Książka ucznia

Together

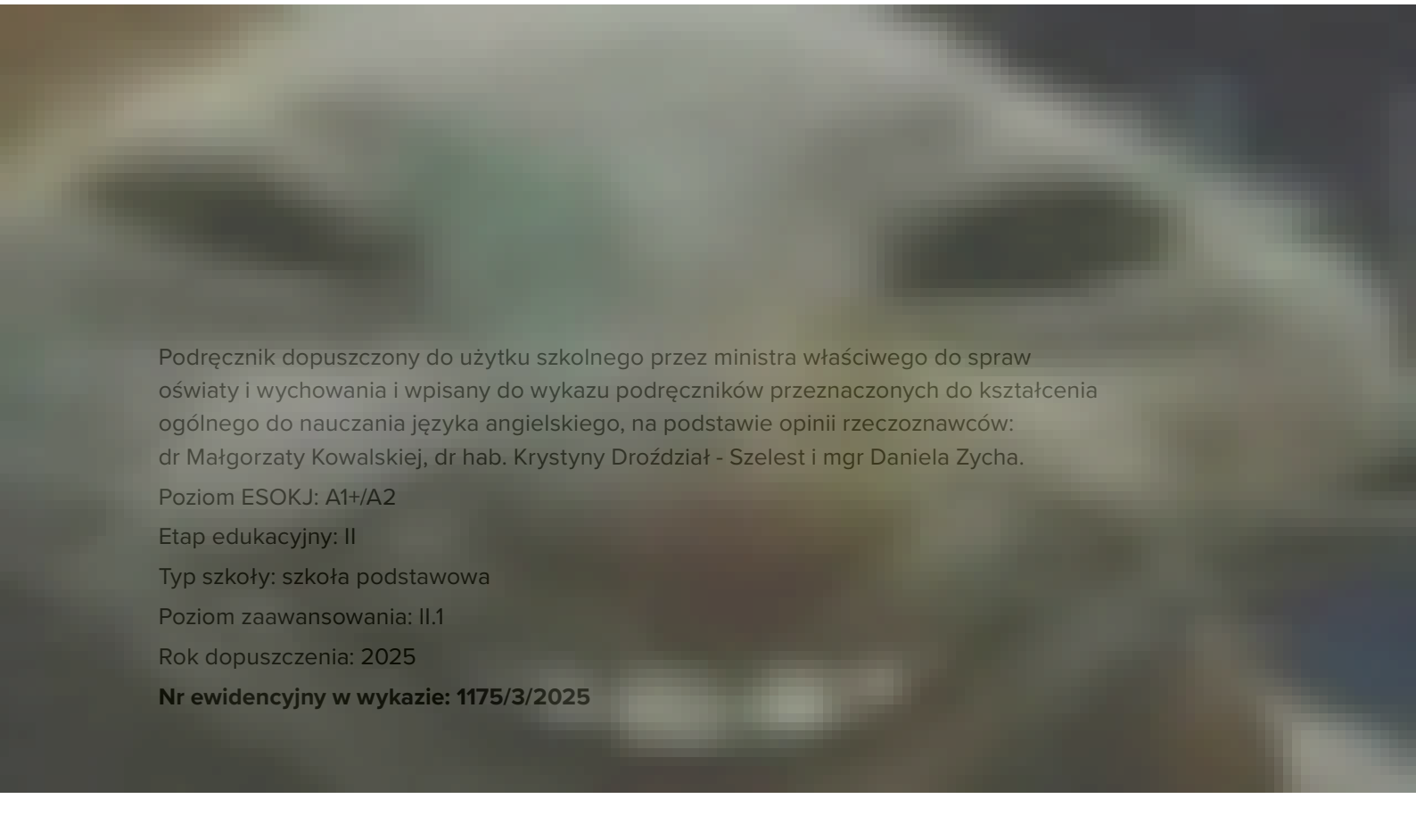
dla 6 klasy



macmillan education

Gill Holley

Nr MEN: 1175/3/2025



Podręcznik dopuszczony do użytku szkolnego przez ministra właściwego do spraw oświaty i wychowania i wpisany do wykazu podręczników przeznaczonych do kształcenia ogólnego do nauczania języka angielskiego, na podstawie opinii rzeczoznawców: dr Małgorzaty Kowalskiej, dr hab. Krystyny Droździał - Szelest i mgr Daniela Zycha.

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Welcome unit *page 4*	**Vocabulary:** likes, dislikes, daily routine, food, hobbies, sports, school, class rules	
	Vocabulary	**Grammar**
Unit 1 School life *page 8*	• school life • friendship Pronunciation: /aː/	• present continuous for temporary actions and future arrangements • present simple: state verbs
Unit 2 Our tech world *page 22*	• technology nouns • technology verbs Pronunciation: /ʃ/ and /ʧ/	• *will/won't* for future predictions: affirmative and negative, future time expressions • *will*: questions, short answers, *Wh-* questions
Unit 3 Life stories *page 36*	• life events • life stages • celebrations, special days Pronunciation: /ɜː/	• past simple of regular and irregular verbs: affirmative and negative sentences, past time expressions • past simple: questions, short answers, *Wh-* questions
Unit 4 Skills and interests *page 50*	• skills and interests • sports • types of films • film words Pronunciation: /eɪ/ and /ʌ/	• past continuous: affirmative, negative, questions, short answers, *Wh-* questions, time expressions • past continuous: *when/while*
Revision Units 1–4 *pages 64–65*		
Unit 5 Get well soon! *page 66*	• symptoms and illnesses • injuries and other health problems • treatments Pronunciation: /k/ and silent *k*	• *have to*: affirmative, negative, questions, short answers, *Wh-* questions • *should/shouldn't*: affirmative, negative, questions, short answers, *Wh-* questions
Unit 6 Sport for all! *page 80*	• sports equipment • sports places • sports competitions Pronunciation: /b/ and /v/	• present perfect: affirmative and negative • present perfect: questions, short answers, *Wh-* questions
Unit 7 Let's go shopping *page 94*	• types of shops • shopping • paying Pronunciation: joining words	• present perfect with *ever* and *never* • *must* and *can't* for deductions
Unit 8 Holiday time! *page 108*	• types of holiday • places to stay on holiday • adjectives to describe holiday • landmarks Pronunciation: word stress	• adjectives: comparatives, superlatives and *(not) as ... as* • revision of tenses: talking about past, present and future
Revision Units 5–8 *pages 122–123*		
Vocabulary extension *pages 124–127*		

Grammar: *love*, *like*, *hate*; present simple; *there is* / *there are*; *a/an*, *some*, *any*, *a lot of*, *much/many*; present continuous; *can/can't*; *must/mustn't*; the future with *be going to*

Reading and culture	Speaking	Writing
• Uniforms around the world	• agreeing and disagreeing	• blog post about the new school year
• Technology in cities	• expressing hopes for the future	• text for a project about life in the future
• How do you celebrate when you leave school?	• saying thank you after a visit	• email about a special life event
• Travel blogs	• talking about skills and interests	• blog post about a hobby
• Transport for medicines	• asking for, giving and responding to advice	• informal message
• Amazing sports stadiums	• talking about preferences, making suggestions and negotiating	• post about lost sports equipment
• Zero-waste cities	• buying and swapping clothes	• invitation
• Adventures around the world	• asking for tourist information	• email about places to visit in my town

Lesson 1

I can talk about likes and dislikes. I can describe daily routines.

1 In your notebook, write two words for each group.

animals sports food jobs hobbies

2 1.1 Listen to four friends. Match the speakers with the characters A–D.

LET'S MEET!



Lucas Sophia Hugo Freya

Speaker 1	Speaker 2	Speaker 3	Speaker 4

Grammar 1

Love 😍, *like* 🙂, *don't like* ☹️, *hate* 😖

I **love** robots. I **like** sing**ing**.

3 In your notebook, complete the sentences using the correct forms of the verbs from the Grammar 1 table and the verbs in brackets.

1 Freya _____ (🙂) animals.
2 Lucas _____ (😍) robots and basketball. He hates _____ (**go**) shopping.
3 Hugo likes _____ (**read**) comics and _____ (**skateboard**).
4 Sophia loves _____ (**play**) volleyball. She _____ (☹️) maths.

4 In pairs, ask and answer about your likes and dislikes. Use the words in the box and your own ideas. Find three things you and your partner both like or dislike.

animals cleaning comics maths spinach sport winter

Do you like animals?

Yes, I do. I love animals.

What's your favourite animal?

5 In your notebook, write the everyday activities in the order you do them. Add two more activities.

do homework get up go home
go to bed go to school have breakfast
have lessons have lunch

Grammar 2

Present simple

I/You/We/They **get up** early.
He/She/It **gets up** early.

I/You/We/They **don't get up** early.
He/She/It **doesn't get up** early.

Do you **get up** early? Yes, I **do**. / No, I **don't**.
Does he **get up** early?
Yes, he **does**. / No, he **doesn't**.
What time do you **get up**?

6 In your notebook, complete Sophia's blog with the correct forms of the verbs in brackets. Find the time expressions and the frequency expressions.

Sophia's blog

Ugh, I hate Mondays! On Mondays, I get up at seven. My brother usually [1] _____ (**get up**) at quarter to eight, so we [2] _____ (**not have**) breakfast together. I always tidy my room before school – Lucas [3] _____ (**not tidy**) his room! School [4] _____ (**start**) at half past eight and [5] _____ (**finish**) at quarter past three. I play volleyball twice a week, but I [6] _____ (**not play**) on Mondays 🙄. What's your Monday like?

I can talk about food and quantity. I can ask and answer questions about prices.

1 **What food can you see in the photo of a school lunch? Is it a healthy or unhealthy lunch?**



2 **In your notebook, write the words under the correct heading. Add more words in each group.**

biscuit broccoli carrot chickpea grape hummus rice salad strawberry tofu

Countable nouns	Uncountable nouns
biscuit, ...	

Grammar 3

There is / There are

There's a biscuit / some bread.
There isn't a biscuit / any bread.

There are some biscuits.
There aren't any biscuits.

Is there a biscuit / any bread?
Are there any biscuits?

Yes, **there is**. / No, **there isn't**.
Yes, **there are**. / No, **there aren't**.

3 **In your notebook, complete the sentences with the correct form of *there is / there are*.**

1 _____ (✗) any strawberries in my smoothie.
2 _____ (✓) some pineapple on this pizza.
3 _____ a can of tuna in the cupboard?
No, _____ (✗).
4 _____ any grapes? Yes, _____ (✓).
5 _____ (✗) any cheese in my sandwich.

Grammar 4

A/an, some, any, a lot of, much/many

There is **a** banana.
There isn't **an** apple.

There are **some** / **a lot of** biscuits.
There aren't **any**/**many** biscuits.

There's **some** / **a lot of** rice.
There isn't **any**/**much** rice.

Is there **any** rice?
Are there **any** biscuits?

How much rice is there?
How many biscuits are there?

4 **Read the Grammar 4 table. Then, in your notebook, choose the correct option.**

Lara: What have you got for my packed lunch tomorrow, Dad?
Dad: There's [1]***some*** / ***any*** hummus and salad, but there isn't [2]***many*** / ***much*** bread.
Lara: No problem. Are there [3]***a*** / ***any*** apples?
Dad: Yes, there are [4]***an*** / ***a lot of*** apples.
Lara: Great, [5]***a*** / ***an*** apple, salad and hummus for me, please.

5 1.2 **Listen to a conversation at a tuck shop. Match the prices in the box with the food. There are two extra prices.**

75p 99p £1.00 £2.50 £3.25 £4.00

MENU

Cheese and tomato sandwich	1 _____
Chicken sandwich	2 _____
Chicken salad	3 _____
Water	4 _____

6 **Make a list of six types of food in your tuck shop. Write the prices. Then role-play a conversation.**

Hi! How much is ...?

It's 85p.

Lesson 3

I can talk about hobbies and sports. I can talk about things happening now, and my abilities.

1 **In your notebook, match photos 1–8 with the phrases in the box. Add four more free time activities.**

chat on my phone cook
play an online game play basketball
ride a scooter sing
spend time with friends watch a series



2 1.3 **Listen to the phone conversation. In your notebook, write which activity from exercise 1 each person in the family is doing now.**

a Mum _____ **c** Maya's sister _____
b Dad _____ **d** Maya _____

Grammar 5

Present continuous
I'm cooking. / I'm not cooking.
They're cooking. / They aren't cooking.
He's cooking. / He isn't cooking.

Are you cooking?
Yes, we are. / No, we aren't.
Is she cooking?
Yes, she is. / No, she isn't.

3 **Read the Grammar 5 table. In your notebook, write sentences about what the people from exercise 2 are doing now.**

1 Mum / make / a stir-fry
2 Dad / watch / a series on TV
3 Maya's sister / not do / her homework
4 She and her friends / play an online game
5 Maya / chat / on the phone

Grammar 6

Can
I/You/We/They **can play** basketball.
He/She/It **can't play** basketball.
Can you/he/she/it/we/they **play** basketball?
Yes, I/he/she/it/we/they **can**.
No, I/he/she/it/we/they **can't**.

4 **Read the Grammar 6 table. In your notebook, complete the text with *can/can't* and the verbs in the box.**

create play play run walk use



Hi, I'm Rowan. I use a wheelchair because I [1]_____, but there are lots of things I can do. I'm in a junior wheelchair basketball team, and I [2]_____ really well. Like other players on my team, I [3]_____, but I can move really fast! I'm terrible at singing and I [4]_____ a musical instrument, but I'm good at drawing, and I [5]_____ art on my laptop. I [6]_____ my computer to chat online with friends, too!

5 **In pairs, ask and answer questions. How many things can your partner do?**

CAN YOU ...

- say the alphabet backwards?
- sing a song in English?
- remember all your classmates' names?
- climb a tree?
- play chess?
- write your name with your left hand?

Can you say the alphabet backwards?

Yes, I can. It's *z*, *y*, *x* ...

I can talk about class rules. I can describe my plans for the new school year.

1 **In your notebook, write down as many names of school subjects and school places as you can in three minutes.**

School subjects: *history*, _____

School places: *playground*, _____

Grammar 7

Must, mustn't

I/You/He/She/It/We/They **must** listen to the teacher.

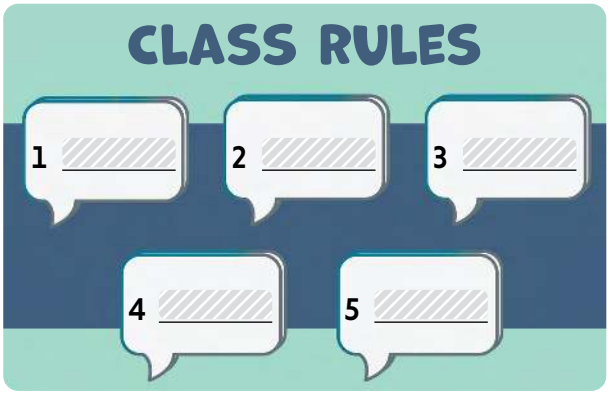
I/You/He/She/It/We/They **mustn't** eat in class.

2 **Read the Grammar 7 table. In your notebook, complete the class contract with *must* or *mustn't*.**

CLASS CONTRACT

1. We _____ try to speak English.
2. We _____ listen to our classmates.
3. We _____ arrive late.
4. We _____ eat or drink in class.
5. We _____ help each other.
6. We _____ put up our hand to speak to the class.

3 **Work in groups. Choose important class rules. Make a class contract poster.**



4 1.4 **Listen to Ravi. In your notebook, tick his plans for the school year.**

1. study hard at school ☐
2. learn a new language ☐
3. do sports ☐
4. do household chores ☐

Grammar 8

The future with *be going to*

I'm going to join a club.
He/She/It's going to join a club.
We/You/They're going to join a club.

I'm not going to join a club.
He/She/It isn't going to join a club.
We/You/They aren't going to join a club.

Are you going to join a club?
Yes, I am. / No, I'm not.
Is he/she/it going to join a club?
Yes, he/she/it is. / No, he/she/it isn't.
Are we/you/they going to join a club?
Yes, we/they are. / No, we/they aren't.

5 **Read the Grammar 8 table. In your notebook, write about Freya's plans. Use the words in the box and *be going to*.**



be healthy do chores
do homework every day eat fatty food
spend time online study hard

She's going to study hard.

6 **Write five sentences about your plans for the year. Think about school, clubs, healthy lifestyle, home. Then ask your partner about their plans.**

I'm not going to chat in class.

What are you going to do this year?

I'm going to study hard.

1 School life

Lesson 1

I can talk about school life. I can understand an interview about a school.



1 **Let's start!**

Look at the noticeboard. Find four school subjects, two types of stationery, and a school place. Then add three more words to each category.

2 1.5 **Listen and match items a–d on the board with dialogues 1–4.**

1 ____ 2 ____ 3 ____ 4 ____

3 1.6 **In your notebook, match definitions 1–10 below with the phrases in the box. Then listen, check and repeat.**

School life 1

do a presentation • fail a test • get a good/low mark • miss school • pass a test • revise for a test • take a test • take notes • wear a uniform • write an essay

1 study before a test ____
2 write a short text for school ____
3 wear special clothes ____
4 write what the teacher says ____
5 get 60% or more in a test ____
6 not go to school ____
7 speak to the class about something ____
8 do a test ____
9 get 40% or less in a test ____
10 get a positive/negative result ____

4 **Work in pairs. Student A: say a phrase from exercise 3. Student B: write a sentence with the phrase and *always*, *sometimes*, *never*, or other time expressions.**

Wear a uniform.

I always wear a uniform to school.
Miss school.

GUESS WHAT?!

Teachers in different countries give marks in different ways. In Argentina, they use the numbers 1–10. In the USA, A–F letter marks are popular.

How do teachers give marks in your country?

5 1.7 **In your notebook, complete sentences 1–5 with the words in the box. Then listen, check and repeat. Which sentences are true for your country?**

School life 2

breaktime • private school • school year • state school • term/terms

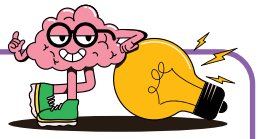
1 Most students go to a _____. These schools are free.
2 Some students pay to go to a _____.
3 The _____ starts in September and ends in July.
4 There are three _____ in each year.
5 Our school starts at nine o'clock, and _____ is at eleven o'clock.

6 1.8 **Pronunciation /aː/**

Listen to the rhyme. How many times do you hear the /aː/ sound? Then listen again and repeat.

Our class is large, but it isn't hard
To pass a test and get a good mark.
It's a happy day, so let's start.
Let's start, let's start.

Skills zone



Zanim posłuchasz nagrania z ćwiczenia 7, zapoznaj się uważnie z całym ćwiczeniem.

1 Przeczytaj polecenie do ćwiczenia. Jaki to rodzaj tekstu? Ile osób usłyszysz?
2 Napisz trzy słowa, które spodziewasz się usłyszeć w nagraniu.

7 1.9 **Listen to a radio interview about an unusual school. Which of these things are there at the school?**

classrooms homework lessons
presentations teachers tests

8 1.9 **Posłuchaj nagrania ponownie. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania. Wybierz właściwą odpowiedź: a, b lub c. Zapisz odpowiedzi w zeszycie.**

1 Students choose _____.
a the school subjects **b** school times
c things they want to study
2 The school day is from _____.
a 8 am to 3 pm **b** 9 am to 3 pm
c 9 am to 4 pm
3 Groups of students are _____.
a different ages **b** the same age
c very big

9 **Compare your school to the school in the Netherlands in exercise 8. What are the differences? Which school do you prefer?**

We have classrooms.

Yes, and we study different subjects.

Fast finishers

In your notebook, complete the notes with your ideas about school life.

SCHOOL LIFE
- Most difficult subject: ...
- Favourite place: ...
- Best time of the day: ...
- Worst thing: ...
- Best thing to do at breaktime: ...
- Favourite school day: ...



Lesson 2

I can use the present continuous to talk about temporary actions and future arrangements.

WHEN ARE YOU FREE?

1



LUCAS: So, when can we meet to make a video for Film Club? I'm free on Saturday.
FREYA: Hmm, Saturday morning doesn't work for me. I'm helping at the pet shelter this month!
SOPHIA: And I've got choir practice. We're preparing an end-of-term concert. I'm singing a solo.
HUGO: That's so cool, good for you!

2



HUGO: I'm meeting Ji on Saturday afternoon. He's teaching me Korean.
LUCAS: Wow, you're learning Korean! It must be really hard!
HUGO: I enjoy it! And you see, I love reading Korean comics.
FREYA: What about meeting on Sunday?

3



SOPHIA: I'm playing volleyball in the morning, but I'm not doing anything in the afternoon.
HUGO: I'm revising for a geography test before lunch, but I'm free later.
LUCAS: So we're all free on Sunday afternoon then?

4



LUCAS: Oops! It's our grandad's birthday on Sunday. We're having a party for him at three o'clock.
HUGO: I give up!

1 **Look at the story. In your notebook, match the endings of the sentences a–d with their beginnings 1–4.**

1 Sophia is	**a** red hair.
2 Lucas wears	**b** a red school bag.
3 Freya is carrying	**c** glasses.
4 Hugo has got	**d** Lucas's twin sister.

2 1.10 **Read the story and listen to it. Answer the questions.**

1 Why do the friends want to meet?
2 Do they choose a day and time?

3 1.10 **Read the story and listen to it again. In your notebook, complete the table with each person's activities.**

	Lucas	Freya	Sophia	Hugo
Saturday			*choir practice*	
Sunday				

Real English

4 1.11 **Listen to the phrases and repeat. Practise them in pairs.**

Saturday morning doesn't work for me.
That's so cool! *I give up!*
Oops!

Grammar 1

Present continuous

Affirmative

I'm playing volleyball.
You/We/They [1] _____ volleyball.
He/She/It's playing volleyball.

Negative

I [2] _____ volleyball.
You/We/They aren't playing volleyball.
He/She/It [3] _____ volleyball.

Questions and short answers

Are you playing volleyball?
Yes, I [4] _____. / No, I'm not.
[5] _____ volleyball?
Yes, he is. / No, he isn't.

Time expressions for temporary situations

at the moment, now, these days, this week

Time expressions for future arrangements

tomorrow morning, next Monday, next week

5 **In your notebook, complete the Grammar 1 table with the correct forms of the present continuous.**

6 **Match sentences 1–3 with their meaning a–c.**

1 The friends are leaving school now. _____
2 Freya is helping at the pet shelter this month. _____
3 Hugo is having a Korean lesson on Saturday afternoon. _____

a sytuacja lub czynność tymczasowa
b czynność zaplanowana
c czynność, która dzieje się w momencie mówienia o niej

7 **In your notebook, complete the sentences with the present continuous forms of the verbs in brackets.**

1 The friends _____ (**go**) to a Film Club this term.
2 Sophia _____ (**prepare**) for a concert at the moment.
3 Hugo _____ (**not learn**) Spanish this month.
4 Freya _____ (**do**) a lot of sport these days.
5 I _____ (**get**) good marks this year.

8 **In your notebook, write questions in the present continuous.**

1 What / you / read / at the moment?
2 you / go / to a school club / this year?
3 What / you / watch / on TV / these days?
4 you / do / any voluntary work?
5 What games / you / play?

9 1.12 **Listen to the dialogue. In your notebook, make notes on the boy's answers to the questions in exercise 8. Then write five sentences with his answers.**

He's reading a book about trains.

10 **Look at Lucas's phone. Talk about his arrangements for next week.**

Monday – help dad in the garden
Tuesday – revise for a maths test
Wednesday – do a science project
Thursday – write an English essay

On Monday, he's helping his dad in the garden.

Fast finishers

Complete the sentence in the meme.



1 Lesson 3

I can talk about friendship.

Forever Friends

Next episode: watch what happens!



Abie and Jade are friends. They get on well, but one day, they have an argument. Abie is sad, and her mum makes a chocolate cake to cheer her up.

Jade decides to make friends with other people in her school. She gets to know Luke. They have a lot in common – they both like hip hop music and computer games.

Abie sees them together and feels lonely. Should she say sorry? What should she do?

1 Let's start!

Look at the words in the box. In pairs, describe a good friend.

clever confident funny helpful kind polite talkative

I think a good friend is helpful and kind.

2

1.13 **Read the story and listen to it. Do you think Jade is a good friend?**

I don't think she's a good friend because Abie is sad.

3

1.14 **Read the story again. Find the phrases in the box in the text. Which two phrases are not used in the story? Then listen and repeat.**

Friendship

cheer someone up • feel lonely • get on (well) • get to know • have (a lot) in common • have an argument • keep a secret • make friends • say sorry • tell the truth

4

Replace the underlined phrases with the phrases from the box in exercise 3.

1 Abie and Jade disagree in an angry way.
2 Abie's mum tries to make her happier.
3 Jade finds out more about Luke.
4 Luke and Jade like the same things.
5 Abie feels sad because she's alone.

5

In your notebook, complete the sentences with the verbs in the box.

get keep make say tell

1 I go to the school Book Club because I want to _____ friends.
2 Can you _____ a secret? Matt wasn't ill yesterday.
3 You forgot Ellen's birthday. You should _____ sorry.
4 This story is true! I always _____ the truth.
5 I often do things with my cousin. We _____ on well.

6

1.15 **Listen to the dialogues. Which phrases in the box do you hear?**

How about ...? Let's ... What about ...? Why don't you ...? You should/shouldn't ...

7

Work in pairs. Read the situations. Make suggestions to each student.

1 'It's the first week of term. I'm feeling lonely.'
2 'I had an argument with my friend. Now she doesn't speak to me.'
3 'I've got two friends, but they don't get on.'
4 'My friend is feeling sad. What can I do to cheer him up?'

Fast finishers

In your notebook, draw a hand. What makes you a good friend? Write ideas in the fingers.



I can use the present simple with state verbs to talk about possession, feelings and opinions.



Grammar 2

State verbs

Some verbs are state verbs. We don't use them in the present continuous.

Possession: have got; **Have** you **got** a pen?

Feelings: love, like, hate, want; I **like** these memes.

Opinions: know, think, forget, remember, understand, agree; I **know** the answer.

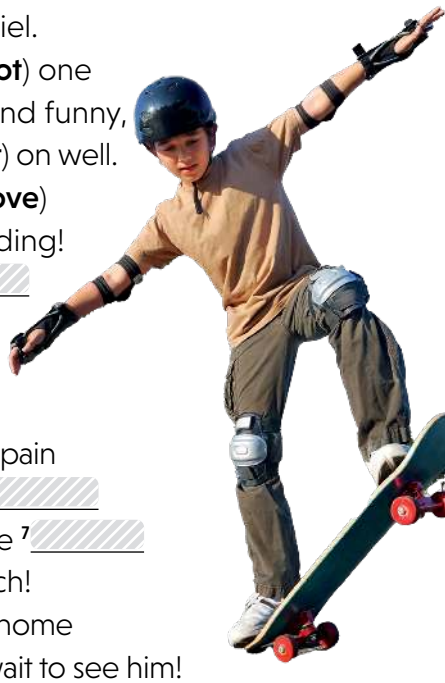
1 **Read the Grammar 2 table. Then find the state verbs in the memes.**

2 **In your notebook, complete the sentences with the correct forms of the state verbs in the box. Use the present simple.**

have got know not like
not remember think understand

1 I _____ that's a great idea!
2 **A:** _____ you _____ that boy over there?
B: Yes, I do, but I _____ his name.
3 Marcus _____ horror films. Let's watch a comedy.
4 **A:** _____ Martha _____ our biology homework?
B: Yes, she does. She can explain it to you.
5 Jan _____ a lot of friends.

3 **In your notebook, complete the text with the correct forms of the verbs in brackets. Use the present continuous or present simple.**



My best friend is Daniel. He [1]_____ (**have got**) one brother. He's clever and funny, and we [2]_____ (**get**) on well. We both [3]_____ (**love**) sports and skateboarding! In fact, Daniel [4]_____ (**want**) to be a PE teacher in the future. At the moment, he [5]_____ (**live**) in Spain with his cousins. He [6]_____ (**learn**) Spanish, but he [7]_____ (**not understand**) much! He [8]_____ (**come**) home in December. I can't wait to see him!

4 **In your notebook, write two true sentences and one false sentence using state verbs and the ideas in the box. In pairs, read your sentences and guess which sentences are false.**

English grammar rules homework
PE school lunches tests

I understand English grammar rules.

I think that's true.

5 **Work in groups. Match the emojis with the state verbs. In your notebook, draw emojis for two other state verbs.**



1 Lesson 5

I can understand texts about school uniforms in different countries.

1 **Look at the photo. Where are they? What do you think they are doing?**



2 **Look at the texts and answer the questions.**

1 What three countries are there? Which country is in: South America, Africa, Asia?
2 Describe the clothes that the students are wearing in the photos.



Skills zone

1 Zanim zaczniesz czytać tekst z ćwiczenia 3, przeczytaj tytuł i przyjrzyj się zdjęciom. Jak myślisz, o czym jest tekst?
2 Zapisz w zeszycie krótko, co wiesz na ten temat.
3 Czego chciałbyś/chciałabyś dowiedzieć się z tekstów? Zanotuj w zeszycie jedno pytanie.

3 1.16 **Read the texts and listen to them. Which texts describe the colour of the uniform? Did you find the answer to your question?**

5 **Answer the questions. Then read the texts again and check your answers.**

1 How do students carry books and stationery in Bhutan?
2 What does the white smock in Argentina show?
3 Why is it important for students to buy a uniform in Ghana?
4 How is the uniform in this African country different these days?

6 **Find out**

Work in pairs. Find out about school uniforms in another country. Then tell the class about it.

In Indonesia, students wear a white shirt with a skirt, shorts or trousers. At primary school, the uniform is red and at secondary school, it's blue.

When students leave school, they paint each other's clothes to celebrate.

7 **Read the comments. Which are for and which are against a school uniform? Can you think of other ideas?**

1  A school uniform is often expensive.
2  It gives you a feeling of community.
3  Some uniforms are uncomfortable.
4  It's easy to get dressed in the morning.

4 **Przeczytaj teksty A–C ponownie. Do każdego zdania 1–4 dopasuj właściwy tekst: A, B lub C. Zapisz odpowiedzi w zeszycie. Jeden tekst pasuje do dwóch zdań.**

1 Students at state and private schools wear different clothes. ____
2 At primary school, students usually wear the same colours. ____
3 There is a uniform for when students do PE. ____
4 The clothes are an important part of the country's culture. ____

UNIFORMS AROUND THE WORLD

Uniforms are an important part of school life in many countries. They tell us about the history and culture of each country.







A These students from **Bhutan** are wearing the country's **national costume**. It's also their school uniform. Boys wear trousers with a **robe**, and girls wear a long skirt and a jacket. There's a space in their clothes to carry things, like books, stationery or a water bottle. Each school chooses a different colour for the uniform, but it's usually dark blue or green.

B At state schools in **Argentina**, students wear a white **smock** over their clothes. It's like a lab coat and is the same for boys and girls. The smock shows that all students in the country are **equal**. Private schools have their own uniform. This includes gym clothes for when students do sports activities. They wear these clothes one day a week.

C In **Ghana**, the school uniform at primary school is usually brown and yellow. At secondary school, the colours **vary**. The uniform can be expensive, so charities often help families to buy them. Without the uniform, some children don't go to school. These days, more and more students are wearing uniforms with African **prints**, so they feel proud of their African culture.

Glossary
equal – równy
national costume – strój narodowy
print – nadruk, wzór
robe – szata
smock – fartuch, kitel
vary – różnić się

8 **Imagine you can design a school uniform. What clothes and colours would you choose for summer and what for winter? Make a list in your notebook.**

I think a hoodie is a good idea for winter.

Yes, with comfortable trousers.

GUESS WHAT?!

Students first started wearing uniforms in the UK. One of the first schools to have a uniform was Christ's Hospital School, in the 16th century. The uniform – a long blue coat, yellow socks and a white collar – is still the same today!

1 Lesson 6

I can use expressions to agree and disagree.

1 1.17 **Look at the photo. Guess what the students are talking about. Then listen and check.**



2 1.17 **Read the dialogue and complete it in your notebook. Then listen again and check.**

Rosie: Is there a new rule that we can't use phones at school?

Theo: Yes, it's starting next week. Teachers say they're distracting.

Rosie: **I disagree!** We often use our phones to find information online.

Oscar: **That's** [1]_____**.** Some apps are useful, too. There's a great one to learn French.

Rosie: **Exactly!** I use it to revise for tests.

Theo: They say that students get better marks without phones.

Rosie: **I'm not** [2]_____ **about that.**

Theo: And some students use them to cheat in tests.

Oscar: **That's a** [3]_____ **point, Theo!**

Theo: Anyway, they're trying it for a week. I think it's OK to use phones during the lunch break.

Rosie: **I think** [4]_____**, too.**

Theo: But in lessons ... you see, this is the problem!

3 **In your notebook, complete the table with the sentences in bold in the dialogue.**

Agreeing	Disagreeing
I agree. You're right!, ...	I don't think so., ...

4 **In your notebook, put the words in the correct order to make sentences.**

1 **A:** I think phones are useful in class.
B: don't I so think .

2 **A:** Tests help us to remember things.
B: a point That's good .

3 **A:** I think fast food is healthy.
B: not I'm about sure that .

5 **Uzupełnij dialogi. Wstaw w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst.**

1 **A:** I think it's important to learn a foreign language.
B: I _____, too!

2 **A:** School should start at eleven o'clock. We're tired at nine o'clock.
B: Sorry but I _____. Eleven o'clock is very late.

6 **Work in pairs. Choose one of the topics. Think of two reasons to agree and two reasons to disagree. Then talk about your ideas.**

Art and music are important subjects.

It's good for students to do homework at the weekend.

I think art is very important.

I disagree. I think ...

I can write a blog post about the new school year.

1 **Look at the photos in exercise 2. Guess what Felix is doing this year.**

2 **Read Felix's blog post. Check your answers to exercise 1.**

Bye bye Summer, Hello School

Posted by Felix on 10th September at 18.50





Hello, everyone!

a The summer holidays are over, and I'm excited about the new school year! Our class teacher this year is Mr Clarke. He's cool! My favourite subject is geography. At the moment, we're learning about volcanoes and black sand beaches.

b I'm also doing new hobbies this year! I'm going to a Drama Club after school. It's a great way to make friends ☺. We're preparing a Sherlock Holmes play for the end of term. I'm having guitar lessons too, because I want to play in a band!

c Next month, we're going on our first school trip. We're doing a project about wildlife in science, so we're visiting a zoo to learn about endangered animals. I can't wait to see the meerkats. They're my favourite animals! What about you? How's your new school year?

3 **Read the blog again and match paragraphs a–c with topics 1–3.**

1 free time activities
2 a school subject
3 a school trip

4 **In your notebook, write the phrases in the box in the correct category.**

Hello, everyone! Hi, guys! Hi there!
Let me know. That's all for now!
Welcome back! What about you?
Write and tell me.

To start the blog: _____
To end the blog: _____

5 **In your notebook, complete the sentences with the correct forms of the words in the box. Use the present continuous where possible.**

be feel go learn play visit

1 The school holidays are over, and I _____ a bit sad.
2 My favourite subject _____ technology.
3 At the moment, we _____ how to code.
4 This year, I _____ in a basketball team.
5 I _____ to a Book Club, too.
6 On 5th November, we _____ the Natural History Museum.

6 ## Writing project

In your notebook, write a blog post about this school year.

Think

- What's new this year?
- What's your favourite subject?
- What are you learning at the moment?
- What free time activities are you doing this year?
- What school trips or events are there this term?

Write

Write your blog post.
Write three paragraphs.
The summer holidays are over, and I ...
My favourite subject is ...
This year, I'm ...

Look again!

Check your blog post.

- Did you use the present continuous to describe this school year?
- Did you use a phrase to start and end your blog?
- Did you write three paragraphs?

1 Lesson 8

Revision of lessons 1–7.

Odpowiedzi do zadań zapisz w zeszycie!

Vocabulary

1 **Use the phrases in the box to complete the sentences. There is one extra phrase.**

fail a test	get a good mark	miss school
pass a test	school year	write an essay

1 My parents must wite a note when I _____.
2 Your homework is to _____ about friendship.
3 There are three terms in the _____.
4 Learn these words to _____ in the test.
5 Students who _____ can take it again.

