

Zeszyt ćwiczeń

Katherine Stannett

BRAINY

VIDEOS
INSIDE





Pobierz na swój smartfon lub tablet bezpłatną aplikację *Brainy* (Macmillan) z zadaniami w technologii rozszerzonej rzeczywistości (AR). Za pomocą aplikacji zeskanuj strony **Książki ucznia** (Lesson 1, Lesson 4 oraz Lesson 8) i odszukaj element aktywujący ćwiczenie AR.

Dostęp do *Brainy klasa 4 Student's App* i cyfrowego odzwierciedlenia podręcznika

1. Wejdź na stronę:
www.macmillaneducationeverywhere.com
2. Kliknij: **Zarejestruj się (Register)**, aby utworzyć nowe konto, i postępuj zgodnie z instrukcjami widniejącymi na ekranie. Konto powinno zostać założone przez osobę pełnoletnią (rodzic/opiekun). Jeśli masz już konto, kliknij: **Zaloguj się (Log in)**.
3. Po zalogowaniu kliknij: **Aktywuj kod (Activate code)** i przepisz kod podany obok.
4. Następnie otwórz aplikację **Student's App** w przeglądarce lub pobierz ją na swój komputer, tablet bądź smartfon, uruchom instalator i postępuj zgodnie z instrukcjami widniejącymi na ekranie.
5. Do logowania w aplikacji używaj nazwy użytkownika oraz hasła podanych podczas rejestracji.

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



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

Wszystkie zgłoszenia problemów technicznych prosimy kierować na adres: helpdesk@macmillan.pl

BRAINY

Materiały video dostępne na:
www.macmillandlaucznia.pl/brainy-kl-4
lub po zeskanowaniu kodu QR
za pomocą smartfonu:



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1 ★ Pokoloruj balony.



- | | |
|----------|----------|
| 1 red | 5 brown |
| 2 green | 6 yellow |
| 3 blue | 7 pink |
| 4 purple | |

2 ★★ Wpisz nazwy kolorów.

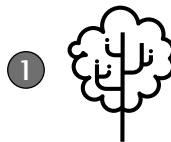
red + yellow = orange

- 1 blue + _____ = green
- 2 red + _____ = pink
- 3 _____ + red = purple
- 4 _____ + white = grey

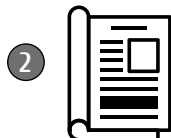
3 ★★ Podpisz ilustracje.



road



1



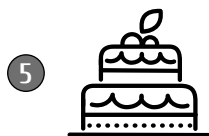
2



3



4



5

4 ★★ 01 Posłuchaj nagrania i pokoloruj ilustracje.

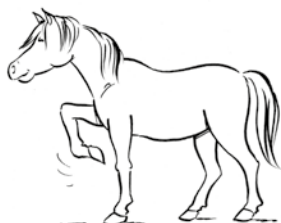
a



b



c



d



e

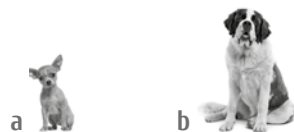


f

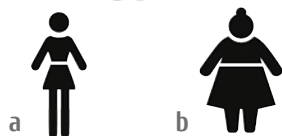


1 ★ Przeczytaj opisy i wybierz pasujące do nich obrazki.

1 a big dog



2 a tall, thin girl



3 a beautiful woman



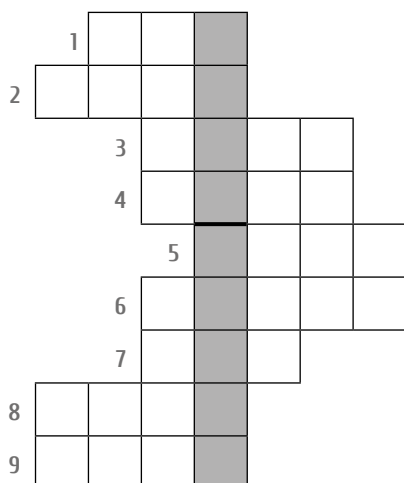
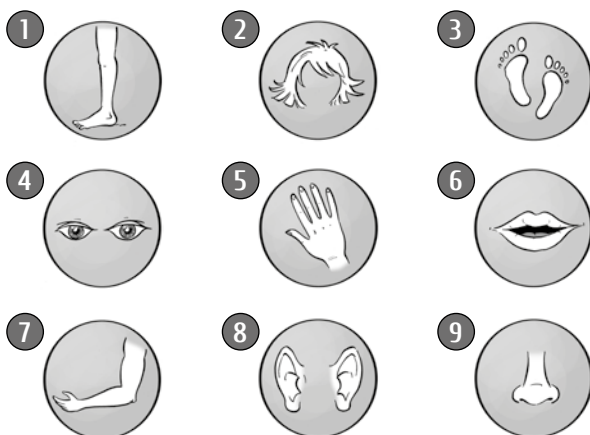
4 a small boy



5 a short man



2 ★ Rozwiąż krzyżówkę i odgadnij hasło.



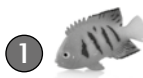
The mystery message is : a _ _ _ _ _

3 ★★ Popatrz na zdjęcia. Wpisz liczbę pojedynczą oraz mnogą przedstawionych na nich rzeczowników.



one dog

two dogs



1

one _____

two _____



2

one _____

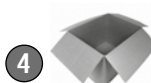
two _____



3

one _____

two _____



4

one _____

two _____



5

one _____

two _____

4 ★★ Popatrz na ilustrację i napisz, ile poszczególnych części ciała ma potwór.



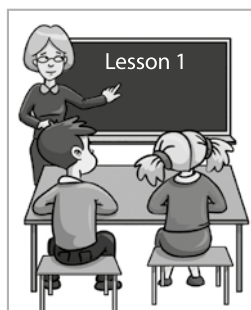
5 ★★★ Narysuj własnego potwora i podpisz jego części ciała.



1 ★ Zakreśl właściwe wyrazy.

- 1 Stand **up** / **down**!
- 2 Open your **books** / **board**!
- 3 **Look** / **Work** at the board!
- 4 **Pay** / **Look** attention!
- 5 Sit **up** / **down**!
- 6 Be **attention** / **quiet**!
- 7 Work in **quiet** / **pairs**!
- 8 **Close** / **Pay** your books!

2 ★ Dopasuj polecenia z ćwiczenia 1. do ilustracji a-g.



3



a



b



c



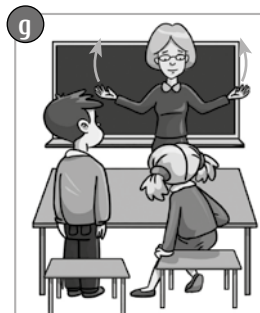
d



e



f



g

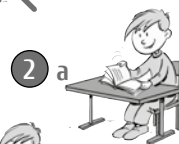
3 ★★ 02 Posłuchaj nagrania i zaznacz właściwe ilustracje.



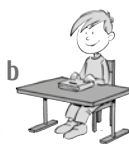
1 a



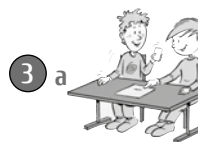
b



2 a



b



3 a



b



4 a



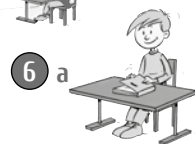
b



5 a



b



6 a



b

4 ★★ Ułóż z rozsypanych liter nazwy dni tygodnia.

	onMyad	Monday
a	dnyasWdee	
b	yunSad	
c	hrydT sua	
d	idFary	
e	esudyTa	
f	rSdaaty	

5 ★★ ★ Dopisz nazwę dnia poprzedzającego podany dzień oraz tego, który po nim następuje.

	Tuesday	Wednesday	Thursday
1		Saturday	
2		Monday	
3		Friday	
4		Tuesday	
5		Sunday	

1 ★ Uzupełnij nazwy czynności brakującymi literami.



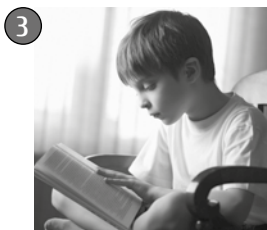
write



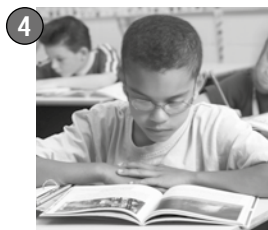
d _ _ _



g _



r _ _ _



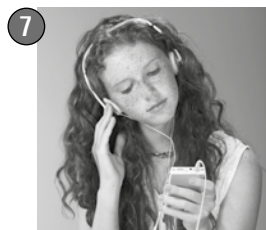
s _ _ _ _



t _ _ _



l _ _ _ _



l _ _ _ _

2 ★ Dopasuj wyrazy z ramki do właściwych kategorii.

dog ■ ear ■ Thursday ■ purple ■ hand ■ listen ■ red ■ write
fish ■ Saturday ■ horse ■ blue ■ leg ■ Wednesday ■ read

Days of the week

Animals

Body

Learning

Colours

Thursday

dog

ear

listen

red

3 ★★ Dopisz w ćwiczeniu 2. po dwa wyrazy do każdej kategorii.

4 ★★ Połącz wyrazy z obu kolumn tak, aby powstały poprawne zwroty.

write

1 read

2 draw

3 go to

4 study

5 listen to

a a tree

b English

c a story

d a song

e a magazine

f a website

5 ★★ ★ Zaproponuj wykonanie czterech czynności. Wykorzystaj wyrazy z ramki oraz zwrot *Let's ...*.

draw ■ talk to ■ read ■ study ■ listen to
English songs ■ English grammar
friends ■ books ■ a house

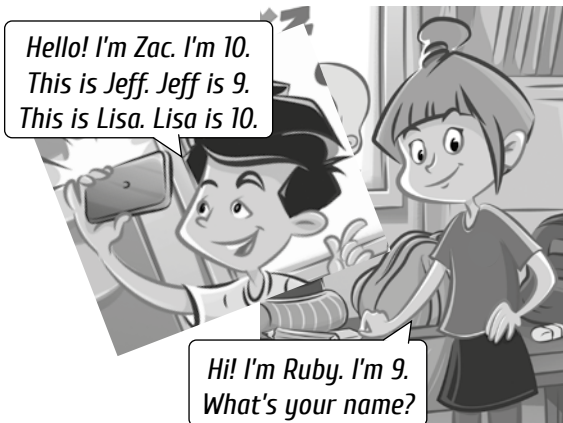
1 _____

2 _____

3 _____

4 _____

1 ★ Uzupełnij zdania, wpisując słownie wiek bohaterów.



Zac is ten.

- 1 Jeff is _____.
- 2 Lisa is _____.
- 3 Ruby is _____.
- 4 My name is _____. I'm _____.

2 ★ Popatrz na kartki urodzinowe i napisz, ile lat ma każdy jubilat.



Sally is twelve.

1 _____



2 _____



3 _____



4 _____



5 _____



Phonics

03 Posłuchaj nagrania i dopasuj kolejne litery alfabetu do odpowiednich kategorii. Które dwie litery nigdzie nie pasują?

two	three	seven	eight	nine
<u>Q</u>	<u>B</u>	<u>F</u>	<u>A</u>	<u>I</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Niepasujące litery to: _____ oraz _____.

3 ★★ 04 Posłuchaj nagrania i uzupełnij informacje.

1

Name: _____

Age: _____

2

Name: _____

Age: _____

3

Name: _____

Age: _____

4

Name: _____

Age: _____

5

Name: _____

Age: _____

6

Name: _____

Age: _____

4 ★★★ Przedstaw trzech kolegów / trzy koleżanki i podaj ich wiek.

This is Marek. Marek is ten.



VIDEO 1

1

Uzupełnij zdania odpowiednią formą czasownika **be**.

- You _____ very nice.
- He _____ my new friend.
- We _____ in trouble.
- Hi, I _____ Emma.
- They _____ angry.

2

Popatrz na ilustracje i uzupełnij zdania wyrażeniami z ramki.

She is ■ They are ■ He is
I am ■ We are ■ You are



You are Kevin.

1



_____ Ted.

2



_____ Becky.

3



_____ Katie
and Amy.

4



_____ Ben
and Sam.

5



_____ Eric.

3

Zakreśl poprawne odpowiedzi.

- We **is / are** nine.
- I **am / are** Harry.
- You **am / are** my friend.
- Nina and Maya **is / are** cats.
- Nina **is / are** two.
- He **is / are** fifteen.

4

Przepisz zdania, używając pełnych form czasownika **be**.

We're friends. We are friends.

- She's ten. _____
- I'm eight. _____
- You're Anna. _____
- It's a dog. _____
- They're goldfish. _____

5

Uzupełnij tekst odpowiednimi formami czasownika **be**.

I 'm Ed and I ¹ _____ nine. My friends ² _____
Yasmin and Ollie. Yasmin ³ _____ ten and Ollie
⁴ _____ nine. Jello and Rocco ⁵ _____ my dogs.
They ⁶ _____ also my friends!

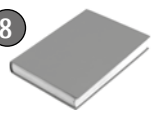
6

Uzupełnij tabelę informacjami o swoich przyjaciółach i zwierzętach domowych, jeśli je masz. Potem opisz ich/je.

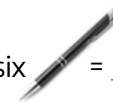
FRIEND		PET	
Name	Age	Name	Age

My friends are _____

1 ★ Uzupełnij podpisy zdjęć brakującymi literami.

- 1  r _ _ _ e _
- 2  _ o _ _ u _ _ r
- 3  p _ _ c _ _ c _ _ e
- 4  b _ _ r _
- 5  _ h _ _ r
- 6  _ e _ _ i _
- 7  _ _ _ s _
- 8  b _ _ _
- 9  s _ _ o _ l _ _ g
- 10  p _ _
- 11  _ _ t _ _ o o _

2 ★★ Napisz słownie wyniki działań matematycznych.

two  + four  + six  = twelve pens

1 nine  x 2
= _____

2 one  + seven  - three 
= _____

3 sixteen  ÷ 2
= _____

4 twenty  - three 
= _____

3 ★★ Przeczytaj opisy i dopasuj do nich właściwe zestawy ilustracji.

- 1 Two notebooks, three pens, one desk and one book.

Picture ☐

- 2 One notebook, two pencils, two pens and two desks.

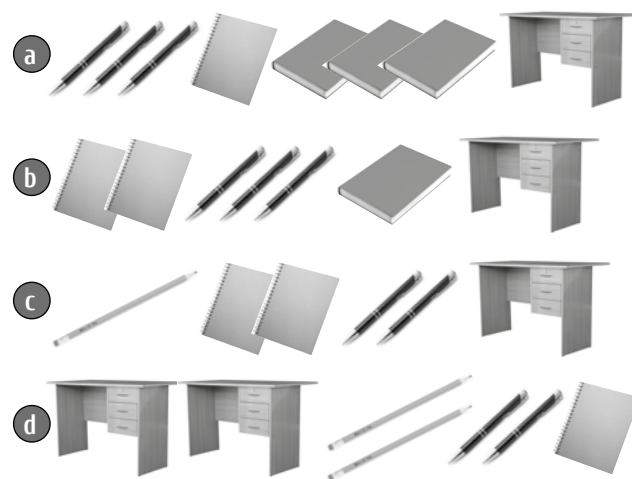
Picture ☐

- 3 One desk, one notebook, three books and three pens.

Picture ☐

- 4 One pencil, two notebooks, two pens and one desk.

Picture ☐



4 ★ Narysuj przedmioty zgodnie z opisem.

- 1 four rubbers 3 two chairs
2 one pencil case 4 three boards

1	2
3	4


BRAINY RYAN

1 Uzupełnij tekst, wpisując a, an lub –.



VIDEO 2

My school things

School | June 23, 2019 | 15 Comments

I have ¹ _____ orange schoolbag with ² _____ green monster. In my schoolbag, I have ³ _____ three pens, ⁴ _____ pencil and ⁵ _____ four notebooks. I like my bag and I like my school.

2 ★ Zakreśl poprawne przedimki.

- 1 **a / an** orange car
- 2 **a / an** bad invention
- 3 **a / an** inventor
- 4 **a / an** amazing computer
- 5 **a / an** pink desk
- 6 **a / an** big chair

3 ★★ Uzupełnij zdania, wpisując a, an lub –.

- 1 My dad is _____ inventor.
- 2 Mr Smith and Mrs Jones are _____ teachers.
- 3 Hannah is _____ student.
- 4 It is _____ orange pencil.
- 5 It is _____ good invention.
- 6 They're _____ rubbers.

4 ★★★ Oto najnowszy wynalazek Iggygo – robot, który uczy się języka angielskiego. Pomóż mu ułożyć poprawne zdania.



are chairs They big green.

They are big green chairs.

- 1 small is red It desk a. _____
- 2 beautiful is white It a notebook. _____
- 3 are pencils They very small. _____
- 4 big It an computer is amazing. _____
- 5 desks very They are big. _____

Useful!

Uzupełnij dialog zdaniami z ramki.



What a small notebook!
Be careful! ■ Nice to meet you!

Hello! My name's Faye.

 Hi Faye. ¹ _____


My dad's an inventor. Look at this!

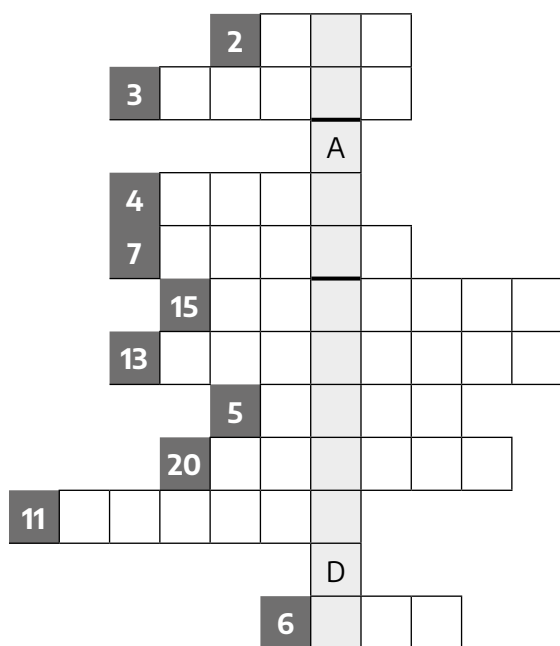
 Wow! ² _____

³ _____


Oh no!



1 ★ Zapisz słownie podane liczby i odczytaj hasło krzyżówki.



The hidden message is:

2 ★★ Wpisz słownie brakujące liczby.

1 _____, three, five, seven, _____,
eleven, _____, fifteen, _____,

2 eighteen, _____, _____, fifteen,
_____, thirteen, _____, eleven

3 two, five, _____, eleven, _____,
_____, twenty

3 ★★ Odgadnij wiek podanych osób.
Następnie zaszyfruj swój wiek.

Jane = $12 \times 2 - 9$ Jane is fifteen.

1 Tom = $17 - 13 + 4$

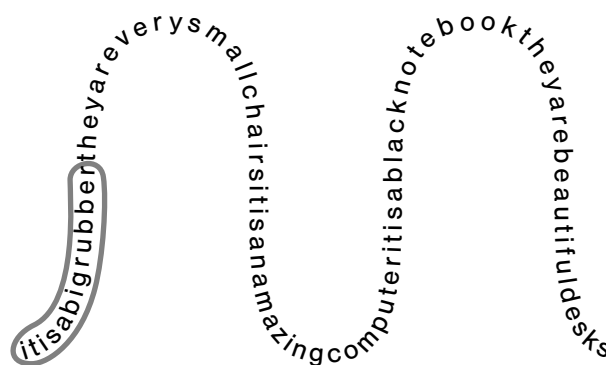
2 My dog = $18 \div 6$

3 Greg and Daisy = $10 \times 3 - 18$

4 My friend and I = $3 + 4 + 5 - 1$

5 I = _____

4 ★★★ Znajdź w węzu wyrazowym jeszcze cztery zdania. Zapisz je, używając form skróconych czasownika *be*, a następnie zaznacz odpowiadające zdaniom ilustracje.

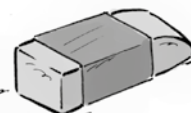


It's a big rubber.

a ☐



b ☒



1 _____

a ☐



b ☐



2 _____

a ☐



b ☐

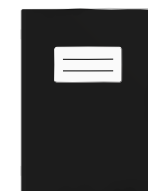


3 _____

a ☐



b ☐



4 _____

a ☐



b ☐



1 ★ Połącz wyrazy z liczbami.

- | | |
|-----------------|------|
| 1 twenty-five | a 84 |
| 2 thirty-seven | b 73 |
| 3 eighty-four | c 25 |
| 4 forty-eight | d 52 |
| 5 fifty-two | e 37 |
| 6 seventy-three | f 48 |

2 ★ Zapisz liczby słownie.

- | | |
|-------|-------|
| 1 91 | _____ |
| 2 100 | _____ |
| 3 26 | _____ |
| 4 63 | _____ |
| 5 55 | _____ |
| 6 39 | _____ |

3 ★★ Uzupełnij dialog wyrazami z ramki.

spell ■ twelve ■ name ■ old ■ What

A: What's your name ?

B: My name's Isobel.

A: ¹ _____'s your surname?

B: My surname's Morris.

A: How do you ² _____ that?

B: M-O-R-R-I-S.

A: How ³ _____ are you?

B: I'm ⁴ _____.

4 ★★ 05 Posłuchaj nagrania i uzupełnij informacje o chłopcu.



1 Name and surname:

2 Age:

3 Locker number:

5 ★★ ★ Uzupełnij rozmowę Jade z Theo.



Theo: Hello Jade. ¹ _____?



Jade: It's ² _____.



Theo: How ³ _____?



Jade: S-T-E-W-A-R-T.



Theo: ⁴ _____?



Jade: ⁵ _____ twelve.



Theo: ⁶ _____ your locker number?



Jade: ⁷ _____.



Quiz – Languages and alphabets

1 Rozwiąż kwiz o alfabetach. Napisz C (*Chinese*), H (*Hawaiian*) lub E (*English*).

- | | | | |
|--|-------|--|-------|
| 1 It's a very short alphabet. | _____ | 4 It is beautiful but difficult to read. | _____ |
| 2 It has over 4,000 symbols. | _____ | 5 It is easy to read but difficult to say. | _____ |
| 3 There are 5 vowels in this alphabet. | _____ | | |

2 Przeczytaj teksty o trzech alfabetach. Dopasuj do nich właściwe ilustracje.

1

Ersu ShabaPicture ☐

The Ersu Shaba alphabet is from Tibet. It uses small pictures called *pictograms*. There are more than 200 different pictograms. It also uses different colours. The colours are very important because they can change the meaning.

2

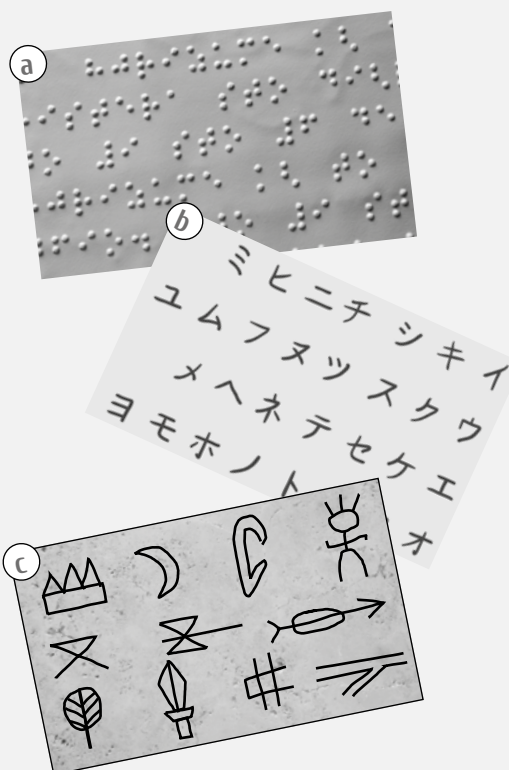
BraillePicture ☐

Braille is a special alphabet for blind people. The letters are raised dots on a page. Blind people touch the dots. Many blind people also use special computers and apps that read out texts in Braille.

3

KatakanaPicture ☐

In Japan, there is a special alphabet for foreign words. It's called katakana. There are 48 symbols in *katakana*. Japanese words use a different alphabet.



Glossary

meaning – znaczenie

blind – niewidomy

raised dots – wypukłe punkty

foreign – obcy

3 Przeczytaj ponownie teksty z ćwiczenia 2. i odpowiedz na pytania. Napisz E (*Ersu Shaba*), B (*Braille*) lub K (*Katakana*).

Which alphabet:

- | | |
|---------------------------|---------------|
| is for foreign words? | _____ K _____ |
| 1 is from Tibet? | _____ |
| 2 is for blind people? | _____ |
| 3 uses different colours? | _____ |
| 4 has got 48 symbols? | _____ |
| 5 uses raised dots? | _____ |



Life skills: Learning

Wymyśl trzy sposoby, dzięki którym łatwiej zapamiętasz nowo poznany alfabet.

- | | |
|---|-------|
| 1 | _____ |
| 2 | _____ |
| 3 | _____ |

Vocabulary & Speaking

1 ★ Wykonaj działania matematyczne. Zapisz liczby słownie.

25 - 15 = ?

twenty-five - fifteen = ten

1 32 x 2 = ?

_____ x _____ = _____

2 4 + 53 =

_____ + _____ = _____

3 100 - 60 = ?

_____ - _____ = _____

4 74 + 8 = ?

_____ + _____ = _____

5 11 x 2 = ?

_____ x _____ = _____

2 ★★ Znajdź w diagramie nazwy ośmiu przedmiotów. Następnie podpisz zdjęcia.

C	S	L	A	S	O	B	J
E	C	H	A	I	R	A	T
C	H	L	C	R	L	P	E
C	O	M	P	U	T	E	R
N	O	T	E	B	O	O	K
T	L	I	N	B	E	T	A
S	B	C	D	E	S	K	C
P	A	N	A	R	S	O	H
E	G	B	O	A	R	D	P

1



2



3



4



5



6



7



8



3 ★★★ Uzupełnij dialog brakującymi wyrazami oraz informacjami z ramki.

Name: Alfie Mansfield

Age: 9 Locker: 72

Ella: ¹ _____ name?Alfie: My name's ² _____.Ella: What's ³ _____?Alfie: My surname's ⁴ _____.Ella: How ⁵ _____?

Alfie: M-A-N-S-F-I-E-L-D.

Ella: ⁶ _____ locker number?Alfie: It's ⁷ _____.

Grammar

4 ★★ Uzupełnij zdania, wpisując a, an lub -.

She is a student.

1 They are _____ teachers.

2 It is _____ desk.

3 They are _____ chairs.

4 It is _____ amazing invention.

5 He is _____ inventor.

5 ★★★ Ułóż z podanych wyrazów zdania.

Dodaj właściwe formy czasownika *be*. Jeśli to możliwe, użyj form skróconych oraz dodaj przedimki: *a* lub *an*.

We / inventors / . We're inventors .

1 It / orange / notebook / .

2 They / beautiful / green / schoolbags / .

3 I / Bella / .

4 You / my friend / .

5 My dog / ten / .

6 Joe and I / students / .

7 It / very / small / desk / .



Before you watch

- 1 Podpisz zdjęcia, uzupełniając wyrażenia słowami z ramki. Zaznacz (✓) nazwy zajęć, na które chciałbyś/chciałabyś chodzić.

roller hockey ■ rugby ■ drum
pottery ■ robotics ■ dance



☐ _____ club



☐ _____ class



☐ _____ club



☐ _____ club



☐ _____ class



☐ _____ class

While you watch

- 2 Obejrzyj film i sprawdź swoje odpowiedzi w ćwiczeniu 1., a następnie zaznacz właściwą odpowiedź na poniższe pytanie.

