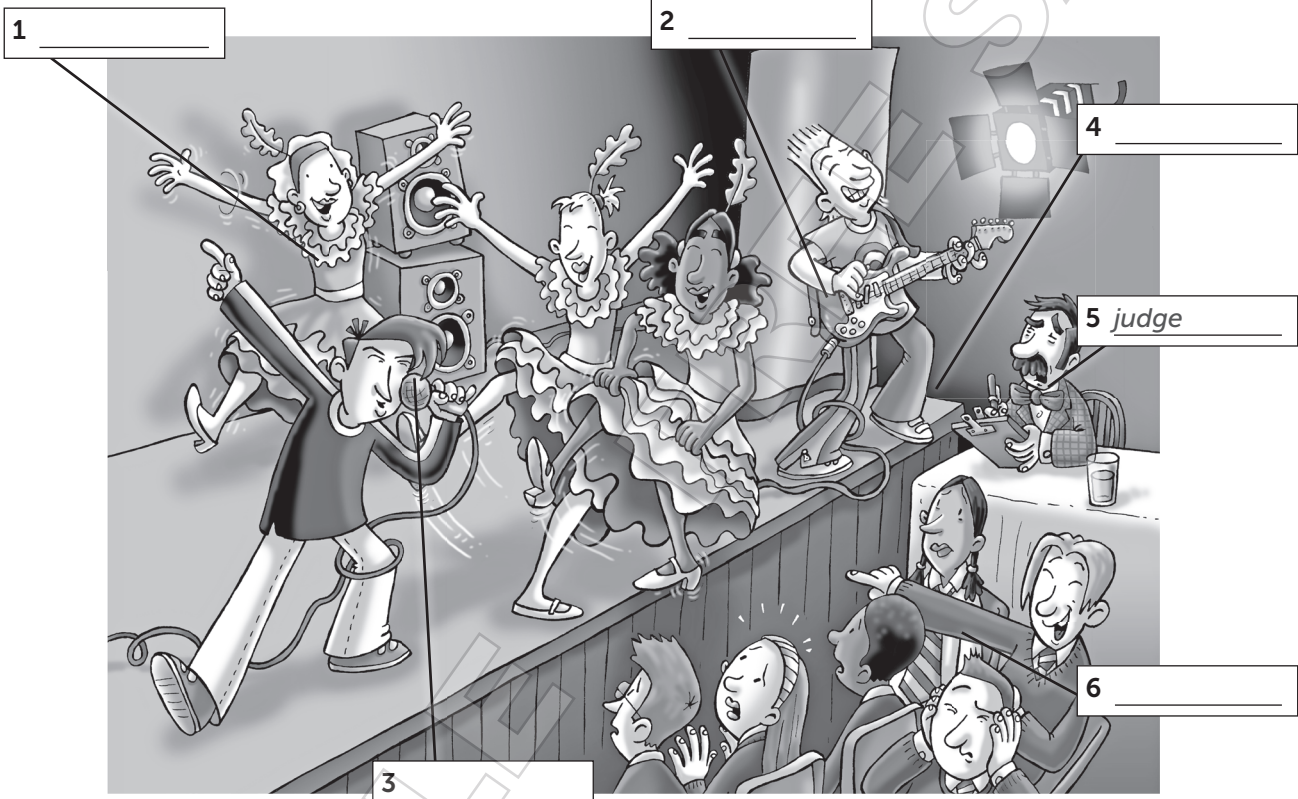


Vocabulary

★1 Znajdź w węzłach wyrazowym jeszcze pięć słów i podpisz nimi rysunki.

judge microphone costume stage guitar audience



Vocabulary and grammar

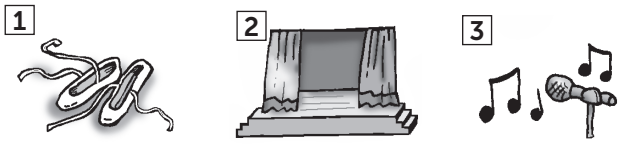
★2 Spójrz na ćwiczenie 1. Uzupełnij zdania, wpisując *will* (✓) lub *won't* (✗).

- 1 Delia will fall off the stage. ✓
- 2 She \_\_\_\_\_ hurt the girl in the audience. ✗
- 3 Jess \_\_\_\_\_ kick the microphone. ✓
- 4 Rory \_\_\_\_\_ drop the microphone. ✓
- 5 The audience \_\_\_\_\_ hear him singing. ✗
- 6 They \_\_\_\_\_ win first prize. ✗
- 7 The audience \_\_\_\_\_ laugh at them. ✓

Vocabulary and grammar

★3 Podpisz rysunki wyrazami podanymi w ramce.

sing act play the guitar  
do a magic trick dance



dance



★4 Spójrz na tabelę. Zakreśl właściwe słowo.

**Talent Show!**

Do you want to dance, sing or act?  
Do you want to play the guitar or do a magic trick?  
Write your name here!

sing	act	play guitar	do a magic trick	dance
Liz	Lou	Dexter	Tina, Simon	Lou, Liz, Dexter, Tina, Simon

**Teacher** Good morning, class! Now, let's talk about the talent show.

**Lou** I <sup>1</sup>  **ll** / **won't** act. I've practised a sketch.

**Teacher** OK! What about you, Dexter? What <sup>2</sup> **will** / **won't** you do?

**Dexter** I <sup>3</sup> **ll** / **won't** play the guitar.

**Teacher** Will you sing, too?

**Dexter** No, I <sup>4</sup> **will** / **won't**. But Liz has got a great voice. She <sup>5</sup> **ll** / **won't** sing.

**Teacher** Right. Who <sup>6</sup> **will** / **won't** do a magic trick?

**Simon** Tina <sup>7</sup> **will** / **won't** do a magic trick.

**Tina** Yes, I <sup>8</sup> **will** / **won't**. And Simon <sup>9</sup> **will** / **won't** help me.

**Liz** And we <sup>10</sup> **ll** / **won't** all dance to a hip hop song!

**Teacher** Great! I can't wait for the show!

### Grammar

★5 Połącz początki i końcówki zdań.

- |                          |                                     |  |                      |
|--------------------------|-------------------------------------|--|----------------------|
| 1 Claude will            | <input checked="" type="checkbox"/> |  | a a good teacher.    |
| 2 I won't live           | <input type="checkbox"/>            |  | b amazing invention. |
| 3 One day, Sonja will be | <input type="checkbox"/>            |  | c first prize.       |
| 4 We won't travel        | <input type="checkbox"/>            |  | d in a big house.    |
| 5 I think Jess will win  | <input type="checkbox"/>            |  | e meet a celebrity.  |
| 6 The teacher will ask   | <input type="checkbox"/>            |  | f to China.          |
| 7 The pilot              | <input type="checkbox"/>            |  | g will fly a plane.  |
| 8 They will design an    | <input type="checkbox"/>            |  | h you a question.    |

### Grammar

★★6 Uzupełnij minidialogi, wpisując 'll, will lub won't.

**A:** Will it rain tomorrow?

**B:** No, it <sup>1</sup> **won't**. Look. The sky is blue. It <sup>2</sup> \_\_\_\_\_ be a nice day tomorrow.

**A:** Will there be any famous people at the show?

**B:** Yes, there <sup>3</sup> \_\_\_\_\_.

**A:** How many children will you have in the future?

**B:** I think I <sup>4</sup> \_\_\_\_\_ have six children!

**A:** Will you live in a different country one day?

**B:** No, I <sup>5</sup> \_\_\_\_\_. But I <sup>6</sup> \_\_\_\_\_ live in this city. I <sup>7</sup> \_\_\_\_\_ move to a farm.

**A:** What amazing invention will they design in the future?

**B:** I think they <sup>8</sup> \_\_\_\_\_ invent a new kind of car – a car that can fly!

### Writing

★★7 Napisz przewidywania dotyczące twojej przyszłości. Jako pomoc wykorzystaj pytania podane w ramce.

Will you be famous?  
What job will you do?  
Will you live in a different country?  
Will you live in a city or in the countryside?  
Will you have children? How many?

*I won't be famous. I'll be a police officer.*

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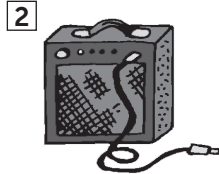
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## Vocabulary

★1 Spójrz na rysunki i odszyfruj wyrazy.



1 lionvi  
violin \_\_\_\_\_



2 pam  
\_\_\_\_\_



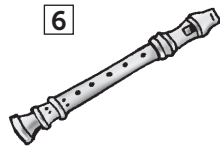
3 oncoracdi  
\_\_\_\_\_



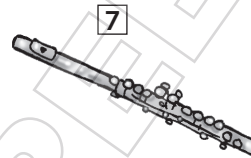
4 edblou sabs  
\_\_\_\_\_



5 smurd  
\_\_\_\_\_



6 creoedr  
\_\_\_\_\_



7 lutef  
\_\_\_\_\_



8 skodyeba  
\_\_\_\_\_

## Grammar and vocabulary

★2 Połącz zdania z rysunkami.

1 I'm cold.  b

3 I can't do this homework.

5 I can't hear the music.

2 I'm hungry.

4 I've lost my glove.

6 I'm thirsty.



★3 Połącz zdania z ćwiczenia 2. z poniższymi prośbami.

a Could you help me with it, please?  3

d Can you buy me some crisps, please?

b Can you close the window, please?

e Can I have a drink of water, please?

c Can you look for it, please?

f Could you turn up the volume, please?

