

Lesson objective: Vocabulary: animals; adjectives describing animals

**BRAINY POST**

**PLAY SPOT THE MISTAKE!**

gamelaker25



Hi again! Another game for you!



Ostriches are from Africa. They can fly very well. They can run.



**Vocabulary presentation 1**

1 2.01 Listen and repeat. Work in pairs. In turns, point at the animals on the *BrainyPost* and ask about them.

octopus ■ ostrich ■ beaver ■ polar bear  
camel ■ shark ■ kangaroo ■ penguin  
chimpanzee ■ bat ■ crab ■ owl

What is it?

It's an octopus.

**Phonics twister**

2.02 Listen and repeat.

This **ch**atty **ch**eating **Ch**inese **ch**impanzee is eating **ch**ea**p** **ch**ocolate **ch**ips with me!

**Vocabulary practice**

2 Look at the *BrainyPost* again. In your notebook, write the missing names of the animals.

In the first row, the ostrich is between the <sup>1</sup> and the beaver. The <sup>2</sup> is next to the beaver, on the right. In the second row, the <sup>3</sup> is under the ostrich, and it's between the <sup>4</sup> and the kangaroo. The <sup>5</sup> is under the polar bear. In the third row, the <sup>6</sup> is between the owl and the <sup>7</sup> , and the <sup>8</sup> is under the camel.

Vocabulary presentation 2

3 2.03 Listen and repeat. In your notebook, write one or more adjectives to describe each animal from *BrainyPost*.

- intelligent ■ cute ■ endangered ■ poisonous ■ ugly ■ scary

1 ugly

Reading

4 Read the article. Find the false information in it. Why do you think it is not true?

True or False?

You can find a lot of information on the Internet. But be careful – not everything is true! Read this article about octopuses. Can you guess which part is false?



blue-ringed octopus

There are about 300 species of octopuses. They all have eight arms and three hearts! They may look ugly or even scary, but they are very intelligent. For example, they can find food in mazes. All octopuses are poisonous. Octopus bites aren't usually serious, but the poison of the blue-ringed octopus can kill you!

Octopuses are different in lots of ways. Some octopuses are only two or three centimetres. Others, like the giant Pacific octopus, can weigh around 200 kilograms! Some octopuses have brilliant colours, others can change their colour – they become the same colour as sea plants or rocks, because it's much safer to be invisible.

Most octopuses live in the sea, but the amazing tree octopus lives on trees in California, the USA. People write about it on the Internet and they say it's endangered, but you can't see it in any zoo or nature reserve, even in California.

Octopuses are amazing animals, so remember them on the next 8<sup>th</sup> October – that's World Octopus Day!



Life skills: Finding information on the Internet

Never believe in everything you find on the Internet. Which of these tips is the most useful for you?

- Use websites you can trust. ■ Look for the same information on two or more websites you can trust. ■ Check facts again in encyclopaedia.

Listening

6 2.04 Listen to a scientist talking about animals. In your notebook, match the descriptions (1–6) with the animals (a–f).

- |           |           |         |
|-----------|-----------|---------|
| 1         | 2         | 3       |
| 4         | 5         | 6       |
| a bat     | b owl     | c shark |
| d penguin | e ostrich | f crab  |

5 Przeczytaj ponownie tekst z ćwiczenia 4. Odpowiedz na pytania 1–3 zgodnie z treścią tekstu. Zapisz odpowiedzi w zeszyte.

- How do we know that octopuses are intelligent? We know they are intelligent because .
- Why do some octopuses change colour? They change colour because .
- Why is the blue-ringed Octopus dangerous? It's dangerous because .

Game

7 Work in pairs. Play *Spot the Mistake!*

- Uczniowie, pracując w parach, piszą w zeszyte sześć zdań o zwierzętach, o których była mowa na tej lekcji. Cztery zdania muszą zawierać błędne informacje.
  - Ostriches can run fast.
  - Bats are ...
- Pary czytają swoje zdania innym uczniom, a ci próbują wskazać błędne zdania.

Kangaroos are often poisonous.

That isn't true.



# Dolphins aren't as big as sharks.

Lesson objective: Grammar: regular and irregular comparative adjectives, comparing with as ... as

## Quick check

2.05 Listen to the spelling of the first three letters and guess the animal.

## Grammar presentation

1 2.06 Listen and read. In pairs, choose one answer and decide how to say it in Polish.

### Blue whales, common dolphins and great white sharks



#### A Are they intelligent?

Common dolphins are **more intelligent** than blue whales. Great white sharks aren't **as intelligent as** blue whales.

#### B Are they big?

Blue whales are **bigger than** great white sharks. Common dolphins aren't **as big as** great white sharks.

#### C Are they good at communicating with people?

Common dolphins are **better than** blue whales, and great white sharks are **worse than** blue whales at communicating with people.

## Grammar app

### Regular comparative: short adjectives

Whales are **bigger than** sharks.

### Regular comparative: long adjectives

Dolphins are **more intelligent than** whales.

### Irregular comparative: good and bad

good → better than      bad → worse than

» Grammar summary on page 55

## Grammar practice

2 In your notebook, write the comparative forms of these adjectives.

big ■ small ■ endangered ■ poisonous  
thin ■ clean ■ noisy ■ quiet

## Grammar app

### Comparing with as ... as

Crabs aren't **as** intelligent **as** octopuses.

Some octopuses are **as** big **as** sharks.

» Grammar summary on page 55

## Grammar practice

3 In your notebook, complete the pairs of sentences so that they mean the same.

more	=	as ... as
Beavers are more intelligent than whales.	=	Whales <sup>1</sup> <input type="text"/>
Octopuses <sup>2</sup> <input type="text"/>	=	Owls aren't as dangerous as octopuses.
Penguins are cuter than crabs.	=	Crabs <sup>3</sup> <input type="text"/>

4 In your notebook, complete the text with as ... as or the comparative forms of the adjectives in brackets.

### What are the differences between chimpanzees and monkeys?

First of all, monkeys have tails, but chimpanzees don't! Monkeys aren't <sup>1</sup>  (big) chimpanzees. Chimpanzees are <sup>2</sup>  (big) than monkeys and they are <sup>3</sup>  (heavy) too. Monkeys are <sup>4</sup>  (bad) at using tools because they have got <sup>5</sup>  (small) brains. Chimpanzees are <sup>6</sup>  (intelligent) than monkeys. Chimpanzees are <sup>7</sup>  (good) at communicating with people, but they are <sup>8</sup>  (dangerous) than monkeys because they are <sup>9</sup>  (strong).



## Animals

5 In your notebook, make a list of ten or more animals.

## Speaking

6 Work in pairs. Play Spot and correct!

- 1) Uczeń A porównuje dwoje zwierząt. Zdanie musi być nieprawdziwe.
- 2) Uczeń B poprawia fałszywą informację.
- 3) Zamieńcie się rolami.

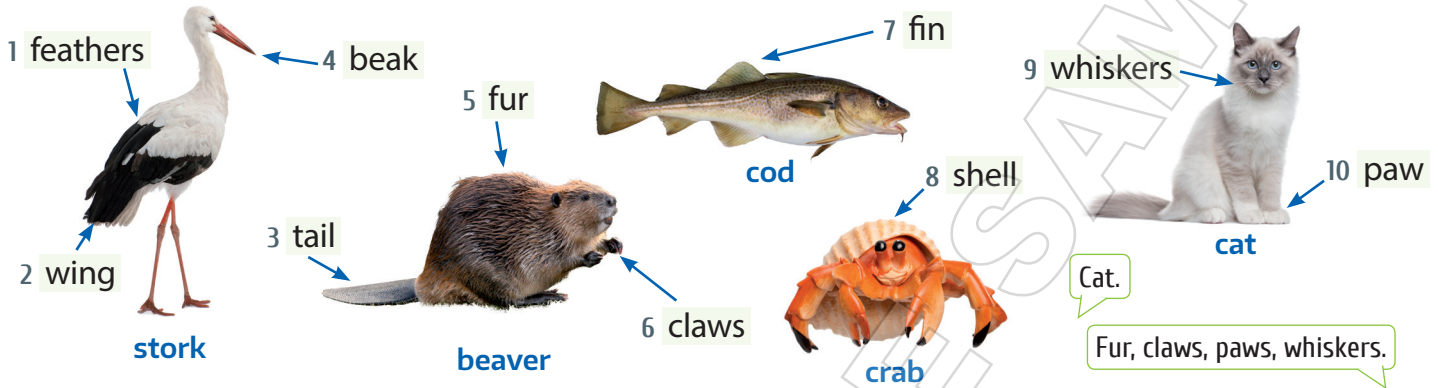
Octopuses are more poisonous than snakes.

That isn't true. Snakes are more poisonous.

Lesson objective: Vocabulary: parts of the animal body

Vocabulary presentation

1 2.07 Listen and repeat. Work in pairs. In turns, say an animal and the parts of its body.



Vocabulary practice

2 Work in pairs. Read what the teachers say and match the sentences with the animals in the boxes. Write the answers in your notebook.

owls ■ cats ■ beavers



- 1 Their feathers keep them warm.
- 2 They use their claws to comb their fur.
- 3 They use their paws to clean their faces.

dogs ■ beavers ■ flying fish



- 4 They use their tail to stand up.
- 5 They use their fins to fly.
- 6 Their whiskers tell them the direction of the wind.

owls ■ penguins ■ snails



- 7 They use their wings to swim in the water.
- 8 They use their beaks to catch and hold food.
- 9 The shell protects them from birds.

Listening

3 2.08 Listen to a part of a biology lesson. Check your answers.

Reading

4 Read the text and match each paragraph (1–3) with the questions (a–c). What bird is it?

- a Is it endangered?
- b What does it look like?
- c Where does it live and what does it do?

Guess the animal!

- 1 This animal is a very large bird. It's got brown feathers, wide brown wings, a big yellow beak and a short white tail. It can be almost a metre long and its wings can be almost 2.5 metres wide.
- 2 It lives in Europe and Asia. When it sees a fish, a small bird or a small mammal, it flies down very quickly and catches the animal with its big claws. It makes a huge nest but there are usually only two eggs in it.
- 3 This bird isn't an endangered animal. In fact, the number of these birds is getting bigger and bigger. That's good news for the people of Poland, because it's their national bird.

Writing

5 Describe an animal in your notebook. Don't write its name. Swap your description with a friend and guess what their animal is.

Tips

- W każdym akapicie opisz inny aspekt.
- Akapit 1. – Opisz, jak wygląda zwierzę.
- Akapit 2. – Napisz, gdzie mieszka i co robi.
- Akapit 3. – Opisz jego cechy dodatkowe (np. *endangered*, *poisonous*).



Save the Sea: Episode 4 – I think someone is watching us.

Lesson objective: Grammar: regular and irregular superlative adjectives; possessive pronouns



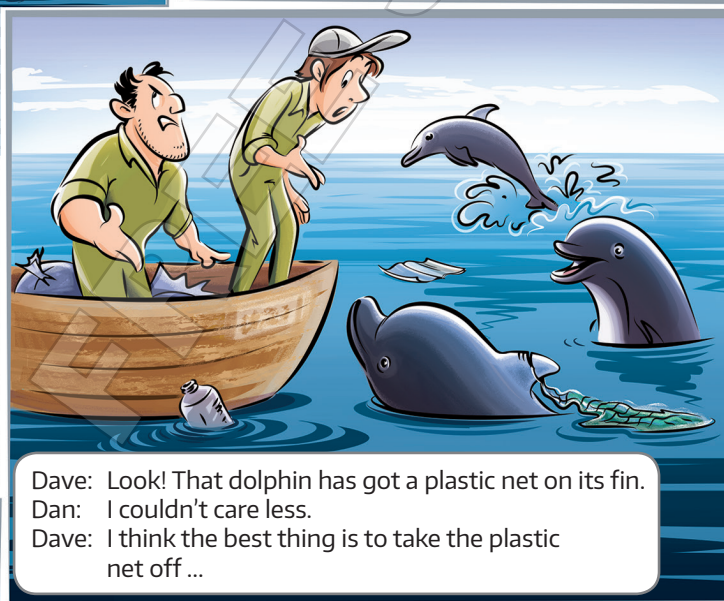
Dave: Look at this magazine, Dan! It says that plastic is the worst thing for sea animals.  
 Dan: Come back to work!  
 Dave: Look! There's a bird with a plastic net in its feathers. And an octopus with a plastic net on its tentacles!



Dan: That's rubbish!  
 Dave: Don't throw away the magazine! It's mine now!



Dan: It's not yours anymore. Ha ha! Now the dolphins are trying to eat it. It's theirs now.



Dave: Look! That dolphin has got a plastic net on its fin.  
 Dan: I couldn't care less.  
 Dave: I think the best thing is to take the plastic net off ...



