

BRAINY POST

THE JOBS GAME



gamer25



Hi everyone! Play my new game to learn some common job names quickly! Enjoy it!



This person is a woman. She isn't a sports centre manager, a nurse or a scientist. What's her job?



Vocabulary presentation 1

1 Listen and repeat. Work in pairs. In turns, point at the jobs on the *BrainyPost* and name them. What's the answer to the game question?

- plumber ■ cashier ■ lawyer ■ sports centre manager ■ farmer ■ engineer ■ scientist ■ nurse



Phonics twister

1.02 Listen and repeat.

Listen to the difference: **th** and **th**.

This lawyer, **that** lawyer,
these lawyers, **those** lawyers.

Three lawyers, **thirty** lawyers,
a **thousand** lawyers!

Now twist your tongue with *farmer*!



Life skills: Different opinions

How can you disagree in a friendly way?

- Say your own opinions clearly.
- Listen to other people's opinions.
- Be polite. ■ Raise your voice.
- Use some humour.
- Be rude. ■ Don't be angry.
- You must agree with others.

Vocabulary practice

2 Read the sentences and write the names of the jobs in your notebook.


- 1 She's between the cashier and the sports centre manager.
- 2 He's between the farmer and the scientist.
- 3 She's between the nurse and the engineer.
- 4 She's next to the sports centre manager and the scientist. She isn't a lawyer.
- 5 He's next to the cashier and the farmer. He isn't an engineer.

3  1.03 Listen and play *The Jobs Game*.

She is a/an ...

He is a/an ...

Vocabulary presentation 2

4  1.04 Listen and repeat. Guess what the green parts mean. Write the answers in your notebook.

- 1 Scientists **do experiments**.
- 2 Plumbers **fix leaks**.
- 3 Cashiers **give change to customers**.
- 4 Nurses **look after patients**.
- 5 Farmers **grow crops and milk cows**.
- 6 Engineers **build bridges**.
- 7 Sports centre managers **give instructions** to the other workers.
- 8 Lawyers **help people with the law**.




Look

We can add **manager** and **worker** to names of places.

She's a **sports centre manager**.


He's a **supermarket worker**.

Listening

5  1.05 Listen to five people talking about their jobs. In your notebook, write the names of the jobs.


- 1 
- 2 
- 3 
- 4 
- 5 




Reading

6  Przeczytaj tekst, z którego usunięto cztery zdania. Dopasuj do każdej luki (1–4) literę, którą oznaczono brakujące zdanie (A–E). Zapisz odpowiedzi w zeszycie. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

At home and at work with Jonty Jones

My family all disagree!


My mum's a recycling centre manager. She doesn't like plastic. My dad's a plumber. 

He thinks that plastic pipes are the best. My brother's a farmer and he grows crops on an eco-farm. He hates chemicals. My sister's a scientist.  My grandmother's a supermarket cashier, and she doesn't like my job. I'm an engineer.  We all disagree, but we're a family. 



- A. I make robot cashiers for supermarkets.
- B. He uses plastic a lot in his work.
- C. We've all got different jobs.
- D. That's the most important thing.
- E. She makes chemicals for farms.

Game

7  Work in groups of three or four. Play *What's my job?*

- 1) Każdy uczeń kolejno wybiera dowolny zawód i mówi, na czym polega praca wykonywana w tym zawodzie.
- 2) Pozostali gracze odgadują ten zawód.
- 3) Gracz, który odgadnie jako pierwszy, otrzymuje 1 punkt. Zwycięza gracz, który zdobędzie najwięcej punktów.

I grow crops.

You're a farmer!

Lesson objective: Grammar: have to: affirmative and negative

Quick check

1.06 Listen and say *True* or *False*.

Grammar presentation

1.07 Listen and read the email. Does **have to** mean obligation (*nakaz*) or possibility (*możliwość*)?

Hi!

A bit of good news – my sister Mia's got a new job. She's a cashier. She **has to** give change to customers but she **doesn't have to** do any maths. She **has to** be polite to customers and she **has to** wear a uniform too. I'm happy I **don't have to** work 😊 but I **have to** go to school! 😞

Next time you're in the supermarket say hello to Mia!

Will



Listening

4.08 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 zeszytce.

- Tom's father has to
 - get a bus every day.
 - get up early.
 - leave the hotel early.
- Tom's father likes
 - the hotel kitchen.
 - the people in the hotel kitchen.
 - the guests at the hotel.
- Tom wants to
 - help his classmates become famous cooks.
 - explain that a cook's job is difficult.
 - talk about some famous chefs.

Writing

5 Choose a new job for somebody in your family. In your notebook, write an email to your friend in England about it.

place	<ul style="list-style-type: none"> London Fashion shop, shopping centre 	<ul style="list-style-type: none"> New London hospital, Trafalgar Square
has to	<ul style="list-style-type: none"> put clothes in the shop window help customers wear a name badge 	<ul style="list-style-type: none"> look after patients give medicine to patients wear a uniform
doesn't have to	<ul style="list-style-type: none"> clean the shop wear a uniform 	<ul style="list-style-type: none"> make the beds wash the windows

Tips

W e-mailu napisz:

- kto ma nową pracę i gdzie pracuje,
- jakie ma obowiązki,
- czego nie musi robić.

Speaking

6 In pairs, ask and answer questions with *Who ... about jobs*.

Who has to fix leaks?

Plumbers have to fix leaks.

Grammar app

have to: affirmative, negative

I	have to	work.
He	has to	work.
I	don't	have to work.
He	doesn't	have to work.

>>> Grammar summary on page 19

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

Grammar practice

3 In your notebook, complete the sentences, using the verbs in brackets and the correct form of **have to**. Then say the names of the jobs.

- My mother (not give) change to customers. She (do) experiments.
- My two sisters (not help) people with the law. They (look after) patients.
- My father (not fix) leaks. He (give) instructions to other workers.

Where do you work?

Lesson objective: Vocabulary: workplaces

Vocabulary presentation

1 1.09 Listen, look at the map and repeat the words. Work in pairs. In turns, describe the locations and guess the places.



It's on Idea Avenue. It's next to the warehouse.

It's the factory.

Vocabulary practice

2 What are their jobs? Where do they work? Write the answers in your notebook.

1 I have to take hundreds of things down from the shelves.

2 I have to make sure the rubbish goes in the correct places.

3 I have to sit at a desk all day.

4 I have to put the wheels on hundreds of toy cars every day.

5 I have to sell stamps for letters.

6 I work for the city.

Look

We use **in** with most workplaces: *in a post office, in a factory* etc. But: **at** an airport, **at** the police station, **at** the fire station, **on** a farm.

1 *He's a warehouse worker.
He works in a warehouse.*

Speaking

3 In pairs, take turns to choose a job. Say what you have to do. Your partner guesses the job and the workplace.

count money ■ look after animals
check tickets ■ look for criminals
put out fires ■ look after patients

airport worker ■ farmer
bank worker ■ nurse ■ police officer
firefighter

I have to check tickets.

You're a/an ...
You work in/at/on ...

Listening

4 1.10 Usłyszysz dwukrotnie cztery wypowiedzi osób mówiących o swojej pracy. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–4) odpowiadające jej zdanie (A–E). Zapisz odpowiedzi w zeszyte. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

- This speaker
- A. doesn't like the job when the weather is bad.
 - B. has some sad days at work.
 - C. has a lot of fun at work.
 - D. has a job that is always boring.
 - E. earns a lot of money.

1	2	3	4

Speaking

5 Work in pairs. Talk about the workplaces where you live.

Are there any factories in our town?
Where are they?