### Grammar

- ★★4 Przeczytaj, jakie problemy mają różne osoby, i napisz propozycje, używając zwrotów podanych w ramce.

show you on a map  
take it away  
get you a cold drink  
carry your bags for you



- 1 I've hurt my back.  
I'll carry your bags for you.



- 2 There's a spider on my desk!  
\_\_\_\_\_



- 3 I'm hot.  
\_\_\_\_\_



- 4 I don't know where your house is.  
\_\_\_\_\_

### Grammar

- ★5 Zakreśl właściwe słowo.
- 1 Could **(I)** / **you** borrow your pencil, please?
  - 2 Could **I** / **you** lend me some money?
  - 3 Could **I** / **you** use your dictionary, please?
  - 4 Can you **lend** / **borrow** me your phone, please?
  - 5 Could **I** / **you** fix my computer, please?
  - 6 Can I **lend** / **borrow** this DVD from you?

### Grammar

- ★★6 Przeczytaj, jakie problemy mają różne osoby, i napisz prośby, używając podanych wyrazów.
- 1 I've lost my calculator. (borrow/yours)  
Could I borrow yours, please ?
  - 2 My computer's broken. (fix/it) \_\_\_\_\_ ?
  - 3 I don't know this word. (use/your dictionary) \_\_\_\_\_ ?
  - 4 My head hurts. (have/an aspirin) \_\_\_\_\_ ?
  - 5 I don't know where the shop is. (tell/me) \_\_\_\_\_ ?

### Writing and grammar

- ★★7 Przeczytaj, jakie problemy mają różne osoby, i napisz propozycje. Użyj zwrotów podanych w ramce.

lend you some money   explain it to you  
look for it   turn on the TV  
lend you some clothes

- 1 I haven't got any money.  
I'll lend you some money.
- 2 I can't find my necklace.  
\_\_\_\_\_
- 3 My clothes are wet.  
\_\_\_\_\_
- 4 I don't understand.  
\_\_\_\_\_
- 5 I'm bored.  
\_\_\_\_\_

Vocabulary

★1 Podpisz plakaty wyrazami podanymi w ramce.

street dance mime comedy show circus puppet show folk music



a puppet show



b \_\_\_\_\_



c \_\_\_\_\_



d \_\_\_\_\_



e \_\_\_\_\_



f \_\_\_\_\_

Vocabulary and reading

★2 Przeczytaj opisy i dopasuj je do rodzaju widowisk z ćwiczenia 1.

- 1 Olga is a dancer. She dances to hip hop music outside in the park.
- 2 There are three people in this band. They play the violin, the recorder and the guitar.
- 3 This person is an actor. But he doesn't talk at all in his shows.
- 4 Hilary works with dolls on strings. They move just like real people!
- 5 Brendan tells funny stories. The audiences laugh a lot in his shows.

Grammar

★3 Zakreśl właściwe słowo lub wyrażenie.

- 1 How about going / to go to the theatre tonight?
- 2 Let's **to watch** / watch a puppet show.
- 3 I'd like **seeing** / to see something funny.
- 4 I don't want **listening** / to listen to jazz.
- 5 What would you like **to do** / doing?
- 6 **I want to** / How about see a play.
- 7 Would you like **go out** / to go out tonight?

### Grammar

★★4 Ułóż wyrazy, tak aby powstały poprawne zdania twierdzące i pytania.

- 1 you / do / like / tonight / what / would / to What would you like to do tonight ?
- 2 want / don't / I / to / dance \_\_\_\_\_ .
- 3 theatre / about / going / how / the / to \_\_\_\_\_ ?
- 4 a / let's / game / play \_\_\_\_\_ .

### Grammar and reading

★5 Ułóż fragmenty dialogu w odpowiedniej kolejności.



**Emma** A puppet show? No way! How about <sup>1</sup> having (have) something to eat at a restaurant?

**Emma** Good idea! Let's <sup>2</sup> \_\_\_\_\_ (do) that. I want a pizza with cheese and spinach. What about you?

**Emma** Let's <sup>3</sup> \_\_\_\_\_ (walk) to the park. There's a rock band playing there tonight.

**Emma** Oh, no. I hate folk music. I <sup>4</sup> \_\_\_\_\_ (not want) to listen to that! Let's <sup>5</sup> \_\_\_\_\_ (watch) some mime.

**Ollie** I <sup>6</sup> \_\_\_\_\_ (not like) mime. It's boring. I'd like to <sup>7</sup> \_\_\_\_\_ (see) a puppet show.

**Ollie** I think that will be too noisy. How about <sup>8</sup> \_\_\_\_\_ (listen) to some folk music?

**Ollie** OK, there's a comedy show at the Pizza Place tonight. How about <sup>9</sup> \_\_\_\_\_ (go) there and <sup>10</sup> \_\_\_\_\_ (watch) a comedy show while we eat?

**Ollie** What would you like to <sup>11</sup> \_\_\_\_\_ (do) tonight, Em?

★★6 Uzupetnij dialog w ćwiczeniu 5. odpowiednią formą czasowników podanych w nawiasach.

### Writing

★★7 Napisz o rzeczach, które można robić w czasie wakacji. Wykorzystaj zwroty podane w ramce oraz własne pomysły.

do homework learn a language tidy your room go to a circus  
listen to opera watch DVDs go swimming

*I don't want to do homework! I'd like to go swimming.*

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**Reading**

★1 Przeczytaj poniższe teksty i połącz je z nagłówkami (A–C).

- A A conversation about where to meet
- B A suggestion about something to do
- C A description of a new place

**1**

Hi Jo!  
 My new school is really great! We study the normal school subjects but we also do singing, dancing and acting! It is really hard work, though! Right now I'm very tired. I had a long dance class at half past six and now I want to watch some TV and relax, but there's a big show on next week, so I'm practising my songs. I hope I'll remember the words!

Kay

**2**

Greg,  
 Do you want to come to the Lindfield Arts Festival with me next weekend? There are lots of really cool things – I'd like to see the comedy show on Saturday morning, and there's also a really good folk band playing on Sunday afternoon. Do you like folk music? I know you love miming and there's a mime workshop on Sunday morning. I'll call you this evening after the football match.

Lucy

**3**

**Meg** Hi Sara, are you at school? You're late! I'm waiting for you at the bus stop.

**Sara** Sorry, Meg, I'm at home. I can't find my purse!

**Meg** Oh no! Shall I come to your house and help you look for it?

**Sara** No, it's OK. I'll borrow some money from my brother.

**Meg** OK. I'll wait for you here then.



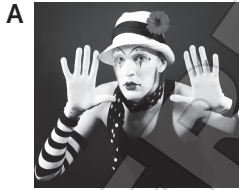
**ExamSpot**

2 Przeczytaj teksty (1–3) z ćwiczenia 1. Wybierz poprawną odpowiedź A, B albo C.

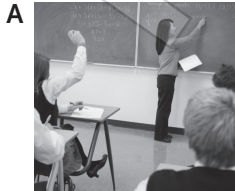
1 What is Kay doing at the moment?



2 What does Greg like?



3 Where is Meg?



**Writing**

3 Spójrz na plakat. Stwórz na osobnej kartce swój własny plakat wydarzenia sportowego. Wykorzystaj wyrażenia podane w ramce.

Would you like to ...? Do you want to ...?  
 How about ...? There'll be ... You'll ... You won't ...

**WOULD YOU LIKE TO WATCH AN AMAZING SHOW?**

There'll be magic tricks, mime, comedy, singing and the best street dancing you've ever seen!



You'll love it. You won't see a better show in your life!

Name \_\_\_\_\_

Date \_\_\_\_\_



**StudyTip**

**Apostrophe**

Pamiętaj o używaniu apostrofu (') przy stosowaniu skróconych form. Apostrof pokazuje, że w danym miejscu brakuje jakiejś litery lub liter.

we will = we'll    there is = there's

Napisz skrócone formy.

I am I'm                      let us \_\_\_\_\_  
 they will \_\_\_\_\_            I would \_\_\_\_\_  
 you will not \_\_\_\_\_

**Check if you can do these things:**

1 Potrafię nazwać instrumenty muzyczne.

Uzupełnij wyrazy.

1  recorder

2  f \_\_\_\_\_

3  k \_\_\_\_\_

4  a \_\_\_\_\_

2 Znam słowa związane z widowiskami.

Napisz wyrazy pod ich definicjami.

audience    microphone    mime    stage

- 1 a performance without speaking  
mime
- 2 the people watching a performance  
\_\_\_\_\_
- 3 you speak into this to make your voice louder  
\_\_\_\_\_
- 4 you stand on this when you are acting  
\_\_\_\_\_

3 Potrafię pytać o przewidywania na przyszłość i mówić o przyszłości.

Uzupełnij pytania i odpowiedzi, wstawiając *will* lub *won't*.

- 1 Will I be rich one day?  
No, you \_\_\_\_\_.
- 2 \_\_\_\_\_ Cathy marry a pop star?  
Yes, she \_\_\_\_\_.
- 3 \_\_\_\_\_ they travel to a distant country?  
No, they \_\_\_\_\_.

4 Potrafię formułować uprzejme prośby.

Przekształć polecenia na uprzejme prośby.

- 1 Open the window!  
Could you open the window, please?
- 2 Get my coat!  
\_\_\_\_\_
- 3 Lend me your pencil!  
\_\_\_\_\_
- 4 Buy me a drink!  
\_\_\_\_\_

5 Potrafię składać propozycje.

Napisz propozycje, używając podanych zwrotów.

