

Sylwia Grubiak | Monika Kapuśniak



Zeszyt ćwiczeń
do języka angielskiego
dla klasy trzeciej
szkoły podstawowej



Nagrania do zeszytu ćwiczeń
dostępne na **docwiczenia.pl**



Kod H3EFAH

**nowa
era**

Twoje mocne strony

Lesson 1 How do you spell your name?

1 Posłuchaj nagrania i otocz pętlą *a* lub *b*. 02 

1. a) Barnie b) Barbie
2. a) Darren b) Daniel
3. a) Dina b) Diana

4. a) Dan b) Tom
5. a) Tola b) Lola
6. a) Jenny b) Amy

2 Połącz pytania z odpowiedziami.

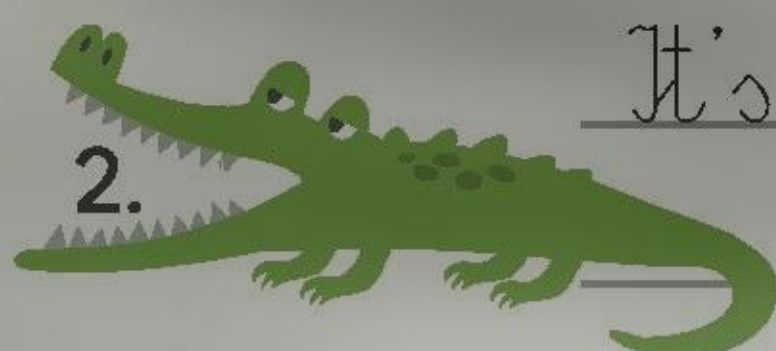
1. What's your name?
2. What colour is the monster?
3. How old are you?
4. What's this?
5. What's the weather like?
6. Have you got a dog?

- a) I'm nine.
- b) I'm Olivia.
- c) Yes, I have. His name's Arlo.
- d) It's red and yellow.
- e) It's a pen.
- f) It's cold and foggy.

3 Napisz zdania.

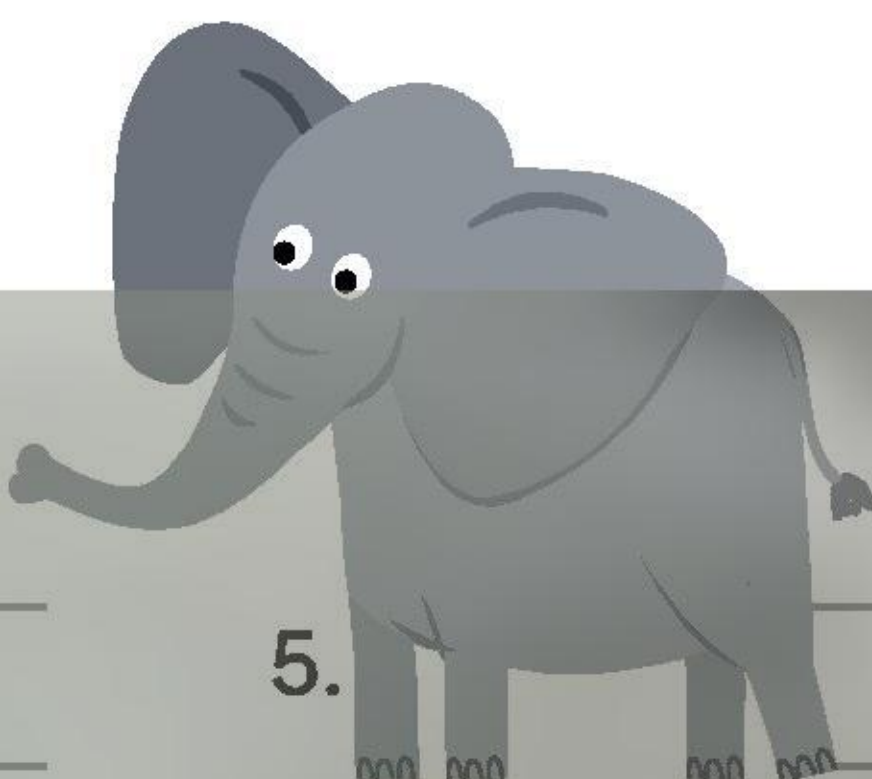
What's this?

1.  It's a green cucumber.

2.  It's a dangerous crocodile.

3. 

4. 

5. 

6. 

7. 

8. 

4 Uzupełnij zdania wyrazami z ramki.

girl • boy • children

- 1. The _____ has got a yellow top.
- 2. The _____ are happy.
- 3. The _____ hasn't got a hoodie.
- 4. The _____ are running with the dog.
- 5. The _____ has got black boots.



5 Napisz, jakie ubrania i rzeczy mają dzieci.



The girl has got

The boy has got

6 Opisz wybraną osobę z klasy według wzoru w ćwiczeniu 5.
Pozostałe osoby odgadują, o kogo chodzi.

Lesson 2 What's your favourite day?

① Ponumeruj nazwy dni tygodnia.

Tuesday _____

Monday _____

Wednesday _____

Friday _____

Thursday _____

Saturday _____

Sunday _____

② Odpowiedz na pytania.

Example:

Do you go to the cinema on Tuesdays?

No, I don't. I go to the cinema on Saturdays.

Do you play basketball on Fridays? Yes, I do.

1. Do you help your mum on Saturdays?

2. Do you have dinner with your grandma on Sundays?

3. Do you meet your friends on Wednesdays?

4. Do you go to the swimming pool on Tuesdays?

③ Uzupełnij zdania wyrazami z ramki.

spring • summer • autumn • winter

Christmas is in _____!
I love Christmas and presents.



In _____
I go to the garden
and look at my flowers.



It's rainy. The trees are red,
brown and yellow. I don't like
_____.

I like _____.
I can swim in the lake
and eat ice cream.



④ Napisz, którą porę roku lubisz i dlaczego.

I like _____

_____.

⑤ Odpowiedz na pytania.

1. What's your favourite day?

2. What's your favourite colour?

3. What's your favourite food?

4. What's your favourite fruit?

5. What's your favourite animal?

⑥ Dopisz do każdego zestawu po dwa wyrazy.

1. cow, horse, _____, _____

2. grey, black, _____, _____

3. spring, winter, _____, _____

4. Wednesday, Sunday, _____, _____

5. read, paint, _____, _____

6. plum, apple _____, _____

7. angry, bored, _____, _____

8. kitchen, toilet, _____, _____

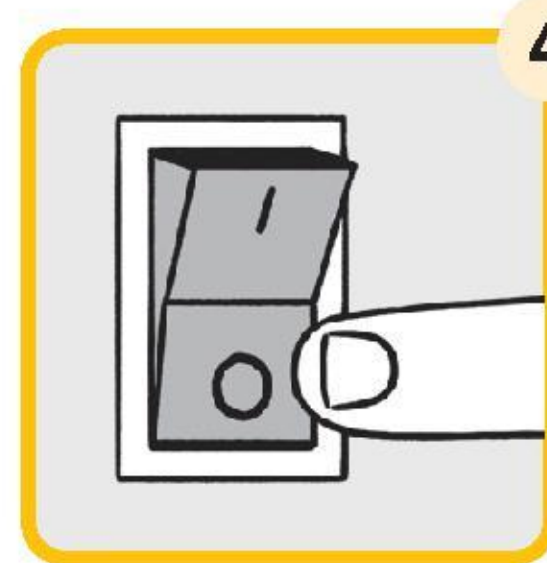
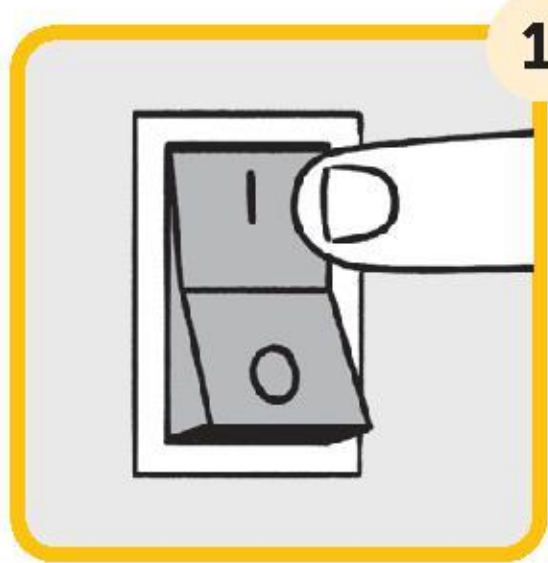
9. basketball, skiing, _____, _____

10. beanie, top, _____, _____

SWITCH ON!

Lesson 1 We have fun!

1 Przyklej naklejki.



2 Posłuchaj nagrania i ponumeruj obrazki.

03



3 Zapisz pytania, które zadasz koleżance/koledze. Otocz pętlą odpowiedzi.

1. call your mum Can you call your mum?

Yes, I can. / No, I can't.

2. send a picture _____?

Yes, I can. / No, I can't.

3. switch on a laptop _____?

Yes, I can. / No, I can't.

4. share toys _____?

Yes, I can. / No, I can't.

5. chat with a friend _____?

Yes, I can. / No, I can't.

4 Popatrz na kalendarz i uzupełnij zdania.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

- I _____ on Mondays.
- I _____ with Sisi on _____.
- We go to the _____ on _____.
- I _____ on Thursdays.
- I _____ with Tom on _____.
- I _____ to my Grandma on _____.
- We _____ in a restaurant on _____.

5 Co mówią dzieci? Uzupełnij zdanie.



We're friends. On Saturdays and Sundays

we _____,

and _____.

We have fun!

6 Napisz, co najchętniej robisz w wolnym czasie.

On Saturdays and Sundays I _____.

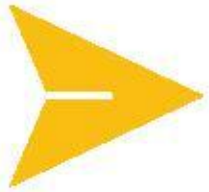
1 Postłuchaj historyjki i połącz połówki zdań. 04 

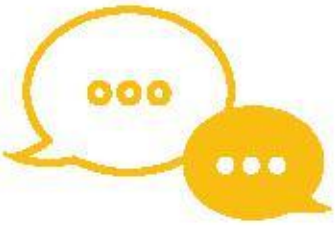
- | | |
|-----------------------|-------------------------------|
| 1. Switch on | a) Maya. |
| 2. Let's meet | b) the computer please, Toby. |
| 3. She has brown hair | c) playing online. |
| 4. This is | d) and brown eyes. |
| 5. I like | e) a new friend. |

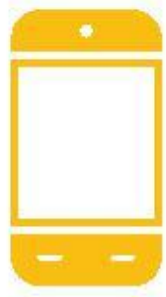
2 Uzupełnij luki w zdaniach wyrazami z ramki.

send • chat • switch on • call

1. Let's  _____ the computer.

2. Let's  _____ a message to Maya.

3. Let's  _____.

4. Let's  _____ my mum.

3 Matt wymazał niektóre litery z wyrazów i zastąpił je ikonkami. Odkoduj i napisz słowa.

- a & - e \$ - s

1. pl#y onlin& - _____

2. &njoy - _____

3. \$h#re - _____

4. \$witch off - _____

5. h#v& fun - _____

6. #rgu& - _____

4 Uzupełnij zdania wyrazami z ramki.

pick • drinks • relax • enjoys • brush

Example: I (send) send text messages to my friends.
Uncle Tom (water) waters his plants on Mondays.

1. We _____ by the lake in summer.
2. Oliver _____ milk in the morning.
3. I _____ my teeth every day.
4. We _____ fruit in the garden in summer.
5. Aunt Laura _____ playing online.

5 Uzupełnij zdania o tym, co lubią robić dzieci.



She enjoys playing football.



He likes chatting with his friends.



1

Lulu enjoys _____
_____.



3

Eve likes _____
_____.



2

Evan likes _____
_____.



4

Theo enjoys _____
_____.

6 Napisz, co ty lubisz robić.

Lesson 3 Let's meet online!

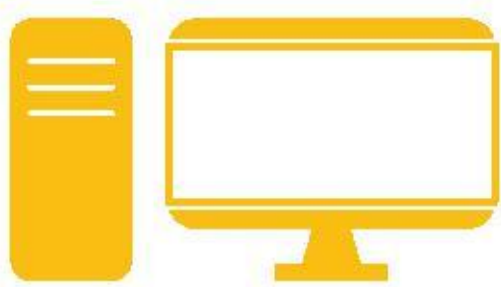
1 Znajdź wyrazy i podpisz obrazki.



1. _____



2. _____



3. _____



4. _____



5. _____

2 Uzupełnij zdania i dopasuj je do obrazków.

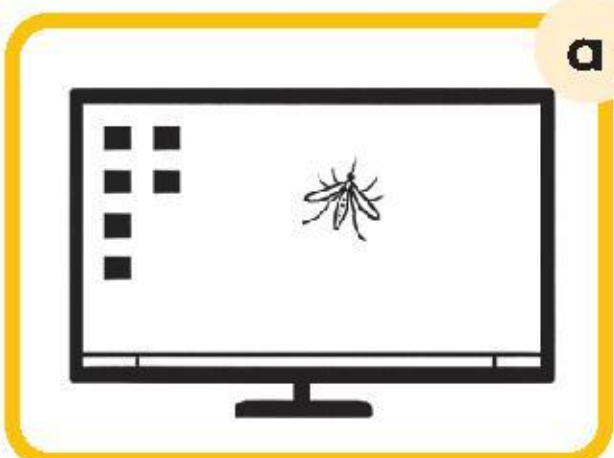
1. I can send a t_____ m_____.

2. I've got a v_____ g_____.

3. I like this p_____.

4. Look! There is a mosquito on the s_____.

5. I haven't got a c_____.



3 Podkreśl właściwe słowa.

1. Can we meet **online** / ticket today?

2. Put in your **bike** / password!

3. Can I use your **text message** / mobile, please?

4. Let's do a **project** / camera.

5. Dad, help me! I can't make a **file** / computer.

4 Popatrz na obrazki i napisz zdania z wyrazami z ramki.

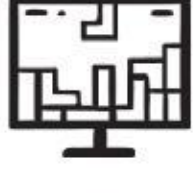
wash • put in • switch on • switch off



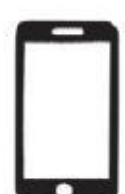
1. Put in your password, please.
2. _____
3. _____
4. _____

5 Postłuchaj nagrania i zaznacz ✓ to, co dzieci mają, i ✗ to, czego nie mają. Następnie napisz zdania. 05

1.   ☐ She's got a _____
 ☐ She hasn't got a _____

Monica
2.   ☐ He hasn't got a _____
 ☐ He's got a _____

Tom
3.   ☐ _____
 ☐ _____

Tina
4.   ☐ _____
 ☐ _____

Greg

6 Popatrz na obrazki w ćwiczeniu 5. Napisz, co ty masz i czego nie masz.

I've got _____

I haven't got _____

- 1 Posłuchaj historyjki i ponumeruj zdania. Otocz pętlą osobę, która jest superbohaterem w tej historyjce. 06 

The friends can play the game. ____

The friends want to play Super Heroes 3. ____

Toby puts in the password. ____

Maya helps her friends. ____

The friends can't play the game. ____



- 2 Dzieci zakodowały dostęp do swoich kont online. Użyły słów z lekcji 3. Niektóre litery, liczby i znaki specjalne zostały już wpisane. Wpisz pozostałe litery. Czy takie hasła są bezpieczne?

__o__ct12#

__r__n15\$

__le&mi_13!

- 3 Otocz pętlą *a*, *b* lub *c*.

1. I ... text messages to my Grandpa.

a) chat

b) send

c) argue

2. Can you ... your screen, please?

a) send

b) call

c) share

3. She likes playing

a) password

b) file

c) online

4. I'm bored. Let's play a

a) video game

b) file

c) screen



4 Do twojego komputera zakradł się literowy wirus. Posklejał wyrazy w zdaniach i dodał zbędne litery. Czy potrafisz odwirusować zapisy?

1. Switchtonyouromobile. _____
2. Writekatextmmessaggev. _____
3. It'sxagoodcpasswordd. _____
4. Ienjoybplayingmonline. _____
5. Canyouhshareyournscreen? _____

5 Jak przygotować się do lekcji online? Zaznacz ✓ te czynności, które wykonujesz, i ✗ te, których nie należy robić.

1. Switch on the computer. ☐
2. Listen to your teacher. ☐
3. Switch on your mobile and play a video game. ☐
4. Listen to music. ☐
5. Switch on your mic and your camera. ☐
6. Eat and drink. ☐
7. Put in your password. ☐

6 Posłuchaj nagrania i ponumeruj czynności zgodnie z instrukcją. **07**



7 Wytłumacz koleżance/koledze, co musi zrobić, aby zagrać z tobą w grę online na telefonie. Napisz wiadomość tekstową z instrukcją.

Lesson 5 She sends text messages very fast!

- 1 Postuchaj nagrania i dopasuj imiona do obrazków. Do jednego z imion należy dopasować dwa obrazki. 08 

Ben

Clara

Katy

Pete



- 2 Co lubisz robić? Zamaluj wybrane puzzle i przeczytaj zdania.

playing basketball.

I like / enjoy

reading books.

doing projects.

sending text messages.

- 3 Podkreśl właściwe słowa.

1. I like **watching** / **watch** films.
2. We enjoy **play** / **playing** online games.
3. I like **cook** / **cooking** with my grandma.
4. Jack and Emma like **talk** / **talking**.
5. I enjoy **sending** / **send** text messages to my friends.

- 4 Otocz pętlą symbole czynności, które lubisz wykonywać, i napisz zdania.





5 Połącz puzzle, aby powstały zdania, i je napisz.



6 Uzupełnij zdania odpowiednimi formami czasowników w nawiasach.

1. I call my friends on Mondays but Ann (call) _____ her friends on Wednesdays.
2. I argue with my sister and Ben (argue) _____ with his brother.
3. My Grandma (watch) _____ films on Sundays.
4. We play football on Saturdays but Sam (play) _____ football on Sundays.
5. My brother (switch) _____ off his mic in lessons.
6. My sister (relax) _____ in the library.
7. My teacher (share) _____ her screen in lessons.
8. My Dad (send) _____ text messages very fast.

7 Napisz, co robią twoi domownicy w wybrane dni tygodnia.

On Mondays my sister goes swimming.

Lesson 6

Coding Day

1 Skreśl niewłaściwy wyraz.



1. up
/ left



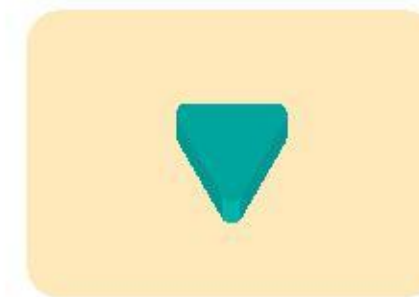
2. bug
/ bee



3. rat
/ mouse



4. chat
/ move

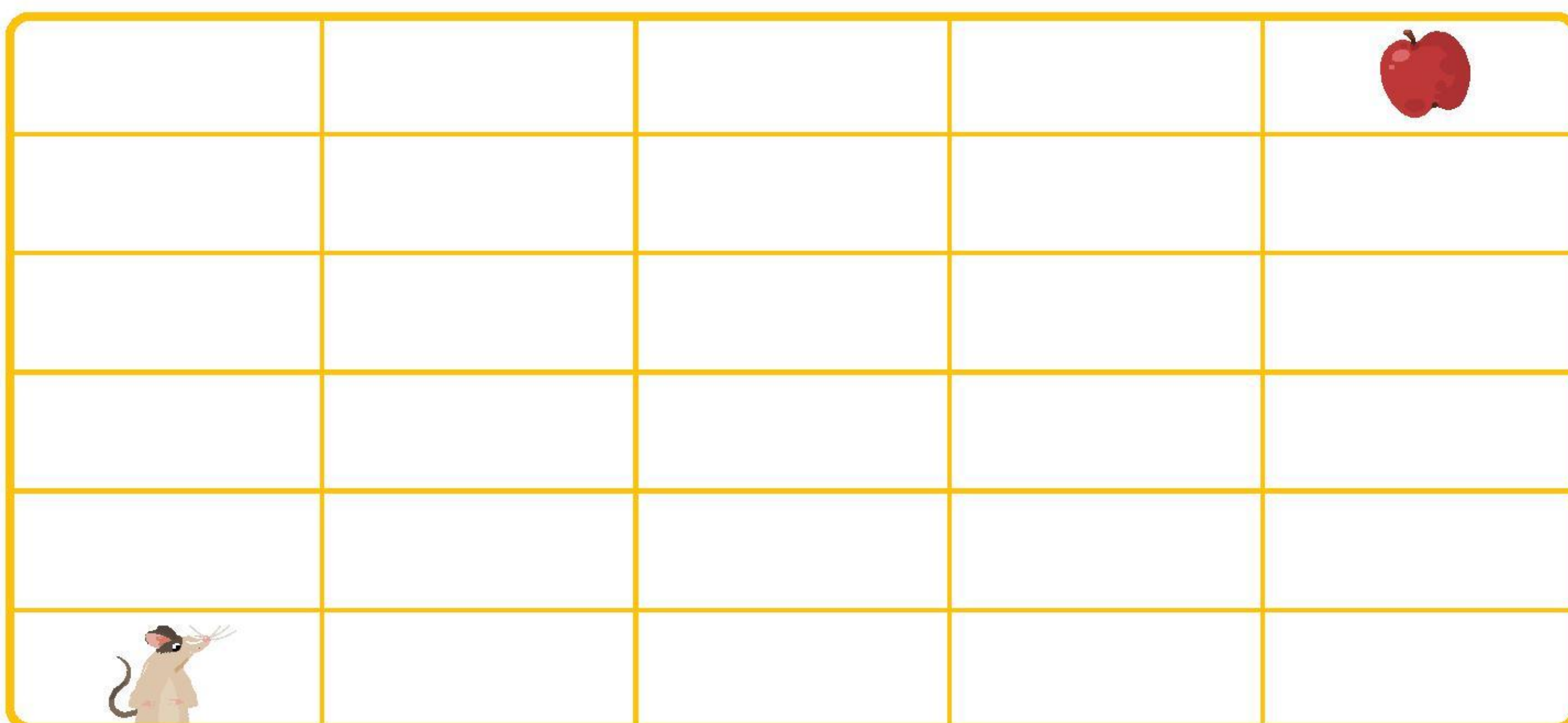


5. down
/ right



6. password
/ keyboard

2 Posłuchaj nagrania i pokoloruj drogę Matta. 09



3 Poprowadź Matta do jabłka inną drogą. Zapisz wskazówki i przeczytaj je koleżance/koledze. Czy prawidłowo pokolorowali pola?

4 Rozwiąż rebus i odczytaj hasło.



g = n't

I _____



b = l



s = gs

_____!

5 Czy lubisz kodowanie? Uzupełnij początek zdania.

_____ coding.

Lesson 7 I've got it!

1 Odkoduj słowa z lekcji 1 i je zapisz.



2B _____

1E _____

1C _____

2C _____

2A _____

2D _____

1A _____

1B _____

2E _____

1D _____

2 Podpisz obrazki wyrazami z ramki.

project • video game • password • mic • mobile • file
camera • text message • screen • computer



Czy pamiętasz wszystkie słówka?
Pokoloruj wybraną buźkę.



I know it!



Let's work more.

3

Napisz, co lubią robić nasi bohaterowie.

1.



4.



2.



5.



3.



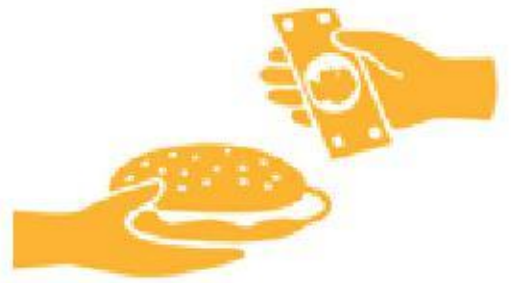
6.



4

Zapytaj koleżankę/kolegę, czy wykonuje te czynności w poniedziałek, i zaznacz odpowiedzi.

Do you **paint** on Mondays?

name				



5

Napisz zdania o tym, co twoja koleżanka / twój kolega robi w poniedziałek.

Czy potrafisz napisać zdania o innej osobie? Pokoloruj wybraną buźkę.



I know it!



Let's work more.

6 Przeczytaj e-mail i zaznacz *true* lub *false* obok zdań poniżej.

To:

Hi Luke,
How are you? Do you have the new video game 'Fast Cars'? My brother Matthew likes the game. He's 15 and he likes playing video games. On Saturdays he gets up in the morning and switches on his computer. He plays and eats cereal for breakfast. He enjoys playing online with his friend Ali. I don't like online games – I enjoy reading books. I like reading about rivers, lakes and mountains. It's interesting. I share my room with my brother and we argue sometimes. Do you argue with your brother?
Love, Jude

SEND

	true	false
1. Matthew is 9.		
2. He likes computer games.		
3. Matthew eats cereal for breakfast.		
4. Jude plays online games with his friend Ali.		
5. Matthew and Jude argue sometimes.		

Czy dobrze rozumiesz to, co czytasz po angielsku? Pokoloruj wybraną buźkę.



I know it!



Let's work more.



IT Masters

Wymyśl dwa tytuły gier dla dzieci w języku angielskim i zaprojektuj ich winiety. Sprawdź w internecie, jak wyglądają ikonki oznaczające minimalny wiek gracza, i zastosuj je w swoich projektach.

IMPORTANT JOBS

Lesson 1 What do you do?

- 1 Uzupełnij nazwy zawodów, wpisując właściwe litery. Połącz nazwy z właściwymi obrazkami.



a



b



c



d

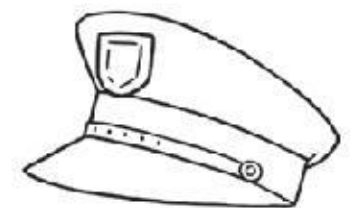
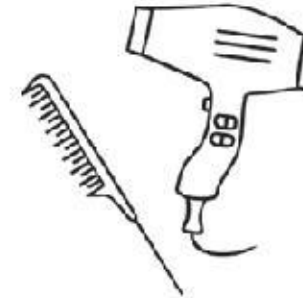
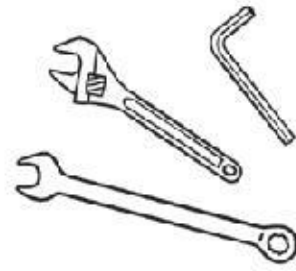
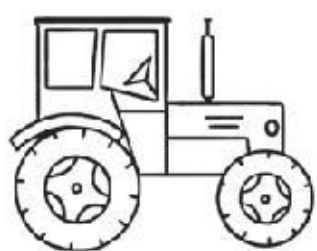


e

1. v__ 2. s__ a_____ 3. v_____ 4. n_____ 5. d_____

- 2 Wpisz nazwy zawodów z ramki.

farmer • police officer • doctor • mechanic • hairdresser



1. _____ 2. _____ 3. _____ 4. _____ 5. _____

- 3 Otocz pętlą właściwe zdanie.



1. He's a farmer. / She's a farmer.



2. I'm a nurse. / We're nurses.



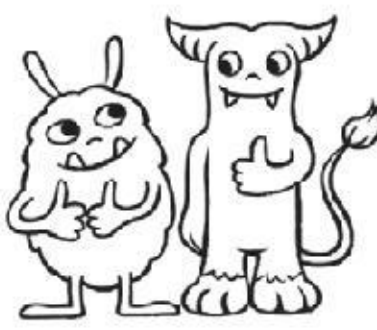
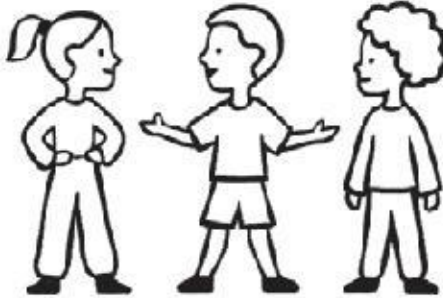
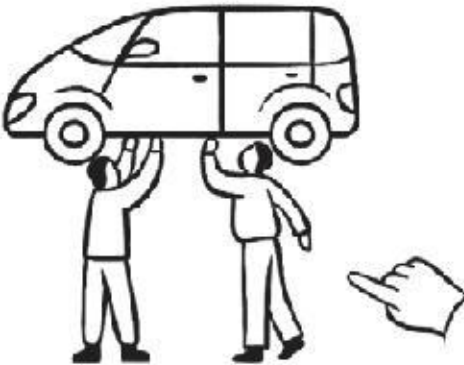
3. They're shop assistants. / He's a shop assistant.



4. You're drivers. / You're a driver.

4 Uzupełnij zdania wyrażeniami z ramki.

She's • You're • They're • I'm • He's • We're • You're

1.  _____ a princess.
2.  _____ my brother.
3.  _____ a police officer.
4.  _____ my grandpa.
5.  _____ monsters.
6.  _____ my friends.
7.  _____ mechanics.

5 Odgadnij zawody. Napisz zdania.

1. He loves hair. He's a hairdresser.
2. I'm in the shop. I'm a
3. You love animals. _____
4. They've got ten cows and seven hens. _____
5. We like cars. _____
6. She writes on the computer very fast. _____

6 Kim chcesz być w przyszłości? Dokończ zdanie.

I want to be a _____.



Story Time 1

Lesson 2 Who is she?

- 1 Postłuchaj historyjki i w każdym zdaniu skreśl błędną informację. Napisz prawidłowe wyrazy. 10

1. Jack and Emma go home to Emma's house. _____

2. Emma runs to her school. _____

3. Matt is in the living room with Lily. _____

4. Maya's mum is a doctor. _____

5. Emma, Toby, Maya and Lily have fun. _____

- 2 Rozwiąż krzyżówkę.

→ Across:

3. I've got a horse,
a cow and some sheep.
I'm a

5. My uncle helps
people in hospital. He's a

6. A: I've got a problem with
my car.
B: I can help. I'm a

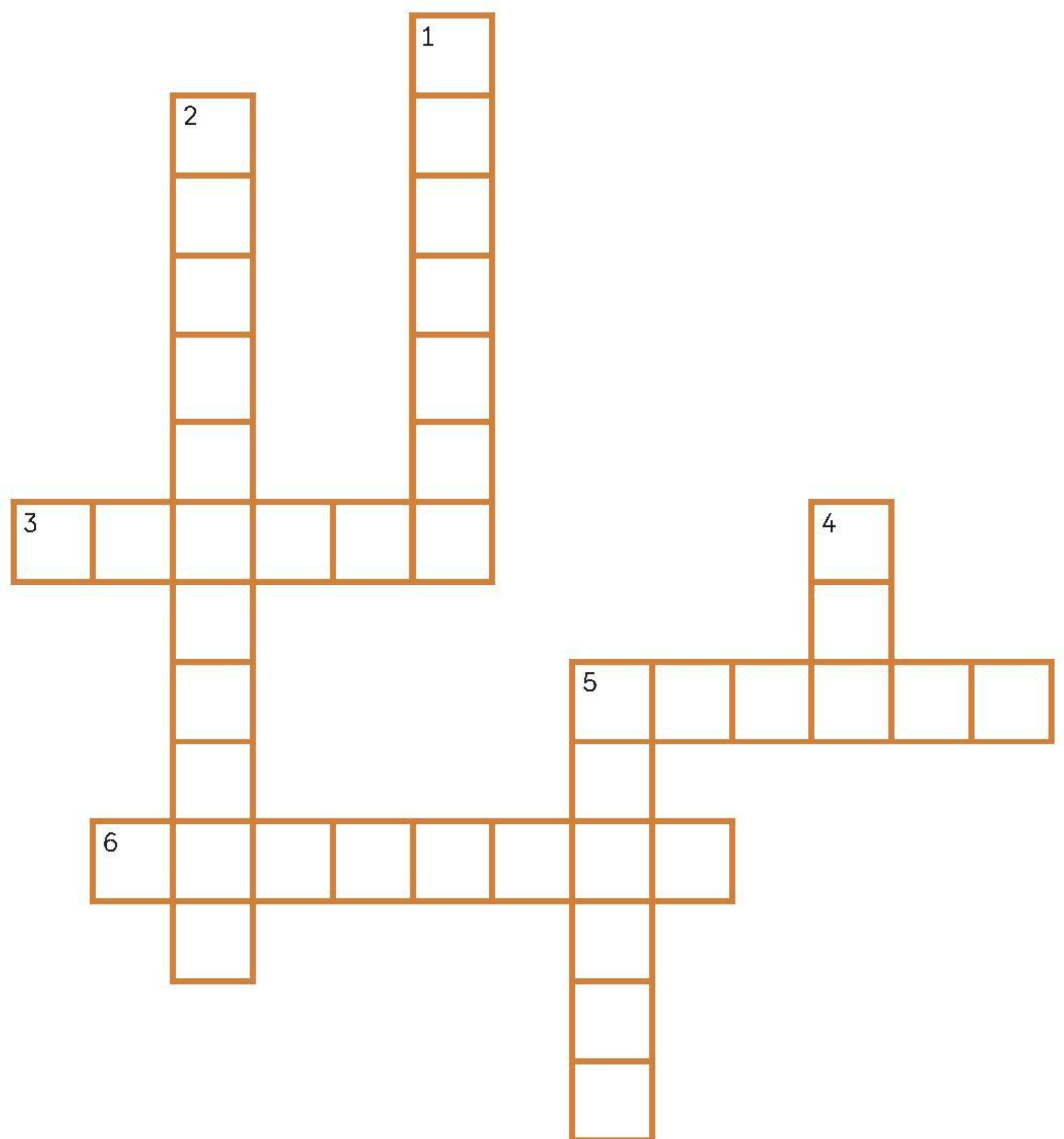
↓ Down:

1. My sister has got her vlog
Happy Animals. She's a

2. He helps me with my hair.
He's a

4. My friend helps animals in
an animal hospital. She is a ...

5. My dad likes cars. He is a





- 3 Przeczytaj tekst i odgadnij, jakie wyrazy ukryły się pod obrazkami owoców. Połącz obrazki z wyrazami.

