

Lesson objective: Vocabulary: countries and continents



Vocabulary presentation

1 1.01 Listen and repeat. Match the continents in the box with numbers 1–7. Write the answers in your notebook.

- Europe ■ Asia ■ Africa ■ Australia  
 North America ■ South America  
 Antarctica

1 North America

2 1.02 Listen and repeat. Look at the map and say where these countries are.

- Canada ■ Brazil ■ Norway  
 Egypt ■ China

Canada is in North America.

Brazil is in South America. Norway is in Europe.  
 Egypt is in Africa. China is in Asia.

Phonics Rap

1.03 Listen and rap.

Pack your bags,  
 we can travel around Europe!  
 We can use Euros in the Eurozone,  
 we can meet lots of European friends.  
 This is how this short rap about Europe ends.



Vocabulary practice

3 Work in pairs. In turns, spell the names of continents and countries.

How do you spell Africa and Egypt?

A - F - R - I - C - A.  
 E - G - Y - P - T.

4 In your notebook, complete the words. Then find pairs: countries and continents. Which words have no pair?

North Amererica, Polandand, Africau, the USAA, Europee  
 the USA + North America, Poland + Europe

1 Argentina, Canada, Antarctica, South America,  
 North America

Argentina + South America; Canada + North America;  
 Antarctica – no pair

2 Norway, North America, China, Asia, Europe

Norway + Europe; China + Asia; North America – no pair

3 Egypt, Brazil, Africa, Asia, South America

Egypt + Africa; Brazil + South America; Asia – no pair

## Reading

5 Read the texts. Match the people with the countries in exercise 4. Write the answers in your notebook.

### Brainy Games: Where are these players from?

#### Craft\_fan Norway

I'm from a country in Europe. It's a big country, but it isn't very big. The population is only about 5 million. The capital is Oslo. My country is famous for reindeer.



#### Cordoba\_kid Argentina

I'm from a country in South America. It's a big country. The population is about 44 million. The capital is Buenos Aires. Lionel Messi is from my country! He's a brilliant footballer!



#### Star\_student Canada

I'm from a country in North America. It's a big country, but the population is only about 36 million. The capital is not Toronto. It's Ottawa. Ice hockey is our national sport.



#### Big\_brain China

I'm from a very big country in Asia. The population is more than 1 billion! The capital is Beijing. My country is famous for the Great Wall.



## Life skills: Internet safety

Is it safe to post information about yourself on the Internet? Why (not)?

*No, it's not safe because someone can use it for bad things.*

## Listening

6 1.04 Listen to two students playing **Country and continent**. What are the rules of the game? Answer questions 1–4 in Polish.

- Co należy powiedzieć na początku: nazwę kontynentu czy kraju?
- Co należy powiedzieć, jeśli drugi gracz poda błędną odpowiedź: pierwszą literę nazwy kontynentu czy kraju?
- Kiedy zdobywasz 2 punkty?  
*Jeśli zgadniesz nazwę kraju bez odpowiedzi.*
- Kiedy zdobywasz 1 punkt?  
*Jeśli zgadniesz nazwę kraju po odpowiedzi.*

## Game

7 Work in pairs. Play **Country and continent**.

- Uczeń A** pisze w zeszycie nazwę kontynentu, a potem nazwę kraju, który znajduje się na tym kontynencie.
- Uczeń A** mówi nazwę kontynentu. **Uczeń B** zgaduje, jaki kraj wybrał uczeń A.
- Uczniowie zamieniają się rolami.
- Zwycięża gracz, który pierwszy zdobędzie 5 punktów.



## Around the world

Which countries in the picture in exercise 2 go with these traditional clothes?



Egypt



Canada



China

Can you describe some traditional clothes from Poland?

Lesson objective: Grammar: verb be: affirmative, negative, questions and short answers; wh-questions

### Quick check

1.05 Listen to the first sounds of the names of the continents and say complete words.

North America Asia Europe Africa Australia South America Antarctica

### Grammar presentation

1 1.06 Listen and read. Say where the members of Freddy's family are from.