- 1 turn up the radio  
I'll turn up the radio.
- 2 show you the way  
\_\_\_\_\_
- 3 buy you a ticket  
\_\_\_\_\_
- 4 fix your bike  
\_\_\_\_\_





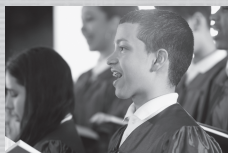
## VocabularySpot

1 Uzupełnij podpisy pod obrazkami.



b \_ \_ \_ \_

c \_ \_ \_ c \_ \_ \_ m \_ \_ \_ s \_ \_ \_ d



c \_ \_ p \_ \_ \_ \_

c \_ \_ \_ \_

o \_ \_ \_ \_



o \_ \_ \_ e \_ \_ \_

2 Uzupełnij dialog odpowiednią formą słów z ćwiczenia 1.

**Jenny** Hi Clara, do you sing in the school  
1 \_\_\_\_\_?

**Clara** No, I don't. I'm really bad at singing. But I play the flute in the school 2 \_\_\_\_\_.

**Jenny** Oh, OK. So you know about music! Can you help me with this crossword puzzle. Who was the 3 \_\_\_\_\_ of the 4 \_\_\_\_\_ *The Magic Flute*?

**Clara** Oh, that's easy. Mozart. It's a beautiful piece of music.

**Jenny** Well, I really don't like listening to classical songs. But I love watching 5 \_\_\_\_\_. The dancers always look amazing.

**Clara** Yes, that's true.

**Jenny** Do you want to come back to my house after school today?

**Clara** Sorry, I can't. We've got a big concert next week and our 6 \_\_\_\_\_ has organised an extra rehearsal this afternoon. That's why I'm carrying my flute and my 7 \_\_\_\_\_.

**Jenny** All right then, hope the rehearsal goes well!



## LanguageSpot

3 Zakreśl właściwe wyrażenia.

**Rose** 1 **Could you / Can I** help me with this German homework, Jim? I don't understand it.

**Jim** Yes, sure. And 2 **I'll lend / I'm lending** you my grammar book, too. It's really good.

**Rose** Thank you. I'm really worried about the exam tomorrow. I think 3 **there is / it'll be** a disaster.

**Jim** I'm sure you'll be fine. You've worked very hard for it. 4 **I'd like to / Would you like to** go out for a pizza tomorrow evening after your exam?

**Rose** Yes, that would be great. 5 **How about / Let's** going to Tom's Pizza Palace by the library?

**Jim** Oh no, I don't like that place. It's not very friendly. 6 **I want / Let's** go to Bellini's.

**Rose** OK. Thanks!



## ExamSpot

4 Do każdej z opisanych sytuacji (1–3) dobrać właściwą reakcję. Wpisz znak X w kratkę obok odpowiedzi A, B albo C.

1 Zapytaj koleżankę, czy możesz pożyczyć jej telefon.

- A I will borrow your phone.
- B Could I borrow your phone?
- C Let's borrow your phone.

2 Zaproponuj koledze wspólne odwiedzenie waszego kolegi Tomka w weekend.

- A How about visiting Tom at the weekend?
- B Can I visit Tom at the weekend?
- C We'll visit Tom at the weekend.

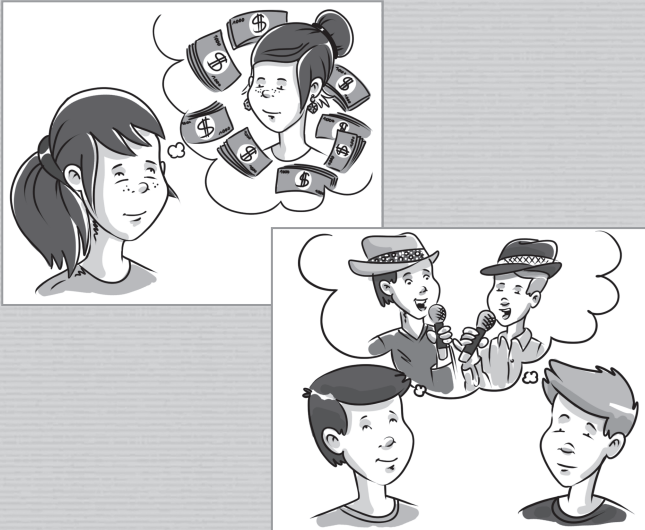
3 Powiedz, że wasza drużyna wygra jutrzejszy mecz.

- A Our team is winning the match.
- B I'd like our team to win the match.
- C Our team will win the match.



# Grammar Summary

## 1 Popatrz na tabelę i uzupełnij zdania.



In the future ...	Martha	Rob & Ted
become a millionaire	✓	✗
travel around the world	✗	✓
write a pop song	✗	✓
buy my own island	✓	✗

- Martha thinks she'll become a millionaire.
- She thinks she won't travel around the world.
- She thinks \_\_\_\_\_ a pop song.
- She thinks \_\_\_\_\_ her own island.
- Rob & Ted think \_\_\_\_\_ millionaires.
- They think \_\_\_\_\_ around the world.
- They think \_\_\_\_\_ a pop song.
- They think \_\_\_\_\_ their own island

## 2 Uzupełnij prośby słowami *Could you* lub *Can I*.

- Could you buy some milk for me, please?
- \_\_\_\_\_ look at your homework, please?
- \_\_\_\_\_ use your computer, please?
- \_\_\_\_\_ make me a sandwich, please?
- \_\_\_\_\_ have a cup of coffee, please?
- \_\_\_\_\_ lend me some money, please?
- \_\_\_\_\_ fix my bike, please?
- \_\_\_\_\_ borrow your phone, please?

## 3 Ułóż wyrazy w odpowiedniej kolejności.

- TV / watch / stay / at / Let's / and / home / .  
Let's stay at home and watch TV.
- tennis / Would / play / afternoon / you / to /  
this / like / ?  
\_\_\_\_\_
- going / the / How / cinema / about / to / ?  
\_\_\_\_\_
- to / like / I'd / to / CD / this / listen / .  
\_\_\_\_\_
- for / have / Let's / pizza / lunch / .  
\_\_\_\_\_
- to / like / you / party / to / my / come / Would / ?  
\_\_\_\_\_
- taking / the / the / park / about / bus / to /  
How / ?  
\_\_\_\_\_
- to / grandmother / visit / like / I'd / my / .  
\_\_\_\_\_

## 4 Przeczytaj problemy i napisz propozycje, używając zwrotów podanych w ramce.

help you look for it   get some milk for you  
switch if off   talk to your teacher  
lend you my jacket   fix it

- 'I'm really thirsty.'  
I'll get some milk for you.
- 'I haven't got any nice clothes for the party tonight.'  
\_\_\_\_\_
- 'I don't understand my science lessons.'  
\_\_\_\_\_
- 'My phone's broken.'  
\_\_\_\_\_
- 'I can't find my bag.'  
\_\_\_\_\_
- 'I don't like this music.'  
\_\_\_\_\_

# How are you feeling?

## Vocabulary

★1 Spójrz na rysunki. Uzupełnij zdania o Connorze, używając słów podanych w ramce.

a cold a headache medicine flu a sore throat a stomach ache temperature a cough



Monday

- 1 On Monday, he had a sore throat.
  - 2 On Tuesday, he had \_\_\_\_\_.
  - 3 On Wednesday, he had \_\_\_\_\_.
  - 4 On Thursday, he had \_\_\_\_\_.
  - 5 On Friday, he had a very high \_\_\_\_\_.
  - 6 On Saturday, he had \_\_\_\_\_.
  - 7 On Sunday, he had \_\_\_\_\_.
- The doctor gave him some \_\_\_\_\_ to take.

Friday



Saturday



Tuesday

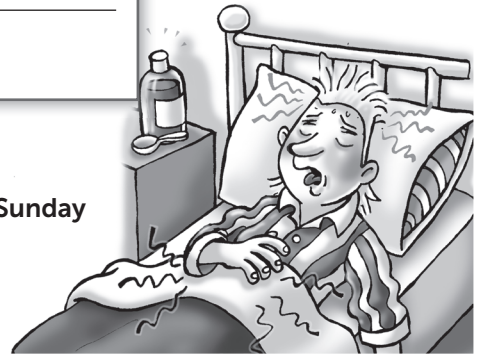


Wednesday



Thursday

Sunday



## Vocabulary

★2 Zakreśl właściwe słowo.

- 1 Cover your mouth when you have a **temperature** / cough.
- 2 Don't eat too many sweets. You'll get a **stomach ache** / **headache**.
- 3 Don't go to school when you've got a **cold** / **better**.
- 4 Don't read in a dark room. You'll get **flu** / **a headache**.
- 5 Don't shout too much at the concert. You'll get a **temperature** / **sore throat**.
- 6 Take your **temperature** / **medicine**. Then you'll feel better.

## Grammar

★3 Zakreśl błędne słowo i wpisz obok prawidłowe.

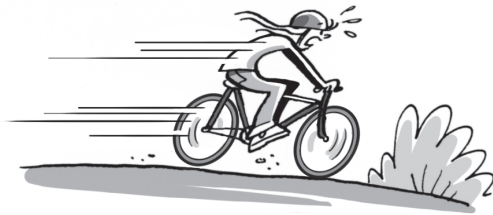
- 1 If you go to bed earlier, you will be tired in the morning.
- 2 If you carries that heavy bag, you'll hurt your back.
- 3 If you take an aspirin, it is helping your headache.
- 4 If you study hard, you will fail the test.
- 5 If you are writing things down, you'll remember them better.
- 6 If you don't hurry up, you are missing the bus.

won't

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Grammar

★★4 Spójrz na rysunki. Napisz zdania, używając podanych słów.