Dave: There you are. Look, Dan! It's saying thank you. It's the friendliest dolphin in the sea! And the cutest!  
 Dan: And you're the silliest person I know, Dave! Come back here!  
 Dave: I think the most responsible thing is to recycle plastic.  
 Dan: Recycling? That's the most boring thing in the world. Get in the boat. I think someone is watching us.



At the same time in the harbour ...  
 Spot on! Now I've got a video of Dan throwing away recycling into the sea!

GLOSSARY

- net – siatka
- responsible – odpowiedzialny
- take off – zdejmować
- tentacle – macka
- throw away – wyrzucać

USEFUL!

Match the sentences with their meanings.

- |                         |                             |
|-------------------------|-----------------------------|
| 1 I couldn't care less. | a It isn't important to me. |
| 2 There you are.        | b It's exactly right.       |
| 3 Spot on!              | c It's for you.             |

Quick check

2.09 Listen. Say the body parts from Lesson 3 for each animal.

Grammar presentation

1 2.10 Read and listen to Episode 4. Who is kinder to the animals: Dan or Dave? Why?

Comprehension

2 Work in pairs. Help each other to say what happens in Episode 4.

In Episode 4, Dan and Dave throw some rubbish in the sea.

Then, Dave finds a magazine in the rubbish and he ...

Grammar app

Regular superlative: short adjectives

Blue whales have got the biggest fins.

Regular superlative: long adjectives

Dolphins are the most intelligent sea animals.

>>> Grammar summary on page 55

Grammar practice

3 In your notebook, write the superlative form of these adjectives.

- endangered ■ old ■ happy ■ sad ■ bad
- interesting ■ poisonous ■ cute ■ intelligent

4 Work in pairs. Point at the animals and ask what is special about them. Answer the questions, using the superlative forms of the adjectives given.



small / wings



heavy / shell



soft / fur



colourful / beak



endangered / species



beautiful / feathers

What's special about this animal?

It's got the smallest wings.

Grammar app

Possessive pronouns

It's my book.	It's mine.
It's your book.	It's yours.
It's his book.	It's his.
It's her book.	It's hers.
It's our book.	It's ours.
It's their book.	It's theirs.

>>> Grammar summary on page 55

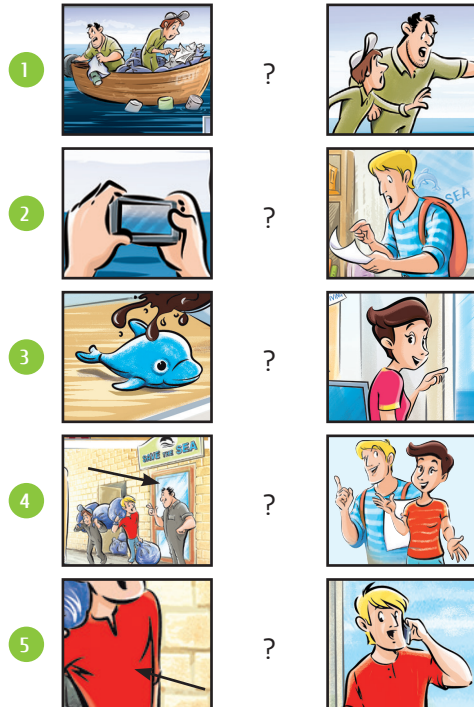
Grammar practice

5 In your notebook, rewrite the sentences, using possessive pronouns.

- 1 It isn't his book. It's her book.
  - 2 It isn't my book. It's your book.
  - 3 It isn't our book. It's their book.
  - 4 It isn't her book. It's his book.
  - 5 It isn't their book. It's my book.
- 1 *The book isn't his. It's hers.*

Speaking

6 Work in pairs. In turns, ask *Whose ... ?* questions and answer them, using possessive pronouns. Then continue the task with the classroom objects around you.



Whose boat is it?

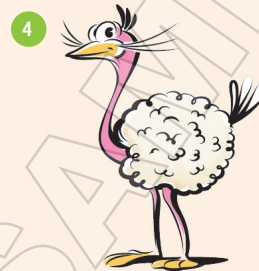
It's theirs.



With our puzzles, your brain will be in tip-top condition!



1 What's wrong with these animals? Write the answers in your notebook.



1 The octopus has got feathers and a ...

2 Answer the question.

What's orange and sounds like a parrot?



a flamingo

a carrot

an orange

3 Solve the puzzle. Then write your own puzzle with *cute*.



The yellow one is as poisonous as the red one. The blue one isn't as poisonous as the yellow one. The green one is more poisonous than the yellow one. Which octopus is the most poisonous?

4 Solve Chris's puzzle. Whose dog is brown/black/white?

The dogs are brown, white or black. I'm Chris. Mine is brown. Joe's dog is the same as mine. Lena's dog isn't the same as his, and it isn't white. Mia's dog is the same as hers. Toby's dog isn't the same as theirs or mine.

Use of English

5 Wykorzystując wyrazy podane wielkimi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1-3). Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszyty.

- Whales are longer than dolphins.  
**LONG**  
Dolphins aren't  whales.
- Skunks smell worse than bats.  
**BAD**  
Bats don't smell  skunks.
- Dolphins have a better memory than whales.  
**WORSE**  
Whales have a  dolphins.



Eco-alert!



In your notebook, write the words of our Eco-alert in the correct order!



for pollution animals bad is !

Lesson objectives: *Functions: asking for and giving advice with should; Vocabulary: things for pets; Grammar: questions with should and short answers*

1 2.11 Listen and read the dialogue. What advice does the man give?



Excuse me. I'm thinking of buying a dog. Can I ask you something?  
 Yes, of course.  
 Should I wash it every day?  
 No, you shouldn't.  
 Oh, OK. How often should I wash the dog's water bowl?  
 You should wash it every day.  
 Thanks for your help.

Vocabulary presentation

2 2.12 Listen and repeat. In your notebook, write the words in the correct categories: *Food, Where pets live or sleep and Accessories.*



**Look**  
 Should I ...?  
 Czy powinienem / powinnam ... ?  
 How often should I ... ?  
 Jak często powinienem / powinnam ... ?

3 In your notebook, match the questions with the answers.

- 1 Should I give my dog seeds and vegetables?
  - 2 How often should I brush its fur?
  - 3 What should I buy for it?
  - 4 Where should it sleep?
- a In a kennel or in a dog bed.
  - b A dog brush and some dog shampoo.
  - c No, you shouldn't.
  - d It depends on the type of fur.

**Look**  
 dog biscuits → cat biscuits  
 fish food → cat food, hamster food

Language functions

4 Wpisz w każdą lukę (1-3) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich form. Zapisz odpowiedzi w zeszycie.

- A: Should I give my cat a fruit smoothie every day?
- B: No, you (**give**)<sup>1</sup> your cat a smoothie. Water is the best.
- A: Oh. What about food? Should I give it sausages every day?
- B: No! It (**get**)<sup>2</sup> sick.
- A: OK. I'll give it cat biscuits. And should I keep it in the house all the time?
- B: No! Cats (**going**)<sup>3</sup> out.
- A: Oh, thanks.

5 Work in pairs. Choose a pet and write three questions with *should* about it in your notebook. In turns, act out the dialogues in a pet shop.

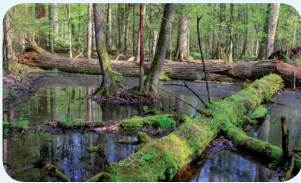
Excuse me. I'm thinking of buying a ...





1 2.13 Listen and read. Find the names of animals in the texts and check in a dictionary what they are in Polish.

**Białowieża National Park**



This national park is on the border between Poland and Belarus. The forest is home to many animals, from large animals such as elks and wolves to smaller animals such as beavers. It's famous for the 600 or more European bison that live in the park. There are also some endangered animals, such as the white-backed woodpecker. Part of the national park is the oldest forest in Europe – it's one of the most important scientific sites in the world. Up to 150,000 tourists visit this national park every year. One of the most popular attractions there is the European bison Show Reserve, where they can get close to the enormous bison.

**European bison**

- the largest land animal in Europe
- up to 3.5 m long and 1.95 m tall
- up to 920 kg

**St Kilda**



St Kilda is a group of small islands on the west side of Scotland. It's an important nature reserve because of the rare birds, sheep and butterflies that live there.

One of the most popular features at St Kilda are the puffins. Every summer about 270,000 puffins come to St Kilda. Puffins are sometimes called *sea clowns* because they look funny, with their brightly-coloured beaks and orange feet. They walk in a funny way, and they fly in a funny way. They can use their wings to swim underwater, like penguins. Tourists love to watch them.

**Atlantic puffins**

- up to 32 cm long
- with wingspan of 53 cm
- up to 380 g
- they only visit the UK in summer
- in winter, their beaks turn black



**Glossary**

- border** – granica
- brightly-coloured** – jaskrawy
- nature reserve** – rezerwat przyrody
- show reserve** – rezerwat pokazowy
- site** – miejsce



**Look**

one **bison** – two **bison**

**Listening**

4 2.14 Listen to four dialogues. Where are the people? In your notebook, write B (Białowieża National Park) or K (St Kilda).

- 1 2 3 4

**Discover more!**

5 Find out about a nature reserve. Find photos and make a presentation about it.



**Tips**

- W prezentacji napisz:
- jak się nazywa wybrane przez siebie miejsce i gdzie ono jest,
  - jakie zwierzęta tam są,
  - co czyni to miejsce wyjątkowym.

2 Work in pairs. Write five questions and answers about the Białowieża National Park and St Kilda. Use some of the words and phrases in the box.

bigger ■ heavier ■ endangered

Where ...? ■ How big ...?

What animals ...? ■ How many ...?

When ...? ■ How tall ...? ■ How long ...?

How wide ...?

*How wide are a puffin's wings?*

3 Ask your questions to another pair of students.



Do our Revision workout.

**Vocabulary & Speaking**

1 In your notebook, write the name of the animal in each picture.



2 In your notebook, complete the words.

- 1 Octopuses are p    s.
- 2 Some people think they are s    y.
- 3 Chimpanzees are an e    d species.
- 4 They have got black f    r.
- 5 All birds have got f    rs.
- 6 They have got w    s too.
- 7 Dolphins are i    t.
- 8 They have five f    ns.

3 ★ Complete the questions about a pet hamster. Use *should*.

- A: 1      (give / it / some / seeds / and / vegetables)?  
 B: Yes, you should.
- A: 2      (how / often / feed / it)?  
 B: You should feed it twice a day.
- A: 3      (where / it / live)?  
 B: It should live in a cage.

**Grammar**

4 In your notebook, compare the animals. Use the correct form of the adjectives in the boxes.

**scary**

sharks bats crabs

- 1 Sharks are      animals of all three.
- 2 Bats are      than crabs.
- 3 Crabs aren't as      as bats.
- 4 Sharks are      than crabs.

**intelligent**

chimpanzees dolphins whales

- 5 Chimpanzees are      animals of all three.
- 6 Dolphins aren't as      as chimpanzees.
- 7 Dolphins are      than whales.
- 8 Whales aren't as      as chimpanzees.

5 In your notebook, complete the sentences with possessive pronouns.

- 1 This is my sister's hamster. It's     .
- 2 Those are Tom and Joe's bikes. They're     .
- 3 This is my cat. It's     .
- 4 This is your fish tank. It's     .
- 5 Those are my fish and my brother's fish too. They're     .
- 6 That is my brother's dog. It's     .

**Use of English**

6 ★ 🎓 Uzupełnij zdania 1-3. Zastosuj – w odpowiednich formach – wyrazy podane w nawiasach. Jeśli jest to konieczne, dodaj inne wyrazy. **Uwaga!** W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- 1 She's very kind. In fact, she is (kind / student)      in the class.
- 2 Small octopuses are poisonous, but they are (not / poisonous)      as big blue-ringed octopuses.
- 3 Penguins are (bad / running)      than ostriches.

Vocabulary & Speaking:     /20

Grammar:     /20

**Total:**     /40



**Animals**

**bat** nietoperz  
**beaver** bóbr  
**camel** wielbłąd  
**chimpanzee** szympans  
**crab** krab  
**kangaroo** kangur  
**octopus** ośmiornica  
**ostrich** struś  
**owl** sowa  
**penguin** pingwin  
**polar bear** niedźwiedź polarny  
**shark** rekin

**Adjectives describing animals**

**cute** uroczy  
**endangered** zagrożony  
**intelligent** inteligentny  
**poisonous** jadowity  
**scary** straszny  
**ugly** brzydki

**Parts of the animal body**

**beak** dziób  
**claws** pazury  
**feathers** pióra  
**fin** płetwa  
**fur** sierść  
**paw** łapa  
**shell** skorupa/muszla  
**tail** ogon  
**whiskers** wąsy  
**wing** skrzydło

**Things for pets**

**cage** klatka  
**dog bed** legowisko dla psa  
**dog biscuits** przysmaki dla psa  
**dog lead** smycz dla psa  
**dog shampoo** szampon dla psa  
**fish food** pokarm dla rybek  
**kennel** buda  
**seeds** nasiona  
**tank** akwarium  
**vegetables** warzywa

**At the pet shop**

**Can I ask you something?** Czy mogę o coś zapytać?  
**Should I walk it every day?** Czy powinienem/powinnam wyprowadzać go/ją codziennie?  
**How often should I wash the dog's water bowl?** Jak często powinienem/powinnam myć miskę psa na wodę?  
**Thanks for your help.** Dziękuję za pomoc.

