

New HOTSPOT

Katherine Stannett
Cheryl Pelteret

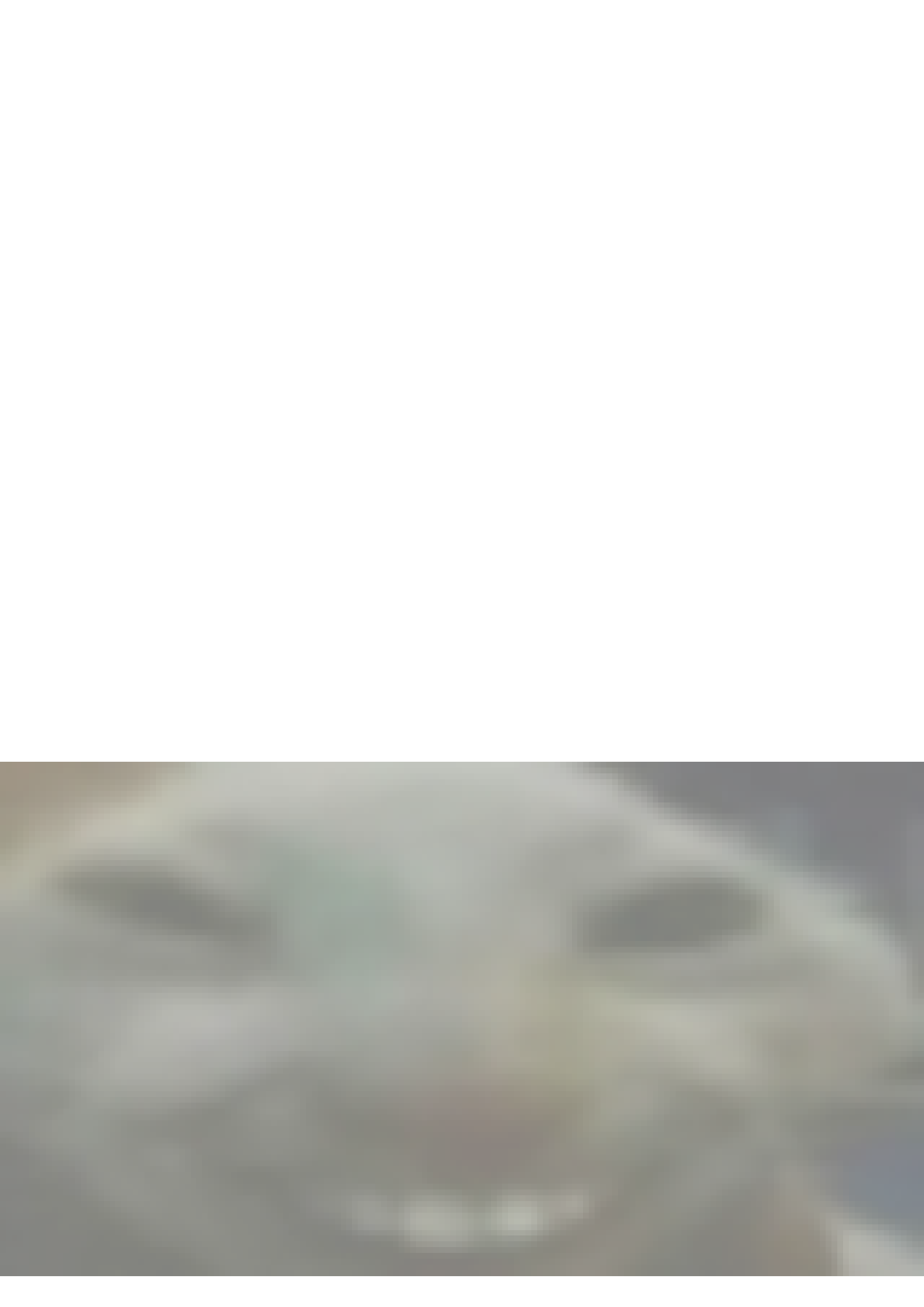
Podręcznik dla szkoły podstawowej

klasa

6

Zeszyt ćwiczeń





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1

Where I live

Vocabulary

- ★1 Znajdź w węzu wyrazowym jeszcze pięć słów i uzupełnij nimi zdania.

clap hibernate diver creek worry farmer

- 1 When you like something a lot, you clap your hands.
- 2 I'm a good _____. I practise every day at the swimming pool.
- 3 Bears _____ in the winter.
- 4 Don't _____.! The dog is very friendly.
- 5 I love cows, pigs and sheep. I want to be a _____ when I grow up.
- 6 We often go swimming in the _____ behind our house.

Grammar and vocabulary

- ★2 Uzupełnij e-mail wyrazami podanymi w ramce.

clap come hears hibernate is live sleep swim walks worry

Where I live

To: Alison

From: Nicole

Subject: Where I live

Dear Alison,

I ¹ come from Canada. Behind my house, there is a forest and a creek. Lots of bears ² _____ in the forest and ³ _____ in the creek. Bears ⁴ _____ in trees in the summer. When there ⁵ _____ a bear in the garden, we ⁶ _____ our hands. When it ⁷ _____ that sound, it ⁸ _____ away. We don't ⁹ _____ about bears in the winter because they ¹⁰ _____ then.

Write and tell me about the animals where you live.

Nicole



Nicole

Grammar and reading

- ★★★ 3 Ułóż wyrazy, tak aby powstały poprawne pytania. Następnie spójrz jeszcze raz na ćwiczenie 2. i dopasuj odpowiedzi do pytań.

1 Nicole / where / come from / does

Where does Nicole come from ? ☐

2 do / the bears / where / swim

_____ ? ☐

3 in the summer / do / where / sleep / bears

_____ ? ☐

4 clap / when / they / their hands / do

_____ ? ☐

5 when / hibernate / bears / do

_____ ? ☐

a When there is a bear in the garden.

b In trees.

c In the winter.

d Canada.

e In the creek.

Grammar

- ★★★ 4 Uzupełnij tekst odpowiednią formą czasowników podanych w nawiasach.

Soraya ¹ comes (come) from Ghana.

She ² _____ (live) with her family in

a village. People in Soraya's village

³ _____ (like) to be good neighbours.

When someone ⁴ _____ (build) a new

house, they all ⁵ _____ (help). Soraya

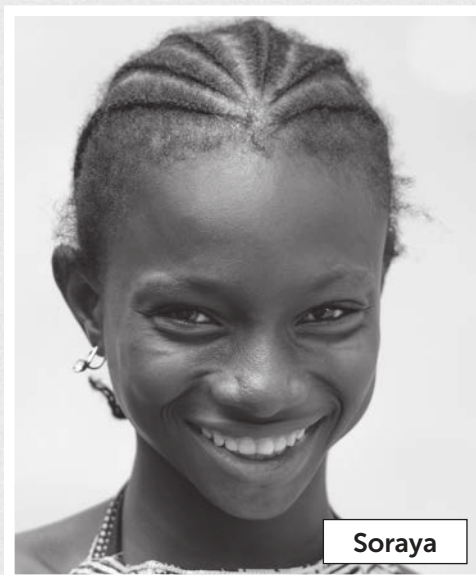
⁶ _____ (not go) to school in the

afternoon. After school, she ⁷ _____

(play) with her friends. They ⁸ _____

(not have) a TV, but they all ⁹ _____

(listen) to the radio.



Grammar and reading

- ★★★ 5 Zakreśl właściwe słowo. Następnie spójrz jeszcze raz na ćwiczenie 4. i odpowiedz na pytania.

1 Where **do** / **does** Soraya come from?

Ghana.

2 Where **do** / **does** her family live?

3 What **do** / **does** people like to be?

4 What **do** / **does** Soraya do after school?

5 What **do** / **does** they listen to?

Vocabulary

- ★ 6 Połącz czasowniki z odpowiednimi wyrażeniami.

1 play

☒ e

a to the radio

2 build

☐

b in the creek

3 help

☐

c a house

4 listen

☐

d your hands

5 go to

☐

e with friends

6 swim

☐

f your neighbours

7 clap

☐

g school

Vocabulary

- ★1 Przeczytaj zdania i wpisz właściwe słowo. Następnie rozwiąż krzyżówkę.



Jess



Rory



Delia



Cassie



Connor

Next Friday ...

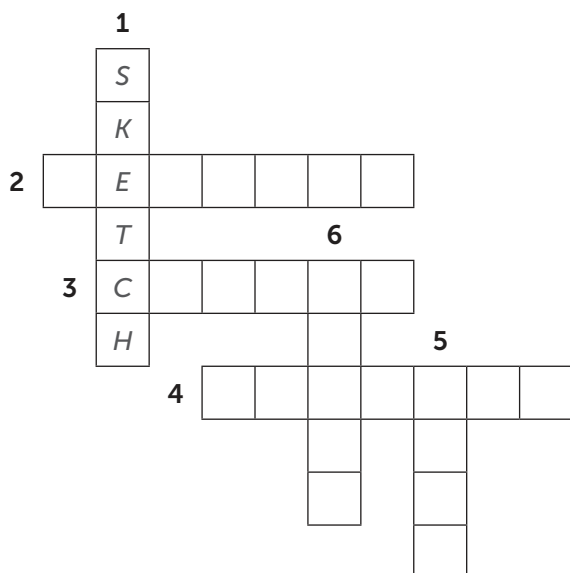
Jess is practising her ¹ sketch for the English lesson.

Rory is seeing the ² _____ because he's got a bad tooth! So he isn't going to the ³ _____ to see the new James Bond film.

Delia is playing ⁴ _____ on the school team.

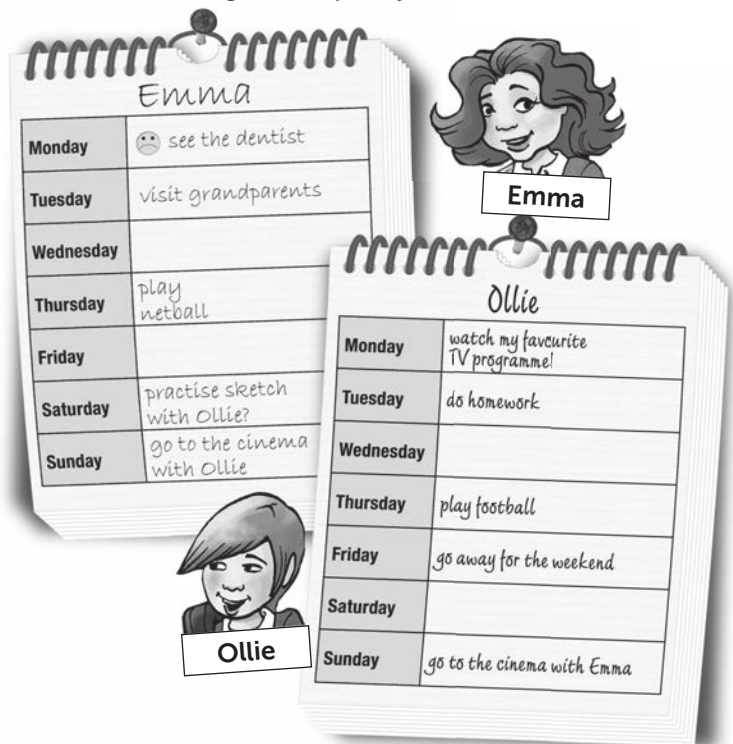
Cassie and her family are going ⁵ _____ for the weekend.

Connor is watching a football ⁶ _____ on TV.



Grammar and reading

- ★★2 Przeczytaj informacje z kalendarza Emmy i Olliego, i uzupełnij tekst.



On Monday, Ollie ¹ is watching TV.

Emma ² _____ the dentist. On Tuesday, Ollie ³ _____ his homework and Emma ⁴ _____ her grandparents.

On Thursday, they ⁵ _____ football and netball. They can't practise their sketch at the weekend because Ollie ⁶ _____ away. Are they ⁷ _____ it on Sunday night? No, they aren't because they ⁸ _____ to the cinema then!

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

- Is Emma visiting her grandparents on Tuesday?
Yes, she is.
- Is Ollie doing his homework on Tuesday?

- Is Ollie seeing the dentist?

- Are Ollie and Emma practising their sketch on Saturday?

Grammar

★★ 4 Napisz dialog, używając podanych wyrazów.

A: What / you / do / on Friday

¹ What are you doing on Friday ?

B: I / go / to Paul's house

² _____.

A: What / you / do / with Paul

³ _____?

B: We / watch / a DVD

⁴ _____.

A: What / you / do / on Saturday

⁵ _____?

B: I / visit / my grandma

⁶ _____.

A: When / you / come back

⁷ _____?

B: On Sunday. Why?

A: Because I / have / a party / on Sunday night

⁸ _____.

_____. Are you free?

B: Yes, I am. Thanks!

Grammar

★ 5 Uzupełnij dialog wyrazami podanymi w ramce.

theirs hers yours ours mine his

Miss Bright Whose book is this? Is it ¹ yours , Jack?

Jack No, it isn't ² _____. Christina's got the same book. Perhaps it's ³ _____?

Miss Bright Christina, is this your book?

Christina No, it isn't. Peter's got the same book. Perhaps it's ⁴ _____?

Miss Bright Peter, is this your book?

Peter No, it isn't. Tom and Jo have got the same book. Perhaps it's ⁵ _____?

Tom & Jo No, it isn't, Miss. We've got

⁶ _____ here!

Jack Is there a name inside the book?

Miss Bright Mmm, yes ... there is. It's mine!

Grammar

★★ 6 Uzupełnij dialogi zaimkami dzierżawczymi.



Vocabulary

- ★1 Uzupełnij dialogi wyrazami podanymi w ramce.

too big size is this the pattern It's large are cheaper looks horrible



Grammar

- ★★2 Utwórz stopień wyższy od podanych przymiotników i uzupełnij tabelę.

cheap tidy new interesting tall friendly
nice beautiful expensive

adjective + er / + r	adjective - y + ier	more + adjective
<i>cheaper</i>		

Grammar

- ★★3 Uzupełnij zdania podanymi przymiotnikami w stopniu wyższym.

- This chair is more comfortable (comfortable) than that one.
- My room is _____ (messy) than my brother's room.
- Maria is _____ (bad) at English than Paul.
- History is _____ (useful) than maths.
- The new shopping centre is _____ (modern) than the old one.
- I am _____ (old) than my brother.

Grammar

- ★ 4 Utwórz stopień najwyższy od podanych przymiotników.

1 messy	<u>the messiest</u>
2 expensive	_____
3 good	_____
4 horrible	_____
5 large	_____
6 small	_____
7 ugly	_____
8 comfortable	_____
9 bad	_____
10 beautiful	_____

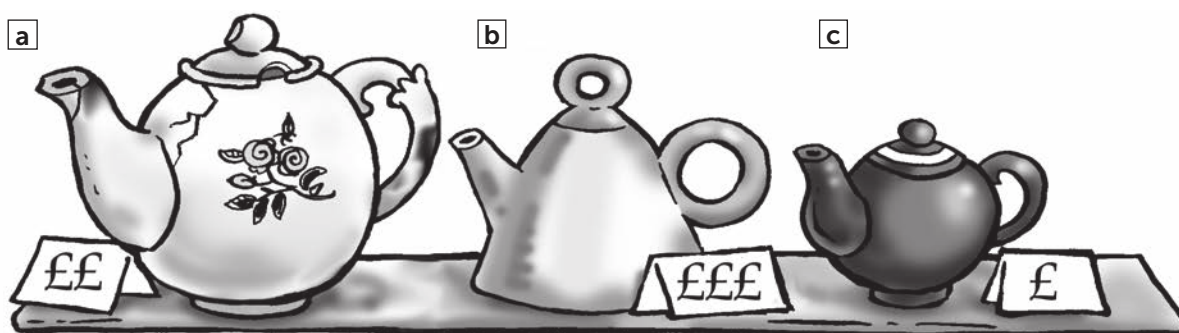
Grammar

- ★★ 5 Uzupełnij zdania, wstawiając przymiotniki podane w nawiasach w stopniu wyższym lub najwyższym.

- 1 A Porsche is more expensive than other cars. (expensive)
- 2 Which one do you like the _____? (good)
- 3 I think this is the _____ dress in the shop. (pretty)
- 4 Today is much _____ than yesterday. (hot)
- 5 I'm always _____ on a Friday than on a Monday! (happy)
- 6 What's the _____ joke you know? (funny)

Grammar and writing

- ★★ 6 Opisz imbryczki, wstawiając przymiotniki podane w nawiasach w stopniu wyższym lub najwyższym.



- 1 Teapot a is the oldest. It's older than teapots b and c. (old)
- 2 _____ (small)
- 3 _____ (expensive)
- 4 _____ (cheap)
- 5 _____ (big)
- 6 _____ (modern)

Writing

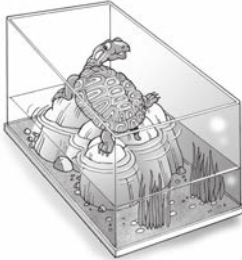
- ★★ 7 Napisz zdania o sobie i swojej rodzinie. Zastosuj stopień wyższy i najwyższy przymiotników podanych w ramce.

young old helpful lazy tall short quiet noisy

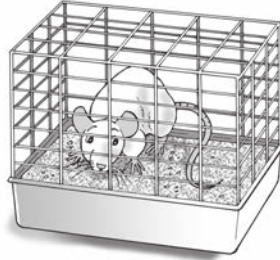
I am younger than Paweł, but Tomek is the youngest in our family.

Reading and vocabulary

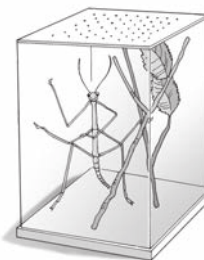
★1 Przeczytaj teksty o interesujących zwierzętach domowych. Dopasuj rysunki do opisów.

1
b

2



3



- a Stick insects are brown or green. They usually live for one year. Stick insects like a big warm cage. Feed them every day. They eat leaves. Stick insects are not strong, so be careful when you hold them.
- b A pet turtle lives in a large glass aquarium. It likes clean water. Put a stone or a rock inside the aquarium. Feed your turtle lots of different food – leaves, insects and worms. Turtles can live for forty years.
- c A pet mouse lives in a cage. Mice like to be warm. They sleep on sawdust. Clean the cage often. They eat fruit and vegetables, and they like clean water. They like playing with toys, too!

**ExamSpot**

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

- A The scariest animal in the world
B Our pets
C How to look after your dog
D My favourite animal

1 We live in a small house and we haven't got any pets, but I love all animals – even scary spiders and big snakes! My friend's dog is really friendly, and I take him for a walk every weekend. But I think dolphins are the best animals! They're really intelligent and they're beautiful as well.

2 **This animal is a very popular pet.**
It usually eats special biscuits or meat and it needs lots of exercise and a warm place to sleep.
Take it for a walk once or twice a day and remember to play games with it.
You can throw a ball or teach it some tricks.

3 **Tom** Hi Ed. What's in your bag?
Ed Lots of carrots. They're for our rabbits.
Tom How many rabbits have you got?
Ed Five! They live in a shed in our garden. They're very cute, but they eat a lot of the plants and flowers in the garden!
Tom Have you got any other animals?
Ed Yes, we have. We've got a cat, Mitzy, and a dog, Blue. Blue loves the rabbits but Mitzy is scared of them!

Writing

3 Przeczytaj podane informacje i napisz tekst o fretce.

lives for 5–10 years eats cat food
likes lots of exercise likes lots of clean water
sleeps in a cage



A ferret lives for five to ten years.

Name _____

Date _____



StudyTip

Vocabulary

Wpisuj parami do zeszytu nowo poznane wyrazy, np. przymiotniki i ich antonimy.

cheap – expensive big – small

Ułóż pary antonimów z podanych przymiotników.

~~tall~~ boring messy interesting tidy ~~short~~

1 tall – short

2 _____ – _____

3 _____ – _____

Check if you can do these things:

1 Potrafię opowiadać o życiu innych dzieci. ☐

Zakreśl błędne słowo i wpisz prawidłowe.

1 Soraya doesn't come from Ghana. comes

2 Soraya and her family live in a town.

3 Soraya plays with her pets.

4 Soraya's neighbours aren't friendly and helpful.

5 Soraya goes to school in the afternoon.

2 Potrafię mówić o planach swoich i innych osób. ☐

Napisz zdania wykorzystując podane wyrazy.

1 What / you / do / on Saturday
What are you doing on Saturday?

2 you / play / football / after school
_____?

3 I / go / to the sports centre / tomorrow
_____.

4 Rory / visit / his aunt / on Sunday
_____.

5 We / go / to the cinema / tonight
_____.

3 Potrafię porównywać rzeczy. ☐

Uzupełnij zdania, wstawiając przymiotniki podane w nawiasach w stopniu wyższym lub najwyższym.

1 Ronaldo is the friendliest (friendly) boy in the class.

2 Who is the _____ (young) in your family?

3 My lunch is _____ (cheap) than my friend's lunch.

4 I am the _____ (good) in my class at P.E.

5 Who is _____ (beautiful) – Angelina Jolie or Charlize Theron?

4 Potrafię powiedzieć, że coś do kogoś należy. ☐

Uzupełnij zdania wyrazami podanymi w ramce.

yours his mine hers ours

1 That ball is Ivan's. It's his.

2 Please give me that book. It's _____.

3 Can you give this letter to Mary?
It's _____.

4 "Those sweets are _____!" said the children.

5 This is my seat and this is _____, Nick.



VocabularySpot

- 1 Zakreśl słowo, które nie pasuje do podanego czasownika.

- 1 tell
a lie / nothing / a secret
- 2 make
the truth / a friend / an excuse
- 3 say
a joke / hello / nothing
- 4 tell
the truth / an excuse / a joke

- 2 Uzupełnij tekst czasownikami *tell*, *make* lub *say* w odpowiedniej formie.

Kate is a very honest and friendly person. She always ¹ _____ the truth and when she ² _____ a promise, she always keeps it. But she's also very funny and friendly.

When she goes to parties, she ³ _____ hello to everyone and she always ⁴ _____ lots of friends because she can ⁵ _____ really good jokes. Kate's sister, Joanne, is very different. She isn't very honest and sometimes ⁶ _____ lies. She often gets into trouble at school because she forgets her homework and then ⁷ _____ an excuse. And her friends don't ⁸ _____ her their secrets because she talks about them to other people.



LanguageSpot

- 3 Połącz pytania z odpowiedziami.

- | | |
|--|---|
| 1 Are you the tallest boy in the class? | ☐ a I take the bus. |
| 2 How do you get to your friend's house? | ☐ b How about Saturday afternoon? |
| 3 What do you do at the weekend? | ☐ c I'm playing in a tennis match. |
| 4 When can we finish our homework? | ☐ d I read books and watch TV. |
| 5 What are you doing tomorrow? | ☐ e No, I'm not. Rob is taller. |

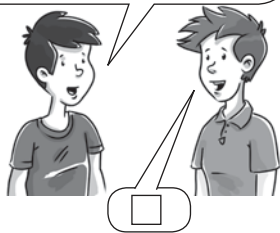


ExamSpot

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

When can we practise our song?

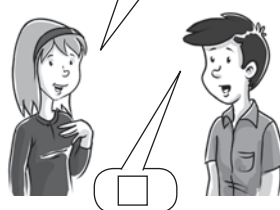
1



- A We often practise on Tuesdays.
B How about Thursday after school?
C It's usually on Saturday afternoon.

We go to the beach with our friends.

2



- A Where are you going next summer?
B How do you travel to the beach?
C What do you do in the summer?

Are these yellow shirts the cheapest shirts in the shop?

3



- A Yes, they are. The other shirts are more expensive.
B Yes, they are. The other shirts are cheaper.
C Yes, they are. They're more expensive than the other shirts.



Grammar Summary

- 1 Uzupełnij dialog odpowiednią formą wyrazów podanych w nawiasach.

