

Kevin Hadley, Kim Ashmore, Magdalena Dygała, Magdalena Shaw,
Aleksandra Dziewicka, Paulina Kuźmo-Biwan



Zeszyt ćwiczeń

do języka angielskiego
dla klasy piątej
szkoły podstawowej

5



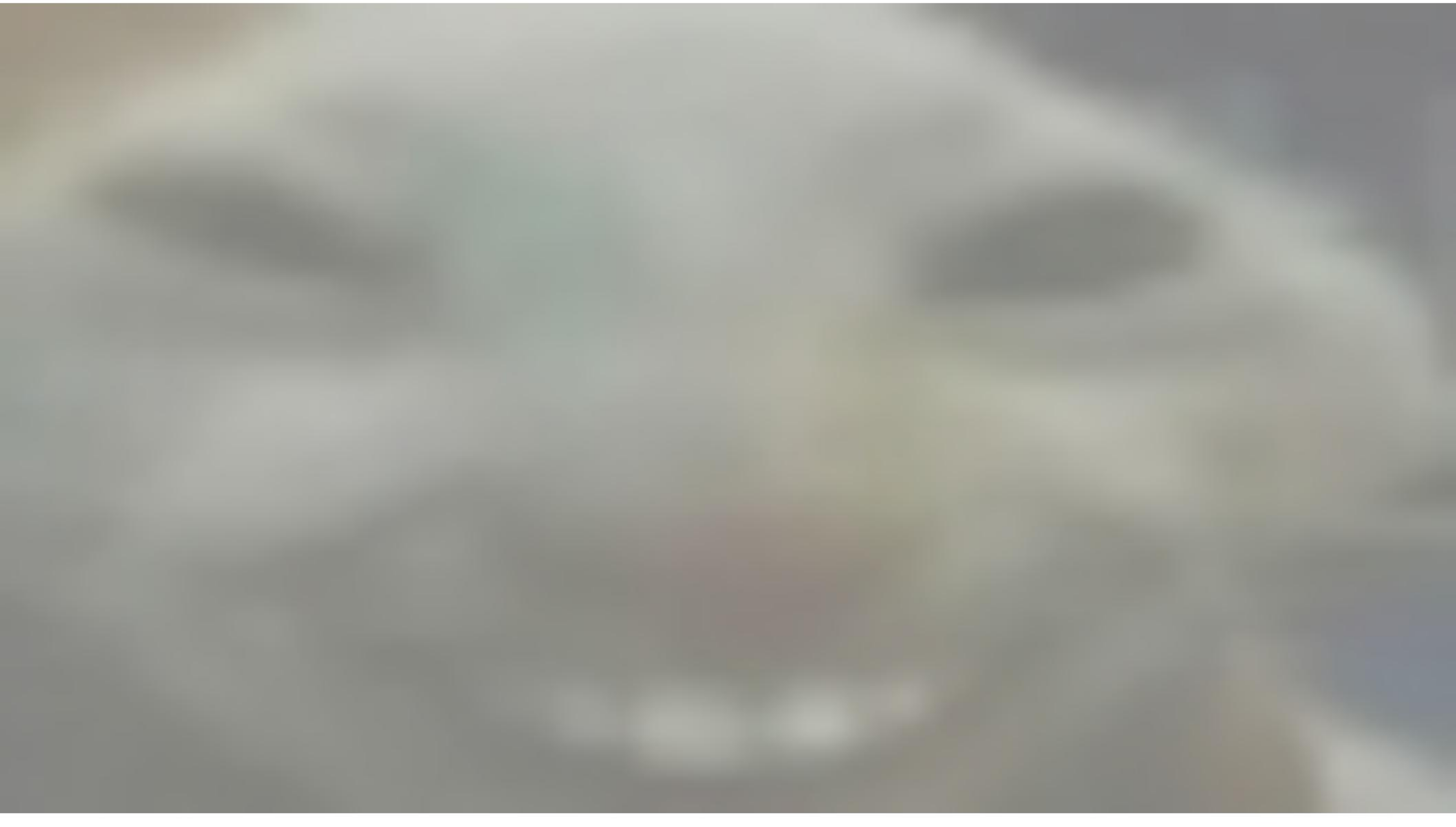
Nagrania do zeszytu ćwiczeń
dostępne na docwiczenia.pl



Kod: U51YDL

**nowa
era**

Twoje mocne strony



List of Contents

Starter	<i>Hello again!</i>	4
Unit 1	<i>Back to school</i>	6
Culture		15
Unit 2	<i>Film and TV Fun!</i>	16
Review 1–2		25
Unit 3	<i>Shopping time!</i>	26
Culture		35
Unit 4	<i>New worlds!</i>	36
Review 3–4		45
Unit 5	<i>Summer, autumn, winter ... sport!</i>	46
Culture		55
Unit 6	<i>Let's go to work!</i>	56
Review 5–6		65
Unit 7	<i>Hurray, it's holiday time!</i>	66
Culture		75
Closer		76
Grammar Bank		84
Writing Bank		90
Flashcards Time		92

Hello again!

Lesson 1

Vocabulary and Listening

Nagrania 0.1–0.3
docwiczenia.pl
Kod: U5UBB5



1. 0.1 Uzupełnij zdania (1–7) wyrazami z ramki. Posłuchaj i sprawdź.

is listening from his
her chatting subject

- Meg _____ from Warsaw.
- Benny loves reading. _____ favourite things are books.
- She loves _____ to music.
- Evie's _____ Great Britain.
- Meg loves colours. _____ favourite colour is red.
- Will loves _____ with his friends.
- Benny likes school. His favourite _____ is history.

2. Przyporządkuj wyrazy z ramki do odpowiednich kategorii.

cap pencil jacket bus trousers
jumper car chair rubber desk

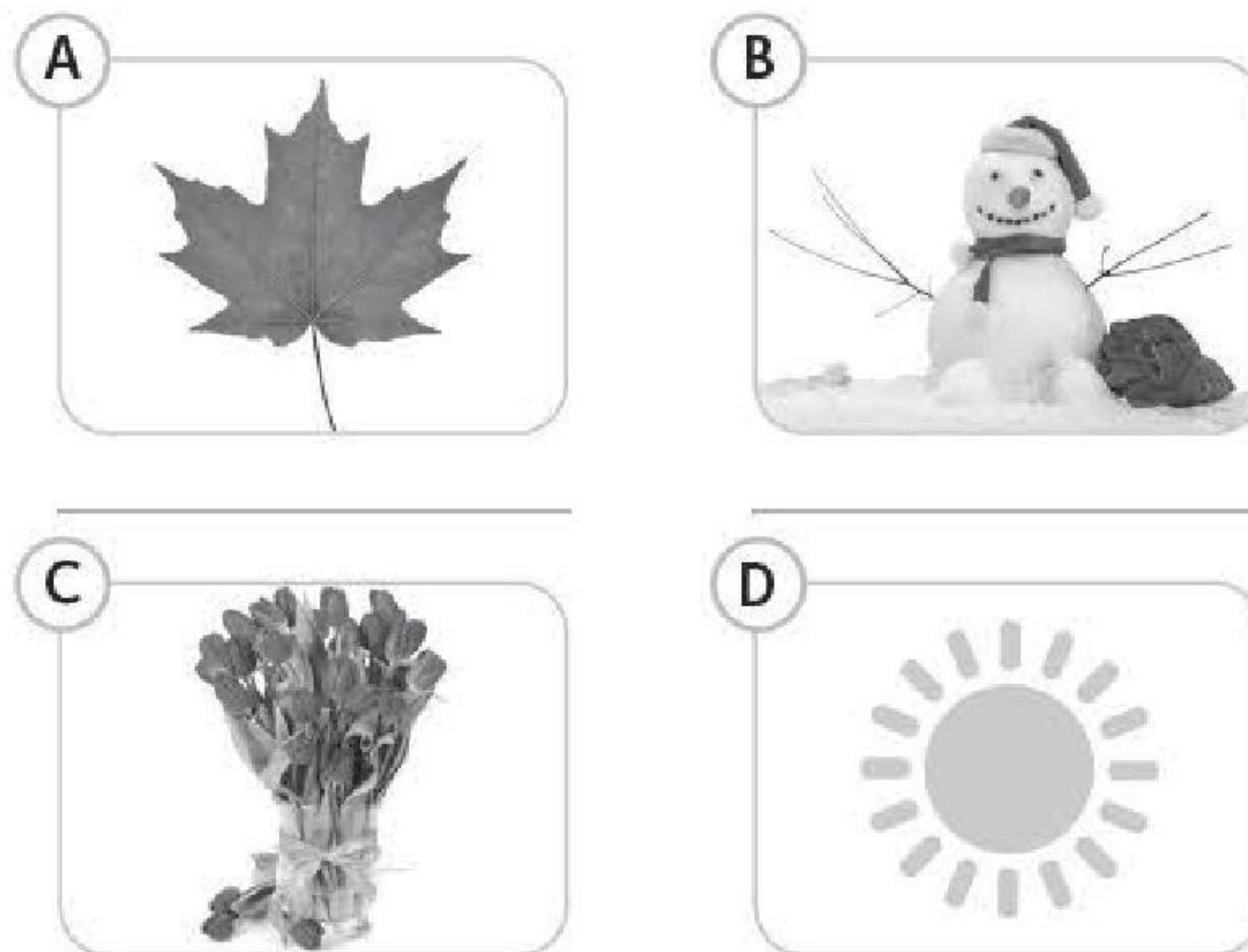
school	clothes	transport

3. 0.2 Połącz zdania 1–4 oraz A–D w pary tak, aby utworzyły fragmenty rozmów.

- ☐ 1. Hi. My name is Adelle.
 - ☐ 2. Is she your sister?
 - ☐ 3. How old are you?
 - ☐ 4. How are you?
- A. I'm OK.
B. No, she is my friend.
C. I'm twelve years old.
D. Hello, I'm Frank.

4. Podpisz zdjęcia (A–D) wyrazami z ramki.

spring winter summer autumn



5. Dopasuj wyrazy z ramki do opisów (1–2).

racket stick

- You can play tennis with it. _____
- You play ice hockey with it. _____

6. 0.3 E Uzupełnij luki (1–5) wyrazami z ramki. Posłuchaj i sprawdź.

flat shop rest food truck
restaurant remember

I live in a big *flat* in the centre of York.
Next door there is a (1) _____
which sells Polish food! Do you
(2) _____ Mia? Her sister
works in a (3) _____.
She serves food in a different place every day.
Jack's uncle owns a (4) _____,
but it's really hard to get a table there.
They've got an amazing menu. After a long
day at work, he always likes to
(5) _____ in the evening.



1. Wskaż zdania, które są dla Ciebie prawdziwe
... (T) lub fałszywe (F).



- | | |
|--|-----|
| 1. I am eleven years old. | T/F |
| 2. I have got a small family. | T/F |
| 3. I can swim. | T/F |
| 4. I can't speak Italian. | T/F |
| 5. There are two beds in my bedroom. | T/F |
| 6. There isn't a window in my classroom. | T/F |

2. Podpisz ilustracje (A–C).



swim



3. Uzupełnij wyrazy (1–5) brakującymi
... literami. Następnie wpisz nazwę kraju,
odpowiadając każdemu ze słów.

Nationalities:

Country:

- | | |
|--------------|--------|
| 1. Polis__ | Poland |
| 2. B__itish | |
| 3. Japan__se | |
| 4. Italia__ | |
| 5. __ren__h | |

4. Napisz, co znajduje się w Twoim domu.
... Użyj zwrotów *there is* i *there are*, wyrazów
z ramki oraz własnych propozycji.
Ułóż 2 zdania.

jeans T-shirt shirt shoes top
dress mobile phone laptop

Example: *In my room, there are six hats, but
there isn't a dress. There aren't any
shoes on my bed.*

5. Połącz wyrazy 1–4 z A–D tak, aby powstały
... wyrażenia.

1 foot	D boarding	A ball
B ball	3 skate	2 basket
C boarding	4 snow	

6. 0.4 Uzupełnij tekst wyrazami z ramki.
... Posłuchaj i sprawdź.

there is it can't there isn't
British I've got it's got

I'm Marco. I'm from
London, but I'm not *British*,
I'm Italian. (1) _____
three sisters, and (2) _____
also my dog, Henry. Henry is seven years
old. (3) _____ a bed in the kitchen.
(4) _____ sleep in the garden
because (5) _____ one – we live
in a flat!



Back to school

Lesson 1

Vocabulary

Nagrania 1.1–1.2
docwiczenia.pl
Kod: U5V2JY



1. Zakreśl jeszcze dziewięć wyrazów w pionie i poziomie.

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

2. Wskaż wyraz, który nie pasuje do reszty.

1. pencil case October calculator
2. marker pen book gym
3. April winter December
4. school library pencil case lunchbox

3. Uzupełnij wyrazy (1–10) brakującymi literami.

1. libr_ry
2. shar_ener
3. sch_olbag
4. class_oom
5. bo_k
6. _ctober
7. marke_pen
8. d_ctionary
9. ca_culator
10. interacti_e w_ite_oard

4. 1.1 Uzupełnij dialog wyrazami z ramki.
Postłuchaj i sprawdź.

dictionary sharpener where your

Billy: Can I have my bag?

Nancy: Yes. It is on the desk.

Billy: (1) _____ is the desk?

Nancy: In (2) _____
classroom. What do you have in your
bag?

Billy: My pencil case, pencil (3) _____
and a (4) _____.

5. 1.2 Postłuchaj rapu i uzupełnij luki (1–3).
Postłuchaj jeszcze raz i zaśpiewaj.



What do you *think* is in the classroom?

A calculator and some (1) _____ – my
lunch and my drink.

What's in the (2) _____? What can you see?

An English-Polish (3) _____ – a map of
Japan ... and me!

6. Odpowiedz na pytania (1–2).

1. What is in your schoolbag?

In my schoolbag there is a _____
_____.

2. What is in your lunchbox?

In my lunchbox there is a _____
_____.



1. Wpisz w luki formy czasu *present simple* czasowników z nawiasów.

Example: Hanna teaches (teach) English every day.

- I _____ (like) school.
- We _____ (watch) videos on the interactive whiteboard.
- Jakub _____ (go) to the school library to do his homework.

2. Utwórz przeczenia zdań z ćw. 1 w czasie *present simple*.

Example: Hanna doesn't teach English every day.

- _____
- _____
- _____

3. 1.3 Połącz pytania (1–6) z odpowiedziami (A–F). Posłuchaj i sprawdź.

- | | |
|---|--|
| <u>C</u> 1. Do you always walk to school? | A. Yes, it does. Do you need one? |
| ___ 2. Does your sister read books in English? | B. No, they don't. They usually leave home around 3 o'clock. |
| ___ 3. Do we have English lessons every Monday? | C. No, I don't. I sometimes go by bus. |
| ___ 4. Does the school library have English dictionaries? | D. No, she doesn't, but she often listens to stories in English. |
| ___ 5. Do you start school at 8 o'clock? | E. Yes. We have them every Friday, too. |
| ___ 6. Do students in the UK finish school at 5 o'clock? | F. Yes, I do. |

4. Zaznacz właściwe wyrazy.

- A: How **do / does** you **go / goes** to school?
B: I **go / goes** by bus.
- A: **Do / Does** the bus **take / takes** you all the way to school?
B: Well, I also **walk / walks** for five minutes to the bus stop, but it's OK.
- A: What time **do / does** your school **start / starts** and **finish / finishes**?
B: It **start / starts** at 8.30, and it **finish / finishes** at 3.30.
- A: What **do / does** you **do / does** after school?
B: Oh, I often **play / plays** football with my friends. Then, I **do / does** my homework.

5. Ułóż zdania i pytania z podanych wyrazów.

Example: *in / never / gym. / football / We / play / the*
We never play football in the gym.

- every / Our / us / doesn't / teacher / day. / give / homework

- you / lunch. / do / for / usually / What / have

6. Wpisz w luki formy czasu *present simple* czasowników podanych w nawiasach.

Example: I don't always do (not / always / do) my homework.

- Where _____ (you / have) lunch at school?
- At our school we _____ (not / have) lessons at weekends.



Video Lesson 3

Listening and Speaking

Excuse me ... Can I ...?



Przed obejrzeniem filmu

1. **warm-up** Spójrz na zdjęcia (A–F) i podpisz je.

A



B



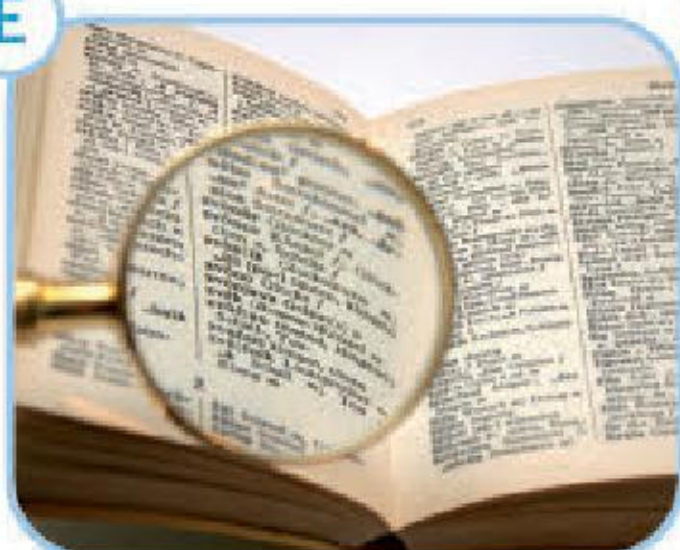
C



D



E



F



2. Dopasuj wyrazy z ramki do definicji (1–5).

calculator canteen gym
interactive whiteboard pencil case

1. a place where you can eat dinner or buy food

2. an electronic device that students use during math lessons

3. a thing in which you keep pens, pencils, rubbers and rulers

4. a place where you can exercise, play volleyball or football

5. a smart, interactive screen teachers use for presentations

W trakcie oglądania filmu

3. Obejrzyj film. Odpowiedz na pytania (1–2).

1. Who are the speakers?

2. Where are they?



4. Obejrzyj film i uzupełnij zdania (1–5).
... Następnie napisz kto wypowiada te zdania:
Sophie (S) czy Tina (T)?

- ☐ 1. We start the school year in England
in _____.
- ☐ 2. The school day usually lasts from
9 am to _____ in England.
- ☐ 3. Swedish students usually
have lessons from 8 am
to _____.
- ☐ 4. Swedish students _____
school around mid-August.
- ☐ 5. English students can't eat in
the _____.

5. Obejrzyj film jeszcze raz. Zdecyduj czy
... zdania są prawdziwe (T) czy fałszywe (F).

1. Swedish students don't play T/F
hockey or rugby.
2. Floorball is similar to cricket. T/F
3. Swedish students can't eat T/F
in the classroom.
4. English students have lunch T/F
in the school canteen.

Po obejrzeniu filmu

6. Zareaguj na zdania i pytania (1–4).



1. Finally, you're here! It's 8.30!

2. Can you open the window, please?

3. Can I go the toilet?

4. Does she understand?

7. Przygotuj trzy dialogi, używając
... zdań z ramki i własnych pomysłów.
Odegrajcie dialogi w parach.

Can I go to the toilet?
Can I drink some water?
I'm sorry I'm late. It's alright.
Give it back to me, please.
I'm afraid that's wrong. Try again.
Excuse me, I don't understand.
Does everybody understand?
Can someone open the window, please?

Example: A: Can I drink some water?
B: Yes, you can.



A: _____

B: _____

Project

Przygotujcie projekt o edukacji w Polsce.
Nagrajcie film podobny do tego, który
obejrzeście lub przygotujcie wpis na blogu.



Lesson 4

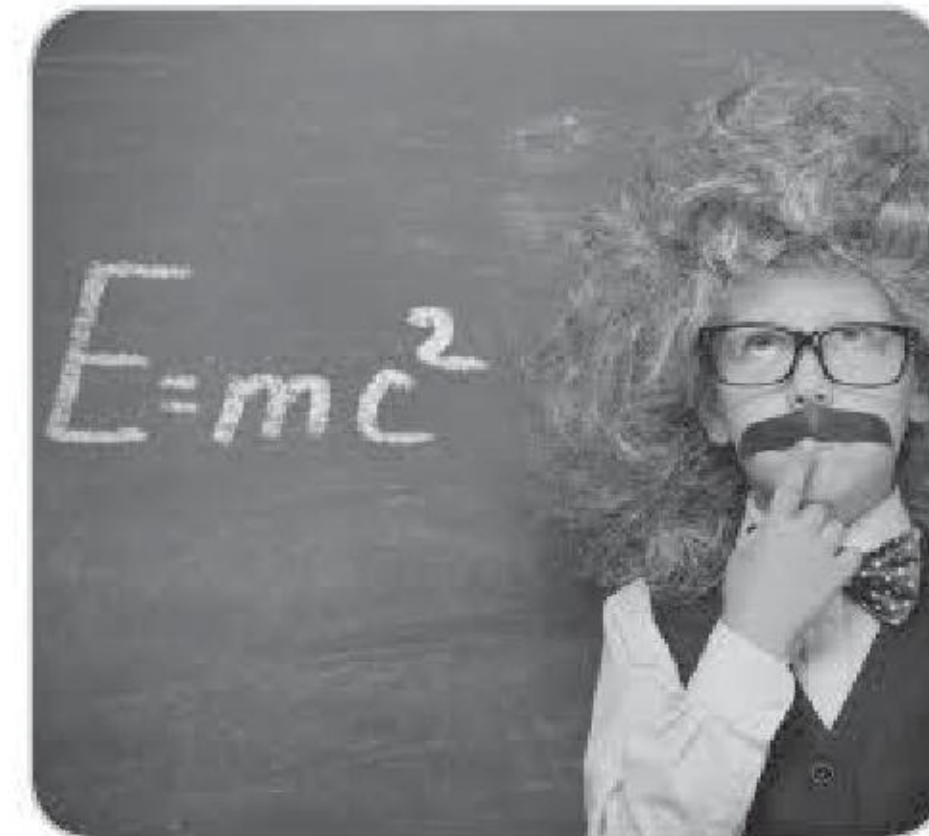
Reading and Writing



1.4

History, PE, art – I love every subject!

German and French are difficult languages, but English is a funny language. It has got many funny words. Do you know what a (1) _____ is? It likes eating cheese, but there is also one next to your computer. In (2) _____ and geography everyone uses a ruler, but there are also rulers in history – kings and queens. And (3) _____? He is one of the kings of science, but he looks very funny, too.

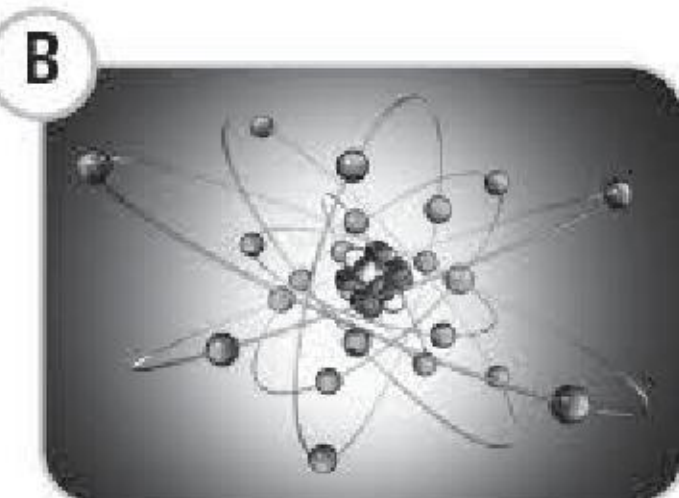


1. **warm-up** Połącz nazwy przedmiotów szkolnych (1–4) z odpowiednimi zdjęciami. (A–D).

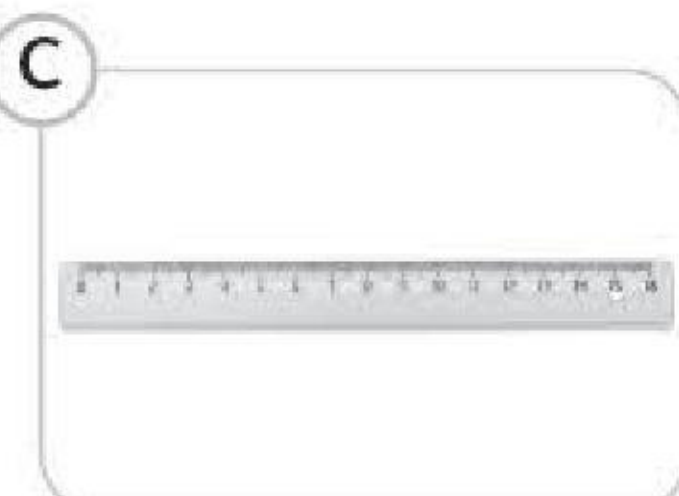
1. IT



2. geography



3. maths



4. science



2. **1.4** Przeczytaj tekst i uzupełnij go wyrazami z ramki. Posłuchaj i sprawdź.

mouse Einstein maths French

3. Dopasuj wyrazy z ramki do nazw przedmiotów szkolnych (1–3). Dwa wyrazy podano dodatkowo.

ball calculator dictionary guitar
mouse poster paints picture song
~~Super Powers book~~ trainers

Example: English dictionary, Super Powers
book

1. PE _____
2. music _____
3. art _____

4. W każdej parze wstaw znak ✓ przy poprawnej wersji zapisu.

- | | | | |
|-----------------------|--------------------------|-------------------|--------------------------|
| 1. japan | ☐ | Japan | ☐ |
| 2. John | ☐ | john | ☐ |
| 3. I am happy. | ☐ | I m happy. | ☐ |
| 4. Where do you live? | ☐ | where do you live | ☐ |

5. Uzupełnij luki odpowiednimi znakami interpunkcyjnymi (, . ?).

1. I am happy ____
2. What is your name ____
3. It is big ____ blue and cold.
4. Do you have a dog ____



6. Przeczytaj tekst i dodaj niezbędne znaki interpunkcyjne. Brakuje ich w trzech miejscach.

I have eight subjects at school. My favourite subjects are English, history and art. My brother likes art and geography. You see, he likes to draw things What are your favourite subjects
Do you like sport Do you like languages?