**Useful!**

**I couldn't care less!** Nic mnie to nie obchodzi!  
**Spot on!** Trafiony w dziesiątkę!  
**There you are.** Proszę.

**Other**

**advice** rada  
**believe** wierzyć  
**bite** ugryzienie  
**blue whale** płetwal błękitny  
**border** granica  
**brightly-coloured** jaskrawy  
**brush fur** czesać futro  
**butterfly** motyl  
**careful** ostrożny  
**catch** łapać  
**chatty** rozmowny, gadatliwy  
**cheat** oszukiwać  
**comb** czesać  
**common dolphin** delfin zwyczajny  
**depend on** zależeć od  
**direction of the wind** kierunek wiatru  
**elk** łosć  
**enormous** olbrzymi  
**European bison** żubr  
**feature** cecha  
**feed** karmić  
**first of all** po pierwsze  
**great white shark** żarłacz biały  
**hamster** chomik

**heavy** ciężki  
**hold** trzymać  
**invisible** niewidzialny  
**island** wyspa  
**keep** trzymać  
**keep warm** ogrzewać  
**kill** zabić  
**kingdom** królestwo  
**mammal** ssak  
**maze** labirynt  
**nature reserve** rezerwat przyrody  
**nest** gniazdo  
**net** siatka  
**pet shop** sklep zoologiczny  
**poison** trucizna  
**pollution** zanieczyszczenie  
**protect from** chronić przed  
**rare** rzadki  
**responsible** odpowiedzialny  
**row** rząd  
**sausage** kiełbasa  
**serious** poważny  
**sheep** owca  
**show reserve** rezerwat pokazowy  
**silly** głupi, niemądry  
**site** miejsce  
**species** gatunek, gatunki  
**spot** zauważyć  
**take off** zdejmować  
**tentacle** macka  
**thin** cienki, chudy  
**throw away** wyrzucać  
**tip-top condition** doskonała kondycja  
**trust** ufać  
**weigh** ważyć  
**white-backed woodpecker** dzięcioł białoogrzbity  
**wide** szeroki  
**wingspan** rozpiętość skrzydeł  
**wolf** wilk

## Comparative adjectives

Przymiotników w stopniu wyższym używamy, gdy porównujemy dwie rzeczy, osoby lub dwoje zwierząt.

**Short adjectives**

W przypadku krótkich przymiotników (wszystkie jednosylabowe oraz większość dwusylabowych) stopień wyższy tworzymy, dodając końcówkę **-er** do przymiotnika w stopniu równym.

A chimpanzee is **bigger** than a kangaroo.

**Long adjectives**

W przypadku dłuższych przymiotników (część dwusylabowych i trzysylabowe) stopień wyższy tworzymy, dodając **more** przed przymiotnikiem w stopniu równym.

A chimpanzee is **more** intelligent than a kangaroo.

Comparing with **as ... as**

Gdy porównujemy dwie rzeczy, osoby lub dwoje zwierząt, możemy też użyć konstrukcji **as** + przymiotnik w stopniu równym + **as**.

A panda is **as** cute **as** a kitten. (= **tak** urocza **jak**)

A shark isn't **as** intelligent **as** a dolphin. (= nie **tak** inteligentny **jak**)



Choose your grammar project!

**Project 1 Grammar Snaps****1 Make your own grammar snap.**

- Wybierz dowolne zagadnienie gramatyczne z rozdziału 4.
- Znajdź zdjęcie lub rysunek, które pomogą ci zilustrować wybrane zagadnienie gramatyczne.

Oh no! It's the biggest crab in the world!  
And it's the most dangerous! It's got the thickest shell and the ugliest claws!



## Superlative adjectives

Przymiotników w stopniu najwyższym używamy, gdy porównujemy co najmniej trzy rzeczy, osoby lub troje zwierząt i chcemy powiedzieć, że są np. najlepsze, największe, najszybsze itd.

**Short adjectives**

W przypadku krótkich przymiotników (wszystkie jednosylabowe oraz większość dwusylabowych) stopień najwyższy tworzymy, dodając **the** przed przymiotnikiem oraz końcówkę **-est** do przymiotnika.

The blue whale is **the biggest** animal.

**Long adjectives**

W przypadku dłuższych przymiotników (część dwusylabowych i trzysylabowe) stopień najwyższy tworzymy, dodając **the most** przed przymiotnikiem.

The chimpanzee is **the most** intelligent animal.

Irregular adjectives: **good** and **bad**

**Good** i **bad** są przymiotnikami nieregularnymi, które stopniujemy inaczej niż pozostałe przymiotniki.

good → better → the best

bad → worse → the worst

## Spelling rules

big → bigger → the biggest

cute → cuter → the cutest

ugly → uglier → the ugliest

## Possessive pronouns

Zaimków dzierżawczych używamy, gdy mówimy, że coś należy do danej osoby lub rzeczy. Zaimków dzierżawczych nie wolno stawiać przed rzeczownikami.

Whose is it?

It's **mine** / **yours** / **his** / **hers** / **ours** / **yours** / **theirs**.

**Project 2 An amazing discovery**


**2** Imagine you are an explorer. You are looking at an amazing, undiscovered animal. Describe the animal in a message to your family.

- What does it look like?
- What does it do?
- Is it dangerous, poisonous, aggressive etc.?
- Is there anything interesting about it?


*I'm looking at an amazing animal. It's ...*







## Listening

1  2.15 Usłyszysz dwukrotnie wypowiedź ucznia. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą (A, B albo C). Zapisz odpowiedzi w zeszytcie.

- Robert hopes that he will travel
  - when he is at university.
  - before he goes to university.
  - after he goes to university.
- Robert thinks that he will get married when he
  - gets good marks.
  - has a good job.
  - is travelling.
- Robert talks about
  - why he doesn't get good marks.
  - why he wants to get good marks.
  - why his friend gets better marks.





2  2.16 Usłyszysz dwukrotnie fragment podcastu o zwierzętach. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce. Zapisz odpowiedzi w zeszytcie. Luki należy uzupełnić w języku angielskim.

## Interesting animals: Ostriches




- Ostriches come from Africa.
- An ostrich is  than an emu.
- They can run at about  kilometres an hour.
- The ostrich products that farmers can sell: ostrich meat, , and eggs.
- An ostrich egg weighs around  kilogram.

## Language functions

3 Uzupełnij luki 1–4 tak, aby dialogi były spójne i logiczne. Zapisz uzupełnione wypowiedzi w zeszytcie.

- X: Some people think that dogs can learn English.  
Y:  that. Dogs can't talk!
- X: Your new fish tank is amazing. Don't forget that you have to clean it.  
Y: Oh, yes.  clean it?  
X: Once a week should be OK.
- X: I think that robots will make our lives easier.  
Y: Yes,  you. They'll do all the housework in the future.
- X: Is this backpack yours?  
Y: Yes, it is.   
X: Yes, of course, here you are.

4 Wpisz w każdą lukę (1–3) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich form. Zapisz uzupełnione pytania w zeszytcie.

- X: Excuse me, I'm thinking of buying a cat. Can I ask you something?  
Y: Yes, of course.  
X: (**brush**)  its fur every day?  
Y: No, that's too often. You should brush its fur once a week.  
X: Oh, OK, thanks. (**feed**)  it?  
Y: In the morning and the evening.  
X: OK, thanks. (**sleep**)  ?  
Y: Cats like to sleep everywhere – so it's difficult to choose a special place for them.  
X: That's great! Thanks a lot for all your help.

## Reading

5 Przeczytaj teksty: 1. i 2. Uzupełnij luki 1–3 w e-mailu do Olivii zgodnie z treścią tekstów. Luki należy uzupełnić w języku angielskim. Zapisz odpowiedzi w zeszytcie.

Tekst 1.

**Brainy ZOO** Feeding times and attractions this month:



Polar Bear feeding time:  
12:30 pm



Penguins feeding time:  
4:00 pm



Bat house:  
1:00 pm  
to 3:00 pm



### Tekst 2.

#### Brainy Zoo News

- The latest news! We've got two new baby penguins – they're very cute!
- This week is Charlie the Dancing Chimpanzee week at the zoo. Come to the chimpanzee house at 2:00 pm and watch Charlie dance to his favourite music.
- Some of our visitors say bats are scary, but a visit to the bat house is a great experience. There are only small lights in the bat house, so the bats think it's evening. You can walk in and see the bats flying everywhere!
- Finally, we have a special offer in the Bat Café – no bats, but tea and cake for just £1.50!

#### Subject: Our visit to the zoo

Hi Olivia,  
 Let's decide about our visit to the zoo on Tuesday. I want to see the dancing chimpanzee – that's at <sup>1</sup> and the penguins after that. So I think we should leave home at around one o'clock.  
 I know you like bats, but I don't want to go into the <sup>2</sup> because I think they are scary animals. When you're there, I'll have <sup>3</sup> in the Bat Café. It's very cheap – only £1.50. Then we can go and see the baby penguins!  
 Please let me know what you think.  
 Maria

### Use of English

**6** Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–3. Zapisz odpowiedzi (A–F) w zeszyte. **Uwaga!** Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

- |               |         |         |
|---------------|---------|---------|
| A. become     | B. town | C. move |
| D. university | E. shop | F. fall |

I'm reading *New Town, New Life*. It's about a family who <sup>1</sup> house to a new town. The main characters are the 16-year-old daughter, Laura, and the 18-year-old son, Oliver. Their father starts a new business and gets rich, but then their mother and father get divorced. Laura meets a musician called Jacko and they <sup>2</sup> in love. They put their songs on the Internet and they become famous. Oliver goes to <sup>3</sup> to study science but he doesn't like it. I'm about halfway through the book now – I think I'll finish it very soon!

**7** Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–3). Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszyte.

- 1 Beavers aren't as intelligent as chimpanzees.  
**MORE**  
 Chimpanzees  than beavers.
- 2 Don't worry. I will not forget the address.  
**WILL**  
 Don't worry. I  the address.
- 3 Thank you for helping me.

#### HELP

Thanks .

**8** Przetłumacz na język angielski fragmenty podane w nawiasach. Wymagana jest pełna poprawność ortograficzna. **Uwaga!** W każdą lukę możesz wpisać **maksymalnie trzy wyrazy**. Zapisz odpowiedzi w zeszyte.

- 1 Give the (*książkę jemu*) .
- 2 That (*tornister jest mój*) .
- 3 His marks are (*najgorsze*)  in the class.

### Writing

**9** Przeczytaj instrukcję i napisz tekst w zeszyte.

Na szkolnym blogu trwa dyskusja o przyszłości uczniów. Napisz tekst, który zostanie tam umieszczony jako twój głos w dyskusji na temat twojej przyszłości.

- Opisz swoje przypuszczenia związane z tym rokiem szkolnym.
- Przedstaw swoje przewidywania dotyczące tego, jak będzie wyglądało twoje życie prywatne.
- Przedstaw swoje przypuszczenia związane z przyszłą pracą.

*Wpis powinien zawierać od 50 do 120 słów.*

#### What will you do in the future?

Hello schoolmates!  
 I've got a lot of ideas. At school this year, I'll ...



**BRAINY POST**

**SCHOOL CANTEEN SURVEY**

surveygeek



Add 1, 2, 3, 4 or 5 stars for each item. Then click on **send**, and I'll post the results next week.



Rate:



Comment:

The turkey pie is great!

Send



**Vocabulary presentation 1**

1 2.17 Listen and repeat. Work in pairs. Use a dictionary to check the meaning of any new words. In turns, say the names of the meals and point at the correct pictures.

- chicken-noodle soup with broccoli
- beef stew
- pork chop
- salmon steak
- turkey pie
- tuna salad
- mashed potatoes and peas
- rolls and butter



**Phonics twister**



2.18

Listen and repeat.

Look! I'm **co**oking with a **g**ood **co**ok**oo**k,  
I'm **co**oking on a **co**oker – I'm a **co**ok!  
Now I'm eating **co**ol **no**odles on the **st**ool in the **po**ol.

**Vocabulary practice**

2 In pairs, compare the food in the survey. Use **popular** and **unpopular**.

Chicken noodle soup is as popular as salmon steak.

Pork chop is more unpopular than tuna salad.

Reading

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

School lunches in Finland



All students in Finland have a school lunch. It's free and it's very healthy. We have fish or meat most days, but some days are vegetarian days, with no meat or fish. We usually have bread and butter, but we don't usually have rolls. There is sometimes a small pudding – either fruit or berries – but not always.

