

Zeszyt ćwiczeń

Together

dla **4** klasy





Pobierz na swój smartfon lub tablet bezpłatną aplikację *Together* (Macmillan) z zadaniami w technologii rozszerzonej rzeczywistości (AR). Odszukaj w podręczniku ilustracje w zadaniach *Fast Finisher*. Następnie, skanując ilustracje na stronie podręcznika, aktywujesz ćwiczenie w rozszerzonej rzeczywistości. Teraz możesz rozwiązać zadanie. Powodzenia!

Materiały wideo dostępne na: www.macmillaneducacja.pl/together-klasa-4-video lub po zeskanowaniu kodu QR za pomocą smartfonu:

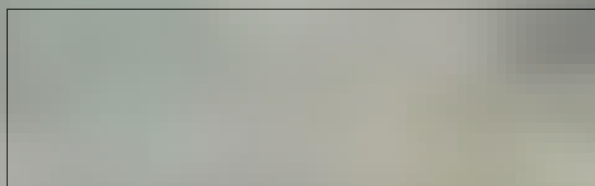


QR kody do filmów wideo, które znajdziesz na stronach lekcji *Speaking* i *Reading and Culture* odnoszą się do filmów ukazanych na stronach Książki ucznia i umożliwiają ponowne obejrzenie filmów prezentowanych w czasie lekcji.



Dostęp do materiałów cyfrowych do *Together* dla 5 klasy

1. Wejdź na stronę: www.macmillaneducationeverywhere.com lub pobierz aplikację *Macmillan Education Everywhere* z App Store lub Google Play.
2. Zarejestruj się, aby utworzyć nowe konto – powinno zostać założone przez osobę **pełnoletnią (rodzic/opiekun)**. / **Zaloguj się, jeśli już masz konto.**
3. Aktywuj kod podany poniżej.



Dostęp ważny jest przez **15 miesięcy** od dnia aktywacji.

Szczegółowy przewodnik dostępny jest na stronie: www.macmillan.pl/dzial-pomocy

Wymagania systemowe dostępne są na stronie:

www.macmillaneducationeverywhere.com/system-requirements

Zgłoszenia problemów technicznych prosimy kierować na adres:

help@macmillaneducation.com

Zeszyt ćwiczeń

Together

dla 4 klasy

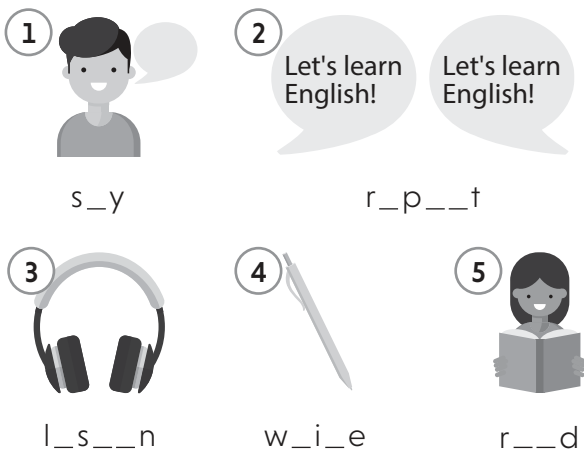
Welcome unit page 4	Vocabulary: classroom objects, stationery, the alphabet, everyday objects, basic colours, days of the week, numbers 1–20	
	Vocabulary	Grammar
Unit 1 People and places page 8	- countries and nationalities - places, numbers 20–100 Pronunciation /ɪ/ and /i:/	- verb <i>be</i> affirmative, personal pronouns <i>a, an</i> and <i>zero</i> article, nouns with adjectives
Unit 2 Me and my clothes page 18	- clothes, adjectives describing clothes - personality adjectives Pronunciation /ɔ:/	- verb <i>be</i> negative - verb <i>be</i> questions, short answers, <i>Wh-</i> questions and answers
Revision Units 1–2 pages 28–29		
Unit 3 Our things page 30	- possessions - household objects, prepositions of place Pronunciation /r/	- possessive adjectives, <i>whose</i>, possessive <i>'s</i> <i>this, that, these, those</i>
Unit 4 Family and friends page 40	- describing appearance: face and hair - family Pronunciation /h/ and /tʃ/	- verb <i>have got</i> affirmative and negative - verb <i>have got</i> questions and short answers, <i>Wh-</i> questions and answers
Revision Units 3–4 pages 50–51		
Unit 5 Me and my food page 52	- food and drink - fruit and vegetables Pronunciation /s/ and /ʃ/	<i>there is/are, some, a lot of</i>, countable and uncountable nouns <i>there isn't/aren't, any</i>
Unit 6 Out and about! page 62	- sports, hobbies - action verbs, word friends Pronunciation /eɪ/ and /æ/	- verb <i>can</i> affirmative and negative - verb <i>can</i> questions and short answers, <i>Wh-</i> questions and answers, adverbs with <i>can</i>
Revision Units 5–6 pages 72–73		
Unit 7 My week page 74	- everyday activities - free time activities Pronunciation /u:/ and /əʊ/	- present simple affirmative, negative, questions and short answers, <i>Wh-</i> questions and answers: <i>I, you, we</i> and <i>they</i> - present simple affirmative, negative, questions and short answers, <i>Wh-</i> questions and answers: <i>he, she, it</i>
Unit 8 Time out! page 84	- holiday activities - places in a town Pronunciation /ŋ/	- present continuous affirmative and negative - present continuous questions and short answers, <i>Wh-</i> questions and answers
Revision Units 7–8 pages 94–95		
My Words pages 96–103		

Grammar: possessive adjectives: *my* and *your*, imperative, regular and irregular plural nouns

Speaking: classroom instructions, spelling

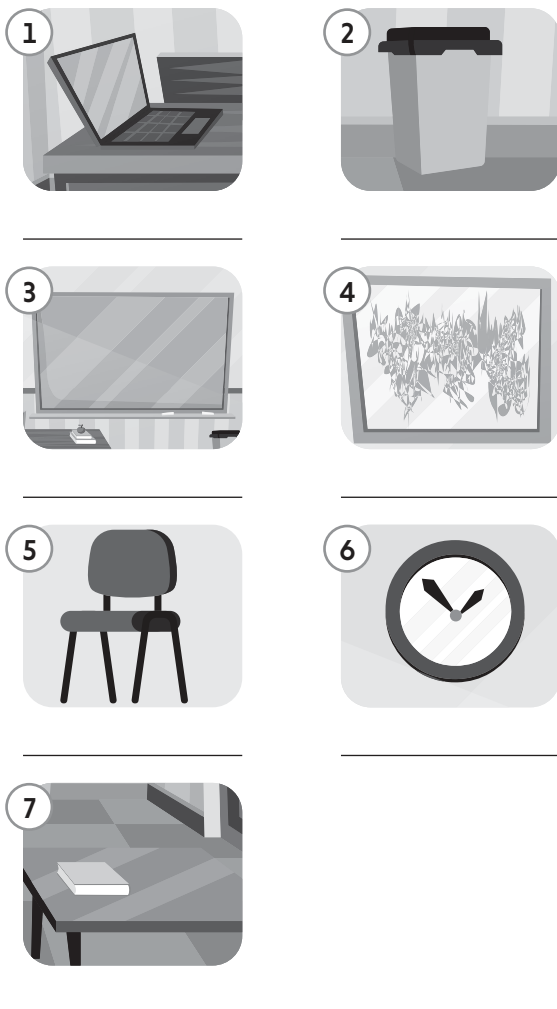
Speaking	Reading and culture	Writing
asking for and giving personal information	Favourite places	personal information form
telling the time, asking what time it is	Clothes around the world	short message about myself
asking and answering about a price	The art of recycling	description of my bedroom
welcoming and introducing friends	My family	description of a family
ordering a takeaway pizza	My favourite breakfast	blog post about my lunch
asking for and giving permission and information	Hobbies around the world	text message
likes and dislikes	Unusual schools	blog post about my weekend
asking for and giving directions	Festivals around the world	holiday postcard

1 Popatrz na ilustracje i uzupełnij brakujące litery w nazwach czynności.

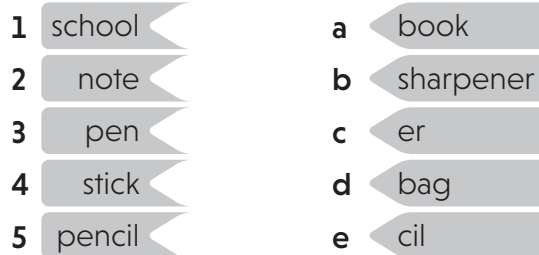


2 Dopasuj nazwy przedmiotów z ramki do ilustracji 1-7.

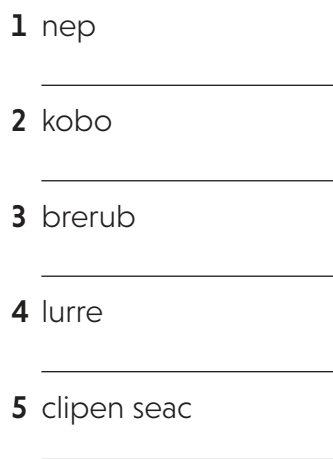
bin board chair clock computer
desk poster



3 Dopasuj zakończenia słów a-e do ich początków 1-5.



4 Ułóż litery we właściwej kolejności, tak aby powstały nazwy przyborów szkolnych.



5 Dopasuj wyrazy do odpowiedniej kategorii.

board chair computer desk listen
notebook pencil rubber say
school bag repeat write

ACTIVITIES

STATIONERY

CLASSROOM
OBJECTS



AUDIO 01
AUDIO 02

Welcome unit Lesson 2

- 1 01 Posłuchaj nagrania i napisz kolejną literę alfabetu występującą po tej, którą usłyszysz.

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

- 2 02 Posłuchaj nagrania i napisz literowane wyrazy.

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

- 3 Uzupełnij dialog wyrazami z ramki.

do my spell your

A: What's ¹ _____ name?
B: ² _____ name's Mickey.
A: How ³ _____ you ⁴ _____ Mickey?
B: M-I-C-K-E-Y.

- 4 Popatrz na ilustracje i uzupełnij wypowiedzi.



- 5 Dopasuj zakończenia poleceń a-e do ich początków 1-5.

1 Sit	a your hand up!
2 Open	b a picture!
3 Draw	c up!
4 Put	d down!
5 Stand	e your book!



- 6 Z podanych wyrazów ułóż polecenia w formie przeczącej.

1 down sit Don't !

2 your up Don't hand put !

3 close Don't book your !

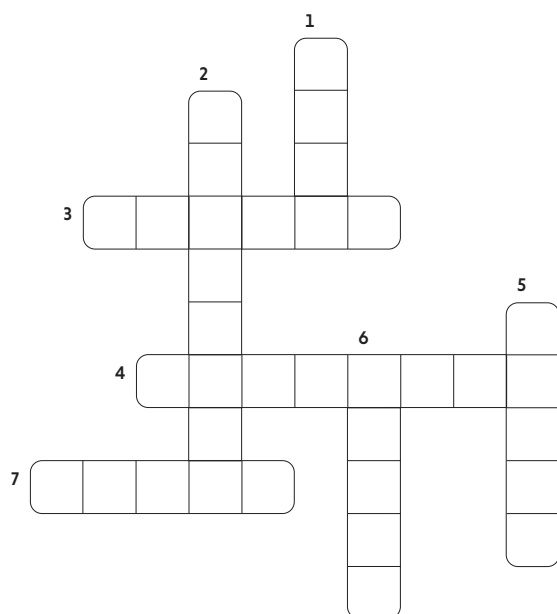
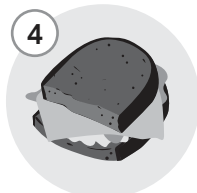
4 a draw picture Don't !

5 up Don't stand !





1 Popatrz na ilustracje 1–7 i uzupełnij krzyżówkę.



2 Uzupełnij brakujące litery w nazwach kolorów.

- 1 red + white = p__k
- 2 yellow + blue = g____n
- 3 black + white = g__y
- 4 red + yellow = o____e
- 5 blue + red = p____e

3 Napisz, jakiego koloru są w rzeczywistości rzeczy ukazane na zdjęciach.



_____ and _____



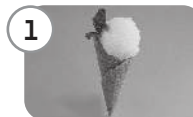






_____ and _____

4 03 Pośłuchaj nagrania. Dopasuj właściwe nazwy kolorów a–f do przedmiotów 1–6.



a purple



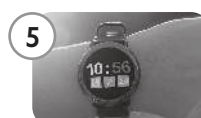
b red



c yellow



d green



e orange



f pink

5 Napisz wyrazy w liczbie mnogiej.

- | | |
|----------------|------------------|
| 1 pen _____ | 5 mouse _____ |
| 2 apple _____ | 6 umbrella _____ |
| 3 watch _____ | 7 fish _____ |
| 4 flower _____ | 8 child _____ |



AUDIO 04
AUDIO 05

Welcome unit Lesson 4

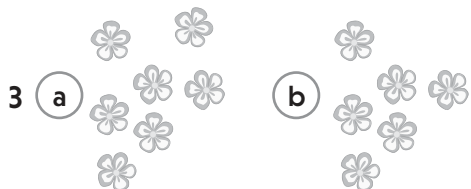
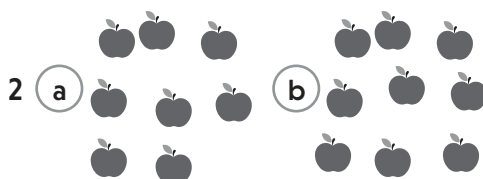
1 Zapisz liczby i cyfry słownie.

- 1 **15** _____
- 2 **7** _____
- 3 **2** _____
- 4 **11** _____
- 5 **8** _____

2 Zapisz wyrazy liczbami.

- 1 twelve _____
- 2 four _____
- 3 sixteen _____
- 4 three _____
- 5 nine _____

3 04 Posłuchaj nagrania i wybierz właściwe ilustracje.



4 Uzupełnij brakujące litery w nazwach dni tygodnia.

- 1 Tu _____
- 2 Sa _____
- 3 Wed _____
- 4 Su _____
- 5 Th _____
- 6 Mo _____
- 7 Fr _____

5 Znajdź nazwy dni tygodnia. Każdą literę możesz wykorzystać tylko raz.



M	O	T	U	R
D	N	A	A	D
A	Y	S	Y	S
Y	A	D	N	U
T	U	I	D	A
S	E	R	F	Y
D	E	S	Y	A
A	N	D	S	D
Y	D	A	R	U
W	E	Y	T	H



6 05 Posłuchaj nagrania i uzupełnij luki 1–8.

	Favourite colour	Favourite day	Favourite number
Alice	1 _____	2 _____	twelve
Ben	3 _____	Tuesday	4 _____
Isobel	5 _____	6 _____	nine
Simon	purple	7 _____	8 _____
Me	9 _____	10 _____	11 _____

7 Uzupełnij ostatni wiersz w tabeli w ćwiczeniu 6. informacjami o sobie. Następnie uzupełnij zdania.

- 1 My name's _____.
- 2 My favourite colour is _____.
- 3 My favourite day is _____.
- 4 My favourite number is _____.

1

People and places

Lesson 1 Vocabulary 1



AUDIO 06
AUDIO 07

1 Let's start!

Napisz, czy wyraz to nazwa państwa (C=Country), czy nazwa narodowości (N=Nationality).

- | | |
|----------------|-----------------|
| 1 French _____ | 4 Turkish _____ |
| 2 Poland _____ | 5 Spain _____ |
| 3 Brazil _____ | 6 Chinese _____ |

2 Podpisz zdjęcia 1–6 nazwami państw.



Sydney Opera House
Aus _____



New York skyline
the _____



The Eiffel Tower
Fr _____



Big Ben
the _____



Iguazú Falls
Arg _____ a



Summer Palace
Ch _____ a

3 Przeczytaj zadanie i uzupełnij tabelę.



Learning zone

- 1 Zapisuj nowe słowa w notatniku.
- 2 Utwórz nagłówki. Zapisuj nowe słowa pod właściwymi nagłówkami.
- 3 Obok nazw państw narysuj ich flagi.

4 06 Posłuchaj nagrania. Uzupełnij zdania nazwami państw.

- 1 Sylvie is from France.
- 2 Brad is from _____.
- 3 Anna is from _____.
- 4 Feng is from _____.
- 5 Rosa is from _____.
- 6 George is from _____.

5 Pronunciation /ɪ/ and /i:/

07 Posłuchaj nagrania. Uzupełnij zdania wybranymi wyrazami z ramki. Dwa wyrazy zostały podane dodatkowo. Następnie sprawdź odpowiedzi i powtórz nagranie.



big cheese eat seat sheep ship sit

Look!

It's a ¹ _____ on a ² _____!

It's a ³ _____ pizza!

It's a ⁴ _____ chip!

Yum! Let's ⁵ _____!

Country	Nationality
Turkey	1 _____
2 _____	Spanish
France	3 _____
China	4 _____
5 _____	Brazilian
Argentina	6 _____

CHARGE
 YOUR GRAMMAR!


VIDEO 01

1 Uzupełnij zdania. Użyj: 'm, 's lub 're.

- 1 He _____ a football star.
- 2 It _____ a boy in a blue T-shirt.
- 3 We _____ football fans.
- 4 They _____ great players.
- 5 I _____ so happy!
- 6 You _____ right, Ada!

2 Wybierz właściwe odpowiedzi.

- 1 Kerem and Zehra **is** / **are** Turkish.
- 2 You **is** / **are** my brother.
- 3 Belle **is** / **are** from France.
- 4 The chair **is** / **are** blue.
- 5 I **am** / **are** twelve.
- 6 We **am** / **are** students.

3 Dopasuj zakończenia zdań a–f do ich początków 1–6.

- | | |
|----------------|-------------------|
| 1 Robbie | a am from Poland. |
| 2 I | b is green. |
| 3 The children | c are blue. |
| 4 The pencils | d is a teacher. |
| 5 My dad | e are happy. |
| 6 The apple | f is a robot. |

4 Uzupełnij tekst. Użyj: *is, am* lub *are*.


Bryony and me in the USA!

My name ¹ _____ Saskia, and Bryony ² _____ my friend. She ³ _____ twelve, and I ⁴ _____ ten. We ⁵ _____ from Australia, but in this picture we ⁶ _____ in the USA.

- 5** Pomóż Mickiemu i Anie znaleźć Robbiego. Ułóż sześć zdań, poruszając się po labiryncie. Możesz poruszać się w lewo, w prawo, w górę oraz w dół. Zapisz zdania poniżej.



- 1 *What a mess!* _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

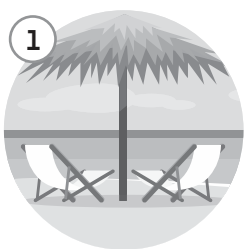


1 Let's start!

Dopasuj zakończenia słów a–d do ich początków 1–4, tak aby powstały nazwy narodowości.

- | | |
|-----------|--------|
| 1 Span | a ese |
| 2 Amer | b ian |
| 3 Chin | c ish |
| 4 Austral | d ican |

2 Dopasuj wyrazy a–f do ilustracji 1–6.

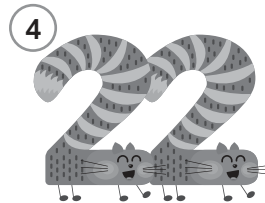


- | | | | |
|----------|-------|-----------|-------|
| a school | _____ | d garden | _____ |
| b café | _____ | e holiday | _____ |
| c park | _____ | f party | _____ |

3 Uzupełnij zdania. Użyj: *in*, *at* lub *on*.

- We're _____ a café.
- The children are _____ the garden.
- Henry is _____ the park.
- Erica is _____ a party.
- Lukas is _____ a summer camp.
- Hiroko is _____ holiday.

4 Zapisz liczby słownie.



- thirty-six
- _____
- _____
- _____
- _____
- _____

5 Pośluchaj nagrania i do każdej osoby dopasuj nazwy miejsc z ramki. Jedna nazwa została podana dodatkowo.

a café a party a summer camp
home school the park

- Saskia is at _____.
- Sam is at _____.
- Amy and Lola are at _____.
- Tom is at _____.
- Greg is at _____.

6 Pośluchaj nagrania ponownie i wybierz właściwe odpowiedzi.

- Saskia's favourite number is **46** / **64**.
- Sam's favourite number is **68** / **58**.
- Amy and Lola's favourite number is **25** / **75**.
- Tom's favourite number is **97** / **79**.
- Greg's favourite number is **99** / **91**.

CHARGE
 YOUR GRAMMAR!

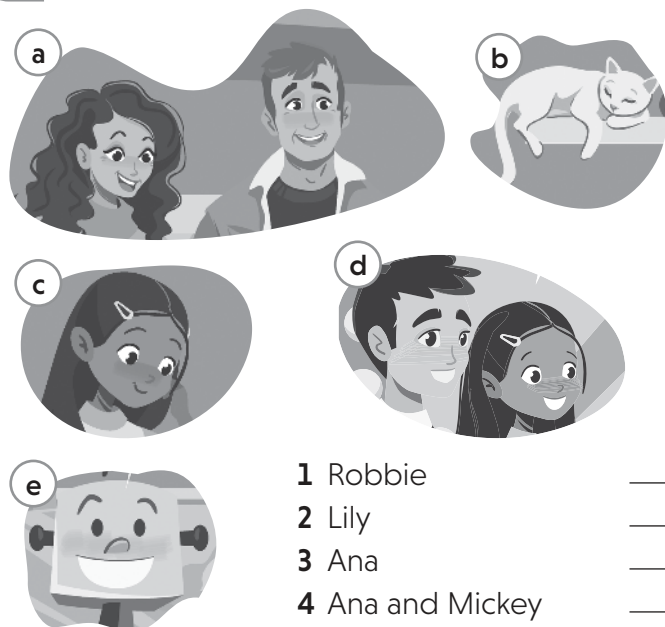

▶ VIDEO 02

1 Wybierz właściwe odpowiedzi.

- 1 They're **a** / **an** / – scissors.
- 2 It's **a** / **an** / – glue stick.
- 3 It's **a** / **an** / – old ruler.
- 4 They're **a** / **an** / – blue pencils.
- 5 They're **a** / **an** / – highlighters.
- 6 It's **a** / **an** / – pink pencil case.

2 Uzupełnij luki. Wstaw: a lub an.

- | | |
|------------------|--------------|
| 1 ___ student | 4 ___ rubber |
| 2 ___ school bag | 5 ___ table |
| 3 ___ apple | 6 ___ pencil |

3 Dopasuj ilustracje a–e do imion postaci 1–5.


- | | |
|--------------------|-------|
| 1 Robbie | _____ |
| 2 Lily | _____ |
| 3 Ana | _____ |
| 4 Ana and Mickey | _____ |
| 5 Mr and Mrs Brown | _____ |

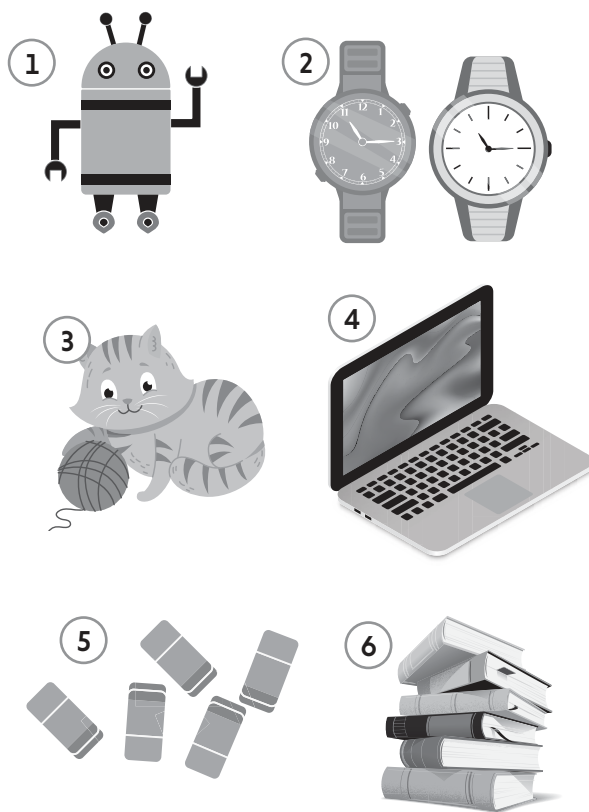
4 Napisz zdania, używając is lub are oraz wyrażień z ramki. Wykorzystaj komiks z Książki ucznia ze strony 10.

a cat a robot Brazilian
friends from the UK

- 1 Robbie _____.
- 2 Lily _____.
- 3 Ana _____.
- 4 Ana and Mickey _____.
- 5 Mr and Mrs Brown _____.

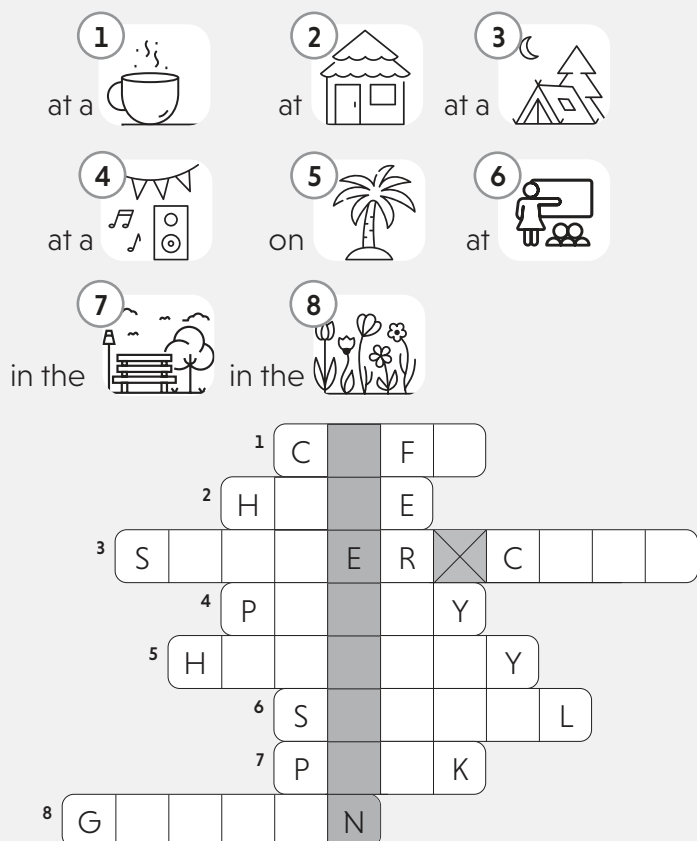
5 Uzupełnij zdania. Wstaw: a, an lub –.

- 1 They are _____ small computers.
- 2 It is _____ blue ball.
- 3 They are _____ orange pencils.
- 4 Diego and Mattia are _____ brothers.
- 5 It's _____ amazing watch.
- 6 She's _____ new student.

6 Popatrz na ilustracje 1–6 i uzupełnij zdania. Wstaw: a, an lub – oraz wyrazy podane w nawiasach.


- 1 It's a cool robot _____
(cool / robot).
- 2 They're _____
(big / watches).
- 3 She's _____
(small / cat).
- 4 It's _____
(amazing / computer).
- 5 They're _____
(new / rubbers).
- 6 They're _____
(interesting / books).

- 1 Uzupełnij krzyżówkę. Odgadnij hasło i napisz, jakiej narodowości jest Teddy.



Teddy is _____.

- 2 Popatrz na szyfr i odgadnij wyrazy kryjące się pod liczbami. Następnie zdecyduj, czy wyraz jest nazwą państwa (C=Country), czy narodowości (N=Nationality).

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	R	S	T	U	V	W	X	Y	Z
22	43	78	91	65	54	24	87	36	81	59	20	79	61	38	90	46	71	83	99	63	49	37	50	32

- 1 forty-three, forty-six, twenty-two, thirty-two, thirty-six, twenty

Brazil C / N

- 2 fifty-four, forty-six, sixty-five, sixty-one, seventy-eight, eighty-seven

_____ C / N

- 3 eighty-three, ninety-nine, forty-six, fifty-nine, sixty-five, fifty

_____ C / N

- 4 ninety, thirty-eight, twenty, twenty-two, sixty-one, ninety-one

_____ C / N

- 5 seventy-eight, eighty-seven, thirty-six, sixty-one, sixty-five, seventy-one, sixty-five

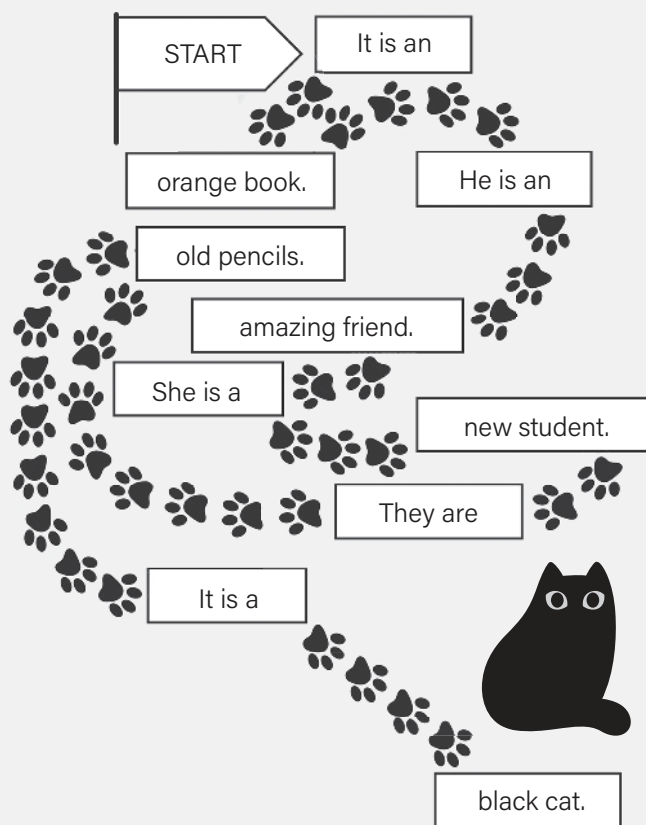
_____ C / N

- 6 seventy-one, ninety, twenty-two, sixty-one, thirty-six, seventy-one, eighty-seven

_____ C / N

*7 Napisz kod dla wyrazu *Australia*: _____

- 3 Dopasuj fragmenty zdań i znajdź drogę do kota.





VIDEO 03

AUDIO 09
AUDIO 10

Speaking Lesson 5

1

- 1 09 Posłuchaj nagrania. Dopasuj ilustracje do właściwych dialogów.



