



FLASH

FOR TEENS

1

STUDENT'S BOOK

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Pamiętaj! Odpowiedzi do zadań zapisuj w zeszyte, nie w podręczniku.

PODRĘCZNIK WIELOLETNI



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PUBLISHING

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WELCOME BACK

The alphabet

1  Complete the missing letters. Write in your notebook. Listen and check.



2 **GAME** Follow the alphabet and find your way out.

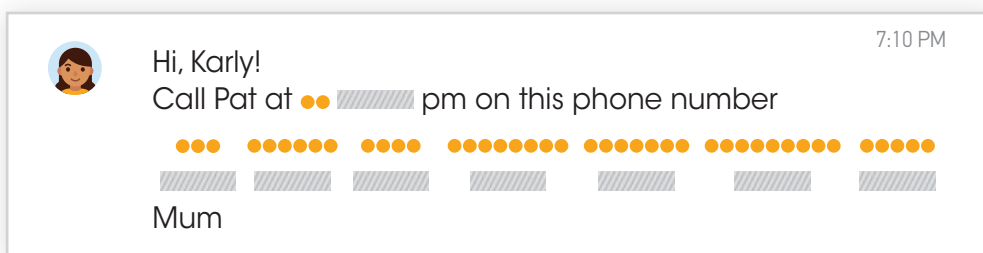


Numbers (1-10)

3 Listen and repeat.

- 1 **one** ● 3 **three** ●●● 5 **five** ●●● 7 **seven** ●●●● 9 **nine** ●●●●●
 2 **two** ●● 4 **four** ●●● 6 **six** ●●●● 8 **eight** ●●●●● 10 **ten** ●●●●●●

4 Look at Jane's message and write the numbers in words in your notebook.



Numbers (11-100)

5 a) Match the number to words. Write in your notebook. Listen and repeat.

elevn		twenty			thirty	
twelve		twenty-one			forty	
thirteen		twenty-two			fifty	
fourteen		twenty-three			sixty	
fifteen		twenty-four			seventy	
sixteen		twenty-five			eighty	
seventeen		twenty-six			ninety	
eighteen		twenty-seven			a/one	
nineteen		twenty-eight			hundred	
		twenty-nine				

b) **WORD DETECTIVE** Say the numbers in Polish.

6 **SPEAKING TIME** Say a number from 11 to 100. Your partner says the number before and after it.

- A: twelve
 B: eleven, thirteen

WELCOME BACK

Singular	Plural
 <p>I</p>	<p>1ST</p>  <p>we</p>
 <p>you</p>	<p>2ND</p>  <p>you</p>
 <p>he</p>	<p>3RD</p>
 <p>she</p>	
 <p>it</p>	
	 <p>they</p>

1 Choose the correct word. Write in your notebook.

- 1 apple
- 2 John and Mary
- 3 Steve
- 4 Helen
- 5 Lucy and I
- 6 Marek and you

- she - he - it
- we - you - they
- she - he - it
- she - he - it
- we - you - they
- we - you - they

Colours

2 a)  Listen and repeat.



b) **WORD DETECTIVE** What are these words in Polish?

a/an - the & classroom objects

3 Complete with *a* or *an*. Write in your notebook.

- 1  orange pencil 
- 2  blue notebook 
- 3  pink pencil case 
- 4  red pencil sharpener 
- 5  green schoolbag 
- 6  atlas 
- 7  white rubber 
- 8  orange pen 

4 **GAME** Find the items from Ex. 3 in the picture. Tell your partner.



A: Here's the orange pencil.



B: Yes, and here's the blue notebook.

WELCOME BACK

Classroom language

1  Listen and repeat.



	Close your books.
	Don't close your books.

2 Choose a sentence from Ex. 1. Mime it!

A: (mime not talking)

B: Don't talk!

Classroom language

3 a)  Listen and repeat.



b) What are these in Polish?

4 Choose a classroom sentence from Ex. 3. Mime it!

A: (mime opening a door)

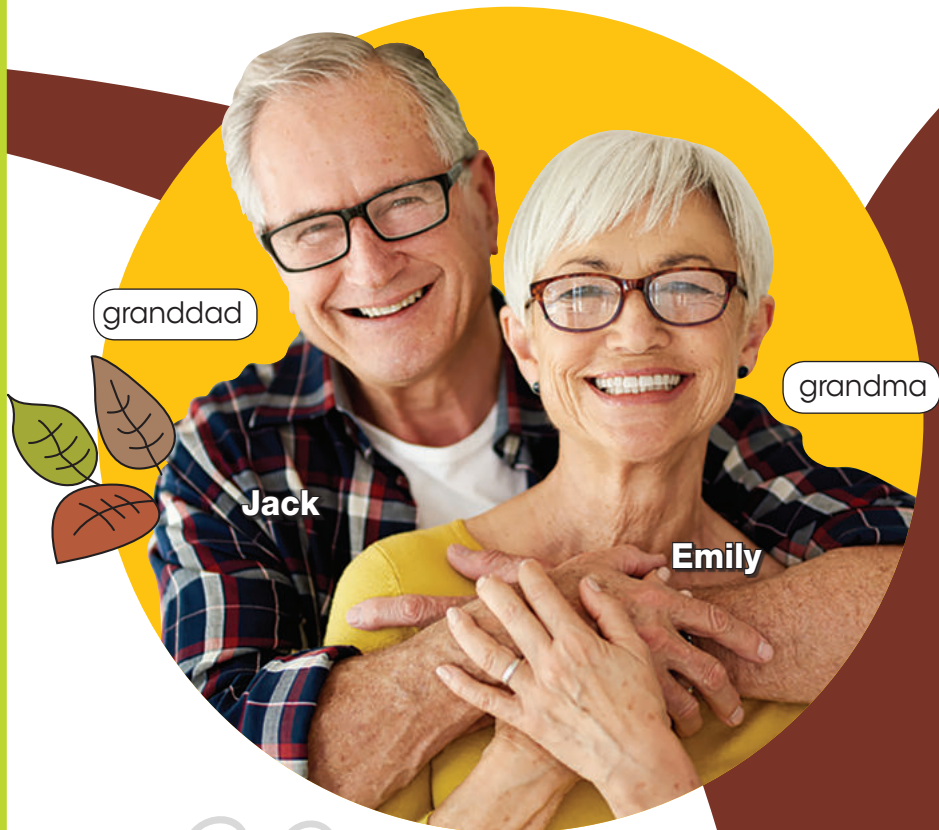
B: Can I come in?

