The animal kingdom

lesson 1) Is it dangerous?

1 ★ Podpisz ilustracje wyrazami z ramki.

beaver = crab = kangaroo = octopus ostrich = owl = penguin = polar bear









2 ★★ 🚱 🔞 Posłuchaj nagrania i odgadnij, o jakich zwierzętach jest w nim mowa.

7	\bigcap	\supset
_		

A camel

B shark C chimpanzee

D bat

4 ★ ★ ★ Napisz cztery zdania o zwierzęciu widocznym na ilustracji. Użyj wyrazów z ramki.



intelligent = can can't beautiful ugly swim fly poisonous • tree

Phonics twister

Posłuchaj nagrania. W każdej parze wyrazów zaznacz ten, w którym występujący na początku dźwięk *ch* wymawia się tak jak w słowie *chimpanzee*.

1 A [

2 A

3 A

Reading –

3 Przeczytaj teksty na temat trojga zwierząt oraz zdania 1–4. Do każdego zdania dopasuj właściwy tekst. Jeden tekst pasuje do dwóch zdań.

There are two different species of beavers – the North American beaver and the European beaver. They like to live near water and use trees to build houses in rivers and lakes. Beavers usually sleep in the day and go out at night. They can't run very fast but they are very good at swimming.

Kangaroos live in Australia and New Zealand. They can hop, jump very high, swim and walk, but they can't run very fast. A baby kangaroo, or 'joey,' stays with its mother for about ten months. Kangaroos eat grass, plants and leaves from trees but they don't eat meat.

Polar bears live in the Arctic. They can run fast and they are very good at swimming. Baby polar bears, or cubs, stay in snow houses called dens, for four or five months after they are born. They are very small when they are born – just 30cm long – but they grow very fast.

This animal

1 doesn't leave its mother for nearly a year after it is born.

2 makes its own home from pieces of wood.

3 can run fast and swim well.

4 doesn't sleep at night.

Life skills: Finding information on the Internet

Przeczytaj adresy stron internetowych. Którym stronom można zaufać?

1 www.mos.gov.pl

2 www.myfavouriteanimalsblog.co.uk

3 www.joes-animal-site.com

4 www.worldwildlife.org

ig(Dolphins aren't as big as sharks.

- 1 ★ Zakreśl odpowiednie wyrażenia.
 - 1 Cats are *bigger than / as big as* mice.
 - 2 Dolphins *aren't as dangerous as / are more dangerous than* sharks.
 - 3 Kangaroos and ostriches can run at 48 kilometres per hour. Kangaroos are as fast as / faster than ostriches.
 - 4 Beavers *aren't as heavy as / are heavier than* elephants.
 - 5 Tigers are *more endangered than / as endangered as* horses.
 - 6 Bats *aren't as small as / are smaller than* ostriches.
- 2 * * Posłuchaj nagrania i napisz zdania, używając odpowiednich form przymiotników.

Coco / as ... as / big / Milo Coco isn't as big as Milo.

- 1 Milo / big / Coco
- 2 Milo / intelligent / Coco
- 3 Milo / as ... as / fast / Coco
- 4 Coco / as ... as / cute / Milo
- 5 Milo / old / Coco





3 ★ ★ ★ Uzupełnij tekst wyrazami z ramki. Podpisz ilustracje.

as fast as as intelligent as as tall as better heavier than longer





There are two different types of camel - Bactrian camels with two humps, and dromedaries with one hump. Bactrian camels are <u>as intelligent as</u> dromedaries but they aren't 1 dromedaries: dromedaries are about 2 metres tall and Bactrian camels are about 1.8 metres tall. However, Bactrian camels dromed<u>aries</u> are 2 - they weigh up to 1000 kilogrammes and dromedaries weigh up to 600 kilogrammes. Bactrian camels are 3 dromedaries – all camels can run at 40 kilometres per hour. Both types of camel can live in very hot places like deserts because they don't need a lot of water, but Bactrian camels are 4 at living in cold places because their hair

Train your brain!-

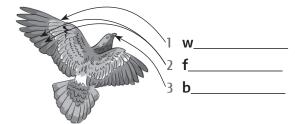
Przeczytaj zdania i połącz imiona chłopców z odpowiednią informacją o ich wzroście.

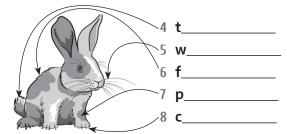
Mark isn't as tall as Jack, but he's taller than Zac. Zac isn't as tall as Bill. Bill isn't taller than Jack, but he's taller than Mark.

- Mark
- (1.65)
- · Jack
- · 1.75
- · Zac
- 1.80
- ·Bill
- · (1.85

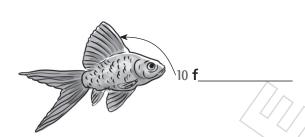


1★ Podpisz elementy ilustracji.









2 ★★ Przeczytaj opisy i połącz je z odpowiednimi ilustracjami zwierząt.



- 1 This animal has got wings but it hasn't got feathers, it's got fur. It's got two feet with claws.
- 2 This animal has got a shell and four legs. It hasn't got wings.
- 3 This is a kind of fish. It's got two very big fins that look like wings and a long tail.
 - This animal has got soft fur, big paws and whiskers.

3 ★ ★ ★ Uzupełnij tekst wyrazami z ramki.

bigger = catch = eat = endangered fur = number = paws = tail

4 ★ ★ ★ Wybierz zwierzę, które żyje na terenie Polski. Narysuj je i opisz. Użyj wyrazów z ćwiczenia 1.

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

1 ★ Uzupełnij zdania odpowiednimi formami przymiotników.

1	is	The pereg	grine falcon (fast) bird	in the world.
2	The bird in the v	ostrich is _ vorld.		(big)
3	*	The funne	l web spider	

	in the world.
4	The African giant land snail is (heavy) snail in the world.
5	The African elephant has got

is ______(poisonous) spider

6		Moths have got	(good)
	hearir	ng in the world. They can	hear very high
	noise	5	^

____ (large) ears in the world.

2 ★ ★ Uzupełnij dialog wyrażeniami z ramki.

aren't as fast as • the biggest the cutest • the fastest the most dangerous • the most intelligent

- A: What are you doing, Ella?
- B: I'm reading this magazine about sea animals. Did you know octopuses are one of 1_____animals in the sea? They can hide under shells and they can change colour.
- A: No, I didn't. What about dolphins?
- B: Yes, they're also very intelligent. And I think they're 2 _____ sea animals.
- A: Are they fast?

B: They 3	sailfish. Sailfish are
4//	animals in the sea. They can
swim a	t 110 kilometres per hour.

Â;	Wow! Well, I k	now that the blue whales
	are probably ⁵	animals in the sea
	but what's 6	animal in the sea?

B: Oh, that's the box jellyfish. It's very poisonous.

3 * * Napisz pytania i odpowiedzi, używając whose i odpowiednich zaimków dzierżawczych.

	I have a bag.	Whose bag is it? It's mine
1	She has a pen.	
2	They have a cat.	
3	He has a car.	
4	You have a bike.	
5	We have a dog.	<u> </u>
_	Useful!	
Со	powiesz w sytua	cjach 1–3?

\$/ o!
2) Podajesz koledze rzecz, której potrzebował.
T y a
3 Nie jesteś zainteresowany/zainteresowana
pomysłem koleżanki.

ic_____'t c_____I____.