There's a factory on Przemysłowa Street.
There's a factory near the train station, and ...

Lesson objective: Grammar: have to: questions and short answers, wh- questions

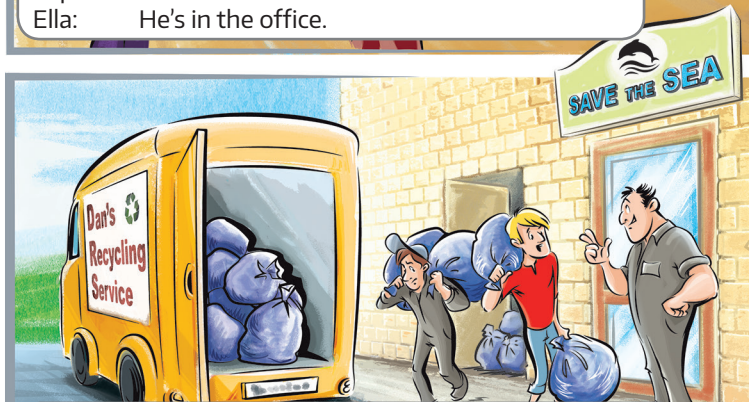
Ella and Alfie work for Save the Sea. They try to stop pollution in the sea.



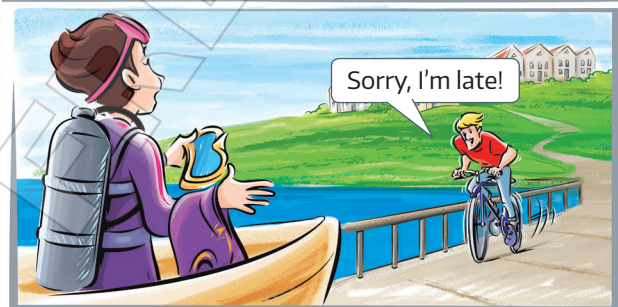
Ella: Do we have to count the dolphins?
 Captain: Yes, we do.
 Ella: When do we have to count them?
 Captain: At 12 o'clock. It's 11:30 now. Where is Alfie?
 Ella: He's in the office.



Ella: We're in a rush, Alfie. Do you have to finish your work today?
 Alfie: No, I don't.
 Ella: Do you have to take the recycling out?
 Alfie: Yes, I do. The recycling van is here now. See you soon!



Alfie: Do you really recycle all types of plastic?
 Dan: Of course, we do! We take recycling from warehouses, factories, hospitals and banks ... We know how to recycle.
 Alfie: That's great. We have to protect the environment. Plastic is very bad for wildlife.



Sorry, I'm late!

A few kilometres away ...



Yes, we know how to recycle!

Soon, they're with the dolphins!



GLOSSARY

pollution – zanieczyszczenie
protect the environment – chronić środowisko
recycle – przetwarzać (śmieci)
recycling – recykling; śmieci (do ponownego przetworzenia)
wildlife – dzikie zwierzęta, dzika przyroda

USEFUL!

How do you say these phrases in Polish?

- 1 We're in a rush.
- 2 See you soon!
- 3 Sorry I'm late!

Grammar presentation

- 1 Listen to Episode 1. Are Dan and Dave good at recycling?

Quick check

- 1.11 Listen to the names of places. Stand up when you hear a workplace.

Comprehension

2 Match the beginnings of the sentences with the correct endings. Write the answers in your notebook.

- | | |
|--------------------------------------|-----------------------------------|
| 1 At the beginning, Alfie is | a dolphins in the sea. |
| 2 In the big plastic bags, | b there are things for recycling. |
| 3 There are | c in the sea. |
| 4 Dan and Dave put all the recycling | d in the office. |

G Grammar app

have to: questions and short answers

Do we have to count the dolphins?
Does he have to count the dolphins?

Yes, we do. / No, we don't.

Yes, he does. / No, he doesn't.

have to: wh-questions

When do we have to count the dolphins?

At 12 o'clock.

>>> Grammar summary on page 19

3 Work in pairs. Say Grammar apps for you and they. In your notebook, write a Grammar app for she.

Grammar practice

4 In your notebook, change the sentences to questions. Then write the answers.

- She has to work in a factory. (✓)
- They have to cook dinner. (X)
- You have to wash the windows. (✓)
- He has to walk the dog. (X)

5 In your notebook, complete the interview, using the words in brackets and the correct form of have to.

Interviewer: Ella, you're a marine scientist. Tell me about your job.

Ella: I ¹ (do) experiments in a laboratory.
I ² (check) that the fish and other animals are OK.

Interviewer: ³ you (work) in an office?

Ella: Yes, I ⁴ (work) in the office on Monday and Wednesday.

Interviewer: ⁶ Alfie (work) in the office on those days?

Ella: No, he ⁷ (work) in the office on Tuesday and Thursday.

Listening

6 Listen to an interview with a worker. Point at the correct answers.

- Where does the man work?
 - In an office.
 - In a warehouse.
 - In a hospital.
- What does the man have to do?



- What does the man think of the people at his workplace?
 -
 -
 -



Chores

7 In pairs, complete these chores. Can you add some more?

- tidy my ... ■ vacuum the ...
wash the ... ■ make my ... ■ walk the ...
look after my ... ■ dust the ... ■ iron the ...
wash the ... ■ take the ... out ■ feed the ...

Game

8 Work in pairs. Play Who's the most helpful?

- Zadawajcie sobie na zmianę pytania o wasze obowiązki domowe.
- Za każdą pozytywną odpowiedź gracz dostaje jeden punkt.
- Podliczcie punkty, aby zobaczyć, kto częściej pomaga w domu.

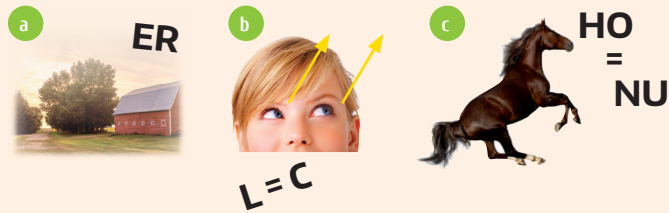
Do you have to take the rubbish out?

Yes, I do.

Hi! Here's your first brain workout!

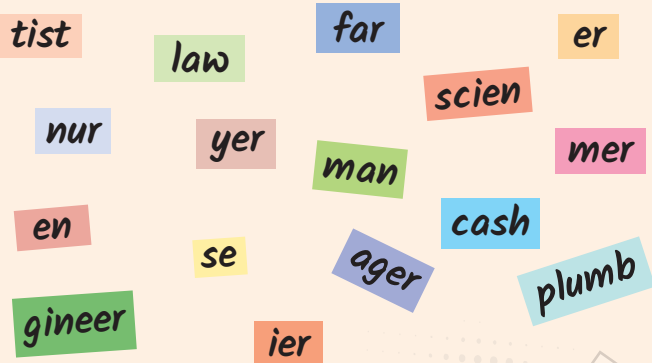


1 What jobs are they? Write the answers in your notebook.



2 Work in pairs. In turns, play *Lucky finger*.

- 1) **Uczeń A** zamyka oczy i wskazuje palcem osiem części wyrazów umieszczonych poniżej.
- 2) **Uczeń B** zapisuje wylosowane przez ucznia A części wyrazów. Następnie próbuje ułożyć z nich nazwy zawodów.