Dialogue 1 ____ Dialogue 2 ____

- 2 09 Posłuchaj nagrania ponownie i przeczytaj dialogi. Wybierz właściwe odpowiedzi.

- 1 Leo is **American** / **British**.
2 Valerie is **ten** / **eleven**.
3 Lara is from **Spain** / **Turkey**.

Dialogue 1

Leo: Hello. I'm Leo. What's your name?

Valerie: Hi, Leo. My name's Valerie.
Where are you from?

Leo: I'm from the USA.

Valerie: That's cool! I'm from Spain.
How old are you?

Leo: I'm eleven.

Valerie: I'm ten.

Dialogue 2

Lara: Hello! My name's Lara.

Ms Clark: Hello! What's your nationality,
Lara?

Lara: I'm Turkish.

Ms Clark: That's interesting! And how do you
spell Lara?

Lara: L-A-R-A.

Ms Clark: Thank you!

- 3 Dopasuj odpowiedzi a-e do pytań 1-5.

- | | |
|----------------------------|---------------------|
| 1 How old are you? | a N-A-T-H-A-N. |
| 2 What's your name? | b I'm from the USA. |
| 3 What's your nationality? | c I'm ten. |
| 4 Where are you from? | d I'm American. |
| 5 How do you spell Nathan? | e My name's Nathan. |

- 4 Uzupełnij dialog wyrażeniami z ramki.

from I'm name's nationality old spell

A: Hi! My ¹ _____ Gemma.

B: Hi, Gemma. ² _____ Sam.

How do you ³ _____ Gemma?

A: G-E-M-M-A.

B: Thank you! How ⁴ _____
are you, Gemma?

A: I'm nine.

B: Where are you ⁵ _____?

A: I'm from the UK. What's your
⁶ _____?

B: I'm Australian.

- 5 10 Przeczytaj informacje podane w ramce i napisz odpowiedzi jako Bianca. Następnie posłuchaj pytań Marka i odpowiedz na nie.



Name: Bianca

Age: 10

Country: Spain

Mark: Hi! My name's Mark. What's your name?

Bianca: _____

Mark: How do you spell that?

Bianca: _____

Mark: How old are you?

Bianca: _____

Mark: And what's your nationality?

Bianca: _____

Mark: Thank you!



AUDIO 11

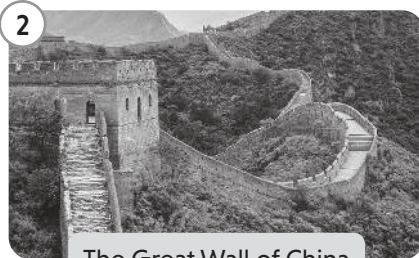


VIDEO 04

1 Popatrz na zdjęcia 1–3 i dopasuj je do opisów a–c.



Windsor Castle, the UK



The Great Wall of China



Tierra del Fuego National Park, Argentina

- a This place is beautiful with lots of trees and animals. ____
- b This is an amazing old home. ____
- c This is very long and old. ____

2 Posłuchaj nagrania i przeczytaj tekst. Wybierz właściwe odpowiedzi w zdaniach a–c.

International Student Forum

New post | Search

Favourite Places | Added: 2 days ago



Claudia

Hi! I'm Claudia. I'm from Spain and my favourite place in Spain is the Guggenheim Museum. Look! It's amazing! How about you? What's your favourite place in your country?



The Guggenheim Museum, Spain

- Comments:



Feng

In my country, my favourite place is the Great Wall of China. It's very long and it's about 2000 years old! It's cool to **walk** on it with your family.



Milly

Windsor Castle is my favourite place in the UK. It's an old castle and it's very interesting. It's got old **furniture** and **lots of paintings**. It's also got a great café.



Carlos

Tierra del Fuego is a beautiful national park in Argentina. It's very big and it's got trees, **mountains** and amazing animals. I ♥ it!

3 Przeczytaj tekst ponownie. Zapisz, czy zdania są prawdziwe (T=True), czy fałszywe (F=False).

- 1 Lots of paintings are in Windsor Castle. ____
- 2 Amazing animals are at the Guggenheim Museum. ____
- 3 Beautiful mountains are in the Argentinian park. ____
- 4 The Great Wall of China is a castle. ____

4 Przeczytaj tekst. Uzupełnij zdania właściwymi nazwami miejsc z tekstu.

- 1 _____ is very long and it is Chinese.
- 2 _____ is old and has got a great café.
- 3 _____ is Carlos's favourite place.

- a Milly's favourite place is photo **1 / 2 / 3**.
- b Carlos's favourite place is photo **1 / 2 / 3**.
- c Feng's favourite place is photo **1 / 2 / 3**.

Glossary

furniture – meble

lots of – dużo

mountain – góra

painting – obraz

walk – spacerować

1 Dopasuj karty a–c do właściwych osób 1–3.

1  My name's Ella.
Card ____

2  I'm eleven.
Card ____

3  I'm from the USA.
Card ____

a **Art Club Card**
First name: Oliver
Surname: Bailey
Age: 9
Nationality: American
Country: the USA

b **Computer Room Card**
First name: Lisa
Surname: Didier
Age: 11
Nationality: French
Country: France

c **Football Club Card**
First name: Ella
Surname: Roberts
Age: 10
Nationality: Australian
Country: Australia

2 Przeczytaj wypowiedź i uzupełnij luki.

 Hi! My name is **Marcia Taylor**. I'm from **Australia**. I'm **Australian**. I'm **ten** years old.

• First name	• Nationality
1 _____	3 _____
• Surname	• Country
Taylor	4 _____
• Age	
2 _____	

3 Wybierz właściwe odpowiedzi.

- A: What's your first name?
B: My first name is **Adam** / **British**.
- A: What's your surname?
B: My surname is **eleven** / **Thompson**.
- A: How old are you?
B: I'm **from the UK** / **twelve**.
- A: What's your nationality?
B: I'm **ten** / **British**.
- A: Where are you from?
B: I'm **British** / **from the UK**.

4 Uzupełnij formularz na podstawie informacji w ćwiczeniu 3.

First name: _____
Surname: _____
Age: _____
Nationality: _____
Country: _____

5 Uzupełnij formularz informacjami o sobie. Wybierz z ramki klub, do którego dołączysz.

Art  Computer 
Football  Music 

Club Card

First name: _____
Surname: _____
Age: _____
Nationality: _____
Country: _____

Write it Right!

Twoje dane osobowe = Twoje imię, Twoja narodowość, Twój numer telefonu, Twój adres.
Zachowaj ostrożność, kiedy podajesz swoje dane osobowe.

1 Uzupełnij zdania właściwą nazwą państwa lub narodowości.

- 1 Isabel is from Spain. She is _____.
- 2 Emir is from _____. He is Turkish.
- 3 Li Na is from _____. She is Chinese.
- 4 Noah is from Australia. He is _____.
- 5 Camila is from _____. She is Brazilian.
- 6 Dan is from the UK. He is _____.

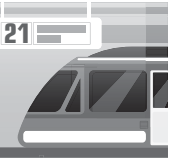
___ /6 points

2 Popatrz na ilustracje i uzupełnij nazwy miejsc.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1  3  5  7  | <ol style="list-style-type: none"> 2  4  6  8  |
|--|---|
- 1 at a c _____
 - 2 in the g _____
 - 3 on h _____
 - 4 at a p _____
 - 5 in the p _____
 - 6 at a s _____
c _____
 - 7 at h _____
 - 8 at s _____

___ /8 points

3 Zapisz liczby słownie.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1  3  5  | <ol style="list-style-type: none"> 2  4  6  |
|---|---|

___ /6 points

4 Ułóż zdania z podanych wyrazów.

1 a student is She .

She is a student.

2 are pink rubbers They .

3 is It big a dog .

4 are Rachel and Steph friends .

5 am I the USA from .

6 are We on holiday .

___ /5 points

5 Ułóż dialog we właściwej kolejności.

- ☐ I'm from Poland. How old are you, Louis?
- ☐ Really? Me too!
- ☐ That's a nice name. What's your nationality?
- ☐ My name's Louis.
- ☒ 1 Hello, I'm Kasia. What's your name?
- ☐ I'm nine.
- ☐ I'm French. Where are you from?



___ /6 points

6 Check your progress!

Score 25–31 points? Well done! 👍

Score 16–24 points? Not bad! 😊

Score 1–15 points? Keep trying! 🙋 → **Catch-up**, p. 17

Ready for more? → **Extra Challenge**, p. 17

Catch-up

1 Wybierz właściwe pytanie do podanej odpowiedzi.

- 1 a Where are you from?
b How do you spell your name?

I'm from Brazil.

- 2 a How old are you?
b What's your name?

My name's Dorota.

- 3 a Where are you from?
b How old are you?

I'm eleven.

- 4 a What's your name?
b What's your nationality?

I'm Brazilian.

2 Dopasuj wyrazy z ramki do właściwych kategorii.

Argentina Australia China eighty-two
fifty garden park school thirty-one

Numbers	Places	Countries
_____	_____	_____
_____	_____	_____
_____	_____	_____

3 Uzupełnij zdania. Wstaw: *a, an* lub *-*.

- 1 It is _____ blue backpack.
2 They are _____ amazing pencil sharpeners.
3 She is _____ good friend.
4 It is _____ orange book.

Extra Challenge

4 Przeczytaj informacje w ramce. Napisz trzy zdania o Leanne.

STUDENT'S CARD



First name: Leanne
Surname: Goldman
Age: 10
Nationality: American
Country: the USA

Hi! I'm Leanne ...

5 Ułóż zdania z podanych wyrazów. Dodaj brakujące wyrazy.

1 It / green / rubber.

2 We / from / Brazil.

3 They / old / books.

4 I / at / party.

5 She / interesting / friend.

6 Greta / in / park.

2

Me and my clothes

Lesson 1 Vocabulary 1



AUDIO 12
AUDIO 13

1 Let's start!

Popatrz na zdjęcie. Wybierz właściwe odpowiedzi.

- 1 Her **cap** / **dress** is grey.
- 2 Her **T-shirt** / **hoodie** is white.
- 3 Her **trousers** / **shorts** are grey.
- 4 Her **shoes** / **socks** are white and grey.



2 Dopasuj nazwy ubrań z ramki do właściwych części ciała.

jeans jumper skirt socks trainers T-shirt



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

3 Popatrz na ilustracje 1–6. Uzupełnij brakujące litery.

- 1  j _____ t 2  d _____ s
- 3  s _____ s 4  s _____ s
- 5  s _____ t 6  t _____ s

4 Postłuchaj rozmowy Marie i Bruna. Połącz przymiotniki a–d z nazwami ubrań 1–4.

- | | |
|------------|---------------|
| 1 dress | a comfortable |
| 2 jacket | b smart |
| 3 T-shirt | c sporty |
| 4 trainers | d warm |

5 Przeczytaj zadanie i uzupełnij luki.

Learning Zone



Aby lepiej zapamiętać nowe słówka, ułóż z nich rap lub rymowankę. Następnie przeczytaj rap kilka razy na głos i spróbuj powiedzieć go z pamięci.

   
Click, click, clap, clap,
Here's my new rap.

Jacket, jumper,
Shorts and skirt.

Click, click, clap, clap.

Utwórz nową rymowankę. Wstaw cztery inne nazwy ubrań.

Click, click, clap, clap,
Here's my new rap.

Click, click, clap, clap.

6 Pronunciation /ɔ:/

 13 Postłuchaj nagrania. Podkreśl siedem wyrazów z dźwiękiem /ɔ:/.



Four friends are in the park,
George and Laura, Kate and Paul.
His shorts are sporty, her shoes are smart,
her cap is cool, his jumper is small.

CHARGE YOUR GRAMMAR!



▶ VIDEO 05

1 Wybierz właściwe odpowiedzi.

- 1 He **isn't** / **aren't** friendly.
- 2 You **'m not** / **aren't** right, Will!
- 3 We **'m not** / **aren't** bored.
- 4 I **'m not** / **isn't** sure.
- 5 They **aren't** / **isn't** in the park.
- 6 It **isn't** / **aren't** blue.

2 Uzupełnij zdania. Użyj: 'm not, aren't, lub isn't. Wykorzystaj komiks z Książki ucznia ze strony 22.

- 1 Mickey _____ from the USA.
- 2 The children _____ at school today.
- 3 Lily _____ at the film studio.
- 4 Ana _____ an actor.
- 5 Mickey: I _____ an actor!
- 6 Robbie & Lily: We _____ children!

3 Uzupełnij luki przeczącą formą be.

- 1 These shoes _____ comfortable.
- 2 My dog _____ brown.
- 3 I _____ a teacher.
- 4 You _____ at school.
- 5 We _____ from Canada.
- 6 He _____ Chinese.

4 Uzupełnij dialogi wyrazami z ramki.

aren't here isn't ready shorts you



At home ...

- Mum:** Ella! The taxi's ¹ _____!
- Ella:** Oh no! I'm not ² _____!
- Mum:** The clothes ³ _____ in the bags!

2



On holiday ...

Ella: It's warm today and my ⁴ _____ aren't in my bag!

Mum: Just a minute. Look! They're in my bag. Here ⁵ _____ are!

Ella: Thanks, Mum. And my cap ⁶ _____ in my bag.

Mum: Ha ha! It's on your head!

Ella: Ha ha!

TIME CHALLENGE!



5

Ile zdań potrafisz ułożyć z wyrazów podanych w ramce? Użyj stopera – masz cztery minuty na napisanie zdań!

aren't comfortable isn't my dress
my hoodie my jeans my shoes smart

My jeans aren't smart.

2–3 sentences = good! 👍

4–5 sentences = very good! 👍👍

6–7 sentences = amazing! 👍👍👍



1 Let's start!

Ułóż litery we właściwej kolejności, tak aby powstały nazwy ubrań.

- 1 j m u p e r _____
 2 t r n i a r e s _____
 3 j k e a c t _____
 4 t u r s e o r s _____

2 Popatrz na ilustracje 1–6 i wybierz właściwe odpowiedzi.



- 1 Ben is **quiet** / **funny**.
 2 Connor is **kind** / **sporty**.
 3 Nadia is **quiet** / **helpful**.
 4 Julia is **friendly** / **shy**.
 5 Lucas is **shy** / **funny**.
 6 Ingrid is **sporty** / **helpful**.

3 Ułóż wyrazy z podanych liter.

- 1 Mickey isn't _____ (hys).
 2 Her friends are _____ (idnk).
 3 Robbie is _____ (ndlfyier).
 4 My favourite cap is blue, but I'm not _____ (itque)!

4 Przeczytaj dialogi. Dopasuj właściwy przymiotnik z ramki do każdej osoby.

clever kind sporty

- 1 **Victor**: Oh no! My pen isn't in my school bag.
Paula: Don't worry. Two pens are in my bag. Here you are. Here's a pen for you.
 2 **Abi**: Look at my homework, 10/10.
Millie: That's amazing!
 3 **Chris**: You're very good at football, Lottie!
Lottie: Thank you! Football is cool and tennis is great!

- 1 Paula is _____.
 2 Abi is _____.
 3 Lottie is _____.

5 14 Posłuchaj podcastu. Zapisz, czy zdania są prawdziwe (T=True), czy fałszywe (F=False).

THE PERSONALITY PODCAST!

1 Will is funny. _____

2 He is quiet. _____

3 He isn't helpful. _____

4 Sarah is clever. _____

5 She isn't friendly. _____

6 She isn't shy. _____

6 14 Posłuchaj podcastu ponownie. Uzupełnij tabelę informacjami na temat Willa i Sarah.

	Age	Country	Favourite colour
Will	1 _____	2 _____	3 _____
Sarah	4 _____	5 _____	6 _____



AUDIO 15

CHARGE
YOUR GRAMMAR!

VIDEO 06

1 Wybierz właściwe odpowiedzi.

- 1 **Ada:** *Is / Are* you ready?
Jay: Yes, I *am / is*.
- 2 **Ada:** *Is / Are* he from New York?
Jay: No, he *isn't / aren't*.
- 3 **Will:** *Is / Are* you on holiday?
Olivia: Yes, we *is / are*.
- 4 **Jay:** *Is / Are* you at the sports camp?
Olivia: No, we *isn't / aren't*.

2 Uzupełnij dialog wyrazami z ramki.

am are is isn't not you

- A:** Hi! My name's Deniz.
- B:** Hi, Deniz. ¹_____ you Polish?
- A:** No, I'm ²_____. I'm from Turkey.
Are ³_____ in my English class?
- B:** Yes, I ⁴_____. Our English teacher is Mr Clarkson.
- A:** ⁵_____ he from the UK?
- B:** No, he ⁶_____. He's from Canada.

3 Uzupełnij pytania i odpowiedzi właściwymi formami *be*.

- 1 _____ Ana and Mickey at school today?
No, they _____.
- 2 _____ Robbie a child?
No, he _____.
- 3 _____ Ana and Mickey Spanish?
No, they _____.
- 4 _____ you a student?
Yes, I _____.
- 5 _____ Lily a cat?
Yes, she _____.

4 Dopasuj zakończenia zdań a–f do ich początków 1–6.

- | | |
|-------------------|---------------------|
| 1 Is | a they from China? |
| 2 Are | b your jeans? |
| 3 What is | c I clever? |
| 4 What colour are | d she? |
| 5 Who is | e your name? |
| 6 Am | f he in your class? |

5 Napisz pytania do podanych odpowiedzi. Wykorzystaj podpowiedzi.

- 1 she / a student?
A: _____
B: No, she isn't.
- 2 they / at the party?
A: _____
B: Yes, they are.
- 3 What colour / your hoodie?
A: _____
B: It's blue.
- 4 I / sporty?
A: _____
B: Yes, you are!
- 5 What / your nationality?
A: _____
B: I'm French.
- 6 Who / he?
A: _____
B: He's my dad.

6 **15** Posłuchaj pytań. Wybierz właściwe odpowiedzi.

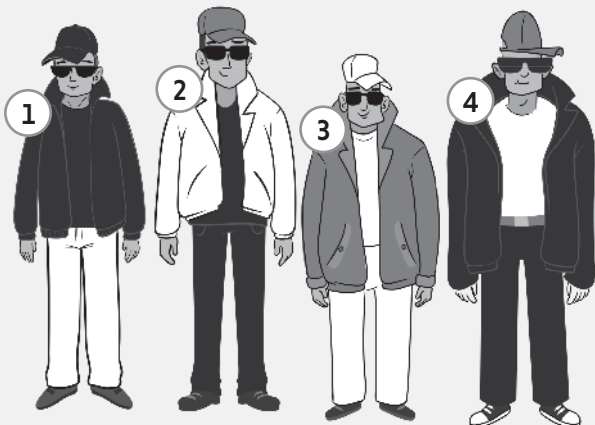
- | | |
|---------------------------|---------------------------|
| 1 a Yes, I am. | 5 a No, they aren't. |
| b No, it isn't. | b Yes, he is. |
| 2 a It's a bag. | 6 a She's ten. |
| b I'm funny and friendly. | b She's kind and helpful. |
| 3 a Orange. | |
| b Sixty-three. | |
| 4 a He's a new student. | |
| b No, he isn't. | |



- 1 16 Posłuchaj nagrania. Kto jest szpiegiem?



WHO IS THE SPY?



- 2 Znajdź sześć przymiotników opisujących cechy charakteru. Zapisz je pod spiralą.



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

- 4 Popatrz na ilustracje z ubraniami. Znajdź właściwe wyrazy i napisz pytania.

1 trainers, a T-shirt, a cap, a hoodie

2 socks, a jumper, shorts

3 shoes, jeans, a shirt, a jacket



- 3 Przeczytaj zagadkę i uzupełnij tabelę po prawej stronie.

Dan, Sam, Jim, Tom, and Rick are friends.
One boy is 9, one boy is 10, one boy is 11, one boy is 12 and one boy is 13.

Their favourite colours are blue, orange, red, black and green.

Dan's favourite colour isn't red.

He isn't 11.

Sam's favourite colour isn't blue.

Jim isn't 9.

Tom isn't 10.

Rick's favourite colour isn't green.

One boy is 10. His favourite colour is green.



	Favourite colour	Age
Dan	1 _____	2 _____
Sam	3 _____	12
Jim	orange	4 _____
Tom	black	5 _____
Rick	6 _____	13

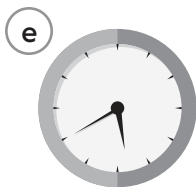
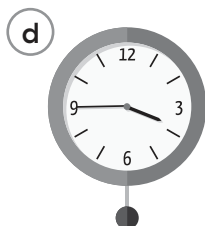
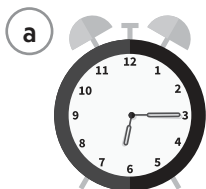


VIDEO 07

AUDIO 17,
18, 19, 20

1 17 **Posłuchaj nagrania. Dopasuj tytuły filmów do właściwych zegarów.**

- 1 *Encanto* _____
- 2 *Frozen* _____
- 3 *Coco* _____
- 4 *The Lego Movie* _____
- 5 *Paddington* _____



2 18 **Posłuchaj nagrania i przeczytaj dialog. Wybierz właściwe zegary.**

Lydia: Look, Dad. The new *Paddington* film is on today!

Dad: What time is the film?

Lydia: It's at twenty past five.

Dad: And what time is it now?

Lydia: It's ten to five.

Dad: OK, let's go.

Lydia: Great!

1 It is ... now.



2 The film is at ...



3 **Ułóż dialog we właściwej kolejności.**

- ☐ What time is the film?
- ☐ It's twenty past five.
- ☐ OK, let's go.
- ☒ 1 Look, Hugo. The film *Sing 2* is on today!
- ☐ Great!
- ☐ And what time is it now?
- ☐ It's at quarter to six.



4 19 **Popatrz na tytuły programów telewizyjnych i godziny ich emisji. Posłuchaj nagrania i odpowiedz na pytania.**

WHAT TO WATCH TONIGHT



Channel 1	<i>SpongeBob SquarePants</i>	6.30
Channel 3	<i>Pokémon</i>	7.25
Channel 6	<i>Our Planet</i>	5.15

What time is *SpongeBob SquarePants*?

It's at ...

5 20 **Posłuchaj nagrania i powtórz swoje odpowiedzi. Sprawdź, ile razy udało Ci się odpowiedzieć poprawnie.**



AUDIO 21



VIDEO 08

- 1 Popatrz na nowe słowa. Dopasuj zdjęcia a–c do wyrażień 1–3.



cold



hot



wet

- 1 clothes for cold days _____
 2 clothes for hot days _____
 3 clothes for wet days _____



- 3 Przeczytaj tekst ponownie. Dopasuj zakończenia zdań a–e do ich początków 1–5.

- | | |
|---------------------|----------------------|
| 1 Liam | a is green. |
| 2 Adele's jacket | b are sporty. |
| 3 Adele | c is from Australia. |
| 4 Gabriel's friends | d is in the park. |
| 5 Gabriel | e is at school. |

- 4 Przeczytaj tekst. Uzupełnij luki właściwymi imionami zgodnie z treścią tekstu.

- 1 _____'s shirt is white.
 2 _____'s surfing clothes are blue.
 3 _____ and _____ aren't at school.
 4 _____'s clothes are comfortable.

- 2 21 Posłuchaj nagrania i przeczytaj tekst. Uzupełnij zdania 1–3 właściwymi wyrazami.

CLOTHES AROUND THE WORLD

Contact



Today is January 26. Where are you?
 Let's talk about your clothes today.



My name's Liam and I'm on holiday today! I'm on the **beach** in Sydney, Australia. It's a good day for **surfing** because it's hot. Look at my new **surfboard**. It's orange and it's really cool. My clothes today are surfing clothes. They're my favourite colour – blue.

Hi! I'm Adele! I'm from Bristol in the UK and I'm at school today. It's cold and wet so my red umbrella is in my bag. My school clothes are a white shirt, a blue skirt and a blue jumper. My jacket is green and it's very warm.



I'm Gabriel and I'm from Rio de Janeiro in Brazil. It's hot here today and I'm in the park with my friends. We're very sporty and football is our favourite sport! My clothes today are comfortable. My football shorts are blue, my T-shirt is yellow and my football is black and white.



- 1 Liam's _____ is orange.
 2 Adele's _____ is in her bag.
 3 Gabriel's _____ is black and white.

Glossary

beach – plaża

surfing – surfing

surfboard – deska do surfowania

- 1 Popatrz na zdjęcie. Zgadnij, jakie jest hobby dziewczynek. Wybierz właściwą odpowiedź.



- 1 music  2 art 
- 3 dance  4 swimming 

- 2 Przeczytaj wiadomość. Zaznacz, która dziewczynka ze zdjęcia w ćwiczeniu 1 to Amelia.

Amelia: a ☐ b ☐

Hi from the USA!

Hi, Seb!

I'm Amelia. I'm 12 and I'm from San Francisco. I'm quiet and kind.

Look at the photo. I'm at home with my friend, Harper. My shirt is black and comfortable.

Art is my hobby. What's your hobby?

Write to me soon.

Amelia

- 3  Przeczytaj tekst w ćwiczeniu 2 ponownie i uzupełnij zdania.

- 1 Amelia is from _____.
- 2 She is _____ years old.
- 3 She is quiet and _____.
- 4 Her friend is _____.
- 5 Her hobby is _____.

- 4 Popatrz na formularz Oskara. Uzupełnij jego wiadomość do Julii.

WORLD STUDENT CLUB

Name: Oskar Age: 11
Country: Poland Friend: Max
City: Gdańsk Hobby: swimming
Personality: funny, friendly

Hello from Poland!

Hi, Julia!

My name is ¹_____.

I'm ²_____ and

I'm from ³_____.

I'm funny and ⁴_____.

Look at the photo. I'm at a party with my friend,

⁵_____. My shirt is blue and sporty. ⁶_____ is my hobby.

What's your hobby?

Write to me soon.

Oskar



Write it Right!

Aby połączyć informacje w zdaniu, używamy *and* oraz *but*.

Kiedy piszemy o dwóch podobnych rzeczach, używamy *and*.

*I'm quiet **and** shy.*

Kiedy piszemy o dwóch różnych rzeczach, używamy *but*.

*I'm ten, **but** my friend is twelve.*

- 5 Popatrz na wiadomość Oskara zamieszczoną w ćwiczeniu 4 i napisz własną wiadomość do kolegi/koleżanki. Pamiętaj, żeby napisać przynajmniej po jednym zdaniu z *and* i *but*.

1 Podpisz ilustracje nazwami ubrań.

1



2



3



4



5



6



___ /6 points

2 Popatrz na przymiotniki 1–6. Zapisz, czy opisują one ubrania (C=Clothes), osobowość (P=Personality), czy pasują do obu kategorii (B=Both).

- | | | | |
|---------------|-----|------------|-----|
| 1 funny | ___ | 4 friendly | ___ |
| 2 comfortable | ___ | 5 sporty | ___ |
| 3 clever | ___ | 6 warm | ___ |

___ /6 points

3 Napisz zdania przeczące z be. Użyj form skróconych.

- 1 I am shy.
I'm not shy. _____
- 2 She is in the park.

- 3 They are happy.

- 4 My friend is twelve.

- 5 We are ready.

- 6 You are from Australia.

- 7 The cat is small.

___ /6 points

4 Napisz pytania i odpowiedzi.

- 1 you / a student?

(✓) _____

- 2 the trainers / comfortable?

(X) _____

- 3 I / in the right room?

(✓) _____

- 4 Mrs Brown / an actor?

(✓) _____

- 5 the trousers / smart?

(X) _____

___ /10 points

5 Dopasuj odpowiedzi a–f do pytań 1–6.

- 1 Where are you from? _____
 - 2 What is your favourite number? _____
 - 3 What colour is your shirt? _____
 - 4 What is he like? _____
 - 5 Who is that boy? _____
 - 6 What are they? _____
- a He's clever and sporty.
b They're Turkish chocolates.
c I'm from France.
d He's a new student.
e It's orange.
f Twenty-two.

___ /6 points

6 Check your progress!

Score 28–34 points? Well done! 🍀

Score 18–27 points? Not bad! 🧐

Score 1–17 points? Keep trying! 📖 → Catch-up, p. 27

Ready for more? → Extra Challenge, p. 27

Catch-up

- 1 Popatrz na ilustracje 1–4. Wybierz ubrania odpowiednie do sytuacji ukazanych na ilustracjach.

1



- a shorts & a T-shirt
b a jumper & jeans

2



- a shoes & a dress
b trainers & shorts

3



- a a T-shirt & a skirt
b a hoodie & trousers

4



- a a dress & a jacket
b jeans & a hoodie

- 2 Wybierz właściwe odpowiedzi.

Isabella: Hello, Simon.

¹Is / Are you in the park?

Simon: Yes, I ²am / is. I'm with Jan.

Isabella: ³Who / What is Jan?

Simon: He's my friend.

Isabella: ⁴Who / What is he like?

Simon: He's quiet and clever.

Isabella: ⁵Is / Are he sporty?

Simon: No, he ⁶isn't / aren't.

- 3 Uzupełnij zdania. Użyj: 'm not, isn't lub aren't.

- 1 I _____ from the UK.
- 2 The jacket _____ smart.
- 3 The shoes _____ brown, they're blue.
- 4 You _____ helpful.
- 5 He _____ shy.
- 6 We _____ on holiday.

Extra Challenge

- 4 Uzupełnij dialog informacjami o Martinie.

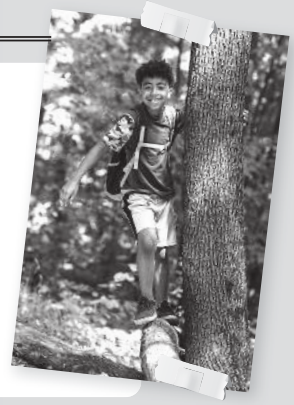
Martin

Age:
11

Nationality:
Argentinian

My favourite clothes:
blue jeans,
warm hoodie

My personality:
funny, friendly



Andrea: Hello. I'm Andrea.

What ¹_____?

Martin: Hi, Andrea. I'm Martin.

Andrea: Where ²_____?

Martin: ³_____.

Andrea: What ⁴_____ favourite clothes?

Martin: My favourite clothes are my ⁵_____ and my ⁶_____.

Andrea: ⁷_____ like?

Martin: I'm ⁸_____ and ⁹_____.

- 5 Popatrz na podpowiedzi i napisz zdania.