What's Mark's favourite activity?

- A making pottery
B playing the drums
C doing ballet

- 3 Obejrzyj film ponownie i zdecyduj, czy zdania 1-5 są prawdziwe (T = True), czy fałszywe (F = False). Zakreśl T lub F.

- | | |
|--------------------------------------|-------|
| 1 The robots can talk. | T / F |
| 2 Pottery is creative. | T / F |
| 3 Roller hockey isn't very fast. | T / F |
| 4 Rugby is only for boys. | T / F |
| 5 The boy is very good at the drums. | T / F |



Glossary

beautiful – piękny	favourite – ulubiony
exciting – ekscytujący	slow – wolny
fast – szybki	

After you watch

- 4 Przeczytaj tekst o Alfii, a następnie uzupełnij drugi tekst informacjami o sobie. Narysuj swój portret lub wklej swoje zdjęcie.

AFTER SCHOOL



Hi,
My name's Alfie.
I'm 10 years old.
I love to do cool things after classes.
My favourite class after school is pottery class. I like pottery because it is creative and fun.

Hi everyone,
My name's _____.
I'm _____ years old. I like to do cool things after school.

I think my favourite activity after classes is _____. I like _____ because it is _____ and _____.

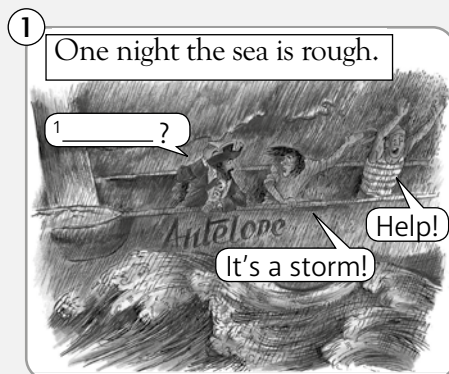


Life skills

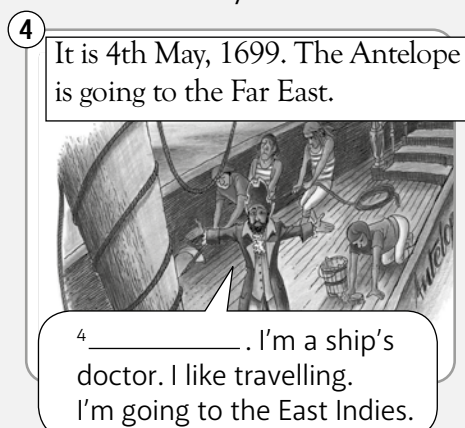
- 5 Dokończ poniższe zdanie. Możesz skorzystać z Internetu, żeby znaleźć nazwy zajęć pozalekcyjnych, w których chciałbyś/chciałabyś wziąć udział.

It's important to try new activities.
This year, I want to try _____ and _____.

1 Uzupełnij wypowiedzi. Wybierz A lub B.



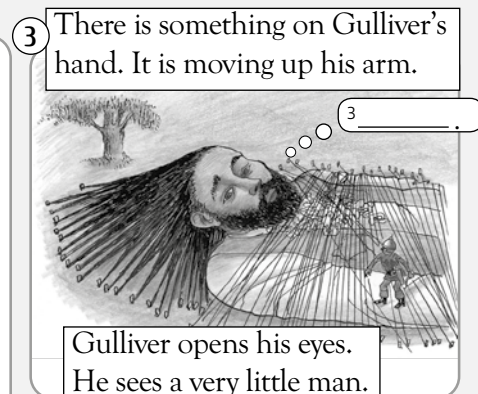
- 1 A What's wrong?
B How are you?



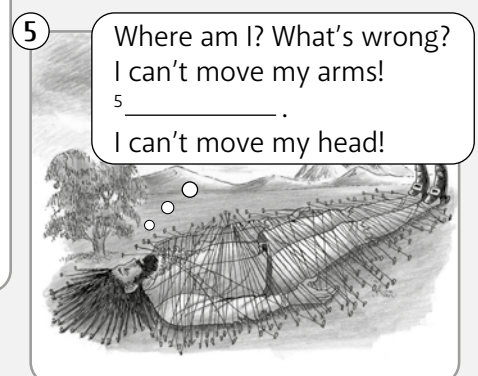
- 4 A My name's Lemuel Gulliver.
B What's your name?



- 2 A I don't understand.
B I'm happy.



- 3 A How old are you?
B What's that?



- 5 A I can swim.
B I can't move my legs!



Glossary

arrow – strzała	ship – statek
bow – łuk	storm – burza
sea – morze	

2 Ułóż obrazki zgodnie z kolejnością wydarzeń.

3 Połącz wyrazy i wyrażenia 1-4 ze znaczeniami A-D.

- | | |
|-------------------------------|------------------------|
| 1 rough | A rozumieć |
| 2 understand | B podróżowanie |
| 3 to speak a strange language | C wzburzone |
| 4 travelling | D mówić w obcym języku |

4 Zdecyduj, czy zdania 1-4 są prawdziwe (T = True), czy fałszywe (F = False). Zakreśl T lub F.

- | | |
|--|-------|
| 1 Lemuel Gulliver is the captain of the ship. | T / F |
| 2 The sea is dangerous at night. | T / F |
| 3 The little man is Gulliver's friend. | T / F |
| 4 Gulliver can speak the little people's language. | T / F |

5 W parach wymyślcie i opowiedzcie sobie dalszy ciąg historii.



BRAINRY RYAN



▶ VIDEO 4

1 Uzupełnij zdania odpowiednią przeczącą formą czasownika *be*.

- He _____ very sporty but he's clever.
- Smile! I _____ serious!
- They _____ happy today.
- She _____ very kind.
- We _____ brothers. We're only friends.

2 ★ Przeczytaj tekst o Jacku i Alexie. Zgadnij, o kim mowa w zdaniach 1-7. Wpisz: *Jack* lub *Alex* albo *Jack and Alex*.



Jack and Alex are students at Fairdean School in Edinburgh. Jack is ten years old and Alex is eleven years old. Jack is quiet and sporty. He isn't clever but he's very kind. Alex is sporty too but he isn't quiet. He is friendly and funny. He's shy but he isn't very helpful.

He isn't shy. _____ *Jack*

- He's eleven. _____
- He isn't eleven. _____
- He's a student. _____
- He isn't quiet. _____
- He isn't ten. _____
- He's friendly. _____
- He's sporty. _____

3 ★★ Uzupełnij zdania odpowiednią formą czasownika *be*. Jeśli to możliwe, użyj form skróconych.

☒ = not

- I _____ nine years old.
- She _____ ☒ funny, but she _____ clever.
- Jack _____ a new student at this school.
- Felix and Toby _____ brothers.

4 ★★ Uzupełnij zdania 1-6 zgodnie z informacjami w tabeli. Użyj form skróconych czasownika *be*.

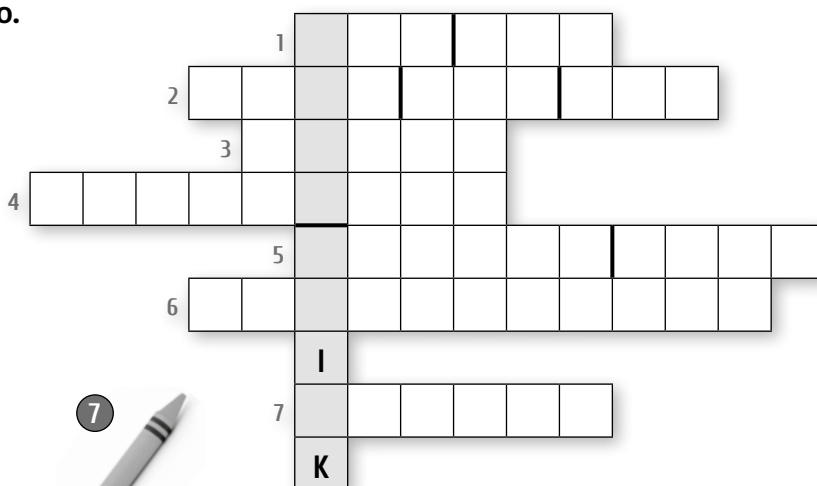
	10 years old	11 years old	quiet	clever
Billy	✓	X	X	✓
Marie	X	✓	✓	X
Yasmin & Pete	X	✓	X	✓

- Billy's _____ ten years old. He _____ eleven years old.
- He _____ quiet. He _____ clever.
- Marie _____ ten years old. She _____ eleven years old.
- She _____ quiet. She _____ clever.
- Yasmin and Pete _____ ten years old. They _____ eleven years old.
- They _____ quiet. They _____ clever.

5 ★★★ Uzupełnij tabelę zgodnie z prawdą. Następnie opisz siebie i kolegę/koleżankę.

	10 years old	11 years old	funny	friendly	shy
Me					
My friend					

1 ★ Rozwiąż krzyżówkę i odczytaj hasło.

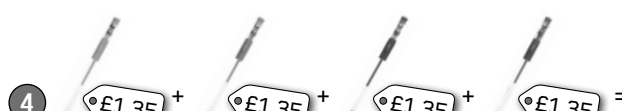
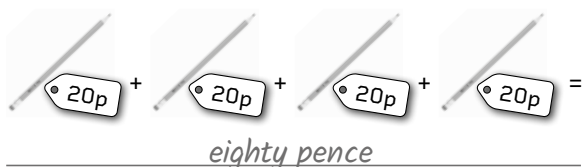


The mystery word is: _____

2 ★★ 08 Posłuchaj nagrania i zapisz ceny przyborów szkolnych.

- 1 crayon = _____
- 2 felt-tip pen = _____
- 3 gel pen = _____
- 4 sticky tape = _____
- 5 sharpener = _____

3 ★★ Dodaj ceny przedmiotów. Zapisz sumę pełnymi słowami.



4 ★★ ★ Uzupełnij rozmowę ze sprzedawczynią sklepu papierniczego. Zapytaj o ceny czterech wybranych przyborów szkolnych i dopisz odpowiedzi.


Shop Assistant: Hello, can I help you?

Customer: Yes, please. How much is the glue stick?

Shop Assistant: It's seventy pence.

Customer: _____

Shop Assistant: _____

Customer: _____

Shop Assistant: _____

Customer: _____

Shop Assistant: _____

Customer: _____

Shop Assistant: _____



1 Uzupełnij dialogi wyrażeniami z ramki.

Is she ■ Are you ■ Is he
Am I ■ Are you

- 1 A: _____ a teacher?
B: Yes, I am.
- 2 A: _____ a secretary?
B: No, she isn't.
- 3 A: _____ doctors?
B: Yes, we are.
- 4 A: _____ a beautiful model?
B: Yes, you are!
- 5 A: _____ a clown?
B: Yes, he is. He's very funny.

2 ★ Napisz prawdziwe odpowiedzi o sobie.

- Are you a student? Yes, I am.
- 1 Are you sporty? _____
 - 2 Are you at school? _____
 - 3 Are you an inventor? _____
 - 4 Are you helpful? _____

Useful!

Uzupełnij zdania właściwymi literami.



My new invention is
a talking noticeboard.

Wow, dad! ¹ T _ _ t's
i _ _ e _ i _ le!



Hello! I AM
A NOTICEBOARD!



Hmm. My invention
is very noisy.

Yes. ² It's t _ _ e
to m _ k _ a quiet
invention now!



3 ★★ Pomóż robotowi Iggyego zadać poprawne pytania – ułóż podane wyrazy w odpowiedniej kolejności.



crayon orange is an it?

crayon orange is an it?
Is it an orange crayon?

- 1 Iggy who Professor is?

- 2 students are they?

- 3 are what they?

- 4 good is a invention it?

- 5 felt-tip they are pens?

4 ★★★ Przeczytaj tekst. Z podanych wyrazów ułóż pytania, dodając właściwą formę czasownika *be*. Odpowiedz na pytania.



Hal is a student. He is nine years old.
He is quiet and clever. His friends
are Rick and Ben. They are students.
They are funny. They aren't quiet.

Hal / teacher?
Is Hal a teacher? No, he isn't.

Who / Hal?
Who is Hal? He's a student.

- 1 Hal / nine years old?

- 2 Who / Rick and Ben?

- 3 Rick and Ben / funny?

- 4 Rick and Ben / quiet?



1 ★ Pomóż Freddiemu i Fredzie ułożyć wyrazy w odpowiedniej kolejności.

is student Karel a .

Karel is a student.

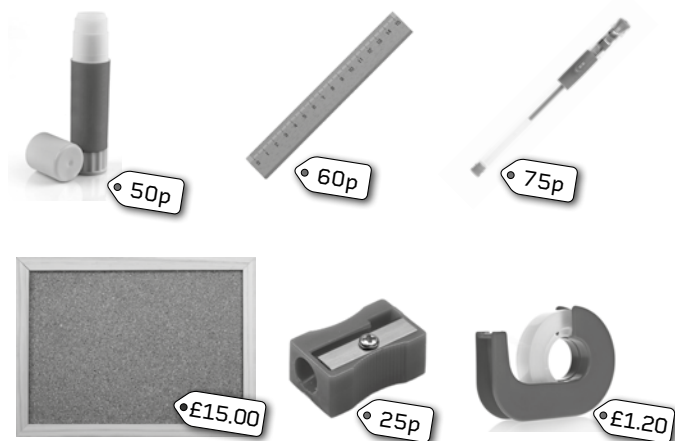
1 blue . rulers The aren't

2 eleven I . am

3 . name is Gemma Her

4 teacher a Piotr . isn't

2 ★★ Uzupełnij listę zakupów Freddiego. Wpisz nazwy przedmiotów i uzupełnij ceny.



Shopping list

- two glue sticks £1.00
- a one ru _ _ _
- b three ge _ p _ ns
- c one n _ _ _ c _ b _ _ r d
- d four sh _ _ _ _ n _ rs
- e one st _ _ _ y t _ _ e
- f TOTAL: _____

3 ★★★ Rozwiąż zagadkę Freddiego i Fredy.

a) Popatrz na ilustracje i uzupełnij wyrazy.

Joe, 13



Amy, 10



1 f _ _ _ _ 2 c _ _ _ _

Nathan, 11



Bella, 12



Julie, 9



3 s _ _ _ _ 4 f _ _ _ _ _ 5 s _ _

b) Przeczytaj wskazówki i napisz właściwe imiona. Imiona nie mogą się powtarzać.

This person is twelve. Bella

1 This person isn't ten and isn't a boy. _____

2 This person isn't sporty and isn't a girl. _____

3 This person is a boy. _____

4 This person isn't a boy and isn't nine. _____

4 ★★ Freddie i Freda zgubili odpowiedzi do pytań 1-5. Pomóż im je odnaleźć.

He's Ben.

Yes, I am.

Yes, it is.

It isn't 80p.

It's £1.00.

She's Mandy.

No, he isn't.

No, it isn't.

They aren't £10.

They're 75p.

Yes, they are.

Yes, she is.

How much is the ruler? It's £1.00

1 Are you a teacher? _____

2 Who is he? _____

3 Are the crayons blue? _____

4 How much are the sharpeners? _____

5 Is John a student? _____

1 ★ Połącz fragmenty wyrazów tak, aby powstały nazwy państw.

Argen	a land
1 Spa	b ly
2 Fra	tina
3 the United States	c in
4 Pol	d many
5 Ger	e nce
6 Ita	f and
7 Eng	g of America

2 ★★ Ułóż zdania we właściwej kolejności tak, aby powstał dialog.



a *My name's Karl. Nice to meet you.*

b *I'm from Germany.*

c *Where are you from?*

d *Sure!*

e *Hi, I'm Jasmine. What's your name?*

f *Oh, that's cool! Come and play with my friends!*

3 ★★ 09 Posłuchaj nagrania i zaznacz właściwe wyrazy.



- His name is **Bob / Ben**.
- Her name is **Emma / Ella**.
- She is from **France / Spain**.

4 ★★ ★ Napisz rozmowę z Rosą lub Marcusem. Zapytaj ich o imiona, kraj pochodzenia i zaproś do wspólnej zabawy.



Rosa, Italy



Marcus, the UK

Me: Hi, I'm _____

_____ :

Me: _____

_____ :

Me: _____

_____ :

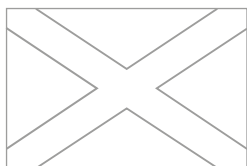
Me: _____

_____ :



Quiz – Flags of the world

1 Pamiętaj, jak wyglądają flagi wymienionych państw? Pokoloruj je z pamięci.



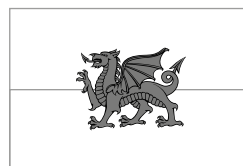
1 Scotland



2 Italy



3 Argentina



4 Wales



5 Germany

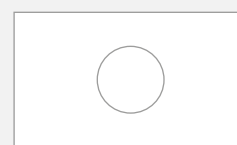
2 Przeczytaj tekst o flagach innych państw. Pokoloruj flagi i podpisz je.

More flags of the world

- a The flag of Japan is white. It has a red circle in it.
- b The flag of Portugal is red and green. It has a royal symbol on it.
- c The flag of Austria is red and white.
- d The flag of Russia is white, blue and red.



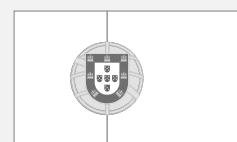
1 _____



3 _____



2 _____



4 _____



Around the world

Holi to święto obchodzone w Indiach. Nazywa się je również Festiwalem Kolorów, ponieważ ludzie rzucają w siebie kolorowymi proszkami i farbami. Czy wiesz, dlaczego? Wybierz właściwe zakończenie zdania.

Holi is the festival that celebrates

- a the summer.
- b the beginning of spring.
- c the end of autumn.



3 10 Posłuchaj nagrania i zgadnij, skąd pochodzą dzieci. Uzupełnij zdania nazwami krajów.

- 1 Raquel is from _____.
- 2 Tom is from _____.
- 3 Grete is from _____.
- 4 Paul is from _____.
- 5 Angus is from _____.
- 6 Nadia is from _____.



Life skills: Sources of information

Zaznacz (✓) wiarygodne źródła informacji.

- ☐ an encyclopaedia
- ☐ Facebook
- ☐ a book from your school library
- ☐ a friend's blog

Do our Revision Workout.
Good luck!



Vocabulary & Speaking

1 ★ Dopasuj wyrazy do właściwych kategorii.

shy ■ Poland ■ sticky tape ■ funny
Italy ■ ruler ■ Germany ■ helpful
kind ■ crayon ■ gel pen ■ Scotland

Countries	Classroom objects	Adjectives
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2 ★★ Dopisz po dwa dodatkowe wyrazy do kategorii z ćwiczenia 1.

3 ★★★ Uzupełnij dialogi. W każdą lukę wstaw jeden wyraz.

- A: Hi, I'm Rick. What's your _____?

B: I'm Jess. _____ to meet you.
- A: Come and _____ with my friends.

B: _____!
- A: Where are you _____?

B: I'm _____ Poland.

Grammar

4 ★ Uzupełnij pytania i odpowiedzi czasownikiem *be* w odpowiedniej formie.

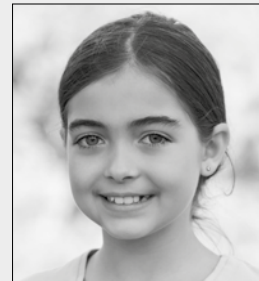
- Where _____ you from?
I _____ from Spain.
- _____ she from Scotland?
Yes, she _____.
- _____ the gel pens orange?
No, they _____.
- How much _____ the sticky tape?
It _____ £1.20.

5 ★★ Popraw opisy 1–5. Użyj wyrazów z nawiasów oraz skróconych form czasownika *be*.

Beatrice is friendly. (shy)
She isn't friendly. She's shy.

- Tomasz is a student. (inventor)
He _____
- Mel and Hannah are from Scotland. (Wales)
They _____
- You're nine. (ten)
I _____
- I'm quiet. (noisy)
You _____
- It's a crayon. (gel pen)
It _____

6 ★★★ Przeczytaj informacje o Marcie. Napisz o niej sześć zdań.



Name: *Marta*
Country: *Italy*
Age: *11*

funny ✓

friendly ✓

shy X

sporty X

Vocabulary

1 Znajdź nazwy jeszcze 11 przyborów szkolnych.

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

2 Podpisz zdjęcia właściwymi przymiotnikami nazywającymi cechy charakteru.



1

c _ _ _ e _



2

s _ _ r _ _



3

f _ _ _ y



4

h _ l _ _ _ l

3 Zapisz słownie równania matematyczne.

$$17 + 26$$

seventeen + twenty-six = forty-three

$$1 \quad 34 - 18$$

$$2 \quad 68 \div 2$$

$$3 \quad 24 + 76$$

Grammar

4 Dopisz angielskie odpowiedniki wyrazów.

1 ty - _____ 2 ona - _____ 3 wy - _____

4 ono - _____ 5 one, oni - _____

6 ja - _____ 7 on - _____ 8 my - _____

5 Ułóż zdania z podanych wyrazów.

1 big they brown 're desks .

2 an it notebook 's orange .

3 big they schoolbags aren't .

4 gel pen a isn't it blue .

6 Ułóż zdania z podanych wyrazów oraz właściwej formy czasownika be. Jeśli to możliwe, użyj form skróconych.

1 ☒ / she / teacher / a _____2 ☒ / we / students _____3 ☐ / he / shy _____4 ☒ / I / inventor / an _____5 ☒ / you / clever _____6 ☐ / they / from Spain _____

A new student in the class

7 Uzupełnij dialog brakującymi wyrazami oraz informacjami z tabeli.



Name: Emily Surname: Bennett Age: 12

Dave: What's your ¹ _____ ?Emily: My ² _____ .Dave: What's your ³ _____ ?Emily: My surname's ⁴ _____ .Dave: ⁵ _____ Bennett?

Emily: B-E-N-N-E-T-T.

Dave: How old ⁶ _____ ?Emily: I'm ⁷ _____ .



In the playground

8 Ułóż zdania w odpowiedniej kolejności.

- ☐ Dhruv: I'm from India.
☐ Dhruv: Sure!
☐ Rita: Where are you from?
☒ Rita: Hi, I'm Rita. What's your name?
☐ Rita: Oh, that's cool! Come and play with my friends.
☐ Dhruv: My name's Dhruv. Nice to meet you.

Useful!

9 Wybierz właściwe wyrazy.

- 1 **What / That** a beautiful book!
 2 **Be / Have** careful!
 3 **Let's / It's time** to make a new computer.
 4 **That's / What's** incredible!



Listening

10 11 Posłuchaj nagrania. Uzupełnij ceny produktów oraz rachunek za zakupy.

small gel pens	£ ¹ _____
big gel pens	£ ² _____
sharpeners	£ ³ _____ p
2 x small gel pens	£ ⁶ _____
4 _____ x big gel pen	£ ⁷ _____
5 _____ x sharpeners	£ ⁸ _____
TOTAL:	£ ⁹ _____

Reading

11 Przeczytaj tekst. Zdecyduj, czy zdania 1-6 są prawdziwe (T = True), czy fałszywe (F = False). Zakreśl T lub F.



My name's Felicity and I'm twelve years old. I'm from Australia. My cat's name is Toto. He's three years old. He's very friendly but he isn't very clever. My dog is Bailey. He's a very big dog and he's clever! My friends are Julia and Pedro. They're eleven years old. Pedro isn't from Australia. He's from Mexico. He's kind and funny. Julia's shy and helpful. We are at the Randall Road Primary School in Melbourne. It's a great school!

- | | |
|---|-------|
| 1 Felicity is twelve years old. | T / F |
| 2 Toto is very clever. | T / F |
| 3 Bailey is small. | T / F |
| 4 Pedro is from Mexico. | T / F |
| 5 Julia isn't shy. | T / F |
| 6 Felicity, Julia and Pedro are at Randall Road Primary School. | T / F |

Writing

12 Uzupełnij informacje o sobie, swoim zwierzęciu (jeśli je masz) oraz dwóch kolegach/koleżankach.

Your name: _____	Pet: _____
Age: _____	Name: _____
Country: _____	Age: _____
Friend 1:	Friend 2:
Name: _____	Name: _____
Age: _____	Age: _____
What is he/she like?	What is he/she like?

13 Na podstawie informacji z ćwiczenia 12. przygotuj plakat o sobie, swoich przyjaciółach oraz zwierzęciu domowym (jeśli je masz). Opisz ich oraz ozdób plakat zdjęciami lub rysunkami.



1 ★ Wpisz nazwy przedmiotów.

1  They're headphones.

2  It's a _____.

3  It's a _____.

4  It's a _____.

5  They're _____.

6  It's a _____.

7  They're _____.

8  It's a _____.

9  It's a _____.

10  It's an _____.

11  They're _____.

2 ★★ 12 Posłuchaj nagrania i połącz fragmenty zdań.

- | | |
|---|-----------|
| 1 The  is | a white. |
| 2 The  is | b pink. |
| 3 The  is | c blue. |
| 4 The  are | d grey. |
| 5 The  is | e orange. |
| 6 The  are | f yellow. |
| 7 The  is | g black. |



Phonics

 13 Posłuchaj nagrania. Zaznacz (✓) wyrazy, w których o wymawia się tak, jak w wyrazie **comb**.

- | | |
|------------|-------------------------------------|
| comb | ☒ |
| colour | ☐ |
| headphones | ☐ |
| smartphone | ☐ |
| memory | ☐ |
| no | ☐ |
| crayon | ☐ |
| remote | ☐ |
| orange | ☐ |



3 ★★★ Opisz przedmioty 1-12. zilustrowane na 34. stronie podręcznika. Użyj wyrazów z ramek.

big ■ small ■ old ■ new

grey ■ white ■ red ■ blue ■ orange
brown ■ green ■ black ■ yellow ■ purple

It's a purse. It's big and blue.

- a _____
- b _____
- c _____
- d _____
- e _____
- f _____
- g _____
- h _____
- i _____
- j _____
- k _____



VIDEO 6

1 Zakreśl właściwe wyrazy.

- Ryan has the smartphone in **his / her** schoolbag.
- Whose / Who** is this old book?
- My mum and dad have a new computer in **your / their** bedroom.
- Emma's / Emma** new umbrella is really beautiful.
- Where's **you / my** memory stick?

2 ★ Popatrz na ilustracje i zakreśl właściwe wyrazy.

1


They're **my / our** headphones.

2


It's **her / his** smartphone.

3


They're **his / our** hairbrushes.

4


It's **their / his** wallet.

5


They're **his / their** schoolbags.

6


It's **your / their** purse.

3 ★ Napisz polskie przymiotniki dzierżawcze.

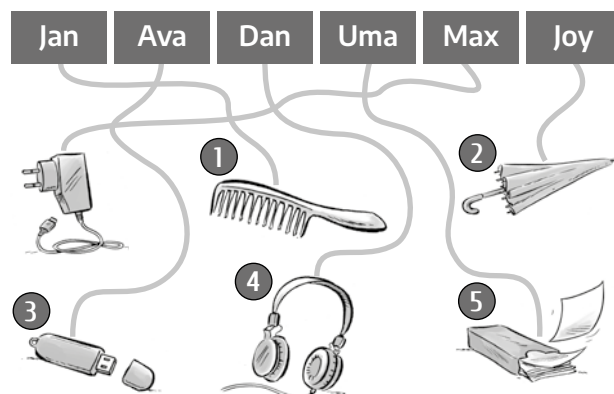
English	my	your	his	her	our	your	their
Polish	moje	1	2	3	4	5	6

4 ★★ Uzupełnij zdania przymiotnikami z ramki.

his ■ their ■ ~~our~~ ■ her ■ my ■ your

We're Kim and Katie. It's our computer.