_____ /5 points

2 **Match the endings of the sentences a–e with their beginnings 1–5.**

1 Playing team sports is a great way to make _____
2 Beth failed the maths test. Let's cheer _____
3 Don't tell Frank. He can't keep _____
4 Alex and I have _____
5 I invited Kai to my party because I want to get _____

a her up with a kind message.
b friends and have fun.
c to know him.
d a secret and always tells everyone.
e a lot in common. We like the same things.

_____ /5 points

Grammar

3 **Complete the sentences with the present continuous forms of the verbs in brackets.**

1 Julia usually listens to music on her way to school. Next week, she _____ (**go**) to a concert.
2 My friends usually relax after school, but these days they _____ (**revise**) for a test.
3 Max usually studies a lot. Next week, he _____ (**do**) a presentation.
4 My family and I usually spend time at home, but these days we _____ (**spend**) time outdoors.
5 I usually do sport after school. Next week, I _____ (**run**) a mini marathon.

_____ /5 points

4 **Complete the dialogues with the present simple or present continuous forms of the verbs in brackets.**

1 **A:** _____ (**you / like**) my new jacket?
B: Yes, the colours are great!
2 **A:** Why _____ (**you / wear**) sports clothes today?
B: Because it's Sports Day today, Mum.
3 **A:** Where's Lucy?
B: I think she _____ (**watch**) TV in her room.
4 **A:** _____ (**Peter / know**) what time the film starts?
B: Yes, I sent him a message.
5 **A:** What _____ (**Alice / read**)?
B: It's a book about endangered animals.

_____ /5 points

Speaking

5 **Choose the correct option.**

1 **A:** I think English is easy.
B: I think so, ***too*** / ***also***.
2 **A:** PE is the best school subject.
B: I'm not sure about ***it*** / ***that***.
3 **A:** Homework helps us to remember things.
B: That's a good ***point*** / ***idea***!
4 **A:** I hate having tests.
B: That's ***truth*** / ***true***!
5 **A:** I think our uniform is cool.
B: I ***agree*** / ***disagree***. I like wearing normal clothes.

_____ /5 points

Check your score!

1.18 **Listen, check and count your points.**

20–25 points – Well done!
14–19 points – Good score!
0–13 points – Keep calm and revise more.

For vocabulary revision, go to **My words**, p. 20.
For extra grammar explanations, go to **My grammar**, p. 21.

Listening

1 1.19 **Usłyszysz dwukrotnie wywiad z nastolatkiem. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania. Wybierz właściwą odpowiedź: a, b lub c.**

1 When you see a student alone,
- **a** don't speak to them.
- **b** ask them questions.
- **c** find out who they are.

2 When you are alone,
- **a** chat with someone on your phone.
- **b** listen to music.
- **c** look around and smile.

3 Clubs are a good idea because you can
- **a** learn new things.
- **b** meet people with the same interests.
- **c** go to new places.

Language functions

2 1.20 **Usłyszysz dwukrotnie cztery wypowiedzi. Do każdej z nich dobierz właściwą reakcję a–e. Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.**

a Sorry, I can't. I'm revising for a test.

b I'm meeting friends to make a music video.

c I agree, but they're expensive.

d No, I haven't got time.

e I agree. I really like it.

1	2	3	4

Reading

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

DIFFERENT TYPES OF SCHOOL

A I don't go to school. I study online! I have classes with a teacher, but I can decide when I do my homework. Yes, I need to manage my time, but I can change my schedule when I'm ill and miss school. I never feel lonely because I do a lot of sports. The groups are small, so I think I get better marks, too.

B I go to a boarding school. That means I study and live at the school. I've got a lot of friends here. In my class, there are people from Spain, Japan and the USA. We do our homework together and help each other. We have meals together, too! On school days, we're busy, but there's time for sports and clubs in the evening.

C My school is different from a normal state school. We don't have different lessons. We only study one subject in the morning. This means we have more time to understand it. In the afternoon, we learn foreign languages, play musical instruments, and do art or drama. We spend a lot of time in nature, too. Tests aren't important in my school, but we love learning!

1 The school has students from different countries.
2 Students do a lot of arts activities here.
3 A student can change their timetable at this school.
4 Students here spend a lot of time together.

Writing

4 **Uczysz się w szkole za granicą. Podziel się swoimi wrażeniami na blogu.**

- Wyjaśnij, czym różni się ta szkoła od Twojej rodzimej szkoły.
- Napisz, czy łatwo tu poznać nowych kolegów i koleżanki i jak to robisz.
- Poinformuj o wycieczce klasowej zaplanowanej w tym semestrze.

1

School life 1

1.21

do a presentation	przygotować prezentację
fail a test	nie zaliczyć testu/ klasówki
get a good/low mark	dostać dobrą/słabą ocenę
miss school	opuszczać zajęcia w szkole
pass a test	zaliczyć test/klasówkę
revise for a test	powtarzać materiał przed testem/klasówką
take a test	pisać test/klasówkę
take notes	notować
wear a uniform	nosić mundurek
write an essay	pisać wypracowanie

School life 2

1.22

breaktime	przerwa
private school	szkoła prywatna
school year	rok szkolny
state school	szkoła publiczna
term/terms	semestr/semestry

Friendship

1.23

cheer someone up	pocieszyć kogoś
feel lonely	czuć się samotnym/ samotną
get on (well)	(dobrze) się dogadywać
get to know	poznać
have (a lot) in common	mieć (dużo) wspólnego
have an argument	pokłócić się
keep a secret	dochowywać tajemnicy
make friends	zaprzyjaźnić się
say sorry	przeprosić
tell the truth	mówić prawdę

Real English

1.24

Saturday morning doesn't work for me.	Sobota rano mi nie pasuje.
That's so cool!	Świetnie!
Oops!	Ojej!
I give up!	Poddaję się!

Agreeing and disagreeing

1.25

I disagree!	Nie zgadzam się!
That's true.	To prawda.
Exactly!	No właśnie!
I'm not sure about that.	Nie jestem tego pewny/pewna.
That's a good point!	Słuszna uwaga!
I think so, too.	Też tak sądzę.

Reading and culture

1.26

equal	równy
national costume	strój narodowy
print	nadruk, wzór
robe	szata
smock	fartuch, kitel
vary	różnić się

PRESENT CONTINUOUS

Czasu *present continuous* używaj:

→ kiedy mówisz o tym, co się dzieje obecnie, w danej chwili lub o czynności tymczasowej,
Określenia czasu: **at the moment**, **now**, **these days**, **this week**.

→ kiedy mówisz o planach na przyszłość.
Określenia czasu: **tomorrow**, **next Monday**, **next week**.

I'm revising for the English exam **this week**.
He/She/It's writing an essay **at the moment**.
You/We/They're taking a test **next Monday**.

I'm not revising for a test at the moment, I'm reading a book.



I'm not going to school **now**.
She He/She/It isn't doing her homework **this week**.
You/We/They aren't doing a presentation **next week**.

Am I sleeping now?	Yes, I am. / No, I'm not.
Is he taking notes **now**?	Yes, he is. / No, he isn't.
Are you/we/they taking a test **next week**?	Yes, you/we/they are. / No, you/we/they aren't.

Pamiętaj o poprawnej pisowni czasowników z końcówką ***ing***, np.:
wear – wearing, take – taking, get – getting

STATE VERBS

Niektóre czasowniki to czasowniki statyczne (nie opisują czynności, a stan rzeczy) – nie używaj ich w czasie *present continuous*.

Czasowniki te wyrażają:

→ posiadanie,
have got
- She **has got** a new car.

→ uczucia i emocje,
love, **like**, **hate**, **want**
- We **love** school trips.
- He **doesn't want** this test.

→ opinie i przemyślenia.
know, **think**, **forget**, **remember**, **understand**, **agree**
- I **know** the correct answer.
- She **doesn't understand** the rules.
- What **do** you **think** about this meme?

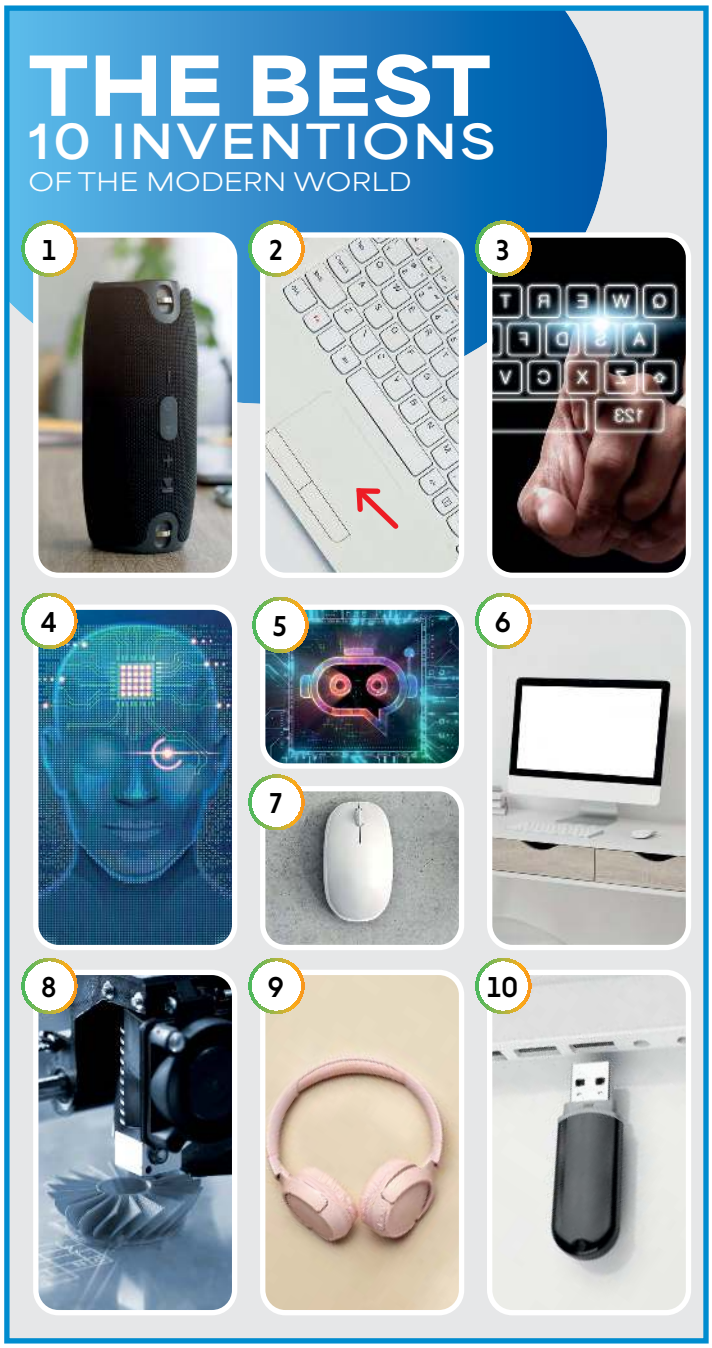


Lucky **likes** doing exercises with Ella.

2 Our tech world

Lesson 1

I can use vocabulary to talk about technology. I can understand opinions about the best inventions.



1 Let's start!

In your notebook, complete the technology words with the missing letters. How many more objects can you name?

1 sm__tw_t_h
2 t_bl_t
3 g_m_s c_ns_l_

2

1.27 **Look at photos 1–10. Listen and find three objects the speakers talk about.**

3

1.28 **In your notebook, match photos 1–10 with the words in the box. Then listen, check and repeat.**

Technology nouns

AI (Artificial Intelligence) • chatbot • memory stick • mouse • portable speaker • screen • 3D printer • touchpad • virtual keyboard • wireless headphones

4

Read the sentences and guess the names of the inventions.

1 'I can listen to music on the bus with these.'
2 'We've got one at school. We use it to make models and art objects.'
3 'It helps me to control my computer.'

5

In your notebook, write three sentences about inventions. Read your sentences for your partner to guess.

I use this when I look for information on my laptop.

A touchpad.

6 Pronunciation /ʃ/ and /ʧ/

1.29 **Look at the words in green and listen to the sentences. Do you hear /ʃ/ or /ʧ/ sound?**

1 **Touch** the screen of a **smartwatch**.
2 **Teach** me to **chat** with a **chatbot**.
3 **Artificial** Intelligence is the **future**.

7 1.30 **Look at the verbs in the box. Match the endings of the sentences a–e with their beginnings 1–5. Then listen, check and repeat.**

Technology verbs 1

connect • print • save • send • type

1 You can **connect** to ____
2 It's a good idea to **save** ____
3 With a 3D printer, you can ____
4 It's easy to **type** a text on ____
5 You can use your phone to ____

a **send** messages.
b the Internet in a lot of places.
c your essay on a memory stick.
d **print** an object.
e a virtual keyboard.

8 **Do the questionnaire in pairs.**

Are you HIGH-TECH?

1 Do you connect to the Internet before breakfast?
2 How many emails do you send every week?
3 Can you type with two hands?
4 Do you save your homework on a memory stick?
5 How often do you print things?



9 1.31 **Listen to three speakers and find the invention they talk about.**



Skills zone



Często w ćwiczeniu na słuchanie oprócz polecenia podane są zdania.

1 Przed wysłuchaniem nagrania z ćwiczenia 10. przeczytaj zdania a–d.
2 W każdym zdaniu spróbuj znaleźć najważniejsze wyrazy. Pomogą Ci one zrozumieć sens zdania.
a This speaker thinks it's **better** than a **real person**.

10 1.31 **Posłuchaj nagrania ponownie. Na podstawie informacji zawartych w nagraniu dopasuj zdania a–d do osób 1–3. Jedno zdanie nie pasuje do żadnej osoby.**

a This speaker thinks it's better than a real person.
b This speaker uses one when they travel.
c This speaker doesn't like asking questions.
d This speaker finds it helpful for shopping.

Speaker 1	Speaker 2	Speaker 3

GUESS WHAT?!

The idea of AI (*Artificial Intelligence*) comes from the 1950s. At that time, people used it to do maths and to play chess.

11 **In pairs, talk about inventions in exercise 3. Choose the best one.**

I think it's the 3D printer. It can print real things!

I disagree. I think it's ...

Fast finishers

Solve the puzzle. Make your own puzzle like the example.



2

Lesson 2

I can use will *and* won't *to talk about future predictions.*

LIFE IN THE FUTURE

1



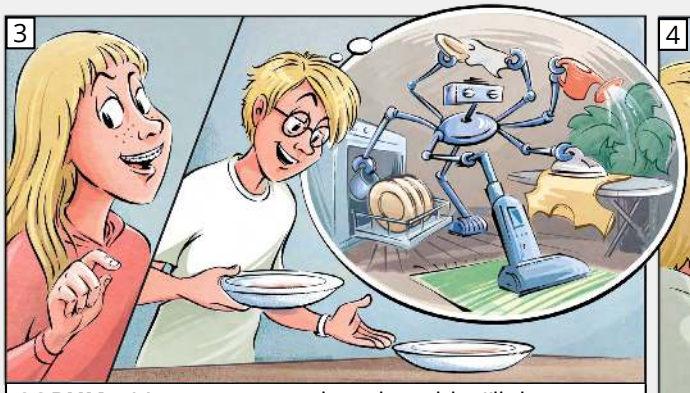
SOPHIA: Where is our bus? I'm tired of waiting.
LUCAS: Just imagine! In the future, we'll go home on a flying skateboard. We won't travel by bus.
SOPHIA: Pity we can't have one now!

2



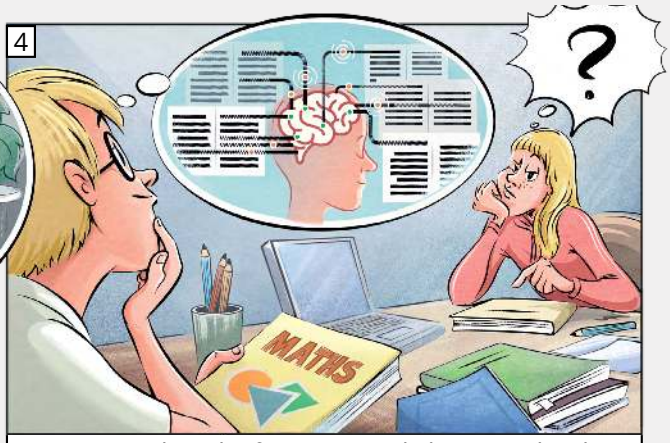
SOPHIA: I'm so hungry I could eat a horse! Let's make some sandwiches. Oh, we haven't got any cheese ... or tomatoes.
LUCAS: That won't be a problem in the future. We'll use a 3D printer to print our favourite food.
SOPHIA: Pity we can't do it now!

3



SOPHIA: It's your turn to clear the table. I'll do the washing-up.
LUCAS: You know, we won't do all these chores in the future. Scientists will invent a robot to do all the housework.
SOPHIA: I hope they will hurry up with it!

4



LUCAS: Kids in the future won't do homework either. They'll upload information to their brain.
SOPHIA: Maybe you're right, but it isn't the future now. So, what page is the maths exercise?

1 **Look at the story. Where are Lucas and Sophia in each picture?**

2 1.32 **Read the story and listen to it. Choose the correct answer.**

Lucas is imagining life ____.

a in the past **b** now **c** in the future

3 1.32 **Read the story and listen to it again. In your notebook, complete the table.**

Now	go home by bus	prepare food	do chores	do homework
In the future	travel by [1] ____	use [2] ____	have [3] ____	upload [4] ____

Real English

4 1.33 **Listen to the phrases and repeat. Practise them in pairs.**

I'm tired of waiting.
Just imagine!
Pity we can't have one now!
I'm so hungry I could eat a horse!
Pity we can't do it now!
Maybe you're right.

Grammar 1

The future with *will*

Affirmative

I **will clear** the table.
He/She/It **will clear** the table.
We/You/They **will clear** the table.
There **will be** flying skateboards.

Negative

I **won't clear** the table.
He/She/It **won't clear** the table.
We/You/They **won't clear** the table.
There **won't be** buses.

will → **'ll**
will not → **won't**

Future time expressions

tomorrow, **next week**, **next month**, **next year**, **in 2035**, **in 2050**, **in the future**

5 1.34 **In your notebook, complete the sentences with *'ll* or *won't* and the verbs in the box. Then listen, check and repeat.**

invent not cook not study travel

1 We _____ by flying skateboard in the future.
2 You _____ food. You'll use a 3D printer.
3 They _____ robots to do all our chores.
4 I _____. I'll upload information to my brain.

7 1.35 **Listen to the speaker and find which three sentences in exercise 6 he talks about. Which predictions does he agree with and which does he disagree with?**

8 **In pairs, talk about the sentences in exercise 6. Agree or disagree with the predictions.**

I think number 1 is false. We won't have holidays in space.

Why? I think it's true.

9 **What will life be like in 2050? Look at the topics in the box and write three ideas in your notebook. Tell your partner.**

food free time school technology transport

I think we'll eat insects in 2050.

I think so, too!

Fast finishers

Solve the puzzle.

It happened in 1961 and it will happen again in 6009. What is it?



6 **In your notebook, complete the sentences with *will* or *won't* and the verbs in brackets. Use short forms where possible.**

In the year 2050

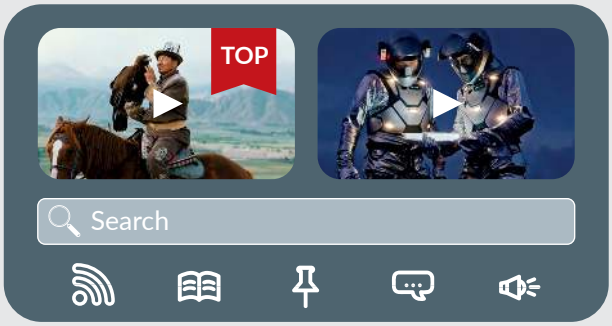
1 We _____ (**have**) holidays in space.
2 Children _____ (**not go**) to school.
3 There _____ (**be**) flying cars.
4 People _____ (**not write**) with pens.
5 Scientists _____ (**find**) life on Mars.
6 There _____ (**not be**) any books.

2 Lesson 3

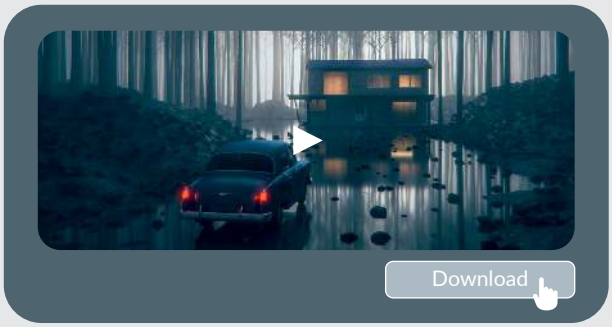
I can describe how to use technology.

HOW TO DOWNLOAD A FILM TO WATCH OFFLINE

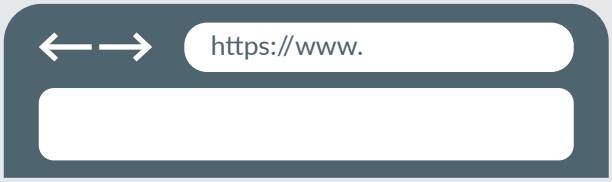
a Search for a film.



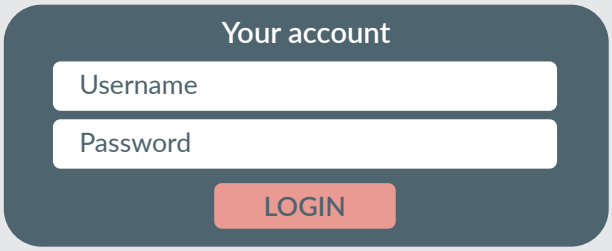
b Click to download the film.



c Go to the website.



d Log in to your account.



1 Let's start!

Complete the phrases in your notebook. How often do you do these things?

1 wr_____ a blog post
2 str_____ a film online
3 se_____ an email

2

1.36 **Read the instructions a–d. Put them in the correct order. Then listen and check.**

3

1.37 **Complete the phrases with the words in the box. Then listen and repeat.**

Technology verbs 2

click • download • enter (a password) • log in • log out • post • search (for) • share • tap • upload



1 _____ to a computer or account
2 _____ a password
3 _____ for a website
4 _____ or _____
5 _____

4

In your notebook, complete the phrases in the questionnaire with the missing letters. What can you do and what can't you do?

I can ...

1 d_____ an app on my phone. ☐
2 s_____ for information in English. ☐
3 u_____ a video to the Internet. ☐
4 s_____ a photo on social media. ☐
5 p_____ a comment on a blog. ☐

5

In your notebook, complete the instructions. Choose the correct option.

How to upload photos

It's very easy to [1]***enter*** / ***upload*** photos to social media. First, open the Photos app on your phone. Then [2]***search*** / ***log*** for the photo that you want to [3]***click*** / ***share***. [4]***Tap*** / ***Type*** this icon DOWNLOAD and you'll see different social media sites. Choose one and [5]***post*** / ***save*** your photo.

6

Choose one of the activities in exercise 4. Describe to your partner how to do this.

I can use will to ask and answer questions about the future.

Ask Chatbot XRT / Parker

Will scientists bring back dinosaurs in the future?

No, they won't. Dinosaurs disappeared 66 million years ago!

Will we live on the Moon?

Yes, we will.

Will I be rich and famous?

I'm sorry, I can't answer that.

What will I have for dinner this evening?

I'm sorry, I can't answer that.

Grammar 2

The future with *will*

Questions

Will I/you/he/she/it/we/they **live** on the Moon?

Short answers

Yes, I/you/he/she/it/we/they **will**.

No, I/you/he/she/it/we/they **won't**.

***Wh-* questions**

Where will we **live**?

What will life **be** like?

1 **Read the boy's questions to the chatbot and the Grammar 2 table. Put the words in the correct order to make more questions.**

1 people will go shopping ? ____

2 have we robot teachers will ? ____

3 the weather will change ? ____

4 will travel we to the past ? ____

5 I superpowers will have ? ____

2 **In your notebook, complete the answers from the chatbot with *will* or *won't*. Then match the answers with the questions in exercise 1.**

a Yes, we _____, but there will be real teachers, too.

b No, they _____. They'll buy most things online.

c Yes, you _____. You'll speak very good English!

d No, we _____, but we'll travel to the future.

e Yes, it _____. It'll be hotter than now.

3 1.38 **In your notebook, complete the dialogue. Then listen and check.**

A: [1]_____ (**school** / **be**) different in the future?

B: Yes, it [2]_____. Students will learn different subjects.

A: [3]_____ (**teachers** / **use**) Virtual Reality?

B: Yes, they [4]_____. Students will walk with dinosaurs and swim with fish.

A: [5]_____ (**students** / **take**) notes in their notebooks?

B: No, they [6]_____. They'll type them on their laptops.

4 **In your notebook, write questions about life in 2050. Use the words in the boxes. Then ask and answer the questions in pairs.**

How How many languages
How old What hobbies
What job Where

be do have live speak travel

How old will you be in 2050?

I'll be ... years old.

Fast finishers

Think of three questions these parents would like to ask about their baby's future.



2 Lesson 5

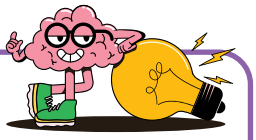
I can understand texts about technology in cities.

1 **Look at the photo. What do you think the invention is?**



2 **How does technology make our lives better? Think of one idea for each place.**

a at home **b** at school **c** in cities



Skills zone

Zanim zaczniesz czytać tekst z ćwiczenia 3, odpowiedz na poniższe pytania.

1 Jak brzmi tytuł tekstu?
2 Od jakiego pytania zaczyna się tekst?
3 Z ilu części się składa?

3 1.39 **Read the text and listen to it. In which paragraph do you read about technology and the following?**

1 carrying products _____
2 people who can't see _____
3 neighbours _____

4 **Przeczytaj tekst ponownie i wybierz właściwe odpowiedzi. Zapisz odpowiedzi w zeszycie.**

1 What do people use the app for in Amsterdam?
   a find cycle lanes
   b to ask for help
   c to find places
2 Where are there solar panels?
   a on houses
   b on streets
   c where people ride bikes
3 What can people do with the app in Singapore?
   a transport things
   b plan a journey
   c do shopping
4 In Marburg, how do people know when the bus will come?
   a they hear the information
   b they connect to the Internet
   c they've got an app

5 **In your notebook, complete the sentences.**

1 The solar panels in Amsterdam create _____.
2 In the future, people in Singapore won't _____ to their homes.
3 In Marburg, a sound tells people when they can _____.

6 **Find out**

Find out about technology in your city, or a city in your country. How does it help to make life better for people? Tell your classmates.

Technology controls the streetlights in the city. There's more light when there are people.

7 **Imagine you can design a city of the future. Answer the questions. Then tell the class about your city.**

1 What transport will people use? Will there be cycle lanes?
2 What places will there be for sports and activities?
3 Where will people live? What will the buildings be like?
4 Will there be shopping centres and markets?
5 What technology will there be?

TECHNOLOGY IN CITIES

In the year 2050, about 70% of people in the world will live in cities. How can technology make their lives better?

Glossary
blind – niewidomy
cycle lane – ścieżka rowerowa
fewer – mniej
repair – naprawa
solar panel – panel słoneczny
traffic lights – światła drogowe

A Amsterdam, the Netherlands



In Amsterdam, people use an app to connect to their neighbours. They can send a message when they need help to do **repairs** at home, to find a pet, or to organise local events.
Technology makes the city greener, too. There's a **cycle lane** near Amsterdam with **solar panels** to create clean energy. There will be more cycle lanes like this in the future.

B Singapore



Singapore is a small country with six million people. Technology helps to make public transport there easy to use. There's an app that tells people when buses and trains are busy, and the best way to travel. This means there are **fewer** cars on the roads.
The country also uses robots to transport things. In the future, robots will take people's shopping to their homes.

C Marburg, Germany



Marburg has a lot of **blind** people. Students from all over Germany go there to study. Technology helps to make their lives easier.
The **traffic lights** make a noise when it's safe to cross the road. This noise is louder when there are more cars. The bus stops 'speak' and give information about buses. Of course, people can connect to the Internet everywhere, too.

2 Lesson 6

I can express hopes for my future.

1 1.40 **Look at the photo. Guess what's in the jar. Then listen and check.**



2 1.40 **Read the dialogue and complete it with the words in the box. Then listen again and check.**

hope hope like think

Ella: What are you doing, Rosie?

Rosie: I'm downloading a picture to put on my jar. These are my hopes and dreams for the future.

Ella: Wow! That's cool! What does this say? *Musician*?

Rosie: Yes, **I'd** [1]_____ **to play the guitar** in a band one day.

Ella: Really? **Do you think you'll play in concerts?**

Rosie: **I** [2]_____ **so! I don't think I'll be rich** and famous, but you never know. What about you, Ella? What are your hopes for the future?

Ella: Well, my favourite subject is science, so **I** [3]_____ **I'll study it at university.**

Rosie: Will you be a science teacher?

Ella: I don't think so. **I** [4]_____ **to be an inventor** or to work in AI.

Rosie: Maybe you'll invent a robot that will clean my room one day.

Ella: Who knows?

3 **Match the phrases in bold in the dialogue with topics 1–3. Write the answers in your notebook.**

1 asking about hopes **3** talking about hopes
2 giving a short answer

Remember

I (don't) think I'll + win
I hope to / I'd like to + be happy

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

A: Do you think you [1] ***learn*** / ***'ll learn*** other languages?
B: I hope [2] ***so*** / ***not***. I'd like [3] ***visit*** / ***to visit*** other countries.
A: Me too, but I don't [4] ***like*** / ***think*** I'll live in another country.
B: Really? I hope [5] ***study*** / ***to study*** in the USA.
A: I think I [6] ***study*** / ***'ll study*** here.

5 **Ask and answer the questions in pairs. Use *I hope so* or *I hope not*.**

Do you think ...

1 people will work three days a week in the future?
2 you'll be famous?
3 people will stop using social media?
4 you'll live in another country?
5 you'll have a robot at home in the future?

Do you think people will work three days a week in the future?

I hope so!

6 **In pairs, talk about your hopes for the future. Think about:**

1 a subject you will study,
2 a job you will have,
3 things you will have (a car, a house, a robot),
4 things you will do (travel, visit, live in another country).

I can write a text about life in the future for a class project.

1 **Read the instructions for a class project. Discuss the question in pairs. Use the ideas in the box.**



Imagine you can travel into the future 100 years from now. What will you see?

cities clothes food homes
jobs school shopping
technology transport

2 **Read the student's project. Match pictures 1–3 with paragraphs a–c. Are any of the ideas the same as your ideas in exercise 1?**

LIFE IN THE FUTURE!

1



a Most people will live in cities 100 years from now, so houses will be smaller. They'll be cheaper to buy, because people will print them with a 3D printer. There will be an app to control everything in the house.

b Roads in cities won't be busy, because some people won't drive cars. They'll travel in small planes. They'll use Artificial Intelligence to fly these planes, so journeys will be fast and safe.

c Robots will do lots of jobs, so people will have more free time. There will be robots in restaurants, shops and schools. People won't go to the office every day, because they'll work online.

2



3



3 **Find examples of *because* and *so* in the text. In your notebook, match the endings of the sentences a–d with their beginnings 1–4.**

1 The air will be polluted so ____
2 People won't go shopping because ____
3 We'll be healthier so ____
4 Students won't write essays because ____

a an app will write texts.
b everyone will live to 150 years old.
c people will live under the sea.
d robots will bring things to homes.

4 **Complete the sentences with your own ideas.**

1 People will go to the beach every day because _____.
2 Our clothes will change colour so _____.
3 We'll meet aliens because _____.
4 People will wear smart glasses so _____.

5 Writing project

In your notebook, write three paragraphs about life 100 years from now.

Choose
- Choose three topics from exercise 1.
- Find or generate a picture for each paragraph.

Think
- What technology will people use?
- How will it change cities and homes?
- What will life be like?

Write
Write three paragraphs. Write about a different topic in each paragraph.

In the future, people will ...
There won't be any ... because ...
People will ... so ...

Look again!
Check your text.
- Did you use *will* and *won't*?
- Did you use *because* and *so*?

2 Lesson 8

Revision of lessons 1–7.

Odpowiedzi do zadań zapisz w zeszycie!

Vocabulary

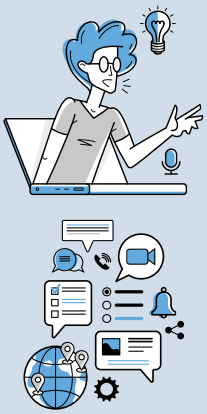
1 **Complete the technology words with the missing letters.**

1 c___b_t
2 t__chp_d
3 p__t_bl_ sp__k_r
4 v_rt__l k_yb__rd
5 Art_f_c__l Int_l__g_nc_

__ /5 points

2 **Read the poster and complete the text with the verbs in the box.**

post save search share upload



Do you want to learn how to ...

1 _____ music videos to YouTube?
2 _____ photos with your friends?
3 _____ for information online?
4 _____ a GIF on social media?
5 _____ a document on your tablet?

Then come to the Technology Club.
Wednesday, 4.30 pm – 5.30 pm

__ /5 points

Grammar

3 **Complete the sentences with *will*, *'ll* or *won't* and the verbs in brackets.**

In the future ...

1 robots _____ (**do**) the household chores.
2 people _____ (**not use**) plastic.
3 there _____ (**be**) cities under the sea.
4 we _____ (**not go**) to work every day.
5 I _____ (**speak**) ten languages!

__ /5 points

4 **Use the prompts to write questions with *will*. Complete the short answers.**

1 we / drive cars / in the future? _____
No, we _____.
2 I / go to the Moon? _____
Yes, you _____.
3 there / be / dinosaurs? _____
No, there _____.
4 students / write / in notebooks? _____
No, they _____.
5 it / be cold tomorrow? _____
Yes, it _____.

__ /5 points

Speaking

5 **Complete the dialogue with the words in the box. There is one extra word.**

don't hope like not so think



A: Do you [1] _____ you'll live in a big house in the future?
B: I hope [2] _____. I'd [3] _____ to have a beautiful house.
A: Where will it be?
B: Near the beach. I [4] _____ think I'll live in a city.
A: Will it be expensive?
B: I don't think so. I [5] _____ to print it on a 3D printer!

__ /5 points

Check your score!

1.41 **Listen, check and count your points.**

20–25 points – Well done!
14–19 points – Good score!
0–13 points – Keep calm and revise more.

For vocabulary revision, go to **My words**, p. 34.
For extra grammar explanations, go to **My grammar**, p. 35.

Reading

1 **Przeczytaj tekst, z którego usunięto trzy zdania. Wstaw w każdą lukę literę, którą oznaczono brakujące zdanie, tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo.**

The future of music

Technology is important when we listen to music. [1]____ **We use our wireless headphones when we go to school and carry a portable speaker to the park.**

Technology is everywhere, but how will it change music in the future?

A Today, new musicians often post their music on social media. This is a good way for them to find fans, and to become famous. [2]____ This will continue in the future, but they will use AI more and more. With Artificial Intelligence, people can create music without musical instruments. We use technology now to make music, and we will make more music with AI in the future.

Josh, Los Angeles

B Many people think that real music is better than AI music. [3]____ People also love going to concerts and seeing their favourite band. That's why real music won't disappear, but it will change. Musicians all over the world connect to the Internet these days. This means they can share their music and work together to create new musical styles.

Aisha, South Africa

a Musicians can express emotions in music, but technology can't.
b We stream or download our favourite songs.
c There will be more virtual reality concerts in the future.
d There are apps that help them to create music, too.

Use of English

2 **Przetłumacz na język angielski fragmenty zdań podane w nawiasach, tak aby otrzymać zdania logiczne i poprawne gramatycznie. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.**

1 In the future, my personal robot _____ (*będzie wysyłał*) birthday cards to my friends.
2 _____ (*Będzie*) a 3D printer in each primary school in 2040.
3 _____ (*Czy uczniowie będą pisać na komputerze*) their final exams in the future?

Listening

3 1.42 **Usłyszysz dwukrotnie trzy osoby, które opowiadają o swojej przyszłości. Na podstawie informacji zawartych w nagraniu dopasuj zdania a–d do osób 1–3. Jedno zdanie nie pasuje do żadnej osoby.**

a This speaker feels nervous about the future.
b This speaker hopes to work with technology.
c This speaker thinks that AI will make the world better.
d This speaker doesn't think that technology will change their plans.