#### English families now – number 12: One family, six continents!

Interviewer: This week, we're with the Mendoza family. Is Mendoza an English surname?

Freddy: No, it isn't. My father isn't from England. He's from Argentina.

Interviewer: Is your mother from England?

Freddy: Yes, she is, but my grandmother is from Norway and my grandfather is from China!

Interviewer: That's Europe, Asia, and South America. What about Africa? Or North America, or Australia?

Freddy: My uncle Fahim is from Egypt. He's my favourite uncle.

Interviewer: Why? What's he like?

Freddy: He's friendly and funny. And my aunt Astrid is from Australia. She's very clever. Her two children, Alfie and Annie, are both 12 and they're from Australia too. And their father is from Canada!

Freddy's mother is from England in Europe.

Freddy's grandmother is from Norway in Europe.

Freddy's grandfather is from China in Asia.

Freddy's uncle is from Egypt in Africa.

Freddy's aunt is from Australia.

Freddy's cousins are from Australia too.

Freddy's other uncle (his cousins' father) is from Canada in North America.

Freddy's father is from Argentina in South America.

4 In your notebook, write questions and answers.

- Astrid / from South America / ?  
*Is Astrid from South America? No, she isn't.*
- Alfie and Annie / from England ?  
*Are Alfie and Annie from England? No, they aren't.*
- Fahim / friendly / ? *Is Fahim friendly? Yes, he is.*
- How old / Alfie and Annie / ?  
*How old are Alfie and Annie? They're 12.*
- Where / his grandmother from / ?  
*Where is his grandmother from? She's from Norway.*
- What / his aunt / like / ?  
*What is his aunt like? She's very clever.*

### Speaking

5 Work in pairs. Ask and answer questions about Freddy's family.

Where is his grandfather from?

He's from China.

### Writing

6 In your notebook, write an interview about your family or another family (real or invented).

Harry Potter's family

Interviewer: This week, we're with ...

Harry Potter: ...

### Tips

W wywiadzie zapytaj o:

- imiona i nazwiska członków rodziny,
- ich wiek,
- kraj pochodzenia,
- cechy charakteru.

### Grammar app

Verb **be**: affirmative, negative

She **'s** 40 years old.

She **isn't** from England.

Verb **be**: questions and short answers

Is she a student? Yes, she is. / No, she isn't.

Verb **be**: wh-questions

Where **is** she from?

What **is** she like?

>>> Grammar summary on page 19

2 In your notebook, prepare a *Grammar app* for I and they.

### Grammar practice

3 In your notebook, complete the sentences with short forms of *be*.

Fahim <sup>1</sup> isn't from Europe. He <sup>2</sup> 's from Africa.

He <sup>3</sup> 's Freddy's uncle.

Alfie and Annie are from Australia.

They <sup>4</sup> aren't from Europe.

Freddy's mother and father <sup>5</sup> aren't from Asia.

Their surname <sup>6</sup> 's Mendoza.

# What's the weather like?

Lesson objective: **Vocabulary: seasons and weather**

## Vocabulary presentation

1 1.07 Listen and repeat. Look at the pictures and guess what these words mean in Polish.



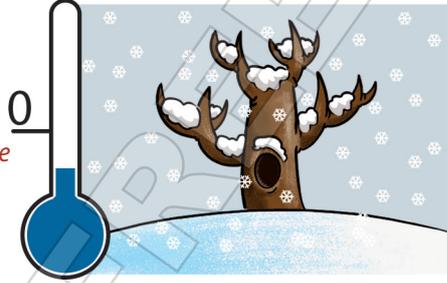
**Spring** wiosna  
 warm ciepło  
 ■  
 wet mokro/  
 ■ deszczowo  
 windy wietrznie



**Autumn** jesień  
 cloudy pochmurnie  
 ■  
 cold zimno  
 ■  
 foggy mgliście



**Summer** lato  
 hot gorąco  
 ■  
 sunny słonecznie



**Winter** zima  
 freezing mroźnie  
 ■  
 snowy śnieżnie

## Vocabulary practice

2 In your notebook, write four true or false sentences about the weather in Poland. Work in pairs. Read each other's sentences and correct them.