- He's Tom. It's _____ ruler.
- You're Mrs Brown. They're _____ students.
- She's Daisy. They're _____ keys.
- They're Jim and Joe. It's _____ memory stick.
- I'm Emma. It's _____ sticky tape.

5 ★★★ Dopasuj przedmioty do osób. Napisz pytania z *Whose* oraz odpowiedzi.


Whose charger is it? It's Max's charger.

- _____
- _____
- _____
- _____
- _____

1 ★ Znajdź jeszcze 9 nazw ubrań.

I	L	D	S	A	N	D	A	L	S
O	T	R	O	U	S	E	R	S	H
V	E	E	W	E	H	A	S	R	I
H	R	S	E	S	O	C	K	S	R
W	S	S	N	I	R	A	I	I	T
J	A	C	K	E	T	P	R	N	G
E	S	H	O	E	S	A	T	R	T

2a ★★ Przeczytaj tekst. Dopasuj do niego brakujące ilustracje.

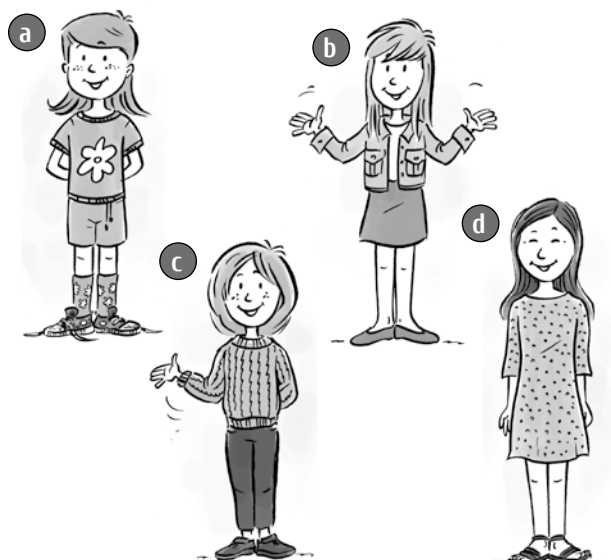


my fashion blog

This is Jenny's favourite skirt. But her jacket isn't comfortable. ↗¹ _____

Kitty's dress is nice and her sandals are new! ↗² _____

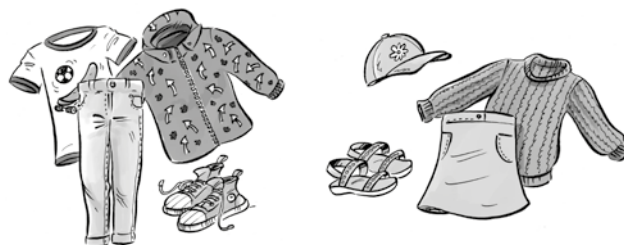
Lydia's T-shirt and shorts are very comfortable. Her trainers are old, but her socks are new. ↗³ _____

These are Lisa's favourite trousers. This is her new sweater and these are her new shoes. ↗⁴ _____


2b ★★ Przeczytaj ponownie tekst z ćwiczenia 2a. Zdecyduj, czy zdania 1-6 są prawdziwe (T = True), czy fałszywe (F = False). Zakreśl T lub F.

- The socks are new. T / F
- The jacket is comfortable. T / F
- They are Lisa's favourite trousers. T / F
- The sandals are old. T / F
- The T-shirt isn't comfortable. T / F
- The dress is nice. T / F

3 ★★★ Wybierz swój ulubiony zestaw ubrań i opisz te ubrania za pomocą przymiotników z ramki.


new ■ old ■ nice ■ cool ■ favourite
comfortable ■ not comfortable

My favourite clothes are my ...



Life skills: Critical thinking

Wpisz ceny nowych ubrań, które chcesz mieć. Następnie napisz, czy te ubrania są *expensive* (drogie), czy *not expensive* (niedrogie).

trousers: _____ złotych – _____
trainers: _____ złotych – _____
sweater: _____ złotych – _____
T-shirt: _____ złotych – _____

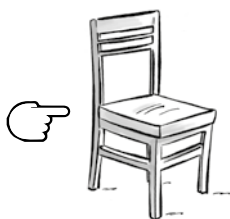


VIDEO 7

1 W każdym zdaniu wykreśl jeden niepasujący wyraz.

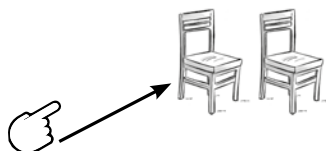
- 1 What are **these** / **those** / **that**?
- 2 **These** / **This** / **Those** shorts are very nice.
- 3 What is **that** / **this** / **these**?
- 4 **This** / **Those** / **These** are really cool shoes, Emma.
- 5 **Those** / **That** / **These** are Jack's trousers.

2 ★ Uzupełnij zdania. Wpisz *This*, *That*, *These* lub *Those*.



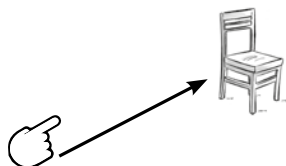
This is a chair.

1



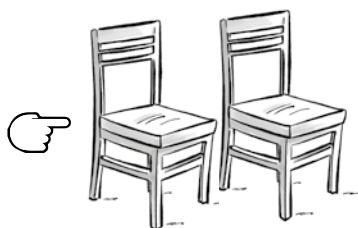
_____ are chairs.

2



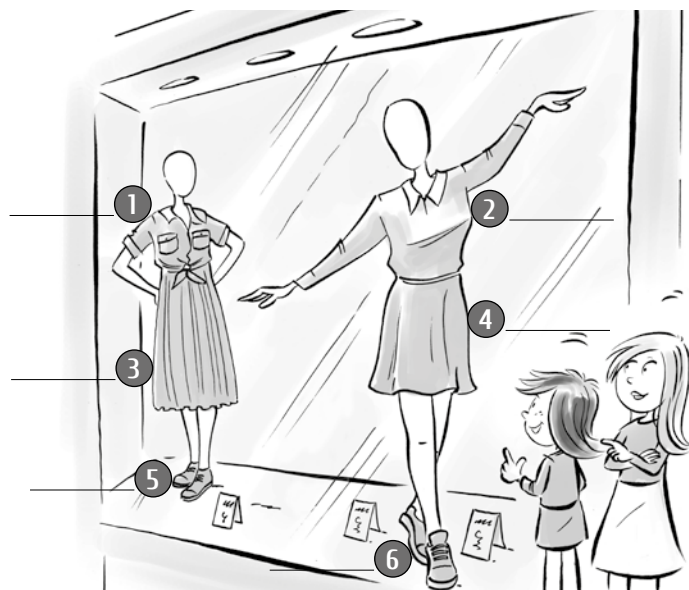
_____ is a chair.

3

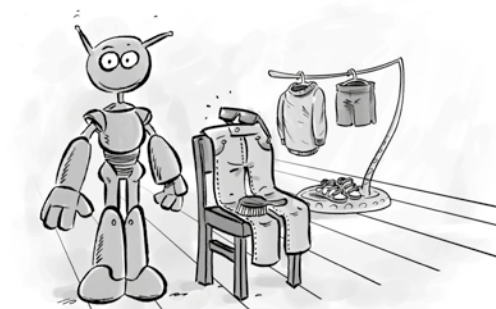


_____ are chairs.

3 ★★ 14 Posłuchaj nagrania. Napisz, jakiego koloru są ubrania z wystawy.



4 ★★★★★ Pomóż robotowi posprzątać ubrania Iggygo. Uzupełnij pytania oraz odpowiedzi.



What are these?

They are trousers.

1 _____ is a sweater.

2 _____ are glasses.

3 _____ are shorts.

4 _____ are sandals.

5 _____ is a hairbrush.

Useful!

Uzupełnij zdania właściwymi wyrazami.

It's a waste of



1 _____!

It's a waste of

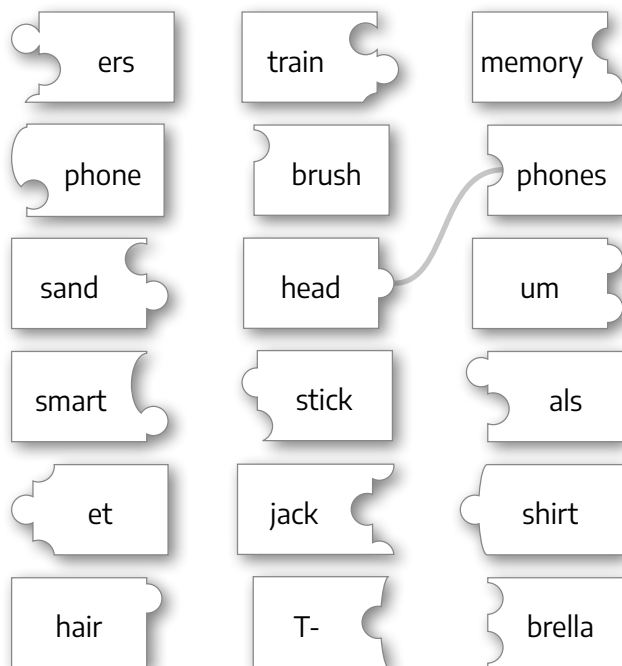


2 _____!





1 ★ Ułóż wyrazy z podanych puzzli.



headphones

2 ★★ Przeczytaj zagadki 1-4 i odgadnij części garderoby.

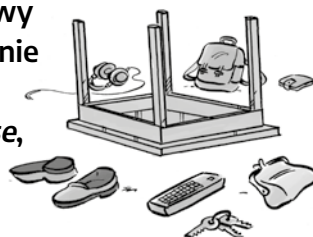


- It's Tom's. It isn't black and white.
It's a _____.
- They aren't Kathy's. They aren't white.
They are _____.
- They aren't Tom's. They aren't sandals.
They aren't black.
They are _____.
- It isn't a T-shirt. It isn't Tom's. It isn't white.
It's a _____.

3 ★★ Odgadnij, do kogo należy parasolka.



It's _____ umbrella.

4 ★★ Rozszyfruj nazwy przedmiotów. Następnie napisz, do kogo one należą. Użyj *this*, *these*, *that* oraz *those*.


Alex	Oliver	Helen
≡>•<↔≡↓↑>▶	▲>→↓▼>	▶♥≡↓↙←#•v
headphones		

Tabitha	Lucy	Henry	Alice
◆•←<→▼	▶≡↓>▶	Θ>○▶	↔◀▲▶▶>

Code:

A	B	C	D	E	F	G	H	I	J	K	L	M
•	#	♥	<	>	^	v	≡	◊	◊	Θ	←	→
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
↑	↓	↔	↓	▲	▶	▼	◀	◊	◆	☺	◦	☀

Those are Alex's headphones.

1 ★ Kto mówi te zdania: klient (C = Customer) czy sprzedawca (SA = Shop Assistant)?

It's £12.00. SA

1 Here you are.

2 How much are these headphones?

3 Thank you. Have a good day.

2 ★ Uzupełnij rozmowę w sklepie wyrazami z ramki.

are ■ Goodbye ■ Good morning
good day ■ It's

1 _____.
How much is this dress?

2 _____
twenty-five pounds.

Here you 3 _____.

Thank you.
Have a 4 _____.

Thank you. 5 _____.



3 ★★ 15 Posłuchaj nagrania. Uzupełnij paragon.

Jo Jo's Clothes

Trousers £1 _____

2 _____ £3 _____

TOTAL £4 _____

4 ★★★ Kup jedno z ubrań. Zapisz rozmowę ze sprzedawcą.



You: Good morning.

Shop Assistant: _____

You: _____

Shop Assistant: _____

You: _____

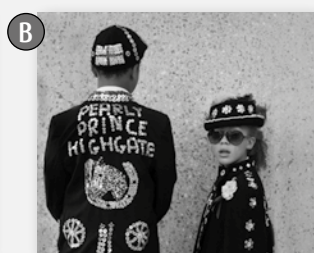


Quiz – Fantastic Clothes

1 Zakreśl właściwe odpowiedzi.

- 1 The Beefeaters' jackets are **comfortable** / **not comfortable**.
- 2 They are red, black and **gold** / **blue**.
- 3 At a fancy dress party, people's clothes are very **comfortable** / **funny**.
- 4 It's easy to make **a T-shirt** / **trousers** with fabric spray.
- 5 Celebrity clothes are **expensive** / **not expensive**.

2 Przeczytaj teksty 1-4 i dopasuj do nich zdjęcia A-D.



1 We are a Pearly King & Queen from London. Our clothes are very traditional but they aren't very comfortable. They are always black with lots of buttons on them. ☐

2 You can write your own message or draw a picture on this T-shirt! Then you can wipe it off and draw a different picture. This T-shirt is also a board. That's cool! ☐

3 This is Michael Jackson's cap. It's black with yellow writing on it. Michael Jackson's signature is on the cap. It's very expensive! ☐

4 I'm a crazy inventor! Do you like my clothes? I've got a white jacket and big glasses. They're funny! ☐



Glossary

button – guzik

wipe off – ścierać

3 Dopasuj do poniższych nagłówek teksty z ćwiczenia 2.

- Celebrity clothes Text 3
- Traditional clothes _____
- Funny clothes _____
- Unusual clothes _____



Around the world

Jakie tradycyjne stroje noszą Polacy?

Vocabulary & Speaking

1 ★ Dopasuj wyrazy do odpowiednich kategorii.

sweater ■ trainers ■ trousers ■ shorts
shoes ■ T-shirt ■ skirt ■ sandals ■ jacket



2 ★ Uzupełnij nazwy rzeczy osobistych.

- 1 m _ m _ _ _ s _ _ ck
- 2 h _ _ r _ r _ _ h
- 3 ch _ _ _ _ r
- 4 p _ r _ e
- 5 k _ _ s
- 6 w _ _ _ et
- 7 sm _ _ tp _ _ n _
- 8 c _ _ b
- 9 h _ _ dp _ _ _ es
- 10 t _ s _ _ _ s

3 ★★ Uzupełnij zdania brakującymi wyrazami. Ułóż wypowiedzi w odpowiedniej kolejności.

- ☐ B: Thank you. _____ a good day.
- ☒ A: Good morning. How _____ is this T-shirt?
- ☐ A: Thank you. Goodbye.
- ☐ A: Here you _____.
- ☐ B: It's £7.50.



Grammar

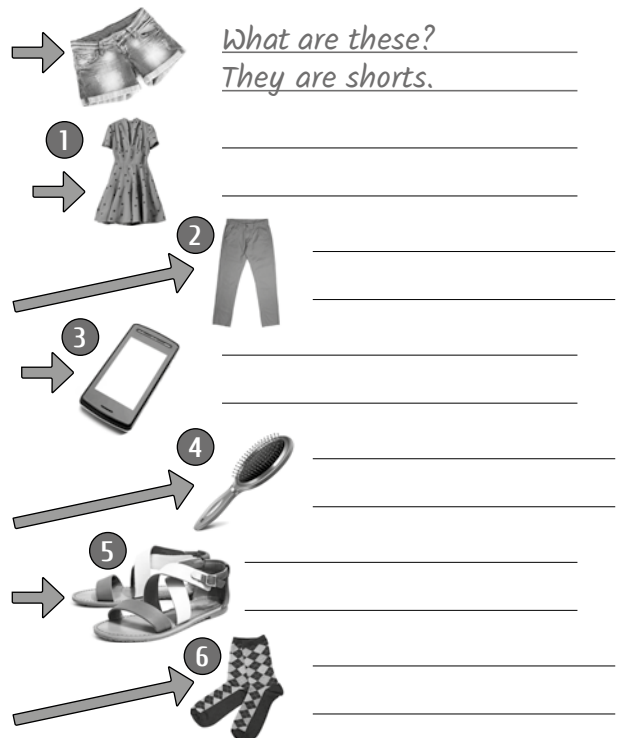
4 ★★ Uzupełnij zdania odpowiednią formą wyrazów w nawiasach.

It is his shirt. (he)

They are Polly's trainers. (Polly)

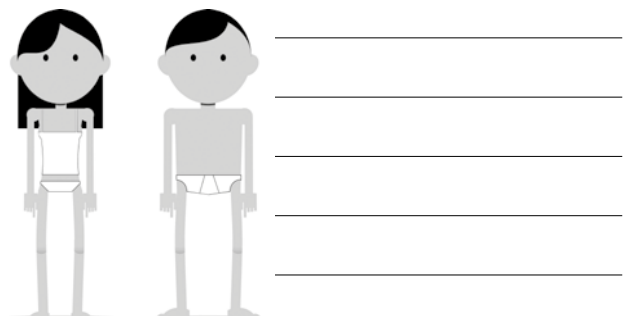
- 1 They are _____ glasses. (I)
- 2 She is _____ teacher. (they)
- 3 This is _____ classroom. (we)
- 4 It is _____ dress. (you)
- 5 This is _____ comb. (Martin)
- 6 They are _____ keys. (she)

5 ★★ Napisz pytania do ilustracji. Użyj *this*, *that*, *these* lub *those*. Następnie odpowiedz na pytania.



6 ★★★ Dorysuj chłopcu i dziewczynce ubrania i opisz je.

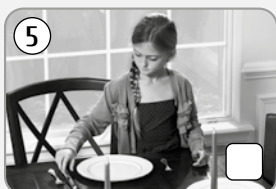
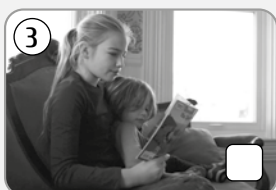
Her dress is pink and ...





Before you watch

- 1 Połącz wyrażenia ze zdjęciami. **Zakreśl** nazwy czynności, które wykonujesz w domu.



- A cooking dinner
- B reading a story to a brother or sister
- C walking the dog
- D washing the car
- E watering the plants
- F laying the table

While you watch

- 2 Obejrzyj film i sprawdź odpowiedzi w ćwiczeniu 1. Zdecyduj, czy zdanie o Marku jest prawdziwe (*T = True*), czy fałszywe (*F = False*). Zakreśl *T* lub *F*.

Mark is a helpful person.

T / F

- 3 Przeczytaj zdania i wybierz właściwe odpowiedzi. Następnie obejrzyj film ponownie i sprawdź odpowiedzi.

- 1 The dog is *shy* / *happy*.
- 2 The boy and his father are in the *garden* / *park*.
- 3 This is the *boy's* / *girl's* favourite story.
- 4 It's *breakfast* / *dinner* time in the girls' house.
- 5 Washing the car *is* / *isn't* hard work today.



Glossary

garden – ogród
help – pomagać

kitchen – kuchnia
mess – bałagan

After you watch

- 4 Przeczytaj wypowiedź Lucy. Następnie znajdź 3 błędy w polskim tłumaczeniu i popraw je.



I'm a quiet and helpful girl. I think watering plants or cooking dinner are fun, so I help my dad in the garden and my mum in the kitchen. Oh, my room is a mess, but I like it a lot.

Jestem zabawną i pomocną dziewczyną.

Uważam, że podlewanie roślin i robienie obiadu

to dobra zabawa, więc pomagam tacie w kuchni

i mamie w ogrodzie. W moim pokoju jest

bałagan, ale i tak bardzo go lubię.



Life skills

- 5 Dokończ poniższe zdanie na temat obowiązków domowych. Możesz skorzystać z wyrażen z ćwiczenia 1.

I think _____ and _____ are fun.

1 Połącz wiadomości 1-5 z odpowiedziami A-E.

1 ☐

LOL! These are
my new shoes.

2 ☐

Are you free tomorrow after school?

3 ☐

This is 4U.

4 ☐

You're clever, friendly and helpful –
you're my best friend. ❤️

5 ☐

My cousin from London is here!
BRB!

A

U2! ❤️

B

Wow! They're great! 😄 😄

C

A new laptop? THX, Dad! 😊

D

She's from London, but she's Polish, right?

E

OFC! CU at 4 o'clock. 😊

2 Połącz skróty z ich znaczeniami.

1 ☐ LOL2 ☐ 4U3 ☐ BRB4 ☐ U25 ☐ THX6 ☐ OFC7 ☐ CU

A For you. Dla ciebie.

B Be right back. Zaraz wracam.

C You too. Ty też.

D Of course. Oczywiście.

E Laughing out loud. Śmieję się na głos.

F See you. Do zobaczenia.

G Thanks. Dzięki.

Useful!

3 Spójrz na zdania: „4” i „D” w ćwiczeniu 1. Uzupełnij definicje wyrazami *and* i *but*.

1 Używamy _____, aby połączyć przeciwne lub zaskakujące informacje.

2 Używamy _____ do łączenia zdań i dodawania podobnych informacji.

4 Uzupełnij dialog wyrazami i skrótami z ramki.

but ■ and ■ OFC ■ CU
and ■ LOL ■ BRB ■ CU

Ana: Are you OK?

Josh: ¹ _____. And you?

Ana: Great. My new school is really nice ² _____ my English teacher is super cool.

Josh: I'm happy 4U.

Ana: She's very funny ³ _____ friendly. I'm very shy ⁴ _____ it's OK for her.

Josh: You? Shy? ⁵ _____!

Ana: Yes, I am. How's your school?

Josh: It's OK. Oh, somebody is at home. ⁶ _____.

Ana: OK.

Josh: It's my mum. It's time for dinner. ⁷ _____ tomorrow.

Ana: ⁸ _____.

5 Uzupełnij dialogi.

A How's your new English teacher?

She's _____ and
_____. I like her a lot! 😊

B I'm in the school football team!!!

I'm _____! 😊

C Is school over?

_____ but I want
to talk with my Maths teacher.

Are you hungry?

OK. Dinner is in the kitchen.

_____! You're great, mum. 😊

D Have a nice day.

_____ 😊

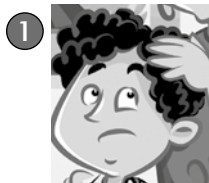
E _____ tomorrow.

CU, bye! 🙋

1 ★ Zakreśl właściwe wyrazy.



He is Lisa's **cousin** / **grandfather**.



He is Lisa's **father** / **cousin**.



He is Lisa's **great-grandfather** / **brother**.



She is Lisa's **grandmother** / **mother**.



She is Lisa's **uncle** / **sister**.

2 ★★ Dopasuj zdania do członków rodzin.

- | | |
|---|---------------------|
| She's my mother's mother. | a aunt |
| 1 He's my father's brother. | grandmother |
| 2 His father and mother are my father and mother. | b great-grandmother |
| 3 She's my father's sister. | c father |
| 4 She's my mother's grandmother. | d uncle |
| 5 He's my aunt's brother but he isn't my uncle. | e brother |

3 ★★ 16 Posłuchaj nagrania. Zdecyduj, czy zdania 1–6 są prawdziwe (T = True), czy fałszywe (F = False). Zakreśl T lub F.

- | | |
|--|-------|
| 1 Grace is Billy's mother. | T / F |
| 2 Sam and Eva are Billy's cousins. | T / F |
| 3 Jane is Billy's grandmother. | T / F |
| 4 Andrew is Eva and Sam's grandfather. | T / F |
| 5 Frank is 73 years old. | T / F |
| 6 Billy's grandmother is shy. | T / F |

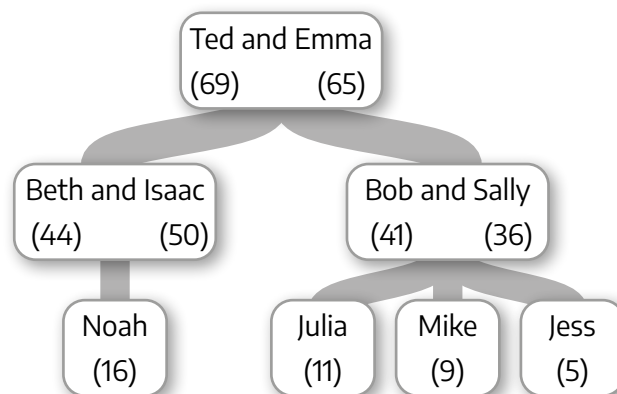


Phonics

17 Posłuchaj nagrania. Który dźwięk nie pasuje do pozostałych? Wykreśl niepasujące wyrazy.

- | | | | | | |
|---|-----|-----|------|----|-----|
| 1 | th | at | the | th | ree |
| 2 | mo | th | er | th | in |
| 3 | th | ir | teen | fa | th |
| 4 | gra | nd | fa | th | er |
| | th | ese | th | an | k |
| | you | | | | |

4 ★★ Wyobraź sobie, że jesteś Julią lub Mikiem. Opisz wszystkich członków swojej rodziny. Podaj ich wiek.



Jess is my sister. She's five years old.



BRAINY RYAN



▶ VIDEO 9

1 Wpisz *have we* właściwe miejsca w zdaniach.

- 1 We not got any pets.

- 2 I got a dog at home.

- 3 your grandparents got any animals at home?

- 4 They got a hamster.

- 5 you got a cat?

2 ★ Uzupełnij zdania odpowiednią formą czasownika *have got*. Jeśli to możliwe, użyj form skróconych.

I've got a pencil case.

- 1 My grandparents _____ a small house.
- 2 My sister and I _____ a dog.
- 3 The students _____ a new teacher.
- 4 We _____ a computer in our classroom.
- 5 You _____ a pink dress.

3 ★★ Uzupełnij ostatni rząd tabeli. Następnie uzupełnij zdania odpowiednią formą czasownika *have got*. Jeśli to możliwe, użyj form skróconych.

OUR PETS		
Jodie & Harry	✓	X
Tim & Hannah	X	✓
Me		

Jodie and Harry have got a dog.

- 1 They _____ a snake.
- 2 Tim and Hannah _____ a dog.
- 3 They _____ a snake.
- 4 I _____ a dog.
- 5 I _____ a snake.

4 ★★★ Popatrz na zdjęcia i napisz pytania. Spójrz na tabelę z ćwiczenia 3. i dopisz krótkie odpowiedzi.**Jodie and Harry**Have Jodie and Harry got a dog?Yes, they have.

1

**Tim and Hannah**

2



3

**Me**

4



5

**5** ★★★ Napisz 4 zdania o tym, jakie rzeczy masz, a jakich nie masz dziś w plecaku. Wykorzystaj wyrazy z ramki.

pen ■ socks ■ sharpener ■ rubber
cat ■ headphones ■ umbrella
memory stick

I've got a pen in my bag. I haven't got
a rubber in my bag.

**Life skills: Learning outside school**

Wyobraź sobie, że masz psa. Zakreśl nazwy rzeczy, z których się ucieśzysz.

food ■ water ■ place to sleep ■ love
regular exercise ■ company ■ chocolate

1 ★ Opisz swoje włosy.

	długość	rodzaj	kolor	
I've got				hair.

2 ★ Dopasuj ilustracje do opisów.



a long wavy fair hair



b long straight grey hair



long curly black hair



c short straight black hair



d short wavy grey hair



e short straight fair hair

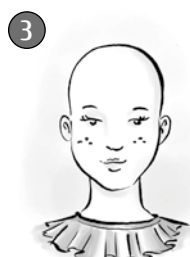
3 ★★ 18 Posłuchaj nagrania i dorysuj postaciom włosy.



