

New HOTSPOT

Katherine Stannett
Barbara Mackay

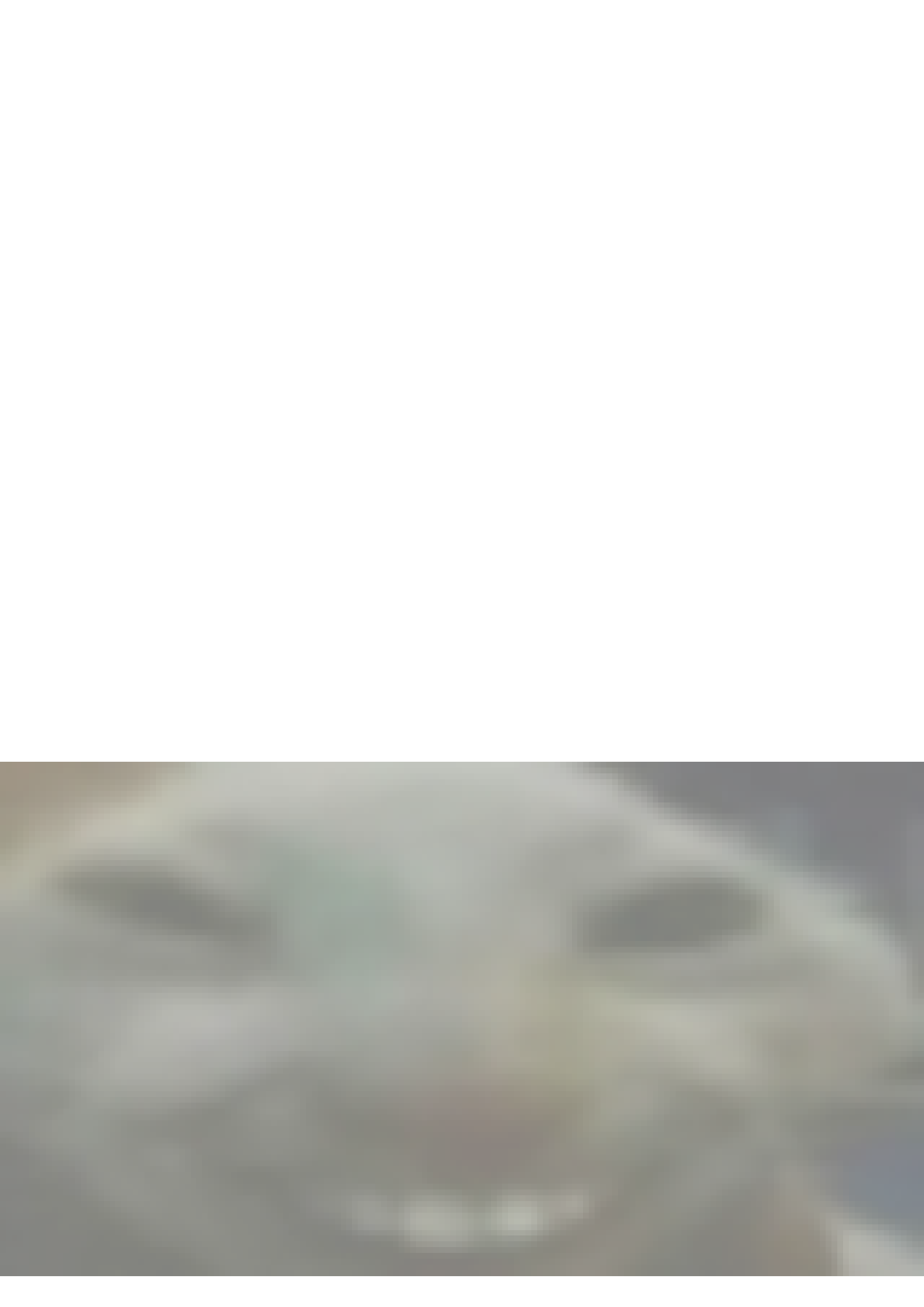
Podręcznik dla szkoły podstawowej

klasa

5



Zeszyt ćwiczeń



New HOTSPOT

podręcznik dla szkoły podstawowej

Katherine Stannett
Barbara Mackay

klasa **5**

Zeszyt ćwiczeń



Contents

Module 1

Lesson 1 <i>Wayne's world</i>	4
Lesson 2 <i>Mary's mate Polly</i>	6
Lesson 3 <i>The other side of the world</i>	8
Lesson 4 <i>My world</i>	10
Learning diary	11
Vocabulary Spot/Language Spot	12
Grammar Summary	13

Module 2

Lesson 5 <i>Saturday morning chores</i>	14
Lesson 6 <i>Work and play</i>	16
Lesson 7 <i>Saving the world</i>	18
Lesson 8 <i>A helping hand</i>	20
Learning diary	21
Vocabulary Spot/Language Spot	22
Grammar Summary	23

Module 3

Lesson 9 <i>Friends</i>	24
Lesson 10 <i>Wayne's world: My family</i>	26
Lesson 11 <i>Which is faster?</i>	28
Lesson 12 <i>City or country?</i>	30
Learning diary	31
Vocabulary Spot/Language Spot	32
Grammar Summary	33

Module 4

Lesson 13 <i>We have to wear a school uniform</i>	34
Lesson 14 <i>Rules of sport</i>	36
Lesson 15 <i>Wayne's world: This is what we eat in a week</i>	38
Lesson 16 <i>A sporting invitation</i>	40
Learning diary	41
Vocabulary Spot/Language Spot	42
Grammar Summary	43

Module 5

Lesson 17 <i>Famous people</i>	44
Lesson 18 <i>Nineteen hundred</i>	46
Lesson 19 <i>Every word is true</i>	48
Lesson 20 <i>My school trip</i>	50
Learning diary	51
Vocabulary Spot/Language Spot	52
Grammar Summary	53

Module 6

Lesson 21 <i>Wayne's world:</i> <i>A bad start to the day</i>	54
Lesson 22 <i>A day out at the seaside</i>	56
Lesson 23 <i>Gulliver in Lilliput</i>	58
Lesson 24 <i>My life</i>	60
Learning diary	61
Vocabulary Spot/Language Spot	62
Grammar Summary	63

Module 7

Lesson 25 <i>Holiday plans</i>	64
Lesson 26 <i>Wayne's world:</i> <i>Trip to New York City</i>	66
Lesson 27 <i>Let's go rafting</i>	68
Lesson 28 <i>Loch Ness Adventure Holiday</i>	70
Learning diary	71
Vocabulary Spot/Language Spot	72
Grammar Summary	73

Skills Booster	74
Wordlist	84

1

Wayne's world

Vocabulary

★1 Uzupełnij tekst wyrazami z ramki.

tennis eleven bike red birthday sister friendly football boots



My name's Paddy Mitchell. I'm ¹ eleven years old and this is my home. These are my favourite ² _____. They're ³ _____ and they're great! That's my dad, Ray, on his ⁴ _____. And that's my ⁵ _____, Holly. It's her ⁶ _____ today. She's thirteen. That's our dog, Tinker. He's very ⁷ _____. That's my mum, Gloria. Her favourite sport is ⁸ _____.

Grammar

★2 Zakreśl właściwe wyrazy.

- 1 Who's / **What's** Paddy's surname?
- 2 How / **What** old is Paddy?
- 3 Who's / **When's** Holly?
- 4 **When's** / **What's** Gloria's favourite sport?
- 5 **Who's** / **When's** Holly's birthday?
- 6 **What** / **How** are Paddy's favourite things?

Grammar

- ★★★ 3 Dopasuj odpowiedzi do pytań z ćwiczenia 2.

- a Tennis. 4
 b Today. _____
 c Mitchell. _____
 d His football boots. _____
 e She's Paddy's sister. _____
 f He's eleven. _____

Grammar

- ★★★ 4 Uzupełnij zdania wyrazami z ramki.

isn't 'm 's aren't 's 're not are 'm

- 1 I m eleven and my birthday's in July.
 2 Ray and Gloria _____ sports mad!
 3 My football boots _____ blue,
 they _____ red.
 4 Tinker _____ very friendly.
 5 Holly _____ twelve, she _____
 thirteen.
 6 I'm _____ a girl, I _____ a boy!

Vocabulary

- ★★★ 5 Popatrz na daty urodzin w notatniku Paddy'ego i uzupełnij zdania.

Important birthdays

Holly 19th September
 Mum 21st January
 Dad 12th May
 Tinker 2nd June
 Me! 23rd July

- 1 Holly's birthday is on
the nineteenth of September.
 2 Mum's birthday is on
 _____.
 3 Dad's birthday is on
 _____.
 4 Tinker's birthday is on
 _____.
 5 Paddy's birthday is on
 _____.

Writing

- ★★★ 6 Napisz odpowiedzi do podanych pytań.

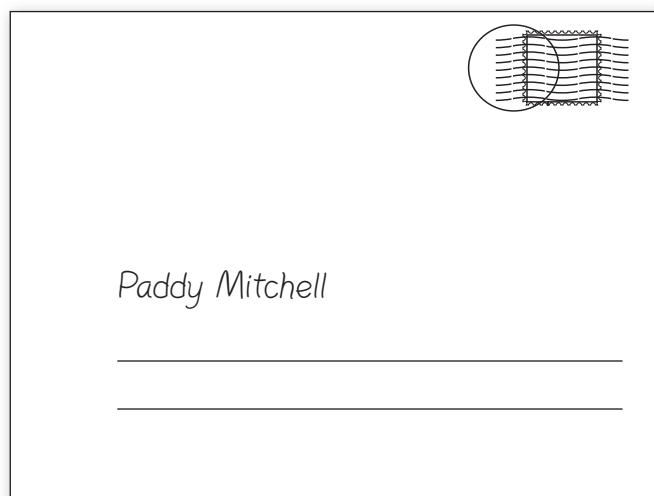
- 1 When's Holly's birthday?
It's on the nineteenth of September.
 2 When's your birthday?

 3 When's your friend's birthday?

 4 When's your mum/dad's birthday?

- ★ 7 Napisz adres Paddy'ego. Użyj wyrażen z ramki.

Beach Road FY1 4BN Blackpool



Paddy Mitchell

- ★★★ 8 Uzupełnij tekst informacjami na swój temat.

My name is _____.
 I'm _____ years old and my address
 is _____.
 My birthday is on the _____
 of _____. My favourite things are
 _____ and _____.
 My favourite sports are _____
 and _____.

Vocabulary

- ★1 Czy pamiętasz wiersz o Polly? Uzupełnij tekst wyrazami z ramki.

short football dogs skate maths
blue soaps cheese sorry

My mate Polly

I like music, Polly likes sport,
My hair's long, her hair's ¹ short .
I'm always late, Polly's always early.
I've got straight hair, her hair's curly.
I like ² _____, Polly likes cats.
I'm good at art, she's good at
³ _____ .
I'm quite short and Polly is quite tall.
I play hip hop, she plays ⁴ _____ .
I wear trainers and she wears shoes.
I watch ⁵ _____, she watches
the news.
I've got brown eyes, her eyes are
⁶ _____ .
My bike is old, her bike's new.
I eat salad, Polly eats ⁷ _____ .
I say ⁸ _____ and she says please.
I can water-ski, Polly can ⁹ _____ .
We're very different, but she's still a good mate.



Vocabulary

- ★2 Zakreśl wyrazy pasujące do podanych czasowników.

1 play	<u>football</u> / skate
2 have got	brown eyes / short
3 like	cheese / old
4 can	English / water-ski
5 is good at	sorry / art
6 wear	trainers / straight hair
7 eat	soaps / salad
8 is	music / tall

Writing

- ★★3 Przeczytaj informacje na temat Jade i uzupełnij jej e-mail do Mary i Polly.



Jade

can swim and ride a bike
has got curly hair
wears pink trainers
is good at sport
plays tennis
eats sandwiches
likes ice cream

To Mary, Polly

From Jade

Subject About me

Hi Mary and Polly!

My name's Jade. I ¹ can swim and
I ² _____ a bike.
I ³ _____ curly hair and
I ⁴ _____ pink trainers.
I ⁵ _____ good at sport and
I ⁶ _____ tennis.
I ⁷ _____ sandwiches and
I ⁸ _____ ice cream.

Love, Jade

Vocabulary

4 Przeczytaj opisy i podpisz obrazki właściwymi imionami.

★ a)

Jake's got brown eyes. His hair is brown. It's short.

Sarah's got blue eyes. Her hair is blonde. It's long and straight.

Tiffany's got brown eyes. Her hair is red. It's medium-length and curly.

Tim's got green eyes. His hair is black. It's curly.

1



Tiffany

3



2



4



★ b) Przeczytaj opisy jeszcze raz i pokoloruj oczy i włosy osób przedstawionych na rysunkach.

Grammar

★★ 5 Uzupełnij zdania właściwymi formami czasowników podanych w nawiasach.

- 1 I 'm (be) fifteen years old.
- 2 My mum and dad _____ (have got) a red car.
- 3 Sarah _____ (can) skate.
- 4 Henry always _____ (watch) the news on TV.
- 5 We never _____ (eat) pizza at home.
- 6 My sister and I _____ (be) very tall.
- 7 I _____ (play) football at the weekend.
- 8 My dog _____ (have got) brown eyes.

Vocabulary and grammar

★★ 6 Uzupełnij tekst wyrazami z ramki.

good	can	late	got	'm	new
hair	football	has	eats	blonde	

I've ¹ got brown eyes. My ² _____ is long. I'm ³ _____ at maths and I like sport. My friend, Simon, ⁴ _____ got blue eyes. His hair is ⁵ _____ and curly. He's got a ⁶ _____ bike. We play ⁷ _____ and we ⁸ _____ water-ski. I eat salad and Simon ⁹ _____ sandwiches. I ¹⁰ _____ always early and Simon's always ¹¹ _____.

Reading and vocabulary

★1 Popatrz na tabelkę i zdecyduj, czy podane zdania są prawdziwe (T–true), czy fałszywe (F–false).

- | | | | |
|--------------------------------|-------|--------------------------------------|-------|
| 1 Paddy doesn't like yellow. | T / F | 4 Ray doesn't like playing football. | T / F |
| 2 Gloria loves playing tennis. | T / F | 5 Paddy likes swimming. | T / F |
| 3 Tinker hates sleeping. | T / F | 6 Holly loves getting up early. | T / F |

	Paddy	Holly	Ray	Gloria	Tinker
					
	pizza	cats	listening to music	playing tennis	sleeping
	swimming	ice cream	playing football	reading	eating
	yellow	maths	watching TV	spaghetti	cats
	tidying my room	getting up early	playing computer games	shopping	rain

Writing

★★2 Popatrz na tabelkę z ćwiczenia 1. i uzupełnij zdania.

- Paddy: I love pizza , I like swimming , I don't like yellow and I hate tidying my room .
- Holly: I _____ ,
I _____ ,
I _____ and
I _____ .
- Ray: I _____ ,
I _____ ,
I _____ and
I _____ .
- Gloria: I _____ ,
I _____ ,
I _____ and
I _____ .
- Tinker: I _____ ,
I _____ ,
I _____ and
I _____ .

Grammar

★★3 Przeczytaj e-mail Holly do jej koleżanki, Vicky. Zakreśl właściwe wyrazy.

To:

From:

Subject:

Hi Vicky!

My name ¹are / (s) Holly and
I ²live / **lives** in Blackpool.
³I'm / **I have** thirteen years old and
I love cats! I ⁴like / **likes** ice
cream, I ⁵don't / **not** like maths
and I ⁶hate / **hates** getting up
early. The special thing about me
is I can do cartwheels!

Love,
Holly

Writing

- ★★ 4 Napisz e-mail od Vicky do Holly. Użyj podanej notatki oraz informacji z e-maila z ćwiczenia 3.

To:	Holly
From:	Vicky
Subject:	Likes and dislikes

Hello Holly!

My name's Vicky and I live in South Africa.

Vicky

lives in South Africa

is 12 years old

loves playing computer games

likes dogs

doesn't like pink

hates swimming

special thing about her –
is vegetarian

Grammar and writing

- ★★ 5 Popatrz na obrazki i napisz prawdziwe zdania na swój temat. Użyj *I like/love/don't like/hate*.



- 1 do / homework
I love doing homework.



- 5 play / football



- 2 swim



- 6 sweets



- 3 play / tennis



- 7 get up early



- 4 shopping



- 8 listen / to music

4

My world

Reading

- ★★★1 Przeczytaj tekst o Daffydzie. Dopasuj tytuły z ramki do odpowiednich fragmentów tekstu.

Language Food Home Sport Weather

1 Home

Daffyd lives in Bangor in Wales. He lives with his parents and his two brothers in a house on a small road.

2 _____

Wales has got a lot of mountains and beautiful beaches. The weather is often cool and rainy, but Daffyd's got an umbrella!

3 _____

There are two official languages in Wales: English and Welsh. Daffyd speaks English at home and Welsh at school.

4 _____

Daffyd's favourite food is bread. Daffyd's family is vegetarian. They don't eat meat.

5 _____

Daffyd's favourite sports are rugby and football. He also likes tennis and swimming.

Reading

- ★★★3 Przeczytaj jeszcze raz tekst z ćwiczenia 1. i odpowiedz na pytania.

1 Where does Daffyd live?

He lives in Bangor in Wales.

2 How many brothers has Daffyd got?

3 What's the weather like in Wales?

4 What language does Daffyd speak at school?

5 What's Daffyd's favourite food?

6 What are Daffyd's favourite sports?



ExamSpot

- 2 Przeczytaj tekst. Zdecyduj, czy podane zdania (1–5) są prawdziwe (Tak), czy fałszywe (Nie).

My name is Jack. I'm fourteen and I live with my mum and dad, and my sister, Eloise, in a small apartment in Hong Kong. I'm tall and I've got wavy red hair and green eyes. My parents are English, but I go to a Chinese school in Hong Kong. So I speak Mandarin at school and English at home.

At the weekend, I like swimming and playing tennis with my friends. I love ice cream and pizza but I hate spaghetti!

My sister is twelve years old. She's quite short and she's got dark curly hair and green eyes.

She loves watching TV and playing computer games but she also loves sport. She can ride a bike and she can skate, but she can't swim!

Tak Nie

- 1 Eloise is Jack's sister.

☐ ☐

- 2 Jack can speak three different languages.

☐ ☐

- 3 Jack doesn't like spaghetti.

☐ ☐

- 4 Jack and Eloise have got straight hair.

☐ ☐

- 5 Eloise is good at swimming.

☐ ☐

Writing

- ★★★4 Uzupełnij tekst o Shelley. Wykorzystaj informacje z ramki.

Home: Swansea in Wales, parents, one sister, flat

Weather: often cool and rainy

Language: Welsh at home and at school

Favourite food: chocolate

Favourite sports: tennis and swimming

Shelley lives in ¹ Swansea in Wales.

She lives with her ² _____ in

a ³ _____ on a small road. Swansea

is by the sea. The weather is ⁴ _____.

There are two official languages in Wales: English and

Welsh. Shelley speaks ⁵ _____.

Shelley's favourite food is ⁶ _____.

Her favourite ⁷ _____.

_____.

Name _____

Date _____

**StudyTip**

Nie staraj się zrozumieć każdego słowa z tekstu, który czytasz. Poszukaj wskazówek, które pozwolą ci zrozumieć główne myśli tekstu.

- popatrz na tytuł;
- popatrz na obrazki, jeśli są dołączone do tekstu;
- poszukaj w tekście najważniejszych (kluczowych) słów.

O czym jest poniższy tekst?

a animals b the weather c food

My favourite food

fish ~~hassh~~ eat ~~meat~~ ~~chips~~ ~~hassh~~
rainy ~~hassh~~ hot ~~hassh~~ yummy ~~hassh~~

**Check you can do these things:****1 Umiem podać najważniejsze informacje o sobie. ☐**

Uzupełnij zdania na swój temat.

- 1 My name is _____.
- 2 I live in _____.
- 3 I am _____ years old.
- 4 My favourite thing is my _____.
- 5 My favourite sports are _____.

2 Potrafię użyć czasowników: be oraz have got. ☐

Uzupełnij tabelkę.

Long form

Short form

- | | |
|---------------------|--------------|
| 1 I <u>am</u> | I 'm |
| 2 He/She _____ | He/She _____ |
| 3 We _____ | We _____ |
| 4 I <u>have got</u> | I've got |
| 5 He/She _____ | He/She _____ |

3 Znam słowa opisujące wygląd. ☐

Wpisz brakujące litery.



1 b _ r _ o _ w _ n eyes



2 c _ r _ l _ hair



3 b l _ n _ e hair



4 _ t r _ i g h _ hair



5 _ _ o r t hair

4 Umiem opowiedzieć o rzeczach, które lubię, i o tych, których nie lubię. ☐

Ułóż zdania z podanych wyrazów.

1 like / I / reading / magazines

I like reading magazines.

2 don't / computer / games / like / I

3 tidying / love / I / room / my

4 bed / hate / to / early / going / I

5 Potrafię użyć czasu Present simple, aby opisać styl życia i zainteresowania innych osób. ☐

Uzupełnij zdania na temat Judy.

1 I play football on Tuesdays. Judy playsfootball on Thursdays.2 I eat sweets and pizza. Judy _____
salad and cheese.3 I watch soaps on TV. Judy _____
the news.

4 I wear blue. Judy _____ pink.



VocabularySpot

1 Podpisz obrazki wyrazami z ramki.

parcel envelope letterbox greetings card email text message postcard

1



2



3



4



5



6



7



2 Zakreśl właściwe wyrazy.

- 1 You send a **text message** / **greetings card** from your phone.
- 2 You use a computer to send a(n) **letterbox** / **email**.
- 3 It's your friend's birthday. You send a(n) **envelope** / **parcel** with a present and a **postcard** / **greetings card**.
- 4 Many people send **letterboxes** / **postcards** when they are on holiday.
- 5 Please write your address on the **text message** / **envelope** and then put it in the **parcel** / **letterbox**.



LanguageSpot

3 Dopasuj pytania do odpowiedzi.

- | | |
|------------------------------------|--|
| 1 What does your father look like? | a Yes, I do. I love it! |
| 2 What is your favourite food? | b He's tall with brown eyes and fair hair. |
| 3 Can you play the piano? | c No, he doesn't. He hates it! |
| 4 Do you like reading? | d No, I can't. But I can sing. |
| 5 Does your brother like pizza? | e I like ham sandwiches. |



ExamSpot

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

- | | |
|---|--------------------------|
| 1 Kolega pyta cię, czy masz rodzeństwo. Co mu odpowiesz? | ☐ |
| 2 Koleżanka prosi cię, żebyś opowiedział/opowiedziała jej o swoim domu. Co jej odpowiesz? | ☐ |
| 3 Kolega pyta cię, czy lubisz zwierzęta. Co mu powiesz? | ☐ |
| 4 Koleżanka pyta cię, czego nie lubisz. Co jej powiesz? | ☐ |
| A I like dogs and horses but I'm scared of cats. | |
| B I live in a small house in the country. | |
| C I hate doing my homework and I don't like eggs. | |
| D I've got curly black hair and blue eyes. | |
| E I've got two brothers and a sister. | |



Grammar Summary

1 Uzupełnij zdania odpowiednią formą czasownika *be*.

- 1 Alice ____ my sister and Ben and Tom ____ my brothers.
- 2 We ____ very happy today because it ____ hot and sunny.
- 3 A: ____ you a student?
B: No, I ____ not. I ____ a teacher!
- 4 A: ____ your dog friendly?
B: Yes, it ____.
- 5 A: Where ____ my bag?
B: It ____ under the table.
- 6 A: Who ____ those boys?
B: They ____ my cousins.

2 Popatrz na tabelę i napisz zdania z *have/has/haven't/hasn't got*.

	Laura	Paddy & Max	Me
a bike	x	✓	
football boots	✓	x	
a cat	✓	x	
red hair	x	✓	

1 Laura hasn't got a bike.

2 She _____
football boots.

3 She _____
a cat.

4 She _____
red hair.



5 Paddy and Max have got a bike.

6 They _____
football boots.

7 They _____
a cat.

8 They _____
red hair.



3 Uzupełnij tabelę z ćwiczenia 2. informacjami o sobie. Następnie napisz zdania.

- 1 I _____ a bike.
- 2 I _____ football boots.
- 3 I _____ a cat.
- 4 I _____ red hair.

4 Uzupełnij dialogi odpowiednią formą czasowników podanych w nawiasach.

1

A: _____ you _____ (like) Chinese food?

B: Yes, I _____. But I _____ (not/like) Italian food.

2

A: _____ your brother _____ (can/play) the guitar?

B: No, he _____. But he _____ (can/play) the violin.

3

A: _____ your parents _____ (watch) TV in the evening?

B: No, they _____. They _____ (read) books and _____ (listen) to music.

4

A: Joe _____ (like) football but he _____ (not/like) tennis.

B: Really? I _____ (love) tennis!



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 talks B can't C are D talking
E's F have G do H lives

My cousin Felix ¹ _____ in a small house in the country. He ² _____ got two dogs, a cat and a horse. My sister and I go to Felix's house at the weekend. We ³ _____ ride a horse, but we like ⁴ _____ to the animals and playing in the garden.

5

Saturday morning chores

Vocabulary

- ★1 Dopasuj czasowniki do odpowiednich wyrażień.

- | | |
|---------|------------------|
| 1 tidy | a the washing-up |
| 2 do | b the cat |
| 3 empty | c your room |
| 4 go | d shopping |
| 5 feed | e the bin |

Vocabulary

- ★2 Popatrz na obrazki i uzupełnij brakujące litery w nazwach czynności.

1  v _ c _ u _ m the
c _ a _ r _ p _ e _ t

2  m _ _ e your b _ _

3  t _ k _ the d _ g for
a w _ _ k

4  w _ _ h the c _ _

Grammar

- ★★3 Sprawdź, kto wykonuje czynności pokazane na obrazkach. Następnie uzupełnij zdania. Użyj *is* lub *are* oraz czasowników z ramki.



Jo

Adrian and Kevin

Harry

Laura

Alfie

Gemma and Eva

feed vacuum tidy do go make

- Jo is feeding the cat
- Adrian and Kevin _____
- Harry _____
- Laura _____
- Alfie _____
- Gemma and Eva _____

Vocabulary

★4 Podpisz rysunek wyrazami z ramki.

fish roller skates raincoat toy rubber gloves toothbrush

1 toothbrush

2 _____

3 _____

4 _____

5 _____

6 _____

Grammar

★★5 Ułóż pytania z podanych wyrazów.

