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Zeszyt ćwiczeń

do języka angielskiego
dla klasy szóstej
szkoły podstawowej

6



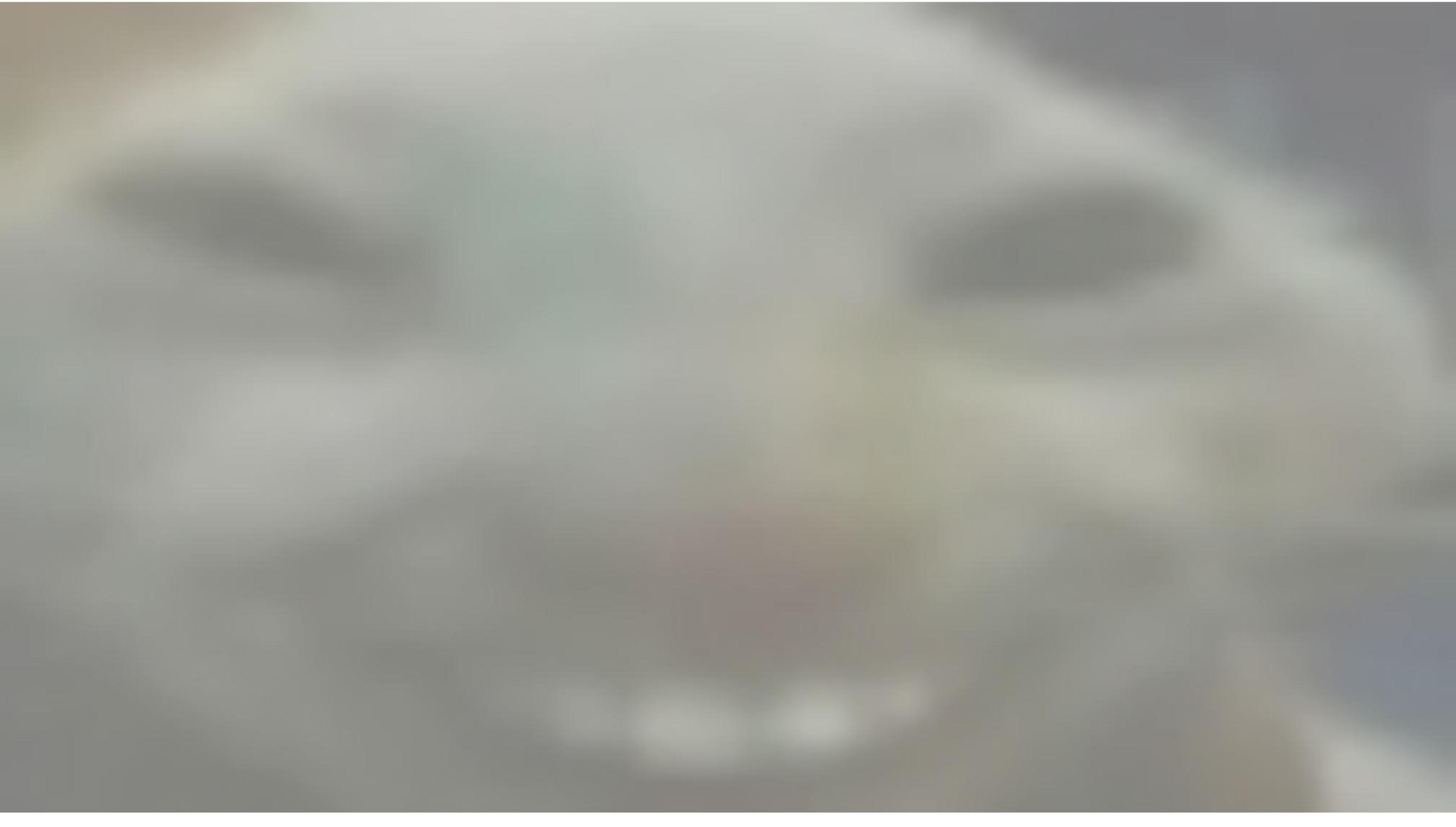
Nagrania do zeszytu ćwiczeń
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Kod: U61YYZ

**nowa
era**

Twoje mocne strony



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Lesson 1

Vocabulary and Listening

Nagrania 0.1–0.2
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1. Połącz zdjęcia ze zwrotami z ramki.

...

read a book draw a picture
sing a song write a message
ask a question go to school



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

2. 0.1 Do każdego zdania dopisz przedmiot wykładany w szkole. Posłuchaj i sprawdź.

...

1. It is my language. Everyone in my class can speak it. _____
2. I draw like Van Gogh and Picasso. _____
3. I like using the computer and other things to do with technology. _____
4. My teacher is always asking: "How do you say that in Polish?". _____
5. I like numbers, but I'm not very good at this subject. _____
6. Look at the map. Can you point to Italy and Greece? _____

3. Uzupełnij tabelkę pasującymi zwrotami.

...

Things we do at school	Subjects we have at school	Languages
read books	geography	Polish
	English	

4. 0.2 Rozwiąż kwiz językowy. Posłuchaj i sprawdź.

Quiz

1. People in Madrid speak _____
2. Children in France speak _____
3. Children in Tokyo speak _____
4. Most British people speak _____
5. Families in Rome and Milan speak _____

5. Połącz wyrazy z ramki z wypowiedziami.
Dwa wyrazy zostały podane dodatkowo.

A. comedy B. adventure film C. romantic film
D. cartoon E. thriller F. news G. talent show

1. Tonight we have a new singer who comes from London. _____
2. Look at the cat. It doesn't look happy and it is chasing after the mouse. _____
3. A: Do you love me?
B: I love you very much! _____
4. The President is visiting three cities today. _____
5. There is a man in the jungle. He is looking at a tiger. The tiger is looking back at him. _____

6. Uzupełnij tekst brakującymi zwrotami z ramki.

five or six lessons every day our notebooks
a comedy something interesting
books and talk about

We go to school and have

1. _____

In most subjects we read

2. _____

the information we learn. We always have to listen to the teacher.

We often write things down in

3. _____.

This is what a typical day at school is like, but sometimes we do something different! Today, for example, in our English lesson we are watching

4. _____.

Our teacher is showing us a film about English, Spanish and French people. The film is about history, but our teacher thinks it's funny and says it is like

5. _____!



Lesson 2

Grammar

1. Przeczytaj tekst. Wybierz właściwe odpowiedzi zgodne z tabelką.

Nice name	Yes	
Swimming pool		No
Big, new playground		No
Good pizza restaurant	Yes	

My town 1. *has got / hasn't got* a nice name.
It 2. *has got / hasn't got* a swimming pool or a stadium.
The children 3. *have got / haven't got* a big, new playground. My town 4. *has got / hasn't got* a good pizza restaurant.



2. Przeczytaj wypowiedzi Meg i Willa. Uzupełnij zdania (1–5) wyrazami z ramki tak, żeby były prawdziwe dla Ciebie.

adventure film cartoon comedy French Italian Japanese musical
news romantic film Spanish talent show thriller

- I like _____
- I don't like _____
- I love _____
- I will never hate _____
- I always remember _____



Polish is my favorite school subject.

I love cartoon films.



3. Połącz przyimki z ich tłumaczeniami.



4. Uzupełnij zdania tak, żeby były prawdziwe dla Ciebie.

1. In front of my house / flat, there is _____
2. Between my home and school, there isn't _____
3. Under my bed, there is _____
4. I go to school at _____
and I return from school at _____
5. In my kitchen, _____
6. Behind my desk, there is _____
7. My school is next to _____

5. Połącz pytania i odpowiedzi w pary.

1. Are your parents young?
2. Have you got any brothers and sisters?
3. Which is your classroom?
4. What do you like doing on holiday?
5. Do you have a big family?
6. Have you got a skateboard?
7. What do you do every Monday?

6. Przeczytaj tekst. Wybierz prawidłowe odpowiedzi.



Hello Manchester

I like **1. to travel / travelling** to new places, so today I am very happy. We are **2. at / in** Manchester. It is a big city in England. It **3. has / have** got many tall buildings, but there **4. is / are** also some beautiful parks. We are **5. in / on** the centre of the city at the moment, sitting **6. under / at** some trees. **7. In front of / Between** us, there is a canal. **8. Behind / On** me, in one of the parks, there **9. is / are** a museum. It's a great city because there are so many things you can do here!

- A. Yes, I've got a brother, a sister and seven cousins.
- B. Yes, they are.
- C. No, but my friend has got one.
- D. When I get home from school I go to my music lesson.
- E. Yes, I have one brother.
- F. It is room 23.
- G. I love skateboarding and sleeping!

The world of nature

Lesson 1

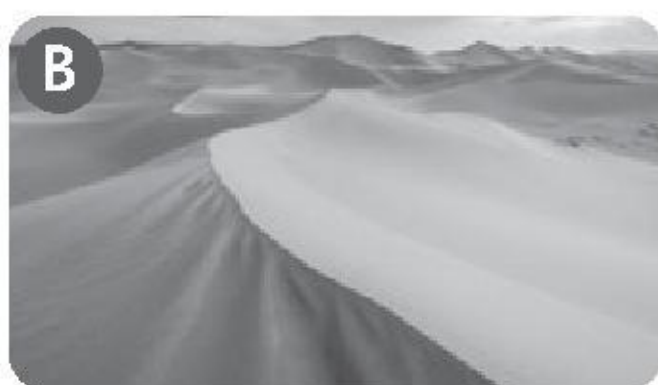
Vocabulary and Listening

Nagranie 1.1
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Kod: U6ET5H



1. Podpisz zdjęcia (A–H) wyrazami z ramki.
... Dwa wyrazy zostały podane dodatkowo.

ant plastic desert daisy fox butterfly
leaf grass rose whale



2. Uzupełnij zdania (1–4) wyrazami z zadania 1. w odpowiedniej formie.

- The Sahara is a very big _____.
- I have got a beautiful red _____ to give my mum on Mother's Day.
- There are a lot of _____ in my grandma's garden, but she thinks they help her plants grow.
- A lot of people use too much _____.

3. Dopasuj opisy (1–3) do zdjęć (A–D). Jedno zdjęcie zostało zamieszczone dodatkowo.

- A butterfly is sitting in the grass in a valley. ____
- A boy is watering some flowers. ____
- A girl is picking up rubbish in a park. ____



4. 1.1 Postępuj nagrania. Uzupełnij tabelę nazwami właściwych zwierząt.

Speaker	Animal
1	wolves
2	
3	
4	
5	

5. Przetłumacz na język angielski fragmenty zdań z nawiasów. Za każdym razem użyj wytłuszczonego przyimka.

Example: We should (troszczyć się, **after**) look after our environment more.

- (Zbierz, **up**) _____ your rubbish and take it home.
- Don't (wyrzucaj, **away**) _____ plastic in the forest or on the beach.
- One day every year we (sprzątamy, **up**) _____ the forest and local parks.



Lesson 2

Grammar

- 1. Uzupełnij zdania czasownikami z ramki w czasie *present simple*.**

eat not have help not like
live prefer taste

Example: *Ants live on every continent except Antarctica.*

1. Foxes _____ living with other foxes.
They _____ to sleep alone.
2. A killer whale _____ almost anything it can find in the ocean.
3. When a wolf has babies, all the other wolves in the family _____ to look after them.
4. A butterfly _____ a mouth.
It _____ its food with its feet.

- 2. Z podanych wyrazów ułóż pytania w czasie *present simple*.**

Example: *where / ants / live?*
Where do ants live?

1. what / a killer whale / eat?
_____ a killer whale _____?
2. foxes / like living with other foxes?
_____ foxes _____ with other foxes?
3. wolves / help / when one wolf / has babies?
_____ other wolves _____ when one wolf _____?
4. how / a butterfly / taste its food?
_____ a butterfly _____?

- 3. Wstaw przysłówki w odpowiednie miejsca.**

Example: *Blue whales ^{often} spend the summer in cold oceans. (often)*

1. In winter, they move to warmer waters to have babies. (*usually*)
2. They don't have more than one baby. (*often*)
3. Blue whales fall asleep completely. (*never*)
4. Half of their brain is awake. (*always*)

- 4. Przeczytaj zdania w czasie *present continuous*. W każdym zdaniu wybierz właściwe słowo.**

1. At the moment, we aren't *clean / cleaning* up rivers and oceans.
2. People *are / is* throwing away more rubbish.
3. Why *are / do* we cutting down more forests?
4. We *am / are* using too much plastic nowadays.
5. People *aren't / not* recycling many things at the moment.

- 5. 1.2 Uzupełnij luki (1–6) wyrazami z nawiasów w czasie *present continuous*. Posłuchaj i sprawdź.**

Where's Katie?

Oh, she's outside with Ben. They're *working* (work) in the school garden.

Really? What 1. _____ they _____ (do) there?

Well, Katie 2. _____ (plant) some flowers, but Ben 3. _____ (not/help) her.

Oh no? What 4. _____ he _____ (do) then?

Well, many people 5. _____ (not/recycle) their rubbish properly, so he 6. _____ (make) some signs to show them how to do it.

Awesome!

- 6. Przetłumacz na język angielski fragmenty zdań z nawiasów. Użyj czasów *present simple* lub *present continuous*.**

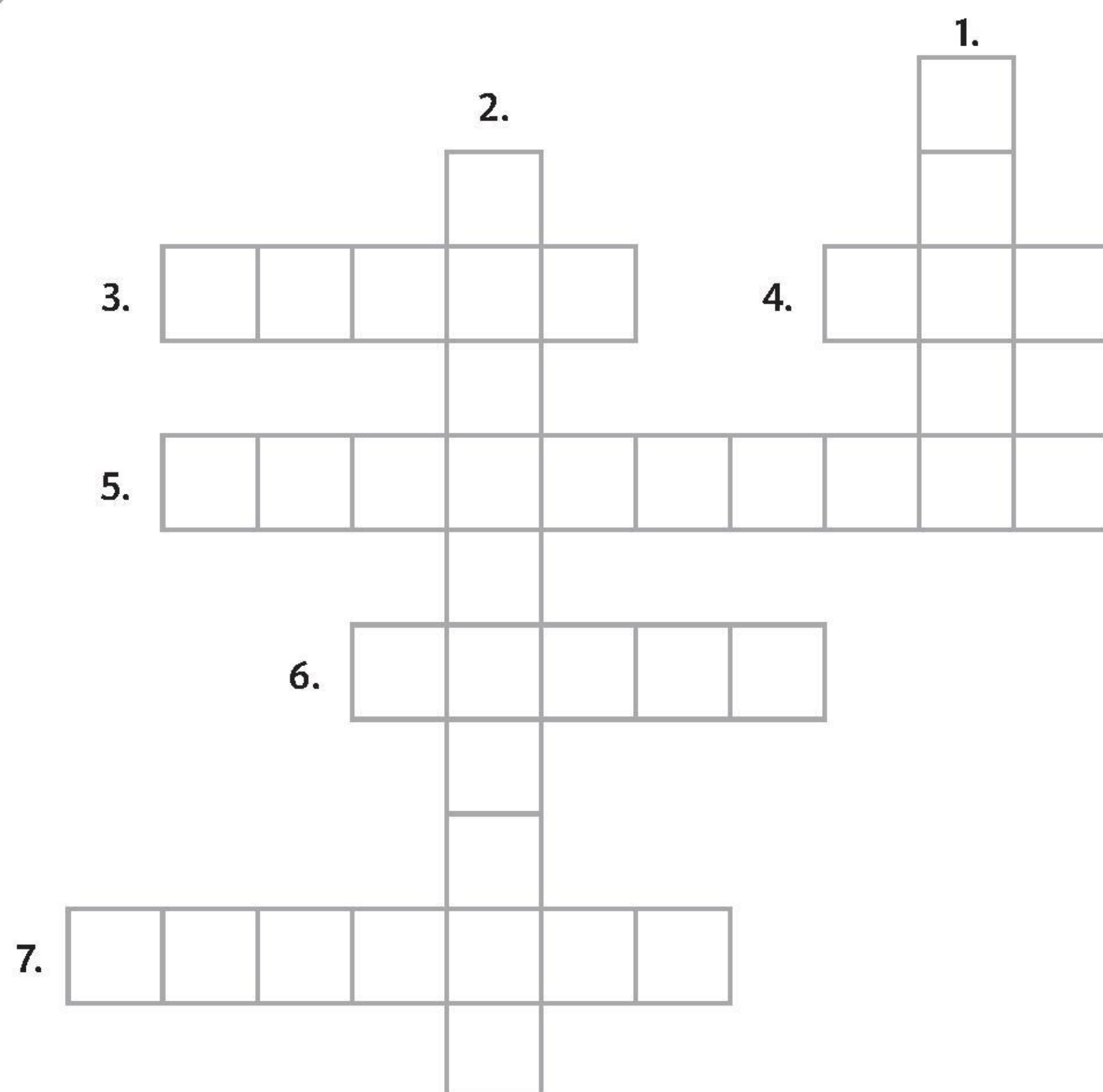
1. (Co on robi) _____ today?
2. Oh look! (Mrówki jedzą) _____ the leaves.
3. (Co on często robi) _____ on Saturdays?



Lesson 3

Reading

1. Rozwiąż krzyżówkę.



Across →

3. a place where you sometimes stay on holiday
4. It's yellow and black and makes honey.
5. a glass building in which plants grow
6. only drink clean...
7. colourful plants that grow mostly in gardens

Down ↓

1. you can climb them in a park or forest.
2. fruit and ... are good for us.

2. Ułóż litery w odpowiedniej kolejności.

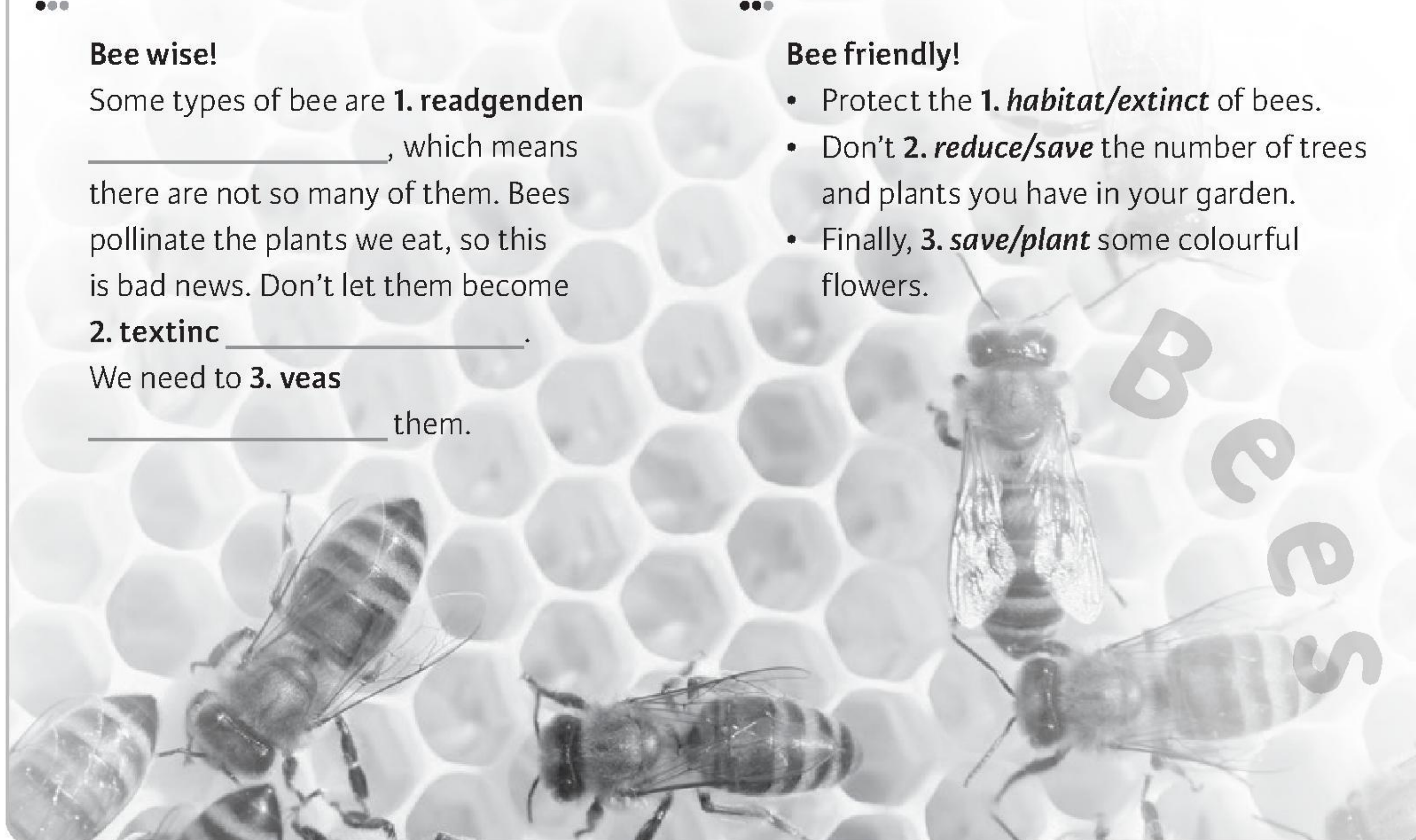
Bee wise!

Some types of bee are **1. readgenden** _____, which means there are not so many of them. Bees pollinate the plants we eat, so this is bad news. Don't let them become **2. textinc** _____. We need to **3. veas** _____ them.

3. Przeczytaj tekst i wybierz właściwe słowa.

Bee friendly!

- Protect the **1. habitat/extinct** of bees.
- Don't **2. reduce/save** the number of trees and plants you have in your garden.
- Finally, **3. save/plant** some colourful flowers.



4. Uzupełnij luki (1–3) w tekście odpowiednimi wyrażeniami (A–C).

...

- A. world without bees
- B. build a bee
- C. we save them

No bees?

Can you imagine a 1. _____? It is important that
2. _____. Can you help us 3. _____ garden? Meet
this Saturday at 10 am. Info @ourbeegarden

5. **E** Przeczytaj tekst i odpowiedz krótko na pytania (1–5).

...

Example: *How many legs does a bee have?* A bee has six legs.

1. How many eyes does a bee have?

2. What is a worker?

3. How does a bee tell another bee what to do?

4. Do bees 'talk' to each other?

5. How many bees live together in a beehive?

Bee fact file

Bees are amazing! Here are some fun facts.

- Bees are insects, so they have 6 legs.
- Bees have 5 eyes to see with.
- Bees fly at about 30 km/h. That's fast!
- Around 50,000 bees live together in a beehive. That's a lot!
- Bees have different names. There is the queen bee – she is the most important! The girl bees are called *workers*. A boy bee is called a *drone*.
- Bees dance. Honey bees 'talk' to each other by using different dance moves. This is how they communicate. That's cool!



6. Znajdź i zapisz dwa fakty dotyczące pszczół.

...

Facts on bees

1. _____

2. _____



beehive – ul **communicate** – porozumiewać się **drone** – dron **worker** – pracownik

Lesson 4

Grammar

1. Z podanych słów wybierz właściwe.

1. I **am going / go** to the Nature Club every Thursday after school.
2. Nowadays, many deserts in the world **are getting / get** bigger.
3. How often **are you going / do you go** to the countryside?
4. Butterflies **aren't living / don't live** very long.
5. Great! The sun **is shining / shines!** Let's go out.

2. Odpowiedz krótko na pytania (1–4).

Example: A: Are you sitting in the garden?
B: Yes, I am.

1. Is it raining?
No, _____.
2. Do you often sit in the garden?
Yes, _____.
3. Are Katie and Ben working in the school garden today?
Yes, _____.
4. Are we looking after the environment?
No, _____.

3. Wpisz w zdania czasowniki z nawiasów w odpowiedniej formie. Użyj czasów *present simple* lub *present continuous*.

Example: I don't like (not/like) watching nature programmes.

1. My mum _____ (not/cut) the grass at the moment. She _____ (chat) with the neighbour.
2. Some butterflies _____ (eat) fruit.
3. _____ pollution _____ (get) worse nowadays?
4. My dad _____ (clean) the greenhouse every spring.
5. We _____ (pick up) all the rubbish at the moment.

4. E Uzupełnij luki wyrazami z nawiasów w czasie *present simple* lub *present continuous*.

Example: My mum always recycles (always / recycle) plastic at home.

1. My friend _____ (sometimes/drop) rubbish in the street.
2. At the moment, _____ (we/plant) some trees in the school garden.
3. _____ (I/not/cycle) to school every day.
4. _____ (It/not/rain) now. Let's go out!
5. What _____ (blue whales/eat)?

5. Przetłumacz na język angielski fragmenty zdań z nawiasów. Użyj czasów *present simple* lub *present continuous*.

1. What (ty robisz) _____ now?
2. It (często pada deszcz) _____ in my country.
3. We usually (siedzimy) _____ in the park after lessons.
4. Angela (dobrze się bawi) _____ a good time at the moment.

6. E Przeczytaj tekst. Wybierz właściwą odpowiedź: A, B lub C.

We're in Devon, in the UK, and we
1. _____ visiting Peter Drew.
Peter 2. _____ after six wolves
at an animal park. Some people
3. _____ like wolves very much.
They 4. _____ they're dangerous.
I can see one wolf under the trees. Who's
that 5. _____ over there? I ask.
Oh, that's Nuna. I usually 6. _____
her some food at this time. Would you like to
help? says Peter.

- | | | |
|--------------|-------------|-------------|
| 1. A. are | B. do | C. is |
| 2. A. look | B. looking | C. looks |
| 3. A. aren't | B. don't | C. not |
| 4. A. think | B. thinking | C. thinks |
| 5. A. doing | B. sleep | C. sleeping |
| 6. A. give | B. giving | C. gives |



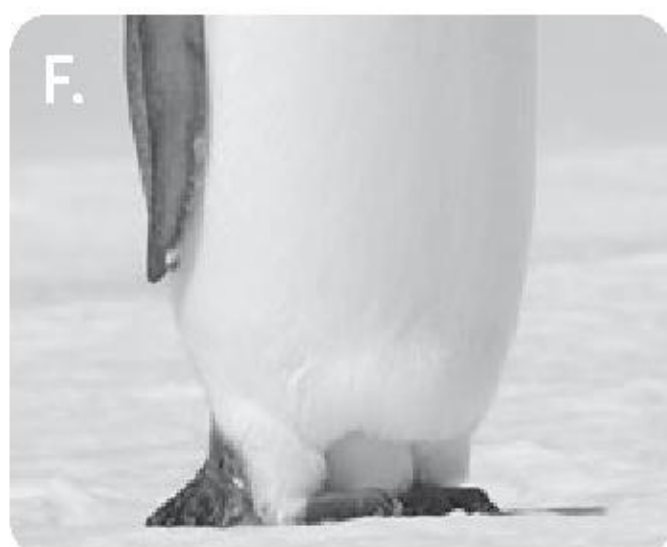
Lesson 5

Vocabulary and Grammar

1. Rozwiąż quiz.

Quiz

What animals can you see in the photos?



2. Wybierz poprawną odpowiedź.



Madagascar

Madagascar is **1. an island / a river** in the Indian Ocean. It is 400km from the **2. lake / coast** of East Africa. You can find a lot of **3. wildlife / eagle** there. The lemur is one of its most famous animals. Madagascar has some beautiful **4. beaches / seas**. You can also try to catch and eat one of the many types of **5. fish / penguins** that live there.

3. Wybierz poprawną odpowiedź (*present simple* lub *present continuous*).

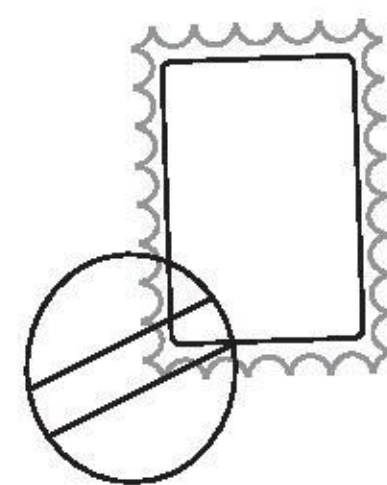
Patrick loves the sea. He **1. goes/is going** on holiday to the coast every summer. At the moment he **2. watches/is watching** a film about sharks. A woman in the film **3. swims/is swimming** with some sharks. She **4. doesn't seem/isn't seeming** afraid. I hope that Patrick **5. doesn't want/isn't wanting** to swim with sharks.

4. Uzupełnij zdania właściwymi formami czasowników podanych w nawiasach (*present simple* lub *present continuous*).

Greetings from Madagascar!

We **1. _____** (have) a great time! Madagascar is a very beautiful island. Every day I **2. _____** (relax) on the beach. After lunch, Tom usually **3. _____** (go) for a walk to look for wildlife, but today he **4. _____** (visit) the town of Antananarivo instead.

Lots of love,
Anna and Tom



Video lesson 6

Listening and Speaking

Green activities at school

Before watching

1. **warm-up** Dopasuj zwroty z ramki do właściwych zdjęć (1–5).

eating healthy food picking up litter
planting a tree riding a bike to school
recycling plastic

1



2



3



4



5



While watching

2. **▶** Obejrzyj nagranie z Sophie i Tiną, które rozmawiają o działaniach proekologicznych w School Eco Club. Zaznacz, o których aktywnościach mówią (1–5)

1. eating healthy food ☐
2. picking up litter ☐
3. planting a tree ☐
4. riding a bike to school ☐
5. recycling plastic ☐

3. **▶** Obejrzyj nagranie jeszcze raz. Wybierz właściwe wyrażenia w tekście.

School_Eco_Club.com

Welcome to the website of the School Eco Club

We meet on **1. Tuesdays / Thursdays** with Mr Robinson, the geography teacher, at **2. 4am / 4pm**.

Our green activities include:

- Healthy breakfast **3. at home / at school**. We look for different recipes for healthy food **4. in books / on the internet** so we can prepare meals together.
- 'International Plant a Tree Day' on **5. October 10th / October 12th**. We wear green **6. coats / clothes** and plant trees around the **7. school / town** buildings.
- 'World Clean-Up Day' We pick up litter on the **8. first / third** Saturday in September.
- ... and lots more!





After watching

4. Uzupełnij luki (1–6) brakującymi wyrazami.

- **John:** I 1. _____ that the School Eco Club is a great idea, don't you?
- **Ryan:** Yes, I 2. _____ with you, and it's so good to see Mr Robinson there. In my 3. _____, he is the best teacher at our school.
- **John:** I 4. _____. He is very nice, but Mrs Davis is my favourite teacher.
- **Ryan:** Can you go to the *International Plant a Tree Day* with me? You can wear your new green hat.
- **John:** I 5. _____ that planting more trees is very important but I 6. _____ that I am free on 10th October. I have tickets for a football match.
- **Ryan:** Oh, don't worry. I can plant a tree for you.
- **John:** Thank you, Ryan. You are very kind.

5. 1.3 Posłuchaj i połącz imiona trojga dzieci (1–3) z problemami (A–C).

A. deforestation B. global warming
C. dropping litter

① Stefan



Problem: _____

② Olivia



Problem: _____

③ Harry



Problem: _____



6. Napisz krótkie odpowiedzi na pytania (1–2).

1. What do you do to protect the environment?

I often _____

2. Can you think of one more green activity for the School Eco Club? Say why you think it is a good idea.

In my opinion, _____

Lesson 7

Writing

- 1.** Przyjrzyj się fotografiom (1–3). Jaki tytuł mógłby nosić blog z takim zdjęciem? Zaproponuj po dwa przykłady do każdej fotografii.



1. _____



2. _____



3. _____

- 2.** Dopasuj zdania w języku angielskim do ich odpowiedników w języku polskim.

1. _____ Hello Folks! Nice to see you here.
2. _____ In my opinion, we must help endangered species.
3. _____ Today's story is about our school's eco club.
4. _____ To protect the environment, I segregate rubbish and save water.
5. _____ Sometimes I look after animals in our local shelter.
6. _____ His cat's got a long red tail and some small spots on his ears.
7. _____ That's all for today. Leave a comment if you like this entry.
8. _____ Leave a thumbs up if you like my blog.

- 3.** Uporządkuj zdania tak, aby powstał spójny i logiczny tekst na bloga.

- A. We're opening a new eco club at our school. Our aim is to keep the park and local forest clean.
- B. That's all for today. If you want to join us, leave a comment.
- C. Hi guys! There are a lot of things going on.
- D. Remember to bring some rubber gloves and rubbish bags.
- E. I want to tell you about my friends' idea. We are afraid of climate change, so we want to do something about it.
- F. All new members are meeting on Saturday at 8 am at the main school entrance.
- G. Hope to see you soon! Leave a thumbs up! Sam and Jake

1.	2.	3.	4.	5.	6.	7.

- 4.** O czym chciałbyś/chciałabyś pisać bloga? Zaproponuj trzy tytuły.

1. _____
2. _____
3. _____

- A. To wszystko na dziś. Zostaw komentarz, jeśli podoba Ci się ten wpis.
- B. Zostaw łapkę w górę, jeśli podoba Ci się mój blog.
- C. Aby chronić środowisko, segreguję śmieci i oszczędzam wodę.
- D. Jego kot ma długi rudy ogon i kilka małych łatek na uszach.
- E. Dzisiejszy wpis dotyczy naszego szkolnego klubu ochrony środowiska.
- F. Moim zdaniem musimy chronić zagrożone gatunki.
- G. Witajcie przyjaciele! Miło Was tu widzieć.
- H. Czasami opiekuję się zwierzętami w lokalnym schronisku.



Lesson 8

Review

Vocabulary

1. Uzupełnij zdania wybierając właściwy czasownik z ramki. Dwa czasowniki podano dodatkowo.

water feed damage protect
grow reduce plant cut

- Don't forget to _____ the roses. It's quite sunny and warm today.
- Can you _____ some flowers from the garden? I want to put some on the table.
- Acid rain can _____ the forests in this area. We have to do something to _____ them.
- The trees which _____ in my grandparents' garden are really old.
- Planting more trees can _____ air pollution in big cities.

___ / 5 pkt.

2. Przetłumacz na język polski podane wyrażenia.

1. look after the environment – _____

2. throw away rubbish – _____

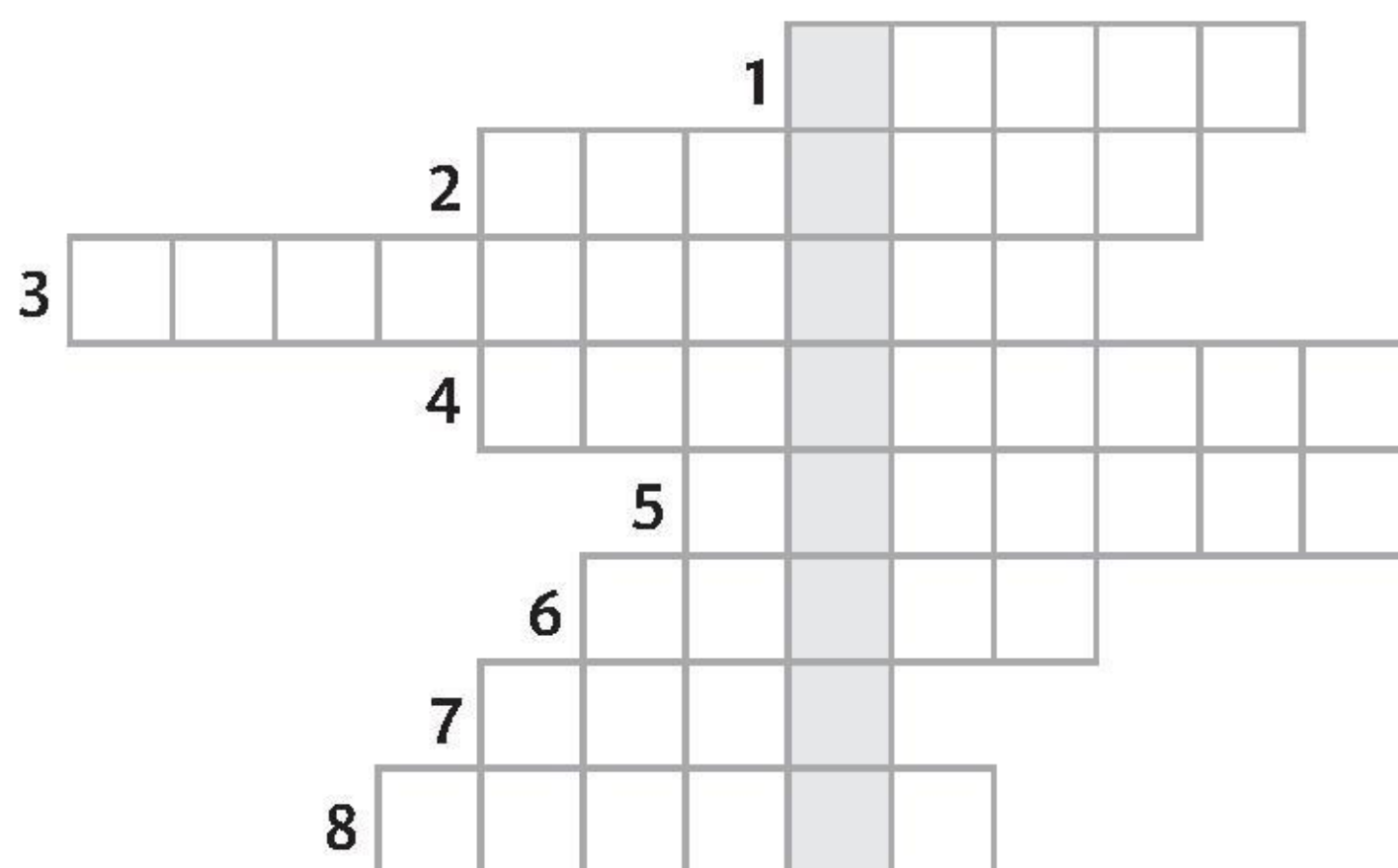
3. clean up the forest – _____

4. pick up plastic bottles – _____

5. use natural resources – _____

___ / 5 pkt.

3. Rozwiąż krzyżówkę. Odczytaj hasło i przetłumacz je na język polski.



Key word: _____

Grammar

4. Uzupełnij dialog wstawiając podane w nawiasach czasowniki w czasie *present simple*.

Are you and your family eco-friendly?

I 1. _____ (*think*) so. My parents do a lot to 2. _____ (*help*) the environment. My dad 3. _____ (*not/drive*) his car to work, he 4. _____ (*ride*) his bike instead. My mum 5. _____ (*look after*) our beautiful garden, and my little sisters 6. _____ (*plant*) some flowers in it every year. We 7. _____ (*not/use*) plastic bags and we try to 8. _____ (*save*) water.

___ / 8 pkt.

5. Przetłumacz fragmenty zdań na język angielski.

1. Suzy (*zawsze jeździ*) _____ to school by bus.

2. Look, an eagle (*leci*) _____ high above the mountain!

3. What (*robisz*) _____ at the moment?

4. My grandparents (*nie uprawiają*) _____ any flowers in their garden.

5. (*Czy zgadzasz się*) _____ with me?

___ / 5 pkt.

- one of the largest mammals in the world; it can swim very well
- the natural environment in which plants or animals live
- plants that people eat, for example, carrots, potatoes and cucumbers
- another word for a large area of land
- a large mass of ice that moves slowly
- a small yellow and white flower
- the green part of a tree or a flower
- another word for rubbish

___ / 8 pkt.



Lesson 9

Test

Nagranie 1.4
docwiczenia.pl
Kod: U64TCE



Zadanie 1.

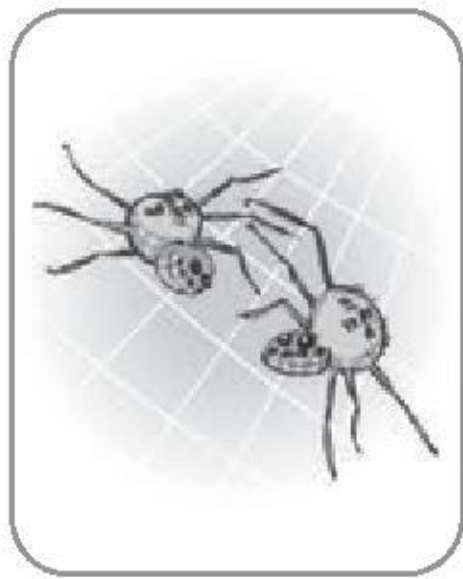
- E** **1.4** Usłyszysz dwukrotnie trzy wypowiedzi. Na podstawie informacji zawartych w nagraniu z podanych odpowiedzi wybierz właściwą. Zakreśl jedną z liter: A, B albo C.

1.1. What animals do the girls see?

A.

B.

C.



1.2. What does the boy do every Friday?

A.

B.

C.

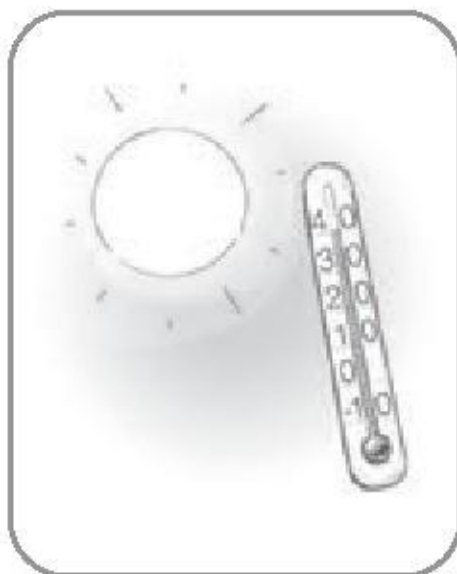
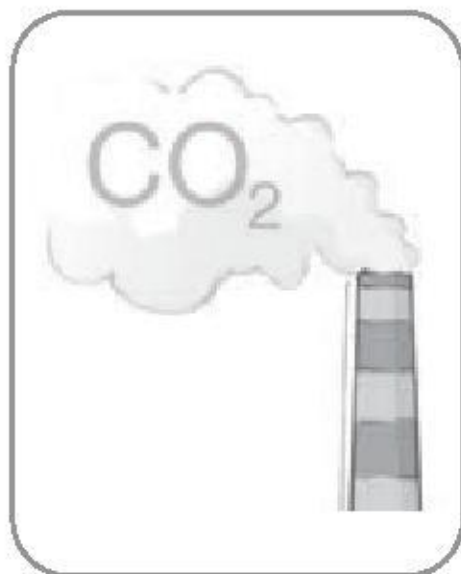


1.3. Which environmental problem does Tom mention?

A.

B.

C.



Zadanie 2.

- E** Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które są poprawnym uzupełnieniem luk (2.1.–2.3.). Wpisz odpowiednią literę (A–F) obok numeru każdej luki. **Uwaga!** Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A. African B. ocean C. species
D. landscapes E. rhino F. habitat



South Africa is very popular among tourists from all over the world. Its 2.1. ____ are simply magical – there are beaches, deserts, forests and mountains. It is also home to many national parks. One of the most famous wildlife reserves is the Kruger National Park. There, you can meet Africa's Big Five: the elephant, 2.2. ____, lion, leopard and buffalo. See these animals in their natural 2.3. ____, but don't forget to take lots of photos. Enjoy a whole day with a professional guide or, alternatively, visit the park on your own. Can you spend more time in South Africa? If you can, remember to go sightseeing around Cape Town – the capital.

Zadanie 3.

- E** Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. **Uwaga!** W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

3.1. (*My zwykle chodzimy*) _____ to the woods with our parents.

3.2. How (*wy pomagacie*) _____ protect the environment?

3.3. The sun (*świeci*) _____ at the moment, so let's go for a walk.

3.4. We need to (*chronić przyrodę*) _____.

3.5. Look! Two hippos are swimming (*w jeziorze*) _____!

Zadanie 4.

- E** Przeczytaj opis ilustracji. Uzupełnij każdą lukę (4.1.–4.3) jednym wyrazem, tak aby powstał spójny i logiczny tekst, zgodny z ilustracją. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań.