1 she / ride her bike too fast / she / fall  
If she rides her bike too fast, she'll fall.



2 they / eat too many sweets / they / get a stomach ache \_\_\_\_\_



3 he / not wear warm clothes / he / get ill \_\_\_\_\_



4 he / not study harder / he / fail his test \_\_\_\_\_



5 Polly / not tidy her room / her mum / be angry \_\_\_\_\_



6 he / eat a lot of fruit / he / be healthy \_\_\_\_\_

### Writing

★★5 Napisz zdania o sobie, używając zwrotów podanych w ramce.

invite me to their houses   not miss the bus   not let me go out   share their things with me  
 be unhealthy   put on weight   get a stomach ache   get a place at university  
 buy a book/an MP3 player/a CD/some jeans, etc.   be on time for school   go to the cinema

- 1 If I don't listen to my parents, they won't let me go out \_\_\_\_\_
- 2 If I do well at school, \_\_\_\_\_
- 3 If I am nice to my friends, \_\_\_\_\_
- 4 If I don't do any exercise, \_\_\_\_\_
- 5 If I eat too much chocolate, \_\_\_\_\_
- 6 If I save money, \_\_\_\_\_
- 7 If I finish my chores, \_\_\_\_\_
- 8 If I get up on time, \_\_\_\_\_

Vocabulary

★1 Spójrz na rysunki i odszyfruj wyrazy.



1 mawr teslcho  
warm clothes



2 nett



3 cstein arsyph



4 ameg

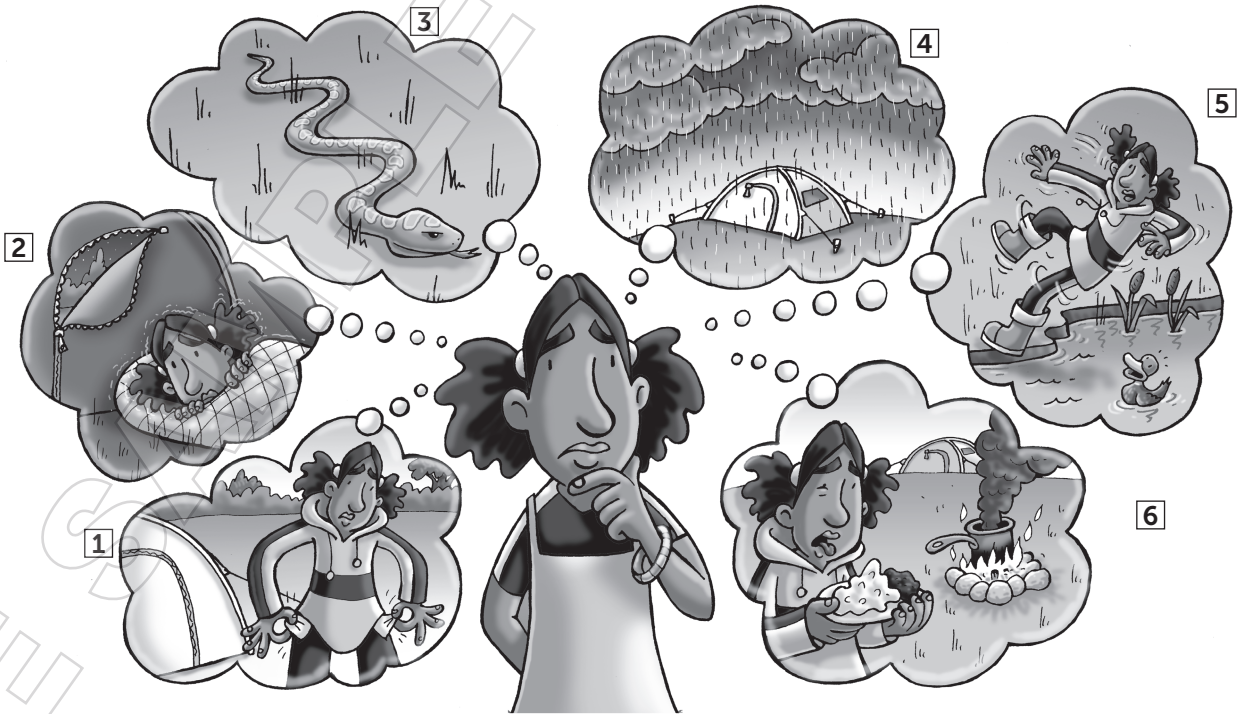


5 lulb

Grammar

★★2 Spójrz na rysunki. Uzupełnij zdania Delii, używając *may* lub *may not* i słów podanych w ramce.

be sleep fall like lose rain



- 1 I may lose all my money.
- 2 I \_\_\_\_\_ because I'm scared.
- 3 There \_\_\_\_\_ snakes.

- 4 It \_\_\_\_\_ on the tent.
- 5 I \_\_\_\_\_ into the water.
- 6 I \_\_\_\_\_ the food.

### Grammar and reading

★★★ 3 Spójrz na tabelę i uzupełnij zdania, używając wyrażenia *going to*.

Activity Camp	
Which activities are you going to do?	
go for a walk	Cassie
play beach volleyball	Jess, Delia, Rory
make a video	Connor, Jess
have a barbeque	Delia, Cassie, Connor
run a race	Rory
swim to the island	

- Cassie is going to go for a walk.
- Connor isn't going to go for a walk.  
He \_\_\_\_\_ make a video with Jess.
- Three people \_\_\_\_\_ play beach volleyball.
- Connor, Delia and Cassie \_\_\_\_\_ run a race. They \_\_\_\_\_ have a barbeque.
- Rory \_\_\_\_\_ run a race.
- But no one \_\_\_\_\_ swim to the island!

### Grammar

★ 4 Zakreśl właściwe słowo.

**Emma** What <sup>1</sup> **may you / are you** going to do this weekend?

**Ollie** I'm not sure. I <sup>2</sup> **may / 'm going to** go shopping, or I <sup>3</sup> **may / 'm going to** just hang out with my friends at home. What about you?

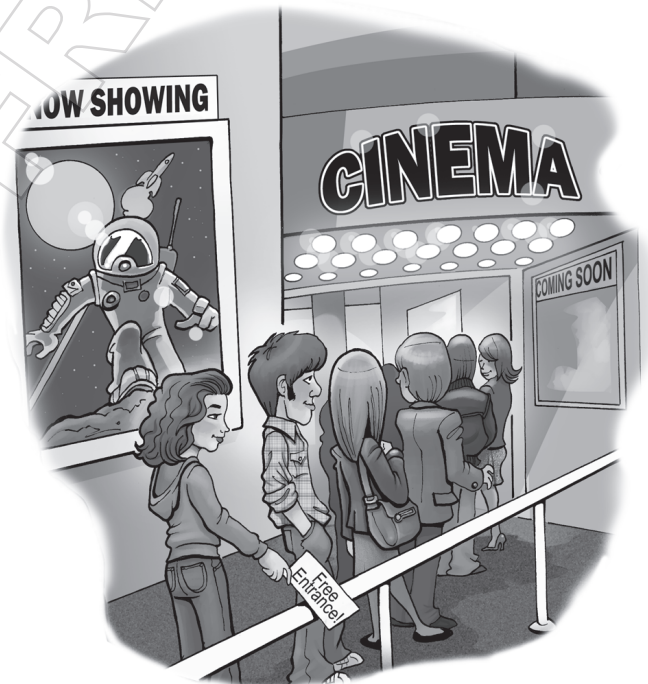
**Emma** I <sup>4</sup> **may / 'm going to** see a film at the cinema. I've already got a ticket.

**Ollie** What film <sup>5</sup> **may you / are you going to** see?

**Emma** I don't know.

**Ollie** But you've got a ticket already!

**Emma** It's a free ticket. I can see any film I want. I <sup>6</sup> **may / 'm going to** see a scary film or I <sup>7</sup> **may / 'm going to** choose a comedy. I'll see when I get to the cinema!



### Writing

★★★ 5 Napisz o swoich planach na weekend. Jako pomoc wykorzystaj rysunki.



I'm going to watch a DVD with my family

I may \_\_\_\_\_

If \_\_\_\_\_, I'll \_\_\_\_\_

I'm not going to \_\_\_\_\_

I may not \_\_\_\_\_

## Vocabulary

★1 Dopasuj ilustracje do definicji.



wet



muddy



visitors



present



take off



rude



stare

a not dry

b stop wearing

c not polite

d something you give to someone

e dirty with wet earth

f look at something or someone for a long time

g people who come to see you

★2 Uzupelnij zdania, uzywajac wyrazow z cwiczenia 1.

- 1 You shouldn't go outside with wet hair. You could get a cold.
- 2 You shouldn't wear \_\_\_\_\_ boots inside the house.
- 3 You shouldn't \_\_\_\_\_ at people who look different.
- 4 When \_\_\_\_\_ come to your house, you should invite them inside.
- 5 You should \_\_\_\_\_ your hat when you sit down at the table to eat.
- 6 When someone gives you a \_\_\_\_\_, you should say thank you.
- 7 You shouldn't talk with your mouth full of food. It's \_\_\_\_\_.

## Reading and grammar

★3 Przeczytaj tekst o zwyczajach w Chinach. Zakreśl właściwe słowo.