Speaker 1	Speaker 2	Speaker 3

Writing

4 **Napisz krótki tekst do szkolnego projektu dotyczącego przyszłości. W swoim tekście:**

- napisz, jak wyobrażasz sobie swoją pracę,
- opisz swoje przyszłe miejsce zamieszkania,
- opowiedz, jak przewidujesz w przyszłości spędzać wolny czas.

2

Technology nouns

1.43

AI (Artificial Intelligence)	sztuczna inteligencja
chatbot	chatbot
memory stick	przenośna pamięć
mouse	mysz (do komputera)
portable speaker	przenośny głośnik
screen	ekran
3D printer	drukarka 3D
touchpad	panel dotykowy
virtual keyboard	klawiatura wirtualna
wireless headphones	słuchawki bezprzewodowe

Technology verbs 1

1.44

connect	podłączać
print	drukować
save	zapisywać
send	wysyłać
type	pisać na klawiaturze

Technology verbs 2

1.45

click	klikać
download	pobierać
enter (a password)	wprowadzać (hasło)
log in	logować się
log out	wylogować się
post	zamieszczać
search (for)	szukać (czegoś)
share	udostępniać
tap	dotknąć
upload	ładować

Real English

1.46

I'm tired of waiting.	Mam już dość tego czekania.
Just imagine!	Tylko sobie wyobraź!
Pity we can't have one now!	Szkoda, że teraz tego nie mamy.
I'm so hungry I could eat a horse!	Jestem tak głodny/ głodna, że zjadłbym/ zjadłabym konia z kopytami!
Pity we can't do it now!	Szkoda, że teraz nie możemy tego zrobić!
Maybe you're right.	Może masz rację!

Expressing hopes for the future

1.47

I'd like to (play the guitar in a band one day).	Chciałbym/ Chciałabym kiedyś (grać na gitarze w zespole).
Do you think you'll (play in concerts)?	Myślisz, że będziesz (grać na koncertach)?
I hope so!	Mam nadzieję, że tak!
I hope not.	Mam nadzieję, że nie.
I don't think I'll (be rich).	Nie sądzę, że (będę bogaty/bogata).
I think I'll (study it at university).	Myślę, że to właśnie (będę studiować na uniwersytecie).
I hope to be (an inventor).	Mam nadzieję, że zostanę (wynalazcą/ wynalazczynią).

Reading and culture

1.48

blind	niewidomy
cycle lane	ścieżka rowerowa
fewer	mniej
repair	naprawa
solar panel	panel słoneczny
traffic lights	światła drogowe

FUTURE SIMPLE

Will z bezokolicznikiem używaj:

→ kiedy mówisz o swoich przypuszczeniach, o tym, co może wydarzyć się w przyszłości lub jak będzie wyglądać przyszłość,
→ kiedy mówisz o swoich nadziejach na przyszłość lub obawach z nią związanych.

Określenia czasu: **tomorrow**, **next week**, **next month**, **in 2050**, **in the future**, **soon**, **one day**.

I **will invent** a flying skateboard **one day**.
You **will use** a 3D printer at school **next year**.
He/She/It **will have** a robot to do his/her/its chores **in the future**.
We/You/They **will study** abroad one day.
There **will be** more cycle lanes in our town **in 2035**.



I **will** = I**'ll** He **will** = He**'ll** They **will** = They**'ll**

Użyj ***won't***, kiedy przewidujesz, że coś się nie wydarzy w przyszłości.

I **won't write** emails **in the future**.
You **won't travel** to Mars **soon**.
He/She/It **won't study** at university **next year**.
We/You/They **won't need** a computer mouse soon.
There **won't be** any printed books **in 2050**.

I **will not** = I **won't** He **will not** = He **won't** They **will not** = They **won't**

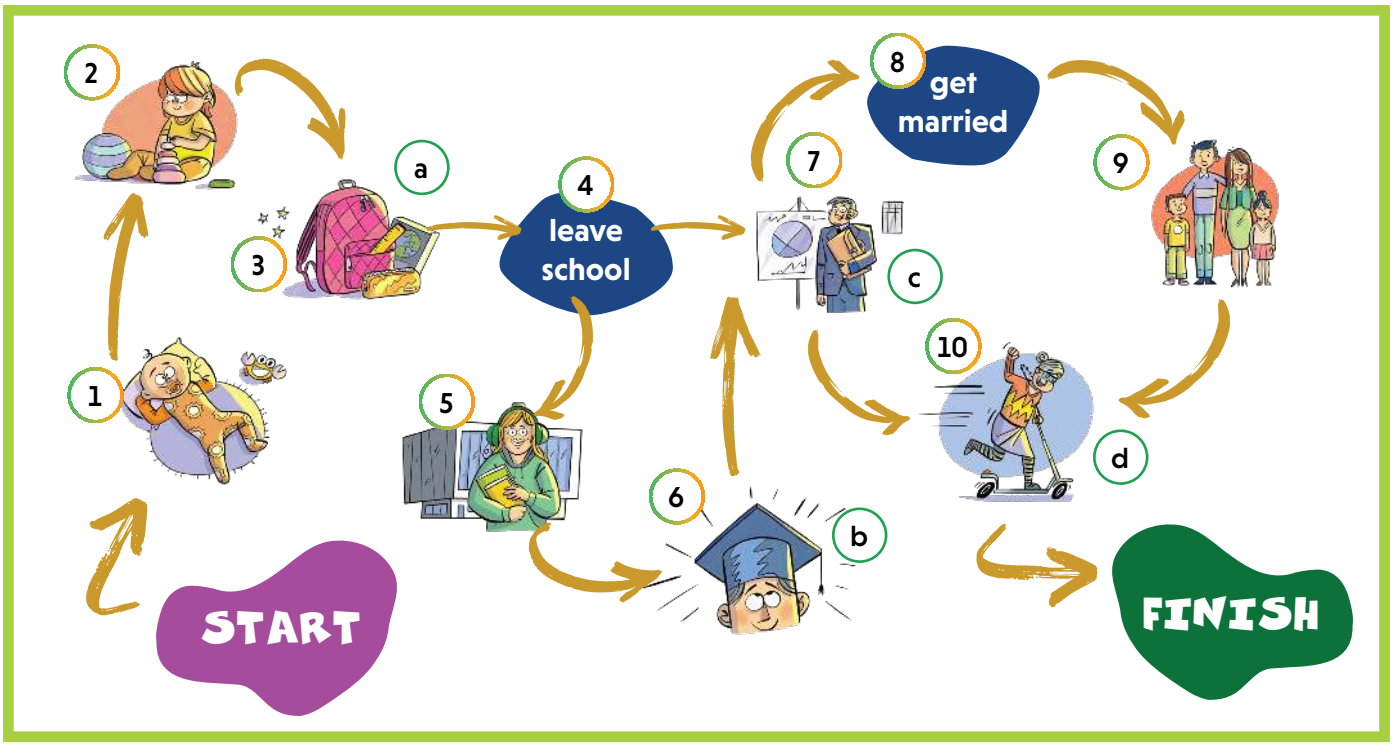
Jeśli chcesz zapytać o to, co może wydarzyć się w przyszłości, postaw ***will*** na początku pytania.
W krótkich odpowiedziach użyj ***will*** lub ***won't***.
Jeśli chcesz zadać pytanie o szczegóły, dodaj słówko pytające na początku pytania, np. ***Where***, ***When*** lub ***What***.

Will I **use** AI at work?	Yes, I **will**. / No, I **won't**.
Will you **learn** a new subject next term?	
Will he/she/it **live** abroad in 2035?	Yes, he/she/it **will**. / No, he/she/it **won't**.
Will we/you/they **stop** using Artificial Intelligence one day?	Yes, we/you/they **will**. / No, we/you/they **won't**.
When will people **stop** eating meat?	
Where will you **live** next year?	
What will your brother **study**?	

3 Life stories

Lesson 1

I can talk about life events. I can understand a presentation about how people celebrate life events.



1 Let's start!

How old are you when you go to primary school, secondary school and start work?

2

Look at the board game. In which picture a–d can you see these things?

1 the last day of university
2 a new job
3 the first day of school
4 the last day of work

3

1.49 **Find the phrases in the box for the life events in the board game. Then listen, check and repeat.**

Life events

be born • finish university • get a job • get married • go to nursery • go to university • have children • leave school • retire • start school

4

Close your books. In turns, say the life events in order. Repeat the phrases and add one more each time.

First, you're born, then you start nursery.

1 be born
2 _____
3 start school
4 _____
5 go to university
6 _____
7 get a job
8 _____
9 _____
10 retire

5 Pronunciation /ɜː/

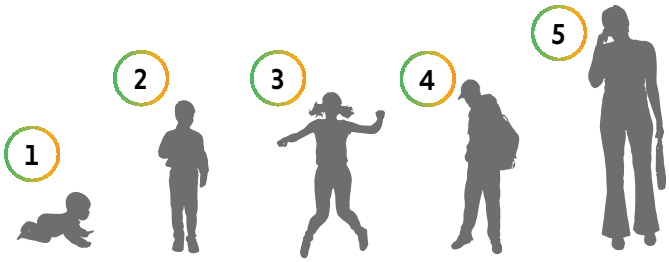
1.50 **Listen to the words. Which <u>doesn't</u> have the /ɜː/ sound? Then listen again and repeat.**

a	work	school	term
b	learn	girl	born
c	married	nursery	university

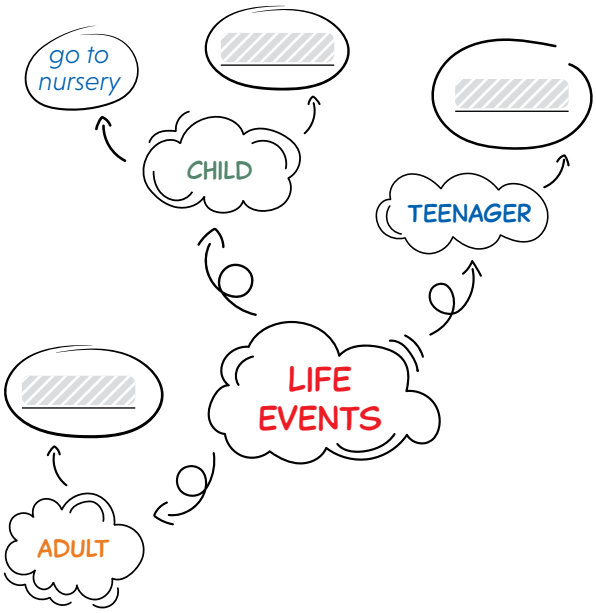
6 1.51 **In your notebook, match pictures 1–5 with the words in the box. Then listen and repeat.**

Life stages

adult • baby • child (children) • pre-teen • teenager



7 **In your notebook, make a mind map to show life stages and events.**



8 1.52 **Listen to a school presentation about celebrations of life events. Put the photos in the order that the speaker talks about them.**

a 

b 

c 

Skills zone



1 Zanim posłuchasz nagrania z ćwiczenia 9, przeczytaj uważnie wszystkie pytania.
2 Pomyśl, jak można na nie odpowiedzieć.
3 Posłuchaj nagrania i sprawdź, czy odgadłeś/odgadłaś odpowiedzi.

9 1.52 **Posłuchaj ponownie prezentacji dotyczącej ważnych wydarzeń w życiu. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–4. Zapisz odpowiedzi w zeszycie.**

1 Where do people have a party after a baby is born?
2 In Japan, what is a popular colour for girls' school bags?
3 What do parents in Germany put in a paper cone for the first day of school?
4 In the past, what was a popular present when a person retired in the UK?

10 **How do people celebrate these things in your country?**

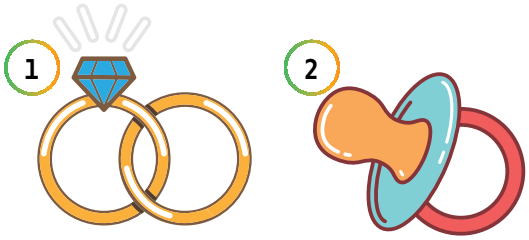
a new baby the first day of school
the last day of work

I think people have a party when a baby is born.

Yes, and people give presents.

Fast finishers

Look at pictures 1–2. What are the life events? In your notebook, draw two more pictures for other life events.



3

Lesson 2

I can use the past simple to talk about past events.

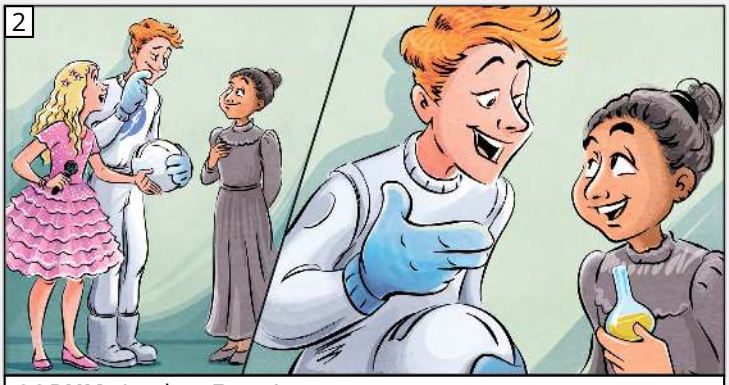
THE FANCY DRESS PARTY

1



SOPHIA: Great party! Let's guess who everyone is.
HUGO: Well, I was born in the USA. I was a pilot, an engineer and an astronaut. I was the first man to walk on the Moon.
SOPHIA: That's easy! I know who you are! You are Neil Armstrong!

2



SOPHIA: Look at Freya!
HUGO: Who is she? I have no idea! Give me a clue!
SOPHIA: Let's see. She was Polish. She travelled to Paris and studied maths and physics at university. She got married to a French scientist and they discovered radioactivity.
HUGO: Now I know! Marie Skłodowska-Curie! She won two Nobel Prizes!

3



FREYA: That's strange! Lucas isn't wearing fancy dress.
HUGO: Perhaps he didn't know about it.
SOPHIA: Lucas, why aren't you dressed up as someone famous?
LUCAS: I am! I was born on another planet and I came to Earth as a baby. I worked as a journalist.

4



LUCAS: I'm ...!
HUGO, FREYA, SOPHIA: Ahhh!

1 **Look at the story. Find these famous people in pictures 1–4.**

1 Neil Armstrong
2 Marie Curie-Skłodowska

2 1.53 **Read the story and listen to it. Decide if the sentences are True (*T*) or False (*F*). Correct the false statements. Write the answers in your notebook.**

1 The friends are at a fancy dress party. ____
2 Hugo knows who Freya is. ____
3 Lucas isn't wearing fancy dress. ____

3 1.53 **Read the story and listen to it again. In your notebook, match people 1–2 with facts a–c.**

1 Marie Curie-Skłodowska ____
2 Neil Armstrong ____

a went to space
b was American
c won a Nobel Prize

Real English

4 1.54 **Listen to the phrases and repeat. Practise them in pairs.**

Great party!
That's easy!
I have no idea!
Give me a clue.
That's strange!

Grammar 1

Past simple: regular and irregular verbs

Affirmative

I **worked** as a journalist.
I [1]_____ a prize.
She **was** a scientist.
They [2]_____ famous.

Negative

I [3]_____ work as a journalist.
I **didn't** win a prize.
She [4]_____ a scientist.
They **weren't** famous.

Spelling rules

live → live**d**
stop → stop**ped**
carr**y** → carr**ied**

Past time expressions

yesterday, **last week**, **last year**, **in 1799**, **in 1879**
two days ago, **a week ago**, **four years ago**

5 **Find the past simple verbs in the story on page 38. Then in your notebook, complete the Grammar 1 table with the correct forms of the past simple.**

6 **In your notebook, write the past simple forms of the verbs. Underline the irregular verbs.**

1 be born
→ *was/were born*
2 start school
3 leave school
4 go to university
5 finish university
6 get a job
7 have children
8 retire

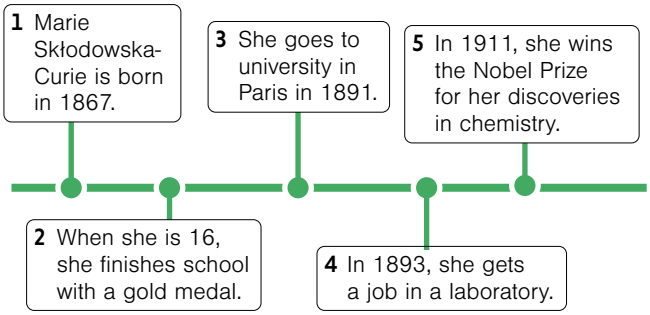
7 1.55 **In your notebook, complete the life story of Neil Armstrong with the past simple forms of the verbs in the box. Then listen and check.**

be born get have leave start study



Neil Armstrong [1]_____ in the USA in 1930. He [2]_____ flight engineering at two universities. He [3]_____ university in 1955. Armstrong got married in 1956 and [4]_____ three children. He [5]_____ a job as a test pilot. A few years later, he [6]_____ to work for NASA. In July 1969, Neil Armstrong and two other astronauts travelled to the Moon in the Apollo 11 spaceship. After landing, he left the spaceship and walked on the Moon.

8 **Look at the information about Marie Skłodowska-Curie. In pairs, talk about her life story. Use the past simple.**



9 **In your notebook, write the past tense forms of the verbs in the box. Then talk about the last time that you did these things. Use the time expressions in the Grammar 1 table.**

do homework eat pizza go on holiday
meet friends play a video game see a film
use social media

I did homework yesterday.

Me too. I ate pizza two weeks ago.

3 Lesson 3

I can talk about celebrations.



1 Let's start!

What do you need for a party? Put the letters in the correct order in your notebook.

1 ci n da ng
2 s mu ic
3 cks a sn
4 zy fi z s i dr nk

2 1.56 Look at photos 1–4. Match them with the special days in the box. Then listen, check and repeat.

Special days

birthday • Father's Day / Mother's Day • New Year's Eve • wedding

3 1.57 Listen to three people. What special days do they talk about?

4 1.58 In your notebook, complete the party plan with the words or phrases in the box. Then listen and repeat.

Celebrations

blow out candles • dress up • give cards/presents • have a barbecue • have a cake • have a family meal • have a (fancy dress) party • invite guests

Party plan!

Type of party

1 _____, have a family meal, have a fancy dress party

Party ideas

2 _____, 3 _____, give cards/presents, have a cake, 4 _____

5 In your notebook, complete the sentences with the correct verbs from exercise 4.

1 On New Year's Eve, we _____ a barbecue on the beach.
2 We always _____ guests and _____ a party.
3 On Mother's Day, we usually _____ a card and flowers to our mum.
4 It's common to _____ a cake and _____ out candles on birthdays.
5 People _____ up for a fancy dress party.

6 Are the sentences in exercise 5 true for your country? How do people celebrate the special days in exercise 2?

Fast finishers

Solve the puzzle.

My first letter is sixteenth in the alphabet. My fifth letter is a question word. All of me is a celebration. What am I?



_ a _ _ _

3

I can use the past simple to ask and answer questions about past events.

SIX QUESTIONS TO ASK YOUR GRANDPARENTS



1 When were you born?
2 Where did you live as a child?
3 Did you have a favourite toy?
4 What games did you play?
5 Was maths your favourite school subject?
6 What did you want to be when you were a teenager?

Grammar 2

Past simple: regular and irregular verbs

Questions and short answers

Did you **have** a favourite toy?
Did you **play** games?
Yes, I **did**. / No, I [1] _____.

Was maths your favourite subject?
Yes, it **was**. / No, it [2] _____.

***Wh-* questions**

When [3] _____ you born?
What games [4] _____ you **play**?

1 **Read the questionnaire. Then in your notebook, complete the Grammar 2 table with the correct forms of the past simple.**

2 **Choose the correct option.**

1 Where ***you were*** / ***were you*** born?
2 When did you ***start*** / ***started*** school?
3 ***Do*** / ***Did*** you go to university after finishing school?
4 What ***did*** / ***was*** your first job?
5 When did ***you get*** / ***you got*** married?

3 1.59 **Listen to a student interviewing his grandfather. Which questions in exercise 2 does he ask? Listen again and write the answers in your notebook.**

4 **In your notebook, write questions in the past simple.**

1 you born / in a big city?
2 you / go / to nursery?
3 What / your favourite toy?
4 What sports / you / play?
5 you / like / maths at school?

5 **In your notebook, match answers a–e with questions 1–5 in exercise 4. Complete the answers.**

a It _____ a small red car.
b No, I _____. My parents lived in a small town.
c Yes, I _____. I was good at it!
d I _____ play many sports, but I liked football.
e No, I _____. I stayed with my grandmother.

6 **Find out about your partner's life. Then write their life story to now.**

- When/Where born
- Games
- First teacher
- Favourite toy
- Start school

When were you born?

I was born in ...

Fast finishers

Solve the puzzle.

A boy was born in March, but his birthday is in September. How is that possible?



3 Lesson 5

I can understand texts about end-of-school celebrations.

1 **Look at the photo. What do you think the people are celebrating? How can you describe their clothes?**



2 **Read the speech bubbles. What do you think they are about?**

Hooray!

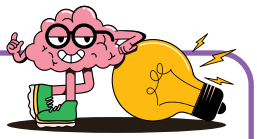
Congratulations!

Good luck in the future!

Well done!

We did it!

Finally finished!



Skills zone

Zanim przeczytasz tekst z ćwiczenia 3, przyjrzyj mu się uważnie.

1 Jaki to rodzaj tekstu? Skąd o tym wiesz?
   a instrukcja **b** wiadomości
   c forum internetowe
2 O co pyta autor?
3 Jakie informacje mogą znaleźć się w odpowiedziach?

3 1.60 **Read the text and listen to it. Answer the questions.**

1 Which three countries do you read about?
2 Which speaker talks about
   a a special song?
   b the last day of middle school?
   c pictures of students?

4 1.60 **Read the text and listen to it again. In your notebook, write S (*Sweden*), J (*Japan*), or US (*the USA*).**

1 Students wear their school uniform. ____
2 There's music and dancing. ____
3 The celebration is in May or June. ____
4 Students wear a special hat. ____

5 **Przeczytaj tekst jeszcze raz. Uzupełnij luki w zdaniach 1–4 zgodnie z treścią tekstu. Zapisz odpowiedzi w zeszycie.**

1 In Sweden, students drive _____ in a track.
2 In Japan, boys give the girls a button from _____.
3 In the USA, students celebrate when they are _____.
4 Some parents in the USA give their children _____ when they finish middle school.

6 **Talk about how students celebrate when they leave school in your country. What is the same and what is different from the countries in the text? Use the ideas in the box.**

a ceremony a diploma clothes presents songs

There's usually a ceremony when we leave school, but we don't wear a sea captain's hat.

7 **Read the invitation. Student A: your cousin invited you to celebrate his last day of school last week. Student B: ask about the event.**

Last day of school!

Luke invites you to celebrate with him. Lincoln School, 9 am.



My cousin invited me to celebrate his last day of school with him.

Really? What did you do?

How do you celebrate when you leave school?



Caleb

A year ago, I visited a friend in the USA, and went to her last day of school. How do you celebrate this day in your country?

Like Comment Share



Jan
6 hours ago

In Sweden, students wear a sea captain's hat on their last day of secondary school. There's a ceremony, when they get their **diploma**. Then they meet their families outside. The families carry big photos of them as a baby!

Parents usually give their children a present. We gave my brother a watch. After that, the students drive around town in a **truck**, playing music and dancing!





Izumi
3 hours ago

We celebrate this day in March in Japan. When I left school, we wore our uniforms. There was a ceremony, which was one hour long, and it was very strict!

We sang our song. Each year, students choose a song for their celebration. In some schools, students sing and **march**, too.

Then boys give a **button** from their uniform to the girl they like. I got three buttons!





Bea
23 minutes ago

We also have a big ceremony in the USA when we leave **middle school**. That's when we're 13 and start high school. It's funny, because we often stay in the same building!

The school year ends in May or June. When I left middle school, we got a diploma. Then I had a party, but some students go on holiday, or receive money as a present.



Glossary

button – guzik
diploma – dyplom
march – maszerować
middle school – gimnazjum
truck – ciężarówka

3 Lesson 6

I can say thank you when I visit someone.

1 1.61 **Look at the photo. Is Oscar arriving or leaving the party? Listen and check.**



2 1.61 **Read the dialogue and complete it in your notebook. Then listen again and check.**

Ella: Hey, Theo. It's time for me to go. **[1]T_____ for a great party!**

Theo: **You're welcome. Glad you enjoyed it, Ella.**

Ella: **I had a really good time.**

Theo: **And thanks for the [2]p_____.** I can't wait to read it. I love that comic book series.

Ella: Me too!

Theo: Come on. Let's get your things.

***

Oscar: Theo, I'm leaving now, too. **I really enjoyed the [3]p_____.** The music was great! **Thanks for everything, Theo!**

Theo: **That's all right. Thanks for [4]c_____, Oscar. Have you got everything?**

Oscar: I think my jacket's in the bedroom. It's a black jacket, with a hood.

Theo: I'll get it for you.

***

Theo: Here you are.

Oscar: Thanks. Wait a minute. This feels a bit small, and there's something in the pocket. You know what, this isn't my jacket!

3 **Read the sentences. Who says them? In your notebook, write 1 (*the guest*) or 2 (*the person who has the party*).**

a Thanks for the present. *2*
b I really enjoyed the party. _____
c Glad you enjoyed it. _____
d Thanks for a great party. _____
e Have you got everything? _____
f I had a really good time. _____
g That's all right. Thanks for coming. _____
h Thanks for everything! _____

Remember

Thanks = more informal
Thank you = more formal
Thanks <u>for</u> the present.
Thanks <u>for</u> coming.

4 **Dla opisanych sytuacji 1–2 wybierz właściwą reakcję: a, b lub c.**

1 Wychodzisz z zabawy urodzinowej. Co powiesz gospodarzowi?
a I had a fantastic time.
b It's a fantastic present.
c Have a great time!

2 Kolega wychodzi od Ciebie po wieczorze filmowym. Co mu powiesz?
a Nice to meet you.
b Thanks for inviting me.
c Thanks for coming.

5 **Work in pairs. Role-play a conversation.**

Student A

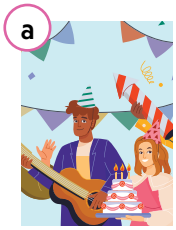
Your friend invited you to a party. It's time to go.
- Tell your friend that you're leaving.
- Say thank you. Explain what you liked about the party (the food, the music).
- Ask for your coat (it's in the hall).

Student B

Your friend came to your party.
- Thank him/her for coming.
- Thank him/her for the present (a cool T-shirt).
- Get his/her coat for him/her.

I can write an email about a special life event.

1 Look at the cards. What are the special days?

a 

b 

c 

d 

2 Read the email. What special day does Mia describe? Where and when was it?

To: Evan

Hi, Evan!

How are things with you? I'm writing to tell you about a special day. It was last Saturday, and it was the day of my sister's wedding.

My sister got married in our garden. First, she put on her white dress. Then the guests arrived, and they gave her cards and presents. There was a ceremony, and everyone was very happy (my mum cried 😢!) After that, we had a delicious meal. Finally, we had a party in the evening. There were beautiful lights and a live band. Everyone had fun!

It was amazing! What about you? Can you tell me about a special day that you celebrated?

Bye!

Mia

3 Read the email again. Find sentences or phrases that match topics 1–3.

1 starting the email
2 the reason for writing
3 finishing the email

4 Find four words in the email that show the order of things.

First, _____, _____, _____

5 In your notebook, put these sentences in the correct order.

a Then we had snacks and drinks. ____
b First, the guests arrived. ____
c Finally, we played games. ____
d They gave me cards and presents. ____
e After the snacks, I blew out the candles on my cake. ____

6 Writing project

Choose a special day. In your notebook, write an email to a friend about the day.

a birthday a wedding Mother's Day
the last day of school

Find

- Find one or two photos to show events from your special day.

Think

- When did you celebrate?
- What did you do on this day?
- How can you describe the day?

Write

Write your email. Write three paragraphs.

1 Explain why you are writing. Name the event.
2 Write about the things you did.
3 Describe the day, e.g. *It was amazing! It was fantastic!*

Hi, Kieran,

How are things with you? I'm writing to tell you about ...

First, we ...

Look again!

Check your email.

- Did you use expressions to start and end, and give a reason for writing?
- Did you use the past simple and words to show the order of things, e.g. *First, ...*?

3 Lesson 8

Revision of lessons 1–7.

Odpowiedzi do zadań zapisz w zeszycie!

Vocabulary

1 **Complete the text. Use one word.**



In the UK, children go to [1] _____ when they are 2 or 3 years old. They can start school when they are 4, and [2] _____ school when they're 16. Most students go to [3] _____ when they're 18, and finish when they're 21. Then they [4] _____ a job. The most popular age to get married and have children is about 30. People [5] _____ when they're about 67 years old.

/5 points

2 **Complete the words. Then match sentences 1–4 with special days a–d.**

1 You b_____ out candles on your cake on your ___.
2 In Australia, people h_____ a barbecue or a party on ___.
3 Children g_____ a card and present to their mum on ___.
4 People d_____ up in smart clothes and i_____ guests for ___.

a a wedding
b Mother's Day
c birthday
d New Year's Eve

/4 points

Grammar

3 **Change the affirmative sentences to negative, and negative sentences to affirmative, to make them true.**

1 Marie Skłodowska-Curie didn't live in France.
2 J.R.R. Tolkien didn't speak foreign languages.
3 Thomas Edison went to university.
4 Amelia Earhart had children.
5 Neil Armstrong didn't walk on the Moon.
6 Einstein didn't write books about physics.

/6 points

4 **Complete the questions. Use the past simple.**

1 **A:** _____ born?
B: I was born in Madrid.
2 **A:** _____ a favourite toy?
B: No, I didn't. I had a lot of different toys.
3 **A:** _____ your first teacher?
B: My first teacher was Mrs Torres.
4 **A:** _____ school?
B: Yes, I did. I liked it a lot.
5 **A:** _____ school?
B: I left school in 2020.

/5 points

Speaking

5 **Complete the words with the missing letters.**

1 **A:** Thanks for a great party.
B: That's all right. G___ you enjoyed it.
2 **A:** Thanks for the present.
B: You're w_____.
3 **A:** Did you enjoy the party?
B: We had a really great t___.
4 **A:** We're leaving now.
B: Thank you for c_____.
5 **A:** Have you got e_____?
B: I think so, but our jackets are in the hall.

/5 points

Check your score!

1.62 **Listen, check and count your points.**

20–25 points – Well done!
14–19 points – Good score!
0–13 points – Keep calm and revise more.

For vocabulary revision, go to **My words**, p. 48.
For extra grammar explanations, go to **My grammar**, p. 49.

Listening

1 1.63 **Usłyszysz dwukrotnie tekst o świętowaniu urodzin w Australii, na Jamajce i w Brazylii. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–4.**

1 What type of meal is popular in Australia?
2 What do guests in Australia receive when they go home?
3 How do people celebrate a party in Jamaica?
4 What are *brigadeiros*, the sweets in Brazil?

TEENAGERS IN HISTORY

Many teenagers did important things in history. Here are three of them.

Louis Braille invented a writing system for blind people in 1824, when he was 15 years old. Braille became blind at the age of 3, and he wanted to find a way to read and write. He published the first Braille book in 1837.

In 2014, Malala Yousafzai received the Nobel Peace Prize. She campaigned for girls to go to school. Malala was 17 when she won the prize, but she first spoke about her ideas in public at the age of 11.

Mary Shelley was an English writer, born in 1797. She wrote her most famous book, *Frankenstein*, when she was 19 years old. She wrote other books, but people always remember her first story.

Language functions

2 **Dla każdej z opisanych sytuacji 1–3 wybierz właściwą reakcję: a, b lub c.**

1 Koleżanka mówi, że dostała dobrą ocenę z klasówki z historii.
a I think so too. **b** Good for you!
c You're right.
2 Babcia dziękuje Ci za pomoc w porządkach.
a That's a good point.
b Glad you enjoyed it.
c You're welcome.
3 Nauczyciel pyta Cię, czy planujesz w przyszłości studiować.
a I hope so. **b** I disagree.
c I find that hard to believe.

Reading

3 **Przeczytaj tekst i uzupełnij zdania 1–4.**

1 Louis Braille invented Braille because he was _____.
2 He tried to learn to _____.
3 Malala Yousafzai helped girls to go _____.
4 *Frankenstein* was Mary Shelley's _____.

Use of English

4 **Przeczytaj tekst. Na podstawie informacji zawartych w tekście uzupełnij luki. Wybierz właściwe odpowiedzi: a, b lub c.**



William Shakespeare [1]_____ born in 1564 in Stratford-upon-Avon, in England. He left school when he was 14 or 15, and he got married in 1582. He had three [2]_____, two girls and a boy. Sometime before 1590, he went to London. There, he worked as an actor, and he [3]_____ to write plays. He wrote more than 38 plays in his life. They were very popular 400 years [4]_____, and they're still popular today.

1	**a** is	**b** was	**c** were
2	**a** child	**b** sons	**c** children
3	**a** start	**b** starts	**c** started
4	**a** ago	**b** before	**c** back

Writing

5 **Niedawno zaczął się Nowy Rok. W e-mailu do kolegi z Anglii:**

- poinformuj go, z kim i gdzie spędziłeś/spędziłaś sylwestra,
- opisz, co robiliście,
- zapytaj go, jak powitał Nowy Rok.

3

Life events

1.64

be born	urodzić się
finish university	skończyć uniwersytet/ studia
get a job	dostać pracę
get married	wziąć ślub
go to nursery	iść do przedszkola
go to university	iść na uniwersytet/studia
have children	mieć dzieci
leave school	skończyć szkołę
retire	przejść na emeryturę
start school	zacząć szkołę

Life stages

1.65

adult	dorosły
baby	niemowlę, dziecko
child (children)	dziecko (dzieci)
pre-teen	dziecko w wieku 9–12 lat
teenager	nastolatek/nastolatka

Special days

1.66

birthday	urodziny
Father's Day	Dzień Ojca
Mother's Day	Dzień Matki
New Year's Eve	sylwester
wedding	ślub

Celebrations

1.67

blow out candles	zdmuchnąć świeczki
dress up	przebierać się, stroić
give cards/ presents	wręczać kartki/prezenty
have a barbecue	urządzać przyjęcie z grillem
have a cake	jeść ciasto/tort
have a family meal	jeść rodzinny posiłek
have a (fancy dress) party	urządzać imprezę (bal przebierańców)
invite guests	zapraszać gości

Real English

1.68

Great party!	Wspaniałe przyjęcie!
That's easy!	To łatwe!
I have no idea!	Nie mam pojęcia!
Give me a clue.	Podpowiedz mi. / Naprowadź mnie.
That's strange!	To dziwne!

Leaving a party

1.69

Thanks for a great party!	Dziękuję za wspaniałe przyjęcie / świetną imprezę!
You're welcome.	Proszę.
Glad you enjoyed it.	Cieszę się, że Ci się podobało.
I had a really good time.	Świetnie się bawiłem/bawiłam.
Thanks for the present.	Dziękuję za prezent.
I really enjoyed the party.	Bardzo mi się podobało.
Thanks for everything!	Dziękuję za wszystko!
That's all right.	Nie ma za co.
Thanks for coming.	Dziękuję, że przyszedłeś/przyszłaś.
Have you got everything?	Masz wszystko?

Reading and culture

1.70

button	guzik
diploma	dyplom
march	maszerować
middle school	szkoła średnia
truck	ciężarówka

PAST SIMPLE: REGULAR AND IRREGULAR VERBS

Używaj czasu *past simple*, kiedy chcesz powiedzieć o tym, co się wydarzyło.

Określenia czasu: **yesterday**, **last week**, **last month**, **last year**, **three days ago**, **a month ago**, **in 1950**.

started retired stopped studied

W zdaniach twierdzących użyj formy czasu przeszłego czasownika:

→ do czasowników regularnych dodajemy *ed* (czasem *d* lub *ied*),

→ do czasowników nieregularnych nie dodajemy *ed*. Form przeszłych tych czasowników trzeba nauczyć się na pamięć. Znajdziesz je na końcu podręcznika.

be – was/were
become – became
go – went
have – had

I **was** born **in 2013**.
He/She/It **had** a family meal **last Sunday**.
You/We/They **started** school **six years ago**.