The photograph shows three giraffes in a zoo. They are 4.1. _____ close to some visitors. One of the visitors is 4.2. _____ a photo with his mobile phone, and the person on the right is 4.3. _____ the giraffes something to eat. I'm sure everybody is enjoying their visit to the zoo.

Zadanie 5.

- E** Twoi sąsiedzi wyjechali na wakacje i oddali Ci pod opiekę egzotyczne zwierzę. Napisz wpis na blogu, a w nim:

- poinformuj, jakim egzotycznym zwierzęciem się opiekujesz i jak się ono wabi,
- opisz, jak ono wygląda i co robisz każdego dnia, aby zwierzę czuło się dobrze,
- zapytaj czytelników, czy mają jakieś egzotyczne zwierzęta i poproś ich o przesłanie zdjęć.

Napisz swoją wypowiedź w języku angielskim. Podpisz się jako XYZ. Twój wpis powinien liczyć 50–120 słów, wliczając w to słowa już podane.

Blog

(tytuł Twojego bloga)

Hello everyone. How are things?

Today I've got some exciting news for you.

My neighbours are on holiday, so I'm taking care of their pet!

It is _____

(co to za zwierzę). Its name is _____.

It is _____

(krótki opis zwierzątka).

We spend lots of time together. We _____

_____ and _____

_____ in the morning.

We _____

in the afternoon. And we _____

_____ in the evening.

(opis, co robisz ze zwierzątkiem)

(zapytaj czytelników, czy mają egzotyczne zwierzątka i poproś o przesłanie zdjęć)

XYZ



Are you hungry?

Lesson 1

Vocabulary and Listening

Nagrania 2.1–2.2
docwizenia.pl
Kod: U6WB5R



1. Przyporządkuj wyrazy z ramki do zdjęć (A–D).

jar barbecue herbs bottle

A.



B.



C.



D.

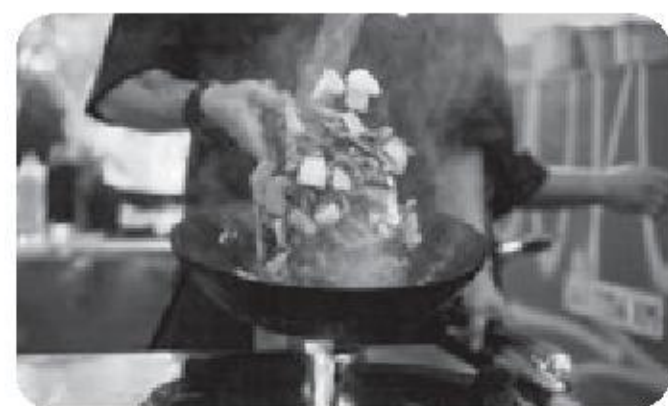


2. Wybierz wyraz, który nie pasuje do pozostałych.

1. chop serve taste takeaway
2. pork tin prawn pepper
3. mushroom strawberry box pineapple
4. taste order prepare spices
5. jar knife chop bowl

3. Spójrz na zdjęcia (A–D) i wybierz właściwe wyrazy (1–4).

A.



1. **chop / fry** meat and vegetables

B.



2. **serve / slice** a meal

C.



3. **chop / order** an onion

D.



4. **takeaway / taste** a salad

4. 2.1 Posłuchaj, o czym mówi Mike.

... Odpowiedz na pytania (1–3).

1. How many questions does Mike ask?

2. What pizza ingredient does Mike give a definition for?

3. What object in the kitchen is Mike talking about?

5. 2.2 Posłuchaj nagrania jeszcze raz. Dokończ zdania wyrazami z ramki. Dwa wyrazy zostały podane dodatkowo.

knife pineapple cucumber tin bowl

1. The answer to question 1 is a _____.

2. The answer to question 2 is a _____.

3. The answer to question 3 is a _____.

6. Uzupełnij luki (1–8) wyrazami z ramki.

brunch café eat out order packet
pepper snack takeaway

Serve a wonderful meal for Sunday 1. _____

Don't 2. _____ a pizza to be delivered to your house! Come and prepare one with us instead. You can 3. _____ in the park after our cooking lesson or keep it and have a 4. _____ pizza at home with your family. You can also have it as a cold 5. _____ the next day!

When? Saturday: 9 am

Where? Classroom 28 (2nd floor)

Who? Andrea from Bella Ciao 6. _____

You need: five slices of ham, some Italian cheese, one red or green 7. _____, ½ kg of mushrooms, a small bottle of lemon juice, one 8. _____ of herbs

Book your place! See you on Saturday!



Lesson 2

Grammar

1. Przyporządkuj wyrazy z ramki do odpowiednich kategorii: rzeczowniki policzalne lub niepoliczalne.

biscuit bread cheese jam mushroom
olive pork prawn seafood spinach
strawberry tomato

Countable nouns	Uncountable nouns
mushroom	seafood

2. Zapisz rzeczowniki policzalne z ćw. 1 w liczbie mnogiej.

mushroom,

3. Uzupełnij luki w zdaniach wyrażeniami *a few*, *a little* lub *a lot of*.

Example: There are a lot of mushrooms in this pizza topping.

- Let's put _____ seafood in the pizza topping. But not too much! It's really expensive.
- There are _____ prawns in the pizza topping. I've got one on my slice.
- Cheese is my number 1 favourite pizza topping. I like to have _____ cheese on my pizza!
- There's _____ spinach in the pizza topping. But not a lot, because I know you don't like it very much.
- I'd like _____ olives in my pasta. Just three or four, please!

4. Uzupełnij luki stosując: *much* or *many*.

Example: There aren't many biscuits left in this packet. Who ate them all?

- The salad doesn't have _____ tomatoes in it. Does it need a few more?
- How _____ bread would you like?

- Is there _____ jam left in the jar? Should I get another one from the cupboard?
- How _____ strawberries should I put with the ice cream?
- I don't eat _____ pork. I prefer vegetables to meat.

5. 2.3 Wybierz właściwe wyrazy. Posłuchaj i sprawdź.



- A: How 1. many / much tomatoes do I need for the salad?
B: Just two. Can you slice them?
A: OK. Oh, there's 2. a lot of / many juice!
B: Great. Put some of the juice into this bowl. Then add 3. a few / a little olive oil. You don't need 4. many / much.
A: OK. Can you taste it and tell me what you think? Is it OK?
B: It's not bad! It just needs 5. a few / a little herbs. Don't add 6. a lot of / many.

6. Przetłumacz na język angielski fragmenty zdań z nawiasów.

Example: There's (dużo sera) a lot of cheese in this pizza topping.

- There are (kilka kawiarni) _____ near my house.
- There isn't very (dużo mleka) _____ left in this bottle.
- This pizza has (dużo grzybów) _____ in the topping.
- Can you put just (niewiele makaronu) _____ in this bowl?
- I don't eat (dużo ciastek) _____.



Lesson 3

Reading

1. Przetłumacz słowa na język angielski.

1. add - _____ 4. meal - _____ 7. recipe - _____
 2. boil - _____ 5. onion - _____ 8. stir - _____
 3. cook - _____ 6. pot - _____ 9. tomato - _____

2. Uporządkuj litery tak, aby otrzymać słowa opisujące przedmioty, których używamy w kuchni.

Example: Put the salad in the **wobl**. – bowl

1. Heat the olive oil in the **ngyifr nap**.
 – _____
 2. Boil the pasta in the **top**. – _____
 3. Put the **latep** on the table with a knife and fork. – _____

3. Uzupełnij dialogi wyrazami z ramki.

boil cook stir add

A.

Jane: Mum, what's for lunch?

Mum: I don't know. Your dad wants to
 1. _____ today.

Jane: Oh no! Dad only knows how to
 2. _____ an egg!!!

B.

Dad: Daisy, I need your help.

Daisy: Sure. What can I do?

Dad: Can you 3. _____
 the herbs to the soup and
 4. _____ it for five minutes?

4. Ułóż zdania we właściwej kolejności.

1.	2.	3.	4.

Recipe

This is how to make
tasty spinach with

- A. spinach in a pan. Add olive oil and lemon
 B. before you start cooking. Put the
 C. juice. When the spinach is ready,
 add cheese.
 D. cheese. Get all the ingredients ready

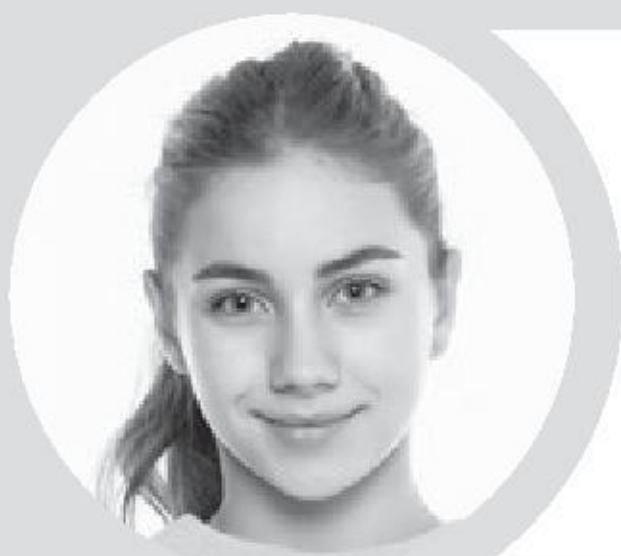
Bon appétit!

5. Połącz teksty (A–C) ze zdaniami (1–4). Jeden tekst pasuje do dwóch zdań.

Which girl:

1. has fun when she cooks with her family? _____
2. loves eating the food she is learning to make? _____
3. likes cooking food from another country? _____
4. enjoys planting the food she later cooks? _____

Why do you like cooking?



A. Anna

I like cooking with my mum and younger sister. We often make tasty French meals. It's really nice when we spend time together. We talk about things like what's happened at school. My sister always makes us laugh.



B. Barbara

My grandfather has a greenhouse in his garden. There are lots of plants inside. I grow my own vegetables there. It's my hobby. I take the vegetables home when they are ready to eat. Growing and cooking my own food makes me very happy.



C. Caroline

My aunt has her own café. She sells the most wonderful cakes. She shares the recipes with me. Last week she showed me how to make her famous chocolate cake. The best thing is eating it. It's so good!

6. Umiesz gotować? Odpowiedz na pytania.

1. Are you good at cooking?

2. How often do you cook?

3. Who is the best cook in your family?

4. Do you watch any cooking programmes on television? Which ones?

5. What's your favourite recipe?



Lesson 4

Grammar

1. 2.4 Uzupełnij luki stosując *some* lub *any*.
... Posłuchaj i sprawdź.

1.

A: Are there any vegetarian restaurants around here?

B: Oh, I'm sorry. There aren't _____.

2.

A: Can I have _____ salt, please?

B: Yes, of course! Take _____ of these little packets.

3.

A: Do _____ cafés serve takeaway food?

B: Yes, they do. Most of them serve burgers.

4.

A: Would you like _____ cream with that?

B: No thanks. I'd rather just have _____ ice cream.

5.

A: Have you got _____ fruit?

B: Sure! What would you like?

6.

A: Is there _____ butter?

B: Yes, there's _____ in the fridge.

2. Uzupełnij luki wyrazami *any* lub *some*.

... Example: Put some oil in the frying pan.

- Oh dear! We haven't got _____ tomatoes.
- There are _____ great vegetarian restaurants here.
- Is there _____ meat in this dish?
- There isn't _____ cake left. Who ate it all?
- Would you like _____ grapes with your snack?

3. Wybierz właściwe odpowiedzi.

... Example: Every No slice of this ham is very thick. It's good, I like thick slices.

- Oh no! There's **every** / **no** juice left. What happened to my juice?
- I can't boil the pasta. There are **every** / **no** clean saucepans!
- Look at this recipe! **Every** / **No** ingredient is so expensive!
- My grandparents always drink coffee with **every** / **no** sugar.
- There are **every** / **no** herbs or spices in this dish, so it's not very tasty.

4. **E** Uzupełnij luki wyrazami z ramki. Uwaga!
... Trzy słowa zostały podane dodatkowo.

an any Every few little
~~lot~~ much no some

There are a lot of people in the café today! At the moment, I'm just preparing an omelette for brunch. It contains eggs, a 1. _____ tomatoes, a 2. _____ cheese and 3. _____ herbs. But there isn't 4. _____ ham in it. This customer is a vegetarian. 5. _____ dish should be served just right!

5. **E** Uzupełnij drugie zdanie, tak aby zachować sens zdania wyjściowego.

Example: She doesn't eat many takeaways. **FEW**
She only eats a few takeaways.

- There is no pork in this dish. **ANY**
There _____ pork in this dish.
- Do you drink much orange juice? **LOT**
Do you drink _____ orange juice?
- Are there a lot of cafés here? **MANY**
Are _____ here?
- We haven't got any prawns in the fridge. **NO**
We _____ prawns in the fridge.
- There isn't much cheese in the omelette. **LITTLE**
There's only _____ in the omelette.



Lesson 5

Vocabulary and Grammar

1. Podziel słówka na grupy:

beef biscuits broccoli cabbage milk cherry
doughnut flour grapes lettuce orange roll
pear peach potato pumpkin sweets

Meat: _____

Vegetables: _____

Fruit: _____

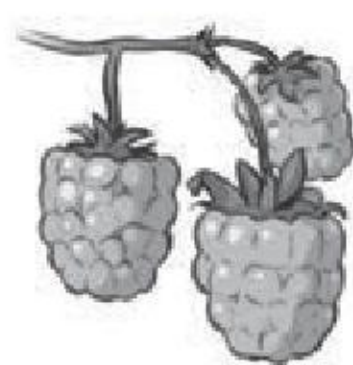
Sugar: _____

Baking: _____

Drinks: _____

2. Uzupełnij krzyżówkę słowami z obrazków (1–6).

1.



3.



5.



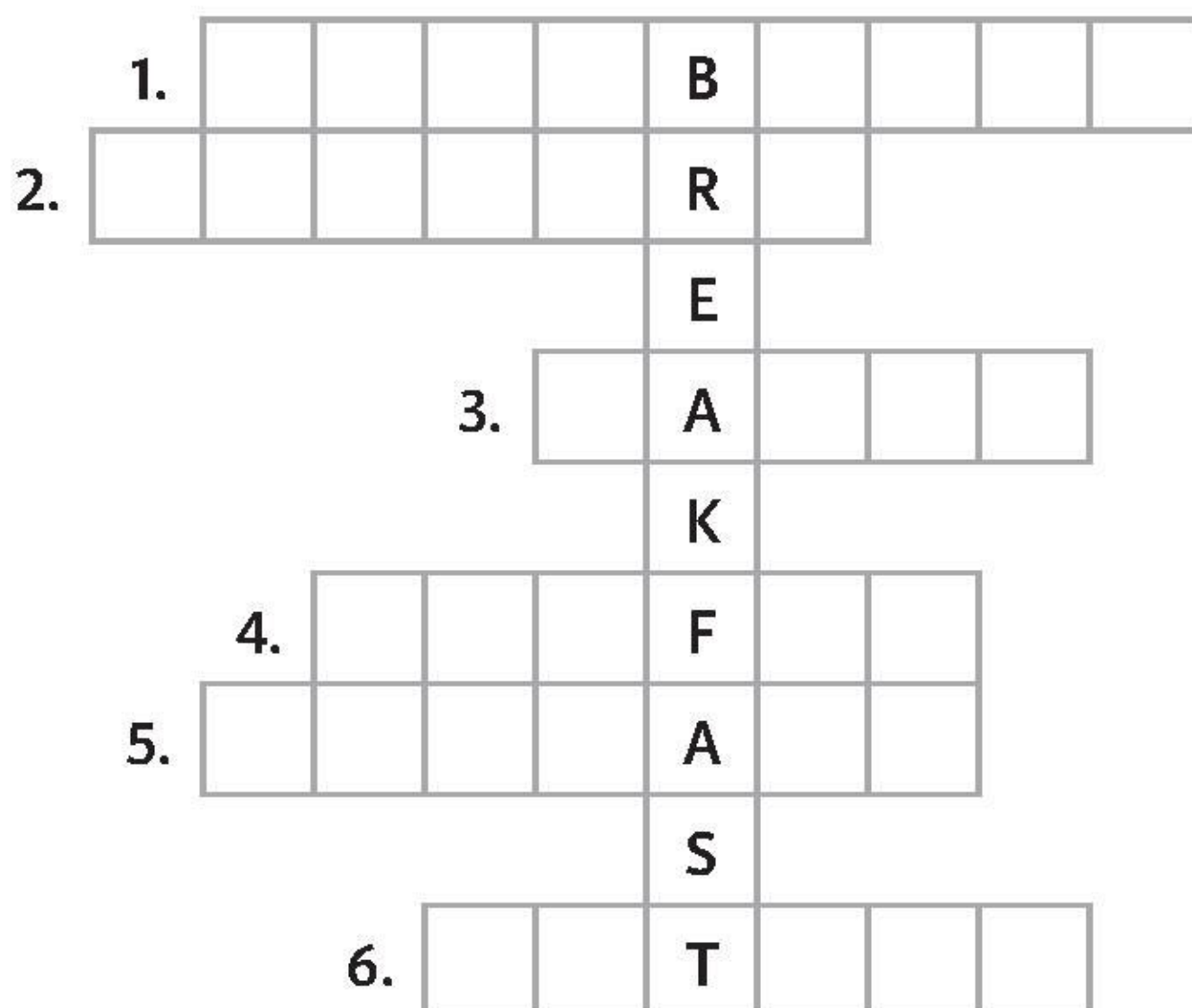
2.



4.



6.



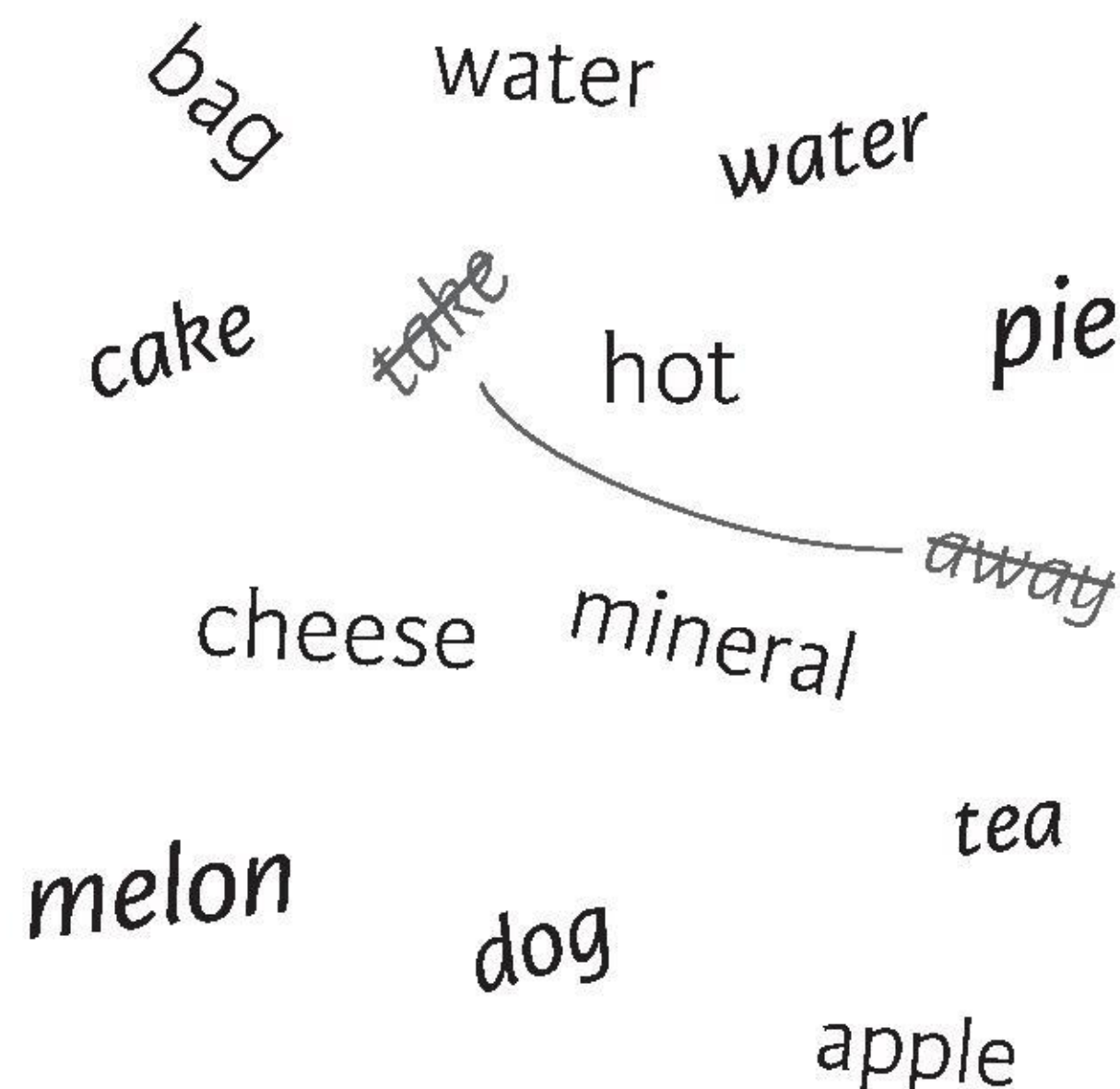
3. Uzupełnij tabelę wyrazami z ramki.

biscuits cherry doughnut grapes lettuce
peach pear sweets

Healthy	Not healthy

4. Połącz wyrazy tak, aby uzyskać sześć rzeczowników złożonych.

Example: *take + away = takeaway*



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

Video lesson 6

Listening and Speaking

I prefer to be green!

Before watching

1. Podpisz zdjęcia. Pierwsze litery zostały podane.



1. j _____



2. b _____



3. c _____



4. b _____



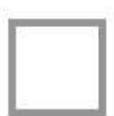
5. b _____

2. Zakreśl **na zielono** opakowania z ćwiczenia 1, które są przyjazne dla środowiska, a **na czerwono** te, które szkodzą środowisku.

While watching

3. Obejrzyj film. Przeczytaj odpowiedzi do ćwiczenia 2. Czy Sophie i Tina zgadzają się z tobą?

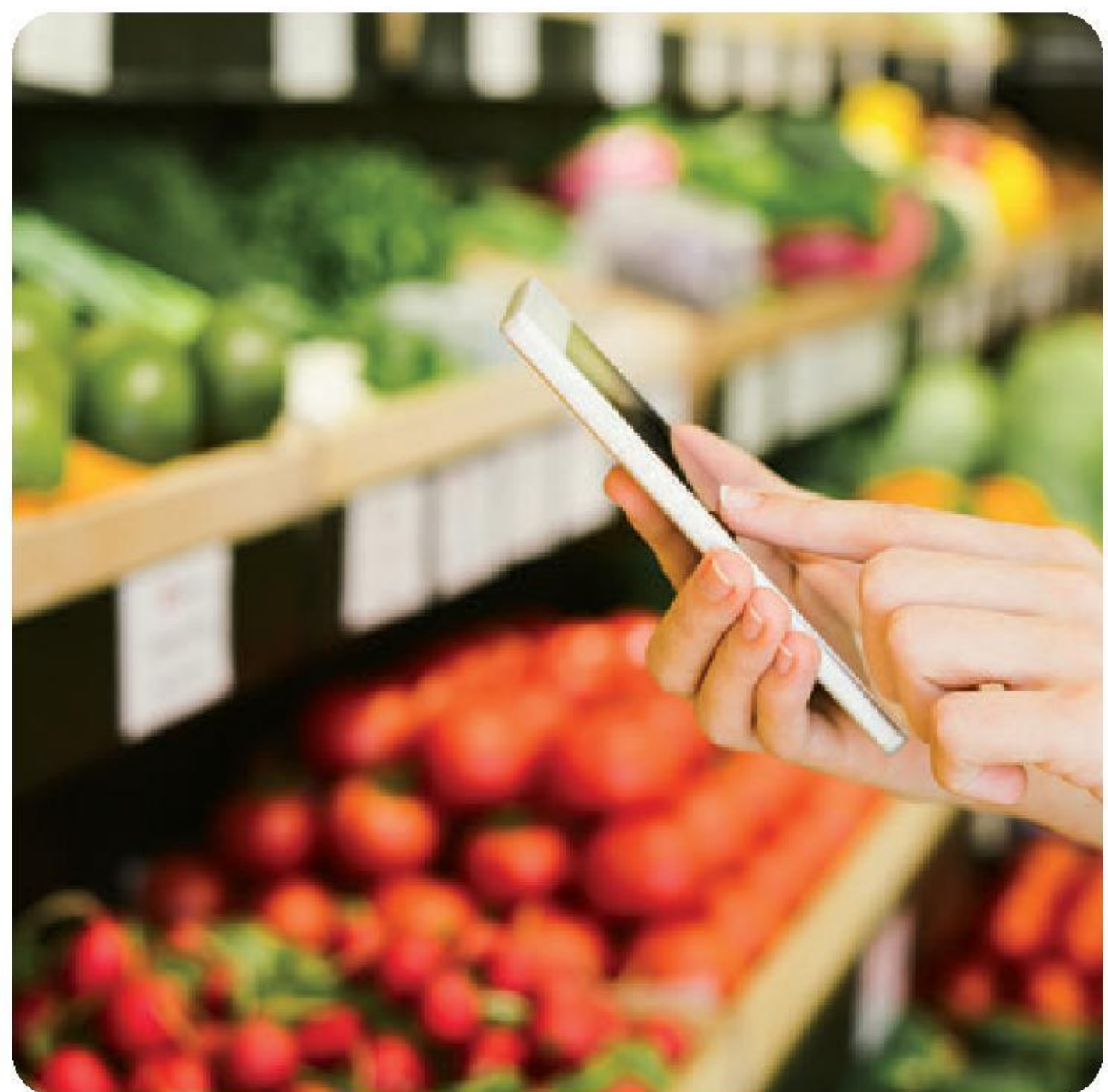
Eco-friendly



4. Obejrzyj film jeszcze raz.
Przeczytaj tekst *Be an eco-friendly shopper*. Zaznacz cztery pomysły, o których rozmawiają Sophie i Tina.

Be an eco-friendly shopper

1. ☐ Take a backpack or an eco-friendly carrier bag with you to the shop.
2. ☐ Only go shopping in shops near your house.
3. ☐ Store food and drink in containers which aren't plastic.
4. ☐ Install an app on your phone that gives points whenever you use your own bags.
5. ☐ Share your green shopping activities to encourage friends to be more eco-friendly.
6. ☐ Go shopping only once a week.





After watching

5. Uzupełnij luki (1–4) w tekście wyrazami z ramki.

prefers rather to more

We are having a party today, but there is just one problem. Jack, Sally and I can't agree on anything. First, there's the food. I want to make a pizza, but Sally doesn't like the idea. She likes sandwiches 1. _____ than pizza. Then, there's the cake. Sally would 2. _____ make a chocolate cake, but I know that Jack 3. _____ cheesecake. We can't even agree where we will have the party. Jack wants to meet at his flat, but I prefer 4. _____ go to Sally's house because she has a big garden.



6. Napisz zdania i pytania. Wykorzystaj podane wyrazy.

Example: I/prefer/orange juice/lemonade.
(I prefer orange juice to lemonade.)

1. Natalie/prefer/apples/oranges

2. Do/ prefer/sweets/chocolate?

3. Paul/rather/eat in a restaurant/cook

4. Louise/like/tea/more/coffee

7. 2.5 Posłuchaj i wybierz odpowiedź A, B lub C.

1. Which type of food does the girl prefer not to eat?

A. pineapple

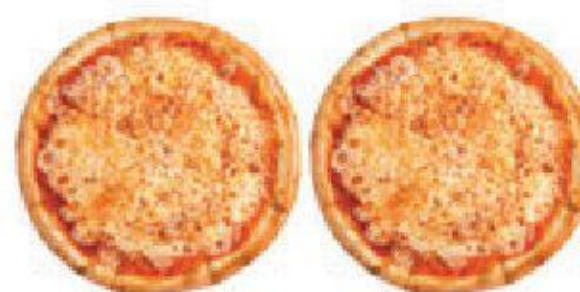
B. onion

C. mushroom

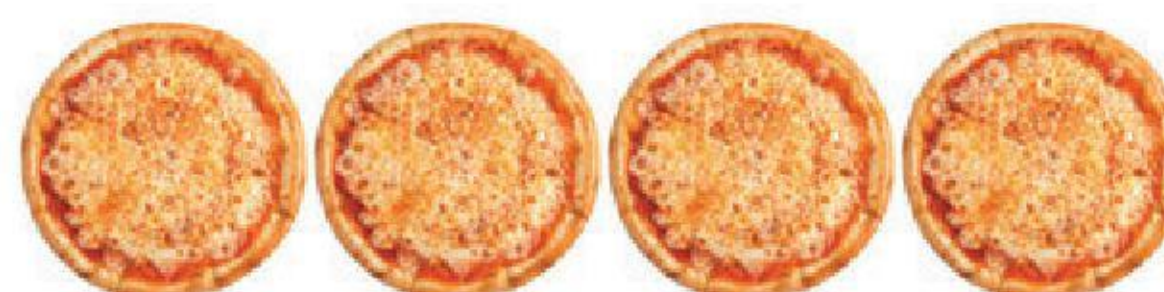
2. How many pizzas do they get at the restaurant?



A.



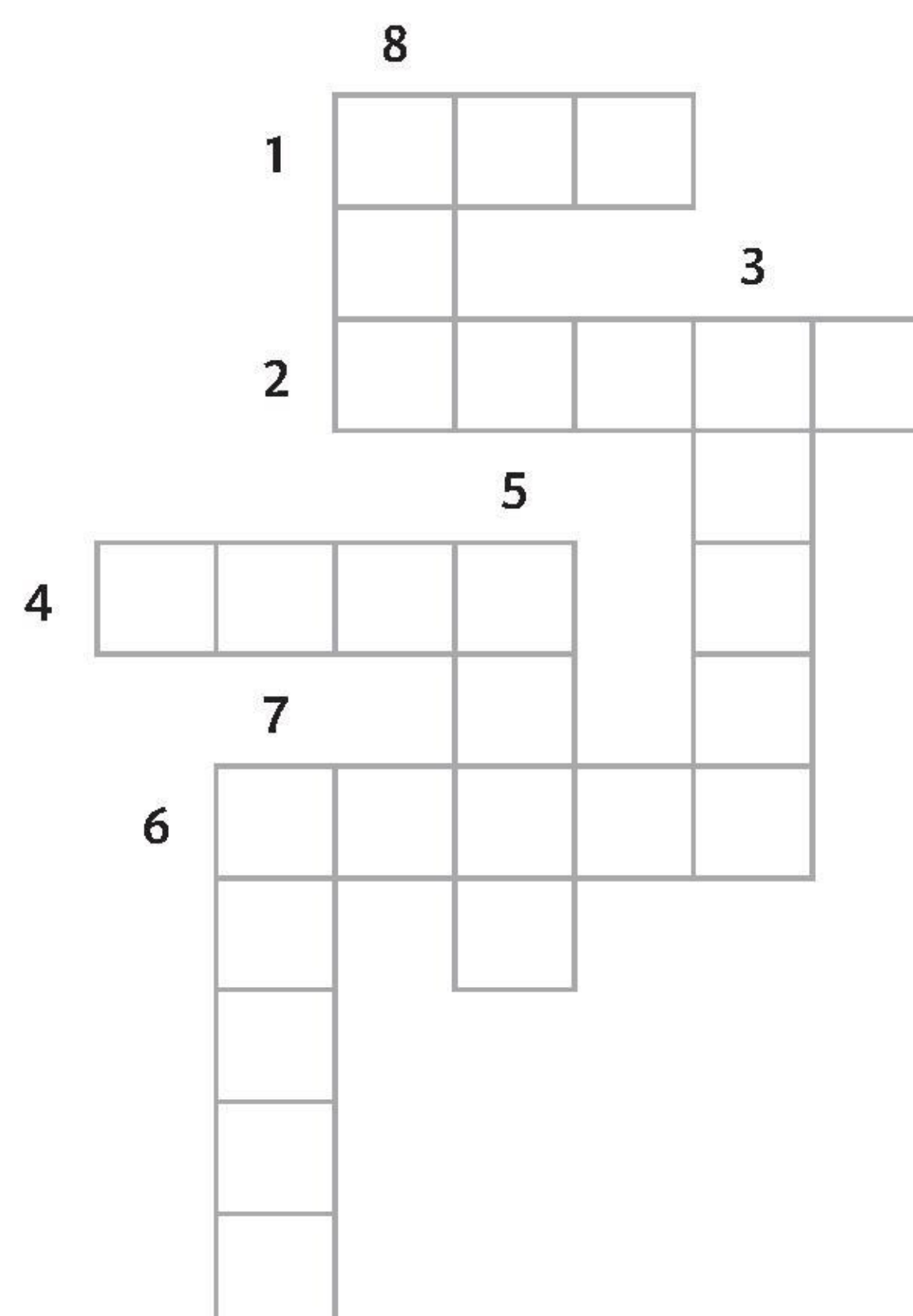
B.



C.

8. Uzupełnij krzyżówkę brakującymi wyrazami.

Example: 3. a _____ of pizza (answer: slice)



Across →

1. a _____ of chocolate

2. a _____ of juice

4. a _____ of rice

6. a _____ of pasta

Down ↓

3. a _____ of pizza

5. a _____ of bread

7. a _____ of cake

8. a _____ of sweets

Lesson 7

Writing

1. Przyjrzyj się zdjęciom z ogłoszeń. Zaproponuj trzy interesujące nagłówki do każdego z nich.



1. _____
2. _____
3. _____



1. _____
2. _____
3. _____

2. Popatrz na zdjęcie. Uzupełnij ogłoszenie wyrazami z ramki.

old screen call email Lost
mobile phone Monday park



3. Wpisz w tekst ogłoszenia sformułowania z ramki.

want to take part enter I'm happy to announce
We're meeting more details are interested

1. _____
a history competition for teenagers.
If you 2. _____, call our office on 4585589666.
3. _____ on Friday
at the local community centre at 4 p.m.
To 4. _____, email Josh at gym@bodyproject.com
Alternatively, text Sam if you 5. _____.
For 6. _____, call Mrs Brown.

4. Napisz ogłoszenie dotyczące wybranego wydarzenia w szkole. Wykorzystaj tekst z ćwiczenia 3.

1. _____ phone!
On 2. _____, 1st September
I lost my 3. _____.
I left it in the 4. _____ at about 4 pm. The phone is 5. _____ and the 6. _____ is broken.
If you find it, please 7. _____.
Tony on 552665777
or 8. _____ me at tony@yahoo.com
There is a £20 reward!



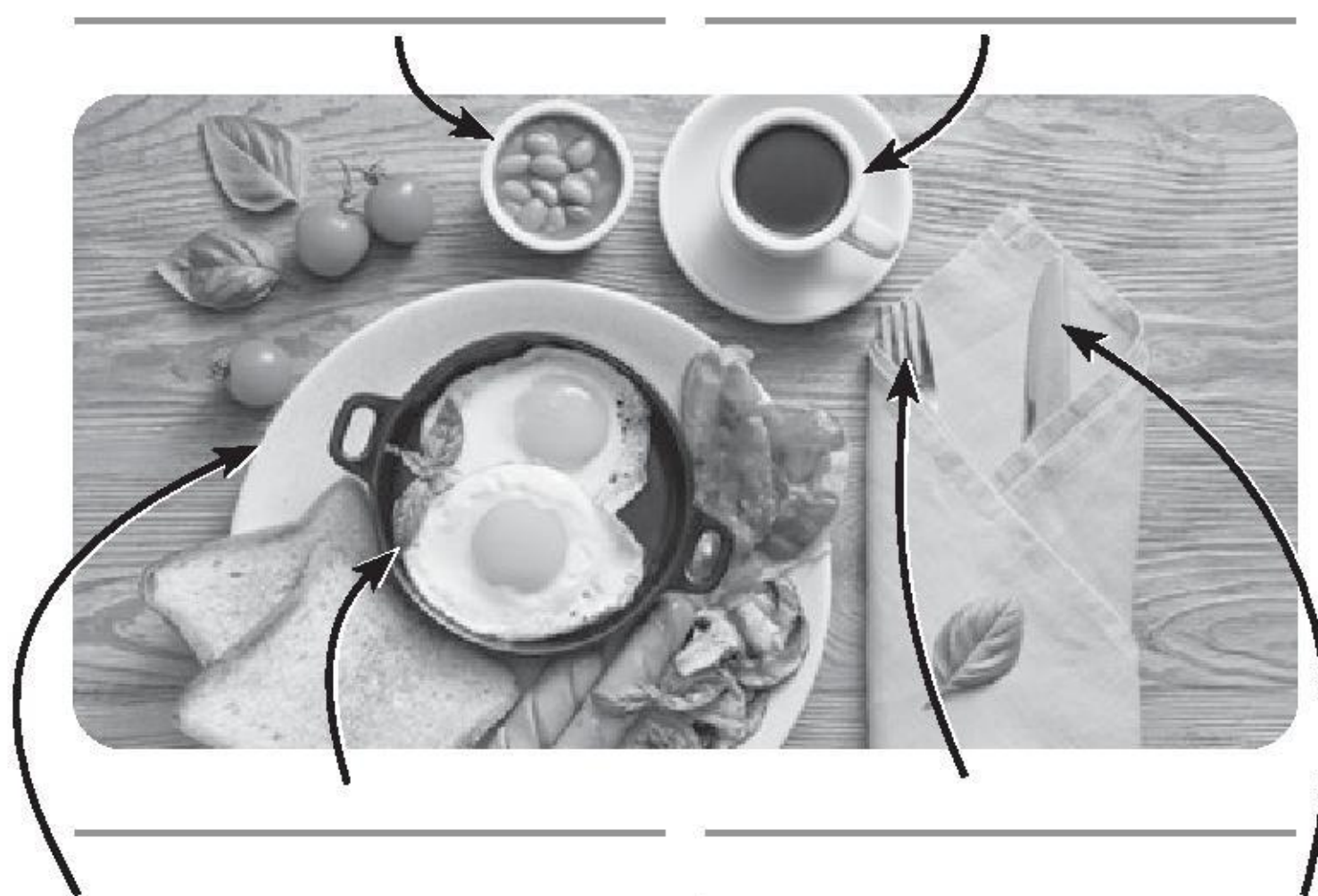
Lesson 8

Review

Vocabulary

1. Podpisz przedmioty na zdjęciu.

...



___/6 pkt.

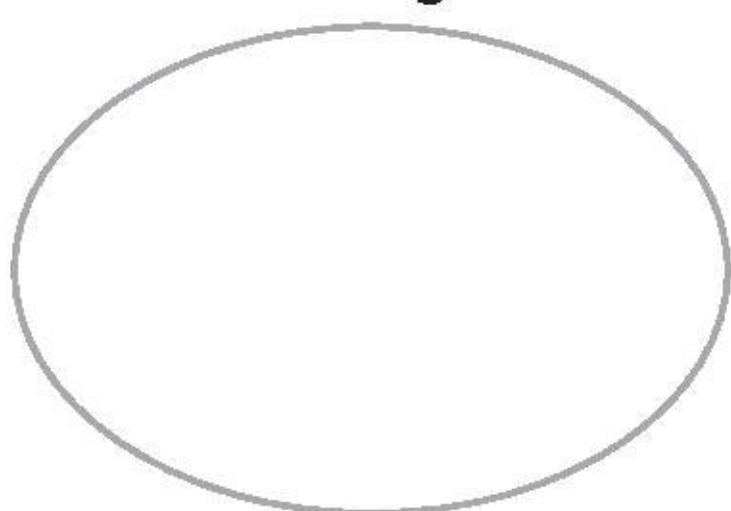
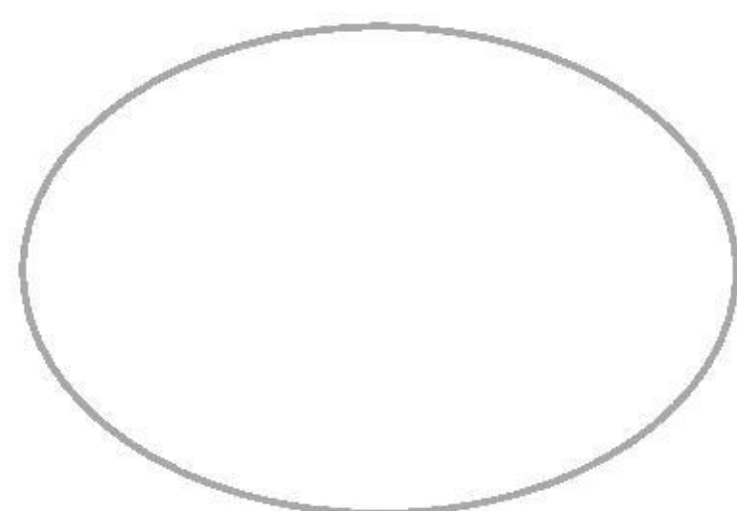
2. Wpisz wyrazy z ramki do odpowiednich kół.

... Dodaj jeden wyraz do każdej kategorii.

flour cucumber peach milk pineapple
strawberry broccoli cherry potato roll
doughnut beef pumpkin

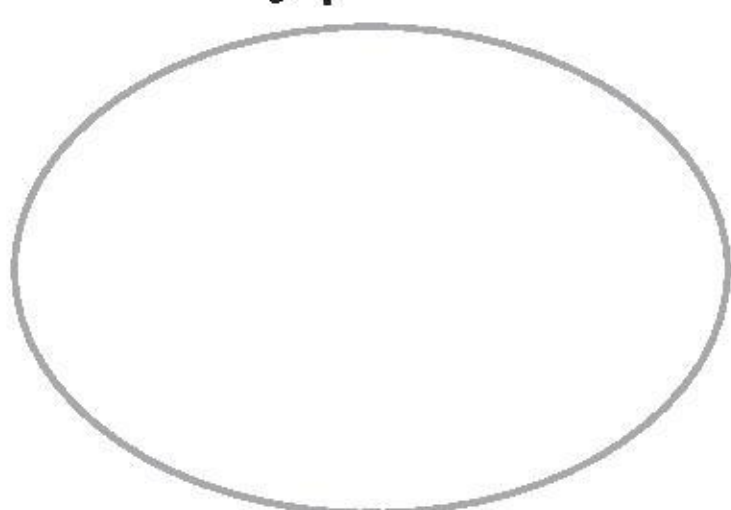
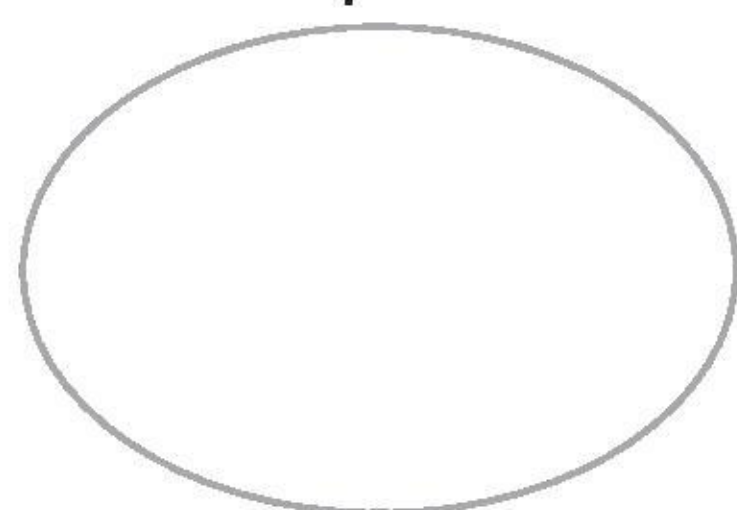
meat and fish

fruit and vegetables



cereal products

dairy products



___/4 pkt.

3. Uzupełnij luki w zdaniach wyrazami z ramki.

...

tea slice sugar takeaway out spaghetti
piece pumpkin spices

- My favourite brunch is a _____ of pizza and a _____ of chocolate cake.
- I love eating and watching TV at the same time. That's why I prefer _____ food to eating _____ in a restaurant.

