

# English Class... ... o jakiej marzysz!

Dzięki English Class lekcje języka angielskiego stają się **przepustką do świata komunikacji**. Aktualne teksty, różnorodne zadania, naturalny język i ciekawy kontekst kulturowy nie tylko zainteresują uczniów klas 4-8, ale przede wszystkim pomogą im **skutecznie porozumiewać się** w języku obcym i rozwijać **poprawność językową**.

## ENGLISH CLASS POWSTAŁ Z MYŚLĄ O 8-KLASOWEJ SZKOLE PODSTAWOWEJ

- w 100% realizuje wymogi nowej podstawy programowej, w tym wszystkie zakresy tematyczne
- pozwala elastycznie dopasować ścieżkę kursu do poziomu zaawansowania siódmoklasistów
- umożliwia sukces na egzaminie ósmoklasisty

## ENGLISH CLASS STAWIA NA AUTENTYCZNE MATERIAŁY ŹRÓDŁOWE

- ilustruje praktyczne zastosowanie nowych struktur poprzez krótkie scenki sytuacyjne
- umożliwia uczniom osłuchanie się z naturalnym językiem dzięki materiałom BBC
- zachęca do interakcji i realizacji wyznaczonych celów komunikacyjnych dzięki modelowym wypowiedziom

## ENGLISH CLASS OTWIERA UCZNIÓW NA ŚWIAT

- uczy współpracy i rozwija kompetencje społeczne
- zachęca do odkrywania nowych sposobów uczenia się z wykorzystaniem nowoczesnych technologii
- zapoznaje uczniów z kulturą krajów anglojęzycznych, m.in. dzięki materiałom BBC, i zaprasza do spojrzenia na nią w szerszym kontekście



**ZGODNY Z NOWĄ  
PODSTAWĄ PROGRAMOWĄ**

|           | KLASA 4                        | KLASA 5                         | KLASA 6                        | KLASA 7                         | KLASA 8                         |
|-----------|--------------------------------|---------------------------------|--------------------------------|---------------------------------|---------------------------------|
| Ścieżka 1 | English Class A1<br>GSE: 10-29 | English Class A1+<br>GSE: 28-35 | English Class A2<br>GSE: 34-41 | English Class A2+<br>GSE: 32-42 | English Class B1<br>GSE: 40-50  |
| Ścieżka 2 | English Class A1<br>GSE: 10-29 | English Class A1+<br>GSE: 28-35 | English Class A2<br>GSE: 34-41 | English Class B1<br>GSE: 40-50  | English Class B1+<br>GSE: 45-55 |

Sprawdź, czym jest GSE na [english.com/gse](https://english.com/gse)



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English Class A1 Students' Book

Zervas, Bright, Tkacz

Sandy Zervas, Catherine Bright,  
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# English Class



**A1**



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# English Class



**A1**

**Students' Book**

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# Get started!

## How do you spell that?

Potrafię powiedzieć, jak się nazywam, oraz przeliterować swoje imię i nazwisko.

## Hello!

Hi! My name's Jen.  
I'm ten years old  
and my hobby is  
making cupcakes.

I'm Alex. I'm twelve.  
My hobbies are  
computers and  
computer games!

I'm Lian. I'm twelve.  
My hobby is  
skateboarding.  
I love all sports,  
really.

Hello. My name's  
Lucas. I'm from Spain  
but I'm in the UK now.  
My hobbies are music  
and Maths.

I'm Miranda  
Newman.

And I'm Larry Newman.  
We're Jen and Alex's  
mum and dad!

1  1.02 Listen and read. Who is not from the UK?

2 Look at the photos and read. In your notebook, complete the children's hobbies.

1 Jen *making cupcakes*

3 Lian all ?

2 Alex computers and ?

4 Lucas ? and Maths



**3 GAME** Stand in a line. Ask and answer.

A: *Hi, I'm Mario. What's your name?*

B: *I'm Isabella. Hi, I'm Isabella. What's your name?*

C: *My name's David. ...*

**4 1.03-1.04** Listen and do the Alphabet Rap.



Say the alphabet, say it with me!

H, I, J, K, L, M, N, O, P,



is funny as you can see.

R, S, T, U and V

four more letters and we're free.

W, X, Y and - Shh ...



is sleepy, so are we!

**5** In your notebook, complete the words with the letters in the box. Say the letters.

l t h g x l s



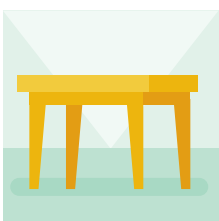
1 girl



2 bo?



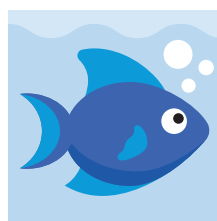
3 ?andwich



4 ?able



5 ?ion



6 fis?

**6 1.05** Listen. Which letters can you hear?

|     |   |   |
|-----|---|---|
| 1 A | E | I |
| 2 G | J | C |
| 3 W | U | Y |
| 4 B | D | P |
| 5 M | N | F |
| 6 l | J | Y |

1 A E

**7** Work in pairs. Say the alphabet. Stop when the teacher tells you. Your partner says what comes next.

A, B, C, D, ...

Stop!

E!

**LOOK!**

LL = double L

**8 1.06** Listen to the surnames. Complete the missing letters in your notebook. Check with your partner.

1 N E W M A N

2 ? R ? I ?

3 ? A ? E ? ? ? ? ?

4 ? ? G ? ? N ?

**9** Work in pairs. Ask for your partner's surname. Write it in your notebook.

A: *What's your surname?*

B: *Brown.*

A: *How do you spell that?*

B: *B-R-O-W-N.*



**10** Have a class spelling competition.

Apple. A - double P - L - E. Apple.



## Meet Dug and Kit



This is Dug. Dug is also Superdug. Superdug is a superhero.

This is Kit. Kit is very clever. She is Dug's best friend.

1 1.07 Listen and read. Look at the picture. Who is a superhero?

2 1.08 Listen and repeat.

### Vocabulary Numbers 1–20

|         |              |
|---------|--------------|
| 1 one   | 11 eleven    |
| 2 two   | 12 twelve    |
| 3 three | 13 thirteen  |
| 4 four  | 14 fourteen  |
| 5 five  | 15 fifteen   |
| 6 six   | 16 sixteen   |
| 7 seven | 17 seventeen |
| 8 eight | 18 eighteen  |
| 9 nine  | 19 nineteen  |
| 10 ten  | 20 twenty    |

3 Complete the numbers in your notebook.

- |             |                |
|-------------|----------------|
| 1 o n e     | 7 ? e ? e ?    |
| 2 ? w ?     | 8 e i ? ? t    |
| 3 t ? r ? ? | 9 ? i n ?      |
| 4 ? o ? r   | 10 t ? ?       |
| 5 f ? ? e   | 11 ? l e ? ? n |
| 6 ? i ?     | 12 t ? e ? v ? |

4 In your notebook, write the answers in words.

- six + six = *twelve*
- eighteen - three = ?
- two + eleven = ?
- twenty - nine = ?
- seventeen - three = ?
- two + seven = ?
- five + two = ?
- sixteen - twelve = ?

5 1.09 Listen and repeat.

### Vocabulary Numbers 10–100

|           |               |
|-----------|---------------|
| 10 ten    | 60 sixty      |
| 20 twenty | 70 seventy    |
| 30 thirty | 80 eighty     |
| 40 forty  | 90 ninety     |
| 50 fifty  | 100 a hundred |

6 Choose the correct number. Write the answers in your notebook.

|            |         |           |         |
|------------|---------|-----------|---------|
| 1 forty    | 14 / 40 | 4 eighty  | 18 / 80 |
| 2 fifteen  | 15 / 50 | 5 twenty  | 12 / 20 |
| 3 thirteen | 13 / 30 | 6 sixteen | 16 / 60 |
| 1          | 40      |           |         |

7 1.10 Listen. In your notebook, write the number you hear.

|      |     |     |     |
|------|-----|-----|-----|
| a 20 | c ? | e ? | g ? |
| b ?  | d ? | f ? | h ? |

8 1.11 Listen and repeat.

### Vocabulary Colours

black blue brown green grey  
orange pink purple red  
white yellow

9 Look at Exercise 3. In your notebook, write numbers which are this colour. There are two numbers for one of the colours.

|        |   |        |   |       |   |
|--------|---|--------|---|-------|---|
| red    | 9 | green  | ? | pink  | ? |
| grey   | ? | white  | ? | black | ? |
| blue   | ? | purple | ? | brown | ? |
| orange | ? | yellow | ? |       |   |

10 **GAME** Student A: Listen to Student B and guess! Then swap roles.

A: *What's your favourite colour?*

B: *Not pink, not brown, not white, not yellow, not green, not red, not blue, not grey, not black, not orange.*

A: *It's purple!*

11 Look at the picture below. In your notebook, match sentence beginnings 1–8 to endings a–h.

|                      |                    |
|----------------------|--------------------|
| 1 The elephants are  | a blue.            |
| 2 The flowers are    | b black and white. |
| 3 The zebras are     | c red.             |
| 4 The sky is         | d grey.            |
| 5 The oranges are    | e green.           |
| 6 The lemons are     | f pink.            |
| 7 The trees are      | g orange.          |
| 8 The flamingoes are | h yellow.          |
| 1                    | d                  |

12 **GAME** Work in pairs. Look at the picture. Finish the sentences.

A: *Elephants are ...*

B: *... green.*

A: *No! They're grey! Flowers are ...*





# In the classroom

Umiem nazwać typowe przedmioty w klasie i rozumiem instrukcje nauczyciela.



1 1.12 Listen and repeat. Name the objects in Jen's school bag.

## Vocabulary In my bag

book coloured pencil notebook pen  
pencil pencil case pencil sharpener  
rubber ruler sandwich scissors

**LOOK!**

a book, a pencil  
an apple, an umbrella

2 In your notebook, write *a* or *an* before the words.

- |                     |                     |
|---------------------|---------------------|
| 1 <i>a</i> notebook | 5 <i>?</i> ruler    |
| 2 <i>an</i> apple   | 6 <i>?</i> elephant |
| 3 <i>?</i> pencil   | 7 <i>?</i> book     |
| 4 <i>?</i> egg      | 8 <i>?</i> orange   |

**LOOK!**

a pencil      six pencils  
an orange      two oranges  
a box      four boxes  
a sandwich      two sandwiches

3 Look at the picture. How many of these objects can you see in Jen's bag?

- 1 notebook? *Three notebooks.*
- 2 pencil sharpener?
- 3 rubber?
- 4 sandwich?
- 5 coloured pencil?
- 6 pencil case?

4 1.13 Listen and repeat. Check the meaning of these words in a dictionary.

## Vocabulary Classroom objects

bin board chair clock desk

5 Find the objects from the Vocabulary box in your classroom and point to them. How many are there?

**LOOK!**

It's a pencil.  
They're pencils.

6 Work in pairs. Guess what these objects are. Then go to page 122 and check.



7 1.14 Listen and repeat.

### Speaking Classroom language

Close your books.  
Listen (to the story).  
Look (at the photo).  
Open your books.  
Read (the text).  
Sit down.  
Stand up.

Work in pairs.  
Write (your name).  
Can you help me?  
Can you repeat (that)?  
I'm ready.  
What's *kredka* in English?

8 Read the expressions in the Speaking box again. Who usually says them: Teacher or Student?

**LOOK!**

Can you help me, **please**?  
Stand up, **please**!



9 1.15 In your notebook, match 1–5 to a–e. Listen and check. Act out the dialogues in pairs.

- 1 Can you repeat that, please?
- 2 Can you help me, Miss?
- 3 How do we say *elefante* in English?
- 4 I'm ready!
- 5 What does *amazing* mean?

- a We say *elephant*.
- b Good. Class, are you ready too?
- c It means *really good*.
- d Yes, Maria. How can I help you?
- e Yes, Tomas. Giraffe. Giraffe. OK?



10 Be a teacher. Tell other students what to do. Use the expressions in the Speaking box.



Write your name, please.



# Family and friends

## Vocabulary

Potrafię nazwać członków rodziny.

I know  
that!

1 Read these words. What do they mean in Polish?

brother dad grandad granny mum sister

### VOCABULARY

Family |  
Countries and nationalities |  
Places

### GRAMMAR

Possessive 's | to be affirmative |  
Possessive adjectives |  
to be negative



### SPEAKING

Introductions



### READING

This is my family album

### LISTENING AND WRITING

International Friendship Day |  
Capital letters

### GET CULTURE!

English around the world





- 2  **1.16** Listen and repeat. Find the people in Mark's family pyramid on page 10. Use the colours to help you.

### Vocabulary Family

mother mum father dad parents  
grandfather grandad grandmother granny  
son daughter brother sister  
aunt uncle cousin

- 3 In your notebook, complete the family words. Use the Vocabulary box to help you.

| He     | She           |
|--------|---------------|
| father | <i>mother</i> |
| ?      | grandmother   |
| son    | ?             |
| ?      | sister        |
| uncle  | ?             |
| ?      | cousin        |

- 4 In your notebook, match 1–4 to a–d.

- |               |           |
|---------------|-----------|
| 1 father      | a grandad |
| 2 grandmother | b dad     |
| 3 mother      | c granny  |
| 4 grandfather | d mum     |
- 1 *b*

**LOOK!**

Paul = Mark's father  
Lucy = Rose's daughter

- 5 Look at the family pyramid on page 10. Write the names in your notebook.

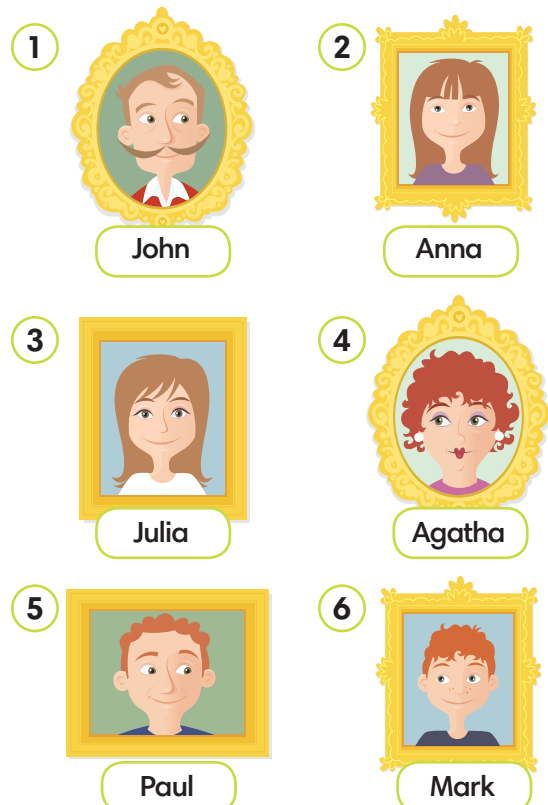
- |                      |             |
|----------------------|-------------|
| 1 Mark's grandfather | <i>John</i> |
| 2 Mark's sister      | ?           |
| 3 Mark's aunt        | ?           |
| 4 Mark's brother     | ?           |
| 5 Mark's cousins     | ? ?         |
| 6 Mark's grandmother | ?           |
| 7 Mark's uncle       | ?           |
| 8 Mark's parents     | ? ?         |

- 6 Look at the family pyramid again. In your notebook, complete the sentences with the names in the box.

Mark's Julia's Rose's Tom's Paul's Peter's

- Peter is *Mark's* uncle.
- Julia is ? sister.
- David is ? son.
- Anna is ? daughter.
- John and Agatha are ? parents.
- Lucy is ? cousin.

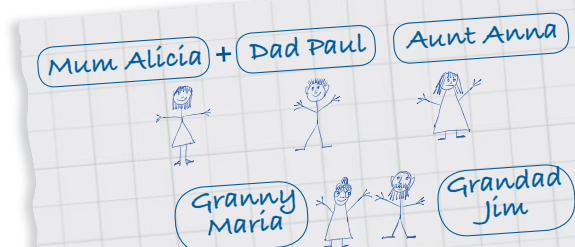
- 7  **1.17** Listen. Are the sentences true or false? Listen again and check your answers.



- 1 *false*

**I remember that!**

- 8 Draw your family pyramid in your notebook. Write the names of the people from your family.



Potrafię stosować zaimki dzierżawcze *my, your, her, his* oraz czasownik *to be* w zdaniach twierdzących.

## It's Granny's birthday!

Today is Sophie's birthday. She is seventy years old.  
Sophie is Jen and Alex's grandmother. They are at her house.



**Sophie:** I'm so happy you're here.



**Alex:** It's aunt Megan!  
**Megan:** Hello, Alex! Hold this, please!  
Be careful! It's Granny's birthday cake.  
**Alex:** It's OK. I've got it!



**Megan:** Happy birthday, Mum!  
Here's your present.  
**Sophie:** Thank you, my darling.  
Where's your son?  
**Megan:** Jason is in Spain with  
his class. They're on  
a school trip. Here's  
a card from him.  
**Sophie:** Oh, it's a lovely card!  
**Dad:** Hello, sister!



**Dad:** We're ready for the cake!  
**Mum:** Oh, no!

**1** **1.18** Listen and read. Answer the questions.

- 1 How old is Jen and Alex's granny today?
- 2 Who is Jason?

**2** Are the sentences true or false? Correct the false sentences in your notebook.

- 1 Granny's name is Sophie. *true*
- 2 They are at Jen and Alex's house.
- 3 There's a present for Granny in the box.
- 4 Jason is at home.
- 5 Dad is Aunt Megan's brother.

**3** **1.19** Listen and repeat. Find these expressions in the story. How do you say them in Polish?

Hold this, please! Be careful! I've got it!

**Out of class**

**4** **CLASS VOTE** Why does Jen and Alex's mum say 'Oh, no!'?

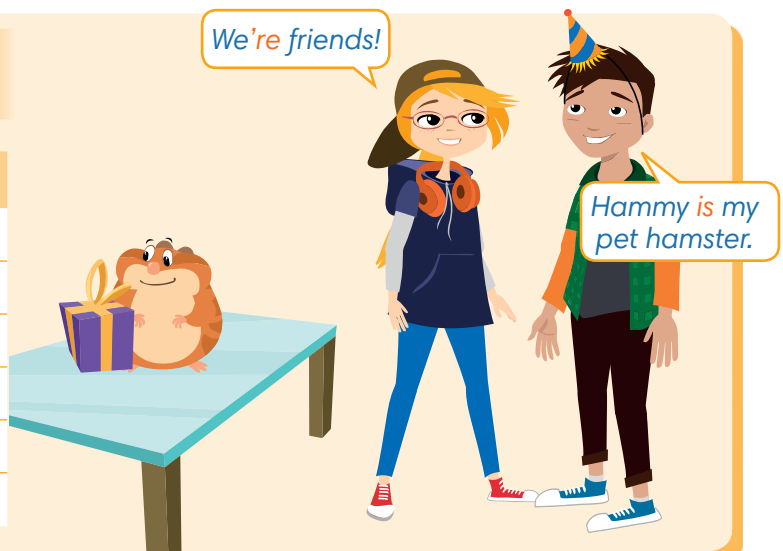
- a The cake is a mess.
- b It's not Granny's cake.
- c There's a mouse in the box.

**5** **1.20** Now listen and check.

## Get Grammar!

to be affirmative

| Long form                | Short form               |
|--------------------------|--------------------------|
| I <b>am</b> ten.         | I' <b>m</b> ten.         |
| You <b>are</b> ten.      | You' <b>re</b> ten.      |
| He/She/It <b>is</b> ten. | He/She/It' <b>s</b> ten. |
| We <b>are</b> ten.       | We' <b>re</b> ten.       |
| You <b>are</b> ten.      | You' <b>re</b> ten.      |
| They <b>are</b> ten.     | They' <b>re</b> ten.     |



### 6 Find the sentences in the story. Write the missing words in your notebook.

- 1 They **are** at her house.
- 2 'I **?** so happy!'
- 3 'You **?** here!'
- 4 'It **?** Granny's birthday cake.'
- 5 'Jason **?** in Spain.'
- 6 'We **?** ready for the cake!'

### 7 Choose the correct answers. Write them in your notebook.

- 1 You *are* / *is* ready.      4 Jason *is* / *am* Jen's cousin.  
*are*
- 2 I *is* / *am* here.      5 It *are* / *is* a present for you.
- 3 We *am* / *are* happy!      6 Jen and Alex *is* / *are* at  
their Granny's house.

### 8 In your notebook, rewrite sentences 1, 2, 3 and 5 in Exercise 7 using short forms of the verb to be.

- 1 *You're ready.*

## LOOK!

- |            |                                                  |
|------------|--------------------------------------------------|
| I → my     | It's <b>my</b> birthday. I'm ten!                |
| you → your | It's <b>your</b> birthday. <b>You're</b> eleven! |
| she → her  | It's <b>her</b> birthday. <b>She's</b> nine.     |
| he → his   | It's <b>his</b> birthday. <b>He's</b> twelve.    |

### 9 In your notebook, complete the sentences with *my*, *your*, *his* or *her*.

- 1 Alex: 'Granny, here's **your** birthday card!'
- 2 Dad: 'It's Sophie's birthday. We are at **?** house.'
- 3 Sophie: 'I'm very happy! **?** family is here!'
- 4 Megan: 'Jason is in Spain with **?** class.'
- 5 Alex: '**?** birthday cake is in this box, Granny.'

### 10 1.21 How old are they? Follow the lines and complete the sentences in your notebook. Then listen and check.

- 1 Lucas: 'I **'m eleven**.'
- 2 Lian: 'Alex and I **?**.'
- 3 Lucas: 'My brother **?**.'
- 4 Lian to Jen: 'You **?**, right?'

### 11 In your notebook, complete the text with *am*, *are* or *is*.



My name <sup>1</sup> *is* Lian and I <sup>2</sup> *?* twelve years old. Alex and I <sup>3</sup> *?* best friends and classmates. His sister, Jen, <sup>4</sup> *?* ten years old. We <sup>5</sup> *?* friends too.

### 12 Look at Exercise 11. In your notebook, write about you and your friends.

*My name's ... and I ...*



### 13 Read the poem. Make changes to talk about a friend or a classmate.

I'm **ten** today.  
Hip, hip, hooray!  
Let's have a break.  
And eat **my** cake!

*Ola's eleven today ...*





Potrafię rozmawiać o krajach i narodowościach oraz stosować czasownik *to be* w zdaniach przeczących.

## The Terrific Two Dug's family album



**Kit:** Dug? You are a superhero. What about your family?



**Dug:** Well, my parents aren't superheroes. Uncle Roberto is a superhero. He's French.  
**Kit:** Roberto? It isn't a French name.  
**Dug:** Sorry, you're right. Uncle Roberto isn't French. He's Spanish. Aunt Gigi is French.



**Dug:** Here I am with Mum and Dad.  
**Kit:** You aren't happy in the photo!  
**Dug:** No, I'm not! I'm hungry!



**Dug:** Dad's British and Mum is Polish.  
**Kit:** OK, but ... What about you? ... Dug?



**Superdug:** No idea, Kit! Bye now!  
**Kit:** Bye, Superdug! Be careful!

**1** Look at the cartoon. How many types of dogs can you see?

**2** **1.22** Listen and read. What nationality is Uncle Roberto?

**3** Are the sentences true or false?

- 1 Uncle Roberto is a superhero. *true*
- 2 Aunt Gigi is French.
- 3 Dug's parents are superheroes.
- 4 Dug is happy in the photo.
- 5 Dug's mum is British.

## Get Grammar!

to be negative

| Long form                        | Short form                      |
|----------------------------------|---------------------------------|
| I <b>am not</b> Spanish.         | I'm <b>not</b> Spanish.         |
| You <b>are not</b> Spanish.      | You <b>aren't</b> Spanish.      |
| He/She/It <b>is not</b> Spanish. | He/She/It <b>isn't</b> Spanish. |
| We <b>are not</b> Spanish.       | We <b>aren't</b> Spanish.       |
| You <b>are not</b> Spanish.      | You <b>aren't</b> Spanish.      |
| They <b>are not</b> Spanish.     | They <b>aren't</b> Spanish.     |



- 4 In your notebook, write negative sentences. Use the long form of the verb *to be*.

- Dug is French. *Dug is not French.*
- Kit is a dog.
- Dug's parents are superheroes.
- Dug: 'I am happy.'
- Kit: 'You are in the photo, Dug.'
- Dug is hungry.

- 5 Rewrite the sentences in Exercise 4 in your notebook. Use the short form of the verb *to be*.

- Dug isn't French.*

- 6 1.23 Look, listen and repeat.

## Vocabulary

### Countries and nationalities

|  |                    |  |                 |
|--|--------------------|--|-----------------|
|  | the UK / British   |  | Italy / Italian |
|  | Spain / Spanish    |  | France / French |
|  | Poland / Polish    |  | China / Chinese |
|  | the USA / American |  |                 |

- 7 Look at the flags. In your notebook, complete the sentences about Dug's family with *is* or *isn't*. Correct the false sentences.

- Aunt Teresa *isn't* Spanish. *She is Polish.*
- Grandad Umberto Chinese.
- Cousin Lulu French.
- Cousin Chen British.
- Granny Flossie American.

- 8 In your notebook, write sentences about Kit's friends and family.

1 Italy the UK

*I'm not from Italy. I'm from the UK.*

*We ...*

2 Spain the UK

*Granny Susie ...*

3 France the UK

*My cousins ...*

4 the USA China

- 9 Choose your nationality and play Three Guesses game.

A: *You're Spanish!*

B: *No, I'm not Spanish.*

A: *You're British!*

B: *No, I'm not British.*

A: *You're Italian!*

B: *Yes, I'm Italian.*





Potrafię przedstawiać kolegów i koleżanki swoim rodzicom.

## Nice to meet you!

**Jen:** Hi, Mum!  
**Mum:** Hi, kids!  
**Jen:** Mum, this is Lucas.  
 He's our new neighbour.  
 Lucas, this is my mum.  
**Mum:** Hello, Lucas. Nice to meet you.  
**Lucas:** Nice to meet you too, Mrs Newman.  
**Mum:** Jen, your bag!  
**Jen:** Sorry, Mum. Let's go, Lucas.



**1** **1.24** Listen and read. What's Jen's family name?

**2** **1.25** Listen and repeat.

### Speaking Introductions

**A:** Mum, this is Lucas.  
 He is my friend/classmate.  
 Lucas, this is my mum.  
**B:** Hello, Lucas. Nice to meet you.  
**C:** Nice to meet you too.

**3** **1.26** In your notebook, write the dialogue in the correct order. Then listen and check.

**a Desi:** Nice to meet you too, Lisa.  
**b Adam:** Lisa, this is Desi. He's my best friend.  
**c Lisa:** Hello, Desi. Nice to meet you.  
**d Adam:** Desi, this is my cousin, Lisa.

**4** In groups of three, act out the dialogue in Exercise 3.

**5** Choose the correct answers. Write them in your notebook.

**1** **A:** Hello, I'm George.  
**B:** **a** Very well, thanks. **b** I've got it.  
**c** Nice to meet you, George.  
**2** **A:** Mum, this is Sam.  
**B:** **a** He's my classmate. **b** Hello, Sam.  
**c** Hold this, please.  
**3** **A:** Kate, this is my sister, Lisa.  
**B:** **a** Be careful! **b** Hi, Lisa. Nice to meet you.  
**c** She's my friend.



Tom, this is my friend, Zac Efron.  
 He's a famous film star!

**6** In your notebook, write the names of three famous people. Then introduce them to your friends!

- famous pop star
- famous film star
- famous sports person





Potrafie zrozumieć tekst o rodzinnych fotografiach.



**A**



**B**



**C**

I'm Alice! I'm twelve.  
I'm from London in the UK.

## This is my family album.

**This is my favourite photo.**  
I'm four and my sister, Isabel, is six!  
We aren't at home in this photo.  
We're at my granny's house in London. Granny is Dad's mum. She's fun!

**My cousin Tommy, Isabel and I are in this photo.**  
We're in the park near my house.  
I'm nine, Tommy's ten and Isabel's eleven.

**And this is my family: Mum, Dad, Isabel and I.**  
I'm eleven and Isabel's thirteen.  
We're on holiday in France. My mum and my Aunt Jackie (Mum's sister) are French. Vincent's in the photo too. He's Aunt Jackie's dog. He's great.

1  **1.27** Read and listen to Alice's blog. Find Alice in photos A, B and C.

2 In your notebook, complete the sentences with one word.

- Isabel is Alice's *sister*.
- Alice's mum and aunt are .
- Vincent is  Jackie's dog.
- Tommy is Isabel's .
- Granny is  's mum.

3 Are the sentences true or false?

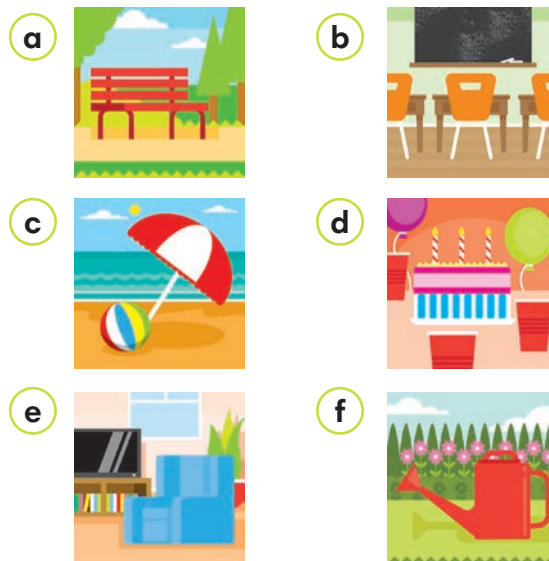
- Alice is eleven in Photo C. *true*
- They're on holiday in France in Photo A.
- They are in the park in Photo B.
- Tommy is eleven in Photo B.
- Photo A is Alice's favourite.

4  **1.28** Listen and repeat.

## Vocabulary Places

at home   at school   at a party  
in the garden   in the park   on holiday

5 Look at the pictures and write the places.



a in the park

6  **1.29** Listen. In your notebook, match conversations 1–4 to places a–f in Exercise 5. There are two extra places.

1 d

7 Work in pairs. Student A: Go to page 122.  
Student B: Go to page 124.

# 1.6 Listening and Writing

Potrafię zrozumieć wypowiedzi ustne o najlepszym przyjacielu i napisać krótki tekst na ten temat.

- 1 Look at the website. What is the radio show about?



**International Friendship Day**

Call Radio 8's International Friendship Day kids' special on 005468976.

**Tell us about your best friends!**

- 2  1.30 Listen to the radio show. In your notebook, match callers 1–3 to photos of their best friends A–C.

1 Tom                      2 Maria                      3 Juan

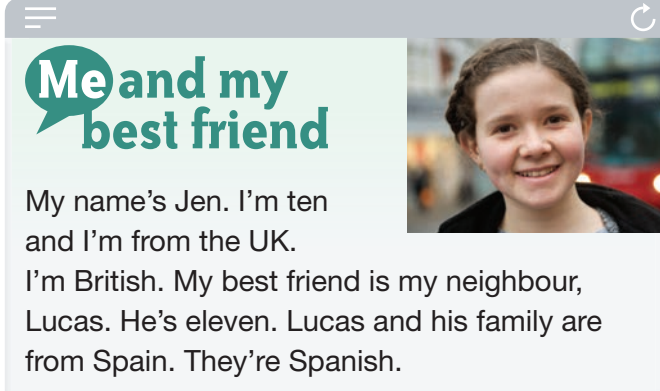


- 3  1.30 Read the questions. Listen again. In your notebook, write a number or a country.

- How old is Monica? 11
- Where is Monica now?
- How old is Jack?
- Where are Giorgia and Toni from?

- 4 Who's your best friend? Tell the class.

- 5 Read Jen's blog and complete the table in your notebook.



**Me and my best friend**

My name's Jen. I'm ten and I'm from the UK. I'm British. My best friend is my neighbour, Lucas. He's eleven. Lucas and his family are from Spain. They're Spanish.

|                | Name | Age | Nationality | Country |
|----------------|------|-----|-------------|---------|
| Me             | Jen  | ?   | ?           | the UK  |
| My best friend | ?    | ?   | Spanish     | ?       |

## Writing Capital letters

Use a capital letter for names of people, countries and nationalities.

Use a capital letter for the pronoun I and at the beginning of every sentence.

My best friend is Jack. I'm from France. Giorgia and Toni are Italian.

- 6 Find capital letters in Jen's blog in Exercise 5.

- 7 **WRITING TIME** In your notebook, write about you and your best friend.



### Find ideas

Find a photo of you and your best friend. Make notes.



### Draft

Write about your name, age, country and nationality.

My name's ... I'm eleven. I'm from ...

Write the same about your best friend.



### Check and write

Check all the capital letters and write the final version of your text.

## LESSON 1.1

### Family Rodzina

**aunt** /a:nt/ ciocia  
**brother** /'brʌðə/ brat  
**cousin** /'kʌzən/ kuzyn/kuzynka  
**dad** /dæd/ tata  
**daughter** /'dɔ:tə/ córka  
**father** /'fa:ðə/ ojciec  
**grandfather / grandad** /'grænd,fɑ:ðə, 'grændæd/ dziadek  
**grandmother / granny** /'græn,mʌðə, 'græni/ babcia  
**mother** /'mʌðə/ matka  
**mum** /mʌm/ mama  
**parents** /'peərənts/ rodzice  
**sister** /'sɪstə/ siostra  
**son** /sʌn/ syn  
**uncle** /'ʌŋkəl/ wujek

## LESSON 1.2

### Out of class

**Be careful!** /bi 'keəfəl/ Bądź ostrożny!  
**Hold this, please.** /'həʊld ðɪs ,pli:z/ Potrzymaj to, proszę.  
**I've got it!** /aɪv 'gɒt ɪt/ Zajmę się tym.

**best friend** /best 'frend/ najlepszy przyjaciel/najlepsza przyjaciółka  
**birthday** /'bɜ:θdeɪ/ urodziny  
**birthday cake** /'bɜ:θdeɪ keɪk/ tort urodzinowy  
**cake** /keɪk/ ciasto  
**card** /kɑ:d/ kartka (z życzeniami)  
**class** /kla:s/ klasa  
**classmate** /'kla:smet/ kolega/koleżanka z klasy  
**eat** /i:t/ jeść  
**friend** /frend/ przyjaciel/przyjaciółka  
**from** /frɒm/ od  
**happy** /'hæpi/ szczęśliwy  
**Happy birthday!** /'hæpi 'bɜ:θdeɪ/ Wszystkiego najlepszego z okazji urodzin!  
**Let's have a break.** /lets həv ə breɪk/ Zróbmy sobie przerwę.  
**lovely** /'lʌvli/ uroczy  
**mess** /mes/ bałagan  
**my darling** /maɪ 'da:lɪŋ/ mój drogi / moja droga  
**present** /'prezənt/ prezent

**school trip** /'sku:l trɪp/ wycieczka szkolna  
**She is 70 years old.** /ʃi ɪz ,sevənti ,jɪəz 'əʊld/ Ona ma 70 lat.  
**yummy** /'jʌmi/ smaczny

## LESSON 1.3

### Countries and nationalities

**Kraje i narodowości**  
**American** /ə'merəkən/ amerykański  
**British** /'brɪtɪʃ/ brytyjski  
**China** /'tʃaɪnə/ Chiny  
**Chinese** /tʃaɪ'ni:z/ chiński  
**France** /fra:ns/ Francja  
**French** /frentʃ/ francuski  
**Italian** /ɪ'tæliən/ włoski  
**Italy** /'ɪtəli/ Włochy  
**Poland** /'pəʊlənd/ Polska  
**Polish** /'pəʊlɪʃ/ polski  
**Spain** /speɪn/ Hiszpania  
**Spanish** /'spæɪnɪʃ/ hiszpański  
**the UK** /ðə ,ju: 'keɪ / Wielka Brytania  
**the USA** /ðə ,ju: es 'eɪ/ Stany Zjednoczone

**Bye now!** /'baɪ naʊ/ Do zobaczenia!  
**family album** /'fæməli ,ælbəm/ rodzinny album ze zdjęciami  
**Help!** /help/ Pomocy!  
**hungry** /'hʌŋgri/ głodny  
**in the photo** /ɪn ðə 'fəʊtəʊ/ na zdjęciu  
**name** /neɪm/ imię  
**No idea.** /nəʊ aɪ'dɪə/ Nie mam pojęcia.  
**Sorry.** /'sɒri/ Przepraszam.  
**superhero** /'su:pə,hɪərəʊ/ superbohater  
**What about you?** /wɒt ə'baut jə/ A co z tobą?  
**You're right.** /jɔ: 'raɪt/ Masz rację.