Steve



Sophie



Gemma



Uncle Dan

4 ★★ Popatrz na ilustracje z ćwiczenia 3. i uzupełnij opisy włosów postaci.

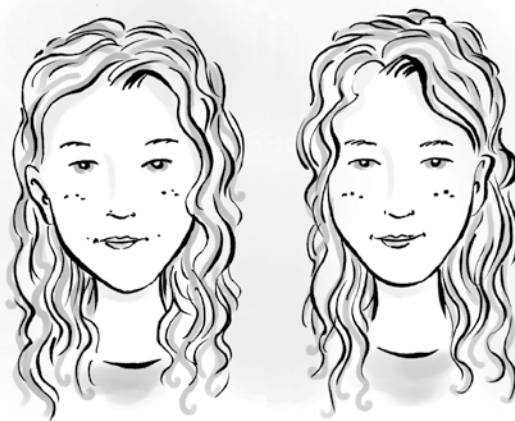
1 I'm Steve! _____

2 I'm Gemma! _____

3 I'm Sophie! _____

4 I'm Dan! _____

5 ★★★★★ Opisz siostry bliźniaczki. Wykorzystaj wszystkie wyrazy z ramki.


eyes ■ faces ■ hair ■ mouths
big ■ curly ■ long ■ short ■ straight
small ■ thin ■ wavy
black ■ grey ■ fair



1 Zakreśl właściwe wyrazy.

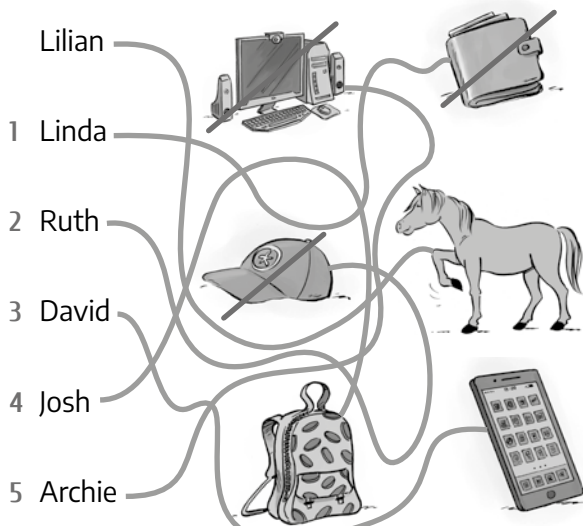
Uwaga! W jednym zdaniu obie opcje są poprawne.

- 1 She **has not** / **not has** got small ears.
- 2 **Your pet has** / **Has your pet** got small black eyes?
- 3 **He's got** / **He has got** a nice T-shirt.
- 4 My brother **hasn't** / **not has** got long hair.
- 5 **Has she** / **She has** got beautiful green eyes.



▶ VIDEO 10

2 ★ Napisz, kto co ma lub czego nie ma. Użyj form skróconych.



Lilian's got a horse.

- 1 Linda _____
- 2 Ruth _____
- 3 David _____
- 4 Josh _____
- 5 Archie _____

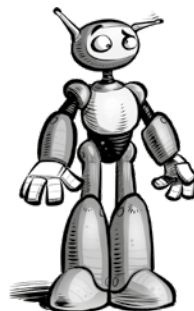
Useful!

Uzupełnij zdania.

Help! What ¹ _____?

What ² _____!
Imogen isn't happy.


3 ★★ Popatrz na robota Iggyego. Napisz pytania o jego wygląd i dopisz krótkie odpowiedzi.



Robot / big eyes

Has Robot got big eyes?
Yes, he has.

1 he / a nose

2 he / small feet

3 he / big hands

4 he / long hair

5 he / two legs

4 ★★★ Opisz włosy oraz ubrania Ellie, Eddiego i Iggyego. Wykorzystaj wszystkie podane wyrazy.


long ■ short ■ straight ■ black
a dress ■ a skirt ■ a jacket

She's got _____

She hasn't got _____


shorts ■ a T-shirt ■ short
straight ■ fair ■ trousers

short ■ straight ■ black ■ fair
a sweater ■ trousers



- 1 ★ Znajdź nazwy 8 członków rodziny oraz 8 słów, za których pomocą można opisać włosy, i zakreśl je.

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

- 2 ★★ Ułóż zdania twierdzące ☒ i przeczące ☐ z czasownikiem *have got* w odpowiedniej formie. Następnie podpisz ilustracje a-f odpowiednimi imionami.

- Max / ☐ / black hair
- Tommy / ☒ / curly hair
- Lewis / ☐ / short hair
- Millie / ☐ / long hair
- Lucy / ☒ / wavy hair
- Christine / ☐ / fair hair



a _____



d _____



b _____



e _____

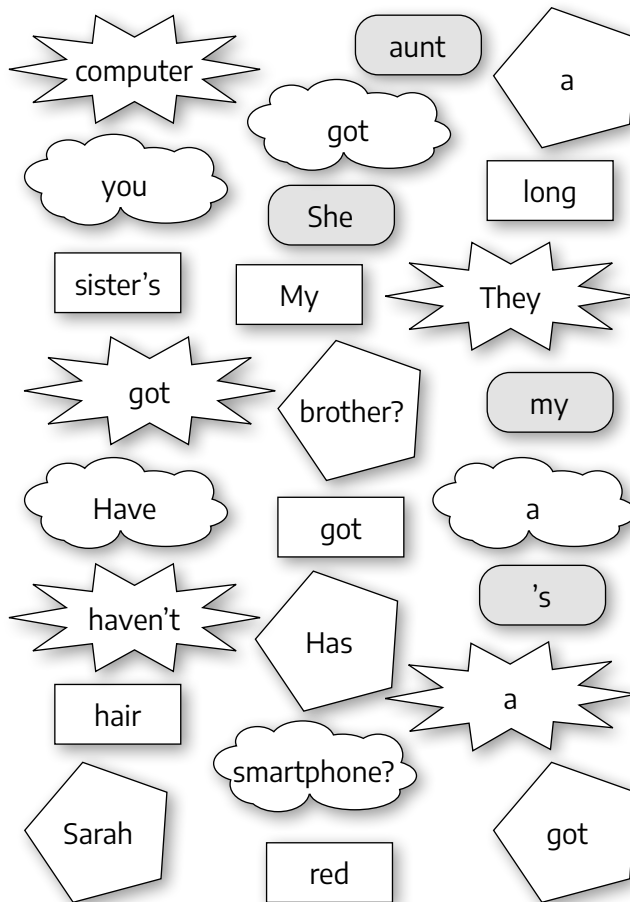


c _____



f _____

- 3 ★★ Ułóż 5 zdań z wyrazów znajdujących się na takich samych polach.



- _____
- _____
- _____
- _____
- _____

- 4 ★★★ Z podanych elementów ułóż 4 zdania. Każdego elementu można użyć więcej niż raz.

Jake	We	Have	Has
your uncle	you	has	haven't
got	got	got	got
a big house.	a pet dog?	a red jacket.	grey hair?

- _____
- _____
- _____
- _____

1 ★ Zakreśl właściwe wyrazy.

- Grace: Welcome ¹ **to / at** my house.
- Ray: Thank you.
- Grace: ² **This / That** is my father.
- Ray: Hello, Mr Hunter. My name's Ray.
- ³ **What / How** are you?
- Mr Hunter: I'm ⁴ **well / fine**, thank you, Ray.
- And you?
- Ray: I'm fine too.
- Mr Hunter: Have a ⁵ **chair / seat** and ⁶ **help / make** yourself to the sandwiches.
- Ray: Thank you.

2 ★★ Co powiesz w sytuacjach 1-5? Uzupełnij zdania.

- 1 Chcesz poczęstować gościa kanapkami.

H _____ y _____
to the sandwiches.

- 2 Chcesz kogoś zapytać, jak się ma.

H _____ are
y _____ ?

- 3 Witasz gościa w swoim domu.

W _____
my house.

- 4 Proponujesz koledze, by usiadł.

H _____
a s _____ .

- 5 Przedstawiasz swoją mamę / swojego tatę.

T _____ is my
m _____ / f _____ .



3 ★★ 19 Posłuchaj nagrania i zaznacz właściwe odpowiedzi.

- Ben and Jeff are at _____.
a Ben's house
b Jeff's house
c Josephine's house
- Josephine is Ben's _____.
a mother
b aunt
c sister
- Josephine says *Help yourself to the*: _____.

- a cake  b biscuits  c pizza 

4 ★★★ Wybierz dowolne odpowiedzi do pytań 1-3. Na ich podstawie uzupełnij rozmowę między Millie i Alice.



- Where are Millie and Alice?
• at Millie's house
• at Millie's flat
• at Millie's grandmother's house
- Who is there?
• Millie's uncle, Jim
• Millie's mother, Mrs Turner
• Millie's father, Mr Turner
- What food is there?
• cake
• biscuits
• pizza

- Millie: Welcome _____
- Alice: Thank you.
- Millie: This is _____
- Alice: _____
- _____ : Hello, Alice, _____ ?
- Alice: _____
- _____ : _____
- Alice: Thank you.



Quiz – Robots

1 Pamiętaj, jakie są rodzaje robotów? Uzupełnij zdania wyrazami z ramki.

Medical (x2) ■ Factory (x2) ■ Space (x2)

1 _____ robots go to other planets.

2 _____ robots are in hospitals.

3 _____ robots have got cameras.

4 _____ robots have got hands and arms.

5 _____ robots give you medicine.

6 _____ robots make cars.

2 Przeczytaj teksty o robotach. Uzupełnij zdania wyrazami z ramki.



Companion robots

A companion robot is a robot in your home. In the morning it says *Hello* to you! It plays music. It does lots of different things in your home.



Therapy Robots

Some hospitals have got therapy robots. This therapy robot is called the PARO robot. It has got a white body and big eyes. It looks like a seal so it has got very small ears.



Robot pets

Some people have got robot pets. Robot dogs and robot cats are popular. A robot pet is great for old people because it is easy to look after.



Cleaning robots

This robot hasn't got any arms or legs. It moves around your house and cleans the floors, even when you are not at home.

music ■ eyes ■ floor ■ easy

- 1 PARO has got big _____.
- 2 The cleaning robot cleans the _____ in your house.
- 3 A companion robot plays _____.
- 4 It is _____ to look after a robot pet.



Glossary

look after – opiekować się
clean the floor – czyścić podłogę
seal – foka

3 Przeczytaj zdania 1–4 i odgadnij, których robotów z ćwiczenia 2. one dotyczą.

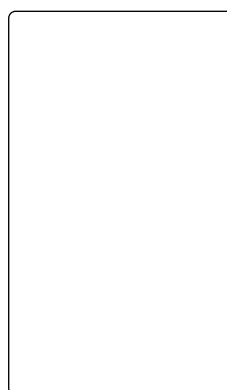
1 Oh, it's so beautiful. Look at its big eyes!

2 Good morning! Here is some beautiful music.

3 Look! My floor is really clean!

4 Sit! Sit! Good dog!

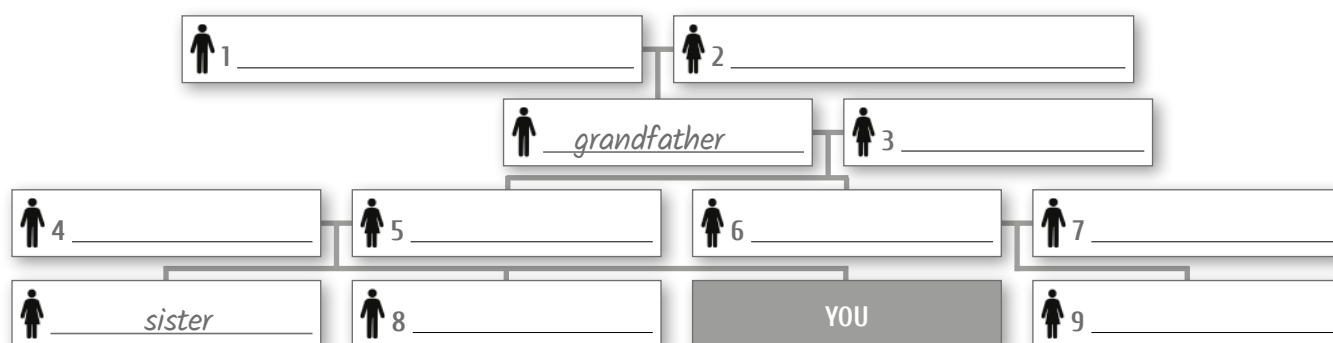
4 Wymyśl własnego robota i narysuj go.
Napisz o nim przynajmniej cztery zdania.



My robot is called

Vocabulary & Speaking

1 ★ Wpisz nazwy członków rodziny.



2 ★★ Uzupełnij górę wyrazową.

hair

hair length:

s _____ l _____

hair type:

w _____ c _____ s _____

hair colour:

g _____ r _____ f _____ b _____

3 ★★★ Ułóż zdania w odpowiedniej kolejności.

- ☐ I Welcome to my house.
- ☐ I'm fine too.
- ☐ Thank you. I love pizza!
- ☐ This is my mother.
- ☐ Thank you.
- ☐ I'm fine, thank you, Leila. And you?
- ☐ Hello, Mrs Benson. My name's Leila. How are you?
- ☐ Have a seat and help yourself to the pizza.

5 ★★★ Napisz, co mają lub czego nie mają osoby z ćwiczenia 4. Jeśli to możliwe, użyj form skróconych.

- 1 *Ola hasn't got a pet snake.*
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

6 ★★★ Popatrz na ilustrację Julii i Jamesa. Opisz ich wygląd (rodzaj, długość i kolor włosów) oraz to, co mają (przedmioty i zwierzęta).



Grammar

4 ★ Zaznacz właściwe wyrazy.

- 1 A: **Have / Has** Ola got a pet snake?
B: No, she **haven't / hasn't**.
- 2 A: **Have / Has** Kath and Tom got a new car?
B: Yes, they **have / has**.
- 3 A: **Have / Has** Billy got short red hair?
B: Yes, he **have / has**.
- 4 A: **Have / Has** you got five cats?
B: No, I **haven't / hasn't**.
- 5 A: **Have / Has** your cousins got a big house?
B: Yes, they **have / has**.
- 6 A: **Have / Has** I got a new teacher?
B: No, you **haven't / hasn't**.

Vocabulary

1 Wpisz wyrazy z ramki we właściwe miejsca.

charger ■ cousin ■ dress ■ fair
great-grandmother ■ grey
hairbrush ■ key ■ purse ■ red
short ■ skirt ■ sock
straight ■ trainers ■ wavy

- 1 Hair length: _____
- 2 Hair types: _____
- 3 Hair colour: _____
- 4 Family members: _____
- 5 Possessions: _____
- 6 Clothes: _____

2 Popatrz na zdjęcie. Przeczytaj opis i zaznacz właściwe wyrazy.



This is my ¹ **aunt / brother**. She's got ² **short / long** hair. It's ³ **grey / black** and ⁴ **straight / curly**. Her ⁵ **jacket / skirt** is grey and her ⁶ **shorts / trousers** are black. She's got a ⁷ **smartphone / memory stick**.

Grammar

3 Popatrz na zdjęcia. Ułóż pytania i napisz odpowiedzi. Użyj właściwej formy czasownika be oraz *this, that, these* lub *those*.



Henry
Whose shorts are these?
They're Henry's shorts.



1 Paul



2 Mark



3 Jodie



4 Astrid



5 Lauren

4 Przeczytaj list i zaznacz właściwe wyrazy.

Hi Felix,

¹ **My / Their** family isn't very big.

I ² **'s / 've** got one brother but

I ³ **hasn't / haven't** got a sister. I ⁴ **'s / 've** got wavy brown hair and grey eyes.

⁵ **Your / My** brother ⁶ **'s / 've** got short brown hair. He ⁷ **hasn't / haven't** got grey eyes. He ⁸ **'s / 've** got blue eyes.

We ⁹ **'s / 've** got a dog and two cats.

¹⁰ **Their / Our** dog is called Bowes and

¹¹ **his / her** nose is very long but he's beautiful!

¹² **Your / Our** cats are called Tippy and Tappy. They ¹³ **'s / 've** got big blue eyes.

¹⁴ **Their / Our** hair is white and they are very small.

What about you? ¹⁵ **Has / Have** you got a pet? ¹⁶ **Has / Have** your friends got pets?

Write soon!

Bob

At the shops

5 Uzupełnij dialog.

A: G _____ m _____. H _____ m _____ are these trousers?

B: They _____ £17.50.

A: T _____ you. And h _____ m _____ is this T-shirt?

B: It _____ £8.75.

A: H _____ you a _____.

B: T _____ you. H _____ a good d _____.

A: T _____ you. G _____.



At a friend's house

6 Ułóż zdania w odpowiedniej kolejności.

- ☐ Hello, Mr Price. My name's Will. How are you?
- ☐ I'm fine too.
- ☐ Thank you.
- ☐ I'm fine, thank you, Will. And you?
- ☒ 1 Welcome to my house.
- ☐ Thank you.
- ☐ This is my father.
- ☐ Have a seat and help yourself to the cake.

Useful!

7 Uzupełnij wypowiedzi wyrazami z ramki.



disaster ■ happening
waste of time
waste of money ■ go

- 1 A: This jacket is £500.
B: £500! It's a _____!
- 2 A: Look! This is my new invention.
B: It isn't a good invention. It's a _____!
- 3 A: I'm not happy! Your robot hasn't got a brain.
B: Oh dear. What a _____!
- 4 Stand up and find my robot! 1, 2, 3, _____!
- 5 A: Oh no! Robot's hat is on Imogen's head.
B: Help! What's _____?

Listening

8 20 Posłuchaj nagrania. Zdecyduj, czy zdania 1-6 są prawdziwe (T = True), czy fałszywe (F = False). Zakreśl T lub F.

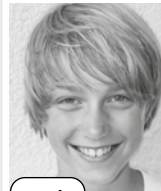
- 1 Marie's got a hairbrush in her bag. T / F
- 2 She hasn't got a smartphone. T / F
- 3 Her charger is in her bag. T / F
- 4 Dave's got two books in his bag. T / F
- 5 His smartphone is at home. T / F
- 6 He's got a remote in his bag. T / F

Reading

9 Przeczytaj artykuł. Uzupełnij zdania 1-5.

Wpisz: *Jack, Ada* lub *Ed*.

What are your favourite possessions?



Jack

My favourite things are my smartphone, my headphones and my new jacket. My jacket is really cool. It's blue and black. I haven't got a computer but I have got a memory stick!



Ada

I've got an old jacket. It's very comfortable and I ♥ it! It's my favourite thing. I haven't got a smartphone or a computer or headphones, but I've got a beautiful pet snake. It's long and green and very friendly. But is a snake a thing? My snake is my friend!



Ed

My T-shirt is really cool. It's black and it's very old. And I've got a new computer. It's amazing! I haven't got headphones, but I've got an orange and white smartphone. I like all my things!

- 1 _____ and _____ haven't got a computer.
- 2 _____ has got a new jacket.
- 3 _____ and _____ haven't got headphones.
- 4 _____ hasn't got a smartphone.
- 5 _____ has got an old T-shirt.

Writing

10 Napisz, jakie są twoje ulubione przedmioty, ubrania oraz zwierzęta domowe. Napisz też, jakich przedmiotów/zwierząt nie masz.

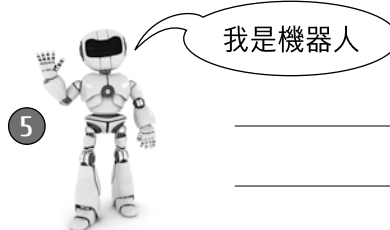
1 ★ Zakreśl właściwe wyrazy.

- 1 climb *trees / jokes*
- 2 do *skateboard tricks / a car*
- 3 tell *a bicycle / jokes*
- 4 speak *trees / English*
- 5 ride *skateboard tricks / a bicycle*
- 6 drive *a car / English*

2 ★ Uzupełnij zwroty.

- 1  t _ _ _ j _ _ e _
- 2  cl _ _ _ t _ _ _ s
- 3  s _ _ _
- 4  d _ _ v _ a c _ _
- 5  d _ sk _ _ _ _ a _ _
t _ i _ _ _
- 6  f _ _ _
- 7  sp _ _ _ En _ _ _ _ _
- 8  s _ _ _ _
- 9  r _ _ e a b _ _ _ c _ _

3 ★★ Napisz, co potrafią robić zwierzęta, dziecko oraz robot.



4 ★★★ 22 Przeczytaj zasady gry w Activity bingo. Posłuchaj nagrania i zagraj w grę.

How to play Activity Bingo

Activity Bingo is a simple version of the Bingo game. First, make your bingo card – write B I N G O at the top, and draw five pictures of activities from Lesson 1, one picture under each letter. Then play the track and listen. When you hear an activity that you have on your bingo card, cross it out (X). When you cross out all five pictures, shout BINGO!

Phonics

- 21 Posłuchaj nagrania. Zakreśl wyrazy, w których *i* wymawia się tak samo jak w słowie *swim*.

swim trick drive ride in six sister
bird girl fish white pink kind listen



BRAINRY RYAN



VIDEO 11

1 Uzupełnij zdania czasownikami z ramki.

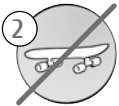
climb ■ play ■ do ■ ride ■ play

- 1 She can _____ a bicycle very fast.
- 2 My best friend can't _____ chess very well.
- 3 Jack can _____ skateboard tricks.
- 4 You can't _____ trees.
- 5 A lot of boys can _____ football.

2 ★ Popatrz na ilustracje i uzupełnij zdania. Wpisz odpowiednią formę czasownika *can* oraz nazwy czynności.


Sophia can ride a bicycle.


I _____.



My dog _____ skateboard tricks.



We _____.



They _____ a car.



You _____ Chinese.

4 ★★ Uzupełnij zdania zgodnie z informacjami w tabeli.

✓ = can X = can't ✓✓ = can very well

	swim fast	ride a bicycle	climb trees
Diana	✓	X	✓✓
George	X	✓✓	✓

Diana can swim fast.

- 1 She _____ a bicycle.
- 2 She _____.
- 3 George _____.
- 4 He _____.
- 5 He _____.

5 ★★★ Uzupełnij tabelę informacjami o sobie i koledze/koleżance. Opisz, co potraficie lub czego nie potraficie robić.

✓ = can X = can't ✓✓ = can very well

	run fast	tell funny jokes	dance
Me			
My friend			

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

3 ★★ 23 Posłuchaj nagrania i uzupełnij zdania odpowiednią formą czasownika *can*.



- 1 Cheetahs _____ run very fast.
- 2 They _____ climb trees very well.
- 3 They _____ swim quickly.

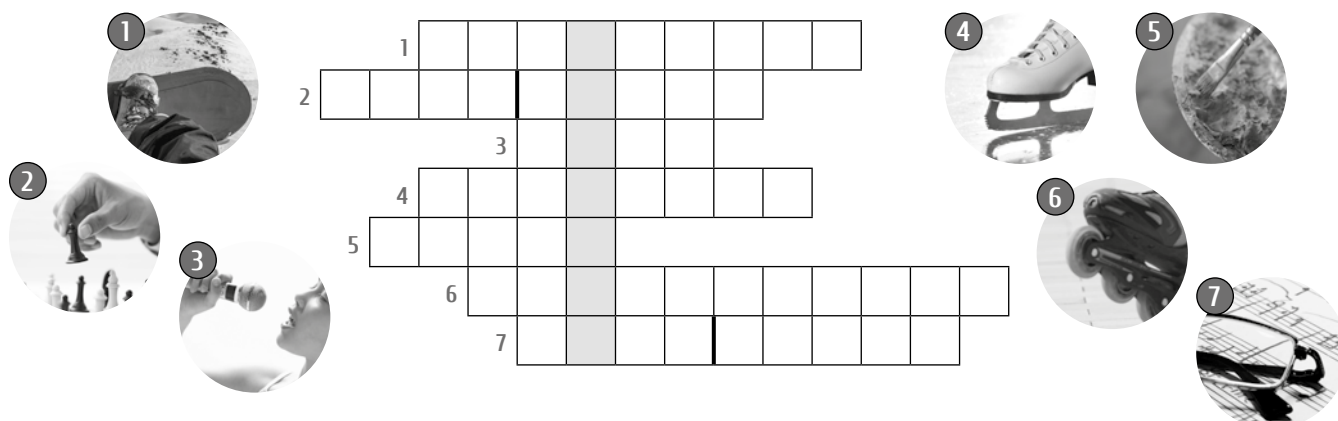


- 4 Bears _____ climb trees very well.
- 5 They _____ swim fast.
- 6 They _____ run quickly.



- 7 Penguins _____ fly.
- 8 They _____ swim very well.
- 9 They _____ run very fast.

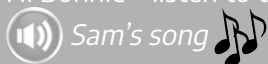
1 ★ Rozwiąż krzyżówkę i odgadnij hasło.



The mystery activity is: _____

2 ★★ Przeczytaj rozmowę Bonnie i Sama. Napisz, kto potrafi wykonywać czynności, przedstawione na zdjęciach 1-5.

Sam: Hi Bonnie – listen to this!

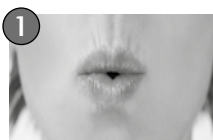


Bonnie: Wow Sam! You can whistle very well.

Sam: Thank you! I love music. I can play the piano and I can sing, but I can't read music. How about you?

Bonnie: I can't read music. I can sing, but I can't sing very well! I can't play the piano, but I can play chess!

Sam: I love chess too! My father and I can play it very well.


3 ★★ Uzupełnij tekst poprawną formą czasownika *can* oraz nazwami czynności, przedstawionymi na ilustracjach.

My brother ☒ 1 _____ very

well and he ☒ 2 _____.

He ☒ 3 _____ and he

☒ 4 _____. My sister

☒ 5 _____ but she

☒ 6 _____.

I ☒ 7 _____

but I ☒ 8 _____ very well.

4 ★★ Wybierz ze swojej rodziny trzy osoby i napisz, co potrafią robić, a czego nie.