3. My mum always adds two teaspoons of _____ to her coffee and _____.

4. We often eat _____ soup or _____. They're both delicious!

5. Add some herbs and _____ to flavour the chicken. _____/5 pkt.

4. Połącz słowa tak, aby powstały wyrażenia.

... Zapisz je i przetłumacz na język polski.

- | | |
|-----------|----------|
| 1. bread | A. fries |
| 2. apple | B. knife |
| 3. French | C. pie |
| 4. fast | D. ball |
| 5. meat | E. food |

- _____
- _____
- _____
- _____
- _____

___/5 pkt.

Grammar

5. Uzupełnij dialog, wstawiając w luki (1–5)

... wyrażenia *a lot of*, *many*, *much*, *a few* lub *a little*.

A: How 1. _____ chairs do we need for the party?

B: Just 2. _____. We already have ten, but we should have fourteen.

A: What about drinks? Should we buy anything?

B: No, there is no need. We have 3. _____ water. I think twenty bottles is enough.

A: And how 4. _____ time do you need to prepare the decorations?

B: I think I need two hours. Oh, and there is only 5. _____ milk in the fridge. Can you buy some more, I need it for the cake.

___/5 pkt.

6. W każdej parze (1–5) podkreśl jedno

... poprawne zdanie.

- A. There isn't no homework today, so I can relax!

B. There is no homework today, so I can relax!
- A. I like every boy in my class.

B. I like every boys in my class.
- A. I'm afraid we haven't got some salt.

B. I'm afraid we haven't got any salt.

___/5 pkt.



Lesson 9

Test

Nagranie 2.6
docwiczenia.pl
Kod: U65TLV



Zadanie 1.

- E** **1.2.6** Usłyszysz dwukrotnie rozmowę pomiędzy rodzeństwem na temat przygotowania obiadu. Na podstawie informacji z nagrania uzupełnij luki 1.1.–1.4. w poniższym przepisie. Luki należy uzupełnić w języku angielskim.

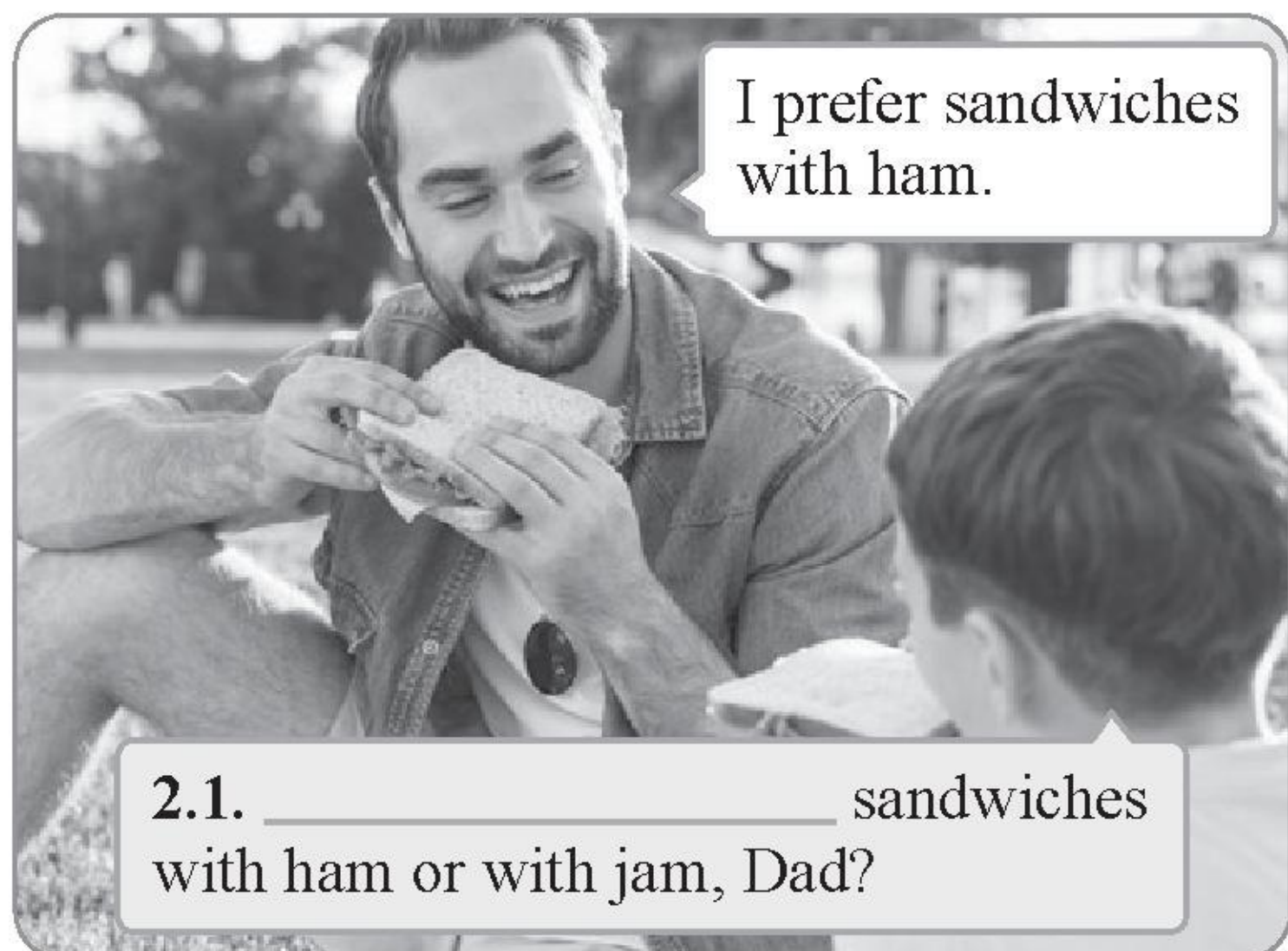


Tomato soup

Prepare all the **1.1.** _____: tomatoes, onions, butter, herbs (fresh basil is best), olive oil, cream. Use tomatoes from **1.2.** _____ if you prefer. **1.3.** _____ some water into a saucepan. Chop the onions and **1.4.** _____ them together with the tomatoes. Add the olive oil, butter, fresh basil and cream.

Zadanie 2.

- E** Uzupełnij luki (2.1–2.3) zwrotami z ramki *Functional language box* z podręcznika.



I like tea **2.2.** _____ coffee. And you?

Me too. Especially with my best friend!

Do you want to go to the cinema with us?

I would **2.3.** _____ go back home. My mum is waiting for me.

Zadanie 3.

- E** Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- 3.1.** There isn't _____ (dużo wody) in the glass. Can you open one more bottle?
- 3.2.** We're so hungry but we haven't got _____ (żadnych przekąsek) in our lunch boxes.
- 3.3.** I know it's not in the recipe, but please add _____ (trochę pieprzu) to this beef.
- 3.4.** There _____ (nie ma żadnego mleka) in the fridge. How can I drink my coffee without milk?

Zadanie 4.

E Przeczytaj opis fotografii. Uzupełnij każdą lukę (4.1.–4.3.) jednym wyrazem, tak aby powstał spójny i logiczny tekst zgodny ze zdjęciem.



In the picture, we can see a full English breakfast. There is a lot of food on a big round

4.1. _____. Apart from some meat (bacon and sausages), there are also some vegetables: beans, tomatoes and a few

4.2. _____ on the left-hand side. On the other side of the plate, there are two

4.3. _____ of bread – they are lying next to the sausages. I'm sure an English breakfast is tasty, but it's far too much for me to eat.

Zadanie 5.

E Twoja klasa organizuje konkurs na najlepsze ciasto. Napisz ogłoszenie, w którym:

- wyjaśnisz, czego dotyczy konkurs,
- podasz dzień, godzinę i miejsce konkursu,
- określisz, jakie dwa składniki musi zawierać konkursowe ciasto,
- napiszesz, jaka jest nagroda.

 Exam tip

Kiedy tłumaczysz fragmenty zdań na język angielski, zwracaj szczególną uwagę na liczbę wpisywanych słów. Spójrz także, jakie wyrazy stoją przed tłumaczonym fragmentem, a jakie po nim – np. jeśli rzeczownik jest niepoliczalny, zastosuj do niego liczbę pojedynczą i nie wstawiaj przed nim *a* czy *an*.

**Napisz swoją wypowiedź w języku angielskim.
Twoje ogłoszenie powinno liczyć 50-120 słów.**

Best Cake Award.

[illegible]

Celebrations around the world

Lesson 1

Vocabulary and Listening

Nagrania 3.1–3.2
docwiczenia.pl
Kod: U6XZR6



1. Przyporządkuj wyrazy z ramki do ilustracji.

get married go on a date
fall in love hang out with

A



B



C



D



2. Wybierz wyraz lub wyrażenie, które nie pasuje do pozostałych.

- Mother's Day Father's Day
Children's day date
- fall in love be in love blow out a candle
get to know
- couple best friend mate classmate
- grandmother grandparents
granddaughter grandfather
- relative mate boyfriend girlfriend
- make friends with hang out with
go out with argue with

3. 3.1 Wpisz w luki brakujące wyrazy. ... Posłuchaj i sprawdź.

- Hi, I'm Mikka, and this is the special occasion that my mother loves most. It's _____. She always gives us presents on that day.
- Last year, there were a lot of special _____ at my birthday party. It was the same day as my cousin's wedding, so there were 100 people at our combined party!
- I have a brother called Tariq. We are _____. We never _____ with each other!
- He likes to _____ on my birthday cake every year – but only one!
- I was a _____ at my cousin's _____ last month. I talked to a _____ with the same name as me at the wedding reception.

4. 3.2 Posłuchaj nagrania jeszcze raz. ... Odpowiedz na pytania (1–4).

- What does Mikki's mother do on her favourite day?

- How many people went to Mikki's birthday last year?

- Who is Tariq?

- What does Tariq like to do each year?



Lesson 2

Grammar

1. Wybierz właściwe wyrazy.

Example: Let's make a birthday cake.
Do we have all the ingredients for one?

1. She was a / the guest at the birthday party.
2. They visited a / the Sahara Desert in the holidays.
3. I'd like to get a / an awesome chocolate egg at Easter.
4. A band plays in the park every Saturday.
A / The band is called *The All Stars*.
5. Don't sit for long in a / the sun!
It's too hot today.



Grammar tip

Zdarza się, że w wypowiedzi używamy wyrażenia składającego się z przymiotnika z rzeczownikiem. W takich sytuacjach to pierwsza litera przymiotnika decyduje o tym, czy zastosujemy *a* czy *an*, np.:
I love Superhero 3. It's a great film.
This is Jack. He's an excellent cook.

2. Uzupełnij luki wyrazami *a* lub *an* oraz przymiotnika z ramki.

amazing awful indoor special
very wedding

Example: I bought this dress for a special occasion.

1. It was _____ wedding.
The couple looked so happy.
2. We can't have _____ celebration. We really need to be outside.
3. We're watching a TV programme about _____ famous festival in Gdynia.
4. What _____ party!
There's no food, no music and not many guests!
5. I've just received _____ invitation from my cousin and her boyfriend.

3. 3.3 Wybierz właściwe wyrazy. Postłuchaj i sprawdź.

There's 1. a / the really crazy event every year in 2. - / the United Kingdom. I've just read an article about it.

Oh yeah? What's 3. a / the event all about?

Well, 4. - / a people stand at the top of 5. a / an hill and roll 6. a / an enormous piece of cheese down it. They have to then run down 7. a / the hill and try to catch up with it!

It sounds dangerous! Which town is it held in?

It's near 8. - / the Gloucester in England.

4. Uzupełnij luki (1–8), wstawiając *a*, *an* lub *the* albo tak zwany *zero article* (-).

Songkran is a three-day festival to celebrate New Year held in 1. _____ Thailand.

Young people pour 2. _____ water into 3. _____ hands of older relatives. Outdoors, 4. _____ parties take place in the streets and people throw water over each other. Luckily, the Thai New Year is in 5. _____ April, which is 6. _____ extremely hot month! It's a great way to cool down in 7. _____ sun.



5. Przetłumacz na język angielski fragmenty zdań z nawiasów.

Example: We have (nowy kolega z klasy) a new classmate this year. I'm making friends with him.

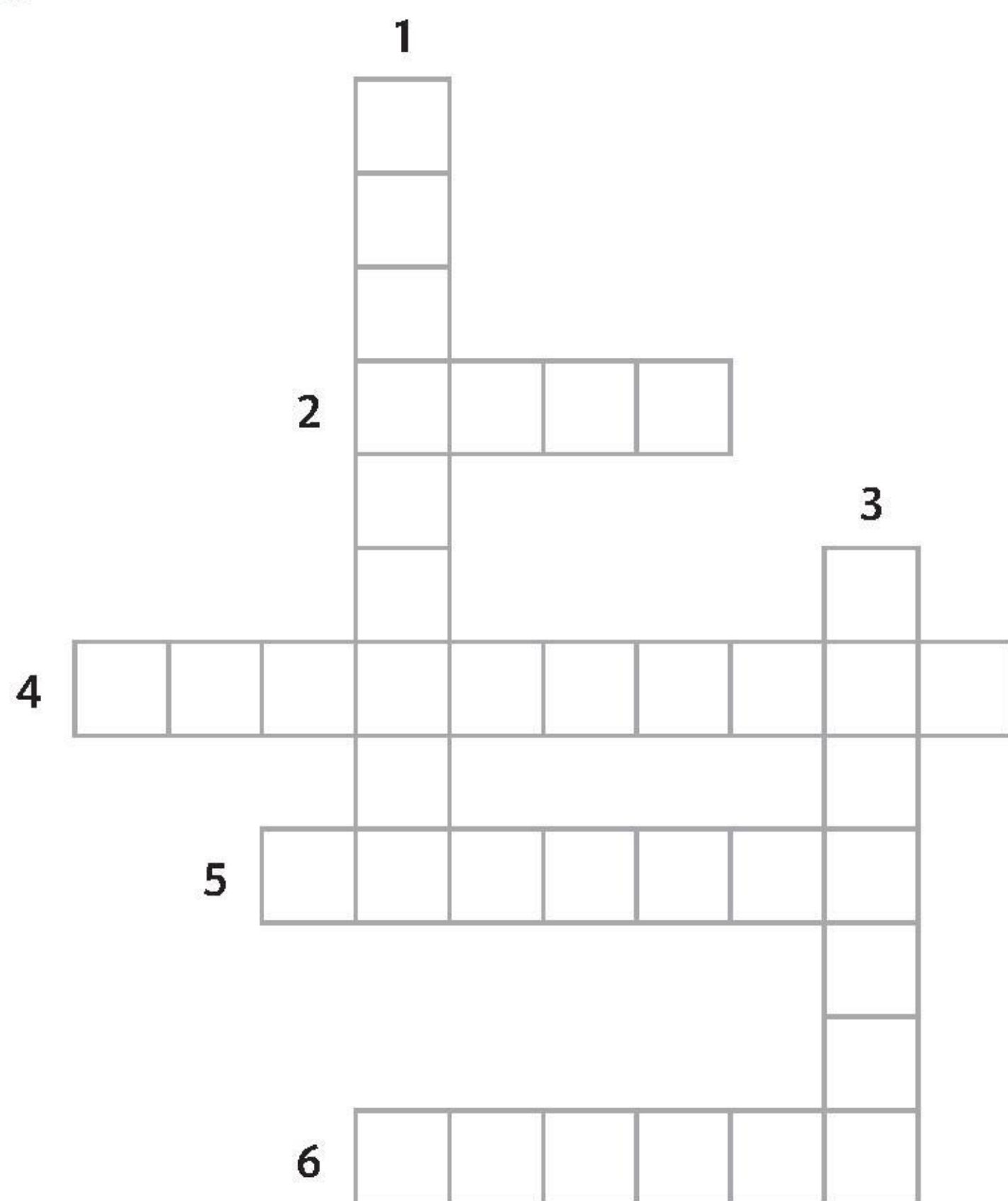
1. My parents gave me (interesującą książkę) _____ for my birthday.
2. (Czy ludzie organizują imprezy) _____ on New Year's Eve in your country?
3. What's the most important festival (w Wielkiej Brytanii) _____ ?



Lesson 3

Reading

1. Rozwiąż krzyżówkę.



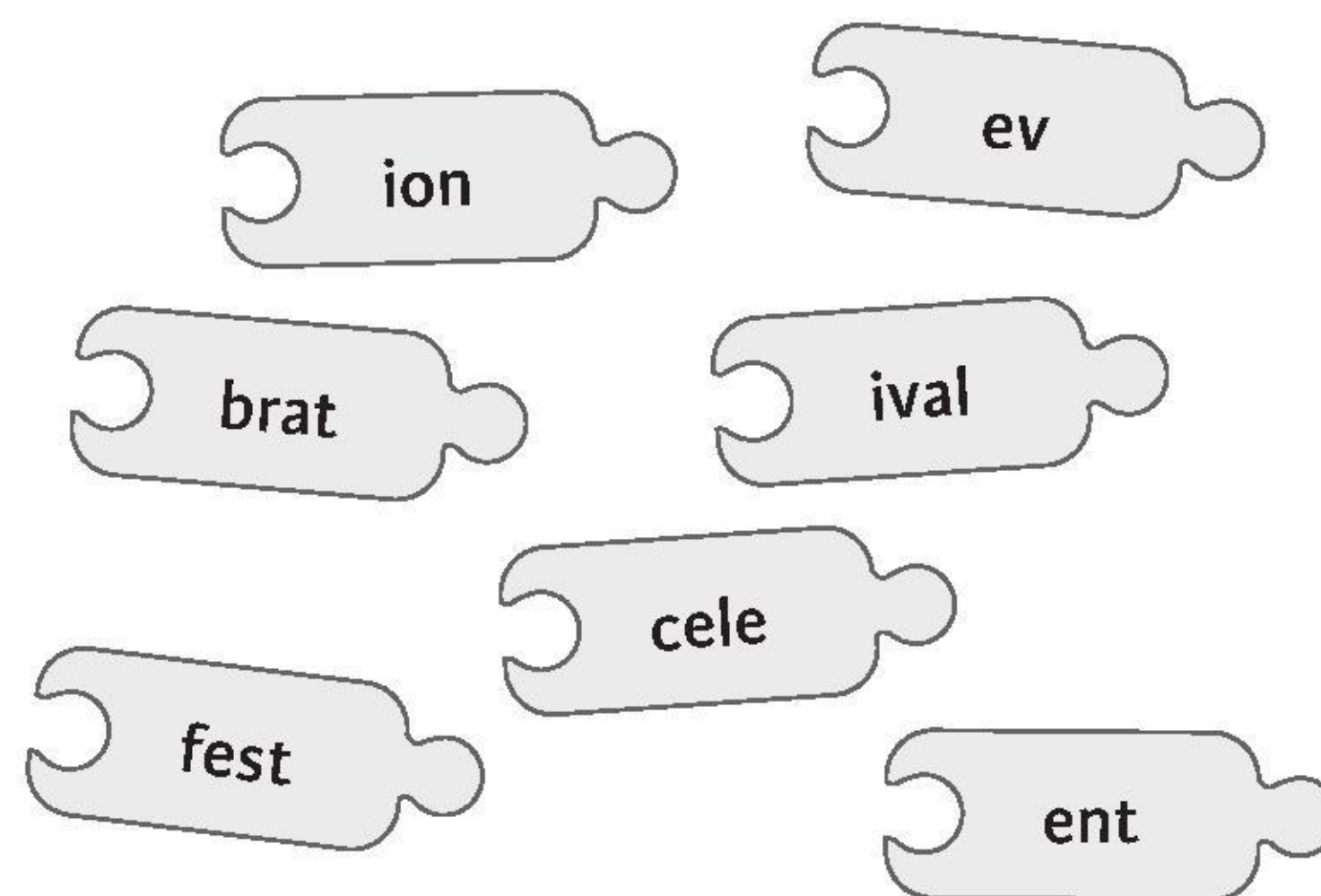
Across →

2. You get one of these on your birthday.
4. You put one, for example, on a Christmas tree.
5. Another word for 2 across.
6. Go to London, and you might see a ... outside a palace.

Down ↓

1. This person lives in the same building as me. She is my ...
3. You wear one for a Halloween party.

2. Połącz części wyrazów, żeby otrzymać trzy słowa.



3. Uzupełnij tekst słowami z ramki.

celebrate decorate dress up
welcome get together

Halloween

We 1. _____ Halloween on October 31st. I 2. _____ in a spooky costume. This year I have a *Crazy Pumpkin* one. I like to 3. _____ my house with things like pumpkins and pictures of bats. In the evening I 4. _____ with my friends, and we go 'trick-or-treating'. My neighbours usually 5. _____ us with sweets.

4. Przeczytaj tekst i znajdź słowa, które znaczą:

...

1. another name for Guy Fawkes Night:

2. the date of the celebration:

3. the name of large dolls:

4. the name of a traditional type of food:

5. Przeczytaj tekst w ćwiczeniu 4 jeszcze raz.

...

Zaznacz, czy zdania (1–4) są prawdziwe (T) czy fałszywe (F).

- | | |
|--|-------|
| 1. Alice is doing a school project about Guy Fawkes. | T / F |
| 2. The story about Guy Fawkes is true. | T / F |
| 3. People watch fireworks on the 5th November. | T / F |
| 4. Alice loves eating apple pie on November 5th. | T / F |

Dear Agata,

How are you? Thank you for your letter. So, you want to know something about Guy Fawkes Night for your school project? Actually, today, November 5th, is Guy Fawkes Night. In England we celebrate it every year. It is also called Bonfire Night.

The 5th November is now a national day of giving thanks in Great Britain. Guy Fawkes and his friends were real people. You can find out more about them online.

In the evening we have fireworks and bonfires (this is the name of the large fires that we light for fun). Children often make 'guys'. These are like large dolls. Children show their guy to their neighbours and ask them for money. They say, a penny for the guy. Later the children put the 'guy' on the bonfire. Of course, there is also lots of delicious food to eat while we are watching the fireworks. My favourite are toffee apples – these are apples covered in a sweet, sticky sugar mixture. They're so tasty!

What about you, Agata? Which Polish celebration is your favourite? Write and tell me about it.

Best wishes,

Alice



6. Odpowiedz na pytanie: Which celebration in Poland is your favourite?

...

My favourite celebration in Poland is

_____ because

On this day we _____ and we eat



Lesson 4

Grammar

Nagranie 3.4
docwiczenia.pl
Kod: U67CEZ



1. Uzupełnij luki w zdaniach wyrazami z ramki.

buy decorate post take turn

Example: Please decorate the room for the party.

- _____ the music down!
- Maria, _____ the invitations for me, please.
- Jakub, _____ a present for the neighbour while you're out.
- Please _____ a photo of us.

2. Ułóż wyrazy w odpowiedniej kolejności, tak aby otrzymać logiczne zdania.



Example: take / don't / photographs
Don't take photographs!

- fireworks / throw / don't

- too / don't / to fireworks / stand / close

- adult / you / an / with / have

- box / in / keep / closed / fireworks / a

- indoors / you / pets / keep / make sure

3. Uzupełnij zwroty wyrazami z ramki.

care enjoy fun good
safe soon well

- _____ Enjoy the party.
- Take _____!
- Have _____ at the parade.
- Have a _____ journey.
- Get well _____!
- Have a _____ day!
- Sleep _____!

4. Połącz odpowiedzi (A–G) ze zwrotami z zadania 3 (1–7). Posłuchaj i sprawdź.

- | | |
|---|----------|
| A. Thanks, same to you. | _____ |
| B. Thanks. I must remember to take the gift I bought. | <u>1</u> |
| C. Will do. Bye! | _____ |
| D. Thanks, I will. My costume's all ready. | _____ |
| E. You too. Good night! | _____ |
| F. Thank you. I'm feeling a lot better already. | _____ |
| G. Thanks. We're really excited about going on holiday. | _____ |

5. Uzupełnij zdania wyrazami z nawiasów w odpowiedniej formie.

Example: (Turn / television / off)! Turn the television off! I can't hear the radio!

- (please / blow / candle) _____
out when you leave the room.
- (no / eat) _____ too much
cake. You'll be ill!
- (have / amazing / time) _____
at the festival!
- (no / light / firework) _____
indoors.
- (no / put / lighted candle) _____
near pets or small children.



Lesson 5

Vocabulary and Grammar

1. Uzupełnij luki wyrazami z ramki, tak aby otrzymać zwroty.

with common law of with

- brother-in- _____
- get on well _____
- keep in touch _____
- have a lot in _____
- take care _____

2. Dopasuj fragmenty tak, aby powstały zdania.

- Gina gets on well _____
- Louisa takes care _____
- My mum and dad have _____
- Aunt Patricia keeps in _____

- A. a lot in common.
B. touch with her son by telephone.
C. with her cousins in Italy.
D. of her little brother after school.

3. Wpisz w luki wyrazy z ramki. Wyrazów jest więcej niż zdań.

niece husband wife nephew

- She has a _____. His name is Harry.
- John is married. He has a beautiful _____.
- My _____ lives in Australia. His name is Alan.

4. Uzupełnij zdania, stosując zaimki zwrotne z ramki.

ourselves himself yourself themselves

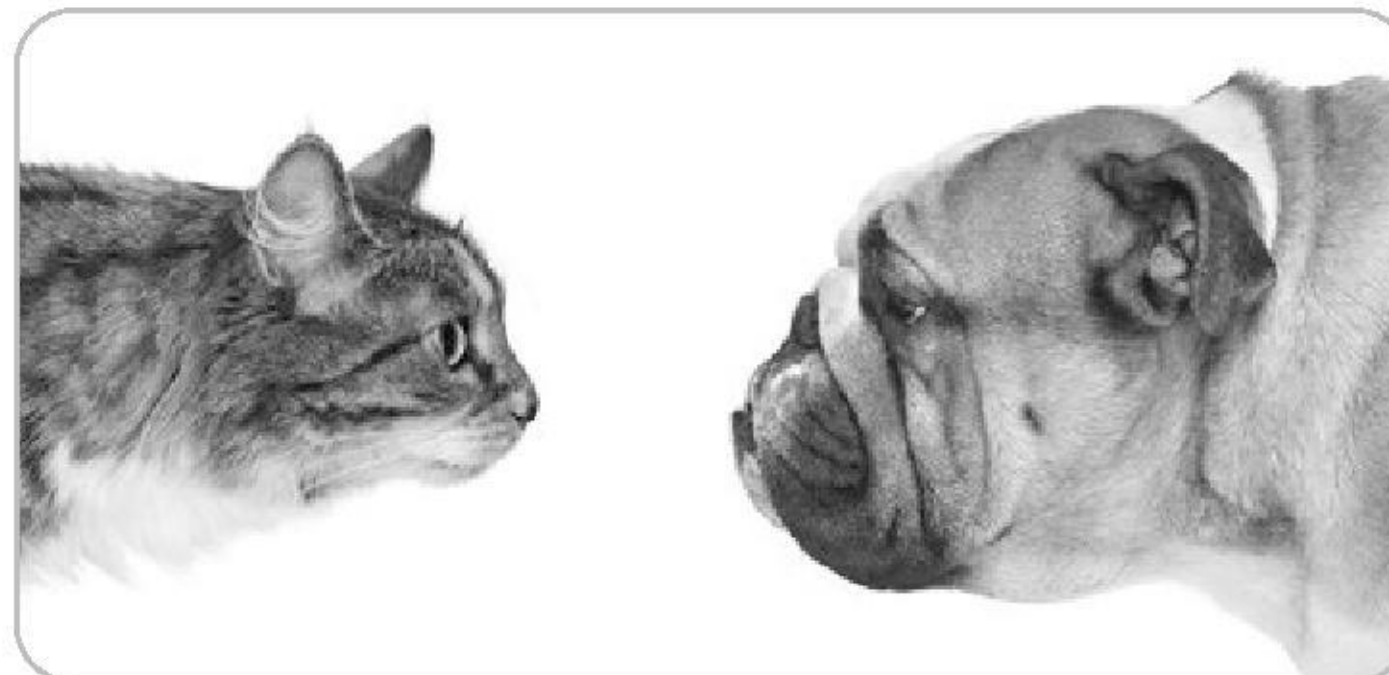
- Are you enjoying _____ at the party, Freya?
- My baby brother can see _____ in the mirror.
- We are teaching _____ Spanish.
- Polly and Bart are now old enough to take care of _____.

5. Wpisz w tekst wyrazy z ramki. Które zdjęcie jest opisane w tekście?

another each one other

This is a photograph of my cat and dog. Kitty and Buddy don't get on well with each 1. _____. In fact, they hate 2. _____ another. They make 3. _____ other angry every day. Why can't they like one 4. _____?

(A)



(B)



6. Z podanych wyrazów wybierz właściwe.

- Mum and Dad are buying **themselves / each other** a greenhouse for their garden. They both love gardening.
- Mum and Dad always buy **themselves / each other** a small gift at Christmas, but Mum is never happy with hers.

Video lesson 6

Listening and Speaking

Happy Saint Patrick's Day!

Before watching

1. Rozwiąż quiz 'How much do you know about Ireland?'

Quiz

How much do you know about Ireland?

- What is the capital city of Ireland?

- What languages do people speak in Ireland?

- What are the colours of the Irish flag?

2. Podpisz rysunki (1–3) wyrazami z ramki.

leprechaun harp shamrock



1. _____ 2. _____ 3. _____

While watching

3. Obejrzyj nagranie. Odpowiedz na pytanie:

Which two Irish symbols in Activity 2 do Sophie and Tina talk about?

- _____
- _____

4. Obejrzyj nagranie jeszcze raz. Uzupełnij luki (1–7) w tekście.

Saint Patrick's is a special day in Ireland. We celebrate it on the 1. _____ March. It is celebrated in Ireland, the USA, 2. _____ and the UK. The colour 3. _____ is for Ireland, but so are the shamrock and leprechaun. There's a lot of fun for younger children at school on this day. Children often take green 4. _____ to play with, but children who don't wear green clothes might get a nasty surprise – a pinch! Ouch! Children also look for gold-coloured 5. _____ during a scavenger hunt. They also learn about different colours by doing a scientific experiment. They need 6. _____, water and some plates. During the experiment, they make a 7. _____.

After watching

5. Wpisz w dialogi (A–C) zwroty z ramek.

A.

I'm afraid next time you like to

Would 1. _____ go to the Saint Patrick's Day parade with me?

What time does it start?

It starts at 3 pm.

2. _____ I can't. I have other plans. Maybe 3. _____.





B.

be lovely fancy going That sounds

Do you 4. _____ to the Saint Patrick's Day party? There is going to be a scavenger hunt.

Yes, that would 5. _____. Thanks.

Don't forget to wear something green. The person with the best costume wins a prize.

6. _____ great!

C.

you want Would you I'd love

Do 7. _____ to do a scientific experiment with me?

Yes, 8. _____ to. What do I need to do?

First, put the sweets on the plate. That's right. 9. _____ like to add the water or do you want me to do it?

I'd like to do it, thanks.

6. 3.5 **Posłuchaj nagrania. Następnie wypisz daty i godziny.**

1. 21st of October
2. _____
3. _____
4. _____
5. _____
6. _____



7. **Zapisz życzenia, które Meg powinna złożyć w każdej z opisanych sytuacji (1-7).**



This is Meg. She is visiting her Irish friend, Molly, in Dublin. It's a very busy time for Molly and her family. There are a lot of celebrations taking place; there are also some less happy things to deal with! How does Meg respond to the situations in 1-7?

1. Meg arrives in Dublin on 17th March.

Example: Happy Saint Patrick's Day!

2. Molly's grandmother feels ill on Tuesday.

3. Molly has a maths test on Wednesday.

4. Molly's parents celebrate 25 years together on Thursday. _____

5. Molly celebrates her birthday on Friday. _____

6. Molly's brother gets married on Saturday. _____

7. It's Easter Sunday. _____

Lesson 7

Writing

1. Wypisz nazwy wydarzeń, na które często wysyłamy zaproszenia.

wedding,

2. Połącz zwroty i ich tłumaczenia na język angielski.

1. Droga Jayne!
2. Mam nadzieję, że niedługo się zobaczymy.
3. Daj znać, czy możesz przyjechać.
4. Chciałabym Cię zaprosić na swoje urodziny.
5. Przyjdź i świętuj najlepsze wydarzeniu w mieście.
6. Proszę włożyć oryginalne stroje.

- A. Please let me know if you can come.
- B. I hope to see you soon.
- C. Dear Jayne,
- D. Please wear fancy clothes.
- E. I would like to invite you to my birthday party.
- F. Come and enjoy the best event in town.

3. Zaplanuj bal przebierańców. W tabelce poniżej zanotuj kiedy i gdzie odbędzie się Twoje przyjęcie.

Event	<i>Fancy dress party</i>
When (day, time)	
Where	
Who	
Attractions	

4. Uzupełnij zaproszenie. Wykorzystaj zwroty i informacje z ćwiczeń 2 i 3.

FANCY 1. _____

Come and join our 2. _____.
 _____ The party will take place
 on 3. _____.
 We're meeting at 4. _____.
 _____. It will start
 5. _____.

There will be a clown, a juggler and
 much, much more!

There will be lots of fantastic food,
 great fun and a lot of laughter.

Please come dressed as your favourite
 character.

Let me know if you can 6. _____.
 _____. Hope
 to 7. _____.



Lesson 8

Review

Vocabulary

1. Znajdź 10 rzeczowników związanych ze świętowaniem. Wyrazy zapisane są pionowo i poziomo.

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

___ / 10 pkt.

2. Uzupełnij zdania wybranymi rzeczownikami z ćwiczenia 2.

- Thanks for your _____ to the party. I'm sure I'll come.
- All the children in my class received a small _____ on Children's Day.
- We are throwing a big party to celebrate this _____.
- My grandparents love having a _____ stay at their house. They are such a friendly, sociable couple.

___ / 4 pkt.

3. Wpisz w luki właściwe wyrazy. Wykorzystaj podane litery.

- Tom is really sad. His parents are getting d_____ after 15 years of marriage.
- Jack asked Lucy out last week, and they had their first d_____ at the cinema yesterday.
- They are twins but they don't have a lot in c_____. They actually look different.

- I fell in love with you the minute I saw you. It was love at first s_____.
- My family always get t_____ for Christmas, Easter and other important times of the year.

___ / 5 pkt.

Grammar

4. Uzupełnij luki (1–8), wstawiając *a, an, the* lub *-*.

St Dominic's Fair is 1. _____ famous festival held in Gdansk. 2. _____ festival is always held in 3. _____ summer and it lasts three weeks. It is 4. _____ important event for the city. A lot of tourists visit 5. _____ festival. They can buy 6. _____ souvenirs, listen to 7. _____ live music, and take part in 8. _____ special race.

___ / 8 pkt.

5. Przetłumacz na język angielski fragmenty zdań z nawiasów.

- (*Bądź ostrożny*) _____ with that bag. It's very heavy.
- (*Proszę, opiekuj się*) _____ of your younger sister.
- (*Nie zapomnij*) _____ to switch off the light!
- (*Nie rozmawiaj*) _____. Remember that you are in a library.
- (*Zamknij drzwi*) _____. It's so cold outside.

___ / 5 pkt.

6. Wstaw w luki wyrazy z ramki.

himself myself yourself
ourselves yourselves

- Be careful children. You might hurt _____ if you play with scissors.
- I can see _____ in that mirror. I think I look good today.
- He lives alone, so he sometimes talks to _____.
- Maggie, did you enjoy _____ when you were on holiday?
- Don't worry about us. We can look after _____.

___ / 5 pkt.



Lesson 9

Test

Nagranie 3.6
docwiczenia.pl
Kod: U6YVUX



Zadanie 1.

E Przeczytaj teksty (A–B). W zadaniach (1.1.–1.4.) z podanych odpowiedzi wybierz właściwą literę A, B albo C.

My best friend

Text A

Lucy is my neighbour, but she is also my best friend. We go to the same school, but she is in a different class because she is thirteen and I'm still twelve. My parents say we look like sisters, but I don't think so. She is tall and slim, but I'm not. She is more like her own sister. Whenever me and my twin brother go to visit our grandpa for the weekend, Lucy always takes care of my guinea pigs. It's quite funny, but we celebrate our birthday on the same day – it's the 1st of January! We always spend New Year's Eve together, but the next day we throw another big party. I don't want to lose touch with my bestie, even if she moves to another city.

Anna



Text B

Bob is fantastic! We sit at the same desk at school. I'm really bad at languages, so he often helps me with my English and German. Our parents always meet up with each other for special occasions such as Christmas or Easter, so we spend a lot of time together. I don't like visiting Bob in his house, though. I have to say that Bob's brother sometimes gets on my nerves. Bob shares a room with his brother, so I think I'm lucky because I'm an only child! I love hanging out with Bob – he's got lots of crazy ideas, so we always have a lot of fun. We never argue because we have a lot in common. There is never a reason to argue with a friend like Bob.

Mike



- 1.1. Lucy takes care of Anna's _____ when she isn't at home.
A. neighbours B. sister
C. pets
- 1.2. Bob and Mike are _____.
A. classmates B. neighbours
C. brothers
- 1.3. _____ is an only child.
A. Anna B. Mike
C. Bob
- 1.4. The girls celebrate their birthdays _____.
A. on the 1st of January
B. on the 31st of December
C. on New Year's Eve

Zadanie 2.

E **T** 3.6 Usłyszysz dwukrotnie nagranie dotyczące przyjęcia. Na podstawie informacji z nagrania uzupełnij luki (2.1.–2.4.) w poniższej notatce. Luki należy uzupełnić w języku angielskim.



Exam tip

Zanim posłuchasz nagrania, przeczytaj polecenie i zastanów się, jakich wyrazów może brakować. Czy brakuje rzeczownika, przymiotnika czy może czasownika? Wysłuchaj nagrania i uzupełnij luki. Następnie przeczytaj całą notatkę i zobacz czy cały tekst ma sens.

Party

- meet Fiona and Diana at 5.30 to
2.1. _____ the house
- bring some 2.2. _____
- call my 2.3. _____
about a gift
- twenty 2.4. _____
have got invitations

Zadanie 3.

E Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

3.1. In my free time, I often (*slucham muzyki*)

or play video games.

3.2. It's (*polska tradycja*) _____
_____ to eat carp on Christmas Eve.

3.3. Please (*nie otwieraj*) _____
this door – my parents don't want us to use
this room.

3.4. (Bądźcie cicho) _____
_____, kids. You're making
too much noise.

Zadanie 4.

E Uzupełnij dialogi. Wpisz w każdą lukę (4.1.–4.3) brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. Luki należy uzupełnić w języku angielskim. Skorzystaj z ramki *Functional language* w podręczniku.

4.1.

Do you want to go to the rock concert with me, Brian?

Yes, I _____ to.
Thanks!

4.2.

_____ like to
spend Christmas Day somewhere hot?

Yes, I _____ to.
Thanks!

4.3.

_____ like to
spend Christmas Day somewhere hot?

I'd rather not

4.4.

It's your birthday today! _____
_____ birthday!

Thank you, Mum.

Zadanie 5.

E Organizujesz przyjęcie niespodziankę dla taty. Napisz zaproszenie do cioci Suzy, w którym:

- podasz miejsce i czas przyjęcia,
- poinformujesz o dwóch atrakcjach przygotowanych dla gości,
- poprosisz o elegancki strój.

**Napisz swoją wypowiedź w języku angielskim.
Twoje zaproszenie powinno liczyć 50–120 słów.**

INVITATION

Dear Aunt Suzy,

I would like to invite you to _____



Stay healthy

Lesson 1

Vocabulary and Listening

Nagranie 4.1
docwiczenia.pl
Kod: U6H4VL



1. Uzupełnij brakujące litery.

Example: have a c o l d

- | | |
|------------------|---------------------------|
| 1. _____ gh | 6. t _____ t |
| 2. f _____ tired | 7. _____ ak your leg |
| 3. stomach | 8. have _____ c _____ pox |
| 4. dis _____ | 9. h _____ ache |
| 5. pa _____ | 10. r _____ nose |

2. Połącz w pary zdania (1-5) i (A-E).

- | | |
|---|-------|
| 1. I have toothache. | _____ |
| 2. I have a sore throat, runny nose and cough. | _____ |
| 3. I feel hot. I think I have a temperature, and I've got a headache. | _____ |
| 4. I think I have a cold, but I have also got some spots. | _____ |
| 5. I feel ill. Can I still go to school? | _____ |
- A. It sounds like a fever. It's probably flu.
B. Oh, I think you may have measles.
C. Visit a dentist then!
D. They are the symptoms of a cold. Stay at home today.
E. No, stay in bed this morning.

3. Przyporządkuj zdania (1-4) do zdjęć (A-D).



- Mum is giving Matt some cough syrup because she has a sore throat. _____
- Ania has a broken ankle and is resting in bed. _____
- Claire is buying some medicine in the pharmacy. _____
- Jamie has a problem with his wrist. _____

4. Wstaw zdania A-C w odpowiednie miejsca w tekście.

- A. I don't feel hungry. I've got stomach ache and a sore throat. It's painful to swallow.
B. I think I should stay at home today.
C. I am. I have a runny nose and I feel tired.

- Are you eating your breakfast, Dad? _____
- Yes, you look ill. _____
- I'm glad that you don't have a cough or a virus like measles. _____

5. 4.1 Dopasuj problemy (1-3) do rad (A-C).

Problem

- _____ your ankle hurts, but you don't think it's broken
- _____ you have no cough syrup
- _____ an injury to your finger

Advice

- A. put a bandage on the finger
B. sit down and rest
C. go to the pharmacy



Lesson 2

Grammar

1. Uzupełnij zdania czasownikami z nawiasów w odpowiedniej formie. Użyj zerowego okresu warunkowego.

Example: *What can you do if you have (have) toothache?*

- Take some medicine if it _____ (be) painful.
- Eat soft foods if your normal diet _____ (hurt) your tooth.
- Don't eat things if they _____ (be) very hot or very cold.
- Visit the dentist if the pain _____ (last) more than two days.

2. Ułóż wyrazy w odpowiedniej kolejności.

Pamiętaj o przecinkach.

- you can / If / put / it feels / something cool / hot, / on it.

- share / you have / things / a cold, / don't / If / with others.

- a / You can / people / if / learn how / you do / first aid course. / to help

3. 4.2 Uzupełnij luki (1–5) wyrazami z ramki. Posłuchaj i sprawdź.

be not be call **break** put not put

- A: What should we do if someone breaks their arm?
B: Good question! If it's an emergency, for example, if the person isn't breathing or moving, you should 1. _____ the emergency number.
A: How can we help if it 2. _____ an emergency?
B: Well, if there's also a cut, 3. _____ a clean bandage on it.
A: And should we use ice if the person 4. _____ in a lot of pain?
B: Yes. You can use ice as long as you 5. _____ it in direct contact with the skin.

4. Wybierz poprawne opcje: A lub B.



I work in a pharmacy. When patients

1. _____ with health problems, I always ask questions to find out more about what's wrong. If their condition 2. _____ serious, I 3. _____ them some advice and medicine. But if it is serious, I 4. _____ them to a doctor or to a hospital. I usually work 8 hours a day, but if 5. _____ very busy, then I sometimes work 12 hours a day. And what 6. _____ if I feel tired? Well, the other people I work with are there to help me.