When it's New Year in China, we have a big festival. But there are lots of jobs to do before New Year's Day. You <sup>1</sup> **should** / **shouldn't** always clean your house. But you <sup>2</sup> **should** / **shouldn't** carry the dirt outside through the front door. If you do that, you'll have bad luck. You <sup>3</sup> **should** / **shouldn't** take the dirt outside through the back door! You <sup>4</sup> **should** / **shouldn't** wash your hair before New Year. You <sup>5</sup> **should** / **shouldn't** wash it on New Year's Day – that's too late. For Chinese people, red is a lucky colour, so you <sup>6</sup> **should** / **shouldn't** wear red clothes and you <sup>7</sup> **should** / **shouldn't** put red things in your house. You <sup>8</sup> **should** / **shouldn't** use bad words on New Year's Day – that's also unlucky.

And we also <sup>9</sup> **should** / **shouldn't** cry! Chinese people say, "If you cry on New Year's Day, you'll cry the whole year." I always say to my mother, "Remember, you <sup>10</sup> **should** / **shouldn't** shout at me, because then I will cry and I won't stop crying for a year!"



### Grammar

★4 Potłącz problemy z radami.

- 1 I'm getting fat!
- 2 I can't remember my English vocabulary.
- 3 I can't read the words on the board.
- 4 I can't find my MP3 player.
- 5 I get worried about exams.
- 6 I don't know what to give my mother for her birthday.

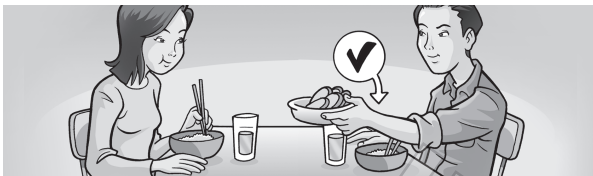
- a You should make a study timetable.
- b You should write the new words in a notebook.
- c You should put it in the same place every day.
- d You should make her a card.
- e You shouldn't eat so many sweets.
- f You should wear glasses.

### Grammar

★5 Spójrz na rysunki i uzupełnij zdania, wpisując *should* lub *shouldn't*.



1 In Thailand, you shouldn't show the bottom of your feet to anyone.



2 In Malaysia, you \_\_\_\_\_ touch things at the table with your left hand.



3 In Britain, you \_\_\_\_\_ put your elbows on the table when you are eating.



4 In Finland, you \_\_\_\_\_ talk with your hands in your pockets.



5 In Japan, you \_\_\_\_\_ blow your nose at the table.

### Reading and writing

★★★6 Przeczytaj, jaki problem ma autor tekstu. Napisz kilka rad, używając *should* lub *shouldn't* oraz wyrazów podanych w ramce.

It's our school Sports Day soon. I want to get fitter. I want to come first in all the events! But I'm quite lazy and I love pizza, chocolate and ice cream! What advice can you give me about food and exercise?

- sugar sweets fruit gym  
exercise run walk go

*You should eat more fruit.*

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**Problems, problems, problems**

**Reading**

★1 Uzupełnij teksty w ćwiczeniu 2. odpowiednimi słowami podanymi w ramce.

exercise   tent   medicine



**ExamSpot**

2 Zdecyduj, o czym jest każdy tekst (1–3). Dopasuj do każdego tekstu właściwy temat (A–D). Uwaga! Jeden temat nie pasuje do żadnego tekstu.

- A Health advice
- B A party
- C Plans for a camping weekend
- D An illness

1 Hi Felicity,  
 I'm sorry I didn't come to your party on Saturday night. I was in bed all weekend because I had a really bad headache and a very high temperature. This morning I went to the doctor and she gave me some <sup>1</sup> \_\_\_\_\_. I hope I'll feel better soon!  
 Joanne

2 You should stop eating sweets and chocolate and you should try to have more fruit and vegetables. Sweet fizzy drinks are bad, too. You should drink lots of water. And you should do some <sup>2</sup> \_\_\_\_\_ every day. Walk or cycle to school – it's cheaper than the bus!

3 We're all going to cycle there together on  Friday afternoon. In the evening, if it's cold, we'll stay in our <sup>3</sup> \_\_\_\_\_ and play some board games. Then on Saturday morning we're going to walk to the café on the beach and have a big breakfast. I think we'll have a fantastic time!

**Writing**

★★★3 Napisz rozmowę na temat poniższych problemów. Użyj poniższych sugestii oraz własnych pomysłów.

Roy & Billy have missed their bus to school. They don't want to be late.

Oh no / miss bus / what should we do

Let's / How about / Why don't we

walk / wait for another bus / phone our parents / go home and get our bikes

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Name \_\_\_\_\_

Date \_\_\_\_\_



## StudyTip

## Writing – punctuation

Pamiętaj o stosowaniu wielkich liter. Używamy ich zawsze:

- na początku pierwszego wyrazu nowego zdania;
- w nazwach państw, narodowości, języków;
- w nazwach ludzi lub miejsc (np. rzek, gór, ulic);
- w nazwach dni tygodnia i miesięcy.

Przepisz poniższe zdania, stosując w odpowiednich wyrazach wielkie litery.

mrs brunel, my french teacher, is from paris.

Mrs Brunel,

i live in king street, near the river cam.

there's a party on the first sunday in june.

## Check if you can do these things:

1 Znam nazwy chorób i dolegliwości. 

Uzupełnij zdania.

- 1 When your head hurts, you have a headache.
- 2 When you are ill, you take \_\_\_\_\_.
- 3 When you have flu, you have a high \_\_\_\_\_.
- 4 When you shout a lot, you get a \_\_\_\_\_.

2 Potrafię mówić o rzeczach, które mogą wydarzyć się w przyszłości. 

Połącz początki i końcówki zdań.

- 1 If you don't wear a hat,
- 2 If you get up late for school,
- 3 You won't get better
- 4 You'll do well
- 5 We won't go swimming 
  - a if you study hard.
  - b your head will burn in the sun.
  - c if it's cold.
  - d if you don't stay in bed today.
  - e you'll miss the bus.

3 Potrafię mówić o prawdopodobieństwie wydarzenia się jakiejś rzeczy w przyszłości. 

Przeczytaj pytania i napisz odpowiedzi, używając *may (not)* i wyrazów podanych w nawiasach.

- 1 Why are you wearing a raincoat? (it/rain)  
It may rain
- 2 Why have you made a vegetarian meal? (they/eat/meat)  
\_\_\_\_\_
- 3 Why are you taking insect spray to the beach? (there/be/flies)  
\_\_\_\_\_
- 4 Why are you running? (I/miss/the bus)  
\_\_\_\_\_

4 Potrafię dawać rady. 

Przeczytaj problemy i uzupełnij rady, wstawiając *should* lub *shouldn't*.

- 1 I want to make new friends.  
You should join an after-school club.
- 2 I can't wake up in the morning!  
You \_\_\_\_\_ go to bed so late.
- 3 I can't do my homework.  
You \_\_\_\_\_ ask the teacher for help.
- 4 My best friend isn't talking to me.  
You \_\_\_\_\_ ask him what's wrong.



## VocabularySpot

### 1 Zaznacz właściwe słowo.

- 1 **run / be / go** a marathon
- 2 **get / have / put** on weight
- 3 **go / run / do** exercise
- 4 **lose / go / do** on a diet
- 5 **fall / lose / be** weight
- 6 sleep **well / good / bad**

### 2 Uzupełnij tekst odpowiednią formą słów podanych w ramce.

lost do well badly run go

Six months ago, Paul visited his doctor.

'I feel ill all the time,' he said, 'and I sleep very <sup>1</sup> \_\_\_\_\_. What should I do?'

'Your lifestyle is very unhealthy!' said the doctor. 'You should <sup>2</sup> \_\_\_\_\_ a little exercise every day and you should <sup>3</sup> \_\_\_\_\_ on a diet. You shouldn't eat chips, sweets or cake.'

Paul listened to his doctor's advice and now he feels much better. He has <sup>4</sup> \_\_\_\_\_ weight and he sleeps very <sup>5</sup> \_\_\_\_\_ every night. And next month he is going to <sup>6</sup> \_\_\_\_\_ a marathon!



## LanguageSpot

### 3 Połącz części zdań.

- |                                   |                                     |   |
|-----------------------------------|-------------------------------------|---|
| 1 If I forget my homework,        | <input type="checkbox"/>            | a say thank you when you get a present. |
| 2 You should never                | <input type="checkbox"/>            | b you'll get wet                        |
| 3 You should always               | <input type="checkbox"/>            | c visit my aunt                         |
| 4 Next Friday I'm going to        | <input type="checkbox"/>            | d rain tomorrow.                        |
| 5 I'm worried it may              | <input checked="" type="checkbox"/> | e wear muddy shoes in the house.        |
| 6 If you don't bring an umbrella, | <input checked="" type="checkbox"/> | f my teacher will be very angry.        |



## ExamSpot

### 4 Dla każdej z opisanych sytuacji (1–4) wybierz właściwą reakcję. Wpisz znak X w kratkę obok odpowiedzi A, B albo C.

1 What are you going to do at the weekend?

- A We may take the train to London.
- B We took the train to London.
- C We don't usually take the train to London.

2 We may get lost in the forest.

- A We may not bring a map.
- B We brought a map.
- C We should bring a map.

3 I don't want to get up early tomorrow.

- A If you get up early, you'll be late for school.
- B If you don't get up early, you won't be late for school.
- C If you don't get up early, you'll be late for school.

4 I've got stomach ache.

- A You shouldn't eat those chocolates.
- B You're going to eat those chocolates.
- C If you've got stomach ache, you'll eat those chocolates.



