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Podręcznik

do języka angielskiego
dla klasy piątej
szkoły podstawowej

5



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**nowa
era**

Twoje mocne strony

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Hello again!

Lesson 1

Vocabulary and Listening

Nagrania 0.1–0.2
docwiczenia.pl
Kod: U5ZJ4J



Hello, I'm here!



Vocabulary tip

W tym roku będziesz powtarzać słownictwo z ramek „Got it!”, a przydatne wskazówki znajdziesz w ramkach „Vocabulary tip”.

Got it!



Hi/Hello,
I'm .../My name is ...
I'm here ...
This is (Sonia).

How are you?
I'm (...) years old.
He/She is ...

1. **warm-up** Work in pairs. Use the phrases in the **Got it!** box.

Hi, my name is Bartek. I'm 11 years old. This is Sonia, she's 11 years old. She's from Poland and she has got green eyes.

Hi Bartek, I'm ...

2. Find the words in the box in the picture.

dog boy girl tree bee
butterfly trousers flower

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

- It is winter. T/F
- The girls have got caps and dresses. T/F
- The boys have got trousers. T/F
- Benny is under a tree. T/F
- There is a boat in the picture. T/F

4. Look at the conversation on page 4 again.
... In your notebook, answer the questions (1–6).

1. How many friends are there?
2. How old is Will?
3. What is the name of the girl with red clothes?
4. Where is Evie?
5. What colour are Meg's eyes?
6. How old is Benny?

Got it!

Seasons: spring summer autumn

winter

Objects: chair pencil desk rubber
car bus

Clothes: cap jacket trousers jumper

Sports: skiing ice hockey ice skating
volleyball

Sport equipment: ice skates net
goggles racket ski stick skate-board

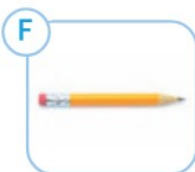
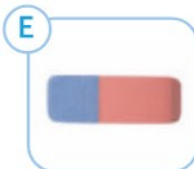
Places: flat shop fast food food truck
restaurant

Things people do: rest remember

5. In your notebook, match the photos (A–K) with the words in the *Got it!* box.



car



6. In your notebook, put the words in exercise 5 in alphabetical order.

Example: *armchair, autumn*

7. Work in pairs. Which *Got it!* objects can you see in your class?

8. Match the words to make phrases.

Example: *volleyball – net*

A skiing ice hockey ice skating
volleyball

B ice skates net goggles
stick skis

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

bus bike car rest
summer remember

I live in a big city, so I go to school by bus every day. Some of my friends go by 1 with their mum or dad. My favourite time of year is 2 because it is holiday time! Then I often go by 3 to my grandparents' house. We sometimes fly to Italy to 4. What do you 5 from your last holidays?

10. Work in pairs. Talk about you and your family.

My name is Magda. I live in a flat with my family. I like ice skating and skiing in winter. My sister's name is ...

Lesson 2

Grammar and Vocabulary

Nagranie 0.3
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Kod: U5KL7E



Grammar box

To be

I **am** happy.
He/She/It **is** happy.
We/You/They **are** happy.
Are you sad?
It **isn't** interesting.

Can

I **can** swim.
They **can't** swim.
Can you dance?

There is/There are

There is a mouse under my bed.
There aren't any interesting books on my desk.
Is **there** any tea in the box?

Have got

I **have got** an apple.
He/She/It **has got** an apple.
We/You/They **have got** an apple.
She **hasn't got** an apple.
Have you **got** an apple?

0.3



He **has got** black hair and black glasses.
He **is** thirteen years old. **There is** always a pen in his hand. He **can** draw.
Who is he? Has he got a red T-shirt?

Example: *It's Will Write. He has got a blue T-shirt. Blue is his favourite colour.*

She **has got** blond hair! **There is** always a microphone in her bag.
(1) Who is she? What languages can she speak?



She always sings! **There are** three people she likes – Me, Will and Benny.
(2) Who is she? Is she Japanese?



I **haven't got** a computer, but **there are** three books in my bag.
I **can** read anywhere.
(3) Who am I?



Got it!

Countries: Poland France Great Britain
Italy Japan
Nationalities: Polish French British
Italian Japanese
Clothes: jeans hat T-shirt shirt shoes
dress top jumper
Activities: eat swim run watch TV
drink play
Sports: football basketball
skateboarding snowboarding tennis
running skateboard snowboard

1. Read the conversation. Answer the questions (1–3) in your notebook.

2. In your notebook, choose the correct option.
Example: Will's T-shirt is/are blue.

- There **is/There are** a microphone in Meg's bag.
- Evie **has got/hasn't got** blue hair.
- Benny **have got/has got** a lot of notebooks.
- Meg **can/can't** speak Polish.

3. Work in pairs. Talk about two people in your class.

Example: *Ania has got brown hair. Yellow is her favourite colour. She can speak French.*

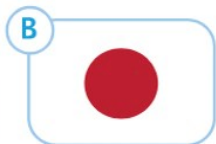
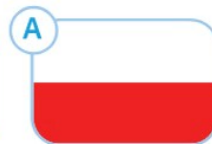
4. Look at the *Grammar box*. In your notebook, write about a person in your family.

Example: *She is 34 years old. She has got three children and she has got black hair. She can cook really good food.*

5. In your notebook, match the flag (A–D) with the country in the *Got it!* box.



France



6. In your notebook, fill the gaps with the words in the *Got it!* box on page 6.

Example: *His father is from France.
He is French.*

- Her father is from . He is Japanese.
- I'm from Italy. I'm .
- Their father is Polish. He is from .
- She's from Great Britain. She's .

7. Look at the picture. What can you see in the wardrobe?

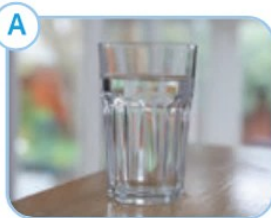
Example: *There are eleven shirts in the wardrobe.*



8. In your notebook, match the words in the *Got it!* box on page 6 with the pictures (A–E).



watch TV



9. Look at the picture. In your notebook, write what books Benny has got on his desk.

football basketball skateboarding
snowboarding tennis running
skateboard snowboard

Example: *Benny has got a book about tennis.*



10. In your notebook, write what books Benny hasn't got on his desk.

Example: *Benny hasn't got a book about snowboarding.*

11. Write five sentences about yourself. Use the *Got it!* boxes in lessons 1 and 2.

Example: *Hi, I'm Tina. I am eleven. I am not seven! My mum and dad are Polish. In my bedroom, I've got some books – school books, football books and animal books. I can run and walk, but I can't swim. I have got a red bicycle. I love it!*

Back to school

Lesson 1

Vocabulary

Nagrania 1.1–1.5
docwiczenia.pl
Kod: U5KB3Y



1. **warm-up** Look at the *Got it!* box. In your notebook, translate the words into Polish.

Got it!

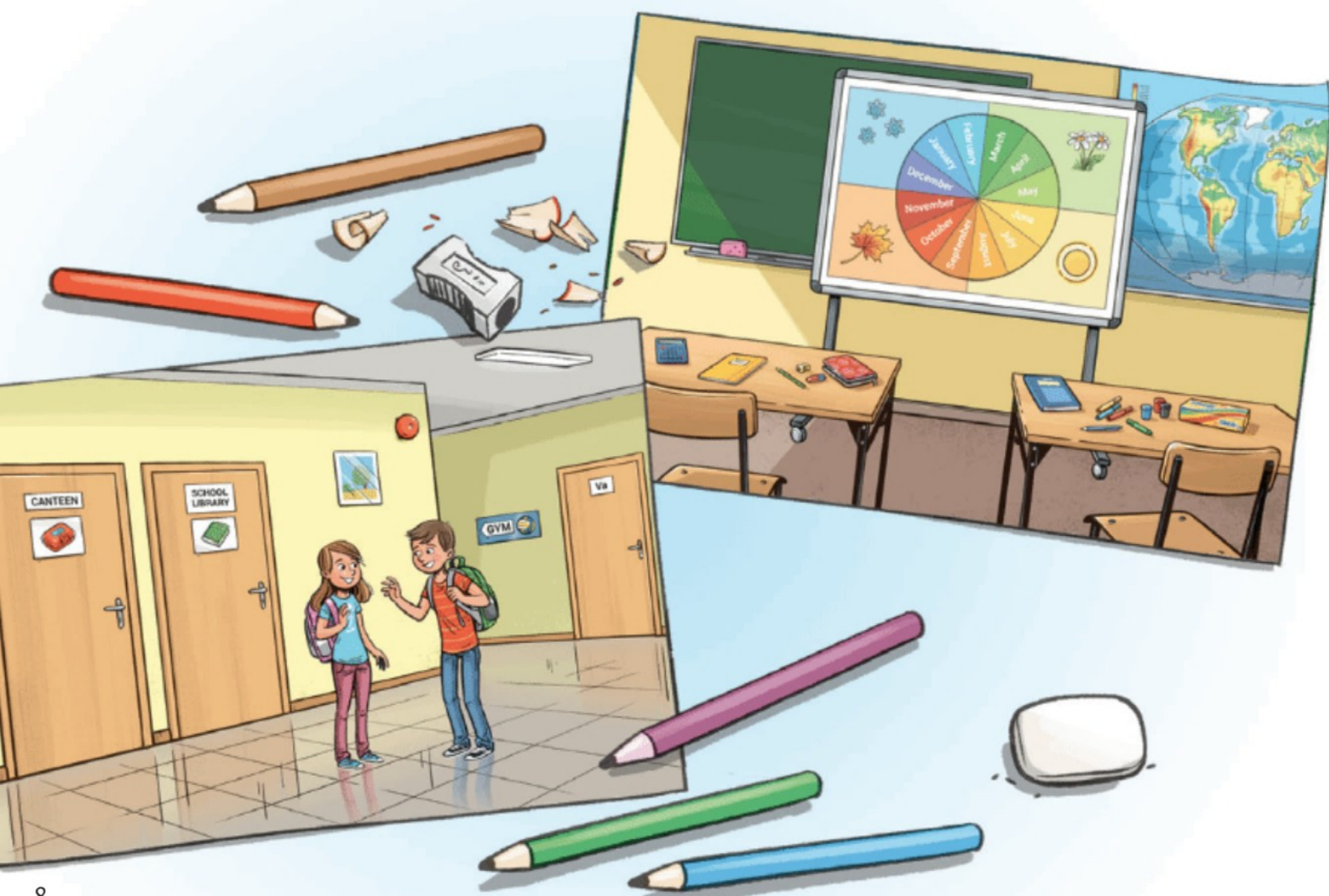
autumn ball book chair
desk door notebook pen
pencil rubber spring summer
trainers winter

2. **1.1** Listen to the recording.
Find the *Got it!* words in the pictures.

3. Look at the words in the *Got it!* box. In your notebook, write:

Example: a word with eight letters notebook

- a cold season
 - a hot season
 - a word for a type of shoe
 - six words with a double letter
4. **1.2** **i** Look at the *Vocabulary box* on page 9. Listen and repeat.
5. Look at the *Vocabulary box* on page 9.
Find the words in the pictures.



Vocabulary box

School objects: calculator dictionary
interactive whiteboard lunchbox map
marker pen poster paint pencil case
pencil sharpener schoolbag

Places: canteen gym school library

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

6. Listen and sing.

January, February, windy March,
April, May, holiday June.
Goodbye winter, hello spring!
Hello summer, let's all sing!

July, August, school in September,
October, November, snowy December.
Hello presents, hello tree!
Hello Santa, happy me, happy me!

7. Work in pairs. When's your birthday?

Example: A: When's your birthday?
B: My birthday is in March.

8. In your notebook, match the pictures (1–5) with the words in the box.

schoolbag gym
school library canteen
interactive whiteboard poster paints



gym



9. Listen to the recording. In your notebook, choose the correct option.

1. Have you got a calculator/dictionary?
2. Which is your lunchbox/marker pen?
3. What colour is your pencil case/map?
4. Can I use your pencil sharpener/schoolbag?

10. Look at the Vocabulary box. Listen and repeat.

Vocabulary box

Ordinal numbers: the first the second
the third the fourth the fifth the sixth
the seventh the eighth the ninth
the tenth the eleventh the twelfth
the thirteenth (...) the twentieth
the twenty-first (...) the thirtieth

Vocabulary tip

1st June = the first of June

24th April = the twenty-fourth of April

11. In your notebook, write the names of the 3rd, 5th and 12th month.

Example: 2nd – February

Additional vocabulary

assembly hall projector

In your notebook, fill the gaps (1–2) with the words in the box. Match them with the pictures (A–B).

- We can use a 1 to show a film on a wall.
- We meet in the 2 today at 4 pm.



Lesson 2

Grammar and Listening



Nagrania 1.6–1.9
docwiczenia.pl
Kod: U5JG5P



1. 1.6 Study the *Grammar box*.
... Listen and repeat.

Grammar box

Present simple

■ Czas **present simple** stosujemy, gdy mówimy o zwyczajach i regularnie wykonywanych czynnościach.

Twierdzenia

I/You/We/They **run** every day.
He/She/It **runs** every day.

Przeczenia

I/You/We/They **don't run** every day.
He/She/It **doesn't run** every day.

Pisownia czasowników w 3 os. l. poj.

■ Stosując czas *present simple*, dodajemy do większości czasowników końcówkę **-s**.
Na przykład: *eat* ► *eats* *work* ► *works*.

■ Gdy czasownik kończy się na **-s**, **-ss**, **-sh**, **-ch**, **-x** i **-o**, dodajemy końcówkę **-es**.

Na przykład: *go* ► *goes*
press ► *presses* *push* ► *pushes*
watch ► *watches* *mix* ► *mixes*.

■ Gdy czasownik kończy się spółgłoską oraz literą **-y**, przekształcamy końcówkę **-y** na **-ies**. Na przykład: *study* ► *studies*.

■ Gdy czasownik kończy się samogłoską oraz literą **-y**, dodajemy końcówkę **-s**.
Na przykład: *play* ► *plays*.



Grammar tip

Mówiąc o zwyczajach i regularnie wykonywanych czynnościach, możesz stosować czas *present simple* z wyrazami i wyrażeniami takimi jak:

never (nigdy), **sometimes** (czasami), **often** (często), **usually** (zazwyczaj), **always** (zawsze), **every day** (każdego dnia) lub **all the time** (cały czas). Na przykład:

I always do my homework.

I never play computer games.

What do you like? 1.7

Hi Benny, can I ask you some questions about school?



Yes, of course. I **know** that you love asking questions!



OK, thanks. So, what **do you like** at school?

Well, I **love** books and I **read** about every subject. I **go** to the school library every day. It **has** lots of great history books. I **don't like** maths.



Oh look, there's Evie. What **does she like**?

Well, she **listens** to music and **watches** music videos all the time. So, I **think** she **likes** music classes.



Meg, what **do you like** at school?

I **like** all subjects. I **love** learning new things. I **think** asking questions is my favourite subject!



Yes, we **know**!

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

- | | |
|--|-----|
| 1. Benny reads a lot of books. | T/F |
| 2. Benny never goes to the library. | T/F |
| 3. Evie listens to music all the time. | T/F |
| 4. Evie doesn't watch music videos. | T/F |
| 5. Meg likes all subjects. | T/F |
| 6. Meg thinks that maths is her favourite subject. | T/F |

3. Look at the table. In your notebook, write sentences about Tom and Kate.

Example: *Tom often watches TV.*

Tom	Kate
often/watch TV	often/listen to music
sometimes/play video games	sometimes/play chess
never/go to the gym	never/study in the evening

4. 1.8 Study the Grammar box.
Listen and repeat.

Grammar box

Present simple

Pytania i odpowiedzi

Pytania ogólne w czasie **present simple** rozpoczynamy od **Do** lub **Does**. Na przykład:

Do I/you/we/they like school?

Does he/she/it like school?

Na tego typu pytania możemy odpowiedzieć krótko: Yes, I/you/we/they **do**. lub No, I/you/we/they **don't**. / Yes, he/she/it **does**. lub No, she **doesn't**.

Aby zapytać o szczegóły, możemy stosować wyrazy i wyrażenie takie jak: **when, where, what, who, what time**. Na przykład:

A: **Where do** I/you/we/they live?

B: I/you/we/they live in Warsaw.

A: **What time does** he/she/it go to bed?

B: He/She/It usually goes to bed at 10 pm.

5. 1.9 Read the text. In your notebook, choose the correct option. Listen and check.

I go to school from Monday to Friday. I (1) **don't/doesn't** go to school at weekends. School (2) **start/starts** at 8.30 and (3) **finish/finishes** at 3.30. I usually (4) **walk/walks** to school and it (5) **take/takes** about 20 minutes. I usually (6) **eats/eat** some sandwiches, crisps and fruit at school. We usually (7) **get/gets** homework, but our teacher (8) **don't/doesn't** give us homework every day.

6. Look at the text in exercise 5. In your notebook, write a short text about your school.

Example: *My school starts at 9.00.*

7. In your notebook, put the words in the correct order.

Example: *do/What time/in the morning/?/leave home/you*
What time do you leave home in the morning?

- walk/Do/to school/?/you
- you/like/do/Who/at your school?
- your school/have/Does/a good library?
- your dad/When/come home/?/does
- you/Where/do/do your homework?
- What time/have/do/you/breakfast?
- you usually have/do/What/for lunch at school?
- do/in the evenings and at weekends/?/What/you/do

8. Work in pairs. Ask and answer the questions in exercise 7. Give some extra information.

A: Do you walk to school?

B: No, I don't. I usually go by bus.

A: What time do you leave home in the morning?

B:

A:

B:

Lesson 3

Listening and Speaking

Nagrania 1.10–1.11
docwiczenia.pl
Kod: U5YKLG



Excuse me ... Can I ...?

1. **warm-up** In your notebook, fill the gaps (1–3) with the words and phrases in the box.

to music songs water to the toilet

Example: go to the toilet.

1. drink
2. sing
3. listen

2. Read the conversation and answer the questions (1–3) in your notebook.

Example: Is Zac at home?
No, Zac is at school.

1. Who is late for class?
2. Is Zac's brother ill?
3. Can he drink some water?

Can I drink some water? 1.10

- **Zac:** Good morning. I'm sorry I'm late. My sister is ill. It's so hot here. **Can someone open the window, please?**
- **Teacher:** Yes, of course.
- **Zac:** Thank you. **Can I drink some water?**
- **Teacher:** Yes, you can Zac. Drink some water and open your book on page 35.

3. Work in pairs. Act out the conversation. Use the *Functional language box* and the words in the box.

drink water listen to music
go home open a window
sing songs read a book

Example: A: Can I drink some water?
B: Yes, you can.

4. 1.11 Read the conversation. In your notebook, translate the sentences (1–2) into Polish.

- **Teacher:** So, children, let's check your answers. A dog is three, a cat is seven, and a mouse six.
(1) Does everybody understand?
Okay, so what is a tiger?
- **Student:** Yes. I know! I know! It's eleven.
- **Teacher:** **(2) I'm afraid that's wrong.**
Try again.
- **Student:** Excuse me Miss, I don't understand. Wait, maybe ...
A dog is three, a cat is seven, and a mouse is six. So a tiger is ten!
- **Teacher:** Yes. Well done. Write the answers in your notebooks.

Functional language box

- Can I drink some water?
- I'm sorry I'm late.
- I'm afraid that's wrong. Try again.
- Excuse me, I don't understand.
- Does everybody understand?
- Can someone open the window, please?

5. Student A – go to page 106,
Student B – go to page 118.



1 1.12

Cameron at the end of the world

Hi. I'm Cameron. I live on a Scottish island. There are 1 adults here and three children: me, my brother and my sister. We all go to the same school. Our school is also our home, and my mother and father are our teachers. We love science! Mum teaches us maths, 2 and IT. She knows about lots of subjects. My favourite 3 are geography and music, but my sister and my 4 like biology and history. My dad is an artist. He teaches us art, of course, but he also knows a few languages.



1. 1.12 Read Text 1. In your notebook, fill the gaps (1–4) with the words in the box. Listen and check.

subjects brother thirty-five biology

2. Read Text 1 again. In your notebook, answer the questions (1–5).

Example: How many children are there in Cameron's family?
There are three children in his family.

- Where does Cameron live?
- Who are his teachers?
- Which subjects does his sister like?
- Which subject does Cameron like?
- Is Cameron's father a baker?

3. Work in pairs. Is Cameron's life similar to your life?

Example: Yes it is. There are three children in my family too. Me and my two brothers.

4. Read Text 2. In your notebook, fill the gaps (1–3) with the phrases in the box.

on Tuesdays and Wednesdays
we have two lessons
your week at school

2 1.13



Hi, I'm Zoe, I live in England. This is my week at school. Monday is the day for languages. We have French and Spanish or German. 1 we have maths and English lessons. There is also some sport in our PE classes. On Thursday I have my favourite lesson of the week, IT. Friday is my favourite weekday. 2 of PE, and the next day is Saturday! What does 3 look like?
Bye, Zoe

**Writing tip**

Przygotuj plan tego, co chcesz napisać, i listę przydatnych wyrazów.

5. In your notebook, write a message to Zoe about your week at school.

Example:

Hi Zoe, I'm I live in
 Thank you for your message. This is my week at school. On Monday

Checklist

- ☒ Potrafię stosować słownictwo z zakresu: szkoła – przedmioty i przybory szkolne.
- ☒ Potrafię opisać swój typowy dzień stosując czas *present simple*.

Lesson 5

Grammar and Vocabulary

Nagrania 1.14–1.16
docwiczenia.pl
Kod: U5Y74A



1. 1.14 Study the *Grammar box*.
... Listen and repeat.

Grammar box

in, on, at

- **In** stosujemy najczęściej z wyrazami oznaczającymi: **miesiące, pory roku, pory dnia** oraz gdy chcemy podać rok. Na przykład:
*My birthday is **in** May. It's cold **in** winter.*
*I run **in** the morning. My dad's 50 **in** 2028.*
- **On** stosujemy w połączeniu z dniami tygodnia i datami. Na przykład:
*The exam is **on** Thursday.*
*My birthday is **on** the 15th of May.*
- **At** stosujemy do określenia godziny oraz w połączeniu z takimi wyrazami, jak **the weekend** albo **Christmas**. Na przykład:
*School starts **at** 8.30.*
*I visit my grandparents **at** weekends.*
*I always see my cousins **at** Christmas.*

for, from ... to

- **For** używamy, żeby określić czas trwania danego wydarzenia lub sytuacji. Na przykład:
*I have a lesson **for** one hour.*
*We always go on holidays **for** two weeks.*
- Wyrażenie **from ... to** stosujemy, żeby powiedzieć, kiedy coś się zaczyna i kończy. Na przykład:
*I have a piano lesson **from** 6.30 **to** 7.30 on Wednesdays.*

Grammar tip

Zwróć uwagę na różnice w zastosowaniu **in** i **on**:
in the morning (pora dnia)
on Wednesday morning (pora dnia oraz dzień tygodnia). Na przykład:
*I always run **in** the morning.*
*I always run **on** Friday mornings.*

It's the weekend!

1.15



- **Kate:** Hurray! It's Friday! It's the weekend! No school for two days!
- **Sam:** Lucky you! I have extra music lessons **at** weekends **for** the school orchestra. They're always **on** Saturday. The class is **for** three hours **in** the morning, **from** 9 o'clock **to** 12 o'clock. We have a big concert **in** December, so we have extra classes. The concert is **at** Christmas, **on** the 24th of December.
- **Kate:** Well, I have extra maths lessons **at** weekends. My mum's friend teaches me. It's **at** my house and it's **on** Sunday, **at** 6 o'clock **in** the evening. And it's always **for** two hours, **from** six **to** eight!
- **Sam:** It's good to learn things, but I don't want to study on Saturday or Sunday.
- **Kate:** Yes, I agree!

Vocabulary box

Verbs: **learn** **study** **teach**



2. Read the conversation on page 14. In your notebook, fill the gaps (1–6) with the words in the box.

24th of December December
nine o'clock Saturday
six o'clock Sunday

- Sam has music classes **on** .
- Kate has a maths lesson **on** .
- Sam's music class starts **at** .
- Sam's orchestra has a concert **in** .
- Kate's maths lesson starts **at** .
- The concert is **on the** .

3. **1.16** In your notebook, choose the correct option.

Example: I meet with my friends in/on Thursdays.

- At school, we have lunch on/at 12.30.
- I have a music lesson in/at the weekend.
- My birthday is in/on May. It's on/at the 15th of May.
- We go skiing in/at winter.
- I always visit my family on/at Christmas.
- I sometimes watch TV in/at the evening.

4. **Work in pairs. Are the sentences in exercise 3 True (T) or False (F) for you?**

Example: I meet with my friends on Fridays. **F**
I meet with my friends on Mondays.

5. **Work in pairs. When's your birthday?**

Example: Joanna's birthday is in September.
It's on the 13th.



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

Example: My birthday is (w maju) in May.

- The exam is (15 kwietnia) .
- We have dinner (o 19.00) .
- We go to school (od 9.00 do 15.00) .
- We go to school (na sześć godzin) .

7. **E** Look again at the conversation on page 14. Complete the sentences with: **from ... to or for**.

Example: Kate has got guitar lessons on Mondays. They're from 6 o'clock to 9 o'clock.

- Sam's music class is on Saturdays. It is 9 o'clock 12 o'clock. It's 3 hours.
- Kate's maths lesson on Sunday is two hours. It's 6 o'clock 8 o'clock.

8. In your notebook, fill the gaps with: **in, on, at, from ... to or for**.

In England, children go to primary school from the age of 5 **1** 11. Then, they go to secondary school **2** the age of 11 **3** 16. Some children stay at school **4** two more years and then, they go to university. The school year starts **5** September and finishes **6** July. The school day starts **7** around 8.30 and finishes **8** around 3.30. Children usually do homework **9** the evening. There are holidays **10** Christmas and **11** Easter, and there is a long holiday **12** about 6 weeks **13** the summer.

9. In your notebook, write a short text about Polish schools. Use the text in exercise 8 as a model.

Example: In Poland, children go to primary school from age 6 or 7. Then, they



Lesson 6

Vocabulary Review



Wordlist 1.17
docwiczenia.pl
Kod: U5CD8F



Strategy

Zapamiętaj po jednym przykładzie, który będzie Ci przypominał o zasadach stosowania **in**, **on**, **at**.
Na przykład: **in** November (**in** + nazwy miesięcy, lat, pór roku/dnia), **on** Monday (**on** + nazwy dni tygodnia, konkretnych dat), **in** winter (**in** + nazwy pór roku), **at** 10 o'clock (**at** + nazwy godzin, świąt).



Vocabulary box

School:

calculator – kalkulator
canteen – stołówka szkolna
dictionary – słownik
gym – sala gimnastyczna
interactive whiteboard –
tablica interaktywna
learn – uczyć się (zdobywać
nową wiedzę)
lunchbox – pudełko na lunch
map – mapa
marker pen – flamaster
poster paint – farba
plakatowa
pencil case – piórnik
pencil sharpener –
temperówka
school library – biblioteka
szkolna

schoolbag – plecak
szkolny
study – uczyć się
(np. do testu)
teach – uczyć (kogoś)

Months:

January – styczeń
February – luty
March – marzec
April – kwiecień
May – maj
June – czerwiec
July – lipiec
August – sierpień
September – wrzesień
October – październik
November – listopad
December – grudzień

Ordinal numbers:

the first – pierwszy
the second – drugi
the third – trzeci
the fourth – czwarty
the fifth – piąty
the sixth – szósty
the seventh – siódmy
the eighth – ósmy
the ninth – dziewiąty
the tenth – dziesiąty
the eleventh – jedenasty
the twelfth – dwunasty
the thirteenth – trzynasty
the twentieth – dwudziesty
the twenty-first – dwudziesty
pierwszy
the thirtieth – trzydziesty

Functional language:

Can I drink some water? – Czy mogę napić się wody?

Can someone open the window, please? – Czy ktoś może otworzyć okno?

Does everybody understand? – Czy wszyscy rozumieją?

I'm afraid that's wrong. Try again. – Obawiam się, że to jest niepoprawne. Spróbuj jeszcze raz.

I'm sorry I'm late. – Przepraszam, jestem spóźniony/spóźniona.

Excuse me, I don't understand. – Przepraszam, nie rozumiem.

Give it back to me, please. – Oddaj mi to proszę.

1. In your notebook, match the definitions (1–5) with the words in the Vocabulary box.

1. A book which gives the definitions of words.
2. It shows the location of places or countries.
3. The place for eating meals at school.
4. You keep your pens and pencils there.
5. Your birthday is in .





Grammar box

Present simple

Twierdzenia

I/You/We/They **run** in the morning.

He/She/It **runs** in the morning.

Przeczenia

I/You/We/They **don't run** in the morning.

He/She/It **doesn't run** in the morning.

Pytania i odpowiedzi

Do I/you/we/they **run** in the morning?
Does he/she/it **run** in the morning?

- ▶ Yes, I/you/we/they **do**.
- ▶ No, I/you/we/they **don't**.
- ▶ Yes, he/she/it **does**.
- ▶ No, he/she/it **doesn't**.

in, on, at

I am 12 **in** March.

I fly to France **on** Monday.

I have music classes **at** 7 am.

I have to stay here **for** one week.

I have music classes **from** 6 am **to** 7 am.



Pytania szczegółowe

What time do I/you/we/they run **on** Mondays?

What time does he/she/it run **on** Mondays?

- ▶ I/You/We/They **run** at 8 am on Mondays.
- ▶ He/She/It **runs** at 8 am on Mondays.

2. In your notebook, fill the gaps (1–6) with the correct form of go.

Example: My parents go to work at 7.

1. My dad for a walk.
2. Their sister shopping every Saturday.
3. Do Tim and Ben camping every year?
4. Does your sister skiing in winter?
5. Why does your cat to sleep at 4 am?
6. Jake's brother to the gym on Mondays.