3 Solve the puzzle. What is each person's job? Write the answers in your notebook.



- 1 The engineer is next to the office.
- 2 The manager is next to the office. She isn't next to the hospital.
- 3 The cashier is in front of one of the places. She isn't in front of the warehouse.
- 4 The scientist is in front of one of the workplaces.
- 5 The nurse isn't next to the office.

4 Read about the job. One sentence is false – find it and guess the job.

I have to fix toilets.

I have to work in houses.

I don't have to fix leaks.



I don't have to look after patients.

5 Write a job puzzle like in exercise 4.

- 1) Wybierz dla siebie zawód i napisz cztery zdania opisujące twoje obowiązki, w tym jedno fałszywe. Użyj *have to*.
- 2) Przeczytaj zdania koleżce/koleżance z łatwki. Poproś o odgadnięcie, jaki to zawód i które zdanie jest fałszywe.
- 3) Zamieńcie się rolami.

Use of English

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



In this photo, there is a woman and a man. They are ¹ the kitchen. The man is a plumber and he wants to ² the leak. He's got blue work clothes. The woman is next to the man. She's got a white top, pink ³ and brown shoes. She wants to make lunch for her children so the plumber ⁴ to hurry up!



Eco-alert!



Put the words in the correct order!



not ! water Do waste

On the Internet

Lesson objectives: Functions: talking about likes and dislikes; suggesting; Grammar: gerunds after like, hate, love, don't mind and don't like

1 1.14 Listen and read. In your notebook, write the answers in the box below in order from positive to negative.



No, not really. ■ Yes, I really do. ■ Yes, I do. ■ I don't mind it. ■ No, I hate it.



Look

I love / like / don't mind / don't like / hate fixing things.

2 1.15 Write the numbers 1–8 in your notebook. Listen and draw a correct face next to each number.

love ■ like ■ don't mind
 don't like ■ hate

- | | |
|-------------------------|----------------------|
| 1 making things | 5 chatting to people |
| 2 fixing things | 6 helping people |
| 3 looking after animals | 7 doing experiments |
| 4 using computers | 8 doing maths |

3 In pairs, choose the best job for Naomi.

She can't be a plumber, because she doesn't like fixing things.

That's true. Perhaps she should be a ...

4 Work in pairs. In turns, ask each other *Do you like ...?* questions with the activities in exercise 2. Answer them and suggest jobs for each other.

Do you like using computers?

...

You should be ...

5 Work in groups. Ask three other students the questions you asked in exercise 4. Suggest jobs for each other.



1 1.16 Listen and read. Match the texts with the photos. Write the answers in your notebook.



1 **Professional pusher, Japan**

The trains in Tokyo, the capital of Japan, are usually full at rush hour – and some stations have a pusher to push more passengers on the train. You have to be strong for this job.



2 **Bicycle fisherman, The Netherlands**

There are more than 800,000 bikes in Amsterdam, the capital of the Netherlands. Every year, about 15,000 bicycles end up in the canals. If you like diving, it's a good job.



3 **Queen's Piper, England**

If you're good at playing the bagpipes, think about a job as the Queen's Piper. You have to play the bagpipes outside the Queen's rooms every day. She visits all her palaces and houses every year, so you have to travel a lot.



4 **Garbage detective, Germany**

There are very strict laws about recycling in Germany. The garbage detectives give a warning or a fine to people who don't recycle things correctly. You have to be quick and clever for this job.



5 **Mermaid, The United States**

In big aquariums in the United States, you can earn good money as a mermaid. You have to put on a mermaid outfit and you have to swim among the fish. You have to be good at swimming and you have to like travelling.



Glossary

bagpipes – dudy

rush hour – godziny

end up – kończyć

szczytu

fine – mandat

strict law – surowe

prawo

2 Read the texts again and answer the questions in your notebook.

In which texts is there something about:

a types of transport?

c recycling?

b music?

d travelling?

3 Read what the girl says and choose a job for her on this page.



I love working outdoors, and I like watching fish – I've got some fish at home. I can swim very well, but I'm not good at dancing, and I don't like the idea of dancing and people watching me. I think recycling is very important.

4 Work in groups of four or five. Imagine you have one of the jobs from exercise 1. Tell your group about your job.

What is your job? ■ Do you like it?
What do you have to do?
What do you like doing?

Discover more!

5 Read about one or two unusual jobs on the Internet. Then make a poster about the jobs.



Tips

W opisie zawodu uwzględnij:

- jego nazwę,
- obowiązki, jakich wykonywania wymaga,
- co powinna lubić osoba wykonująca ten zawód (np. *You have to like dancing.*).



Vocabulary & Speaking

1 Answer the questions in your notebook.

- Who gives change to customers in a supermarket?
- Who builds bridges?
- Who does experiments?
- Who helps people with the law?
- Who gives instructions?
- Who grows crops?
- Who fixes leaks?
- Who looks after patients?

8

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

police station ■ warehouse
farm ■ fire station ■ bank ■ office
recycling centre ■ hospital

- My brother is a farmer. His is in this village.
- My sister is a police officer. She works at that .
- My mother is a nurse. She works at this .
- My father is a businessman. He works in that .

4

3 ★ In your notebook, write questions and answers.

- your sister / like / do / maths / ?

She / 😞 it.
- your brother / like / to people / chat / ?

No, 😞.
- you / like / fix / things / ?

Yes, 😊.
- your parents / like / go out / ?

No, 😞.

8

Vocabulary & Speaking: /20

★ 1 poprawna odpowiedź = 2 punkty

Grammar

4 In your notebook, complete the sentences with the correct forms of the words in brackets.

- My brother (not have to, wear) a uniform at his school.
- My sister (have to, study) for the exams.
- Plumbers (not have to, fix) cars.
- Cashiers (have to, give) change to customers.
- I (not have to, take) the rubbish out.
- We (not have to, walk) the dog.

6

5 In your notebook, write the words in the correct order to make questions.

- walk / does / to school / your brother / have to / ?
- your sister / tidy / does / her room / have to / ?
- work / have to / your parents / in an office / do / ?
- get up / what time / you / do / in the morning / have to / ?
- have to / does / what / at home / your brother / do / ?
- you / what / today / do / have to / do / ?

6

Use of English

6 ★ 🎓 Przeczytaj tekst. Wybierz odpowiedź A, B lub C, tak aby poprawnie uzupełnić luki (1-4). Zapisz odpowiedzi w zeszycie.

Harry Lawson is an underwater farmer! He ¹ visit the farm every day to make sure the seaweed is OK. People use seaweed ² food and they buy it from Harry. He has to ³ early every day to visit the farm. He doesn't ⁴ getting up early. He loves visiting the underwater farm.



- A. has to B. have to C. don't have to
- A. for B. to C. of
- A. gets up B. getting up C. get up
- A. feel B. mind C. know

8

Grammar: /20 Total: /40

Jobs

cashier kasjer/kasjerka
engineer inżynier/inżynierka
farmer rolnik/rolniczka
lawyer prawnik/prawniczka
nurse pielęgniarz/pielęgniarka
plumber hydraulik/hydrauliczka
scientist naukowiec/naukowczyni
sports centre manager
 kierownik/kierowniczka
 centrum sportowego

Job activities

build bridges budować mosty
do experiments przeprowadzać eksperymenty
fix leaks naprawiać ciekące rury
give change to customers
 wydawać klientom resztę
give instructions wydawać polecenia
grow crops and milk cows
 uprawiać rośliny i doić krowy
help people with the law
 pomagać w kwestiach prawnych
look after patients opiekować się pacjentami

Workplaces

airport lotnisko
bank bank
factory fabryka
farm farma, gospodarstwo rolne
fire station remiza (strażacka)
hospital szpital
office biuro
police station komisariat, posterunek
post office poczta (budynek)
recycling centre zakład segregacji odpadów
town hall ratusz, urząd miejski
warehouse magazyn

Useful!