- | | |
|------------------|----------------|
| 1. A. are coming | B. come |
| 2. A. aren't | B. isn't |
| 3. A. am giving | B. give |
| 4. A. send | B. are sending |
| 5. A. it's | B. it was |
| 6. A. happens | B. happen |

5. Przetłumacz na język angielski fragmenty zdań z nawiasów. Ikona exam

Example: *If (to nagły wypadek) it's an emergency, I call an ambulance.*

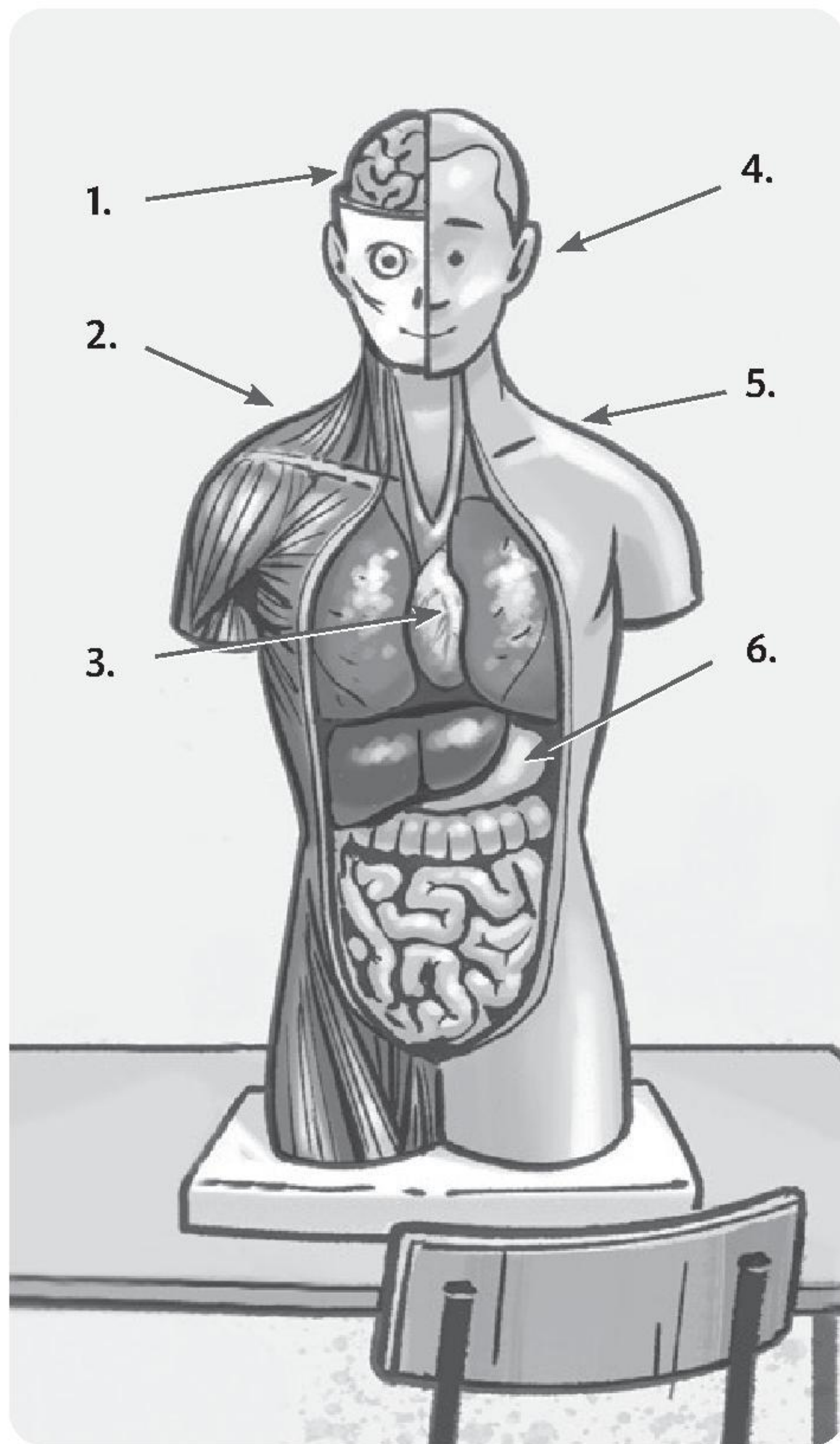
- If you are hungry, (zjedz kanapkę) _____.
- (Nie potrzebujesz) _____ put on a bandage if there's no blood.
- If someone (złamie kostkę) _____, what should I do?
- See a doctor (jeśli się mocno skaleczyłeś) _____.



Lesson 3

Reading

1. Podpisz części ciała wskazane na rysunku.
...



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



Reading tip

Uzupełnianie luk w tekście

Krok 1: Przeczytaj tekst i brakujące zdania.

Krok 2: Sprawdź dokładnie tekst przed każdą luką i po niej. Następnie wstaw zdania.

Krok 3: Ponownie przeczytaj wszystko i sprawdź swoje odpowiedzi.

2. Uzupełnij teksty A i B brakującymi wyrazami.
... Wybierz A, B lub C.

Text A

Hi Lottie,

I can't see you tonight. My 1. ____ feels terrible. I had too much ice cream at the party!

My brother, however, has a pain in the 2. ____ in his legs today. He was dancing all last night.

Hope to see you tomorrow.
Milo

1. A. toothache B. blood C. stomach
2. A. stomach B. pain C. muscles

Text B

It is the perfect gift for Mother's day! Your mum will look young and beautiful if she uses this on her 3. ____ twice a day. Contains only natural ingredients!

3. A. skin B. muscles C. heart

3. Rozwiąż zagadkę.
...

Zagadka / Riddle

Most animals have two of them. Hippos, for example, always keep theirs above water when they are in a lake or a river. Fish and snakes don't have any, however. You probably put your hands over yours if your friends are singing badly. What are they?

4. Przeczytaj teksty (1–3). Przyporządkuj pytania A–C do tekstów.

-
- A. ☐ Which hobbies are good for the brain?
- B. ☐ Why is the food we eat important for the brain?
- C. ☐ Why do we need to keep fit?

ASK THE DOCTOR

Today's topic is the brain. Here are a doctor's answers to your questions about how to look after it.

- ① Eating a lot of sugar is not a smart choice because it slows down your thinking. Healthy food like fish and green vegetables actually makes us remember things better. Fruit is also good brain food, especially plums and blueberries. Eggs for breakfast before a busy day at school can improve our learning.



- ② From your head down to your toes, sport is good for your body. This includes your brain. For example, doing your homework after playing football or swimming can actually make you learn faster. We sleep better and feel happier after daily exercise, so let's do more of it.

- ③ Reading helps you learn new words, while learning to play a musical instrument helps you remember things. Alternatively, try spending more time doing crosswords, puzzles and playing board games. These free-time activities are a good way to keep our brains busy in a fun and interesting way.

5. Przeczytaj tekst jeszcze raz. Co, zdaniem autora, wspomaga pracę naszego mózgu? Skorzystaj z informacji w ćwiczeniu 4.

1. ☐ Eating fruit and vegetables
2. ☐ Eating sugar for breakfast
3. ☐ Getting some exercise once a month
4. ☐ Doing your homework after exercising
5. ☐ Doing crosswords
6. ☐ Playing computer game



Reading tip

Czytanie przez 15 minut dziennie świetnie ćwiczy mózg!

6. Uzupełnij odpowiedzi na pytania (1–3) tak, żeby były prawdziwe dla Ciebie.

How do you look after your brain?

1. What food do you eat?

I often eat _____

2. What hobbies do you do?

I usually _____

3. How do you keep fit?

I _____
 _____ to keep fit.

Lesson 4

Grammar



1. W podanych zdaniach (1–5) podkreśl przymiotniki w stopniu wyższym i najwyższym. Zapisz odpowiadający każdemu z nich przymiotnik w stopniu równym.

Example: This is the most beautiful island on this continent. beautiful

- The most sensitive parts of your body are the ends of your fingers.

- Your left lung is bigger than your right lung.

- The smallest bone in your body is in your ear. _____
- When you get older, your brain finds it more difficult to remember things.
_____, _____
- The heart is the body's largest organ.

2. Uzupełnij tabelę.

Adjective	Comparative form	Superlative form
thin	<i>thinner</i>	<i>(the) thinnest</i>
active		
big		
fast		
long		
sensitive		
strong		

3. Wstaw w luki przymiotniki z ćwiczenia 2. w stopniu wyższym lub najwyższym.

Example: When people get older, their skin gets thinner.

- What is _____ river in Europe?
- If you want better grades, you need to be _____ in lessons.
- He likes taking part in marathons. He is one of _____ runners I know.
- Which city is _____: Warsaw or Gdańsk?
- I am _____ to bad tastes than I am to bad smells.

4. 4.3 Wpisz w luki przymiotniki w stopniu wyższym lub najwyższym. Posłuchaj i sprawdź.

- A: Which is the best (good) hospital in the city?
B: It's Field Hospital.
A: That's not very close, is it?
Is it 1. _____ (far) than Central Hospital?
B: I'm afraid so.
- A: Are you feeling 2. _____ (good) than yesterday?
B: No. In fact, I think I feel
3. _____ (bad) than yesterday.
A: Oh dear!

5. Uzupełnij luki, przekształcając wyrazy z nawiasów w przysłówki.

My cousin drives really well (good). Actually, he's an ambulance driver. When he's in an ambulance, he sometimes has to drive very 1. _____ (fast), but he always drives 2. _____ (careful), of course. 3. _____ (lucky), other drivers usually stop to let him pass. I think my cousin does a 4. _____ (real) important job. He works very 5. _____ (hard) because he loves his job!

6. Wybierz właściwe wyrazy.

Don't worry. The hospital isn't 1. **enough / too** far.

The patient is 2. **enough / too** hot! We need to cool him down.

Great! He's warm 3. **enough / too** now.

She's breathing 4. **enough / too** quickly. Let's take her to hospital!

7. Uzupełnij drugie zdanie tak, aby zachować sens zdania wyjściowego.

- No one is a worse driver than David. **WORST**
David is _____ I know.
- She feels better than yesterday. **WORSE**
Yesterday she _____ than today.
- We need to make this room warmer. **TOO**
This room is _____.



Lesson 5

Vocabulary and Grammar

1. Połącz wyrazy i zwroty z ramki A z ich tłumaczeniami w ramce B.

A.

operation
recover
fall ill
take some medicine

B.

zająć lekarstwo
wracać do zdrowia
zachorować
operacja

2. Wpisz w zdania brakujące wyrazy. Pierwsze i ostatnie litery zostały podane.

What's the matter?

- I can't play volleyball today. I have a **b**_____n arm.
- Oh! It's 38.5 degrees! You've got a **f**_____r.
- You need to go to hospital. You have a serious head **w**_____d.
- Ouch! It hurts when I use the keyboard. I think I've **s**_____d my wrist.
- I can't talk. I have a **t**_____t infection.

3. Uzupełnij luki (1–6) wyrazami z ramek.

able can might

Good morning, Dr Peterson's office.
How can I help?

Hello, I'd like an appointment to see
the doctor today. I have terrible backache.

The doctor isn't 1. _____ to see you today.
Tomorrow 2. _____ be possible, however.

Tomorrow is fine. What time?

The doctor 3. _____ see you at 9 am.

4. Uporządkuj czasowniki w tekście tak, aby powstał logiczny tekst.



100% Attendance

George never misses a day at school!
He is there every day, for every lesson!
The 14-year-old boy from York in England
doesn't 1. **might** _____ ill.
He never 2. **fall** _____ from
anything more than a cold and if he has a
cold, he always 3. **must** _____
better really quickly. What 4. **suffers**
_____ be the secret of his
good health? He says, 'I get enough sleep
and I like to ride my bike in the countryside.
You really 5. **gets** _____ try it!'

can may must

What's the matter, Mark? You look terrible.

I feel ill. I'm really hot and I've got
a headache.

Oh dear. I think you 4. _____ have flu.
Go home and rest.

But I really 5. _____ speak to Simon.

You 6. _____ send him a message when
you are feeling better.

Video lesson 6

Listening and Speaking

Kelly wants to become a doctor

Before watching

1. Dopasuj zwroty z ramki do zdjęć (A–D).

give prescriptions help mend broken bones
give injections to patients do operations

What does a doctor do?



A. _____



B. _____



C. _____



D. _____

While watching

2.  Obejrzyj nagranie wideo. Tina i Sophie rozmawiają o pracy lekarza. Wypisz zwroty z ćwiczenia 1., które usłyszysz.

- | | |
|--------------------------------|--------------------------|
| 1. give prescriptions | ☐ |
| 2. help mend broken bones | ☐ |
| 3. give injections to patients | ☐ |
| 4. do operations | ☐ |

3.  Obejrzyj nagranie wideo jeszcze raz. Określ, czy zdania są prawdziwe, czy fałszywe.

- | | |
|--|-------|
| 1. Kelly has to study for 5 years before she becomes a doctor. | T / F |
| 2. Doctors in Great Britain never work during the night. | T / F |
| 3. Kelly doesn't want to be a doctor in a hospital. | T / F |
| 4. Helping people is very important for Kelly. | T / F |
| 5. Kelly doesn't like the sight of blood. | T / F |





After watching

4. **4.4** Uzupełnij dialog brakującymi zdaniami (A–F). Posłuchaj i sprawdź.

- A. That doesn't sound good. What should I do?
- B. Hello, Doctor. I think I'm ill.
- C. Yes, I'll do that. Thank you, doctor. Goodbye!
- D. Thank you. Should I go to school?
- E. Really? No school! What else should I do?
- F. I have a headache and a sore throat.

Hello, Michael. How are you today?

1. _____

What are your symptoms?

2. _____

Let me see. I'd like you to open your mouth. I'm afraid you have a throat infection.

3. _____

You should take this medicine three times a day. Here's a prescription.

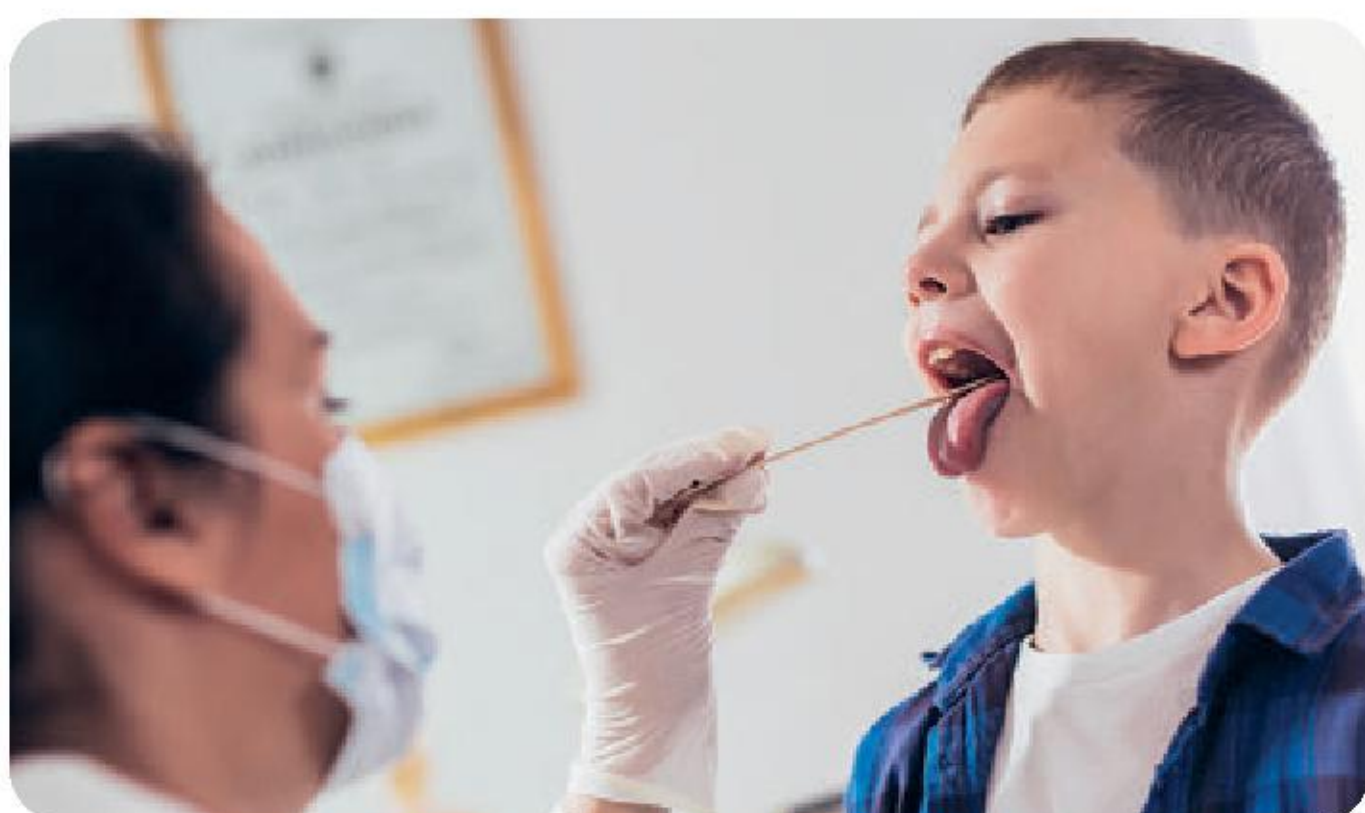
4. _____

It might be a good idea to stay at home for a few days.

5. _____

Why don't you drink plenty of tea with honey? It may help.

6. _____



5. **4.5** Posłuchaj pięciu osób. Uzupełnij wypowiedzi wyrazami z ramki. Dwa wyrazy zostały podane dodatkowo.

ambulance chemist's first-aid box GP
plaster tablet vaccine x-ray

Example: *John's ankle really hurts. It might be broken. The doctor says that he should go to the hospital. He needs to have an x-ray.*

1. Oh no! There's been an accident involving a car and a bus in front of the school. The bus driver is hurt. Call 999. He needs an _____ to take him to hospital.
2. Tom, your grandma has to take a vitamin supplement. Will you buy it for her? Here's some money. There is a _____ on Park Road. Can you go straight away?
3. Dad, Jack has a cut on his finger. There's a lot of blood. Can you bring some antiseptic liquid and a plaster? They are in the _____ in the bathroom.
4. – I hear that Simon has qualified as a doctor. Does he work in a hospital?
– No, he is a family doctor in a small town. He is a _____. He loves his job.
5. It will be autumn soon, Grandpa. You should phone your doctor and ask about getting the flu _____. It will protect you from getting ill.

6. **...** Napisz rady dla podanych problemów zdrowotnych. Wykorzystaj zwroty z *Functional language box* w podręczniku. Możesz też użyć wyrazów z ćwiczenia 5.

Example: *I have a headache. What should I do?*
Why don't you take a tablet?

1. I think I have a broken wrist. Can you give me some advice?

2. Ouch! I've cut my finger. What should I do?

3. I don't want to catch measles.



Vocabulary tip

Warto zapamiętać zwroty: *You should ...*
I think you should ... Why don't you ...?

Lesson 7

Writing

1. Uzupełnij e-mail wyrazami i zwrotami z ramki.

tell you about Hope to see care are you



Email

Hi Sam,
How 1. _____? I'd like to
2. _____ my tennis accident.
I feel terrible! I have a sharp pain in my right knee. I am taking painkillers every 4 hours and I have to stay in bed for a while. That means I cannot play in the match at the weekend. Maybe you want to play instead of me?
That's all for now. 3. _____ you soon.
Take 4. _____,
Ron

3. Uzupełnij e-mail od Jayne do Mary.
Wykorzystaj zdjęcie oraz zwroty i zdania z ćwiczenia 2.



Email

Hi Mary,
How _____?
I'd like to _____
I feel terrible! I have a sharp pain _____. The doctor said it is a sprain. I am taking _____
That's all for now.
_____ you soon!
Take _____,
Jayne

2. Połącz zdania z ich tłumaczeniami.

1. I'm writing to tell you about.

2. How are things?

3. That's all for now.

4. Say hello to your parents.

5. Write back soon.

6. How are you?

7. Hope to see you soon.

A. Jak się masz?

B. To wszystko na teraz.

C. Odpisz szybko.

D. Pozdrów rodziców.

E. Piszę, by Ci powiedzieć o...

F. Co u Ciebie?

G. Mam nadzieję, że się szybko zobaczymy.



Lesson 8

Review

Vocabulary

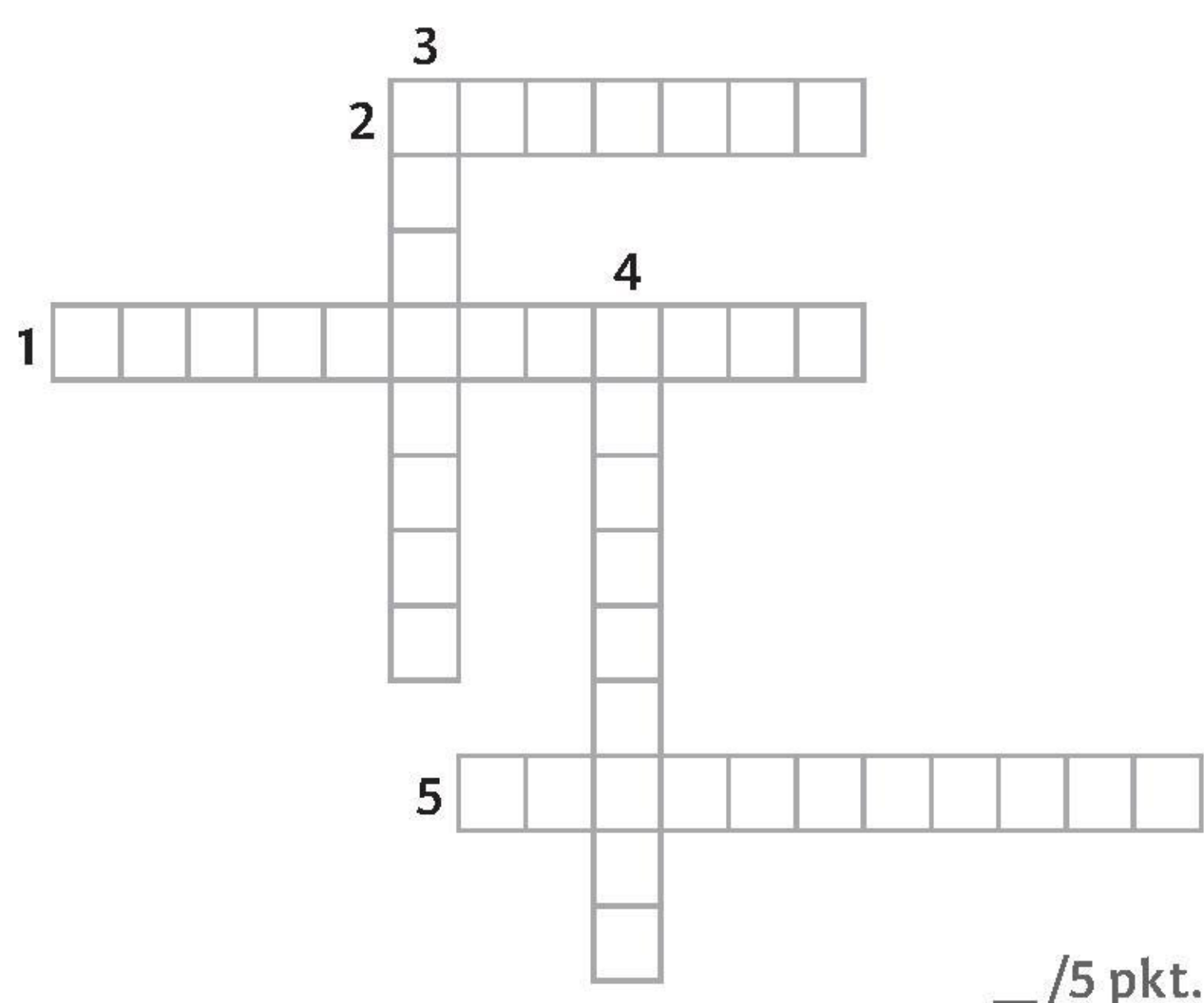
1. Rozwiąż krzyżówkę.

Across →

- The piece of paper you get from a doctor telling you what medicine you should take.
- A person that is treated by a doctor.
- Injecting something into the body to protect you from a disease.

Down ↓

- A place when you can buy medicine and other healthcare products.
- A pain in one of your teeth.



_ /5 pkt.

2. Uzupełnij zdania wyrazami z ramki.

Dwa wyrazy podano dodatkowo.

ambulance wound first-aid
painful accident X-ray GP

- Unfortunately, Peter was injured in a car _____ two weeks ago.
- You've had stomach ache for three days. You must see your _____ as soon as possible.
- Luckily, your head _____ isn't very serious. We just need to put a bandage on it.
- We are learning _____ at school. You never know, it might be helpful one day.
- My ankle is still too _____ for me to walk.

_ /5 pkt.

Grammar

3. Uzupełnij zdania czasownikami z nawiasów.

Użyj zerowego okresu warunkowego (zero conditional).

- If Susan _____ (get) wet, she _____ (be) always ill.
- Whenever my sister _____ (have) a runny nose, she _____ (not/like) using nose drops.
- If we _____ (go) on a school trip, we _____ (not / take) our mobile phones with us.
- If my internet _____ (stop) working, I always _____ (ask) my older brother for help.

_ /4 pkt.

4. Przetłumacz na język angielski fragmenty zdań z nawiasów.

- It is (najgorszy syrop) _____ I know.
- Can you (mówić cicho) _____? I have a really bad headache.
- I usually _____ (uczę się ciężko) before a maths test.
- My mum loves basketball, but she wasn't (wystarczająco wysoka) _____ to go professional.
- It's (zbyt gorąco) _____ in here. Can someone open a window?

_ /5 pkt.

5. Wybierz właściwą odpowiedź: A, B lub C.

My best friend is very talented. At the age of fourteen, she is already 1. _____ speak three languages and she 2. _____ also play the piano very well. She says that she 3. _____ practice for an hour every day! She thinks she 4. _____ be a professional pianist in the future. But in my opinion, she 5. _____ remember to have some time to rest. Working too much can be bad for your health.

- | | | |
|---------------|----------|---------------|
| 1. A. able to | B. can | C. may |
| 2. A. must | B. can't | C. can |
| 3. A. able | B. must | C. isn't able |
| 4. A. must | B. might | C. able to |
| 5. A. must | B. can | C. can't |

_ /5 pkt.



Zadanie 1.

E Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1.1.–1.4.) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

- A. Muscles also develop more when they get the right food.
- B. Scientists say that eight hours of sleep a night will help you work at your best.
- C. Some people say that the shortest muscle is in your ear, but the longest one is in your thigh.
- D. Muscles only work thanks to signals from the brain.
- E. It's a well-known fact that you are happier and stronger after physical exercise.

The Power of Your Muscles

We've each got almost 600 muscles. They cover our bones like a soft blanket. Some muscles are visible, while others help us to breathe, eat or pump blood to the heart.

1.1. _____. These might say things like move, stop, run, etc. In other words, the brain is like a computer for your muscles. It also controls your speech and tells you to change the shape of your mouth when you want to smile.

If you want to have a healthy body, you need to look after your brain. First of all, make sure that your body has lots of water. It helps

your brain to think and your muscles to work properly. 1.2. _____. Milk, red meat, fish or vegetables are full of protein. A healthy diet must include these products. What is more, if you do regular exercise, it makes the blood flow faster to the brain.

1.3. _____. However, always remember to keep a balance between being active and relaxing.

1.4. _____. It's important to think of your muscles and your brain as close friends. It's the best way to improve your sense of well-being.

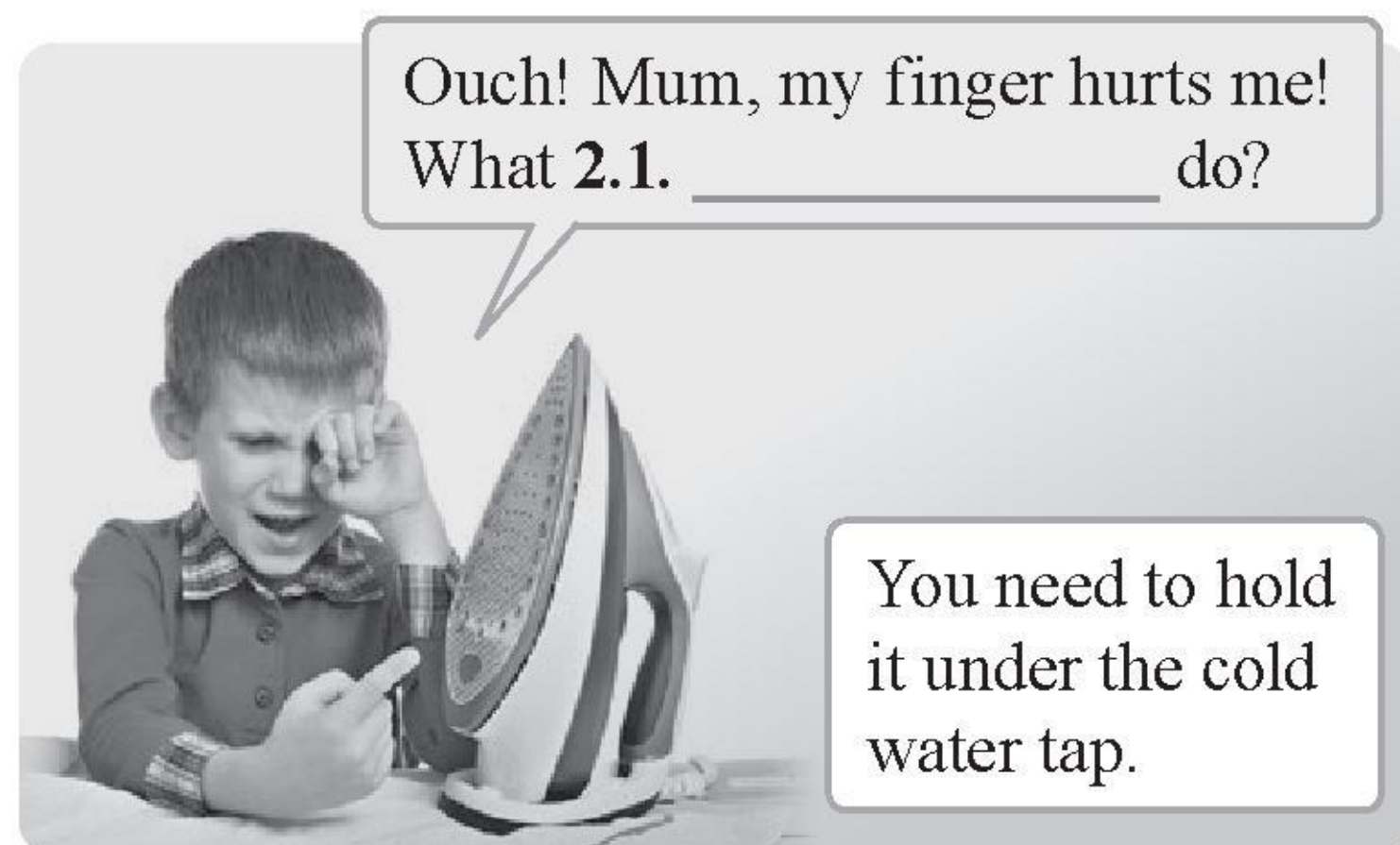
**Reading tip**

Czytanie tekstów, z których usunięto zdania wymaga dużej uważności i koncentracji. Zaczynij od lektury całego tekstu, nie zwracając uwagi na luki. Następnie zapoznaj się ze zdaniami, które znajdują się pod tekstem. Wróć ponownie do tekstu i skup się na zdaniu poprzedzającym lukę oraz następującym po luce. Przyjrzyj się charakterystycznym słowom stanowiącym nawiązanie do znanych informacji: it, they, also, too. Wstaw zdania w luki i przeczytaj tekst ponownie, sprawdzając czy wszystkie elementy pasują do tekstu pod względem logicznym i gramatycznym.



Zadanie 2.

- E** Uzupełnij dialogi (2.1–2.3) brakującymi wyrazami i zwrotami z ramki *Functional language box* z podręcznika.



Tip

Zadanie polegające na przekształceniu drugiego zdania w taki sposób, aby znaczyło to samo, co zdanie pierwsze to ćwiczenie. W tego typu zadaniu masz podane słowo, które musisz użyć w zdaniu. Nie zmieniaj formy podanego słowa i pamiętaj, aby sprawdzić, ile słów możesz wpisać w lukę. Słowo podane drukowanymi literami to słowo, które należy doliczyć do ilości wpisywanych wyrazów.

Zadanie 3.

- E** Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (3.1.–3.3.). Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany.

- 3.1. Do you need to call the police? Dial 112.

IF

_____ to call the police, dial 112.

- 3.2. Nobody at school can jump further than Anna.

THE

Anna can _____ at our school.

- 3.3. He eats unhealthily.

DIET

His _____

Zadanie 4.

- E** Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. **Uwaga!** W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- 4.1. I hope you feel better now. I (*nie mogę się do doczekać*) _____ to see you.

- 4.2. You (*nie wolno Ci kłaść*) _____ any ointment on the wound!

- 4.3. We sing very well, but we are (*niewystarczająco sławni*) _____ to give concerts.



I love shopping!

Lesson 1

Vocabulary and Listening

Nagrania 5.1–5.2
docwiczenia.pl
Kod: U6HRX4



1. Podpisz zdjęcia (A–D) wyrazami z ramki.
... Cztery wyrazy zostały podane dodatkowo.

car wash garage kiosk market stall online shop
toy shop stationery shop shopping centre



A. _____



B. _____



C. _____



D. _____

2. 5.1 Posłuchaj wypowiedzi Franka.
... Ponumeruj wyrazy w kolejności, w której pojawiają się na nagraniu.

- | | |
|------------------------|-----------------------|
| 1. greengrocer's _____ | 7. toy shop _____ |
| 2. sports centre _____ | 8. change _____ |
| 3. pocket money _____ | 9. car wash _____ |
| 4. market stall _____ | 10. DIY store _____ |
| 5. kiosk _____ | 11. pay in cash _____ |
| 6. pay by card _____ | |

3. 5.2 Posłuchaj nagrania jeszcze raz.
... Odpowiedz na pytania (1–3).

Example: *Where can't Frank pay by card?*
He can't pay by card at the market stall.

- What do Frank's wife and daughter do at the sports centre?

- What do Frank and his son do after leaving the car wash?

- Why does Brian like to spend his pocket money in the DIY store?

4. Dopasuj pytania (1–6) do odpowiedzi (A–F).

- What's the name of your shop? _____
- What do you sell? _____
- Where can we find your shop and when is it open? _____
- Can people try on clothes in the shop? _____
- What is so special about your shop? _____
- Do you have any other special offers? _____

- We are on London Road, near the park. We're open from 9 am to 5 pm, Monday to Friday.
- Yes. Everything is half-price from 3 pm on Saturdays.
- People send us a list with five second-hand things on it that they want to buy. We put the things in a basket and tell the customer that they can come to collect them.
- Smart and Cheap. We are a clothes shop.
- Yes, of course. You need to make sure the clothes aren't too tight or too loose.
- Clothes! We sell new and second hand clothes.

5. Przetłumacz na język angielski fragmenty zdań w nawiasach.

- The trousers are (zbyt obcisłe) _____. I don't want to buy them.
- Every (klient) _____ is important. They are the people who keep our business going!
- My dad likes to (płacić gotówką) _____, but my mum always pays by card.
- The coat is (w połowie ceny) _____. It's really cheap, so you should buy it.

1. Zapisz podane czasowniki w czasie *past simple*.

1. chat	<i>chatted</i>	5. stop		9. tidy	
2. dance		6. look		10. save	
3. walk		7. love		11. work	
4. fit		8. cry		12. satisfy	

2. Uzupełnij luki wyrazami z ćwiczenia 1. w czasie *past simple*.

Example: I *chatted* with my friends on the phone. We *talked* for hours!

What did you do last weekend?

- My parents were out, so I _____ after my baby sister.
- I _____ to the shopping centre to buy a present for my dad.
- I _____ my room. It was such a mess!
- I _____ at the local greengrocer's. I help my aunt there every Saturday.
- I went to my friend's house. We listened to music and _____. It was a lot of fun!

3. Wstaw w luki czasowniki z ćwiczenia 1. w czasie *past simple*. W każde zdanie wpisz formę przeczącą.

Example: A: What was your new T-shirt like?
B: No good. It *didn't fit* me.
It was too tight.

- A: How was the film?
B: It was OK. I didn't hate it, but I _____ it either!
- A: The story was really sad, wasn't it?
B: Yes, but I _____.
- A: The food was really good, wasn't it?
B: It was. But it _____ my dad!
- A: That car was driving too fast, wasn't it?
B: It was! It _____ at the red light!
- A: Did Maria work in a shop last summer?
B: She did, but she _____ any money.

4. 5.3 Ułóż wyrazy w odpowiedniej kolejności, tak aby utworzyć pytania. Następnie krótko na nie odpowiedz. Posłuchaj i sprawdź.

- A: to / Did / go / store? / you / the / DIY

B: No, _____. I was too busy yesterday.

- A: a / granddad / your / have / Did / market stall?

B: Yes, _____, but he stopped working four years ago.

- A: in / pay / Did / cash? / Antoni

B: No, _____. He used a card.

- A: garage? / work / a / your / in / Did / brother

B: Yes, _____. He worked in one last year.

5. Uzupełnij luki (1–8) wyrazami z nawiasów w odpowiedniej formie czasu *past simple*.

A: What did you do when you were younger?

B: I was a shop assistant in a toy shop. I *helped* (help) parents choose what to buy – and sometimes I 1. _____ (play) with their children.

A: What hours 2. _____ you _____ (work) in the shop?

B: It was open from 9 am to 8 pm, so I worked long hours!

A: Poor you! 3. _____ the shop _____ (open) on Sundays?

B: Yes, it did. I 4. _____ (not/enjoy) that, so I 5. _____ (stop) working there.

A: What 6. _____ you _____ (do) after that?

B: I 7. _____ (repair) toys, so I 8. _____ (not/work) on Sundays!



Lesson 3

Reading

1. Ułóż z rozsypanych liter nazwę sklepu.



2. Pokreśl w tekście właściwe słowa.

Welcome to the Corner Shop

You can 1. *buy / try* fruit and vegetables, meat and bread here. Spend more than £20 and 2. *price / delivery* is free. Ask a shop assistant for more information.

3. Podpisz rysunki wyrażeniami z ramki.

order something
do the grocery shopping be out of stock



A. _____



B. _____

4. Uzupełnij luki (1–5) wyrazami z ramki.

buy delivery shopping stock shop

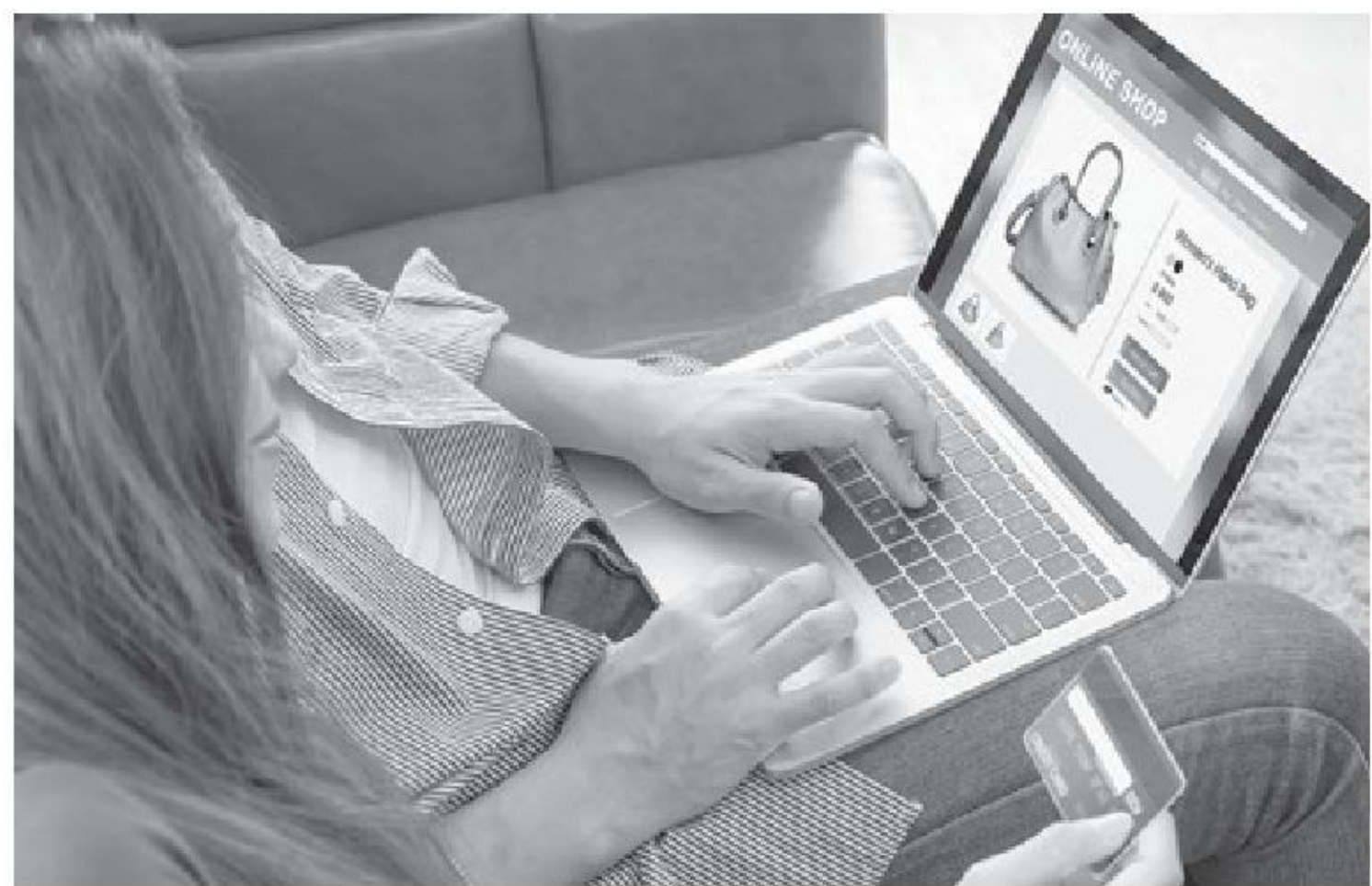
OUT OF STOCK!

Yesterday I needed to do some grocery 1. _____. I wanted to make some chocolate biscuits, but I didn't have all the ingredients. I needed to 2. _____ some butter, sugar and eggs, so I decided to go to the corner 3. _____. Unfortunately, butter was out of 4. _____, so I walked 20 minutes to a bigger shop. Guess what! That shop didn't have any butter either! Next time I will order online. The 5. _____ time from the shop to your front door is only 10 minutes!



Vocabulary tip

Zwrotu **do the shopping** używamy, kiedy mówimy o kupowaniu jedzenia. W podobny sposób stosujemy zwrotu **go shopping**, ale używamy go też wtedy, kiedy są to zakupy dla przyjemności np. idziesz do sklepu po książkę lub ubrania.