## Grammar Summary

- 1 Napisz zdania z *should* lub *shouldn't* oraz wyrazami podanymi w ramce.

have a cold drink   ride your bike  
use a dictionary   read it   take some medicine  
go to bed late

- 1 I don't understand this word.

You should use a dictionary.

- 2 I've got a headache.

\_\_\_\_\_

- 3 I've hurt my leg.

\_\_\_\_\_

- 4 I'm very hot.

\_\_\_\_\_

- 5 I'm always tired.

\_\_\_\_\_

- 6 I don't like this book.

\_\_\_\_\_

- 2 Uzupełnij zdania odpowiednią formą czasowników podanych w nawiasach.

- 1 If you don't go (not go) to Lydia's party, she 'll be (be) very sad.

- 2 If she \_\_\_\_\_ (get up) early, she \_\_\_\_\_ (make) breakfast for her mother.

- 3 If we \_\_\_\_\_ (not read) this book, we \_\_\_\_\_ (not understand) the homework.

- 4 If I \_\_\_\_\_ (eat) another piece of cake, I \_\_\_\_\_ (have) a stomach ache.

- 5 If he \_\_\_\_\_ (not wear) a coat, he \_\_\_\_\_ (get) very cold.

- 6 If they \_\_\_\_\_ (take) the bus, they \_\_\_\_\_ (not be) late.

- 3 Ułóż zdania z wyrazem *may*.

- 1 go to the cinema tomorrow / go swimming  
We may go to the cinema tomorrow or we may go swimming.

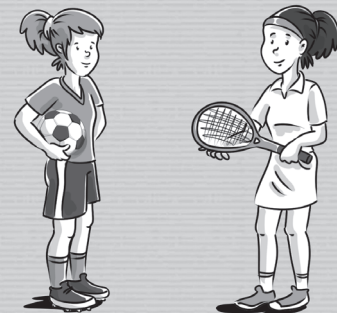
- 2 wear a dress to the party / wear trousers and a shirt  
She \_\_\_\_\_

- 3 study French at university / study history  
I \_\_\_\_\_

- 4 ride his bike to the park / walk  
He \_\_\_\_\_

- 5 watch a DVD tonight / listen to some music  
They \_\_\_\_\_

- 6 play football after school / play tennis  
We \_\_\_\_\_



### ExamSpot

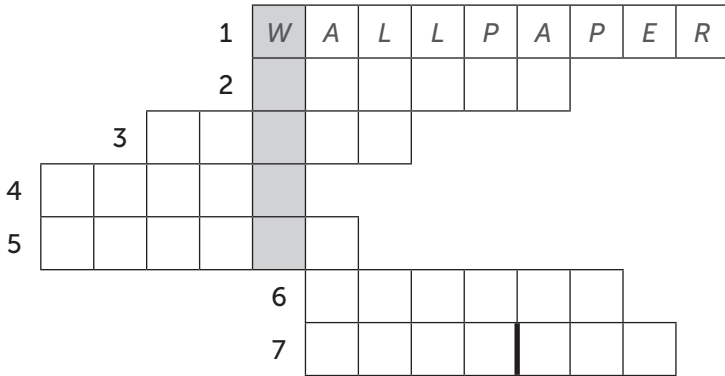
- 4 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki (1–3). Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A go   B may   C should   D do  
E shouldn't   F going

Hi Mike,  
How are you? Do you like your new school? I hope you've got lots of new friends. You <sup>1</sup> \_\_\_\_\_ join some after-school clubs – it's a great way to meet new people.  
We've got some exciting plans for the weekend. On Friday evening we're <sup>2</sup> \_\_\_\_\_ to take the bus to Dorset, where my grandparents live. They've got a beautiful house by the sea so on Saturday we <sup>3</sup> \_\_\_\_\_ go to the beach. If the weather isn't good, we'll go to the cinema. Then on Sunday we're going to go to a music festival. I can't wait!  
Hope to see you soon!  
Pete xxx

Vocabulary

★1 Spójrz na rysunek i rozwiąż krzyżówkę.



★2 Przepisz litery z szarych pól. Na jaki kolor będzie malowana ściana? w \_\_\_\_\_

Vocabulary and grammar

★3 Uzupełnij zdania wyrazami z ćwiczenia 1.

- Jess is going to spill the paint.
- Connor is going to trip over the \_\_\_\_\_.
- He's going to drop the \_\_\_\_\_.
- Jess is going to fall off the \_\_\_\_\_.
- She's going to drop the \_\_\_\_\_.
- The hammer is going to break the \_\_\_\_\_.

Vocabulary

★4 Zakreśl właściwe słowo.

- Don't jump on the bed – you're going to **spill** / **break** it.
- Don't run with your drink – you're going to **spill** / **trip over** it.
- I can't walk on the wall – I'm scared that I'm going to **fall off** / **drop** it.
- I didn't see the stone in the road and I **fell off** / **tripped over** it.
- I've lost my keys. I think I **fell off** / **dropped** them in the park.

Grammar

★★5 Spójrz na rysunek. Uzupełnij zdania, używając wyrażenia *going to* i podanych wyrazów.



- 1 The waiter / spill / the drink  
The waiter is going to spill the drink
- 2 The child / trip over / the bag  
\_\_\_\_\_
- 3 The girl / give her friend / a present  
\_\_\_\_\_
- 4 The plates / fall off / the table  
\_\_\_\_\_
- 5 The man / pay / the bill  
\_\_\_\_\_

Grammar

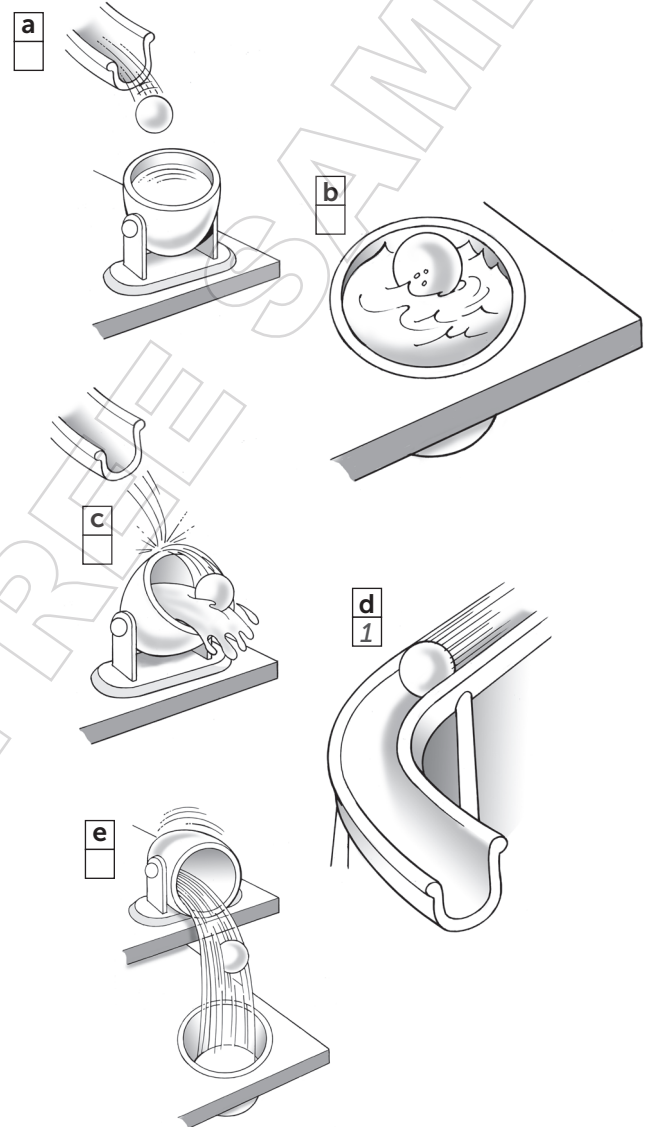
★6 Napisz o planach na dzisiejszy wieczór. Udziel prawdziwych odpowiedzi.

Yes, I am/he is/she is/we are/they are.  
No, I'm not/he isn't/she isn't/we aren't/they aren't.

- 1 Are you going to run a marathon?  
No, I'm not.
- 2 Are you and your friend going to read?  
\_\_\_\_\_
- 3 Are your parents going to watch TV?  
\_\_\_\_\_
- 4 Are you going to call your friend?  
\_\_\_\_\_
- 5 Is your friend going to play football?  
\_\_\_\_\_
- 6 Are you and your family going to eat dinner?  
\_\_\_\_\_

Grammar

★7 Ułóż rysunki w odpowiedniej kolejności.



★8 Spójrz ponownie na rysunki i uzupełnij przewidywania, używając wyrażenia *going to* i czasowników podanych w ramce.

drop fall over float spill travel

- 1 First, the ball is going to travel along the 'road'.
- 2 Then it \_\_\_\_\_ down into the cup.
- 3 Next, the cup \_\_\_\_\_.
- 4 The water in the cup \_\_\_\_\_.  
The water is going to fill the hole.
- 5 When the hole is full of water, the ball \_\_\_\_\_ on the water.

## Vocabulary

- ★1 Spójrz na rysunki, przeczytaj podpowiedzi i wpisz odpowiednie słowo. Następnie znajdź je w diagramie.

