

A



B



C



D



Functional language box

PLANS AND INTENTIONS

+ -ing

1. I am thinking about (going on holiday).
2. I am looking forward to

to + infinitive

3. I am planning to (go to ...)
4. I can't wait to
5. I hope/I am hoping to
6. I would like/I'd like to

3. **T 7.9** Listen to four people talking about their dream holiday. In your notebook, match the speakers (1–4) with the photos (A–D).

4. **E T 7.10** Listen again. In your notebook, answer the questions.

1. Which speaker wants to spend Christmas Eve in Miami?
2. Which speaker really wants to go skiing?
3. Which speaker dreams of a holiday on an island?

5. Study the *Functional language box*. In your notebook, match the sentence halves.

- | | |
|-------------------------------------|--|
| 1. My husband and I are planning to | A. forward to my summer holiday in Scotland. |
| 2. My family and I are hoping | B. stay at an expensive hotel. |
| 3. I am looking | C. wait to go skiing! |
| 4. I hope to see | D. about going to the mountains in Italy. |
| 5. We are thinking | E. some spectacular views of the Scottish mountains. |
| 6. I can't | F. to go on a winter holiday. |
| 7. She'd like to | G. take the children on a cruise. |

**Functional language tip**

Look forward to oznacza „z niecierpliwością czekać na coś lub kogoś”, „nie móc się doczekać”, np.:

I am looking forward to my holiday.

I am looking forward to going on holiday.

Pamiętaj, że po tym zwrocie używamy rzeczownika (*my holiday*) lub czasownika z końcówką *-ing*:

I am looking forward to going on holiday.

6. Work in pairs. In your notebook, complete the sentences (1–6).

1. I am looking forward ...
2. I hope ...
3. I can't wait ...
4. I am thinking about ...
5. I'd like ...
6. I am planning ...

7. Do the quiz in pairs. Choose A, B or C. Look at the answers on page 128.

Quiz

What's your dream holiday?

1

It is the start of the summer holidays. What are you most looking forward to?

- A. Hanging out with friends.
- B. Going on holiday to a new place.
- C. Staying in bed.

2

After a long train journey, you finally arrive at your hotel. What can't you wait to do?

- A. Go swimming in the swimming pool.
- B. Do some sightseeing.
- C. Watch TV in your room.

3

You are in Italy, and it is time for lunch. What are you planning to eat?

- A. Something from a food truck.
- B. Lunch at an Italian restaurant, of course.
- C. The kabanos that you packed in your suitcase.

4

You are taking a long flight to the USA. What are you going to do on the flight?

- A. Read a guidebook about America.
- B. Start writing a travel blog.
- C. Sleep.

5

Your parents have booked a cruise. Which activity are you hoping to do on the ship?

- A. Water sports.
- B. Cookery lessons.
- C. Playing video games.



Pocztówka



Hi Tim,

How are you? I'm on holiday in Tokyo and I'm having a great time.

The city is huge, and there are loads of things to see and do. Yesterday, for example, we went to the city centre and visited a fascinating restaurant with robot waiters. Unbelievable! Later today, we're going to visit The Digital Art Museum and Sensō-ji Temple! The weather is warm and sunny. I love everything about Japan, except the food. Sushi is not my favourite! At the moment, we are sitting outside a lovely café and looking at a crowded Japanese street. The people here are extremely polite and friendly.

See you soon. Take care.

Jake



Adresat

Wstęp

Rozwinięcie

Zakończenie

Podpis

1. **warm-up** Read the postcard. In your notebook, answer the questions (1–3).

- Where is Jake?
- What tourist attractions does Jake describe?
- What doesn't Jake like about Japan?

2. Read the text again and write the following in your notebook:

- Wstęp – 2 sentences
- Pogoda – 1 sentence
- Zakończenie – 2 sentences

3. In your notebook, complete the missing words (1–6) using your own ideas.

Hi Kate,

I'm on holiday 1 . Yesterday, we 2 .

The weather is 3 . The best thing here is/the best things are 4 .

At the moment, I'm 5 . I like/don't like food here because 6 .

See you soon,

Basia

4. Read the postcard. Complete the text with the phrases in the box.

Yesterday, we visited See you soon.
The weather is great. How are you?
I've also bought some souvenirs

Hi Jenny.

1 I'm having a fantastic holiday in Greece. We're staying at the seaside in a small town on Santorini. It's lovely!

2 It's hot and sunny, and the beaches are clean and sandy. 3 the old-fashioned village of Emporio. At the moment, we're sunbathing. 4 – a cap for you and a scarf for Susan. I'll be back next week.

5

Love,
Kate

Checklist

- ✓ Wiem, że pocztówka powinna być pisana językiem nieformalnym.
- ✓ Potrafię przekazać w pocztówce informacje o miejscu pobytu, pogodzie oraz sposobie spędzania czasu.
- ✓ Umiem pozdrowić adresata pocztówki.



Vocabulary

1. In your notebook, write the names of the different means of transport in the pictures (A–F).



/ 6 pt

2. Find the odd one out in each group. Write the answers in your notebook.

- river lake stream path
- platform train cave ticket
- valley airport flight plane
- excursion timetable trip voyage

/ 4 pt

3. Read the texts (1–3). In your notebook, match them with the words in the box.

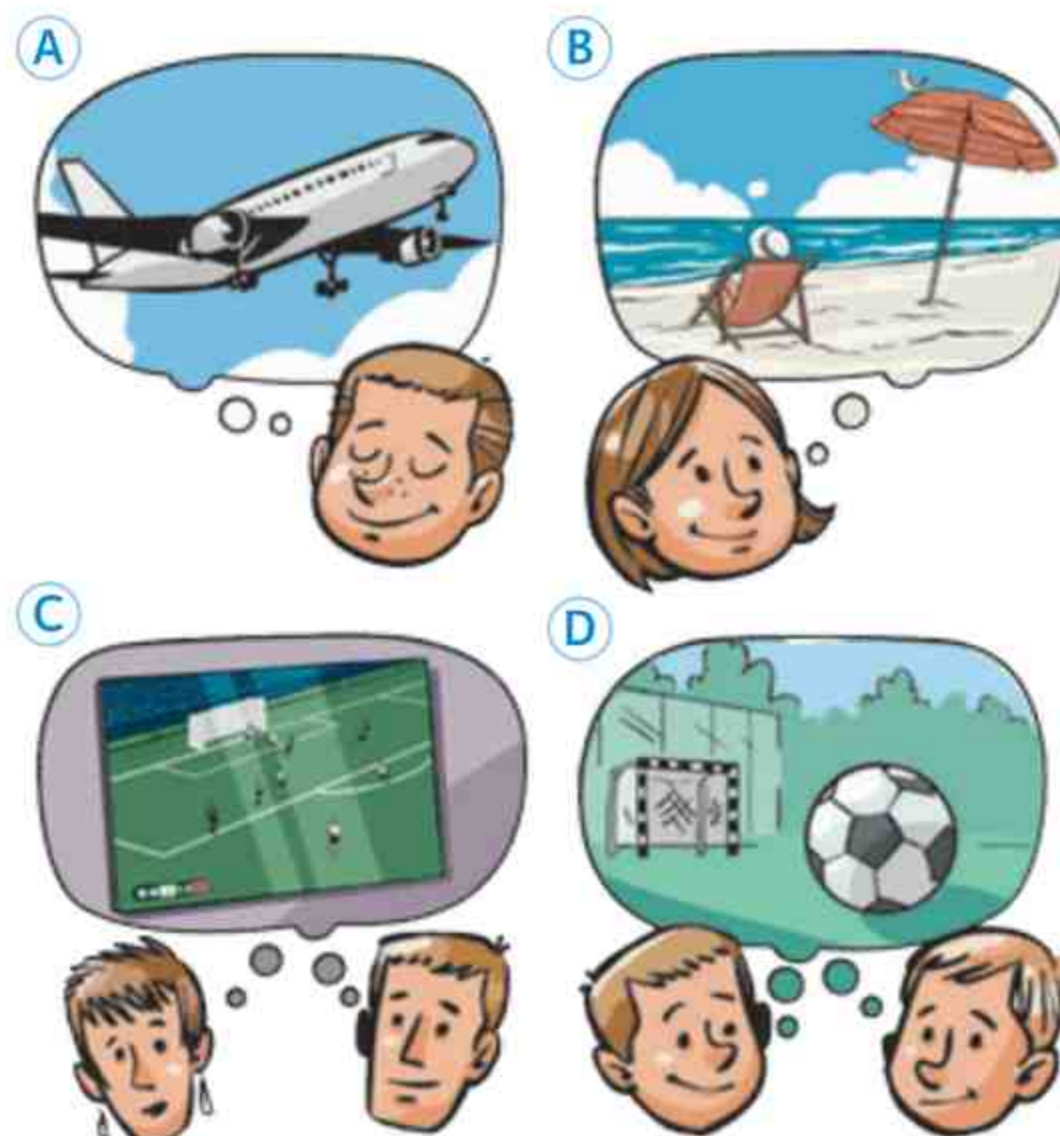
camping holiday
winter holiday package holiday

- Last year we went on this type of holiday for the first time. Everything was organised by the travel company, so we didn't have to worry about booking a hotel or buying any tickets. Next summer we will do the same.
- This year I'm going to go to the seaside for my summer holidays. I think I'll buy a tent and a sleeping bag and look for a quiet place to stay that's really close to nature. I'm looking forward to my holiday.
- Last week I bought a brand new snowboard and a pair of goggles. I can't wait to stand at the top of a snowy slope and snowboard down to the bottom. Obviously, I always remember to wear a helmet and knee pads.

/ 3 pt

Grammar

4. What are their holiday plans? Write your ideas in your notebook. Use *be going to*.



/ 4 pt

5. In your notebook, fill the gaps with the *future simple* form of the verbs in brackets.

- I'm sure I (take) a lot of pictures when I'm in the Sahara desert.
- Don't worry, I (not/forget) to bring the passports.
- Jane (be) 18 next month!
- (you/visit) me next summer?

/ 4 pt

6. In your notebook, choose the correct option.

- A. I promise I won't be late tomorrow.

B. I promise I'm not going to be late tomorrow.
- A. Look at the clouds. It's going to rain.

B. Look at the clouds. It will rain.
- A. What are you going to do this weekend?

B. What will you do this weekend?

/ 3 pt

Listening

7. 7.11 **dictation** Listen to the recording. In your notebook, write down the seven sentences.

/ 7 pt



Zadanie 1.

E Przeczytaj tekst. Na podstawie informacji zawartych w tekście z podanych odpowiedzi wybierz właściwą. Zakreśl literę: A, B albo C. Zapisz odpowiedzi w zeszycie.

CAMPING HOLIDAYS



Sleeping in a tent and mosquitoes – these are two of the things that usually come to mind when we think about camping. However, most modern campsites offer a lot more than just a place to make a fire and sing along to a guitar. People often call this glamping – a modern way of camping but more comfortable and that usually offers more facilities such as internet access, clean and modern bathrooms, and cooking areas. You can also stay in a comfortable mobile home with two bedrooms, a bathroom inside and a patio, with a table and chairs where you can relax or sunbathe for the whole day.

In some places you can rent an electric scooter or a bike, too. If you want to stay in a tent, however, make sure you take a sleeping bag, towels and any other essential pieces of equipment with you. You can easily find campsites in most countries, so what are you waiting for?

- 1.1. At most modern campsites you will have a chance to
- A. book a double room.
 - B. surf the internet.
 - C. buy an electric scooter.

- 1.2. Staying in a tent means that you need to take with you.

- A. many things
- B. a bike
- C. an electric scooter

- 1.3. If you want to see the sights, you may want to

- A. take your sleeping bag with you.
- B. rent a bicycle or a scooter.
- C. buy a camera.

Zadanie 2.

E 7.12 Usłyszysz dwukrotnie trzy wypowiedzi na temat podróży różnymi środkami transportu. Na podstawie informacji z nagrania dopasuj do każdej wypowiedzi (2.1.–2.3.) właściwe zdanie (A–C). Zapisz odpowiedzi w zeszycie.

This speaker:

- A. is going to spend a lot of time travelling to his/her destination.
- B. will travel by two means of transport during his/her holiday.
- C. is going to take some pictures.

2.1.	2.2.	2.3.

Zadanie 3.

E Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- 3.1. Excuse me, is it possible to (zamówić taksówkę) from the hotel to the airport?
- 3.2. The bus is late again. I know! I (pojadę) tram to school!
- 3.3. First, we must (zameldować się) at the hotel, so have your documents ready.



Vocabulary tip

Pamiętasz, jak się uczyć nowych słówek za pomocą fiszek?

1. Wytnij fiszki.
2. Czytaj słówka po polsku, przypominając sobie ich odpowiedniki po angielsku.
3. Do każdej grupy dodaj własne fiszki – pokoloruj je i podpisz.
4. Przyklej fiszki w różnych miejscach w domu.
5. Pokoloruj każdą z fiszek według kodu kolorystycznego, np. zielony – to już umiem, niebieski – jeszcze tego nie umiem.