C. _____

5. Uzupełnij zdania wyrazami *do* lub *go*.

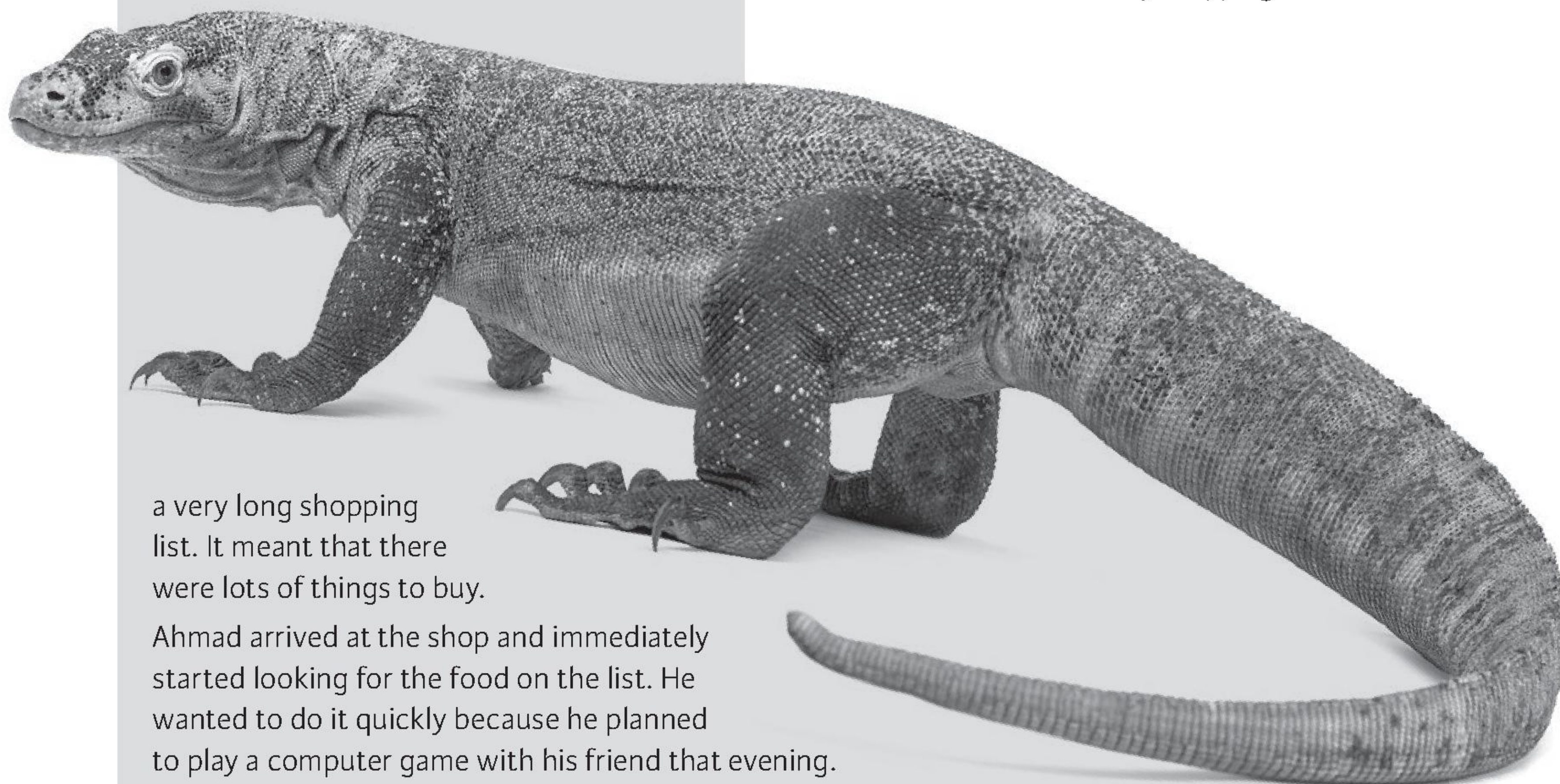
1. Sarah and Emma _____ shopping for clothes every Friday after school.
2. My parents _____ the grocery shopping every Saturday morning.

6. Przeczytaj tekst i wybierz pasujący do niego tytuł.

1. ☐ My new pet
2. ☐ Why I love shopping
3. ☐ Shock at the shop



This is Ahmad. He's from Indonesia. He lives in a small town with his family. Last week his mother asked him to go to the corner shop to buy some groceries. He was not very happy about the idea because he hates doing the shopping. What is more, his mother had prepared



a very long shopping list. It meant that there were lots of things to buy.

Ahmad arrived at the shop and immediately started looking for the food on the list. He wanted to do it quickly because he planned to play a computer game with his friend that evening.

It was his favourite way of spending time. Suddenly, the two shop assistants ran out of the shop. They looked afraid. At the same moment, Ahmad noticed that there was an animal in the shop! It was a Komodo dragon! Komodo dragons can be dangerous.

7. Przeczytaj jeszcze raz tekst z ćwiczeniu 6. i wpisz krótkie odpowiedzi (1–5).

1. What's the boy's name?

2. Where did the boy go?

3. What does the boy hate doing?

4. What does the boy like doing?

5. What animal did he find in the shop?

8. Wybierz najlepsze zakończenie dla historyjki z ćwiczenia 6.

1. ☐ The police soon arrived and helped to get the animal back into the forest. Fortunately, nobody was hurt.
2. ☐ The zoo did not have anything to eat, so Ahmad and the animal decided to go home without any shopping.

Lesson 4

Grammar



1. Wybierz właściwe wyrazy.

1. *Was / Were* there a price tag on this jumper?
2. Many years ago, there *was / were* a kiosk in the park.
3. I went to the counter to pay, but the shop assistants *wasn't / weren't* there.
4. Where *was / were* you this morning?

2. Zapisz zdania (1–5) w czasie *past simple*.

Example: *She goes to the corner shop every day.*
She went to the corner shop yesterday.

1. I don't have a basket.

2. He writes a shopping list at the weekend.
_____ last weekend.
3. The greengrocer's doesn't open on Sundays.
_____ last Sunday.
4. You don't shop online, do you?
_____, did you?
5. They're at the garage.

3. 5.4 Uzupełnij luki wyrazami z nawiasów w odpowiedniej formie czasu *past simple*.
Posłuchaj i sprawdź.

A: Can I help you?

B: Yes, please. I *bought (buy)* this jacket last week, but I'd like to change it.

A: OK. 1. _____ you _____ (*try*) it on?

B: Sorry, no, I didn't. I 2. _____ (*be*) in a rush.

A: OK. I can't see a price tag. 3. _____ (*be*) there one on the jacket?

B: Yes, there was. I'm sure I 4. _____ (*see*) it. Oh, it's in my purse. Here you are.

A: Thank you. How 5. _____ you _____ (*pay*)?

B: In cash, I think. Oh, wait a moment!

I 6. _____ (*not/pay*) in cash,

I 7. _____ by card. Here's the receipt.

A: OK. No problem.

4. E Wpisz w luki wyrazy z nawiasów w odpowiedniej formie czasu *past simple*.

Example: *I rode (I/ride) my bike to school yesterday.*

1. How much _____ (*you/spend*) at the shopping centre?
2. _____ (*She/buy*) her car three years ago.
3. _____ (*The shops/not be*) open last Sunday.
4. _____ (*your dad/write*) a shopping list this morning?
5. _____ (*She/not see*) the price tag on the jacket.

5. E Wybierz właściwą odpowiedź: A, B lub C.



My grandmother's father 1. _____ to England from Poland 100 years ago. He 2. _____ a job, so he decided to open a small market stall. He 3. _____ fruit and vegetables, and because the prices were cheap, his stall soon 4. _____ very popular. After a few years, he 5. _____ five more market stalls, and even owned a shop. Nowadays, my grandparents have four big shops in Manchester, but they 6. _____ have any market stalls!

- | | | |
|------------------|----------------|-----------|
| 1. A. came | B. come | C. coming |
| 2. A. didn't had | B. didn't have | C. hadn't |
| 3. A. did sell | B. selling | C. sold |
| 4. A. becomes | B. became | C. become |
| 5. A. had | B. has | C. having |
| 6. A. did | B. didn't | C. don't |



Lesson 5

Vocabulary and Grammar

1. Podpisz zdjęcia wyrazami z ramki.

cash machine coins
notes wallet

1.



2.



3.



4.



2. Uzupełnij zdania, wpisując wyrażenia z ramki.

enter your PIN on sale pay sell

1. Excuse me, do you _____ strawberry ice cream?
2. I wanted to _____ for my sandwich by card.
3. Do you like my new shoes? I got them _____.
4. When you are at a cash machine, always make sure no one can see you _____.

3. Przyporządkuj podane wyrażenia
do odpowiednich kategorii (1–8).

butcher's florist's jeweller's
newsagent's optician's pet shop
petrol station post office

1. chicken, beef, sausages
2. wedding ring, watch, necklace
3. stamps, envelopes, mailing boxes
4. petrol, diesel, hot dogs
5. plants, flowers
6. newspapers, magazines, sweets
7. glasses, sunglasses, contact lenses
8. dog food, cat bed

4. Zamień czasowniki z ramki na formy czasu *past simple*. Wpisz je w odpowiedniej kolumnie.

buy cost deliver find go like
pay save sell want

Regular verbs	Irregular verbs
	<i>bought,</i>

5. Uzupełnij zdania czasownikami z ćwiczenia 4.
... Użyj czasu *past simple*.

1. Yesterday Sara _____ shopping.
2. Paula _____ the colour pink, but now she hates it.
3. Last month I _____ my pocket money.
4. George was hungry, so he _____ a snack.
5. I _____ a £10 note on the floor.
6. The customer _____ by card for his shopping.

6. Wybierz trzy czasowniki z ćwiczenia 4.
 ... Napisz z nimi zdania o swoich ostatnich zakupach. Użyj czasu *past simple*.

The last time I went shopping

1. Last time I went shopping _____
2. _____
3. _____

Video lesson 6

Listening and Speaking

An unusual shop

Before watching

1. Wybierz właściwą odpowiedź A lub B.

You are going to hear Tina and Sophie talk about the *Junk Café*. What does "junk" mean?

- A. Healthy food sold in a café, which tastes very good.
- B. Things that people don't want or need any more.

While watching

2. Obejrzyj nagranie wideo i uzupełnij luki.

The Junk Café is now OPEN

The Junk Café is both a 1. _____ and a café.

We sell redesigned 2. _____ and accessories.

You can also have a glass of refreshing

3. _____ and eat some delicious food as you relax in one of our comfortable armchairs.

Open daily from 9am to 6pm

3. Obejrzyj nagranie wideo jeszcze raz. Popraw błędy w zdaniach (1-6).

Example: A husband, wife and their teenage son work in the shop. daughter

1. The clothes in the shop are all made from new things.
2. Sophie bought a dress and a T-shirt.
3. Tina bought some trousers that had a diamond on the pocket and a woollen hat.
4. Sophie had a cappuccino and a slice of apple pie.
5. Tina ate a sandwich and drank some tea.
6. The tables in the café had fruit on them.

After watching

4. Uzupełnij każde zdanie jednym wyrazem. Odpowiedzi znajdziesz w rozsypance wyrazowej.

1. _____ you enter your PIN, please?
2. How _____ is it?
3. Do you have this in a _____ size?
4. Sorry, we don't have it in _____.
5. Is there anything _____?
6. _____ you are.
7. Do you have a bigger _____?
8. That will be £30 _____.
9. Can I _____ you?
10. Can I try this on? - Yes, _____.
11. _____ you like a bag?
12. How much does this _____?

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





5. **5.5** Posłuchaj sześciu dialogów. Dopasuj dialogi do ilustracji.

A



B



C



D



E



F



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

6. Dopasuj pytania (1-5) do odpowiedzi (A-E).

1. Would you like a bag? _____
2. How much is it? _____
3. Do you have this in a bigger size? _____
4. Could I pay by card, please? _____
5. Is there anything else? _____

- A. That will be £25 altogether.
- B. I'm afraid we only take cash.
- C. No, thanks. I've brought my own.
- D. Sorry, we don't have any more in stock.
- E. No, thank you. That's all.

7. Odpowiedz na każde pytanie jednym zdaniem.

1. Do you have a favourite shop?

2. Why do you like it?

Lesson 7

Writing

1. Uzupełnij notatkę zwrotami z ramki.

forget remember can you

Jake,

I'm going to do some shopping. There are a few things I want you to do. Don't 1. _____ to eat something when you get home. Choose something healthy from the fridge. The internet is working again. 2. _____ to buy some snacks online. There's a sale on at the moment in our favourite online shop.

Dr Smith called. The dog is ready to come back home. 3. _____ pick her up from the vet's?

Many thanks.

Love,

Mum

2. Przetłumacz na język angielski podane zdania.

1. Czy mógłbyś zrobić zakupy? Tommy potrzebuje trochę mleka.

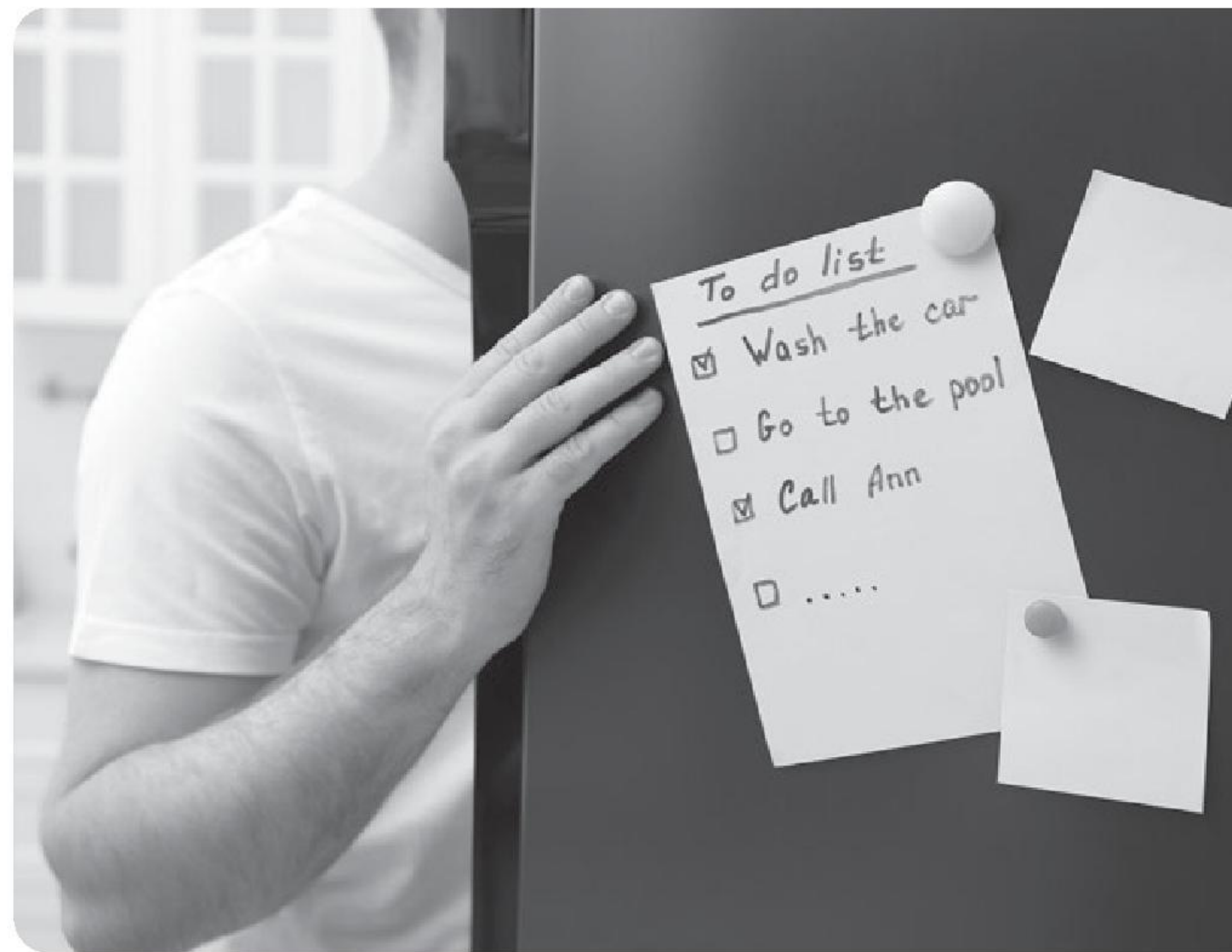
2. Nie zapomnij zadzwonić do babci. Dzisiaj są jej urodziny.

3. Upewnij się, że zrobisz pracę domową, zanim tata wróci do domu.

4. Proszę, pamiętaj o projekcie z historii.

3. Uzupełnij notatkę do Toma. Uwzględnij następujące informacje:

- nie możesz się z nim spotkać,
- zapropnuj spotkanie w sobotę,
- poproś, żeby kupić prezent dla Sama,
- podpisz się.



Hi Tom,

I'm sorry I can't _____
 _____. I have a lot of homework to do, so

I must _____.

How about 3. _____
 on Saturday?

Remember to _____.

Take care,



Lesson 8

Review

Vocabulary

1. Połącz wyrazy w pary. Następnie uzupełnij wybranymi z nich zdania 1–4.

A. petrol	1. office
B. shopping	2. money
C. opening	3. station
D. pocket	4. list
E. department	5. hours
F. post	6. store

- We can fill the car up at the nearest _____.
 - The shop closes at 11 pm, so their _____ are very long.
 - My aunt works in a large _____ in London. She sells clothes there.
 - I saved up enough _____ to buy a new bike.
- ___/4 pkt.

2. Wykreśl wyraz, który nie pasuje do pozostałych.

- shelf notes coins money
 - buy spend pay bag
 - kiosk stall card store
 - car wash shopping centre stationery shop cash desk
- ___/4 pkt.

3. Uzupełnij zdania wyrazami z ramki.

cost enter sell sale stock

- If you want to take money from a cash machine, you have to _____ your PIN first.
 - These bikes are on _____. You can buy them at half-price now.
 - This T-shirt was out of _____ in my local shop, but I found one online.
 - My grandpa's car is quite old, but he doesn't want to _____ it.
 - The gift didn't _____ much, but my sister was really happy to receive it.
- ___/5 pkt.

Grammar

4. Wpisz w luki wyrazy *was* lub *were*.

I 1. _____ in a second-hand shop last Monday. There 2. _____ a lot of nice T-shirts, jumpers and jackets there. I liked them because they 3. _____ really fashionable. But there 4. _____ many other people in the shop. I understood why when I saw the prices. They 5. _____ cheap at all! In fact, it 6. _____ the most expensive second-hand shop I've ever been in.

5. Uzupełnij zdania odpowiednią formą _____/6 pkt.
... czasowników w nawiasach w czasie *past simple*.

1. Where _____ you _____ (go) after school?

I _____ (go) to the pet shop, but I _____ (not/buy) anything.

2. When _____ your father _____ (sell) his car?

He _____ (sell) it last week.

3. What _____ you _____ (do) yesterday?

We _____ (play) computer games because we _____ (not/want) to go outside.

___/6 pkt.

6. Uzupełnij dialog, wstawiając w luki (1–5) wyrażenia *a lot of*, *many*, *much*, *a few* lub *a little*.

A: How 1. _____ chairs do we need for the party?

B: Just 2. _____. We already have ten, but we should have fourteen.

A: What about drinks? Should we buy anything?

B: No, there is no need. We have 3. _____ water. I think twenty bottles is enough.

A: And how 4. _____ time do you need to prepare the decorations?

B: I think I need two hours. Oh, and there is only 5. _____ milk in the fridge. Can you buy some more, I need it for the cake.

___/5 pkt.



Lesson 9

Test

Nagranie 5.6
docwiczenia.pl
Kod: U6HKZH



Zadanie 1.

E 5.6 Usłyszysz dwukrotnie cztery wypowiedzi (1.1.–1.4.). Do każdej z nich dobierz właściwą reakcję (A–E). Wpisz rozwiązania do tabeli. Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A. Certainly, sir. The changing room is in the corner.
B. It's £25 altogether. Here's your receipt.
C. No, thank you. I need it for a party tonight.
D. Yes, I bought them in a second-hand shop.
E. Yes, of course. Please use the terminal on the counter.

1.1.	1.2.	1.3.	1.4.



Exam tip

Zwróć uwagę na to, czy odpowiedź rozpoczyna się od wyrazów typu: *yes, no, of course, no way*. Najczęściej świadczą one o tym, że pytanie będzie miało formę zamkniętą. Rozpoczęcie odpowiedzi od podania szczegółów, np. *what, who, where*, może natomiast wskazywać na pytanie otwarte.

Zadanie 2.

E Przeczytaj opis zdjęcia. Uzupełnij każdą lukę (2.1.–2.3) jednym wyrazem, tak aby powstał spójny i logiczny tekst zgodny z ilustracją.



Zadanie 3.

E Wykorzystując wyrazy zapisane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (3.1.–3.3.). Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany.

3.1. Excuse me, how much is the sugar?

COST

Excuse me, how much _____?

3.2. The stationery shop is open every day from 10 am to 4 pm.

HOURS

The _____ of the stationery shop are 10 am to 4 pm.

3.3. The black coat is £10, but because it's Friday, it costs £5 today.

HALF

The black coat is £10, but because it's Friday, it's _____ today.

The photograph shows a woman putting some 2.1. _____ into a piggy bank.

There are also a few 2.2. _____

lying next to the piggy bank – I can see 20 euros. The woman is adding the money up on a calculator. Maybe she wants to

2.3. _____ some money for books, clothes or jewellery. It's a good idea to put your pocket money in a piggy bank or to ask your parents to open a bank account for you.

It helps you learn how to be more responsible.

Zadanie 4.

E Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

4.1. For dinner we (*zjedliśmy pizzę*)

and drank two litres of orange juice.

4.2. Sue (nie była w)

school yesterday. I think she's sick.

4.3. What (*zrobileś*) _____
with all the coins that I gave you last week?



Exam tip

Notatka to krótka forma wypowiedzi,
w której przekazujemy istotne informacje.

Postaraj się używać zdań rozkazujących i konstrukcji wyrażających prośby (np. *Remember to* , *Don't forget to*, *Make sure*, *Could you please ...*).

Zwróć uwagę na to, jakie elementy są zawarte w poleceniu i udziel wyczerpujących instrukcji.

Nie zapomnij o zwrocie do osoby, do której kierujesz swoją notatkę. Podpisz się na końcu tekstu.

Josh,

I'm leaving for my tennis lesson now.

I'll be back in the evening.

Zadanie 5.

E Wychodzisz na trening sportowy.
Napisz notatkę do brata, w której:

- poprosisz o zrobienie zakupów na kolację, podając co najmniej dwa produkty,
- powiesz, gdzie znajdują się pieniądze na zakupy,
- przypomnisz o odbiorze z kwiaciarni urodzinowych kwiatów dla mamy.



No time for crime

Lesson 1

Vocabulary and Listening

Nagrania 6.1–6.2
docwiczenia.pl
Kod: U6EZ5V



1. Znajdź sześć wyrazów związanych z tematyką rozdziału.

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



2. Uzupełnij brakujące litery. Następnie zaznacz wyrazy, które opisują osoby.

- burg _____ co _____ criminal
- finger _____ hack _____ punish _____
- vand _____ kidna _____ shopl _____

3. Dopasuj wyrazy z ramki do definicji.
Jeden wyraz został podany dodatkowo.

steal • hacker • prison • vandal • attack • burglar

- a person who uses a computer to commit a crime _____
- take something that is not yours _____
- hit or kick someone _____
- a person who paints graffiti on walls without permission _____
- a place for punishing criminals _____

4. Zapisz definicję dodatkowego wyrazu z ćwiczenia 3.

5. 6.1 Posłuchaj nagrania. Zapisz hasła, które padają w zagadce.

That's easy! Another one please!

- kidnapping 1. _____
2. _____ 3. _____

6. 6.2 Posłuchaj nagrania jeszcze raz. Odpowiedz na pytania (1–3).

Example: Complete the definition of kidnapping.
It's when you take somebody by force and usually ask for money before letting them go.

- Complete the definition of shoplifting –
It's when you _____
- Why do people go to prison?

- What happens to convicted criminals in a court?

7. Popraw te wyrazy z ramki, które zostały zapisane niepoprawnie.

comit • go to caught • hacker • go to prisson •
shopfitting • kidnaper • burgler



Lesson 2

Grammar

1. Do każdego czasownika dopisz formę z końcówką **-ing**. Pamiętaj o zasadach ortografii.

1. arrest	<i>arresting</i>	5. hack	
2. kidnap		6. attack	
3. accuse		7. run	
4. shoplift		8. commit	

2. Uzupełnij luki, stosując **was, were** oraz wyrazy z ćwiczenia 1. w czasie **past continuous**.

I was in town this morning. I was getting some money out at a cashpoint. I looked around and – what a scene! Crimes everywhere! Two girls 1. _____ graffiti on a wall. On the corner, a police officer 2. _____ a woman, and a man 3. _____ out of a shop further down the street. Was he a robber? I don't know!

3. Zapisz zdania w formie przeczącej w czasie **past continuous**.

Example: A: Two girls were cleaning graffiti from a wall.

B: They weren't cleaning graffiti from a wall.

- A: A police officer was talking to a woman.
B: A police officer _____ to a woman.
- A: Two boys were buying clothes.
B: Two boys _____ clothes.
- A: A man was looking out of a window.
B: A man _____ out of a window.

4. 6.3 Zapisz pytania w czasie **past continuous**. Następnie przyporządkuj pytania do odpowiedzi. Posłuchaj i sprawdź.

Example: What / you / do? What were you doing? C

- Who / you / talk to? _____
- What / your friend / carry? _____
- Where / you and your friend / go? _____
- Why / your friend / run? _____

5. Uzupełnij luki (1–5) czasownikami z nawiasów w formie **past continuous**.



Maria: Oh no! Where's my phone? It was on the table, but now it isn't here.

David: Sorry, I wasn't looking (not/look). I 1. _____ (buy) something.

Maria: What 2. _____ (buy)?

David: Just some coffee. What 3. _____ (do)?

Maria: I 4. _____ (talk) to Hannah over there.

I 5. _____ (not/use) my phone, so I left it on the table here ...

Hannah: Hi, guys! Look! I just found a phone. Should I take it to the police?

Maria: That's my phone!

6. Przetłumacz na język angielski fragmenty zdań z nawiasów. Użyj czasu **past continuous**.

Example: (Mężczyzna biegł) The man was running down the street.

- (Rozmawiałem) _____ to a police officer.
- What (robiłaś) _____ yesterday at 3 o'clock?
- (Oni nie pracowali) _____ at 6 o'clock this morning.
- (Kupowałeś) _____ some coffee?



Lesson 3

Reading

1. Ułóż wyrazy z rozsypanych liter.

1.

H E F I T

2.

I C E P O L
R I C E O F F

3.

B O B E R R Y

2. Wybierz właściwy wyraz.



My video game

Do you like my idea for a new computer game? In the game, you have to 1. **break into / steal** a castle and go to different rooms to look for the queen's jewels. You need to 2. **escape / steal** the jewels. But that's not all. You must also think about how to 3. **break into / escape**.

3. Uzupełnij teksty (A–B) wyrazami z ćwiczeń 1 i 2.

A.



Alcatraz, which is close to San Francisco, was once the most famous prison in the world; it was also one of the most difficult places to 1. _____ from because it was on an island.

B.



The smallest police station in the world is in London's Trafalgar Square. Only one 2. _____ can work there because it is too small for two people.

4. Przeczytaj tekst i wybierz właściwą odpowiedź: A, B lub C.

...

Where do you usually find this type of text?

A. in a coursebook

B. on the cover of a book

C. in an encyclopaedia



Friday Afternoon Reading Club

In a quiet town in Yorkshire, four friends meet once a week to read crime stories together. But when a series of robberies take place in the town, the friends become real-life detectives. Mary, Jayne, Tina and Louisa are only twelve years old but they start trying to put the pieces of the crime puzzle together. Can this group of clever friends catch the thief (or thieves)? Or is it all too dangerous for them?

"This is an exciting story for children and young teens." Robert

"This is an excellent mystery and great fun to read." Sophie

"The story really made me laugh a lot. I want to read it again." Polly

5. E Przeczytaj tekst z ćwiczenia 4. jeszcze raz. Wybierz właściwe odpowiedzi: A, B lub C.

...

1. The book is about

A. finding an interesting story to read.

B. getting a job as a police officer.

C. catching criminals.

2. According to the readers' reviews, the book is

A. clever.

B. funny.

C. boring.

6. Ułóż podane zdania tak, aby powstała historyjka. Wpisz w tabelę odpowiednie litery

...

A. The thief gets caught and goes to prison.

B. The woman calls the police.

C. A police officer comes and asks questions

D. A thief steals a woman's bag.

1.	2.	3.	4.



Lesson 4

Grammar

Nagranie 6.4
docwiczenia.pl
Kod: U6PVT6



1. Uzupełnij luki wyrazami z ramki w czasie *past simple*.

accuse arrest ~~break~~ catch
drive ring steal

- Two burglars broke into a shop and _____ some laptops and smartphones.
- The alarm _____, so the security guards _____ them.
- The police _____ them of burglary and _____ them.
- They _____ to the police station in a van.

2. Uzupełnij luki wyrazami z nawiasów w odpowiedniej formie. Użyj czasów *past simple* lub *past continuous*.

Example: The hacker was sleeping (sleep) when somebody stole (steal) her computer.

- The vandal _____ (throw) stones at the school when a stone _____ (hit) him on the head.
- While the thief _____ (drive) the van, it _____ (break) down.
- The shoplifter _____ (look) at the items on the shelves when somebody _____ (steal) her bag.
- The police _____ (catch) the robbers while they _____ (escape).
- While the police officer _____ (write) some notes, the criminals _____ (run) away.

3. 6.4 Dopasuj fragmenty tak, aby powstały zdania. Posłuchaj i sprawdź.

- | | |
|---|---|
| 1. The thief was running away _____ | A. when a dog attacked him. |
| 2. The burglar was climbing through a window _____ | B. the car alarm went off. |
| 3. While the shoplifter was putting some things into her bag, _____ | C. when she fell over. |
| 4. While the vandal was breaking a window, _____ | D. when her computer crashed. |
| 5. While the thief was breaking into a car, _____ | E. he cut his hand on some glass. |
| 6. The hacker was stealing some information _____ | F. the store security guard raised the alarm. |

4. E Uzupełnij drugie zdanie. Użyj podanego wyrazu w niezmienionej formie, tak aby zachować sens zdania wyjściowego.

Example: While I was watching the concert, somebody stole my wallet.

WHEN

I was watching the concert when
somebody stole my wallet.

- I was walking past the bank when I saw a robbery taking place. **WHILE**

past the bank, I saw a robbery taking place.
- The police arrived while they were running away. **WHEN**
They were running away _____
_____ arrived.
- While she was walking out of the shop, the alarm rang. **WHILE**
The alarm rang _____
_____ out of the shop.

5. E Wpisz w luki (1–5) wyrazy z ramki. Trzy wyrazy zostały podane dodatkowo.

arrested arresting ~~robbed~~ waited waiting
was were when while

In 2018, an American woman robbed a bank. She 1. _____ walking out of the bank 2. _____ she got covered in orange paint. The paint also got on the money. She changed into some clean clothes and threw the money and her old clothes away. She didn't have a car, so she took a bus to get away from the bank. 3. _____ she was 4. _____ for the bus, the police caught up with her and 5. _____ her.

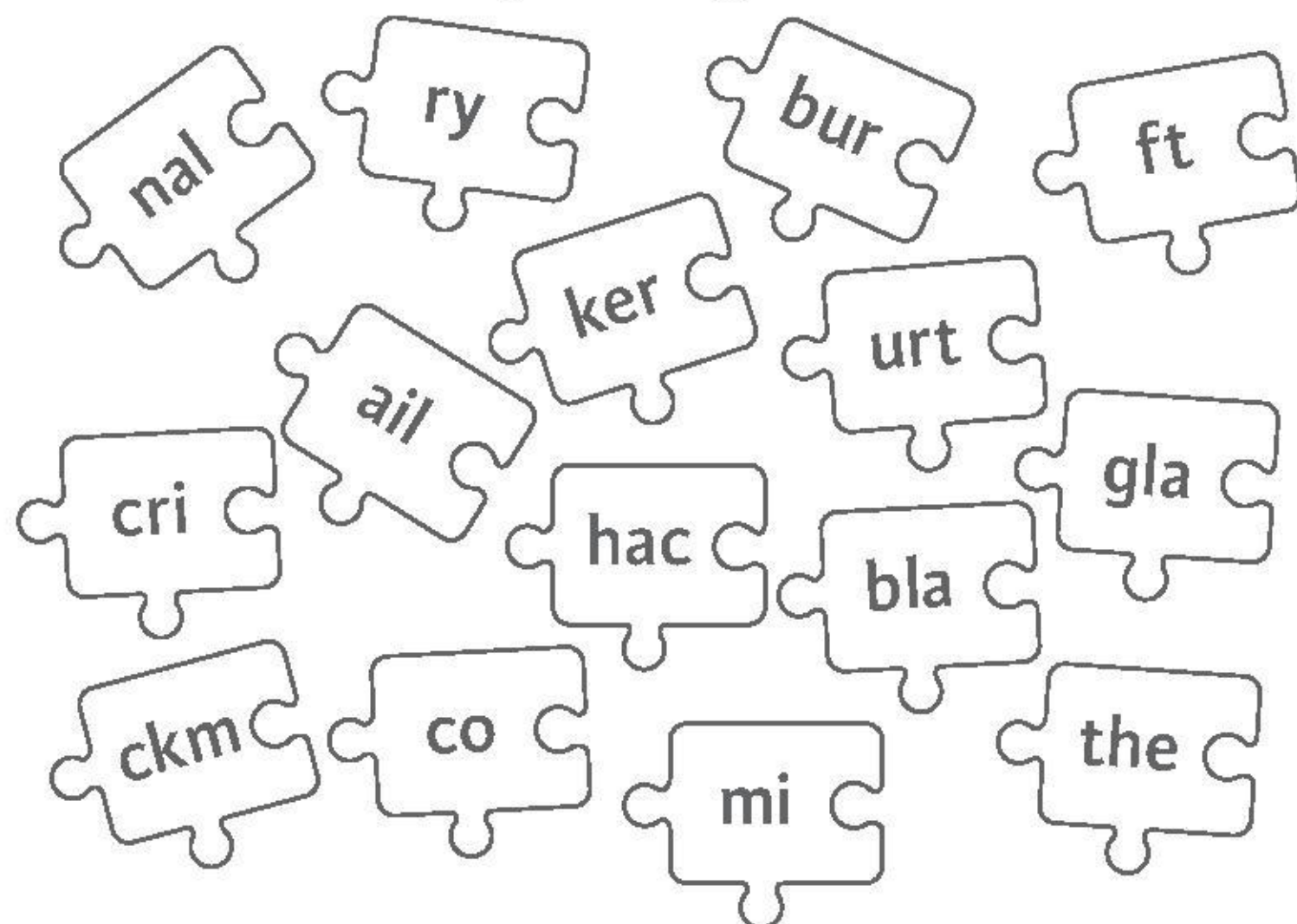
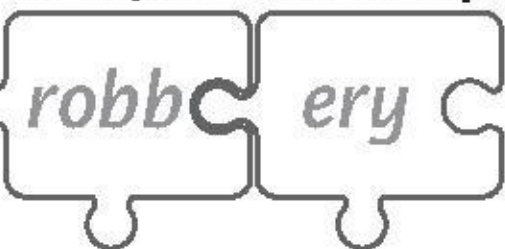


Lesson 5

Vocabulary and Grammar

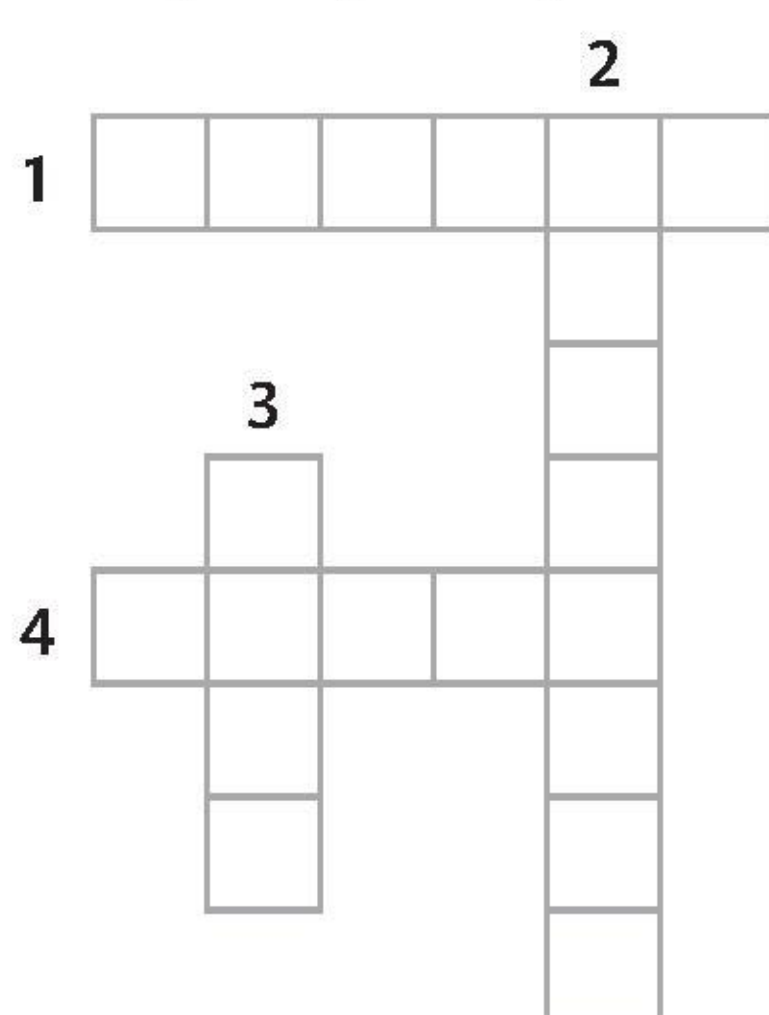
1. Połącz części wyrazów i zapisz je.

Example:

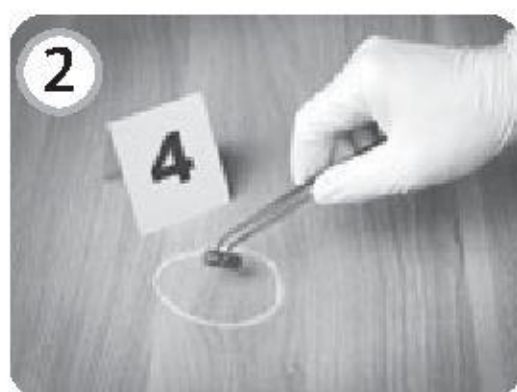


1. _____ 4. _____
 2. _____ 5. _____
 3. _____ 6. _____

2. Rozwiąż krzyżówkę.



Down ↓



Across →



3. Połącz części zdań w pary.

1. ___ The kidnapper broke _____ A. the accused guilty.
 2. ___ The jury found _____ B. a prison sentence.
 3. ___ The police are _____ C. the law many times.
 4. ___ The judge gave the man _____ D. investigating the theft.

4. Uzupełnij luki czasownikami z nawiasów w czasach *past continuous* bądź *past simple*.

Benjamin, what were you doing (*you/do*) when Dad came home?

I 1. _____ (*study*) for tomorrow's test.

And what 2. _____ (*you/do*) at 8 o'clock?

I 3. _____ (*watch*) the football match on television.

When 4. _____ (*you/go*) to bed?

I 5. _____ (*go*) to bed at 10 o'clock and 6. _____ (*start*) reading my book.

So when did you eat all my chocolate brownies?

5. Wpisz w luki (1–4) wyrazy z ramki.

ago did judges law prison were



History fact: Victorian England (1837 to 1901)

150 years 1. _____, life was difficult for children in England. At that time, many children 2. _____ living in very bad places. They were very poor and often broke the 3. _____ because they were hungry. Children got terrible punishments. For example, some children got a prison sentence for stealing bread. 4. _____ even sent children as young as 9 years old to Australia to work!

Listening and Speaking

Video lesson 6

 Crime story

Before watching

1. Zakreśl wyrazy, które opisują ludzi związanych z przestępczym światkiem.

backpack thief letter newspaper vandals suitcase book judge

While watching

2.  Obejrzyj nagranie wideo. Odpowiedz krótko na pytanie dotyczące filmu, który obejrzały Sophie i Tina.

1. What are Alice and her friends writing?

2. Who does Alice see?

3. What is she/he carrying?

3.  Obejrzyj nagranie wideo jeszcze raz. Zdecyduj czy zdania są prawdziwe (T), czy fałszywe (F).

School Film Club activities:

- | | |
|--|-------|
| 1. Discuss the plot of a film. | T / F |
| 2. Get ideas for a story for their own film. | T / F |
| 3. Talk about different endings. | T / F |
| 4. Watch a film together. | T / F |
| 5. Share opinions about films. | T / F |

After watching

4. Uzupełnij scenariusz filmu *Mystery* wyrazami z ramki.

against allowed careful Don't Look mustn't

Teacher: Hello, Alice, did you finish this month's school newspaper? You 1. _____ be late.

Alice: It's almost ready. Tony just has to add some photographs, Look! There's someone climbing out through your window. Be 2. _____! You might fall.

Teacher: Why is that man in my office? Nobody is 3. _____ in my room! And why is he dressed in black and wearing a mask?

Alice: I think he's a thief, Miss! He's trying to escape. 4. _____ jump. You're too high off the ground!

Teacher: He's jumping! What has he got in the suitcase? Doesn't he know that stealing is 5. _____ the law!

Alice: 6. _____ out, Miss! He is running straight towards us!

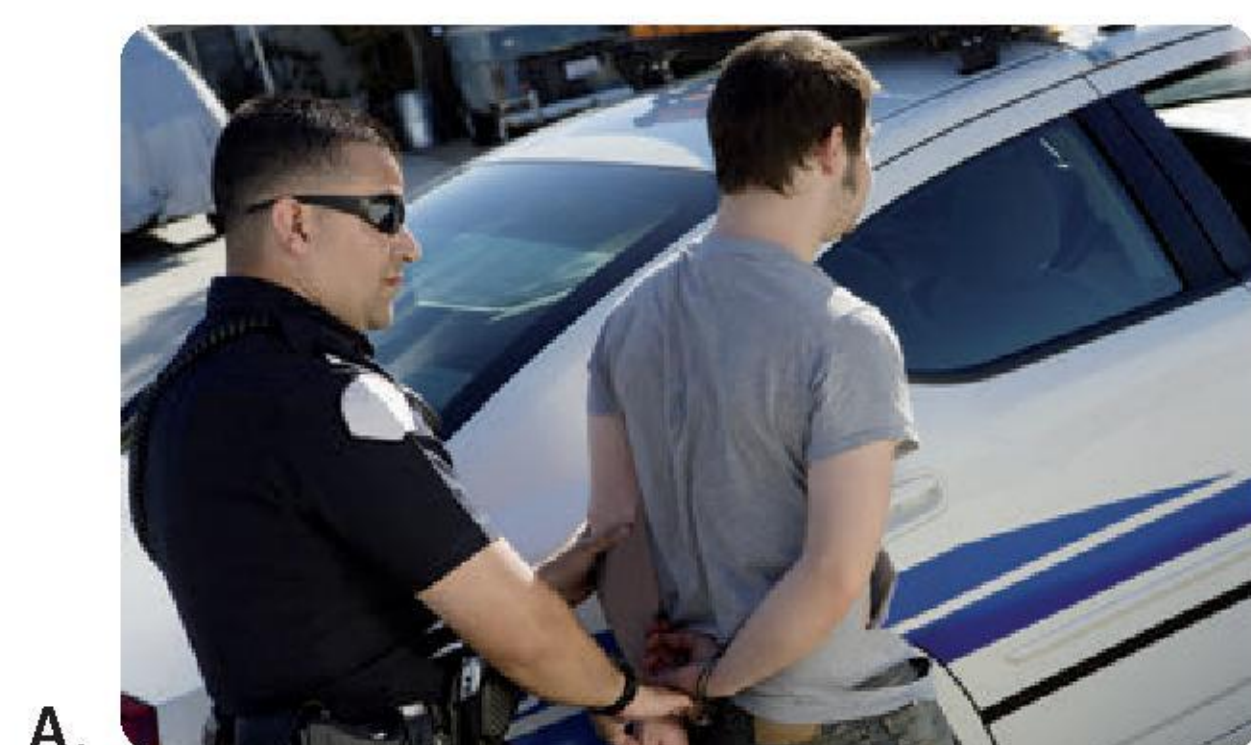




5. **6.5** Posłuchaj i odpowiedz na pytanie.
 Wybierz zdjęcie A, B lub C.