1 Family Fun!

IN THIS MODULE

- **Vocabulary**
 - Family members
 - Countries – Nationalities
 - Appearance
- **Language in Action**
 - To be: positive negative questions short answers
 - Possessive case
- **Real-World Talk**
 - Greetings
 - Pronunciation: /ʊ/
- **Skills in Progress & Across Cultures**
 - Read, listen, speak and write about famous people and cartoon characters
- **CLIL**
 - Citizenship (People)
- **Project Time & Values**
 - My friend
 - Friendship

GRANDPARENTS



Vocabulary Family members

1 **GET STARTED** Is your family big or small?

2 a)  Listen and repeat.

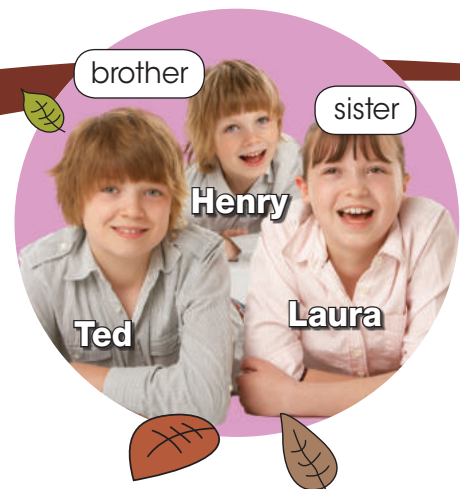
- granddad – grandma
- dad – mum
- uncle – aunt
- brother – sister
- uncle – cousin

b) **WORD DETECTIVE** What are these words in Polish?



PARENTS

CHILDREN



3 Look at Ted's family tree. Choose the correct name. Write in your notebook.

- | | | |
|------------------|---|----------------|
| 1 Ted's grandma | = | Olivia / Emily |
| 2 Ted's granddad | = | Oscar / Jack |
| 3 Ted's dad | = | Leo / Oscar |
| 4 Ted's mum | = | Lily / Olivia |
| 5 Ted's uncle | = | Leo / Henry |
| 6 Ted's aunt | = | Olivia / Lily |
| 7 Ted's brother | = | Henry / Jack |
| 8 Ted's sister | = | Emily / Laura |
| 9 Ted's cousin | = | Laura / Annie |

4 **SPEAKING TIME** Draw your family tree. Present your family to the class.

THE PEOPLE I LOVE

Name: Luke Jones

Age: 12

Country: the USA



My Mum and Dad

Ava is my mum.
She is 40 years old.
She is short.
Her hair is dark.
Mike is my dad.
He's 42.



My Grandparents and my Sister

My grandma is Maggie. My granddad is Ron. He's tall.
In this photo, you can see my baby sister, Bella.



Our Pets

Harry and Larry are our cats.
Harry and Larry are fans of TV animal shows!



My Friend

This is my friend, Antoni. He's from Poland. In this photo, he's with his brother, Jan and his sister, Julia.



Check these words

dark	•	ciemny
baby	•	dziecko
pet	•	zwierzę domowe
fan	•	miłośnik
animal	•	zwierzę

Reading

- 1 **GET STARTED** Who are your favourite people?
- 2 **▶▶** Listen to and read the text. Match the fragments (1-3) to (a-c) to make sentences. Write in your notebook.

Ava is 1	a tall.
Ron is 2	b from Poland.
Antoni is 3	c short.
- 3 Choose the correct word. Write in your notebook.
 - 1 Ava/Mike is 40 years old.
 - 2 Ron/Jan is Antoni's brother.
 - 3 Bella is Luke's **grandma/sister**.
 - 4 Antoni/Jan is Luke's friend.
- 4 Choose a person or an animal from the text. Write two sentences about them in your notebook.

This is Bella. She is a baby.

Vocabulary
Countries - Nationalities

5 Match the countries to the nationalities. Write in your notebook.



- Argentinian
- Japanese
- British
- Brazilian
- Polish
- American
- Spanish
- Canadian
- Italian
- Egyptian



Speaking

6 SPEAKING TIME Look at the pictures. Present the famous families to the class.



The Lewandowski family

This is Robert Lewandowski. He is from Poland. He is ...

The Messi family



- 1 **LANGUAGE DETECTIVE** What's missing? Look at the example and find out. Write in your notebook. Explain in Polish to your partner.



	+	full form	short form
singular	I	am	?
	You	are	're
	He She It	is	's
plural	We You They	are	're

- 2 **Fill in the gaps. Write in your notebook.**

full form

- I **am** 10 years old.
- Tonia my friend.
- Luke and I Brazilian.
- They from Poland.

short form

- I **'m** 10 years old.
- Tonia my friend.
- Luke and I Brazilian.
- They from Poland.

- 3 **Complete the sentences. Use *am/'m, is/'s, are/'re*. Write in your notebook.**

- I Maja.
- Noah Canadian.
- We Polish.
- My name Ben.
- They friends.
- You my brother.

- 4 **SPEAKING TIME** Look at the pictures. Complete and say.



- 1 "I Betty. Tonia my mum. We from the UK."



- 2 "This Hanna. Tomasz and Natalia her grandparents. They Polish."



- 3 "Gabriel and I cousins. We from Brazil."

5 LANGUAGE DETECTIVE What's missing? Look at the example and find out. Write in your notebook. Explain in Polish to your partner.

I am Alex. I'm not American. I'm British.

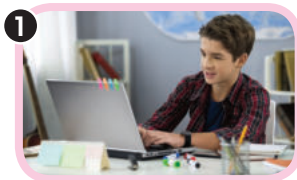


	-	full form	short form
singular	I	am not	?
	You	are not	aren't
	He She It	is not	isn't
plural	We You They	are not	aren't

6 Choose the correct word. Write in your notebook.

- Claire **isn't/aren't** my friend.
- I'm **not/isn't** 13 years old.
- Sam and Rob **isn't/aren't** brothers.
- My mum and dad **isn't/aren't** 30 years old.

7 Look at the pictures. Complete the gaps with *isn't*, *'m not* or *aren't*. Write in your notebook.



Tim is at home.
He at school.



I 10 years old.
I'm 12.



We're friends.
We cousins.

8 **SPEAKING TIME** Look at the picture and the notes. Present the family.

they/UK They aren't from the UK. They are from the USA.

Jane/8 ?

Dave/Jane's brother ?

Mary/Katie's sister ?

Jane/Katie's mum ?

1c VOCABULARY

Appearance See Picture Dictionary p. 114

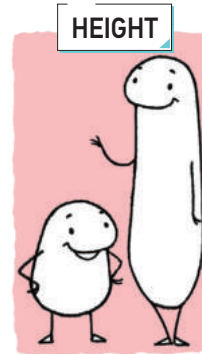
1 **GET STARTED** How old are your parents?

2 a) **WORD DETECTIVE** Look at the words in Ex. 2b. What are they in your language?