Lesson 1

adventure holiday – aktywne wczasy
(sports) camp – obóz (sportowy)
catch a (train) – łapać (pociąg)
check in/out – meldować się/
wymeldować się
flight – lot
get on/off – wsiadać, wysiadać
go sightseeing – zwiedzać
guest house – pensjonat
land – lądować
lorry – ciężarówka
luggage – bagaż
package holiday – wczasy
zorganizowane
passport – paszport
scooter – skuter, hulajnoga
share a room – dzielić pokój
single room – pokój jednoosobowy
sunbathe – opalać się
take off – startować (o samolocie)
take photos – robić zdjęcia
taxi – taksówka
trip – wycieczka
visit – odwiedzać, zwiedzać

ADDITIONAL VOCABULARY

boarding pass – karta pokładowa
camper van – samochód
kempingowy
delayed – opóźniony
laze around – lenić się

Lesson 3

book a flight – rezerwować lot
camera – aparat fotograficzny
camping – spanie pod namiotem;
biwakowanie
guide (n) – przewodnik/
przewodniczka
guidebook – przewodnik (książka)
map – mapa
round the world – dookoła świata
tent – namiot
tourist – turysta/turystka
trekking – piesza wędrówka

Lesson 5

change (trains) – przesiadać się
double room – pokój dwuosobowy
(z jednym dużym łóżkiem lub dwoma
pojedynczymi)
facilities – udogodnienia; obiekty;
sprzęt
ferry – prom
go abroad – jechać za granicę
go by car/bike – jechać
samochodem/rowerem
go by plane – lecieć samolotem
go on foot – iść na piechotę
go on holiday – jechać na wakacje
go on a trip (to..) – jechać na
wycieczkę (do)
go to the mountains/seaside –
jechać w góry/nad morze

make a reservation – rezerwować
passenger – pasażer/pasażerka
platform – peron
railway station – dworzec kolejowy
see the sights – zwiedzać; oglądać
widoki
ship – statek
spectacular views – wspaniałe
widoki
stay at a hotel – zatrzymać się
w hotelu
ticket – bilet
timetable – rozkład jazdy/lotów
travel – podróż; podróżować
voyage – podróż statkiem

Lesson 6

FUNCTIONAL LANGUAGE PLANS AND INTENTIONS + -ing

1. **I am thinking about (going on holiday).** – Myślę o/Planuję (pojechać na wakacje).
2. **I am looking forward to –**
Nie mogę się doczekać żeby/na

to + infinitive

3. **I am planning to** – Planuję
4. **I can't wait to** – Nie mogę się doczekać
5. **I hope/I am hoping to** – Mam nadzieję, że
6. **I would like/I'd like to** – Chciałbym/chciałabym, żeby

Closer

Holiday time again!

Lesson 1

Listening and Speaking

Nagrania 8.1–8.3
docwiczenia.pl
Kod: U6G8RW



1. **warm-up** In your notebook, match the definitions (1–7) with the words below. There are three extra words.

Example: a small yellow and white flower – daisy

- It's green and it's a type of food for horses, sheep and cows.
- It's a form of transport with two wheels that you stand on.
- It usually has four wheels and can be carried or pulled.
- You invite them to a party, for example.
- It is harmful to the environment.
- A big tropical fruit.
- It's a form of transport that can carry a lot of passengers at the same time.

pollution
second-hand
change
daisy
date
grass
snack
guests
scooter
pineapple
tram
suitcase

2. **👤👤** On a piece of paper draw pictures of the things you like about holidays. Guess what your classmate is drawing.

3. In your notebook, match the words in the box with the photos. There are two extra words.

DIY store train
headache blow out candles
package holiday wedding

A



B



C



D



Just say it! Game

- Zagrajcie w parach lub małych grupach. Będziecie potrzebować kostki i pionków.
- Gracz, który wyrzuci najwięcej oczek, rozpoczyna grę.
- Gracz przesuwa się o liczbę oczek, którą wyrzucił.
- Po stanięciu na danym polu ułóżcie zdanie z zapisanym na nim wyrazem tak, aby było dla Was prawdziwe, np.: *I love riding my skateboard.*
- Jeżeli nauczyciel uzna odpowiedź za poprawną, zostajecie na polu. Jeżeli odpowiedź będzie błędna, tracicie kolejkę.
- Wygrywa ten, kto jako pierwszy przejdzie planszę i dotrze do pola *Finish*.

4. **8.1** **E** Listen to three people talking about their holidays. In your notebook, match the photos (A–D) with the speakers (1–3). There is one extra photo.

A



B



C



D



1.	2.	3.



Listening tip

Zawsze słuchaj nagrania dwa razy. Słuchanie po raz pierwszy służy zrozumieniu ogólnego sensu nagrania. Słuchając po raz drugi, możesz odpowiadać na pytania i wyszukiwać konkretne informacje.

5. **8.2** Listen again. In your notebook, answer the questions (1–6).

- Who is going to the mountains with Jack?
- What is Jack going to have in the garden?
- What kind of holiday did Robert go on last year?
- What kind of holiday is Robert going on this year?
- What is *Les Arcades*?
- What does Stella's mum say about going shopping?

6. **8.2** In pairs, ask and answer the questions (1–4).

Example: A: *Would you like to go to Paris?*
B: *Yes, it's one of my dreams to go to Paris.*

- Do you like going shopping while on holiday? Why/Why not?
- Where does your family like to go on holiday?
- Do you prefer summer or winter holidays? Why?
- What are your summer holiday plans for this year?

7. **8.3** **dictation** Listen to the recording. In your notebook, write down the seven sentences that you hear.

8. **8.3** Play the *Just say it!* game.

Start!

1

favourite food

2

favourite celebration

3

interesting shops

4

hanging out

5

places to eat

11

symptoms

10

Poland

9

travel

8

healthy life

7

geography

6

healthy food

12

friends

13

types of crime

14

Easter and Christmas

15

shopping for clothes

16

money

Finish!

The best time of the year 8.4

1 Hello! What are your plans for the summer?

Well, I'm going to read lots of books. I always read a lot in the summer. It's the best time of the year.

Cool! How many books will you read?

2 Well, if you read quickly, you read lots of books. I think I'll read more than a hundred. Next page!

And I'm writing the music for an album at the moment. I started last summer, but I still need some more songs. Let's rock!

Great! You're the coolest musician I know!

3 And I was looking out of my window yesterday when I decided that I want to explore the city more. I'll write a blog about all my adventures.

And I'm going to have a typical summer: plant some trees and help to save the planet! Enjoy your summer everyone!

- 1. warm-up** What are your holiday plans?
... Use *I am going to* or the *present continuous*.

- 2**  Read the conversation. Answer the questions (1–4) in your notebook.

Who is going to ...

- explore a city?
- read lots of books?
- write the music for an album?
- plant lots of trees?

- 3.** Answer True (T) or False (F) and correct any false sentences in your notebook.

- Benny will read a thousand books. T/F
- Evie started writing for her album last year. T/F
- Will was looking out of his window yesterday. T/F
- Meg is going to do something different this summer. T/F

- 4.** In your notebook, choose the correct option.

- Do you go usually/usually go to the seaside during the summer?
- What did you do/you did last summer?
- What's most/the most interesting city in your country?
- What was/were you doing this time last year?
- Are/Is you going to go on holiday this summer?
- Will this summer be best/better than last summer?

- 5.**   Play the *Holidays ahead* game.

Holidays ahead Game

- Przerysuj tabelę do zeszytu.
- Zadaj koledze/koleżance pytanie zgodnie z informacjami z tabeli, np.: *Have you got any friends in another country?*
- Kiedy wybrana osoba odpowie twierdząco, np.: *Yes, I do.*, zapisz jej imię.
- Zwycięża ten, kto będzie mieć w każdym polu inne imię.
- Zwycięzca/Zwycięzcy opowiada klasie, czego się dowiedział/dowiedziała o innych, np.: *Bartek has got some friends in other countries.*

 has got some friends in other countries.

 is going to stay in Poland all summer.

 went horse riding last summer.

 sometimes goes camping.

 never goes camping.

 is going to read 10 books this summer.



Really? I didn't know that! 8.5

- 1 5% of the world's population live in the USA, but the USA makes 30% of the world's rubbish. Walk 1km along a busy road in the USA, and you will see around 1,000 items of litter!
- 2 Supermarkets put expensive products on the middle shelves so we can see them easily when we are shopping. Cheaper things are on the top or bottom shelves.
- 3 John Dillinger committed lots of crimes in the 1930's. He robbed shops, banks and even two police stations. He escaped from prison twice and actually had an operation to change his appearance.
- 4 You probably know that every human has their own unique fingerprint. But did you know that every dog has its own nose print? No two dogs have the same.
- 5 In 1996, the King of Brunei had a very expensive 50th birthday party. It cost \$27 million. The guests enjoyed a military parade, a dinner party and a pop concert.



3. To each group of words (1–5) add one missing word. The first letter is given.

1. event festival celebration p (special occasions)
2. add boil cook p (verbs we use when cooking)
3. blood heart muscles l (parts of the body)
4. map guidebook camera t (things we take on holiday)
5. thief criminal pickpocket r (people who break the law)

4. 8.5 Listen and read the text *Really? I didn't know that!* Match the pictures A–E with the texts in 1–5.5. Play the *Tic-tac-toe* game.

Tic-tac-toe Game

Zagrajcie w grę *Tic-tac-toe*.

1. Przeczytajcie tekst w ćwiczeniu 4 jeszcze raz.
2. Odpowiadajcie na pytania.
3. Narysujcie tabelę w zeszycie.
4. Uczeń A rysuje kółko, a uczeń B – krzyżyk.
5. Na zmianę wybierajcie pola z pytaniami.
6. Wygrywa ten, kto zaznaczy 3 poprawne odpowiedzi w rzędzie.

1. True or false?
Dogs don't have the same fingerprints.

4. True or false?
John Dillinger never went to prison for his crimes.

7. True or false?
The people who had an invitation to a party in Brunei listened to music.

2. True or false?
Look up (or down) if you want to pay less in a supermarket.

5. True or false?
The Queen of Brunei had a very expensive 50th birthday party.

8. True or false?
Busy streets in America are usually very dirty.

3. True or false?
America makes 5% of the world's rubbish.

6. True or false?
The King of Brunei celebrates important birthdays with a parade.

9. True or false?
John Dillinger stole from different types of places.

Lesson 4

Grammar

Nagranie 8.6
docwiczenia.pl
Kod: U6DABM



- warm-up** Where did you go on holiday last summer? Use the *past simple*.
- 8.6** Read the conversation. In your notebook, fill the gaps with the words in the box. Listen and check.

any going more too went
don't 'll much some

Plans for the summer **8.6**



- **Oscar:** Have you got any plans for the summer?
 - **David:** Yes, we're **1** to go to the UK for our summer holidays.
 - **Oscar:** Cool! I'm sure you'll have a great time. I **2** there last year. We went to London and to Edinburgh, in Scotland. Edinburgh was great, but I thought London was **3** interesting! Scotland was **4** cold for me! Which places are you going to visit in the UK?
 - **David:** Well, London, of course, for a few days. I would like to stay for longer, but we don't have **5** time. My parents want to see **6** other places too. I'm afraid it can become boring.
 - **Oscar:** Hey, **7** think that! Be more positive! You **8** have a great time. And the best thing is that you can practise speaking English!
- In your notebook, answer the questions (1–5).
 - Which city did Oscar prefer: London or Edinburgh?
 - What was the weather like in Scotland?
 - How long is David going to be in London for?
 - Is David looking forward to his holiday in the UK?
 - Does Oscar think David will have a good time?

- In your notebook, finish the sentences so that they are true for you.

- This summer I am going to .
- This summer I am not going to .
- Last summer I .
- This year I will .
- This year I won't .
- In August I am going to .

- Work in pairs. Compare your sentences in activity 4. How similar/different are they?**

Example: *This summer I am going to visit my grandparents', but my friend Anna is going to go camping.*

- Play the Be creative game.**

Be creative Game

- Zagrajcie w parach lub małych grupach. Będziecie potrzebować kostki i pionków.
- Rzucajcie kostką. Ten, kto wyrzuci największą liczbę oczek, rozpoczyna grę.
- Kolejny ruch zależy od pola, na którym znajdzie się pionek.
- Jeśli poprawnie dokończysz zdanie, zostajesz na polu.
- Jeśli popełnisz błąd, cofasz się o dwa pola.
- Wygrywa ten, kto jako pierwszy przejdzie planszę i dotrze do pola *Finish*.

START	The best time of the day is ...	I haven't got any ...
FINISH		Yesterday I ...
At the moment I'm ...		I need some ...
... is better than ...		... is bigger than ...
In the summer I'm going to ...		I've got a few ...
I haven't got many ...		... is more interesting than ...
If you work hard, you ...		Next weekend I think I'll ...
I never ...	I haven't got much ...	I think I will ...

Lesson 5

Vocabulary and Grammar

1. **warm-up** Read the text. In your notebook, write words and expressions in the text that mean:

powietrze plaża wybrzeże spotykać się z kimś
jechać nad morze spędzać czas z kimś wyspa
jedzenie na wynos podróżować

A very British summer

When the sun is shining, British people love to go to the seaside to get some sea air. It is a great place to get together with your family or hang out with your friends. Great Britain is an island, and its coast is about 18,000km long. This means that nobody has to travel very far to get to a beach. On a nice day, people like to eat strawberries and cream or buy an ice cream from an ice cream van ... and, of course, we shouldn't forget about the traditional takeaway of fish and chips.



2. In your notebook, choose the correct option.

My trip to a safari park

Thousands of tourists 1 visit/are visiting Longleat safari park every year. Last year I went there with my father. When we 2 travelled/were travelling around in a specially designed safari car, we 3 saw/were seeing lots of animals from many different parts of the world. I really loved seeing the giraffes and monkeys. There are warning signs everywhere, however. Signs like "You 4 mustn't/may get out of your car." or "Some of these animals are meat-eaters and they are extremely dangerous. They 5 are able/might attack you." There was one moment when some monkeys were jumping angrily on our car. Dad and I looked at 6 ourselves/each other. He didn't know what to do. It was pretty scary! I hope that we 7 will/am going to go there again this summer!



3. Fill the gaps with the words in the box. Write the answers in your notebook.

anniversary discount biscuits
ingredients occasions trip

Special offer: Get a 20% 1 on online cooking lessons with a famous British TV chef. Learn to make delicious cakes and 2 from all over Great Britain: *Welsh cakes*, *Scottish shortbread* and *English Victoria sponge cake*.



Every recipe only uses simple 3 like butter, eggs and flour. These desserts are perfect for special 4 such as a birthday or an 5, but you can also take them with you when you go somewhere on a 6.

