

Lesson objective: Vocabulary: household chores 1



Vocabulary presentation

1 2.01 Listen and repeat. Match the names of activities with numbers 1–11. Write the answers in your notebook.

tidy my room ■ vacuum the carpet ■ wash the car ■ make my bed ■ walk the dog
 look after my younger sister ■ dust the furniture ■ iron the clothes ■ wash the windows
 take the rubbish out ■ feed the dog/cat/fish

2 Look at the picture in exercise 1 and complete the text in your notebook.



I really hate chores! In my dream, robots do the chores. The green robot can wash the car and look after my younger sister. It can also tidy my room and ¹ . The blue robot can dust the furniture, iron the clothes and ² . The yellow robot can wash the windows and take the rubbish out. It can also ³ and ⁴ .

Phonics Rap

2.02 Listen and rap.

Dust the living room – dust it, yay!
 Take the rubbish out – OK!
 Now go out in the summer sun,
 Run up, down, under – let's have fun!



Vocabulary practice

3  **Work in groups. You are robots. In turns, tell the robots what to do.**

Wash the car!



4 **In your notebook, write the chores for these places.**

- in the living room: vacuum the carpet
- in the bedroom: _____
- in the kitchen: _____
- outside / in the street: _____

Reading

5 **Read the article. Put sentences a–d in the correct order. Write the answers in your notebook.**

Can robots do the housework?

Can robots really do all the chores in the house? Let's have a look at what robots can do.

Most housework robots can only do one simple activity. For example, they can vacuum the carpet, or they can wash the windows. There are robots that can iron – but they're very slow, and they can't iron shirts and trousers.

The most advanced robots can have some type of conversation, but they can't do complicated chores. They can't look after little children and they can't feed the cat or take the dog for a walk. In the future, perhaps, but not now.


What's the best way to do the housework? Your mum and dad, your brothers and sisters and you – they are the best at housework. Around the world, about 90% of 12-year-old children help with the chores. In England, children are a bit lazier – only about 60% help.

Do children help with the chores in your country?



- a Children all over the world help with housework.
- b They can't do complicated chores.
- c Robots can do simple chores.
- d Families are better at housework than robots.


Speaking

7  **In your notebook, write three chores you do at home. Find three people in class who do these chores too.**

Do you vacuum the carpet?

No, I don't.

Listening

6  **2.03 Copy the list of chores into your notebook. Which chores does Ruby like? Listen and draw 😊 or ☹️.**

- 1 iron the clothes
- 2 tidy my room
- 3 take the rubbish out
- 4 wash the car
- 5 feed the cat



Life skills: Helping your family

How can you help your family? Write the answers in your notebook. Start with the most important ones.

do some chores in the house
be tidy ■ watch TV with your family
don't be rude

I often tidy my room.

Lesson objective: Grammar: Present simple: adverbs of frequency, affirmative and negative

Quick check

2.04 Listen and finish the names of chores.

Grammar presentation

1 Read the quiz. Are any of the sentences true for you?

Are you lazy or helpful?

- I sometimes dust the furniture.
- I usually take the rubbish out.
- I always make my bed.
- I never iron the clothes.
- I often tidy my room.
- I hardly ever vacuum the carpet.
- I am always happy when I help at home.

always usually often sometimes hardly ever

2 In your notebook, complete the quiz in exercise 1 about yourself. Then read your friend's answers. Who is more helpful?

1 I never dust the furniture.

Grammar app

Present simple: adverbs of frequency

I **always** **make** my bed.
I **am** **always** happy.

>>> Grammar summary on page 57

Grammar practice

3 In your notebook, write the sentences.

- never / the carpet / vacuum / I / .
- the car / sometimes / my parents / wash / .
- always / my / happy / are / friends / .
- often / my brother and sister / the dog / walk / .
- my younger brother / look after / my two older sisters / usually / .
- little cousin / often / my / funny / is / .
- the rubbish / I / take out / hardly ever / .

Grammar app

Present simple: affirmative and negative

I	walk	the dog.
He	walks	
I	don't	walk the dog.
He	doesn't	walk the dog.

tidy → tidies wash → washes
do → does have → has

>>> Grammar summary on page 57

4 In your notebook, prepare a Grammar app for she and they.

Grammar practice

5 In your notebook, complete these Internet posts.

My chores

I ¹ (always, make) my bed in the morning, and I ² (tidy) my bedroom on Saturday. My younger brother ³ (hardly ever, make) his bed, and he also ⁴ (not tidy) his bedroom.

I ⁵ (not do) many chores, but I ⁶ (walk) the pet crocodile!

I ⁷ (not make) my bed, but I ⁸ (tidy) my bedroom and I ⁹ (sometimes, vacuum) the carpet in the living room.

My brother and I ¹⁰ (wash) the car on Sunday. We ¹¹ (not make) our beds. My sister ¹² (usually, make) her bed, but she ¹³ (not tidy) her room.

My younger brother ¹⁴ (never, help) with any chores!

Speaking

6 Work in pairs. In turns, talk about your family. Who does the chores? How often?

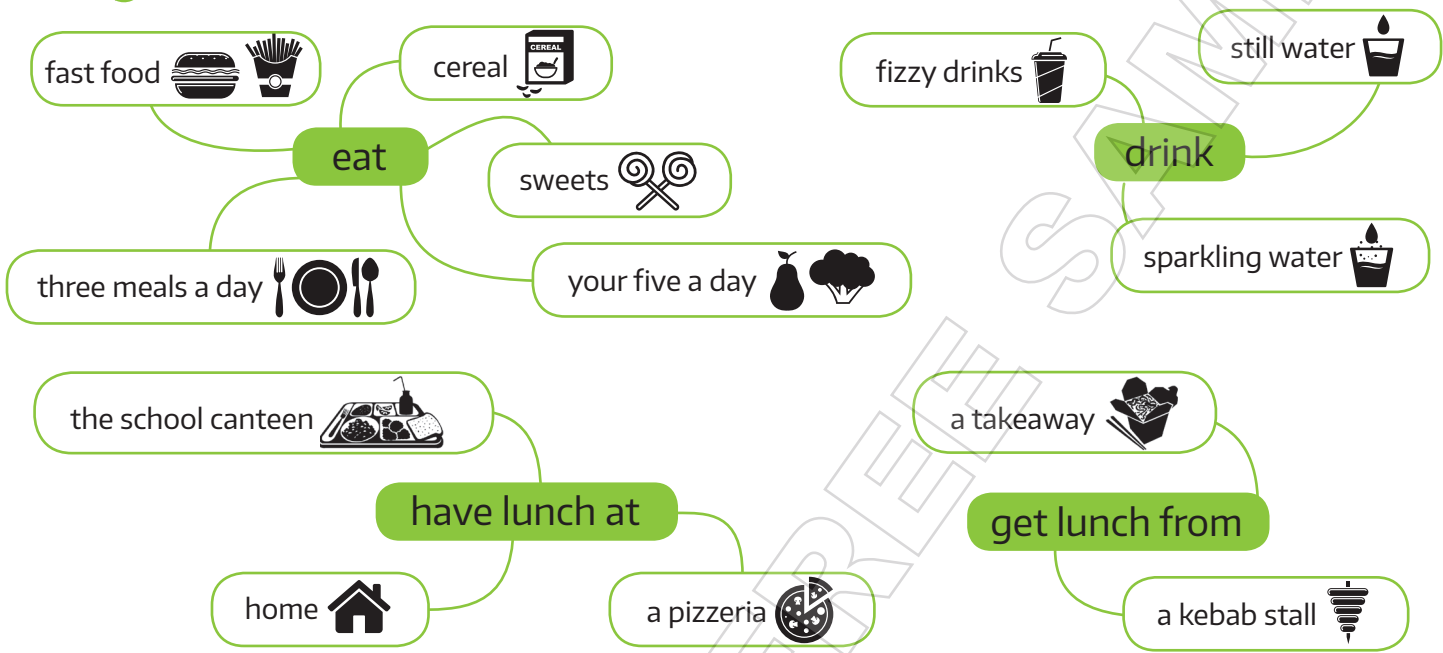
My mother always irons the clothes.

I never get lunch from a takeaway.

Lesson objective: **Vocabulary: eating habits**

Vocabulary presentation

1 2.05 Listen, read and repeat the phrases. What do they mean?



Vocabulary practice

2 Work in pairs. Talk about your eating habits.

I never get lunch from a takeaway.

3 2.06 Listen and read. Who has got a healthy diet? Who has got an unhealthy diet?

Tell us about your diet!

kebab_kid_24

Every day, I have a beef kebab from a kebab stall. I never eat vegetables. I sometimes eat fruit. I drink fizzy drinks, but I don't drink water. For breakfast, I usually have cereal with milk and sugar, and I have the same in the evening.

pizza_princess

I usually don't have breakfast, but I have a snack at eleven o'clock – some cake or some biscuits. I have lunch at a pizzeria. I always have a pizza and salad. For dinner, I eat fish, chicken or ham with vegetables.

mister_fruit_and_veg

I always eat three meals a day. For breakfast, I eat fruit and cereal. For lunch, I eat fish or chicken and salad. For dinner, I eat meat and vegetables. I sometimes eat biscuits or cake, but not often. I always have my five a day.

Listening

4 2.07 Listen to six people talking about what they eat. Is their diet healthy or unhealthy?

Writing

5 In your notebook, write a post about your diet.

I usually eat three meals a day.

Tips

- W poście napisz:
- ile posiłków jesz każdego dnia,
 - co jesz i pijesz oraz jak często,
 - czy twoja dieta jest zdrowa, czy niezdrowa.

Speaking

6 Work in pairs. Read your posts. Then compare your diets.

My diet is healthier. You usually drink fizzy drinks, but I never drink fizzy drinks. You ...

Sporty Sue: Episode 4 – Does she eat her five a day?

Lesson objective: Grammar: Present simple: questions and short answers; wh-questions; frequency expressions

1 Sue's on the tennis court at school, but she doesn't feel good.
I'm tired. I'm always tired. I go to school, tidy my room, do the washing-up, walk the dog and go to the gym ...
Perhaps your diet isn't good. Do you eat healthy food?
Yes, I do. But, I eat fast food too, and I love fizzy drinks.

2 How often do you eat fast food?
I eat fast food four or five times a week.
Do you eat pizza?
No, I don't.

3 Do you eat vegetables?
Yes, I do. I eat potatoes every day.
Potatoes aren't part of your five a day, Sue. Change your diet. Eat your five a day every day. And don't eat fast food or drink fizzy drinks.

4 Later that day, Sue starts to eat healthier food.
Do you want some chips, Sue? And a fizzy drink?
No thanks, mum, I don't. I don't eat unhealthy food.
No fast food ... and five a day every day!

5 Two weeks later, Sue isn't tired anymore!
Sue is full of beans now. Does she eat her five a day?
Yes, she does.
Does she eat fast food?
No, she doesn't. And she doesn't eat sweets!

6 Now, it's the Olympic gymnast from England, Sue ... she's more athletic than ever!
Sue! You're about to hit the wall!

7 Oh, Sue. How often do you have accidents?
I have accidents every day. My new diet doesn't help that. I'm as fit as a fiddle, but I daydream all the time.

GLOSSARY
 athletic – wysportowany
 daydream – rozmarzyć się
 gymnast – gimnastyk, gimnastyczka
 tired – zmęczony

Quick check

2.08 Listen. Say a verb that goes with the words you hear. Use *eat, drink, have lunch at, or get lunch from.*

USEFUL!
 Match the phrases with their Polish equivalents.