1 Podoba Či się pomysł koleżanki.

— Train your brain!——— Przeczytaj zdania i uzupełnij luki. I'm three years old. I'm 5 cm long. I can swim very fast! Frankie I'm two years old. I'm 6 cm long. I can't swim very fast! **Felicity** I'm four years old. I'm 4 cm long. I can't swim very fast. Finlay _____ is the fastest fish. 2 _____ is the longest fish. is the oldest fish.

Train your brain!

3 ★★ Połącz pytania i odpowiedzi

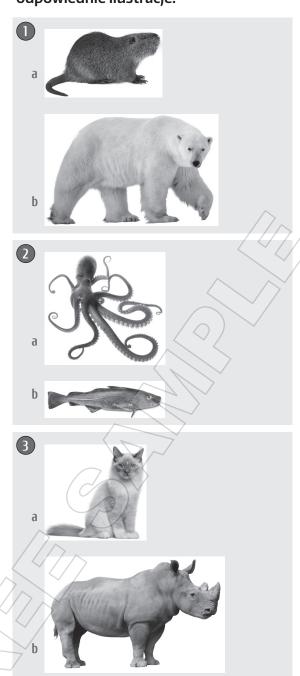
Welcome to our

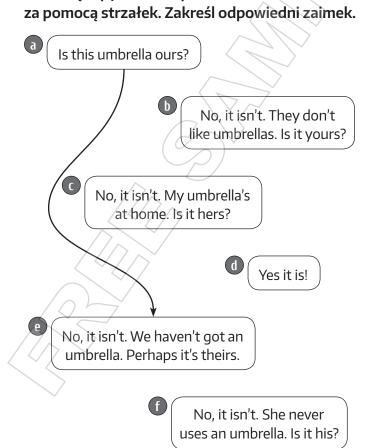
Language Gym!

1 ★ Z każdego zestawu wykreśl jeden niepasujący wyraz.

- 1 kangaroos / ostriches / penguins have wings
- 2 **bats / penguins / owls** can fly
- 3 cats / beavers / octopuses have whiskers
- 4 *polar bears / sharks / dogs* have paws
- 5 sharks / cod / crabs have fins
- 6 camels / ostriches / chimpanzees have fur

2 * * Posłuchaj nagrania i zaznacz odpowiednie ilustracje.





It's our / their / his / her / my umbrella.

4	★★★ Ułóż wyrazy w odpowiedniej kolejności
	Zaznacz odpowiednia ilustracie.

1	heavier / It / monkey / than / is / a / .
---	---

2	a	/ intelligent	/ It	/ as	/ chimpanzee ,	/ as	/ isn't	/.

_	the second of the second					
3	big / It / elephant	/ as	/ isn't /	' as /	' an <i>l</i>	١.
_	9,,	,	, ,	/		-

4 animal / It / the / world / cutest / in / is / the /!



At the pet shop

1 ★ Uzupełnij wyrazy i połącz zdania z odpowiednimi ilustracjami.

- 1 We keep dogs in a dog **k**______.
- 2 When you take a dog for a walk, you need a dog l______.
- 3 We keep snakes and fish in a **t**_____.
- 4 We keep mice and birds in a **c**______.
- 5 Birds like to eat **s**_____.
- 6 You should use special dog
- 6 You should use special dog s_____ when you give your dog a bath.













Language functions —

- 2 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.
 - A Twice a day.
 - B No, they don't.
 - Yes, you should.
 - D Seeds and fruit.
 - E Yes, of course.

1	
2	
3	
4	

3 ★ ★ ★ Uzupełnij dialog wyrażeniami z ramki.

course = great = help = often = should shouldn't = something = thinking

- A: Excuse me. I'm 1 of buying a snake. Can I ask you 2?
- B: Yes, of ³
- A: Should I feed it every day?
- B: No, you ⁴______. You should feed it once or twice a week.
- A: OK. How s should I change its water?
- B: You 6 change its water every day.
- A: That's 7 ! Thanks for your
- 4 ★★★ Napisz dialog, wykorzystując podane wyrazy. Użyj dialogu z ćwiczenia 3. jako wzoru.
 - A: think / buy / mouse

 - B: yes

 A: buy / cage
 - B: yes
- A: how often / clean / cage
 - B: once a week
- A: thanks



Around the world

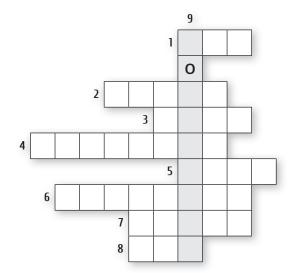


Quiz – Nature reserves

	Quiz	Tratule reserves
1	Sprawdź, co pamiętasz na temat rezerw lub <i>SK</i> (<i>St Kilda</i>).	vatów przyrody. Napisz B (Białowieża National Park)
	1 Many puffins live here.	4 It's in Scotland.
	2 150,000 tourists come here every year.	5 There are rare butterflies here
	3 The oldest forest in Europe is here.	6 People come here to see the bison
2	Przeczytaj teksty i zakreśl odpowiednie	e wyrazy.
	1 Wildebeests make a short / long journey	across the Serengeti every <i>month / year</i> .
	2 A wildebeest is <i>heavier than / as heavy a</i>	as a platypus.
	3 At Flinders Chase National Park, visitors of	come to see the animals in the sea / on the land and in the sea
	4 Platypuses eat food from <i>land</i> / <i>water</i> .	
	Serengeti National Park is in Tanzania, Africa. 90,000 people visit the park every year to see ts amazing animals. There are lions, rhinoceros, cheetahs and elephants, zebras and giraffes. It's most famous for the wildebeests that travel north across the Serengeti, looking for food. More than one and a half million wildebeests make the one thousand kilometre journey every year. Wildebeests ive in large groups and they are: • also called gnu, • up to 1.4 metres high, • up to 225 kg.	Flinders Chase National Park is on Kangaroo Island in Australia. Visitors come here to see the kangaroos, wallabies, koalas and platypus and to watch sea lions, seals and whales in the sea. The platypus is a very strange-looking animal. It's got a beak like a duck's beak, feet like duck's feet, a tail like a beaver's tail, and dark brown fur. It's a mammal, but it lays eggs like a bird! It lives on land but it's a very good swimmer and it finds its food at the bottom of rivers or lakes. Visitors to Flinders Chase National Park often go on a special platypus walk to see this amazing animal! Platypuses sleep in the day and hunt at night. They are: • also called duckbills, • up to 50 centimetres long, • up to 1.4 kg.
3	Posłuchaj nagrania i odpowiedz na pytania.	4 Przeczytaj informacje i opisz Park Narodowy Galapagos.
	1 What is she doing today?	 oldest national park on Galapagos Islands in Ecuador 97% of Galapagos Islands – protected national park have to travel with a guide many endangered species: Galapagos penguin,
	2 What is she doing tomorrow?	Galapagos tortoise, marine iguana
	/ 4/7/>	
	3 Which animals does the tourist mention?	
	V /	

Vocabulary & Speaking

1 ★ Rozwiąż krzyżówkę i odgadnij hasło.



















2 Połącz fragmenty wyrazów.

- $\langle 1/\text{octo}\rangle$
- a ver
- 2 ca/
- 3 bea
- b roo

- c pus
- 4 kanga
- d rich
- 5 ost
- e anzee
- 6 chimp
- f mel

3 ★ ★ Uzupełnij dialog odpowiednimi wyrazami.