- 1 sister / what / your / wearing / is
What is your sister wearing ?
- 2 are / you / where / going
_____ ?
- 3 eating / you / what / are
_____ ?
- 4 John / who / phoning / is
_____ ?
- 5 and / going / your / where / mum / are / dad
_____ ?
- 6 Nina / is / what / reading
_____ ?

Grammar

★★6 Uzupełnij zdania formami czasu *Present continuous* czasowników podanych w nawiasach.

- 1 He 's phoning (phone) his uncle.
- 2 They _____ (go) to the cinema.
- 3 She _____ (wear) a blue hat.
- 4 I _____ (eat) a cheese sandwich.
- 5 She _____ (read) a magazine about animals.
- 6 I _____ (go) to school.

Reading and vocabulary

★1 Popatrz na odpowiedzi, jakich udzielili Holly i Paddy na pytania zawarte w kwestionariuszu.

How often do you ...		Holly 	Paddy 
1 How often do you lay the table?		every Monday, Wednesday and Friday	every Tuesday
2 How often do you tidy your room?		3 times a month	2 times a month
3 How often do you do the washing-up?		every Tuesday and Thursday	every Monday and Wednesday
4 How often do you go food shopping?		every Monday	every Monday, Wednesday and Friday
5 How often do you go swimming?		2 times a month	never – I don't like swimming!
6 How often do you surf the Internet?		4.30 pm – 5.30 pm every day	7.30 am – 8.00 am every day
7 How often do you play computer games?		never – I don't like computer games!	every Saturday and Sunday
8 How often do you hang out with friends?		every Saturday and Sunday	3 times a month

★★2 Uzupełnij zdania na temat Holly, używając wyrażeń z ramki.

twice a month ~~three times a week~~ every weekend never
twice a week every afternoon once a week three times a month

1 Holly lays the table
three times a week.

2 She tidies her room
_____.

3 She does the washing-up
_____.

4 She goes food shopping
_____.

5 She goes swimming
_____.

6 She surfs the Internet
_____.

7 She _____
plays computer games.

8 She hangs out with friends
_____.

Grammar and writing

- 3 Przeczytaj odpowiedzi Paddy'ego na pytania z kwestionariusza. Napisz zdania na temat chłopca.

- 1 *Paddy lays the table once a week.*
- 2 *He*
- 3
- 4
- 5
- 6
- 7
- 8

Writing

- ★★4 Ułóż sześć pytań, korzystając z podanych wyrażen.

play football

ride a bike

listen to CDs

watch TV

do your homework

go to the cinema

- 1 *How often do you play football?*
- 2
- 3
- 4
- 5
- 6

Writing

- ★★5 Napisz prawdziwe odpowiedzi do pytań z ćwiczenia 4.

- 1 *I play football twice a week.*
- 2
- 3
- 4
- 5
- 6

Vocabulary

- ★6 Podpisz podane liczby odpowiednimi wyrazami z ramki.

sometimes often never always usually

100%

85%

70%

always

30%

0%

Grammar

- ★7 Uzupełnij zdania. Użyj przysłówków z ćwiczenia 6. i właściwej formy czasowników w nawiasach.

- 1 100% Sara always plays (play) tennis after school.
- 2 85% I _____
(do) my homework after school.
- 3 70% My brother _____
(do) the washing-up.
- 4 30% You _____
(go) shopping with your friends.
- 5 0% I _____
(watch) TV.

Vocabulary and grammar

- ★8 Uzupełnij dialog wyrazami z ramki.

often never once every always
times usually twice

Joe What do you do after school?

Fred I ¹ always play football after school – I play football ² _____ day. And I often go swimming.

Joe How ³ _____ do you go swimming?

Fred Three or four ⁴ _____ a week.

Joe When do you do your homework?

Fred I ⁵ _____ do my homework in the morning. Do you go swimming after school?

Joe No, I don't. I hate swimming.

I ⁶ _____ go swimming! But I play tennis ⁷ _____ a week, on Mondays and Fridays. And I go to art club ⁸ _____ a week.

★ Vocabulary

1 Popatrz na obrazki i rozwiąż krzyżówkę. Jak brzmi hasło?

1 This box is made of cardboard.

2 This bottle is made of _____.



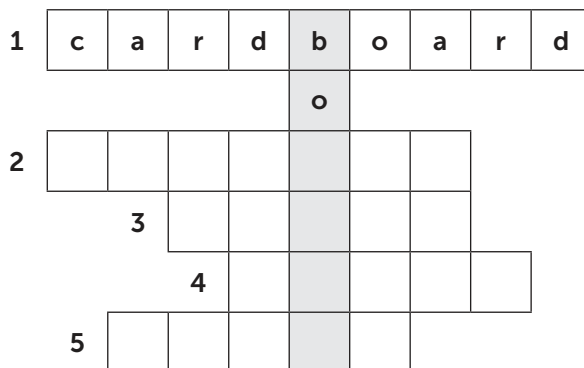
3 This can is made of _____.



4 This jar is made of _____.



5 This is _____.



Mystery word: _____.

Vocabulary

★2 Przeczytaj opisy (1–6) i dopasuj je do nazw przedmiotów (a–f).

1 It's made of cardboard.

2 It's made of glass.

3 They're made of metal.

4 They're made of glass and plastic.

5 They're made of paper.

6 It's made of plastic.

a cans

b magazines

c a ruler

d a shoe box

e a window

f sunglasses

Vocabulary and grammar

★★3 Uzupełnij tekst wyrazami z ramki.

collects correct metal recycle boxes ~~throw~~ recycling put brown lorry

Our green house

At home, we don't ¹ throw away our rubbish, we recycle it.We always ² _____ things in the ³ _____recycling box. We put cans made of ⁴ _____ into theblue recycling box. We put ⁵ _____ made of cardboardinto the ⁶ _____ recycling box. Every Wednesdaymorning, a big ⁷ _____ comes to our road and⁸ _____ all our rubbish for ⁹ _____. Whatabout your house? Do you ¹⁰ _____ your rubbish?

Grammar

★4 Określ, czy zaznaczone wyrazy to formy czasu *Present simple* (PS), czy *Present continuous* (PC).

- | | |
|---|-----------|
| 1 We always recycle our rubbish at school. | <u>PS</u> |
| 2 They're putting the magazines into the green recycling bin. | <u>PC</u> |
| 3 She's throwing away her old toys. | _____ |
| 4 Big lorries collect the rubbish every Thursday. | _____ |
| 5 I sometimes eat sweets after school. | _____ |
| 6 I'm drinking a can of cola. | _____ |
| 7 My brother and I are taking our rubbish to the recycling centre. | _____ |
| 8 That glass bottle goes in the blue recycling bin. | _____ |

Grammar

★★5 Popatrz na obrazek. Uzupełnij tekst formami czasu *Present continuous* czasowników podanych w nawiasach.



Hi! I'm Julia.

This is a picture of me and my friends at the park. My friend, Tracy, ¹ is drinking (drink) a can of cola.

I ² _____ (wear) jeans and a T-shirt and I ³ _____ (not drink) cola. I hate cola! I ⁴ _____ (eat) some cake. That's my friend, Paul. He ⁵ _____ (read) a magazine. Paul's brother, Tom, ⁶ _____ (play) football.

Reading

★6 Przeczytaj tekst z ćwiczenia 5. jeszcze raz. Podpisz osoby na obrazku właściwymi imionami.

Julia Tracy Paul Tom

- | | |
|----------------|---------|
| 1 <u>Julia</u> | 3 _____ |
| 2 _____ | 4 _____ |

Grammar

★7 Zakreśl właściwą formę czasownika.

- I **eat** / **'m eating** some chocolate. It's great!
- I **eat** / **'m eating** an apple every day after lunch.
- Sarah usually **wears** / **'s wearing** jeans.
- Today's very hot and Sarah **wears** / **'s wearing** a skirt.
- We always **play** / **are playing** football on Sunday morning.
- We **don't play** / **aren't playing** football today because it's rainy.

Reading

- ★1 Przeczytaj tekst na temat domu Gerry'ego. Wybierz najlepszy temat tekstu (a, b lub c).

My home in the water

My home is a boat! I live on a boat on the River Thames in England with my brother, Ruben, and my parents, Cath and Rob. Ruben and I go to school every day, but after school we help our parents on the boat. Our boat is very small. We've got two bedrooms, a small bathroom and a big sitting room and kitchen. My brother and I help our parents tidy the boat every day. I empty the bin and help my mum sweep the floor and wash the clothes. My brother does the washing-up and helps my dad fetch wood for the fire. On Saturday mornings I hang out with my friends and Ruben plays football. I like living on a boat because I see a lot of interesting things. My friends love visiting the boat – it's cool!

- a Gerry lives on a big boat with his friends.
- b Gerry lives in a small house and his brother lives on a boat.
- c Gerry and his family live in a small boat.

Reading

- ★★2 Przeczytaj tekst jeszcze raz i wpisz właściwe imiona.

Who ...

- 1 sweeps the floor?

Gerry and Cath

- 2 fetches wood for the fire?

- 3 washes the clothes?

- 4 hangs out with friends?

- 5 plays football?

- 6 empties the bin?

- 7 does the washing-up?

**ExamSpot**

- 3 Przeczytaj poniższe teksty (1–3) i zdecyduj, o czym jest każdy z nich. Wpisz odpowiednią literę w każdą kratkę. Uwaga! Jeden temat nie pasuje do żadnego tekstu.

A weekend activities B chores
C sport D home

- 1 My mum and dad always prepare dinner in the evening, and my brother usually does the washing-up. I sweep the floor and empty the bins. At the weekend, my brother and I clean my mum's car. I always make my bed in the morning, but I don't tidy my room very often!
This text is about ☐.
- 2 I like tennis and volleyball, but I don't usually do any sport at the weekend. I hang out with my friends and sometimes we go to the cinema on Saturday afternoon. On Sundays I do my homework and listen to music.
This text is about ☐.
- 3 I live in a small house in Kingston with my mum and my three brothers. Our house has got two bedrooms, a kitchen, a sitting room and a bathroom. It hasn't got a garden, but there's a big park with a tennis court at the end of our road.
This text is about ☐.

Writing

- ★★4 Uzupełnij opis domu Phoebe. Wykorzystaj do tego podane notatki.

Home	a bus: two bedrooms, a kitchen, a sitting room, a bathroom
Where?	near Oxford in England
Who?	me, my mum, Tania, and my dad, Harry
Every day	go to school, help parents on the bus, wash the bus, help dad cook the dinner
On Sunday	go swimming, watch TV

My home is a red ¹ bus ! I live on a big bus ² near Oxford with my mum, Tania, and ³ me, my mum, Tania, and my dad, Harry. We've got two ⁴ bedrooms, a kitchen, a sitting room and a bathroom on the bus and a ⁵ small bathroom, a sitting room and a bathroom. I go to ⁶ school every day, but after school I ⁷ help my parents on the bus. I ⁸ sweep the floor and empty the bins the bus and help ⁹ my mum and dad the dinner. On Sundays I go swimming and ¹⁰ watch TV.

Name _____

Date _____

**StudyTip**

Możesz samodzielnie tworzyć własne testy typu „Uzupełnij brakujące litery...”. To ułatwi ci uczenie się nowych wyrażen i pozwoli lepiej je zapamiętywać.

Czy pamiętasz poniższe wyrażenia z rozdziału 2?

1 t _ _ y your r _ _ m

2 th _ _ _ away the r _ _ _ ish

3 s _ _ _ the l _ _ _ _ net

Znajdź jeszcze trzy wyrażenia z tego rozdziału i przygotuj własny test typu „Uzupełnij brakujące litery...”.

Check you can do these things:

- 1 Umiem używać czasu *Present continuous*, aby mówić o tym, co inni robią w tym momencie.** ☐

Uzupełnij dialog odpowiednią formą czasu *Present continuous* czasowników podanych w nawiasach.

A: What ¹ are you reading (read)?

B: I ² _____ (read) 'Harry Potter'.

A: What ³ _____ your sister _____ (watch)?

B: She ⁴ _____ (watch) 'Pop Idol'.

A: And what about your parents? What ⁵ _____ they _____ (do)?

B: My mum ⁶ _____ (feed) the cat and my dad ⁷ _____ (cook) lunch.

- 2 Znam nazwy materiałów, z których wykonane są różne przedmioty.** ☐

Wypisz trzy kolejne nazwy materiałów.

metal, plastic, _____, _____, _____

- 3 Potrafię określić, jak często inne osoby wykonują różne czynności.** ☐

Popatrz na tabelkę. Uzupełnij zdania dotyczące Oscara wyrazami z ramki.

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
tidy my room	✓			✓			✓
do the washing-up							
lay the table		✓	✓				
make my bed	✓	✓	✓	✓	✓	✓	✓

every day never twice a week
three times a week

- 1** tidy / his room

Oscar tidies his room three times a week.

- 2** do / the washing-up

He _____.

- 3** lay / the table

He _____.

- 4** make / his bed

He _____.

- 4 Wiem, kiedy używać czasu *Present simple*, a kiedy czasu *Present continuous*.** ☐

Zakreśl właściwe formy czasowników.

Hi Suzy!

What ¹ do you do / are you doing now?

I ² usually tidy / 'm usually tidying

my room on Saturday morning but today

I ³ do / 'm doing my homework. My sister

sometimes ⁴ plays / 's playing tennis

but today she ⁵ listens / 's listening

to music in her bedroom. My mum and

dad ⁶ wash / are washing the car.



VocabularySpot

1 Uzupełnij podpisy pod obrazkami.

1



f _ _ d s _ _ _

2



j _ _ b _ _ s _ _ _

3



f _ _ y d _ e _ _ day

4



c _ a _ _ y c o _ _ _ t

5



f _ _ r _ _

6



r _ f _ _ _

2 Dopasuj wyrazy z ćwiczenia 1. do odpowiednich definicji.

- 1 This is a friendly race. _____
- 2 You buy a ticket with a number on it. Sometimes you can win a prize. _____
- 3 People sing or play music at this. _____
- 4 People make cakes, sweets and biscuits. Then they sell them. _____
- 5 You can buy old clothes, toys, books and DVDs here. _____
- 6 People wear funny clothes. _____



LanguageSpot

3 Uzupełnij dialogi odpowiednimi zwrotami z ramki.

three times a week I sometimes do they go
are you doing I never Do you often
Are you throwing How often do you

- 1 A: What ¹ _____?
B: I'm tidying my room.
A: ² _____ tidy your room?
B: Yes, I do. I tidy my room ³ _____.
- 2 A: ⁴ _____ go to the cinema?
B: ⁵ _____ go to the cinema! I don't like watching films.
A: What about TV? Do you like watching TV?
B: ⁶ _____ watch TV after school.
I like programmes about animals and nature.
- 3 A: ⁷ _____ away those pots?
B: No, I'm not. I'm recycling them.
A: Where ⁸ _____?
B: They go in the blue recycling box.



ExamSpot

4 Uzupełnij każdą rozmowę brakującą wypowiedzią. Wpisz znak X w kratkę obok odpowiedzi A, B albo C.

- 1 Where do the bottles go?
A They are glass. ☐
B They go in the red box. ☐
C They always recycle the rubbish. ☐
- 2 How often do you go ice-skating?
A Every day. ☐
B I hate it! ☐
C On Saturday. ☐
- 3 What are Luke and Dan doing?
A They play football every day. ☐
B They love playing football. ☐
C They're playing football. ☐
- 4 What do you usually do at the weekend?
A I hang out with my friends. ☐
B I'm watching TV. ☐
C I love the weekend! ☐



Grammar Summary

1 Uzupełnij zdania odpowiednim czasownikiem z ramki w czasie *Present continuous*.

surf tidy read play eat watch

- 1 Amy is reading a magazine.
- 2 Will _____ an apple.
- 3 Mr and Mrs Harris _____ TV.
- 4 I _____ the Internet.
- 5 You _____ your room.
- 6 My friends _____ basketball.

2 Napisz pytania i odpowiedzi na temat osób z ćwiczenia 1.

- 1 Amy / ride her bike? Is Amy riding her bike? No, she isn't. She's reading a book.
- 2 Will / drink / some water? _____
- 3 Mr and Mrs Harris / make dinner? _____
- 4 I / do homework? _____
- 5 you / play computer games? _____
- 6 my friends / listen to music? _____

3 Ułóż wyrazy w odpowiedniej kolejności.

- 1 twice / swimming / go / week / a / I / . I go swimming twice a week.
- 2 mother / every / vacuums / My / carpet / day / the / . _____
- 3 late / We / sometimes / are / school / for / . _____
- 4 friendly / is / She / always / . _____
- 5 afternoon / have / They / a / the / snack / in / often / . _____
- 6 school / walks / never / Jess / to / . _____



ExamSpot

4 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk (1–5). Wpisz znak X w kratkę obok odpowiedzi A, B albo C.

This morning my sister is in her bedroom but she isn't ¹ _____ her homework. She's playing the guitar. My brothers ² _____ watching TV in the sitting room and I'm vacuuming the ³ _____ in the hall. I always do my chores on Saturday morning. Then I ⁴ _____ hang out with my friends in the afternoon, or sometimes I stay at home and ⁵ _____ the Internet.

- | | | | | | |
|----------------|--------------------------|-----------|--------------------------|----------|--------------------------|
| 1 A do | ☐ | B does | ☐ | C doing | ☐ |
| 2 A are | ☐ | B do | ☐ | C have | ☐ |
| 3 A washing-up | ☐ | B bin | ☐ | C carpet | ☐ |
| 4 A always | ☐ | B usually | ☐ | C never | ☐ |
| 5 A surf | ☐ | B play | ☐ | C go | ☐ |

9

Friends

Vocabulary

★1 Podpisz obrazki przymiotnikami z ramki.

tall hard-working talkative good at sport friendly funny



1 talkative



4



2



5



3



6

Grammar

★2 Dopasuj pytania do odpowiedzi.

- 1 Are you funnier than Joe?
- 2 Is Mum more talkative than Dad?
- 3 Are they better at sport than me?
- 4 Is your dog friendlier than my dog?
- 5 Are we taller than our teacher?
- 6 Is David more hard-working than Dina?

- a Yes, it is.
- b No, they aren't.
- c No, he isn't.
- d Yes, I am.
- e Yes, she is.
- f No, we aren't.

Grammar

★3 Uzupełnij zdania stopniem wyższym przymiotników podanych w nawiasach.

- 1 The River Nile is longer (long) than the River Thames.
- 2 I'm _____ (short) than my friend. He's very tall!
- 3 My school bag is _____ (big) than Pete's school bag.
- 4 My parents are _____ (old) than Magda's parents.
- 5 I'm _____ (young) than my sister.
- 6 My chair is _____ (comfortable) than Ben's chair.

Grammar

★★4 Popatrz na obrazek i tabelkę poniżej. Uzupełnij zdania.



talkative	Holly	✓	Paddy	✓✓
friendly	Tinker	✓✓	Spot	✓
tall	Holly	✓✓	Paddy	✓
long	Ray's hair	✓	Gloria's hair	✓✓
good at sport	Paddy	✓✓	Holly	✓
short	Tinker's tail	✓✓	Spot's tail	✓

- 1 Paddy is more talkative than Holly.
- 2 Tinker is _____.
- 3 Holly is _____.
- 4 Gloria's hair is _____.
- 5 Paddy is _____.
- 6 Tinker's tail is _____.

Grammar

★5 Uzupełnij tabelkę podanymi zaimkami.

them us her me him

Subject pronoun	Object pronoun
I	<u>me</u>
you	you
he	_____
she	_____
it	it
we	_____
you	you
they	_____

Grammar

★6 Uzupełnij zdania wyrazami z ramki.

them her us him me

- 1 He's tall, but you're taller than him.
- 2 I'm 12 and he's 13. He's older than _____.
- 3 Ray and Gloria are good at sport, but Paddy is better at sport than _____.
- 4 Rita is funny, but Marcus is funnier than _____.
- 5 We're 13. You're the same age as _____.

Grammar

★★7 Ułóż pytania z podanych wyrazów.

- 1 dad / your / mum / your / younger / is / than
Is your dad younger than your mum?
- 2 taller / teacher / than / you / are / your
_____?
- 3 are / your / older / you / than / friend
_____?
- 4 is / you / your / than / hard-working / more / friend
_____?
- 5 hair / is / your / your / hair / friend's / than / longer
_____?

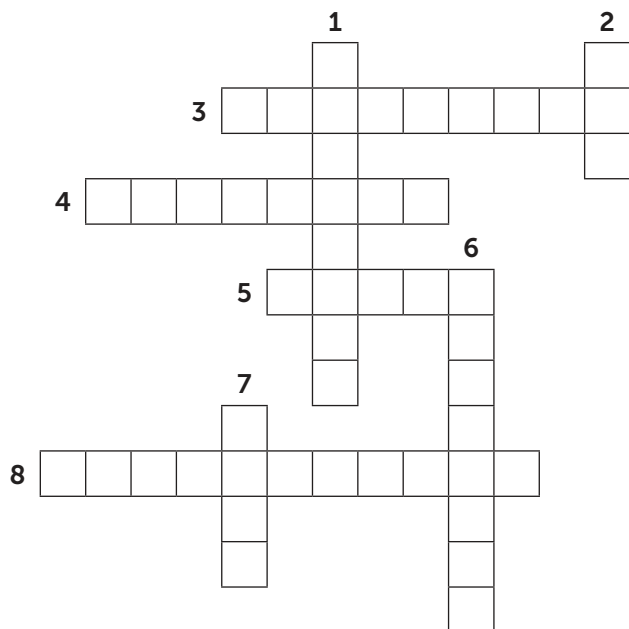
Writing

★★8 Odpowiedz zgodnie z prawdą na pytania z ćwiczenia 7.

- 1 No, he isn't.
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Vocabulary

- ★★1 Przeczytaj podpowiedzi i wpisz brakujące wyrazy. Następnie rozwiąż krzyżówkę.



Down

- 1 Do you think Brad Pitt is h _____? I do!
 2 My grandma is 85. She's very o _____.
 6 Grandad always gives us great presents. He's g _____.
 7 Dad is very t _____. He's 1 metre 95!

Across

- 3 I think Angelina Jolie is very b _____.
 4 Anna loves parties and meeting new people. She's a f _____ person.
 5 My cat is y _____. It's only six months old.
 8 Joe is g _____ a _____ s _____. He plays football, basketball and volleyball.

Vocabulary and grammar

- ★2 Popatrz na obrazki i zakreśl właściwe wyrazy.



This is my mum, Irina, and that's my dad, Andriy. My mum's the ¹ **most beautiful** / **most handsome** person in our family. It's my dad's birthday today. He's 45. He's the ² **youngest** / **oldest** person in our family. Mum always gives him great presents. She's the ³ **friendliest** / **most generous** person in the family. That's my sister Marta. She's sports-mad. She's the ⁴ **tallest** / **best** at football in the school. And this is my brother, Ivan. Look! He thinks he's the ⁵ **most handsome** / **shortest** person in the family! And this is Boris. He's two years old and he's the ⁶ **friendliest** / **oldest** dog in the world!

Grammar

- ★3 Uzupełnij zdania przymiotnikami z ramki w odpowiedniej formie.

good talkative tall young



- 1 Zara is the youngest.



- 2 Zoë is the _____.



- 3 Zack is the _____.



- 4 Zack is the _____ at swimming.

Reading and grammar

- ★4 Przeczytaj tekst o Alexie. Czy podane zdania są prawdziwe (T – true), czy fałszywe (F – false)? Popraw fałszywe zdania.

Hi! I'm Alex. I'm from Manchester, in England. I've got a brother and a sister. My sister, Jessie, is 13 and my brother Robert is 15. I'm eleven. We're all very good at sport. I swim every day, but Jessie and Robert don't like swimming. I think it's because I'm better than them! Jessie is taller than me, and Robert is taller than Jessie. I've got shorter hair than Jessie. Her hair is really long! But I've got longer hair than Robert. Robert thinks he's the most handsome in the family, but I think Dad is more handsome than him! I've got a lot of friends and I like parties and chatting to people. I'm friendlier than Jessie and Robert!



- 1 Robert is the oldest child. T / F
- 2 Jessie is the youngest. T / F
Alex is the youngest.
- 3 Alex is taller than Jessie. T / F
- 4 Jessie is the best at swimming. T / F
- 5 Robert's hair is not long. T / F
- 6 Alex thinks Dad is more handsome than Robert. T / F
- 7 Alex isn't very talkative. T / F
- 8 Robert is the friendliest. T / F

Grammar

- ★★5 Uzupełnij tekst wyrazami z ramki.



most than at best tallest
friendliest the

Kenzo is 11 and his brother, Miki, is 13. Kenzo is good ¹ at football. He's crazy about football! He's the ² _____ football player in his class. Miki is taller ³ _____ Kenzo. He's the ⁴ _____ boy in school and he's in the basketball team. I think Miki is ⁵ _____ fittest. Kenzo is the ⁶ _____ generous person I know, and he's the ⁷ _____. He's got a lot of friends, and he loves parties.

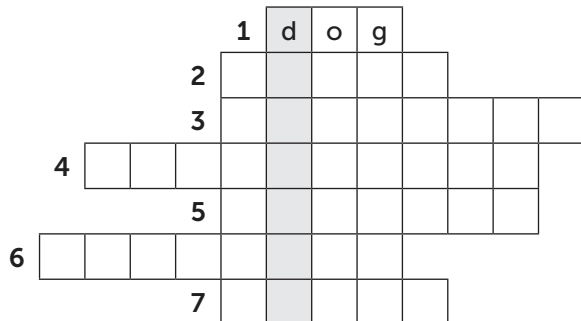
Grammar

- ★★6 Ułóż pytania z podanych wyrazów.

- 1 who / be / youngest
Who is the youngest _____ ?
- 2 who / be / most generous
_____ ?
- 3 who / be / shortest
_____ ?
- 4 who / have / got / longest hair
_____ ?
- 5 who / be / most talkative
_____ ?
- 6 who / be / oldest
_____ ?
- 7 who / have / got / messiest room
_____ ?

Vocabulary

★1 Odpowiedz na pytania i rozwiąż krzyżówkę. Jak brzmi hasło?



Mystery word: _____.

- 1 Which is friendlier: a cat or a dog?
- 2 Which is the longest: a cobra, a dog or a scorpion?
- 3 Which is the biggest: an elephant, a bear or a camel?
- 4 Which is more intelligent: a horse or a chimpanzee?
- 5 What is the fastest animal in the world?
- 6 Which is more dangerous: a mosquito or a fly?
- 7 Which is the slowest: a tortoise, an ant or a snail?