1 as fit as a fiddle	a zdrow jak ryba
2 full of beans	b zaraz uderzysz w...
3 you're about to hit ...	c tryskać energią

Grammar presentation

1 2.09 Read and listen to Episode 4. Does Sue's new diet help her?

Comprehension

2 In your notebook, match the two halves of the sentences.

- 1 At the beginning, Sue's diet
 - 2 At the end, Sue's diet
 - 3 Because of her new diet, Sue
 - 4 The diet is good, but Sue
- a is healthy.
 - b still has got accidents.
 - c is unhealthy.
 - d has got more energy.

Grammar app

Present simple: questions and short answers

Do	you	eat	healthy food?	Yes,	I	do.
				No,		don't.
Does	she	eat	healthy food?	Yes,	she	does.
				No,		doesn't.

>>> Grammar summary on page 57

3 In your notebook, prepare a Grammar app for I, he and they.

Grammar practice

4 In your notebook, complete the quiz. Who is healthier: Rick or Adam?

Who is healthier: you or your friend?

What's your name? Rick

What's your friend's name? Adam

- 1 Do you eat five a day every day?
Yes, I
- 2 Do your friend eat five a day every day?
No, he
- 3 Do you drink a lot of fizzy drinks?
No, I
- 4 Does your friend drink a lot of fizzy drinks?
Yes, he
- 5 Do you and your family sometimes eat lunch from a kebab stall?
No, we
- 6 Do your friend and his family sometimes eat lunch from a kebab stall?
Yes, they

Grammar app

Present simple: *wh*-questions

How often				
When	do	you	eat	fast food?
Where				

Present simple: frequency expressions

I eat junk food	every day.
	three times a week.
	twice a month.
	once a year.

>>> Grammar summary on page 57

Grammar practice

5 In your notebook, write questions and answer them.

- 1 How often / you / eat / salad / ?
- 2 Where / you / have lunch / ?
- 3 When / you / eat / fast food / ?
- 4 How often / you / get lunch from a takeaway / ?
- 5 When / you / have lunch at home / ?

Listening

6 2.10 Listen to Sue doing a diet test. How many points does she get?

Game

7 Work in groups of three or four. Play *Whose family is healthier?*

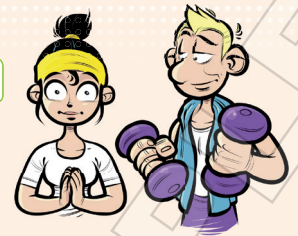
- 1) Każdy uczeń pisze w zeszyte jedno pełne pytanie na temat jedzenia lub nawyków żywieniowych, używając poniższych zwrotów:

- Do you ...? ▪
- How often do you ...? ▪
- Does your family ...? ▪
- How often does your family ...? ▪

- 2) Zadawajcie sobie na zmianę pytania i odpowiadajcie na nie zgodnie z prawdą. Za każdy zdrowy nawyk uczeń dostaje 1 punkt. Rozegrajcie kilka rund, aby wyłonić zwycięzcę.

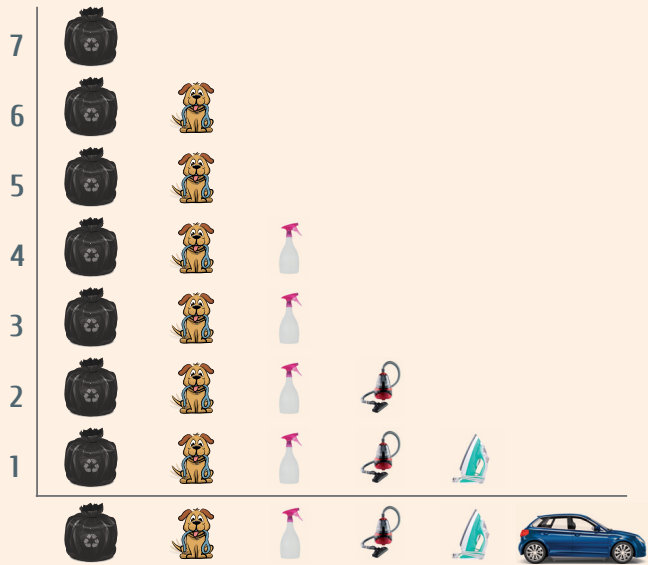
Train your brain!

Lesson objective: Revision of lessons 1-4



Hi! Let's wake up your brains!

1 How often does Ronny do his chores? Write the answers in your notebook.



2 Read the puzzle and answer the question.

I do one chore every day. On Monday, Wednesday and Friday, I walk the dog. I tidy my room on Saturday. I take the rubbish out twice a week. I don't take the rubbish out on Tuesday. I feed my dog once a week. When do I feed the dog?

3 Work in pairs. Read what Danny Double says and guess what he eats and drinks.



I eat fast food. I don't eat cereal. I drink fizzy drinks. I don't drink sparkling water.



Tip

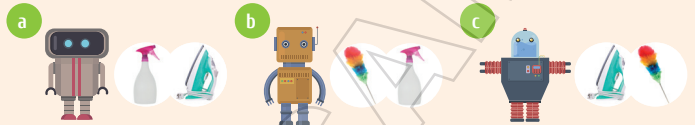
Double po polsku znaczy podwójny. Poszukaj podwójnych liter w nazwach produktów spożywczych, napojów oraz nazw miejsc, w których można coś zjeść.

4 Work in pairs. Ask and answer questions about Danny Double's eating habits. Start with *Does he ... or Where does he ... ?*

Does he have lunch at a pizzeria?

Yes, he does.

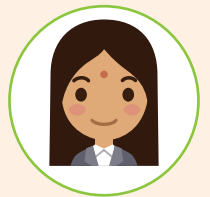
5 Work in pairs. Student A chooses a robot. Student B guesses the robot. Change roles. Use *Does it ...?* questions.



6 Solve Sporty Sue's puzzle. Write the answer in your notebook.



Find this avatar in Unit 4. What does this person do on Sunday?



7 Follow the lines to read the questions and choose the correct answers.

In the morning.

1 How often do you eat fast food?
Once a week.

2 When do you wash the car?
On Saturday.

3 Do you iron the clothes?
No, they don't.

4 Do you always eat your five a day?
Yes, I do.

Yes, I do.

Lesson objective: Functions: asking a favour, making a suggestion, agreeing, disagreeing; Vocabulary: household chores 2

1 2.11 Listen and read. Act out the dialogues. Then match the two halves of the sentences. Write the answers in your notebook.



- | | |
|---------------------|---------------------------------------|
| 1 The boy's father | a wants him/her to make lunch. |
| 2 The boy | b wants him/her to do the washing-up. |
| 3 The girl's mother | c agrees to do the washing-up. |
| 4 The girl | d doesn't want to make lunch. |

Vocabulary presentation

2 2.12 Listen and repeat. In pairs, say the Polish words for the activities in the box. Write the English and Polish phrases in your notebook.

do the shopping ■ make breakfast/lunch/dinner ■ wash the fruit/vegetables
cut up the fruit/vegetables ■ set the table ■ clear the table ■ do the washing-up

3 2.13 Listen to five dialogues. In your notebook, write the chores the children do.



4 In your notebook, write two text message conversations with family members. Use the text in exercise 1 as a model.

Can you ...

5 Work in groups of four. Organise the meals. Student A asks other students to do some chores. Students agree or disagree. Change roles.

Before the meal

- 1 d the sh g
- 2 w sh the v s
- 3 c t u the fr t
- 4 s t the t e

After the meal

- 5 c r the t e
- 6 d the w g-up

Can you set the table, please?

Oh, I hate that. Can I ...



Lesson objective: Culture: food stalls in different places

1 Look at the web page. What is it about? Choose all the possible answers and write them in your notebook.

- Food on more than one continent.
- Different places to eat.
- The country with the best food.
- Healthy food.

2 2.14 Listen and read. Match the opinions with texts 1–4. Write the answers in your notebook.

- a These food stalls are boring.
- b These food stalls aren't cheap.
- c Some of this street food can be very surprising.
- d This food isn't very good for you.

Food stalls – a great place to get good food or a rip-off?

1 **England**

There are lots of food stalls at the markets in London. You can get food from all over the world there, but some food stalls are expensive. It's also difficult to find food stalls with traditional English food.



3 **Vietnam**

The food stalls in Vietnam are amazing! You can get all types of Vietnamese food there, even unusual food like coconut worms – which you eat alive! It's good fun to eat at food stalls, but sometimes I'm not sure that they're very clean.



2 **Poland**

In Poland, people love food stalls. Their favourite street food is a kind of toasted cheese baguette, called *zapiiekanka*, with mushrooms and ketchup. It's delicious, but it isn't very healthy, because it's got a lot of cheese and white bread.



4 **Australia**

In Sydney, the food stalls aren't very exciting – just kebabs and burgers. But there are about 40 trucks that drive around the city. Each truck cooks a different kind of food, so you can try food from all over the world – from America, Spain, even from Egypt! You can download an app which shows you where the food trucks are now!



Glossary

- baguette** – bagietka
- coconut worm** – larwa chrząszcza palmowego
- download** – ściągać (np. pliki z Internetu)
- rip-off** – zdzierstwo

Around the world

Look at the food stall in Thailand. What does it sell?



Listening

3 2.15 Listen to three dialogues. Match the dialogues with sentences a–c. Write the answers in your notebook.

- 1
- 2
- 3

- a Chłopiec pomaga dziewczynie.
- b Chłopiec przeprasza dziewczynę.
- c Chłopiec żartuje.

Discover more!

4 In your notebook, write about the street food in the place where you live and in another place in Poland or abroad. Add photos and pictures.

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



Vocabulary & Speaking

1 In your notebook, match the parts of the phrases.

- | | |
|--------------|---------------------|
| 1 vacuum | a the clothes |
| 2 dust | b the carpet |
| 3 iron | c the furniture |
| 4 take | d my younger sister |
| 5 look after | e my room |
| 6 tidy | f the rubbish out |

6

2 Complete the phrases in your notebook.

- eat
 - f t f d
 - sw s
- drink
 - st l water
 - sp ing water
- have lunch at
 - the school c n
 - a p eria
- get lunch from
 - a t y
 - a k b st ll

4

3★ In your notebook, write sentences, using the words given. Then complete the dialogue.

- do / in / I'll / it / a minute / .
- the / clear / I / instead / can / table / ?
- a / it's / deal / .
- washing-up / you / can / the / do / ?
- that / I / hate / .

A: 1 .

B: Sure. 2 .

A: Can you also cut up the fruit, please?

B: 3 . 4 ?

A: OK. 5 .

10

Grammar

4 In your notebook, complete the text with the correct forms of the verbs in brackets.

My name is Nathan Green. I do a lot of chores in the house. I make my bed every day. I set the table every day, but I ¹ (not clear) the table. My sister ² (clear) the table from Monday to Friday, and she ³ (sometimes, take) the rubbish out. My brother ⁴ (not do) a lot of chores. He ⁵ (walk) the dog in the park on Saturday and Sunday, but he ⁶ (never, walk) the dog on the other days.



6

5 In your notebook, complete the questions and write Nathan's answers.

- you make your bed every day?
- your brother walk the dog twice a week?
- you clear the table?
- your brother do a lot of chores?