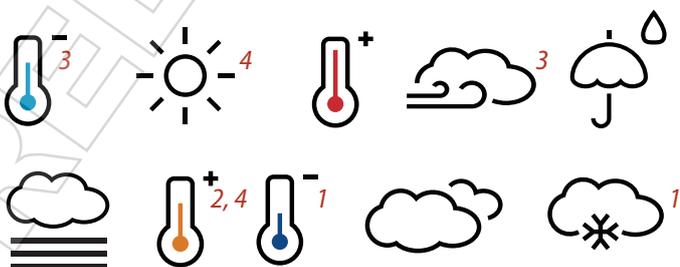
- In winter, it's hot and sunny.
- In spring,
- In summer,
- In autumn,

3 Work in pairs. In turns, say what kind of weather you like and don't like.

I like it when it's hot.  
 I don't like it when it's windy.

## Listening

4 1.08 Listen to four dialogues. Point at the correct weather icons.



## Game

5 Work in pairs. Play *What's the weather like?*

- Przerysuj tabelę do zeszytu.
- Wpisz w każde pole jedno słowo określające pogodę.
- Uczeń A pyta, jaka jest pogoda na wybranym polu.
- Uczeń B odpowiada. Jeśli pogoda jest taka sama jak u ucznia A na tym polu, uczeń A dostaje punkt.
- Zamieńcie się rolami.

What's the weather like in B4?

It's windy.

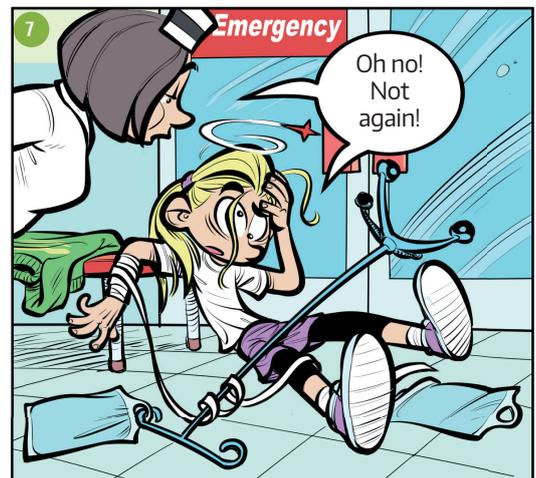
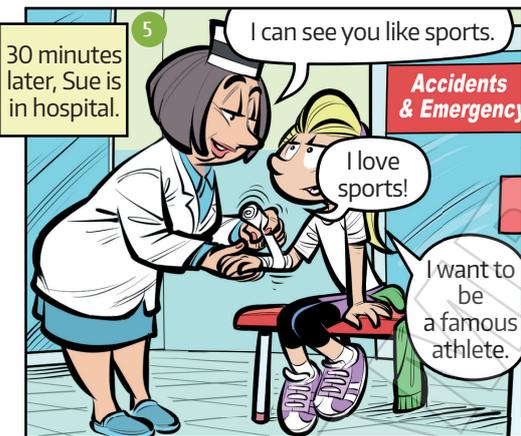
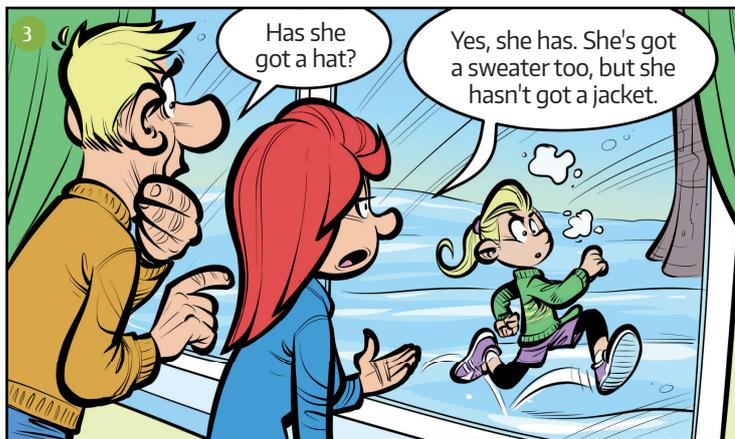
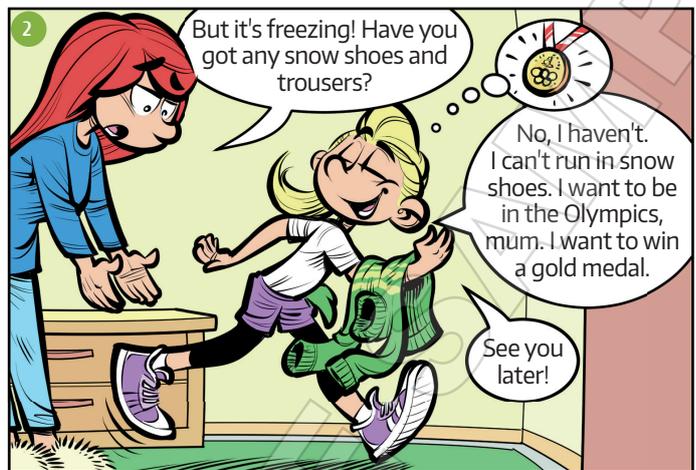
	A	B	C	D
1				
2				
3				
4				