1 A: (?) she / friendly

B: (✓) _____

2 (X) My friends / in the garden

3 (X) We / at home

4 A: (?) your dog / clever

B: (X) _____

5 (X) I / funny

6 (X) My hoodie / brown

Vocabulary

1 Uzupełnij luki właściwymi nazwami narodowości.

- 1 Poland _____
 2 the USA _____
 3 China _____
 4 the UK _____

2 Uzupełnij nazwy ubrań brakującymi literami.



1
s _ _ r _



2
j _ _ _ s



3
h _ _ d _ _



4
t _ _ _ _ _ s

3 Ułóż nazwy miejsc z podanych liter.

- 1 The students are at _____ (lcosho).
 2 We're in the _____ (rkap).
 3 I'm at a _____ (rytap) with my friends.
 4 Marek is at a _____ (msmreu macp).

4 Zapisz liczby słownie.

- 1 17 _____
 2 34 _____
 3 99 _____
 4 68 _____

5 Popatrz na ilustracje. Wybierz właściwe odpowiedzi.



1 Lucy is **sporty** / **helpful**.



2 Rick is **kind** / **clever**.



3 Katy is **shy** / **friendly**.



4 Ben is **funny** / **quiet**.

Grammar

6 Uzupełnij zdania twierdzące. Użyj skróconych form **be** tam, gdzie jest to możliwe.

- 1 Julia _____ ten years old.
 2 I _____ in the garden.
 3 You _____ Spanish.
 4 My dog _____ very friendly.
 5 The students _____ at school.

7 Napisz zdania przeczące. Użyj zdań z ćwiczenia 6.

- 1 *Julia isn't ten years old.*
 2 _____
 3 _____
 4 _____
 5 _____

8 Wybierz właściwe odpowiedzi.

- 1 It isn't **a** / **an** / – new computer,
 it's **a** / **an** / – old computer.
 2 These are **a** / **an** / – blue shorts.
 3 They're **a** / **an** / – amazing trainers!
 4 It's **a** / **an** / – umbrella.

9 Ułóż pytania z podanych wyrazów.

- 1 is Who teacher your ?

 2 you Are the garden in ?

 3 socks are Where my ?

10 Uzupełnij dialog.

- A: Hi! ¹ _____ are you from?
 B: I'm from Spain. ² _____ you Polish?
 A: Yes, I ³ _____. I'm from Gdańsk.
⁴ _____'s your favourite colour?
 B: It's blue. Your hoodie's red.
⁵ _____ red your favourite colour?
 A: ⁶ _____, it isn't. It's blue! Look!
 My bag's blue and my cap's blue.



AUDIO 22

Speaking

- 11 Uzupełnij dialogi wyrazami z ramek.

old too your

A: What's ¹ _____ name?

B: My name's Sara.

A: How ² _____ are you, Sara?

B: I'm eleven

A: Really? Me ³ _____!

now past quarter time

A: What ⁴ _____ is the parade?B: It's at ⁵ _____ to four.A: And what time is it ⁶ _____?B: It's half ⁷ _____ three.

A: Let's go!

- 12 Wybierz właściwe odpowiedzi.

- 1 You're **amazing** / **a minute**!
- 2 It's **worry** / **OK**.
- 3 What a **mess** / **ready**!
- 4 Here you **are** / **amazing**.

Listening

- 13
-
-
- Usłyszysz dwukrotnie dwa dialogi. Na podstawie informacji zawartych w nagraniu wybierz odpowiedź a lub b.

Dialogue 1

What time is the film?

a 05:30 b 05:45

Dialogue 2

Tick ✓ the correct student card for Ben.

a STUDENT'S CARD

Name: Ben
Nationality: British
Age: 12

b STUDENT'S CARD

Name: Ben
Nationality: Australian
Age: 10

Reading

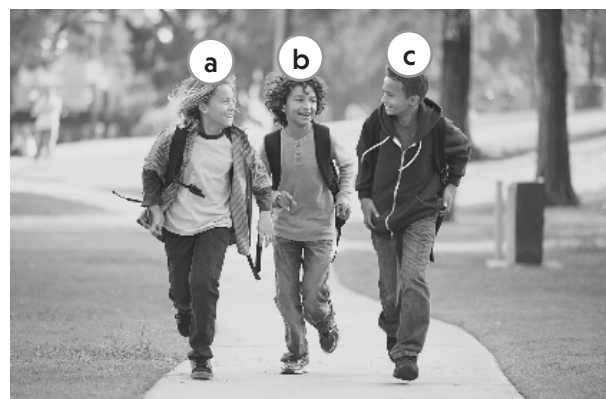
- 14 Przeczytaj wpis na blogu Alexa i popatrz na zdjęcie. Który chłopiec to Alex? Wybierz a, b lub c.

Alex's Blog



Hi friends!

Look at the picture! I'm in the park with my friends Billy and Mark. Our clothes are warm because it's cold today. Look at my hoodie. It's big and very comfortable. My jeans and my shoes are old, but I love them! Billy's shirt is big. His backpack is blue. Blue's his favourite colour. Mark's very sporty. He loves football and tennis. His trainers are really cool.



- 15
-
- Przeczytaj tekst w ćwiczeniu 14 ponownie i uzupełnij zdania.

- 1 Alex and his friends are in the _____.
- 2 Alex's shoes are _____.
- 3 Billy's favourite colour is _____.
- 4 Mark is _____.

3

Our things

Lesson 1 Vocabulary 1



AUDIO 23
AUDIO 24

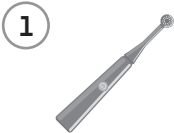
1 Let's start!

Dopasuj zakończenia słów a–d do ich początków 1–4.

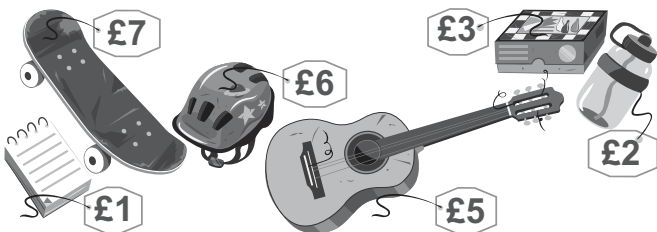
- | | |
|---------|---------|
| 1 lap | a watch |
| 2 skate | b top |
| 3 smart | c brush |
| 4 hair | d board |

2 Dopasuj wyrazy z ramki do ilustracji.

board game charger electric toothbrush
games console sunglasses tablet



3 Uzupełnij nazwy przedmiotów.



- | | |
|-----------------|--------------|
| 1 skateboard £7 | 4 b _____ £3 |
| 2 g _____ £5 | g _____ £3 |
| 3 w _____ £2 | 5 h _____ £6 |
| b _____ £2 | 6 s _____ £1 |

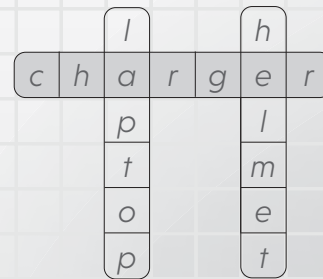
4 Przeczytaj zadanie i uzupełnij krzyżówkę.

Learning Zone



Utwórz krzyżówkę do nauki nowych słów. Wybierz jedno słowo i zapisz je *poziomo*. →

Pomyśl o innych nowych słowach i zapisz je *pionowo*. ↓ Popatrz na przykład i dopisz słowa do liter c, h, r, g i r lub stwórz swoją własną krzyżówkę.



5 23 Pośluchaj nagrania. Napisz, które przedmioty należą do Kirsty (K), a które do Matta (M).

- | | | | |
|-----------------|-------|----------------|-------|
| 1 hairbrush | _____ | 5 smartwatch | _____ |
| 2 games console | _____ | 6 sunglasses | _____ |
| 3 helmet | _____ | 7 tablet | _____ |
| 4 sketchbook | _____ | 8 water bottle | _____ |

6 Pronunciation /r/

24 Pośluchaj nagrania. Powiedz, ile razy słyszysz dźwięk /r/. Wybierz właściwą odpowiedź i przeczytaj wierszyk.

- a 4 b 6 c 8

My water bottle's cool.
It's brown and blue.
My earphones are amazing.
They're grey and they're new.



CHARGE
 YOUR GRAMMAR!


VIDEO 09

1 Uzupełnij zdania wyrazami z ramki.

her our their whose your

- _____ favourite thing is it?
- Will, is it _____ games console?
- We can't miss _____ bus to the cinema.
- It's _____ guitar. Ada loves music.
- My brothers like games consoles. _____ favourite game is *Super Cars*.

2 Dopasuj zaimki 1–4 do ich odpowiedników a–d.

- | | |
|--------|---------|
| 1 he | a my |
| 2 it | b his |
| 3 I | c their |
| 4 they | d its |

3 Popatrz na osoby i ich przedmioty. Napisz pytania i odpowiedzi.

1 Laura

2 Mr Clark

3 Sam

4 Ms White

5 Grace

6 Dan

1 Whose board game is it? It's Laura's.

2 _____

3 _____

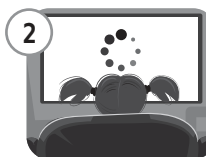
4 _____

5 _____

6 _____

4 Przeczytaj dialogi. Wybierz właściwe odpowiedzi.
Mum: ¹**Whose / Who** hairbrush is it?Ella: It's ²**my / their** hairbrush.Mum: Is it ³**her / your** water bottle?Ella: No, it isn't. It's ⁴**Adam / Adam's** water bottle. And they're ⁵**his / our** sunglasses.Mum: What's ⁶**happening / a great idea**?
What a mess!Ella: Sorry! It's our ⁷**help / fault**. But look!
⁸**Their / Our** new bags are cool!
5 Popatrz na ilustracje i napisz zdania.


Natalie



Diana



Paolo



Will



Marta

1  It's Natalie's hairbrush.2 _____ 3  _____4 _____ 5  _____



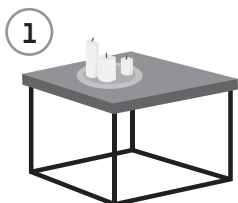
1 Let's start!

Połącz wyrazy z ramki tak, aby powstały nazwy czterech przedmiotów.

board bottle console electric
game games toothbrush water

- 1 _____
- 2 _____
- 3 _____
- 4 _____

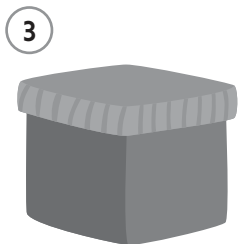
2 Popatrz na ilustracje 1–6. Wybierz właściwe odpowiedzi.



- a plant
b table



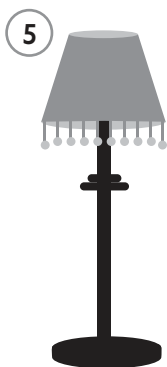
- a sofa
b poster



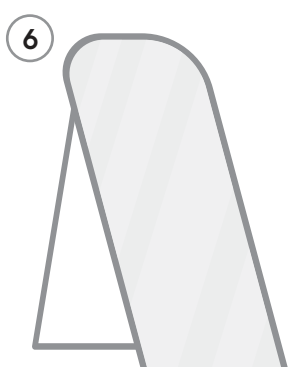
- a box
b bed



- a wardrobe
b cupboard



- a rug
b lamp

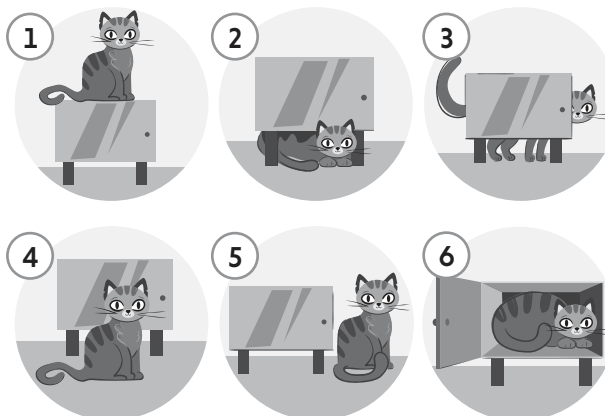


- a shelf
b mirror

3 Popatrz na ilustrację i podpisz przedmioty 1–6.



- 1 b _____ 4 r _____
2 a _____ 5 p _____
3 p _____ 6 s _____

4 Napisz, gdzie znajduje się kot na ilustracjach 1–6. Użyj: *in, in front of, on, under, behind* lub *next to*.

- 1 The cat is _____ the cupboard.
2 The cat is _____ the cupboard.
3 The cat is _____ the cupboard.
4 The cat is _____ the cupboard.
5 The cat is _____ the cupboard.
6 The cat is _____ the cupboard.

5 25 Posłuchaj Sary i Jima. Uzupełnij zdania.

- 1 Sara's guitar is _____ the _____.
2 Her water bottle is _____ the _____.
3 Her hairbrush is _____ the _____.
4 Jim's charger is _____ the _____.



AUDIO 26

CHARGE
YOUR GRAMMAR!**1** Uzupełnij zdania właściwą formą **be**.

- 1 These _____ my favourite sunglasses.
- 2 Those _____ Olivia's earphones.
- 3 This _____ Ada's bag.
- 4 That _____ my water bottle.



VIDEO 10

**2** Wybierz właściwe odpowiedzi.

- 1 **This / These** is our house.
- 2 **That / Those** are my trainers.
- 3 **That / Those** is your dog.
- 4 **This / These** are their water bottles.
- 5 **That / Those** is her desk.
- 6 **This / These** is his T-shirt.

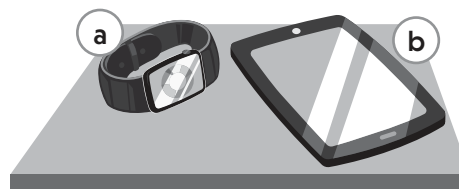
3 Popatrz na strzałki i uzupełnij zdania. Użyj: **this, that, these** lub **those**. Krótka strzałka oznacza, że przedmiot znajduje się blisko, a długa – daleko.

- 1 → _____ is my skateboard.
- 2 → _____ are your sunglasses.
- 3 → _____ is our sofa.
- 4 → _____ is my bed.
- 5 → _____ is his lamp.
- 6 → _____ are my plants.

4 Popatrz na ilustrację i uzupełnij zdania. Użyj: **this, that, these** lub **those**.**5** Napisz cztery zdania o przedmiotach ukazanych na ilustracji w ćwiczeniu 4. Użyj wyrazów z ramki oraz **this, that, these** i **those**.

bed games console posters
shelf water bottle

- 1 *This is Jacob's bed.*
- 2 _____
- 3 _____
- 4 _____
- 5 _____

6 26 Posłuchaj nagrania. Dopasuj przedmioty a–d do imion 1–4.

- 1 Ella _____
- 2 George _____
- 3 Joe _____
- 4 Lola _____



Jcb_#3

I'm Jacob and this is my room.

¹ _____ is my laptop. It's new and it's cool! ² _____ are my sunglasses. They're very old. ³ _____'s my desk and ⁴ _____ are my school books. ⁵ _____'s my helmet, but my bike isn't in my room! Oh, and ⁶ _____ is my guitar. Now it's time for a song!



1 Znajdź dziesięć nazw przedmiotów.

r	u	g	t	h	t	t	b	e	d
o	t	a	b	l	e	t	r	z	b
p	g	x	h	e	l	m	e	t	y
s	u	n	g	l	a	s	s	e	s
o	i	t	e	m	p	r	e	k	f
f	t	q	g	e	t	s	b	o	x
a	a	f	g	t	o	x	u	r	q
x	r	b	m	i	p	l	a	n	t

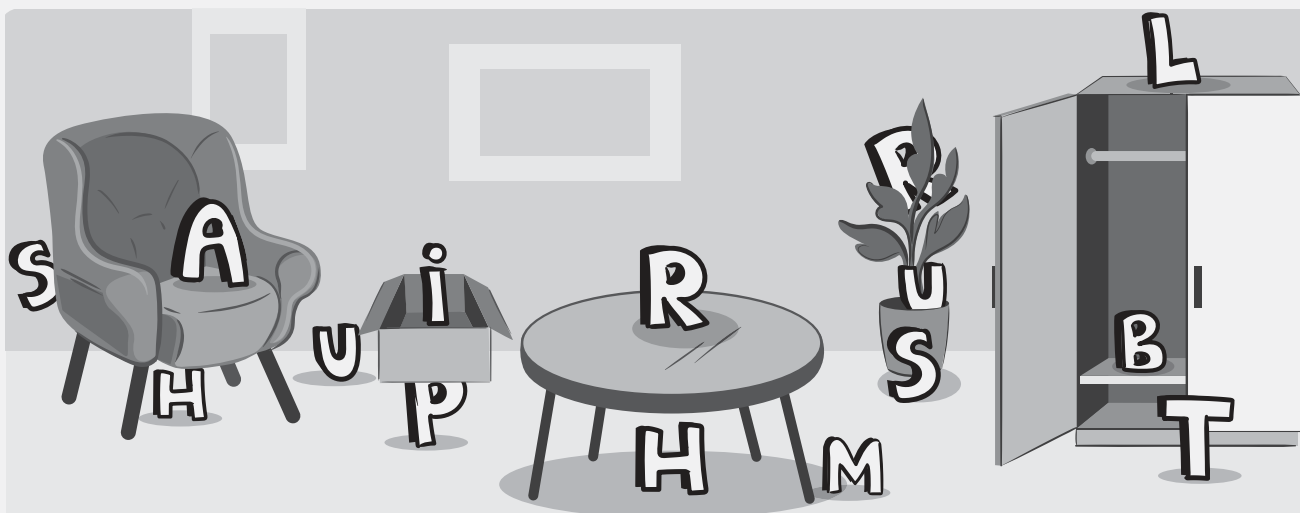
3 Wybierz właściwe wyrazy w zdaniach 1–6. Następnie popatrz na litery widniejące obok tych wyrazów. Ułóż litery we właściwej kolejności, tak aby uzupełnić zdanie nazwą koloru.



My skateboard is _____.

1 I am Kate. This is	my	L	smartwatch.
	her	G	
2 She is Ella. This is	our	E	helmet.
	her	O	
3 He is Jon. This is	your	N	sketchbook.
	his	Y	
4 They are Charlie and Sam. This is	their	W	games console.
	my	O	
5 We are Sue and Gemma. This is	her	R	laptop.
	our	E	
6 You are Luke. This is	your	L	water bottle.
	their	A	

2 Przeczytaj wskazówki. Znajdź właściwe litery i zapisz je w ramce.



- Letter 1 is under the table.
- Letter 2 is on the armchair.
- Letter 3 is in the box.
- Letter 4 is behind the plant.
- Letter 5 is in the wardrobe.
- Letter 6 is on the table.
- Letter 7 is next to the box.
- Letter 8 is in front of the plant.
- Letter 9 is under the armchair.

The word is:

1	2	3	4	5	6	7	8	9



VIDEO 11

AUDIO 27
AUDIO 28

- 1 27 **Posłuchaj nagrania i przeczytaj dialog. Wybierz właściwe odpowiedzi.**



Steffi: Hi! Welcome to our school sale!

Maya: Hi! It's amazing. How much is that plant?

Steffi: It's £2.

Maya: OK. How about this pink mirror?

Steffi: It's £4.50.

Maya: Great. Can I have the plant and the mirror, please?

Steffi: Sure. That's £6.50.

Maya: Here's £10.

Steffi: Thank you. That's £3.50 change. Here you are. Anything else?

Maya: No, thank you. Bye!

Steffi: See you! Bye!

- 1 The plant is **£2 / £4.50 / £6.50 / £10.**
 2 The mirror is **£2 / £4.50 / £6.50 / £10.**
 3 Maya gives Steffi **£2 / £4.50 / £6.50 / £10.**

- 2 **Uzupełnij zdania wyrażeniami z ramki.**

anything change have
here's it's much

- 1 **A:** How ¹ _____ is this poster?
B: ² _____ £4.
 2 **A:** Can I ³ _____ the board game, please?
B: Sure.
 3 **A:** ⁴ _____ £5.
B: Thank you. That's £1.50 ⁵ _____.
 4 **A:** ⁶ _____ else?
B: No, thank you.

- 3 **Dopasuj odpowiedzi a–e do pytań 1–5.**

- 1 Anything else? _____
 2 Can I have the water bottle? _____
 3 How much are the earphones? _____
 4 Here's £20. _____
 5 Bye! _____
 a They're £5.
 b Thank you. That's £2.50 change.
 c See you!
 d No, thank you.
 e Sure.

- 4 **Popatrz na dialog w ćwiczeniu 1. Przeczytaj cennik i uzupełnij dialog poniżej.**

Big plant: £2 _____
 Small plant: £1 _____
 Lamp: £5.50 _____
 Water bottle: £3.50 _____

- Jack:** ¹ _____ lamp?
Steffi: ² _____.
Jack: OK. ³ _____ water bottle?
Steffi: ⁴ _____.
Jack: Great. ⁵ _____ the lamp and the water bottle, please?
Steffi: ⁶ _____. That's £9.
Jack: Here's £10.
Steffi: Thank you. That's £1 ⁷ _____. Here you are.
⁸ _____?
Jack: No, thank you.

- 5 28 **Wyobraź sobie, że jesteś na szkolnej wyprzedaży. Popatrz na ceny. Następnie posłuchaj nagrania i odpowiedz na pytania.**

SUMMER SALE



£3



£6



AUDIO 29



VIDEO 12

- 1 Popatrz na nowe słowa. Dopasuj je do właściwych definicji.



a sculpture



an artist

- 1 A(n) _____ is a person who makes art.
2 A(n) _____ is a piece of art.

- 2 **Posłuchaj nagrania i przeczytaj tekst. Wybierz najlepsze streszczenie.**

The text is about how to make art from

- 1 new things.
2 old things.
3 funny things.

- 3 **Posłuchaj nagrania i przeczytaj tekst ponownie. Wybierz właściwego artystę. Imion niektórych artystów możesz użyć więcej niż jeden raz.**

WHO MAKES SCULPTURES OF ...

	Robert Bradford	HA Schult	Guerra de la Paz	Khalil Chishtee
1 people?	☐	☐	☐	☐
2 dogs?	☐	☐	☐	☐
3 buildings?	☐	☐	☐	☐
4 trees?	☐	☐	☐	☐
5 horses?	☐	☐	☐	☐

- 4 **Przeczytaj tekst ponownie. Dopasuj materiały a–d do artystów 1–4.**

- 1 Robert Bradford a plastic bags
2 HA Schult b toys
3 Guerra de la Paz c paper and metal
4 Khalil Chishtee d clothes

THE ART OF RECYCLING

Some artists recycle things and make them into art. In the UK, Robert Bradford uses old plastic **toys** for his sculptures of dogs, horses and people. His art is funny and clever.

A sculpture
by Robert Bradford

In Germany, an artist called HA Schult makes art from **rubbish**. He uses old paper to make big **buildings** and he uses old metal to make sculptures of people.

Sculptures of people
by HA Schult

Guerra de la Paz is the name of two artists from Cuba. They use old clothes to make art. They make beautiful **trees** in lots of different colours.

An art installation
by Guerra de la Paz

Khalil Chishtee is from Pakistan, but now he's in the USA. He makes sculptures of people from old plastic bags. They're amazing.

A sculpture
by Khalil Chishtee

How about you?
Can you make amazing art from old things in your home?

Glossary

building – budynek
rubbish – śmieci

toy – zabawka
tree – drzewo

1 Wybierz przedmioty, które masz w swoim pokoju.

bed	☐	poster	☐
lamp	☐	rug	☐
cupboard	☐	armchair	☐
mirror	☐	plant	☐
shelf	☐	guitar	☐
desk	☐	laptop	☐

2 Przeczytaj opis. W ćwiczeniu 1 podkreśl nazwy przedmiotów, które znajdują się w pokoju Jenny.

Jenny's Blog

This is my bedroom!

Hi! Welcome to my blog.

This is my bedroom. It's small, but the bed is big. My desk is next to the bed.

Those books are on the shelf and a big plant is on my desk.

My favourite thing in my bedroom is my poster of Billie Eilish. It's next to my desk. My bedroom is cool.

3 Dopasuj odpowiedzi a–e do pytań 1–5.

- What's your bedroom like? —
 - Where is your desk? —
 - Where are your earphones? —
 - What is your favourite thing? —
 - Whose room is it? —
- a** It's next to the armchair.
b It's my and my sister's bedroom.
c It's big and it's cool.
d They're on my desk.
e My favourite thing is my laptop.

4 Odpowiedz na pytania i opisz swój wymarzony pokój. Możesz wykorzystać podpowiedzi z nawiasów lub użyć własnych pomysłów.

- What's your dream bedroom like?
(big / small / cool / great / amazing / OK)
- Whose room is it?
(my / my brother's / my sister's)
- Where is your bed? (next to)
- What is your favourite thing?
(laptop / plant / games console / board game / poster)
- Where is your favourite thing?
(on / in / next to / behind / in front of / under)

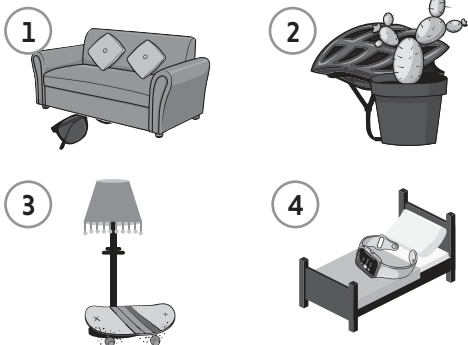
Write it Right!

Zanim zaczniesz pisać, zaplanuj swój tekst. Pomyśl jakich wyrazów chcesz użyć. Popatrz na tekst w ćwiczeniu 2 i na plan tego tekstu poniżej.

- My bedroom: *small, cool*
- My things: *bed, desk, books, shelf, plant*
- Where they are: *desk next to the bed, books on the shelf, plant on the desk*
- Favourite thing: *Billie Eilish poster*
- Where it is: *next to the desk*

5 Zaplanuj tekst, a następnie opisz swój wymarzony pokój.

1 Popatrz na ilustracje i uzupełnij zdania.



- 1 The _____ are under the _____.
- 2 The _____ is behind the _____.
- 3 The _____ is in front of the _____.
- 4 The _____ is on the _____.

___ /8 points

2 Dopasuj zakończenia słów a-f do ich początków 1-6.

- | | |
|--------|---------|
| 1 cup | a er |
| 2 book | b ror |
| 3 ward | c case |
| 4 arm | d board |
| 5 mir | e robe |
| 6 post | f chair |

___ /6 points

3 Napisz zdania. Użyj właściwego zaimka i uzupełnij brakujące wyrazy.

- 1 This / he / hat.
This is his hat.
- 2 That / I / book.

- 3 Those / you / earphones.

- 4 These / they / plants.

- 5 This / she / games console.

___ /4 points

4 Popatrz na ilustrację. Uzupełnij dialog. Użyj: *this, that, these i those*.

- A: Look! This is a picture of my bedroom.
B: It's cool!
A: Thank you. ¹_____ are my plants and ²_____ is my laptop.
B: What's on the bed?
A: ³_____ is my guitar and ⁴_____ are my earphones.
B: And what's on the table?
A: ⁵_____ are my water bottles. And ⁶_____ is my lamp, next to the table.

___ /6 points

5 Uzupełnij dialog.

- A: ¹H_____ m_____ is that poster?
B: It's £3.
A: OK. How about this sketchbook?
B: It's £2.50.
A: Great. ²C_____ h_____ the poster and the sketchbook, please?
B: ³S_____. That's £5.50.
A: Here's £10.
B: Thank you. That's £4.50 ⁴c_____. Here you are. ⁵A_____ e_____?
A: No, thank you. Bye!
B: ⁶S_____ y_____! Bye!

___ /6 points

6 Check your progress!

Score 25–30 points? Well done! 🍀
Score 16–24 points? Not bad! 🍀
Score 1–15 points? Keep trying! 🍀 → **Catch-up**, p. 39
Ready for more? → **Extra Challenge**, p. 39

Catch-up

1 Wybierz właściwe odpowiedzi.

1



- a guitar
- b hairbrush
- c tablet

2



- a plant
- b mirror
- c water bottle

3



- a rug
- b sketchbook
- c box

4



- a cupboard
- b charger
- c helmet

5



- a lamp
- b skateboard
- c poster

2 Uzupełnij luki właściwymi zaimkami.

- | | |
|-----------------|--------------|
| 1 it <u>its</u> | 5 they _____ |
| 2 we _____ | 6 you _____ |
| 3 he _____ | 7 she _____ |
| 4 I _____ | |

3 Popatrz na ilustrację. Wybierz właściwe odpowiedzi.

1



→ **This / That** skateboard.

2



→ **These / Those** games consoles.

3



→ **These / Those** sunglasses.

4



→ **This / That** hairbrush.

Extra Challenge

4 Popatrz na ilustrację. Napisz cztery zdania o pokoju Eloise.



This is Eloise's bedroom. Her plant is on the shelf. _____

5 Uzupełnij brakujące litery.

- 1 Look! T__s is my favourite book. It's very funny.
- 2 Ms Smith's desk is v__y small.
- 3 Becky and Fiona are with t___r friend Dana in the park.
- 4 My dog is sad because h__s bed is messy.
- 5 Is this y__r bag?
- 6 W___e sunglasses are they?

4

Family and friends

Lesson 1 Vocabulary 1

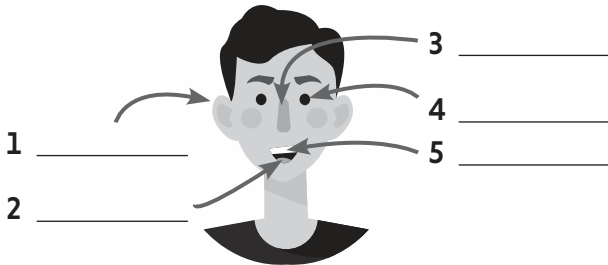


AUDIO 30
AUDIO 31

1 Let's start!

Dopasuj wyrazy z ramki do ilustracji.

ear eye mouth nose teeth



2 Popatrz na wyrazy 1–6. Napisz, czy wyraz opisuje długość (L=Length), kolor (C=Colour), czy rodzaj (T=Type) włosów.

- | | | | |
|---------|---|----------|---|
| 1 wavy | — | 4 blonde | — |
| 2 short | — | 5 dark | — |
| 3 curly | — | 6 long | — |

3 Przeczytaj zadanie. Uzupełnij brakujące wyrazy.



Learning zone

Kiedy uczysz się przymiotników, zapamiętaj jednocześnie słowa o przeciwnym znaczeniu:

small

big

black

white

Napisz wyrazy o przeciwnym znaczeniu:

short

1 _____

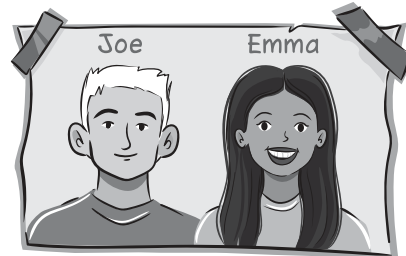
curly

2 _____

blonde

3 _____

4 Popatrz na ilustrację i wybierz właściwe odpowiedzi.



These are my friends.