3. E In your notebook, translate the sentences (1–4) into Polish.

Example: We have PE classes on Thursdays.

Lekcje WF-u mamy w czwartki.

1. We usually go to Zakopane at Christmas.
2. I always go swimming in summer.
3. I don't watch TV in the evening.
4. I have to go for extra maths classes for the next 5 weeks.

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

Example: What time do you usually get up on weekdays?

I usually get up at 10 on weekdays.

1. What time do you finish school on Fridays?
2. How often do you eat ice-cream?
3. How often do you do sports?
4. What time do you usually go to sleep?

5. Work in pairs. Ask and answer the questions in exercise 4.





Vocabulary

1. In your notebook, name the photos (1–8).
... (8 pkt)



2. 1.18 **E** In your notebook, match the speakers (1–4) with the answers (A–E). There is one extra answer. (4 pkt)

- A. OK, let me help you.
B. Sure, you can.
C. Don't worry. It's OK.
D. I like history and IT.
E. It's in the gym.

1	2	3	4

3. In your notebook, write two more words.
... (5 pkt)

1. Monday, Tuesday, ,
2. April, May, ,
3. first, second, ,
4. September, October, ,
5. seventeenth, eighteenth, ,

Grammar

4. In your notebook, choose the correct option. (5 pkt)

- My dad often **help/helps** me with my homework.
- All my friends **like/likes** PE, but they **don't/doesn't** like science.
- Where **does/do** your grandma live?
- Do you **usually have/have usually** lunch at school?
- My sister doesn't **want/wants** to be a teacher. She **think/thinks** it's a difficult job.

5. In your notebook, fill the gaps with *in*, *on* or *at*. (6 pkt)



- My birthday is the 24th of March.
- My sister Jenny always reads books the evening.
- My two little sisters always get a lot of presents Christmas.
- Mondays my lessons start 9.00.
- At my school there is always a Sports Day June.

6. In your notebook, fill the gaps (1–3). (3 pkt)

- What time ?
My mum gets up at six o'clock.
- Where ?
Sally lives in London.
- What ?
I usually play computer games after school.

7. 1.19 **dictation** Listen to the recording.
... In your notebook, write down the six sentences. (6 pkt)



1.20

The school year runs from September until May. Lots of schools have two semesters: autumn (September–December) and spring (January–May). There are no uniforms at our school, of course, but we do have a dress code. There are some clothes you can't wear. We don't have many tests or exams. We write essays in English and do project work in science. We have algebra, reading, writing and spelling every day. Everyone plays a musical instrument or is a member of a sports team. You choose at least one extra class. Teachers use computers during lessons to give presentations and show films. We have textbooks, which we borrow from the library for a year. We do lots of our homework at school. Grades are as follow: A, B, C, D (pass) and F (fail). We have a big test in every subject at the end of the school year.

1. Look at Grace's class schedule.
... Ask and answer the questions (1–4) in pairs.

Example: *How long are her lessons?* 60 mins

Grace's class schedule

Homeroom teacher: Ms Davis

8.00 School starts	12.45–1.15 Lunch
8.30–9.30 Lesson 1	break
9.30–10.30 Lesson 2	1.15–2.15 Specials*
10.30–10.45 Break	2.15–3.15 Extras**
10.45–11.45 Lesson 3	3.15–3.45 Homework
11.45–12.45 Lesson 4	

*1.15 Specials

fine arts, music, IT, Health and Physical Education (HPE)

**2.15 Extras

orchestra/band on Mon. and Thurs.

- How long is Grace's lunch break?
- When can she go home?
- How many breaks does she have?
- What questions do you want to ask Grace?

2. 1.21 Listen to the recording. In your notebook, write three school subjects that Grace has before lunch.

3. 1.22 Listen to the recording. In your notebook, complete the notes.

Example: *Specials: IT,*
Extras: ,

4. Work in pairs. Is Grace's class schedule similar to yours?

5. Read the Text again and do the quiz.
... Write the answers in your notebook.

Quiz

- How long are the lessons?
A. 30 minutes
B. 40 minutes
C. 60 minutes
- Grade *F* means you:
A. pass very well.
B. fail.
C. pass.
- Do schools in California have uniforms?
A. Yes, they do.
B. No, they don't.
- Does every student play a musical instrument at school?
A. Yes, they do.
B. No, they don't.
- Does every student play a sport at school?
A. Yes, they do.
B. No, they don't.

Film and TV Fun!

Lesson 1

Vocabulary

Nagrania 2.1-2.4
docwiczenia.pl
Kod: U52BTH



1. **warm-up** Look at the *Got it!* box. In your notebook, translate the words into Polish.

Got it!

go to the cinema have fun
watch TV watch a film



2. In your notebook, fill the gaps (1–3) with the *Got it!* box phrases.

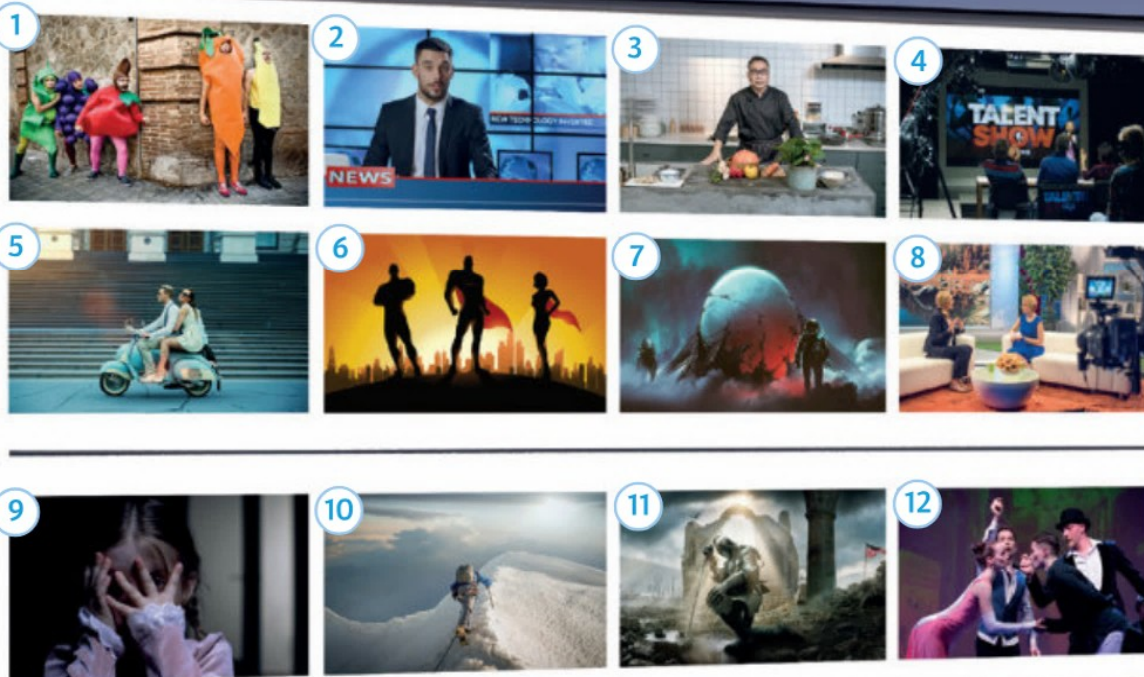
A: I want to watch a film. Do you want to

1 the cinema with me?

B: Thank you, but I can't today. I want to watch

2 with my parents in the evening.

A: OK, maybe next time. 3 fun!



Vocabulary box

Films and TV programmes: **comedy**
horror film **news** **cooking programme**
thriller **talent show** **adventure film**
romantic film **historical film** **cartoon**
musical **science fiction film** **talk show**

3. **2.1** Look at the *Vocabulary box*.
 ... Listen and repeat.
4. Look at the *Vocabulary box*. Find the
 ... words in the pictures on page 20.
5. In your notebook, match the pictures (A–C)
 ... with the phrases in the box.

adventure film **talent show**
talk show **science fiction film**



talk show



6. **2.2** Listen to the recording. In your
 ... notebook, match the words (1–4) with
 the speakers (A–D).

1. talent show
2. comedy
3. cooking programme
4. adventure film

7. **2.3** Listen and sing.

What time's the adventure film?
 What time's the musical?
 What time's the talk show?

The thriller's at six o' clock.
 At seven it's the cartoon.
 The historical film's after the morning news.
 The musical's in the afternoon ... woof woof!



8. Work in pairs. Make notes in your
 ... notebooks.



1. Write down your ideal plan for a day
 of TV programmes. Use words from
 the *Vocabulary box*.
2. Ask your classmates about their plan
 and write down their answers.

Example: *What is your favourite programme
 in the morning?*

	Me	Classmate
morning		
afternoon		
evening		

9. **2.4** Listen to the recording. In your
 ... notebook, fill the gaps (1–5).

How do we plan the programmes during the
 day on television? On *PBC1* it looks like this.
 In the mornings we have cartoons for kids
 and **1** programmes for their parents.
 Then, it's school time, so we show old
2 films and **3** . In the evenings we
 sometimes have **4** and, after 10 pm, **5** .

Additional vocabulary

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

sports programme **weather forecast**

- A** wind **B** temperature **C** map
D football **E** volleyball **F** snow

Lesson 2

Grammar and Listening



Nagrania 2.5–2.7
docwiczenia.pl
Kod: U57W5S



1. **2.5** Study the *Grammar box*.
... Listen and repeat.

Grammar box

like, love, hate + -ing

- Gdy mówimy o tym, że coś lubimy – **like**, kochamy (uwielbiamy) – **love** lub czegoś nienawidzimy – **hate**, po tych wyrazach używamy czasownika z końcówką **-ing**.

Pisownia

- Do większości czasowników dodajemy końcówkę **-ing**. Na przykład:
eat ► **eating**
I/you/we/they like/love/hate walking in the forest.
He/she/it likes/loves/hates walking in the forest.
- Gdy czasownik kończy się na **-e**, usuwamy je przed dodaniem końcówki **-ing**.
Na przykład:
smile ► **smiling**
I/you/we/they like/love/hate smiling.
He/she/it likes/loves/hates smiling.
- Gdy czasownik kończy się spółgłoską, przed którą znajduje się samogłoska, podwajamy ostatnią literę tego czasownika i wtedy dodajemy końcówkę **-ing**.
Na przykład:
travel ► **travelling**
I/you/we/they like/love/hate travelling.
He/she/it likes/loves/hates travelling.

2. Read the conversation. In your notebook, fill the gaps with the missing names.

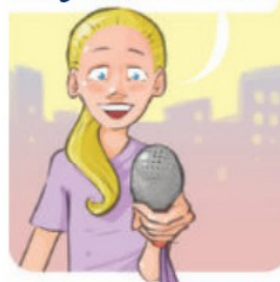
Example: Meg loves asking questions.

- loves dancing.
- hates wearing shoes.
- likes watching talent shows.
- likes wearing blue.
- really likes sleeping.
- really loves asking questions.

What do we all like doing?

2.6

So, you already know that I **love asking** questions. Well, today my question is: What do we all **like doing** in our free time?



Well, as you know, I **like writing** and **drawing**. But I **love wearing** blue clothes. Oh, and I **hate wearing** shoes. Shoes are not cool! Chill!

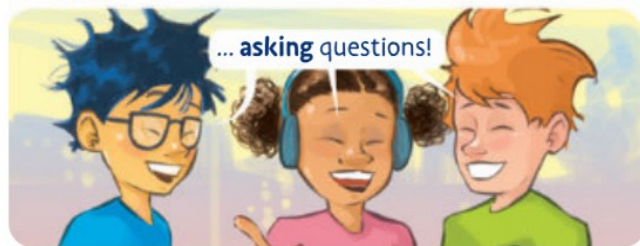


I **love listening** to music. So I really **like watching** talent shows on TV.

I **love reading**. I **love reading** everything – books, magazines, e-books. Next page! And I really **like sleeping**. Sleeping is great, but what about you Meg?



I really **like dancing** and **skateboarding**. And I **like watching** TV shows and cartoons, but I really love ...



... **asking** questions!

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

- Meg loves asking questions. T/F
- Will hates wearing socks. T/F
- Benny likes sleeping. T/F
- Meg really likes dancing and snowboarding. T/F



Grammar tip

Możesz wzmocnić znaczenie słów *like*, *love* lub *hate* za pomocą słowa *really* (naprawdę).

Na przykład:

He **really** loves cooking.

She **really** hates washing dishes.

I **really** like travelling.

4. In your notebook, fill the gaps (1–6) so that they are true for you. Use: *like*, *love* or *hate*.



Example: I love running in the morning.

1. I going to the theatre.
2. I listening to music.
3. I shopping for food.
4. I doing homework.
5. I going to the dentist.
6. I eating carrots.

5. Work in pairs. Compare your answers in exercise 4 with your classmate.

Example: I like cleaning my room, but Kasia hates cleaning her room.



6. In your notebook, put the words in the correct order. Listen and check.

Example: *like/I/with my mum./sing*
I like singing with my mum.

1. My parents/talk/about travelling./love
2. hate/I love music shows but/watch/talk shows./I
3. dance/Two of my best friends/like/but I don't.
4. I/with my family./watch cartoons/like

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

Example: In the evenings, (lubię oglądać kreskówki) I like watching cartoons with my brother.

1. (Nienawidzę sprzątać) my bedroom.
2. I'm a singer, so (uwielbiam oglądać konkursy talentów) .
3. (Lubię jeść) pepperoni pizza.
4. Do you like (sprzątać swój pokój) .
5. (Uwielbiam nosić niebieskie skarpetki) on Tuesdays!
6. Patrick (nienawidzi jeździć rowerem) .

8. Play the Love, like and hate game.



1. Zapisz w zeszycie cztery zdania na temat tego, co lubisz (*like*), uwielbiasz (*love*) i nienawidzisz (*hate*) robić. Przynajmniej jedno zdanie musi być fałszywe.

Example: I love playing football.

I like watching talent shows.

I don't like tennis.

I hate cooking.

2. Przeczytaj zdania na głos.
3. Reszta uczniów musi zgadnąć, czy Twoje zdania są prawdziwe, czy fałszywe.
4. Wygrywa osoba z największą liczbą poprawnych odpowiedzi.



At the cinema

1. warm-up In your notebook, fill the gaps with the missing letters.

1. omedy
2. tale t sh w
3. alk sh w
4. music
5. his orical film
6. cart on
7. science iction film
8. ad enture film

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

Example: When does Alice want to go to the cinema?

Alice wants to go to the cinema in the evening.

1. Why doesn't Sam want to go to the cinema?
2. What does George think about the theatre?
3. What doesn't Alice have?
4. What does Alice think about staying at home?

Film time



- **Alice:** I think it's time for the news.
- **Sam:** No, not for George and me, thank you very much! **I don't think we want to watch it.**
- **Alice:** OK. So, maybe film time! Let's go to the cinema this evening. What do you think about that?
- **George:** **It's a great idea.**
- **Sam:** **I agree.** But wait ... we always go to the cinema. **How about going to the theatre?**
- **George:** **No way.** Boring!
- **Sam:** Hmm. Do we have any tickets, Alice?
- **Alice:** No.
- **Sam:** Maybe ... **can we just stay at home?**
- **Alice:** **Sure, of course.** But it's a bad idea!
- **George:** I don't think so. **It's a great idea!**

3. In your notebook, fill the gaps (1–5). Use the Functional language box.

1. **A:** Let's go to the cinema, not the theatre.
B: No way! It's a bad **1**.
2. **A:** How **2** the cinema?
B: Sure, **3**.
3. **A:** I don't **4** watch this.
B: I agree. **5** a bad idea!

Functional language box

- ▶ Let's go to the cinema.
- ▶ That's a great/bad idea.
- ▶ How about going to the (theatre)?
- ▶ I agree.
- ▶ Can we just stay at home?
- ▶ Sure, of course.
- ▶ I don't think we want to watch this.
- ▶ No way.

4. In your notebook, match the questions (1–3) with the answers (A–C).

Example: Can we just stay at home?
No way.

1. How about going to the cinema?
2. How often do you go to the cinema?
3. How much are the cinema tickets?

- A.** We go to the cinema every week.
- B.** That's a great idea.
- C.** They are about 30 zlotys.

5. Student A – go to page 106, Student B – go to page 118.



Lesson 4

Reading and Writing

Nagrania 2.9–2.10
docwiczenia.pl
Kod: U572PK



1 2.9

I'm a blogger!



Tommy X is a millionaire. He is tall and thin, has long brown hair, and plays the **1** . But Tommy is not a rock star, and Tommy X is not his real name. His family and friends call him Tom Wood. Tom is 11 years old. He is a **2** from Glasgow.

Tommy X loves films **3** , science fiction films and musicals! In his blog, he writes about new things that are on at the cinema, but he also writes about old films, too. He always tells people what he thinks about a film. Tommy X has also got time to write to his **4** every day, and he answers any questions in a video chat with them every Thursday evening. He is a popular person. A lot of young people read his blog. Does Tommy X want to make comedies or musicals? No, but he wants to make **5** about them – a film show for his blog!

1. 2.9 Read Text 1. In your notebook, fill the gaps (1–5) with the words in the box. Listen and check.

thrillers guitar blogger fans films

2. Read Text 1 again. Answer True (T) or False (F) in your notebook.

- | | |
|--|-----|
| 1. Tommy is not a rock star. | T/F |
| 2. Tommy is short. | T/F |
| 3. A lot of people read his blog every week. | T/F |
| 4. Tommy doesn't like musicals. | T/F |

3. 2.10 Read Text 2. In your notebook, choose the correct option. Listen and check.

2 2.10



I *like* watching **(1) films/books** a lot, but my favourite is *The Jungle Story*. It is the **(2) story/show** of a small, friendly boy. Mawgli is born in the **(3) jungle/school** in India. He **(4) live/lives** with the animals. His best **(5) friend/sport** is a bear. I think a snake is also his friend, but sometimes the snake is not friendly. The film is an adventure film, but there is also a cartoon version and a **(6) musical/news**. At the end of the film, Mawgli goes to a village. What happens next? Go and watch the film to find out! What is my **(7) first/second** favourite film? *Running pigs* of course!



Writing tip

Przed rozpoczęciem pisania zbierz listę przydatnych słów i zwrotów. Na przykład:

Films: musical, historical film, cinema

Phrases: I like/love/hate watching ...

4. Read Text 2 again. Answer questions (1–3) in your notebook.

Example: What is *The Jungle Story*?

The Jungle Story is a film, a cartoon and a musical.

- Which country is the jungle in?
- Who is the bear?
- What kind of film is *The Jungle Story*?

5. In your notebook, write a blog post about your favourite films or programmes.

6. Work in pairs. Exchange blog posts with your classmate and compare.

Checklist

- ☒ Potrafię stosować słownictwo z zakresu: filmy i programy telewizyjne.
- ☒ Potrafię poprawnie stosować *like, love, hate + -ing*.

Lesson 5

Grammar and Vocabulary



Nagrania 2.11–2.14
docwiczenia.pl
Kod: U54J53



1. 2.11 Study the *Grammar box*.
... Listen and repeat.

Grammar box

a, an oraz the

- **A** oraz **an** stosujemy z rzeczownikiem w liczbie pojedynczej, gdy informacja o czymś pojawia się po raz pierwszy.
Na przykład:
*I have **a** TV in my bedroom.*
- **A** stawiamy przed słowem rozpoczynającym się od **spółgłoski**.
Na przykład:
*I have **a** old cat.*
- **The** stosujemy, kiedy mówimy o czymś, o czym już wcześniej wspomnieliśmy, a także o czymś, o czym nasz rozmówca już wie. Na przykład:
*Monica has got a cat. **The** cat is fluffy.*



Grammar tip

W swoich wypowiedziach czasami opisujesz coś lub kogoś, stosując przymiotniki i rzeczowniki. Wtedy, to pierwsza litera wyrazu decyduje o tym, czy postawisz przed nim **a** czy **an**. Na przykład:

*I love Supercharge 3. It's **a** great film.
This is my friend. He's **an** excellent singer.*

2. Read the conversation. In your notebook, fill the gaps with the names: Boris or Tom.

Example: *Boris doesn't like cooking programmes.*

1. likes science fiction films.
2. thinks romantic films are boring.
3. loves comedies and musicals.
4. watches live streams and films online.
5. says his favourite musical is The Sound of Music.
6. loves romantic films.

I can watch cool films! 2.12



- **Boris:** What do you do in your free time?
- ▶ **Tom:** Well, I've got a cool TV in my bedroom! I usually surf the internet on it, I have group chats with my friends and watch live streams. I love watching sporting events.
- **Boris:** Lucky you! I usually watch TV with my parents in the living room. And we just watch things like cooking programmes and talk shows and historical films! It's all so boring!
- ▶ **Tom:** Poor you! I can watch cool films all the time. I watch things like science fiction and historical films. I sometimes watch films all night! **The TV is next to my bed.** What is your favourite film?
- **Boris:** It's an old musical – *The Sound of Music*. I also like watching romantic films and comedies.
- ▶ **Tom:** Romantic films! They're boring!
- **Boris:** No, they're not! I love them. There's a website all about different kinds of films. The website is amazing, it's *MusicalRomCom.com*. It's my favourite website! You have to visit it.
- ▶ **Tom:** No thanks! I think *SciFiHorror.com* is my favourite!

Vocabulary box

surf the internet watch films online
group chat live stream website



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



Example: A: *What kinds of TV shows do you like?*
 B: *I usually watch talk shows. I like listening to people. Look!*

1. Do you have a TV in your room?
2. Do you usually watch TV alone or with your family?
3. What programmes do you usually watch?

4.  2.13 In your notebook, fill the gaps (1–10) with *a, an* or *the*. Listen and check.

Example: A: *I've got a cat! Look, this is a photo of it!*
 B: *Wow. The photo is so cool.*

1 ■ A: Wow! You've got 1  new TV in your bedroom!

► B: 2  TV is next to my bed.

2 ■ A: There's 3  website all about those kinds of films.

► B: Yes, I know. 4  website's name is *MusicalRomCom.com*.

3 ■ A: There's 5  interesting programme on TV tonight.

► B: What's 6  programme about?

■ A: It's 7  musical. It's about 8  girl who plays 50 musical instruments.

► B: Ah, is she 9  girl from Tarnów? Her name is Asia, isn't it? She's 10  very good musician.

■ A: Yes, that's true. She's amazing!

5.  2.14 Study the *Grammar box*.
 ... Listen and repeat.



Grammar box

tzw. *zero article*

- W języku angielskim istnieją też przypadki, kiedy mówimy o czymś po raz pierwszy w sposób ogólny i przed rzeczownikiem nie stawiamy *a, an* ani *the*. W takich sytuacjach mówimy o tzw. *zero article*. Stosujemy go w następujących sytuacjach:
- Gdy używamy rzeczownika w liczbie mnogiej, na przykład: *I love **adventure films***.
- Gdy używamy rzeczownika niepoliczalnego, na przykład: *I listen to **music** all the time*.
- Przed nazwami pór roku, miesięcy, dni tygodnia i posiłków: ***summer, June, Monday, breakfast***.



Grammar tip

Pamiętaj, że gdy przed rzeczownikiem (np. *shirt*) występuje zaimek (*my, your, his, her*) nie używasz *a, an* ani *the*. Na przykład: *Your socks are next to **my shirt***.

6. In your notebook, choose the correct option.

1. I love **a/an/the/-** Saturdays. We just watch talk shows and musicals!
2. I've got **a/an/the/-** old historical film on my computer. **A/An/The/-** film is about our country in the past.
3. He wants to watch **a/an/the/-** cooking programme in the evening.
4. I often drink my favourite tea when I read a book. What do you do on **a/an/the/-** Saturdays?

7. In your notebook, complete the sentences so that they are true for you.

Example: *I like websites about animals.*

1. I love .
2. I don't like .
3. I never .
4. I usually .
5.  are boring.

Lesson 6

Vocabulary Review



Wordlist 2.15
docwiczenia.pl
Kod: U59DDN



Strategy

Ucząc się nazw różnych gatunków filmowych i programów telewizyjnych, dopasuj do każdego z nich konkretny, dobrze Ci znany tytuł, np.: *science fiction film* – *Super Star Warriors*.



Vocabulary box

Types of films, programmes and others:

adventure film – film przygodowy

cartoon – kreskówka

comedy – komedia

cooking programme – program kulinarny

group chat – internetowy czat grupowy

historical film – film historyczny

horror film – horror

live stream – transmisja na żywo przez internet

musical – musical

news – wiadomości

romantic film – film romantyczny; romans

science fiction film – film fantastycznonaukowy

surf the internet – przeglądać strony internetowe

talent show – konkurs talentów

talk show – talk show (program polegający na rozmowie z gośćmi w studio telewizyjnym)

thriller – thriller, dreszczowiec

watch films online – oglądać filmy online

website – strona internetowa

Functional language:

Can we just stay at home? – Czy możemy po prostu zostać w domu?

How about going to the theatre? – Co powiesz na pójście do teatru?

I agree. – Zgadzam się.

I don't think we can watch this. – Myślę, że nie możemy tego oglądać.

That's a great/bad idea. – To świetny/zły pomysł.

Let's go to the cinema. – Chodźmy do kina.

No way. – Nie ma mowy.

Sure, of course. – Jasne, oczywiście.

1. In your notebook, choose the correct option.

Example: *A film that makes people laugh is*
A. a comedy. B. a romantic film.

- A scary film is
A. a romantic film. B. a horror.
- A film or a show where the actors sing is
A. a musical. B. a science fiction film.
- You can find out what's going on in the world by watching
A a group chat. B the news.
- You can surf
A. the internet. B. a thriller.

2. Work in pairs. Act out the conversations (1–3).

Example: A: Offer to go to the cinema.
B: Say no and give a reason.

A: Let's go to the cinema tonight.

B: No way. It's late, and I have homework to do.

- A: Offer to go to the cinema.
B: Say *no* and give a reason.
- A: Offer to watch a film.
B: Say *yes* and be positive.
- A: Offer to go to a new restaurant.
B: Say *no*, but be very nice.

Grammar Review



Grammar box

a, an, the oraz tzw. zero article (-)

a

a book
a romantic film

an

an apple
an old comedy

the

Monica has **a** website about talent shows.
The website is very interesting.

zero article (-)

apples
books
money

love, like, hate + -ing

I/You/We/They **love** going to the cinema.
I/You/We/They **like** eating apples.
I/You/We/They **hate** running in the evening.
He/She/It **loves** eating carrots.
He/She/It **likes** making a lot of noise.
He/She/It **hates** swimming.

3. In your notebook, choose the correct option.



Example: A: Let's watch a horror!
B: Oh, no I hate a horrors.

- A:** How about going to **the** museum?
B: That's **-a** great idea.
- A:** Why don't we watch **an** adventure film at 7 pm?
B: No way. **-A** adventure films are boring.
- A:** Can we have **a** group chat with your friends now?
B: Sure, of course. Give me **a/the** minute.

4. In your notebook, put the words in the correct order.

Example: going/to parties/They like/together.
They like going to parties together.

- hates listening to/My sister/heavy metal.
- films online./Bob and Bill/love watching
- I like/the theatre/going to/with my parents.
- in the morning./We like/running

5. In your notebook, complete the sentences so that they true for you.

Example: I like following famous people on the internet.

- I love watching and .
- My best friend really likes visiting .
- My friend hates going to .
- I hate learning .
- I love learning .
- I like listening to .



Vocabulary

1. In your notebook, match the definitions (1–4) with films and TV programmes (A–F). There are two extra options. (4 pkt)
- A story about the future, often set in space.
 - A type of film with a lot of singing and dancing.
 - You talk with your friends via the internet.
 - A programme in which people show what they are good at.
- A. musical
B. group chat
C. talent show
D. adventure film
E. science fiction film
F. website

2. 2.16 Listen to the recording. In your notebook, choose the correct option. (3 pkt)

1. What is Jane's favourite programme?



2. What does Tom like doing?



3. What do the speakers want to do at the weekend?



Grammar

3. In your notebook, fill the gaps (1–4) with the correct form of the words in brackets. (4 pkt)
- Suzy (love/listen) to music.
 - She (not like/watch) talk shows.
 - I (hate/run) in the evening.
 - They (love/eat) sandwiches in the morning.
4. In your notebook, choose the correct option. (4 pkt)



- There are two computers.
A/The computers are new.
- There is a/an museum in our town.
-/The museum is great.
- I love -/the cats. They're so cute.
- I want to watch a/an adventure film.

5. In your notebook, put the words in the correct order. (4 pkt)

- go/Let's/theatre./the/to
- going/the/about/to/How/museum?
- we/Can/stay/at/just/home?
- watch/think/I/want/to/don't/it.

6. In your notebook, translate the words in brackets into English. (4 pkt)

- I love watching (filmy online) .
- At weekends I go to (kino) .
- I'm hungry. Can I have (jabłko) , please?
- I've got a new laptop in my room.
(Laptop) is on my desk.

7. 2.17 Listen to the recording. In your notebook, write down the six sentences. (6 pkt)

Lesson 8

Review | Units 1–2

 Zagrajcie w grę. Rzucajcie kostką. Osoba, która wyrzuci największą liczbę oczek, zaczyna. Niech wygra najlepszy.

START

1



What place is it?

2



What film is on?

3

The fourth month of the year is .

4

A w  s 
address:
www.cutepets.com

5

What's your favourite subject

8

He s 
the internet
in the evening.

9



What programme is on?

10

Read the numbers
1st, 2nd, 3rd.

11

I really like studying .

$$1 + 2 = 3$$

12

The internet doesn't work.
Go back to start.

13

We don't go to school
 Sundays.

14

What do you usually do
in the morning?

15

What's this?



16

What do you like doing?

17

My lessons start  8.00
every day.

18

Does your best friend chat
online with you?

FINISH

Grammar Bank
go to page 109 

Shopping time!

Lesson 1

Vocabulary

Nagrania 3.1–3.5
docwiczenia.pl
Kod: U5LC6B



1. **warm-up** Look at the *Got it!* box. In your notebook, translate the words into Polish.