- A: 1E ____ me. I'm thinking of buying a cat.
 - ²C ___ I ask you something? /
- B: Yes, of ³c _____.
- A: 4S _____ I buy a cat bed?
- B: ⁵Y ____, you ⁶s _____
- A: OK. ⁷H ___ o ____should I feed it?
- B: You 8s _____ feed it twice a 9d ___.
- A: 10 T ____ ' __ great! 11 T ___ _ _ for your help.

Grammar

4 ★ Wpisz odpowiednie zaimki dzierżawcze.

I	you	he	she	we	they
mine 1		2	3	4	5

5 Rrzeczytaj informacje podane w tabeli i uzupełnij zdania poprawnymi formami przymiotników.

	endangered	heavy	tall	fast
tiger		230 kilos	1 metre	65 kilometres per hour
giraffe		1100 kilos	5.5 metres	52 kilometres per hour
grey wolf	\odot	55 kilos	0.8 metres	63 kilometres per hour

- 1 The giraffe is ______(heavy) animal.
- 2 The wolf is _____(fast) the giraffe.
- 3 The wolf is ______(light) animal.
- 4 The giraffe isn't ______(endangered) the tiger.
- 5 The tiger is ______(heavy) the wolf.

6 ★ ★ ★ Porównaj wzrost zwierząt z ćwiczenia 5. Napisz cztery zdania.

Listening

- 1 W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B albo C.
 - 1 What kind of animal is Clarence?



2 What is the boy doing after school?



- 3 What does the girl think about holidays in the future?
 - A We will look at different places thanks to the Internet.
 - B We will go into space and visit the Moon.
 - C We will travel by plane to different countries.

Language functions

- 2 Dla każdej z opisanych sytuacji 1–3 wybierz właściwą reakcję. Zakreśl literę A, B albo C.
 - 1 Kolega opisuje szkoły przyszłości. Nie zgadzasz się z jego opinią na ten temat. Co powiesz?
 - A I can't believe that.
 - B No, you shouldn't.
 - C That sounds right.
 - 2 Jesteś w sklepie zoologicznym. Zapytaj, czy możesz karmić kota wybranym pożywieniem.
 - A How often should I brush its fur?
 - B. Where should it sleep?
 - C Should I give it biscuits?
 - Z powodu choroby przebywasz w domu. Poproś brata, aby przekazał nauczycielowi twoją pracę domową.
 - A This homework is yours.
 - B Please give him this homework.
 - C This is his homework.

Reading

3 Przeczytaj tekst. Odpowiedz na pytania 1–3 zgodnie z treścią tekstu. Uzupełnij zdania, wpisując swoje odpowiedzi w luki.

My favourite podcast is called 'River Life'. It's about the Cooper family and their life. The Coopers live on a boat on the River Thames in London. Jodie and Shane Cooper have got two children – Freddie and Isabel. Freddie goes to school and Isabel is studying engineering at university. It isn't easy living on a boat, and sometimes they have arguments, but they usually make up before the end of each episode. At the moment, Freddie is sad because he's in love with a girl from his school, Priti, but she isn't interested in him. Freddie isn't paying attention in class because he thinks about Priti all the time, but he's got an important exam next week. At home, Jodie and Shane are having an argument. Jodie wants to move out of the boat and live in a house, but Shane loves living on the river and wants to stay on the boat. My favourite character is Freddie's big sister, Isabel. She is getting married to her boyfriend, Piotr, next month, and in today's episode she's visiting a wedding dress shop. Of course, she wants to get the most expensive dress in the shop. But Jodie and Shane aren't very rich, so they don't want to buy it. Will Isabel find a cheaper dress? And will Freddie pass his exam? We'll find out next week!

1	Why does Freddie feel unhappy? Freddie feels unhappy because
2	Why are Jodie and Shane arguing? Jodie and Shane are arguing because
3	What important event is happening next month? Next month



4 Przeczytaj tekst. Uzupełnij luki w zdaniach 1–3 zgodnie z treścią tekstu.

Corn Snake Care Sheet

Corn snakes are easy to look after and very beautiful.



They will live for around 10–15 years. Baby corn snakes are about 30 cm long but they can grow up to 1.5 metres. Keep your corn snake in a warm tank. Feed it on mice once every seven days. Take your corn snake out of the tank sometimes, but don't keep it out of the tank for longer than 15 minutes as it will get too cold.

1	Corn snakes are not usually longer than	
2	You should feed your snake a weel	<.
3	You shouldn't	
	for more than fifteen minutes	5.
Use	of English	/

5 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–4. Zakreśl literę A, B albo C.

I believe that in the future we will all live in special underground houses. We 1 go out for more than four hours every day because it will be very hot and dangerous outside. In 2050, our homes will be as big 2____ they are now but they will get all their energy from the sun and the wind. We won't use plastic in our homes and we will recycle lots of things. This will be much 3____ for the environment. We won't use cars in the future, but we will travel by special trains underground. We won't go to school, we will have lessons on the Internet. 4____ we be happy in the future? I don't know, but I think we will have very different lives from our lives today.

1 A don't	B won't	C aren't	
2 A so	B than	C as	
3 A good	B better	C best	
4 A Will	B Are	C Have	

6 Uzupełnij zdania 1–5. Wykorzystaj wyrazy	
podane w nawiasach w odpowiedniej formie	e
oraz wpisz inne wyrazy, jeśli jest to konieczne	e
Uwaga! W każdą lukę możesz wpisać	
maksymalnie trzy wyrazy, wliczając	
w to wyrazy już podane.	

1	The brown recluse spider is one of (the / poisonous)
	spiders in the world.
2	Pete isn't (<i>as / strong</i>)
	his brother, but he's much faster.
3	Vm (think / buy)
_	a tortoise. Can you give me some advice?
4	l don't (<i>mean be</i>)
)	rude, but are you sure you've got the right
\leq	information?
5	Your homework is (<i>easy</i> / <i>than</i>)
	mine.
rit	ting

7 Od niedawna masz nowe zwierzę. Napisz e-mail do kolegi z Anglii, w którym opowiesz o tym zwierzęciu. Użyj maksymalnie 120 słów. W e-mailu napisz:

- · jak nazywa się zwierzę i co je,
- · gdzie ono śpi,

Dear Adam,

· jak się nim opiekujesz.

want to tell you about my wonderful new pet	
hat's all for now!	

XYZ

lesson 1) A food survey

1 ★ Uzupełnij wyrazy brakującymi literami.







b___f













2 ★★ Uzupełnij tekst wyrazami z ramki.

beef = fresh = mashed = noodle pie = popular = salty = stale

Hi!

How are you? You want to know something about my new school? Well, I really like it. The teachers are very friendly and it's got a great computer room. But there's one problem - the food in the school canteen isn't very good! ⊗ I usually have rolls and butter, but the rolls aren't very 1_____. In fact, sometimes, they're 2_

The turkey 3_____ is good, but the chicken ⁴ soup is really 5_____, so l'always have to drink lots of water.

The best food in the canteen is 6 stew with 7_____ potatoes. We have that on Thursdays and it's really 8 – everyone wants to eat it!

What's the food like in your school canteen?