Joe is 12. His ¹**eyes** / **teeth** are small, but his ²**ears** / **eyes** are very big! His hair is ³**short** / **long** and ⁴**wavy** / **spiky**. Emma is 11. Her ⁵**nose** / **mouth** is small and her ⁶**ears** / **teeth** are big. Her hair is ⁷**short** / **long** and ⁸**straight** / **curly**.

5 30 Postłuchaj Emily. Uzupełnij opis Adama i Matta.

Adam's hair is ¹_____ and ²_____. His ³_____ is small and his ⁴_____ are big.

Matt's hair is ⁵_____ and ⁶_____. His ⁷_____ is big and his ⁸_____ are big.

6 Pronunciation /h/ and /tʃ/

 31 Postłuchaj nagrania. Uzupełnij wierszyk wyrazami z ramki. Następnie sprawdź odpowiedzi i powtórz nagranie.

chair charger chocolates
hair hairbrush hoodie

My ¹_____ are in a box – yum!

My ²_____ 's on a ³_____.

My ⁴_____ 's next to the mirror

and my ⁵_____ is in my ⁶_____!



CHARGE
 YOUR GRAMMAR!


▶ VIDEO 13

1 Przeczytaj zdania. Wybierz odpowiedź a lub b.

- 1 They ___ cool T-shirts and caps.
a 've got b 's got
- 2 You ___ a tail.
a hasn't got b haven't got
- 3 She ___ a microphone.
a hasn't got b haven't got
- 4 He ___ black hair and a beard.
a 've got b 's got
- 5 Jay ___ glasses.
a hasn't got b haven't got
- 6 I ___ a big black hat.
a 've got b 's got

2 Wybierz właściwe odpowiedzi.

- 1 Zac **have / has** got dark hair.
- 2 My cats, Riley and Ruby, **have / has** got green eyes.
- 3 You **have / has** got a new skateboard.
- 4 My sister and I **have / has** got curly red hair.
- 5 Bella **have / has** got two sisters.
- 6 My bedroom **have / has** got a wardrobe and a bed in it.

3 Napisz zdania przeczące.

- 1 The Browns have got a dog.
The Browns haven't got a dog.
- 2 Mickey has got blonde hair.

- 3 We've got a new teacher.

- 4 Ana's got wavy hair.

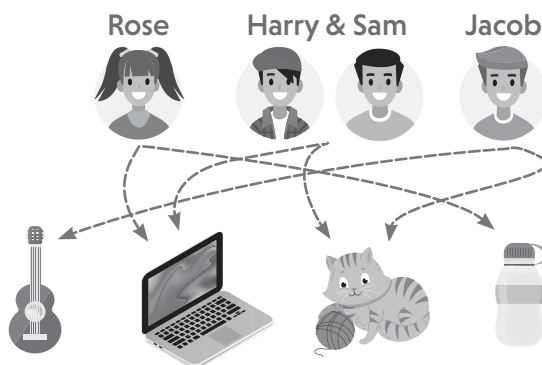
- 5 Robbie got pink shoes.

- 6 You've got a poster in your room.

4 Uzupełnij dialog wyrazami z ramki.

've got hasn't haven't way wrong

- Anna:** What's ¹ _____, Bob?
You look sad.
- Bob:** I ² _____ got a present for my sister, Mia. It's her birthday today.
- Anna:** Don't worry. I've ³ _____ an idea. A sketchbook is a good present.
- Bob:** That's a great idea! She ⁴ _____ got a sketchbook.
- Bob:** Happy birthday, Mia. This is for you!
- Mia:** No ⁵ _____! A sketchbook! Thank you! And I ⁶ _____ got a present for you, too. Here you are.
- Bob:** A picture of me! That's amazing!

5 Popatrz na ilustracje i uzupełnij zdania.


- 1 Rose has got a laptop. She s got a water bottle.
She hasn't got a guitar. She hasn't got a cat.
- 2 Harry and Sam _____.
They _____.
They _____.
They _____.
- 3 Jacob _____.
He _____.
He _____.
He _____.



1 Let's start!

Ułóż litery we właściwej kolejności, tak aby powstały przymiotniki opisujące włosy.

- 1 y l u r c _____
- 2 e b o l n d _____
- 3 g a i t t s r h _____
- 4 v y a w _____
- 5 r t s h o _____

2 Dopasuj wyrazy z ramki do właściwej kolumny.

aunt brother cousin dad mum
parents sister uncle

Female ♀	Male ♂	Both ♂♀
_____	_____	_____
_____	_____	_____
_____	_____	_____



4 Popatrz na ilustracje w ćwiczeniu 3 ponownie. Uzupełnij zdania właściwymi nazwami członków rodziny.

- 1 Jon is Alia's _____.
- 2 Teddy is Kristen's _____.
- 3 Rebecca is Jon's _____.
- 4 Stanley is Alia's _____.
- 5 Omar is Kristen's _____.

5 32 Posłuchaj Alastaira i wybierz właściwe odpowiedzi.

- 1 Shane is Alastair's **dad** / **uncle**.
- 2 Jenna is Alastair's **mum** / **aunt**.
- 3 Nina is Alastair's **cousin** / **sister**.
- 4 Shane is Megan's **brother** / **father**.
- 5 Maria is Alastair's **grandmother** / **sister**.

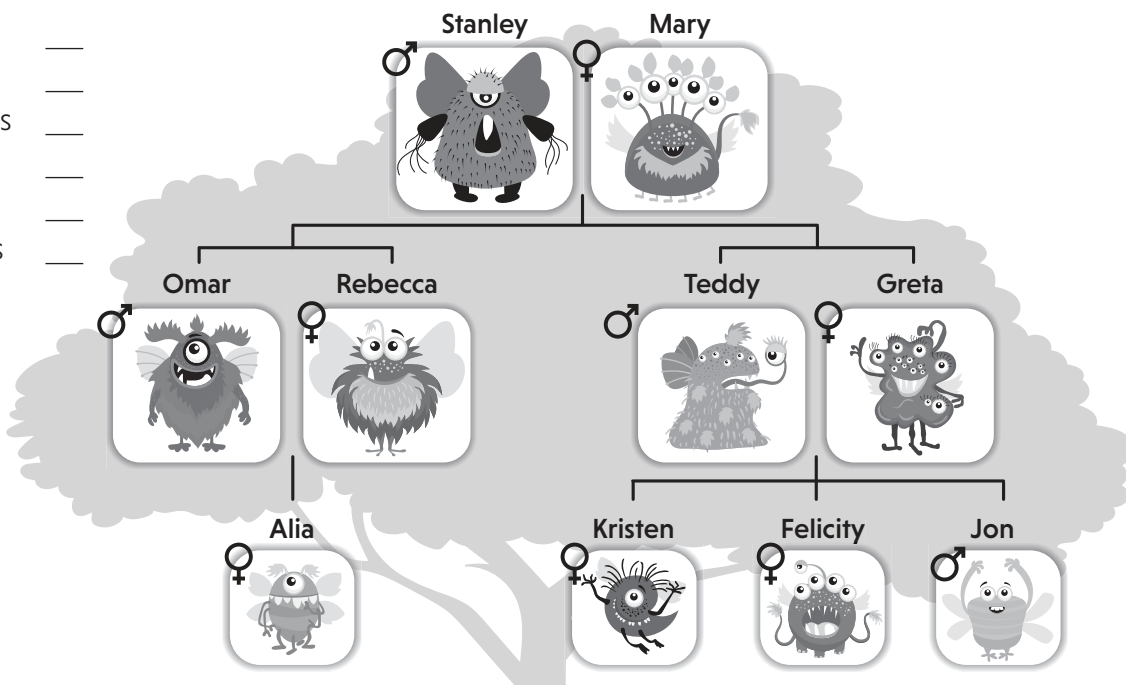
6 32 Posłuchaj nagrania ponownie. Napisz, czy zdania są prawdziwe (T=True), czy fałszywe (F=False).

- 1 Shane's got a red jacket. _____
- 2 Nina is two. _____
- 3 Alastair's mum has got curly red hair. _____
- 4 Alastair's aunt has got spiky blonde hair. _____
- 5 Maria is thirty-six years old. _____

3 Popatrz na ilustracje. Dopasuj zakończenia zdań a-f do ich początków 1-6.

- 1 Teddy is Alia's _____
- 2 Alia is Kristen's _____
- 3 Mary is Felicity's _____
- 4 Alia is a(n) _____
- 5 Stanley is Jon's _____
- 6 Mary is Teddy's _____

- a cousin.
- b only child.
- c mother.
- d grandfather.
- e grandmother.
- f uncle.



CHARGE
YOUR GRAMMAR!

▶ VIDEO 14

1 Uzupełnij dialog wyrazami z ramki.

got has hasn't have haven't they
yes you

- 1 A: _____ you got a scooter?
B: _____, I have.
- 2 A: Have your grandparents _____ a big garden?
B: Yes, _____ have.
- 3 A: _____ your aunt got a favourite music star?
B: No, she _____.
- 4 A: Have _____ got a hamster?
B: No, I _____.

2 Dopasuj odpowiedzi a–e do pytań 1–5.

- 1 Have you got a laptop? a No, he hasn't.
- 2 Has your sister got a favourite singer? b Yes, I have.
- 3 Have your parents got a car? c Yes, she has.
- 4 Has Bruno got brown eyes? d Yes, they have.

3 Wybierz właściwe odpowiedzi.

- 1 A: **Has** / **Have** you got red hair?
B: Yes, I **has** / **have**.
- 2 A: **Has** / **Have** your grandfather got a games console?
B: No, he **hasn't** / **haven't**.
- 3 A: **Has** / **Have** your cousins got green eyes?
B: Yes, they **has** / **have**.
- 4 A: **Has** / **Have** your dog got a big nose?
B: No, it **hasn't** / **haven't**.
- 5 A: **Has** / **Have** I got chocolate on my face?
B: Yes, you **has** / **have**.
- 6 A: **Has** / **Have** we got a new teacher?
B: No, we **hasn't** / **haven't**.

4 Uzupełnij dialog. Użyj: *have, has, haven't* lub *hasn't*.

A: Hi! Your bike is cool!

B: Thank you.

¹ _____ you
got a bike?

A: Yes, I ² _____.
It's very old, but it's
OK. And I've got
a new skateboard.

³ _____ you got
a skateboard?

B: No, I ⁴ _____,
but my brother's got a skateboard.
It's amazing!

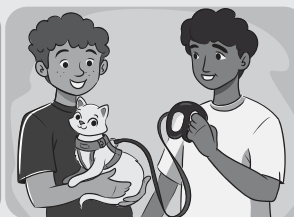
A: ⁵ _____ your brother got a bike?

B: No, he ⁶ _____. He's got a helmet,
but he hasn't got a bike!

A: That's funny!



TIME CHALLENGE!

5 Popatrz na ilustracje. Ile pytań i odpowiedzi z *have got* potrafisz ułożyć? Użyj stopera – masz cztery minuty na napisanie zdań!1 *Has she got blonde hair? Yes, she has.*

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

2–3 sentences = good! 👍

4–5 sentences = very good! 👍👍

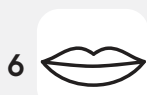
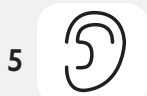
6–7 sentences = amazing! 👍👍👍



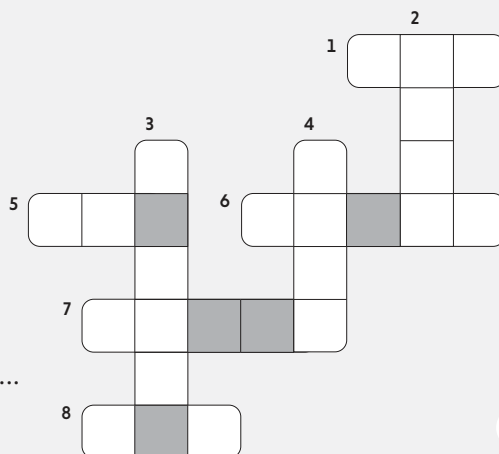
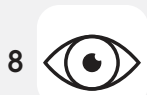
- 1 Uzupełnij krzyżówkę. Następnie ułóż litery w szarych polach we właściwej kolejności i uzupełnij zdanie.

Across →

1 your grandad's son is your ...



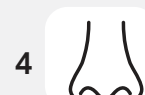
7 your mother's brother is your ...



Down ↓

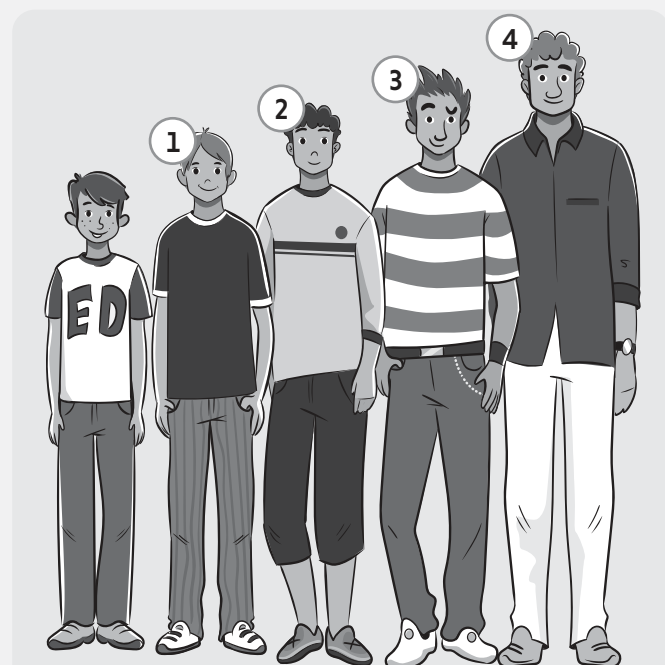
2 your mother's sister is your ...

3 your father's mother is your ...



My mum's hair is _____.

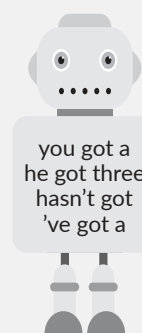
- 2 Przeczytaj zagadkę i uzupełnij imiona braci.



Hi! I'm Ed and these are my brothers. Rick hasn't got curly hair and he hasn't got a big nose. Rob hasn't got straight hair. Rudi hasn't got spiky hair and he hasn't got a small nose. Ralf hasn't got a big nose.

1 _____ 3 _____
2 _____ 4 _____

- 3 Popatrz na wyrazy zapisane na robotach. Ułóż cztery zdania z tymi wyrazami.



1 _____
2 _____
3 _____
4 _____

- 4 33 **Posłuchaj pytań 1–5. Dopasuj do nich właściwe odpowiedzi a–e.**

- a No, they haven't. They've got dark hair.
b No, I haven't. But I've got two sisters and four cousins.
c No, he hasn't. They're small.
d No, she hasn't. They're grey.
e No, I haven't. It's straight.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____



VIDEO 15

AUDIO 34
AUDIO 35

1 34 **Posłuchaj nagrania i przeczytaj dialog. Wybierz właściwe odpowiedzi.**

- 1 Freya is Olivia's **sister** / **friend**.
2 Archie is Olivia's **brother** / **uncle**.



Olivia: Hi, Freya. Welcome to my party.

Freya: Thanks for inviting me, Olivia.

Olivia: Freya, this is my uncle, Archie.

Freya: Hello, Archie. It's nice to meet you.

Archie: Hi, Freya. It's nice to meet you, too.

Olivia: Come and meet my parents.

Freya: OK, that sounds good.

2 **Uzupełnij dialog wyrazami z ramki.**

come good nice thanks
too welcome

Arlo: Hi, Mason. ¹ _____
to Computer Club.

Mason: ² _____ for inviting me,
Arlo.

Arlo: Mason, this is the Computer Club
teacher, Mr Wilson.

Mason: Hello, Mr Wilson. It's
³ _____ to meet you.

Mr Wilson: Hi, Mason. It's nice to meet you,
⁴ _____.

Arlo: ⁵ _____ and meet my
friend, Erin.

Mason: OK, that sounds ⁶ _____.

3 **Uzupełnij dialog.**

Beth: Hi Sean. ¹ _____
_____ Art Club!

Sean: ² _____.

Beth: Sean, ³ _____
_____, Ms Taylor.

Sean: Hello Ms Taylor. ⁴ _____
_____.

Ms Taylor: It's nice to meet you too.

Beth: ⁵ _____ my friends,
Finn and Dylan.

Sean: ⁶ _____.

4 35 **Wyobraź sobie, że spędzasz pierwszy dzień w klubie wakacyjnym. Posłuchaj Tylera i zareaguj na jego wypowiedzi.**

HOLIDAY CLUB!

For children aged 10–14
Teacher: Mr Gonzalez



5 **Wyobraź sobie, że organizujesz imprezę. Uzupełnij ramkę własnymi pomysłami i napisz dialog.**

Friend's name: _____
Dad/Mum's name: _____
Brother/Sister's name: _____

A: Hi, _____! Welcome to my
party!

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____



1 Przeczytaj tekst i wybierz właściwe odpowiedzi.

Family sizes

Family sizes are different around the world. In some countries, families are very big. Sometimes there are eight or nine people in an 'extended family.' Grandparents, aunts, uncles, brothers, sisters and cousins all live together in one house. In other countries, families are small, with three or four people in a family.

- 1 An 'extended family' is a **big** / **small** family.
- 2 A small family has got **three or four** / **eight or nine** people in it.
- 3 A big family has got **three or four** / **eight or nine** people in it.

2 Pośluchaj nagrania i przeczytaj tekst. Wybierz właściwe odpowiedzi.

- 1 How many people are in Moussa's family?
a 5 b 7 c 11
- 2 How many people are in Abi's family?
a 2 b 3 c 5

3 Przeczytaj tekst ponownie. Zapisz, czy zdania są prawdziwe (T=True), czy fałszywe (F=False).

- 1 Moussa's got one brother. _____
- 2 It isn't quiet in Moussa's house. _____
- 3 Abi's from Edinburgh. _____
- 4 Edinburgh is in Scotland. _____

4 Wybierz właściwe odpowiedzi zgodnie z treścią tekstu.

- 1 Moussa has got two **grandmothers** / **aunts** in his home.
- 2 In the photo, Moussa's sisters are **at home** / **at school**.
- 3 Rusty is Abi's **brother** / **dog**.
- 4 The island of Easdale is **small** / **big**.

Glossary

extended family – rodzina wielopokoleniowa

island – wyspa

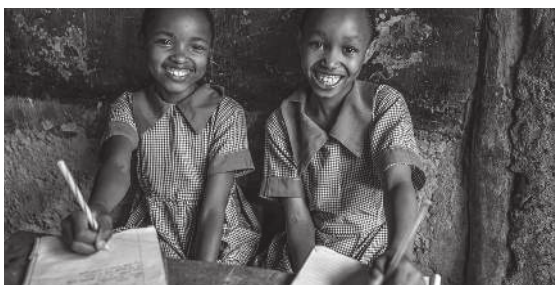
noisy – hałaśliwy

fun – zabawa

My family



Moussa_M



My name's Moussa and I'm from Senegal in Africa. In Senegal many people live with their **extended family**. We've got a lot of people in our house! I've got two sisters and two brothers. My mum and dad, and my dad's two sisters are here. My mum's parents are also in our house. It's **noisy** in my house, but it's **fun**. In this picture, my sisters are at school.

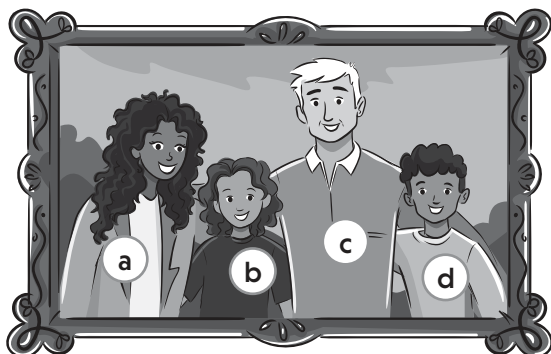


Abi_BB



I'm Abi and I'm from Scotland in the UK. I've got a very small family. It's just me and my mum. We've also got a dog, Rusty! Our home is on the island of Easdale. It's a very small **island**, but it's very beautiful. In this picture, my mum and I are on holiday in Edinburgh. Edinburgh is the capital of Scotland. It's a great city. And Rusty isn't at home on the island – he is with us on holiday!

1 Dopasuj osoby a–d do opisów 1–4.



- 1 She's got short wavy hair. _____
- 2 He's got short straight hair. _____
- 3 He's got short curly hair. _____
- 4 She's got long curly hair. _____

2 Przeczytaj opis i uzupełnij zdania wyrazami z ramki.

clever friendly funny kind
quiet shy sporty tall

- We are the Harris family. My mum is Lily. She's thirty-six, and she's very kind and clever. My dad, Noah, is thirty-four. He's tall and sporty, and his favourite sport is basketball. I haven't got a brother, but my little sister's name is Chloe. She's seven and her hobby is art. She's quiet and shy. My name's Arthur. I'm eleven years old. I've got dark curly hair, and I'm funny and friendly.

- 1 Lily is _____ and _____.
- 2 Noah is _____ and _____.
- 3 Chloe is _____ and _____.
- 4 Arthur is _____ and _____.

Write it Right!

Kiedy opisujesz osobę lub miejsce, staraj się używać jak najwięcej przymiotników.

Pamiętaj o pytaniach pomocniczych – dzięki nim łatwiej znajdziesz potrzebny przymiotnik:

What type of hair has he got? *curly, straight*
How long is his hair? *short, long*
What colour is his hair? *dark, blonde, red*
What is he like? *funny, kind, clever*

3 Przeczytaj tekst i wybierz właściwe odpowiedzi.



This is my mum's family – the Wilson family. My mum has got ¹**long** / **short** blonde hair. She's funny and ²**dark** / **helpful**. My ³**granddad** / **uncle** is her dad. He's also very funny. My granny is ⁴**blonde** / **quiet** and kind. She's got ⁵**long** / **short** white hair. And that's my mum's brother – my ⁶**uncle** / **cousin**. He's got short dark hair.

4 Przeczytaj informacje w tabeli i opisz rodzinę Bailey.

Family member	Name	Face/Hair	Personality
Dad	Steve	green eyes	quiet, kind
Mum	Annabel	long dark hair	shy, quiet
Me	Theo	blue eyes	clever, sporty

We are the Bailey family. My dad is _____

5 Wyobraź sobie dowolną rodzinę. Uzupełnij tabelę i napisz tekst.

Family member	Name	Face/Hair	Personality
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

1 Dopasuj ilustracje a–f do opisów 1–6.

1 long curly hair

2 short spiky hair

3 long straight hair

4 short dark hair

5 long wavy hair

6 short blonde hair



___ /6 points

2 Wybierz właściwe odpowiedzi.

- 1 My mum's **sister** / **brother** is my aunt.
- 2 My dad's father is my **uncle** / **grandad**.
- 3 My uncle's children are my **parents** / **cousins**.
- 4 My cousin hasn't got brothers or sisters.
She's a(n) **only child** / **granny**.
- 5 My grandfather's son is my **brother** / **dad**.
- 6 My dad's brother is my **uncle** / **father**.

___ /6 points

3 Wybierz właściwą formę *have*.

A: How many brothers and sisters ¹**have** / **has** you got?

B: I ²**haven't** / **hasn't** got any brothers, but I've got one sister.

A: ³**Have** / **Has** she got blonde hair?

B: No, she ⁴**haven't** / **hasn't**.

A: How about your parents? ⁵**Have** / **Has** they got blonde hair?

B: Yes, they ⁶**have** / **has**. My dad's hair is straight and my mum's hair is curly.

___ /6 points

4 Napisz zdania. Użyj podpowiedzi i *have got*.

1 (✓) My aunt / red hair

2 (?) you / a guitar

3 (X) We / a big house

4 (X) Tania / a smartwatch

5 (?) your brother / brown eyes

6 (✓) Liam and Lara / six cousins

___ /6 points

5 Uzupełnij dialog.

Izzy: Hi, Simon. ¹W _____ to my party.

Simon: Thanks for ²i _____ me, Izzy.

Izzy: Simon, ³t _____ is my mum.

Simon: Hello, Ms Clarke. It's nice to ⁴m _____ you.

Ms Clarke: It's nice to meet you, too.

Izzy: ⁵C _____ and meet my brother.

Simon: OK, that ⁶s _____ good.

___ /6 points

6 Check your progress!

Score 25–30 points? Well done! 👍

Score 16–24 points? Not bad! 😊

Score 1–15 points? Keep trying! 🙋 →

Catch-up, p. 49

Ready for more? → **Extra Challenge**, p. 49

Catch-up

1 Dopasuj zakończenia słów a–d do ich początków 1–4.

- | | |
|-------|--------|
| 1 par | a ter |
| 2 gra | b ents |
| 3 sis | c sin |
| 4 cou | d nny |

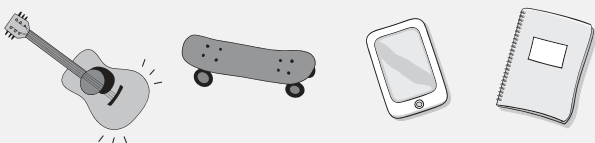
2 Uzupełnij wyrazy brakującymi literami.

- Jane's hair is l__g and curly.
- My brother's got big blue e__s.
- Your hair isn't straight. It's w__y.
- My dad's hair is d__k and spiky.
- He's got a very small m__h.
- I've got twenty-eight t__h.

3 Popatrz na tabelę i uzupełnij zdania. Użyj: *have, has, haven't lub hasn't*.

	Guitar	Tablet	Sketchbook	Skateboard
Emma & Kate	✓	✗	✗	✓
Billy	✗	✓	✓	✗

- Emma and Kate _____ got a guitar.
- Billy _____ got a guitar.
- Emma and Kate _____ got a tablet.
- Billy _____ got a tablet.
- _____ Emma and Kate got a sketchbook?
No, they _____.
- _____ Billy got a sketchbook?
Yes, he _____.
- _____ Emma and Kate got a skateboard?
Yes, they _____.
- _____ Billy got a skateboard?
No, he _____.



Extra Challenge

4 Popatrz na ilustrację. Napisz cztery zdania o Julie. Użyj *has i hasn't got* oraz wyrazów z ramki.



curly dark games console sunglasses

- _____
- _____
- _____
- _____

5 Wyobraź sobie, że to zdjęcie Twoich dziadków, cioci i wujka. Uzupełnij opis informacjami z notatek oraz własnymi pomysłami.



Aunt: sporty, helpful, long dark hair
Uncle: clever, tall, short dark hair
Grandparents: kind, quiet, short white hair
Cousins: funny, clever, curly hair

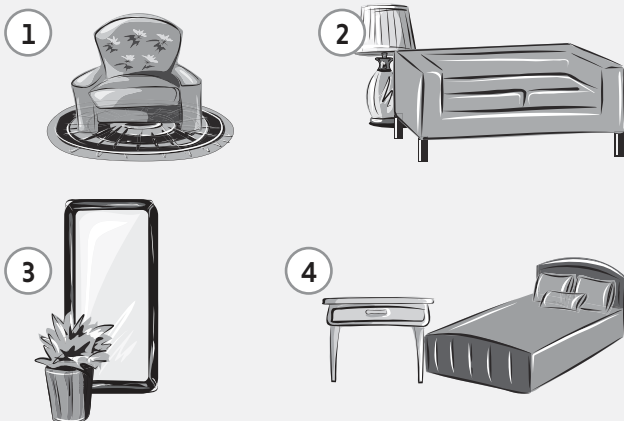
This is a photo of my aunt and her family.
My aunt is called Gloria. She _____.
My uncle's name is _____.
He _____.
My grandparents are _____ and _____.
They _____.
Ben and Sophie are my _____.
They are _____.

Vocabulary

1 Ułóż litery we właściwej kolejności, tak aby powstały nazwy przedmiotów.

- 1 trugai _____
- 2 robskadaet _____
- 3 retaw lboett _____
- 4 plotap _____
- 5 grahcer _____
- 6 melthe _____

2 Popatrz na ilustracje i uzupełnij zdania.



- 1 The armchair is **on** / **under** the r_____.
- 2 The lamp is **in** / **behind** the s_____.
- 3 The plant is **behind** / **in front of** the m_____.
- 4 The table is **next to** / **on** the b_____.

3 Ułóż z podanych liter nazwy członków rodziny.

- 1 Daniel is Adam's er bro th _____.
- 2 Isabelle is Daniel's us co in _____.
- 3 Joseph is Daniel's dad an gr _____.
- 4 Olivia is Adam's t a n u _____.

4 Wybierz właściwe odpowiedzi.

- 1 Ted has got red **teeth** / **hair** and **small** / **spiky** eyes.
- 2 My sister's **eyes** / **ears** are blue.
- 3 Your **nose** / **hair** is very big!
- 4 Freddy's **mouth** / **hair** is long and curly.

Grammar

5 Uzupełnij zdania właściwymi zaimkami dzierżawczymi. Użyj: *her, his, my, our, your* lub *their*.

- 1 I've got a hairbrush on _____ desk.
- 2 They've got a laptop in _____ classroom.
- 3 He's got a water bottle in _____ bag.
- 4 We've got some board games in _____ cupboard.

6 Uzupełnij dialog wyrazami z ramki.

his Julia's my whose



- A: ¹ _____ bag is this?
- B: It isn't ² _____ bag. I've got a red bag and this bag is blue.
- A: Is it ³ _____ bag?
- B: No, her bag is black.
- A: OK, well then it's Sam's bag. This bag is blue and blue is ⁴ _____ favourite colour.

7 Napisz o każdej osobie po dwa zdania i po jednym pytaniu. Użyj: *have/has got* lub *haven't/hasn't got*.

- 1 you / laptop ✓ / skateboard ✗
You've got a laptop. You haven't got a skateboard. Have you got a laptop?
- 2 Tim / guitar ✓ / tablet ✗
Tim _____.
He _____.
- 3 Ella and Anna / sketchbook ✗ / bike ✓
Ella and Anna _____.
They _____.