Amy Hi, my name's Amy. I'm a new student here.

Billy Hi Amy. Where ¹ Where do you live (you/live)?

Amy I ² _____ (live) near the hospital with my brother and my mum. My mum ³ _____ (work) as a doctor there.

Billy That's interesting! What ⁴ _____ (you/do) at the weekends?

Amy I usually ⁵ _____ (go) swimming.

Billy ⁶ _____ (your brother/go) swimming with you?

Amy No, he doesn't. He ⁷ _____ (not like) swimming.

- 2 Uzupełnij pytania i odpowiedzi. Użyj czasu *Present continuous*.

1 **A:** What / you / do / tomorrow afternoon?

What are you doing tomorrow afternoon?

B: I / visit / my grandmother.

2 **A:** When / your sister / start her new job?

When is she starting her new job?

B: She / start her new job / next month.

3 **A:** Where / you and your family / go / at the weekend?

We go to the lake every weekend.

B: We / take / the train to Liverpool.

- 3 Zakreśl właściwe słowo.

1 That diary isn't yours / his! It's hers / mine!



2 The T-shirt isn't ours / hers, it's his / yours.



3 This dog is his / ours. It isn't theirs / mine.



- 4 Przymiotniki podane w nawiasach napisz w odpowiedniej formie.

I've got two brothers and three sisters.

My brother Frank is the ¹ tallest (tall) person in our family – he's 1 m 85! My other brother, Arthur, is ² _____ (short) than Frank but he's ³ _____ (tall) than me! I'm ⁴ _____ (short) person in my family. My sisters Hannah and Emily are twins. They're ⁵ _____ (intelligent) people in my family. They always get 100% in all of their exams. They've both got fair hair and blue eyes, but Hannah is ⁶ _____ (slim) than Emily. My other sister, Nicky, is ⁷ _____ (young) person in my family. She's only three years old. She's also ⁸ _____ (funny) person. We all love Nicky!



ExamSpot

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

A hotter **B** live **C** most **D** visit
E seeing **F** 'm meeting **G** hot **H** more

My name is Alice and I live in Dorset in the south of England. Tomorrow I ¹ _____ my cousins from the Isle of Wight. They're coming here for the weekend. I often ² _____ them in the summer. I love going to the Isle of Wight because the weather is usually ³ _____ there than any other place in England. I think it's the ⁴ _____ beautiful place in the UK!

Vocabulary

- metre race swimming race long jump obstacle course javelin



- ★2 Kto wygrał w zawodach w skoku w dal? Ułóż imię, wpisując litery z zaznaczonych kratek w ćwiczeniu 1.

J

Grammar

-
- A cartoon illustration of a boy named Ollie sitting on a couch, talking on a mobile phone. He has a white sling over his shoulder and a plate of food next to him. A thought bubble above him shows a girl named Emma talking on a phone, looking surprised.

Ollie No, but I ¹⁰ _____ (get) a cold drink and a biscuit!

Reading and grammar

- ★★ 4 Spójrz na rysunek z ćwiczenia 1. Przeczytaj artykuł ze szkolnej gazetki. Popraw błędy, używając zwrotów podanych w ramce.

jump do the obstacle course
swim in the swimming race
throw the javelin
run in the 100-metre race

Sports Day News!

On Saturday it was our Sports day.
What a fantastic day!

Rory did the long jump. Cassie swam in the swimming race. Delia threw the javelin and Connor ran in the 100-metre race. He broke the record! But poor Jess ... she broke her ankle!

- Rory didn't do the long jump. Rory swam in the swimming race.
- Cassie _____ in the swimming race. She _____.
- Delia _____ the javelin. She _____.
- Connor _____ in the 100-metre race. He _____.
- Jess _____ her ankle. She _____ three metres in the long jump!

Grammar

- ★ 7 Połącz czasowniki z rzeczownikami.

- | | | |
|---------|---------------------------------------|-------------------|
| 1 play | ☒ f | a cycling |
| 2 read | ☐ | b a DVD |
| 3 visit | ☐ | c music magazines |
| 4 watch | ☐ | d a new bike |
| 5 get | ☐ | e my friend |
| 6 go | ☐ | f tennis |

Reading and grammar

- ★★ 5 Anna miała weekend wypełniony zajęciami. Ułóż pytania, wykorzystując podane wyrazy.



- What / she / buy What did she buy ?
- What / she / do / in the evening _____ ?
- What museum / she / go to _____ ?
- Who / visit / her _____ ?
- What English homework / she / do _____ ?
- she / do / her maths homework _____ ?

- ★★ 6 Odpowiedz na pytania z ćwiczenia 5., używając czasowników podanych w ramce.

didn't read bought went visited watched

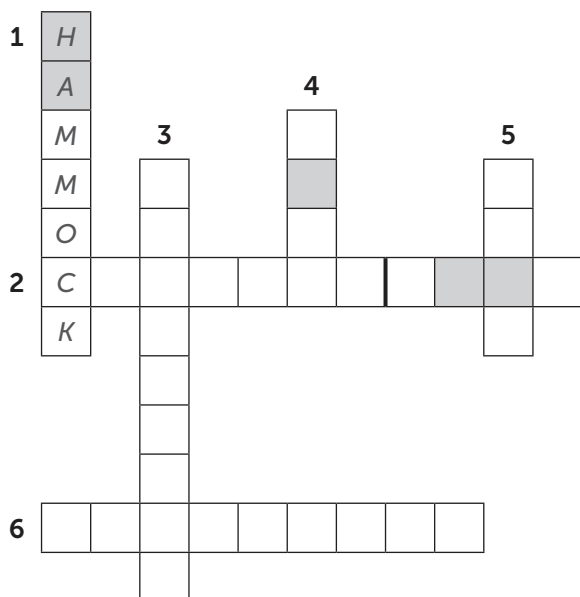
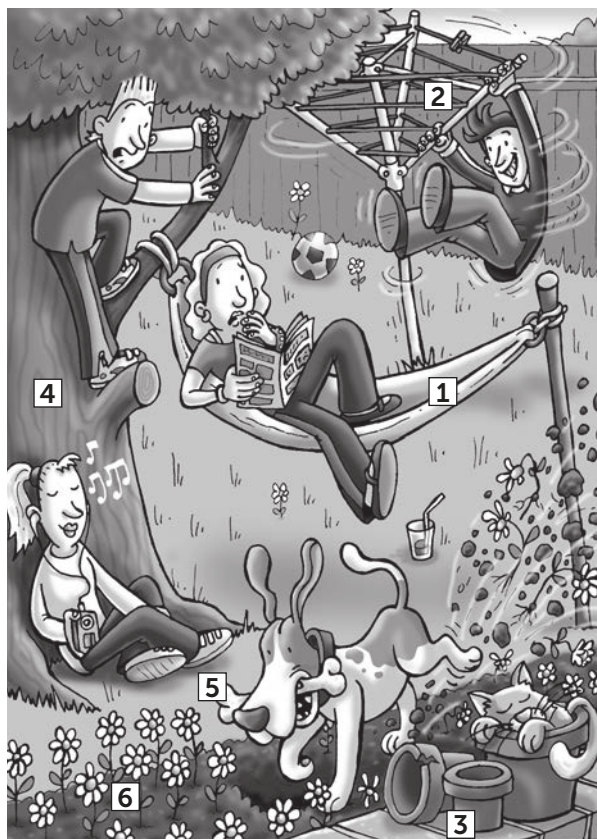
- She bought a CD.
- _____
- _____
- _____
- _____
- _____

- ★★ 8 Uzupełnij tekst wyrażeniami z ćwiczenia 7. w czasie Past simple.

Yesterday was my birthday. I ¹ got a new bike.
So I ² _____ in the park in the morning. It's a really nice bike. I ³ _____, Lucy, and we ⁴ _____ at the sports centre. I won all our games! Then we went to Lucy's house and ⁵ _____ – it was my birthday present from Lucy. Then we ⁶ _____ and talked about our favourite songs.

Vocabulary

- ★1 Spójrz na rysunek i rozwiąż krzyżówkę.



- ★2 Ułóż litery z szarych pól w ćwiczeniu 1., tak aby otrzymać nazwisko wykonawcy, którego muzyki słuchała Jess.

R _____ n a

Reading and grammar

- ★★3 Spójrz na podaną listę i ćwiczenie 1. Następnie uzupełnij zdania.

Weekend jobs in the garden

Cassie – water the flowers

Rory – play with the cat

Connor – mow the lawn

Jess – hang up the washing

- Cassie wasn't watering the flowers.
She was reading (read).
- Rory _____ with the cat.
He _____ (play) on the clothes line.
- What was the cat doing?
It _____ (sleep).
- Connor _____ the lawn.
He _____ (climb) a tree.
- Jess _____ the washing.
She _____ (sit) on the lawn.
She _____ (listen) to music.
- What was the dog doing?
It _____ (bury) a bone.

Grammar

- ★★4 Ułóż pytania, używając podanych wyrazów.

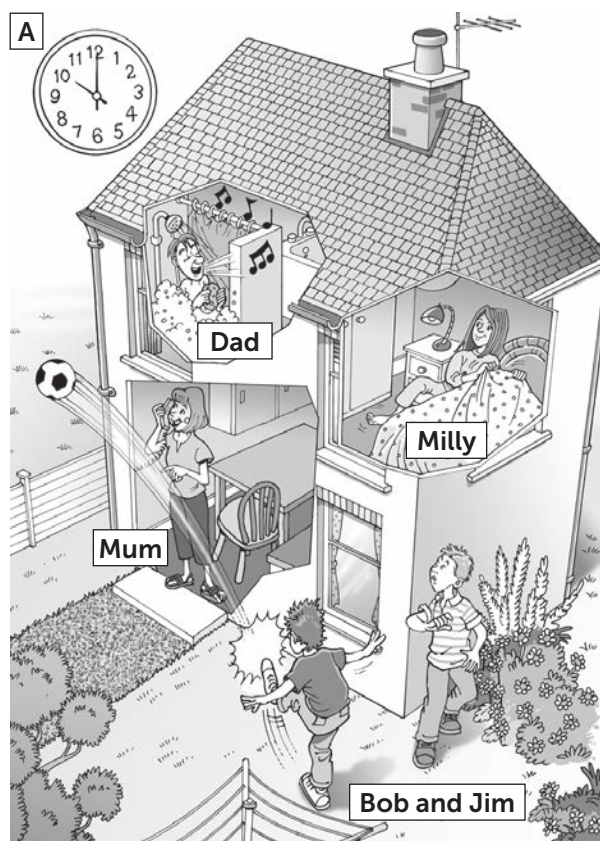
- Cassie / water / the flowers
Was Cassie watering the flowers ?
- the boys / play / football
_____ ?
- Connor / climb / a tree
_____ ?
- Cassie and Connor / look at / the dog
_____ ?

- ★5 Dopasuj odpowiedzi do pytań z ćwiczenia 4.

- Yes, he was. ☒
- Yes, they were. ☐
- No, she wasn't. ☐
- No, they weren't. ☐

Grammar and writing

- ★★6 Spójrz na rysunek A i uzupełnij zdania, używając zwrotów podanych w ramce.



get up have a shower
play football talk on the phone

At 10 o'clock ...

- 1 Milly was getting up
- 2 Bob and Jim _____
- 3 Mum _____
- 4 Dad _____

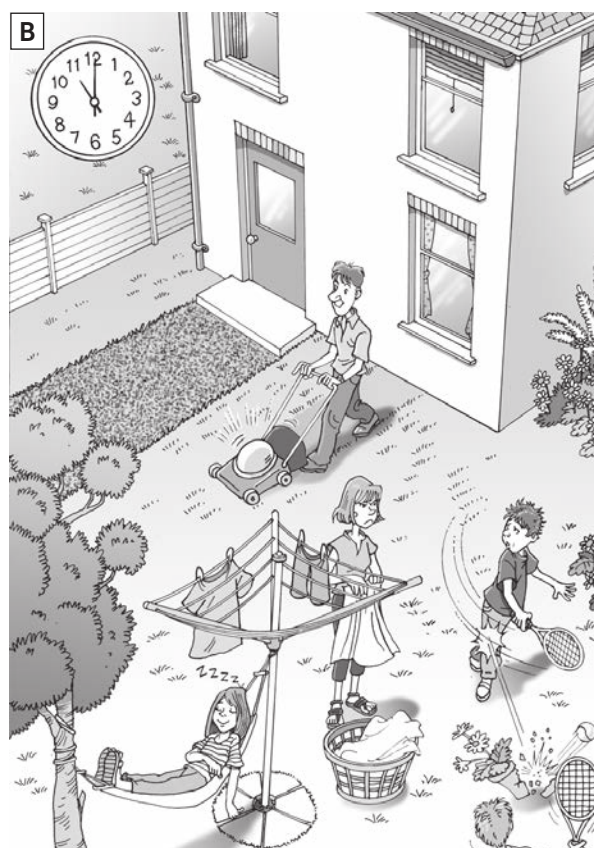
Writing

- ★★8 Napisz prawdziwe odpowiedzi na pytania.

What were you doing at ...

- 1 10.00 on Sunday morning? I was
- 2 7.00 this morning? _____
- 3 8.30 last night? _____
- 4 midday yesterday? _____
- 5 3.30 pm on Saturday? _____

- ★★7 Spójrz na rysunek B i znajdź te elementy, którymi oba rysunki się różnią. Następnie uzupełnij zdania, używając zwrotów podanych w ramce.



hang up the washing mow the lawn
sleep in a hammock play tennis

At 11 o'clock ...

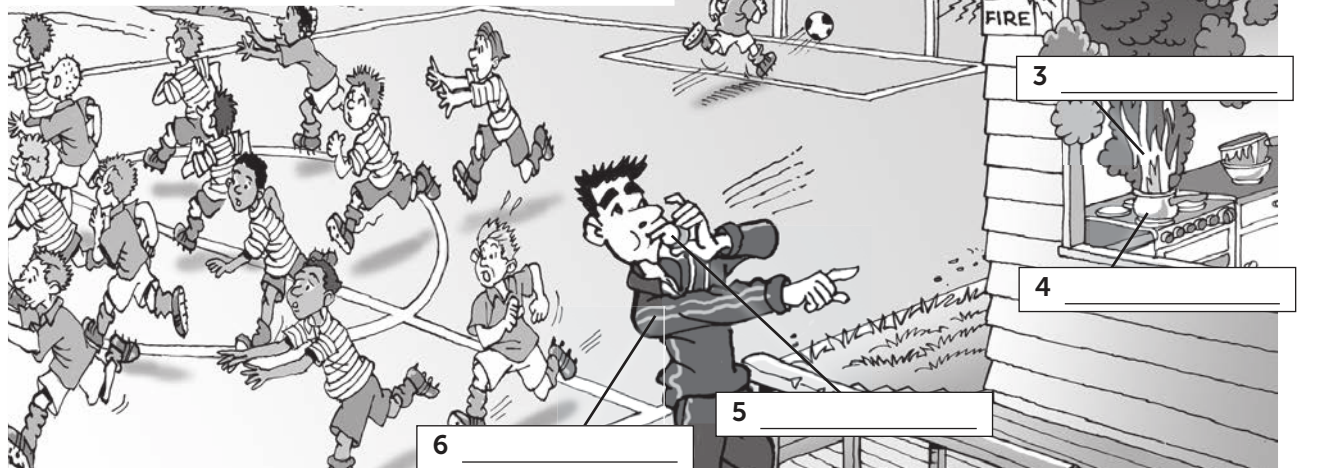
- 1 Milly wasn't getting up. She was sleeping in a hammock
- 2 Bob and Jim _____
- 3 Mum _____
- 4 Dad _____

Amazing stories

Vocabulary and reading

- ★1 Opisz elementy rysunku wyrazami z ramki.

alarm fire saucepan referee ~~smoke~~ whistle



- ★2 Wyróżnione słowa są w nieodpowiednich miejscach. Zamień je ze sobą, tak aby tekst zyskał sens.

Yesterday we were playing football when we heard a loud noise. It was the ¹**fire**. But Rick didn't hear anything. He had the ball and he was running towards the goal. The ²**saucepan** blew his ³**referee**. We saw smoke. The ⁴**whistle** in the kitchen was on ⁵**alarm**. "Run!" shouted the referee. "I am running!" shouted Rick. Poor Rick! He scored a goal, but the match was over!

1 alarm

3

5

2

4

Grammar

- ☆☆3 Spójrz na rysunki i uzupełnij zdania odpowiednią formą czasowników podanych w nawiasach.



- 1 He was walking in the hills when his boot came off. (walk, come off)



- 2 He _____ a shower when he
the fire alarm. (have, hear)



- 3 She _____ a comic when she
into a tree. (read, walk)



- 4 She _____ a story when the pencil _____. (write, break)

Grammar and reading

★4 Zakreśl właściwą formę.



Strange driver on Main Street!

Yesterday afternoon, two police officers

¹ travelled / were travelling on Main Street when they

² saw / were seeing something very strange. There

³ was / was being a car in front of them.

It ⁴ went / was going very slowly. The police officers

⁵ passed / were passing the car when they

⁶ noticed / were noticing that the driver was a dog!

It ⁷ sat / was sitting on its owner's legs. When

the police ⁸ stopped / were stopping the car,

the owner said, "Fido ⁹ drove / was driving really well!

I don't know why you ¹⁰ stopped / were stopping us."

Reading and grammar

★★5 Przeczytaj historię Jo. Dopasuj pytania do odpowiedzi.



- 1 What were Jo and her friend doing in the High Street? ☒ c
- 2 Where did they see the nice, cheap clothes? ☐
- 3 What were they looking at first? ☐
- 4 What did Jo see then? ☐
- 5 When did the woman talk to her? ☐
- 6 Why was she embarrassed? ☐
 - a The coats.
 - b She was wearing the woman's jacket.
 - c They were shopping.
 - d In a new shop.
 - e A really nice jacket.
 - f When she was looking at herself in the mirror.

Writing

★★6 Wykorzystaj podpowiedzi i ułóż historijkę. Zastosuj czas *Past simple* i *Past continuous*.

Tom / walk to school / he / see a letter in the street
 he / read the letter / it / blow away in the wind
 he / run to catch it / he / fall over
 he / twist his ankle
 he / rub his foot / the letter / land next to him
 he / read the letter

Tom was walking to school when he saw a letter in the street.

The letter said, "Today is your lucky day!"

- ★1 Przeczytaj tekst o Jessica Ennis z ćwiczenia 2. Dopasuj odpowiedni nagłówek do każdego akapitu.

- a Her early life
- b Her Olympic success
- c Good at running, jumping and throwing!

Writing

- ★★★3 Przeczytaj informacje o Chrisie Hoyu i napisz o nim krótki tekst. Wykorzystaj pytania z ramki oraz tekst z ćwiczenia 1. jako wzór.

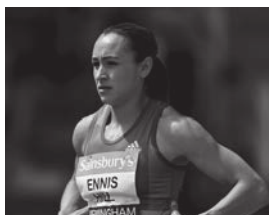
When and where was he born?
 What Olympic medals did he win at the London Olympics?
 When did he start cycling? Where?
 What other sports did he do at school?
 What was his childhood dream?

**ExamSpot**

- 2 Przeczytaj tekst. Wybierz poprawną odpowiedź A, B albo C.

My Hero1 ☐

My hero is Jessica Ennis. She is a British heptathlete – in a heptathlon, the athlete does seven different events: a 200-metre run, an 800-metre run, hurdles, the javelin, shot put, the long jump and high jump.

2 ☐

Jessica was born in 1986 in Sheffield. Her father was from Jamaica and her mother was from the UK. Jessica always loved lots of different sports. When she was ten years old, she won her first athletics competition – the prize was a pair of trainers!

3 ☐

She wanted to compete in the 2008 Olympics in Beijing, but she hurt her foot just before the competition. She was very sad, but decided to train even harder and in London's 2012 Olympics, she won the gold medal.

- 1 Which sport is not a part of the heptathlon?

A



B



C



- 2 Why didn't Jessica take part in the 2008 Olympics?

A



B



C



- 3 What prize did she win in 1996?

A



B



C



Born: 23rd March 1976, Scotland

Olympic medals: 1 gold medal at the Athens Olympics in 2004; 3 gold medals at the Beijing Olympics in 2008; 2 gold medals at the London Olympics in 2012

Career: started cycling at six years old at a friend's house

Other sports when he was at school: rugby, rowing

Childhood dream: to win an Olympic gold medal



Chris Hoy was born on 23rd March 1976
in Scotland.

Name _____

Date _____



StudyTip

Vocabulary

Ilustruj nowe słówka obrazkami.



fire



fire alarm

Zilustruj podane wyrazy.



saucepan



whistle



javelin

Check if you can do these things:

- 1 Znam formy czasu *Past simple* różnych czasowników. ☐

Wpisz formy *Past simple* podanych czasowników.

- 1 jump jumped
- 2 twist _____
- 3 break _____
- 4 get _____
- 5 fall _____
- 6 buy _____

- 2 Potrafię mówić o przeszłości. ☐

Uzupełnij pamiętnik odpowiednią formą czasowników podanych w nawiasach.

Yesterday was sports day. I ¹ ran (run) a race, but I ² _____ (not swim) in the swimming race. I ³ _____ (throw) the javelin and ⁴ _____ (jump) three metres in the long jump. In the afternoon, I ⁵ _____ (do) the obstacle course. I ⁶ _____ (finish) it in eight minutes, but I ⁷ _____ (not break) the record!

- 3 Potrafię zadawać pytania na temat przeszłości i odpowiadać na nie. ☐

Napisz pytania i odpowiedzi w czasie *Past simple*, używając podanych wyrazów.

- 1 What / you / do / yesterday
(I/go to an exhibition)
What did you do yesterday ?
I went to an exhibition .
- 2 Dan / buy / a football (No)

_____.
- 3 What / you / do / last night (We/watch TV)

_____.
- 4 What / Sally / eat / for breakfast
(She/eat/fruit)

_____.
- 5 you / read / a book / yesterday (Yes)

_____.

- 4 Potrafię opisywać czynności dziejące się w przeszłości. ☐

Napisz, co robiły poszczególne osoby w sobotnie popołudnie.

- 1  (play)
They were playing tennis.
- 2  (climb)
He _____ a tree
- 3  (listen)
She _____ to music.
- 4  (ride)
We _____ our bikes.
- 5  (do)
I _____ my homework.



VocabularySpot

1 Połącz wyrazy z definicjami.

- | | | |
|---------------------|--------------------------|---|
| 1 A comet is | ☐ | a a large round object that moves around a planet. |
| 2 A telescope is | ☐ | b a machine in space that we use for communication. |
| 3 A planet is | ☐ | c the sun and the planets that move around it. |
| 4 A moon is | ☐ | d a ball of ice and rock. |
| 5 A solar system is | ☐ | e a bright star in the sky that provides light and heat. |
| 6 A sun is | ☐ | f a large round object that moves around the sun. |
| 7 A satellite is | ☐ | g a piece of equipment you use to see very distant objects. |

2 Zakreśl właściwe słowo.

Fred: That's a nice

¹ **telescope / satellite,**

Max. What are you looking at?

Max: Oh, I'm looking at that

very bright moving light. Do you think it's a ² **moon / comet?**

Fred: No, it isn't. It's a ³ **satellite / planet.** It's probably sending a signal to your TV!



Teacher: How many

⁴ **planets /**

suns are in our

⁵ **satellite / solar system?**

Becky: Eight. There are eight ⁶ **planets / suns** but only one ⁷ **planet / sun.**

Teacher: That's right. And how many ⁸ **comets / moons** has Earth got?

Becky: One.



LanguageSpot

3 Ułóż zdania w odpowiedniej kolejności.

A ☐ Yes, I did! I got a gold medal.

B ☐ No, I didn't. I stayed at home and watched TV.