Teacher: Hello! I  your new teacher. My name  John Kentworth and this  my friend Mrs Brown. She  a teacher, too. We  very happy to meet you. Let's talk about jobs. Tom,  your mum a shop assistant?

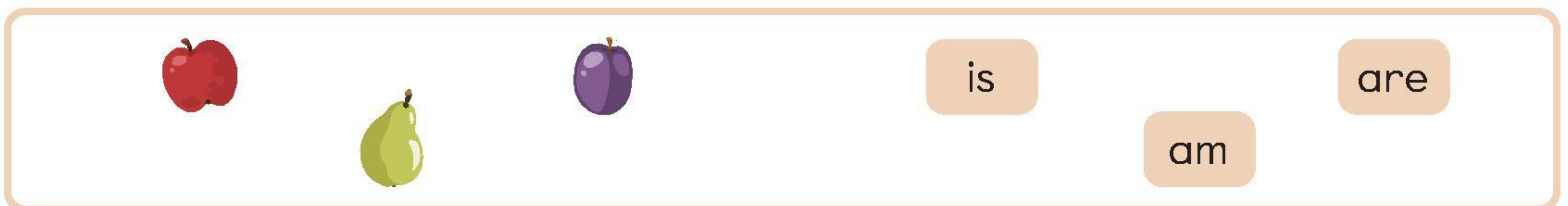
Tom: No, my mum and my dad  doctors.

Ann: And my dad  a doctor too.

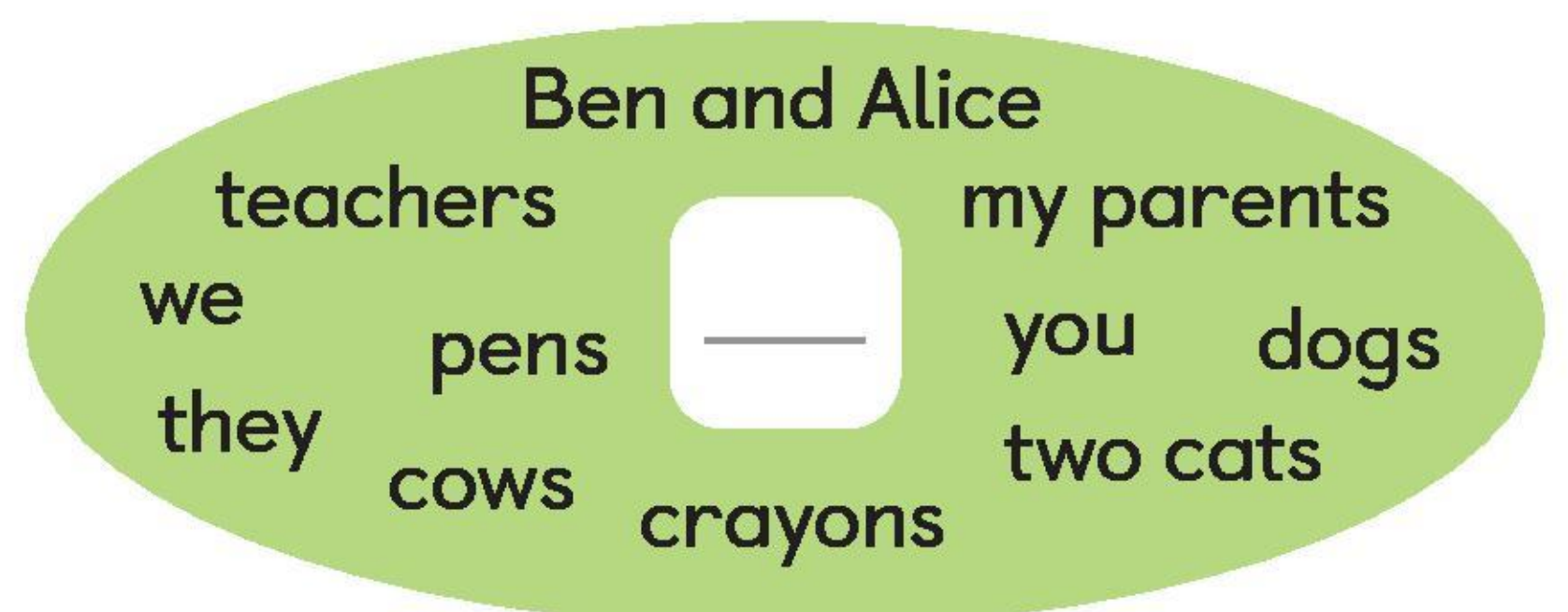
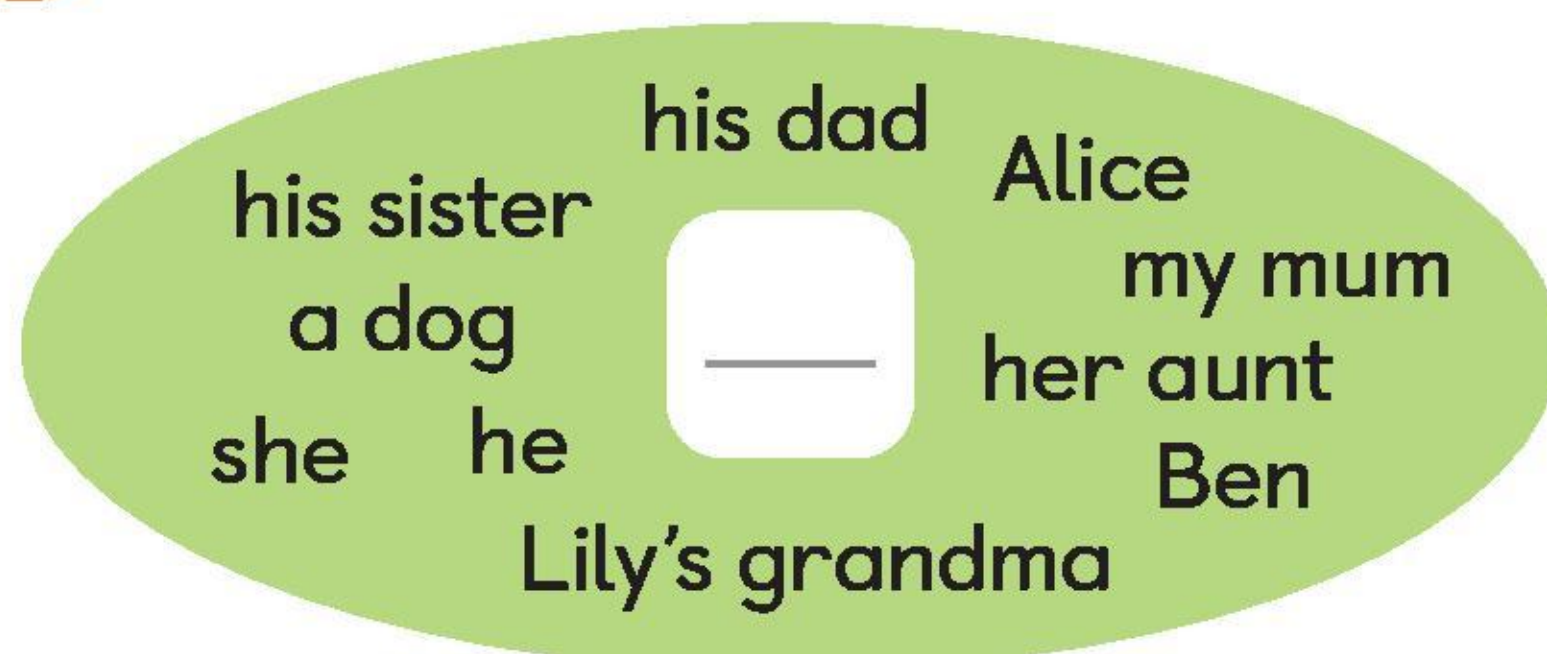
Teacher: Let's play a game called 'Jobs'.

Children: Great! We  good at playing games.

Teacher: Yes, you  very good at games!



- 4 Dopisz *is* lub *are* przy odpowiednich zbiorach wyrazów.



- 5 Uzupełnij zdania, wpisując w luki *is*, *are* lub *am*.

1. She _____ good at painting.
2. We _____ in the kitchen.
3. He _____ a farmer.
4. They _____ at school now.
5. You _____ good at reading.
6. I _____ a driver.

- 6 Dokończ zdania o tym, kim są lub gdzie są poszczególne osoby.

1. My mum _____.
2. My grandma and my grandpa _____.
3. My dad _____.
4. My friends _____.

Lesson 3 Look around in the town.

1 Otocz pętlą właściwy podpis.



1. vlog
/ drive



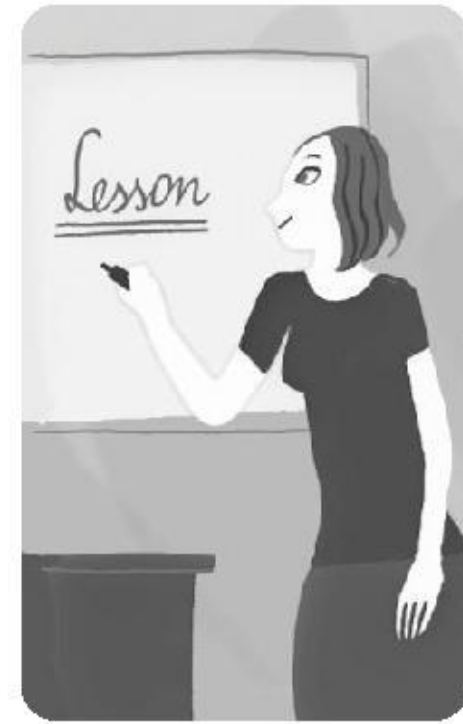
2. fix
/ cut



3. look after
/ sell



4. hoodie
/ uniform



5. inside
/ outside

2 Połącz połówki zwrotów i napisz właściwe litery.



1. look after
2. cut
3. work
4. drive



outside
a cat
a car
hair



3 Posłuchaj nagrania i połącz imiona z odpowiednimi informacjami.

11

1. Dalia
2. Sofia and Jessica
3. Will
4. Danny and John

a) looks after animals.
b) fix cars.
c) helps people.
d) drive trucks.



4 Uzupełnij zdania, używając przeczeń.

1. I read books. I don't read comics.
2. They swim on Mondays. They _____ on Fridays.
3. You play football. You _____ play tennis.
4. We collect honey. We _____ eggs.
5. Jenny and Ben feed horses. They _____ chickens.
6. I pick vegetables. I _____ fruit.

5 Uzupełnij zdania według wzoru.

1. Andrew is a vlogger. He (sell ✗) doesn't sell clothes in the shop.
He (vlog ✓) vlogs about them.
2. Maria is a nurse. She (sell ✗) _____ fruit.
She (help ✓) _____ people in the hospital.
3. This is Monica. She's a mechanic. She (vlog ✗) _____.
She (fix ✓) _____ cars.
4. Ali is a hairdresser. He (feed ✗) _____ hens.
He _____ (cut ✓) hair.
5. This is Mr Jefferson. He's got a uniform. He (work ✗) _____
on a farm. He (drive ✓) _____ a police car.

6 Opisz osoby na zdjęciach. Podaj jak najwięcej informacji.

1.  Jeff is a farmer. He grows fruit and vegetables.
2.  Holly
3.  Mark
4.  Ella



Story Time 2

Lesson 4 A new job.

- 1 Postuchaj historyjki i zaznacz *true*, jeśli zdanie jest prawdziwe, lub *false*, jeśli jest fałszywe. 12

	true	false
1. Jack is bored.		
2. Jack's mum starts a new job today.		
3. She's a nurse.		
4. She calls Lily.		
5. Jack is fast.		

- 2 Jakiej litery brakuje w każdej parze wyrazów?

- | | |
|--------------|------------|
| 1. w _ rk | j _ b |
| 2. m _ m | _ niform |
| 3. exc _ ted | hosp _ tal |
| 4. st _ rt | f _ st |

- 3 Odszukaj poniższe zdania w scence 1 w historyjce i je uzupełnij.

- My mum _____ her new job today.
- She _____ at the hospital.

- 4 Uzupełnij zdania właściwymi formami wyrazów w nawiasach.

- My uncle (work) _____ in a shop.
I (work) _____ at school.
- Mr Hobbs (sell) _____ mobiles.
We (sell) _____ cars and trucks.
- My sister (vlog) _____ about animals.
My teachers (vlog) _____ about butterflies.
- You (switch off) _____ your mobile at the cinema.
My brother (switch off) _____ his mobile at school.



5 Przeczytaj tekst i odpowiedz na pytania.

A A A A

≡ ≡ ≡

MY MUM'S JOB

My mum's name is Rebecca. She is nice and friendly. She works in a hospital. She looks after people. She isn't a doctor. She's a nurse. She has got a white uniform. She doesn't work on Mondays, but she works on Saturdays and Sundays. She likes her job. I want to be a doctor and help people in the hospital, too.

Julia

NEW POST

1. Is Julia's mum a doctor?

2. Does Rebecca work with animals?

3. What colour is Rebecca's uniform?

4. Does Julia's mum work at weekends?

5. What does Julia want to be?

6 Wybierz jedną dorosłą osobę i napisz, jaki ma zawód i co robi w pracy.

A A A A

≡ ≡ ≡

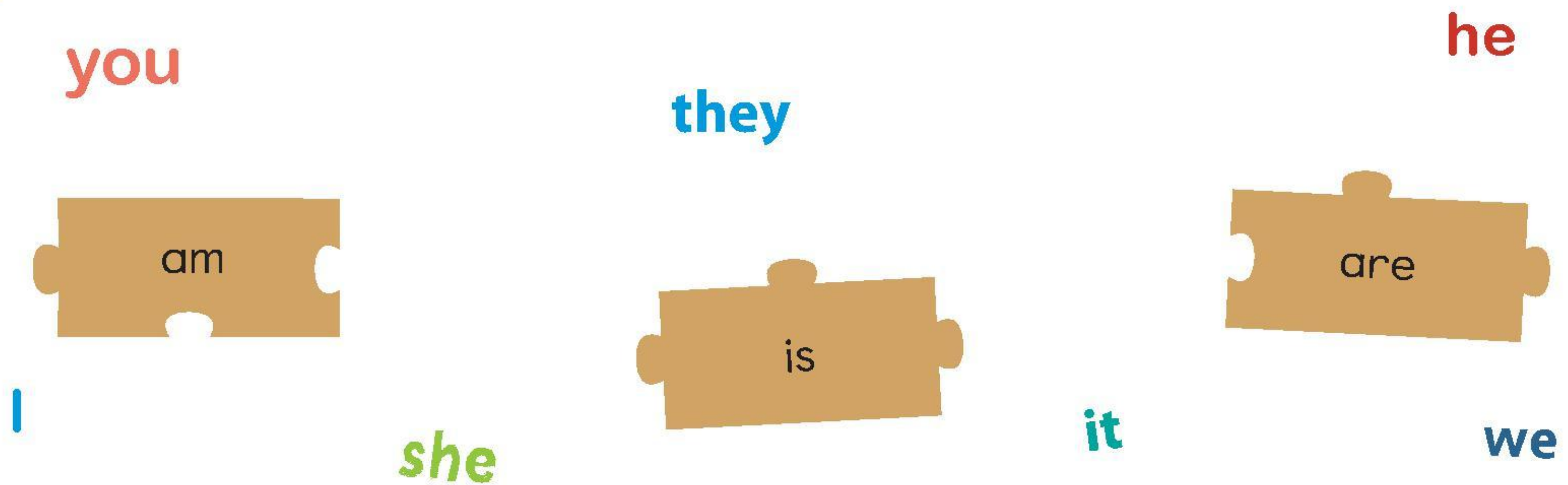
NEW POST

Lesson 5 Does your mum work in a hospital?

1 Postłuchaj nagrania i otocz pętlą właściwy wyraz. 13 

1. Dylan **is** / **isn't** fine.
2. Dylan's dad **is** / **isn't** a hairdresser.
3. Betty and Dylan **are** / **aren't** friends.
4. Betty's grandma and grandpa **are** / **aren't** vets.

2 Połącz wyrazy z puzzlami.



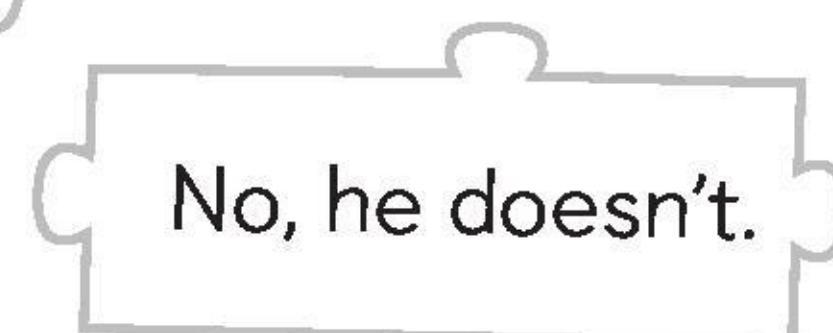
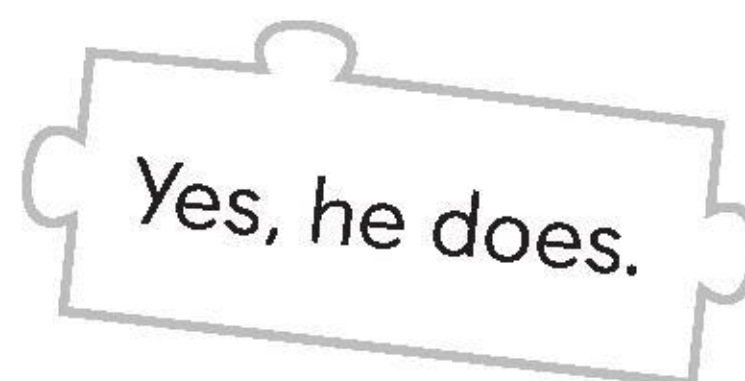
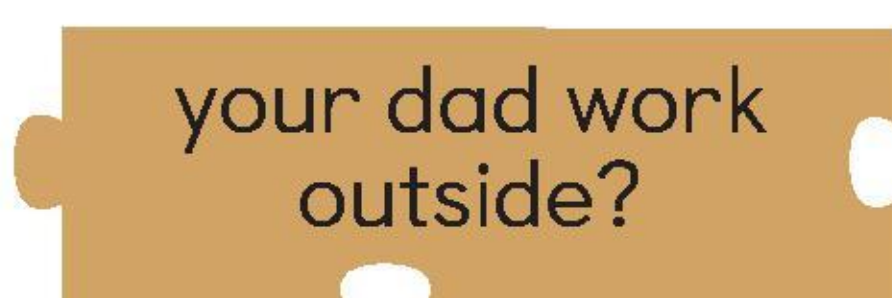
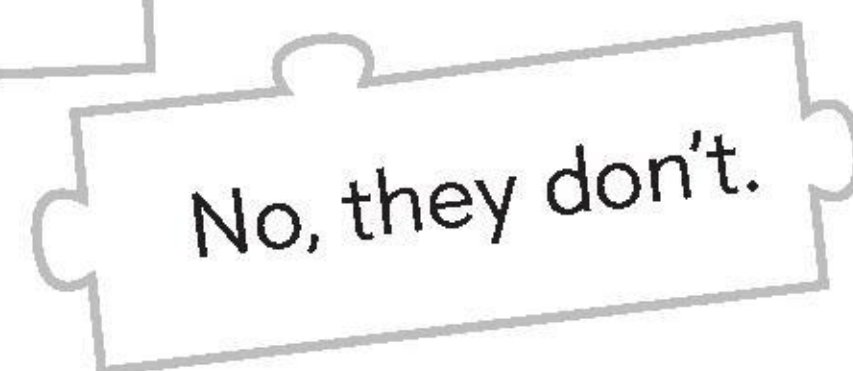
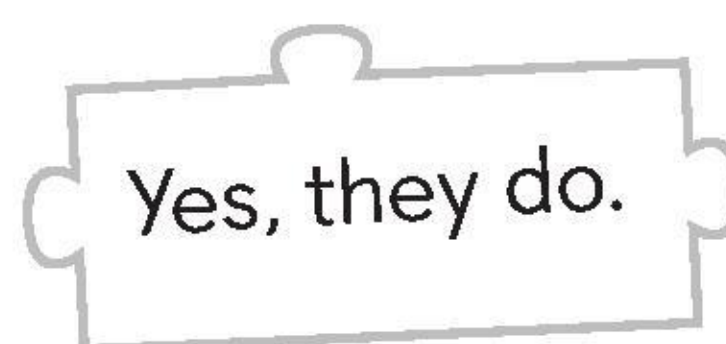
3 Uzupełnij zdania, wpisując w luki *am*, *is* lub *are*.

1. Mrs Brown works in a hospital and helps people. She _____ a nurse.
2. Pink _____ my favourite colour.
3. It's Saturday and we can play online. We _____ excited!
4. My friends have got a dog. They _____ very happy.
5. I _____ good at swimming.
6. You _____ my best friend, Matt.

4 Dokończ zdania.

1. My grandpa isn't _____.
2. I'm not _____.
3. My teacher isn't _____.
4. My friends aren't _____.

- 5 Ułóż pytania z kolorowych puzzli i pokoloruj prawdziwe odpowiedzi.



- 6 Ułóż pytania z podanych fragmentów i odpowiedz na nie.

1. your uncle • in a hospital • does • work

2. on Sundays • do • play online • your friends

3. do • about cars • your grandma and grandpa • vlog

4. like • your teacher • does • apples

- 7 Napisz, co bohaterowie robią i czego nie robią w soboty.

1.    Jack goes to the park on Saturdays.
He doesn't go to school.

2.    _____

3.    _____

4.    _____

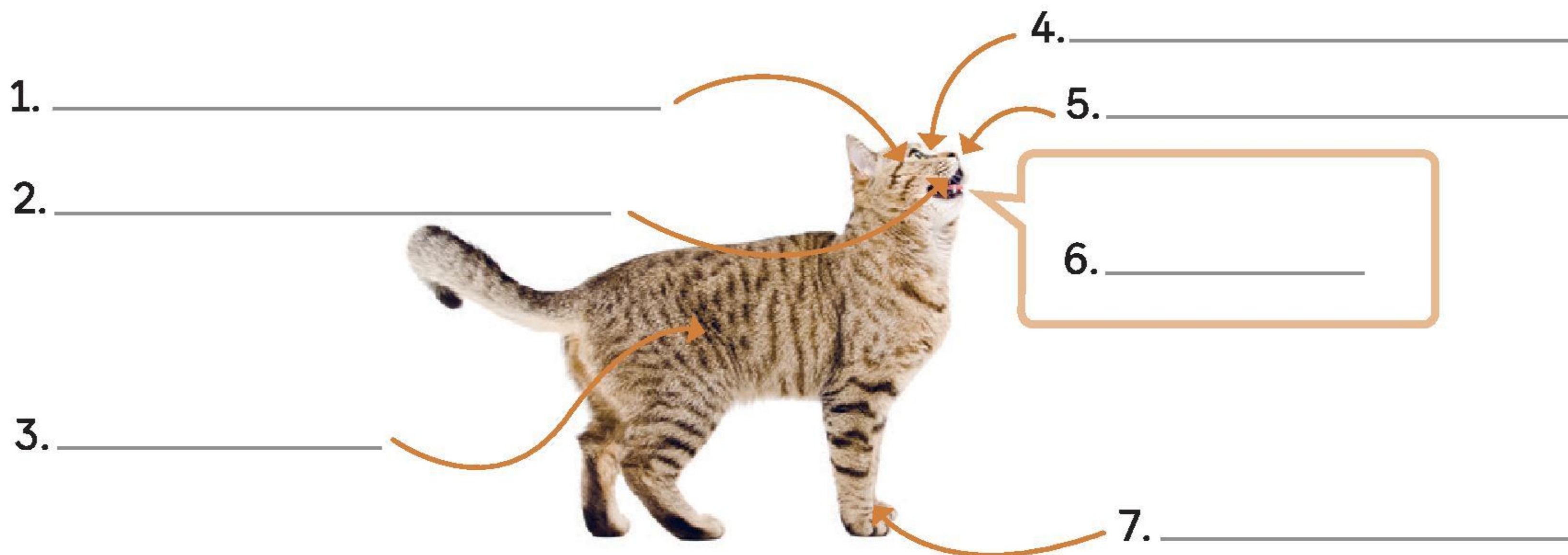
5.    _____

Lesson 6

Cat Day

1 Wpisz wyrazy z ramki we właściwe miejsca.

whiskers • paw • fur • meow • head • eyes • nose



2 Opisz wygląd kota z ćwiczenia 1.

This is Filemon. He's very fast. He's got

3 Uzupełnij tekst. Pierwsze litery brakujących wyrazów zostały podane.

Hi! I'm Timmy. I love a _____. I help
at the s_____. I love cats. I feed
and play with them. I want to a_____
a cat called Oscar. He has got white
and black f_____ and long white
w_____. His eyes are beautiful!
He is fast and friendly. I love Oscar!



4 Napisz, jakie zwierzęta ty lubisz.

Lesson 7 I've got it!

- 1 Ułóż nazwy zawodów z pomieszanych liter. Pierwsze litery są zaznaczone.

- | | | | |
|-------------------------------------|-------|--|-------|
| 1. o o c d t r | _____ | 6. l i p c e o i r o f c f e | _____ |
| 2. r d i v e r | _____ | 7. o v l g g e r | _____ |
| 3. e f r m a r | _____ | 8. i e c m a h n c | _____ |
| 4. o h p s s s t a i n s t a | _____ | 9. h e i s a r e s r d r | _____ |
| 5. e u r s n | _____ | 10. t e v | _____ |

- 2 Przyklej naklejki.



1



2



3



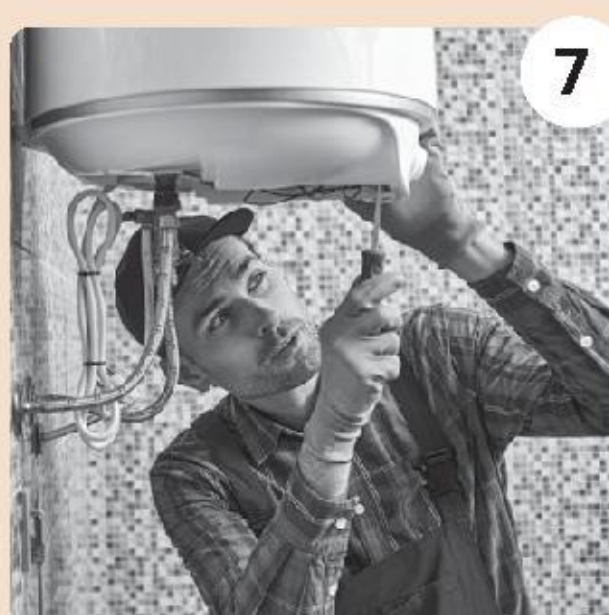
4



5



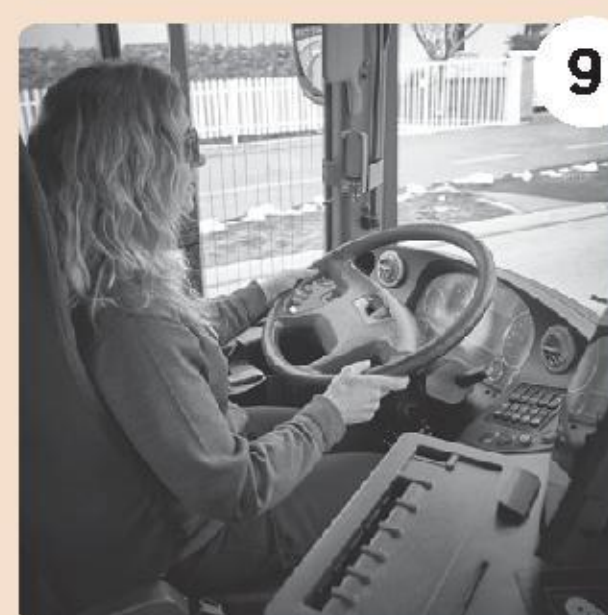
6



7



8



9



10



Czy pamiętasz wszystkie słówka?
Pokoloruj wybraną buźkę.



I know it!



Let's work more.



I've got it!

- 3 Uzupełnij tekst, wpisując w luki *am, is* lub *are*.



I _____ Emily. My brother _____ Danny.
He _____ five. My sister _____ Pam.
She _____ seven. They _____ funny.
We _____ best friends.

- 4 Uzupełnij pytania, wpisując *do* lub *does*, a następnie na nie odpowiedz.

1. _____ your aunt sell cucumbers? _____
2. _____ your dad fix cars? _____
3. _____ your grandma and grandpa work on a farm? _____
4. _____ your friend like cats? _____
5. _____ you argue with your mum? _____

- ★ 5 Uzupełnij tekst wyrazami z ramki.

picks • are • farmer • helps • waters • vlogs
feeds • works • is • cows

Sam is a _____. He _____ outside. He _____
his animals and _____ the fruit and vegetables. His job is very important.
Patty _____ a vlogger. She _____ about the farm.
She _____ Sam. She _____ the plants and milks the
_____. They _____ very happy.

Czy potrafisz uzupełnić zdania?
Pokoloruj wybraną buźkę.



I know it!



Let's work more.



6 Posłuchaj nagrania i otocz pętlą a, b lub c. 14

- | | |
|---|---|
| <p>1. Adam's mother is a</p> <p>a) teacher</p> <p>b) driver</p> <p>c) doctor</p> <p>2. Adam's father</p> <p>a) fixes cars</p> <p>b) helps drivers</p> <p>c) helps animals</p> <p>3. Adam hasn't got</p> <p>a) three cats</p> <p>b) two dogs</p> <p>c) three dogs and two cats</p> | <p>4. Adam enjoys</p> <p>a) fixing cars</p> <p>b) playing with his dogs</p> <p>c) driving a car</p> <p>5. Adam's aunt has got</p> <p>a) blue eyes</p> <p>b) green eyes</p> <p>c) long hair</p> <p>6. Ivy wants to be a</p> <p>a) vet</p> <p>b) teacher</p> <p>c) driver</p> |
|---|---|

Czy dobrze rozumiesz to, co słyszysz po angielsku? Pokoloruj wybraną buźkę.



I know it!



Let's work more.



IT Masters

Sprawdź w internecie, czym zajmują się osoby wykonujące wymienione niżej zawody. Napisz, który z tych zawodów chcesz wykonywać i dlaczego.

bike courier • face painter • water slide tester

I want to be a _____.

I like _____.

_____.

_____.



REVISION

I can do it!

- ① Otocz zieloną pętlą nazwy zawodów, a czerwoną – nazwy czynności.

cut hair

hairdresser

help people

driver

help animals

drive cars

vet

nurse

police officer

look after people in the hospital

- ② Napisz, jakie zawody wykonują osoby na zdjęciach i co robią w pracy.

1.



He is a doctor. He helps people in a hospital.

2.



3.



4.



5.



- ③ Połącz wyrazy tak, aby powstały wyrażenia.

1. send

a) online

2. chat

b) a file

3. play

c) a text message

4. switch off

d) with a friend

5. share

e) a computer

④ Otocz pętlą właściwe słowa.

1. I **argue** / **argues** with my mum.
2. They **feed** / **feeds** animals on the farm.
3. Betty **enjoy** / **enjoys** reading books.
4. We **play** / **plays** online on Fridays.
5. Fred **work** / **works** outside.