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

are did do is many much should were

- What your favourite hobby?
- How hours a week do you spend keeping fit?
- you always eat healthy food?
- At what age you start doing sport?
- What you doing at 4pm last Saturday?
- What young people do to be good at a sport? Do you have any advice?
- Where you going to go on holiday this year?

5. **Work in pairs. Make an interview with a famous sports personality. Use the questions in activity 4 and your own ideas.**

Lesson 6

Listening and Speaking

▶ Reuse, recycle! Let's go around again!

1. **warm-up** Name five things that we can recycle.
2. In your notebook, match the words in the box with the photographs (A–D).

piggy bank for saving money plant pot
boat bird feeder

A



B



C



D



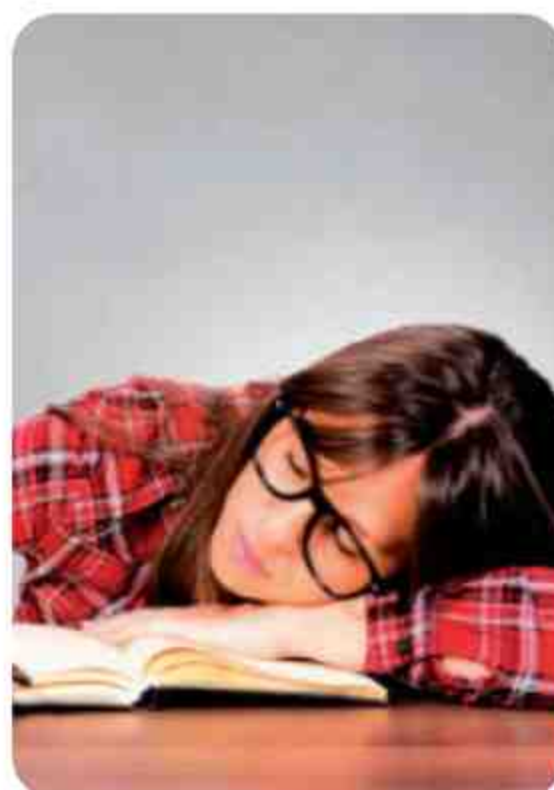
3. **8.7** Listen to four dialogues. Match the conversations (1–4) with the photographs (A–D). Write the answers in your notebook.
4. **8.8** Listen again. In your notebook, match each recording (1–4) with the description (A–D).
- A. Someone is asking another person for help.
 - B. Someone is giving a warning and forbidding an activity.
 - C. Someone is asking for advice.
 - D. Someone is asking for and giving an opinion.

1.	2.	3.	4.

5. **8.9** Discuss in pairs. What is happening in each photograph?

Example: A: In picture 1 there is a young woman.
B: She is sleeping.

1



2



3



4



5



6





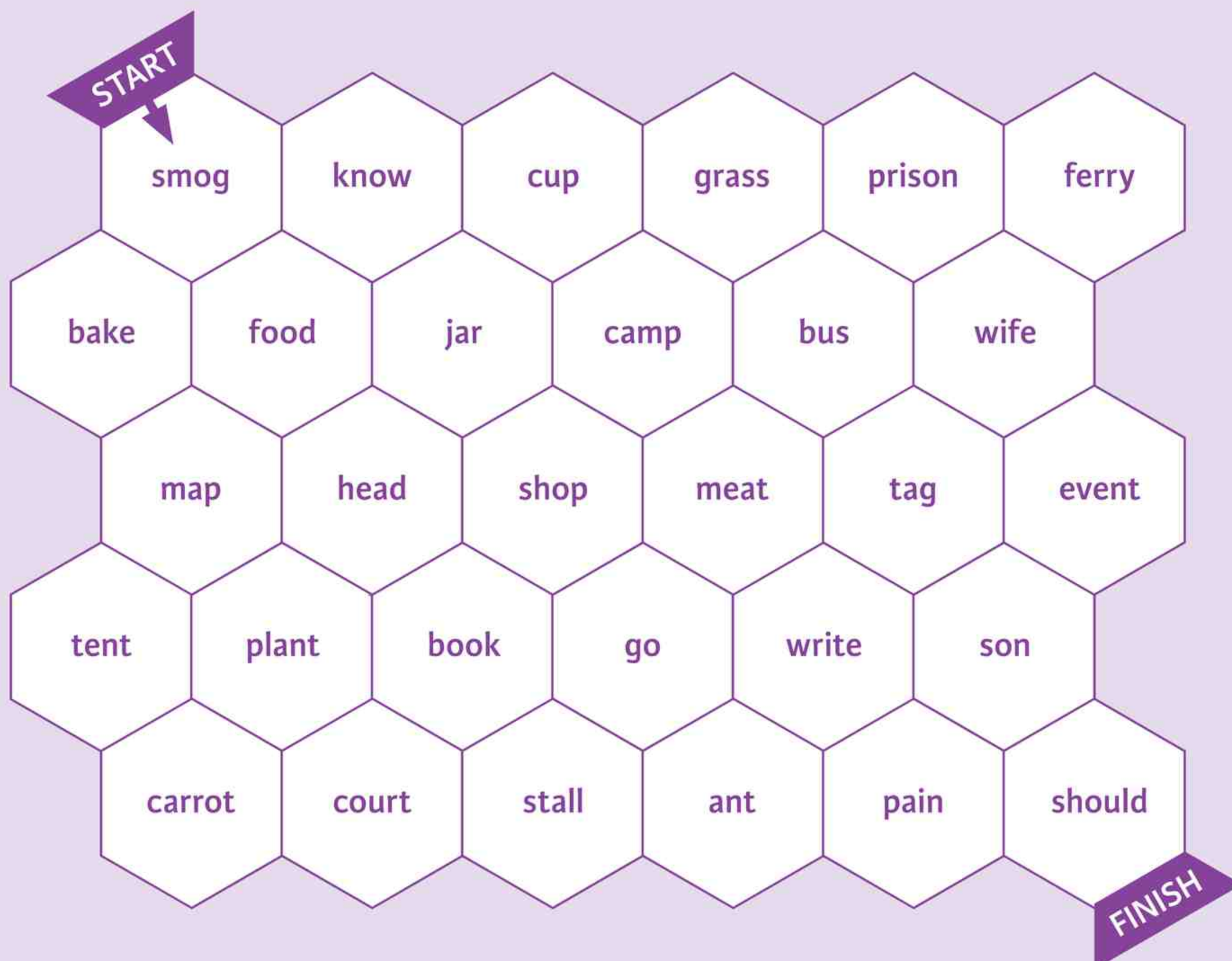
6. Match the two parts of six short dialogues.
... Then match the dialogues with the photographs in activity 5.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. I think that these jeans are too loose. 2. I feel tired all the time. What should I do? 3. Congratulations on winning the cooking competition! 4. Do you prefer a skiing holiday or a beach holiday? 5. Be careful! It's hot today! Take lots of water with you! 6. I am looking forward to your birthday party on Friday! | <ol style="list-style-type: none"> A. Why don't you go see the doctor? B. I agree. I'll ask the shop assistant for a smaller size. C. I can't wait! We are going to have so much fun. D. Thank you very much. I just love baking cakes! E. I would rather have a holiday at a hotel near the sea. F. Yes, you're right! We mustn't forget to drink plenty in the jungle. |
|--|--|

Find your way... Game

7. Find your way through the maze from **START** to **FINISH** by thinking of a word that rhymes with the words in the maze. You can go in any direction. Tip: if you can't think of a rhyming word, go a different way.

Example: *smog – dog, know – go*



Lesson 7

Writing

Hi Jon,
How are things? I am writing to let you know that I was in Green Forest yesterday.

I was walking with my parents, and we saw that the forest was full of rubbish. There were bottles, plastic bags and even tyres! It looked terrible. I was really shocked.

I hope we can organise a group of people and clean up the rubbish, but we will need lots of help. Can we talk about it at school? Will you help me?

Let me know,
Matthew

PS Forest picnic photo attached.



1. Read the email. Answer the questions (1–3) in your notebook.

1. Where was Matthew the day before?
2. What did he see there?
3. What does he want to do?

2. Read the email again. In your notebook, fill the gaps (1–5).

Hi Matthew,
Thank you for the email. I was also in **1** recently. I saw the rubbish you wrote about. I like the idea that we should **2** the forest. We can ask our geography **3** to help us. I think that our parents and **4** can help out as well. My sister said: I will help you!
See you tomorrow at **5**!
Jon

Adresat

Wstęp

Rozwinięcie

Zakończenie

Podpis

3.  Work in pairs and brainstorm ideas about a campaign called “Clean Green Forest!” What could Jon and Matthew do to make the campaign a success? Write your ideas in your notebook.

Example: tell people about the problem

4. In your notebook, draw a poster for the campaign. Use the ideas from this lesson.

Clean Green Forest!

The forest is **1**.

We would like to ask you to help us **2**.

When? 5th July (Monday), 5pm

3? The forest car park at

Who? We invite **4**.

Take some **5**.

Will you **6**?

Matthew, Jon and Friends





Vocabulary

1. Match each phrase in the box with the photos (1–4). Write the answers in your notebook.

drink lemonade eat ice cream
read a lot of books ride a bike

①



②



③



④



2. In your notebook, do the *First aid* quiz to find out what type of holiday is the best for you. Check your answers.

First aid Quiz

- Where do you like to stay when you go on holiday?
 - in a hotel
 - it doesn't matter
 - in a tent
- What are your favourite views?
 - sea and sand
 - mountain views
 - countryside and forest
- What do you like doing on holiday?
 - sunbathing
 - trying out new activities
 - making campfires
- What do you usually pack for your holidays?
 - sunglasses
 - a helmet
 - a raincoat
- What is the most important aspect of being on holiday?
 - relaxing
 - being active
 - getting back to nature

Mostly A: – A beach holiday is the best choice for you!
Mostly B: – An adventure holiday is your ideal choice.
Mostly C: – A camping holiday in the middle of nowhere is what you should try for your next holiday.

3. Look at the photos (1–4). In your notebook, write what Harry did last summer in France. Use *past simple* forms of the phrases in the box.

buy some souvenirs swim in a swimming pool
stay in a tent travel by bus play football

Example: Last summer Harry stayed in a tent.



①



②



③



④



4. In your notebook, write about your dream holiday. Use your ideas to finish sentences (1–4).

- I want to go to
- I'm going to go with
- I'm going to travel by
- I'm going to stay in

5. 8.9 Read the postcard and, in your notebook, fill the gaps (1–5) with the words in the box. Listen and check.

hotel spectacular sunbathing time weather

Hi Kate,
I'm on holiday at the seaside. I'm having a great 1 here. The 2 is beautiful as it's really hot and sunny. I'm staying at a small 3 near the beach. The views from the window are 4, but I don't spend much time in my hotel room. I'm swimming in the sea and 5 a lot. Tomorrow I'm going to try windsurfing.
See you soon,
Eve



Unit 1

The world of nature

1. In your notebook, match the words (1–5) with the photos (A–E).

1. beaver 2. tobogganing 3. maple leaf 4. moose 5. lacrosse

2. Read the blog and answer the questions (1–4).

Write the answers in your notebook.

- Name the two cities described in the text.
- Name two natural wonders described in the text.



- Where might you meet a grizzly bear?
- Where can you try French food?

Blog

July 1st

It's my first day here in Canada. I'm in Toronto, and our hotel is close to the mega-tall CN Tower. Toronto is huge, as many as 3 million people live here. Later today we are going to go see the parade at Rogers Centre, which is celebrating Canada Day. People like to wear national symbols, so I expect to see things like beavers and maple leaves, and everything is red and white. I'm wearing a T-shirt with a picture of a moose on it! It'll be quite a day! The city is too crowded for me, however. No wonder the inhabitants call it Smog Town.

July 3rd

I'm really excited today! Niagara Falls – here I come! Formed in the Ice Age, they are the largest waterfalls in Canada. I must take lots of pictures. Later on we are having a game of lacrosse with some Canadian kids. Not a bad day at all!

July 7th

Leaving for Banff National Park. There are 48 national

parks in Canada, but this one is the oldest. In Banff you can go hiking or canoeing, but in winter you can also do lots of sports, things like skiing, snowboarding or tobogganing. My friends say there is some amazing wildlife to see there, but grizzly bears can get really close, so you have to be careful. I think I'm going to enjoy this trip more than staying in a big city.

July 12th

Time for Quebec. This is the province of Canada where a large number of people have French heritage, so they speak French and follow French traditions. We're staying in the most amazing hotel. It's called the Chateau Fontenac and it really looks like a castle. Maybe we can try eating some of the specialities? Poutine, for example, is served with chips, gravy and cheese, and Tourtiere is a meat pie ... On second thoughts, I think my number one choice is pancakes with maple syrup!

July 14th

Time to go home. Canada is worth visiting again ...

3. Listen to a podcast on Canada. Which information (1–6) are they talking about? Write the answers in your notebook.

- | | |
|---------------|-------------|
| 1. location | 4. wildlife |
| 2. size | 5. language |
| 3. population | 6. food |

4. Listen again. In your notebook, answer the questions (1–5).

- What is the largest city in Canada?
- How many national parks are there?
- What are the official languages in Canada?
- How many people live there?
- Can you list the different names for things in Canada?



Native American traditions

1. In your notebook, match the words (A–E) with their definitions (1–5).

1. a group of people, often families, who live together, speak the same language and share the same culture and traditions
2. a type of plant whose leaves are used in cooking and medicine
3. a musical instrument played by hitting it with the hands or a stick
4. a small, coloured, often round piece of plastic, wood or glass, with a hole through it
5. the non-physical aspect of a person

A. herb B. spirit C. drum D. tribe E. bead

2. Read the text. In your notebook, choose the correct option.

- A. The text is about the history of Native Americans.
- B. The text is about how Native Americans celebrate in November.
- C. The text is about the languages Native Americans speak.

3. Read the text again. Decide if the sentences are True (T) or False (F). Correct any false sentences. Write the answers in your notebook.