Got it!

cap dress jacket jumper shirt
shorts socks tracksuit trainers
trousers shop shopping bag



2. In your notebook, choose the correct option.

Example: feet: trainers/cap

- | | |
|----------|-----------------------|
| 1. head | shorts/hat |
| 2. hands | shopping bag/trainers |
| 3. legs | trousers/jacket |
| 4. body | stick/tracksuit |



Vocabulary box

In the shop: cash changing room
credit card discount floor lift purse
receipt sale shopping centre size
stairs voucher wallet

Products: cheap expensive loose
smart tight

3. 3.1 Look at the *Vocabulary box*.
... Listen and repeat.

4. Look at the *Vocabulary box*. Find the
... words in the picture on page 32.

5. In your notebook, put the words in the
... *Vocabulary box* into the correct category.

adjectives	nouns (places)	nouns (money)
expensive		



Vocabulary tip

Poszukaj w internecie ilustracji do danego
słówka lub stwórz słowniczek z rysunkami
w zeszyście.

6. In your notebook, match the words in the box
... with the pictures (A–C). There is one extra
word.

loose tight expensive
cheap smart



loose



7. 3.2 Listen to the recordings. In your
... notebook, match the speakers (1–3) with
the pictures (A–D). There is one extra
picture.



8. 3.3 Listen and sing.

Go up the stairs to the first floor.
Go to the shop with the yellow door!
Go in the lift, up to the third floor.
Go to the shop with the blue door!
Look with your eyes for the right size!

9. 3.4 Listen and repeat.

1. Euro 3. your 5. clothes
2. floor 4. shop

10. 3.5 In your notebook, write the odd
... one out. Listen and check.

Example: Euro floor hot
1. not robot note
2. stop no so

Additional vocabulary

plastic bag reusable bag

In your notebook, match the words in the
box with the pictures (A–B).



Lesson 2

Grammar and Listening



Nagrania 3.6–3.9
docwiczenia.pl
Kod: U577Q8



1. 3.6 Study the *Grammar box*.
... Listen and repeat.

Grammar box

Present continuous

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

Twierdzenia

I'm listening to music.
He/She/It's sleeping in my bedroom.
We/You/They're watching a film.

Przeczenia

I'm not listening to music.
He/She/It isn't running.
We/You/They aren't having lunch.

Pisownia czasowników w czasie *present continuous*

- Do większości czasowników dodajemy końcówkę **-ing**.
Na przykład:
look ► *looking* *listen* ► *listening*
- Gdy czasownik kończy się na **-e**, usuwamy „e” przed dodaniem końcówki **-ing**.
Na przykład:
ride ► *riding* *take* ► *taking*
- Gdy czasownik kończy się spółgłoską, przed którą jest samogłoska, podwajamy ostatnią literę przed dodaniem końcówki **-ing**. Na przykład:
stop ► *stopping* *sit* ► *sitting*

Grammar tip

Stosując czas *present continuous*, możesz dodawać do swoich wypowiedzi zwroty takie jak, **now** lub **at the moment**. Podkreśli to fakt, że to, o czym mówisz, dzieje się właśnie w tym momencie. Na przykład:

I'm doing my homework now.
I'm not surfing the internet at the moment.

What are you doing? 3.7



2. Read the conversation. In your notebook, fill the gaps with the names: Benny, Evie or Will.

Example: *Meg is shopping.*

- is reading a book.
- is wearing a cool new T-shirt.
- is listening to music.
- and are wearing new clothes.

3. 3.8 In your notebook, write sentences in the *present continuous*. Use the words in the box. Listen and check.

rain read not sleep not talk
wear a cap buy a dress



He's reading.



4. 3.9 Study the **Grammar box**.
... Listen and repeat.

Grammar box

Present continuous

Pytania i krótkie odpowiedzi

- Pytania ogólne w czasie **present continuous** tworzymy przez zamianę miejscami czasownika *to be* z **podmiotem**. Na przykład:
A: **Am I watching** a cartoon now?
▶ B: Yes, I **am**. ▶ No, I **am not**.
A: **Are we/you/they watching** a cartoon now?
▶ B: Yes, we/you/they **are**.
▶ No, we/you/they **aren't**.
A: **Is he/she/it watching** a cartoon now?
▶ B: Yes, he/she/it **is**. ▶ No, he/she/it **isn't**.
- Pytania szczegółowe w czasie **present continuous** tworzymy z pomocą **zaimków pytających**. Na przykład:
Who is he/she/it **looking at**?
What are we/you/they **doing**?

5. In your notebook, put the words in the correct order.

Example: are/watching/What/now?/you
What are you watching now?

- are/wearing?/What/you
- now/studying?/are/What subject/you
- next to?/sitting/Who/you/are
- you/happy/at the moment?/feeling/Are

6. Work in pairs. Ask and answer the questions in exercise 5.

Example: A: What are you watching now?
B: I'm watching a cooking programme.

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

Example: Look! (Twój kot śpi) Your cat is sleeping in the garden.

- Joanna (ogląda telewizję) now.
- (Słuchamy muzyki) at the moment.



Grammar tip

Czasownik **wear** oznacza w języku polskim **mieć na sobie, nosić**. Najczęściej do opisywania tego, w co jesteśmy ubrani, używamy czasu *present continuous*. Na przykład:

I'm wearing my favourite red jeans.

8. Student A – look at picture A.
... Student B – look at picture B. Describe your pictures.

Example: A: In my picture, she's wearing a blue shirt.

B: In my picture, she isn't wearing a blue shirt. She's wearing a green shirt.



Lesson 3

Listening and Speaking

Nagrania 3.10–3.11
docwiczenia.pl
Kod: U5VJ5U



How much is it?



1. **warm-up** In your notebook, fill the gaps with the words in the box.

changing room floor smart voucher

Example: stairs lift floor

- | | | |
|----------|-----------------|--|
| 1. loose | tight | |
| 2. cash | credit card | |
| 3. shop | shopping centre | |

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

Example: Where is Billie?

He is in a clothes shop.

- How much does the T-shirt cost?
It .
- What colour T-shirt is Billie looking for?
Billie's .
- How is Billie paying?
He .
- How much does the T-shirt cost in the end?
It .

In the clothes shop

3.10

- **Billie:** Excuse me, can you help me?
 ► **Seller:** Sure. How can I help you?
 ■ **Billie:** I'm looking for a blue T-shirt, size M. Where can I find one?
 ► **Seller:** Here you are.
 ■ **Billie:** How much is it?
 ► **Seller:** Let me see. Yes, it's 15 Euros. Do you want it?
 ■ **Billie:** Yes!
 ► **Seller:** Okay, come with me. Are you paying in cash or by card?
 ■ **Billie:** One moment, I'm looking for my wallet. Here it is. I'm paying in cash!
 ► **Seller:** Oh! It's only 10 Euros. There is a sale on at the moment.
 ■ **Billie:** Great – I love sales!
 ► **Seller:** So, that's 10 Euros. And here is your receipt. Do you want a bag?
 ■ **Billie:** No, thanks.

3. **3.11** In your notebook, choose the correct option. Listen and check.

Example: Do you want a bag?

A: By card.

B: No, thanks.



- Excuse me, can you help me?
A. Here you are.
B. Of course.
- How much is it?
A. It's 15 Euros.
B. Do you want it?
- I'd like to buy this coat.
A. Here is your receipt.
B. Are you paying in cash or by card?

4. **Act out the situation. Student A: a customer, Student B: a shop assistant. Use the Functional language box.**

Example: A: Hello. How can I help you?

B: Hi. I'm looking for some red jeans and black socks.

Functional language box

- Are you paying in cash or by card?
- Excuse me, can you help me?
- I'm looking for (a/an) ...
- Here is your receipt.
- How can I help you?
- How much is it?
- Where can I find ...?
- Do you want a bag?

5. **Student A – go to page 106, Student B – go to page 118.**

Lesson 4

Reading and Writing

Nagrania 3.12–3.13
docwiczenia.pl
Kod: U5QYMG



1 3.12

My little brother

Hi, I'm Matt. I love my little brother. He is only 8 years old, but he loves shopping. I love shopping, too! I like going to clothes shops, shoe shops and sports shops, but my brother is different. His favourite shops are the baker's and the butcher's in the supermarket next to our house. He's got friends who work at both of them, and he knows the prices for all the bread, cakes, ham, chicken and sausages. There is one shop he doesn't like. The bookshop! In that shop, I see, there are lots of good books – but he sees school! 😊

2 3.13

A trip around my wardrobe

In my bedroom I have got a very big and tall wardrobe. It has four shelves, so there is lots of space for my clothes. I'd like to explain how I organise my 1. On the first shelf, I have my socks. Above them, on the 2 shelf, I have my six T-shirts – one for a weekday, and one for the 3. On the next shelf, I have my jumpers and 4, and above them things like hats and gloves. I love my wardrobe. It has space 5 it for my scooter, and on the top, I have all of my old toys.

1. Read Text 1. In your notebook, put the pictures in the correct order.



2. Read Text 1 again. Answer the questions (1–3) in your notebook.

Example: What has Mat's brother got at the butcher's and the baker's?
He has got friends there.

1. Is the text about Matt or his brother?
2. What are Matt's brother's favourite shops?
3. Which shops doesn't Matt's brother like?

Writing tip

Spójnik **and** łączy podobne elementy.
Spójnik **but** służy do wykazywania różnicy.
Spójnik **or** łączy elementy w przeczeniach.
Na przykład:
*I like cats, dogs, mice **and** snakes.*
*I like clothes shops, **but** I don't like shoe shops.*
*I don't like cakes, ice cream **or** sweets.*

3. 3.13 Read Text 2. In your notebook, fill the gaps (1–5) with the words in the box. Listen and check.

clothes shelves weekend
tracksuits second under

4. In your notebook, write a blog post about your wardrobe or your favourite shop.
5. Work in pairs. Exchange blog posts and compare.

Checklist

- ☒ Potrafię stosować słownictwo z zakresu: zakupy i usługi.
- ☒ Potrafię poprawnie stosować *and*, *but* i *or*.

Lesson 5

Grammar and Vocabulary

Nagrania 3.14–3.16
docwiczenia.pl
Kod: U58N8J



1. 3.14 Study the *Grammar box*.
... Listen and repeat.

Grammar box

Przymiotniki w stopniu wyższym (Comparative adjectives)

- Do krótkich przymiotników jednosylabowych – dodajemy końcówkę **-er**. Na przykład:
small ► *smaller* *cheap* ► *cheaper*
- W krótkich przymiotnikach jednosylabowych kończących się na spółgłoskę podwajamy ostatnią literę przymiotnika. Na przykład:
big ► *bigger* *hot* ► *hotter*
- W przymiotnikach dwusylabowych, kończących się na **-y** – przekształcamy końcówkę na **-ier**. Na przykład:
happy ► *happier* *funny* ► *funnier*
- Przymiotniki trzy- i wielosylabowe – poprzedzamy słowem **more**. Na przykład:
famous ► *more famous*
expensive ► *more expensive*
- Istnieje kilka przymiotników, nieregularnych, których stopniowania należy nauczyć się na pamięć. Na przykład:
good ► *better* *bad* ► *worse*
- Aby porównać dwie rzeczy stosujemy słowo **than**. Na przykład:
Online shopping is better than in a shop.
This shirt is more comfortable than that shirt.

2. Read the conversations. Answer the questions (1–3) in your notebook.

Example: *Where are the girls?*

The girls are in a clothes shop.

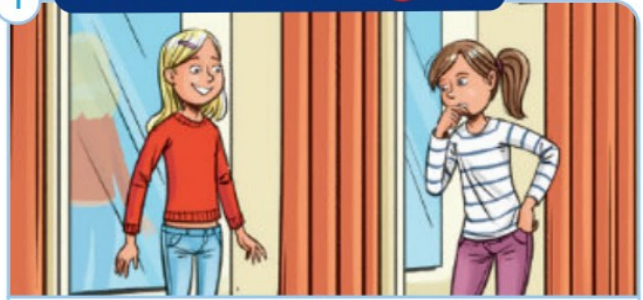
1. How many jumpers does the girl try on?
2. What is the problem with the first and the second jumper?
3. Why is the third jumper better?

Vocabulary box

Verbs: **buy** **pay** **put on**
take off **try on**

How about this?

3.15



- **A:** So, what do you think?
- **B:** Mmm, it's nice, but I think you need a **bigger** size. Try on a **bigger** one.



- **A:** OK, how about this one? It is **not as** tight **as** the other one. And it's much **more comfortable**! And it's **much easier** to put on and take off!
- **B:** Hmm, I can see that. But now I think you need a **smaller one**. But the colour is **better than** the first one.



- **A:** OK, how about this?
- **B:** Yes, that's **better**. In fact, it's perfect!
- **A:** Look! This one is on sale!
It's **cheaper than** the others! Perfect!
I want to buy it! Where do I pay?
- **B:** Oh, great! I think you can pay there.



Grammar tip

Możesz stosować **much**, aby podkreślić różnicę między porównywanymi rzeczami. Na przykład: *My book is **much** more interesting than your book.*

3. In your notebook, compare the two things. Use the words in brackets.

Example: *a corner shop/a supermarket (big)*
A supermarket is much bigger than a corner shop.

- riding a bike/riding a motorbike (*cheap*)
- shopping online/going to a shop (*easy*)
- socks/trainers (*expensive*)
- small local shops/
big international shops (*good*)
- shopping alone/shopping
with friends (*interesting*)

4. In your notebook, fill the gaps (1–4) so that they are true for you.

Example: *A shop is bigger than (big) a kiosk.*



- Shopping (*interesting*) studying.
- I (*tall*) my teacher.
- Polish food (*good*) English food.
- Football (*exciting*) tennis.

5. 3.16 Study the Grammar box. Listen and repeat.

Grammar box

as ... as

- Konstrukcję **as ... as** stosujemy z przymiotnikami, aby wyrazić podobieństwo rzeczy lub osób. Na przykład:
*The blue trainers are **as cool as** the green trainers.*

6. In your notebook, fill the gaps using **as ... as**.



My dog is as big
as your dog.



The apple big
 the orange.



Ella tall
Tom.



The T-shirt
expensive the
gloves.

7. E In your notebook, rewrite the sentences (1–3) using the words in bold.

Example: *The United Kingdom is smaller than Poland.*

BIGGER

Poland is bigger than the UK.

- Tom is smaller than Alex.
TALL
Alex Tom.

- Silver is cheaper than gold.
EXPENSIVE
Gold silver.

- I'm older than you.
YOUNG
You me.

8. In your notebook, write three sentences that are true for you.

Example: *My friend is much taller than me.*
English is more interesting than ...

Lesson 6

Vocabulary Review



Wordlist 3.17
docwiczenia.pl
Kod: U5NX6N



Strategy

Ucz się czasowników w połączeniu z innymi słowami, które już znasz. Zastanów się co chcesz kupić lub przymierzyć i zapamiętaj, na przykład: **buy** trainers, **try on** a party dress. Tak samo możesz uczyć się przymiotników. Co jest drogie lub tanie? Na przykład: an **expensive** car, a **cheap** sandwich.



Vocabulary box

In the shop:

cash – gotówka
changing room – przymierzalnia
cheap – tani
credit card – karta kredytowa
discount – zniżka, rabat
expensive – drogi
floor – piętro
lift – winda
loose – luźny
purse – torba damska
receipt – rachunek
sale – wyprzedaż
shopping centre – centrum handlowe

size – rozmiar
smart – czysty; schludny
stairs – schody
tight – ciasny, obcisły
voucher – kupon, bon podarunkowy
wallet – portfel

Verbs:

buy – kupować
look for – szukać czegoś
pay – płacić
put something on – zakładać coś (np. bluzę)
take something off – zdejmować coś (np. spodnie)
try something on – przymierzać coś (np. spodnie)

Functional language:

Are you paying in cash or by card? – Płacisz gotówką czy kartą?
Excuse me, can you help me? – Przepraszam, czy możesz mi pomóc?
I'm looking for (a/an) ... – Szukam...
Here's your receipt – Proszę, oto Twój rachunek.
How can I help you? – Jak mogę Ci pomóc?
How much is it? – Ile to kosztuje?
I'd like to buy ... – Chciałbym/Chciałabym kupić...
Where can I find ...? – Gdzie mogę znaleźć...?
Do you want a bag? – Czy chcesz torbę?

1. In your notebook, choose the option that is true for you.

Example: I like buying smart clothes.

- I always **try on/buy/find** new clothes when I'm in the shop.
- I like paying **by card/in cash/with vouchers**, because it's easier for me.
- I love wearing **loose/tight/smart** clothes.
- When I choose clothes, the **price/size/style** is always very important.

2. Look at the *Functional language* phrases. Who says what: the customer (C) or the shop assistant (SA)?

Example: A: How much is it? C

B: It's 15 Euro. SA





Grammar box

Present continuous

Twierdzenia

I'm **reading** an interesting book.

He/She/It **is reading** an interesting book.

We/You/They **are reading** an interesting book.

Przeczenia

I'm **not reading** an interesting book.

He/She/It **isn't reading** an interesting book.

We/You/They **aren't reading** an interesting book.

Pytania i krótkie odpowiedzi

Am I reading an interesting book?

► Yes, you **are**. / No, you **aren't**.

Is he/she/it **reading** an interesting book?

► Yes, he/she/it **is**.

► No, he/she/it **isn't**.

Are we/you/they **reading** an interesting book?

► Yes, we/you/they **are**.

► No, we/you/they **aren't**.

Pytania szczegółowe

Where is he/she/it **playing football**? ► She's **playing** in the park.

What are you **playing**? ► We're **playing** tennis.

as ... as

My cat is **as** happy **as** your cat.

Stopniowanie przymiotników

... than ...

Your bike is **smaller than** my bike.

My bike is **bigger than** your bike.

I'm **happier** in summer **than** in winter.

Usually, cars are **more expensive than** bikes.

3. Work in pairs. Say what is happening in the picture. Use the *present continuous*.

Example: In the picture I can see two people.
They are ...



4. In your notebook, fill the gaps so that they are true for you.

Example: My dad's car is (fast)
faster than your car.

- My is me. (tall)
- The Polish mountains the Polish lakes. (beautiful)
- Hot chocolate chocolate (good)
ice-cream.
- Tomato soup cucumber (delicious)
soup.



Vocabulary

1. Write the matching words in your notebook. (4 pkt)

1. pay buy cash
2. tight cap loose
3. bookshop shelf chemist's
4. floor card voucher

2. In your notebook, match the words in the box with the definitions (1–5). (5 pkt)

wallet lift changing room
butcher's receipt

1. You go there to try clothes on.
2. It takes you up and down to different levels of a building.
3. You keep your money in it.
4. You get this piece of paper when you buy something.
5. You can buy chicken and sausages in this place.

3. 3.18 Listen to the recording. Answer True (T) or False (F) in your notebook. (5 pkt)

1. Suzy's favourite shop is the chemist's. T/F
2. You can only buy books in the bookshop. T/F
3. You have to pay by card in the bookshop. T/F
4. Suzy's dad works in a baker's. T/F
5. Suzy's sister can't try the clothes on in a second hand clothes shop. T/F

4. Compare the pictures in your notebook. Use the words in the box. (2 pkt)

fast cheap

1.



2.



Grammar

5. In your notebook, fill the gaps (1–8).

Use the words in the box in the *present continuous*. (8 pkt)

sit sit ride run eat
eat eat draw read



Mum and Dad 1 on the blanket.
Mum 2 a sandwich but dad 3
a sandwich, he 4 a book. The girl 5
a picture and her brother 6 a scooter.
The dogs 7 on the blanket, they 8
on grass.

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

There is one extra sentence. (4 pkt)

1. To mówi sprzedawca, kiedy wchodzisz do sklepu.
 2. Tak prosisz sprzedawcę o pomoc.
 3. Tak powiesz, że chcesz kupić wybrane spodnie.
 4. To powiesz, kiedy szukasz T-shirta w określonym rozmiarze.
- A. Hello, how can I help you?
B. I'd like to buy these trousers.
C. How much are the trousers?
D. Excuse me, I'm looking for a T-shirt, size M.
E. Excuse me, can you help me?

7. 3.19 **dictation** Listen to the recording. In your notebook, write down the six sentences. (6 pkt)



3.20

Hello, everyone. As you know, I'm spending two weeks with my friend in Bristol. It is one of the *greenest* cities in the UK. It is clean and bike-friendly. There are also a lot of local, eco-friendly shops, where you can buy everyday items. I recommend *Go Green*, especially when planning a visit to Gloucester Road.

Make sure to take your own shopping bags, as well as glass or plastic containers. You can buy eco-friendly washing up liquid, shower gel or soap. There are also lots of toiletries like shampoos and conditioners.

You can fill up your jars and boxes with cereals, pasta, rice, nuts, seeds and flour. You can even make your own nut milk! The shop also sells plastic-free water bottles, coffee cups, bamboo straws and reusable knives and forks. With *Go Green* there's a chance to do something positive for the environment.



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

baker's city castle shopping centre
historic place art gallery



historic place



2. Work in pairs. Listen about two famous places in Bristol. What are they?

3. Work in pairs. What you can buy in an eco-friendly shop? Use the words in the box and your own ideas.

Example: I can buy cereals there.

bottles bread cereals flour
knives and forks milk pasta
shampoo vegetables

4. Read the Text and check your ideas in exercise 3.

Project

Wybierz jedno z miejsc w Brystolu i przygotuj plakat na jego temat. Zaprezentuj plakat kolegom i koleżankom z klasy.

1. Gloucester Road
2. Bristol Shopping Quarter
3. Bristol Museum and Art Gallery
4. Bristol ZOO Gardens



New worlds!

Lesson 1

Vocabulary

Nagrania 4.1–4.2
docwiczenia.pl
Kod: U5EXCC



1. **warm-up** Look at the *Got it!* box. In your notebook, translate the words into Polish.

Got it!

Polish Poland Great Britain British
Italy Italian Japan Japanese
French France bicycle scooter



2. In your notebook, fill the gaps (1–3) with the words in the *Got it!* box.

- Tokyo is in Japan. It is a city.
- Paris is in . People speak there.
- I live in Warsaw, where many people speak English.



Vocabulary box

Places: art gallery cinema city forest island lake mountains museum river sea theatre town

Means of transport: boat bus motorbike plane train tram underground

Countries: Croatia Greece Spain

Languages and nationalities: Croatian Greek Spanish

3. Look at the *Vocabulary box*.
... Listen and repeat.
4. Look at the *Vocabulary box*. Point to the words in the picture on page 44.
5. In your notebook, match the countries (1–3) with the nationalities in the box.

Croatian Greek Spanish

1. Greece
2. Croatia
3. Spain

6. In your notebook, match the words in the box with the pictures (A–B).

cinema museum theatre



A



B

cinema

7. In your notebook, fill the gaps (1–5).
... Listen and check.

- A. I'm Doran and I like holidays in hot places. I like water, so my mum and dad often take me to rivers and 1 .
- B. I'm Billy. I like cities like Madrid and Paris. You can travel by 2 to 3 and cafés.
- C. My name's Adam and I love holidays! I always visit the same three places, so this year it is Greece by the 4 and two 5 – Prague, in the Czech Republic, and Zagreb, in Croatia.

8. In your notebook, match the pictures (1–5) with the words in the *Vocabulary box*.



tram



Vocabulary tip

Pomocne w zapamiętywaniu nowych słówek może być wykonywanie ich rysunków w zeszycie. Spójrz na przykład.



island

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

Example: Do you like going to the theatre?
Yes, I do./No, I don't.

1. Can you speak Spanish?
2. How do you get to school?

Additional vocabulary

botanical garden planetarium

In your notebook, match the words in the box with the pictures (A–B).



Lesson 2

Grammar and Listening



Nagrania 4.3–4.5
docwiczenia.pl
Kod: U5337K



1. 4.3 Study the *Grammar box*.
... Listen and repeat.

Grammar box

would like

- Zwrot **would like** stosujemy, kiedy mówimy, że czegoś chcemy lub gdy o coś prosimy.
- Po **would like** występuje rzeczownik lub czasownik (koniecznie ze słówkiem *to*). **Would like** jest odpowiednikiem polskich wyrażen: *chciałbym, chciałabym, chciałby, chciałaby* itp.

Twierdzenia

- I **would like** a burger, please.
I **would like to go** to the shops.

Przeczenia

- I **would not like** a burger.

Pytania i krótkie odpowiedzi

- Stosując **would like**, możemy również zapytać, co ktoś chciałby zrobić. Na przykład:
Where **would you like to go**?
- Zwrot **would like** stosujemy również, aby grzecznie coś zaoferować lub zasugerować. Na przykład:
A: **Would you like** some ice-cream?
B: Yes, please./No, thank you.

2. Read the conversations (A–B). Answer True (T) or False (F) in your notebook.

1. Evie wants to go to a concert. T/F
2. Meg doesn't want to go to a concert. T/F
3. Benny is very hungry. T/F
4. Will orders a lot of food. T/F

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

Example: *Would you like to go to a concert with Evie?*
Yes, I would./No, I wouldn't.

1. Would you like to eat a burger with Benny?
2. Would you like to eat lots of food with Will?

What would you like to ...? 4.4

A

That's a great idea! And yes, there's a band on at the Kool Club on Saturday.

Hello, is that the Kool Club? I'd like to buy two tickets for the concert on Saturday.

B Maybe just a burger and a small salad.

So, what **would you like to eat**, Benny?



Grammar tip

Zwrotu **would like** w języku potocznym zazwyczaj używamy w formie skróconej. Na przykład:

I'd like a drink.

She'd like to eat a cake.

They wouldn't like to go to the theatre.

4. In your notebook, put the words in the correct order.

Example: *to the museum./I/to/would/go/like*
I would like to go to the museum.

- to/like/She/to the cinema./would/go/not
- I/like/'d/for dinner./pasta
- to/What/you/like/drink?/would
- would/at the weekend?/you/What/to/like/do

5. 4.5 In your notebook, fill the gaps with *would like* and the words in the box. Listen and check.

do go go sleep visit

On Saturday *I'd like to go* shopping and then, go to the cinema to see a film. In the evening, I 1 to my favourite restaurant and have a pizza with some friends. On Sunday I 2 all morning and I 3 my grandparents in the afternoon. What 4 you like 5 at the weekend?

6. In your notebook, write about four things you would like to do next weekend.

Example: *I would like to go to the cinema.*

ride a bike eat ice-cream go swimming
 spaghetti for dinner go to the cinema

7. In your notebook, rewrite the sentences (1–6) using *would like*.

A

- A: I want a pizza, please. *I'd like a pizza, please.*
- B: 1. Which kind of pizza do you want?
- A: 2. I want a cheese and tomato pizza with mushrooms.

B

- A: 3. Do you want to go to the cinema this weekend?
- B: 4. Yes, I want to, thanks.
- A: 5. Which film do you want to see?
- B: 6. I don't mind. But I want to see a comedy.

8. In your notebook, write questions and answers to the pictures (1–3). Use the phrases in the box.

Yes, please. No, thank you.
 Yes, I would like to (...) No, I wouldn't (...)



A: *Would you like some pizza?*

B: *Yes, please./No, thank you.*



Grammar tip

Zwroty *I want to ...* (chcę) i *I would like ...* (chciałbym/chciałabym itp.) mają podobne znaczenie. *Would like* jest bardziej uprzejme niż *want to*.

9. E In your notebook, rewrite the sentences (1–3) using the words in bold.

Example: *I want some pasta.*

WOULD

I would like some pasta.

1. I want to go to the park this afternoon.

LIKE

I to the park this afternoon.

2. Where do you want to go tomorrow?

WOULD

Where tomorrow?

3. Do you want a burger?

LIKE

Would a burger?

10. Look at exercise 7. In your notebook, write similar conversations. Use the words in the box and your own ideas.

go to the park a hamburger
 go to the theatre
 play computer games read a book



Oo-la-la!

1. **warm-up** Find seven words in the words.
... Write them in your notebook.

sea France guitar Greece plane Japan cinema

2. Read the conversation and answer the questions (1–3) in your notebook.

Example: *Where are the speakers?*
They are in Paris.

- Are the friends going sightseeing by tram?
No, they .
- How many cities does George want to visit?
He would .
- How long does a visit to the Eiffel Tower take?
A visit .

Time for a tour

4.6

- **George:** Andrew! **Would you like to buy a souvenir?**
- ▶ **Andrew:** You know that **I like buying souvenirs very much.**
But maybe later.
- **George:** Paris is a big city, isn't it?
- ▶ **Andrew:** Yes, it is. **What would you like to see first?**
- **George:** The Eiffel Tower. **How much time does it take?**
- ▶ **Andrew:** I think it's about two hours.
- **George:** So, maybe it's better to go tomorrow morning. **Now, I'd like to go on a tour of the city.**
- ▶ **Andrew:** **I don't want to do that.**
It's too hot.
- **George:** Come on! It is Paris!
- ▶ **Andrew:** I guess you're right. **Let's take a bus.** Come on! We can't just sit and chat. **How many cities would you like to visit?**
- **George:** Three, I think. Athens, Venice and Seville.

Grammar tip

Konstrukcja **Let's** + czasownik oznacza zachętę do zrobienia czegoś, przykładowo:
Let's go (chodźmy). Na przykład:
Let's go to the park.

3. **4.7** In your notebook, fill the gaps (1–5).
... Use the **Functional language box**. Listen and check.



- **Nancy:** Would you like to buy a souvenir?
- ▶ **Billy:** No, thanks. I don't 1 buying them.
- **Nancy:** Okay. Listen, 2 go to the Colosseum. We can 3 a taxi.
- ▶ **Billy:** I don't 4 to do that. We can walk there. But first, I 5 like to take a photo of my ice cream.

Functional language box

- ▶ Would you like to buy a souvenir?
- ▶ What would you like to see?
- ▶ How much time does it take?
- ▶ How many cities would you like to visit?
- ▶ I'd like to go on a tour of the city.
- ▶ I like buying souvenirs very much.
- ▶ Let's take a bus/tram/taxi.
- ▶ I don't want to do that.