School lunches in England



About 40% of students in England have a school lunch. It costs about £2 but not all the students have to pay for it. Usually, there's meat, like beef stew or pork sausages, or chicken or turkey. There's also a vegetarian dish, like pasta, and there's often tuna salad, salmon steak or other fish. There are always vegetables like broccoli and peas. This is healthy but there's always a pudding, and that isn't healthy.

- 1 Students in Finland don't pay for their school lunch.
- 2 In Finland, they have fruit or berries every day.
- 3 All the students pay for their school lunches in England.
- 4 English school lunches don't always have fish.
- 5 Both posts are about the students' favourite food.

Vocabulary presentation 2

4 Listen to the comments. In your notebook, write the numbers of the sentences in the order that you hear them. Then listen again and repeat.

- a These peas aren't fresh .
- b This pudding is a bit sweet .
- c This beef stew is salty .
- d This chicken noodle soup is very spicy .
- e The rolls are stale .
- f These oranges are bitter .

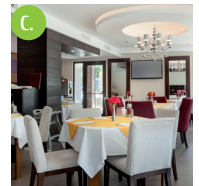
Listening

5 Usłyszysz dwukrotnie trzy teksty. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą (A, B albo C). Zapisz odpowiedzi w zeszyte.

1 Which food does the girl like?



2 Where are the boy and the girl?



- 3 The teacher wants to
- A. make the students laugh.
  - B. know which students are rude.
  - C. encourage the students to eat healthy food.

Speaking

6 Work in groups of three. Do the survey in BrainyPost to find the most popular meal.

Do you like salmon steak?

No, I don't. It's very salty.

How many stars do you give it?

One.

The most popular meal is ...



Life skills: Healthy food

Talk about why it's important to eat healthy food. Use the ideas in the box.

- feel tired / full of energy
- look tired / good
- live a longer / shorter life
- be overweight / the right weight
- be healthy / unhealthy



# It was delicious!

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

## Quick check

2.21 Listen and complete the names of meals.

## Grammar presentation

1 2.22 Listen and read. Why is the girl happy?



## Grammar practice

2 In your notebook, complete Tania's blog post with *was / were* or *wasn't / weren't*.

### Our day in the school canteen

On Tuesday, we <sup>1</sup>  (✓) in charge of the school canteen!

Toby, Lily and Mia <sup>2</sup>  (✓) the chefs. Harry and I <sup>3</sup>  (X) chefs. We <sup>4</sup>  (✓) cleaners. The most popular food <sup>5</sup>  (✓) tuna salad. The turkey pie <sup>6</sup>  (X) popular. The other students said the food <sup>7</sup>  (✓) good, but it <sup>8</sup>  (X) as good as the school canteen.

At the end of the day, the kitchen <sup>9</sup>  (✓) very clean so the teachers <sup>10</sup>  (✓) very pleased.

<sup>11</sup>  (✓) it a useful experience?

Yes, it <sup>12</sup>  (✓). We now know how difficult it is to cook for all the students.

<sup>13</sup>  (✓) we as good as the dining ladies? No, we <sup>14</sup>  (X). They make lunch in three hours – we <sup>15</sup>  (✓) in the kitchen for six hours!

Tania Evans (Year 6)

3 In your notebook, write questions and Tania's answers.

- you / a chef / ?
- Mia / a cleaner / ?
- your food / good / ?
- the teachers / pleased / ?
- what / the most popular food / ?
- how many hours / you / in the kitchen / ?

## Speaking

4 Work in pairs. Role play a dialogue between Tania or Toby and you. Use the questions and answers from exercise 3.



Were you a chef?



## Grammar app

Past simple: verb *be*: affirmative and negative

The pie  was / wasn't salty.

The rolls  were / weren't stale.

Past simple: verb *be*: questions and short answers; *wh-* questions

Was your lunch good? Yes, it was. / No, it wasn't.

What was the worst thing? The rolls.

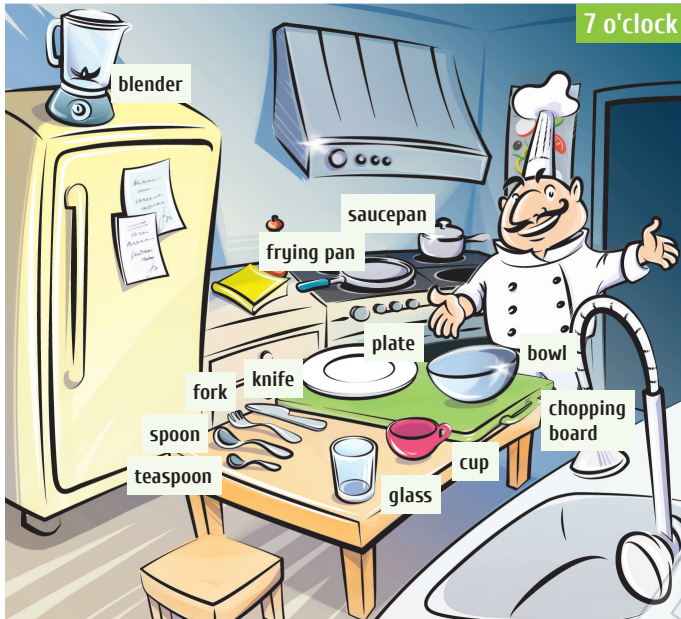
>>> Grammar summary on page 69

# Was the knife on the table?

Lesson objective: Vocabulary: kitchen equipment

## Vocabulary presentation

- 1 2.23 Listen and repeat. Work in pairs. In turns, name the objects in the *Now* picture and comment on them. Use *That's crazy / messy / dangerous*.



Look at the fork. That's dangerous.

- 4 Write three more descriptions of kitchen objects from exercise 1. Read them out to other students. Ask the students to guess what the objects are.

## Vocabulary practice

- 2 Work in pairs. In turns, compare the kitchen objects in both pictures. Use *on, under, in front of, between* and *next to*.

At 7 o'clock, the fork was between the knife and the spoon.

Now, it's under the fridge.

- 3 Read these descriptions of kitchen objects from exercise 1. Guess what they are. Write the answers in your notebook.

- 1 You cook food in it.
- 2 You eat yoghurt with it.
- 3 You cut fruit or vegetables into smaller pieces on it.
- 4 You cut food into small pieces with it.
- 5 You put meat and vegetables into your mouth with it.
- 6 You can make different kinds of sauce and soup with it.
- 7 You eat your breakfast cereal with it.
- 8 You make fried eggs in it.
- 9 You drink water from it.

## Listening

- 5 2.24 Listen to six speakers and answer the questions. Write the answers in your notebook.

Who

- a wants a knife?
- b needs a spoon?
- c has got a dirty plate?
- d can't find the chopping board?
- e wants a saucepan?
- f has got a dirty glass?

## Game

- 6 In pairs, play *Remember the picture*.

- 1) **Uczeń A** pyta ucznia B o położenie wybranego sprzętu kuchennego na ilustracji kuchni o godzinie siódmej.
- 2) **Uczeń B** zamyka podręcznik i odpowiada z pamięci. Zamieńcie się rolami.
- 3) Zwycięża gracz, który udzieli więcej poprawnych odpowiedzi.

Was the knife on the chopping board?

No, it wasn't.

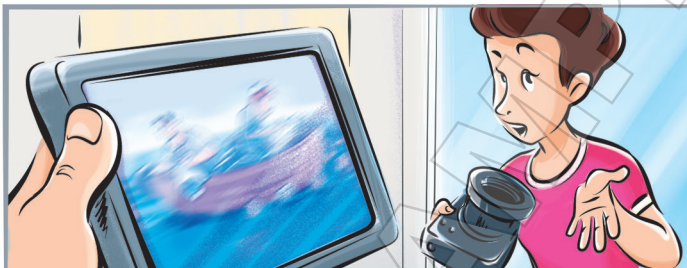


# Save the Sea: Episode 5 – Calm down!

Lesson objective: Grammar: there was / there were: affirmative and negative, questions and short answers



Ella: Sorry I'm late. It's *Clean Our Beach* day and I was with the volunteers on the beach.  
 Alfie: Were there a lot of volunteers?  
 Ella: Yes, there were.  
 Alfie: Was there a lot of rubbish?  
 Ella: Yes, there was. There were a lot of plastic knives and plastic forks on the sand. There was also a big plastic chopping board! There was rubbish in the sea, too ... It makes me mad!



Alfie: That's Dan and Dave's rubbish. I've got photos of them throwing rubbish into the water. Look!  
 Ella: They aren't much use, Alfie. I can't see any rubbish. Was there any rubbish in the water?  
 Alfie: Yes, there was! The water was full of rubbish!  
 Ella: We have to get some better photos. Let's go out on the boat now, with my camera.



Alfie: There they are! And there's rubbish around the boat!  
 Ella: I'm taking a lot of pictures – but we should be closer.  
 Captain: Let's go after them!

Dan and Dave see Alfie and Ella's boat. Dan wants to get away.



Dave: You're going very fast, Dan. Where are the lifejackets?  
 Dan: There were some lifejackets on the boat, but there wasn't any space for them. They aren't in the boat now.  
 Dave: Oh no! Slow down, Dan, the boat is ... Help!



Dan: I can't swim.  
 Dave: I can give you a hand. Just calm down.  
 Dan: Oh no, look! It's a shark!

## Quick check

2.25 Listen and then draw the kitchen objects in the air with your fingers.

## Grammar presentation

1 2.26 Read and listen to Episode 5. Why is Dan frightened at the end of the episode?

### GLOSSARY

- |                                  |                        |
|----------------------------------|------------------------|
| full – pełny                     | slow down – zwalniać   |
| get away – uciekać               | space – miejsce        |
| lifejacket – kamizelka ratunkowa | volunteers – ochotnicy |

### USEFUL!

Think of some situations where you can use each phrase.

- |                         |                          |
|-------------------------|--------------------------|
| 1 It makes me mad.      | 3 I can give you a hand. |
| 2 They aren't much use. | 4 Just calm down.        |



### Comprehension

2 Choose the correct words and put the sentences in the correct order. Write the answers in your notebook.

- Alfie's photos **were** / **weren't** good.
- There **was** / **wasn't** a lot of rubbish on the beach in the morning.
- Dave **can** / **can't** swim.
- There **was** / **wasn't** an accident.

### G Grammar app

*There was / there were: affirmative*

There **was** rubbish in the sea.

There **were** a lot of plastic knives.

*There was / there were: negative*

There **wasn't** any rubbish in the sea.

There **weren't** any plastic knives.

»» Grammar summary on page 69

### Writing

4 Imagine that yesterday you were in a part of your town or country with a rubbish problem. Write a blog post about it.

### ! Tips

Na swoim blogu napisz:

- gdzie byłeś/byłaś,
- ile było tam śmieci,
- jakie śmieci tam były,
- czy byli tam jacyś ludzie.

### G Grammar app

*There was / there were: questions and short answers*

**Was** there a lot of rubbish?

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

**Were** there any plastic bags?

Yes, there were. /  
No, there weren't.

»» Grammar summary on page 69

### Grammar practice

3 Complete this tourist's blog. Use *there was / there were* or *there wasn't / there weren't*.



I was in Exville this morning. <sup>1</sup>  any families on the beach. <sup>2</sup>  rubbish everywhere. <sup>3</sup>  a lot of plastic rubbish on the sand. <sup>4</sup>  plastic knives, forks and spoons, plastic plates and glasses. <sup>5</sup>  plastic rubbish in the water too. <sup>6</sup>  a woman on the beach with a big plastic bag for the rubbish. Exville has a serious rubbish problem.

### Grammar practice

5 In your notebook, complete the questions about Episode 5 and write the answers. Use *Was there / Were there ...?*

- bags of rubbish on the boat?
- dolphins near the boat?
- a whale in the sea?
- a shark in the sea?
- a lot of plastic rubbish in the sea?

### Speaking

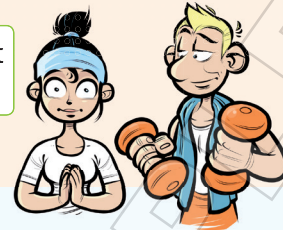
6 In pairs, ask each other questions about the place in your blog post from exercise 4. Use the words in the box to help you.

rubbish ■ tourists ■ families ■ volunteers  
plastic knives ■ plastic bags

I was ... yesterday.

Was there a lot of rubbish?

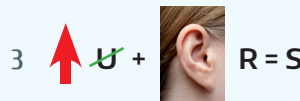
Give your brain a workout with our puzzles!