## LESSON 1.4

### Introductions Przedstawianie

**He is my classmate.** /hɪ ɪz maɪ 'kla:smet/ To mój kolega z klasy.  
**He is my friend.** /hɪ ɪz maɪ 'frend/ On jest moim przyjacielem.  
**Hello, Lucas.** /hel'əʊ lukəs/ Cześć, Lucas.

**Lucas, this is my mum.** /lukəs ðɪs ɪs maɪ mʌm/ Lucas, to jest moja mama.

**Mum, this is Lucas.** /mʌm ðɪs ɪs lukəs/ Mamo, to jest Lucas.

**Nice to meet you.** /naɪs tə mi:t jə/ Miło cię poznać.

**Nice to meet you too.** /naɪs tə mi:t jə tu:/ Ciebie także miło poznać.

**bag** /bæg/ plecak, torba  
**famous** /'feɪməs/ sławny  
**film star** /fɪlm sta:/ gwiazda filmowa  
**kids** /kɪdz/ dzieciaki  
**Let's go.** /lets 'gəʊ/ Chodźmy.  
**neighbour** /'neɪbə/ sąsiad  
**pop star** /pɒp sta:/ gwiazda pop  
**sports person** /spɔ:ts 'pɜ:sən/ sportowiec

## LESSON 1.5

### Places Miejsca

**at a party** /ət ə 'pa:ti/ na przyjęciu  
**at home** /ət 'həʊm/ w domu  
**at school** /ət 'sku:l/ w szkole  
**in the garden** /ɪn ðə 'ga:dn/ w ogrodzie  
**in the park** /ɪn ðə 'pa:k/ w parku  
**on holiday** /ɒn 'hɒlədeɪ/ na wakacjach

**favourite** /'feɪvərət/ ulubiony  
**great** /greɪt/ świetnie  
**I'm four.** /aɪm 'fɔ:/ Mam cztery lata.  
**near** /nɪə/ blisko  
**She's fun!** /ʃɪz 'fʌn/ Ona jest fajna!  
**too** /tu:/ też

## LESSON 1.6

**interesting** /'ɪntrəstɪŋ/ interesujący  
**International Friendship Day** /ɪntə,næʃənəl 'frendʃɪp deɪ/ Międzynarodowy Dzień Przyjaźni  
**spell** /spel/ literować



# Revision

## VOCABULARY

- 1 In your notebook, complete the family words. What seven other family words do you know?

1 g r a n d a d  
 2 g r ? n ? y  
 3 u n ? ? e  
 4 a ? ? t  
 5 m ? m  
 6 d ? d  
 7 c o ? ? i n  
 8 s ? s t ? r  
 9 b ? ? t ? e r

- 2 Choose the odd one out. Write the answers in your notebook.

1 a Chinese      b Spain      c the UK  
 2 a the USA      b Italian      c the UK  
 3 a France      b Poland      c American  
 4 a Spanish      b British      c China  
 5 a French      b the USA      c Polish

1 a Chinese

- 3 Look at the pictures. Choose the correct answers. Write them in your notebook.

1



a in the park  
 b at school  
 c in the garden

2



a at home  
 b on holiday  
 c at a party

3



a on holiday  
 b at home  
 c in the garden

## GRAMMAR

- 4 In your notebook, write sentences with possessive 's.

1 Luke / cake      It's *Luke's cake*.  
 2 Granny / birthday      It's ? .  
 3 Megan / son      Jason is ? .  
 4 Dad / sister      Megan is ? .

- 5 Read and complete Maria's profile with *am*, *are* or *is*. Write the answers in your notebook.



### My name's Maria.

I <sup>1</sup> *am* thirteen.  
 I <sup>2</sup> ? from the USA.  
 My best friend  
<sup>3</sup> ? Isabel. Her  
 family <sup>4</sup> ? English.  
 We <sup>5</sup> ? classmates.  
 Her two brothers  
<sup>6</sup> ? my friends too.

- 6 Match sentence beginnings 1–5 to endings a–e. Write the answers in your notebook.

1 Jane's best      a your schoolbag.  
 2 Your brother is      b George is eleven.  
 3 It's my      c friend is her neighbour.  
 4 That isn't      d in my class.  
 5 His cousin      e birthday today!

1 c

- 7 In your notebook, write negative sentences. Which sentences are true for you? Tell your partner.

1 I'm fifteen. *I'm not fifteen*.  
 2 My best friend is my cat.  
 3 My brother's name is Ben.  
 4 We're at home.  
 5 It's my birthday.  
 6 My neighbours are my classmates.

## Emily's blog



Hi! My name's Emily and this is my favourite photo. This is my family: mum, dad, granny, grandad, my brother and me. We are British. We are from Brighton in the UK. We aren't on holiday, we are at a party in my grandfather's garden. Grandad is sixty years old in this photo. His name is Tom and he's my dad's father. My brother's name is Jake. He is my best friend! I'm ten in this photo, and he is seven. The birthday cake is a present for my grandad. We are ready for the cake! We're very happy!

### PRONUNCIATION

8 1.31 Listen and repeat: /v/ or /w/?

It's **V**icky's brown dog **V**incent  
and **W**ill's white cat **V**anda!



### DICTATION

9 1.32 Listen to the recording. Write the sentences in your notebook.

### SPEAKING

10 Complete the dialogue with the words in the box. Write the answers in your notebook. Then act out the dialogue with two friends.

Nice this meet this

Jamie: Mum, <sup>1</sup> ? is my friend, David.  
David, <sup>2</sup> ? is my mum.

David: Hello, Mrs Smith. <sup>3</sup> ? to meet you.

Mum: Nice to <sup>4</sup> ? you too, David.

### READING AND WRITING

11 Look at the photo. Where are the people?

12 Read the text. Find Tom in the photo.

13 Read the text again. Complete the sentences with one word. Write the answers in your notebook.

- Emily's family is ? .
- They are at a ? .
- Emily's ? is sixty in this photo.
- ? is Emily's best friend.
- In this photo, Jake is ? years old.

14 In your notebook, write six sentences about yourself and your family.

### LISTENING

15 1.33 Listen to the recording. Are the sentences true or false?

- Rose is Jim's sister.
- Paul is ten years old.
- The birthday cake is for Alex's mum.
- Uncle Mark and Alex are at school.
- Peter is Ana's cousin.
- Ana is from Spain.

### Check yourself!

- ✓ Potrafię opowiadać o swojej rodzinie.
- ✓ Potrafię stosować czasownik *to be* w zdaniach twierdzących i przeczących.
- ✓ Potrafię rozmawiać o krajach i narodowościach.
- ✓ Potrafię przedstawiać kolegów i koleżanki swoim rodzicom.
- ✓ Potrafię zrozumieć wypowiedzi ustne i pisemne na temat rodziny i przyjaciół.
- ✓ Potrafię napisać krótki tekst o swoim najlepszym przyjacielu.

1 Look at the map. Name countries 1–3 using the words in the box. Write the answers in your notebook.

the UK   the USA   Australia



2  1.34 People in the UK, the USA and Australia speak the same language. What language is it? Read, listen and check.

**The UK** The capital city of the United Kingdom, or UK, is London. The UK is four different countries: England, Wales, Scotland and Northern Ireland. There are about 65 million people in the UK and English is the official language.

**The USA** The USA is short for the United States of America. The capital of the USA is Washington D.C. There are 324 million people in the USA. They speak English but about 37 million people speak Spanish too.

**Australia** 24 million people live in Australia. Its capital city is Canberra and Sydney is its biggest city. Most people speak English in Australia. Here’s an interesting fact: when it’s winter in the UK and the USA, it is summer in Australia.





- 3** Look at the map and read the text again.  
Read tasks 1–6 and follow the instructions.

1 Which is the Australian flag?



2 Complete the sentence in your notebook.  
Scotland is in ? .

3 In your notebook, number the countries from 1 to 3 (very big, big, small number of people).

- a The UK
- b The USA
- c Australia

4 Is this sentence true or false?  
Christmas is in the summer in Australia.

5 Choose the correct answer. Write it in your notebook.  
Sydney is in *Australia / the USA*.

6 Complete the sentence in your notebook.  
Many people speak Spanish in ? .

- 4** **1.35** Listen. In your notebook, match names 1–4 to sentence endings a–d.

- |         |                      |
|---------|----------------------|
| 1 Erin  | a is from the USA.   |
| 2 Peter | b is from Australia. |
| 3 Ollie | c is from Leeds.     |
| 4 Mary  | d is from London.    |

- 5** **1.35** Listen again. Choose the correct answers. Write them in your notebook.

- 1 Leeds is in *England / the USA*.
- 2 Peter speaks English and *Italian / Spanish*.
- 3 Ollie's *city / country* is very big.
- 4 Mary is in *London / New York* now.

- 6** Say three facts about the UK, the USA or Australia for your partner to guess the country.

A: *The capital city is Canberra.*

B: *It's Australia!*

## PROJECT

- Work in four groups. Prepare a digital presentation about one of these countries.

- The Republic of Ireland
- New Zealand
- The Republic of South Africa
- Canada

- Find information about the country. Use these questions to help you.

- How many people live in this country?
- What is the capital city? What are other big cities?
- What language(s) do people speak there?

- Add a map of the country, its flag and photos of important and/or interesting places.

- Share your presentation with the class.



# 2

## My things

### Vocabulary

Potrafię rozmawiać o ubraniach.

I know that!

1 Find these clothes in the picture. Which are you wearing today?

coat jeans shoes skirt T-shirt trousers

#### VOCABULARY

Clothes | Adjectives |  
My things

#### GRAMMAR

this, that, these, those |  
too big/small |  
to be questions and short answers



#### SPEAKING

Asking for personal information



#### READING

Super backpack!

#### LISTENING AND WRITING

My favourite things | Punctuation

#### POLAND

Poland is cool!



- 2  1.36 Listen and repeat. Find the clothes in the picture on page 24.

### Vocabulary Clothes

boots cap coat dress hoodie jacket  
jeans jumper shirt shoes skirt T-shirt  
top tracksuit trainers trousers

- 3  1.37 Listen. Which words can you hear?

- |                       |                  |
|-----------------------|------------------|
| 1 T-shirt / shirt     | 4 shoes / skirt  |
| 2 jacket / jumper     | 5 cap / coat     |
| 3 trainers / trousers | 6 boots / hoodie |
| 1 <i>T-shirt</i>      |                  |

**LOOK!**

The T-shirt **is** blue.  
The shoes **are** brown.  
The jeans **are** blue.

- 4 In your notebook, complete the table with the words in the Vocabulary box.

| is                                                                                                                                                                                                                       | are                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| T-shirt, <input type="text"/> , <input type="text"/> , <input type="text"/> , <input type="text"/> ,<br><input type="text"/> , <input type="text"/> , <input type="text"/> , <input type="text"/> , <input type="text"/> | shoes, <input type="text"/> , <input type="text"/> |
|                                                                                                                                                                                                                          | jeans, <input type="text"/>                        |

- 5 In your notebook, complete the sentences with *is* or *are*. Then look at the picture on page 24. Are the sentences true or false?

- The tracksuit  black. *false*
- The dress  yellow.
- The trainers  red.
- The hoodie  grey.
- The boots  brown.
- The trousers  green.

- 6 Look at your clothes and talk to your partner.

*My jeans are blue, my T-shirt is green and white and my trainers are red.*

- 7 Choose a student from your class and name his or her clothes. Ask your partner to guess.

A: *White T-shirt, blue skirt.*  
B: *It's Natasha!*

- 8 Adam and Adele are in the sports centre. Complete the list in your notebook. Are their clothes OK? Write *yes* or *no*.



- |                               |                        |
|-------------------------------|------------------------|
| Adam: 1 <i>T-shirt, yes</i>   | 2 <i>jacket, no</i>    |
| 3 <input type="text"/>        | 4 <input type="text"/> |
| Adele: 5 <input type="text"/> | 6 <input type="text"/> |
| 7 <input type="text"/>        | 8 <input type="text"/> |

- 9 Dress Adam and Adele for a party. In your notebook, write two lists of clothes. Then compare in pairs.

Adam: *white T-shirt, ...*  
Adele: *pink dress, ...*

**I remember that!**

- 10 In your notebook, make lists of clothes you wear at school and at the weekend.

| at school | at the weekend |
|-----------|----------------|
|           |                |
|           |                |
|           |                |
|           |                |
|           |                |
|           |                |
|           |                |
|           |                |
|           |                |



Potrafie stosować przymiotniki oraz zaimki *this, that, these, those*.

## That's my T-shirt!



**Mum:** Jen, put these clothes away, please.  
**Jen:** OK, Mum.  
 Oh, hi! What's up?  
 What? No!

Ten minutes later ...



**Jen:** Bye, Holly! ... Hang on, what are these? These aren't my jeans. They're too long! These are Mum's jeans! Yep, this top is Mum's too!



**Mum:** Jen, these are your jeans. They're too small for me!  
**Jen:** Oops! Sorry, Mum!  
**Mum:** And that's my top over there.  
**Jen:** Yes, it is. Here you are!



**Alex:** Jen, where's my new T-shirt?  
**Jen:** It's over there with your old T-shirts!  
**Alex:** No, those are Dad's T-shirts!  
**Jen:** Oh, then your T-shirt is ...

1 1.38 Listen. Are the clothes in the right place?

2 Look at the photos and read the sentences. Whose clothes are they?

- 1 Photo 2 The jeans are *Jen's / Mum's*.
- 2 Photo 3 The jeans are *Jen's / Mum's*.
- 3 Photo 3 The top is *Jen's / Mum's*.
- 4 Photo 4 The T-shirts are *Dad's / Alex's*.
- 1 *Mum's*

3 1.39 Listen and repeat. Find these expressions in the story. How do you say them in Polish?

What's up? Hang on! Here you are.  
 Over there.

Out of class

4 **CLASS VOTE** Who's got Alex's new T-shirt?

a Mum      b Dad      c Jen

5 1.40 Now listen and check.

## Get Grammar!

this, that, these, those

**This** is Jen's top.

**This** top is Jen's.



**That** is Alex's T-shirt.

**That** T-shirt is Alex's.



**These** are Jen's trainers.

**These** trainers are Jen's.



**Those** are Alex's trainers.

**Those** trainers are Alex's.



*These aren't my trainers.*

*This isn't my T-shirt!*



6 Choose the correct answers. Write them in your notebook.

- 1 *This / These* are your trainers.
- 2 *This / These* isn't Alex's shirt.
- 3 *This / These* shoes aren't Jen's.
- 4 *That / Those* T-shirts are Dad's.
- 5 *That / Those* is my coat.
- 6 *That / Those* boots are Mum's.
- 1 *These*

7 In your notebook, complete the sentences with *this, that, these* or *those*.

- 1 *That* is Alex's cap.
- 2 *?* are Jen's trousers.
- 3 *?* are Dad's jeans.
- 4 *?* is Mum's top.
- 5 *?* is Alex's jacket.

8 1.41 Listen and repeat.

## Vocabulary Adjectives

big boring cool long new old  
short small

9 Look at the words in the Vocabulary box. Write the opposites in your notebook.

- 1 *big* - *small*

10 In pairs, talk about the clothes. Use adjectives in the Vocabulary box and *this, that, these* or *those*.



A: *T-shirt 1.*

B: *This T-shirt is cool! T-shirt 2.*

A: *That T-shirt is boring. Trousers 2. ...*

**LOOK!**

Her boots are **too big**!  
His shirt is **too small**!

11 What's wrong with her clothes? In your notebook, write sentences with *too*.

- 1 Her skirt / long *Her skirt is too long.*
- 2 Her boots / old
- 3 Her top / small

12 **GAME** Play a drawing dictation game. Use adjectives with *too*.

*Draw a boy. His T-shirt is too small. ...*





Potrafię tworzyć pytania z czasownikiem *to be* oraz odpowiadać na nie.

## The Terrific Two

### Dug's new suit



**Girl:** Are they OK?  
**Superdug:** Yes, they are.  
**Girl:** Thank you!  
**Boy:** Is he a superhero?  
**Kit:** Yes, he is. He's Superdug!



**Kit:** Dug! Your suit is too small!



**Dug:** This suit is cool! Size M? No. Size XL!  
**Kit:** Are you sure, Dug?  
**Dug:** Yes, I am.  
**Kit:** XL is too big for you.  
**Dug:** No, I'm a superhero! I'm big!



**Dug:** Is this box for me?  
**Kit:** Yes, it is. What is it?  
**Dug:** It's my new suit!



**Dug:** Ready! Am I cool in this suit?  
**Kit:** No, you aren't. The suit is too big!  
 Hm ... Hang on!



**Dug:** Fantastic. You're a clever cat, Kit!

1 Look at the cartoon. Where does Dug buy his superhero suits from?

2 1.42 Listen and read. What size is Dug's new suit?

3 Are the sentences true or false?

- 1 The dogs are OK. *true*
- 2 The girl is a superhero.
- 3 Dug's new suit is in the box.
- 4 Dug is cool in his new suit.



## Get Grammar!

to be questions and short answers

| Questions        | Short answers                                             |
|------------------|-----------------------------------------------------------|
| Am I OK?         | Yes, I <b>am</b> . / No, I'm <b>not</b> .                 |
| Are you OK?      | Yes, you <b>are</b> . / No, you <b>aren't</b> .           |
| Is he/she/it OK? | Yes, he/she/it <b>is</b> . / No, he/she/it <b>isn't</b> . |
| Are we OK?       | Yes, you <b>are</b> . / No, you <b>aren't</b> .           |
| Are you OK?      | Yes, we <b>are</b> . / No, we <b>aren't</b> .             |
| Are they OK?     | Yes, they <b>are</b> . / No, they <b>aren't</b> .         |

What **is** it? It's my new suit.



4 Write questions in your notebook. Who's asking the question? Write: *boy, girl, Dug* or *Kit*.

|                        |              |      |
|------------------------|--------------|------|
| 1 they OK Are ?        | Are they OK? | girl |
| 2 he a superhero Is ?  | ?            | ?    |
| 3 you Are sure ?       | ?            | ?    |
| 4 for me Is this box ? | ?            | ?    |
| 5 it What is ?         | ?            | ?    |
| 6 cool I Am ?          | ?            | ?    |

5 Look at the cartoon. Answer the questions in Exercise 4.

1 *Superdug: Yes, they are.*

6 In your notebook, complete the questions and the short answers.

- Boy: *Are* you a superhero?  
Kit: No, I *'m not*.
- Kit: ? we best friends?  
Dug: Yes, we ?.
- Dug: ? my new suit cool?  
Kit: No, it ?.
- Kit: ? I clever?  
Dug: Yes, you ?.
- Girl: ? Superdug your brother?  
Kit: No, he ?.
- Kit: ? they your dogs?  
Girl: Yes, they ?.

7 1.43 Listen to the questions and choose the correct answers. Write them in your notebook.

- Yes, it is. / No, they aren't.
- Yes, you are. / No, they aren't.
- Yes, I am. / No, you aren't.
- Yes, they are. / No, he isn't.
- Yes, they are. / No, you aren't.
- Yes, we are. / No, they aren't.

1 *Yes, it is.*

8 Write questions in your notebook. Then ask the questions and give true answers in pairs.

- you / ten years old?
- you / happy?
- we / friends?
- Superdug and Kit / cool?
- you / clever?
- I / a superhero?

A: *Are you ten years old?*

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



9 1.44-1.45

Go to page 123.  
Listen and chant  
Kit's Rap.

Potrafię uzyskiwać i przekazywać podstawowe informacje.

## What's your name?



**Mr Wood:** What's your name?  
**Lucas:** Lucas Ortiz. That's O-R-T-I-Z.  
**Mr Wood:** Good. And how old are you, Lucas?  
**Lucas:** I'm eleven years old.  
**Mr Wood:** Welcome to the school band.



**Lian:** Where are you from, Lucas?  
**Lucas:** I'm from Madrid, Spain.  
**Lian:** What's your favourite music?  
**Lucas:** Good question. Rock, I think.  
**Lian:** Who's your favourite singer?  
**Lucas:** Erm ... Ed Sheeran.  
**Lian:** High five! He's my favourite too!

1 1.46 Listen and read. Where is Lucas from?

2 1.47 Listen and repeat.

### Speaking

#### Asking for personal information

What's your name?  
 How old are you?  
 Where are you from?  
 What's your favourite *music/sport/film*?  
 Who's your favourite *actor/singer/sports person*?

3 1.48 Listen to the dialogues. Choose the correct answers. Write them in your notebook.

- 1 Star Wars. / Superman.
  - 2 Nick Carr. That's C-A-double R. / Carl Neal. That's N-E-A-L.
  - 3 Warsaw, Poland. / Paris, France.
  - 4 I'm twelve. / I'm thirteen.
  - 5 Alicia Keys. / Taylor Swift.
- 1 *Superman.*

4 In your notebook, complete the dialogues with the questions in the Speaking box.

- 1 A: *What's your favourite music?*  
 B: Pop, I think.
- 2 A: ? ?  
 B: I'm twelve years old.
- 3 A: ? ?  
 B: My name's Fred Allen.  
 That's A- double L-E-N.
- 4 A: ? ?  
 B: Football.
- 5 A: ? ?  
 B: I'm from Glasgow, Scotland.

5 In pairs, ask and answer questions in the Speaking box. Give crazy answers!

- A: *What's your name?*  
 B: *My name's Queen Coco!*  
 A: *Where are you from?*  
 B: *I'm from Chocolateland!*

**Fun Spot**

Potrafię zrozumieć tekst o niezwykłym plecaku.

- 1  1.49 Listen and repeat. In your notebook, match pictures 1–6 with the words in the Vocabulary box.

## Vocabulary My things

backpack games console laptop computer  
mobile phone mountain bike skateboard



1 games console

- 2  1.50 Read and listen to the article. Why is the backpack a super backpack?

- 3 Are the sentences true or false?

- 1 Jamie is from London in the UK. *false*
- 2 Super backpack is a jumper too.
- 3 Super backpack is too small for a laptop computer.
- 4 Fiona is Jamie's pet.

- 4 Look at the picture in the text and answer the questions.

- 1 What colour is the super backpack? *It's red.*
- 2 What colour is the mountain bike?
- 3 Is the jacket red or blue?
- 4 Is the cat in the pocket big or small?

- 5 Work in groups. Invent a supergadget! Draw it in your notebook and present it to the class.

*It's a school bag. It's a skateboard too.*

**Jamie Cooper's 13.**  
He's from Liverpool in the UK.  
Jamie's super backpack is our gadget of the week. Why? Read on.  
**CONGRATULATIONS, JAMIE!**

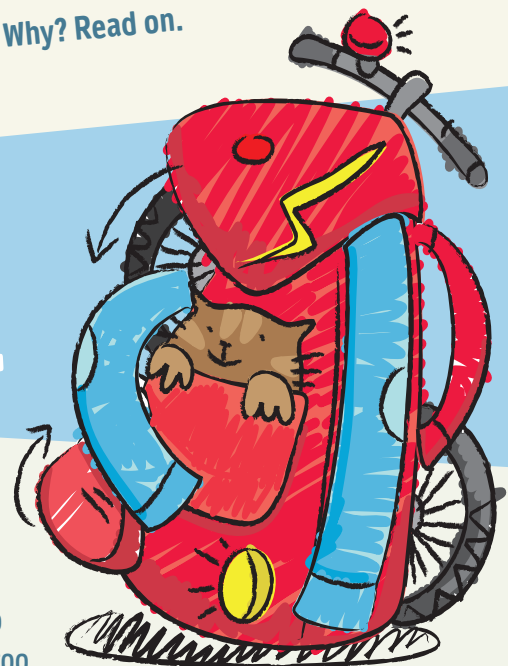
## Super backpack!

What's in the picture? Yes, that's right. It's a red backpack. It's a super backpack! It's very very cool.

Look again. This super backpack is also a mountain bike. It's small but it isn't too small. It's fantastic! And that's not all.

Think about it. You're in the park with your friends. You're cold and your jumper is at home. No problem. This super backpack is a big jacket too.

What about your other things? Don't worry! Super backpack is just the right size for your laptop computer, your mobile phone, your new games and other favourites. There's even a pocket for a small pet like my cat Fiona. How cool is that?

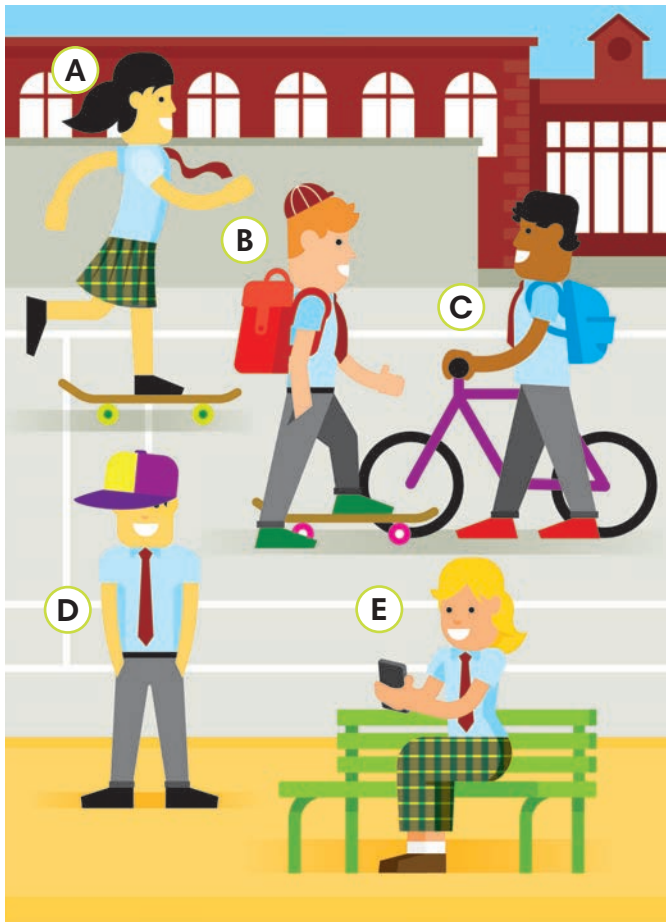




## 2.6 Listening and Writing

Potrafię zrozumieć wypowiedzi ustne o ulubionych rzeczach i napisać krótki tekst na ten temat.

- 1 Work in pairs. Name the clothes of the people in the picture. What objects have they got?



- 2 1.51 Look at the picture again. Listen and match the people in the picture with the names in the box. There is one extra person.

Sam Monica Janet Ben

- 3 1.51 Listen again. Are the sentences true or false?

- Sam's cap is too small. *false*
- Janet is Monica's sister.
- Janet's skateboard is her favourite thing.
- Ben's backpack is blue.
- Monica's skirt is too short.

- 4 What are your favourite things? Tell a friend.

*My favourite things are my pink hoodie and my brother's CD player!*

- 5 Read Alex's blog post. What are his favourite things?

### What are my favourite things?

Today my post is about my favourite things. Are these my clothes, my computer or my phone? No! My number one favourite thing is my old blue mountain bike. I love my bike! My new comic book is number two. It's fantastic! What's number three? That's easy. My red and white trainers. They're really cool! Write a post and tell me about your favourite things!

### Writing Punctuation

Remember to use punctuation marks!

*What are your favourite things?  
They're my backpack, my phone and my computer. They are cool!*

- 6 Find the punctuation marks in Alex's blog.

- 7 **WRITING TIME** In your notebook, write about your favourite things.



#### Find ideas

Make a list of your favourite things.  
Think of adjectives to describe them.



#### Draft

Write about your favourite things.  
Give your text a title.

*What are my favourite things?  
My number one/two/three favourite thing  
is my ... It's ...*



#### Check and write

Check your punctuation and write the final version of your text.

## LESSON 2.1

### Clothes Ubrania

**boots** /bu:ts/ buty, kozaki  
**cap** /kæp/ czapka  
**coat** /kəʊt/ płaszcz, kurtka  
**dress** /dres/ sukienka  
**hoodie** /'hudi/ bluza z kapturem  
**jacket** /'dʒækət/ kurtka  
**jeans** /dʒi:nz/ dżinsy  
**jumper** /'dʒʌmpə/ bluza, sweter  
**shirt** /ʃɜ:t/ koszula  
**shoes** /ʃu:z/ buty  
**skirt** /skɜ:t/ spódnica  
**T-shirt** /'ti: ʃɜ:t/ koszulka z krótkim rękawem  
**top** /tɒp/ bluzka, koszulka  
**tracksuit** /'træksu:t/ dres  
**trainers** /'treɪnəz/ trampki, buty sportowe  
**trousers** /'traʊzəz/ spodnie

**at the weekend** /ət ðə 'wi:kend/ w weekend

## LESSON 2.2

### Adjectives Przymiotniki

**big** /bɪg/ duży  
**boring** /'bɔ:ɪŋ/ nudny  
**cool** /ku:l/ fajny  
**long** /lɒŋ/ długi  
**new** /nju:/ nowy  
**old** /əʊld/ stary  
**short** /ʃɔ:t/ krótki  
**small** /smɔ:l/ mały

### Out of class

**Hang on!** /hæŋ 'ɒn/ Poczekaj!  
**Here you are.** /'hiə jə ɑ:/ Proszę bardzo.  
**Over there.** /əʊvə 'ðeə/ Tam.  
**What's up?** /'wɒts 'ʌp/ Co słychać?

**put away** /put ə'weɪ/ odłożyć  
**too small** /tu: smɔ:l/ za mały

## LESSON 2.3

**Are you sure?** /ɑ: jə 'ʃʊ:/ Jesteś pewien/pewna?  
**box** /bɒks/ pudełko  
**boy** /bɔɪ/ chłopiec

**clever cat** /'klevə 'kæt/ sprytny kot  
**girl** /gɜ:l/ dziewczynka  
**size** /saɪz/ rozmiar  
**suit** /su:t/ garnitur

## LESSON 2.4

### Asking for personal information Pytanie o podstawowe informacje

**How old are you?** /haʊ əʊld ɑ: jə/ Ile masz lat?

**What's your favourite film?** /wɒts jə ˌfeɪvərɪt 'fɪlm/ Jaki jest twój ulubiony film?

**What's your favourite music?** /wɒts jə ˌfeɪvərɪt 'mju:zɪk/ Jaką muzykę najbardziej lubisz?

**What's your favourite sport?** /wɒts jə ˌfeɪvərɪt 'spɔ:t/ Jaki jest twój ulubiony sport?

**What's your name?** /wɒts jə neɪm/ Jak masz na imię?

**Where are you from?** /weə ɑ: jə frəm/ Skąd jesteś?

**Who's your favourite actor?** /hu:z jə ˌfeɪvərɪt 'æktə/ Kto jest twoim ulubionym aktorem?

**Who's your favourite singer?** /hu:z jə ˌfeɪvərɪt 'sɪŋə/ Kto jest twoim ulubionym piosenkarzem?

**Who's your favourite sports person?** /hu:z jə ˌfeɪvərɪt 'spɔ:ts ˌpɜ:sən/ Kto jest twoim ulubionym sportowcem?

**Good question.** /ɡʊd 'kwestʃ(ə)n/ Dobre pytanie.

**High five!** /haɪ 'faɪv/ Przybij piątkę!

**rock** /rɒk/ rock

**school band** /sku:l 'bænd/ zespół szkolny

## LESSON 2.5

### My things Moje rzeczy

**backpack** /'bækpæk/ plecak  
**games console** /'geɪmz kənˌsəʊl/ konsola do gier  
**laptop computer** /læptɒp kəmˈpjʊ:tə/ laptop  
**mobile phone** /məʊbaɪl 'fəʊn/ telefon komórkowy

**mountain bike** /'maʊntən baɪk/ rower górski  
**skateboard** /'skeɪtbɔ:d/ deskorolka

### Congratulations!

/kənˌgrætʃəˈleɪʃənz/ Gratulacje!

**Don't worry!** /dəʊnt 'wʌri/ Nie martw się!

**fantastic** /fænˈtæstɪk/ fantastyczny

**favourites** /ˌfeɪvərɪts/ ulubione (rzeczy)

**gadget** /'gædʒət/ gadżet

**How cool is that?** /haʊ ˌku:l ɪz 'ðæt/ Ale to jest fajne!

**No problem.** /nəʊ 'prɒbləm/ Nie ma problemu.

**pet** /pet/ zwierzę domowe

**pocket** /'pɒkət/ kieszeń

**right size** /raɪt saɪz/ odpowiedni rozmiar

**That's not all.** /ðætʃs nɒt 'ɔ:l/ To nie wszystko.

**That's right.** /ðætʃs 'raɪt/ Zgadza się.

**You're cold.** /jʊ: 'kəʊld/ Zmarzłeś/Zmarzłaś.

# Revision

## VOCABULARY

- 1 Look at the pictures. Complete the words in your notebook. In pairs, say eight more clothes words.



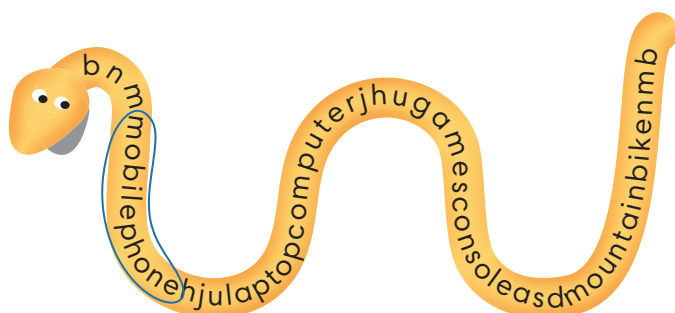
- 1 boots  
2 co ? t  
3 ju ? pe ?  
4 ca ?  
5 tr ? ine ? s  
6 je ? ? s  
7 sh ? ? t  
8 ja ? k ? t

- 2 Which picture a–c matches sentences 1–2? Describe the extra picture with a friend.



- 1 It's old but it isn't boring. It's green. It's cool!  
2 It's new. It isn't small and it isn't big. It's red.

- 3 Find four objects. Write the answers in your notebook.



## GRAMMAR

- 4 Look at the pictures in Exercise 1 again. In pairs, say sentences with too.

*Maggie's coat is too big.*

- 5 Match sentence beginnings 1–5 to endings a–e. Write the answers in your notebook.

- 1 These are my favourite a old and boring.  
2 Those trousers b her computer games.  
3 Those aren't c brown bike.  
4 That phone is d trainers.  
5 This is my old e are too long.

1 d

- 6 Write questions in your notebook. Answer yes (✓) or no (X). Use short answers.

- 1 your / backpack / blue?  
*Is your backpack blue? ✓ Yes, it is.*  
2 those / your / books ? X  
3 he / at school? ✓  
4 she / Italian? X  
5 you / my best friend? ✓

## PRONUNCIATION

- 7 1.52 Listen and repeat: /ð/ or /d/?