We're in a rush. Śpieszymy się.
See you soon! Do zobaczenia wkrótce!
Sorry I'm late. Przepraszam za spóźnienie.

On the Internet

I love ... Uwielbiam...
I like ... Lubię...
I don't mind ... Nie przeszkadza mi...
I don't like ... Nie lubię...
I hate ... Nienawidzę...
Yes, I really do. Tak, naprawdę lubię.
Yes, I do. Tak, lubię.
I don't mind it. Nie mam nic przeciwko.
No, not really. Nie, nie za bardzo.
No, I hate it. Nie, nienawidzę tego.

Other

agree zgadzać się
at the beginning na początku
bagpipes dudy
capital stolica
chat rozmawiać
check tickets sprawdzać bilety
chef szef kuchni
chemicals chemikalia
common popularny
cook kucharz
count money liczyć pieniądze
customer klient
difference różnica
disagree nie zgadzać się
dive nurkować
earn a lot of money zarabiać mnóstwo pieniędzy
end up kończyć
enjoy lubić
fine mandat
fisherman rybak
garbage detective inspektor odpadów
give medicine to patients dawać pacjentom lekarstwa
guest gość
helpful pomocny
humour humor
interview wywiad
job praca, zawód
look after opiekować się
look for criminals szukać przestępców
make the beds ścielić łóżka
manager kierownik/menedżer

marine scientist badacz mórz
mermaid syrena
outfit strój
perhaps być może
pipes rury
polite uprzejmy
pollution zanieczyszczenie
protect the environment chronić środowisko
pusher upychacz (kolejowy)
put out fires gasić pożary
Queen's Piper królewski dudziarz
raise your voice podnosić głos
recycle przetwarzać (śmieci)
recycling recykling; śmieci (do ponownego przetworzenia)
recycling centre manager
 kierownik zakładu segregacji odpadów
rubbish śmieci
rude nieuprzejmy
rush hour godziny szczytu
save the sea ratować morze
seaweed wodorosty
shelf półka
strict law surowe prawo
toy car zabawkowy samochodzik
twist one's tongue połamać sobie język
uniform uniform
warning ostrzeżenie
waste odpady
wear a name badge nosić identyfikator
weather pogoda
website strona internetowa
wheel koło
wildlife dzikie zwierzęta, dzika przyroda
work pracować
worker pracownik
workplace miejsce pracy

have to: affirmative

Gdy mówimy o obowiązkach, używamy konstrukcji *have to*. W zdaniach twierdzących w trzeciej osobie liczby pojedynczej (*he, she, it*) używamy *has to*.

Affirmative

I **have to work** every day.
 You **have to work** every day.
 He **has to work** every day.
 She **has to work** every day.
 It **has to work** every day.
 We **have to work** every day.
 You **have to work** every day.
 They **have to work** every day.

Short forms

Have to / Has to nie ma form skróconych.

have to: negative

W zdaniach przeczących z *have to* dodajemy *don't* lub *doesn't*.

Negative

I **don't have to work** every day.
 You **don't have to work** every day.
 He **doesn't have to work** every day.
 She **doesn't have to work** every day.
 It **doesn't have to work** every day.
 We **don't have to work** every day.
 You **don't have to work** every day.
 They **don't have to work** every day.

Short forms

don't = do not
doesn't = does not



Choose your grammar project!

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

- Wybierz dowolne zagadnienie gramatyczne z rozdziału 1.
- Znajdź zdjęcie lub rysunek, które pomogą ci zilustrować wybrane zagadnienie gramatyczne.



I have to give you a VERY BIG injection.

have to: questions and short answers

Pytania z *have to* tworzymy, dodając *Do* lub *Does* na początku pytania. Na pytania odpowiadamy, używając krótkich odpowiedzi z: *do / does* lub *don't / doesn't*.

Question

Do I **have** to work?

Short answer

Yes, I **do**. /

No, I **don't**.

Do you **have** to work?

Yes, you **do**. /

No, you **don't**.

Does he **have** to work?

Yes, he **does**. /

No, he **doesn't**.

Does she **have** to work?

Yes, she **does**. /

No, she **doesn't**.

Does it **have** to work?

Yes, it **does**. /

No, it **doesn't**.

Do we **have** to work?

Yes, we **do**. /

No, we **don't**.

Do you **have** to work?

Yes, you **do**. /

No, you **don't**.

Do they **have** to work?

Yes, they **do**. /

No, they **don't**.

have to: wh- questions

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

When do you **have to** get up?

What do you **have to** do on Saturday?

Where does she **have to** go?

love / like / don't mind / don't like / hate + gerund

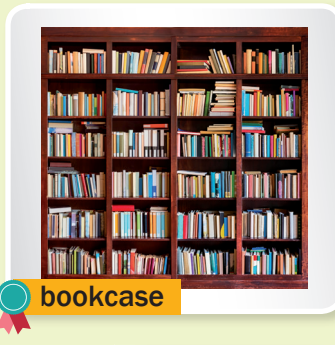
Po czasownikach: *love / like / don't mind / don't like / hate* używamy czasowników z końcówką *-ing*.

I **love / like / don't mind / don't like / hate fixing** things.

Project 2 My amazing job**2 In your notebook, write about your future job.**

- Wyobraź sobie siebie za 20 lat. Opisz swoją pracę oraz swój typowy dzień w pracy.
- W opisie odpowiedz na pytania:
 - What is the name of your job?
 - What do you have to do in your job?
 - What do you like doing at/in your workplace?
 - What do you hate doing at/in your workplace?

BRAINY POST



manchestergirl349
Mum and dad are the winners of a competition at a shop called *Fantastic Furniture*. The prize is furniture and objects for the house but we don't like it ...



Vocabulary presentation

- 1.17 Listen, repeat and find the objects in the *BrainyPost*. Point at the objects and say their name.
- 2 Work in pairs. Describe the objects in exercise 1. Use the words in the box.

huge ■ small ■ ugly ■ OK
quite nice ■ old-fashioned

I think that the sofa is huge.

Life skills: Things you don't want

Make a list of six things from your room you don't want. In pairs, decide what to do with them.

- Throw it away. ■ Try to fix it.
- Give it to a friend. ■ Give it to charity.
- Put it in a garage sale.

Vocabulary practice

- 3 Complete the text in your notebook.

manchestergirl349

Mum and dad got their prize today. The ¹c d is a horrible colour, the ²w e and the ³s a are too big and the back of the ⁴m r is broken. The ⁵b ds and ⁶c ns are the wrong size. We can use the ⁷sh f, the ⁸r g and the ⁹t s, but the cushions are for babies! We can't use the ¹⁰ar r with all those flowers – and where can we put the old-fashioned ¹¹b se? It's huge!





Phonics twister



1.18 Listen and repeat.

A **sh**oe **sh**elf for Sally,
 Some sock **sh**elves for Sammy,
Share seven **sh**elves for **sh**oes and socks,
 Say **sh**oes, **sh**elves, socks, then say 'stop'!

Listening

4

1.19 Listen to mum and dad talking about the furniture from *Fantastic Furniture*. In your notebook, match each object (1–12) with mum and dad's decision (a–d).