Grammar

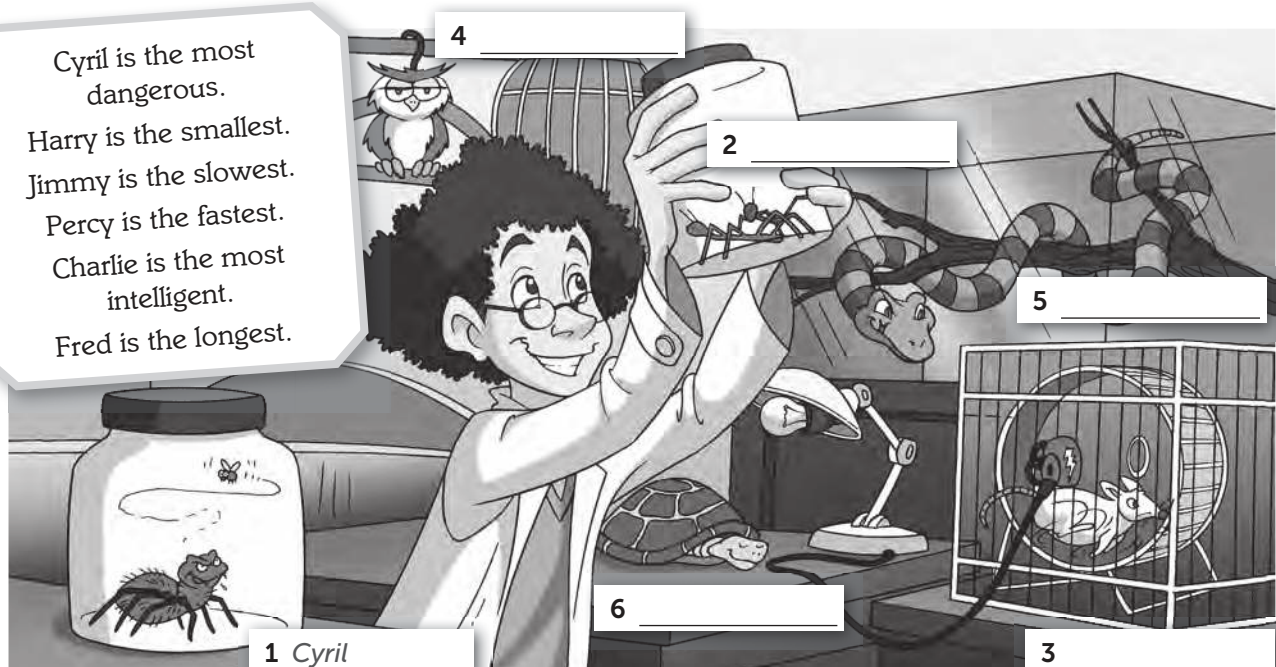
★★2 Uzupełnij tabelkę.

Adjective	Comparative	Superlative
fast	<i>faster</i>	the _____
strong	_____	_____
slow	_____	_____
long	_____	_____
friendly	_____	_____
dangerous	more dangerous	the most _____
intelligent	_____	_____

Reading and grammar

★★★3 Przeczytaj zdania i wpisz imiona zwierząt we właściwych miejscach na obrazku.

Cyril is the most dangerous.
 Harry is the smallest.
 Jimmy is the slowest.
 Percy is the fastest.
 Charlie is the most intelligent.
 Fred is the longest.



Grammar

★4 Zakreśl właściwe wyrazy.

- Louise is the **most generous** / more generous person I know.
- My sister is **good at sport** / better at sport than me.
- James is the **funnier** / funniest boy in the school.
- I think Keira Knightley is the **more beautiful** / most beautiful film star in the world.
- My grandmother is **older** / oldest than my grandfather.

Vocabulary

★5 Uzupełnij brakujące litery w podpisach rysunków.



1 p _ l _ i _ t _ e



2 h _ r _ d - w _ r _ k _ n _ g



3 _ n _ t _ l _ l _ g _ n _ t



4 f r _ _ n d _ y



5 k _ n _ d

Grammar and writing

★★6 Popatrz na tabelkę i poniższy rysunek. Napisz dwa zdania z każdym przymiotnikiem.

	Tom	Bob	Dan
1 kind	✓	✓✓	✓✓✓
2 intelligent	✓	✓✓✓	✓✓
3 hard-working	✓✓✓	✓	✓✓
4 old	✓✓	✓✓✓	✓



1 Bob is kinder than Tom.

Dan is the kindest.

2

3

4

Writing

★★7 Odpowiedz na pytania zgodnie z prawdą.

1 Who's the kindest person in your family?

My mother is the kindest person in my family.

2 Who's the most handsome pop star in your country? _____

3 What's the funniest TV programme? _____

4 Who's the nicest person you know? _____

5 Who's the most hard-working person you know? _____

Reading**ExamSpot**

- ★1 Przeczytaj teksty (1–3). Wybierz poprawną odpowiedź. Wpisz znak **X** w kratkę obok odpowiedzi A, B albo C.

1 **My town**

Hi Joe!

Here's a picture of our new house. It's bigger than our old house and it's got a beautiful garden. It's in a small village in the country. There aren't many shops or cafés and there isn't a library, but it's got a great sports centre. I usually play badminton there with my friends from school. Sometimes I take the bus to Edinburgh on Saturday afternoon and go to the cinema with my friends. I like Edinburgh, but I love living in the country. It's quiet and it's really beautiful.

All the best

Henry

What can Henry do in his village?

A ☐



B ☐



C ☐



2 **City or country? Where are you happiest?**

Katie says ...

I love living in the city. It's more exciting than the country. There are lots of things to do here. There are a lot of shops, cinemas and cafés. There are also a lot of buses, so it's easier to meet friends. We usually go to a café near the shopping centre. I don't like cycling in the city. There are lots of cars and it's very dangerous. Sometimes we take the train to the country and then we go for a walk there.

How does Katie travel around the city?

A ☐



B ☐



C ☐



3

Marie: Do you want to go to the café in the park after school?

Gemma: No, it's boring. The café in town is more interesting.

Marie: Yes, but it's more expensive! And the bus into town is really slow.

Gemma: OK, let's go to my house. It's closer to school than your house and the biscuits are free!

Marie: Good idea!

Where do the girls decide to go?

A ☐



B ☐



C ☐

**Writing**

- ★★2 Wymień po dwie zalety i dwie wady mieszkania w mieście oraz na wsi.

CITY**Good things**

There are more people.

Bad things

COUNTRY**Good things**

There are more trees.

Bad things

Name _____

Date _____



StudyTip

Pamiętaj, aby właściwie używać apostrofu ('s).

- a krótkie formy: he is – he's
- b posiadanie/własność:
Ben's hair is long.

Popraw te zdania – zastosuj poprawną interpunkcję.

1 Whats your name?

2 Hes older than me.

3 Jons chair is bigger than Petes chair.

Check you can do these things:

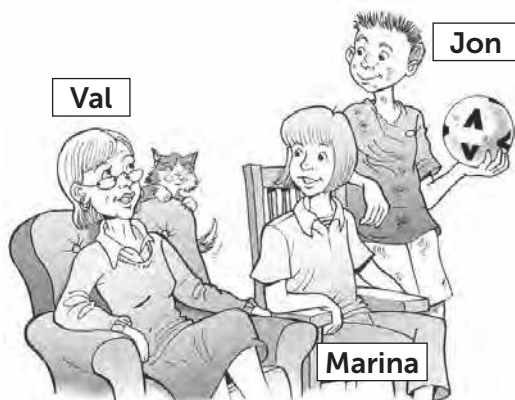
1 Znam słowa opisujące inne osoby. ☐

Wstaw brakujące litery w podanych przymiotnikach.

- 1 Mum loves talking to people. She's very talkative.
- 2 Jon always does his homework. He's hrd - wrkig.
- 3 Grandma gives me a lot of presents. She's very geeos.
- 4 Dad isn't short. He's tul.
- 5 My sister loves tennis and volleyball. She's goat spru.

2 Potrafię porównać ze sobą osoby. ☐

Uzupełnij zdania przymiotnikami z nawiasów w stopniu wyższym.



- 1 Marina is younger (young) than Val.
- 2 Val _____ (short) than Marina.
- 3 Val's chair is _____ (comfortable) than Marina's chair.
- 4 Val _____ (old) than Jon.

3 Potrafię właściwie używać zaimków w funkcji dopełnienia. ☐

Zakreśl właściwe wyrazy.



1

Look at me / them!



2

I know him / her.



3

I don't know him / her.



4

This is me / us.



5

Listen to them / us.

4 Umiem opisywać osoby, używając stopnia najwyższego przymiotnika. ☐

Uzupełnij zdania odpowiednim przymiotnikiem w stopniu najwyższym.

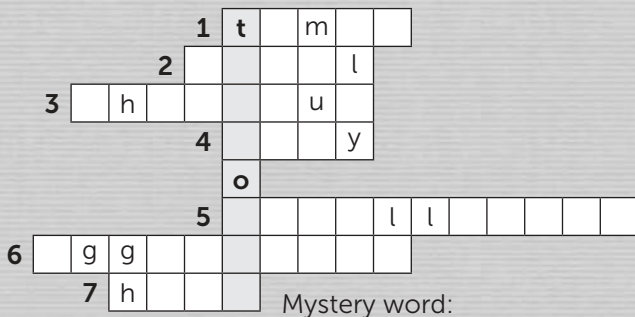
- 1 Mark's very funny. He's the funniest boy I know.
- 2 Mary loves talking. She's the _____ girl in the school.
- 3 Angelina Jolie is beautiful. She's the _____ actress in the world.
- 4 My grandmother is 80. She's the _____ person in our family.
- 5 I think Ronaldo's the _____ football player in the world.



VocabularySpot

1 Przeczytaj zdania i wpisz odpowiednie przymiotniki do krzyżówki. Następnie odgadnij hasło.

- 1 If you get scared very easily, you are _____.
- 2 A good friend is always _____.
- 3 Another word for 'happy'.
- 4 This word means 'very small'.
- 5 This word means 'very clever'.
- 6 _____ people get angry quickly.
- 7 The opposite of the answer to question 4.



2 Uzupełnij dialog wyrazami z ćwiczenia 1.

- A: My cat is scared of loud noises, cars and ¹ _____ children! She's very ² _____.
- B: Really! But she's ³ _____! She's the biggest cat in the village.
- A: I know, it's strange. She's also very ⁴ _____ – she understands everything I say.
- B: And what about your dog. Is he clever?
- A: No, he isn't. But he's a very ⁵ _____ animal. He's always happy.
- B: That's good. And dogs are ⁶ _____ . They are good friends.
- A: Yes. Have you got a pet?
- B: I've got a parrot. He isn't very friendly. He doesn't like people and he's quite ⁷ _____.
- B: Oh dear!



LanguageSpot

3 Połącz pytania z odpowiedziami.

- | | |
|--|------------------|
| 1 Who is the friendliest person in your family? | a Yes, they are. |
| 2 Which is faster, a bike or a car? | b No, he isn't. |
| 3 Is Bob more intelligent than Frank? | c My mother. |
| 4 Are spiders the scariest animals in the world? | d A car. |



ExamSpot

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

Who is better at sport, Jane or Hannah?

1

A Hannah.
B Yes, they are.
C They're not very good at sport.

2

No, I'm not. Rick is shorter than me.

A Who is shorter, you or Rick?
B Are you the shortest boy in your class?
C Are you taller than Rick?

What is the strongest animal in the world?

3

- A Lions are stronger than cats. B It isn't strong. C I think it's an elephant.



Grammar Summary

1 Uzupełnij zdania przymiotnikami z nawiasów w stopniu wyższym.

- Tracy is _____ (bad) at geography than Helen.
- An elephant is _____ (big) than a mouse.
- Your room is _____ (tidy) than my room.
- My dog is _____ (intelligent) than your cat.
- Our maths teacher is _____ (nice) than our science teacher.
- My grandmother is _____ (kind) than my aunt.

2 Napisz zdania. Wykorzystaj do tego informacje z tabelki.

	good at sport	friendly	generous	strong
Nick	✓	✓✓	✓✓✓	✓
Joseph	✓✓	✓	✓✓	✓✓✓
Alfie	✓✓✓	✓✓✓	✓	✓✓

- Joseph / good at sport / Nick
Joseph is better at sport than Nick.
- Alfie / good at sport *Alfie is the best at sport.*
- Nick / friendly / Joseph _____
- Alfie / friendly _____
- Joseph / generous / Alfie _____
- Nick / generous _____
- Alfie / strong / Nick _____
- Joseph / strong _____

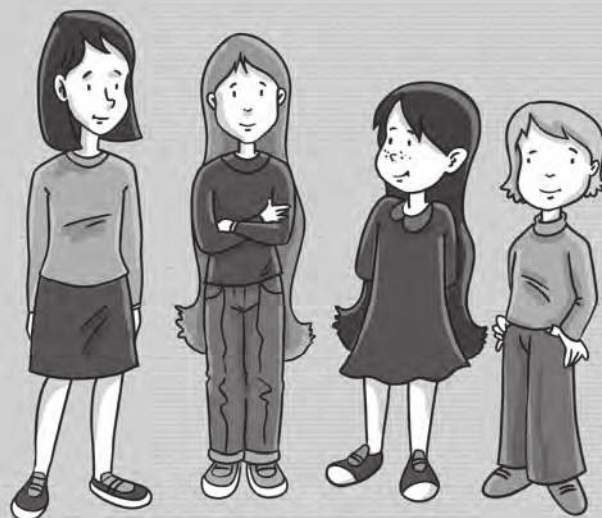
3 Przeczytaj zdania. Następnie przypisz imiona postaciom z rysunku.

Rose is shorter than Martha, but she isn't the shortest girl.

Martha has got longer hair than Emma and Tilly.

Tilly is the tallest girl.

Emma and Rose are younger than Martha and Tilly.



1

2

3

4

1 Tilly _____

3 _____

2 _____

4 _____



ExamSpot

4 W zdaniach (1–3) z podanych odpowiedzi wybierz właściwą, zgodną z treścią ilustracji. Wpisz znak X w kratkę obok odpowiedzi A, B albo C.



1 Kyle is

- A younger than Mel. ☐
- B older than Mel. ☐
- C the youngest person in the family. ☐

2 Annabel has got

- A the longest hair. ☐
- B shorter hair than Edna. ☐
- C the shortest hair. ☐

3 Gary is

- A older than Edna. ☐
- B taller than Edna. ☐
- C the best at sport. ☐

We have to wear a school uniform

Vocabulary

- ★1 Uzupełnij brakujące litery w nazwach ubrań.

1 s h i r t



2 t _ _



3 j _ _ k _ t



4 _ k _ _ t



4 s _ o _ s



Writing

- ★★2 Odpowiedz zgodnie z prawdą na pytania dotyczące twojej szkoły.

1 Do you have to wear a school uniform?

No, I don't.

2 Do you have to study ten subjects?

3 Do you have to stand up to greet your teacher?

4 Do you have to put your hand up to ask a question?

5 Do you have to clean your classroom?

Grammar

- ★3 Przeczytaj listę obowiązków i zakreśl właściwe wyrazy.



wear a uniform

✓

be at school at 9.00

✓

change your shoes in class

✗

tidy your classroom at the end of the day

✗

put your hand up to ask a question

✓

stand up to answer a question

✗

1 Zack and Zoë (**have to**) / **don't have to** wear a uniform.

2 They **have to** / **don't have to** be at school at 9.00.

3 They **have to** / **don't have to** change their shoes in class.

4 They **have to** / **don't have to** tidy their classroom at the end of the day.

5 They **have to** / **don't have to** put their hand up to ask a question.

6 They **have to** / **don't have to** stand up to answer a question.

Vocabulary

- ★4 Podpisz obrazki nazwami czynności z ramki.

get ready for school get up early do homework go to bed early do some chores



1



2



3



4



5

get up early

Grammar

- ★★★5 Popatrz na tabelkę. Ułóż pytania z *have to*, wykorzystując podane słowa. Napisz krótkie odpowiedzi.

Monday to Friday	Sue	Pete and Tom
get up early	✓	✓
get ready for school	✗	✓
do some chores	✓	✗
do homework	✗	✓
go to bed early	✓	✗

- Sue / get up early?
Does Sue have to get up early?
Yes, she does.
- Pete and Tom / get ready for school
_____?

- Pete and Tom / do some chores
_____?

- Pete and Tom / do homework
_____?

- Sue / do homework
_____?

- Pete and Tom / go to bed early
_____?

Grammar

- ★★★6 Ułóż zdania z podanych wyrazów.

- wear / Zack / uniform / has / a / to
Zack has to wear a uniform.
- any / have / chores / Maria / doesn't / to / do

- switch / off / Paddy / his / to / has / mobile phone

- have / to / we / cook / don't / dinner

- his / room / has / Ivan / to / tidy

Writing

- ★★★7 Napisz prawdziwe zdania o tym, co musisz, a czego nie musisz robić podczas weekendu. Użyj wyrażen z ramki.

wear a school uniform go shopping
get up early wash the car do some chores

- I don't have to wear a school uniform.
- _____
- _____
- _____
- _____

Vocabulary

★1 Podpisz rysunki czasownikami z ramki.

carry catch head hit hold kick roll throw

1 throw

2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



Reading

★2 Przeczytaj odpowiedzi i zgadnij, jakiego sportu dotyczą.



1

- a Do you have to kick the ball? *Yes, you do.*
 b Can you hit the ball with your hand? *No, you can't.*
 c Can you head the ball? *Yes, you can.*
 What's the sport? _____

2

- a Can you roll the ball? *No, you can't.*
 b Can the ball touch the ground? *Yes, it can.*
 c Do you have to hit the ball? *Yes, you do.*
 What's the sport? _____



3

- a Can you hold the ball? *Yes, you can.*
 b Do you have to throw the ball? *No, you don't.*
 c Do you have to roll the ball? *Yes, you do.*
 What's the sport? _____

4

- a Do you have to throw the ball? *Yes, you do.*
 b Can you carry the ball? *No, you can't.*
 c Can you catch the ball? *Yes, you can.*
 What's the sport? _____



Reading and writing

★★3 Dopasuj zasady gry do odpowiedniego sportu.

You can't hit the ball.

You can't kick the ball.

You have to wear white clothes.

You can head the ball.

You have to hit the ball with a racket.

You have to kick the ball.

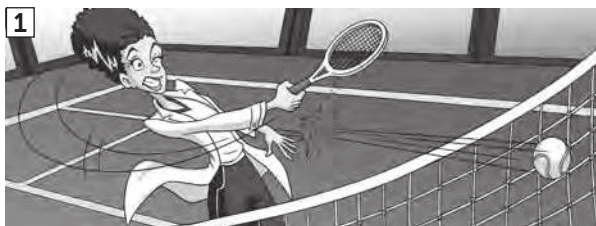
Football

You can't hit the ball.

Tennis

Vocabulary

- ★4 Popatrz na obrazki. Uzupełnij zdania czasownikami z ćwiczenia 1.



You can hit the ball in tennis.



You can't _____ the ball in basketball.



You can _____ the ball in basketball.



You have to _____ the ball in bowling.



You can _____ the ball in football.



You can _____ the ball in basketball.

Grammar and writing

- ★★5 Napisz kilka zasad obowiązujących w koszykówce.

BASKETBALL RULES

- 1 You have to throw the ball.
- 2 You can't _____
- 3 You can _____
- 4 You can't _____
- 5 _____

Grammar

- ★★6 Uzupełnij teksty, wpisując *can*, *can't*, *has to* lub *have to*.



Yana loves swimming. She often goes swimming on Saturdays with her friends. There are some rules at the pool. You ¹ can't eat or drink by the pool. You ² _____ swim in the water but

you ³ _____ run by the pool. You ⁴ _____ take your mobile phone into the pool. You ⁵ _____ leave it in your bag.



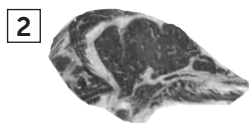
Alex lives near the park. He ⁶ _____ walk through the park because he can't ride his bike there. He likes the park because he ⁷ _____ play

football and tennis with his friends. He doesn't ⁸ _____ pay money to play football, but he ⁹ _____ pay to play tennis.

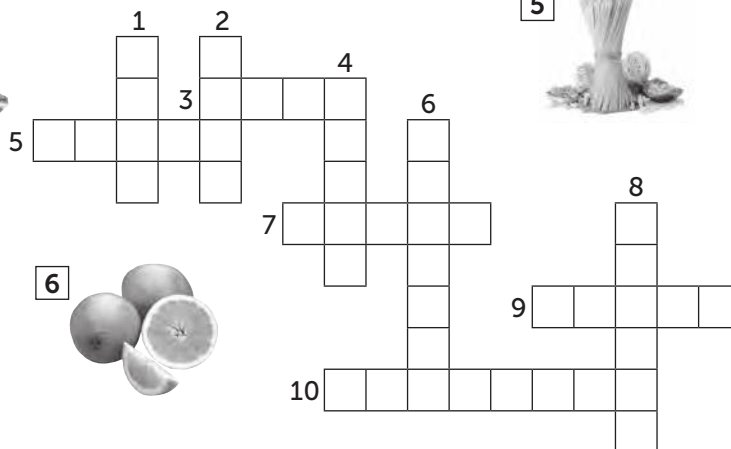
Vocabulary

★1 Popatrz na obrazki i rozwiąż krzyżówkę.

Down



Across



Vocabulary

★2 Co Gloria ma w koszyku? Popatrz na obrazek i uzupełnij brakujące litery w nazwach produktów spożywczych.



1 p _ _ a _ _ r _ _ s

2 m _ _ _ k

3 p _ t _ t _ _ s

4 c h _ _ k e _

5 g r _ _ e s

6 t o _ a _ _ e s

7 a _ p _ _ j u _ _ e

Grammar

★3 Zakreśl właściwe wyrazy.

FOOD SURVEY

In a typical day ...

- 1 How **much** / **many** biscuits do you eat?
- 2 How **much** / **many** bread do you eat?
- 3 How **much** / **many** salad do you eat?
- 4 How **much** / **many** eggs do you eat?
- 5 How **much** / **many** milk do you drink?
- 6 How **much** / **many** tomatoes do you eat?

Reading

★★4 Popatrz na obrazki i zaznacz (✓), co Zack zazwyczaj jada.



- 1 a I eat a lot of biscuits. ☒
b I don't eat many biscuits. ☐



- 3 a I eat a lot of salad. ☐
b I don't eat much salad. ☐



- 5 a I drink a lot of milk. ☐
b I don't drink much milk. ☐



- 2 a I eat a lot of bread. ☐
b I don't eat much bread. ☐



- 4 a I eat a lot of eggs. ☐
b I don't eat many eggs. ☐



- 6 a I eat a lot of tomatoes. ☐
b I don't eat many tomatoes. ☐

Grammar and writing

★★5 Co zazwyczaj jada rodzina Paddy'ego? Popatrz na obrazek i uzupełnij zdania.

- 1 They eat a lot of potatoes.
- 2 They don't eat much pasta.
- 3 _____ chicken.
- 4 _____ cheese.
- 5 _____ salad.
- 6 _____ oranges.
- 7 _____ water.
- 8 _____ apples.



Grammar

★6 Czy podane wyrazy są rzeczownikami policzalnymi (C – countable), czy niepoliczalnymi (U – uncountable)?

- | | |
|------------|----------|
| 1 grape | <u>C</u> |
| 2 salt | <u>U</u> |
| 3 biscuit | _____ |
| 4 fish | _____ |
| 5 egg | _____ |
| 6 bread | _____ |
| 7 tomato | _____ |
| 8 pasta | _____ |
| 9 meat | _____ |
| 10 sweet | _____ |
| 11 chicken | _____ |
| 12 orange | _____ |
| 13 salad | _____ |
| 14 potato | _____ |

Writing

★★7 Odpowiedz na pytania zgodnie z prawdą. Użyj wyrazów z ramki.

many a lot of much any

- 1 How much spinach do you eat?
I eat a lot of spinach.
- 2 How many oranges do you eat?

- 3 How much apple juice do you drink?

- 4 How much fish do you eat?

- 5 How many pears do you eat?

- 6 How much water do you drink?

**ExamSpot**

- 1 Przeczytaj poniższe teksty (1–3) i zdecyduj, o czym jest każdy z nich. Wpisz odpowiednią literę w każdą kratkę. Uwaga! Jeden temat nie pasuje do żadnego tekstu.

A a sports centre B a café C a library D a park

- 1 This is my favourite place in our town! I read books and magazines here, but you can also use the computers. You have to be quiet and you can't take food or drink into this place. I usually come here every Saturday morning.

This text is about ☐.

- 2 When the weather is good, my friend and I often sit here and read books or watch the other people. Sometimes we play football with our friends. You don't have to pay any money to come here and you can make lots of noise.

This text is about ☐.

- 3 I usually meet my friends here after our football practice. The food is really delicious – I love their chocolate cake. We don't have to be very quiet here but we can't make lots of noise because we don't want to annoy other people.

This text is about ☐.

Reading

- ★2 Przeczytaj tekst. Czy podane zdania są prawdziwe (T – true), czy fałszywe (F – false)?



Hi, I'm Stoyan. I have to get up early every day because I get the bus to school. My journey takes 35 minutes. I usually have a lot of homework after school, so I can't see my friends in the week. I have to do my homework. I love the

weekends because I can go to bed late and stay in bed late on Saturday morning! And I can watch a lot of TV!

- 1 Stoyan has to get up early in the week. ☐ T / F
 2 He can see his friends in the week. T / F
 3 He doesn't have to do his homework in the week. T / F
 4 He can hang out with his friends on Saturdays. T / F
 5 He has to go to bed early on school nights. T / F
 6 He has to go to bed early on Saturdays. T / F
 7 He can stay in bed late on Saturday mornings. T / F

Writing

- ★★★3 Napisz tekst o Annie, używając *can*, *can't*, *has to* i *doesn't have to*. Użyj poniższych informacji oraz wykorzystaj tekst z ćwiczenia 2. jako wzór.

get up early every day ✓
 do her homework every night ✓
 do chores in the week ✗
 go to bed early on school nights ✓
 hang out with friends in the week ✗
 do chores at the weekend ✓
 get up early on Saturdays ✗
 see friends on Saturdays ✓

Anna has to get up early every day. She ...

Name _____

Date _____

**StudyTip****Writing**

Prowadź dziennik w języku angielskim.
Każdego dnia zapisuj po cztery zdania
w swoim pamiętniku.

Today is Saturday. I can get up late.

I don't have to do my homework.

I can hang out with my friends!

Check you can do these things:

- 1 Umiem powiedzieć o rzeczach, które muszę i których nie muszę robić. ☐

Uzupełnij zdania, wstawiając *have to* lub *don't have to*.