## Sporty Sue: Episode 1 – I want to be a famous athlete!

Lesson objective: Grammar: verb have got: affirmative, negative, questions and short answers

Sporty Sue loves sports, but she has a lot of accidents.



## GLOSSARY

accident – wypadek

athlete – lekkoatleta, sportowiec

fit – wysportowany

running practice – trening biegowy

snow shoes – buty śniegowe

## USEFUL!

How do you say these in Polish?

1 It's time for ... *Czas na...*2 Oh no! Not again! *O nie, znowu?!*3 See you later! *Na razie!*

## Quick check

- 1.09 Listen. Put your hand up for weather that you like. Shake your head for weather you don't like.

## Grammar presentation

- 1 1.10 Read and listen to Episode 1. Why does Sporty Sue want to exercise?

*She wants to be a famous athlete. / She wants to be in the Olympics. / She wants to win a gold medal.*

## Comprehension

2 Use the words from Episode 1 to complete the text. Write the answers in your notebook. Work in pairs. Tell the story to your friend in Polish.

Sporty Sue wants to be a famous <sup>1</sup>athlete. It's time for Sue's <sup>2</sup>running practice. The weather isn't good – it's <sup>3</sup>snowy/freezing, but she's got a <sup>4</sup>sweater and a hat. Sue hasn't got any snow <sup>5</sup>shoes and she falls. She goes to <sup>6</sup>hospital. A nurse helps her, but Sue has an <sup>7</sup>accident again.

## G Grammar app

Verb **have got**: affirmative, negative

She **'s got** a jacket.

She **hasn't got**

Verb **have got**: questions and short answers

Has she **got** a hat?

Yes, she has. /  
No, she hasn't.

>>> Grammar summary on page 19

3 In your notebook, prepare a *Grammar app* for you and he.

## Grammar practice

4 Complete the sentences with the correct forms of *have got*. Write the answers in your notebook.



1 It's hot and sunny in Brazil. Clara has got a T-shirt. She hasn't got a sweater.

2 It's cold in England. Anna and Alfred have got sweaters. They haven't got jackets.



## Reading

5 Read the text messages and match them with the selfies. Write the answers in your notebook.

c 1 It's freezing! I've got a sweater and a hat, but I'm very cold. ❄️

b 2 It's cloudy and wet. I've got an umbrella, so I'm not wet. ☔

a 3 It's hot and sunny. I've got my shorts and sandals. It's great here! ☀️



## Writing

6 In your notebook, write text messages for these selfies.



Possible answers:

1 It's foggy and cold. I've got a sweater, so I'm warm.

2 It's hot and sunny. I haven't got any shorts or sandals, so I'm very hot.

3 It's cloudy and wet. I haven't got an umbrella, so I'm very wet.



3 A: It's hot and windy in Egypt. Have you got your sunglasses, Ahmad?  
B: Yes, I have.  
A: Have you got an umbrella?  
B: No, I haven't.