Użyj *didn't* i bezokolicznika, aby powiedzieć, że coś się nie wydarzyło w przeszłości.

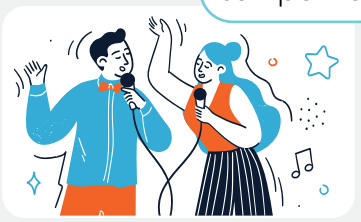
I **didn't get** any flowers on Mother's Day **last week**.
He/She/It **didn't work** **last summer**.
You/We/They **didn't do** any sports **last weekend**.

I did not = I didn't
He did not = He didn't
They did not = They didn't

Jeśli chcesz użyć czasownika *be* w zdaniu przeczącym, użyj *wasn't*/*weren't*.

- It **wasn't** cold **yesterday**.
- We **weren't** at home **last weekend**.

They won a singing competition last week.



Aby zapytać o to, co wydarzyło się w przeszłości, postaw *did* na początku pytania. W krótkich odpowiedziach użyj *did* lub *didn't*.

Did I/you/we/they **have** a good time **yesterday evening**? — Yes, I/you/we/they **did**. / No, I/you/we/they **didn't**.

Did he/she/it **invite** you to the party? — Yes, he/she/it **did**. / No, he/she/it **didn't**.

Jeśli chcesz użyć czasownika ***be***, zacznij pytanie od *was*/*were*.

Odpowiadając na pytanie z czasownikiem ***be***, użyj *wasn't*/*weren't*.

Jeśli chcesz zadać pytanie o szczegóły, dodaj słówko pytające na początku pytania, np. *Where*, *When* lub *What*.

Were you at your cousin's wedding? — Yes, I **was**. / No, I **wasn't**.

When did your sister **finish** university?

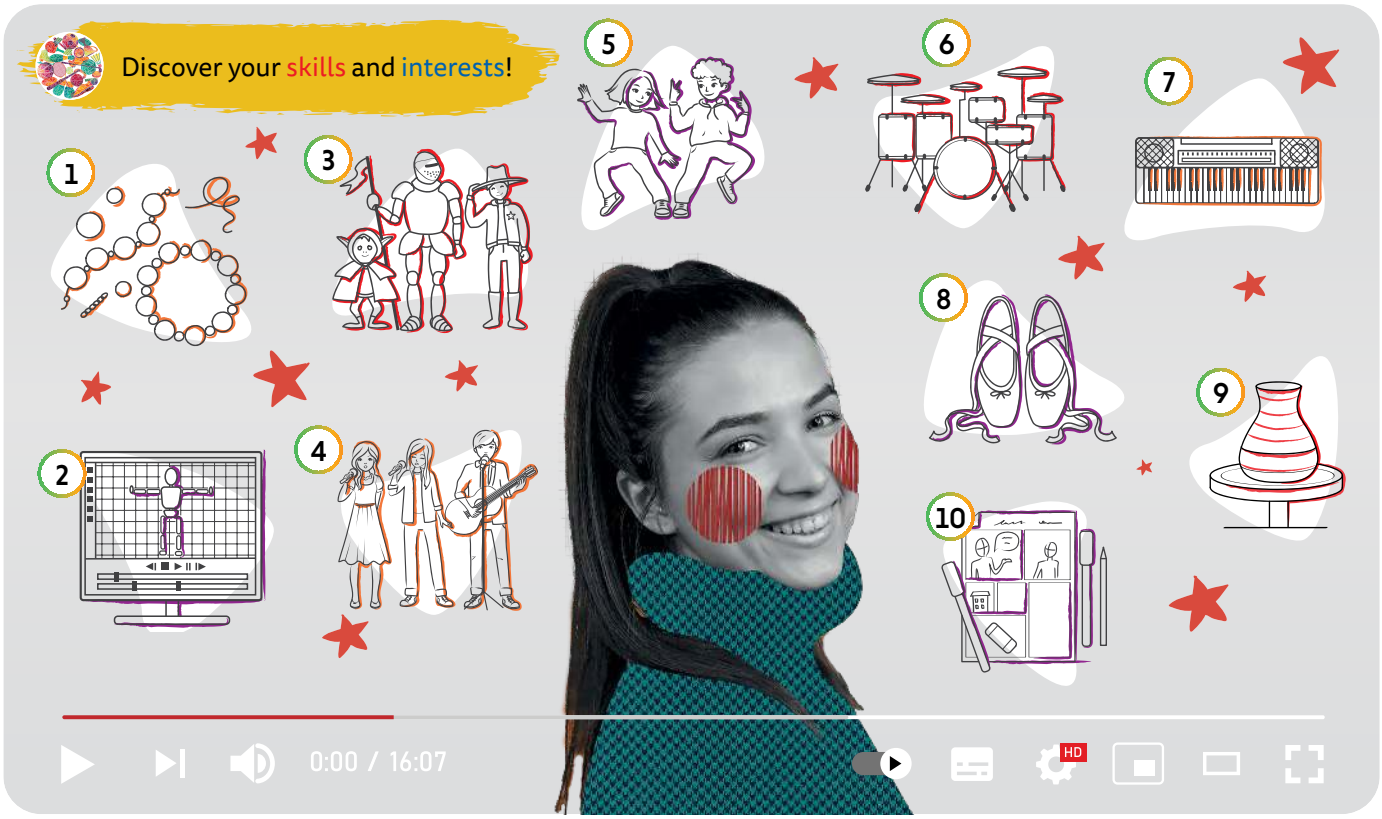
Where were you last week?

What did they **have** for lunch?

4 Skills and interests

Lesson 1

I can talk about skills and interests. I can understand an interview with an ice-skater.



1 Let's start!

Look at the words in the box. In pairs, tell each other which of these hobbies and sports you like.

chess cycling drawing puzzles
roller skating skiing

2

1.71 **In your notebook, match pictures 1–10 with the words in the box. Then listen, check and repeat.**

Skills and interests

animation • ballet dancing • collecting action figures • hip hop dancing • making jewellery • making comics • playing the drums • playing keyboards • pottery • singing in a band

3

1.72 **Listen to Rosy, Martin and Alex, and answer the questions.**

1 What are their interests?
2 Why do they like them?
3 Which would you like to try?

Rose	Martin	Alex

4 Pronunciation /eɪ/ and /ʌ/

1.73 **Which word in each group has a different vowel sound? Listen, check and repeat. Then practise the sentences.**

1 play, May, band, ballet
2 love, music, drums, fun

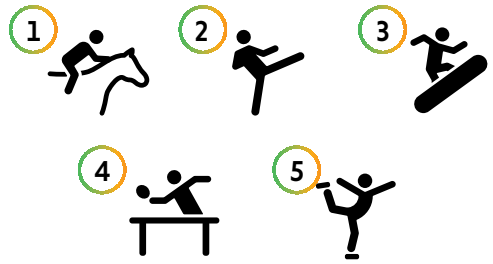
I dance ballet in the month of May.
I love the drums. The drums are fun.

5 1.74 **Match pictures 1–5 with the words in the box and with the verbs. Add more sports you know. Then listen, check and repeat.**

Sports

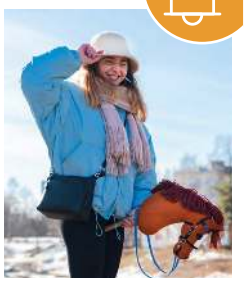
horse-riding • ice-skating • karate • snowboarding • table tennis

go | do | play



GUESS WHAT?!

In Finland, hobby horsing is a popular sport. This means horse-riding with a stick, not a real horse. Hobby horsing is safer and cheaper than horse-riding. There are competitions every year, with riders from all over the world.



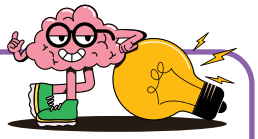
6 **Complete the sentences with *go*, *do* or *play*. Then in your notebook, write a sentence about doing a sport in your country.**

1 A lot of people _____ karate in Japan.
2 France is one of the best places to _____ horse-riding.
3 The weather in Canada makes it a good place to _____ snowboarding.
4 About 300 million people _____ table tennis in China.
5 The USA has lots of places to _____ ice-skating.

7 1.75 **Listen to an interview with an ice-skater. Which two things does he talk about?**

a why he likes skating **c** his future plans
b what he likes and doesn't like about skating

Skills zone



1 Zanim posłuchasz nagrania z ćwiczenia 8, przeczytaj zdania, które masz uzupełnić. Zastanów się, jakich informacji brakuje.
2 Słuchając nagrania, zapisuj najważniejsze wyrazy i wyrażenia. Dzięki temu łatwiej zapamiętasz treść nagrania.

8 1.75 **Posłuchaj nagrania ponownie. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce. Zapisz odpowiedzi w zeszycie.**

1 Oscar started ice-skating when he was _____ years old.
2 He practises every day before school for _____.
3 He likes ice-skating because he can travel and _____.
4 One of the things he learns is to live a _____ life.

9 **Draw a simple picture of your skills and interests. Then talk about them in pairs. You can use questions 1–4 to help.**

1 When did you start ...?
2 Why do you like it?
3 How often do you ...?
4 What are the good and bad things about it?

I play the guitar. I started when I was eight.

Fast finishers

Solve the puzzle. In your notebook, write a riddle about another hobby.

You put drawings together so that they look like a film. What hobby is it?



4

Lesson 2

I can use the past continuous to talk about longer actions in the past.

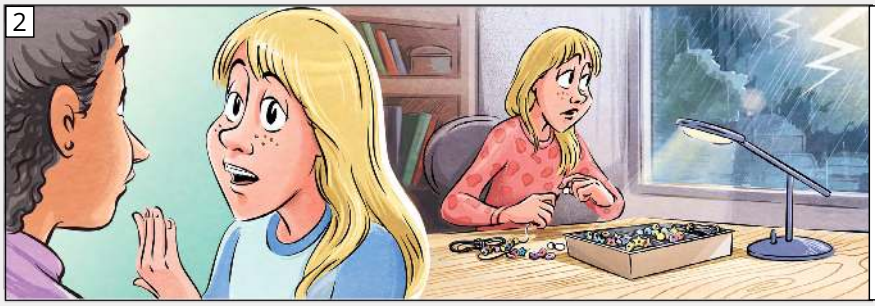
A STORMY NIGHT

SOPHIA: Did you hear the storm last night?
FREYA: Yes, I did. I was walking home after my karate class at seven o'clock. It was pouring with rain. I got soaked!

1



2



FREYA: What were you doing?
SOPHIA: I was at home.
FREYA: Were you doing your homework?
SOPHIA: No, I wasn't. I was making jewellery. I heard the thunder, and I was terrified!

3



FREYA: Were your parents at home?
SOPHIA: Yes, they were. They were watching a film. They went to my little brother's room. He wasn't sleeping. He was hiding under his bed!

4



FREYA: What about Lucas? Where was he?
SOPHIA: He was in the garage. Believe it or not, he didn't hear a thing! He was playing the drums.
FREYA: No way!

1 **Look at the story. What is the weather like?**

cloudy rainy snowy stormy

2 1.76 **Read the story and listen to it. Choose the correct option.**

1 Freya and Sophia are talking about last ***night*** / ***weekend***.
2 Freya was very ***cold*** / ***wet***.
3 Sophia was ***bored*** / ***scared***.
4 Lucas ***heard*** / ***didn't hear*** the storm.

3 **Match the people with the activities in the box.**

making jewellery playing the drums walking home

1 Freya **2** Lucas **3** Sophia

Real English

4 1.77 **Listen to the phrases and repeat. Practise them in pairs.**

It was pouring with rain. *I was terrified!*
I got soaked! *Believe it or not.*

Grammar 1

Past continuous

Affirmative

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

Negative

I/He/She/It **wasn't walking** home.
You/We/They **weren't walking** home.

Questions and short answers

Was I/he/she/it **walking** home?
Yes, I/he/she/it **was**.
No, I/he/she/it **wasn't**.
Were you/we/they **walking** home?
Yes, you/we/they **were**.
No, you/we/they **weren't**.

***Wh-* questions**

What were you **doing**?

Time expressions

at three o'clock, **yesterday at 2 am**, **at seven o'clock last night**

5 **Read the Grammar 1 table. In your notebook, match the endings of the sentences a–d with their beginnings 1–4.**

At seven o'clock last night, ...

1 Sophia's brother was	**a** having dinner.
2 He wasn't	**b** watching a film.
3 Sophia's parents were	**c** sleeping.
4 They weren't	**d** hiding under the bed.

7 **Look at the picture. Describe what was happening in the park at 3 pm last Saturday.**



8 **In groups, ask and answer questions about last Saturday at these times.**

7.30 am 11 am 2.15 pm 6.45 pm 9 pm

What were you doing at half past seven?

I was sleeping.

Fast finishers

Say true and false sentences about what you were doing on Sunday afternoon at 3 pm. In pairs, guess which sentences are false.

I was wearing a green hoodie.

I was playing a video game.



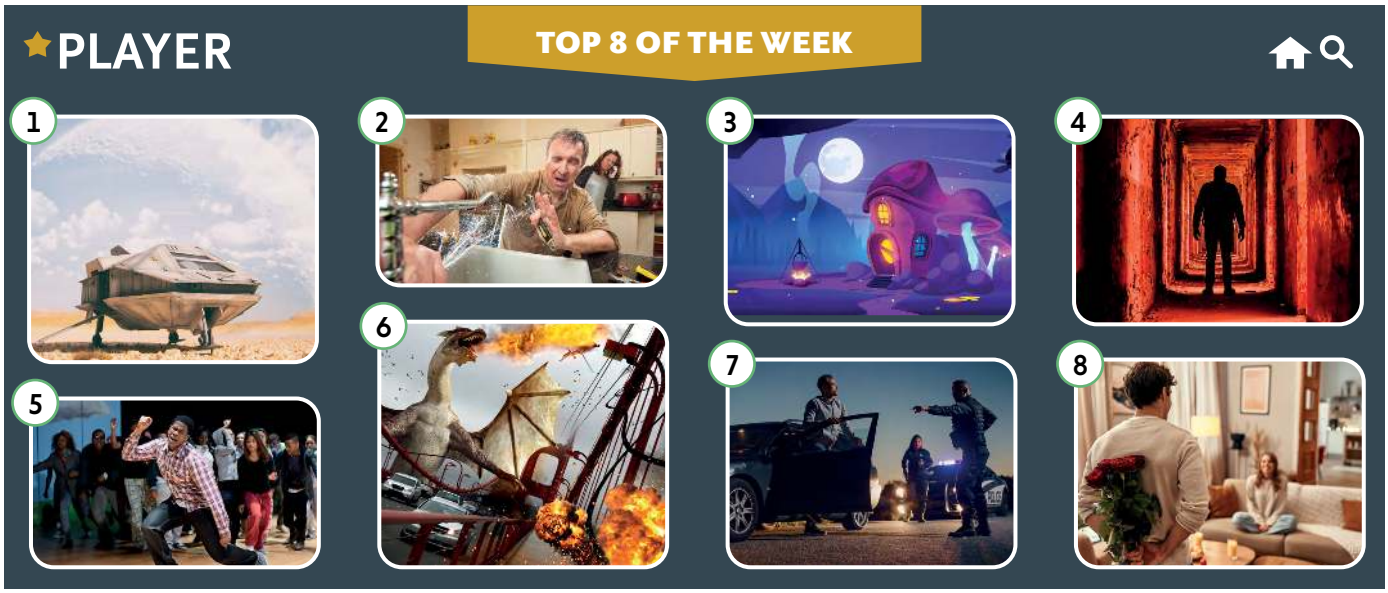
6 **What was Freya doing last Saturday? Look at the table and complete the sentences in your notebook. Then write three sentences about her parents. Use the past continuous.**

	9.30 am	1.00 pm	3.45 pm
Freya			
Her parents			

1 Freya _____ (**ride**) a horse at half past nine.
2 She _____ (**ride**) at one o'clock. She _____ (**have**) lunch.
3 **A:** _____ (**she** / **study**) at quarter to four?
B: No, she _____. She _____ (**play**) table tennis.

4 Lesson 3

I can talk about films.



1 Let's start!

In your notebook, complete the questions. Then answer them in pairs.

FILMS

1 How many films do you w_tch every month?
2 Do you str_m films online?
3 Who's your favourite _ct_r?
4 What's your favourite film?
5 Which is better, watching films on TV or at the c_n_m_? Why?

2

1.78 **In your notebook, match photos 1–8 with the types of films in the box. Then listen, check and repeat.**

Types of films

action film • animated film • comedy • fantasy film • horror film • musical • romantic film • science-fiction film

3

1.79 **Listen to four pieces of music. What type of film do you think each one is?**

4

1.80 **Listen to five people talking about the films that they like. Which types of films do they like?**

5

Talk about the different types of films. Which do you like? Why? Use the adjectives in the box or your own ideas.

boring exciting funny interesting scary

6

1.81 **Read the description of a film. Choose the correct option. Then listen and repeat the words in the box.**

Film words

director • main character • plot • special effects

One of my favourite films is *Wonka*. It's a fantasy film and a musical. The [1]***director*** / ***plot*** is Paul King. The actor Timothée Chalamet plays Willy Wonka, the [2]***plot*** / ***main character*** in the film.

Wonka is a young man, and his dream is to open a chocolate shop. The [3]***plot*** / ***special effects*** is simple but interesting.

My favourite part of the film is when Wonka meets a giraffe in London Zoo. The [4]***main character*** / ***special effects*** are great!

7

Describe a film for your partner to guess the title.

It's a fantasy film. I don't know the director. The main character is ...

I can use the past continuous with when *and* while *to talk about longer actions in the past.*

I was sitting at school,
My brother was swimming in the pool,
The dog was playing with a bone,
When my mum came home.

The twins were playing a game,
My brother was doing the same,
My mum was talking on the phone,
When my dad came home.

While my sisters were learning French,
my dad cooked the family lunch.
While my mum was watching a film alone,
I finally came home!

Grammar 2

When* and *while

My brother was playing a game **when** my dad **came** home.
When my dad **came** home, my brother was playing a game.

My dad came home **when**/**while** my brother **was playing** a game.
When/**While** my brother **was playing** a game, my dad came home.

1 1.82 **Read and listen to the rap. How many people came home?**

2 **Read the Grammar 2 table. In your notebook, complete the rules 1–2 with *when* and *while*.**

1 We use _____ **before** the past simple.
2 We use _____ / _____ **before** the past continuous.

3 **Choose the correct option. In some sentences, both options are correct.**

1 She was doing pottery ***when*** / ***while*** her mum came home.
2 ***When*** / ***While*** we were watching a horror film, the lights went out.
3 My mum called me ***when*** / ***while*** I was doing karate.

4 **In your notebook, complete the sentences with the past simple or past continuous forms of the verbs in brackets.**

1 It was raining when I _____ (**come**) to school this morning.
2 While I _____ (**chat**) to a friend, the bus arrived.
3 We _____ (**wait**) in the classroom when the teacher came in.
4 Jack was doing an exercise when the lesson _____ (**finish**).

5 **Complete the sentences using your own ideas.**

1 While we were playing table tennis, _____.
2 He was snowboarding when _____.
3 When the film started, we _____.
4 I heard a strange noise while _____.

6 **Look at the rap in exercise 1 again. In pairs, write your own rap. You can use the pairs of words in the box to help you. End with: *When I came home*.**

train/rain bed/head book/cook
sad/dad chair/hair name/game
keyboards/sports

They were waiting for a train ...

Fast finishers

Finish the sentence in as many ways as possible. Think of your family, friends, pets, the weather, etc.

When I arrived home yesterday, ...



4 Lesson 5

I can understand texts about free time activities in different countries.

1 **Look at the photo. What do you think the boy's hobby is?**



2 **Look at photos A–F in the texts. Which photos show the following activities? Which activities do you know?**

1 sports
2 arts or crafts
3 activities in nature

3 1.83 **Read the text and listen to it. In your notebook, complete the sentences.**

1 Edwin visited _____.
2 Mollie went to _____.
3 They saw the activities while they _____.

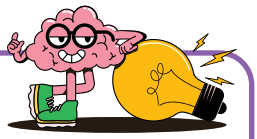
4 **Read the blog again. In your notebook, write the names of the activities in photos A–F.**

A *underwater hockey*

5 **Find the activity in the text that:**

1 you can only do in some seasons of the year,
2 is good for nature,
3 helps you when you feel stressed,
4 is about creating things in one colour,
5 isn't easy to do,
6 is a very old game.

Skills zone



1 Jeśli w tekście, jak z ćwiczenia 3, są luki i masz w nie wstawić podane zdania, przeczytaj zdanie przed luką i po niej. Zastanów się, czego zdania dotyczą.
2 Następnie przeczytaj podane zdania. Spróbuj zgadnąć, do czego się odnoszą.
3 Przeczytaj zdania w ćwiczeniu 6. Które zdanie dotyczy zwierzęcia, a które jedzenia?

6 **Z tekstu usunięto trzy zdania. Wstaw w każdą lukę 1–3 literę, którą oznaczono brakujące zdanie a–d, tak aby otrzymać spójny i logiczny tekst. Jedno zdanie nie pasuje do żadnej luki. Zapisz odpowiedzi w zeszycie.**

a Then they cook them in delicious ways.
b You see it everywhere!
c A lot of people play this game.
d Some of them are endangered.

7 **In pairs, talk about the hobbies in the text. Do people do them in your country? Which would you like to do?**

I think lots of people go mushroom-hunting in Poland.

I'd like to try underwater hockey.

GUESS WHAT?!

Trainspotting is a popular hobby in the UK. People try to see every type of train in the country. Today, trainspotters post videos and photos of trains on social media.



8 Find out

Work in pairs. Find out how people spend their free time in another country. Then tell the class.

In New Zealand, fishing is a popular hobby.



MY TRAVEL BLOG

by Edwin

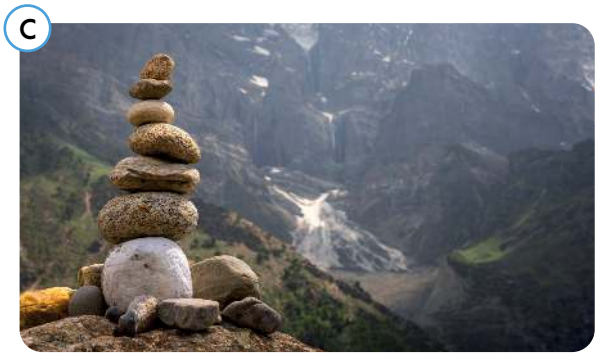
A



B



C



On my travels with my family, I see a lot of interesting hobbies.
While we were visiting India, we saw some amazing rock art. [1] _____ People make these **sculptures** by putting one rock on top of another. They say it's a great way to relax!
Underwater hockey is also becoming popular there. You play this in a swimming pool with a short stick. It's difficult because you can't **breathe** under water!
Another unusual hobby is **butterfly**-watching. You see some beautiful butterflies in this country! [2] _____ People help scientists to **protect** these butterflies, too.

D



E



F



Mollie's Adventures



New blog post

Last year, I went to Lithuania, and we saw how people spend their free time there.

We were driving past some playing fields one day when we saw a sports match. It was an **ancient** game called *Ritinis*. It's like hockey, but you hit a piece of wood, not a ball!

We saw mushroom-hunting, too. In autumn, families and friends go to the forests to find mushrooms. [3] _____ It's fun!

Another favourite hobby is making pottery. The pots in Lithuania are black from **smoke**. You can buy them in the markets.

Glossary

ancient – starodawny
breathe – oddychać
butterfly – motyl
protect – chronić
sculpture – rzeźba
smoke – dym

4 Lesson 6

I can talk about my skills and interests.

1 1.84 **Look at the photo. Guess what hobby Amelia chooses. Then listen and check.**



2 1.84 **Read the dialogue and complete it in your notebook. Then listen again and check.**

Amelia: Here we are. Let's see if we can find a new hobby. How about chess, Oscar?

Oscar: Hmm ... **I'm not really into board games.**

Amelia: **You** [1]_____ **reading comics.** What about making them, too?

Oscar: I'm not sure. **I'm not very good at drawing.**

Amelia: Look over there. There's a table for animation.

Oscar: Ah yes! **I** [2]_____ **animated films** and **I'm interested in learning how to do it.** Let's go and talk to them.

***

Oscar: OK, now let's find a hobby for you, Amelia. How about karate?

Amelia: I like team sports, but **I'm not keen on individual sports**.

Oscar: Singing in a band?

Amelia: **I** [3]_____ **listening to music**, but **I'm terrible at singing!**

Oscar: Maybe dancing then. What type of music do you like?

Amelia: **I'm a fan of hip hop music** and **I** [4]_____ **dancing.**

Oscar: Come on then. Let's find out more about hip hop dancing.

Remember

I love / (don't) like / hate → team sports. / reading comics.

3 **Match the phrases in the box with topics 1–2. Write the answers in your notebook.**

I'm (not) a fan of ... I'm (not) interested in ...
I'm (not) keen on ... I'm (not) really into ...
I'm (not) very good at ... I'm terrible at ...

1 This is what I like or don't like: _____
2 This is what I can or can't do: _____

4 **Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, którymi poprawnie uzupełnisz luki 1–4. Trzy wyrazy nie pasują do żadnej luki.**

good in interested into
keen of terrible

I'm not really [1]_____ team sports, but I love horse-riding. I go riding every weekend. I also enjoy making things. I like making pottery, and I think I'm [2]_____ at it! I'm a fan [3]_____ all kinds of music. I don't play a musical instrument, but I'm [4]_____ in learning the keyboards. I love reading, too. I think this is my favourite hobby.

5 **Help each other to choose a new hobby. Think about your skills and interests. Use the ideas in the box.**

dance making comics/jewellery/pottery
music sports

What type of ... do you like?

I'm into ...

How about ...? / What about ...?

I can write a blog post about a hobby.

1 **Look at photos 1–3. Can you do these things where you live?**







2 **Read the blog. Which two activities in photos 1–3 in exercise 1 does Tyler do?**



Tyler701 (66 comments)

Hi everyone!

About two months ago, I found a new hobby. I do karate and I often play table tennis. Then I tried snowboarding, and I loved it!

I was waiting for a bus one day when I saw a poster about a hobbies fair. My friend and I decided to go. While he was looking at some comics, I saw a table about snowboarding. I talked to the volunteer and discovered that there's a place in my town where you can go snowboarding all year.

Three weeks later, it was my birthday. My present was a snowboarding lesson. Now, I go every weekend.

What's your hobby and how did you find out about it? Write and tell me!

3 **Read the text again and answer the questions.**

1 When did he find his new hobby?
2 When did he see the poster for a hobbies fair?
3 When did he see a table about snowboarding?
4 When was his birthday?
5 How often does he go snowboarding now?

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

ago later one day when while

1 I started ballet dancing about six years _____.
2 I was staying with my cousin _____ I saw my first ballet show.
3 _____ I was watching the show, I wanted to dance, too.
4 I was looking online _____ when I saw an advert for a school.
5 One month _____, I had my first lesson.

5 **Writing project**

Write a blog post about one of your hobbies or interests. (You can invent them!)

Find
- Find a photo of the hobby or a real photo of you doing your hobby.

Think
- When did you start doing it?
- How did you find out about it?
- Why did you decide to try it?
- How often do you do it now?
- Why do you like it?

Write

Write your blog post.

1 Describe your hobbies. Write about a new hobby.
2 Use the questions above to help.

Hi everyone,

About ... ago, I ...

Look again!

Check your blog post.
- Did you use the past simple and past continuous?
- Did you use time words from exercise 4 to show the order of events?

4 Lesson 8

Revision of lessons 1–7.

Odpowiedzi do zadań zapisz w zeszycie!

Vocabulary

1 **Write the names of the hobbies. Use a word from box A and from box B for each one.**

A: ballet collecting horse-making playing

B: action figures dancing jewellery keyboards riding

/5 points

2 **Complete the film words with the missing letters.**

1 the story of a film
_ _ o _
2 a funny film
c _ _ d _
3 a film with singing and dancing
_ u _ _ c _ l
4 a film with a love story
_ _ m _ _ t _ _
5 the most important person in a film, the main ...
_ h _ _ a _ _ r

/5 points

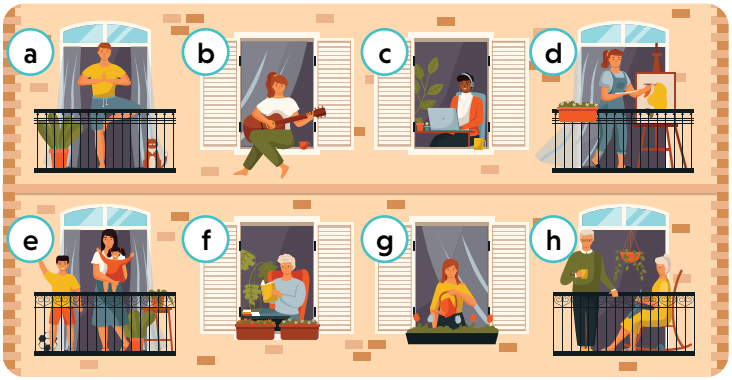
Grammar

3 **Complete the sentences with *when* or *when/while*.**

1 They were waiting for the bus _____ I saw them.
2 _____ he was making a comic, his computer stopped working.
3 I was watching a comedy on TV _____ my mum called me.
4 My grandparents arrived _____ I was making jewellery.
5 She was horse-riding _____ it started to rain.

/5 points

4 **Complete the dialogue with the correct forms of the words in brackets. Use the past continuous. Can you find the speaker in the picture?**



A: What [1] _____ (**you** / **do**) at 6 pm yesterday?
B: I [2] _____ (**paint**) a picture.
A: What about your neighbour? [3] _____ (**he** / **use**) his computer for work?
B: No, he [4] _____ (**not**). He was watching an action film.
A: And the man and woman in the flat below you?
B: They [5] _____ (**chat**), I think.

/5 points

Speaking

5 **Use the words to write sentences about the people's skills and interests. Use the correct verb forms and add any extra words where necessary.**

1 Ellen / interested / animation.
2 I / into / play the drums.
3 My friends / not / keen / karate.
4 Max / a fan / fantasy films.
5 I / good / make / comics.

/5 points

Check your score!

1.85 **Listen, check and count your points.**

20–25 points – Well done!
14–19 points – Good score!
0–13 points – Keep calm and revise more.

For vocabulary revision, go to **My words**, p. 62.
For extra grammar explanations, go to **My grammar**, p. 63.

Listening

1 1.86 **Posłuchaj wywiadu z tenisistką. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 1–4.**

1 Gemma started playing table tennis when she was _____ years old.
2 She plays every day after school, and _____.
3 She thinks that the rules of table tennis are _____.
4 Table tennis helps her to feel _____ because she's good at it.

Reading

2 **Z tekstu usunięto trzy zdania. Wstaw w każdą lukę literę, którą oznaczono brakujące zdanie, tak aby otrzymać spójny i logiczny tekst. Jedno zdanie nie pasuje do żadnej luki.**

a The paintings aren't only art, they're language.
b People make art with natural things.
c There was a poster about it on the wall.
d Finally, they make jewellery.

Arts and crafts workshop

Last weekend, I went to an arts and crafts workshop. I found out about it while I was looking for a book in the library. [1]____ I enjoy making things and I'm interested in learning about other countries, so I decided to go.

In the morning, we learned about making jewellery in Ecuador. People use a nut from a tree in the rainforest called a Tagua nut. They hunt for the nuts, then they make them into different shapes and colours. [2]____ It's very beautiful. We tried to make some jewellery, too!

In the afternoon, we studied a type of painting from Australia. The First Nations people paint with "dots", or small circles. This is an ancient way of painting, but it became popular again about 50 years ago. [3]____ They tell stories about the culture of the First Nations people.

Use of English

3 **Przeczytaj tekst. Na podstawie informacji zawartych w tekście uzupełnij luki 1–3. Wybierz właściwą odpowiedź: a, b lub c.**

My hobby is animation. I started it about three years ago. I [1]____ for a video clip online one day when I found some animated films. I thought they were really cool, and I wanted to try it.

Animation isn't an easy hobby. You need a lot of time to do the drawings – and I'm not very good [2]____ drawing! Luckily, there are some digital options that make it easier. I'm also in a group and we work together to make films. We [3]____ our films on social media.

1 **a** look **b** looked **c** was looking
2 **a** in **b** at **c** on
3 **a** share **b** download **c** search for

4 **Uzupełnij zdania 1–3. Użyj właściwych form czasowników podanych w nawiasach. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.**

1 We _____ (**play**) a video game when dad came in.
2 I'm not very keen _____ (**sing**).
3 My sister _____ (**like**) learn how to make jewellery.

Writing

5 **W Twojej szkole zorganizowano prezentację kółek zainteresowań (*school clubs*). Podziel się swoimi wrażeniami na blogu.**

- Poinformuj, jak dowiedziałeś/dowiedziałaś się o wydarzeniu.
- Napisz, jakie hobby można rozwijać w Twojej szkole, uczestnicząc w kółkach.
- Wyraź swoją opinię o wybranych hobby zaprezentowanych na festynie.

Hi everybody!
Last Saturday, I went to a hobby fair at my school.

4

Skills and interests

1.87

animation	tworzenie filmów animowanych
ballet dancing	taniec baletowy
collecting action figures	kolekcjonowanie figurek
hip hop dancing	taniec hip-hopowy
making jewellery	tworzenie biżuterii
making comics	rysowanie komiksów
playing the drums	gra na perkusji
playing keyboards	gra na keyboardzie
pottery	ceramika
singing in a band	śpiewanie w zespole

Sports

1.88

horse-riding	jazda konna
ice-skating	jazda na łyżwach
karate	karate
snowboarding	jazda na snowboardzie
table tennis	tenis stołowy

Types of films

1.89

action film	film akcji
animated film	film animowany
comedy	komedia
fantasy film	film fantasy
horror film	horror
musical	musical
romantic film	romans
science fiction film	film science fiction

Film words

1.90

director	reżyser/reżyserka
main character	główny bohater / główna bohaterka
plot	akcja, wątek
special effects	efekty specjalne

Real English

1.91

It was pouring with rain.	Lał deszcz.
I got soaked!	Cały zmokłem! / Cała zmokłam!
I was terrified!	Byłem przerażony! / Byłam przerażona!
Believe it or not.	Możesz mi wierzyć lub nie.

Talking about skills and interests

1.92

I'm not really into (board games).	Nie przepadam za grami planszowymi.
You love (reading comics).	Uwielbiasz czytać komiksy.
I'm not very good at (drawing).	Nie jestem zbyt dobry/ dobra w (rysowaniu).
I like (animated films).	Lubię (filmy animowane).
I'm interested in (learning how to do it).	Chętnie się dowiem, (jak to się robi).
I'm not keen on (individual sports).	Nie przepadam za (sportami indywidualnymi).
I enjoy (listening to music).	Lubię (słuchać muzyki).
I'm terrible at (singing)!	(Śpiewam) okropnie!
I'm a fan of (hip hop music).	Jestem fanem/fanką (muzyki hip-hopowej).
I like (dancing).	Lubię (tańczyć).

Reading and culture

1.93

ancient	starodawny
breathe	oddychać
butterfly	motyl
protect	chronić
sculpture	rzeźba
smoke	dym

PAST CONTINUOUS

Użyj czasu *past continuous*, kiedy chcesz powiedzieć o czynności, która trwała w określonym momencie w przeszłości.

W zdaniu w czasie *past continuous* użyj ***was*** lub ***were*** oraz czasownika z końcówką ***ing***.

Określenia czasu: **at five o'clock**, **yesterday at 8 am**, **at midnight**, **all evening**, **this time yesterday**.

I **was walking** home after my karate class **at seven o'clock last night**.

He/She/It **was hiding** under the bed.

We/You/They **were watching** a film **at seven o'clock**.

I **wasn't doing** karate **at seven o'clock**.

He/She/It **wasn't sleeping** **at nine o'clock last night**.

We/You/They **weren't reading** comics **all evening**.



was + **not** = **wasn't**

were + **not** = **weren't**

Jeśli chcesz zapytać o to, co działo się w określonym momencie w przeszłości, postaw ***was***/***were*** na początku pytania.