This cool hoodie is my brother Dan's.

That new dress is my mother Anne's.

## DICTIONATION

- 8 1.53 Listen to the recording. Write the sentences in your notebook.

## SPEAKING

- 9 Write questions in your notebook. Then work in pairs. Student A: You are your favourite star. Student B: Ask Student A questions 1–5. Then swap roles.

- 1 name What's your ?  
2 How old you are ?  
3 Where from you are ?  
4 music favourite your What's ?  
5 Who's favourite actor your ?





**Cheryl is my new school friend. She's twelve. Her favourite colour is pink. All her clothes are pink. Her pet dog, Rafs, isn't pink! He's brown and black. Rafs is great! Cheryl's favourite things are her mobile phone and her pink backpack.**

Cheryl's family is very big. Her sisters are Sarah and Daniela. Her brothers are Rob and Mick. Her dad is a guitarist in a band. Sometimes he's on TV shows! Her mum's a singer. She's really great! Her granny and grandad are from Spain. They aren't boring. They are actors. They are in films! They are very cool!

## READING AND WRITING

**10** Work in pairs. What can you see in the photo?

**11** Read the text. What is the correct title?

- a Cheryl's new dog. b My new school friend.

**12** Read the text again. Answer the questions.

- 1 How old is Cheryl?
- 2 What are her favourite things?
- 3 Is Cheryl's family small?
- 4 Who are Rob and Mick?
- 5 Is Cheryl's mum boring?
- 6 Where is her grandmother from?

**13** Look and read. Which sentences are true?

1



This is a dog.

2



This is a skirt.

3



These are shoes.

4



These are skateboards.

5



This is a party.

6



These are jeans.

**14** In your notebook, write about your friend. Use these questions to help you.

- 1 What's his/her name?
- 2 How old is he/she?
- 3 What's his/her favourite colour?
- 4 What are his/her favourite things?
- 5 Where is his/her family from?

## LISTENING

**15** 1.54 Listen and answer the questions. Write the answers in your notebook.

- 1 What's the man's surname?
- 2 What's the boy's name?
- 3 Who is the boy's best friend?
- 4 How old is the boy?
- 5 What's the number of the boy's house?



## Check yourself!

- ✓ Potrafię rozmawiać o ubraniach.
- ✓ Potrafię stosować zaimki *this, that, these, those*.
- ✓ Potrafię stosować przymiotniki do opisanego przedmiotów.
- ✓ Potrafię tworzyć pytania z czasownikiem *to be* oraz odpowiadać na nie.
- ✓ Potrafię uzyskiwać i przekazywać podstawowe informacje o sobie.
- ✓ Potrafię zrozumieć wypowiedzi ustne i pisemne o niezwykłym plecaku i o ulubionych rzeczach.
- ✓ Potrafię napisać krótki tekst o swoich ulubionych rzeczach.

# Poland Poland is cool!



- 1 Look at the picture. Where are Monika and Carlos?  
a at home    b at the airport    c at a party

- 2 1.55 Listen to the dialogue. Answer the questions.

- 1 Is Monika from Holland?
- 2 Is Carlos from Spain?

- 3 1.55 Listen again. Which is Monika's T-shirt?



- 4 **CLASS VOTE** Which T-shirt is the best?

- 5 1.56 Listen and repeat: /ɒ/ and /əʊ/.

- 1 Poland and Holland.
- 2 It's cold in Poland.
- 3 My holidays in Holland.
- 4 My Polish home.
- 5 These dogs are from Holland.

- 6 1.57 Look at the countries in the box. Listen and repeat.

## Vocabulary

### Poland's neighbours

Belarus    the Czech Republic  
Germany    Lithuania    Russia  
Slovakia    Ukraine

- 7 Match the countries from Exercise 6 to the numbers on the map. Write the answers in your notebook.





1 What's the capital of Poland?



2 How old is Poland?



3 Is Poland in the European Union?



4 What's the Polish money? Is it the euro?



5 What colour is the Polish flag?



8 Look at the pictures and match questions 1–5 to answers a–e. Write the answers in your notebook.

- a No, it isn't. It's the zloty.
- b It's Warsaw.
- c It's over one thousand years old.
- d It's white and red.
- e Yes, it is.

9  1.58 Listen to Carlos and Monika. Check your answers.

10  1.59 Practise with Carlos and Monika. Close your book and help Carlos answer questions about Poland.

## PROJECT

- Design a souvenir T-shirt from Poland.
  - Work on your own.
  - Think of a cool picture or symbol for the T-shirt.
  - Think of a short sentence in English to go with the picture.
  - Draw your T-shirt, paint it or design it on a computer.
- Show your project to the class.
- Make a class display of all the projects.



# 3

## In the house

### Vocabulary

Potrafię nazwać części domu i rzeczy, które się w nim znajdują.

1 How many of these objects can you find in the photos?

bed chair desk door sofa table window

I know that!

#### VOCABULARY

In the house | Prepositions of place | Household objects

#### GRAMMAR

There is / There are – affirmative, questions and negations



#### SPEAKING

Having a guest



#### READING

A skateboarder's dream

#### LISTENING AND WRITING

My bedroom | Apostrophes

#### GET CULTURE!

Houses in the UK



- 2  **2.01** Listen and repeat. Find the items from the Vocabulary box in the photos on page 38.

### Vocabulary In the house

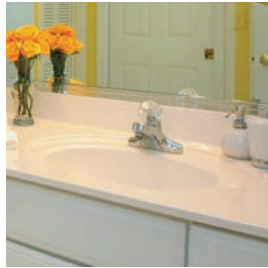
#### Parts of the house

bathroom bedroom door floor garage  
garden kitchen living room wall window

#### Inside the house

armchair bath bed chair desk fridge  
sofa table wardrobe

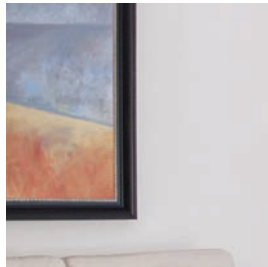
- 3 Which part of the house are the photos from?  
Write the answers in your notebook.



- 1 living room / bedroom 2 bathroom / kitchen



- 3 garage / garden 4 bedroom / living room



- 5 living room / garden 6 floor / wall

- 1 *bedroom*

- 4  **2.02** Where are you? Listen and write in your notebook.

- 1 *In the living room.*

- 5 Complete the words in your notebook. Read the sentences and look at page 38. Are the sentences true or false?

- 1 **b** ? ? **d** *bed*

It's in the bathroom. *false*

- 2 **f** ? ? ? ? ? **e**

It's in the kitchen.

- 3 **a** ? ? ? ? ? ? ? **r**

It's in the kitchen.

- 4 **w** ? ? ? ? ? ? ? **e**

It's in the bedroom.

- 5 **d** ? ? ? **k**

It's in the living room.

- 6 **b** ? ? ? **h**

It's in the bathroom.

- 7 **c** ? ? ? ? ? **r**

It's in the kitchen.

- 6 In your notebook, correct the false sentences in Exercise 5.

- 1 *The bed is in the bedroom.*

- 7 Look at the photos in Exercise 1.  
Student A: Name an object inside the house.  
Student B: Find the object in the photos and say where it is.

A: *An armchair.*

B: *It's in the living room!*

A: *Yes, it is.*

- 8 Look at the crazy house below. In your notebook, write what is in each room. Then draw your own crazy house. Make a list of what is there and compare in pairs.

*The kitchen: a sofa, ...*





Potrafie stosować konstrukcję *there is / there are* oraz przyimki opisujące położenie.

## There's a phone on the sofa



**Alex:** Jen, where's the orange juice?  
**Jen:** It's in the fridge.  
**Alex:** Where?  
**Jen:** It's in front of you.  
**Alex:** No, it isn't.  
**Jen:** Right there! There's a carton next to the milk.  
**Alex:** Oh, there it is!



**Alex:** Where's my phone?  
**Lian:** There's a phone on the sofa.  
**Jen:** No, that's my phone.  
**Lian:** Maybe it's under the table.  
**Jen:** No, it isn't.



**Lian:** Is it behind the sofa?  
**Alex:** No, it isn't but there are two DVDs.  
**Jen:** Hey! Those are my DVDs!



**Alex:** Wait! There are some sweets under the sofa!  
**Jen:** Yuck! They're old!  
**Alex:** But where's my phone?  
**Lian:** Hang on!

BEEP! BEEP!

1 2.03 Listen and read. What is Alex looking for?

a a book    b his phone    c a DVD

2 Answer the questions. Write the answers in your notebook.

Photo 1 Where are the three friends?  
*They're in the kitchen.*

Photo 2 Where are they now?

Photo 3 Are they Alex's DVDs?

Photo 4 What's wrong with the sweets?

3 2.04 Listen and repeat. Find these expressions in the story. How do you say them in Polish?

Right there!    There it is!    Wait!    Yuk!

Out of class

4 **CLASS VOTE** Where is Alex's phone?  
 Make a guess. Use *in*, *on* or *under*.

5 2.05 Now listen and check.



## Get Grammar!

there is / there are

**+** There's (There is) a phone on the sofa.

There are two DVDs behind the sofa.

There are some sweets under the sofa.

There is a rat under the sofa.

There are two rats under the table.

**6** In your notebook, complete the sentences with *There is* or *There are*.

- 1 *There is* a fridge.      4 ? three phones.  
2 ? four chairs.      5 ? two windows.  
3 ? a bed.      6 ? a sofa.

**7** Look at the photos on page 40. Which sentences in Exercise 6 are true?

1 *true*

**8** Look around. Say how many of these there are in your classroom.

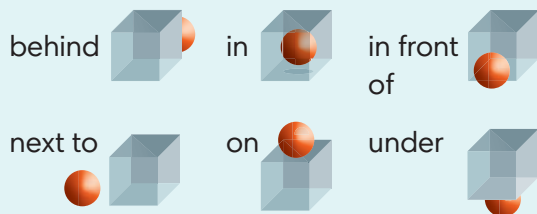
door   window   board   desk  
boys   girls   teacher   wall

*There's one door. There are two windows.*

**9** 2.06 Look, listen and repeat.

## Vocabulary

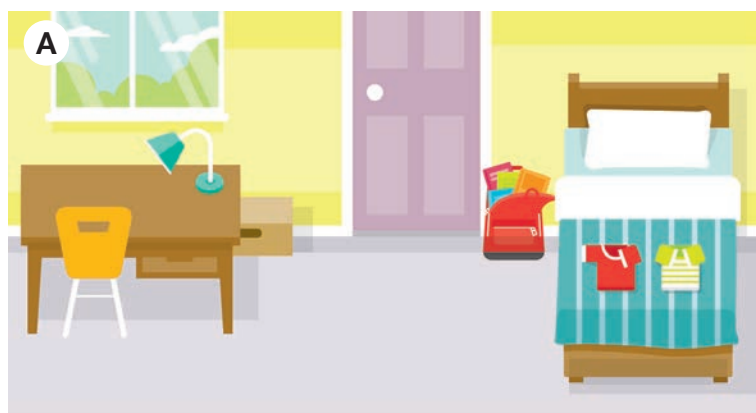
## Prepositions of place



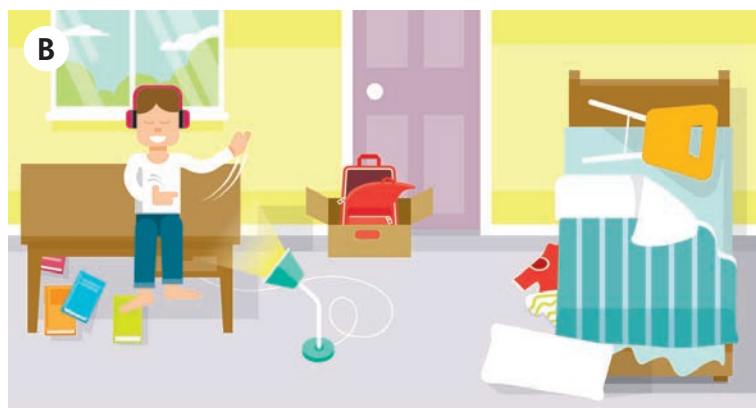
**10** Look at the photos on page 40. Choose the correct prepositions and write the answers in your notebook.

- 1 There are two phones *under* / *on* the kitchen table. *on*  
2 Alex is *behind* / *in front of* the fridge.  
3 There is a carton of juice *in* / *next to* the fridge.  
4 Lian is *behind* / *next to* Alex.  
5 There are two books *under* / *on* the white table.

**11** Look at the pictures. Complete the descriptions in your notebook.



<sup>1</sup> *There's* a chair <sup>2</sup> *next to* the desk. <sup>3</sup> ? a box <sup>4</sup> ? the desk. <sup>5</sup> ? a bag <sup>6</sup> ? the door. <sup>7</sup> ? some books <sup>8</sup> ? the bag. <sup>9</sup> ? some T-shirts <sup>10</sup> ? the bed.



<sup>1</sup> *There's* a chair <sup>2</sup> *on* the bed. <sup>3</sup> ? a box <sup>4</sup> ? the door. <sup>5</sup> ? a bag <sup>6</sup> ? the box. <sup>7</sup> ? some books <sup>8</sup> ? the desk. <sup>9</sup> ? some T-shirts <sup>10</sup> ? the bed.

**12** Play a drawing dictation game. Go to page 124.



Potrafie budować formę przeczącą i pytania, używając konstrukcji *there is / there are*.

## The Terrific Two Dug and Coco



**Kit:** Dug! It's my granny!  
Go to 10 Paxton Street!  
**Dug:** OK.



**Dug:** Kit, there isn't a number on the house.  
**Kit:** Is there a blue car in the garage?  
**Dug:** Yes, there is.  
**Kit:** Are there two big trees in front of the house?  
**Dug:** Yes, there are.  
**Kit:** That's Granny's house.



**Dug:** Where are the bad people?  
**Granny:** There aren't any bad people here, Dug.  
**Parrot:** Help! Kit! Help!



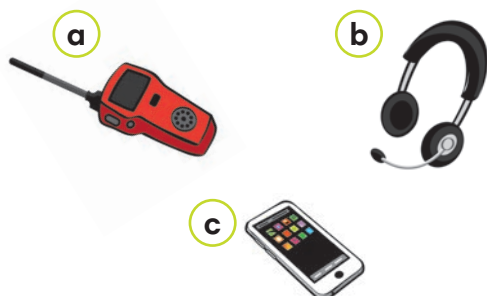
**Dug:** Kit, it's the parrot, not your granny!  
**Kit:** Coco? Oh, he's naughty!  
**Granny:** I'm very sorry, Dug. Coco is a silly boy!  
**Parrot:** Silly boy Coco! Sorry Dug!  
**Granny:** Good boy, Coco!

1 Look at the cartoon. How do Kit and Superdug talk when he is in the air?

2 2.07 Listen and read. Who is on the phone in Picture 1?  
a Kit's granny    b Coco, the parrot

3 In your notebook, complete the sentences with words from the cartoon.

- 1 Kit's granny's house is at 10, Paxton Street.
- 2 Granny's  is blue.
- 3 There are two big  in the garden.
- 4 There aren't any bad  in Granny's house.
- 5 There's only Granny and  in the house.



## Get Grammar!

*there is / there are – questions and negations*

|   |                                                                                     |                                                                                        |
|---|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| — | There <b>isn't</b> a blue car.                                                      | There <b>aren't</b> any people.                                                        |
| ? | Is <b>there</b> a blue car?<br>Yes, <b>there is</b> . /<br>No, <b>there isn't</b> . | Are <b>there</b> any people?<br>Yes, <b>there are</b> . /<br>No, <b>there aren't</b> . |



### 4 Choose the correct answers. Write them in your notebook.

- 1 *There isn't / There aren't* any people in Granny's garden.
  - 2 *There isn't / There aren't* any cats in the story.
  - 3 *There isn't / There aren't* a bike in Granny's garage.
  - 4 *There isn't / There aren't* any dogs in Granny's garden.
  - 5 *There isn't / There aren't* a phone in Granny's house.
  - 6 *There isn't / There aren't* a desk in the living room.
- 1 *There aren't*

### 5 Look at the cartoon on page 42. Which sentences in Exercise 4 are true?

- 1 *true*

## LOOK!

There isn't **a** tree.  
There aren't **any** trees.  
Is there **a** tree?  
Are there **any** trees?

### 6 Look at the cartoon again. What is missing?

TV photos table ~~window~~ doors

Picture 1 Look behind Dug.  
*There isn't a window!*

Picture 2 Look at the house.

Picture 3 Look behind Granny.

Picture 4 Look at the books.

Picture 5 Look at the wall behind Coco.

### 7 Look at the picture. In your notebook, write Kit's questions and Dug's answers. Then ask and answer the questions in pairs.



- 1 a small house next to the big house?

Kit: *Is there a small house next to the big house?*

Dug: *Yes, there is.*

- 2 cars in front of the house?
- 3 a dog under the tree?
- 4 people in the street?
- 5 chairs in the garden?

### 8 Play a memory game. Choose one of the pictures on page 124. Close your book. Your partner asks you questions. Then swap roles.

A: *Picture 1.*

B: *Are there any chairs?*

A: *Yes, there are. There are four chairs.*





Potrafię zapytać o coś i wyjaśnić, gdzie coś się znajduje.

## Where's the bathroom?



**Jen:** Hi! Here are your books.  
**Lucas:** Thanks, Jen. Please, come in. Would you like a sandwich?  
**Jen:** Yes, please. I'm really hungry.



**Jen:** This is yummy!  
**Lucas:** Erm ... Jen? There's ketchup on your T-shirt.  
**Jen:** Oh, no! Where's the bathroom, please?  
**Lucas:** It's upstairs. Let me show you.



**Lucas:** Is your T-shirt OK?  
**Jen:** Not really. But I'd like another sandwich, please!

### 1 2.08 Listen and read. Whose house is it?

a Jen's    b Lian's    c Lucas's

### 2 2.09 Listen and repeat.

#### Speaking Having a guest

A: Hello. Please, come in.  
 B: Thank you.  
 A: Would you like a *sandwich*?  
 B: Yes, please. / No, thank you.  
 A: Where's the *bathroom*, please?  
 B: It's *upstairs* / *downstairs*.  
 It's *next to the living room*.  
 Let me show you.

### 3 In your notebook, match 1–3 to a–c. Act out the dialogues in pairs.

- 1 A: Would you like a biscuit?  
 2 A: Where's the kitchen, please?  
 3 A: Where's my jacket, please?  
 a B: It's downstairs. Let me show you.  
 b B: It's on the chair, next to the sofa.  
 c B: Yes, please.

### 4 Choose the correct answers. Write them in your notebook.

- 1 A: Hello, Maria. Please come in.  
 B: a Yes, please.    b Thank you.  
 c Let me show you.  
 2 A: Would you like an ice cream?  
 B: a Come in.    b It's downstairs.  
 c Yes, please.  
 3 A: Where's the bathroom?  
 B: a Please come in.    b It's upstairs.  
 c It's next to the bed.

### 5 Write dialogues in your notebook. Then act them out in pairs.

- 1 A: Hi / come in    B: thank  
*Hi. Please, come in.*    *Thank you.*  
 2 A: like / a cupcake?    B: no / thank  
 3 A: an apple?    B: yes  
 4 A: where / the bathroom?    B: It's / let me show



- 6 You have a guest from another planet. Work in pairs. In your notebook, write dialogues in English and in your guest's language. Act them out in class.

A: *Hello, Xen! Please, come in.*  
 B: *Nabu midi rona, Tomi.*

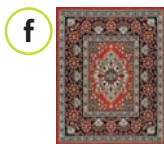


Potrafię zrozumieć tekst o wymarzonym domu.

- 1**  **2.10** Listen and repeat. Then label pictures a–f with the words in the Vocabulary box. Write the answers in your notebook.

## Vocabulary Household objects

carpet cushion lamp plant poster television (TV)



- 2** Which objects in Exercise 1 are in your classroom? Where are they? Tell your partner.

- 3**  **2.11** Look, read and listen. What is the text about?

a a sport    b a person    c a house

## A skateboarder's dream

**T**his house is a perfect house for skateboarders. There aren't any carpets, plants, pictures or posters on the walls in this house. Why? Think about it!

Normally people skateboard in the park or in the garden. In this house people skateboard inside! They skateboard in the living room, in the kitchen, in the bedroom and in the bathroom. They skateboard on the walls too!

Look at the living room. There's a table, some chairs, an armchair and a sofa with some cushions. It looks typical, but people skateboard on the sofa, tables and chairs!

There's a big skateboard practice room too. People train with friends and they have competitions there. It's really cool!

It's a skateboarder's dream house.

- 4** Read the text again. Choose the correct answers and write them in your notebook.

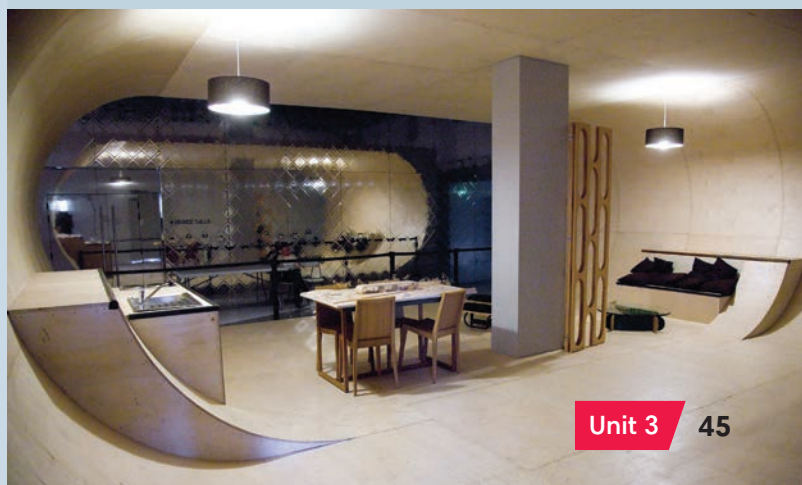
- 1 People skateboard inside the house.  
yes / no / no info
  - 2 There's a TV in the living room.  
yes / no / no info
  - 3 There are cushions in the living room.  
yes / no / no info
  - 4 There are three sofas in the living room.  
yes / no / no info
  - 5 There's a carpet in the bedroom.  
yes / no / no info
  - 6 There's a big skateboard practice room.  
yes / no / no info
- 1 *yes*

- 5** Read the text again and answer the questions.

- 1 What rooms are there in the house?
- 2 What objects are there in the house?
- 3 What objects from Exercise 1 are not in the house?

- 6** Imagine your dream house. In your notebook, write five sentences about it. Tell your partner.

*There are ... rooms. There's a ... and there are ...  
In my ... there is a small / big ...*



## 3.6 Listening and Writing

Potrafię zrozumieć wypowiedzi ustne o pokojach i napisać krótki tekst na ten temat.

- 1 Look at photos A–C. Find these objects in the photos. Which is your favourite bedroom? Why?

chair cushions desk plant wardrobe



- 2 2.12 Listen. Match speakers 1–2 to bedrooms A–C. There is one extra photo. Write the answers in your notebook.

- 3 2.12 In your notebook, complete the sentences with a preposition of place. Then listen again and check.

Speaker 1

- My bed is *next to* the window.
- My school things are  the desk.
- There's an orange chair  my desk.
- There are orange cushions  the bed.

Speaker 2

- My clothes are  the wardrobe.
- There are two beds  my bedroom.
- The beds are  the wardrobe.
- There aren't any posters  the walls.

- 4 In pairs, describe one of the photos in Exercise 1 for a partner to guess.

- 5 The bedroom in Photo A is Lucas's. Read his blog post about it. What isn't there in the room?

**My bedroom**

My bed is next to a green wall. There are two cushions and a toy on my bed. There's a big white desk. It's next to the window. There's a chair, too. It's black and it's very cool. There's a computer and a lamp on the desk. My room is great!

### Writing Apostrophes

Remember to use apostrophes with contractions.  
 there is = there's is not = isn't are not = aren't  
 it is = it's they are = they're that is = that's

- 6 In your notebook, add apostrophes to these sentences.
- There isnt a desk in my bedroom.
  - Theres a plant.
  - Its under the bed.
  - There arent any books.
- 7 **WRITING TIME** In your notebook, write about your bedroom.



#### Find ideas

Make a list of objects in your bedroom.  
Write where they are.



#### Draft

Write about your bedroom.

*My bed's ...*

*There's / There isn't a ...*

*There are / There aren't any ...*



#### Check and write

Check the apostrophes and write the final version of your text.



## LESSON 3.1

### Parts of the house Części domu

**bathroom** /'bɑ:θrʊm/ łazienka  
**bedroom** /'bedru:m/ sypialnia  
**door** /dɔ:/ drzwi  
**floor** /flɔ:/ podłoga  
**garage** /'gærɪdʒ/ garaż  
**garden** /'gɑ:dn/ ogród  
**kitchen** /'kɪtʃɪn/ kuchnia  
**living room** /'lɪvɪŋ ru:m/ pokój dzienny, salon  
**wall** /wɔ:l/ ściana  
**window** /'wɪndəʊ/ okno

### Inside the house Wewnątrz domu

**armchair** /'ɑ:mtʃeə/ fotel  
**bath** /bɑ:θ/ wanna  
**bed** /bed/ łóżko  
**chair** /tʃeə/ krzesło  
**desk** /desk/ biurko  
**fridge** /frɪdʒ/ lodówka  
**sofa** /'səʊfə/ sofa, kanapa  
**table** /'teɪbəl/ stół  
**wardrobe** /'wɔ:drəʊb/ szafa

**household** /'haʊshəʊld/ gospodarstwo domowe  
**inside** /ɪn'saɪd/ wewnątrz  
**nothing** /'nʌθɪŋ/ nic  
**object** /əb'dʒekt/ przedmiot  
**part** /pɑ:t/ część  
**place** /pleɪs/ miejsce

## LESSON 3.2

### Out of class

**Right there!** /raɪt ðeə/ Dokładnie tam!  
**There it is!** /ðeə ɪt ɪz/ Tu jest!  
**Wait!** /weɪt/ Poczekaj!  
**Yuk!** /jʌk/ Faj!

### Prepositions of place Przymyki miejsca

**behind** /br'hænd/ za  
**in** /ɪn/ w  
**in front of** /ɪn 'frʌnt əv/ przed  
**next to** /'nekst tə/ obok  
**on** /ɒn/ na  
**under** /'ʌndə/ pod  
**board** /bɔ:d/ tablica  
**book** /buk/ książka  
**boy** /bɔɪ/ chłopiec

**carton** /'kɑ:tn/ karton, pudełko  
**girl** /gɜ:l/ dziewczynka  
**kitchen table** /'kɪtʃɪn 'teɪbəl/ stół kuchenny  
**milk** /mɪlk/ mleko  
**orange juice** /'brændʒ dʒu:s/ sok pomarańczowy  
**phone** /fəʊn/ telefon  
**sweets** /'swi:ts/ słodycze  
**wrong** /rɒŋ/ zły, niepoprawny

## LESSON 3.3

**bad** /bæd/ zły  
**be sorry** /bi: 'sɒri/ być (komuś) przykro  
**cupcake** /'kʌpkɛɪk/ babeczka, ciastko  
**Help!** /help/ Pomocy!  
**naughty** /'nɔ:ti/ niegrzeczny  
**only** /'əʊnli/ tylko  
**parrot** /'pærət/ papuga  
**silly** /'sɪli/ niemądry, głupi  
**street** /stri:t/ ulica  
**tree** /tri:/ drzewo

## LESSON 3.4

### Having a guest Przyjmowanie gości

**Hello. Please, come in.** /hel'əʊ plɪ:z kʌm ɪn/ Cześć! Proszę, wejdź.  
**Thank you.** /θæŋk jə/ Dziękuję.  
**Would you like a ...?** /wʊd jə laɪk ə/ Czy miałbyś/miałabyś ochotę na...?

### Yes, please./ No, thank you.

/jes plɪ:z, nəʊ θæŋk jə/  
 Tak, poproszę./ Nie, dziękuję.

### Where's the ..., please? /weəz ðə, plɪ:z/ Gdzie jest...?

### It's upstairs./ It's downstairs.

/ɪtz ʌp'steəz, ɪts daʊn'steəz/  
 Na górze./ Na dole.

### It's next to the ... /ɪtz nekst tə ðə/ To jest obok...

### Let me show you. /let mi ʃəʊ jə/ Pozwól, że ci pokażę.

**apple** /'æpəl/ jabłko  
**come in** /kʌm ɪn/ wejść  
**ice cream** /aɪs 'kri:m/ lody  
**ketchup** /'ketʃəp/ keczup  
**No problem.** /nəʊ 'prɒbləm/ Nie ma problemu.

**sandwich** /'sænwɪdʒ/ kanapka  
**show** /ʃəʊ/ pokazać  
**yummy** /'jʌmi/ smaczne

## LESSON 3.5

### Objects in the house Przedmioty w domu

**carpet** /'kɑ:pɪt/ dywan  
**cushion** /'kʊʃən/ poduszka ozdobna  
**lamp** /læmp/ lampa  
**plant** /plænt/ roślina doniczkowa  
**poster** /'pəʊstə/ plakat  
**television (TV)** /'teləvɪʒən/ telewizor

**classroom** /'kla:s-rʊm/ klasa  
**competition** /kəmpe'tɪʃən/ konkurs

**dream** /dri:m/ sen  
**dream house** /dri:m 'haʊs/ wymarzony dom

**normally** /'nɔ:məli/ normalnie

**perfect** /'pɜ:fɪkt/ perfekcyjny

**person** /'pɜ:sən/ osoba

**practice room** /'præktɪs rʊm/ pomieszczenie do treningu

**really** /'ri:əli/ naprawdę

**skateboard** /'skeɪtbɔ:d/ jeździć na deskorolce, deskorolka

**skateboarder** /'skeɪt'bɔ:də/ deskorolkarz

**train** /treɪn/ trenować

**typical** /'tɪpɪkəl/ typowy

# Revision

## VOCABULARY

- 1 Work in pairs. Choose a square. Your friend says where you can find the object. Then swap roles.

A: 3B

B: 'Wardrobe' ... There's a big wardrobe in my bedroom!

|   | 1      | 2      | 3        | 4       |
|---|--------|--------|----------|---------|
| A | bath   | bed    | desk     | door    |
| B | fridge | sofa   | wardrobe | chair   |
| C | lamp   | window | table    | cushion |

- 2 Read the riddles. Write the objects in your notebook.

- There are three on my bedroom wall. **p**osters
- It's on the floor in the living room. **c**?
- It's in the living room. There's a film on it now! **T**?
- They're green. They are in my garden. **p**?
- I sit in it when I read a book. **a**?

- 3 Look at the picture. In your notebook, complete the sentences with prepositions of place.

- There are cushions **on** the bed.
- There's a sofa **in** the living room.
- There's a plant **on** the sofa.
- There's a skateboard **under** the fridge.
- The cat is **near** the door.
- The trainers are **under** the bed.



## GRAMMAR

- 4 Look at the picture in Exercise 3. Complete the text with *there is*, *there isn't*, *there are* or *there aren't*. Write the answers in your notebook.

<sup>1</sup> *There are* five rooms in the house. <sup>2</sup> **?** a living room and there's a kitchen. <sup>3</sup> **?** a bathroom and <sup>4</sup> **?** two bedrooms. <sup>5</sup> **?** a garden but there's a garage. <sup>6</sup> **?** any windows in the garage.

- 5 In your notebook, write questions about the house in Exercise 3. Use *Is there* or *Are there* and the words in brackets.

- (a table) *Is there a table* in the living room?
- (a TV) **?** in the kitchen?
- (plants) **?** in the bedroom?
- (a skateboard) **?** in the kitchen?
- (cushions) **?** in the bathroom?

- 6 Answer the questions in Exercise 5. Write the answers in your notebook.

- Yes, there is.*

## PRONUNCIATION

- 7 2.13 Listen and repeat: /ɪ/ or /i:/.

There are **sixteen** **TVs** **in** the **living** room and **three** **big** **fridges** **in** the **kitchen**!

## DICTATION

- 8 2.14 Listen to the recording. Write the sentences in your notebook.

## SPEAKING

- 9 In your notebook, complete the dialogue with the words in the box. Then act it out in pairs.

please    Where's    show    Hi  
upstairs    Would    come in

Mariana: <sup>1</sup> **?** Louise. Please <sup>2</sup> **?** !

Louise: Thanks.

Mariana: <sup>3</sup> **?** you like a drink?

Louise: Yes, <sup>4</sup> **?** . <sup>5</sup> **?** your room, Mariana?

Mariana: It's <sup>6</sup> **?** . Let me <sup>7</sup> **?** you.



## READING AND WRITING

**10** Work in pairs. What can you see in photos A–C?

**11** Read texts 1–3 and match them to photos A–C. Write the answers in your notebook.

### What's your favourite place? Write about it!

**1** My favourite place is my granny's house. It's a small cottage in the country. My favourite room is the living room. There are a lot of old things there. There are old books, lamps and some of my old toys! *Bev, 11*

**2** My favourite place is my classroom! It's very big. There are long, white desks and black chairs. Under the desks, there are boxes for our books and schoolbags. There is a computer on the teacher's desk and there is a whiteboard on the wall. My classroom is so cool! *Jane, 10*

**3** My favourite place is my holiday home in the country. I go there with my mum and dad at weekends. There are two small bedrooms and a living room with a TV. The bathroom is behind our home. There's a nice kitchen too but we cook outside. It's fun! *Julieta, 13*

**12** Read the text again. Are the sentences true or false?

- 1 Bev's favourite place is in the country.
- 2 There are toys in the living room.
- 3 Jane's classroom is small.
- 4 There isn't a computer in the classroom.
- 5 There are four rooms in Julieta's holiday home.
- 6 There isn't a bathroom inside Julieta's home.

**13** In your notebook, write about your favourite place. Answer the questions.

- |                                 |                          |
|---------------------------------|--------------------------|
| 1 What is your favourite place? | 3 What is there?         |
| 2 Where is it?                  | 4 Who is there?          |
|                                 | 5 What is cool about it? |

## LISTENING

**14** **2.15** Listen and look at the pictures. Match speakers 1–3 to pictures a–c. Write the answers in your notebook.



### Check yourself!

- ✓ Potrafię opowiadać o swoim domu i stosować przyimki opisujące położenie.
- ✓ Potrafię stosować konstrukcję *there is / there are*.
- ✓ Potrafię zapytać o coś i wyjaśnić, gdzie coś się znajduje.
- ✓ Potrafię zrozumieć wypowiedzi ustne i pisemne na temat domu i pokoi.
- ✓ Potrafię napisać krótki tekst o swoim pokoju.



1 There are different types of houses in the UK. Look at the photos. Which one is similar to your house?

a detached house



2 In pairs, talk about where you can usually find these types of houses.

- a in the city
- b in the country
- c in the city and in the country

terraced houses



semi-detached houses



a houseboat



a block of flats



a flat

a cottage



- 3  **2.16** Read and choose the type of the house Ian, Lisa and Claire live in. Write the answers in your notebook. Then listen and check.




## Tell me where you live



Ian, 10

I live in a *houseboat / semi-detached house*. The boys next door and I are friends. There's a big tree in their garden. In the tree there's a tree-house. We play there all the time!



Lisa, 12

I live in a *block of flats / detached house* with 12 floors. Our flat isn't very big. There are two small bedrooms but the living room is nice. The view is fantastic!



Claire, 11

We live in the city, in a street with *terraced houses / cottages*. They are all tall and grey but the doors are different colours. Our door is yellow!

- 4  **2.17** In your notebook, complete the texts with the words from the box. Listen and check.

behind cottage country view  
houseboat small






Martha, 12

My family and I live in the <sup>1</sup>?. Our house is a <sup>2</sup>? in Devon, South England. There are lots of trees <sup>3</sup>? our house.