4 A: It's cloudy and wet in Norway. Has Asta got an umbrella?

B: Yes, she has.

A: Has she got a jacket?

B: No, she hasn't.



Train your brain!

Lesson objective: Revision of lessons 1-4

1 Read the sentences and match them with the countries. Look at the picture and answer the question. Write the answers in your notebook.

- 1 It's windy, but it isn't cold. *a*
- 2 It's cold, but it isn't windy. *c*
- 3 It's windy, but it isn't hot. *b*

a Egypt  

b The USA  

c England  



Where am I?  
*In the USA.*

2 What continents are these? Write the answers in your notebook.



Hi! Let's wake up your brains!



3 Work in pairs. What country is it? Write another puzzle and read it to the class.



*It's in Europe. It's got a black, red, and yellow flag. Germany*



4 Solve Sporty Sue's puzzle. Write the answers in your notebook.

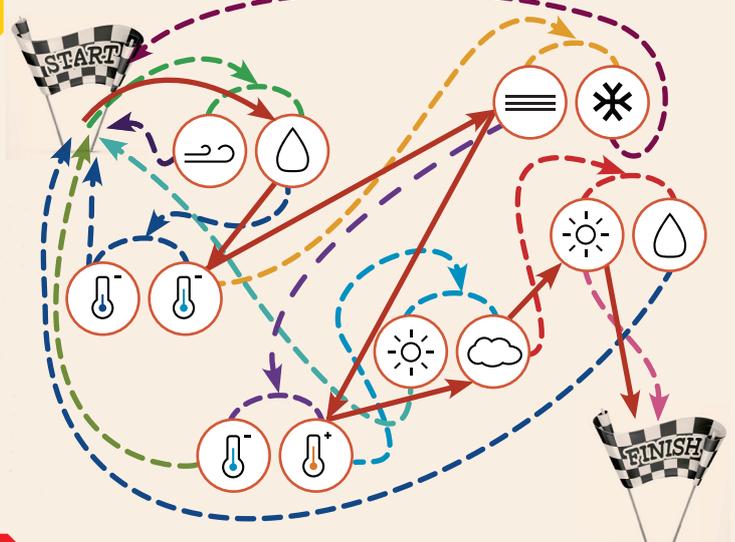


Find this avatar in unit 1. Where is the boy from? Where is this country?



*He's from Argentina. It's in South America.*

5 Listen to the dialogues. Choose the answers and find the correct way to Finish.



6 Work in pairs. Find the correct way to Finish again. Ask each other the questions and answer them.

What's the weather like?

It isn't windy. It's wet.

Lesson objective: Functions: asking for help, asking about the meaning of words, saying thank you

1  1.12 Listen and read. Act out the dialogues.



What does *expensive* mean?

I'm sorry, I don't know.

What does *expensive* mean?

I think it's *drogi*.

Excuse me, can you help me, please?

Yes, of course.

What is *okropny* in English?

It's *horrible*.

How do you spell it?

H - O - R - R - I - B - L - E.

Thank you.

Excuse me, what is *dziwny* in English?

It's *strange*.

Can you repeat that, please?

Yes, of course, it's *strange*.

Thank you.

2 How do you say sentences 1–6 in English? Write the answers in your notebook.

- Co znaczy *impossible*? *What does impossible mean?*
- Przepraszam, czy może mi Pan/Pani pomóc? *Excuse me, can you help me, please?*
- Przykro mi, nie wiem. *I'm sorry, I don't know.*
- To znaczy *niemożliwy*. *It means niemożliwy.*
- Czy może Pan/Pani powtórzyć? *Can you repeat that, please?*
- Przepraszam, jak po angielsku jest *drogi*? *Excuse me, what is drogi in English?*

3  1.13 Listen to the questions and answer them.