4. **Work in pairs. Act out the conversation in exercise 3.**

5. **Student A – go to page 106, Student B – go to page 118.**



1 4.8

My sister is a film star!



I'm sitting on a train because I'm visiting my uncle, aunt and cousins who live in Edinburgh.

I like watching travel films, but today I am making my very own travel film about my last holiday. Some of the film shows us on the beach. My brothers are playing on the sand and swimming in the water. Some of the film is of the forest near the beach. There's also a film of my mum and dad walking very fast!

Who is the star of my film? My little sister, Maxine, of course. In one film, she is swimming in the sea like a fish, wearing her new swimming costume, or maybe she looks more like a shark!

1. Read Text 1. Answer the questions (1–3) in your notebook.

Example: *Where is Ben?*
He is on a train.

- Where is Ben going?
- What is his film about?
- Can Ben's sister swim?

2. 4.9 Read Text 2. In your notebook, fill the gaps (1–3) with the words in the box. Listen and check.

bathroom map money tickets

3. In your notebook, make a list of the things you always take on holiday.



2 4.9

Jon,

I'm going to work now. Please, give this information to your dad. You have to take three things on your school trip. First a map, because it is important to know where you are in the forest. Second 1 , you need them for the museum and the gallery. Finally, 2 , you can buy something every day for 20 zloty in the local shop. You also need clothes, things for the 3 and, of course, a good pair of shoes. I hope you have a really great time! Have fun!

Mum



Writing tip

Bądźcie kreatywni. W swoich tekstach używajcie różnych **przymiotników** i **czasowników**.

I like Krakow.

Krakow is really beautiful.

- In your notebook, write a note to your cousin. Ask him to prepare a few things for a trip to England.
- Work in pairs. Exchange notes with your classmate and compare.

Checklist

- ✓ Potrafię stosować słownictwo z zakresu: zwiedzanie i środki transportu.
- ✓ Potrafię stosować różne czasowniki i przymiotniki.

Lesson 5

Grammar and Vocabulary

Nagrania 4.10–4.12
docwiczenia.pl
Kod: U5HXST



1. 4.10 Study the *Grammar box*.
... Listen and repeat.

Grammar box

Rzeczowniki policzalne i niepoliczalne
oraz *many, much, a few* i *a little*

- W języku angielskim wyróżniamy rzeczowniki policzalne i niepoliczalne. Przypomnij sobie: rzeczowniki policzalne to takie, które posiadają liczbę pojedynczą oraz liczbę mnogą. Na przykład:
*I've got an **apple** in my bag.*
*I've got some **apples** in my bag.*
- Rzeczowniki niepoliczalne natomiast posiadają jedną formę. Na przykład:
*I've got some **orange juice**.*
Orange juice is my favourite drink.
- Z rzeczownikami policzalnymi używamy takich wyrazów, jak: **many** (wiele, dużo) czy **a few** (kilka, parę).
*There aren't **many shops** in the street.*
*There are **a few tourists** in the street.*
- Z rzeczownikami niepoliczalnymi używamy natomiast wyrazów: **much** (wiele, dużo) oraz **a little** (mało, trochę).
*There isn't **much time** for this exercise.*
*I have **a little water**.*

Grammar tip

Istnieje grupa rzeczowników, które często mylą się uczniom. Warto zapamiętać, że są to rzeczowniki niepoliczalne. Na przykład:
money (pieniądze), **music** (muzyka), **rain** (deszcz),
time (czas), **water** (woda), **bread** (chleb)

2. Read the conversation. Answer the questions (1–3) in your notebook.

Example: *Where would Jacob like to go?*
Jacob would like to go to the museum.

1. What does Lucy want to do?
2. Does Lucy have a lot of money?
3. How long does it take to get to the train station?

Museums are cool!

4.11



- **Jacob:** We have a **little time** before the train leaves. Let's go to **another museum!**
- **Lucy:** **Another museum!** Are you serious?
- **Jacob:** Why not? I enjoy visiting museums. Museums are super cool! Would you like to visit another museum with me?
- **Lucy:** Actually, I want to buy **a few souvenirs** before we go home. I know, you go to a museum, and I can do **some shopping**. And I can also go sightseeing or maybe go on a tour. There are some **other places** I want to see.
- **Jacob:** OK, but remember we don't have **much time**. Don't go to too **many places**. And don't spend **a lot of time** shopping for souvenirs.
- **Lucy:** Don't worry! I only have **a little money**, so I can't buy **many things**.
- **Jacob:** OK! So, can we meet here at 6 o'clock? We can go to the train station on foot. It only takes **a few minutes**.
- **Lucy:** OK, see you later! Have fun!

Vocabulary box

go sightseeing go on a tour
enjoy visit



3. In your notebook, choose the correct option.

Example: I've got a few/a little friends in other countries.

- I have **a few/a little** information about the school play.
- I don't spend **many/much** money on clothes.
- We usually have **a few/a little** rain at this time of the year.
- My city has got **many/much** interesting places to visit.

4. Are the sentences in exercise 3 true or false for you? Discuss in pairs.

Example: Yes, it is true! I've got a few friends in Japan and France.

5. Study the Grammar box. Listen and repeat.

Grammar box

Other i another

- Słowa **other** i **another** w języku polskim znaczą *inny, drugi, dodatkowy*. Jednak ich zastosowanie się różni.
- Słówka **another** używamy z rzeczownikami policzalnymi w liczbie pojedynczej. Na przykład: I'd like **another book**, please.
- Słówka **other** używamy w pozostałych przypadkach. Na przykład: I study English and some **other** subjects.

6. In your notebook, fill the gaps with **other** or **another**.

Example: Do you like visiting other countries? Which is your favourite?

- Would you like to live in country one day? Which country?
- Do you or your parents speak any languages? Which languages?
- Would you like to learn language? Which language?

7. Work in pairs. Ask and answer the question in exercise 6.

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

Example: I haven't got many books
FEW

I've got a few books.

- I'd like one more ice cream, please.

ANOTHER

I'd , please.

- Have you got a lot of time?

MUCH

Have time?

- I have got a few T-shirts.

MANY

I T-shirts.



Grammar tip

Pamiętaj, często z wyrazami **much, many, a few** i **a little** używamy zwrotów *there is* i *there are*.

Na przykład:

*There is **a little** water in the swimming pool.*

*There are **a few** people in the room.*

9. Complete the sentences (1–5) so that they are true for you. Use the words in the box.

shop park museum art gallery
theatre cinema monument bus
sports centre car tram tourist
rain snow water galleries

- There are a few .
- There is a little .
- There are many .
- There isn't much .
- We need another .



Lesson 6

Vocabulary Review



Wordlist 4.13
docwiczenia.pl
Kod: U579R3



Strategy

Ucząc się nowych słów, możesz je grupować. Stwórz np. grupy „łatwych” i „trudnych” wyrazów. W tym rozdziale do pierwszej grupy możemy zaliczyć słowa, które brzmią podobnie w języku polskim, np. *museum*, *theatre*, czy *tram*. Kiedy się ich uczysz, pamiętaj o poprawnym zapisie.



Vocabulary box

Places:

art gallery – galeria sztuki

cinema – kino

city – miasto

forest – las

island – wyspa

lake – jezioro

mountains – góry

museum – muzeum

river – rzeka

sea – morze

theatre – teatr

town – miasteczko

train – pociąg

tram – tramwaj

Means of transport:

boat – łódź

bus – autobus

motorbike – motor

plane – samolot

underground – metro

Countries and languages/nationalities:

Croatia – Chorwacja

Croatian – chorwacki

Greece – Grecja

Greek – grecki

Spain – Hiszpania

Spanish – hiszpański

Verbs:

enjoy – czerpać przyjemność z czegoś

visit – odwiedzać; zwiedzać

go on a tour – jechać na wycieczkę

go sightseeing – zwiedzać

Functional language:

Would you like to buy a souvenir? – Czy chciałbyś/chciałabyś kupić pamiątkę?

What would you like to see? – Co chciałbyś/chciałabyś zobaczyć?

How much time does it take? – Ile to trwa?

How many cities would you like to visit? – Ile miast chciałbyś/chciałabyś zwiedzić?

I'd like to go on a tour of the city. – Chciałbym/Chciałabym pojechać na wycieczkę po mieście.

I like buying souvenirs very much. – Bardzo lubię kupować pamiątki.

Let's take a bus/tram/taxi. – Jedźmy autobusem/tramwajem/taksówką.

I don't want to do that. – Nie chcę tego robić.

1. Name the countries where people speak these languages.

Example: Polish – Poland

Croatian Greek Spanish
German French Polish

2. In your notebook, name the places (1–2).

Example: *What you have to cross when you go to another country. – a border*

1. A place in a city where you can see old things and historic objects.
2. A place in a city where you can see paintings.



Grammar box

would like

Twierdzenia

I/You/We/They/He/She/It
would like a banana.

I/You/We/They/He/She/It
would like to relax.

I **would like** ► I'd like

Przeczenia

I/You/We/They/He/She/It
It **would not like**
a banana.

I/You/We/They/He/She/It
It **would not like** to relax.

I **would not** ► I **wouldn't**

Pytania i krótkie odpowiedzi

Would I/you/we/they/he/she/it **like**
a banana?

- Yes, I/you/we/they/he/she/it **would**.
- No, I/you/we/they/he/she/it **wouldn't**.

Would I/you/we/they/he/she/it **like to**
relax?

- Yes, I/you/we/they/he/she/it **would**.
- No, I/you/we/they/he/she/it **wouldn't**.

a little, a few, much, many

a little – mało/kilka
(rzeczowniki niepoliczalne)
We have **a little**
homework to do.

a few – kilka (rzeczowniki
policzalne)
I have **a few** flowers.
Feel free to take one.

much – dużo/wiele
(rzeczowniki niepoliczalne)
We have **much**
homework to do.

many – wiele (rzeczowniki
policzalne)
There are so **many**
flowers on the desk.

other, another

another – inny (liczba pojedyncza,
rzeczowniki policzalne)
I'd like **another** flower, please.

other – inny, drugi, dodatkowy
What **other** languages can you speak?

3. Look at the emojis (1–4) and say sentences with **a little** or **much**.

🕒 **time** *I have a little time before the train leaves.*

📖 **homework** *I haven't much homework to do.*

- | | |
|-------------|------------|
| 1. 😞 money | 3. 😊 bread |
| 2. 😞 energy | 4. 😊 water |

4. Look at the emojis (1–4) and say sentences with **a few** or **many**.

🌸 **flowers** *I have a few flowers in my bedroom.*

📖 **books** *I have many books to read.*

- | | |
|--------------|----------------|
| 1. 😞 posters | 3. 😊 photos |
| 2. 😞 tickets | 4. 😊 souvenirs |

5. In your notebook, choose the correct option.

Example: How **many/much** tickets are you buying?

1. I'd like **other/another** cup of tea, please.
2. I have **a little/a few** biscuits left. Please help yourself!
3. **Would you like to/Do you like** visit Grandma this weekend?
4. **How much/How many** money have you got?





Vocabulary

1. In your notebook, choose the correct option. (6 pkt)
- My mum can speak **Greek/Greece**.
 - Tom wants to buy some **tickets/souvenirs** for the match on Saturday.
 - Travelling by underground is much faster than travelling by **bus/plane**.
 - My grandma lives in a small, quiet **town/city**.
 - Every year we go for a family trip to one of the Polish **lake/forests**.
 - Thousands of **border/tourists** visit the museum every day.
2. In your notebook, fill the gaps with the words in the box. There are two extra words. (2 pkt)

border forests lakes tourist

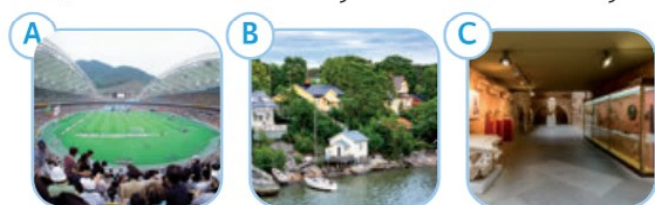
- Every year we sail our boat on one of the Polish .
 - We have to cross the with Croatia to get there.
3. 4.14 Listen to the recording. In your notebook, choose the correct option. (3 pkt)
- Where is Wendy's family going on holiday?



- How do they want to get there?



- What would Wendy like to do on holiday?



Grammar

4. In your notebook, put the words in the correct order. (4 pkt)
- Rome/like/one day./I'd/see/to
 - would/She/like/juice./some/orange
 - would/a dessert?/for/you/like/What
 - holiday?/to/go/Where/you/like/on/would
5. In your notebook, match the phrases to make sentences. (6 pkt)
- | | |
|-------------------|--|
| 1. How much | A. a little money in my wallet. |
| 2. How many | B. time have we got? |
| 3. There are | C. another biscuit? They're delicious. |
| 4. There is | D. hours a day do you spend at school? |
| 5. Would you like | E. some other cities next holiday? |
| 6. Can we visit | F. a few cinemas here. |
6. In your notebook, choose the correct option. (5 pkt)



- How much time does the tour take?
A. Three hours. B. At 7.30.
- Would you like to buy a souvenir?
A. Just a little. B. Maybe later.
- What would you like to see?
A. No, I wouldn't. B. The Colosseum, I think.
- Do you like buying shoes?
A. No, thanks. B. Yes, I do. It's great!
- I'd like to go on a tour of the city.
A. I don't want to do that. B. Let's buy a swimming costume.

7. 4.15 **dictation** Listen to the recording. In your notebook, write down the six sentences. (6 pkt)

Lesson 8

Review | Units 3-4

 Zagrajcie w grę. Rzucajcie kostką. Osoba, która wyrzuci największą liczbę oczek, zaczyna. Niech wygra najlepszy.

Unit 4.8



Summer, autumn, winter ... sport!

Lesson 1

Vocabulary

Nagrania 5.1–5.3
docwiczenia.pl
Kod: U5KJ59



1. **warm-up** Look at the *Got it!* box. In your notebook, translate the words into Polish.

Got it!

basketball football goggles ice hockey
ice skates ice skating net racket
running skateboard skateboarding
skiing skis snowboard snowboarding
stick tennis volleyball

2. Point to the *Got it!* words in the picture.
3. In your notebook, fill the gaps with the words in the *Got it!* box.

Example: *Football* is a ball game.

1. is a sport for two people.
2. is a sport with a net.
3. is a winter sport.
4. is a sport that uses a stick.
5. is a sport with ice skates.

SPORT CENTER



LEGEND



Vocabulary box

Sport: basketball court basketball player
coach injury football pitch
football player gym ice hockey rink
horse rider ice rink ice skater
rollerblades runner running track
skateboarder skatepark slope
snowboarder swimmer swimming pool
tennis court tennis player
volleyball court volleyball player

4. **5.1** Look at the *Vocabulary box*.
... Listen and repeat.
5. Look at the *Vocabulary box*. Point to the
... people and places in the picture on page 56.
6. In your notebook, choose the correct
... option.

Quiz

Which is bigger – a tennis court or
a volleyball court?

A. tennis court B. volleyball court

- How long is an Olympic-size swimming pool?
A. 25 m B. 50 m C. 100 m
- How many players are there on a football pitch during a match?
A. 22 B. 2 C. 12

7. **5.2** Listen to Fred and Daria.
... Which words in the *Vocabulary box* do they use?

Example: Fred – *ice hockey rink*



Vocabulary tip

Kiedy mówimy o sportach i aktywnościach fizycznych, często używamy ich w połączeniu z czasownikiem **go**. Na przykład:

I go skiing every day.

They go swimming on Sunday

8. In your notebook, match the words in the box with the pictures (A–C). There are two extra words.

go swimming ice skater coach
gym slope injury



ice skater



9. **5.3** Listen and sing.

I'm not good at football or tennis!
So I play volleyball with my Uncle Dennis!

I'm good at basketball!
It's easy, of course.

I can't skate on cold ice, it's not very nice!
But I love to skate with my Aunt Kate! Great!

10. Look at the rap in exercise 9 again.
... Ask and answer the questions (1–3) in pairs.

Example: *Do you play any of the sports in the rap?*

Yes, I do. I love playing tennis./

No, I don't. I don't like sport.

- What sports are you good at?
- Who do you do your favourite sports with?
- What sports don't you like?

Additional vocabulary

medal trophy

In your notebook, draw pictures of the words in the box and translate them into Polish.

Lesson 2

Grammar and Listening



Nagrania 5.4–5.6
docwiczenia.pl
Kod: U5NDUZ



1. **5.4** Study the *Grammar box*.
... Listen and repeat.

Grammar box

Should

- Czasownika modalnego **should** używamy, aby powiedzieć, co należy zrobić, wyrazić poradę lub coś zasugerować.

Twierdzenia

I/You/We/They/He/She/It **should** go to bed.

Przeczenia

I/You/We/They/He/She/It **should not** swim here.
should not ► **shouldn't**

Pytania i krótkie o odpowiedzi

- Should** I/you/we/they/he/she/it buy a new ball?
► Yes, I/you/we/they/he/she/it **should**.
► No, I/you/we/they/he/she/it **shouldn't**.

2. Read the conversation. Ask and answer the questions (1–3) in pairs.

Example: What food should Will eat?

He should eat fruit and vegetables.

1. What does Will want to do?
2. What should Will do?
3. What shouldn't Will do?



Grammar tip

Możesz użyć słowa **really**, aby podkreślić powagę swojej sugestii lub rady. Na przykład:
*She **really** shouldn't eat so much sugar.*

3. In your notebook, fill the gaps to give advice to Will. Use the phrases in the box and your own ideas.

buy some football shoes
eat lots of cookies get fit
practise kicking watch football on TV

1. You should .
2. You really should .
3. You shouldn't .

Good idea!

5.5

Hi Evie.
I want to join the school football team.
What **should** I do first?



First, you **should** eat healthy food like fruit and vegetables, and you **shouldn't** eat fast food or sweets.

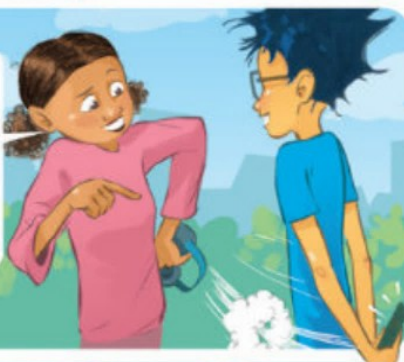
OK, thank you!

That's not all! You **should** do more exercise. Maybe you **should** cycle to and from school every day.



Good idea!

And you really **shouldn't** spend so much time looking at your phone. That's really bad for you.



OK, great. Thanks.
Football team, here I come!

Good luck!

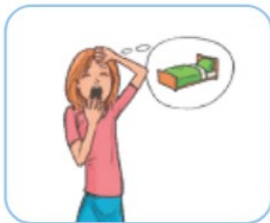
4. In your notebook, put the words in the correct order.

1. go/You/to/the/gym./should
2. get/You/lots/of/sleep./should
3. shouldn't/You/to/bed/late./go
4. should/more/do/You/exercise.

5. **5.6** In your notebook, write conversations to pictures (1–3).

A I'm hungry. I'm sleepy.
I'm cold. I don't understand.

B You should ask the teacher.
You should get something to eat.
You should go to bed.
You shouldn't be wearing shorts.



A: I'm sleepy.

B: You should go to bed.



6. In your notebook, fill the gaps (1–7) with **should** and the words in brackets.

- **Tom:** I want to play tennis, but my friends don't like tennis.
► **Josh:** You **should join** (join) a tennis club. There's a club in the park.
■ **Tom:** I think I'd like to go skateboarding. What equipment **1** () I **2** () (buy)?
► **Josh:** You need a cool skateboard, of course. That's the first thing you **3** () (buy). And you **4** () (get) some cool trainers and skateboarder's clothes. You **5** () (wear) a helmet, and you **6** () (not wear) a big jacket. It's difficult to skateboard in a big jacket. You **7** () (ask) my cousin to give you a lesson. He's a professional skateboarder.

7. **E** In your notebook, rewrite the sentences using the words in bold.

Example: It's important to eat healthy food.

SHOULD

You should eat healthy food.

1. You need to drink a lot of water.

SHOULD

You should drink a lot of water.

2. It's a bad idea to swim here.

SHOULDN'T

We shouldn't swim here.

8. **B** Play the **Advice** game. Use the words and phrases in the box.

eat sugar buy a ball/some shoes cat
difficult rules do some sports dog
drink a lot of water easy to learn fish
friendly good friend hamster
play basketball/football/volleyball

- Wybierz jedną z poniższych sytuacji (A–C). Opowiedz o niej kolegom i koleżankom.
- Posłuchaj rad rówieśników – każda z nich powinna zaczynać się od sformułowania *You should ...*
- Zdecyduj, kto poradził Ci najlepiej.
- Teraz wymyśl własny problem – opisz go i posłuchaj rad. Która z nich jest najtrafniejsza?



A: I want to start a new sport, but I can't decide which one to choose.

B: I want to get healthier, but I don't know how to do it.



C: I want to get a pet, but I can't decide what to choose.



Hurry up!

1. **warm-up** Write the matching words in your notebook.

skateboard plate coach
ice skates ice hockey running track
jumper skis shopping bag

2. Read the conversation and answer the questions (1–3) in your notebook.

Example: Which sport is Janek playing?
He is playing tennis.

- What shouldn't Janek do?
- Which sport are the boys playing?
- Who is the winner of the match?

The game



- **Coach:** **Hurry up!** You have three minutes.
- ▶ **Janek:** Okay, okay.
- **Coach:** And don't eat any sandwiches before PE. **You should never do that.**
- ▶ **Janek:** Okay ... I know!
- **Coach:** And **don't forget**, please. It's tennis today – not basketball.
- ▶ **Janek:** Okay, coach.
- **Coach:** Janek is good at tennis. **Nice try, Ben! What an exciting game! Oh! What a great shot!**
- ▶ **Janek:** Thanks, coach!
- **Coach:** Ben, **look out! Be careful!** Janek is serving the ball! Okay, it's all over. That's the end of the match. **Well done! Good work, Janek!**
- **Ben** I'm not happy, coach. I would like to win every match.
- **Coach:** Don't worry. **Maybe next time.**

3. **Work in pairs. You are playing a match.**
Write a short conversation in your notebook.
Use the **Functional language box**.

Example: A: *Nice try!*

B: *Thanks! Look! He is serving the ball!*

A:

B:



4. **Work in pairs. Act out the conversation in exercise 3.**

Functional language box

- ▶ Don't forget (...), please!
- ▶ Hurry up!
- ▶ Look out! Be careful!
- ▶ Maybe next time.
- ▶ Nice try.
- ▶ Well done! Good work!
- ▶ What a great shot!
- ▶ What an exciting game!
- ▶ You should never do that.

5. **Work in pairs. Ask and answer the questions (1–4).**



Example: Who usually says 'Well done! Good work!' to you?

My coach usually says that.

- Who often says: *Don't worry* to you?
 - When do you often hear the words: *Don't forget ...*?
 - What should you do today?
 - What shouldn't you do at school?
6. **Student A – go to page 107,**
Student B – go to page 119.

Lesson 4

Reading and Writing

Nagrania 5.8–5.9
docwiczenia.pl
Kod: U5KFXA



1 5.8



Flying High – summer camp for kids



Hi! Why not come and join us at our one-week sports summer camp? The camp is in a big house, which has a big garden, by the Baltic sea. We make lots of tasty and healthy food for all the sportsmen and sportswomen staying here. In the garden, there are tennis courts, basketball courts, football pitches, a new gym and a fifty-metre swimming pool! This year, you can be a rollerblader and a water-skier! You can try both sports with coaches from the Polish national junior teams. Hurry up, guys. Come and make some new friends! Book your place now!

1. Read Text 1. Are the words in the box in the text?

don't forget football pitch injury
tennis water-skiing what a great shot

2. Read Text 1 again. Answer True (T) or False (F) in your notebook.

- | | |
|---|-----|
| 1. The camp is by the sea. | T/F |
| 2. There are tennis courts and volleyball courts. | T/F |
| 3. The camp is near some water. | T/F |
| 4. There is an old swimming pool at the camp. | T/F |
| 5. People can train with coaches from Croatia. | T/F |

3. 5.9 Read Text 2. In your notebook, fill the gaps (1–4) with the words in the box. Listen and check.

food happy mountains rink skiing

2 5.9



Winter camp in the Italian mountains



The winter camp is in the mountains because there is always lots of snow there. At our winter camp, you can go 1 on the slopes, you can go ice skating at the ice 2, or you can play ice hockey with your friends. At our two-week camp, everyone is 3, and everyone eats healthy 4. Book your stay now!



Writing tip

W wypowiedziach możesz łączyć zdania pojedyncze w zdania złożone za pomocą takich słów, jak **because** lub **but**. Na przykład:

- I am happy. I have a dog.*
▶ *I am happy **because** I have a dog.*
▶ *I am sad, **but** I have a dog.*
I am sad. I don't have a dog.
▶ *I am sad **because** I don't have a dog.*

4. In your notebook, write an announcement. Describe:

- the event/camp you want to go to
- how long the camp/event is
- the location
- things people can do there

Checklist

- ☒ Potrafię stosować słownictwo z zakresu: dyscypliny i obiekty sportowe.
- ☒ Potrafię poprawnie stosować *because* i *but*.

Lesson 5

Grammar and Vocabulary

Nagrania 5.10–5.12
docwiczenia.pl
Kod: U5W94B



1. 5.10 Study the *Grammar box*.
... Listen and repeat.

Grammar box

Gerund (rzeczownik z końcówką -ing)

- Znasz już wiele wyrazów z końcówką **-ing**, dodawaliśmy ją np. do czasowników w czasie *present continuous*. Teraz przyjrzymy się specjalnym rodzajom rzeczowników z końcówką **-ing**. Nazywają one czynności, np.: *bieganie, skakanie, tańczenie*.
- Taki rzeczownik z końcówką **-ing** nazywa się **gerund**.
- Bardzo często za pomocą formy **gerund** nazywamy różne sporty i aktywności fizyczne. Na przykład:
skiing, snowboarding, skating, skateboarding, cycling, horse riding, running, dancing, swimming
- Formy **gerund** używamy na trzy główne sposoby:
 - ▶ Po czasowniku **go**. Na przykład:
Let's go swimming.
We go skiing every year.
 - ▶ Po czasownikach *like, don't like, love, hate*. Na przykład:
I don't like skiing.
I hate snowboarding.
I love skating.
 - ▶ Na początku zdania (jako podmiotu). Na przykład:
Swimming is good for you.
Dancing is fun.

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

1. Peter plays football and tennis.
2. Patricia does a lot of sports.
3. Max goes snowboarding.
4. Monika goes to the gym.
5. Monika says that being fit and healthy is important.

T/F
T/F
T/F
T/F
T/F

I'm really good at it!

5.11



- **Peter:** Hi guys. What sports and activities do we do? Monika, you always have a ball with you. Do you play a lot of ball games?
- ▶ **Monika:** Well, I **play basketball** and **volleyball** and **football**. **Throwing** or **kicking** a ball is great fun! **Scoring** goals and **winning** a match is an amazing feeling! Oh yes, and I also **do judo**!
- **Patricia:** Well, I don't **do** any **sports**, but my favourite activity is **sleeping**! I'm really good at it.
- ◆ **Max:** Hmm. I **go swimming** in the summer, and we **go skiing** every year in the winter. I mean, my parents **go skiing**, but I **go snowboarding**! It's cooler than skiing! What about you Peter?
- **Peter:** I **go skateboarding** every weekend. And I love **dancing**. I also **go to the gym** and **do fitness**, but I sometimes **do gymnastics**. I need to be fit and healthy because I **ride my skateboard** a lot.
- ▶ **Monika:** Yeah, **being** fit and healthy is important. And it's great that we all love doing lots of sports!

Vocabulary box

throw kick score win



Vocabulary tip

Kiedy mówimy o sportach i aktywnościach fizycznych, często używamy zwrotów z czasownikami **play**, **do** i **ride**. Na przykład:

*I **play** tennis every week.*

*I **do** judo on Saturdays.*

*Can you **ride** a horse?*

3. Read the conversation again. In your notebook, fill the gaps with the names of sports.

play	do	ride
basketball		

4. 5.12 In your notebook, fill the gaps with **play**, **do** or **ride**. Listen and check.

You can a lot of sports and activities in my town. We have a big park where you can a bike. You can also gymnastics, badminton or tennis. Next to the park, there is a gym. They have lots of equipment there. You can fitness there. And they also have yoga classes every day. Yoga is also a great way to be fit and healthy.

5. Work in pairs. What sports and activities can you do where you live?

Example: *In my town, there's a big sports centre.
You can (...)*



Grammar tip

Możesz stosować formę **gerund (-ing)** z czasownikami z ramki **Vocabulary tip** (**play**, **do**, **ride**). Na przykład:

***Playing** football is my hobby.*

***Doing** judo is good for you.*

***Riding** a horse is difficult.*



6. In your notebook, fill the gaps with words and phrases in the box and your own ideas.

interesting boring fun exciting
easy difficult important tiring
good for you bad for you

Example: *Doing sports is fun, but it's also good for you.*

- Doing sports is .
- Playing tennis is .
- Riding a bike is .
- Eating a lot of sugar is .
- Eating healthy food is .

7. In your notebook, fill the gaps (1–3) with the missing words.

sport is important for me. I play football with my friends every day – it is my favourite sport. I love tennis. I also swimming every week. How about you?