Matt, 10

I live in a <sup>4</sup>? on the River Thames. It is very <sup>5</sup>? but I like it. The <sup>6</sup>? is always different!

- 5 In your notebook, write a short text about where you live. Use the texts in Exercises 3 and 4 to help.

*I live in a block of flats. Our living room is big and the view from it is amazing.*

## PROJECT

- Work in groups. Make a digital presentation of an unusual or interesting house in your area.
- Take photos of the house or find it on the internet.
- Add a description of the house. Write:
  - Where is the house?
  - What type of house is it?
  - Is it big/small?
  - What colour is it?
  - Is there a garden/garage?
- Share your presentation with the class. Which is your favourite house? Why?





# 4

## About me

### Vocabulary

Potrafę nazwać części twarzy i opisać wygląd włosów.

I know that!

1 Say the words and point at the features of your face.

ears eyes hair mouth nose

#### VOCABULARY

Face and hair |  
Parts of the body |  
Personality adjectives

#### GRAMMAR

Have got affirmative and negative |  
Regular and irregular plural |  
Have got questions and short answers |  
Possessive adjectives



#### SPEAKING

Apologising



#### READING

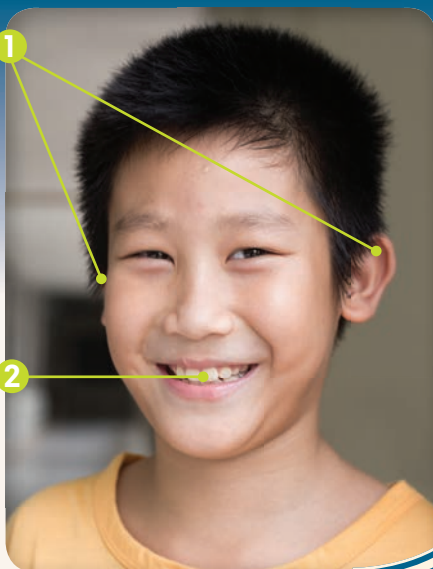
A personality quiz

#### LISTENING AND WRITING

My favourite cartoon character |  
Paragraphs

#### POLAND

Greetings from Poland!



SAMMY



REGAN



MARIA



ANTEK



- 2  **2.18** Listen and repeat. Find the features in the photos on page 52.

### Vocabulary Face and hair

#### Face

ears eyes mouth nose teeth

#### Hair

curly spiky straight wavy  
blond dark red

- 3 Find the numbers (1–6) in the photos on page 52. In your notebook, write whose features they are.

- |                                 |              |
|---------------------------------|--------------|
| 1 They're <i>Sammy's ears</i> . | 4 It's ?.    |
| 2 They're ?.                    | 5 They're ?. |
| 3 It's ?.                       | 6 It's ?.    |

- 4 In your notebook, write the words from the box in the correct categories. You can use the words more than once.

big blond blue brown curly dark  
green grey long red short small  
spiky straight wavy white

- 1 eyes: *blue*  
2 ears / nose / mouth:  
3 hair:  
4 teeth:

### LOOK!

Maria's hair *is* brown.

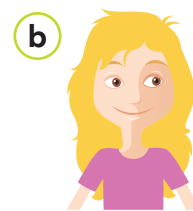
- 5 Look at the photos on page 52. Choose the correct answers. Write them in your notebook.

- 1 Regan's eyes are *brown / green*.  
2 Sammy's hair is *straight / curly*.  
3 Maria's hair is *long / short*.  
4 Antek's hair is *spiky / wavy*.  
5 Sammy's hair is *blond / dark*.  
6 Regan's hair is *short / wavy*.  
7 Antek's eyes are *blue / brown*.  
1 *brown*

- 6 Look at the children's hair. Complete the words in your notebook.



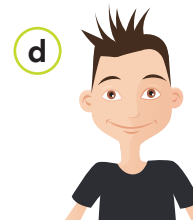
straight



w ? ? y



? u ? l ?



? ? ik ?



l ? ? g



? h ? r ?

- 7  **2.19** Listen. In your notebook, number the pictures in Exercise 6.

1 e

### LOOK!

long/short curly/straight blond/brown/red hair  
big/small blue/brown eyes

- 8 Which words in Exercise 4 describe your hair and eyes? Write them down in your notebook. Use the Look! box to help you. Tell your partner.

? ? ? hair

? ? eyes

- 9 In pairs, describe someone in your class. Guess who it is.

A: *Long straight brown hair, brown eyes.*

B: *It's Alice!*

**I remember that!**

- 10 Do you know a person with ...

- a green eyes? *my mum*  
b spiky hair?  
c grey hair?  
d a small nose?

Potrafię stosować czasownik *have got* w zdaniach twierdzących i przeczących.

## I haven't got big feet!

At the bookshop.

1



**Alex:** Ouch, my foot!  
Be careful!  
**Jen:** It isn't my fault!  
You've got long legs! And you've got big feet!  
**Alex:** I haven't got big feet! I'm tall!

2



**Jen:** You've got long arms too!  
Like this!  
**Alex:** Yeah, but I haven't got a big head, like you!

3



**Jen:** My head is fine! Mum? Is my head big?  
**Mum:** Stop it, you two! Jen, your brother hasn't got big feet. Alex, your sister hasn't got a big head! Now, hurry up with the books! We haven't got a lot of time.

4



**Jen:** Oh, they've got *Yummy Cupcakes*. Great! Oh, no! It's too high!  
Alex? Help me, please!

1 2.20 Listen and read. Jen needs Alex's help. Why? Finish the sentence in your notebook.

Because the book is too ? .

2 Choose the correct answers. Write them in your notebook.

- 1 Jen / Alex isn't careful. *Jen*
- 2 Alex / Jen is tall.
- 3 Alex's arms are *long* / *short*.
- 4 Jen's head isn't *big* / *fine*.
- 5 Jen's book is about *cupcakes* / *big feet*.

3 2.21 Listen and read. Find these expressions in the story. How do you say them in Polish?

It isn't my fault! Stop it! Help me, please!

Out of class

4 **CLASS VOTE** Will Alex help Jen?

5 2.22 Now listen and check.

**Get Grammar!**

have got affirmative and negative

| +                     | Short and long form | -                              | Short and long form |
|-----------------------|---------------------|--------------------------------|---------------------|
| I've (have) got       | long legs.          | I haven't (have not) got       | long legs.          |
| You've (have) got     | long legs.          | You haven't (have not) got     | long legs.          |
| He/She/It's (has) got | long legs.          | He/She/It hasn't (has not) got | long legs.          |
| We've (have) got      | long legs.          | We haven't (have not) got      | long legs.          |
| You've (have) got     | long legs.          | You haven't (have not) got     | long legs.          |
| They've (have) got    | long legs.          | They haven't (have not) got    | long legs.          |



6 In your notebook, complete the sentences with 've got or 's got.

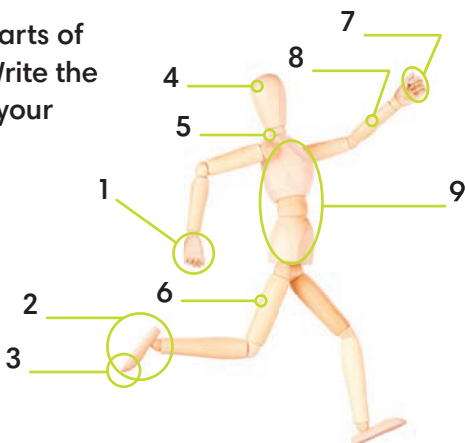
- 1 Jen: 'Alex, you 've got big feet!'  
 2 Jen: 'Alex ? long arms.'  
 3 Alex: Jen ? a big head.  
 4 Mum: 'We ? very little time.'  
 5 Jen: They ? Yummy Cupcakes.

7 2.23 Listen and repeat.

**Vocabulary** Parts of the body

arm body fingers foot hand head  
 leg neck toes

8 Label the parts of the body. Write the answers in your notebook.



1 hand

9 Write the correct sentences in your notebook.

- 1 Jen's got blond hair. (brown)  
*Jen hasn't got blond hair. She's got brown hair.*  
 2 Alex's got small feet. (big)  
 3 Jen and Alex have got short legs. (long)  
 4 Their mum's got blue eyes. (brown)  
 5 Jen and Alex have got big heads. (small)

**LOOK!**

finger – fingers foot – **feet**  
 toe – toes tooth – **teeth**

10 Look at Ike and Mike. In your notebook, complete the text with one word in each gap.

big got they has tall feet have



Ike and Mike <sup>1</sup>have got long spiky hair. <sup>2</sup>? 've got big mouths but they haven't got <sup>3</sup>? noses. Mike is <sup>4</sup>?. He <sup>5</sup>? got green hair. He's <sup>6</sup>? very long arms and very big <sup>7</sup>?

11 Write about Ike in your notebook. Use Exercise 10 to help you.

*Ike isn't tall. He's got ...*

12 Create a friend for Ike and Mike. Give her a name and describe her.

*Ike and Mike have got a friend.  
 She's got ... and ...  
 She's got ... but she hasn't got ...*

**Fun Spot**



## The Terrific Two My favourite superhero!



**Ricky:** Wonder Will is my favourite hero. He has got a super car. What have you got, Superdug? Have you got a super car?

**Superdug:** No, I haven't.  
**Ricky:** Have you got a friend?  
**Superdug:** Yes, I have. Her name's Kit.



**Ricky:** Wonder Will's got two friends. Their names are X1 and X2. They've got super ears. Has Kit got super ears?

**Superdug:** No, she hasn't.



**Ricky:** They've got super eyes too. Have you and Kit got super eyes?

**Superdug:** No, we haven't. Our eyes are like your eyes.



**Ricky:** X1 and X2 have got other super powers too!

**Superdug:** Yes, but have they got battery power?

**Ricky:** No, they haven't!

**1** Look at the cartoon. Someone looks like Superdug. Where is this person?

**2** **2.24** Listen and read. Who is Wonder Will?

**3** Are the sentences true or false?

1 Superdug is at home. *false*

2 Superdug hasn't got a super car.

3 X1 and X2 have got super ears.

4 Kit's got super eyes.

5 X1 and X2 haven't got any battery power now.

## Get Grammar!

have got questions and short answers

| Questions                          | Short answers                                               |
|------------------------------------|-------------------------------------------------------------|
| Have I <b>got</b> a friend?        | Yes, I <b>have</b> . / No, I <b>haven't</b> .               |
| Have you <b>got</b> a friend?      | Yes, you <b>have</b> . / No, you <b>haven't</b> .           |
| Has he/she/it <b>got</b> a friend? | Yes, he/she/it <b>has</b> . / No, he/she/it <b>hasn't</b> . |
| Have we <b>got</b> a friend?       | Yes, we <b>have</b> . / No, we <b>haven't</b> .             |
| Have you <b>got</b> a friend?      | Yes, you <b>have</b> . / No, you <b>haven't</b> .           |
| Have they <b>got</b> a friend?     | Yes, they <b>have</b> . / No, they <b>haven't</b> .         |

What **have** you **got**? I've **got** super powers!



4 In your notebook, complete the questions with *have got* or *has got*.

- 1 *Has* Wonder Will *got* a red suit?
- 2 ? Ricky ? blue hair?
- 3 ? X1 and X2 ? big heads?
- 4 ? Kit ? brown eyes?
- 5 ? X1 and X2 ? long legs?
- 6 ? Superdug ? long ears?

5 Look at the cartoon. Answer the questions in Exercise 4.

- 1 *No, he hasn't*.

6 In pairs, ask and answer about the superheroes.

|                                                                                                   | super eyes | super ears | super arms |
|---------------------------------------------------------------------------------------------------|------------|------------|------------|
| <br>Wondercat  | ✓          | ✓          | ✗          |
| <br>Iron Girls | ✓          | ✗          | ✓          |

A: *Has Wondercat got super eyes?*

B: *Yes, she has.*

## LOOK!

- |              |                                          |
|--------------|------------------------------------------|
| it → its     | The robot hasn't got <b>its</b> battery. |
| we → our     | Superdug is <b>our</b> favourite hero!   |
| you → your   | They are <b>your</b> robots.             |
| they → their | Wonder Will is <b>their</b> friend.      |

7 In your notebook, complete the sentences with *our*, *your*, *their* or *its*.

- 1 They've got green super suits.  
These are *their* super suits.
- 2 We've got a super car!  
This is ? super car!
- 3 You've got a new robot!  
This is ? new robot.
- 4 Have they got a super cat?  
Is this ? super cat?
- 5 Has it got a super battery?  
Is this ? super battery?



8 Work in pairs. Ask your partner what he/she has got. Answer your partner's questions. Use the words in the box. Then tell the class about your partner.

a brother or a sister? a pet? a TV in your room?  
a ruler? a friend? a hobby? a bike? a robot?

A: *Have you got a brother or a sister?*

9  2.25–2.26

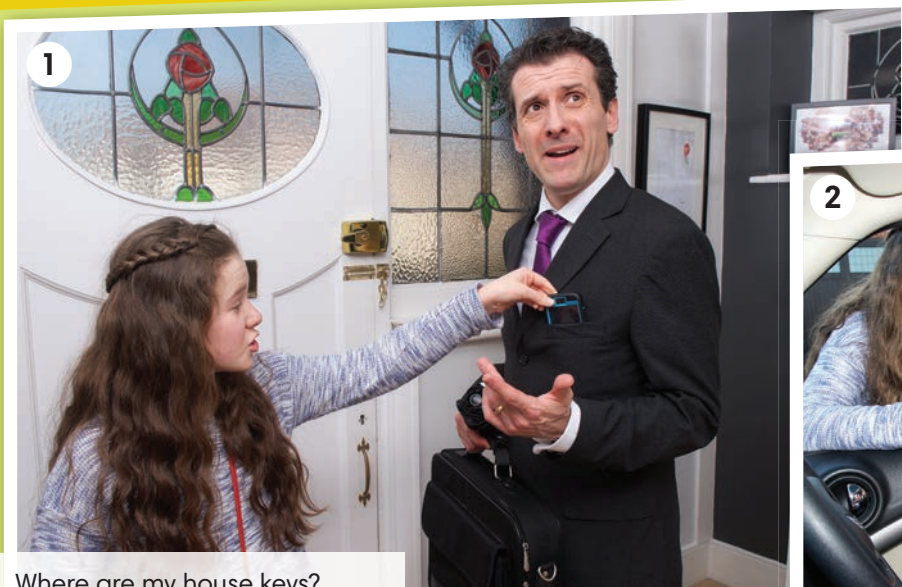
Go to page 123. Listen and sing Robots' Song.





Potrafię przeprosić i zareagować na przeprosiny.

## Sorry about that!



**Dad:** Where are my house keys?  
**Jen:** I'm so sorry, Dad. I've got them.  
**Dad:** It's OK. Now, where's my phone?  
 Oops! Sorry, Jen!  
**Jen:** That's all right.  
**Dad:** Are you OK?  
**Jen:** Yes, I'm fine.

**Jen:** Dad! You've got the phone! It's right there!  
**Dad:** Sorry, my mistake!  
**Jen:** No problem.  
**Dad:** Oh, it's late! Bye, Jen!

**Jen:** Dad, wait! Your house keys!  
**Dad:** Oh, dear! Sorry about that!  
 Thanks, sweetie! Bye!  
**Jen:** Bye, Dad!



**Jen:** Come on, really?  
 Erm ... Dad?

1 2.27 Listen and read. Who has got Dad's phone?

a Jen b Dad

4 In your notebook, match the sentences to the pictures. There is one extra sentence.

2 2.28 Listen and repeat.

### Speaking Apologising

|                    |                   |
|--------------------|-------------------|
| A: I'm so sorry.   | B: It's OK.       |
| Sorry about that!  | That's all right. |
| Sorry, my mistake. | No problem.       |
| Are you OK?        | I'm fine.         |

3 2.29 Complete the dialogues in your notebook. Then listen and check. Act out the dialogues in pairs.

1 A: Oops! Sorry about that, Pete! B: No *problem*.  
 A: Are you sure? B: Yes, I'm *?*.  
 2 A: Where's my phone? B: *?*, I've got it!  
 A: That's *?*.  
 3 A: This isn't my jacket.  
 B: Sorry, my *?*. Here you are.  
 A: *?* OK. Thanks.

1 *That's all right.*

2 *Oh, sorry about that!*

3 *This isn't my bag.*



5 **GAME** Make dialogues in pairs. Don't stop. The pair that talks the longest wins the game.

A: *Where's my bag?*

B: *I'm so sorry. I've got it. Where are my keys?*



Potrafie zrozumieć i rozwiązać quiz na temat cech charakteru.

1  2.30 Listen and repeat. In your notebook, complete the sentences with the words in the Vocabulary box.

Vocabulary Personality adjectives

clever friendly funny helpful nice sporty

- 1 I speak to everyone. I'm friendly .
- 2 My teacher helps me every day. She's ? .
- 3 You've got flowers for your mum. You're very ? .
- 4 My friend's jokes are great! He's ? .
- 5 They love football and tennis. They're ? .
- 6 I've got good marks at school. I'm ? .

2 Do the personality quiz! Write your answers in your notebook.



3 Count how many a, b and c answers you have got and read the key. Do you agree? Tell a friend or the class!

4  2.31 Listen to two friends. Are they friendly, funny and sporty? Complete the table in your notebook.

|     | friendly | funny | sporty |
|-----|----------|-------|--------|
| Sam | ✓        | ?     | ?      |
| Sue | ?        | ?     | ?      |



5 In your notebook, write about a student from your class. Read the text out. Can the class guess who it is?

- A: This student is very friendly and she's sporty. She's very helpful too.
- B: Is it Maria?
- A: Yes! You're right!

QUIZ TIME Do our personality quiz to find out!

- 1 How many good friends have you got?  
a 3-6 b 7-10 c 1 or 2
- 2 Are your jokes funny?  
a Sometimes. b Yes! c No. My jokes are bad!
- 3 What's your favourite hobby?  
a Sports. b Dancing. c Reading.
- 4 What's your favourite place?  
a School. b A party! c My room.
- 5 Are you good at school?  
a I'm OK. b Yes, I am!  
c I'm good at my favourite subjects.
- 6 Your best friend has got a problem. You:  
a help your friend. b just say 'I'm sorry'.  
c say 'Speak to your mum'.
- 7 Your neighbour has got a big bag. You say:  
a 'Hello, I can help!' b 'That's big!'  
c 'I'm sorry, I've got homework.'

Key:

A lot of your answers are a.

GOOD FRIEND!

You are a good friend. You are very nice! You are helpful and sporty. You are a good student.

A lot of your answers are b.

PARTY ANIMAL!

You are very funny and friendly but you aren't always very helpful. Jokes, parties and dancing are your favourite things but you are also a good student.

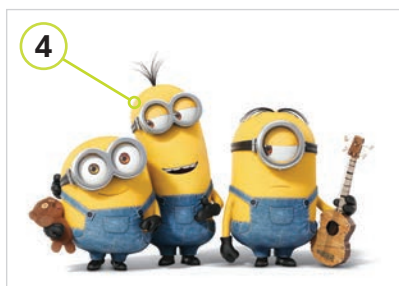
A lot of your answers are c.

HOME LOVER!

You are friendly ... sometimes! You don't like groups. You aren't very sporty but you are usually a good student.

## 4.6 Listening and Writing

Potrafię zrozumieć rozmowę o bohaterach kreskówek i napisać krótki tekst na ten temat.



1 Look at the photos. Can you name the cartoons?

2 2.32 Find the characters in the photos. There is one extra photo. Then listen and check.

Skipper Kevin SpongeBob SquarePants

3 2.33 Listen to the dialogue. Complete the table in your notebook.

|          | SpongeBob SquarePants | Kevin | Skipper |
|----------|-----------------------|-------|---------|
| funny    | ✓                     | ?     | ?       |
| helpful  | ?                     | ?     | ?       |
| friendly | ?                     | ?     | ?       |
| clever   | ?                     | ?     | ?       |

4 2.33 In your notebook, complete the sentences with the words in the box. Then listen and check.

isn't clever Kevin cool ideas

- SpongeBob SquarePants isn't very *clever*.
- All Minions are ?.
- ? loves bananas and apples.
- Skipper has got good ?.
- Sometimes Skipper ? nice or friendly.

5 Who is your favourite cartoon character? Describe him/her to a friend.

6 Read Lian's blog post about her favourite cartoon character. Do you know it?

Paragraph 1

Kung Fu Panda's name is Po. He's got a big body and head. He's got big blue eyes and small black ears. They're cool. His legs are short and his arms are long. He's got brown shorts.

Paragraph 2

I think Po is nice. He's funny and he's friendly. He's got lots of friends. He's clever and he's sporty too. He's very good at kung fu!

### Writing Paragraphs

A paragraph is a part of a text. It's about one main idea. Remember to divide your text into paragraphs!

7 Read Lian's blog post again. In your notebook, add examples from the text to each category.

Face and body *big body, big head, ...*

Personality *nice, ...*

8 **WRITING TIME** In your notebook, write about your favourite character from a book or cartoon.



#### Find ideas

Find a photo of your character. Make a list of words describing his/her face, body and personality.



#### Draft

- Write a paragraph about his/her face and body.  
*(Your character's name) has got a really friendly face. ...*
- Write a paragraph about his/her personality.  
*He/She isn't very clever but ...*



#### Check and write

Check the paragraphs and write the final version of your text.

## LESSON 4.1

### Face Twarz

**ears** /ɪəz/ uszy

**eyes** /aɪz/ oczy

**mouth** /maʊθ/ usta

**nose** /nəʊz/ nos

**teeth** /ti:θ/ zęby

### Hair Włosy

**blond** /blɒnd/ blond

**curly** /ˈkɜ:li/ kręcone

**dark** /dɑ:k/ ciemne

**red** /red/ rude

**spiky** /ˈspaɪki/ nastroszone

**straight** /streɪt/ proste

**wavy** /ˈweɪvi/ faliste

## LESSON 4.2

### Parts of the body Części ciała

**arm** /ɑ:m/ ramię

**body** /ˈbɒdi/ ciało

**fingers** /ˈfɪŋɡəz/ palce (u ręki)

**foot** /fʊt/ stopa

**hand** /hænd/ ręka

**head** /hed/ głowa

**leg** /leg/ noga

**neck** /nek/ szyja

**toes** /təʊz/ palce (u stopy)

### Out of class

**Help me, please!** /ˈhelp mi pli:z/

Pomóż mi, proszę!

**It isn't my fault!** /ɪt ɪzənt maɪ

ˈfɔ:lt/ To nie moja wina!

**Stop it!** /ˈstɒp ɪt/ Przestań!

**a lot of** /ə ˈlɒt əv/ dużo

**fine** /faɪn/ w porządku

**high** /haɪ/ wysoko

**Hurry up!** /ˈhʌri ʌp/ Pospiesz się!

**tall** /tɔ:l/ wysoki

**time** /taɪm/ czas

## LESSON 4.3

**battery power** /ˈbætəri ˌpaʊə/ zasilanie

**hero** /ˈhɪərəʊ/ bohater

**like** /laɪk/ lubić

**super power** /ˈsu:pə ˌpaʊə/ supermoce

## LESSON 4.4

### Apologising Przepraszanie

**Are you OK?** /ɑ: jə əʊ keɪ/

Czy dobrze się czujesz?

**I'm fine.** /aɪm faɪn/ Czuję się dobrze.

**I'm so sorry!** /aɪm səʊ sɒri/ Tak mi przykro!

**It's OK.** /ɪts əʊ keɪ/ Nie ma sprawy.

**No problem.** /nəʊ ˈprɒbləm/ Nie ma problemu.

**Sorry about that!** /sɒri əˈbaʊt ðæt/ Przepraszam za to!

**Sorry, my mistake.** /sɒri maɪ ˈmɪsteɪk/ Przepraszam, to mój błąd.

**That's all right.** /ðætʃ ə: raɪt/ Nie ma sprawy.

**house keys** /haus ki:z/ klucze do domu

**Thanks, sweetie** /θæŋks ˈswi:ti/ Dziękuję, kochanie!

## LESSON 4.5

### Personality adjectives

Przymiotniki opisujące charakter

**clever** /ˈklevə/ mądry, sprytny

**friendly** /ˈfrendli/ przyjazny

**funny** /ˈfʌni/ wesoły

**helpful** /ˈhelpfəl/ pomocny

**nice** /naɪs/ miły

**sporty** /ˈspɔ:ti/ wysportowany

**always** /ˈɔ:lweɪz/ zawsze

**answer** /ˈɑ:nsə/ odpowiedź

**dancing** /ˈdɑ:nsɪŋ/ taniec

**do a quiz** /ˌdu: ə ˈkwɪz/ rozwiązać quiz

**good at** /ˈɡʊd ət/ dobry z/w

**good student** /ˈɡʊd ˈstju:dənt/ dobry uczeń

**group** /ɡru:p/ grupa

**hobby** /ˈhɒbi/ hobby

**homework** /ˈhəʊmwɜ:k/ praca domowa

**How many?** /haʊ ˈmeni/ Ile?

**joke** /dʒəʊk/ dowcip

**kind** /kaɪnd/ miły, uprzejmy

**party animal** /ˌpa:ti ˈænəməl/ imprezowicz

**person** /ˈpɜ:sən/ osoba

**personality** /ˌpɜ:səˈnæləti/ osobowość, charakter

**place** /pleɪs/ miejsce

**reading** /ˈri:dɪŋ/ czytanie

**room** /ru:m/ pokój

**say** /seɪ/ powiedzieć

**sometimes** /ˈsʌmtaɪmz/ czasami

**speak to** /ˈspi:k tə/ rozmawiać z

**subject** /ˈsʌbdʒɪkt/ przedmiot

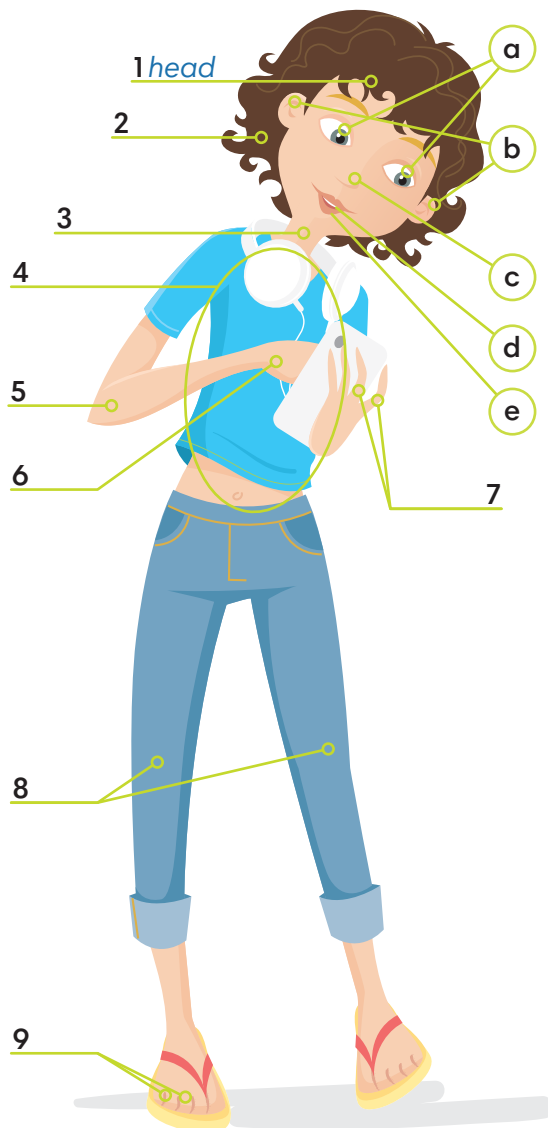
**usually** /ˈju:ʒuəli/ zazwyczaj



# Revision

## VOCABULARY

- 1 Look at Maddy. In your notebook, write words 1–9 describing her body. Then complete words a–e describing her face.

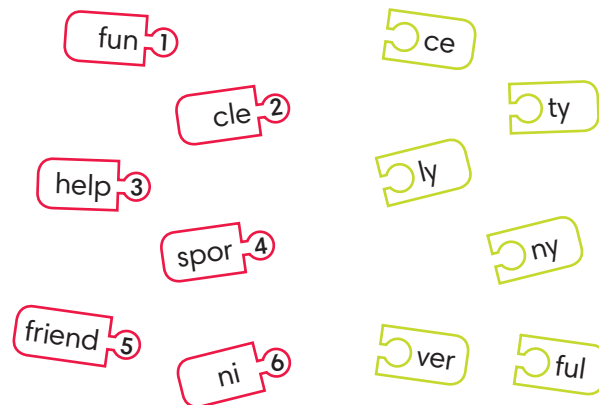


- a e ? ? s  
b e ? ? s  
c n ? ? e  
d t ? ? ? h  
e m ? u ? ?

- 2 Read sentences 1–3 about Maddy's hair. Which sentence is true?

- 1 She's got long straight dark hair.
- 2 She's got short curly blond hair.
- 3 She's got short wavy brown hair.

- 3 Match the word fragments to make five adjectives. Write them in your notebook.



1 funny

## GRAMMAR

- 4 Write questions in your notebook.

- 1 Have eyes you brown got ?  
*Have you got brown eyes?*
- 2 curly your hair dad Has got ?
- 3 you and your friends dark hair Have got ?
- 4 your mum eyes Has got blue ?
- 5 Have a car your parents got ?
- 6 a pet got your grandparents Have ?

- 5 Answer the questions in Exercise 5.

1 *Yes, I have. / No, I haven't.*

- 6 In your notebook, complete the sentences with *its*, *our*, *your* or *their*.

- 1 (we) *Our* names are Jo and Alex.
- 2 This is (they) ? new house.
- 3 Where is (you) ? homework?
- 4 Is it your dog? What's ? name?

## PRONUNCIATION

- 7 2.34 Listen and repeat: /3:/.

This girl's T-shirt's dirty  
and her horse's hair is curly!

## DICTATION

- 8 2.35 Listen to the recording. Write the sentences in your notebook.

## SPEAKING

- 9 In your notebook, complete the dialogues with the words in the box. Then act them out in pairs.

problem That's mistake so Sorry  
It's OK

- 1 A: Where's my phone?  
B: I've got it. Sorry, my <sup>1</sup> ? .  
A: <sup>2</sup> ? all right.
- 2 B: Ooops! I've got your cap. <sup>3</sup> ? about that.  
A: No <sup>4</sup> ? .
- 3 A: I haven't got your book today. I'm <sup>5</sup> ? sorry.  
B: <sup>6</sup> ? .

## READING AND WRITING

- 10 Read the text. Name the pupils in the photo.



Hi! My name's Jim and this is my favourite photo. It is the last day of school. We are in our classroom. I've got dark wavy hair. In the photo I've got a red t-shirt and blue trousers on. My best friend is Jake. He's got short brown hair, a yellow t-shirt and green trousers. He is very sporty. The girl next to him is Mary. She's got a red t-shirt and glasses. She's very funny. Her sister Jenny has got long blonde hair. She's got a colourful shirt, blue jeans and a green backpack. Jenny and my sister Anne are best friends. Anne has got straight dark hair, a cool top and a backpack. She's very friendly and helpful. We have all got our hands in the air. We are very happy in this photo!

- 11 Read the text again. Choose the correct options. Write the answers in your notebook.

- 1 Jim's hair is dark and wavy / straight.
- 2 Jake's got brown t-shirt / hair.
- 3 Mary is very sporty / funny.
- 4 Mary is Jake's / Jenny's sister.
- 5 Jenny's got blue / green trousers.
- 6 Anne / Mary is Jenny's best friend.
- 7 Anne's very helpful and friendly / cool.

- 12 Think of a person you like: a friend or a family member. In your notebook, write about their:

- face and hair
- personality
- favourite things

## LISTENING

- 13 2.36 Listen. Who is Nicky's favourite character?



- 14 2.36 Match sentence beginnings 1–5 to endings a–e. Write the answers in your notebook. Listen again and check.

- |                        |                       |
|------------------------|-----------------------|
| 1 Eve's hair is ?      | a brown and wavy.     |
| 2 Her coat is ?        | b friendly.           |
| 3 She's got ?          | c helping people.     |
| 4 Eve is very ?        | d long legs and arms. |
| 5 She's very good at ? | e red.                |

### Check yourself!

- ✓ Potrafię opisać twarz i włosy.
- ✓ Potrafię stosować czasownik *have got* w zdaniach twierdzących, przeczeniach i pytaniach.
- ✓ Potrafię stosować zaimki dzierżawcze *its, our, your* i *their*.
- ✓ Potrafię przeprosić i przyjąć przeprosiny.
- ✓ Potrafię zrozumieć i rozwiązać quiz na temat cech charakteru.
- ✓ Potrafię zrozumieć rozmowę o bohaterach kreskówek i napisać krótki tekst na ten temat.

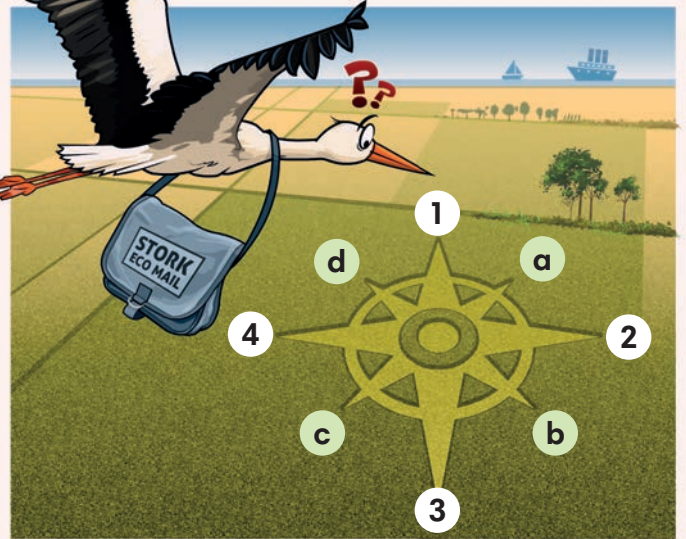
# Poland Greetings from Poland!

- 1 2.37 Look at the picture. Match directions 1-4 to the words from the box. Write the answers in your notebook. Listen, check and repeat.

east north south west

- 2 Are these sentences true or false? Correct the false sentences in your notebook.

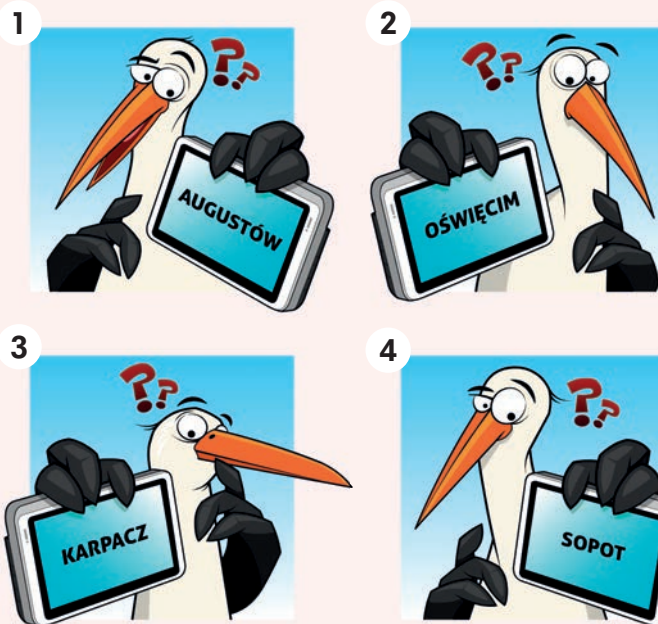
- 1 Poland is north of the Baltic Sea.  
*False - Poland is south of the Baltic Sea.*
- 2 Poland is in Central Europe.
- 3 Poland is south of the Czech Republic.
- 4 Poland is north of Germany.
- 5 Poland is west of Ukraine.