AUDIO 37

8 Wybierz właściwe odpowiedzi.

- 1 **A:** Are **this** / **these** your headphones?
B: No, they aren't. **That** / **Those** are my headphones on the table.
- 2 **A:** Is **that** / **those** your sister's hairbrush?
B: No, it isn't. **This** / **These** is my sister's hairbrush here.

Speaking

9 Uzupełnij dialogi. W każdą lukę możesz wpisać jeden wyraz.

- 1
A: How ¹ _____ is this plant?
B: ² _____ £4.50.
A: Great. ³ _____ I have three plants, please?
B: Sure. ⁴ _____ £13.50, please.
A: ⁵ _____ you are!
- 2
A: ⁶ _____ to my party!
B: Thanks ⁷ _____ inviting me.
A: Charlie, ⁸ _____ is my grandmother.
B: Hello. It's ⁹ _____ to meet you.

10 Dopasuj zakończenia zdań a–d do ich początków 1–4.

- | | |
|-----------|---------------|
| 1 Help | a happening? |
| 2 What's | b fault. |
| 3 No | c way! |
| 4 It's my | d me, please. |

Listening

11 Usłyszysz dwukrotnie rozmowę. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce.

Jon's Room

- he's got ¹ _____ lamps
- his plant is ² _____ his armchair
- his clothes are in a big ³ _____
- his favourite thing is his ⁴ _____

Reading

12 Przeczytaj artykuł. Napisz, czy zdania są prawdziwe (T=True), czy fałszywe (F=False).

○○○  < >  + 

What's in your bag?

Jack, 12

I love music, so I've got my phone in my bag and some headphones. My headphones are blue and grey. They're amazing, but they aren't my favourite thing. My favourite thing is my guitar. It isn't in my bag – it's in my wardrobe at home!

Diane, 11

I'm at school, so I've got lots of books, pencils and rubbers in my bag! I've also got some sunglasses because it's a very hot day today. But I haven't got my water bottle. Oh no! It's on the table at home.

- 1 Jack's favourite thing is his headphones. _____
- 2 Jack's guitar is in his wardrobe. _____
- 3 Diane isn't in the park. _____
- 4 Diane's water bottle is in her bag. _____

Writing

13 Przeczytaj informacje w ramce. Następnie opisz pokój Emily.

Emily's room:

big bed, small desk, wardrobe, lamp, mirror

Favourite things:

skateboard (on the bed)

games console (in the wardrobe)

plant (next to the mirror)

My room is cool! I've got ...

5

Me and my food

Lesson 1 Vocabulary 1



AUDIO 38
AUDIO 39

1 Let's start!

Uzupełnij nazwy produktów spożywczych.

- 1 bis__t 3 sm__ie
2 ch__e 4 br__d

2 Dopasuj wyrazy z ramki do ilustracji 1-4.

cereal milk salad toast



3 Przeczytaj zdania. Wybierz właściwe odpowiedzi.

- 1 It's red and it's a fruit.
a chip c salad
b egg d strawberry
- 2 It's got potato in it.
a chip c salad
b egg d strawberry
- 3 It's green and good for you.
a chip c salad
b egg d strawberry
- 4 It's white and yellow.
a chip c salad
b egg d strawberry

4 Przeczytaj zadanie. Napisz zestaw wyrazów.

Learning zone



Aby powtórzyć wyrazy o podobnym znaczeniu, napisz zestawy wyrazów z jednym dodatkowym słowem. Najpierw w każdym zestawie znajdź wyraz, który nie pasuje do pozostałych.

- 1 hoodie, socks, jacket, jumper
2 spinach, broccoli, strawberry, kiwi fruit
3 sister, aunt, grandmother, uncle

Teraz napisz własny zestaw wyrazów. Zaznacz, który wyraz nie pasuje do pozostałych, i wyjaśnij dlaczego.

5 38 Posłuchaj Dominica i Lucy. Uzupełnij luki właściwymi wyrazami.

Favourite breakfasts

Lucy: Toast and ¹_____.

Lucy's sister: Toast and ²_____.

Dominic: Cereal with ³_____ and ⁴_____.

Dominic's brother: Fish with ⁵_____.

6 Pronunciation /s/ and /ʃ/

39 Posłuchaj nagrania. Podkreśl dźwięk /ʃ/ i zakreśl dźwięk /s/. Posłuchaj nagrania ponownie i je powtórz.

Look at my sister, what a mess!

She's got fish on her socks and cereal on her dress!

She's got cheese on her shoes and rice in her hair.

Her pasta's on the floor and her chips are on the chair!



CHARGE YOUR GRAMMAR!



VIDEO 17

1 Wybierz właściwe odpowiedzi.

- 1 There is some **tomato sauce** / **red peppers**.
- 2 There are some **garlic** / **mushrooms**.
- 3 There is some **salt** / **onions**.
- 4 There are some **chicken** / **tickets**.

2 Dopasuj wyrazy z ramki do właściwych kategorii.

biscuit bread egg pasta rice
strawberry

Countable nouns

Uncountable nouns

3 Wybierz właściwe odpowiedzi.

- 1 **There's** / **There are** some bread.
- 2 **There's** / **There are** a lot of biscuits.
- 3 **There's** / **There are** a lot of rice.
- 4 **There's** / **There are** some sandwiches.

4 Uzupełnij dialogi wyrazami z ramki.

dear lot lovely sandwiches some weird



Ella: What a ¹ _____ day!
Let's have lunch in the park!

Mum: What a great idea! Adam, please put
² _____ food in your bag.

Adam: OK. There are some cheese
³ _____, and there are
a ⁴ _____ of strawberries.

2



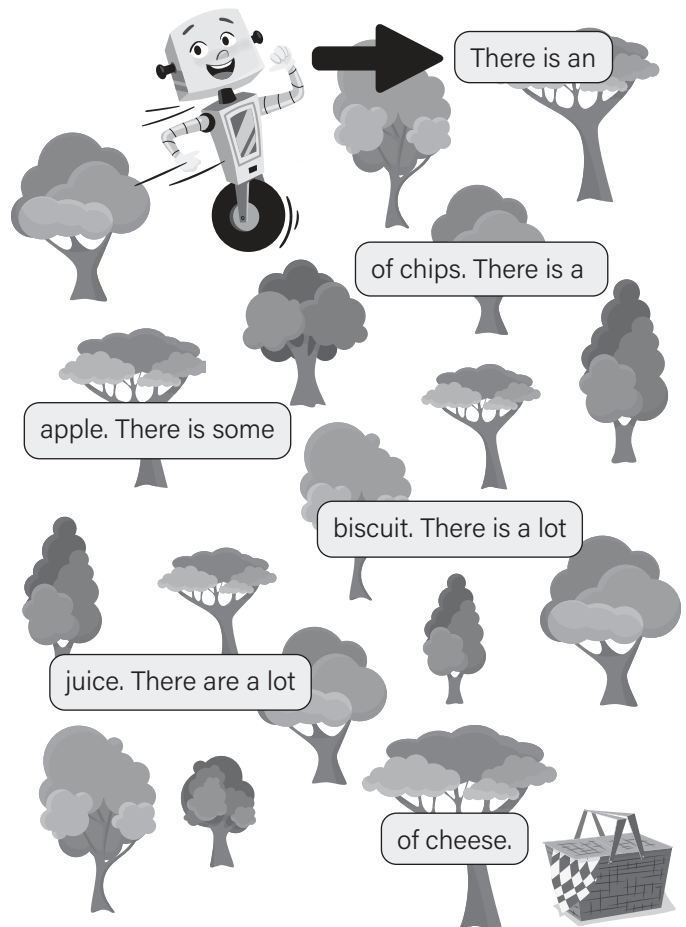
Mum: Here we are. That's ⁵ _____.
Where's the food?

Adam: Oh ⁶ _____! The food isn't
in this bag. It's in my blue bag.

Ella: And where's your blue bag?

Adam: It's at home.

5 Dopasuj fragmenty zdań i pomóż Robbiemu znaleźć produkty na piknik.





1 Let's start!

Ułóż litery we właściwej kolejności, tak aby powstały nazwy produktów spożywczych.

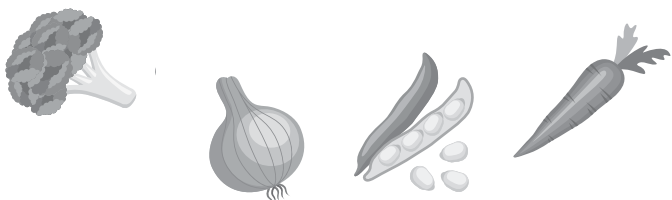
1 crea el _____

2 soimohte _____

3 srwetrbary _____

4 bciust _____

2 Znajdź w rozsypance wyrazowej dziewięć nazw produktów spożywczych.



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



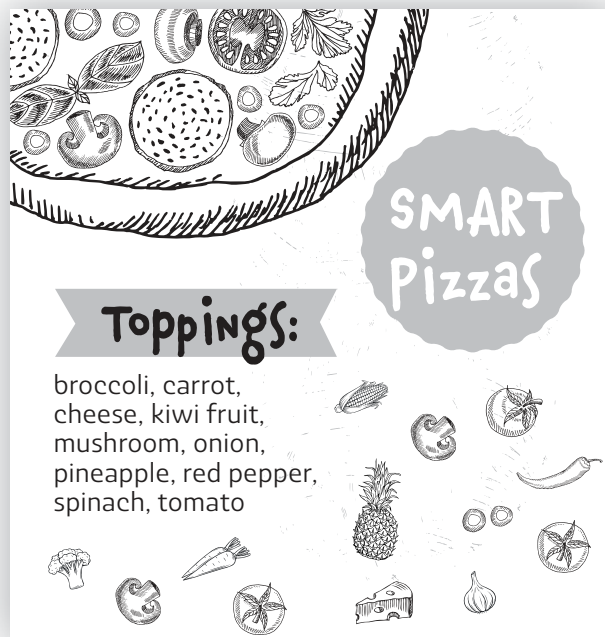
3 Wybierz właściwe odpowiedzi.

1 A **pineapple** / **carrot** is spiky.2 A **mushroom** / **cucumber** is brown or grey.3 A **potato** / **kiwi fruit** is green and hairy.4 **Spinach** / **Broccoli** looks like a little tree.5 A(n) **onion** / **grape** is green, black or purple.

4



Posłuchaj Toma i Belli. Popatrz na ulotkę z menu i uzupełnij zamówienie. W ulotce znajdują się dwa dodatki, które nie zostaną wykorzystane.



Tom's Pizza

Cheese, _____,

_____, _____,

Bella's Pizza

Cheese, _____,

_____, _____,

5



Posłuchaj nagrania ponownie.

Na podstawie informacji zawartych w rozmowie wybierz właściwą odpowiedź a lub b.

1 Tom's favourite topping is ____.

a red pepper

b pineapple

2 There ____ on Tom's pizza.

a is one mushroom

b are a lot of mushrooms

3 Bella thinks ____ on a pizza is weird.

a broccoli

b fruit

4 Bella's got ____ onion on her pizza.

a some

b a lot of



AUDIO 41

CHARGE
YOUR GRAMMAR!

VIDEO 18

1 Uzupełnij zdania. Użyj: *isn't* lub *aren't*.

- There _____ any chips.
- There _____ any burgers.
- There _____ any hot dogs.
- There _____ a cheese and tomato sandwich.
- There _____ any sugar.
- There _____ any garlic sauce.

2 Wybierz właściwe odpowiedzi.

- There *isn't* / *aren't* any bread.
- There *isn't* / *aren't* any cucumbers.
- There *isn't* / *aren't* an apple.
- There *isn't* / *aren't* any milk.
- There *isn't* / *aren't* any tomatoes.
- There *isn't* / *aren't* a red pepper.

3 Uzupełnij zdania wyrazami z ramki.

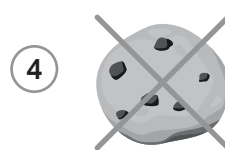
carrot egg grapes spinach

- There aren't any _____.
- There isn't a _____.
- There isn't any _____.
- There isn't an _____.

4 Popatrz na ilustracje 1–6. Napisz zdania z *there isn't* lub *there aren't*.There isn't a banana.









5 41 Posłuchaj nagrania. Dopasuj posiłki do osób.

Will _____ Kate _____ Ali _____

**6** Wybierz właściwe odpowiedzi. Wykorzystaj podane litery, aby odgadnąć nazwę tego, co Ana lubi jeść najbardziej.

My favourite food is _____.



1 There isn't	[S] a	/	[B] some	banana.
2 There	[P] isn't	/	[I] aren't	any cheese.
3 There aren't	[S] a	/	[I] any	biscuits.
4 There isn't	[C] some	/	[N] any	pasta.
5 There	[U] isn't	/	[A] aren't	any carrots.
6 There aren't	[C] any	/	[I] some	grapes.
7 There	[H] isn't	/	[T] aren't	any juice.

- 1 Uzupełnij krzyżówkę. Następnie popatrz na litery w szarych polach i wybierz właściwą ilustrację a–c.

1  2  3  4  5  6  7  8  9 

1  a  b  c

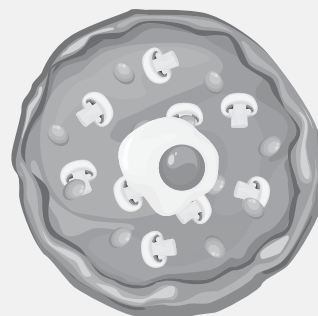
- 2 Przeczytaj nazwy kategorii. Uzupełnij piramidę nazwami produktów.



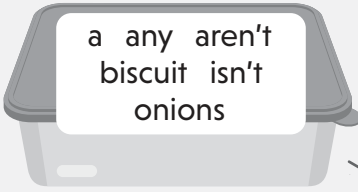
- 3 Popatrz na ilustrację. Napisz sześć zdań o pizzy. Użyj wyrazów z ramki oraz *there is/are* lub *there isn't/aren't*.

beans carrots egg fish grape mushrooms

- 1 _____ on my pizza.
 2 _____ on my pizza.
 3 _____ on my pizza.
 4 _____ on my pizza.
 5 _____ on my pizza.
 6 _____ on my pizza.

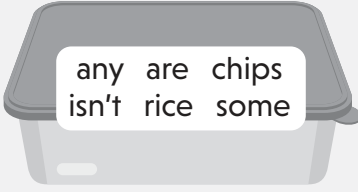


- 4 Uzupełnij zdania. Wykorzystaj podane wyrazy.

1  a any aren't
biscuit isn't
onions

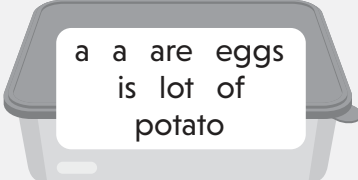
There _____.

There _____.

2  any are chips
isn't rice some

There _____.

There _____.

3  a a are eggs
is lot of
potato

There _____.

There _____.



▶ VIDEO 19

▶ AUDIO 42
AUDIO 43

- 1 42 **Posłuchaj nagrania i przeczytaj dialog. Uzupełnij zamówienie Stefana.**

Nadia: Hello. What can I get you?
Stefan: I'd like a small cheese and spinach pizza, please.
Nadia: Would you like some sides?
Stefan: Oh, yes. A cucumber and tomato salad, please.
Nadia: Anything to drink?
Stefan: Yes, a strawberry smoothie, please.
Nadia: OK. Is that everything?
Stefan: Yes, it is.
Nadia: That's £15.75. Is that eat in or takeaway?
Stefan: Takeaway, please.
Nadia: OK, no problem.
Stefan: Thank you.

1 x _____ & _____ pizza
 small ☒ medium ☐ large ☐
 Side: _____ & tomato salad
 Drink: _____ £: _____

- 2 **Uzupełnij zdania wyrażeniami z ramki.**

eat in everything get large problem

- What can I _____ you?
- I'd like a _____ tomato and mushroom pizza, please.
- OK. Is that _____?
- Is that _____ or takeaway?
- OK, no _____.



- 3 **Przeczytaj zamówienie Marty i uzupełnij dialog.**

I x chicken and pineapple pizza
 small ☐ medium ☒ large ☐
Side: green pepper & tomato salad
Drink: apple juice
Total: £18.50

Ben: Hello. ¹ _____?
Marta: I'd like ² _____.
Ben: ³ _____?
Marta: Oh, yes. ⁴ _____, please.
Ben: ⁵ _____?
Marta: Yes, ⁶ _____, please.
Ben: OK. ⁷ _____?
Marta: Yes, it is.
Ben: That's ⁸ _____. Is that ⁹ _____?
Marta: Eat in, please.
Ben: OK, no problem.
Marta: Thank you.

- 4 43 **Popatrz na menu. Wybierz na wynos pizzę, przystawkę i napój. Następnie posłuchaj nagrania i złóż zamówienie.**

Pizza Place

Pizzas: £14.00
 Toppings: cheese, tomato, onion, chicken, pineapple, spinach, red pepper, mushroom
Sides: £5.50
 green salad
 tomato salad
 pepper salad
Drinks: £3.00
 lemonade
 orange/apple juice
 still/sparkling water



AUDIO 44



VIDEO 20

1 Przeczytaj zdania. Dopasuj zdjęcia a–d do właściwych produktów 1–4.

- 1 A banana is a fruit. It's yellow and long. _____
- 2 A coconut is big. It's got coconut milk in it, and it's brown and hairy. _____
- 3 A peanut is small and brown. _____
- 4 A lemon is a fruit. It's yellow. _____



2 44 Postłuchaj nagrania i przeczytaj tekst. Dopasuj zdjęcia a–c do właściwych nazw państw 1–3.



- 1 Egypt _____ 2 Costa Rica _____ 3 Malaysia _____

3 Przeczytaj tekst ponownie. Do każdego zdania dopasuj właściwe danie. Napisz, czy danie to GP (*gallo pinto*), NL (*nasi lemak*), czy FM (*ful medames*).

- 1 There isn't any rice in this dish. _____
- 2 This dish has got chicken in it. _____
- 3 There are beans in these dishes. _____ and _____
- 4 There isn't any bread with this dish. _____
- 5 These dishes haven't got lemon in them. _____ and _____
- 6 There is banana with this dish. _____

4 Przeczytaj tekst i uzupełnij zdania.

- 1 *Ful medames* is _____ or cold.
- 2 Anchovies are a kind of small _____.
- 3 Farah has *ful medames* with _____ and bread.
- 4 There is rice, beans, onion and _____ in *gallo pinto*.

← → My favourite breakfast

Breakfast is the first meal of the day and it's very important. Three students from Costa Rica, Malaysia and Egypt tell us about their favourite breakfasts.



I'm Felipe and I'm from Costa Rica. My favourite breakfast is *gallo pinto*. It's rice with beans, red pepper and onion. I have eggs, bread and banana with it. It's really good!



My name is Nur and my favourite breakfast is from my country, Malaysia. It's called *nasi lemak*. It's coconut rice with cucumbers, chicken, peanuts, eggs and anchovies (an **anchovy** is a small fish).



I'm Farah and I'm Egyptian. In Egypt we have *ful medames* for breakfast. There are beans with **herbs**, lemon, onion and **chilli** in *ful medames*. It's hot or cold. I have it with eggs and a **special Egyptian** bread called *pitta* bread.

Glossary

anchovy – sardela

chilli – papryka chili

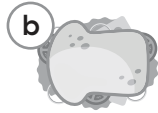
Egyptian – egipski

herbs – zioła

special – wyjątkowy

1 Dopasuj ilustracje a–d do zdań 1–4.

- 1 It's my favourite drink. _____
- 2 It's a healthy snack. _____
- 3 It's a delicious sandwich. _____
- 4 It isn't good for you. _____



2 Przeczytaj wpis na blogu Izzy. Zapisz, czy zdania są prawdziwe (T=True), czy fałszywe (F=False).



Hi everyone! It's the weekend and I'm at home today for lunch. There's some rice with fish. It's delicious and it's healthy. There are some healthy snacks, too – some oranges and some grapes. There's some water. Water's very important.

There isn't any chocolate or cake because they aren't good for me.

My lunch is at half past twelve. When's your lunch? Is it healthy? Is it delicious? Tell me about it!

- 1 Izzy's lunch isn't healthy. _____
- 2 There aren't any sandwiches for Izzy's lunch. _____
- 3 There aren't any sweet things for Izzy's lunch. _____
- 4 Izzy hasn't got a drink with her lunch. _____

Write it Right!

W zdaniach twierdzących używamy **and**:
*There's a chicken sandwich **and** there are some grapes.*

W zdaniach przeczących używamy **or**:
*There aren't any biscuits **or** sweets.*

Żeby podać powód czegoś, używamy **because**:
*There aren't any biscuits **because** they aren't good for me.*

3 Wybierz właściwe odpowiedzi.

- 1 There aren't any grapes **and** / **or** bananas.
- 2 I haven't got any sandwiches **and** / **or** crisps in my bag.
- 3 There is a lot of bread **and** / **or** some water.

4 Uzupełnij zdania. Użyj **because** oraz wyrażen z ramki.

drinks are important it's the weekend
that's my favourite colour

- 1 There's some water _____.
- 2 My bag is blue _____.
- 3 I'm not at school today _____.

5 Uzupełnij tekst wyrazami z ramki.

cool important salad
strawberries sweets tomatoes

Hi! I'm at home today and my family has got a really
1 _____ lunch. There's some pasta with
2 _____ and cheese, and there's some
3 _____. It's delicious! The dessert is
healthy, too. There are some 4 _____
and some kiwi fruit. There's also some water
because water is very 5 _____.
There aren't any 6 _____ or biscuits
because they aren't good for me.

6 Wyobraź sobie, że jest weekend. Napisz post, w którym opisziesz swój lunch. Użyj: **there is/are, there isn't/aren't** oraz **and, or** i **because**.

1 Dopasuj zakończenia słów a–f do ich początków 1–6 tak, aby powstały nazwy produktów.

- | | |
|---------|---------|
| 1 straw | a room |
| 2 mush | b umber |
| 3 bis | c berry |
| 4 pine | d ta |
| 5 pas | e cuit |
| 6 cuc | f apple |

___ /6 points

2 Popatrz na ilustrację. Napisz, czy zdania są prawdziwe (T=True), czy fałszywe (F=False).



- 1 There aren't any grapes. _____
- 2 There is some bread. _____
- 3 There are some red peppers. _____
- 4 There is some rice. _____
- 5 There isn't any spinach. _____
- 6 There isn't any broccoli. _____

___ /6 points

4 Napisz zdania w formie przeczącej.

1 There is an onion.

2 There are some carrots.

3 There is some pineapple.

4 There are some chips.

___ /4 points

5 Ułóż dialog we właściwej kolejności.

- ☐ OK. Is that everything?
- ☐ I'd like a small cheese and tomato pizza, please.
- ☐ Oh yes. A pepper and pineapple salad, please.
- ☐ That's £10.75.
- ☒ 1 Hello. What can I get you?
- ☐ Would you like some sides?
- ☐ Yes, it is.

___ /6 points

6 Check your progress!

Score 23–28 points? Well done! 👍

Score 14–22 points? Not bad! 🙄

Score 1–13 points? Keep trying! 🙏 → **Catch-up**, p. 61

Ready for more? → **Extra Challenge**, p. 61

3 Popatrz na zdjęcia. Napisz zdania z *there is*, *there are*, *there isn't* lub *there aren't*.













___ /6 points

Catch-up

1 Połącz ilustracje a–f z wyrazami 1–6.

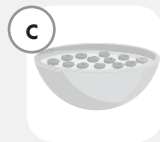
1 cereal



2 smoothie



3 milk



4 cucumber



5 onion



6 broccoli



2 Napisz, czy rzeczowniki 1–6 są policzalne (C=Countable), czy niepoliczalne (U=Uncountable).

- 1 bread _____
- 2 bean _____
- 3 chip _____
- 4 pasta _____
- 5 spinach _____
- 6 egg _____

3 Wybierz właściwe odpowiedzi.

- 1 There **isn't** / **aren't** any rice.
- 2 There **is** / **are** a pineapple.
- 3 There **is** / **are** some water.
- 4 There **isn't** / **aren't** any mushrooms.
- 5 There **is** / **are** some cheese.
- 6 There **is** / **are** some carrots.

Extra Challenge

4 Popatrz na zdjęcie. Napisz trzy zdania z *there is/are* oraz trzy zdania z *there isn't/aren't*.



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

5 Przeczytaj informacje poniżej. Napisz, co znajduje się w pudełku śniadaniowym.

My lunchbox:

- ☐ healthy, delicious
- ☒ cheese sandwich
- ☒ cucumber
- ☒ mushrooms
- ☒ chocolate
- ☒ crisps

favourite snack!

- _____
- _____
- _____
- _____
- _____
- _____

6

Out and about!

Lesson 1 Vocabulary 1



AUDIO 45
AUDIO 46

1 Let's start!

Napisz, czy wyraz to hobby (H=Hobby), czy sport (S=Sport).

- 1 roller skating ___ 3 drawing ___
2 singing ___ 4 volleyball ___

2 Dopasuj nazwy sportów a–f do ilustracji 1–6.

- a judo ___ d basketball ___
b hockey ___ e cycling ___
c running ___ f skiing ___



3 Popatrz na zdjęcia 1–4. Uzupełnij wyrazy brakującymi literami.

1



2



3



4



- 1 I love playing c___s with my brother.
2 R_____g books is my favourite hobby.
3 P_____g the p___o is really cool.
4 My favourite hobby is p_____g o_____e g_____s.

4 Przeczytaj zadanie. Zagraj w grę pamięciową.

Learning Zone



- 1 Po lewej stronie kartki napisz dwanaście nowych wyrazów z tej lekcji. Po prawej stronie napisz pierwszą i ostatnią literę każdego wyrazu.
2 Popatrz na wyrazy przez minutę. Następnie zakryj lewą kolumnę.

hockey h_____y
judo j_____o
drawing d_____g
skiing s_____g
cycling c_____g
reading r_____g

h_____y
j_____o
d_____g
s_____g
c_____g
r_____g

- 3 Uzupełnij brakujące litery w kolumnie po prawej stronie. Ile wyrazów udało Ci się zapamiętać?

5 45 Posłuchaj Grace i Toma. Uzupełnij zdania.

- 1 Grace's favourite sport is _____.
2 Tom's favourite sport is _____.
3 Tom's favourite hobby is _____.
4 Grace's favourite hobby is _____.

6 Pronunciation /eɪ/ and /æ/

- 46 Posłuchaj nagrania. Zakreśl dźwięk /æ/ i podkreśl dźwięk /eɪ/. Następnie sprawdź i powtórz.

My favourite game is chess.
My favourite cap is black.
My favourite day is Saturday,
and grapes are my favourite snack.



CHARGE
 YOUR GRAMMAR!

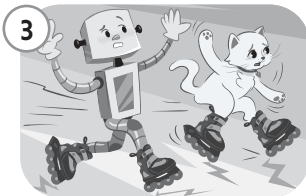

VIDEO 21

1 Uzupełnij zdania. Użyj: *can*, *can't* oraz wyrazów z nawiasów.

- Will and Ada _____ (not play) golf.
- They _____ (play) tennis.
- I _____ (run) very fast.
- We _____ (ride) a bike.
- Olivia _____ (not climb) a wall.

2 Popatrz na ilustracje 1–4. Napisz zdania z *can* lub *can't*. Użyj wyrazów z ramki.

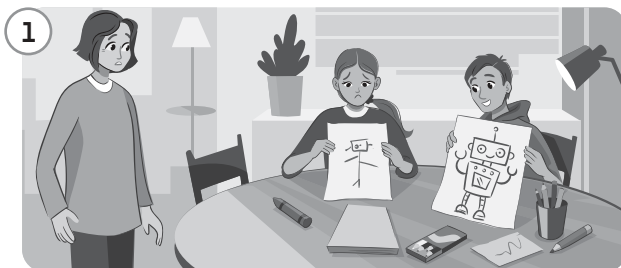
dance play volleyball roller-skate ski



- Mr and Mrs Brown (✓) _____
- Mickey (X) _____
- Lily and Robbie (X) _____
- Ana (✓) _____

3 Uzupełnij dialogi wyrazami z ramki.

alright can can't matter
piano terrible



1

Mum: What's the ¹ _____, Ella?

Ella: I'm ² _____ at art! Look!
I ³ _____ draw. Adam's picture is amazing!

2

Mum: Are you ⁴ _____, Ella?

Ella: No! Adam ⁵ _____ draw good pictures, but he can't play the ⁶ _____. Oh dear!

Mum: Oh dear!

TIME CHALLENGE!


4

Popatrz na ilustracje. Ile zdań z *can* i *can't* na temat Rubena i Kirsten potrafisz ułożyć? Użyj stopera – masz trzy minuty!



draw play basketball ride a bike
roller-skate sing

3–4 sentences = good! 👍

5–6 sentences = very good! 👍👍

7 sentences = amazing! 👍👍👍



1 Let's start!

Uzupełnij wyrazy tak, aby powstały nazwy sportów i hobby.

- 1 vo_____ll 3 j_____o
2 ch_____s 4 dr_____g

2 Dopasuj wyrazy a–e do czynności 1–5.

- | | |
|---------|--------------|
| 1 dance | a basketball |
| 2 ride | b at a party |
| 3 catch | c a snack |
| 4 play | d a bike |
| 5 make | e a ball |

3 Popatrz na zdjęcia 1–8. Wybierz właściwe czynności i napisz zdania z *can*.

- 1 She _____ **catch** / **climb** the ball.
2 He _____ **ride** / **dive**.
3 I _____ **climb** / **jump**.
4 He _____ **dance** / **catch**.
5 They _____ **walk** / **jump**.
6 It _____ **swim** / **fly**.
7 We _____ **climb** / **dance**.
8 She _____ **catch** / **swim**.

4 Uzupełnij zdania. Użyj: *make*, *play* lub *ride*.

- 1 Sonia can _____ a horse.
2 Robbie can't _____ biscuits.
3 I can't _____ the piano.
4 My friends can _____ football.
5 Ben can _____ a bike.



5 47 Usłyszysz dwukrotnie dwa dialogi. Na podstawie informacji zawartych w nagraniu wybierz właściwą odpowiedź a, b lub c.

1 The boy can play ...



2 The girl can't ...



6 47 Pośluchaj nagrania ponownie.

Napisz, czy zdania są prawdziwe (T=True), czy fałszywe (F=False).