**BRAINY RYAN**

▶ VIDEO 12

1 Uzupełnij odpowiedzi.*Can she paint?*Yes, ¹ _____.*Can they help Ryan?*No, ² _____.*Can he cook?*Yes, ³ _____.
*He's a very good cook.**Can you play
an instrument?*No, ⁴ _____.*Can we do it?*Yes, ⁵ _____.**2** ★★ Przeczytaj zdania 1–4 i ułóż do nich pytania. Następnie napisz krótkie odpowiedzi.She can sing. *Can she sing? Yes, she can.*

1 He can't play the piano. _____

2 We can't cook. _____

3 They can snowboard very well. _____

4 I can't drive a car. _____

**Life skills: Learning new skills****Zdobywanie nowych umiejętności jest bardzo ważne. Zaznacz (✓) czynności, których chcesz się nauczyć w klasie 4.**

- ☐ whistle
- ☐ play the guitar
- ☐ write a computer game
- ☐ play chess
- ☐ paint pictures of animals
- ☐ ski
- ☐ rollerblade

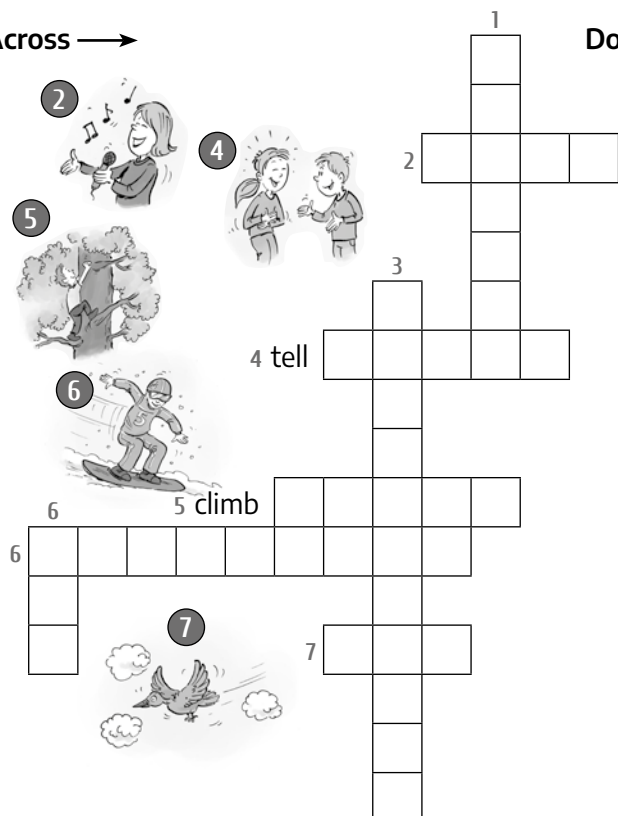
3 ★★ Uzupełnij dialog. Napisz pytania i krótkie odpowiedzi.Abi: *Can you whistle*, Ted?Ted: *Yes, I can*. I can whistle very well.Abi: ¹ _____ pictures of animals?Ted: ² _____. I can paint pictures of people, but I can't paint pictures of animals.Abi: ³ _____?Ted: ⁴ _____. My brother can rollerblade fast!Abi: ⁵ _____?Ted: ⁶ _____. My cousins can't ice-skate but they can ski.**4** ★★ Pomóż robotowi Iggy'emu zadać poprawne pytania z *What* oraz czasownikiem *can*. Użyj wyrazów z ramki.cook ■ drive ■ paint
play ■ speak ■ climb(you) *What can you climb*? Trees.1 (Iggy) _____?
A car.2 (they) _____?
English and Polish.3 (I) _____?
Pictures of my friends.4 (Imogen) _____?
The piano.5 (Ellie) _____?
Pasta dishes.**Useful!****Co powiesz w sytuacjach 1–3?
Uzupełnij zdania.**1 Ktoś upuścił świeże jajko na podłogę.
W _____ a _____!2 Czujesz się okropnie.
I _____ a _____.3 Widzisz, że ktoś się zaraz potknie o kota.
W _____ o _____!



1 ★ Rozwiąż krzyżówkę.

Across →

Down ↓



3 ★★ Odnajdź błędy w zdaniach i napisz poprawne zdania.

Amazing Animal Abilities

Penguins can fly!

Penguins can't fly.

1 Monkeys can't climb trees very well.

2 Dogs can whistle.

3 Fish can ride a bicycle.

4 Cheetahs can't run fast.

5 Hippopotami can jump.

2 ★★ Odgadnij, o jakich czynnościach mówi Freddie. Wykorzystaj wyrazy z ramki.

car ■ cook ■ English ■ fly
ice-skate ■ music ■ the piano

1 I can do this because I've got special shoes.

You can

2 I can read this, but it isn't a magazine and it isn't a book.

3 I can play this, but it isn't chess.

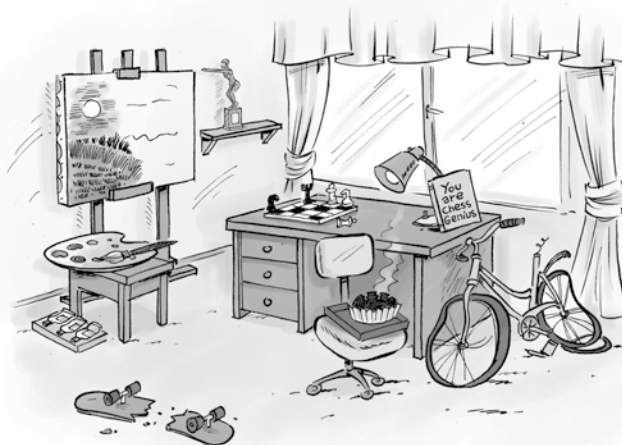
4 I can't do this and you can't do this but a bird can do this. It

5 I can drive this.

6 I'm hungry! But that's not a problem.

7 We can speak this language!

4 ★★★ Popatrz na ilustrację i odgadnij, jakie 3 czynności Freda potrafi wykonywać oraz 3, których nie umie. Następnie napisz pytania i krótkie odpowiedzi.


Can she do skateboard tricks? No, she can't.


1 ★ Ułóż zdania w odpowiedniej kolejności.



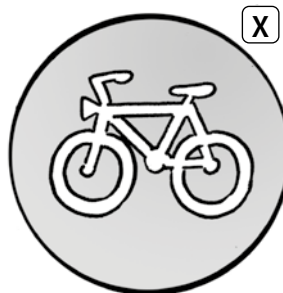
- ☐ Yes, what is it?
☐ Yes, of course.
☐ Can I read my book, please?
☐ Thank you!
☒ Excuse me, Mrs Carter.

2 ★★ 24 Posłuchaj nagrania. Co chłopiec może robić, a czego nie? Uzupełnij zdania.


He can

He can't

3 ★★ Popatrz na ilustracje i uzupełnij rozmowę.


Anna: Excuse me, Mr Taylor?

Mr Taylor: What ¹ _____?

Anna: ² _____ bicycle?

Mr Taylor: ³ _____, _____ .

Anna: Oh, ⁴ _____ pity.

⁵ _____ football?

Mr Taylor: Yes, ⁶ _____ .

Anna: Thank you.

4 ★★★ Uzupełnij rozmowę ze swoim nauczycielem. Wybierz dwie czynności i zapytaj, czy możesz je wykonać. Następnie napisz odpowiedzi nauczyciela oraz swoje reakcje.

sing a song ■ climb on the desk
listen to music ■ draw a picture
play ■ call my friends
read a magazine ■ tell a joke

Me: Excuse me, _____

Teacher: _____ ?

Me: _____ ?

Teacher: _____

Me: _____ .

And _____ ?

Teacher: _____

Me: _____ .



Quiz – Yosemite National Park

1 Sprawdź, co pamiętasz na temat Parku Narodowego Yosemite. Uzupełnij zdania wyrazami z ramki.

dangerous ■ eagles ■ food ■ mountains ■ picnics ■ waterfalls ■ year

- 1 You can see bears and bald _____ at Yosemite.
- 2 You can camp and have _____ there.
- 3 You can't leave _____ on the tables.
- 4 4 million people visit Yosemite every _____.
- 5 You can visit beautiful _____ and climb _____ there.
- 6 The bears can be _____.

2 Przeczytaj tekst o Parku Narodowym Kakadu. Wybierz właściwe wyrazy w zdaniach 1–5.

Kakadu National Park



Kakadu is a beautiful National Park in Australia. It is very big – the same size as Slovenia.

You can see amazing Aboriginal paintings on rocks in Kakadu. The paintings on the rocks are 20,000 years old! You can look at the rock art but you can't touch the rocks.

You can walk, you can camp and you can watch the beautiful birds. More than 250 types of birds live in Kakadu National Park. You can see tall trees and amazing waterfalls. You can ride a bike and you can drive a car in the National Park.

You can go in a boat but you can't swim in some parts of the Park because crocodiles live in Kakadu. They are very dangerous! You can also see kangaroos. They can jump and move very fast!

- 1 Kakadu is in **Slovenia** / **Australia**.
- 2 The rock paintings are very **old** / **small**.
- 3 You can't **swim** / **go in a boat** in some parts of Kakadu.
- 4 You **can** / **can't** see kangaroos in Kakadu.
- 5 Many different types of **birds** / **bears** live in Kakadu.

3 Przeczytaj tekst z ćwiczenia 2. jeszcze raz. Odpowiedz na pytania.

- 1 How old are the Aboriginal paintings?

- 2 Can you touch the rocks?

- 3 How many types of birds live in Kakadu National Park?

- 4 Name two animals in Kakadu.

_____ and _____

- 5 What can you do in Kakadu? Name two activities.

_____ and _____



Around the world

Popatrz na herb Australii. Jakie zwierzęta na nim są?



Vocabulary & Speaking

1 ★ Znajdź nazwy 10 czynności i zakreśl je.

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

2 ★★ Z każdego zestawu wykreśl jeden niepasujący wyraz.

- 1 play **the piano** / skateboard / chess
- 2 read **music** / a book / films
- 3 speak **the USA** / English / Chinese
- 4 climb **mountains** / trees / jokes
- 5 cook **pictures** / pasta / spaghetti

3 ★★★ Uzupełnij zdania wyrazami z ramki. Ułóż wypowiedzi w odpowiedniej kolejności.

can ■ can't ■ me ■ pity
tricks ■ what ■ you

- ☐ Can I do skateboard _____ in the park?
- ☒ 1 Excuse _____, Mrs Price.
- ☐ Oh, that's a _____. Can I rollerblade?
- ☐ Thank _____!
- ☐ No, you _____.
- ☐ Yes, you _____.
- ☐ Yes, _____ is it?



Grammar

4 ★★ Ułóż wyrazy w odpowiedniej kolejności.

- 1 your Can fast sister run ?

- 2 very swim I quickly can't .

- 3 teacher Our sing loudly can very .

- 4 speak You Chinese can't .

- 5 they What can climb ?

- 6 paint you What can ?

5 ★★★ Przeczytaj tekst. Ułóż pytania i napisz krótkie odpowiedzi.



My family loves sport. I can swim very fast. My sister can rollerblade very well, but she can't dance. My brother can't run very fast but he can ski and he can ice-skate.

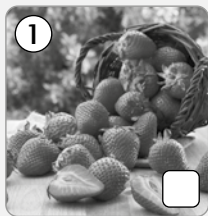
you / swim fast Can you swim fast?
Yes, I can.

- 1 sister / rollerblade? _____
- 2 sister / dance? _____
- 3 brother / run fast? _____
- 4 brother / ice-skate? _____
- 5 brother / ski? _____



Before you watch

- 1 Połącz nazwy owoców ze zdjęciami. **Zakreśl** nazwy owoców, które lubisz.



- A kiwi D melon
B banana E orange
C strawberry F watermelon

While you watch

- 2 Obejrzyj film i sprawdź odpowiedzi w ćwiczeniu 1. Zaznacz dwie poprawne odpowiedzi na poniższe pytanie.

What has Mark got for Chloe?

- A A banana and an orange.
B Something sweet and crunchy.
C A delicious dessert.
D A fruit dolphin and crab.

- 3 Połącz początki zdań 1–6 z ich zakończeniami A–F. Następnie obejrzyj ponownie film i sprawdź odpowiedzi.

- | | |
|-----------------------------|------------------------------|
| 1 Chloe thinks that | A on a pancake. |
| 2 Mark believes that | B amazing. |
| 3 The strawberries are | C a kiwi and banana dessert. |
| 4 The palm trees are | D fruit is boring. |
| 5 The apple crab dessert is | E on the watermelons. |
| 6 There are flowers | F eating fruit can be fun. |

After you watch

- 4 Przeczytaj wpis na blogu i uzupełnij dialog.

Creative with fruit!



I love fruit and I can eat it every day. I love being creative with fruit – there are many different shapes, sizes and of course colours! For example, I can make banana dolphins or apple crabs but my favourite creative fruit dessert is a banana, apple and kiwi palm tree. My big sister can make flowers on watermelons. I think it's amazing. How about you? What creative desserts can you make?

Mel

Czytałaś nowy wpis na blogu Mel?

Nie. O czym jest?

O ¹ _____ z owoców.

Serio? Co o nich pisze?

Że bardzo lubi tworzyć z ² _____ różne kształty. Jej ulubiony deser to palma z bananów, ³ _____ i kiwi.

Pycha! A, jak zwykle, pisze coś o swojej siostrze?

No jasne! Mel pisze, że jej siostra potrafi wycinać kwiaty w ⁴ _____.

A, widziałam takie zdjęcia w Internecie. Ciekawie to wygląda, ale jest chyba bardzo trudne.

Nie wiem. Może spróbujemy sami takie kwiaty zrobić jutro po lekcjach?

Czemu nie? Znikam, bo mama mnie woła na obiad. Pa!

Na razie!



Life skills

- 5 Napisz, jakie owoce lubisz i jakie kreatywne desery owocowe potrafisz zrobić. Możesz skorzystać ze słów i pomysłów podanych w ćwiczeniach: 1. i 4.



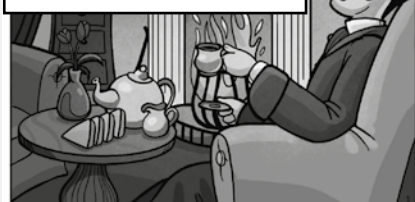
Glossary

creative – kreatywny
dessert – deser

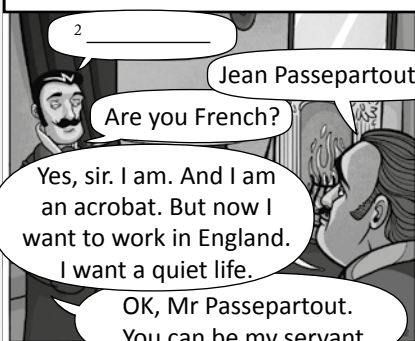
shape – kształt
size – rozmiar

1 Uzupełnij luki 1-5 zdaniami A-E.

Phileas Fogg is a rich man.
 1 _____ He has no family.
 Every day he has breakfast
 at 8.25. He has lunch
 at 12.15 and dinner
 at 7 o'clock.



Phileas Fogg is looking for a new
 servant.



Phileas Fogg is a member of the Reform Club. He goes to the Club
 every day at 11.30 am. At the Club he reads newspapers and books.
 3 _____ Today it is Wednesday, 2nd October, 1872 ...



- A I can do it!
- B He lives in London.
- C Put some clothes and
this money in a bag.
- D What's your name?
- E He also plays cards.



Glossary

bet – zakład, zakładać się
member – członek (klubu)
railways – koleje
robber – złodziej, rabuś
stole – ukradł

2 Odpowiedz na pytania.

- 1 Has Mr Fogg got any children?

- 2 Where's Mr Fogg's new servant from?
 He's from _____
- 3 Can the police officers find the robber?

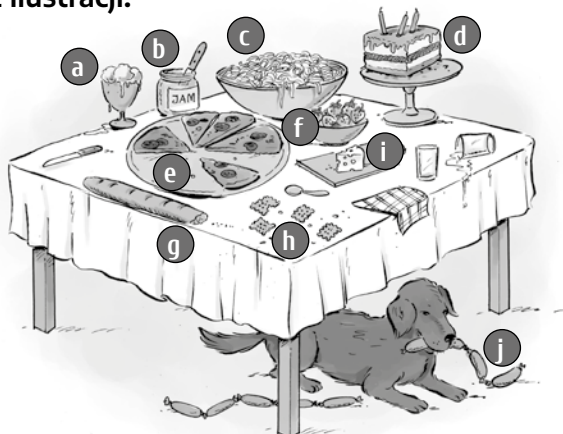
- 4 In how many days can Mr Fogg travel around
 the world?
 In _____
- 5 What are Passepartout's feelings about the journey?
 a He's happy. b He's surprised. c He's excited.

3 Połącz wyrazy i wyrażenia 1-4
ze znaczeniami A-D.

- | | |
|----------------|-----------------|
| 1 rich | A służący |
| 2 servant | B napad na bank |
| 3 bank robbery | C bogaty |
| 4 impossible | D niemożliwe |

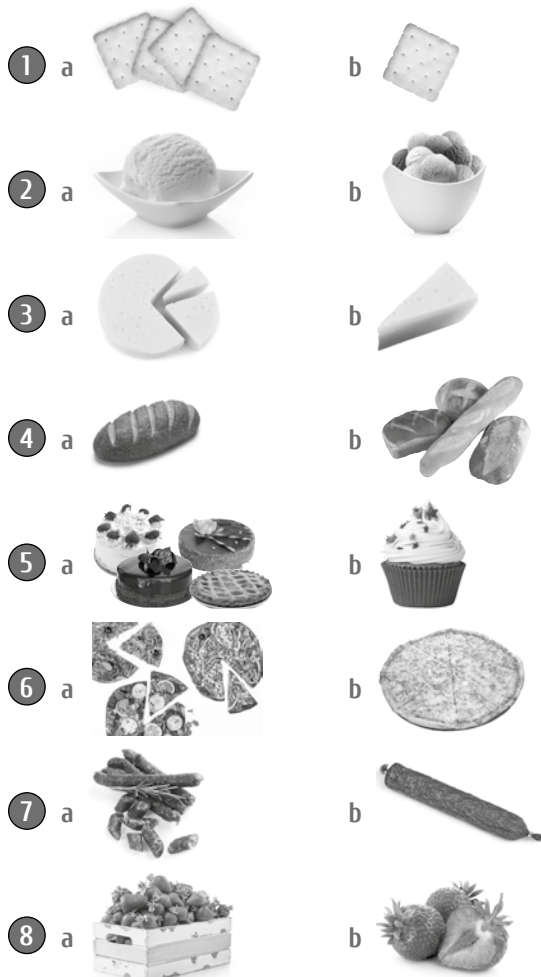
4 W parach wymyślcie i opowiedzcie sobie
dalszy ciąg historii.

1 ★ Połącz wyrazy z produktami spożywczymi z ilustracji.



- cheese i 5 cake _____
 1 jam _____ 6 sausages _____
 2 bread _____ 7 strawberries _____
 3 biscuits _____ 8 pizza _____
 4 ice cream _____ 9 pasta _____

2 ★★ 25 Posłuchaj nagrania. Jakie produkty znajdują się na wieczornym przyjęciu? Zaznacz właściwe zdjęcia.



3 ★★ Uzupełnij wpis na blogu. Wpisz *a/an*, *some*, *a lot of* oraz nazwy produktów.

I'm Ruben, and this is my blog.

Monday, 17th January

Lunch at my house today is very strange!

I've got a lot of ice cream

and 1 _____.

My sister's got 2 _____

and 3 _____.

My brother's got 4 _____

and 5 _____.

My father's got 6 _____

and 7 _____.

What a strange lunch!



Phonics

26 Posłuchaj nagrania. Zaznacz (✓) wyrazy, w których *a* wymawia się tak samo, jak w słowie *rap*.

- | | | | | | |
|-----|-------------------------------------|--------|--------------------------|--------|--------------------------|
| rap | ☒ | black | ☐ | cake | ☐ |
| cat | ☐ | wallet | ☐ | jacket | ☐ |
| jam | ☐ | hand | ☐ | draw | ☐ |
| car | ☐ | man | ☐ | | |

4 ★★ ★★ Zrób zakupy na swoje przyjęcie urodzinowe. Wklej lub narysuj i opisz to, co masz w wózku. Użyj czasownika *have got* oraz *a/an*, *some* i *a lot of*.



I've got some



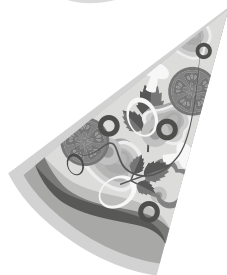
BRAINY RYAN



▶ VIDEO 14

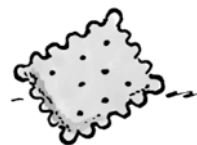
1 Uzupełnij zdania odpowiednimi formami czasownika *be*.

- 1 There _____ some ice cream in the fridge.
- 2 There _____ a lot of olives on the pizza.
- 3 There _____ some bananas at home.
- 4 There _____ a sausage on the plate.
- 5 There _____ some delicious snacks for Emma in the kitchen.



2★ Zakreśl właściwe wyrazy.

- 1 There **is / are** some strawberries.
- 2 There **is / are** a lot of pasta.
- 3 There **is / are** a sausage.
- 4 There **is / are** four pizzas.
- 5 There **is / are** a lot of cakes.
- 6 There **is / are** some biscuits.

3★★ Popatrz na ilustracje i popraw zdania. Użyj *There is/are ...* oraz *a/an, some* lub *a lot of*.

There are a lot of biscuits.

There is a biscuit.

1 There is some bread.



2 There is a strawberry.



3 There are some sausages.



4 There is a lot of cheese.



5 There is a cake.

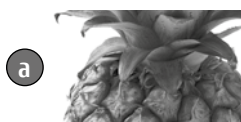
4★★★★ Napisz, co znajduje się na tacy. Użyj *There is/are ...* oraz *a/an, some* lub *a lot of*.There are a lot of strawberries.

1 ★ Połącz części wyrazów tak, aby powstały nazwy produktów. Podpisz zdjęcia.

- | | |
|---------|-------|
| po | en |
| 1 pine | room |
| 2 chick | mon |
| 3 blue | apple |
| 4 lett | tato |
| 5 mush | berry |
| 6 ba | uce |
| 7 le | con |



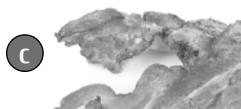
potato



a



b



c



d



e



f



g

2 ★★ Z każdego zestawu wykreśl jeden niepasujący wyraz.

- 1 fruit: **lemon** / *pineapple* / *rice*
- 2 meat: **grapes** / *bacon* / *ham*
- 3 vegetables: **potato** / *pineapple* / *lettuce*
- 4 fruit: **ham** / *blueberries* / *lemon*
- 5 meat: **bacon** / *sausage* / *potato*
- 6 vegetables: **lettuce** / *chicken* / *mushroom*

3 ★★ 27 Posłuchaj rozmowy i uzupełnij listę zakupów.

Shopping List

- ¹ *three*
- ² *some*
- ³ *ten*
- ⁴ *some*
- ⁵ _____ *meat*
- ⁶ _____

4 ★★★ Napisz, jakie składniki powinna mieć zdrowa kanapka, a jakie ma niezdrowa.



This is my healthy sandwich. It's got _____



This is my unhealthy sandwich. It's got _____

**BRAINY RYAN**

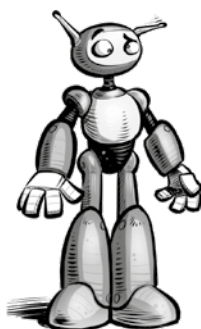
▶ VIDEO 15

1 Zakreśl właściwe wyrazy.

- There **isn't** / **aren't** a banana in the kitchen.
- There **isn't** / **aren't** any tomatoes in the spaghetti.
- There **isn't** / **aren't** any ham in the fridge.
- There **isn't** / **aren't** chocolate in this dessert.
- There **isn't** / **aren't** any eggs so let's go shopping.

2 ★ Zaprogramuj robota Iggyego tak, aby potrafił mówić poprawne zdania przeczące. Zaznacz właściwe odpowiedzi.

- There _____ pineapples.
a isn't a b aren't any
c isn't any
- There _____ sausage.
a isn't a b aren't any
c isn't any
- There _____ bread.
a isn't a b aren't any
c isn't any
- There _____ grapes.
a isn't a b aren't any
c isn't any
- There _____ cheese.
a isn't a b aren't any
c isn't any

**4 ★★ Zamień zdania twierdzące na przeczące, a zdania przeczące na twierdzące. Użyj a/an, some, a lot of lub any.**

There are some sausages.
There aren't any sausages.

- There isn't any lettuce.

- There aren't any pineapples.

- There are some blueberries.

- There isn't a strawberry.

- There is some bread.

Useful!**Wybierz właściwe reakcje.**

Help yourself to this bacon, jam and pineapple sandwich.

¹ Yuck! / No problem!

This smoothie has got lemons and blueberries.

² It's good, but yuck! / it's not quite right.

This smoothie is horrible.

³ OK. It's not quite right. / Let's try again.

There aren't any grapes but there are some strawberries.

⁴ Let's try again. / No problem! Strawberries are delicious.

3 ★★ Przeczytaj dwa przepisy na smoothie. Popatrz na ilustracje i dopasuj je do przepisów.**Eddie's smoothie _____**

There's some jam in it and there are a lot of blueberries. There isn't any lettuce and there aren't any grapes. There's a pineapple and there are some lemons but there aren't any strawberries. It's delicious!

**Ellie's smoothie _____**

There are some pineapples in it but there aren't any blueberries. There's a lemon and there's some lettuce but there isn't any jam. There are a lot of grapes but there aren't any strawberries. Yum, yum!

a**b****c**



- 1 ★ Znajdź jeszcze 10 słów oznaczających produkty i dania i wykreśl je bez odrywania ołówka!

Start	Finish									
b	i	s	a	a	p	s	e	g	a	s
e	n	c	t	s	c	h	i	z	a	u
a	i	u	i	t	s	k	c	z	s	a
p	p	t	e	l	n	e		i	p	m
p	e	t	n	i	c	p	o	t	j	a
l	c	u	o	c	e	m	t	a	d	a
e	b	a	c	r	e	a	o	b	r	e

- 2 ★★ Wybierz właściwe wyrazy w zdaniach 1-8. Wpisz odpowiednie litery z kwadracików do tabeli poniżej. Odpowiedz na pytanie Freddiego.

- There isn't a ___ in my bag.
a lemon b lemons
- There is ___ mushroom in my bag.
a some b a
- There aren't ___ biscuits in my bag.
a some b any
- There ___ some grapes in my bag.
a are b is
- There isn't ___ jam in my bag.
a a b any
- There is ___ cheese in my bag.
a some b any
- There ___ a lot of ham in my bag.
a is b are
- There ___ any pasta in my bag.
a is b isn't



1	2	3	4	5	6	7	8

What's my favourite food? _____

- 3 ★★ Napisz, jakie produkty i dania znajdują się w ćwiczeniu 1., a jakich nie ma. Użyj *There is / are* lub *There isn't / There aren't any*.



There aren't any lemons.



- 4 ★★★ Napisz, jakie produkty spożywcze znajdują się na ilustracji, a jakich nie ma. Użyj wszystkich wyrazów z ramki oraz *There is/isn't* lub *There are/aren't*.



biscuit ■ bread ■ cake ■ grape
jam ■ lemon ■ pineapple ■ potato
sausage ■ strawberries

There is a pineapple. There aren't any

1 ★ Uzupełnij wyrazy.

- 1  b _ _ t r _ _ t
- 2  _ o m _ _ o
- 3  c _ _ r _ t
- 4  _ a b b _ _
- 5  o _ _ o n
- 6  _ u _ u _ _ e r
- 7  red p _ _ _ e _
- 8  b _ _ n

2 ★★ Uzupełnij rozmowę odbywającą się w barze z sałatkami. Wstaw w każdą lukę jeden wyraz.

At the salad bar



¹ _____ I have a cheese and tomato sandwich, please?

I'm ² _____, there aren't any cheese and tomato sandwiches.

Oh. Can I ³ _____ a bacon and lettuce sandwich?

Yes, of ⁴ _____. Eat ⁵ _____ or take out?

Take out, ⁶ _____.

Here you ⁷ _____. That's £4.50, please.

⁸ _____ you.

3 ★★ 28 Posłuchaj nagrania. Uzupełnij rachunek.



carrot and tomato.....	£4.25
bean and lettuce.....	£4.75
beetroot and mushroom.....	£5.50
mushroom and cucumber.....	£5.15

1 x ¹ _____ salad

1 x ² _____ salad

³ Eat in / Take out

TOTAL: £ ⁴ _____

4 ★★★ Popatrz na menu z ćwiczenia 3. i wybierz sałatkę, którą chcesz kupić. Zapisz rozmowę ze sprzedawcą.