- 3 2.38 Look at the picture again. Match the words from the box to directions a-d. Write the answers in your notebook. Listen, check and repeat.

northeast northwest southeast southwest

- 4 Help the storks find their destinations. Match pictures 1-4 to sentences a-d. Write the answers in your notebook.



- a It's in the southwest of Poland, south of Jelenia Góra.
- b It's in the south of Poland, west of Kraków.
- c It's in the north of Poland, near Gdańsk.
- d It's in the northeast of Poland, south of Suwałki.

- 5 Where are these cities in Poland? Write the answers in your notebook.

Lublin Łódź Przemyśl Szczecin

- 6 2.39 Read the quiz and choose the correct answers. Listen and check.

## Quiz Poland's cities, towns and villages

- 1 How many people live in Poland?  
a over 30 million      b over 38 million      c over 40 million
- 2 How many Polish cities have got more than one million residents?  
a one      b two      c five
- 3 How many cities and towns are there in Poland?  
a over 200      b over 500      c over 900
- 4 How many villages are there in Poland?  
a over 23,000      b over 43,000      c over 63,000

- 7 Where do you live in Poland? Write the answer in your notebook. Then practise the dialogue in pairs.

A: *Where do you live in Poland?*

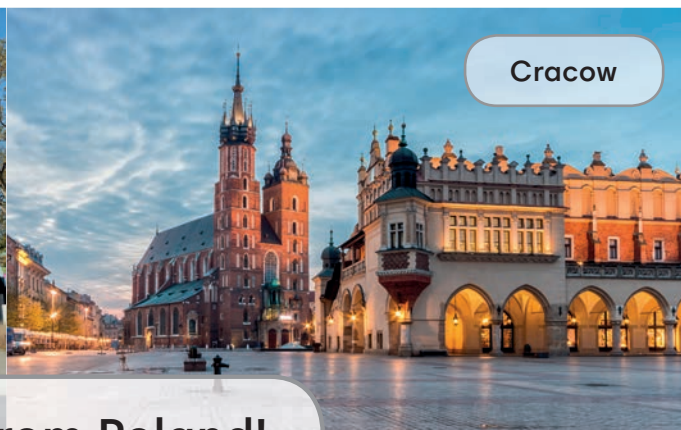
B: *In Brzeziny. It's a small town in central Poland, near Łódź. It's about 100 km west of Warsaw.*



Katowice



Cracow



## Greetings from Poland!

Malbork



Warsaw



- 8 2.40 Look at the postcard. Find the words from the box in the photos. Listen and check.

castle church monument museum

- 9 Read the texts and look at pictures A–B. Guess the names of the towns.

A



It's a historical town in the west of Poland, 50 km northeast of Poznań. It's the first capital of Poland. It's famous for its cathedral. One of its doors is 900 years old!

## PROJECT

- Work in pairs. Make a postcard from your home town.
  - Take at least two photos of interesting places where you live.
  - Use the photos to make a big postcard.
  - Write some information about your home town and one sentence about each photo.
- Make a class display of your postcards. Vote for the best one.

B



This town is in the south of Poland, in the Tatras. It's the winter capital of Poland. It's famous for its traditional clothes and folk music. There are always a lot of tourists here.



# 5

## Things I can do

### Vocabulary

Potrafię stosować czasowniki wyrażające czynności.

I know that!

1 Find these actions in the photos.

climb draw jump ride a bike run  
skateboard swim

#### VOCABULARY

Action verbs |  
Collocations with *make*, *play*  
and *ride*

#### GRAMMAR

Can affirmative, negative,  
questions and short answers



#### SPEAKING

Suggestions



#### READING

Sign language

#### LISTENING AND WRITING

After-school clubs |  
and and but

#### GET CULTURE!

Kids' London

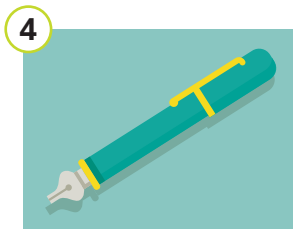
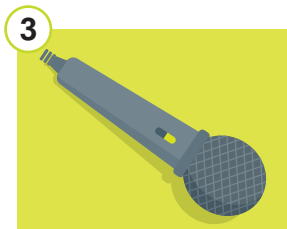
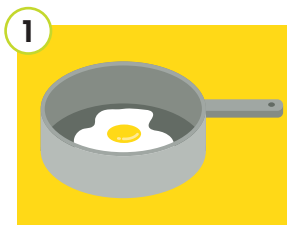


- 2  2.41 Listen and repeat. Which actions are not in the photos on page 66?

### Vocabulary Action verbs

act climb cook dive draw fix  
fly jump read ride run sing  
skateboard swim write

- 3 Label the illustrations with words in the Vocabulary box. Write the answers in your notebook.



1 cook

- 4  2.42 Listen. Which action can you hear?

|                            |                      |
|----------------------------|----------------------|
| 1 write / read <i>read</i> | 4 write / skateboard |
| 2 swim / cook              | 5 run / dive         |
| 3 draw / ride              | 6 act / sing         |

- 5 Which actions are in the picture?



|        |        |
|--------|--------|
| 1 swim | 5 draw |
| 2 dive | 6 fix  |
| 3 read | 7 ride |
| 4 jump | 8 fly  |

- 6 Work in pairs. Look at the picture in Exercise 5. Mime actions for your partner to guess!

- 7 Work in pairs. In your notebook, complete the groups of words.

1 Things we do at school: *read, write, draw*  
 2 Things actors do: ?  
 3 Sports: ?  
 4 Hobbies: ?  
 5 Things we do at home: ?  
 6 Things we do in the water: ?  
 7 Things birds do: ?

- 8 In your notebook, make two lists that are true for you. Use the Vocabulary box to help you.

I think it's easy to: *cook*, ?

I think it's difficult to: ?

**I remember that!**



Potrafię stosować czasownik *can* w zdaniach twierdzących i przeczących.

## I can fix it!



**Lian:** Guys, this video is for my granny, in Shanghai. Granny Lin, this is my friend, Lucas.  
**Lucas:** Hello!  
**Lian:** Lucas is very talented! He can play the guitar and he can sing!  
**Lucas:** Well, I can't sing very well but ...



**Lian:** Oh no, not again!  
**Alex:** What's wrong?  
**Lian:** It's the camera. I can't see a thing!  
**Alex:** Let me see ... Hmm, I can fix it.  
**Lian:** Thanks! Alex is a genius! He can fix things! He can do very clever things with computers too!



**Jen:** Yes, very clever – he can play computer games all day! Cupcake?  
**Lian:** Jen is a fantastic cook! These cupcakes are yummy!



**Alex:** But what about Lian?  
**Lucas:** Yes, what can she do?

1 2.43 Listen and read. Finish the sentence in your notebook.

There's something wrong with Lian's ? .

2 Complete the sentences in your notebook.

- 1 The video is for *Lian's granny*.
- 2 Lian's granny is in ? .
- 3 ? is very talented.
- 4 ? is a genius.
- 5 ? is a good cook.

3 2.44 Listen and repeat. Find these expressions in the story. How do you say them in Polish?

Not again! What's wrong? Let me see ...

Out of class

4 **CLASS VOTE** Look at the story again. What can Lian do?

Lian can ? , ? and ? .

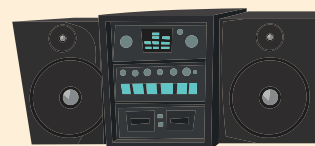
5 2.45 Now listen and check.

## Get Grammar!

can affirmative and negative

| +                          | -                            |
|----------------------------|------------------------------|
| I <b>can</b> jump.         | I <b>can't</b> jump.         |
| You <b>can</b> jump.       | You <b>can't</b> jump.       |
| He/She/It <b>can</b> jump. | He/She/It <b>can't</b> jump. |
| We <b>can</b> jump.        | We <b>can't</b> jump.        |
| You <b>can</b> jump.       | You <b>can't</b> jump.       |
| They <b>can</b> jump.      | They <b>can't</b> jump.      |

I **can't** dance  
but I **can** jump!



- 6 In your notebook, write who can do these things. Then look at the photos on page 68 and check.

Lian (x2) Jen (x2) Alex (x1) Lucas (x2)

- Lian **can** skateboard.
- ? ? sing.
- ? ? make cupcakes.
- ? ? draw.
- ? ? cook.
- ? ? fix things.
- ? ? play the guitar.

- 7 Follow the lines. In your notebook, write what they can't do. Read the sentences.

- |                                 |                 |
|---------------------------------|-----------------|
| 1 Lian <b>can't</b> fix things. | draw            |
| 2 Jen ?.                        | cook            |
| 3 Alex ?.                       | play the guitar |
| 4 Lucas ?.                      | fix things      |
| 5 Lian ?.                       | skateboard      |
| 6 Alex ?.                       | sing            |

- 8 2.46 Listen and choose can or can't. Write the answers in your notebook.

- He **can** / **can't** swim.
  - She **can** / **can't** draw.
  - They **can** / **can't** act.
  - He **can** / **can't** sing.
  - She **can** / **can't** run.
  - His brother **can** / **can't** read.
- 1 **can't**

- 9 2.47 Listen and repeat.

### Vocabulary make, play, ride

- make** a poster / cupcakes  
**play** computer games / football / the piano  
**ride** a bike / a horse

**LOOK!** play football  
 play **the** piano

- 10 In your notebook, complete Lucas's email with **can** and **make**, **play** or **ride**.



To: Ben

My family is very talented! My dad <sup>1</sup> **can play** football very well. My mum <sup>2</sup> ? a horse and she <sup>3</sup> ? the piano. My aunt Melina <sup>4</sup> ? cupcakes. They're yummy! As for me, I <sup>5</sup> ? the guitar and I <sup>6</sup> ? a bike!



- 11 Work in pairs.  
 Student A: In your notebook, write three true and three false sentences.  
 Student B: Guess which sentences are true. Then swap roles.

A: *I can play the guitar.*  
 B: *It's true. / It's false.*





Potrafę tworzyć pytania z czasownikiem *can* i odpowiadać na nie.

## The Terrific Two Thank you, Superdug!

**1**

**Dug:** Ah, what a lovely day!

**2**

**Dug:** Who's Tom and Susan?  
**Kit:** Can you see the boat over there?  
**Dug:** Yes, I can.  
**Kit:** I think they are in it. Look!

**3**

**Woman:** Oh no! My son and daughter can't swim! Can you help?  
**Kit:** What can we do? Dug?!  
**Dug:** What? Oh, yes. We can help! One minute, please.

**4**

**Kit:** That's Superdug!  
**Woman:** He can run fast!  
**Kit:** Yes, he can. He's a superhero!  
**Woman:** Can he swim?  
**Kit:** Oh! No, he can't ...

**5**

**Kit:** He can't swim but he can fly!

**6**

**Woman:** Thank you, Superdug!  
**Superdug:** No problem!

**1** Look at the cartoon and answer the questions.

- 1 What's the title of Dug's book?
- 2 Who can swim in the cartoon?

**2** **2.48** Listen and read. Finish the sentence in your notebook.

The woman is Tom and Susan's ? .

**3** Read the cartoon again. In your notebook, complete the sentences with one word.

- 1 Dug can **see** the boat over there.
- 2 Susan and Tom are in the ? .
- 3 Susan and Tom can't ? .
- 4 Kit and Superdug ? help.
- 5 Superdug can't swim but he can ? .



## Get Grammar!

can questions and short answers

| ?                   | Short answers                                              |
|---------------------|------------------------------------------------------------|
| Can I swim?         | Yes, I <b>can</b> . / No I <b>can't</b> .                  |
| Can you swim?       | Yes, you <b>can</b> . / No, you <b>can't</b> .             |
| Can he/she/it swim? | Yes, he/she/it <b>can</b> . / No, he/she/it <b>can't</b> . |
| Can we swim?        | Yes, we <b>can</b> . / No, we <b>can't</b> .               |
| Can you swim?       | Yes, you <b>can</b> . / No, you <b>can't</b> .             |
| Can they swim?      | Yes, they <b>can</b> . / No, they <b>can't</b> .           |

What **can** we **do**?      We **can help**.



4 In your notebook, write questions and short answers.

1 fly Can Superdug ?

Can Superdug fly? Yes, he can.

2 Dug fly Can ?

3 Tom and Susan Can fly ?

4 the boat you see Can ?

5 Can swim the little dog ?

5 Look at the cartoon. Ask and answer the questions in pairs.

1 Picture 2 Dug / see the children?

A: Can Dug see the children?

B: Yes, he can.

2 Picture 3 Tom and Susan / swim?

3 Picture 3 What / Kit and Dug / do?

4 Picture 4 Superdug / run fast?

5 Picture 4 Superdug / swim?

6 In pairs, ask and answer about Kit and Dug.

|       | Kit | Dug |
|-------|-----|-----|
| swim? | ✓   | ✗   |
| draw? | ✗   | ✓   |
| cook? | ✓   | ✗   |

A: Can Kit swim?      B: Yes, she can.

7 Copy the table into your notebook. Add your idea for number 5. Ask five of your classmates. How many of them can/can't do these things?



| Can you ...       | 1 | 2 | 3 | 4 | 5 |
|-------------------|---|---|---|---|---|
| 1 swim?           | ✓ | ✓ | ✗ | ✗ | ✗ |
| 2 fix a computer? | ? | ? | ? | ? | ? |
| 3 ride a horse?   | ? | ? | ? | ? | ? |
| 4 draw?           | ? | ? | ? | ? | ? |
| 5 ... ?           | ? | ? | ? | ? | ? |

8 In your notebook, write a report of your survey in Exercise 7.

Two people can swim and three people can't swim!

9 2.49-2.50 Go to page 123.  
Listen and chant the Activities Rap.



## 5.4 Speaking

Potrafię proponować i odpowiadać na propozycje.

# Let's do something fun!



**Lucas:** Hey, guys, let's do something fun.  
**Jen:** I agree. Any ideas?  
**Alex:** We can go to the park.  
**Jen:** Again? It's not a good idea.  
**Lian:** Let's go ice skating.  
**Jen:** Great idea!  
**Lucas:** I'm not sure ... I can't skate very well.  
**Lian:** No problem. I can teach you.  
**Lucas:** OK, cool! Let's do that!



**Alex:** Hey, Lucas? You can wear these!  
**Lucas:** Ha, ha! You're so funny!

**1** **2.51** Listen and read. What do they decide to do?



**2** **2.52** Listen and repeat.

### Speaking Suggestions

A: Let's do something fun! / Let's go ice skating!  
 We can go to the park!

B: 😊 I agree! / Let's do that! / Great idea!  
 😐 I'm not sure.  
 😞 It's not a good idea.

**3** In your notebook, complete the sentences with one word.

- We can go to the cinema!
- ? go to the beach!
- Let's ? something fun!
- ? can play football!
- We ? ride our bikes!

**4** Choose the correct answers. Write them in your notebook.

- A: Let's do something fun.  
 B: a Let me see ... b I agree. Any ideas?  
 c What's wrong?
- A: Let's go to the swimming pool!  
 B: a We can go to the park.  
 b Let's do something fun.  
 c I'm not sure ... I can't swim very well.
- A: I can teach you.  
 B: a No problem. b OK. Let's do that!  
 c You're so funny.

**5** Read and answer. Use the expressions from the Speaking box.

- A: We can make cupcakes! B: 😊 *Great idea!*
- A: Let's do something fun! B: 😐
- A: We can go to the park. B: 😞
- A: Let's go to the zoo. B: 😐

**6** In pairs, make dialogues like those in Exercise 5. Use the ideas in the box and add your own.

go to the cinema go to the swimming pool  
 make a video play computer games  
 play volleyball ride our bikes

A: *Let's ride our bikes!*

B: *I agree!*

Potrafię zrozumieć tekst o języku migowym.

**1** Look at the photos and the title of the text.  
Do you know anyone who speaks sign language?

**2**  **2.53** Read and listen to the text.  
In your notebook, match headings a–d to paragraphs 1–4.

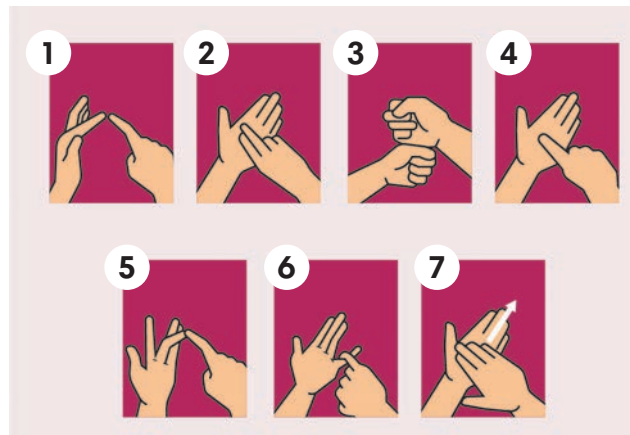
- a Learn sign language!
- b A special language
- c Where is sign language important?
- d What is sign language?

1 *b*

**3** Are the sentences true or false?

- 1 People who can't hear have got a special language. *true*
- 2 There is one sign language.
- 3 There is one sign language alphabet.
- 4 Sign language isn't important at home.
- 5 Some TV programmes are in sign language.

**4** The pictures show a certain word in British Sign Language alphabet. Go to page 122 and check the word. Can you show it with your hands?



## Sign language

- 1** At school you can learn different languages, like English, French or Spanish. But there are special schools where teachers and students speak a sign language.
- 2** In sign language you can make letters and words with your hands. It's for people who can't hear. There are different sign languages and different sign language alphabets.
- 3** Sign language is important in schools and at home. All the family can learn sign language. They can speak to children who can't hear. Some TV programmes are in sign language too.
- 4** Are there children at your school who can't hear? You can learn sign language and make friends with them. There are sign language courses!





## 5.6 Listening and Writing

Potrafię zrozumieć wypowiedzi ustne o zajęciach pozaszkolnych i napisać krótki tekst na ten temat.

- 1 In your notebook, match photos 1–4 to after-school clubs a–d. In pairs, say what you can do in these clubs.



- a swimming club      c drama club  
b art club              d football club

- 2 2.54 Listen to four children. In your notebook, match speakers 1–4 to clubs a–d in Exercise 1.

- 3 2.54 Listen again. In your notebook, complete the sentences with a number or an action verb.

- 1 At art club you can learn to paint and *draw*.
- 2 The number of students in the art club is .
- 3 In drama club they can teach you how to .
- 4 Football club is for boys and girls from ten to .
- 5 At swimming club kids can swim and .

- 4 Which of the clubs in Exercise 2 do you prefer?

- 5 Read the ad for an after-school club. Who is the club for?

It's for students who like *sports / computers*.

### Come to Computer Club!

You can make robots and you can play computer games too. How cool is that? You can write emails but you can't write computer programs? We can teach you.

**Where:** St Alban's Primary School

**When:** Monday, 4 o'clock

See you there!

### Writing *and* and *but*

You **can** make robots **and** you **can** play computer games.  
You **can** write emails **but** you **can't** write computer programs.

- 6 In your notebook, complete the sentences with *and* or *but*.

- 1 I can run *and* I can jump.
- 2 She can sing  she can't act.
- 3 They can play computer games  make a robot  they can't write computer programs.

- 7 **WRITING TIME** In your notebook, write an ad for an after-school club.



### Find ideas

Make notes about what you can do at the club, and where and when the club is.



### Draft

- 1 Write the title. *Come to ... Club!*
- 2 Write a paragraph about what you can do at the club.  
*You can ... and ...*  
*You can ... but you can't ...*
- 3 Write where and when the club is.  
*Where: ... When: ... , ... o'clock*
- 4 Write the end.



### Check and write

Check all the linkers (*and*, *but*) and write the final version of your text.

## LESSON 5.1

**Action verbs** Czasowniki  
wyrażające czynności

**act** /ækt/ grać (np.  
w przedstawieniu)  
**climb** /klaɪm/ wspinać się  
**cook** /kuk/ gotować  
**dive** /daɪv/ nurkować  
**draw** /dɹɔː/ rysować  
**fix** /fiks/ naprawiać  
**fly** /flaɪ/ latać  
**jump** /dʒʌmp/ skakać  
**read** /riːd/ czytać  
**ride** /raɪd/ jeździć  
**run** /rʌn/ biegać  
**sing** /sɪŋ/ śpiewać  
**swim** /swɪm/ pływać  
**write** /raɪt/ pisać

## LESSON 5.2

**Phrases with make, play, ride**  
Wyrażenia z czasownikami *make*,  
*play*, *ride*

**make a poster** /meɪk ə 'pəʊstə/ zrobić plakat  
**make cupcakes** /meɪk 'kʌpkɪks/ upiec babeczki  
**play computer games** /pleɪ kəm'pjʊ:tə geɪmz/ grać w gry komputerowe  
**play football** /pleɪ 'fʊtbɔːl/ grać w piłkę nożną  
**play the piano** /pleɪ ðə pi'ænəʊ/ grać na pianinie  
**ride a bike** /raɪd ə 'baɪk/ jeździć na rowerze  
**ride a horse** /raɪd ə 'hɔːs/ jeździć konno

### Out of class

**Let me see ...** /let mi 'siː/ Niech zobaczę...  
**Not again!** /nɒt ə'geɪn/ Znowu?!  
**What's wrong?** /wɒts 'rɒŋ/ Co się stało?

**all day** /ɔːl 'deɪ/ cały dzień  
**camera** /'kæməɹə/ aparat  
**can** /kæn/ móc, umieć  
**I can't see a thing.** /aɪ ˌkɑːnt ˌsiː ə 'θɪŋ/ Nic nie widzę.  
**talented** /'tæləntəd/ utalentowany

**video** /'vɪdiəʊ/ klip wideo  
**well** /wel/ więc

## LESSON 5.3

**boat** /bəʊt/ łódź  
**fast** /faːst/ szybki  
**lovely day** /ˌlʌvli 'deɪ/ uroczy dzień  
**One minute, please.** /wʌn 'mɪnət ˌpliːz/ Chwileczkę.  
**who** /huː/ kto

## LESSON 5.4

### Suggestions

**Sugestie i propozycje**  
**Great idea!** /greɪt aɪ'dɪə/ Świetny pomysł!  
**I agree!** /aɪ ə'griː/ Zgadzam się!  
**I'm not sure.** /aɪm nɒt ʃʊː/ Nie jestem pewien/pewna.  
**It's not a good idea.** /ɪts nɒt ə gud aɪ'dɪə/ To nie jest dobry pomysł.  
**Let's do something fun!** /lets duː 'sʌmθɪŋ fʌn/ Zróbmy coś fajnego!  
**Let's do that!** /lets duː ðæt/ Tak zróbmy!  
**Let's go ice skating!** /lets gəʊ 'aɪs ˌsketɪŋ/ Chodźmy na łyżwy!  
**We can go to the park!** /wi kæn gəʊ tə ðə paːk/ Możemy iść do parku!

**guys** /gaɪz/ chłopaki, dziewczyny  
**teach** /tiːtʃ/ uczyć (kogoś)  
**wear** /weə/ mieć na sobie, nosić

## LESSON 5.5

**alphabet** /'ælfəbet/ alfabet  
**course** /kɔːs/ kurs  
**hear** /hɪə/ słyszeć  
**important** /ɪm'pɔːtənt/ ważny  
**language** /'læŋgwɪdʒ/ język  
**learn** /lɜːn/ uczyć się  
**letter** /'letə/ litera  
**make friends with** /meɪk 'frendz wɪð/ zaprzyjaźnić się z  
**sign language** /'saɪn ˌlæŋgwɪdʒ/ język migowy  
**teacher** /'tiːtʃə/ nauczyciel  
**TV programme** /ˌtiː 'viː ˌprəʊgræm/ program telewizyjny  
**word** /wɜːd/ słowo

## LESSON 5.6

**after school** /ɑːftə 'skuːl/ po szkole  
**ball** /bɔːl/ piłka  
**class** /klaːs/ klasa  
**club** /klʌb/ klub  
**come** /kʌm/ przyjść  
**game** /geɪm/ gra  
**now** /naʊ/ teraz  
**paint** /peɪnt/ malować  
**star** /staː/ gwiazda  
**today** /tə'deɪ/ dzisiaj

# Revision

## VOCABULARY

- 1 Look at the picture. In your notebook, complete action verbs 1–9. Then write six more action verbs.



- |             |           |
|-------------|-----------|
| 1 a c t     | 6 r ? ? d |
| 2 c ? ? m ? | 7 r ? n   |
| 3 f ? x     | 8 s ? ? g |
| 4 f ? y     | 9 s ? ? m |
| 5 j ? ? p   |           |

- 2 In your notebook, complete the collocations with *make*, *play* or *ride*.

- 1 *make* cupcakes
- 2 ? a bike
- 3 ? the guitar
- 4 ? football
- 5 ? a horse
- 6 ? a poster

## GRAMMAR

- 3 In your notebook, write sentences with *can/can't* and *and* or *but*.

- 1 Superdug / fly ✓ / swim ✗  
*Superdug can fly but he can't swim.*
- 2 Leo / play the piano ✗ / play football ✓
- 3 I / make a cake ✗ / make a pizza ✓
- 4 You / play the guitar ✗ / sing ✗
- 5 They / skateboard ✓ / run very fast ✓

- 4 In your notebook, complete the questions and short answers.

- 1 (you / swim) *Can you swim?* No, *I can't.*
- 2 (David / sing) ? this song?  
Yes, ? . He's very good.
- 3 (the boys / act) ? ?  
No, ? !
- 4 Mum, (we / play) ? a computer game?  
No, ? . It's time for lunch.
- 5 (you / see) ? Mario?  
Yes, ? . He's over there.

## PRONUNCIATION

- 5 2.55 Listen and repeat: /a:/ or /æ/?

Mark's Aunt Ann can play the guitar but she can't sing or act so she isn't a star!



## DICTATION

- 6 2.56 Listen to the recording. Write the sentences in your notebook.

## SPEAKING

- 7 In your notebook, write the dialogue in the correct order. Then act it out in pairs.

- a B: I'm not sure ... I can't play very well.
- b B: OK, cool. Let's do that.
- c B: I agree. Any ideas?
- d A: Let's do something fun.
- e A: No problem. I can teach you.
- f A: We can play football.

- 8 In your notebook, complete the sentences using *can* or *can't* to make them true for you. Compare your answers in pairs.

- 1 I ? play the piano.
- 2 I ? ride a skateboard.
- 3 I ? make cupcakes.
- 4 I ? fix a computer.



## READING AND WRITING

9 Read the ad. What is it about?

# NEW STARS!

You can be a star too!



This is Meryl. She's very talented!  
She's a new star!

She's clever and funny.  
She can sing and play the guitar.  
She is in a rock band.  
She can play the piano, too.  
Dancing is her favourite activity.

### What can you do?

Can you act?  
Can you jump high?  
Can you roller-skate?  
Can you make yummy cupcakes?  
Can you tell funny jokes?

**Come and show us!**  
**We've got special prizes for our three favourite new stars.**

**Prize 1**  
You can be on TV!

**Prize 2**  
You can meet a famous band!

**Prize 3**  
You can go to a London show!

**Time:** Saturday at 10 o'clock  
**Place:** Town Theatre  
Your family and friends can come too!  
Sorry, but no cats or dogs!

10 Read the ad again and answer the questions.

- 1 Who is Meryl?
- 2 What can she do?
- 3 How many prizes are there?
- 4 When is the contest?
- 5 Where is it?
- 6 Can dogs come?

11 In your notebook, write about the things that you and your family **can** and **can't** do.

## LISTENING

12  2.57 Listen and choose the correct answers. Write them in your notebook.

1 What can Grace do?



2 What can Uncle Jack do?



3 What do they decide to do?



4 What can you do at the sports club?



### Check yourself!

- ✓ Potrafię stosować czasowniki wyrażające czynności.
- ✓ Potrafię stosować czasownik **can** w zdaniach twierdzących, przeczeniach i pytaniach.
- ✓ Potrafię proponować i odpowiadać na propozycje.
- ✓ Potrafię zrozumieć tekst o języku migowym.
- ✓ Potrafię zrozumieć wypowiedzi ustne o zajęciach pozaszkolnych i napisać krótki tekst na ten temat.

1 Do you know these places in London? What are they? What can you do there?



The London Eye and the Thames

2  2.58 Listen and read. In your notebook, match photos A-D with paragraphs 1-4.



## Things to do at the weekend

London is a fun city. There are a lot of things kids can do. Here are some of them:

### 1 Go to a museum

How about the Natural History Museum? There are fun activities for kids: you can make dinosaur T-shirts, see a puppet show or be a scientist for a day!

### 2 Family workshops

Some museums have family workshops. Mums, dads and their kids can draw, paint or make things together. At the Cartoon Museum you can make your own comic!

### 3 See a show

London is famous for its musicals. There are many shows for all the family. You can sing and dance to the songs too.

### 4 See the city

You can see London from the top of the London Eye, or from a boat on the Thames. You can run, play football, skateboard or have a picnic in Hyde Park.







Hyde Park



Natural History Museum

**3** Read the text again. Choose the correct answers. Write them in your notebook.

Where can you ...

- 1 skateboard?
  - a in the London Eye capsules
  - b in Hyde Park
- 2 make a comic?
  - a at a workshop
  - b on the Thames
- 3 sing?
  - a in the Natural History Museum
  - b in a musical
- 4 go on a boat?
  - a from the top of the London Eye
  - b on the Thames
- 5 make a T-shirt?
  - a at the Natural History Museum
  - b at the Cartoon Museum

**4** **2.59** Listen. In your notebook, write where the people are. Choose from the places in the box.

- |                |                    |
|----------------|--------------------|
| a puppet show  | a drawing workshop |
| the London Eye | a musical          |

## PROJECT

- Work in pairs. Make a leaflet about the fun things visitors can do in your area.
- Take photos of interesting places or find them on the Internet.
- Write about places with fun activities for kids and their families. Use these questions to help you.
  - What kind of places are they?
  - Where are they?
  - What can people do there?
- Put the photos and text together on the leaflet.
- Share your leaflet with the class.

## Fun things to do in ...



- My town is called ...
- It is in Central Poland, near ...
- In our area, visitors can see ...



# 6

## My day

### Vocabulary

Potrafię opowiadać o czynnościach dnia codziennego.

I know that!

1 Which of these activities do you do every day?

go to school   have lunch   do (my) homework  
watch TV   go to bed

#### VOCABULARY

Daily activities | Days of the week | Months

#### GRAMMAR

Present Simple affirmative | Adverbs of frequency



#### SPEAKING

Telling the time



#### READING

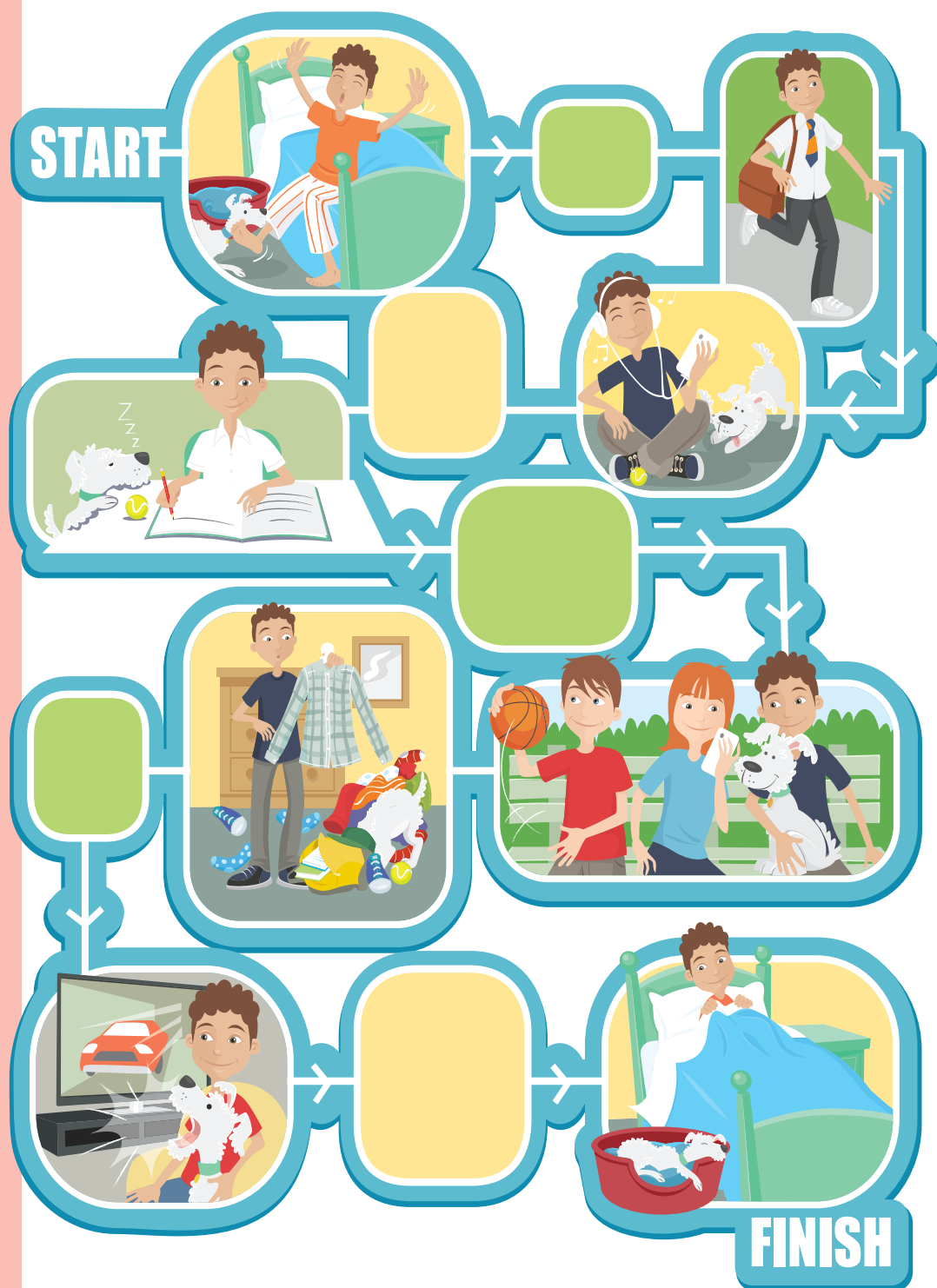
A day with ... *Dreamtime Traveler!*

#### LISTENING AND WRITING

My weekend | *before and after*

#### POLAND

Come to Poland!



- 2  **3.01** Listen and repeat. Which activities can you find in the pictures on page 80?

### Vocabulary Daily activities

do my homework   get up   go to bed  
go to school   hang out with my friends  
have a shower   have breakfast   have dinner  
have lessons   have lunch   listen to music  
tidy my room   watch TV

- 3 Choose the correct answers. Write them in your notebook.

- 1 get / go to bed      5 watch / listen to music  
2 have / get up      6 take / watch TV  
3 tidy / listen to my room      7 do / have my homework  
4 have / go lessons      8 take / hang out with my friends  
1 go

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

lessons   dinner   a shower   breakfast   lunch



**LOOK!** have breakfast/lunch/dinner  
have a shower  
have lessons

- 5  **3.02** Listen and write the activity in your notebook. Use the Vocabulary box to help you.

- 1 watch TV

- 6 In your notebook, number the activities in the order you do them on a typical day. Read your lists in pairs. Are they the same?

have dinner   get up   have lessons  
have breakfast   go to school   go to bed  
do my homework   have lunch

- 7 Look at the pictures. Write the activity in your notebook.