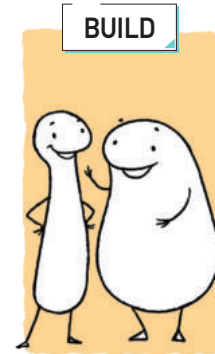
b)  Listen and repeat.



1 young ≠ old

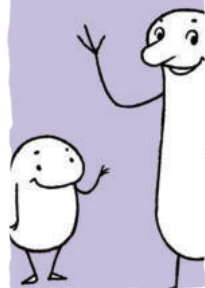


2 short ≠ tall

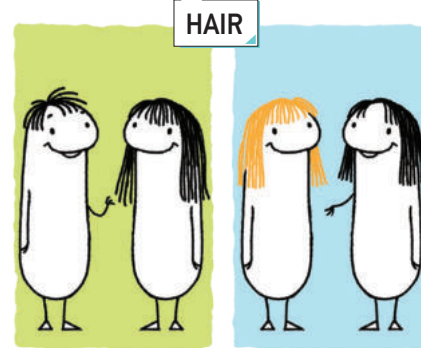


3 thin ≠ plump

**BODY PARTS
(EYES, HANDS,
NOSE, ETC.)**



4 small ≠ big



5 short ≠ long 6 fair ≠ dark

3 Look at the picture. Correct the mistakes in bold. Write in your notebook.

- 1 Susie is **tall**.
- 2 Her hair is **fair**.
- 3 Ralph is **old**.
- 4 He is **plump**.
- 5 His hair is **long**.
- 6 His nose is **big**.



Susie

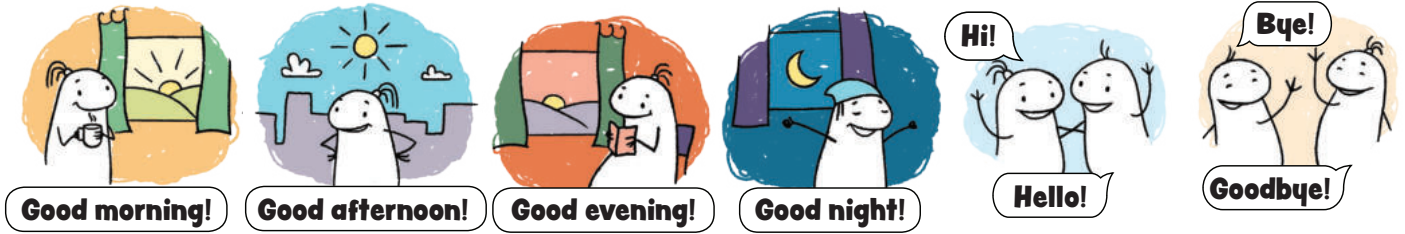
Ralph

4 **SPEAKING TIME** Find a picture of a family member. Present him/her to the class.

My is is (young/old) and ... (plump/thin). ... is (tall/short) with ... (long/short/fair/dark) hair.

Greetings

1 Listen and repeat. Say the phrases in Polish.



2 Listen to and read the dialogues.

Claire: Good morning, Helen.
Helen: Hi, Claire. How are you?
Claire: I'm fine, thanks. And you?
Helen: OK!



Lynne: Goodbye, Tony.
Tony: Bye, Lyn. See you later.
Lynne: See you!



3 With your partner, complete the dialogues in your notebooks.

- | | | | |
|----------|--|----------|--|
| A | A Hello, 1) _____. | B | A Good night, 4) _____. |
| | B Hi, 2) _____. How are you? | | B Good night, 5) _____.
See you tomorrow. |
| | A I'm fine, thanks.
And 3) _____? | | A See you! |
| | B Not bad. | | |

4 **SPEAKING TIME** In pairs, act out your dialogues.

- przywitaj się z kolegą/koleżanką rano
- pożegnaj się z kolegą/koleżanką wieczorem

Pronunciation

/ʊ/

Listen and repeat.

/ʊ/ good, book, look



1 LANGUAGE DETECTIVE What's missing? Look at the example and find out. Write in your notebook. Explain in Polish to your partner.


		?		short answers
singular	Am	I	... ?	Yes, you are . No, you aren't .
	?	you	... ?	Yes, I am ./No, I ? .
	Is	he she it	... ?	Yes, he/she/it is . No, he/she/it is .
plural	Are	we you they	... ?	Yes, we/you/they are . No, we/you/they aren't .

2 Match the questions (1-4) to the correct short answers (a-d). Write in your notebook.

- | | |
|--------------------------------------|-------------------------|
| Is Nour from Egypt? 1 | a Yes, they are. |
| Are Mandy and Luke friends? 2 | b No, he isn't. |
| Is Steven 12 years old? 3 | c Yes, she is. |
| Are you Polish? 4 | d No, I'm not. |

3 Complete the gaps. Use *am*, *'m not*, *is*, *isn't*, *are* or *aren't*. Write in your notebook.

- "██████ you American?" "Yes, I ███████."
- "██████ Rex your dog?" "No, it ███████."
- "██████ you from Brazil?" "No, I ███████."
- "██████ you 10 years old?" "No, we ███████."

4  **SPEAKING TIME** Choose one of the children. Your partner asks 3 questions and guesses who you are.



Name:	Jim	Jakub	Anna	Ewa
Age:	10	11	11	10
From:	Canada	Poland	Canada	Poland
Favourite colour:	red	green	green	red

A: Are you 11 years old?

B: Yes, I am. etc.

1 GET STARTED Who are King Charles III's children?



Meet the Royals



Charles III is the king of the United Kingdom. His wife is Camilla. She is the queen. Their home is Clarence House in London. It is near Buckingham Palace. Charles's sons are William and Harry. They are Charles and Diana's* children.



William is the Prince of Wales. His wife is Kate. She is the Princess of Wales. Kate has long brown hair. William and Kate's children are George, Charlotte and Louis. Their home is Adelaide Cottage near Windsor Castle.



Harry is the Duke of Sussex. His wife is Meghan. She is the Duchess of Sussex. Meghan has dark hair. Their children are Archie and Lilibet. Harry's home is in Montecito, California, in the USA.

*Diana – Charles's first wife

Check these words

king	•	król
queen	•	królowa
prince	•	książę
princess	•	księżniczka
duke	•	książę (tytuł)
duchess	•	księżna (tytuł)

Reading

2 Decide if the sentences are **R** (right) or **W** (wrong). Write in your notebook.

- 1 Charles and Camilla's home is Buckingham Palace.
- 2 William and Harry are Charles's brothers.
- 3 Charlotte is Louis and George's sister.
- 4 Harry and Meghan are the Duke and Duchess of Sussex.