Dialogue 1

- 1 The girl can't play hockey. _____
2 The boy can't play basketball. _____

Dialogue 2

- 3 Cycling is the girl's favourite sport. _____
4 The boy can't dive. _____

CHARGE
 YOUR GRAMMAR!


VIDEO 22

1 Uzupełnij zdania. Użyj: *can* lub *can't*.

- 1 **A:** _____ Will draw?
B: No, he _____. But he _____ ride a horse!
- 2 **A:** _____ Jay put up a tent?
B: Yes, he _____.
- 3 **A:** _____ Olivia and Ada sing well?
B: Yes, they _____.
- 4 **A:** _____ we speak Chinese?
B: No, we _____.

2 Ułóż pytania i odpowiedzi z podanych wyrazów.

- 1 (?) amazing pictures / you / draw
Can you draw amazing pictures?
 (X) No, I can't.
- 2 (?) play chess / your mum and dad

 (✓) _____
- 3 (?) jump / Sylvie / high

 (✓) _____
- 4 (?) fly / your parrot

 (X) _____
- 5 (?) speak Spanish / we

 (✓) _____

3 Popatrz na tabelę. Napisz pytania i odpowiedzi.

	Mr Fletcher	Jodie & Rose
make delicious cakes	✓	X
dance well	X	✓

Mr Fletcher

- 1 Can Mr Fletcher make delicious cakes?
Yes, he can.
- 2 _____

Jodie & Rose

- 3 _____

- 4 _____

4 Popatrz na wyrazy na piłkach. Ułóż z nich dwa pytania i dwie odpowiedzi. Każdego wyrazu możesz użyć tylko raz. Wykorzystaj wszystkie wyrazy.




- 1** Przeczytaj zagadkę i uzupełnij tabelę właściwymi nazwami dyscyplin sportowych i hobby.

Ivy, Poppy and Lottie have got different hobbies and love different sports.

Their favourite sports are hockey, judo and volleyball.

Their favourite hobbies are playing the piano, reading and singing.

Ivy's favourite sport is .

Her hobby isn't .

Poppy's favourite sport isn't .

Her hobby is .

Lottie's favourite sport isn't .

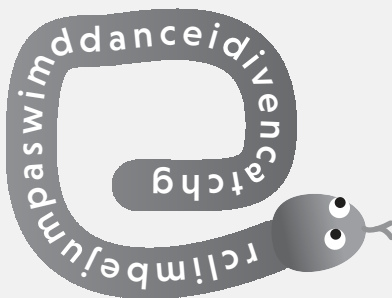
Her hobby is .

One girl's favourite sport is .

Her hobby is .

	Ivy	Poppy	Lottie
sport			
hobby			

- 2** Znajdź sześć nazw czynności i zapisz je pod węzem wyrazowym. Następnie zaznacz pozostałe litery. Zapisz ukryty wyraz.



The hobby is _____.

- 3**  **48** Posłuchaj nagrania. Dopasuj odpowiedzi a–f do pytań 1–6.

a No, I can't. I can't catch a ball very well.

b I can jump high and I can do judo.

c Cakes and biscuits.

d No, I can't. I'm terrible at music.

e No, I can't. I'm not a parrot!

f Yes, I can. My pictures are amazing.

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____

- 4** Ułóż trzy zdania z wyrazów zapisanych na szachownicy. Zbierz pięć figur szachowych za ułożenie każdego zdania. Każdego wyrazu w szachownicy możesz użyć tylko raz.



Can	can't	play	run	swim.
My brother	your	friend	or	very fast.
They	and I	can	jump	guitar?
Can	you	dive	the	high?

1 Can you play the guitar?

2 _____

3 _____

4 _____

- 5** Przeczytaj zagadki i napisz zdania. Użyj *can* oraz wyrazów z ramki.

catch a ball ride a horse
speak Chinese swim

1 I can do this in the water, but I can't dive.

I _____.

2 Joe can ride this, but it isn't a bike.

Joe _____.

3 I'm very good at volleyball because I can do this.

I _____.

4 My mum is from Poland and my dad is from China.

My dad _____.



VIDEO 23

AUDIO 49
AUDIO 50

1 49 **Posłuchaj nagrania i przeczytaj dialog. Uzupełnij zdania.**

- 1 Josh wants to go to a _____ match.
- 2 The match is at the _____.
- 3 The match is at _____.
- 4 The match ends at _____.
- 5 Josh can walk home with _____.

Josh: Dad, can I ask you something?

Dad: Sure, what's up?

Josh: Can I go to the football match on Sunday?

Dad: Hmm. Where is the match?

Josh: It's at the park.

Dad: What time is the match?

Josh: It's at half past two.

Dad: And what time does it end?

Josh: About half past four. I can walk home with my friend Ben.

Dad: That sounds OK. Yes, you can go.

Josh: Thanks, Dad.

2 **Popatrz na plakat. Dopasuj odpowiedzi a–d do pytań 1–4.**

SCHOOL
TALENT
SHOW!



Glenhill School
Friday, 12 April | 6.00-8.00

- 1 Where is the show? _____
 - 2 Can I ask you something? _____
 - 3 What time does it end? _____
 - 4 What time is the show? _____
- a About eight o'clock.
b It's at Glenhill School.
c Sure, what's up?
d It's at six o'clock.

3 **Wybierz właściwe odpowiedzi.**

Becky: Mum, ¹*I can ask / can I ask* you something?

Mum: Sure, what's up?

Becky: ²*Can I go / I go* to a film with Maria on Saturday?

Mum: Hmm. ³*When / Where* is the film?

Becky: It's at the Odeon Cinema.

Mum: ⁴*What time is / What is time* the film?

Becky: It's at eleven o'clock.

Mum: And what time ⁵*ends it / does it end*?

Becky: About two o'clock.

Mum: That sounds OK. Yes, ⁶*you can go / can you go*.

Becky: Thanks, Mum.

4 **Popatrz na plakat. Uzupełnij dialog.**

Dance Class at the Village Hall
Sunday from 9.30-10.30



Leila: Mum, can I ask you something?

Mum: _____

Leila: _____

Mum: Where _____?

Leila: _____

Mum: What time _____?

Leila: _____

Mum: What time _____?

Leila: _____

Mum: That sounds OK. Yes, you can go.

Leila: _____

5 50 **Przeczytaj ogłoszenie. Wyobraź sobie, że chcesz się zapisać na lekcje dżudo. Zapytaj tatę o pozwolenie. Posłuchaj nagrania i odpowiedz na pytania.**

Judo Club at the School Gym
Friday 4.30-5.30



AUDIO 51



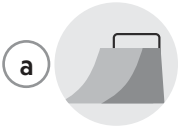
VIDEO 24

1 Przeczytaj zdania. Wybierz właściwe ilustracje.

1 I've got three plants in **plant pots** in my bedroom.



2 Some people like cycling up ↑ and down ↓ **ramps**.



2 51 Posłuchaj nagrania i przeczytaj tekst. Dopasuj zdjęcia a–c do nazw hobby 1–3.

- 1 upcycling
- 2 drawing manga comics
- 3 BMXing



3 Przeczytaj tekst ponownie. Napisz, czy zdania są prawdziwe (T=True), czy fałszywe (F=False).

- 1 Himari is terrible at drawing. _____
- 2 Willow likes making things. _____
- 3 Liam's friends also like BMXing. _____

4 Przeczytaj tekst i uzupełnij zdania. W każdą lukę możesz wpisać tylko jeden wyraz.

- 1 Manga is a kind of _____.
- 2 Manga characters have got small _____.
- 3 Willow can use old _____ to make plant pots.
- 4 Liam loves riding his BMX bike at the _____.

Glossary

character – postać lub zwierzę z książki lub filmu

do tricks – robić sztuczki

Japanese – japoński

Hobbies Around the World



My name's Himari and I'm **Japanese**. In Japan, there's a special kind of comic called **manga**. I love reading **manga** comics and drawing **manga characters**. People in **manga** comics have got very big eyes and small noses. I can draw them really well.

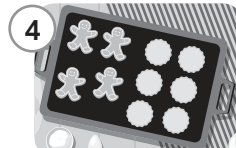
I'm Willow and I'm from New Zealand. Upcycling is my favourite hobby. What's upcycling? It's making old things into new things. I can make a new bag from some old jeans or I can make some new plant pots from some old trainers. It's cool!



My name's Liam and I'm from Toronto in Canada. I love BMXing. I can jump over ramps and **do** lots of really cool **tricks** on my BMX bike. There's an amazing BMX park in Toronto, and my friends and I love riding our bikes there on Saturdays.



1 Dopasuj czynności a–f do ilustracji 1–6. Zaznacz Twoje dwie ulubione czynności.



- a drawing _____
b swimming _____
c playing board games _____

- d playing the guitar _____
e skateboarding _____
f making biscuits _____

2 Przeczytaj wiadomości. Uzupełnij zdania 1–4 właściwymi imionami: *Carrie*, *Nora* lub *Chris*.



Carrie

What's up? Have you got any plans for Saturday? I've got a new board game. It's really cool. Let's play it together!

Hi, Carrie, what a great idea! My friend, Chris, is at my house. Can he come, too? He loves board games.



Nora

Sure, bring Chris. See you later!



Carrie

- 1 _____ has got a new board game.
2 _____ is Carrie's friend.
3 _____ loves board games.
4 _____ is at Nora's house.

3 Uzupełnij zdania wyrazami z ramki.

great later let's plans what

- 1 He's _____ at skateboarding.
2 _____ a great idea!
3 Have you got any _____ for the weekend?
4 _____ go to the park together.
5 See you _____!

Write it Right!

Kiedy piszemy wiadomości często używamy skróconych form:

What is up? → *What's up?*
I have got a new book. → *I've got a new book.*
It is amazing. → *It's amazing.*

4 Napisz zdania. Użyj krótkich form.

- 1 He is good at drawing.

2 She has got an amazing board game.

3 What is his name?

5 Napisz wiadomości między Martinem i Alexem. Użyj krótkich form.

A	B	C
Friday	new guitar / play some music	my sister, Ruby

Alex: _____

Martin: _____

Alex: _____

1 Dopasuj zakończenia słów a–f do ich początków 1–6.

- | | |
|----------|-----------|
| 1 cyc | a ball |
| 2 jud | b ing |
| 3 volley | c ess |
| 4 ch | d ling |
| 5 read | e skating |
| 6 roller | f o |

___ /6 points

2 Wybierz właściwe odpowiedzi.

- dance **at a party** / **great pictures**
- catch **fast** / **a ball**
- draw **great pictures** / **high**
- jump **football** / **high**
- make **basketball** / **a cake**
- ride **biscuits** / **a bike**

___ /6 points

3 Uzupełnij zdania. Użyj: *can*, *can't* oraz wyrazów podanych w nawiasach.

- Cats _____ (ride) bikes.
- I _____ (play) basketball well. I'm on the basketball team.
- My sister _____ (sing). She's terrible at music!
- You _____ (draw) well. Your pictures are amazing!
- My dog _____ (run) fast, but it _____ (fly).

___ /6 points



4 Napisz pytania i odpowiedzi. Użyj *can*.

- 1 you / dive?

✓ _____

- 2 your teacher / speak French?

X _____

- 3 horses / fly?

X _____

___ /6 points

5 Ułóż dialog we właściwej kolejności.

- ☐ **Claire:** It's at the school.
Mum: What time is the fair?

- ☐ **Claire:** Thanks, Mum.

- ☐ **Claire:** Can I go to the school fair on Saturday afternoon?
Mum: Where is the fair?

- ☐ **Claire:** It's at three o'clock.
Mum: What time does it end?

- ☒ **1 Claire:** Mum, can I ask you something?
Mum: Sure, what's up?

- ☐ **Claire:** At five o'clock.
Mum: That sounds OK. Yes, you can go.

___ /5 points

6 Check your progress!

Score 24–29 points? Well done! 👍

Score 15–23 points? Not bad! 😊

Score 1–14 points? Keep trying! 🙋 →

Catch-up, p. 71

Ready for more? → **Extra Challenge**, p. 71

Catch-up

1 Dopasuj wyrazy z ramki do zdjęć 1–5.

catch climb dive fly jump



2 Ułóż zdania z podanych wyrazów.

1 can speak I German .

2 fast They can't swim .

3 delicious Rick cakes Can make ?

4 very We dance well can't .

5 a my horse Can ride friend ?

3 Wybierz właściwe odpowiedzi.

Kate: Hi, Nick. ¹Can / Can't you run fast?

Nick: Yes, I ²can / can't. I can run very fast.

Kate: That's cool. I ³'m not / can't run fast, but I can swim very ⁴good / well.

Nick: I love ⁵swimming / swim, but my favourite sport is judo.

Extra Challenge

4 Przeczytaj podpowiedzi. Dopasuj do nich właściwą nazwę sportu lub hobby z ramki.

chess cycling drawing football
hockey swimming

1 I've got a bike for this sport. _____

2 I've got a sketchbook and some pencils for this hobby. _____

3 I can kick the ball in this sport, but I can't hit the ball. _____

4 I've got a black and white board for this game. _____

5 I'm in a pool for this sport. _____

6 I run and hit the ball in this sport. _____

5 Popatrz na informacje o Timie i Liz. Napisz o nich przynajmniej pięć zdań. Użyj *can* i *can't*.



Tim



Liz

✓ sing well

✗ ski

✓ play basketball

✓ sing well

✗ ride a horse

✗ play chess

6 Uzupełnij dialog. W każdą lukę możesz wpisać tylko jeden wyraz.

Lola: ¹_____ you play the piano?

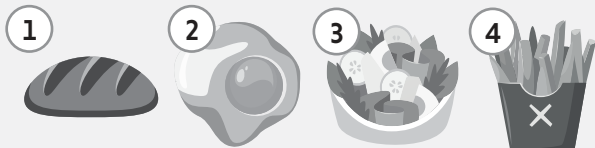
Ben: No, I ²_____. I'm ³_____ at music, but I'm ⁴_____ at sport. I can roller-skate very ⁵_____.

Lola: That's cool! I can jump ⁶_____. Look!

Ben: Wow! That's amazing!

Vocabulary

- 1 Popatrz na ilustracje 1-4 i uzupełnij tekst nazwami produktów.



In the morning, I usually have some ¹ _____ and an ² _____.
For lunch I have a ³ _____.
Of course, I also love ⁴ _____,
but they aren't very healthy!

- 2 Dopasuj zakończenia słów a-d do ich początków 1-4.

1 brocc	a ach
2 mush	b room
3 spin	c berry
4 straw	d oli

- 3 Ułóż litery we właściwej kolejności, tak aby powstały nazwy hobby i dyscyplin sportowych. Następnie wybierz, czy wyraz to hobby (H), czy sport (S).

1 ycohke _____
2 ngyiclc _____
3 shces _____
4 wardnig _____

- 4 Wybierz właściwe odpowiedzi.

- 1 My parrot can **fly** / **swim**.
- 2 She loves swimming and can **walk** / **dive** very well.
- 3 Look at the ball, Martin! **Catch** / **Jump** it!
- 4 He can **dance** / **ride** a bike and a horse!

Grammar

- 5 Uzupełnij dialog właściwymi formami *there is / there are*.

A: What's in the fridge?

B: ¹ _____ some milk and
² _____ some grapes.

A: OK, how about fish and eggs?

B: No, ³ _____ any fish
and ⁴ _____ any eggs.

- 6 Wybierz właściwe odpowiedzi.



My pizza is delicious! There are ¹**some** / **any** mushrooms and there's ²**a** / **a lot of** spinach. There aren't ³**an** / **any** onions and there isn't ⁴**a** / **any** pineapple on my pizza. I've got ⁵**a** / **any** red pepper salad, too!

- 7 Uzupełnij zdania. Użyj: *can, can't* i wyrazów podanych w nawiasach.

- 1 ✓ Mr Cooper can make (make) amazing biscuits.
- 2 ✓ Erica _____ (ride) a horse.
- 3 ✗ My parents and I _____ (play) chess very well.
- 4 ✗ My friends _____ (make) a cake.

- 8 Napisz pytania i odpowiedzi do zdań z ćwiczenia 7.

- 1 Can Mr Cooper make amazing biscuits?
Yes, he can.
- 2 _____

- 3 _____

- 4 _____



AUDIO 52

Speaking

9 Wybierz właściwe odpowiedzi.

A: What can I ¹**get** / **take** you?B: I'd ²**want** / **like** a small cheese pizza, please.A: ³**A thing** / **Anything** to drink?

B: Yes, a banana smoothie, please.

A: Mum, can ⁴**I ask you** / **you ask me** something?B: Sure, ⁵**that's** / **what's** up?A: Can I go to Harry's house ⁶**in** / **at** five o'clock?

B: Yes, you can go.

10 Dopasuj reakcje a–d do wypowiedzi 1–4.

1 I'm terrible at sports! _____

2 Here's your pizza. _____

3 Are you alright? _____

4 What a lovely day! _____

a This is delicious!

b No. I can't do my homework.

c Let's have a picnic in the garden.

d But you're good at drawing and singing.

Listening

11



52



Usłyszysz dwukrotnie wypowiedź.

Na podstawie informacji zawartych w nagraniu wybierz odpowiedź a, b lub c.

1 Sadie's family likes

a swimming.

b playing board games.

c playing games online.

2 Sadie plays basketball with

a her friends.

b her sister.

c her dad.

3 Sadie's favourite pizza toppings are

a mushroom and cheese.

b mushroom and pineapple.

c pineapple and onion.

Reading

12 Przeczytaj tekst. Uzupełnij liczbami godziny podanych czynności.

1 lunch _____

3 judo lesson _____

2 snacks _____

4 board games _____

Holiday Camp

You can do a lot of activities at our amazing Holiday Camp. What's your favourite activity – judo, dancing or roller skating? There are different classes at ten o'clock. Lunch is at half past twelve. We've got lots of healthy salads and smoothies at our Sports Camp Café. At half past one, you can play board games or chess, or you can play some online games in our computer room. Are you hungry? At three o'clock we've got carrots, peppers or cucumbers for a healthy snack! There are lots of bikes here at Holiday Camp, so from quarter past three to five o'clock you can go cycling or you can play football. Have fun!

Writing

13 Przeczytaj informacje w dymku. Następnie napisz odpowiedź Carlosa.

Hi, Carlos!

Have you got any plans for Saturday?

There's a sports day at my school.

Let's go together! I can run very fast and

I can roller-skate. What sports can you do?

Toby

- great idea
- ride a bike ✓, jump high ✓, roller-skate ✗
- bring friend – Jim? very good at sport

Hi, Toby,

What a great idea! _____

7

My week

Lesson 1 Vocabulary 1



AUDIO 53
AUDIO 54

1 Let's start!

Wybierz właściwe odpowiedzi.

- 1 **do** / **go** / **meet** my friends
- 2 **have** / **help** / **brush** my parents
- 3 **go** / **watch** / **have** to bed
- 4 **do** / **meet** / **brush** my teeth

2 Popatrz na ilustracje 1–4. Uzupełnij brakujące litery.



g ____ d ____



t ____ my r ____



w ____ T ____



g ____ u ____

3 Przeczytaj zadanie i dopasuj wyrażenia z ramki do chmurek **do**, **get**, **go**, lub **have**.

Learning Zone



Czasowniki: **do**, **get**, **go** i **have** używamy do opisywania różnych czynności.

Żeby zapamiętać wyrażenia z tymi słowami, narysuj w notatniku chmurki na słówka **do**, **get**, **go** i **have**. Zapisuj wyrazy, z którymi łączą się te czasowniki.

a shower dressed exercise home
homework lessons to school up

4 53 Pośluchaj Billy'ego. Na podstawie informacji zawartych w nagraniu wybierz odpowiedź a lub b.

play board games

a Monday morning b Monday evening

go cycling

a Tuesday morning b Tuesday afternoon

have piano lesson

a Thursday afternoon b Thursday evening

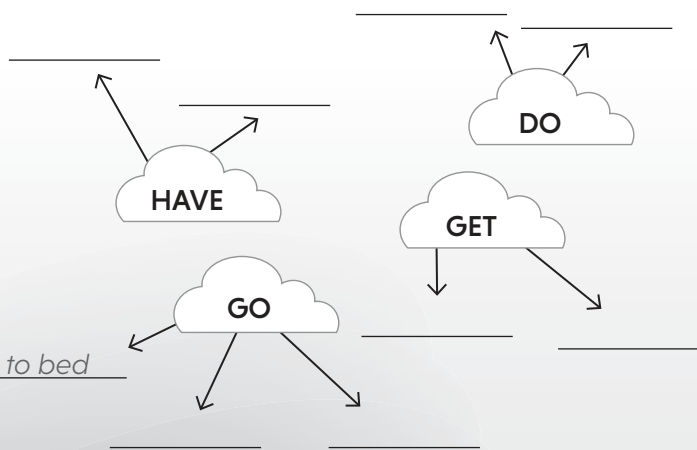
do homework

a Friday afternoon b Friday evening

5 Pronunciation /u:/ and /əʊ/

54 Pośluchaj nagrania. Zakreśl dźwięk /u:/ i podkreśl dźwięk /əʊ/. Pośluchaj nagrania ponownie i przeczytaj wierszyk.

I do my homework in the morning,
then I roller-skate to school.
I go home and help my parents
at two in the afternoon.



CHARGE
YOUR GRAMMAR!

VIDEO 25

1 Uzupełnij luki wyrazami z ramki.

no don't they
walk yes you

- 1 A: Do _____ read books in bed?
B: _____, they don't.
2 We _____ watch TV in the club.
3 A: Do _____ tidy your room on Fridays?
B: _____, I do.
4 You _____ your dog every day.

2 Uzupełnij zdania właściwymi formami czasowników podanych w nawiasach.

- 1 ✓ You _____ (brush) your teeth at six o'clock.
2 ✗ I _____ (do) my homework before school.
3 ✗ We _____ (have) lessons at the weekend.
4 ✓ My friends _____ (do) exercise on Thursday afternoon.
5 ✗ They _____ (watch) TV at school.

3 Napisz pytania i odpowiedzi.

- 1 you / have a shower / before breakfast?
Do you have a shower before breakfast?
Yes, I do.
2 your parents / get up early / at the weekend?

No, they _____.
3 you / help your parents / in the morning?

No, I _____.
4 we / go to bed late / on Saturdays?

Yes, we _____.
5 I / have homework / today?

No, you _____.

4 Uzupełnij dialogi wyrazami z ramki.

do don't have late stressed you



1

Adam: Oh no! I'm ¹ _____! It's three o'clock and I ² _____ a piano lesson at three o'clock.

Ella: But it's Tuesday today, Adam, not Wednesday. You ³ _____ have piano lessons on Tuesday afternoons, you do your homework.

Adam: My homework? Oh no! Where's my homework? I'm ⁴ _____ out!

2

Ella: Hmm. Do ⁵ _____ have judo lessons on Tuesday mornings?

Adam: Yes, I ⁶ _____. Why?

Ella: Look! Your homework's in your judo bag.

5 Popatrz na ilustracje i odgadnij, co Sadie robi w soboty. Uzupełnij luki czasownikami we właściwej formie.



I ¹ _____ at eight o'clock and I ² _____.

Then I ³ _____ and ⁴ _____.

I ⁵ _____ and I ⁶ _____.

I ⁷ _____ in the park and we ⁸ _____. I love Saturdays!

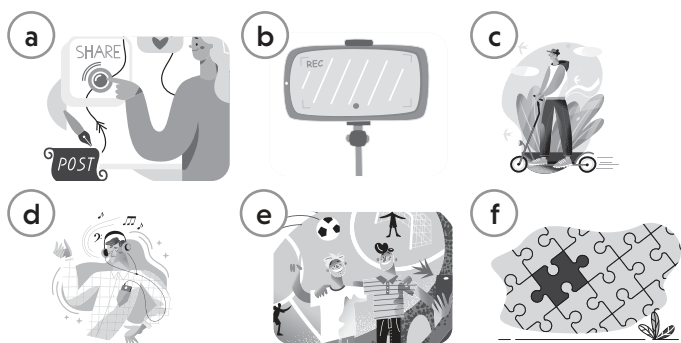


1 Let's start!

Dopasuj wyrazy a–e do czasowników 1–5.

- | | |
|---------|--------------|
| 1 tidy | a my teeth |
| 2 get | b my friends |
| 3 brush | c my room |
| 4 have | d up |
| 5 meet | e lessons |

2 Ułóż litery w wyrażeniach 1–6 we właściwej kolejności. Następnie dopasuj ilustracje a–f do wyrażen 1–6.



- | | | |
|------------------------------------|-------|-------|
| 1 make d v i s e o | _____ | _____ |
| 2 do s z e l z u p | _____ | _____ |
| 3 watch p s r o t s | _____ | _____ |
| 4 use c i o a s l i m a d e | _____ | _____ |
| 5 ride a c r o s t o e | _____ | _____ |
| 6 listen to s m i c u | _____ | _____ |

4 55 Pośluchaj Emmy i Ricka. Uzupełnij luki, wpisując: *Emma*, *Rick* lub *Emma and Rick*.

- | | |
|---------------------|-------|
| 1 ride a scooter | _____ |
| 2 do puzzles | _____ |
| 3 listen to music | _____ |
| 4 make videos | _____ |
| 5 watch video clips | _____ |
| 6 chat on the phone | _____ |
| 7 play sport | _____ |
| 8 watch sport | _____ |



5 55 Pośluchaj nagrania ponownie. Zapisz, czy zdania są prawdziwe (T=True), czy fałszywe (F=False).

- | | |
|---|-------|
| 1 Emma hasn't got a scooter. | _____ |
| 2 Emma and her friends do puzzles at the weekend. | _____ |
| 3 Rick hasn't got a guitar. | _____ |
| 4 Rick's got a phone. | _____ |
| 5 Emma isn't very good at volleyball. | _____ |

3 Przeczytaj wiadomość Beccy, w której błędnie wstawiono wyrazy 1–6. Przetaw wyrazy we właściwe miejsca.



Hi! My name's Beccy! I love spending **watch** ¹ _____ with my friends, Macy and Troy. We play board **clips** ² _____ or we watch video **time** ³ _____ on social media. When I'm at home, I **chat** ⁴ _____ pictures and I **games** ⁵ _____ series on TV. My favourite series is *Stranger Things*! I also **paint** ⁶ _____ on my phone with my cousins. They're really funny!

CHARGE
YOUR GRAMMAR!

▶ VIDEO 26

1 Uzupełnij zdania. Wykorzystaj odpowiedzi w nawiasach.

- 1 Sam _____ (ride **X**) a scooter on Tuesdays.
She _____ (take **✓**) photos on Saturdays.
- 2 **A:** _____ (Sam / make) videos at the weekend?
B: Yes, she _____.
- 3 Liam _____ (chat **X**) online on Mondays.
He _____ (spend **✓**) time with friends on school days.
- 4 **A:** _____ (Mia / listen) to music in the evenings?
B: No, she _____.

2 Wybierz właściwe odpowiedzi.

- 1 My brother **play** / **plays** the piano every day.
- 2 She **doesn't** / **don't** help her parents at the weekend.
- 3 **Do** / **Does** you get up early on school days?
- 4 What time **do** / **does** your dad get up on Mondays?

3 Uzupełnij zdania właściwymi formami czasowników podanych w nawiasach.

- 1 She _____ (not eat) cereal for breakfast, she _____ (have) fruit.
- 2 We _____ (play) basketball every Tuesday, but we _____ (not watch) basketball games on TV.
- 3 Henry _____ (not go) home after school on Monday, he _____ (meet) his friends in the park.
- 4 **A:** What _____ (you / do) after school on Fridays?
B: I _____ (watch) TV.

4 Dopasuj odpowiedzi a–e do pytań 1–5.

- 1 Do you play chess at the weekend? _____
- 2 What time do you get up on school days? _____
- 3 Does your sister use her phone? _____
- 4 Do your friends go to bed at nine o'clock? _____
- 5 What do you do on Saturday afternoons? _____
- a** At half past six.
- b** Yes, they do on school days.
- c** No, I don't. I don't like board games.
- d** I meet my friends at a café in the park.
- e** Yes, she does. She watches video clips and chats with her friends.

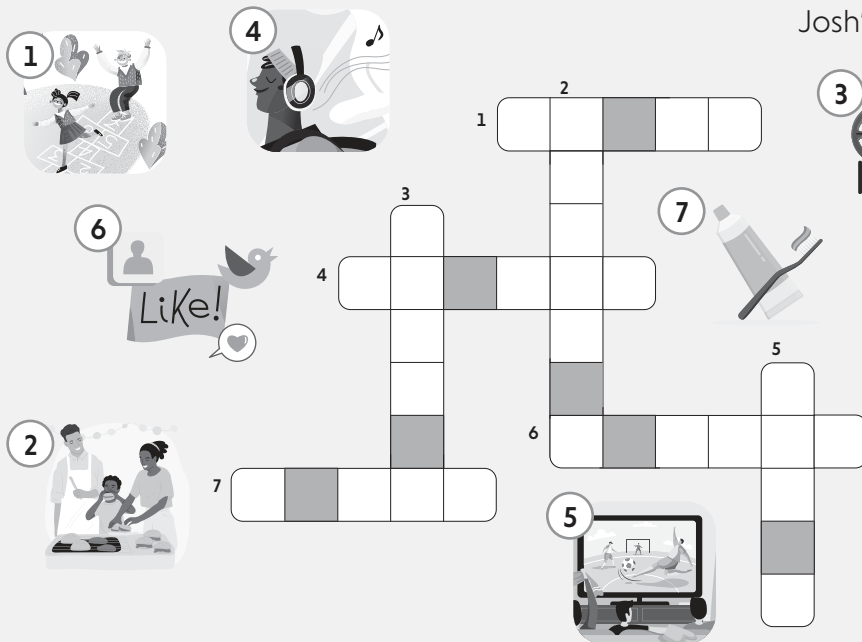
5 Uzupełnij dialog. W każdą lukę możesz wstawić tylko jeden wyraz.

- A:** ¹ _____ your grandmother use social media?
- B:** No, she ² _____. She hasn't got a phone.
- A:** Wow! What ³ _____ she do in the evenings?
- B:** She ⁴ _____ TV and she paints. Look! These are some photos of her paintings.
- A:** They're beautiful! ⁵ _____ you go to her house at the weekend?
- B:** Yes, we ⁶ _____. We go to her house every Saturday afternoon and we ⁷ _____ board games with her.
- A:** Does she like sport?
- B:** Yes, she does. She ⁸ _____ cycling every Sunday and she loves roller skating. She's a very cool grandma!