1 a

1 cupboard	5 curtains	9 shelf
2 wardrobe	6 armchair	10 cushion
3 mirror	7 rug	11 sofa
4 blinds	8 towel	12 bookcase



paint it



put it in the bathroom



put it in a garage sale



put it in the bedroom



Look

one shelf – two shelves

Reading

5 Read this email from Tania (*manchestergirl1349*) to her friend. In your notebook, match the parts of the email with the descriptions in the box.

- 1 Hi Lana,
 - 2 There's a garage sale at my house on Saturday! It's from 10:00 to 2:00.
 - 3 We've got lots of things for sale! There is a huge bookcase, a big sofa, and a big wardrobe. My parents want to sell some rugs too, six cushions, some blinds and some curtains.
 - 4 I've got a lot of my old stuff in the garage sale too. There are some old books, some old CDs and some clothes I don't like. I hope someone buys them! That horrible shelf for my books is in the sale too.
 - 5 Can you come and help me on Saturday? I have to tidy up the garage before the sale. Can you come at about 9:00?
 - 6 See you soon, I hope!
- Tania

- a rzeczy osobiste Tani na sprzedaż
- b informacje o wyprzedaży garażowej
- c prośba o pomoc
- d meble i przedmioty, które sprzedają rodzice
- e pożegnanie
- f przywitanie

Writing

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

Pomogasz w organizowaniu wyprzedaży garażowej w swoim domu. W e-mailu do anglojęzycznego kolegi:

- opisz, co sprzedają twoi rodzice,
- napisz, jakie przedmioty ty sprzedajesz i wyjaśnij, dlaczego,
- poproś kolegę o pomoc w przygotowaniach.

Hi ...,

There's a garage sale at my house on Saturday! It's from 10:00 to 2:00. ...



Tips

- Napisz 2-3 zdania do każdego podpunktu.
- Użyj maksymalnie 120 słów.

We're doing up the house!

Lesson objective: Grammar: Present continuous and Present simple: affirmative and negative; Present continuous for temporary actions

Quick check

1.20 Listen and put your hand up if you have this thing in your bedroom.

Grammar presentation

1.21 Listen and read. What are mum, Sara, and dad doing now?

We're doing up the house!



We're all busy. My mum is **painting** the cupboard right now. She often **paints** the furniture. My sister, Sara, **isn't painting**. She **doesn't often help** in the house, but she **is putting up** the new curtains now. I always **sleep** in the small bedroom, but I can't sleep there this week. Right now, dad **is putting** a big wardrobe in my bedroom. I'm **sleeping** in the living room this week!

Look

put up = zawiesić np. na ścianie
do up = odnawiać, remontować

Grammar app

Present simple: affirmative and negative

She **often** **paints** the furniture.

She **doesn't often** **paint** the furniture.

Present continuous: affirmative and negative

She **is painting** the furniture **right now**.

She **isn't painting** the furniture **now**.

>>> Grammar summary on page 31

2 Work in pairs. Say *Grammar apps* for *he* and *they*. In your notebook, write a *Grammar app* for *you*.

Grammar practice

3 In your notebook, write sentences, using the words given.

- 1 My parents / sometimes / sit / on the sofa / . / they / not sit / on the sofa / right now / . / they / put / some books in the bookcase / at the moment / .
- 2 My sister / often / tidy / her wardrobe / on Saturday / . / she / not tidy / her wardrobe / now / . / she / clean / the blinds / at the moment / .

Grammar app

Present continuous for temporary actions

I'm sleeping in the living room **today**,
this week,
this month.

>>> Grammar summary on page 31

Grammar practice

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

- 1 I usually **do** / **am doing** my homework in my bedroom, but this week I **do** / **am doing** my homework at my friend's house.
- 2 My dad **goes** / **is going** to work by bus this week, but he usually **goes** / **is going** by car.
- 3 My two sisters hardly ever **watch** / **are watching** television in the evening, but this week, they **watch** / **are watching** the Olympics every night.

Speaking

5 Work in pairs. In turns, choose two words (one from box A and one from box B) and make affirmative or negative sentences with them.

- A
- always
 - usually
 - often
 - sometimes
 - hardly ever
 - never

- B
- this month
 - this week
 - today
 - now
 - right now
 - at the moment

Usually, **today**.

I usually go to school on foot.
I'm not wearing blue socks **today**.

The taps are on the fridge!

Lesson objective: **Vocabulary: objects in the house (2)**

Vocabulary presentation

1 1.22 Listen and repeat. Work in pairs. In turns, say and spell the words.



How do you spell *radiator*?

R-A-D-I-A-T-O-R.

Vocabulary practice

2 In your notebook, complete the description of the pictures.



3 Work in pairs. In turns, mime the actions of using the objects and guess what the object is.

You're using a dishwasher.

That's right.

Listening

4 1.23 Usłyszysz dwukrotnie rozmowę telefoniczną z hydraulikiem. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1-4 w poniższej notatce. Zapisz odpowiedzi w zeszyte. Luki należy uzupełnić w języku angielskim.

Work order no. 21

- | | |
|------------------|---|
| Work | <ul style="list-style-type: none"> put in ¹ in the bathroom put in ² in the kitchen |
| Start on | ³ morning, at 9 o'clock |
| Finish on | ⁴ |

Game

5 Work in groups of four or five. Play *What do I want to use?*

- 1) **Uczeń A** wybiera przedmiot z ćwiczenia 1. i wymyśla odpowiedź.
- 2) Pozostali uczniowie odgadują przedmiot.
- 3) **Uczeń**, który odgadnie, przejmuje rolę ucznia A.

Oh no! My clothes are all dirty. What do I want to use?

You want to use the washing machine!



We're doing up the kitchen and it's chaos!

¹the / the ²the / the .

³the / the .

In the bathroom, ⁴the / the

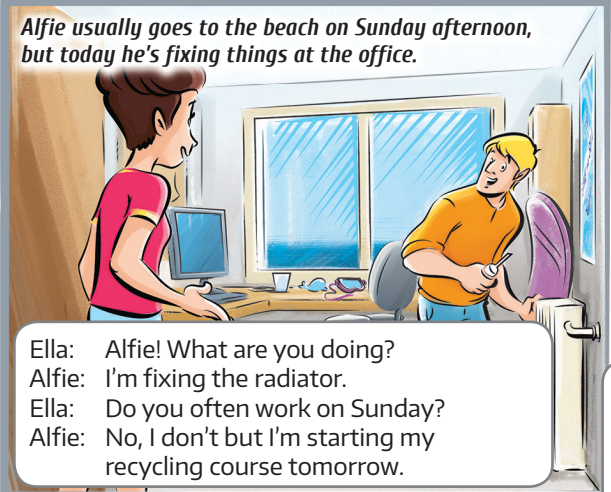
and ⁵the / the !

1 The taps are on the fridge.

Save the Sea: Episode 2 – Are you diving this afternoon?

Lesson objective: Grammar: Present continuous and Present simple: questions and short answers; wh- questions; Present continuous for future arrangements

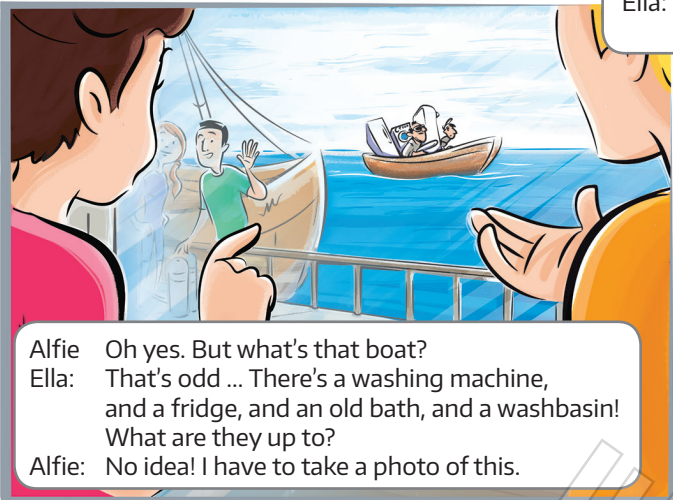
Alfie usually goes to the beach on Sunday afternoon, but today he's fixing things at the office.