Betty

Listenina –

3 Posłuchaj nagrania i zakreśl a, b lub c.

- 1 Tom thinks he learns best from
 - a his parents.
 - b online videos.
 - c his grandmother.
- 2 Tom's sister likes
 - a sweet food.
 - b healthy food.
 - c spicy food.
- 3 Tom's aunt and uncle
 - a don't like vegetables.
 - b don't eat meat or fish.
 - c don't like spicy food.

4 ★ ★★ Odpowiedz na e-mail Betty z ćwiczenia 2. Opisz swój ulubiony obiad.

Hi Betty!

Thanks for your letter! I usually eat lunch at home / at the school canteen. I really like _____ but I don't like because

Write back soon!

Phonics twister —

Posłuchaj nagrania. Podkreśl wyrazy, w których oo wymawia się tak jak w słowie *cook* /ʊ/ oraz zakreśl wyrazy, w których oo wymawia sie tak jak w słowie cool /u:/.

- 1 I'm looking for my book about kangaroos.
- 2 We play football every afternoon after school.
- 3 My brother watches spooky cartoons on Sundays.
- 4 Let's take our scooters to the wood.
- 5 His house has got a blue roof and a swimming pool in the garden.

Life skills: Healthy food

Zaznacz nazwy zdrowych produktów spożywczych.

kebab 🗌	salmon	pizza
. —		\neg

cereals broccoli popcorn

tuna

It was delicious!

1★ Zakreśl odpowiednie wyrazy.

- 1 The beef stew *was / were* delicious but the vegetables *wasn't / weren't* fresh.
- 2 | wasn't / weren't at school yesterday because it was / were the weekend.
- 3 My sister and I *was / were* late for our tennis lesson yesterday and our teacher *was / were* very angry.
- 4 A: Where *was / were* you last weekend?
 - B: I was / were at my cousins' house.
- 5 A: **Was / Were** your brother at Mark's party last night?
 - B: No, he wasn't / weren't. He was / were at home.

2**	🖈 Uzupełnij tekst odpowiednią 1	formą
be	w czasie Past simple.	

It ¹	(√) my fi	riend Jos	h's birthday
party yesterday	7. He ²		(✓) twelve
years old. The	party ³		(X) at his house,
it ⁴	(\checkmark) in th	e park. J	osh's sister and
his mum ⁵	(/) there,	but his dad and
his brother 6		(X) there	e because they
7(✓) at worl	k. Of cou	rse, lots of Josh's
friends from sc	hool ⁸		(✓) there.
We ⁹	(/) in	the park	for four hours,
but after lunch	we 10		(✓) all quite cold
because it 11		(X) yery s	sunny in the
afternoon. The	food ¹²		(/) delicious
and Josh's birt	hday cake	13	✓ (✓) really
cool. It ¹⁴	() in the s	hape of
a motorbike. It	15	(X)	a really good
party.			

4 ★ ★ ★ Zapisz pytania, stosując podane wyrazy, i odpowiedz na nie.

1	Where /	you	/ yesterday /	3
---	---------	-----	---------------	---

2	Who / your best friend / when / you / ten
	years old / ?

Train your brain!

Znajdź drogę do mety i zaznacz ją. Możesz się poruszać w górę/dół oraz w prawo/lewo. Zapisz dwa pytania i dwa stwierdzenia. Każdy wyraz może być użyty tylko raz.

Start		
Where	They	were
was	he? at	
Finish!	I	home.
Finish! chef?	l was	home. hungry.

1.	
2	
3	
4	

3	★★ Przeczytaj ponownie tekst z ćwiczenia	2.
	i popraw zdania.	

Josh was eleven years old.

He wasn't eleven years old. He was twelve years old.

- 1 The party was at Josh's house.
- 2 His father and brother were there.

3 They were in the park for two hours.

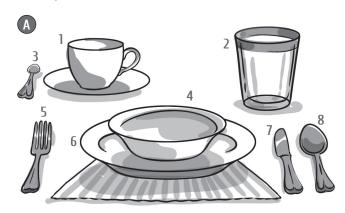
4 They were all quite hot after lunch.

5 Josh's birthday cake was in the shape of a robot.

lesson 3

Was the knife on the table?

1★ Podpisz ilustracje wyrazami z ramki.



1 _____ 5 ____ 2 ____ 6 ____

______ 8



blender chopping board frying pan saucepan

1 ______ 3 _____ 4

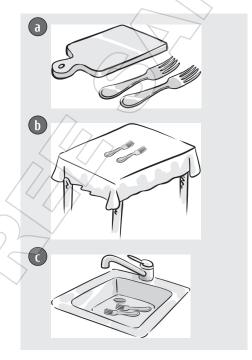
2 ★ ★ Zakreśl odpowiednie wyrazy.

- 1 I want to drink some tea. I need a cup / plate.
- 2 I want to eat some soup. I need a **bowl / glass**.
- 3 I want to cut these vegetables. I need a **fork/ knife** and a **blender/chopping board**.
- 4 I want to cook this pasta. I need a **blender** / saucepan.
- I want to cook this pork chop. I need a *fork / frying pan*.

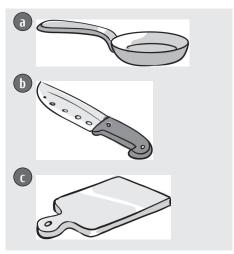
Listening ————

Posłuchaj nagrania i zakreśl a, b lub c.

1 Where are the forks?



2 What is aunt Rachel's birthday present?



- 3 What is the woman talking about?
 - a How to make a smoothie.
 - **b** How to use a blender.
 - c Her favourite fruit.

Save the Sea: Episode 5 – Colm down!

1 ★ Napisz zdania twierdzące lub przeczące, stosując podane wyrazy. Użyj: *There was/* wasn't lub *There were/weren't*.



I was by the lake yesterday. It was great!

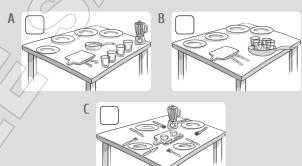
What was there by the lake?



- ✓ / three boys There were three boys.
- 1 🗶 / any rubbish
- 2 X / any dogs
- 3 ✓ / a lot of birds
- 4 X / any people in the lake
- 5 🗸 / an old woman with a small cat
- 6 ✓ / a boat on the lake
- 7 X / a shark in the lake

2 ★★ Przczytaj tekst i zaznacz odpowiednią ilustrację.

This is a picture of my kitchen yesterday. There were four plates on the table but there weren't any knives or forks. There were two spoons under the chopping board. There was a frying pan next to the chopping board. There weren't any cups but there were four glasses next to the blender.



3	★ ★ Wybierz z ćwiczenia 2. jedną z dwóch pozostałych ilustracji i opisz ją, stosując there was/wasn't lub there were/weren't.
	\wedge
	///>^

Vseful!

Uzupełnij zdania wyrażeniami z ramki.



I can give you a hand. It makes me mad! Just calm down. They aren't much use.

- 1 These boots have got holes in them.
- 2 A: Look! Those people are putting rubbish in the sea.

 I'm really angry.
 - B: _____ Let's go and talk to them.
- 3 A: I don't understand this maths homework.
 - B: _____ Maths is my favourite subject.

- Train your brain!—

Zapisz pytania i połącz je z odpowiedziami. Której ilustracji z ćwiczenia 2. dotyczą?