1. Native American Heritage Month is in November. T/F
2. All Native Americans speak the same language. T/F
3. The Chillbrook celebration lasts four weeks. T/F
4. In a drum circle only men can beat the drums. T/F
5. The Navajo bake their frybreads like pizza. T/F

4. Listen and answer the questions (1–3) in your notebook.

1. Where are they?
2. What does Jacob think about the project?
3. What does Benji like most?

Project

Przygotujcie plakat poświęcony rdzennym mieszkańcom Ameryki Północnej.

The Chillbrook Youth Centre presents

Native American Heritage Month

There are about 570 different Native American tribes in America, and they each have their own history and language. They also have laws which tell them how to live in harmony with nature and other people. Traditionally, tribes have different clothes and symbols, but there are many traditions that they share.



November is the time to remember Native Americans: past and present.

Come to see the old rituals, dances, costumes, medicine and food.

Programme:

Sunday, November 2nd
– Old rituals

Drum circle – a rhythmic beating of the drums. It represents the heartbeat of Mother Earth, brings together members of different tribes, and also unites the spirit with the mind and the body. Men do the drumming; women join in by singing!

Sunday, November 9th –
Traditional food

Frybread – a large piece of fried dough. You may want to learn how to prepare this old Navajo recipe and take some home with you. Don't you think it looks a bit like pizza?

Sunday, November 16th
– Dancing

Pow-wow dancing – dance and drum music. In the past it was a celebration of life or of success in hunting or in battle.

Sunday, November 23rd
– Clothing and accessories

Traditional clothes and ornaments – their meaning and how to make them.

Try on the clothes of the Native American chiefs and learn about the beaded belts – wampums.

Sunday, November 30th
– Preparing for winter

Rolling in the snow – Practising survival skills. Good training for the mind, body and spirit before winter comes.

Oxford – visiting the city and doing some shopping

1. In your notebook, translate the phrases into Polish. Discuss which of the activities (1–6) you can do in Oxford.

- visiting a museum
- visiting second-hand shops
- sailing on a lake
- exploring a castle
- following a treasure map
- going on a guided city tour

2. Read Keira's blog. In your notebook, answer the questions (1–5).

- Who did Keira call before going to Oxford?
- What places did Keira visit in Oxford?
- Did Keira swim in the River Thames?
- Did Keira do any shopping?
- What is her advice to readers who are planning to visit Oxford?

3. In your notebook, complete the sentences with information from Keira's blog.

- The most popular means of transport for students in Oxford is .
- The Bodleian Library is part of .
- Lewis Carroll was .
- Unique Creations is .
- Oxford is located on the River .
- A boat which you use standing up is called .

Project

Przygotujcie plakat poświęcony znanej osobie, która studiowała na Uniwersytecie w Oxfordzie..

Blog

Keira's Trips

Hi!

Do you know anything about Oxford? Well, two days ago I went there for the first time.

I enjoyed my visit. I liked the atmosphere of a university town. In Oxford, for example, there were loads of students on bicycles, and there seemed like there was a different college in every street.

I called the city's tourist information service first to get some advice, and a nice guy suggested I go on a guided tour of the city. It was really interesting.

For a start, I saw the inside of some very old university buildings: Christ Church and the Bodleian Library. I listened to some funny stories about Lewis Carroll, Tolkien and C.S. Lewis, who are just some of the famous writers who've studied there.

Afterwards, I really needed some rest, so I found a cool place called Unique Creations. It's a café, but you can also paint your own ceramics there.

Finally, I went to look at the River Thames. There were plenty of people relaxing on boats, but I saw one elderly man actually standing up on one. The boat he was on is called a punt, and if you want to get anywhere, you have to stand up and push it along with a long pole. The man I saw was unlucky because he suddenly fell into the water. What a nightmare! Anyway, lots of people ran to rescue him!

In the afternoon, I went shopping. I wanted to buy some second-hand clothes, but there are more second-hand bookshops than anything else. That wasn't a big surprise! Finally, I bought myself a nice T-shirt and a vintage hat.

Going to Oxford was a nice experience, but one day is not long enough. If you want to see more than I did, book a place in a hostel for a week 😊.





The Superpowered people

1.  Read the characteristics of a good school friend and try to agree on the order of importance.
... Compare your list with the rest of the group. Which three features are most popular in your class?

good looking funny fit helpful smart reliable generous ambitious outgoing brave

2.  9.4 Read and listen to the dialogue and decide which things they like most about Martin. Choose words from the list in activity 1.

The new boy in the class 9.4

- **Sara:** What do you think of that new boy in our class?
- **Peter:** Martin? I think he's all right. But it must be a bit hard for him having to move around in a wheelchair ...
- **Sara:** Yeah, I agree. I can't imagine what it must be like to be ... what's the word? ... disabled?
- **Peter:** But he can go everywhere we go, can't he? After all, there is a lift at our school, and we can always help if he needs any.
- **Sara:** But I think he wants to show everyone he can manage without any help. Like, when I hold the door open for him, or I want to bring him something, he keeps saying, 'Thanks, but I can do it on my own! I'm alright!'
- **Peter:** He's tough. And he often laughs at his situation. He's got a fantastic sense of humour! I mean, he jokes all the time, so it's fun to be with him. And he's very clever too. Yesterday, for example, there was a maths problem that no one could solve, and he did it in no time.
- **Sara:** But he didn't let us look over his shoulder, did he? I think what he said was, "I'm not going to let you copy just like that. Let's meet after the class, and I'll show you some cool maths tricks, so that you'll understand better!"
- **Peter:** I think he'll be all right here. He's already a really good friend.



3.  Read the blog post. In your notebook, fill the gaps with the words in the box.

basketball books health special arms sport

Blog

1. This blog is about **1**  people.
2. I really appreciate people who can do something special, especially when they have serious **2**  problems, but still break records in sport or become famous scientists, writers or artists.
3. For example, I've read about painters who were born with no arms. They could paint, write and do many other things using their legs instead of their **3** .
4. There are also scientists with disabilities who teach and write popular **4**  on science, even though they are seriously ill, use a wheelchair, or have other serious conditions.
5. And people with disabilities who want to break a record in the world of **5**  now have their own version of the Olympic games. They train at volleyball, **6** , running or doing the high jump. How do they manage? There are two important factors: optimism and lots of hard work.

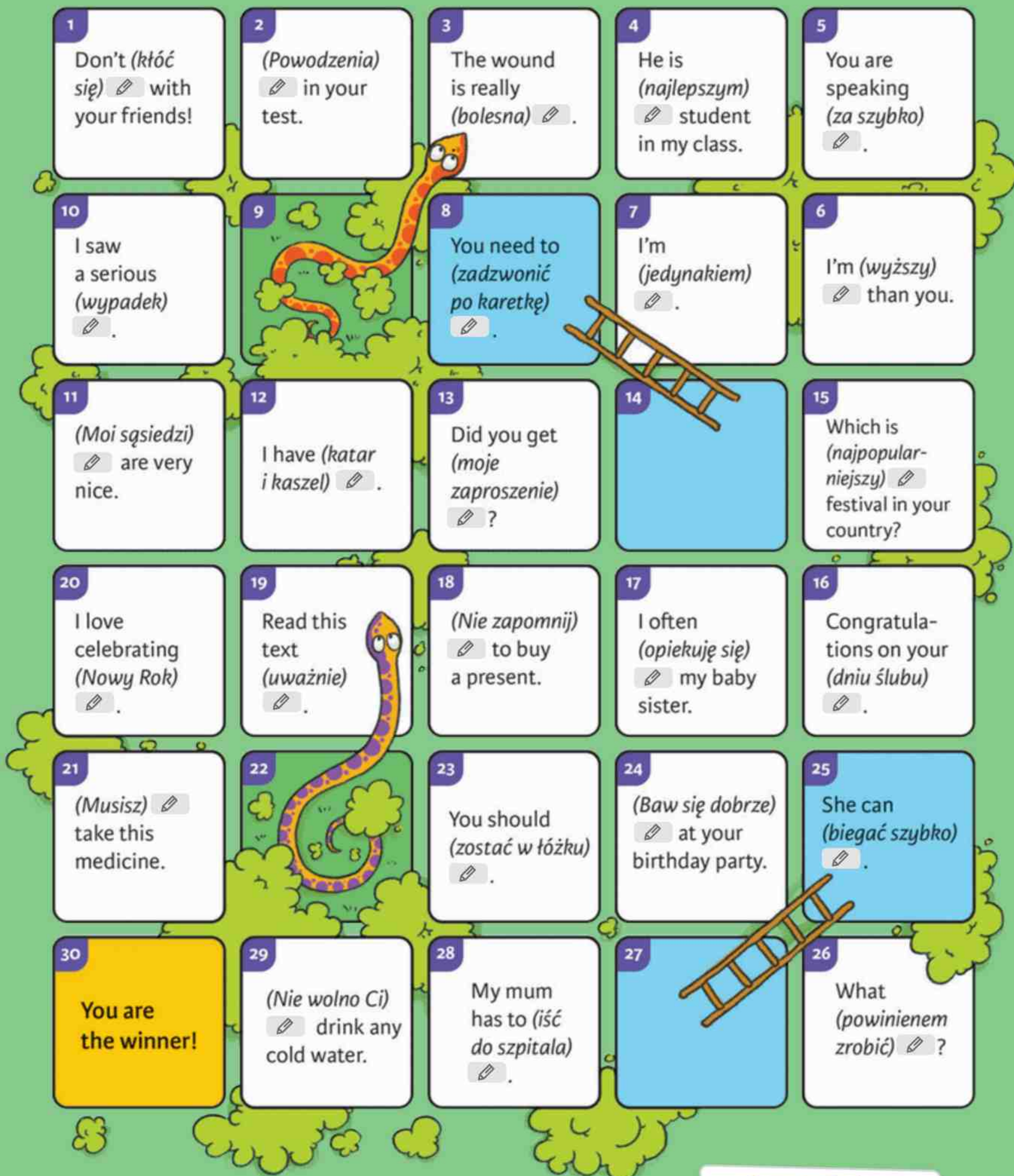


 Zagrajcie w grę. Rzucajcie kostką. Osoba, która wyrzuci największą liczbę oczek, zaczyna. Wykonujcie polecenia, na polach z rysunkami podajcie nazwy zilustrowanych w języku angielskim. Niech wygra najlepszy.



Review | Units 3–4

 Zagrajcie w grę. Zaczynicie od rzutu kostką. Przesuńcie pionek na właściwe pole i uzupełnijcie zdanie. Jeśli staniecie na polu z wężem, musicie się cofnąć na wskazane miejsce, a gdy traficie na pole z drabiną, przesuńcie się do przodu.



1 Don't (kłóć się)  with your friends!	2 (Powodzenia)  in your test.	3 The wound is really (bolesna)  .	4 He is (najlepszym)  student in my class.	5 You are speaking (za szybko)  .
10 I saw a serious (wypadek)  .	9 	8 You need to (zadzwoić po karetkę)  .	7 I'm (jedynakiem)  .	6 I'm (wyższy)  than you.
11 (Moi sąsiedzi)  are very nice.	12 I have (katar i kaszel)  .	13 Did you get (moje zaproszenie)  .	14 	15 Which is (najpopularniejszy)  festival in your country?
20 I love celebrating (Nowy Rok)  .	19 Read this text (uważnie)  .	18 (Nie zapomnij)  to buy a present.	17 I often (opiekuję się)  my baby sister.	16 Congratulations on your (dniu ślubu)  .
21 (Musisz)  take this medicine.	22 	23 You should (zostać w łóżku)  .	24 (Baw się dobrze)  at your birthday party.	25 She can (biegać szybko)  .
30 You are the winner!	29 (Nie wolno Ci)  drink any cold water.	28 My mum has to (iść do szpitala)  .	27 	26 What (powinienem zrobić)  .



Review | Units 5–6

 Zagrajcie w grę. Zaczynicie od rzutu kostką. Przesuwajcie pionek na właściwe pola i wykonajcie zadania.

Start

1  He is a s  a .

2  It is called a p  s .

3  These are c .

4 What can you buy at a butcher's?

5  This place is a p .

6  I  (go) to the shopping centre yesterday.

7 She was/were at a car wash yesterday.

8 Someone who steals from a shop is called a s .

9 Did you make/made a shopping list?

10 You aren't allowed to stay here. Go back three spaces.

11  This is called a b .

12 We  (buy) this house a year ago.

13 Someone who destroys things is called a v .

14 I didn't play/played football in the park at the weekend.

15  He is a t .

16 What were you doing two hours ago?

17  She is a j .

18 What can you buy at a stationery shop?

19  He is a p  o .

20  These are called f .

21 The opposite of innocent is g .

22 When I came home, my mum  (cook) dinner.

23  It is called a c  m .

Finish



Review | Units 7–8

 Zagrajcie w grę w grupach. Potrzebujecie pionków i kostki. Przesuwajcie pionek na kolejne pola i wykonujcie zadania.

START

1 Where did you go on your last holiday?

2 Name three things people usually pack to take on holiday.

3 You're looking for a campsite. Go forward three spaces.

4  w 

5 You have to change trains. Miss a turn.

6 Name five means of transport.

7  s  s

8 How often do you go on holiday?

9 Which is your favourite: a desert or a forest? Why?

10  i  d

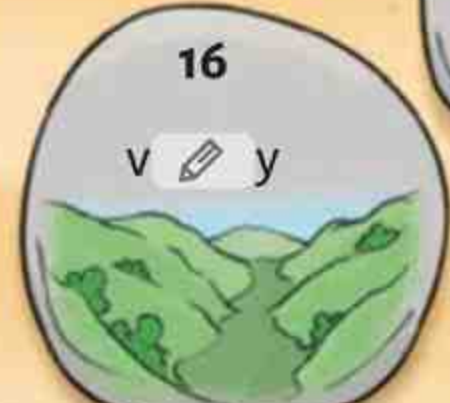
11 You're buying souvenirs. Miss a turn.