Ella: Alfie! What are you doing?
Alfie: I'm fixing the radiator.
Ella: Do you often work on Sunday?
Alfie: No, I don't but I'm starting my recycling course tomorrow.



Alfie: And you? Are you working now?
Ella: No, I'm not. I'm collecting my new goggles.
Alfie: Are you diving this afternoon?
Ella: Yes, I am. My friends are waiting for me now. Look! They're at the harbour.



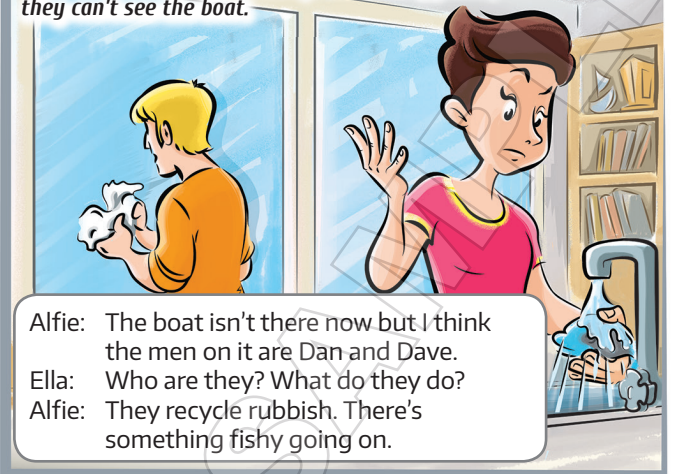
Alfie: Oh yes. But what's that boat?
Ella: That's odd ... There's a washing machine, and a fridge, and an old bath, and a washbasin! What are they up to?
Alfie: No idea! I have to take a photo of this.



Oh no!
My dolphin!

Alfie: You can wash it in the sink. The tap on the left is for hot water.
Ella: Poor little thing! After I wash it, I'm taking it home!

Alfie and Ella have to clean up. When they finish, they can't see the boat.



Alfie: The boat isn't there now but I think the men on it are Dan and Dave.
Ella: Who are they? What do they do?
Alfie: They recycle rubbish. There's something fishy going on.

GLOSSARY

- collect – zabrać, odebrać
- odd – dziwne
- recycling course – kurs recyklingu/segregacji śmieci

USEFUL!

Complete the sentences in your notebook.

- 1 No !
- 2 What are they to?
- 3 little thing!
- 4 There's something going on.

Quick check

1.24 Listen to the words and say kitchen, bathroom, or both.

Grammar presentation

1.25 Read and listen to Episode 2. What is strange about the boat?

Comprehension

2 In your notebook, write what happens in Episode 2. Use Polish.

G Grammar app

Present simple: questions and short answers

Do you often work on Sunday? Yes, I do. / No, I don't.

Present continuous: questions and short answers

Are you working now? Yes, I am. / No, I'm not.

Present simple: *wh-* questions

What do they do? They recycle rubbish.

Present continuous: *wh-* questions

What are you doing? I'm fixing the radiator.

>>> Grammar summary on page 31

- 3 Work in pairs. Say the *Grammar app* for *he* or *she*.

Grammar practice

- 4 Complete the questions about Alfie and Ella, using the words given. Write the answers in your notebook.

FIX

- 1 Alfie often the radiator?
No, he doesn't.
- 2 Alfie the sink now?
No, he isn't.

DO

- 3 What Alfie now? He's fixing the radiator.
- 4 What Alfie usually on Sunday afternoon? He goes to the beach.

WORK

- 5 Alfie and Ella often on Sunday? No, they don't.
- 6 Ella now? No, she isn't.

DIVE

- 7 Alfie and Ella often on Sunday? Yes, they do.
- 8 Alfie and Ella now?
No, they aren't.

G Grammar app

Present continuous for future arrangements

I'm starting my recycling course tomorrow.
next week.
on Monday.

>>> Grammar summary on page 31

Grammar practice

- 5 In your notebook, plan a *Do up your house weekend*. Write three activities for your family to do.

My father is putting in a new bath on Saturday morning.

Listening

- 6 1.26 Usłyszysz dwukrotnie fragment wywiadu dotyczącego remontu domu. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–3. Na pytania należy odpowiedzieć w języku angielskim. Zapisz odpowiedzi w zeszycie.

- 1 What season of the year is it?
- 2 Which room are his family painting this year?
- 3 What are they buying on Thursday?



Everyday activities

- 7 Work in pairs. In your notebook, make a list of 10 activities you do every day. Student A asks a question with *What ...?*, *Where ...?* or *What time ...?* and student B answers. Change roles.

1 have breakfast, 2 have lunch, 3 ...

Where do you usually have lunch?

I usually have lunch in the canteen.

Game

- 8 Work in pairs. Play *Usually, this week, next week*.

- 1) Uczniowie w parach wybierają wspólnie jedno pytanie z ćwiczenia 7. i zapisują je w zeszytach.
- 2) Uczniowie wymyślają wspólnie trzy śmieszne odpowiedzi z *usually, this week* i *next week*.
- 3) Uczniowie czytają swoje zdania całej klasie.
- 4) Klasa wybiera najśmieszniejsze odpowiedzi.

*I usually have lunch at home.
This week, I'm having lunch in a forest.
Next week, I'm having lunch in the garage.*

Is your brain working again now?
Here's our second brain workout.



1 In your notebook, match one or more household objects with each sign.

1		2	
3		4	

2 Read the text and answer the questions in your notebook.

AMAZING SALE AT YOURHOME

All this week!

- 50% off all wardrobes
- 20% off all cupboards
- 10% off mirrors

FREE CUSHION FOR EVERY £90 YOU SPEND!

£100

£60

£120

- How much is the mirror in the sale?
- You've got £70. What can you buy in the sale?
- I'm buying the cupboard, the wardrobe and the mirror. How many free cushions can I get?

3 In your notebook, write sentences about the people in the pictures. Use the words in the boxes.

JOB SWAP!

1		
	do experiments	read law books

2		
	look after animals	look after patients

She usually ... but today she ...

He usually ... but today he ...

4 Draw a Job Swap picture and write about it in your notebook.

Use of English

5 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.

- (Czy oni remontują) up their living room every year?
- (Czy wieszasz) up the mirror right now?
- (Czy on naprawia) the radiator this week?
- Where (wyjeżdżasz) next week?



Eco-alert!

Put the letters in the correct order!

When you do up your home,

E R C C L E Y

as much as possible!

Lesson objectives: *Functions: offering to help, saying thank you, asking a favour;*
Vocabulary: using objects in the house

1 1.27 Listen and read the dialogues. In your notebook, complete the table with sentences from the dialogues.

Offering help	1	2
Saying thank you	3	4



Vocabulary presentation

2 1.28 Listen and repeat the pairs of opposite phrases. Can you guess what they mean?