Jeśli chcesz zadać pytanie o szczegóły, dodaj słowo pytające na początku pytania, np. ***Where***, ***How long*** lub ***How often***. W krótkich odpowiedziach użyj ***was***/***were*** lub ***wasn't***/***weren't***.

Was I **reading** comics **all evening**? — Yes, I **was**. / No, I **wasn't**.

Was he/she/it **sleeping** **at nine o'clock last night**? — Yes, he/she/it **was**. / No, he/she/it **wasn't**.

Were we/you/they **playing** the drums **all evening**? — Yes, we/you/they **were**. No, we/you/they **weren't**.

What were you **doing** yesterday **at seven o'clock**?

PAST SIMPLE AND PAST CONTINUOUS

Aby powiedzieć, że w trakcie trwania jakiejś czynności miało miejsce inne wydarzenie, do opisu krótszej czynności użyj czasu *past simple*, a do dłuższej – czasu *past continuous*. Zdania połącz słowem ***while*** (podczas) lub ***when*** (kiedy).

Pamiętaj, że:

→ po słowie ***while*** możesz użyć tylko czasu *past continuous*,

- It **was raining** **when** the match started.
- We heard the storm **while** we **were watching** a horror film.

→ jeśli zdanie zaczyna się od ***when*** lub ***while***, to po tej części zdania stawiamy przecinek.

- **When** I **was walking** home, dad called me.

1–4

Odpowiedzi do ćwiczeń zapisz w zeszycie!

Vocabulary

1 **Complete the text with the words in the box. There are two extra words.**

breaktime notes presentation pre-teens state teenagers term uniform

More than 90% of children in the UK go to a [1]_____ school. Children start secondary school when they are [2]_____, so at 11 or 12 years old. It's typical to wear a [3]_____. The first school [4]_____ usually starts in September. In some lessons, like science and history, students often do a project and then a [5]_____. For many students, their favourite thing about school is the [6]_____!

2 **Complete the words with the missing letters.**

1 You do this with a mouse. c_ _ _k
2 You see text or a game on this. _c_e_n
3 You do this to use the Internet. c_n_ _ _t
4 You do this with videos. d_ _n_ _ _d
5 You can do sports more easily when headphones are this. w_r_ _ _s_

3 **Make expressions using words from box A and box B. Then use them to complete the sentences.**

A do get on go have invite watch

B a fantasy film an argument guests karate snowboarding well

1 You should say sorry after you _____ with a friend.
2 Remember to _____ to dad's surprise birthday party.
3 Lots of people _____ in winter.
4 My cousin and I are friends. We _____.
5 Would you like to _____ on TV this evening?
6 In Japan, children often _____ at school in PE lessons.

Grammar

4 **Choose the correct option.**

My favourite school subject is technology. At the moment, we [1]***learn*** / ***'re learning*** how to build a robot. I [2]***think*** / ***'m thinking*** robots will make our lives easier in the future!

On Wednesday, my class [3]***visit*** / ***is visiting*** a science museum. I want to know how students [4]***will study*** / ***are studying*** in the future. I'm sure children [5]***don't go*** / ***won't go*** to school! What [6]***you are*** / ***are you*** doing at school at the moment?

5 **Complete the sentences. Use the past simple or past continuous.**

1 We _____ (**watch**) a horror film on TV last night.
2 I _____ (**walk**) home when the storm started.
3 What _____ (**you** / **do**) at seven o'clock this morning?
4 My friend _____ (**not have**) a party on his birthday.
5 My parents _____ (**not be born**) in this town.

Use of English

6 **Uzupełnij luki 1–4 w tekście. Wybierz właściwą odpowiedź: a, b lub c.**

My hobby is singing in a band. I was listening to music and singing one day [1]_____ my mum heard me. She said that I sang well, so I decided to have lessons.

It's perfect for me. I'm interested [2]_____ music, but I can't play an instrument. I joined a band one year later. We often give concerts at parties for family and friends. I also [3]_____ my songs on social media. I [4]_____ to be a famous singer one day!

1	**a** then	**b** while	**c** when
2	**a** in	**b** at	**c** on
3	**a** log in	**b** post	**c** enter
4	**a** hope	**b** like	**c** think

Language functions

7 **Uzupełnij dialogi. Wstaw w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst.**

1 **X:** Thanks for a great party. I _____ really good time.
Y: You're _____. Thanks for coming.
2 **X:** Do you think there _____ flying cars in 2040?
Y: I have no _____! I can't predict the future.

8 1.94 **Usłyszysz dwukrotnie cztery wypowiedzi. Do każdej z nich dobierz właściwą reakcję a–e. Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.**

a That's all right. Thanks for the present.
b I hope so. I'd like to be a teacher.
c That's a good point! I'll make a cake.
d I'm not sure. I'm not keen on dressing up.
e I think so, too. It's a useful skill.

Speaker 1	Speaker 2	Speaker 3	Speaker 4

Listening

9 1.95 **Usłyszysz dwukrotnie trzy osoby, które opowiadają o szkole przyszłości. Na podstawie informacji zawartych w nagraniu dopasuj zdania a–d do osób 1–3. Jedno zdanie nie pasuje do żadnej osoby.**

This speaker:
a thinks there won't be any tests,
b thinks schools will be similar to the ones now,
c thinks there will be different school subjects,
d thinks classrooms won't have teachers.

Speaker 1	Speaker 2	Speaker 3

Reading

10 **Przeczytaj tekst, z którego usunięto trzy zdania. Wstaw w każdą lukę literę, którą oznaczono brakujące zdanie a–d, tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo.**

THE COMPUTER IN THE WALL

More than 20 years ago, while Sugata Mitra was working in a poor area of New Dehli, he decided to do an experiment. Mitra, a scientist and teacher, put a computer in the wall of a building. [1]_____ These children didn't have a computer at home, and they didn't know how to use one.

When the children saw the screen, they started to click and explore. Soon, they were using the mouse and searching for things on the Internet.

In the following months, they learned to download games, music and videos. They learned to draw and paint pictures on the computer, to save files and to send emails. [2]_____ They also invented words to describe the parts of the computer and what they were doing.

The children were very good at learning with a computer. [3]_____ In some schools around the world, students are learning with computers in the same way today.

a Their teacher said that they got better marks in exams.
b Local children often played near there.
c The computer had a screen and mouse.
d The children sometimes taught each other.

Writing

11 **Napisz notatkę do pracy projektowej dotyczącej szkół w przyszłości, w której:**

- opiszesz, jak będą uczyli się uczniowie,
- napiszesz, jakich przedmiotów będą się uczyć,
- wyjaśnisz, co się nie zmieni w szkole, a co się zmieni.

5 Get well soon!

Lesson 1

I can talk about and understand conversations about health problems.

Dr Nicole Blackbe

Hello. How can I help you?

I've got **a runny nose** and **a sore throat**. I can't eat anything.

Have you got **a cough**?

Yes, I have. It's difficult to speak!

Have you got **a fever**?

Yes, my temperature is 39°.

Have you got **a stomach ache**?

No, I haven't, but I've got **a headache**.

I don't think you've got **a cold**. I think you've got **the flu**.



1 Let's start!

Match the words in the box with the main body parts. Add other words.

back finger knee neck nose toe

1 head _____
2 body *back*, ...
3 arms _____
4 legs _____

2

1.96 Read the chat with a doctor and listen to it. In your notebook, put pictures a–j in the correct order. There are two extra pictures.

3

1.97 Find the words in the box that match two extra pictures in exercise 2. Then listen and repeat.

Symptoms and illnesses

a cold • a cough • a fever • a headache • a runny nose • a sore throat • a stomach ache • earache • the flu • toothache

4

Put the sentences in the correct order to make a dialogue. Then practise it in pairs using different symptoms and illnesses.

_____ I've got toothache.
_____ That's too bad.
1 Hi! How are you today?
_____ What's wrong?
_____ I feel terrible.

5 Pronunciation /k/ and silent *k*

1.98 Which words have the /k/ sound? Which words have silent *k*? Listen and check. Then practise saying the sentences.

I've got a cough and a cold.
I've got toothache, and stomach ache.
My back is bad, my knee is too.
I don't know what to do.

6 1.99 **Match people a–e in the picture with sentences 1–5. Then listen and repeat the words in the box.**



1 I've got an allergy.
2 I hurt my shoulder.
3 I cut my finger.
4 I broke my leg.
5 I feel dizzy.

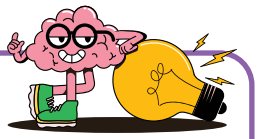
Injuries and other health problems

break (an arm / a leg) • cut (a knee / a finger) • feel (ill / dizzy) • have got an allergy • hurt (a shoulder)

7 **In your notebook, complete the sentences with the name of an injury or a health problem in the box. Which person in exercise 6 says each sentence?**

1 I've got a runny nose, and my eyes are red. I think *I've got an allergy*.
2 I was making a sandwich when _____.
3 _____ while I was playing tennis. I can't hit the ball now.
4 I can't stand up. I've got a headache and _____.
5 I was riding my bike when I fell and _____.

Skills zone



1 Zanim posłuchasz nagrania z ćwiczenia 8, przyjrzyj się zdjęciom. Co przedstawiają? Spróbuj nazwać przedmioty po angielsku.
2 Zanim wybierzesz obrazkową odpowiedź, wysłuchaj każdego dialogu do końca.

8 2.1 **Listen to three conversations about the best thing to do when you have got the flu. Match photos a–d with dialogues 1–3. There is one extra photo. Write the answers in your notebook.**

1 ____ 2 ____ 3 ____

a



b



c



d



9 2.1 **Listen again. How did each speaker learn their idea?**

10 **In pairs, ask and answer the questions.**

1 What do you do when you've got the flu?
2 Have you got any allergies?
3 Which is worse, earache or toothache?

Fast finishers

Look at the emojis and guess the health problems. In your notebook, design emojis for another two illnesses or symptoms.



5

Lesson 2

I can use have to *to talk about obligations.*

A BROKEN ARM

1



2



FREYA: Oh no! What happened to you?
HUGO: I was skateboarding on Saturday when I fell and broke my arm.
FREYA: That's terrible!

3



LUCAS: Does it hurt a lot?
HUGO: It isn't too bad now, but I have to wear a cast.
LUCAS: How long do you have to wear it?
HUGO: For about six weeks!

FREYA: Do you need any help with that?
HUGO: It's OK, thanks. I can use my left hand, but my dad has to cut my meat for me when I have dinner at home.
LUCAS: Does he have to help you to get dressed in the morning?
HUGO: Yes, he does. I feel like a baby!

4



5



HUGO: The good thing is that I don't have to do any chores at home.
LUCAS: And he doesn't have to take notes in class!
FREYA: Lucky you!

1 **Look at the story. Answer the questions.**

1 What happened to Hugo?
2 What problems do you think he has at home and at school?

2 2.2 **Read the story and listen to it. Check your answers to exercise 1.**

3 2.2 **Read the story and listen to it again. In your notebook, complete the sentences.**

1 Hugo _____ when he fell.
2 The doctor told him to wear a cast for _____.
3 At home, he can't cut his _____.
4 His father helps him to _____ in the morning.
5 The good thing is that he can't _____ at home.
6 At school, he can't _____ in class.

Real English

4 2.3 **Listen to the phrases and repeat. Practise them in pairs.**

That's terrible!
It isn't too bad.
Do you need any help with that?
The good thing is that ...
Lucky you!

Grammar 1

Have to

Affirmative

I/You/We/They **have to** **do** chores.
He/She/It **has to** **do** chores.

Negative

I/You/We/They **don't have to** **do** chores.
He/She/It **doesn't have to** **do** chores.

Questions

Do I/you/we/they **have to** **do** chores?
Does he/she/it **have to** **do** chores?

Short answers

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

***Wh-* questions**

How long **do** you **have to** **wear** it?

5 2.4 **Read the Grammar 1 table. In your notebook, choose the correct option. Then listen and check.**

1 Hugo ***have to*** / ***has to*** wear a cast.
2 His parents ***have to*** / ***has to*** help him.
3 His father ***have to*** / ***has to*** cut his meat.
4 He ***have to*** / ***has to*** help him get dressed.

6 **Decide if the sentences are True (*T*) or False (*F*). Correct the false sentences. Write the answers in your notebook.**

1 Hugo has to go to school. ____
2 His friends have to help him eat soup. ____
3 He has to do chores at home. ____
4 He has to take notes in class. ____

7 **Look at the table. Write sentences about the chores Sophia and Lucas have to do this week. Which are the same?**

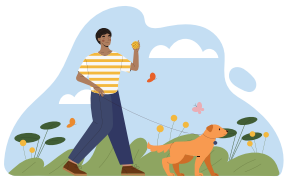
	Set the table	Do the washing-up	Take the dog for a walk	Water the plants
Sophia	✓	✓	✗	✗
Lucas	✗	✓	✓	✗

Sophia has to set the table.

8 **Talk about what you have to do this week. Use the ideas in exercise 7.**

I have to set the table, but I don't have to ...





9 **In pairs, ask and answer questions about what you or your friends/family have to do this week. Use the ideas in the box.**

do a lot of homework
get up early on Saturday
go shopping help your parents
revise for a test write an essay
visit grandma/grandad

Do you have to do a lot of homework this week?

Yes, I do. I have to ...

Fast finishers

Read the sentences and guess the job. In your notebook, write sentences about another job for the class to guess.

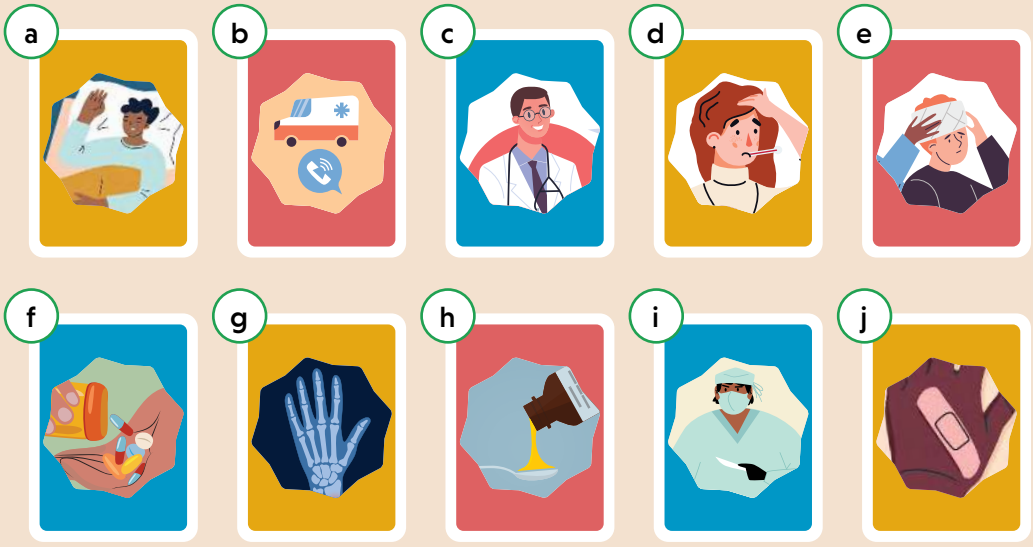
'I have to correct homework.'
'I don't have to work on Saturdays.'
'I have to prepare lessons.'



5 Lesson 3

I can talk about treatments.





1 Let's start!

Match health problems 1–3 with the person you visit a–c.

1 'I've got toothache.'	**a** nurse
2 'I cut my finger.'	**b** dentist
3 'I broke my leg.'	**c** doctor

2 2.5 Listen to three dialogues. Match each dialogue with one of pictures a–j.

1 ____ **2** ____ **3** ____

3 2.6 Match pictures a–j with the words in the box. Then listen, check and repeat.

Treatments

call an ambulance • have an X-ray • have surgery • put on a bandage • put on a plaster • see a doctor • stay in bed • take (some) medicine • take (some) tablets • take your temperature

4 What do you do in these situations? In your notebook, choose the correct answer.

1 'I've got the flu.'
a Put on a bandage. **b** Take some tablets.

2 'I cut my knee.'
a Call an ambulance. **b** Put on a plaster.

3 'My shoulder hurts.'
a Have an X-ray. **b** See a dentist.

5 Uzupełnij dialogi. Wstaw w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst.

1 Doctor: Hello. How can I [1] _____?
Matt: I've got a cough.
Doctor: [2] _____ cough medicine three times a day. You'll be fine.

2 Doctor: What happened?
Lou: I [3] _____ arm while I was playing tennis.
Doctor: Let me see. Oh dear, it's broken. You have [4] _____ surgery.

6 Take turns to be a patient and a doctor. Patient: explain your symptoms and illness. Doctor: tell your patient what to do.

How can I help you?

I've got a sore throat.

Don't worry. Stay in bed and ...

I can use should *and* shouldn't *to give advice.*

How are you feeling? Need to talk? Get advice right now!

Ask Charlie



I always feel tired, but I can't sleep at night. Should I go to bed later?

Charlie

I don't think that's a good idea. You should read or listen to relaxing music before you sleep. You shouldn't use a computer. It also helps to drink some warm milk. Good luck!

I can't spend time in the park. I get a runny nose and sore eyes. What should I do?

Charlie

I think you've got an allergy. You should see a doctor and have an allergy test. And you shouldn't spend a lot of time outdoors in windy weather. All the best!

Grammar 2

Should* and *shouldn't

Affirmative

I/You/We/They **should see** a doctor.
He/She/It **should see** a doctor.

Negative

I/You/We/They **shouldn't see** a doctor.
He/She/It **shouldn't see** a doctor.

Questions

Should I/you/we/they **see** a doctor?
Should he/she/it **see** a doctor?

Short answers

Yes, I/you/we/they **should**.
No, I/you/we/they **shouldn't**.
Yes, he/she/it **should**.
No, he/she/it **shouldn't**.

***Wh-* questions**

What should I **do**?

1 **Read the forum. Then read advice 1–4. Is it a good idea to do these things? What does Charlie say?**

1 read or listen to relaxing music
2 use a computer
3 have an allergy test
4 stay outdoors in windy weather

2 **Read the Grammar 2 table. Then complete the sentences with *should* or *shouldn't*.**

1 Max has got toothache. He _____ eat sweets.
2 Judi feels dizzy. She _____ sit down.
3 Rose has got the flu. She _____ go to school.
4 Ali hurt his toe. He _____ have an X-ray.

3 **Take turns to read a situation and give advice. Choose the best advice.**

1 'I've got a test tomorrow.'
2 'I want to have a healthy lifestyle.'
3 'I want to practise my English.'
4 'I want to make new friends.'

4 **In your notebook, put the words in the correct order to make questions. Then take turns to answer the questions.**



I want to be fitter. What should I do?

1 my bike to school I should ride ?
2 I should run every day 10 km ?
3 with a friend do exercise should I ?
4 should I a sports team join ?

Fast finishers

Look at the photo. What is the problem? Write some advice in your notebook.

You should ...



5 Lesson 5

I can understand texts about types of transport for medical supplies.

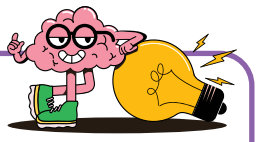
1 **Look at the photo. What do you think the woman is buying?**



2 **Look at the types of transport that can carry medicines in photos A–D in the text. Answer the questions.**

1 What type of transport can you see in each picture?
2 Which type of transport do you think is the fastest?

Skills zone



1 Kiedy czytasz tekst, jak z ćwiczenia 3, po raz pierwszy, spróbuj zrozumieć jego główną myśl. O czym jest tekst?
   a o przewożeniu leków
   b o przewożeniu leków i ludzi
   c o podróżowaniu do odległych krajów
2 W którym akapicie jest mowa o:
   a Indiach?
   b Kenii?
   c Rwandzie?
   d Paryżu?

3 2.7 **Read the text and listen to it. Answer the questions in the *Skills zone*.**

4 **Match the types of transport in photos A–D with the places in the text.**

1 ____ 3 ____
2 ____ 4 ____

5 **Przeczytaj tekst ponownie. Odpowiedz na pytania 1–4 zgodnie z treścią tekstu.**

1 Why does Rwanda use drones?
   Rwanda uses drones because _____.
2 How can bikes help in emergency situations in Paris?
   Bikes take _____.
3 What do camels carry in Kenya?
   Camels carry _____.
4 What treatment can people get on a boat in the islands of Sundarbans?
   People can have _____.

6 **Find out**

Find out about another type of ambulance. In which country do they use it, why and how? Tell your classmates.

In Venice, in Italy, the ambulances are boats. They're boats because there is a lot of water, and they're faster than cars.

7 **Read situations 1–5 and decide if you should or shouldn't call an ambulance. What number do you call when you want one?**

1 You've got a sore throat.
2 You see a car or bike accident.
3 Someone has a serious injury.
4 You cut your finger.
5 Someone can't breathe.

GUESS WHAT?!



In many countries, the word *AMBULANCE* is from right to left on an ambulance. This makes it easier for the driver of the car in front to read it in their mirror.

TRANSPORT
FOR MEDICINES

For most of us, it's easy to see a doctor and to get medicines. In some countries in the world, this is more difficult. How do they solve the problem?

1 Technology saves lives

Rwanda in Africa uses drones to carry **medical supplies** to remote places. Drones are faster than other types of transport. A car has to travel for many hours to **deliver** medicines, but a drone can arrive in thirty minutes. These drones help to save lives.

A



B



C



D



2 Riding around Paris

There are a lot of cars in Paris, and it's difficult for ambulances to get around. Their solution is to use electric bikes. These bikes take doctors and medicines to **emergency** situations. They have lights and a **siren**, too, so people know that they're coming.

3 On an animal's back

In Kenya, camels are the best way to travel to some places. Camels carry medicines, doctors, and nurses to remote villages. They also take **vaccines** for children. The doctors and nurses give treatment, and they teach people how to look after their health.

4 Clinics on water

In the islands of Sundarbans in India, people have to go by boat to see a doctor. Some people can't travel, so boats visit the islands instead. They carry doctors and medical supplies. **Patients** can have an X-ray on these boats, and surgery, too!

Glossary

deliver – dostarczać
emergency – nagły wypadek
medical supplies – lekarstwa
patient – pacjent/pacjentka
siren – syrena
vaccine – szczepionka

5 Lesson 6

I can ask for, give and respond to advice.

1 2.8 **Look at the photo. What's wrong with Rosie? What does her friend say? Listen and check.**



2 2.8 **Read the dialogue and complete it with the words in the box. Then listen again and check.**

ideas important should think

Amelia: Hey! What's wrong, Rosie?
Rosie: I think I've got a cold.
Amelia: **I don't** [1] _____ **you should** come to school tomorrow.
Rosie: But I have to come! I'm doing a presentation in history tomorrow.
Amelia: I don't think you will get better *that* quickly.
Rosie: **Have you got any** [2] _____**?**
Amelia: **I think you should tell the teacher that you don't feel well.**
Rosie: **That's a good idea.** She'll take my temperature. **What else should I do?**
Amelia: **It's** [3] _____ **to** drink a lot of water. And **don't forget to** go to bed early.
Rosie: But I have to finish my presentation for tomorrow.
Amelia: **I don't think it's a good idea** to work this evening. **You** [4] _____ **try to get a good nights' sleep.** I'm sure the teacher will understand.
Rosie: **I think you're right. I'll do that.** Are you OK, Amelia?
Amelia: I think I've got your cold, too!

3 **Match the phrases in the box with topics 1–3. Write the answers in your notebook.**

Don't forget to ... Have you got any ideas? I'll do that.

1 Asking for advice What do you think I should do? What should I do? _____
2 Giving advice I think / don't think you should ..., It's a good idea to ..., I don't think it's a good idea to ..., _____
3 Responding to advice That's a good idea. I think you're right. _____

4 **In your notebooks, complete the dialogues with the correct forms of the words in brackets.**

1 **A:** I feel dizzy. What do you think _____ (**should** / **I** / **do**)?
B: _____ (**idea** / **good** / **a** / **it's**) to sit down and close your eyes.
A: OK. _____ (**do** / **that** / **I'll**).
2 **A:** I've got a fever, and I don't know what to do. Have you got any ideas?
B: _____ (**think** / **I** / **should** / **you**) take some medicine.
A: _____ (**a** / **idea** / **that's** / **good**).

5 2.9 **Usłyszysz dwukrotnie cztery wypowiedzi. Do każdej z nich dobierz właściwą odpowiedź a–e. Jedna odpowiedź została podana dodatkowo i nie pasuje do żadnej wypowiedzi.**

a I think you're right. I'll do that.
b Don't forget to brush your teeth.
c It's a good idea to put on a plaster.
d I think you should see a doctor.
e I know. What do you think I should do?

Speaker 1	Speaker 2	Speaker 3	Speaker 4

6 **Take turns to ask for and give advice.**

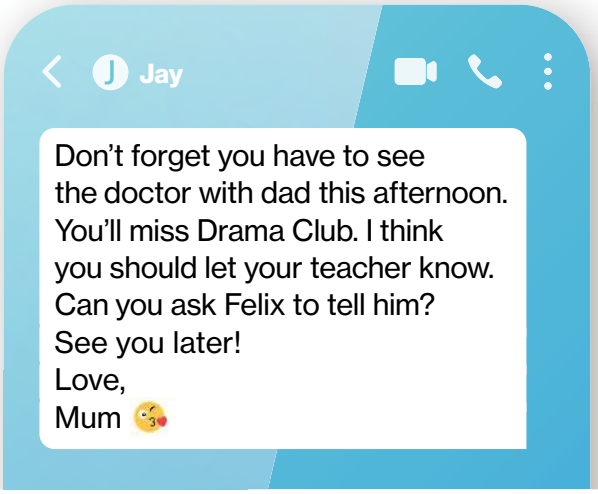
1 'I'd like a pet, but I've got an allergy.'
2 'I've got earache, and I can't hear anything.'
3 'I'm always late for school.'
4 'My teeth hurt when I eat ice cream.'

I can write an informal message.

1 **In pairs, talk about the messages that you write.**

1 How often do you write messages?
2 How do you write messages? (on paper, on your phone, by email)
3 Who do you write messages to? (family, friends, classmates)

2 **Read the messages. Who is each message from and to? What is Jay's problem?**



Hi Felix,

1 This is a quick note to tell you that I can't go to Drama Club today. I've got a sore throat, and I have to go to the doctor after school.
2 Can you do me a favour? Can you tell Mr Cohen for me? I didn't see you at breaktime to ask you. Please tell him I'm sorry. I know we're preparing for the end of term play, but I can't speak at the moment!
3 Hopefully, it will be better soon. I'm sure I'll be there next week.

Thanks a lot!
Jay

3 **Read Jay's message again. Match ideas a–c with paragraphs 1–3.**

a He talks about the future. ____
b He explains why he is writing. ____
c He asks his friend for help. ____

4 **Which of these things are true about messages?**

1 They're usually short. ✓
2 The language is simple and friendly. ____
3 The sentences are usually very long. ____
4 They include exclamation marks (!). ____
5 They can include emojis. ____

5 **In your notebook, put the words in the correct order to make sentences or phrases from the messages.**

1 note a is This you … tell to quick .
2 me do favour Can a you ?
3 it Hopefully, will better soon be .

6 Writing project

In your notebook, write a message to a friend. Say that you can't go to an event because you've got a health problem.

Think

- What is the event?
- What is the illness or injury?

Write

Write your message. Write three paragraphs.

1 Give your reason for writing.
2 Explain your illness or injury, and what you have to do.
3 Ask your friend to do something for you, e.g. tell a teacher, ask for homework.

Hi ..,
This is just a quick note to …
I've got (toothache / the flu) …, I have to …

Look again!

Check your message.

- Did you write three paragraphs?
- Did you use expressions to start, end and say thank you?
- Did you write in the style of a message?

5 Lesson 8

Revision of lessons 1–7.

Odpowiedzi do zadań zapisz w zeszycie!

Vocabulary

1 **Choose the correct option.**



1 She ***cut*** / ***hurt*** her back yesterday.
2 He's got a/an ***stomach ache*** / ***earache***.
3 She's got a ***fever*** / ***cough***.
4 He ***felt*** / ***broke*** his leg last month.
5 He's got a ***cough*** / ***headache***.

/5 points

2 **Complete the information with the words in the box. There are two extra words.**

a plaster a fever an ambulance
an X-ray dizzy in bed
some medicine

HEALTH PROBLEMS
WHAT SHOULD YOU DO?

Accident:
call [1] _____, have [2] _____

Cold:
stay [3] _____, take [4] _____

Cut:
put on [5] _____

/5 points

Grammar

3 **Complete the sentences. Use one word.**

1 Do you have _____ get up early every day?
2 My brother _____ have to wear a uniform to school.
3 How often _____ you have to take these tablets?
4 Does your teacher have to correct tests?
Yes, she _____.
5 We _____ have to write an essay this week.

/5 points

4 **Complete the sentences with *should/shouldn't* and the phrases in the box.**

go to school play video games
see take wash your knee

1 Kaia has got a headache. She _____ all the time.
2 I've got allergies. What medicine _____?
3 They've got the flu. They _____ today.
4 You _____ before you put on a bandage.
5 My brother has got earache. _____ a doctor?

/5 points

Speaking

5 **Choose the correct option.**

A: I love running, but my legs hurt. What do you think [1] ***I should*** / ***should I*** do?
B: It's a good idea [2] ***do*** / ***to do*** some exercises before you start.
A: Have you got [3] ***idea*** / ***any ideas*** how?
B: Move your arms and legs a little first.
A: [4] ***Is it*** / ***That's*** a good idea. [5] ***I do*** / ***I'll do*** that.

/5 points

Check your score!

2.10 **Listen, check and count your points.**

20–25 points – Well done!
14–19 points – Good score!
0–13 points – Keep calm and revise more.

For vocabulary revision, go to **My words**, p. 78.
For extra grammar explanations, go to **My grammar**, p. 79.

Language functions

1 2.11 **Usłyszysz dwukrotnie cztery wypowiedzi. Do każdej z nich dobierz właściwą odpowiedź a–e. Jedna odpowiedź została podana dodatkowo i nie pasuje do żadnej wypowiedzi.**

a I'm not sure. She has to have an X-ray.
b I think you're right. I'll do that.
c He's lucky. He doesn't have to do the test today.
d Have you got any ideas?
e You should wash it and put on a plaster.

Speaker 1	Speaker 2	Speaker 3	Speaker 4
_____	_____	_____	_____

Reading

2 **Przeczytaj tekst i wybierz właściwą odpowiedź.**

What is the best title for this text?

a History of hiking
b Advice for hikers
c How to phone for help

Hiking is a popular hobby in many countries. Children usually go hiking with their parents, but injuries can happen. It's important to know what to do in these situations.

Before you go hiking, put some medical supplies in your bag. You should take some bandages, plasters, and painkillers with you. People sometimes fall and hurt an arm or a leg.

In busy places, you can ask other hikers for help. When there aren't any other people, you should use your phone. Make sure you know the telephone number to call.

When you call for an ambulance or helicopter, you should say where you are. Explain what happened and describe the symptoms of the injured person. Then, while you are waiting, try to stay calm. Wave your arms to show where you are when help arrives.

3 **Przeczytaj tekst ponownie. Odpowiedz na pytania 1–3 zgodnie z treścią tekstu.**

1 What medical supplies should you take when you go hiking?
You should take _____.
2 How can you ask for help?
You can _____.
3 What should you do when you see an ambulance or a helicopter?
You should _____.

Use of English

4 **Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, którymi poprawnie uzupełnisz luki 1–3. Trzy wyrazy nie pasują do żadnej luki.**

allergies has have injuries should surgery

All students in state schools in the UK learn about health problems and how to treat them. They learn about common [1] _____, for example when a person cuts their finger or hurts their head.

They [2] _____ to know how to call an ambulance in emergency situations. They also have lessons about [3] _____, and what to do when someone can't breathe. It's important to know how to be safe and healthy!

Writing

5 **Źle się dziś czujesz. Napisz do kolegi lub koleżanki z klasy wiadomość, w której:**

- wyjaśnisz, że piszesz do niego/niej, bo nie możesz dziś pójść do szkoły,
- opiszesz, co Ci dolega i jak się leczysz,
- poprosisz, żeby zadzwonił/zadzwoniła do Ciebie po lekcjach i powiedział/powiedziała Ci, co jest zadane.

5

Symptoms and illnesses

2.12

a cold	przeziębienie
a cough	kaszel
a fever	gorączka
a headache	ból głowy
a runny nose	katar
a sore throat	ból gardła
a stomach ache	ból brzucha
earache	ból ucha
the flu	grypa
toothache	ból zęba

Injuries and other health problems

2.13

break an arm	złamać rękę
break a leg	złamać nogę
cut a finger	skaleczyć się w palec
cut a knee	skaleczyć się w kolano
feel ill	czuć się chorym
feel dizzy	odczuwać zawroty głowy
have got an allergy	mieć alergię/ uczulenie
hurt a shoulder	zranić się w / uszkodzić ramię

Treatments

2.14

call an ambulance	wezwać pogotowie
have an X-ray	mieć prześwietlenie
have surgery	mieć operację
put on a bandage	założyć bandaż
put on a plaster	przykleić plaster
see a doctor	pójść do lekarza
stay in bed	zostać w łóżku
take (some) medicine	przyjmować lekarstwo/lekarstwa
take (some) tablets	brać tabletki
take your temperature	mierzyć temperaturę

Real English

2.15

That's terrible!	To straszne!
It isn't too bad.	Nie jest tak źle.
Do you need any help with that?	Czy potrzebujesz przy tym pomocy?
The good thing is that ...	Pozytywem jest to, że...
Lucky you!	Masz szczęście!

Asking for, giving and responding to advice

2.16

I don't think you should come to school tomorrow.	Uważam, że nie powinieneś/powinnaś iść jutro do szkoły.
Have you got any ideas?	Masz jakieś pomysły?
I think you should tell the teacher that you don't feel well.	Powinieneś/Powinnaś powiedzieć nauczycielowi, że się źle czujesz.
That's a good idea.	Dobry pomysł.
What else should I do?	Co jeszcze powinienem/ powinnam zrobić?
It's important to drink a lot of water.	Ważne, żeby pić dużo wody.
Don't forget to go to bed early.	Nie zapomnij pójść wcześnie spać.
I don't think it's a good idea to work this evening.	To nie jest dobry pomysł, żeby pracować dziś wieczór.
You should try to get a good nights' sleep.	Powinieneś/Powinnaś dobrze się wyspać.
I think you're right. I'll do that.	Myślę, że masz rację. Tak zrobię.

Reading and culture

2.17

deliver	dostarczać
emergency	nagły wypadek
medical supplies	lekarstwa
patient	pacjent/pacjentka
siren	syrena
vaccine	szczepionka

HAVE TO

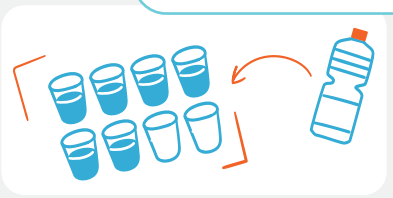
Have to z bezokolicznikiem stosuj:

→ kiedy mówisz o tym, co jest konieczne do zrobienia,

→ kiedy mówisz o zasadach, regulaminach, nakazach i zakazach.

I/You/We/They **have to** **change** shoes at school.
He/She/It **has to** **help** me with my chores.

You have to drink a lot of water to be healthy.



Stosuj ***don't/doesn't have to***, kiedy chcesz powiedzieć, że coś nie jest konieczne, że czegoś nie trzeba robić.

I/You/We/They **don't have to** **call** an ambulance.
He/She/It **doesn't have to** **stay** in bed.

Jeśli chcesz zapytać, czy coś jest konieczne lub czy należy coś zrobić, postaw ***do/does*** na początku pytania. W krótkich odpowiedziach użyj ***do/does*** lub ***don't/doesn't***.

Jeśli chcesz zadać pytanie o szczegóły, dodaj słówko pytające na początku pytania, np. ***Where***, ***How long*** lub ***How often***.

Do I/you/we/they **have to** **wear** a cast?
Does he/she/it **have to** **see** a doctor?
How often do you **have to** **take** these tablets?

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

Pamiętaj, że ***have to*** nie jest czasownikiem modalnym jak ***must***, więc ma różne formy dla różnych osób, a do tworzenia pytań w czasie teraźniejszym potrzebujemy słowa ***do*** lub ***does***.