- I have to get up early on school days.
- I _____ do chores at home.
- I _____ do homework every night.
- I _____ get ready for school in the morning.
- I _____ go to bed early on Saturdays.

- 2 Potrafię zadawać pytania o to, co mogę, a co muszę robić. ☐

Uzupełnij pytania, wstawiając *Can you* lub *Do you have to*.

- Can you take your mobile phone to school?
- _____ do extra homework at the weekend?
- _____ sit with your friends in class?
- _____ wear a school uniform?
- _____ hang out with your friends at the weekend?

- 3 Umiem rozmawiać o różnych dyscyplinach sportowych. ☐

Uzupełnij opisy dyscyplin wyrazami z ramki.

hold hit carry head roll catch kick ~~throw~~



In basketball you have to ¹ throw the ball.

You can't ² c _____ the ball. You can

³ c _____ the ball.



In football you have to ⁴ k _____ the ball.

You can't ⁵ h _____ the ball. You can

⁶ h _____ the ball.



In tennis you have to ⁷ h _____ the ball with

a racket. You can't ⁸ r _____ the ball.

- 4 Potrafię zadawać pytania i udzielać odpowiedzi na temat jedzenia. ☐

Dopasuj do siebie fragmenty zdań.

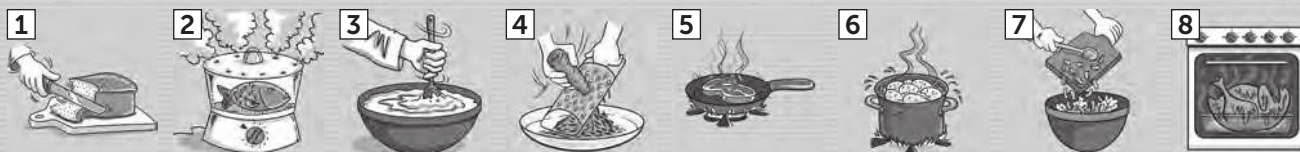
- | | |
|---------------------|-------------------------|
| 1 How much | a a lot of apples. |
| 2 I don't eat | b tomatoes do you eat? |
| 3 How many | c much milk. |
| 4 We eat | d many eggs. |
| 5 She doesn't drink | e water does she drink? |



VocabularySpot

1 Podpisz obrazki czasownikami z ramki.

roast steam fry add mix cut grate boil



2 Zakreśl właściwe wyrazy.

- 1 My favourite food is **fried** / **grated** chicken with **mixed** / **steamed** carrots.
- 2 I like fruit smoothies. I **fry** / **mix** apple juice with strawberries in a blender. Sometimes I **cut** / **roast** a banana into pieces and **add** / **boil** it to my smoothie.
- 3 My dad always **boils** / **cuts** potatoes, but I **mix** / **roast** them.
- 4 I usually **grate** / **steam** some cheese on top of my pasta. It's delicious.



LanguageSpot

3 Uzupełnij dialogi wyrażeniami z ramki.

How many I can't have to How much Do you have to don't drink Can you a lot of

Dialogue 1

- A: ¹ _____ milk do you drink?
 B: I ² _____ much milk. I hate milk! But I drink a lot of water.
 A: ³ _____ eggs do you eat every week?
 B: I eat ⁴ _____ eggs. I love eggs.

Dialogue 2

- A: ⁵ _____ get to your school early?
 B: Yes, I do. I ⁶ _____ be at school at 8.30.
 A: ⁷ _____ use a mobile phone at your school?
 B: No, ⁸ _____ I have to switch off my phone when I'm in the classroom.



ExamSpot

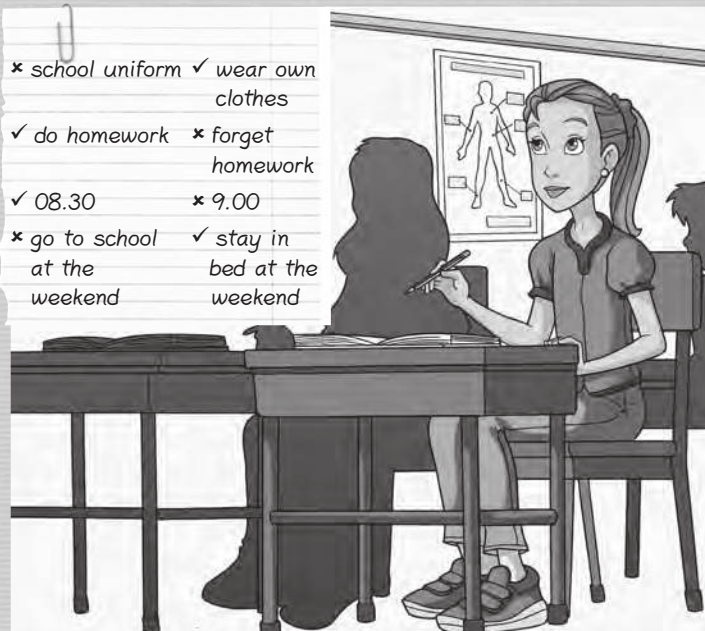
4 Do każdej z opisanych sytuacji (1–4) dobierz właściwą reakcję. Wpisz znak X w kratkę obok odpowiedzi A, B albo C.

- | | |
|--|--|
| <p>1 Wyjaśnij koleżdze zasady panujące w twojej szkole.</p> <p>A We don't have to wear a uniform but we have to put up our hands to ask a question. ☐</p> <p>B I like history and English but I don't like maths. ☐</p> <p>C My teacher can speak English but she can't speak German. ☐</p> <p>2 Wyjaśniasz koleżdze zasady gry w piłkę nożną. Co powiesz?</p> <p>A You can't kick the ball. You have to carry the ball or roll it. ☐</p> <p>B You have to kick the ball or head the ball. The goalkeeper can catch the ball. ☐</p> <p>C You can't head the ball or catch it. You have to kick the ball. ☐</p> | <p>3 Opowiedz mamie, jakie prace domowe wykonuje twój kolega.</p> <p>A He usually goes shopping or plays tennis at the sports centre. ☐</p> <p>B He hasn't got a big house, but it's near the school. ☐</p> <p>C He has to tidy his room and do the washing-up. ☐</p> <p>4 Opowiedz koleżance, co przeważnie jadasz.</p> <p>A I don't eat much salad, but I eat a lot of vegetables. ☐</p> <p>B I love salad, but I don't like vegetables. ☐</p> <p>C We haven't got any salad but we've got lots of vegetables. ☐</p> |
|--|--|



Grammar Summary

1 Popatrz na listę Jane. Następnie uzupełnij zdania, wstawiając *has to/doesn't have to, can/can't*.



- 1 Jane doesn't have to wear a school uniform.
- 2 She can wear her own clothes.
- 3 She _____ do homework.
- 4 She _____ forget her homework.
- 5 She _____ start school at half past eight.
- 6 She _____ start school at nine o'clock.
- 7 She _____ go to school at the weekend.
- 8 She _____ stay in bed at the weekend.

2 Przepisz zdania z ćwiczenia 1. Podaj w nich prawdziwe informacje na swój temat.

- 1 I have to wear a school uniform.
- 2 I _____ my own clothes.
- 3 I _____ do homework.
- 4 I _____ forget my homework.
- 5 I _____ start school at half past eight.
- 6 I _____ start school at nine o'clock.
- 7 I _____ go to school at the weekend.
- 8 I _____ stay in bed at the weekend.

3 Zakreśl właściwe wyrazy.

- 1 How **much** / **many** pencils are in your pencil case?
- 2 How **much** / **many** oranges are on the plate?
- 3 How **much** / **many** bread is in the cupboard?
- 4 How **much** / **many** children are in your class?
- 5 How **much** / **many** money is in your pocket?
- 6 How **much** / **many** rice is in the bowl?



ExamSpot

4 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 don't have to B can C much D can't E many F has to G have to H how

I ¹ _____ get up early on weekdays because I go to swimming club at half past six before school. My swimming club is very small – there aren't ² _____ people, but it's fun and I really enjoy it. There are some important rules at swimming club. We ³ _____ eat or drink near the pool and we have to wear a swimming hat and goggles. I don't have to go to swimming club at the weekend – I ⁴ _____ stay in bed all morning. It's great!

17

Famous people

Vocabulary

- ★1 Uzupełnij brakujące litery w nazwach.



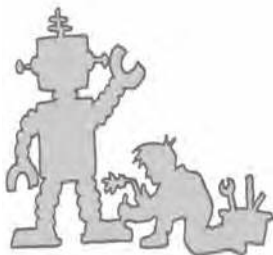
1 a r t i s t



2 s c _ _ _ t _ _ t



3 m _ s _ _ i a _ s



4 i _ v _ _ t _ r



5 w r _ _ e _

Vocabulary and grammar

- ★2 Dopasuj daty do ich słownych odpowiedników.

We write

- 1 1917
- 2 1506
- 3 2007
- 4 1473
- 5 1952
- 6 1870

We say

- a Two thousand and seven
- b Eighteen seventy
- c Nineteen fifty-two
- d Nineteen seventeen
- e Fourteen seventy-three
- f Fifteen oh six

Grammar

- ★3 Zakreśl właściwe wyrazy.

- 1 Who was / were Leonardo da Vinci?
- 2 Who was / were Mary Shelley?
- 3 Who was / were Marie and Pierre Curie?
- 4 Who was / were Pablo Picasso?
- 5 Who was / were Thomas Alva Edison and Alexander Graham Bell?

Grammar

- ★4 Dopasuj odpowiedzi do pytań z ćwiczenia 3.

- a She was a writer. She was English. She wrote 'Frankenstein'. 2
- b They were inventors. They invented the electrical lightbulb and the telephone. 5
- c He was an artist. He was Spanish. He was born in 1881. 3
- d They were scientists. She was born in Poland and he was born in France. 4
- e He was an artist and inventor. He was Italian. He was born in 1452. 1

Grammar

- ★★5 Dopasuj pytania do odpowiedzi.

- 1 Was Mary Shelley American? a No, he wasn't.
- 2 Were Edison and Bell inventors? b Yes, he was.
- 3 Was William Shakespeare an artist? c No, she wasn't.
- 4 Were Marie and Pierre Curie musicians? d Yes, they were.
- 5 Was Pablo Picasso Spanish? e No, they weren't.

Vocabulary

★★6 Popatrz na zdjęcia i uzupełnij zdania.



1 Elizabeth I was an English
_____.

2 Elvis Presley was an American
_____.



3 Kamila Skolimowska
was a Polish
_____.

4 Galileo was an Italian
_____.



Grammar

★★7 Ułóż pytania z podanych wyrazów.

- 1 Copernicus / singer / a / was
Was Copernicus a singer _____?
- 2 American / Beatles / were / the
_____?
- 3 inventor / was / Luciano Pavarotti / an
_____?
- 4 Marie and Pierre Curie / inventors / were
_____?
- 5 was / writer / Stanisław Moniuszko / a
_____?

Writing

★★8 Napisz prawdziwe odpowiedzi na pytania z ćwiczenia 7. Użyj wyrazów z ramki.

English astronomer scientists singer
musician

- 1 No, he wasn't. He was an astronomer.
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Reading and writing

★★9 Dopasuj zdania do właściwej osoby. Jedno zdanie nie pasuje do żadnej postaci. Które?

He was born in 1935.
He was Italian.
He was Spanish.
He was Polish.
He was famous for his music for the piano.
He was a famous singer.
He was born in 1810.
He was a composer.



Frédéric Chopin

He was a composer.



Luciano Pavarotti

Vocabulary

★1 Znajdź sześć wyrazów w wężu wyrazowym i uzupełnij poniższe wyrażenia.

m o u n t a i n s w o r k f o o t b a l l t v s p a c e c o m p u t e r s

- 1 ski in the mountains
- 2 play _____
- 3 watch _____
- 4 use _____
- 5 travel in _____
- 6 cycle to _____

Vocabulary

★★2 Podpisz obrazki wyrażeniami z ćwiczenia 1.



- 1 use computers



- 2 _____



- 3 _____



- 4 _____



- 5 _____

Reading and grammar

★★3 Przeczytaj o tym, co Paddy robił w zeszłym tygodniu. Odpowiedz na pytania.



Monday	walk to school
Tuesday	play football
Wednesday	go to bed early
Thursday	do homework on computer
Friday	watch TV
Saturday	no school today!

- 1 Did Paddy cycle to school on Monday?
No, he didn't.
- 2 Did he play football on Tuesday?

- 3 Did he watch TV on Wednesday?

- 4 Did he watch TV on Friday?

Grammar

★★4 Napisz formy czasu przeszłego podanych czasowników.

- 1 play played
- 2 phone _____
- 3 watch _____
- 4 listen _____
- 5 use _____
- 6 ski _____
- 7 travel _____
- 8 cycle _____

Grammar

- ★★5 Popatrz na tabelkę. Uzupełnij zdania o Zacku i Zoë.

Last weekend	Zack	Zoë
phone a friend	x	✓
listen to music	✓	x
watch TV	✓	✓
play computer games	x	✓
cycle to the cinema	x	x



1

Zack didn't phone a friend.

Zoë phoned a friend.



2

Zack _____.

Zoë _____.



3

Zack and Zoë _____.



4

Zack _____.

Zoë _____.



5

Zack and Zoë _____.

Grammar

- ★★6 Ułóż wyrazy we właściwej kolejności, tak aby powstały pytania Paddy'ego.



Paddy Dad, can I ask you some questions about when you were a child in the 1970s?

Ray OK.

1 **Paddy** an / did / you / MP3 player / have
Did you have an MP3 player ?

Ray No, I didn't. But we had a TV.
2 **Paddy** computers / did / use / you

_____ ?

Ray No, I didn't.

3 **Paddy** cycle / did / school / to / you

_____ ?

Ray No, I didn't. I walked to school every day.

4 **Paddy** friends / you / have / did / of / a / lot

_____ ?

Ray Yes, I did. I had a lot of friends.

5 **Paddy** uniform / a / you / did / wear

_____ ?

Ray No, I didn't.

Reading and writing

- ★★7 Napisz prawdziwe zdania o tym, co zrobisz/ zrobisz, a czego nie w zeszłym weekend. Użyj czasowników z ramki.

travel watch play listen use phone

1 I didn't travel by bus.

2 _____ a computer.

3 _____ volleyball.

4 _____ my friends.

5 _____ a film on TV.

6 _____ to music.

Vocabulary

★1 Zakreśl dwa wyrazy, które pasują do podanego czasownika.

- 1 read an ice cream / a newspaper / a magazine
- 2 go to a restaurant / school / Underground
- 3 take a bus / a hotel / a taxi
- 4 have a shower / lunch / friendly
- 5 buy a new shirt / shoes / the park
- 6 see a play / evening / a film
- 7 get back / home / sunny
- 8 leave at six o'clock / at 5.30 / morning
- 9 sit down / on a bench / table

★★2 Uzupełnij tabelkę.

Present	Past simple
go	went
buy	
	read
take	
	had
leave	
sit	
get	
	saw

Reading and grammar

★★3 Uzupełnij tekst odpowiednią formą w czasie *Past simple* czasowników z ramki.

buy get take go have leave be read see sit



Yesterday, Zack and Zoë ¹ were in Oxford. They ² _____ a fantastic day! In the morning they ³ _____ a bus from their home to the city centre. It was sunny, so they ⁴ _____ on the grass in a park, and they ⁵ _____ magazines. They ⁶ _____ the park at quarter past twelve and ⁷ _____ to an Italian restaurant for lunch. In the afternoon they ⁸ _____ some T-shirts. Then they ⁹ _____ a film at the cinema. They ¹⁰ _____ home at half past eight.

Writing

- ★★ 4 Zapytaj Zacka i Zoë o ich dzień w Oxfordzie. Użyj podanych wyrazów.

- 1 take / a taxi / to city centre
Did you take a taxi to the city centre ?
- 2 sit / on a bench _____ ?
- 3 read / a newspaper / in the park
_____ ?
- 4 have lunch / in an Italian restaurant
_____ ?
- 5 buy / some sweets _____ ?
- 6 get home / at quarter to nine
_____ ?

Grammar and writing

- ★★ 5 Napisz odpowiedzi Zacka i Zoë na pytania z ćwiczenia 4.

- 1 No, we didn't. We took a bus.

- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Writing

- ★★ 6 Popatrz na obrazki. Uzupełnij zdania o tym, co Holly robiła, a czego nie robiła w zeszły weekend.



Last weekend Holly was very busy. After school on Friday she ¹ saw her friends.
They ² _____
and ³ _____.
They ⁴ _____.
On Saturday morning Holly ⁵ _____
_____ and they
⁶ _____ to town.
They ⁷ _____. Then
they ⁸ _____.
They ⁹ _____.

Writing

- ★★ 7 Uzupełnij tabelkę, zaznaczając co robiłaś/robiłeś (✓) a czego nie robiłaś/robiłeś (✗) w zeszły weekend.

Last weekend	Me
see friends	
sit in the park	
read a magazine	
read a newspaper	
phone a friend	
take a bus	
take a taxi	
go swimming	
play computer games	

Last weekend I was very busy. I saw my
friends, but we didn't ...

Reading

★★1 Przeczytaj tekst i odpowiedz na podane pytania.

- 1 Which city did Dana visit? _____
- 2 How many places did she visit there? _____

My school trip

My name's Dana and I'm from the Czech Republic. Last month we went to London on a school trip. We went by coach. It took 19 hours to get to London. It was a very long journey but it was fun. On the way we played games and listened to music. The first thing we did was visit the Tower of London. It was great. We saw the Crown Jewels and the Beefeaters. In the afternoon we went on the London Eye. It was very high. The view from the top was amazing. We saw Big Ben and boats on the River Thames. The thing I liked most was the Natural History Museum. We saw a lot of interesting things and an enormous dinosaur. It was brilliant!

**ExamSpot**

2 Przeczytaj tekst ponownie. Zdecyduj, czy podane zdania (1–5) są prawdziwe (Tak), czy fałszywe (Nie).

- | | Tak | Nie |
|---|--------------------------|--------------------------|
| 1 Dana didn't enjoy the trip to London. | ☐ | ☐ |
| 2 They saw the Crown Jewels in the morning. | ☐ | ☐ |
| 3 Dana loved the view from the top of the London Eye. | ☐ | ☐ |
| 4 Her favourite place was the Tower of London. | ☐ | ☐ |
| 5 Dana went on a boat on the River Thames. | ☐ | ☐ |

Writing

★★3 Napisz o szkolnej wycieczce do Oxfordu. Użyj poniższych informacji oraz wykorzystaj tekst z ćwiczenia 1. jako wzór.

go / by coach
 sit / next to / my best friend
 journey / take / eight hours
 on the way / read magazines, sing songs
 visit / the Ashmolean Museum
 have / a picnic in a park
 go / on a boat trip / up the river
 (I liked this best!)
 climb / Saint Mary's Tower
 (It has 127 steps!)

My school trip

My name's _____ and I'm from _____.
 Last month we _____ on a school trip.

Name _____

Date _____

**StudyTip****Pronunciation**

Zaczynj robić notatki dotyczące wymowy poznanych słów.

Podkreślaj w wyrazach akcentowane sylaby – pomoże ci to łatwiej i szybciej zapamiętać wymowę nowych wyrazów.

astronomerartistcomputerfootball

Przeczytaj na głos podane wyrazy. Razem z kolegą/koleżanką przećwicz wymowę tych wyrazów.

Check you can do these things:**1 Umiem zadawać pytania i udzielać odpowiedzi na temat znanych osób z przeszłości.** ☐

Dopasuj pytania do odpowiedzi.

- | | |
|--|-------------------------|
| 1 Who was Nicolaus Copernicus? | a They were inventors. |
| 2 Who was Cleopatra? | b She was a writer. |
| 3 Who were the Beatles? | c He was an artist. |
| 4 Who was Picasso? | d She was a queen. |
| 5 Who were Thomas Alva Edison and Alexander Graham Bell? | e He was an astronomer. |
| 6 Who was Mary Shelley? | f They were musicians. |

2 Potrafię zadawać pytania i udzielać odpowiedzi na temat tego, co ktoś robił w przeszłości. ☐

Uzupełnij pytania i odpowiedzi.

- 1 Did people play football in 1900? Yes, they did.



- 2 Did people _____ to work in 1900? Yes, they ____.



- 3 Did people _____ TV in 1900? No, they ____.



- 4 Did people _____ in space? No, they ____.



- 5 Did people _____ in the mountains? Yes, they ____.

**3 Umiem powiedzieć, co robiłem/robiłam w przeszłości.** ☐

Uzupełnij tekst odpowiednią formą *Past simple* czasowników z ramki.

watch be buy get (x2) have (x2)
see take leave go (x2)

Last Saturday, I ¹ got up early and I ² _____ breakfast.

Then I ³ _____ the bus into town with my friends. We ⁴ _____ shopping.

I ⁵ _____ a new T-shirt. Then we ⁶ _____ a pizza for lunch. In the afternoon we ⁷ _____ a film at the cinema. The film ⁸ _____ very funny.

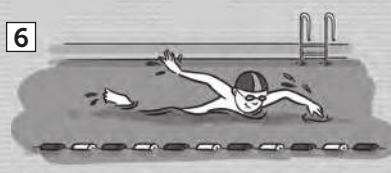
We ⁹ _____ town at six o'clock, and I ¹⁰ _____ home at half past six. Then I ¹¹ _____ TV and I ¹² _____ to bed.



VocabularySpot

1 Podpisz obrazki wyrażeniami z ramki.

compete in a show do cool down exercises stretch your muscles win a medal
do warm-up exercises perform in a play train at the pool



2 Zakreśl właściwe wyrazy.

- My friend Zara **performed** / **trained** at a concert last year. She sang a song and danced.
- I **stretched** / **competed** in a talent show last week and I **won** / **performed** first prize!
- Before the race begins, I usually do some **warm-up** / **cool down** exercises.
- After a long run, it's a good idea to do some **warm-up** / **cool down** exercises and to **stretch** / **perform** your muscles.
- I love football and I **win** / **train** with my team twice a week.



LanguageSpot

3 Dopasuj pytania do odpowiedzi.

- | | |
|-------------------------------------|-----------------------------------|
| 1 Who was Charles Babbage? | a No, they weren't. |
| 2 What did he invent? | b He invented the first computer. |
| 3 Were the Brontë sisters American? | c Yes, he was. |
| 4 Did they write books? | d He was an inventor. |
| 5 Where was Salvador Dali born? | e Yes, they did. |
| 6 Was he an artist? | f In Spain. |



ExamSpot

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

- Opowiedz koledze/koleżance, co robieś/robiłaś w wakacje. ☐
- Wyjaśnij koledze/koleżance, jak ludzie komunikowali się w XIX wieku. ☐
- Wytłumacz koledze/koleżance, kim był Charles Dickens. ☐
- Powiedz, że w weekend nie grześ/grątaś w tenisa, tylko byłeś/byłaś w kinie. ☐

- A I didn't play tennis at the weekend. I went to the cinema.
B He was an English writer.
C He went to a Chinese restaurant for lunch.
D I went skiing in the mountains with my friends.
E They usually wrote letters.



Grammar Summary

1 Przepisz zdania w czasie przeszłym.

- 1 I am a teacher. *I was a teacher.* _____
- 2 She is very funny. _____
- 3 They are from Spain. _____
- 4 A: Is your dog friendly? B: Yes, he is.
A: _____ B: _____
- 5 We aren't at the cinema. _____
- 6 The homework isn't difficult. _____
- 7 A: Am I in room 15? B: No, you aren't.
A: _____ B: _____
- 8 You are a student. _____

2 Napisz formę przeszłą podanych czasowników.

- | | |
|---------------|---------------|
| 1 see _____ | 5 read _____ |
| 2 sit _____ | 6 have _____ |
| 3 climb _____ | 7 leave _____ |
| 4 watch _____ | 8 talk _____ |

3 Uzupełnij dialogi formą przeszłą czasowników podanych w nawiasach.

Dialogue 1

- A: ¹*Did you visit* _____ (you/visit) the Empire State building in New York?
- B: Yes, we ² _____.
- A: ³ _____ (you/buy) a present for me?
- B: Yes, I ⁴ _____. I ⁵ _____ (buy) you this T-shirt.
- A: Thank you!

Dialogue 2

- A: ⁶ _____ (your sister/walk) to school this morning?
- B: No, she ⁷ _____. She ⁸ _____ (take) the bus.

Dialogue 3

- A: We ⁹ _____ (not/go) to school today.
- B: Why?
- A: We ¹⁰ _____ (go) on a school trip to Birmingham.

4 John codziennie wykonuje te same czynności. Przeczytaj tekst i napisz, co zrobił wczoraj.



He gets up at half past seven and he has a shower. Then he has breakfast. He leaves home at twenty past eight and walks to school. He arrives at school at a quarter to nine. He meets his friends after school. They play football. Then he goes home and watches TV. Then he does his homework. Then he reads a book and listens to music. Then he goes to bed.

He got up at half past seven and had a shower. Then he ...



ExamSpot

5 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk (1–5). Zakreśl odpowiedź A, B albo C.

Yesterday I went to the park with my friends. We played football and then we sat ¹ _____ the grass and had lunch. I had a cheese sandwich and a banana. After lunch I ² _____ the bus into the town centre. I ³ _____ a new bag and then I walked to the library. I ⁴ _____ read any books in the library – I read a sports magazine. At a ⁵ _____ past four I left the library and went home.

- | | | |
|-------------|----------|-----------|
| 1 A in | B at | C on |
| 2 A took | B take | C takes |
| 3 A buy | B bought | C buying |
| 4 A not | B no | C didn't |
| 5 A quarter | C half | D fifteen |

Vocabulary

- ★1 Wpisz brakujące litery w nazwach czynności. Następnie rozwiąż krzyżówkę.



1 a _ _ r _ r _ v _ e



2 s w _ _ c _ o _ _



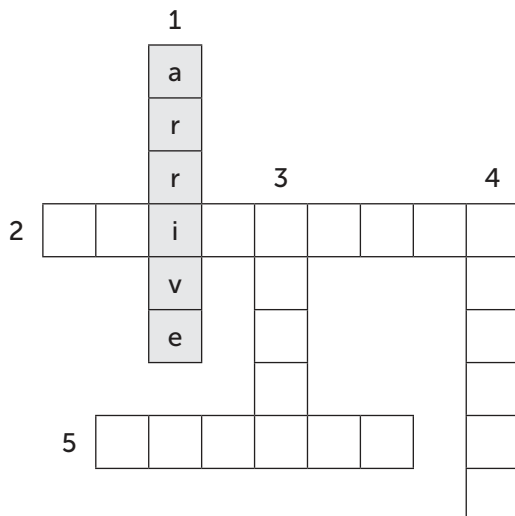
3 c _ _ s _



4 f _ _ g _ t



5 w _ _ e u _



Grammar

- ★2 Zoë miała wczoraj pechowy dzień. Popatrz na obrazki. Uzupełnij zdania formami czasu *Past simple* czasowników z ćwiczenia 1.