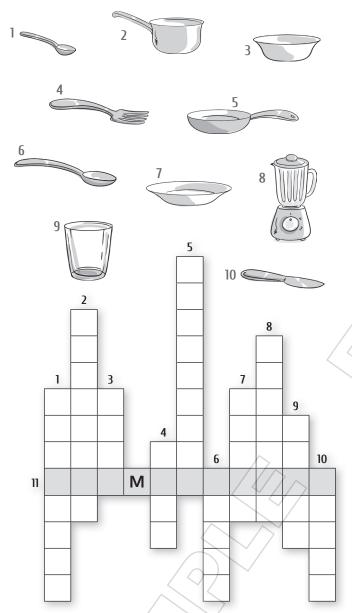


- 1 there / a / on / blender / the / table / Was/?
- there / table / glasses / on / Were / the / any /?
 - a No, there weren't. b Yes, there was.

Train your brain!



1 ★ Rozwiąż krzyżówkę i odgadnij hasło.



3 ★ ★ Ułóż cztery zdania, stosując wyrazy z każdego wiersza. Każdy wyraz może być użyty tylko raz.

		7/	
Was	There	The	He
was	pork	there	were
a cat	chop	at	two
dolphins	the cinema	in	was
your	in	very	last
the sea.	night.	garden?	tasty.

Was there		
V		
$\overline{}$		

4 ★ ★ ★ ② 28 Posłuchaj nagrania i dopasuj

U	apowiedzi do pytan.	
1	Were you at John's party yesterday?	a

Z	were there any dogs in the park?	D _
3	Was your brother at school last week?	(

1	Was there a knife on the table?	d 🗌

2 ★★ Popatrz na ilustrację i wpisz w puste kratki (1) nazwę dania. Uzupełnij tabelę (2) i odszyfruj zdanie (3).









A	В	C	D	Ε	F	G	Н	1	J	К	L	М	Ν	0	Р	Q	R	S	Т	U	V	W	X	Υ	Z
₩	*				论	•			\Diamond			Δ				*			•		Ś		0		仓

3)	Г	$\overline{\Delta}$	74	1	A]	—			4	. ^		Δ
		11	⟨ -⟩		T	V	Ш		7	Ш	ш		<u> </u>		1
							1			1					

In the kitchen

1★ Podpisz ilustracje.



b I



s____e



a



- k



m



c n



f

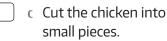


s____e

3 * * Posłuchaj nagrania i ułóż zdania w odpowiedniej kolejności.

	a	Add	it to	the	chicke	n
--	---	-----	-------	-----	--------	---





d Put it onto some bread.



f Put the chicken in a bowl.

g Fry the chicken.



tin of tuna mayonnaise bread add put lettuce chop bowl

You need a tin of tuna,



add = bowl = butter = difficult eggs = fry = frying pan ingredients = long = make minutes = mix

A: I want to make French toast. Is it 1	?

B: No, it's very easy.

A: What ²_____ do I need?

B: Some bread, three ³_____, some milk, some salt and pepper, and some ⁴_____

A: How 5_____ does it take to make?

B: About ten ⁶_____.

A: How do I ⁷______it?

B: First, 8 ______ the eggs and milk together in a 9 _____ . Then, 10 _____ the salt and pepper. Slice the bread. Put the bread into the bowl with the eggs and milk. Put some butter into a 11 _____ and 12 ____ the bread for one or two minutes. Serve it on

Around the world



Quiz - National dishes

1 Sprawdź, co pamiętasz na temat meksykańskiego dania *chiles en nogada*. Zdecyduj, czy zdania 1–6 są prawdziwe (*True = T*), czy fałszywe (*False = F*). Zakreśl *T* lub *F*.

1 'Walnut cream chillies' is a plate of walnuts with a cream chilli sauce. T/F

2 The colours of the dish are green, white and red.

3 You need to fry the chillies in a frying pan first.

4 You make the sauce in a blender.

5 You put pomegranate seeds on top of the sauce.

6 Walnut cream chillies are salty and bitter.

2 Sprawdź w słowniku znaczenie wyrazów z ramki.

apricot jam = curry paste = minced beef = mixture = topping

3 Przeczytaj tekst i odpowiedz na pytania.



Bobotie is one of the national dishes of South Africa. It's a mixture of European and Indonesian flavours. It's a spicy and sweet meat dish with fruit, and an egg and milk topping. To make this dish you need bread, minced beef, onions, eggs, milk, almonds, curry paste and apricot jam. Cut the bread into small pieces and put it into a bowl with milk. Chop the onions and fry them in a frying pan. Then add the minced beef and cook for five

minutes. Add the curry paste and the apricot jam. Add the bread and the almonds. Sometimes people also add apples and dried fruit. Put everything into a big dish. Mix the milk and the eggs together and pour this over the mince. Bake it in the oven for about forty minutes. Serve it with rice and a green salad.

- 1 Which of these ingredients is NOT in bobotie: milk, curry paste, onions, chillies, minced beef.
- 3 How long does it take to bake bobotie in the oven?

T/F

- 2 Which two ingredients go on top of the meat mixture?
- 4 What do people serve with bobotie?

4 Przeczytaj informacje o irlandzkiej potrawie i napisz, jak ją przygotować.

Irish stew

- very easy to make, tasty
- ingredients: onions, carrots, lamb, potatoes, salt and pepper
- chop onions, carrots & potatoes; slice lamb and boil for 30 minutes; add onion, potatoes & carrots; cook for 20 minutes; add salt and pepper; serve with Irish bread

Vocabulary & Speaking

1 ★ Znajdź 16 wyrazów i dopasuj je do odpowiednich kategorii.

В	D	Т	U	R	К	Е	Υ	Р	I	Е	Е	Р	Н	N
Е	М	Α	S	Н	Ε	D	Р	0	Т	Α	Т	0	Ε	S
Е	В	1	Р	C		0	U	R	S	F	0	Р	G	Χ
F	L	В	0	W	L	F	0	К	Ν	1	F	Ε	L	Р
S	Е	D	0	В	R	0	C	C	0	L	ı	Α	Α	L
Т	Ν	F	Ν	0	R	R	М	Н	Υ	S	U	S	S	Α
Е	D	Р	Р	Ε	R	К	L	0	R	0	L	L	S	Т
W	Е	F	R	Υ	ı	N	G	Р	Α	Ν	М	Ε	Н	Ε
М	R	S	Α	L	М	0	Ν	S	Т	Е	Α	К	Υ	Z

1 food items	2 kitchen objects
	^
	///>

2 ★ Zakreśl odpowiednie wyrazy.

- 1 Strawberry cake is *bitter* / *sweet*.
- 2 Chicken curry is **spicy / stale**.
- 3 Grapefruit is **spicy / bitter**.
- 4 Old bread is stale | salty.
- 5 New bread is bitter / fresh.
- 6 Sea water is **salty / sweet**.



Grammar

4 ★ ★ Zakreśl odpowiednie wyrazy.

Last Sunday, my sister and l¹was / were at Ferndown Forest Park. We²was / were there because it ³was / were a special 'Forest Clean-up Day'. There ⁴was / were a lot of rubbish in the park. There ⁵was / were plastic bags in the trees; there ⁵was / were an old broken bicycle in the lake and there ¹was / were some plastic bottles on the path. There ³wasn't / weren't a lot of people at the Forest Clean-up Day, but it ³was / were a good day and by the evening there ¹owasn't / weren't any rubbish in the park.