1 Solve the puzzles. Write the answers in your notebook.



2 good → ? → the best E = U



2 Work in pairs. Student A says a false sentence with a **meal name** and **kitchen equipment**. Student B corrects it. Change roles five times.

eat ■ cut ■ drink ■ have ■ make

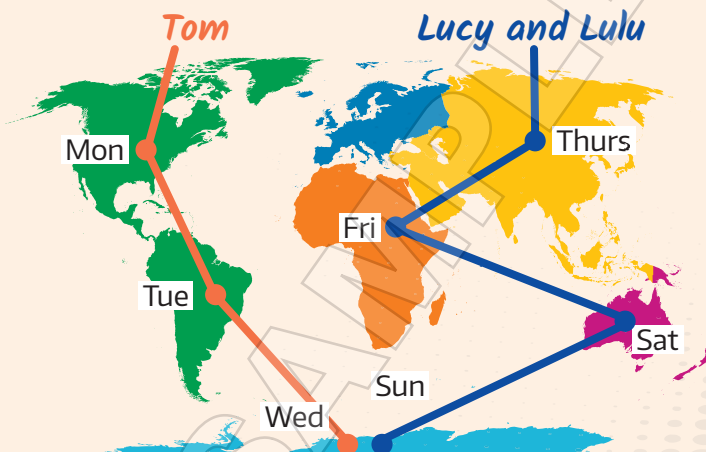
We eat **pork** with a **spoon**.

That's not true. We eat **pork** with a **knife and fork**.

**Continents and days of the week**

3 Work in pairs. Student A chooses a day, and Student B asks questions using *Was ... ? / Were ... ?* and the name of the continent to work out what day it is. Change roles.

Tom, Lucy and Lulu were in many places last week.



Was Tom in South America on this day?

Was it Tuesday?

Yes, he was.

Yes, it was.

4 In pairs, play a memory game. Study where Tom, Lucy and Lulu were last week and say it in order.

On Monday, Tom was in North America. On ...

**Use of English**

5 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1-3. Zapisz odpowiedzi (A-F) w zeszyte. **Uwaga!** Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A. was	C. were	E. knife
B. teaspoon	D. blender	F. weren't

I was at a very special food stall yesterday. All the meat and vegetables <sup>1</sup> from a supermarket! They were waste from a school canteen! The chef turned them into fantastic food! All of it <sup>2</sup> free! He only had basic kitchen things like a <sup>3</sup> to cut the meat, but his food was amazing.



**Eco-alert!**



In your notebook, put the letters in the correct order.



**otd'n awets ofdo!**



1 2.27 Listen and read. Point to the correct words in the recipe.



**Tuna salad**

**Ingredients:**

tuna, lettuce and mayonnaise

**Time:**

10 minutes

**Directions:**

First, put the tuna in a bowl. Then, <sup>1</sup>cut / chop the lettuce and <sup>2</sup>add / put it into the bowl. Then, <sup>3</sup>slice / add a little mayonnaise. Finally, <sup>4</sup>cook / mix everything up, <sup>5</sup>boil / add some salt and pepper, and <sup>6</sup>fry / serve it on a plate.

**Vocabulary presentation**

2 2.28 Listen and repeat. Work out a mime gesture for each verb. In pairs, take turns to mime and guess the words.



cook



fry



boil



add



mix



serve



chop



slice

3 2.29 Read these notes for the recipes. In pairs, write the recipes. Use the recipe from exercise 1 as a model. Listen and check your answers.

**Pasta and tomato**

**Ingredients:** pasta, oil, tomatoes, a small onion

**Directions:**

- boil / water / saucepan
- cook / pasta
- put / pasta / bowl
- slice / tomatoes
- chop / onions
- fry / tomatoes and onions / 2 or 3 minutes / saucepan
- add / salt / pepper
- add / pasta
- serve / plate

**English scrambled eggs**

**Ingredients:** 2 eggs, milk, butter, salt, pepper

**Directions:**

- put / eggs / milk / bowl
- mix quickly / fork
- add / salt / pepper
- put / frying pan / cooker
- add / butter
- add / eggs
- cook / 1 or 2 minutes
- serve / toasts

4 In pairs, choose one of the meals from exercise 3 each. Ask each other for the recipes. Use the dialogue from exercise 1 as a model.

I want to cook pasta and tomato. Is it difficult?

No, it's very easy.

5 Work in groups of three or four students. Write a recipe for a meal in your notebook. Use the recipe from exercise 1 as a model.

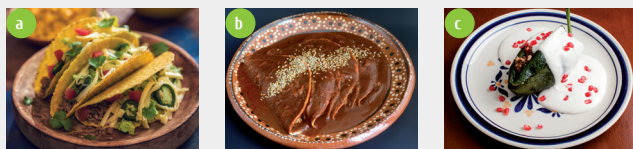




1 Check the meaning of the words in the box in a dictionary.

almond ■ chillies ■ cooker ■ cream ■ flame ■ independence ■ pomegranate seeds ■ walnut

2 2.30 Listen and read. Which of the photos is walnut cream chillies?



to the meat. Put the mixture inside the chillies. Add the walnuts to the cream and put it in a blender. Pour the sauce over the chillies and put the pomegranate seeds on top of it all. You can only eat real walnut cream chillies in Mexico in September. They have a very special spicy, sweet taste – the taste of Mexico.

A taste of Mexico

Every country has at least one national dish – it's an important part of a country's tradition. One of the national dishes of Mexico is *chiles en nogada*. In English, we can call it 'walnut cream chillies'.

This dish is a plate of big green chillies with pork, beef, cactus and almonds inside them. They have a white sauce of cream and walnut, and lots of red pomegranate seeds. In September, this dish is part of the independence celebrations in Mexico. That's because Mexicans say that the colours of this dish are the same as the green, white and red of the Mexican flag.

To make this dish, put the chillies on the flame on the cooker, and when they become black, take off the black part. Chop the beef and pork, then fry it. Chop the almonds and cactus and add them

Listening

4 2.31 Listen to a man learning to make walnut cream chillies. What is he doing in each situation?

- 1 2 3 4
- a He's chopping the beef and pork.
  - b He's taking the skin off the chillies.
  - c He's putting the pomegranate seeds on the sauce.
  - d He's making the walnut cream sauce.

Discover more!

5 Choose a Polish national dish. Find out about it and write about it in your notebook.



bigos



pierogi



cucumber soup



Polish rye soup (żurek)

Reading

3 Przeczytaj tekst. Uzupełnij w e-mailu luki 1-4 zgodnie z treścią tekstu z ćwiczenia 1. Luki należy uzupełnić w języku polskim. Zapisz odpowiedzi w zeszytach.

Message X

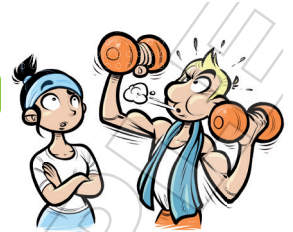
**Temat:** Kuchnia meksykańska – *chiles en nogada*

Cześć,  
przesyłam Ci przepis na *chiles en nogada*.  
Nie jest prosty, więc poproś kogoś o pomoc.  
Najpierw trzeba opalić 1 nad ogniem,  
zdjąć skórkę i wyjąć nasiona. Potem należy  
posiekać i 2 mięso, dodać do niego  
posiekane migdały i 3 . Następnie  
faszerujesz papryczki. Sos jest prosty –  
wystarczy zmiksować 4 ze śmietaną  
i połączyć nim papryczki. Ozdób całość owocami  
granatu.  
Smacznego!  
Ania

Tips

- Opisz składniki.
- Wyjaśnij, jak przygotować danie.
- Napisz, kiedy się je tę potrawę.

Do our Revision workout.



**Vocabulary & Speaking**

1 In your notebook, write the names of meals.

- 1 t \_ a s \_ d
- 2 b \_ f st \_ w
- 3 r \_ s and b \_ r
- 4 t \_ y p \_
- 5 s \_ n s \_ k
- 6 ch \_ n n \_ e s \_ p

6

2 In your notebook, write the words in the correct categories.

frying pan ■ mix ■ sweet  
blender ■ slice ■ stale ■ cup  
bitter ■ boil ■ spicy

Taste	Kitchen equipment	Cooking
<input type="text"/>	<input type="text"/>	<input type="text"/>

10

**Language functions**

3 ★ 🎓 Do każdej z opisanych sytuacji (1-2) wybierz właściwą reakcję. Wybierz literę A, B albo C. Zapisz właściwe pytania w zeszytcie.

- 1 Chcesz ugotować nową potrawę. Jak zapytasz, jakie składniki są potrzebne?
  - A. Have you got the ingredients?
  - B. What ingredients do I need?
  - C. Do you like the ingredients?
- 2 Chcesz ugotować nową potrawę. Jak zapytasz, ile czasu trwa jej przyrządzenie?
  - A. What's the time?
  - B. How do I make it?
  - C. How long does it take?

4

Vocabulary & Speaking: /20

**Grammar**

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

- 1 ✗ I  at the beach yesterday.
- 2 ✓ The knives  next to the blender.
- 3 ✗ The chopping board  in the kitchen.
- 4 ✗ My friends  in the restaurant at 7 o'clock.
- 5 ✓ There  10 spoons in the bowl.
- 6 ✗ There  a frying pan in the kitchen.

6

5 In your notebook, change these sentences into questions.

- 1 The weather was nice yesterday.
- 2 The people on the beach were friendly.
- 3 You and your friends were on the beach.
- 4 The saucepan was next to the glasses.
- 5 There were a lot of boats in the sea.
- 6 There was a rubbish bin on the beach.
- 7 There were some plates in the kitchen.
- 8 There was a spoon in the glass.

8

**Use of English**

6 ★ 🎓 Uzupełnij zdania 1-3. Zastosuj – w odpowiednich formach – wyrazy podane w nawiasach. Jeśli jest to konieczne, dodaj inne wyrazy. **Uwaga!** W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszytcie.

- 1 Sandra and her boyfriend (**be / the**)  beach yesterday.
- 2 There (**be / not**)  lot of tourists on the beach.
- 3 Was (**any / rubbish**)  on the beach? Yes, there was.

6

Grammar: /20

**Total:** /40

**Meals**

**beef stew** gulasz wołowy  
**broccoli** brokuły  
**butter** masło  
**chicken noodle soup** rosół z makaronem  
**mashed potatoes** tłuczone ziemniaki  
**peas** groszek  
**pork chop** kotlet schabowy / wieprzowy  
**rolls** bułki  
**salmon steak** pieczony łosoś  
**tuna salad** sałatka z tuńczyka  
**turkey pie** zapiekanka z indykiem

**Taste**

**bitter** gorzki  
**fresh** świeży  
**salty** słony  
**spicy** ostry  
**stale** czerstwy  
**sweet** słodki

**Kitchen equipment**

**blender** mikser  
**bowl** miska  
**chopping board** deska do krojenia  
**cup** filiżanka  
**fork** widelec  
**frying pan** patelnia  
**glass** szklanka  
**knife** nóż  
**plate** talerz  
**saucepan** rondel  
**spoon** łyżka stołowa  
**teaspoon** łyżeczka

**Cooking verbs**

**add** dodawać  
**boil** gotować (np. wodę)  
**chop** siekać  
**cook** gotować (jedzenie)

**fry** smażyć  
**mix** mieszać  
**serve** podawać  
**slice** kroić w plasterki

**In the kitchen**

**How do I make it?** Jak to się robi?

**How long does it take to make?** Ile czasu potrzeba na zrobienie tego (dania)?

**What ingredients do I need?** Jakich składników potrzebuję?

**First, ...** Na początku, ...

**Then, ...** Następnie, ...

**Finally, ...** Na końcu, ...

**Useful!**

**I can give you a hand.** Mogę ci pomóc.

**It makes me mad!** Ale mnie to wkurza!

**Just calm down.** Tylko się uspokój.

**They aren't much use.** Na niewiele się zdadzą.

**Other**

**be overweight** mieć nadwagę  
**bread** chleb  
**camera** aparat fotograficzny  
**celebration** uroczystość  
**cereal** płatki śniadaniowe  
**chef** szef kuchni  
**cleaner** sprzątacze, sprzątaczkę  
**close** blisko  
**cookbook** książka kucharska  
**cooker** kuchenka  
**crazy** szalony, zwariowany  
**cucumber soup** zupa ogórkowa  
**dining lady** kucharka szkolna, pani pomagająca w stołówce  
**directions** wskazówki  
**encourage** zachęcać  
**everywhere** wszędzie  
**food stall** stoisko z jedzeniem  
**free** darmowy

**fried eggs** jajka sadzone  
**full** pełny  
**full of energy** pełen energii  
**get away** uciekać  
**healthy** zdrowy  
**in charge of** odpowiedzialny za...  
**ingredients** składniki  
**item** element  
**lettuce** sałata  
**lifejacket** kamizelka ratunkowa  
**make someone laugh** rozśmieszyć kogoś  
**mayonnaise** majonez  
**messy** brudny  
**mixture** mieszanina  
**on top** na górze  
**pasta** makaron  
**pay** płacić  
**pepper** pieprz  
**piece** kawałek  
**plastic bag** plastikowa torba  
**pleased** zadowolony  
**pool** basen  
**pudding** budyń  
**recipe** przepis  
**rubbish problem** problem ze śmieciami  
**rude** nieuprzejmy  
**salt** sól  
**sauce** sos  
**school canteen** stołówka szkolna  
**scrambled eggs** jajecznica  
**serious** poważny  
**skin** skórka  
**slow down** zwalniać  
**space** miejsce, przestrzeń  
**stool** stołek  
**survey** ankieta  
**take off** zdejmować (coś z...)  
**tired** zmęczony  
**unhealthy** niezdrowy  
**volunteers** wolontariusze, ochotnicy  
**waste** odpady



Past simple: verb **be**: affirmative and negative

W czasie przeszłym czasownik *be* ma formę **was** lub **were**. W zdaniach twierdzących w czasie przeszłym czasownik *be* nie ma form skróconych. W zdaniach przeczących formy skrócone to: **wasn't** (=was not) oraz **weren't** (=were not).