4

6★ In your notebook, write questions, using the words given. Then write Nathan's answers.

- you / set / the table / how often / ?
- make / your / bed / when / you / ?
- how often / the table / your sister / clear / ?
- walk / when / your brother / the dog / ?
- where / walk / the dog / your brother / ?

10

Vocabulary & Speaking: /20

Grammar: /20

Total: /40

Household chores 1

dust the furniture	ścierać kurz z mebli
feed the dog/cat/fish	karmić psa/kota/rybki
iron the clothes	prasować ubrania
look after my younger sister	opiekować się swoją młodszą siostrą
make my bed	ścielić łóżko
take the rubbish out	wynosić śmieci
tidy my room	sprzątać w swoim pokoju
vacuum the carpet	odkurzać dywan
walk the dog	wyprowadzać psa
wash the car	myć samochód
wash the windows	myć okna

Household chores 2

clear the table	sprzątać ze stołu
cut up the fruit/vegetables	kroić owoce/warzywa
do the shopping	robić zakupy
do the washing-up	zmywać naczynia
make breakfast/lunch/dinner	robić śniadanie/obiad/kolację
set the table	nakrywać do stołu
wash the fruit/vegetables	myć owoce/warzywa



Are you ready for extra vocabulary workout?

Vocabulary revision

- 1 Choose 10 phrases from unit 4 that are difficult to remember. Make **Brainy Cards**. In pairs, guess how often your friend does the activity.

make my bed

I think you make your bed every day.

That's correct.

eat your five a day

I don't think you eat your five a day.

That's wrong. I always eat my five a day.

Eating habits

drink fizzy drinks	pić napoje gazowane
drink still water	pić wodę niegazowaną
drink sparkling water	pić wodę gazowaną
eat cereal	jeść płatki śniadaniowe
eat fast food	jeść <i>fast food</i>
eat sweets	jeść słodczyce
eat three meals a day	jeść trzy posiłki dziennie
eat your five a day	jeść pięć porcji warzyw i owoców dziennie
get lunch from a kebab stall	kupić obiad w budce z kebabem
get lunch from a takeaway	kupić obiad na wynos
have lunch at a pizzeria	jeść obiad w pizzerii
have lunch at home	jeść obiad w domu
have lunch at the school canteen	jeść obiad w szkolnej stołówce

Useful!

as fit as a fiddle	zdrów jak ryba
full of beans	tryskać energią
you're about to hit ...	zaraz uderzysz w...

At home

Can I take the rubbish out instead?	Czy mogę zamiast tego wynieść śmieci?
Can you set the table, please?	Czy możesz nakryć do stołu?
I hate that.	Nie znoszę tego.
I'll do it in a minute.	Za minutę to zrobię.
It's a deal.	Umowa stoi.
Sure.	Pewnie.

2 Make a poster *My meals*.

- 1) Zrób sobie zdjęcia podczas wykonywania czynności związanych z przygotowaniem posiłków (ramka *Household chores 2*).
- 2) Wydrukuj zdjęcia i przyklej je na plakacie w takiej kolejności, w jakiej się zazwyczaj wykonuje te czynności.
- 3) Podpisz zdjęcia.



1 *do the shopping*

Present simple: adverbs of frequency

Przysłówki częstotliwości służą do wyrażenia, jak często wykonujemy daną czynność.

always – zawsze

usually – zazwyczaj

often – często

sometimes – czasami

hardly ever – prawie nigdy, rzadko

never – nigdy

W czasie *Present simple* w zdaniach twierdzących przysłówki częstotliwości stawiamy przed czasownikiem, a w przypadku czasownika *be* tuż za nim.

I **hardly ever** **make** my bed.

I **am** **never** tired.

Present simple: affirmative and negative

W czasie *Present simple*, w zdaniach twierdzących, w trzeciej osobie liczby pojedynczej (*he, she, it*) do czasownika należy dodać końcówkę *-s* lub *-es*. W zdaniach przeczących dodajemy **don't** lub **doesn't**, a czasownik główny jest zawsze w formie podstawowej (bez końcówki *-s* lub *-es*).

Affirmative

I **do** the washing-up.

You **do** the washing-up.

He **does** the washing-up.

She **does** the washing-up.

It **does** the washing-up.

We **do** the washing-up.

You **do** the washing-up.

They **do** the washing-up.

Negative

I **don't do** the washing-up.

You **don't do** the washing-up.

He **doesn't do** the washing-up.

She **doesn't do** the washing-up.

It **doesn't do** the washing-up.

We **don't do** the washing-up.

You **don't do** the washing-up.

They **don't do** the washing-up.



Choose your grammar project!

Project 1 My Grammar Notebook

1 Complete your grammar notebook.

- 1) Wybierz dowolne zagadnienie gramatyczne z rozdziału 4. i zilustruj je przykładami. Zapisz te przykłady w zeszytce.
- 2) Dodaj nagłówki, rysunki lub zdjęcia objaśniające treści ułożonych zdań.

Project 2 A Class Survey

2 Do a class survey. Choose three habits and ask 5 students *How often ...?* questions. Write the results in your notebook.

How often do you drink fizzy drinks?

I drink fizzy drinks every day.

Two students drink fizzy drinks every day,
one student eats ...

Present simple: questions and short answers

W czasie *Present simple* pytania tworzymy, dodając **Do** lub **Does** na początku pytania. Na pytania odpowiadamy, używając krótkich odpowiedzi z **do/does** lub **don't/doesn't**.

Question

Do I **eat** sweets?

Do you **eat** sweets?

Does he **eat** sweets?

Does she **eat** sweets?

Does it **eat** sweets?

Do we **eat** sweets?

Do you **eat** sweets?

Do they **eat** sweets?

Short answer

Yes, I **do**. /

No, I **don't**.

Yes, you **do**. /

No, you **don't**.

Yes, he **does**. /

No, he **doesn't**.

Yes, she **does**. /

No, she **doesn't**.

Yes, it **does**. /

No, it **doesn't**.

Yes, we **do**. /

No, we **don't**.

Yes, you **do**. /

No, you **don't**.

Yes, they **do**. /

No, they **don't**.

Present simple: *wh*-questions

Pytania szczegółowe tworzymy, dodając zaimek pytający przed *do* lub *does*.

How often **do** you **eat** sweets?

When **does** he **eat** sweets?

Where **do** they **eat** lunch?

Present simple: frequency expressions











Wyrażenia określające częstotliwość stawiamy zazwyczaj na końcu zdania.

I eat snacks **once** / **twice** / **three times a day** / **every day**.

Vocabulary

1 Complete the sentences in your notebook.

You play *table tennis* (w tenisa stołowego) with a *table tennis racket* (paletką do ping-ponga).

- You go  (popływać na desce) with a  (deską surfingową).
- You go  (popływać na desce z żaglem) in a  (piance).
- Before a meal, you  (nakrywasz do stołu), and after it, you  (sprzątasz ze stołu).
- Every week, I  (ścieram kurz z mebli), and I  (prasuję ubrania).
- Every day, I  (wyprowadzam psa), and I  (karmię kota).

2 Find the odd one out. Write the answers in your notebook.









still water fizzy drink sparkling water cereal
cereal

- fast food pizzeria snacks five a day
- tidy my room vacuum the carpet
eat three meals a day wash the windows
- a takeaway a kebab stall skates
the school canteen
- look after my younger sister wash the car
take the rubbish out wash the windows
- goggles in-line skates surfing wetsuit

Grammar

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









Tea is *cheaper* (cheap) than coffee.

- Canada is  (**big**) than the UK.
- Skiing is  (**expensive**) than playing handball.
- Football is  (**popular**) than tennis.
- The weather is usually  (**bad**) in autumn than in summer.
- Dodge ball is  (**easy**) to learn than skiing.
- Football is the  (**popular**) sport in the world.
- Britain is the  (**good**) place to learn English.
- Fast food and sweets are the  (**bad**) for your health.

4 Choose the correct words. Write the answers in your notebook.

My name is Edward and I ¹ *go / goes* to West Corner School. I usually ² *have / has* lunch at the school canteen. I ³ *don't / doesn't* have lunch at home. My brother Mike ⁴ *go / goes* to Belderry School. He ⁵ *don't / doesn't* have lunch at the school canteen. He always ⁶ *have / has* lunch at home. We often help our parents at home. I ⁷ *make / makes* my bed every day, and Mike ⁸ *make / makes* his bed too. I ⁹ *set / sets* the table, but he doesn't ¹⁰ *set / sets* the table. My brother and father ¹¹ *walk / walks* the dog ¹² *always / twice a week*, but my mother ¹³ *every / never* walks the dog.

5 Complete the sentences with the correct forms of *do*. Write the answers in your notebook.

- A: *Does* Edward help with the household chores? B: Yes, he .
- A:  his brother and father wash the car? B: No, they .
- A:  his brother and father walk the dog? B: Yes, they .
- A:  his mother walk the dog? B: No, she .
- A: How often  he make his bed? B: Every day.

6 In your notebook, write questions to ask Edward, using the words given. Write Edward's answers.

your brother / make his bed / ?
Does your brother make his bed?
Yes, he does.

- you / help / your parents / at home / ?
- your mother / walk the dog / ?
- where / you / go to school / ?
- where / you / have lunch / ?

At a birthday party

7 In your notebook, put the sentences in the correct order to make a dialogue. Act it out in pairs.

- Oh! Thanks a lot. Can I open it now?
- Goggles! Thanks. They're really cool.
- My pleasure. Many happy returns!
- Happy birthday! This is for you. I hope you like it.
- Go ahead!

At home

8 Complete the dialogue in your notebook. Act it out in pairs.

- A: Can you wash the vegetables, ¹ ?
- B: I ² that. Can I set the table ³ ?
- A: OK. It's a ⁴ .

Useful!

9 Complete the sentences in your notebook. Write 😊 for the positive opinions and ☹️ for the negative opinions.

- They're not my of thing.
- Look at the price! £2! It's a .
- He's full of .

Listening

10 2.16 Listen to the interview. Answer questions 1–6. Write the answers in your notebook.

- Does Alfie set the table every day?
a Yes. b No.
- Does he clear the table after dinner?
a Yes. b No.
- Does he dust the furniture?
a Yes. b No.
- How often does he take the dog for a walk?
a Twice a week. b Three times a week.
- Does he sometimes feed the dog?
a Yes. b No.
- How often does he wash the car?
a Once a week. b Once a month.

Reading

11 Read the text. In your notebook, write T (True) or F (False) for sentences 1–5.

You & Your Health

Today's Healthy Eater – Thea Robins

My name is Thea, and I think I'm a healthy eater. I always eat my five a day. I don't eat any snacks, and I always have three meals a day. I don't often have fizzy drinks, and I drink a lot of water. I usually eat fish, but not always. I sometimes have meat – once or twice a week. I don't eat a lot of fast food or takeaways – for example, I don't get food from a kebab stall.



But my diet isn't perfect. My friend Maya's diet is much better than my diet. She hardly ever eats meat, and she never drinks fizzy drinks. She's healthier and fitter than me – and I think that's because of her diet.

- Thea sometimes eats snacks.
- Thea doesn't eat fish every day.
- Thea sometimes eats meat from a kebab stall.
- Maya never eats meat.
- Thea isn't fitter than Maya.