- 1 hang out with my friends



- 8 **GAME** In pairs, play the board game on page 80.

- 1 Throw a dice.
- 2 Go forward.
- 3 If there's a picture on the square, name the activity.
  - **Correct answer:** stay there.
  - **Wrong answer:** go back two squares.
- 4 Go to the FINISH first to win!

**I remember that!**

- 9 In your notebook, put the daily activities in the Vocabulary box into groups.

:) My favourite activities: ...  
:( Activities I don't like: ...

Potrafie stosować czas Present Simple w zdaniach twierdzących.

## I listen to classical music.

Lucas asks Jen and Alex about their daily routine for a school survey.



**Jen:** I get up early. I get ready for school and I have breakfast.  
**Alex:** Me too. Breakfast is very important. Jen makes pancakes!  
**Jen:** Then we walk to school.  
**Alex:** We're never late for school.



**Jen:** After school we do our homework. In the evening, ...  
**Alex:** I listen to classical music and Jen plays the piano.



**Lucas:** Come on, guys! Alex listens to classical music! Jen plays the piano! Seriously?  
**Jen:** Oh, Alex. Lucas, let me tell you what Alex really does!

### 1 3.03 Listen and read.

Who makes breakfast?

a Lucas   b Alex   c Jen

### 2 Who does activities 1–6 – Alex, Jen or both?

- 1 get up early *Jen*
- 2 make pancakes
- 3 walk to school
- 4 do homework
- 5 listen to classical music
- 6 play the piano

### 3 3.04 Listen and repeat. Find these expressions in the story. How do you say them in Polish?

Me too. Come on, guys! Seriously?

**Out of class**

### 4 **CLASS VOTE** What do you think Alex really does?

- 1 gets up early / late
- 2 has breakfast at home / at school
- 3 plays computer games / football

### 5 3.05 Now listen and check.



## Get Grammar!

### Present Simple affirmative



I **listen** to music.

You **listen** to music.

He/She/It **listens** to music.

We **listen** to music.

You **listen** to music.

They **listen** to music.



- 6 Choose the correct answers. Write them in your notebook.



I <sup>1</sup> get / gets up early. Alex <sup>2</sup> get / gets up late. Alex <sup>3</sup> have / has breakfast at school. I <sup>4</sup> have / has breakfast at home.

Jen and I <sup>5</sup> walk / walks to school. After school, we <sup>6</sup> do / does our homework. In the evening, I <sup>7</sup> play / plays computer games.



1 **get**

## LOOK!

get → gets watch → watches tidy → tidies  
make → makes go → goes have → has

- 7 Read Lucas's blog. In your notebook, complete the sentences with a verb from the box in the correct form.

go hang watch play have  
have get get

### Lucas's blog

My brother and I are very different. Max <sup>1</sup> gets up early. I <sup>2</sup> ? up late. I <sup>3</sup> ? breakfast at home but Max <sup>4</sup> ? to the swimming pool in the morning, so he <sup>5</sup> ? breakfast at school. Before dinner, I <sup>6</sup> ? computer games and Max <sup>7</sup> ? out with his friends. But we <sup>8</sup> ? the football on TV together!

- 8 Which things do you do? Tell your partner. Then listen to your partner. Which things does he/she do?

- 1 I get up early.
- 2 I get up late.
- 3 I have breakfast at home.
- 4 I have breakfast at school.
- 5 I walk to school.
- 6 I take the bus to school.
- 7 I watch TV after dinner.
- 8 I play computer games after dinner.

- 9 Look at Exercise 8. In your notebook, write what you and your partner do.

*I get up early. Nicola gets up early too.*  
*I have breakfast at home. Nicola has ...*



- 10 Play Who is it?



Potrafę stosować przysłówki opisujące częstotliwość.

## The Terrific Two Dug's busy week



**Kit:** Dug, your garage is a mess! Can you tidy it, please?

**Dug:** Sorry, Kit. Today's Monday. On Mondays I always go to the superhero gym.

**Kit:** How about Tuesday?

**Dug:** Tuesday isn't a good day. I have swimming lessons on Tuesday.

**Kit:** OK. Wednesday.

**Dug:** I usually have dinner with uncle Roberto on Wednesday.

**Kit:** Thursday? Friday? Saturday?

**Dug:** I'm often busy on these days. On Thursday I visit my parents. On Friday I play football for the superhero team. And on Saturday we always hang out with our friends.



**Kit:** How about Sunday?

**Dug:** But Sunday is my only free day!

**Kit:** Not this Sunday!



**1** Look at the cartoon. What colour is Dug's shirt?

**2** **3.06** Listen and read. Which is Dug's free day?

**3** You can't see three activities from Dug's busy week in the cartoon. What are they?

**4** Correct the sentences in your notebook.

1 Dug's kitchen is a mess. garage

2 Dug has singing lessons.

3 Dug has lunch with his Uncle Roberto.

4 Dug visits his granny and grandad.

5 Dug plays basketball for the superhero team.

## Get Grammar!

### Adverbs of frequency

|      |                                             |
|------|---------------------------------------------|
| ■■■■ | We <b>always</b> hang out with our friends. |
| ■■■□ | He <b>usually</b> goes to the gym.          |
| ■■□□ | I <b>often</b> visit my grandma.            |
| ■□□□ | She <b>sometimes</b> has dinner with us.    |
| □□□□ | They <b>never</b> get up late.              |

| Adverb + verb                   | Adverb + to be              |
|---------------------------------|-----------------------------|
| I <b>always</b> have breakfast. | I am <b>always</b> happy.   |
| They <b>never</b> get up late.  | They are <b>never</b> late. |



5 In your notebook, write how often Dug does these activities.

1 has usually at home breakfast He .

*He usually has breakfast at home.*

2 sometimes computer games plays He .

3 at home on Tuesday never is He .

4 listens He to music often .

5 gets up He late always .

6 In your notebook, write about Kit's sisters, Lulu and Flo. Use the correct form of the verbs.



1 Lulu and Flo / go to the cinema on Friday. (often)

*Lulu and Flo often go to the cinema on Friday.*

2 Lulu and Flo / hang out with Kit and Dug. (sometimes)

3 Lulu / go to bed early. (usually)

4 Flo / play computer games. (never)

5 They / be late for school. (sometimes)

6 They / do their homework before dinner. (always)

7 3.07 Listen and repeat.

### Vocabulary Days of the week

Monday Tuesday Wednesday Thursday  
Friday Saturday Sunday

8 Complete the words in your notebook. Tell your partner when Kit does these activities. Which day is missing?

- |                        |                 |
|------------------------|-----------------|
| 1 watch films          | Friday          |
| 2 get up late          | S ? ? ? ? day   |
| 3 cook dinner          | W ? ? ? ? ? day |
| 4 tidy her house       | S ? ? day       |
| 5 have a tennis lesson | M ? ? day       |
| 6 go to the gym        | T ? ? ? ? day   |

*Kit watches films on Friday.*

9 In your notebook, write sentences that are true for you. When is your free day?

- always / Monday  
*I always watch TV on Monday.*
- sometimes / Tuesday
- often / Thursday
- usually / Friday
- never / Saturday
- always / Sunday

10 Work in pairs. Say one true and one false activity. Can your partner spot the false sentence?

A: *I never get up late. I often cook.*

B: *True, false!*



## 6.4 Speaking

Potrafię powiedzieć, która jest godzina.

# The film starts at four o'clock.

Alex and Lian want to go to the cinema.

1



**Lian:** What time is it?  
**Alex:** It's **quarter to four**. (1)  
**Lian:** What time is the film?  
**Alex:** It's at **four o'clock**. (2)  
**Lian:** It's too late now.  
**Alex:** Wait, the film is on again at **half past four**. (3)  
**Lian:** That's better. Let's go.

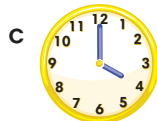
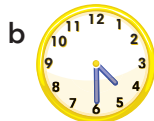
At the cinema ...

2



**Lian:** There isn't a film at half past four.  
**Alex:** But it says here there is a film at half past four on Fridays. Oh!  
**Lian:** Exactly! Today's Saturday.

1 In your notebook, match the times in the dialogue (1–3) with the clocks.



2 3.08 Listen and read. Why isn't there a show at half past four?

3 3.09 Listen and repeat.

### Speaking Telling the time

A: What time is it?

B: It's four o'clock.

A: What time is the film/match?

B: It's at ten (minutes) past four.



quarter past four.



half past four.



quarter to five.



ten (minutes) to five.

4 Complete the times in your notebook. Then ask and answer in pairs.

1 It's twenty to six.

2 It's ? past two.

3 It's quarter ? ten.

4 It's three ? .

5 It's ten past ? .

6 It's quarter ? eight.

A: *What time is it?* B: *It's twenty to six.*

5 In pairs, make dialogues like those in Exercise 4. Then act them out in class.

1 A: time / the football match? B: 12:15  
*What time is the football match?*

A: time / now? B: 11:55

2 A: time? B: 5:40

A: the party? B: 6:00

6 Play *What time is it?* as a class. Ask and answer.

A: *What time is it?*

B: *It's one o'clock. What time is it?*

C: *It's five past one. What time is it?*

Fun Spot

Potrąfię zrozumieć tekst o nastoletnim podróżniku.

1 Look at the photos and read the first part of the text. Why is this family special?

2 3.10 Read and listen to the text. Choose the correct answers. Write them in your notebook.

- 1 Réka lives in *Australia* / *different countries*.
- 2 Réka has got a *brother* / *sister*.
- 3 Réka *has got* / *hasn't got* a school.
- 4 Réka hangs out with her friends *in different places* / *online*.
- 5 *Dreamtime Traveler* is Réka's *book* / *blog*.
- 6 Réka's life *is* / *isn't* boring.
- 1 *different countries*

3 Read the text again and answer the questions.

- 1 Who is Lalika? *He's Réka's brother.*
- 2 Who are Réka's teachers?
- 3 Has Réka got a best friend?
- 4 What are her two favourite activities?
- 5 Réka hasn't got a pet. Why?
- 6 What does Réka watch?

4 What do you like most about Réka's life? Tell your partner.

5 3.11 Listen and repeat. Find the months in the photos.

## Vocabulary Months

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

6 Imagine you travel to different countries like Réka. Plan your journey for a year. Tell the other students about your plan.

| Month                       | Country          |
|-----------------------------|------------------|
| <i>January and February</i> | <i>Australia</i> |

*In January and February I'm in Australia.  
In March, I'm in ...*

## A day with ... Dreamtime Traveler!

Australia – January 2016

1



**Réka Kaponay is from Australia, but she lives in different countries! She travels with her parents and brother, Lalika. Today she tells us about her life.**

### Where's your school?

I haven't got a school! My teachers are my parents and the people we visit.

### Who are your friends?

I've got friends in a lot of countries. We hang out online. I haven't got a best friend.

### Have you got a pet?

No! I love animals but I can't have a pet. We are always in different places.

### What are your favourite hobbies?

Reading and writing! I read a lot and I write my own books. I've got a blog too – *Dreamtime Traveler*. But I also watch TV and films like all teenagers and I love walking and swimming.

### Do you like your life?

Yes, I love every day! It's never boring!

2



Machu Picchu, Peru – March 2013

3



Nazca, Peru – March 2013



Cappadocia, Turkey – October 2014



Paris, France – August 2015



## 6.6 Listening and Writing

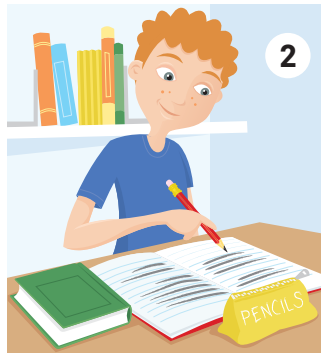
Potrafię zrozumieć wypowiedzi ustne o typowym weekendzie i napisać krótki tekst na ten temat.

- 1 Which activities do you do at the weekend?  
Compare with your partner.

- |                   |                             |
|-------------------|-----------------------------|
| 1 tidy my room    | 6 sing                      |
| 2 play football   | 7 play computer games       |
| 3 ride a horse    | 8 do my homework            |
| 4 listen to music | 9 have lunch with my family |
| 5 watch TV        |                             |

- 2  3.12 What is their typical Saturday? Listen. In your notebook, match the names with the pictures. There is one extra picture.

Brian Ben Anna



- 3  3.13 Listen to Ben talking about his weekend. In your notebook, complete the sentences with the words in the box.

always room usually guitar bed

- Ben *usually* gets up at 7 o'clock on Saturday.
  - Ben tidies his  after breakfast.
  - Ben goes to  at 10 o'clock on Saturday.
  - Ben  does his homework after breakfast on Sunday.
  - Ben and his best friend play the  on Sunday.
- 4 Work in groups. Talk about what you usually do at the weekend. Then tell your class about a student in your group. They guess who it is!

- 5 Read Lian's blog. Which is her favourite day?

a Saturday b Sunday

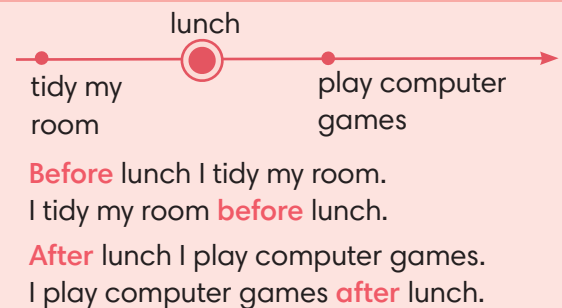


### My weekend

I usually get up at 8 o'clock on Saturdays. After breakfast I skateboard with my friends. I love my skateboard and I love Saturdays! Before dinner I watch TV or play computer games.

I get up at 9 o'clock on Sundays. Before lunch I tidy my room and I do my homework. I always have lunch with my family! After lunch I often draw or listen to music.

### Writing before and after



- 6 Find *before* and *after* in Lian's blog.

- 7 **WRITING TIME** In your notebook, write about your typical weekend. Use *before* and *after*.



#### Find ideas

Make a list of what you do.

*Saturday: get up late, help Mum, ...*

*Sunday: do my homework, ...*



#### Draft

- 1 Write a paragraph about Saturday.

*I usually get up at ... o'clock on Saturday. I have a shower and ...*

- 2 Write a paragraph about Sunday.

*I always ... on Sunday. Before lunch I ...*



#### Check and write

Check all *before* and *after* and write the final version of your text.



## LESSON 6.1

**Daily activities** Czynności dnia codziennego

**do my homework** /ˈduː maɪ ˈhəʊmwɜːk/ odrabiać pracę domową

**get up** /get ˈʌp/ wstawać

**go to bed** /gəʊ tə ˈbed/ iść do łóżka

**go to school** /gəʊ tə ˈskuːl/ iść do szkoły

**hang out with my friends** /hæŋ ˌaʊt wɪð maɪ ˈfrendz/ spotykać się z przyjaciółmi

**have a shower** /hæv ə ˈʃaʊə/ brać prysznic

**have breakfast** /hæv ˈbrekfəst/ jeść śniadanie

**have dinner** /hæv ˈdɪnə/ jeść obiad

**have lessons** /hæv ˈlesənz/ mieć lekcje

**have lunch** /hæv ˈlʌntʃ/ jeść drugie śniadanie/lunch

**listen to music** /lɪsən tə ˈmjuːzɪk/ słuchać muzyki

**tidy my room** /ˈtaɪdi maɪ ˈruːm/ posprzątać pokój

**watch TV** /wɒtʃ ˈtiː ˈviː/ oglądać telewizję

## LESSON 6.2

**Out of class**

**Come on, guys!** /ˈkʌm ˈɒn gaɪz/ No chodźcie!

**Me too.** /mi ˈtuː/ Ja też.

**Seriously?** /ˈsɪəriəsli/ Naprawdę?

**be late for school** /bi ˈleɪt fə ˈskuːl/ spóźnić się do szkoły

**classical music** /ˈklæsɪkəl ˈmjuːzɪk/ muzyka poważna

**daily routine** /ˈdeɪli ruːˈtiːn/ codzienne zajęcia

**early** /ˈɜːli/ wcześnie

**get ready for school** /get ˈredi fə ˈskuːl/ przygotować się do szkoły

**in the evening** /ɪn ði ˈiːvniŋ/ wieczorem

**never** /ˈnevə/ nigdy

**pancakes** /ˈpæŋkeɪks/ naleśniki

**really** /ˈriəli/ naprawdę

**school survey** /skuːl ˈsɜːveɪ/ ankietka szkolna

**walk** /wɔːk/ chodzić

## LESSON 6.3

**Days of the week** Dni tygodnia

**Monday** /ˈmʌndi/ poniedziałek

**Tuesday** /ˈtjuːzdi/ wtorek

**Wednesday** /ˈwenzdi/ środa

**Thursday** /ˈθɜːzdi/ czwartek

**Friday** /ˈfraɪdi/ piątek

**Saturday** /ˈsætədi/ sobota

**Sunday** /ˈsʌndi/ niedziela

**busy** /ˈbɪzi/ zajęty

**free day** /friː ˈdeɪ/ dzień wolny

**gym** /dʒɪm/ sala gimnastyczna, klub fitness

**How about Tuesday?** /haʊ ə ˈbaʊt ˈtjuːzdi/ A może we wtorek?

**mess** /mes/ bałagan

**often** /ˈɒfən/ często

**swimming lesson** /ˈswɪmɪŋ ˈlesən/ lekcja pływania

**team** /tiːm/ drużyna

**visit** /ˈvɪzət/ odwiedzić

## LESSON 6.4

**Telling the time** Podawanie czasu

**What time is it?** /wɒt taɪm ɪz ɪt/ Która jest godzina?

**It's four o'clock.** /ɪts ˈfɔː ə klɒk/ Jest czwarta.

**What time is the film?** /wɒt taɪm ɪz ðə fɪlm/ O której godzinie zaczyna się film?

**What time is the match?** /wɒt taɪm ɪz ðə mætʃ/ O której godzinie zaczyna się mecz?

**It's at ten (minutes) past four.** /ɪts ət ten mɪnɪts pɑːst ˈfɔː/ (Zaczyna się) Dziesięć (minut) po czwartej.

**It's at quarter past four.** /ɪts ət ˈkwɔːtə pɑːst ˈfɔː/ (Zaczyna się) Kwadrans po czwartej.

**It's at half past four.** /ɪts ət haːf pɑːst ˈfɔː/ (Zaczyna się) O wpół do piątej.

**It's at quarter to five.** /ɪts ət ˈkwɔːtə tə faɪv/ (Zaczyna się) Za piętnaście piąta.

**It's at ten (minutes) to five.** /ɪts ət ten mɪnɪts tə faɪv/ (Zaczyna się) Za dziesięć (minut) piąta.

**The film is on again at ...** /ðə fɪlm ɪz ɒn əˈɡeɪn ət/ Wyświetlają ten film znowu o...

**too late** /tuː ˈleɪt/ za późno

## LESSON 6.5

**Months** Miesiące

**January** /ˈdʒænjuəri/ styczeń

**February** /ˈfebruəri/ luty

**March** /mɑːtʃ/ marzec

**April** /ˈeɪprəl/ kwiecień

**May** /meɪ/ maj

**June** /dʒuːn/ czerwiec

**July** /dʒuːlaɪ/ lipiec

**August** /ˈɔːɡəst/ sierpień

**September** /sepˈtembə/ wrzesień

**October** /ɒkˈtəʊbə/ październik

**November** /nəʊˈvembə/ listopad

**December** /dɪˈsembə/ grudzień

**animal** /ˈænɪməl/ zwierzę

**blog** /blɒɡ/ blog

**every** /ˈevri/ każdy

**life** /laɪf/ życie

**live** /lɪv/ żyć

**love** /lʌv/ kochać

**my own** /maɪ əʊn/ mój własny

**online** /ˈɒnlaɪn/ w internecie

**teenagers** /ˈtiːnˌeɪdʒəz/ nastolatki

**travel** /ˈtrævəl/ podróżować

**walking** /ˈwɔːkɪŋ/ spacerowanie

**writing** /ˈraɪtɪŋ/ pisanie

## LESSON 6.6

**grandparents** /ˈɡrændˌpeərənts/ dziadkowie

**meet a friend** /miːt ə ˈfrend/ spotkać się z przyjacielem/przyjaciółką

**take the bus** /teɪk ðə ˈbʌs/ pojechać autobusem

# Revision

## VOCABULARY

- 1 In your notebook, complete the expressions with the words from the box. There's one extra word.

go to watch ~~homework~~ listen to  
up have my room friends school

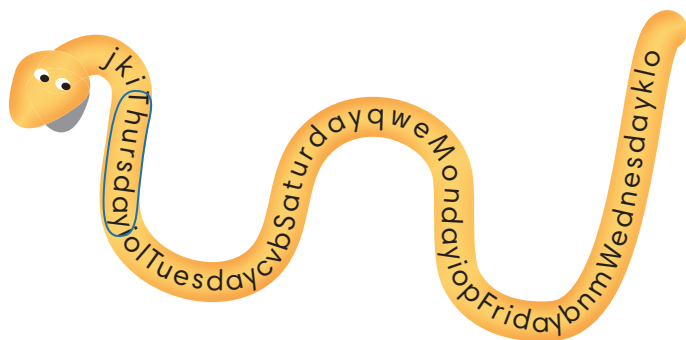
- |                         |                   |
|-------------------------|-------------------|
| 1 do my <i>homework</i> | 5 ? bed           |
| 2 get ?                 | 6 ? music         |
| 3 ? TV                  | 7 tidy ?          |
| 4 go to ?               | 8 hang out with ? |

The extra word is ? .

- 2 In your notebook, write three collocations with the extra word in Exercise 1. Do you know any more collocations with this word?

- 1 a sh ? ? ? r  
2 b ? ? ? k ? ? ? t  
3 le ? ? on ?

- 3 Find the days of the week and write them in your notebook in the correct order. Which day is missing?



- 4 Answer the questions. Then tell a friend.

- What month is your birthday?
- What month is Christmas?
- What month is after February?
- What month is before August?

## GRAMMAR

- 5 In your notebook, write sentences that are true for you.

- (always) My brother / sister  
*My brother always gets up late.*
- (usually) My parents
- (often) My best friend
- (sometimes) My granny and grandad
- (never) My teacher

- 6 In your notebook, complete Carla's blog about her typical morning. Use the verbs in the box in the correct form.

go get (x3) hang have (x3) listen

I <sup>1</sup> *get* up at half past seven but my parents <sup>2</sup> ? up at seven o'clock. My sister, Kate, <sup>3</sup> ? up late every day! We <sup>4</sup> ? breakfast together. After breakfast I <sup>5</sup> ? to school with Kate. We go on the bus. Kate <sup>6</sup> ? to music and I <sup>7</sup> ? out with my friends. We <sup>8</sup> ? lessons and we <sup>9</sup> ? lunch at one o'clock.

## PRONUNCIATION

- 7 3.14 Listen and repeat: /s/, /z/ or /iz/?

Kate gets up late and has breakfast fast, she watches a film and runs for the bus!



## DICTATION

- 8 3.15 Listen to the recording. Write the sentences in your notebook.

## SPEAKING

- 9 Match sentences and questions 1–3 to responses a–c. Write the dialogues in your notebook. Then act them out in pairs.

### Dialogue 1

- |                          |                     |
|--------------------------|---------------------|
| 1 What time is it?       | a OK!               |
| 2 What time is the show? | b It's five to two. |
| 3 Let's watch it.        | c At two o'clock.   |

### Dialogue 2

- |                         |                        |
|-------------------------|------------------------|
| 1 When is the match?    | a It's ten to six.     |
| 2 What time is it now?  | b Yes, let's go!       |
| 3 Let's walk fast then! | c It's at six o'clock. |

## MY HOLIDAYS

I'm at my cousin Julie's house this week. She lives in a small town. Her house isn't very big but it's got a fantastic garden!

My Uncle Dave and Aunt Margaret get up at half past six. That's too early! I get up and have breakfast with them and Julie. After breakfast I go to bed again! It's the holidays and there aren't any lessons. I get up at nine, have a shower and tidy my room. Julie and I usually do something cool after lunch. We often go to the skatepark. Julie can skateboard really well. She's my new teacher!

We usually hang out with Julie's friends before dinner. In the evening, we always take Julie's dog, Fred, for a walk. It's my favourite activity! Fred is really cute. Before bed we listen to music, watch TV or play computer games. I go to bed at 11 p.m. Holidays are great!



### 10 What is your daily routine on Monday?

- 1 What time is breakfast?
- 2 How many lessons have you got?
- 3 What time is your first lesson?
- 4 Where can you have lunch at school?
- 5 Have you got any after school clubs?

### READING AND WRITING

#### 11 Read Maddy's blog. Is she happy on holidays?

#### 12 Read the text again. Are the sentences true or false?

- 1 Julie's house has got a great garden.
- 2 Maddy has a shower at 6.30.
- 3 The girls go to the skatepark after breakfast.
- 4 Julie's friends often go for a walk with Fred.
- 5 The girls sometimes watch TV before they go to bed.

#### 13 Imagine it's the holidays. You are at a friend's house for a week. In your notebook, write a blog about what you do:

- in the morning
- in the afternoon
- before and after dinner.

### LISTENING

#### 14 3.16 Listen. Are Mike and Jim similar or different?

#### 15 3.16 Listen again. Choose the correct options. Write the answers in your notebook.

- 1 Jim is *sometimes* / *never* late for school.
- 2 After school, Jim often *listens to music* / *tidies his room*.
- 3 Jim and Mike *are* / *aren't* good friends.
- 4 The boys *often* / *never* spend time together in the evening.
- 5 Mike and Jim play *football* / *basketball* for the school team.
- 6 At the weekend, Jim *goes to the gym* / *plays tennis*.

### Check yourself!

- ✓ Potrafię opowiadać o czynnościach dnia codziennego.
- ✓ Potrafię stosować czas Present Simple w zdaniach twierdzących.
- ✓ Potrafię stosować przysłówki opisujące częstotliwość.
- ✓ Potrafię powiedzieć, która jest godzina.
- ✓ Potrafię zrozumieć tekst o nastoletnim podróżniku.
- ✓ Potrafię zrozumieć wypowiedzi ustne o typowym weekendzie i napisać krótki tekst na ten temat.



# Poland Come to Poland!

- 1 Use the words from the box to complete the sentences. Use some words more than once. Write the answers in your notebook.

bread Christmas carols karaoke  
the national anthem rice strawberries

- 1 You can eat ,  and .
- 2 You can sing ,  and .
- 3 You can grow  and .

- 2 3.17 Listen to audio messages from international students. In your notebook, match speakers 1–4 to pictures a–d.

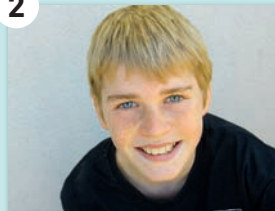
## International students ask questions about Poland

1



Sara, India

2



Caspar, Holland

3



Alan, Canada

4



Kiko, Japan

a



b



c



d



- 3 3.17 Listen again. Complete the questions in your notebook. Then answer the questions in pairs.

1 What is typical everyday  in Poland?

2 Are  popular with Polish people?

3 What's the official  of Poland?

4 Is  popular in Poland?

- 4 Read the answers from Polish students. In your notebook, match the answers to the questions in Exercise 3. Do you agree with these answers?

### Travelling in Poland: Q&A

Tomek

We like karaoke, but it is not a big thing in Poland. On special occasions, people sing traditional songs together. For example, we sing Polish carols at Christmas. Everyone can sing the national anthem. We sometimes sing it together before a big match.

Ola

I think bread is our typical everyday food. We've got a lot of different kinds of it. I always eat bread at breakfast. It's often in my lunch box too.

Kasia

We all speak Polish. This is our official language. For most people it's also their native language. A lot of people can speak English, too. Everyone learns it at school.

Mateusz

For a lot of Polish people cycling is only a sport. Not many people go to school or work by bike, but it may change soon. There are more and more cycle paths in Poland.

- 5 Make dialogues in pairs. One of you is from another country. Use questions from Exercise 3 and your own ideas. Act your dialogues out.

A: *Hi! I'm Jim from Canada. What is typical everyday food in Poland?*

B: *Hi, Jim! Well, we eat a lot of bread – we usually eat sandwiches for breakfast. And for lunch, ...*

- 6 Are these sentences true or false? Correct the false sentences in your notebook.

- 1 A lot of Polish people go to church on Saturdays.
- 2 Polish children start school when they're eight.
- 3 Polish people usually drink tea with milk.
- 4 A lot of Polish people live and work in other European countries.
- 5 We grow a lot of apples and strawberries in Poland.
- 6 Dogs are not very popular pets in Poland.

- 7 Work in pairs. In your notebook, write two more sentences about Polish people. Then change pairs and compare your sentences. Do you agree with your partner's sentences?

*A lot of Polish people speak English very well.*

- 8 Read the question from Michael. What is your answer?

Michael

Hi, I'm from New Zealand. My summer holidays are in January. When are your school holidays? What's the best time to visit Poland?



- 9 3.18 Complete the answer to Michael's question with the words from the box. Write the answers in your notebook. Listen and check.

apple grow south starts summer

It's winter in Poland in January. We often have a two-week break then. A lot of people go to the mountains in the <sup>1</sup> ? of Poland to go skiing. The long school holidays are in the <sup>2</sup> ?, in July and August. Summer at the Polish seaside is great but the seaside gets very busy. School <sup>3</sup> ? again in September. Late September is beautiful! Parks are red and yellow and it's <sup>4</sup> ? season. But if you prefer strawberries, come here in late June. We <sup>5</sup> ? the best strawberries in the world! In a word, it's always a good time to visit Poland!



## PROJECT

- Make a Visit Poland! poster.
  - Decide on the best time for visiting Poland. Put it in the title.
  - Write a catchy sentence for your poster.
  - Make your poster by hand. You can use any technique you like. Include pictures.
- Make a class display of the posters. Vote for the best one.



# Animals

## Vocabulary

Potrafię rozmawiać o zwierzętach.

I know  
that!

1 Find the animals in the photos. There is one extra photo.

elephant   monkey   tiger   giraffe   lion  
crocodile   kangaroo

### VOCABULARY

Wild animals | Pets  
Money | Adjectives

### GRAMMAR

Present Simple negative, questions  
and short answers



### SPEAKING

Buying a ticket



### READING

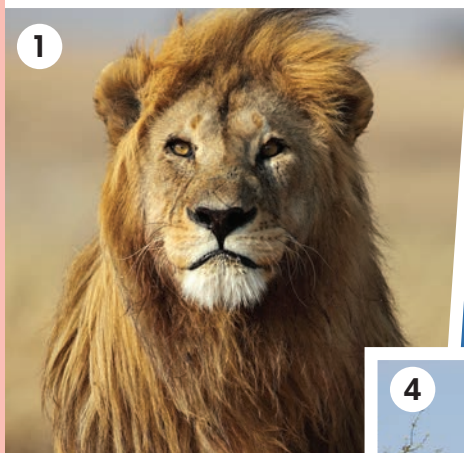
Amazing animals!

### LISTENING AND WRITING

Pets | Starting and ending an email

### GET CULTURE!

Pets in the UK





- 2  3.19 Listen and repeat. What is the name of the animal in the extra photo on page 94?

### Vocabulary Wild animals

bird butterfly crocodile elephant fish  
fly frog giraffe kangaroo lion monkey  
snake spider tiger whale

- 3 Look at the pictures and complete the words in your notebook. Use the Vocabulary box to help you.



- 4  3.20 Listen to the animal sounds. In your notebook, match the animals to the sounds. Then check your answers in pairs.

a bird                      c frog                      e monkey  
b elephant                d lion                      f snake

1 d lion

- 5 Read the sentences and choose the correct answers. Write them in your notebook.

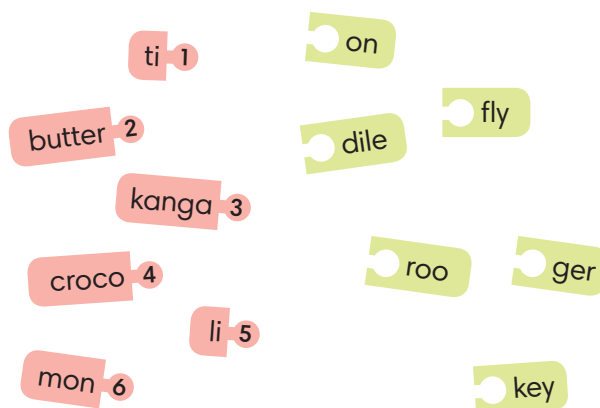
1 I can fly!                      4 I can't jump!  
spider / bird                      kangaroo / elephant

2 I can swim!                      5 I've got big teeth!  
whale / butterfly                      crocodile / fly

3 I'm very tall!                      6 I've got arms and legs.  
frog / giraffe                      snake / monkey

1 bird

- 6 The names of the animals got mixed. Write the correct names in your notebook.



1 tiger

I remember that!

- 7 Work in pairs. In your notebook, draw three fantasy animals. Show them to your partner to give them a name.

A: It's a giraffe and a bird.

B: It's a 'giraffird'!



## I don't like cats!



**Alex:** Mum? I want a dog like this! Please?  
**Mum:** Aww ... I like dogs but they are hard work, Alex.  
**Alex:** I don't mind!



**Mum:** Can you get up early and take it for a walk? Every day?  
**Jen:** Poor dog! Alex doesn't get up before twelve o'clock at the weekend.  
**Dad:** Big dogs eat a lot.  
**Alex:** But it's small! It doesn't eat a lot.  
**Dad:** Because it's a puppy! These dogs are usually very big!  
**Alex:** Oh, all right.



**Jen:** How about a cat? People don't take cats for a walk.  
**Alex:** I don't like cats! And I'm allergic!  
**Dad:** Look, these are perfect for you! They don't eat a lot and you are not allergic to them.

**1** **3.21** Listen and read. Find a word that means 'baby dog'.

**2** Are the sentences true or false?

- 1 Alex wants a pet cat. *false*
- 2 Dad thinks small dogs eat a lot.
- 3 Alex gets up late at the weekend.
- 4 The puppy in Alex's photo is very big.
- 5 A cat is not a good pet for Alex.

**3** **3.22** Listen and repeat. Find these expressions in the story. How do you say them in Polish?

I don't mind! Poor (dog)! Oh, all right.

**Out of class**

**4** **CLASS VOTE** What kind of pet is good for Alex in Dad's opinion?

a hamster   b goldfish   c frog

**5** **3.23** Now listen and check.

## Get Grammar!

### Present Simple negative

I **don't (do not)** get up early.

You **don't (do not)** get up early.

He/She/It **doesn't (does not)** get up early.

We **don't (do not)** get up early.

You **don't (do not)** get up early.

They **don't (do not)** get up early.



**6** Choose the correct answers. Write them in your notebook. Then check with the story on page 96.

- 1 Alex *wants / doesn't want* a cat.
- 2 Alex says small dogs eat / *don't eat* a lot.
- 3 Alex's mum *likes / doesn't like* the puppy in the photo.
- 4 Alex *gets up / doesn't get up* before twelve o'clock at the weekend.
- 5 People *take / don't take* cats for a walk.
- 1 *doesn't want*

**7** In your notebook, complete what Alex says with *don't* or *doesn't*.

1 On weekdays Jen and I go to school but we *don't* go to school at the weekend.

2 At the weekend Lucas plays computer games but he *?* play computer games on weekdays.

3 On weekdays Jen gets up early but she *?* get up early at the weekend.

4 I hang out with my friends at the weekend but I *?* hang out with them on weekdays.

5 On weekdays Lian does homework but she *?* do homework at the weekend.

6 At the weekend my family and I go out for lunch but we *?* go out for lunch on weekdays.

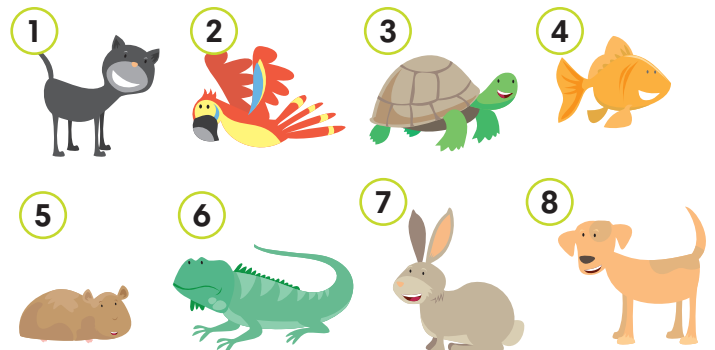
**8** In pairs, talk about what you do and don't do at the weekend.