**Affirmative**

I **was** at school.  
You **were** at school.  
He **was** at school.  
She **was** at school.  
It **was** at school.  
We **were** at school.  
You **were** at school.  
They **were** at school.

**Negative**

I **wasn't** at school.  
You **weren't** at school.  
He **wasn't** at school.  
She **wasn't** at school.  
It **wasn't** at school.  
We **weren't** at school.  
You **weren't** at school.  
They **weren't** at school.

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 at school?

**Were** you at school?

**Was** he at school?

**Was** she at school?

**Were** we at school?

**Were** you at school?

**Were** they at school?

**Short answer**

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

Yes, you **were**. /  
No, you **weren't**.

Yes, he **was**. /  
No, he **wasn't**.

Yes, she **was**. /  
No, she **wasn't**.

Yes, we **were**. /  
No, we **weren't**.

Yes, you **were**. /  
No, you **weren't**.

Yes, they **were**. /  
No, they **weren't**.

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

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

**What time were** you in the school canteen?



Choose your grammar project!

**There was/there were**: affirmative and negative

Konstrukcji *there was/there were* używamy, aby opisać, że coś gdzieś było. Zdania z tą konstrukcją często wskazują na lokalizację i ilość. Konstrukcji *there wasn't/there weren't* używamy, gdy mówimy, że czegoś nie było.

**Affirmative**

There **was** a lot of rubbish.  
There **were** a lot of people.

**Negative**

There **wasn't** a lot of rubbish.  
There **weren't** a lot of people.

**There was/there were**: questions and short answers

Pytania z konstrukcją *there was/there were* tworzymy, przenosząc czasownik *be* w odpowiedniej formie przed *there*. Na pytania odpowiadamy, używając krótkich odpowiedzi.

**Question**

**Was** there a lot of rubbish?

**Were** there a lot of people?

**Short answer**

Yes, there **was**. /  
No, there **wasn't**.

Yes, there **were**. /  
No, there **weren't**.

**Project 1 Grammar Snaps****1** Make your own grammar snap.

- Wybierz dowolne zagadnienie gramatyczne z rozdziału 5.
- Znajdź zdjęcie lub rysunek, które pomogą ci zilustrować wybrane zagadnienie gramatyczne.



Was the sea nice?

No, it wasn't. There was a lot of rubbish in it.

**Project 2 In charge of the school canteen**

- Work in groups of three or four. Imagine that you were in charge of the school canteen yesterday. Write a blog post about the meals you made.

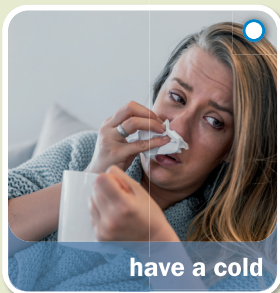
**Tips**

- Opisz, co przygotowaliście.
- Napisz, jak smakowały wasze potrawy.



## BRAINY POST

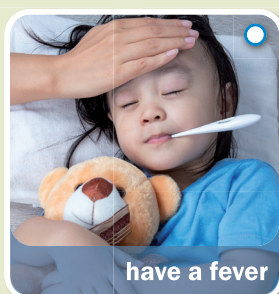
## WHICH IS THE WORST ILLNESS?



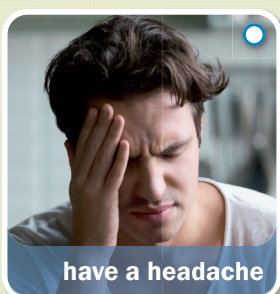
have a cold



have a cough

Stomach ache  
is winning.

have a fever



have a headache



have stomach ache



have a sore throat



have toothache



have earache



have flu

CLICK ON  
THE WORST!

## Vocabulary presentation 1

- 1 2.32 Listen and repeat. Point to each photo and say the name of the illness. Then vote for the worst illness.

## Vocabulary practice

- 2 Work in pairs. Ask each other how often you have the illnesses in *BrainyPost*. In your notebook, write the sentences about three of the illnesses.

Julia, how often do you have a headache?

I hardly ever have a headache.

*Julia hardly ever has a headache.*



## Phonics twister

- 2.33 Listen and repeat.

Choose **ch**eat **ch**ease, **ch**oose **ch**ocolate **ch**ips now.  
I've got tooth**ch**ache and stomach**ch**ache - ow!



## Life skills: making an emergency call

When you see a seriously ill or seriously injured person:

- 1 Don't panic.
  - 2 Phone 112.
  - 3 Listen to the questions and answer them carefully.
  - 4 Listen for the instructions and follow them.
- In pairs, discuss the questions you think the emergency services may ask.

Vocabulary presentation 2

3 2.34 Listen and read. Which icons show what *teenboy 857* is not doing or not going to do?

crazzzzy

Why aren't you at school?

*teenboy 857*  
I feel sick, but I'm not going to call a doctor or go to the health centre. I'm going to stay in bed. I'm going to take my temperature now.



crazzzzy

What about some medicine?

*teenboy 857*  
I'm not going to take any medicine. I should see a doctor first.



crazzzzy

I think you should go to A&E or call an ambulance!

*teenboy 857*  
No need for that! See you at school tomorrow, I hope!



Reading

4 Complete the notice with the words in the box. Write the answers in your notebook.

- take ■ go to A&E ■ earache ■ stay  
go to the health centre ■ cold  
take any medicine

**Think before you call an ambulance!**

Every year, a lot of people with small problems, like a cough or sore throat, call an ambulance. Because of this, there aren't enough ambulances for emergencies.

Please don't call an ambulance if you have a small problem.

- If you feel sick, in bed and your temperature.
- Do you have a cough, a or a headache? Or do you have stomach ache or , or a sore throat? Get help at your local chemist's. Don't before you check there.
- Do you have a high temperature? Is your illness very bad? Call a doctor, or .
- Do you have an emergency like an accident or a serious injury? Don't call a doctor. Call an ambulance or quickly!

5 Przeczytaj ponownie tekst z ćwiczenia 4. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Wybierz literę A, B albo C. Zapisz odpowiedzi w zeszytcie.

- This text was written to
  - encourage people to use ambulances more often.
  - have a smaller number of accidents and serious injuries.
  - help people choose the correct type of help.
- You should talk to an assistant at your local chemist's
  - before you take any medicine.
  - if your temperature is very high.
  - if you can't go to the health centre.
- You should call a doctor
  - if you have an accident.
  - if you are at the A&E.
  - if you have a high fever.

Game

6 Work in groups of four. Play *I feel sick*.

- 1) **Uczeń A** mówi, co mu dolega i co zamierza zrobić.
- 2) Kolejni uczniowie powtarzają dolegliwości i zamiary poprzednich uczniów oraz mówią, co im dolega i co zamierzają zrobić.
- 3) Uczeń, który popełni błąd, odpada z gry.

I have a very bad cough. I'm going to call a doctor.

Marta has a very bad cough. She's going to call a doctor. I have a ...



Lesson objective: Grammar: Past simple regular and irregular verbs: affirmative and negative

**Quick check**

2.35 Listen and mime each illness.

**Grammar presentation**

1 2.36 Read and listen. Find all the regular Past simple forms of the verbs in the email.

Hi Grandma,  
 Happy Birthday! I'm sorry I **didn't phone** yesterday but I **had** a cold. In the morning, I **slept** for six hours! I **woke up** at 2 o'clock and mum **made** me a smoothie. I **drank** it all, and I **ate** some chicken. I **studied** a bit but I **felt** very tired. I **didn't watch** television. Unfortunately, I **dropped** my mobile after I **texted** my friend Luke and it **broke**. Luke **came** here but he **didn't stay** long. I **saw** the photos of your birthday party online. You **looked** very happy and the cake **was** amazing. You **had** a lot of guests – **was** uncle John there too?  
 Julia

2 2.37 Find the irregular Past simple forms of the verbs below in Julia's email. Write the answers in your notebook. Listen and repeat.

**I** Irregular verbs

come	see	sleep	break	wake up
have	make	eat	feel	drink

come – came

**G** Grammar app

Past simple regular and irregular verbs: affirmative

I	stayed	in bed.
I	had	a cold.

Past simple regular and irregular verbs: negative

I	didn't	stay	in bed.
I	didn't	have	a cold.

»» Grammar summary on page 81

**Grammar practice**

3 Work in pairs. In turns, say an affirmative sentence and change it to a negative sentence. Use the Past simple forms of the verbs from exercise 2.

I slept well.

I didn't sleep well.

4 In your notebook, write the correct Past simple forms of the verbs in brackets.

**A lucky discovery**

The scientist Alexander Fleming <sup>1</sup> (study) bacteria, and in 1928, he <sup>2</sup> (discover) something very important. He <sup>3</sup> (not have) time to clean the laboratory every day, but one day he <sup>4</sup> (start) to clean some old glass plates. He <sup>5</sup> (see) a lot of mould on the plates, but he <sup>6</sup> (not see) any bacteria around it! He <sup>7</sup> (call) the active substance that killed bacteria penicillin. Later, scientists <sup>8</sup> (make) medicine with penicillin for very bad toothache, sore throats, earache and coughs.



mould on a plate

**Writing**

5 Read the task and write an email in your notebook.

Z powodu choroby nie poszedłeś/nie poszłaś na urodziny kolegi/koleżanki z Anglii. W e-mailu do niego/niej:

- wyjaśnij, dlaczego nie przyszedłeś/nie przyszłaś,
- opisz, co robiłeś/robiłaś w tym czasie,
- skomentuj obejrzone zdjęcia z urodzin.

Hi ...,  
 Happy birthday! I'm sorry I didn't go to your party but I ...

**!** Tips

Rozwiń każdy z podpunktów instrukcji.

- Użyj bogatego słownictwa.
- Napisz maksymalnie 120 słów.

Vocabulary presentation

1 2.38 Listen and repeat. Match injuries with the pictures. Write the answers in your notebook.



Joe

Last year, I had a lot of accidents!

- a I hurt my head.
- b I cut my finger.
- c I twisted my ankle.
- d I bruised my foot.
- e I scratched my knee.
- f I broke my leg.
- g I burnt my hand.



2 2.39 Find the irregular Past simple forms of these verbs in exercise 1. Write the answers in your notebook. Listen and repeat.

**I** Irregular verbs

break	burn	cut	have	hurt
-------	------	-----	------	------

Vocabulary practice

3 Read the sentences and guess what injuries Joe had. Write the answers in your notebook.

- 1 He dropped a knife and he ...
- 2 He walked into a hole and ...
- 3 He crashed his bicycle and ...
- 4 He walked into a tree and ...
- 5 He had a fire in the garden and ...
- 6 He jumped from a tree and ...
- 7 He dropped a heavy box and ...

4 2.40 Find the Past simple forms of these verbs in exercise 5. Write the present and past forms in your notebook. Listen and repeat.

**I** Irregular verbs

fall	fly	hit	hear	leave	send
------	-----	-----	------	-------	------

Use of English

5 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–4. Wybierz literę A, B albo C. Zapisz odpowiedzi w zeszytcie.



The famous singer Beyoncé had an accident at a concert in Orlando in 2007. She fell on the stairs. She bruised her <sup>1</sup> , she scratched her legs and arms and she hit her head. The singer was lucky because she didn't <sup>2</sup> her ankle. She left at the end of the concert and she didn't go to A&E. She flew to her next concert. When her fans heard the news, they sent her a lot of messages. Most messages were kind, for example *I'm sorry you* <sup>3</sup> *an accident*, but some messages made the accident sound serious, for example, *Oh no, you* <sup>4</sup> *your legs!*

- |   |               |              |            |
|---|---------------|--------------|------------|
| 1 | A. headache   | B. dress     | C. leg     |
| 2 | A. twisted    | B. twist     | C. twists  |
| 3 | A. are having | B. had       | C. have    |
| 4 | A. broke      | B. scratched | C. bruised |

Game

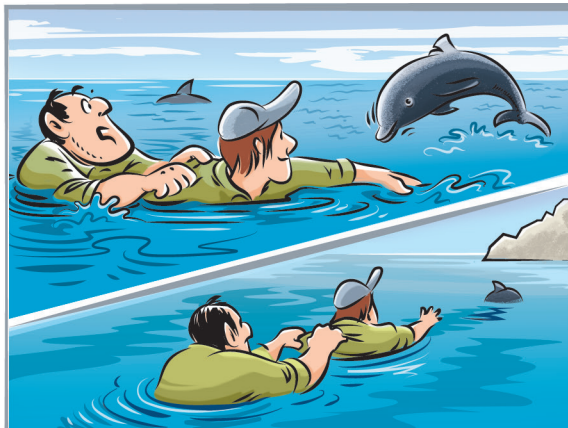
6 Work in pairs. Play *Three accidents*.