You: _____

Server: *I'm sorry, there isn't any*

You: _____

Server: _____

You: _____

Server: _____

You: _____



Life skills: Healthy food

Zaznacz zdrowy zestaw obiadowy.

- a Kate's lunch: 2 sausages, chips, a small cake and some ice cream
- b Tom's lunch: pasta with fish and tomatoes, some carrots, an apple



Quiz – Food and drinks

1 Sprawdź, co pamiętasz na temat jedzenia w różnych krajach. Zdecyduj, czy zdania 1–6 są prawdziwe (T = True), czy fałszywe (F = False). Zakreśl T lub F.

- | | | | |
|----------------------------------|-------|--|-------|
| 1 American food is very healthy. | T / F | 5 People drink coffee and mate tea in Argentina. | T / F |
| 2 Green tea is popular in Japan. | T / F | 6 People eat a lot of fish and rice in Japan. | T / F |
| 3 Tea is from England. | T / F | | |
| 4 Curry is popular in Argentina. | T / F | | |

2 Dopisz do zdjęć A-D nazwy krajów, z których pochodzą przedstawione na nich potrawy.

Different countries have got different favourite dishes. Some dishes aren't very healthy. Read about the food in Germany, Canada, Australia and India. What do you think? Is the food healthy or unhealthy?

In Germany people eat a lot of meat. Sausages are very popular. There is a special dish called *currywurst*. This is a sausage in a curry sauce. Coffee is a favourite drink.

In Canada, one of the favourite foods is *poutine* – chips with gravy and cheese. It isn't very healthy! Canadians also love bacon with maple syrup. People drink a lot of coffee, too.

In Australia, people have barbecues or *barbies* outside. They cook meat, chicken or fish on their barbecues. Salads are also popular. Australians drink a lot of tea with milk.

Curry with rice is very popular in India. Many Indians don't eat meat. People drink a special spicy tea called *chai* with sugar and milk.

A



B



C



D



3 Przeczytaj tekst ponownie i odpowiedz na pytania.

- What is a popular drink in Germany?

- What is *currywurst*?

- Who eats bacon with maple syrup?

- What is the name for chips with gravy and cheese?

- What do Australians cook on barbecues?

- What is *chai*?



Around the world

Połącz potrawy z krajami, w których są bardzo popularne.

1



tacos



2



pizza



3

macaroni
and cheese

4



paella



a Italy

b the USA

c Spain

d Mexico

Vocabulary & Speaking

1 ★ Uzupełnij wyrazy.

You can count it	You can't count it
1 b _ _ c _ _ t	5 b _ _ a _
2 s _ u _ _ g _	6 i _ _ c _ _ am
3 g _ _ p _	7 j _ m
4 p _ t _ _ _	8 ch _ _ _ _

2 ★★ Przeczytaj wskazówki i napisz nazwy potraw.

It's got cheese on it. It's from Italy.

pizza

- It's a small red fruit. _____
- It's a yellow fruit. l _ _ _ _ n
- It's a kind of meat. It's got wings. _____
- Spaghetti, for example. _____
- It's a grey/brown vegetable. m _ _ _ _ m
- It's a kind of meat. b _ _ _ _
- It's a green vegetable. l _ _ _ _ e
- It's a small blue fruit. _____
- It's small and white. It isn't a kind of fruit, vegetable or meat. _____

3 ★★ Wykreśl jeden zbędny wyraz w każdej wypowiedzi.

Can I have ~~any~~ a carrot and cheese salad please?

1 I'm sorry, there isn't any of carrot and cheese salad.

2 Oh. Can I to have a tomato and onion salad?

3 Yes, it of course. Eat in or take out?

4 Eat in, please you.

5 Here you are there. That's £4.65, please.

6 I thank you.

Grammar

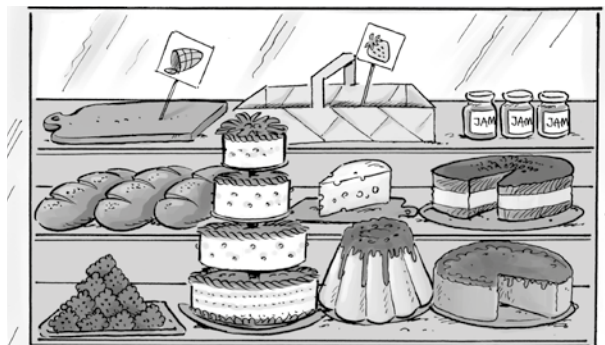
4 ★★ Uzupełnij zdania. Wpisz *There is/are* lub *There isn't/aren't*.

- _____ some sausages.
- _____ any cheese.
- _____ some bread.
- _____ any strawberries.
- _____ a pizza.
- _____ a lot of lettuce.

5 ★★ Ułóż cztery różne zdania z wyrazami z tabeli.

	is	a	bread.
There	are	some	sausage.
	aren't	any	chicken.
	isn't	a lot of	blueberries.

6 ★★ Opisuj, co znajduje się na wystawie oraz czego na niej nie ma. Użyj *There is/are* lub *There isn't/aren't*.



There are a lot biscuits. There isn't any

Vocabulary

1 Z podanych liter ułóż wyrazy oznaczające produkty do jedzenia.

- | | |
|------------|-----------------|
| 1 mnelo | 6 dreab |
| 2 eprags | 7 celtute |
| 3 uagsases | 8 cibusit |
| 4 zapiz | 9 moruhosm |
| 5 ceir | 10 wbeisrsaterr |

2 Uzupełnij nazwy czynności.

- 1  d _ s _ _ t _ b _ _ _ d t _ _ c k s
- 2  f _ _ _
- 3  s _ _ m
- 4  cl _ _ b t _ _ _ s
- 5  t _ _ l j _ _ _ s
- 6  re _ _ m _ _ _ c
- 7  p _ _ y ch _ _ _
- 8  p _ i _ _

Grammar

3 Ułóż zdania z podanych wyrazów oraz właściwej formy czasownika *can*.

- ☒ / Phil / ice-skate Phil can't ice-skate.
- ☒ / the students The students can ski very well.
- 1 ☒ / Amy / sing _____
 - 2 ☐ / you / snowboard _____
 - 3 ☒ / we / drive _____
 - 4 ☐ / he / speak Chinese _____
 - 5 ☒ / I / cook _____
 - 6 ☒ / My sister / play the piano _____

4 Popatrz na ilustrację. Popraw błędy w zdaniach 1-5.



There are some lemons. a lot of

- 1 There are some sausages. _____
- 2 There is a cake. _____
- 3 There is a lot of pasta. _____
- 4 There is a blueberry. _____
- 5 There is some rice. _____

5 Popatrz na ilustrację z ćwiczenia 4. i napisz, co się na niej znajduje lub czego na niej nie ma. Użyj wyrazów z ramki, *there is/isn't/are/aren't* oraz *some, any* lub *a lot of*.

ham ■ bacon ■ biscuit
cheese ■ jam ■ pizza

There is some ham.

On a school trip / At the salad bar

6 Oznacz zdania literą T (*school trip*) lub literą B (*salad bar*).

- ☐ Here you are.
- ☐ No, I'm afraid you can't.
- ☐ Can I play football, please?
- ☐ Eat in or take out?
- ☐ That's £6.25, please.



Useful!

7 Co powiesz w sytuacjach 1-5?



- 1 Coś ci nie smakuje.
Y _____ !
- 2 Czujesz się okropnie.
I f _____ a _____ .
- 3 Sugerujesz komuś, żebyście spróbowali jeszcze raz.
Let's t _____ a _____ .
- 4 Chcesz ostrzec kogoś przed niebezpieczeństwem.
W _____ o _____ !
- 5 Narzekasz na bałagan.
W _____ a m _____ !

Writing

10 Wyobraź sobie, że ty i dwoje twoich przyjaciół zamierzacie wziąć udział w konkursie talentów. Napisz, co potraficie robić, a czego nie.



Listening

8 29 Posłuchaj nagrania. Zaznacz w zdaniach 1-6 właściwe wyrazy.

- 1 Ray **can** / **can't** cook.
- 2 Lisa **can** / **can't** make smoothies.
- 3 There **are some** / **aren't any** grapes.
- 4 There **is** / **isn't** a pineapple.
- 5 There **are some** / **aren't any** blueberries.
- 6 Lisa's smoothie is **horrible** / **delicious**.

Reading

9 Przeczytaj ogłoszenie oraz wiadomości. Co Aron, Rita, Tom i Caitlin potrafią, a czego nie potrafią robić? Uzupełnij tabelę nazwami czynności.

Hi Rita! Can you sing? I can play the piano very well but I can't sing. Can we learn a song for the talent show?

Hi Aron. Yes, I can sing but I can't read music.

No problem! What about Tom? Can he sing?

No, he can't sing. Oh, that's a pity.

But he can tell very funny jokes!

That's great. So now we've got three people for the talent show.

And Caitlin can't play the piano but she can paint beautiful pictures. She can paint a picture in the talent show.

Amazing!

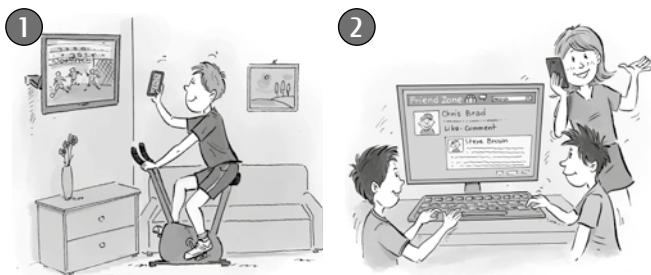


	can	can't
Aron	play the piano	sing
Rita		
Tom		
Caitlin		

1 ★ Zakreśl właściwe wyrazy.

chat on my mobile / comments1 take **music** / photos2 play **dance class** / volleyball3 hang out **with my friends** / music4 go **out** / TV5 post **with my friends** / comments6 go to **my dance class** / volleyball7 download **exercise** / music8 watch **TV** / **on my mobile**9 do **exercise** / out

2 ★★ Napisz, jakie czynności przedstawiają ilustracje.



do exercise

3 ★★ Przeczytaj teksty. Napisz, kto wykonuje czynności 1-7.



My name's Cindy.
I live in New York
City. I hang out with
my friends at the
weekend. On Saturday,
we watch TV or play

basketball. On Sunday, I go to my Spanish class.
I go to school Monday to Friday. After school,
I chat on my mobile or post comments on the
Internet. On Friday evening, I download music
and then do exercise.

hang out with friends Cindy and Kuba

1 download music

2 go to piano class



I'm Kuba and I'm
from Warsaw. I watch
TV on Saturday and
on Sunday I play
basketball. From
Monday to Friday I'm
at school. I hang out with my friends after school.
On Monday I go to my piano class and on Friday
I do exercise.

3 watch TV

4 post comments

5 do exercise

6 play basketball

7 chat on my mobile



Phonics



30 Posłuchaj nagrania. W każdym
zestawie wykreśl jeden wyraz,
w którym **a** wymawia się inaczej
niż w pozostałych.

1 name cake orange

2 pencil case draw snake

3 wavy black crayon

4 skateboard car sticky tape

4 ★★★ Napisz cztery zdania o tym, co robisz
po lekcjach oraz cztery zdania o tym,
co robisz w weekend.

After school, I

At the weekend, I



BRAINRY RYAN



VIDEO 16

1 Przepisz zdania, wstawiając w odpowiednich miejscach *do* lub *don't*.

- 1 We go to rock concerts because we don't like this music.

- 2 Do you watch TV a lot? Yes, I.

- 3 What you want to do in the park?

- 4 Do Jack and Ryan download music on their phones? No, they.

2 ★ Uzupełnij zdania właściwymi czasownikami. Użyj form twierdzących lub przeczących.

- ☒ We chat on our mobiles every day.
- 1 ☒ I _____ out with my friends at the weekend.
- 2 ☒ My cousins _____ their homework on Saturday morning.
- 3 ☒ You _____ volleyball after school on Thursday.
- 4 ☒ The students _____ to their art class on Sunday.

3 ★★ Ułóż pytania do zdań 1-4 z ćwiczenia 2. Napisz krótkie odpowiedzi.

Do we chat on our mobiles every day?
Yes, we do.

- 1 _____

- 2 _____

- 3 _____

- 4 _____

4 ★★★ Wstaw w luki czasowniki podane w nawiasach w odpowiedniej formie. Następnie uzupełnij tabelę.



Frank: Hi Sadie. Do you watch (you / watch) TV on Sunday?

Sadie: I ¹ _____ (watch) TV on Saturday but I ² _____ (not watch) TV on Sunday, because I ³ _____ (go) to my music lesson and I ⁴ _____ (take) photos for my blog. How about you?

Frank: I ⁵ _____ (do) my homework on Sunday. I ⁶ _____ (play) football and I ⁷ _____ (hang out) with my friends on Saturday. ⁸ _____ (you / do) any exercise on Saturday?

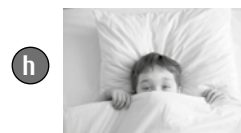
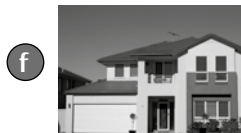
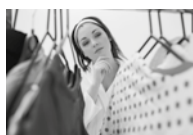
Sadie: No, I don't. I ⁹ _____ (do) my homework. But I ¹⁰ _____ (play) basketball after school on Monday and Tuesday.

Frank: Cool! I ¹¹ _____ (not play) basketball, but I ¹² _____ (play) chess after school on Monday. And I ¹³ _____ (do) skateboard tricks in the park with my friends on Tuesday.

	Sadie	Frank
Saturday	do homework, watch TV	
Sunday		
Monday		
Tuesday		

have *raksfbeta* have breakfast

- 
- A black and white photograph of a young girl with light-colored hair, smiling and eating cereal from a white bowl with a spoon. She is looking directly at the camera.



Rosa and Lisa



morning	afternoon	evening	night

In the morning, Rosa and Lisa

**BRAINY RYAN**

▶ VIDEO 17

1 Uzupełnij zdania czasownikami z ramki.

clean ■ talks ■ plays ■ cleans ■ play

- 1 He doesn't _____ online games at the weekend.
- 2 She _____ to her friends on the phone at night.
- 3 He _____ his room every week.
- 4 She _____ board games with her little brother in the evening.
- 5 Does she _____ the car every month?

2 ★ Uzupełnij tabelę.

	watch	like	do	have	go
I					
He She					

3 ★★ Wstaw w luki czasowniki podane w nawiasach w odpowiedniej formie.

- 1 Joe _____ (not have) strawberries for breakfast. He _____ (have) bread.
- 2 Amy _____ (not do) skateboard tricks in the park. She _____ (play) football.
- 3 My sister _____ (not drive) to work. She _____ (ride) her bicycle.
- 4 Henry _____ (not go) to school on Saturday. He _____ (go) to his judo class.

Useful!

Uzupełnij zdania.

Wait ¹ a m _ _ _ u _ _ !
This vegetable pizza is delicious!

² I c _ _ _ ' _
b _ _ _ ie _ _ _ that
I like this vegetable pizza!

**4** ★★ Co Dan robi w weekend? Na podstawie informacji w tabeli napisz pytania i odpowiedzi.

Weekend activities	Dan
climb trees	✓
do skateboard tricks	X
play football	✓
hang out with friends	X
take photos	X

Does Dan
climb trees?
Yes, he does.

- 1 _____ skateboard tricks?
- 2 _____ football?
- 3 _____ with friends?
- 4 _____ photos?

5 ★★★ Uzupełnij plakat reklamujący wynalazek Iggygo do robienia smoothie – *SmoothieMax*.**The New Amazing SmoothieMax!**

This is Professor Iggy.

He ¹ _____ (not work) in an office, he ² _____ (work) at home.

And this is his new invention, the *SmoothieMax*. Professor Iggy

³ _____ (put) fruit and vegetables in the *SmoothieMax* and it ⁴ _____ (make) delicious smoothies.

⁵ _____ (it / make) a mess? No, it ⁶ _____ !



This is Professor Iggy's Robot.

⁷ _____ (he / drink) the smoothies? No, he ⁸ _____ . The smoothies are delicious, but a robot ⁹ _____ (not drink) them.



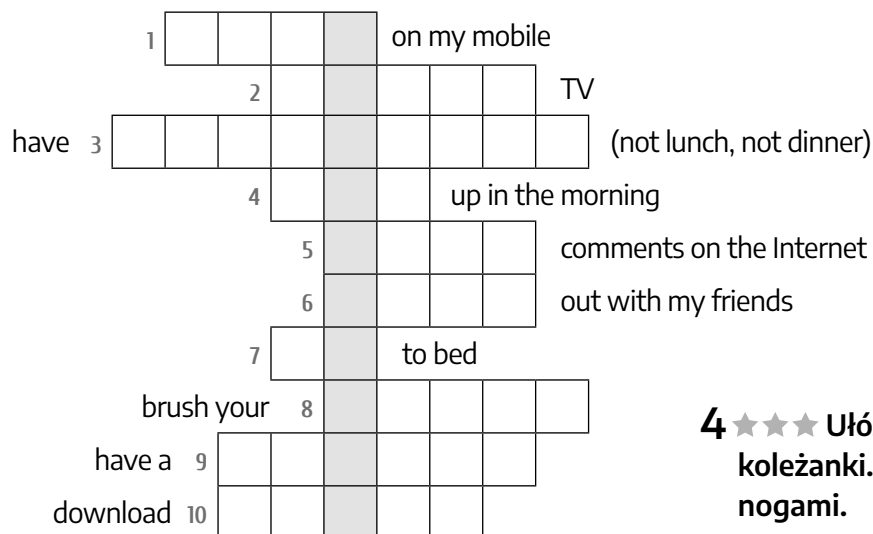
This is Professor Iggy's daughter, Ellie.

¹⁰ _____ (she / like) the smoothies? Yes, she ¹¹ _____ !

Saturday is Smoothie Day! Come and see the *SmoothieMax* in the Main Square!



1 ★★ Rozwiąż krzyżówkę. Odgadnij hasło i wybierz najlepszy prezent dla Fredy.



Mystery activity: _____



4 ★★★ Ułóż kolejne dwie zagadki dla kolegi/koleżanki. Odpowiedzi zapisz do góry nogami.



your brother

2 ★★★ Rozwiąż zagadkę Freddiego. Przeczytaj wskazówki i uzupełnij tabelę imionami.

Uwaga! Każda z dziewcząt może wykonywać tylko dwie czynności. Do każdej z czynności należy dopisać po dwa imiona.

Jodie doesn't do judo. She plays volleyball.

Bella doesn't take photos. She doesn't do judo.

Trixie does judo and takes photos.

Natalie doesn't take photos. She does judo.

do judo	play volleyball	take photos	ski
Trixie	2	4	6
1	3	5	7

1 _____ ?

2 _____ ?

Does your brother play football in the afternoon?

Answers

3 Iggy's robot ☒



4 Gerry ☒



5 The students ☒ in the classroom.



6 ☐ your sister



3 ★★★ Ułóż z podanych wskazówek zdania twierdzące, przeczące lub pytania.

My cousin ☒



My cousin doesn't brush his teeth in the afternoon.

1 ☒



2 ☐ you



every day

1 ★ Napisz, która jest godzina.


It's three o'clock.


1



2



3



4



5

2 ★ Uzupełnij rozmowy zdaniami z ramki.

Excuse me, ■ It's time to go out.
Hurry up! ■ It's time to have lunch.
Take your time. ■ What time is it?

Rozmowa 1.

Nicole: ¹ _____ what time is it?

Mark: It's twenty past one.

² _____ It's your favourite – sausages with rice.

Nicole: Am I late?

Mark: No, you aren't. ³ _____

Rozmowa 2.

Mark: ⁴ _____

Nicole: It's quarter past four.

⁵ _____

Mark: Are we late?

Nicole: Yes, we are! ⁶ _____

3 ★ ★ 32 Posłuchaj nagrania. Uzupełnij zdania i wybierz właściwe odpowiedzi.


Rozmowa 1.

The time is _____.

It's time to _____.

Daniel *is / isn't* late.

Rozmowa 2.

The time is _____.

It's time to _____.

Daniel *is / isn't* late.

4 ★ ★ ★ Popatrz na plan dnia Teresy i uzupełnij jej dwie rozmowy z tatą. Wykorzystaj zdania z ramki.

What time is it? ■ Am I late? ■ Hurry up!
Take your time. ■ It's time to ...
Yes, you are. ■ No, you aren't.

8.00 *get up*
8.15 *have shower*
8.40 *have breakfast*
9.30 *go to piano lesson*
11.00 *go to exercise class*
12.30 *have lunch with Aunt Florence*



Rozmowa 1.

Teresa: *What time is it?*

Dad: _____

Teresa: _____?

Dad: _____

Rozmowa 2.

Teresa: _____?

Dad: _____

Teresa: _____?

Dad: _____



Quiz – Dangerous journeys to school

1 Sprawdź, co pamiętasz na temat niebezpiecznych sposobów docierania do szkoły. Zakreśl właściwe wyrazy.

- 1 In **Nepal** / **China** some children go to school by canoe.
- 2 Children in Indonesia cross an **old** / **new** bridge by bike.
- 3 Children at a school in China go up and down **ladders** / **trees**.
- 4 **Aqueduct** is the name for a bridge for **water** / **people**.
- 5 The journey to school in Nepal by canoe **is** / **isn't** nice.

2 Przeczytaj teksty o kolejnych niebezpiecznych przeprawach do szkoły. Uzupełnij zdania 1-3. W każdą lukę można wpisać tylko jeden wyraz.

Indonesia



In a small village in Indonesia, there aren't any buses or cars. It's difficult for children to get to their school in another village. Some boys ride

their horses to school. The boys cross two rivers and ride their horses through a forest. Their journey takes more than one hour!

The Philippines



Going to school on the river isn't easy for some students in the Philippines. They haven't got a boat and there isn't a bridge. The children use

an old car tire to get to school.

Colombia



Some students in Colombia cross the River Negro every day by zip wire to get to school! Their journey is very fast but it is also dangerous.

The zip wire is 400 metres above the river.

- 1 The boys in Indonesia ride their _____ to school.
- 2 There isn't a bridge or a _____ for the students in the Philippines.
- 3 The journey by zip wire is _____ and dangerous.



Glossary

village – wieś
cross – przechodzić przez
car tire – opona samochodowa
zip wire – kolejka tyrolska

3 33 Posłuchaj nagrania. W jakim kraju znajdują się wypowiadające się osoby? Zakreśl właściwe kraje.

- 1 **Indonesia** / **The Philippines** / **Colombia**
- 2 **Indonesia** / **The Philippines** / **Colombia**
- 3 **Indonesia** / **The Philippines** / **Colombia**

4 Wyobraź sobie, że ty też masz niebezpieczną drogę do szkoły. Odpowiedz na pytania i na podstawie odpowiedzi opisz swoją drogę.

- How do you get to school?
swim / **by elephant** / **by snowboard** / ...
- How long is the journey?
10 minutes / **half an hour** / **one hour** / ...
- What can you see on the journey?
a river / **trees** / **dangerous animals** / ...
- Do you like the journey? **yes** / **no**
My journey to school is very dangerous.

Vocabulary & Speaking

1 ★ Uzupełnij zwroty właściwymi czasownikami.

- 1 _____ out with my friends
- 2 _____ TV
- 3 _____ comments on the Internet
- 4 _____ photos
- 5 _____ your teeth
- 6 _____ on my mobile
- 7 _____ a shower
- 8 _____ dressed
- 9 _____ to school

2 ★★ Z każdego zestawu wykreśl jeden wyraz, który nie pasuje do czasownika.

- 1 get **dressed** / **shower** / **up**
- 2 go **exercise** / **to school** / **home**
- 3 have **lunch** / **dressed** / **a shower**
- 4 do **homework** / **exercise** / **photos**
- 5 play **a dance class** / **football** / **chess**

3 ★★ Co powiesz w sytuacjach 1-5? Napisz swoje reakcje.

- 1 Powiedz komuś, że jest spóźniony.
You're I _____!
- 2 Zapytaj o godzinę.
W _____ t _____
i _____ i _____?
- 3 Chcesz komuś powiedzieć, żeby się pośpieszył.
H _____ u _____!
- 4 Chcesz powiedzieć koleżance, że jest teraz czas na śniadanie.
I _____ t _____ t _____
have b _____.
- 5 Chcesz komuś powiedzieć, że nie musi się śpieszyć.
T _____ your t _____.

Grammar

4 ★ Zakreśl właściwe wyrazy.

- 1 A: **Does / Do** you have a shower in the morning?
B: Yes, I **do / does**.
- 2 A: **Does / Do** your brother play football every day?
B: No, he **don't / doesn't**.
- 3 A: **Does / Do** we go to school on Sunday?
B: No, you **don't / doesn't**.
- 4 A: **Does / Do** your friends watch TV after school?
B: Yes, they **do / don't**.
- 5 A: **Does / Do** your dog like sausages?
B: Yes, he **do / does**.
- 6 A: **Does / Do** I get up early on Saturday?
B: No, you **don't / doesn't**.

5 ★★★ Na podstawie zdań z ćwiczenia 4. napisz pełne zdania twierdzące lub przeczące.

- 1 I have a shower in the morning.
- 2 My brother _____.
- 3 You _____.
- 4 My friends _____.
- 5 My dog _____.
- 6 You _____.

6 ★★★ Uzupełnij rozmowę. Użyj wyrazów podanych w nawiasach.

- Harriet: Hi Tom! Can I ask you some questions about your family and their weekend?
- Tom: Yes, of course.
- Harriet: OK. ¹ _____ (you / get up) early at the weekend?
- Tom: Yes, I ² _____. I ³ _____ (get up) early but I ⁴ _____ (not have) a shower. I ⁵ _____ (go) to my judo class at 9 o'clock.
- Harriet: And what about your brother? ⁶ _____ (he / go) to a class on Saturday?
- Tom: No, he ⁷ _____. He ⁸ _____ (not get up) early. He ⁹ _____ (have) a shower at 10.30 and then he ¹⁰ _____ (hang out) with his friends in the park.
- Harriet: ¹¹ _____ (your mum and dad / get up) early on Saturday?
- Tom: Yes, they ¹² _____. They ¹³ _____ (not go) to a class, and they ¹⁴ _____ (not hang out) with their friends in the park! They ¹⁵ _____ (play) volleyball. They're really good at it!



Before you watch

- 1 Połącz wyrażenia ze zdjęciami. Oznacz, co jest zdrowe (✓), a co jest niezdrowe (x).



- A ☐ a lot of sugar
B ☐ a salad
C ☐ playing outside
D ☐ fruit and vegetables
E ☐ fizzy drinks
F ☐ water

While you watch

- 2 Obejrzyj film i sprawdź odpowiedzi w ćwiczeniu 1. Napisz, ile razy w tygodniu Chloe uprawia sport.

Chloe exercises _____.

- 3 Obejrzyj film ponownie i uzupełnij luki. Do każdej luki należy wstawić jedno słowo.

- 1 Mark's got _____ of energy.
2 A salad is very healthy and it's _____ to make, too.
3 Fruit is a _____ snack.
4 Water hasn't got any _____.
5 It's important to _____ exercise.
6 You need to do sports two or _____ times a week.