- 1 load the dishwasher ■ unload the dishwasher
- 2 put the washing in the washing machine ■ take the washing out of the washing machine
- 3 turn the radiator on ■ turn the radiator off
- 4 turn the radiator up ■ turn the radiator down
- 5 open the curtains ■ close the curtains

3 Complete the sentences in your notebook.



Boy: Do you 1 ?
 Father: Yes, please.
 Can 2 ?
 Boy: Sure, 3 .
 Father: Thanks.
 That's 4 .

Language functions

5 1.29 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Zapisz odpowiedź w zeszycie. **Uwaga!** Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A. Flat 3, London Road.
- B. Fine, thanks.
- C. I'm sorry, I don't know.
- D. Yes, please. Can you put the food in the fridge?
- E. Medium.

1	2	3	4

4 Work in pairs. In turns, act out the dialogues for situations 1–6.



Do you want a hand?

Oh yes, I do. Can you ...?



Lesson objective: Culture: charity shops in the UK

1 1.30 Listen and read the article about charity shops. Guess the meaning of the phrases in bold.

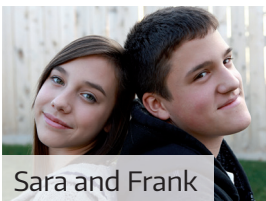
Charity shops in the UK



This is one of the 600 Cancer Research UK charity shops in the UK.

There are about 11,000 charity shops in the UK. You can usually find them in the centre of a town. Some of the biggest **charities** in the UK have charity shops, like the British Heart Foundation, Cancer Research UK, Oxfam and the British Red Cross. Some smaller charities have charity shops too.

People **donate** clothes, furniture, books, CDs and other things to charity shops. The shops sell them and **the money goes to charity**. Here are some typical charity shop customers:



Sara and Frank

*We're going to a fancy dress party tomorrow – so we're looking for some funny old clothes that we can wear. You can usually **find some bargains** at a charity shop.*



Daniel

*I love **vinyl records** and charity shops are the best places to find them. They have lots of old CDs too, but I'm looking for old vinyl records now. You can't **beat the prices** in charity shops.*



Emma

I sometimes buy books or furniture in charity shops, but today I'm not buying anything, I'm donating a few things. I've got five dresses here. They're all good quality but I never wear them.

Donating is a good way to help a charity.

Listening!

4 1.31 Listen to four people talking about charity shops. In your notebook, write the answers to questions a–d.

Who

- a is talking about the people working in charity shops?
- b has got something that is very expensive now?
- c is talking about the different things you can buy?
- d is talking about the prices in charity shops?

Discover more!

5 Work in groups of three or four. Choose a charity in England. Design a leaflet (*ulotka*) for the charity shop.

Oxfam ■ British Heart Foundation
Cancer Research UK
The British Red Cross

! Tips

- Poszukajcie informacji na oficjalnej stronie internetowej organizacji.
- Napiszcie, co można kupić w sklepie.
- Podajcie kilka powodów, dla których warto odwiedzić sklep.
- Ozdóbcie ulotkę zdjęciami lub rysunkami.

2 Work in pairs. In your notebook, write three (or more) ways that charity shops are different from other shops you know.

1 Charity shops are cheap.

3 Read the text again. In your notebook, write T (True) or F (False) for sentences 1–6.

- 1 All charity shops are in town centres.
- 2 There are 600 charity shops in the UK.
- 3 Sara and Frank want to buy clothes for a party.
- 4 Daniel wants to buy old CDs.
- 5 Daniel thinks the prices are good.
- 6 Emma is donating books and furniture.

Lesson objective: Revision of lessons 1-6

Vocabulary & Speaking

1 In your notebook, write the names of the objects in the pictures.



2 Guess the objects in the house. Write the answers in your notebook.

- It's in the kitchen. Water comes out of it.
- It's in the kitchen. It's under the tap.
- You stand under it to get clean.
- It's a machine that washes plates.
- You can keep food in it for a few days.
- You cook food on it.

6

3 ★ In your notebook, complete the sentences. Use the words in the box. Then act out the dialogue in pairs.

good ■ close ■ hand



1 Do _____?

Oh, yes please. 2 Can _____?

Yes, of course.

Thanks. 3 That's _____.

6

Vocabulary & Speaking: _____/20

★ 1 poprawna odpowiedź = 2 punkty

Do our Revision workout.



Grammar

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

- My brothers _____ (watch) a film this evening.
- My dad _____ (not clean) the mirror right now.
- _____ your sister _____ (paint) the table now?
- _____ you _____ (go out) with your friends today?
- Why _____ the plumber _____ (fix) the tap? Because it's leaking.
- What _____ cashiers _____ (do)? They give change to customers.

6

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

1 _____ you _____ (go) on holiday this month?

Yes, we are. We 2 _____ (not usually go) on holiday in July, but this year we 3 _____ (fly) to the USA.

Wow! That's exciting. Where 4 _____ you _____ (stay)?

In a hotel in New York.

How long 5 _____ you _____ (stay) in New York?

For two weeks. What about you?

My brother 6 _____ (always invite) the family to his house by the sea.

Lucky you!

6

6 ★ In your notebook, write questions for these answers.

- A: _____ Tom _____?
B: No, he isn't coming to the cinema on Saturday.
- A: _____ Tom and his friend _____?
B: Yes, they're studying for a biology test now.
- A: _____ Tom _____?
B: He walks to school five times a week.
- A: _____ Tom's sister _____?
B: She's having dinner with her family this evening.

8

Grammar: _____/20

Total: _____/40

Objects in the house (1)

armchair fotel
blinds rolety, żaluzje
bookcase biblioteczka
cupboard szafka
curtains zasłony
cushion poduszka (np. na kanapie)
mirror lustro
rug dywanik
shelf półka
sofa sofa, kanapa
towel ręcznik
wardrobe szafa

Objects in the house (2)

basin umywalka
bath wanna
cooker kuchenka
dishwasher zmywarka
freezer zamrażarka
fridge lodówka
heater grzejnik
radiator kaloryfer
shower prysznic
sink zlew
tap kran
washing machine pralka

Using objects in the house

close the curtains zasunąć zasłony
load the dishwasher włożyć naczynia do zmywarki
open the curtains rozsunąć zasłony
put the washing in the washing machine włożyć pranie do pralki
take the washing out of the washing machine wyjąć pranie z pralki
turn the radiator down zmniejszyć temperaturę na kaloryferze
turn the radiator off wyłączyć kaloryfer

turn the radiator on włączyć kaloryfer
turn the radiator up zwiększyć temperaturę na kaloryferze
unload the dishwasher wypakować naczynia ze zmywarki

Useful!

No idea! Nie mam pojęcia!
Poor little thing! Biedactwo!
There's something fishy going on. Coś podejrzanego się tu dzieje.
What are they up to? Co oni kombinują?

At home

Do you need any help? Czy potrzebujesz pomocy?
Do you want a hand? Pomóc ci?
Sure, no problem. Pewnie, nie ma sprawy.
Thanks, that's a great help. Dziękuję, bardzo mi pomożesz.
Thanks, that's very good of you. Dziękuję, to bardzo miło z twojej strony.