What happens to the thief at the end of the film?

Photo: _____



6. Uporządkuj litery zapisane drukowanymi literami.

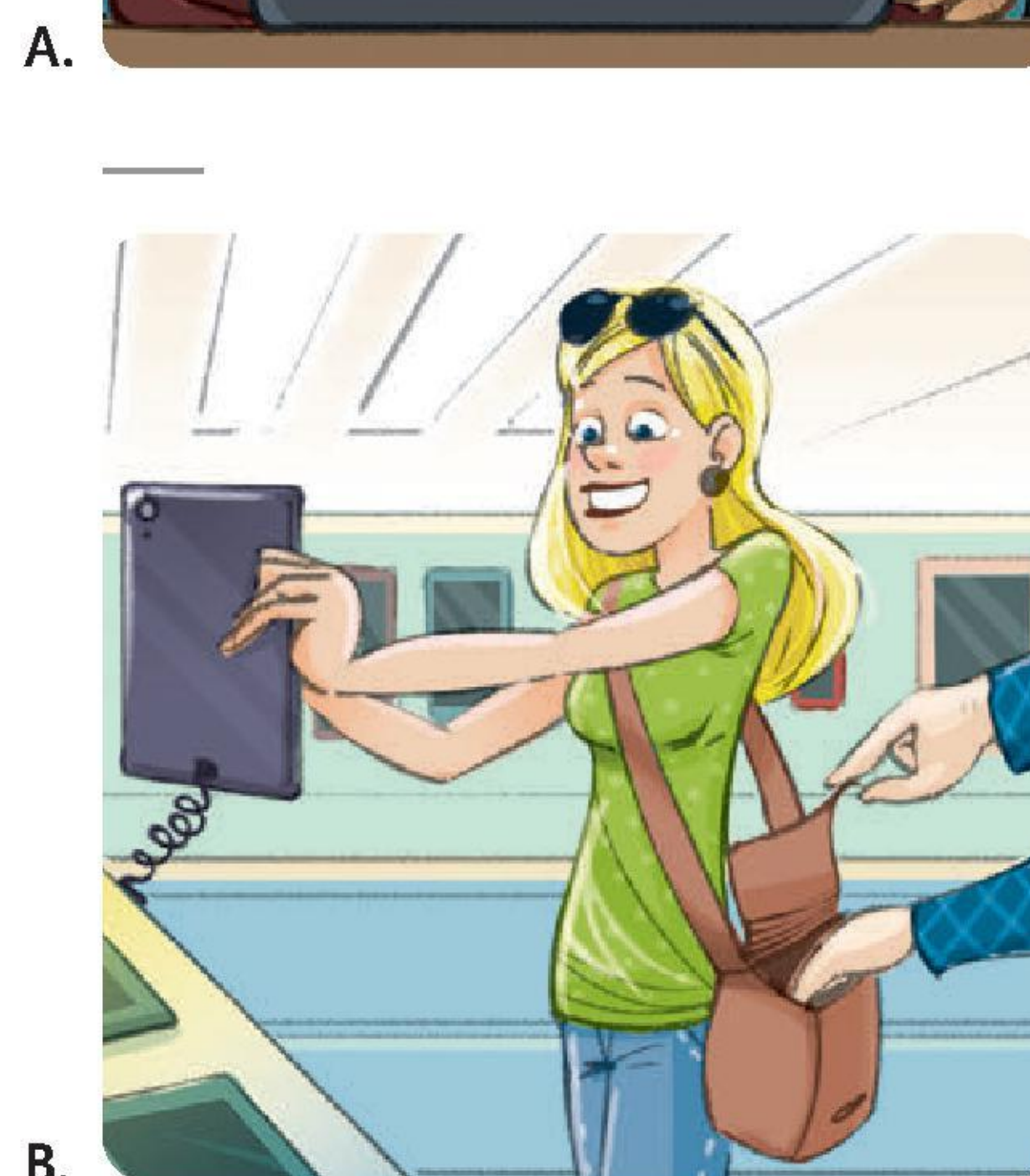
1. Warning! V E S T H I E !

2. Beware of P O C K E T S P I C K !

3. Danger! C K E S H A R !

7. Połącz zwroty (1-4) z ćwiczenia 6.
 z ilustracjami (A–C).

A.	B.	C.



Lesson 7

Writing

1. Uzupełnij luki w zdaniach.



1. W historyjce powinny się znaleźć następujące elementy: wstęp, rozwinięcie i _____.
2. W historyjkach używamy takich słów, jak firstly, then, czy finally aby opisać _____ wydarzeń.
3. W historyjkach używamy zazwyczaj czasów _____, np. _____ i _____.

2. Połącz zdania z ich tłumaczeniami.

1. Suddenly I saw a strange, tall man with red hair. _____
2. It happened last week, during my birthday party. _____
3. While I was looking for my phone, somebody shouted my name. _____
4. Later, my friend found out it was a robbery. _____
5. In the end, I apologised to my teacher for my bad behaviour. _____
6. I want to tell you a scary story. _____
7. Finally, I decided to call the police. _____

- A. Chcę Ci opowiedzieć straszną historię.
- B. Ostatecznie zdecydowałam się zadzwonić na policję.
- C. Kiedy szukałam swojego telefonu, ktoś krzyknął moje imię.
- D. Później mój przyjaciel dowiedział się, że to był napad.
- E. To wydarzyło się w zeszłym tygodniu, podczas mojego przyjęcia urodzinowego.
- F. W końcu przeprosiłam mojego nauczyciela za moje złe zachowanie.
- G. Nagle zobaczyłem dziwnego, wysokiego mężczyznę z rudymi włosami.

3. Spójrz na zdjęcie. Wyobraź sobie, że piszesz historyjkę. Sporządź do niej notatkę i uzupełnij informacje w tabeli.



1. Who?	
2. When?	
3. Where?	
4. What?	

4. Dokończ zdania. Wykorzystaj informacje z ćwiczeń (1–3) i własne pomysły.

One day I was in the local sweet shop with my mum. Suddenly, _____

In the end, the shop assistant called _____



Lesson 8

Review

Vocabulary

1. Podpisz osoby na ilustracjach. Podane są pierwsze litery wyrazów.



1. j _____ 2. l _____ 3. v _____
_____/ 3 pkt.

2. Podziel wyrazy z chmury na trzy kategorie.

crime kidnapper burglary
evidence criminal innocent
hacker go to prison
guilty hacking murderer
vandalism

Przestępca	Przestępstwo	Sprawiedliwość

_____/ 3 pkt.

3. Uzupełnij zdania wyrazami z ramki.

guilty accuse hacker law into

- He broke _____ the house a couple of days ago, and the police are still looking for him.
- Please, don't _____ me of stealing your money. I would never do that.
- The court found him _____, and he was sent to prison for 2 years.
- I read a story about a teenage _____ who accessed the government's computer system.
- My grandpa didn't realise that parking here was against the _____.

_____/ 5 pkt.

4. Przeczytaj notatkę z przesłuchania. Uzupełnij czasowniki w nawiasach w formie czasu *past continuous*.

Around 4 pm yesterday, there was a murder at the Wilsons' mansion. When it happened, Mr Wilson 1. _____ (watch) TV in the bedroom. Mrs Wilson wasn't at home. She 2. _____ (run) in the park with her friend. The children 3. _____ (swim) in the pool in the garden. The gardener 4. _____ (not/work) in the garden. He 5. _____ (water) the plants in the house. The dogs 6. _____ (not/bark). They 7. _____ (sleep) in the bedroom.

_____/ 7 pkt.

5. Napisz pytania w czasie *past continuous* wykorzystując podane wyrazy.

- (it/snow) _____ yesterday?
- (you/study) _____ English one hour ago?
- (your teacher/write) _____ on the board a few minutes ago?
- What (you/do) _____ yesterday at 6 pm?

_____/ 4 pkt.

6. Zakreśl właściwe wyrażenie.

- What *were you doing / did you do* when the police *was arriving / arrived*?
- While Tom *ran / was running* in the park, he *saw / was seeing* two vandals. They *were damaging / damaged* a sculpture with a can of spray paint.
- When I *was getting / got* home, my sister *waited / was waiting* on the doorstep. She *forgot / was forgetting* her keys again!
- The burglar *was falling off / fell off* the ladder while he *was climbing up / climbed up* onto the roof. He *was breaking / broke* both his legs!
- We *didn't go out / wasn't going out* because it *was snowing / snowed*.

_____/ 5 pkt.



Lesson 9

Test

Zadanie 1.

- E** Przeczytaj tekst. Uzupełnij luki w zdaniach 1.1.–1.3. zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim.



Dear diary!

Yesterday me and my classmates had an extraordinary chance to visit a local police station. You know that when I was 6 years old I wanted to become a police officer. I later changed my mind, but it's still something that excites me. I understood how difficult it is to investigate a crime scene. You need to take a lot of pictures to collect evidence. There are also lots of documents police officers have to read or complete. That's the boring part of the job. What surprised me most was the process of taking a suspect's fingerprints. They cleaned our hands, put black ink on all our fingers and rolled each finger over the fingerprint card. That was amazing! We got the cards to take home and I hung it above my desk.

The police officers thanked us for our visit and also said something important. Everyone can fight violence in their neighbourhood. If you see bullying or other crimes, just call the police. It is super simple, isn't it?

Bob



Exam tip

Przeczytaj uważnie cały tekst, a następnie zapoznaj się ze zdaniami, w których znajdują się luki. Zastanów się, jakich informacji w nich brakuje. Poszukaj zdań w tekście, w których znajdują się te informacje. Spróbuj znaleźć wyrazy mające największe znaczenie do udzielenia precyzyjnej i logicznej odpowiedzi. Pamiętaj, że odpowiedź nie musi być identyczna jak w tekście, może zawierać np. inną formę czasownika.

- 1.1. Investigators take photos in the place where someone committed a crime because they must _____.
- 1.2. The police officer _____ of all Bob's classmates and gave them the fingerprint cards.
- 1.3. All of us can _____ in the area we live in.

Zadanie 2.

- E** Wykorzystując wyrazy zapisane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (2.1.–2.3.). Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany.

- 2.1. Tony Stalk was the murderer of over twenty prison guards.
MURDERED
Tony Stalk _____ prison guards.
- 2.2. During her law studies Lisa met her future husband.
WHILE
Lisa met her future husband _____ studying law.
- 2.3. It snowed all night.
STOP
It _____ snowing all night.



Exam tip

Zadanie poniżej sprawdza znajomość funkcji językowych. W tego typu ćwiczeniu ważna jest umiejętność rozpoznania sytuacji komunikacyjnej. Spójrz na ilustracje i sprawdź, czy wyrazy, które chcesz wpisać w lukę, pasują do pozostałej części zdania. Zwróć uwagę na to, jaki wyraz stoi przed i za luką.

Zadanie 3.

E Uzupełnij dialogi brakującymi słowami. Użyj zwrotów z ramki *Functional language box*.

3.1.

Young boy! You **3.1.** _____
to drop litter in the street. Pick it up and
throw it into the bin!



I'm really sorry, sir. I didn't mean to break the law.

3.2.

No worries, mum. I don't have to slow down. I'm really good at skiing.

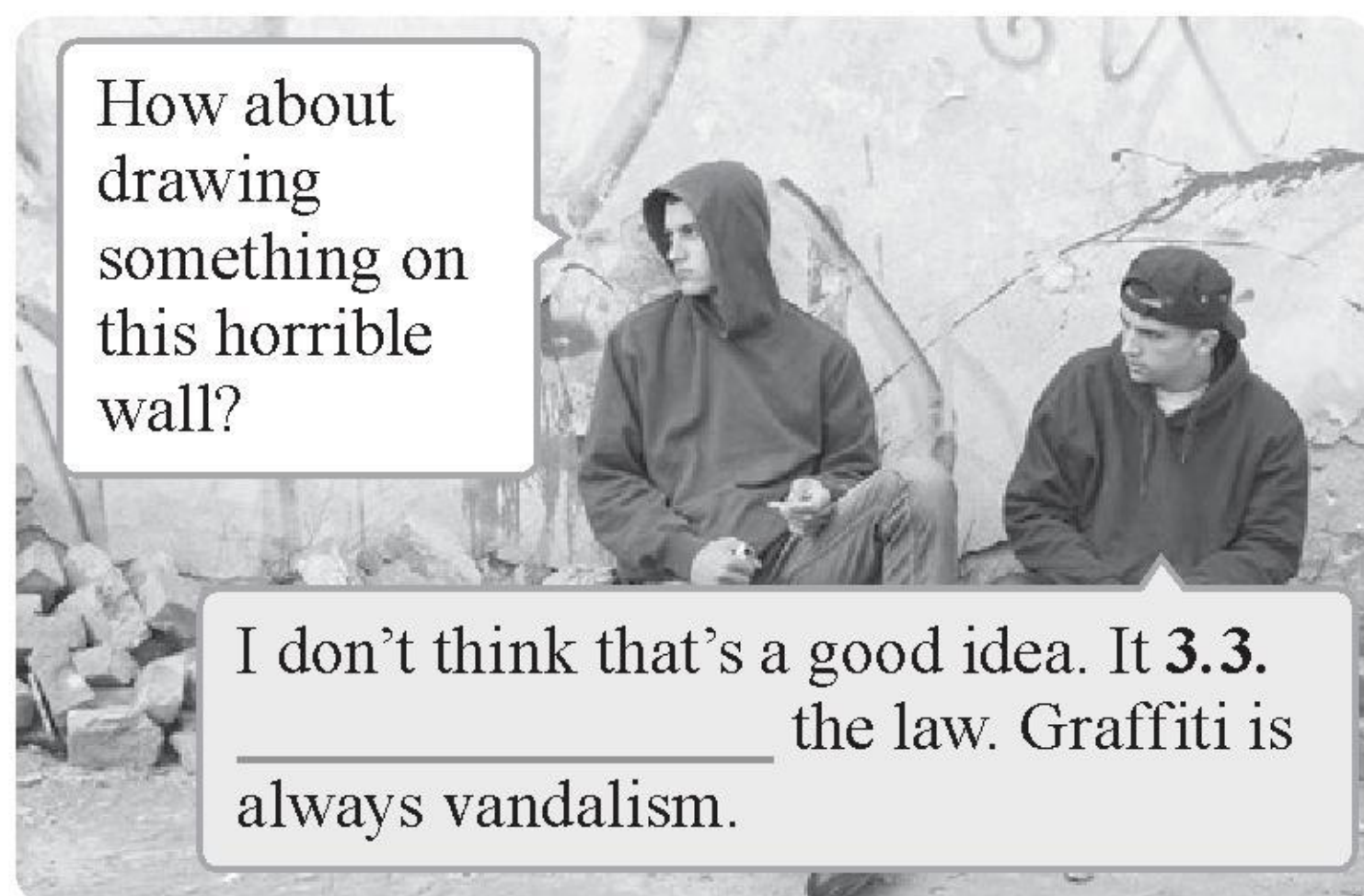
Slow down, Tom!
3.2. _____ so fast. It's dangerous.



3.3.

How about
drawing
something on
this horrible
wall?

I don't think that's a good idea. It **3.3.**
_____ the law. Graffiti is
always vandalism.



Zadanie 4.

E Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

4.1. We were walking in the park when _____ (*pies zaatakował*)
my husband.

4.2. The man on the right stole Meg's car and _____ (*poszedł do więzienia*) for five years.

4.3. Who _____
(*rozmawiałeś*) to when you saw the burglary?

Zadanie 5.

W zeszłym tygodniu byłeś/byłaś świadkiem kradzieży. Napisz historyjkę o tym zdarzeniu, w której:

- podasz informację o tym, kiedy i gdzie doszło do zdarzenia;
- napiszesz, w co był ubrany kieszonkowiec;
- opisziesz swoją reakcję na zaistniałą sytuację.

**Napisz swoją wypowiedź w języku angielskim.
Twoje zaproszenie powinno liczyć 50–120 słów.**

It was a beautiful day last Monday

[illegible]

Our super world

Lesson 1

Vocabulary and Listening

Nagrania 7.1–7.2
docwiczenia.pl
Kod: U66925



1. Dopasuj wyrazy z ramki do właściwych kategorii (1–3).

package holiday • sightseeing • tennis camp

- competition, racket, share a room
- travel agency, hotel, organised trip
- take photos, guidebook, tour guide

2. Uzupełnij zdania (1–5) brakującymi wyrazami. Wykorzystaj pierwsze litery.

- A small, cheap hotel is called a g_____ h_____.
- Mountains and forests are just two kinds of l_____.
- When you go on holiday alone, you usually stay in a s_____ room.
- You can s_____ on the beach, but not when it is raining!
- You should v_____ Paris at least once in your life!

3. 7.1 Posłuchaj Maxa i Patty mówiących o wakacjach we Włoszech. Podkreśl wyrazy, których używają.

luggage flight
landscapes
trip adventure
sightseeing passport
photos sunbathe

4. 7.2 Posłuchaj nagrania jeszcze raz. Uzupełnij luki brakującymi wyrazami.

Example: Italy is the perfect destination for Max's family holidays.

- In the south of Italy, there are _____.
- Patty prefers _____ holidays. She really _____.
- Patty's parents _____ Rome _____.
- Patty's parents usually don't take their children with them to Rome and always go _____.

5. Rozwiąż quiz. Sprawdź odpowiedzi w internecie.

Example: Name three things you should take with you to the airport – first letters L, P and S!
luggage, passport, suitcase

Quiz

- What does a plane do when it leaves the ground? What does it do when it comes down and touches the ground?
- What do you do when you arrive at a hotel?
- What do you do when you leave a hotel?
- The _____ from Warsaw to Los Angeles takes more than twelve hours!



Lesson 2

Grammar

1. Wybierz odpowiednie wyrazy.

1. We **am / are / is** going to visit the seaside.
2. Antoni **am / are / is** going to walk in the mountains.
3. I **am / are / is** going to help my parents.
4. Julia and Amelia **am / are / is** going to see a film at the cinema.



Grammar tip

Po wyrażeniu **going to** stosuj podstawową formę czasownika, np.: **He's going to help his grandparents next Sunday.**

2. Uzupełnij luki, stosując formę przeczącą czasownika **to be** oraz wyrazy z ramki.

do meet play visit watch

Example: We aren't going to visit our grandparents this weekend.

1. John _____ going to _____ his homework this evening. He's too tired.
2. Maja _____ going to _____ the guitar at the party. She's a little shy.
3. Jakub and Lena _____ going to _____ a football match this Saturday. They saw one last weekend.
4. You _____ going to _____ any of your friends tonight. You have an exam tomorrow morning.

3. Ułóż wyrazy w odpowiedniej kolejności.

Example: study / you / next year? / Are / going to / more Are you going to study more next year?

1. going to / Are / do / they / next weekend? / any sport

2. in the café / Are / work / this weekend? / going to / you

3. Ben / this evening? / watch / going to / TV / Is

4. stay / we / Are / next summer? / in a hotel / going to

4. Spójrz na pytania z ćwiczenia 3. Uzupełnij odpowiedzi krótkimi formami.

Example: Yes, I am. I want to pass my exams.

1. Yes, _____. They're going to play volleyball.
2. No, _____. The café is closed this weekend.
3. No, _____. He's going to play a video game.
4. No, _____. We're going to stay with family.

5. 7.3 Wpisz w puste miejsca wyrażenie **going to** i wyrazy z nawiasów. Posłuchaj i sprawdź.

Example: A: What are you going to do (do) this weekend?

B: I'm going to visit the mountains with my family.

1. A: Where _____ (stay) next summer?
B: We're going to stay in a guest house.
2. A: How _____ (travel) to the station?
B: He's going to take the tram.
3. A: How much luggage _____ (take) on holiday?
B: I'm going to take one suitcase.

6. Wpisz w luki (1–5) brakujące wyrazy.

Last weekend my parents and I planned our next holiday. We are going to go to Scotland. First, we're going **1.** _____ visit Edinburgh. We **2.** _____ staying very long – only two days, but I **3.** _____ going to take lots of photos. Then my parents **4.** _____ going to see Glasgow, and I **5.** _____ going to stay at an adventure camp in the mountains. I'm so excited!



Lesson 3

Reading

1. Uzupełnij zdania wyrazami z ramki.

camera guide guidebook
map tent tourists



- You can take photographs with the _____ on your phone.
- Millions of _____ visit New York every year.
- It's raining. It won't be much fun sleeping in a _____ tonight!
- Maria is a _____ at the castle. She tells visitors about its history.
- Do you have a _____ of this town? I am lost.
- I bought a _____ to London. I am going to read it on the plane.

2. Ułóż wyrazy z rozsypanych liter.

- Would you like to travel **oarund het wdoorl** _____?
- When are you going to **bkoo a igftlh** _____?
- Do you like **kitrngek** _____ in the mountains?
- What do you need to take with you when you go **incagmp** _____?

3. Przeczytaj tekst i odpowiedz na pytania.

- What country is the text about?

- What kind of text is it?

- How many people are writing about their plans?

What are you going to do in Ireland this summer?

A.



Maja and Jan

We are planning a trip around *Northern Ireland*. We're going to book our flight to Belfast airport today. We already have a map. It shows the 10 best places to visit. Jan is going to pack his camera so he can take some amazing photos. We really want to visit the *Giant's Causeway* – it's *Grobla Olbrzymia* in Polish. Legend says that a giant built it, but it's actually a natural phenomenon on the coast.

B.



Alice

I am going to go camping near *Galway*, on the Atlantic coast of Ireland. *Galway* is a pretty fishing town, but in summer there are more tourists than people catching fish. My family and I are going trekking in the quiet, green valleys of the Connemara Park. It's wild and extremely beautiful there. My little brother Flynn is so excited. He's going to sleep in a tent for the first time.

C.



Sam

I'm going to go sightseeing in Dublin. I'm reading a great guidebook about it. I really want to go to a place called *Kilmainham Gaol*. It is not a prison nowadays but a museum. A guide shows you around the rooms. I heard that it's a great way to learn about the history of Ireland. It's one of Dublin's best-known tourist attractions. I'm going to book my tickets early because it's very popular.

4. Dopasuj zdjęcia (1–6) do fragmentów tekstu
... (A–C) z ćwiczenia 3.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

5. **E** Przeczytaj tekst z ćwiczenia 3. jeszcze
... raz. Wstaw znak V obok prawidłowej
odpowiedzi w ramce.

In which paragraph is someone going to	A	B	C
1. spend time walking in a pretty place?			
2. learn about what happened in the past?			
3. stay near a town with lots of tourists?			
4. catch a plane?			

6. Uzupełnij zdania informacjami z tekstu
... z ćwiczenia 3.

- Alice is going to _____
and _____.
- Sam _____
and _____.
- Maja and Jan _____
and _____.

7. Dokończ zdania (1–4). Wykorzystaj
... informacje z tekstu w ćwiczeniu 3.

- Dublin is _____.
- Galway is on the _____.
- The Giant's Causeway is _____.
- Kilmainham Gaol was _____
in the past.



Lesson 4

Grammar

Nagrania 7.4–7.5
docwiczenia.pl
Kod: U6A4JX



1. Uzupełnij luki, stosując *will* lub *won't* i wyrazy z ramki.

be love rain (x2) shine want

Sarah will be here next weekend.
What do you think she will want to do?

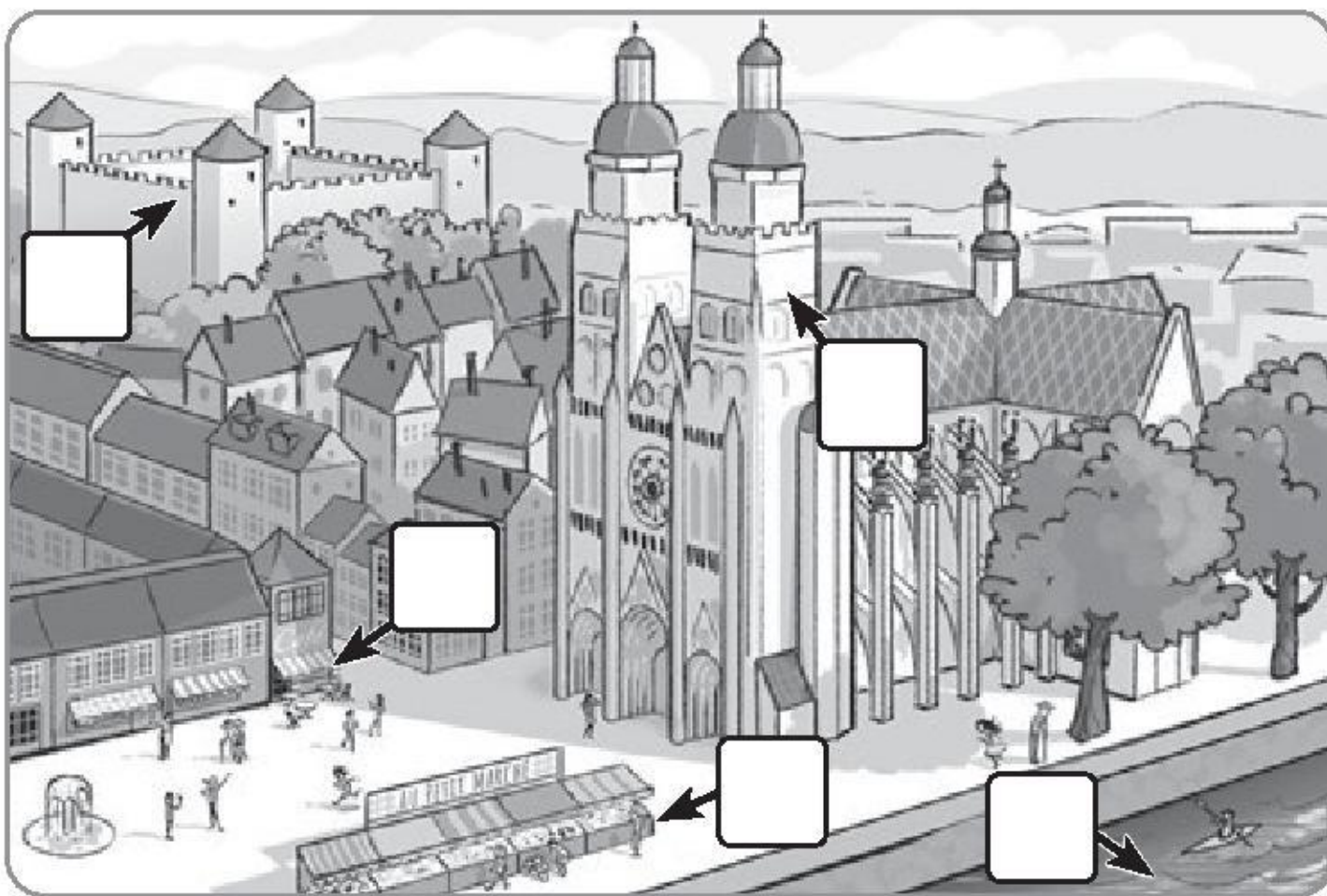
It's difficult to say. Do you think she will like the castle?

I'm sure she 1. _____ it.
Everybody loves the castle!

Do you think it 2. _____?

No, it 3. _____. I think we
4. _____ lucky, and the sun
5. _____ all weekend.

2. 7.4 Postłuchaj nagrania i ponumeruj miejsca w kolejności, w której Ted je odwiedza.



3. 7.5 Dopasuj zdania 1–6 do A–F. Postłuchaj i sprawdź.

- | | |
|---|---------------------------------|
| 1. She loves sightseeing. <u>E</u> | A. I'll go by train. |
| 2. There are lots of dark clouds. ____ | B. I'll book a single room. |
| 3. The landscape is beautiful. ____ | C. I'll take an umbrella. |
| 4. I don't want to drive. ____ | D. I'll book some tickets. |
| 5. The boat trip is always very popular. ____ | E. I'll take her to the castle. |
| 6. I don't want to share a room. ____ | F. I'll take a good camera. |

4. Ułóż wyrazy w odpowiedniej kolejności.

Example: *people / Will / cash / use / on holiday?*
Will people use cash on holiday?

- popular? / Will / more / camping / be

- green / prefer / Will / holidays? / people

- people / alone / more? / travel / Will

- 5-star / stay / Will / people / hotels? / in

- spend / Will / nearer home? / tourists / in places / more holidays /

5. E Przetłumacz na język angielski fragmenty zdań z nawiasów. Użyj czasu *future simple (will)*.

Example: *Do you think (pociąg się spóźni)*
the train will be late?

- We're going to walk, so (wezmę) _____ a map.
- What time (odwiedzisz) _____ the castle?
- I don't think (Monika będzie podróżować) _____ by plane in the future.
- The sea's very cold. (Peter nie będzie pływać) _____ today.
- (Będą jeść) _____ at the River Café.



Lesson 5

Vocabulary and Grammar

1. Podpisz ilustracje (1–6) wyrazami z ramki.

bicycle passengers platform ship
timetable tram



1. _____



2. _____



1. _____



2. _____



1. _____



2. _____

2. Uzupełnij tekst brakującymi wyrazami związanymi z podróżowaniem. Pierwsze i ostatnie litery zostały podane.

How to get from London to Amsterdam

The train leaves from St Pancras train

1. s _____ n in London.

A 2. s _____ e ticket costs 50 euros. The train will 3. t _____ l

through the tunnel under the

English Channel. Passengers usually

4. c _____ e trains in Brussels.

It takes 4 hours to get to Amsterdam by train.

You can also get to Amsterdam

by 5. f _____ y. This is a type

of 6. b _____ t. Harwich is the

closest port to London. It takes 7 hours to sail from Harwich to Holland. It isn't a long

7. v _____ e, but taking the train is faster.

3. Uzupełnij luki brakującymi wyrazami z ramki.

double bathroom 4-star facilities

A: Is it a good place to stay?

B: I think so. It's a 1. _____ hotel.

A: What 2. _____ does it have?

B: It has a swimming pool and a fitness centre.

A: Did you book a single room?

B: No, I booked a 3. _____ room.

A: Does the room have an ensuite

4. _____?

B: Yes, there is a shower, a sink and a toilet.

4. Ułóż zdania A–D w prawidłowej kolejności.

Frank is going to Amsterdam on a

_____ A. Hotel. His room will have some spectacular

_____ B. views across the city. He will also make

_____ C. trip. He wants to visit the museums and see

_____ D. the sights. He is going to stay at the Crane

_____ E. a reservation at a boat restaurant.

5. Pokoloruj na ten sam kolor pary pasujących do siebie wyrażen.

go on holiday	walk somewhere	drive somewhere	fly
travel to places like the Tatry	visit a place for a short time	visit another country	relax in a place away from home
go to the mountains	go by car	spend time near the sea	go on foot
go to the seaside	go on a trip	go abroad	go by plane

6. Uzupełnij zdania za pomocą odpowiedniej formy konstrukcji *be going to* lub *will*.

1. We _____ to go to the seaside tomorrow. I hope it _____ be a sunny day.

2. Oh no! I haven't got enough money for a ticket. Don't worry. I _____ lend you some.

3. The train _____ leave in a couple of minutes. We need to run!

Listening and Speaking

Video lesson 6

American Adventure

Before watching

1. Wymień miejsca, które chciałbyś zwiedzić w USA.

While watching

2. Obejrzyj nagranie wideo. Ponumeruj miejsca w kolejności, w jakiej je usłyszysz (1-8).

- A. cable cars ☐
- B. famous actors ☐
- C. Golden Gate Bridge ☐
- D. Hollywood Walk of Fame ☐
- E. nature ☐
- F. skyscrapers ☐
- G. Statue of Liberty ☐
- H. waterfalls ☐

3. Obejrzyj nagranie wideo jeszcze raz. Uzupełnij luki (1-6).

Student exchange programme in the USA

Live and study in the USA for 1. _____.

Make 2. _____ with people with similar interests.

Visit New York:

- experience the skyscrapers of Manhattan and the billboards of Times Square
- ride a 3. _____ around Central Park
- take a 4. _____ on a boat to see Ellis Island and the Statue of Liberty

Explore California:

- see the sights of San Francisco
- go hiking in 5. _____
- walk along the Hollywood Walk of Fame and see the names of 6. _____ on the pavement

Make a travel vlog of all the places you visit.



After watching

4. Przetłumacz na język angielski fragmenty zdań z nawiasów.

What do you want to do in the United States?

1. (Planuję) _____ go to the top of the Empire State Building.

2. (Chciałbym) _____ sunbathe on the beach in Florida.



3. (Nie mogę się doczekać) _____ go on a cruise around the Hawaiian islands.

4. (Mam nadzieję) _____ take a selfie outside the White House in Washington D.C.

5. (Nie mogę się doczekać) _____ going on a winter holiday in Colorado.

6. (Myślę o) _____ going camping in Yellowstone National Park.



5. Posłuchaj trzech osób , które opowiadają o planowanych wakacjach w Stanach Zjednoczonych. Połącz osoby (1–3) ze zdjęciami (A–C).

1. —

2. —

3. —

6. Posłuchaj nagrania jeszcze raz.
Odpowiedz na pytania, wstaw znaczek V we właściwych kolumnach w tabeli.

Which person:	1	2	3
wants to visit two countries?			
plans to go to the home of a famous person?			
hopes to take an unusual form of transport?			
needs to take warm clothes?			

Project
Przygotuj krótką prezentację na temat Stanów Zjednoczonych.

W prezentacji:

- ✓ Opisz najciekawsze miejsca.
- ✓ Wykorzystaj filmy i zdjęcia.
- ✓ Wymień i zaprezentuj główne atrakcje.

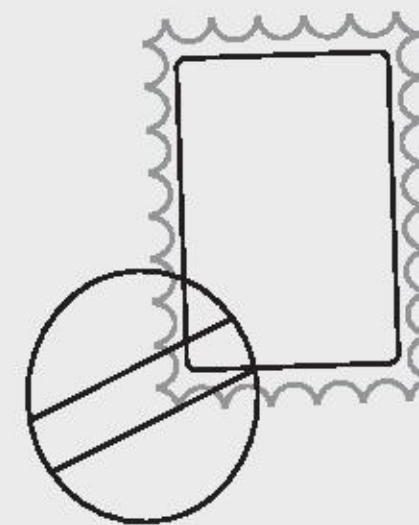
Lesson 7

Writing

1. Popatrz na zdjęcie.
... Uzupełnij pocztówkę.



Hi Sally,
How are you? I'm on 1. _____;
I'm staying at the 2. _____.
I'm very lucky because the weather is
3. _____ at the moment. In fact,
it's really 4. _____ every day.
I have time for lots of activities. Almost every day
I 5. _____ in the morning,
and in the afternoon I 6. _____.
It's the best holiday in my life! I love everything here –
the locals are really friendly and helpful. I'm enjoying
every minute of it. I've bought you some souvenirs.
How about your holiday?
I can't wait to see you.
Speak to you soon,
Tina



2. Przeczytaj pocztówkę. Zamień wytłuszczone
... słowa w tekście (1–9) wyrażeniami
o znaczeniu przeciwnym z ramki.

old-fashioned ugly the worst
dirty cloudy uncomfortable
horrible awful cold

Hi Liz,
How are you? I'm having 1. **the best** _____
holiday ever. We're in Croatia with
my parents' friends. I'm staying
in a 2. **modern** _____ and
3. **comfortable** _____ hotel.
The weather is 4. **fantastic** _____.
It's 5. **hot** _____ and 6. **sunny** _____
every day. We're going to stay here for two
weeks. Yesterday we went to the beach. It
was really 7. **pretty** _____ and
8. **clean** _____. I didn't want to swim,
so we played volleyball and made sandcastles.
The local food is 9. **delicious** _____.
My mum tried octopus yesterday! Yuck!
Tomorrow we're going mountain biking and
kitesurfing if the weather is fine. I haven't
bought any souvenirs yet. Now, I'm sitting in
my room because I got stung by a bee. I want
to go back home! What about you?
Miss you a lot.
Love,
Sue

3. Przetłumacz fragmenty zdań w nawiasach
... (1–8) na język angielski.

Hi Sally,
1. *(Jestem na wakacjach)*

_____ in London. I love
this city! There are
many things to see!
2. *(Zatrzymaliśmy się)*

_____ in an old-fashioned
guest house.

Our room is spacious and very clean.

3. *(Świetnie się bawimy)* _____
here. 4. *(Wczoraj)* _____,

for example, we saw Big Ben and went on
the London Eye. The views were amazing!

5. *(Jutro)* _____ we are going
to Buckingham Palace and the Natural History
Museum. The only thing I don't like is the
weather here. 6. *(Jest zimno i pochmurno)*

_____. The food is OK, but I'm
not really into fish and chips that much!

7. *(Jak tam Twoje wakacje)*
_____. I hope you are having
a blast!

8. *(Do zobaczenia wkrótce)*

Love,
Molly

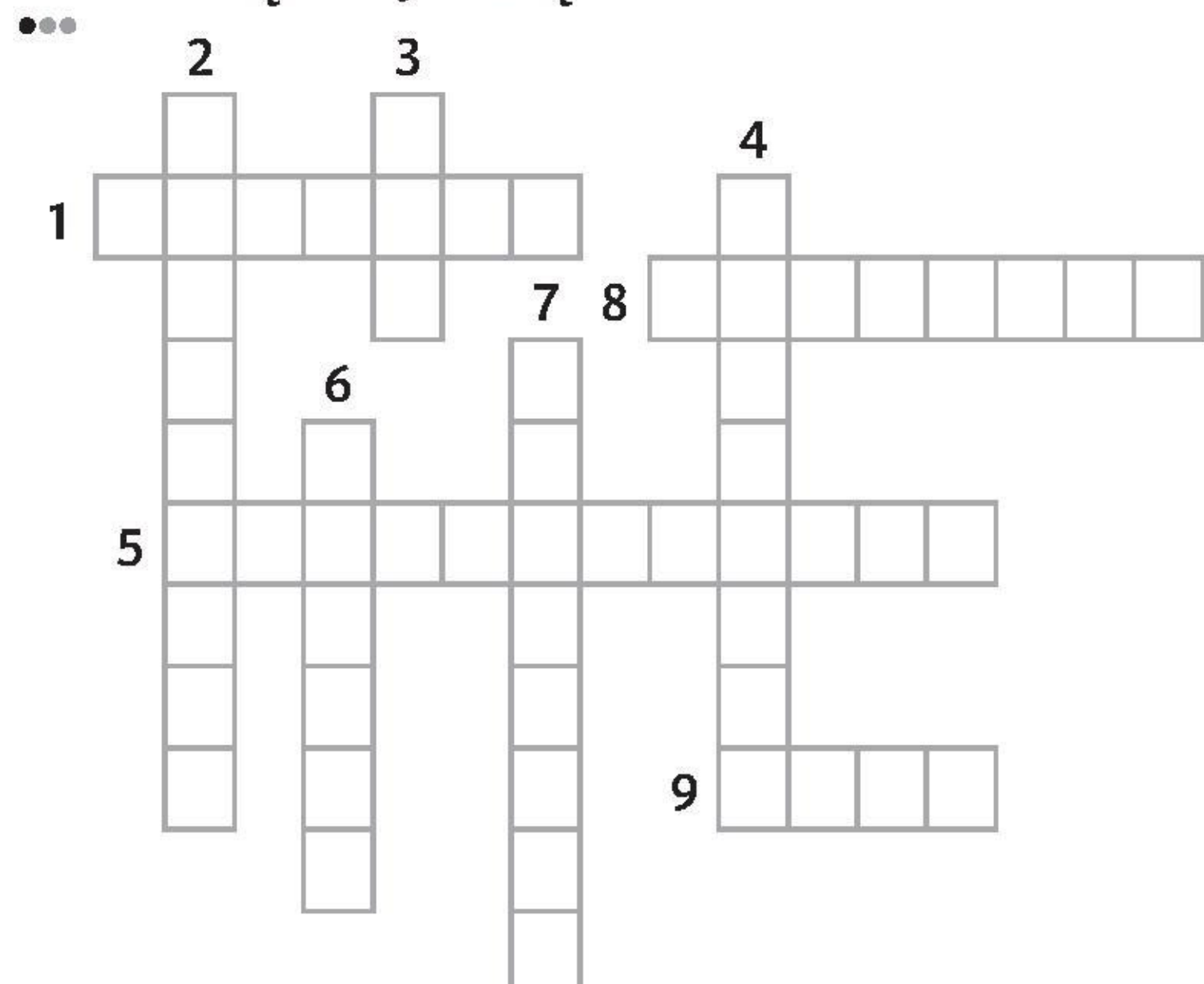


Lesson 8

Review

Vocabulary

1. Rozwiąż krzyżówkę.



Across →

1. The bags and suitcases that you take with you when you travel.
5. The document you must have to get on a plane.
8. You put it on when it is raining.
9. You sleep in it when you are camping.

Down ↓

2. A book that gives you information about a place that you would like to visit.
3. An diagram with many different symbols that gives you information about an area (e.g. a city or a country).
4. A document that you often need when you go abroad.
6. You use it for taking photos or for making films.
7. A kind of bag with a handle, usually used for carrying your clothes when you are travelling.

___/9 pkt.

2. Uzupełnij zdania wyrazami z ramki. Jeden wyraz został podany dodatkowo.

check change laze go take get

1. Did you _____ many photos when you were in Paris?
2. We're going to sunbathe and _____ around for the next two weeks on this beautiful Greek island.

Grammar

3. Ułóż podane wyrazy tak, aby powstały zdania twierdzące ☒, przeczące ☒ lub pytające ☒ z wyrażeniem *be going to*.

1. I / wander / round the park at the weekend ☒
2. Richie / go / to a sports camp with his friends ☒
3. My parents / exchange / any money before we go abroad ☒
4. What / you / do / at the seaside ☒
5. Tom / join / the school football team ☒

___/5 pkt.

4. Utwórz zdania z podanych wyrazów.

1. promise / will / Croatia. / I / buy / you / a / in / I / souvenir
2. My / 100 / will / next / be / year! / great-grandmother
3. Julia / travel / world / this / around / Will / the / summer?
4. not / we / will / on / in / trip / Unfortunately, / the / school / May. / go
5. won't / a / five-star / is / expensive. / We / hotel / because / stay / in / it / too

___/5 pkt.

3. We always spend our holidays at the Polish seaside. Next year, however, I would like to _____ abroad.
4. You need to _____ in two hours before the flight.
5. I think we should _____ off at the next station.

___/5 pkt.



Lesson 9

Test

Nagranie 7.8
docwiczenia.pl
Kod: U6H77Y



Zadanie 1.

- E** **7.8** Usłyszysz dwukrotnie trzy wypowiedzi na temat różnych miejsc zakwaterowania. Na podstawie informacji z nagrania dopasuj do każdej wypowiedzi (1.1.–1.3.) odpowiadające jej zdanie (A–C). Wpisz rozwiązania do tabeli.

This speaker:

- A. is having to change his/her plans.
B. is not going to stay in a holiday resort.
C. will probably share a room with someone else.

1.1.	1.2.	1.3.

Zadanie 2.

- E** Przeczytaj opis ilustracji. Uzupełnij każdą lukę (2.1.–2.3.) jednym wyrazem, tak aby powstał spójny i logiczny tekst zgodny z ilustracją.



In the picture, there are four

2.1. _____ – I think they belong to four members of the same family who are getting ready to go on holiday. In my opinion, they are planning to see the sights because there is a 2.2. _____ of the country they are going to visit. It's behind the flip-flops. The shoes, the hat, the sunglasses and the mask and snorkel make me think that the family are 2.3. _____ to travel to a hot place.