⑤ Przeczytaj tekst i uzupełnij luki wyrazami z ramki.

well • works • cars • vlogger • mic



Meet my aunt Eva. She is the best! She _____ at school. She's a teacher. She likes playing games outside. She is also a _____. She vlogs about _____ and trucks. She can drive very _____. She's got a new camera and a _____. I love my aunt!

⑥ Wpisz odpowiedni początek każdego pytania i uzupełnij odpowiedź.

1. _____ he go to the cinema on Sundays? Yes, _____.
2. _____ you play video games with your parents? No, _____.
3. _____ Olivia and Nick chat online? Yes, _____.
4. _____ your aunt sell pears and apples? Yes, _____.
5. _____ you listen to rock music? No, _____.

⑦ Napisz, czego nie robią osoby wykonujące podane niżej zawody.

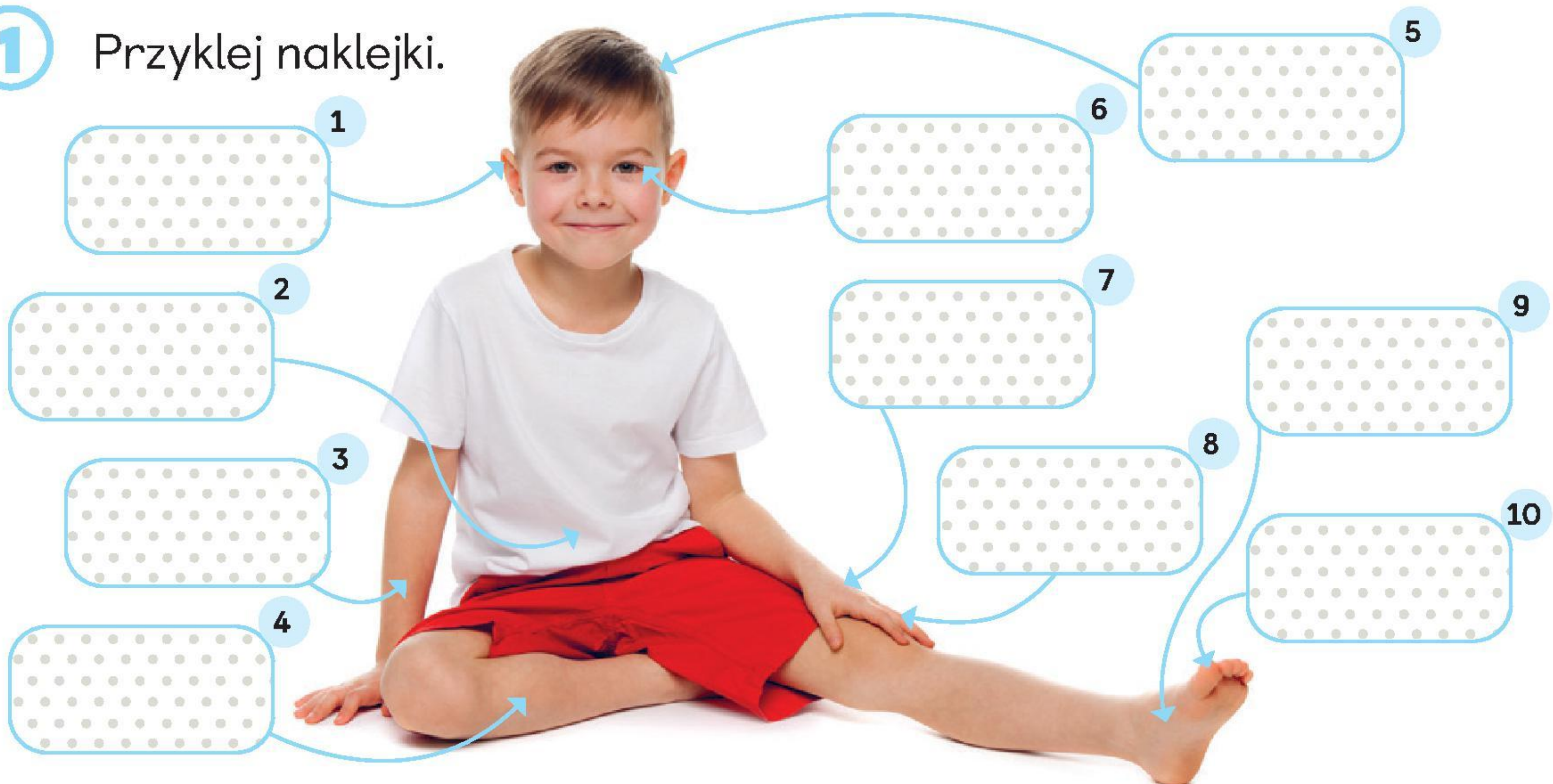
1. A vet doesn't fix cars
2. A police officer _____
3. A nurse _____
4. A farmer _____
5. A driver _____



WHAT'S THE MATTER?

Lesson 1 Ouch! She has a broken finger!

1 Przyklej naklejki.



2 Pod każdym obrazkiem otocz pętlą właściwy podpis.



1. have a fever
/ earache



2. broken finger
/ broken leg



3. earache
/ headache



4. stomach ache
/ cough



5. stomach ache
/ headache



6. cough
/ broken arm

3 Posłuchaj nagrania i napisz, co dolega dziewczynce.

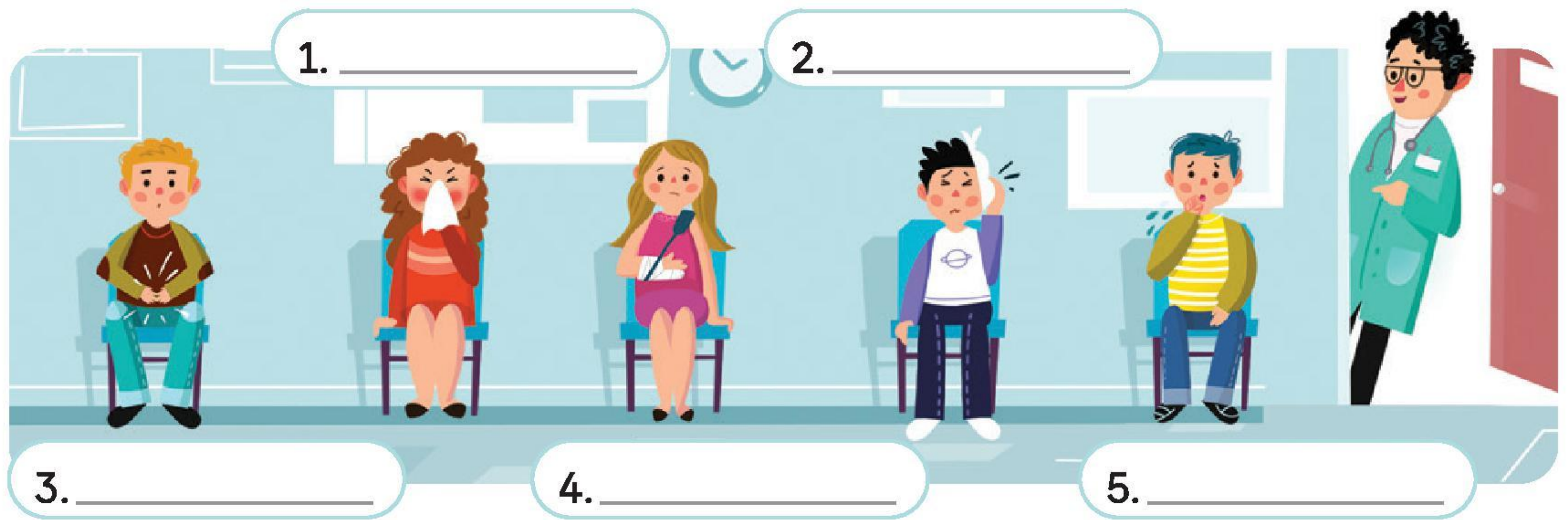
15



She's got _____.

4 Przeczytaj tekst i podpisz dzieci na rysunku odpowiednimi imionami.

Look! It's a hospital. Can you see the children? William has earache. Rebecca has a broken finger - ouch! James has a cough and Luna has a cold. Owen has a stomach ache. Where is the doctor? Can you see him?



5 Napisz zdania do ilustracji.



1. He's got a headache.



4. She _____.



2. They _____.



5. I _____.



3. You _____.



6. You _____.

6 Napisz, jak się dziś czujesz.



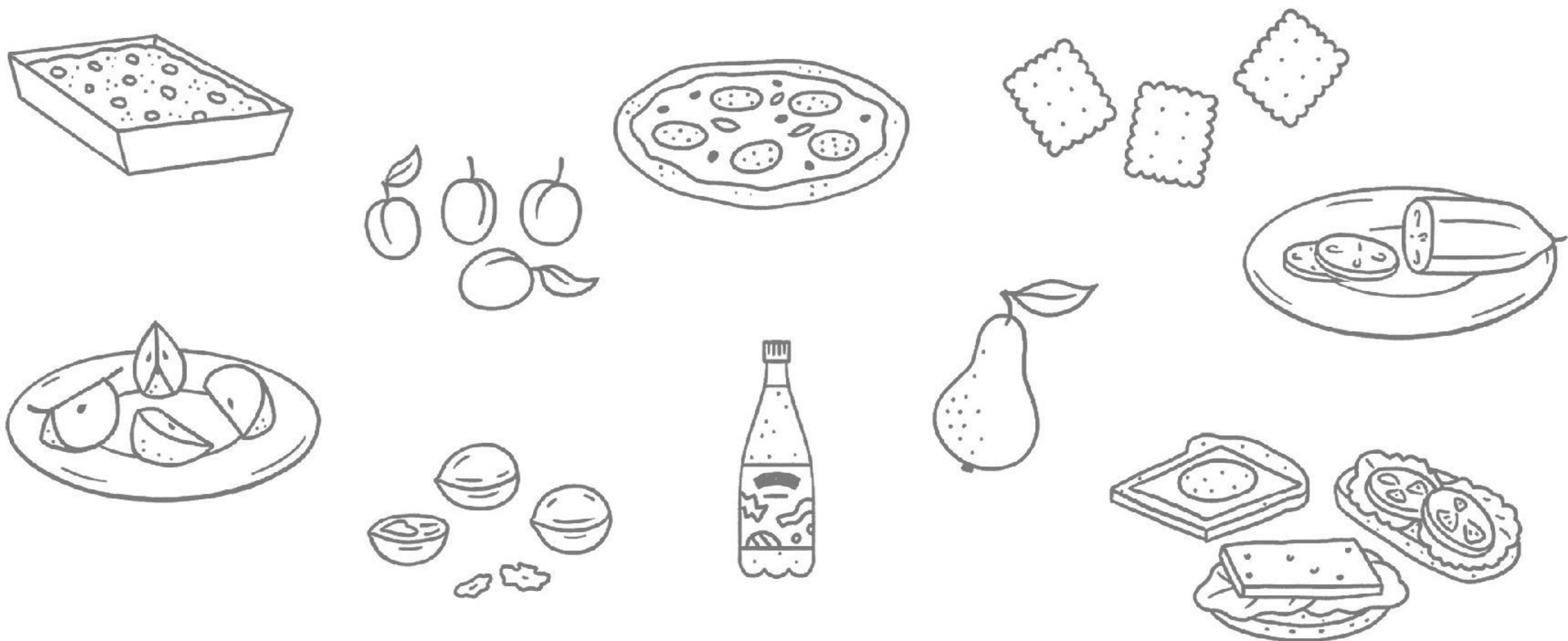
Story Time 1

Lesson 2 What's the matter?

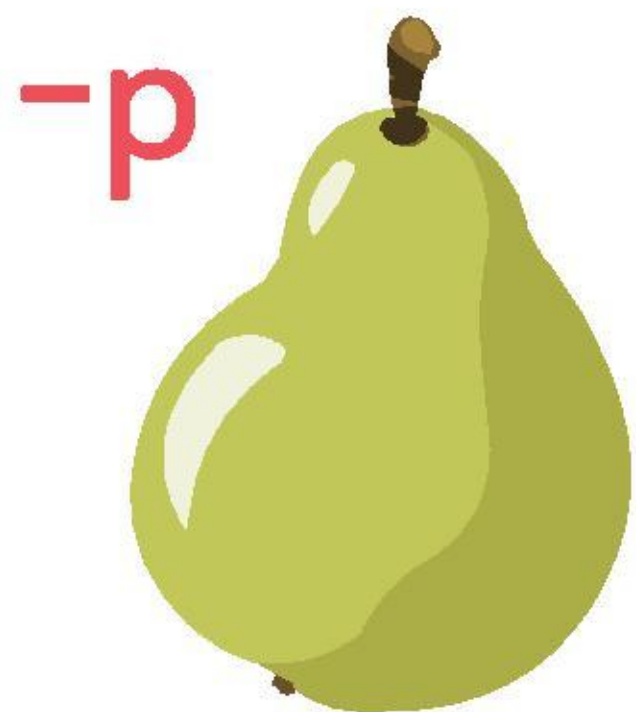
1 Postuchaj historyjki i połącz fragmenty zdań. 16

- | | |
|---------------------------|--------------------|
| 1. Toby's got | a) colds. |
| 2. Maya's got | b) a broken arm. |
| 3. Lily's got | c) a stomach ache. |
| 4. Emma and Matt have got | d) a headache. |
| 5. Jack's got | e) earache. |

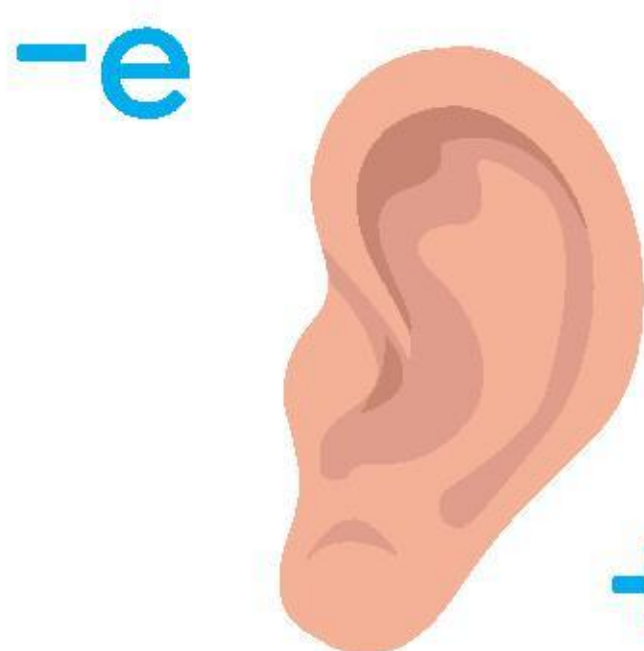
2 Otocz pętlą przekąski, które Jack zjadł na imprezie urodzinowej. Postuchaj historyjki jeszcze raz i sprawdź swoje odpowiedzi. 16



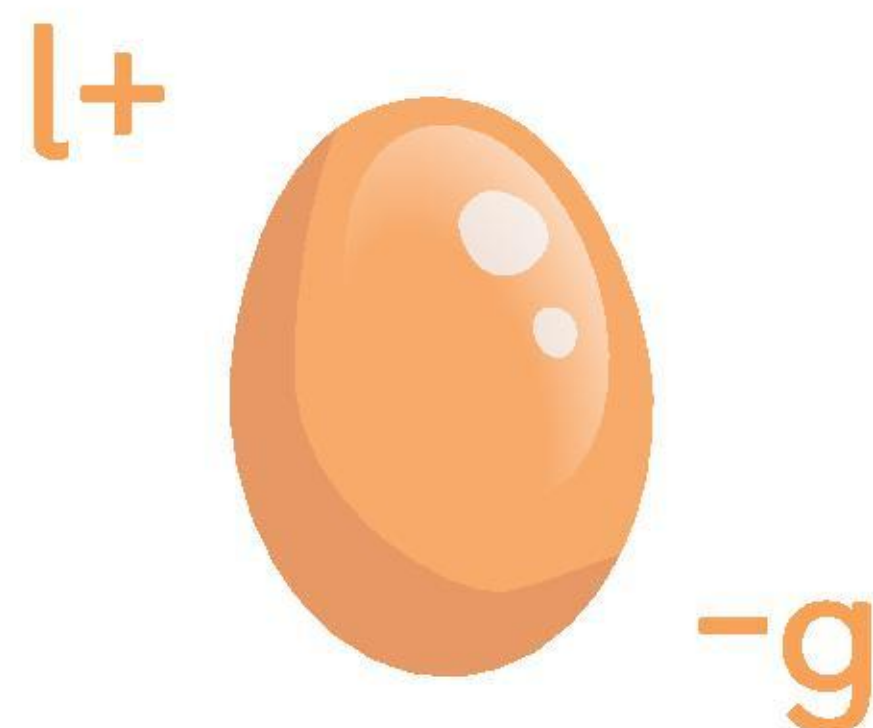
3 Rozwiąż rebusy i zapisz rozwiązania.



1. _____



2. _____



3. _____



4 Uzupełnij zdania wyrazami z ramki.

earache • headache • broken leg • stomach ache • cold

1. Switch off the TV, please. I've got a _____.
2. David can't ski. He's got a _____.
3. I've got a _____. I can't eat biscuits.
4. Oh no! Switch off the music! I've got _____.
5. I'm going to bed. I've got a _____.

5 Wpisz *have* lub *has*.

1. Wojtek _____ got a cold.
2. Tom and Alan _____ got broken legs.
3. I _____ got a stomach ache.
4. She _____ got a headache.
5. I _____ got a cough.

6 Napisz dialogi według wzoru.



What's the matter?

I've got a broken leg.







Lesson 3 Go to the doctor's!

1 Dopasuj zdania do obrazków.



1. Tom feels hot.
2. Mum is sleepy.
3. I feel dizzy.
4. She is wearing a top.
5. Let's rest.



2 Uzupełnij podpisy wyrazami z ramki.

in bed • a fever • sick • the doctor's • medicine



1. have _____ 2. go to _____ 3. take _____



4. feel _____ 5. stay _____

3 Posłuchaj nagrania i połącz imiona poszczególnych osób z ich dolegliwościami. 17

1. Zack

a) feels sick.

2. Sammy

b) has got a fever.

3. Niki

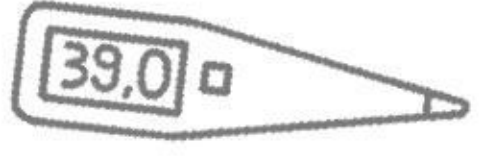
c) has got a broken arm.

4. Emily

d) has got earache.



4 Popatrz na obrazki i wpisz brakujące wyrazy.

1. When I'm  _____, I go to bed.
2. A doctor wears a  _____.
3. I have a  _____.
4. Mike has a stomach ache and feels  _____.
5. Look at Jack, he has a broken  _____.
6. Take this  _____ and rest.

5 Przeczytaj rozmowę mamy z Jimmym i odpowiedz na pytania.

- | | |
|--|--|
| <p>M Jimmy, are you at school?</p> <p>J No, mum. I'm at home in my bedroom.</p> <p>M Are you OK?</p> <p>J No, I don't feel well.</p> <p>M What's the matter?</p> <p>J I have a cold.</p> | <p>M Have you got a cough?</p> <p>J No, but I have a fever and I feel sleepy.</p> <p>M Oh no! Jimmy, go to the kitchen and drink some water.</p> <p>J OK, Mum.</p> <p>M And go to bed. Have a rest and sleep. We should go to the doctor's.</p> <p>J OK.</p> |
|--|--|

1. Is Jimmy at school? _____
2. Does he feel well? _____
3. Has he got a cough? _____
4. What's the matter with Jimmy? _____

6 Napisz, co robisz, kiedy źle się czujesz.



Story Time 2

Lesson 4 I don't feel very well.

- 1 Posłuchaj historyjki i zaznacz *true* lub *false* przy każdym zdaniu.

18



	true	false
1. Maya's mum feels well.		
2. She doesn't feel hot.		
3. She feels sick.		
4. Maya calls her grandma.		
5. Maya can find a doctor.		

- 2 Znajdź w węzu literowym 10 słów i je zapisz.

stomachdoclegdocearachedocrestdocmedicinedocdizzydocnursedochospitaldoccoughdocdoctor

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

- 3 Podkreśl właściwą reakcję.

1. I feel dizzy.
 - a) You should dance.
 - b) You should rest.
2. I have a fever.
 - a) You should take some medicine.
 - b) You should go to school.
3. I have a cold.
 - a) You should eat some ice cream.
 - b) You should go to the doctor's.
4. I'm sleepy.
 - a) You should go to bed.
 - b) You shouldn't rest.

4 Napisz porady.

1. I've got a cough. You should _____.
2. I'm bored. _____
3. I've got a stomach ache. _____
4. I'm hungry. _____
5. I've got a headache. _____

5 Uzupełnij rozmowę Matta z lekarzem wyrazami z ramki.



should • well
doctor • dizzy • help
stomach ache

Matt: Hello. Can I speak to the 1. _____, please?

Doctor: What's the matter?

Matt: My friend doesn't feel 2. _____. He's got a
3. _____ and he feels 4. _____.

Doctor: Don't worry. We can 5. _____.
He 6. _____ come to the hospital.

6 Wyobraź sobie, że ktoś z twoich domowników źle się czuje. Uzupełnij dialog.

You: Hello. Can I speak to the _____, please?

Doctor: Yes. What's the matter?

You: My _____

Doctor: _____



Lesson 5 Get better soon.

- 1 Ponumeruj zdania dialogu w odpowiedniej kolejności. Następnie posłuchaj nagrania i sprawdź swoje odpowiedzi. 19 

I've got a fever and I feel sick. _____

Hi, Ali. What's the matter? _____

No, you can't. You should stay in bed and rest. _____

You've got a cold. _____

Oh no! I can't play football today. _____

- 2 Połącz puzzle. Zapisz pytanie i odpowiedź.

I don't feel

What's

very well.

the matter?

- 3 Napisz, co mówią osoby na zdjęciach.

What's the matter?

1.



I _____.

2.



3.

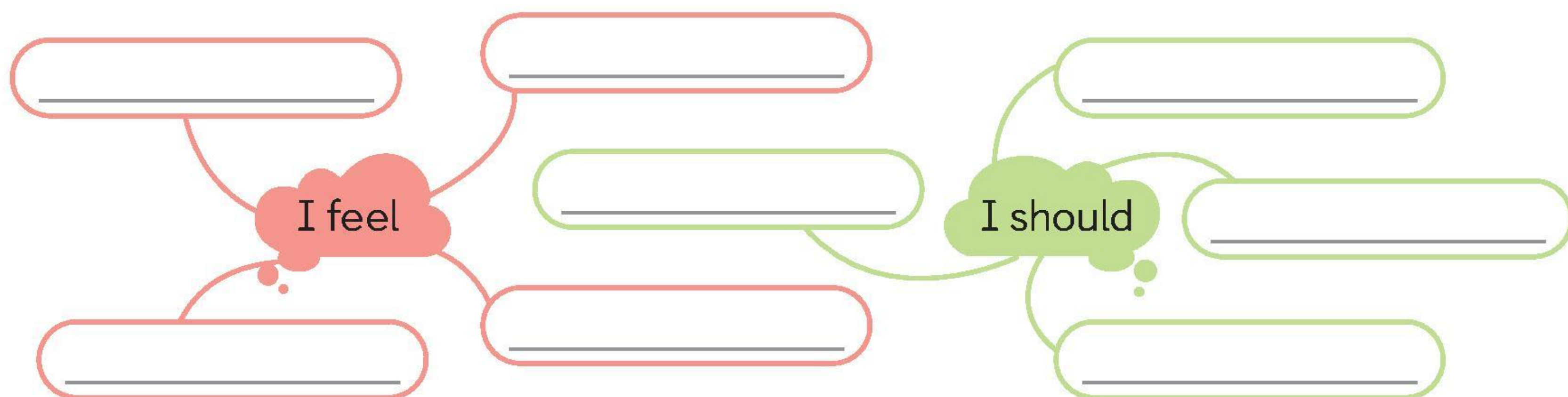


4.



4 Uzupełnij mapy myśli wyrazami z ramki.

take some medicine • dizzy • hot • stay in bed • sick
rest • sleepy • go to the doctor's



5 Popatrz na obrazek i połącz puzzle. Napisz zdania.

go to school.

go to the doctor's.

You shouldn't

You should



6 Napisz, co powinny zrobić osoby z ćwiczenia 3, a czego nie powinny robić.

1. *You should rest. You shouldn't play football.*

2. _____

3. _____

4. _____

7 Spójrz na zdjęcie i napisz krótki dialog. Wykorzystaj zwroty z ćwiczenia 6.



Alix: What's _____?

Fan: _____

Alix: _____

Lesson 6 Thanksgiving Day



1 Wypisz słowa, które ukryły się na rysunku.



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

2 Uzupełnij zdania odpowiednimi wyrazami. Ich pierwsze litery są już podane.

1. I like eating c_____ and t_____ for Thanksgiving dinner.
2. My grandpa makes a tasty p_____ p_____.
3. I love my mum, dad and brother! I'm t_____ for my f_____.
4. I'm h_____. I want to eat dinner.

3 Posłuchaj nagrania i otocz pętlą to, za co jest wdzięczny Luke.

20



Luke is thankful for

family brother
corn friends video game
dinner turkey school house bike
parrot playground

4 Napisz, za co jesteś wdzięczna/wdzięczny.

Lesson 7 I've got it!

1 Rozwiąż krzyżówkę.



2 Popatrz na obrazki i połącz fragmenty zdań.

1. He is wearing



a. the garden.

b. earache.

5. My mum has



2. You should



c. a uniform.

d. a broken leg.

6. Tom has



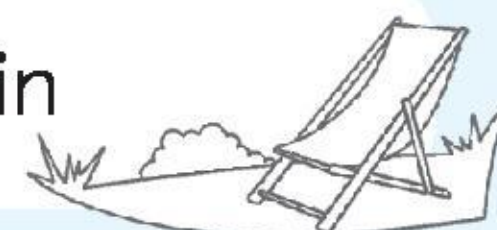
3. Matt has got



e. go to the doctor's.

f. a cold.

7. Let's rest in



4. I have



g. hot.

h. a stomach ache.

8. He feels



Czy pamiętasz wszystkie słówka?
Pokoloruj wybraną buźkę.



I know it!



Let's work more.



3 Otocz pętlą właściwy wyraz.

1. Sandra doesn't feel well. She **have** / **has** a fever.
2. What's the matter? **Have** / **Has** you got earache?
3. I **has** / **have** got a stomach ache and I feel sick.
4. Daniel **have** / **has** a cold and he should take some medicine.
5. They **has** / **have** uniforms. They wear them at school.

4 Zapisz, co mogły powiedzieć dzieci.

1. Max: _____
Mum: You should stay in bed and rest.
2. Ola: _____
Doctor: You should take some medicine.
3. Ann: _____
Uncle John: You shouldn't go outside today. You should drink hot milk.

☆ 5 Napisz, co poradzisz osobom przedstawionym na obrazkach.



1. You _____
2. _____
3. _____
4. _____
5. _____

Czy potrafisz mówić o dolegliwościach i dawać rady? Pokoloruj wybraną buźkę.



I know it!



Let's work more.

6 Przeczytaj tekst. Obok zdań zapisz właściwe imiona dzieci.

I'm a doctor at a very big hospital in London. I help children. Children like me and my new uniform. It's blue and yellow. I don't wear green uniforms. I don't like green.

Today there are four children at the hospital. Tola has got a headache and she feels hot. She has a cold. She should stay in bed and drink some hot milk.

Adrian has got a broken leg. He should stay in hospital.

Dominika has a fever and a cough. She should take some medicine and she shouldn't go to school.

Brian has a stomach ache. He shouldn't eat nuts. He feels sick. He has a headache and he should stay in hospital.

1. This child should stay in bed and drink hot milk. _____
2. These children should stay in hospital. _____
3. This child shouldn't go to school. _____
4. This child shouldn't eat nuts. _____
5. This child has a headache. _____

Czy dobrze rozumiesz to, co czytasz po angielsku? Pokoloruj wybraną buźkę.



I know it!



Let's work more.



IT Masters

Sprawdź w internecie, co należy robić, aby być zdrowym.
Napisz o tym 3 zdania.

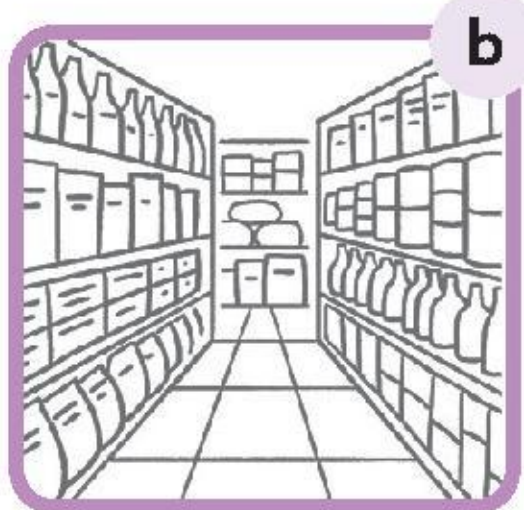
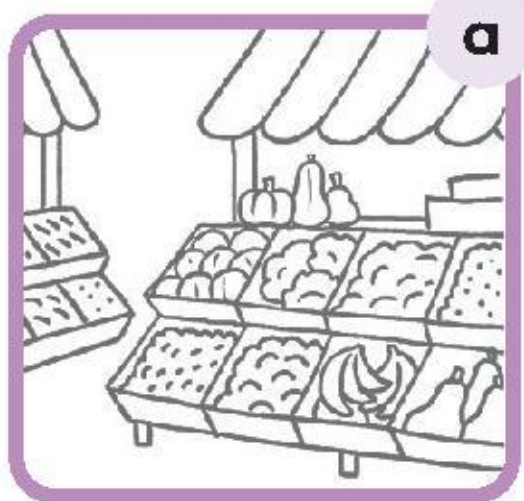
You should eat fruit.



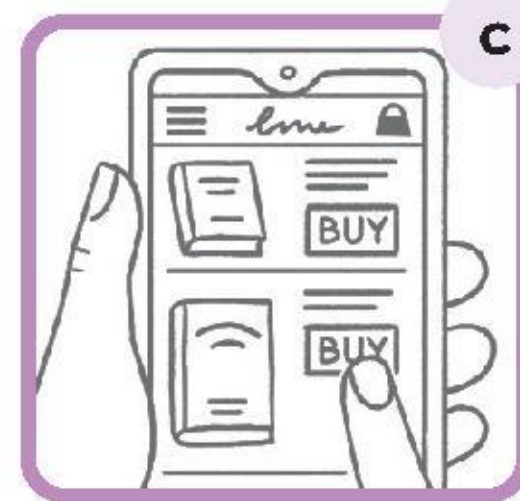
LET'S GO SHOPPING!

Lesson 1 Christmas shopping.