Writing

12 In your notebook, write a short article about an unhealthy eater for *You & Your Health* magazine.

! Tips

W artykule napisz:

- jakie niezdrowe produkty je osoba, którą opisujesz i jak często to robi,
- jakich zdrowych produktów nie je lub jakie je bardzo rzadko.

Speaking

13 Work in pairs. In turns, ask and answer questions about the household chores you do and your eating habits.

How often do you ...?

I ...



Vocabulary presentation

1 2.17 Listen and repeat. Work in pairs. In turns, point at the places on the *Break time!* game board and name them.

- classroom ■ corridor ■ gym ■ school office ■ computer room ■ canteen ■ playground
 teachers' room ■ laboratory ■ cloakroom ■ library ■ tuck shop ■ pitch

2 Which part of the school is it? Look at the picture and name the place.

- 1 It's next to the gym.
- 2 It's between the cloakroom and the school office.
- 3 It's between the playground and the tuck shop.
- 4 It's under the library.
- 5 It's on the third floor. It's not a classroom or corridor.

Phonics Rap

2.18 Listen and rap.

Welcome to the super-cool future school.
 Even the teachers' room is cool!
 The cloakroom and the school office – all new!
 And a library with a million books for you!
 Classrooms, computers, and music too!



Vocabulary practice

3 In your notebook, complete the description of the school from the *Break time!* game board.

The school has four floors. On the ground floor, there is a ¹cl_____. It is next to the ²c_____. The ³s_____ o_____ is between the canteen and the ⁴g_____.

On the first floor, there is a corridor and a ⁵c_____ r_____. It's next to the ⁶t_____ r_____.

On the second floor, there is a very long corridor and a ⁷li_____. This is my favourite place in the school.

On the third floor, there's a ⁸cl_____, a long ⁹c_____, and the ¹⁰l_____.

Outside, there is a ¹¹pla_____ and a ¹²t_____ sh_____. Between these, there's a ¹³p_____ for games too.

Game

5 Work in groups of four. Play *Break time!*

- 1) Przygotujcie pionki oraz trzy karty z numerami 1–3.
- 2) Przygotujcie dla zwycięzcy kupon do szkolnego sklepiku.
- 3) Po usłyszeniu dzwonka zaczniecie grę.

Writing

6 In your notebook, describe your school or your dream school. Use exercise 3 as a model.

The school has ... floors.
 On the ground floor, ...
 On the first floor, ...
 On the second floor, ...
 On the third floor, ...
 Outside, ...

Reading

4 Read the instructions for the *Break time!* game. How do you say the words in red in Polish?

- 1 This is a game for 2–4 players. You need three cards with numbers 1–3 and a cut-out **piece** (Jeff, Lisa, Ruby, or Zac).
- 2 You start the game in your classroom at the **top** of the school. The **aim** is to get to the tuck shop for break.
- 3 Put all your pieces at the top of the school. Put the cards **face down** on the desk.
- 4 When you hear the bell ring, start the game. The youngest player starts. In turns, take a card, say the number, and move your piece on the board. Say where you are, for example: *I'm in the teachers' room.* If you make a mistake, go back three spaces.
- 5 The first person to get to the tuck shop gets a £5 **voucher**.



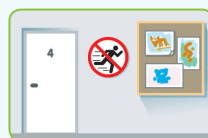
Around the world



This person helps children to cross the road safely. Who is she?

- a a policewoman
- a lollipop lady
- a headteacher

Some rooms have special instructions:



Don't run in the corridor!
Go back to your classroom.



Play a computer game – **miss a turn**.



Bad **behaviour** in class – miss a turn.



You can't find your shoes – miss a turn.

They're dancing in the gym!

Lesson objective: Grammar: Present continuous: affirmative, negative, questions and short answers; wh-questions

Quick check

2.19 Listen and point in the direction of these places in your school.

Grammar presentation

1 2.20 Listen and read the text. What is it about? Choose a or b.

This text is about:

- a things that the parents do every day.
- b things that the parents are doing now, but not every day.

West Corner School

A lot of schools organise Fun Days. It's a good way to get money for school activities. Today, it's Fun Day at West Corner School.

Zac: Ruby, where are all the parents?

Ruby: They're all in the gym.

Zac: Are they playing basketball?

Ruby: No, they aren't.

Zac: What are they doing?

Ruby: They're dancing. The PE teacher is giving a dancing lesson!

Zac: Wow!

Ruby: Where are you going?

Zac: I'm going to the gym!



Grammar practice

3 In your notebook, complete what Zac says to Ruby on the phone.

watch ■ dance ■ not dance

I'm in the gym. I ¹ _____ the parents in the gym. My mum ² _____ very well, but my dad can't dance. He ³ _____ well.

run ■ not dance ■ not win ■ watch

I'm on the pitch now. My parents ⁴ _____ now. They ⁵ _____ a race. Wow! Lisa is in the race! She ⁶ _____ very fast, but she ⁷ _____. No, wait a minute ... Lisa is the winner!

Grammar app

Present continuous: questions and short answers

Are they playing basketball? Yes, they are. / No, they aren't.

Present continuous: wh-questions

What are they doing? They are dancing.

>>> Grammar summary on page 71

4 In your notebook, prepare a Grammar app for she and you.

Grammar practice

5 In your notebook, write questions and answers, using the words given.

- 1 Zac / sing a song / ? yes
- 2 Lisa and Ruby / sing a song / ? no
- 3 what / they / do / ? they / play / the violin / .
- 4 what / Jeff / do / ? he / go to the tuck shop / .
- 5 Lisa's parents / dance / ? yes

Speaking

6 Work in pairs. Phone a friend and ask about the Fun Day at your school. Change roles.

Uczeń A wybiera osobę lub osoby oraz miejsce w szkole i zadaje pytanie. Uczeń B odpowiada.

What are Kasia and Ania doing in the canteen?

They're learning magic tricks.

Grammar app

Present continuous: affirmative and negative

He 's giving a dancing lesson.

He isn't giving a dancing lesson.

give → giving run → running

>>> Grammar summary on page 71

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

Maths is more difficult than English.

Lesson objective: *Vocabulary: school subjects*

Vocabulary presentation

1 2.21 Listen and repeat. Match the pictures with the names of the school subjects. Write the answers in your notebook.

maths ■ English ■ Polish ■ biology ■ art ■ music ■ PE ■ geography ■ history ■ IT

1

2

3 Dzień dobry! Dziś porozmawiamy o książce pod tytułem *Chłopcy z Placu Broni.*

4 $3 \times 2 = 6$

5

6

7

8

9

10 Hello!

Vocabulary practice

2 Read and complete the timetable. Write the answers in your notebook.

On Monday, maths is after English. Music is after Polish. Biology is between art and Polish. On Tuesday, history is before PE. Geography is after PE but before Polish. IT is between Polish and English.

<i>Monday</i>	<i>English</i>	1	2	3	<i>Polish</i>	4	
<i>Tuesday</i>		5	<i>PE</i>	6	<i>Polish</i>	7	8

Listening

3 2.22 Listen to five teachers and name the subjects.

It's a ...

1 ?

2 ?

3 ?

4 ?

5 ?

Speaking

4 Work in pairs. Compare school subjects. Use the adjectives in the box.

difficult ■ easy
interesting ■ important

I think geography is more difficult than history.

I don't agree. I think history is the most difficult subject.

5 Do a class survey. Find out what the most difficult and the easiest subjects are.

What is the most difficult subject?

I think ... is the most difficult subject.

Three students say that maths is the most difficult subject.

Sporty Sue: Episode 5 – Sue isn't listening!

Lesson objective: Grammar: Present continuous and Present simple

1 Sue studies maths every day. She's studying maths in class now, but really, she's daydreaming.

Another brilliant goal for West Corner School. They don't usually win all their matches, but they're winning this match!

2 Sue has geography every Tuesday. Sue is sitting in the geography class now. She isn't listening to the teacher. She's daydreaming again.

West Corner School are winning by three goals now, the other team are doing their best, but they can't score a goal ...

3 It's 12 o'clock. Sue is doing a presentation in her English class. She's talking about her sports hero. Everyone is listening to her.

My biggest sports hero is Steph Houghton. She's the captain of the England women's football team. She trains every day but she isn't training right now ... She's travelling to Holland with the team.

4 It's lunchtime. In the teachers' room, the teachers are talking about Sue.

That girl in year 6, Sue Green, she daydreams all the time. She thinks about sport and her sports heroes.

Yes, but she's sometimes very good in the English class. She does great presentations and she speaks very well.

5 What is she doing now? She's playing football. She wants to be good at every sport, but she always has accidents.

Be careful! She's kicking the ball!

6 I'm ever so sorry.

Don't worry, Sue.

I think I can help Sue. I'd better talk to her mother about my idea.

GLOSSARY

brilliant – wspaniały
 captain – kapitan
 daydream – marzyć, fantazjować
 hero – bohater, bohaterka
 score a goal – strzelić bramkę
 team – drużyna

USEFUL!

Complete the sentences in your notebook.

- I'm doing my best. – *Robię wszystko, co w mojej ...*
- I'm ever so sorry. – *Bardzo mi ...*
- Don't worry. – *Nie ... się.*
- I'd better talk to ... – *Powinienem/Powinnam ... z...*

Quick check

2.23 Listen to the first sounds in the names of the school subjects. Say complete words.

Grammar presentation

1 **2.24** Read and listen to Episode 5. What is Sue doing in the maths and geography classes today?

Comprehension

2 Correct the sentences about Sue. Write the answers in your notebook.

- 1 Sue never daydreams in class.
- 2 She never does good work in class.
- 3 The English teacher doesn't think that she can help Sue.

G Grammar app

Present simple: affirmative and negative

She **daydreams** every day.
She **doesn't daydream** every day.

Present continuous: affirmative and negative

She **is daydreaming** now.
She **isn't daydreaming** now.

»» Grammar summary on page 71

Grammar practice

3 Read the texts and choose the correct words. Write the answers in your notebook.



It's 7 o'clock. Right now, Dominic ¹ **is having / has** breakfast. He ² **is having / has** breakfast at 7:00 am every day, then he ³ **is going / goes** to school. He ⁴ **isn't going / doesn't go** to school by school bus every day. His father sometimes ⁵ **is taking / takes** him by car.

It's 9 o'clock. Dominic is in the playground. He ⁶ **is usually talking / usually talks** to his best friend Liam, but Liam isn't at school today, so Dominic ⁷ **is playing / plays** tag. He ⁸ **isn't usually reading / doesn't usually read** a book at break time.

It's 3 o'clock. Julie ⁹ **is walking / walks** home. She ¹⁰ **is always walking / always walks** home. She ¹¹ **is never going / never goes** home by car.



Listening

4 Listen to six students. What are they talking about? Say a, b, or c.

- a what he/she does every day
- b what he/she is doing now
- c what he/she doesn't do every day

G Grammar app

Present simple: questions and short answers

Does she **daydream** in class? Yes, she does. / No, she doesn't.

Present continuous: questions and short answers

Is she **daydreaming** now? Yes, she is. / No, she isn't.

»» Grammar summary on page 71

Grammar practice

5 In your notebook, write questions, using the words given.

- 1 you / go / to school / right now / ?
- 2 your friend / talk / to you / on his phone / now / ?
- 3 your friend / talk / to you / every day / ?
- 4 your friends / buy / snacks / at the tuck shop / now / ?
- 5 your friends / buy / snacks / every day / ?