Other

always zawsze
at the moment w tym momencie
bargain okazja
beat the prices przebijać ceny
broken popsuty, złamany
busy zajęty
caution uwaga
charity organizacja charytatywna
charity shop sklep charytatywny
collect zabrać, odebrać
competition konkurs
dish naczynie
do up odnawiać, remontować
donate ofiarowywać, oddawać (coś na cele charytatywne)
expensive drogi

fancy dress party bal przebierańców
flat mieszkanie
furniture meble
garage sale wyprzedaż garażowa
harbour port, przystań
hardly ever rzadko
horrible okropny, straszny
hot surface gorąca powierzchnia
huge ogromny
invite zapraszać
law book książka prawnicza, kodeks
medium średni, średniej wielkości
never nigdy
notice powiadomienie
odd dziwne
often często
old-fashioned staromodny
price cena
put up zawiesić (np. na ścianie)
quality jakość
recycling course kurs recyklingu
right now w tej chwili
sale wyprzedaż
season pora roku
sell sprzedawać
share dzielić się, współdzielić
size rozmiar
sometimes czasem
stay zostawać, nocować (np. w hotelu)
stuff rzeczy, graty
swap zamiana
this month w tym miesiącu
this week w tym tygodniu
throw away wyrzucić coś
tidy up sprzątać
today dzisiaj
ugly brzydki
usually zazwyczaj
vinyl record płyta winylowa

Present continuous

Affirmative

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

Question

Am I **studying**?
 Are you **studying**?
 Is he **studying**?
 Is she **studying**?
 Is it **studying**?
 Are we **studying**?
 Are you **studying**?
 Are they **studying**?

Wh-question

What **are** you **studying**?
 Why **are** you **studying**?

Negative

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

Short answer

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

Answer

I'm studying maths.
 Because my exam is tomorrow.

Present simple

Affirmative

I **study**.
 You **study**.
 He **studies**.
 She **studies**.
 It **studies**.
 We **study**.
 You **study**.
 They **study**.

Question

Do I **study**?
 Do you **study**?
 Does he **study**?
 Does she **study**?
 Does it **study**?
 Do we **study**?
 Do they **study**?

Wh-question

What **do** you **study**?
 Why **do** you **study**?

Negative

I **don't study**.
 You **don't study**.
 He **doesn't study**.
 She **doesn't study**.
 It **doesn't study**.
 We **don't study**.
 You **don't study**.
 They **don't study**.

Short answer

Yes, I **do**. / No, I **don't**.
 Yes, you **do**. / No, you **don't**.
 Yes, he **does**. / No, he **doesn't**.
 Yes, she **does**. / No, she **doesn't**.
 Yes, it **does**. / No, it **doesn't**.
 Yes, we **do**. / No, we **don't**.
 Yes, they **do**. / No, they **don't**.

Answer

I study maths.
 Because I want to get good grades.

Present continuous and Present simple

Czasu *Present continuous* używamy, gdy mówimy:

- o tym, co się dzieje teraz.	- o czynnościach, które wykonujemy regularnie, ale tylko w określonym czasie.	- o uzgodnionych planach.
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Typowe wyrażenia: now, right now, at the moment.

He's **reading** a book **right now**.

Typowe wyrażenia: today, this week, this month.
 He's **studying** for a test **this week**.

Typowe wyrażenia: tomorrow, next week, next month, next year, a także: on 12th July, on Monday, in April, in 2023.

He's **starting** a new job **on Monday**.

Czasu *Present simple* używamy, gdy mówimy o czynnościach, które wykonujemy regularnie.

Typowe wyrażenia: never, hardly ever, sometimes, usually, always, a także: every day/week/month, once/twice a week, three times a week itd.

He **hardly ever** reads books.

Project 1 Grammar Snaps

1 Make your own grammar snap.

- Wybierz dowolną różnicę pomiędzy czasem *Present continuous* a *Present simple*.
- Znajdź zdjęcie lub rysunek, które pomogą ci zilustrować wybrane zagadnienie gramatyczne.

Project 2 Crazy home makeover!


- Imagine your family are doing up your house/flat this week. Write about the plans for every day. Make it as crazy as you want!

Today, my mother is painting the kitchen pink!
Tomorrow, my father is ...

Choose your grammar project!



Listening


- 1  1.32 Usłyszysz dwukrotnie cztery wypowiedzi osób mówiących o swojej pracy. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1-4) odpowiadające jej zdanie (A-E). Zapisz odpowiedzi w zeszytcie. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker

- A. sometimes works late at night.
- B. doesn't often sit down at work.
- C. never uses a computer.
- D. usually works at the weekend.
- E. never works at the weekend.

1	2	3	4
			

Language functions

- 2  1.33 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. No, but I make it on Saturday and Sunday.
- B. Sure, no problem.
- C. That's a great help.
- D. Well, I don't mind it.
- E. Oh, yes. Can you put the food in the fridge, please?

1	2	3	4
			

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

- 1 Chcesz się dowiedzieć, czy twój nowy kolega musi dojeżdżać do szkoły autobusem.
 - A. Do you go to school on the bus?
 - B. Do you have to go to school on the bus?
 - C. Do you like going to school on the bus?
- 2 Twój wujek z Anglii jest hydraulikiem. Jak zapytasz go, czy lubi swoją pracę?
 - A. Do you want to be a plumber?
 - B. Do you like plumbers?
 - C. Do you like being a plumber?

Reading

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

Fresh clean clothes every time!



Works with any type of washing machine, new or old.



Just put a **Washing Machine Ball** in every wash – and your clothes – look new!



No more expensive washing powder for your clothes.

Amazing results with no washing powder!



Washing Machine Balls clean your clothes the 21st century way!

In your supermarket now!

- 1 This text
 - A. gives instructions for your new washing machine.
 - B. advertises a new way of washing clothes.
 - C. shows the best types of washing powder.

Car Boot Sale

Where:

Ducklingford Park

When:

Sunday 20th July



Do you want to sell anything?

- Arrive at 8:00 am
- Please note: You must not sell any food – but you can bring your own food for you and your family.

Do you want to buy anything?

- Arrive at 10:00 am
- There will be a stall for coffee, tea and soft drinks.

No food stalls are allowed!

- 2 What can you do at the car boot sale?
 - A. buy food and drink tea
 - B. buy and sell food
 - C. eat food and drink coffee



Use of English

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



Visiting Braintyown

The centre of Braintyown has some fine buildings. The old town hall is about 150 years old. It's got a café with some very good cakes and comfortable ¹ . It has the original heaters from the 1870s. They're very beautiful, but unfortunately they don't work well, so you ² wear thick clothes in winter! The old warehouse is now a market for top quality cushions, rugs and ³ for your living room. Finally, do you like ⁴ photos of buildings? If so, the amazing, new recycling centre is a favourite spot for photographers.

- | | | | |
|---|--------------|----------------|-------------|
| 1 | A. bookcases | B. sofas | C. mirrors |
| 2 | A. has to | B. have to | C. have got |
| 3 | A. curtains | B. dishwashers | C. taps |
| 4 | A. take | B. takes | C. taking |

- 6** Uzupełnij zdania 1–6. 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.

- My friend (**love, fix**) things.
- My grandmother (**not like, use**) a computer.
- My father (**do up**) the living room right now.
- We (**paint**) the kitchen next week.
- I (**not have**) wash the dishes at home.
- I take the bus to school but this week I (**walk**) to school.

- 7** 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 zeszycie.

- My sister (*nie musi*) to work on Saturday.
- I (*nie znoszę opiekować się*) animals.
- My father (*prawie w ogóle nie ogląda*) television.
- My grandmother and grandfather (*kupują*) a new house next month.
- Why are you (*wyłączasz*) the radiator?
- My cousin (*nigdy nie musi*) make his bed.
- I've got a test on Friday, so (*uczę się*) a lot this week.
- My mother (*zazwyczaj wstaje*) at 6:30.

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



There are two people in this photo. The woman is on the left and the man is on the ¹ . The woman has long ² and the man has a beard. They work as ³ and they are wearing helmets in case they have an accident. They are building a ⁴ across a river.