C ☐ Did you win?

D ☒ Hi Sophie. What were you doing yesterday afternoon? I tried to call you, but there was no reply.

E ☐ Well done!

F ☐ Because I felt very tired! I ran in an 800-metre race in the morning.

G ☐ I was sleeping in the garden! Did you go to Harry's party in the evening?



ExamSpot

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

1 What did you do after school yesterday?

A I was riding my bike to the park. ☐

B I rode my bike to the park. ☐

C I ride my bike to the park. ☐

2 What were your parents doing on Sunday afternoon?

A They didn't go there on Sunday. ☐

B They never wash the car at the weekend. ☐

C They were washing the car. ☐

3 Were you doing your homework last night?

A Yes, I was. I always do my homework after dinner. ☐

B Yes, I do. I never do homework in the evening. ☐

C Yes, I did. I finished it in the morning. ☐

4 Did your friends enjoy the football match?

A No, they didn't. Their team lost! ☐

B No, they don't. They don't like football. ☐

C No, they weren't. They were playing tennis. ☐



Grammar Summary

1 Napisz pytania i odpowiedzi.

1 your brother / go shopping / yesterday? *Did your brother go shopping yesterday?*

yes

Yes, he did.

what / he / buy

What did he buy?

he / buy / a new computer

He bought a new computer.

2 you / watch TV / last night?

no

what / you / do?

I / listen / to some music

3 your cousins / fly / to France / last May?

yes

where / they / go

they / go / to Paris and Toulouse

4 you / water the plants / this morning?

no

what / you / do?

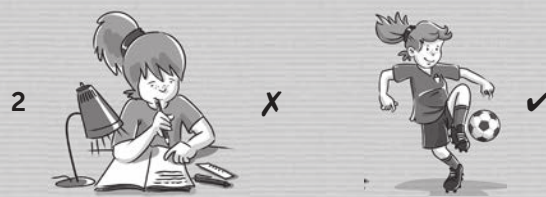
I / mow / the lawn

2 Popatrz na rysunki i uzupełnij zdania.

At 4 o'clock, yesterday afternoon ...



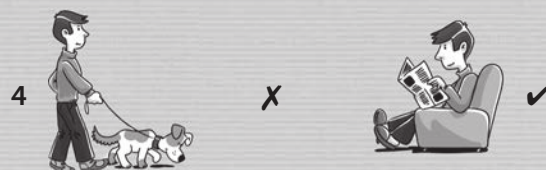
Rowan *wasn't watching* TV.
He *was listening* to music.



Tanya _____ her homework.
She _____ football



Tinker and Bella _____ in the garden. They _____ some fish.



Mr Tomlin _____ the dog. He _____ a newspaper.

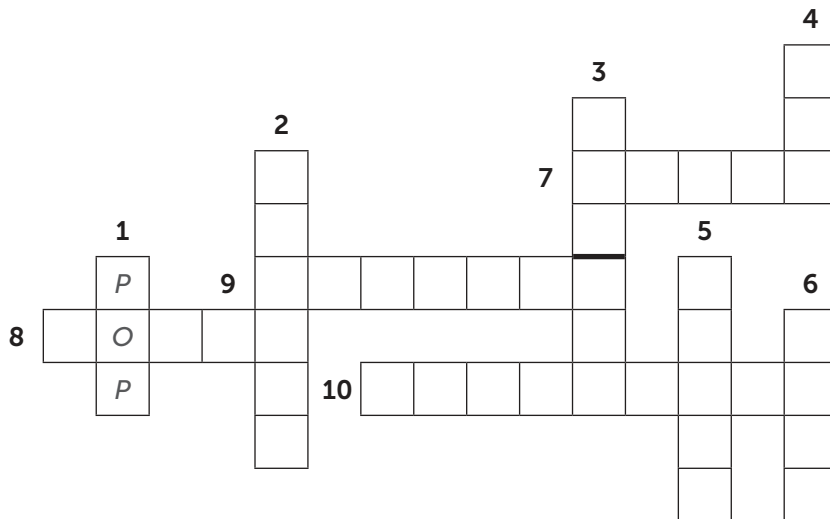
3 Wybierz właściwy czas *Past simple* lub *Past continuous*.



I ¹**had** / **was having** a very funny experience yesterday. I ²**talked** / **was talking** on the phone when I ³**heard** / **was hearing** a loud noise outside my house. I ⁴**ran** / **was running** out of the house and then the door ⁵**shut** / **was shutting** behind me. I ⁶**tried** / **was trying** to climb in through a window when a policeman ⁷**stopped** / **was stopping** me. He ⁸**thought** / **was thinking** I was a burglar!

Vocabulary

★1 Spójrz na podpowiedzi i rozwiąż krzyżówkę.



Down

- 1 My favourite ... star is Beyoncé.
- 2 A king and a queen often live in a ...
- 3 I like ... music, like Jay-Z.
- 4 
- 5 At the end of the year, we take ... in every subject.
- 6 I'm studying – we have a big math ... tomorrow.

Across

- 7 
- 8 The highest mountain is ... Everest.
- 9 I don't like this green vegetable.
- 10 

Grammar

★2 Utwórz formy *past participle* od podanych czasowników.

- | | |
|----------|-------------|
| 1 be | <u>been</u> |
| 2 climb | _____ |
| 3 win | _____ |
| 4 see | _____ |
| 5 eat | _____ |
| 6 ride | _____ |
| 7 travel | _____ |
| 8 fly | _____ |

★3 Uzupełnij zdania w czasie *Present perfect* czasownikami podanymi w nawiasach.

- 1 I 've been (be) to England.
- 2 I _____ (ride) an elephant.
- 3 I _____ (fly) across Europe on an
aeroplane.
- 4 I _____ (see) the Tower of London.
- 5 I _____ (win) lots of races.
- 6 I _____ (travel) to lots of countries.
- 7 I _____ (climb) the Eiffel Tower.
- 8 I _____ (eat) Italian food.

Grammar

- ★★4 Uzupełnij pocztówkę Lydii zwrotami podanymi w ramce. Zastosuj odpowiednią formę czasowników.

taste food from China and Japan ✓
 eat Indian sweets ✗ see a magic show ✗
 play tennis ✓ ride a horse ✗
 dance to hip hop music ✓ listen to stories ✓
 jump on a trampoline ✓ win a prize ✗

Hi Mum,

I'm having a great time here at the park today. I've done so many things! I¹ 've played tennis, but I² haven't seen a magic show. I³ _____ a horse, but I⁴ _____ to hip hop music! I⁵ _____ food from China and Japan, but I⁶ _____ Indian sweets. I⁷ _____ to stories and I⁸ _____ on a trampoline. But I⁹ _____ a prize ...
 Lydia

Grammar and reading

- ★★5 Uzupełnij wiersz czasownikami z ramki.

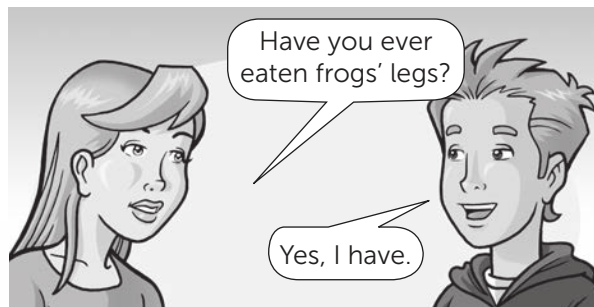
stayed flown seen been ridden sailed

I've never ¹ ridden a motorbike,
 I've never ² _____ on a ship.
 I've never ³ _____ in an aeroplane,
 And I've never been on a trip.
 I've never wanted frogs' legs,
 And I've never ⁴ _____ to Rome.
 I've never ⁵ _____ the Eiffel Tower,
 because I've always ⁶ _____ at home!



Grammar

- ★★6 Ułóż pytania i krótkie odpowiedzi, używając podanych wyrazów.



- fly to India? ✗ Have you ever flown to India?
No, I haven't.
- be to America? ✓ _____
- travel by train? ✓ _____
- dance to hip hop? ✗ _____
- climb a tree? ✓ _____
- win a prize? ✗ _____

- ★★7 Spójrz na ćwiczenie 6. i napisz pełne zdania.

- I've never flown to India.
- I've been to America.
- _____
- _____
- _____
- _____

Writing

- ★★8 Napisz o swoich doświadczeniach. Jako pomoc wykorzystaj pytania z ramki.

Have you ever been to China?
 Have you ever climbed a mountain?
 Have you ever won a race?
 Have you ever seen a lion?

I've never been to China, but I've been to
Australia.

Vocabulary

★1 Dopasuj do rysunków wyrażenia mówiące o życiu Charlotte.



a



b



c



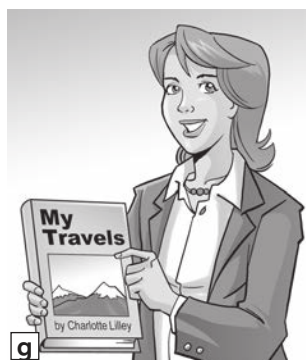
d



e



f



g



h

- 1 won a swimming race ☐
- 2 ridden an elephant ☐
- 3 met a king ☐
- 4 written a travel book ☐

e

- 5 climbed Mount Everest ☐
- 6 eaten Mexican food ☐
- 7 skied in Switzerland ☐
- 8 sailed around the world ☐

Grammar

★★2 Spójrz na ćwiczenie 1. i wyrazy podane w nawiasach. Napisz zdania o Charlotte.

1 (cycling race ✗) *She's won a swimming race, but she hasn't won a cycling race.*

2 (donkey ✗)

3 (queen ✗)

4 (recipe book ✗)

5 (Mont Blanc ✗)

6 (Thai food ✗)

7 (Canada ✗)

8 (from Sydney to Hobart ✗)

Reading and Grammar

- ★3 Charlotte chciała zrobić jeszcze wiele innych rzeczy. Przeczytaj listę.

Things I want to do in my life!

...go on holiday to the moon ✗

...live in an igloo ✓ 2005

...meet the Queen of England ✗

...make a film ✓ 2011

...swim across the Pacific ✗

...fly in a helicopter ✗

...cycle to Morocco ✓ last year

...break a world record ✓ 2012

- ★★4 Uzupełnij pytania. Spójrz jeszcze raz na listę i napisz odpowiedzi.

- 1 Has she been on holiday to the moon?
No, she hasn't.
- 2 Has she lived in an igloo?
Yes, she has. She lived in an igloo in 2005.
- 3 _____ the Queen of England?

- 4 _____ a film?

- 5 _____ across the Pacific?

- 6 _____ in a helicopter?

- 7 _____ to Morocco?

- 8 _____ a world record?

Grammar

- ★5 Zakreśl właściwe słowo.

- 1 Have you ever been / **went** to the desert?
Yes, I **been** / **went** two years ago.
- 2 Have you ever **written** / **wrote** a story?
Yes, I **written** / **wrote** one last week.
- 3 Have you ever **eaten** / **ate** chickens' feet?
Yes, I **eaten** / **ate** them in Peru.
- 4 Have you ever **swum** / **swam** in a river?
Yes, I **swum** / **swam** in the Danube last summer.

Writing

- ★★6 Przeczytaj informacje i napisz zdania o Humphreyu.



Humphrey Hill

- climb Mount Everest ✓
swim across the English Channel ✓
break a leg or an arm ✗
sail to Antarctica ✓
make a TV programme ✗

Humphrey Hill has had an amazing life.

He's climbed Mount Everest.

Vocabulary

★1 Zakreśl wyrażenia, które pasują do podanych czasowników.

- 1 change **happy** / **your hairstyle**
- 2 find **a new job** / **a sleepover**
- 3 buy **an MP3 player** / **your back**
- 4 invite **kittens to a sleepover** / **a friend to a sleepover**
- 5 paint **your hairstyle** / **the kitchen**
- 6 hurt **your back** / **your sleepover**

Vocabulary and grammar

★2 Uzupełnij zdania, używając słów z ćwiczenia 1.



1 Rory has just hurt his back.



2 The cat has just had _____.



3 Cassie has just painted the _____.



4 Delia has just invited her friend to
a _____.



5 Jess has just changed her _____.



6 Connor has just bought a new _____.

Grammar

★★3 Uporządkuj wyrazy, tak aby powstały poprawne zdania.

1 I / bought / just / this new jumper / have

I have just bought this new jumper.

2 has / mum / a cake / just / made

_____.

3 he / fallen off / just / has / his bike

_____.

4 finished / just / they / have / their lesson

_____.

5 just / we / lunch / have / had

_____.

6 have / Ben and Vicky / met / just

_____.

Vocabulary and grammar

★4 Uzupełnij zdania wyrazami podanymi w ramce.

lunch a prize TV shopping a celebrity a picture

1 I've just been shopping.

d

2 I've just won _____.

☐

3 I've just watched _____.

☐

4 I've just met _____.

☐

5 I've just painted _____.

☐

6 I've just eaten _____.

☐

★5 Dopasuj pytania do zdań z ćwiczenia 4.

a What did you paint?

b Who did you meet?

c What did you win?

d What did you buy?

e What did you eat?

f What did you watch?

Grammar

★★6 Uzupełnij dialogi odpowiednią formą czasowników podanych w nawiasach.



Ollie ¹ Have you ever bought (you/ever/buy) something expensive?

Emma Yes, I ² _____.

Ollie What ³ did you buy? (you/buy)

Emma I ⁴ _____ (buy) a digital camera with my birthday money.



Emma ⁵ _____ (you/ever/go) skiing?

Ollie No, ⁶ _____.

Emma It's really fun.

Ollie When ⁷ _____ (you/go)?

Emma We ⁸ _____ (go) last winter.

Writing

★★7 Ułóż pytania do wypowiedzi, używając słów podanych w ramce.

When Who Where What get go fly see

1 I've just been on holiday. Where did you go?

2 I've just seen someone I know. _____

3 She's just got her birthday present. _____

4 They've just flown to Italy. _____

Reading

- ★1 Przeczytaj tekst i podpisz rysunki wyrazami podanymi w ramce.

igloo fishing snowmobile Dennis

Home Profile Friends Inbox
Dennis Settings Log out

Search



1 Dennis



2 _____



3 _____



4 _____

Dennis

Info
Pictures
+

My name's Dennis. I live in Greenland. Things have changed a lot in Greenland. We don't live in igloos made of snow now. We live in houses made of wood. And we don't use dogs for transport. We ride snowmobiles! We don't use animals for clothes – we wear jeans and T-shirts, just like you! Our weather has changed, too. The winters are colder and it rains a lot more in spring. But one thing hasn't changed in Greenland. Fishing is still very important to us. My father and my grandfather have always been fishermen. They have just come back from a fishing trip. Look, they caught some big fish. I went fishing last summer, but I didn't catch anything.

**ExamSpot**

- 2 Przeczytaj ponownie tekst. Zdecyduj, czy podane zdania (1–6) są prawdziwe (Tak), czy fałszywe (Nie).

	Tak	Nie
1 Dennis lives in an igloo.	☐	☐
2 Dennis uses snowmobiles for transport.	☐	☐
3 The winters in the past were colder than they are now.	☐	☐
4 Fishing isn't very important to Dennis's family today.	☐	☐
5 Dennis's father and grandfather are fishermen.	☐	☐
6 Dennis caught a lot of fish last summer.	☐	☐

Writing

- ★3 Napisz o miejscu, w którym mieszkasz. Jako pomoc wykorzystaj pytania podane w ramce.

Do you live in the countryside or a town/city?
 What is your village's/town's/city's name?
 Do you live in a house or a flat?

Do you like the place where you live?
 Why?/Why not?
 What kind of things have changed in your town?

I live in the countryside.

Name _____

Date _____

**StudyTip**

Wypisuj w zeszytcie listy czasowników wraz z pasującymi do nich wyrażeniami.

Regular verbs

Present simple / Past simple / Present perfect

I **watch** / **watched** / **have watched** TV.

I **climb** / **climbed** / **have climbed** a tree.

I **play** / _____

Irregular verbs

Present simple / Past simple / Present perfect

I **go** / **went** / **have been** shopping.

I **see** / **saw** / **have seen** a famous person.

Napisz prawidłowe formy czasowników podanych w ramce i dodaj do nich wyrażenia.

do eat play dance

Check if you can do these things:

- 1 Potrafię mówić o swoich doświadczeniach. ☐

Napisz, co zrobił, a czego nie zrobił James.

- 1 do his English homework ✓

He has done his English homework.

- 2 finish his book ✗

- 3 start his project ✓

- 4 write a poem ✗

- 2 Potrafię zadawać pytania na temat życiowych doświadczeń i na nie odpowiadać. ☐

Napisz pytania i odpowiedzi, używając podanych wyrazów.

- 1 you / ever / go to Germany

Have you ever been to Germany ?

Yes, I have .

When did you go ? I went in 2007.

- 2 your dad / ever / play football

_____ ?

No, _____ .

- 3 your parents / ever / meet an athlete

_____ ?

Yes, _____ .

Who _____ ?

_____ Usain Bolt.

- 3 Potrafię mówić o niedawnych wydarzeniach. ☐

Napisz, co się przed chwilą wydarzyło, używając odpowiedniej formy podanych czasowników.



- 1 The girl has just fallen off (fall off) her horse.



- 2 Arsenal _____ (win) the match.

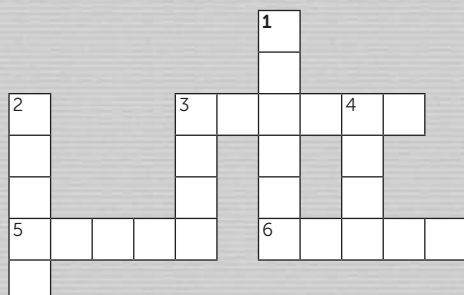


- 3 They _____ (arrive) in Argentina.



VocabularySpot

1 Popatrz na obrazki i uzupełnij krzyżówkę.



Down

1



3



2

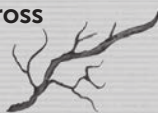


4



Across

3



5



6



2 Zakreśl właściwe słowo.

- 1 We planted some **seeds** / **roots** here last year, and now we've got a young apple tree.
- 2 In the autumn, the **seeds** / **leaves** usually turn brown and fall from the trees.
- 3 The **leaves** / **roots** of a tree grow under the ground.
- 4 Our cat is sitting on a small **root** / **branch** at the top of that tree!
- 5 Some people make medicine from the **bark** / **trunk** of a tree.
- 6 We sometimes use pine **roots** / **cones** as Christmas decorations.
- 7 The main, thick part of a tree is called the **cone** / **trunk**.



LanguageSpot

3 Uzupełnij zdania wyrażeniami podanymi w ramce.

Yes, I did never been Did you enjoy
ever swum did you buy
No, I haven't just bought

1 A: Have you ¹ _____ in a river?

B: ² _____! I can't swim. How about you?

A: Yes, I have. I visited Basel last year and I swam in the Rhien River.

B: ³ _____ it?

A: ⁴ _____, but it was very cold.

2 A: I've ⁵ _____ a new mobile phone!

B: Wow, it's really cool. Where ⁶ _____ it?

A: At the new phone shop by the library.

B: Oh, I've ⁷ _____ there. Is it good?

A: Yes, they're really friendly.



ExamSpot

4 Dla każdej z opisanych sytuacji (1–4) wybierz właściwą reakcję (A–E). Wpisz odpowiednią literę w kratkę obok każdego opisu sytuacji. Uwaga! Jedna reakcja nie pasuje do żadnej sytuacji.

- 1 Kolega pyta cię, czy kiedykolwiek byłeś/byłaś na koncercie Taylor Swift. ☐
 - 2 Koleżanka pyta cię, kiedy kupiłeś/ kupiłaś swój odtwarzacz MP3. ☐
 - 3 Kolega pyta cię, czy zmieniłeś/ zmieniłaś fryzurę. ☐
 - 4 Koleżanka pyta cię, czy zdobyłeś/ zdobyłaś kiedyś jakiś górski szczyt. ☐
- A Yes, I have. I've been to the top of Everest – the tallest mountain in the world!
- B I got it at the weekend. I'm listening to the new Taylor Swift album at the moment.
- C Yes, I have. It's much shorter now and it's a different colour!
- D No, I didn't. I met this hairdresser in the street.
- E No, I haven't. I don't like pop music.



Grammar Summary

- 1 Popatrz na tabelkę. Następnie uzupełnij zdania na temat Rose i Marka.

	Rose	Mark
ride an elephant	x	x
eat Japanese food	✓	x
write a children's book	x	✓
be to Disneyland	✓	✓
swim two kilometres	x	x

- Rose and Mark have never ridden an elephant.
- Rose _____ Japanese food.
- Mark _____ Japanese food.
- Rose _____ a children's book.
- Mark _____ a children's book.
- Rose and Mark _____ to Disneyland.
- Rose and Mark _____ two kilometres.

- 2 Uzupełnij dialogi wyrazami podanymi w nawiasach w odpowiedniej formie. Użyj czasów *Present perfect* lub *Past simple*.

- A: Have you ever met (you/ever/meet) a famous person?

B: Yes, I have _____.

A: Who did you meet (you/meet)?

B: I met (meet) Chris Pratt on a beach in Greece.
- A: _____ (you/ever/sing) in public?

B: Yes, I _____.

A: What _____ (you/sing)?

B: I _____ (sing) 'Let it Go' from the film *Frozen*.
- A: _____ (your parents/ever/go) to the USA?

B: Yes, they _____.

A: Where _____ (they/go)?

B: They _____ (go) to New York.
- A: _____ (your brother/ever/win) a competition?

B: Yes, he _____.

A: What competition _____ (he/win)?

B: He _____ (win) a gymnastics competition at school.

- 3 Popatrz na rysunki. Następnie opisz, co właśnie zrobiły poszczególne osoby. Użyj słów podanych w ramce.

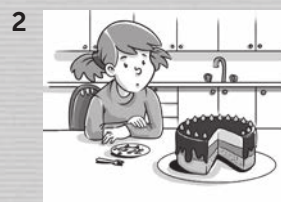
buy a new hat take his dog for a walk
swim in the sea eat a big slice of cake
break the window



Tom has just taken his dog for a walk



Rob _____



Emma _____



Jess & Marie _____



Harry & George _____



ExamSpot

- 4 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk (1–5). Wpisz literę A, B lub C.

Dear Jodie,
I've got some amazing news. I ¹ _____ just won a competition and the prize is a trip to Rome! I've ² _____ been to Italy, so it's really exciting. I want to take my uncle Ben with me – he's a travel writer and he's ³ _____ lots of books about Italy, so he'd be a perfect guide! In fact, last year, he ⁴ _____ three months in Naples and now he can speak Italian really well. How about you? Have you ⁵ _____ been to Rome?