T	O	U	R	I	S	T	P	Z	R
R	C	E	T	O	U	Y	H	G	L
A	O	C	A	R	A	V	A	N	I
F	U	R	N	I	T	U	R	E	G
F	O	S	W	M	L	T	J	I	H
I	D	F	T	P	O	Z	J	O	T
C	O	T	T	A	G	E	E	G	H
R	A	N	C	H	I	O	K	X	O
S	T	L	C	M	P	R	F	K	U
U	V	C	I	W	T	Y	S	Q	S
E	L	G	A	N	P	J	S	B	E
W	Q	J	W	R	E	S	L	R	J

1  traffic

2 a person on holiday in a different country  
\_\_\_\_\_

3 a house with a light for ships to see  
\_\_\_\_\_

4  \_\_\_\_\_

5  \_\_\_\_\_

6 a small house in the countryside  
\_\_\_\_\_

7  \_\_\_\_\_

8 the things you find in a house (sofa, chairs, table) \_\_\_\_\_

## Grammar

- ★2 Czy podane rzeczowniki są policzalne (C = countable), czy niepoliczalne (U = uncountable)?

1 traffic	<u>U</u>	4 friend	___	7 book	___
2 money	___	5 space	___	8 song	___
3 homework	___	6 time	___		

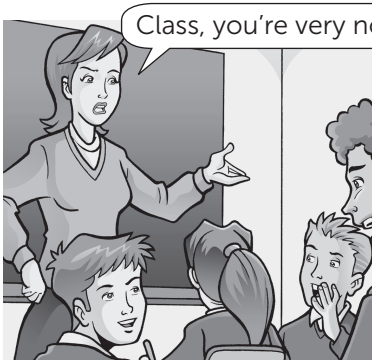
## Grammar

- ★★3 Uzupełnij zdania, używając *enough*, *too much/many* i słów z ćwiczenia 2.

- John's a bit lonely. He's new to the school and he doesn't have enough friends yet.
- Those jeans are expensive. If you buy them, you won't have \_\_\_\_\_ to buy the T-shirt.
- I can't go to the book shop! I've got \_\_\_\_\_ at home already.
- The bus took a long time to get to school today, because there was \_\_\_\_\_ on the roads.
- I don't have time to listen to all the music on my MP3 player. I've got \_\_\_\_\_ on it.
- I want a sofa in my room, but my room is too small. There just isn't \_\_\_\_\_.
- I can't go out tonight. I've got \_\_\_\_\_ to do.
- We can't have a meal before we go to the cinema. We won't have \_\_\_\_\_ to do both things.

Grammar

★★4 Przepisz zdania, używając *not enough* i przymiotników podanych w nawiasach.



1 Class, you aren't quiet enough. (quiet)



2 We can't go swimming today. It \_\_\_\_\_. (warm)



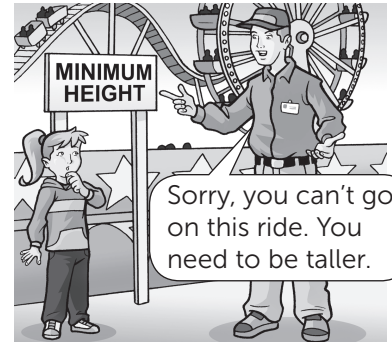
3 You can't drive. You \_\_\_\_\_ (old)



4 This jacket \_\_\_\_\_. (big)



5 Your marks this term \_\_\_\_\_. (good)



6 Sorry, you can't go on this ride. You \_\_\_\_\_ (tall)

Grammar and reading

★★5 Przeczytaj opisy sytuacji i uzupełnij zdania, wpisując *not enough* lub *too much/many*.

- There are ten people and eight chairs. There aren't enough chairs.
- This pizza tastes very salty. There \_\_\_\_\_ salt on the pizza.
- There are six of us, but we only have two sandwiches. There \_\_\_\_\_ food.
- This cake isn't nice. It needs more sugar. There \_\_\_\_\_ sugar in the cake.
- The clothes won't all fit in the wardrobe. There \_\_\_\_\_ clothes.

Writing

★★6 Napisz o miejscu, w którym nie chciał(a)byś mieszkać, używając *not enough, too much/many* oraz słów podanych w ramce.

noisy quiet interesting exciting cheap  
expensive people traffic noise mud  
cars wildlife flowers trees

I would not like to live in the city because there are too many people.








I would not like to live in the countryside because it's not exciting enough.



## Reading and vocabulary

★★1 Spójrz na rysunki i uzupełnij tekst wyrazami podanymi w ramce.

farm food kitchen laundry recycled village wind turbines

Hillrise is a very special <sup>1</sup>  village. Here, we try to be as green as possible. For example, we all live in our own houses, but we share one big <sup>2</sup>  and we have one shared room for all our <sup>3</sup> , too. We have our own small gardens, but we also have a <sup>4</sup> . We get most of our <sup>5</sup>  from here – we only buy things we can't grow from the supermarket. We produce our own electricity from <sup>6</sup>  and all our rubbish is <sup>7</sup> . We have bins for paper, glass and plastic.

## Vocabulary

★★2 Połącz liczby z ich zapisem słownym.

- |                 |                                     |                                   |
|-----------------|-------------------------------------|-----------------------------------|
| 1 2,000 kilos   | <input checked="" type="checkbox"/> | a two per cent                    |
| 2 2%            | <input type="checkbox"/>            | b two billion                     |
| 3 2.5           | <input type="checkbox"/>            | c two tonnes                      |
| 4 2,000,000     | <input type="checkbox"/>            | d two million                     |
| 5 2,000,000,000 | <input type="checkbox"/>            | e two point five / two and a half |

## Grammar

★★3 Połącz początki i końcówki zdań.

- |                     |                                     |
|---------------------|-------------------------------------|
| 1 Rubbish           | <input checked="" type="checkbox"/> |
| 2 Every year, trees | <input type="checkbox"/>            |
| 3 Plastic bottles   | <input type="checkbox"/>            |
| 4 A lot of rice     | <input type="checkbox"/>            |
| 5 Some furniture    | <input type="checkbox"/>            |
| 6 Glass             | <input type="checkbox"/>            |
- a is made from melted sand.  
 b is grown in India.  
 c is collected in big recycling bins.  
 d is built from recycled wood.  
 e are cut down in forests.  
 f are melted to make fleece.

## Grammar

★★4 Znajdź w diagramie formy *past participle* podanych czasowników.

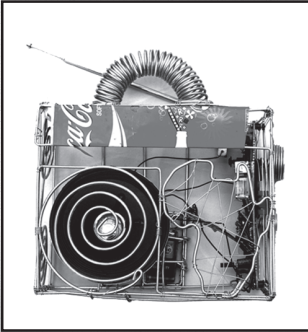
- |           |        |
|-----------|--------|
| 1 dry     | 5 wash |
| 2 melt    | 6 use  |
| 3 sell    | 7 make |
| 4 collect | 8 cut  |

Q	G	D	R	I	E	D	S	A	K
Z	X	C	W	V	B	N	M	L	K
C	J	H	G	A	U	F	D	S	A
O	Q	W	E	R	S	T	Y	U	I
L	O	P	Z	X	E	H	M	C	V
L	B	S	N	M	D	L	E	K	M
E	J	H	O	G	F	D	L	D	A
C	A	W	E	L	R	T	T	Y	D
T	U	I	O	P	D	X	E	C	E
E	V	B	C	U	T	N	D	M	K
D	J	H	G	F	D	S	O	I	U

## Grammar

- ★★5 Uzupełnij tekst reklamy czasownikami w stronie biernej.

**Recycled Bush Wire Radio –**  
**BUY ONE TODAY!**



This amazing eco-friendly radio <sup>1</sup> *is made* \_\_\_\_\_ (make) mainly from old drinks cans. The cans <sup>2</sup> \_\_\_\_\_ (collect) in and around Cape Town, South Africa. The cans <sup>3</sup> \_\_\_\_\_ (wash) and then they <sup>4</sup> \_\_\_\_\_ (dry). Finally, they <sup>5</sup> \_\_\_\_\_ (cut) into pieces and they <sup>6</sup> \_\_\_\_\_ (use) to make this wonderful product. Some of the cans <sup>7</sup> \_\_\_\_\_ (melt) to make different parts of the radio. The radio <sup>8</sup> \_\_\_\_\_ (sell) with a battery, so you can listen to your radio wherever you are!

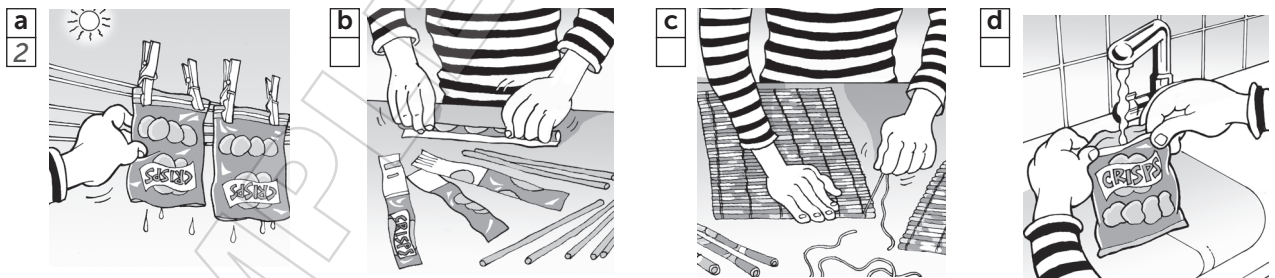
## Reading and grammar

- ★6 Uzupełnij tekst czasownikami podanymi w ramce w stronie biernej.

dry make use wash put

Did you know you can recycle old crisp packets and make some cool new things? These table mats <sup>1</sup> *are made* \_\_\_\_\_ from old crisp packets. First, the empty crisp packets <sup>2</sup> \_\_\_\_\_ in water and they <sup>3</sup> \_\_\_\_\_ in the sun. Then they <sup>4</sup> \_\_\_\_\_ around long thin sticks. String <sup>5</sup> \_\_\_\_\_ to hold the sticks together.

