


1 ★ Zakreśl odpowiednie wyrazy.

- 1  She's got **toothache** / **a fever**.
- 2  She's got **a sore throat** / **flu**.
- 3  She's got **a headache** / **flu**.
- 4  He's got **a cold** / **a stomach ache**.
- 5  He's got **a headache** / **a fever**.
- 6  He's got **earache** / **a cough**.
- 7  He's got **a sore throat** / **toothache**.
- 8  She's got **a cold** / **a headache**.
- 9  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

3 30 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

 31 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 _____.

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

base form	Past simple	regular	irregular
dance	<u>danced</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1 like	_____	<input type="checkbox"/>	<input type="checkbox"/>
2 see	_____	<input type="checkbox"/>	<input type="checkbox"/>
3 carry	_____	<input type="checkbox"/>	<input type="checkbox"/>
4 drink	_____	<input type="checkbox"/>	<input type="checkbox"/>
5 work	_____	<input type="checkbox"/>	<input type="checkbox"/>
6 eat	_____	<input type="checkbox"/>	<input type="checkbox"/>
7 have	_____	<input type="checkbox"/>	<input type="checkbox"/>
8 paint	_____	<input type="checkbox"/>	<input type="checkbox"/>
9 make	_____	<input type="checkbox"/>	<input type="checkbox"/>

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

Last weekend Sam ¹ _____ (play) in a football match with his friend Jake. They ² _____ (not win) 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 strawberry smoothies. In the afternoon, Sam ⁷ _____ (do) his homework and then ⁸ _____ (write) an email to his aunt in Scotland. He ⁹ _____ (feel) very tired, so he ¹⁰ _____ (go) to bed at nine o'clock and ¹¹ _____ (sleep) 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 T lub F.

- Sam and Jake didn't enjoy the football match. T / F
- They didn't watch the film at Sam's house. T / F
- They drank some smoothies. T / F
- Sam did his homework before the football game. T / F
- He didn't go to bed late. T / F
- 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.

break his foot scratch her arm bruise my hand twist your ankle burn his leg cut her knee hurt my finger

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.

To ...
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. I 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. I ⁸ _____ (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 ★★★ 32 Posłuchaj 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.

- 1 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 _____.
- 4 _____.

1 ★ Zapisz czasowniki w czasie Past simple.

- 1 learn _____
- 2 tell _____
- 3 steal _____
- 4 throw _____

2 ★★ Napisz pytania i połącz je z odpowiedziami.

- 1 your / Did / his / break / arm / brother / ?

- 2 the / did / Where / her / bag / put / girl / ?

- 3 finish / Did / the / homework / students / their / ?

- 4 film / When / the / see / did / you / ?

- 5 did / knee / hurt / How / he / his / ?

- 6 the / Did / environment / about / you / learn / ?

- ☐ a Yes, I did.
- ☐ b No, they didn't.
- ☐ c Yes, he did.
- ☐ d He fell out of the boat.
- ☐ e On the chair.
- ☐ f Three days ago.

3 ★★★ Napisz pytania, stosując czas Past simple, i odpowiedz na nie.

- 1 you / have a shower / this morning?

- 2 What time / you / have lunch / yesterday?

- 3 you / go to school / last Saturday?

- 4 What / you / do / last weekend?

Use of English

4 🎓 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

Today is Monday, September 17th 2019.

- 1 Alfie had pizza for lunch on Saturday, September 15th

BEFORE

Alfie had pizza for lunch the _____.

- 2 Alfie visited his aunt on July 17th.

AGO

Alfie visited his aunt _____.

- 3 Alfie went on holiday to Paris in 2018.

LAST

Alfie went on holiday to Paris _____.

Useful!

Uzupełnij wypowiedzi zdaniami z ramki.



Hurry up! ■ It hurts like mad.
You're in the soup now.

- 1 The teacher saw you cheat in the test.

- 2 _____ I don't want to be late for school.
- 3 I burnt my hand on the iron. _____

Train your brain!

Napisz pytania, stosując wyrazy z ramki.



did ■ see ■ Did ■ What ■ you
to bed ■ Rachel ■ the children
at school ■ time ■ go

- 1 _____?
Yes, I did. I saw her in the library.
- 2 _____?
At half past eight.