Speaking

6 Work in pairs. Talk about your family and friends. Ask about **now** and **every day**.

have breakfast/lunch/dinner
work ■ go to work/school ■ play tag
walk home ■ talk to ■ buy snacks

What is your father doing **now**?
He's working in his office.
Does he work in his office **every day**?
Yes, he does.

Life skills: Using your imagination

How can daydreaming be useful? When is a good time to daydream?

Train your brain!

Lesson objective: Revision of lessons 1-4

Hi! Let's wake up your brains!



1 Read the words and write them in your notebook.



2 Read the clues and name the school subjects.

- 1 digits and numbers
- 2 a mouse and a keyboard
- 3 castles and kings
- 4 run and throw
- 5 play instruments and sing
- 6 draw and paint
- 7 Present simple
- 8 countries and continents

3 Work in pairs. In turns, choose one boy and ask and answer questions.



Tommy is talking on his phone, and he's looking serious. He lives in England, and he likes pizza.

Timmy is using his tablet, and he's laughing. He lives in Scotland, and he likes pizza.



Tammy is talking on his phone, and he's looking serious. He lives in England, and he doesn't like pizza.

Terry is using his tablet, and he's laughing. He lives in Scotland, and he doesn't like pizza.



Is he talking on the phone?

Yes, he is.

Does he like pizza?

No, he doesn't.

Is it Tammy?

Yes, it is.

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



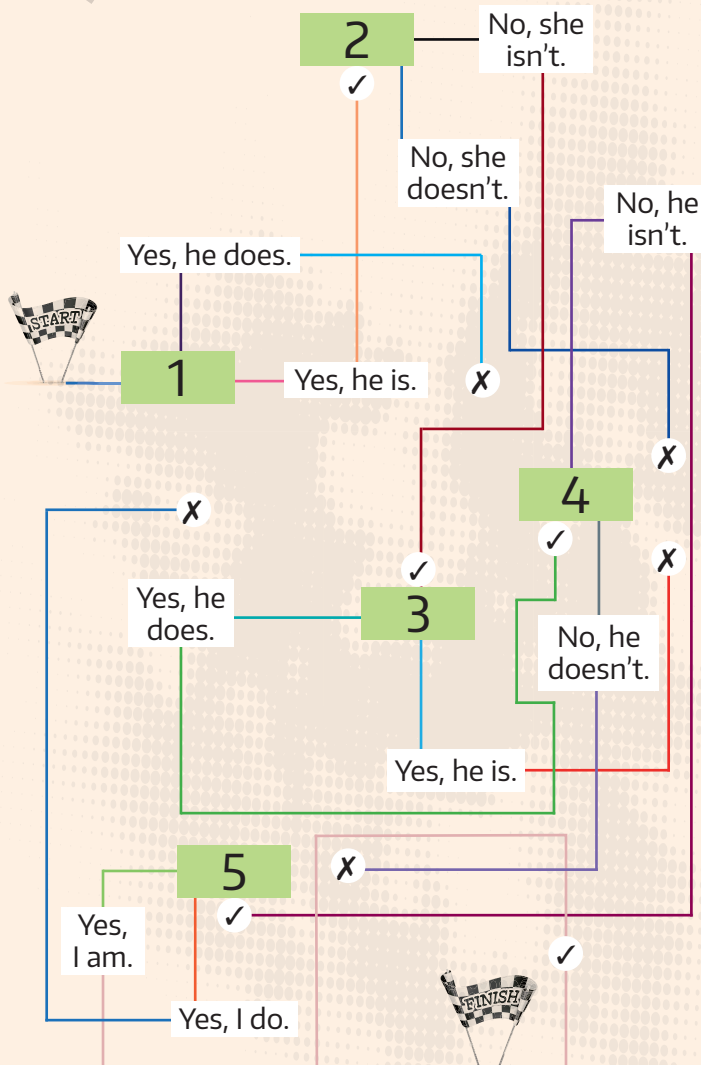
Find this person in Unit 5. Does she teach? Is she teaching now?



5 Compare the pictures. Find seven differences in picture b. Write the answers in your notebook.



6 Look at picture b in exercise 5 again and listen to the questions. Choose the correct answers.



Lesson objectives: Functions: prohibiting, expressing obligation, giving a warning, saying sorry; Grammar: must and mustn't; Vocabulary: behaviour at school

1 2.27 Listen and point at *must* or *mustn't*. Act out the dialogues.



Vocabulary presentation

2 2.28 Listen, read, and repeat. Say each activity with *must* or *mustn't*.

use your mobile in class ■ return your library books on time ■ drop litter
study for your exams ■ return your library books late ■ change your shoes ■ cheat in tests

You mustn't use your mobile in class.

3 2.29 Listen to four dialogues. After each dialogue, answer questions 1–3.

- 1 What rule does the teacher mention?
- 2 Is this a rule in your school?
- 3 Does the teacher give a warning?

4 Complete the sentences in your notebook.

A: You ¹ cheat in tests.

B: ² sorry, sir.

A: I'm giving you a warning.

B: Yes, ³ .

A: You mustn't use your mobile in class.

B: I'm ⁴ , miss.

A: It's ⁵ to follow the school rules.

B: Yes, ⁶ .



Look

you must – musisz

you mustn't – nie wolno Ci

5 Work in pairs. Student A is a teacher, student B is a student.

- 1) **Uczeń B** udaje łamanie jakiegoś zakazu.
- 2) **Uczeń A** zwraca mu uwagę i jeśli chce, udziela ostrzeżenia.
- 3) **Uczeń B** odpowiada.

You mustn't use your phone in class.

I'm sorry, sir/miss.

I'm giving you ... / It's important to ...

Yes, sir/miss.



1 **2.30** Read the text and choose the correct headings. Write the answers in your notebook. Listen and check.

School subjects

Uniforms

School years

Class sizes

The schoolday

Life at our school

1 We start primary school when we are five years old, so when we are eleven, we are in Year 6.

Every year, there are three terms: autumn, spring, and summer. After Year 6, we go to secondary school.



3 Our schoolday starts at 9:00 am. There are five classes each day, with a 15-minute break at about 10:30 am, and an hour break for lunch at about 12:00 am. We go home at about 3:00 pm, but we often have got homework, too.

5 Most schools have got a school uniform. In our school, we all wear a blue sweatshirt, a white shirt, and black trousers. Girls can wear a black skirt. We have got two non-uniform days each term: the school chooses a charity, we give money to the charity, and then we can wear our own clothes. We love non-uniform days!

2 We do English, maths, music, IT, art, science, history, geography, and French. We do PE every day, too.

4 There are 25 to 30 students in our classes. Our school is in London, and we have students from 35 different countries! There are many Polish students at our school.

Glossary

- non-uniform day** – dzień bez mundurka
- primary school** – szkoła podstawowa
- secondary school** – szkoła ponadpodstawowa

2 Check the meaning of any unknown words from the text in exercise 1 in a dictionary.

3 Read the text again. Answer the questions.

- 1 How old are students when they finish primary school?
- 2 How many breaks are there in the schoolday?
- 3 Where is this school?
- 4 Can the boys and girls wear the same uniform?
- 5 How often does the school have non-uniform days?

4 Work in pairs. In your notebooks, compare schools in England and Poland.

Uczeń A – things that are different

*They start primary school at five.
We start primary school at seven.*

Listening

5 **2.31** Listen to five students. Do they go to Polish or English schools?

Discover more!

6 Work in groups of five. Do a group project about schools in Poland.

! Tips

- Podzielcie się rolami.
- Napiszcie tytuł projektu oraz nagłówki poszczególnych sekcji. Do opisów dołączcie zdjęcia lub rysunki.
- Poproście kolegę/koleżankę o sprawdzenie swojej pracy.

Uczeń B – things that are similar

We all do English, maths, music, IT, art, PE, and history.

Lesson objective: Revision of lessons 1-6

Do our Revision workout. Go to page 127 and see what your prize is!



Vocabulary & Speaking

1 Read the sentences. Name the places in a school.

- 1 You can play football there.
- 2 You can buy drinks and snacks there.
- 3 You can eat lunch there.
- 4 You use it to get from one part of the school to another.
- 5 There are a lot of books in this place.
- 6 The teachers can sit in this place, but students can't.

6

2 In your notebook, write the names of the school subjects.



6

3 **★** In your notebook, complete the dialogue. Then act it out in pairs.

- A: You ¹ _____ your library books ² _____ time.
- B: I'm ³ _____, miss.
- A: It's important to ⁴ _____ the school ⁵ _____.
- B: ⁶ _____.

8

Grammar

4 What are they doing now? Write the answers in your notebook, using the words given.



- 1 she / teach / maths / .
- 2 she / teach / English / .
- 3 the students / study / .
- 4 the students / run / .
- 5 I / ask / questions / .
- 6 I / use / a computer / .



6

5 In your notebook, complete the sentences with the correct forms of the verbs in brackets.

- 1 He teaches (teach) biology every day, but he doesn't teach (not teach) biology now.
- 2 We don't study (not study) English now. We don't study (not study) English on Mondays.
- 3 I don't play (not often play) football on the pitch at break, but I play (play) football now.
- 4 The students buy (buy) snacks now, but they don't usually buy (not usually buy) snacks at the tuck shop at break.

8

6 **★** In your notebook, write questions and answers, using the words given.

- 1 you / usually / speak English / ?
no
- 2 you / speak / English / now / ?
yes
- 3 what / school / he / go to / every day / ?
he / go / to West Corner School / every day / .

6

Vocabulary & Speaking: /20

Grammar: /20

Total: /40

Places in a school

canteen	stołówka
classroom	klasa szkolna
cloakroom	szatnia
computer room	pracownia komputerowa
corridor	korytarz
gym	sala gimnastyczna
laboratory	pracownia biologiczno-chemiczna
library	biblioteka
pitch	boisko
playground	plac zabaw
school office	sekretariat
teachers' room	pokój nauczycielski
tuck shop	sklepik szkolny

School subjects

art	sztuka, plastyka
biology	biologia
English	język angielski
geography	geografia
history	historia
IT (information technology)	informatyka
maths	matematyka
music	muzyka
PE (physical education)	WF (wychowanie fizyczne)
Polish	język polski



Are you ready for extra vocabulary workout?

Vocabulary revision

- 1 Choose 10 names of places in a school. Make **Brainy Cards**. In turns, say a sentence about one of the places and guess which place it is.

pitch

The students are playing football.

The pitch.

That's right.

Behaviour at school

change your shoes	zmieniać buty
cheat in tests	ściągać na sprawdzianach
drop litter	śmiecić
return your library books late/on time	oddawać książki do biblioteki z opóźnieniem / na czas
study for your exams	uczyć się do egzaminów
use your mobile in class	używać telefonu komórkowego na lekcji

Useful!

Don't worry!	Nie martw się.
I'd better talk to ...	Powinienem/Powinnam porozmawiać z...
I'm doing my best.	Robię wszystko, co w mojej mocy.
I'm ever so sorry.	Bardzo mi przykro.

At school

I'm giving you a warning.	Udzielam Ci ostrzeżenia.
I'm sorry, sir/miss.	Przepraszam Pana/Panią.
It's important to follow the school rules.	To ważne, by przestrzegać reguł szkolnych.
Yes, sir/miss.	Tak, proszę Pana/Pani.
You must ...	Musisz...
You mustn't ...	Nie wolno ci...