- ★7 Ułóż rysunki w kolejności zgodnej z tekstem w ćwiczeniu 6.



## Writing

- ★★8 Napisz o recyklingu w twojej miejscowości lub szkole. Jako pomoc wykorzystaj wyrazy podane w ramce.

paper glass plastic bottles drinks cans crisp packets bin  
 clothes pens and pencils shoes furniture phones

What is recycled in your home or school? *At our school, paper is recycled.*

Where are things collected? *Paper is collected in a bin outside each classroom.*

Do you use any recycled things in your home? What things?

*I often buy recycled clothes.*

**Reading**

★1 Przeczytaj teksty z ćwiczenia 2. Do każdego tekstu dobierz odpowiedni nagłówek A, B lub C.

- A A present                      B A house                      C Some chores



**ExamSpot**

2 Przeczytaj teksty (1–3) i wybierz poprawną odpowiedź A, B albo C.

1

**My home**

My sister, Thea, and I live with our aunt and uncle in a big house in Wales. There are four families living in the house. We want to help the environment, so we use many eco-solutions for example wind is used to produce energy for electricity. Our house is heated by wood and as much rubbish as possible is recycled. We grow our own fruit and vegetables and we get milk, yoghurt, butter and cheese from our two goats.

1 How is electricity produced in Jay's house?

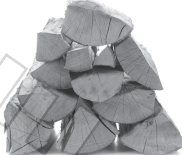
A



B



C



2

**Jay,**

Don't forget to stop at the supermarket on your way home from school. I want to make some bread and we haven't got enough flour.

It's going to be very hot tomorrow afternoon, so can you please water the plants and pick some strawberries for our supper? Thanks!

Auntie Steph xxx

2 What is Jay going to buy at the supermarket?

A



B



C



3

**Thea** What are you going to buy for Auntie Steph's birthday?

**Jay** I don't know. Maybe I'll get a DVD.

**Thea** No, she's already got too many DVDs.

**Jay** OK, I'll get her a new bag.

**Thea** No, don't do that. I'm going to give her a bag. How about a scarf?

**Jay** No, she never wears scarves. I think I'll make her a cake.

**Thea** Good idea!

3 What presents are Thea and Jay going to give Auntie Steph?

A



B



C



**Writing**

★★★ 3 Napisz krótki opis swojego miejsca zamieszkania.

Describe:

- where you live;
- who you live with;
- what kind of food you eat;
- your favourite room in your home.

---



---



---



---



---



---

Name \_\_\_\_\_

Date \_\_\_\_\_



**StudyTip**

**Writing – punctuation**

Zapamiętaj poniższe zasady interpunkcji:

- stosuj znak zapytania (?) na końcu pytań;
- stosuj przecinek (,), aby oddzielić wyrazy;
- stosuj wykrzyknik (!) do zaznaczania emocji;
- we wszystkich innych przypadkach stosuj kropkę (.).

Wstaw znaki interpunkcyjne do poniższych zdań.

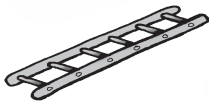
1. Come here
2. Do you like ice cream
3. My favourite kinds of music are rock pop and hip hop

**Check if you can do these things:**

1 Znam wyrazy z kategorii „zrób to sam”.

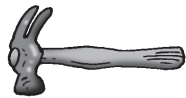
Uzupełnij wyrazy.

1



ladder \_\_\_\_\_

2



h \_\_\_\_\_

3



p \_\_\_\_\_

4



w \_\_\_\_\_

5



d \_\_\_\_\_

2 Potrafię mówić o rzeczach, które zaraz się wydarzą.

Napisz zdania, używając podanych wyrazów.

- 1 It / rain It's going to rain
- 2 He / drop / that box  
\_\_\_\_\_
- 3 He / fall off / his bike  
\_\_\_\_\_
- 4 I / fall asleep soon  
\_\_\_\_\_

3 Potrafię mówić o ilości.

Uzupełnij zdania, wpisując *enough* lub *too much/many*.

- 1 I can't buy this CD. I haven't got enough money.
- 2 It's not warm \_\_\_\_\_ in here. I'm cold.
- 3 We won't get tickets for the show. There are \_\_\_\_\_ people here already.
- 4 I can't eat all that food! It's \_\_\_\_\_ for me.

4 Potrafię mówić o liczbach.

Zapisz słownie podane liczby.

- 1 100 one/a hundred
- 2 10% \_\_\_\_\_
- 3 4.5 \_\_\_\_\_
- 4 1,000,000,000 \_\_\_\_\_

5 Potrafię mówić o procesach.

Uzupełnij tekst czasownikami w stronie biernej.

- 1 In the USA, 85,000,000 tonnes of paper are used (use) every year.
- 2 500,000 trees \_\_\_\_\_ (cut) down to produce Sunday newspapers every week.
- 3 Every month, enough glass \_\_\_\_\_ (throw) away to fill a giant skyscraper!
- 4 Plastic bottles \_\_\_\_\_ (recycle) to make fleece.



## VocabularySpot

1 Ułóż litery w odpowiedniej kolejności, tak aby utworzyły podpisy zdjęć.

1



olwugban

2



raornw btao

3



dretrace sohue

4



limwndil

5



hdcdeaet useoh

6



wtrae liml

2 Uzupetnij definicje słowami z ćwiczienia 1.

1 A \_\_\_\_\_ is in the middle of a row of houses that are joined together.

3 A \_\_\_\_\_ hasn't got any other houses joined to it.

5 A \_\_\_\_\_ has only got one floor and it hasn't got any stairs.

2 A \_\_\_\_\_ is always by the water, but it isn't a boat.

4 A \_\_\_\_\_ is always on the river but it isn't always in the same place.

6 A \_\_\_\_\_ has got long pieces of wood on its roof which turn in the wind.



## LanguageSpot

3 Uzupetnij zdania odpowiednimi słowami.

1 The bus was late this morning because there **was too much / wasn't enough** traffic on the road.

2 That man is carrying **too many / enough** glasses. He's going to drop them!

3 I don't like my new house because it **has / hasn't** got enough space.

4 There **are too many / aren't enough** chairs in this room. Some people are sitting on the floor.

5 This music **is / isn't** loud enough. I can't hear it.

6 I've got **enough / too much** money to buy this phone, but I don't like it.



## ExamSpot

4 Uzupetnij każdą rozmowę brakującą wypowiedzią. Wpisz w każdą kratkę literę A, B albo C.

Let's go to the cinema!

1

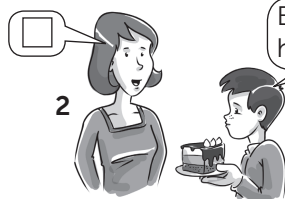


- A I can't. I haven't got enough money.
- B I can't. I've got too much money.
- C I can't. I've got enough money.

A There's enough cake on your plate.

B There isn't enough cake on your plate.

C There's too much cake on your plate.



2

But I'm really hungry!

- A They will win the match.
- B They win the match.
- C They're going to win the match.

They've scored another goal! Now it's 5-0!

3





## Grammar Summary

- 1 Przeczytaj zdania i uzupełnij je wyrażeniem *be going to* w odpowiedniej formie oraz właściwym czasownikiem podanym w ramce.

eat play drop go break ~~fall~~ off spill  
listen to



- Jon is standing on a very tall ladder.  
He's going to fall off the ladder.
- Sarah is carrying ten books.  
\_\_\_\_\_ the books.
- Mike has just bought a bar of chocolate.  
\_\_\_\_\_ the bar of chocolate.
- Jack has just kicked a ball near the window.  
\_\_\_\_\_ the window.
- Evie has just switched on her MP3 player.  
\_\_\_\_\_ some music.
- Luke is holding a football.  
\_\_\_\_\_ football.
- Polly is wearing a swimming costume.  
\_\_\_\_\_ swimming.
- Bella is holding a big glass of milk.  
\_\_\_\_\_ the milk.



- 2 Uzupełnij tekst wyrażeniami *too much*, *too many* lub *enough*.



Last year we went on holiday to Swanage, in the south west of England. It's a beautiful village, but there are <sup>1</sup> too many tourists in the summer. It was really busy and there was <sup>2</sup> \_\_\_\_\_ traffic on the roads. We stayed in a small hotel by the sea – It was comfortable <sup>3</sup> \_\_\_\_\_ for us, and the other people there were very friendly. Every morning we had a huge breakfast – I always ate <sup>4</sup> \_\_\_\_\_ food and then I wasn't hungry <sup>5</sup> \_\_\_\_\_ for lunch!

But the weather was lovely, and the beach was fantastic. We didn't have <sup>6</sup> \_\_\_\_\_ time there – I wanted to stay for two weeks, but we were only there for five days.

- 3 Napisz zdania w stronie biernej.

- They grow strawberries on the farm.  
Strawberries are grown on the farm.
- We make this cake from eggs, flour, sugar and butter.  
This cake \_\_\_\_\_.
- They produce Honda cars in Japan.  
Honda cars \_\_\_\_\_.
- They teach Spanish at this language school.  
Spanish \_\_\_\_\_.
- They sell paint, wallpaper and paintbrushes at this store.  
Paint, wallpaper and paintbrushes \_\_\_\_\_.
- They collect the recycling bins every Thursday.  
The recycling bins \_\_\_\_\_.
- They deliver our milk twice a week.  
Our milk \_\_\_\_\_.