1 Połącz wyrazy z obrazkami.



1. shopping centre
2. market
3. supermarket
4. online shopping

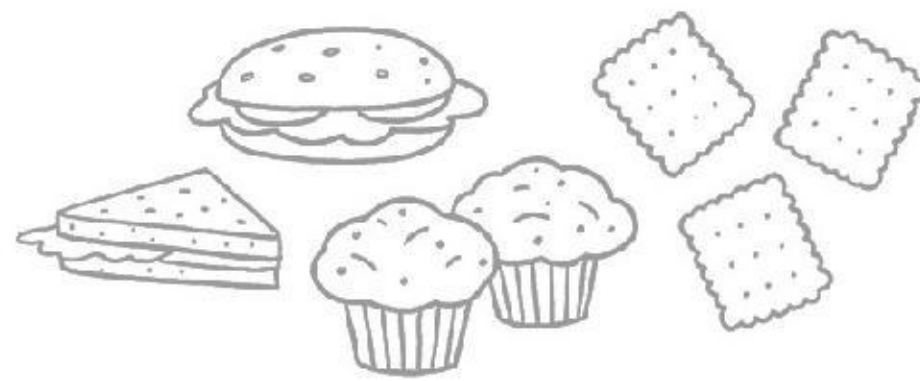


2 Gdzie można kupić produkty przedstawione na obrazkach?
Wpisz nazwy sklepów z ramki.

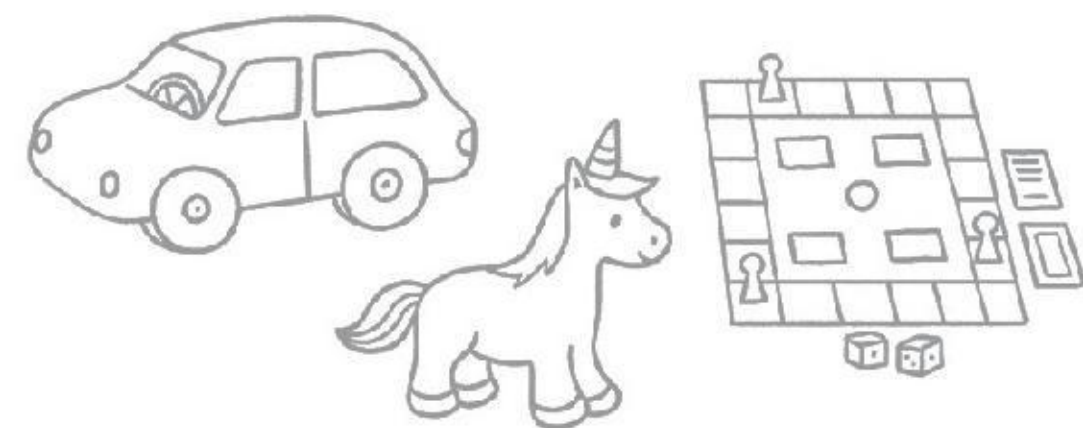
bookshop • bakery • shoe shop • clothes shop • toy shop • sports shop



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

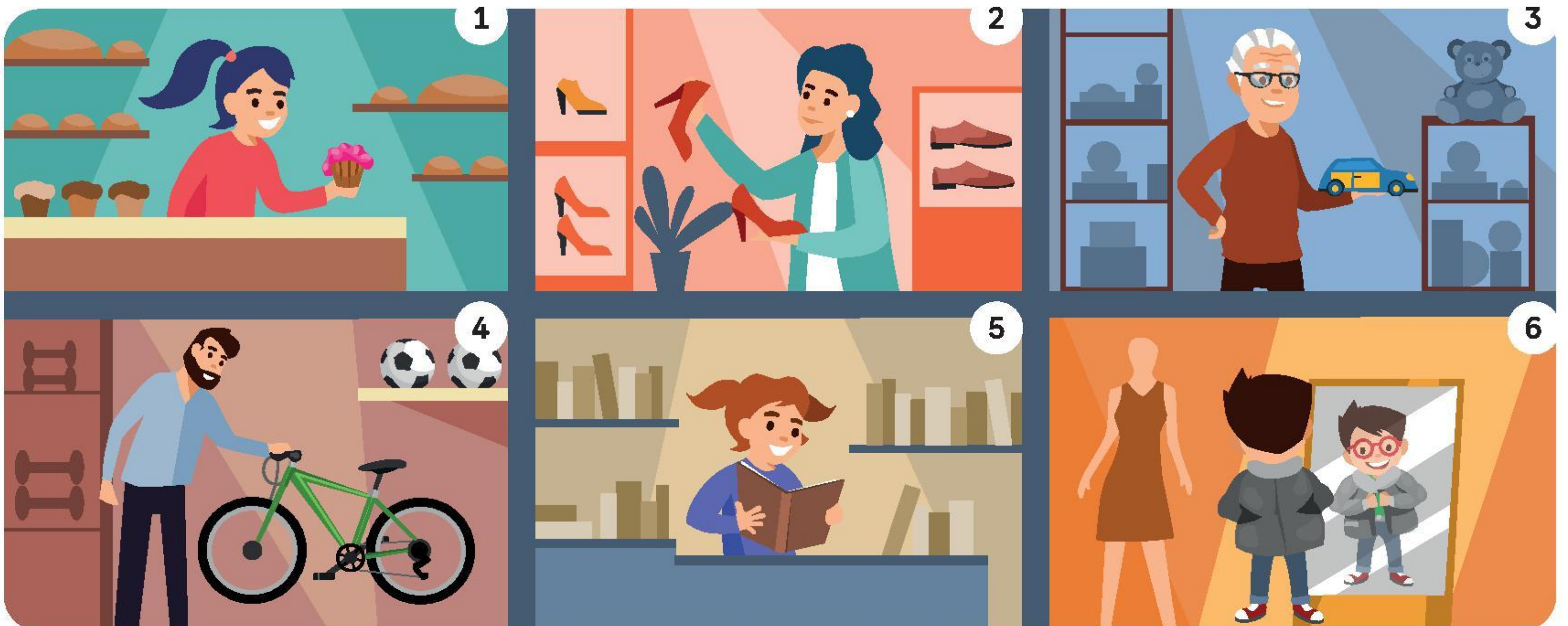
3 Dokończ zdania.

1. I'm in the supermarket. I'm buying cereal and milk.
2. I'm in the market. I'm buying _____.
3. I'm in the bakery. I'm buying _____.
4. I'm in the shopping centre. I'm buying _____.
5. I'm in the bookshop. I'm buying _____.
6. I'm in the toy shop. I'm buying _____.

4 Posłuchaj nagrania i uzupełnij tekst piosenki. 21

I'm buying a _____ from the bookshop for my mother,
A _____ from the toy shop for my brother,
Some _____ from the shoe shop for my dad,
A _____ from the clothes shop for grandpa,
Biscuits from the _____ for my grandma,
And a _____ from the sports shop for me, me, me!

5 Popatrz na ilustrację i uzupełnij zdania.



1. Jackie is in the bakery. She's buying a pink fairy cake.
2. Mum is in the _____. She's buying red _____.
3. Grandpa is _____. He's buying _____.
4. Dad _____.
5. Vicky _____.
6. Lucas _____.

6 Napisz, jakie sklepy lubisz i co w nich kupujesz.

I like _____.
I buy _____ there.



Story Time 1

Lesson 2 Where are you, Jack?

1 Posłuchaj historyjki i otocz pętlą *a*, *b* lub *c*. 22

1. The friends are at the

- a) supermarket b) shopping centre c) shoe shop

2. Jack is standing in front of the sports shop. The sports shop is

- a) next to the toy shop b) opposite the bookshop c) next to the bookshop

3. There are

- a) two sports shops b) two clothes shops c) two bookshops

2 Przyjrzyj się mapie centrum handlowego. Uzupełnij legendę nazwami sklepów i miejsc.



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

3 Przyjrzyj się mapie z ćwiczenia 2 i wpisz odpowiednie nazwy miejsc.

1. A: Excuse me, where can I buy a toy robot for my brother?

B: Go to the _____. It's opposite the _____.

2. A: I'm hungry. Let's have dinner. Where's the _____?

B: It's next to the _____.

4 Popatrz na obrazek i podkreśl właściwe wyrazy.

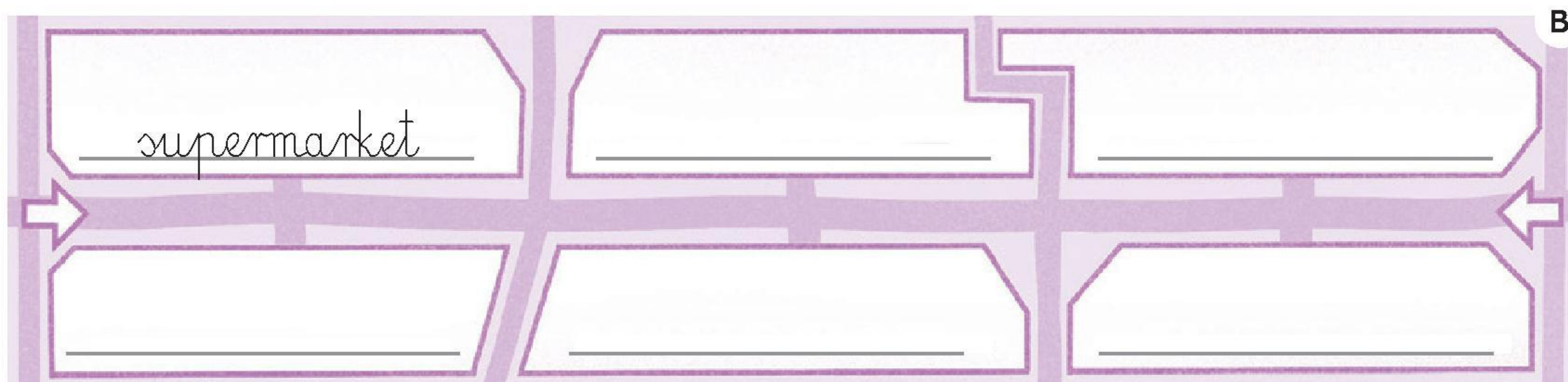
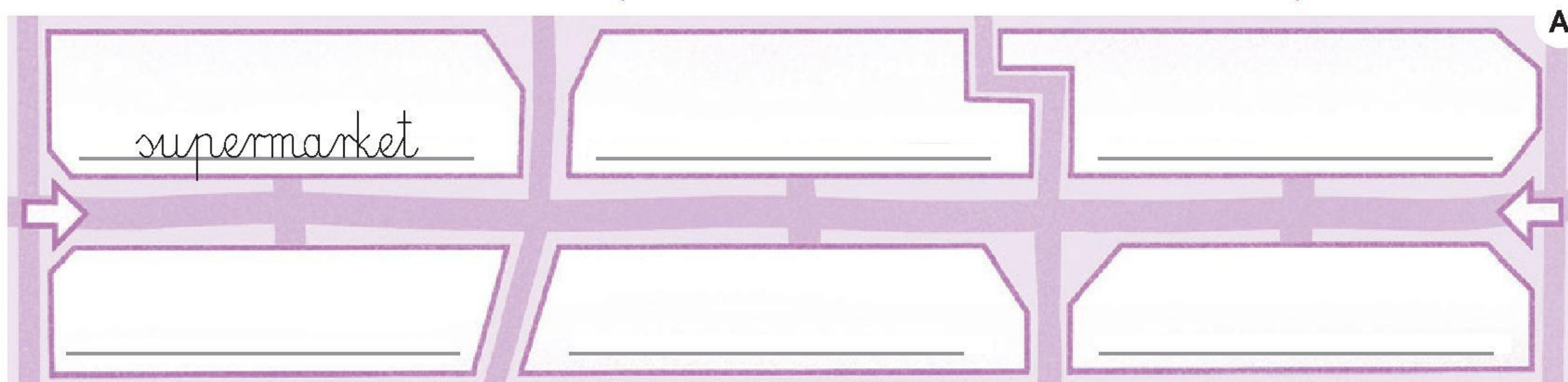


1. The rabbit is **opposite** / **on** the robot.
2. The hamster is **in** / **next** to the books.
3. The cat is **in front of** / **on** the bed.
4. The rat is **in** / **between** the hoodie.
5. The dog is **on** / **in front of** the window.
6. The parrot is **between** / **opposite** the computer and the mobile.

5 Wpisz na mapie A nazwy sklepów według własnego pomysłu. Potem zapytaj koleżankę lub kolegę o rozmieszczenie sklepów na jej/jego mapie i zapisz ich nazwy na mapie B.

Where's the **clothes shop**?

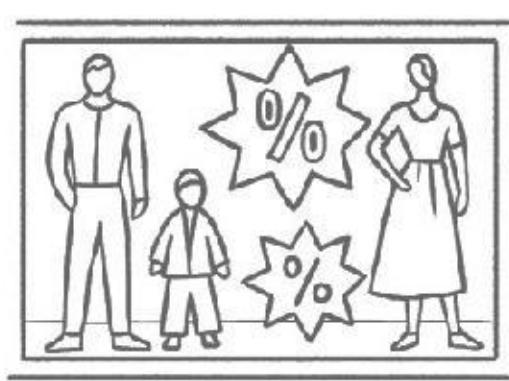
It's **next to** the **supermarket**.





Lesson 3 Shopping makes me dizzy!

1 Połącz wyrazy z obrazkami.



1



2



3



4



5

order

pay

cheap

try on

shopping list

look for

expensive

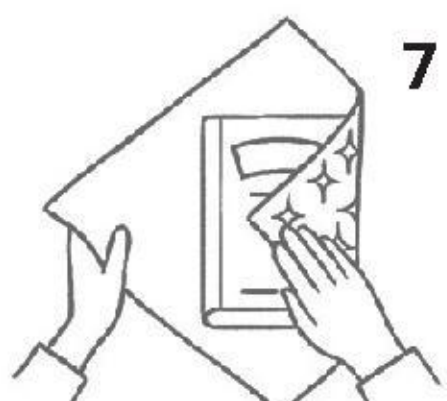
wrap

sale

gift



6



7



8



9



10

2 Uzupełnij zdania, wpisując właściwe wyrazy.

1. That swimsuit isn't cheap, it's _____!
2. Look at this green hoodie! It's great! I want to _____ it _____.
3. Mum, where is the _____ list? I don't know what to buy.
4. It's my aunt's birthday today. Let's buy a _____ for her.
5. I'm looking _____ a new beanie.

3 Popatrz na ceny i napisz, co mogą kupić dzieci.



1.  He's got ten pounds. He can buy _____.
2.  _____.
3.  _____.



4 Posłuchaj nagrania i ponumeruj zdania. 23

Simon is drinking some water. _____

Beth and Tom are playing online. _____

I'm feeding my dog. _____

Lara is calling her friend. _____

George is running. _____

5 Napisz, co robią dzieci na zdjęciach. Wykorzystaj wyrazy z ramki.

paying • feeding • watering • wrapping • fixing
ordering • washing • looking for



She is paying for
the milk.



You _____
_____.



I _____
_____.



We _____
_____.



They _____
_____.



You _____
_____.



She _____
_____.



He _____
_____.

6 Napisz, co teraz robią członkowie twojej rodziny lub przyjaciele.



Story Time 2

Lesson 4 A Christmas gift for Grandpa.

- 1 Postłuchaj historyjki i wpisz *Dad*, jeśli zdanie dotyczy taty, lub *Grandpa*, jeśli dotyczy dziadka. 24

1. He's looking out of the window. _____

2. He doesn't like the windy and rainy weather. _____

3. He's online shopping. _____

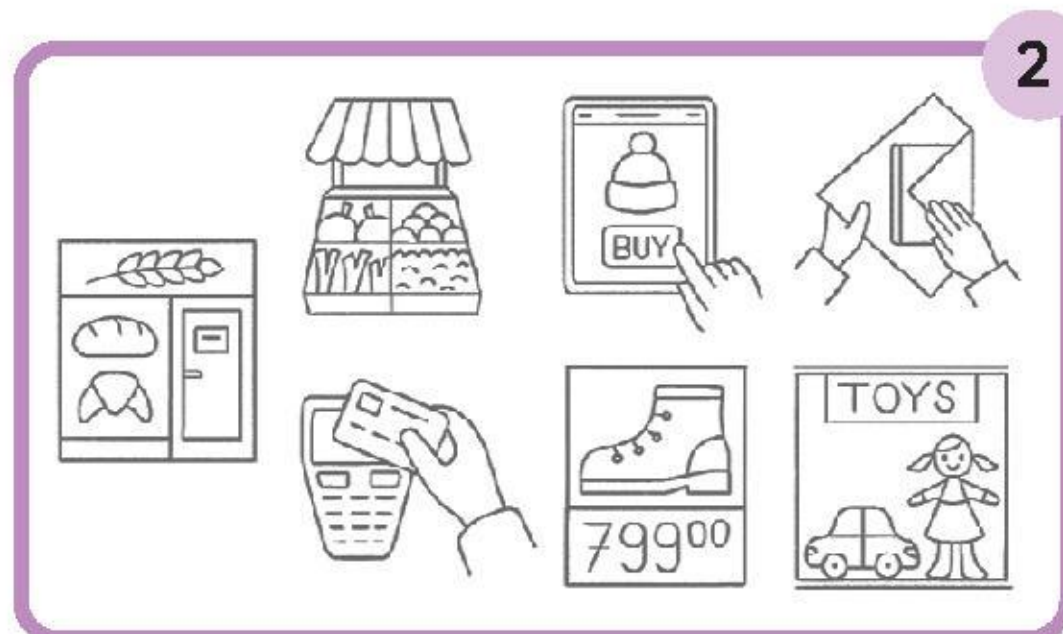
4. He's looking for Christmas gifts. _____

5. He's making tea. _____

- 2 W każdym ze zbiorów brakuje dwóch elementów z ramki. Wpisz ich nazwy.

order • gift • market • pay • cheap • bakery
wrap • expensive • toy shop







- 3 Dopasuj zdania do nazw sklepów.

1. There are 20 shops here.

2. I like this book. It's about wizards.

3. I'm looking for pink sandals.

4. Can I try on this jacket, please?

5. Look at my shopping list. I want to buy:
water, nuts and eggs.

6. Wow! Sale! Look! The bike is cheap.

a) sports shop

b) clothes shop

c) shopping centre

d) bookshop

e) shoe shop

f) supermarket



4 Popatrz na zdjęcia i napisz odpowiedzi.

1.



Is he shopping online?

Yes, he is.

2.



Are they looking for the gifts?

No, they aren't. They are wrapping the gifts.

3.



Is she trying on a beanie?

4.



Is he fixing the toys?

5.



Are you washing your hands?

6.



Are they eating a pizza?

7.



Is he calling his friend?

5 Odpowiedz na pytania.

1. Is your mum working?

2. Is your friend eating a sandwich?

3. Are your grandma and grandpa playing online?

4. Is your teacher cooking dinner?



Lesson 5 How much is this?

1 Postłuchaj nagrania i otocz pętlą odpowiednią nazwę sklepu. 25

- | | | |
|-------------------|----------------|-----------------|
| 1. a) sports shop | b) bookshop | c) shoe shop |
| 2. a) bookshop | b) bakery | c) toy shop |
| 3. a) bookshop | b) shoe shop | c) clothes shop |
| 4. a) shoe shop | b) sports shop | c) toy shop |

2 Ponumeruj zdania tak, aby powstał dialog.

Yes.	_____	20 euros.	_____
Thank you. Can I try it on?	_____	Yes, I'm looking for a red jacket.	_____
Here you are.	_____	How much is it?	_____
Can I help you?	_____		

3 Odszukaj i pokoloruj odpowiednio właściwe dokończenia zdań.

in front
of the tent.

The cat is



between
the boxes.

The rabbit is



next to
the suitcase.

The monkey is



opposite
the tiger.

The bear is



The parrot is



in the car.

The hamster is



on the
beach.

4 Napisz poprawne zdania.

- The ball is on the box. _____
- The ball is opposite the box. _____
- The ball is next to the box. _____
- The ball is between the boxes. _____
- The ball is in the box. _____



5 Ułóż zdania z podanych wyrazów.

1. Amelia • is • red • on • trying • a • sweater. _____
2. football. • are • playing • They _____
3. She • eating • is • biscuits. _____
4. tree. • Tom • is • a • climbing _____
5. We • green • are • for • looking • sandals. _____

6 Połącz puzzle i przeczytaj zdania.

I	are	skiing in the mountains.
You	am	reading a book.
He	are	painting a bird.
She	are	dancing in the garden.
We	are	making a cake.
You	is	wrapping gifts.
They	is	swimming in the lake.

7 Odpowiedz na pytania.

1. What is your mum doing?

2. Is your sister / brother playing online?

3. Is your grandpa watching a film?

4. What are your friends doing?



1 Połącz wyrazy z obrazkami.



1. volunteer
2. letter to Santa Claus
3. make parcels
4. donate toys
5. charity
6. deliver

2 Posłuchaj nagrania i dokończ zdania. 26

1. Harry wants to be a _____.
2. He can donate _____.
3. Harry and his dad will deliver them on _____.

3 Przeczytaj tekst i zaznacz *true*, jeśli zdanie jest prawdziwe, lub *false*, jeśli jest fałszywe.

Hi! I'm Mickey and I'm a volunteer. My friends and I help animals in the shelter. There are cats and dogs. There aren't any birds. We collect food at school and deliver it to the animal shelter. I play with the cats and dogs. I feed the dogs and my friend Ellie feeds the cats. It's fun. You can donate money for the animals.

	true	false
1. Mickey and his friends help birds.		
2. There are cats in the animal shelter.		
3. Mickey and his friends collect toys for the animals.		
4. He plays with the dogs.		
5. Ellie feeds dogs.		

4 Co możesz robić jako wolontariusz? Dokończ zdanie.

I can _____.

Lesson 7 I've got it!

1 Wpisz nazwy z ramki w odpowiednie miejsca.

shopping centre • market • online shopping • bookshop • toy shop
shoe shop • clothes shop • bakery • sports shop • supermarket



- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

2 Przyklej naklejki.

- | | | | | |
|-------------|-----------|--------------|---------|------------------|
| | | | | |
| 1. order | 2. try on | 3. expensive | 4. gift | 5. shopping list |
| | | | | |
| 6. look for | 7. pay | 8. wrap | 9. sale | 10. cheap |

Czy pamiętasz wszystkie słówka?
Pokoloruj wybraną buźkę.



I know it!



Let's work more.

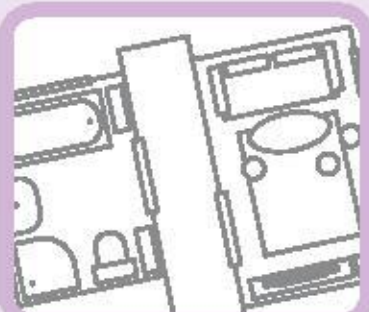


3 Wpisz brakujące wyrazy.

1.  The gift is _____
the bedroom.

4.  The bakery is _____
_____ the bookshop.

2.  The shopping list is
_____ the pencil case.

5.  The bathroom is _____
the living room.

3.  The garden is _____
_____ the house.

6.  The boy is _____
his mum and dad.

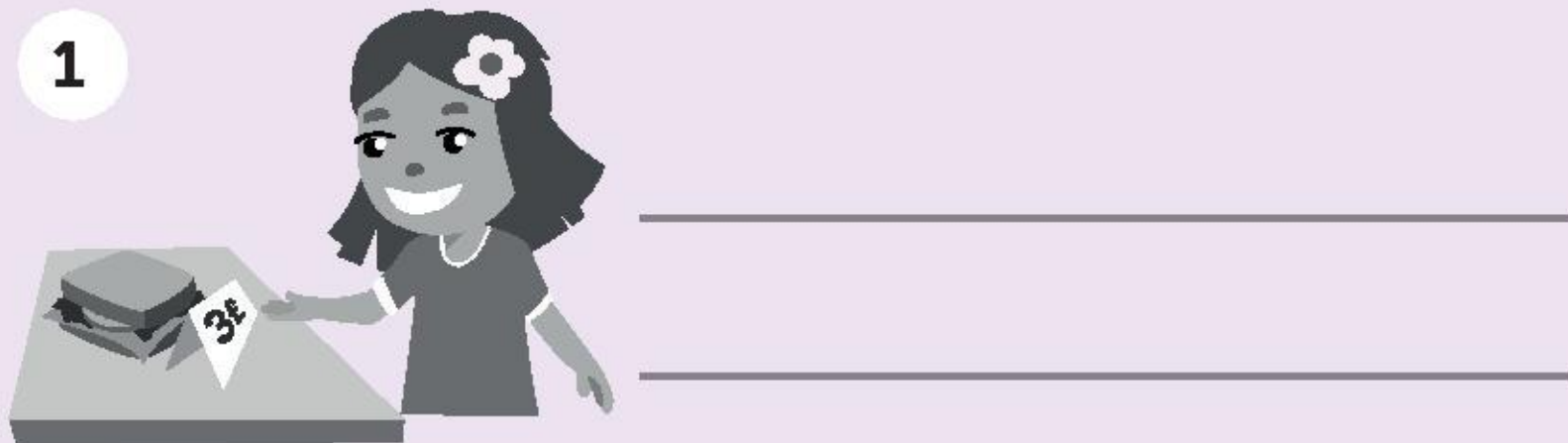
4 Uzupełnij dialogi wyrazami z ramki.

help • thank • have • much • looking • how

1. A: Can I help you?
B: Yes. Can I _____ this
toy cat?
A: Here you are.
B: How _____ is it?
A: It's 5 euros.
B: Thank you.

2. A: Can I _____ you?
B: Yes. I'm _____ for a white
hoodie.
A: Here you are.
B: _____ much is it?
A: It's 20 euros.
B: _____ you.

☆ 5 Co robią osoby na obrazkach? Napisz zdania.



Czy potrafisz określić, gdzie znajdują się miejsca, osoby i rzeczy oraz przeprowadzić rozmowę w sklepie? Pokoloruj wybraną buźkę.



I know it!



Let's work more.



6 Postłuchaj nagrania i otocz pętlą *a*, *b* lub *c*. (27)

1. James wants to buy a gift for his
 - a) brother
 - b) grandma
 - c) sister
2. Amelia is
 - a) 5
 - b) 6
 - c) 10
3. She likes books about
 - a) dragons
 - b) Santa Claus
 - c) animals
4. The cat in the book is
 - a) eating fish
 - b) climbing a tree
 - c) playing with a toy
5. The toy shop is
 - a) opposite the sports shop
 - b) next to the shoe shop
 - c) opposite the bookshop
6. James wants to buy a ... in a toy shop.
 - a) fairy costume
 - b) unicorn costume
 - c) cat costume

Czy dobrze rozumiesz to, co słyszysz po angielsku? Pokoloruj wybraną buźkę.



I know it!



Let's work more.



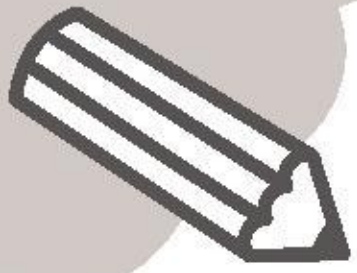
IT Masters

Sprawdź w internecie, co można kupić w poniższych sklepach. Zapisz nazwy kilku produktów.

greengrocer's

florist's

newsagent's



REVISION

I know it!

1 Skreśl element, który nie pasuje do pozostałych.

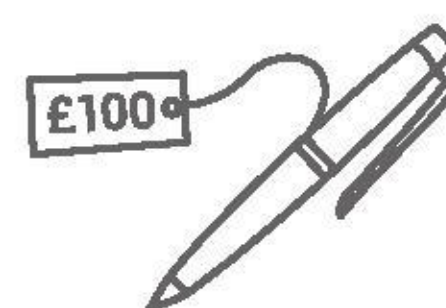
1. chat, nurse, send, play online, camera
2. screen, mic, file, shoe shop, project
3. ears, shop assistant, farmer, vlogger, doctor
4. stomach, arm, legs, ears, uniform
5. feel sick, supermarket, feel hot, stay in bed, have a fever

2 Znajdź wyrazy w wężu i podpisz nimi obrazki.

bookshopexpensivesleepycoughsellpasswordenjoyscreenearacheorder



1. _____ 2. _____ 3. _____ 4. _____ 5. _____



6. _____ 7. _____ 8. _____ 9. _____ 10. _____

3 Popatrz na zdjęcia i otocz pętlą *a* lub *b*.



a) This is a farmer.
She looks after cows.

a) She's got a new
computer.

a) He's calling his friend.

b) This is a farmer.
She looks after horses.

b) She's got a new
mobile.

b) He's sending a text
message to his friend.

4 Posłuchaj pytań i ponumeruj odpowiedzi. 28

No, he doesn't. _____	I feel dizzy. _____
It's 9 euros. _____	Yes, I can. _____
Yes, she is. _____	It's next to the clothes shop. _____

5 Ułóż zdania z podanych wyrazów.

1. in • You • bed. • stay • should _____
2. of • in • bakery. • We're • the • front _____
3. I • well. • don't • very • feel _____
4. don't • cars. • You • sell _____
5. She's • trying • a • on • top. _____
6. I • can't • off • switch • the • mic. _____

6 Przeczytaj tekst i odpowiedz na pytania.

•
•
•

To: oliver123@privatemail.com

Hi Oliver!

How are you? I'm not at school today. I'm in my bed because I don't feel very well. I've got a stomach ache and I feel hot. My mum says I should stay in bed and rest. I'm going to the doctor's today.

How is school? Are you playing football on the new sports field today?

See you,
Ben

SEND

1. Where is Ben? _____
2. What's the matter with Ben? _____
3. What should he do? _____
4. Where is he going today? _____

7 Matt źle się czuje. Napisz dla niego radę.



Matt should _____

IN MY ROOM

Lesson 1 Is there a chair in the living room?

1 Przyklej naklejki.



1. bed



2. desk



3. table



4. rug



5. shelf

2 Posłuchaj nagrania i otocz pętlą *true* lub *false*. 29 



1. true / false



2. true / false



3. true / false



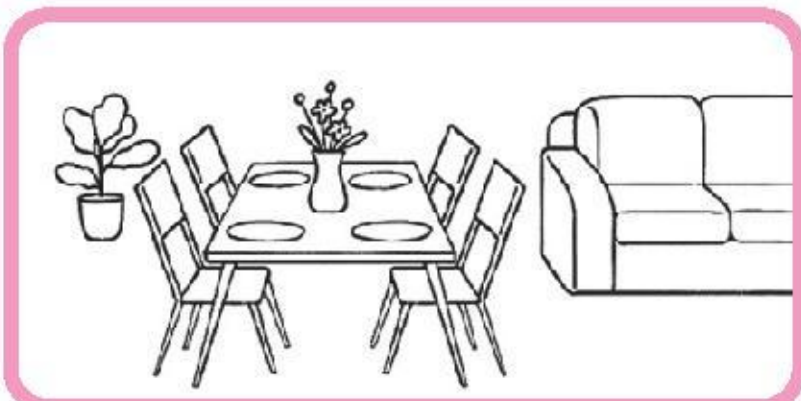
4. true / false



5. true / false

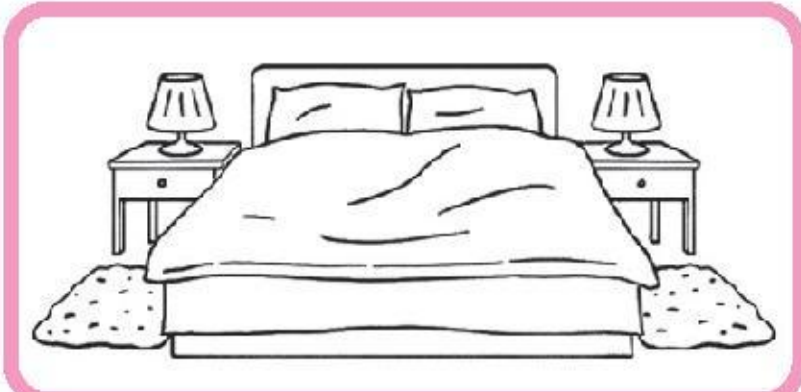
3 Popatrz na rysunki i uzupełnij zdania.

1.



There are four chairs in the living room.

2.



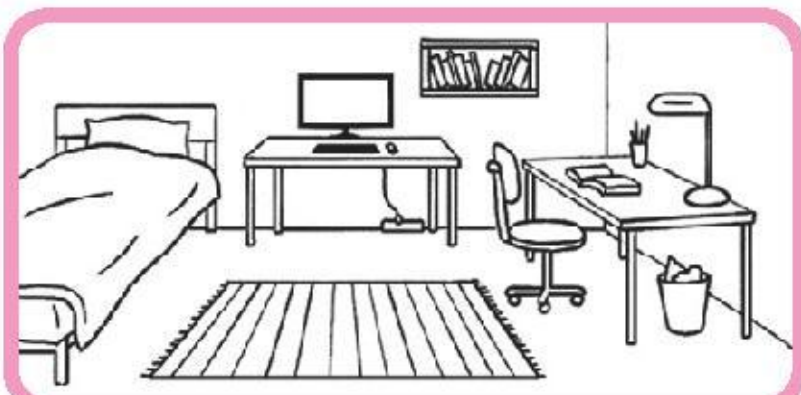
There _____ a big _____ in the _____.

3.



There _____ a small _____ in the _____.

4.



There _____ two _____ in the _____.

5.



There _____ with flowers in the _____.

4

Uzupełnij zdania wyrazami z ramki.