8. Play **Find Someone Who** game.

1. Przerysuj tabelę do zeszytu.

football	basketball	tennis
chess	skateboarding	gymnastics
judo	skiing	horse riding

- Zapytaj kolegę lub koleżankę o wybraną aktywność z tabeli. Zaczynij od słów: *Do you play/do/go ...?* Na przykład: *Do you play football?*
- Kiedy wybrana osoba odpowie *No, I don't.*, zadaj inne pytanie. Gdy odpowie *Yes, I do.*, wpisz jej imię w odpowiednim polu.
- Zwycięża ten, kto będzie mieć w każdym polu inne imię. Jeśli któraś aktywność nie pasuje do nikogo, wpisz „O”.
- Opowiedz wszystkim, jakie sporty uprawiają różne osoby z klasy, np.: *Zofia plays volleyball.*

Lesson 6

Vocabulary Review



Wordlist 5.13
docwiczenia.pl
Kod: U5ZZPN



Strategy

W języku polskim mamy jedno słowo *boisko*, natomiast w angielskim jest kilka różnych słów o tym samym znaczeniu, np. *court* i *pitch*. To, jakiego wyrazu użyjemy, zależy od nazwy dyscypliny sportu. Najlepiej jest zapamiętać – zawsze powiemy: *basketball court*, *football pitch*, *volleyball court*.



Vocabulary box

Sport:

basketball court – boisko do gry w koszykówkę

football pitch – boisko do gry w piłkę nożną

gym – sala gimnastyczna

ice hockey rink – lodowisko do gry w hokeja

ice rink – lodowisko

injury – kontuzja

rollerblades – rolki

running track – bieżnia

skatepark – skatepark

slope – stok (narciarski)

swimming pool – basen

tennis court – kort tenisowy

water skis – narty wodne

volleyball court – boisko do gry w siatkówkę

basketball player – koszykarz/koszykarka

coach – trener/trenerka

football player – piłkarz/piłkarka

horse rider – jeździec konny

ice skater – łyżwiarz/łyżwiarka

runner – biegacz/biegaczka

skateboarder – deskorolkarz

snowboarder – snowboardzista/

snowboardzistka

swimmer – pływak/pływaczka

tennis player – tenisista/tenisistka

volleyball player – siatkarz/siatkarka

Verbs:

draw – remisować

kick – kopać (nogą)

lose – przegrywać

score – zdobywać (punkt, bramkę)

throw – rzucać

win – wygrywać

Functional language:

Don't forget (...), please! – Proszę nie zapomnij...!

Hurry up! – Pospiesz się!

Look out! Be careful! – Uważaj! Bądź ostrożny!

Maybe next time. – Może następnym razem!

Nice try. – Nieźle.

Well done! Good job, (Zoe)! – Dobra robota (Zoe)!

What a great shot! – Cóż za wspaniały strzał!

What an exciting game! – Cóż za ekscytująca gra!

You should do that. – Powinieneś/Powinnaś to zrobić.



1. In your notebook, fill the gaps with the words in the **Vocabulary box**.

Example: *football* – *football pitch*, *football player*

- | | |
|-----------------|-----------------|
| 1. basketball – | 2. volleyball – |
| 3. tennis – | 4. ice hockey – |
| 5. running – | 6. swimming – |



Vocabulary tip

Bardzo często formy *gerund* używamy w zwrotach z czasownikiem *go*. Na przykład:

Let's go swimming.

They go snowboarding every month.



Grammar box

Should

Twierdzenia

I/You/We/They/He/She/It
should run every day.

Przeczenia

I/You/We/They/He/She/It
shouldn't run every day.

Pytania

i krótkie odpowiedzi

Should I/you/we/they/he/she/it
drink tea every day?

► Yes, I/you/we/they/he/she/it
should.

► No, I/you/we/they/he/she/it
shouldn't.

gerund (rzeczownik z końcówką -ing)

Skateboarding is my favourite sport.
I like/love/don't like/hate **skateboarding**.
I often go **skiing**.

play, do, ride

I **play** tennis every week.
I **do** judo on Saturdays.
I **ride** a horse every weekend.

2. In your notebook, name the pictures (1–7). Use gerunds.



cycling



3. Work in pairs. Read the advice and think about possible problems. Write them in your notebook.

Example: *I think you should talk to your teacher about it.*

I don't understand maths.

- I think you should talk to your mum or dad about it. They can help you.
- I think you should say sorry to her. She is your best friend!
- I think you should say how you feel. He should know how sad you are.
- I think you should have a healthier lifestyle: eat healthy food, exercise more, and go to bed earlier!



Vocabulary

1. In your notebook, choose the correct option. (4 pkt)
- My friend is a great footballer. He **scores** / **wins** a goal in every match he plays.
 - Let's **go/ride** cycling after school.
 - I'd like to **sing/invite** you to my birthday party.
 - You shouldn't touch the ball with your hands. You should **kick/throw** it hard with your foot.
2. 5.14 Listen to the recording. In your notebook, match the sentences (A–D) with the speakers (1–4). (4 pkt)
- It's a winter sport.
 - It's a team sport.
 - Young people like this sport.
 - It isn't an expensive sport.

1	2	3	4

3. In your notebook, fill the gaps (1–10) with the missing words. (10 pkt)

sport	person	place
1	6	running track
2	7	volleyball court
3	8	swimming pool
4	footballer	9
5	snowboarder	10

4. In your notebook, fill the gaps (1–6) with the correct form of the words in the box. (6 p)

ride stay watch spend play do

At weekends I like 1 time with my friends. We love 2 basketball or 3 our skateboards. We think 4 at home and 5 TV is boring. We really love 6 sports.

Grammar

5. In your notebook, write what Bobby **should** or **shouldn't** do. Use the phrases in the box. (6 pkt)

eat lots of fruit get up late
play computer games for many hours
eat sweets ride a bike train



6. In your notebook, match the situations (1–4) with the sentences (A–D). (4 pkt)

- Ostrzegasz kolegę podczas meczu.
- Chwalisz koleżankę za dobry strzał.
- Prosisz koleżankę, żeby się pośpieszyła.
- Wyrażasz swoje zadowolenie z gry.

- What an exciting game.
- What a great shot!
- Hurry up!
- Look out! Be careful!

7. 5.15 **dictation** Listen to the recording. In your notebook, write down the six sentences. (6 pkt)



5.16

SPORTsite

RACKET SPORTS | FOOTBALL | RACING

Racket sports are very popular in England. Lots of people play racket sports there every year.

Tennis

Tennis is an Olympic sport, but there are also four famous tournaments: Wimbledon, the US Open, The Australian Open and the French Open. Wimbledon usually takes place in July. Tennis players can only wear white clothes during Wimbledon games. There is also a tradition that players and spectators eat strawberries at Wimbledon.

Squash

There are a few important differences between tennis and squash. First, squash courts have walls, and tennis courts have nets. Squash rackets are usually smaller than tennis rackets. Also, the balls are different!

Badminton

Badminton is an Olympic sport, but a lot of people play it just for fun – in a park, at school or at the beach. You do not need any expensive equipment, and it is easy to learn. Badminton is a very fast racket sport. The All England is a famous badminton open tournament.

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

table tennis tennis squash badminton



table tennis



2. Read the Text and answer the questions (1–3) in your notebook.

Example: Which racket sports are in the Olympic Games?
Tennis and badminton.

- When do Wimbledon games usually take place?
- What food is popular at the Wimbledon Championships?
- How are squash rackets different from tennis rackets?

3. Match the names of sports in exercise 1 with the equipment (A–D).

- shuttlecock
- a soft rubber ball, usually a yellow or light green colour
- a table and a small ball
- a small rubber ball, usually with a dot

4. Listen to recording. In your notebook, write the names of sports they talk about.

Example: *badminton*

Project

Przygotuj plakat, na którym zaprezentujesz kosmicie, który właśnie wylądował na Ziemi, reguły jednego z ziemskich sportów. Pamiętaj, aby napisać, gdzie, czym i jak się gra oraz w jaki sposób zdobywa się punkty. Napisz także o stroju grających. Możesz też wspomnieć o znanych graczach w wybranej dyscyplinie sportowej. Zaprezentuj lub roześlij zdjęcia plakatu kolegom i koleżankom z klasy.

Let's go to work!

Lesson 1

Vocabulary

Nagrania 6.1–6.5
docwiczenia.pl
Kod: U55PSY



1. **warm-up** Look at the *Got it!* box. In your notebook, translate the words into Polish.

Got it!

baker's bus café canteen cash
cheap food truck friendly gym
plane receipt restaurant school

2. **6.1** Listen to the recording.
Find the *Got it!* words in the pictures.

3. Which of the *Got it!* words are not in the pictures?

4. In your notebook, fill the gaps with the words in the *Got it!* box.

- People buy delicious bread at this .
- She is a very and helpful teacher.
- I often go to school by .
- I think I want to pay in .



Vocabulary box

Jobs: baker bus driver chef dentist
doctor hair-dresser IT worker
mechanic musician pilot
shop assistant singer teacher vlogger
writer pet-sitter

5. Look at the *Vocabulary box*.
... Listen and repeat.
6. Look at the *Vocabulary box*. Point to the
... people and places in the pictures on page 56.
7. In your notebook, put the jobs in the
... *Vocabulary box* into two categories.



Jobs for me	Jobs not for me
baker	IT worker

8. Write the matching words in your notebook.
...

1. bus driver	pilot	writer
2. vlogger	dentist	doctor
3. hairdresser	baker	chef
4. musician	singer	mechanic

9. In your notebook, write the names of the
... jobs (1–8).

Example: *plays the guitar on stage* musician

1. records videos for a blog
2. works with computers
3. prepares dishes
4. drives a bus
5. looks after cats and dogs
6. repairs cars
7. helps people find the right size
8. cuts and styles hair

10. Listen and sing.

A baker baking biscuits,
A writer writing a book,
A pet-sitter with a dog,
A chef who cannot cook!
Tell me, is it a job for you?

An IT worker on computers,
A singer playing rock guitar,
A dentist checking twenty teeth!
A mechanic with his car,
Tell me, is it a job for you?

11. Listen and repeat.

1. the this with
2. think tooth things

12. Listen and repeat. In your
... notebook, put the red words into two
groups.

- A. There is your coat, Tim.
- B. Thirty three balls.
- C. The tooth in my mouth is something
really beautiful.

1. there,
2. thirty, , ,

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

Example: *Would you like to be a car mechanic?*
Yes, I would./No, I wouldn't.

1. Would you like to fly a plane or drive
a bus?
2. What's the perfect job for you?

Additional vocabulary

barber dog groomer

1. In your notebook, match the words in the
box with the photos (A–B).
2. In your notebook, translate the words into
Polish.



Lesson 2

Grammar and Listening

Nagrania 6.6–6.8
docwiczenia.pl
Kod: U53SFW



1. 6.6 Study the *Grammar box*.
... Listen and repeat.

Grammar box

Past simple czasownika „być”:
to be (was/were)

- Czas **past simple** stosujemy, gdy mówimy o czynnościach, stanach i sytuacjach, które miały miejsce w przeszłości.

Twierdzenia

I/He/She/It **was** hungry.
We/You/They **were** hungry.

Przeczenia

- Aby utworzyć przeczenie, dodajemy słówko **not**. Na przykład:
I/He/She/It **was not (wasn't)** hungry.
We/You/They **were not (weren't)** hungry.

Pytania i krótkie odpowiedzi

- Aby zadać pytanie, stawiamy **was/were** przed podmiotem w zdaniu. Na przykład:
Were we/you/they hungry?
▶ Yes, we/you/they **were**.
▶ No, we/you/they **weren't**.
Was I/he/she/it hungry?
▶ Yes, I/he/she/it **was**.
▶ No, I/he/she/it **wasn't**.

Grammar tip

Do zadawania szczegółowych pytań możesz używać wyrazów i wyrażeń takich jak:
Where ...? (Gdzie...), **When ...?** (Kiedy...) czy **How long ...?** (Jak długo...), wraz z przyimkami, m.in. miejsca i czasu. Na przykład:

A: **How long** were you **at** the shopping centre on Sunday?

B: I **was** there **for three hours**.

Często stosujemy różne rodzaje przyimków w jednym zdaniu. Pamiętaj, aby zawsze stawiać przyimki miejsca przed przyimkami czasu.

I **was** **at school** **at 8.30**.

We **were** **in the shop** **at 12.45**.

What was it like?

6.7

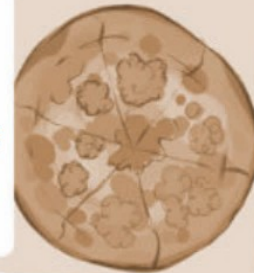
Hi Will. You **weren't** at home yesterday afternoon. Where **were** you?



Hi Evie! I **was** at the shopping centre. I cook a meal for my parents two times every month. Yesterday **was** one of those days, so ...



Pizza! I always make a pizza. I make a different one every time. Last month it **was** a fruit pizza with pineapple, orange and banana. It **wasn't** very tasty! This time it **was** pizza with ketchup, mustard and broccoli!



Mmm, interesting. What **was** it like?



It **was** delicious. My parents **were** really happy!

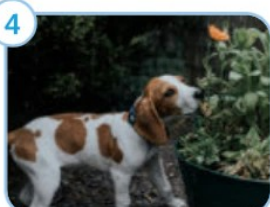


2. Read the conversation. In your notebook, answer the questions (1–4).

Example: Where was Will yesterday afternoon?
Will was at the shopping centre.

1. Why was he at the shopping centre?
2. How long was he at the shopping centre?
3. Was the shopping centre busy?
4. Were Will's parents happy with the pizza?

3. Look at the photos. In your notebook, complete the sentences (1–5) with *was*, *wasn't*, *were*, *weren't*.



Example: He wasn't at the beach. He was in the park.

- They at school. They at the library.
- They at the office. They at school.
- She at a café. She at home.
- It in the garden. It at home.
- He in hospital. He at the shop.

4. **6.8** In your notebook, put the words in the correct order. Listen and check.

Example: *I was/on Saturday./at the beach*
I was at the beach on Saturday.

- was/He/on Wednesday./at the supermarket
- at the hairdresser's/I/was/for two hours.
- were/on Sunday afternoon./We/ in the park
- last month./in Italy/were/on holiday/We
- there/was/three/I/hours/ago.

5. In your notebook, write questions to the sentences in exercise 4.

Example: *Were you at the beach on Saturday?*

6. In your notebook, fill the gaps with *was* or *were*.

Example: *Where were you born?*

- In what year you born?
- Where your parents born?
- Who your first teacher?
- What your first hobby?
- Who your best friend 2 years ago?

7. **6.8** Work in pairs. Ask and answer the questions in exercise 6.



Example: A: *Where were you born?*
 B: *I was born in Katowice.*

8. **E** In your notebook, fill the gaps (1–4) with *was* or *were*.

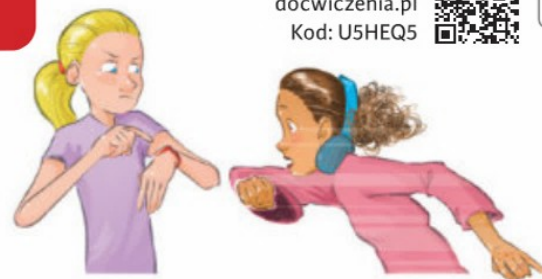


My parents are musicians. When they were younger, my mum **1** a singer in a band, and my dad **2** a guitarist in the same band. The band **3** playing just for fun, so they **4** famous. My friends from school don't know that story!

Lesson 3

Listening and Speaking

Nagrania 6.9
docwiczenia.pl
Kod: U5HEQ5



That's okay!

1. **warm-up** In your notebook, translate the words in the box into Polish.

dentist town tram
pilot teacher IT worker

Example: dentist –
dentysta



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

- Joe is the first person to come. T/F
- Sue is the second person to say sorry. T/F
- The keys are in Mum's pocket. T/F
- Sue has got two black T-shirts. T/F

'Sorry' isn't a difficult word! 6.9

- **Joe:** Hi, Mum. I'm sorry I am late.
- **Mum:** Never mind. Don't worry. Where is Sue?
- ▶ **Sue:** I'm here! Am I late?
- **Mum:** Just a little.
- ▶ **Sue:** I'm sorry, I was so busy at school. Why aren't you inside?
- **Mum:** I don't have my keys ...
- **Joe:** It's okay, I've got mine in my pocket.
- **Mum:** Great.
- ▶ **Sue:** OK, please remember next time, Mum!
- **Mum:** Sure. Oh no, is that your white T-shirt in your bag? It's black now ...
- ▶ **Sue:** It's a bit dirty. I'm sorry.
- **Mum:** That's okay. Don't worry about it. It's good that you have another one.
- ▶ **Sue:** I know!
- **Mum:** And listen, kids. I'm sorry about the keys.
- ▶ **Sue:** It's okay, Mum. We love you all the same!

3. Look at the conversation in exercise 2 again. Answer the questions (1–2).

Example: *Why was Joe sorry?*
Because he was late.

- Why was Sue late?
- Who was sorry about the keys?

4. Work in pairs. In your notebook, write two short conversations. Use the *Functional language box*.

- Umówiłeś/Umówiłaś się z koleżanką, ale uciekł Ci autobus. Przeprasz za spóźnienie.
- Obiecałeś/Obiecałaś pomóc koledze w pracy domowej z matematyki, ale byłeś zajęty / byłaś zajęta. Przeprasz za to, że nie udało Ci się pomóc.

Example: A: *I'm sorry about the keys.*
B: *That's OK.*

5. Work in pairs. Act out the conversations in exercise 4.

Functional language box

- ▶ I'm sorry about (the keys).
- ▶ Never mind.
- ▶ I'm sorry I am late.
- ▶ I'm sorry, I was busy.
- ▶ That's OK. Don't worry about it.
- ▶ OK, please remember next time!

6. Student A – go to page 107,
Student B – go to page 119.

Lesson 4

Reading and Writing

Nagrania 6.10–6.11
docwiczenia.pl
Kod: U56XQD



1 6.10

The interesting jobs

Hi, I'm Brian. I'd like to tell you about some of the interesting jobs in my family. My dad, Sid, is 42 years old. He is a bus driver. Every morning he goes to a big bus station and then, he drives his bus around the streets of my town. Twenty years ago he was a postman in a small post office in Malbork. There were three other people working there, and two of them were French! My grandad, Luke, is 83 years old. He doesn't work now – he plays the piano for three hours every day. Forty years ago he was a musician in a jazz band. Their name was *The Music Men*, and my grandad was *the man with the guitar*. That was his job!



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

Example: Find three names in the text.
Brian, Sid, Luke

- Find three jobs in the text.
- Find three places in the text.
- Which country were two of the people there from?
- How old is Luke?

2. Answer the questions (1–3) in your notebook. Use the words in the box or your own ideas.

chef hair dresser IT worker
musician pilot shop assistant
singer vlogger pet-sitter

Example: What job do you want to do?
I'd like to be a baker. I love bread rolls and sweets.

- What job interests you?
- What jobs wouldn't you like to do? Why?
- What job does your best friend want to do?

2 6.11

A new job and a new life



Choose the perfect job for your dad with *Fly With Us!* Is your dad a bus driver? Does he love his job? Does he like 1 ? Is he looking for a new start in life? At *Fly With Us!*, we think we have the job for him! We are looking for people aged from 30 to 45 to train as pilots. Is your dad good at 2 ? Is he always the first person at work in the morning? Does he like 3 or a uniform? Do you think flying a plane would be the perfect job for your dad? Ask him and write to us at flywithus@email.com!



Writing tip

Przed rozpoczęciem pisania wynotuj potrzebne słówka, informacje i dane kontaktowe, np.:

Words: post office, job

Information: dad – 35 years old

Contact information: flywithus@email.com

3. 6.11 Read Text 2. In your notebook, fill the gaps (1–3) with the phrases in the box. Listen and check.

travel and transport *Fly with us!*
mathematics and writing
wearing smart clothes

4. Look at Text 2. In your notebook, write a similar announcement.

Checklist

- ☒ Potrafię stosować słownictwo z zakresu: zawody i obowiązki.
- ☒ Potrafię przygotować notatkę przed rozpoczęciem pisania.



announcement – ogłoszenie **postman** – listonosz
post office – poczta

Writing Bank
go to page 114

Lesson 5

Grammar and Vocabulary

Nagrania 6.12–6.14
docwiczenia.pl
Kod: U566QJ



1. 6.12 Study the *Grammar box*.
... Listen and repeat.

Grammar box

Past simple (czasowniki regularne)

- W czasie **past simple** dodajemy do większości czasowników regularnych końcówkę **-ed**. Na przykład:
walk ► *walk**ed***
- Kiedy czasownik kończy się na **-e**, dodajemy samo **-d**. Na przykład:
smile ► *smil**ed***
- W krótkich czasownikach jednosylabowych kończących się na spółgłoskę podwajamy ostatnią literę. Na przykład:
fit ► *fit**ted***
- Kiedy czasownik kończy się spółgłoską oraz literą **y**, zamieniamy ją na końcówkę **-ied**. Na przykład: *cry* ► *cri**ed***

Twierdzenia

I/You/He/She/It/We/They **walked** to the park.

Przeczenia

- Aby utworzyć przeczenie, stawiamy **did not (didn't)** przed czasownikiem w formie podstawowej. Na przykład:
I/You/We/They/He/She/It **didn't walk** to school.

Pytania i krótkie odpowiedzi

Pytania ogólne w czasie *past simple* zaczynamy od **Did**, po którym występuje podstawowa forma **czasownika**. Na przykład:

Did I/you/we/they **walk** to school?

► Yes, I/you/we/they **did**./No, I/you/we/they **didn't**.

Did he/she/it **love** apples?

► Yes, he/she/it **did**./No, he/she/it **didn't**.

Vocabulary box

Verbs: **cook** **repair** **paint**

What did you do?

6.13



- **Emma:** What **did** you **do** last weekend?
- **Tom:** On Saturday I **visited** my cousin Billy.
- **Emma:** Cool! What **did** you **do**?
- **Tom:** Well, I **helped** him with lots of jobs. First, we **repaired** his bike. Then, we **painted** his bedroom door. He **wanted** to change the colour from white to black! And then, we **tidied** his bedroom! I really **enjoyed** it. I like helping people.
- **Emma:** Did you **work** all day?
- **Tom:** No, we **didn't work** all day – just in the afternoon. We **relaxed** and **played** some games. And then, we **cooked** a meal for the whole family.
- **Emma:** What about Sunday? What **did** you **do** on Sunday?
- **Tom:** Nothing. I **stayed** at home. I **needed** a lazy day!

2. Read the conversation. In your notebook, fill the gaps (1–4).

Example: Tom visited his cousin Billy.

- They repaired .
- They painted .
- They played .
- They cooked .

3. Work in pairs. What did you do last weekend?

Example: We visited my parents' friends.
I played some computer games.

4. 6.14 In your notebook, fill the gaps with the correct form of the words in brackets. Listen and check.

Hi, I'm Joanna. Yesterday I stayed (stay) at home. In the morning I 1 (study) for my English test and after that, I 2 (help) my sister with her art homework. She 3 (paint) a picture of me! I was in a chair and I 4 (not move) for an hour! After lunch, I 5 (clean) my room. I 6 (want) to go for a walk, but it 7 (start) to rain. In the evening we all 8 (watch) a film on TV.

5. In your notebook, answer the questions about the text in exercise 4.

Example: *Did Joanna stay at home?*
Yes, she did.

- What did she do in the morning?
- What did her sister paint?
- What did she do after lunch?
- Did she go for a walk?
- Did it rain after lunch?



Grammar tip

Stosując czas *past simple*, będziesz często używać sformułowań, które określają przeszłość, np.: **yesterday** (wczoraj), **last year/month/week** (w ubiegłym roku, miesiącu, tygodniu), **two hours ago** (dwie godziny temu).

We were there yesterday.

I did it last week.

She was here two hours ago.

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

- At the weekend, (gratyśmy) tennis in the park.
- On Saturday (byłem na zakupach) with my friends.
- Yesterday (nie poszliśmy) to school.
- My brother (poszedł na siłownię) two hours ago.

7. Play the *Find Someone Who* game.



1. Przerysuj tabelę do zeszytu.

watch TV	walk to school	play football
listen to music	play tennis	work hard
cook dinner	walk to a park	use a computer
go for a walk	rain	go shopping

- Zapytaj kolegę lub koleżankę z klasy, o to, co robił/robiła wczoraj. Zaczynij od słów: *Did you ...?*
Na przykład:
Did you watch TV yesterday?
- Kiedy wybrana osoba odpowie *No, I didn't.*, zadaj inne pytanie. Gdy odpowie *Yes, I did.*, wpisz jej imię w odpowiednim polu tabeli.
- Zwycięża ten, kto będzie mieć w każdym polu inne imię. Jeśli któraś czynność nie pasuje do nikogo, wpisz „0”.
- Opowiedz wszystkim, co wczoraj robiły poszczególne osoby. Na przykład: *Ewa watched TV yesterday.*

Lesson 6

Vocabulary Review



Wordlist 6.15
docwiczenia.pl
Kod: U5VV2T



Strategy

Ucząc się nowych słów, możesz korzystać ze słownika w internecie albo wpisać słowa do wyszukiwarki grafik i obejrzeć obrazki.



Vocabulary box

Jobs:

baker – piekarz
bus driver – kierowca autobusu
chef – kucharz/kucharka
dentist – dentysta/dentystka
doctor – lekarz/lekarka
hair-dresser – fryzjer/fryzjerka
IT worker – pracownik/pracownica IT
mechanic – mechanik
musician – muzyk/muzyczka
pet-sitter – opiekun/opiekunka zwierząt

pilot – pilot/pilotka

shop assistant – sprzedawca/
sprzedawczyni

singer – piosenkarz/piosenkarka

teacher – nauczyciel/nauczycielka

vlogger – vloger/vloggerka

writer – pisarz/pisarka

Verbs:

cook – gotować

repair – naprawiać

paint – malować

Functional language:

I'm sorry about (the keys). – Przykro mi z powodu (kluczy).

Never mind. – Nieważne.

I'm sorry I am late. – Przepraszam, że się spóźniłem/spóźniłam.

I'm sorry, I was busy. – Przepraszam, że byłem zajęty / byłem zajęta.

That's OK. Don't worry about it. – W porządku. Nie przejmuj się tym.

OK, just remember next time! – OK, tylko pamiętaj następnym razem!

1. In your notebook, match jobs (1–6) with the actions (A–F).

Example: *teacher* – *teach*

- | | |
|-------------|-----------|
| 1. mechanic | A. cook |
| 2. painter | B. repair |
| 3. chef | C. paint |
| 4. doctor | D. sing |
| 5. singer | E. bake |
| 6. baker | F. help |

2. In your notebook, write the names of the places.

Example: *bus driver* – *bus*

- | | |
|------------|-------------------|
| 1. doctor | 4. chef |
| 2. postman | 5. shop assistant |
| 3. baker | 6. teacher |

3. Work in pairs. Ask and answer the questions (1–4). Use the words and phrases in the box.

tired sleepy wasn't at home
 didn't have time
 didn't have my books with me
 my dog was sick was busy

Example: *Why didn't you call me?*
I'm sorry, I was busy.

- Why didn't you do your homework?
- Why didn't you clean your room?
- Why were you late?
- Why did you miss the bus?

Grammar Review



Grammar box

Past simple czasownika „być”: to be (was/were)

Twierdzenia

I/He/She/It **was** at home yesterday.

You/We/They **were** at home yesterday.

Przeczenia

I/He/She/It **wasn't** at home yesterday.

You/We/They **weren't** at home yesterday.

Pytania i krótkie odpowiedzi

Was I/he/she/it at home yesterday?

► Yes, I/he/she/it **was**.

► No, I/he/she/it **wasn't**.

Were you/we/they at home last week?

► Yes, you/we/they **were**.

► No, you/we **weren't**.

Past simple (czasowniki regularne)

Twierdzenia

I/He/She/It/We/You/They **watched** TV 3 hours ago.

Przeczenia

I/He/She/It/We/You/They **didn't watch** TV 3 hours ago.

Pytania i krótkie odpowiedzi

Did I/he/she/it/we/you they **watch** TV 3 hours ago?

► Yes, he/she/it/we/you/they **did**.

No, he/she/it/we/you/they **didn't**.

4. In your notebook, rewrite the sentences into the **past simple**.

Example: *She is at school.*

She was at school.

- I'm very happy.
- They are at home.
- She isn't in her room.
- My parents are at work.
- Sam and Joe aren't at school.
- My hamster is hungry.

5. In your notebook, put the words in the correct order. Use the **past simple**.

Example: *yesterday?/home/you/1.30/at*

Were you at home yesterday at 1.30?

- you/all alone at home/last week?
- on Sunday?/have dinner/with your grandparents
- eat/your favourite sandwich/yesterday?

6. Work in pairs. Ask and answer the questions in exercise 2.



Example: A: *Were you at home yesterday at 1.30?*

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





Vocabulary

1. Write the matching words in your notebook.
... (5 pkt)

- school canteen gym plane
- chef baker paint teacher
- cook IT worker repair paint
- postman cook pet-sitter pilot
- vlogger doctor pilot post office

2. In your notebook, name the photos (A–F).
... (6 pkt)



3. 6.16 Listen to the recording. In your notebook, choose the correct option.
... (5 pkt)

- Who was born in Scotland?
A. Leo
B. Leo's mother
C. Leo's father
- When Leo's dad was a child, he didn't like
A. listening to music.
B. planes.
C. reading.
- How old was Leo's dad when he met Leo's mum?
A. 17
B. 11
C. 16
- Leo's mum has got
A. blond hair.
B. grey hair.
C. straight hair.
- Leo's dad is a
A. writer.
B. singer.
C. guitarist.

Grammar

4. In your notebook, choose the correct option. (6 pkt)

- I **walked/walk** to school with my friends yesterday.
- I didn't **played/play** computer games on Sunday. I **paint/painted** a beautiful picture.
- Did your dad **cook/cooked** dinner yesterday?
- It **was/were** delicious.
- My dad and aunt **repair/repaired** the car in the morning. That's why they **was/were** so tired in the evening.
- Were/Was** you at home yesterday?