She woke up late.



She didn't switch the lights.



She didn't close the door.



She was late for school.



She forgot her school bag.

Grammar

- ★★3 Ułóż pytania z podanych wyrazów.

- up / did / wake / late / Zoë
Did Zoë wake up late?
- off / she / switch / lights / did / the
Did she switch the lights off?
- she / close / the / did / door
Did she close the door?
- school / arrive / she / was / late / for
Was she late for school?
- forget / did / school bag / she / her
Did she forget her school bag?

Grammar

- ★4 Znajdź w diagramie formy czasu przeszłego podanych czasowników.

- 1 buy bought
- 2 clean _____
- 3 close _____
- 4 drink _____
- 5 eat _____
- 6 feed _____
- 7 go _____
- 8 have _____
- 9 make _____
- 10 open _____

k	b	o	u	g	h	t	i
m	a	d	e	s	e	d	w
n	t	o	t	a	s	e	c
e	d	t	r	p	w	h	l
o	u	c	a	i	d	m	e
p	t	l	w	e	n	t	a
e	s	o	d	r	p	o	n
n	d	s	e	a	r	h	e
e	p	e	n	d	j	a	d
d	f	d	a	d	k	d	a
a	e	s	a	t	e	w	c
f	d	r	a	n	k	k	a

Grammar

- ★5 Podziel czasowniki z ćwiczenia 4. na dwie grupy: regularne (*regular*) i nieregularne (*irregular*). Uzupełnij tabelkę.

regular	irregular
<u>clean</u>	<u>buy</u>

Grammar

- ★★6 Popatrz na tabelkę. Uzupełnij zdania o tym, co Zack i Zoë wczoraj zrobili, a czego nie zrobili.

	Zack	Zoë
wake up early	x	✓
make / bed	x	✓
clean / teeth	✓	✓
drink / orange juice	✓	x
eat / breakfast	x	✓
put on / school uniform	✓	✓
feed the cat	✓	x
pick up / school bag	✓	x

- 1 Zack didn't wake up early.
- 2 Zoë made her bed.
- 3 Zack _____ his teeth.
- 4 Zoë _____ her orange juice.
- 5 Zack _____ his breakfast.
- 6 Zoë _____ her school uniform.
- 7 Zack _____ the cat.
- 8 Zoë _____ her school bag.

Writing

- ★★7 Odpowiedz na pytania zgodnie z prawdą.

- 1 Did you wake up late today?
No, I didn't.
- 2 Did you make your bed?

- 3 Did you pick up your clothes in your room?

- 4 Did you have cereal for breakfast?

- 5 Did you arrive on time for school?

Vocabulary

★1 Podpisz obrazki wyrazami z ramki.

café fisherman postcards wetsuit sandcastle shade donkeys beach sea



1 wetsuit



4



7



2



5



8



3



6



9

Grammar

★★2 Ułóż pytania z podanych wyrazów.

1 summer / did / you / what / do / last
What did you do last summer?2 TV / what / did / last / you / on / night / watch
What did you watch on TV last night?3 breakfast / did / last / you / have / for / what / Sunday
What did you have for breakfast last Sunday?4 did / you / morning / to / this / school / how / get
How did you get to school this morning?5 afternoon / go / you / last / where / Saturday / did
Where did you go last Saturday afternoon?

Grammar and vocabulary

★3 Dopasuj podane odpowiedzi do pytań z ćwiczenia 2.

a I had cereal and toast. _____

b I walked. _____

c I watched 'Glee'. _____

d I went to town with my friends. _____

e I went on holiday to the seaside. 1

Grammar

- ★4 Napisz formy czasu przeszłego podanych czasowników.

Present

Past simple

Present

Past simple

1 build

built

5 sit

2 throw

6 write

3 run

7 swim

4 ride

8 hang out

Vocabulary and grammar

- ★★5 Popatrz na obrazki. Uzupełnij pocztówkę czasownikami z ćwiczenia 4.

Dear Grandma

We went to the beach yesterday. Dad ¹ built  a sandcastle.

I ²  along the beach and ³ 

balls for Tinker. Then he ⁴  in the sea.

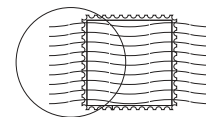
Mum ⁵  in the shade and ⁶ 

postcards. In the afternoon, Paddy ⁷  a donkey

and I ⁸  with my friend, Hetty.

It was great!

Love, Holly



To Grandma

Grammar

- ★6 Uzupełnij pytania podanymi wyrazami.

Who What Where What How

1 What time did you get up last Saturday?

2 _____ did you phone?

3 _____ did you meet your friends?

4 _____ did you drink in the café?

5 _____ did you get to the park?

Writing

- ★★7 Uzupełnij zdania informacjami na swój temat.

1 Last weekend, I _____

2 Yesterday morning, I _____

3 Last night, I _____

4 Last summer, I _____

5 Yesterday afternoon, I _____

Vocabulary

★1 Podpisz obrazki wyrazami z ramki.

arrow bow horse island rock ship soldier wagon waves



1 rock



4 _____



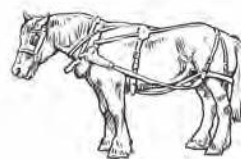
7 _____



2 _____



5 _____



8 _____



3 _____



6 _____



9 _____

Reading and vocabulary

★★2 Czy pamiętasz historię Guliwera? Uzupełnij tekst wyrazami z ćwiczenia 1.



Lemuel Gulliver was a doctor on a ¹ ship. On 5th November, 1699 there was a big storm. A lot of big ² waves hit the ship. Then the ship hit a ³ rock and Gulliver swam to an ⁴ island.



When Gulliver woke up, he was on a beach. He saw a very small man. He was a ⁵ soldier and he had a ⁶ bow and ⁷ arrow. Then Gulliver saw that there were hundreds of soldiers. They were very small and Gulliver was very big! They shot arrows at Gulliver.



Gulliver was hungry and thirsty, but the soldiers didn't understand English. Gulliver pointed to his mouth and the soldiers fed him. Gulliver slept after his meal. Later the soldiers took him to their city. A thousand ⁸ horses pulled the ⁹ wagon.

Grammar

★★★ 3 Ułóż pytania z podanych wyrazów.

1 what / Gulliver's / did / ship / hit

What did Gulliver's ship hit?

2 he / swim / did / where

_____?

3 did / wake / where / he / up

_____?

4 see / who / did / he

_____?

5 the / what / him / at / soldiers / shoot / did

_____?

6 they / him / where / take / did

_____?

Grammar

★★★ 4 Paddy wraz ze swoim przyjacielem był wczoraj do parku. Popatrz na obrazek i odpowiedz na pytania.



1 Were there any trees?

Yes, there were.

2 Were there any houses?

3 Was there a dog?

4 Were there any benches?

5 Was there a café?

6 Were there any people?

7 Were there any horses?

8 Was there a donkey?

Writing

★★★ 5 Napisz zdania na temat obrazka z ćwiczenia 4. Użyj *There was/were* i *There wasn't/weren't* oraz wyrazów z ramki.

bicycles a church cinema rocks children a theatre

There were some ...

Reading

- ★1 Przeczytaj biografię Robbiego. Gdzie teraz mieszka? Gdzie mieszkał kiedyś?

2002 I was born on 25th September in Edinburgh.

2003 I took my first steps and said my first word. It was 'dad'.

2004 My sister Fiona was born.

2006 I went to nursery school.

2006 I got my first pet, a rabbit called Sam.

2008 I started primary school. I met my friend Andrew.

2009 I learnt how to swim.

2010 I started piano lessons.

2011 I won a music competition.

2012 My family moved to Hanover in Germany.



Reading

- ★★2 Przeczytaj tekst jeszcze raz i odpowiedz na pytania.

1 Where was Robbie born?

In Edinburgh.

2 When did he say his first word?

3 When did he get his pet rabbit?

4 What did he start in 2008?

5 When did his family move to Hanover in Germany?



ExamSpot

- 3 Przeczytaj teksty (1–3). Wybierz poprawną odpowiedź. Wpisz znak X w kratkę obok odpowiedzi A, B albo C.

Martha: What did you do at the weekend?

Luca: I went to the beach with my family.

Martha: Did you swim in the sea?

Luca: My sister did, but I didn't. I read a magazine about football.

Martha: Did you have an ice cream?

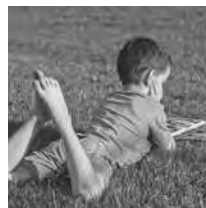
Luca: No, I don't like ice cream.

- 1 What did Luca do at the beach?

A ☐



B ☐



C ☐



- 2 How did Katie get to her cousins' house?

A ☐



B ☐



C ☐

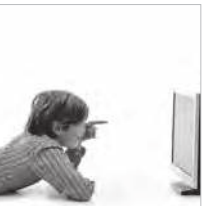


- 3 What did Oscar do last night?

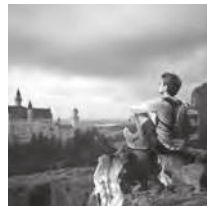
A ☐



B ☐



C ☐



Last year I visited my cousins in Scotland. We had a great time there. We went for some long walks and we rode our bikes around the island. I didn't want to come home! They live on a small island, so we travelled there by boat. The island is really beautiful. On the last day we took a bus to the beach and went swimming.



There was a great film on TV last night – my favourite James Bond film, but I didn't watch it. I did my history homework. It was a project about castles. It was really interesting but it took a long time. I like history but I think James Bond films are more interesting than homework!

Name _____

Date _____



StudyTip

Crosswords

Krzyżówki i rebusy są dobrą zabawą, a jednocześnie pomagają w zapamiętywaniu nowego słownictwa.

Pomyśl o czasowniku w czasie przeszłym, np. *forgot*.

Pomyśl o kolejnym czasowniku w czasie przeszłym, który ma jedną taką samą literę jak *forgot*, np. *threw*

Sprawdź, ile słów potrafisz dopisać.

f	o	r	g	o	t
					h
					r
		m	a	d	e
					w

Check you can do these things:

1 Znam formy przeszłe podanych czasowników. ☐

Present

Past simple

- | | |
|-----------|--------------|
| 1 drink | <u>drank</u> |
| 2 wake up | _____ |
| 3 eat | _____ |
| 4 swim | _____ |
| 5 wear | _____ |
| 6 speak | _____ |
| 7 build | _____ |
| 8 feed | _____ |

2 Umiem zadawać pytania w czasie przeszłym. ☐

Ułóż pytania, używając podanych wyrazów.

- what time / you / get up / last Saturday
What time did you get up last Saturday?
- what / you / have / for lunch
_____?
- where / you / go
_____?
- how / you / get there
_____?
- who / you / meet
_____?

3 Znam historię Guliwera przybywającego do krainy Liliputów. ☐

Ułóż fragmenty tekstu we właściwej kolejności.

a ☐

There were hundreds of soldiers. I tried to stand up but they shot arrows at me. I didn't try to stand up again. I was hungry and thirsty.

b ☒

My name is Lemuel Gulliver. I was a doctor on a ship. On 5th November, 1699 there was a terrible storm. There were big waves and my ship hit a rock.

c ☐

I was very tired and I slept. That night they took me to their city. A thousand horses pulled the wagon.

d ☐

The next day, I woke up on an island. There was a very small man on the beach. He was a soldier and he had a bow and arrow.

e ☐

I asked for food but they didn't speak English. I pointed to my mouth and they fed me.

4 Potrafię właściwie używać wyrażen *there was* i *there were*. ☐

Popatrz na obrazek. Uzupełnij zdania, używając *There was/wasn't* lub *There were/weren't*.

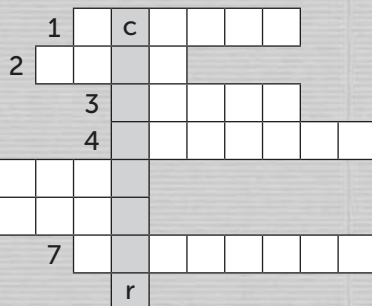


- There were some people.
- _____ any dogs.
- _____ a lot of children.
- _____ a café.
- _____ any trees.
- _____ a cinema.



VocabularySpot

1 Popatrz na obrazki i wpisz odpowiednie wyrazy do krzyżówki. Jak brzmi hasło?



Mystery word: _____

2 Wybierz właściwe wyrazy.

1 I need to put some more paper in my _____.

a printer **b** keyboard **c** screen

2 I moved the picture on the screen with my _____.

a menu **b** font **c** mouse

3 Oh dear! I dropped my laptop and now the letters z, x and d don't work on my _____.

a mouse **b** screen **c** keyboard

4 Can you make the _____ size bigger? I can't read this text.

a font **b** icon **c** printer

5 It's difficult to watch films on my computer because the _____ is very small.

a menu **b** screen **c** mouse

6 This  _____ means 'Print'.

a icon **b** screen **c** font

7 You can choose 'New', 'Open' or 'Save' from the _____ at the top of the screen.

a font **b** menu **c** printer



LanguageSpot

3 Ułóż zdania dialogu w odpowiedniej kolejności.

- ☐ I switched off my alarm clock at seven o'clock and then fell asleep again!
- ☐ Why were you late? What happened?
- ☐ Oh dear! What time did you wake up?
- ☐ Was your teacher angry?
- ☐ I arrived late for school this morning.
- ☐ Yes, she was!
- ☐ At half past nine!



ExamSpot

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

1 Opowiedz koledze/koleżance, kogo spotkałeś/spotkałaś w ostatni weekend.

- A** I went to the sports centre. ☐
- B** We were at the beach. ☐
- C** I saw my friend Suzie and her baby brother. ☐

2 Opowiedz mamie, gdzie odbyło się przyjęcie urodzinowe koleżanki.

- A** Pizza and salad. ☐
- B** At one o'clock. ☐
- C** At the café. ☐

3 Kolega zapytał cię, czy w swojej starej szkole musieliście/musieliście nosić mundurek. Odpowiedz mu.

- A** No, we aren't. ☐
- B** No, we didn't. ☐
- C** No, we don't. ☐



Grammar Summary

1 Napisz pytania do poniższych odpowiedzi.

- 1 When / you / see / your uncle

When did you see your uncle?

I saw him yesterday.

- 2 Where / they / buy / that computer game?

They bought it from a shop in town.

- 3 Who / she / phone?

She phoned her sister.

- 4 What time / you / go to bed?

I went to bed at nine o'clock.

- 5 When / your mother / start her new job?

She started her new job in June.

2 Popatrz na informacje w tabelce. Następnie napisz zdania z *There was/There were/There wasn't/There weren't*.

My School in 1990

1 computers	x
2 desks	✓
3 books	✓
4 printers	x
5 playground	✓

- 1 There weren't computers in my school in 1990.

2

3

4

5

3 Ułóż wyrazy w odpowiedniej kolejności, tak aby powstały poprawne pytania.

- 1 bag / there / his / any / money / Was / in

Was there any money in his bag?

- 2 party / the / they / enjoy / Did

?

- 3 meet / Where / your / friends / did / you?

?

- 4 DVDs / How / watch / did / many / she?

?

- 5 books / Were / on / there / desk / any / your?

?

4 Połącz daty z odpowiednimi nazwami z ramki.

yesterday the day before yesterday last month
last year four days ago last weekend

Today is Sunday, 28th July, 2015

- 1 Saturday, 20th July last weekend

- 2 2014

- 3 Friday, 26th July

- 4 Saturday, 27th July

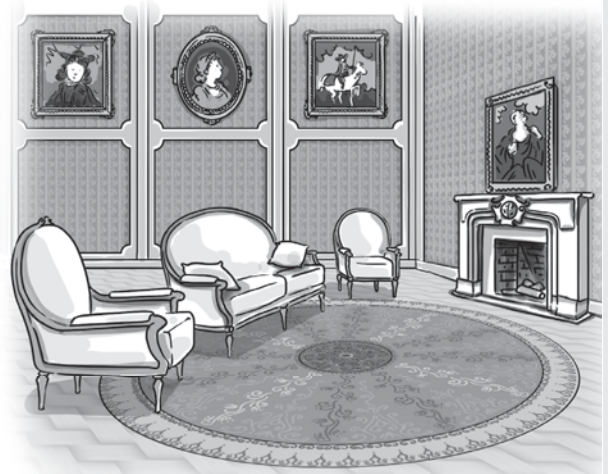
- 5 June

- 6 Wednesday, 24th July



ExamSpot

- 5 Popatrz na ilustrację i zdecyduj, czy poniższe zdania (1–5) są prawdziwe (Tak), czy fałszywe (Nie). Wpisz znak **x** w kratkę obok właściwej odpowiedzi.



Tak Nie

- 1 There were some armchairs.

☐ ☐

- 2 There wasn't a television.

☐ ☐

- 3 There were some magazines.

☐ ☐

- 4 There was a sofa.

☐ ☐

- 5 There weren't any pictures.

☐ ☐

- 6 There wasn't a rug.

☐ ☐

Vocabulary

★1 Zakreśl wyraz, który pasuje do czasownika.

- | | |
|-----------------|-------------------------------|
| 1 visit | relatives / the Internet |
| 2 get up | late / morning |
| 3 play | swimming / sport |
| 4 surf | the Internet / computer games |
| 5 read | TV / books |
| 6 do | some schoolwork / music CDs |
| 7 hang out with | friends / a café |
| 8 learn | homework / something new |

Vocabulary

★★2 Podpisz obrazki, używając wyrażen z ćwiczenia 1.



1 visit relatives



5



2



6



3



7



4



8

Grammar

- ★★3 Z podanych wyrazów ułóż pytania dotyczące planów na następny weekend.
- to / parents / help / you / are / going / your
Are you going to help your parents ?
 - relatives / you / going / to / are / visit / your
_____ ?
 - a / play / sport / going / are / to / lot / of / you
_____ ?
 - late / up / are / going / you / to / get
_____ ?
 - paint / room / going / are / you / your / to
_____ ?
 - with / are / going / your / friends / hang / out / you / to
_____ ?

Grammar and writing

- ★★4 Odpowiedz zgodnie z prawdą na pytania z ćwiczenia 3.
- Yes, I am.
 - _____
 - _____
 - _____
 - _____
 - _____

Vocabulary

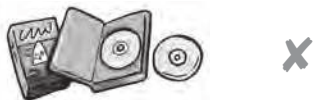
- ★5 Dopasuj czasowniki do podanych wyrazów.
- | | |
|-------------|------------------|
| 1 play | a a film |
| 2 take | b computer games |
| 3 watch | c sweets |
| 4 phone | d music |
| 5 eat | e cola |
| 6 drink | f your friends |
| 7 listen to | g some photos |

Grammar and writing

- ★★6 Co Zack i Zoë zamierzają robić podczas wakacji? Napisz zdania, używając wyrazów z ćwiczenia 5.



- 1 They're going to drink cola.



2 _____



3 _____



4 _____



5 _____



6 _____

Grammar

- ★★7 Uzupełnij dialog. Użyj właściwej formy *going to do* oraz czasowników podanych w nawiasach.

Joe Hi, Paddy. Are you ¹ going to do (do) any schoolwork in the holidays?

Paddy No, I'm not. I ² _____ (get up) late every day and I ³ _____ (play) a lot of sport.

Joe Are you ⁴ _____ (play) computer games?

Paddy Yes! I love computer games! I ⁵ _____ you _____ (surf) the Internet?

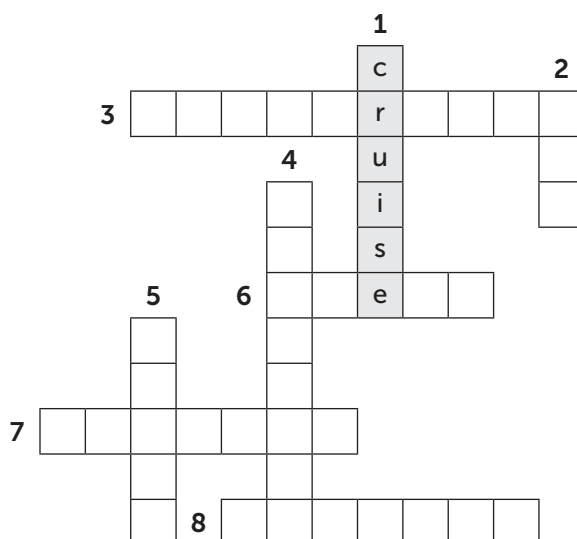
Joe Yes, and I ⁶ _____ (learn) something new. I ⁷ _____ (learn) how to skate.

Paddy Wow! That's great. I ⁸ _____ (hang out) with my friends but I ⁹ _____ (not visit) my relatives.

Joe I ¹⁰ _____ (read) some books. I like reading.

Vocabulary

- ★1 Przeczytaj podpowiedzi i wpisz brakujące wyrazy. Następnie rozwiąż krzyżówkę.



- 1 take a cruise around
New York Harbour



- 5 v _____
the Empire State Building



- 2 r _____
in Central Park



- 6 s _____
five days in
New York City



- 3 Wayne's uncle is
a t _____
d _____.



- 7 see a m _____
on Broadway



- 4 watch b _____
at the New Yankee Stadium



- 8 buy c _____
on Fifth Avenue



Grammar

- ★★2 Uzupełnij zdania, używając *is/are going to* i czasowników z ramki.

run visit buy watch take spend

- They 're going to spend five days in New York.
- Mum _____ clothes on Fifth Avenue.
- Tina _____ in Central Park.
- Wayne _____ baseball at the New Yankee Stadium.
- They _____ the Empire State Building.
- They _____ a cruise around New York Harbour.

Grammar

- 3 Uzupełnij pytania do zdań z ćwiczenia 2.

- How much time are they going to spend in New York?
- Who _____ on Fifth Avenue?
- Where _____ Tina _____?
- What is Wayne _____ at the New Yankee Stadium?
- Who _____ the Empire State Building?
- Where _____ a cruise?

Reading

- ★4 Uzupełnij luki w tekście podanymi pytaniami.

- a Where are you going to stay?
b How much time are you going to spend there?
c What are your plans for the summer?
d Are you going to visit the Gaudí Museum?
e How are you going to travel there?

Ash Hi, Ellie. ¹ ☐ c

Ellie We're going to visit Barcelona, in Spain.

Ash Barcelona! That's great. ² ☐

Ellie A week.

Ash ³ ☐

Ellie By coach.

Ash Oh, great. I like travelling by coach. ⁴ ☐

Ellie In a small hotel.

Ash ⁵ ☐

Ellie Yes, we are. I like museums. It's going to be great!

Grammar

- ★5 Dopasuj pytania do odpowiedzi.

- | | |
|--|------------------|
| 1 Are you and your family going to visit London? | a Yes, they are. |
| 2 Is Wayne going to stay in a hotel? | b No, I'm not. |
| 3 Are you going to watch TV tonight? | c No, she isn't. |
| 4 Is Holly going to watch baseball in London? | d No, he isn't. |
| 5 Are Wayne's mum and dad going to visit New York? | e Yes, we are. |

Writing

- ★★6 Popatrz na plan wakacyjnej wycieczki Borysa. Napisz pytania do podanych odpowiedzi.

SPECIAL SUMMER OFFER

Three days in London!

Travel in style by luxury coach.

Visit the attractions: The Tower of London, Buckingham Palace.

See the sights: Big Ben, The London Eye.

Take a cruise on the River Thames!

Stay at a three-star hostel: St Edwards Hostel.

- Which city is Boris going to visit?
He's going to visit London.
- How many _____?
He's going to spend three days there.
- How _____?
He's going to travel by coach.
- Which attractions _____?
He's going to visit The Tower of London and Buckingham Palace.
- Which sights _____?
He's going to see Big Ben and the London Eye.
- Where _____?
He's going to take a cruise on the River Thames.
- Where _____?
He's going to stay at the St Edwards Hostel.

Vocabulary

- ★1 Uzupełnij brakujące litery w podanych wyrazach.



1
picnic



2
r ft ng



3
r ll r c st r



4
h rs -r d ng



5
g -k rt ng



6
H nt d C stl

Grammar

- ★2 Zakreśl właściwą formę.

- 1 Let's **(go)** / **to go** rafting.
- 2 Do you want **ride** / **to ride** the roller coaster?
- 3 Do you want **to go** / **going** horse-riding?
- 4 Let's **have** / **to have** a picnic.
- 5 Do you want **to go** / **go** go-karting?
- 6 Let's **visit** / **to visit** the Haunted Castle.

Reading and grammar

- ★★3 Ułóż trzy dialogi z podanych zdań.

Let's have a picnic.

Do you want to go horse-riding?

Let's ride the roller coaster.

How about you, Jane? Do you want to go horse-riding?

No, it's too scary.

Yes, I want to go horse-riding.

No, I don't. I don't like horses.

Yes, that's a great idea.

- 1 A: *Let's have a picnic.*

B:

- 2 A:

B:

- 3 A:

B:

A:

C:

Grammar and vocabulary

- ★4 Uzupełnij dialog wyrazami z ramki.

do How idea Let's picnic
too want- it's

Lynn Do you ¹ want to ride the roller coaster?

Paul Yes, that's a great ² _____.

Lynn ³ _____ about you, James?

James No, ⁴ _____ too scary.

Lynn OK. ⁵ _____ go rafting.

James No, it's ⁶ _____ cold.

Paul What ⁷ _____ you want to do, James?

James Let's have a ⁸ _____.

Grammar and writing

★★5 Popatrz na obrazki. Uzupełnij podane propozycje wyrazami z ramek.

Do you want to
Let's

go have
ride visit

horse-riding the roller coaster a picnic
the Haunted Castle go-karting rafting



1 Do you want to go rafting?



5 Let's _____.



2 Let's _____.



6 Do _____?



3 Do _____?



7 Let's _____.

Vocabulary

★6 Podpisz obrazki zdaniami z ramki.

No, that's boring. Yes, that's a great idea.
No, it's too scary. No, it's too cold.



1 No, it's too scary.



2 _____



3 _____



4 _____

Writing

★★7 Napisz swoje własne odpowiedzi na poniższe propozycje.

1 Let's go go-karting.

Good idea.

2 Do you want to go rafting?

3 Let's ride the roller coaster.

4 Do you want to have a picnic?

5 Let's go horse-riding.

6 Do you want to watch a DVD?

Reading

- ★★1 Przeczytaj tekst o Wildlife Adventure Park. Wyobraź sobie, że w te wakacje tam pojedziesz. Podaj własne odpowiedzi na pytania.