After you watch

- 4 Spójrz na ankietę dotyczącą Kamila. Znajdź 3 błędy w e-mailu, w którym jego angielski przyjaciel Daniel pisze o nim.

Imię: Kamil	często	rzadko	nigdy
Robię sałatkę owocową.	✓		
Gotuję zdrowy obiad.			✓
Gram w koszykówkę.	✓		
Jeżdżę na rowerze.	✓		

Lubię:

- ⊗ napoje gazowane.
⊗ wodę.
⊗ warzywa i owoce.
⊗ bawić się na podwórku.

Hi Grace,

I want to tell you about my friend from Poland – Kamil. He is a very friendly boy and his life is very healthy. He often makes a fruit salad because he likes fruit. He also likes vegetables and fizzy drinks. He often cooks a healthy dinner for his family. He likes playing outside, too. He plays basketball three times a week with his friends. After school, he doesn't often ride a bike.

Kamil wants to visit me in England, and I think it's a fantastic idea.

Bye for now,
Daniel



Life skills

- 5 Dokończ poniższe zdanie na temat twojego podejścia do zdrowego stylu życia. Możesz skorzystać z wyrażen podanych w ćwiczeniach 1. i 4.

My healthy life

NAME: _____
I often _____

I don't _____

I like _____



Glossary

basketball – koszykówka
fantastic idea – fantastyczny pomysł
fruit salad – sałatka owocowa
never – nigdy
often – często
play outside – bawić się na podwórku

1 Połącz początki wiadomości 1-5 z ich zakończeniami A-E.

1 ☐

I'm in the shop because ...

2 ☐Do exercise
because ...3 ☐

I'm at home today because ...

4 ☐Hurry up after the
lessons because ...5 ☐You can't have dinner
at the school canteen
this week because ...

- A I have a lot of homework.
B we don't want to be late for the bus.
C there isn't any food at home.
D there's a problem in the kitchen.
E it's good for you.

2 Wybierz poprawne odpowiedzi.

- 1 You can find message 1
A at home. B at school.
2 Who is the author of message 3?
A A teacher. B A student.
3 Who is the author of message 4?
A A friend. B The bus driver.
4 You can find message 5
A at the cinema. B at school.

Useful!

3 Przeczytaj zdania podane w ćwiczeniu 1. Zakreśl poprawną odpowiedź.

Słowa *because* używamy, żeby

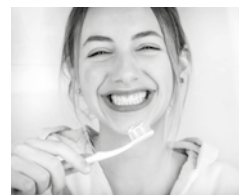
- A powiedzieć, co wydarzyło się dalej w historii.
B podać powód, dlaczego coś ma miejsce.



4 Dokończ zdania 1-4. Możesz użyć słów i wyrażeń z ramki albo podać własne pomysły.

tells jokes all the time
can't cook dinner for you today
have an important project to do
healthy

1

Brush your teeth
every day because

2

Buy some pizza because

3

Emma is very funny because

4

I am at school with my friends
because

5 Uzupełnij luki słowami z ramki.

because ■ and ■ but ■ and



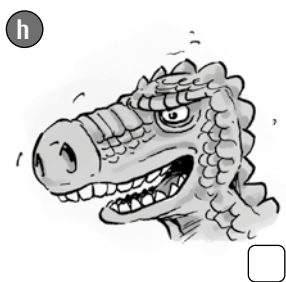
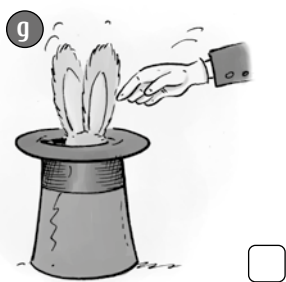
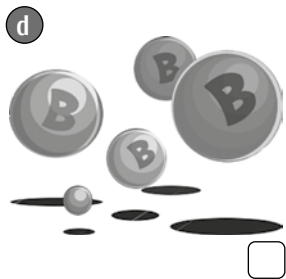
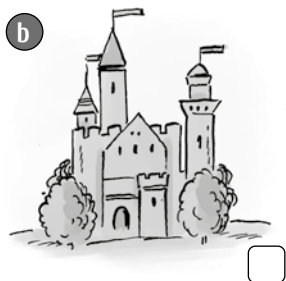
My family

I've got a great family. My parents are very friendly ¹ _____ my sister is very funny. My parents work a lot ² _____ they always have time for us in the evening. At the weekend, we go to the swimming pool ³ _____ it's healthy. On Sundays, we stay at home ⁴ _____ cook together. I always make a fruit salad for all of us.

1 ★ Zakreśl właściwe wyrazy.

- 1 dive into **a castle** / a lake
- 2 visit **your grandmother** / a car
- 3 look for **your smartphone** / Chinese
- 4 fight **a robot** / a pencil case
- 5 buy **your uncle** / a new computer
- 6 learn **English** / photos
- 7 find **volleyball** / treasure
- 8 win **£100** / skateboard tricks

2 ★★ **34** Posłuchaj nagrania. Ponumeruj czynności w kolejności, w której je usłyszysz.



Phonics

 **35** Posłuchaj nagrania. Zaznacz (✓) wyrazy, w których *i* wymawia się tak samo jak w słowie *t/me*.

time	☒	rice	☐
flight	☐	white	☐
write	☐	sister	☐
fish	☐	night	☐
drive	☐	ice cream	☐
kind	☐	swim	☐
pink	☐	pineapple	☐



Life skills: Real or virtual?

W jakim zawodzie wykorzystywany jest symulator lotu?



3 ★★★ Wyobraź sobie, że jesteś w Brainy Park z Jay'em i Tessą. Uzupełnij rozmowę nazwami czynności z ćwiczenia 1.

Jay: I want to ¹ _____ .
How about you?

Tessa: I don't want to ² _____ .
I want to ³ _____ and
I want to ⁴ _____ .

Jay: OK. That's a good idea.

You: I want to ⁵ _____ and
I want to ⁶ _____ .
I don't want to ⁷ _____ .

Jay: Great. Let's go!



BRAINRY RYAN



▶ VIDEO 19

1 Napisz czasowniki podane w nawiasach w czasie *Present continuous*.

- 1 Emma _____ (not cook).
- 2 Ryan and Jack _____ (have) fun.
- 3 Look! He _____ (swim) in the lake.
- 4 I _____ (not go) home now.
- 5 We _____ (wait) for the holidays.

2 ★ Przeczytaj wpis na blogu Jana. Zdecyduj, czy zdania 1–6 są prawdziwe (*T = True*), czy fałszywe (*F = False*). Zakreśl *T* lub *F*.

An unusual Saturday morning



My friends and I go to our Spanish class on Saturday morning, but today we aren't learning Spanish, we're playing a new virtual reality game. It's really cool! At the moment I'm snowboarding down a mountain in Canada and Stella and Tim are looking for treasure in Mexico! Fred is very funny, but he isn't telling jokes today! He's fighting a crocodile in Australia. My Spanish teacher isn't playing the game with us. He's visiting his grandparents in Spain.

- 1 Jan and his friends are learning Spanish. T / F
- 2 Stella and Fred aren't snowboarding in Canada. T / F
- 3 Fred is telling jokes. T / F
- 4 Fred isn't looking for treasure. T / F
- 5 Jan's Spanish teacher isn't playing the virtual reality game. T / F
- 6 Jan's teacher is fighting a crocodile. T / F

3 ★★ Ułóż wyrazy w odpowiedniej kolejności.

- 1 cooking I'm pasta.

- 2 aren't cousins playing My volleyball.

- 3 having Steph lunch is.

- 4 buying jacket Tarek a new isn't.

- 5 skateboard We're tricks doing.

- 6 hanging I'm out my not friends with.

4 ★★ Napisz czasowniki podane w nawiasach w odpowiedniej formie.

To ...	_____
Subject:	_____

Hi Mum!

We're at the adventure park now.

We 're having (have) a great time. Kelly ¹ _____ (drive) a go-kart with her friend Jack. Steve ² _____ (swim) in the pool and Aunt Katrina ³ _____ (visit) the Magic Castle. I ⁴ _____ (not do) any activities at the moment because I ⁵ _____ (write) this email to you!

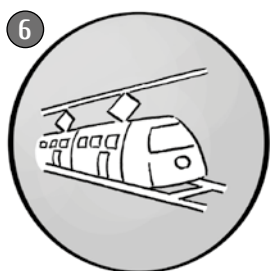
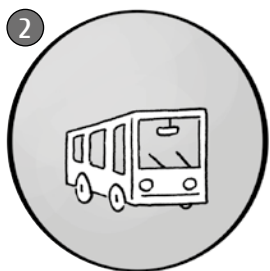
Tilly

5 ★★★ Wyobraź sobie, że jesteście w parku wraz z kolegami/koleżankami lub rodziną. Opisz 5 czynności, które wykonujecie, oraz 3, których nie wykonujecie.

1 ★ Połącz fragmenty nazw miejsc w mieście.

- | | |
|------------|-----------|
| 1 super | a park |
| 2 main | b station |
| 3 train | c centre |
| 4 bus | d market |
| 5 car | e stop |
| 6 shopping | f square |

2 ★★ Podpisz ilustracje.


café


3 ★★★ 36 Posłuchaj nagrania. Napisz, co robi każdy ze słuchaczy audycji i odgadnij, gdzie jest.

- 1 Bella _____
- 2 She's in _____
- 3 Mike _____
- 4 He's in _____
- 5 Emily _____
- 6 She's in _____
- 7 James _____
- 8 He's in _____

4 ★★ Ułóż trzy zagadki do gry *Guess where I am!* Napisz, co robisz i co widzisz. Odpowiedzi zapisz do góry nogami.

I'm sitting. I can see a lot of trains.

- 1 _____
- 2 _____
- 3 _____

I'm in the train station.

1 I'm in _____

2 I'm in _____

3 I'm in _____

80

**BRAINY RYAN**

▶ VIDEO 20

1 Uzupełnij pytania w czasie *Present continuous*.

- _____ packing for the camp?
Yes, she is.
- _____ walking in mud?
Yes, they are.
- _____ sleeping in a tent?
No, I'm not.
- _____ talking about the camp?
Yes, he is.
- _____ taking big backpacks?
Yes, we are.

2 ★★ Uzupełnij pytania w czasie *Present continuous*. Następnie dopasuj do nich właściwe odpowiedzi.

Am I buying some food
at the supermarket?

b

- _____ Jodie _____
(learn) Chinese? _____
- _____ your friends
_____ (visit) their cousins? _____
- _____ you _____ (eat)
cake at the café? _____
- _____ Iggy's robot
_____ (watch) a film? _____
- _____ we _____
(take) photos of our friends? _____

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

Useful!**Wpisz brakujące litery.**

I'm very happy! – I'm o _ t _ p
of t _ _ w _ _ _ _ !

Hurry up! – G _ _ a m _ v _ o _ !

**3** ★★ Napisz pytania do podanych odpowiedzi.What are you drinking?

I'm drinking a delicious smoothie.

- What _____
We're reading a magazine.
- What _____
She's looking for treasure.
- What _____
They're fighting a snake.
- Where _____
He's going to the shopping centre.

4 ★★★ Przeczytaj wiadomość, następnie z podanych wyrazów ułóż pytania i napisz krótkie odpowiedzi.

Professor Iggy, Ellie and Eddie are at the supermarket but they aren't buying food today. The *SmoothieMax* is making a lot of delicious smoothies and they're giving the smoothies to people. Professor Iggy is taking photos and Ellie is chatting to her friend on her mobile. Eddie isn't taking photos or chatting on his mobile. He's drinking a smoothie!

Ellie and Eddie / buy food?

Are Ellie and Eddie buying food?No, they aren't.

- What / the *SmoothieMax* / make?

- Where / the *SmoothieMax* / make / smoothies?

- What / they / give to people?

- What / Professor Iggy / do?

- Eddie / take photos?

- Ellie / chat on her mobile?

2 Ted _____

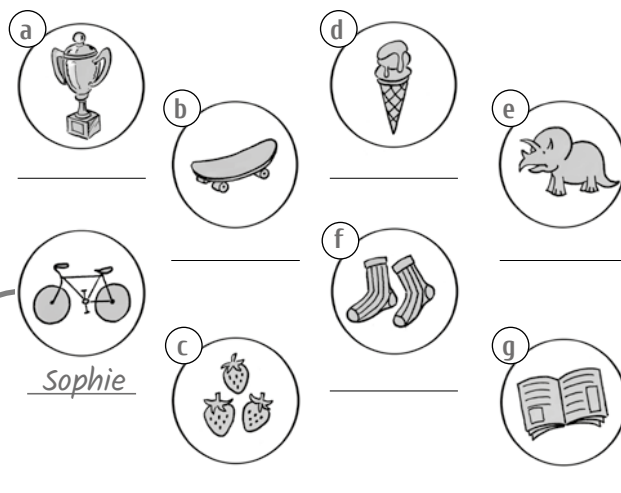
3 Amy _____

your	a	friend.	you
'm	Where	tickets?	robot?
What	looking	fighting	are
is	Is	playing?	my
for	she	Are	aunt
they	buying	going?	I

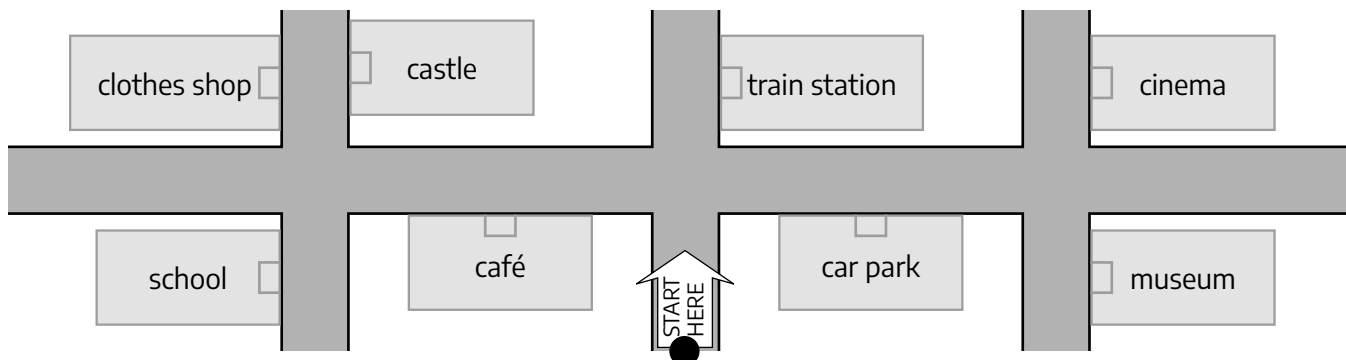
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Sophie's riding her bike in the main square. Jim's looking for strawberries in the supermarket. Helena's fighting a dinosaur in the castle. Fiona's learning skateboard tricks in the car park. Victor's reading a book at the train station. Gloria's eating ice cream in the cinema. Ben's buying socks in the shopping centre.

Joe _____



1 ★ Popatrz na mapę i przeczytaj wskazówki 1-3. Zaznacz, do jakich miejsc prowadzą.



- 1 Go straight on and turn right. Turn right. **museum / clothes shop**
- 2 Go straight on and turn left. **train station / café**
- 3 Go straight on and turn right. Turn left. **castle / cinema**

2 ★★ Popatrz na mapę z ćwiczenia 1. i uzupełnij rozmowę wyrażeniami z ramki.



turn left ■ You're welcome
turn right ■ Excuse me
Thank you ■ straight on

1 _____,
I'm looking for the clothes shop.

Go ² _____ and
³ _____.
Then ⁴ _____.

5 _____.

6 _____.

3 ★★  37 Posłuchaj nagrania i popatrz na mapę z ćwiczenia 1. Gdzie chce dojść dziewczynka? Narysuj drogę do celu.



She's looking for the _____.

4 ★★★ Uzupełnij e-mail z zaproszeniem na wycieczkę do zamku. Dołącz wskazówki, jak dotrzeć do celu.

From: _____
To: _____
Subject: Visit to the castle

Hi ¹ _____,
Let's ² _____ on Saturday at
³ _____. We can meet at the castle.
It's easy to find.
Go ⁴ _____.
See you soon!





Quiz – Popular squares

1 Sprawdź, co pamiętasz na temat znanych placów. Wpisz: *Federation Square*, *Times Square* lub *Trafalgar Square*.

1 People can watch a film here.

3 This square has got a big fountain.

2 This square is twenty years old.

4 This square is in London.

2 Przeczytaj teksty o innych znanych placach na świecie. Odpowiedz na pytania 1–4.



Djemaa El-Fna in Marrakech, Morocco

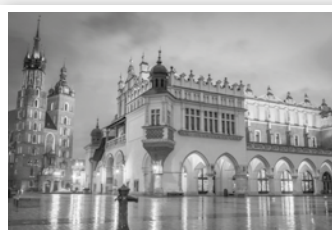
This is Djemaa El-Fna in Marrakech. In the morning

there are amazing animals here. Some people do magic tricks with snakes and monkeys. In the afternoon, there are story-tellers and at night there are food stalls and cafés.

1 What animals can you see in Djemaa El-Fna?

2 When can you buy food in Djemaa El Fna?

3 Where can you look at some pictures?



Main Square in Krakow, Poland

We're in the Main Square in Krakow. There is a very old shopping centre

here – the Sukiennice. You can also look at pictures at the Polish Art Gallery or you can climb up the 70 metre Town Hall Tower and look at the amazing view.

4 What is the name of the shopping centre in the Main Square in Krakow?



Glossary

story-teller – gawędziarz

stall – stragan

view – widok

3 Uzupełnij pocztówkę wyrazami z ramki. Dwa wyrazy nie pasują do żadnej luki.

café ■ climbing ■ Main Square
people ■ pictures ■ shopping ■ tower
Zócalo

Hi Mum!

I'm having a great holiday here.

At the moment, I'm ¹ _____

to the top of a 70 metre ² _____

in the ³ _____ in Krakow.

I can see a lot of ⁴ _____

in the square. I can also see the old

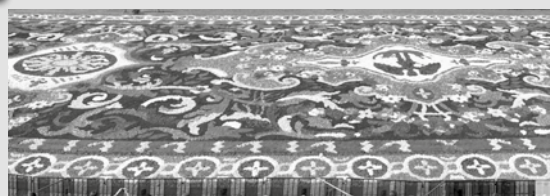
⁵ _____ centre. In the afternoon

I want to visit the Polish Art Gallery

and look at the ⁶ _____.



Around the world



W Brukseli w Belgii znajduje się słynny Wielki Plac (*Grote Markt*). Co dwa lata w sierpniu układany jest na nim wyjątkowy dywan. Popatrz na zdjęcie i odpowiedz na pytanie:

What is the carpet made of?

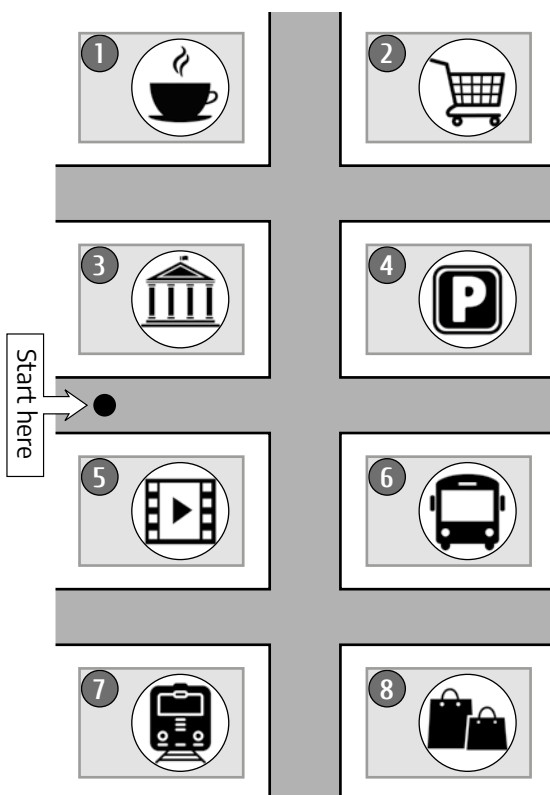
a flags

b flowers

c food

Vocabulary & Speaking

1 ★ Podpisz miejsca 1–8.



- | | |
|---------|---------|
| 1 _____ | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | 8 _____ |

2 ★ Zakreśl właściwe wyrazy.

- 1 **visit / learn** a castle
- 2 **dive into / look for** Brainyballs
- 3 **learn / fight** a dinosaur
- 4 **buy / visit** tickets
- 5 **find / learn** treasure
- 6 **fight / dive into** a crocodile lake
- 7 **learn / look for** magic tricks
- 8 **win / fight** prizes

3 ★★ Ted chce dotrzeć do kawiarni. Popatrz na mapę z ćwiczenia 1. i uzupełnij rozmowę.

Ted: *Excuse me, I'm looking* _____.

You: _____.

Ted: _____.

You: _____.

Grammar

4 ★★ Uzupełnij rozmowę. Użyj wyrazów podanych w nawiasach.

Lily: Hi, Richard. What are you doing (you / do) now?

Richard: I ¹ _____ (watch) TV.
What about you? ² _____ (you / do) your homework?

Lily: No, ³ _____.
I ⁴ _____ (play) chess with Tom.

Tom: And I ⁵ _____ (win)!

Lily: No, he ⁶ _____ (not win).

Richard: I can hear music. ⁷ _____ (your dad / play) the piano?

Lily: Yes, ⁸ _____.
And my cousins are here as well.
They ⁹ _____ (sing) very loudly.

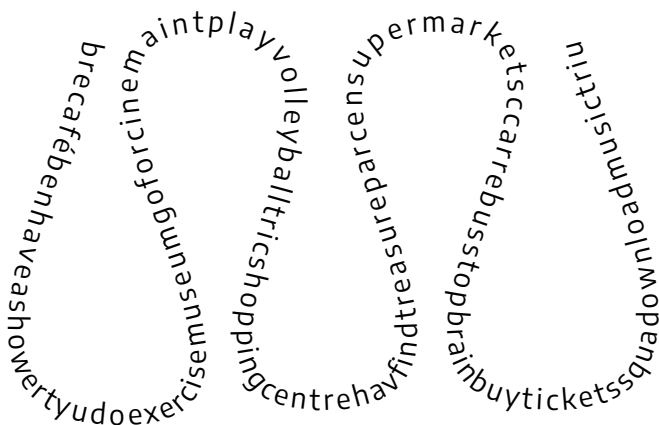
Richard: What ¹⁰ _____ (your aunt and uncle / do)?

Lily: They ¹¹ _____ (not sing)!
They ¹² _____ (make) a cake for my mum. It's her birthday today. And she ¹³ _____ (buy) some new clothes at the shopping centre.

5 ★★ Napisz pocztówkę z wakacji. Opisz, co robisz oraz co robią twoi najbliżsi.



1 Znajdź po 6 wyrazów oznaczających miejsca w mieście i czynności. Zakreśl je.



1 have breakfast	a seven o'clock in the morning
2 go to bed	b quarter to seven in the evening
3 have lunch	c twenty-five past eight in the morning
4 get up	d twenty past nine at night
5 have dinner	e half past twelve in the afternoon
6 go to school	f twenty to eight in the morning

Sophie ☒ learn magic tricks
☒ ride a bike ☐ visit the castle – No

- 1 **Rob and Steve** ☒ swim in the lake
☒ visit the castle ☐ ride a bike – No
- 2 **you** ☒ find treasure ☒ win prizes
☐ learn magic tricks – No
- 3 **Paul** ☒ buy tickets ☒ fight a dinosaur
☐ find treasure – No

? Is she visiting the castle? No, she isn't.

- 1 ☒ Rob and Steve _____
☐ _____
☐ _____
- 2 ☒ I _____
☐ _____
☐ _____
- 3 ☒ Paul _____
☐ _____
☐ _____

3 Uzupełnij dialog. Wykorzystaj wyrazy podane w nawiasach.

Lola: ⁹ _____ (you / do) exercise
after breakfast?

Delia: Yes, they ¹⁵ _____. My father ¹⁶ _____ (**get up**) at one o'clock in the afternoon and then we ¹⁷ _____ (**have**) lunch. After lunch, we ¹⁸ _____ (**go**) to the supermarket and buy food and then I ¹⁹ _____ (**hang out**) with my friends!



On a mid-term trip

5 Uzupełnij dialog.



- A: ¹E _____ me, w _____ t _____ is it?
B: It's ² _____ one. It's time to have ³ _____.
A: Am I ⁴ _____?
B: Yes, ⁵ _____. ⁶H _____ up!

In the city

6 Ułóż zdania w odpowiedniej kolejności.

- ☐ You're welcome.
☐ Go straight on, then turn right. Then turn left.
☒ Excuse me. I'm looking for the cinema.
☐ Thank you.

Useful!

7 Dopasuj zdania A-D do wypowiedzi 1-4. Wykorzystaj komiks z Książki ucznia ze strony 102.



- A** Get a move on!
B I'm on top of the world!
C Wait a minute!
D I can't believe that!

- 1 ☐ The SmoothieMax is a great invention.
2 ☐ People are drinking my smoothies.
3 A: Am I late? B: Yes, you are. ☐
4 ☐ I don't like vegetables but this smoothie is delicious!

Reading

9 Przeczytaj tekst. Zdecyduj, czy zdania 1-4 są prawdziwe (T = True), czy fałszywe (F = False). Zakreśl T lub F.

Penny's blog

Today, I'm at the new shopping centre with my friends Elijah and Emily. Elijah's buying some jeans and Emily's looking for a new dress. What about you? Where are you and what are you doing today?



I'm at home. I'm chatting on my mobile ... and I'm reading your blog!

Ricardo

My brother and I are at the train station. The train is late ☹! We're eating some biscuits!

Jill

I'm at the museum with my aunt. There are some very old clothes here – they're five hundred years old. Cool!

Danni

- 1 Penny is buying clothes with her friends. T / F
2 Ricardo is reading and chatting. T / F
3 Jill's brother isn't at the train station. T / F
4 There are new clothes at the museum. T / F

Writing

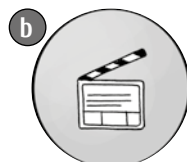
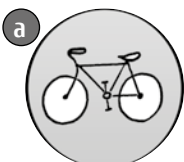
10 Napisz komentarz na stronie Penny. Napisz, gdzie i z kim jesteś oraz co robicie.

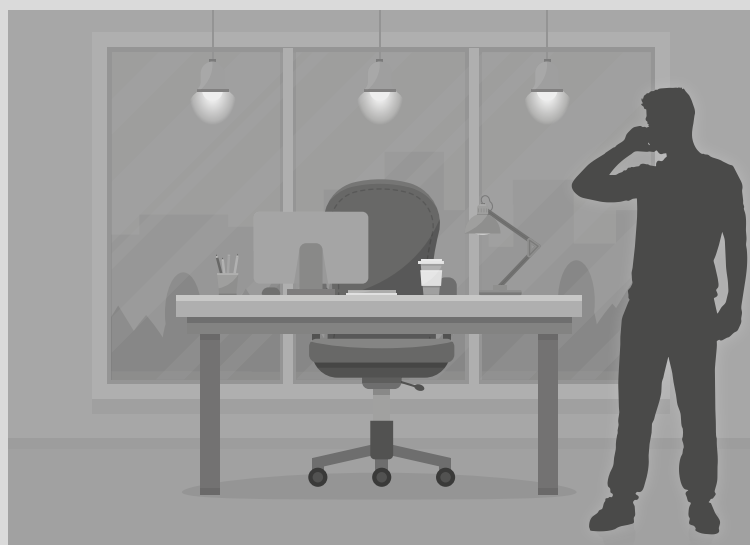
I'm in _____ with my _____ and _____.
I'm _____

Listening

8 38 Posłuchaj nagrania. Połącz osoby z czynnościami przedstawionymi na ilustracjach.