- | | | |
|-----------|-------------|-----------|
| 1 A did | B am | C have |
| 2 A never | B ever | C don't |
| 3 A wrote | B written | C writing |
| 4 A spent | B has spent | C spends |
| 5 A gone | B ever | C never |

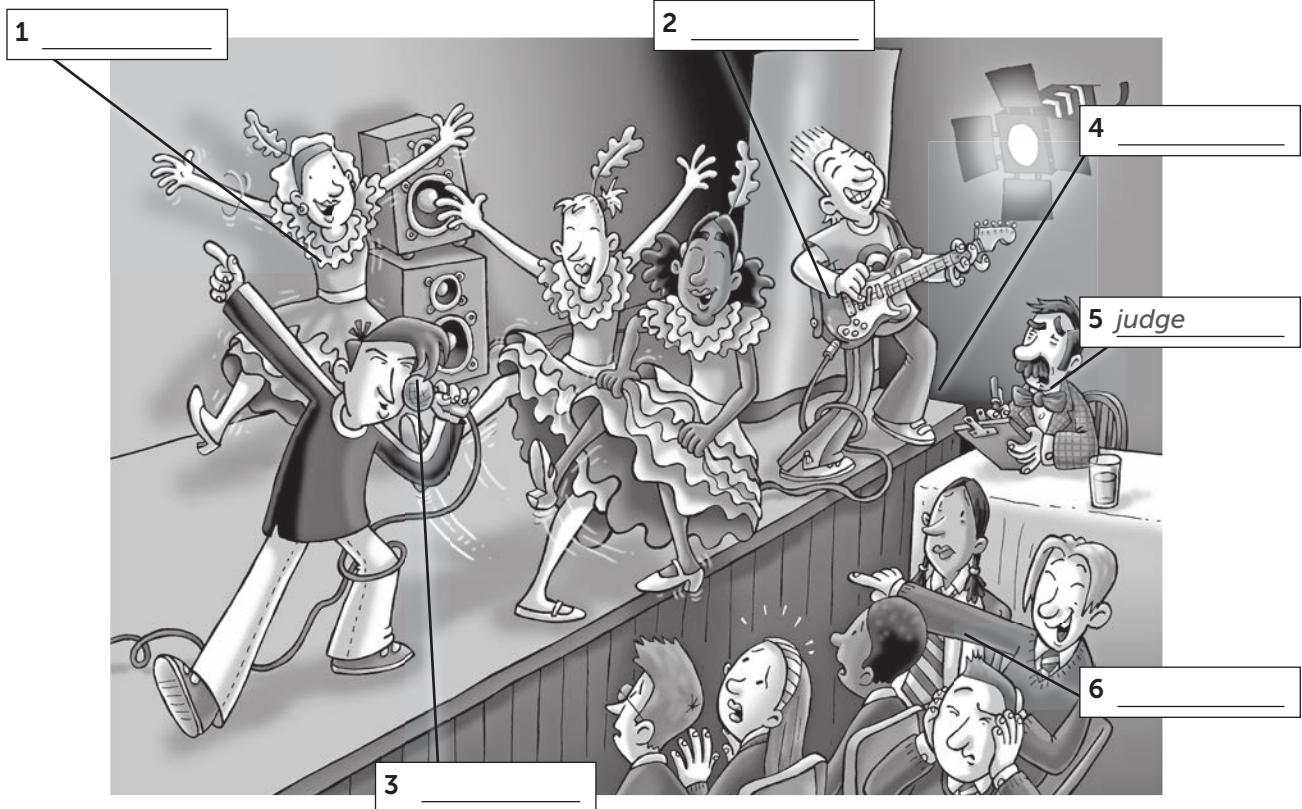
13

The talent show

Vocabulary

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

judge microphone costume stage guitar audience



Vocabulary and grammar

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

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

Vocabulary and grammar

- ★3 Podpisz rysunki wyrazami podanymi w ramce.

sing act play the guitar
do a magic trick dance

1



dance

2



3



4



5



★4 Spójrz na tabelę. Zakreśl właściwe słowo.

Talent Show!

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

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

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

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

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

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

Teacher Will you sing, too?

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

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

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

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

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

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

Grammar

★5 Połącz początki i końcówki zdań.

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

Grammar

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

A: Will it rain tomorrow?

B: No, it ¹ **won't**. Look. The sky is blue.
It ² _____ be a nice day tomorrow.

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

B: Yes, there ³ _____.

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

B: I think I ⁴ _____ have six children!

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

B: No, I ⁵ _____. But I ⁶ _____ live in this city. I ⁷ _____ move to a farm.

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

B: I think they ⁸ _____ invent a new kind of car – a car that can fly!

Writing

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

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

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

Vocabulary

★1 Spójrz na rysunki i odszyfruj wyrazy.



lionvi
violin



pam



oncoracdi



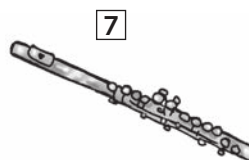
edblou sabs



smurd



creoedr



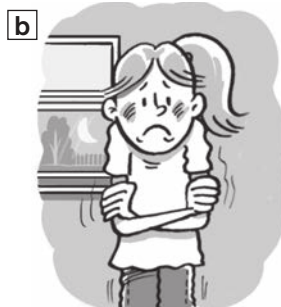
lutef



skodyeba

Grammar and vocabulary

★2 Połącz zdania z rysunkami.

1 I'm cold. ☒ b2 I'm hungry. ☐3 I can't do this homework. ☐4 I've lost my glove. ☐5 I can't hear the music. ☐6 I'm thirsty. ☐

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

a Could you help me with it, please? ☒ 3b Can you close the window, please? ☐c Can you look for it, please? ☐d Can you buy me some crisps, please? ☐e Can I have a drink of water, please? ☐f Could you turn up the volume, please? ☐

Grammar

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

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



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



- 2 There's a spider on my desk!



- 3 I'm hot.



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

Grammar

- ★ 5 Zakreśl właściwe słowo.

- Could I / **you** borrow your pencil, please?
- Could **I** / **you** lend me some money?
- Could **I** / **you** use your dictionary, please?
- Can you **lend** / **borrow** me your phone, please?
- Could **I** / **you** fix my computer, please?
- Can I **lend** / **borrow** this DVD from you?

Grammar

- ★★ 6 Przeczytaj, jakie problemy mają różne osoby, i napisz prośby, używając podanych wyrazów.

- I've lost my calculator. (borrow/yours)
Could I borrow yours, please ?
- My computer's broken. (fix/it)
_____ ?
- I don't know this word. (use/your dictionary)
_____ ?
- My head hurts. (have/an aspirin)
_____ ?
- I don't know where the shop is. (tell/me)
_____ ?

Writing and grammar

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

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

- I haven't got any money.
I'll lend you some money.
- I can't find my necklace.

- My clothes are wet.

- I don't understand.

- I'm bored.

Vocabulary

- ★1 Podpisz plakaty wyrazami podanymi w ramce.

street dance mime comedy show circus puppet show folk music



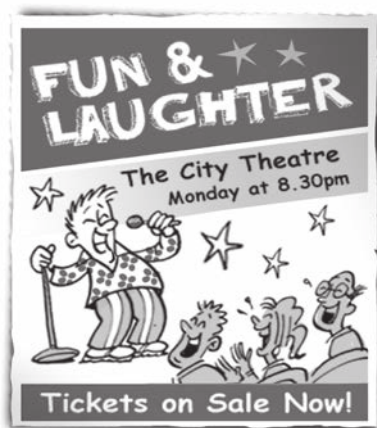
a puppet show



b _____



c _____



d _____



e _____



f _____

Vocabulary and reading

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

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

Grammar

- ★3 Zakreśl właściwe słowo lub wyrażenie.

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

Grammar

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

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

Grammar and reading

★★★ 5 Ułóż fragmenty dialogu w odpowiedniej kolejności.



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

8 **Emma** Good idea! Let's 2 _____ (do) that.
I want a pizza with cheese and spinach. What
about you?

☐ **Emma** Let's 3 _____ (walk) to the park.
There's a rock band playing there tonight.

☐ **Emma** Oh, no. I hate folk music.
I 4 _____ (not want) to listen to that!
Let's 5 _____ (watch) some mime.

☐ **Ollie** I 6 _____ (not like) mime. It's boring.
I'd like to 7 _____ (see) a puppet show.

☐ **Ollie** I think that will be too noisy.
How about 8 _____ (listen) to some
folk music?

☐ **Ollie** OK, there's a comedy show at the Pizza
Place tonight. How about 9 _____ (go)
there and 10 _____ (watch) a comedy
show while we eat?

1 **Ollie** What would you like to 11 _____ (do)
tonight, Em?

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

Writing

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

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

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

Reading

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

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

1

Hi Jo!

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

Kay

2

Greg,

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

Lucy

3

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

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

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

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

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

**ExamSpot**

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

- 1 What is Kay doing at the moment?

A



B

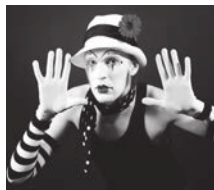


C



- 2 What does Greg like?

A



B



C



- 3 Where is Meg?

A



B



C

**Writing**

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

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

WOULD YOU LIKE TO WATCH AN AMAZING SHOW?

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



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

Name _____

Date _____



StudyTip

Apostrophe

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

we will = we'll there is = there's

Napisz skrócone formy.

I am I'm let us _____
 they will _____ I would _____
 you will not _____

Check if you can do these things:

- 1 Potrafię nazwać instrumenty muzyczne. ☐
 Uzupełnij wyrazy.

1



recorder

2



f _____

3



k _____

4



a _____

- 2 Znam słowa związane z widowiskami. ☐
 Napisz wyrazy pod ich definicjami.

audience microphone ~~mime~~ stage

- 1 a performance without speaking
mime
- 2 the people watching a performance

- 3 you speak into this to make your voice louder

- 4 you stand on this when you are acting

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

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

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

- 4 Potrafię formułować uprzejme prośby. ☐
 Przekształć polecenia na uprzejme prośby.

- 1 Open the window!
Could you open the window, please?
- 2 Get my coat!

- 3 Lend me your pencil!

- 4 Buy me a drink!

- 5 Potrafię składać propozycje. ☐
 Napisz propozycje, używając podanych zwrotów.

- 1 turn up the radio
I'll turn up the radio.
- 2 show you the way

- 3 buy you a ticket

- 4 fix your bike



VocabularySpot

1 Uzupełnij podpisy pod obrazkami.



c _ _ _ c _ _ _



m _ _ _ s _ _ _ d



b _ _ _ _



o _ _ _ _



c _ _ p _ _ _ _



c _ _ _ _



o _ _ _ e _ _ _ _

2 Uzupełnij dialog odpowiednią formą słów z ćwiczenia 1.

Jenny Hi Clara, do you sing in the school
1 _____?

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

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

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

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

Clara Yes, that's true.

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

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

Jenny All right then, hope the rehearsal goes well!



LanguageSpot

3 Zakreśl właściwe wyrażenia.

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

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

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

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

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

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

Rose OK. Thanks!



ExamSpot

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

1 Zapytaj koleżankę, czy możesz pożyczyć jej telefon.

A I will borrow your phone. ☐

B Could I borrow your phone? ☐

C Let's borrow your phone. ☐

2 Zaproponuj koledze wspólne odwiedzenie waszego kolegi Tomka w weekend.

A How about visiting Tom at the weekend? ☐

B Can I visit Tom at the weekend? ☐

C We'll visit Tom at the weekend. ☐

3 Powiedz, że wasza drużyna wygra jutrzejszy mecz.

A Our team is winning the match. ☐

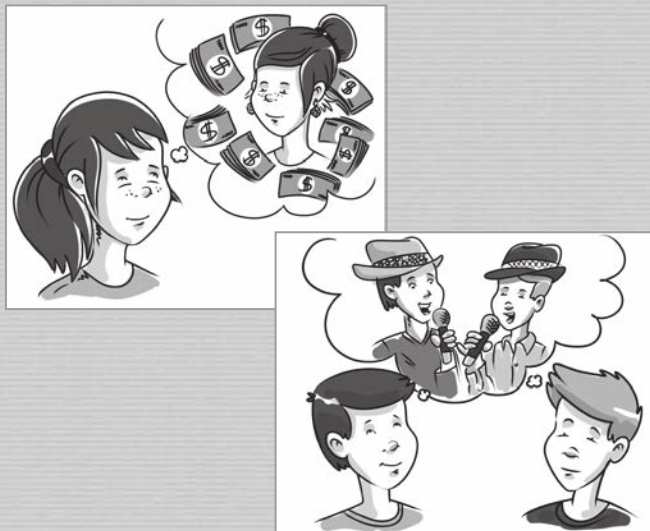
B I'd like our team to win the match. ☐

C Our team will win the match. ☐



Grammar Summary

1 Popatrz na tabelę i uzupełnij zdania.



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

- 1 Martha thinks she'll become a millionaire.
- 2 She thinks she won't travel around the world.
- 3 She thinks _____ a pop song.
- 4 She thinks _____ her own island.
- 5 Rob & Ted think _____ millionaires.
- 6 They think _____ around the world.
- 7 They think _____ a pop song.
- 8 They think _____ their own island

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

- 1 Could you buy some milk for me, please?
- 2 _____ look at your homework, please?
- 3 _____ use your computer, please?
- 4 _____ make me a sandwich, please?
- 5 _____ have a cup of coffee, please?
- 6 _____ lend me some money, please?
- 7 _____ fix my bike, please?
- 8 _____ borrow your phone, please?

3 Ułóż wyrazy w odpowiedniej kolejności.

- 1 TV / watch / stay / at / Let's / and / home / .
Let's stay at home and watch TV.
- 2 tennis / Would / play / afternoon / you / to / this / like / ?

- 3 going / the / How / cinema / about / to / ?

- 4 to / like / I'd / to / CD / this / listen / .

- 5 for / have / Let's / pizza / lunch / .

- 6 to / like / you / party / to / my / come / Would / ?

- 7 taking / the / the / park / about / bus / to / How / ?

- 8 to / grandmother / visit / like / I'd / my / .

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

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

- 1 'I'm really thirsty.'
I'll get some milk for you.
- 2 'I haven't got any nice clothes for the party tonight.'

- 3 'I don't understand my science lessons.'

- 4 'My phone's broken.'

- 5 'I can't find my bag.'

- 6 'I don't like this music.'

Vocabulary

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

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



Monday

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

Friday



Saturday



Tuesday



Wednesday



Thursday

Sunday



Vocabulary

- ★2 Zakreśl właściwe słowo.

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

Grammar

- ★3 Zakreśl błędne słowo i wpisz obok prawidłowe.

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

won't

Grammar

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



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



- 2 they / eat too many sweets / they / get a stomach ache _____



- 3 he / not wear warm clothes / he / get ill _____



- 4 he / not study harder / he / fail his test _____



- 5 Polly / not tidy her room / her mum / be angry _____



- 6 he / eat a lot of fruit / he / be healthy _____

Writing

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

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

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

Vocabulary

★1 Spójrz na rysunki i odszyfruj wyrazy.



1 mawr tesclo
warm clothes



2 nett



3 cstein arsyp



4 ameg

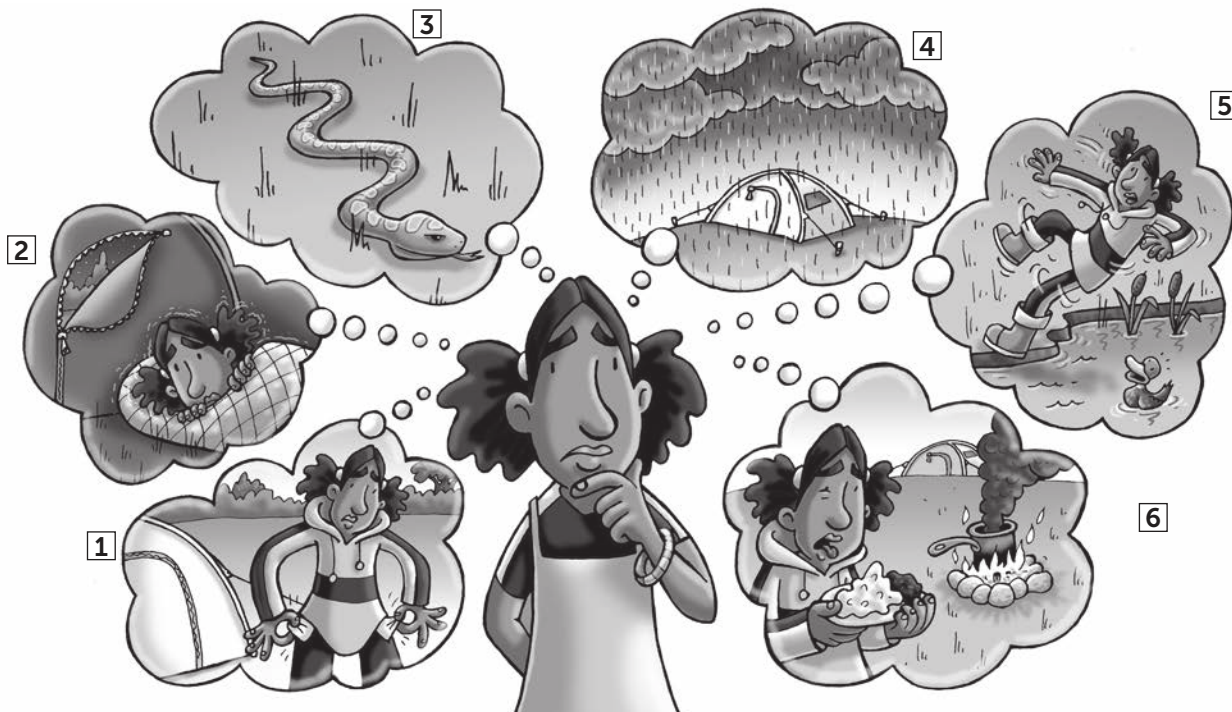


5 lulb

Grammar

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

be sleep fall like lose rain



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

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

Grammar and reading

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

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

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

Grammar

★ 4 Zakreśl właściwe słowo.

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

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

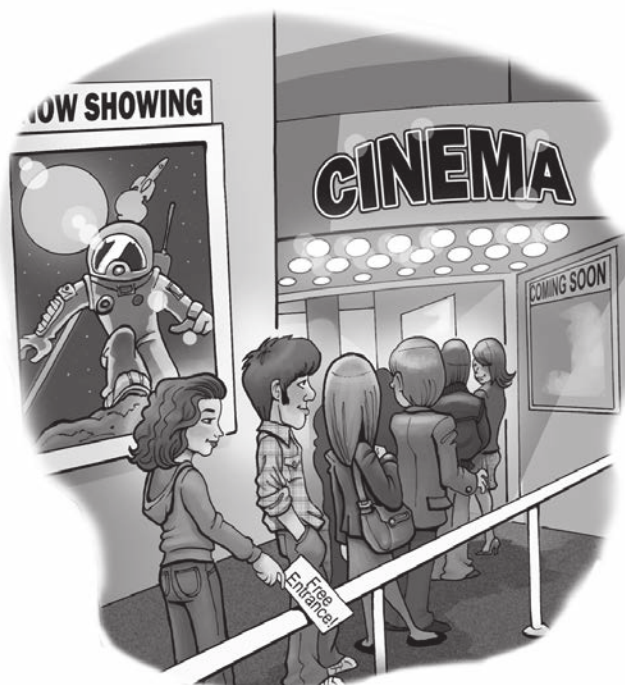
Emma I ⁴ **may** / **'m going to** see a film at the cinema. I've already got a ticket.

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

Emma I don't know.

Ollie But you've got a ticket already!

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



Writing

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



I'm going to watch a DVD with my family

I may _____

If _____, I'll _____

I'm not going to _____

I may not _____

Vocabulary

★1 Dopasuj ilustracje do definicji.



wet



muddy



visitors



present



take off



rude



stare

a not dry

c not polite

e dirty with wet earth

g people who come to

b stop wearing

d something you give
to someonef look at something
or someone for
a long time

see you

★2 Uzupełnij zdania, używając wyrazów z ćwiczenia 1.

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

Reading and grammar

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

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

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



Grammar

★4 Połącz problemy z radami.

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

e

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

Grammar

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

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



- 2 In Malaysia, you _____ touch things at the table with your left hand.



- 3 In Britain, you _____ put your elbows on the table when you are eating.



- 4 In Finland, you _____ talk with your hands in your pockets.



- 5 In Japan, you _____ blow your nose at the table.

Reading and writing

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

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

sugar sweets fruit gym
exercise run walk go

You should eat more fruit.

Reading

- exercise tent medicine



ExamSpot

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

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

Writing

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

Name _____

Date _____



StudyTip

Writing – punctuation

Pamiętaj o stosowaniu wielkich liter. Używamy ich zawsze:

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

Przepisz poniższe zdania, stosując w odpowiednich wyrazach wielkie litery.

mrs brunel, my french teacher, is from paris.

Mrs Brunel,

i live in king street, near the river cam.

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

Check if you can do these things:

1 Znam nazwy chorób i dolegliwości. ☐

Uzupełnij zdania.

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

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

Połącz początki i końcówki zdań.

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

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

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

- 1 Why are you wearing a raincoat? (it/rain)
It may rain
- 2 Why have you made a vegetarian meal? (they/eat/meat)

- 3 Why are you taking insect spray to the beach? (there/be/flies)

- 4 Why are you running? (I/miss/the bus)

4 Potrafię dawać rady. ☐

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

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



VocabularySpot

1 Zaznacz właściwe słowo.

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

2 Uzupełnij tekst odpowiednią formą słów podanych w ramce.

lost do well badly run go

Six months ago, Paul visited his doctor.

'I feel ill all the time,' he said, 'and I sleep very ¹ _____. What should I do?'

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

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



LanguageSpot

3 Połącz części zdań.

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



ExamSpot

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

1 What are you going to do at the weekend?

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

2 We may get lost in the forest.

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

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

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

4 I've got stomach ache.

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



Grammar Summary

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

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

- 1 I don't understand this word.

You should use a dictionary.

- 2 I've got a headache.

- 3 I've hurt my leg.

- 4 I'm very hot.

- 5 I'm always tired.

- 6 I don't like this book.

- 2 Uzupełnij zdania odpowiednią formą czasowników podanych w nawiasach.

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

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

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

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

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

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

- 3 Ułóż zdania z wyrazem *may*.

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

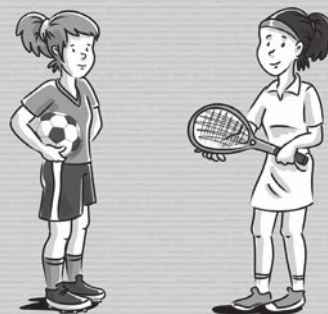
- 2 wear a dress to the party / wear trousers and a shirt
She _____

- 3 study French at university / study history
I _____

- 4 ride his bike to the park / walk
He _____

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

- 6 play football after school / play tennis
We _____



ExamSpot

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

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

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

Vocabulary

[illegible]

Vocabulary and grammar

- 1 Jess is going to spill the paint.
- 2 Connor is going to trip over the _____.
- 3 He's going to drop the _____.
- 4 Jess is going to fall off the _____.
- 5 She's going to drop the _____.
- 6 The hammer is going to break the _____.

Vocabulary

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

Grammar

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



- 1 The waiter / spill / the drink
The waiter is going to spill the drink
- 2 The child / trip over / the bag

- 3 The girl / give her friend / a present

- 4 The plates / fall off / the table

- 5 The man / pay / the bill

Grammar

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

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

- 1 Are you going to run a marathon?
No, I'm not.
- 2 Are you and your friend going to read?

- 3 Are your parents going to watch TV?

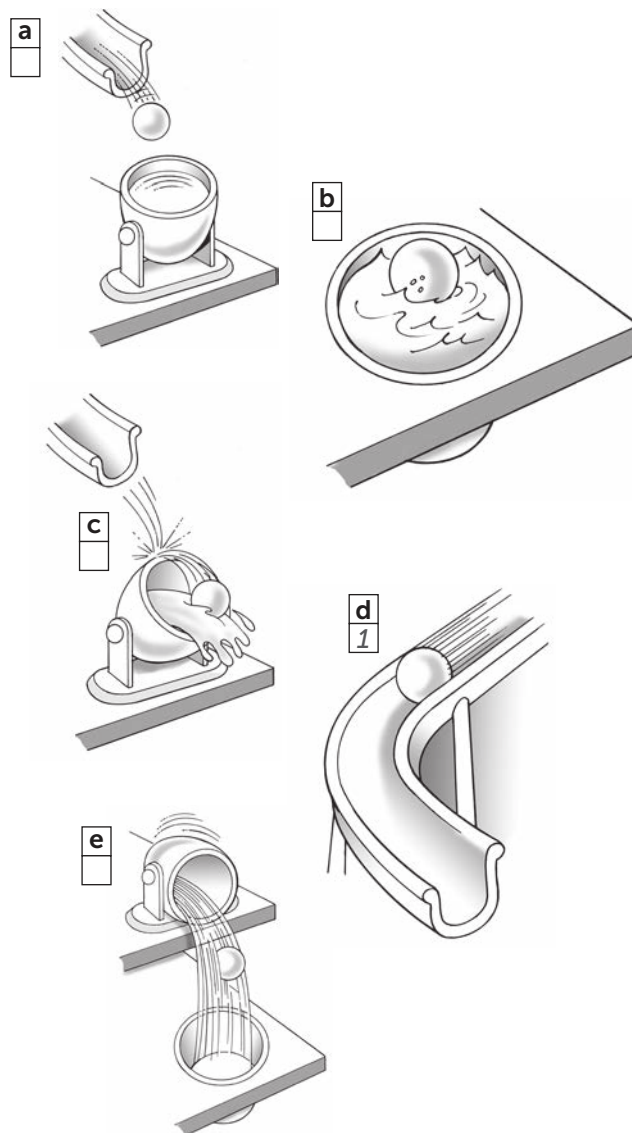
- 4 Are you going to call your friend?