SHOULD

Should z bezokolicznikiem stosuj, aby wyrazić radę lub zalecenie.

I/You/He/She/It/We/You/They **should** **see** a dentist.

I/You/He/She/It/We/You/They **shouldn't** **drink** fizzy drinks.

Czasownik ***should*** jest czasownikiem modalnym, ma tę samą formę dla wszystkich osób.

Aby utworzyć pytanie, postaw ***should*** na początku zdania. Jeśli chcesz zadać pytanie o szczegóły, dodaj słówko pytające na początku pytania, np. ***Where***, ***How long*** lub ***How often***.

Should I/you/he/she/it/we/you/they **eat** vitamins?
How long should he **stay** in bed?

Yes, I/you/he/she/it/we/you/they **should**.
No, I/you/he/she/it/we/you/they **shouldn't**.

6 Sport for all!

Lesson 1

I can talk about sports equipment and places. I can understand a news story about sports equipment.



1 Let's start!

Answer the questions in pairs. Think of three or more sports for each question.

1 What sports need a helmet?
2 What sports do you play with a ball?
3 What sports do you do in a swimming pool?

2

Read the *Sports Swap* poster. What can you get at the Community Centre? Do you think it is a good idea?

3

2.18 **In your notebook, match sports equipment 1–10 with the words in the box. Then listen, check and repeat. What sport can you use it for?**

Sports equipment

bat • boots • goggles • ice skates • racket • rollerblades • skis • swimming costume • tracksuit • trunks

4

In your notebook, choose the correct option.

1 I need some ***boots*** / ***goggles*** to go swimming.

2 I want a ***bat*** / ***racket*** to play tennis.

3 My sister needs some ***ice skates*** / ***skis*** for skiing camp.

4 I'm looking for a ***tracksuit*** / ***swimming costume*** to go running in.

GUESS WHAT?!



Sports equipment is always changing. Before the 1920s, women wore long, heavy skirts to go skiing. They also used only one long pole.

5 Pronunciation: tongue twisters

2.19 **Listen and repeat the tongue twisters. Then practise saying the sentences.**

1 Ben bought a big black ball for basketball.
2 Vera often watches volleyball videos.

6 2.20 **Match the photos of the sports places a–e with the words in the box. Then listen, check and repeat.**

Sports places

ice rink • football/hockey pitch • running track • ski slope • tennis/basketball court



7 **In your notebook, complete the table. Add other sports.**

Sport	Equipment	Place
football	boots, shorts, shirt, ball	pitch
_____	_____	ice rink
_____	trunks	_____
tennis	_____	_____

8 **Work in pairs. Say the equipment and place for your partner to guess the sport.**

You wear shoes, shorts and a T-shirt. You need a racket and a ball, and you play this on a court.

That's easy. It's tennis!

9 2.21 **Listen to a news story. What is the story about? In your notebook, choose the correct answer.**

a the cost of sports equipment
b a type of sports equipment library
c a way to swap sports equipment

Skills zone



Kiedy będziesz czytać pytania z ćwiczenia 10, zwróć uwagę na słowa, od których pytania się zaczynają. Czy pytanie dotyczy, np. miejsca (*where?*), osoby (*who?*), przedmiotu (*what?*), liczby (*how many?*), czy ceny (*how much?*)?

10 2.21 **Posłuchaj audycji ponownie. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–5. Zapisz odpowiedzi w zeszycie.**

1 Where in the city can you find the boxes?
2 What types of equipment can you find in them?
3 What do you use to open the boxes?
4 What do you do when you put the equipment back?
5 How much does it cost to use the equipment?

11 **In your notebook, complete questions 1–5. Then in pairs ask and answer them.**

1 Is there a football _____ in your nearest park?
2 Is there a basketball _____ at your school?
3 Where is the nearest ski _____?
4 Is there an ice _____ in your town?
5 Where can you find a _____ to go running?

Is there a football pitch in your nearest park?

No, there isn't.

Fast finishers

Which of the balls in the box is the smallest, the biggest, and the heaviest?

a basketball ball
a football a hockey ball
a table tennis ball
a tennis ball



6

Lesson 2

I can use the present perfect to talk about past events with present results.

LOST AND FOUND

1



FREYA: Hey! What's wrong?
SOPHIA: I've lost my lucky T-shirt. I can't find it anywhere!
FREYA: Why do you need it?
SOPHIA: Because I'm playing in a volleyball tournament at school this afternoon.

2



SOPHIA: I've looked everywhere! I don't know what to do.
FREYA: Why don't you ask your mum and dad?
SOPHIA: I can't. They've gone shopping with my little brother.
FREYA: And Lucas?
SOPHIA: I've asked him. He hasn't seen it.

3



FREYA: You haven't checked under the bed. Maybe it's there?
SOPHIA: I'll have a look.
FREYA: Can you see it?
SOPHIA: No, I haven't found it. I bet mum's given it to charity.

4



Two hours later ...
FREYA: Guess what! I've found your lucky T-shirt. I think I took it home by mistake after our last PE lesson.
SOPHIA: That's great news!
FREYA: I'll meet you at the volleyball court in ten minutes.
SOPHIA: Thanks a million! We'll definitely win the tournament now.

1 **Look at the first picture in the story. What sports equipment can you see?**

2 2.22 **Read the story and listen to it. Complete the sentences.**

1 Sophia is looking for her _____.
2 In the end, _____ finds it at home.

3 **Decide if the sentences are True (*T*) or False (*F*). Correct the false sentences. Write the answers in your notebook.**

1 Sophia is playing in a hockey tournament this afternoon. _____
2 She can't ask her parents because they're at work. _____
3 Freya took the T-shirt after the last volleyball match. _____
4 Sophia thinks she will win the tournament. _____

Real English

4 2.23 **Listen to the phrases and repeat. Practise them in pairs.**

I don't know what to do.
I'll have a look.
I bet ...
I took it by mistake.
Thanks a million!

Grammar 1

Present perfect

Affirmative

I/You/We/They **'ve found** my T-shirt.
He/She/It **'s found** my T-shirt.

've = have 's = has

Negative

I/You/We/They **haven't found** my T-shirt.
He/She/It **hasn't found** my T-shirt.

Past participles

Regular verbs: look → look**ed**
Irregular verbs: find → **found**

5 **Read the Grammar 1 table. In your notebook, choose the correct option.**

1 Sophia ***has*** / ***hasn't*** lost her T-shirt.
2 She's looked everywhere, and she ***has*** / ***hasn't*** found it.
3 Her parents ***have*** / ***haven't*** gone shopping.
4 She's asked Lucas, but he ***has*** / ***hasn't*** seen it.

6 **In your notebook, match the past participles in the box with verbs 1–8.**

been done eaten found given gone had lost

1 do _____
2 lose _____
3 have _____
4 be _____
5 find _____
6 eat _____
7 give _____
8 go _____

7 2.24 **Listen to the rap. Then listen again, repeat and remember the past participles.**

1 been, seen, eaten, given

2 met, slept, sent, meant

3 bought, brought, known, shown

8 **In your notebook, complete the sentences with the present perfect forms of the verbs in brackets.**

1 My parents _____ (**go**) to work, so they aren't at home.
2 Mick _____ (**not do**) his homework, so he can't go out.
3 I _____ (**lose**) my key, so I can't open the door.
4 Ellen _____ (**pass**) her biology exam, so she's very happy.
5 We _____ (**not see**) the new Disney film, so we're going to watch it.
6 Rowan _____ (**buy**) some goggles, so he can go swimming.

9 **Work in pairs. Give a reason for situations 1–4. Use the present perfect.**

1 'I'm hungry.'
2 'I can't go swimming today.'
3 'My dad is tired.'
4 'I'm feeling happy.'

I'm hungry.

Why?

I haven't had breakfast.

Fast finishers

How many reasons can you give for the boy's expression?

He's seen something scary.



6 Lesson 3

I can talk about sports competitions.

SPORTS QUIZ

1 How many countries take part in the Olympic Games?

a 50
b about 100
c more than 200

2 What does the Wimbledon winner get?

a a trophy
b a new car
c a medal

3 Who set a record as the fastest man in the world in 2009?

a Leo Messi
b Usain Bolt
c Michael Jordan

4 What do you call a person who trains a sports team?

a a referee
b a president
c a coach

5 How many points does a football team get in a match?

a 3 points when they win
b 0 points when they lose
c 1 point when the match ends in a draw

1 Let's start!

Complete the description of a sport. Then describe another sport for your partner to guess.

ball captain competition team



There are 11 players in each [1]_____. One player is the [2]_____. Players kick a [3]_____ and try to score a goal. The most important [4]_____ is the FIFA World Cup.

2

2.25 **Listen to Mel and Jack doing the Sports Quiz. Write Jack's answers for questions 1–5 in your notebook.**

3

2.26 **Find the words in the box in the Sports Quiz. Then listen and repeat.**

Sports competitions

coach • end in a draw • lose • medal • referee • set a record • take part in • train • trophy • win

4

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

1 The winner at the Olympic Games gets a gold _____.
2 In football competitions, the best team usually gets a _____.
3 A _____ makes sure that players follow the rules.
4 A _____ helps a team or player to play well.

5

In your notebook, complete the sports news.

SPORTS NEWS

- Twenty teams take [1]_____ in a local hockey tournament.
- Kenya runner sets a [2]_____ in the London marathon.
- Polish tennis player wins a [3]_____ for the fourth time.
- Local football match ends [4]_____. 'My team played well,' says the [5]_____.

6

Read the statements. Discuss them in groups.

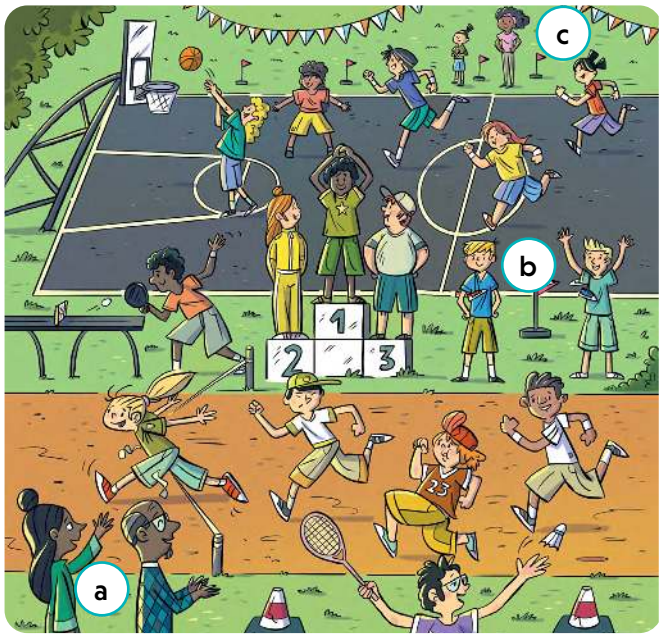
It isn't important to win a medal or trophy.

Referees have a difficult job.

All students should take part in sports at school.

The best teams have the best coach.

I can use the present perfect to ask and answer questions about past events with present results.



Grammar 2

Present perfect

Questions

Have I/you/we/they won the race?
Has he/she/it won the race?

Short answers

Yes, I/you/we/they have.
No, I/you/we/they haven't.
Yes, he/she/it has. / No, he/she/it hasn't.

***Wh-* questions**

How many medals has she won?

1 **Look at the picture. Match people a–c in the picture with the sentences.**

1 'Have they scored a point?'
2 'Have you brought your running shoes?'
3 'Has she won the race?'

2 **Read the Grammar 2 table. In your notebook, put the words in the correct order to make questions. Then write the short answers about the picture.**

1 the sports day started has ?
2 run the boys have in a race ?
3 finished has the basketball match ?
4 the players scored have a point ?

3 2.27 **Listen to two teachers talking about their preparations for the sports day. In your notebook, tick (✓) the things they have done.**

1 get bats and balls ✓
2 buy water and snacks
3 bring plasters and medicines
4 find a photographer
5 put on sports clothes

4 **In your notebook, complete questions 1–5. Then write the short answers. Use your answers in exercise 3.**

1 _____ the coach _____ (**take**) the sports equipment to the playing field?
2 _____ the teacher _____ (**buy**) water and snacks?
3 _____ the school nurse _____ (**bring**) plasters and medicines?
4 _____ they _____ (**find**) a photographer?
5 _____ the students _____ (**put on**) their sports clothes?

5 **Imagine you are on your way to the sports day. In pairs, ask and answer questions about what you have done.**

Student checklist

- ☐ have breakfast
- ☐ train this week
- ☐ bring trainers
- ☐ sleep 8 hours
- ☐ invite your parents
- ☐ bring a water bottle

Have you had breakfast?

Fast finishers

What is he saying? In your notebook, write another question in the present perfect.

Have you seen my new boots?



6 Lesson 5

I can understand texts about sports stadiums in different countries.

1 **Look at the photo. Where are they? What equipment are they wearing?**



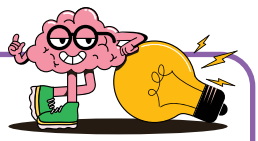
2 **Look at the photos in the text and describe the sports stadiums. Which do you think is the most unusual?**

The second stadium is grey. I think it looks like a tortoise.

3 2.28 **Read the texts and listen to it. What can people see at these stadiums?**

a football and rugby matches
b hockey tournaments
c concerts

Skills zone



Zanim dopasujesz stwierdzenia z ćwiczenia 4 do tekstów, wykonaj następujące kroki:

1 znajdź w stwierdzeniach najważniejsze wyrazy, np. *cold weather*;
2 pomyśl, jakimi słowami można je zastąpić, np. *snow*, *winter*, *freezing*;
3 poszukaj ich, czytając teksty – mogą Cię naprowadzić na właściwą odpowiedź.

4 **Przeczytaj ponownie teksty A–C na temat stadionów oraz zdania 1–4. Do każdego zdania dopasuj właściwy tekst. Jeden tekst pasuje do dwóch zdań. Zapisz odpowiedzi w zeszycie.**

1 This stadium is good for matches in cold weather. ____
2 All of the fans can see the match well here. ____
3 It looks like something that is typical in the country. ____
4 This stadium is beautiful at night. ____

5 **In your notebook, complete the sentences.**

1 The National Stadium is white and red because they are _____.
2 The World Cup final in 2010 was at _____.
3 At AAMI Park, they use rainwater to _____.
4 During the Covid pandemic, the National Stadium was _____.

6 **Find out**

Work in pairs. Find out about another unusual stadium. Then tell the class.

There's an unusual stadium in Mexico. It looks like a volcano!

7 **Read the opinion. Then tell your partner what you think. Use the words in the box to help.**

> "It's better to watch live sports in a stadium than on TV."

clear comfortable exciting
expensive relaxing

It's clearer to watch sports on TV. You can see the players.

That's true. In a stadium, they're very small. You can't see who they are.

AMAZING SPORTS STADIUMS

There are some amazing sports stadiums all over the world. Here are my top three.



FNB Stadium, South Africa

94,000



AAMI Park, Australia

31,000



National Stadium, Poland

58,000

A

FNB Stadium, Johannesburg, South Africa

Sports are popular in South Africa, and the country has built some fantastic stadiums. This is the biggest. It looks like the shell of a fruit that people use as a container and a musical instrument. It has been the **venue** for important football matches, including the final of the 2010 World Cup. Rock bands like U2 and Coldplay have given concerts here.

B

AAMI Park, Melbourne, Australia

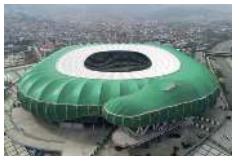
Rugby teams from all over Australia have played in this stadium. It's covered with "shells", which protect the fans when it rains. The stadium also collects rainwater to keep the pitch in good condition. There aren't any **columns**, so everyone can see the match, and the club has installed big screens, too. The "shells" have lights, which can be different colours at night.

C

National Stadium, Warsaw, Poland

This is the stadium of the national football team. It's white and red, the country's national colours. The roof opens and closes and can carry 10 cm of snow. The pitch is also **heated**, so teams can play in snowy winters. It's a place for concerts, and both Taylor Swift and Beyoncé have sung here. It was also a hospital during the Covid **pandemic** in 2020–2021.

GUESS WHAT?!



The Timsah Arena in Türkiye has got a green roof with a crocodile's head. *Timsah* means crocodile in Turkish. Local team Bursaspor plays here. It's one of the most unusual stadiums.

Glossary
column – kolumna
heated – ogrzewany
pandemic – pandemia
venue – miejsce, lokalizacja

6 Lesson 6

I can talk about preferences, make suggestions and negotiate.

1 2.29 **Look at the photo. What are the friends talking about? Listen and check.**



2 2.29 **Read the dialogue and complete the words in your notebook. Then listen again and check.**

Ella: What's up, Rosie? You look upset.

Rosie: Oh, it's my parents. They want me to do a sport. They say I spend too much time online.

Theo: Well, **why** [1] **we do something together?**

Ella: Good idea! **I play tennis on Saturdays, maybe you could join me?**

Rosie: **I'm not** [2]**.** I haven't got a racket, and it's expensive to join a club.

Ella: Oh, I see. **Do you prefer indoor or outdoor sports?**

Rosie: **I definitely prefer indoor sports.**

Theo: **What** [3] **swimming then?** I've bought some new trunks.

Rosie: I don't really like swimming. I prefer playing games.

Ella: OK then. Basketball, volleyball ...?

Rosie: **I prefer basketball to volleyball, but I'm not really a fan.**

Ella: **I know!** [4] **play table tennis!** They've put a table in the school gym, and we can borrow some bats.

Rosie: Table tennis sounds good. We can play it online, too. I'm kidding!

3 **Look at the phrases in bold in the dialogue. In your notebook, complete the sentences.**

1 I prefer basketball _____ volleyball.
2 I prefer _____ games to swimming.
3 Do you prefer indoor _____ outdoor sports?
4 Which game do you _____?

Remember

Do you prefer basketball **or** volleyball?
I prefer play**ing** basketball.

4 **In pairs, talk about your preferences.**

1	swimming	football
2	go running	go cycling
3	do sports	watch sports on TV
4	go ice-skating	go rollerblading
5	go shopping	tidy your room

I prefer swimming to football.

I love football. I prefer playing football.

5 **Do opisanych sytuacji 1–2 wybierz właściwą reakcję: a, b lub c.**

1 Kolega proponuje, żebyś przyłączył/przyłączyła się do gry w koszykówkę. Jak wyrazisz chęć gry?
a That sounds good! **b** I'm not sure.
c I prefer basketball.

2 Koleżanka proponuje, żebyście zapisali/zapisały się do klubu pływackiego. Nie lubisz pływać. Co jej odpowiesz?
a Let's go swimming. **b** Great idea!
c I prefer playing games.

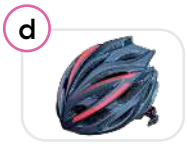
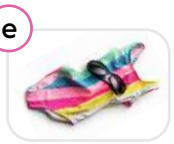
6 **Your parents want you to do more sports. In pairs, discuss the options and choose a new sport to do together.**

basketball ice-skating running
table tennis tennis volleyball

I can write a post about lost sports equipment.

1 **Look at the website. What does it show? What sports equipment can you see?**

Lost and found! search

a 
b 
c 
d 
e 
f 

2 **Read the post. What has Ethan lost? Can you see it in the photos in exercise 1?**



Lost!

Posted 11 hours ago

Hi, everyone!

a Can you help me? I've lost my trainers. I think I left them at the track when we had sports day last week, or I left them in the gym. Have you seen them?

b They're SpeedStar X12 trainers. They're leather, and they're a size 36. They're white, with black at the front, and some grey and black on the sides. There's a bit of orange on them, too. They're nearly new – I've only worn them three times.

c Have you found them and given them to the Lost and Found office? Or have you taken them home by mistake? Please let me know. I'm in Class 3A in room 17.

Thanks a lot!

Ethan Monroe

3 **Read the post again. Match topics 1–3 with paragraphs a–c.**

1 how someone can contact him
2 what he has lost, and where
3 a description of what he's lost

4 **In your notebook, complete the table with the adjectives in the box. Add other adjectives you know.**

big blue green old plastic

Size	Age	Colour	Material
small, ...	(nearly) new, ...	white, ...	leather, ...

5 **Look at the photo and complete the post.**

Hi, everyone! I've lost my [1]_____.
I think I left it on the tennis [2]_____
on Saturday after a match. It's plastic,
and it's black, [3]_____ and blue. Have
you seen it? Lula, Class 2A.

6 Writing project

In your notebook, write a post for a school website about sports equipment that you have lost.

Find
- Find a photo of the sports equipment.

Think
- Where did you leave it? When?
- What adjectives can you use to describe it?
- How can people contact you?

Write
Write your post. Write three paragraphs.

Hi, everyone! Can you help me?

Look again!
Check your post.
- Did you use the present perfect to say what you've lost?
- Did you use adjectives to describe the equipment?

6 Lesson 8

Revision of lessons 1–7.

Odpowiedzi do zadań zapisz w zeszycie!

Vocabulary

1 **Find the word in each set that does not match the others.**

1	racket	slope	bat	ball
2	skis	boots	ice skates	ice rink
3	track	tracksuit	trunks	boots
4	pitch	court	goggles	slope
5	boots	ice skates	rollerblades	helmet

/5 points

2 **Choose the correct option.**

Oakland School ... X



Two teams took [1]***part*** / ***place*** in a football tournament last weekend. The girls' team [2]***lost*** / ***won*** their match and brought a beautiful trophy to school. The boys' match ended [3]***in*** / ***with*** a draw. 'For many, this was their first important tournament,' said [4]***coach*** / ***referee*** Bryan Matthews. 'The players [5]***set records*** / ***trained*** a lot for their matches, and we are very proud of the result.'

/5 points

Grammar

3 **Look at photos 1–5 and complete the sentences with the present perfect forms of the verbs in brackets.**

1 He _____ (**break**) the window.
2 They _____ (**lose**) the match.
3 She _____ (**win**) a trophy.
4 He _____ (**not score**) a goal.
5 They _____ (**not go**) to the match.

1 

2 

3 

4 

5 

/5 points

4 **Complete the dialogue with the correct forms of the verbs in brackets. Use the present perfect.**

A: Look, I've got a new swimming costume.
B: Great! [1]_____ (**you** / **buy**) some new goggles, too?
A: Yes, I [2]_____. Let's go to the pool now.
B: [3]_____ (**your mum** / **say**) you can go?
A: No, she [4]_____, but I'll ask her. [5]_____ (**your parents** / **agree**)?
B: Yes, I'm ready to go.

/5 points

Speaking

5 **Match the endings of the sentences a–e with their beginnings 1–5.**

1 Do you prefer _____
2 I prefer playing _____
3 Which sport do you _____
4 I prefer basketball _____
5 Which do you prefer, skating _____

a football to hockey.
b prefer, running or swimming?
c cycling or horse-riding?
d or rollerblading?
e to tennis.

/5 points

Check your score!

2.30 **Listen, check and count your points.**

20–25 points – Well done!
14–19 points – Good score!
0–13 points – Keep calm and revise more.

For vocabulary revision, go to **My words**, p. 92.
For extra grammar explanations, go to **My grammar**, p. 93.

Listening

1 2.31 **Usłyszysz dwukrotnie podkast o historii koszykówki. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–4.**

1 What was James Naismith's job in 1891?
2 Where did his students do PE in winter?
3 What type of baskets did the students use?
4 When did basketball become an Olympic sport?

Language functions

2 **Do każdej z opisanych sytuacji 1–3 wybierz właściwą reakcję: a, b lub c.**

1 Źle się czujesz. Mama proponuje, żebyś został/została w łóżku. Co jej odpowiesz?
   a Thanks! I'd love to.
   b I think you're right.
   c Have you got any ideas?
2 Kolega mówi, że lubi grać w piłkę nożną. Jak powiesz, że wolisz tenis?
   a I think you should try tennis!
   b What about playing tennis?
   c I prefer playing tennis.
3 Kolega żegna się z Tobą po Twoich urodzinach. Co mu powiesz?
   a I had a great time!
   b Thanks for coming.
   c You're welcome.

Reading

3 **Przeczytaj tekst o nietypowych miejscach, w których odbywają się zawody sportowe. Do każdego zdania 1–4 dopasuj tekst A–C. Jeden tekst pasuje do dwóch zdań.**

1 The time of year of the event is important.
2 The weather makes the game difficult for players.
3 The venue of the event has changed.
4 The equipment is different from usual.

SPORTS IN UNUSUAL PLACES

Many matches are in stadiums, but people also do sports in unusual places.

A Every year, there's a golf championship in Greenland. It's on an island called Uummannaq, and the game is on ice! The balls are red, so players can see them. It's also difficult to hit the ball because players wear thick clothes!

B From ice to water. Have you heard of river football? Two local teams play a match once a year in the river Windrush, in the UK. It has started at different times, but it is usually at 4 pm. The game happens in August, which is good because the players get soaked, and the fans, too!

C Grand Central is a train station in New York. It's also the venue for a squash tournament. The Tournament of Champions is the oldest in the world. It has taken place in different cities, but in recent years, it has been in the station. There is a court with glass walls, so fans and passengers can see the match.

Use of English

4 **Uzupełnij zdania 1–3. Wykorzystaj wyrazy podane w nawiasach w odpowiedniej formie.**

1 _____ (**you** / **see**) our team captain at school today?
2 Our best runner _____ (**not set**) a new record, but she's won two gold medals.
3 Eight teams _____ (**take**) part in this year's Junior Hockey Tournament.

Writing

5 **Znalazłeś/Znalazłaś czyjeś ubranie sportowe. Napisz ogłoszenie na stronę internetową szkoły.**

- Poinformuj, co znalazłeś/znalazłaś, gdzie i kiedy.
- Opisz znalezione przez Ciebie ubranie.
- Napisz, jak się z Tobą skontaktować.

6

Sports equipment

2.32

bat	rakietka (do tenisa stołowego)
boots	buty (np. do jazdy na nartach)
goggles	okulary (np. do pływania)
ice skates	łyżwy
rollerblades	rolki
racket	rakieta (do tenisa)
skis	narty
swimming costume	kostium/strój pływacki
tracksuit	dres
trunks	kąpielówki

Sports places

2.33

football/hockey pitch	boisko do piłki nożnej / do hokeja na trawie
ice rink	lodowisko
running track	bieżnia
ski slope	stok narciarski
tennis/basketball court	kort tenisowy / boisko do koszykówki

Sports competitions

2.34

coach	trener/trenerka
end in a draw	zakończyć się remisem
lose	przegrać
medal	medal
referee	sędzia sportowy
set a record	ustanowić rekord
take part in	wziąć udział w
train	trenować
trophy	trofeum, puchar
win	wygrać

Real English

2.35

I don't know what to do.	Nie wiem, co robić.
I'll have a look.	Rzucę okiem.
I bet ...	Założę się, że ...
I took it by mistake.	Wziąłem/Wzięłam to przez pomyłkę.
Thanks a million!	Wielkie dzięki!

Talking about preferences, suggesting and negotiating

2.36

Why don't we do something together?	A może zrobimy coś wspólnie?
I play tennis on Saturdays, maybe you could join me?	W soboty gram w tenisa, może się przyłączysz?
I'm not sure.	Nie jestem przekonany/ przekonana.
Do you prefer indoor or outdoor sports?	Czy wolisz sporty halowe czy na świeżym powietrzu?
I definitely prefer indoor sports.	Zdecydowanie wolę sporty halowe.
What about swimming then?	A co powiesz na pływanie?
I prefer basketball to volleyball, but I'm not really a fan.	Wolę koszykówkę od siatkówki, ale nie jestem jej wielkim fanem / wielką fanką.
I know! Let's play table tennis!	Już wiem! Zacznijmy grać w ping-ponga!

Reading and culture

2.37

column	kolumna
heated	ogrzewany
pandemic	pandemia
venue	miejsce, lokalizacja

PRESENT PERFECT

Czasu *present perfect* używaj:

→ kiedy mówisz o tym, co wydarzyło się niedawno, ale nie określasz dokładnie, kiedy;

→ kiedy mówisz o wydarzeniach z przeszłości, które mają wpływ na obecną sytuację.

W zdaniach twierdzących, pytaniach i przeczeniach użyj ***have*/*has*** oraz 3. formy czasownika.

Czas *present perfect* z **czasownikami regularnymi**:
have/has + bezokolicznik + *ed*, np. *played*, *checked*.
Czas *present perfect* z **czasownikami nieregularnymi**:
have/has + 3. forma czasownika, np. *found*, *given*.
Tych form trzeba nauczyć się na pamięć. Znajdziesz je na końcu podręcznika.

have = 've
has = 's

I've trained really hard. → (skutek) I feel tired now.
You've won a trophy! → You feel proud now.
He/She/It's had a big dinner. → He/She/It isn't hungry now.
We/You/hey've lost the match. → We/You/They are upset now.

I haven't been to school today. → I don't know what the homework is.
You haven't watched the ending of the match. → You don't know what the result is.
He/She/It hasn't scored a goal. → He/She/It feels unhappy now.
We/You/They haven't brought our/your/their tracksuits. → We/You/They can't run outside today.



Jeśli chcesz zapytać, czy coś się wydarzyło, postaw ***have*/*has*** na początku pytania.

W krótkich odpowiedziach użyj have/has lub haven't/hasn't.

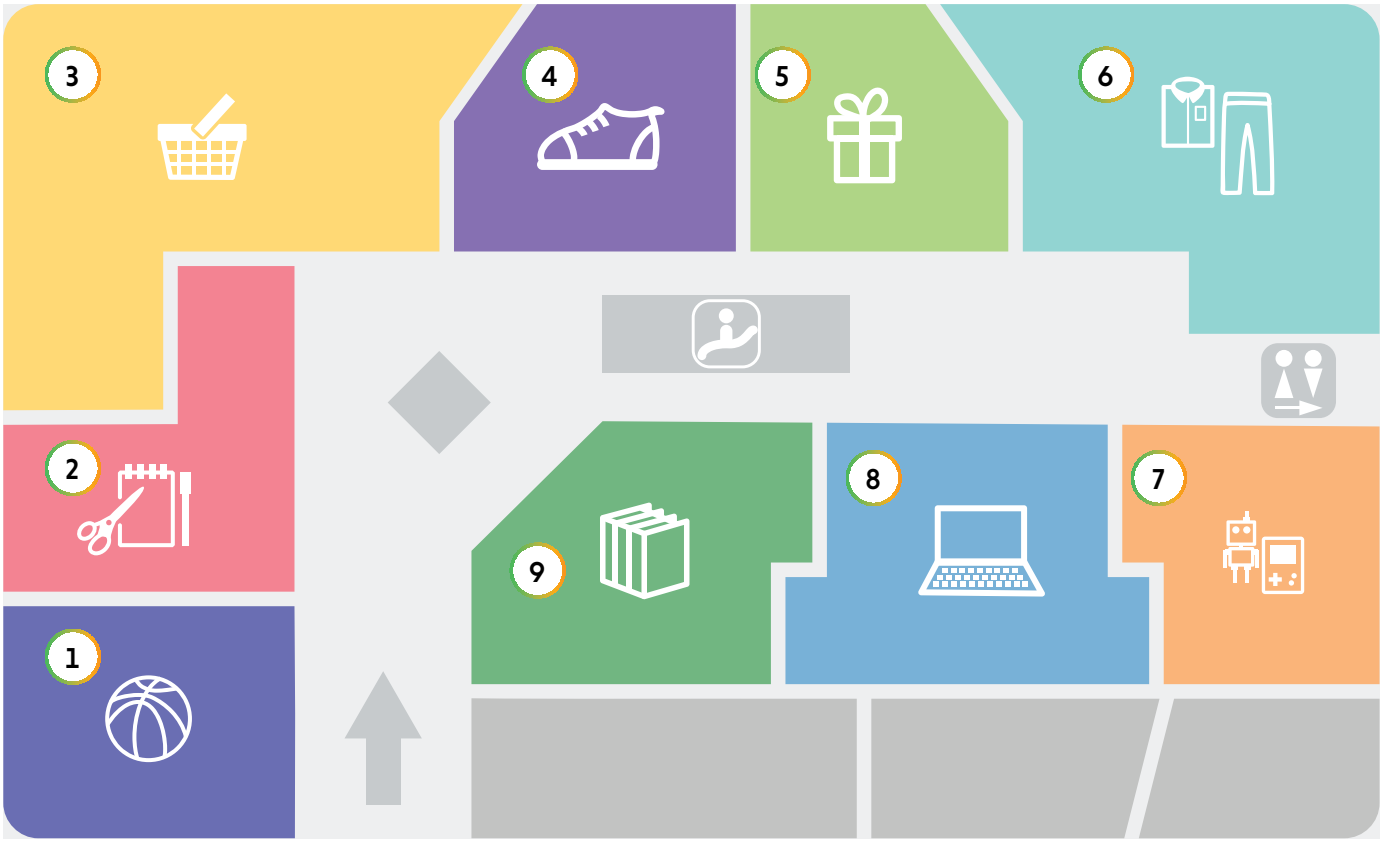
Jeśli chcesz zadać pytanie o szczegóły, dodaj słówko pytające na początku pytania, np. *Where*, *How many* lub *Why*.

Have I heard the news?	Yes, I have. / No, I haven't.
Have you found your goggles?	Yes, I have. / No, I haven't.
Has he/she/it bought new boots?	Yes, he/she/it has. / No, he/she/it hasn't.
Have we/you/they taken part in the finals?	Yes, we/you/they have. No, we/you/they haven't.
Where have you left your tennis racket?	
Why have they lost the match?	

7 Let's go shopping

Lesson 1

I can talk about shopping. I can understand a podcast about shopping habits.



1 Let's start!

Match words a–c with words 1–3 to make types of shops. Which one do you write as one word? What can you buy in each shop?

1 tuck	**a** centre
2 shopping	**b** market
3 super	**c** shop

2

2.38 **In your notebook, match shops 1–9 in the map with the words in the box. Then listen, check and repeat.**

Types of shops: the shopping centre

bookshop • clothes shop • department store • electronics shop • gift shop • shoe shop • sports shop • stationery shop • toy shop

3

Look at Freddie's shopping list. What shops should he go to? Make your shopping list in your notebooks. In pairs, say which shops you should go to.

a hoodie	tennis balls
a pencil case	action figures
a charger	

4 Pronunciation: joining words

2.39 **Listen and repeat the phrases. Then practise saying the sentences below.**

I want to buy a red dress at the clothes shop.

I want to buy a black coat at the sports shop.

I want to buy a big gift at the gift shop.

5 2.40 **Look at the words in the box and photos 1–6. Listen and repeat. What can you buy in each shop?**

Local shops

baker's • chemist's • corner shop • florist's • greengrocer's • newsagent's

News

Best local shops
in Millvale



Remember

baker's = the shop of the baker
chemist's = the shop of the chemist

What can you buy at a baker's?

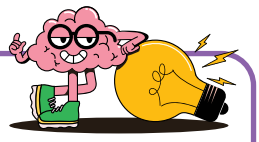
You can buy bread and cakes.

GUESS WHAT?!

The most popular day to go shopping is Wednesday. In the UK, 4 pm on Wednesday is the time that most people go online to buy things. When do you usually buy things?

6 2.41 **Listen to a podcast about teenagers and shopping. Which of the questions do the speakers answer?**

1 What type of clothes do many teenagers buy?
2 What are their favourite clothes shops?
3 How do they buy clothes?



Skills zone

1 Przeczytaj uważnie zdania z ćwiczenia 7. Zwróć uwagę na wyrazy znajdujące się przed luką.
2 Zastanów się, jaka część mowy będzie pasować do każdej luki, np. przymiotnik, rzeczownik, a może przymiotnik z rzeczownikiem.

7 2.41 **Posłuchaj nagrania ponownie. Na podstawie informacji zawartych w nagraniu uzupełnij luki w poniższej notatce. Zapisz odpowiedzi w zeszycie.**

1 Used clothes are better for the environment, and they're _____.
2 Teenagers can wear more unusual clothes and look different from _____.
3 Many teens buy clothes at markets or on _____.
4 Adults are starting to buy things this way too, so teens are changing _____.

8 **Talk about shops in your town.**

1 What's your favourite clothes shop? Why?
2 Are there any shops that you don't like?
3 Where do you buy snacks and drinks?
4 What was the last shop you visited? Why?

Fast finishers

What shops did this person visit?



7 Lesson 2

I can use ever and never to talk about experiences.