- It means wietrznie.*
- It's sunny.*
- It means nieśmiały.*
- It's North America.*
- It means mądry.*
- It's Monday.*

4 Check the meaning of these words in a dictionary.

**Adjectives:** different, awesome, delicious  
*inny niesamowity pyszny*

**Nationalities:** Scottish, Welsh, Irish  
*Szkot Walijszczyk Irlandczyk*

**Weather:** lightning, thunder, blizzard  
*błyskawica grzmot śnieżyca*

5  Ask about the meanings of the words in exercise 4. Talk to the teacher and other students.

Excuse me, can you help me, please?



### 1 Look at the web page. What is the web address?

- 1 www.weathertoday.com    ② www.worldweather.com    3 www.weatheronholiday.com

### Discover the weather around the world!

When it's summer in the northern hemisphere, it's winter in the southern hemisphere. And when it's autumn in the northern hemisphere, it's spring in the southern hemisphere.

1

In England, it's summer. It's often warm and sunny, but it can be a bit cold at night. People go to the beach, but the sea in England is always cold.

northern hemisphere



2

In the Sahara Desert in Africa, it's summer too. The days are always very hot in the Sahara. It can be 40°C, but at night it can be about 0°C.

3

In the middle of the tropical rainforest in Brazil, it's always warm or hot, and it's often wet. It's never cold – even in winter!

4

In Argentina, it's winter. In the southern part of Argentina, it's very cold. It can be freezing and snowy there in winter.

southern hemisphere

5

In Antarctica, it's snowy and freezing! At the South Pole, it can be -12°C in the day, and -80°C at night!



### Look

20°C = It's twenty degrees (Celsius).

0°C = It's zero degrees (Celsius).

-20°C = It's minus twenty degrees (Celsius).

### 2 1.14 Listen and read the text in exercise 1.

Find any words in the text that you don't understand. Ask your teacher about them.

What does *hemisphere* mean?

### 3 Find 1–3 in the text in exercise 1. You have five minutes. Write the answers in your notebook.

- three names of countries *England, Brazil, Argentina*
- the seasons *spring, summer, autumn, winter*
- the name of a place that is always very cold  
*Antarctica / the South Pole*

### Listening

#### 4 1.15 Listen. Match the speakers with the places. Write the answers in your notebook.

1 b    2 c    3 a    4 d

- southern Argentina in winter
- the middle of the tropical rainforest in Brazil
- the Sahara
- England in summer

### Discover more!

#### 5 Choose a country. Use the Internet to find out about the weather there now and in other seasons. Write about it in your notebook.

Lesson objective: Revision of lessons 1-6

Do our Revision workout. Go to page 126 and see what your prize is!



## Vocabulary & Speaking

1 In your notebook, complete the names of countries and continents.

- 1 Canada is in North America.
- 2 Norway is in Europe.
- 3 China is in Asia.

3

2 In your notebook, answer the question.

### What's the weather like?

- |  |   |  |
|--|---|--|
| 1  It's freezing. | 2  It's hot.   | 3  It's snowy.  |
| 4  It's windy.    | 5  It's foggy. | 6  It's cloudy. |

1 It's .

6

3 In your notebook, complete the sentences with the correct words.

- 1 In the northern hemisphere, it's winter.  
In the southern hemisphere, it's summer.
- 2 In the northern hemisphere, it's autumn.  
In the southern hemisphere, it's spring.
- 3 In the northern hemisphere, it's summer.  
In the southern hemisphere, it's winter.

3

4★  What do you say in situations 1-4?  
In your notebook, write the questions and answer them, using the words in the box.  
Then act out the dialogues in pairs.