2 Design your ideal timetable.

- 1) Narysuj plan lekcji na oddzielnej kartce.
- 2) Napisz nazwy dni tygodnia oraz godziny.
- 3) Uzupełnij plan wyrazami z kategorii *School subjects*.
- 4) Wymyśl dodatkowe przedmioty i dopisz je do planu lekcji.
- 5) Porównaj swój plan lekcji z planami kolegów i koleżanek. Kto wymyślił najlepszy plan lekcji?



Present continuous: affirmative and negative

Zdania twierdzące w czasie *Present continuous* tworzymy za pomocą odpowiedniej formy czasownika *be* oraz czasownika z końcówką *-ing*. Zdania przeczące tworzymy, dodając do odpowiedniej formy czasownika *be* słowo *not*.

Affirmative	Negative
I'm working .	I'm not working .
You're working .	You aren't working .
He's working .	He isn't working .
She's working .	She isn't working .
It's working .	It isn't working .
We're working .	We aren't working .
You're working .	You aren't working .
They're working .	They aren't working .

Jeśli czasownik kończy się literą *e* (np. *give, drive, move, use, take, come, have*), to należy ją usunąć przy dodawaniu końcówki *-ing*:

ride – riding

Jeśli czasownik kończy się spółgłoską poprzedzoną jedną samogłoską (np. *swim, stop, shop, run, sit*), to przed dodaniem *-ing* należy podwoić ostatnią literę:

win – winning

Present continuous: *wh*-questions

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

What are they **doing**?

Where are they **working**?



Choose your grammar project!

Project 1 My Grammar Notebook

1 Complete your grammar notebook.

- Wybierz dowolne zagadnienie gramatyczne z rozdziału 5. i zilustruj je przykładami. Zapisz te przykłady w zeszytcie.
- Dodaj nagłówki, rysunki lub zdjęcia objaśniające treści ułożonych zdań.

Present continuous: questions and short answers

Pytania w czasie *Present continuous* tworzymy, zmieniając szyk wyrazów – odpowiednią formę czasownika *be* przestawiamy na początek zdania. Na pytania odpowiadamy, używając krótkich odpowiedzi z właściwą formą czasownika *be*.

Question

Am I **working**?

Are you **working**?

Is he **working**?

Is she **working**?

Is it **working**?

Are we **working**?

Are you **working**?

Are they **working**?

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**.

Present continuous and Present simple

Present continuous	Present simple
Czasu <i>Present continuous</i> używamy, gdy mówimy o tym, co się dzieje teraz lub dziś. It's 7 am. I'm getting up.	Czasu <i>Present simple</i> używamy, gdy mówimy o czynnościach, które wykonujemy regularnie. I get up at 7 am every day.
Typowe wyrażenia: now, right now, today , umieszczamy zazwyczaj na końcu zdania. I'm going to school now . She isn't listening right now .	Typowe wyrażenia: never, hardly ever, sometimes, usually, always , umieszczamy zazwyczaj po czasowniku <i>be</i> , ale przed każdym innym czasownikiem. I'm never late for school. She always studies hard. Wyrażenia: every day, once/twice/three times a day umieszczamy zazwyczaj na końcu zdania.

Project 2: The Mannequin Challenge

2 Work in groups of four or five. Prepare The Mannequin Challenge.

- Udawajcie manekiny, które pokazują różne czynności.
- Zróbcie grupowe zdjęcia lub nagrajcie krótkie filmy.
- Porównajcie czynności wykonywane dziś z tymi które wykonujecie zazwyczaj. Użyjcie *Present continuous* i *Present simple*.

We never sleep in the classroom, but we are sleeping in the classroom today!



Life skills: Using drones

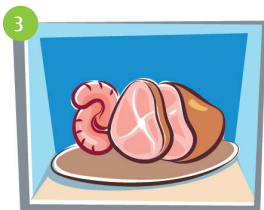
How can we use a drone safely? Say *must* or *mustn't*.

- use it near people
- use it in busy places
- use it near airports or planes
- send it up too high/too far away
- use it in safe places

Vocabulary presentation

1 2.32 Listen and repeat. Work in pairs. Say the names of the shops and point at the pictures below.

- baker's ■ greengrocer's ■ butcher's ■ stationer's ■ newsagent's ■ clothes shop
 department store ■ bookshop ■ toy shop ■ chemist's



Phonics Rap

2.33 Listen and rap.

Baker's for bread, butcher's for meat,
Greengrocer's for fruit – that's sweet!
Try the stationer's: pens and notebooks,
What about clothes?
The department store! Look!



4 Read the text in exercise 3 again. Choose the correct answers for questions 1-2.

- 1 What is paragraph 1 about?
- 2 What is paragraph 2 about?
 - a The mall opening hours.
 - b The things you can get easily in the mall.
 - c What people like about the mall.
 - d What people don't like about the mall.
 - e The things you can't get easily in the mall.

Vocabulary practice

2 Look at the big picture on page 72 and read sentences a–j. Name shops 1–10. In your notebook, draw a map with the answers.

- a There's a blue car in front of the newsagent's.
- b Zac is in front of the baker's.
- c Ruby is behind the stationer's.
- d There's a red car in front of the bookshop.
- e Lisa is between the bookshop and the clothes shop.
- f There's a dog in front of the greengrocer's.
- g There's a bicycle in front of the department store.
- h There's a white car in front of the butcher's.
- i There are some flowers in front of the chemist's.
- j There's a cat next to the toy shop.

Listening

5 2.35 Listen to four dialogues. Say what shops the people are in.

Game

6 Work in pairs. Play *Don't say yes or no!*

- 1) Uczeń A zadaje pytania dotyczące miasta przedstawionego na stronie 72 lub swojej miejscowości.
- 2) Uczeń B odpowiada, nie mówiąc słowa *yes* ani *no*.
- 3) Jeśli uczeń B użyje słowa *yes* lub *no*, zamieniacie się rolami.

Is there a butcher's in Long Street?

That is correct.

Is there a stationer's in *Wojska Polskiego* Street?

That is wrong.

Reading

3 2.34 Read the text. Listen to six questions and find the answers in the text as quickly as you can.

Look

one baker's – two bakers
one chemist's – two chemists

1 The Mall of America is one of the biggest shopping malls in the United States. There are over 520 shops! 11,000 people work there, and 40 million people visit it each year. There's parking for more than 12,000 cars. If you want clothes, then you're in the right place – there are three department stores and about 60 clothes shops. There are also 28 toy and game shops. There are a lot of attractions too – an enormous aquarium with thousands of fish and the Nickelodeon Universe theme park.



2 The Mall of America hasn't got everything. If you want to buy some meat or fruit, you're in the wrong place. There aren't any butchers, greengrocers, or supermarkets there. You can buy bread, but there are only three bakers. If you want a pen or a pencil, there are only three stationers. If you want a book, there's only one bookshop. And if you want medicine, go somewhere else – there aren't any chemists in the mall.

I was at Camden Market.

Lesson objective: Grammar: past tense: verb be: affirmative and negative

Quick check

2.36 Look at the map from lesson 1 in your notebook. Listen and say the names of the shops.

Grammar presentation

1 2.37 Listen and read. Answer questions 1–2.

- Which shops were busy?
- Which shops weren't busy?

Camden Market



We **were** at Camden Market in London yesterday afternoon. The baker's **was** very busy. The cakes **were** amazing! The toy shop **was** very busy too.

Matt

I **was** in the bookshop for an hour, and then the chemist's. They **weren't** busy – they **were** very quiet.

Jane

The stationer's **wasn't** busy on Tuesday, but all the clothes shops **were** full of people.

Rick and Mike

Grammar practice

2 Read the text in exercise 1 again. In your notebook, complete the sentences with **was**, **wasn't**, **were** or **weren't**.

- Matt in the baker's.
- He in the chemist's.
- Jane in the newsagent's.
- She in the bookshop.
- Rick and Mike in the clothes shop.
- Rick and Mike in the chemist's.

3 In your notebook, complete the sentences with **was**, **wasn't**, **were** or **weren't**.

- The notebooks in the stationer's ✓ fantastic, but they ✗ cheap.
- The café ✓ very small, but it ✗ expensive.
- The baker's ✓ busy. The bread ✗ very good, but the biscuits ✓ delicious.

4 In your notebook, write sentences, using the words given. Add **was/were**.

- my favourite café / busy. / the food / in the café / not English. / it / international.
- some of the clothes / fantastic. / they / not cheap.
- the Polish food stall / great. / the food / very Polish. / the cooks / Polish. / the customers / not Polish.

1 *My favourite café was busy.*

Writing

5 You were in a shop yesterday. In your notebook, write a post about it.

I was in ... in ...

Tips

W poście:

- napisz, w jakim sklepie i na jakiej ulicy byłeś/byłaś,
- opisz ten sklep (*busy/not busy*), oraz produkty w nim dostępne (*cheap/not cheap*),
- pamiętaj o użyciu czasu przeszłego.

Grammar app

Past tense: verb **be**: affirmative

I	was	in the bookshop.
He		
She		
It		

We	were	in the bookshop.
You		
They		

Past tense: verb **be**: negative

I	wasn't	in the bookshop.
He		
She		
It		

We	weren't	in the bookshop.
You		
They		

wasn't = was not

weren't = were not

>>> Grammar summary on page 83

A taxi is more expensive than a coach.

Lesson objective: **Vocabulary: means of transport**

Vocabulary presentation

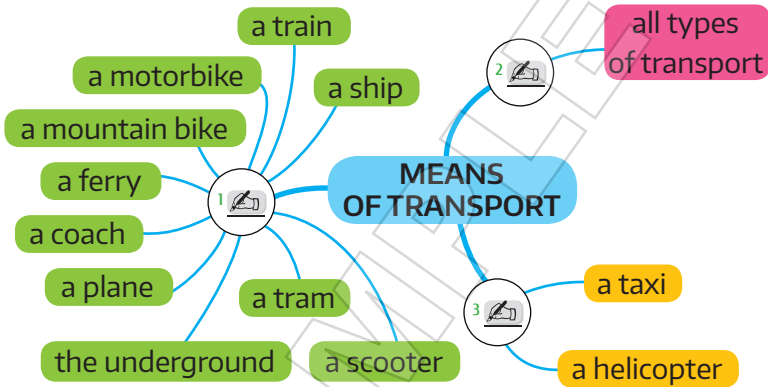
1 2.38 Listen and repeat. In your notebook, match the words with one of the three categories.



land	air	water

Vocabulary practice

2 Copy the graph into your notebook. Complete it with *in*, *on* or *by*.



3 Where was Mary yesterday? What was it like? Write the answers in your notebook, using the words in the box.

busy ■ expensive
comfortable ■ exciting



Yesterday, she was *in/on* It was ...

Listening

4 2.39 Listen to three dialogues. Use the graph from exercise 2 in your notebook to do tasks 1 and 2.

- Podkreśl nazwy wszystkich środków transportu, które usłyszysz.
- Zakreśl nazwy środków transportu, które zostaną użyte przez rozmówców.

Speaking

5 Work in pairs. Compare the means of transport, using the adjectives given.

- ship / ferry big, small
- helicopter / plane dangerous, safe
- motorbike / mountain bike safe, dangerous, fast
- coach / tram / mountain bike comfortable
- underground / taxi / plane cheap, expensive

Ship and ferry. A is smaller than a .

6 In your notebook, write a sentence for each set (1–5) in exercise 5.

- A ship is bigger than a ferry.

Sporty Sue: Episode 6 – I was in a hot-air balloon!