Wildlife Adventure Park

Wildlife Adventure Park is a great place for an exciting holiday. You can travel here by train, coach or car. We've got big rooms for four or eight people. There's a Wildlife Café, too. You can eat great food in the café or order packed lunches. During the day you can do a lot of activities and play sports with our expert instructors. You can go horse-riding, go-karting, rock climbing, canoeing, water-skiing or swimming. In the evening you can play table tennis or video games. You can watch films or listen to music.

- | | |
|---|---|
| <p>1 How are you going to travel to the Wildlife Adventure Park?</p> <p>_____</p> | <p>4 What sports and activities do you want to do?</p> <p>_____</p> |
| <p>2 How many beds do you want in your room?</p> <p>_____</p> | <p>5 What activities don't you want to do? Why?</p> <p>_____</p> |
| <p>3 Do you want to eat in the café or order a packed lunch?</p> <p>_____</p> | <p>6 What are you going to do in the evening?</p> <p>_____</p> |

**ExamSpot**

- 2 Przeczytaj teksty (A–D). Uzupełnij tabelę, wpisując w każdą kratkę (1–3) odpowiednią literę. Uwaga! Jeden tekst pozostanie niewykorzystany.

A

Adventure Camp	
<i>Morning activities:</i>	
10.30	rock climbing
11.45	badminton
<i>Afternoon activities:</i>	
14.00	table tennis
15.30	cinema club

B

I like doing sport when I'm on holiday. I usually play badminton with my friends or I go swimming in the sea. I also love going to the cinema.

Tania

C

Hi guys, I'm going to play badminton this morning and then I'm going to go to the cinema club this afternoon. Do you want to come with me? It's the new Jennifer Lawrence film!

Tom

D

Dave, Tania called. She doesn't want to go to the cinema with Tom (she doesn't like Jennifer Lawrence!), but she wants to meet you at the sports centre for lunch. She's going to be at the café at 13.00.

Dad

Mama pyta	Dave odpowiada	Z którego tekstu Dave się o tym dowiedział?
Do you know what time you are going to meet your friend?	Yes, I do.	1 ☐
Do you know what time the badminton session starts?	Yes, I do.	2 ☐
Do you know what Tania's favourite holiday activities are?	Yes, I do.	3 ☐

Name _____

Date _____

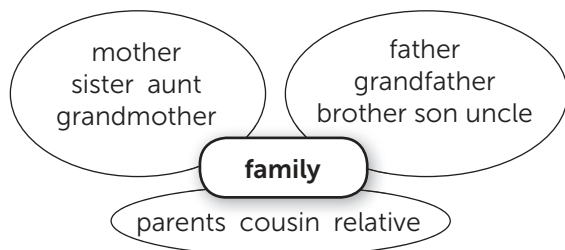


StudyTip

Spidergrams

Rysuj mapy wyrazowe – pomogą ci zapamiętać nowe słowa.

Wymyśl jakiś temat i pogrupuj słowa z nim związane.

**Check you can do these things:****1 Umiem zapytać o plany i zamierzenia.** ☐

a Ułóż pytania z podanych wyrazów i *going to*.

1 you / watch / films

Are you going to watch films _____ ?

2 he / eat / sweets

_____ ?

3 you / take / some photos

_____ ?

4 she / read / a lot of books

_____ ?

5 you / drink / cola

_____ ?

6 they / play / a lot of sport

_____ ?

7 you / do / some schoolwork

_____ ?

8 you / get up / early

_____ ?

b Odpowiedz na pytania z ćwiczenia 1a.

1 *Yes, I am.* _____

5 _____

2 _____

6 _____

3 _____

7 _____

4 _____

8 _____

2 Potrafię opowiadać o planach i zamierzeniach. ☐

Ułóż zdania z podanych wyrazów i *going to*.

1 I / see a musical / on Broadway

I'm going to see a musical _____

on Broadway. _____

2 Rosie / run / in Central Park

3 Hesta and Mark / take a cruise / around New York Harbour

4 Fiona / buy clothes / on Fifth Avenue

5 Richard / watch a baseball game / at the New Yankee Stadium

3 Umiem formułować propozycje i mówić o tym, co chcę robić. ☐

Uzupełnij dialog wyrazami z ramki.

to about ride want too Let's
great idea

Ben Hi, Maria. Do you ¹ want to visit the Haunted Castle?

Maria No, it's ² _____ scary. I want to ³ _____ the roller coaster.

Ben Yes, that's a ⁴ _____ idea. How ⁵ _____ you, Pete?

Pete No. I don't want to ride the roller coaster. I want ⁶ _____ go go-karting.

Ben OK. ⁷ _____ go go-karting.

Maria OK. That's a great ⁸ _____.



VocabularySpot

1 Popatrz na obrazki i rozwiąż krzyżówkę.

Down

1



2

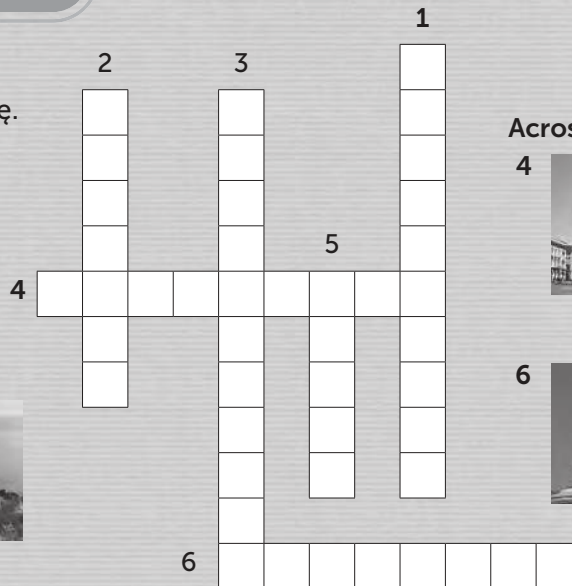


_____ market

3



5



Across

4



6



2 Zakreśl właściwe wyrazy.

- 1 The Taj Mahal is a beautiful **monument** / **planetarium** in Agra, India.
- 2 I sometimes go to the big **open-air market** / **art gallery** on Sunday and look for unusual clothes.
- 3 You can see the 'Mona Lisa' by Leonardo da Vinci at The Louvre **art gallery** / **open-air market** in Paris.
- 4 We're learning about space and the stars at school. Let's visit the **ruins** / **planetarium** in Greenwich, London.
- 5 A **monument** / **cathedral** is a kind of big, important church.
- 6 This summer we're going to see the **ruins** / **cathedral** of the castle in Kazimierz Dolny.



LanguageSpot

3 Uzupełnij dialogi wyrażeniami z ramki.

good idea I'm going to
What do you Do you want to
Are you going to I want to stay
too cold Let's ride

- 1 A: ¹ _____ do your homework tonight?
B: No, I'm not. ² _____ play tennis at the sports centre with Marie and Josh.
³ _____ come with us?
A: Yes, that's a ⁴ _____.
- 2 A: ⁵ _____ our bikes to the park this afternoon!
B: I don't want to. It's ⁶ _____.
A: ⁷ _____ want to do?
B: ⁸ _____ at home and watch TV.



ExamSpot

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

- 1 Dowiedz się, czy twój brat ma ochotę pójść pływać.
 - A Do you want to go swimming? ☐
 - B We're going to go swimming. ☐
 - C How often do you go swimming? ☐
- 2 Opowiedz koleżance o swoich planach wakacyjnych.
 - A I met my friends and learnt how to play the guitar. ☐
 - B I meet my friends and learn how to play the guitar. ☐
 - C I'm going to meet my friends and I'm going to learn how to play the guitar. ☐
- 3 Zaproponuj koledze zjedzenie pizzy na lunch.
 - A I love pizza! ☐
 - B Let's have pizza. ☐
 - C There's some pizza. ☐
- 4 Zapytaj kolegę/koleżankę, gdzie w tym roku wybiera się na wakacje.
 - A Where are you going to go on holiday? ☐
 - B Where did you go on holiday? ☐
 - C Where do you usually go on holiday? ☐



Grammar Summary

1 Ułóż pytania, używając podanych wyrazów oraz *going to*. Następnie napisz odpowiedzi.

1 you / play football / tomorrow?

Are you going to play football tomorrow?

✓ *Yes, I am.*

2 they / watch / a DVD / tonight

_____?

✗ _____

3 Joanna / ride the roller coaster

_____?

✗ _____

4 we / leave the party / at nine o'clock

_____?

✓ _____

5 Henry / fly / to New York

_____?

✓ _____

6 your grandparents / move to France / next year

_____?

✓ _____

7 you / finish / your project / tonight

_____?

✗ _____

8 we / get up early / tomorrow

_____?

✗ _____

2 Utwórz zdania przeczące.

1 Rick's going to drive to Italy.

2 Stella and Frank are going to leave school in July.

3 I'm going to be at home tomorrow.

4 We're going to buy a new computer next week.

5 It's going to be a beautiful day tomorrow.

6 You're going to visit your friend at the weekend.

3 Napisz zdania z *Let's* lub *Would you like to ...?*

1 play football *Let's play football. Would you like to play football?*

2 ride a horse

3 go to the theatre

4 visit grandparents

5 buy a new computer game

4 Uzupełnij tekst odpowiednią formą *going to* oraz czasownikami z nawiasów.

Next summer I ¹ _____ (stay) with my cousins in Scotland. I ² _____ (take) the train from London to Edinburgh. It ³ _____ (be) a very long journey, so I ⁴ _____ (read) a lot of books and I ⁵ _____ (listen) to some music. My cousins and I ⁶ _____ (visit) Edinburgh Castle and we ⁷ _____ (spend) a day at the beach in Belhaven. My brother, Harry, ⁸ _____ (not/come) with me. He ⁹ _____ (go) on a cycling holiday with his friends in Cornwall. What about you? What ¹⁰ _____ (you / do) next summer?



ExamSpot

5 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk (1–5). Wpisz znak ✗ w kratkę obok odpowiedzi A, B albo C.

Hi Sandy

What are you ¹ _____ to do tomorrow morning?

My sister and I are going to play badminton at the sports centre. Do you ² _____ to come with us?

After the game I'm going to take the bus home. My sister ³ _____ going to come with me.

She's going to walk to her friend's house. They're going to ⁴ _____ some schoolwork together.

I ⁵ _____ want to do any schoolwork tomorrow.

It's too boring!

1 A go ☐ B goes ☐ C going ☐

2 A think ☐ B want ☐ C go ☐

3 A aren't ☐ B isn't ☐ C doesn't ☐

4 A make ☐ B get ☐ C do ☐

5 A 'm not ☐ B haven't ☐ C don't ☐

1

Skills Booster

- 1 Połącz angielskie wypowiedzi 1–5 z polskimi odpowiednikami A–F. Jedno ze zdań A–F zostało podane dodatkowo.

1 It's time for dinner. ☐	A Czy może mi Pani pomóc?
2 Keep your chin up! ☐	B Na razie!
3 Poor you. ☐	C Czy może Pan powtórzyć?
4 Can you repeat that, please? ☐	D Głowa do góry!
5 See you later! ☐	E Biedactwo.
	F Pora na obiad.

- 2 Uzupełnij minidialogi zdaniami 1–5 z ćwiczenia 1.

1

I'm really worried because I have a difficult test tomorrow.

I know you can pass it!

2

It's time to go home. Bye!

3

Yes, of course. It's called a *fence* in English.

4

Oh no! Not again! My lunch is at home!

Would you like my sandwich?

5

OK, mum. I'll be in the dining room in five minutes.

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

Amelia: Hi, Daniel! I want to order a pizza with Harry and Lily. Do you want to get one with us?

Daniel: I like the sound of that. What size?

Amelia: What do you think? Small, medium or large?

Daniel: Large of course! I What about the pizza place close to school?

Amelia: That's a good idea. The pizza will be with us in 20 minutes.

Daniel: I have their phone number so I can phone them.

Amelia: That's nice. Thanks.

- | | |
|---|-------|
| 1 Daniel zamówi pizzę dla 3 osób. | P / F |
| 2 Daniel chce zamówić największą możliwą pizzę. | P / F |
| 3 Amelia zadzwoni do pizzerii za 20 minut. | P / F |

- 4 Przeczytaj opisy sytuacji 1–4. Z podanych wyrazów ułóż właściwe wypowiedzi.

1 Poproś o pomoc kolegę z Anglii.
help / you / can / please / me, / ?

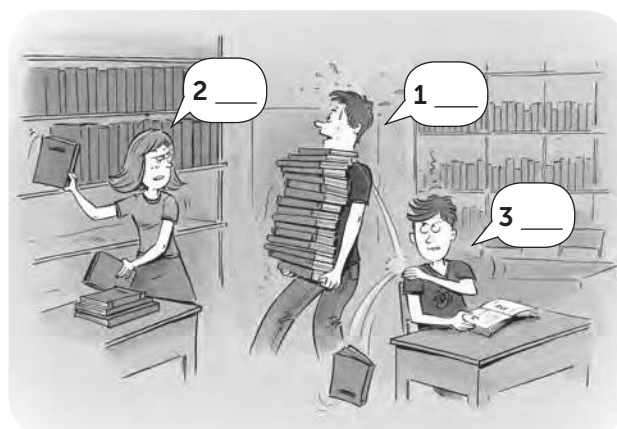
2 Nauczycielka zadaje ci pytanie, na które nie znasz odpowiedzi. Co powiesz?
sorry, / I'm / know / don't / I / .

3 Nowa koleżanka zaprasza cię na urodziny. Zapytaj ją, gdzie mieszka.
is / address / what / your / ?

4 Zapytaj nauczycielkę, jak jest *arbuz* po angielsku.
in / arbuz / excuse / what / English / is / me, / ?

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

- A Can you help me, please?
B I like the sound of that.
C Ouch!
D Oh no! Not again!



Discover more! Summer around the world

1 Przeczytaj teksty 1–3. Dopasuj do nich odpowiednie tytuły A–C.

- A Say goodbye to the summer and dance in Brazil!
- B Hot Holidays in Australia
- C Holidays with no night in Norway

1 ☐

A lot of people are surprised when I tell them that in my country we celebrate Christmas in the summer. It's because the summer starts in December and finishes in February. It is very hot and in some parts of my country the temperature is over 40°C! We have school holidays four times a year but the longest holiday is in the summer.



2 ☐

I live in a country in Europe that a lot of people think is very cold. Sometimes it is, but in the summer it can be hot. I also love the summer, because in my town there is no night. The sun goes up and down but it never sets. I live in a town called Helstad and here you can see the midnight sun for two months.



3 ☐

I'm from South America, so in my country the summer starts before Christmas. It is very hot and sunny. I live in a big city famous for its carnival – Rio de Janeiro. The carnival is one of the most fantastic celebrations in the world. It usually starts in February, at the end of the summer, and a lot of people come to watch it.



2 Przeczytaj teksty A–C. Na podstawie informacji z ćwiczenia 1. uzupełnij luki 1–6 właściwymi wyrażeniami. Użyj wyłącznie języka polskiego.

- A Lato w ¹_____ trwa od grudnia do lutego. Pod koniec lata ²_____ się karnawał w Rio, który przyciąga wielu turystów.
- B Chociaż Norwegia jest chłodnym krajem, lato w Norwegii może być ³_____. Interesujące są białe noce, podczas których ⁴_____ nie zachodzi przez wiele dni.
- C Część mieszkańców Australii obchodzi Święta ⁵_____, gdyż wypadają one w środku upalnego ⁶_____.

3 Przeczytaj wiadomość, którą nauczycielka napisała do uczennicy. Uzupełnij e-mail, używając wyrażen z ramki. Dwa wyrażenia zostały podane dodatkowo.

freezing and snowy hot and sunny
very foggy windy and cloudy
the summer wet days

Droga Leno,

Już za dwa tygodnie przyjeżdżają nasi goście z Australii, Brazylii i Norwegii. To będzie ich pierwsza wizyta w Polsce, więc nie wiedzą jak w naszym kraju wygląda lato. Napisz im, że w czerwcu często jest słonecznie i gorąco, ale zdarzają się też deszczowe dni, a często mogą też być burze. Napisz im też, że kilka dni może być pochmurnych i wietrznych.

Mam nadzieję, że te informacje pozwolą im przyjechać z odpowiednimi ubraniami.

Pani Hania

To _____
Subject _____

Hello,

My name's Lena and I'm writing from Poland. I want to tell you about ¹_____ in Poland because you need to have the right clothes when you come to visit us in June.

The weather in June is usually ²_____ but there may be some ³_____. We quite often have storms. A few days may be ⁴_____.

If you have any questions, write me an email.

See you soon,

Lena



2

Skills Booster

- 1 Połącz angielskie wypowiedzi 1–5 z polskimi odpowiednikami A–F. Jedno ze zdań A–F zostało podane dodatkowo.

1 It's a deal. ☐

2 Can you set the table, please? ☐

3 I'll do it in a minute. ☐

4 They're not my sort of thing. ☐

5 Many happy returns! ☐

A Czy mogę zamiast tego wynieść śmieci?

B To nie dla mnie.

C Umowa stoi.

D Za minutę to zrobię.

E Wszystkiego najlepszego!

F Czy możesz nakryć do stołu?

- 2 Uzupełnij minidialogi zdaniami 1–5 z ćwiczenia 1.

1



Of course, dad. What are we having for dinner today?



2



Can you clear the table and do the washing-up?

I hate washing-up. Can I walk the dog instead?



3



Do you like team sports?

I love individual sports – table tennis and windsurfing.



4



It's my birthday today, grandpa!

How old are you, sweetie?



5



Can you vacuum the carpet?

I want to dust the furniture first. Is that OK?



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

Ana: Hi. It's great to see you! Come in.

Tim: Hi, Ana! Best wishes on your birthday.

Ana: Thanks a lot!

Tim: I've got a present for you. I hope you like in-line skates.

Ana: They're really cool, but I think they are very expensive.

Tim: Not really. And we can go skating together!

Ana: That's a great idea. But now come in and have some birthday cake.

Tim: Sure!

1 Tim ma dziś urodziny.

P / F

2 Ana nie jest zadowolona z rolek.

P / F

3 Anie podoba się pomysł wspólnej jazdy na rolkach z Timem.

P / F

- 4 Przeczytaj opisy sytuacji 1–4. Z podanych wyrazów utwórz właściwe wypowiedzi.

1 Kolega dziękuje ci za pomoc. Powiedz, że cała przyjemność jest po twojej stronie?

pleasure / my / .

2 Mama prosi cię o wyprowadzenie psa. Zapytaj ją, czy zamiast tego możesz umyć samochód.

the / instead / can / wash / I / car / ?

3 Powiedz koleżance, że jest najlepszą przyjaciółką na świecie.

world / best / friend / are / you / the / the / in / !

4 Sąsiad pyta o stan zdrowia twojej siostry. Powiedz, że jest zdrowa jak ryba.

fiddle / she / fit / as / is / a / as / .

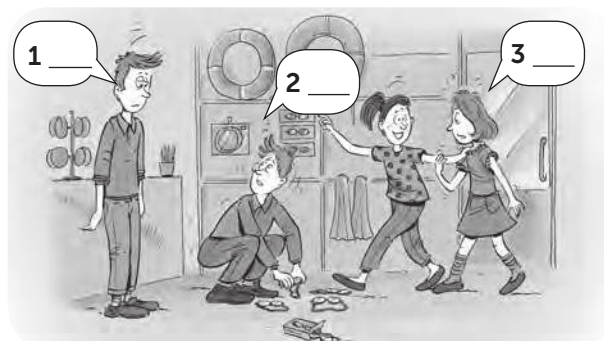
- 5 Dopasuj wypowiedzi do osób. Uwaga! Jedno zdanie nie pasuje do żadnej osoby.

A You're about to step on some goggles!

B I'm sorry. I've got my head in the clouds.

C No, it's my fault.

D It's a bargain!



Discover more! Team sports

- 1 Przeczytaj teksty 1–4. Dopasuj do nich sporty A–D przedstawione na ilustracjach.

A

B

C

D



- 1 Luna ☐

People think that the Spanish only love football. But it's not true. We're also very good at playing other team sports. The sport that I love is for those who are taller than most people and who can jump higher than others. You need to throw the ball in the air and it must fall into a basket. We win medals in the Olympic Games or World Championship in this sport quite often. Easy, isn't it?

- 2 Jakub ☐

Czech people have a lot of passion for their national sport. It's a fast sport which is normally played in winter. If you want to play it you need skates, a stick and a helmet to protect your head. Our national team is so good that it often beats teams from Canada, Russia and the USA. Can you name this sport?

- 3 Maximilian ☐

My favourite sport is the second most popular sport in Germany. We have a very good national team and we win championships quite often. There are seven players in a team. You have to be very strong and fast to beat the opponents. You can't kick the ball but you have to throw it into the goal to score. Do you know what this sport is?

- 4 Antek ☐

A lot of Polish people love the sport that I like best. You need six, ideally tall, players on each team to have a good game. I'm the tallest boy in my class so it's easy for me to attack and block. My best friend, who is much shorter than me, plays as a libero and he's an important part of our team. I hope to be on our national team one day and maybe go to the Olympic Games. What is the name of this sport?

- 2 Przeczytaj tekst. Na podstawie informacji z ćwiczenia 1. uzupełnij luki 1–7 właściwymi wyrażeniami. Użyj wyłącznie języka polskiego.

Jest wiele sportów zespołowych, innych niż piłka nożna, które są popularne w europejskich krajach. Cześć uwielbiają grać w ¹ _____. Ten niewielki kraj ma bardzo silną reprezentację, która potrafi pokonać takie potęgi, jak: Stany Zjednoczone, Rosja czy Kanada. Hiszpańska reprezentacja w ² _____ od wielu lat należy do najlepszych w Europie, a nawet na ³ _____. Podobnie ma się sprawa z ⁴ _____. Reprezentacja tego kraju w ⁵ _____ ma za sobą wiele udanych meczy. W Polsce wielu uprawia piłkę ręczną, koszykówkę i hokeja, ale wyjątkową popularnością cieszy się ⁶ _____. I chociaż zawodowi gracze muszą być ⁷ _____, to w amatorskim sporcie wzrost ma dużo mniejsze znaczenie.

- 3 Przeczytaj zaproszenie na święto sportu w szkole i uzupełnij e-mail do kuzynki ze Szkocji.

Święto sportu w naszej szkole!



- Wielki turniej trójek siatkarskich. Możecie zaprosić rówieśników spoza naszej szkoły!
- Pokazowe treningi z profesjonalnymi trenerami piłki ręcznej i koszykówki!
- Deblowy turniej tenisa stołowego dla par: rodzic-dziecko!

To

Subject

Hi Angie,

I want to tell you what we can do next week when you come to visit me with uncle Cory. One of the things is to go to the Sports Day at our school. You can join my ¹ _____ team and play in a school championship with my friends. If you're interested, we can also try learning basketball or ² _____ with a professional coach. Oh, one more thing, you can ask your ³ _____ to play table tennis with you.

Kisses,
Julka

3

Skills Booster

- 1 Połącz angielskie wypowiedzi 1–5 z polskimi odpowiednikami A–F. Jedno ze zdań A–F zostało podane dodatkowo.

1 I'm doing my best. ☐

A Udzielam ci ostrzeżenia.

2 Here you are. ☐

B Bardzo mi przykro.

3 I'm giving you a warning. ☐

C Robię wszystko, co w mojej mocy.

4 Don't worry. ☐

D To świetny pomysł.

5 I'm ever so sorry. ☐

E Nie martw się.

F Proszę.

- 2 Uzupełnij minidialogi zdaniami 1–5 z ćwiczenia 1.

1



Thank you very much.



2



Are you cheating in the test, Logan?

Oh.



I hope it's the last time.

3



Oh my! I think your phone is broken. I'm really very sorry!

4



I don't need it because I've got a new one.



Josh, your marks at school aren't very good.

5



We really have a lot of tests and homework.



Abigail, you mustn't use your mobile in class.

It's a new phone and I don't know how to switch it off.

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

Jacob: Hello. I want to buy a blue sweater.

Man: Hello. What size are you?

Jacob: Medium. I like this one. Can I try it on?

Man: Of course. Why don't you try this navy blue one, too?

Jacob: OK. Thank you.

Jacob: This sweater is too small but the navy blue one is perfect. How much is it?

Man: It's £34.99.

Jacob: Oh, no! I've got only £25.

Man: I can keep it for you and you can come back later in the afternoon to buy it.

Jacob: That's a great idea! Thank you.

- 1 Jacob przymierza tylko jeden sweter. **P / F**
 2 Jacob nie kupuje żadnego ze swetrów, gdyż nie są w jego rozmiarze. **P / F**
 3 Jacob ma zamiar wrócić do tego sklepu po południu. **P / F**

- 4 Przeczytaj opisy sytuacji 1–4. Z podanych wyrazów ułóż właściwe wypowiedzi.

- 1 Zapytaj sprzedawcę, czy marynarka, która ci się podoba, też jest w kolorze szarym.

in / got / this / have / jacket / grey / you / ?

- 2 Zapytaj koleżankę, czy sandały, które kupiła, są dobre.

the / are / sandals / how / ?

- 3 Poinformuj nowego ucznia, że ważne jest, aby przestrzegał szkolnych reguł.

it's / rules / follow / to / important / the / school / .

- 4 Kolega zaprasza cię do swojego domu. Powiedz, że musisz zapytać rodziców o pozwolenie.

to / better / I'd / talk / parents / my / .

- 5 Dopasuj wypowiedzi do osób. Uwaga! Jedno zdanie nie pasuje do żadnej osoby.

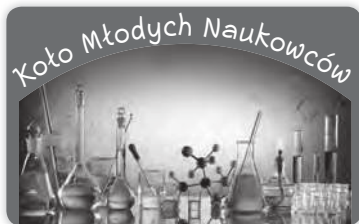
- A It's important to follow the school rules, son.
 B I'd better talk to your father.
 C I'm sorry, miss.
 D I'm giving you a warning.



Discover more! *Extracurricular activities*

- 1 Przeczytaj teksty 1–3. Dopasuj do nich plakaty A–C.

A



B



C



- 1 Paulina ☐

There are a lot of people who need our help. You can donate a lot of money if you are a millionaire, but you can also make somebody's life better if you aren't very rich. This November and December we want to collect money for children who can't live with their natural parents. We hope to get more than last year.

- 2 Piotrek ☐

I go to this club because it helps me learn how to speak better English and ... be less shy. Our teacher always prepares interesting topics for discussion. We talk about different things such as problems teenagers have in life or how to talk to our parents. The best thing is that we can express our own opinion even if we disagree with the teacher.