**6** Ułóż z podanych wyrazów dwa pytania i dwie odpowiedzi. Każdy wyraz możesz wykorzystać tylko raz. Możesz poruszać się w dół ↓, w górę ↑, w lewo ← oraz w prawo →.

Do	they	don't.	What	does
they	No,	Saturdays?	do	he
have	lessons	on	at	the
clips.	video	watches	He	weekend?

- 1 Uzupełnij krzyżówkę. Następnie ułóż litery w szarych polach we właściwej kolejności i uzupełnij zdanie.



Josh's favourite possession is his _____.

ACROSS →

- 1 ... time with your friends
4 ... to music
6 use ... media
7 ... your teeth

DOWN ↓

- 2 help your ...
3 make ...
5 ... sports

- 2 Przeczytaj zagadkę i uzupełnij tabelę właściwymi imionami. Każda osoba wykonuje dwie czynności.

Amelie doesn't paint, but she chats on her phone.

Bob doesn't chat on his phone and he doesn't listen to music.

Cathy listens to music and she plays board games.

Dan paints, but he doesn't listen to music.

Chat on the phone	Listen to music	Paint	Play board games
_____	_____	_____	_____
_____	_____	_____	_____

- 4 Popatrz na ilustracje i napisz zdania.

1 you / / / ?

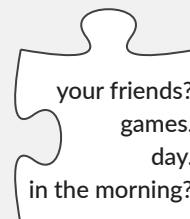
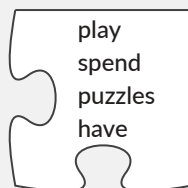
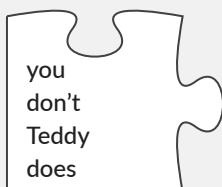
2 George / / at the weekend / .

3 My sister and I / / / .

4 your teacher / / to school / ?

5 I / / / .

- 3 Ułóż cztery zdania z wyrazów podanych w puzzlach.



- 1 _____ 3 _____
2 _____ 4 _____



VIDEO 27

AUDIO 56
AUDIO 57

1 **56** Posłuchaj nagrania i przeczytaj dialog. Napisz odpowiedzi do pytań 1–4.

1 When does Rosie go skateboarding?

2 Does Toby like swimming?

3 Does Rosie like swimming?

4 What is Toby's favourite sport?

Toby: Rosie! Do you like sports?

Rosie: Yes, I love sports!

Toby: What's your favourite sport?

Rosie: I really like skateboarding. I usually go skateboarding on Friday afternoons.

Toby: That sounds fun.

Rosie: What sports do you like, Toby?

Toby: I like swimming.

Rosie: I don't really like swimming that much. Do you like judo?

Toby: It's my favourite sport!

Rosie: That's cool. I like judo, too.

Toby: I've got an idea. You can join my judo club!

Rosie: Wow! Thanks!

2 Uzupełnij dialog wyrazami z ramki.

don't favourite love
much really too

Maggie: Do you like music?

Connor: Yes, I ¹ _____ music!

Maggie: Who's your ² _____ singer?

Connor: I ³ _____ like Ariana Grande.
What music do you like?

Maggie: I like Ed Sheeran.

Connor: I ⁴ _____ really like Ed Sheeran
that ⁵ _____. Do you like Taylor
Swift?

Maggie: She's my favourite singer!

Connor: That's cool. I like her, ⁶ _____.

3 Dopasuj odpowiedzi a–d do pytań 1–4.

1 Do you like art? _____

2 What's your favourite possession? _____

3 What clothes do you like? _____

4 Who's your favourite person in your
family? _____

a My games console. It's very cool.

b My aunt Vicky. She's really funny.

c No, I don't like it that much.

d I like jeans and T-shirts.

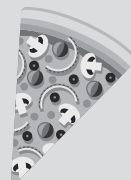
4 **57** Opowiedz o swoich ulubionych dodatkach do pizzy. Użyj poniższych informacji. Posłuchaj nagrania i odpowiedz na pytania.

PIZZA TOPPINGS

like: spinach, red peppers,
mushrooms

favourite: mushrooms

don't like: pineapple



5 Uzupełnij dialog. Z podanych wyrazów ułóż pytania i odpowiedzi.

Olivia: Hi, Ferdi! What's _____

(favourite / free time activity)?

Ferdi: _____

(volleyball / play volleyball
at the weekend).

Olivia: _____ (cool).

Ferdi: What _____

(free time activities / you / like)?

Olivia: _____ (chess).

Ferdi: _____
(not like / chess) _____.

(like playing online games)?

Olivia: _____

(favourite / free time activity)!



- 1 Popatrz na nowe słowa. Przeczytaj zdania i wybierz właściwe odpowiedzi.



- Where is my umbrella? There is a lot of **rain** / **boat** today!
- There is a **rain** / **bus** from my house to my school.
- I don't like **buses** / **boats** because I can't swim.

- 2 58 **Posłuchaj nagrania i przeczytaj tekst. Uzupełnij zdania 1–4 właściwym imieniem: Lucia lub Rafi.**

UNUSUAL SCHOOLS

My name is Lucia and I'm from Argentina. I'm ten years old and my sister is twelve, but we don't go to school. Our home is a bus and my family **travels** around the world. My sister and I have lessons in the bus and our mum and dad are our teachers. We also use a laptop for lessons. My school day starts at nine o'clock and it finishes at about four o'clock. I don't do a lot of homework and there aren't any exams. It's cool!

I'm Rafi and I go to school on a boat! It's called a 'floating school'. There are 23 **floating** schools in my country. There is a lot of rain in my country, but we can always go to school on the boat. There are 29 students in my class and we've got a laptop for some lessons. I love using the laptop! Our lessons start early in the morning and finish at 12 o'clock. In the afternoon, I go home and I do my homework.

- 3 Przeczytaj tekst ponownie. Zapisz, czy zdania są prawdziwe (T=True), czy fałszywe (F=False).

- Lucia's sister is ten years old. _____
- Lucia doesn't have any exams. _____
- Rafi can't go to school when there is a lot of rain. _____
- Rafi's school doesn't have any laptops. _____

- 4 **Uzupełnij luki w zdaniach 1–4 zgodnie z treścią tekstu.**

- Lucia's _____ and _____ are her teachers.
- Lucia's school day starts at _____ o'clock and finishes at _____ o'clock.
- Rafi's school is on a _____.
- Rafi does his homework in the _____.

Glossary

travel – podróżować

floating – unoszący się na wodzie



- _____ doesn't have lessons in the afternoon.
- _____ has lessons with their sister.
- _____ doesn't do a lot of homework.
- _____ doesn't have lessons at home.

1 Popatrz na informacje poniżej. Uzupełnij zdania. Napisz *morning*, *afternoon* lub *evening*.

Saturday: 10.00 listen to music
 16.00 play board games
 Sunday: 15.00 do homework
 20.00 do puzzles

- On Sunday, I do my homework in the _____.
- I play board games on Saturday, in the _____.
- On Saturday, I listen to music in the _____.
- I do puzzles with my family on Sunday, in the _____.

2 Uzupełnij wpis na blog wyrazami z ramki.

afternoon bed busy
 chat help love



Hi friends!

Do you like your weekend? I ¹ _____ my weekend! I'm not very ² _____ on Saturday. In the morning, I ³ _____ with my friends on the phone and I go to the park with my dog. That's good fun! In the ⁴ _____, I play board games with my brother. He's very good at board games! I'm very busy on Sunday. In the morning, I do my homework and I ⁵ _____ my parents. In the afternoon, I play football and make videos with my friends. My friends are cool! In the evening, I go to ⁶ _____ early. Write about your weekend!

Write it Right!

Kiedy redagujesz wpis na blog, staraj się napisać dodatkowe informacje na dany temat.

Przeczytaj zdania w ćwiczeniu 2, które zawierają dodatkowe informacje.

I play board games with my brother.

He's very good at board games!

*I play football and make videos with my friends. **My friends are cool!***

3 Wybierz dodatkowe informacje do każdego zdania.

- I play the piano and the guitar.
 - I love music!
 - My favourite sport is hockey.
- In the evening, I go roller skating with my friends.
 - That's good fun.
 - It's delicious!

4 Przeczytaj informacje zamieszczone w tabeli. Opisz weekend Alfiego.

	Saturday	Sunday
morning	do homework go to judo club	have a piano lesson help parents
afternoon	tidy room	meet friends go cycling

Hi guys! Are you busy at the weekend?

I'm not busy on Saturday. _____

I'm very busy on Sunday. _____

1 Dopasuj wyrazy a–e do czasowników 1–5.

- | | |
|---------|--------------|
| 1 meet | a a scooter |
| 2 brush | b series |
| 3 ride | c puzzles |
| 4 do | d my teeth |
| 5 watch | e my friends |

___ /5 points

2 Uzupełnij zdania. Użyj: *at*, *every*, *in* lub *on*.

- I get up early _____ day.
- We have pizza for lunch _____ the weekend.
- He doesn't watch TV _____ school days.
- I don't have lessons _____ Sunday.
- You listen to music _____ the evening.



___ /5 points

3 Uzupełnij dialogi właściwymi formami czasowników podanych w nawiasach.

- A: ¹ _____ (you / **get up**) early on school days?
- B: Yes, I ² _____.! I get up at six o'clock.
- A: My brother ³ _____ (not **watch**) TV, but he ⁴ _____ (use) social media every day.
- B: Really? I've got a cool phone, but I ⁵ _____ (not **like**) social media.

___ /5 points

4 Napisz pytania i odpowiedzi dotyczące weekendu Sary, Felixa i Sida.

	Go cycling	Spend time with friends	Watch video clips
Sarah	✓	✓	✗
Felix & Sid	✗	✓	✓

Sarah

- 1 Does Sarah go cycling at the weekend?

(✓) _____

- 2 (?) _____

(✗) No, she _____.

Felix & Sid

- 3 Do Felix and Sid go cycling at the weekend?

(✗) _____

- 4 (?) _____

Yes, they do.

___ /5 points

5 Ułóż dialog we właściwej kolejności.

- ☐ **Tom:** I really like volleyball. I usually play volleyball at the weekend.

Amy: That sounds fun.

Tom: What sports do you like, Amy?

- ☐ **Tom:** That's cool. I like cycling, too.

- ☒ **Amy:** Tom! Do you like sport?

- ☐ **Tom:** I don't really like hockey that much. Do you like cycling?

Amy: It's my favourite sport!

- ☐ **Tom:** Yes, I love sport!

Amy: What's your favourite sport?

- ☐ **Amy:** I like hockey.

___ /5 points

6 Check your progress!

Score 20–25? Well done! 👍

Score 11–19? Not bad! 😊

Score 1–10? Keep trying! 📖 → **Catch-up**, p. 83

Ready for more? → **Extra Challenge**, p. 83

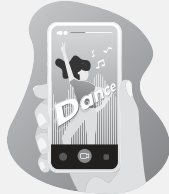
Catch-up

1 Uzupełnij brakujące litery.

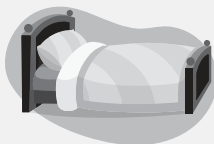
1 I do ex_____e
in the morning.



2 We watch v_____o cl_____s
on our phones.



3 My sister goes to b_d
at nine o'clock.



4 Do you listen to m_____c
at the weekend?



5 My friends and I play
b_____d g_____s
in the afternoon.



6 I do my h_____k
on Sunday afternoon.



2 Wybierz właściwe odpowiedzi.

- We **go** / **goes** to school at half past seven in the morning.
- Do** / **Does** you get up at seven?
Yes, I **do** / **does**.
- Rob **tidy** / **tidies** his room on Saturday.
- They **doesn't** / **don't** watch sports on TV.
- Do** / **Does** your mum chat on her phone?
No, she **don't** / **doesn't**.
- My cousin **don't** / **doesn't** help her parents at the weekend.

Extra Challenge

3 Popatrz na ilustracje. Napisz cztery zdania o Kevinie.

1



2



3



4



- Kevin _____
at seven o'clock in the morning.
- He _____.
- _____.
- _____.

4 Napisz pytania i odpowiedzi na temat Kevina.

- get up / in the afternoon?
Does he get up in the afternoon?
No, he doesn't.
- have a shower / in the morning?

- play basketball / in the evening?

- watch TV / in the evening?

5 Napisz cztery zdania o sobie. Zastosuj wyrażenia z ramki oraz własne pomysły.

brush my teeth do my homework
listen to music play board games
ride a scooter

8

Time out!

Lesson 1 Vocabulary 1



AUDIO 59
AUDIO 60

1 Let's start!

Popatrz na ilustracje 1–4. Wybierz właściwe odpowiedzi.

1



- a taking photos
- b coding

2



- a canoeing
- b camping

3



- a going on a trip
- b trampolining

4



- a sunbathing
- b sightseeing

2 Dopasuj nazwy czynności z ramki do właściwych wypowiedzi 1–4.

coding going to arts festivals
hiking sightseeing

3 Przeczytaj zadanie i wybierz właściwe emotikony.

Learning zone



Używaj emotikonów do zapamiętania nowych słów.

- 1 Wybierz pięć nowych słów z tego rozdziału.
- 2 Znajdź i dopasuj właściwe emotikony do każdego wyrazu:

sightseeing

camping



- 3 Zakryj nowe słowa i popatrz na emotikony. Jakie wyrazy do nich pasują?

WHAT'S YOUR FAVOURITE HOLIDAY ACTIVITY?

1



I like listening to music and watching dance shows.

Maya's favourite holiday activity is _____.

2



I like walking.

George's favourite holiday activity is _____.

3



I like seeing different interesting places in a town.

Tanya's favourite holiday activity is _____.

4



I like using my computer.

Luka's favourite holiday activity is _____.

4



59 Postłuchaj nagrania. Napisz, czy podane czynności lubi wykonywać Claire (C) czy Sam (S).

climbing _____ taking photos _____
hiking _____ camping _____
sightseeing _____

5

Pronunciation /ŋ/



60 Postłuchaj nagrania. Uzupełnij rymowankę wyrazami z ramki. Następnie sprawdź odpowiedzi.

canoeing cycling hiking sightseeing
singing swimming

I love ¹_____ and ²_____,
but my favourite thing is ³_____.
How about you? How about you?
What's your favourite thing to do?
I love ⁴_____ and ⁵_____,
but my favourite thing is ⁶_____.

CHARGE YOUR GRAMMAR!



VIDEO 29

1 Uzupełnij zdania wyrażeniami z ramki.

'm aren't is not putting

- Jay isn't _____ up a tent.
- I'm _____ taking photos.
- I _____ making a video.
- She _____ making sandwiches.
- We _____ sitting in our tents.

2 Wybierz właściwe odpowiedzi.

- My friend **is** / **are** listening to music.
- We **isn't** / **aren't** eating lunch now.
- The children **is** / **are** sitting in the classroom.
- It **isn't** / **aren't** raining.
- I **am** / **is** watching TV.

3 Napisz zdania w formie przeczącej.

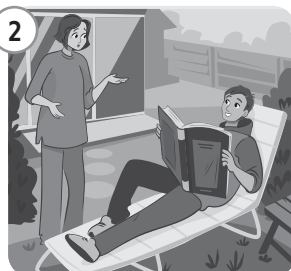
- My parents are working.
My parents aren't working.
- I'm talking to my cousin.

- They're taking photos of the arts festival.

- Henry's reading a magazine.

- My sister and I are jumping on the trampoline.

4 Uzupełnij dialogi właściwymi formami czasowników podanych w nawiasach.



1

Mum: Ella, where's Adam? He's got a lot of homework!

Ella: There he is – in the garden! He ¹ _____ (**not do**) his homework, he ² _____ (**listen**) to music on his phone.

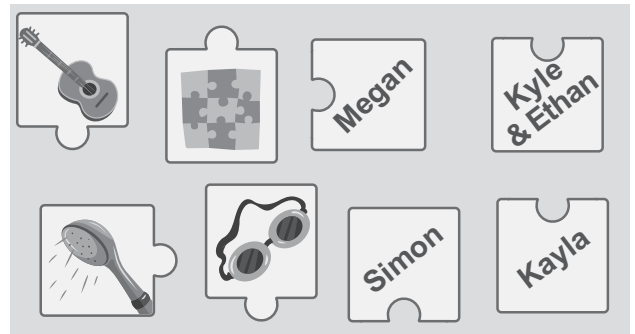
Mum: Hmm.

2

Mum: Adam – Ella ³ _____ (**do**) her homework, but you ⁴ _____ (**sit**) in the garden and ⁵ _____ (**listen**) to music on your phone.

Adam: Yes, I ⁶ _____ (**sit**) in the garden, but I ⁷ _____ (**not listen**) to music on my phone. It ⁸ _____ (**not work**). I ⁹ _____ (**read**) my history book.

5 Popatrz na puzzle i dopasuj imiona do czynności. Napisz po dwa zdania o każdej osobie. Następnie napisz dwa zdania o sobie.



1 Megan / have a shower / canoe
Megan is having a shower. She isn't canoeing.

2 Simon / play the guitar / do a puzzle

3 Kayla / do a puzzle / play the guitar

4 Kyle and Ethan / swim / have a shower



1 Let's start!

Dopasuj czynności a–e do zdjęć 1–5.



a camping



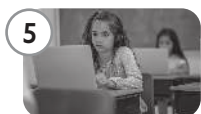
b climbing



c canoeing



d coding



e visiting the zoo

2 Uzupełnij brakujące litery w nazwach miejsc.

1 t___n s___ion

2 s___mm___g p___l

3 st___m

4 p___e s___ion

5 m___et

6 b_s s__p

3 Przeczytaj zdania. Dopasuj nazwy miejsc z ramki do właściwych wypowiedzi 1–5.

aqua park library post office
shopping centre sports centre

- I love reading, so this is my favourite place! _____
- I want to buy some new trainers, a games console and a board game for my friend. _____
- I love swimming, diving and playing games in the water. This place is cool! _____
- I'm playing basketball with my friends. _____
- I want to send a postcard to my uncle in Australia. _____

4 Przeczytaj wiadomość Katy, w której błędnie wstawiono wyrażenia 1–5. Przetwórz wyrażenia we właściwe miejsca



katy.g@...

Hi, Tracy,
We're having an amazing time on holiday. We're all doing different things today. Mum and Auntie Sue are at the **sports centre** ¹_____, buying some fruit and vegetables for dinner. Uncle Tim is watching a football match at the **bus stop** ²_____. Harry and Sam are playing volleyball at the **market** ³_____. And me? I want to go to the big **stadium** ⁴_____ and buy lots of presents for my friends, so I'm waiting at the **shopping centre** ⁵_____ at the moment. Oh! Here's my bus! See you later!
Katy

5 Usłyszysz dwukrotnie cztery dialogi 1–4. Do każdego z nich dobierz właściwą odpowiedź a–d.

- a bus stop
b police station
c market
d stadium

1 ____ 2 ____ 3 ____ 4 ____

6 Posłuchaj nagrania jeszcze raz. Na podstawie informacji w nim zawartych uzupełnij zdania.

- The man can't find his ____.
a cat b dog
- The woman buys ____ kiwi fruit.
a five b six
- The match starts at ____.
a four o'clock b half past three
- The man wants to go to the ____.
a sports centre b library

CHARGE
 YOUR GRAMMAR!


▶ VIDEO 30

- 1 Wybierz właściwe odpowiedzi.
- 1 A: **What's** / **are** Ada doing?
B: She's doing experiments.
- 2 A: **Are** / **Is** he using a printer?
B: Yes, he **is** / **am**.
- 3 A: **Are** / **Is** you doing a puzzle?
B: No, I **aren't** / **'m** not.
- 4 A: **Are** / **Is** we going to the moon?
B: Yes, we **are** / **is**.

2 Dopasuj odpowiedzi a–e do pytań 1–5.

- 1 What are you doing? a Yes, they are.
2 Is your friend having lunch? b Yes, it is.
3 Are the students doing their homework? c I'm listening to some music.
4 Is it raining? d No, I'm not.
5 Are you making dinner? e No, he isn't.

3 Uzupełnij zdania. Wykorzystaj wyrazy podane w nawiasach.

- 1 Are you playing (you / play) board games?
2 _____
(your brother / walk) to school?
3 _____
(you and your friend / speak) German?
4 _____
(the cat / sleep)?
5 What _____
(you / watch) on TV?

4 Popatrz na podpowiedzi. Napisz krótkie odpowiedzi do pytań 1–4 zadanych w ćwiczeniu 3.

- 1 (✓) _____ 3 (X) _____
2 (✓) _____ 4 (X) _____

5 Przeczytaj wiadomość. Ułóż pytania z podanych wyrazów i napisz odpowiedzi.

Hi, Jay!

What are you doing today? I'm not doing my homework. I'm playing board games with my sister. My dad's making some cakes. Yum! And our cat, Fluffy, is sleeping under the table. How about you? What are you doing?

Tim

- 1 What / Fluffy / do?

- 2 Tim / do / his homework?

- 3 Tim and his sister / play board games?

- 4 What / Tim's dad / do?

TIME CHALLENGE!


- 6 Popatrz na wyrażenia podane w ramkach. Ile pytań i odpowiedzi w czasie **present continuous** potrafisz ułożyć? Użyj stopera – masz trzy minuty!

read a magazine
take a photo
sing a song

you
my friends
my teacher

Are we singing a song? No, we aren't.

1–2 questions & answers = good! 👍

3–4 questions & answers = very good! 👍👍

5–6 questions & answers = amazing! 👍👍👍

- 1 Wybierz właściwe miejsce do każdej czynności. Wykorzystaj podane litery aby odgadnąć nazwę ulubionej czynności Jacoba.

1	watching a football match	<i>stadium</i>	C
		<i>post office</i>	T
2	canoeing	<i>library</i>	R
		<i>aqua park</i>	L
3	swimming	<i>sports centre</i>	I
		<i>bus stop</i>	A
4	buying food	<i>train station</i>	I
		<i>market</i>	M
5	sunbathing	<i>beach</i>	B
		<i>police station</i>	P
6	seeing animals	<i>swimming pool</i>	O
		<i>zoo</i>	I
7	sending a letter	<i>post office</i>	N
		<i>aqua park</i>	I
8	going on a trip	<i>sports centre</i>	N
		<i>train station</i>	G

Jacob's favourite activity is: _____.

- 2 Popatrz na ilustracje. Napisz zdania w czasie *present continuous*.



- 1 We _____
in the _____.



- 2 Bob _____
at the _____.

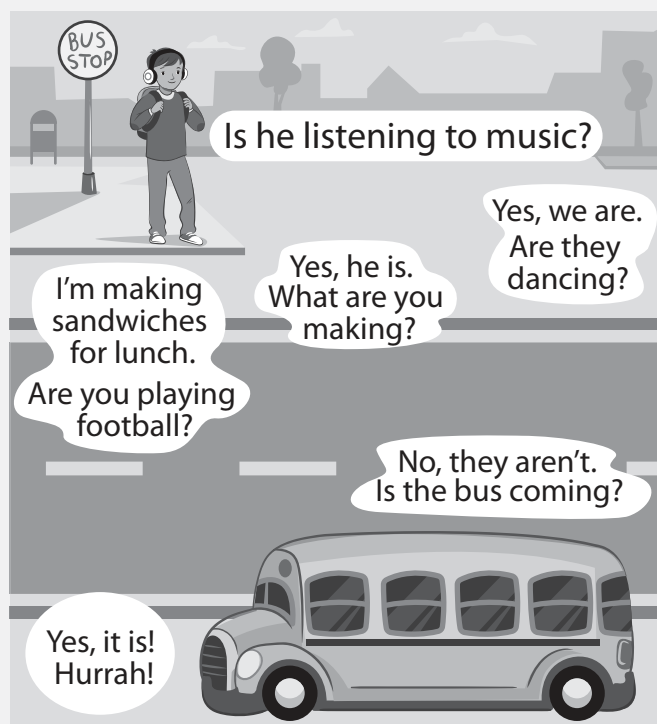


- 3 I _____
at the _____.



- 4 My friends _____
at the _____.

- 3 Dopasuj pytania do odpowiedzi i znajdź drogę do autobusu.



- 4 Ułóż zdania z wyrażeń zapisanych na takich samych kształtach.





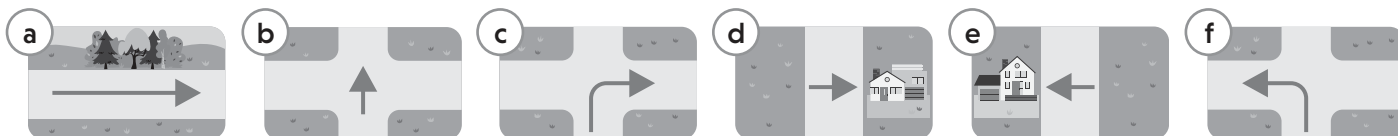
VIDEO 31

AUDIO 62
AUDIO 63

Speaking Lesson 5

8

1 Dopasuj ilustracje a–f do wskazówek 1–6.



1 Turn left. _____

2 It's on the right. _____

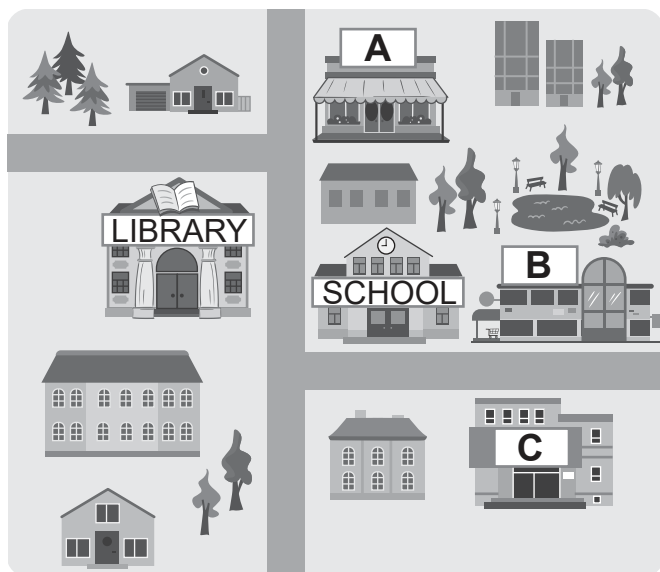
3 Go past the park. _____

4 Turn right. _____

5 Go straight on. _____

6 It's on the left. _____

2 62 Sally jest w bibliotece. Posłuchaj wskazówek i zaznacz, który z budynków A–C to posterunek policji.

A ☐ B ☐ C ☐

4 Popatrz ponownie na mapę w ćwiczeniu 3. Napisz, jak dostać się z parku wodnego do stacji kolejowej. Uzupełnij dialog.

Kevin: Excuse me. Can you help me?

Woman: _____

Kevin: OK.

Woman: Then _____.

Kevin: _____

Woman: _____

two minutes from here.

Kevin: _____

Woman: _____

5 63 Popatrz ponownie na mapę w ćwiczeniu 3. Jesteś na stadionie. Posłuchaj nagrania i podaj właściwe wskazówki.

3 Popatrz na mapę. Anna jest w centrum handlowym. Uzupełnij dialog wyrazami z ramki.

left right right straight on thank you're

Anna: Excuse me. Can you help me?
I'm looking for the Sports Centre.Man: The Sports Centre? That's easy.
Turn ¹ _____. Go ² _____.

Anna: OK.

Man: Then turn ³ _____. Go past the
police station and it's on the
⁴ _____.

Anna: Is it far?

Man: No, it's about three minutes from here.

Anna: ⁵ _____ you very much.Man: ⁶ _____ welcome.



AUDIO 64



VIDEO 32

- 1 Popatrz na nowe słowa. Przeczytaj zdania i dopasuj nowe słowa do opisów.



fireworks



DJ



street performer

- 1 This person plays music at parties. _____
- 2 This person plays music, dances, or sings outside. _____
- 3 These make loud noises and bright colours in the sky. _____

- 2  64 **Posłuchaj nagrania i przeczytaj tekst. Dopasuj zdjęcia a–c do festiwali 1–3.**

- 1 The Harbin Snow and Ice Festival _____
- 2 AgitÁgueda Festival _____
- 3 The Edinburgh Festival _____

- 3 **Przeczytaj tekst ponownie. Zapisz, czy zdania są prawdziwe (T=True), czy fałszywe (F=False).**

- 1 The Harbin Snow and Ice Festival is a festival of art and sport. _____
- 2 You can watch dog sled races at the AgitÁgueda festival. _____
- 3 The Edinburgh Festival starts with a lot of fireworks. _____

- 4 **Do każdego zdania dopasuj właściwy festiwal: H (Harbin), A (AgitÁgueda) lub E (Edinburgh).**

- 1 You can look at art made from ice here. _____
- 2 You can see lots of umbrellas here. _____
- 3 Some people swim here. _____
- 4 This festival is in August. _____
- 5 This festival is in January or February. _____
- 6 This festival is in July. _____

Festivals around the world

The Harbin Snow and Ice Festival

Every year in January or February there is an amazing Snow and Ice Festival in Harbin, China. There are lots of beautiful **ice** sculptures and ice buildings. You can watch the **dog sled races** or you can go skiing.

Some people even go swimming in the very cold water.



AgitÁgueda

The AgitÁgueda festival in Portugal is very beautiful. It's a twenty-three-day free festival in July with DJs, music and art on the streets.

People come here to listen to music and to see new and old art. Every year there are bright umbrellas above the streets of Águeda. They look amazing.



The Edinburgh Festival

More than 400,000 people come to Edinburgh, Scotland, every year in August for the Edinburgh Arts Festival. At this festival you can see amazing art, listen to music and go to lots of different shows.

You can also watch street performers. At the end of the month there are lots of fireworks. It's beautiful!



Glossary

ice – lód

dog sled races – wyścigi psich zaprzęgów

1 Przeczytaj profil na blogu oraz pocztówkę Yasmin. Uzupełnij tekst wyrazami z ramki.

canoeing going to an arts festival
sightseeing visiting the zoo



Hi! I'm Yasmin and I love animals ♥.
My brother Rick is crazy about sport.
My dad is really interested in art and
my mum likes visiting old buildings.

Hi Adam!

Hello from Wales! We're having an amazing time.
We're staying with my aunt and uncle. Today I'm
¹ _____ with my aunt. The animals
are so cool! Rick's ² _____ on the
lake with our cousins. They all love sport. My
mum and dad are in Cardiff today. My mum's
³ _____ because she loves visiting old
buildings and my dad's ⁴ _____ with
lots of great music. This is
a really cool place!

See you soon!