3 Answer the questions. Write in your notebook.

- 1 Who is the king of the United Kingdom?
- 2 Who is the queen?
- 3 What are the names of William and Kate's children?
- 4 What is Meghan's title?

Vocabulary

4 Fill in: *wife, Duke, queen, prince*. Write in your notebook.

- 1 The king and the are in London.
- 2 Meghan is Harry's .
- 3 William is a .
- 4 Harry is the of Sussex.

Speaking

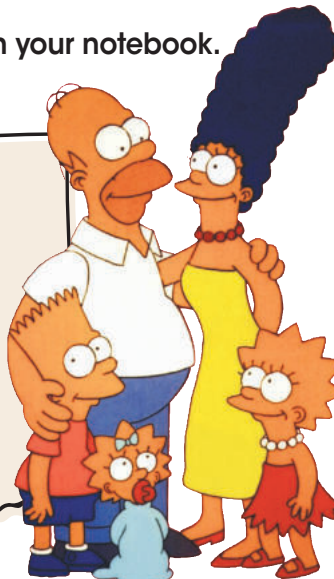
5  Play *Guess who the person is*. Ask and answer questions as in the example.

A: He's Kate's husband.

B: William!

Listening

6  Listen and complete the gaps (1-4) in your notebook.



Name: Homer Simpson
Country: 1)
Age: 2)
Appearance: 3) , short hair
Family members: wife – Marge
 children – Bart, 4) , Maggie

Writing (a text about a cartoon character)

7 Use your answers in Ex. 6 to complete the text. Write in your notebook.

THE SIMPSONS

Homer Simpson is from . He is years old. He is and has hair. He lives with his , Marge and their children: Bart, Lisa and Maggie. He is my favourite cartoon character!

OPTION

Doświadczenie edukacyjne Cartoon Club

Założcie klub wielbicieli kreskówek. W grupach oglądajcie różne kreskówki w języku angielskim. Przedstawcie ulubionych bohaterów. Szczegóły – patrz s. 125

8 **SPEAKING TIME** Who is your favourite cartoon character? Make notes in your notebook. Present him/her to the class. Draw or show a picture.

Name	Country	Age	Appearance	Family members
------	---------	-----	------------	----------------



different
is **FUN**

Think about your friends. Are they the same? No, they aren't.
Life is not fun when everyone is the same. We are different, and that is good.
We can learn new things from our friends. We can eat new food with friends
from other countries. We can learn new words from them.
We are not the same, and we are happy.
The world is like a rainbow. It is full of colours. It is beautiful and fun!

Check these words

different	•	inny
same	•	taki sam
fun	•	zabawa
learn	•	uczyć się
rainbow	•	tęcza

Reading

1 GET STARTED Are you and your friend the same or different?

2 Read the text. Complete the sentences with **ONE** word. Write in your notebook.

- 1 We are all and that is good.
- 2 We can learn new from friends.
- 3 The world is like a - many colours make it beautiful and fun!

3 SPEAKING TIME Read and do.

- Write about you: your hair, eyes, country, family and favourite things.
- Write about your friend: his/her hair, eyes, country, family and favourite things.
- Look at your two lists. What is the same? What is different? Tell the class.

Prepare & Create

- 1 Create a poster about your friend. Draw a picture. Write in your notebook.



My Friend

Country: _____

Nationality: _____

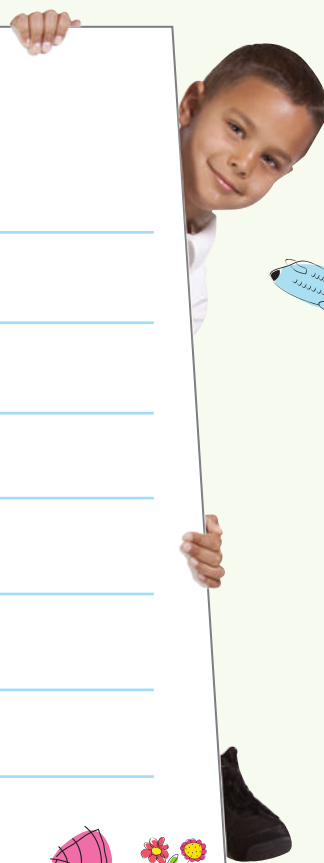
Age: _____

Height: _____

Hair: _____

Eyes: _____

Favourite colour: _____



Present & Reflect

- 2 **SPEAKING TIME** Use your poster in Ex. 1 and present your friend to the class. Why are friends important? Explain in English or in Polish.

This is He/She is from



VALUES

Friendship

- 3 a) Explain the saying in Polish.

- A Only friends are important.
- B Friends are close and important.

b) **Think** Complete the sentence in your notebook.
Use one of these words: *good, kind, funny, nice, happy.*

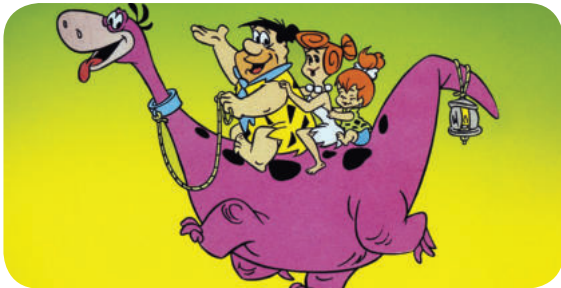
My friend is great because he/she is .

Friends are like family.



Reading

- 1 Decide if the sentences are **R (right)** or **W (wrong)**. Write in your notebook.



Hi, Ben!

What is your favourite TV cartoon? My favourite is *The Flintstones*. They have got a big stone house and they are very funny. Fred is the father. He is big and strong. He can drive a stone car. Wilma is the mother. She is thin with red hair. She can cook very well. Pebbles is the baby. She is small and cute. She can smile and play. Dino is their pet. It's a dinosaur. He is purple. He can run and jump. They are happy together. Tell me about your favourite TV cartoon!

Karen

- 1 The Flintstones have got a small house.
- 2 Fred is Pebbles's husband.
- 3 Wilma can drive.
- 4 Dino can jump.

Vocabulary

- 2 Complete the correct word in your notebook.

- 1 - grandma
- 2 dad -
- 3 - aunt
- 4 brother -

- 3 Match. Write in your notebook.

- | | | | |
|---------|---|---|----------|
| the UK | 1 | a | Polish |
| the USA | 2 | b | Spanish |
| Poland | 3 | c | British |
| Egypt | 4 | d | Egyptian |
| Spain | 5 | e | American |

- 4 Write the opposites in your notebook.

- 1 plump #
- 2 young #
- 3 tall #
- 4 fair #

- 5 Look at the pictures. Write the correct word in your notebook.



- 1 Tony's hair is short and d .