7. Przeczytaj wiadomość od Helen. Następnie uzupełnij tabelę.

Hi! My name is Helen. I live in London, in the UK. My English teacher is Mr Hudson. He is my favourite teacher, but my favourite subject is maths. My best friend, Sarah, doesn't like maths. I don't like French because it is very difficult. We don't have French on Tuesdays – it is my favourite weekday! What is your school day like?

	Place of living	Favourite teacher	Favourite subject	Not favourite subject	Favourite weekday
Helen	London				
You					

8. Uzupełnij luki (1-8) w wiadomości do przyjaciela z innego kraju. Opisz swój dzień w szkole. Narysuj też swój portret.

Hi!

My name is (1) _____. I live in (2) _____

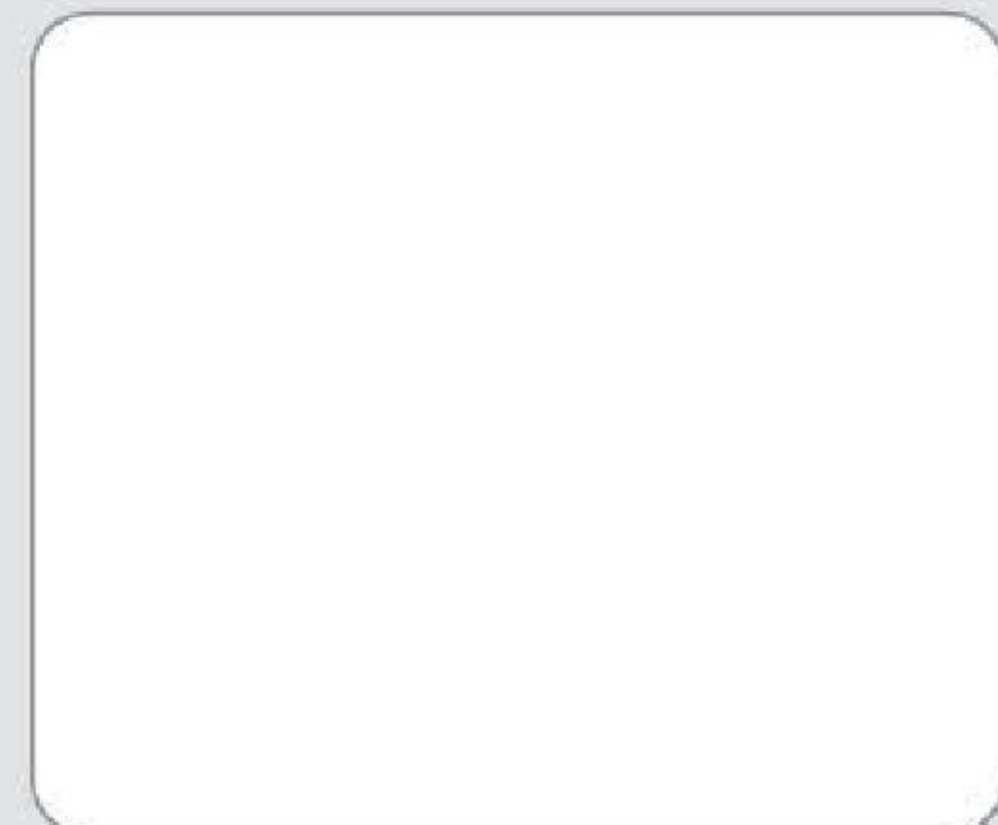
My favourite teacher is Mr / Ms (3) _____.

He / She teaches (4) _____. My favourite subject is

(5) _____ because (6) _____. I don't like

(7) _____. (8) _____ is my favourite

weekday. Do you like my week at school?



Writing tip

Przeczytaj swój tekst jeszcze kilka razy. Dzięki temu uzupełnisz ewentualne braki i poprawisz błędy.



Lesson 5

Grammar and Vocabulary

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

art English geography
maths music PE

Example: *I love learning new languages!
My favourite subject is English.*

- Look at my new calculator! I can use it in my favourite lesson. My favourite lesson is _____.
- I love looking at maps, and I'd like to travel next summer. My favourite subject is _____.
- I've got some new poster paints. I can use them every Thursday. My favourite subject is _____.
- I love sport. I always go swimming in the mornings. My favourite subject is _____.
- I play my guitar for hours at weekends. My favourite subject is _____.

2. Uzupełnij luki wyrazami *at*, *in* lub *on*.

Example: *in the afternoon*

- _____ 29th April
- _____ 3 o'clock
- _____ 2022
- _____ Tuesday
- _____ September
- _____ Saturday morning
- _____ weekends
- _____ autumn
- _____ the park

3. Spójrz na zapiski Julii. Określ, czy zdania są prawdziwe (T), czy fałszywe (F).

Tuesday February 6th:
Visit Grandma 5-7 pm

Thursday February 8th:
7-8 pm – swimming class

Saturday February 10th:
9-12 am – Dance lesson

Wednesday February 7th:
Science club 8-9 am

Friday February 9th:
Do homework – 6-8 pm

Sunday February 11th: Mum's
birthday: Party – 4-7 pm

- Julia has got her science club in the evening. T / F
- She does her homework on Friday for two hours. T / F
- Her mum's birthday is on February 11th. T / F
- She starts her dance lesson at 12 o'clock. T / F
- Her swimming class is from 6 pm – 8 pm. T / F

4. E Przeczytaj tekst. Wybierz właściwą odpowiedź.



Our school year starts in April. The school day is (1) _____ 8 o'clock to 3 o'clock. We have six lessons every day. Every lesson lasts (2) _____ 45 minutes. At the end of the day, we clean the classroom. On Mondays and Wednesdays, boys clean the classroom, and (3) _____ Tuesdays and Thursdays, girls clean the classroom. We don't go to school (4) _____ weekends or (5) _____ the summer. What is school like in your country?

- A. for B. from C. to
- A. for B. from C. to
- A. at B. in C. on
- A. at B. in C. to
- A. at B. in C. on



1. Zapisz trzy wyrazy w każdej kategorii.

*** Example: *przedmioty szkolne: biology, chemistry, maths*

- coś do pisania: p _____, m _____, p _____
- przedmioty w szkole: c _____, d _____, w _____
- zajęcia językowe: P _____, E _____, F _____
- miejsca w szkole: c _____, l _____, g _____

2. Uzupełnij zdania (1–4) odpowiednią formą wyrazów w nawiasach.

*** Example: *She doesn't go (go) to school every day.* ✗

Mrs Dawson always (1) _____ (teach) us in a very interesting way. ✓

Every Thursday I (2) _____ (study) for the Friday maths quiz. ✓

My brother (3) _____ (learn) French at school. They only have Spanish. ✗

I (4) _____ (understand) my German teacher. He speaks very fast. ✗

3. Uzupełnij luki wyrazami: *in, on, at*.

*** Example: *I start my day at 7 o'clock, but not on Saturdays or Sundays.*

- I have maths _____ 8 o'clock.
- _____ Saturday mornings I always sleep in, but later, I play.
- I often stay _____ my grandma's house.
- _____ the afternoons I relax, but _____ the evenings I watch TV.
- _____ winter I miss the sun, but _____ summer I have so much fun.

4. Uzupełnij pytania w czasie *present simple*.

*** Stosuj *Do* lub *Does*. Odpowiedz na pytania tak, żeby mówiły prawdę o Tobie.

Example: A: *Do your friends like Polish lessons?*
B: *Yes, they do.*

- A: _____ you often learn about famous people during history lessons?
B: _____.
- A: _____ your English teacher use an online dictionary?
B: _____.
- A: _____ your best friend like learning languages?
B: _____.
- A: _____ your parents make you do a lot of homework?
B: _____.

5. Dopasuj zdania (1–5) do reakcji (A–D).

*** Jedno zdanie podano dodatkowo.

- | | | |
|--------------------------|---|--|
| ☐ | 1. Can I go to the toilet? | |
| ☐ | 2. The answer is '17'. | |
| ☐ | 3. I'm sorry I'm late. | |
| ☐ | 4. Does everybody understand? | |
| ☐ | 5. Can someone open the window, please? | |
| | A. I'm afraid that's wrong. Try again. | |
| | B. That's alright. | |
| | C. Yes, you can. | |
| | D. Yes, of course. I can do that. | |

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

*** Example: *He goes for a run on Wednesdays.*

EVERY

He goes for a run every Wednesday.

- She always watches TV after 6 pm.
EVENING
She watches TV _____.
- John and Mary don't play tennis together.
PLAY
Mary _____ tennis with John.

Lesson 7

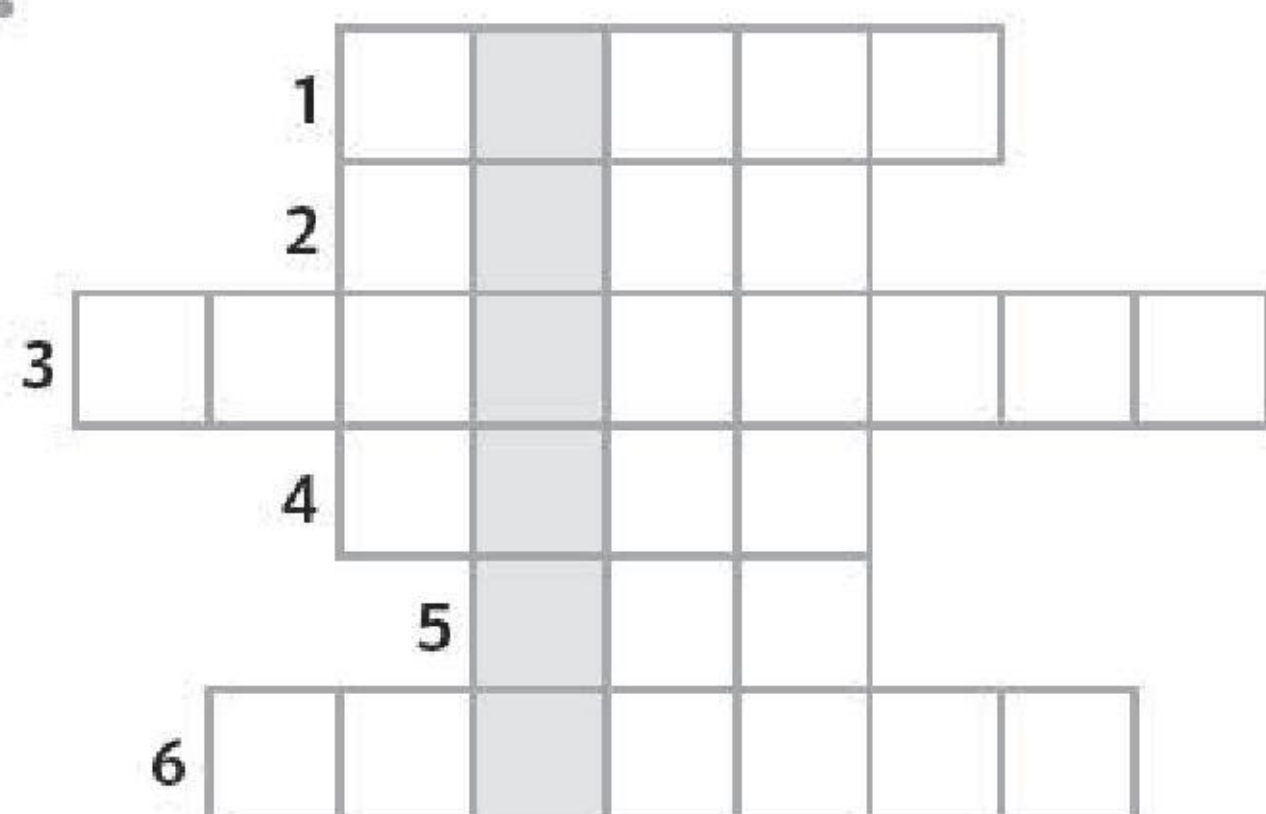
Review

Vocabulary

1. Uzupełnij wyrazy brakującymi literami.

1. My grandpa's got an old Polish-English d _____, which I sometimes use.
2. There is a new i _____ w _____ in my classroom, so all my friends want to go to the board now.
3. My maths teacher always writes with a red m _____ p _____ on the whiteboard.
4. We usually use maps in g _____ lessons.

2. Rozwiąż krzyżówkę i odczytaj hasło.



1. The third month of the year.
2. The sixth month of the year.
3. The ninth month of the year.
4. The seventh month of the year.
5. The fifth month of the year.
6. The first month of the year.

3. Uzupełnij luki poprawną formą czasowników w nawiasach w czasie *present simple*.

My grandma (1) _____ (live) in Cracow. She is 65 years old, but she still (2) _____ (teach) history at school. She (3) _____ (not work) every day. She (4) _____ (go) to school on Mondays, Tuesdays and Fridays. She (5) _____ (say) that all her students (6) _____ (know) history very well.

Grammar

4. Wybierz właściwe reakcje (A–B).

1. Pomyliłeś się. Co powie nauczyciel?
A. Does everyone understand?
B. I'm afraid that's wrong. Try again.
2. Prosisz kolegę, aby oddał Ci pożyczony długopis.
A. Can I use your pen, please?
B. Give it back to me, please.
3. Oferujesz koledze swoją pomoc.
A. Let me help you.
B. Can you help me with this?

5. Przetłumacz fragmenty zdań w nawiasach na język angielski.

1. My birthday is (w sierpniu) _____.
2. (Gdzie) _____ does your best friend live?
3. The school library is open (od 8:00 do 13:00) _____.
4. Every summer we go to England (na dwa tygodnie) _____.
5. What do you usually do (w weekend) _____?

6. Odpowiedz na pytania (1–3) pełnymi zdaniami.

1. What time do you usually get up on Saturdays?

2. Who do you meet at weekends?

3. What is your favorite weekday and why?

Lesson 8

Culture



Schools in California

Super Travel 1.1
docwiczenia.pl
Kod: U5ZB5E



Unit 1.8

1

The end of the world

Year 6 students want to know how the world can end. Teachers help them to create a magazine and a multimedia exhibition informing the public of the ways in which the world can end. Students research many topics, for example: global warming.

2

Be bold – give blood

A team of year 12 students, with help from their art and biology teachers, work together with a local blood bank to promote the idea of donating blood. They research the topic to create informational materials about it.

3

Mice and men

Students from year 5 want to know more about owls. There are a lot of mice around the school buildings. Students research effective ways to reduce the population of mice. They think that owls can help. Their next step is to design owl boxes. They want to report their findings via a multimedia presentation.

Przed obejrzeniem filmu

1. Zastanów się, jak – Twoim zdaniem – powinna wyglądać idealna szkoła. Napisz dwa zdania na ten temat.

lessons subjects timetable teachers
grades tests exams homework

Example: *At my ideal school students can choose what to learn about.*

1. _____
2. _____

W trakcie oglądania filmu

2. Ułóż sytuacje (A–H) w kolejności, w której pojawiają się w filmie. Obejrzyj go jeszcze raz i sprawdź.

- ☐ A. Brian has problems with the machine.
- ☐ B. The project is ready and it looks awesome!
- ☐ C. They have a month to do their project.
- ☐ D. Brian's team is a bit late in finishing.

- ☐ E. The team decides to make a machine that tells a story.
- ☐ F. Brian works late into the night.
- ☐ G. Students talk to their teachers about the whole project.

Po obejrzeniu filmu

3. Przeczytaj informacje o projektach (1–3) w *High Tech High*. Wynotuj, jak uczniowie planują zaprezentować wyniki swojej pracy.

1. The end of the world	
2. Be bold – give blood	Example: <i>create informational materials,</i>
3. Mice and men	

Project

Wyobraźcie sobie, że przed Wami jest czterotygodniowy projekt badawczy. Znajdźcie temat, który chcecie zgłębić, i wypełnijcie Kartę Projektu podzieloną na części, w których zapiszecie: **title, aim, form of presentation, activities, dates/places, people who can help, things we need.**



blood bank – bank krwi **donate** – przekazać, podarować **global warming** – globalne ocieplenie **interview** – robić wywiad z **mice (mouse)** – myszy (mysz) **owl** – sowa **piece of art** – dzieło sztuki **prophecies from the past** – przepowiednie

Film and TV fun!

Lesson 1

Vocabulary

Nagranie 2.1
docwiczenia.pl
Kod: U56XDL



1. Wpisz brakujące litery.

... Example: *cartoon*

1. sci _____ fic _____ film
2. thrill _____
3. horr _____ film
4. histori _____ film
5. roman _____ film
6. ad _____ film
7. tal _____ sh _____
8. ne _____
9. co _____ progr _____

2. Podpisz zdjęcia (A–C) wyrazami z ramki.

...

musical cooking programme
romantic film horror film



horror film



3. Wpisz nazwy z ramki przy właściwych opisach.

...

talent show talk show
science fiction film

Example: *Some people sing and some people dance. talent show*

1. Two people sitting on chairs. One of them asks questions to the other.

2. I live on Mars in 2217. My food consists of vitamin pills.

4. Podkreśl pasujące do siebie wyrazy.

...

1. news cartoon adventure film
2. romantic film cinema musical
3. music show talk show thriller

5. 2.1 Posłuchaj rapu i wpisz w luki wyrazy z ramki. Posłuchaj jeszcze raz i zaśpiewaj.

...

cooking comedy juice TV



Thriller, comedy, romantic film,
Mum loves them all, I think!
She goes to the cinema every day,
Eats some popcorn, drinks some (1) _____.
The news, talk show, (2) _____
programme, Dad loves them all, I think,
He watches (3) _____ every day,
Eats some chocolate, drinks some milk!



	Joanna	Jakub	Grace
watching talent shows			
listening to music			
doing homework			
reading science fiction books			

1. Na podstawie informacji z tabeli określ, czy zdania są prawdziwe (T), czy fałszywe (F).

- Joanna hates watching talent shows. T / F
- Jakub hates listening to music. T / F
- Joanna likes doing homework. T / F
- Jakub loves reading science fiction books. T / F

2. 2.2 Ułóż zdania z podanych wyrazów.

Postępuj i sprawdź.

Example: *cartoons / Grace / loves / drawing*
Grace loves drawing cartoons.

- likes / Jakub / to the cinema / going

- Mike and Filip / reading / science fictions books / hate

- I / like / with my friends / talking

- My brother / surfing / the internet / loves

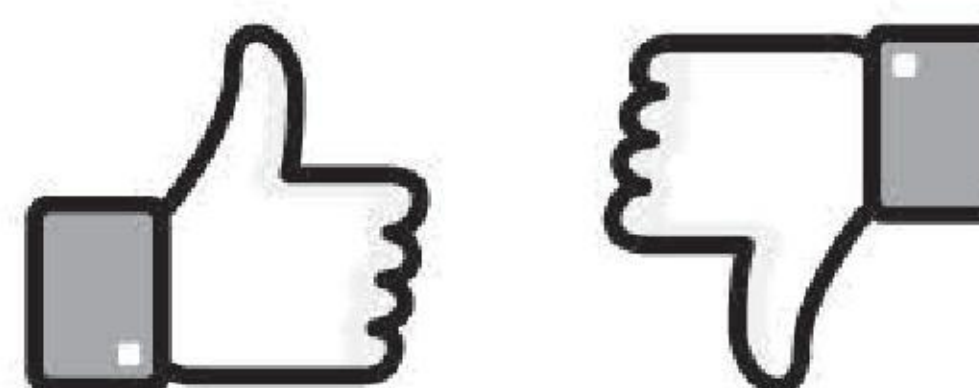
3. Uzupełnij zdania zgodnie z informacjami z tabeli. Zastosuj czasowniki *love*, *like*, *hate* w odpowiedniej formie.

Example: *Grace loves listening to music.*

- Grace _____ doing homework.
- Grace and Jakub both _____ watching talent shows.
- Grace and Joanna both _____ reading science fiction books.

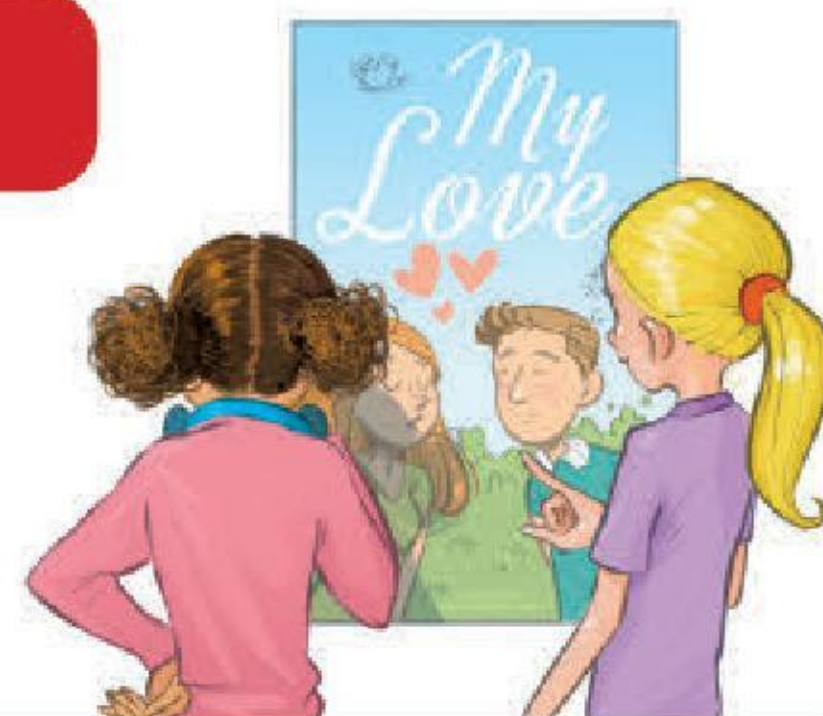
4. Napisz pięć zdań o Tobie i Twoich bliskich.
Zastosuj informacje w ramce oraz swoje własne pomysły.

hate/hates like/likes love/loves
go to the cinema read comic books
watch horror films study English
study maths listen to rock music
do homework watch science fiction films





At the cinema



Przed obejrzeniem filmu

1. **warm-up** Dopasuj nazwy gatunków filmowych i programów telewizyjnych z ramki do zdjęć (A–E).

adventure film cartoon comedy
science fiction film talk show thriller



cartoon



2. Dokończ zdania wybranymi nazwami gatunków filmowych z ramki. Następnie odpowiedz na pytanie.

adventure films historical films
comedies romantic films
science fiction films thrillers

- I like _____
- I don't like _____
- I love _____
- I hate _____

What is your favourite film?

3. **i** Przeczytaj wyrazy z ramki. Zgadnij, o czym będą rozmawiać dziewczyny.

popcorn snacks comedy
blanket pyjamas





W trakcie oglądania filmu

4. Obejrzyj film. Zaznacz nazwy gatunków filmowych, o których rozmawiają Sophie i Tina.

1. horror film ☐
2. adventure film ☐
3. science fiction film ☐
4. comedy ☐
5. romantic film ☐

5. Obejrzyj film i zapisz, kto wypowiedział poniższe zdania (1–5): Sophie czy Tina.

What would you do to make watching a film special?

Tina

1. How about watching something romantic after a comedy?

2. Hey! And don't forget about snacks.

3. Are we going to eat popcorn the whole night?

4. We could also order a pizza!

5. Do you prefer watching films at home or going to the cinema?

6. Obejrzyj film jeszcze raz i ułóż zdania w takiej kolejności, w jakiej pojawiają się na nagraniu.

- ☐ A. Yes, I think we need a lot of different flavoured popcorn.
- ☐ B. And don't forget about finding a comfortable place to watch the films in.
- ☐ C. First, make a list of films and choose three from it.
- ☐ D. It's also a good idea to choose different kinds of films.

Po obejrzeniu filmu

7. Spójrz na rysunek. Następnie ułóż dialog, korzystając z podanych sformułowań i własnych pomysłów. Odegrajcie scenkę w parach.

Let's go to the cinema.
That's a great/bad idea.
How about going to the theatre?
I agree. Can we just stay at home?
Sure, of course. No way.
I don't think we can watch this.



A: *Wow! Look at those posters!*

B: _____

Project

Nagraj krótki film, w którym opowiesz o ulubionym filmie lub programie telewizyjnym, i uzasadnij swój wybór. Pokaż film w klasie lub roześlij go pocztą elektroniczną albo za pomocą dowolnego komunikatora internetowego.

Lesson 4

Reading and Writing



2.3

My Dad is a bad dad blogger

My dad is a blogger. He writes a (1) _____ – it's *Man Blog!* He writes something every day, but he also posts some funny pictures. He only has six followers – Mum, my two brothers, me, Grandma and Grandpa! Is my dad's blog any good? Well, we all read his posts because we know him. Every day he asks us, *Do you like my new (2) _____?* and we always say, *Yes*. Then, he asks, *What is it about?* That's always a big test! His blog is often funny, but it doesn't always have the same theme. One post can be about cooking shows – he loves them, but the next can be about vampires and zombies in (3) _____, and the next can be about the weather forecast – snow, rain and sunshine. I prefer blogs about (4) _____ or music, but my dad is the only blogger in the family.



1. **warm-up** Przeczytaj tekst i znajdź w nim podane wyrazy.

Example: czasownik : *writes*

1. dwa wyrazy z dwiema samogłoskami:

2. wyraz z trzema spółgłoskami:

2. **2.3** Przeczytaj tekst jeszcze raz i uzupełnij luki (1–4) wyrazami z ramki. Posłuchaj i sprawdź.

blog sports programmes
post horror films

3. Odpowiedz na pytania (1–2).

Example: *What does the writer's dad do?*
He is a blogger.