- 5 Is your friend going to play football?

- 6 Are you and your family going to eat dinner?

Grammar

- ★ 7 Ułóż rysunki w odpowiedniej kolejności.



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

drop fall over float spill travel

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

Vocabulary

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



- 1  traffic
- 2 a person on holiday in a different country

- 3 a house with a light for ships to see

- 4  _____
- 5  _____
- 6 a small house in the countryside

- 7  _____
- 8 the things you find in a house (sofa, chairs, table) _____

Grammar

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

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

Grammar

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

- | | |
|--|---|
| 1 John's a bit lonely. He's new to the school and he doesn't have <u>enough friends</u> yet. | 5 I don't have time to listen to all the music on my MP3 player. I've got _____ on it. |
| 2 Those jeans are expensive. If you buy them, you won't have _____ to buy the T-shirt. | 6 I want a sofa in my room, but my room is too small. There just isn't _____. |
| 3 I can't go to the book shop! I've got _____ at home already. | 7 I can't go out tonight. I've got _____ to do. |
| 4 The bus took a long time to get to school today, because there was _____ on the roads. | 8 We can't have a meal before we go to the cinema. We won't have _____ to do both things. |

Grammar

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



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



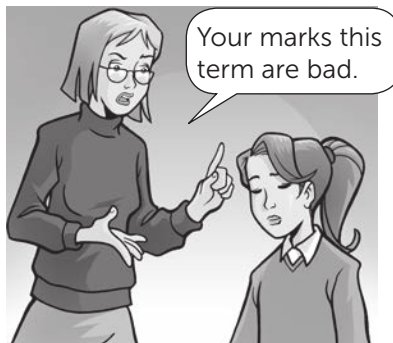
- 2 We can't go swimming today. It _____. (warm)



- 3 You can't drive. You _____. (old)



- 4 This jacket _____. (big)



- 5 Your marks this term _____. (good)



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

Grammar and reading

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

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

Writing

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

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

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

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

Reading and vocabulary

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

farm food kitchen laundry recycled village wind turbines

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

Vocabulary

★★2 Połącz liczby z ich zapisem słownym.

- | | | |
|-----------------|-------------------------------------|-----------------------------------|
| 1 2,000 kilos | ☒ | a two per cent |
| 2 2% | ☐ | b two billion |
| 3 2.5 | ☐ | c two tonnes |
| 4 2,000,000 | ☐ | d two million |
| 5 2,000,000,000 | ☐ | e two point five / two and a half |

Grammar

★★3 Połącz początki i końcówki zdań.

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

Grammar

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

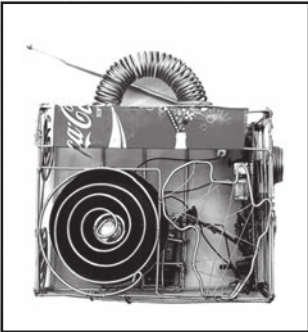
- | | |
|-----------|--------|
| 1 dry | 5 wash |
| 2 melt | 6 use |
| 3 sell | 7 make |
| 4 collect | 8 cut |

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

Grammar

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

Recycled Bush Wire Radio –
BUY ONE TODAY!



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

Reading and grammar

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

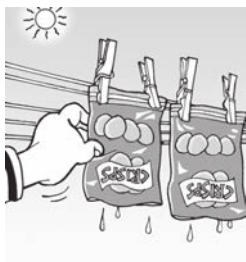
dry make use wash put

Did you know you can recycle old crisp packets and make some cool new things? These table mats

¹ are made from old crisp packets. First, the empty crisp packets ² _____ in water and they ³ _____ in the sun. Then they ⁴ _____ around long thin sticks. String ⁵ _____ to hold the sticks together.

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

a
2



b



c



d



Writing

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

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

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

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

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

I often buy recycled clothes.

Reading

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

A A present

B A house

C Some chores

**ExamSpot**

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

1

My home

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

1 How is electricity produced in Jay's house?

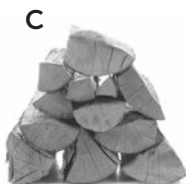
A



B



C



3

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

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

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

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

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

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

Thea Good idea!

2

Jay,

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

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

Auntie Steph xxx

2 What is Jay going to buy at the supermarket?

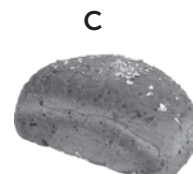
A



B



C



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

A



B



C

**Writing**

★★★3 Napisz krótki opis swojego miejsca zamieszkania.

Describe:

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

Name _____

Date _____



StudyTip

Writing – punctuation

Zapamiętaj poniższe zasady interpunkcji:

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

Wstaw znaki interpunkcyjne do poniższych zdań.

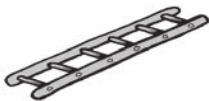
1. Come here
2. Do you like ice cream
3. My favourite kinds of music are rock pop and hip hop

Check if you can do these things:

1 Znam wyrazy z kategorii „zrób to sam”. ☐

Uzupełnij wyrazy.

1



ladder _____

2



h _____

3



p _____

4



w _____

5



d _____

2 Potrafię mówić o rzeczach, które zaraz się wydarzą. ☐

Napisz zdania, używając podanych wyrazów.

- 1 It / rain It's going to rain
- 2 He / drop / that box

- 3 He / fall off / his bike

- 4 I / fall asleep soon

3 Potrafię mówić o ilości. ☐Uzupełnij zdania, wpisując *enough* lub *too much/many*.

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

4 Potrafię mówić o liczbach. ☐

Zapisz słownie podane liczby.

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

5 Potrafię mówić o procesach. ☐

Uzupełnij tekst czasownikami w stronie biernej.

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



VocabularySpot

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

1



olwugban

2



raornw btao

3



dretrace sohue

4



limwndil

5



hdcdeaet useoh

6



wtrae liml

2 Uzupełnij definicje słowami z ćwiczenia 1.

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

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

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

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

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

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



LanguageSpot

3 Uzupełnij zdania odpowiednimi słowami.

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

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

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

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

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

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



ExamSpot

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

Let's go to the cinema!

1

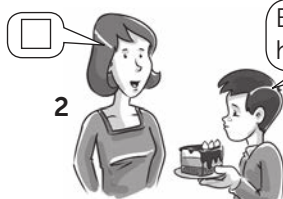


- A I can't. I haven't got enough money.
- B I can't. I've got too much money.
- C I can't. I've got enough money.

A There's enough cake on your plate.

B There isn't enough cake on your plate.

C There's too much cake on your plate.



2

But I'm really hungry!

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

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



3



Grammar Summary

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

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



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



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



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

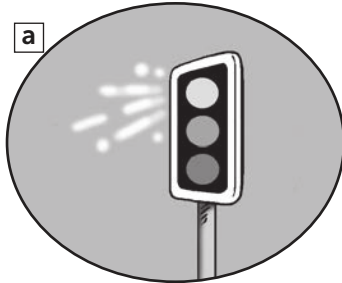
But the weather was lovely, and the beach was fantastic. We didn't have ⁶ _____ time there – I wanted to stay for two weeks, but we were only there for five days.

- 3 Napisz zdania w stronie biernej.

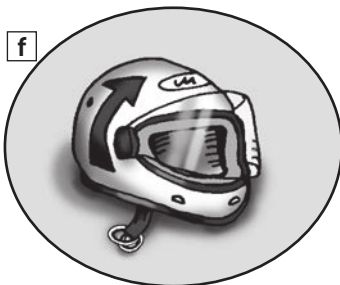
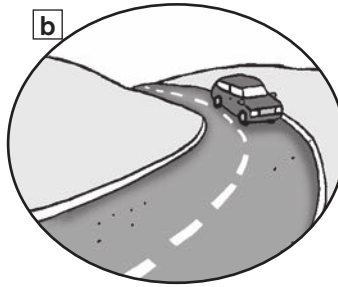
- 1 They grow strawberries on the farm.
Strawberries are grown on the farm.
- 2 We make this cake from eggs, flour, sugar and butter.
This cake _____.
- 3 They produce Honda cars in Japan.
Honda cars _____.
- 4 They teach Spanish at this language school.
Spanish _____.
- 5 They sell paint, wallpaper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

Vocabulary

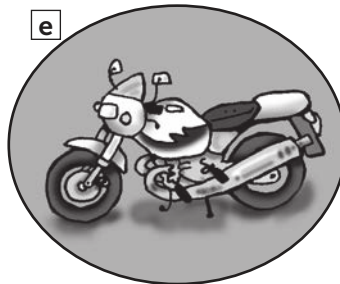
★1 Połącz rysunki ze zdaniem.



traffic lights



- 1 Cars drive here.
- 2 It's got two wheels.
- 3 People walk on this part of a street.
- 4 These have red, orange and green lights.
- 5 You can park here.
- 6 You wear it to protect your head.



★2 Podpisz rysunki z ćwiczenia 1. wyrazami podanymi w ramce.

crash helmet traffic lights motorbike pavement road car park

Grammar

★3 Uzupełnij zdania, wpisując *must* lub *mustn't*.

- 1 Don't eat or drink in the street.
You mustn't eat or drink in the street.
- 2 Drive on the right.
You _____ drive on the right.
- 3 Don't run in the classroom.
You _____ run in the classroom.
- 4 Switch off your phone.
You _____ switch off your phone.
- 5 Listen carefully.
You _____ listen carefully.
- 6 Don't walk when the light is red.
You _____ walk when the light is red.

Grammar

★★4 Ułóż wyrazy, tak aby powstały poprawne zdania.

- 1 must / you / straight / keep / on
You must keep straight on
- 2 cross / you / the / mustn't / road

- 3 cycle / mustn't / the / you / on / pavement

- 4 fast / too / you / drive / mustn't

- 5 turn / you / must / here

- 6 bicycles / cycle lane / must / the / use

Vocabulary

★5 Podpisz rysunki wyrazami podanymi w ramce.

crossroads cycle lane parking meter pavement pedestrian crossing traffic sign traffic warden

1 parking meter

2

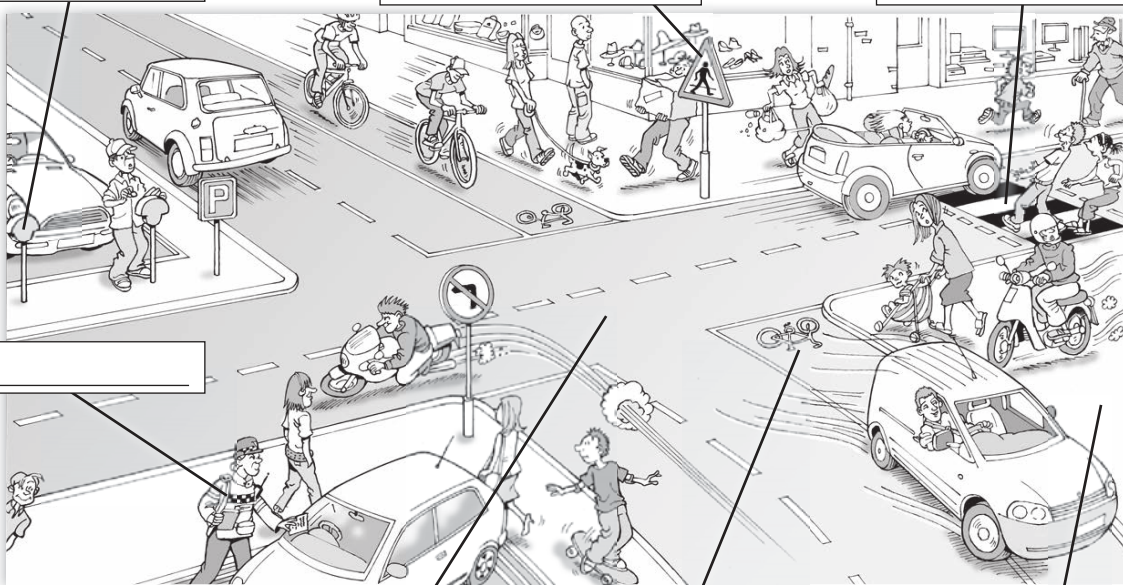
3

7

6

5

4



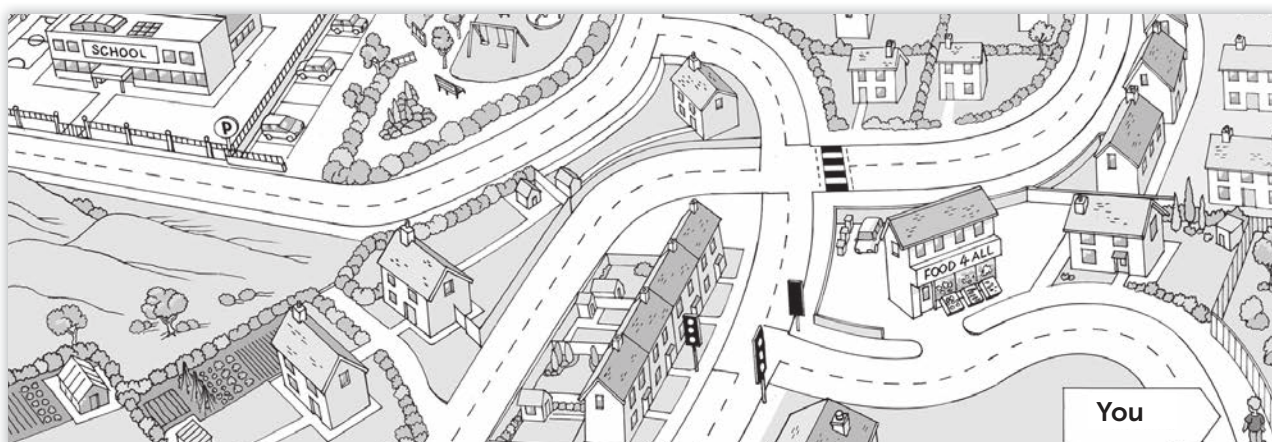
Grammar

★6 Spójrz na rysunek z ćwiczenia 5. i uzupełnij zdania, wpisując *must* lub *mustn't*.

- 1 The car must stop if people are crossing the road.
- 2 The van mustn't drive in the cycle lane. Only bicycles must use the cycle lane.
- 3 The motorbike mustn't turn left. It must keep straight on.
- 4 The moped mustn't drive on the pavement.
- 5 The man on the motorbike must wear a crash helmet.

Vocabulary and reading

★7 Znajdź drogę do szkoły od miejsca, w którym jesteś. Ustaw wskazówki w odpowiedniej kolejności.



- | | | | |
|---|--------------------------|--|--------------------------|
| a Turn left in front of the park. | ☐ | d Walk along this road past the shop. | ☐ |
| b Keep straight on until you get to the crossroads. | ☐ | e Cross the road at the pedestrian crossing and then keep straight on. | ☐ |
| c The school is on the right next to the car park. | ☐ | f Turn right at the traffic lights. | ☐ |

Vocabulary

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

artist pilot licence passport profession countryside



Grammar

★2 Utwórz formy *past participle* od podanych czasowników.

- | | |
|---------|--------------|
| 1 live | <u>lived</u> |
| 2 want | _____ |
| 3 be | _____ |
| 4 have | _____ |
| 5 study | _____ |

- | | |
|--------|-------|
| 6 know | _____ |
| 7 like | _____ |
| 8 do | _____ |
| 9 fall | _____ |
| 10 go | _____ |

Grammar

★3 Ułóż pytania, używając podanych wyrazów.

- a How long / you / be / a pilot
How long have you been a pilot ?
- b How long / Leila / study / English
 _____ ?
- c How long / they / know / each other
 _____ ?
- d How long / you / have / a passport
 _____ ?
- e How long / Ollie / have / that skateboard
 _____ ?
- f How long / your friends / be / online
 _____ ?

Grammar

★4 Zakreśl właściwe słowo.

- 1 She's studied it since / **for** 2003. ☒ **b**
- 2 He's had it **since** / **for** two weeks. ☐
- 3 I've had it **since** / **for** three years. ☐
- 4 They've known each other **since** / **for** they were five. ☐
- 5 I've been a pilot **since** / **for** ten years. ☐
- 6 They've been online **since** / **for** 3 o'clock. ☐

★5 Dopasuj zdania z ćwiczenia 4. do pytań z ćwiczenia 3.

Writing

★★★7 Napisz prawdziwe odpowiedzi na pytania, używając zarówno *for*, jak i *since*.

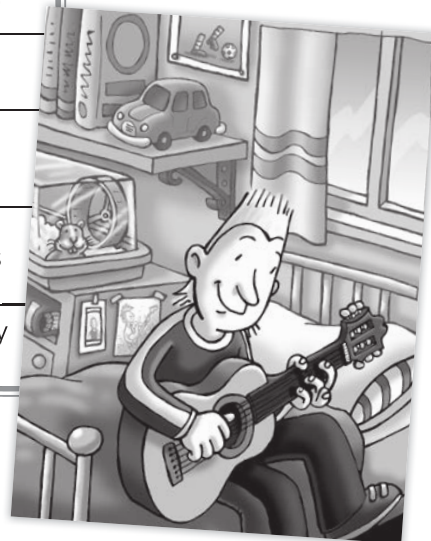
- 1 How long have you had your favourite thing?
I've had my favourite thing
 for two years.
 since my twelfth birthday.
- 2 How long have you liked your favourite band?

 for _____.
 since _____.

Grammar

★★★6 Spójrz na tabelę i uzupełnij zdania, używając czasu *Present perfect* oraz *for* lub *since*.

have a pet	3 years
play guitar	2007
study English	2005
want to be a pilot	8 years
know Rory	primary school



- 1 Connor has had a pet for three years.
- 2 He _____ the guitar
 _____ 2007.
- 3 He _____ English
 _____ 2005.
- 4 He _____ to be a pilot
 _____ eight years.
- 5 Connor and Rory _____ each other
 _____ primary school.

Vocabulary

★1 Spójrz na rysunki i uzupełnij zdania.

1



2



3



4



5



- 1 Last month, I planted some seeds in the garden.
- 2 Now we have lots of lovely red _____. We eat them in salads every day!
- 3 My trousers are falling down! I need to wear a _____.
- 4 I love Malaysian food, especially _____ with chicken and peanuts.
- 5 There are lots of plants in my bedroom. I put them in colourful _____.

Grammar

★2 Przeczytaj zdania i określ, czy są w *Past simple* (Ps) czy *Present perfect* (Pp).

- 1 I started acting lessons last month. Ps
- 2 I've learnt to play a song on the piano. _____
- 3 I went to Greece last year. _____
- 4 My uncle sailed round the world once. _____
- 5 We've lived in this house for ten years. _____
- 6 Have you ever climbed a mountain? _____

Grammar

★★4 Uzupełnij zdania, używając czasu *Past simple* lub *Present perfect* oraz podanych wyrazów.



Grammar

★★★3 Uzupełnij zdania, wpisując czasowniki podane w nawiasach w czasie *Past simple* lub *Present perfect*.

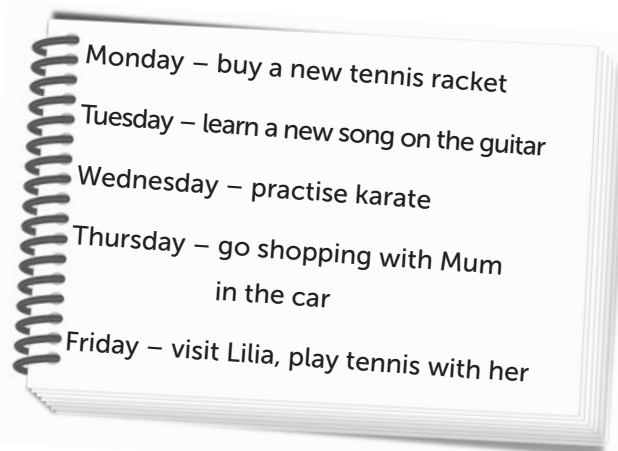
- A: How long ¹ have you been (be) a teacher?
- B: I ² _____ (be) a teacher for five years.
My first job ³ _____ (be) at this school!
- A: ⁴ _____ you _____ (live) in this town for a long time?
- B: Yes, for twenty years. My parents ⁵ _____ (come) here when they got married. Before that, they ⁶ _____ (live) in a small village.
- A: ⁷ _____ you _____ (join) the drama club yet?
- B: Yes, I have. I ⁸ _____ (have) my first class last week. We ⁹ _____ (do) a sketch.

- 1 **Emma** I've got a new hobby. (I / start / horse-riding lessons)
I've started horse-riding lessons.
- 2 **Ollie** Oh, that sounds fun!
(When / you / have / your first lesson)
_____?
- 3 **Emma** (I / have / my first lesson / last week)
_____.
- 4 **Ollie** (What / you / learn)
_____?
- 5 **Emma** (They / teach / me / to sit on the horse)
_____.
Ollie Is that all?
- 6 **Emma** Yes. (But I / fall off)
_____.
- 7 **Ollie** Oh dear. (What / happen / then)
_____?
- 8 **Emma** (I / go / home) _____.
(I / not have / another lesson / since then)

_____.

Grammar and reading

- ★★★ 5 Przeczytaj terminarz Jake'a i uzupełnij zdania, używając wyrażenia *going to*.



- 1 On Monday, he's going to buy a new tennis racket.
- 2 On Tuesday, he _____ a new song on the guitar.
- 3 On Wednesday, he _____ karate.
- 4 On Thursday, he _____ shopping with his Mum. They _____ in the car.
- 5 On Friday, he _____ Lilia. They _____ tennis.

Reading and writing

- ★★★ 6 Spójrz na notatki Emmy i Olliego. Uzupełnij zdania, używając czasu *Past simple*, *Present perfect* lub wyrażenia *going to*.

Things I've done this year:

- started horse-riding lessons (went with my friend, Liz)
- won a race (won the 100-metre race in July)
- learnt Italian (went to Italy on holiday in August)

Things I'm going to do next year:

- paint my room
- form a rock band with Ollie



Emma

Things I've done this year:

- broken a record (won a swimming race in May)
- joined a drama club (went every week last term)
- got my first karate belt (passed the exam in April)

Things I'm going to do next year:

- grow vegetables
- form a rock band with Emma



Ollie

- 1 This year, Emma has started horse-riding lessons.
- 2 She _____.
- 3 She _____.
- 4 This year, Ollie _____.
- 5 He _____.
- 6 He _____.
- 7 Next year, Emma's going to paint her room.
- 8 Ollie _____.
- 9 They _____ together.

Reading

★1 Przeczytaj teksty w ćwiczeniu 2. i połącz nazwy z opisami.