Lesson objective: Grammar: Past simple: verb be: questions and short answers; wh-questions

1 TTT RACE:
The Ten Types of Transport Race:
7 DAYS – Ten types of transport

It's 2:15 on Day 6.

Look! There's Chris Ray, the Olympic cyclist. He's usually on a mountain bike, but today he's on a scooter!

Was he on a mountain bike yesterday?

No, he wasn't. He was in a helicopter!

And look! There's the London Lads Football Team. They're in a taxi.

Were they on the underground yesterday?

No, they weren't. They were on a coach.

It's 2:20. It's the end of the race for today.

THE WINNER OF TODAY'S RACE IS CHRIS RAY!

Look at this text message, Sue. Your English teacher wants you to write an article about the race.

That's a great idea! I can interview Chris Ray! See you!

Oh! Sorry! Er ... Can I interview you?

Yes, why not?

The balloon lands at 3:20. Sue walks back to her house.

I was in that hot-air balloon.

Were you with Chris Ray?

Yes, I was. It was a great interview. Now, I must write my article.

It's 2:30. Chris is testing his transport for tomorrow.

Excuse me, Mr Ray!

A week later, all the students are reading Sue's article.

I was in a hot-air balloon – with CHRIS RAY!

Sue, we all think your article about Chris Ray is great!

GLOSSARY

- article – artykuł
- cyclist – kolarz, rowerzysta
- hot-air balloon – balon napełniony ciepłym powietrzem
- interview – wywiad; przeprowadzać wywiad

USEFUL!

Complete the gaps in your notebook.

- 1 A: B: That's a great idea!
- 2 A: B: See you!
- 3 A: B: Yes, why not?

Quick check

2.40 Listen to the spelling of the words. Put your hand up if you know the word.

Grammar presentation

1 2.41 Read and listen to Episode 6. Who does Sue interview?

Comprehension

2 Read the sentences and say *True* or *False*.

- TTT means *Ten Types of Transport*.
- Chris can't finish this part of the race.
- Sue interviews Chris in the hot-air balloon.
- The students don't like Sue's article.

G Grammar app

Past simple: verb **be**: questions

Was	I	in the taxi?
Were	you	
Was	he/she/it	
Were	we/you/they	

Past simple: verb **be**: short answers

Yes,	I/he/she/it	was.
	we/you/they	were.
No,	I/he/she/it	wasn't.
	we/you/they	weren't.

>>> Grammar summary on page 83

Grammar practice

3 In your notebook, change the sentences into questions. Then answer them.

- Sue was in a taxi.
- The London Lads Football Team were on a coach.
- The teacher's idea was impossible.
- Chris and Sue were on a plane.
- The interview was a success.

G Grammar app

Past simple: verb **be**: *wh*-questions

Where	were	you?	I was in a hot-air balloon.
-------	------	------	-----------------------------

>>> Grammar summary on page 83

Grammar practice

4 In your notebook, write questions and match them with the correct answers.

- | | |
|--|-------------------------|
| 1 were / where / 2:15 / the London Lads Football Team / at / ? | a She was at her house. |
| 2 a / hot-air balloon / Sue / was / when / in / ? | b They were in a taxi. |
| 3 was / where / 3:25 / Sue / at / ? | c From 2:30 to 3:20. |

Listening

5 2.42 Listen to an interview with Chris Ray. In your notebook, match the days with the means of transport. There can be more than one for each day.



- | | |
|-------------|---------------------|
| 1 Monday | a a motorbike |
| 2 Tuesday | b a ferry |
| 3 Wednesday | c a scooter |
| 4 Thursday | d a tram |
| 5 Friday | e a ship |
| 6 Saturday | f a train |
| 7 Sunday | g the underground |
| | h a helicopter |
| | i a mountain bike |
| | j a hot-air balloon |

Game

6 Work in pairs. Play *The TTT Race*.

Mon.	train	motorbike
Tue.	scooter	ship
Wed.	car	mountain bike
Thurs.	ferry	helicopter
Fri.	coach	plane
Sat.	taxi	tram
Sun.	underground	bus

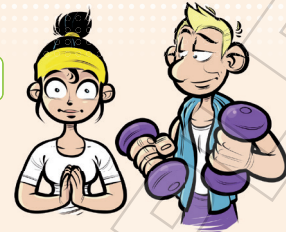
- Uczeń A wybiera 10 środków transportu, których użył w trakcie wyścigu.
- Uczeń B zgaduje, których środków transportu użył uczeń A.
- Zamieńcie się rolami.

Were you on a train on Monday?

Yes, I was.

Train your brain!

Lesson objective: Revision of lessons 1-4



Hi! Let's wake up your brains!

1 Work in pairs. Play Speed guessing.

- 1) **Uczeń A** rysuje przedmiot, który można kupić w sklepie.
- 2) **Uczeń B** odgaduje, w jakim sklepie jest uczeń A.
- 3) Zamieńcie się rolami. Macie tylko trzy minuty! Wygrywa para, która odgadła najwięcej nazw sklepów.

Are you in a stationer's?

Yes, I am.

2 Work in groups of four.

- 1) Napiszcie nazwy trzech sklepów, w których byliście wczoraj.
- 2) Sprawdźcie, czy byliście w tych samych miejscach.

Were you in ... ?

Yes, I was. / No, I wasn't.

3 Work in pairs. In turns, choose a person you want to be. Ask questions and guess your friend's name.

Terry: I was in a helicopter on Saturday. I was on the coach on Sunday.

Martha: I was in a helicopter on Saturday. I was on the underground on Sunday.

Pat: I was on the underground on Saturday. I was on a ferry on Sunday.

Kate: I was in a helicopter on Saturday. I was on a ferry on Sunday.

Lou: I was on the underground on Saturday. I was on the underground on Sunday.

Were you in a helicopter on Saturday?

Yes, I was.

Were you on the underground on Sunday?

No, I wasn't.

Are you Terry?

Yes, I am.

4 In your notebook, write sentences, using the words given. How many different sentences can you write? You can use every word more than once.

was ■ were ■ he ■ where
they ■ in the greengrocer's
? ■ . ■ not

1 He was in the greengrocer's.

5 Solve Sporty Sue's puzzle. Write the answer in your notebook.



Find this animal in Unit 6. Was it in front of the department store?



6 In your notebook, write four questions to get to the Finish.



In a clothes shop

Lesson objectives: Functions: buying (asking about the size, colour and price of clothes); Vocabulary: clothes sizes

1 2.43 Listen and read. Which T-shirt does the girl buy?



How's the T-shirt?

It's great. How much is it?

It's £6.50.

Here you are.

Thank you.



Vocabulary presentation

2 Match the sizes in the box with the T-shirts in exercise 1. Write the answers in your notebook.

extra small ■ small ■ medium
large ■ extra large

1 M - medium

3 Work in pairs. Act out the dialogues. Change the clothes, sizes and prices.

Look
T-shirt - Can I try it on?
trousers - Can I try them on?

4 2.44 In your notebook, complete the dialogues with the words in the box. Then listen and check.

smaller ■ bigger ■ cheaper
more expensive

- 1 A: How's the coat?
B: It's too big. Have you got a size?
A: Yes, we have. Here you are.

- 2 A: How are the shorts?
C: They're great. How much are they?
A: They're £30.
C: That's too expensive. Have you got any shorts?
A: I'm sorry, we haven't.

Look
too expensive - zbyt drogi

5 2.45 Listen to six dialogues. What are the problems with the clothes?

too big ■ too small ■ too expensive

- 1 The shirt is . 4 The trainers are .
2 The T-shirt is . 5 The jacket is .
3 The shoes are . 6 The sweater is .

6 Work in pairs. Answer the questions in English.

Jak zapytasz po angielsku:

- 1) Czy te sandały pasują?
- 2) Czy sukienka pasuje?
- 3) Gdzie jest przymierzalnia?
- 4) Jaki nosisz rozmiar?
- 5) Czy są tańsze spodenki?



Lesson objective: Culture: unusual shops in London

1 Listen to the podcast and match the shops with the photos. Write the answers in your notebook.



- 1
- 2
- 3



2 Read the text. What can you buy at the shops? Write the answers in your notebook.

Transcript

Hello and welcome to *Three Favourite Places*. Today's programme is about three favourite shops with teenagers.

Favourite Shop Number 1

Harry Potter fans know that the train on Platform 9¾ at King's Cross Station takes you to Hogwarts. If you can't go to Hogwarts, you can visit The Harry Potter Shop at the station. The shop has got books about the world of Harry Potter: postcards of scenes from the films, jigsaw puzzles of Hogwarts, and Harry Potter pens and pencils.

Favourite Shop Number 2

Are you a fan of *Star Wars*, *Lost in Space*, or *Dr Who*? Or perhaps you like superheroes like Batman, Superman, and Spiderman? If so, Forbidden Planet is the shop for you. You can get models of characters from the films, board games and card games based on the stories, T-shirts, and CDs of the music from the films, and even fancy dress costumes.

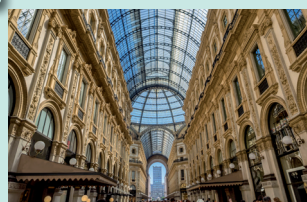
Favourite Shop Number 3

For almost 100 years, the HMV shop on Oxford Street was a place very popular with music fans. Then, suddenly, in February 2017, it wasn't there. So there was a campaign to bring it back. And now it's there again, better than ever! You can buy CDs and DVDs, T-shirts, books, and even musical instruments. All the time, there's great music, with regular mini-concerts by top artists. Sometimes, famous singers and bands work behind the counter!

Glossary

- behind the counter – za ladą
- bring something back – przywrócić
- character – postać
- fancy dress costume – przebranie
- jigsaw puzzles – puzzle

Around the world



This building is in Italy. What is it?
 a a museum
 b a shopping mall
 c a church

3 Listen to eight questions. Point at the correct shops in exercise 1.

Listening

4 Listen to three podcasts. Which shop are they about?

- 1 2 3
- a The Harry Potter Shop
- b Forbidden Planet
- c HMV

Discover more!

5 Work in pairs. Read about an unusual shop on the Internet. Prepare a short podcast about it.

Tips

- W nagraniu uwzględnijcie informacje o tym:
- gdzie znajduje się sklep,
 - co można w nim kupić,
 - czy towary są drogie, czy tanie,
 - co jest w nim niezwykłego.

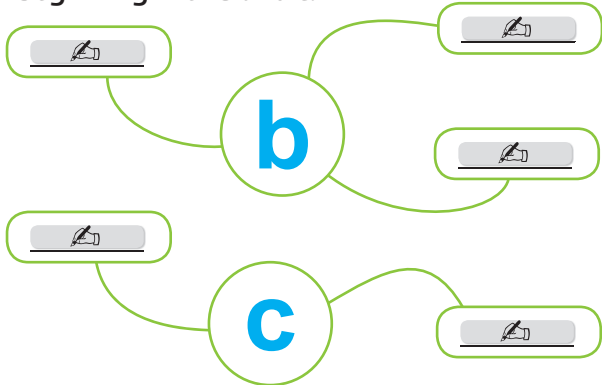
Lesson objective: Revision of lessons 1-6

Do our Revision workout. Go to page 127 and see what your prize is!