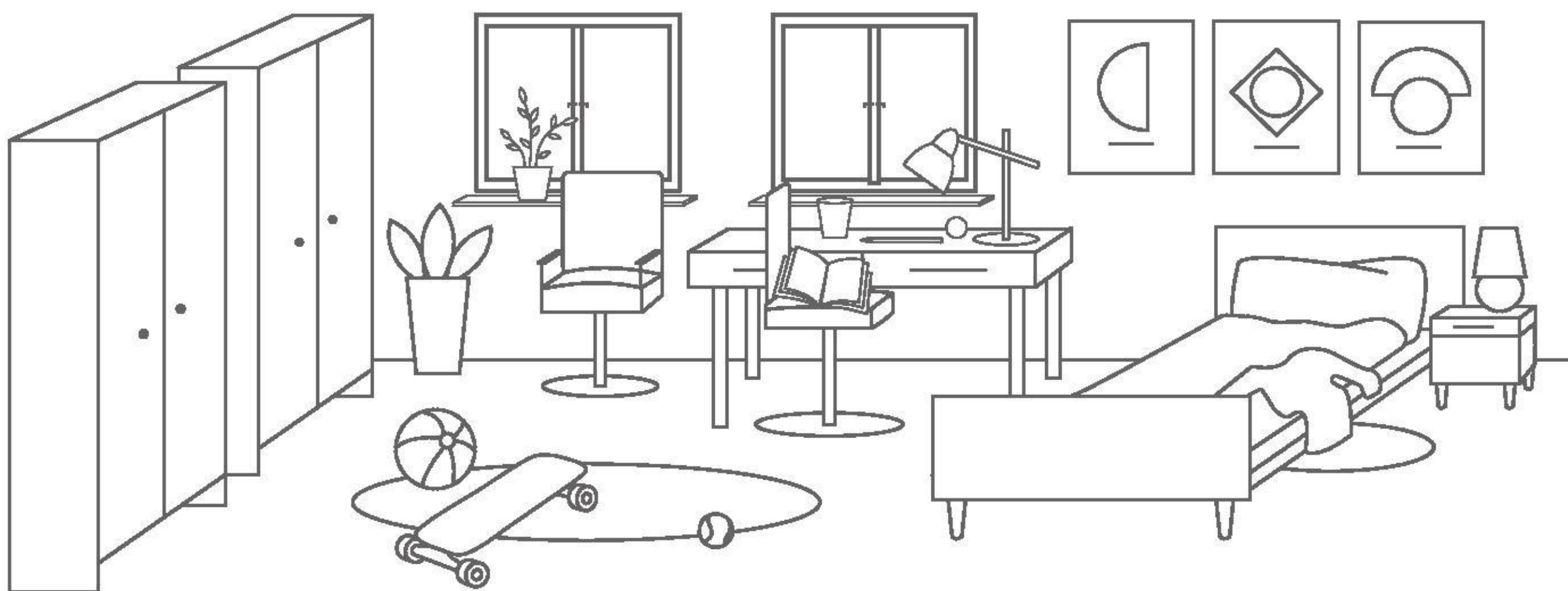
in • opposite
in front of • on
next to • between



1. There's a shelf _____ the bedroom.
2. There's a bed _____ the window.
3. There's a chair _____ the door.
4. There are two posters _____ the shelf.
5. There's a desk _____ the bed and the door.
6. There's a pencil case _____ the desk.

5

Uzupełnij pytania, wpisując *Is there* lub *Are there*. Napisz odpowiedzi.



1. _____ a desk next to the bed? _____
2. _____ three wardrobes opposite the bed? _____
3. _____ a book on the desk? _____
4. _____ any posters? _____
5. _____ a chair in front of the window? _____

6

Napisz, co znajduje się w twoim pokoju.

1 Posłuchaj historyjki i ponumeruj zdania. 30

Maya switches on Jack's lamp.

Maya goes to Jack's door.

Maya, Ted and Betty make hot chocolate.

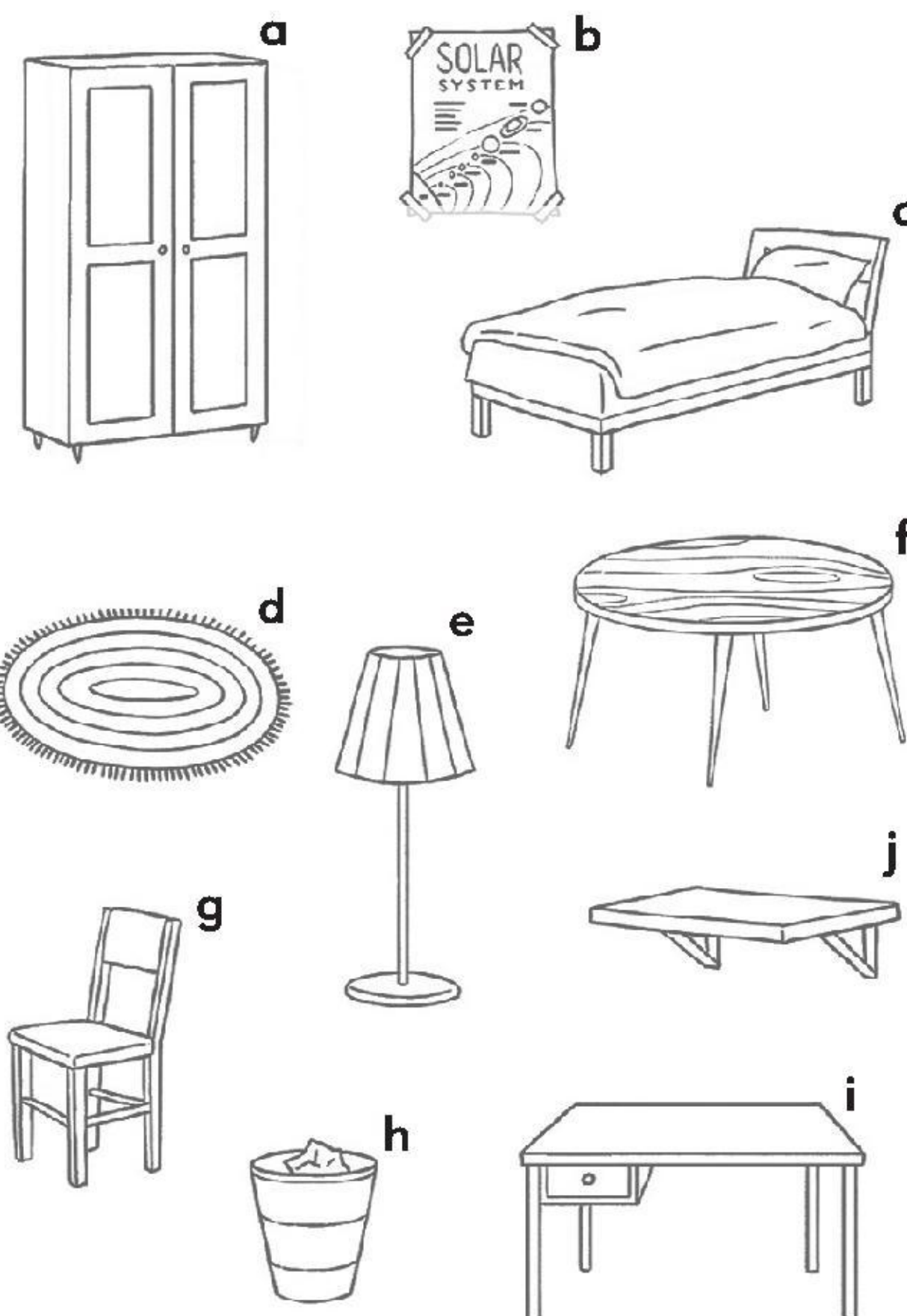
Maya is in Jack's bedroom.

Maya sees Ted and Betty.

Maya, Ted and Betty go to the kitchen.

2 Rozszyfruj wyrazy zapisane od końca. Zapisz te wyrazy oraz litery oznaczające właściwe obrazki.

1. nib _____
2. flehs _____
3. pmal _____
4. gur _____
5. elbat _____
6. riahc _____
7. ksed _____
8. deb _____
9. retsop _____
10. ebordraw _____

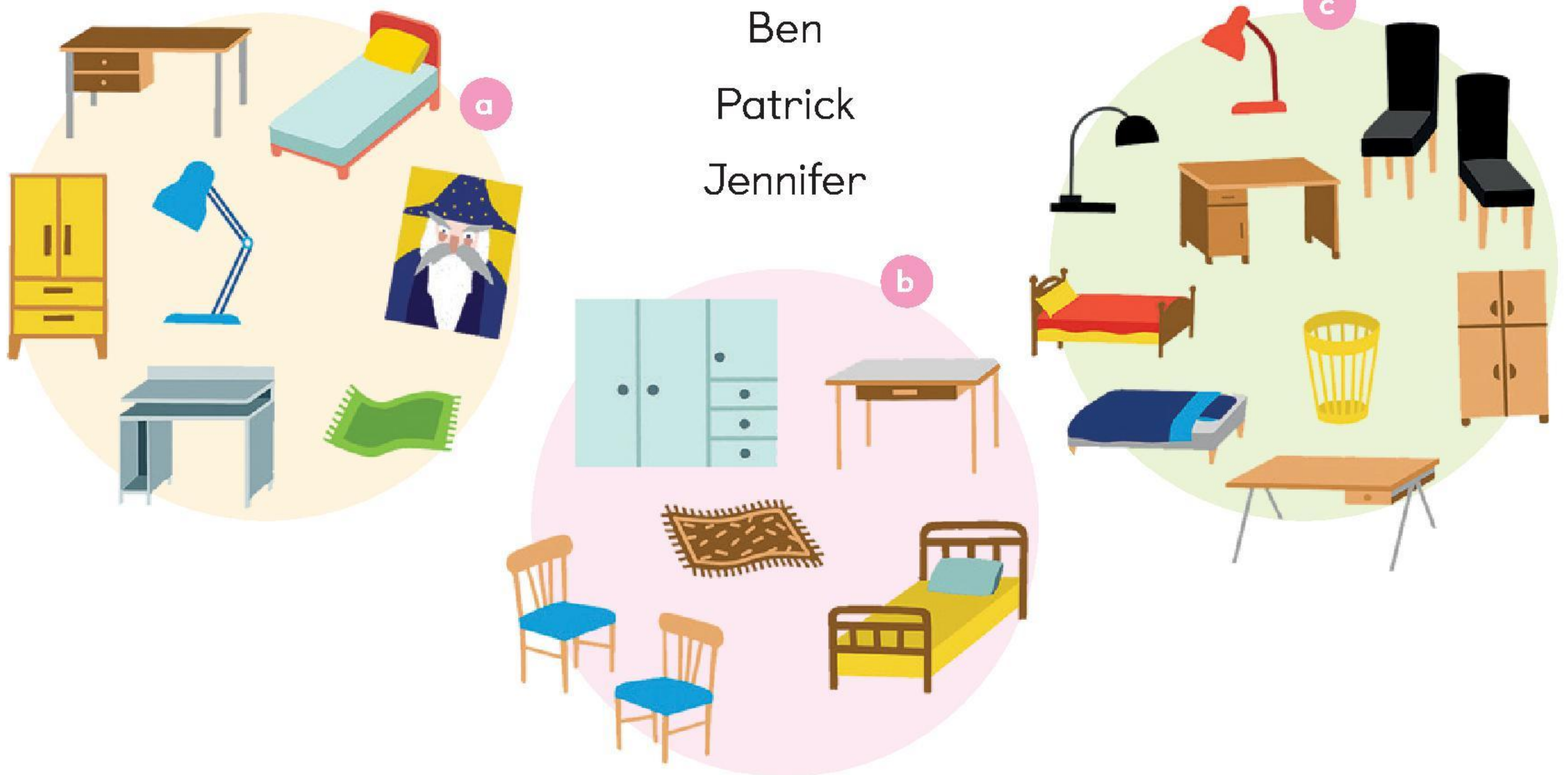


3 Uzupełnij zdania, wpisując *is* lub *are*. Odpowiedz na pytanie.

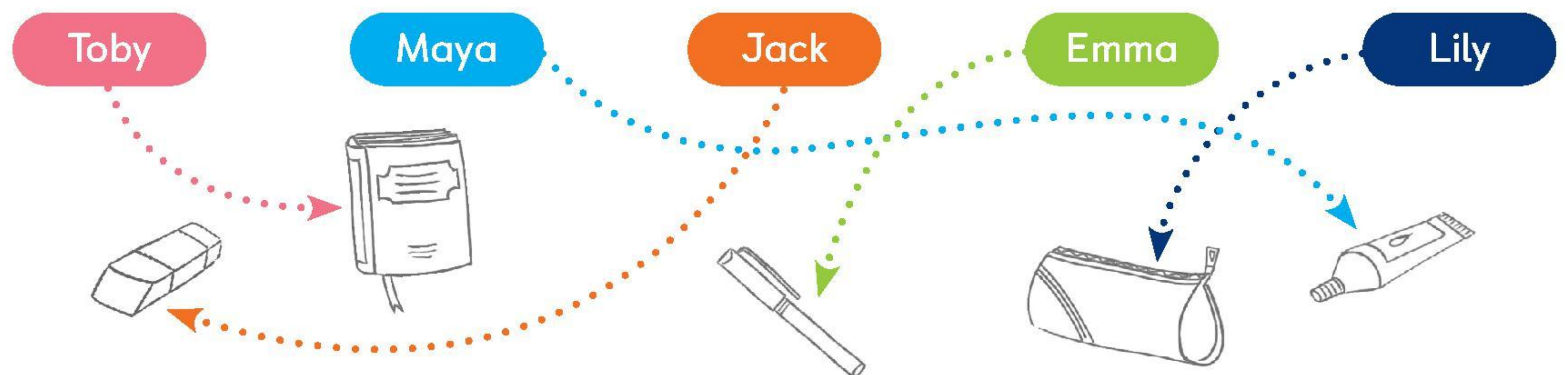
In Jack's bedroom there _____ a desk, there _____ two posters and two socks, there _____ a plant, there _____ a lamp, there _____ balls and there _____ a rug. Do you like Jack's bedroom?

4 Posłuchaj nagrania i połącz imiona z odpowiednimi zbiorami.

31



5 Napisz, do kogo należą przybory szkolne pokazane na obrazkach.



1. It's Maya's glue.
2. It's _____ book.
3. It's _____ rubber.
4. It's _____ pen.
5. It's _____ pencil case.

6 Odpowiedz na pytania.

1. Is there a rug in your room? _____
2. Is there a big wardrobe? _____
3. Are there any books on your desk? _____
4. Is there a lamp next to your bed? _____
5. Are there any spiders on the window? _____

Lesson 3 Who lives in this house?

1 Otocz pętlą właściwy podpis.



1. tidy / old



2. light / dark



3. hard / tidy



4. dark / old



5. nice / hard

2 Podkreśl właściwe słowa.

1. This room is very **colourful** / soft.

2. My desk is **soft** / tidy.

3. She's got **new** / dark hair.

4. Oh, no! Look at the kitchen.

It's **light** / untidy.

5. My dog is **new** / old. He's 14.

3 Przeczytaj pytania i napisz odpowiedzi.

1.



Is the robot soft?

No, it isn't. It's hard.

2.



Is the wardrobe old?

3.



Is the jacket colourful?

4.



Is the car untidy?

5.



Is the boy nice?

4

Postłuchaj nagrania i uzupełnij zdania.

32

- Henry's desk is _____.
- Ella has got a _____ bike.
- Jim's clothes are _____.
- Tina and Kim have got _____ mobiles.
- Billy wants a _____ room.

5

Napisz zdania.


Molly

1.

Molly's ball is colourful.



Anya

2.



Eric

3.



Sam

4.

6

Napisz dwa zdania o swoich koleżankach lub kolegach.

Julka's hoodie is nice.

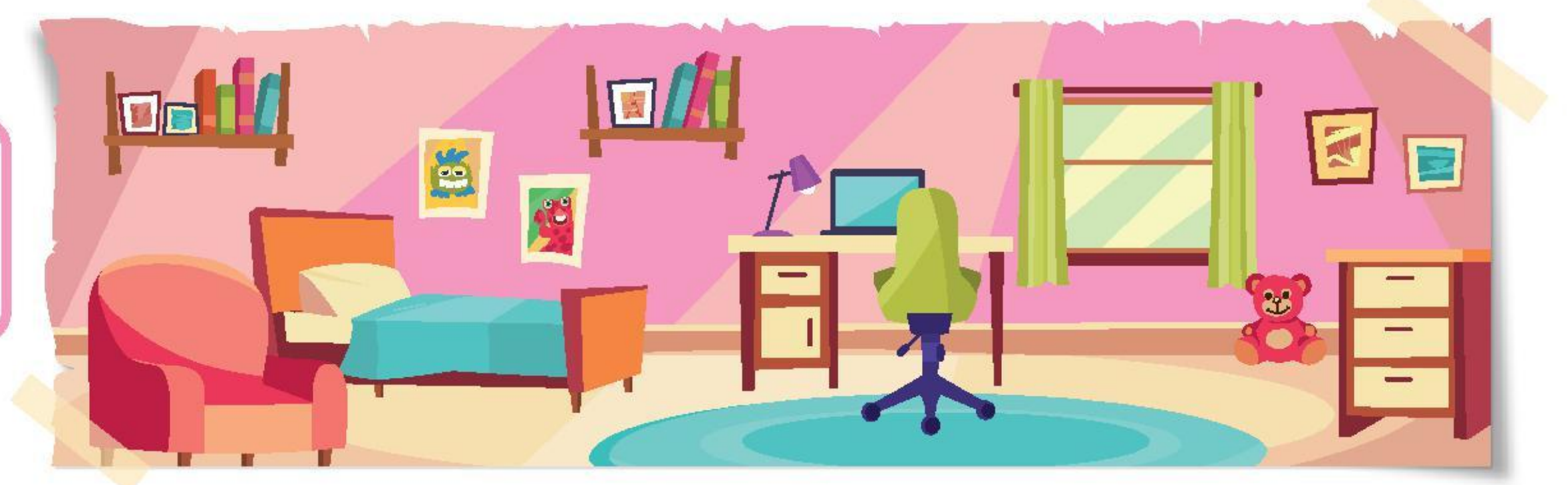
7

Przeczytaj tekst i uzupełnij go wyrazami z ramki.

There • soft • posters
isn't • my • lamp • books

My bedroom

Look, this is _____ new bedroom. I love it. It's very light and big.
_____ is a new bed. The bed is very _____. There is a desk
next to the bed. The desk _____ old - it's new! There's a _____
on the desk. There are two shelves. There are _____ and photos on
the shelves. There are two small colourful _____ between the shelves.
My room is very tidy.



1 Otocz pętlą właściwe wyrazy. Posłuchaj historyjki i sprawdź odpowiedzi. 33 

1. Grandma and Grandpa's living room is **tidy** / **untidy**.
2. They are making a(n) **new** / **old** table.
3. The table is a Christmas gift from Toby's **Grandma** / **Mum**.
4. Toby would like a(n) **egg** / **cheese** sandwich.
5. Grandpa has got glasses on his **nose** / **head**.

2 Połącz w pary wyrazy o przeciwstawnych znaczeniach.

- | | |
|----------|-----------|
| 1. tidy | a. hard |
| 2. light | b. untidy |
| 3. new | c. dark |
| 4. soft | d. small |
| 5. big | e. old |

3 Uzupełnij wypowiedzi właściwymi wyrazami. Odczytaj je.

1. I've got a very  _____ rug. I want to buy a new one.

2. My room is  _____. Let's buy a new lamp.

3. I like my  _____ hoodie.

4. Oh, no! Your room is  _____. Put your gloves and trousers in the wardrobe.

5. My toy cat is very  _____. It's nice and I can sleep with it.

6. I can't open the nut. It's  _____.

7. Look! We've got four lamps. The living room is very  _____.

- 4 Napisz zdania o rzeczach należących do bajkowych postaci.



The fairy's flower is colourful.

- 5 Popatrz na obrazek. Uzupełnij pytania i napisz odpowiedzi.



- Are there two mobiles in the library?
Yes, there are.
- Is there a sweater in the corridor?
No, there is a jacket in the corridor.
- _____ two sandwiches in the canteen?

- _____ a pencil case in the classroom?

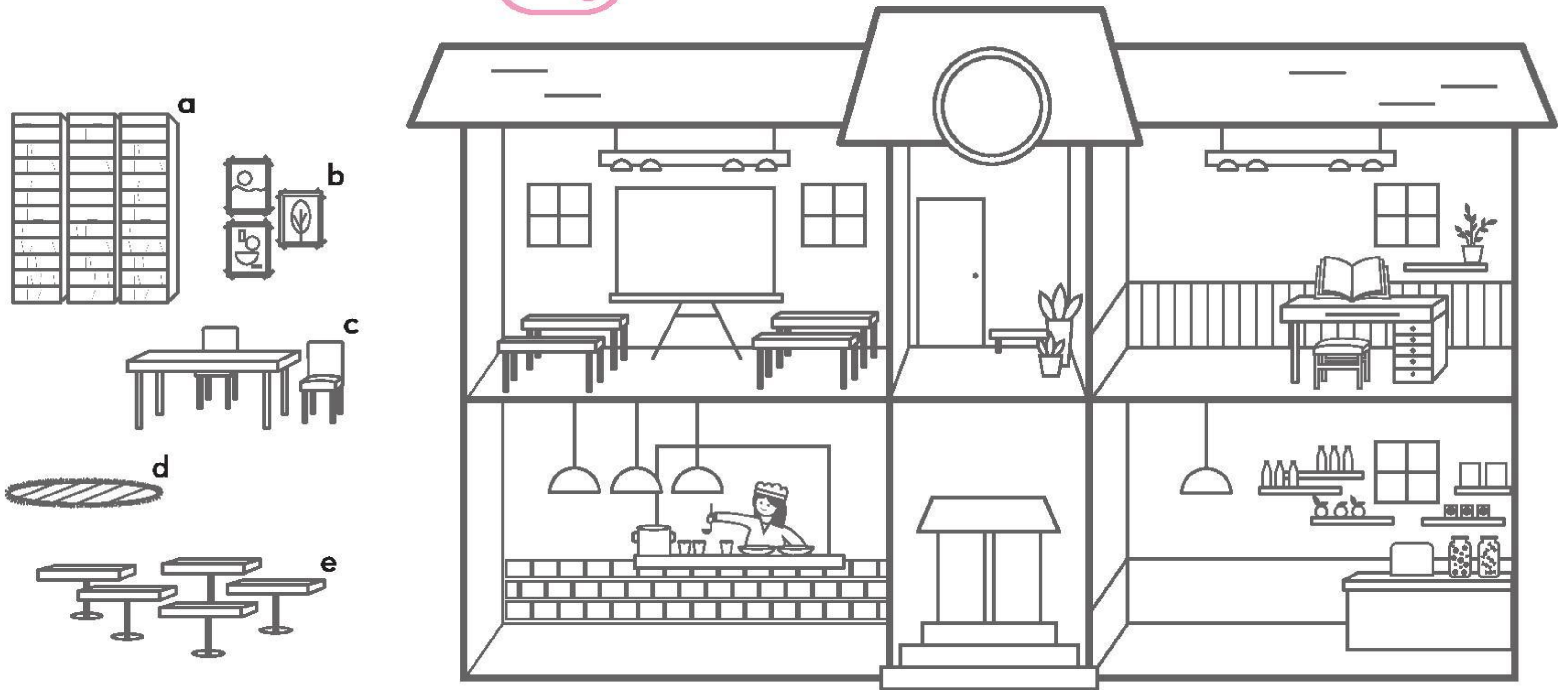
- _____ two beanies in the toilet?

- 6 Chcesz się dowiedzieć, co koleżanka lub kolega ma w plecaku. Zapisz trzy swoje pytania i odpowiedzi koleżanki/kolegi.

- Is there _____? _____
- _____? _____
- _____? _____

Lesson 5 Tell me about their living room.

- 1 Posłuchaj nagrania i połącz przedmioty z właściwymi pomieszczeniami. 34 



- 2 Połącz puzzle i odczytaj pytania. Pokoloruj odpowiedzi.



Is there

two posters
in the bedroom?

Yes, there is.

Are there

a lamp on the desk?

No, there isn't.

Is there

a table in the kitchen?

Yes, there are.

Are there

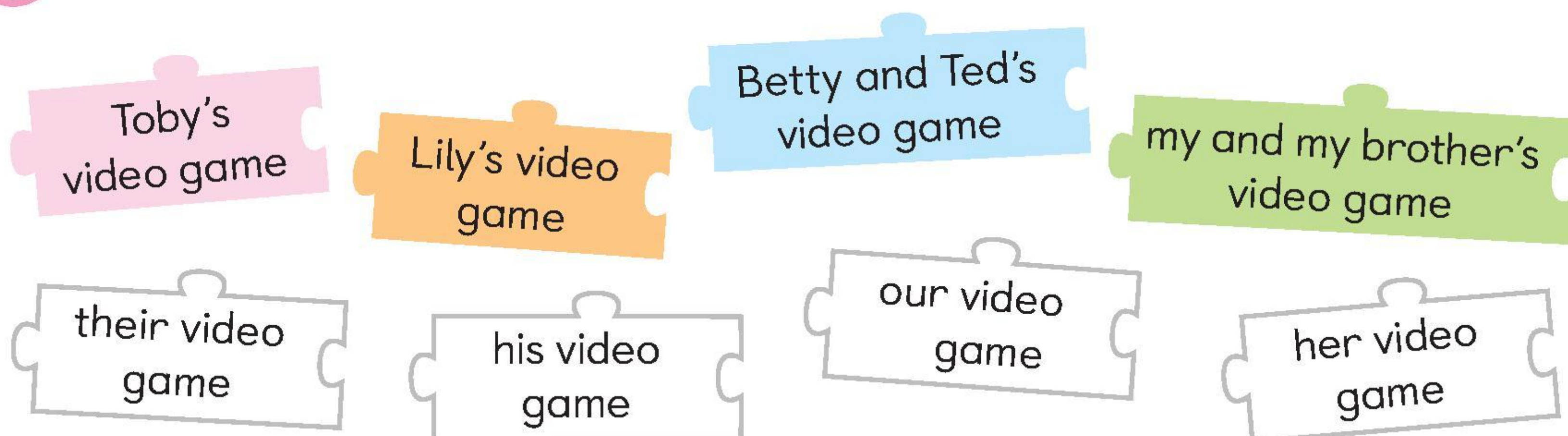
two chairs in
the living room?

No, there aren't.

3 Przyjrzyj się obrazkom z ćwiczenia 2. Napisz pytania z podanymi wyrazami i na nie odpowiedz.

1. bin, bedroom *Is there a bin in the bedroom? Yes, there is.*
2. four books, bedroom _____
3. computer, kitchen _____
4. lamp, living room _____
5. two sandwiches, kitchen _____

4 Odszukaj i pokoloruj odpowiednio właściwe wyrażenia.



5 Odszyfruj wyrazy w nawiasach i wpisz je we właściwe miejsca. Pozostałe luki uzupełnij słowami: *my, your, his, her, our, their*.

1. This is my mum's (ebd) _____. It's in _____ bedroom.
2. This is my brother's (sked) _____. It's in _____ room.
3. I am Tom and this is _____ mum. She's in the (chenkit) _____.
4. I share the (omro) _____ with my brother. Look! This is _____ poster.
5. Can you see Ted and his sister? They are in _____ (omroe bd) _____.
6. Have you got a (ibn) _____ in _____ living room?

6 Co znajduje się w twojej wymarzonej szkole? Napisz cztery zdania.

In my dream school there is _____



- 1 Uzpełnij zdania. Pierwsze litery wyrazów zostały podane.
Dopasuj zdania do rysunków.



1. I like Sara. We are b_____ f_____.

2. We c_____ about our grandma.



3. I t_____ about my dad every day.

4. Can you paint a red h_____?



5. Look, Mum. I've got a c_____ for you.

6. Can we go to the swimming pool t_____?



- 2 Postłuchaj nagrania i napisz *true*, jeśli zdanie zgadza się z jego treścią, lub *false*, jeśli się nie zgadza. 35 ?

1. Millie is nine. _____
2. The girls like books about monsters. _____
3. Millie likes playing cards. _____
4. She's got a cat called Spiky. _____
5. There aren't any hearts on the card. _____

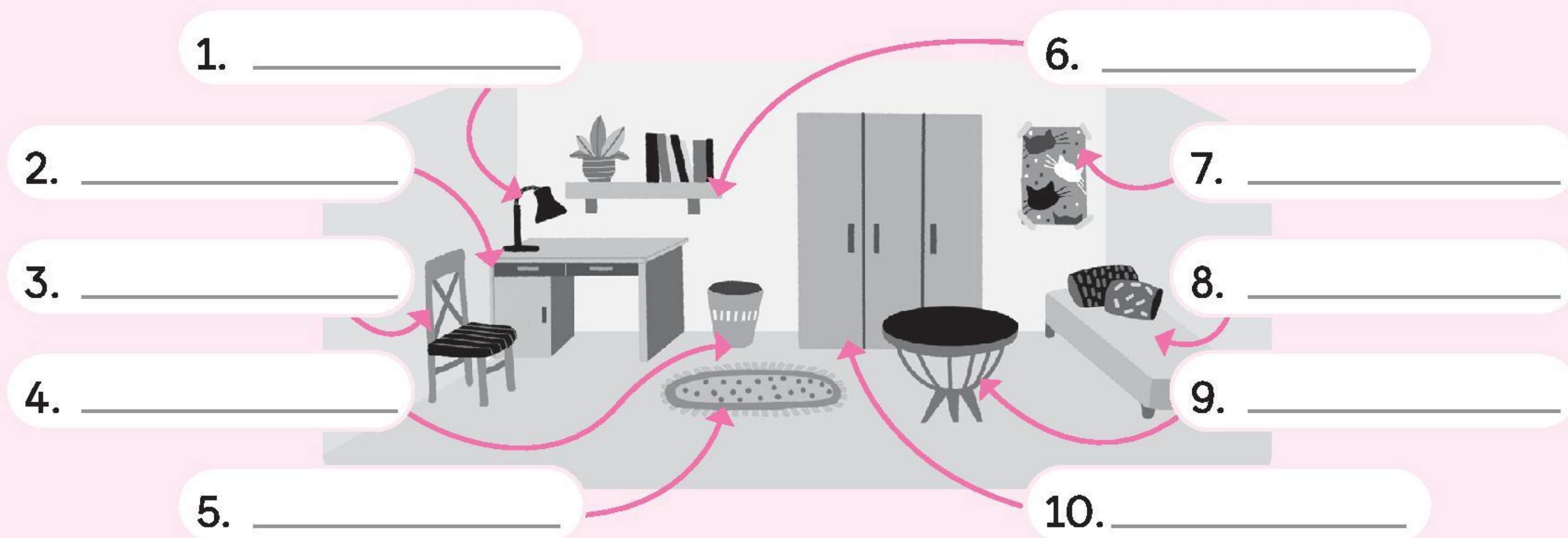
- 3 Napisz o swojej najlepszej koleżance lub o swoim najlepszym koledze. Odpowiedz na pytania.

1. What's her / his name? My best friend is _____.
2. How old is she / he? _____
3. What does she / he enjoy doing? _____
4. Where do you meet? _____
5. What do you do together? _____

Lesson 7 I've got it!

1 Podpisz elementy na obrazku wyrazami z ramki.

bed • wardrobe • desk • chair • table • rug • lamp • shelf • poster • bin



2 Otocz pętlą właściwy obrazek.

1. hard



6. nice



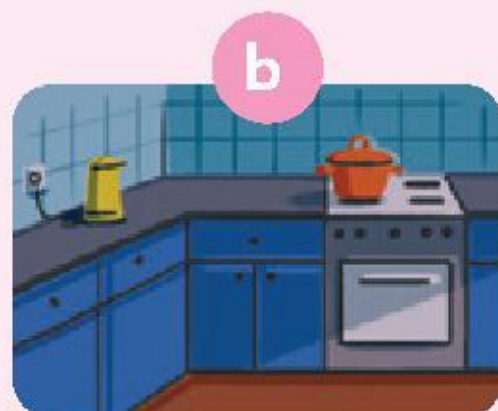
2. soft



7. colourful



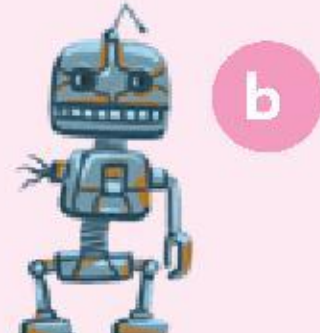
3. dark



8. tidy



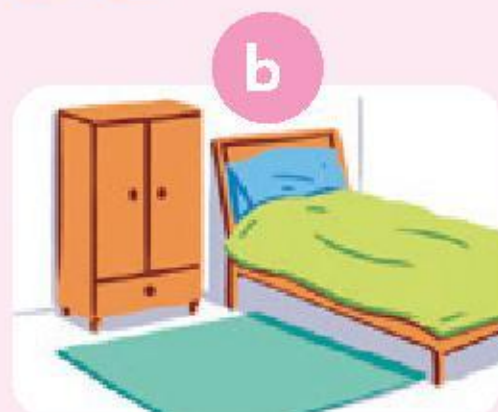
4. old



9. light



5. untidy



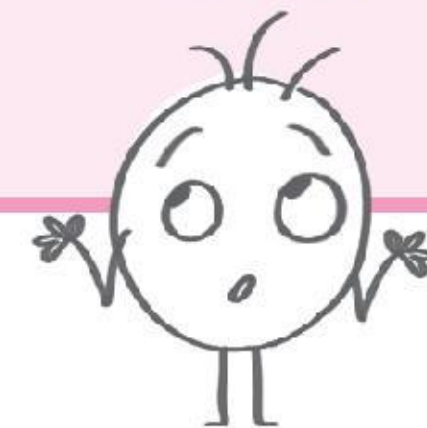
10. new



Czy pamiętasz wszystkie słówka?
Pokoloruj wybraną buźkę.