1. Who reads his blog?

2. What three topics can Dad's post be about?

4. Połącz zdania z emotikonami.

1. I don't like eggs.



2. I hate spinach.



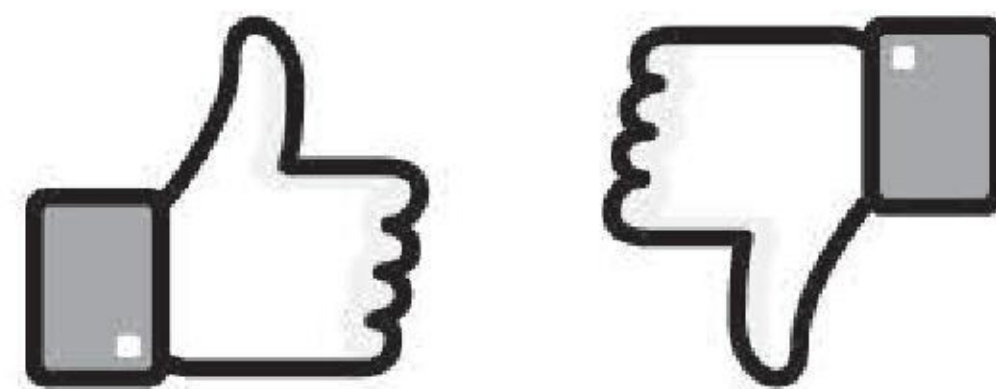
3. I like books in English.



4. I love weekends.



5. Dokończ zdania tak, żeby mówiły prawdę o Twoich bliskich.



1. My classmates like _____

2. My friends love _____

3. My parents love _____



6. Popatrz na skalę i wpisz na niej nazwy gatunków filmowych lub programów telewizyjnych zgodnie z Twoimi upodobaniami.

comedy music show news
talent show romantic film
historical film horror film
musical talk show



7. ✎ Zapisz cztery zdania mówiące o tym, co lubisz, a czego nie lubisz oglądać.

... Example: *I like thrillers, but I hate cooking programmes.*

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

8. ✎ Napisz wpis na bloga na temat ulubionych filmów i programów telewizyjnych Twoich bliskich. Użyj czasowników *like, don't like, love, hate*. Nadaj tekstowi odpowiedni tytuł.



Writing tip

Nadawanie tytułów tekstom jest bardzo ważne. Spójrz na poniższe tytuły. Który z nich najlepiej oddaje tematykę tekstu z ćw. 8?

My family and films

My family loves films

Films! My family loves them!

Pamiętaj, nadawaj swoim tekstom odpowiednie tytuły.



Lesson 5

Grammar and Vocabulary

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

online streams surfing the internet
website group chat

Example: *When I do my maths homework, I always go to this website.*

1. He loves football. He often watches live _____.
2. She doesn't like going to the cinema. She likes watching films _____.
3. I often have a _____ with my friends at weekends. We love talking!
4. I really love _____. There's always some new, interesting website to discover.

2. Zakreśl właściwe wyrazy: *a* lub *an*.

Example: *Whenever you buy a / an ebook, read this page first.*

1. This is **a / an** interesting talk show.
2. I'd like to watch **a / an** comedy show tonight.
3. We have **a / an** IT lesson after school today.
4. Can we watch **a / an** adventure film?

3. Wpisz w luki *a*, *an* lub *the*.

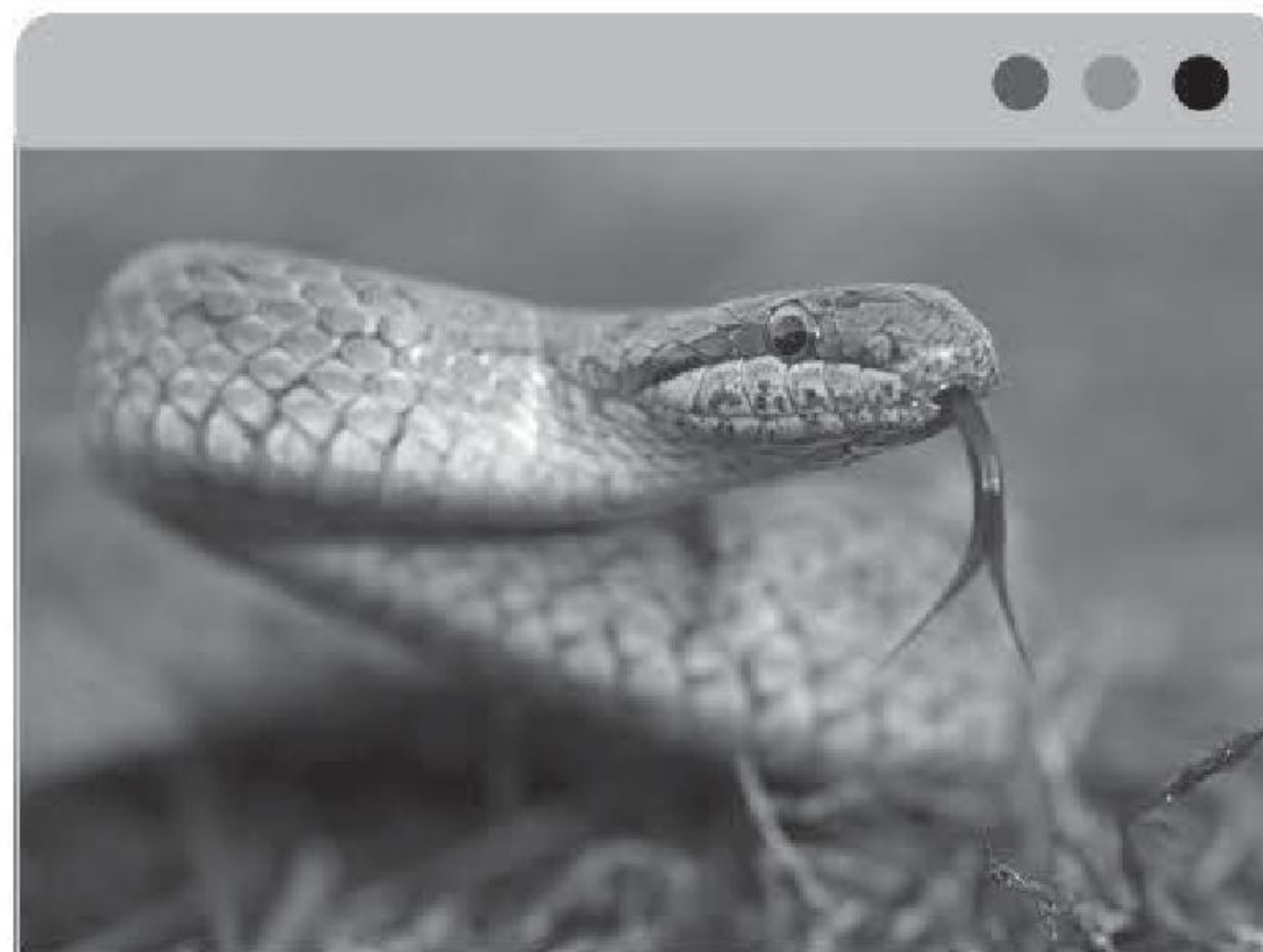
Example: *I've got a laptop. The laptop is new.*

1. There's _____ new cinema in town. _____ cinema is next to the theatre.
2. I've got _____ TV in my bedroom. Have you got _____ TV in your room?
3. This is _____ interesting film.
4. Would you like _____ ice cream? _____ ice-cream is in the fridge.

**Grammar tip**

Pamiętaj! **A** używamy przed rzeczownikami zaczynającymi się od spółgłoski. Na przykład: *a desk*.

An przed rzeczownikami zaczynającymi się od samogłoski. Na przykład: *an onion*.

4. **E** Przeczytaj tekst. Wybierz właściwą odpowiedź: A, B lub C.**The First Snake**

Do you love watching (1) _____ thrillers? Yes? In that case, *The First Snake* is your type of film! Imagine it's (2) _____ hot day in (3) _____ summer, and you are very happy. Then, you see (4) _____ snake, and (5) _____ snake sees you. Then, you see many more snakes. This is (6) _____ amazing film, with some great (7) _____ actors and an interesting director. Watch it on (8) _____ internet now!

- | | | |
|---------|-------|-------|
| 1. A a | B the | C - |
| 2. A a | B an | C the |
| 3. A a | B an | C - |
| 4. A a | B an | C - |
| 5. A a | B an | C the |
| 6. A a | B an | C the |
| 7. A a | B the | C - |
| 8. A an | B the | C - |



1. Zaznacz odpowiednie wyrazy.

1. My brother is 7 years old.
He loves **doing** / **do** / **does** homework.
2. I really like **watch** / **watches** / **watching** horror films.
3. Your best friends **really love** / **really loving** / **love really** animals.
4. My sister hates **go** / **goes** / **going** to school.

2. Uzupełnij luki (1–7) wyrazami *a*, *an* lub *the*.

(1) _____ koalas are wonderful animals. A koala looks like (2) _____ bear, but it's not (3) _____ bear. It lives in Australia. It only eats eucalyptus leaves. It loves sleeping and climbing trees. Koalas sleep 15 hours a day. A lot of (4) _____ koalas die during bushfires. Now, the koala is (5) _____ protected animal. Have a look at (6) _____ koala in (7) _____ picture. Isn't it lovely?

3. Ułóż wyrazy z rozsypanych liter.

Example: *lkta show*
talk show

1. tlehlrr _____
2. toocarn _____
3. hoalisrict film _____
4. a cooking prmgramoe _____
5. lentat show _____

4. Napisz z każdym wyrażeniem z ramki zdanie w języku angielskim.

Example: *I hate watching the news in the evening because it's boring.*

a bad idea watch films online
the news how about

1. _____
2. _____
3. _____

5. E Przetłumacz na język angielski fragmenty podane w nawiasach.

1. My sister Mary (*nienawidzi chodzenia*) _____ to the swimming pool.
2. (*Co powiesz na wyjście*) _____ to the theatre?
3. (*Czy my możemy po prostu*) _____ watch a film?
4. I often (*przeglądam internet*) _____ in the evening.

6. E Uzupełnij zdania wyrazami z nawiasów w odpowiedniej formie.

A: What do you like doing (*like*) at weekends?

B: Usually, I go for a walk with my family. What about you?

A: I love watching films. Listen, let's (1) _____ (*go*) cinema next weekend!

B: That's a great idea.

A: There are three films to choose from.

B: How about (2) _____ (*watch*) a horror or a thriller online?

A: That's (3) _____ (*idea*)!

B: Super! See you next weekend.

Lesson 7

Review

Vocabulary

1. Dopasuj wyrazy (1–4) do wyrazów (A–D).

...

- | | |
|--|-----------------|
| ☐ 1. historical | A. the internet |
| ☐ 2. talk | B. films online |
| ☐ 3. surf | C. film |
| ☐ 4. watch | D. show |

2. Uzupełnij zdania zwrotami i wyrażeniami z ramki.

...

talk show historical film
a video chat watch films online

- There is a very interesting _____ on TV at the moment. It's about the Polish king Jan III Sobieski.
- My parents often _____. They don't like going to the cinema.
- I can't have _____ with you. My webcam doesn't work.

3. Zapisz nazwy gatunków filmowych przy odpowiednich osobach. Jeden wyraz został podany dodatkowo.

...

musical cartoon romantic film
comedy thriller science fiction film

- Jack Brown is 3 years old.

- Mary Brown likes love stories.

- Suzy Brown loves having fun.

- Mr Brown likes horror films.

- Mrs Brown loves singing and dancing.

Grammar

4. Uzupełnij zdania (1–5) czasownikami z ramki w odpowiedniej formie. Trzy czasowniki zostały podane dodatkowo.

...

listen write watch ask travel
speak play cook

- Do you like _____ talk shows?
- My little brother loves _____ questions.
- I want to _____ a blog about books.
- My mum hates _____ to loud music.
- My grandma likes _____. She always buys me a souvenir whenever she goes somewhere.

5. Uzupełnij tekst wyrazami *a, an, the* lub wstaw tzw. *zero article* (-).

...

I've got some cool things in my bedroom. There is (1) _____ TV in front of my bed. (2) _____ TV isn't big, but I like watching it when I'm in bed. I like (3) _____ comedies. I've also got (4) _____ computer. I love surfing (5) _____ internet, but I can only do it at (6) _____ weekends. But my favourite thing is (7) _____ armchair. (8) _____ armchair is old, but it's really comfortable.

6. Wpisz w luki po jednym wyrazie.

...

- A: Mum, _____ watch a film together.
B: No _____! You have to do your homework first.
- Can we just _____ at home? Sounds good to me. Let's watch TV.

1. Zaznacz wyraz, który nie pasuje do reszty.

...

- comedy thriller website cartoon
- surf watch chat science
- library book gym canteen
- October Thursday August June
- twentieth third eleven ninth

2. Wykreśl 12 czasowników w pionie

...

i w poziomie. Uzupełnij zdania (1–5) wybranymi czasownikami w odpowiedniej formie.

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

- My aunt works in a primary school. She _____ English.
- I like _____ online with my friends.
- I _____ musicals are boring.
- Tom never _____ on foot to school, he always rides a bike.
- My brother _____ cleaning his bedroom. He's so lazy!

3. Przeczytaj tekst i zaznacz właściwe wyrazy.

...

My cousin lives in (1) a / the small town. I think (2) a / the town is beautiful, but my cousin (3) don't / doesn't like it, he (4) says / say it's boring. I sometimes visit him (5) on / at Christmas. (6) On / In the first day of Christmas, we (7) watch always / always watch films together.

4. Dopasuj odpowiedzi (A–E) do pytań (1–5).

...

- What time is the film on?
 - Who likes surfing the internet?
 - When is your birthday?
 - Where do you play volleyball?
 - Can I borrow your pencil sharpener?
- A. In November.
B. At half past eight.
C. All of my classmates.
D. Sure, of course.
E. In the gym.

5. Wybierz właściwe reakcje (A–B).

...

- I'm sorry I'm late.
A. That's OK. B. No way.
- How about going to the theatre tonight?
A. Sure, you can. B. That's a great idea.
- Excuse me, I don't understand.
A. No way. B. Let me help you.

6. E Przetłumacz fragmenty z nawiasów na język angielski.

...

- My birthday is on (*drugiego lutego*) _____.
- What is your favourite (*strona internetowa*) _____?
- Judy loves watching (*filmy przygodowe i komedie*) _____.
- All of my friends like (*plastykę i informatykę*) _____.
- I want to (*uczyć się*) _____ French. I think it's a beautiful language.

Shopping time!

Lesson 1

Vocabulary

Nagranie 3.1
docwiczenia.pl
Kod: U5C7TV



1. Uzupełnij wyrazy brakującymi literami.

*** Example: *cheap*

1. expen_ive
2. ti_ht
3. sta_rs
4. sma_t
5. l_ose
6. se_ond

2. Podpisz zdjęcia (A–E).



wallet



3. Uzupełnij zdania (1–4) wyrazami z ćw. 2.

- ***
1. Do you pay by cash or by c_____?
 2. I always have some cash in my w_____.
 3. Go up the s_____ to the first floor.
 4. I have a special v_____ for the books.

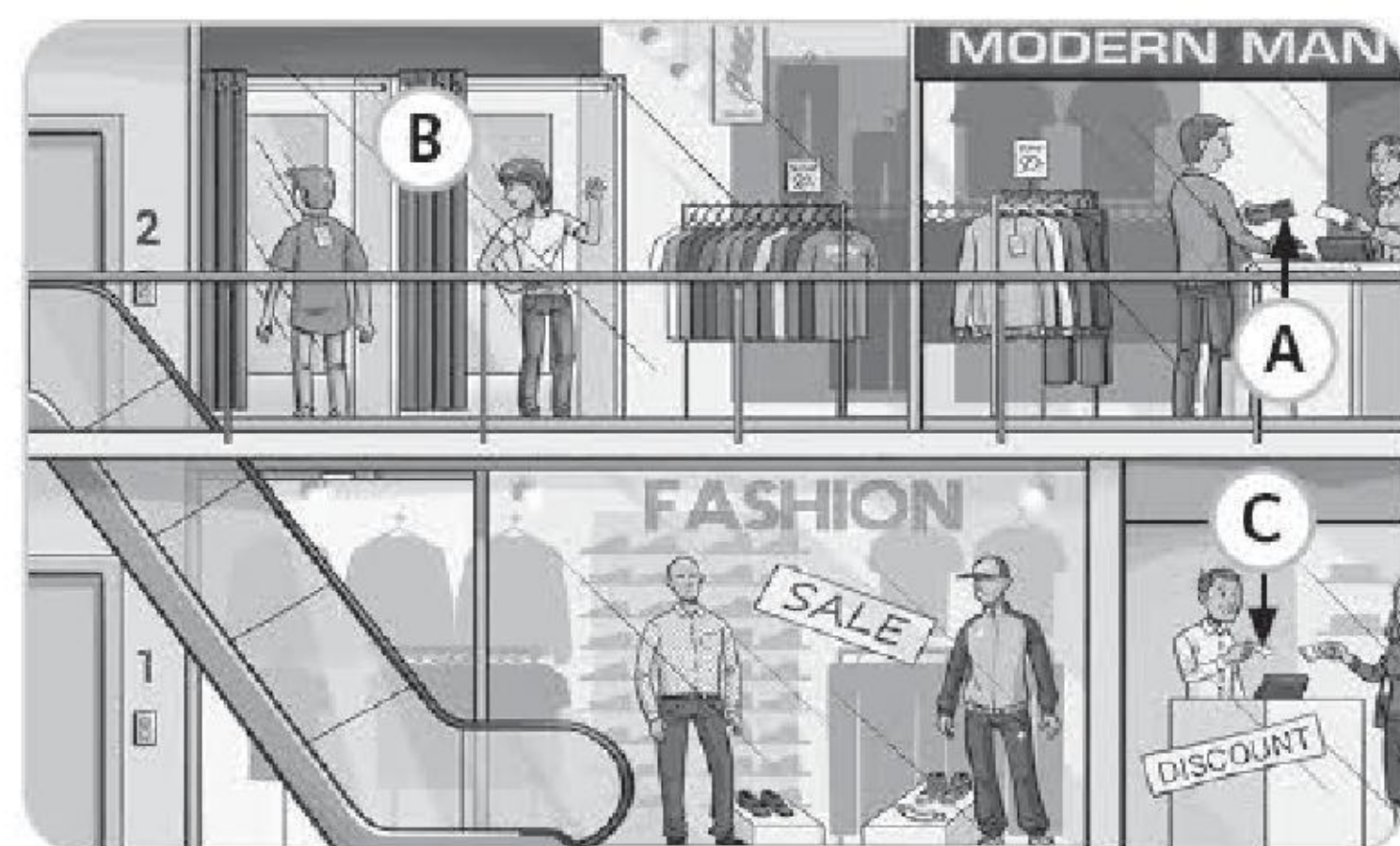
4. Spójrz na wyrazy (1–6). Popraw błędy.

*** Example: *fist* – *first*

- | | |
|-----------------|----------------|
| 1. thidr _____ | 4. forht _____ |
| 2. fifht _____ | 5. sixh _____ |
| 3. eigthh _____ | 6. tenh _____ |

5. Wpisz w puste miejsca odpowiednie wyrazy z ramki.

changing room credit card wallet



- A. _____
B. _____
C. _____

6. 3.1 Uzupełnij rap brakującymi wyrazami.
*** Posłuchaj, sprawdź i zaśpiewaj.

In the shopping centre

In the (1) _____ room sits Cory Flop!

In his big bag, in his (2) _____

so small,

Sits his (3) _____ card!

And that's not all!



1. Zapisz czasowniki (1–10) w czasie *present continuous*.

Example: *watch – watching*

- | | |
|------------------|------------------|
| 1. eat – _____ | 6. make – _____ |
| 2. go – _____ | 7. take – _____ |
| 3. wear – _____ | 8. put – _____ |
| 4. have – _____ | 9. run – _____ |
| 5. sleep – _____ | 10. swim – _____ |

2. Uzupełnij zdania (1–5) wyrazami z ćw. 1 w czasie *present continuous*.

Example: *The girl is wearing a cap.*

- Wait a minute! He _____ his credit card in his wallet now.
- I _____ to the shops now.
- Elena and James _____ the bus to the shopping centre.
- Oh! You _____ breakfast at the moment. Sorry!
- Mum isn't at home. She _____ in the forest at the moment.

3. Uzupełnij zdania w czasie *present continuous*. Zastosuj wyrazy z nawiasów w formie przeczącej.

Example: *Alex isn't watching (not watch) a film now. He's listening to music.*

- Joanna _____ (sit) on the bus. She's standing.
- You _____ (study) at the moment, are you?
- Elena and Grace _____ (have) lunch at the shopping centre. They're eating at a café.
- I _____ (wear) my new shoes.
- It _____ (rain).
- We _____ (take) the lift. We're walking up the stairs!

4. 3.2 Połącz pytania (1–6) z odpowiedziami (A–F). Posłuchaj i sprawdź.

- | | |
|---------------------------------------|--|
| 1. What are you doing at the moment? | A. With some friends. |
| 2. Really? Who are you eating with? | B. It's got tomatoes and some egg in it. |
| 3. What are you eating? | C. I'm having some food. |
| 4. What kind of salad are you eating? | D. Some chips and a salad. |
| 5. Where are you eating? | E. I'm OK. I'm not very hungry any longer! |
| 6. By the way, how do you feel? | F. At a café in the shopping centre. |

5. Uzupełnij pytania wyrazami z nawiasów w odpowiedniej formie czasu *present continuous*.

- A: *Are you walking (you / walk) to the shopping centre?*
B: No, I'm not.
A: Oh! _____ (where / you / go)
- A: _____ (How / Joanna / travel) to the party?
B: I'm not sure.
- A: _____ (she / ride) her bike?
B: Oh yes, that's right!

6. Przetłumacz na język angielski fragmenty zdań z nawiasów.

Example: *(Robię) I'm doing my homework at the moment.*

- Elena (*siedzi*) _____ next to Alex.
- (*Idziemy*) _____ on the shopping centre now.
- What (*teraz jesz*) _____?
- (*Czy pada deszcz*) _____?
- (*On nie jest ubrany*) _____ his new sweatshirt.



Video Lesson 3

Listening and Speaking

How much is it?



Przed obejrzeniem filmu

1. **warm-up** Uzupełnij brakujące litery w wyrazach (1–5). Przyporządkuj wyrazy do ilustracji (A–E).



- ☐ 1. s _ _ _ rs
- ☐ 2. _ _ _ _ et
- ☐ 3. c _ _ h
- ☐ 4. _ _ ft
- ☐ 5. r _ _ _ ip _



2. Dopasuj wyrazy z ramki do definicji (1–5).

trainers cap shorts skirt T-shirt

- 1. a kind of hat _____
- 2. an item of clothing for women _____
- 3. an item of clothing for the upper body _____
- 4. sports shoes _____
- 5. short trousers _____

3. Uzupełnij luki wyrazami z ramki.

bag room shopping credit

Example: *changing room*

- 1. shopping _____
- 2. _____ card
- 3. _____ centre





W trakcie oglądania filmu

4. Obejrzyj film. Spójrz na zdjęcia (A–B) i zaznacz, gdzie dziewczyny wybierają się w weekend.



5. Obejrzyj film. Dopasuj reakcje (1–4) do zdań (A–D).

- ☐ 1. Maybe I should stay at home. What do you think?
☐ 2. Do you like it?
☐ 3. Does this one look good?
☐ 4. I think you should try this one on!

- A. Yes, it looks great!
B. Forget about it.
C. Wow! It's lovely and it is so comfortable.
D. Well, it's not as loose as the other one.

6. Obejrzyj film jeszcze raz i określ, czy zdania (1–3) są prawdziwe (T), czy fałszywe (F).

1. Sophie and Tina's friend Lauren is having a birthday party. T / F
2. Sophie and Tina have got a birthday party to go to on Friday. T / F
3. Sophie and Tina love dancing. T / F



Po obejrzeniu filmu

7. Uzupełnij zdania (1–5) wyrazami i wyrażeniami z ramki.

by card like receipt
how much T-shirt

1. Are you paying in cash or _____?
2. Excuse me, I'm looking for a _____.
3. I'd _____ to buy this dress.
4. _____ is it?
5. Here is your _____.

8. Wybierasz strój na imprezę urodzinową. Ułóż dialog pomiędzy Tobą a sprzedawcą w sklepie odzieżowym. Użyj sformułowań z ramki. Odegrajcie dialog w parach.

Are you paying in cash or by card?
Excuse me, I'm looking for (a/an) ...
Here's your receipt. How much is it?
I'd like to buy ... Where can I find ...?
Would you like a bag?

A: Hello! How can I help you?

B: _____

Project

Wyobraź sobie, że idziesz na imprezę urodzinową. Przygotuj plakat, na którym zaprezentujesz najlepszy, Twoim zdaniem, strój imprezowy. Pamiętaj, żeby pokazać każdą część garderoby. Możesz je narysować lub przykleić zdjęcia wycięte z czasopism. Zaprezentuj plakat na lekcji lub roześlij jego zdjęcia koleżankom i kolegom z klasy.

Lesson 4

Reading and Writing



3.3

The shops on my street

(1) _____ We don't have a shopping centre near my house, but the street I live on has got more than twenty shops on it – twenty five, in fact! Close to my house there is *The Corner Shop* supermarket. My brother works there at weekends and one or two evenings a week. He always brings some bread home after work, and sometimes a carton of milk or some cheese. (2) _____ I buy my books for school there, as well as things like pens and notebooks. To the right of the supermarket, there is a butcher's. (3) _____ Where is the chemist's? It is some way from my flat, but that's okay because we don't need to go there often.

1. **warm-up** Podpisz zdjęcia (A–C) wyrazami z ramki.

baker's butcher's chemist's bookshop



baker's



2. **3.3** Przeczytaj tekst i dopasuj do niego zdania (A–C). Posłuchaj i sprawdź.

- A. My mum buys bread and ham there for my sandwiches for school.
B. I live on a big, long street in London, it's the King's Road.
C. To the left of the supermarket, there is a bookshop.