I think ■ I'm sorry, ■ It's ■ It's

Possible answers:

- 1) Poproś o wytłumaczenie słowa *British*.  
*What does British mean? I think it means brytyjski.*
- 2) Zapytaj, jak powiedzieć po angielsku *polski*.  
*What is polski in English? It's Polish.*
- 3) Poproś nauczyciela, aby powtórzył po angielsku słowo *wiosna*.  
*Can you repeat wiosna in English, please? It's spring.*
- 4) Dowiedz się, jak przeliterować słowo *autumn*.  
*How do you spell autumn? I'm sorry, I don't know.*

8

Vocabulary & Speaking:  /20

★ 1 poprawna odpowiedź = 2 punkty

## Grammar

5 In your notebook, complete the sentences with the correct forms of *be* or *have got*.

My friend Adam is 12.  
I am not (not) 12. I 'm 11.  
Adam and his sister  
aren't (not) from England.  
They 're from the United States.  
Adam has got some mobile phones,  
and I 've got a mobile phone too.  
Adam 's got a computer.  
I haven't got (not) a computer.



6

6 In your notebook, complete the minidiologues.

- 1 A: What is your name?  
B: My name is Joe.
- 2 A: Where are they from?  
B: They're from Australia.
- 3 A: How old are you?  
B: I'm 10.
- 4 A: Has he got a computer?  
B: No, he hasn't.

4

7★ In your notebook, write questions and answers about Lisa and Tom. Use the words given and the correct forms of *be* or *have got*.



- 1 she / 10 / ? *Is she 10? Yes, she is.*
- 2 they / teachers / ? *Are they teachers? No, they aren't.*
- 3 he / a dog / ? *Has he got a dog? No, he hasn't.*
- 4 he / a flag / ? *Has he got a flag? Yes, he has.*
- 5 they / computers / ? *Have they got (any) computers? No, they haven't.*

10

Grammar:  /20

Total:  /40

## Countries and continents

Brazil	Brazylia
Canada	Kanada
China	Chiny
Egypt	Egipt
Norway	Norwegia
<b>Africa</b>	
Antarctica	Antarktyda
Asia	Azja
Australia	Australia
Europe	Europa
North America	Ameryka Północna
South America	Ameryka Południowa

## Seasons and weather

spring	wiosna
summer	lato
autumn	jesień
winter	zima
<b>cloudy</b>	
cold	zimno
foggy	mgiście
freezing	mroźnie
hot	gorąco
snowy	śnieżnie
sunny	słonecznie
warm	ciepło
wet	mokro, deszczowo
windy	wietrznie



Are you ready for extra vocabulary workout?

## Vocabulary revision

- 1 Choose 10 words from unit 1 that are difficult to remember. Make *Brainy Cards*. Work in pairs. Test each other.



What does *wet* mean?

or

What's *mokro* in English?

## Useful!

It's time for ...	Czas na...
Oh no! Not again!	O nie, znowu?!
See you later!	Do zobaczenia!

## In an English class

Can you help me, please?	Czy może mi Pan/Pani pomóc?
Can you repeat that, please?	Czy może Pan/Pani powtórzyć?
Excuse me, ...	Przepraszam, ...
I think it's ...	Wydaje mi się, że...
I'm sorry, I don't know.	Przykro mi, nie wiem.
What does ... mean?	Co znaczy... ?
What is ... in English?	Jak po angielsku powiedzieć...?

- 2 Take selfies or photos of your friends in clothes for each season. Print the photos and stick them in your notebook. You may choose to draw pictures. Write the names of clothes underneath.



Spring: trainers, trousers, T-shirt, sweater, hat



Summer: ...

- 3 In your notebook, draw weather word pictures.



Verb **be**: affirmative, negative, questions and short answers; wh-questions

**Affirmative**

I'm ten.  
You're ten.  
He's ten.  
She's ten.  
It's ten.  
We're ten.  
You're ten.  
They're ten.

**Negative**

I'm **not** ten.  
You **aren't** ten.  
He **isn't** ten.  
She **isn't** ten.  
It **isn't** ten.  
We **aren't** ten.  
You **aren't** ten.  
They **aren't** ten.