MAKE UP YOUR MIND!

1



HUGO: So, why are we here?
LUCAS: I want to buy something with my birthday money.
HUGO: How about a model spaceship kit?
LUCAS: I've made lots of models before, but I've never built a spaceship. ... Oops, no. That's too expensive!

2



HUGO: Have you ever played spike ball?
LUCAS: No, I haven't, but I've heard about it from Sophia.
HUGO: Has she ever tried it?
LUCAS: Yes, she has. She says it's great!

3



LUCAS: What about these sunglasses?
HUGO: I love them. They suit you, but you've never worn sunglasses in your life.
LUCAS: That's true, but summer is coming. I don't know. I can't make up my mind.

LUCAS: Let's get something to drink. I'm so tired!
HUGO: Me too! Hey, look at this! Have you ever tried mango bubble tea?
LUCAS: No, I haven't.
HUGO: Let's try it. My treat!
LUCAS: You're the best!

4



1 **Look at the story. What shops can you see? What can you see in each shop?**

2 2.42 **Read the story and listen to it. Choose the correct option.**

1 Lucas ***goes*** / ***doesn't go*** to different shops.
2 He ***can*** / ***can't*** decide what to buy.

3 **In your notebook, answer the questions.**

1 Why has Lucas got some money?
2 Why doesn't he buy the spaceship kit?
3 Who has played spike ball?
4 How often does Lucas wear sunglasses?
5 What does Hugo suggest in the end?

Real English

4 2.43 **Listen to the phrases and repeat. Practise them in pairs.**

That's too expensive!
They suit you.
I can't make up my mind.
My treat!
You're the best!

Grammar 1

Present perfect with *ever* and *never*

Affirmative + *never*

I/You/We/They **have never played** spike ball.
He/She/It **has never played** spike ball.

Questions + *ever*

Have I/you/we/they **ever played** spike ball?
Has he/she/it **ever played** spike ball?

Short answers

Yes, I/you/we/they **have**.
No, I/you/we/they **haven't**.
Yes, he/she/it **has**.
No, he/she/it **hasn't**.

5 **Read the Grammar 1 table. In your notebook, complete the dialogues with *ever* or *never*.**

A: Has Lucas [1]_____ worn sunglasses?
B: No, he hasn't. He's [2]_____ bought sunglasses before.
A: Hugo has [3]_____ drunk mango bubble tea.
B: Has he [4]_____ heard of it?

6 **In your notebook, put the words in the correct order to make sentences.**

1 never Lucas has a spaceship built .
2 read I never a fantasy book have .
3 have mango ice cream tried never We .
4 shoes online has bought never She .

7 **In your notebook, write questions with *Have you ever ...?* and phrases 1–5. Then ask and answer the questions in pairs.**

1 lose any money
2 buy clothes at a street market
3 make a cake
4 eat sushi
5 meet a famous YouTuber

Have you ever lost any money?

No, I haven't. Have you?

8 **Ask your partner questions. Then in your notebook, write four sentences about their answers.**



Have you ever eaten tacos?

No, I haven't.

Clara has never eaten tacos.

Fast finishers

Choose a famous person. In your notebook, write three *Have you ever ...?* questions you would like to ask.



Have you ever sung karaoke, Taylor?

7 Lesson 3

I can talk about how I spend money.

How do you spend your pocket money?

Class survey





Amelia

I don't **spend money** on silly things. I save it, and then I **buy second-hand**. Used clothes **cost** less, and they're better for the environment.



Levi

I often **go window-shopping** with my friends, but I usually **buy online**. I buy books and games and ask mum to **pay for** them with her credit card.



Isla

I always buy clothes in a shop, and I **pay in cash**. It's easier to **take back** things when I don't want them.

1 Let's start!

In your notebook, complete the sentences with *often*, *sometimes* and *never* so that they are true for you. Then compare your answers in pairs.

1 I _____ buy expensive trainers.
2 Comfortable trainers are _____ expensive.
3 I _____ save some of my pocket money.

I sometimes buy snacks at the tuck shop.

2

Read what Amelia, Levi and Isla say about pocket money. Answer the questions.

a Who buys things on the Internet?
b Who doesn't buy new things?
c Who buys clothes in shops?

3

2.44 **Look at the underlined expressions in each sentence. In your notebook, match them with the phrases in the box. Then listen, check and repeat.**

Shopping

buy online • buy second-hand • cost • go window-shopping • spend money (on something) • take (something back)

1 Used clothes are less money. *cost*
2 I look in shops, but I don't buy anything. _____
3 I buy things on the Internet. _____
4 I use money to buy books. _____
5 I buy used things. _____
6 It's easier to return something to a shop. _____

4

2.45 **Look at the phrases in the box. In your notebook, complete sentences 1–4 with the prepositions. Then listen, check and repeat.**

Paying

pay by credit card • pay for (something) • pay in cash • pay with my phone

1 How do you pay _____ something?
2 Levi's mum pays _____ credit card.
3 Isla pays _____ cash.
4 I usually pay _____ my phone.

5

Ask and answer the questions in pairs.

How do you shop?

1 What do you spend money on?
2 How do you buy things?
3 Have you ever taken something back? What happened?
4 Have you ever bought something second-hand?

What do you spend money on?

I spend money on snacks in the tuck shop.

I can use must *and* can't *to make deductions.*

GUESS THE PRICE!



a £700 b £3,000 c £11 d £250 e £49

Grammar 2

Must* and *can't

It/They **must be** expensive.
It/They **can't be** expensive.
It/They **must cost** a lot.
It/They **can't cost** a lot.

1 **Look at the four objects in the *Guess the price!* game and the prices. How much do you think each object costs?**

How much is this phone?

I think it's forty-nine pounds.

How much are these trainers?

I think they're two hundred and fifty pounds.

2 2.46 **Listen to two friends playing the game. Check your answers to exercise 1. How much does each object cost?**

3 **Read the Grammar 2 table. Then, in your notebook, match sentences a–d with 1–4.**

1 The trainers are gold.
2 The sunglasses are plastic.
3 The phone is very big.
4 This is a professional guitar.

a They can't cost a lot.
b They must be expensive.
c This one can't be cheap.
d It must be very old.

4 **In your notebook, write sentences with *must* or *can't* and the ideas in the box.**

be / his jacket have / a lot of photos
live / near school speak / good French
study / a lot

1 Izzy always gets good marks in tests.
She must study a lot.
2 Victor walks to school every day.
3 Julia has only had one French lesson.
4 Elena takes selfies all the time.
5 This jacket is blue, but Ben's jacket is green.

5 **In pairs, ask and answer the questions in the quiz. Use *can't* and *must* for each answer.**

What is it?

1 It's small and plastic and you use it to buy things.
2 It's a shop where you can buy flowers.
3 It's an item of clothing that you wear on your head.
4 It's a place at school where you buy snacks and drinks.
5 It's money that your parents give you every week or month.
6 It's a shop where you can buy notebooks and pens.

Number one. It's small, so it can't be a phone. It must be a credit card.

7 Lesson 5

I can understand texts about zero-waste cities.

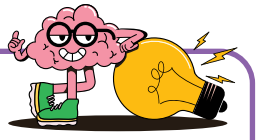
1 **Look at the photo. Where do you think he is? What can you buy there?**



2 **Look at the title and photos in the text. What do you think a *zero-waste city* is?**

a a city where people recycle everything
b a city where people don't use plastic

3 2.47 **Read the text and listen to it. Check your answer to exercise 2. Where are the two zero-waste cities?**



Skills zone

1 Zanim wybierzesz odpowiedzi na pytania z ćwiczenia 4, przeczytaj pytanie i znajdź na nie odpowiedź w tekście.
2 Następnie przeczytaj podane propozycje i zdecyduj, która z nich jest najbliższa odpowiedzi znalezionej przez Ciebie w tekście.
3 Zastanów się, dlaczego pozostałe dwie propozycje są niewłaściwe.

4 **Przeczytaj tekst jeszcze raz i wybierz właściwe odpowiedzi. Zapisz odpowiedzi w zeszycie.**

1 Who sorts the waste into groups in Kamikatsu?
a workers at a recycling centre
b people at home
c volunteers

2 What do people do with their old furniture in Kamikatsu?
a they sell it
b they make new furniture
c they give it to a shop

3 Why is there less waste in landfills in Kiel?
a there's a recycling station
b there are many rules
c people pay to use them

4 Why are people happy to buy food with no packaging?
a the food is cheaper
b it's a rule in the city
c the food tastes better

5 **What do you think is the best idea to stop waste? What *isn't* a good idea? Choose ideas from the text. Then compare your ideas with a partner.**

I think people should pay when they send waste to a landfill.

I agree, because then people throw away less.

GUESS WHAT?!

In Sweden, there's a shopping centre that only sells second-hand things. There are 14 shops, including clothes shops, sports shops and a toy shop.

6 **Find out**

Work in pairs. Find out about other zero-waste cities. Is there one in your country?

7 **What can you do to make less waste at home or at school? Discuss in groups. Then tell the class.**

I can bring water to school in my water bottle.

Zero-waste cities

Have you ever thought about what happens to our waste? It often goes into landfills, and that's bad for nature. Now, many cities in the world are working to stop this problem.





Kamikatsu, a small town in Japan, is one of the first zero-waste cities. It recycles 80% of its waste and hopes to reach 100% in the future.

People **sort** their rubbish into 45 different types! Then they take it to a recycling centre. Volunteers visit the homes of older people to collect their waste bags.



Furniture, clothes, and things **in good condition** go to the town's second-hand shop. People can go there and take what they want. There's also a place where workers make new clothes, bags and toys from old materials.

Recycling is a way for people to help each other.

Kiel in Germany has over a hundred rules to stop waste. Here, people have to pay to send rubbish to landfills – so they're very careful about what they **throw away**! There are also recycling stations all over the city, where they can take old things.



When there is a special event in the city, restaurants can't use plastic cups and plates. And Kiel has one of the first shops in the country that sells food with no **packaging**. People take containers from home to put the food in – and then they pay less!

Children learn about recycling at school.

Glossary

in good condition – w dobrym stanie
landfill – wysypisko śmieci
packaging – opakowanie
sort – sortować
throw away – wyrzucać

7 Lesson 6

I can use expressions for buying and swapping clothes.

1 2.48 **Look at the photo. Guess where Amelia and Theo are. Listen and check.**



2 2.48 **Read the dialogue and choose the correct option. Then listen again and check.**

Amelia: Have you ever been to a clothes swap?
Theo: No, I haven't. This is the first time. I've brought some old clothes.
Amelia: Me too! Let's put them over there.
Helper: **Can I [1]*tell* / *help* you?**
Theo: **I'm just looking, thanks.**
Amelia: Yes, please. **I'm looking [2]*at* / *for* a cool skirt.**
Helper: What about this one?
Amelia: Oh, I like it. **Can I [3]*put* / *try* it on?**
Helper: Sure. **The changing rooms are over there.**

***

Amelia: What do you think?
Theo: It suits you.
Amelia: Thanks! **I'll [4]*have* / *take* it.**
Theo: **I really like this hoodie, but I think it's too big.**
Amelia: **Have you got a smaller [5]*size* / *number*?**
Helper: No, sorry, **we've only got that one.**
Amelia: Why don't you try it on? It looks great!
Theo: It's very comfortable, and I like the colour. Hey! That's my jumper!

3 **Read sentences 1–6. Who says them? In your notebook, write H (*Helper*) or A/T (*Amelia/Theo*).**

1 Can I help you? ____
2 Can I try it on? ____
3 I'll take it. ____
4 The changing rooms are over there. ____
5 I'm just looking, thanks. ____
6 We've only got that one. ____

4 **In your notebook, put the sentences in the correct order to make a conversation in a shop.**

____ **a** Yes, here you are.
____ **b** In cash, please.
____ **c** I'll take them.
1 **d** Have you got these jeans in a bigger size?
____ **e** How would you like to pay?

5 **Uzupełnij dialogi. Wstaw w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst.**

1 A: Can I [1]_____?
B: Yes, I'm [2]_____ a blue T-shirt.
2 A: How [3]_____ to pay?
B: [4]_____ credit card, please.

6 **Work in pairs. Student A: you work in a shoe shop. Student B: you want to buy trainers. Use the dialogues in exercises 2 and 4 to help.**

Can I help you?

Yes, I'm looking for ...

Fast finishers

Solve the puzzle.

Noah bought a pair of jeans and two T-shirts. The jeans cost £42, and the T-shirts cost £16.50 each. He took one T-shirt back. How much did he spend?



I can write an invitation.

1 **Look at the poster. What do you think a shopping centre treasure hunt is?**



2 **Read the invitation and check your answer to exercise 1.**

To **Marcus**

Hi, Marcus!

Have you ever been to a shopping centre treasure hunt? Don't worry, you don't have to buy anything 😊! It's like a normal treasure hunt, but you have to find things. For example, a green tracksuit in a sports shop, or a toy that costs less than £10. You sometimes have to take photos or answer questions.

I've never done a treasure hunt before, but I'd really like to try one. There's one at the Weston Shopping Centre on Saturday 15th June. It starts at four o'clock. Are you free? Would you like to come with me?

I hope you can make it. We can meet there at quarter to four. Bring a pen and your phone.

Let me know!

Ede

3 **Read the invitation again. In your notebook, answer the questions.**

1 What is the event?
2 Where is it?
3 What day is it?
4 What time is it?

Remember

We use the present simple for future events that are scheduled:

The treasure hunt starts at four o'clock on Saturday.

4 **In your notebook, complete the sentences with the present simple forms of the verbs in brackets.**

1 The treasure hunt _____ (**start**) at four o'clock.
2 It _____ (**finish**) at six o'clock.
3 It _____ (**not cost**) any money.
4 The winners _____ (**get**) a prize.

5 **In your notebook, complete the sentences with the words in the box, to invite a friend. Use the words in the box.**

doing free let make would

1 Are you _____ on Saturday?
2 Are you _____ anything on Saturday?
3 _____ you like to come with me?
4 I hope you can _____ it.
5 _____ me know.

6 Writing project

In your notebook, write an invitation to a friend to go to a clothes swap with you.

Think

- What is a clothes swap?
- Who can you invite?
- What should your friend bring?

Write

Write your invitation. Write three paragraphs.

1 Explain what a clothes swap is.
2 Say where and when it is. Invite your friend.
3 Suggest where and when to meet. Tell your friend what to bring.

Hi ...,

Have you ever been to a ...

Look again!

Check your invitation.

- Did you use the present simple to talk about the time and place?
- Did you use expressions to invite a friend?
- Did you write three paragraphs?

7 Lesson 8

Revision of lessons 1–7.

Odpowiedzi do zadań zapisz w zeszycie!

Vocabulary

1 **Write the names of the shops where you can hear these sentences.**

1 'Can I have two bananas, please?' _____
2 'I'd like some vitamin C and a bandage, please.' _____
3 'How much is this ruler?' _____
4 'I'll take this comic and a can of soda, please.' _____
5 'What type of bread would you like?' _____

/5 points

2 **Complete the text with the verbs for buying and paying.**

Mike ▪ you replied 8:40 am

I often [1] _____ money on snacks when I go out with my friends. I always [2] _____ in cash. I'm not keen on shopping, so I never [3] _____ window-shopping. I sometimes [4] _____ clothes online because they [5] _____ less.

/5 points

Grammar

3 **Use the words to write sentences. Use *ever* and *never and* the present perfect forms of the verbs.**

1 you / buy / second-hand clothes?
_____
2 They / look / for shoes online.
_____
3 My mum / use / her phone to pay.
_____
4 your brother / take / something back?
_____
5 I / use / an app / to sell things.
_____

/5 points

4 **Choose the correct option.**

1 Everyone is wearing a coat.
It ***must*** / ***can't*** be cold.
2 That man is about 18 years old.
He ***must*** / ***can't*** be our new teacher.
3 Ellie isn't at school today.
She ***must*** / ***can't*** be ill.
4 My brother hates sports.
That ***must*** / ***can't*** be his trophy.
5 William's parents aren't at home.
They ***must*** / ***can't*** be at work.

/5 points

Speaking

5 **Read the dialogue in a shop and complete it.**



A: Hello. Can I help you?
B: Yes, please. I'm [1] I_____ for these shorts in blue.
A: Here you are.
B: Can I [2] t_____ them on?
A: Of course. The [3] c_____ rooms are over there.

***

B: They look great! I'll [4] t_____ them.
A: How would you like to pay?
B: [5] W_____ my phone, please.

/5 points

Check your score!

2.49 **Listen, check and count your points.**

20–25 points – Well done!
14–19 points – Good score!
0–13 points – Keep calm and revise more.

For vocabulary revision, go to **My words**, p. 106.
For extra grammar explanations, go to **My grammar**, p. 107.

Listening

1 2.50 **Posłuchaj nauczyciela, który jest z grupą uczniów w centrum handlowym. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce. Zapisz odpowiedzi w zeszycie.**

Visit to the Weston Shopping Centre

1 Students can get a free map at the _____.
2 One of the best shops is the _____.
3 There's a nice café _____ the bookshop.
4 Students will have _____ to visit the shopping centre.

Use of English

2 **Przetłumacz na język angielski fragmenty zdań podane w nawiasach, tak aby otrzymać zdania logiczne i poprawne gramatycznie. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.**

1 I _____ (*nigdy nie kupiłem*) anything with a credit card.
2 I want to buy some notebooks _____ (*w sklepie papierniczym*).
3 This jacket is leather. It _____ (*musi być droga*).

Reading

3 **Przeczytaj tekst i wybierz właściwe odpowiedzi.**

1 What can children do at The Toy Project?
  a They sell their toys.
  b They buy used toys.
  c They give toys to schools and hospitals.
2 What do the two friends do with money from the shop?
  a They organise events for children.
  b They teach children about recycling.
  c They buy books for children in other countries.
3 How does the The Toy Project charity help the planet?
  a They make children happy.
  b They collect toys.
  c They reduce waste.

The Toy Project

Have you ever thrown away your old toys? Many of these toys go to landfills, and that's bad for the planet. Now, a shop in London recycles them and also helps children in the community.

The Toy Project started in 2013. A teacher saw that some children had a lot of toys, and others didn't have any. She started to collect toys to give to poor children, and later opened a shop with her friend.

Families can take used toys to the shop and buy different ones. The Toy Project team give some toys to children in schools and hospitals. With the money they get when they sell other toys, they organise activities, like making things with building blocks, and story-telling workshops for local children. They also send toys to children in other countries.

The Toy Project makes many children happy, and that must be amazing! The shop is a great way to stop 'toy wast'. The charity has bought an electric bicycle to travel around London and collect used toys in an eco-friendly way. They teach children about recycling, too.



Writing

4 **Kolega z Wielkiej Brytanii przyjeżdża niedługo do Ciebie na ferie wiosenne. Chcesz go zaprosić na wydarzenie organizowane w centrum handlowym (np. koncert, warsztaty taneczne). Napisz do niego e-mail, w którym:**

- opiszesz wydarzenie i zaprosisz kolegę, abyście w nim razem wzięli udział,
- poinformujesz, gdzie i kiedy ma się odbyć wydarzenie,
- zapytasz, czy kolega ma ochotę wybrać się z Tobą.

Hi, Max,

Have you ever been to a ...?

7

Types of shops: the shopping centre

2.51

bookshop	księgarnia
clothes shop	sklep z ubraniami
department store	dom handlowy
electronics shop	sklep z elektroniką
gift shop	sklep z prezentami
shoe shop	sklep obuwniczy
sports shop	sklep sportowy
stationery shop	sklep papierniczy
toy shop	sklep z zabawkami

Local shops

2.52

baker's	piekarnia
chemist's	apteka, drogeria
corner shop	sklep osiedlowy
florist's	kwiaciarnia
greengrocer's	sklep z owocami i warzywami
newsagent's	kiosk z gazetami

Shopping

2.53

buy online	kupować przez internet
buy second-hand	kupować używane produkty
cost	kosztować
go window-shopping	oglądać wystawy
spend money on (something)	wydawać pieniądze na (coś)
take (something) back	zwrócić (coś)

Paying

2.54

pay by credit card	płacić kartą kredytową
pay for (something)	płacić za (coś)
pay in cash	płacić gotówką
pay with my phone	płacić telefonem

Real English

2.55

That's too expensive!	To za drogo!
They suit you.	Pasują do ciebie. / Dobrze w nich wyglądasz.
I can't make up my mind.	Nie mogę się zdecydować.
My treat!	Ja stawiam!
You're the best!	Jesteś super!

Buying, selling and swapping clothes

2.56

Can I help you?	W czym mogę pomóc?
I'm just looking, thanks.	Dziękuję, tylko oglądam.
I'm looking for (a cool skirt).	Szukam (fajnej spódnicy).
Can I try it on?	Czy mogę to przymierzyć?
The changing rooms are over there.	Przymierzalnie są tam.
I'll take it/them.	Wezmę to/je.
I really like it, but I think it's too big.	Bardzo mi się podoba, ale jest za duży / za duża.
Have you got a smaller size?	Czy jest mniejszy rozmiar?
We've only got that one.	Mamy tylko ten.
How would you like to pay?	Jak chciałby Pan / chciałaby Pani zapłacić?

Reading and culture

2.57

in good condition	w dobrym stanie
landfill	wysypisko śmieci
packaging	opakowanie
sort	sortować
throw away	wyrzucać

PRESENT PERFECT WITH *EVER* AND *NEVER*

Czasu *present perfect* z określeniami ***ever*** i ***never*** użyj:

→ kiedy mówisz o tym, czego nie robiłeś/robiłaś kiedykolwiek w przeszłości,

→ kiedy chcesz zapytać kogoś o jego doświadczenia.

ever = kiedykolwiek (w życiu)
never = nigdy (w życiu / dotąd)

Have you ever danced with your dog?



I have **never** paid with my phone.
You have **never** been to the local shopping centre.
He/She/It has **never** watched a fantasy film.
We/You/They have **never** lost money.

Have I **ever** watched a film in English?	Yes, I have. / No, I haven't.
Have you **ever** bought second-hand sports equipment?	Yes, I have. / No, I haven't.
Has he/she/it **ever** drunk bubble tea?	Yes, he/she/it has. / No, he/she/it hasn't.
Have we/you/they **ever** been to a recycling centre?	Yes, we/you/they have. No, we/you/they haven't.

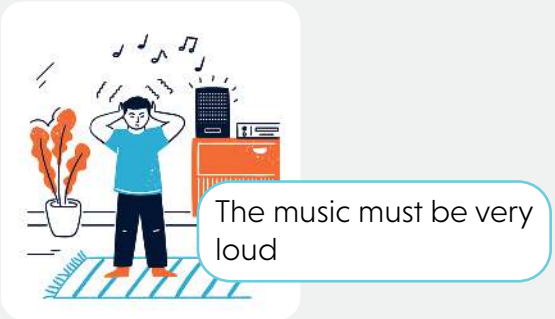
MUST, CAN'T

Czasownika ***must*** z bezokolicznikiem użyj, kiedy chcesz powiedzieć, że jakaś sytuacja na pewno jest prawdziwa.

Czasownika ***can't*** z bezokolicznikiem użyj, kiedy chcesz powiedzieć, że coś nie może być prawdą.

You must **be** very happy on your wedding day!
He/She/It must **be** old.
They must **be** very good friends.

You can't **be** my cousin.
He/She/It can't **be** the famous YouTuber!
They can't **be** very expensive.



8 Holiday time!

Lesson 1

I can describe holidays. I can understand people talking about their ideal holiday.



2 Look at the website. What things in exercise 1 can you see?

3 2.58 In your notebook, match photos a–d with the types of holiday in the box. Then match photos 1–5 with the places to stay on holiday in the box. Listen, check and repeat.

Types of holiday

adventure holiday • caravan holiday • farm holiday • package holiday

Places to stay on holiday

apartment • bed and breakfast • campsite • cottage • hostel

4 Choose a type of holiday and a place to stay from exercise 3. Make a list of things to put in your suitcase. Tell your partner. Can they guess what type of holiday it is?

Boots, a helmet, a tent.

Is it an adventure holiday at a campsite?

1 Let's start!

What type of holiday do you like? Compare your answers in pairs.

1 Best type of holiday:
a camping **b** beach **c** city

2 Best place to stay:
a a tent **b** a hotel **c** a house

3 Best holiday activity:
a hiking **b** sunbathing **c** sightseeing

I like camping holidays.

I prefer going to the beach.

GUESS WHAT?!

In the UK, school summer holidays are only six weeks long. In Spain and the USA, they're 10 weeks. In Ukraine and Bulgaria, students have a 12-week break.

5 Pronunciation: word stress

2.59 **Which syllable is stressed in each word? Listen, check and repeat.**

1 hostel	hotel
2 campsite	apartment
3 caravan	adventure

6 **Read messages 1–3 and match them with photos a–c. Who isn't having a good time on holiday?**

1 **Oliver**
Hey, this is the most relaxing holiday I've ever had. 😎 It's wonderful here!

2 **Lucy**
I'm having an active holiday. We go canoeing every day. It's really exciting! 😁

3 **Greg**
How's it going? My holiday is really boring. The weather is awful!

a 

b 

c 

7 2.60 **Look at the words in the box. In your notebook, write the positive and negative adjectives. Then listen and repeat.**

Adjectives to describe holidays
active • awful • boring • exciting • relaxing • wonderful

Positive: *active*, _____ **Negative:** _____

8 **Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, którymi poprawnie uzupełnisz luki 1–3. Trzy wyrazy nie pasują do żadnej luki.**

apartment boring campsite
excited exciting friendly



Last summer, we went on a package holiday to Greece. We travelled by plane and stayed on an island. I like trying different activities, and there were a lot of [1] _____ things to do there, like surfing and horse-riding. Our [2] _____ was next to the beach, and it had a kitchen, a living room, and two bedrooms. The food in Greece was delicious, and the people were really [3] _____ and helpful. It was a wonderful holiday!

Skills zone



Słuchając nagrania z ćwiczenia 9, skoncentruj się na kluczowych słowach związanych z wakacjami. Pojawią się w nim np. określenia miejsc noclegowych i różne sposoby spędzania czasu.

9 2.61 **Listen to three students talking about their ideal holiday. What type of holiday is it?**

Speaker 1	Speaker 2	Speaker 3

10 2.61 **Posłuchaj nagrania ponownie. Na podstawie informacji zawartych w nagraniu dopasuj zdania a–d do osób 1–3. Jedno zdanie nie pasuje do żadnej osoby.**

a This speaker wants to learn new things.
b This speaker does a hobby on holiday.
c This speaker doesn't like family holidays.
d This speaker likes being active on holiday.

Speaker 1	Speaker 2	Speaker 3

11 **Tell your partner about your ideal holiday.**

My ideal holiday is a camping holiday.

Really? I'd like to stay in an expensive hotel.

Fast finishers

Solve the riddle.

What is the best day to go to the beach?



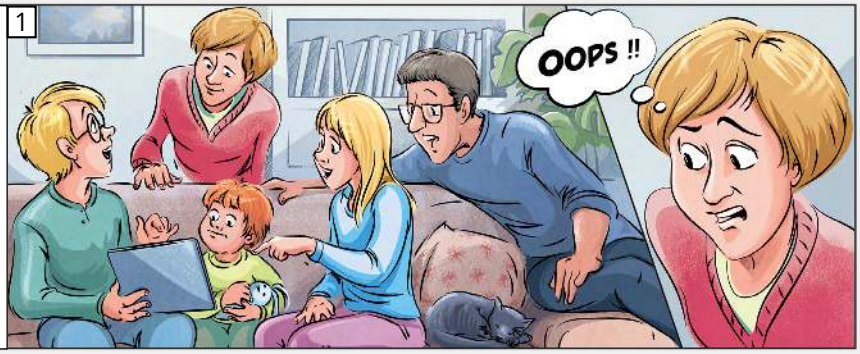
Lesson 2

I can compare things using comparatives, superlatives and (not) as ... as.

HOLIDAY PLANS

LUCAS: Look, we've found an amazing place for our holiday. It's got the best activities!
SOPHIA: A forest adventure in the Lake District.
DAD: It's cheaper than other places. We can stay at a campsite.
MUM: But a tent isn't as comfortable as a hotel!

1



2



FREYA: How about a farm holiday this year, dad?
SISTER: I like that idea! We can feed the animals and collect eggs.
FREYA: It's as good as a camping holiday.
SISTER: No, it's better. It's more interesting!
DAD: I guess so, but it isn't as relaxing.

3



MUM: I'm fed up with this weather. Let's plan a holiday!
DAD: Why don't we go on a package holiday this year? It's the easiest way to travel.
HUGO: I fancy a beautiful beach in August.
DAD: Or June. June isn't as hot as August.
HUGO: That sounds perfect.

1 2.62 **Read the story and listen to it. What type of holiday would each family like?**

2 2.62 **Read the story and listen to it again. Which holiday do sentences 1–3 describe?**

1 It's an easy way to travel. _____
2 It isn't expensive. _____
3 It's an interesting type of holiday. _____

Real English

4 2.63 **Listen to the phrases and repeat. Practise them in pairs.**

I guess so.
I'm fed up with the weather.
I fancy a beautiful beach in August.
That sounds perfect.

3 **Decide if the sentences are True (*T*) or False (*F*). Give reasons. Write the answers in your notebook.**

1 There are some good activities on the adventure holiday. _____
2 The twins' mum is happy about camping. _____
3 Freya's father thinks a farm holiday is relaxing. _____
4 Hugo's dad thinks that August is the best month to travel. _____

Grammar 1

Comparatives and superlatives, *(not) as ... as*

Adjective	Comparative adjective	Superlative adjective
cheap	1 _____	the cheapest
big	bigger	the biggest
easy	easier	the 2 _____
interesting	3 _____	the most interesting
good	better	the 4 _____
bad	worse	the worst

It's cheaper 5 _____ other holidays.
It's the cheapest holiday.
It's / It isn't as cheap as a package holiday.

5 **Complete the Grammar 1 table. Then read the story again and check.**

6 **In your notebook, complete the sentences with the comparative or superlative of the adjectives in brackets.**

1 A caravan is usually _____ (**small**) than a cottage.
2 July is often the _____ (**hot**) month of the year.
3 An adventure holiday is _____ (**active**) than other holidays.
4 It was the _____ (**bad**) hotel I've stayed at.
5 A package holiday is _____ (**easy**) to plan than other holidays.

8 **Uzupełnij zdania 1–4 tak, aby zachować sens zdania wyjściowego. Wykorzystaj wyrazy podane drukowanymi literami. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany.**

1 A hotel is more comfortable than a tent. **AS**
A tent isn't _____ a hotel.
2 A bed and breakfast isn't as big as a hotel. **SMALL**
A bed and breakfast is _____ a hotel.
3 A hotel is more expensive than a hostel. **CHEAP**
A hotel _____ as a hostel.
4 A beach holiday is better than other types of holiday. **THE**
A beach holiday is _____ type of holiday.

Fast finishers

In your notebook, write four or more sentences to compare the holidays in the box using comparatives, superlatives and *(not) as ... as*.

a computer camp
an adventure camp
an English camp



1 An English camp isn't as exciting as an adventure camp.

7 **In pairs, compare the places to stay 1–3. Use the words in the box. Which place do you think is the best?**

big cheap comfortable expensive interesting relaxing small

1


2

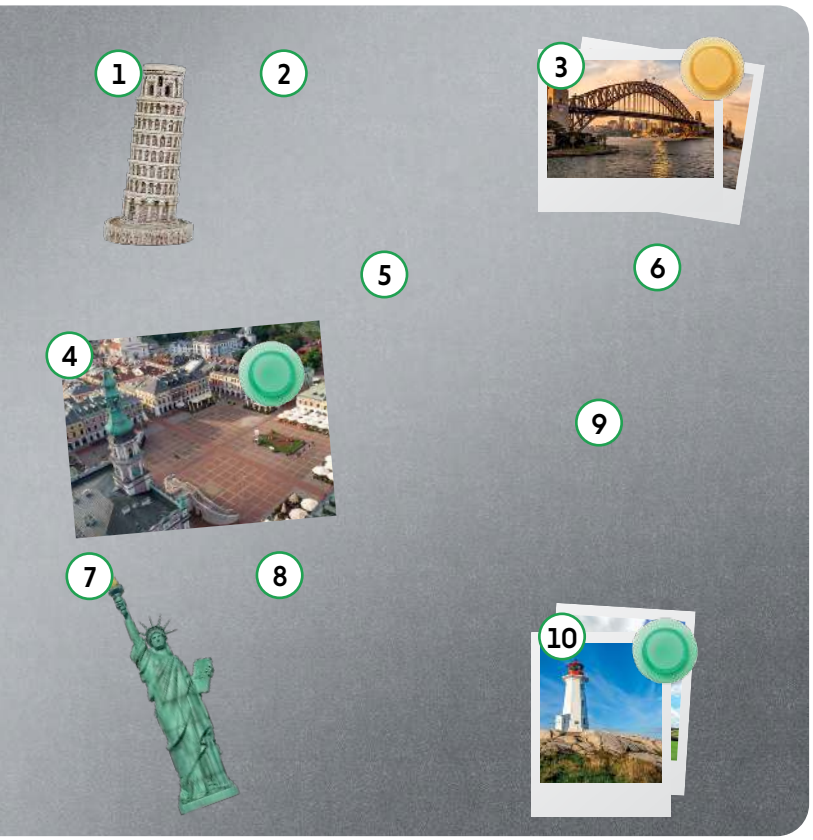

3


A castle is more comfortable than a houseboat.

Maybe, but it's the most expensive.

8 Lesson 3

I can talk about famous places.



1 Let's start!

Match icons 1–5 with the words in the box. What other places can you remember?

aqua park castle museum
stadium theme park



2

Work in pairs. Look at the photos 1–10. How many places can you name?

the Great Pyramid of Giza
Peggy's Point Lighthouse Stonehenge
Sydney Harbour Bridge the Louvre
the ruins of Pergamon
the Statue of Liberty the Tower of Pisa
Zamość Market Square Xi'an city walls

Number 1 is the Tower of Pisa.

And number 2 must be ...

3

2.64 **In your notebook, match photos 1–10 with the words in the box. Then listen, check and repeat.**

Landmarks

art gallery • bridge • city walls • lighthouse • main square • monument • pyramid • ruins • statue • tower

4

Complete the sentences. Then do the quiz in pairs.

THE GEOGRAPHY QUIZ

1 The Great ___ of Giza is in ___.
a Egypt **b** Mexico

2 Sydney Harbour ___ is in ___.
a Canada **b** Australia

3 The ___ of Pergamon are in ___.
a Turkey **b** Greece

4 Stonehenge is an ancient ___ in ___.
a Scotland **b** England

5 The ___ of Liberty is in ___.
a London **b** New York

6 The ___ of Pisa is in ___.
a Italy **b** Spain

5

Tell your partner which three places you would like to visit and say why.

I'd like to visit the Statue of Liberty. We often see it in films.

6

Talk about famous places in your country. Use the words in exercise 3 and name the places.

There are some lighthouses.

Yes, there's the lighthouse in Rozewie.

I can use tenses to talk about the past, present and future.



Hi, Grandma,
We **'re having** a wonderful time here in Dubrovnik! We **do** something different every day. We've seen so many landmarks, and I've taken lots of photos!
Yesterday, we **went** to Lopud Island. We **saw** some dolphins while we **were going** there. They **were** so cute!
Tomorrow, we're meeting some friends, and we're going to see a dance show in the main square. I'm sure it'll be amazing!
Love,
Angie

Mrs B. Wilson,
14 West Drive,
Bristol, UK

1 **Read Angie's postcard. Use adjectives to describe her holiday, e.g. *active*, *boring*. Give reasons.**

2 **Read the postcard again. Which of the verbs in bold talk about the past, and which ones talk about the present?**

1 two ways to talk about the present: *We're having ...,*
2 two ways to talk about the past:

3 **Choose the correct option.**

1 I ***visit*** / ***'m visiting*** Dubrovnik at the moment.
2 We ***go*** / ***'re going*** sightseeing every day.
3 When I woke up this morning, the sun ***shone*** / ***was shining***.
4 I ***went*** / ***was going*** for a walk while my parents were having breakfast.
5 I ***took*** / ***was taking*** some great photos yesterday!