3. Zaznacz, która ilustracja (A–D) pasuje do tekstu *The shops on my street*.





- 4.** Uzupełnij tekst wyrazami z ramki. Każdego słowa możesz użyć więcej niż raz.

or but and

Hi, I'm Marco. I live in Venice, Italy.

There's a chemist's next to my house. It's a nice place, and the shop assistants are always very friendly. In the shop there are many things, (1) _____ it is quite small.

The butcher's is my dog's favourite shop. I always buy him some chicken, ham (2) _____ a sausage there. He also likes the baker's (3) _____ the chemist's because my sister works there, (4) _____ my dog really loves her.

- 5.** Napisz dwa pytania dotyczące tekstu z ćw. 4 i na nie odpowiedz.

Example: *Where does Marco live?*



1. Where _____?

2. What _____?

 Writing tip

Zanim zaczniesz pisać swój tekst, zbierz potrzebne informacje. Odpowiedz sobie na najważniejsze pytania, np.: *What shops are there on my street? What is my favourite shop?*

Następnie użyj zgromadzonych informacji w tekście, np.: *There are seven shops on my street.*
My favourite shop is the chemist's.

- 6.**  Napisz post na bloga, w którym opiszesz sklepy i miejsca w pobliżu Twojego miejsca zamieszkania.

A shopping trip on my street

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. On the left side, there is a vertical margin line, creating a narrow left margin. The paper appears to be from a notebook or a standard ruled document.

Lesson 5

Grammar and Vocabulary

	Books4U!	Better Books
Is it cheap?	★★★★☆	★★☆☆☆
Are the people friendly and funny?	★☆☆☆☆	★★☆☆☆
Are the books interesting?	★★★☆☆	★★★★★
Is it near?	★★★★☆	★★★★★

1. Zakreśl wyraz, który nie pasuje do reszty.

*** Example: boots gloves shoes trainers

- expensive loose pay smart
- baker's butcher's cheap chemist's
- buy put on take off try on
- bag purse sale wallet

2. Spójrz na tabelę. Określ, czy zdania (1–4) są prawdziwe (T), czy fałszywe (F).

- ***
- Books4U is cheaper than Better Books. T / F
 - Better Books is more expensive than Books4U. T / F
 - The people are friendlier in Books4U. T / F
 - The books are more interesting in Books4U. T / F

3. E Na podstawie tabeli uzupełnij zdania (1–3) przymiotnikami w stopniu wyższym.

*** Example: CHEAP

Books4U is cheaper than Better Books.

- FUNNY**
The people _____
in Better Books.
- BORING**
The books _____
in Books4U.
- FAR**
Better Books _____
from my house.

4. Uzupełnij zdania (1–3), używając *as ... as* tak, aby ich znaczenie było takie samo, jak zdań wyjściowych.

*** Example: Books4U is cheaper than Better Books.
Books4U is not as expensive as Better Books.

- Better Books is more expensive than Books4U.
Better Books is not _____
Books4U.
- Better Books is much smaller than Books4U.
Better Books is not _____
Books4U.
- Books4U is much nearer than Better Books.
Books4U is not _____
Better Books.

5. E Przeczytaj tekst. Wpisz w każdą lukę (1–3) po jednym wyrazie.

We've got two bookshops in our town: Books4U and a new shop, Better Books. Better Books isn't as near (1) _____ Books4U and it isn't as cheap. But the books are much more interesting (2) _____ the books in Books4U, and (3) _____ people are friendlier too. I go there every weekend.



Lesson 6

Vocabulary and Grammar Review

1. Odpowiedz na pytania (1–4), używając wyrazów z nawiasów w odpowiedniej formie.

Example: A: Are you playing on the computer?
B: No. I'm studying. (study)

- A: Are you taking the lift?
B: No, _____.
(take the stairs)
- A: Are they eating chocolate?
B: No, _____. (eat bread)
- A: Is your brother trying his new clothes on?
B: No, _____.
(take a shower)
- A: Are Mark and Joe going shopping now?
B: No, _____. (sleep)

2. Uzupełnij pytania, wstawiając *why*, *where*, *what* lub *who*. Następnie na nie odpowiedz.

Example: A: What are you doing?
B: I'm playing a game.

- A: _____ are you watching?
B: _____. (watch a film)
- A: _____
is she chatting with?
B: _____. (grandma)
- A: _____ is your sister crying?
B: _____.
(can't buy her favourite T-shirt)

3. **E** Zapisz pytania do podanych odpowiedzi (1–4).

Example: A: How much is that T-shirt?
B: It's 15 zloty.

- A: _____
B: The changing rooms are on the first floor.
- A: _____
B: By card.
- A: _____
B: Yes, please.
- A: _____
B: Thank you.

4. Zapisz dwa zdania z *as ... as* oraz dowolnymi wyrazami z ramek A i B.

Example: *Watching a football game is as boring as going shopping.*

A
going shopping watching a football game
chatting with friends
playing computer games
trying on clothes buying clothes
shopping for food Christmas shopping

B
interesting boring exciting
fascinating fun stressful relaxing

5. Wybierz właściwy wyraz.

Example: *ciasne (np. spodnie)* – tight / loose / smart jeans

- zapłacić – buy / find / pay
- tani – expensive / cheap / discount
- apteka – baker's / butcher's / chemist's
- winda – a lift / stairs / an escalator

6. Uzupełnij zdania (1–3) wytłuszczonymi przymiotnikami w stopniu wyższym. Nie zapomnij wstawić *than*.

Example: *My father is **tall**, but his brother is much **taller than** him.*

- Geography is **easy**, but biology is _____ geography for me.
- My dog has a **long** tail, but my cat's tail is _____ my dog's.
- Amy has a **beautiful** dress, but I think that my dress is _____ hers.

Lesson 7

Review

Vocabulary

1. Podpisz zdjęcia (A–E).

...



s t a i r s



p _ _ _ _



b _ _ _ _ ' _



c _ _ _ _ ' _



v _ _ _ _ _ _



w _ _ _ _ _

2. Uzupełnij zdania (1–6) wyrazami z ramki.

... Jeden wyraz został podany dodatkowo.

tight put try take
buy voucher sale

- This jacket is very _____.
I need a bigger size.
- _____ your shoes off
and leave them in the hall.
- It's cold outside, _____
on your hat!
- This bike is on _____
at the moment. I'd like to _____ it.
- My mum always gets a _____
from her friend for Christmas.
- Look at this dress! It's so beautiful.
You have to _____ it on.

Grammar

3. Wpisz w luki wyrazy z nawiasów w czasie
... *present continuous*.

- Polly _____ her bike
at the moment. (*ride*)
- I _____ TV,
I _____ my homework.
(*not watch / do*)
- _____ you
_____ a sandwich? (*make*)
- My parents _____,
they _____ this evening.
(*shop / not work*)
- What _____ they _____? (*do*)

4. Uzupełnij dialog. W każdą lukę wstaw jeden
... wyraz.

- A: _____ me, can you help me?
B: Of course, _____ can I help you?
- A: How _____ is this T-shirt?
B: It's only five euros. It's on _____.
- A: I'm _____ for a black jacket, size M.
B: _____ you are.
- A: Are you paying _____ card?
B: No, I'm paying in _____.

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

- I'm shorter and my sister is short, too.
TALL
I'm as _____
my sister.
- I don't think English is as difficult as maths.
THAN
I think maths is _____
English.
- Fast food restaurants usually aren't as
expensive as restaurants.
CHEAP
Fast food restaurants usually are much
_____ restaurants.

How green are you?



Przed obejrzeniem filmu

1. Dopasuj sformułowania 1–6 i A–F.

1. re-used metal cans: as flower pots and candles
2. metal water bottle
3. bamboo straws
4. fabric shopping bag
5. bags for fruit and veggies
6. jars as containers



2. Zapisz kilka przyjaznych dla środowiska działań, które realizujesz.

W trakcie oglądania filmu

3. Obejrzyj film. O których sposobach na ochronę środowiska wspomina Maiku? Wypisz trzy z nich.

1. _____
2. _____
3. _____

4. Przetłumacz na język angielski fragmenty zdań z nawiasów. Obejrzyj film i sprawdź.

What is better for the environment?

1. You can use plastic bags, but just try to reuse them as *(wiele razy jak)* _____

possible.

2. Always *(spróbuj znaleźć)* _____ new ways to reuse bottles, jars, or anything else made of glass.

3. It's *(lepiej kupić)* _____ toothpaste that doesn't have any unnecessary packaging.

Po obejrzeniu filmu

5. Przeczytaj listę. Wstaw znak x w te rubryki, które Ciebie dotyczą.

Are you eco?	I do that.	I want to do that.
I take my own shopping bag when I shop.		
I use plastic bags when buying fruit or vegetables.		
I use my own water bottle.		
I sometimes buy water in plastic bottles.		

New worlds!

Lesson 1

Vocabulary

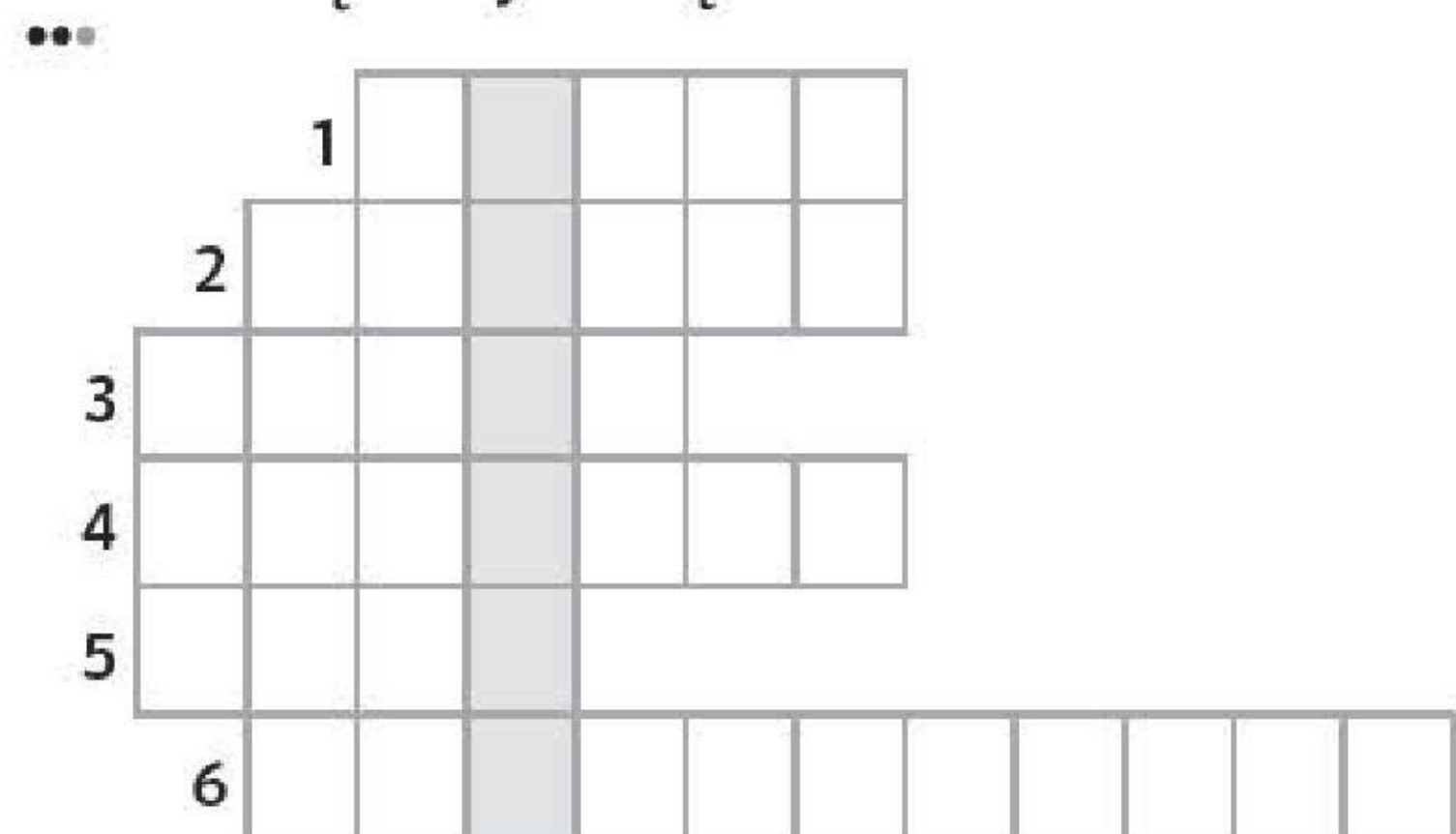
Nagranie 4.1
docwiczenia.pl
Kod: U5TPSB



1. Uzupełnij tabelę właściwymi wyrazami.

Country	Nationality
Poland	
	Italian
Croatia	
	Greek
Spain	

2. Rozwiąż krzyżówkę.



- a blue line on a map, which is not a lake
- a place with some very old paintings
- this country's capital is Rome
- actors and actresses work here
- it is smaller than a city
- a train that runs below the ground

Key: _____

3. Podpisz zdjęcia (A–D) wyrazami z ramki.

forest island sea mountains



4. 4.1 Posłuchaj rapu i uzupełnij luki (1–3). Posłuchaj jeszcze raz i zaśpiewaj.

train motorbike plane bus

Transport rap

Pat rides a motorbike,
His daughter drives a (1) _____!
Everyone goes to work by (2) _____!,
Nobody flies by (3) _____!



1. Utwórz zdania z podanych wyrazów.

*** Example: *go by plane. / wouldn't / She / like / to*
She wouldn't like to go by plane.

1. to / Spanish. / study / They / like / 'd

2. pizza? / Would / like / you / some

3. He / some / like / 'd / cool / , please. /
lemonade

4. What / do? / would / Ben / like / to

2. Uzupełnij zdania (1–4), stosując *would like (to)*.

Example: *I'd like to go to the theatre. (+)*

1. _____ you _____ take the
train or the bus? (?)

2. He _____ any cheese
on his pasta. (–)

3. _____ your sister _____
a drink? (?)

4. We _____
a bigger pizza! (+)

3. 4.2 Połącz pytania (1–6) z odpowiedziami
*** (A–F). Posłuchaj i sprawdź.

- ☐ 1. Would you like a dictionary?
- ☐ 2. Would you like to walk the dog with me?
- ☐ 3. Where would your parents like to live?
- ☐ 4. Would your brother like some juice?
- ☐ 5. What would you like to do in the summer?
- ☐ 6. What colour T-shirt would you like?

- A. I'd like a red one, please.
- B. No, I don't think so. He doesn't like it.
- C. Yes, please. I'm doing my homework.
- D. I'd like to go to Spain.
- E. They'd like to live near the sea.
- F. Sorry, I can't. I have some homework to do.

4. Zapisz dwa zdania, które mówią prawdę
*** o Tobie. Zastosuj *would like* i wyrazy
z nawiasów.

Example: (*go Spain on holiday*)
I would like to go to Spain on holiday.

1. (*eat pizza / today*)

2. (*a hamburger / now*)

5. E Uzupełnij pytania zwrotem *would like*
*** i wyrazami z nawiasów w odpowiedniej
formie.

1. A: What *would you like to do* (*you / like / do*)
in the summer?

B: I'd like to go to Spain.

A: Oh! Where _____
(*you / like go*) in Spain?

B: Barcelona! I'd like to see the Picasso
museum.

2. A: _____
(*Mark / like / play*) computer games at our
house this afternoon?

B: Yes, he'd really like that! Thank you for
asking.

3. A: What time _____
_____ (*he / like / come*) to
the house?

B: I don't know. Let's call him!

6. E Uzupełnij luki tak, aby zachować sens
*** zdania wyjściowego.

Example: *I want to go to Greece.*

WOULD

I would like to go to Greece.

1. Alex wants a new motorbike.

LIKE

Alex _____
a new motorbike.

2. Do you want to watch a video?

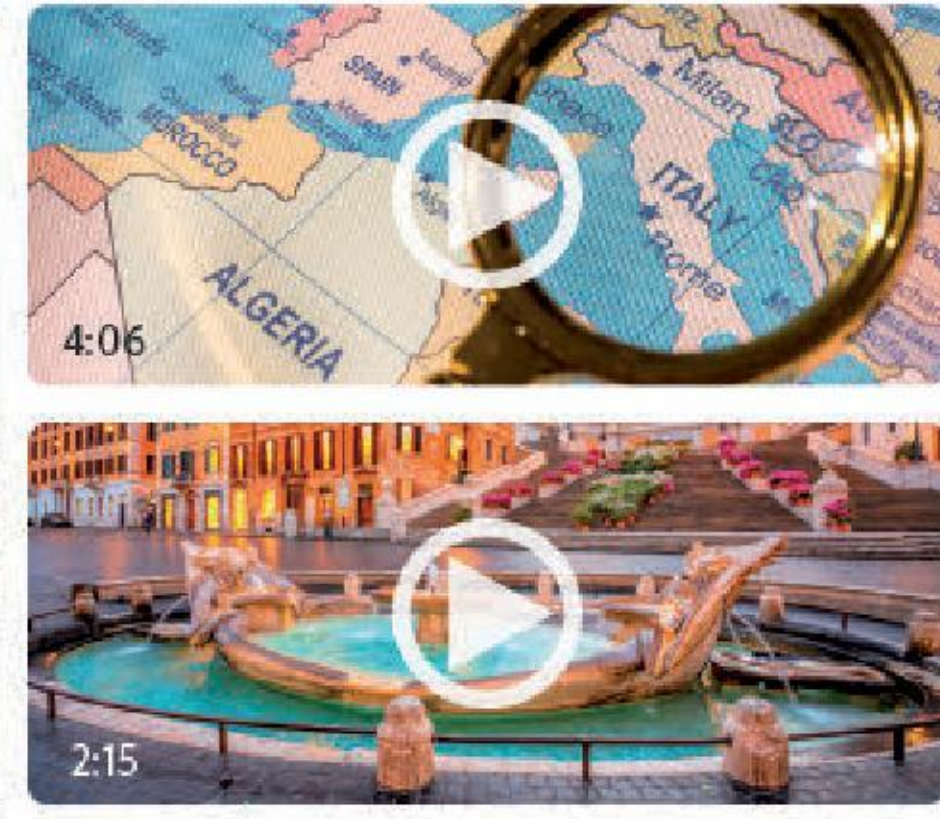
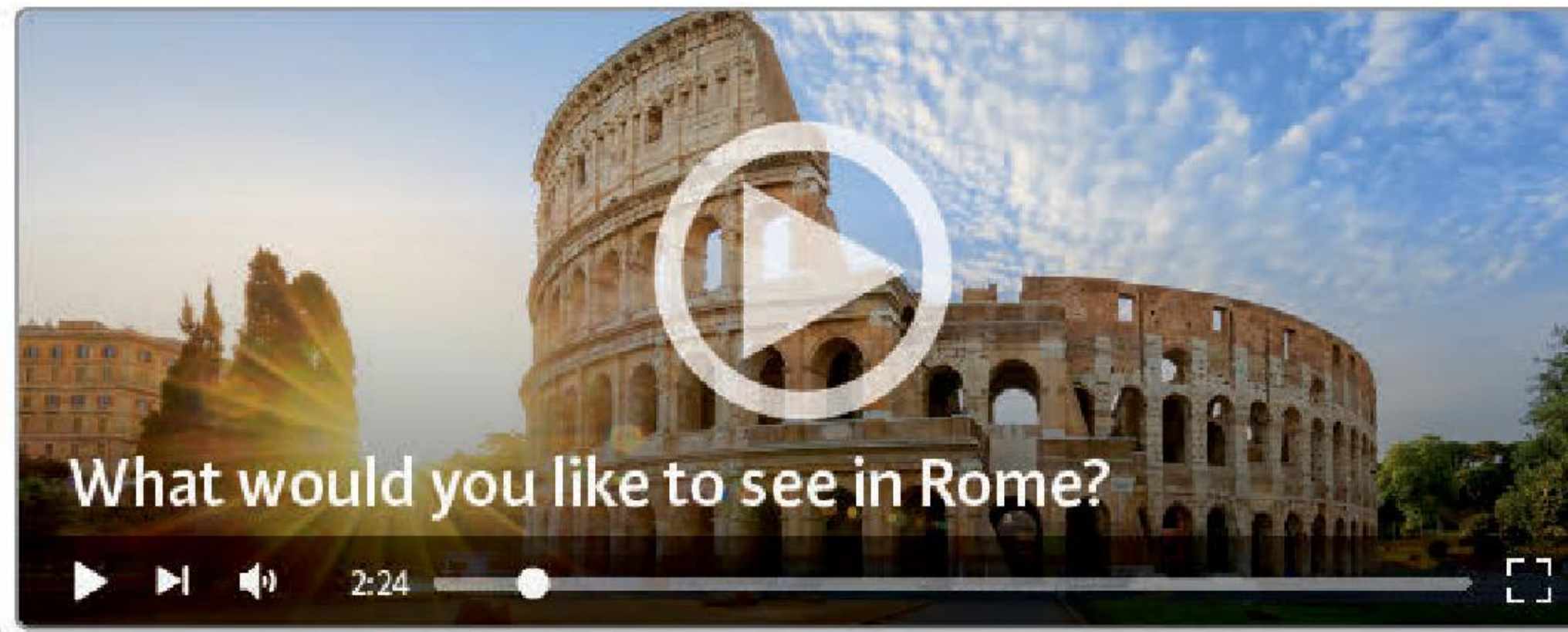
WOULD

_____ watch a video?



Video Lesson 3

Listening and Speaking

 Oo-la-la!


Przed obejrzeniem filmu

1. **warm-up** Dopasuj wyrazy z ramki do zdjęć.
 ... Jeden wyraz został podany dodatkowo.

boat island underground forest bus



S_a i _



G _ _ ec _



m _ _ r _ ke



_ l n _



t _ _ tr _



t _ a _

2. Uzupełnij brakujące wyrazy.



c_i_n_e_m_a



_r _ _ n

3. Dopasuj wyrazy z ćw. 2 do odpowiedniej kategorii (1–3).

1. Places: cinema, _____

2. Means of transport: _____

3. Countries _____



W trakcie oglądania filmu

4. Obejrzyj film i popatrz na obrazki.
 ... Zaznacz gdzie bohaterki filmu wybierają się na wycieczkę.



5. Obejrzyj film i popatrz na zdjęcia. Zaznacz z jakiego środka transportu skorzystały dziewczyny podczas zwiedzania miasta.



6. Obejrzyj film i uporządkuj miejsca w kolejności w jakiej je usłyszysz.

- | | |
|---------------------------------------|---|
| ☐ beach | ☒ 1 The Colosseum |
| ☐ shops | ☐ The Roman Forum |
| ☐ the Pantheon | |

7. Obejrzyj film i zaznacz poprawne odpowiedzi (A–B).

- What would Tina like to do in Rome?
 A. visit a museum and an art gallery
 B. go on a tour of the city.
- How much time does it take to see the Colosseum?
 A. two hours B. three hours
- Sophie likes buying _____ when she is on holiday.
 A. maps B. souvenirs
- Which cities in Italy would Tina like to visit?
 A. Venice, Naples, Verona
 B. Milan, Naples, Verona.
- Which countries would Sophie like to visit the following year?
 A. Spain
 B. Croatia and Spain

Po obejrzeniu filmu

8. Wybierasz się na wakacje. Odpowiedz na pytania (1–3).

- Where would you like to go?
 _____.
- What would you like to see there?
 _____.
- What souvenirs would you like to buy?
 _____.

9. Wybierasz się na wakacje z kolegą. Ułóż dialog używając zdań z ramki. Odegrajcie dialog w parach.

Would you like to buy a souvenir?
 What would you like to see?
 How much time does it take?
 How many cities would you like to visit?
 I'd like to go on a tour of the city.
 I like buying souvenirs very much.
 Let's take a bus/tram/taxi.
 I don't want to do that.

- A: _____
 B: _____

Project

Przygotuj plakat z miejscem, które chciałbyś/ chciałybyś zwiedzić w wakacje. Nagraj film, w którym opowiesz dlaczego chciałbyś/ chciałybyś zwiedzić to miejsce.

Lesson 4

Reading and Writing



4.3

Dear cousin,

My friend, Julia, lives in Lisbon. I've got some information about this beautiful city.

She says you should visit the old city. The people and the buildings there are really interesting.

The city is on the River *Tagus*. It is a very big river, so it's possible to take a boat trip on it. Lisbon is also close to the sea – the Atlantic Ocean not the Mediterranean Sea. You can go by train from the centre of Lisbon to one of the beaches in about half an hour – the (1) _____ are cheap. Remember to take your (2) _____!

Lisbon has got a lot of things and places to see. I know that you love old buildings, so you should see the famous *Torre de Belém*. It is a very old and beautiful tower by the river. You also love sweets so, after visiting the tower, you should go to a very popular baker's in Belém and try the regional *pastéis*.

I know you like Spain a lot and that you are thinking of a trip there, too.

It's a long way from Lisbon, so I don't think it is a good idea to (3) _____ both places in such a short period of time.

Have a good time and remember to buy me a (4) _____!

John



1. warm-up Podpisz zdjęcia (A–C).

...

boat

A



B



C



2. Przeczytaj tekst. Upełnij luki (1–4) wyrazami z ramki. Posłuchaj i sprawdź.

...

visit boat souvenir
swimming costume tickets

3. Na podstawie tekstu
... odpowiesz na pytania (1–4).

Example: *What is the name of John's friend?*
Julia.

- Where is the famous tower?

- What does John say his cousin should try in Lisbon?

- Where can you easily get to by train?

- What is the name of the river in Lisbon?

4. Podkreśl w tekście na czerwono trzy czasowniki (*verbs*) i na zielono trzy rzeczowniki (*nouns*).

...

Example: *Nouns: buildings river trams*
Verbs: think remember lives



5. Napisz dwa zdania na temat miejsca, w którym mieszkasz. Zdania powinny zawierać:

- co najmniej dwa przymiotniki, dwa rzeczowniki i wyraz *and*;
- właściwe znaki interpunkcyjne: przecinki i kropki.