- | | | |
|-----------------|-------------------------------------|-----------------------------------|
| 1 Callum | ☒ | a The name of a shop. |
| 2 Igloo Village | ☐ | b The name of a band. |
| 3 Finlandia | ☐ | c The name of Hannah's friend. |
| 4 Igloo Dreams | ☐ | d The name of a place in Finland. |



ExamSpot

2 Przeczytaj teksty (A–E). Do każdego pytania dopasuj tekst, w którym odnalazłeś/odnalazłaś określoną informację. Uwaga! Jeden tekst pozostanie niewykorzystany.

Tata pyta Hannah:	Hannah odpowiada:	Z którego tekstu Hannah dowiedziała się o tym?
Do you know what the temperature will be this afternoon?	Yes, I do.	1 _____
Do you know where I can buy a cheap hat?	Yes, I do.	2 _____
Do you know how many music festival tickets Callum wants?	Yes, I do.	3 _____
Do you know where Callum is staying?	Yes, I do.	4 _____

A

POST CARD

Dear Hannah,

We've been here at the Igloo Village in Finland for two days. It's amazing! In the hotel there are 20 snow igloos and 5 igloos made of glass. When we first arrived, it was very cold outside (-30°C!). Tomorrow we're going to ride on a sled.

Callum

B

Don't forget to bring your hat to the park. It's going to be really cold and snowy this afternoon -10°C! Maybe we can build an igloo!

C

MUSIC FESTIVAL

21–22 February

Starring IGLOO DREAMS, Finland's top metal band

Tickets: £30.00 (£20.00 for children) for a weekend pass or £18.00 (£12.00 for children) per day.

Family offer: Weekend pass for 2 adults and 2 children, just £80.00

E

FINLANDIA

Winter Sale!

Amazing prices for our winter clothes and equipment.

Hats – just £8.00

Sleds in blue, green & red – £23.00

Snowboots from £20.00

Make sure you're ready for the big freeze!

D

Callum's just phoned from Finland! He's having a great time. Can you get him one adult and two children's tickets for the music festival on Sunday? He'll give you the money when he gets back.

Name _____

Date _____



StudyTip

Vocabulary

Zapisz w zeszyście nowe czasowniki razem z rzeczownikami, z którymi zostały użyte.

ride a motorbike

wear a crash helmet

walk on the pavement

Napisz czasowniki, których używamy z podanymi rzeczownikami.

cross at a pedestrian crossing

_____ at a red traffic light

_____ your car on the road

Check if you can do these things:

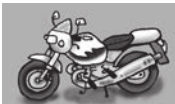
- 1 Znam wyrazy odnoszące się do ruchu drogowego. ☐

Uzupełnij wyrazy.

- 1  p _ a _ r _ k _ i _ n _ g _ m _ e _ t _ e _ r

- 2  c _ _ _ s _ r _ _ _ _

- 3  t _ _ _ f _ _ l _ _ _ t _ s

- 4  m _ t _ _ b _ _ _

- 5  p _ _ _ m _ _ t

- 2 Potrafię określać czas wydarzeń. ☐

Uzupełnij zdania zgodnie z prawdą.

- I've lived in my home since 2000.
- I've had my mobile phone for _____.
- I came to this school in _____.
- I've had this English teacher since _____.

- 3 Potrafię dawać wskazówki, jak gdzieś dotrzeć. ☐

Połącz wskazówki z rysunkami.

- 1 Turn right ☐

b



- 2 Cross at the pedestrian crossing. ☐



- 3 Keep straight on. ☐



- 4 It's on the right. ☐



- 5 Turn left. ☐



- 4 Potrafię mówić o życiowych doświadczeniach. ☐

Napisz zdania w czasie *Present perfect*, używając podanych wyrazów.

- 1 I / learn / to ski I've learnt to ski.

- 2 You / pass / your exams _____.

- 3 We / visit / the museum _____.

- 4 My brother / buy / a moped _____.

- 5 Potrafię mówić o planach na przyszłość. ☐

Napisz zdania, używając wyrażenia *going to* oraz podanych wyrazów.

- 1 I / join / a karate club I'm going to join a karate club.

- 2 My friend / have / a party _____.

- 3 My brother / learn / to dance _____.



VocabularySpot

1 Popatrz na obrazki i uzupełnij krzyżówkę.

ACROSS

2



6



DOWN

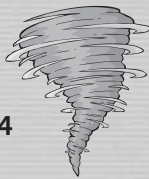
1



3



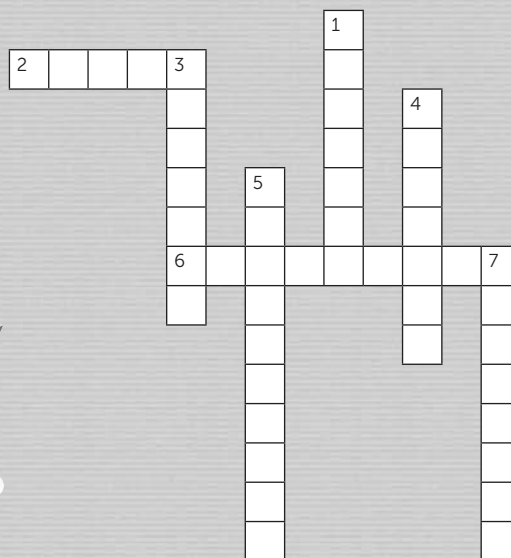
4



5



7



2 Zakreśl właściwe słowo.

- 1 We saw a big wave coming towards us from the sea. It was a **hurricane** / **tsunami**.
- 2 The strong wind from the **hurricane** / **earthquake** blew the roof off our house.
- 3 The **flood** / **tornado** picked up our car, lifted it into the air and then threw it down onto the ground.
- 4 The fires from the **volcanic eruption** / **flood** burned all the houses in the village.
- 5 There was a long period of **drought** / **tornado** when there wasn't any rain for two months.
- 6 After five days of rain, there were many **tsunamis** / **floods** in the south of England.
- 7 We felt the ground moving and realised that it was a(n) **drought** / **earthquake**.



LanguageSpot

3 Połącz zdania (1–5) z odpowiednimi reakcjami (A–E).

- 1 Don't go straight on! ☐
 - 2 I'm not going to stay in this country. ☐
 - 3 I moved to this house last August. ☐
 - 4 Cross the road at the pedestrian crossing. ☐
 - 5 I've been to EuroDisneyland near Paris. ☐
- A Then keep straight on until the traffic lights.
 B You must turn left here.
 C I'm going to move to France next month.
 D I took the train there last year.
 E I've lived here for eight months.



ExamSpot

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

- 1 Opowiedz koledze/koleżance o swoich planach wakacyjnych.
 - A I went to the beach for two weeks. ☐
 - B I've been to the beach twice this week. ☐
 - C I'm going to go to the beach for two weeks. ☐
- 2 Wytłumacz koleżance, jak ma dojść do biblioteki.
 - A I usually take the bus. ☐
 - B Turn left at the park and it's on the right. ☐
 - C It's open between 9 am and 5 pm on Mondays and Thursdays. ☐
- 3 Powiedz koledze, że musi nosić kask.
 - A You mustn't wear a helmet. ☐
 - B You must wear a helmet. ☐
 - C You have got a helmet. ☐
- 4 Powiedz koledze/koleżance, od jak dawna masz rower.
 - A I've had this bike for six months. ☐
 - B I'm going to get a new bike next month. ☐
 - C I lost my bike six months ago. ☐



Grammar Summary

- 1 Popatrz na znaki i napisz zdania ze słowami **must** lub **mustn't** oraz czasownikami podanymi w nawiasach.

1



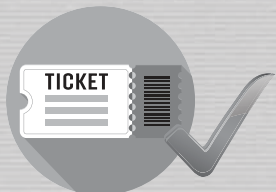
You mustn't use (use) your mobile phone in the library.

2



You _____ (ride) your bike on the football pitch.

3



You _____ (show) your ticket to the driver.

4



You _____ (close) the window when you leave the room.

5



You _____ (walk) your dog on the beach.

6



You _____ (bring) your passport to the airport.

- 2 Uzupełnij zdania wyrazami **for** lub **since**.

- 1 We've had our dog, Buster, for three years.
- 2 She hasn't visited us _____ last Christmas.
- 3 He's been asleep _____ twelve hours.
- 4 They've been at the park _____ fifteen minutes.
- 5 I've lived here _____ 2012.
- 6 She's been a teacher _____ she was twenty-four.
- 7 We haven't seen him _____ yesterday.
- 8 You've studied English _____ six years.

- 3 Uzupełnij tekst czasownikami podanymi w nawiasach w odpowiedniej formie – **Present perfect, Past simple** lub wyrażeniem **going to**.

I ¹ 've done (do) lots of things this year. I ² _____ (learn) to play the violin. I ³ _____ (start) lessons in July and I'm really enjoying it. Next year I ⁴ _____ (join) the school orchestra. I ⁵ _____ (travel) to Japan. I ⁶ _____ (go) to Tokyo and Kyoto. It was really interesting. I ⁷ _____ (go) back to Japan next month for the summer holidays. My sister and I ⁸ _____ (make) a film. We ⁹ _____ (do) a film-making course last Easter. We ¹⁰ _____ (show) our film to the whole school next week. I hope everyone likes it!



ExamSpot

- 4 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk (1–5). Wpisz literę A, B albo C.

Hi Tessa,
Thanks for your email. I love the photo of your new cat. I ¹ _____ an art club. It's really interesting. Last week we learnt about van Gogh and ² _____ pictures of sunflowers. Next week we're going to go to a farm and draw some of the animals there. I hope you can come to my party next weekend. It's at the new sports centre. Turn ³ _____ when you come out of the station, and it's opposite the hospital. It's a swimming party, so you ⁴ _____ bring your swimming costume and your goggles! And don't forget a towel! After the swimming, we ⁵ _____ supper at Pizza Parlour. I can't wait!
Best wishes!
Lydia xxx

- | | | |
|--------------|---------------|---------------------|
| 1 A join | B 'm joining | C 've joined |
| 2 A painted | B 've painted | C paint |
| 3 A straight | B next | C left |
| 4 A must | B mustn't | C do |
| 5 A 've had | B have | C 're going to have |

1

Skills Booster

1 Połącz angielskie wypowiedzi 1–5 z polskimi odpowiednikami A–G. Dwa zdania spośród A–G zostały podane dodatkowo.

- 1 What are they up to? ☐
- 2 Do you need any help? ☐
- 3 We're in a rush. ☐
- 4 Thanks, that's very good of you. ☐
- 5 See you soon! ☐

- A Czy potrzebujesz pomocy?
 B Do zobaczenia wkrótce!
 C Co oni kombinują?
 D Dziękuję, bardzo mi pomożesz.
 E Dziękuję, to bardzo miło z twojej strony.
 F Spieszymy się.
 G Biedactwo!

2 Uzupełnij minidialogi zdaniami 1–5 z ćwiczenia 1.

1 A: _____

B: Yes, I do. I don't know how to turn the radiator on.

2 A: Can I watch one more video, mum?

B: No, sorry. _____
 We have to be at the airport in 30 minutes.

3 A: _____

B: Bye!

4 A: I can help you unload the dishwasher, Jacob.

B: _____

5 A: Look at those boys. _____

B: Don't worry. They're our neighbours' sons and they want to milk their cows.

3 Przeczytaj dialog i zdecyduj, czy zdania 1–3 są prawdziwe (P), czy fałszywe (F).

Josh: Hi, Martha! Sorry I'm late. Every Monday I have to look after my little sister and I had to stay at home a bit longer today.

Martha: Poor you! I hate it when I have to take care of my younger brother.

Josh: I don't mind it. She's really nice, but I'm sometimes late for meetings.

Martha: Anyway, you're here and we can plan the surprise party for Alyssa next week.

Josh: No, not really. Look, here comes Alyssa.

Alyssa: Hi, you two! What are you talking about?

Josh: This and that. Nothing really important.

Martha: Yeah. You don't want to hear about it.

Alyssa: There's something fishy going on.

Martha: Absolutely not! Why do you say that?

Josh: Well, I have to go now. See you soon!

Martha: Me too. Bye.

1 Josh doesn't like taking care of his younger sister. **P / F**

2 Josh and Martha don't feel the same about looking after their brother or sister. **P / F**

3 Alyssa thinks that something strange is going on. **P / F**

4 Przeczytaj opisy sytuacji 1–4. Z podanych wyrazów ułóż właściwe wypowiedzi. W każdym zdaniu musisz dodać jeden wyraz.

1 Twój kolega ma problem z rozwiązaniem zadania. Zaproponuj pomoc.
 a / do / want / you / ?

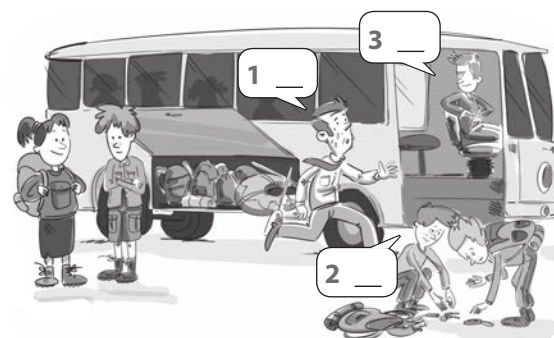
2 Poinformuj kolegę, że nie lubisz mycia okien.
 I / washing / don't / windows / .

3 Podziękuj koleżance za pomoc.
 a / that's / great / thanks, / .

4 Poinformuj kolegę, że uwielbiasz uprawiać rośliny.
 love / I / crops / .

5 Dopasuj wypowiedzi do osób. Jedno zdanie zostało podane dodatkowo.

- A Thanks, that's a great help.
 B We're in a rush.
 C There's something fishy going on.
 D Sorry we're late.



Discover more! *Teenagers helping their parents around the world*

1 Przeczytaj teksty. Dopasuj wypowiedzi A–D do imion dzieci 1–3. Uwaga! Jedna wypowiedź została podana dodatkowo i nie pasuje do żadnej osoby.



These are the Blackers. They have a farm in Illinois in the USA. They keep cows and grow crops. Their daughter, Emma, goes to school, but she also helps her parents. She milks the cows twice a day: at 6:00 in the morning and again, twelve hours later, at 6:00 in the evening. After she milks the cows in the evening, she does her homework and talks to her friends online. She goes to sleep at 9:00 because she has to be up really early the next morning.



In this photo you can see a small greengrocer's shop in Amsterdam owned by the Jansens. Their oldest son Luuk comes to the shop every weekday, just after school. He sells fruit and vegetables while his parents have dinner at the back of the shop. Luuk enjoys talking to the customers. After he sells the fruit and gives change to the customers, he looks around the shop to see if he has to put more fruit or vegetables on the shelves. When his parents finish their meal, he goes home to revise for school and play computer games.



Jokubas's parents have a small hotel in Vilnius, Lithuania. Jokubas sometimes helps them in the hotel. When he comes back home, he puts the washing in the washing machine and then takes it out. He also loads and unloads the dishwasher in the hotel restaurant after it closes. At the weekend Jokubas works at the reception desk in the morning, but in the afternoon he spends time with his friends. He loves basketball and he trains five times a week after he finishes his lessons.

1 Emma ☐ 2 Luuk ☐ 3 Jokubas ☐

A I try not to make mistakes when I take money for the things we sell.

B At weekends I sell milk in our shop.

C Getting up early is difficult, but I like our animals.

D I help my parents after I finish my training.

2 Przeczytaj wpis na blogu. Na podstawie informacji z ćwiczenia 1. uzupełnij luki 1–7 właściwymi słowami. Użyj wyłącznie języka polskiego.

Cześć wszystkim!
Dziś chciałabym opowiedzieć Wam o tym, jak troje moich znajomych pomaga swoim rodzicom. Jokubas mieszka na Litwie. Jego rodzice prowadzą mały ¹ _____ w Wilnie, a Jokubas pomaga im z ² _____ i zmywaniem. Emma ze Stanów Zjednoczonych ³ _____ wcześniej rano, żeby pomóc rodzicom i, dopiero jak skończy ⁴ _____ krowy, idzie do szkoły. Wieczorem ponownie pomaga rodzicom, ⁵ _____ zacznie odrabiać pracę domową. Luuk z Amsterdamu pomaga w sklepie. Gdy wraca ze szkoły, rodzice ⁶ _____ obiad na za zapleczu, a Luuk zajmuje się sprzedażą. Gdy nie ma klientów, uzupełnia braki na ⁷ _____. Ja czasem pomagam mamie w jej klubie sportowym. A Wy jak pomagacie rodzicom?

3 Przeczytaj wiadomość. Następnie uzupełnij e-mail Dawida, używając wyrażień z ramki. Uwaga! Dwa wyrażenia z ramki zostały podane dodatkowo.

Hej Dawidzie!
Jak się masz? Jestem teraz nad morzem, u cioci. Tu jest bardzo gorąco i trochę nudno bez naszej paczki. Na szczęście najcieplejsze godziny spędzam w klimatyzowanej kawiarni cioci. Pomagam ustawiać napoje na półkach i zamykam podłogę. Gdy nie ma wielu klientów, wymyślamy nowe desery. Wczoraj opowiedziałem jej o lodach tajskich, które widzieliśmy na filmie, w zeszłym roku. Też chciałbym mieć taką kawiarnię, jak będę dorosły. Muszę kończyć, bo trzeba poustawiać krzesła i stoliki. Michał

has to ■ the hottest ■ a café ■ sweep the
have to ■ unload the ■ is visiting

Finally, do you remember my best friend Michał? He ¹ _____ his aunt at the seaside. He says that it's a bit boring and very hot. Luckily, he spends ² _____ parts of the day helping his aunt in her café. He ³ _____ put soft drinks on the shelves and ⁴ _____ floors. He also helps her create new desserts. He thinks he'd like to have ⁵ _____ by the sea one day. Maybe we can go and visit him?
Love, Dawid

2

Skills Booster

1 Połącz angielskie wypowiedzi 1–5 z polskimi odpowiednikami A–G. Dwa zdania spośród A–G zostały podane dodatkowo.

- 1 I'll catch him red-handed.
- 2 Have a good time!
- 3 Thanks for your help.
- 4 Spot on!
- 5 How often should I wash the dog's water bowl?

☐
☐
☐
☐
☐

- A** Proszę.
B Baw się dobrze!
C Trafiony w dziesiątkę.
D Dziękuję za pomoc.
E Czy powinienem/powinnam wyprowadzać go codziennie?
F Złapię go na gorącym uczynku.
G Jak często powinienem/powinnam myć miskę na wodę?

2 Uzupełnij minidialogi zdaniami 1–5 z ćwiczenia 1.

- 1 A:** _____
B: Well, you should do it every day.
- 2 A:** I'd like to buy some fish food. Where can I find it?
B: The pet shop is over there.
A: _____
- 3 A:** So you think you will get rich before you're 20?
B: _____!
 I'm sure it'll be like that.
- 4 A:** Bye, Mum! See you next week!
B: _____!
 See you!
- 5 A:** I think Andy is at home not at school right now.
B: OK. Then I'll go to the house and _____

3 Przeczytaj dialog i zdecyduj, czy zdania 1–3 są prawdziwe (P), czy fałszywe (F).

- Tim:** Amy, why do you care about animals so much?
Amy: Because their lives can be very hard.
Tim: I don't mean to be rude, but are you sure that's right?
Amy: Absolutely. There are a lot of people who keep dogs in old kennels and give them little food. This life is really awful for the animals.
Tim: I agree with you. But what can you do?
Amy: I work for an organisation that collects money and buys those dogs from their owners.
Tim: What's the point?
Amy: After that, we find them a good family.
Tim: That's cool. Can I help?
Amy: Of course. On Saturday, you can walk some of the dogs with me.
Tim: Ok. See you!

- 1 Amy doesn't care much about the animals. **P / F**
 2 The organisation Amy works for buys dogs from people who don't care about them. **P / F**
 3 Tim will help Amy at the weekend. **P / F**

4 Przeczytaj opisy sytuacji 1–4. Z podanych wyrazów ułóż właściwe wypowiedzi. W każdym zdaniu musisz dodać jeden wyraz.

- 1 Koleżanka opowiada Ci niewiarygodną historię. Wyraż niedowierzanie.
 can't / that / I / .

- 2 Powiedz, że podoba ci się plan wycieczki szkolnej.
 that / sounds / .

- 3 Wyraż brak zainteresowania nowym serialem.
 couldn't / I / less / !

- 4 Poinformuj koleżankę, że nie zgadzasz się z jej opinią.
 don't / I .

5 Dopasuj wypowiedzi do osób. Jedno zdanie zostało podane dodatkowo.

- A** Spot on!
B There you are.
C I don't mean to be rude, but are you sure that's right?
D Thanks for your help.



Discover more! *Animals all over the world*

- 1 Przeczytaj teksty i zdecyduj, czy poniższe zdania są prawdziwe (P), fałszywe (F) lub czy informacja nie jest podana w tekście (NP).

What a wonderful world! ○○○

Do you think that dogs are man's best friend? Is an owl intelligent or scary? Does a black cat bring good or bad luck? In different countries, people see the same animals in different ways.



Dogs

In Poland and other European countries, people like dogs. They buy dog beds, dog biscuits and special shampoos. They walk them a few times a day. But in some Asian countries people don't like dogs. You shouldn't keep dogs at home there. In Africa, a lot of people are afraid of dogs and they don't think that they're man's best friends.

Owls

In Europe, owls are a symbol of being smart, but in India they are a symbol of being stupid. In Japan, a lot of people think that owls bring good luck and sometimes they wear necklaces with owls to make sure that good things happen to them. In some African countries, people think that owls make people ill and bring bad luck.

Cats

In most European countries black cats are a symbol of bad luck, but in Japan, people think that black cats bring good luck. British people believe the same thing, too. In Egypt, in Africa, a long time ago people thought that cats were almost like gods and sometimes when a cat died the whole family was sad and cried for a long time.

- 1 In Europe, people buy a lot of things for their dogs.
- 2 In India, people don't think that owls are a symbol of being smart.
- 3 In Japan, people think that cats and owls bring bad luck.
- 4 People in Africa believe that black cats bring bad luck.

P / F / NP

P / F / NP

P / F / NP

P / F / NP

- 2 Uzupełnij streszczenie tekstu z ćwiczenia 1. Użyj słów: *Afryka, Azja* lub *Europa* w odpowiednim przypadku.

W niektórych krajach w ¹ _____ nikt nie trzyma psów w domu, w przeciwieństwie do ² _____, w której psy zazwyczaj budzą pozytywne emocje. Zupełnie odmienne uczucia budzą psy w mieszkańcach ³ _____ – tam często wywołują one strach. Jeśli chodzi o sowy, to w ⁴ _____ symbolizują one mądrość. Kontrastuje to z opinią ludzi mieszkających w części ⁵ _____, a dokładnie w Indiach, gdyż dla nich sowy są symbolem głupoty. W ⁶ _____ ludzie wierzą, że te ptaki przynoszą pecha i rozprzestrzeniają różne choroby. Koty też są postrzegane na świecie na różne sposoby. Dawno temu, w pewnych częściach ⁷ _____, ludzie wierzyli, że koty mają cechy boskie. Obecnie w niektórych państwach ⁸ _____ ludzie są przekonani, że czarne koty przynoszą szczęście. Podobnie uważają Brytyjczycy, jednak większość osób zamieszkujących ⁹ _____ uważa, że czarny kot przynosi pecha.

- 3 Uzupełnij plakat przygotowany przez uczniów w ramach projektu *Zwierzęta na świecie*. Skorzystaj z informacji zawartych w ćwiczeniu 1.



People on different continents have different beliefs about the same ¹ _____. For example, people in Japan and England think that black cats bring ² _____ luck, while in the rest of Europe they are a symbol of ³ _____ luck. In Europe people love dogs, in Africa they are ⁴ _____ of them, while in Saudi Arabia in Asia, they can't imagine having dogs as ⁵ _____ at home. In some Asian countries, owls bring good luck and in others they are a ⁶ _____ of being stupid. On the other hand, in ⁷ _____ people think that owls symbolise intelligence. In some parts of Africa people don't like them because they believe that owls bring bad luck and can make you seriously ⁸ _____.