12 You check-in early. Go forward five spaces.

13  b  k

14 Were you in the mountains last year?

15 Your flight is delayed. Go back three spaces.

16  v  y

17 Name four things you always take with you on holiday.

18 Where would you spend your dream holiday?

19 What are you going to do this summer?

20  b  h

21 You are sunbathing. Miss a turn.

22 What's the most interesting city in Poland?

23  l  e

24 You have to throw a six to finish the game.

ENJOY YOUR HOLIDAY








Projects

Project 1: Animal shelter

Potrzebujecie:

- duży arkusz brystolu (format A5) • kartkę formatu A4 • nożyczki • klej • kredki lub flamastry
- drukarkę • komputer z dostępem do internetu

Wykonajcie plakat prezentujący wybrane schronisko dla bezdomnych zwierząt. Wybierzcie jednego psa lub kota i stwórzcie zachęcający do jego adopcji opis, który można umieścić w mediach społecznościowych.

1. W parach lub grupach zbierzcie informacje o schronisku znajdującym się w waszym regionie. Przygotujcie krótki opis, kierując się pytaniami:

- *Where is it?*
- *What animals live there?*
- *How do people take care of them?*
- *What can we do to help?*

2. Wyszukajcie na stronie internetowej schroniska wybranego psa lub kota, który – Waszym zdaniem – najbardziej potrzebuje pomocy i stwórzcie jego opis po angielsku. Zamieśćcie w nim informacje o wieku, wyglądzie, temperamencie i trybie życia zwierzęcia oraz o warunkach, jakich potrzebuje. Użyjcie takich zwrotów, jak: *name, age, likes, needs*. Obok tekstu możecie wkleić zdjęcie zwierzątka wydrukowane ze strony schroniska.

3. Zawieście plakaty i opisy na szkolnym korytarzu.



Project 2: A Party to Remember

Potrzebujecie:

- kartkę formatu A4 • nożyczki • klej • papier kolorowy • kredki lub flamastry

Wykonajcie zaproszenie na przyjęcie.

1. Ustalcie, z jakiej okazji jest organizowana impreza (*Birthday, New Year's Eve, Halloween, etc.*).
2. Zdecydujcie, jakie obowiązują stroje (*casual or formal clothes, costumes*).
3. Wymyślcie odpowiednie menu.
4. Zaplanujcie przebieg spotkania i atrakcje dla uczestników (*We are going to dance, play games, watch films, listen to music etc.*).
5. Przekażcie niezbędne informacje na temat przyjęcia: czas, miejsce.
6. Przyozdóbcie zaproszenie tak, żeby było atrakcyjne wizualnie.



Project 3: How to Stay Healthy?

Potrzebujecie:

duży arkusz brystolu (format A5) • nożyczki • klej • flamastry • kolorowe czasopisma związane z tematyką zdrowia • komputer z dostępem do internetu • drukarkę

Wykonajcie plakat wspierający prowadzoną w Waszej szkole kampanię zachęcającą do prowadzenia zdrowego trybu życia.

1. Sporządźcie listę czynników, które najbardziej szkodzą zdrowiu. Zastanówcie się, na które z nich macie wpływ. Poszukajcie odpowiedzi na pytania:
 - *How do you spend your free time?*
 - *What food do you eat most often?*
 - *Do you get enough sleep and exercise?*
 - *How do you protect yourself from infections?*
2. Omówcie, w jaki sposób możecie lepiej zadbać o swój stan fizyczny i unikać zachorowań. Przygotujcie listę zaleceń.
3. Wybierzcie jeden z omówionych wcześniej problemów i wykonajcie plakat na jego temat. Plakat można powiesić na korytarzu bądź w klasie.



Project 4: Famous detective

Potrzebujecie:

komputer z dostępem do internetu • drukarkę

Przygotujecie prezentację multimedialną na temat znanego detektywa.

1. Wybierzcie bohatera waszej prezentacji. Może być to postać autentyczna lub występująca w książce, filmie, komiksie albo serialu.
2. Sporządźcie notatkę na temat tej postaci, uwzględniając:
 - imię, nazwisko, pseudonim bohatera (*His/Her name was ...*)
 - kraj pochodzenia (*He/She lived in ... He/She came from ...*)
 - czasy, w jakich detektyw działał (*The detective was famous in the 19th century*)
 - sprawy, którymi się zajmował (*He/She dealt with murders, thefts, ...*)
3. Użyjcie ilustracji lub zdjęć rekwizytów, które pomogą zobrazować wybranego detektywa (kapelusz, okulary, szkło powiększające, itp.).
4. Wybierzcie jedną ze spraw prowadzonych przez detektywa i opiszcie jej przebieg. Opowieść zilustrujcie za pomocą pokazu slajdów.



Writing Bank

Unit 1

Wpis na blogu

Blog to dziennik publikowany w internecie przez autora/autorkę.

The diagram shows a blog post titled "My rainbow snake" with the following content:

My rainbow snake

Hello Folks ,

Nice to see you all here. I'm sure you love animals, so I want to tell you about my unusual pet.

I've got a rainbow snake.

My snake's name is Sleepyhead because it loves doing absolutely nothing except sleeping. However, when it moves, it looks amazing. It's very colourful – its skin is red with dark blue zigzags. It's fantastic to watch. My snake comes from South America, it's quite small and never aggressive. It likes places that are warm and quiet. I only feed it once a week. Sleepyhead isn't big, it's about 60 centimetres long, but it can live for almost 20 years.

Do you have an unusual pet? A spider or e a mouse? Tell me all about them. Please, leave a comment.

Keep calm and see you soon,

Jake

Labels on the right side of the diagram:

- Tytuł
- Powitanie
- Wstęp
- Rozwinięcie
- Zakończenie

- 1 Przywitaj się z czytelnikami, np. : *Nice to see you here!, How's it going, guys?, How is it going my lovely friends?, Hello Folks, Hi guys!*
- 2 Napisz, czego będzie dotyczył Twój wpis na blogu, np. : *Today I want to tell you about ..., I'm writing this entry to tell you about ..., I am writing to tell you ..., Today's entry is about ..., I think/In my opinion ...*
- 3 Poproś o komentarz, np.: *What do you think about ... , What's your opinion on this?, See you next time!, Leave a comment!*
- 4 Zakończ swój wpis, np.: *Keep calm and see you soon, That's all for today!, Thanks for visiting my blog!, Take care*
- 5 Podpisz się pod tekstem, np.: *Jake*

Ogłoszenie

Ogłoszenie jest krótką formą, w której autor/autorka przekazuje do publicznej wiadomości określone informacje. Ogłoszenie powinno być zwięzłe i treściwe – czyli zawierać tylko niezbędne informacje, np. o wydarzeniu, jego charakterze, miejscu i czasie oraz sposobie kontaktu dla zainteresowanych.

Online announcements
14 may 16:20

Amazing Dumplings

Dumpling Workshop for Mother's Day
(see note below)

There is no better Polish food than dumplings.

Want to learn how to make delicious dumplings, just like your grandma does?

Come to our workshop, and learn how to prepare great pastry (see note below) and get some secret recipes for the filling.

The workshop takes place on 25 MAY
from 8 am to 3 pm at school

Call Mr. Swan on [452584566](tel:452584566)
or email Sam at sam@cookingclasses.com

Make some dumplings for Mother's Day!

Like it Comment Share

Nagłówek

Treść ogłoszenia

Informacje kontaktowe

- 1 Zachęć odbiorców ogłoszenia, używając bezkoliczników, np.: *Come to... !, Make ...!*
- 2 Poinformuj o miejscu wydarzenia, np.: *The workshop takes place on ...*
- 3 Podaj dane kontaktowe, np.: *Call ... or email ...*

Zaproszenie

Zaproszenie jest popularną formą pisemną. Wysyłasz je do znajomych lub widzisz je w gazetach oraz w mediach społecznościowych. Zaproszenie może dotyczyć nie tylko ważnych uroczystości, jak urodziny czy ślub, lecz także interesujących wydarzeń, wystaw czy koncertów.

Dear Friends, _____

Please come and join Tom and Sara for a garden party.

The party will take place on Sunday, 20th April in the Smith's back garden. To get there, take a number 10 bus in the town centre and hop off at the 3rd stop. It will start at 6 pm and finish late.

Lots of fun, singing and dancing. Delicious food and a karaoke contest for the children.

Dress code – spring fashions.

Let us know if you're coming. RSVP to Tom and Sara at tomandsara@gardenparty.com

Can't wait to see you!

Jane _____

Adresat

Informacje o wydarzeniu

Zakończenie

Podpis

- 1 Napisz, do kogo skierowane jest zaproszenie, np.: *Dear Friends ...*, *Dear Jane ...*
- 2 Określ, czego dotyczy zaproszenie, np.: *Please come and join Tom and Sara for a garden party.*
- 3 Podaj szczegóły dotyczące wydarzenia, np.: *The party will take place on Sunday, 20th April at Smith's garden., It will start at 6 pm and last till late.*
- 4 Pożegnaj się, np.: *Can't wait to see you!*, *See you there.*, *Hope to see you there!*
- 5 Zakończ ogłoszenie podpisem, np.: *Jane*

Email (list prywatny)

Email nieformalny (list prywatny) jest obecnie jedną z najpopularniejszych form pisemnych. Może być skierowany do rówieśników, rodziców lub członków rodziny albo innych osób.

Hi Jane, _____

How are you? Thank you for your email. I'm writing to tell you that Kasia won't be coming to our meeting on Saturday. She is sick, so must stay at home.

She has runny nose and a sore throat. She is taking painkillers, however.

That's all for now. I can't wait to see you on Saturday. Perhaps Kasia will take part online if she feels a bit better.

Say hello to your parents.

Love, Julia _____

Adresat

Wstęp

Rozwinięcie

Zakończenie

Podpis

- 1 Rozpocznij od przywitania się, np.: *Hi ..., Dear ..., Hello ...*
- 2 Zapytaj o samopoczucie osoby, do której piszesz list, np.: *How are you?, What's up?*
- 3 Napisz, czego będzie dotyczył Twój e-mail, np.: *I'm writing to tell you about ..., I want to tell you about ...*
- 4 Umieść zwrot pożegalny, np.: *Love!, That's all (for now)., Say hello to your parents.*
- 5 Podpisz się, np.: *Julia*

Notatka

Notatka jest zwięzłą formą pisemną, w której przekazujesz adresatowi ważne informacje. Zwróć uwagę na to, że w zasadzie notatkami posługujemy się codziennie – pisząc do kolegów, koleżanek czy rodziców.

Jake, _____

I have to stay at work until 7 pm. Please text Mum and let her know. Make sure you do your homework and help your sister with hers.

There is a shopping list on the table. Remember to buy a newspaper for Grandpa and pick up a parcel for Grandma from the post office.

Make sure you take Sammy for a walk and don't forget to clean your bedroom. Can you also call Mr Smith to order a cake for Mum's birthday?

Text me if you have any questions.

Thanks, Dad _____

Adresat

Wstęp

Rozwinięcie

Podpis

- 1 Przywitaj się, np.: *Hi ..., Dear ...*
- 2 Napisz, jaki jest powód pisania notatki, np.: *I can't make it., I'm going to be late., I have to/had to ..., I would like to ask you about ...*
- 3 Opisz swoją prośbę, np.: *Text Mum ..., Make sure ..., Remember to ...*
- 4 Zakończ notatkę odpowiednim zwrotem, np.: *Many thanks ..., Take care ..., Love ..., Thank you!, Call me!*
- 5 Podpisz się, np.: *Dad, Jane*

Historyjka

Historyjka jest krótką formą pisemną, w której opowiadamy o różnych, np. śmiesznych, poważnych, niebezpiecznych sytuacjach. W historyjce występuje narrator, czyli osoba opowiadająca o danym wydarzeniu.

I want to tell you a story about something that happened about two years ago. I was on a trip with my friends at the time. We were in Gdańsk. It is one of the most beautiful cities in Poland. I wanted to see it at night.

The old town was amazing. There were many beautiful old buildings, narrow streets and small courtyards. Suddenly, however, I saw a strange-looking man. He was wearing a hat and sunglasses. I noticed that he was trying to grab the wallets from people's handbags and backpacks. I felt scared when he looked at me. I turned around and told my friend about him. We started to look for a police officer. We didn't want him to get away with theft. Finally, we found one, who arrested the man while he was stealing a phone from my friend's pocket.

We were very scared but proud at the same time. We should always be extra careful in crowded places and keep an eye on our belongings at all times.

Wstęp

Rozwinięcie

Zakończenie



- 1 Napisz zachęcający wstęp, np.: *One day ...*, *It all started/happened ...*, *When I was a child ...*
- 2 Opisz wydarzenia po kolei, używając odpowiednich zwrotów, np.: *At first ...*, *First and then ...*, *Suddenly ...*, *When/While ...*, *Finally/In the end ...*
- 3 Zakończ historyjkę puentą albo ogólną refleksją, np.: *It was the most important lesson in my life ...*, *It was the best/the worst day ...*

Pocztówka

Pocztówka jest krótką, nieformalną formą pisemną. Najczęściej wysyła się pocztówki z wakacji. Z reguły zawierają one informacje o miejscu pobytu, pogodzie i atrakcjach, z których korzysta nadawca.

Adresat

Hi Tim,

How are you? I'm having a great time in Spain. We're staying at my aunt's house in Madrid. I love it here. The city is amazing, and the people are really friendly. There are a lot of things to see here.

Yesterday, for example, we walked around the city centre and visited the Plaza de la Cibeles, which has a beautiful fountain. It was the best day of my life!

Tomorrow we're going to the world-famous football stadium. I'm so excited because I will probably see my favorite football team there. At the moment, my parents are enjoying a traditional Spanish lunch, and I'm writing some postcards. The weather is good. Today is a bit cloudy, but it's still warm.

I'll be back on Sunday. I can't wait to see you and tell you all about Spain. How are your holidays going?