Example: *Warsaw is a big and historic city, but many of its buildings are new.*

6. Uzupełnij notatkę brakującymi zdaniami (A–C).

...

Bartek,

(1) _____ Please, write an email to my cousin Carl from Manchester. He wants to come to Poland for a holiday. Write him and give him some information about our city, Lublin, and tell him what he can do here. First, look on the internet for some facts about Lublin, for example, where it is in Poland, and something about the museums and parks we have. (2) _____ Second, your Aunt Marie tells me Carl likes green places. (3) _____ Read it and choose two places for Carl to visit. Can you send the e-mail to him today?

Mark

- A. There is a book next to my bed with maps showing local parks and forests.
- B. I'm going to school now.
- C. Don't forget to mention famous people from the city and our red, white and green flag.



Writing tip

Przed rozpoczęciem pisania notatki postaraj się odpowiedzieć na kilka kluczowych pytań, np.:

Dlaczego prosisz o pomoc? Kogo prosisz o pomoc? W czym potrzebujesz pomocy?

Możesz też zeskanować kod QR na dole strony i uzyskać więcej wskazówek.

7. Twoja przyjaciółka Maria zamierza do Ciebie przyjechać z innego miasta. Musisz już iść do szkoły i nie zdążysz powiedzieć jej, co może zwiedzić. Napisz notatkę z najważniejszymi informacjami. Potraktuj tekst z ćw. 6 jako wzór.

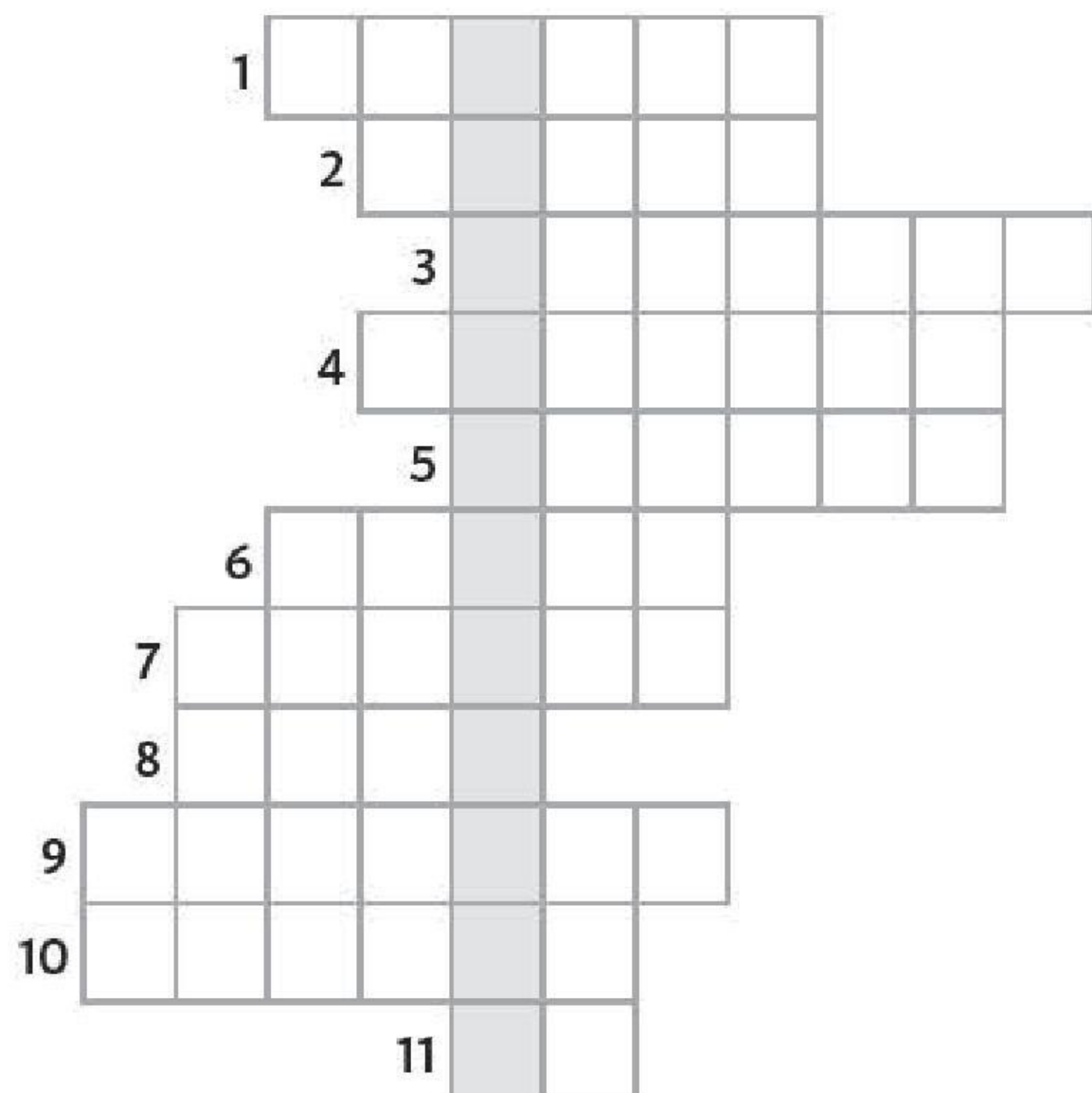
Grid area for writing the note.



Lesson 5

Grammar and Vocabulary

1. Przetłumacz wyrazy (1–11) na język angielski.
... Wpisz je w krzyżówkę.



1. muzeum
2. rzeka
3. galeria
4. teatr
5. bilet
6. odwiedzać
7. las
8. jezioro
9. turysta
10. wyspa
11. iść, pójść

2. Podziel rzeczowniki z ramki na policzalne
... i niepoliczalne.

forest gallery lake language money
music rain snow souvenir theatre
ticket time tourist water

1. rzeczowniki policzalne:

forest, _____

2. rzeczowniki niepoliczalne:

3. Wybierz właściwą opcję (A–C).

... Example: *There is only ___ water in the lake.*
A a few B a little C many

1. Are there ___ forests in your country?
A a little B many C much
2. There isn't ___ rain in Spain.
A a little B many C much
3. I've got ___ tickets for the museum.
A a little B many C much
4. We aren't visiting ___ art galleries.
A a little B many C much

4. Przeczytaj zdania. Wybierz odpowiednie
... wyrazy.

Example: *Now we need to take another / other bus.*

1. There are some **another / other** lakes. They're much bigger!
2. Would you like to learn **another / other** language?
3. He likes listening to **another / other** styles of music.
4. Does this shop have any **another / other** souvenirs?

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

... Trzy wyrazy zostały podane dodatkowo.

an another few little lot many
much other some

Hi Paul!

Today we're in *another* city – Torun.

At the moment, we're on an island in the River Vistula. We've got a view of the old town – it's beautiful! There aren't (1) _____ tourists – it's cold and it's raining. But there are lots of shops! I've got a (2) _____ money. I can buy a (3) _____ souvenirs here – and maybe some (4) _____ things! We don't have (5) _____ time. One day, I'd like to come again.

See you soon,

Ryan



1. Zakreśl wyraz, który nie pasuje do pozostałych.

1. Spanish Greek Poland English
2. city museum art gallery theatre
3. lake forest river sea
4. tram train car underground

2. Uzupełnij luki (1–4) sformułowaniami z ramki. Trzy z nich zostały podane dodatkowo.

a little a few much many
other ~~would like to~~ another

My favourite holiday activity is sightseeing. I really like visiting galleries because I like art. I would like to see some of Picasso's paintings in Spain. I always buy tickets online. This has (1) _____ advantages, for example, they're usually a bit cheaper. I go on (2) _____ walking tours because it's fun, and I can meet new people. I always go shopping on holiday, I really enjoy buying souvenirs. The only part I hate is moving from one place to (3) _____. It usually takes too (4) _____ time.



3. Odpowiedz na pytania (1–2).

Example: *What museum would you like to visit?*
I'd like to visit the Disgusting Food Museum in Sweden.

1. What would you like to do in your village/town/city?

2. Where do you enjoy doing some sightseeing or shopping?

4. Wybierz właściwy wyraz.

Example: *How much time / tickets have you got?*

1. How many **time** / tickets has Beth got?
2. How much **pasta** / apples is there in your lunchbox?
3. We've got a little **cheese** / tomatoes. I can make you a sandwich.
4. Mary has a few **hobbies** / free time.
5. I've got a few more **suitcases** / baggage to take downstairs.

5. Uzupełnij zdania (1–5) stosując *other* lub *another*.

Example: *Can I please have another biscuit?*

1. I love my new bike. _____ people don't like it as much as I do.
2. Would you like to listen to _____ song?
3. Would you like to learn _____ language?
4. Have you got any _____ ideas?
5. I'd like _____ glass of juice, please?

6. E Przetłumacz na język angielski fragmenty zdań z nawiasów.

Example: *She (nie lubi) doesn't like it when it rains because she can't go for a walk.*

1. (Chciałabym) _____ to see the new film that's on at the cinema.
2. (Czy chciałabyś) _____ to go shopping or sightseeing today?
3. Would you like (kolejną kanapkę) _____ ?

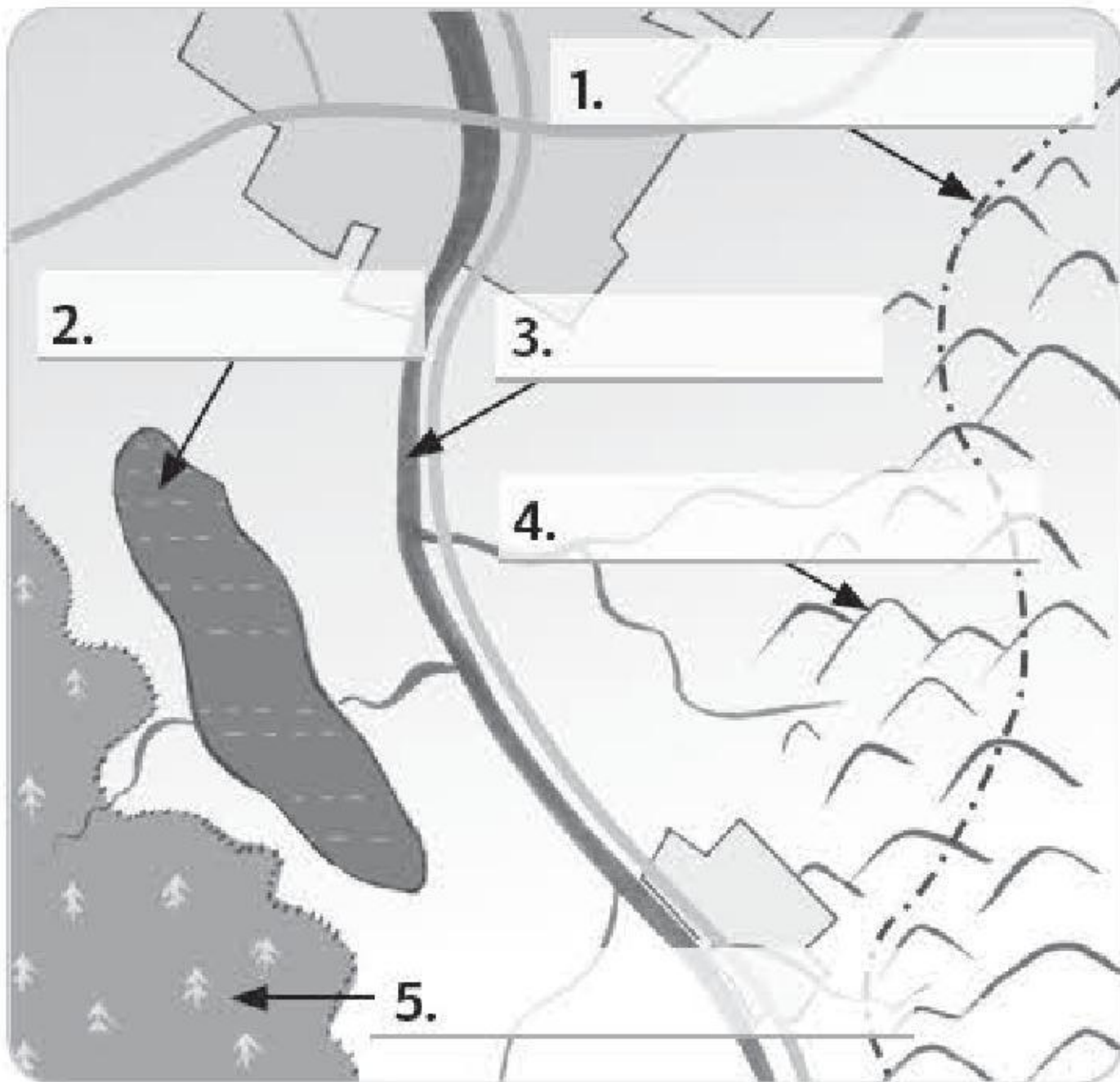
Lesson 7

Review

Vocabulary

1. Podpisz elementy zaznaczone na mapie
... wyrazami z ramki. Dwa wyrazy zostały
podane dodatkowo.

lake river mountains forest border



2. Przetłumacz na język angielski fragmenty
... zdań z nawiasów.



- It's a pity, but we don't have (*tramwajów ani metra*) _____ in our town.
- I'd like to (*zwiedzać*) _____ capital cities in Europe. Rome is number one on my list.
- I think (*hiszpański*) _____ is a beautiful language.
- This (*galeria sztuki*) _____ is very famous. There are always a lot of (*turystów*) _____ here.
- I want to (*jechać na wycieczkę*) _____ with you.

Grammar

3. Uzupełnij zdania (1–5) zwrotami *would like*
... lub *would like to* w odpowiednich formach.

- I'm hungry. I _____ a pizza, please.
- _____ you _____ visit a museum with us?
- A: Can I help you?
B: Yes, I _____ a ticket to Madrid.
- My friends _____ come to the party next week.
- Who _____ some cake?

4. Wpisz w luki wyrazy z ramki. Dwa wyrazy
... zostały podane dodatkowo.

many a little many
another a few much

- A: Miss, how _____ sentences do I have to write?
B: Just _____ four or five is OK.
- A: I'm afraid we haven't got _____ water.
B: I'm going shopping now.
How _____ bottles of water would you like?

5. Wykreśl wyraz, który nie pasuje do
... podanego czasownika.

- GO: sightseeing on a tour a photo by bus
- ENJOY: holidays a film border swimming
- VISIT: a museum an art gallery Spanish grandparents
- BUY: a ticket a souvenir ice cream language

1. Dopasuj rzeczowniki z ramki do podanych przymiotników. Przetłumacz wyrażenia na język polski.

river train clothes mountains

- smart _____
- long _____
- high _____
- fast _____

2. Wybierz właściwy wyraz.

- I love the chocolate cake from the **butcher's** / **baker's** next to my house.
- I'd like to try these trousers on. Where is the **shopping centre** / **changing room**?
- This year we're spending our holiday in **Greek** / **Greece**. I'm so excited!
- The **train** / **tram** tickets from Warsaw to Cracow are quite expensive.
- I love walking in the **city** / **forest**. There are so many trees.

3. Uzupełnij zdania (1–3) wyrazami z ramki.

- Użyj każdego wyrazu dwukrotnie.

put take go floor

Example: Do you take a lot of photos when you're on holiday?

Take your jacket off. It's so hot in here.

- I don't want to _____ sightseeing. I'm tired. Let's _____ on a tour around Paris!
- My flat is on the first _____, so I don't use the lift. There is a big carpet on the _____ in my bedroom.
- _____ on your shoes and go to school! Can you _____ this book back on the shelf?

4. Wybierz właściwą opcję (A–C).

- I think the book is _____ than the film.
A. interesting B. more interesting
C. as interesting as
- Travelling by train isn't _____ as travelling by car.
A. fast B. faster C. as fast
- I _____ go to Greece on holiday.
A. would like B. would like to
C. don't want
- My town is small, but there are _____ cinemas.
A. a little B. much C. a few
- Would you like to visit _____ museum today?
A. other B. another C. many

5. **E** Uzupełnij dialogi, wykorzystując wyrazy z nawiasów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- A: _____ (like) to buy a souvenir?
B: Yes, but not in this shop.
- A: How _____ (help) you?
B: I'm looking for a small blue T-shirt.
- A: (How) _____ this black wallet?
B: It's £10.
- A: _____ (time) does it take to fly from Poland to Croatia?
B: About two hours.

6. **E** Uzupełnij zdania (1–4) czasownikami z nawiasów w czasie *present continuous*.

- Look. My brother _____ (dance) now.
- She _____ (not / read) a book at the moment.
- _____ (your dad / cook) now?
- My friends _____ (watch) a film in the classroom right now.

Summer, autumn, winter... sport!

Lesson 1

Vocabulary

Nagrania 5.1–5.2
docwiczenia.pl
Kod: U5A6R6



1. Uzupełnij zdania (1–4) wyrazami z ramki.

...

injury pitch track court(x2)

- I play basketball on a basketball _____.
- Next to the running _____, there is a volleyball _____.
- My leg still hurts after my _____ last month.
- The gym is in the park, next to the football _____.

2. Dopisz odpowiednie sformułowania

... w podanych grupach wyrazowych.

1. sport		football
2. place	basketball court	
3. person		

3. 5.1 Posłuchaj nagrania. Uzupełnij luki (1–6).

My dad is a coach, so he loves playing
(1) _____ with us every day.
He likes swimming, but in a river, not
in a (2) _____. I have
a (3) _____
and (4) _____
next to my house. My mum likes sport too.
She is a (5) _____ and goes to
the (6) _____ every weekend.

4. 5.2 Uzupełnij luki brakującymi literami.

... Posłuchaj, sprawdź i zaśpiewaj.



I like playing (1) ice ____ockey in winter.
She has just one (2) co__ch – her dad!
I hate (3) swim__ing – I don't like water.
Where is she? She isn't at home!
She's on the (4) ba__ke__ball court.
They would like to go to the
(5) skat__pa__k now!

5. Przeczytaj tekst rapu z ćw. 4. Zapisz wyraz,

... który tworzą litery wpisane w luki.

6. Odpowiedz na pytania (1–4).

... Example: *What sports do you play at school?*
I play football and volleyball at school.

- Where do you do sports at school?

- What sports would you like to play at school?

- What sports equipment do you use at school?

- Who is your football coach?



1. Przyporządkuj do opisów sytuacji (1–5) właściwe reakcje lub sugestie (A–E).

1. I'm always thirsty. ____

2. I haven't got many friends. ____

3. We've got an exam tomorrow. ____

4. We can't skate in the road. ____

5. I'm not very fit. ____

A. You should always have a bottle of water.

B. You should study a little.

C. You should do some exercise.

D. You should go to the skate park.

E. You should join a chess club.

2. Uzupełnij luki, wpisując *should* lub *shouldn't*.

Example: A: I'd like to be a doctor.

B: You should study science.

1. A: My brother always feels so tired.

B: He _____ go to bed so late.

2. A: We'd like to be healthier.

B: Well, you _____ eat fast food!

3. You're in the school library now.

You _____ be quiet.

4. The roads are very busy. We really

_____ travel by car every day.

3. Wpisz w luki (1–3) wyrazy z ramki.

do sleep eat spend

How to be a healthy teenager?

Teenagers should do exercise for 60 minutes every day.

1. A healthy diet is important.

You should

(1) _____

lots of fruit and vegetables.

2. Teenagers should (2) _____

for around 9 hours every night.

3. You shouldn't (3) _____

too much time in the sun.



4. Ułóż zdania z podanych wyrazów.

1. and goggles. / swimming cap / wear / Swimmers / should / a /

2. shoes. / We / dirty / not / should / wear /

3. TV / watch / Children / for many hours. / should / not

5. 5.3 Uzupełnij dialog formą *should* lub *shouldn't* oraz czasownikiem z nawiasu. Posłuchaj i sprawdź.A: My sister would like to be a swimming champion! What should she do (do)?

B: (1) _____ (swim) every day.

A: Sometimes she swims two times a day.

B: Great! And (2) _____ (join) a club.

A: There's a club at school. (3) _____ (get) a coach?

B: Yes. A coach can show her how to swim better. And (4) _____ (do) other kinds of exercise, too.

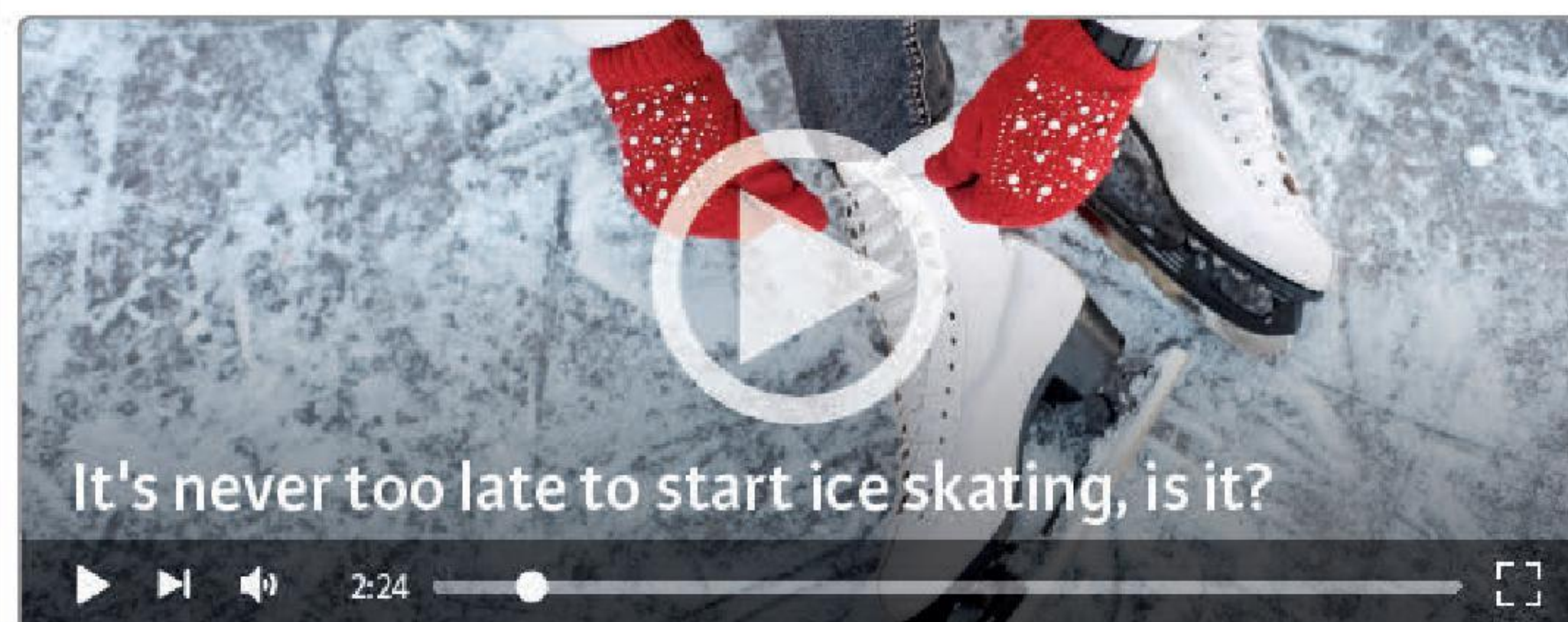
A: Well, she often goes to the gym.

B: That's good. But (5) _____ (not work out) too hard at the gym.



Video Lesson 3

Listening and Speaking

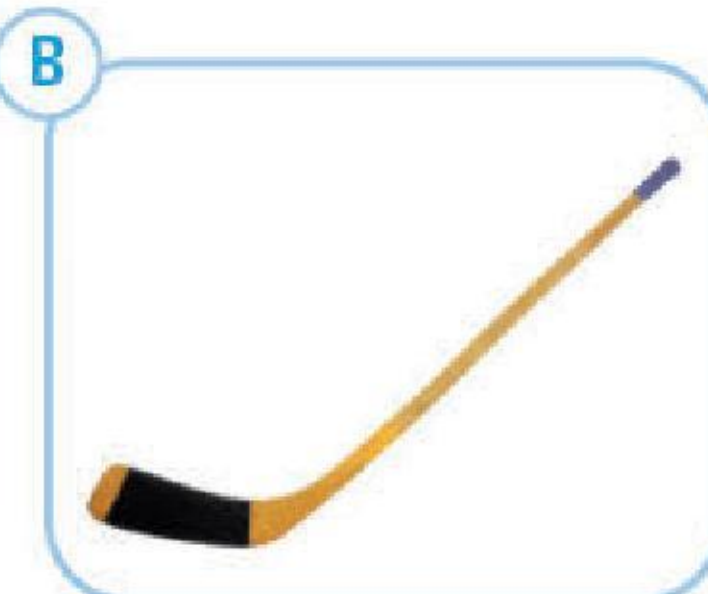
 Hurry up!
**Przed obejrzeniem filmu**

1. **warm-up** Podpisz zdjęcia (A–E) wyrazami z ramki.

stick skis goggles racket
ice skates snowboard



racket



2. Zakreśl nazwy sportów w rozsypance wyrazowej. Które z nich lubisz?

HI SKIING MOTICE HOCKEY NU
POSSKATEBOARDING RTENNIS
PUVOLLEYBALLBUFOOTBALL

3. Dopasuj do każdego sportu (1–3) odpowiedni sprzęt (A–C).

1. tennis



2. skiing



3. ice skating





W trakcie oglądania filmu

4. Obejrzyj film i zaznacz, gdzie wybierają się Sophie i Tina.



5. Obejrzyj film i napisz, kto wypowiadał się na tematy (1–4): Sophie (S) czy Tina (T).

Going to the ice rink is really exciting. I

- It's never too late to start ice skating, is it? _____
- Skating is a great way to exercise the body. _____
- You also need to feel safe when you ice skate. _____
- It's easy to fall and hit your head! _____

6. Obejrzyj film i określ czy zdania są prawdziwe (T), czy fałszywe (F).

- You should wear jeans which are easy to move around in. T / F
- You shouldn't wear a helmet. T / F
- Don't forget to wear knee pads. T / F
- Tina is good at ice skating. T / F
- You should wear gloves to protect your hands. T / F
- You should find ice skates that fit you. T / F

Po obejrzeniu filmu

7. Udziel rad w sytuacjach (1–2).
 ... Użyj czasownika *should* lub *shouldn't*.

Example: *Susana wants to start playing tennis.*
Susana should buy a tennis racket.