4 **Find two examples of the present perfect in the postcard. Then, in your notebook, use the words to write sentences in the present perfect.**

1 we / eat / some local food
2 I / not try / the black rice
3 Lucy / not buy / anything
4 you / ever / visit / Croatia?

5 **Find three ways to talk about the future in the postcard. Decide which verb describes:**

1 a prediction about the future,
2 a future arrangement,
3 a plan or intention.

6 **In your notebook, complete the postcard with the verbs in the box.**

'm coming 'm going to climb
'm visiting 've seen saw was walking

Hi, Dan,
I [1]_____ my uncle in New York at the moment! I [2]_____ some amazing places. Tomorrow, I [3]_____ the Statue of Liberty (it isn't as big as I thought!)
Guess what! I [4]_____ in Central Park yesterday when I [5]_____ Zendaya!
I [6]_____ home on Saturday.
See you soon!
Victor

Fast finishers

Look at the photo. Imagine you are on holiday here. In your notebook, write four sentences to include in a postcard.



Hi, ...,
I'm having a relaxing time here.

8 Lesson 5

I can understand texts about adventure holidays.

1 **Look at the photo. Describe this place. What do you think tourists can do there?**



2 **Look at the photos in the text. Which photo shows a place to stay, an activity and a castle?**

3 2.65 **Read the text and listen to it. Decide if the sentences are True (*T*) or False (*F*). Correct the false sentences. Write the answers in your notebook.**

1 You have to walk in the park in Canada. ____
2 There aren't many castles in Scotland. ____
3 You can do a lot of sports activities in Thailand. ____



Skills zone

Jeśli trafisz w tekście z ćwiczenia 3 na wyraz, którego nie rozumiesz, przeczytaj uważnie wyrazy przed nim i za nim. Mogą Ci one pomóc odgadnąć znaczenie nierozumianego wyrazu.

4 **Przeczytaj ponownie teksty A–C na temat atrakcji turystycznych oraz zdania 1–4. Do każdego zdania dopasuj właściwy tekst. Jeden tekst pasuje do dwóch zdań. Zapisz odpowiedzi w zeszycie.**

1 This place is for people who love being close to nature. ____
2 This place is for people who want to stay in a tent. ____
3 This place is for someone who is interested in how people lived in the past. ____
4 This place is for people who like cycling. ____

5 **Which place do you think is the most interesting? Why?**

I like the dinosaur park.

I think a park in Thailand is more interesting.

GUESS WHAT?!



Glamping is a new type of camping. People stay in unusual types of houses, for example in treehouses, hobbit houses, tipi tents, igloos or eco-pods. It's very popular now!

6 **Find out**

Find out about unusual places to stay in your country. Then tell the class about it.

You can stay in an American Indian tipi tent.

7 **In pairs, design an adventure holiday. Use questions 1–3 to help you. Then tell the class about it.**

1 Where is it?
2 Where do you stay?
3 What activities can you do?

Our adventure holiday is in the mountains. We're going to stay in ...

GUESS WHAT?!

UNESCO World Heritage Sites are places that are protected because they are important for our history, culture or nature. The Dinosaur Provincial Park in Canada, Edinburgh Castle and some of the national parks in Thailand are all World Heritage Sites.

ADVENTURES AROUND THE WORLD

A

SEE DINOSAUR FOSSILS IN CANADA

The Dinosaur Provincial Park is a great place for dinosaur fans. Scientists have more than 35 types of dinosaur **fossils** here. Some of them are more than 75 million years old!

You can go hiking or take one of the bus tours. A guide will show you the fossils and explain how the dinosaurs lived.

There are two campsites, so you can stay as long as you want.

Don't forget your camera!



B

VISIT CASTLES AND RUINS IN SCOTLAND

Castles are everywhere in Scotland! There are more than 1,500 of them! Some are ruins now, but you can visit them and imagine life hundreds of years ago.

Most of the castles are from the 11th and 12th **centuries**. They helped to **defend** the Scottish people from the Vikings, the Romans, and others. The most famous castle is Edinburgh Castle. It's on the top of a volcano!

Take an umbrella!



C

STAY IN A TREEHOUSE IN THAILAND

With more than 100 national parks, Thailand is a great place for adventure! You can **borrow** a bike and explore the forests. You can swim in a waterfall, go hiking to a **bat cave** and, sometimes, see elephants, too!

Part of the adventure is to stay in a treehouse while you're there. They aren't as comfortable as a hotel, but it's like living in the trees with the birds and animals!



Glossary

bat cave – jaskinia nietoperzy
borrow – pożyczać
century – stulecie, wiek
defend – bronić
fossil – skamielina
guide – przewodnik/przewodniczka

8 Lesson 6

I can ask for tourist information.

1 2.66 **Look at the photo. Ella is calling the Tourist Information Office. What does she ask about? Listen and check.**



2 2.66 **Read the dialogue and complete the words in your notebook. Then listen again and check.**

TI: Good morning. Oxford Tourist Office. [1]C_____ I help you?

Ella: Hello. **I'd like some information about places to visit in Oxford.**

TI: Of course. What would you like to see?

Ella: **I'm interested in seeing all the important sites.**

TI: Then I suggest a tour. The bus tour isn't as cheap as the walking tour, but it's [2]m_____ comfortable.

Ella: **How much does it cost?**

TI: It's £26. You can get on and off the bus, and it [3]s_____ at the Carfax Tower. You can climb it to see a view of the city.

Ella: That sounds good. **What time does the bus leave?**

TI: It [4]l_____ at 9.30 from the High Street.

Ella: **How can I get there?**

TI: Go to Castle Museum. Go straight on, and the bus stop is on your [5]l_____.

Ella: That's great. Thanks very much!

3 **Look at the phrases in bold in the dialogue. In your notebook, match the endings of sentences a–e with their beginnings 1–5.**

1 I'd like some information _____
2 I'm interested in visiting _____
3 What time does _____
4 How much does _____
5 How can I _____

a it cost?
b the Castle Museum.
c get there?
d about museums in Oxford.
e it open?

4 **In your notebook, use the words to write sentences. Use the correct forms of the verbs.**

1 I / like / information / shops in Oxford.
2 I / interested / go / to the shopping centre.
3 What time / it / open and close?
4 How / I / get there?

5 **Uzupełnij dialog. Wstaw w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy.**

A: Hello. Can I help you?
B: Hello. Can you give me [1]_____ (**information**) places to see?
A: Of course. The most popular place is Oxford Castle.
B: What time [2]_____ (**open**)?
A: It opens at ten o'clock, and it's free.
B: How [3]_____ (**get**) there?
A: It's opposite the hotel. It isn't far from here.
B: Thanks very much.

6 **Work in pairs. Student A: you work in a tourist information office. Think about the three best places to see in your town. Student B: you are a tourist in your town. Think about what you would like to see.**

I can write an email about places to visit in my town.

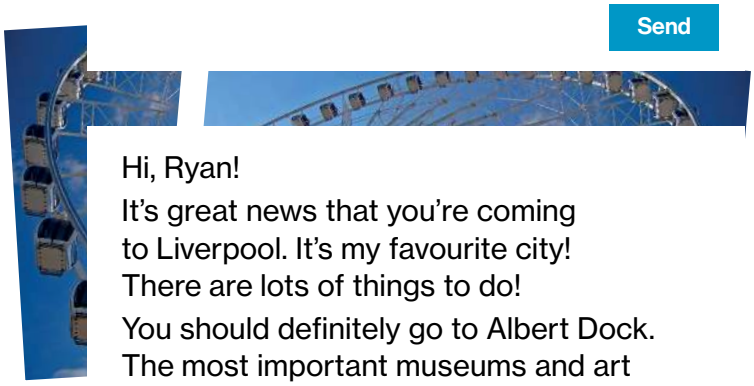
1 **What are the best places to visit in your town, or in a town you know? Are there any monuments?**

2 **Read the emails. Complete the sentences with the correct names.**

1 ____ is visiting Liverpool in July.
2 ____ gives suggestions about things to do there.

Hi, Mikey!
I'm coming to Liverpool in July with my family. What should we see and do there?
Write and tell me!
Ryan

Send



Hi, Ryan!
It's great news that you're coming to Liverpool. It's my favourite city! There are lots of things to do!
You should definitely go to Albert Dock. The most important museums and art galleries are there. For the best view of the city, I suggest you go for a ride on the Liverpool Wheel. It isn't as big as the wheel in London, but you'll love it! You can see a football match at Anfield, one of the biggest stadiums in England. You really must try typical fish and chips, too!
It's a good idea to walk around the old town, but you shouldn't go to the main square at night. It's very busy and noisy.
I can't wait to see you!
Mikey

Send

3 **What does Mikey write about in his email?**

art galleries food shopping
museums parks the best view

4 **In your notebook, complete sentences 1–5. Then match suggestions 1–5 with reasons a–e.**

definitely go really shouldn't suggest

1 You should ____ climb the tower. ____
2 I ____ you visit the World Museum. ____
3 You can ____ shopping in the main square. ____
4 You ____ must try the local food. ____
5 You ____ forget an umbrella. ____

a It's delicious!
b It's often rainy.
c The best shops are there.
d It's got the best view.
e You'll love the Ancient Egypt Gallery!

5 Writing project

In your notebook, write an email to a friend giving suggestions about where to go in your town, or a town you know.

Find
- Find a photo or picture of the town.

Think
- Make notes about the best places to visit.
- Think about adjectives to describe the town and places.
- Think about what NOT to see or do.

Write
Write your email. Write three paragraphs.
Hi, ...,
It's great news that you're coming to ...

Look again!
Check your email.
- Did you use phrases to give suggestions?
- Did you use comparatives, superlatives, *(not) as ... as*?
- Did you write three paragraphs?

8 Lesson 8

Revision of lessons 1–7.

Odpowiedzi do zadań zapisz w zeszycie!

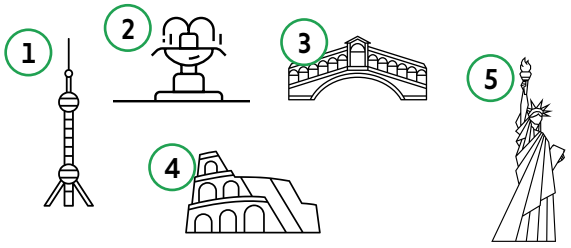
Vocabulary

1 **Complete the missing letters.**

1 A holiday with transport and a place to stay is a p_____ holiday.
2 A holiday that is very bad is a____.
3 A place with tents is a c_____.
4 A holiday when you don't feel stressed is r_____.
5 A place to stay, with many beds in a room, is a h_____.

/5 points

2 **Complete the text about famous places.**



The tallest [1]_____ is the Tokyo Skytree in Japan. It's 634 m tall. Brussels in Belgium has a beautiful [2]_____ called the Grand-Place. There are old buildings all around it. The longest [3]_____ is in China. It's 165.8 m long. Some people say that the oldest [4]_____ are in Thessaly, in Greece. The most famous [5]_____ is in New York, and you know the name!

/5 points

Grammar

3 **Complete the second sentence so that it means the same as the first one. Use the words in capital letters. Use no more than three words in each gap.**

1 A cottage isn't as big as a house. **SMALL**
A cottage is _____ a house.
2 A farm holiday is active, and an adventure holiday is active. **AS**
A farm holiday is _____ an adventure holiday.
3 A bed and breakfast is often cheaper than other places. **THE**
A bed and breakfast is often _____ place to stay.
4 A hotel is more expensive than a caravan. **NOT**
A caravan _____ as a hotel.
5 An apartment can be more comfortable than other places. **MOST**
An apartment can be _____ place to stay.

/5 points

4 **Choose the correct option.**

Hi, there! I'm having a wonderful holiday! We [1]***stay*** / ***'re staying*** in an apartment with a pool. I [2]***make*** / ***'ve made*** some new friends here. Yesterday, we [3]***had*** / ***were having*** a barbecue! I took a photo of dad while he [4]***cooked*** / ***was cooking***. Tomorrow, we're going on an excursion. I hope it [5]***can't*** / ***won't*** be boring!
See you soon, Jack

/5 points

Speaking

5 **Put the words in the correct order to make sentences.**

1 I'd about some like places to see information .
2 interested I'm going in to the castle .
3 time it what does open ?
4 cost it much how does ?
5 get how I can there ?

/5 points

Check your score!

2.67 **Listen, check and count your points.**

20–25 points – Well done!
14–19 points – Good score!
0–13 points – Keep calm and revise more.

For vocabulary revision, go to **My words**, p. 120.
For extra grammar explanations, go to **My grammar**, p. 121.

Listening

1 2.68 **Usłyszysz dwukrotnie trzy osoby, które opowiadają o problemach wynikłych podczas wakacji. Dopasuj zdania a–d do osób 1–3. Jedno zdanie nie pasuje do żadnej osoby.**

a This speaker tried new things.
b This speaker didn't enjoy the holiday.
c This speaker didn't feel well on holiday.
d This speaker changed their holiday plans.

Speaker 1	Speaker 2	Speaker 3
____	____	____

Reading

2 **Przeczytaj teksty o miastach. Do każdego zdania 1–4 dopasuj tekst A–C. Jeden tekst pasuje do dwóch zdań.**

Best Cities in Europe for Teens!



A Copenhagen in Denmark is one of our favourite cities. There are castles, the Round Tower, and the famous statue of the Little Mermaid to see. You can also visit the theme park, the largest aquarium in the country, and see pandas at the zoo. It's relaxing because you can cycle around, and it isn't as hot as many cities in summer.



B Budapest in Hungary has important monuments. There's a castle, and the famous bridge over the river Danube. There are some great street markets, where you can buy clothes and souvenirs. There's art and music in the streets, and Budapest is also famous for its delicious food.



C Lisbon has beautiful buildings of different colours. You can walk around the streets to see them, but there are hills, so it's better to get around by tram. There's a castle and the famous Belen Tower, and you can spend a day at a beach near the city, too.

This is the best city for a teenager who

1 likes sunbathing and swimming. ____
2 enjoys shopping. ____
3 wants to use public transport. ____
4 is interested in animals. ____

Language functions

3 **Uzupełnij dialog. Wstaw w każdą lukę brakujący fragment wypowiedzi. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy.**

A: Hello. Can I help you?
B: We [1] _____ (**like**) to go shopping for second-hand clothes. What's the best market?
A: There's a market on North Street.
B: What time [2] _____ (**start**)?
A: At about ten o'clock.
B: [3] _____ (**far**)?
A: No, it isn't. It's about five minutes from here.

Use of English

4 **Uzupełnij zdania 1–4 tak, aby zachować sens zdania wyjściowego. Wykorzystaj wyrazy podane drukowanymi literami. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany.**

1 New York isn't as big as London.
London is _____ New York. **THAN**
2 Paris is very popular. I'm sure it's amazing.
Paris _____ amazing! **MUST**
3 Duncan hasn't visited Brazil at any time.
Duncan _____ Brazil. **NEVER**
4 It isn't necessary to go hiking in the park.
You _____ go hiking in the park. **HAVE**

Writing

5 **Kolega z Wielkiej Brytanii chce spędzić tydzień w Twoim kraju. W e-mailu do kolegi:**

- opisz krótko trzy miejsca warte odwiedzenia,
- zaproponuj, gdzie kolega może się zatrzymać,
- poinformuj go, jaka pora roku będzie najlepsza do odwiedzin.

Hi!
It's great news that you want to come to ...

8

Types of holiday

2.69

adventure holiday	aktywny wypoczynek
caravan holiday	podróżowanie z przyczepą kempingową, karawaning
farm holiday	agroturystyka
package holiday	zorganizowany wypoczynek

Places to stay on holiday

2.70

apartment	apartament, mieszkanie do wynajęcia
bed and breakfast	pensjonat oferujący nocleg i śniadanie
campsite	kemping
cottage	dom na wsi
hostel	hostel

Adjectives to describe holidays

2.71

active	aktywny
awful	okropny
boring	nudny
exciting	ekscytujący
relaxing	odprężający
wonderful	cudowny

Landmarks

2.72

art gallery	galeria sztuki
bridge	most
city walls	mury miejskie
lighthouse	latarnia morska
main square	plac główny
monument	pomnik
pyramid	piramida
ruins	ruiny
statue	posąg
tower	wieża

Real English

2.73

I guess so.	Chyba tak.
I'm fed up with the weather.	Mam dosyć tej pogody.
I fancy a beautiful beach in August.	Marzy mi się piękna plaża w sierpniu.
That sounds perfect.	Brzmi wspaniale. / Brzmi idealnie.

Asking for tourist information

2.74

I'd like some information about places to visit in (Oxford).	Chciałbym/Chciałabym dowiedzieć się, które miejsca warto odwiedzić w (Oksfordzie).
Can you give me some information about places to see?	Czy może mi Pan/Pani powiedzieć, co warto zobaczyć?
I'm interested in seeing all the important sites.	Chciałbym/Chciałabym zobaczyć wszystkie ważne miejsca.
How much does it cost?	Ile to kosztuje?
What time does (the bus) leave?	O której godzinie odjeżdża (autobus)?
What time does it open?	O której godzinie się otwiera?
How can I get there?	Jak się tam dostać?

Reading and culture

2.75

bat cave	jaskinia nietoperzy
borrow	pożyczać
century	stulecie, wiek
defend	bronić
fossil	skamielina
guide	przewodnik/przewodniczka

COMPARATIVES AND SUPERLATIVES

Użyj stopnia wyższego przymiotnika oraz słowa *than*, aby porównać dwie osoby, rzeczy lub dwoje zwierząt.

- A campsite is usually cheaper than a bed and breakfast.

Jeśli chcesz wyróżnić osobę, rzecz lub zwierzę na tle innych, podkreślić jakąś cechę, użyj stopnia najwyższego przymiotników.

- It's the most beautiful beach in Croatia.

Do większości przymiotników w stopniu wyższym dodajemy końcówkę *er*, a w stopniu najwyższym końcówkę *est*.

Jeśli chcemy utworzyć stopień wyższy lub najwyższy od przymiotników składających się z trzech lub więcej sylab, np. *expensive*, poprzedzamy je słowem *more* (bardziej) lub *the most* (najbardziej).

Niektóre przymiotniki, np. *good* i *bad*, stopniujemy nieregularnie. Ich form trzeba nauczyć się na pamięć.

Adjective	Comparative adjective	Superlative adjective
small	small**er**	**the** small**est**
hot	ho**tt**er	**the** ho**tt**est
pretty	pretti**er**	**the** pretti**est**
expensive	**more** expensive	**the most** expensive
good	**better**	**the best**
bad	**worse**	**the worst**

Przed przymiotnikiem w stopniu najwyższym zwykle stawiamy ***the***.

Niektóre przymiotniki w stopniu wyższym i najwyższym wymagają drobnych zmian w pisowni.

Do porównywania przydaje się też konstrukcja *as ... as* (tak ... jak) lub *not as ... as* (nie tak ... jak).

- Farm holidays can be as relaxing as package holidays.
- April isn't as sunny and dry as August.



Used books are as good as new books.

5–8

Odpowiedzi do ćwiczeń zapisz w zeszycie!

Vocabulary

1 **Complete the words.**

1 An a_____y gives you a cough and runny nose.
2 A c_____n is a small house that you pull with a car.
3 A d_____t s_____e is a shop that sells different things.
4 A m_____t is a famous place, like Stonehenge.
5 A p_____h is a place where you play hockey.
6 A t_____t is a jacket and trousers you wear for sports.
7 W_____l is an adjective to describe a very good holiday.

2 **Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, którymi poprawnie uzupełnisz luki 1–6. Trzy wyrazy nie pasują do żadnej luki.**

bandage dizzy fever meet rollerblades see slope surgery throat

SPORTS HEALTH

- Use good sports equipment. Wear a helmet on a ski [1]_____. Make sure your boots or [2]_____ aren't too big or small.
- Don't do sports when you feel ill, for example, when you've got a [3]_____ or the flu. When you've got a sore [4]_____ or cold, listen to your body.
- Put on a plaster or [5]_____ when you cut your knee. For more serious injuries, [6]_____ your doctor for an X-ray.

3 **Find the word in each set that does not match the others.**

1	baker's	newsagent's	chemist's	doctor's
2	cash	second-hand	credit card	phone
3	active	exciting	boring	dizzy
4	statue	lighthouse	pyramid	farm

Grammar

4 **Complete the sentences with the verbs in the box.**

can't doesn't have to have to must should shouldn't

1 Kara has got toothache. I think she _____ go to the dentist.
2 This hostel is awful. It _____ be expensive.
3 We're going on holiday in July because dad _____ work then.
4 Louis isn't at school today. He _____ be ill.
5 The shopping centre is busy at the weekend, so you _____ go there on Saturday.
6 The team players _____ wear the club T-shirts for all matches.

5 **Choose the correct option.**

To Scott

Hi, Scott,

I'm staying at a summer camp with my brother this month. Ethan has [1]***ever / never*** been to a camp, and he didn't like it at first. Our room isn't as comfortable [2]***as / than*** a hotel room, and we can't use phones! Now, he's [3]***happier / happiest*** than he was. He loves the activities, and he [4]***makes / 's made*** new friends. I'm having a great time, too. I [5]***climb / 've climbed*** a mountain and have swum in a lake! What about you? Have you [6]***ever / never*** been to a summer camp?

Jason

Use of English

6 **Przetłumacz na język angielski fragmenty zdań podane w nawiasach, tak aby otrzymać zdania logiczne i poprawne gramatycznie.**

1 Oh, no, where's my credit card?! I think I _____ (*zgubiłem*) it.
2 A supermarket _____ (*nie jest tak drogi jak*) a corner shop.
3 _____ (*Czy kiedykolwiek widziałaś*) a lighthouse?
4 The art gallery is free. You _____ (*nie musisz płacić*).

Language functions

7 **Dla każdej z opisanych sytuacji 1–3 wybierz właściwą reakcję. Wybierz odpowiedź: a, b lub c.**

1 Boli Cię ucho. Kolega mówi, że powinieneś/powinnaś pójść do lekarza. Co mu odpowiesz?
a I'll do that. **b** Sounds good to me.
c Should I see a doctor?
2 Jak poinformujesz sprzedawcę, że decydujesz się kupić kurtkę, którą wybrałeś/wybrałaś?
a Can I try it on? **b** I'll pay for it.
c I'll take it.
3 Koleżanka mówi Ci, że wygrała konkurs. Jak wyrazisz radość?
a That's a good idea! **b** That's terrible!
c That's great news!

8 **Uzupełnij dialog. Wstaw w każdą lukę 1–3 brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy.**

A: I'd like to go on a camping holiday this year.
B: I prefer staying in an apartment [1] _____ (**sleeping**) in a tent.
A: OK, there's an apartment at this website.
B: How much [2] _____ (**cost**)?
A: It isn't too expensive.
B: I think we should tell mum and dad about it.
A: I think you [3] _____ (**right**).

Listening

9 2.76 **Usłyszysz dwukrotnie dialog o wakacjach. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania. Wybierz właściwą odpowiedź: a, b lub c.**

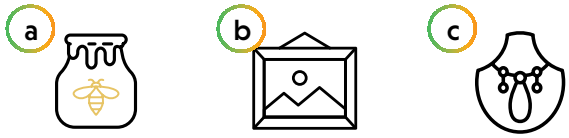
1 What was Rose's favourite place in the city?



2 Where did she stay?



3 What did she buy for her grandparents?



4 Rose and the boy are talking about
a going to Ljubljana together next year.
b places to visit in Ljubljana.
c food to try in Ljubljana.

Writing

10 **Uczestniczysz w wymianie uczniowskiej ze szkołą z Wielkiej Brytanii. Kolega/Koleżanka, który/która się u Ciebie zatrzyma, zapytał/zapytała Cię o sklepy w Twojej lub pobliskiej miejscowości. Napisz do niego/niej e-mail, w którym:**

- poinformujesz, jakie sklepy są w Twojej lub w pobliskiej miejscowości, i gdzie się znajdują,
- opiszesz swój ulubiony sklep,
- poradzisz, co warto kupić.

1–2

Unit 1 School friends

1 2.77 **Read the quiz. Then listen to two teens answering it. Does George have true friends at school?**

ARE YOUR CLASSMATES YOUR TRUE FRIENDS?

Teenagers spend over six hours a day at school. That's a lot of time with your class, but are they your true friends? Do the quiz and find out!

1 Do you **keep in touch** with your classmates after school?
   A Only when I miss school and need notes.
   B We have a group chat that never sleeps!
2 Do they **give you support** when you have a problem?
   A Some of them help me with my homework.
   B They always cheer me up when I get a low mark.
3 How often do you **hang out** outside school?
   A We sometimes revise for tests together.
   B We go out together almost every weekend.
4 Your classmates are **loyal**. True or false?
   A False. They can never keep a secret.
   B True! I can tell them everything.
5 Do you **forgive** them when they say sorry?
   A They hardly ever say sorry.
   B I always forgive them.

Check your answers: Mostly As – Your classmates are just classmates. Mostly Bs – You're lucky! You've got some true friends at school.

2 **Do the quiz in pairs.**

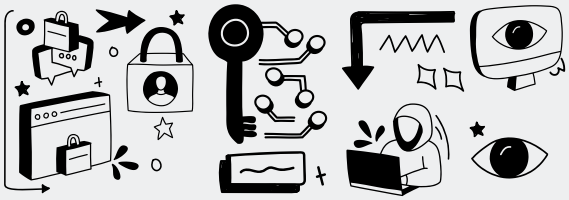
3 **Complete sentences 1–3 with the words from exercise 1. Do you agree with them?**

1 It isn't easy to _____ someone, but we should do so when people say sorry.
2 A real friend should _____ out only with you at school.
3 You can't be friends with someone who isn't _____ and tells your secrets.
4 True friends _____ in touch every day all year round.
5 I'm a good friend so I always _____ my friends support when they need help.

Unit 2 Cybersecurity

4 2.78 **Listen to a podcast about cybersecurity. Complete tips 1–7 with the verbs in the box.**

avoid click install limit protect use



CYBERSECURITY TIPS

1 _____ your personal information
2 _____ scams
3 Never _____ on links in messages or emails from people you don't know
4 Change your passwords regularly
5 _____ strong passwords
6 _____ an antivirus program
7 _____ your screentime

5 **Work in pairs. Student A: read the problem. Student B: give advice. Use the ideas in exercise 1 or your own ideas. Then swap roles.**

1 Someone calls me every day to sell some kitchen items. I'm so annoyed!
2 I've got a message that says I can win a lot of money. I just need to click here.
3 Something's wrong with my computer. It's slow and I can't open any program.
4 My eyes are red. I'm tired but I can't sleep.

6 **In pairs, talk about cybersecurity. What do you do to be safe online? Do you think you should do more?**

I think I'm safe online. I change my passwords once a month and ...

I avoid scammers, but I think I should use stronger passwords.

3–4

Unit 3 New Year's Eve celebrations

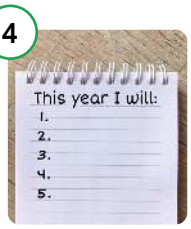
1 2.79 **Look at photos 1–6 and match them with the words in the box. Then listen, check and repeat.**

count down from 10 to 0 eat lucky food
have street parties
make New Year's resolutions
stay up until midnight
watch fireworks displays

1 

2 

3 

4 

5 

6 

2 2.80 **Listen to Emma and Diego talking about their last New Year's Eve. Where are they from?**

3 2.80 **Listen again and complete the sentences with the correct phrases from exercise 1. Use the past simple.**

1 Diego _____ until 3 am and he _____ grapes.
2 Emma _____ to zero and she made some _____.
3 Diego watched the fireworks and he _____.
4 Emma _____ on TV.

4 **In pairs, talk about your last New Year's Eve. What did you do?**

How was your last New Year's Eve?

Unit 4 Working in film

5 2.81 **Complete the poster with the words in the box. Then listen, check and repeat.**

camera operator costume designer extra
makeup artist music composer scriptwriter

WORKING IN FILM



There are a lot of other jobs than an actor or a director in film. See what matches your skills or interests and find the best job for you.

You're interested in acting but you're a beginner → 1 _____

You're really into clothes or making jewellery → 2 _____

You love painting or doing makeup → 3 _____

You're creative and you're very good at writing → 4 _____

You've got a lot of videos on your phone and you're keen on making more → 5 _____

You can write songs and play an instrument → 6 _____

6 2.82 **Listen to three people. What are their jobs? How did they start working in film?**

7 **Work in pairs. Tell your partner which jobs in exercise 1 you would like to do and why. Talk about your skills and interests.**

I'm terrible at writing, so I don't think the job of a scriptwriter is for me.

I like writing, but I'm really keen on painting. Working as a makeup artist is an interesting job.

5–6

Unit 5 Health problems

1 2.83 **Look at the pictures. Complete phrases 1–6 with the words in the box. Then listen, check and repeat.**

back pain food poisoning nosebleed
rash spots sunburn

HEALTH PROBLEMS



1 have a _____



2 have _____



3 have _____



4 have _____



5 get a _____



6 have a _____

2 2.84 **Listen to six people talking about symptoms and match them with the health problems in exercise 1.**

3 **Read advice 1–6 and say what the health problem is.**

1 See your doctor and ask for an allergy test. *have a rash*
2 Stay calm and sit up straight. _____
3 Take a cool shower and use aftersun cream. _____
4 Drink a lot of water and go to bed. _____
5 Try to stay active and do some stretching exercise. _____
6 Don't wash your face more than twice a day, use a special cream. _____

4 **Work in pairs. Student A: talk about your health problem and symptoms and ask for advice. Student B: give advice.**

Unit 6 Health and safety in sport

5 2.85 **Complete the sports safety advice with the phrases in the box. Then listen, check and repeat.**

avoid overtraining cool down
follow the sports rules
warm up wear appropriate clothes
wear protective pads

SPORTY AND SAFE

Sport is great to keep your body and mind healthy, but remember these six safety rules to avoid injuries:

1 *Warm up!* Before you go for a long run or play a match, do some exercises for each part of your body.
2 _____ Shorts are good for running, but not for playing hockey.
3 _____ They're not for making the game difficult. They're for making all players safe.
4 _____ There are different ones to protect your knees, elbows and shoulders.
5 _____ After doing sport, remember to do some stretching or easy exercises. This way your body won't hurt the next day.
6 _____ Take breaks and don't exercise for too long.

6 **Look at photos 1–3. What health and safety advice should the people follow?**

1


2


3


7 **Which health and safety advice in exercise 1 do you follow? What should/shouldn't you do? Discuss in pairs.**

I always wear knee and elbow pads when I go roller skating, but I should warm up more.

Unit 7 Services

1 2.86 **Read the adverts and complete them with the words in the box. Then listen, check and repeat.**

bike shop dry cleaners garage
hairdresser's optician vet

1
MARCO'S PLACE
Prepare for safe ride this spring!
23 Cycle Road

2
PAWS AND WHISKERS
11 Furry Street

3
Oil change 50% off this week!

4
Better than clean

Washing and ironing
Free delivery
Leather cleaning
Open Mon-Sat

5
Annie's Salon
No. 1 in town
Free style advice!

6
Jason's Glasses
See better, look better
12 Clear Street

2 2.87 **Listen to three short conversations. Which services in exercise 1 are these people using?**

3 **Work in pairs. Student A: describe a problem. Student B: suggest the service.**

My bag is all wet and red. I think the carton of tomato juice I put in it was open.

You should take it to the dry cleaners.

Unit 8 Holiday checklist

4 2.88 **Match the photos with the words in the box. Then listen, check and repeat.**

beach towel first aid kit flip-flops
insect repellent raincoat sunscreen

1


2


3


4


5


6


5 2.89 **Listen to three dialogues. What did they forget to pack?**

6 **Complete the sentences with the words in exercise 1.**

1 I always pack my _____ even when I go skiing. It's sometimes so sunny in the mountains, that you can get a sunburn.
2 When you go camping near the forest, you have to take an _____. Mosquitoes won't let you sleep!
3 I haven't taken a _____ and now I have to sit on the beach and wait until I'm dry.

7 **Write a packing checklist for your dream holiday. Then compare your checklists in pairs.**

I'm going on an adventure holiday so I'm going to pack a map, a first aid kit ...

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Irregular verbs

Infinitive	Past simple	Past participle	Translation
be	was/were	been	być
become	became	become	zostawać, stawać się
begin	began	begun	zaczynać
blow	blew	blown	wiać, dmuchać
break	broke	broken	łamać, psuć się
bring	brought	brought	przynosić
build	built	built	budować
buy	bought	bought	kupować
catch	caught	caught	łapać
choose	chose	chosen	wybierać
come	came	come	przychodzić
cost	cost	cost	kosztować
cut	cut	cut	ciąć, kroić
do	did	done	robić
draw	drew	draw	rysować, ciągnąć
dream	dreamt	dreamt	marzyć, śnić
drink	drank	drunk	pić
drive	drove	driven	jechać, kierować
eat	ate	eaten	jeść
fall	fell	fallen	upadać
feed	fed	fed	karmić
feel	felt	felt	czuć
find	found	found	znajdować
fly	flew	flown	latać
forget	forgot	forgotten	zapominać
get	got	got	dostawać
give	gave	given	dawać
go	went	gone	iść, jechać
grow	grew	grown	rosnąć
have	had	had	mieć
hear	heard	heard	słyszeć
hide	hid	hidden	ukrywać, chować
hurt	hurt	hurt	ranić
keep	kept	kept	trzymać
know	knew	known	wiedzieć, znać
learn	learnt/ learned	learnt/ learned	uczyć się
leave	left	left	opuszczać, zostawiać
let	let	let	pozwalać
lose	lost	lost	gubić, tracić

Infinitive	Past simple	Past participle	Translation
make	made	made	robić
mean	meant	meant	znaczyć
meet	met	met	spotykać, poznawać
pay	paid	paid	płacić
put	put	put	kłaść
read	read	read	czytać
ride	rode	ridden	jeździć
ring	rang	rung	dzwonić
run	ran	run	biec
say	said	said	mówić, powiedzieć
see	saw	seen	widzieć
sell	sold	sold	sprzedawać
send	sent	sent	wysyłać
set	set	set	ustawiać
show	showed	shown	pokazywać
sing	sang	sung	śpiewać
sit	sat	sat	siedzieć
sleep	slept	slept	spać
smell	smelt	smelt	czuć, pachnieć
speak	spoke	spoken	mówić
spend	spent	spent	spędzać, wydawać
stand	stood	stood	stać
swim	swam	swum	pływać
take	took	taken	brać, wziąć
teach	taught	taught	uczyć (kogoś)
tell	told	told	powiedzieć
think	thought	thought	myśleć
throw	threw	thrown	rzucać
understand	understood	understood	rozumieć
wake	woke	woken	budzić
wear	wore	worn	nosić
win	won	won	wygrywać, zdobywać
write	wrote	written	pisać

Together to seria 5 podręczników do nauki języka angielskiego przeznaczona dla uczniów klas 4–8 szkoły podstawowej. Kurs ten jest w pełni zgodny z wymaganiami podstawy programowej.

Seria *Together* to przede wszystkim wyjątkowe dopasowanie treści i konstrukcji zadań do wieku, umiejętności kognitywnych, percepcji oraz możliwości rozwojowych uczniów w każdej z klas 4–8. Koncepcja zadań została opracowana we współpracy z psychologiem dziecięcym.

Podręczniki serii *Together* rozwijają wszystkie umiejętności językowe oraz są dostosowane do różnych potrzeb i umiejętności uczniów w zakresie języka angielskiego.

Seria *Together* to:

- oryginalny zestaw technik uczenia się, zintegrowany z kolejnymi lekcjami, który pozwala uczniom osiągnąć samodzielność w procesie uczenia się języka obcego.
- wsparcie każdego ucznia w procesie nauki poprzez unikatowe zadania o różnym stopniu trudności oraz dodatkowe zadania dla uczniów pracujących szybciej.
- regularne powtórki słownictwa i struktur gramatycznych ułatwiające długotrwałe zapamiętywanie.
- efektywna nauka komunikacji w języku angielskim poprzez liczne zadania realizowane w parach i grupach, a także ćwiczenia w sekcji *Speaking* oparte o sytuacje z życia codziennego.
- inspirujące teksty osadzone w realiach współczesnego świata dostosowane do wieku i zainteresowań uczniów.
- rozwijanie kompetencji pozajęzykowych, takich jak praca w zespole kreatywne myślenie, poprzez angażujące prace projektowe.

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