See you soon,

Peter



Wstęp

Rozwinięcie

Zakończenie

Podpis



- 1 Przywitaj się, np.: *Hi ...*, *Hello ...*
- 2 Napisz, gdzie jesteś, np.: *I'm spending my holidays in the mountains/at the seaside/in the countryside.*, *I'm on holidays in ...*
- 3 Opisz pogodę, np.: *The weather is horrible/fine/lovely.*, *It's sunny/warm/hot/cold.*, *It's raining/snowing.*
- 4 Zakończ pocztówkę zwrotem pożegnalnym, np.: *Wish you were here.*, *I hope to see you soon.*, *How about your holidays?*
- 5 Podpisz się, np.: *Peter*

Grammar Bank

Unit 1

Present simple

Czasu teraźniejszego **present simple** używamy do mówienia o faktach, zwyczajach i czynnościach powtarzających się w teraźniejszości, np.:

We often help our mother. (czynność, która się powtarza)

The Earth goes round the Sun. (fakt)



Grammar tip

Określenia czasu typowe dla *present simple* to:
never/hardly ever/seldom/rarely/sometimes/often/usually/always.

Grammar box Present simple

(+) Twierdzenie	<i>I/You/We/They often eat bananas. He/She/It eats bananas.</i>
(-) Przeczenie	<i>I/You/We/They do not (don't) eat bananas. He/She/It does not (doesn't) eat bananas.</i>
(?) Pytanie	<i>Do I/you/we/they eat bananas? Does he/she/it eat bananas?</i>

Present continuous

Czasu teraźniejszego **present continuous** używamy do opisywania tego, co się dzieje w danej chwili; oraz do mówienia o sytuacjach, które są tymczasowe, np.:

I am planting a tree now. (sytuacja dziejąca się w tej chwili)

They are cycling a lot these days. (sytuacja tymczasowa)



Grammar tip

Określenia czasu typowe dla *present continuous* to: *now/at the moment/these days/nowadays.*

Grammar box Present continuous

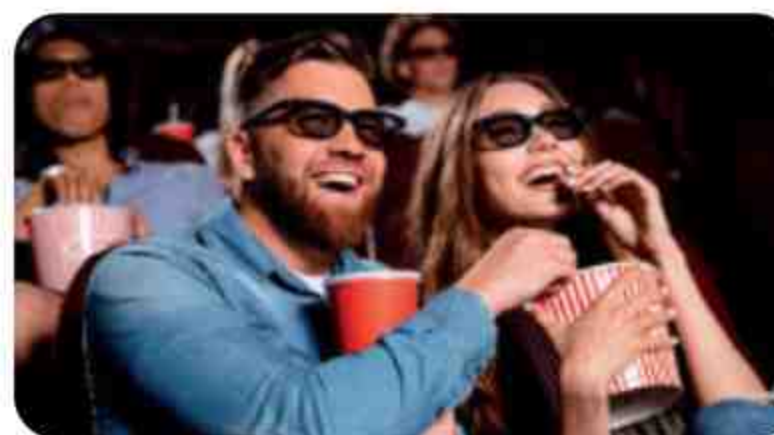
(+) Twierdzenie	<i>I am drinking water. You/We/They are drinking water. She/He/It is drinking water.</i>
(-) Przeczenie	<i>I am not ('m not) drinking water. You/We/They are not (aren't) drinking water. She/He/It is not (isn't) drinking water.</i>
(?) Pytanie	<i>Am I drinking water? Are you/we/they drinking water? Is he/she/it drinking water?</i>

Grammar activities

1. Uzupełnij zdania (1–5) czasownikami z nawiasów w czasach *present simple* lub *present continuous*. Zapisz odpowiedzi w zeszycie.

- We often (clean) our room.
- (she/live) in Warsaw?
- They (not/dance) now.
- What (you/do) at the moment?
- Sam (not/always/buy) plastic bags.

2. Spójrz na zdjęcie i wpisz w luki (1–7) czasowniki w *present simple* lub *present continuous*. Zapisz odpowiedzi w zeszycie.



A man and a woman **1** (sit) in the cinema. They **2** (watch) a good film. They **3** (smile) because the film is funny. They often **4** (go) to the cinema – usually twice a month. They **5** (like) comedies and fantasy films. In the picture they **6** (wear) glasses because it's a 3D film. **7** (you/often/watch) 3D films?

Unit 2

Rzeczowniki policzalne i niepoliczalne

Rzeczowniki policzalne możemy policzyć. Występują one w liczbie pojedynczej i mnogiej, np.: *an apple – two apples*.

Rzeczowników niepoliczalnych nie można policzyć bez dodania do nich słów typu: paczka, butelka, kilogram itp. Występują tylko w liczbie pojedynczej. Zazwyczaj określają produkty żywnościowe: płynne (np.: woda) lub sypkie (np.: mąka) oraz abstrakcyjne – takie jak uczucia (np.: radość).

Grammar box Rzeczowniki policzalne i niepoliczalne

Rzeczowniki policzalne	Rzeczowniki niepoliczalne
many – dużo, wiele <i>There aren't many biscuits in the cupboard.</i>	much – dużo, wiele <i>There isn't much sugar in my tea.</i>
a few – kilka <i>I've got a few pineapples in my basket.</i>	a little – trochę <i>Is there a little water in the glass?</i>
a lot of – mnóstwo, dużo, wiele <i>There are a lot of ingredients in the salad.</i>	a lot of – mnóstwo, dużo, wiele <i>We have got a lot of cheese.</i>

Some, any, no, every

Some i any używamy z rzeczownikami policzalnymi w liczbie mnogiej oraz z rzeczownikami niepoliczalnymi, np.: *some apples, some water*. **Some** oznacza kilka, trochę i używamy tego słowa w zdaniach twierdzących, np.: *There is some milk in the fridge*. **Any** używamy w zdaniach przeczących w znaczeniu *żadne* oraz w zdaniach pytających w znaczeniu *jakieś*, np.: *There isn't any milk in the fridge*.

No oznacza *żadne* i występuje w zdaniu twierdzącym. Pamiętaj o zasadzie pojedynczego przeczenia, np.: *There is no milk in the fridge. There isn't no milk in the fridge*.

Every to każdy. To słowo występuje tylko z rzeczownikami policzalnymi w liczbie pojedynczej, zarówno w zdaniach twierdzących, przeczących jak i pytających, np.: *There is a table for every person*.

Grammar activities

1. Przetłumacz fragmenty zdań w nawiasach na język angielski. Zapisz odpowiedzi w zeszycie.

1. There are a (*kilka marchewek*) in the soup.
2. We are peeling (*mnóstwo jabłek*) for our apple pie.
3. Have you got (*trochę miodu*) ?
4. There isn't (*dużo soli*) in the jar.
5. Can you cut (*kilka cebul*) and add a little olive oil?

2. W każdym zdaniu wybierz poprawne wyrazy. Zapisz odpowiedzi w zeszycie.

1. I am taking every **cherry/cherries** and putting them into the jar.
2. There aren't **some/any** sausages for the dog.
3. Can we order any **lunch/lunches** that's on the menu?
4. We **have/haven't** no sharp knives in the kitchen.
5. There is **any/some** jam on the toast.

Unit 3

Przedimki: *a/an, the, zero article* (–)

A/an to przedimki nieokreślone. Używamy go przed rzeczownikami w liczbie pojedynczej, kiedy wspominamy o czymś po raz pierwszy, np.: *This is a costume*.



Grammar tip

Zapamiętaj też zwroty:

<i>at home/by taxi</i>	<i>on the right</i>
<i>at the weekend</i>	<i>the UK</i>
<i>in the background</i>	<i>the first</i>
<i>the police</i>	<i>the Netherlands</i>
<i>the world</i>	

The to przedimek określony. Używamy go, gdy mówimy o czymś po raz kolejny, o rzeczach znanych, np.: *The costume is funny*. *The* występuje też w określeniach związanych z porami dnia, np.: *in the morning, in the afternoon*.

Nie stosujemy żadnych przedimków (tzw. **zero article**), kiedy mówimy o rzeczach ogólnych w liczbie mnogiej, np.: *We love animals*. Rzeczowników niepoliczalnych również nie poprzedzamy przedimkiem, np.: *Do you want sugar?*

Nie używamy także przedimka przed nazwami:

- pór roku, miesiące, dni i posiłków, np.: *I love summer!*
- dni tygodnia, miesiące, pór roku, np.: *on Friday*
- państw w liczbie pojedynczej oraz miast, np.: *in Gdańsk*
- narodowości i języków, np.: *I speak Polish*.

Tryb rozkazujący

Tryb rozkazujący służy nie tylko do wydawania poleceń, lecz także do udzielania rad i przestróg oraz do wyrażania życzeń.

W 2. osobie liczby pojedynczej i mnogiej tryb rozkazujący ma taką samą formę. Składa się z czasownika w podstawowej formie, np.: *Be quiet! Don't touch this!*



Grammar tip

Tryb rozkazujący:

W zdaniu twierdzącym stosujemy czasownik w podstawowej formie, np.: *Stay here!*

W zdaniu przeczącym używamy:

Don't + czasownika w podstawowej formie, np.: *Don't go there!*

Grammar activities

1. Połącz wyrazy (1–5) z wyrazami (A–E) tak, aby utworzyć zdania w trybie rozkazującym. Zapisz odpowiedzi w zeszycie.

- | | |
|-----------------|---|
| 1. Enjoy | A. careful! It's dangerous! |
| 2. Be | B. so many people to your birthday party! |
| 3. Wait | C. to buy some candles today! |
| 4. Don't invite | D. your meal! |
| 5. Don't forget | E. for me! I'm coming. |

2. Uzupełnij luki (1–10) przedimkami: *a/an, the, –*. Zapisz odpowiedzi w zeszycie.

My family lives in **1** big house. **2** house is grey and red. It has got two **3** floors. On **4** first floor there is my bedroom and **5** bathroom. My sister has got **6** amazing room. Today she is celebrating her birthday in her room. She has got many **7** guests coming. My mother is making **8** birthday cake for her. The party starts in **9** evening. My sister doesn't know about anything yet. She is still at **10** school.

Unit 4

Zerowy tryb warunkowy

Zerowy tryb warunkowy dotyczy sytuacji, które są zawsze prawdziwe. Używamy go również do mówienia o prawach natury oraz o przyzwyczajeniach.

Zdania warunkowe składają się zawsze ze: zdania określającego warunek do spełnienia (*present simple*) oraz zdania wyrażającego czynność lub sytuację, która ma miejsce, jeśli ten warunek zostanie spełniony (*present simple*).

W zerowym trybie warunkowym zamiast **if** możemy też użyć **when**. Słowa te mają takie samo znaczenie.
If I have lots of homework, I work longer. When it rains a lot, plants grow quicker.

Przymiotniki w stopniu wyższym i najwyższym

Przymiotników w stopniu wyższym i najwyższym używamy do porównywania osób lub rzeczy.

Grammar box Przymiotniki w stopniu wyższym i najwyższym

Przymiotnik	Stopień równy	Stopień wyższy	Stopień najwyższy
Krótkie przymiotniki (1 i 2 sylaby)	cheap	-er cheaper	the -est the cheapest
Długie przymiotniki (2 i więcej sylab)	expensive	more + przymiotnik more expensive	the most + przymiotnik the most expensive
Nieregularne przymiotniki	good bad far	better worse farther / further	the best the worst the farthest / the furthest

Przysłówki sposobu

Przysłówki sposobu odpowiadają na pytania *jak?* oraz *w jaki sposób?* Aby utworzyć przysłówek od przymiotnika, najczęściej dodajemy końcówkę *-ly*. Jeśli przymiotnik kończy się na *-y*, zamieniamy *-y* na *-i*.

Adjective + *-ly* → Adverb
 quick → quickly
 happy → happily



Grammar tip

Niektóre przysłówki sposobu wyglądają jak przymiotniki. Nie dodaje się do nich końcówki *-ly*, np.: **hard/fast/far/long**.

Too, enough

Too oznacza *zbyt*. Używamy tego słowa **przed** przymiotnikiem lub przysłówkiem, np.: *You are speaking too fast.*

Enough oznacza *wystarczająco*. Wstawiamy to słowo **za** przymiotnikiem lub przysłówkiem, ale **przed** rzeczownikiem, np.: *The food is not fresh enough to eat. I've got enough pocket money to buy a new mobile phone.*

Grammar activities

- Połącz części zdań w pary. Zapisz odpowiedzi w zeszycie.
 - If you mix red with blue,
 - My teacher is always angry
 - If my brother is ill,
 - When I am hungry,
 - If someone has an accident,
 - I ask my mother for a sandwich.
 - you get purple.
 - when I am late for school.
 - he always goes to the doctor.
 - you need to call 112.
- Przetłumacz na język angielski fragmenty zdań z nawiasów. Zapisz odpowiedzi w zeszycie.
 - These trousers are (*najtańsze*) in the shop.
 - I was ill, but I feel (*lepiej*) now.
 - In my opinion, biology is (*bardziej interesująca niż*) chemistry.
 - I can say it (*głośniej niż*) you.
 - I know you can draw (*pięknie*), but this picture is not very good.
 - My uncle is (*wystarczająco bogaty*) to buy a yacht.
 - Aren't you (*zbyt leniwi*) to do any work?

Unit 5

Past simple

Czasu przeszłego **past simple** używamy do mówienia o czynnościach, które miały miejsce w przeszłości i zakończyły się.

Past simple z czasownikami regularnymi

Większość czasowników w języku angielskim to czasowniki regularne. W twierdzeniach w czasie *past simple* dodajemy do tych czasowników końcówkę *-ed*.

Grammar box Past simple – czasowniki regularne

(+) Twierdzenie	I/You/She/He/It/We/They played tennis yesterday.
(-) Przeczenie	I/You/She/He/It/We/They did not (didn't) play tennis yesterday.
(?) Pytanie	Did I/you/she/he/it/we/they play tennis yesterday?