- 2 Lucy isn't plump. She's t .



- 3 Dylan is o and he's got white hair.



- 4 Mary's hair is l .

Language in Action

6 Choose the correct word. Write in your notebook.

- 1 Billy **is/isn't** 11 years old. (X)
- 2 Mia and Ryan **are/aren't** Canadian. (✓)
- 3 We **are/aren't** from the UK. (X)
- 4 Lucy **is/isn't** my friend. (✓)

7 Complete the questions with *is* or *are*. Then, answer them. Write in your notebook.

- 1 "██████ you from the USA?" "Yes, I ███████."
- 2 "██████ your sister 12 years old?"
"No, she ███████."
- 3 "██████ Sylvia and Paul friends?"
"Yes, they ███████."
- 4 "██████ her name Hanna?" "Yes, it ███████."
- 5 "██████ Andy and Sue British?"
"No, they ███████."

8 What are these fragments in English? Write in your notebook.

- 1 (tata Sama) ███████ is tall and thin.
- 2 The (kolor książki) ███████ is blue.
- 3 (pies Alexa i Mary) ███████ is Archie.
- 4 (pióro Anny) ███████ is orange.

Real-World Talk & Speaking

9 a) Complete the dialogues with:

- Goodbye • How are you
- See you later • And you

Write in your notebook.

- A** **A** Hello, Nick.
B Hi, Betty. **1)** ███████?
A I'm fine, thanks. **2)** ███████?
B OK!
- B** **A** **3)** ███████, Liam.
B Bye, Tina. **4)** ███████.
A See you!

b) Act out the dialogues with your partner.

Listening

10 Listen and complete the gaps (1-5) in your notebook.

Michael's pet: **1)** ███████
 Michael's cousin: **2)** ███████
 Cousin's pet name: **3)** ███████
 Where meet: at the **4)** ███████
 Time: **5)** ███████ am

Writing

11 Complete the post about your friend. Write in your notebook.

x

Hello, I'm **1)** ███████. My friend is **2)** ███████.
 He/She's **3)** ███████ years old. He/She's from
4) ███████.
 He/She is **5)** ███████ and **6)** ███████ with
7) ███████ hair. He/She's a great friend!
 What about your friend?

SEND >

Już umiem ...

Słownictwo i gramatyka

- mówić o członkach rodziny
- mówić o krajach i narodowościach
- mówić o wyglądzie
- używać czasownika **to be** (w twierdzeniach, przeczeniach, pytaniach i krótkich odpowiedziach)
- używać formy z **'s** i **of the**, żeby powiedzieć, do kogo coś należy

Czytanie i słuchanie

- dobierać wyrażenia, tworząc zdania
- wybierać właściwe słowa, potwierdzając zrozumienie tekstu
- określać, czy zdanie jest prawdziwe, czy fałszywe
- odpowiadać na pytania sprawdzające zrozumienie tekstu
- znajdować w wypowiedzi określone informacje

Mówienie

- stosować zwroty grzecznościowe (przywitanie, pożegnanie)
- przedstawiać siebie, członków rodziny, przyjaciół i inne osoby
- podawać dane personalne i informacje o sobie, pytać o czyjeś dane
- mówić o przynależności
- przedstawiać swoją ulubioną postać z kreskówki
- przedstawiać podobieństwa i różnice pomiędzy sobą a swoim przyjacielem

Pisanie

- przedstawiać ulubioną postać z kreskówki
- tworzyć wpis na blogu o swoim przyjacielem

★
dobrze

★★
bardzo dobrze

★★★
doskonale

My Picture Dictionary

Contents

People/Appearance/Character	p. 114
Personal objects	p. 115
Food/Sweets	p. 116
Sports	p. 117
School objects	p. 118
Places in a town	p. 119

PICTURE DICTIONARY

People/Appearance/Character

1 a) Read the descriptions.

Bill is **short**. He's got **short, wavy** hair, a **beard** and a **moustache**. He's **40 years old**.

Anne is **thin**. She's got **long, straight, fair** hair. She's **young**.

Steven is **tall** and **plump**. He's got **short, curly, grey** hair and a moustache. He's **old**.



Bill



Anne



Steven

b) Fill in the gaps with words in bold from Ex. 1a. Write in your notebook.

BUILD		HAIR		AGE
plump	1) <input type="text"/>	colour	style	old
2) <input type="text"/>		3) <input type="text"/>		4) <input type="text"/>
HEIGHT	black	5) <input type="text"/>	SPECIAL FEATURES	
tall	red	short	beard	
2) <input type="text"/>	grey	6) <input type="text"/>	moustache	
	white			

2 **SPEAKING TIME** Describe your favourite famous person to your partner.

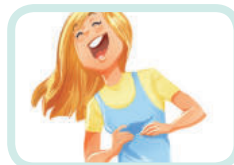
3 **SPEAKING TIME** What are you/your friends like? Tell your partner.



shy



hard-working



funny



clever



patient



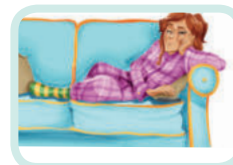
friendly



kind



brave



lazy



silly

Personal objects

1 Label the pictures. Write in your notebook.

- guitar • sunglasses • trainers • camera • basketball
- helmet • headphones • watch • bicycle • comic book
- cap • skateboard • scarf • video game



1 c



4 h



7 g



10 c b



13 s



2 h



5 t



8 b



11 c



14 s



3 b



6 s



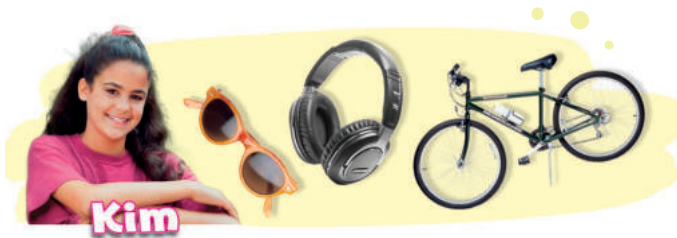
9 w



12 v g

2 Look at the pictures. Write sentences about what they have got. Write in your notebook.

Kim has got a bicycle, headphones and a pair of sunglasses.



3 **SPEAKING TIME** Look at the things in Ex. 1. What have you got? Tell your partner.

WELCOME BACK

Subject personal pronouns

L. poj.	I	ja
	you	ty
	he/she/it	on/ona/ono
L. mn.	we	my
	you	wy
	they	oni/one

Zaimki osobowe w funkcji podmiotu:

- nie mogą zostać pominięte; *I am British.*
- zastępują imiona lub nazwy rzeczy i umieszczane są na początku zdania. *Ava is a student. She is from the USA.*

Zapamiętaj:

I → zawsze wielką literą;

you → taka sama forma w liczbie pojedynczej i mnogiej;

he → o mężczyźnie lub chłopcu;

she → o kobiecie lub dziewczynce;

it → o zwierzęciu lub rzeczy;

we → o grupie ludzi włącznie z Tobą;

they → o ludziach, zwierzętach lub rzeczach.