- 3 Ala ☐

My older brother does a lot of physics and chemistry because he wants to study medicine. I'm interested in science too. I go to extra classes twice a week. There are nine other students in the group, and we do interesting experiments with our science teacher. This week we are preparing a model of a volcano. We want to film it and put the video on the school website.

- 2 Przeczytaj e-mail od kolegi ze Szkocji. Spośród trzech zajęć pozaszkolnych A–C wybierz te, które mógłbyś/mogłabyś polecić koledze.

To	
Subject	

Hi,
How are you? I'm so excited about my visit to Poland! I can't believe that I'll be going to your school for a week. Oh, my mum says that I can also try doing after-class activities in your school. What do you think? Of course, I can come to the English Club and talk to your friends but speaking English isn't very interesting to me. I think I'd like to help people who need it. Is there anything like that at your school?
Love,
Ethan

- A Ty też możesz pomóc!
B Too się Moovie
C Kółko Młodych Naukowców

- 3 Przeczytaj teksty A–C. Następnie uzupełnij zdania 1–3 w języku polskim. W każdą lukę można wpisać jeden wyraz.

A Teenagers can learn science from books, but they can only see how it works when they do their own experiments. That's why it's very important for students to have a chance to spend a lot of time doing science as well as studying it.

B The world can be a better place!
Just help a little! Have you got some free time? Do you want to help children who can't live with their parents? Why don't you join us and collect money for those who need it? You can make a child smile!

C Do you want to talk about things that matter?
Too się Moovie is waiting for you!
We meet and talk in English twice a week:
Tuesday 3:30 pm – 5:00 pm
Thursday 3:40 pm – 5:10 pm

- 1 Przeprowadzanie _____ pomaga uczniom lepiej uczyć się przyrody.
2 Tekst B napisała osoba, która lubi _____ innym.
3 Tekst C podaje informacje o tym, w jakich _____ i godzinach odbywają się zajęcia kółka języka _____.

4

Skills Booster

- 1 Połącz angielskie wypowiedzi 1–5 z polskimi odpowiednikami A–F. Jedno ze zdań A–F zostało podane dodatkowo.

1 I've got butterflies in my stomach. ☐	A Ruszyli!
2 Thank you for helping me. ☐	B Denerwuję się.
3 They're off! ☐	C Spójrz na to.
4 Three cheers for Mary! ☐	D Dziękuję za pomoc.
5 Make the most of it. ☐	E Wykorzystaj to jak najlepiej.
	F Owacje dla Mary!

- 2 Uzupełnij minidialogi zdaniami 1–5 z ćwiczenia 1.

1

Look! _____

That's so exciting!
Who's going to win, dad?

2

How do you feel before the exam, Andy?

I'm sure you're going to do well.

3

You're welcome.

4

I think I can be the best today!

But remember to have fun, too!

5

Hip-hip hooray!

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

Amy: Hi, Josh. How was your weekend?
Josh: Oh, hi, Amy. It was great. I went to the stadium to watch the school championship.
Amy: Lucky you! Did you see any of our friends running?
Josh: I saw Mark. First, he was a bit slow and he was actually fourth for a moment. Then he went really fast and won and started dancing on the running track.
Amy: Wow! That sounds like a good day.
Josh: It was. How about you? What did you do?
Amy: I took part in a swimming competition. I got to the final round.
Josh: Did you win?
Amy: Well, I swam as fast as I could and ... yes, I won!
Josh: Alright! Three cheers for Amy!
Amy: Thanks, Josh!

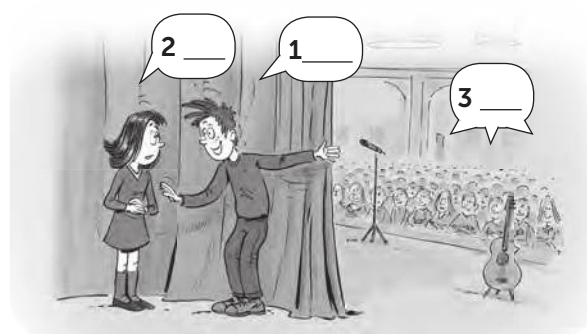
- | | |
|--|-------|
| 1 Mark prowadził od startu do mety. | P / F |
| 2 Josh uważa swój weekend za udany. | P / F |
| 3 Amy była w swoim wyścigu trzecia na mecie. | P / F |

- 4 Przeczytaj opisy sytuacji 1–4. Z podanych wyrazów utóż właściwe wypowiedzi.

- 1 Zapytaj kolegę, jak mu minął weekend.
was / weekend / how / your / ?
- 2 Zapytaj nauczycielkę, czy możesz zadać jej pytanie.
excuse / me. / you / I / ask / something / can / ?
- 3 Poproś przyjaciółkę, żeby na coś spojrzała.
look / at / it / take / . / a
- 4 Zapytaj kolegę, czy można w tym miejscu rozpać ognisko.
OK / make / is / to / it / here / fire / ? / a

- 5 Dopasuj wypowiedzi do osób. Uwaga! Jedno zdanie nie pasuje do żadnej osoby.

- A Wow! I've got butterflies in my stomach.
 B They're off!
 C Three cheers for Amanda!
 D Amanda, take a look at it.



Discover more! *Field trips in Poland*

1 Przeczytaj teksty 1–3. Dopasuj je do zdjęć A–C.

1 Białowieża National Park is one of the oldest forests in Europe, situated in the north-east part of Poland. You can come here to learn about the history of the forest and visit the museum. You may also walk in the forest to enjoy its natural beauty. If you're lucky you may even meet the European bison which live in the park.

2 Warta Mouth National Park is a park around the Warta River, close to Gorzów. There are more than 270 species of birds in the park. If you go there in the autumn you have the chance to look at great numbers of birds which are going to fly to Africa. Sometimes, in one day, there are 250 000 birds there. The Stońsk reserve, called the Bird Republic, is the best place for bird watching.

3 Stołowe Mountains National Park is close to the Czech Republic. It is perfect for people who love walking in the mountains. Altogether, there are 100 kilometres of footpaths. The highest peak (Szczeliniec Wielki 919 m.) is not very high so it is easy to climb. Students who visit the park can also go to special classes in ecology prepared by people who work in the park.

A ☐



B ☐



C ☐



2 Uzupełnij e-mail informacjami z ćwiczenia 1. Użyj języka polskiego. Dokład powinna udać się klasa z gośćmi z Leicester?

To	
Subject	

Dzień dobry,

Po rozmowie na lekcji języka angielskiego o polskich ¹ _____ narodowych ułożyliśmy listę trzech miejsc, do których moglibyśmy się udać z naszymi gośćmi z Leicester. Naszym zdaniem najciekawsze miejsce to Białowieża Park Narodowy, w którym możemy odwiedzić ² _____, lub wziąć udział w wycieczce po Puszczy Białowieżskiej. Jeśli będziemy mieli ³ _____, to spotkamy tam króla puszczy – żubra.

Możemy też pojechać do Parku Narodowego Gór Stołowych i udać się na spacer jedną z wielu ⁴ _____ pieszych albo udać się do Parku Narodowego Ujście Warty, gdzie można zobaczyć rezerwat dzikich ⁵ _____.

Czy mogłaby Pani napisać, które z tych miejsc będzie najlepszym celem wycieczki z naszymi gośćmi?

Z wyrazami szacunku,

Klasa 5C

3 Przeczytaj e-mail do uczniów z Leicester i przetłumacz brakujące fragmenty na język angielski.

To	
Subject	

Dear Malcolm,

We're very happy that ¹(zamierzacie odwiedzić) _____ us soon. Last week ²(rozmawialiśmy o planie) _____ of your visit and we're going to show you our school and our city. In the second week, ³(zamierzamy zabrać was) _____ to Białowieża National Park. It's a great place to see the beauty of Polish nature and you can see one of ⁴(największych zwierząt) _____ living in the forests of Europe.

I'm looking forward to seeing you,

Bartek

5

Skills Booster

- 1 Połącz angielskie wypowiedzi 1–5 z polskimi odpowiednikami A–F. Jedno ze zdań A–F zostało podane dodatkowo.

1 What's your phone number? ☐	A To moja wina.
2 It's not my sort of thing. ☐	B Powinam porozmawiać z nauczycielką geografii.
3 I'd better talk to the geography teacher. ☐	C Pora na zabawę.
4 Oh, no! Not again! ☐	D Jaki jest twój numer telefonu?
5 It's time for fun! ☐	E To nie dla mnie.
	F O, nie! Znowu?!

- 2 Uzupełnij minidialogi zdaniami 1–5 z ćwiczenia 1.

1

Why don't we go ice-skating?

It's a bit too cold for me.

2

1826543.

3

I think I need to tidy my room first.

4

Poor you! You got a bad mark again.

5

She's really nice and helpful.

I lost my keys.

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

Andy: Hi, Lucy! You look sad. What's the problem?

Lucy: I'm going to play in a volleyball match in the afternoon, and I've got butterflies in my stomach.

Andy: Keep your chin up! You're a great player. Can I come to the game?

Lucy: Sure. That's a great idea. You can cheer me up.

Andy: Of course. Can I bring Emma and Chris with me?

Lucy: Yes, sure. Now I have got even more butterflies in my stomach.

Andy: Don't worry! Just go and make the most of it.

- | | |
|---|-------|
| 1 Lucy jest głodna. | P / F |
| 2 Andy chce sam przyjść na mecz. | P / F |
| 3 Obecność znajomych na meczu stresuje Lucy jeszcze bardziej. | P / F |

- 4 Przeczytaj opisy sytuacji 1–4. Z podanych wyrazów ułóż właściwe wypowiedzi.

1 Trener mówi, że musisz się bardziej starać podczas meczu. Powiedz, że robisz wszystko, co w twojej mocy.

my / best / I'm / doing / .

2 Powiedz, że gra komputerowa jest w okazyjnej cenie.

bargain / it's / a / .

3 Zapytaj kolegę, w jakim rozmiarze nosi ubrania.

size / you / are / what / ?

4 Zapytaj wychowawcę, czy można tu pływać.

OK / swim / is / to / it / here / ?

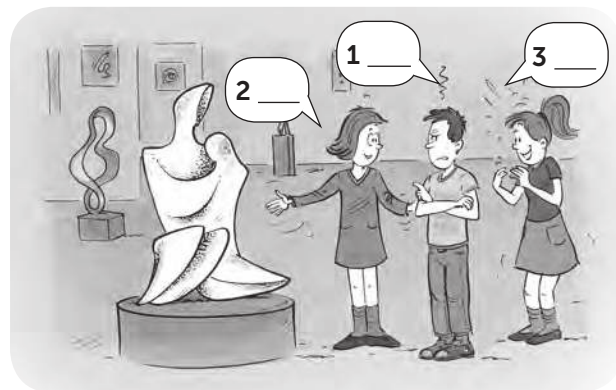
- 5 Dopasuj wypowiedzi do osób. Uwaga! Jedno zdanie nie pasuje do żadnej osoby.

A It's a bargain!

C Take a look at it!

B I hate it.

D I think it's cool.



Discover more! Teen's life

- 1 Przeczytaj teksty 1–3. Dopasuj do nich odpowiednie zdjęcia A–D. Uwaga! Jedno zdjęcie nie pasuje do żadnego tekstu.



Hi everyone, I usually write about myself, but this time I'd like to hear about your life. Why don't you write about the place where you live and what you do there?

Curious Carol

- 1 Hi Carol, I live in Karpacz in Poland. It's a small town in the Karkonosze Mountains. I wake up at 6 o'clock every morning because I need to walk the dog and make myself breakfast before school. It's winter now, so in my free time I go skiing and skating with my friends.



Michał

- 2 What's up, CC?
My life's really cool, here in Poland. I live in Koszalin. It's a pretty town near the Baltic sea. I go to school like everybody else, and in the afternoon I usually do my homework. I tidy my room on Saturday morning, but then I usually go to the seaside with my friends. I love windsurfing or just having fun on the beach.



Jacek

- 3 Hello everyone! I'm from Olsztyn – a lovely town in Poland. It's a great place to live in. After I do my homework and all the household chores, I can go to a lake or the forest with my mates. Last weekend, we played beach volleyball all day by Ukiel Lake, and in the evening we went to a café by the beach.



Beata

- 2 Przeczytaj rozmowę pod wpisem na blogu i przyporządkuj imiona osób z ćwiczenia 1. do ich wypowiedzi A–C.

1 _____ I was in Karpacz last year. There was a lot of snow and it was very cold, but I had a lot of fun with my friends. We went ice skating and I enjoyed it a lot because it's nearly as fast as windsurfing – my favourite sport.

1 _____ I was in Karpacz last year. There was a lot of snow and it was very cold, but I had a lot of fun with my friends. We went ice skating and I enjoyed it a lot because it's nearly as fast as windsurfing – my favourite sport.

3 _____ I'm going to Olsztyn on a school trip next month. It's a long way from the mountains, where I live. We're going to visit the castle and walk by the lake. What's the name of that café by the lake? What's the best food there?

- 3 Przeczytaj rozmowę i uzupełnij ją. Skorzystaj z informacji w ćwiczeniach 1. i 2. Użyj języka polskiego.

	Jacek	Jacek	Jacek
Jacek	Właśnie się dowiedziałem, że za miesiąc jadę do Olsztyna na zawody 1 _____ na jeziorze 2 _____. @Michał, czy ty tam będziesz na 3 _____ w ostatnim tygodniu maja?		
Michał	Tak. Z 4 _____ wyjeżdżamy 27.05 o 6:00 rano.		
Beata	Hej, to może się spotkamy? 28 maja we wtorek mam lekcje do 14:00 i mogę wpaść na plażę po południu. Po zawodach zabiorę was do mojej ulubionej 5 _____. Może być?		
Jacek	Super! Muszę się tylko upewnić, czy będzie czas wolny na 6 _____ nad jeziorem.		
Michał	Fajnie będzie zobaczyć was w realu :-)		



Wordlist

Człowiek

Personal data

be born	/bi: 'bɔ:n/
biography	/baɪ'ɒɡrəfi/
nationality	/næʃə'næləti/
occupation	/ɒkjʊ'peɪʃən/
older	/'əʊldə/
younger	/'jʌŋə/
youngest	/'jʌŋɪst/

Nationality and language

American	/ə'merɪkən/
----------	-------------

Chinese	/tʃaɪ'ni:z/
Egyptian	/ɪ'dʒɪptjən/

English	/'ɪŋɡlɪʃ/
---------	-----------

French	/frentʃ/
--------	----------

German	/'dʒɜ:mən/
--------	------------

Italian	/ɪ'tæljən/
---------	------------

Mandarin	/'mændərɪn/
----------	-------------

Polish	/'pəʊlɪʃ/
Russian	/'rʌʃjən/

South African	/,saʊθ 'æfrɪkən/
---------------	------------------

Spanish	/'spæɪnɪʃ/
---------	------------

Appearance

beautiful	/'bjʊ:təfəl/
bigger	/'bɪɡə/
blonde hair	/,blɒnd 'heə/
blue eyes	/,blu: 'aɪz/
brown eyes	/,braʊn 'aɪz/
curly	/'kɜ:li/
dark brown hair	/,dɑ:k braʊn 'heə/

green eyes	/,ɡri:n 'aɪz/
grey hair	/,ɡreɪ 'heə/
handsome	/'hænsəm/
light brown hair	/,laɪt braʊn 'heə/
long	/lɒŋ/
longer	/'lɒŋə/
medium-length	/,mi:diəm 'leŋθ/
quite	/kwɑ:t/
short	/ʃɔ:t/
shorter	/'ʃɔ:tə/
smaller	/'smɔ:lə/
straight	/streɪt/
tall	/tɔ:l/
taller	/'tɔ:lə/
wavy hair	/,weɪvi 'heə/

Clothes and accessories

a bit muddy	/ə ,bɪt 'mʌdi/
jacket	/'dʒækt/

Dane personalne

urodzić się	biografia, życiorys
narodowość	narodowość
zawód	starszy
starszy	młodszy
młodszy	najmłodszy

Narodowość i język

Amerikanin/	Amerykanka;
Amerykański	amerykański
chiński	Egipcjanin/
Egipcjanin/	Egipcjanka; egipski
Anglik/Angielka;	angielski
Francuz/Francuzka;	francuski
Niemiec/Niemka;	niemiecki
Włoch/Włoszka;	włoski
mandaryński (dialekt	języka chińskiego)
Polak/Polka;	polski
Rosjanin/ Rosjanka;	rosyjski
Południowoafrykań-	czyk; południowo-
afrykański	afrykański
Hiszpan/ Hiszpanka;	hiszpański

Wygląd zewnętrzny

piękny	większy
włosy blond	niebieskie oczy
brązowe oczy	kręcone (włosy)
ciemnobrązowe	włosy
zielone oczy	siwe włosy
przystojny	jasnobrązowe włosy
długi	dłuższy
średniej długości	całkiem
krótki, niski	krótszy
mniejszy	prosty
wysoki	wyższy
pofalowane włosy	

Ubrania i akcesoria

lekko ubłocony	marynarka
----------------	-----------

leather	/leðə/
pants (AmE)	/pænts/
pocket	/'pɒkɪt/
purple	/'pɜ:pəl/
raincoat	/'reɪn,kəʊt/
rubber boots	/rʌbə 'bu:ts/
rubber gloves	/rʌbə 'glʌvz/
slippers	/'slɪpəz/
sneakers (AmE)	/'sni:kəz/
tie (n)	/taɪ/
trainers	/'treɪnəz/

Features of character

cheerful	/'tʃɪəfəl/
crazy	/'kreɪzi/
friendlier	/'frendliə/
friendly	/'frendli/
funnier	/'fʌniə/
funny	/'fʌni/
generous	/'dʒenərəs/
hard-working	/,hɑ:d'wɜ:kɪŋ/
intelligent	/ɪn'telɪdʒənt/
moody	/'mu:di/
polite	/pə'laɪt/
talkative	/'tɔ:kətɪv/

Feelings and emotions

a bit	/ə 'bɪt/
enjoy	/ɪn'dʒɔɪ/
excited	/ɪk'saɪtɪd/
happiness	/'hæpɪnəs/
lonely	/'ləʊnli/
nervous	/'nɜ:vəs/
worry	/'wʌri/

Interests

better	/'betə/
crazy about	/'kreɪzi ə,bʌʊt/
good at sport	/,ɡʊd ət 'spɔ:t/
sports-mad	/'spɔ:ts mæd/
the best	/ðə 'best/

Other

change	/tʃeɪndʒ/
forget	/fə'get/
guess	/ges/
her	/hɜ:/
hero	/'hɪərəʊ/
him	/hɪm/
human rights	/,hju:mən 'raɪts/
it	/ɪt/
law	/lɔ:/
liberty	/'lɪbəti/
lie (n)	/laɪ/
lucky	/'lʌki/

me	/mi:/
peace	/pi:s/
point (v)	/pɔɪnt/
prison	/'prɪzən/

skóra	spodnie
kieszeń	fioletowy
plaszcz	przeciwdeszczowy
kalosze	gumowe rękawiczki
kapcie	tenisówki
krawat	buty sportowe

Cechy charakteru

radosny	szalony
bardziej przyjaźli	przyjaźli
bardziej zabawny	śmieszny
hojny	pracowity
inteligentny	humorzysty
grzeczny, uprzejmy	rozmowny, gadatliwy

Uczucia i emocje

trochę, nieco	cieszyć się czymś
podekscytowany	szczęście
samotny	zdenerwowany
martwić się,	przejmować się

Zainteresowania

lepszy	szalony na punkcie
czegoś	dobry w sporcie
uwiłbiający sport	najlepszy

Inne

zmiana	zapominać
zgadywać	jej
bohater	jego
prawa człowieka	to, ono
prawo	wolność
klamstwo	szczęśliwy, mający
szczęście	mnie
pokój	wskazywać,
pokazywać	więzienie



remember	/rɪ'membə/
statement	/'steɪtmənt/
them	/ðem/
though	/ðəʊ/
true	/tru:/
truth	/tru:θ/
us	/ʌs/
watch (n)	/'wɒtʃ/
wiggle	/'wɪɡəl/
you	/ju:/

pamiętać
zeznanie
ich
pomimo to, jednak
prawdziwy
prawda
nas
zegarek
poruszać, kręcić
ciebie, was

first	/fɜ:st/
second	/'sekənd/
third	/θɜ:d/
fourth	/fɔ:θ/
fifth	/fɪfθ/
sixth	/sɪksθ/
seventh	/'sevənθ/
eighth	/eɪtθ/
ninth	/'naɪnθ/
tenth	/tenθ/
eleventh	/'i'levənθ/
twelfth	/'twelfθ/
thirteenth	/'θɜ:ti:nθ/
fourteenth	/'fɔ:ti:nθ/
fifteenth	/'fɪfti:nθ/
sixteenth	/'sɪks'ti:nθ/
seventeenth	/'sevən'ti:nθ/
eighteenth	/'eɪti:nθ/
nineteenth	/'naɪn'ti:nθ/
twentieth	/'twentiəθ/
twenty-first	/'twenti 'fɜ:st/
thirtieth	/'θɜ:tiəθ/

pierwszy
drugi
trzeci
czwarty
piąty
szósty
siódmy
ósmy
dziewiąty
dziesiąty
jedenasty
dwunasty
trzynasty
czternasty
piętnasty
szesnasty
siedemnasty
osiemnasty
dziewiętnasty
dwudziesty
dwudziesty pierwszy
trzydziesty

Dom

The place where we live

building	/'bɪldɪŋ/
capital (city)	/'kæpɪtəl (/'kæpɪtəl 'sɪti)/
flat	/flæt/
home	/həʊm/
home town	/'həʊm 'taʊn/
move	/mu:v/

Miejsce zamieszkania

budynek
stolica
mieszkanie
dom
miasto rodzinne
przeprowadzić się

Description of the house and its equipment

cleaner	/'kli:nə/
comfortable	/'kʌmfətəbəl/
lift	/lɪft/
light bulb	/'laɪt ,bʌlb/
messiest	/'mesi:st/
microwave	/'maɪkrə,weɪv/
outside	/'aʊt'saɪd/
paint	/'peɪnt/
quieter	/'kwɪəətə/
rug	/rʌɡ/
steps	/'steps/

Opis domu i jego wyposażenia

bardziej czysty
wygodny
winda
żarówka
najbardziej zabałaganiony
mikrofalówka
poza, na zewnątrz
malować
bardziej cichy
dywanik
stopnie, schody

Other

bow (n)	/baʊ/
difficult	/'dɪfɪkəlt/
eraser (AmE)	/'reɪzə/
forget	/fə'get/
have to	/'hæv tə/
heavy	/'hevi/
late	/leɪt/
lesson	/'lesən/
put hand up	/'pʊt 'hænd ,ʌp/
revising (for tests)	/'rɪ'vaɪzɪŋ (fə 'tests)/
same	/seɪm/
school holiday	/'sku:l 'hɒlɪdeɪ/
school uniform	/'sku:l 'ju:nɪfɔ:m/
switch off	/'swɪtʃ 'ɒf/

Inne

ukłon
trudny
gumka do ścierania
zapominać
musieć
ciężki
spóźniony
lekcja
podnosić rękę
powtarzanie (do testów)
ten sam
wakacje szkolne
mundurek szkolny
wyłączyć

Szkola

Types of school

nursery school	/'nɜ:səri,sku:l/
primary school	/'praɪməri ,sku:l/
secondary school	/'sekəndəri ,sku:l/

Typy szkół

przedszkole
szkółka podstawowa
szkółka średnia

Computers

font	/fɒnt/
icon	/'aɪkɒn/
keyboard	/'ki:bɔ:d/
menu	/'menju:/
mouse	/'maʊs/
printer	/'prɪntə/
screen	/'skri:n/
Web	/web/

Komputery

czcionka
ikonka
klawiatura
menu
mysz
drukarka
ekran, monitor
Internet, sieć

Learning a language

comparative	/'kəm'pærətɪv/
countable	/'kaʊntəbəl/
frequency	/'fri:kwənsi/
ordinal number	/'ɔ:dɪnəl 'nʌmbə/
superlative	/'sʊ'pɜ:lətɪv/

Nauka języka

stopień wyższy
policzalny
częstotliwość
liczebnik porządkowy
stopień najwyższy

Maths

centimetre	/'sentɪ,mɪ:tə/
measure (v)	/'meʒə/
triangle	/'traɪəŋɡəl/
hundred	/'hʌndrəd/
million	/'mɪljən/
thousand	/'θaʊzənd/

Matematyka

centymetr
mierzyć
trójkąt
sto
milion
tysiąc

Praca

Jobs and functions

astronomer	/'ə'strɒnəmə/
business people	/'bɪznəs ,pi:pəl/
composer	/'kəm'pəʊzə/
cook	/kʊk/
doctor	/'dɒktə/
emperor	/'empərə/
fashion designer	/'fæʃən dɪ,zajən/
fishermen	/'fɪʃəmən/
inventor	/'ɪn'ventə/
musician	/'mju:zɪʃən/
politician	/'pɒlə'tɪʃən/
president	/'prezɪdənt/
queen	/'kwi:n/
scientist	/'saɪəntɪst/
secretary	/'sekɪtrɪ/
singer	/'sɪŋə/
soldier	/'səʊldʒə/
songwriter	/'sɒŋ,raɪtə/
taxi driver	/'tæksi ,draɪvə/
writer	/'raɪtə/

Popularne zawody i związane z nimi czynności

astronom
ludzie biznesu
kompozytor/ kompozytorka
kucharz
lekarz
cesarz
projektant/ projektantka mody
rybacy
wynalazca
muzyk
polityk
prezydent
królowa
naukowiec
sekretarka
piosenkarz/ piosenkarka
żołnierz
kompozytor/ kompozytorka
piosenek
taksówkarz
pisarz/pisarka

Other	
discovery	/dɪ'skʌvəri/
invent	/ɪn'vent/
radium	/ˈreɪdiəm/

Inne	
odkrycie	
wynaleźć	
rad (pierwiastek chemiczny)	

Życie rodzinne i towarzyskie

Family members	
children	/ˈtʃɪldrən/
relative	/ˈrelatɪv/

Friends	
call	/kɔ:l/
cell phone (AmE)	/ˈsel fəʊn/
chatting with friends	/ˈtʃætɪŋ wɪð ˈfrendz/
come along	/ˌkʌm əˈlɒŋ/
compare	/kəmˈpeə/
e-pal	/ˈi:pæl/

email	/ˈi:meɪl/
envelope	/ˈenvələʊp/
greet	/gri:t/
greetings card	/ˈgri:tɪŋz kɑ:d/
hanging out	/ˈhæŋɪŋ ˈaʊt/

join	/dʒɔɪn/
letterbox	/ˈletə,bɒks/
miss	/mɪs/

parcel	/ˈpɑ:səl/
postcard	/ˈpəʊst,kɑ:d/
stay with	/ˈsteɪ wɪð/
telephone	/ˈtelɪfəʊn/
text (v)	/tekst/
text message	/ˈtekst ˌmesɪdʒ/

welcome	/ˈwelkəm/
---------	-----------

What is happening? /wɒt ɪz ˈhæpənɪŋ/

Everyday activities	
close the window	/ˌkləʊz ðə ˈwɪndəʊ/
do the washing-up	/ˌdu: ðə ˈwɒʃɪŋ ˈʌp/
empty the bin	/ˌemptɪ ðə ˈbɪn/
feed	/fi:d/
getting up early	/ˌgetɪŋ ʌp ˈɜ:li/
hold	/həʊld/
lay the table	/ˌleɪ ðə ˈteɪbəl/
make the bed	/ˌmeɪk ðə ˈbed/
open the door	/ˌəʊpən ðə ˈdɔ:/
pick up	/ˌpɪk ˈʌp/
put on	/ˌpʊt ˈɒn/
take sb for a walk	/ˌteɪk ˌsʌmbədi fər ə ˈwɔ:k/
tidy the room	/ˌtaɪdi ðə ˈru:m/
vacuum the carpet	/ˌvækjuəm ðə ˈkɑ:pɪt/
wake up	/ˌweɪk ˈʌp/
wash the car	/ˌwɒʃ ðə ˈkɑ:/

Free time	
How about ...	/haʊ əˈbaʊt/
idea	/aɪˈdɪə/
Let's go	/ˌlets ˈgəʊ/
spend (time)	/spend (ˈtaɪm)/
want	/wɒnt/

Członkowie rodziny	
dzieci	
krewny	

Koledzy, przyjaciele	
dzwonić	
telefon komórkowy	
rozmawianie z przyjaciółmi	
przyjść, przybyć	
porównywać	
e-mailowy przyjaciel/ przyjaciółka	
e-mail	
koperta	
witać	
karta z życzeniami	
spędzanie czasu (ze znajomymi)	

dołączyć	
skrzynka na listy	
brakować czegoś, tęsknić za czymś	

paczka	
pocztówka	
zostawać z	
telefon	
pisać/wysyłać sms	
sms, wiadomość tekstowa	
mile widziany; powitać	
Co się dzieje?	