Past simple z czasownikami nieregularnymi

Istnieje grupa czasowników nieregularnych, których formy w czasie *past simple* należy nauczyć się na pamięć. Znajdziesz je w tabeli czasowników nieregularnych, w drugiej kolumnie (np.: *go – went*).

➤ patrz str. 127

**Grammar tip**

Określenia czasu typowe dla *past simple* to:
yesterday, last week/month, two days/weeks/months/years ago/in 2021/then.

Grammar box *Past simple – czasowniki nieregularne*

(+) Twierdzenie	I/You/She/He/It/We/They bought an interesting book yesterday.
(-) Przeczenie	I/You/She/He/It/We/They did not (didn't) buy an interesting book yesterday.
(?) Pytanie	Did I/you/she/he/it/we/they buy an interesting book yesterday?

Grammar activities

1. Uzupełnij luki (1–8) czasownikami w czasie *past simple*. Zapisz odpowiedzi w zeszycie.

Last week Philip **1** (*go*) shopping with his friend. They **2** (*meet*) in front of the shopping centre at 4 pm. First, they **3** (*have*) a pizza and then they **4** (*decide*) to find a gift for Jack's birthday. They **5** (*not/want*) to buy anything really expensive, so they were happy when they **6** (*see*) a black T-shirt with the slogan 'Nobody is perfect'. It **7** (*cost*) 25 Polish zloty. **8** (*they/buy*) it? What do you think?

2. Odpowiedz na pytania pełnym zdaniem. Zapisz odpowiedzi w zeszycie.

- Where did you spend your last summer holidays?
- How much water did you drink yesterday?
- What did you eat for breakfast yesterday?
- Did you go anywhere on Sunday evening?
- What did you play last week?

Unit 6**Past continuous**

Czasu przeszłego *past continuous* używamy do mówienia o czynnościach, które trwały przez pewien czas w przeszłości.

Grammar box *Past continuous*

(+) Twierdzenie	I/She/He/It was working all afternoon. You/We/They were working all afternoon.
(-) Przeczenie	I/She/He/It was not (wasn't) working all afternoon. You/We/They were not (weren't) working all afternoon.
(?) Pytanie	Was I/she/he/it working all afternoon? Were you/we/they working all afternoon?

**Grammar tip**

Określenia czasu typowe dla *past continuous* to:
yesterday at 6 pm/all night/all evening/this time yesterday/while/between 6 and 7 am.

Grammar box Porównanie czasów *past simple* i *past continuous*

	Past simple	Past continuous
Budowa	Twierdzenie: czasownik regularny z końcówką <i>-ed</i> lub czasownik nieregularny w czasie <i>past simple</i> Pytanie i przeczenie: <i>did/didn't</i> + podstawowa forma czasownika	We wszystkich typach zdań: czasownik <i>to be</i> w czasie przeszłym (<i>was/were/wasn't/weren't</i>) + czasownik z końcówką <i>-ing</i>
Użycie	czynności zakończone w przeszłości	- czynności trwające jakiś czas w przeszłości - czynności trwające w tym samym momencie w przeszłości
Określenia czasu	yesterday, last week, two weeks ago, then, when	this time yesterday, yesterday at 3 o'clock, all day, while
Przykład	<i>I read</i> (przeczytałem/przeczytałam) <i>an interesting book last week.</i>	<i>I was reading</i> (czytałem/czytałam) <i>a book when I got the message.</i>

Czasów *past simple* i *past continuous* używamy często w jednym zdaniu. *Past simple* opisuje krótszą czynność, a *past continuous* – dłuższą, np.: **We were listening to the radio when someone broke into our house. While Sue was working at home, her mother was chatting with Chris.**

Grammar activities

- Uzupełnij luki (1–6) czasownikami w nawiasach w czasach *past simple* lub *past continuous*. Zapisz odpowiedzi w zeszycie.
There **1** (*be*) a burglary in my block of flats last month. I remember that I **2** (*sit*) in the living room and waiting for my parents when I **3** (*see*) a man on the balcony. He **4** (*look*) at me for some time and then, suddenly, he **5** (*disappear*). Then, I **6** (*hear*) a sound in my neighbour's flat upstairs. Someone was breaking glasses or dishes. I immediately called the police. They arrived within minutes, but they didn't find anyone.
- Do zdań (1–5) dopisz w zeszycie pytania oraz przeczenia.
 - Yesterday at 5 pm I was doing the shopping.
 - They played football all afternoon.
 - Billy was sleeping for twelve hours.
 - They met John yesterday.
 - I was lying on the beach this time yesterday.

Unit 7
Konstrukcja *be going to*

Konstrukcji ***be going to*** używamy w następujących przypadkach, jeżeli:

- chcemy wyrazić plany i zamiary dotyczące przyszłości, np.: **We are going to visit all the castles in Scotland.**
- chcemy powiedzieć, że coś wydarzy się w niedalekiej przyszłości, ale wnioskujemy o tym na podstawie jakichś zdarzeń, które teraz obserwujemy, np.: **My sister is touching the oven. She's going to burn her hand.**


Grammar tip

Nie zdziw się, jeśli po wyrażeniu *going to*, pojawi się czasownik *go*. Taka konstrukcja jest poprawna, np.: **I am going to go to Scotland this year.** (Zamierzam w tym roku pojechać do Szkocji.)

Grammar box **be going to**

(+) Twierdzenie	<i>I am going to go for a walk. She/He/It is going to go for a walk. We/You/They are going to go for a walk.</i>
(-) Przeczenie	<i>I am not going to go for a walk. She/He/It is not going to go for a walk. We/You/They are not going to go for a walk.</i>
(?) Pytanie	<i>Am I going to go for a walk? Is she/he/it going to go for a walk? Are we/you/they going to go for a walk?</i>

Future simple

Czasu **future simple** używamy do:

- mówienia o tym, co wydarzy się w przyszłości, np.: *The trip **will start** on Monday.*
- wyrażania decyzji, które zostają podjęte spontanicznie, np.: *We **will help** you make a reservation.*
- wyrażania opinii, obietnic i przypuszczeń, np.: *I **hope we will meet** soon.*



Grammar tip

Określenia czasu typowe dla *future simple* to: **tomorrow/next month/next week/in winter/in 2030.**

Grammar box **Future simple**

(+) Twierdzenie	<i>I/You/She/He/It/We/They will go to France next year.</i>
(-) Przeczenie	<i>I/You/She/He/It/We/They will not (won't) go to France next year.</i>
(?) Pytanie	<i>Will I/you/she/he/it/we/they go to France next year?</i>

Grammar activities

1. Wybierz właściwy wyraz lub wyrazy .
Zapisz odpowiedzi w zeszycie.

1. Are you going *invite/to invite* Tom to join us on the trip?
2. We aren't going to *helping/help* you with this suitcase.
3. *Are/Is* they going to travel by train or by bus?
4. I am *going to/going* sleep in a tent.
5. What places are you *going to/are you going* visit?

2. Przetłumacz na język angielski fragmenty zdań w nawiasach. Użyj *going to* lub *future simple*. Zapisz odpowiedzi w zeszycie.

1. I promise I (*wyślę ci*) a postcard.
2. (*Czy zamierzasz odwiedzić*) your cousins this weekend?
3. I think we (*zobaczymy*) all the monuments in the town.
4. In my opinion, in the future everyone (*będą mieli*) robots in their houses.
5. (*Nie zamierzam jechać*) to the seaside this summer.

Communication Student A

Unit 1

Lesson 6: Activity 6



Beautiful Beach Project!

Help us clean up the litter on the beach!

- ✓ Meet at the Beach Café
- ✓ Every Sunday at 10 a.m.
- ✓ Bring a rubbish bag



Unit 3

Lesson 5: Activity 3

Describe your photo and find 3 things that are similar and 2 things that are different from your classmate's photo.



Unit 4

Lesson 3: Activity 5

Read the information and then, answer your partner's questions. Ask questions to find out the information that is missing in your text.

Example: *Where is the longest bone in your body?*

1. The longest bone in your body is in your .
The shortest bone is in your ear.
2. Lions living in get a tasty snack. They eat ice lollies made with blood whenever the weather is hot.
3. The blue whale is the animal with the largest heart. It weighs kilograms.
4. You have 600 muscles in your body. You need of them to smile.

Unit 7

Lesson 3: Activity 5

Don't show or tell your partner the names of your two countries (Australia and Italy). Instead, tell your partner **three facts** about each country. For example:

a place to visit, the food, the weather, the history.

Try to use full sentences instead of individual words. When you have finished your description, your partner has to try and guess the country.

Unit 7

Lesson 6: Activity 7

ANSWERS:

Mostly A's

You like adventure. You like doing sports and being busy when you go on holiday. You like making friends. Your dream holiday is: a camping or skiing holiday.

Mostly B's

You like culture. You like visiting new places and finding out about a country's history, festivals and food. Your dream holiday is: a city break or an around-the-world trip.

Mostly C's

You do not like to travel very far. You don't like trying new food. You like technology. Your dream holiday is: staying at home and talking to friends online.

Self Assessment

👍 I can do it 🤔 I need more practice 🙅 I can't do it

Starter	I can name school subjects, languages and nationalities, films and TV programmes.	👍 🤔 🙅
	I can talk about every day activities.	👍 🤔 🙅
	I can talk about actions in the present.	👍 🤔 🙅
Unit 1	I can name animals, plants and different parts of the natural environment and landscape.	👍 🤔 🙅
	I can talk about ecology and how to save our planet.	👍 🤔 🙅
	I can talk about plans and intentions.	👍 🤔 🙅
	I can write a blog post.	👍 🤔 🙅
Unit 2	I can talk about what I like and dislike.	👍 🤔 🙅
	I can name food, food containers and food preparation.	👍 🤔 🙅
	I can talk about cooking.	👍 🤔 🙅
	I can write an advert.	👍 🤔 🙅
Unit 3	I can talk about my favourite food.	👍 🤔 🙅
	I can name celebrations and relationships.	👍 🤔 🙅
	I can talk about your special day.	👍 🤔 🙅
	I can give wishes.	👍 🤔 🙅
Unit 4	I can write an invitation.	👍 🤔 🙅
	I can name health problems, body parts and medicines.	👍 🤔 🙅
	I can talk about the possible result of a situation in the present or future.	👍 🤔 🙅
	I can ask for and give advice to somebody.	👍 🤔 🙅
Unit 5	I can write an email.	👍 🤔 🙅
	I can name shops and services.	👍 🤔 🙅
	I can talk about shopping.	👍 🤔 🙅
	I can talk to a shop assistant.	👍 🤔 🙅
Unit 6	I can write a note.	👍 🤔 🙅
	I can name crimes, criminals and types of punishments.	👍 🤔 🙅
	I can talk about crimes.	👍 🤔 🙅
	I can warn somebody.	👍 🤔 🙅
Unit 7	I can write a story.	👍 🤔 🙅
	I can name places in the world and types of transport.	👍 🤔 🙅
	I can talk about my holiday plans.	👍 🤔 🙅
	I can talk about my intentions.	👍 🤔 🙅
	I can write a postcard.	👍 🤔 🙅

Irregular verbs

Infinitive	Past simple	
be	was/were	być
begin	began	zaczynać
bite	bit	gryźć
blow	blew	dmuchać
break	broke	łamać
bring	brought	przynosić
buy	bought	kupować
can	could	móc, potrafić
catch	caught	łapać
choose	chose	wybierać
come	came	przychodzić, przyjeżdżać
cost	cost	kosztować
cut	cut	kroić; ciąć
do	did	robić, czynić
draw	drew	rysować
dream	dreamt	śnić, marzyć
drink	drank	pić
drive	drove	prowadzić samochód
eat	ate	jeść
fall	fell	upadać, zapadać (w sen)
feed	fed	karmić
feel	felt	czuć
find	found	znaleźć
fly	flew	latać
forbid	forbade	zabraniać
forget	forgot	zapominać
get	got	dostawać, otrzymywać
give	gave	dawać
go	went	chodzić
grow	grew	rosnąć
have	had	mieć, posiadać
hear	heard	słyszeć
hurt	hurt	ranić, boleć
know	knew	wiedzieć, znać
lead	led	prowadzić
learn	learnt	uczyć się
leave	left	opuszczać, wyjeżdżać
let	let	pozwalać
lose	lost	gubić, tracić
mean	meant	mieć na myśli, znaczyć
make	made	zrobić
meet	met	spotykać
pay	paid	splacić
read	read	czytać
ring	rang	dzwonić
run	run	biec
see	saw	widzieć, rozumieć
say	said	powiedzieć
sell	sold	sprzedawać
sleep	slept	spać
understand	understood	rozumieć
spend	spent	wydawać (pieniądze), spędzać (czas)
swim	swam	pływać
take	took	wziąć
wake	woke	wstawać
write	wrote	pisać

Communication Student B

Unit 1

Lesson 6: Activity 6



Be Green Project!

Help us plant some trees and learn more about the environment!

- ✓ Meet at the Forest Car Park
- ✓ Saturday at 9 o'clock
- ✓ Bring warm clothes



Unit 3

Lesson 5: Activity 3

Describe your photograph and find 3 things that are similar and 2 things that are different from your classmate's photo.



Unit 4

Lesson 3: Activity 5

Read the information and then, answer your partner's questions. Ask questions to find the information that is missing in your text.

Example: *Where is the longest bone in your body?*

1. The longest bone in your body is in your leg. The shortest bone is in your .
2. Lions living in a zoo in Australia get a tasty snack. They eat  whenever the weather is hot.
3.  is the animal with the largest heart. It weighs 182 kilograms.
4. You have  muscles in your body. You need 17 of them to smile.

Unit 7

Lesson 3: Activity 5

Don't show or tell your partner the names of your two countries (France and China). Instead, tell your partner **three facts** about each country. For example:

a place to visit, the food, the weather, the history.

Try to use full sentences instead of individual words. When you have finished your description, your partner has to try and guess the country.