5. In your notebook, match the questions (1–5) with the answers (A–F). There is one extra answer. (5 pkt)

- Where was your mum yesterday?
 - Did your grandparents work in a hospital?
 - Where did you go yesterday?
 - Did you use your computer last weekend?
 - Were your friends at the football pitch two hours ago?
- A. Yes, I did. I played games.
B. At the post office.
C. Yes, they were.
D. To the cinema.
E. No, they didn't.
F. No, he didn't.

6. In your notebook, choose the correct option. (3 pkt)

- I'm sorry I'm late.
A. Never mind.
B. You're welcome.
- I'm sorry about your notebook.
A. That's OK.
B. I was busy.
- I'm sorry, Mum. I didn't wash the dishes.
A. Here you are.
B. OK, please remember next time.

7. 6.17 **(dictation)** Listen to the recording. In your notebook, write down the six sentences. (6 pkt)

Lesson 8

Review | Units 5–6

 Zagrajcie w grę. Rzucajcie kostką. Osoba, która wyrzuci największą liczbę oczek, zaczyna. Niech wygra najlepszy.



Hurray, it's holiday time!

Lesson 1

Vocabulary

Nagrania 7.1–7.2
docwiczenia.pl
Kod: U5MHU3



1. **warm-up** Look at the *Got it!* box. In your notebook, translate the words into Polish.

Got it!

flat boat bus car eat jump
forest lake mountain plane river
run sea swim train walk watch



2. Find the *Got it!* words in the picture.
3. Look at the *Vocabulary box* on page 81. Listen and repeat.
4. Look at the *Vocabulary box* on page 81. Find the words in the picture.



Vocabulary box

Travelling: airport announcement
aqua park beach campsite hill
hostel hotel passport path
school ID sleeping bag suitcase
tour guide valley volcano waterfall

Activities: climb go camping
take photos

5. Look at the picture on page 80. In your notebook, write more words about travelling.

Example: tent

6. Write the matching words in your notebook.

- | | | |
|-------------|----------|-----------|
| 1. passport | valley | school ID |
| 2. campsite | tent | airport |
| 3. hostel | mountain | hill |

7. Read the definitions (1–6) and write the correct words in your notebook.

Example: 'The 3.35 train is ten minutes late.'
announcement

- a place with lots of planes
- a place with lots of sea and sand
- a cheap hotel
- you can swim and have fun there
- you can sleep in it at a campsite
- you can climb it

8. In your notebook, match some of the words in exercise 7 with the photos (A–C).



sleeping bag



9. Listen and sing.

Let's take a sleeping bag!
Try camping in the forest.
Go walking in the valley!
Climb up the mountain path!

Waterfall, volcano, river, sea!
Volleyball on the beach with me.
Walk, swim, run, ride.
Listen to the tour guide!

10. Work in pairs. Ask and answer the questions (1–2). Use the words and phrases in the box and your own ideas.

camping holiday climbing trip
trip to Italy seaside holiday



Example: Which activity would you like to try?
I'd like to try the climbing trip,
because I love mountains.

- Which activity would you like to try?
- Why would you like to try them?

Additional vocabulary

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

cycling tour package tour

2. In your notebook, match the words in the box with A. cycling tour and B. package tour.

bicycle tent suitcase passport
toothbrush sunglasses

Lesson 2

Grammar and Listening

Nagrania 7.3–7.5
docwiczenia.pl
Kod: U5H51G



1. **7.3** Study the *Grammar box*.
... Listen and repeat.

Grammar box

Past simple (czasowniki nieregularne)

- Niektóre czasowniki mają nieregularną formę w czasie **past simple**. Musisz się ich nauczyć na pamięć. patrz str. 113

Twierdzenia

I/You/We/They/He/She/It **took** a lot of photos.

Przeczenia

I/You/We/They/He/She/It **didn't** have fun.

Pytania i krótkie odpowiedzi

Did I/you/we/they **take** many photos?

- Yes, I/you/we/they **did**.
- No, I/you/we/they **didn't**.

Did he/she/it **eat** many bananas?

- Yes, he/she/it **did**.
- No, he/she/it **didn't**.

2. Find the **past simple** form of the words in the box. Write them in your notebook.

do drive go buy eat make
have run meet see

bought did drove ate went had made met ran saw

Example: *buy – bought*

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

Example: *Evie went camping at the weekend.* I



- Evie slept in her house at the weekend.
- Evie swam in the sea.
- Evie rode her bike every day.
- Evie took a lot of photos.
- Meg doesn't want to go with Evie next time.

T/F
T/F
T/F
T/F
T/F

You should come with us! **7.4**

How was your weekend, Evie? What **did** you do?



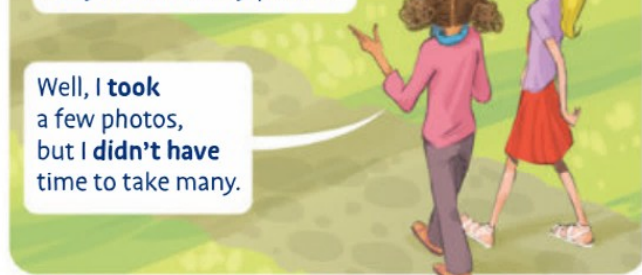
It was great. We **went** camping. We **had** a tent, which we **slept** in. We also **took** our bikes and **rode** to a lake every day.

Did you **swim** in the lake and a river?



Yes, I **did**. I **swam** in the lake every day. Oh, but I **didn't** swim in a river.

Did you **take** many photos?



Well, I **took** a few photos, but I **didn't** have time to take many.

You should come with us next time, Meg! I know you love trees!

OK, that's a good idea!



4. Work in pairs. Talk about your last weekend.

What did you do last weekend?

I went to Sopot with my aunt and uncle. We swam in the sea. It was a great time!

5. 7.5 In your notebook, fill the gaps with the correct **past simple** form. Listen and check.

Example: I went (go) to the beach at the weekend.

1. It was a really hot day, so we all (run) into the sea and (swim) together.
2. We (see) lots of fish, but I (not take) many photos. I only have 10 photos.
3. We (have) a lot of fun.
4. Yesterday I (ride) my bike into town and (meet) my friends.
5. We (go) to a restaurant for lunch. We (eat) burgers.
6. We (go) shopping, but I (not buy) anything.

6. In your notebook, fill the gaps with the correct **past simple** form.

Example: A: What did you do (do) at the weekend?

1. you (take) many photos at the weekend?
2. What you (do) yesterday?
3. What you (have) for lunch yesterday?
4. What you (eat) for lunch?
5. you (buy) anything yesterday?

7. Work in pairs. Ask and answer the questions in exercise 6.

What did you do at the weekend?

On Saturday I went shopping and on Sunday I met my friends.



Grammar tip

Przypomnij sobie z poprzednich lekcji: czasownik **to be** w czasie przeszłym ma dwie formy: **was** i **were**. Na przykład:

The mountains **were** beautiful.

I/He/She/It **was** tired.

We/You/They **were** happy.

8. In your notebook, fill the gaps with the correct **past simple** form.



Last week was great. I **1** (go) on holiday with my family. But the weather was cold, and it rained all the time, so we **2** (not go) to the beach. We stayed in the hotel and **3** (not have) much fun.

9. Go to page 113. In your notebook, write the **past simple** form of the verbs in the box.

Example: I took some photos.

eat pizza ride a bike take some photos
go on a bus drink tea buy something
run a kilometre do some homework
have a busy day be tired



10. In your notebook, write a few sentences about your day yesterday.

Example: I ate pizza. I didn't ride a bike.

Lesson 3

Listening and Speaking

Nagrania 7.6
docwiczenia.pl
Kod: U5DM6Y



You look brown!



1. **warm-up** In your notebook, match the verb, its past form and the noun.

Example: 1 verb: watch 2 past form: watched
3 noun: a film

a mountain took watched
take a photo watch
a film climb went
to school go climbed

2. Read the conversation and answer the questions (1–5) in your notebook.

Example: Is Kev in Łeba at the moment?
No, he isn't. He's at home at the moment.

- Where did Kev go?
- What were the beaches like?
- Was it sunny?
- What kind of trip did Kev go to?
- How did Kev get to Łeba?

Where did you go?



- **Hugo:** Hi, Kev. You look brown!
- ▶ **Kev** Yeah, I was on holiday last week.
- **Hugo** Where did you go?
- ▶ **Kev** I went to Łeba.
- **Hugo** What was the weather like?
- ▶ **Kev** Fantastic. It was sunny and hot. About 28 degrees. It was a bit rainy, but not much. Only for ten minutes on two of the days!
- **Hugo** Were there any good beaches?
- ▶ **Kev** Of course. They were amazing!
- **Hugo** Wow, fantastic! Did you go by train?
- ▶ **Kev** Yes. We went by train. We also went on a boat trip.
- **Hugo** And did you like it?
- ▶ **Kev** Yes, it was OK. I love Łeba and hope to go there again.



Vocabulary tip

Zapisuj słowa, których możesz użyć, odpowiadając na poszczególne pytania, np.:

What was the weather like? **hot, cold, rainy**

► It was very **rainy**.

Przygotuj listę słów, które przydadzą Ci się do odpowiedzi na pytanie:

What did you like on holiday?

3. In your notebook, answer the questions (1–4). Use the *Functional language box*.

Example: Where did you go for your last holiday?

I went to Mikolajki. I had a lot of fun there.

- Did you go by car?
- What was the weather like?
- What did you like there?
- What didn't you like there?

Functional language box

- Was/Were there any ...?
- Where did you go?
- What was the weather like?
- Did you like (the hotel/the sea/the beach)?
- There was/There were ...
- We went by (plane/car).
- It was a bit rainy.

4. Work in pairs. Ask and answer the questions in exercise 3.

5. Student A – go to page 107,
Student B – go to page 119.



1 7.7

The big school trip

Dear Parents,
In two days, Class 5 are going on a school trip to the Alps. The Alps are, of course, a very beautiful place – but every mountain, every waterfall and every valley can be dangerous. The Alps are in Europe, but they can be as dangerous as the Himalayas. So, before we leave, we would like to give you some important information. The children **should** take a pair of good, strong shoes with them. They should also have clothes which are good for any kind of weather – rainy or sunny, hot or cold. The children **shouldn't** forget to take their passports – they need them to cross the borders – their school ID card is not enough. It is also important to give your children a piece of paper with a contact number – they can't go on the trip without these things. And one more thing – which is very, very important – don't be late! We are travelling there by train, and the train leaves at 8 am!



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

Example: *Who is the note for?*
The note is for parents.

- Where are the children going?
- When are they going?
- What should the children take with them?
- How do they want to get to the Alps?

2. Look at Text 1 again. Read the definitions (1–3) and write the correct words in your notebook.

Example: *a means of transport* train

- two documents
- three words to talk about the weather
- words which mean the opposite of hot and remember

2 7.8

Message

Hi Brian, I am going on a business trip for three days, so I **need** your help! Remember that Jack and Emily (1) **is/are** going on a school trip (2) **on/in** Friday. I know that you remembered to get the things on the list that I gave you last week. That was great, but I (3) **receive/received** a message from the school yesterday, and now we need some more things. Can you buy a sun (4) **shirt/hat** for Jack? I think the mountains are very hot (5) **in/at** this time of year. Emily already has one, so (6) **buy/don't buy** a hat for her. The other thing we need is biscuits. The train journey is very long, and the kids need a snack from time to time. But please, no chocolate! Thanks for all your help – see you on Saturday!



Writing tip

Po napisaniu tekstu przeznaczk kilka minut na jego dokładne sprawdzenie.

3. Read Text 2. In your notebook, choose the correct option. Listen and check.
4. Work in pairs. You are going on a school trip to Krakow for three days. Talk about:
- what you would like to take
 - what you should take
 - what you shouldn't take
5. In your notebook, write a message to your grandparents about your trip to Krakow.

Checklist



- ☒ Potrafię stosować słownictwo z zakresu: podróżowanie i turystyka.
- ☒ Potrafię stosować czas *past simple*.



cross a border – przekraczać granicę (np. państwa)
means of transport – środek transportu **sunny** – słonecznie

Lesson 5

Grammar and Vocabulary

Nagrania 7.9–7.11
docwiczenia.pl
Kod: U5J6FZ



1. 7.9 Study the **Grammar box**.
... Listen and repeat.

Grammar box

one, ones

- Często zdarza się, że chcemy ponownie odnieść się do rzeczownika, który został użyty w poprzednim zdaniu. Aby ciągle nie powtarzać tego słowa, możesz je zastąpić wyrazami **one** lub **ones**.
- Z rzeczownikami policzalnymi w liczbie pojedynczej używamy słowa **one**.
Na przykład:
*Let's get **a** juice. Do you want **one**?*
*A: Is there **a** shop near here?*
*B: Yes, there's **one** next to the hotel.*
- Z rzeczownikami policzalnymi w liczbie mnogiej używamy słowa **ones**.
Na przykład:
*I didn't buy the black **boots**.*
*I bought the brown **ones**.*



Grammar tip

Mogą Ci się również przydać takie wyrażenia, jak: **this one** (*ten, ta*), **that one** (*tamten, tamto*), **which one** (*który, która*) oraz **the one/ones** (*ten, ta, te*). Na przykład:

*A: There are three bags. **Which one** is yours?*
*B: **That one**. **The one** next to the table.*

2. Read the conversation. Ask and answer the questions (1–5) in pairs.

Example: *Do the boys have bus tickets?*
Yes, they do.

1. What colour is the bus?
2. What colour is the table?
3. Do the boys want to eat ice cream?
4. How does the weather change?
5. Which bus do they get?

Vocabulary box

excursion trip tourist beautiful view

Which one?

7.10



- **A:** It's a good day for our excursion. Have you got the bus tickets?
- ▶ **B:** Yes, I've got them in my hand. Don't worry!
- **A:** And which is our bus?
- ▶ **B:** I think it's **that one** over there.
- **A:** (1) **Which one?** There are a lot of buses.
- ▶ **B:** (2) **The blue one**, I think.



- **A:** OK, let's find some chairs.
- ▶ **B:** What about (3) **the ones** next to the café?
- **A:** Great. Let's get an ice cream, too. Do you want (4) **one**?
- ▶ **B:** Yes, please. A really big (5) **one**!
- **A:** OK! There's a beautiful view, and it's a great day! This trip is great!



- **A:** Oh no! What's happening? Where is the sunshine?
- ▶ **B:** Look, there's a bus going back to the city. Let's get on it!
- **A:** But what about our ice creams?
- ▶ **B:** Mmm, they look delicious. OK, forget about the bus. Let's get the next (6) **one**!

3. Look at the conversation on page 86 again. What are the phrases with **one** and **ones** (1–6) about?

Example: I think it's that one over there.

► bus

4. In your notebook, fill the gaps with **one** or **ones**.

Example: My bike is the one next to the tree.

- I lost my passport. I need a new .
- My shoes are the under the table.
- I need a drink. Do you want ?
- Oliver wants his books. Which are his?
- Did you buy the black shirt or the brown ?

5. In your notebook, rewrite the sentences in brackets. Use **one** or **ones**. Listen and check.

Example: A: Have you got a pen?

B: (Sorry. I haven't got a pen.)

Sorry I haven't got one.

- A: Is there a supermarket near here?
B: (Yes. There's a supermarket over there.)
- A: Which hotel did you stay at?
B: (The hotel on Beach Street next to the park.)
- A: Can you pass me my trainers?
B: Which trainers? The white trainers?
A: (No, the black trainers. The white trainers are Jenny's.)
- A: Did you buy a sleeping bag?
B: Which sleeping bag? We looked at a few of them.
A: (The cool silver sleeping bag.)
- A: Which is Lucy's tent?
B: (I'm not sure. I think it's this tent or that tent.)
A: (I think it's this tent. The red and blue tent.)
B: (Ah, yes. I think the other tent is Emma's.)

8. Work in pairs. Ask and answer the questions in exercise 6. Use the words and phrases in the box and your own ideas.

bigger beautiful colour look smart faster look tasty

Example: A: Which bag do you prefer? The red one or the blue one?

B: I prefer the blue one. The blue one is cooler, and I like the colour more.

6. In your notebook, write questions using **one** or **ones** and the words in brackets.

Which bag do you prefer?
The red one or the blue one?
(blue/red)



Which shoes do you prefer? (black/white)?



Which cake would you like? (big/small)?



Which bike do you prefer? (old/new)?



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

Example: I've got a black shirt and a blue shirt.

Which shirt do you prefer?

ONE

I've got a black shirt and a blue shirt.

Which one do you prefer?

- I didn't buy the red shoes. I bought the white shoes.
ONES
I didn't buy the red shoes. I bought .
- Can I have this book please? The red book.
ONE
Can I have this book please? The .

Lesson 6

Vocabulary Review



Wordlist 7.12
docwiczenia.pl
Kod: U5HCU7



Strategy

Ucz się słówek i zwrotów przy pomocy własnoręcznie wykonanych fiszek. Przygotuj małe karteczki. Na jednej stronie zapisz słowo lub zwrot w języku angielskim, a na odwrocie polskie tłumaczenie. Grupuj słownictwo według własnych kategorii i wyznaczaj sobie liczbę słów do nauczania na dany dzień.



Vocabulary box

Travelling:

airport – lotnisko
announcement – ogłoszenie
aqua park – park wodny
beach – plaża
beautiful view – piękny widok
campsite – kemping
excursion – wyprawa, wypad
hill – wzgórze
hostel – schronisko
hotel – hotel
passport – paszport
path – ścieżka, droga
school ID – legitymacja szkolna

sleeping bag – śpiwór
suitcase – walizka
tourist – turysta/turystka
tour guide – przewodnik
trip – wycieczka
valley – dolina
volcano – wulkan
waterfall – wodospad

Activities:

climb – wspinać się
go camping – pojechać na kemping/
 pod namiot
take photos – robić zdjęcia

Functional language:

Was/Were there any ...? – Czy tam był jakiś/
 była jakaś / były jakieś...?
Where did you go? – Dokąd pojechałeś/
 pojechałaś?
What was the weather like? – Jaka była
 pogoda?
Did you like the hotel/the sea/the beach? –
 Czy podobał Ci się hotel?/Czy podobało
 Ci się morze?/Czy podobała Ci się plaża?

There was/There were ... – był/była/było/
 byli...
We went there by plane/car. – Polecieliśmy/
 Poleciałyśmy tam samolotem;
 Pojechaliśmy/Pojechałyśmy tam
 samochodem.
It was a bit rainy. – Było trochę deszczowo.

1. In your notebook, write four things you took on your last trip.

big suitcase coat passport plane
 ticket school ID sleeping bag trainers

2. Work in pairs. Ask your classmate to say what is on your list in exercise 1.

Example: I took something you can sleep in.
a sleeping bag

3. Work in pairs. Talk about your last holiday. Use the words in the box.

beach cold food truck
 France hot Italy lake rainy
 restaurant sea sunny

Example: A: Where did you go last summer?
 B: I went to Croatia with my parents.



Grammar box

Past simple

Twierdzenia

I/you/we/they/he/she/it
went to the cinema on
Saturday.

Przeczenia

I/you/we/they/he/she/it
didn't go to the cinema on
Saturday.

Pytania

i krótkie odpowiedzi

Did I/you/we/they/he/she/it **go**
to the cinema on Saturday?

► Yes, I/you/we/they/he/she/
it **did**.

► No, I/you/we/they/he/she/
it **didn't**.

One

I left my **suitcase** in the car yesterday.
The blue **one**.

Ones

I put your **shoes** in your wardrobe yesterday.
The white **ones**.

4. In your notebook, write the correct past
... forms of the words in the box.

make cook watch do buy
talk help repair bake be
have want swim take sleep
go ride meet paint visit

Example: want – wanted, be – was/were

5. In your notebook, write a short text about
... your day yesterday.

Example: I was in Paris yesterday. I always
wanted to see the Eiffel Tower.
Yesterday I finally took a photo of it.
I'm so happy.



6. In your notebook, write a short
... conversation using *one* and *ones*
and the words in the box.

book cap coat gloves goggles
suitcase shorts sleeping bag socks
hostel tent top trainers trousers

Example: A: I can't find my hostel. Can you
help me?

B: Of course. Which one?

A: The Baracuda hostel.

B: It's the one next to the shop.

A: OK. Thank you!

7.  You forgot to do your homework.
... Explain why. Use the words in the box.

Example: I didn't do my homework because
I felt really bad.

cat ate it my brother/sister destroyed it
forgot about it didn't know about it
felt really bad



Vocabulary

1. In your notebook, match the words (A–E) with the definitions (1–5). (5 pkt)

- When you go on holiday, you pack your clothes in one.
- When you travel by plane, you leave from here.
- You often need this document to cross a border.
- You use one whenever you stay in a tent.
- You can hear this at an airport or at a train station.

- A. airport
B. passport
C. suitcase
D. announcement
E. sleeping bag

2. In your notebook, match the words 1–5 with A–E. Translate them into Polish. (5 pkt)

- | | |
|----------|-----------|
| 1 take | A guide |
| 2 sunny | B camping |
| 3 go | C ID |
| 4 school | D photos |
| 5 tour | E weather |

3. **E** 7.13 Listen to the recording. In your notebook, match sentences (A–D) with the speakers (1–4). (4 pkt)

- A. I spent my holidays in lots of different places.
B. I didn't like my holiday.
C. I spent my holidays in the mountains.
D. I've got some souvenirs for my friends.

1	2	3	4

Grammar

4. In your notebook, fill the gaps with the words in the box. Use *the past simple*. (5 pkt)

not take not eat have go run

- I a bad dream last night.
- My grandparents on holiday to Croatia last summer.
- I any dinner because I forgot to take it with me.
- John really fast and won all the races.
- It's a pity that you any photos when you were at the seaside.

5. In your notebook, choose the correct option. (4 pkt)

- This suitcase is very old. I need a new **one/ones**.
- These trainers are expensive. Are there any cheaper **one/ones**?
- A: I'd like a cake.
B: Which **one/ones**? There are five different cakes on the plate.
- My cousin has got a big dog and two small **one/ones**.

6. In your notebook, choose the correct option. (3 pkt)

- Pytasz kolegę, jaka była pogoda na wakacjach.
A. Did you like the weather?
B. What was the weather like?
- Mówisz koleżance, jakim środkiem transportu pojechałeś/pojechałaś na wakacje.
A. I'd like to travel by plane.
B. I went by plane.
- Pytasz kolegę, czy podobała mu się wycieczka szkolna.
A. Were you on the school trip?
B. Did you like the school trip?

7. 7.14 **dictation** Listen to the recording. In your notebook, write down the six sentences. (6 pkt)



1. Work in pairs. What can you do on/ by the river in a big city?

2. 7.15 Listen to the recording. In your notebook, choose the activities popular on the River Thames today.

- A. fishing C. tourism
B. travelling D. kayaking

3. In your notebook, match the sentence parts 1–6 with A–F.

1. In the past there were
 2. There are a lot of attractions,
 3. In the past the Thames
 4. The Thames Path
 5. Julius Caesar's expedition
 6. Nowadays, Londoners
- A. can row, sail and kayak on the Thames.
B. often froze in winter.
C. for example, The London Eye, Shakespeare's Globe Theatre, Tate Modern Gallery, Tower Bridge, Westminster, the Sea Life Aquarium by the river.
D. many ships, fishermen and watermills on the Thames.
E. is almost 300 km long.
F. was in 54 BC.

4. Work in pairs. You are a tourist in a big city. What would you like to do?

Example: A: Do you prefer going on a cruise or going to a market?

B: Going on a cruise.

A: Oh, really. Why?

B: Because I like spending time on water.

1. travelling by public transport or by taxi
2. going to an aqua park or to a cruise
3. sightseeing with a tour guide or on your own
4. taking photos of beautiful views or of people
5. eating things you're familiar with or trying the local food
6. shopping for souvenirs or shopping for things you need

5. In your notebook, match the photos (A–E) with the names (1–6).

1. The Borough Market
2. The Houses of Parliament and Big Ben
3. The London Eye
4. Tower Bridge and Tower of London
5. Sea Life Aquarium
6. Shakespeare's Globe Theatre



The London Eye



Project

Spójrzcie na trasy wycieczek po Londynie (1–3). Wybierzcie jedną z nich i w parach lub grupach przygotujcie plakat z planem jednodniowej wycieczki. Wyszukajcie w internecie informacje na temat cen, godzin otwarcia, czasu zwiedzania, specjalnych atrakcji itp.

1. Westminster Pier for the Houses of Parliament and Big Ben
2. London Eye Pier for the Sea Life Aquarium and the London Eye
3. London Bridge City Pier for Borough Market



Is it the end?

Lesson 1

Vocabulary

Nagrania 8.1–8.3

docwiczenia.pl

Kod: U5K712



1. 8.1 In your notebook, fill the gaps (1–4) with the words in the box. Listen and check.

active games warm
teacher school

September was a long time ago. Do you remember the last warm weeks of summer and the first happy weeks of 1 ? That was when we said *hello* to Meg, Evie, Will and Benny again. In unit 1 there were a few questions for the 2 . In unit 2 we watched a lot of films and TV programmes. In unit 3 we went to a shopping centre and bought some new clothes. In unit 4 we travelled to some hot countries by the sea. In unit 5 we were very 3 and played with our tennis rackets and balls – *great shot!* In unit 6 we had a choice of 17 different jobs. In unit 7 ... I think you remember unit 7. What did we do? And now, it's time for some fun and 4 , but it's time to say *goodbye* to Meg, Evie, Will and Benny!

2. In your notebook, match the groups A–C with 1–3.

Example: vowels – a, e, i, o, u

1. consonants 2. capital letters 3. double e

A T C L U
B e e
C C I j y z

3. 8.2 In your notebook, match the definitions (1–5) with the words (A–E).

Example: *a job* doctor

- | | |
|-----------------------------|--------------|
| 1. a sport | A. Greece |
| 2. a country | B. motorbike |
| 3. it has two wheels | C. football |
| 4. a month in the year | D. dress |
| 5. it's an item of clothing | E. January |

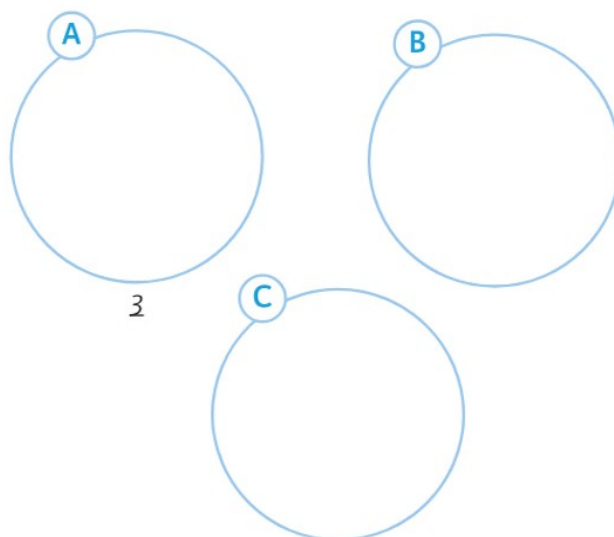
4. In your notebook, translate the words and phrases in the box into Polish.

a pen a pair of trainers a night in a hostel
a holiday in Greece an underground ticket
a skateboard a night in a hotel

5. In your notebook, place the words in exercise 4 from cheap to expensive.

cheap pen → expensive

6. 8.3 Listen to the recording. In your notebook, match the speakers (1–3) with the pictures (A–C).



7. Play the *Winner, winner, chicken dinner!* game.

1. Zagrajcie w parach lub małych grupach. Będziecie potrzebować kostki i pionków.
2. Rzucajcie kostką. Ten, kto wyrzuci największą liczbę oczek, rozpoczyna grę.
3. Kolejny ruch zależy od pola, na którym znajdzie się pionek.
4. Jeśli wykonasz polecenie prawidłowo, zostajesz na polu.
5. Jeśli popełnisz błąd, cofasz się o dwa pola.
6. Wygrywa ten, kto jako pierwszy przejdzie planszę i dotrze do pola *Finish*.

Game – Winner, winner, chicken dinner!

Rzucajcie kostką. Osoba, która wyrzuci największą liczbę oczek, rozpoczyna grę. Jeżeli wykonasz polecenie prawidłowo, zostajesz na polu, jeżeli popełnisz błąd, cofasz się o dwa pola.