Exam tip

- Zapoznaj się z podanymi odpowiedziami.
- Podczas pierwszego słuchania spróbuj zanotować najważniejsze słowa – użyj skrótów.
- Odpowiedzi dopasuj w trakcie drugiego słuchania lub od razu po nim.
- Pamiętaj, że te same słowa mogą występować w kilku wypowiedziach, dlatego zwracaj uwagę na to, w jakim kontekście zostały użyte.

Zadanie 3.

- E** Uzupełnij dialogi (3.1.–3.3.). Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. W każdą lukę możesz wpisać maksymalnie dwa wyrazy. Luki należy uzupełnić w języku angielskim.

3.1.

Are you going abroad this summer?

Yes, I _____ to visit Egypt in July and Spain in August.

3.2.

I'm so tired with all these exams and shorts tests. I can't wait for the break.

Me too! I _____ forward to staying at home and doing nothing.

3.3.

Why are you reading a guidebook to Paris?

I'm going on a trip to Paris this weekend, so I would _____ check which places are worth visiting.

Holiday time again!

Lesson 1

Vocabulary and Listening

Nagranie 8.1
docwiczenia.pl
Kod: U6MZ6A



1. Uzupełnij brakujące litery.

...

1. p _ ll _ ti _ n
2. _ co _ te _
3. _ _ _ kag _ _ ol _ _ ay
4. _ in _ er _ ri _ _
5. _ _ ow o _ t ca _ _ les
6. _ h _ r _ acy

Use some of the missing letters to complete the sentence

Everyone wants to have some

_____!

2. 8.1 Uzupełnij teksty (A–B) wyrazami z ramki. Posłuchaj i sprawdź.

bandage • birthday cake • package holiday • train
pay in cash • pharmacy • pineapple • suitcase

A. Simon,

I am going to buy the train tickets this afternoon. We need one more thing before we go – a 1. _____.
You can 2. _____ at the pharmacy – there is some money in the kitchen. Don't forget to pick up your dad's 3. _____ for the party tonight. It is at the baker's, which is next to the 4. _____.
Mum

B. Hi Simon,

We arrived in Venice yesterday. We are glad we came here on a 1. _____ because we have someone to tell us about the best things to see. She told us to try the pizzeria near the hotel – I had a ham and 2. _____ pizza, and it was really nice. The weather is very sunny, the problem is that I forgot to pack my sunglasses in my 3. _____.
Terry

3. Odpowiedz na pytania pełnymi zdaniami.

Przeczytaj tekst z ćwiczenia 2. jeszcze raz i sprawdź.

Example: *What is Mum going to buy?*

She is going to buy train tickets for their trip.

1. What can you buy at the pharmacy?

2. Which shop is next to the baker's?

3. When did Terry arrive in Venice?

4. Why is the sunny weather a problem?

4. Dokończ zdania według własnych pomysłów.

Example: *For my birthday, I usually have a big party, a big cake, thirty guests and lots of presents!*

1. Two kinds of pollution that are a big problem are _____

2. For my birthday, I usually _____

3. In shops I prefer to pay _____

4. My favourite holidays are _____

because _____

5. Wybierz poprawną odpowiedź.

...

Quiz

1. How many fingerprints does a chimpanzee have?

A. 1 B. 5 C. 10

2. Which don't you usually have at school?

A. geography B. English C. a tram

3. Which is **not** part of your body?

A. a brain B. a cough C. a stomach

4. Which is **not** a criminal?

A. a kidnapper B. a shoplifter C. a shop assistant



Lesson 2

Grammar

1. Użyj wyrazów z nawiasów oraz wyrażenie **going to** tak, aby powstały pytania.

Example: *How many guests (you/invite) are you going to invite to the party?*

- How _____ (you/travel) to Greece?
- What _____ (Maria/learn) at the summer camp?
- What _____ (Alex/do) in his free time?
- Where _____ (you/go) with your cousins?

2. Ułóż wyrazy, aby utworzyć zdania.

1. to / go / on a package holiday to Greece. / We / are / going

2. I / be / very hot. / think / it / will

3. to / go to / a summer camp / going / at a forest school. / Maria / is

4. learn / will / a lot about the environment. / She

3. 8.2 Wybierz właściwe wyrazy. Posłuchaj i sprawdź.

How's the summer camp, Maria?

It's great. I **am really enjoying** / **really enjoy** it! Today, for example, we **1. are cleaning up / clean up** the forest. We **2. are picking up / pick up** all the rubbish.

And what are you going to do tomorrow?

Tomorrow we **3. are going to / go to** make some bee hotels.

4. Uzupełnij luki przymiotnikami z nawiasów w stopniu wyższym lub najwyższym.

Example: *I want this bed! It's **more comfortable** (comfortable) than the other bed.*

- This guest house is the worst of them all. It's _____ (far) from the sea.
- I looked at lots of guidebooks. This one is _____ (good) of them all.
- Your luggage is _____ (heavy) than mine.
- Don't visit that gift shop. It's _____ (expensive) shop in town.
- This holiday is _____ (bad) than last year's holiday.

5. E Wybierz właściwą odpowiedź A, B lub C.

I'd **B** like to go to Egypt this summer. I'd like to see the pyramids, and it'd be great to sail **1. ___** down the River Nile in a boat. But we **2. ___** going to visit Egypt this summer – nor next summer. My dad says it's **3. ___** hot, and my mum says we haven't got **4. ___** money. But I **5. ___** go there one day!

- | | | |
|--------------|-------------|-----------|
| 1. A. real | B. really | C. unreal |
| 2. A. are | B. aren't | C. isn't |
| 3. A. enough | B. much | C. too |
| 4. A. enough | B. no | C. too |
| 5. A. going | B. going to | C. will |

Fantastic! Do you always **4. spend / spending** the summer at a forest school?

No, I don't. I usually **5. am staying / stay** at home. That means, I usually **6. am seeing / see** friends, and we sometimes **7. are going / go** on day trips.

So, do you think you'll go on a summer camp again?

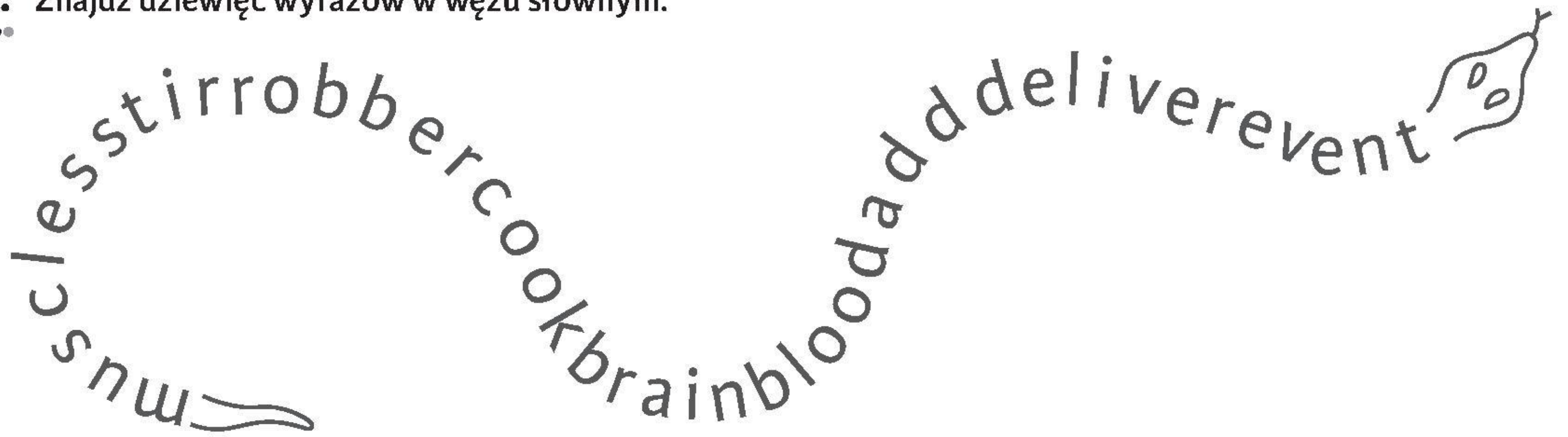
Absolutely!



Lesson 3

Reading

1. Znajdź dziewięć wyrazów w węzu słownym.



2. Połącz zdania (1-10) z wyrazami z ramki. Dwa wyrazy zostały podane dodatkowo.

festival guidebook map criminal tent pay parade celebration
blackmailer order boil heart

What's the word?

1. Pirates often need one to find their treasure. _____
2. It beats faster whenever you run but breaks when you are very sad.

3. The jury says she is guilty of all three crimes, so she's
a _____
4. Can you call the pizza restaurant and _____ a takeaway pizza?

5. You do this either in cash or by card before you leave a shop with
the thing you want to buy. _____
6. For example, a party on New Year's Eve or your cousin's 18th
birthday. _____
7. If you want to know the best places to visit in Berlin, read this.

8. She wrote a letter which told me to pay her £1000. If I don't, she'll
tell everyone my secret. She's a _____
9. How do you cook your eggs for breakfast? Do you prefer to fry
them or ... them? _____
10. The town has a music ... every summer. Many top performers come
here to sing. _____



3. Przeczytaj trzy teksty. Które zwierzę ze zdjęć
... NIE JEST w nich wymienione?

Strange but True

Post your *Strange but True* stories here.
The best story will win a prize.

- A. **Lucy** I am from the north of England and I want to tell you about a strange tradition we have at New Year. Just before 12 o'clock on New Year's Eve, there is a tradition to repeat the words 'black rabbits' three times, but after the clock strikes 12, we say 'white rabbits' three times. Doing this is believed to bring us good luck.
- B. **Neil** I live in London, and something strange happened at my school last month. The school closed for one week because of dangerous spiders. The false widow spider, is the most dangerous species of spider in the UK. It is about the size of a strawberry. The spiders can hurt you if they bite you, but they can't kill you. They were everywhere in the building. That's why it was closed for a few days.
- C. **Annie** A year ago my family bought a puppy from a pet shop in Manchester. To begin with, the dog was friendly and would play with our neighbour's dog. Then it started to act a little wild. It even tried to kill some chickens on a farm near our home. We were not able to control it. Finally, someone told us that it was a fox and not a dog. Can you believe it?

1.



2.



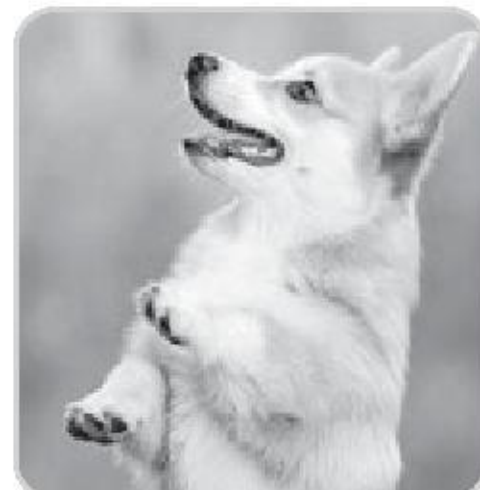
3.



4.



5.



6.



4. Przeczytaj teksty w ćwiczeniu 3. jeszcze raz.
... Wybierz właściwą odpowiedź A, B lub C.

- It is lucky to say 'white rabbits'
 - before midnight.
 - at midnight.
 - after midnight.
- Neil's school was closed because
 - spiders bigger than strawberries were living there.
 - killer spiders escaped from London Zoo.
 - it wasn't a safe place for the schoolchildren.
- What is the best title for Annie's story?
 - Hungry dog ate some chickens.
 - Pet shop sells wild animal as family pet.
 - Friendly fox makes friends with family dog.

5. Obejrzyj plakat. Uzupełnij luki (1-4)
... brakującymi wyrazami.

Hi Sonia,
There is a writing competition in my favourite online magazine. Readers tell a 1. _____ about something that happened to them that was strange but 2. _____. My favourite one is written by a girl called Annie. Her family bought a 3. _____ from a pet shop. They thought it was a dog. Why don't you post a story and win a 4. _____?
Love,
Zuza

STORY COMPETITION FOR YOUNG WRITERS

Write a funny but strange story
Write up to 3000 words.
Send it to us: story@story.pl

We will post it on our website
The best story wins a prize!



Lesson 4

Grammar

1. Uzupełnij luki (1–8) wyrazami z nawiasów w czasie *past simple*.

Example: A: What did you see (see) on your trip to the mountains?

B: We didn't see (not see) any wolves, but we saw (see) a lot of birds.

- ① A: Last July I 1. _____ (learn) to cook at a summer camp.
 B: What 2. _____ you _____ (cook)?
 A: We 3. _____ (cook) our food on a barbeque.
- ① A: Last summer I went to the seaside with my mum, but it 4. _____ (be) terrible!
 B: Why 5. _____ (be) it terrible?
 A: We 6. _____ (have) an accident, and my mum 7. _____ (break) her ankle. Luckily, she 8. _____ (not hurt) anything else.

2. Wpisz w zdania wyrazy z ramki w odpowiedniej formie. Użyj czasów *past continuous* lub *past simple*.

Example: We were walking through the valley when we saw some beautiful butterflies. (walk, see)

1. She _____ some food on the barbeque when it _____ to rain. (cook, start)
2. While my mum _____ along a road in the dark, she _____ a tree. (drive, hit)
3. I _____ at some clothes on a market stall when I _____ this amazing T-shirt. (look, find)
4. The thieves _____ our bags while we _____ some street musicians. (take, watch)

3. Wybierz odpowiednie wyrazy.

- A: First, mix any / some lemon juice with some honey.
 B: How 1. many / much honey do I need?
 A: Just 2. a few / a little. Next, take 3. a / an pineapple. Peel it and cut it into thick slices. Pour 4. a / the lemon juice over 5. - / the pineapple slices.
 A: It's 6. a lot of / many juice!
 B: It is, but the pineapple needs plenty. Leave it for 7. a few / a little minutes. Then, cook both sides of the slices on the barbeque for 2–3 minutes.
 A: Mmm. I love 8. - / the pineapple!

4. E Uzupełnij luki wyrazami z ramki. Trzy wyrazy podano dodatkowo.

a any didn't much some the was ~~went~~ were

Last summer I went to Edinburgh with my family. We visited the castle and had 1. _____ traditional Scottish food for lunch – I 2. _____ eat 3. _____! While we 4. _____ walking around the old town, I saw 5. _____ café where J.K Rowling wrote some of her first books. If you visit Edinburgh, you must go there.

5. E Uzupełnij drugie zdanie. Użyj wyrazu zapisanego drukowanymi literami w niezmienionej formie, tak aby zachować sens zdania wyjściowego.

Example: The hotel is too expensive for us. **ENOUGH**
 The hotel isn't cheap enough for us.

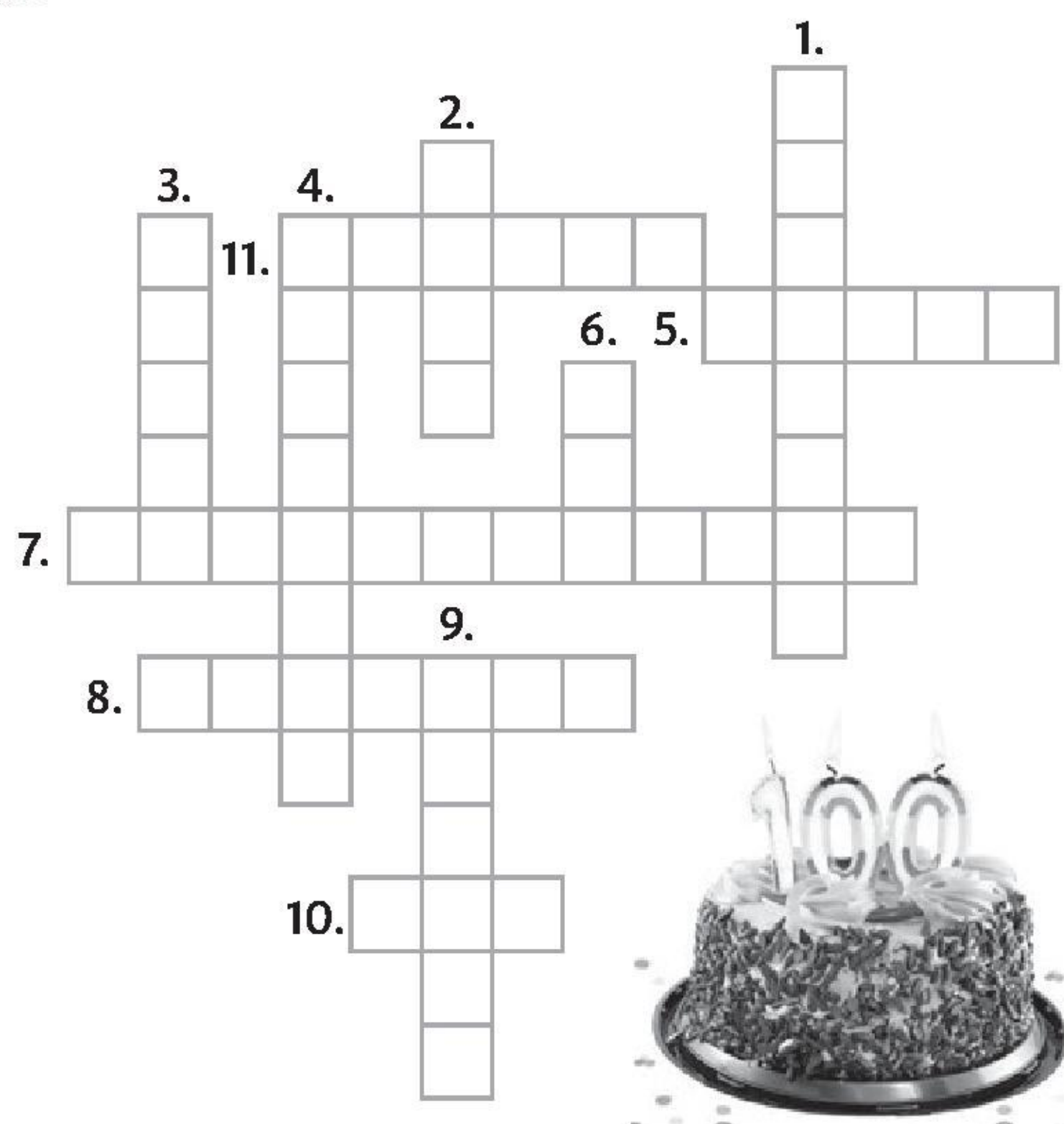
1. There isn't any honey left.
NO
There _____ honey left.
2. The sea isn't warm enough to swim.
TOO
The sea _____ to swim.
3. We went to all the shops in town.
EVERY
We went to _____ in town.
4. We have no olives.
ANY
We _____ olives.
5. They only had a little money.
MUCH
They didn't _____ money.



Lesson 5

Vocabulary and Grammar

1. Rozwiąż krzyżówkę.



2. Uzupełnij tekst wyrazami z ramki.

••• Dwa wyrazy zostały podane dodatkowo.

anniversary discount biscuits
ingredients occasion trip

We are celebrating the 1. _____ of our school. It actually opened 100 years ago. It's a special 2. _____ for our small town. Our parents, grandparents and great-grandparents all went to the school and everyone wants to celebrate this special day. We're going to have a party and dress up in old-fashioned clothes from the past. I'm going to bake some chocolate 3. _____ for the party. Tomorrow my class is going on a 4. _____ to a museum. We'll learn more about life 100 years ago.

3. Wybierz właściwe wyrażenia.

Every summer 1. **I travel / I am travelling / I might travel** to Italy. Last year 2. **I stay / I stayed / I were staying** at a 5-star hotel in Rome. I enjoyed 3. **one another / myself / happily** very much. The hotel restaurant had the most delicious 4. **seafood / seaside / sea**. I think 5. **I going to / I will / I mustn't** book a room there again this year.

Across →

5. Every day I take my dog for a walk on the ... to swim in the sea.
7. a soft red fruit that we eat in spring (plural)
8. When it's sunny, many British people like going to the ...
10. A vehicle that is used for carrying things but is smaller than a lorry.
11. to go somewhere by car plane/etc.

Down ↓

1. The beach is a great place to get ... with friends.
2. Where do you ... out with your friends?
3. New York is on the east ... of America, and Los Angeles is on the west ...
4. My favourite ... is fish and chips. I like eating it in the local park.
6. There's a lot of pollution in our town, so we're going to the seaside to get some fresh ...
9. I'm going to Tenerife on holiday. It is an ... in the Atlantic Ocean.

4. Ułóż wyrazy we właściwej kolejności tak, aby powstały pytania.

1. your / What / hobby? / favourite / is

2. How / speak? / languages / can / many / you

3. last / What / do / did / Saturday? / you

4. you / doing / at 7 o'clock / What / this morning? / were /

5. you / Do / healthy food? / eat / always

6. this summer? / are / you / do / going / What / to

5. Napisz krótkie odpowiedzi do pytań z ćwiczenia 4.

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

Video lesson 6

Listening and Speaking

Welcome to Scotland

1. Rozwiąż quiz.

Quiz



Which pictures/information do you associate with Scotland? Which do you associate with England?

London

St. Andrew's Day

St. George's Day

5 million

Edinburgh

65 million



2. Ojbejrzyj nagranie i sprawdź odpowiedzi do ćwiczenia 1.

3. Obejrzyj nagranie jeszcze raz. Uzupełnij tekst brakującymi wyrazami.

Greetings from Scotland!

Yesterday we visited Edinburgh

1. _____. It's on the top of a hill that has spectacular 2. _____ of the city. We also learnt about the Fringe Festival. It's the biggest arts festival in the 3. _____. It's very popular, so you have to buy 4. _____ in advance. We are trying to learn some Scottish words while we are here. For example, we learnt that *Guid eenin* means 5. _____. Tomorrow we are going to visit *Loch Ness*. That's where the 6. _____ lives.

Missing you lots,
Sophie and Tina

4. Posłuchaj nagrania. Uzupełnij tabelkę wyrazami w języku angielskim.

English word	Scottish word
1.	Alba
2.	Loch
3.	Ben
4.	Laddie
5.	Lassie





5. Przeczytaj ulotkę kawiarni. Uzupełnij dialogi brakującymi wyrazami. Pierwsze litery zostały podane.



THE TEA COSY CAFÉ

Our specialities include home-made shortbread biscuits and Dundee cake.

- A large selection of teas available
- There are tables and chairs outside in our garden, so you can enjoy some spectacular views of the loch and Nessie.

Loch Ness • Scotland

1.

I don't know what to choose. The shortbread biscuits or the Dundee cake?

I would r_____ have the cake. In my o_____, it's very tasty.

I a_____ with Martha. Dundee cake is delicious!

2.

This is the best birthday surprise ever! A family holiday at Loch Ness!

H_____ birthday, Mum!

Thank you, Mary! Thank you, Tom!

Many happy r_____! Why don't you open your presents now?

3.

Do you f_____ going on a boat trip around the lake this afternoon?

Yes, that would be l_____. It's a great idea!

4.

I'm very tired and I have a terrible headache. I think I did too much sightseeing this morning.

Oh dear! I think you s_____ go back to the hotel and relax for a while.

5.

Excuse me.

Yes, c_____ I help you?

Do you have any lemonade?

Yes, we do.

We'd like two glasses, please.

Is there anything e_____?

No, that's all. Thank you.

That will be £5 altogether.

6.

Here are your teas. Please, b_____ careful! The cups are very hot.

Thank you.

W_____ you like me to bring you some sugar?

Yes, please.

7.

It's a beautiful day. I think I'll go for a swim in the lake.

I'm sorry, but you are not a_____ to swim there. I saw a sign yesterday that said 'D_____! No swimming!'

8.

I am really looking f_____ to climbing Ben Nevis tomorrow.

Yes, it'll be great! And I can't w_____ to visit Edinburgh on Saturday.

Me too! First, I am planning to visit the castle. Then, I h_____ to go shopping. I'd like to buy some souvenirs.

6.  8.4 Posłuchaj nagrania i sprawdź odpowiedzi w ćwiczeniu 5.

Lesson 7

Writing

1. John pojechał na wakacje. Przeczytaj tekst i odpowiadaj na pytania.

- What kind of text is it?
A. an email B. a blog post
C. a note
- Who is John writing to?
A. To his friend. B. To his Mum.
C. To his teacher.
- Does he want to meet after the holidays?
A. Yes. B. No.
C. Yes, but only on Mondays.

2. Przeczytaj tekst w ćwiczeniu 1. jeszcze raz. Uzupełnij brakujące wyrazy w tekście.



Hi John,
It's great to hear from you. I am at a
1. _____ as you know ...
We don't just 2. _____
in the lake; we also do a lot of walking and
sightseeing. Yesterday, for example, we
3. _____ in Malbork and
visited the famous castle.
I will be back home on Friday, so we can go to
the 4. _____. I really want to
see the film about 5. _____.
Say 6. _____ to your mum.
Take care,
Kate



Hi Kate,
I am on holiday in Spain. It's really hot here.
Yesterday it was 35°C, which is far too hot
for me.
I am spending every day on the beach,
sunbathing and swimming. I like trying
Spanish food, for example, paella. It's quite
tasty, but I prefer our Polish rice... with
strawberries and cream.
I will be back next week. Can we meet and
go to the cinema? There is a new film about
robots out at the moment.
I hope you are spending a lovely time with
your friends at the swimming camp...
Let me know if we can meet next week,
John

**3. Napisz post na blogu *My holiday*.
Opisz swoje wymarzone wakacje.**

My holiday

Hi Guys,
I am in _____.
I spend lots of time _____
and _____.
I am going to go to _____
_____ and see _____.
The weather is _____
and _____.
I hope you are all OK,



Lesson 8

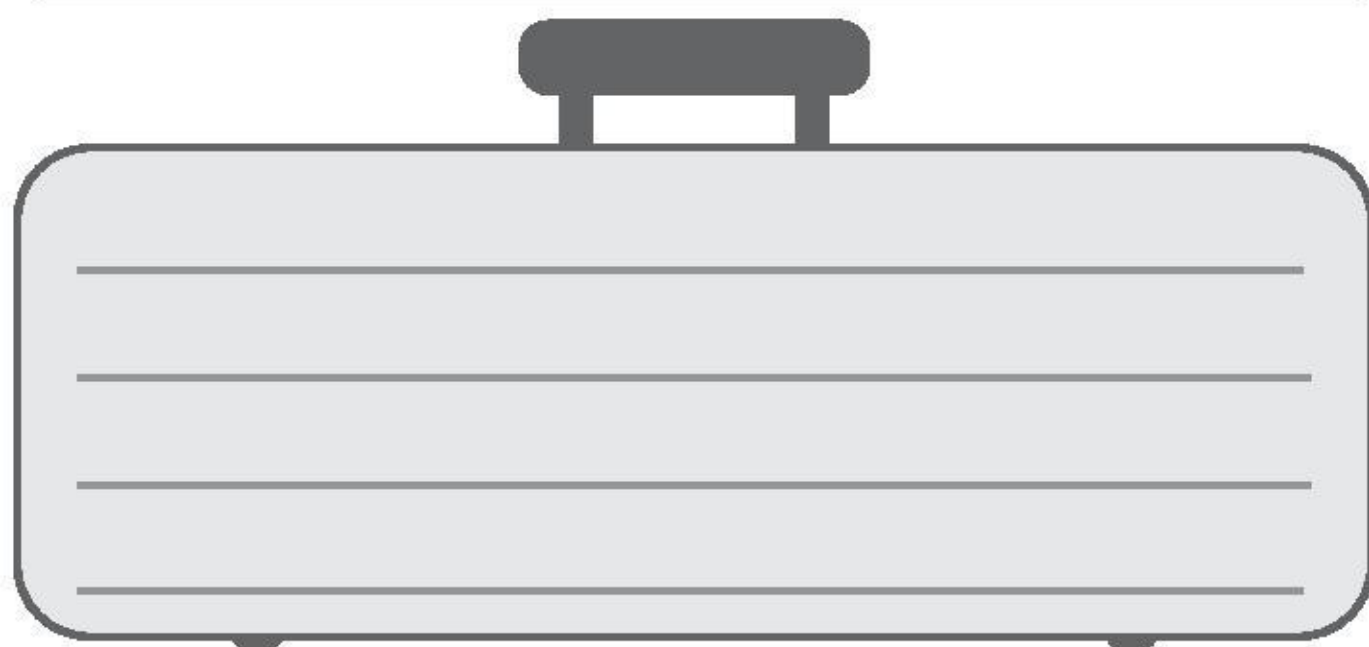
Review

Vocabulary

1. Co można spakować do walizki?

••• Wybierz właściwe wyrazy.

camera landscape van guidebook
medicine map sunglasses tin hospital
money jury raincoat flight ball
chocolate ticket



_/5 pkt.

2. Napisz dwa wyrazy, pasujące do podanych kategorii.

••• kategorii.

1. Summer food: _____

2. Summer sports: _____

3. Summer places: _____

4. Summer clothes: _____

5. Summer transport: _____

_/5 pkt.

3. Dopisz czasowniki do podanych wyrazów.

••• Uporządkuj wydarzenia od najbardziej oczekiwanych podczas wakacji, do takich, które nie chcesz, żeby ci się przytrafiły.

ride make see have go (x3) stay visit

1. _____ to hospital _____

2. _____ to the cinema _____

3. _____ a museum _____

4. _____ abroad _____

5. _____ the sights _____

6. _____ in a five-star hotel _____

7. _____ a barbecue _____

8. _____ a scooter _____

9. _____ friends _____

_/9 pkt.

4. Odpowiedz na pytania. Zadaj je kolegom/

••• koleżankom i zaznacz V, jeśli usłyszysz odpowiedź taką samą, jak twoja. Jeśli zaznaczysz trzy pola pionowo, poziomo lub ukośnie, powiedz BINGO.

1. Do you have friends living in other countries? _____	2. Do you prefer summer or winter holidays? _____	3. Do you sometimes speak English on holiday? _____
4. Do you send postcards to your friends? _____	5. Were you at the seaside last summer? _____	6. Are you going to do any sightseeing this summer? _____
7. Did you ride a bike last summer? _____	8. Do you celebrate your birthday during the holidays? _____	9. Do you like summer camps? _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

_/9 pkt.

5. Napisz dwa zdania porównujące wakacyjne przyjemności. Użyj podanych przymiotników w odpowiedniej formie.

••• Example: *lazing around / going sightseeing (interesting)*

Lazing around is more interesting than going sightseeing. / Going sightseeing is more interesting than lazing around.

1. travelling by plane / travelling by coach (fast)

2. strawberries / cherries (good)

3. camping holiday / package holiday (exciting)

_/6 pkt.



Unit 1

Ben's vlog – My Favourite Places

Video lesson

Before watching

1. Dopasuj czynności (1–5) do wyrażień (A–E).

- | | | |
|--------------|-------|------------------------------|
| 1. watch | _____ | A. the hill |
| 2. listen to | _____ | B. the sunrise over the lake |
| 3. feel | _____ | C. on the beach |
| 4. climb | _____ | D. the sound of the waves |
| 5. walk | _____ | E. the sand under your feet |

2. Przyporządkuj zwroty z ćwiczenia 1. do zdjęć (1–3). Trzy zwroty pasują do jednego zdjęcia.



1. _____ 2. _____



3. _____

While watching

3. Obejrzyj film o miejscach, w których Ben najbardziej lubi się odprężyć. Uzupełnij zdania wyrazami z ramki.

world sand relaxing nature sunlight

- I find walking on the big rocks really _____.
- Ben thinks the most beautiful thing is the city of Toronto in the early morning _____.
- The _____ of Palm Beach feels so nice under your feet.
- Standing on the beach is like standing at the edge of the _____.
- It's so good to be outdoors and surrounded by _____.

4. Przeczytaj zdania odnoszące się do filmu i określ, które z nich są prawdziwe (T), a które fałszywe (F). Obejrzyj i sprawdź.



- | | |
|---|-------|
| 1. Ben lives in the UK now. | T / F |
| 2. Ben doesn't film the places he visits. | T / F |
| 3. Ben sometimes goes to watch the sunrise over Lake Ontario. | T / F |
| 4. Ben's family often goes on vacation to Florida. | T / F |
| 5. Ben climbs Arthur's Seat when he is in Scotland. | T / F |

After watching

5. Uzupełnij 3 zdania tak, aby mówiły prawdę o Tobie:

- When I get stressed, I _____.
- I love walking in _____.
- My favourite place in Poland is _____.

Project Vlog

Przygotuj krótki film w którym opowiesz, w jaki sposób spędzasz czas relaksując się na wolnym powietrzu.



▶ Powwow: A gathering for Native Americans

Video lesson



Before watching

1. Uzupełnij definicje (1–5) wyrazami z ramki.

come together family members
important meeting similar

1. **an ancestor** – _____, for example, your great-grandparents, great-great grandparents, etc.
2. **a celebration** – a social event, such as a party, held in order to show that the occasion is _____.
3. **a community** – a group of people who live together and have _____ interests, traditions and beliefs.
4. **a gathering** – a party or a meeting, during which people _____ as a group.
5. **a reunion** – a _____ held after a period of separation.

While watching

2. Obejrzyj nagranie wideo. Uzupełnij zdania wyrazami z ramki.

drum Powwow reunion

1. A _____ is a celebration and a gathering of different tribes.
2. The woman thinks the sound of a _____ is relaxing.
3. It's a good time for a _____ as friends and family need to stay in touch.

3. Obejrzyj nagranie wideo jeszcze raz. Wybierz właściwe wyrazy.

1. *Canadians / Native Americans* take part in the Powwow.
2. *Mickela / Mike* wants to see the Powwow take place.
3. The Powwow takes place in *the United States / Canada*.
4. The *drum / guitar* is a very important instrument for Native Americans.
5. You *can / can't* dance during the Powwow.

After watching

4. Wpisz w luki (1–4) brakujące wyrazy.

NATIVE AMERICAN CONCERT

1. _____

- Come and 2. _____ to our best drummers
- Join in and 3. _____ the drums with us.
- Learn to dance like a Native 4. _____.



Bring your kids with you

Place: Norton School Time: Sunday, 5pm

Project

Przygotuj prezentację multimedialną przedstawiającą rdzenną ludność Ameryki Północnej. Napisz o strojach, jedzeniu, zwyczajach. Wykorzystaj filmy i zdjęcia.



▶ Chloe the upcycler

Video lesson

Before watching

1. Przeczytaj listę sposobów, w jaki ludzie pozyskują ubrania. Oceń każdy z nich w skali od 1 (*hate*) do 5 (*love*).
- ___ buy a brand new item of clothing
 - ___ upcycle old clothes
 - ___ wear *hand-me-downs* (ie. clothing that once belonged to an older family member)
 - ___ get an item of clothing as a present
 - Other: _____

2. Podpisz zdjęcia 1–2 wyrażeniami z ćwiczenia 1.



- _____
- _____

While watching

3. Obejrzyj film o Chloe, która tworzy odzież przetwarzając różne materiały. Wybierz właściwe odpowiedzi na pytania (1–4).

- What is Chloe wearing today?
 - a skirt and a T-shirt
 - trousers and a blouse
 - a dress and a jacket
- What animal is illustrated on Chloe's clothing label?
 - an elephant
 - a rhinoceros
 - a dinosaur
- Chloe talks about following three steps when making one's own clothes. What point does she NOT mention?
 - think of an idea
 - find your materials
 - look for some instructions

4. Połącz części zdań. Obejrzyj film ponownie i sprawdź swoje odpowiedzi.

- Chloe uses old clothes and accessories to
 - She does more than simply
 - Clothes that can be upcycled often look like rubbish until you
 - You probably already have everything you need to
- sell her own clothes.
 - be an upcycler.
 - make new ones.
 - pick them up.

After watching

5. Uzupełnij luki (1–5) brakującymi wyrazami z ramki.

materials concerts friends
upcycling jeans

My cousin Jayne likes

1. _____ clothes. She has all the 2. _____, scissors and imagination that's needed to make new clothes. She creates caps, skirts and even 3. _____. She often turns up for lessons, 4. _____ and parties wearing her homemade clothes. They are always colourful and unique. She is extremely proud of them. Sometimes her 5. _____ borrow clothes from her or ask her to make something special for them. Maybe she will make it her profession in the future?



Project

Skorzystaj ze wskazówki Chloe do stworzenia własnego stroju. Zaprojektuj nową część garderoby. Napisz gdzie będziesz nosić samodzielnie wykonane ubrania.



Climbing buddies

Video lesson

Before watching

1. Podpisz zdjęcia (1–6) wyrazami z ramki.

carry climb communicate
get to know share walk



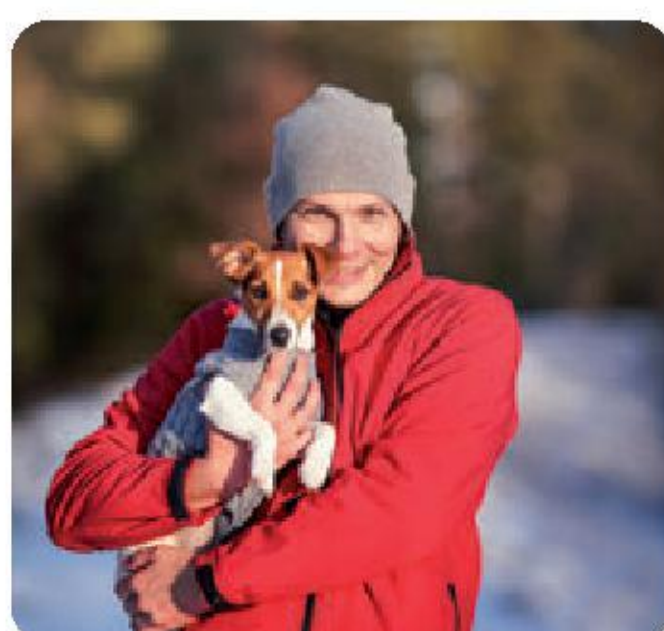
1.



2.



3.



4.



5.



6.

While watching

2. Obejrzyj film i zaznacz, czy zdania są prawdziwe (T), czy fałszywe (F).

1. Carla rides a motorbike to Chatuchak. T / F
2. Carla is not an experienced traveller. T / F
3. San San and Carla are climbing buddies. T / F
4. San San can communicate in English. T / F
5. It's 365 metres to the top. T / F
6. The climb was a success for everyone. T / F

3. Uzupełnij tekst dotyczący obejrzanego filmu brakującymi wyrazami. Następnie obejrzyj wideo jeszcze raz i sprawdź odpowiedzi.

Carla is a 1. _____ and a TV presenter. She is in Thailand to help people with special 2. _____. She is going 3. _____ with a group of people from all over the country. She wants to help San San, who is unable to 4. _____, and who also has a mobility problem. When climbing gets difficult, Carla 5. _____ San San some of the way. After more than 6. _____ hours, they get to the top. Later, everyone takes a group 7. _____ before saying goodbye. Carla feels that she is very 8. _____ to San San now.

After watching

4. Uzupełnij tekst wyrazami z ramki.

pictures visit share disabled friendly

My neighbour, who's called Josh, is 1. _____. He has a mobility problem. His mother often asks me to 2. _____ him and help him with his lessons. We often 3. _____ our food with one another at school. We spend lots of time together. Josh is very 4. _____. I often get a small gift from him. These are 5. _____ of me, my dog and our friends. Josh is very talented. For example, he can paint very well. I love his pictures.

Project

Przygotuj plakat dotyczący pomocy osobom z niepełnosprawnościami. Napisz, w jaki sposób pomoc ma być zorganizowana, przez kogo i kiedy. Wykorzystaj zdjęcia lub rysunki.



Cumulative Review | Units 1–2

Food and nature – nouns

1. Zakreśl wyraz, który nie pasuje do reszty.

1. pork ham wolf beef
2. can cave carton cup
3. mushroom squirrel pineapple cabbage
4. spoon loaf knife bowl
5. habitat wildlife environment recipe
6. coast hill supper desert

Food and nature – verbs

2. Wybierz właściwy wyraz.

1. I want to make a sandwich.
Can you **cut / chop** two slices of bread and **pour / peel** the cucumber?
2. If you want to **protect / reduce** the level of pollution in our city, plant some trees and **pick up / look after** your house plants.
3. I want my plants to **grow / plant** quickly, so I **smell / water** them every evening.
4. We usually **order / book** takeaway pizzas but from time to time we **eat out / serve** in a restaurant.
5. **Boil / Bake** some pasta in salted water and then, **taste / heat** a little olive oil in a frying pan.

Preparing food

3. Przetłumacz na język angielski fragment zdań z nawiasów.

1. Hello, I need some (zióło i przyprawy) _____ for my spinach salad.
2. Can you give me a (przepis na sernik) _____?
3. Do you think that I can (dodać krewetki) _____ to this salad?
4. My uncle eats a lot of meat. His favourites are beef and (kurczak) _____.
5. How can I help you (w gotowaniu obiadu) _____?

Present simple vs present continuous

4. Wstaw w tekst czasowniki z nawiasów w odpowiedniej formie. Użyj czasów *present simple* lub *present continuous*.

Hi John,
I'm on holiday on a lovely Greek island.
We 1. (come) _____ here every year because we 2. (love) _____ this place. My dad always 3. (eat) _____ some seafood here, but my mum 4. (not like) _____ it. She 5. (prefer) _____ eating fresh fruit and vegetables.
I'm 6. (eat) _____ some delicious ice cream while 7. (write) _____ this email to you. It's very hot, but it 8. (rain) _____ today! I don't believe it! It 9. (not happen) _____ here very often in the summertime.
I hope, you 10. (have) _____ a good time at your camp!
See you soon,
Will

Countable and uncountable nouns

5. Napisz zdania o podobnym znaczeniu do poniższych. Użyj podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

1. There aren't any strawberries to put in the milkshake. **NO**
There _____ to put in the milkshake.
2. I like all the girls in my class. **EVERY**
I like _____ in my class.
3. There isn't much rice in the bowl. **A LITTLE**
There _____ rice in the bowl.
4. There are some tomatoes in the fridge for the salad. **A FEW**
There _____ tomatoes in the fridge for the salad.

Functional language

6. Uzupełnij zdania według własnego pomysłu.

1. I prefer _____ to _____
2. In my opinion, _____
3. I like _____ more than _____
4. I don't think that _____
5. I would rather _____ than _____

I prefer fruit
to sweets.