Unit 7

Lesson 6: Activity 7

ANSWERS:

Mostly A's

You like adventure. You like doing sports and being busy when you go on holiday. You like making friends. Your dream holiday is: a camping or skiing holiday.

Mostly B's

You like culture. You like visiting new places and finding out about a country's history, festivals and food. Your dream holiday is: a city break or an around-the-world trip.

Mostly C's

You do not like to travel very far. You don't like trying new food. You like technology. Your dream holiday is: staying at home and talking to friends online.



Podręcznik dopuszczony do użytku szkolnego przez ministra właściwego do spraw oświaty i wychowania i wpisany do wykazu podręczników przeznaczonych do kształcenia ogólnego do nauczania języka angielskiego, na podstawie opinii rzeczoznawców: prof. zw. dr hab. Hanny Komorowskiej-Janowskiej, dr Moniki Stawickiej i dr Wojciecha Kaliszewskiego.

Poziom: A2

Etap edukacyjny: II

Typ szkoły: szkoła podstawowa

Rok dopuszczenia: 2022

Numer ewidencyjny w wykazie MEiN: 1097/3/2022

Nabyta przez Ciebie publikacja jest dziełem twórcy i wydawcy. Prosimy o przestrzeganie praw, jakie im przysługują.

Zawartość publikacji możesz udostępnić nieodpłatnie osobom bliskim lub osobiście znanym,
ale nie umieszczaj jej w internecie. Jeśli cytujesz jej fragmenty, to nie zmieniaj ich treści
i koniecznie zaznacz, czyje to dzieło. Możesz skopiować część publikacji jedynie na własny użytek.

Szanujmy cudzą własność i prawo. Więcej na www.legalnakultura.pl

Wykorzystywanie treści niniejszego Utworu, w jakiegokolwiek formie lub w jakimkolwiek procesie, do celów eksploracji tekstu i danych, uczenia maszynowego, rozwoju i/lub szkolenia i/lub wzbogacania sztucznej inteligencji jakiegokolwiek rodzaju jest surowo zabronione.



© Copyright by Nowa Era Sp. z o.o./Sanoma 2025

ISBN 978-83-267-5230-8

Autorzy: Jayne Freeman-Zolotenki (Units 1-7 lessons 3, 5, 6; Closer lesson 1), Kevin Hadley (Starter lessons, lessons 1), Jon Hird (Grammar lessons), Małgorzata Konopczyńska (Writing lessons, Writing Bank), Aleksandra Dziewicka (Review lessons, Cumulative lessons), Paulina Kuźmo-Biwan (Test lessons, Grammar Bank), Barbara Ściborowska (Projects, Culture lessons)

Redaktor prowadzący: Agnieszka Bonecka

Redaktor merytoryczny: Aleksandra Roczek, Katarzyna Pruska

Redaktor zarządzający: Małgorzata Gutowska

Korekta językowa: Graham Carr, Nick Rattenbury

Projekt okładki: Piotr Stopczyński, Janusz Wyrzykowski

Projekt graficzny: Maciej Galiński

Realizacja projektu graficznego: Sebastian Rabczyński

Nadzór artystyczny: Kaia Pichler

Opieka graficzna: Ewa Kaletyn

Ilustracje: Marek Nawrocki, Marcin Franczak, Robert Bąk

Realizacja i montaż nagrań: Studio Andrzej Rewak

Depositphotos: pressmaster s. 80/Tim; Getty Images: Ljupco Smokovski s. 27/2; Anna Kurzaeva s. 27/4; BrianAJackson s. 45/syrop; artisteer s. 57 ćw. 5; MARIA PAVLOVA s. 62/B; Joos Mind s. 63/Suzy's 2hand Shop; pixhook s. 65/C; AaronAmat s. 75/paw; Panthermedia: Elisei Shafer s. 93/D; Shutterstock: pikselstock: s. 5; Borkin Vadim s. 6 ćw. 3; Ljupco Smokovski s. 7 ćw. 5; Cherry-Merry s. 7 ćw. 9; Leonid Ikan s. 8 ćw. 5; Jaromir Chalabala s. 9 ćw. 6/A; Pornprasert Khanchitchai s. 9 ćw. 6/E; photka s. 9 ćw. 6/B; Kittraveler s. 9 ćw. 6/D, s. 17/1; k_samurkas s. 9 ćw. 6/C; baismartin s. 11; leonardo2011 s. 12 ćw. 2/dziewczyna; Kzenon s. 12 ćw. 2/mężczyzna, s. 26 ćw. 1/2, s. 92/C; Syda Productions s. 12 ćw. 4, s. 37/Flora's family, s. 45 ćw. 10/A, C; Susan Schmitz s. 13 ćw. 1; soft_light s. 13 ćw. 3; Marten_House s. 14/G; Maciej Bledowski s. 14/F; Billion Photos s. 14/E, s. 65/D; Gearstd s. 14/D; FloridaStock s. 14/C; Maridav s. 14/A, s. 17/3; Teo Tarras s. 14/B; Africa Studio s. 14 ćw. 2/1, s. 20 ćw.1/F, s. 25 ćw. 5/kawa, s. 27/5, s. 40 ćw. 2, s. 45 ćw. 10/D; Veronica Louro s. 14 ćw. 2/2; Torgado s. 14 ćw. 2/3; Kues s. 14 ćw. 2/4, s. 98 ćw. 5/2; Veja s. 15; Gladskikh Tatiana s. 16; TayHamPhotography s. 17/6; Raland s. 17/5; TRphotos s. 17/4; Denis Belitsky s. 17/2; Mariya Zimarina s. 18; Michael Leslie s. 20 ćw. 4/D; robertsre s. 20 ćw. 4/B; Olly s. 20 ćw. 4/A, s. 111/projekt 4; pirtuss s. 20 ćw. 4/C; Lunov Mykola s. 20 ćw. 1/A; KINOVO s. 20 ćw. 1/B; Pressmaster s. 20 ćw. 1/C, s. 32/F; HandmadePictures s. 20 ćw. 1/D; Corepics VOF s. 20 ćw. 1/E; BearFotos s. 21/A, s. 35 ćw. 2/C, s. 63/Walter's Winter Shop, s. 87; Dmitry Kalinovsky s. 21/B; Pixel-Shot s. 23 tekst 2, s. 56 ćw. 4; Ruslan Huzau s. 23 ćw. 1, s. 33/C; Iakov Filimonov s. 24, s. 56/A; Nataliia Pyzhova s. 25 ćw. 5/sernik; Peacorex s. 25 ćw. 5/owoce morza; kostrez s. 25 ćw. 5/tarta; Prostock-studio s. 25 ćw. 5/arbuz, s. 32/B, s. 36/Jenny; OlgaChernyak s. 25 ćw. 3; Serhiy Kobayakov s. 26/dziewczynka z jabłkiem; SergiyN s. 26 ćw. 2; Monkey Business Images s. 26 ćw. 1/3, s. 47, s. 126/Unit 1; New Africa s. 26 ćw. 1/1, s. 27/6; Martin Turzak s. 27/13; Alter-ego s. 27/1; Tobik s. 27/3; giedre vaitekune s. 27/7; Elena Elisseeva s. 27/8, 15; Taifin s. 27/9; anna_bobrowska s. 27/10; tgavran s. 27/11; nito s. 27/12; monticello s. 27/14, s. 61/I, s. 65/E; worker s. 27/16; zi3000 s. 28; Y. A. Photo s. 30 ćw. 3; Natalia Lisovskaya s. 30 ćw. 1; fizkes s. 32/D; Wedding and lifestyle s. 32/A; Irina Wilhauk s. 32/E; Evgeny Atamanenko s. 32/C; Maquette.pro s. 32 ćw. 2; Chuleeporn s. 33/B; Djomas s. 33/A; Voraorn Ratanakorn s. 35/Moon festival; MikeSaran s. 35/Diwali; Alexander Rath s. 35/Thanksgiving; Rawpixel.com s. 35 ćw. 2/D, s. 92/D, s. 128/Unit 1; wavebreakmedia s. 35 ćw. 2/A, s. 60 ćw. 3, s. 62/D, s. 105 ćw. 2; Jon Osumi s. 35 ćw. 2/B; Marian Weyo s. 36/Nadia; Max Topchii s. 37 ćw. 2; Roman Samborskyi s. 38 ćw. 4, s. 126/Unit 3, s. 128/Unit 3; Attaphong s. 39 ćw. 7; Irtysa s. 40 ćw. 4; picoStudio s. 40/gwiazdki; Vitya_M s. 40/kartka zaproszenia, s. 52/mockup zdjęcia, s. 64/notatka, s. 76/historyjka mockup, s. 88/zółta kartka, s. 114/karta mockup, s. 115/notatka, s. 116/kartka, s. 117/zółta kartka; Chinnapong s. 42; Deyan Georgiev s. 44; Kuznetsov Dmitriy s. 45 ćw. 10/B; Len44ik s. 45 ćw. 8/D; drugoenebo s. 45 ćw. 8/B; PH888 s. 45 ćw. 8/A; J.AMPHON s. 45 ćw. 8/C; GOLFX s. 45 ćw. 9; Portrait Image Asia s. 48; koya979 s. 49/Mederick; Jinning Li s. 50/F; Andrey Aboltin s. 50/A; vipman s. 50/D; stockfour s. 50/B; Bojan Pesic s. 50/C; TRMK s. 50/E; JPC-PROD s. 51 ćw. 5; Krakenimages.com s. 51 ćw. 6; AlesiaKan s. 52/chlopak; Ermolaev Alexander s. 54; Flamingo Images s. 56/F, s. 92/B; Gorodenkoff s. 56/C, s. 68/A; SpeedKingz s. 56/E; Victoria Denisova s. 56/D; Franck Boston s. 56/B; McLittle Stock s. 59; CREATISTA s. 60 ćw. 2; Sunflower s. 61/H; Maxim Ermolenko s. 61/B; Angel_AMX s. 61/F; exopixel s. 61/E; Fotosoroka s. 61/D; AleksMaks s. 61/C; MaraZe s. 61/G; JIANG HONGYAN s. 61/A; YAKOBCHUK VIACHESLAV s. 62/C; nampix s. 62/A; Skylines s. 65/A; Galina Sharapova s. 65/B; Tamakhin Mykhailo s. 65/F; Natalia Kopylcova s. 65/G; Nitr s. 65/H; LightField Studios s. 68/F, s. 84; PRESSLAB s. 66/E, s. 79; MR.Yanukit s. 68/D; Christian Delbert s. 68/C; Animafloa PicsStock s. 68/B; Malchev s. 69; Nicoleta Ionescu s. 71 ćw. 6; George Rudy s. 72; Mateusz Skoneczny s. 75/Palac w Łazienkach; gomolach s. 75 ćw. 6/rama; Cyan Images s. 75/znak ostrzegawczy; Madrugada Verde s. 75 ćw. 4; Lysenko Andrii s. 76 ćw. 3; stockyimages s. 76/historyjka; Gianni Caito s. 80/E; David MG s. 80/F; Rido s. 80/D, s. 86/B; filippo giuliani s. 80/C, s. 98 ćw. 2/A; AJR_photo s. 80/Dad; Phovoir s. 80/Carlos; insta_photos s. 80/Mum; MJTH s. 80/B; Jakub Cejpek s. 80/A; denn61 s. 81; Fish Ho Hong Yun s. 83/orangutan; Irina Sokolovskaya s. 83/Sydney; aphotostory s. 83/krajobraz Gullin; Alexandra Lande s. 85/D; Riekkelt Hakvoort s. 85/A; EnriqueDCorral s. 85/B; Stephen Long s. 85/C; DMITRII STARTCEV s. 86/D; Jannek

Nowa Era Sp. z o.o. Aleje Jerozolimskie 146 D, 02-305 Warszawa

www.nowaera.pl/angielski, e-mail: angielski@nowaera.pl, Centrum Kontakt: 58 721 48 00

Druk i oprawa: DRUK-SERWIS Sp. z o.o. Ciechanów

Super Powers to nowa seria dla uczniów klas 4–8 w szkole podstawowej, która uwzględnia zróżnicowane potrzeby edukacyjne uczniów i w przyjazny, stopniowy sposób przygotowuje ich do wyzwań pod koniec szkoły podstawowej. Materiały wchodzące w skład serii zawierają: bogaty zestaw zadań do słuchania, inspirujące i ciekawe dla uczniów materiały do czytania, urozmaicone lekcje poświęcone przygotowaniu wypowiedzi pisemnej oraz zestaw materiałów ćwiczących wypowiedź ustną.



Hi, I'm Benny it's good to see you again.
Next page!



Hello again, I'm Will.
I love writing stories about my friends, do you?



Hi, I'm Meg.
Let's speak English!



Hello there, I'm Evie,
listen to me!

Grammar box

Present simple

Czas **present simple** stosujemy, gdy mówimy o zwyczajach i regularnie wykonywanych czynnościach w czasie teraźniejszym.

Twierdzenia:

They go
She goes } to the woods every weekend.

Przeczenia:

They don't go
She doesn't go } to the woods every weekend.

Pytania:

Do they go
Does she go } to the woods every weekend?



Grammar tip

- Present simple: *never, sometimes, often, usually, always*
- Present continuous: *now, at the moment*

Grammar box

Present continuous

Czas **present continuous** stosujemy, gdy mówimy o czynnościach, które odbywają się w chwili mówienia.

Twierdzenia:

I am jumping on a bed at the moment.

Przeczenia:

She is not jumping on a bed at the moment.

Pytania:

Are you jumping on a bed at the moment?



Grammar tip

- Słowo **too** (zbyt, za bardzo) podkreśla następujący po nim przymiotnik lub przysłówkę: *I'm too tired.*
- Słowo **enough** (wystarczający, tyle ile trzeba) podkreśla **przymiotnik**, **przysłówkę** lub **rzeczownik**:
It's not big enough.
He drives fast enough.
We've got enough chairs in the room.