- Peter wants to start playing basketball.

- Amanda wants to go on a bike ride.

8. Twój kolega chce zacząć uprawiać nową dyscyplinę sportową. Udziel mu kilku rad. Ułóż dialog, używając wyrażień z ramki i własnych pomysłów. Odegrajcie dialog w parach.

You should ... You (really) shouldn't ...
 Don't forget (...), please! Hurry up!
 Look out! Be careful! Maybe next time.
 Nice try. Well done! Good work!
 What a great shot! What an exciting game!
 You should never do that.

Project

Przygotuj ulotkę klubu sportowego. Wymyśl nazwę klubu, podaj dni, godziny otwarcia i ofertę zajęć sportowych. Skorzystaj ze słownictwa z ramki oraz własnych pomysłów.

On Mondays Open from ... to ...
 We offer ... classes You can ...

Lesson 4

Reading and Writing



5.4

Green School

We organise a *Green School* every year in spring. (1) _____ May, and the children always look forward to it. This year we want to have two groups. They're in different places, but the things that the children can do are similar. Mr Miller and Mrs Danny are with the two groups at the Baltic.



Every morning at 6 o'clock, Mrs Danny takes her group to the forest for a speed walk.

Every morning at 6.30, Mr Miller's group go running on the beach. After breakfast, both groups play some sport – football one day, (2) _____. In the afternoons there is some free time – the children can choose a sport like skateboarding or rollerblading if they're in Mrs Danny group, but in Mr Miller's group they can choose running or swimming.

Do you want to attend the *Green School* this year? You can choose from the forest for rollerblading fans or the sea for water-skiers. (3) _____.

1. **warm-up** Podpisz zdjęcia (A–B) wyrazami z ramki.

water-skier rollerblader



2. **5.4** Przeczytaj tekst. Uzupełnij go fragmentami (A–C). Posłuchaj i sprawdź.

- A. basketball one day and swimming the next day
B. You should book a place now
C. Mrs Mills takes a group to a big house in the forest in

3. **5.4** Przeczytaj tekst jeszcze raz. Określ, czy zdania są prawdziwe (T), czy fałszywe (F).

- | | |
|--|-------|
| 1. In Spring, Ms Miller and Mrs Danny take a group of children to the Baltic. | T / F |
| 2. Every morning at 6 o'clock, Mrs Danny takes her group to the forest for a speed walk. | T / F |
| 3. Both groups play some sport after lunch. | T / F |
| 4. Children can go swimming in Mr Miller's group. | T / F |

4. Odpowiedz na pytania (1–2).

Example: What are the teachers names?
Mrs Danny and Ms Miller.

- | | |
|--|-------|
| 1. What do some of the children do in the forest before breakfast? | _____ |
| 2. What sports do the children do after breakfast? | _____ |



5. Do każdego wyrazu dopasuj czasownik z ramki. Napisz po jednym zdaniu z każdym zwrotem.

play go wear

Example: volleyball

I never play volleyball at school.

1. skiing _____
2. tennis _____
3. trainers _____

6. Uzupełnij zdania wyrazami z ramki.

don't like should but because

Example: *My brother likes tennis, but I like skateboarding.*

1. I like swimming, but I _____ swimming in a big pool.
2. I am running in a competition in two months. I think I _____ start running in the evening, too.
3. I hate basketball _____ I can't jump high.

7. Uzupełnij luki (1–6) sformułowaniami z ramki. Posłuchaj i sprawdź.

book camp volleyball football Summer Camp in a Polish Forest one-week

(1) _____

The summer (2) _____ is in a forest because there is a lot of space to do different exercises. At our camp, you can play with your friends on a (3) _____ court or on a (4) _____ pitch. Everyone is happy and full of energy. We serve healthy food every day. At our (5) _____ camp, you can meet lots of new people and learn new skills. Do you want to see what it's like? Come and make some new friends! (6) _____ your stay now!

8. Zredaguj ogłoszenie. Opisz w nim rodzaj wydarzenia, czas jego trwania i lokalizację oraz rzeczy, które uczestnicy będą mogli robić. Potraktuj tekst z ćw. 7 jako wzór.



Writing tip

Nie zapomnij o tym, żeby zachęcić odbiorców do udziału w Twoim wydarzeniu, np.:
Come and see what it's like .../Come and make some new friends!



Lesson 5

Grammar and Vocabulary

1. Połącz zdjęcia (1–6) z wyrazami (A–F).

A

yoga

1



2



B

horse riding

3



C

gymnastics

4



D

volleyball

5



E

cycling

6



F

tennis

2. Dopasuj fragmenty zdań 1–6 do A–F.

...

- ☐ 1. Kicking a ball is easier than
- ☐ 2. Swimming in the sea is more difficult than
- ☐ 3. Rollerblading isn't as dangerous
- ☐ 4. Doing yoga is more relaxing than doing
- ☐ 5. Skateboarding is cheaper
- ☐ 6. Doing exercise at home is cheaper than going

3. Uzupełnij zdania (1–5), wstawiając *play*, do lub *ride*.

Example: I play tennis after school on Wednesdays.

1. We'd like to _____ a bike, but there aren't any.
2. My parents _____ volleyball together every weekend.
3. Do you _____ gymnastics?
4. Would you like to _____ basketball with us?
5. Let's _____ some yoga this afternoon!

4. Uzupełnij zdania (1–4) wyrazami z nawiasów. Zastosuj formę *gerund*, czyli rzeczownik z końcówką *-ing*.



Example: Mia loves singing (sing) and dancing (dance).

1. How often do you go _____ (ski)?
2. _____ (cycle) to school is quicker than _____ (walk).
3. I love _____ watch) football, but I don't like _____ (play) it.
4. _____ (run) is a cheap way to keep fit.

- A. to a gym.
- B. throwing one.
- C. than snowboarding.
- D. as skateboarding.
- E. in the pool.
- F. judo.



Lesson 6

Vocabulary and Grammar Review

1. Przeczytaj rady. Wstaw w luki *should* lub *shouldn't*.

- Everyone _____ sleep a minimum of 8 hours a day.
- You _____ drink too much orange juice. It contains a lot of sugar.
- You _____ always wear a helmet when you go cycling.
- Mary drinks too much cola. She _____ drink more water.

2. Dokończ zdania, korzystając z wyrazów z ramki, swoich własnych pomysłów oraz czasownika *should* lub *shouldn't*.

bigger/smaller classrooms longer
shorter more/less lessons
smiling be happy

Example: Pupils should have longer breaks at school.
There should be more places to relax at school.

- Classrooms _____
- Lunch breaks _____
- PE lessons _____
- Everybody _____

3. Uzupełnij zwroty czasownikami *play*, *go*, *do* lub *ride*. Każdego wyrazu możesz użyć więcej niż raz.

- | | |
|----------------------|------------------------|
| 1. _____ football | 6. _____ skating |
| 2. _____ ice hockey | 7. _____ gymnastics |
| 3. _____ a bike | 8. _____ skateboarding |
| 4. _____ horseriding | 9. _____ golf |
| 5. _____ yoga | 10. _____ skiing |

4. Napisz nazwę sportu i sprzętu oraz osoby uprawiającej ten sport.



snowboarding

snowboard

snowboarder



5. Uzupełnij zdania wyrazami z ramki.

rink pitch court gym player

- My friend Jack is very fit. He goes to the _____ three times a week.
- You play tennis on a _____, and football on a _____.
- Wow! What an exciting game! He's a really good football _____.
- I'd like to skate with you! Let's go to ice _____ tomorrow!

Lesson 7

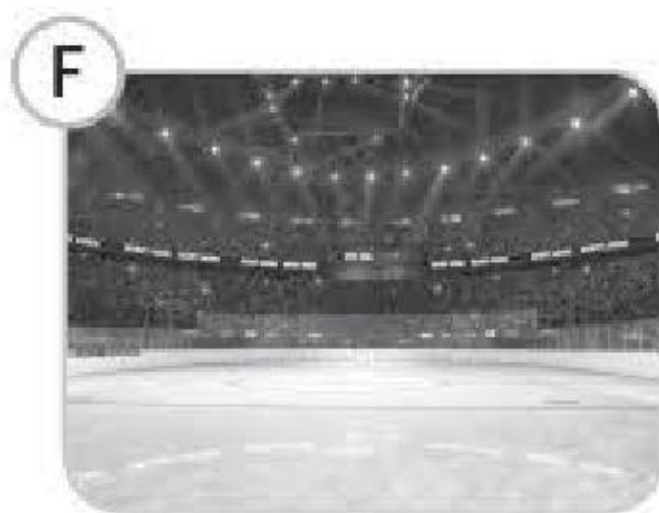
Review

Vocabulary

1. Uzupełnij wyrazy brakującymi literami.

- ... 1. A person who helps you get better at sports is your c ____.
2. If you fall off your bike, you can have a head i ____.
3. We usually have our PE classes in the g ____.
4. In winter we go skating on i ____.

2. Podpisz zdjęcia (A–F) nazwami miejsc, które zostały na nich ukazane.

3. Uzupełnij zdania (1–5), wpisując *should* lub *shouldn't*.

1. You _____ eat more fruit and vegetables if you want to be healthier.
2. It's Mum's birthday. We _____ buy her some flowers.
3. _____ I train at the gym every day?
4. You _____ go cycling now. It's dark and very cold outside.
5. My sister _____ go to bed so late. She's always sleepy at school.

Grammar

4. Zakreśl właściwy wyraz.

- ... 1. I love **riding** / **ride** my scooter to school.
2. My friend loves **run** / **running** in the morning.
3. I hate **dance** / **dancing** and I'm really bad at singing.
4. **Skiing** / **Ski** is my favorite winter sport, but this year I would like to try ice hockey as well.
5. **Do** / **Doing** sports makes you healthy.

5. Przeczytaj dialogi (1–2). Przetłumacz na język angielski fragmenty zdań z nawiasów.

1. A: (*Pospiesz się*) _____ Tom. You should leave for school in five minutes.
B: I know, Mum. But I can't find my cap.
A: Here it is. Oh and (*nie zapomnij*) _____ your tennis racket. You've got your tennis lesson after school.
2. A: (*Cóż za wspaniały strzał*) _____, Tracy. Can you try that again?
B: I don't think I can, coach. I'm so tired today.
A: OK, (*może następnym razem*) _____.

6. Odpowiedz na pytania (1–4).

- ... 1. My friend's often late for school. What should he do?

2. My sister wants to be fit. What should she do?

3. I want to be a famous footballer. What should I do?

4. I'm often tired. What should I do?



5.5

Nunavut is a very large city in the north of Canada. The region is more than eight times the size of the UK, but it only has 38,000 people. The capital city is Iqaluit, which means the place of many fish. The weather in winter here can be extreme, -40°C , but it sometimes can go as low as -50°C .



Przed obejrzeniem filmu

1. Przeczytaj tekst o Nunavut. Odpowiedz na pytania (1–2).

1. How do you think the people in Iqaluit spend their free time?

2. What sports do they play?

Po obejrzeniu filmu

3. 5.6 Posłuchaj nagrania, w którym Tom wyjaśnia, dlaczego sport jest dla niego tak ważny. Zaznacz jedną rzecz, o której nie wspomina.

☐ 1. winning a tournament is great

☐ 2. football makes you forget about unhappy things

☐ 3. it's OK to lose

☐ 4. it's very important to have a good time



W trakcie oglądania filmu

2. Obejrzyj film. Dowiedz się więcej o Aqijuq – jednym z tradycyjnych sportów w Nunavut. Uzupełnij luki (1–8) wyrazami z ramki.

goalposts as far as lines keep
thirty pitch referee score

Aqijuq

- there's no football _____
- there are no _____ on the ground
- there is no goal or _____
- there is no _____, only players
- players don't try to _____ goals
- players try to _____ the ball
- players run _____ possible with the ball
- sometimes players run up to _____ miles

Project

Najpopularniejsze sporty w Kanadzie to *ice hockey* (zimą) i *lacrosse* (latem). Wybierz jedną z tych dyscyplin. Znajdź o niej informacje w wiarygodnych źródłach i uzupełnij notatkę.

Place _____

Equipment _____

No of players in one team _____

Time _____

How to score _____

How to win _____

The best team _____

Famous players _____



close bond – bliska więź goalpost – słupek bramki mental health – zdrowie psychiczne
referee – sędzia sportowy spirit – duch (np. sportowy) tournament – turniej
teammate – kolega/koleżanka z zespołu

Let's go to work!

Lesson 1

Vocabulary

Nagrania 6.1-6.3
docwiczenia.pl
Kod: U56TTL



1. Dopasuj nazwę zawodu z ramki do
... odpowiedniej grupy wyrazowej (1-4).

baker hairdresser teacher
vlogger bus-driver

Example: *wheels, passengers, public transport*
bus driver

1. hair, shampoo, scissors

2. school, whiteboard, lesson

3. camera, microphone, video

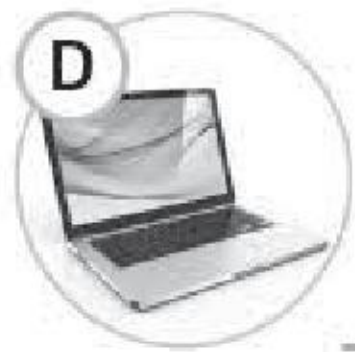
4. bread rolls, cakes, bread

2. Zapisz wyraz pasujący do definicji (1-3).

... Example: *a person who repairs cars*
mechanic

1. a person who works in a hospital
d _____
2. a person who controls a plane
p _____
3. a person who looks after your teeth
d _____

3. Podpisz zdjęcia (A-D) nazwami zawodów.



4. 6.1 Posłuchaj nagrania. Zaznacz, jaki
... zawód (A-B) pasuje do każdego rozmówcy (1-2).



5. 6.2 Posłuchaj rapu i uzupełnij luki.
... Posłuchaj jeszcze raz i zaśpiewaj.

Bus drivers drive red buses,

(1) _____ bake tasty bread,

Football players play (2) _____,
And run with their feet!

(3) _____ sing interesting songs,

(4) _____ write interesting books,

A (5) _____ chops orange carrots,
And then, he cooks and cooks and cooks!

6. 6.3 Dopasuj wyrazy z ramki do
... odpowiedniej grupy wyrazowej.
Posłuchaj i sprawdź. Powtórz każde słowo.

healthy brother their throw

1. this _____ *their* _____
2. teeth _____

7. Spójrz na ćw. 1. Wybierz dwie nazwy
... zawodów. Zapisz po dwa wyrazy dla każdego
z nich. Skorzystaj ze słownika lub z internetu.

1. _____
2. _____



1. Wybierz właściwy wyraz.

... Example: I was / were at the gym at 7 o'clock this morning.

1. We **wasn't** / weren't in the library.
We **was** / were in the classroom.
2. David's first hobby **was** / were singing.
3. You **was** / were really happy at the beach during your last holiday.
4. The pens **wasn't** / weren't in the bag, but the notebook **was** / were.
5. My grandmother **was** / were a doctor when she **was** / were younger.

2. 6.4 Uzupełnij pytania i odpowiedzi (1–4),

... stosując odpowiednie formy: *was* lub *were*.
Posłuchaj i sprawdź.

Example: A: *Were you and your friends at the cinema last night?*
B: No, we weren't.

1. A: _____ Maria at school yesterday?
B: Yes, _____.
2. A: _____ Jack and Gayle at the ice rink last night?
B: No, _____.
3. A: _____ you cold this morning?
B: Yes, _____.
4. A: _____ your grandfather a bus driver?
B: No, _____.

3. Zapisz zdania (1–4) w czasie *past simple*.

... Użyj *was*, *wasn't*, *were* albo *weren't*.

Example: *He isn't very happy today.*
He wasn't very happy yesterday.

1. Are you at school today?
_____.
2. They aren't at the museum
_____.
3. We're interested in horse-riding
_____.
4. Is she a chef?
_____.

4. Uzupełnij dialogi (1–6) wyrazami z ramki.

How long How often What
When Where Who Why

Example: A: *What was your favourite school subject?*
B: *Maths.*

1. A: _____ was your pencil case?
B: It was in my bag.
2. A: _____ were they in the supermarket this afternoon?
B: They were there for an hour!
3. A: _____ was with you at the museum yesterday?
B: My mum!
4. A: _____ was she at the stadium?
B: She was there every day.
5. A: _____ was Alex at the train station last night?
B: To meet his friends.
6. A: _____ was that exhibition at the art gallery?
B: It was two years ago.

5. Wstaw w luki (1–4) słowa z ramki.

... Dwa słowa zostały podane dodatkowo.

is this was(x2) wasn't
were weren't

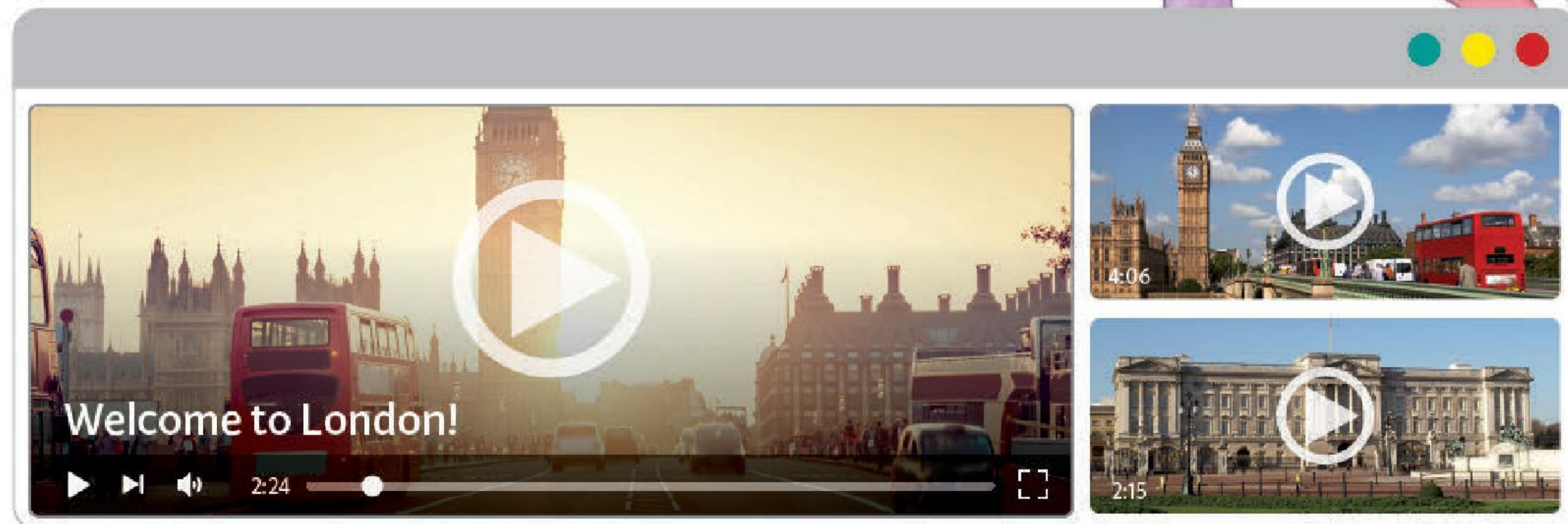
My grandfather lives in our town, but he wasn't born here. He (1) _____ born 68 years ago in a small village. He was the village baker. The people in there (2) _____ always very happy with his bread! But after many years, my grandparents (3) _____ happy with working every day. They were tired. My grandfather was at our house last night. What (4) _____ in his bag? Bread!



Video Lesson 3

Listening and Speaking

▶ That's okay!



Przed obejrzeniem filmu

1. **warm-up** Wybierz wyraz, który nie pasuje do pozostałych.

- bus driver dentist gym chef
- shop assistant singer writer canteen
- restaurant school musician gym
- bus plane café train

2. Uzupełnij litery w wyrazach (1–10).

- ... Zakreśl zawód, który chciałbyś/chciałabyś wykonywać w przyszłości.

- | | |
|------------------------|-------------------|
| 1. m _ _ _ a _ ic | 6. d _ _ _ or |
| 2. m _ _ ic _ an | 7. si _ g _ r |
| 3. t _ a _ _ er | 8. p _ l _ _ |
| 4. IT w _ _ k _ r | 9. ch _ _ _ |
| 5. h _ _ rd _ es _ _ r | 10. d _ n _ i _ t |

W trakcie oglądania filmu

3. **▶** Obejrzyj film. Zaznacz, które miejsce (A–D) polecają dziewczyny.



4. **▶** Obejrzyj film i ułóż sytuacje w kolejności w jakiej je usłyszysz.

- ... ☐ A. Tina recommends the department stores near Hyde Park.
- ☐ B. Tina says she always cleans up after a BBQ.
- ☒ 1 C. Tina says that shopping centres are open from Monday to Saturday.
- ☐ D. The girls want to go to the park for a picnic if the weather is nice.
- ☐ E. Tina thinks many people prefer buying books online.
- ☐ F. Tina says she prefers to buy books in a small local bookshop.



5. 🎬 Obejrzyj film jeszcze raz i dopasuj reakcję (A–F) Sophie i Tiny na zdania (1–6).

- ☒ **B** 1. Going shopping together is always great fun.
- ☐ 2. Let's start by giving you some details about opening hours.
- ☐ 3. Personally I much prefer buying books in small local bookshops.
- ☐ 4. What can you do in the afternoon in London?
- ☐ 5. You can spread a blanket on the grass and enjoy the sunshine.
- ☐ 6. We prepare our favourite sausages.
- A. Yes, I agree.
- B. Right!
- C. Yeah! I love afternoons like that.
- D. Mmm! Delicious!
- E. If the weather is nice, you can go to one of the parks and have a picnic.
- F. Yes, good idea.

Po obejrzeniu filmu

6. 🎬 Zapisz reakcje na poniższe zdania. Skorzystaj ze zdań (1–6) w ćw. 5.

Example: *What a pity! I didn't take my keys!*
Really? Please remember next time.

1. Hi, I'm sorry. I am late.

2. Oh no! That's my new T-shirt. Why is it so dirty?

3. You didn't call me again. Why not?

7. 🗣️ Umówiłeś/umówiłaś się z koleżanką w centrum handlowym, ale uciekł Ci autobus i decydujesz się zostać w domu. Korzystając ze zwrotów z ramki, ułóż dialog z koleżanką po jej powrocie z centrum handlowego. Odegrajcie dialog w parach.

I'm sorry, I was late. Never mind.
 That's OK. Don't worry about it.
 OK, please remember next time!
 How long were you ...?
 Were there many people ...?
 Did you buy anything? What was it like?



Project

Nagraj krótki film. Opowiedz innym, jak spędziłeś/spędziłaś wczorajsze popołudnie. Potraktuj film z lekcji jako wzór. Pokaż lub roześlij film kolegom i koleżankom z klasy.



Lesson 4

Reading and Writing



6.5

Once upon a time ...

John Magma and Slim Carney are famous actors. Mark Mic is a singer with a band called the Monkeys from Mars. And don't forget Karen East. She is also a singer, C.

All of these people had an interesting past before they were famous. Many years ago, for example, John Magma was a PE teacher at a London school!

Sergio DeVilla, a famous star from comedy films, worked (1) ____ Yes, he was a hair dresser. There is also someone who was a cleaner in their previous life – Slim Carney – another comic legend, who took part in films like *Smart and Slim* and *Two Masks*, was a cleaner in a factory. And me? Like Mr DeVilla, (2) ____ I think about John, Slim, Karen and Mark, and I'm telling myself that maybe I have a chance.

Maybe it is not too late!



1. **warm-up** Dopasuj nazwy zawodów (1–4) do zdjęć (A–D).

1 actor



2 hair dresser



3 shop assistant



4 singer



2. **6.5** Przeczytaj tekst. Wstaw w luki (1–2) odpowiednie fragmenty zdań (A–B).

- A. with scissors and hair before he entered the film world.
B. I'm a hairdresser, but one day I would like to be a singer or a Hollywood actor.
C. ~~but she would like to be the President of the USA one day.~~

3. **6.5** Uzupełnij tabelę informacjami z tekstu.

Famous person	Job now	Job in the past
Karen East	Singer	shop assistant



4. Przeczytaj ogłoszenie. Uzupełnij luki (1–4) fragmentami zdań z ramki.

- A. He received money for every film he made B. PetStudiosX@petmail.com
 C. That's why we are looking for a dog who can do Woof's job
 D. And working in films would be the perfect job for your dog
 We are looking for

We are looking for a dog for our new film series – is it your dog?

Our star Woof has to end his long career. Woof is very old now. Woof made ten films a year. Sometimes he made thrillers and sometimes he made comedies. He worked from eight o'clock in the morning to two o'clock in the afternoon.



(1) _____. He received \$100 for short films and \$500 dollars for long films.

(2) _____. Do you think your dog can do the things that Woof can do? (3) _____?

Write to us at (4) _____

5. Opisz Twojego albo wymyślonego kota według podanych wskazówek.

1. Three adjectives describing your cat.
2. How old is your cat?
3. What kind of films can it make?
4. Does it have any brothers or sisters?
5. How much money should it get for a film?



Writing tip

Twoje ogłoszenie powinno być krótkie i zawierać tylko niezbędne informacje – w zależności od jego tematu, np.: **datę, godzinę, miejsce, wymagania, dane kontaktowe**. Pamiętaj, żeby nadać tekstowi przyciągający uwagę nagłówek. Możesz też dodać zdjęcia lub rysunki związane z treścią.

6. Napisz ogłoszenie, w którym poinformujesz, że szukasz kota do głównej roli w filmie *Fluffy the funny cat*. Wykorzystaj informacje z ćw. 5. Potraktuj tekst z ćw. 4 jako wzór.