Writing

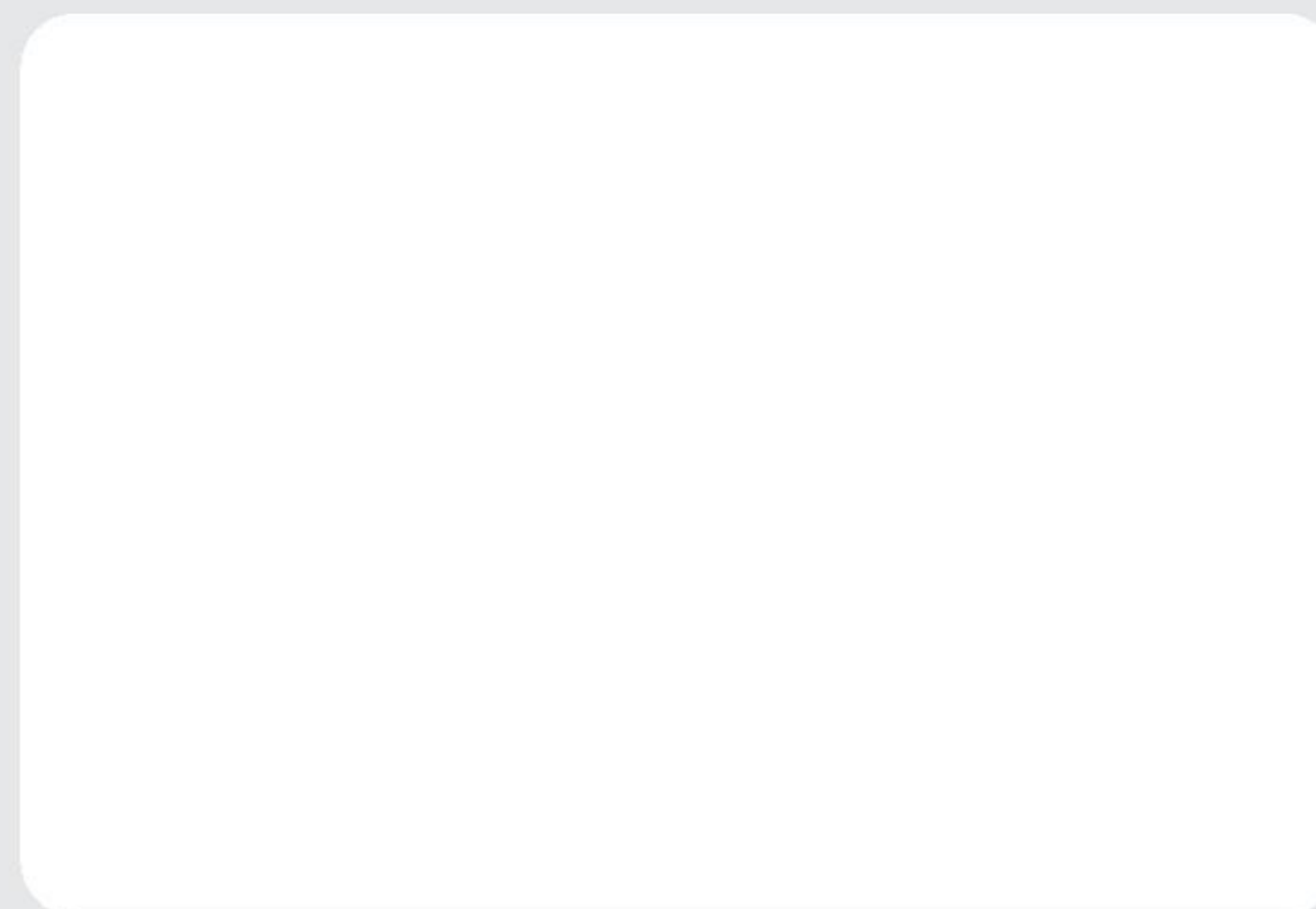
7. Napisz post na bloga, w którym opiszesz ulubione zwierzę. Napisz:

- jak się nazywa,
- jak wygląda (możesz narysować swojego zwierzaka),
- co je,
- jak się zachowuje na co dzień.



Blog post

My favourite animal _____



Cumulative Review | Units 3–4

Friends and relationships

1. Połącz fragmenty tak, aby powstały zdania.

1. The new neighbours are getting to _____
2. My great-grandfather lost _____
3. My sister usually hangs out _____
4. I think Mary has a lot _____
5. My uncle fell in _____

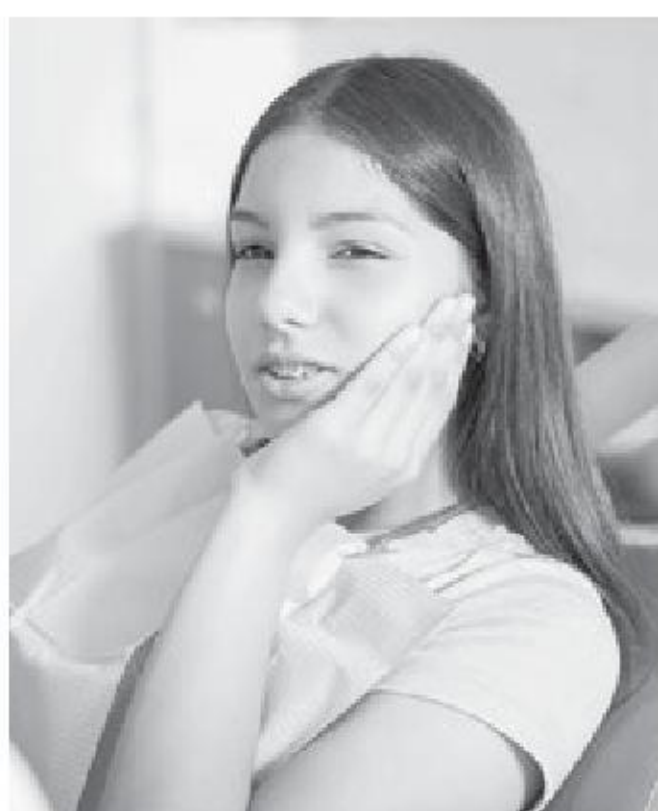
- A. in common with my sister. They even look similar.
- B. touch with his dad during the war.
- C. know each other quite well, aren't they?
- D. with her classmates at weekends.
- E. love with my aunt when they were at primary school.

Illnesses and injuries

2. Podpisz rysunki nazwami różnych dolegliwości.



1. _____



2. _____



3. _____



4. _____

Family members

3. Wykreśl z diagramu 12 wyrazów związanych z rodziną.

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

Articles

4. Uzupełnij tekst, wstawiając *a*, *an* lub *the*.



I saw 1. _____ accident this morning.
 2. _____ car had crashed into 3. _____ huge tree. 4. _____ man who was driving
 5. _____ car wasn't hurt, but 6. _____ woman, who was 7. _____ passenger, had
 8. _____ serious head wound. Luckily,
 9. _____ ambulance came within minutes,
 and they took 10. _____ woman to hospital.

Comparative and superlative

5. Podkreśl właściwe wyrazy.

...

1. This is the **worse / worst** holiday I have ever had.
2. George is the **funnier / funniest** student in my class.
3. Running is **more / most** tiring than swimming.
4. France is **biggest / bigger** than Spain, but Spain is **more beautiful / most beautiful** than France.
5. Who is the **most / more** famous person in the world?
6. Giraffes are the **tallest / taller** animals in the world.

Functional language

6. Wybierz poprawną reakcję.

...

1. What's the matter?
A. I've got a terrible headache.
B. Let me look at it.
2. Can you give me some advice, please?
A. That sounds great!
B. Why don't you go and see your GP?
3. Do you fancy going to the theatre?
A. That would be lovely.
B. Please, sit down.
4. Would you like to go for a walk?
A. Maybe some other time.
B. What should I do?

Writing

7. Napisz e-mail z wakacji. Opisz w nim:

...

- miejsce, w którym przebywasz;
- okolice i krajobraz;
- pogodę;
- jedzenie;
- różne atrakcje.

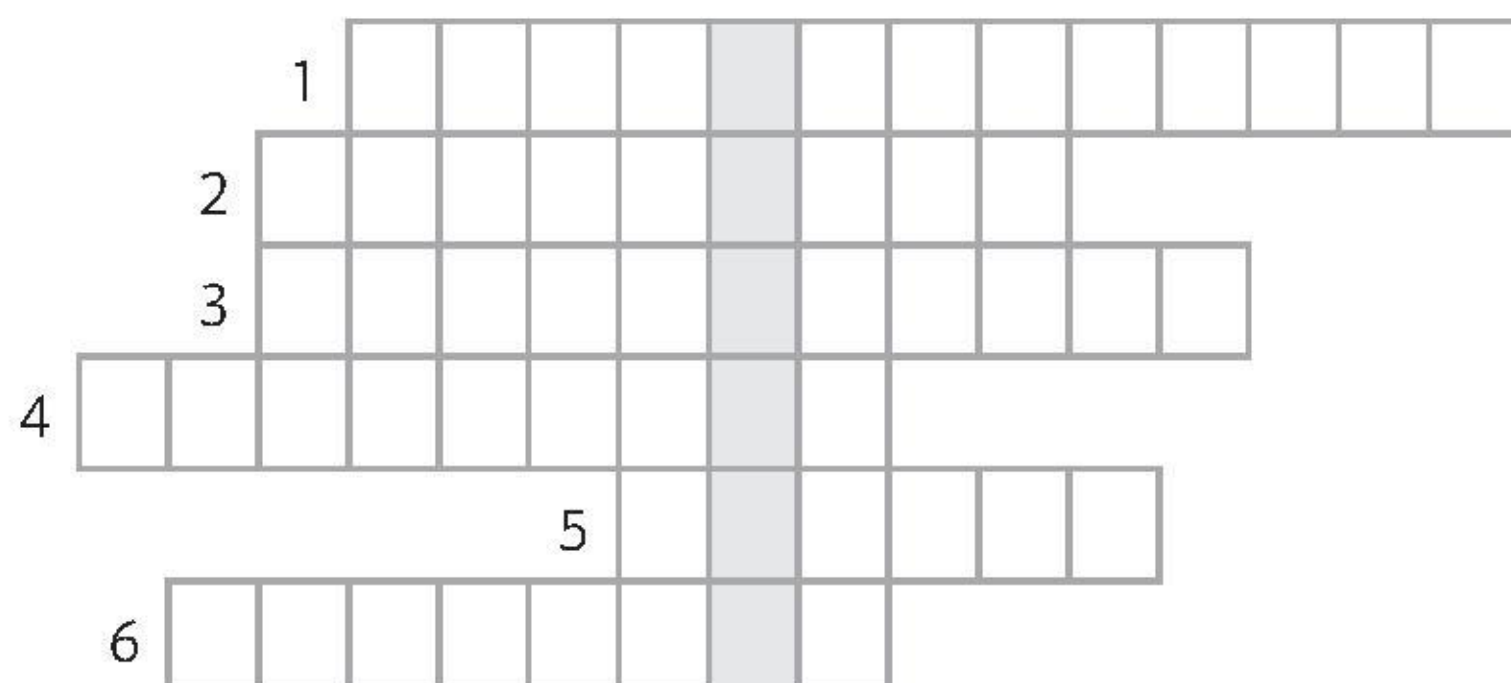
Dear _____

See you,

Cumulative Review | Units 5–6

Crime

1. Rozwiąż krzyżówkę. Następnie uzupełnij zdanie otrzymanym hasłem.



- Stealing something from a bag or pocket.
- The use of violent action e.g. in order to force a government to act.
- Stealing something from a shop.
- Damaging public property (e.g. buildings).
- The name for a person who robs.
- Hurting or intimidating someone, often because they're smaller or weaker.

People who commit a crime often go to _____

Money

2. Uzupełnij zdania wyrazami z ramki. Dwa z nich podano dodatkowo.

spend receipt price save change
cash machine pocket money card cash

- My mum usually pays by _____, but she always pays in _____ at the local greengrocer's.
- There are only three people in my family, so we don't _____ much money on food.
- What's the _____ of this watch? It must be very expensive.
- Yesterday Ann tried to use her credit card for the first time. She was entering the PIN number at the _____ when she forgot the last number!
- All my classmates get some _____ from their parents.
- My sister has lost the _____, so she can't return those new jeans she bought last week.

Places in town

3. Z jakimi miejscami kojarzą Ci się ilustracje? Uzupełnij brakujące litery.



1. c _ _ t

2. p _ _ o _ _ _



3. p _ _ _ _ s _ _ _ _

4. c _ _ w _ _

Past simple

4. Uzupełnij dialog wpisując podane czasowniki w odpowiedniej formie czasu *past simple*.



What _____ (you/do) in the evening?

I _____ (go) to the shopping centre with my dad. We _____ (want) to buy some sports clothes.

_____ (you/buy) anything?

Yes, we _____ (buy) a pair of new trainers for me and some T-shirts for my dad. You'll never believe it, but we _____ (see) a security guard catching a shoplifter. It _____ (not/be) nice at all!

Past simple vs Past continuous

5. Zakreśl właściwy wyraz.

1. Yesterday at five pm
I ***was watching / watched*** TV.
2. Were you having a shower when
I ***was calling / called*** you?
3. While Kate ***took / was taking*** a photo,
she saw one of her friends.
4. It was a beautiful morning. The sun was
shining and the birds ***were singing / sang***.
5. Carol ***was sleeping / slept*** when the fire
alarm rang.

Functional language

6. Przetłumacz na język angielski fragmenty wypowiedzi z nawiasów.

1. Do you have this jacket (w mniejszym rozmiarze) _____?
2. (Czy mógłbym) _____ pay by credit card?
3. How much does this bike (kosztuje) _____?
4. (Bądź ostrożny) _____!
Don't break one of the windows with that ball!
5. (Nie wolno ci) _____ break the law!

Writing

7. Napisz krótką historyjkę dotyczącą zakupów, używając czasu *past simple*:

- podaj miejsce i czas wydarzenia,
- opisz sytuację,
- przygotuj jedno zdanie podsumowania.

Shopping story

It happened _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Cumulative Review | Units 7–8

Vocabulary

1. Wpisz wyrazy z ramki do właściwej kategorii.
 ... Dopisz po jednym przykładzie do każdej kategorii.

measles burglary blackmail flu
 stream jungle shoplifting cold
 throat infection theft coast ocean

Illnesses	Geography	Crime

Collocations

2. W każdym rzędzie wykreśl jeden wyraz, który nie pasuje do podanego czasownika.
 ...
1. **go to:** the mountains prison prescription
the post office
 2. **book:** a flight a ticket a room
a reservation
 3. **get on:** foot a tram a bus a coach
 4. **plant:** trees roses butterflies daisies

Travelling

3. Uzupełnij tekst podanymi wyrazami z ramki. Dwa z nich podano dodatkowo.
 ...

coach hostel trip voyage comfortable library laze resort tourists hill view sightseeing

Last year we went on a fantastic school

1. _____ to Prague, the capital of the Czech Republic. We travelled by
 2. _____, but the journey wasn't at all tiring. We stayed at a youth 3. _____ near the city centre. The rooms weren't very 4. _____, but we didn't spend much time there. Of course, we did a lot of 5. _____ like most of the 6. _____ who were visiting the city. We saw the beautiful castle that is located on the 7. _____ overlooking Prague. We walked up the hill and admired the spectacular 8. _____ of the city. We also walked across the historical bridge and visited a beautiful 9. _____. We didn't have time to 10. _____ around, but I really enjoyed myself.

Be going to or future simple

4. Zakreśl właściwą formę w każdym zdaniu.
 ...
1. I'm *going to organise* / *will organise* a birthday party this weekend. I bought some balloons and hats yesterday.
 2. I promise I *won't tell* / *am not going to tell* anyone about your accident.
 3. My little sister *will be* / *is going to be* three years old next month.
 4. We are going to the cinema tonight. *Are you going to* / *Will you* join us?
 5. Jane needs to buy a suitcase. She *is going to visit* / *will visit* our aunt in France.



Grammar

5. Przetłumacz zdania na język polski.

1. I was at a sports camp last summer.

2. My stepfather always reads a lot of books in the summer.

3. Are you going to stay in Poland all summer?

4. I'm sure that I will travel around the world one day.

5. If you go to Spain in the summer, it is always very hot.

6. Did you go abroad in August?

Writing

7. Napisz pocztówkę z wycieczki szkolnej do Krakowa. Opisz:

- kiedy się odbyła,
- co zwiedziliście,
- jaka była pogoda.

Functional language

6. Pomyśl o nadchodzących wakacjach i dokończ zdania.

1. I am looking forward to _____

2. I am planning to _____

3. I would like to _____

4. I can't wait to _____



Grammar Bank

Unit 1

1. Z podanych wyrazów ułóż zdania w czasie *present simple*.

Example: school? / Where / you / do / go / to
Where do you go to school?



Grammar tip

Określenia czasu typu: *never, sometimes, often, usually, always* najczęściej wstawia się przed czasownikiem, np. *Does he often play tennis?* Inaczej jest, kiedy używa się czasownika *być (to be)*, np. *They are sometimes angry.*

1. go / the woods? / you / often / Do / to

2. trees. / People / cut down / a lot of

3. Frank / throws away / sometimes / here. / rubbish

4. never / Sue / cleans up / the park.

5. do / What / at weekends? / usually / do / you

2. Dopisz czasowniki w trzeciej osobie liczby pojedynczej (*he, she, it*).

Example: watch – watches

1. go _____
2. need _____
3. buy _____
4. wash _____
5. cry _____

3. Spójrz na obrazek. Uzupełnij luki czasownikami z ramki w czasie *present continuous*.

pick hold clean lie



In the picture, we can see four children. They 1. _____ the beach because it's the World Clean-up Day. The children 2. _____ up litter off the beach and putting it into rubbish bags. The boy on the right 3. _____ a glass bottle in his hands. Lots of plastic bags and bottles 4. _____ on the sandy beach. People often throw away rubbish when they are on holidays. One day every beach might look like a huge rubbish dump!



Grammar tip

Pamiętaj o kilku zasadach zapisywania czasowników w trzeciej osobie liczby pojedynczej w czasie *present simple*. Jeśli czasownik kończy się na -o, -s, -ss, -sh, -ch, -x, dodaj **-es** (*watch – watches*). Jeżeli czasownik kończy się na spółgłoskę, po której występuje litera -y, zamień -y na -i i dodaj **-es** (*fly – flies*). Jeśli czasownik kończy się samogłoską, po której występuje litera -y, zostaw końcówkę **-s** bez zmian (*play – plays*).

4. Uzupełnij luki (1–7) czasownikami z nawiasów w czasie *present simple* lub *present continuous*.

Example: *The sun is shining (shine) now.*

Hi Chris,

I **1.** _____ (write) to you because my mother and I are on our holidays at the moment, and I want to tell you what we **2.** _____

(do). As you know, my mother

3. _____ (always/work)

at home, but this week she

4. _____ (not/work);

she's relaxing by the pool.

I **5.** _____ (not/like) swimming,

so I **6.** _____ (usually/read)

a book or chat with Mark.

We **7.** _____ (have) a lot of

fun on our holiday. Are you at home?

Call me tomorrow!

Ben



Grammar tip

Zwróć uwagę na określenia typowe dla czasu *present simple*: **never, sometimes, often, usually, always** i czasu *present continuous*: **now, at the moment, these days**.

5. Przetłumacz fragmenty zdań w nawiasach (1–4), używając czasu *present simple* lub czasu *present continuous*.

Example: *They (nigdy nie kupują) never buy new clothes.*

1. (Czy pada śnieg) _____ at the moment?

2. We (nigdy używamy) _____ plastic bottles.

3. The bees (latają) _____ closer to me now than they were.

4. How often (ona jeździ rowerem) _____ to school?

6. Odpowiedz krótko na pytania (1–5).

Example: A: *Do you recycle your rubbish?*

B: *Yes, I do. / No, I don't.*

1. Are you sitting in the classroom now?

2. Does your friend often clean his / her room?

3. Do you always do your homework?

4. Is your teacher talking at the moment?

5. Do your parents visit a museum every month?



Unit 2

1. Zdecyduj, czy podane rzeczowniki (1–6) są policzalne (*countable* – C), czy niepoliczalne (*uncountable* – U).

Example: *cheese* – U

1. seafood
2. juice
3. a pizza
4. a pepper
5. pasta
6. milk

Countable	Uncountable



Grammar tip

Kiedy pytasz o ilość, używaj takich wyrażen, jak **How much** i **How many**. *How many* stosuj z rzeczownikami policzalnymi, np. *How many pears do you need?*, a *How much* – z rzeczownikami niepoliczalnymi, np. *How much coffee do you drink every day?*

2. Uzupełnij zdania (1–5) wyrażeniami *How much* lub *How many*.

Example: *How much chocolate do you usually eat in a week?*

1. _____ plums do you want to eat?
2. _____ juice are we going to buy?
3. _____ eggs does Chris usually add to make pancakes?
4. _____ plates are there on the table?
5. _____ pork are we ordering for dinner?

3. W każdym zdaniu wybierz poprawną odpowiedź.

1. Have you got **a little / a few** yoghurt in the fridge?
2. There aren't **many / much** mushrooms in the woods this year.
3. I've got **some / a little** cucumbers in my wrap.
4. People usually eat **a lot of / much** doughnuts on Fat Thursday.
5. I can buy **a few / much** lemons and make a lemon cake.

4. Wstaw w zdania *some, any, no* lub *every*.

Example: *Are there any bananas left?*

1. Do you want _____ beef?
2. Have you got _____ spices to add to the meat?
3. There's _____ sugar here. Do you have any?
4. I don't know _____ recipe in the cookery book.
5. Would you like _____ tea for breakfast?



Grammar tip

Rzeczowniki złożone składają się z co najmniej dwóch części (dwóch przymiotników lub rzeczownika i przymiotnika).

5. Dopisz brakujące litery aby otrzymać 10 rzeczowników złożonych.

1. water _____
2. cheese _____
3. mineral _____
4. hot _____
5. French _____
6. milk _____
7. fast _____
8. pan _____
9. pop _____
10. table _____

6. Spójrz na zdjęcie. Ułóż siedem pytań i na nie odpowiedz.

Example: *How many apples can you see?*

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

7. Uzupełnij drugie zdanie. Użyj wyrazu zapisanego drukowanymi literami w niezmienionej formie, tak aby zachować sens zdania wyjściowego.

Example: *We don't have any more chocolate in the cupboard.*

NO

There is no more chocolate in the cupboard.

1. They haven't got any milk in this shop.

NO

There is _____ in this shop.

2. Do you know all the restaurants in your town?

EVERY

Do you know _____ in your town?

3. There are no snacks left in the canteen.

ANY

There _____ left in the canteen.



**Grammar tip**

Przed rzeczownikiem w liczbie pojedynczej, który rozpoczyna się od samogłoski, wstawiaj **an** (np. *an invitation*). Przed rzeczownikiem zaczynającym się od spółgłoski używaj **a** (np. *a party*). Jeżeli przed rzeczownikiem stoi przymiotnik, sprawdź, od jakiej głoski się on rozpoczyna, i na tej podstawie zdecyduj, czy stosujesz **a**, czy **an**, np.: *a good book*. Pamiętaj, **a / an** używamy tylko wtedy, kiedy wspominamy o czymś po raz pierwszy. Jeśli coś jest nam znane, stosujemy **the**.

1. Uzupełnij luki w zdaniach (1–5), stosując *a, an* lub *the*.

Example: *Would you like an apple?*

- _____ lion is _____ animal.
- What do you usually do on _____ weekday?
- I'm buying _____ gift for my brother.
- This is _____ amazing festival.
- Mark is _____ only child.

**Grammar tip**

Niektóre słowa nie wymagają użycia przedimków (*a, an, the*). Są to m.in. nazwy państw w liczbie pojedynczej, nazwy miast i pór roku, nazwy miesięcy i dni tygodnia, nazwy języków i narodowości oraz posiłków, np.: *German, Poland, May, Gdańsk, Monday*.

2. Uzupełnij luki w zdaniach (1–7) przedimkiem *the* lub tzw. *zero article* (–).

Example: *I love _____ parties.*

- Would you prefer to drink _____ water?
- Suzy likes _____ music.
- There's a birthday cake on the table. _____ cake is very tasty.
- We live in _____ Warsaw.
- I learn _____ English and _____ German.
- We usually hang out together in _____ evenings.
- Does Fiona play _____ piano or _____ violin?

3. Odpowiedz na pytania (1–5) pełnymi zdaniami.

Example: *Do you play the drums?*

No, I don't play the drums.

- Are you an only child?

- When do people celebrate Christmas?

- Do you prefer summer or winter?

- What is your favourite day of the week?

- What do you usually eat for breakfast?

**Grammar tip**

Udzielając porad lub prosząc kogoś o coś, często używamy **please** na początku lub na końcu zdania. Dzięki temu nasza wypowiedź jest bardziej uprzejma, np. *Can you come here, please?*

4. Przetłumacz na język angielski fragmenty zdań z nawiasów. Użyj wyrazów z ramki.

argue ask go help shout

Example: *(Nie bądź) Don't be lazy!*

- (Nie kłóć się)* _____ with your brother and sister!
- (Zapytajcie)* _____ the teacher, please.
- (Pomóż mi)* _____ with my homework, please.
- (Nie krzycz)* _____ at your best friend.
- (Nie idźcie)* _____ to the park today, please.



5. Do podanych sytuacji (1–5) dopisz odpowiedzi w trybie rozkazującym.

Example: *The children are very loud.*
Be quiet!

1. Your sister eats too much chocolate.

2. It's late, the party starts in five minutes, and your brother is still not ready.

3. Your friend doesn't have a gift for his mother's birthday.

4. Your friend is very sad.

5. Your little brother is trying to touch a plate that's very hot.

6. Uzupełnij tabelkę odpowiednimi zaimkami zwrotnymi.

1.	I	myself
2.	you	
3.	he	
4.	she	
5.	it	
6.	we	
7.	you	
8.	they	

7. Spójrz na zdjęcie i uzupełnij opis zaimkami zwrotnymi z ćwiczenia 6.

Mike enjoys 1. _____ at the party. Kate enjoys 2. _____ at the party.
 They enjoy 3. _____ at the party.



**Grammar tip**

Zerowy tryb warunkowy służy do opisywania sytuacji i czynności prawdziwych.

Dlatego składa się z dwóch zdań w czasie teraźniejszym **present simple** przedzielonych **if** (jeśli) lub **when** (kiedy).

1. Uzupełnij luki w zdaniach (1–5) czasownikami z nawiasów w odpowiedniej formie. Użyj zerowego trybu warunkowego.

Example: *When I feel tired (be tired), I sleep (sleep) a long time.*

- If it _____ (snow) a lot, we always _____ (make) a snowman.
- When you _____ (not/water) plants, they _____ (die).
- If you _____ (be) hungry, you should _____ (eat) something.
- When it _____ (be) hot, ice _____ (melt).
- If the sun _____ (shine), it _____ (be) warm.

2. Dopasuj połówki zdań, aby utworzyć poprawne wypowiedzi.

- If you are nice to people, _____
- You spend money _____
- When it is dark, _____
- People usually cry _____
- You get good marks _____

- I don't walk on my own.
- when they peel onions.
- if you study a lot.
- whenever you buy something in a shop.
- they are often nice to you, too.

3. Uzupełnij luki w zadaniach (1–5) czasownikami z ramki we właściwej formie.

eat earn have not drink
not feel heat

Example: *If you heat water to 100 degrees Celsius, it boils.*

- You should stay in bed for a few days if you _____ a cold.
- If someone _____ well, he or she needs to visit a doctor.
- When people work, they _____ money.
- You are thirsty if you _____ enough water.
- Sam feels sick if she _____ too many sweets.

**Grammar tip**

Pamiętaj o kilku zasadach pisowni, kiedy stopniujesz przymiotniki.

- Jeśli przymiotnik jest krótki i kończy się na **-e**, dodaj w stopniu wyższym **-r**, a w stopniu najwyższym – końcówkę **-st**, np. *nice – nicer – the nicest*.
- Jeśli przymiotnik jest krótki i kończy się na **-y**, zamień **-y** na **-i** i dodaj **-er** oraz **-est**, np. *funny – funnier – the funniest*.
- W przypadku niektórych przymiotników kończących się trzema głoskami: spółgłoska–samogłoska–spółgłoska podwój ostatnią spółgłoskę, np. *hot – hotter – the hottest*.

4. Do podanych przymiotników dopisz stopień wyższy i najwyższy.

Example: *fit – fitter – the fittest*

- healthy _____
- painful _____
- fast _____
- safe _____
- big _____
- interesting _____
- boring _____

5. Ułóż pięć zdań z przymiotnikami z ćwiczenia 4.

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

6. Obok podanych przymiotników zapisz pochodzące od nich przysłówki.

Example: *slow* - *slowly*

1. bad _____
2. happy _____
3. comfortable _____
4. good _____
5. nice _____
6. slow _____
7. fast _____

8. Zamień drugie zdanie tak, aby znaczyło to samo, co pierwsze. Użyj wyrazu zapisanego drukowanymi literami.

Example: *This bag is too heavy for me to carry on my own.* **ENOUGH**
This bag is not light enough for me to carry on my own.

1. I'm not well enough to go to school.

TOO

I'm _____ to go to school.

2. You are too young to watch horror films.

ENOUGH

You are _____ to watch horror films.

3. You don't react quickly enough to score a point.

TOO

You react _____ to score a point.

7. Spójrz na zdjęcie. Uzupełnij opis używając przymiotników i przysłówków z ćwiczeń 4. i 6.

The stork

This is a stork. It is

1. _____

bird that builds its nest in Poland. They are black and white. They have very

2. _____

legs and

3. _____

wings. They can fly

4. _____

but they walk very

5. _____.

They eat frogs, insects, fish and many other animals.

They fly to Poland every spring.



Unit 5

1. Do podanych czasowników (1–12) dopisz formę czasu *past simple*.

Example: *play* – *played*

1. like _____
2. cook _____
3. tidy _____
4. enjoy _____
5. stop _____
6. be _____
7. feel _____
8. pay _____
9. get _____
10. find _____
11. spend _____
12. do _____



Grammar tip

Pamiętaj, że w czasie *past simple* czasownik zmienia formę tylko w zdaniu twierdzącym, np. *I stayed at home*. W zdaniu pytającym i przeczącym występuje wyraz *did* lub *didn't*, a czasownik pozostaje w formie podstawowej, np. *I didn't stay at home*.

2. Uzupełnij zdania (1–5) wyrazami z nawiasów w odpowiedniej formie w czasie *past simple*.

Example: *Lisa cooked curry for dinner*.

1. Luke _____ (*not/watch*) any comedies last night.
2. Last year we _____ (*save*) our pocket money for a pair of VR glasses.
3. My mum _____ (*not/like*) the job of decorating my room last year.
4. I _____ (*help*) Chris with his project two weeks ago.
5. Tim _____ (*not/listen*) to my advice yesterday.

3. Do podanych zdań (1–5) ułóż pytania w czasie *past simple*.

Example: *We slept for 10 hours yesterday.*

Did you sleep for 10 hours yesterday?

1. They enjoyed the party last month.

2. We walked in the woods three days ago.

3. I felt ill in the morning.

4. Mike paid £30 for a second-hand jacket.

5. My father got delivery for free from Burger House.



Grammar tip

Czasownik *to be* w czasie *past simple* ma dwie formy: *was* i *were*. *Was* stosuj z zaimkami: *I, she, he, it*. Dla pozostałych zaimków: *you, we, they* używaj *were*.

4. Uzupełnij zdania (1–5) czasownikami z nawiasów w czasie *past simple*.

Example: *We bought an alarm clock yesterday*.

1. _____ (*be*) you in a sports shop yesterday afternoon.
2. I _____ (*look*) in the shop window and I _____ (*see*) a beautiful dress.
3. Sue _____ (*not/be*) at home two weeks ago. She _____ (*go*) to Scotland.
4. We _____ (*find*) a fantastic gaming chair in the sales.
5. Ben _____ (*spend*) all his money on a pair of new speakers.

5. Przetłumacz na język angielski fragmenty zdań z nawiasów. Użyj czasu *past simple*.

Example: *Who (zobaczyłeś) did you see in the shopping centre?*

1. *(Nie znaliśmy)* _____ our new English teacher.
2. *(Czy otrzymałeś)* _____ a receipt for the shopping?
3. The discount *(nie był)* _____ that much, but I bought the shoes anyway.
4. Mark *(zrobił)* _____ photos of all the plants in my garden.
5. How *(poczułaś się)* _____ when you saw the snake in the pet shop?

6. Uzupełnij luki właściwymi formami czasowników w nawiasach.

A. Mary 1. _____ (*spend*) her holidays on a beautiful Italian island. She 2. _____ (*go*) there with her parents. The weather 3. _____ (*be*) sunny.

B. Jane 1. _____ (*meet*) her friend this morning. They 2. _____ (*do*) some shopping and 3. _____ (*have*) a coffee and an ice-cream.

C. John 1. _____ (*help*) his neighbour yesterday. He 2. _____ (*buy*) her some food and 3. _____ (*water*) her garden.

7. Dopasuj zdjęcia (1-3) do opisów z ćwiczenia 6.



1. _____



2. _____



3. _____

Unit 6

1. Uzupełnij luki czasownikami z nawiasów w czasie *past continuous*.

Example: We were walking (walk) in the park yesterday at 5 pm.

- Suzy _____ (cook) dinner yesterday at 7pm.
- The children _____ (play) games all evening.
- The dog _____ (not / sleep) at 5 am.
- The sun _____ (shine) all day.
- I _____ (talk) to my teacher when the bell rang.

2. Ułóż pytania do podkreślonych fragmentów zdań.

Example: I was running to school when I saw my uncle.
Where were you running to when you saw your uncle?

- The burglar was wearing a red cap and a blue T-shirt.

- Max was having lunch at school.

- I was crying because someone stole my jacket yesterday.

- We were testifying in court yesterday afternoon.

- The students were screaming when the teacher showed them a spider.

3. Przetłumacz na język angielski fragmenty zdań z nawisów.

Example: It (nie padał śnieg) wasn't snowing all night.

- Sue (pisała) _____ a story for two hours.
- The judge (nie rozmawiał) _____ to the police officer.
- We (jedliśmy) _____ very tasty pizza in that restaurant.
- They (oglądali film) _____ a yesterday.
- I hurt my leg while I (jeździłem) _____ my bicycle two days ago.



Grammar tip

Czasu ***past continuous*** używaj, kiedy dana czynność odbywała się w przeszłości przez jakiś czas. Czasami zdarza się, że została ona przerwana przez inną czynność, wyrażoną w czasie ***past simple***, np. *When I was watching TV, my phone rang.*

4. Napisz przeczenia do zdań w ćwiczeniu 3.

- _____
- _____
- _____
- _____
- _____

5. Napisz pytania do zdań w ćwiczeniu 3.

- What _____
- Who _____
- What _____
- When _____
- What _____



Grammar tip

Słowo **while** (*podczas gdy*) wskazuje na trwanie jakiejś czynności, dlatego wymaga użycia czasu **past continuous**. Słowo **when** (*kiedy*) odnosi się do pojedynczego zdarzenia, więc stosuj z nim czas **past simple**.

6. Uzupełnij zdania (1–5) czasownikami z nawiasów w czasach **past simple** lub **past continuous**.

Example: I was waiting (wait) for the bus when I heard (hear) a strange noise.

1. Mike _____ (do) his homework when Anna _____ (phone) him.
2. We _____ (play) tennis when my mum _____ (be) at work.
3. What _____ (you/cook) when I _____ (come) home?
4. It _____ (start) to rain in the evening and it _____ (last) all night.
5. I _____ (see) my sister while I _____ (walk) to school.

7. Podkreśl błędy w zdaniach i je popraw.

Example: While I surfed the internet, I found a website about the world's most infamous prisons. was surfing

1. My mother was preparing dinner when she was cutting her finger.

2. What did your friends do yesterday between 8 and 9 pm?

3. While I made a sandwich, my sister was watching a cartoon.

4. It didn't rain, so we went for a walk.

5. Bobik ate my lunch while I didn't look.



**Grammar tip**

Konstrukcji **be going to** używa się do mówienia o zamiarach oraz przyszłych planach, do których poczynione zostały już pewne przygotowania. Innym przykładem zastosowania tego wyrażenia są zdarzenia, które będą miały miejsce, wiemy o nich oraz wskazuje na to sytuacja obserwowana w danym momencie, np. *It's going to rain.*

1. Uzupełnij zdania (1–5), używając *be going to* w odpowiedniej formie.

Example: *Is she going to ask (she / ask) her mother about it?*

- I am _____ (do) shopping this afternoon.
- They _____ (not stay) at such an expensive hotel.
- I _____ (swim) in the ocean tomorrow.
- _____ (he/share) a room with his brother?
- We _____ (not/wait) for you at the airport.

2. Napisz przeczenie do zdań z ćwiczenia 1.

- _____
- _____
- _____
- _____
- _____

3. Napisz pytania do zdań z ćwiczenia 1.

- _____
- _____
- _____
- _____
- _____

4. Do podanych wyrazów dopisz inne, tak aby powstały zdania z konstrukcją *be going to*.

Example: *we / going to / make a pizza / tomorrow?*

Are we going to make a pizza tomorrow?

- I / going to / call you / next week.

- It / not going to / snow today.

- They / going to / cancel / your flight?

- She / not going to / get on / the bus.

- Your parents / going to / spend their holidays / on a desert island?

5. Uzupełnij zdania czasownikami z nawiasów w czasie *future simple*.

Example: *Relax, I will do (do) the shopping.*

- I have a great idea! I _____ (book) a trip to London.

- All right, this time I _____ (not/call) your parents.

- _____ (you/help) me with my homework, please?

- I am sure Maria _____ (be) late again.

- My uncle _____ (stay) in this holiday apartment for just one week.



Grammar tip

Czasu **future simple (will)** używaj do wyrażania decyzji, obietnic i przypuszczeń oraz do przewidywania przyszłości. Natomiast konstrukcję **be going to** stosuj do mówienia o zamiarach.

6. Wybierz właściwe wyrażenie.

Example: *I believe you will / are going to win the game.*

1. It's a very expensive trip. I hope you **won't / aren't** change your mind.
2. Now that we have enough money, we **are going to / will** buy a big house in the mountains.
3. **Will you / Are you going to** study abroad or in Poland?
4. Maria thinks her father **is going to / will** give her a scooter for her birthday.
5. Here is our plan. On Sunday we **will / are going to** visit two museums, and on Monday we are going to the beach.

7. Uzupełnij zdania (1–5) czasownikami z konstrukcją **be going to** lub w czasie **future simple (will)**.

Example: *I think we will have (have) a party on Saturday.*

1. I know Mark _____ (come) in a minute.
2. There are some dark clouds in the sky over there. It _____ (rain).
3. I promise I _____ (not/use) your phone again.
4. Mum, someone is at the door. I _____ (open) it!
5. They _____ (cook) dinner for 100 people.



Writing Bank

Unit 1

1. Uporządkuj części bloga (1–5).

- A. Zakończenie _____
B. Powitanie _____
C. Tytuł _____
D. Wstęp _____
E. Rozwinięcie _____

2. Dopasuj części zwrotów. W której części bloga można je zastosować?

1. Nice to see _____ C A. my lovely friends?
2. How's it _____ B. folks,
3. How are things, _____ C. you here!
4. Hello _____ D. guys!
5. Hi _____ E. going, guys?

3. Połącz zwroty z odpowiednimi kategoriami.

1. See you next time! _____
2. Keep calm and see you soon.
That's all for today! _____
3. Today's entry is about... _____
4. What do you think about... _____
5. Today I want to tell you about... _____
6. Thanks for visiting my blog! _____
7. I'm writing this entry
to tell you about... _____
8. I am writing to tell you... _____
9. I think/In my opinion,... _____
10. What's your opinion on this? _____
11. Leave a comment! _____
12. Take care. _____

4. Napisz wpis na blogu o wycieczce szkolnej. Napisz:

- gdzie odbyła się wycieczka,
- kto wziął w niej udział,
- jakie były atrakcje.

A
Wstęp

B
Prośba
o komentarz

C
Zakończenie



1. Ułóż części ogłoszenia we właściwej kolejności, nadając im litery od A do D.

1. ___ Zachęć odbiorców ogłoszenia, używając bezkoliczników, np.: *Come to... !, Make...!*
2. ___ Podaj dane kontaktowe, np.: *Call... or email...*
3. ___ Zaczynij od chwytliwego nagłówka, np.: *Amazing dumplings!*
4. ___ Poinformuj o miejscu wydarzenia, np.: *The workshop takes place on...*

2. Spójrz na zdjęcie poniżej. Przygotuj informacje do ogłoszenia. Przetłumacz na język angielski zdania z tabelki.



1. Zaginął pies.	
2. Jest brązowy i mały.	
3. Nazywa się Ben.	
4. Zadzwoń do Julki: 223344	

3. Napisz ogłoszenie, w którym:

- poinformujesz, że zaginął kot,
- opiszesz wygląd zwierzęcia,
- podasz imię kota,
- podasz dane kontaktowe.

[illegible]

Unit 3

1. Uporządkuj zwroty w zaproszeniu, wpisując je w odpowiednie rubryki tabeli.

1. Hope to see you there!
2. Please come and join Tom and Sara for their garden party.
3. Dear Friends, ...
4. See you there.
5. The party will take place...
6. Dear Jane, ...
7. It will start at 6 pm and last till late.
8. Can't wait to see you!

Zaproszenie	
Adresat	
Informacje o wydarzeniu	
Zakończenie	

3. Napisz zaproszenie na swoje urodziny. Wykorzystaj zwroty z ćwiczeń 1 i 2.

Dear Friends, ...

2. Przeczytaj zaproszenie, uzupełnij luki.



INVITATION

1. _____ Friends,
Please come and join Mary for her birthday 2. _____.

The party will take 3. _____ on Saturday, 21th May in the Black Café.
To get there, take a number 5 bus.

It will 4. _____ at 5 pm and finish late.

Lots of fun, singing and dancing. There's some delicious 5. _____ too.

No dress code.

6. _____ us know if you're coming.

RSVP to Mary at mary@party.com

1. Dopasuj zwroty (1-7) do kategorii (A-C).

A. Pytania o samopoczucie:

B. Opis tematu e-maila:

C. Zwroty pożegnalne:

1. Say hello to your parents.
2. How are you?
3. What's up?
4. That's all (for now).
5. I'm writing to tell you about...
6. I want to tell you about...
7. Love!

2. Uzupełnij luki (1-7) w e-mailu do Jane.

1. _____ Jane,
How are 2. _____? Thank you for your email.
I'm writing to 3. _____ you
that Jayne won't be coming to the party on
Friday.
She is sick, so she must stay at
4. _____.
That's all for 5. _____. I can't wait to
6. _____ you on Saturday.
Say hello to your 7. _____.
Love,
Mary



3. Odpowiedz na e-mail od Mary z ćwiczenia 2.

1. Podziękuj za e-mail.
2. Życz zdrowia.
3. Napisz, że spotkacie się z Jane w innym miejscu, terminie.
4. Podpisz się jako Jane.



Dear Mary,

1. Połącz elementy notatki (A-D) z odpowiednimi zwrotami (1-13).

- A. Powitanie
B. Powód napisania
C. Opis prośby
D. Zakończenie

1. C Remember to...
2. Hi...
3. I can't make it.
4. I'm going to be late.
5. Dear...
6. Make sure...
7. Take care...
8. I have to/had to...
9. I would like to ask you about...
10. Text Mum...
11. Many thanks...
12. Love,...
13. Call me!

2. Uporządkuj treść notatki.

- A. Call me,
B. I have to stay at work until 5 pm. Please text Dad and let him know.
C. There is a shopping list on the table. Remember to buy some milk for the cat.
D. Don't forget to clean your bedroom.
E. Thanks, Mum
F. Kate,
G. Can you also call Mr Smith and order a cake for John's birthday?

3. Przygotuj notatkę do brata/siostry. W tekście uwzględnij takie elementy:

- informację, że musisz zostać w szkole do godziny szóstej;
- prośbę, żeby zrobił/zrobiła zakupy;
- prośbę, żeby zadzwonił/zadzwoniła do babci;
- podziękowanie za pomoc.

Hi,



1. Uporządkuj elementy historyjki.

- A. ____ Zakończ historyjkę puentą albo ogólną refleksją, np.: *It was the most..., It was the best/the worst...*
- B. ____ Opisz wydarzenia po kolei, używając odpowiednich zwrotów, np.: *At first..., First,... and then..., Suddenly..., When/While..., Finally,/In the end,...*
- C. ____ Napisz zachęcający wstęp, np.: *One day..., It all started/happened..., When I was a child, I...*

2. Spójrz na zdjęcie i wymyśl historyjkę. Zapisz potrzebne zwroty.*broken leg***3. Napisz historyjkę. Wykorzystaj zdjęcie i notatki z ćwiczenia 2.***It happened two months ago...*

Kate I hope to see you soon.
It's raining/snowing. I'm on holiday in.... Hi...

-
- A black and white photograph of St. Peter's Basilica in Rome, Italy. The basilica is situated on a hill, with its large dome and classical facade clearly visible. In the foreground, the Tiber River flows, and a stone bridge with multiple arches spans across it. The reflection of the basilica and the bridge is visible in the calm water. The sky is overcast.

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