A/An – The

Przedimki nieokreślone **a** i **an** używamy przed rzeczownikami policzalnymi w liczbie pojedynczej, gdy mówimy po raz pierwszy o danej rzeczy.

Przedimek **an** występuje przed rzeczownikiem, którego wymowa rozpoczyna się od **samogłoski**. *an atlas*

Przedimek **a** występuje przed rzeczownikiem, którego wymowa rozpoczyna się od **spółgłoski**. *a notebook*

Przedimka określonego **the** używamy, mówiąc o określonej lub wspomnianej wcześniej rzeczy. *This is a pen. The pen is red.*

Jeśli przed rzeczownikiem występuje **przymiotnik**, to przedimek musimy dopasować do samogłoski/spółgłoski, którą zaczyna się ten przymiotnik. *an orange pen*

Module 1

The verb to be (positive)

L. poj.	I	am/'m	jestem
	You	are/'re	jesteś
	He/She/It	is/'s	jest
L. mn.	We/You/They	are/'re	jesteśmy/jesteście/są

- W języku oficjalnym zwykle używamy form pełnych. *I am 10 years old.*
- Form skróconych używamy w mowie albo gdy piszemy do znajomych lub rodziny. *I'm 10 years old.*

The verb to be (negative)

L. poj.	I	am not/'m not	nie jestem
	You	are not/aren't	nie jesteś
	He/She/It	is not/isn't	nie jest
L. mn.	We/You/They	are not/aren't	nie jesteśmy/ jesteście/są

Pełną formę przeczącą tworzymy dodając **not** po **am/is/are**.

Skróconą formę przeczącą tworzymy:

- dodając **'m not** do **I**; *I'm not.*
- dodając **n't** po **are** lub **is** do pozostałych osób. *are not → aren't, is not → isn't*

The verb to be (questions & short answers)

L. poj.	Am I?	Czy jestem?
	Are you?	Czy jesteś?
	Is he/she/it?	Czy jest?
L. mn.	Are we/you/they?	Czy jesteśmy/jesteście/są?

- Pytania tworzymy, umieszczając **am/is/are** na początku zdania, przed podmiotem (*I, you, Ted, the girls, the dogs* itp.). *Are you Spanish?* (NIE: *You are Spanish?*)
Is Maria from Poland? (NIE: *Maria is from Poland?*)

L. poj.	Yes, you are.	Tak, jesteś.
	No, you aren't.	Nie, nie jesteś.
	Yes, I am./No, I'm not.	Tak, jestem./ Nie, nie jestem.
L. mn.	Yes, he/she/it is.	Tak, jest.
	No, he/she/it isn't.	Nie, nie jest.
	Yes, we/you/they are.	Tak, jesteśmy/jesteście/są.
	No, we/you/they aren't.	Nie, nie jesteśmy/jesteście/są.

- Krótkie odpowiedzi tworzymy w następujący sposób: **Yes/No + podmiot + czasownik to be** w formie twierdzącej lub przeczącej. *Are you Canadian? Yes, I am./No, I'm not.*
Is Fiona from Italy? Yes, she is./No, she isn't.
Zauważ: gdy odpowiadamy **tak** na pytanie, zawsze używamy pełnej formy czasownika **to be**. *Are you 11? Yes, I am.* (NIE: *Yes, I'm.*)

Possessive case ('s – of the)

Dopełniacz (forma 's):

- dodajemy do imienia, nawet jeśli kończy się ono na literę **-s**, kiedy coś należy do kogoś; *This is Tina's notebook. (It's her notebook.)*
Chris's schoolbag.
- używamy do określania pokrewieństwa w rodzinie; *Tom is Paul's dad.*
- jeśli coś należy do jednej osoby: **imię + 's + dopełnienie**; *Ben's book.*
- jeśli coś należy do więcej niż jednej osoby, końcówkę **'s** dodajemy tylko do ostatniego imienia. *Liz and Harry's dog.*

Mówiąc o przedmiotach, formę dzierżawczą tworzymy zwykle za pomocą wyrażenia **of the**. *the colour of the bike*

Module 2

Have got (positive)

L. poj.	I/You	have got/'ve got	mam/masz
	He/She/It	has got/'s got	ma
L. mn.	We/You/They	have got/'ve got	mamy/macie/mają

Czasownika **have got** używamy:

- informując, że coś do kogoś należy;
Karen has got stickers.
- podając cechy charakterystyczne ludzi i zwierząt;
Peter has got big blue eyes.
- mówiąc o członkach rodziny.
I have got two brothers.

- Czasownik **have got** ma taką samą formę we wszystkich osobach z wyjątkiem 3 os. l. poj. (*he, she, it*), gdzie używamy **has got**.
I/You/We/They have got figures.
He has got comic books.
She has got teddy bears.
The toy train has got small windows.
- Forma skrócona od **have got** to **'ve got**, a od **has got** – **'s got**.
I have got a cap = I've got a cap.
He has got a cap = He's got a cap.
- Formy skróconej używamy tylko w zdaniach z jednym podmiotem. Gdy zdanie ma dwa podmioty, musimy użyć pełnej formy.
Sam's got a dog. Eric and Nina have got a dog.
- Nie używamy formy **have got**, mówiąc o czyimś wieku. Wtedy posługujemy się czasownikiem **to be**.
I'm 12 years old. (NIE: ~~I've got 12 years~~)

Have got (negative)

L. poj.	I/You	have not got/haven't got	nie mam/masz
	He/She/It	has not got/hasn't got	nie ma
L. mn.	We/You/They	have not got/haven't got	nie mamy/macie/mają

- Przeczenia z czasownikiem **have got** tworzymy, wstawiając **not** między **have/has** i **got**.
I have not got a skateboard.
Sarah has not got a smartphone.
- Formę skróconą w przeczeniach tworzymy, dodając końcówkę **n't do have/has**.
I haven't got a camera.
Sarah hasn't got a bicycle.

Have got (questions)

L. poj.	Have I/you got?	Czy mam/masz?
	Has he/she/it got?	Czy ma?
L. mn.	Have we/you/they got?	Czy mamy/macie/mają?

- Pytania z czasownikiem **have got** tworzymy, umieszczając **have/has** na początku zdania, przed **podmiotem**.

She has got a laptop.

Has she got a laptop?