- ☐ Przeczytaj słowo i powiedz, ile może to kosztować. Na przykład: *a ball – 40 PLN.*

ball island trainers lunchbox boat volleyball court

- ☐ Stwórz zwrot: czasownik + rzeczownik. Na przykład: *open – open the door.*

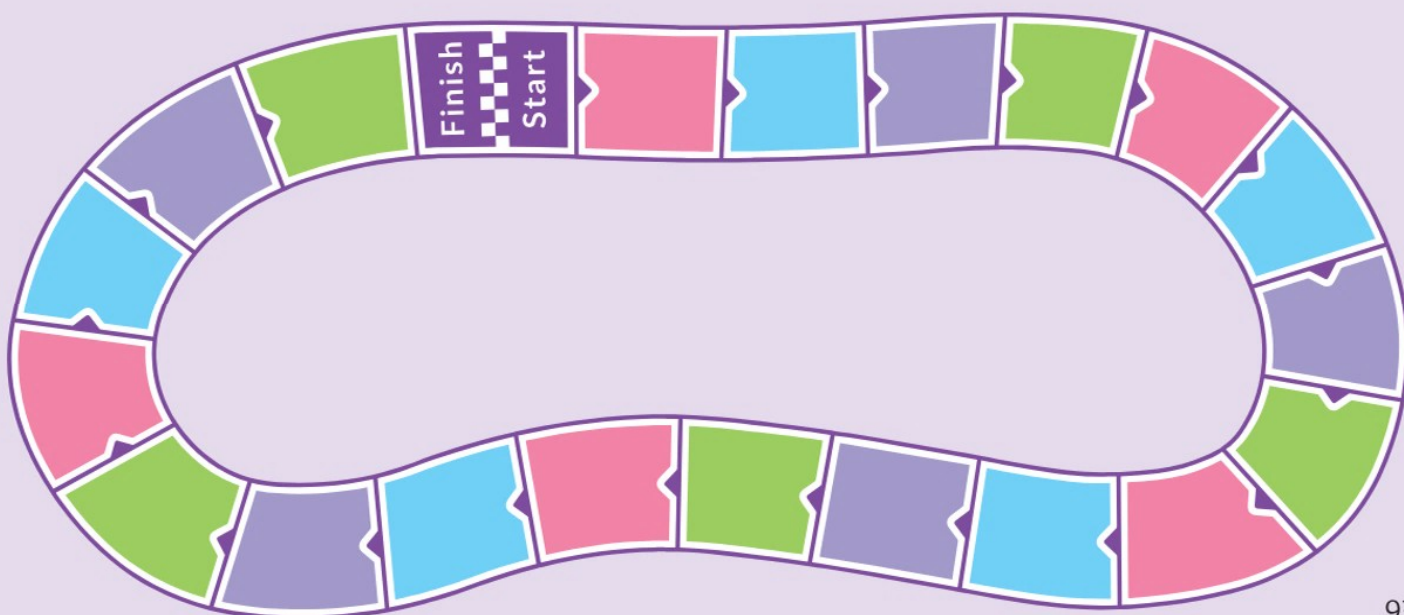
play be do jump run open

- ☐ Stwórz zwrot: rzeczownik + czasownik. Na przykład: *horse – ride a horse.*

ball shop thriller trainers wallet open

- ☐ Zapisz i powiedz wybrane słowo z ramki w czasach *present continuous* i *past simple*.
Na przykład: *buy – buying – bought.*

buy jump go see take watch



Lesson 2

Grammar and Listening

Nagrania 8.4–8.5

docwiczenia.pl

Kod: U5SMZ8



1. Read the conversation. Answer the questions (1–3) in your notebook.

1. What is Evie doing?
2. What is Meg doing?
3. What is Benny doing?

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

1. Evie likes listening to music in her garden. T/F
2. Cyril the spider is listening to some music. T/F
3. Meg didn't do much when she was on holiday. T/F
4. Benny likes staying at home in the summer. T/F
5. Will doesn't like going on holiday. T/F

3. Draw a picture of something that you did last summer. Use the questions to help you.

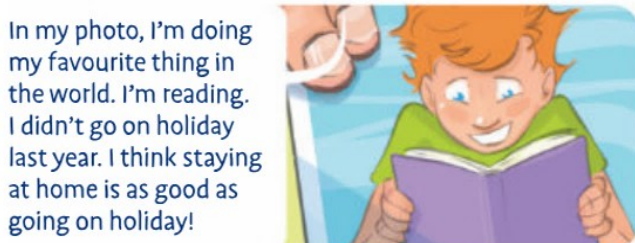
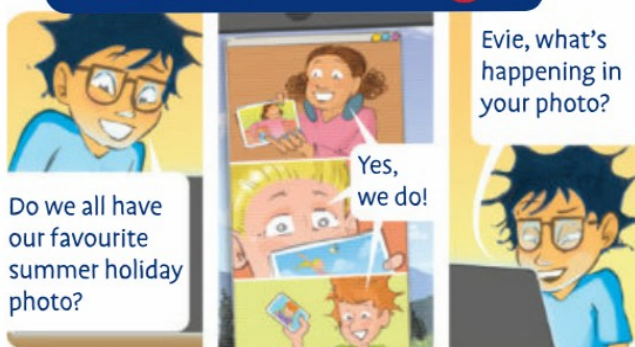
1. Where are you?
2. Who are you with?
3. What are you doing?
4. What other activities did you do?
5. Did you like the holiday?

4. Work in pairs. Describe your picture in exercise 3 to your classmate.



5. Work in pairs. Ask and answer the questions in exercise 3.

Great idea!



6. 8.5 E In your notebook, fill the gaps with the missing words. Listen and check.



In the photo, I'm playing tennis with my friend. I am not as good as my friend. She's a great tennis player. She is much better
 1 me. She usually has a tennis lesson
 2 weekends.



This is me and my family in London 1
 August last year. We went to London 2
 five days. I loved it. We visited a 3 of
 interesting places like *Buckingham Palace*
 and *the Tower of London*. I 4 like to visit
 London another time – maybe next year.



In the photo, we 1 dancing on the beach.
 We were at a cool beach party. It 2 a hot
 and sunny day, and 3 party was a lot of
 fun. I love dancing. 4 you like dancing?

7. Play the *Find the mistake* game.

1. Przeczytaj zdania z ramki.
2. W każdym zdaniu znajdź jeden błąd. Zapisz poprawione zdanie w zeszycie.
3. Uważnie słuchaj nauczyciela, który głośno czyta poprawne zdania.
4. Zdobywasz punkt za każde poprawne zdanie.
5. Wygrywa para lub osoba z największą liczbą punktów.

Find the mistake

1. I love swim in the sea in the summer.
2. We go always on holiday in August.
3. I love watching the travel shows on TV.
4. We usually have lunch in 1 o'clock.
5. We had a few rain on holiday last week.
6. Are you read a book at the moment?
7. August is usually more hot than July.
8. Would like you another drink?
9. I go to the beach with my friends yesterday.
10. You should to drink a lot of water when it's hot.



Lesson 3

Listening and Speaking

Nagranie 8.6
docwiczenia.pl
Kod: U5H5PD



Listen to us!

- 1. warm-up** Find six words. Write them down in your notebook.



- 2. 8.6** In your notebook, fill the gaps (1–4) with the words and phrases in the box. Listen to the podcast and check.

good shot lunchbox of course people
what would you like to see

Super Powers

8.6

- **Meg:** Hello listeners. We're talking about *Super Powers* today. About the book, of course. Okay Evie, what do you remember about the book? Were there any things made of plastic?
- ▶ **Evie:** Yes, I think there were. Can you remember the lunchbox? That's plastic.
- **Meg:** Sure, **1** . Can you tell me one more thing?
- ▶ **Evie:** Yes, Meg.
- **Meg:** What do you like watching?
- ▶ **Evie:** Not films! I like watching **2** in shopping centres. And tourists in the city saying: *Let's take a bus.* or *How much time does it take?*
- **Meg:** Hmm. OK! Tell me, **3** ?
- ▶ **Evie:** Hills, waterfalls, the shops ... I love tourists.
- **Meg:** And I love our coach when he says **4** , Meg!

- 3.** Read the conversation again. Answer the questions (1–4) in your notebook.

Example: What are Meg and Evie talking about?

They are talking about the Super Powers book.

1. What is the first question Meg asks?
2. Where were the tourists?
3. Does Evie like watching films?
4. What does Meg's favourite person say?

- 4.** In your notebook, fill the gaps to make questions.

Example: What would you like to see?
What would he like to eat?

1. How much **1** ?
2. What would **2** ?
3. Do you **3** ?

- 5.** **Work in pairs.** Ask and answer the questions in exercise 4.

- 6.** **Work in pairs.** Ask and answer the questions (1–3).

Example: Do you like podcasts?
Yes, I do. They're very interesting.

1. Which sports do you like?
2. Would you like to listen to a podcast about films?
3. Which kind of films do you like?



- 7.** Which topic in the box would you choose for your podcast?

sport clothes school food
shopping friends travel home life

Example: I would like to make a podcast about sport. Because I like playing basketball.

Lesson 4

Reading and Writing

Nagranie 8.7
docwiczenia.pl
Kod: U5JT9Z



8.7

Sally's expensive school year

I am sitting at the desk in my bedroom at the moment. It is hot in the city, but I am thinking about the last nine months at school. This year was a great school year, but there was a lot of hard work.

In September, my favourite subject was English. Now, after a long school year, I have two new subjects that I really love – geography and history. I still like English of course, because the teacher taught us a lot, and in a very interesting way, too. I think my writing is good now! I am looking at my pencil case and the books on my desk now. I remember my visits to the bookshop next to school. I have twenty seven pens and pencils that I bought there this year, and I have thirteen books! The books are not school books, but stories and some animal and nature books.

Did you go to the bookshop after school? What did you buy there? Was it an expensive school year?



1. Read the text. In your notebook, fill the gaps with the missing words.

Example: *Subjects at school with maps:*
geography, history

- I keep things I can write with in my .
- A subject about kings and queens .
- A person who teaches you is your .
- You can write with a .

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

- Sally is sitting at her desk at school. T/F
- She didn't have much hard work this year. T/F
- Her favourite subject is English. T/F
- She likes buying school books. T/F
- Sally bought more than thirty things at the bookshop. T/F

3. Look at the text again. In your notebook, write the numbers.

Example: *The number of months in the school year.*

Nine

- the number of school subjects
- the number of pens and pencils
- the number of books
- the number of teachers
- the number of questions

4. Work in pairs. Ask and answer the questions (1–4).

Example: *What was your favourite subject this year?*

My favourite subject this year was IT.

- Did you go to the bookshop after school yesterday?
- Where did you go after school on Friday?
- What did you do after school last Wednesday?
- What did you buy in the bookshop at the beginning of the school year?

5. Write about your classmate. Use the information in exercise 4.

Example: *Peter's school year was great. His favourite subject was IT. After school he*



Lesson 5

Grammar and Listening

Nagranie 8.8
docwiczenia.pl
Kod: USLJDN



1. 8.8 Read the conversation. Fill the gaps (1–10) with the words in the box. Listen and check.

do don't for like ~~lot~~ lot
never one should than would

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

- Joe and Erica are discussing what to do in the summer. T/F
- Joe would like to try different things this year. T/F
- Erica likes football and basketball. T/F
- Joe and Erica want to play tennis. T/F
- Joe and Erica have got some new bikes. T/F
- Erica knows some good places to cycle. T/F

3. In your notebook, correct the false sentences in exercise 2.

Example: *Joe wouldn't like to try different things this year. He would like to do the same things as last year.*

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

Example: *Poland isn't as hot as Spain in the summer.*

HOTTER

Spain is hotter than Poland in the summer.

1. Can I have one more apple, please?

ANOTHER

Can I , please?

2. What do you want to eat?

WOULD

What eat?

3. We really need to leave now.

SHOULD

We now.

5. Which activities did Joe and Erica decide to do?

6. Work in pairs. Look at the conversation. Which activities would you like to do?

Example: *I'd like to play tennis.*

I love being outside! 8.8



- **Erica:** So, what should we do this summer?

- **Joe:** Well, I want to do lots of sports. Last summer I played a lot of football and basketball and tennis. And I'd 1 to do the same this year. I love doing sports. What about you?

- **Erica:** Well, I 2 like football and basketball, I'm afraid – so I don't want to play those sports. But I love playing tennis. 3 you want to play tennis with me some time?

- **Joe:** Yes, I'd like that. But I'm sure you are better 4 me! What other things do you like doing?

- **Erica:** Well, I love being outside. I really like walking in the hills. 5 you like to do something like that with me?

- **Joe:** Well, I like walking, too. So, yes, I think we 6 do that. And I like cycling! In fact, I've got a cool new bike! Have you got a bike?

- **Erica:** Yes, I have, but it's an old 7 . We can ride our bikes together, only not in the hills!

- **Joe:** No, not in the hills! I know some other really great places to cycle. And the roads there are 8 busy! I sometimes cycle 9 hours.

- **Erica:** Cool! It sounds fun, but can we stop from time to time for ice-cream?

- **Joe:** Yes, we can!

- **Erica:** It looks like we have a 10 of things to do. It should be a really cool summer!

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

Example: *I went to the beach (w niedzielę) on Sunday.*

1. (Uwielbiam pływać) in the sea.
2. Today the beach (piękniejsza niż) yesterday.
3. This morning (spotkałam kolegę z klasy) in the park.
4. The weather (zazwyczaj jest dobra) in July.
5. I usually go on holidays (w sierpniu).
6. Are you reading an interesting book (w tej chwili)?
7. (Czy chciałabyś) to go to the park with me?
8. (Powinieneś) go to the dentist.
9. Chocolate ice-cream (są tak samo pyszne jak) strawberry ice-cream.

8. Play the *Complete the Sentence* game.

1. Zagrajcie w parach lub małych grupach. Będziecie potrzebować kostki, monet i pionków.
2. Połóżcie swoje pionki na dowolnym polu. Gracz, który wyrzuci najwięcej oczek, rozpoczyna grę.
3. Osoba ta rzuca monetą. Orzeł oznacza przesunięcie się o 1 pole do przodu, a reszka – o 2 pola w przód.
4. Po stanięciu na danym polu uzupełniacie zapisane na nim zdanie tak, aby było dla Was prawdziwe. Na przykład: *I love riding my skateboard. I watch TV every day.*
5. Jeżeli nauczyciel uzna odpowiedź za poprawną, otrzymujecie punkt.
6. Wygrywa osoba, która zdobędzie najwięcej punktów.

Game – Complete the sentence

We go on holiday .	I've got a few .	I love .
is as as .	G A M E	is better than .
I every day.		I never play .
I wouldn't like to .		I sometimes go .
I'd like to go .		People should .
I once a week.		I never .
I'd like to .		I'd like another .
is more interesting than .		I haven't got many .
At the moment, I'm .		I've got a lot of .
	I really love .	

Projects

Wybierz projekt, nad którym będziesz pracować

1a Schooling Around the World

 Wyszukajcie informacje o systemie nauki i codziennych aktywnościach szkolnych w dwóch krajach na innym kontynencie. Zaprezentujcie zdobytą wiedzę w formie prezentacji multimedialnej lub na plakatach. Wybierzcie w drodze konkursu klasowego system szkolny, który najbardziej podoba się uczniom w Waszej klasie i spróbujcie nawiązać korespondencję z kilkoma szkołami w tym kraju. Skorzystajcie z internetu.

1. Podzielcie klasę na sześć grup i losowo wybierzcie dla każdej grupy kontynent (*North America, South America, Africa, Asia, Australia*).
2. Zbierzcie w grupie informacje o tym, jak wygląda życie szkolne Waszych rówieśników w dwóch wybranych przez was krajach na tym kontynencie. Znajdźcie wybrane kraje na mapie.

Poszukajcie odpowiedzi na pytania:

- *What time does the school day start and finish?*
- *How many lessons a day do kids of your age have?*
- *What subjects do they learn?*
- *Do they have any extra classes? What are they?*
- *What are the differences between their school and yours?*

3. Przygotujcie informacje o obu krajach w formie plakatów lub w wersji elektronicznej. Przedstawcie zebrane informacje w formie pisemnej i opowiedzcie o życiu codziennym uczniów w tych krajach. Cenne będą ciekawostki, które wskażą różnice między ich a Waszą rzeczywistością szkolną.
4. Przeprowadźcie w klasie konkurs: każdy z uczniów głosuje na kraj, którego system szkolny najbardziej mu się podoba.
5. W grupach wyszukajcie w internecie adres e-mailowy szkoły w kraju, który zdobył największą liczbę głosów i nawiążcie z nią kontakt. Spróbujcie zdobyć więcej informacji o sposobie funkcjonowania tej szkoły i elementach, które różnią ją od Waszej szkoły.

Przygotujcie:

- dwa duże kartony
- foldery turystyczne, mapy kontynentów
- zdjęcia z gazet lub internetu
- kartony A5
- pisaki, kredki
- klej
- nożyczki



Znajdźcie w internecie:

- mapy kontynentów
- informacje o systemach szkolnych w wybranych krajach
- bazę adresów e-mailowych szkół w wybranym kraju

1b Outfit of the Year

 Wyobraźcie sobie, że reprezentujecie jeden z salonów odzieżowych. Zaprojektujcie i zaprezentujcie klasie strój nastolatka, który ma szansę zdobyć tytuł *Outfit of the Year* i który można nabyć właśnie w Waszym salonie.

Zaprezentujcie swój projekt, udzielając wszelkich niezbędnych informacji handlowych (*price, discounts, sale, cash/credit cards, etc.*).

Przygotujcie:

- zestaw ubrań i gadżetów składających się na strój
- aparat fotograficzny, smartfon lub zdjęcia z czasopism
- blok techniczny

1. W parach lub grupach zapoznajcie się z aktualnymi trendami w modzie młodzieżowej z różnych stron świata. Na ich podstawie zaprojektujcie strój, który Waszym zdaniem będzie hitem mody nastolatków w nadchodzącym roku.
2. Dobierzcie i skompletujcie części garderoby oraz odpowiednie dodatki. Wykonajcie ulotkę promującą wasz strój. Narysujcie go lub sfotografujcie i wydrukujcie jego zdjęcie. Zredagujcie opis Waszego projektu. Skorzystajcie ze słownika lub internetu.
3. Przygotujcie tekst prezentacji. Opiszcie szczegółowo strój wraz z dodatkami, warunkami zakupu (np. specjalne zniżki itp.).
4. Przedstawcie projekt klasie.
5. Wspólnie wykonajcie broszurę zawierającą projekty i opisy strojów.



Projects

Wybierz projekt, nad którym będziesz pracować

2a Famous People's Jobs

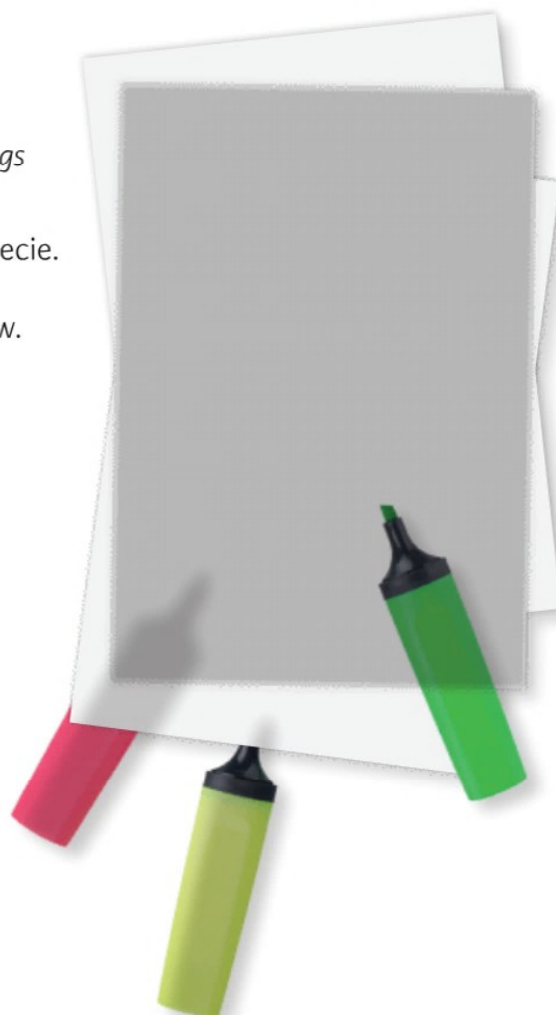
 Zaprezentujcie trzy znane postaci, współczesne lub historyczne, które mają różne umiejętności i wykonywały różne zawody, zanim zdobyły sławę.

Przygotujcie dla reszty uczniów quiz sprawdzający, ile zapamiętali z Waszej prezentacji.

1. Wyszukajcie w dostępnych źródłach biografie trzech sławnych osób, które wykonały różne, czasem dość przypadkowe profesje, zanim osiągnęły sukces i zdobyły uznanie w swojej dziedzinie.
2. Przygotujcie prezentację multimedialną lub plakat na temat tych postaci. Spróbujcie udzielić odpowiedzi na pytania:
 - *What is he/she famous for?*
 - *How many professions did he/she have before being famous? What were they?*
 - *What was his/her first job? Was he/she good at it? What things did he/she learn?*
3. Potrzebne słownictwo wyszukajcie w słowniku lub w internecie. Robiąc prezentację/plakat, pamiętajcie, by przygotować słowniczek trudniejszych terminów dla pozostałych uczniów.
4. Ułóżcie quiz zawierający 6 pytań (np. wielokrotnego wyboru) dotyczący osób, o których opowiadaliście. Możecie przeprowadzić go bezpośrednio po prezentacji, online lub w wersji drukowanej. Przedstawcie wyniki. Jeśli macie ochotę, przygotujcie symboliczne nagrody dla zwycięzców konkursu.

Przygotujcie:

- trzy duże kartony
- ilustracje przedstawiające omawiane profesje, kolorowe markery
- (w przypadku prezentacji w formie plakatów)
- wydruki quizu dla pozostałych uczniów (w przypadku wersji papierowej)



2b How to spend a holiday in Poland?

 Przygotujcie komiks na temat miejsca w Polsce, w którym można ciekawie spędzić wakacje. Następnie, wymyślcie opowieść o tym, co mogło spotkać bohaterów Waszego podręcznika: Meg, Evie, Willa i Benny'ego właśnie w tym miejscu.

Przygotujcie:

- blok techniczny
- klej
- nożyczki
- kredki, flamastry

1. W parach lub grupach stwórzcie fikcyjną opowieść o wakacjach, które spędzili w Polsce Meg, Evie, Will i Benny.
2. Wyszukajcie potrzebne informacje o wybranym miejscu:
 - *Where is it?*
 - *What does it look like?*
 - *Are there any interesting places to see?*
 - *How can you get there?*
 - *What are the tourist attractions?*
 - *Where can you stay for the night?*
 - *How can you spend your time there?*
3. Wynotujcie niezbędne słownictwo.
4. Stwórzcie komiks o przygodach bohaterów Waszych podręczników. Postarajcie się dodać jakieś barwne sytuacje.
5. Wyszukajcie w internecie ujęcia, które pokazują miejsce, o którym opowiadacie. Wmontujcie zdjęcia w komiks lub je narysujcie.
6. Zaprezentujcie komiks pozostałym uczniom.
7. Wywieście komiksy w sali lekcyjnej.



Check your reward

Policz ile uzyskałeś/uzyskałaś punktów w sekcji Review i sprawdź, co wygrasz/wygrałaś.

Unit 1

Back to school



31–37
points



19–24
points



25–30
points

Unit 2

Film and TV fun!



25–29
points



22–24
points



19–21
points

Unit 3

Shopping time!



22–27
points



19–21
points

28–34
points

Unit 4

New worlds!

26–32
points

22–25
points

19–21
points

Unit 5

Summer, autumn, winter ...
sport!



36–40
points



25–35
points



19–24
points

Unit 6

Let's go to work!

**5 BONUS
POINTS**

29–37
points

**3 BONUS
POINTS**

24–28
points

**BONUS
1
POINT**

19–23
points

Unit 7

Hurray, it's holiday time!



28–31
points



22–27
points



19–21
points



0–18
points

Don't worry!
You just have to practise more.

Communication Student A

Unit 1

1 Skieruj do ucznia B wypowiedzi w języku angielskim według odpowiedzi poniżej. Wykorzystaj słownictwo z ramki „Functional language box” na str. 12.

1. Wchodzisz do klasy 10 minut po dzwonku. Co powiesz?
2. Chcesz, żeby ktoś otworzył okno w klasie. Poproś o to kolegę.
3. Chcesz się napić wody podczas lekcji. Zapytaj nauczyciela o pozwolenie.

2 Zamieńcie się rolami. Zareaguj na wypowiedzi ucznia B.

Unit 3

Przeprowadźcie rozmowę w sklepie, wykorzystując słownictwo z ramki „Functional language box” na str. 36.



Chcesz kupić czarne dżinsy w rozmiarze M. Oto co się dzieje:

1. Zaczynasz: *Excuse me, can you help me?*
2. Mówisz, co chciałbyś/chciałabyś kupić.
3. Na spodniach nie ma metki, więc pytasz o cenę.
4. Decydujesz się kupić spodnie, i chcesz zapłacić kartą.
5. Żegnasz się.

Unit 2

Posłuchaj, co mówi uczeń B i zareaguj zgodnie z odpowiedziami poniżej. Skorzystaj z ramki „Functional language box” na str. 24.

1. Nie chcesz oglądać kreskówki.
2. Zgódź się na propozycję, powiedz, że to świetny pomysł.
3. Zgódź się na propozycję kolegi/koleżanki.
4. Powiedz: „Nie ma mowy!”
5. Powiedz, że to świetny pomysł.

Unit 4

Twój przyjaciel/Twoja przyjaciółka po raz pierwszy odwiedza Twoje miasto. Chcecie ułożyć wspólnie plan zwiedzania. Z podanych na niebieskim polu opcji zapisz w zeszycie w kolejności od 1 do 3 swoje preferencje, gdzie 1 oznacza najciekawszą według Ciebie propozycję. Zaczynasz rozmowę.

Wykorzystaj zwroty z ramki „Functional language box” na str. 48 oraz odpowiedzi z ramki poniżej.

Yes, maybe we can do that.
I am sorry, but I would not like to do that.
I think it's a great idea, but ...
I think it's a bad idea because ...
I don't want to do that because ...
Yes, I'd love to!
That's a wonderful idea, but maybe we could first ...
Yes, why not and maybe we can also ...

Zacznij od *Would you like to ...*

things to do: go on a tour

transport: take the underground/train

places to visit: see the island/see the lake

shopping: buy souvenirs/buy local food

time for some relaxation: have an ice-cream/
go to a local restaurant/go to the beach

Unit 5

1 Jesteś na meczu, w którym gra uczeń B. Porozmawiajcie według poniższych wskazówek. Skorzystaj z wyrażen z ramki „Functional language box” na str. 60.

1. Poproś, aby nie zapomniał/zapomniła wziąć swojej ulubionej koszulki.
2. Powiedz, żeby się pospieszył/pospieszyła. Zostały tylko 2 minuty.
3. Pogratuluj. Powiedz, że świetnie zagrał/zagrała.
4. Pociesz ucznia B. Powiedz, że następnym razem wygra jego/jej drużyna.

2 Zamieńcie się rolami. Teraz to Ty grasz mecz. Uczeń B zaczyna. W swoich odpowiedziach wykorzystaj zwroty z ramki.

Don't worry! Maybe next time.
Okay, I know! I am not happy.
Okay, okay! Thanks!
You should never do that!

Unit 6

1 Przepróś ucznia B. Wykorzystaj zwroty z ramki „Functional language box” na str. 72 oraz zwroty i wyrazy z ramki poniżej. Oto co się wydarzyło:

I was late/busy/for our meeting
birthday party train doing homework
cap It's a bit dirty I'm sorry
T-shirt from you trousers lost borrow

2 Zamieńcie się rolami. Teraz Ty przyjmujesz przeprosiny od ucznia B.

1. Spóźniłeś/Spóźniłaś się na pociąg, ponieważ byłeś zajęty/byłaś zajęta.
2. Spóźniłeś/Spóźniłaś się na urodziny.
3. Zgubiłeś/Zgubiłaś T-shirt pożyczony od ucznia B.
4. Ubrudziłeś/Ubrudziłaś spodnie, które podarował Ci uczeń B.

Unit 7

1 Pojechałeś /Pojechałaś na wakacje, które nie były udane i jesteś zmęczony/zmęczona. Uczeń B zaczyna rozmowę. Oto co się wydarzyło:

1. The holiday was last week. It wasn't perfect.
2. You went to Greece by plane.
3. Weather: warm, but windy. Only one day was hot.
4. You went on a trip by car to a city centre.
5. The beach was dirty.
6. The hotel was OK, but the room was very small.

2 Zamieńcie się rolami.

Teraz Ty zaczynasz rozmowę od: *You look sad. How was your holiday?* Zapytaj o:

1. czas,
2. miejsce,
3. pogodę,
4. to, jak się dostali do miejsca docelowego,
5. atrakcje,
6. pole namiotowe.

Grammar Bank

Unit 1

Present Simple

patrz str. 10, 17

- Przypomnij sobie budowę czasu **present simple**:

Twierdzenia

Przeczenia

Pytania

I/You/We/They **play** the piano. I/You/We/They **don't play** the piano. Do I/you/We/They play the piano?
He/She/It **plays** the piano. He/She/It **doesn't play** the piano. Does he/she/it play the piano?

- Czas **present simple** to czas teraźniejszy. Używamy go do mówienia o regularnie wykonywanych czynnościach, które się powtarzają albo trwają cały czas, oraz o zwyczajach, tradycjach i faktach, np.:
I often **go** to school by bus. (czynność, która się powtarza)
We **live** in Poland. (sytuacja trwająca cały czas)
Suzy **eats** a lot of chocolate. (przyzwyczajenie)
The word 'play' **means** 'grać'. (fakt)

- W czasie **present simple** używamy takich określeń, jak:

- ○ ○ ○ never – nigdy
- ○ ○ ○ sometimes – czasami
- ● ○ ○ often – często
- ● ● ○ usually – zwykle
- ● ● ● always – zawsze

Określenia te wstawiamy najczęściej przed czasownikiem, np.: He often goes to the cinema.

Jeśli używamy ich w zdaniu z czasownikiem *być* (to be), stawiamy je po czasowniku, np.: I am never late for school.

- Stosując czas **present simple**, dodajemy do większości czasowników 3 osobie l. poj. (he, she, it) końcówkę **-s**, np.:

play ► plays watch ► watches.

Zapamiętaj! Istnieją też określone zasady dodawania końcówki **-s**.

- Jeśli czasownik kończy się na -o/-s/-ss/-sh/-ch lub -x, dodajemy **-es**, np.: go ► goes
- Jeśli czasownik kończy się na spółgłoskę, po której występuje **y**, zamieniamy **-y** na **-i** oraz dodajemy **-es**, np.: try ► tries
- Jeśli czasownik kończy się na samogłoskę, po której występuje **-y**, zostawiamy końcówkę **-s** bez zmian, np.: enjoy ► enjoys

in, on, at, for, from ... to

patrz str. 14, 17

- Słowa **at, in, on** stosujemy, aby określić związek czasowy pomiędzy innymi wyrazami w zdaniu.

Zapamiętaj!