3

Skills Booster

1 Połącz angielskie wypowiedzi 1–5 z polskimi odpowiednikami A–G. Dwa zdania spośród A–G zostały podane dodatkowo.

- 1 It makes me mad!
- 2 It isn't too bad.
- 3 They aren't much use.
- 4 Hurry up!
- 5 How does it feel now?

- A Pospiesz się!
- B Nie jest tak źle.
- C Na niewiele się zdadzą.
- D Jesteś w tarapatkach.
- E Ale mnie to wkurza!
- F Jak to zrobiłaś?
- G Jak się teraz czujesz?

2 Uzupełnij minidialogi zdaniami 1–5 z ćwiczenia 1.

1 A: _____

B: It hurts a bit, but I think I can walk.

2 A: Here are some rolls I found in the kitchen.

B: _____

Look, they are completely stale.

A: OK. So I'll buy some fresh bread before lunch.

3 A: How's your headache?

B: _____

It was awful in the morning, but it's better now.

4 A: _____

I don't want to be late again!

B: Don't worry, we still have a lot of time.

5 A: There is so much rubbish here!

B: Just calm down. We can try to clean this beach.

3 Przeczytaj dialog i zdecyduj, czy zdania 1–3 są prawdziwe (P), czy fałszywe (F).

Mia: Adam, why are you sitting here?

Adam: I think my leg's broken.

Mia: Why?! What happened?

Adam: I was running and I fell down the stairs.

Mia: Oh my! We have to call an ambulance. Have you got a mobile?

Adam: Just calm down. It hurt a lot at first, but now it doesn't hurt much.

Mia: I was really afraid for a moment.

Adam: Yeah, I was afraid, too. Can you help me stand up?

Mia: Of course. And if you can walk we should go back to the classroom.

Adam: You're right, but I shouldn't go too quickly this time.

1 Adam asks Mia to call an ambulance.

P / F

2 Mia was very worried about Adam.

P / F

3 Now, Adam's leg doesn't hurt at all.

P / F

4 Przeczytaj opisy sytuacji 1–4. Z podanych wyrazów ułóż właściwe wypowiedzi. W każdym zdaniu musisz dodać jeden wyraz.

1 Twój kolega robi pyszny gulasz. Zapytaj, jak się go robi.
it / I / make / how / ?

2 Poinformuj koleżankę, że Twoja noga nie boli aż tak bardzo.
doesn't / it / hurt / .

3 Dowiedz się, ile czasu zajmuje przyrządzenie ulubionego dania Twojej przyjaciółki.
make / how / does / it / to / long / ?

4 Twój kolega skrzył kostkę. Zapytaj, kiedy to się zdarzyło.
when / happen / it / ?

5 Dopasuj wypowiedzi do osób. Jedno zdanie zostało podane dodatkowo.

A I can give you a hand.

C I fell over on the street and now my ankle hurts like mad.

B You're in for it.

D What happened to you?

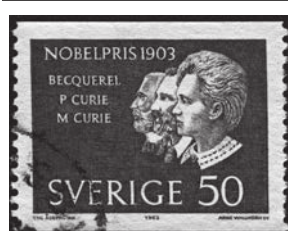


Discover more! Famous Polish women

1 Przeczytaj e-mail i zdecyduj, czy zdania 1–3 są prawdziwe (P), fałszywe (F) lub czy informacja nie jest podana w tekście (NP).

Dear Kuba,
I'm writing because I need your help. Last week we had a class on Marie Curie and her two Nobel Prizes. Now, we have to prepare a presentation and I want to write about other famous Polish women. Can you give me a hand with this project? Can you write the names and some information about four famous women? I want to write about three of them but it's nice to have more to choose from.

Love,
Emma



- 1 Podczas lekcji Emma dowiedziała się o osiągnięciach męża Marie Curie. **P / F / NP**
- 2 Nauczycielka zadała Emmie przygotowanie prezentacji o sławnych naukowcach. **P / F / NP**
- 3 Emma chce przygotować prezentację o trzech sławnych Polkach. **P / F / NP**

3 Uzupełnij plakat przygotowany przez Emmę. Skorzystaj z informacji z ćwiczenia 2.

Great Women in Polish History



A great athlete who won (1) _____ medals in four Olympic Games. She also had (2) _____ result in the world in the 400 metres sprint in 1976.



A Polish social worker from (3) _____ who was ready (4) _____ Jewish people.



She was very young when she became (5) _____ of Poland. She helped (6) _____ in Cracow because education was very important to her.

2 Połącz opisy A–D z osobami 1–4. Skorzystaj z pomocy encyklopedii lub źródeł internetowych.

- A** She was a queen and even a king for some time. She became the first female monarch of Poland when she was only ten. Then, she got married to Władysław Jagiełło in 1386. She was very smart and could read and write, which was not common for women in the 14th century. She thought that education was very important and she helped the university in Cracow a lot.
- B** She was a social worker in Warsaw during the Second World War. This great woman helped Jews by offering them food and medicine and also organising new homes for both children and adults. It was very dangerous because she could be killed for doing that. In 2008, she was nominated for (but did not win) a Nobel Peace Prize.
- C** This great sportsperson took part in five Olympic Games between 1964 and 1980. She won 7 medals in 4 of them – in Tokyo in 1964, Mexico City in 1968, Munich in 1972 and Montreal in 1976. In Montreal she broke the world record for 400 metres. Her Olympic career was ended by a muscle strain at the 1980 Games in Moscow. She is the only athlete – male or female – with world records in the 100m, 200m and 400m sprint.
- D** She was a Polish poet, essayist and translator. She studied literature and sociology at the Jagiellonian University in Cracow, but she didn't finish her studies. Her first poem was published in 1945, about the same time as the Second World War ended. She lived most of her life in Cracow where she met another famous poet – Czesław Miłosz. She won the Nobel Prize in Literature in 1996.

- 1 Wisława Szymborska ☐ 2 Irena Sendler ☐ 3 Jadwiga Andegaweńska ☐ 4 Irena Szewińska ☐

4

Skills Booster

1 Połącz angielskie wypowiedzi 1–5 z polskimi odpowiednikami A–G. Dwa zdania pośród A–G zostały podane dodatkowo.

- 1 I don't like the sound of that. ☐
- 2 What's up? ☐
- 3 Congratulations! ☐
- 4 That won't work. ☐
- 5 That's great! ☐

- A** Nie martw się. Coś wymyślimy.
B Dobra robota!
C Co słychać?
D Nie brzmi to zachęcająco.
E To nie wypali.
F Gratulacje!
G To wspaniale!

2 Uzupełnij minidialogi zdaniami 1–5 z ćwiczenia 1.

1 A: As a birthday present this year, I'm going to swim with dolphins!

B: _____
 You love them so much!

2 A: I think we should print the presentation in colour.

B: _____
 The printer has just broken.

3 A: I won an IT competition!

B: _____

4 A: _____

B: Not much. I'm just doing some research into recycling food waste.

5 A: Why don't we explore some caves this summer?

B: _____
 You know how much I hate the dark.

3 Przeczytaj dialog i zdecyduj, czy zdania 1–3 są prawdziwe (P), czy fałszywe (F).

Jo: I've heard you won the programming contest. You must be so happy!

Ted: I suppose so.

Jo: Oh dear. What's the matter?

Ted: Well, I won, but I beat Madison, who's my best friend. She's really angry with me.

Jo: Don't worry. I'm sure you can sort it out.

Ted: I'm not so sure. The contest was really important for her. I'm worried she won't speak to me again.

Jo: Poor you! Maybe you should wait a few days and try to talk to her again. I'm sure she'll understand.

Ted: That sounds good. That's what I'll do. Thanks for the advice.

Jo: No problem. Good luck!

Ted: Thanks, Jo.

- 1 Ted is very pleased that he won the contest. **P / F**
- 2 Jo believes that Ted can sort his problem out. **P / F**
- 3 Ted thinks that Jo's advice is helpful. **P / F**

4 Przeczytaj opisy sytuacji 1–4. Z podanych wyrazów ułóż właściwe wypowiedzi. W każdym zdaniu musisz dodać jeden wyraz.

1 Powiedz koleżance, że wpakowaliście się w niezłe tarapaty.
 into / got / mess / a / we / .

2 Powiedz, że bardzo denerwujesz się przed egzaminem.
 nerves / a / I'm / of / .

3 Twoja przyjaciółka dostała się do kółka teatralnego. Wyraż radość z tego powodu.
 good / that's / !

4 Poinformuj kolegę, że odpowiada ci zaproponowane przez niego rozwiązanie.
 go / that / I'll / .

5 Dopasuj wypowiedzi do osób. Jedno zdanie zostało podane dodatkowo.

A I'm not sure.

B That's a good idea.

C Why don't we install it now?

D Hooray for Peter!



Discover more! Eco-friendly events

1 Przeczytaj e-maile. Dopasuj wypowiedzi A–C do imion dzieci 1–3.

Dear Amelia and Kamil,
Last year a group called Czystsze Góry asked people to clean up the highest Polish mountains – the Tatra Mountains. Many volunteers went to the mountains and collected rubbish left by people who don't care about the environment. They picked up a lot of tin cans and plastic bottles, but they also found an old game controller and a laptop!
Why don't we go to the mountain paths with other students from our school and pick up rubbish?
Let me know what you think.
Love,
Ania

Dear Ania and Amelia,
Last night I watched a documentary about how ocean animals are killed by plastic. My idea for the environmental project is a local campaign called *Say No to Plastic Straws*. I know that they won't be sold in Poland in a few years, but we need to save the planet now! So, we could prepare posters and ask local café owners to put them on the walls. We might also organise a school party without any plastic straws, knives and forks.
What do you think?
Keep in touch,
Kamil

Dear Ania and Kamil,
I've just read your emails and I love your ideas. There's one more problem we need to think about – air pollution. There are a lot of bicycle paths in the town where we live, so I think we should join *Rowerowy Maj* and come to school by bike. There will be a competition in which each class will add up the kilometres all the students ride in one month. Finally, we'll see which school in the region is the best! This way our parents will save petrol and we will get fitter! Isn't it a brilliant idea?
Talk to you soon,
Amelia

1 Ania ☐ 2 Kamil ☐ 3 Amelia ☐

- A** Let's protect the environment and be healthier!
B We should pick up rubbish.
C Don't wait for the law – act now!

2 Uzupełnij rozmowę informacjami z ćwiczenia 1. W każdą lukę można wpisać jeden wyraz.

Amelia Hey, guys! Are you there? Can we talk about the projects now?

Kamil Yeah, and I've got an idea. We can challenge the teachers to ride more (1) _____ than the students in (2) _____.

Ania Love it!

Amelia Me too! I have a suggestion for Ania's plan. Why don't we prepare some abstract art installation from the (3) _____ collected in the mountains?

Kamil Nice!

Ania And I think we may prepare some finger food from different countries for the party without (4) _____ knives and forks.

Kamil Wow! I love working with you but I have to go now. Bye!

Amelia Bye.

3 Uzupełnij plakat na podstawie informacji z ćwiczeń 1 i 2. Użyj wyłącznie języka polskiego.

1 Rowerowy Maj
Wsiadamy na rowery! Każda klasa liczy _____
(1) _____. Pod koniec miesiąca okaże się, która klasa była najbardziej aktywna.
Uwaga! Rzucamy wyzwanie (2) _____!
Czy przejadą więcej kilometrów niż my?

2 Powiedz NIE! plastikowym słomkom
Przygotujcie projekty
(3) _____ zachęających do rezygnacji z plastikowych słomek. Powiesimy je w (4) _____ w naszym mieście.
Czekamy też na Wasze pomysły na (5) _____ na wielkie przyjęcie bez plastiku!

3 Sprzątanie gór
W pierwszy czwartek kwietnia wszyscy uczniowie idą w góry. Będziemy zbierać (6) _____, i zrobimy z nich (7) _____.

5

Skills Booster

1 Połącz angielskie wypowiedzi 1–5 z polskimi odpowiednikami A–G. Dwa zdania spośród A–G zostały podane dodatkowo.

- 1 I couldn't care less.
- 2 Here you are.
- 3 Have a good time!
- 4 I can give you a hand.
- 5 I don't like the sound of that.

- A Mogę ci pomóc.
- B Jesteś w tarapatkach.
- C Nic mnie to nie obchodzi.
- D Proszę.
- E Baw się dobrze!
- F Nie podoba mi się to.
- G Tak sądzę.

2 Uzupełnij minidialogi zdaniami 1–5 z ćwiczenia 1.

1 A: I've forgotten to save my work and I've lost all of it!

B: _____
I know a lot about computers.

2 A: Why don't we explore some caves this holiday?

B: _____
I don't like caves!

3 A: I'm going to Spain this weekend!

B: _____

4 A: Can I use your phone? I have to call my mum.

B: _____

5 A: Look, this cat needs some help!

B: _____
I hate cats!

3 Przeczytaj dialog i zdecyduj, czy zdania 1–3 są prawdziwe (P), czy fałszywe (F).

Ava: Sorry I'm late, Ryan. You look worried. What's the matter?

Ryan: We got into a right mess.

Ava: Why?

Ryan: It's mum's birthday today and we promised to cook dinner. And mum is coming back home in 30 minutes.

Ava: Just calm down. Why don't we make pancakes?

Ryan: How do we make them?

Ava: Let's check on the Internet.

Ryan: OK. But what if we do something wrong?

Ava: Then we're in for it. But we'll worry about that later.

Ryan: Fine. I'll get the computer and you get the ingredients from the fridge.

Ava: Hooray for the great cooks – Ava and Ryan!

1 Ryan is worried because there's a mess in the house. **P / F**

2 Ava doesn't want to make pancakes. **P / F**

3 Ava wants to get the recipe for the pancakes from the Internet. **P / F**

4 Przeczytaj opisy sytuacji 1–4. Z podanych wyrazów ułóż właściwe wypowiedzi. W każdym zdaniu musisz dodać jeden wyraz.

1 Koleżanka pyta, gdzie jest jej długopis. Powiedz, że nie wiesz, gdzie on się znajduje.
idea / !

2 Kolega twierdzi, że znajomość języków obcych nie przydaje się w życiu. Powiedz, że to bzdura.
that's / .

3 Dowiedz się, jakich składników potrzebujesz do przyrządzenia nowej potrawy.
need / what / I / do / ?

4 Powiedz koleżance, że teraz jest jej kolej na ruch w grze.
turn / It's / !

5 Dopasuj wypowiedzi do osób. Jedno zdanie zostało podane dodatkowo.

A I agree with you.

B It makes me mad!

C I'll catch him red-handed.

D Don't worry. We can sort it out.



Discover more! *Active holidays in Poland*

1 Przeczytaj opisy wakacji 1–3 i dopasuj do nich zdjęcia A–D. Uwaga! Jedno zdjęcie nie pasuje do żadnego opisu.

A



B



C



D

1 ☐

Every nurse or lawyer needs a break from their regular life from time to time. If you're looking for an active holiday, you should go to Jaskinia Niedźwiedzia in the Sudety mountains. This is one of the longest caves in Poland. You can see bats hanging upside down there and sometimes even bears walking nearby. The cave and the nature reserve it around give you a chance to do some climbing and fishing.

2 ☐

Some people love whale watching or swimming with dolphins. But if you are looking for a holiday away from the sea, visit Warmia and Mazury! You can stay in a caravan or sleep in a tent. During the day you can go fishing in crystal clear lakes or walk in the forest and enjoy wonderful views. Local farmers may show you how to milk a cow. In the evening you can prepare a homemade meal together, for example, pork chops with mashed potatoes and cabbage salad.

3 ☐

Cracow, located in the south of Poland, is mainly famous for its history. It was the capital of Poland in the past and a lot of Polish kings lived there in the Wawel Castle. But if you are not interested in history, we can plan an adventure holiday for you in Cracow. You can do a skydive, go scuba diving in Zakrzówek or climb in the Tatra mountains which are only about one hour's drive from the city. So if you're up for some thrills, call us!

2 Przeczytaj e-mail i dobierz odpowiedni sposób spędzenia wakacji z ćwiczenia 1. do osób opisanych w e-mailu. Uwaga! Dla jednej z osób nie ma odpowiednich wakacji.

To:

Subject:

Drogi Kubo,

Moja koleżanka z Anglii zorganizowała w swojej szkole Konkurs Wiedzy o Polsce. Zwycięzcy tego konkursu otrzymali fundusze na spędzenie tygodniowych wakacji w Polsce. Poniżej znajdują się opisy sylwetek zwycięzców. Proszę, poszukaj miejsc, w których te osoby mogłyby spędzić wakacje. Mark lubi zwiedzać miasta o bogatej historii, ale w trakcie każdej wycieczki szuka możliwości oderwania się od zwiedzania zabytków. Wtedy najchętniej oddaje się sportom ekstremalnym.

Josh kocha przyrodę i uważa, że wszyscy jesteśmy odpowiedzialni za to, żeby rzeki i jeziora były czyste. Dlatego co roku wybiera sobie jedno miejsce, w którym organizuje sprzątanie zaśmieconego obszaru, zanim urządzi sobie tam biwak. Po rozbiciu namiotu uwielbia łowić ryby i nurkować. Zoe lubi spędzać czas w górach. Co roku stara się odwiedzać nowe miejsca, w których może się wspinać, zwiedzać jaskinie oraz mieć kontakt z dziką przyrodą. Lorna uwielbia spędzać czas pod namiotem. Ostatnio poznała uroki łowienia ryb i oddaje się swojemu nowemu hobby z pasją. Przy wyborze wakacji dla Lorny warto pamiętać, że cierpi na lęk wysokości. Mam nadzieję, że uda Ci się znaleźć odpowiednie propozycje.

Z wyrazami szacunku,

Pani Maria

Mark _____ Zoe _____

Josh _____ Lorna _____

3 Zastanów się, dokąd w Polsce może pojechać osoba, dla której nie wybrałeś/ nie wybrałaś wakacji proponowanych w ćwiczeniu 2. Co będzie tam robić? Napisz 60–100 słów.



Wordlist

Człowiek

Personal data

Amish	/ˈɑːmɪʃ/
Chinese	/ˈtʃaɪˈniːz/
full name	/ˈfʊl ˈneɪm/
identity	/aɪˈdɛntɪti/
language	/ˈlæŋɡwɪdʒ/
licence	/ˈlaɪsəns/
Malaysian	/məˈleɪziən/
Mexican	/ˈmeksɪkən/
passport	/ˈpɑːspɔːt/
Spanish	/ˈspæɪnɪʃ/

Appearance

change	/tʃeɪndʒ/
hairstyle	/ˈheəstɑɪl/

Features of character

brave	/breɪv/
busy	/ˈbɪzi/
friendly	/ˈfrendli/
rude	/ruːd/

Feelings and emotions

annoying	/əˈnɔɪɪŋ/
definitely	/ˈdefənətli/
dread	/dred/
dream	/driːm/
embarrassing	/ɪmˈbærəsɪŋ/

hope	/həʊp/
scary	/ˈskeəri/
stare	/steə/
worry	/ˈwʌri/

Clothes and shoes

come off	/ˌkʌm ˈɒf/
dirty	/ˈdɜːti/
fleece	/fliːs/
kilt	/kɪlt/
muddy	/ˈmʌdi/
purple	/ˈpɜːpəl/
put on	/ˌpʊt ˈɒn/
shirt	/ʃɜːt/
slippers	/ˈslɪpəz/
swimming costume	/ˈswɪmɪŋ ˈkɒstjuːm/
top	/tɒp/

Possession

hers	/hɜːz/
his	/hɪz/
mine	/maɪn/
ours	/aʊəz/

Dane personalne

amis	
chiński	
imię i nazwisko	
tożsamość	
język	
licencja	
malezyjski	
meksykański	
paszport	
hiszpański	

Wygląd zewnętrzny

zmieniać
fryzura

Cechy charakteru

odważny
zajęty, zabiegany
przyjazny
niegrzeczny

Uczucia i emocje

irytujący
z pewnością
obawiać się
sen, marzenie
wprawiający w zakłopotanie, żenujący
mieć nadzieję
przerażający
gapić się
martwić się

Ubrania i buty

spaść (np. o bucie z nogi)
brudny
polar
kilt (szkocka spódniczka)
ubłocony
fioletowy
założyć
koszula
kapcie
kostium kąpielowy

top, bluzka

Posiadanie

jej
jego
mój
nasz

theirs	/ðeəz/
yours	/jɔːz/

ich
twój, wasz

Dom

The place where we live

at home	/ət ˈhəʊm/
build	/bɪld/
bungalow	/ˈbʌŋɡələʊ/
caravan	/ˈkærəvæn/
cottage	/ˈkɒtɪdʒ/
detached house	/dɪˈtætʃt ˈhaʊs/
eco-village	/ˈiːkəʊ ˈvɪlɪdʒ/
farm	/fɑːm/
igloo	/ˈɪɡluː/
lighthouse	/ˈlaɪtˌhaʊs/
move	/muːv/

narrow boat	/ˈnærəʊ bəʊt/
neighbour	/ˈneɪbə/
noise	/nɔɪz/
noisy	/ˈnɔɪzi/
peaceful	/ˈpiːsfəl/
ranch	/rɑːntʃ/
share	/ʃeə/
terraced house	/ˌterəst ˈhaʊs/

water mill	/ˈwɔːtə mɪl/
windmill	/ˈwɪndˌmɪl/

Description of the house and its equipment

aquarium	/əˈkweəriəm/
balcony	/ˈbælkəni/
blanket	/ˈblæŋkɪt/
bright	/braɪt/
broom	/bruːm/
clothes line	/ˈkləʊðz laɪn/
drill	/drɪl/
flowerbed	/ˈflaʊəˌbed/
flowerpot/pot	/ˈflaʊəˌpɒt/pɒt/
furniture	/ˈfɜːnɪtʃə/
gadget	/ˈɡædʒɪt/
garden	/ˈɡɑːdən/
hammer	/ˈhæmə/
hammock	/ˈhæmək/
ladder	/ˈlædə/
laundry	/ˈlɔːndri/
lawn	/lɔːn/
lift	/lɪft/
messy	/ˈmesi/

mobile (phone)	/ˌməʊbaɪl ˈfəʊn/
paint	/peɪnt/
paint pot	/ˈpeɪnt pɒt/
paintbrush	/ˈpeɪntˌbrʌʃ/

Miejsce zamieszkania

w domu
budować
dom parterowy
przyczepa kempingowa
wiejski domek
dom wolno stojący
ekologiczna wioska
farma
igloo
latarnia morska
przenieść się, przeprowadzić się

barka
sąsiad
hałas
hałaśliwy
spokojny
ranczo
dzielić
dom w zabudowie szeregowej
młyn wodny
wiatrak

Opis domu, pomieszczeń domu i ich wyposażenia

akwarium
balkon
koc
jasny
miotła
sznur do bielizny
wiertarka
grządka, rabata
doniczka
meble
gadżet
ogród
młotek
hamak
drabina
pralnia
trawnik
winda
zabłągany (pokój)
telefon komórkowy
farba
puszka farby
pędzel



plastic bag	/ˌplæstɪk ˈbæg/
radio	/ˈreɪdiəʊ/
remote	/rɪˈməʊt/
saucepan	/ˈsɔːspən/
shed	/ʃed/
sofa	/ˈsəʊfə/
stairs	/steəz/
tidy	/ˈtaɪdi/
tool box	/ˈtuːl bɒks/
vase	/vɑːz/
wallpaper	/ˈwɔːlpɛɪpə/
window	/ˈwɪndəʊ/