Lesson 5

Grammar and Vocabulary

Nagranie 6.6
docwiczenia.pl
Kod: U5TBZ7



1. Uzupełnij zdania (1–4) wyrazami z nawiasów
... w czasie *past simple*.

Example: *Jan worked (work) in a garage.*
He repaired (repair) cars.

- Peter _____ (cook) lunches in a kitchen at school.
- Hanna _____ (look) after people in a hospital.
- Szymon _____ (travel) by plane very often!
- Mary _____ (love) working on a computer in an office.

2. Uzupełnij zdania (1–3) wyrazami z ramki
... w czasie *past simple*.

enjoy play stop surf visit

Example: *My uncle was a writer. He enjoyed the work, but he didn't make much money.*

- She was a famous singer. She _____ many countries around the world.
- I _____ the internet yesterday, but I did/couldn't find a good film.
- When I was younger, I _____ the guitar. I _____ three years ago. I don't play now.

3. Od zwrotów z nawiasów utwórz przeczenia
... w czasie *past simple*.

Example: *My mum didn't study (not study) English.*

- Max and Maya _____ (not listen) to the teacher.
- I _____ (not clean) my bedroom yesterday.
- You _____ (not paint) at school.
- We watched a film last night. It was very sad, but we _____ (not cry).

4. 6.6 Uzupełnij dialogi (1–4) wyrazami
... w czasie *past simple*. Zastosuj *was/were* lub *did*. Posłuchaj i sprawdź.

Example: A: *Were you and your friends at the police station last night?*
B: *No, we weren't!*

- A: _____ your brother a good student?
B: Yes, _____.
- A: _____ you cook this food?
It's delicious!
B: Yes, _____.
- A: _____ people happier 20 years ago?
B: No, _____.
- A: _____ Joanna work in a café last summer?
B: Yes, _____.

5. E Uzupełnij luki (1–5) wyrazami z ramki.
... Trzy wyrazy zostały podane dodatkowo.

did didn't do enjoy enjoyed
was wasn't were weren't

Petra was a postwoman in Germany, but her job (1) _____ easy. She worked a long way from any city. There (2) _____ any roads – so she (3) _____ have a bike or a car – but there (4) _____ lots of rivers. *I travelled everywhere by boat*, she says. I (5) _____ that, but it was very difficult in the winter. *I skated to the villages instead*. These days she travels by bike.



Lesson 6

Vocabulary and Grammar Review

1. Podpisz zdjęcia (A–F) nazwami zawodów.

...



2. Uzupełnij brakujące nazwy zawodów (1–6).

...

Przetłumacz je na język polski.

Example: *bus driver* – kierowca autobusu

1. pet- _____
2. shop _____
3. hair _____
4. vlog _____
5. mus _____
6. tea _____

3. Zapisz zdania (1–4) w czasie *past simple*.

...

Example: *My friend paints a lot.*

My friend painted a lot.

1. I am at home.

2. They are very happy.

3. Greg isn't at school.

4. My friend plays football.

4. Zapisz przeczenia zdań (1–3) w czasie *past simple*.

Example: *I enjoyed the lesson.*

I didn't enjoy the lesson.

1. I cooked dinner.

2. She watched horror films.

3. He talked with the teacher.

5. Ułóż pytania (1–3) w czasie *past simple*.

...

Example: *she / play / did / with / Why / him?*

Why did you play with him?

1. help / you / with / John / Did / his / homework?

2. talk / you / Did / holiday? / about / Jenna / to / your

3. Fiona / Did / tennis / play / yesterday? / Greg / with

6. Zapisz w języku angielskim, jak zareagujesz na podane sytuacje (1–3).

...

Example: *Zapomniałeś/Zapomniałaś przynieść koleżance książki.*

I'm sorry about the books.

1. Spóźniłeś/Spóźniłaś się.

2. Byłeś zajęty./Byłaś zajęta.

3. Prosisz, żeby Twój kolega pamiętał następnym razem o zabraniu Twoich butów.

Lesson 7

Review

Vocabulary

1. Połącz wyrazy tak, aby utworzyć wyrażenia.

- | | |
|-----------|--------------|
| 1. pet | A. driver |
| 2. post | B. office |
| 3. police | C. station |
| 4. IT | D. sitter |
| 5. shop | E. assistant |
| 6. bus | F. worker |

2. Uzupełnij zdania (1–4) wybranymi wyrażeniami z ćw. 1.

- I was at the _____ yesterday because I wanted to send a letter.
- My brother wants to be a / an _____. He's good at maths and loves computers.
- I have to phone a / an _____. Something is wrong with my laptop.
- My grandma was a / an _____. She worked in a clothes shop.

3. Uzupełnij zdania (1–6) wyrazami z ramki.
Dwa wyrazy zostały podane dodatkowo.

hospital office uniform dentist
vlogger present baker pilot

- My dad works in an / a _____. He spends a few hours every day in front of a computer.
- I love baking bread. I'd like to be a _____ one day.
- My aunt is a doctor. She works in a / an _____.
- I need to go to see the _____. I've got toothache.
- It's a _____ for my sister. She is the best sister in the world.
- My brother is a _____. He loves making videos.

Grammar

4. Na podstawie zdjęcia uzupełnij pytanie, wstawiając *was* lub *were*. Następnie udziel krótkiej odpowiedzi.



Example: A: Was the girl in the library?
B: No, she was at the swimming pool.



A: _____ Fred and Peter on the tennis court?

B: _____

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

watch play visit cook

A: What did you do last Sunday, Oskar?

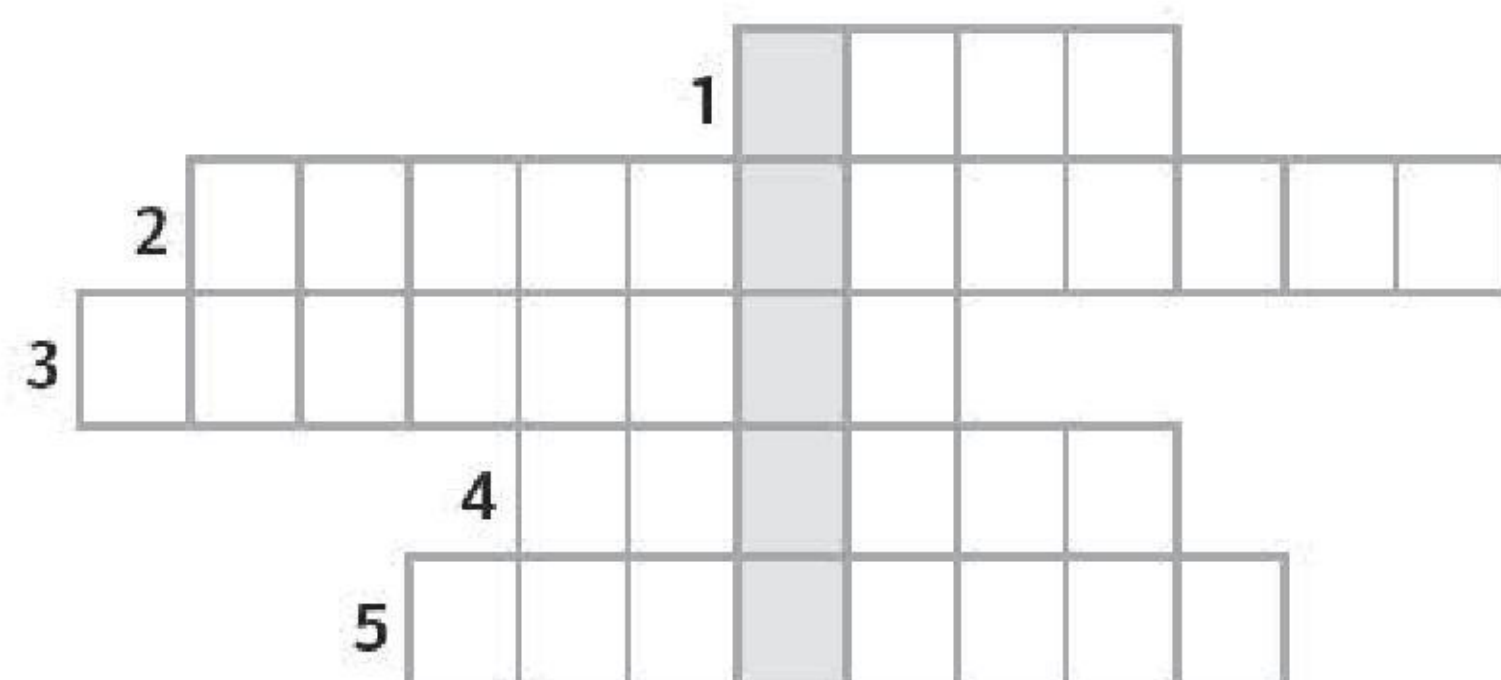
B: In the morning I (1) _____ TV and then, I (2) _____ board games with my sister.

A: Did anyone (3) _____ you?

B: Yes, my grandparents came round in the afternoon. My mum (4) _____ a delicious dinner.



1. Rozwiąż krzyżówkę. Przetłumacz hasło na język polski.



- This person works in a kitchen.
- You need a slope and some snow to do this sport.
- This person plays instruments very well.
- This person cares for your health.
- This person repairs cars.

Key: _____

2. Wybierz właściwy wyraz.

- I'd like to **invite** / **book** you to my birthday party.
- Let's **do** / **go** swimming after school.
- Who **scored** / **kicked** a goal in the last minute?
- She was the best runner, so she **won** / **played** a prize.
- He's such a great **vlogger** / **pet-sitter**. He loves talking to the camera.
- They **stayed** / **visited** lots of countries last year.

3. Przetłumacz na język angielski fragmenty z nawiasów (1–4).

- (Czy chciałbyś) _____ to go running in the evening?
- You aren't feeling well. (Powinieneś) _____ stay at home.
- I think (narciarze wodni) _____ should be very fit.
- (Ona nie powinna) _____ drink so much cola.

4. Uzupełnij luki (1–10) wyrazami z nawiasów w odpowiedniej formie czasu *past simple*.

Last weekend (1) _____ (be) very busy for my dad. On Saturday he (2) _____ (cook) dinner and then, he (3) _____ (paint) the walls in my room. In the evening he (4) _____ (not watch) his favourite programme on TV; he (5) _____ (repair) the car instead. On Sunday morning we (6) _____ (not be) at home, we (7) _____ (be) at the park. (8) _____ he (9) _____ (relax) in the afternoon? Yes, he did! He (10) _____ (play) some board games with us!

5. Utwórz przeczenia do zdań (1–4).

- You should play computer games.

- My friend was in hospital last week.

- She wasn't in the office yesterday.

- I painted a picture yesterday.

6. 6.7 **Posłuchaj wypowiedzi (1–4). Dopasuj do nich właściwą reakcję (A–D).**

- ☐ A. Never mind.
- ☐ B. Thanks, coach.
- ☐ C. Great idea!
- ☐ D. You should go to bed.

Hurray, it's holiday time!

Lesson 1

Vocabulary

Nagrania 7.1–7.2
docwiczenia.pl
Kod: U5SL45



1. Dopasuj wyrazy z ramki do grup wyrazowych (1–4).

camera climb hotel tent volcano

1. hot, fire, mountain

2. vlogger, expensive, mobile phone

3. bed, bathroom, restaurant, window

4. dangerous, mountain, helmet

2. 7.1 Posłuchaj nagrania. Dopasuj wypowiedzi (1–3) do ilustracji (A–C).



A



B



C



3. Rozwiąż quiz. W razie potrzeby skorzystaj z internetu.

Quiz

1. What is usually very warm or hot?
A. volcano B. announcement
2. Where can you find water?
A. skatepark B. aqua park
3. Where can you walk?
A. path B. passport

4. 7.2 Posłuchaj rapu i uzupełnij luki brakującymi wyrazami. Posłuchaj jeszcze raz i zaśpiewaj.



I love forest paths, yes I do!

She loves (1) _____ rooms

We like taking photos, they don't like

Climbing (2) _____!

Don't forget our (3) _____

Don't forget our school ID,

Today we're on a (4) _____

Tomorrow we're by the sea!

5. Odpowiedz na pytania (1–3) tak, aby mówiły prawdę o Tobie.

1. What do you love?

2. What do you like?

3. What don't you like?



1. Znajdź czasowniki z ramki w czasie *past simple*.

buy drive eat make meet take
ride run see sleep swim

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

2. Uzupełnij zdania (1–5) wybranymi wyrazami z ćw. 1.

Example: We drove to the beach. It was so hot!

- The tour guide _____ us to a beautiful waterfall. Then, we _____ in the lake.
- Alex _____ a sleeping bag at the camping shop yesterday. He _____ in it last night!
- Maria _____ her friends at the beach. They _____ fish and chips!
- She _____ her horse along the valley. She _____ lots of interesting plants and flowers.
- It was my birthday, so my aunt _____ my favourite cake.

3. Zapisz przeczenia zdań (1–4) w odpowiedniej formie czasu *past simple*.

Example: We drank lots of water.
We didn't drink lots of water.

- Alex bought a sleeping bag at the camping shop yesterday.
Alex _____ a sleeping bag at the camping shop yesterday.

- I went on a school trip to Wales.
I _____ on a school trip to Wales.
- They ate fish and chips!
They _____ fish and chips!
- We swam in the lake.
We _____ in the lake.

4. **E** Wstaw w zdania (1–2) wyrazy z nawiasów w czasie *past simple*.

Example: I went (I / go) to a waterpark last summer.

- _____ (I / take) some photos of the campsite at the weekend.
- Which tourist attractions _____ (you / see) on holiday?



Grammar tip

Pamiętaj, zaimek pytający zawsze stawiamy na początku pytania, np.:

What is his name? Where do you live?

5. **7.3** Uzupełnij pytania (1–4). Zastosuj odpowiednie zaimki pytające oraz wyrazy z nawiasów. Posłuchaj i sprawdź.

Example: A: What did you do (you / do) at the weekend?
B: I went on a school trip.

- A: _____ (you / go)?
B: We went to the mountains.
- A: _____ (you / go) with?
B: I went with my friends from school.
- A: _____ (you / sleep)?
B: We slept in a hostel.
- A: _____ (you / visit) the mountains?
B: Because we wanted to see some old volcanoes.



Video Lesson 3

Listening and Speaking

You look brown!



Przed obejrzeniem filmu

1. **warm-up** Przetłumacz wyrazy na język polski. Zaznacz te, które są związane ze środkami transportu.

1. river – _____
2. forest – _____
3. suitcase – _____
4. path – _____
5. plane – _____
6. waterfall – _____

2. Połącz wyrazy 1–6 z A–F tak, aby utworzyć wyrażenia.

Example: *aqua park*

1. sleeping _____
2. go _____
3. tour _____
4. take _____
5. watch _____
6. school _____

- | | |
|-----------|------------|
| A. TV | D. guide |
| B. ID | E. bag |
| C. photos | F. camping |

3. Zapisz wyrazy z ramki w odpowiednich kategoriach.

hotel hot bus Spain take photos
cold Japan rainy Gdynia campsite
go climbing plane train

Weather: *hot*, _____

Places to stay: _____

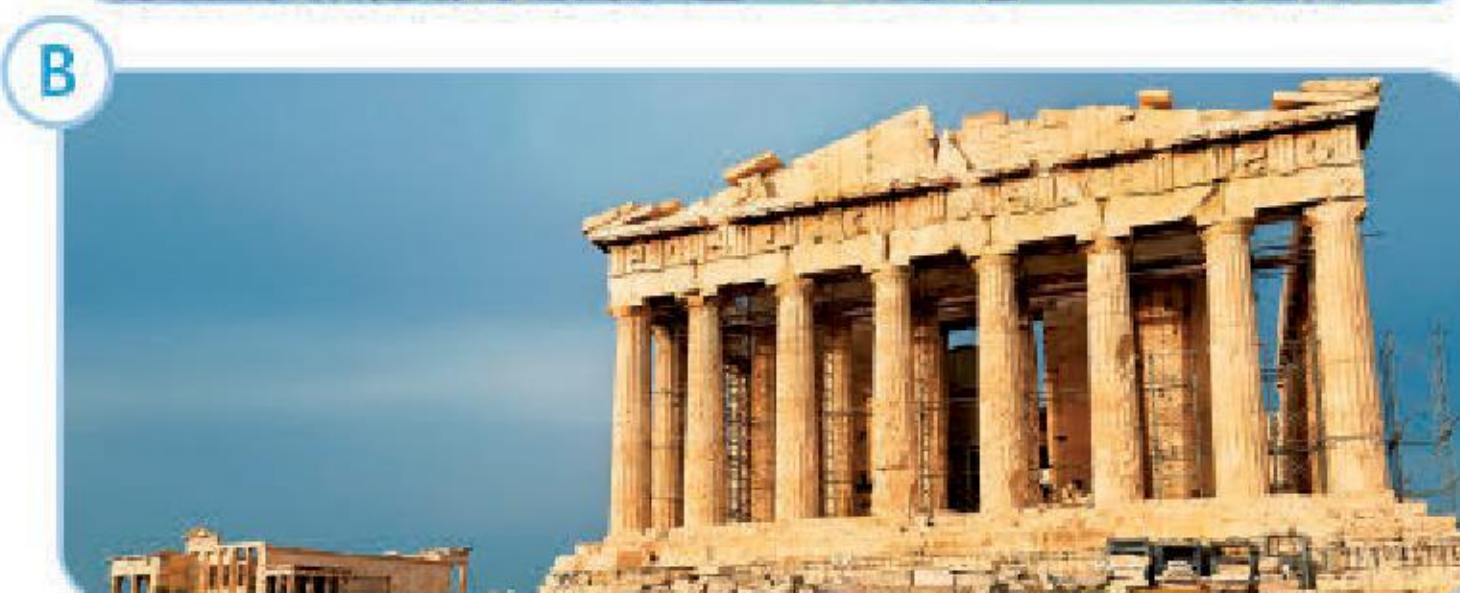
Transport: _____

Things to do on holidays: _____

Destination: _____

W trakcie oglądania filmu

4. Obejrzyj film i zaznacz, gdzie kuzynka Sophie i Tiny – Anna spędziła wakacje z rodzicami.





5. Obejrzyj film i uporządkuj zdania w kolejności, w której wypowiadały je dziewczyny.

- ☐ A. They stayed at a nice hotel.
- ☒ 1 B. They went to New York.
- ☐ C. The room was clean, and there were free drinks and snacks.
- ☐ D. First, they went to see *The Met*. It's a huge art museum there.
- ☐ E. They had a nice walk and then, they visited the Central Park Zoo.
- ☐ F. They took a boat to see the Statue of Liberty.

6. Obejrzyj film jeszcze raz. Dopasuj pytania (1–5) do odpowiedzi (A–E).

- ☒ B 1. Where did they go?
- ☐ 2. Where did they stay?
- ☐ 3. Did they like the hotel?
- ☐ 4. Where did they go in New York?
- ☐ 5. What was the weather like?
- A. Yes, the hotel was very nice but not very expensive.
- B. They went to New York.
- C. First, they went to an art museum.
- D. It was hot and sunny.
- E. They stayed at a nice hotel.

Po obejrzeniu filmu

7. Odpowiedz na pytania. Użyj wyrazów z ramki i własnych pomysłów.

sea car family hotel sunny
 play ride a bike

- 1. Where did you go on holiday last year?

- 2. How did you get there?

- 3. Who did you go with?

4. Where did you stay?

5. What was the weather like?

6. What did you do there?

8. Spotykasz koleżankę, która właśnie wróciła z wakacji. Ułóż dialog, wykorzystując pytania z ramki. Odegrajcie dialog w parach.

Where did you go?
 Did you go by plane/car/bus/train?
 Where did you stay?
 What places did you visit?
 What was the weather like?
 What did you do there?

- A: _____
- B: _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Project

Nagraj film o miejscu, które zwiedziłeś/zwiedziłaś w ubiegłym roku. W nagraniu możesz pokazać zdjęcia, pocztówki, pamiątki, które przywiołeś/przywiołaś z tego miejsca. Przygotuj krótką wypowiedź na temat swojego filmu – możesz skorzystać z pytań z ćw. 1.



Lesson 4

Reading and Writing



Nagrania 7.4–7.5
docwiczenia.pl
Kod: U5VL1X



7.5

Billy's busy day

I am writing this in my bedroom because I am very tired after my holiday. Yesterday, which was the last day of my holiday in Germany, was an amazing day. I did many things. I don't think there was anything I didn't do.

- ☐ A. Where did we go next? There was a trip to the skatepark because my brother loves skateboarding, but the end of the day, we all went to the local aqua park – me, David and Mum swam a little, but Dad ate a sandwich and watched us.
- ☐ B. We didn't sleep much. At 6.15 am, we went to the lake near the campsite. It was quite cold, but we swam for one hour. Then, we ate breakfast in the car and went to the mountains to do some climbing. Between half past ten and twelve o'clock, we climbed a hill called *Brunhilde*.
- ☐ C. In the afternoon we went for a walk and played tennis. Then, we went to the town to take some photographs of the old castle, the bridge and houses. The castle is more than eight hundred years old. That wasn't the end of our adventure, however.
- Now, be honest, do you understand why I feel so tired?



1. **warm-up** Rozwiąż quiz. W razie potrzeby skorzystaj z internetu.

Quiz

- A city in North America:
A. New Orleans B. Berlin
- A town near Warsaw:
A. Moscow B. Otwock
- A mountain in Switzerland:
A. Jungfrau
B. Mount Everest
- A lake in Italy:
A. Bajkał B. Como
- A river in Asia:
A. the Nile B. the Mekong
- A beach in South America:
A. Copa Cabana
B. Aphrodite Beach

2. **7.4** Posłuchaj nagrania. Dopasuj wypowiedzi (1–4) do ilustracji (A–D).

A	B	C	D
9°C	2°C	7°C	8°C
1	2	3	4

3. **7.5** Przeczytaj tekst.
Ułóż fragmenty (A–C) w odpowiedniej kolejności (1–3). Posłuchaj i sprawdź.
4. Przeczytaj tekst jeszcze raz. Określ, czy zdania są prawdziwe (T), czy fałszywe (F).
- Billy was just with his mum and brother. T / F
 - Billy was on holiday in Germany. T / F
 - Billy likes skateboarding. T / F
 - Billy's mum can swim. T / F

5. Billy napisał e-maila do znajomego z Niemiec. Uzupełnij luki (1–4) sformułowaniami z ramki.

... speak German in your big garden in Poland in my bedroom ate spaghetti

Hi Stefan,

How are you? I'm back *in Poland* now. The holiday was fantastic, and I'm really happy I met you. After Germany and Austria, we crossed the border to Italy, where we spent thirteen days. We did many things. I (1) _____ every day and swam in the Adriatic. I also rode a horse for the first time! Now, I can (2) _____ and a little bit of Italian. Bellissimo! There's no school tomorrow because there are still two more weeks of the holidays. I'm writing this (3) _____. What are you doing? Are you (4) _____ near the forest? Say *hello* to your family, and write soon.

Billy

6.  Właśnie wróciłeś/wróciłaś z wakacji. Odpowiedz pełnymi zdaniami na pytania (1–4).

1. Where did you go? _____

2. Who did you meet? _____

3. Who were you with? _____

4. What did you do? _____



Writing tip

Kiedy piszesz wiadomość, pamiętaj, aby używać różnych zwrotów powitalnych i pożegnalnych, dostosowanych do odbiorcy Twojego tekstu. Na przykład: *Hi Andy, How are you?* *Write Soon,*
Klaudiusz.

7.  Napisz e-maila do osoby, którą poznałeś/poznałaś podczas wakacji. Potraktuj tekst z ćw. 5 jako wzór.



Lesson 5

Grammar and Vocabulary

1. Przeczytaj dialog. Napisz w tabeli, do czego
... odnoszą się wyrazy (1–6) *one* lub *ones*.

A: How was your *trip* to the mountains?

B: It wasn't a good (1) *one*! It was rainy and cloudy. And I didn't take my winter sleeping bag.

A: Oh no! Which (2) *one* did you take?

B: I took my summer (3) *one*. I was really cold! Maria had some warm socks, so I wore those.

A: Oh, are they the (4) *ones* with the pictures of cats on them? They're really funny! Well, it's hot and sunny today. I've got us some cold drinks.

Which (5) *one* would you like?

B: This (6) *one*, please!

Example: 1. *trip*

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

2. Wybierz odpowiednie wyrazy.

1. My parents have got three tents – a big family tent, and two smaller *one / ones*.
2. The suitcases are all here. Which *one / ones* are yours?
3. Our favourite hotel is closed this summer. We're staying at a different *one / ones*.
4. The new airport is nearer than the old *one / ones*.
5. These tickets are expensive. Are there any cheaper *one / ones*?

3. Przepisz zdania (1–4), stosując *one* lub *ones*.

... Example: Which path should we take? The path on the left or the path on the right?
Which path should we take?

- The *one* on the left or the *one* on the right?

1. That's not my passport! This passport is mine!
That's not my passport. _____!
2. I didn't buy the red boots. I bought the blue boots.
I didn't buy the red boots. _____.
3. Which is your sleeping bag? Is it the silver sleeping bag?
Which is your sleeping bag? _____?
4. These excursions are really boring.
Let's find some more interesting excursions.
These excursions are really boring. _____.

4. E Uzupełnij tekst brakującymi wyrazami.

Dolphin trip – with no dolphins!

★★★★★

We went on an excursion last week, but it was terrible! First, there (1) _____ two boats, but which one was ours? The blue one or the red (2) _____? We didn't know – and the tour guide didn't know too – it was the blue one. We (3) _____ see any dolphins. We saw some fish, but only little (4) _____. Then, we (5) _____ lunch on the boat, but the food was cold! Never again!