AT	- dokładna godzina - święta i czas wolny - określenia: night, midnight, the moment	at 6 o'clock, at 11.00 at Christmas, at Easter, at the weekend at night, at midnight, at the moment
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IN	• pory dnia • miesiące • lata • wiek • pory roku	<i>in the morning, in the evening</i> <i>in October</i> <i>in 2022</i> <i>in the 21st century</i> <i>in the summer</i>
ON	• dni tygodnia • daty • pory dnia z podaniem dnia tygodnia	<i>on Sundays</i> <i>on September 20th</i> <i>on Monday morning</i>

- Istnieje jeszcze wiele innych słów i wyrażen, którymi możemy określać czas trwania jakiegoś wydarzenia, np.: **for** – przez (jakiś czas), np.: *We usually go on holidays **for** one week.*
from ... to – od ... do, np.: *I have lessons **from** 8 am **to** 3 pm.*

Unit 2

love, like, hate + -ing

patrz str. 22, 29

- Jeżeli chcemy powiedzieć, że coś lubimy, kochamy lub czegoś nienawidzimy robić, często w języku polskim używamy dwóch czasowników obok siebie, np.: *Lubię tańczyć.* W języku angielskim po słowach: **like, love, hate** stosujemy czasownik z końcówką **-ing**, np.:
*I don't **like** **going** to the dentist. We **love** **cooking**. Fiona **hates** **doing** homework.*

Zapamiętaj! Istnieją określone zasady dotyczące poprawnej pisowni czasowników z końcówką **-ing**.

- ▶ Jeśli czasownik kończy się na **-e**, usuwamy je i dodajemy **-ing**, np.: *hope* ▶ *hoping*.
- ▶ Jeśli czasownik kończy się na **-y**, dodajemy końcówkę **-ing** i zostawiamy go bez zmian, np.: *fly* ▶ *flying*.
- ▶ Jeśli czasownik kończy się na **-ie**, zamieniamy końcówkę na **-y** i dodajemy **-ing**, np.: *lie* ▶ *lying*.
- ▶ Jeśli czasownik kończy się na spółgłoskę, a przed nią stoi samogłoska, podwajamy tę spółgłoskę, np.: *stop* ▶ *stopping*.

a, an, the oraz tzw. zero article

patrz str. 26, 29

Przed rzeczownikami w języku angielskim bardzo często występują tzw. przedimki: **a, an** lub **the**.

- **a** lub **an** używamy, jeśli wspominamy o czymś po raz pierwszy i jest to rzeczownik, który możemy policzyć, np.: *a room, an apple.*
- Zapamiętajcie, że **a** używamy przed rzeczownikami zaczynającymi się od spółgłoski, np.: *a bike*, **an** przed rzeczownikami zaczynającymi się od samogłoski, np.: *an armchair*.

Zapamiętaj! W tym wypadku ważna jest wymowa, a nie pisownia, np.: *a university* (u to samogłoska, ale wymawiamy ją jako j czyli spółgłoskę).

- Jeśli mówimy o czymś po raz drugi, przed rzeczownikiem wstawiamy **the**. Jest to sygnał, że jest nam to już znane, np.: *the room* (wiemy, o który pokój chodzi).
- Zdarzają się sytuacje, w których przed rzeczownikiem nie wstawiamy żadnego przedimka, mówimy wtedy o tzw. **zero article** (przedimku zerowym).
 - ▶ Przedimków nie stawiamy m.in. przed nazwami dni tygodnia, miesięcy i pór roku (*on Friday, in September, in spring*), imionami i nazwiskami (*Jan Kowalski*), nazwami posiłków (*lunch, breakfast*) i nazwami świąt (*Easter, Christmas*).
 - ▶ Przedimków nie stawiamy przed rzeczownikami w liczbie mnogiej (*posters*) ani tam, gdzie przed rzeczownikiem występują słowa: **my, his, their** itd. (np.: *my room*).
 - ▶ Przedimków nie stawiamy przed rzeczownikami niepoliczalnymi, np.: *chocolate, water*.

Unit 3

Present continuous

patrz str. 34, 41

- Czasu **present continuous** używamy, kiedy mówimy o tym, co się dzieje w tej chwili, obecnie, np.: *I **am watching** TV now.*
- **Present continuous** składa się z odmienionej formy czasownika **to be** (*am, are, is*) oraz z czasownika z końcówką **-ing**. Końcówka ta występuje w twierdzeniach, przeczeniach i pytaniach.
- Do zdań w czasie **present continuous** bardzo często dodajemy określenia czasu: **now** (teraz) i **at the moment** (w tej chwili). Stawiamy je na początku lub na końcu zdania.

Twierdzenia

*I **am singing**.*
*You/We/They **are singing**.*
*He/She/It **is singing**.*

Przeczenia

*I **am not singing**.*
*You/We/They **are not singing**.*
*He/She/It **is not singing**.*

Pytania

Am I singing?
Are you/we/they singing?
Is he/she/it singing?

- Na pytania zaczynające się od **Are you ...?** możemy odpowiedzieć krótko: **Yes, I am.** / **No, I'm not.**
- Jeśli chcemy zadać pytanie szczegółowe w czasie **present continuous**, słowo pytające wstawiamy na początku zdania, np.:
What are you doing?, **Where** are you going?, **Who** are you talking to?, **Why** are you smiling?

Odpowiedź na takie pytania wymaga podania więcej informacji.

- Ucząc się o czasie **present continuous**, warto sobie przypomnieć zasady dodawania końcówki **-ing** do czasowników. Są one takie same, jak omówione już w rozdziale 2 zasady stosowania czasowników z **-ing** po słowach: *love, like* i *hate*.

Comparative adjectives – stopień wyższy przymiotników

patrz str. 38, 41

- Do porównywania, np. przedmiotów czy osób, używamy stopnia wyższego przymiotników.

Zapamiętaj! Istnieją określone zasady dotyczące tworzenia przymiotników w stopniu wyższym.

- ▶ Jeśli przymiotnik ma jedną sylabę, a także wtedy, kiedy ma dwie sylaby i kończy się na **-y**, dodajemy do przymiotnika **-er**, np.: *nice* ► ***nicer***, *big* ► ***bigger***.
- ▶ Jeśli przymiotnik ma trzy sylaby lub więcej, a także jeśli ma dwie sylaby i nie kończy się na **-y**, dodajemy przed przymiotnikiem słowo **more** (bardziej) i zostawiamy przymiotnik bez zmian, np.: *interesting* ► ***more interesting***, *exciting* ► ***more exciting***.

Wyjątki! Występuje kilka przymiotników, do których nie odnoszą się powyższe zasady.

Stopnia wyższego tych przymiotników musicie się nauczyć na pamięć:

good – ***better*** *bad* – ***worse*** *far* – ***farther***

- Przymiotniki w stopniu wyższym, do których dodajemy końcówkę **-er**, mogą wymagać zmian w pisowni. Dzieje się tak w następujących sytuacjach.
 - ▶ Jeśli przymiotnik kończy się **-e**, usuwamy je i dodajemy tylko literę **-r**, np.: *nice* ► ***nicer***.
 - ▶ Jeśli przymiotnik kończy się na spółgłoskę, przed którą występuje samogłoska, podwajamy ostatnią literę, np.: *thin* ► ***thinner***.
 - ▶ Jeśli przymiotnik kończy się na **-y**, a przed **-y** stoi spółgłoska, zamieniamy **-y** na **-i** oraz dodajemy końcówkę **-er**, np.: *funny* ► ***funnier***.
- ▶ Aby porównywać osoby, przedmioty i zjawiska, używaj słowa **than** (niż), np. *I am shorter **than** my parents.*
- ▶ Jeśli chcesz powiedzieć, że coś jest takie samo jak coś innego, użyj konstrukcji **as ... as**. Przymiotnik pozostaw w stopniu równym, nie zmieniaj jego końcówki np.: *I am **as tall as** my sister.*

would like/would like to

patrz str. 46, 53

- Zwrot **would like** wyraża nasze pragnienia i marzenia. Służy do mówienia o tym, czego chcemy, ale jest grzeczniejszą formą niż czasownik **want**. Konstrukcji **would like** bardzo często używamy, kiedy coś komuś proponujemy lub o coś prosimy.
- Po **would like** stawiamy rzeczownik, np.: *I would like a piece of cake* lub czasownik, ale koniecznie poprzedzony słowem **to**, np.: *I would like to eat some pizza*.
- W twierdzeniach stosujemy konstrukcję **would like (to)** i używamy jej w takiej samej formie dla wszystkich osób w liczbie pojedynczej (*I, you, he, she, it*) i w mnogiej (*we, you, they*) np.: *We would like a hamburger.* / *She would like to find the answer to this question.*
- W przeczeniach dodajemy słowo **not** po **would**, np.: *They would not like to find the answers to this question.* Najczęściej skracamy wyrażenie **would not** do **wouldn't**.
- Pytania tworzymy, stawiając słowo **would** przed głównym rzeczownikiem w zdaniu (podmiotem), np.: *Would you like to stay at home?* / *What would you like to get for your birthday?*

Rzeczowniki policzalne i niepoliczalne oraz *many, much, a few, a little, other* i *another*

patrz str. 50, 53

- Rzeczowniki dzielimy na policzalne i niepoliczalne.
- Rzeczowniki policzalne nazywają obiekty, które możemy policzyć na sztuki, np.:



a pen



a friend



a tree



a cat

- Rzeczowniki niepoliczalne nazywają elementy, których nie możemy policzyć bez dodawania słów typu *kawałek, kilogram, litr* itp. Uczuć także nie da się policzyć. Przykładami rzeczowników niepoliczalnych są: **water, cheese, sugar, bread, gold, love** itp.
- Jeśli chcemy ogólnie określić liczbę elementów, które możemy policzyć, wstawiamy słowo **many** (wiele) lub wyrażenie **a few** (kilka) przed rzeczownikiem, np.: **many presents, a few bananas**.
- Jeśli chcemy ogólnie określić ilość elementów, których nie możemy policzyć, używamy słowa **much** (dużo) lub wyrażenia **a little** (trochę) przed rzeczownikiem, np.: **much time, a little water**.
- Cechy charakterystyczne rzeczowników policzalnych i niepoliczalnych.

Rzeczowniki policzalne (Countable nouns)	Rzeczowniki niepoliczalne (Uncountable nouns)
Możemy je policzyć.	Nie możemy ich policzyć (bez użycia dodatkowych słów).
Mają liczbę mnogą.	Nie mają liczby mnogiej.
Możemy wstawić przed nimi przedimki a/an .	Nie możemy wstawić przed nimi przedimków a/an .
Możemy je poprzedzić określeniami some, a lot of .	Możemy je poprzedzić określeniami some, a lot of .
Możemy je poprzedzić określeniami many, a few .	Możemy je poprzedzić określeniami much, a little .

Other i another

patrz str. 51, 53

Słówka **other** i **another** wyglądają podobnie, jednak istnieją pomiędzy nimi ważne różnice.

- **another** oznacz drugi, kolejny, inny, jeszcze jeden. Tego słowa używamy tylko w liczbie pojedynczej, jeśli **rzeczownik** jest policzalny, np.: *Can I have **another** glass of juice?*
- **other** oznacza inne. Tego słowa używamy z liczbą mnogą **rzeczowników** policzalnych lub z **rzeczownikami** niepoliczalnymi, np.: *Would you like to wear some **other** shoes?*

Unit 5

Should

patrz str. 58, 65

- Czasownik **should** służy do udzielania komuś porad, a także do wyrażania opinii na jakiś temat, np.: *You are hungry. You **should** eat something.*
- W zdaniach twierdzących **should** używamy z wybranym **czasownikiem** w formie podstawowej, np.: *I **should** eat something.*
- W przeczeniach dodajemy **not** po czasowniku **should**, np.: *We **should not** eat now.* Najczęściej skracamy wyrażenie **should not** do **shouldn't**.
- W pytaniach wstawiamy słowo **should** przed głównym **rzeczownikiem** w zdaniu (podmiotem), np.: ***Should** we eat something now?*

Gerund (rzeczownik z końcówką -ing)

patrz str. 62, 65

- Jeśli do czasownika dodamy końcówkę **-ing**, otrzymamy rzeczownik nazywany w języku angielskim **gerund**.
- Wiele czasowników możemy zmienić w rzeczownik, np.: **swimming** (pływanie), **riding** a bike (jeżdżenie na rowerze), **skiing** (jeżdżenie na nartach), **walking** (spacerowanie), **running** (bieganie).
- **Gerund** nie zmienia swojej formy, nie odmienia się przez osoby ani czasy, zawsze wygląda tak samo.
- Formy **gerund** stosujemy w następujących sytuacjach:
 - ▶ po czasowniku **go**, np.: *I **go fishing**, We often **go cycling**, She never **goes running**.*
 - ▶ po czasownikach **like**, **don't like**, **love** i **hate**, np.: *I **love dancing**.*
 - ▶ na początku zdania (jako podmiotu), np.: ***Dancing** is fantastic!*

Unit 6

Past simple czasownika „być”: to be (was/were)

patrz str. 70, 77

- Czas **past simple** to czas przeszły. Używamy go, kiedy mówimy o czynnościach, które miały miejsce w przeszłości i już się zakończyły, np.: *Last year I **was** in Italy.*
- Czasownik **to be** (być) w **past simple** odmienia się w następujący sposób:
I/He/She/It **was** hungry.
You/We/They **were** hungry.
- W przeczeniach dodajemy słówko **not**, np.: *I **was not** at home./We **were not** at home.* Możemy też stosować skrócone formy przeczeń: **was not** ▶ **wasn't** i **were not** ▶ **weren't**.
- Pytania tworzymy, przedstawiając kolejność słów: **was/were** stawiamy przed **podmiotem**, np.: ***Was** she at home?/**Were** you at home?*

Past simple (czasowniki regularne)

patrz str. 74, 77

- W czasie **past simple** istnieją czasowniki regularne i nieregularne.
- Twierdzenia w **past simple** tworzymy, dodając do czasownika regularnego końcówkę **-ed**, np.: *play ► played want ► wanted dance ► danced look ► looked*
- W pytaniach używamy słowa **did**, które wstawiamy przed głównym **rzeczownikiem** w zdaniu (podmiotem), a czasownik zostawiamy w formie podstawowej, np.: *Did you want it?/Did they walk there?*
- W przeczeniach też pojawia się **did**, ale dodajemy do niego jeszcze **not**. Czasownik zostaje bez zmian, np.: *We did not jump. / I did not dance.* Możemy stosować skrócone formy: **did not ► didn't**

Twierdzenia

I/You/We/They/He/She/It
played with me yesterday.

Przeczenia

I/You/We/They/He/She/It
didn't play with me yesterday.

Pytania

Did I/you/we/they/he/she/it
play with you yesterday?

Zapamiętaj! Tworząc czasowniki w czasie **past simple**, musicie pamiętać o zasadach ortograficznych.

- Jeśli czasownik kończy się na **-e**, dodajemy tylko **-d**, np.: *invite ► invited*.
Jeśli czasownik kończy się na **-y**, a przed nim stoi spółgłoska, zmieniamy **-y** na **-i** oraz dodajemy **-ed**, np.: *cry ► cried*.
- Jeśli czasownik kończy się na **-y**, a przed nim stoi samogłoska, dodajemy końcówkę **-ed**, np.: *enjoy ► enjoyed*.
- Jeśli czasownik ma jedną sylabę i kończy się na spółgłoskę, a przed nią występuje samogłoska, podwajamy ostatnią literę, np.: *plan ► planned*.

Unit 7

Past simple (czasowniki nieregularne)

patrz str. 82, 89

- Form **past simple** czasowników nieregularnych musicie nauczyć się na pamięć, np.: *I ate a big pizza*.
 - Oto wybrane czasowniki nieregularne w czasie **past simple** i ich znaczenie w języku polskim:
- | | | | |
|------------------------|----------------------|----------------------|-------------------|
| <i>buy ► bought</i> | kupować | <i>meet ► met</i> | spotykać |
| <i>drive ► drove</i> | prowadzić (samochód) | <i>ride ► rode</i> | jeździć (rowerem) |
| <i>eat ► ate</i> | jeść | <i>run ► ran</i> | biec |
| <i>forget ► forgot</i> | zapominać | <i>see ► saw</i> | widzieć |
| <i>go ► went</i> | iść | <i>sleep ► slept</i> | spać |
| <i>have ► had</i> | mieć | <i>swim ► swam</i> | pływać |
| <i>make ► made</i> | robić | <i>take ► took</i> | brać |
- W czasie **past simple** czasownik zmienia swoją formę tylko w zdaniach twierdzących. W zdaniach przeczących i w pytaniach **czasownik** zawsze ma formę podstawową, np.:
We didn't write that book. Did you buy a new pair of trousers?

one, ones

patrz str. 86, 89

- Słowo **one** zastępuje użyty już raz **rzeczownik**, np.: *I live in a small house, but I would like to live in a big one*. Dzięki temu nie musimy powtarzać słowa *house*.
- One** może zastępować **rzeczownik policzalny w liczbie pojedynczej**.
- One** używamy tylko, jeśli wcześniej pojawił się już właściwy **rzeczownik** i nie chcemy go powtarzać.
- Jeśli chcemy zastąpić **rzeczownik** w liczbie mnogiej, używamy słowa **ones**, np.: *I don't like green apples. I prefer red ones*.
- Bardzo często słowa **one** i **ones** pojawiają się w takich wyrażeniach, jak:
this one (ten/ta/to itd.) that one (tamten/tamtą/tamtą itd.) which one? (który?/która?/które? itd.) the one/ones (ten/ta/to; te/ci właśnie itd.).

Writing Bank

Message (wiadomość)/E-mail

Olek napisał wiadomość do kolegi z Anglii. Przeczytaj tekst i przeanalizuj wszystkie kroki.

...

Hi Frank,
How are you? It's my first message to you, so I want to write something about my day-to-day life.
My name is Olek and I'm 11 years old. I go to school in Poland. I'm tall and I've got dark hair.
I love sport. I play football on Mondays and Wednesdays. I also love listening to music. At weekends I play video games and chat with my friends.
What do you like doing in your free time?
Write soon,
Olek

Powitanie

Wstęp – powód napisania wiadomości

Rozwinięcie – szczegóły dotyczące tematu wiadomości

Zakończenie – prośba o odpowiedź

Kiedy piszesz wiadomość lub e-maila:

1. Przywitaj się: *Dear Frank, /Hi Frank, /Hello Frank.*
2. Zapytaj, jak Twój znajomy się czuje lub co u niego słychać: *How are you?*
3. Przedstaw się i napisz coś o sobie: *My name is ... /I'm ... years old. /I've got ... hair. /I usually wear ...*
4. Stosuj formy skrócone: *I'm ... /I've got ... /I don't ...*
5. Poproś o odpowiedź: *What do you like doing ...?*
6. Podpisz się: *Olek.*



Writing tip

Podziel swoją wiadomość na części oznaczone w tekście.

Podpisz się po lewej stronie wiadomości.

Note (notatka)

Mama poprosiła Lisę o zrobienie zakupów oraz posprzątanie pokoi jej i brata. Lisa nie zdąży wszystkiego zrobić sama, więc napisała notatkę do brata. Przeczytaj tekst i przeanalizuj wszystkie kroki.

Tom,

Mum says our rooms are dirty.

I'm going to school now. Please, clean your room and put your clothes in the wardrobe.

One more thing. Mum is making pancakes for dinner, so buy some milk and a few eggs.

Don't forget to take some money.

Love,
Lisa

Zwrot do osoby (adresata)

Wstęp

Rozwinięcie – cel notatki, konkretna prośba, polecenie lub informacja

Zakończenie i podpis

Kiedy piszesz notatkę zawierającą prośbę, polecenie lub informację:

1. Zwróć się bezpośrednio do odbiorcy notatki: *Tom/Dad/sister*.
2. Poinformuj, dlaczego piszesz notatkę: *I can't find .../I'm making (a project ...)/I would like to ask you about ...*
3. Napisz, czego oczekujesz od odbiorcy: *Please help me with .../Can you help me with .../Remember to .../ Don't forget to ...*
4. Podpisz się: *Lisa*.
5. Używaj trybu rozkazującego: *Buy .../Take .../Don't be late*.
6. Możesz poprosić o telefon lub podziękować za spełnienie prośby: *Call me./Thanks a lot, Thanks./Many thanks*.



Writing tip

W notatce używaj krótkich, prostych zdań.

Writing Bank

Blog post (wpis na blogu)

Maria dodała wpis na blogu, w którym opisała swoją ulubioną książkę. Przeczytaj tekst i przeanalizuj wszystkie kroki.

Hello friends,
Today I want to describe my favourite book.
You know I love reading, so there are many books in my room.
The title of the book is 'A Lion and a Rabbit', and the author is Jack Rasin.
It's a book about animals: a lion and a rabbit. The lion is big and strong, and the rabbit is small and it's afraid of the lion. But the lion wants to find a new friend. The animals have many adventures together. Finally, the lion saves the rabbit from a dangerous snake. Here are some photos from the book. Do you like them?
That's all for now. Please leave a comment!

Przywitanie z czytelnikami

Wstęp – temat opisu

Rozwinięcie – szczegółowy opis

Zakończenie – prośba o opinię/komentarz

Kiedy piszesz wpis na bloga:

1. Przywitaj się: *Hello friends./Hi everyone.*
2. Napisz, o czym będzie Twój post: *Today I want to/would like to write about ...*
3. Podaj szczegóły dotyczące tematu, o którym piszesz. Wykorzystaj słownictwo: *It's my favourite .../I love .../In my opinion .../You know that I'm a big fan of .../I think that ...*
4. Zapytaj czytelników o opinię: *What do you think about it?/What is your opinion of it?.*
5. Używaj czasu *present simple* i czasownika *can/can't* gdy piszesz o swoich zainteresowaniach: *I love reading books./I can swim.*



Writing tip

Pamiętaj o tym, że wpis na blogu czyta wiele osób. Przywitaj się z nimi.
Podawaj jak najwięcej szczegółów.
Zachęcaj czytelników do wyrażania opinii i komentowania.

Announcement (ogłoszenie)

Chris gra na gitarze i chce założyć zespół muzyczny. Napisał ogłoszenie i wywiesił je w szkole. Przeczytaj tekst i przeanalizuj wszystkie kroki.

ATTENTION!

I'm looking for music lovers!

I play the guitar and I want to be in a band. Do you play an instrument? Are you a good singer? Join me! We can have some fun together!

Let's meet on Friday, at 4 pm in room number 115. Bring your instrument with you.

Come and join the best band in Poland!

Please contact Chris from class 5c or call me on 00034546231.

Nagłówek

Wstęp – informacja o tym, czego dotyczy ogłoszenie

Rozwinięcie – szczegółowe informacje o wydarzeniu, zgubie, sprzedaży

Zachęta do udziału, pomocy, kupna

Dane kontaktowe

Kiedy piszesz ogłoszenie zawierające informację o spotkaniu:

1. Umieść nagłówek na środku ogłoszenia: *Attention/Special announcement.*
2. Wyjaśnij, czego dotyczy ogłoszenie: *I want to organise a meeting./I'm looking for ...*
3. Napisz, kiedy i gdzie odbędzie się spotkanie: *We are meeting on .../Our first meeting is on ...*
4. Zachęć do udziału: *Come and see .../Don't be late/Write to us ...*
5. Podaj dane kontaktowe: *Contact ... on... /Please call me on ...*



Writing tip

Wymyśl krótki i przyciągający wzrok nagłówek ogłoszenia.

Nie zapomnij o swoich danych kontaktowych, np. numerze telefonu, adresie e-mail.



Communication Student B

Unit 1

1 Odpowiedz uczniowi A. Wykorzystaj słownictwo z ramki „Functional language box” na str. 12.

2 Skieruj do ucznia A wypowiedzi w języku angielskim według odpowiedzi poniżej.

1. Pojawiasz się na spotkaniu z kolegą 20 minut po czasie. Co powiesz?
2. Chcesz w trakcie lekcji wyjść do toalety. Poproś nauczyciela o zgodę.
3. Koleżanka powiedziała po angielsku coś, czego nie rozumiesz. Jak zareagujesz?

Unit 3

Przeprowadźcie rozmowę w sklepie, wykorzystując słownictwo z ramki „Functional language box” na str. 36.



Jesteś sprzedawcą/sprzedawczynią. Chcesz pomóc uczniowi A kupić odpowiednie dżinsy. Uczeń A zaczyna. Oto co się dzieje:

1. Uczeń A zaczyna.
2. Dajesz klientowi/klientce to, o co prosi.
3. Podajesz cenę.
4. Zgadzasz się na płatność kartą.
5. Dajesz rachunek i pytasz, czy klient/klientka potrzebuje torby.
6. Dziękujesz i żegnasz się.

Unit 2

Skieruj do ucznia A poniższe wypowiedzi. Skorzystaj z ramki „Functional language box” na str. 24.

1. Powiedz, że chcesz obejrzeć kreskówkę.
2. Zaproponuj wyjście do kina.
3. Zaproponuj, że obejrzycie film „Super Powers”.
4. Zaproponuj wyjście do teatru.
5. Zaproponuj, że zostanieecie jednak w domu.

Unit 4

Po raz pierwszy odwiedzasz miasto przyjaciela/przyjaciółki. Chcecie ułożyć wspólnie plan zwiedzania. Z podanych poniżej opcji zapisz w zeszycie w kolejności od 1 do 3 swoje preferencje, gdzie 1 oznacza najlepszą według Ciebie propozycję. Uczeń A zaczyna.

Wykorzystaj zwroty z ramki „Functional language box” na str. 48 oraz odpowiedzi z ramki poniżej.

Yes, maybe we can do that.
I am sorry, but I would not like to do that.
I think it's a great idea, but ...
I think it's a bad idea because ...
I don't want to do that because ...
Yes, I'd love to!
That's a wonderful idea, but maybe we could first ...
Yes, why not and maybe we can also ...

Zacznij od *Would you like to ...*

things to do: go on a tour

transport: take the underground/train

places to visit: see the island/see the lake

shopping: buy souvenirs/buy local food

time for some relaxation: have an ice-cream/
go to a local restaurant/go to the beach

Unit 5

1 Grasz mecz w siatkówkę, na który w roli widza przyszedł uczeń A. Zareaguj na wypowiedzi ucznia A, korzystając z wyrażen z ramki „Functional language box” na str. 60 oraz z poniższych sformułowań.

Don't worry! Maybe next time.
Okay, I know! I am not happy.
Okay, okay! Thanks!
You should never do that!

2 Zamieńcie się rolami. Teraz to Ty przychodzisz na mecz ucznia A. Zaczynasz rozmowę.

1. Powiedz, żeby się pospieszył/pospieszyła. Zostało tylko 5 minut.
2. Uczeń A zjadł pizzę tuż przed meczem. Powiedz, że następnym razem nie powinien/powinna tego robić.
3. Pogratuluj. Powiedz, że świetnie zagrał/zagrała.
4. Pociesz ucznia A. Powiedz, że następnym razem jego/jej drużyna na pewno wygra.

Unit 7

1 Uczeń A wrócił z wakacji, ale nie jest zadowolony/zadowolona. Zapytaj, jak było. Zacznij rozmowę od: *You look tired. How was your holiday?*

Zapytaj także o:

1. miejsce,
2. pogodę,
3. to, jak się dostali do miejsca docelowego,
4. atrakcje,
5. plażę,
6. hotel.

2 Zamieńcie się rolami.

Unit 6

1 Przyjmij przeprosiny ucznia A. Wykorzystaj zwroty z ramki „Functional language box” na str. 72 oraz wyrazy i wyrażenia z ramki poniżej.

I was late for the meeting
I was busy birthday party train
doing homework cap got dirty/is dirty
late for the meeting

1. Przegapiłeś/Przegapiłaś mecz ucznia A, ponieważ byłeś zajęty/byłaś zajęta odrabianiem lekcji.
2. Zgubiłeś/Zgubiłaś czapkę ucznia A.
3. Ubrudziłeś/Ubrudziłaś rower ucznia A.
4. Spóźniłeś/Spóźniłaś się na spotkanie z uczniem A.

2 Zamieńcie się rolami. Teraz Ty przepraszasz ucznia A.

Oto co się wydarzyło:

1. The holiday was two weeks ago. It wasn't perfect.
2. You went camping in Croatia by car.
3. Weather: warm, but rainy. Only two days were OK.
4. You went on a boat trip on a lake.
5. The beach was small.
6. The campsite was big, but the people staying there weren't friendly.



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Classroom language

act out – odegraj w parach
as a model – jako wzór
answer, answers – odpowiedź, odpowiedzi
ask – zapytaj
box – ramka (np. z wyrazami, gramatyczna)
category – kategoria
change – zamień, popraw
check – sprawdź
choose – wybierz
compare – porównaj
complete – uzupełnij
conversation – rozmowa
correct – poprawny, właściwy
definition – definicja
describe – opisz
discuss – przedyskutuj
exchange – wymień (się)
false – nieprawdziwy, fałszywy
fill – uzupełnij
find – znajdź
gap – luka
in bold – wytłuszczone
in brackets – w nawiasach
in pairs – w parach
in the picture/photo – na ilustracji/zdjęciu
in your notebook – w zeszyte
into Polish/English – na język polski/angielski
letter – litera
listen – posłuchaj
look (at the table) – spójrz (na tabelę)
make (questions, sentences) – zrób, utwórz (pytania, zdania)

matching – pasujący, pasujące
match – połącz, dopasuj, przyporządkuj
missing – brakujący
name – nazwij
number – ponumeruj
odd one out – niepasujący element
on page (25) – na stronie (25)
phrase – wyrażenie, zwrot
put (the words) in the correct order – ułóż (słowa) w odpowiedniej kolejności
question – pytanie
read – przeczytaj
recording – nagranie
repeat – powtórz
rewrite – przepisz
say – powiedz
sentence – zdanie
speaker – rozmówca
so that – po to aby, aby były
study – zapoznaj się, przeczytaj
talk – porozmawiaj
tense – czas gramatyczny
translate – przetłumacz
true – prawdziwy
use – użyj
word – słowo, wyraz
write/write down – napisz/zapisz
which – który, która, które itp.
your own ideas – Twoje własne pomysły

W podręczniku Super Powers 5, wszystkie teksty, komiksy i dialogi zostały nagrane.

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