I know it!



Let's work more.



I've got it!

3 Na podstawie obrazków napisz, czyje są zwierzęta i przedmioty.



1. *This is Lily's poster.*

2. _____

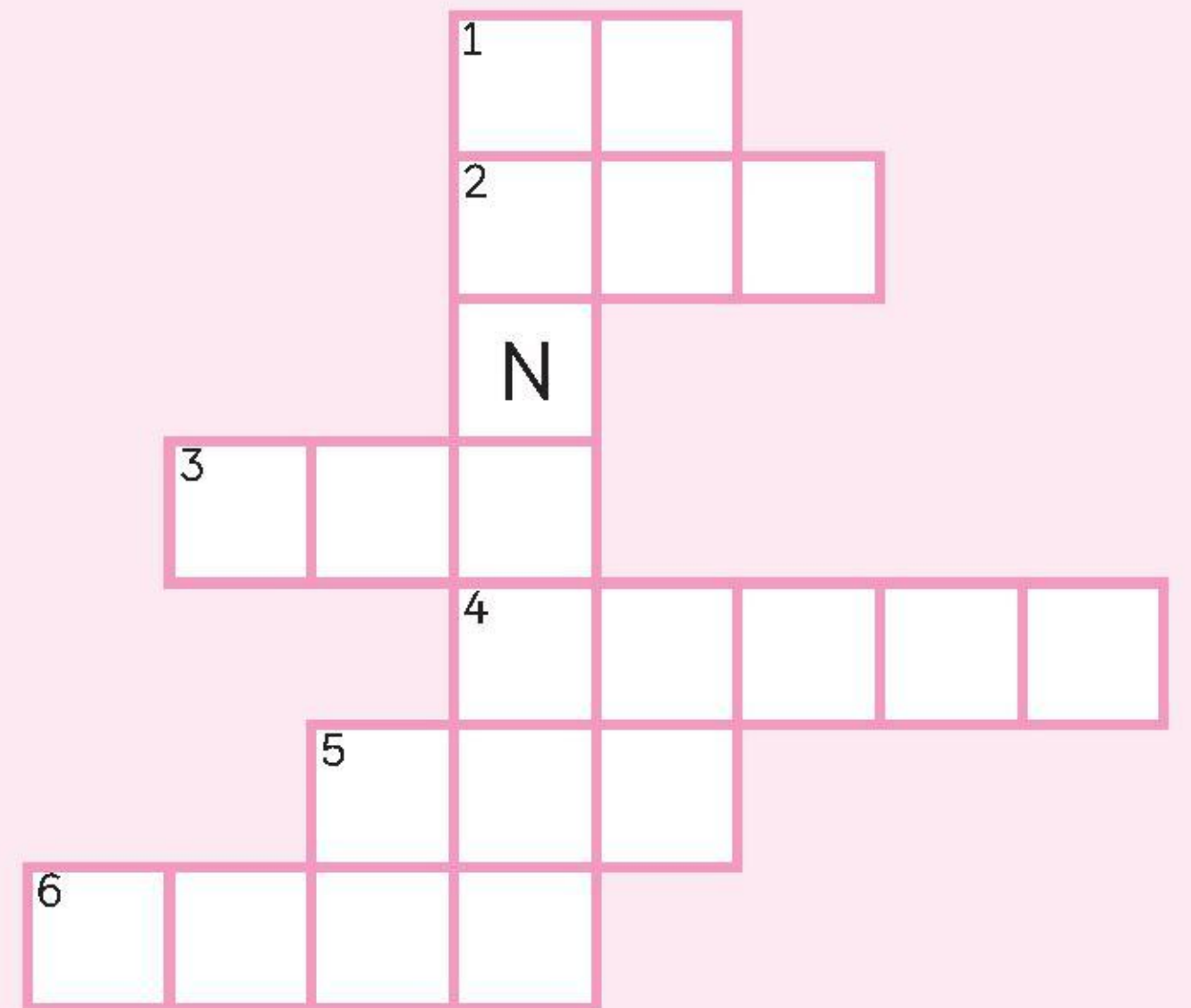
3. _____

4. _____

5. _____

4 Rozwiąż krzyżówkę i odczytaj hasło.

1. ... name is Ann. I'm from Poland.
2. This is my sister and ... dad.
3. This is Ben and ... new car.
4. Can you see my friends? ... dad is a doctor.
5. This is my aunt. ... name is Monica.
6. Hello! What's ... name?



☆ 5 Wpisz *Is* lub *Are* i odpowiedz na pytania zgodnie z prawdą.

1. _____ there a wardrobe in your room?
2. _____ there a teacher in your classroom?
3. _____ there any posters in your bedroom?
4. _____ there a crayon in your pencil case?
5. _____ there shoes in your school bag?

Czy potrafisz powiedzieć, gdzie znajdują się poszczególne przedmioty i do kogo należą? Pokoloruj wybraną buźkę.



I know it! *Let's work more.*

6 Uzupełnij rozmowę Emmy i Lily wyrazami z ramki.



tent • talk • seaside • light • beds



E Hi, Lily! Where are you?

L I'm in the mountains with my family. What about you?

E I'm at the _____ with Jack. I've got a big room in a hotel, but I don't like it.

L Why not? We're sleeping in a _____. It's great.

E I'm sharing the room with Jack and he is very untidy.

L Oh no! Our tent is very tidy. It's big. There are six _____ here.

E Oh, there's a desk in our room, but it's very untidy. Jack's map is on the desk and his toys are on the chair. The room is _____ and nice, but ...

L Talk to Jack and tidy the room together.

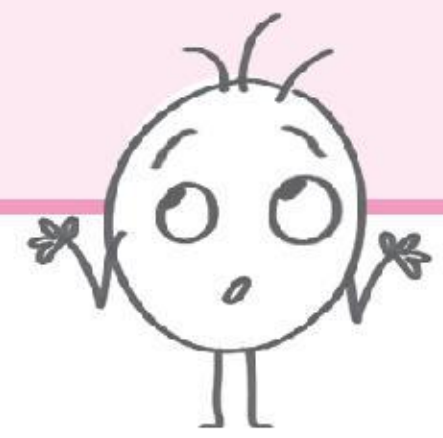
E OK, Lily. That's a good idea. I should _____ to Jack. Bye, bye!

L OK. Bye!

Czy dobrze rozumiesz to, co czytasz po angielsku? Pokoloruj wybraną buźkę.



I know it!

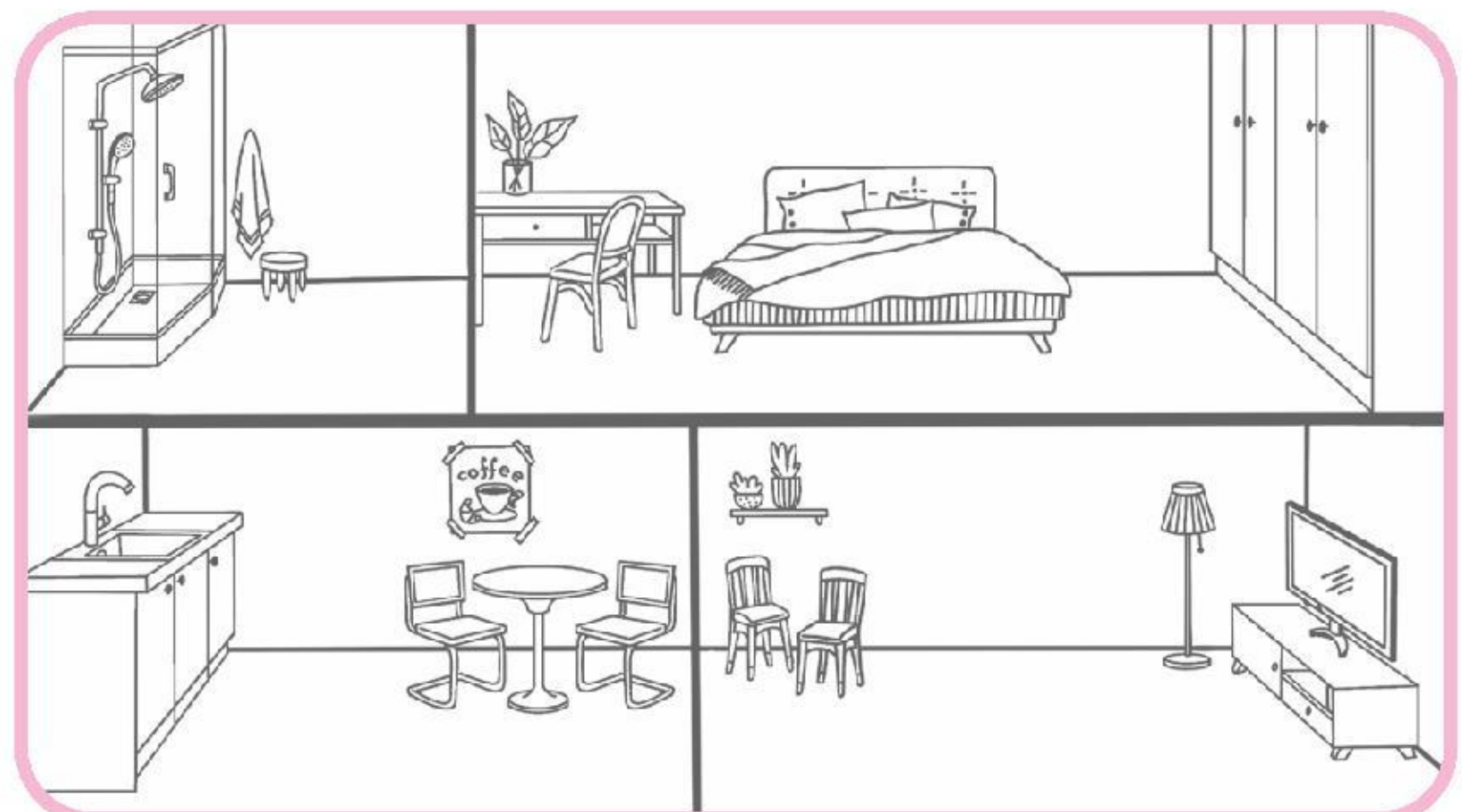


Let's work more.



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W każdym pomieszczeniu dorysuj jedną rzecz, która może się tam znajdować. Wyszukaj w internecie angielskie nazwy dorysowanych sprzętów i napisz o nich zdania.



1. There is _____ in the _____.

2. _____

3. _____

4. _____

WHEN'S YOUR BIRTHDAY?

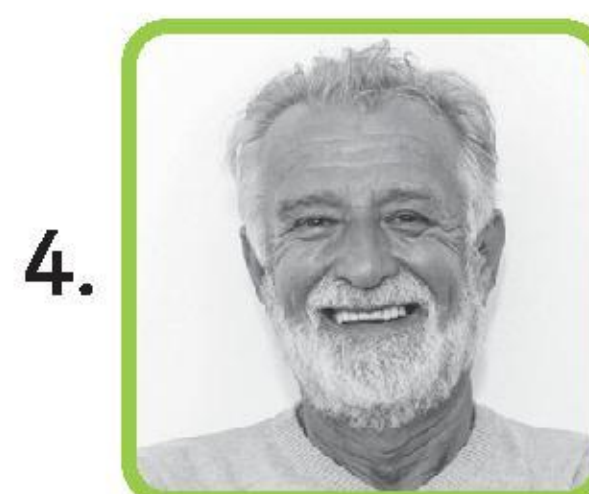
Lesson 1 There are twelve months in a year.

- 1 Wpisz nazwy miesięcy z ramki w odpowiednie kolumny.

June • September • March • December • October • January
April • November • July • May • August • February

Spring	Summer	Autumn	Winter

- 2 Posłuchaj nagrania i zapisz przy każdej osobie jej ulubione miesiące. 36 



- 3 Przeczytaj zdania i zaznacz *true*, jeśli są prawdziwe, lub *false*, jeśli są fałszywe.

	true	false
1. It's very cold in summer.		
2. You can see nice flowers in spring.		
3. You can swim in the lake in winter.		
4. Christmas is in December.		
5. It's hot and sunny in autumn.		
6. You can go ice skating in winter.		

- 4 Napisz słownie, ile lat mają poszczególne osoby i kiedy są ich urodziny.



1. We're _____. Our birthday is in _____.
2. She's _____. Her birthday is in _____.
3. They're _____. Their birthday is in _____.
4. He's _____. His birthday is in _____.
5. They're _____. Their birthday is in _____.

- 5 Zapytaj trzy osoby z twojej klasy, kiedy mają urodziny, i uzupełnij tabelę. Następnie napisz zdania.

Ola, when's your birthday?

It's in November.

Name	Birthday
Ola	November

Ola's birthday is in November.

- 6 Napisz, w jakim miesiącu masz urodziny.

Lesson 2 A guessing game.

- 1 Postłuchaj historyjki i otocz pętlami nazwy miesięcy, o których mowa. Przeczytaj pozostałe nazwy i dokończ zdanie. 37 



The teacher's birthday is in _____.

- 2 Odgadnij nazwy czterech miesięcy. Uzupełnij schematy, wpisując właściwe litery.

1.  2. 
 3.  4. 

- 3 Uzupełnij zdania, wpisując *my*, *your*, *his* lub *her*. Zamiast liczb wpisz odpowiadające im nazwy miesięcy.

- When's _____ birthday, Lucy? Is it in (11) _____?
- Is this your mum? When's _____ birthday? In (12) _____?
- Look at Tom. He's 21. _____ birthday is in (5) _____.
- My name is Luke. _____ birthday is in (7) _____.
- Holly, when's _____ dad's birthday? Is it in (2) _____?



④ Rozwiąż zagadkę. Następnie ułóż zagadkę o miesiącu swoich urodzin.

1. My birthday month is in spring. It has got 3 letters. It hasn't got the letter B in it. _____

2. _____

⑤ Uzupełnij zdania zgodnie z informacjami w dymkach.

	My birthday is in February.		My birthday is in September.	
Tosia		Alan		Diana
				
	Olimpia		Maciek	
My birthday is in January.		My birthday is in May.		My birthday is in August.

1. Tosia's birthday isn't in June.
2. Olimpia's birthday _____ in February.
3. Alan's birthday _____ in March.
4. Maciek's birthday _____ in November.
5. Diana's birthday _____ in August.

⑥ Dokończ zdania.

1. My aunt's birthday is in _____.
2. My uncle's birthday is in _____.
3. My friend's birthday is in _____.

Lesson 3 How many chickens are there?

1 Połącz słowa z odpowiednimi liczbami.

fifty

ten

seventy

one hundred

twenty

100

50

80

forty

ninety

thirty

sixty

eighty

10

70

40

20

30

60

90

2 Posłuchaj nagrania i zapisz, ile zwierząt znajduje się na farmie Curtisa. 38



3 Wykonaj działania i zapisz je słownie.

$$40 + 9 = 49 \quad \text{forty} + \text{nine} = \text{forty-nine}$$

$$80 + 2 = \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$60 + 8 = \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$90 + 10 = \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$20 + 1 = \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$10 + 5 = \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$70 + 6 = \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$30 + 7 = \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$50 + 3 = \underline{\quad} + \underline{\quad} = \underline{\quad}$$

- 4 Przeczytaj tekst i otocz pętlą właściwe wyrazy.

My classroom

My classroom is very big. There **is** / **are** twenty students. We've got **twelve** / **one hundred** desks and twenty-four chairs. Our **mum** / **teacher** is Mrs Watts. She **is** / **are** very nice. She's got two **cats** / **cat**. Her favourite number is thirteen. **She** / **He** likes spring. Her favourite month is **May** / **Monday**. Her birthday is **in** / **on** April.

- 5 Popatrz na obrazek, napisz pytania i połącz je z właściwymi liczbami.



1. How many chairs are there? _____
2. _____
3. _____
4. _____
5. _____
6. _____

- 8
2
27
15
3
30

- 6 Zapisz słownie swoją ulubioną liczbę.

1 Postłuchaj historyjki i otocz pętlą właściwe wyrazy. (39 )

1. It is **Grandma's** / **Grandpa's** birthday.
2. Mum says Grandma's **sixty** / **seventy** years old.
3. Emma is looking for a **balloon** / **candle**.
4. Grandma **likes** / **doesn't like** the cake.

2 Wpisz brakujące nazwy liczb.

ten – _____ – thirty – forty – _____ –
 _____ – seventy – _____ – ninety –

3 Napisz słownie liczby z ramki od największej do najmniejszej.

47 • 82 • 55 • 61 • 39 • 26 • 74 • 43

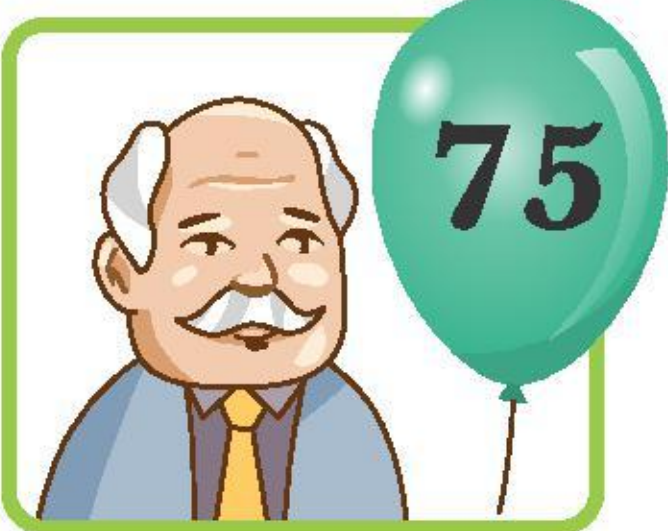
- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

4 Postłuchaj nagrania i otocz pętlą *a* lub *b*. (40 )

- | | |
|--|---|
| 1. Tom's sister is
a) 40 b) 14 | 4. How old is aunt Eva?
a) 12 b) 20 |
| 2. Mr Kelly is
a) 15 b) 50 | 5. How old is grandma Juliet?
a) 80 b) 90 |
| 3. Monica's brother is
a) 13 b) 30 | 6. Holly's grandpa is
a) 74 b) 64 |



5 Napisz słownie, ile lat mają osoby pokazane na obrazkach.

1.  My grandma is _____ years old.
2.  My grandpa is _____.
3.  My sister _____.
4.  My brother _____.
5.  My auntie _____.
6.  My uncle _____.

6 Kto z twoich bliskich obchodzi wkrótce urodziny? Napisz zdania według wzoru.

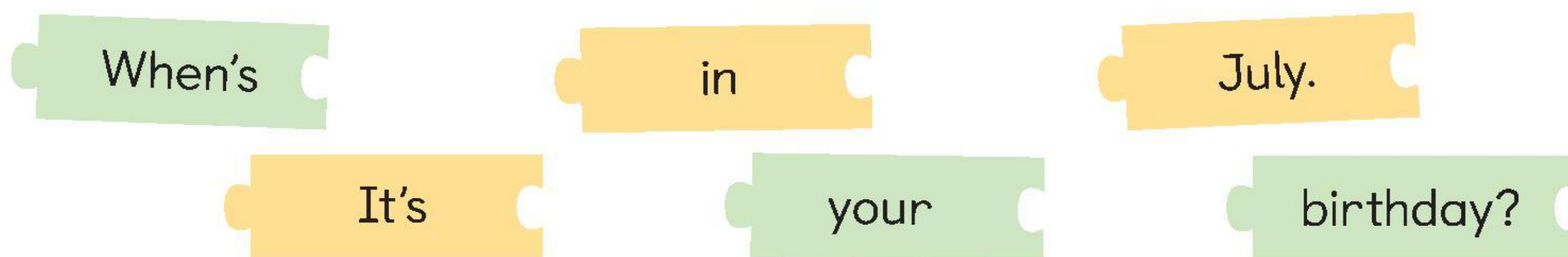
My mum is thirty-five. Her birthday is in March.

Lesson 5 Numbers! Numbers!

- 1 Postłuchaj nagrania i połącz imiona z właściwymi nazwami miesięcy. 41 

- | | | | |
|------------|----------|--------|-----------|
| 1. Jay | July | March | February |
| 2. Sonia | November | May | September |
| 3. Freddie | December | June | January |
| 4. Liam | October | August | April |

- 2 Połącz puzzle i napisz zdania.



- 3 Ułóż zdania z rozsypanych wyrazów.

- spring. • in • is • April _____
- birthday? • When's • your _____
- in • August. • birthday • My • is _____
- in • birthday • My • June. • isn't • grandpa's _____

- 4 Napisz, kiedy dzieci mają urodziny.



- Hania's birthday is in January.
- _____
- _____
- _____
- _____



5 Odczytaj wyrazy zapisane od końca. Zapisz je poprawnie.

- | | |
|-----------------|----------------------|
| 1. ytxis _____ | 5. ytfif _____ |
| 2. ytriht _____ | 6. ytneves _____ |
| 3. ythgie _____ | 7. ytenin _____ |
| 4. ytrof _____ | 8. derdnuh eno _____ |

6 Połącz puzzle. Zapisz pytanie i odpowiedź.

There are

How many

50 books

books

in our classroom.

are there

in your classroom?

7 Przeczytaj pytania i napisz odpowiedzi.

1. How many classrooms are there in your school?
There are _____ in my school.
2. How many chairs are there in your classroom?

3. How many tables are there in your classroom?

4. How many students are there in your classroom?

8 Napisz pytania. Następnie zadaj je koleżance lub koledze i zapisz odpowiedzi za pomocą cyfr.

1. How many chairs are there in your bedroom? _____
2. How many _____? _____
3. _____? _____
4. _____? _____



Lesson 6

Pancake Day



1 Podpisz elementy na obrazku wyrazami z ramki.

toss • frying pan • flour • pancake race • pancakes • plate

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

2 Posłuchaj nagrania i połącz każdą osobę z właściwym talerzem. 42

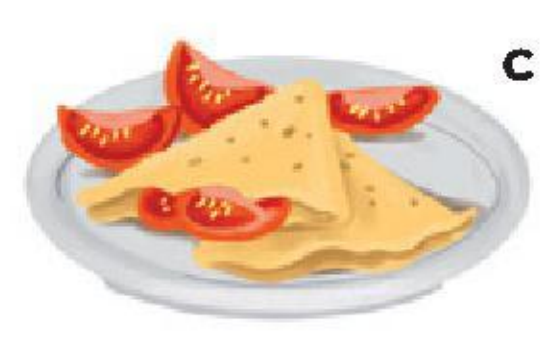
1. Rose



2. Dad



3. Aunt Liz



4. Grandpa



3 Przeczytaj tekst i odpowiedz na pytania.

Tina's blog

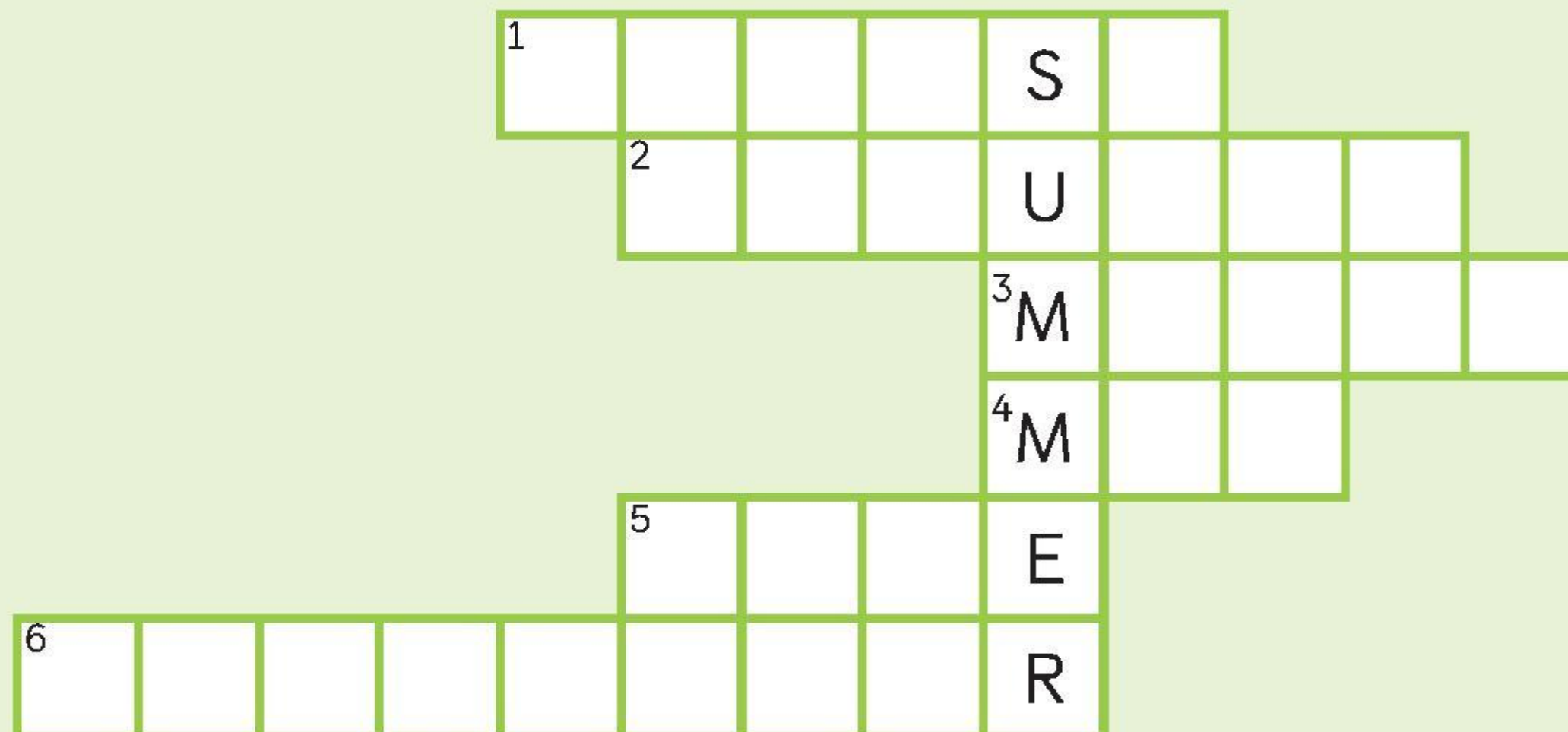
It's Pancake Day today. I love pancakes. My mum and I are making pancakes in the kitchen. There are two eggs, some milk and some flour. We've got a small frying pan. I can toss pancakes! We like pancakes with fruit. My mum likes apples and pears, but I love plums. There's a pancake race at school. I want to win.

1. What day is it today? _____
2. Where are they making pancakes? _____
3. How many eggs have they got? _____
4. Who likes apples? _____
5. Where is the pancake race? _____



Lesson 7 I've got it!

- 1 Uzupełnij krzyżówkę nazwami miesięcy.



- 2 Zapisz nazwy miesięcy, które nie zmieściły się w krzyżówce.

- 3 Posłuchaj nagrania i zaznacz właściwe liczby. Ostatnia z nich mówi, ile lat ma najstarsze drzewo w ogrodzie Emmy. Uzupełnij zdanie. 43 ?

33	11	22	66	80	90
80	21	85	99	12	100
87	46	39	40	77	76
38	52	78	50	88	60
13	10	31	30	13	36
70	24	91	20	18	62

It's _____ years old.

Czy pamiętasz wszystkie słówka?
Pokoloruj wybraną buźkę.



I know it!



Let's work more.



I've got it!

- 4 Napisz, kiedy mają urodziny członkowie rodziny Lily.

Grandma → February	Mum → June	Aunt Holly → December
Grandpa → May	Dad → September	Uncle Oliver → April

1. Her Grandma's birthday is in February.

2. _____
3. _____
4. _____
5. _____
6. _____

- 5 Wykonaj działania. Wynik zapisz słownie.

60 +  = _____

50 +  = _____

80 +  = _____

90 +  = _____

30 +  = _____

- ☆ 6 Napisz, jak mają na imię dwie osoby z twojej rodziny i ile mają lat.

My Grandpa's name is Henryk. He is sixty-seven years old.

Czy potrafisz napisać liczby do 100 i podać miesiąc, w którym masz urodziny? Pokoloruj wybraną buźkę.



I know it!



Let's work more.

7 Posłuchaj nagrania i wpisz właściwe liczby. 44



1. How many animals has Uncle Frank got? _____
2. How many horses has he got? _____
3. How many cows has he got? _____
4. How many pear trees are there on the farm? _____
5. How many dogs are there on the farm? _____

Czy dobrze rozumiesz to, co słyszysz po angielsku? Pokoloruj wybraną buźkę.



I know it!



Let's work more.



IT Masters

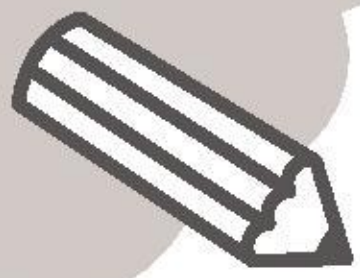
Sprawdź w internecie, w którym miesiącach jest najbardziej gorąco w podanych miejscach i napisz ich nazwy.

In Warsaw it's hot in _____.

In Sydney it's hot in _____.

In Tokyo it's hot in _____.

In Rio de Janeiro it's hot in _____.



REVISION

I know it!

- ① Otocz czerwoną pętlą nazwy mebli i sprzętów domowych, zieloną – nazwy miesięcy, a żółtą – liczby.

wardrobe	forty	table	twenty	October
seventy-five	February	desk		
August	January	lamp	one hundred	

- ② Uzupełnij zdania. Pierwsze litery brakujących wyrazów zostały podane.

- I love skiing. I go on holiday in J_____.
- Look at this cat. He's sitting on the b_____ in your room.
- Ten, twenty, t_____, forty!
- Can I sit on that c_____, please?
- Wow! This rug is red, pink, orange and blue. It's very c_____.
- How old is your grandpa? He's e_____ -six.

- ③ Otocz pętlą *a* lub *b*.

- When's your birthday?

a) It's in May.	b) I like May.
-----------------	----------------
- Is there a desk in your bedroom?

a) No, there aren't.	b) No, there isn't.
----------------------	---------------------
- Where is Jimmy?

a) He's at Mark's house.	b) He's at Mark house.
--------------------------	------------------------
- Is this your hoodie?

a) No, my hoodie is colourful.	b) No, their hoodie is colourful.
--------------------------------	-----------------------------------
- Is Bartek's birthday in June?

a) Yes, her birthday is in June.	b) Yes, his birthday is in June.
----------------------------------	----------------------------------

4 Połącz połówki zdań.

1. My dad

2. Megan's got

3. Their bathroom isn't

4. There's a book

5. There aren't shelves

6. Her birthday is
- a) opposite the wardrobe.

b) on the desk.

c) in September

d) a very soft bed.

e) is thirty-four years old.

f) big and light.

5 Opisz swój wymarzony pokój. W ramce podano słowa oraz zwroty, których możesz użyć.

My room is ...	light • dark • big • small tidy • untidy	on next to opposite between
There's ... There are ... I've got ...	bed • wardrobe • desk chair • table • rug • lamp shelf • poster	

6 Napisz, ile lat ma twoja przyjaciółka / twój przyjaciel i w jakim miesiącu ma urodziny.



WHAT'S THE TIME IN LONDON?

Lesson 1 Countries and people in the world.

1 Przyklej naklejki.



1. the UK



2. Australia



3. the USA

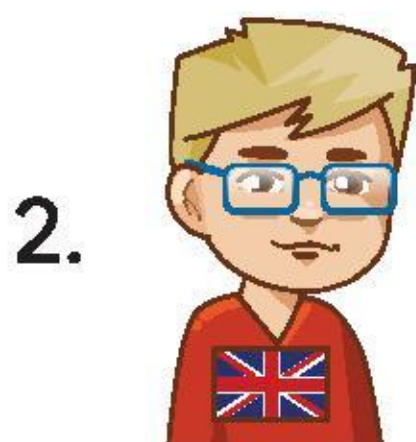
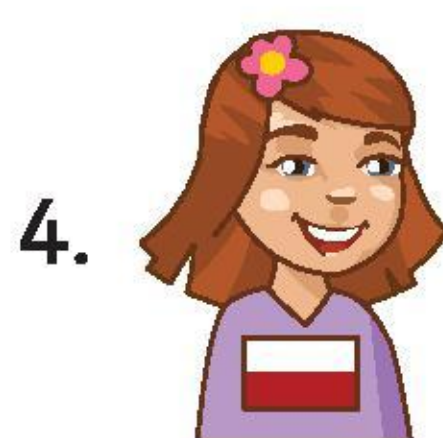


4. India



5. Poland

2 Połącz dzieci z nazwami narodowości.



a) Polish

b) British

c) American

d) Australian

e) Indian

3 Przeczytaj zdania i otocz pętlą właściwe wyrazy.

1. Aarush is from **India** / Indian.
2. Charlie is **USA** / American.
3. Kasia is **Poland** / Polish.
4. Oliver is from **Australia** / Australian.
5. Betty is **UK** / British.