- 1) **Uczeń A** wymyśla trzy kontuzje, które miał w zeszłym roku, i pokazuje je na migi.
- 2) **Uczeń B** odgaduje nazwy kontuzji.
- 3) Zamieńcie się rolami.



Save the Sea: Episode 6 – The dolphin helped us.

Lesson objective: Grammar: Past simple regular and irregular verbs: questions and short answers, wh- questions



Dave: Don't worry, Dan. That shark isn't dangerous. I learnt about them.  
 Dan: Where did you learn about them?  
 Dave: In my book about animals. I read it all.  
 Dan: Oh, that book ... Dave! Another shark!  
 Dave: Calm down, Dan! It's a dolphin! I think it wants to help us.



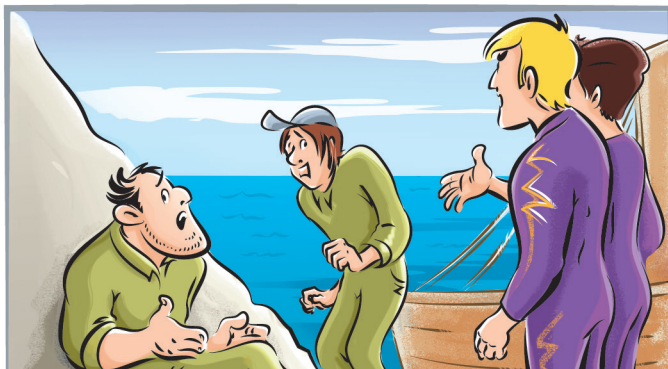
Dave: Thank you, dolphin. I remember you – I took the plastic net from your fin.  
 Dan: Hurry up! Alfie and Ella are getting closer to us!  
 Dave: Goodbye, dolphin. Thank you!  
 Dan: Stop talking to the animal, Dave. Let's hide behind this rock.  
 Dave: Dan, be careful!

At last, Alfie and Ella catch up.

Ella: How did you get here?  
 Dave: A dolphin helped us. They're amazing animals.  
 Ella: Yes, they are. But what happened to Dan? What did he do?  
 Dave: He fell over. I think he broke his leg. He can't walk!



Ella: Did you scratch your hand?  
 Dave: No, I didn't. But I cut my foot.  
 Alfie: Did you hurt your head?  
 Dan: Yes, I did.  
 Alfie: No problem. I phoned the rescue helicopter five minutes ago. They're going to be here in a minute.



Dan: My leg hurts like mad. Where are they going to take us?  
 Alfie: To the hospital ... and then to the police station. You're in the soup now.  
 Dan: But why? We didn't do anything wrong!  
 Alfie: Yes, you did! You told lies and you stole money from people ... You threw rubbish in the sea and you hurt many animals.

**GLOSSARY**

- hide – chować się
- rock – skała
- catch up – doganiać
- rescue helicopter – helikopter ratunkowy

**USEFUL!**

How do you say these phrases in Polish?

- 1 Hurry up!
- 2 My leg hurts like mad.
- 3 You're in the soup.

Quick check

2.41 Listen to these phrases. Say Yes if it's an injury and No if it isn't an injury.

**Grammar presentation**

1 2.42 Read and listen to Episode 6. Where are Dan and Dave going to go?



2 2.43 Find the irregular Past simple forms of these verbs in Episode 6. Write the answers in your notebook. Listen and repeat.

**I** Irregular verbs

learn	tell	steal	throw
-------	------	-------	-------

**Comprehension**

3 Read the Episode 6 again. In your notebook, complete the sentences with the correct names.

- helped the dolphin two weeks ago.
- wants to hurry up and hide in the rocks.
- calls the rescue helicopter.
- and are in trouble.

**G** Grammar app

Past simple: questions and short answers

Did	you	hurt	your head?	Yes, I did. / No, I didn't.
-----	-----	------	------------	--------------------------------

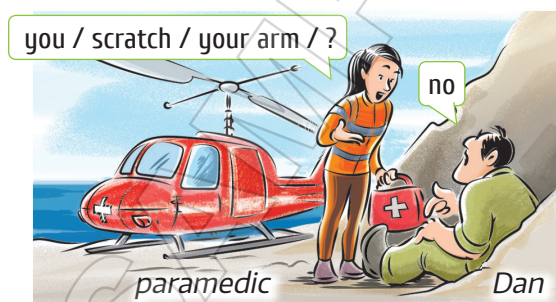
Past simple: *wh*- questions

Where	did	you	put	the rubbish?	In the sea.
-------	-----	-----	-----	--------------	-------------

>>> Grammar summary on page 81

**Grammar practice**

4 In your notebook, write the dialogue between the paramedic and Dan.



- Dave / help / you / ?      yes
- what / the dolphin / do / ?      it / help / us
- Dave / help / the dolphin / ?      yes
- what / he / do / ?      he / take / plastic net off the dolphin's fin

**G** Grammar app

Past time expressions

I helped him	yesterday / the day before yesterday.
	3 days ago.
	last week / month / year.
	in 2015 / May / spring.
	on Tuesday.
	at 7 o'clock.

>>> Grammar summary on page 81

**Listening**

5 2.44 Listen to Ella talking on the phone to her mother. In your notebook, complete the sentences with past time expressions.



- Ella phoned her mother the first time .
- Ella was very busy .
- They left the police station .
- Ella went with her mother to the café .
- Ella arrived home .

Free time

6 Work in pairs. Check that you understand these words. Then ask and answer questions.

- go to bed early ■ go to bed late
- watch television ■ take photos
- hang out with your friends ■ go out
- download music ■ stay at home
- post comments on the Internet
- play volleyball

Did you ...? ■ What time did you ...?  
Where did you ...? ■ When did you ...?

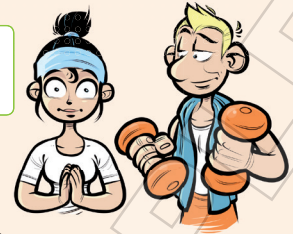
Did you watch television yesterday?

No, I didn't. I watched television three days ago.

Train your brain!

Lesson objective: Revision of lessons 1-4

Keep your brain working with our puzzles!



1 Read and guess the name of each boy. Write the answers in your notebook.

At the health centre yesterday.



Ralph had a cold. He hurt his head at the picnic.  
 Mikey bruised his leg. He had a cold too.  
 Luke and Noah had coughs. Noah didn't scratch his knee.  
 Josh had a cold. He didn't hurt his head.  
 Jim hurt his head. He didn't have a cold but he scratched his knee.

2 In your notebook, write Emma's accident from each month.

Emma had six accidents in six months, from January to June. She burnt her hand in March. She bruised her head before she burnt her hand. She twisted her ankle before she bruised her head. She cut her finger after she broke her leg. She broke her arm before she broke her leg.

She ... in January.

3 Make sentences, using Past simple. In your notebook, draw the missing jigsaw piece for each sentence.

1 Henry / have / a headache / yesterday.



2 Cara / not twist / her ankle.



3 Cara / break / her arm / a week ago.



4 In your notebook, write four questions. Then write the answers.

Did	Cara	her arm?	When
twist	break	did	Henry
her ankle?	a headache?	have	Did

Reading

5 Przeczytaj tekst. W zadaniu 1. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zapisz odpowiedź w zeszycie.

Hi Sam,

1 I fell off my bike on the street. It was my fault – I crashed into the back of a car.

2 I twisted my ankle and now it hurts like mad when I walk.

3 I'm writing to tell you that I'm sorry I didn't come to your birthday party yesterday.

4 I had an accident when I was on my way to my grandmother's house.

I think I'll be a bit better next week.  
 See you then!  
 Tom

1 The correct order of the sentences in the email is

- A. 3 - 1 - 4 - 2
- B. 4 - 2 - 1 - 3
- C. 3 - 4 - 1 - 2



Eco-alert!

Choose the best ending for the sentence.



- Bicycles are good for the environment but ...
- a cars are better.
  - b always wear a cycle helmet.
  - c wear big heavy shoes when you go cycling.



1 2.45 Listen and read the dialogue. Work in pairs. Act out the dialogue.



2 In your notebook, write the words and phrases in the two categories.

isn't too bad ■ yesterday ■ is fine  
 doesn't hurt at all ■ last Tuesday  
 hurts a lot ■ a week ago ■ a few days ago  
 doesn't hurt much ■ last week  
 the day before yesterday ■ is better now

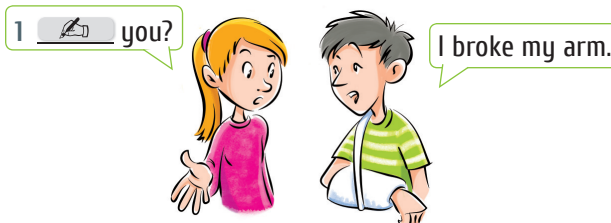
*Time expressions: It happened ...*  
*Talking about injuries: It ...*

3 Work in pairs. In your notebook, write the complete dialogue. Then act out the dialogue.



Language functions

4 Uzupełnij dialogi. Wpisz w każdą lukę (1-2) brakujący fragment wypowiedzi. Zapisz uzupełnione pytania w zeszycie.



5 Work as a class. Get into two groups. Ask and answer questions about injuries.

- 1) Uczniowie z grupy A udają, że mają kontuzję, każdy inną.
- 2) Uczniowie z grupy B podchodzą do uczniów z grupy A i próbują się dowiedzieć jak najwięcej o szczegółach ich kontuzji.

What happened to you? I ...





- 1 2.46 Listen and read. Work out what the bolded words and phrases mean. Write the answers in your notebook.

### An amazing woman

1 Maria Skłodowska was born in Warsaw in 1867. She wanted to study science at university, but she had to study in secret, because there weren't any universities for women. She moved to France and studied in Paris. In 1895, she married Pierre Curie, a French scientist, and she took the name Marie Curie.



In 1914, when the World War I started, she invented a small X-ray machine to put in a truck – this important invention saved the lives of many **soldiers**. Unfortunately, because she studied dangerous chemicals, she was often sick. In 1934, she died of an illness **caused by radiation**.

2 **Together with** her husband, she discovered a new **element** which they called polonium after the name of the **country of her origin**. In 1903, they won the Nobel Prize for their work on radiation. In 1911, Marie Curie won a second Nobel Prize for her discovery of new elements.

3 There are many things we can **admire** about Marie Curie. She was the first woman to win a Nobel Prize, and she is the only woman to win two Nobel Prizes. She **overcame** many difficult situations, and she shared her discoveries and inventions **for free**. She is an example to all of us.



#### Glossary

- radiation – promieniowanie
- share – dzielić się
- X-ray – promieniowanie rentgenowskie

- 2 In your notebook, match each paragraph with its content.

- Akapit 1 a Osiągnięcia Marii Skłodowskiej-Curie
- Akapit 2 b Powody, dla których autor/autorka tekstu podziwia Marię Skłodowską-Curie
- Akapit 3 c Wczesne lata życia Marii Skłodowskiej-Curie

- 3 In your notebook, answer the questions.

- 1 Why did she study in secret?
- 2 Why did she move to Paris?
- 3 Why did she feel sick?
- 4 Who did she win the Nobel Prize with in 1903?
- 5 How many Nobel Prizes did she win?

- 4 Work in groups of four or five. Discuss the arguments for these two statements.

1 *Marie Curie overcame many difficult situations.*

2 *Marie Curie is an example to us all.*

#### Discover more!

- 5 Work in groups of three. Choose a great man or woman from the past that you admire. In your notebook, write a text about this person.



#### Tips

- Podzielcie tekst na trzy akapity:
- 1 – podstawowe dane tej osoby oraz opis jej wczesnych lat życia,
  - 2 – osiągnięcia,
  - 3 – powody, dla których podziwiacie tę osobę.



Do our Revision workout.

**Vocabulary & Speaking**

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

1 take	a the health centre
2 break	b earache
3 go to	c your arm
4 have	d your temperature
5 scratch	e an ambulance
6 call	f medicine
7 stay	g your knee
8 take	h in bed

8

2 In your notebook, complete the phrases.

- 1 b  n your f  r
- 2 b  e your a  m
- 3 sc  ch your l  g
- 4 tw  t your a  e
- 5 h  t your h  d
- 6 c  t your f  t

6

3 ★ In your notebook, complete the dialogue.