5 Napisz pytania i odpowiedzi, stosując podane wyrazy.

,	he / in London / last weekend? Was he in London yesterday? Yes, he is	was.
ı	there / any apples / in the bowl /	
2	there / any food / on the table?	X
3	you / at school / yesterday?	✓
4	there / a cat / in your garage / last night?	✓
5	there / many people / at the concert?	✓

3	🖈 🖈 Uzupełnij pytania odpowiednimi wyrazami. Do każdego pytania dopasuj odpowiedź
---	---

/ I / What I do I need?	
2 ls/it d?	
3 How I g does it t to m?	
4 H do I make it?	

- a No, it isn't. It's easy.
- b First, slice the cheese. Put some butter on the bread. Put the cheese onto one piece of bread. Put the other piece of bread on top.
- c Some cheese, bread and butter.
- d About one minute.

[6] Illnesses and injuries

lesson 1 I feel sick.

1 ★ Zakreśl odpowiednie wyrazy.



She's got toothache / a fever.



She's got **a sore throat** / **flu**.



She's got **a headache** / **flu**.



He's got a cold / a stomach ache.



He's got a headache / a fever.



He's got earache / a cough.



He's got **a sore throat / toothache**.



She's got a cold / a headache.



She's got **a fever** / **earache**.

2 ★ ★ Uzupełnij dialog wyrazami z ramki.

call = cough = fever = health centre sore = stay = take = temperature

- A: What's wrong, Jess?
- B: I feel sick. I've got a 1_____ throat and a bad 2____.
- A: Oh dear. Are you going to ³_____a doctor?
- B: No, I'm not. My ⁴ _____ is OK I haven't got a ⁵ _____ .
- A: I think you should 6 _____ in bed.
- B: Yes, that's a good idea. I'm going to 7______ some medicine now.
- A: I hope you feel better soon!
- B: Thank you. If I feel bad tomorrow, I'll go to the 8

Listening ———

Posłuchaj nagrania i odpowiedz na pytania.

- 1 What is the man's problem?
- 2 Has he got a high temperature?
- 3 Where should he go?

Phonics twister -

Posłuchaj nagrania. Wpisz wyrazy z ramki w odpowiednie miejsca w tabeli.

chemist's chat school chicken chair headache chimpanzee earache

<	1 cheap /tʃ/	2 stomach /k/

4 ★ ★ ★ Przeczytaj zdanie i uzupełnij porady wyrażeniami z ramki.



I've got a bad cough and I feel sick.

call an ambulance = take some medicine stay in bed = go to A&E

- 1 You should ______.
- 2 You should ______.
 3 You shouldn't ______.
- 4 You shouldn't _____

I had a cold.

1 ★ Napisz czasowniki w czasie Past simple. Zaznacz, czy są to czasowniki regularne (regular), czy nieregularne (irregular).

base form	Past simple	regular	irregular
dance	danced	✓	
1 like			
2 see			
3 carry			
4 drink			
5 work			
6 eat			
7 have			
8 paint			
9 make			

2 ★ ★ Uzupełnij tekst poprawnymi formami czasowników podanych w nawiasach.

Last weekend Sam ¹	(play)	
in a football match with h	nis friend Jake. They	
² (not wir	n) the game, but they	
³ (have) a	good time. After	
the game, they ⁴	(walk) to Jake's	
house and ⁵	(watch) a film	
on TV. Jake ⁶	(make) some very	
tasty banana and strawb	erry smoothies.	
In the afternoon, Sam 7	(do)	
his homework and then ⁸	(write)	
an email to his aunt in Sc		
He ⁹ (feel) very tired, so he	
10(go) to	bed at nine o'clock	
and ¹¹ (sle	ep) for thirteen hours.	
He 12(not	: wake up) until ten	
o'clock on Sunday morning.		



3 ★★ Przeczytaj ponownie tekst z ćwiczenia 2. Zdecyduj, czy zdania 1–6 są prawdziwe (True = T), czy fałszywe (False = F). Zakreśl Tlub F.

1	Sam and Jake didn't enjoy the football match.	T/F
2	They didn't watch the film at Sam's house.	T/F
3	They drank some smoothies.	T / F
4	Sam did his homework before the football	
	game.	T/F
5	He didn't go to bed late.	T / F
6	He didn't sleep for a long time.	T / F

4 * Napisz, co robiłeś/robiłaś w miniony weekend. Użyj wyrazów z ramki. Napisz przynajmniej trzy zdania przeczące.

play = watch = do = eat = visit = go
Last weekend,
,

- Train your brain!—

Noah, Logan i Archie jedli obiad w szkolnej stołówce w poniedziałek, wtorek i środę. Każdego dnia mogli wybrać pizzę, kurczaka lub gulasz wołowy. Każdego dnia każdy z chłopców jadł coś innego.

Noah ate pizza on Tuesday. He didn't eat chicken on Wednesday.

Logan didn't eat pizza on Monday. He didn't eat chicken on Wednesday.

Archie ate pizza on Monday. He didn't eat beef stew on Wednesday.

Noah ate 1	on Monday. He ate ²
on Tuesday. He ate 3_	on Wednesday.
Logan ate 4	_ on Monday. He ate ⁵
on Tuesday. He ate ⁶ _	on Wednesday.
Archie ate 7	on Monday. He ate ⁸
on Tuesday. He ate ⁹ _	on Wednesday.

1 ★ Znajdź siedem nazw urazów. Zapisz je poniżej, używając czasu Past simple.

 $breakh_{isfo} ots_{cratchherarmbruisemyhandtwistVourankleburnhislegcutherkneehurtmyfinger}$

broke his foot,

2 ★ ★ Zakreśl odpowiednie wyrazy.

- 1 I *burnt* / *bruised* my hand when I picked up the hot saucepan.
- 2 The cat *had / scratched* her leg.
- 3 He *hit / twisted* his head on the door when he jumped off the bed.
- 4 She **burnt** / **cut** her foot when she dropped the knife.
- 5 He bruised / broke his arm but he didn't bruise / break it, so he doesn't have to go to hospital.
- 6 My uncle *hurt / had* an accident yesterday.
- 3 ★ ★ Uzupełnij e-mail czasownikami podanymi w nawiasach, stosując je w odpowiedniej formie czasu Past simple.

То
subject:
Hi Lucy!
I'm really sorry, I can't come to your party
tonight. I had an accident last weekend.
I ¹ (leave) the house early
on Saturday morning because I wanted
to go for a bike ride. I was on my bike in
the park when I ² (hear) a strange
noise from a tree. 1 ³ (look) up
and ⁴ (see) a parrot at the top
of the tree. It 5 (fly) away, but
I was so surprised that I 6(hit)
the tree and ⁷ (fall) off my bike.
(break) my leg and now I have
to stay at home on the sofa! My grandmother
9 (send) me some DVDs and my
dad 10 (make) me a chocolate
cake, but I'm really bored! ⊗
Rick

4 * * * Dosłuchaj nagrania. Popraw błędy popełnione przez Lucy. Użyj wyrazów z ramki.

arm biscuits chocolate cake

DVDs fall out of leg hit

home hospital magazines

Rick didn't fall out of a tree, he hit a tree.