W zdaniach przeczących słowo *not* dodajemy po czasowniku *be* w odpowiedniej formie.

**Short and long forms**

'm = am

's = is

're = are

isn't = is not

aren't = are not

Pytania tworzymy, przenosząc na początek zdania czasownik *be* w odpowiedniej formie. Na pytania odpowiadamy, używając krótkich odpowiedzi.

**Question**

**Am** I ten?

**Are** you ten?

**Is** he ten?

**Is** she ten?

**Is** it ten?

**Are** we ten?

**Are** you ten?

**Are** they ten?

**Short answer**

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

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

Yes, he **is**. / No, he **isn't**.

Yes, she **is**. / No, she **isn't**.

Yes, it **is**. / No, it **isn't**.

Yes, we **are**. / No, we **aren't**.

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

Yes, they **are**. / No, they **aren't**.

Pytania szczegółowe tworzymy, dodając zaimek pytający przed czasownikiem *be* w odpowiedniej formie.

**What is** your name?

**Where are** you from?

**What are** you like?

**How old are** you?



Choose your grammar project!

**Project 1 My Grammar Notebook****1 Make your grammar notebook.**

- 1) Przygotuj zeszyt 16-kartkowy.
- 2) Zaprojektuj stronę tytułową.
- 3) Wybierz dowolne zagadnienie gramatyczne z rozdziału 1. i zilustruj je przykładami. Zapisz te przykłady w zeszycie.
- 4) Dodaj nagłówki, rysunki lub zdjęcia, objaśniające treści ułożonych zdań.
- 5) Uzupełniaj swój zeszyt do gramatyki przez cały rok szkolny!

Verb **have got**: affirmative, negative, questions and short answers

**Affirmative**

I've **got** a bicycle.  
You've **got** a bicycle.  
He's **got** a bicycle.  
She's **got** a bicycle.  
It's **got** a bicycle.  
We've **got** a bicycle.  
You've **got** a bicycle.  
They've **got** a bicycle.

**Negative**

I **haven't got** a bicycle.  
You **haven't got** a bicycle.  
He **hasn't got** a bicycle.  
She **hasn't got** a bicycle.  
It **hasn't got** a bicycle.  
We **haven't got** a bicycle.  
You **haven't got** a bicycle.  
They **haven't got** a bicycle.

W zdaniach przeczących słowo *not* dodajemy po czasowniku *have* w odpowiedniej formie.

**Short and long forms**

've got = have got

's got = has got

haven't got = have not got

hasn't got = has not got

Pytania tworzymy, przenosząc na początek zdania czasownik *have* lub *has*. Na pytania odpowiadamy, używając krótkich odpowiedzi.

**Question**

**Have I got** a bicycle?

**Have you got** a bicycle?

**Has he got** a bicycle?

**Has she got** a bicycle?

**Has it got** a bicycle?

**Have we got** a bicycle?

**Have you got** a bicycle?

**Have they got** a bicycle?

**Short answer**

Yes, I **have**. /

No, I **haven't**.

Yes, you **have**. /

No, you **haven't**.

Yes, he **has**. /

No, he **hasn't**.

Yes, she **has**. /

No, she **hasn't**.

Yes, it **has**. /

No, it **hasn't**.

Yes, we **have**. /

No, we **haven't**.

Yes, you **have**. /

No, you **haven't**.

Yes, they **have**. /

No, they **haven't**.

**Project 2 Celebrities Quiz****2 Make a quiz about two celebrities.**

- 1) Wybierz dwie sławne osoby i poszukaj informacji na ich temat.
- 2) Zapisz na kartce pięć pytań dotyczących każdej z tych osób.
- 3) Do każdego pytania dopisz trzy możliwe odpowiedzi.
- 4) Na drugiej stronie kartki zanotuj, które odpowiedzi są prawidłowe.

**Celebrities Quiz**

1 *Where is Bruno Mars from?*

a *He's from Mexico.*

b *He's from the USA.*

c *He's from England.*