- 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	e
s	i	g	e	v
t	o	u	r	f
s	c	k	u	l
o	r	a	c	u
t	e	e	r	t
h	a	t	b	n
r	o	b	u	r

FINISH

1 illnesses	2 verbs for injuries


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

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

1 How / you /  /  / ?

2 My sister / have /  / yesterday / .

3 your friend /  /  / last night / ?

- 4 ★★  33 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 ambulance .
- 2 I ate a lot of sweets and now I've got earache
_____ .
- 3 She spoke to him two days last _____ .
- 4 He's got a cold and a twisted _____
throat.
- 5 Have you got a fever? I think you should call
_____ your temperature.

4 I /  / but I /  / .

5 When / you /  / your /  / ?

6 her brother /  / his /  / .

1 ★ Uzupełnij wyrazy brakującymi literami.

- 1 yester _ _ _ _
 2 I _ _ _ 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 ☹ _ _ _ _ _
 2 ☹ _ _ _ _ _
 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:

⁵ _ _ _ _ _ did you do that?

B:

I fell out of bed!

A:

How does it ⁶ _ _ _ _ _ now?

B:

It isn't ⁷ _ _ _ _ _ bad.

4 ★★ 34 Posłuchaj nagrania i uzupełnij notatkę.

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

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:

Hi, Keira. What _ _ _ _ _ ?

Keira:

Joseph:

Keira:

Joseph:

Keira:

Joseph:

Keira:



Quiz – A great scientist

1 Sprawdź, co pamiętasz na temat Marii Skłodowskiej-Curie. Połącz fragmenty zdań.

- | | |
|-----------------------------|--|
| 1 She was born | a a small X-ray machine to put in a truck. |
| 2 She and her husband lived | b in Paris. |
| 3 They discovered | c two Nobel prizes. |
| 4 She invented | d a new element called <i>polonium</i> . |
| 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.

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



Glossary

even – nawet

improve – ulepszać

1 ★ Z podanych liter ułóż nazwy objawów i chorób.

- 1 guoch _____
- 2 rseototahr _____
- 3 chadheea _____
- 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*
- 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.

A: What / 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 _____

A: How / now / ?

7 _____

B: not / hurt / much

8 _____

4 ★★ Zapisz czasowniki w czasie Past simple.

- | | |
|---------------|---------------|
| 1 cut _____ | 6 hear _____ |
| 2 drink _____ | 7 leave _____ |
| 3 eat _____ | 8 see _____ |
| 4 fall _____ | 9 send _____ |
| 5 fly _____ | 10 tell _____ |

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



A: 1 _____ (What / do) last weekend, Jenna?

B: I 2 _____ (visit) my cousins on Saturday. We 3 _____ (listen) to some music and we 4 _____ (make) pizza for lunch. But then I 5 _____ (burn) my hand on 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 your brother on Saturday?

A: Yes, I 9 _____. But my brother 10 _____ (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! After that, we 13 _____ (not play) tennis, we 14 _____ (go) shopping for a new tennis racket.

Listening

- 1  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	
4	

Language functions

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

- 1 A: I want to make a turkey pie for lunch.
_____?
B: About 45 minutes.
2 A: I broke my arm yesterday.
B: _____?
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.

A

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.

B

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.

C

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.

1

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.
 - C he is a very important doctor.

Use of English

- 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 ■ C ate
D eat
E accident
F wasn't
G weren't

My aunt was in a car¹ ____ 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. They² ____ difficult to make and she really liked them. My mum bought some flowers as well. My aunt was very happy to see us and she³ ____ three chocolate biscuits! She's coming out of hospital tomorrow so we're going to have a party for her⁴ ____ Friday afternoon.

- 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 (**burn / hand**) _____ yesterday.
- 2 I'm sorry I (**not / send**) _____ you a present for your birthday last week.
- 3 There (**be / some**) _____ dolphins in the sea when we went to the beach.
- 4 This cake is very tasty! When (**you / make**) _____ it?
- 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!
XYZ