Have got (short answers)

L. poj.	Yes, you have. No, you haven't. Yes I have. No, I haven't.	Tak, masz. Nie, nie masz. Tak, mam. Nie, nie mam.
	Yes he/she/it has. No, he/she/it hasn't.	Tak, ma. Nie, nie ma.
L. mn.	Yes we have. No, we haven't. Yes, you have. No, you haven't. Yes, they have. No, they haven't.	Tak, mamy. Nie, nie mamy. Tak, macie. Nie, nie macie. Tak, mają. Nie, nie mają.

- W krótkich odpowiedziach nie używamy cząstki **got**.
Have you got a new T-shirt?
Yes, I have. (NIE: ~~Yes, I have got~~)
- Krótkie odpowiedzi twierdzące tworzymy w następujący sposób: **Yes, + podmiot + have lub has**.
Have you got a teddy bear? Yes, I have.
Has Sophie got sunglasses? Yes, she has.
- Krótkie odpowiedzi przeczące tworzymy tak: **No, + podmiot + haven't lub hasn't**.
Have you got a guitar? No, I haven't.
Has Sarah got a helmet? No, she hasn't.

Plurals (regular)

Tworzenie liczby mnogiej rzeczowników

- Do większość rzeczowników dodajemy końcówkę **-s**.
doll → dolls, mug → mugs, stamp → stamps
- Do rzeczowników zakończonych na **-s, -ss, -ch, -sh, -x, -o** dodajemy końcówkę **-es**.
bus → buses, class → classes, watch → watches, brush → brushes, box → boxes, hero → heroes
- Do rzeczowników zakończonych **samogłoską + -y** dodajemy końcówkę **-s**.
toy → toys, boy → boys
- W rzeczownikach zakończonych **spółgłoską + -y** opuszczamy literę **-y** i dodajemy końcówkę **-ies**.
lady → ladies
- W rzeczownikach zakończonych na **-f** lub **-fe** opuszczamy litery **-f** lub **-fe** i dodajemy końcówkę **-ves**.
scarf → scarves, wife → wives

Cartoon Club

Module 1, s. 21

- Które kreskówki lubicie oglądać najbardziej? W grupach wybierzcie lub wylosujcie tytuły kreskówek, które możecie oglądać w języku angielskim (odpowiednie dla waszego wieku).
- Każda grupa przygotowuje prezentację ulubionej postaci z danej kreskówki w języku angielskim: np. rysunek lub zdjęcie postaci, imię, kraj pochodzenia, wiek, wygląd, cechy charakteru. Współpracujcie przy tworzeniu prezentacji. Przydatne słowa i zwroty są w podręczniku w rozdziale 1. oraz w Picture Dictionary s. 114.
- Zaprezentujcie ulubionych bohaterów na forum klasy. Każdy uczeń przedstawia przynajmniej jedną informację o wybranym bohaterze.
- Zachowajcie Wasze prace (np. w pudełku z opisem Cartoon Club) i korzystajcie z nich cyklicznie (np. pod koniec wybranych lekcji) grając w grę Guess the Character.

My English Word Collection

Module 2, p. 29

- Szukaj angielskich słów w swoim otoczeniu (w domu, w sklepie, na ubraniach, w internecie, w grach).
- Zapisuj je na osobnych kartkach. Na każdej kartce:
 - zapisz słowo po angielsku (*sale, jeans, Wi-Fi*),
 - dodaj polskie znaczenie (*sale – wyprzedaż*),
 - napisz, gdzie widzisz to słowo (*in a shop, on a T-shirt, in a game*),
 - dodaj rysunek, symbol lub krótkie wyjaśnienie (jeśli nie znasz znaczenia).
- Podziel słowa na kategorie (np. *Food – burger, Clothes – T-shirt, Signs – open, Technology – online*).
- W grupach udostępnijcie swoje kolekcje klasie i wspólnie zdecydujcie o jednym efekcie końcowym projektu (np. *Word Wall*, klasowy minislownik „*English is everywhere*”, prosta gra typu memory lub quiz). Razem zdecydujcie, które słowa są najciekawsze, zabawne lub najbardziej przydatne.

Our Class Food Blog

Module 3, s. 55

- W grupach przygotujcie wpis na klasowy blog kulinarny w języku angielskim.
- Razem wybierzcie potrawę, którą chcecie opisać. Może to być potrawa z Polski lub innego kraju.
- Wpis powinien zawierać: nazwę potrawy, np. *The dish is called Pizza*, składniki: np. *It has.../It is made of ...*, krótki komentarz: np. *I like this dish because it is tasty*, kraj pochodzenia (opcjonalnie): np. *It is from Italy*, zdjęcie lub rysunek potrawy.

- Współpracujcie w grupie i dzielcie się zadaniami – np. jeden uczeń notuje składniki, drugi pisze zdanie, trzeci rysuje ilustrację.
- Co miesiąc zamieszczajcie wpis na klasowym blogu kulinarnym.

Our Dream School

Module 5, s. 87

- W grupach zdecydujcie, jak ma wyglądać Wasza wymarzona szkoła. Zastanówcie się, jak nazwać waszą szkołę (np. *This is our Dream School*), jakie są w niej przedmioty (np. *We have English, PE and Art*), ile lekcji jest w ciągu dnia i ile dni w tygodniu odbywają się lekcje (np. *We have five lessons a day, four days a week*), dlaczego lubicie taką szkołę (np. *We like this school because it is fun*).
- Możecie wprowadzić kreatywne rozwiązania: np. *We don't have tests on Mondays; we have lessons only four days a week; some lessons are outdoors; students can choose some subjects; we have more PE lessons; school starts later and finishes earlier*.
- Każda grupa prezentuje swój projekt w klasie.
- Na końcu wszyscy głosują na najciekawszą szkołę.
- Możecie przygotować krótki tekst, plakat lub stronę do gazetki szkolnej.

Be a Tourist Guide

Module 6, s. 102

- W grupie zaplanujcie 3–5-minutowy skecz „*Be a Tourist Guide*”.
- Otrzymacie lub wylosujecie karty pracy z przypisaną rolą (przewodnik, turysta, reporter, fotograf, tłumacz).
- Zaprezentujcie 2–3 miejsca w mieście (np. rynek, park, muzeum): *Welcome to... / Look at this... / Do you like it? / What is this? / Can we go there? / How big is...?*
- Dodajcie element humorystyczny (np. przesadny entuzjazm, pomyłki miejsc, dramatyczne gesty). Udanej zabawy z językiem angielskim!