*I don't go to school at the weekend.*

**9** **3.24** Listen and repeat. In your notebook, match the pictures with the words in the Vocabulary box.

### Vocabulary Pets

cat dog goldfish hamster iguana  
parrot rabbit tortoise



1 *cat*

**10** Which pet is good for these people?  
Student B: Go to page 124 to help Student A.  
Student A: Listen to Student B and decide.

1 Alex: *goldfish / dog ?*

2 Lucas: *parrot / hamster?*

3 Lian: *iguana / rabbit?*

B: *Alex wants to play with his pet.*

A: *A dog is a good pet for Alex.*

Student A: Go to page 122 to help Student B.

Student B: Listen to Student A and decide.

4 Granny: *dog / hamster?*

5 Aunt Megan: *tortoise / parrot?*

6 Jen's friend, Emma: *goldfish / big dog?*



## The Terrific Two Superdug's interview

A reporter from Superhero magazine is at Dug's house.



**Reporter:** Superdug, what do you do to relax?  
**Superdug:** I play computer games with Kit.  
**Reporter:** Does Superdug always win, Kit?  
**Kit:** No, he doesn't.  
**Superdug:** Kit is a very good player. I'm not.



**Reporter:** That's interesting! Do you speak any foreign languages, Superdug?  
**Superdug:** No, I don't but Kit speaks five languages. She can speak Chinese!  
**Kit:** But Superdug plays the piano!



**Reporter:** Does he have piano lessons?  
**Kit:** Yes, he does.  
**Superdug:** Kit is my piano teacher.  
**Reporter:** Do you sing, Superdug?  
**Superdug:** Oh, no, I don't! I can't sing at all!  
 Kit is a very good singer!



A week later ...

**Reporter:** Do you and Kit work together?  
**Superdug:** Yes, we do. She helps me with my work.  
**Reporter:** OK. Thank you.



**Superdug:** Eh? Superdug? No. Here's Superkit!  
**Kit:** Oh ...

**1** Look at the cartoon. What magazine is Kit reading?

**2** **3.25** Listen and read. Who is Superdug's piano teacher?

**3** Read the sentences. Choose the correct answers. Write them in your notebook.

- 1 Superdug watches TV / plays computer games to relax.
- 2 Superdug sometimes / always wins a computer game.
- 3 Kit speaks / doesn't speak foreign languages.
- 4 Superdug is / isn't a good piano player.
- 1 plays computer games

## Get Grammar!

### Present Simple questions and short answers

| Questions                    | Short answers                                                    |
|------------------------------|------------------------------------------------------------------|
| Do I <b>sing</b> ?           | Yes, I <b>do</b> . / No, I <b>don't</b> .                        |
| Do you <b>sing</b> ?         | Yes, you <b>do</b> . / No, you <b>don't</b> .                    |
| Does he/she/it <b>sing</b> ? | Yes, he/she/it <b>does</b> . /<br>No, he/she/it <b>doesn't</b> . |
| Do we <b>sing</b> ?          | Yes, we <b>do</b> . / No, we <b>don't</b> .                      |
| Do you <b>sing</b> ?         | Yes, you <b>do</b> . / No, you <b>don't</b> .                    |
| Do they <b>sing</b> ?        | Yes, they <b>do</b> . / No, they <b>don't</b> .                  |

What **do** you **do** to relax? I play computer games.



- 4 In your notebook, complete the reporter's questions to Superdug with **Do** or **Does**.

- 1 **Do** you know Superman? **X**
- 2 **?** you hang out with friends? **✓**
- 3 **?** Kit help you? **✓**
- 4 **?** you go to the gym? **✓**
- 5 **?** you and Kit listen to music? **X**
- 6 **?** Kit visit you at the weekend? **X**

- 5 In your notebook, write Superdug's answers to the questions in Exercise 4.

1 **No, I don't.**

- 6 In pairs, roleplay the questions and answers in Exercises 4 and 5.

A: **Do you know Superman?**

B: **No, I don't.**

- 7 In your notebook, write the questions to Kit.

- 1 you / play the guitar?  
**Do you play the guitar?**
- 2 you / listen to pop music?
- 3 Superdug / eat superhero food?
- 4 Superdug / watch TV?
- 5 you and Superdug / hang out every day?
- 6 Superdug / have swimming lessons?

- 8 **3.26** Listen to Kit's answers to the questions in Exercise 7. Write them in your notebook.

1 **No, I don't.**

- 9 **GAME** Complete the questions in your notebook. In pairs, ask the questions and mime the answers. Get a point for each correct guess.

- 1 What **do you do** (do) to relax?
- 2 What **?** (have) for breakfast?
- 3 Where **?** (do) your homework?
- 4 What **?** (do) after school?
- 5 What **?** (do) on Friday after dinner?
- 6 Where **?** (hang out) with your friends?

A: **What do you do to relax?**

B: **(mimes the answer)**

A: **I know! You play the guitar!**



- 10 **3.27-3.28**

Go to page 123. Listen and sing the Questions Song.



Potrafię kupić bilet wstępu.

## One ticket, please.



**Dad:** Get a ticket, Lucas.  
Jen and I have got passes.  
**Attendant:** Can I help you?  
**Lucas:** Can I have a ticket to the zoo, please?  
**Attendant:** That's eighteen pounds fifty, please.  
**Lucas:** Here you are.  
**Attendant:** Thank you. Here's your ticket. Would you like a guide?  
**Lucas:** No, thank you. Just the ticket, please. I've got all the information on my phone.  
**Lucas:** Where do we start?  
**Jen:** At the café. I'm so hungry I could eat a horse!  
**Lucas:** Shh! We are at the zoo.

1 3.29 Listen and read. Why don't they need a guide?

2 3.30 Listen and repeat.

### Speaking Buying a ticket

A: Can I help you?  
B: Can I have *one ticket / two tickets* to the zoo, please?  
A: That's *eighteen pounds fifty*.  
B: Here you are.  
A: Here's your ticket. / Here are your tickets.  
B: Thanks.

3 3.31 In your notebook, put the sentences in the dialogue in the correct order. Then listen and check.

- a Thanks.
- b Here are your tickets.
- c Can I have three tickets to the aquarium, please?
- d Here you are.
- e That's twelve pounds sixty, please.
- f Can I help you? 1

**LOOK!**

£ = pound

£4.20 = four (pounds) twenty

4 In your notebook, write how much it is.



1 *eighteen pounds fifty*

5 In pairs, roleplay buying a ticket to the museum. Use the prompts.

A: help / you?

B: three tickets

*Can I help you?*

A: £ 24.60

B: here

A: your tickets

B: thanks

6 In pairs, act out three more dialogues. Use the tickets in Exercise 4 and the expressions in the Speaking box.





## 7.6 Listening and Writing

Potrafię zrozumieć wypowiedzi ustne o zwierzętach domowych i napisać krótki tekst na ten temat.

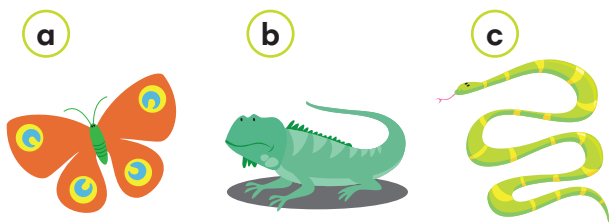
- 1 Work in pairs. In your notebook, make a list of animals that you can find in pet shops. Which of them are easy to look after?

*Cats – easy. They don't go for a walk!*

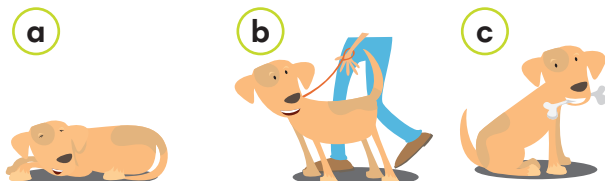
- 2  **3.35** Listen to a radio interview with Jo. She's got a pet shop. What animals does she mention?

- 3  **3.35** Listen again. Choose the correct answers. Write them in your notebook.

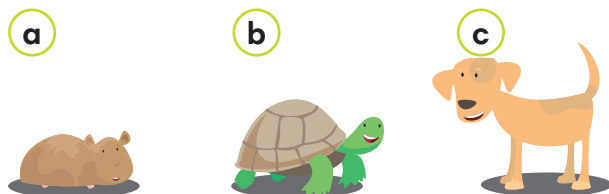
1 Which animal is dangerous?



2 What do dogs like?



3 Which pet is easy to look after?



- 4  **3.36** Listen to George talking about his new pet. Choose the correct answers. Write them in your notebook.

- 1 George's rabbit is clever / boring.
- 2 His favourite place is his rabbit house / the garden.
- 3 He eats green / red and green vegetables.
- 4 He drinks water / milk.
- 5 George has got one rabbit / two rabbits.

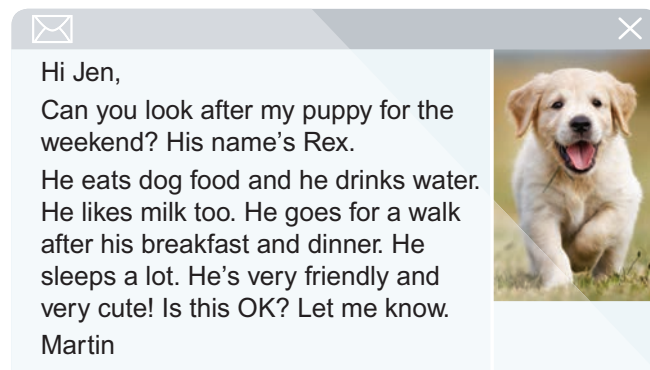


1 *clever*

- 5 What's your ideal pet? What do you know about it? Tell a partner.

- 6 Read Martin's email to Jen. What is it about?

a his weekend    b his puppy



### Writing Starting and ending an email

Begin with *Hi / Hello*.

Write a comma after the name, e.g. *Hi Jen, ...*

Write your name at the end, e.g. *Martin*.

- 7 In your notebook, put the sentences in order to make an email.

- a She eats cat food and fish. She drinks water.
- b Helena
- c Is this OK? Let me know.
- d Hi Ben,
- e Can you look after my cat for the weekend?

- 8 **WRITING TIME** In your notebook, write an email to a friend. Ask him/her to look after your pet.

### Find ideas

Make notes about your pet.

Decide which friend you're writing to.

### Draft

- 1 Write *Hi/Hello* and your friend's name.
- 2 Explain why you are writing.  
*Can you look after my ... for the weekend?*
- 3 Give helpful information.  
*He/She eats/drinks/likes/sleeps ...*
- 4 End your email.  
*Is this OK? Let me know.*
- 5 Write your name.

### Check and write

Check the beginning and ending of your email. Write the final version of your text.

## LESSON 7.1

### Wild animals Dzikie zwierzęta

**bird** /bɜːd/ ptak  
**butterfly** /'bʌtəflaɪ/ motyl  
**crocodile** /'krɒkədəɪl/ krokodyl  
**elephant** /'eləfənt/ słoń  
**fish** /fɪʃ/ ryba  
**fly** /flaɪ/ mucha  
**frog** /frɒg/ żaba  
**giraffe** /dʒə'reɪf/ żyrafa  
**kangaroo** /kæŋgə'ruː/ kangur  
**lion** /'laɪən/ lew  
**monkey** /'mʌŋki/ małpa  
**snake** /sneɪk/ wąż  
**spider** /'spaɪdə/ pajak  
**tiger** /'taɪgə/ tygrys  
**whale** /weɪl/ wieloryb

## LESSON 7.2

### Pets Zwierzęta domowe

**cat** /kæt/ kot  
**dog** /dɒg/ pies  
**goldfish** /'gəʊldfɪʃ/ złota rybka  
**hamster** /'hæmstə/ chomik  
**iguana** /'ɪgwɑːnə/ iguana  
**parrot** /'pærət/ papuga  
**rabbit** /'ræbət/ królik  
**tortoise** /'tɔːtəs/ żółw

### Out of class

**I don't mind!** /aɪ ˌdəʊnt 'maɪnd/  
 Nie przeszkadza mi to!

**Oh, all right!** /əʊ ˌɔːl 'raɪt/  
 No dobrze, niech będzie!

**Poor (dog)!** /ˌpɔː ('dɒg)/ Biedny (piesek)!

**at the weekend** /ət ðə,wɪk'end/  
 w weekend

**because** /bɪ'kɒz/ ponieważ

**before** /bɪ'fɔː/ przed

**every day** /ˌevri 'deɪ/ codziennie

**hard work** /ˌhɑːd 'wɜːk/ ciężka praca

**I'm allergic to** /aɪm əˌlɜːdʒɪk (tə)/  
 Mam alergię na...

**puppy** /'pʌpi/ szczeniak

**take the dog for a walk** /teɪk ðə ˌdɒg fər ə 'wɔːk/ iść z psem na spacer

## LESSON 7.3

**at all** /ət 'ɔːl/ w ogóle

**foreign language** /ˌfɒrən

'læŋɡwɪdʒ/ język obcy

**interview** /ˈɪntəvjuː/ wywiad

**magazine** /ˌmæɡə'ziːn/ magazyn, czasopismo

**player** /ˈpleɪə/ gracz

**relax** /rɪ'læks/ odpoczywać

**reporter** /rɪ'pɔːtə/ reporter

**together** /tə'geðə/ razem

**win** /wɪn/ wygrać

**work** /wɜːk/ pracować

## LESSON 7.4

### Buying a ticket Kupowanie biletu

**Can I have one ticket/two tickets**

**to the zoo, please?** /kæn aɪ hæv wʌn 'tɪkɪt tuː 'tɪkɪts tə ðə zuː plɪz/ Czy mógłbym prosić jeden bilet / dwa bilety do zoo?

**Can I help you?** /kæn aɪ help jə/ W czym mogę pomóc?

**Here are your tickets.** /hɪə aː jə 'tɪkɪts/ Tu są wasze bilety.

**Here is your ticket.** /hɪə ɪz jə 'tɪkɪt/ Tu jest twój bilet.

**Here you are.** /hɪə jə aː/ Proszę bardzo.

**Thanks.** /θæŋks/ Dziękuję.

**That's eighteen (pounds) fifty.**

/ðætʃ əɪˈtiːn paʊndz 'fɪfti/ To będzie osiemnaście (funtów) pięćdziesiąt (pensów).

**guide** /ˈgaɪd/ przewodnik

**I could eat a horse.** /aɪ kəd iːt eɪ

hɔːs/ Jestem tak głodny/głodna, że mógłbym/mogłabym zjeść konia z kopytami.

**pass** /paːs/ wejściówka

**start** /staːt/ zaczynać

## LESSON 7.5

### Adjectives Przymiotniki

**cute** /kjuːt/ uroczy

**dangerous** /ˌdeɪndʒərəs/ niebezpieczny

**fast** /fɑːst/ szybki

**slow** /sləʊ/ wolny

**strong** /strɒŋ/ silny

**ugly** /ˈʌɡli/ brzydki

**amazing** /ə'meɪzɪŋ/

zdumiewający, niesamowity

**at 55 kilometres an hour**

/ət ˌfɪfti ˌfaɪv ˌkɪləmiːtəz ən 'aʊə/ 55 kilometrów na godzinę

**drink** /drɪŋk/ pić

**food** /fuːd/ jedzenie

**having fun** /ˌhævɪŋ 'fʌn/ dobrze się bawić

**hour** /aʊə/ godzina

**jump out** /ˌdʒʌmp 'aʊt/ wyskoczyć

**kilo** /'kiːləʊ/ kilo

**leaves** /liːvz/ liście

**litre** /'liːtə/ litr

**night** /naɪt/ noc

**plants** /plɑːnts/ rośliny

**sleep** /sliːp/ spać

**think** /θɪŋk/ myśleć

**water** /'wɔːtə/ woda

## LESSON 7.6

**dog food** /ˌdɒg fuːd/ jedzenie dla psa

**easy** /iːzi/ łatwy

**look after a pet** /lʊk ˌɑːftər ə 'pet/ opiekować się zwierzęciem

**pet shop** /ˌpet ʃɒp/ sklep zoologiczny



# Revision

## VOCABULARY

### 1 Which word is different? Why?

- |               |             |          |            |
|---------------|-------------|----------|------------|
| 1 a bird      | b butterfly | c fly    | d kangaroo |
| 2 a crocodile | b snake     | c tiger  | d elephant |
| 3 a monkey    | b fish      | c frog   | d whale    |
| 4 a giraffe   | b lion      | c spider | d tiger    |

1 d kangaroo

### 2 Look at the picture. In your notebook, write how many of these pets you can see.

- |                   |             |
|-------------------|-------------|
| 1 cats <i>one</i> | 5 tortoises |
| 2 rabbits         | 6 iguanas   |
| 3 parrots         | 7 dogs      |
| 4 goldfish        | 8 hamsters  |



### 3 Complete the adjectives in your notebook.

- |                                     |                        |
|-------------------------------------|------------------------|
| 1 str <i>o</i> n <i>g</i>           | 4 ug <i>?</i> <i>?</i> |
| 2 sl <i>?</i> <i>?</i>              | 5 fa <i>?</i> <i>?</i> |
| 3 danger <i>?</i> <i>?</i> <i>?</i> | 6 cu <i>?</i> <i>?</i> |

## GRAMMAR

### 4 Read the text and write negative sentences in your notebook.

#### Jason and his family are very different!

Jason wants an iguana. His sister, Jackie, wants a rabbit and their parents want a parrot!

They all watch TV. Jackie and their parents like films and Jason likes cartoons!

At the weekends Jason goes to the park with his friends, Jackie hangs out with her best friend and their parents visit the neighbours.

- Jackie and Jason / want / a parrot  
*Jackie and Jason don't want a parrot.*
- Their parents / want / an iguana
- Jackie / like / cartoons
- Jason / go to the park / with parents
- Their parents / go to / the park

### 5 In your notebook, write questions and short answers.

- Jason / want / a rabbit  
A: *Does Jason want a rabbit?*  
B: *No, he doesn't.*
- their parents / want / an iguana?
- they all / watch TV?
- What / Jackie / do / at the weekend?
- Where / Jason / go / at the weekend?

## PRONUNCIATION

### 6 3.37 Listen and repeat: /əʊ/.

Mo's *o*ld goldfish Jo*o*n  
has got a mo*o*bile pho*o*ne!

## DICTIONATION

### 7 3.38 Listen to the recording. Write the sentences in your notebook.

## SPEAKING

### 8 Read the mini-dialogues and choose the correct answers. Write them in your notebook. Then act out the dialogues in pairs.

- Can I help you?  
a Can I have a ticket, please?  
b Would you like a ticket?
- That's ten pounds ninety.  
a The money's here.  
b Here you are.
- Here are your tickets.  
a Thanks.  
b No, they aren't.



## My perfect pet

Hi! I'm Amy, and this is Andy, my pet hamster. He is 5 months old. He has big eyes and small teeth. His body is light brown. He's cute! He lives in a big cage in my room. He sleeps during the day and he is very active at night.

Andy can run very fast and he can climb but he can't jump! He has got a lot of toys in his cage but his favourite is a special hamster wheel. He loves running in it! He needs a lot of exercise and I sometimes take him for a walk in our garden.

Andy eats special hamster food, and some fruit and vegetables. He loves carrots! I give him food and water twice a day – in the morning and in the evening.

I usually play with Andy in the evening before I go to bed. I think he's the perfect pet for me – clever and friendly!



### READING AND WRITING

**9** Read the text. Is Amy happy with her pet?

**10** Read the text again. Answer the questions.

- 1 How old is Andy?
- 2 Where does Andy live?
- 3 What is Andy's favourite toy?
- 4 When does Andy eat?
- 5 What can Andy do?

**11** In your notebook, write about your favourite animal. Answer the questions.

- 1 What is it?
- 2 What has it got?
- 3 What can it do?
- 4 What does it eat?
- 5 Why do you like it?

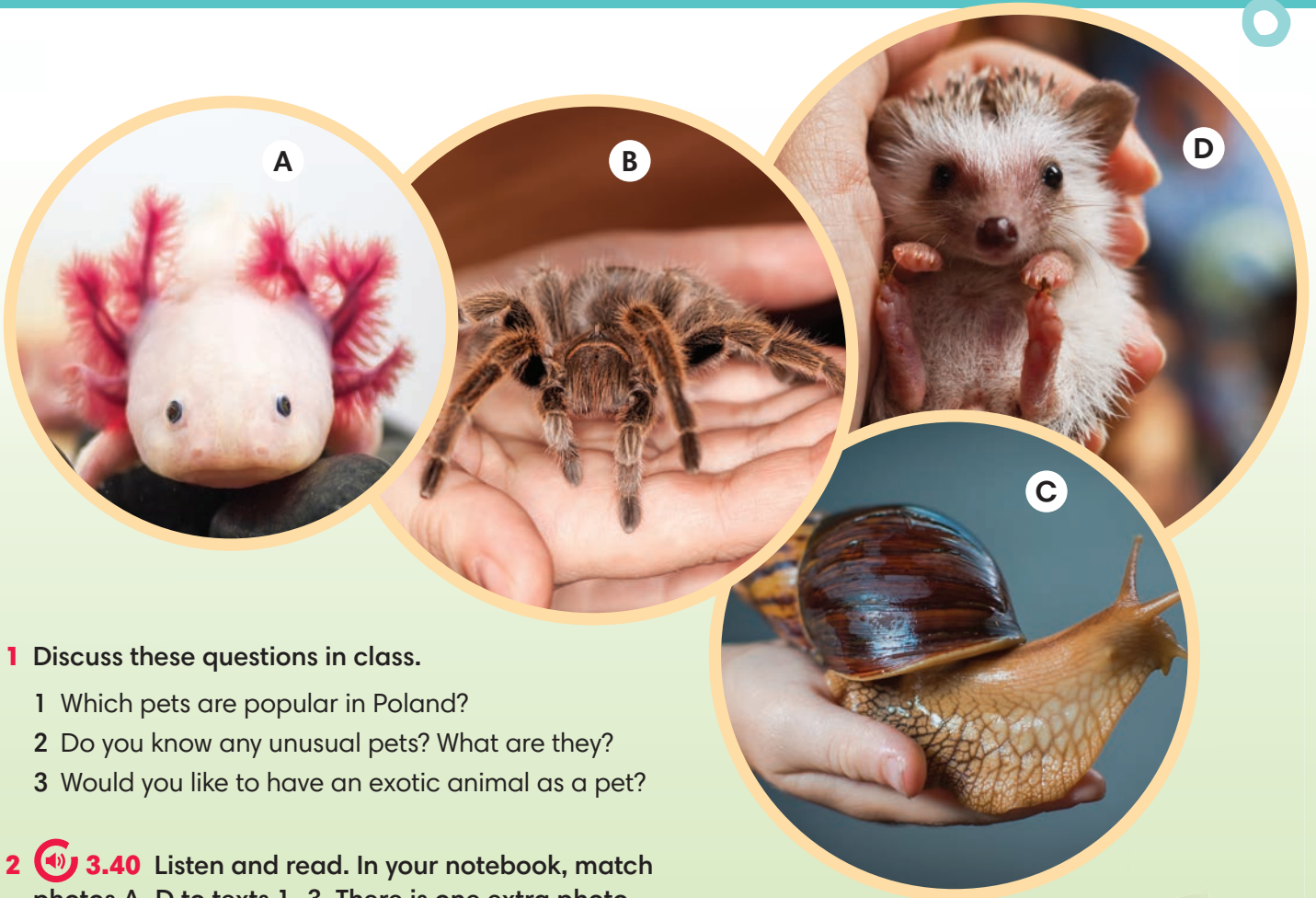
### LISTENING

**12**  **3.39** Listen. Match people 1–4 to pets they have a–e. Write the answers in your notebook.

- |          |          |
|----------|----------|
| 1 Monica | a fish   |
| 2 Andy   | b snake  |
| 3 Jimmy  | c dog    |
| 4 Angie  | d iguana |
|          | e parrot |

### Check yourself!

- ✓ Potrafię rozmawiać o zwierzętach.
- ✓ Potrafię stosować czas Present Simple w przeczeniach i w pytaniach.
- ✓ Potrafię kupić bilet wstępu.
- ✓ Potrafię zrozumieć tekst o niezwykłych zwierzętach.
- ✓ Potrafię zrozumieć wypowiedzi ustne o zwierzętach domowych i napisać krótki tekst na ten temat.



1 Discuss these questions in class.

- 1 Which pets are popular in Poland?
- 2 Do you know any unusual pets? What are they?
- 3 Would you like to have an exotic animal as a pet?

2  **3.40** Listen and read. In your notebook, match photos A–D to texts 1–3. There is one extra photo.

# Pets in the UK

Some people in the UK want an unusual pet. This is why they choose exotic animals. Here are three unusual pets that you can have in the UK.

## 1 Tarantulas

Spiders are scary but some people think tarantulas are pretty. They are quiet animals and they don't need a lot of space or food, so they aren't hard work.

## 2 Pygmy hedgehogs

People like pygmy hedgehogs because they are small and cute. They eat cat food and they eat a lot! This is why they need a lot of space to run and play.

## 3 Axolotls

They've got a funny name and they look funny too. They live in the water. They can be brown, black, yellow, white or other colours. And here's an amazing fact: if they lose a part of their body, they can make a new one!



**3** Read the texts again and answer the questions.

1 Which pet eats a lot?

*The pygmy hedgehog.*

2 Which pet can make new body parts?

3 Which pet needs a lot of space?

4 Which pet doesn't need a lot of food?

5 Which pet can be in different colours?

6 Which pet can be scary?

**4** Find these adjectives in the text. What do they mean in Polish?

exotic   pretty   scary   quiet   unusual

**5** Work in pairs. In your notebook, write sentences with the words from Exercise 4.

**6**  **3.41** Listen. Choose the correct answers. Write them in your notebook.

1 Which is the number one pet in the UK?

a cats                      b dogs

2 Which animal is number 3 in the list?

a rabbit                      b fish

3 Which are two top names for pets in the UK?

a Alfie and Bella      b Cookie and Dolly

4 What's their dog's name?

a George                      b Mrs C

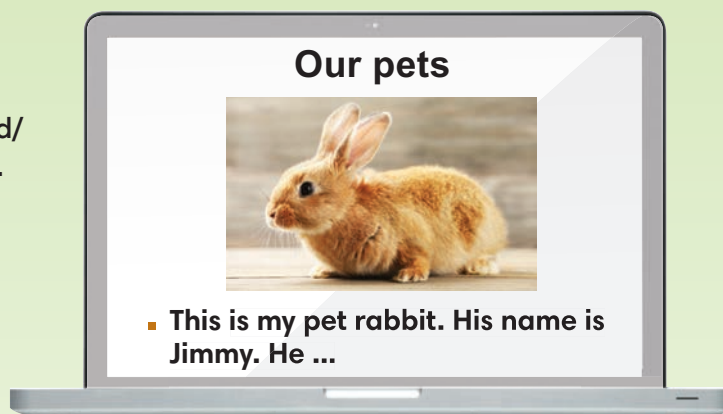
**7** Work in pairs. Imagine you can have one of the animals in photos A-D.

1 Which of the animals do you choose? Why?

2 Think of a name for your animal.

## PROJECT

- Make a class digital photo album of the class pets and/or your ideal pets.
- Create a digital poster about your pet and/or your ideal pet. Write short descriptions. Use these questions to help you.
  - What are they?
  - What are their names?
  - What do they look like?
  - What do they eat?
  - What can they do?
  - What is a fun fact about them?
- Add photos to your descriptions.
- Collect all the posters to make a digital class album.



# 8

## I like that!

### Vocabulary

Potrafię rozmawiać o sporcie.

**I know that!**

**1** Read these words. Which of these sports do you like?

tennis football volleyball basketball swimming  
skateboarding

#### VOCABULARY

Sports | Seasons and weather |  
Healthy lifestyle

#### GRAMMAR

love/like/don't like/hate + -ing |  
Object pronouns |  
Question words



#### SPEAKING

Talking about the weather



#### READING

Teen health

#### LISTENING AND WRITING

My lifestyle |  
Checking for grammar mistakes

#### POLAND

Go mushroom-picking!



- 2  **3.42** Listen and repeat. Find the sports in the photos on page 108. One sport appears twice. What is it?

### Vocabulary Sports

badminton basketball cycling  
football hockey ice-skating roller skating  
sailing skateboarding skiing  
swimming table tennis taekwondo  
tennis volleyball windsurfing

- 3 Write the words in your notebook. Use the Vocabulary box to help you.

- 1 **tekaodnwo** taekwondo
- 2 **siilang**
- 3 **rloerl kasing**
- 4 **sktbraoadenig**
- 5 **siknig**
- 6 **hoecky**
- 7 **bsktbaelal**
- 8 **bdatinmon**

- 4 Work in pairs. In your notebook, put the sports in the Vocabulary box in groups. A sport can be in more than one group.

- |                     |                 |
|---------------------|-----------------|
| 1 indoor sports     | 4 winter sports |
| 2 outdoor sports    | 5 water sports  |
| 3 team sports       |                 |
| 1 <i>basketball</i> |                 |

**LOOK!** I **do** taekwondo.  
I **go** swimming.  
I **play** tennis.

- 5  **3.43** In your notebook, complete the phrases with *go* or *play*. Compare in pairs. Then listen and check.

- |                                       |                                     |
|---------------------------------------|-------------------------------------|
| 1 <i>go</i> cycling                   | 7 <input type="text"/> windsurfing  |
| 2 <input type="text"/> basketball     | 8 <input type="text"/> badminton    |
| 3 <input type="text"/> hockey         | 9 <input type="text"/> table tennis |
| 4 <input type="text"/> skiing         | 10 <input type="text"/> sailing     |
| 5 <input type="text"/> skateboarding  | 11 <input type="text"/> football    |
| 6 <input type="text"/> roller skating | 12 <input type="text"/> ice-skating |

- 6 What sports do they do? Complete the sentences with the sports from the box and *do*, *go* and *play*.

badminton hockey roller-skating sailing  
skiing swimming table tennis taekwondo

Mario



Mario <sup>1</sup> *plays* badminton at school.  
He <sup>2</sup>  at the weekend.

Sue



Sue <sup>3</sup>  at school.  
She also <sup>4</sup>  with her dad.

Peter



Peter <sup>5</sup> .  
He also <sup>6</sup>  with his team every week.

Fran



Fran <sup>7</sup>  in winter.  
She always <sup>8</sup>  in the morning.

**I remember that!**

- 7 In your notebook, complete the sentences with the names of sports. Add *do*, *go* or *play* where necessary.

I never  .  
I watch  on TV.  
I think  is boring.  
I think  is great!  
I  with friends.  
I  every day.  
I often  at school.



Potrafię stosować czasowniki *love, like, hate* z formą *-ing* i zaimki w funkcji dopełnienia.

## Let's go to summer camp!



**Lian:** Hey guys, do you want to go to summer camp with me?  
**Alex:** Maybe. What do you do there?  
**Lian:** Horse-riding, rock climbing ... I like rock climbing.  
**Jen:** I don't like it!  
**Lian:** How about water sports? There's sailing, windsurfing ...  
**Alex:** No, thanks. I don't like getting wet.  
**Jen:** That's true. Lian, you like sports. We like them, but we want to do other things too. Cooking, for example?  
**Lian:** There's a cooking camp in ...  
**Alex:** No, thanks. I love eating but I hate cooking!  
**Lian:** Let's find a camp we all like.

**1** **3.44** Listen and read. Find two sports in the dialogue that are not in the Vocabulary box on page 109.

**2** Read the dialogue again. In your notebook, complete the sentences with one word.

- 1 Lian wants to go to *summer* camp.
- 2 doesn't like rock climbing.
- 3 Sailing and windsurfing are sports.
- 4 Windsurfing is not a good sport for .
- 5 Jen wants to go to a camp but Alex doesn't.

**3** **3.45** Listen and repeat. Find these expressions in the dialogue. How do you say them in Polish?

Maybe. That's true.

**Out of class**

**4** **CLASS VOTE** Look at the summer camp brochures. Which camp is good for all three of them?  
 a tech camp    b fun camp    c sports camp

**5** **3.46** Now listen and check.

## Get Grammar!

love / like / don't like / hate + -ing

I **love** eating.

I **don't like** getting wet.

I **hate** cooking.

Do you **like** cycling? Yes, I **do**. / No, I **don't**.

What **do** you **like** doing? I **like** cooking.



Hammy **hates** getting wet!

**6** Read the dialogue on page 110 again. In your notebook, complete the sentences with *likes*, *doesn't like*, *loves* or *hates*.

- 1 Jen **doesn't like** rock climbing.
- 2 Lian **?** rock climbing.
- 3 Alex **?** getting wet.
- 4 Alex **?** eating but he **?** cooking.

**7** Look at the photos. Write true sentences in your notebook. Use *love*, *like*, *don't like* or *hate* + -ing.

get up   draw   play   swim  
cook   do homework



1 I **like** playing computer games.

**8** **3.47** Listen. Are the sentences true or false?

- 1 She doesn't like playing volleyball. **false**
- 2 Brian likes swimming.
- 3 She hates getting up early.
- 4 They love skateboarding.
- 5 Jake doesn't like playing football.

## Get Grammar! Object pronouns

|                  |                  |                    |
|------------------|------------------|--------------------|
| I → <b>me</b>    | he → <b>him</b>  | we → <b>us</b>     |
| you → <b>you</b> | she → <b>her</b> | you → <b>you</b>   |
|                  | it → <b>it</b>   | they → <b>them</b> |

**She** is a good friend. I like **her**.  
You don't like **sports**. We love **them**.

**9** Read Lian's email. Choose the correct answers. Write them in your notebook.



My friend, Alex, loves fixing computers. <sup>1</sup>He / Him knows a lot of things about <sup>2</sup>they / them. I don't, so I usually ask <sup>3</sup>he / him for help. <sup>4</sup>We / Us often hang out with his sister, Jen. I like <sup>5</sup>she / her a lot. Jen loves making cupcakes. <sup>6</sup>They / Them are amazing! Alex and I love chocolate so <sup>7</sup>she / her often makes chocolate cupcakes for <sup>8</sup>we / us.



1 **He**

**10** In your notebook, write about what your friends or family *love*, *like*, *don't like* and *hate doing*. Use Lian's email in Exercise 9 to help you.

*My friend, ..., likes ... He/She knows a lot of things about ...*



## The Terrific Two Dug's sports hero



**Dug:** Excuse me, are you Irina Peters, the tennis player?  
**Irina:** Yes, I am.  
**Dug:** Can I have your autograph, please? I'm a great fan!  
**Irina:** Sure. Hold my phone, please. What is your name?  
**S/Dug:** Dug erm ... no ... Superdug.  
**Irina:** Are you THE Superdug?



**Superdug:** Yes. Look! Selfie?  
**Irina:** Wow, yes! I'm your fan too!



**Superdug:** Here's your phone.



**Kit:** What have you got there?  
**Dug:** It's Irina Peters' autograph.  
**Kit:** She's a tennis champion! Well done, Dug!