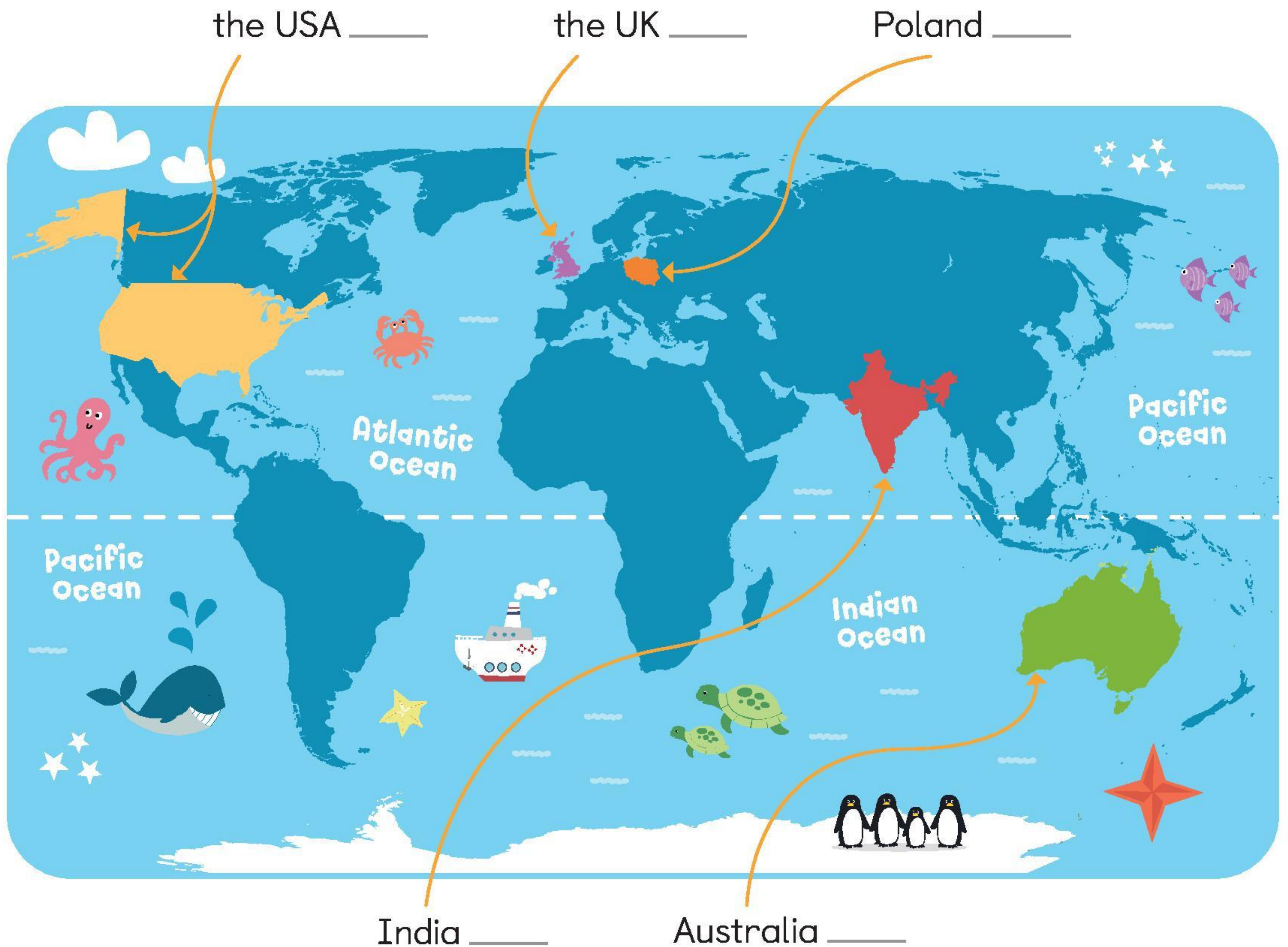
4 Przeczytaj zdania i uzupełnij je nazwami państw lub narodowości.

1. Tomek is nine. His flag is white and red. He is _____.
2. Theo is from London. He's from _____.
3. Adya's flag is orange, white, green and blue. She's from _____.
4. Bella and Mellisa are _____. They are from the USA.
5. Koko is from _____. She's Australian.

- 5 Posłuchaj nagrania i wpisz właściwe numery obok nazw krajów.

045

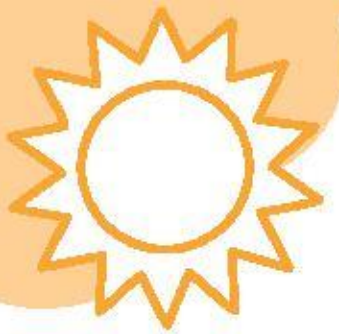
1. Klara 2. Mark and Elsa 3. Simone 4. Robert and Viki 5. William



- 6 Uzupełnij pytania i odpowiedzi.

- | | |
|-----------------------------|-------------|
| 1. Are you from Britain? | No, _____. |
| 2. _____ she American? | Yes, _____. |
| 3. _____ they _____ India? | Yes, _____. |
| 4. _____ we Polish? | No, _____. |
| 5. _____ I _____ Australia? | Yes, _____. |

- 7 Napisz, skąd jesteś i jakiej jesteś narodowości.



Story Time 1

Lesson 2 The basketball game.

- 1 Ułóż zdania z wyrazów. Pamiętaj o dużych literach i znakach interpunkcyjnych. Posłuchaj nagrania i sprawdź odpowiedzi. 46

1. the • strong • players • are • basketball _____
2. meet • want • I • to • a basketball player _____
3. from • you • Bill • where • are _____
4. you • are • what • nationality _____
5. where • you • live • do _____

- 2 Pokoloruj ramki z nazwami państw na niebiesko, a z nazwami narodowości – na żółto.

India

Indian

Australian

Poland

American

the UK

the USA

Polish

Australia

British

- 3 Uzupełnij zdania. Właściwe wyrazy znajdziesz w diagramie, idąc po strzałkach. Zawsze zaczynaj od pola START.

1. Ahmed is →→→↑↑↑ _____. His dad is from Poland and his mum is from →→↑ _____. He lives in Toruń.
2. Tolek is from →→→→↑ _____. He is British.
3. Chris is from →↑↑↑ _____ but he lives in →↑→ _____ now.
4. Peter is from →↑↑↑→→→→ _____ He lives in New York.
His mum is →→ _____.

Australia

the UK

Polish

the USA

Poland

Indian

British

Poland

Indian

British

the UK

India

Australia

the UK

the USA

START >

India

American

British

Australian

Indian



4 Połącz pytania z odpowiedziami.

- | | |
|------------------------------|----------------------|
| 1. What's the time? | a) I'm from Poland. |
| 2. Where are you from? | b) I live in Gdynia. |
| 3. What nationality are you? | c) It's 6 o'clock. |
| 4. Where do you live? | d) I'm Polish. |

5 Popatrz na obrazki i odpowiedz na pytania.



Where is he from?

How old is he?



Is she from the USA?

Where does she live?

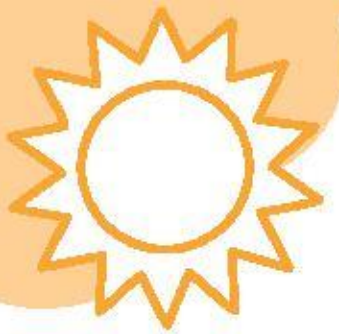


What nationality are they?

What sport do they like playing?

6 Dopisz pytania do odpowiedzi.

- | | |
|----------|-------------------|
| 1. _____ | I'm Jasper. |
| 2. _____ | I'm 11 years old. |
| 3. _____ | I'm from Sydney. |
| 4. _____ | I'm Australian. |
| 5. _____ | I live in Poznań. |



Lesson 3 What's the time?

1 Ułóż wyrazy z liter i podpisz nimi obrazki.

g n i m
r n o

g e e n
n v i

y a
d

t i n
g h

n a r o o
t n e f



1. _____



3. _____



2. _____



4. _____

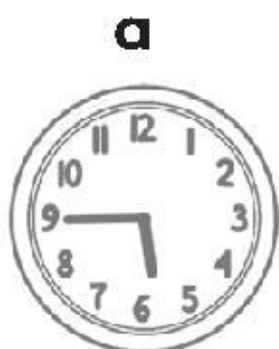


5. _____

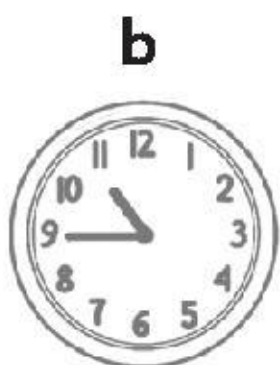
2 Połącz zegary z właściwymi zdaniami.

What's the time?

1. It's quarter past eight.



2. It's nine o'clock.



3. It's half past one.



4. It's quarter to six.



5. It's two o'clock.

6. It's half past seven.



7. It's quarter past three.

8. It's quarter to eleven.



3 Podpisz obrazki wyrażeniami z ramki.

Good afternoon! • Good morning! • Good night! • Good evening!





4 Posłuchaj nagrania i dokończ zdania. 47

1. Oscar gets up at _____.
2. He goes to school at _____.
3. He plays with friends at _____.
4. He goes to bed at _____.

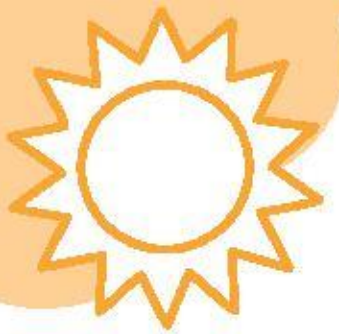
5 Co ty robisz w poniedziałki? Napisz trzy zdania.

I get up at seven o'clock.

6 Napisz zdania według wzoru.

- | | | | |
|----|------|----------------------|--|
| 1. |
 |
Jim | <i>It's half past seven in Australia.
Jim is getting up.</i> |
| 2. |
 |
Diya | |
| 3. |
 |
Sally | |
| 4. |
 |
Callum | |
| 5. |
 |
Basia and Franek | |

7 Napisz, która jest godzina i co właśnie robisz.



Story Time 2

Lesson 4 Art class.

1 Postłuchaj historyjki i otocz pętlą właściwy wyraz. 48

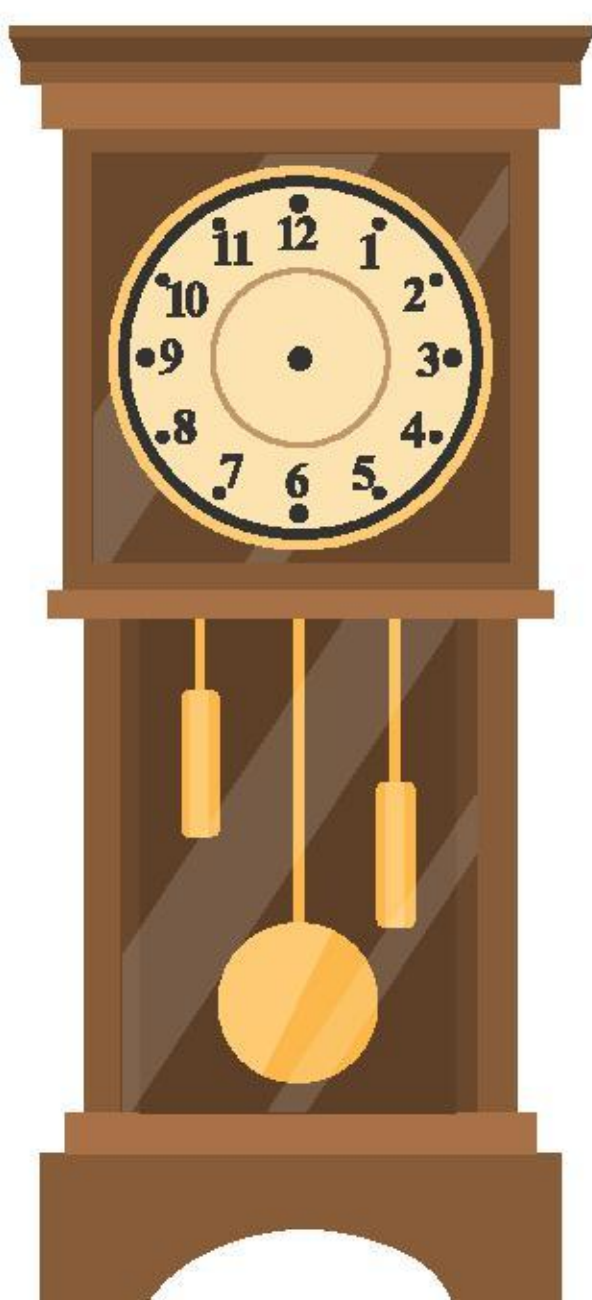
1. Lily is going to her Saturday **evening** / **morning** art class.
2. Her art class is at **twelve** / **eleven** o'clock.
3. Jack **can** / **can't** help her.
4. He **isn't** / **is** fast.

2 Uzupełnij zdania wybranymi fragmentami z ramki.

read books in my bed • get up and have breakfast
go to school • sleep • have dinner • watch a film
take a shower • brush my teeth • do my homework

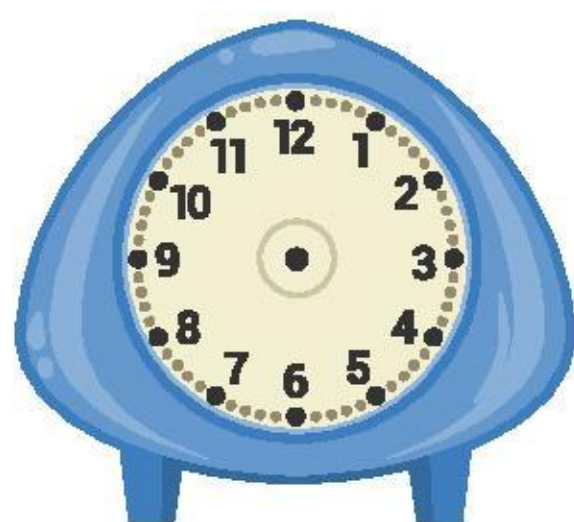
1. I _____ in the morning.
2. I _____ in the afternoon.
3. I _____ in the evening.
4. I _____ at night.

3 Dorysuj wskazówki na zegarach.



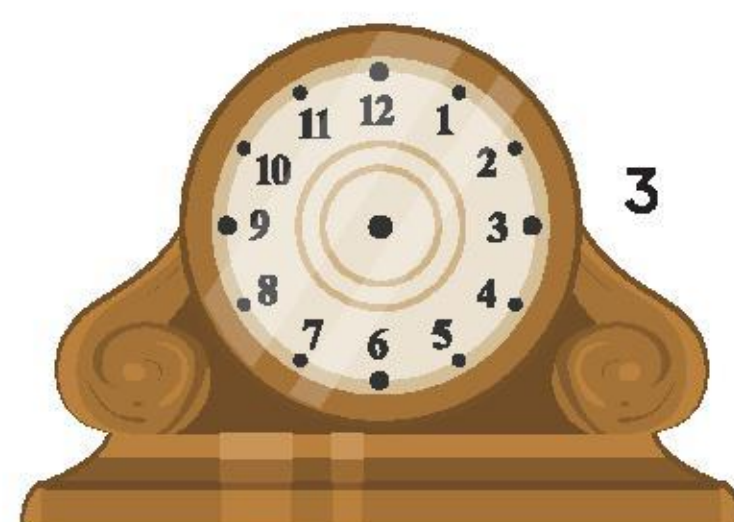
1

It's quarter to six.



2

It's half past nine.



3

It's eleven o'clock.



4

It's seven o'clock.



5

It's half past four.



6

It's quarter past ten.

4 Odpowiedz na pytanie.

1. What time is your English class? _____

5 Popatrz na plan zajęć dodatkowych Tomka i Ady i dokończ zdania.



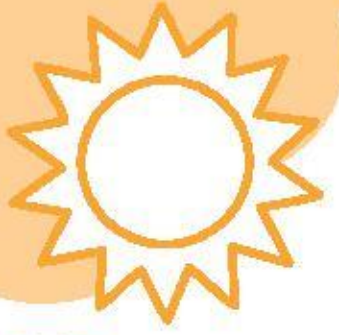
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
15.30	Tomek: tennis class				Tomek: football class		
16.15			Ada: dance class				
17.45						Ada and Tomek: basketball class	
18.00				Ada: art class			



1. Tomek's tennis class is on _____ at _____.
2. _____ dance class is on _____ at _____.
3. Ada's _____ is on Thursday at _____ o'clock.
4. _____ football class is _____ Friday _____ half past three.
5. Ada and Tomek's _____ class is on _____ at _____.

6 Ułóż pytania i zadaj je koleżance/koledze. Zapisz odpowiedzi.

1. What time is your _____ class? _____
2. _____
3. _____



Lesson 5 I live in Poland.

1 Posłuchaj nagrania i uzupełnij tabelę. 49

Name	Where is she / he from?	What nationality is she / he?	Where does she / he live?
Nira			New Delhi
Advika		Indian	
Lucas	Australia		Melbourne

2 Połącz puzzle. Zapisz pytania i odpowiedzi na nie.

Where are

Where do

in London.

I'm

are you?

from India

Polish.

What nationality

I'm

you from?

you live?

I live

3 Otocz pętlą *a* lub *b*.

- | | | |
|------------------------------|---------------------------|----------------------|
| 1. How old are you? | a) It's half past eight. | b) I'm eleven. |
| 2. What nationality is Mary? | a) She's from Australia. | b) She's Australian. |
| 3. Where is Daniel from? | a) We're from India. | b) He's from India. |
| 4. Where does Alan live? | a) Alan lives in the USA. | b) He is American. |



4 Połącz puzzle i napisz zdania.

two o'clock.

What's

It's

the time?

5 Napisz słownie, która jest godzina.

1. 12.15 – _____
2. 6.00 – _____
3. 4.30 – _____
4. 10.45 – _____

6 Pokoloruj puzzle tak, aby powstały poprawne wyrażenia.

Sunday

on

at

in

February

quarter past
eleven

spring

the afternoon

7 Uzupełnij zdania, wpisując: *in*, *on* lub *at*.

1. _____ autumn I walk in the park with my friends.
2. Sally brushes her teeth _____ the morning.
3. Sam's birthday is _____ January.
4. My birthday party is _____ Monday _____ half past four.

8 Odpowiedz na pytania.

1. When do farmers collect apples? _____
2. What time do you go to school? _____
3. When is your uncle's birthday? _____
4. When do you have English classes? _____



Lesson 6

Travel Day

1 Uzupełnij zdania wyrazami z ramki. Pierwsze litery są już podane.

Italy • Japan • Spain • pasta • sushi • flamenco

1. We live in J_____. We eat s_____ for dinner.
2. My mum is from S_____. She can dance f_____.
3. Jim is from I_____. His favourite food is p_____.

2 Posłuchaj nagrania i otocz pętlą *a* lub *b*. **50**

- | | |
|--|--|
| 1. Bartek is going to
a) Japan
b) the UK | 3. Bartek has got
a) a computer
b) a ticket |
| 2. He wants to eat
a) pasta
b) sushi | 4. Bartek and his mum are going by
a) plane
b) train |

3 Uzupełnij wpis na blogu dla podróżników.

Hi!

I'm _____. I'm _____ years old. My birthday is in _____ and my favourite month is _____.

I like this month because the weather is _____ and _____.

I'm from _____ and I live in _____.

It's a nice place. I like travelling. I want to go to _____. You can _____ and you can eat _____.

Lesson 7 I've got it!

- 1 Uzupełnij tabelę odpowiednimi nazwami krajów i narodowości.

					
Country					
Nationality					

- 2 Podkreśl właściwy podpis.



1. morning / evening



2. night / day



3. afternoon / midnight



4. half past twelve /
quarter past twelve



5. quarter past one /
half past one



6. five o'clock /
three o'clock

Czy pamiętasz wszystkie słówka?
Pokoloruj wybraną buźkę.



I know it!



Let's work more.



I've got it!

3 Uzupełnij dialogi wyrazami: *his, her, my, he, she, I, you, your*.

1. A: Hi! _____ name is Mark. _____ 'm from the USA. What's _____ name?

B: I'm Rick. How old are _____, Mark?

2. A: This is my friend from India.

_____ name is Tina. _____ likes music.

B: What's _____ nationality?

A: _____'s American.

3. A: Look! This is my friend Daniel.

_____ is British. _____ dad is a basketball player.

B: Where does _____ live?

A: In London.

4 Zapytaj koleżankę lub kolegę o czynności z tabeli i wpisz informacje. Następnie napisz zdania.

What time do you ...?					
Time					

Example: Paweł gets up at eight o'clock.

Czy potrafisz zadać pytania o pochodzenie, narodowość i miejsce zamieszkania oraz podać godziny? Pokoloruj wybraną buźkę.



I know it!



Let's work more.

5 Przeczytaj tekst i dokończ zdania.

My aunt Matilda has got a big garden. She gets up at six o'clock, has breakfast and goes to the garden. She looks after her trees and flowers. At half past one Matilda cooks soup. I visit her at three o'clock and we eat the soup. It's very tasty. At quarter to five I go home and Matilda paints pictures of her garden. At half past eight she chats online with her friend, Henry. At quarter past ten she switches off her computer and goes to bed.

1. *At 6 o'clock Matilda gets up.* _____
2. At 1.30 she _____
3. At 3 o'clock _____
4. At 4.45 _____
5. At 8.30 _____
6. At 10.15 _____

Czy dobrze rozumiesz to, co czytasz po angielsku? Pokoloruj wybraną buźkę.



I know it!



Let's work more.

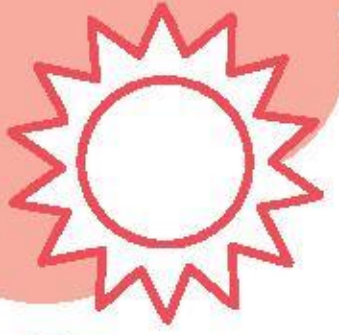


IT Masters

Napisz nazwę miejscowości, w której mieszkasz, i podaj, która jest teraz u ciebie godzina. Sprawdź w internecie, która jest godzina w podanych miastach, i zapisz te informacje.

London _____ Sydney _____ New York _____

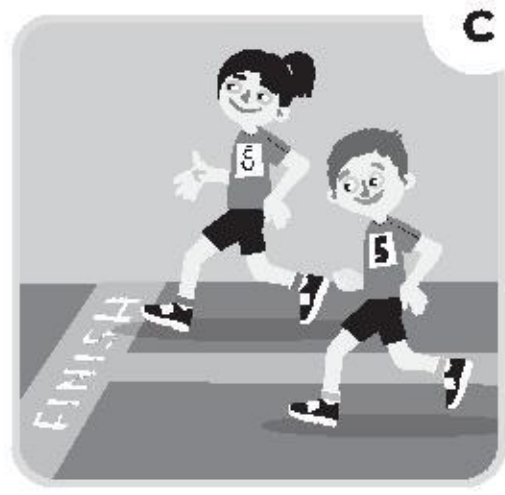
Nairobi _____ Beijing _____



LET'S CELEBRATE!

Lesson 1 I'm the winner!

1 Połącz wyrazy z obrazkami.

		1. barbecue		
		2. bouncy castle		
		3. competition		
		4. crafts		
		5. face painting		
		6. fashion show		
		7. photo booth		
		8. prize		
		9. take part in		
		10. winner		

2 Uzupełnij zdania odpowiednimi wyrazami z ćwiczenia 1.

- I'm hungry. Let's eat at the _____.
- My dad is the _____. He's the best!
- They're bouncing on the _____.
- Let's take a photo in the _____.
- I like running. I want to _____ the competition.

3 Posłuchaj nagrania piosenki i uzupełnij jej fragmenty wyrazami z ramki.

51



barbecue • face painting • fashion show • prize • competition

Eat, eat at the _____.

Take part in a _____.

Win, win, win a _____.

Do, do some _____.

Walk, walk in a _____.

4 Przyjrzyj się ilustracji i odpowiedz na pytania.



1. Is the food tasty? _____.
2. Is Isa the winner? _____.
3. Where are Amelia and Lucas? _____.
4. Is Olivia smiling? _____.
5. Is the prize big? _____.
6. What animal is on Jacob's face? _____.

5 Zapytaj dwie osoby, czy potrafią wykonywać czynności podane w tabeli. Zapisz *yes* lub *no* w odpowiednich rubrykach. Na koniec uzupełnij zdania.

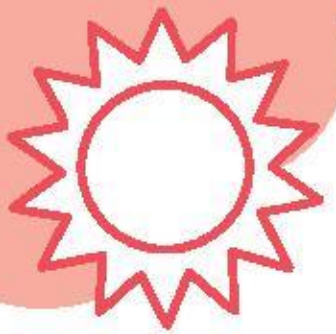
Can you ...

Name	... jump on a bouncy castle?	... swim?	... cook soup?	... do face painting?	... ride a bike?

1. _____ can _____.
2. _____ can't _____.

6 Jakie zwierzątko chciałabyś/chciałbyś mieć namalowane na twarzy? Uzupełnij zdanie.

I like face painting. I want _____ on my face.



Story Time 1

Lesson 2 The party in the park.

1 Posłuchaj historyjki i otocz pętlą właściwe wyrazy. 52

1. The children are **in the park** / on the sports field.
2. The friends are **bored** / excited.
3. Lily and Emma want to take part in a **face painting** / singing competition.
4. Maya **wins** / doesn't win the competition.
5. Jack **can** / can't bring Pop to the fashion show.

2 Wpisz nazwy atrakcji z ramki w odpowiednie miejsca.

crafts • photo booth • barbecue • face painting
bouncy castle • fashion show • competition



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

3 Przeczytaj zdania i dopasuj do nich obrazki.



1. And the winner is ... Jamie Brown! Congratulations, Jamie! _____
2. Let's take part in a running competition! _____
3. Here's your prize! You're very good at swimming. _____

4 O co pytają dzieci? Uzupełnij zdania.



1. Can I go to the _____, please?
2. Can _____ online, please?
3. _____ drink some water, please?
4. _____ to the school shop, _____?
5. _____ to my friends, please?

5 Odpowiedz na pytania z ćwiczenia 4.

1. ☒ Yes, you can.
2. ☒ No, you can't.
3. ☒ _____
4. ☒ _____
5. ☒ _____

6 Popatrz na obrazki i napisz pytania. Wykorzystaj wyrazy z ramki.

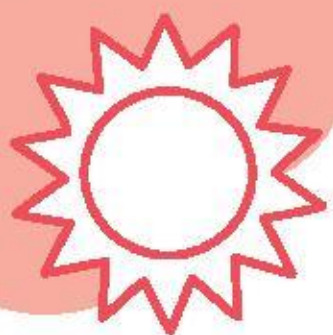
~~have~~ • pick • have • jump • try on • play



Can I have
a sandwich, please?



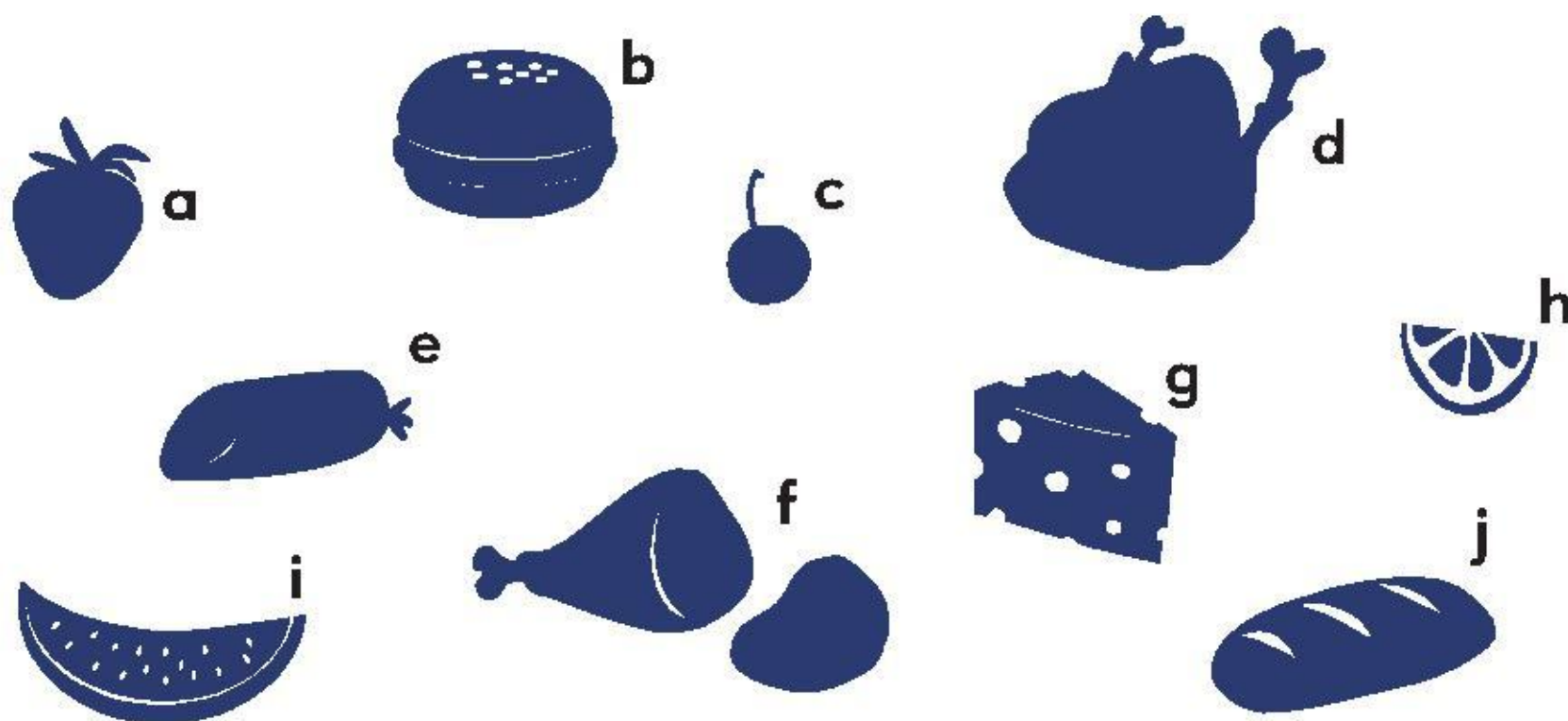




Lesson 3 Let's eat outside!

1 Połącz wyrazy z obrazkami.

1. chicken
2. sausage
3. ham
4. cheese
5. bread



6. burger
7. cherry
8. watermelon
9. orange
10. strawberry

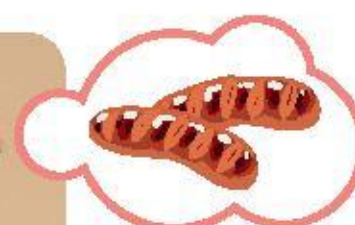
2 Napisz, czego potrzebują osoby na zdjęciach.

1.

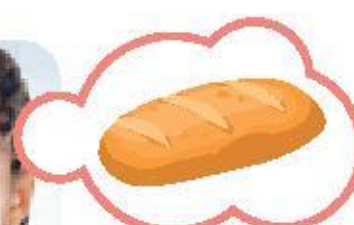


I need a _____

4.



2.



We need some _____

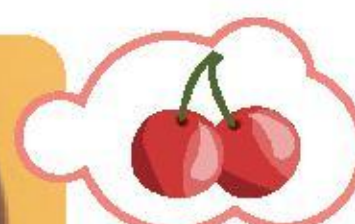
5.



3.



6.

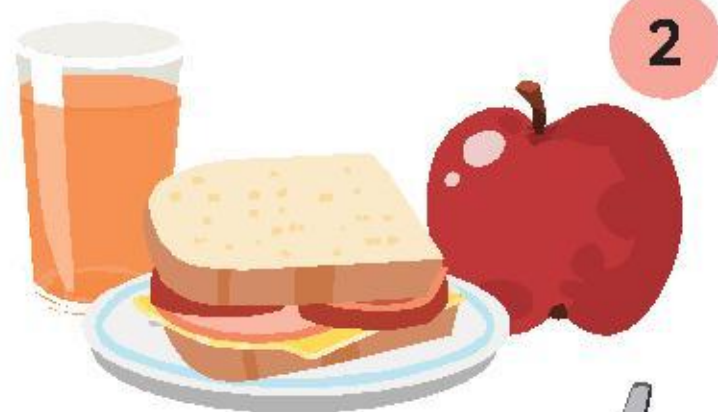


3 Przeczytaj wypowiedzi i wpisz odpowiednie numery obrazków.



1

I've got a fruit salad: a pear, an apple, an orange and strawberries. I don't like juice, but I like water. There's some cake for me.