WORD LIST

WELCOME BACK

Colours

- blue** /blu:/ (n) = niebieski
brown /braʊn/ (n) = brązowy
green /grɪm/ (n) = zielony
orange /'ɒrɪndʒ/ (n) =
pomarańczowy
pink /pɪŋk/ (n) = różowy
purple /'pɜ:pəl/ (n) = fioletowy
red /red/ (n) = czerwony
white /waɪt/ (n) = biały
yellow /'jeləʊ/ (n) = żółty

Classroom objects

- atlas** /'ætləs/ (n) = atlas (zbiór map)
notebook /'nəʊtbʊk/ (n) = zeszyt,
notatnik
pen /pen/ (n) = długopis
pencil /'pensəl/ (n) = ołówek
pencil case /'pensəl keɪs/ (n) =
piórnik
pencil sharpener /'pensəl ʃɑ:pəneɪ/ (n) = temperówka
rubber /'rʌbər/ (n) = gumka do
mazania
schoolbag /'sku:lbeɪg/ (n) = plecak

MODULE 1

- American** /ə'merɪkən/ (n) =
Amerykanin / Amerykanka
Argentina /,ɑ:dʒən'ti:nə/ (n) =
Argentyna
Argentinian /,ɑ:dʒən'tɪniən/ (n) =
Argentyńczyk / Argentynka
Brazil /brə'zɪl/ (n) = Brazylia
Brazilian /brə'zɪliən/ (n) =
Brazylijczyk / Brazylijka
British /'brɪtɪʃ/ (n) = Brytyjczyk /
Brytyjka
Canada /'kænədə/ (n) = Kanada
Canadian /'kænədəniən/ (n) =
Kanadyjczyk / Kanadyjka
Egypt /'ɪdʒɪpt/ (n) = Egipt
Egyptian /'ɪdʒɪpʃən/ (n) =
Egipcjanin / Egipcjanka
full /fʊl/ (adj) = pełny
happy /'hæpi/ (adj) = szczęśliwy
home /həʊm/ (n) = dom
Italian /'ɪtəljən/ (n) = Włoch /
Włoszka
Italy /'ɪtəli/ (n) = Włochy
Japan /dʒə'pæn/ (n) = Japonia
Japanese /,dʒæpə'ni:z/ (n) =
Japończyk / Japonka
meet /mi:t/ (v) = spotykać,
poznawać się

- photo** /'fəʊtəʊ/ (n) = zdjęcie
Poland /'pəʊlənd/ (n) = Polska
Polish /'pəʊlɪʃ/ (n) = Polak / Polka
royal /'rɔɪəl/ (n) = członek rodziny
królewskiej
show /ʃəʊ/ (n) = program
telewizyjny
Spain /speɪn/ (n) = Hiszpania
Spanish /'spæniʃ/ (n) = Hiszpan /
Hiszpanka
think /θɪŋk/ (v) = myśleć
UK /ju: 'keɪ/ (n) = Zjednoczone
Królestwo
USA /ju: es 'eɪ/ (n) = Stany
Zjednoczone Ameryki
wife /waɪf/ (n) = żona
world /wɜ:ld/ (n) = świat

Family members

- aunt** /ɑ:nt/ (n) = ciocia
brother /'brʌðə/ (n) = brat
child – children /tʃaɪld - 'tʃɪldrən/ (n) = dziecko – dzieci
cousin /'kʌzən/ (n) = kuzyn /
kuzynka
dad /dæd/ (n) = tata
granddad /'grændæd/ (n) = dziadek
grandma /'grænmɑ:/ (n) = babcia
grandparents /'grænpereənts/ (n) =
dziadkowie
mum /mʌm/ (n) = mama
parents /'peərənts/ (n) = rodzice
sister /'sɪstə/ (n) = siostra
uncle /'ʌŋkəl/ (n) = wujek

Appearance

- age** /eɪdʒ/ (n) = wiek
big /bɪg/ (adj) = duży
body part /'bɒdi pɑ:t/ (n) = część
ciała
build /bɪld/ (n) = budowa ciała
dark /dɑ:k/ (adj) = ciemny
eye /aɪ/ (n) = oko
fair /feə/ (adj) = jasny
hair /heə/ (n) = włosy
hand /hænd/ (n) = dłoń
height /haɪt/ (n) = wzrost
long /lɒŋ/ (adj) = długi
nose /nəʊz/ (n) = nos
old /əʊld/ (adj) = stary
plump /plʌmp/ (adj) = pulchny
short /ʃɔ:t/ (adj) = niski, krótki
small /smɔ:l/ (adj) = mały
tall /tɔ:l/ (adj) = wysoki
thin /θɪn/ (adj) = chudy
young /jʌŋ/ (adj) = młody

MODULE 2

- clothes** /kloʊðz/ (n) = ubrania
computer /kəm'pjʊ:tə/ (n) =
komputer
dress /dres/ (n) = sukienka
favourite /'feɪvərɪt/ (adj) = ulubiony
film poster /'fɪlm pəʊstə/ (n) =
plakat filmowy
fridge magnet /'frɪdʒ məɡnət/ (n) =
magnes na lodówkę
game /geɪm/ (n) = gra
guitar /gɪ'tɑ:/ (n) = gitara
jersey /'dʒɜ:zi/ (n) = koszulka
sportowa
love /lʌv/ (v) = kochać
nice /naɪs/ (adj) = fajny
special /'speʃəl/ (adj) = specjalny
T-shirt /'ti: ʃɜ:t/ (n) = koszulka
z krótkim rękawem
team /ti:m/ (n) = drużyna

Things we collect

- ball** /bɔ:l/ (n) = piłka
board game /'bɔ:d geɪm/ (n) = gra
planszowa
coin /kɔɪn/ (n) = moneta
comic book /'kɒmɪk bʊk/ (n) =
komiks
doll /dɒl/ (n) = lalka
figure /'fɪɡə/ (n) = figurka
mug /mʌɡ/ (n) = kubek
scarf /skɑ:f/ (n) = szalik
stamp /stæmp/ (n) = znaczek
sticker /'stɪkə/ (n) = naklejka
toy car /tɔɪ 'kɑ:/ (n) = samochodzik

Personal objects

- bicycle** /'baɪsɪkəl/ (n) = rower
camera /'kæməərə/ (n) = aparat
fotograficzny
cap /kæp/ (n) = czapka z daszkiem
skateboard /'skeɪtbɔ:d/ (n) =
deskorolka
smartphone /'smɑ:tfəʊn/ (n) =
smartfon
sunglasses /'sʌŋɡlɑ:sɪz/ (n) =
okulary przeciwsłoneczne
trainers /treɪnəz/ (n) = buty
sportowe
watch /wɒtʃ/ (n) = zegarek (na rękę)

MODULE 3

- ball** /bɔ:l/ (n) = kulka
bean /bi:n/ (n) = fasola
bowl /bəʊl/ (n) = miska
breakfast /'brekfəst/ (n) = śniadanie