He____

- 2 He doesn't have to _____
- 3 His grandmother _____
- 4 His dad _____

5 ★ ★ ★ Popatrz na ilustrację i napisz cztery zdania o Amy. Użyj wyrazów z ramki.



arm
break
fall
hit
head
not happy
ride
her
bike
write
stairs

1	Last week, Amy
2	
3	
_	

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

★ Zapisz czasowniki w czasie Past simple.	4 TWykorzystując wyrazy podane
1 learn	drukowanymi literami, uzupełnij każde
2 tell	zdanie z luką tak, aby zachować sens zdania
3 steal	wyjściowego. Nie zmieniaj formy podanych
4 throw	wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.
★★ Napisz pytania i połącz je z odpowiedziami.	Today is Monday, September 17 th 2019.
1 your / Did / his / break / arm / brother / ?	1 Alfie had pizza for lunch on Saturday, September 15 th
the / did / Where / her / bag / put / girl /?	BEFORE Alfie had pizza for lunch the
	2 Alfie visited his aunt on July 17th.
3 finish / Did / the / homework / students / their/?	AGO Alfie visited his aunt
4 film / When / the / see / did / you/?	Alfie went on holiday to Paris in 2018.
4 mm / when / the / see / tha / you / :	Alfie went on holiday to Paris
5 did / knee / hurt / How / he / his/?	Useful! —
6 the / Did / environment / about / you / learn/?	Uzupełnij wypowiedzi zdaniami z ramki.
a Yes, I did.	Hurry up! ■ It hurts like mad. You're in the soup now.
b No, they didn't.	1 The teacher saw you cheat in the test.
C Yes, he did.	2 I don't want to be
d He fell out of the boat.	late for school.
e On the chair. f Three days ago.	3 I burnt my hand on the iron.
★ ★ ★ Napisz pytania, stosując czas Past simple, i odpowiedz na nie.	Train your brain!
1 you / have a shower / this morning?	Napisz pytania, stosując wyrazy z ramki.
	did = see = Did = What = you
2 What time / you / have lunch / yesterday?	to bed = Rachel = the children at school = time = go
	1
2 Vol. 1 as to sale at 1 that Saturday 2	
3 you / go to school / last Saturday?	Yes, I did. I saw her in the library.
<u> </u>	2
4 What / you / do / last weekend?	At half past eight.
	HE HALL DAST PICHT

Train your brain!

Language Gym!

1 ★ Znajdź drogę do wyjścia i zaznacz ją. Znajdź 8 wyrazów i dopasuj je do odpowiednich kategorii. Możesz się poruszać w górę/dół oraz w prawo/lewo.

START

t	W	h	f	е
S	i	g	е	V
t	0	u	r	f
S	С	k	u	I
О	r	а	С	u
t	е	е	r	t
h	а	t	b	n
r	0	b	и	r

FINISH

1 illnesses	2 verbs for injuries
	\triangle
	[47]

2 ★ ★ Do każdej kategorii z ćwiczenia 1. dopisz jeszcze dwa wyrazy.

4 ★ ★ **Posłuchaj** odpowiedzi i napisz pytania, używając wyrazów z ramki.

> Bella go to the cinema hurt your finger • take the medicine twist his ankle • you • your brother your friends

- 1 Did ____
- 2 When
- 3 Did /
- 4 How

5 * Popraw błędy w podkreślonych fragmentach zdań.

- 1) I've got a headache and I feel sick. I should go to the <u>ambulance</u>
- 2 I ate a lot of sweets and now I've got earache
- 3 She spoke to him two days <u>last</u> _____.
- 4 He's got a cold and a twisted _____
- 5 Have you got a fever? I think you should <u>call</u> your temperature.

3 ★★ Zapisz pełne zdania, stosując czas Past simple.

1 How/you/







2 My sister / have /



5 When/you/





3 your friend / /last night / ?









An injury

1 ★ Uzupełnij wyrazy brakującymi literami.

1 yester _____
2 l ___t year
3 a f __w weeks a __o
4 last w ___k
5 the d __y bef ____ yester _____

2 ★ Wpisz wyrażenia z ramki w odpowiednie miejsca poniżej.

doesn't hurt at all = doesn't hurt much hurts a lot = is better now = is fine isn't too bad

1 🕾 _____

3 © _____

3 ★★ Uzupełnij dialog. W każdą lukę wpisz jeden wyraz.

A:

What 1 _______ to you?

B:

I had an 2 ______.

I bruised my arm.

A:

When 3 ______ it happen?

B:

The day 4 ______ yesterday.

A:

J fell out of bed!

A:

How does it 6 ______ now?

B:

It isn't 7 ______ bad.

4 ★★ Posłuchaj nagrania i uzupełnij notatkę.

What? 1Bill
When? 2
How? 3He fell
Now? 4It

5 ★ ★ Przeczytaj notatkę i napisz dialog.

What? Keira cut her head.
When? Yesterday.
How? She fell in the garden.
Now? It hurts a lot.



Joseph:

Keira:

Keira:

Joseph:

Keira:

Keira:

Keira:

Keira:

Keira:

Keira:

Around the world



Quiz - A great scientist

1	Sprawdź, co pamiętasz na temat Marii Skłodowskiej-Curie. Połącz fragmenty zo	dań	١.
---	--	-----	----

1 She was born

a a small X-ray machine to put in a truck.

2 She and her husband lived

h in Paris

3 They discovered

c two Nobel prizes.

4 She invented

d a new element called *polonium*.

5 She won

e in Warsaw.

2 Przeczytaj tekst i ułóż wydarzenia w odpowiedniej kolejności.

- a She opened a school for nurses.
- b She worked in a hospital in London.
- c She became very sick.
- d She helped soldiers in the Crimean War.
- e She went to a nursing school in Germany.

Florence Nightingale

Florence Nightingale was born in 1820 in Florence, Italy but she lived in England. At this time, most girls didn't go to school, but Florence studied at home with her father. She wanted to help people so she decided to become a nurse. Her parents weren't happy

about this because hospitals were dirty and dangerous places, but Florence went to Germany in 1851 and studied nursing there.

In 1853 she worked in a hospital in London. She worked to make the hospital cleaner and helped the patients. Then, in 1854, the Crimean War started. Florence and thirty-eight nurses travelled a long way to help. Florence did a lot of things to **improve** the hospital for British soldiers. She cleaned it, she bought healthy food for the soldiers and she **even** wrote letters home for them.

When Florence returned to England in 1856, she was a hero. She opened the Nightingale Training School for Nurses in 1860.

For the last 40 years of her life, Florence was very sick, but she still wrote letters and worked hard to make hospitals better places. She died in 1910 when she was 90 years old.



Glossary

even – nawet improve – ulepszać

3	Przeczytaj ponownie tekst z ćwiczenia 2
	i odpowiedz na pytania.

- 1 Who was Florence's first teacher?
- 2 How did Florence improve the hospital for the British soldiers?
- 3 When did she come back to England?
- 4 What did she do between 1870 and 1910?

4 Przeczytaj informacje o Elizabeth Blackwell i opisz jej życie.

- 1821: born in England
- 1832: moved to the USA
- 1847: went to medical school
 other students unkind to her
 because she was a woman
- 1849: first woman in the USA to become doctor
- 1857: opened hospital for women and children in New York
- 1868: opened Women's Medical College
- 1910: died

Revision workout

1	★ Z podanych	liter ułóż	nazwy	objawów
	i chorób.			