- 1 Jade 2 Alison and her sister 3 Alison's mother 4 Alison's father 5 Alison's brother





It's a dark room with a big computer by the window. There is a man in black clothes and it is difficult to see his face. He has got a phone in his hand.

'Yes, sir! It's a very dangerous mission. And it's a mission for very young agents – completely new agents from different countries.'

There is a moment of silence.

'Yes, sir.' Now the man has the phone in his pocket. He is really worried – there are three agents in three countries, but where are they from? How old are they? And what are their names?



Glossary

dangerous – niebezpieczny

silence – cisza

worried – zmartwiony

young – młody

Can you help the man?



'Yes, sir. We have their names, age and country,' the man in black clothes is really happy. He's on the phone in the dark room again. 'But we haven't got a photo of their faces.'

The man is silent for a moment.

'OK. I see. We need a secret password for our agents and some special clothes. Oh, and they're children so they need an adult to meet us.'

The man has a problem again.

'Maybe the secret word can be their favourite thing, and something special they have – their favourite clothes – and they can come with their favourite person in the family. But what are these things and people?'



Glossary

adult – dorosła osoba

password – hasło

silent – cichy

Can you help the man?



Glossary

difficult – trudny**important** – ważny**nickname** – pseudonim, przezwisko**operation** – akcja

The man in black clothes is in his room again. The meeting with the agents is over. They are ready to work for him. He is very happy because these young people are great agents, but he is also a bit worried that a bad spy can learn the agents' names. He needs secret nicknames for them. But what can they be? The man has got an apple in his hand – he looks at it and he has an idea – the agents' favourite fruit can be their nicknames.

He also needs to plan the operation. It is important to know what his agents can do well. What can these activities be?

And, finally, when they are in action, they need to know how to make food because the action can be very long. Can they cook any food? What is it?

The man in black has got three difficult answers to find: the agents' favourite fruit, their favourite activities and the food they can make.

Can you help the man?



Glossary

always – zawsze**conversation** – rozmowa**must** – musieć**polluted** – zanieczyszczony**volleyball court** – boisko do siatkówki**whole** – cały

It is late in the evening. The man in black clothes is planning the operation for the secret agents. They must get some information about a bad person who wants to make the whole planet polluted. The agents need to take photos of the man and listen to his conversation in a café.

The man in black is thinking hard and talking to himself: 'He always parks his car next to the volleyball court, walks to his favourite café opposite the railway station and talks to his helpers. One agent must wait for him, one must listen to him and one must take photos. How can I plan the operation? Which agent is good for each job?'

Can you help the man?

Train your brain!

Unit 1

- 1 Zbuduj zdania i znajdź drogę do wyjścia.
Możesz się poruszać w górę/dół oraz w prawo/lewo.

START						
I	is	am	They	are	friend.	am
am	eight.	a	dog.	my	are	not
are	It	is	dogs.	friends.	You	eleven.
						FINISH

- 2 Ułóż z podanych elementów cztery zdania.
Każdego wyrazu możesz użyć więcej niż raz.

an is a pens It amazing
notebook are They small very

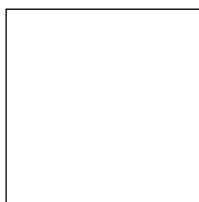
- 1 _____
2 _____
3 _____
4 _____

Unit 2

- 1 Rozwiąż zagadkę. Dopisz nazwę brakującego elementu i narysuj go.

What am I?

I'm a  for a .
I'm green and brown.
I'm a _____ . ----->



- 2 Ułóż z wyrazów w ramce cztery pytania.
Możesz się poruszać w górę/dół oraz w prawo/lewo.

START →	Who	Am	I
	is ↓	he?	a
	FINISH	What	teacher?
	student?	is	it?
	a	you	Are

Unit 3

- 1 Napisz pytania z *Whose*.



owl Whose owl is it?



glasses



magic wand

Do jakiej znanej postaci należą te przedmioty?

- 3 They are _____ things.

- 2 Odpowiedz na pytania.



- 1 What is this?

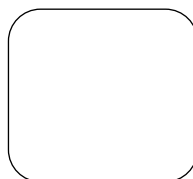
It's _____.



- 2 What are these?

They are _____.

Narysuj przedmiot i dopisz do niego pytanie oraz odpowiedź.



- 3 _____

Unit 4

- 1 Rozwiąż zagadkę.

How many months have got 28 days?

- 2 Jakie to zwierzę?

I haven't got legs, I haven't got arms.
I've got two eyes and sharp teeth.
I'm long and thin.

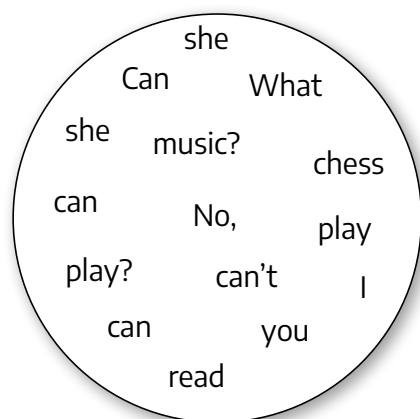


Unit 5

1 Rozwiąż zagadkę.

This animal can speak, but it can't fly.
It can run fast and it can swim. What is it?

2 Ułóż z podanych wyrazów dwa pytania i dwie odpowiedzi. Każdy wyraz może być użyty tylko raz.



Unit 6

1 Opisz, co znajduje się w klasie.



There are some children.

2 Rozwiąż zagadkę.

There aren't any chairs in this room.
There aren't any tables in this room.
You can eat this room.
What room is it?

Hint: You can find it
in the picture.



Unit 7

1 Rozwiąż zagadkę: co Katie robi w środy? Czego nie robi? Dokończ jej wypowiedź. Użyj wyrażień z ramki.

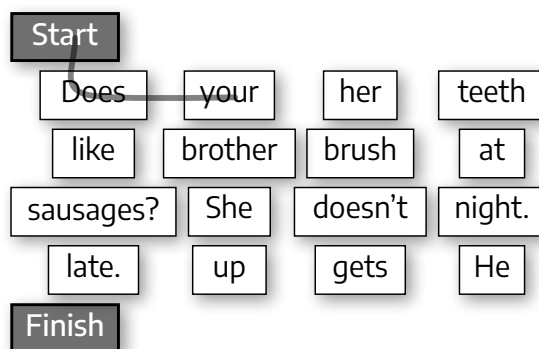
ride my bicycle ■ whistle
download music ■ watch TV

I swim and snowboard on Sunday, but I don't do my homework and I don't climb trees.

I take photos and tell jokes on Tuesday, but I don't play music and I don't sing songs.

I ¹ _____ and ² _____ on Wednesday, but I ³ _____ and I ⁴ _____.

2 Narysuj drogę do mety. Uwaga! Linie nie mogą się przecinać.



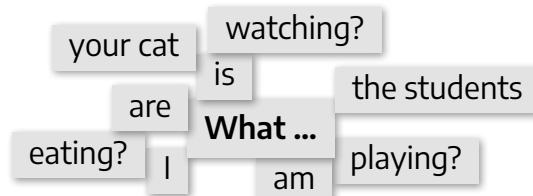
Unit 8

1 Ułóż z podanych elementów poprawne zdanie i odgadnij hasło.

I	am	B ☒	dive	L ☐	into	A ☐
	is	C ☐	diving	R ☐	on	R ☐
	a	I ☐	Chinese	E ☐	class	R ☐
	an	V ☐	crocodile	N ☐	lake	Y ☐

The hidden word is: _ _ _ _ _

2 Ułóż jak najwięcej pytań zaczynających się od wyrazu *What*.





Before you watch

1 Podpisz sposoby, w jakie można dotrzeć do szkoły.

on foot ■ by bike ■ on a canoe
by monorail ■ by train ■ on the school bus



While you watch

2 Obejrzyj film. Wykorzystaj informacje z filmu i dopasuj do krajów sposoby, w jakie docierają do szkoły niektóre dzieci w tych krajach.



- a by bike
- b on foot
- c by train
- d on a canoe
- e by monorail
- f on the school bus

3 Obejrzyj film ponownie i zakreśl właściwe odpowiedzi.

- 1 School **trains / buses / canoes** in the USA are yellow.
- 2 You can see treetops from **monorails / trains / buses**.
- 3 Monorails in Russia aren't **comfortable / fast / quiet**.
- 4 Going to school by canoe is **fun / comfortable / safe**.

After you watch

4 Uzupełnij zdania wyrazami z ramki.

helmet ■ city ■ exercise ■ tracks

- 1 It's important to wear a _____ on a bike.
- 2 Going to school on foot is good _____.
- 3 The monorail moves slowly on the _____.
- 4 New York is a very big _____.

5 Przeczytaj wypowiedzi czworga uczniów A-D. Odgadnij, w jaki sposób każdy z nich dociera do szkoły.

A

My school isn't far from my house, so I don't go by bus or train. I don't like walking.



Emma

B

There are no school buses or trains from my town and the school is really far. My school is by the river.



Tom

C

My school is in a big city and I live in a small town. There aren't any buses from my town, but I live close to a train station.



Abigail

D

I haven't got a bike, but it takes me about 5 minutes to get to school. I don't go by train or bus or by car with my parents.



Rupert

6 Odpowiedz na pytanie. Znajdź 3 inne osoby, które podróżują do szkoły w taki sam sposób jak ty.

How do you go to school?



▶ VIDEO 22

Before you watch

1 Uzupełnij czynności widoczne na zdjęciach.

throw ■ grow ■ make ■ have ■ throw

1



_____ tomatoes

2



_____ water

3



_____ ice sculptures

4



_____ tomatoes

5



_____ a tomato fight

While you watch

2 Obejrzyj film. Dopasuj festiwale i święta do krajów, w których się odbywają.

1

China

a *La Tomatina*

2

Thailand

b Ice and Snow Festival in Harbin

3

Spain

c *Songkran Water Festival*

3 Obejrzyj film ponownie. Zdecyduj, czy zdania 1-6 są prawdziwe (T = True), czy fałszywe (F = False). Zakreśl T lub F.

- In the ice and snow festival in Harbin, people make sculptures only from ice. T / F
- The sculptures are very big. T / F
- The *La Tomatina* festival isn't very popular. T / F
- People in *La Tomatina* throw tomatoes all day. T / F
- Songkran* is the New Year in Thailand. T / F
- Animals also throw water in the *Songkran Water Festival*. T / F

After you watch

4 Uzupełnij zdania wyrazami z ramki.

famous ■ wet ■ huge ■ beautiful ■ messy

- After the tomato festival, the town looks very _____.
- People in China make _____ sculptures from ice and snow!
- The streets are very _____ during the *Songkran Water Festival*.
- The sculptures look very _____ with coloured lights.
- All the three festivals are very _____.

5 Przeczytaj wypowiedzi dwojga uczniów 1-2. Odgadnij, jaki festiwal lub święto opisuje każde z nich.

1

My favourite festival is always in winter. During the festival, people make sculptures. I like it because the sculptures look beautiful at night.



2

I really like this festival. It's very messy because people throw a lot of tomatoes at each other, but I also think it's lots of fun.



6 Odpowiedz na pytania.

What festivals do you have in your country?

New Year's Eve
The Drowning of Marzanna
Bonfire Night ■ Diwali ■ Valentine's Day
St Andrew's Day ■ Easter ■ All Saints' Day

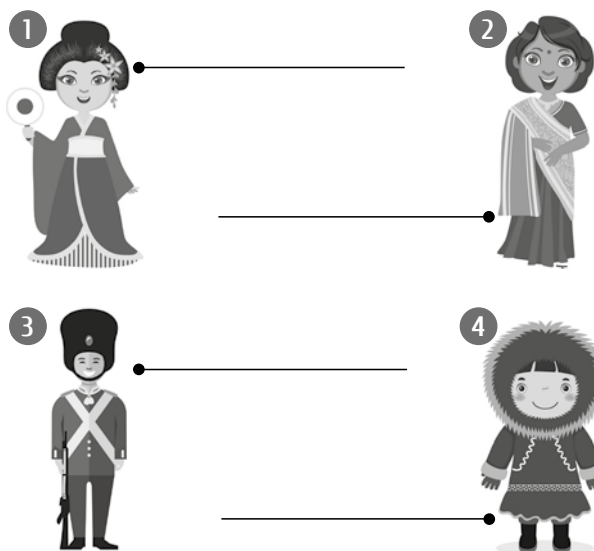
What is your favourite festival? Why?



Before you watch

1 Podpisz tradycyjne ubiory z różnych stron świata.

clothes from animal skin ■ sari
kimono ■ uniform



While you watch

2 Obejrzyj film. Dopasuj nazwy ubiorów do miejsc.

- | | |
|--------------|----------------------------|
| 1 India | a hat |
| 2 Japan | b sari |
| 3 the Arctic | c uniform |
| 4 the UK | d kimono |
| | e clothes from animal skin |

3 Obejrzyj film ponownie. Zakreśl poprawną odpowiedź: a, b lub c.

- Who wears a sari?
a men b women c men and women
- Kimonos for men are usually black, blue, or ...
a red b white c grey
- Inuits wear ... clothes.
a very cold b thick c comfortable
- Who wears red uniforms and big black hats?
a People who go to Buckingham Palace.
b The guards at Buckingham Palace.
c All the guards in England.

After you watch

4 Uzupełnij zdania odpowiednimi słowami.

Uwaga! W dwóch zdaniach oba słowa mogą być użyte.

- This film is _____. I want to watch it again.
uncomfortable / fantastic
- My sister has a very _____ dress.
comfortable / expensive
- I want to visit my friend in the Arctic, so I need to buy a lot of _____ clothes. **thick / warm**
- We make these clothes from _____ skin because the winters are very cold here.
animal / uncomfortable

5 Przeczytaj wypowiedzi trojga uczniów A-C. Odgadnij, z jakiego kraju pochodzi każda z osób.

A

My dad wears a thick black hat and a red uniform. It's very uncomfortable in summer. He works for The King.



B

We don't buy our clothes. We hunt animals and make warm clothes from their skin.



C

People think that I wear a dress but it's one very long piece of material. It looks fantastic and it's very comfortable in hot weather.



6 Znajdź i wklej zdjęcie wybranego tradycyjnego stroju w Polsce. Odpowiedz na pytania.

- What does it look like?

- Who wears it?



UNIT 4 Around the world



Before you watch

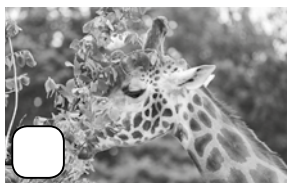
1 Uzupełnij zdania wyrazami z ramki.

crocodiles ■ elephants ■ flamingos
zebras ■ cheetahs ■ giraffes

- _____ can be more than 5 metres high.
- _____ are black and white.
- _____ can run very fast.
- _____ can live for 70 years.
- _____ are beautiful birds with thin legs.
- _____ have got very long bodies.

While you watch

2 Obejrzyj film i ponumeruj zwierzęta w kolejności, w jakiej się pojawiają w filmie.



3 Połącz części zdań. Obejrzyj film ponownie i sprawdź odpowiedzi.

- | | |
|--------------|---|
| 1 Flamingos | a can pick up food with their trunks. |
| 2 Giraffes | b eat more than 30 kilograms of food a day. |
| 3 Crocodiles | c have got pink legs. |
| 4 A zebra | d crossing is a set of black and white lines on a road. |
| 5 Elephants | e have got more than 60 teeth. |
| 6 Cheetahs | f are a kind of big cat. |

After you watch

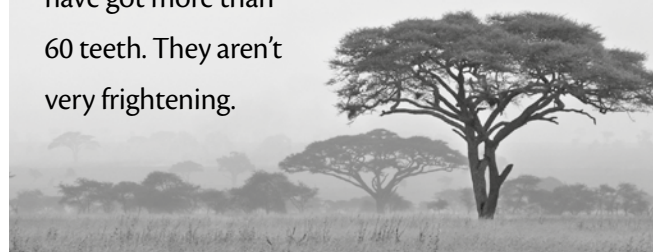
4 Uzupełnij zdania wyrazami z ramki.

trunks ■ birds ■ dangerous
leaves ■ long

- Crocodiles can be over 6 metres _____.
- Elephants have very long _____.
- Flamingos are beautiful pink and white _____.
- Cheetahs look cute, but they are very _____.
- Giraffes eat a lot of _____.

5 Przeczytaj tekst o zwierzętach w Afryce. Znajdź i popraw 6 błędnych informacji.

There are many beautiful animals in Africa. Giraffes have very long necks and they can be 10 metres high. Flamingos are pink and white birds, and their legs are white. Cheetahs are a type of dog. They look cute, but they are dangerous. Elephants are big animals, and they can live for 100 years. They can pick up food with their necks. Crocodiles have got more than 60 teeth. They aren't very frightening.



6 Odpowiedz na pytania.

What animals are there in your country?

Have they got long necks?

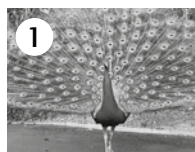
Have they got long trunks or pink legs?



Before you watch

1 Dopisz angielskie nazwy ptaków.

peacock ■ blackbird ■ kiwi
bald eagle ■ robin ■ emu ■ dodo



paw



bielik amerykański



kiwi



dodo



kos



rudzik



emu

While you watch

2 Obejrzyj film i połącz nazwy ptaków z krajami, w których są uznawane za ptaki narodowe.

- | | |
|---------------|--------------|
| 1 India | a kiwi |
| 2 Sweden | b bald eagle |
| 3 New Zealand | c robin |
| 4 the USA | d emu |
| 5 the UK | e blackbird |
| 6 Australia | f dodo |
| 7 Mauritius | g peacock |

3 Uzupełnij zdania wyrazami z ramki. Obejrzyj film ponownie i sprawdź swoje odpowiedzi.

extinct ■ fly ■ feathers
high ■ online vote

- Peacocks have got a lot of colourful _____.
- Kiwis can't _____ at all.
- The robin is the winner of a(n) _____ for the national bird in the UK.
- Emus can be 2 metres _____.
- You can't see any dodos now because they're _____.

After you watch

4 Poprzedstawiaj litery tak, żeby stworzyć wyrazy, które uzupełnią zdania.

- These birds can't _____ *lyf* very well.
- This tree is about 5 metres _____ *ihhg*.
- My school is the winner of an online _____ *eotv* for the best school in our town.
- I think the bird has got beautiful _____ *sfehaert*.
- You can only see the dodo in cartoons because it's now _____ *ientxct*.

5 Przeczytaj wypowiedź ucznia i rozwiąż zagadkę.



The national symbol of my country is a bird. It has got a lot of grey and brown feathers, but it can't fly. You can still see the national bird of my country in the wild, but you have to be very careful because it can be bigger than you! This bird is very strong. I'm not from Europe. Where am I from?

6 Uzupełnij odpowiedź na pytania. Użyj wyrazów z ćwiczeń: 3. i 4.

Has your country got a national bird?
What bird is it?

The ¹ _____ bird of Poland is the eagle.
The eagle's ² _____ are not very colourful, but the bird is big and beautiful. Eagles are strong and have big wings, so they can ³ _____ very well. They aren't extinct, so you can sometimes see them ⁴ _____ in the sky. They are national birds in many countries.



UNIT 6 Around the world



► VIDEO 26

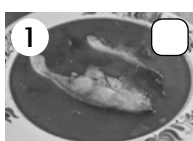
Before you watch

1 Pracujcie w parach. Powiedzcie, które jedzenie jest zdrowe (*healthy*), a które niezdrowe (*unhealthy*).

- 1 sugar _____
- 2 cucumbers _____
- 3 green peppers _____
- 4 feta cheese _____
- 5 olives _____
- 6 fat _____
- 7 seaweed _____
- 8 cactus _____

While you watch

2 Obejrzyj film i zaznacz (✓) wszystkie zdrowe potrawy.



fisherman's soup



Lángos bread



Greek salad



baklava



sushi



tempura



nopal salad



Tex-Mex food

3 Przeczytaj zdania i wybierz właściwe odpowiedzi. Następnie obejrzyj film ponownie i sprawdź odpowiedzi.

- 1 Lángos bread has got a lot of fat and **sugar / calories**.
- 2 Greek salad has got tomatoes, cucumber, and **seaweed / black olives**.
- 3 Baklava is full of **vegetables / sugar** and fat.
- 4 People in Japan eat sushi with fish, rice and **oil / seaweed**.
- 5 Tempura is food cooked in **soup / oil**.
- 6 Nopal salad has got bits of **cactus / peppers** in it.
- 7 Tex-Mex food is full of **fat / vegetables** and calories.

After you watch

4 Przeczytaj zdania i rozszyfruj wyrazy w nawiasach.

- 1 Sushi is very _____ (**a h y e t l h**) because it's got lots of fish.
- 2 Baklava is _____ (**e d u s l c i o i**), but it's got lots of calories.
- 3 Tex-Mex food is tasty, but it's _____ (**l l u f**) of fat.
- 4 Lángos bread is _____ (**a r o i t d a i t n l**) food from Hungary.
- 5 Tempura has got lots of fat, so it's _____ (**t u n e l h a h y**).

5 Przeczytaj opisy 1–4 i zdecyduj, do której potrawy z ramki się odnoszą. Dwie potrawy zostały podane dodatkowo.

Lángos ■ baklava ■ Greek salad
tempura ■ nachos ■ sushi

- 1 This kind of bread is tasty, but it's got about 330 calories in one piece. It hasn't got much sugar, but it's got a lot of fat! I don't think it's healthy.

- 2 It's got between 140 and 200 calories in 6 pieces, and it's very healthy because it's got rice, fish, and vegetables in it. _____
- 3 A lot of people like this type of Mexican food, but it isn't very healthy. It's got 17 grams of fat and over 300 calories in 100 grams.

- 4 It's full of vegetables and it's very healthy. There is feta cheese and olive oil in it, but there are only about 100 calories in 100 grams of this food. And there's no sugar!

6 Zaznacz, które z polskich dań są zdrowe, a które nie. Odpowiedz na pytania.

Think of the traditional food in your country.

- | | |
|------------|-----------------|
| 1 bigos | 5 tomato soup |
| 2 pierogi | 6 cheesecake |
| 3 herring | 7 pork chops |
| 4 pancakes | 8 beetroot soup |

Are there any unhealthy dishes? _____

Are there any healthy dishes? _____



Before you watch

1 Uzupełnij zdania wyrazami z ramki.

footballers ■ competition ■ stadium
traditional ■ ice hockey

- The biggest football _____ in Europe is Camp Nou in Barcelona. Almost 100,000 people can watch games there.
- Robert Lewandowski and Lionel Messi are famous _____.
- The Olympic Games is the most important sports _____ for a lot of sportspeople.
- There are 31 _____ teams in the NHL (National Hockey League).
- The Polish football team's _____ colours are red and white.

While you watch

2 Obejrzyj film i połącz sporty z krajami, w których są popularne. Uwaga! Niektóre sporty pasują do więcej niż jednego kraju.

1 Germany

A



cricket

2 the UK

B



ice hockey

3 India

C



football

4 Canada

D



hockey

3 Obejrzyj film ponownie i zdecyduj, czy poniższe zdania są prawdziwe (T = True), czy fałszywe (F = False). Zakreśl T lub F.

- The stadium in Germany can have different colours. T / F
- Football is a popular sport in Germany and the UK. T / F
- A game of cricket can last a long time. T / F
- People in India like ice hockey a lot. T / F
- Cricket is a faster game than ice hockey. T / F

After you watch

4 Uzupełnij zdania wyrazami z ramki.

lasts ■ play ■ change ■ win ■ national

- The teams which _____ the FIFA World Cup Trophy can only keep it for a few hours.
- Football game _____ for 90 minutes.
- The 'PGE Narodowy' Stadium in Warsaw doesn't _____ colour - it's always red and white, even at night.
- Cricket is a _____ sport in India and the UK.
- If you want to _____ ice hockey, you need two teams with six people in each team.

5 Przeczytaj wypowiedzi trojga uczniów A-C. Odgadnij, z jakiego kraju pochodzi każda z osób.

A



I like hockey and I play it with my friends after school. One day, I would like to play for the national team and win a gold medal in the Summer Olympic Games.

I have a few friends in India who love the same sport as I do because it's a national sport in our countries. We sometimes talk on Skype when we watch the games together. And then we talk for a long time because the games can last many hours.

B



C



People say that my favourite sport is for people who like it when it's very cold because we play on ice. The truth is that the players move on skates so quickly that they are never cold!

6 Odpowiedz na pytania. Użyj słów z ramki.

volleyball ■ handball ■ basketball
cricket ■ rugby ■ football ■ ice hockey
hockey ■ baseball ■ speedway ■ ski jumping

What sports are popular in your country?

Is there a national sport?



Before you watch

1 Uzupełnij zdania wyrazami z ramki.

runners ■ horse races ■ marathon
bicycle race ■ running

- The *Tour de France* is a very famous _____.
- A _____ is over 42 kilometres long.
- _____ in the morning is very healthy.
- There are over 50,000 _____ in the New York City marathon every year.
- During the fastest _____, some animals run at 60-70 kilometres an hour.

While you watch

2 Obejrzyj film. Dopasuj wyścigi A-C do miejsc 1-3, w których się odbywają.

- Siena, Italy



Downmall race

- New York, USA



Empire State Building Run-Up

- Budapest, Hungary



Palio horse race

3 Obejrzyj film ponownie. W trakcie oglądania, zakreśl błędne informacje w zdaniach 1-4. Popraw je dopiero po obejrzeniu filmu.

- In the Downmall race, the bikers go up the escalators. _____
- Very fit runners can finish the Empire State race in 5 minutes. _____
- The runners in the London Marathon run alongside a lake. _____
- The Palio horse race in Italy is a new race. _____

After you watch

4 Uzupełnij zdania wyrazami z ramki. Uwaga! Dwa wyrazy zostały podane dodatkowo.

fit ■ long ■ dangerous ■ bottom
beautiful ■ old ■ exciting

- The marathon is a very _____ race – about 42 kilometres.
- Watching downmall races is very _____.
- Riding a bike without a helmet is _____.
- Marathon runners must be very _____.
- There are over 1,500 steps from the _____ to the top of the Empire State building.

5 Przeczytaj tekst i zdecyduj, który sport Alice uważa za najbardziej ekscytujący.

Which race do you think is the most exciting, Alice?



Teacher



Alice

We're a marathon family - my parents and my older brother run marathons every year and they think it's exciting. But I think running for four or five hours is a bit boring. In my opinion, downmall races are amazing - some people say they are dangerous, but I think it's good fun to ride a mountain bike in a shopping mall! I also like horse riding, but I don't think it's a good idea to do it in the main square.

Alice's favourite sport: _____

6 Odpowiedz na pytania.

Which race do you think is the most exciting? Why?

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Around the world written by Czesław Kiński and
Jacek Łagun

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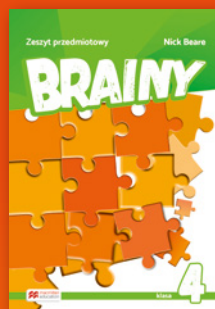
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