Vocabulary & Speaking

1 In your notebook, write the names of the shops beginning with *b* and *c*.



5

2 Read the sentences. What means of transport are described? Write the answers in your notebook.

- It's a type of land transport. It begins with *c*. It's not a car.
- It's a type of water transport. It begins with *s*.
- It's a type of air transport, but it's not a helicopter.
- It's a type of water transport, but it's not a ship.
- It's a type of land transport. It begins with *m*, but it's not a mountain bike.

5

3 In your notebook, complete the dialogues. Write sentences, using the words in the box. Then act the dialogues out in pairs.

how ■ size ■ cheaper ■ here ■ sorry

- A: Have you got this T-shirt in red?
B: Yes, we have. ¹
A: Medium.
B: ²
- A: How's the T-shirt?
B: It's great. ³
A: It's £35.
B: Oh, that's too expensive. ⁴
A: ⁵

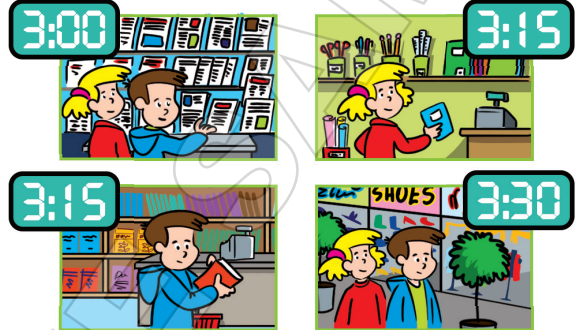
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Vocabulary & Speaking: /20

Grammar

4 In your notebook, complete the sentences with *was*, *wasn't*, *were* or *weren't*.

Yesterday



- Adela in the stationer's at 3:15.
- She in the bookshop at 3:15.
- Adela and Max in the newsagent's at 3:30.
- They in the newsagent's at 3:00.
- Max in the bookshop at 3:15.

5

5 In your notebook, write questions about Adela and Max and answer them.

- he / in the newsagent's / at 3:00 / ?
- she / in the bookshop / at 3:15 / ?
- they / in the department store / at 3:30 / ?
- they / in the stationer's / at 3:00 / ?
- he / in the stationer's / at 3:00 / ?

5

6 In your notebook, write questions for these answers. Use *where* or *what time*.



she

- ? In the stationer's.
- ? At 3:00.



they

- ? At 3:30.
- ? In the newsagent's.



he

- ? At 3:15.

10

Grammar: /20

Total: /40

Shops

baker's	piekarnia
bookshop	księgarnia
butcher's	sklep mięsny
chemist's	apteka, drogeria
clothes shop	sklep odzieżowy
department store	dom towarowy
greengrocer's	warzywniak
newsagent's	kiosk
stationer's	sklep papierniczy
toy shop	sklep z zabawkami

Means of transport

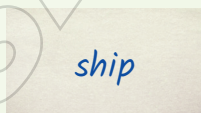
coach	autokar
ferry	prom
helicopter	helikopter
motorbike	motor
mountain bike	rower górski
plane	samolot
scooter	hulajnoga
ship	statek
taxi	taksówka
train	pociąg
tram	tramwaj
underground	metro



Are you ready for extra vocabulary workout?

Vocabulary revision

1 Choose seven names of means of transport. Make *Brainy Cards*. Take cards, one by one, and write sentences with the days of the week. Can you remember all the sentences?



On Monday, I was on a ship.
 On Tuesday, ...
 On Wednesday, ...
 ...

Clothes sizes

extra small (XS)	bardzo mały
small (S)	mały
medium (M)	średni
large (L)	duży
extra large (XL)	bardzo duży

Useful!

See you!	Do zobaczenia!
That's a great idea!	To świetny pomysł!
Why not?	Czemu nie?

In a clothes shop

Can I try it/them on?	Czy mogę go/ją/je przymierzyć?
Have you got this T-shirt in pink?	Czy ta koszulka jest też w kolorze różowym?
Here you are.	Proszę.
How are the shoes?	Czy buty pasują/są dobre?
How much are they?	Ile kosztują?
How much is it?	Ile kosztuje?
How's the T-shirt?	Czy koszulka pasuje?
It's too ...	Jest za...
The changing room is over there.	Przymierzalnia jest tam.
What size are you?	Jaki nosisz rozmiar?

2 In your notebook, draw pictures of the same T-shirt in different sizes. Label the pictures.



3 Make a map of your neighbourhood.

- 1) Zrób zdjęcia sklepom w twojej okolicy lub znajdź zdjęcia sklepów w Internecie i wydrukuj je.
- 2) Narysuj ulicę i przyklej zdjęcia sklepów w odpowiednich miejscach.
- 3) Podpisz sklepy.

Past tense: verb **be**: affirmative

W czasie przeszłym czasownik *be* ma formę *was* lub *were*. W zdaniach twierdzących w czasie przeszłym czasownik *be* nie ma form skróconych.

Full form

I was in the baker's.	We were in the baker's.
You were in the baker's.	You were in the baker's.
He was in the baker's.	They were in the baker's.
She was in the baker's.	
It was in the baker's.	

Past tense: verb **be**: negative

W zdaniach przeczących w czasie przeszłym po czasowniku *be* w odpowiedniej formie dodajemy słowo *not*. W zdaniach przeczących w czasie przeszłym czasownik *be* ma formy pełne oraz skrócone.

Full form

I was not in the chemist's.	I wasn't in the chemist's.
You were not in the chemist's.	You weren't in the chemist's.
He was not in the chemist's.	He wasn't in the chemist's.
She was not in the chemist's.	She wasn't in the chemist's.
It was not in the chemist's.	It wasn't in the chemist's.
We were not in the chemist's.	We weren't in the chemist's.
You were not in the chemist's.	You weren't in the chemist's.
They were not in the chemist's.	They weren't in the chemist's.

Short form



Choose your grammar project!

Project 1 My Grammar Notebook

1 Complete your grammar notebook.

- 1) Przedstaw wszystkie cztery zagadnienia gramatyczne z rozdziału 6. i zilustruj je przykładami. Zapisz te przykłady w zeszyte.
- 2) Dodaj nagłówki, rysunki lub zdjęcia objaśniające treści ułożonych zdań.

Past simple: verb **be**: questions and short answers

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

Question

Was I in the toy shop?	Yes, I was . / No, I wasn't .
Were you in the toy shop?	Yes, you were . / No, you weren't .
Was he in the toy shop?	Yes, he was . / No, he wasn't .
Was she in the toy shop?	Yes, she was . / No, she wasn't .
Was it in the toy shop?	Yes, it was . / No, it wasn't .
Were we in the toy shop?	Yes, we were . / No, we weren't .
Were you in the toy shop?	Yes, you were . / No, you weren't .
Were they in the toy shop?	Yes, they were . / No, they weren't .

Short answer

Past simple: verb **be**: *wh*-questions

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

Where were you?

When were you in the baker's?

Project 2 A Class Survey

2 Do a class survey.

- 1) Wybierz trzy dni tygodnia oraz wymyśl trzy różne godziny.
- 2) Zapytaj trzech kolegów / trzy koleżanki, gdzie byli/były każdego dnia o podanej godzinie.
- 3) Zanotuj odpowiedzi i opisz wyniki ankiety w zeszyte.

Where were you on Saturday at 7:00 pm?

I was at my grandmother's house.

On Saturday at 7:00 pm, one student was at his/her grandmother's house. Two students were ...

Vocabulary

1 In your notebook, match the words in the box with one of the four categories.

baker's ■ helicopter ■ biology
 butcher's ■ ferry ■ laboratory ■ maths
 ship ■ newsagent's ■ library ■ PE
 chemist's ■ motorbike ■ gym
 department store ■ school office
 scooter ■ English ■ corridor ■ art

school subjects	places in a school	shops	means of transport

Grammar

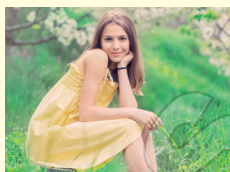
2 Complete the sentences in your notebook. Use the Present continuous or the Present simple forms of the verbs.



buy
 She is buying bread now.
 She isn't buying a T-shirt now.
 She buys bread every day.



eat
 1 They eat pizza twice a week.
 2 They eat pizza at the moment.
 3 They eat kebabs at the moment.



wear
 4 I wear a dress today.
 5 I wear trousers today.
 6 I usually wear trousers.



ride
 7 You ride a bicycle now.
 8 You ride a horse now.
 9 You never ride a horse.

3 Look at the pictures and write sentences and questions in your notebook. Use *was/wasn't/were/weren't*. Then answer the questions.



Mark
 from 02:30 to 03:20



Eva
 from 02:30 to 02:40



Eva and Mark
 from 03:30 to 03:45

Mark / in the department store / at 3:00 /
Mark was in the department store at 3 o'clock.

- 1 Mark and Eva / in the chemist's / at 3:40 /
 - 2 Eva / in the newsagent's / at 2:40 /
 - 3 Mark / in the chemist's / at 3:15 / ?
 - 4 Eva / in the chemist's / at 2:35 / ?
 - 5 where / Mark and Eva / at 3:40 / ?
 - 6 when / Eva / in the chemist's / ?
- From ...

At school

4 In your notebook, complete the school rules with *must* or *mustn't*.

- 1 You mustn't be late for lessons.
- 2 You must walk slowly in the corridor.
- 3 You must study for tests.
- 4 You mustn't drop litter in the classroom.

In a clothes shop

5 2.49 Listen and choose the correct responses. Write the answers in your notebook. There is one extra response.






- 1 2 3

- a It's £16.75.
- b It's great!
- c Yes, of course. The changing room is over there.
- d Yes, we have. What size are you?


Useful!





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

better ■ not ■ worry ■ best ■ ever

- 1 They're doing their .
- 2 I'm  so sorry.
- 3 Don't .
- 4 I'd  study for the test.
- 5 Yes, why .

Listening

7  2.50 Listen to four announcements. Match each announcement with the correct place. Write the answers in your notebook.

- 1  2  3  4 

- a a department store
- b a football stadium
- c an art gallery
- d a school

Reading

8 Read posts a–d and match them with opinions 1–4. Write the answers in your notebook.

- 1 You must be very rich to buy things in the shop.
- 2 It's a shop for people who don't want fashionable clothes.
- 3 It's a great shop to visit, but not to buy anything.
- 4 It's not a cheap place, but the clothes aren't too expensive.

A It's a fantastic shop. It's a great place to look at things – we were in there for an hour! But we didn't buy anything. The place is good fun, but not really useful.



B I was there yesterday. It's a beautiful shop, but it's very, very expensive. It's not for people like me. And the shop assistants make sure you know that.



C Really nice clothes. The best thing was a brown leather jacket. It was expensive, but not very expensive. And it was top quality and very fashionable. Now it's in my wardrobe! :)



D The shop assistants were very friendly and helpful, but I wasn't impressed. The clothes weren't very exciting at all. But if you want some everyday clothes at good prices, it's the place for you.



Writing

9 In your notebook, write short posts about three different shops: the best shop (★★★★★), an OK shop (★★★) and the worst shop (★).




Tips

W poście zamieść:

- informację o tym, jakiego rodzaju to sklep,
- nazwę sklepu,
- informacje o cenach (*the prices*), jakości produktów (*the quality*), czy kompetencjach personelu (*the shop assistants*),
- odpowiednią liczbę gwiazdek.

Speaking

10  Think of three different times yesterday. In groups, ask questions and answer them.

Where were you at quarter to two?

I was in ...