2

Here is my food. I've got a pear. I don't like strawberries or apples. There's a burger and water to drink.



3

Look. This is my lunch. I've got a sandwich with ham, cheese and tomatoes. I love apples. Water? No, thank you. I've got juice.

4 W każdym zestawie skreśl wyraz, który nie pasuje do pozostałych.

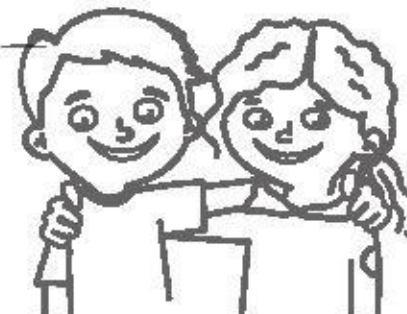
1. sausage • ham • watermelon • chicken
2. cake • apple • strawberry • orange
3. pear • plum • apple • ice cream
4. sandwich • salad • milk • biscuit
5. soup • cheese • water • juice

5 Posłuchaj rozmowy Alice i Franka. Przeczytaj zdania i zaznacz *true*, jeśli zdanie jest prawdziwe, lub *false*, jeśli jest fałszywe.

53 ?

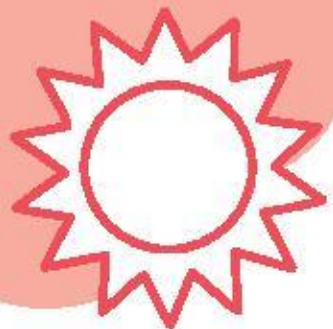
	true	false
1. Alice is in the kitchen.		
2. Alice likes cucumbers and tomatoes.		
3. Strawberries are her favourite fruit.		
4. Frank doesn't like oranges.		
5. He likes sandwiches with chicken and cucumbers.		

6 Uzupełnij zdania.

1. Can I _____? 
Yes, _____.
2. Can she _____ some juice? 
Yes, _____.
3. Can he _____ in the bathroom? 
No, _____.
4. Can they _____ in the photo booth? 
Yes, _____.
5. Can you _____ video games? 
No, _____.

7 Napisz, co najbardziej lubisz jeść.

I like eating _____.



Story Time 2

Lesson 4 Maya's barbecue.

1 Posłuchaj historyjki i otocz pętlą *a* lub *b*. 54

1. Lily and Emma have got lots of _____. a) sausages b) fruit
2. The barbecue _____ working. a) is b) isn't
3. _____ can help Maya. a) Lily b) Toby
4. Emma can't eat another _____. a) burger b) sausage

2 Zapisz nazwę kolejnego owocu.

1. _____
2. _____
3. _____
4. _____

3 Posłuchaj nagrania i przygotuj listę zakupów. 55

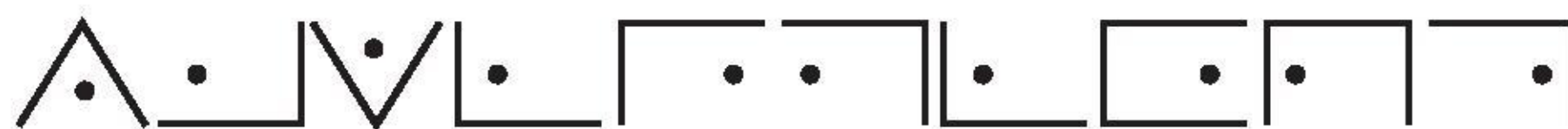
Shopping list

- | | |
|-------------------|----------|
| 1. <u>chicken</u> | 5. _____ |
| 2. <u>cheese</u> | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | |

4 Zakoduj trzy wybrane wyrazy z lekcji 3, korzystając z podanych szyfrów. Kropki oznaczają litery i ich położenie w kodzie.

A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R

1. watermelon



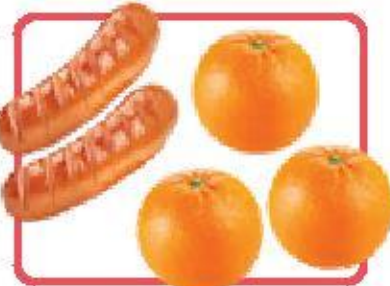
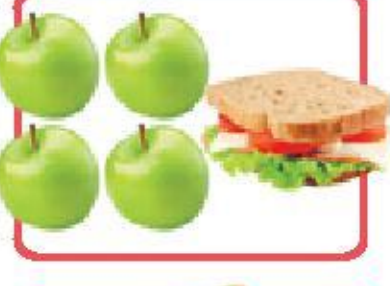
2. _____

3. _____

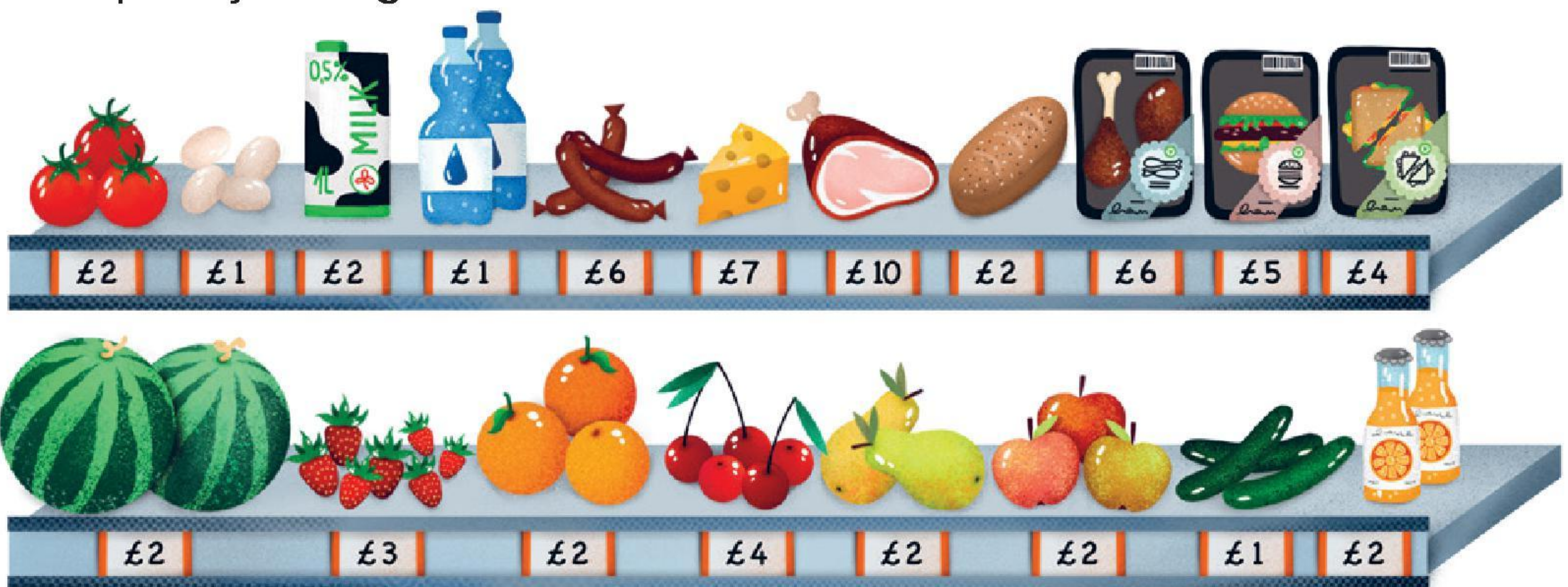
4. _____

S	Y	T	U	Z
X			V	
	W			

5 Poproś o produkty z obrazków.

1.  Can I have two sausages and three oranges, please? _____
2.  _____
3.  _____
4.  _____
5.  _____
6.  _____

6 Uzupełnij dialog.



A: Can I help you?

B: _____

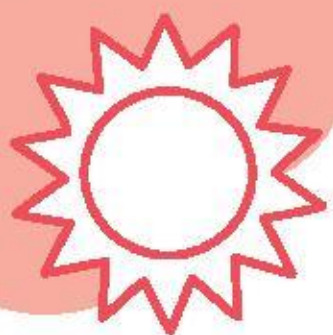
A: Here you are.

B: _____

A: They're 10 pounds.

B: _____

A: Thank you. Bye!



Lesson 5 First, I'm going to the barbecue!

- 1 Ponumeruj zdania tak, żeby powstał przepis na zupę owocową.



Cooking WITH Emily

A fruit soup





_____ Next, cut the watermelon and pears.

_____ The fruit soup is ready.

_____ Then, mix cherries, watermelon and pears.

_____ First, buy a watermelon, cherries and pears.



- 2 Połącz puzzle, a następnie zapisz we właściwej kolejności zdania mówiące o tym, co rano robi Emma.

has breakfast.

Then, Emma

goes to school.

gets up.

Next, she

First, Emma

- 3 Uzupełnij zdania wyrazami *first*, *next* lub *then*.

Seasons of the year.

1. _____, we have spring.

2. _____, there's summer.

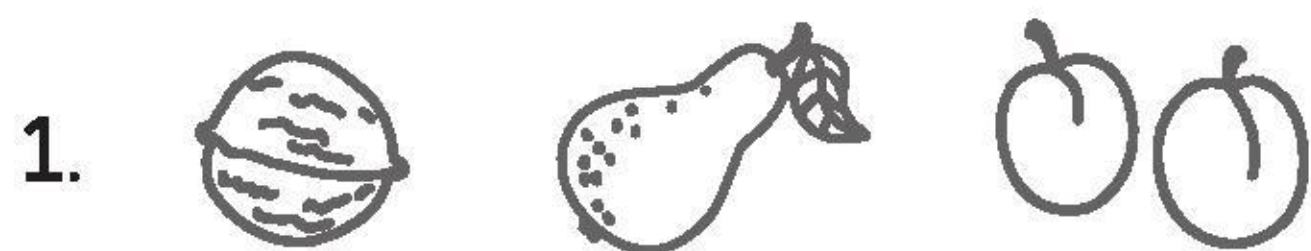
3. _____, there's autumn.

4. Christmas, Christmas! It's winter!

- 4 Napisz, co robisz rano po przebudzeniu.

First, _____

- 5 Posłuchaj nagrania i otocz pętlą te produkty, które mogą zjeść dzieci. 56 

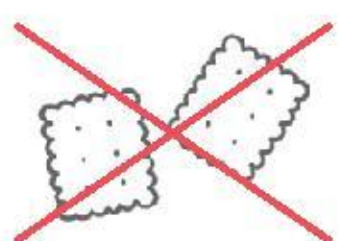


- 6 Przeczytaj pytania i odpowiednio pokoloruj odpowiedzi.



Can I have a biscuit, please?

Yes, you can.



Can I have a cucumber, please?

No, you can't.

- 7 Uzupełnij zdania.

1. Can I _____ two sausages, please?

Yes, you _____.

2. _____ I have some cheese, please?

No, you _____.

3. Can I have some soup, _____?

_____, you can.

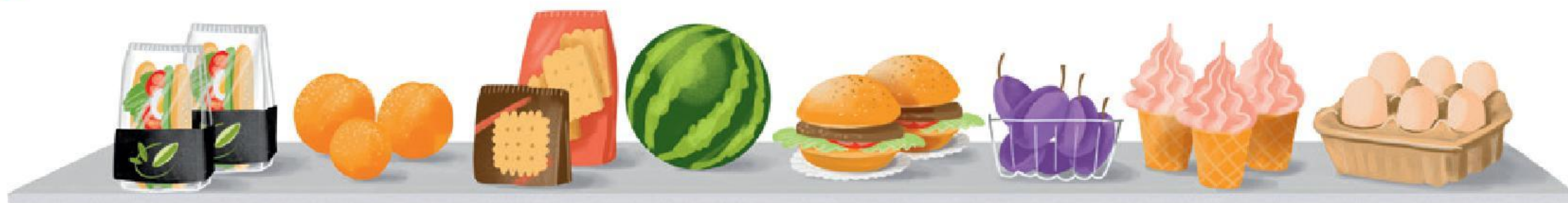
4. _____ some sweets, please?

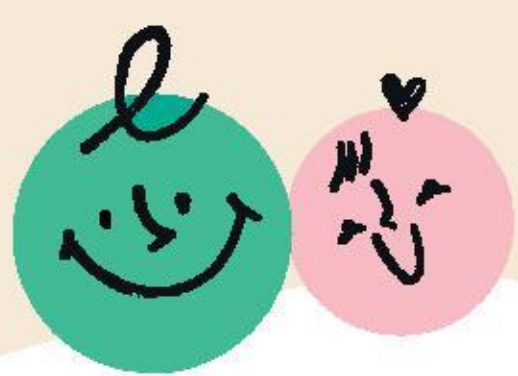
Yes, _____.

5. _____ some strawberries, _____?

No, _____.

- 8 Poproś o wybrane produkty. Zapisz pytanie.





Lesson 6

Feelings Day



1 Wpisz brakujące litery i połącz wyrazy z odpowiednimi zdjęciami.

ca _ _

su _ pr _ s _ d

w _ rr _ _ d

_ _ ee _ _ ul

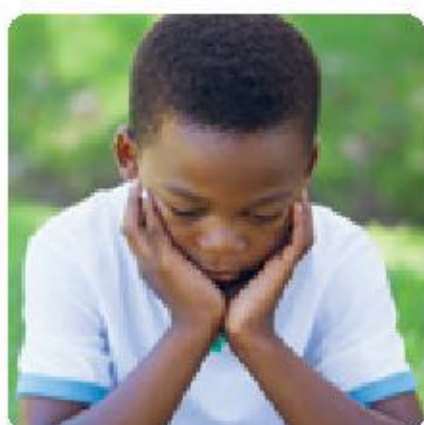
t _ _ _ d

_ c _ r _ _



2 Napisz, jak czują się poszczególne osoby.

1.



He's sad.

4.



2.



5.



3.



6.



3 Postłuchaj nagrania i dokończ zdania. 57

1. Elisa is _____.

2. Maddie is _____.

3. Grandma and Grandpa are _____.

4. The teacher is _____.

5. Mum and Dad are _____.

4 Napisz, jak się teraz czujesz.

Lesson 7 I've got it!

1 Przyklej naklejki.



1. barbecue



2. winner



3. take part in



4. crafts



5. fashion show



6. prize



7. competition



8. photo booth



9. face painting



10. bouncy castle

2 Napisz, jakie owoce znajdują się w koszyku.



1. *There are four cherries.*

2.

3.

4.

3 Otocz pętlą wyrazy w wężu literowym. Odczytaj hasło z pozostałych liter i zapisz je w wyznaczonym miejscu.

sausagechburgerehamebreadsechicken

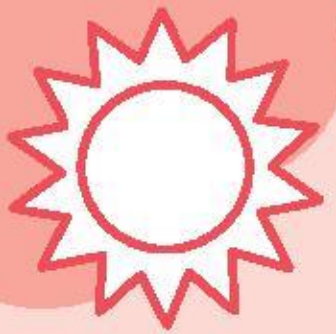
Czy pamiętasz wszystkie słówka?
Pokoloruj wybraną buźkę.



I know it!



Let's work more.



I've got it!

4 Popatrz na zdjęcia w dymkach i zapisz pytania.



1. Can I _____, please?



2. _____



3. _____



4. _____



5. _____

5 Odpowiedz krótko na pytania.

1. Can you take part in a dancing competition? _____.

2. Can you eat sweets? _____.

3. Can you play football in your living room? _____.

4. Can you drink milk? _____.

5. Can you eat nuts? _____.

★ 6 Napisz, co robisz po powrocie ze szkoły.

First, I _____

Czy potrafisz zapytać o pozwolenie
i określić kolejność wydarzeń?
Pokoloruj wybraną buźkę.



I know it!



Let's work more.

7 Posłuchaj nagrania i uzupełnij zdania. 58



1. Freya and Harry are on a _____.
2. It's hot and _____.
3. Freya is taking part in a _____ competition.
4. Harry is painting a _____.
5. First, Freya wants to bounce on a _____ castle.



Czy rozumiesz to, co słyszysz po angielsku?
Pokoloruj wybraną buźkę.



I know it!



Let's work more.



IT Masters

Sprawdź w internecie, jak wyglądają amerykańskie potrawy wymienione w menu poniżej. Napisz, co ty podasz swoim gościom podczas wspólnego grillowania.



COME TO MY BBQ!

Menu

- Cheeseburger
- Chicken wings
- BBQ sauce
- Baked beans
- Potato salad



COME TO MY BBQ!

Menu





REVISION

I know it!

1 Uzupełnij tabelę wyrazami z ramki.

afternoon • Australia • bed • cheese • chicken • December • desk
February • forty • half past one • May • midnight • one hundred
Polish • shelf • the USA • twenty-six • watermelon

House	Months	Numbers

Countries and nationalities	Day and time	Food

2 Posłuchaj nagrania i odpowiedz na pytania.

59



- Has Luca got a poster in his room? _____
- Is Megan's room tidy? _____
- When is Jinna's birthday? _____
- What's the time? _____
- Where do Jim and Bella live? _____

3 Napisz, co się znajduje w twoim pokoju.

There is _____
_____ in my room.

- 4 Uzupełnij teksty brakującymi słowami. Pierwsze litery zostały już podane.

1

11:00

Mum, can I go to the cinema?

Yes, but f_____ do your homework.
Next, tidy up your r____.
T____, f____ the dog and you can go.

2

11:00

What are you doing Mark?

I'm at a birthday party. The kids are jumping on a b_____ c_____.
There's tasty food on the b_____.
Oh, and we're taking photos in the p_____ b_____.

3

11:00

Do you like summer, Olivia?

No, I don't like hot weather. I love snow and cold weather. My favourite season is w_____.
And J_____ is my favourite month.

- 5 Ułóż pytania z podanych wyrazów i je zapisz. Napisz swoje odpowiedzi.

- What • are • you? • nationality _____
- time? • the • What's _____
- in • How • there • books • bag? • many • are • your _____
- best • birthday? • friend's • your • When's _____
- see? • How • tables • many • can • you _____
- bedroom? • your • a • rug • in • there • Is _____

Songs and chants

Unit 1

007 

Hello, hello,
Let's play, let's play
And when we play, what do we do?
We share our toys and we enjoy
We sometimes argue, oh no, oh no!
But we have fun. Yes, we have fun.
It's time to go, oh no, oh no!
Let's say goodbye!

Switch on, switch on,
Let's play online,
And when we play, what do we do?
We call our friends, we send a message,
We chat all day, yeah, yeah, yeah!
And we have fun. Yes, we have fun.
It's time to go, oh no, oh no!
Let's switch off now!

008  wersja karaoke

012 

I want to see you, I want to play.
I have an idea – what do you say?
Let's send a text message,
let's make a plan
Let's meet online – if we can
Switch on your computer,
is your screen on?
Put in your password –
don't get it wrong.

I want to see you, I want to play.
I have an idea – what do you say?
Switch on your computer and your mic.
Switch on your camera
or use your mobile.
Let's do a project, make a file
or play a game.
Every day is fun with you –
it's never the same!

013  wersja karaoke

018 

A: I chat, he chats, she chats,
do you chat?
B: Yes, I chat! I share, he shares,
she shares, do you share?
A: Yes, I share! I play, he plays, she plays,
do you play?
B: Yes, I play! I argue, he argues,
she argues, do you argue?
A: Yes, I argue – but not with you!

019  wersja karaoke

Unit 2

024 

Jobs! Jobs! Important jobs!
Jobs! Jobs! Important jobs!
There's a doctor and a nurse.
There's a shop assistant too.
There's a farmer and a vet
and a police officer too.
There's a driver and a mechanic
and a vlogger too.
Jobs! Jobs! Important jobs!
Jobs! Jobs! Important jobs!
What do you do? What do you do?
What do you do? What do you do?
I'm a hairdresser!

025  wersja karaoke

028 

Look around in the town. Who do you see?
Look around in the town. Who do you see?
This is a doctor. He helps people in the hospital.
Thank you, doctor. You are great!

Look around in the town. Who do you see?
Look around in the town. Who do you see?
This is a farmer. She looks after animals
on the farm.
Thank you, farmer. You are great!

Look around in the town. Who do you see?
Look around in the town. Who do you see?
This is a hairdresser. He cuts hair in the town.
Thank you, hairdresser. You are great!

Look around in the town.
Who do you see?
Look around in the town.
Who do you see?
This is my teacher.
You teach me in our school.
Thank you, teacher. You are great!

029  wersja karaoke

034 

A: Who is she? She doesn't drive
a truck.
B: She isn't a driver. Does she work
in a shop?
A: No, she doesn't. She isn't a shop
assistant.
B: Does she fix cars?
A: Yes, she does.
B: She's a mechanic.
A: Yes, she is.

035  wersja karaoke

Unit 3



My body! My body!
Ears, legs, stomach and arms.
Ears, legs, stomach and arms.
My body! My body!
Look at me!

My body! My body!
A headache and an earache,
A stomach ache and a broken leg.
I have a cold. I have a cough.
Look at me!

My body! My body!
Ears, legs, stomach and arms.
Ears, legs, stomach and arms.
My body! My body!
Look at me!
My body! My body!
Look at me!



wersja karaoke



I feel sick, sick, sick! I feel dizzy, dizzy!
I go to the doctor's, take some medicine
and rest, rest, rest,
take some medicine and rest, rest, rest.

He feels hot, hot, hot! He feels sleepy,
sleepy!
He goes to the doctor's, takes some
medicine and rests, rests, rests,
takes some medicine and rests, rests,
rests.

She feels sick, sick, sick! She's got
a fever, fever!

She goes to the doctor's, takes some
medicine and rests, rests, rests,
takes some medicine and rests, rests,
rests.



wersja karaoke



A: Oh! Oh! I feel bad. I feel very bad.
I have a cough.

B: Oh no! Oh no! You should take some
medicine. Get better soon!

B: Oh! Oh! I feel bad. I feel very bad.
I feel sleepy.

A: Oh no! Oh no! You should stay in bed.
Get better soon!



wersja karaoke

Unit 4



Christmas shopping at the shopping centre

Let's buy gifts for everyone!

Christmas shopping at the shopping centre

Let's buy gifts for everyone!

I'm buying a book from the bookshop for my mother,

A toy from the toy shop for my brother,

Some shoes from the shoe shop for my dad,

A hoodie from the clothes shop for my grandpa,

Biscuits from the bakery for my grandma

And a bike from the sports shop for me, me, me!

Christmas shopping at the shopping centre

Let's buy gifts for everyone!

Christmas shopping at the shopping centre

Let's buy gifts for everyone!

Let's buy gifts for everyone!



wersja karaoke



Shopping makes me dizzy.

The shopping centre is so busy.

We're looking for a gift.

Something on our shopping list.

Shopping makes me dizzy.

The shopping centre is so busy.

Maggie's trying on some tops.

Lucy's paying for flip-flops.

Shopping makes me dizzy.

The shopping centre is so busy.

This is too expensive. That is too cheap.

I want something to eat.

Shopping makes me dizzy.

The shopping centre is so busy.



wersja karaoke



A: Hello, can I help you?

B: Can I have the shoes, please?

A: Here you are.

B: Thank you. How much are these?

A: They're 20 euros.

B: Here you are. Thank you and goodbye.



wersja karaoke

Unit 5



Is your bedroom big or small?
Have you got any things at all?
Is there a bed? Is it blue?
Is there a table just for you?
Is there a wardrobe that's very tall?
Is your bedroom big or small?

Is your bedroom big or small?
Have you got any things at all?
Is there a plant on your desk?
Are there books on your shelf?
Is there a wardrobe that's very tall?
Is your bedroom big or small?

Is your bedroom big or small?
Have you got any things at all?
Is there a rug on the floor?
Is there a bin and a poster or four?
Is there a wardrobe that's very tall?
Is your bedroom big or small?



wersja karaoke



Who lives here? Who lives here?
The living room is tidy. The tables
and chairs are all new.
Willie the wizard lives here.
At house number two.

Who lives here? Who lives here?
The living room is dark. The books are
old. They're on the shelf.

Poppy the princess lives here.
At house number twelve.

Who lives here? Who lives here?
Oh no, it's not nice. The bed is hard.
The bedroom is untidy.
Megan the monster lives here.
At house number twenty.

Who lives here? Who lives here?
The bed is soft. The rug is colourful.
The bedroom is light.
I live here. Oh yes I do.
This house is just right!
This house is just right!



wersja karaoke



A: Tell me about your bedroom.
Where is your bed?
B: It's next to my wardrobe.
A: Where is your wardrobe?
B: It's next to my desk.
A: Where is your desk?
B: It's next to my window.
That is my bedroom.



wersja karaoke

Unit 6



Twelve, twelve – it's a magic number.
Twelve, twelve – it's a magic number.
Twelve, twelve – it's a magic number.
Twelve, twelve – it's a magic number.

January, February, March and April,
May, June, July and August,
September, October, November and
December.

There are twelve months in a year.
There are twelve months in a year.
There are twelve months in a year.
There are twelve months in a year.

In one of the months it's my birthday.
In one of the months it's my birthday.
In one of the months it's my birthday.
Can you guess which one?

Twelve, twelve – it's a magic number.
Twelve, twelve – it's a magic number.
Twelve, twelve – it's a magic number.
Twelve, twelve – it's a magic number.

 wersja karaoke



There are ten chickens on the farm.
Ten chickens on the farm.
Ten chickens on the farm
And ten more makes twenty.

There are twenty chickens on the farm.
Twenty chickens on the farm.
Twenty chickens on the farm
And ten more makes thirty.

There are thirty chickens on the farm.
Thirty chickens on the farm.

Thirty chickens on the farm
And ten more makes forty.

There are forty chickens on the farm.
Forty chickens on the farm.
Forty chickens on the farm
And ten more makes fifty.

There are fifty chickens on the farm.
Fifty chickens on the farm.
Fifty chickens on the farm
And ten more makes sixty.

There are sixty chickens on the farm.
Sixty chickens on the farm.
Sixty chickens on the farm
And ten more makes seventy.

There are seventy chickens on the farm.
Seventy chickens on the farm.
Seventy chickens on the farm
And ten more makes eighty.

There are eighty chickens on the farm.
Eighty chickens on the farm.
Eighty chickens on the farm
And ten more makes ninety.

There are ninety chickens on the farm.
Ninety chickens on the farm.
Ninety chickens on the farm
And ten more makes one hundred.

 wersja karaoke



A: How many apples can you see?
B: Me? Me? I can see twenty.
How many nuts can you see?
A: Me? Me? I can see forty.

 wersja karaoke

Unit 7

112 

There are lots of countries
in the world.

And lots of people, too.

Countries, countries – Poland, India
and the UK

Countries, countries – Australia and
the USA.

There are lots of countries
in the world.

And lots of people, too.

People, people – Polish, Indian
and American

People, people – British and Australian.

There are lots of countries
in the world.

And lots of people, too.

113 

wersja karaoke

117 

Jack, what's the time?

Jack, what's the time?

It's seven o'clock. It's seven o'clock
in the morning.

Toby, what's the time?

Toby, what's the time?

It's half past two. It's half past two
in the afternoon.

Lily, what's the time?

Lily, what's the time?

It's quarter past six. It's quarter past
six in the evening.

Emma, what's the time?

Emma, what's the time?

It's quarter to nine. It's quarter to nine
in the evening.

Maya, what's the time?

Maya, what's the time?

It's twelve o'clock. It's twelve o'clock
midnight. Goodnight!

118 

wersja karaoke

123 

A: What's the time?

B: It's one o'clock.

A: Where are you going?

B: I'm going to the bakery. Do you want
to come?

124 

wersja karaoke

Unit 8

130 

Bounce, bounce on the bouncy castle.
Eat, eat at the barbecue.
Take part in a competition.
Win, win, win a prize.
I'm a winner now.

Do, do some face painting.
Make, make, make a craft.
Take part in a competition.
Win, win, win a prize.
I'm a winner now.

Smile, smile at the photo booth.
Walk, walk in a fashion show.
Take part in a competition.
Win, win, win a prize.
I'm a winner now.

131  wersja karaoke

136 

A picnic, a picnic, let's have a picnic
A picnic, a picnic, with lots of yummy
food.
A picnic, a picnic, let's have a picnic
A picnic, a picnic, with lots of yummy
food.

We can have a burger, some chicken
and a sausage,
We can have some ham and cheese
and bread too.
We can have some cherries, and lots of

watermelon

We can have oranges and some
strawberries too.

A picnic, a picnic, let's have a picnic
A picnic, a picnic, with lots of yummy
food.

A picnic, a picnic, let's have a picnic
A picnic, a picnic, with lots of yummy
food.

137  wersja karaoke

143 

A: Are you hungry?
B: Yes, I am. I'm very, very hungry. Can
I have an orange, please?
A: Yes, you can.
B: Are you hungry?
A: Yes, I am. I'm very, very hungry. Can
I have a burger, please?
B: No, you can't.

144  wersja karaoke

Mini Play

156



One

Mum: Clara, is your room tidy?

Clara: Yes, it's tidy.

Mum: OK, I'm going shopping. You can play online with Alex. Have fun!

Clara: Switch on ... put in a password ... call Alex ... share screen ... Aaaaaaa!

Two

Clara: Aaaaa! Hello, Alex? What's this?

Alex: We're in my video game!

Clara: How do we play?

Alex: We walk around the town. We collect prizes. We need ten prizes to win the game. Let's go!

Clara: But Alex ... I'm dizzy ...

Alex: Let's go to the town! Let's go to the doctor's!

Three

Alex: Look around the town. Who can you see?

Clara: There is a doctor and there's a nurse. They help people in the hospital.

There's a vet. She helps animals!

Doctor: What's the matter? Do you feel bad?

Clara: I've got a headache! I'm dizzy!

Doctor: You're fine! You're in a game ... You should relax ... And collect the prizes! Here you are, prizes for you!

Clara, Alex: Thank you!

Four

Clara: Look, there are a lot of people in the town!

Alex: They've got important jobs! Look! There's a driver! She drives a bus! There's a mechanic! He fixes cars! There's a police officer!

The police officer: I'm a police officer! Here are prizes for you! Go to the shopping centre! Go to the sports shop!

Clara, Alex: Thank you!

Five

Clara: It's next to the bakery ... No, it's between the bookshop and the toy shop! Opposite the shoe shop ...

Alex: Let's go there. Here we are!

Shop assistant: Can I help you? Do you want to buy a bike?

Clara: Can I have ... a prize, please? We're collecting prizes in this game!

Shop assistant: A prize? Hmmm ... Yes, here you are!

Clara, Alex: Thank you!

Shop assistant: And you shouldn't stop now! Go to that old house and collect prizes!

Six

Clara: This house is old but the living room is tidy. The bedroom is colourful.

Alex: The kitchen is big and light. Who lives here?

Wizard: I'm Willie, the wizard! It's my house! Well done! Come in!

Clara: I like your house! It's nice! The lamp is new, the bed is soft, the table is big!

Wizard: Come and sit down! Are you hungry?

Clara, Alex: Oh, yes, we are!

Wizard: Abracadabra! Burgers, salad, sandwiches, apples, chicken, bread and cheese, watermelon! You can eat now!

Clara, Alex: Thank you! It's tasty! It's good!

Wizard: And ... abracadabra! I've got prizes for you! Now, go to the park! You should meet some children there!

Clara, Alex: Thank you! Good bye!

Seven

Clara: Is the park open? What's the time?

Alex: It's quarter to four. Yes, it's open.

Boy 1: Good afternoon! Where are you from?

Alex: We're from Poland, we're Polish. And you?

Boy 1: I'm from the UK. I'm British.

Girl 1: I'm from the USA. I'm American. And she's from Australia, she's Australian. And he's from India, he's Indian!

Girl 2: Good morning!

Alex, Clara: Good afternoon!

Girl 2: Oh, it's morning now in Australia!

Boy 1: Let's play! Let's go to the face painting!

Girl 1: Can we go to the bouncy castle? I'm good at jumping!

Girl 2: I want to go to the fashion show!

Boy 2: No, let's go to the photo booth!

Alex, Clara: Sorry, we can't go there. We should collect prizes! We're in a game!

Children: Go to the sport competition. You can win prizes there!

Alex, Clara: Thank you!

Eight

Teacher: And here are the prizes! Alex, you are good at climbing! And Clara, you're good at tennis!

Alex, Clara: Thank you!

Nine

Alex: We've got ten prizes!

Clara: We're the winners!

Mum: Clara! Clara! Wake up! It's six o'clock! Time for dinner!

Ten

Clara: What? Where? Where am I? I'm not in the game! I'm in my room! Alex isn't there! Oh no, I haven't got any prizes! But I am a winner! I can speak English! I'm good at English!



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