Czynności życia codziennego	
zamykać okno	
zmywać naczynia	
opróżniać kosz	
karmić	
wczesne wstawanie	
trzymać	
nakrywać do stołu	
stać trochę	
otwierać drzwi	
podnosić	
zakładać	
brać kogoś na spacer	

sprzątać pokój	
odkurzać dywan	
budzić się	
myć samochód	

Formy spędzania czasu wolnego	
Co powiesz ...	
pomysł	
Chodźmy	
spędzać (czas)	
chcieć	

Time expressions	
afternoon	/ˌɑ:ftəˈnu:n/
always	/ˈɔ:lweɪz/
early	/ˈɜ:li/
evening	/ˈi:vnɪŋ/
every	/ˈevri/
how often	/ˌhaʊ ˈɒfən/
last night	/ˌlɑ:st ˈnaɪt/
last summer	/ˌlɑ:st ˈsʌmə/
last weekend	/ˌlɑ:st ˈwi:k'end/
morning	/ˈmɔ:nɪŋ/
never	/ˈnevə/
next weekend	/ˌnekst ˈwi:k'end/
night	/naɪt/
once	/wʌns/

past (n)	/pɑ:st/
sometimes	/ˈsʌmtaɪmz/
this summer	/ˌðɪs ˈsʌmə/
through	/θru:/
tomorrow	/təˈmɒrəʊ/
tonight	/təˈnaɪt/
twice	/twais/

usually	/ˈju:ʒuəli/
yesterday	/ˈjestədeɪ/

Żywnienie

Food	
apple juice	/ˈæpəl ˌdʒu:s/
bacon	/ˈbeɪkən/
baguette sandwich	/bæˌget ˈsændwɪdʒ/
bean	/bi:n/
biscuits	/ˈbɪskɪts/
bread	/bred/
carrot	/ˈkærət/
cereal	/ˈsɪəriəl/
cheese	/tʃi:z/
chicken	/ˈtʃɪkɪn/
cola	/ˈkəʊlə/
cookie (AmE)	/ˈkʊki/
eggs	/egz/
fish	/fɪʃ/
grapes	/greɪps/
jam	/dʒæm/
jelly	/ˈdʒeli/
meat	/mi:t/
milk	/mɪlk/
mushroom	/ˈmʌʃru:m/
noodles	/ˈnu:dəlz/
oranges	/ˈɒrɪndʒɪz/
pasta	/ˈpæstə/
pears	/peəz/
potatoes	/pəˈteɪtəʊz/
rice	/raɪs/
salad	/ˈsæləd/
salt	/sɔ:lt/
sausage	/ˈsɒsɪdʒ/
sugar	/ˈʃʊgə/
toast	/təʊst/
tomato	/təˈmɑ:təʊ/

Meals	
chopsticks	/ˈtʃɒp,stɪks/
dinner	/ˈdɪnə/
fork	/fɔ:k/
knife	/naɪf/

Określenia czasu	
popołudnie	
zawsze	
wcześniej	
wieczór	
każdy	
jak często	
zeszłej nocy	
zeszłego lata	
w zeszły weekend	
rano	
nigdy	
(w) następny weekend	
noc	
raz (np. raz w tygodniu)	
przeszłość	
czasami	
tego lata	
przez	
jutro	
dziś wieczorem	
dwa razy (np. dwa razy w tygodniu)	
zazwyczaj, zwykle	
wczoraj	

Artykuły spożywcze	
sok jabłkowy	
becon	
kanapka z bagietki	
fasola	
ciastka, herbatniki	
chleb	
marchewka	
płatki (śniadaniowe)	
ser	
kurczak	
Coca Cola	
ciastko	
jajka	
ryba	
winogrona	
dżem	
galaretka	
mięso	
mleko	
grzyb	
kluski	
pomarańcze	
makaron	
gruszki	
ziemniaki	
ryż	
sałatka	
sól	
kietbasa	
cukier	
tost	
pomidor	

Posiłki	
paleczki do jedzenia	
kolacja	
widelec	
nóż	



pudding snack	<i>/ˈpʊdɪŋ/ /snæk/</i>	deser przekąska	harbour haunted castle	<i>/ˈhɑ:bə/ /ˈhɔ:ntɪd ˈkɑ:səl/</i>	port zamek, w którym straszy
Cooking		Gotowanie	jetty/pier monument open-air market	<i>/ˈdʒeti / piə/ /ˈmɒnɪjʊmənt/ /əʊpən ˌeə ˈmɑ:kɪt/</i>	moło zabytek targ na wolnym powietrzu
add boil cut fry grate mix roast steam	<i>/æd/ /bɔɪl/ /kʌt/ /fraɪ/ /ɡreɪt/ /mɪks/ /rəʊst/ /sti:m/</i>	dodać gotować kroić smażyć ścierać na tarce mieszać piec gotować na parze	palace planetarium ruins statue temple tower	<i>/ˈpæləs/ /ˈplænəˈteəriəm/ /ˈru:ɪnz/ /ˈstætʃu:/ /ˈtempəl/ /ˈtaʊə/</i>	pałac planetarium ruiny posąg, statua świątynia wieża
Quantity		Określenia ilości	On holiday		Na wakacjach
a lot of many	<i>/ə ˈlɒt əv/ /ˈmeni/</i>	dużo wiele (z rzeczownikami policzalnymi)	arrive	<i>/əˈraɪv/</i>	przyjeżdżać, przybywać
much	<i>/mʌtʃ/</i>	wiele (z rzeczownikami niepoliczalnymi)	B&B (Bed and Breakfast)	<i>/ˈbi: ən ˈbi: (bed ən ˈbrekfəst/</i>	rodzaj taniego pensjonatu oferującego nocleg ze śniadaniem
Other		Inne	bench boring by the sea campsite	<i>/bentʃ/ /ˈbɔ:ɪŋ/ /baɪ ðə ˈsi:/ /ˈkæmpsaɪt/</i>	ławka nudny nad morzem kemping, pole namiotowe
café diet food sale smell vegetarian	<i>/ˈkæfeɪ/ /ˈdaɪət/ /ˈfu:d ˌseɪl/ /smel/ /ˌvedʒəˈteəriən/</i>	wyprzedaż jedzenia zapach vegetarianin/ wegetarianka	central close comfortable cruise different exciting face	<i>/ˈsentrəl/ /kləʊs/ /ˈkʌmfətəbəl/ /kru:z/ /ˈdɪfrənt/ /ɪkˈsaɪtɪŋ/ /feɪs/</i>	centralny blisko wygodny rejs statkiem różny ekscytujący wychodzić na; odwrócić w stronę
Zakupy i usługi					
Buying and selling		Sprzedawanie i kupowanie	fantastic fly fishing	<i>/fænˈtæstɪk/ /ˈflaɪ ˌfɪʃɪŋ/</i>	fantastyczny wędkarstwo muchowe
charge cheap closed expensive free go shopping jumble sale	<i>/tʃɑ:dʒ/ /tʃi:p/ /kləʊzd/ /ɪkˈspensɪv/ /fri:/ /ɡəʊ ˈʃɒpɪŋ/ /ˈdʒʌmbəl ˌseɪl/</i>	naliczyć (opłatę) tani zamknięte drogi, kosztowny bezpłatny iść na zakupy wyprzedaż rzeczy używanych	guest kilometre long way lovely marker motorway orientate orienteering picnic post rafting represent	<i>/ɡest/ /ˈkɪləˌmi:tə/ /ˌlɒŋ ˈweɪ/ /ˈlʌvli/ /ˈmɑ:kə/ /ˈməʊtəˌweɪ/ /ˈɔ:riəntet/ /ɔ:riənˈteəriŋ/ /ˈpɪknɪk/ /pəʊst/ /ˈrɑ:ftɪŋ/ /ˌreprɪˈzent/</i>	gość kilometr daleko śliczny wskaznik, znak autostrada orientować biegi na orientację piknik stúp, pal spływ pontonem symbolizować, przedstawiać
queue raffle sell	<i>/kju:/ /ˈræfəl/ /sel/</i>	kolejka loteria sprzedawać	ride (v) roller coaster scary through too travel (v) view wonderful world	<i>/raɪd/ /ˈrəʊlə ˌkəʊstə/ /ˈskeəri/ /θru:/ /tu:/ /ˈtrævəl/ /vju:/ /ˈwʌndəfəl/ /wɜ:ld/</i>	jeździć kolejka górską przerażający, straszny przez zbyt, za, zanadto podróżować widok wspaniały świat
Podróżowanie i turystyka					
Means of transport		Środki transportu	Geographical names		Nazwy geograficzne
cab limousine lorry ship taxi train Underground wagon	<i>/kæb/ /ˌlɪməˈzi:n/ /ˈlɒri/ /ʃɪp/ /ˈtæksi/ /treɪn/ /ˈʌndəˌɡraʊnd/ /ˈwægən/</i>	taksówka limuzyna ciężarówka statek taksówka pociąg metro wóz	Argentina Austria Brazil California Canada Channel Tunnel Cuba	<i>/ˌɑ:dʒənˈti:nə/ /ˈɒstri:ə/ /bræˈzɪl/ /ˌkæləˈfɔ:niə/ /ˈkænədə/ /ˌtʃænəl ˈtʌnəl/ /ˈkju:bə/</i>	Argentyna Austria Brazylia Kalifornia Kanada Eurotunel (tunel pod kanałem La Manche) Kuba
Directions		Kierunki świata			
direction west	<i>/dɪˈrekʃən/ /west/</i>	kierunek zachód; zachodni			
Places to see		Miejsca warte zobaczenia			
art gallery cathedral Eiffel Tower	<i>/ˈɑ:t ˌɡæləri/ /kəˈθi:drəl/ /ˌaɪfəl ˈtaʊə/</i>	galeria sztuki katedra wieża Eiffła			

Florida	/ˈflɒrɪdə/	Floryda
Mexico	/ˈmeksɪkəʊ/	Meksyk
New Zealand	/ˌnjuːˈziːlənd/	Nowa Zelandia
Shanghai	/ˈʃæŋˈhaɪ/	Szanghaj
Shetland Islands	/ˈʃetlənd ˌaɪləndz/	Szetlandy (wyspy)
Texas	/ˈteksəs/	Teksas
the Bronx	/ðə ˈbrɒŋks/	Bronx (dzielnica Nowego Jorku)

Kultura

Festivals

celebrate	/ˈseləbreɪt/
fancy dress day	/ˈfænsi ˈdres ˌdeɪ/
lantern	/ˈlæntən/
Chinese New Year	/tʃaɪˌniːz ˌnjuː ˈjɪə/

Art

advertisement	/ədˈvɜːtɪsmənt/
amazing	/əˈmeɪzɪŋ/
artist	/ˈɑːtɪst/
bagpipe lessons	/ˈbæɡpaɪp ˌlesənz/
band	/bænd/
charity concert	/ˈtʃærəti ˌkɒnsət/
classical music	/ˌklæsɪkəl ˈmjuːzɪk/
DVD	/diː viː diː/
famous	/ˈfeɪməs/
flamenco	/fləˈmenɪkəʊ/
guitar	/ɡɪˈtɑː/
harp	/hɑːp/
Highland dancing	/ˌhaɪlənd ˈdɑːnsɪŋ/

hip hop	/ˈhɪp hɒp/
keyboards	/ˈkiːˌbɔːdz/

magazine	/ˌmæɡəˈziːn/
music	/ˈmjuːzɪk/
musical	/ˈmjuːzɪkəl/
newspaper	/ˈnjuːzpeɪpə/
painting (n)	/ˈpeɪntɪŋ/
perform	/pəˈfɔːm/
play (n)	/pleɪ/
poem	/ˈpəʊɪm/
popular	/ˈpɒpjələ/
samba	/ˈsæmbə/
soap (soap opera)	/səʊp (ˈsəʊp ˌɒpərə)/
successful	/səkˈsesfəl/

tango	/ˈtæŋɡəʊ/
the news	/ðə ˈnjuːz/
waltz	/wɔːls/

Sport

Popular sports

American football	/əˌmerɪkən ˈfʊtˌbɔːl/
athletics	/əθˈletɪks/
baseball	/ˈbeɪsbɔːl/
basketball	/ˈbɑːskɪtbɔːl/
beach soccer	/ˈbiːtʃ ˌsɒkə/
bowling	/ˈbəʊlɪŋ/
bungee jumping	/ˈbʌndʒɪˌdʒʌmpɪŋ/
canoeing	/kəˈnuːɪŋ/

Święta, obrzędy

świętować
dzień przebierańców
lampion
Chiński Nowy Rok

Sztuka

ogłoszenie, reklama
niesamowity
artysta/artystka
lekcje gry na dudach
zespół
koncert charytatywny
muzyka klasyczna
DVD
sławny
flamenco (taniec)
gitara
harfa
tradycyjne tańce
szkockie

hip hop
syntezator,
instrument
klawiszowy

czasopismo
muzyka
musical
gazeta
obraz
odegrać, wystąpić
sztuka (teatralna)
wiersz
popularny
samba (taniec)
telenowela, opera
mydlana
udany, pomyślny,
zakończony
sukcesem
tango (taniec)
wiadomości
walc (taniec)

Popularne dyscypliny sportu

futbol amerykański
lekkoatletyka
baseball
koszykówka
piłka nożna plażowa
kręgle
skok na bungee
kajakarstwo

fencing	/ˈfensɪŋ/
football	/ˈfʊtˌbɔːl/
go-karting	/ˈɡəʊˌkɑːtɪŋ/
golf	/ɡɒlf/
high jump	/ˈhaɪ ˌdʒʌmp/
horse-riding	/ˈhɔːs ˌraɪdɪŋ/
ice hockey	/ˈaɪs ˌhɒki/
long jump	/ˈlɒŋ ˌdʒʌmp/
marathon	/ˈmæɪrəθən/
pole vault	/ˈpəʊl ˌvɔːlt/
rugby	/ˈrʌɡbi/
sailing	/ˈseɪlɪŋ/
snowboarding	/ˈsnəʊˌbɔːdɪŋ/

surfing	/ˈsɜːfɪŋ/
table tennis	/ˈteɪbəl ˌtenɪs/

tennis	/ˈtenɪs/
--------	----------

Sports equipment

arrow	/ˈærəʊ/
bike	/baɪk/
bow (and arrow)	/bəʊ (ənd ˈærəʊ)/
football boots	/ˈfʊtˌbɔːl ˌbuːts/
gloves	/ɡlʌvz/
helmet	/ˈhelmt/
net	/net/
pistol	/ˈpɪstəl/
puck	/pʌk/
racket	/ˈrækt/
roller skates	/ˈrəʊlə ˌskeɪts/
sweatband	/ˈswetˌbænd/
wetsuit	/ˈwetˌsuːt/

Sportspeople

athlete	/ˈæθliːt/
footballer	/ˈfʊtˌbɔːlə/
goalkeeper	/ˈɡəʊlˌkiːpə/
players (in a team)	/ˈpleɪəz (ɪn ə ˈtiːm)/

Sports activities

attack	/əˈtæk/
carry	/ˈkæri/
catch	/kætʃ/
climb	/klaɪm/
compete	/kəmˈpiːt/
cool down	/ˌkuːl ˈdaʊn/
cycle	/ˈsaɪkəl/
head (a ball)	/hed (ə ˈbɔːl)/
hit	/hɪt/
hold	/həʊld/
keep fit	/ˌkiːp ˈfɪt/

kick	/kɪk/
ride a bike	/ˌraɪd ə ˈbaɪk/
roll	/rəʊl/
shoot	/ʃuːt/
skate	/skeɪt/
ski	/skiː/
stretch	/stretʃ/
throw	/θrəʊ/
train	/treɪn/
water-ski	/ˈwɔːtə skiː/

win	/wɪn/
-----	-------

szermierka
piłka nożna
jazda gokartami
golf
skok wzwyż
jazda konna
hokej na lodzie
skok w dal
maraton
skok o tyczce
rugby
żeglowanie
jazda na
snowboardzie
surfowanie
tenis stołowy,
ping-pong
tenis

Sprzęt sportowy

strzała
rower
łuk (i strzała)
buty piłkarskie (korki)
rękawiczki
kask, hełm
siatka
pistolet
krążek hokejowy
rakieta
wrotki
opaska na czło
pianka do nurkowania

Sportowcy

lekkoatleta/
lekkoatletka
piłkarz
bramkarz
gracze (w drużynie)

Czynności związane ze sportem

atakować
nosić
łapać
wspinać się
rywalizować,
konkurować
ochłoniąć, ostygnąć
jeździć na rowerze
zagrać główką (piłkę)
uderzyć
trzymać
być wysportowanym,
być w dobrej formie
kopać
jeździć na rowerze
toczyć
strzelać
jeździć na tyżwach
jeździć na nartach
rozciągać się
rzucać
trenować, ćwiczyć
jeździć na nartach
wodnych
wygrać



Other

bare feet	/beə 'fi:t/
cartwheel	/'kɑ:twi:l/
competition	/,kɒmpə'tɪʃən/
exciting	/ɪk'saɪtɪŋ/
fun run	/'fʌn ˌrʌn/
great way	/greɪt 'weɪ/
gym	/dʒɪm/
match (football match)	/mætʃ ('fʊt,bɔ:l mætʃ)/
modern	/'mɒdən/
popular	/'pɒpjələ/
prize	/'praɪz/
rule	/'ru:l/
stadium	/'sterɪdiəm/
tournament	/'tʊənəmənt/
warm-up	/'wɔ:m ʌp/

Zdrowie

Body parts

ears	/iəz/
feet	/'fi:t/

Everyday hygiene

brush hair	/'brʌʃ 'heə/
clean the teeth	/'kli:n ðə 'ti:θ/
comb (v)	/'kəʊm/
have a shower	/'hæv ə 'ʃaʊə/
toothbrush	/'tu:θbrʌʃ/

Świat przyrody

Weather

pour with rain	/pɔ: wɪð 'reɪn/
storm	/stɔ:m/
terrible	/'terəbəl/
wave (n)	/'weɪv/

Animals

animal	/'æniməl/
ant	/'ænt/
bear	/'beə/
buffalo	/'bʌfələʊ/
camel	/'kæmə/
cheetah	/'tʃi:tə/
chimpanzee	/'tʃɪmpæn'zi:/
cobra	/'kəʊbrə/
deer	/'diə/
dog	/'dɒg/
dolphin	/'dɒlfɪn/
donkey	/'dɒŋki/
elephant	/'elɪfənt/
fish (n)	/'fɪʃ/
fly	/'flaɪ/
horse	/'hɔ:s/

Inne

gołe stopy (tu: na bosaka)
gwiazda (figura akrobatyczna)
konkurs
ekscytujący
zabawny wyścig
świetny sposób
siłownia
mecz (mecz piłkarski)
nowoczesny, współczesny
popularny
nagroda
zasada
stadion
turniej, zawody
rozgrzewka

Części ciała

uszy
stopy

Higiena codzienna

szczotkować włosy
myć zęby
czesać włosy grzebieniem
brać prysznic
szczoteczka do zębów

Pogoda

padać ulewnym deszczem
burza
okropny, straszny
fala

Zwierzęta

zwierzę
mrówka
niedźwiedź
bawół, bizon amerykański
wielbłąd
gepard
szympanś
kobra
jeleń
pies
delfin
osioł
stoł
ryba
mucha
koń

Labrador

mosquito	/'læbrədɔ:/
mouse	/mɒ'ski:təʊ/
owl	/maʊs/
pet	/aʊl/
rabbit	/pet/
scorpion	/'ræbɪt/
snail	/'sko:piən/
tiger	/sneɪl/
tortoise	/'taɪgə/

Landscape

beach	/bi:tʃ/
forest	/'fɒrɪst/
grass	/grɑ:s/
island	/'aɪlənd/
lake	/leɪk/
mountain	/'maʊntɪn/
rock	/rɒk/
sandcastle	/'sænd,kɑ:səl/
sea	/si:/
seaside	/'si:,saɪd/
shade	/ʃeɪd/
wooden	/'wʊdən/

Space

moon	/mu:n/
space (outer space)	/speɪs (aʊtə 'speɪs)/

Recycling

bottle	/'bɒtl/
box	/bɒks/
can (n)	/kæn/
cardboard	/'kɑ:d,bɔ:d/
collect	/kə'lekt/
glass	/glɑ:s/
jar	/dʒɑ:/
made (of)	/meɪd (əv)/
metal	/'metəl/
packet	/'pækɪt/
paper	/'peɪpə/
plastic	/'plæstɪk/
pot	/pɒt/
recycle	/'ri:'saɪkl/
trash (AmE)	/træʃ/
wrapper	/'ræpə/

Other

aggressive	/ə'ɡresɪv/
dangerous	/'demdʒərəs/
fast	/fɑ:st/
huge	/hju:dʒ/
intelligent	/'ɪntelɪdʒənt/
lead	/'li:d/
loyal	/'lɔɪəl/
spring	/sprɪŋ/
strong	/strɒŋ/
timid	/'tɪmɪd/
tiny	/'taɪni/

labrador (rasa psa)

komar
mysz
sowa
zwierzę domowe
królik
skorpion
ślimak
tygrys
żółw

Krajobraz

plaża
las
trawa
wyspa
jezioro
góra
skała
zamek z piasku
morze
wybrzeże
cień
drewniany

Kosmos

księżyc
kosmos (przestrzeń kosmiczna)

Recykling

butelka
pudełko
puszka
tektura, tekturowy
zbierać
szkło, szklany
stoik
zrobiony/ wykonany z czegoś
metal, metalowy
paczka
papier, papierowy
plastik, plastikowy
pojemnik plastikowy
przetwarzać
śmieci
papierek, opakowanie

Inne

agresywny
niebezpieczny
szybki
ogromny
inteligentny
smycz
lojalny, oddany
wiosna
silny
nieśmiały, płochliwy
malerki

Macmillan Polska Sp. z o.o.
Al. Jerozolimskie 146 A
02-305 Warszawa

A division of Macmillan Publishers Limited Companies and
representatives throughout the world

ISBN 978-83-7621-891-5

Text © Macmillan Publishers Limited 2009
Design and illustration © Macmillan Publishers Limited 2009

Skills Booster activities by Jacek Łagun

Copyright for the Polish edition © Macmillan Polska 2015
First published 2015
This edition published 2018

The authors have asserted their right to be identified as
the authors of this work in accordance with the Copyright,
Designs and Patents Act 1988.

All rights reserved; no part of this publication may be
reproduced, stored in a retrieval system, transmitted in any
form, or by any means, electronic, mechanical, photocopying,
recording, or otherwise, without the prior written permission
of the publishers

Illustrated by Juliet Breese, Russ Daff, Mark Davis, Gary Jones,
Chris Pavely, Jorge Santillon, Studio Pulsar, Artur Ruducha and
Wojciech Górski

Polish version
Cover and layout design by **Virus Group**

Typeset by **Ilustris**
PHOTOSENWID

The authors would like to thank the Macmillan Polska team.
The authors and publishers would like to thank the following
for permission to reproduce their photographic materials:

Getty Images: pp45 (Elizabeth I, K.Skolimowska),
COMSTOCK IMAGES/MPL p38 (meat, eggs, oranges,
cheese); GETTY/MPL p38 (fish, bread); IMAGE SOURCE/
MPL p60 (smiling boy), MACMILLAN/PAUL BRICKNELL/MPL
p38 (sugar); PHOTODISC/GETTY IMAGES/MPL p50 (crown);
Thinkstock pp75, 77, 79, 81, 83 and **Corbis/Fotochannels** and
Photogenica for all the remaining photos.

These materials may contain links for third party websites.
We have no control over, and are not responsible for, the contents
of such third party websites. Please use care when accessing
them.

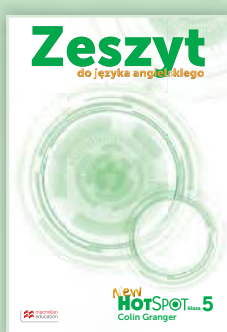
Although we have tried to trace and contact copyright holders
before publication, in some cases this has not been possible.
If contacted we will be pleased to rectify any errors or omissions
at the earliest opportunity.

Printed and bound in Poland

2022	2021	2020	2019	2018
10 9	8 7	6 5	4 3	2 1

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