1	g u o c h	
2	rseototahr	
3	c h a d h e e a	
4	refev	
5	luf	
6	dloc	
7	oaheotcth	
8	raaeech	

2 ★ Z każdego zestawu wykreśl jedno niepasujące wyrażenie.

- 1 take *medicine* / *your temperature* / *toothache*
- 2 have an accident / your leg / flu
- 3 break your *cold* / *leg* / *arm*

A. What / happen / you / ?

- 4 call a fever / a doctor / an ambulance
- 5 go to an ambulance / A&E / the health centre
- 6 hurt your *foot / accident / knee*

3 ★ ★ Napisz dialog, stosując podane wyrazy.

in triac, happen, you,
1
B: have / accident / burn / hand
2
A: When /?
3
B: three days
4
A: How/?
5
B: drop / cup of hot water / on hand
6
7/2
A: How / now / ?
7
B: not / hurt / much
8

4 ★ ★ Zapisz czasowniki w czasie Past simple.

1	cut	6 hear
2	drink	
3	eat	
4	fall	9 send
5	fly	10 tell

5 * Uzupełnij dialog wyrazami podanymi w nawiasach, stosując je w czasie Past simple. Dopisz krótkie odpowiedzi.



A:	1	(What / do) last		
	weekend, Jenna?			
B:	² (v	isit) my cousins		
	on Saturday. We ³ _	(listen)		
	to some music and v	we ⁴ (make)		
	pizza for lunch. But	then I ⁵		
	(burn) my hand on t	the cooker!		
A:	Oh no! 6	(you / call)		
	an ambulance?			
B:	No, we ⁷	It wasn't too bad.		
	What about you? 8_			
	(play) tennis with yo	our brother on Saturday?		
A:	Yes, I ⁹	But my brother		
	¹⁰ (d i	(drop) his tennis racket		
	on his leg and ¹¹	(break) it!		
B:	What ¹²	(he / break)?		
	The racket or his leg	?		
A:	Ha ha! His racket! Af	fter that, we		
	13	(not play) tennis,		
	we ¹⁴	(go) shopping for a new		
	tennis racket.			

Let's check

Listening

1 W 35 Usłyszysz dwukrotnie cztery wypowiedzi na temat chorób i urazów. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi 1-4 odpowiadające jej zdanie A-E. Wpisz rozwiązania do tabeli. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker

A can't do sports at the moment.

B doesn't want to stay in bed.

C stayed at home for a week.

D bought some medicine.

E has an injury but it doesn't hurt.

1	
2	
3	

Language functions

2 Uzupełnij dialogi. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty.

1	A. Luant +	- mala a	+111/01/01/	nia far	lunch
	A: I want to) IIIake a	turkev	Die ioi	IUHCH
-					

	B: About 45 minutes.	
2	A: I broke my arm yesterday.	

A: I fell down the stairs.

Reading

3 Przeczytaj teksty na temat trzech potraw A-C oraz zdania 1-4. Do każdego zdania dopasuj właściwy tekst. Uwaga! Jeden tekst pasuje do dwóch zdań.

Pasta with cheese sauce

I often make pasta with cheese sauce at the weekend. First boil some water in a saucepan and add the pasta. Cook it for twelve minutes. Then, while the pasta is cooking, mix some flour and butter together and fry it in a frying pan for a minute. Add some milk, some grated cheese and some salt and pepper. Cook the sauce for a few minutes until it is thick. Then mix the pasta into the cheese sauce and serve it in a bowl.

Tuna and tomato roll

This is my favourite lunch and it's very easy to make. You need a roll, some tuna, some lettuce and tomatoes, and some mayonnaise. First, chop the lettuce and the tomatoes. Then add the tuna and a little mayonnaise. Mix it all up. Cut the roll in half and put some butter on it. Put the tuna salad in the roll.

Beef stew

This dish isn't difficult to make and it's very tasty. First chop some onions, garlic and carrots. Cut the beef into small pieces and mix it with a little flour. Fry the beef in a frying pan for a few minutes. Then take it out and fry the onion, garlic and carrots in the same frying pan. After ten minutes, put the beef back into the frying pan and add a tin of tomatoes, some water and some salt and pepper. Cook it for about 45 minutes and serve it with rice or mashed potatoes.

- 1 You don't have to cook this dish.
- 2 You need two kinds of pans for this dish.
- 3 This takes more than 30 minutes to prepare.
- 4 You don't need water for this dish.
- 4 Przeczytaj teksty. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zakreśl literę A, B albo C.

Tell us about your hero!

Write a short essay (no more than 200 words) about an important person in your life. It could be a member of your family, a teacher, a modern celebrity or even someone from the past.

Tell us why this person is your hero and describe the important events in their life.

We will publish the three best essays in next month's magazine.



2

My Hero You probably don't know my hero, but he's very important in our town. His name is Marek and he works at the hospital. Marek is my hero because he helps children in the hospital, and he also raises a lot of money for charity. He's very good at swimming and running and he takes part in charity races. Last year, he ran three marathons! He visited our school in January and he talked about his life and his work. When Marek was eight, he had a very bad accident - he fell off a horse. He was ill and he didn't go to school for a year. It was difficult for him when he returned to school. When he was fifteen years old, he decided to become a doctor and to help sick children. He studied for many years. Today, sport and medicine are very important to him. Running and swimming helped him to get stronger when he was a child, and studying helped him to become a doctor.

- 1 Text 1 is describing
 - A a competition.
 - B a famous person.
 - C a magazine.
- 2 Marek
 - A is a celebrity athlete.
 - B isn't famous.
 - C is a sports teacher.
- 3 Marek is the writer's hero because
 - A he can run very fast.
 - B he helps people.
 - Che is a very important doctor.

Use of English

6 Uzupełnij zdania 1–5. Wykorzystaj
w odpowiedniej formie wyrazy podane
w nawiasach oraz wpisz inne wyrazy, jeśli
jest to konieczne. Uwaga! W każdą lukę
możesz wpisać maksymalnie trzy wyrazy,
wliczając w to wyrazy już podane.

1	Ethan (<i>burn / hand</i>)
	yesterday.
2	I'm sorry I (not / send)
	you a present for your birthday last week.
_	-1 /11 · · · · · · · · · · · · · · · · ·

There (**be** / **some**) _____ dolphins in the sea when we went to the beach.

4 This cake is very tasty! When (you / make)

5 He (**not** / **be**) _____ Jane's party last night.

Writing

- 7 W zeszłym tygodniu miałeś/miałaś wypadek. Napisz e-mail do koleżanki ze Szkocji, w którym opowiesz jej o tym. Użyj maksymalnie 120 słów. W emailu napisz:
 - · co się wydarzyło,
 - · jakie odniosłeś/odniosłaś obrażenia,
 - jak się teraz czujesz i co robisz, aby wyzdrowieć.

Hi Mary, I had a really bad accident last weekend. I was	-
	-

Take care!

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

A twisted
B on Cate
D eat
E accident
F wasn't
G weren't

My aunt was in a car ¹ last weekend and she broke her leg. I visited
her in hospital yesterday. She really loves sweet food, so I made her some
chocolate biscuits. They ² difficult to make and she really liked them.
My mum bought some flowers as well. My aunt was very happy to see
us and she 3 three chocolate biscuits! She's coming out of hospital
tomorrow so we're going to have a party for her 4 Friday afternoon.