**Dug:** And here's a photo of us.  
 Oh, no! This isn't my phone.  
**Kit:** Whose phone is it?  
**Dug:** It's Irina Peters' phone. We've got the same phone!  
**Kit:** Where can you find her? Where does she live?  
**Dug:** I don't know.  
**Kit:** I'm sure you're not her favourite superhero right now!

**1** Look at the cartoon. Who has got a mobile phone in the story?

**2** **3.48** Listen and read. Who is Irina Peters?

**3** Are the sentences true or false?

- 1 Irina wants Dug's autograph. *false*
- 2 Irina is Superdug's fan.
- 3 Kit doesn't know who Irina Peters is.
- 4 Dug's got the wrong phone.
- 5 Dug doesn't know where his phone is.



## Get Grammar!

### Question words

|                                      |                                     |
|--------------------------------------|-------------------------------------|
| <b>Who</b> is Dug's sports hero?     | It's <b>Irina Peters</b> .          |
| <b>What</b> have you got there?      | I've got <b>Irina's autograph</b> . |
| <b>When</b> is the game?             | It's <b>on Tuesday</b> .            |
| <b>Where</b> does she live?          | She lives <b>in London</b> .        |
| <b>Whose</b> phone is it?            | It's <b>Irina's</b> phone.          |
| <b>How many</b> photos have you got? | I've got <b>80</b> photos.          |



#### 4 In your notebook, match the questions to the answers.

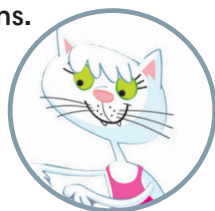
- |                                   |                            |
|-----------------------------------|----------------------------|
| 1 Where do Superdug and Kit live? | a Two.                     |
| 2 Who is a tennis champion?       | b Fish and chips.          |
| 3 How many sisters has Kit got?   | c Irina.                   |
| 4 When is Dug's birthday?         | d In the UK.               |
| 5 What is Kit's favourite dinner? | e Superdug's.              |
| 6 Whose bike is red and white?    | f On 5 <sup>th</sup> July. |
- 1 d

#### 5 Do you know the Teffific Two? Write questions in your notebook. Then answer the questions in pairs.

- 1 is Roberto Who uncle ? (look at page 14)  
A: *Who is uncle Roberto?*  
B: *He's Superdug's uncle.*
- 2 is What in the box ? (look at page 28)
- 3 Where Granny's house is ? (look at page 42)
- 4 green are eyes Whose ? (look at page 56)
- 5 How many in are children the boat ? (look at page 70)
- 6 Superdug does football play When ? (look at page 84)

#### 6 3.49 Listen to Superdug's questions. Then choose Kit's answers. Write them in your notebook.

- 1 On Wednesdays. / At her house.
- 2 Two cars. / I've got them.
- 3 In Spain. / You are.
- 4 It's my sister's. / Two sisters.
- 5 They're Wonder Will's. / I think there are four.
- 6 It's in your room. / It's nice.



- 1 On Wednesdays.

#### 7 In your notebook, write questions about the underlined sentence fragments.

- 1 A: *What is your favourite sport?*  
B: My favourite sport is rock climbing.
- 2 A: ??  
B: My favourite sportsperson is Andy Murray.
- 3 A: ??  
B: I live at 6 Rose Street.
- 4 A: ??  
B: My birthday is on August 26.
- 5 A: ??  
B: This is my phone.
- 6 A: ??  
B: I've got one brother and one sister.

#### 8 In pairs, ask questions in Exercise 7 and give true answers.

- A: *What is your favourite sport?*  
B: *It's ...*

#### 9 Make as many questions as you can in three minutes. Use only the words in the box! Who is the winner?

|       |      |      |      |
|-------|------|------|------|
| where | Jack | swim | is   |
| does  | can  | when | what |
| whose | who  | he   | like |

*Where is Jack? Can Jack swim?*



Potrafię opisywać pogodę.

## What's the weather like?

- Jen:** Hi Lucas! Why aren't you at the beach?  
Isn't it hot and sunny?
- Lucas:** It's 3 o'clock. It's too hot and too sunny. What's the weather like in the UK?
- Jen:** It's cold and rainy. We can't go swimming.
- Lucas:** That's a pity.
- Jen:** Yes, but it's OK. It often rains in summer.
- Lucas:** Well, I hope it's sunny tomorrow.
- Jen:** Ouch! Me too, but I still can't go swimming.
- Lucas:** Why?
- Jen:** I have a dentist's appointment!
- Lucas:** Eugh! I hate going to the dentist.
- Jen:** Me too!
- Lucas:** See you soon! Bye!

Lucas is on holiday in Spain but it's rainy in London.



- 1 3.50 Listen and read. Complete the sentence in your notebook.

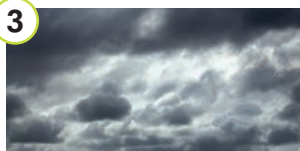
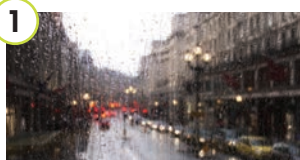
Jen can't go swimming today because ?.

- 2 3.51 Listen and repeat.

### Speaking Talking about the weather

- A:** What's the weather like?
- B:** It's *cloudy/cold/hot/rainy/snowy/sunny/warm/windy*.
- It's cold in winter.      It's rainy in autumn.  
It's hot in summer.      It's sunny in spring.

- 3 Look at the pictures. What's the weather like?



1 *It's rainy.*

- 4 Which months are in each season?

- 1 Summer      3 Winter  
2 Spring      4 Autumn

- 5 Choose the correct answers. Write them in your notebook.

- 1 **A:** What's the weather like in autumn in Spain?
- B:** a It is warm and sunny.  
b I hope it's warm.  
c I like sunny weather.
- A:** I want to go windsurfing tomorrow.
- B:** a Yes, it's cold.  
b It's usually warm and windy.  
c I hope it's warm and windy.
- 3 **A:** What's the weather like today?
- B:** a It's often cold and cloudy.  
b It's cold and cloudy.  
c Yes, it is.

- 6 Sports and weather.

Student A: Say what the weather is like.  
Student B: Suggest a sport you can do.  
Then swap roles.

A: *It's windy.* B: *Let's go windsurfing!*



Potrafię zrozumieć tekst o zdrowych nawykach.

- 1  **3.52** Listen and repeat. In your notebook, match the phrases in the Vocabulary box to photos a–f.

## Vocabulary Healthy lifestyle

brush your teeth   do exercise  
drink a lot of water   eat fruit and vegetables  
go to bed early   have friends

- 1 Photo a: *drink a lot of water*  
2 Photo b: ?  
3 Photo c: ?  
4 Photo d: ?  
5 Photo e: ?  
6 Photo f: ?
- 2 Tell a partner two healthy things that you do.



# Teen health

## Read our top tips!

- 1 A healthy teenager sleeps from ten to six o'clock. Go to bed early and get up at the same time every day! And don't play on your phone for a long time before bed.

- 3  **3.53** Read and listen to the text. In your notebook, match headings A–F to tips 1–6.

A Healthy teeth      D People you like  
B Be sporty      E Healthy food  
C Sleep well      F Water is great!

1 C

- 4 Read the text again. In your notebook, complete the sentences with one word.

- 1 It's a good idea to *get* up at the same time every day.  
2 Healthy teenagers eat fruit and ? five times a day.  
3 Healthy teenagers drink ?, not cola.  
4 It's good to brush your ? after every meal.  
5 When you want to be active, you can walk or ? your bike to school.  
6 ? can help us with our problems.

- 5 Read the sentences. Are these activities healthy or not healthy?

- 1 I sleep five hours every night, from 1 to 6 o'clock.  
2 I never eat vegetables.  
3 I often brush my teeth after dinner but never after breakfast.  
4 I go swimming at the weekend.  
5 I meet my friends two or three times every week.

- 2 Don't say 'I hate vegetables!' Find fruit and vegetables you like and eat them ... five times a day! And don't eat a lot of chocolate.

- 3 Healthy teenagers drink a lot of water. Have water in your schoolbag, not cola!

- 4 How often do you brush your teeth? Just after breakfast? Brush them after every meal every day! You can brush them after lunch at school too!

- 5 Do you like football, swimming or volleyball? No? No problem! You can ride your bike to school or walk to be active every day.

- 6 Do you play computer games or watch TV after school? Hang out with your friends sometimes. Friends are fun and they help us with our problems.



## 8.6 Listening and Writing

Potrafię zrozumieć rozmowy o zdrowym stylu życia i napisać krótki tekst na ten temat.

- 1 In your notebook, complete the sentences about sports champions with *train*, *good* and *healthy*.

- a Champions are ? at their sport.  
b They ? a lot.  
c They have got a ? lifestyle.

- 2 3.54 Listen to the interviews with Denise and Gary. What are their sports?

- 3 3.54 Listen again and read the questions. In your notebook, complete the interviewer's notes about Denise and Gary.



1 Where does she play volleyball?  
*At City Club.*

2 When does she train?  
*At ? o'clock in the morning.*

3 How often does she eat fruit and vegetables?  
*? day.*

4 Has she got time for homework?  
*?*

Denise



5 How many friends has Gary got in his club?  
*He's got ? friends.*

6 When does Gary train?  
*From five to ? every day.*

7 When are Gary's competitions?  
*Usually on ? mornings.*

8 What does Gary always eat on Saturdays?  
*?*

Gary

- 4 Have Denise and Gary got a healthy lifestyle? Tell your partner.

- 5 Has Lucas got a healthy lifestyle? Read his blog and find out.



### My lifestyle!

**Sleep** I go to bed at half past nine on school days and I get up at eight o'clock. I *love* sleeping!

**Food** My favourite food is pizza. Mum and Dad don't like pizza. Yes, really! They like fruit and vegetables. I drink a lot of water.

**Sports and friends** I'm not very sporty but I like watching football on TV. I love music and I play the guitar every day after school from 5 to 6. I often hang out with Jen, Alex and Lian too!

### Writing Checking for grammar mistakes

Read through the first draft of your text to check for grammar mistakes. Check your final draft too.  
*I love sleep sleeping.*

- 6 In your notebook, correct the underlined mistakes.

- 1 I like eat chocolate. *eating*  
2 I hate swimming but my friends like him.  
3 He eat a healthy breakfast.  
4 We like do sports.

- 7 **WRITING TIME** In your notebook, write about your lifestyle.



### Find ideas

Make notes under these headings.

- Sleep** *I go to bed at ... / I get up at ...*
- Food** *My favourite food is ...*
- Sports and friends** *I'm / I'm not very sporty.  
I love/like/don't like/ hate ...  
I often/sometimes hang out with ...*



### Draft

Write about your lifestyle.



### Check and write

Check your grammar and write the final version of your text.

## LESSON 8.1

### Sports Dyscypliny sportu

**badminton** /'bædmɪntən/  
badminton

**basketball** /'bɑːskɛtbɔːl/  
koszykówka

**cycling** /'saɪklɪŋ/ kolarstwo

**football** /'fʊtbɔːl/ piłka nożna

**hockey** /'hɒki/ hokej

**ice-skating** /'aɪs ˌsketɪŋ/ jazda  
na łyżwach

**roller skating** /'rəʊlə ˌsketɪŋ/  
jazda na rolkach

**sailing** /'seɪlɪŋ/ żeglowanie

**skateboarding** /'sketbɔːdɪŋ/  
jazda na deskorolce

**skiing** /'skiːŋ/ jazda na nartach

**swimming** /'swɪmɪŋ/ pływanie

**table tennis** /'teɪbəl ˌtenəs/ tenis  
stołowy

**taekwondo** /taɪ'kwɒndəʊ/  
taekwondo

**tennis** /'tenəs/ tenis

**volleyball** /'vɒlibɔːl/ siatkówka

**windsurfing** /'wɪnd sɜːfɪŋ/  
windsurfing

## LESSON 8.2

### Out of class

**Maybe.** /'meɪbi/ Być może.

**That's true.** /ðæt s 'truː/  
To prawda.

**find** /faɪnd/ znaleźć

**for example** /fər ɪg'zɑːmpəl/  
na przykład

**get wet** /get 'wet/ zmoknąć

**hate** /heɪt/ nienawidzić

**horse-riding** /'hɔːs ˌraɪdɪŋ/ jazda  
konna

**rock climbing** /'rɒk ˌklaɪmɪŋ/  
wspinaczka skałkowa

**summer camp** /ˌsʌmə 'kæmp/  
obóz letni

**want** /wɒnt/ chcieć

**water sports** /'wɔːtə spɔːts/  
sporty wodne

## LESSON 8.3

**autograph** /'ɔːtəgrɑːf/ autograf

**fan** /fæn/ fan

**right now** /raɪt 'naʊ/ właśnie  
teraz

**the same** /ðə 'seɪm/ to samo

**Well done!** /wel 'dʌn/ Dobra  
robota!

**whose** /huːz/ czyj

## LESSON 8.4

### Talking about the weather

#### Rozmawianie o pogodzie

**cloudy** /'klaʊdi/ pochmurny

**cold** /kəʊld/ zimny

**hot** /hɒt/ gorący

**It's cold in winter.** /ɪts 'kəʊld ɪn  
'wɪntə/ Zimą jest zimno.

**It's hot in summer.** /ɪts 'hɒt ɪn  
'sʌmə/ Latem jest gorąco.

**It's rainy in autumn.** /ɪts 'reɪni ɪn  
'ɔːtəm/ Jesienią jest deszczowo.

**It's sunny in spring.** /ɪts 'sʌni ɪn  
'sprɪŋ/ Wiosną jest słonecznie.

**rainy** /'reɪni/ deszczowy

**snowy** /'snəʊi/ śnieżny

**sunny** /'sʌni/ słoneczny

**warm** /wɔːm/ ciepły

**What's the weather like?** /wɒts  
ðə 'weðə laɪk/ Jaka jest pogoda?

**windy** /'wɪndi/ wietrzny

**appointment** /ə'pɔɪntmənt/  
wizyta, spotkanie

**at the beach** /ət ðə 'biːtʃ/  
na plaży

**I hope ...** /aɪ 'həʊp/  
Mam nadzieję...

**That's a pity.** /ðæt s 'pɪti/  
Szkoda.

## LESSON 8.5

### Healthy lifestyle Zdrowy styl życia

**brush your teeth** /brʌʃ jə 'tiːθ/  
myć zęby

**do exercise** /duː 'eksəsaɪz/  
ćwiczyć

**drink a lot of water** /drɪŋk ə lɒt  
əv 'wɔːtə/ pić dużo wody

**eat fruit and vegetables** /iːt  
'fruːt ənd 'vedʒtəbəlz/ jeść owoce  
i warzywa

**go to bed early** /gəʊ tə ˌbed 'ɜːli/  
chodzić wcześniej spać

**have friends** /hæv 'frendz/ mieć  
przyjaciół

**active** /'æktɪv/ aktywny

**chocolate** /'tʃɒklət/ czekolada

**five times a day** /faɪv ˌtaɪmz ə  
'deɪ/ pięć razy dziennie

**for a long time** /fər ə ˌlɒŋ ˌtaɪm/  
na długo

**from ... to ...** /frɒm tuː/  
od... do...

**health** /helθ/ zdrowie

**healthy** /'helθi/ zdrowy

**meal** /miːl/ posiłek

**school bag** /'skuːlbæg/ plecak  
szkolny

**tip** /tɪp/ porada

## LESSON 8.6

**champion** /'tʃæmpiən/ mistrz

**competitions** /ˌkɒmp ə ˈtɪʃ ənz/  
zawody

**in the morning** /ɪn ðə ˈmɔːnɪŋ/  
rano

# Revision

## VOCABULARY

1 Read sentences 1–5. In your notebook, complete the words to find the names of sports.

1 You play these sports with a ball.

a basketball

b t ? t ?

c t ?

2 You don't usually play these sports in a team.

a r ? s ?

b sk ?

c t ?

3 You do these sports inside and outside.

a f ?

d c ?

b h ?

e b ?

c v ?

f s ?

4 You do these sports in the winter.

a s ?

b i ? -s ?

5 You need windy weather for these sports.

a w ?

b s ?

2 Jamie's lifestyle isn't healthy. Help him! In your notebook, complete the sentences with the words in the box.

teeth friends water vegetables Do early



1 Do exercise every day.

2 Eat fruit and ? .

3 Drink a lot of ? .

4 Brush your ? after you eat.

5 Hang out with your ? .

6 Go to bed ? .

## GRAMMAR

3 Read again about Jamie. In your notebook, complete the text with the verbs in the correct form.

Jamie isn't very sporty. He doesn't like <sup>1</sup> doing (do) sports at school and he doesn't like <sup>2</sup> ? (play) football with his friends. He <sup>3</sup> ? (hate) cycling too. He sometimes <sup>4</sup> ? (go) roller skating with his sister. They like <sup>5</sup> ? (go) to the park but not when it's cold and rainy. Jamie loves <sup>6</sup> ? (watch) sports on TV at home!

4 Write questions in your notebook. Then ask and answer in pairs.

1 sport your What's favourite ?

What's your favourite sport?

2 many sports you How do train ?

3 is Who teacher your ?

4 you When train do ?

5 do you Where train ?

6 you got a sports hero Have ?

5 Read the sentences. In your notebook, replace the underlined object pronouns with words in the box.

winter sports your sister chocolate  
your mum Mr Smith

1 I like her. your mum

4 They like him. ?

2 I don't like them. ?

5 I can help her. ?

3 I love it! ?

## PRONUNCIATION

6 3.55 Listen and repeat: /r/.

Rosemary and Jane love running in the rain!



## DICTATION

7 3.56 Listen to the recording. Write the sentences in your notebook.

## SPEAKING

8 Match sentence beginnings 1–4 to endings a–d. Write the answers in your notebook. Read the sentences out in pairs.

1 What's the weather

a in summer in the UK.

2 It's sunny but it's

b the UK in winter.

3 It's often rainy

c windy.

4 It's sometimes cold in

d like in the UK today?



## READING AND WRITING

9 What sports do you do in the different seasons?  
Tell your partner.

10 Read texts 1–3 and match them to photos A–C.

### SPORTS WEEK

**What sports do you like?**  
**What's your favourite sport?**  
**Write and tell us!**

1 I'm not usually very sporty. I hate team sports and I don't like water sports. But there is one sport I love. It's table tennis! I'm really good at it. It's my favourite. I play it every day at school with my school friends in summer and in winter. I play it in school competitions too. I usually win!

*Jill, 11*

2 I'm in a football club and I play hockey but my favourite sport isn't a ball sport. It's skiing. I am from Argentina and there are some great places to ski in my country. Winter here is in July and August and my family and I always go skiing then.

*Diego, 12*

3 My best friend's got a boat and I go sailing in the summer. That's cool but my number one sport is swimming. I go to my town's swimming pool on Mondays and Fridays after school with my swimming club. I don't often swim in the sea. The water is very cold in Scotland!

*Alistair, 13*



11 Read the texts again. Answer the questions below for each person.

- 1 What's their favourite sport?
- 2 Where do they do it?
- 3 Who do they do it with?

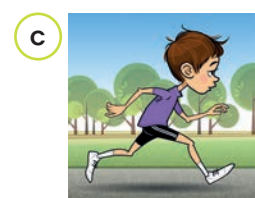
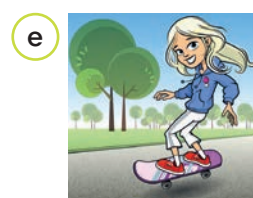
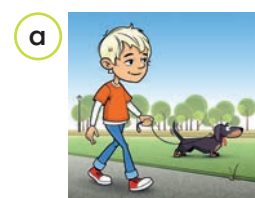
12 In your notebook, write a short text answering the questions from the website in Exercise 10. Write about:

- what sports you do
- what your favourite sport is
- when and where you do sports
- who you do sports with

## LISTENING

13 3.57 Zak is showing Belinda photos of his new friends from summer camp. Listen to their conversation and match the people to the pictures. There is one extra picture. Write the answers in your notebook.

- |           |       |         |
|-----------|-------|---------|
| 1 Guy     | 3 Bev | 5 Vicky |
| 2 Charlie | 4 Dom |         |

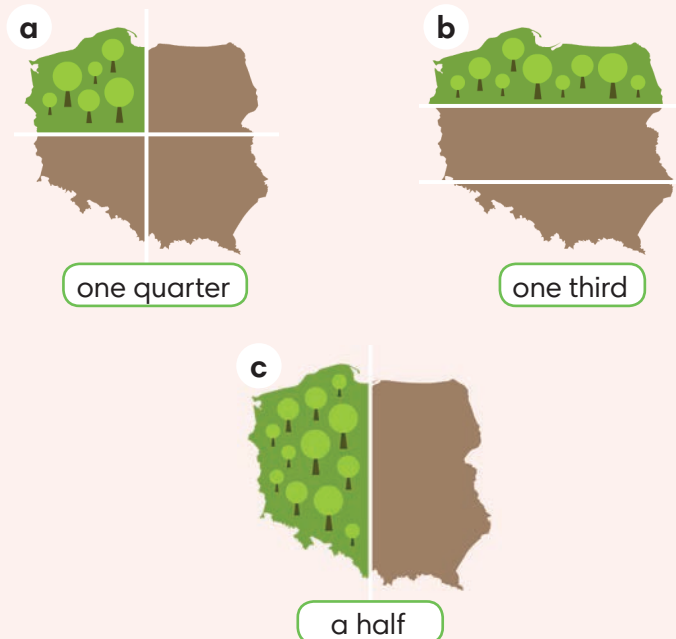


### Check yourself!

- ✓ Potrafię rozmawiać o sporcie.
- ✓ Potrafię stosować czasowniki *love, like, hate* z formą *-ing* i zaimki w funkcji dopełnienia.
- ✓ Potrafię zadawać pytania szczegółowe.
- ✓ Potrafię opisywać pogodę.
- ✓ Potrafię zrozumieć tekst o zdrowych nawykach.
- ✓ Potrafię zrozumieć rozmowy o zdrowym stylu życia i napisać krótki tekst na ten temat.

# Poland Go mushroom-picking!

- 1 Look at the maps. Guess how much of Poland's area is forest.



- 2 3.58 Listen to the interview with Lady Yaga. Check your answer to Exercise 1.



- 3 3.58 Listen to the interview again. Choose the correct option. Write the answers in your notebook.

- 1 Lady Yaga *never* / *often* visits Poland.
- 2 She *doesn't know any* / *knows some* people in Poland.
- 3 She likes Polish *forests* / *cities*.
- 4 She wants to visit *Kielce* / *Białowieża Forest*.

- 4 Why is Białowieża Forest a special place? Read the text and find out.



»»» **BIAŁOWIEŻA FOREST** lies in the east of Poland, on the border with Belarus. It's very special because it's one of the last primary forests in Europe. Primary forest looks the same as it did many, many years ago. Białowieża Forest is about five thousand years old. Its wildlife is very rich – we still don't know all the animals and plants there, but we know the king of the forest. It's the European bison.

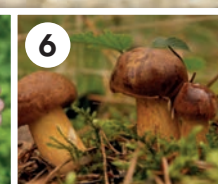


- 5 3.59 Match the words from the box to the pictures on page 121. Write the answers in your notebook. Listen, check and repeat.

bilberries   deer   fox   pine trees  
wild boar   wild mushrooms   wild strawberries

- 6 Look at the items in the box in Exercise 5. Which of them can you pick?





7 Work in pairs. Play the game with Lady Yaga. Are the sentences true or false?

## Go mushroom-picking with Lady Yaga!

1 Mushroom-picking is not a popular activity in Britain.

2 Some mushrooms are dangerous for people.

3 Deer and wild boars eat mushrooms.

4 Bilberries don't grow in pine forests.

5 Foxes never eat bilberries.

6 Wild strawberries are very healthy.

8 3.60 Listen and check your answers in Exercise 7. You get one mushroom for each correct answer. How many mushrooms have you got?

9 Work in pairs. Answer the questions.

- 1 How often do you go for a walk in the forest?
- 2 Do your family often go mushroom-picking?
- 3 Do you often see deer, wild boars or foxes where you live?

## PROJECT

● Make a Polish-English dictionary of trees.

- Choose three popular trees that grow in your area. Find their English names in a dictionary.
- Make two sentences about each tree. Answer the questions:
  - Where does it grow in Poland?
  - Does it grow fast or slowly?
  - How tall can it grow?
  - Does it have leaves or needles?
- Add illustrations or photos.

● Make a class display of all the dictionaries.



# Student A activities

# Extra reference

## Unit 1 Lesson 1.5, Page 17, Exercise 7

Describe the photos.

A: *'It's mum, dad, and three sons. They are on holiday.'*

B: *It's photo A.*



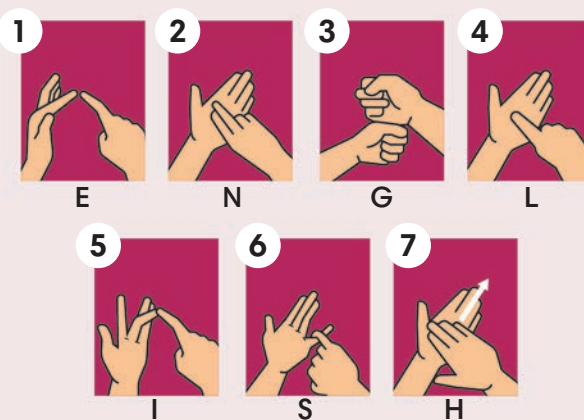
## Unit 7 Lesson 7.2, Page 97, Exercise 10

- 4 Granny wants to go for walks with her pet.
- 5 Aunt Megan loves birds.
- 6 Emma doesn't want a big pet.

## Unit 0 Lesson 0.3, Page 9, Exercise 6



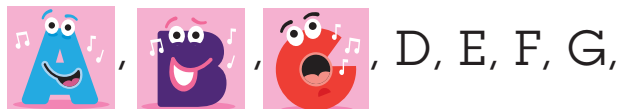
## Unit 5 Lesson 5.5, Page 73, Exercise 4



# Songs and raps

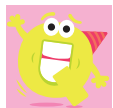
## Unit 0 Lesson 0.1, Page 5, Exercise 4

### 1.03–1.04 Alphabet Rap



Say the alphabet, say it with me!

H, I, J, K, L, M, N, O, P,



is funny as you can see.

R, S, T, U and V

four more letters and we're free.

W, X, Y and

Shh ...



is sleepy, so are we!

## Unit 2 Lesson 2.3, Page 29, Exercise 9

### 1.44–1.45 Kit's Rap

Is **she** clever? Yes, **she** is.  
Is **she** fun? **She's** all that!  
Is **she** the best? **Her** name's **Kit**  
Is **she** the one? and **she's** a cool cat!



Now you rap. You can rap about a friend!

## Unit 5 Lesson 5.3, Page 71, Exercise 9

### 2.49–2.50 Activities Rap

I can **act**, I can **sing**, I can **draw a cat**

I can **dive**, I can **swim** – Can you do all that?

I can **act**, I can **sing**, I can **draw a cat**.

I can **dive**, I can **swim** – I can do all that!

Now you rap. Use different activities you know.

## Unit 7 Lesson 7.3, Page 99, Exercise 10

### 3.27–3.28 Questions Song

Do you play computer games?

Do you watch TV?

Do you hang out with your friends?

Then you're just like me!

Yes, you're just like me!

Does your mum say 'Get up now!'?

Does she count to three?

Do you say 'Oh, it's not fair!'?

Then you're just like me!

Yes, you're just like me!

Do you have your breakfast?

Do you go to school?

Do you like your English class?

Then you're really cool!

Yes, you're really cool!

## Unit 4 Lesson 4.3, Page 57, Exercise 9

### 2.25–2.26 Robots' Song



Have you got super ears,  
Have you got super eyes?

Yes, we've got superpowers,  
We are super guys!

Have you got super arms,  
or maybe a super nose?

We have got super feet  
And twenty super toes!

Have you got a super boat,  
Have you got a bike?

No, we've got a super car,  
And its name is Mike!

# Student B activities

# Extra reference

## Unit 1 Lesson 1.5, Page 17, Exercise 7

Describe the photos.

A: *'It's mum, dad, and three sons. They are on holiday.'*

B: *It's photo A.*

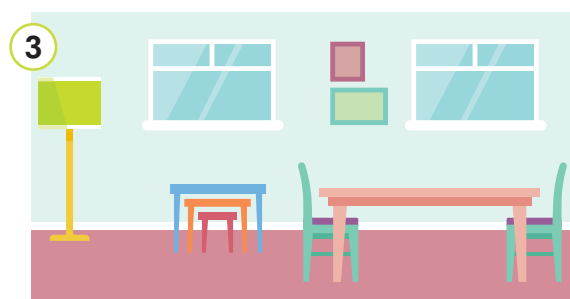


## Unit 7 Lesson 7.2, Page 97, Exercise 10

- 1 Alex wants to play with his pet.
- 2 Lucas doesn't like birds.
- 3 Lian's mum is allergic to cats and rabbits.

## Unit 3 Lesson 3.2, Page 41, Exercise 12

Play a drawing dictation game. Describe one of the pictures for your partner to draw.



## Unit 3 Lesson 3.3, Page 43, Exercise 8

Play a memory game. Student A: Choose one of the pictures above. Close your book. Student B: Ask Student A questions. Then swap roles.

A: *Picture 1.*

B: *Are there any chairs?*

A: *Yes, there are. There are four chairs.*



- 1 In your notebook, match the shapes to the words in the Vocabulary box.

### Vocabulary Shapes

circle line rectangle square triangle



1 line

- 2 Read the text. In your notebook, match paragraphs 1-3 to pictures A-D. There is one extra picture.



- 3 Read the text in Exercise 2 again. Complete the table in your notebook.

|   | Clothes | Colours | Shapes |
|---|---------|---------|--------|
| 1 | top     | ?       | ?      |
| 2 | ?       | ?       | ?      |
| 3 | ?       | ?       | ?      |

- 4 Are the sentences true or false?

- The rectangle in T-shirt A is small. *false*
- T-shirt A is one colour.
- Top C is one square, one line and one triangle.
- The squares in top C are black.
- The circle in top B is blue.
- The lines in top B are black and blue.

- 5 In your notebook, design a T-shirt or a top with shapes and write about it.

This is my t-shirt.  
The shapes are  
three circles –  
blue, yellow and red.



### My favourite clothes

- Look! This is my new top. It's cool. It's blue squares and triangles with orange and yellow lines. A small circle is in the top too.
- My favourite top is old but it isn't boring. It's yellow with red squares, green lines and triangles. No rectangles and no circles!
- My T-shirts are one colour. My favourite T-shirt is blue. There's one big rectangle, small triangles and a circle. No squares or lines!



- 1 Read the words in the box. How do you say them in Polish?

### Vocabulary Materials

cardboard glass metal paper plastic wooden

- 2 Look at the picture. What material from Exercise 1 is recycled?



Recycled = a new thing from an old thing.

- 3 Look at pictures 1–7. In your notebook, match the pictures to the phrases from the box.

paper lamp    cardboard wardrobe  
metal bath    wooden table  
glass window    metal sofa  
plastic chairs

- 4 Read the text and look at the pictures again. Which object is not mentioned? Which objects are recycled?

## Is your house eco-friendly?

We've got a very nice house. There are many recycled household objects in it. This wooden coffee table is in our living room and it's recycled. This lamp is in my bedroom. It's my mum's idea. It's from paper. In the bathroom we've got a metal bath. It's very old but it isn't recycled. This beautiful glass window is very old, too.

My favourite object is the metal sofa in our living room. It's my dad's idea. It's grey and brown. And we have great plastic chairs in our garden.

- 5 Read the text again. Answer the questions.

- 1 Is the bath old?
- 2 Is the lamp metal?
- 3 Is the window recycled glass?
- 4 Is the sofa in the bedroom?
- 5 Is the table wooden?

- 6 Think of three materials for these household objects.

beds    lamps    doors    desks

- 7 What is there in your house? Complete the sentences in your notebook.

There's a/an ? in my ?. It's from ?.

There are ? in my ?. They're from ?.





1 Read the words in the Vocabulary box. In your notebook, match the words from the box to the pictures.

### Vocabulary Musical instruments

acoustic guitar drums electric guitar  
keyboard trumpet violin

1 *electric guitar*

3 Look at the false sentences in Exercise 2. In your notebook, make them true using the words from the box.

body China fingers Spain wooden

- 1 The acoustic guitar is from ? .
- 2 When you play the guitar, its ? is on your legs.
- 3 You play the trumpet with your mouth and ? .
- 4 The violin is a ? instrument.
- 5 The drums are from ? .

4 What can Jane play? Read about her, look at the quiz and complete the sentence in your notebook.



My name's Jane. I can play the ? . It's wooden and it's quite big. You play this instrument with your fingers. And I love its colours: brown and black.

5 Imagine you can play one of the instruments from the Quiz time! Complete the sentences in your notebook.

I can play the ? . It's ? and ? . You play this instrument with your ? .

2 Are the sentences true or false? Do the quiz in pairs and check your answers.



- 1 The acoustic guitar is from France.
- 2 The guitar has got a head, a neck and a body.
- 3 When you play the guitar, its head is on your legs.
- 4 You play the trumpet with your mouth and toes.
- 5 You play the drums with your hands and feet.
- 6 The violin is a glass instrument.
- 7 The keyboard is an electric instrument.
- 8 The body of the electric guitar is usually wooden.
- 9 The violin and the acoustic guitar are in the same family of instruments.
- 10 The drums are from the USA.

1 False 2 True 3 False 4 False 5 True  
6 False 7 True 8 True 9 True 10 False



- 1 Read the words in the Vocabulary box. In your notebook, match them to objects a-f in the photos.

### Vocabulary Sports equipment

bat goggles helmet net racket stick

- 2 What sports do these teens like? Complete the texts with the sports from the box. Write the answers in your notebook. There are four extra sports.

badminton cycling football hockey  
roller-skating tennis table tennis  
swimming volleyball

- 3 Look at the texts again. Find three more pieces of equipment.

- 4 In your notebook, complete the table with the equipment words from the texts.

|              |   |
|--------------|---|
| Tennis       | ? |
| Hockey       | ? |
| Swimming     | ? |
| Table tennis | ? |
| Cycling      | ? |

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

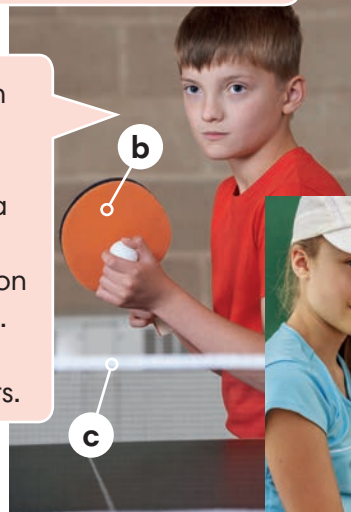
I like ?. To do this sport I need ?.

- 1 I love ? because I can hang out with my friends outside and be active. We ride our bikes at the weekend. I always wear a helmet.



a

- 2 I like ?. I play on Saturday with my brother. You need a small ball and a bat for this sport. You play the ball on a table with a net. There are usually two or four players.



b

c

- 4 I love playing ?. I often play with my sister. We play on Wednesdays and Fridays. I have a new racket. It's a birthday present.



e

- 3 I like ?. I'm in a club. I train every day and I think I'm good at it. I wear goggles because I hate getting water in my eyes. I wear a swimming cap too because I've got long hair.



d

- 5 I love ?. I like playing on ice but you can play this sport on grass, too. You need a long stick to play. And it's also good to wear a helmet.



f