Yasmin

2 Przeczytaj pocztówkę Yasmin ponownie. Uzupełnij zdania.

- 1 Yasmin's friend is called _____.
- 2 Yasmin and her family are in _____.
- 3 Rick and his cousins are on the _____.
- 4 Yasmin's mum and dad are in _____.

3 Wybierz właściwe odpowiedzi.

Hi Imogen,
Greetings from Montreal, Canada! We're ¹**having** / **making** a great time. Today I'm ice skating ²**with** / **by** my friend, Jack. My sister's buying presents ³**from** / **for** her friends at the shopping centre.
My dad and my brother ⁴**is** / **are** hiking. ⁵**This** / **That** is a really beautiful place. ⁶**Watch** / **Look** at this photo of my mum! She's dancing at an arts festival. I love it ⁷**there** / **here**!
⁸**Write** / **See** you soon!
Nathan

Write it Right!

Pisząc pocztówkę, możesz użyć wielu życzliwych sformułowań na jej rozpoczęcie i zakończenie.

Friendly beginnings

- Greetings
- Hello from ...!
- How are things?
- Hope you are well.
- How are you?

Friendly endings

- See you soon!
- Take care!
- All the best!
- Give my love to ...

4 Wyobraź sobie, że jesteś na wakacjach. Uzupełnij informacje własnymi pomysłami. Następnie użyj ich do napisania pocztówki do kolegi/koleżanki.

Holiday place: Ireland

Activities: visit aqua park, go to the beach (brother), go on a trip to Dublin (mum and sister), take photos (dad)

Hi _____!

Greetings from _____!

We're _____.

My brother _____.

– he loves sunbathing! My mum and my sister _____.

so they _____.

My dad _____.

_____ your holiday.

1 Dopasuj zakończenia słów a–f do początków 1–6, tak aby powstały nazwy czynności.

- | | |
|---------|-----------|
| 1 sight | a bing |
| 2 sun | b ping |
| 3 clim | c seeing |
| 4 tramp | d oeing |
| 5 cam | e bathing |
| 6 can | f olining |

___ /6 points

2 Wybierz właściwe odpowiedzi.

- I'm at the **police station** / **sports centre** because I can't find my cat.
- My favourite **aqua park** / **bus stop** is on a lake.
- We're buying some new jeans at the **post office** / **shopping centre**.
- My friends are in a badminton match at the **sports centre** / **train station**.
- They're at the **market** / **stadium** watching their favourite team.
- We're diving at the **police station** / **swimming pool**.

___ /6 points

3 Uzupełnij dialog właściwymi formami czasowników podanych w nawiasach. Użyj czasu *present continuous*.

A: What ¹ _____ (you / do)?

B: I ² _____ (make) a cake for my sister. It's her birthday today.

A: Cool! ³ _____ (your brother / help) you?

B: No, he isn't here. He's at the sports centre with his friends from the basketball team.

A: ⁴ _____ (they / play) basketball?

B: No, ⁵ _____. They ⁶ _____ (swim) in the swimming pool.

___ /6 points

4 Z podanych wyrazów ułóż zdania w czasie *present continuous*.

1 you Are room tidying your ?

2 students listening teacher The to their are .

3 talking I my am to friend .

4 kitchen is Joe dancing the in .

5 you What are reading ?

___ /5 points

5 Ułóż dialog we właściwej kolejności.

☐ **Abi:** Turn right. Then go straight on.
Ben: Yes. Then go past the police station and it's on the left.

☐ **Ben:** You're welcome.

☒ **1 Abi:** Excuse me. Can you help me? I'm looking for the zoo.

☐ **Ben:** No, it's about ten minutes from here.

☐ **Abi:** Thanks very much.

☐ **Ben:** The zoo? That's easy. Turn right. Then go straight on.

☐ **Abi:** Is it far?

___ /6 points

6 Check your progress!

Score 24–29? Well done! 👍

Score 15–23? Not bad! 😊

Score 1–14? Keep trying! 📖 → **Catch-up**, p. 93

Ready for more? → **Extra Challenge**, p. 93

Catch-up

1 Uzupełnij wyrazy brakującymi literami.



t _ _ p _ _ _ ing



t _ _ ing p _ _ _ s



c _ n _ _ ing



c _ m _ ing



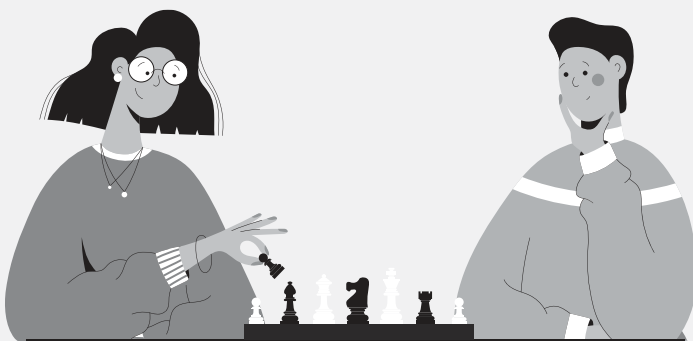
v _ s _ _ ing the z _ _



c _ _ ing

2 Wybierz właściwe odpowiedzi.

- 1 My friends and I **are** / **is** playing chess.
- 2 I **aren't** / **'m not** chatting on my phone.
- 3 I **is** / **am** visiting my uncle.
- 4 She **aren't** / **isn't** swimming in the lake.
- 5 **Are** / **Am** you making lunch?
No, I **'m not** / **aren't**.
- 6 What **is** / **are** he watching on TV?
- 7 You **is** / **are** listening to the teacher.
- 8 They **aren't** / **isn't** doing their homework.



Extra Challenge

3 Popatrz na ilustrację. Napisz zdania o czynnościach ukazanych na ilustracji. Użyj czasu *present continuous*.



- Two girls _____.
- A woman _____.
- A man _____.
- Two boys _____.

4 Popatrz na mapę. Napisz wskazówki, jak dotrzeć z poczty do centrum handlowego.



Vocabulary

- 1 Przeczytaj tekst, w którym błędnie wstawiono wyrażenia 1-6. Przetwórz wyrażenia we właściwe miejsca.

At the weekend, I **go to bed**

1 _____ at nine o'clock

in the morning. I **meet my friends**

2 _____ and then I **get up**

3 _____. Then I **have**

a shower 4 _____

in the park. We play football or listen to

music. In the afternoon, I **get dressed**

5 _____. I **do my homework**

6 _____ at ten o'clock.

- 2 Ułóż wyrazy z podanych liter.

1 _____ (tensil) to music

2 _____ (ekma) videos

3 _____ (chatw) sports

4 _____ (aply) board games

5 _____ (dire) a scooter

- 3 Ułóż litery we właściwej kolejności.

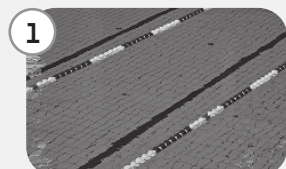
1 ght si ing see _____

2 ing bath sun _____

3 po tra ing m lin _____

4 ei no ng ca _____

- 4 Popatrz na zdjęcia. Uzupełnij brakujące litery w nazwach miejsc.



s__m__ng p__l



l__r__y



b__ s__p



t____n st_____n

Grammar

- 5 Wybierz właściwe odpowiedzi.

1 I **play** / **plays** basketball with my friends at the weekend.

2 He **watch** / **watches** video clips with his brother.

3 Felicity **don't** / **doesn't** have cereal for breakfast.

4 The children **don't** / **doesn't** use social media at school.

5 We **make** / **makes** cakes with our grandparents.

6 I **don't** / **doesn't** get up early on Saturdays.

- 6 Uzupełnij dialog właściwymi formami czasowników podanych w nawiasach w czasie *present simple*.

A: 1 _____ (you / spend) time with your friends at the weekend?

B: Yes, 2 _____.
We 3 _____ (do) puzzles together or
4 _____ (watch) TV.

What 5 _____ (you / do) at the weekend?

A: I 6 _____ (make) videos with my cousin.

B: 7 _____ (your cousin / use) social media?

A: No, 8 _____.
He hasn't got a phone!

- 7 Napisz zdania w czasie *present continuous*.

1 (X) Sam / read a book
Sam isn't reading a book.

2 (?) my grandparents / listen to music

3 (✓) Adele / brush her teeth

4 (X) Alex and Emma / watch TV

5 (?) your friend / play online games



AUDIO 65
AUDIO 66

Speaking

8 Uzupełnij dialogi.

1

A: Freya! ¹ _____
music?

B: Yes, I love music!

A: ² _____?

B: I like pop music.

2

A: ³ _____?
I'm looking for the supermarket.

B: The supermarket? That's easy.
Turn left and it's on the right.

A: ⁴ _____?

B: No, it's about ten minutes from here.

9



Usłyszysz dwukrotnie cztery wypowiedzi. Do każdej z nich dobierz właściwą reakcję a–d.

- a It's too much! _____
- b Oh no! I'm late! _____
- c See you later! _____
- d I can't. It isn't working. _____

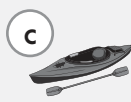
Listening

10



Usłyszysz dwukrotnie rozmowę. Na podstawie informacji zawartych w nagraniu wybierz właściwą odpowiedź a, b lub c.

1 What is Paul doing?



2 Where is Paul's dad?



3 What is Paul's grandad doing?



Reading

11 Przeczytaj wiadomość Matta i uzupełnij zdania.

Hi, Suzie,

How are you?

I really like my new school. The students in my class are very friendly and there are lots of things to do at lunchtime and after school.

I'm in the judo club, so I do judo every Thursday at four o'clock. Then on Fridays, I play the guitar in the school band. It's really cool. My brother goes swimming on Monday mornings – the swimming pool is ten minutes from home – but I don't go with him. I don't like early mornings!

At the weekend, I go to a climbing club with my dad. But I'm not climbing with dad today because he's working. So I'm listening to music in my room and doing my homework.

Lots of love to you and your family!

Matt

- 1 The students in Matt's new school are very _____.
- 2 Matt does judo at four o'clock on _____.
- 3 Matt _____ swimming with his brother.
- 4 Matt's dad isn't _____ today, he's _____.

Writing

12 Zredaguj wpis na blog o Twoim weekendzie i poinformuj:

- kiedy wstajesz,
- co robisz,
- z kim spędzasz czas.

My weekend

I usually get up _____

Countries

Argentina /ˌɑː(r)dʒən'tiːnə/	Argentyna
Australia /ɒ'streɪliə/	Australia
Brazil /brə'zɪl/	Brazylia
China /'tʃaɪnə/	Chiny
France /frɑːns/	Francja
Poland /'pɒlənd/	Polska
Spain /speɪn/	Hiszpania
the UK /ðə ˌjuː 'keɪ/	Zjednoczone Królestwo Wielkiej Brytanii i Irlandii Północnej
the USA /ðə ˌjuː es 'eɪ/	Stany Zjednoczone Ameryki Północnej
Turkey /'tɜː(r)ki/	Turcja

Nationalities

American /ə'merɪkən/	Amerykanin/ Amerykanka
Argentinian /ˌɑː(r)dʒən'tɪniən/	Argentyńczyk/ Argentyнка
Australian /ɒ'streɪliən/	Australijczyk/ Australijka
Brazilian /brə'zɪliən/	Brazylijczyk/Brazylijka
British /'brɪtɪʃ/	Brytyjczyk/Brytyjka
Chinese /ˌtʃaɪ'niːz/	Chińczyk/Chinka
French /frentʃ/	Francuz/Francuzka
Polish /'pɒlɪʃ/	Polak/Polka
Spanish /'spæniʃ/	Hiszpan/Hiszpanka
Turkish /'tɜː(r)kiʃ/	Turek/Turczynka

Places

at a café /ət ə 'kæfeɪ/	w kawiarni
at a party /ət ə 'pɑː(r)ti/	na imprezie
at a summer camp /ət ə 'sʌmə(r) kæmp/	na letnim obozie
at home /ət hæʊm/	w domu
at school /ət sku:l/	w szkole
in the garden /ɪn ðə 'gɑː(r)d(ə)n/	w ogrodzie
in the park /ɪn ðə pɑː(r)k/	w parku
on holiday /ɒn 'hɒlɪdeɪ/	na wakacjach

Numbers 20–100

twenty /'twenti/	dwadzieścia
thirty /'θɜː(r)ti/	trzydzieści
forty /'fɔː(r)ti/	czterdzieści
fifty /'fɪfti/	pięćdziesiąt
sixty /'sɪksti/	sześćdziesiąt
seventy /'sev(ə)nti/	siedemdziesiąt
eighty /'eɪti/	osiemdziesiąt
ninety /'naɪnti/	dziewięćdziesiąt
one hundred /wʌn'hʌndrəd/	sto

Real English

What a mess!	Jaki bałagan!
Don't worry. It's OK.	Nie martw się. Wszystko w porządku.
You're amazing!	Jesteś wspaniały!

Giving and asking for personal information

What's your name?	Jak się nazywasz?
My name's (Lena).	Nazywam się (Lena).
How do you spell (Martin)?	Jak przeliterujesz (Martin)?
Where are you from?	Skąd pochodzisz?
I'm from (Poland).	Jestem z (Polski).
What's your nationality?	Jaka jest Twoja narodowość?
I'm (Polish).	Jestem (Polakiem/ Polką).
How old are you?	Ile masz lat?
I'm (ten).	Mam (dziesięć) lat.

Clothes

cap /kæp/	czapka (z daszkiem)
dress /dres/	sukienka
hoodie /'hʊdi/	bluza z kapturem
jacket /'dʒækɪt/	kurtka, marynarka
jeans /dʒi:nz/	dżinsy
jumper /'dʒʌmpə(r)/	sweter
shirt /ʃɜ:(r)t/	koszulka
shoes /ʃu:z/	buty
shorts /ʃɔ:(r)ts/	szorty, krótkie spodenki
skirt /skɜ:(r)t/	spódnica
socks /sɒks/	skarpetki
trainers /'treɪnə(r)z/	trampki
trousers /'traʊzə(r)z/	spodnie
T-shirt /'ti: ʃɜ:(r)t/	koszulka

Adjectives

comfortable /'kʌmftəb(ə)l/	wygodny
smart /smɑ:(r)t/	elegancki
sporty /'spɔ:(r)ti/	sportowy
warm /wɔ:(r)m/	ciepły

Personality adjectives

clever /'klevə(r)/	bystry, inteligentny
friendly /'fren(d)li/	przyjazny, sympatyczny
funny /'fʌni/	zabawny
helpful /'helpf(ə)l/	pomocny, uczynny
kind /kaɪnd/	miły, uprzejmy
quiet /'kwaɪət/	cichy, skromny
shy /ʃaɪ/	nieśmiały
sporty /'spɔ:(r)ti/	wysportowany

Real English

I'm not ready!	Nie jestem gotowy/ gotowa!
Just a minute!	Chwileczkę!
Here you are!	Bardzo proszę.

Asking and telling the time

Quarter past (one).	Kwadrans po (pierwszej).
Half past (one).	W pół do (drugiej).
(Twenty) past (one).	(Dwadzieścia) po (pierwszej).
(Twenty) to (two).	(Dwadzieścia) do (drugiej).
What time is (the film)?	O której godzinie jest (film)?
It's at (one o'clock).	Jest o (pierwszej).
What time is it (now)?	Która jest (teraz) godzina?
It's (one o'clock).	Jest (pierwsza).

Possessions 1

board game	/bɔː(r)d geɪm/	gra planszowa
electric toothbrush	/ɪˈlektɹɪk ˈtuːθˌbrʌʃ/	elektryczna szczoteczka do zębów
games console	/geɪmz ˈkɒnsəʊl/	konsola do gier
guitar	/ɡɪˈtɑː(r)/	gitara
laptop	/ˈlæpˌtɒp/	laptop
skateboard	/ˈskeɪtˌbɔː(r)d/	deskorolka

Possessions 2

charger	/ˈtʃɑː(r)dʒə(r)/	ładowarka
hairbrush	/ˈheə(r)ˌbrʌʃ/	szczotka do włosów
helmet	/ˈhelmit/	kask
sketchbook	/ˈsketʃˌbʊk/	szkicownik
smartwatch	/ˈsmɑː(r)tˌwɒtʃ/	smartwatch
sunglasses	/ˈsʌŋˌɡlɑːsɪz/	okulary przeciwsłoneczne
tablet	/ˈtæblət/	tablet
water bottle	/ˈwɔːtə(r) ˈbɒt(ə)l/	butelka na wodę

Household objects

armchair	/ˈɑː(r)mˌtʃeə(r)/	fotel
bed	/bed/	łóżko
bookcase	/ˈbʊkˌkeɪs/	regał na książki
box	/bɒks/	pudełko
cupboard	/ˈkʌbə(r)d/	szafka
lamp	/læmp/	lampa
mirror	/ˈmɪrə(r)/	lustro
plant	/plɑːnt/	roślina
poster	/ˈpəʊstə(r)/	plakat
rug	/rʌg/	chodnik
shelf	/ʃelf/	półka
sofa	/ˈsəʊfə/	sofa
table	/ˈteɪb(ə)l/	stół
wardrobe	/ˈwɔː(r)drəʊb/	garderoba, szafa na ubrania

Prepositions of place

behind	/bɪˈhaɪnd/	za
in	/ɪn/	w
in front of	/ɪn frʌnt əv/	przed
next to	/nekst tuː/	obok
on	/ɒn/	na
under	/ˈʌndə(r)/	pod

Real English

Help me, please.	Pomóż mi, proszę.
What's happening?	Co się dzieje?
It's my fault.	To moja wina.
What a great idea!	Cóż za świetny pomysł!

Asking and answering about a price

How much is (this skateboard)?	Ile kosztuje (ta deskorolka)?
How much is it?	Ile to kosztuje?
It's (£6.50).	To kosztuje (6 funtów i 50 pensów).
Can I have (the skateboard and the helmet), please?	Poproszę (deskorolkę i kask).
That's (£9.50).	To będzie (razem) (9 funtów i 50 pensów).
Here's (£10).	Proszę, (10 funtów).
That's (50p) change.	Proszę, (50 pensów) reszty.
Anything else?	Czy coś jeszcze?
No, thank you!	Nie, dziękuję!

Face

ears /ɪə(r)z/	uszy
eyes /aɪz/	oczy
mouth /maʊθ/	usta
nose /nəʊz/	nos
teeth /tiːθ/	zęby

Hair

blonde /blɒnd/	blond
curly /'kɜː(r)li/	kręcone
dark /dɑː(r)k/	ciemne
long /lɒŋ/	długie
red /red/	rude
short /ʃɔː(r)t/	krótkie
spiky /'spaɪki/	sterczące
straight /streɪt/	proste
wavy /'weɪvi/	falowane

Family

aunt /ɑːnt/	ciocia
brother /'brʌðə(r)/	brat
cousin /'kʌz(ə)n/	kuzyn, kuzynka
father/dad /'fɑːðə(r) / dæd/	ojciec
grandfather/grandad /'græn(d),fɑːðə(r) / 'græn(d),dæd/	dziadek
grandmother/granny /'græn(d),mʌðə(r) / 'græni/	babcia
mother/mum /'mʌðə(r) / mʌm/	matka
only child /'ɒnli tʃaɪld/	jedynak
parents /'peərənts/	rodzice
sister /'sɪstə(r)/	siostra
uncle /'ʌŋk(ə)l/	wujek

Real English

What's wrong?	Co się stało?
No way!	No coś ty!

Welcoming and introducing people

Welcome to my party!	Witaj na mojej imprezie!
Thanks for inviting me.	Dziękuję za zaproszenie.
This is my ...	To mój...
It's nice to meet you.	Miło Cię poznać.
It's nice to meet you, too.	Ciebie również miło poznać.
Come and meet ...	Chodź poznać...
OK, that sounds good.	Dobrze, brzmi świetnie.

Food and drink

biscuits /'bɪskɪts/	herbatniki
bread /bred/	chleb
cereal /'sɪəriəl/	płatki zbożowe
cheese /tʃiːz/	ser
chips /tʃɪps/	frytki
egg /eg/	jajko
milk /mɪlk/	mleko
pasta /'pæstə/	makaron
rice /raɪs/	ryż
salad /'sæləd/	sałatka
smoothie /'smuːði/	koktajl
strawberry /'strɔːb(ə)ri/	truskawka
toast /təʊst/	tost

Fruit and vegetables

bean /biːn/	fasola
broccoli /'brɒkəli/	brokuł
carrot /'kærət/	marchew
cucumber /'kjuː,kʌmbə(r)/	ogórek
grape /greɪp/	winogrono
kiwi fruit /'kiːwi fru:t/	kiwi
mushroom /'mʌʃru:m/	grzyb
onion /'ʌnjən/	cebula
pineapple /'paɪn,æp(ə)l/	ananas
potato /pə'tetəʊ/	ziemniak
red pepper /red 'pepə(r)/	czzerwona papryka
spinach /'spɪnɪdʒ/	szpinak

Real English

What a lovely day!	Jaki piękny dzień!
That's weird!	To jest dziwne!
Oh dear!	Ojej!
This looks delicious!	To wygląda pysznie!

Ordering a takeaway pizza

What can I get you?	Co dla Ciebie/Pana/Pani?
I'd like (a large chicken and mushroom pizza), please.	Poproszę (dużą pizzę z kurczakiem i grzybami).
Would you like some sides?	Czy chciałbyś/chciałabyś/chciałby Pan/Pani jakieś przystawki?
A tomato salad, please.	Tak, poproszę sałatkę z pomidorów.
Anything to drink?	Coś do picia?
Yes, (sparkling/still water), please.	Tak, poproszę (wodę gazowaną/niegazowaną).
Is that everything?	Czy to wszystko?
Yes, it is.	Tak.
Is that eat in or takeaway?	Na miejscu czy na wynos?
Takeaway, please.	Na wynos, poproszę.

Sports

basketball	/ˈbɑːskɪtˌbɔːl/	koszykówka
cycling	/ˈsaɪklɪŋ/	kolarstwo, jazda na rowerze
hockey	/ˈhɒki/	hokej
judo	/ˈdʒuːdɒ/	dżudo
roller skating	/ˈrɒlɪə ˈsketɪŋ/	jazda na wrotkach
running	/ˈrʌnɪŋ/	bieganie
skiing	/ˈskiːɪŋ/	narciarstwo
volleyball	/ˈvɒliˌbɔːl/	siatkówka

Hobbies

chess	/tʃes/	szachy
drawing	/ˈdrɔːɪŋ/	rysowanie
playing online games	/pleɪɪŋ ˈɒnlaɪn geɪmz/	granie w gry przez Internet
playing the piano	/pleɪɪŋ ðə piˈænəʊ/	granie na fortepianie
reading	/ˈriːdɪŋ/	czytanie
singing	/sɪŋɪŋ/	śpiewanie
writing my blog	/ˈraɪtɪŋ maɪ blɒɡ/	pisanie bloga

Action verbs

catch	/kæʃ/	łapać
climb	/klaɪm/	wspinać się
dance	/daːns/	tańczyć
dive	/daɪv/	nurkować
fly	/flaɪ/	latać
jump	/dʒʌmp/	skakać
ride	/raɪd/	jeździć
swim	/swɪm/	pływać
walk	/wɔːk/	chodzić, spacerować

Word friends

make a cake	/meɪk ə keɪk/	zrobić ciasto
play football	/pleɪ ˈfʊtˌbɔːl/	grać w piłkę nożną
ride a horse	/raɪd ə hɔː(r)s/	jeździć konno

Real English

Are you alright?	Wszystko w porządku?
What's the matter?	Co się stało?
I'm terrible at sports!	Kiepsko radzę sobie w sportach!
What shall we do now?	Co robimy teraz?

Asking for permission and information

Can I ask you something?	Czy mogę Cię o coś spytać?
Sure, what's up?	Pewnie, co tam?
Can I (go to a party)?	Czy mogę (iść na przyjęcie)?
Where's (the party)?	Gdzie jest (przyjęcie)?
It's (at her house).	Jest (w jej domu).
What time is (the party)?	O której godzinie jest (przyjęcie)?
It's at (four o'clock).	O (czwartej).
And what time does it end?	O której godzinie się kończy?
About (seven o'clock).	Około (siódmej).
That sounds OK.	Brzmi w porządku.
Yes, you can go.	Tak, możesz iść.

Everyday activities

brush my teeth /brʌʃ maɪ tiːθ/ szczotkować zęby

do exercise /duː ˈeksə(r)saɪz/ ćwiczyć

do homework /duː ˈhəʊm,wɜː(r)k/ odrabiać pracę domową

get dressed /get drest/ ubierać się

get up /get ʌp/ wstawać

go home /gəʊ həʊm/ iść do domu

go to bed /gəʊ tə bed/ kłaść się do łóżka

go to school /gəʊ tə sku:l/ iść do szkoły

have a shower /həv ə ˈʃaʊə(r)/ brać prysznic

have lessons /həv ˈles(ə)nz/ mieć lekcje

help my parents /help maɪ ˈpeərənts/ pomagać rodzicom

meet my friends /mi:t maɪ frendz/ spotkać się z moimi przyjaciółmi

tidy my room /ˈtaɪdi maɪ ru:m/ posprzątać mój pokój

watch TV /wɒtʃ ˈtiː ˈviː/ oglądać telewizję

Free time activities

chat on my phone /tʃæt ɒn maɪ fəʊn/ rozmawiać przez telefon

do puzzles /duː ˈpʌz(ə)lz/ układać puzzle

listen to music /ˈlɪs(ə)n tə ˈmjuːzɪk/ słuchać muzyki

make videos /meɪk ˈvɪdiəʊz/ tworzyć krótkie filmy

paint /peɪnt/ malować

play board games /pleɪ bɔː(r)d geɪmz/ grać w gry planszowe

ride a scooter /raɪd ə ˈskuːtə(r)/ jeździć na hulajnodze

spend time with friends /spend taɪm wɪð frendz/ spędzać czas z przyjaciółmi

use social media /juːz ˈsəʊʃ(ə)l ˈmiːdiə/ korzystać z mediów społecznościowych

watch series /wɒtʃ ˈsiəriːz/ oglądać seriale

watch sports /wɒtʃ spɔː(r)ts/ oglądać sport

watch video clips /wɒtʃ ˈvɪdiəʊ klɪps/ oglądać filmiki

Real English

I'm late! Jestem spóźniony/ spóźniona!

I'm stressed out! Jestem zestresowany/ zestresowana!

Let's talk about it. Porozmawiajmy o tym.

It's too much! To za dużo!

Likes and dislikes

Do you like sports? Czy lubisz sport?

Yes, I love sports! Tak, kocham sport!

What's your favourite sport? Jaki jest Twój ulubiony sport?

I really like (handball). Naprawdę lubię (piłkę ręczną).

What sports do you like? Jakie sporty lubisz?

I like (football), (too). Ja (też) lubię (piłkę nożną).

I don't like (tennis) that much. Nie za bardzo lubię (tenisa).

It's my favourite sport! To mój ulubiony sport.

Holiday activities

camping	/ˈkæmpɪŋ/ biwakowanie
canoeing	/kəˈnuːɪŋ/ kajakerstwo
climbing	/ˈklaɪmɪŋ/ wspinaczka
coding	/kəʊdɪŋ/ kodowanie, programowanie
going to an arts festival	/ˈgəʊɪŋ tʊ ən ɑː(r)ts ˈfestɪv(ə)l/ pójście na festiwal sztuk
going on a trip	/ˈgəʊɪŋ ɒn ə trɪp/ wyjazd na wycieczkę
hiking	/ˈhaɪkɪŋ/ wędrowanie
sightseeing	/ˈsaɪtˌsiːɪŋ/ zwiedzanie
sunbathing	/ˈsʌnˌbeɪðɪŋ/ opalanie się
taking photos	/teɪkɪŋ ˈfəʊtəʊz/ robienie zdjęć
trampolining	/ˈtræmpəˌliːnɪŋ/ skakanie na trampolinie
visiting the zoo	/ˈvɪzɪtɪŋ ðə zuː/ wizyta w zoo

Places in a town

aqua park	/ˈækwə pɑː(r)k/ park wodny
bus stop	/bʌs stɒp/ przystanek autobusowy
library	/ˈlaɪbrəri/ biblioteka
market	/ˈmɑː(r)kɪt/ rynek
police station	/pəˈliːs ˈsteɪʃ(ə)n/ posterunek policji
post office	/pəʊst ˈɒfɪs/ poczta
shopping centre	/ˈʃɒpɪŋ ˈsentə(r)/ centrum handlowe
sports centre	/spɔː(r)ts ˈsentə(r)/ centrum sportowe
stadium	/ˈsteɪdiəm/ stadion
swimming pool	/ˈswɪmɪŋ puːl/ basen
train station	/treɪn ˈsteɪʃ(ə)n/ dworzec kolejowy

Real English

See you later!	Do zobaczenia później!
Poor girl!	Biedna dziewczyna!
It isn't working!	To nie działa!
There he is!	Oto jest!

Asking for and giving directions

Can you help me?	Czy mógłby mi Pan / mogłaby mi Pani pomóc?
I'm looking for (the cinema)?	Szukam (kina).
Go straight on.	Idź prosto.
(Then) turn left/ right.	(Następnie) skreć w lewo/prawo.
Go past (the park).	Miń (park).
Is it far?	Czy to jest daleko?
It's on the left/ right.	To jest po lewej/prawej stronie.
It's about (five minutes) from here.	To jest około (pięciu minut) stąd.
Thanks very much.	Dziękuję bardzo.
You're welcome.	Nie ma za co.

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Kod dostępu do bezpłatnej aplikacji *Macmillan Education Everywhere* znajdziesz na wewnętrznej stronie okładki. W aplikacji umieściliśmy ćwiczenia *On-the-Go Practice*, które pomagają przygotować się do klasówek.



Więcej zabawy w innym wymiarze

Dzięki bezpłatnej aplikacji *Together* (Macmillan) wybrane ilustracje z podręcznika po zeskanowaniu za pomocą smartfonu lub tabletu uruchamiają dodatkowe zadania interaktywne.



Angażujące powtórki

W bezpłatnej aplikacji *Kahoot!* znajdziesz krótkie, szybkie quizy, które pomagają powtórzyć materiał z podręcznika – dostępne na: www.macmillan.pl/together-kahoot



Nauka słownictwa = rozrywka

Bezpłatna aplikacja *Quizlet* to nieoceniona pomoc w powtórzeniu słownictwa z podręcznika. Zestawy słówek dostępne na: www.macmillan.pl/aplikacja-quizlet