- A: What happened to you?  
 B: I cut my arm.  
 A: 1  ?  
 B: I dropped a knife on it.  
 A: 2  ?  
 B: The day before yesterday.  
 A: How does it feel now?  
 B: 3 .

6

**Grammar**

4 In your notebook, write the missing sentences.

- |                                  |                                  |
|----------------------------------|----------------------------------|
| ✓                                | ✗                                |
| 1 <input type="text"/>           | I didn't sleep well.             |
| 2 <input type="text"/>           | She didn't drink water at lunch. |
| 3 He felt sick in the afternoon. | <input type="text"/>             |
| 4 They came to the party.        | <input type="text"/>             |

4

5 Imagine it is Friday 15<sup>th</sup>, June 2018 today. In your notebooks, write time expressions for these dates.

- 1 Wednesday 13<sup>th</sup>, June 2018 -
- 2 Monday 11<sup>th</sup>, June 2018 -
- 3 15<sup>th</sup> May 2018 -
- 4 2017 -

4

6 In your notebook, write the questions.

- Interviewer: I'm talking to Ryan Roberts, the film star. Ryan, people say you were sick last week.  
 1  you  flu?  
 Ryan: Yes, I did.  
 Interviewer: 2  did you  ?  
 Ryan: I stayed in bed for two days.  
 Interviewer: 3  you  a lot of water?  
 Ryan: Yes, I did. I drank 3 litres of water every day.  
 Interviewer: 4  you  a fever?  
 Ryan: Yes, my temperature was 39 degrees.  
 Interviewer: Gosh, that's very high.

4

7 ★ In your notebook, complete the questions to Nick and write his answers.

- Nick burnt his arm on Tuesday.
- 1 Did you  Monday?
  - 2 When  your arm?
  - 3 Did  your arm?
  - 4 Did  your hand?

8

Grammar:  /20

Total:  /40

Vocabulary & Speaking:  /20

**Illnesses**

**have a cold** być przeziębionym  
**have a cough** mieć kaszel  
**have a fever** mieć gorączkę  
**have a headache** mieć ból głowy  
**have a sore throat** mieć chore gardło  
**have earache** mieć ból ucha  
**have flu** mieć grypę  
**have stomach ache** mieć ból brzucha  
**have toothache** mieć ból zęba

**Dealing with illnesses**

**call a doctor** zadzwonić do lekarza  
**call an ambulance** wezwać karetkę  
**go to A&E (accident and emergency)** pojechać na ostry dyżur  
**go to the health centre** iść do przychodni lekarskiej / ośrodka zdrowia  
**stay in bed** zostać w łóżku  
**take (your) temperature** zmierzyć (sobie) temperaturę  
**take medicine** brać leki

**Injuries**

**break your leg** złamać nogę  
**bruise your foot** posiniaczyć stopę  
**burn your hand** oparzyć rękę  
**cut your finger** zaciąć się w palec  
**hurt your head** zranić się w głowę  
**scratch your knee** zadrapać kolano

**An injury**

**How did you do that?** Jak to zrobiłeś/zrobiłaś?

**How does it feel now?** Jak się teraz czujesz?  
**What happened to you?** Co ci się stało?  
**When did it happen?** Kiedy to się stało?  
**It doesn't hurt at all.** Wcale nie boli.  
**It doesn't hurt much.** Nie boli aż tak bardzo.  
**It hurts a lot.** Bardzo boli.  
**It is better now.** Jest teraz lepiej.  
**It isn't too bad.** Nie jest tak źle.

**Useful!**

**Hurry up!** Pośpiesz się!  
**My leg hurts like mad.** Moja noga boli strasznie.  
**You're in the soup.** Jesteś w tarapatkach.

**Other**

**admire** podziwiać  
**assistant** asystent/asystentka; kasjer  
**be in trouble** mieć kłopoty  
**catch up** doganiać  
**caused by** spowodowane przez  
**chemicals** związki chemiczne  
**chemist's** apteka  
**country of origin** kraj pochodzenia  
**crash** rozbić (się)  
**cycle helmet** kask rowerowy  
**degree** stopień (np. Celsjusza)  
**discover** odkryć  
**discovery** odkrycie  
**element** pierwiastek  
**encourage** zachęcać  
**example** przykład  
**fall off** spaść

**fall over** przewrócić się  
**fault** wina  
**feel sick** źle się czuć  
**fire** ogień, pożar  
**follow** wykonywać (np. polecenia)  
**for free** za darmo  
**glass plate** szalka  
**hide** chować się  
**high fever** wysoka gorączka  
**high temperature** wysoka temperatura  
**hole** dziura  
**hope** mieć nadzieję  
**husband** mąż  
**illness** choroba  
**important** ważny  
**injury** uraz  
**invent** wynaleźć  
**message** wiadomość  
**mould** pleśń  
**net** siatka  
**news** nowiny  
**Nobel Prize** Nagroda Nobla  
**overcome** przezwyciężyć  
**paramedic** ratownik medyczny / ratowniczką medyczną  
**polonium** polon  
**radiation** promieniowanie  
**remember** pamiętać  
**rescue helicopter** helikopter ratunkowy  
**rock** skała  
**seriously** poważnie  
**share** dzielić się  
**soldier** żołnierz  
**study** studiować, badać  
**substance** substancja  
**vote** głosować  
**X-ray** promieniowanie rentgenowskie



## Past simple: affirmative and negative

Czasu *Past simple* używamy, gdy mówimy o przeszłości. W zdaniach twierdzących do czasowników regularnych dodajemy końcówkę **-ed**, a do czasowników kończących się literą **e** dodajemy końcówkę **-d**.

phone → phoned  
drop → dropped  
study → studied

Czasowniki nieregularne zmieniają swoją formę. W zdaniach przeczących dodajemy **did not = didn't**. Czasownik główny jest zawsze w formie podstawowej.

**Affirmative**

I **broke** my leg.  
You **broke** your leg.  
He **broke** his leg.  
She **broke** her leg.  
It **broke** its leg.  
We **broke** our legs.  
You **broke** your legs.  
They **broke** their legs.

**Negative**

I **didn't break** my leg.  
You **didn't break** your leg.  
He **didn't break** his leg.  
She **didn't break** her leg.  
It **didn't break** its leg.  
We **didn't break** our legs.  
You **didn't break** your legs.  
They **didn't break** their legs.



Choose your grammar project!

**Project 1 Grammar Snaps****1 Make your own grammar snap.**

- Wybierz dowolne zagadnienie gramatyczne z rozdziału 6.
- Znajdź zdjęcie lub rysunek, które pomogą ci zilustrować wybrane zagadnienie gramatyczne.



You broke every bone in your body. But you're OK now.

What did I do, doctor? I can't remember.

## Past simple: questions and short answers

W czasie *Past simple* pytania tworzymy, dodając słowo **Did** na początku pytania. Czasownik główny jest zawsze w formie podstawowej (bez końcówki **-ed**). Na pytania odpowiadamy, używając krótkich odpowiedzi z **did/didn't**.

**Did I go** to A&E? Yes, I **did**. /  
No, I **didn't**.  
**Did you go** to A&E? Yes, you **did**. /  
No, you **didn't**.  
**Did he go** to A&E? Yes, he **did**. /  
No, he **didn't**.  
**Did she go** to A&E? Yes, she **did**. /  
No, she **didn't**.  
**Did we go** to A&E? Yes, we **did**. /  
No, we **didn't**.  
**Did you go** to A&E? Yes, you **did**. /  
No, you **didn't**.  
**Did they go** to A&E? Yes, they **did**. /  
No, they **didn't**.

Past simple: *wh-* questions

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

**What did** you **watch**?  
**When did** you **watch** it?  
**Where did** you **watch** it?  
**Why did** you **watch** it?

## Past time expressions

W czasie *Past simple* okoliczniki czasu stawiamy na początku lub na samym końcu zdania.

**Yesterday**, I helped the dolphin.  
I helped the dolphin **yesterday**.

**Project 2 My sick-day blog****2 Imagine you felt ill yesterday and stayed at home. Write a blog post about your day.**

*I had a fever yesterday. I woke up at ...*

Listening

1 2.47 Usłyszysz dwukrotnie trzy teksty. W zadaniach 1-3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą (A, B albo C). Zapisz odpowiedzi w zeszytcie.

1 What does the girl want for dinner?



2 What did the man's son Noah have?



3 Why is the woman unhappy?

- A. The man bought the wrong cooking equipment.
- B. The man bought the cooking equipment in the wrong shop.
- C. The man bought some very expensive cooking equipment.

2 2.48 Usłyszysz dwukrotnie relację świadka wypadku. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1-3. Na pytania należy odpowiedzieć w języku angielskim. Zapisz odpowiedzi w zeszytcie.

- 1 Where was the boy before he fell?
- 2 Where was the bruise?
- 3 How did she get an ambulance?

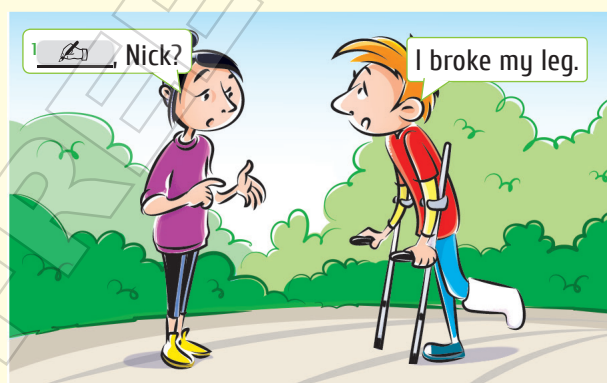
Language functions

3 2.49 Usłyszysz dwukrotnie cztery wypowiedzi (1-4). Do każdej z nich dobierz właściwą reakcję (A-E). Zapisz odpowiedzi w zeszytcie. Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A. On Tuesday.
- B. About five minutes.
- C. First, wash and cut the fruit.
- D. I sliced some apples yesterday.
- E. I fell down the stairs.

1	2	3	4

4 Uzupełnij dialogi. Wpisz w każdą lukę (1-2) brakujący fragment wypowiedzi. Zapisz uzupełnione wypowiedzi w zeszytcie.



5 Wpisz w każdą lukę (1-3) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich form. Zapisz uzupełnione wypowiedzi w zeszytcie.

- X: I want to make a tuna salad. (need) 1 ?
- Y: Tuna, lettuce and mayonnaise.
- X: Thank you! (make) 2 ?
- Y: First, you open the tin of tuna.
- X: Ouch!
- Y: Oh, your finger! Put it under the water!
- How (feel) 3 now?
- X: It hurts a lot.



## Reading

6 Przeczytaj teksty. W zadaniach 1–2 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz odpowiedzi w zeszytcie.

A quick question from my mum about tomorrow. Do you want beef stew or pork chops for lunch? Please answer as soon as possible because she wants to go to the supermarket at one o'clock. Are you going to stay for a couple of hours after lunch?

What time are you coming tomorrow? About 1:00? We usually eat lunch very late, at about 3:00. Is that OK with you? We can go to the park before or after lunch, so you can decide the time we eat.

- 1 Both texts are about
- A. making lunch.
  - B. meeting for lunch.
  - C. activities after lunch.

David,

1 Can you go to the supermarket and get some? And some potatoes too.

2 Is your bicycle OK? If not, you can go on the bus. Thanks!

3 I got some beef and pork at the market today, but there wasn't any broccoli.

4 Grandma is here for dinner tonight and tomorrow.

Mum

- 2 The correct order of the sentences in the message is
- A. 4-1-2-3.
  - B. 2-1-3-4.
  - C. 4-3-1-2.

## Use of English

7 Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–4) jednym wyrazem, tak aby powstał tekst zgodny z ilustracją. Zapisz odpowiedzi w zeszytcie.



A woman and a young girl are in a kitchen. The mother is going to <sup>1</sup>  a tomato. She is using a big <sup>2</sup> . The tomato is on a <sup>3</sup>  board. Next to them, there are some vegetables in a <sup>4</sup> . I think mum and her daughter are having fun.

8 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–2). Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszytcie.

- 1 Today is Friday. I cooked lunch on Wednesday.  
**BEFORE**  
Today is Friday. I cooked lunch the .
- 2 It's June. I twisted my ankle in May.  
**MONTH**  
It's June. I twisted my ankle .

9 Przetłumacz na język angielski fragmenty podane w nawiasach. Wymagana jest pełna poprawność ortograficzna. Uwaga! W każdą lukę możesz wpisać **maksymalnie trzy wyrazy**. Zapisz odpowiedzi w zeszytcie.

- 1 I (*usmażyłem*)  an egg for my breakfast yesterday.
- 2 (*Czy zrobiłaś*)  turkey pie last night?
- 3 We (*zjedliśmy*)  a pork chop for lunch yesterday.