Szkota

School equipment

calculator	/ˈkælkjʊˌleɪtə/
uniform	/ˈjuːnɪfɔːm/
schoolwork	
diary	/ˈdaɪəri/
dyslexic	/dɪsˈleksɪk/
mistake	/mɪˈsteɪk/
practise	/ˈpræktɪs/
take a test	/ˈteɪk ə ˈtest/
take an exam	/ˈteɪk ən ɪɡˈzæm/

torba foliowa
radio
pilot (do telewizora)
rondel
szopa
sofa, kanapa
schody
posprzątany (pokój)
skrzynka z narzędziami
wazon
tapeta
okno

Przybory szkolne

kalkulator
mundurek szkolny
nauka w szkole
terminarz
dyslektyk
błąd
ćwiczyć
przystępować do testu
przystępować do egzaminu

Praca

Jobs and functions

dentist	/ˈdentɪst/
farmer	/ˈfɑːmə/
guard	/ɡɑːd/
king	/kɪŋ/
manager	/ˈmænɪdʒə/
pilot	/ˈpaɪlət/
queen	/kwiːn/
secret agent	/ˈsiːkrət ˈeɪdʒənt/
traffic warden	/ˈtræfɪk ˈwɔːdən/
vet	/vet/
zoo-keeper	/ˈzuːkiːpə/

Zawody i funkcje

dentysta
rolnik
strażnik
król
kierownik
pilot
królowa
tajny agent
strażnik miejski
weterynarz
opiekun zwierząt w zoo

Życie rodzinne i towarzyskie

Friends

advice	/ədˈvaɪs/
best pal	/ˌbest ˈpæl/
borrow	/ˈbɒrəʊ/
call someone back	/ˌkɔːl ˌsʌmwʌn ˈbæk/
come round	/ˌkʌm ˈraʊnd/
could	/kʊd/
everyone	/ˈevriwʌn/
immediately	/ɪˈmiːdiətli/
make a promise	/ˌmeɪk ə ˈprɒmɪs/
make an excuse	/ˌmeɪk ən ɪkˈskjuːs/
make friends	/ˌmeɪk ˈfrendz/
offer	/ˈɒfə/

Koledzy, przyjaciele

rada
najlepszy kumpel / najlepsza kumpela
pożyczać od kogoś
oddzwonić do kogoś
przyjechać, przybyć
móc
każdy
natychmiast
złożyć obietnicę, obiecać
znaleźć wymówkę
zaprzyjaźniać się
propozycja

pat	/pæt/
perhaps	/pəˈhæps/
request	/rɪˈkwest/
say hello	/ˌseɪ həˈləʊ/
say nothing	/ˌseɪ ˈnʌθɪŋ/
sleepover	/ˈsliːpəʊvə/
stranger	/ˈstreɪndʒə/
suggestion	/səˈdʒestʃən/
take care	/ˌteɪk ˈkeə/
tell a joke	/ˌtel ə ˈdʒəʊk/
tell a lie	/ˌtel ə ˈlaɪ/
tell a secret	/ˌtel ə ˈsiːkrət/
tell the truth	/ˌtel ðə ˈtruːθ/

Everyday activities

alarm	/əˈlɑːm/
chores	/tʃɔːz/
hang up	/ˌhæŋ ˈʌp/
mow	/məʊ/
washing	/ˈwɒʃɪŋ/
water	/ˈwɔːtə/

Free time activities

charity	/ˈtʃærəti/
chess	/tʃes/
dance	/dɑːns/
DIY (Do-It-Yourself)	/ˌdiː ər ˈwaɪ/
games	/ɡeɪmz/
play with	/ˈpleɪ wɪð/
skip	/skɪp/
toy	/tɔɪ/

Celebrations

birthday	/ˈbɜːθdeɪ/
church	/tʃɜːtʃ/
custom	/ˈkʌstəm/
fireworks	/ˈfaɪəwɜːks/
join	/dʒɔɪn/
present	/ˈprezənt/
traditional	/trəˈdɪʃənəl/
visitor	/ˈvɪzɪtə/
wedding	/ˈwedɪŋ/

Time expressions

for	/fɔː/
right now	/ˌraɪt ˈnaʊ/
since	/sɪns/

Żywnienie

Food

beans	/biːnz/
cheese	/tʃiːz/
cocoa bean	/ˈkəʊkəʊ biːn/
coffee	/ˈkɒfi/
goat's milk	/ˈɡəʊts mɪlk/
grapes	/ɡreɪps/
omelette	/ˈɒmlət/

poklepywać
być może
prośba
przywitać się, powiedzieć cześć
nic nie mówić
wizyta z noclegiem
obcy
sugestia
trzymaj się
opowiedzieć dowcip
skłamać
zdradzić tajemnicę
powiedzieć prawdę

Czynności życia codziennego

alarm, budzik
obowiązki domowe
zawieszać
kosić
pranie
podlewać

Formy spędzania czasu wolnego

organizacja charytatywnej; charytatywny
szachy
taniec; tańczyć
zrobić to sam

gry
bawić się czymś
skakać przez skakankę
zabawka

Uroczystości

urodziny
kościół
zwyczaj
sztuczne ognie
dotknąć
prezent
tradycyjny
gość
ślub

Określenia czasu

przez (jakiś czas)
teraz
od (jakiegoś momentu w przeszłości)

Artykuły spożywcze

fasola
ser
ziarno kakaowca
kawa
kozie mleko
winogrona
omlet

peanut	/ˈpiːnʌt/
sausage	/ˈsɒsɪdʒ/
soup	/suːp/
spinach	/ˈspɪnɪdʒ/
tomato	/təˈmɑːtəʊ/
water	/ˈwɔːtə/

Meals

delicious	/dɪˈlɪʃəs/
hungry	/ˈhʌŋɡri/
meal	/miːl/
plate	/pleɪt/
plenty	/ˈplenti/
smelly	/ˈsmeli/
thirsty	/ˈθɜːsti/
typical	/ˈtɪpɪkəl/

orzeszek ziemny
kietbasa
zupa
szpinak
pomidor
woda

Posiłki

pyszny
głodny
posiłek
talerz
dużo
brzydko pachnący
spragniony
typowy

must	/mʌst/
park	/pɑːk/
parking meter	/ˈpɑːkɪŋ ˈmɪtə/
pavement	/ˈpeɪvmənt/
pedestrian crossing	/ˈpeɪdɪstriən ˈkrɒsɪŋ/
straight on	/ˌstreɪt ˈɒn/
submarine	/ˈsʌbməriːn/
traffic	/ˈtræfɪk/
traffic lights	/ˈtræfɪk laɪts/
traffic sign	/ˈtræfɪk saɪn/
train	/treɪn/
vehicle	/ˈviːɪkəl/
wait	/weɪt/

On holiday

camping	/ˈkæmpɪŋ/
exciting	/ɪkˈsaɪtɪŋ/
go away	/ˌɡəʊ əˈweɪ/
insect spray	/ˈɪnsekt spreɪ/
map	/mæp/
tent	/tent/
torch	/tɔːtʃ/
tourist	/ˈtʊərɪst/
view	/vjuː/
wonderful	/ˈwʌndəfəl/

Places to see

bridge	/brɪdʒ/
castle	/ˈkɑːsəl/
Chamber of Horrors	/ˌtʃembər əv ˈhɒrəz/
Highlands	/ˈhaɪləndz/
outback (of Australia)	/ˈaʊtˌbæk/
structure	/ˈstrʌktʃə/
tower	/ˈtaʊə/
zoo	/zuː/

Adverbs

ever	/ˈevə/
finally	/ˈfaɪnəli/
first	/fɜːst/
never	/ˈnevə/
next	/nekst/

Kultura

Music	
accordion	/əˈkɔːdiən/
amp	/æmp/
ballet	/ˈbæleɪ/
choir	/kwaɪə/
chords	/kɔːdz/
composer	/kəmˈpəʊzə/
concert	/ˈkɒnsət/
conductor	/kənˈdʌktə/
double bass	/ˌdʌbəl ˈbeɪs/
flute	/fluːt/
folk music	/ˈfəʊk ˌmjuːzɪk/

musieć
parkować
parkometr
chodnik
przejście dla pieszych
prosto
tóń podwodna
ruch uliczny
sygnalizacja świetlna
znak drogowy
pociąg
pojazd
czekać

Na wakacjach

biwakowanie
ekscytujący
wyjechać
spray na owady
mapa
namiot
latarka
turysta
widok
wspaniały

Miejsca warte zobaczenia

most
zamek
gabinet okropności
region górski w Szkocji
słabo zaludnione pustynne tereny Australii
konstrukcja, budowla
wieża
zoo

Przysłowki

kiedykolwiek
w końcu
najpierw; pierwszy
nigdy
następnie

Zakupy i usługi

Goods

beautiful	/ˈbjʊːtəfəl/
big	/bɪɡ/
comfortable	/ˈkʌmfətəbəl/
horrible	/ˈhɒrəbəl/
interesting	/ˈɪntrəstɪŋ/
large	/lɑːdʒ/
new	/njuː/
nice	/naɪs/
old	/əʊld/
pattern	/ˈpætən/
right	/raɪt/
size	/saɪz/
small	/smɔːl/

Buying and selling

cheap	/tʃiːp/
expensive	/ɪkˈspensɪv/
price	/praɪs/

Towary

piękny
duży
wygodny
okropny
ciekawny
rozmiar L (duży)
nowy
fajny
stary
wzór
odpowiedni
rozmiar
mały

Sprzedawanie i kupowanie

tani
drogi
cena

Podróżowanie i turystyka

Transport

accident	/ˈæksɪdənt/
aeroplane	/ˈeərəˌpleɪn/
another	/əˈnʌðə/
buggy	/ˈbʌɡi/
bus	/bʌs/
coach	/kəʊtʃ/
come back	/ˌkʌm ˈbæk/
crossroads	/ˈkrɒsˌrəʊdz/
cycle lane	/ˈsaɪkəl leɪn/
Excuse me, ...	/ɪkˈskjuːz mi/
ferry	/ˈferi/
get into	/ˌɡet ˈɪntuː/
get lost	/ˌɡet ˈlɒst/
give someone a lift	/ˌɡɪv ˌsʌmwʌn ə ˈlɪft/
gondola	/ˈɡɒndələ/
horse-drawn	/ˈhɔːs drɔːn/
jet	/dʒet/
motorbike	/ˈməʊtəˌbaɪk/

Transport

wypadek
samolot
kolejny, następny
powóz
autobus
autokar
wrócić
skrzyżowanie
pas dla rowerów
Przepraszam,...
prom
wejść do środka
zabłądzić
podwieźć kogoś
gondola
ciągnięty przez konie
odrzutowiec
motocykl

Muzyka

akordeon
wzmacniacz (skrót od amplifier)
balet
chór
akordy
kompozytor
koncert
dyrygent
kontrabas
flet
muzyka ludowa



guitar	/gɪ'tɑː/	gitara
hip hop	/'hɪp hɒp/	hip hop (gatunek muzyki)
jazz	/dʒæz/	jazz
keyboards	/'kiːbɔːdz/	keyboard
music stand	/'mjuːzɪk stænd/	pulpit (na nuty)
opera	/'ɒpərə/	opera
orchestra	/'ɔːkɪstrə/	orkiestra
pop	/'pɒp/	pop (gatunek muzyki)
recorder	/'rɪkɔːdə/	flet podłużny
rock	/'rɒk/	rock (gatunek muzyki)
violin	/'vaɪə'lɪn/	skrzypce
Performances		Przedstawienia
amazing	/ə'meɪzɪŋ/	niesamowity, zadziwiający
audience	/'ɔːdiəns/	widownia
ballet performance	/'bæleɪ pə'fɔːməns/	przystawienie baletowe
ballroom dancing	/'bɔːlruːm 'dɑːnsɪŋ/	taniec towarzyski
Bollywood dance	/'bɒliwɒd dɑːns/	taniec w stylu Bollywood
cinema	/'sɪnəmə/	kino
circus	/'sɜːkəs/	cyrk
clap	/'klæp/	klaskać
comedy	/'kɒmədi/	komedial
costume	/'kɒstjuːm/	kostium
drama	/'drɑːmə/	aktorstwo
entertain	/'entə'teɪn/	zabawiać (kogoś)
event	/'ɪvent/	wydarzenie, impreza
festival	/'festɪvəl/	festiwal
including	/'ɪn'kluːdɪŋ/	w tym, wliczając w to
judge	/dʒʌdʒ/	sędzia
main hall	/'meɪn 'hɔːl/	główna sala
make (a film)	/'meɪk (ə 'fɪlm)/	zrobić (film)
microphone	/'maɪkrə'fəʊn/	mikrofon
mime	/'maɪm/	mim, pantomima
open-air	/'əʊpən 'eə/	na otwartym powietrzu
performance	/'pə'fɔːməns/	widowisko, spektakl
prediction	/'prɪ'dɪkʃən/	przepowiednia, przewidywanie
puppet	/'pʌpɪt/	kukietka
sketch	/'sketʃ/	skecz, scenka
song	/'sɒŋ/	piosenka
stage	/'steɪdʒ/	scena
street dance	/'striːt dɑːns/	taniec uliczny
talent show	/'tælənt ʃəʊ/	konkurs talentów
turn up	/'tɜːn 'ʌp/	podgłośnić
watch	/'wɒtʃ/	oglądać
world-famous	/'wɜːld 'feɪməs/	znany na całym świecie
Literature and art		Literatura i sztuka
classic	/'klæsɪk/	klasyczny
exhibition	/'eksɪ'bɪʃən/	wystawa
interview	/'ɪntə'vjuː/	wywiad
poetry	/'pəʊtri/	poezja
story	/'stɔːri/	opowieść, historia
trilogy	/'trɪlədʒi/	trylogia

Sport

Popular sports

cricket	/'kɪkɪt/
cycling	/'saɪklɪŋ/
gymnastics	/dʒɪm'næstɪks/
jump	/dʒʌmp/
karate	/kə'reɪti/
long jump	/'lɒŋ dʒʌmp/
netball	/'net,bɔːl/

obstacle course	/'ɒbstəkl kɔːs/
rounders	/'raʊndəz/

rugby	/'rʌɡbi/
surfing	/'sɜːfɪŋ/

Sports activities

cycle	/'saɪkəl/
jump	/dʒʌmp/
play tennis	/'pleɪ 'tenɪs/
ride	/'raɪd/

run	/'rʌn/
run a marathon	/'rʌn ə 'mærəθən/
sail	/'seɪl/
ski	/'skiː/
swim	/'swɪm/
throw	/'θrəʊ/

People in sport

coach	/'kəʊtʃ/
diver	/'daɪvə/
referee	/'refə'riː/
swimmer	/'swɪmə/

Sports equipment

belt	/'belt/
crash helmet	/'kræʃ ,helɪmt/
football boot	/'fʊt,bɔːl buːt/

football kit	/'fʊt,bɔːl kɪt/
goal	/'gəʊl/
javelin	/'dʒævəlɪn/
rope	/'rəʊp/
tennis racket	/'tenɪs ,rækɪt/

Sports competitions

break	/'breɪk/
championship	/'tʃæmpɪənʃɪp/
cheer	/'tʃɪə/

give up	/'ɡɪv 'ʌp/
gold	/'gəʊld/
hero	/'hɪərəʊ/
home side	/'həʊm saɪd/
important	/'ɪm'pɔːtənt/
international	/'ɪntə'næʃənəl/
match	/'mætʃ/
medal	/'medəl/
race	/'reɪs/

Popularne dyscypliny sportu

krykiet
jazda na rowerze
gimnastyka
skok
karate
skok w dal
netball (gra podobna do koszykówki)
tor przeszkód
gra przypominająca baseball

rugby
surfing

Czynności związane ze sportem

jechać na rowerze
skakać
grać w tenisa
jeździć (konno, na rowerze)

biec
przebiec maraton
żeglować
jeździć na nartach
pływać
rzucić

Ludzie sportu

trener
nurek
sędzia
pływak

Sprzęt sportowy

pas
kask ochronny
but do gry w piłkę nożną
strój do piłki nożnej
bramka
oszczep
lina
rakieta tenisowa

Zawody sportowe

pobić (rekord)
mistrzostwa
wiwatować, cieszyć się
poddać się
złoty
bohater
drużyna gospodarzy
ważny
międzynarodowy
mecz
medal
wyścig

run	/rʌn/	bieg
score	/skoː/	wynik
silver	/'sɪlvə/	srebrny
sporting venue	/'spɔːtɪŋ 'venjuː/	arena sportowa
successful	/'sæk'sesfəl/	odnoszący sukcesy
whistle	/'wɪsəl/	gwizdek
world record	/'wɜːld 'rekɔːd/	rekord świata

Zdrowie

Illnesses and injuries

a cold	/ə 'kəʊld/
a cough	/ə 'kɒf/
a headache	/ə 'hedɪk/
a sore throat	/ə ,sɔː 'θrəʊt/
a stomach ache	/ə 'stʌmək eɪk/
a temperature	/ə 'tempərɪtʃə/
back	/bæk/
break	/breɪk/
fall off	/fɔːl 'ɒf/
fall over	/fɔːl 'əʊvə/
flu	/fluː/
hiccups	/'hɪkʌps/
hurt	/hɜːt/

ill	/ɪl/
medicine	/'medəsən/
sneeze	/sniːz/
trip over	/'trɪp 'əʊvə/
twist	/twɪst/
watch out	/'wɒtʃ 'aʊt/

Healthy lifestyle

do exercise	/duː 'eksəsaɪz/
go on a diet	/gəʊ ɒn ə 'daɪət/
lose weight	/'luːz 'weɪt/
sleep badly	/'sliːp 'bædli/
sleep well	/'sliːp 'wel/
snore	/snɔː/

Choroby i urazy

przeziębienie
kaszel
ból głowy
ból gardła
ból brzucha
gorączka
plecy
złamać (np. rękę)
upaść, spaść (np. z roweru)
przewrócić się
grypa
czkawka
ranić, wyrządzić krzywdę

chory
lekarstwo
kichać
potykać się
skręcić
uważać

Zdrowy tryb życia

ćwiczyć
przejść na dietę
schudnąć
źle spać
dobrze spać
chrapać

Świat przyrody

Weather

dark	/dɑːk/
rainbow	/'reɪnbəʊ/
storm	/'stɔːm/
wet	/wet/

Plants

bark	/bɑːk/
branch	/'brɑːntʃ/
cone	/'kəʊn/
flower	/'flaʊə/
leaf (leaves)	/liːf [liːvz]/
palm tree	/'pɑːm triː/
perch	/'pɜːtʃ/
plant	/'plɑːnt/
root	/'ruːt/
seeds	/'siːdz/
tree	/'triː/
trunk	/'trʌŋk/
tulip	/'tjuːlɪp/

Pogoda

ciemny
tęcza
burza, sztorm
mokry

Rośliny

kora
gałąź
szyszka
kwiatek
liść (liście)
palma
żerdź
roślina
korzeń
nasiona
drzewo
pień
tulipan

Animals

attack	/ə'tæk/
bark loudly	/'bɑːk 'laʊdli/
bear	/'beə/
bite	/'baɪt/
bone	/'bəʊn/
bull	/'bʊl/
bury	/'beri/
camel	/'kæməl/
chimpanzee	/'tʃɪmpæn'ziː/
elephant	/'elɪfənt/
feed	/'fiːd/
fox	/'fɒks/
frog	/'frɒɡ/
gorgeous	/'gɔːdʒəs/
hedgehog	/'hedʒhɒɡ/
hibernate	/'haɪbəneɪt/

hold up	/'həʊld 'ʌp/
horse	/'hɔːs/
human	/'hjuːmən/
kangaroo	/'kæŋɡə'ruː/
kitten	/'kɪtən/
lead	/'liːd/
mice	/'maɪs/
shark	/'ʃɑːk/
sheep	/'ʃiːp/
walk away	/'wɔːk ə'weɪ/
web	/'web/

Landscape

be made up of	/bi 'meɪd 'ʌp əv/
canyon	/'kænjən/
countryside	/'kʌntri'saɪd/
creek	/'kriːk/
field	/'fiːld/
ground	/'graʊnd/
hole	/'həʊl/
island	/'aɪlənd/
land	/'lənd/
low	/'ləʊ/
mountain	/'maʊntɪn/
river	/'rɪvə/
sand	/'sænd/
sandy	/'sændi/
sea	/'siː/
wave	/'weɪv/

Space

comet	/'kɒmɪt/
moon	/'muːn/
planet	/'plænɪt/
satellite	/'sætələɪt/
solar system	/'səʊlə 'sɪstəm/
space	/'speɪs/
stars	/'stɑːz/
sun	/'sʌn/
telescope	/'telɪ'skəʊp/

Zwierzęta

atak; atakować
głośno szczekać
niedźwiedź
gryźć
kość
byk
zakopywać
wielbłąd
szympansy
stoń
karmić
lis
żaba
wspaniały
jeź
zapadać w sen zimowy
podnieść
koń
człowiek
kangur
kociak
smycz
mysz
rekin
owca
odejść
sieć

Krajobraz

składać się z
kanion
wieś
strumyk
pole
ziemia
dziura
wyspa
ziemia, teren
niski
góra
rzeka
piasek
piaszczysty
morze
fala

Przestrzeń kosmiczna

kometa
księżyc
planeta
satelita
układ słoneczny
przestrzeń kosmiczna
gwiazdy
stońce
teleskop

**Environmental protection**

billion	/ˈbɪljən/
electric	/ɪˈlektɹɪk/
electricity	/ɪˌlektˈtrɪsəti/
energy	/ˈenədʒi/
melt	/melt/
million	/ˈmɪljən/
natural	/ˈnætʃərəl/
per cent	/pəˈsent/
power	/ˈpaʊə/
produce	/prəˈdjuːs/
recycle	/rɪˈsaɪkəl/
reuse	/rɪˈjuːz/
spill	/spɪl/
string	/strɪŋ/
tonne	/tʌn/
wind turbine	/ˈwɪnd ˌtɜːbaɪn/

Natural disasters

be on fire	/bi ˌɒn ˈfaɪə/
disaster	/dɪˈzɑːstə/
drought	/draʊt/
earthquake	/ˈɜːθˌkweɪk/
flood	/flʌd/
hurricane	/ˈhʌrɪkən/
put out	/ˌpʊt ˈaʊt/
save a life	/ˌseɪv ə ˈlaɪf/
smoke	/sməʊk/
tornado	/tɔːˈneɪdəʊ/
tsunami	/tsuːˈnɑːmi/
volcanic eruption	/vɒlˌkænɪk ɪˈtʌpʃən/
volcano	/vɒlˈkeɪnəʊ/

Ochrona środowiska naturalnego

miliard
elektryczny
elektryczność
energia
topić się
milion
naturalny
procent
prąd
produkować, wytwarzać
poddawać recyklingowi
wykorzystać ponownie
rozlewać
włókno
tona
turbina wiatrowa

Klęski żywiołowe

palić się
katastrofa
susza
trzęsienie ziemi
powódź
huragan
ugasić
ocalić życie
dym
tornado
tsunami
wybuch wulkanu
wulkan

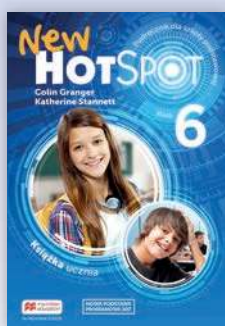
New HOTSPOT

podręcznik dla szkoły podstawowej



Szkoda czasu na przepisywanie z książki!

Kup zeszyt do języka angielskiego do Twojego podręcznika na www.sklep.macmillan.pl



Zgubiony lub zniszczony podręcznik?

Chcesz mieć swój egzemplarz w domu?
Kup na www.sklep.macmillan.pl



Bezpłatne nagrania do podręcznika

i zeszytu ćwiczeń znajdziesz w strefie ucznia
na www.macmillan.pl/strefa-ucznia