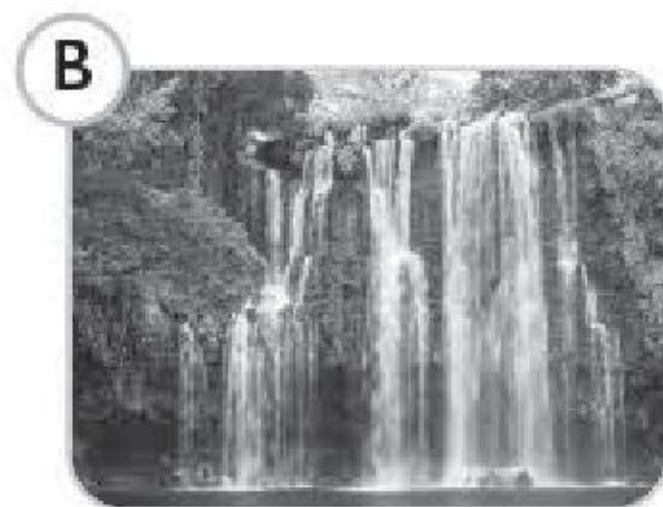


1. Podpisz zdjęcia (A–F).

...



v



w



b



v



a



s

2. Zamień zdania w czasie *present simple* (1–4) na zdania w czasie *past simple*.

...

Example: *It is sunny, but cold.**It was sunny, but cold.*

- My daughter is a very happy child.
_____ a very happy child.
- My parents aren't in Warsaw.
_____ in Warsaw.
- I buy funny socks for my dad.
_____ for my dad.
- She doesn't drink any orange juice.
_____ any orange juice.

3. Uzupełnij zdania (1–4 wstawiając *one* lub *ones*).

...

Example: *These are the two new hotels in town.*
Which one do you like more?

- My jumper is too loose already. I need a new _____.
- In 2010 the new smartphones were much better than the old _____.

- She needed a new school ID, the old _____ is lost.

- There were lots of suitcases at the airport, – which _____ were yours?

4. Dopasuj wyrazy (1–8) do wyrażeń (A–H).

...

- | | |
|---------------------------------------|------------------------------------|
| ☐ 1. play | A. photos with your mobile |
| ☐ 2. climb | B. climbing up the hills |
| ☐ 3. watch | C. the hotel |
| ☐ 4. take | D. the main tourist attraction |
| ☐ 5. stay in | E. a sunset on the beach |
| ☐ 6. go | F. in the waterpark |
| ☐ 7. visit | G. the announcement at the airport |
| ☐ 8. listen to | H. the mountain |

5. Spójrz na wyrażenia z ćw. 4. Wybierz cztery i zapisz z nimi zdania w czasie *past simple*.

- Last year on holiday I _____
- Last year on holiday I _____
- Last year on holiday I _____
- Last year on holiday I _____

6. E Przetłumacz fragmenty podane w nawiasach tak, aby otrzymać poprawne pytania w czasie *past simple*.

...

Example: *(Dlaczego Suzy)* *Why did Suzy drink my coffee?*

- (Czy ten samochód był)* _____ expensive?
- (Gdzie oni byli)* _____ last night?
- (Czy poszłaś)* _____ to the aqua park yesterday?

Lesson 7

Review

Vocabulary

1. Uzupełnij zdania (1–4) wyrazami z ramki.
 ... Jeden wyraz został podany dodatkowo.

passport hill volcano
 valley trip

- We walked all morning through a beautiful _____.
 - Did you take your _____? You need it at the airport.
 - I wouldn't like to live next to an active _____. It can be dangerous.
 - John likes riding down a _____ on his bike.
2. Zakreśl słowo, które nie pasuje do reszty.
 ...
- mountain beach hostel island
 - waterfall park sea river
 - tourist tour guide excursion pilot
 - hotel hostel campsite airport
 - cloudy plane sunny warm
3. Uzupełnij tekst wyrazami z ramki
 ... w odpowiedniej formie.

climb photo climb go



My uncle loves climbing. Last weekend he (1) _____ to the mountains with my dad. They (2) _____ to the top of a really high mountain and took a lot of (3) _____ there. They're amazing!

Grammar

4. Z podanych wyrazów ułóż zdania
 ... twierdzące (+), przeczące (–) i pytające (?) w czasie *past simple*.
- I / see / a beautiful beach / last holiday.
 (+) _____
 - You / ride / a bike / last Sunday?
 (?) _____
 - We / swim / in the swimming pool / yesterday.
 (–) _____
 - My mum / buy / a new car / two days ago.
 (+) _____
5. Uzupełnij zdania wyrazami *one* lub *ones*.
 ...
- I've got two apples. Would you like a red _____ or a green _____?
 - A: Look at this girl. She is my classmate.
 B: The _____ with long, dark hair?
 - A: Which shoes do you prefer?
 B: I like the brown _____ best.
 - The new laptops are much better than the old _____.
6. Odpowiedz pełnymi zdaniami na pytania
 ... (1–4).



- Where did you go on holidays last summer?
 _____.
- How did you travel?
 _____.
- Where did you stay?
 _____.
- Was there an aqua park?
 _____.



Przed obejrzeniem filmu

1. Spójrz na zdjęcia (A–D). Wybierz miejsce na idealnie wakacje. Uzasadnij swój wybór, używając wyrazów z ramki.

Example: *I would like to visit Yorkshire, because it is pretty, but I also want to practise speaking English.*

pretty is close to nature
interesting inspiring has a lot of tourist
attractions modern huge
has some beautiful historic places
can take some beautiful photos
can do some shopping



Dhaka, Bangladesh



Saint Petersburg, Russia



Yorkshire, England



Warsaw, Poland

W trakcie oglądania filmu

2. Obejrzyj film. Które miejsce z ćw. 1 chce odwiedzić Nadiya i dlaczego?

3. Obejrzyj film. Wybierz odpowiednie opcje.

- Nadiya lives in Bangladesh / the UK.
- Nadiya is a cook / traveller.
- As a child, she **didn't visit** / **visited** her home country.
- In Dhaka she wants to see a **supermarket** / **the food market**.
- Nadia **can** / **can't** speak Bengali.
- To get to Gobra, she travels by **train** / **ferry**.
- People in Gobra use the **underground** / **boats**.
- Robin uses otters to **catch fish** / **scare fish away**.

Po obejrzeniu filmu

4. Rozwiąż quiz.

Quiz

What kind of traveller are you?

- You have 4 weeks to spend on holiday. Which option would you choose?
A. a tour of the cities in the USA
B. camping on the beach in Australia
C. travelling around Poland with friends
- Where would you like to stay during your ideal holiday?
A. in a guest house or an apartment close to a city centre
B. in a camper van on a camp site
C. in a quiet five-star hotel
- What's the most important thing in your hotel room?
A. wi-fi access and a TV set
B. the scenic view from my balcony
C. a big, comfortable bed

Go to page 92
to check your results

Do you remember?

Lesson 1

Vocabulary

Nagranie 8.1
docwiczenia.pl
Kod: U5TGWA



1. Dopasuj tytuły rozdziałów (1–7) do zdjęć
... (A–G).

Unit 1

Back to school



Unit 2

Film and TV Fun!



Unit 3

Shopping time!



Unit 4

New worlds!



Unit 5

*Summer, autumn,
winter ... sport!*



Unit 6

Let's go to work!



Unit 7

*Hurray, it's
holiday time!*



2. Wybierz właściwą opcję.

1. I always feel happy after watching a **comedy** / horror film.
2. The **first** / third floor is above the second floor.
3. The **Spanish** / Greek flag is red and yellow.
4. The **volleyball** / basketball court has a net in the middle.
5. **Chefs** / Musicians work with food and people.
6. There is a house on top of the **hill** / valley.

3. Wybierz poprawną odpowiedź (A–C).

... W razie potrzeby skorzystaj z internetu.

Quiz

1. Where can you find trees, grass and leaves?
A. in the sea B. in a forest C. on a bus
2. What nationality were Plato and Socrates?
A. Polish B. Greek C. Spanish
3. What would not typically be in a changing room?
A. a light B. a mirror C. a fridge
4. When is Father's Day in the Poland?
A. February B. April C. June

4. 8.1 Posłuchaj nagrania. Dopasuj wyrazy
... z ramki do wypowiedzi (1–5).

canteen__ January__ map__
receipt__ hairdresser__

Lesson 2

Grammar and Listening

Nagranie 8.2
docwiczenia.pl
Kod: U5NVRH



1. 8.2 Przeczytaj teksty (A–C). Wybierz właściwe wyrazy. Posłuchaj i sprawdź.

A



I am / are with my family in this photo. It (1) are / is very sunny, so we're (2) wear / wearing T-shirts. I'm the one (3) take / taking the photo! I (4) don't / not usually (5) take / taking family photos on holiday. But this one (6) are / is quite good, isn't it?

B



This (1) am / is a photo of my sister and her friend on holiday. They're (2) ride / riding bikes by the river. My sister (3) love / loves cycling, so she (4) go / goes cycling every weekend, but her friend (5) doesn't / don't like it – he never (6) ride / rides a bike at home!

C



This one is of my friends. They (1) are / is at a shopping centre, but they (2) aren't / don't shopping! There (3) are / is a cinema at the shopping centre, and they're (4) buy / buying tickets for a film. They (5) watch / are watching a film every week in the summer holidays.

2. Wpisz w luki (1–6) czasowniki z nawiasów w czasie *past simple*.

Last year I went on holiday with my family. We (1) _____ (be) in Dubrovnik for five days, so we (2) _____ (go) sightseeing around the old town. We (3) _____ (walk) up a hill and (4) _____ (look) down on the city. Then, we (5) _____ (travel) to a park – by bus! We (6) _____ (see) lots of waterfalls!

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

did played stay went went

Two months ago my sister went on holiday with her friend's family. They didn't (1) _____ in a hotel – they camped in a tent near a river. In the morning they (2) _____ cycling, and they (3) _____ tennis in the afternoon. My friend's mother (4) _____ yoga under the trees every evening.

4. Przetłumacz na język angielski fragmenty z nawiasów.

Example: (Nie chodzimy) We don't go to the beach in the summer.

- (Czy chciałabyś zostać) _____
_____ at home every summer?
- (Nie odwiedziłem) _____
_____ my grandparents last summer.
- (Powinnaś jeść) _____
_____ more vegetables.



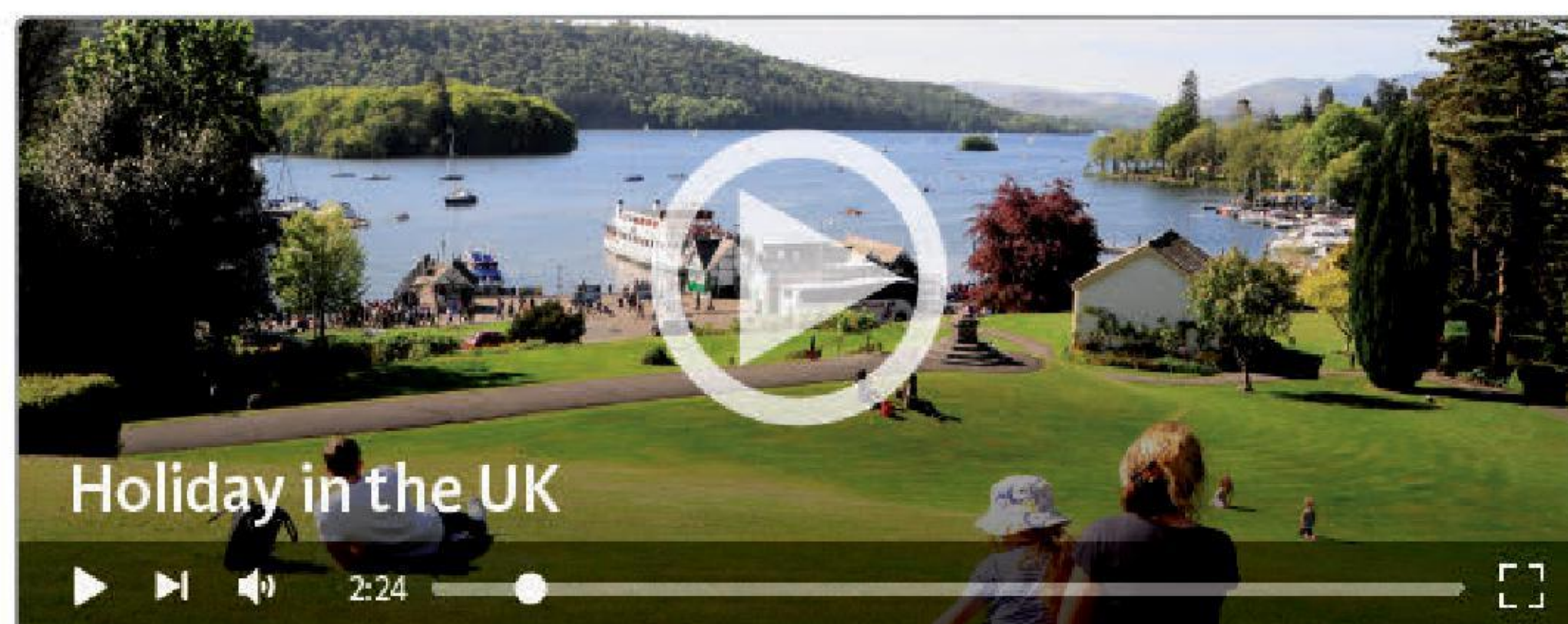
Video Lesson 3

Listening and Speaking



Listen to us!

Super Vlog 8.1
docwiczenia.pl
Kod: U5TNKX



Przed obejrzeniem filmu

1. **warm-up** Dopasuj wyrazy i wyrażenia z ramki do odpowiedniej kategorii.

boat goggles helmet ice skates
jumper plane racket shirt
train skateboard tracksuit
trainers stick underground

Clothes	Equipment	Means of transport

2. **i** Połącz wyrazy 1–6 z A–F tak, aby utworzyć wyrażenia. Które z czynności lubisz wykonywać na wakacjach najbardziej?

- | | | |
|---------------------------------------|-----------|-------------------|
| ☒ B | 1. play | A. a bike |
| ☐ | 2. keep | B. computer games |
| ☐ | 3. ride | C. films |
| ☐ | 4. watch | D. fit |
| ☐ | 5. get up | E. lots of fruit |
| ☐ | 6. eat | F. late |

W trakcie oglądania filmu

3. **i** Obejrzyj film. Zaznacz, w którym miejscu (A–D) Sophie i Tina spędziły ostatnie wakacje.



4. **i** Obejrzyj film i określ czy zdania (1–5) są prawdziwe (T), czy fałszywe (F).

- | | |
|--|-------|
| 1. Cornwall is a beautiful place in South West England. | T / F |
| 2. There are many lakes, forests and mountains in the Lake District. | T / F |
| 3. Sophie and Tina visited the Lake District together three years ago. | T / F |

4. Tina fell off a bike and broke her arm. T / F

5. Devon is a beautiful place in the heart of South West England. T / F

5. Obejrzyj film jeszcze raz i uzupełnij luki (1–4) wyrazami z ramki.

great weather coastline
volleyball beach

Example: You can spend all day on the beach in Cornwall.

1. You can also go kayaking and see the beautiful _____ there.
2. The Lake District is a _____ holiday destination.
3. Sophie and Tina swam in a lake, played _____, and made a campfire during their last holidays.
4. The _____ was beautiful, so they spent lots of time on the beach in Devon.

Po obejrzeniu filmu

6. Uzupełnij brakujące zdania.

1. A: How about going to the mountains?
B: _____
2. A: _____
B: I'd like to stay at a hotel.
3. A: What can we do in the afternoon?
B: _____
4. A: _____
B: It's hot and sunny.
5. A: Why don't we play beach volleyball?
B: _____

7. Planujesz wakacje. Ułóż dialog, wykorzystując zdania z ramki i własne pomysły. Odegrajcie dialog w parach.

Example: A: Where would you like to go this year?
B: I'd like to go to France this year because I want to see the Eiffel Tower.

Where would you like to go this year?
I would like to go to ... because
How about going to ... ?
I'd like to go somewhere where there
(is/are/isn't/aren't) ...
... is a great holiday destination because ...
Why don't we stay ...
We can (play/ride/swim) ...

A: _____

B: _____

Project

Nagraj krótki film reklamujący wybrane miejsce, które warto zwiedzić w Polsce. Zbierz poniższe informacje. Zaprezentuj lub roześlij film kolegom i koleżankom z klasy.

1. Nazwa miejsca
2. Lokalizacja
3. Zakwaterowanie
4. Miejsca warte zobaczenia
5. Środki transportu



Lesson 4

Reading and Writing

Nagrania 8.3–8.4
 docwiczenia.pl
 Kod: U5ZMUV



8.3

What do Adam and Olivia remember?

Olivia: Last year, in the fourth class, there (1) _____ eight units in the book, and this year it is the same. I like the characters more now they (2) _____ older. My favourite is still the boy with the glasses - (3) _____. I am writing this in June. It's my favourite month. I am thinking about my holidays in Greece and the volcano on Santorini. That was a new word for me *volcano*. I (4) _____ it – it's so hot! I think my favourite unit this year was the one about sport. I was very active after that unit!

Adam: Personally, I like all the characters. Do I have a favourite? The girl with the blonde hair. You know her name! It's – (5) _____. There were a lot of good and funny, but interesting, words this year. I like adjectives a lot, but my favourite word is baker's. It is a word that make me think of some very nice tastes and smells. I think my favourite unit (6) _____ the one about shopping.

1. **warm-up** Dopasuj wyrazy z ramki do opisów (1–4).

volcano jacket forest ice rink

1. something smart _____
2. something green _____
3. a hot place _____
4. a cold place _____

2. **8.3** Przeczytaj tekst i uzupełnij luki (1–6).

was are fourth love
 Meg were Will

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

1. Volcano is a new word for Olivia. T / F
2. Olivia's favourite character is the girl with the glasses. T / F
3. Adam likes the unit about sport. T / F
4. Adam doesn't like adjectives. T / F

4. Uzupełnij tabelę informacjami z tekstu. Następnie dopisz informacje o sobie.

Favourite	Adam	Olivia	You
character	Meg		
word			
unit			



5. Znajdź w wykreślanie wyrazy z ramki.

...

coach dictionary hill lift maths
rainy receipt sunny valley waterfall

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

6. Posłuchaj rapu i uzupełnij luki.

... Posłuchaj jeszcze raz i zaśpiewaj.



Do you remember them all?

Border, pilot, my favourite nouns.

Go, learn, jump – I love (1) _____!

Pilot, plane, hurry (2) _____

Do you remember these words?

Take your shorts and passports.

Play tennis, hockey, (3) _____!

Hot, summer, sunny, city beach.

I think I (4) _____ them all!

7. Zaznacz wyraz, który nie pasuje do pozostałych.

...

1. Adjective: nice good trainers beautiful
2. Lesson: geography summer history maths
3. Character: Colin Meg Will Evie
4. Unit: Back to school Poland Shopping time! New worlds!
5. Question/answer word: who because why when



Writing tip

Zanim zaczniesz pisać, najpierw utwórz kategorie słów, których będziesz potrzebować. Następnie pomyśl nad słowami, które należą do tych zbiorów i możesz ich użyć w swojej wypowiedzi. Na przykład: **Adjectives:** big, small, cheap, expensive, nice; **Lessons:** geography, Polish, English, maths, IT; **Question words:** who, why, when, where, what, how much.

8. Napisz e-maila do nauczyciela o swoich wrażeniach z mijającego roku szkolnego.

... Wykorzystaj wyrazy z ćw. 7 oraz własne pomysły.

Dear Teacher,

It was a _____ year. The best thing in the lessons was

_____. My favourite character was _____.

My favourite unit was _____. My favourite word/s is/are

_____. The question I remember is _____.



Lesson 5

Grammar and Listening

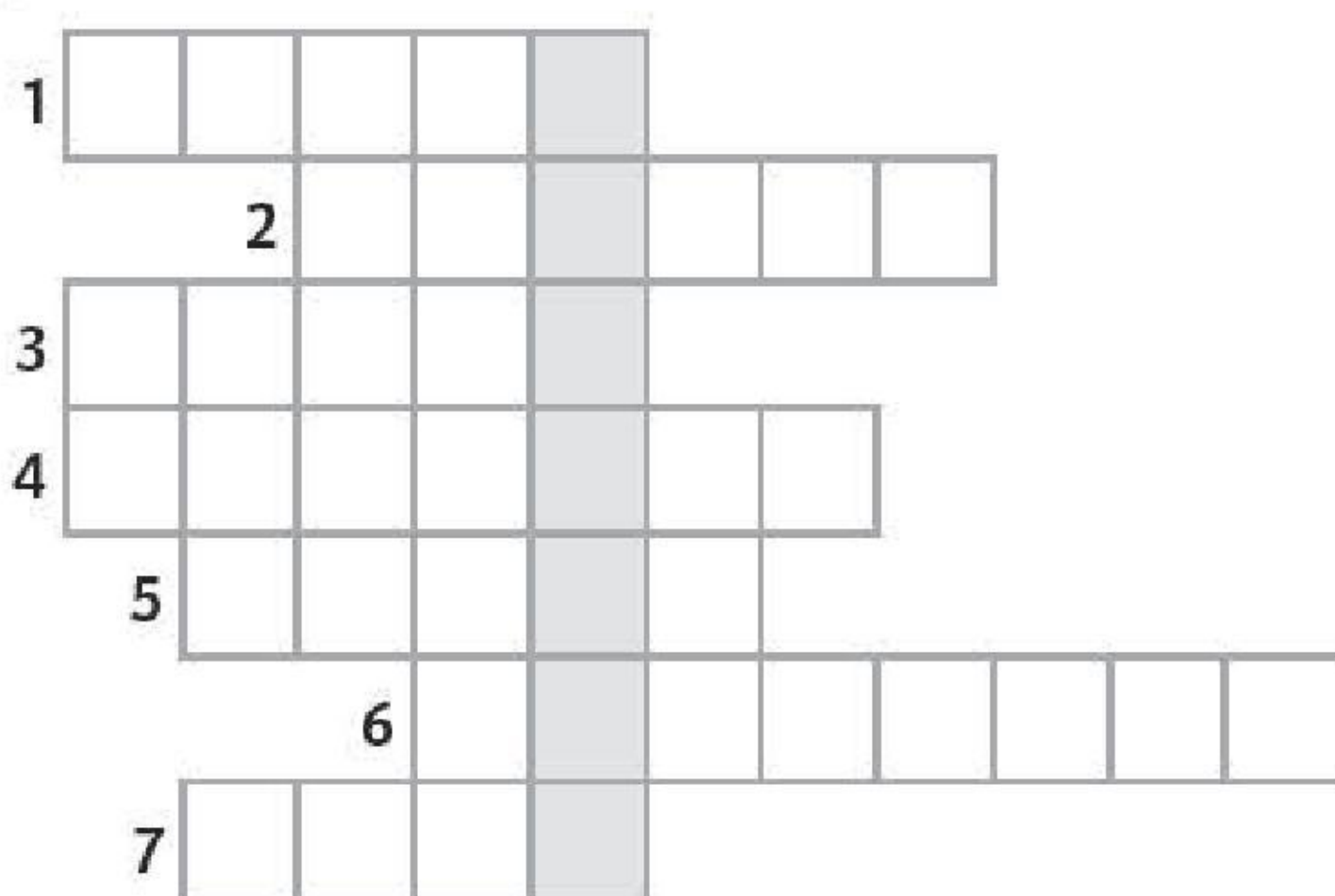
Nagranie 8.5
 docwiczenia.pl
 Kod: U55PRK



	Summer holiday	Winter holiday
Is it cheap?	★★★★	★★★★★
Is it hot?	★★★★★	★
Is it sunny?	★★★★	★★

1. Rozwiąż krzyżówkę.

...



- Do you enjoy swimming in the sea?
You should go to the b_____!
- I took lots of p_____ on my
phone in Croatia.
- We stayed in a great h_____ on
holiday – it had a swimming pool.
- My sister went c_____. It rained,
and her tent got wet!
- My brother loves travelling. He'd like to
be a tour g_____.
- Would you like to visit a country out of
the EU? You need a p_____ to
cross the border.
- _____ is the seventh month of
the year.

Key: _____

2. Spójrz na tabelę. Uzupełnij zdania wyrazami z nawiasów w odpowiedniej formie.

...

Example: A summer holiday on the beach is
cheaper than a winter skiing holiday.
 (cheap)

- A winter skiing holiday is _____
 _____ a summer holiday on
 the beach. (expensive)
- The weather at the beach in summer is _____
 _____ the weather in mountains in winter. (hot)
- The weather at the beach in summer is _____
 _____ the weather in mountains
 in winter. (sunny)

3. 8.5 Wybierz właściwy wyraz. Posłuchaj i sprawdź.

...

Example: Is there a / an art gallery in the old
 town?

- There's a **few** / a **little** water in the lake,
 but it's very dirty.
- We've got an airport near our house.
An / **The** airport is 15 kilometres away.
- My sleeping bag was very old. I needed
another / **other** one.
- I'd like to buy some souvenirs, but
 I haven't got **many** / **much** money.
- A:** Are these your suitcases?
B: No! Mine are the smaller **one** / **ones**.

4. **E** Dopasuj zainteresowania (1–4) do rad (A–D).



- ☐ 1. I love being in a forest more than in a city! But I haven't got much money, so I can't stay in a hotel.
- ☐ 2. I don't like towns or cities, and I hate tourists! I love walking and looking at nature. I'd like to go climbing!
- ☐ 3. I have an important English exam, so I want to learn more English. I'd like to stay with a British family.
- ☐ 4. I hate cold weather! I love hot and sunny days. I love reading, listening to the sea, and swimming.

- A You should have a holiday on the beach.
- B You should go on an excursion to the mountains.
- C You should go on a camping holiday.
- D You should go to the UK and study at a language school.

5. Uzupełnij luki (1–4) wyrazami z ramki.
 ... Trzy wyrazy zostały podane dodatkowo.

go want in on should
 went would



Trip to Poland

Every year, students from *Forest High School* go on a skiing trip. This year, (1) _____ February, we took the plane to Krakow and then, we travelled to Poronin by bus. We (2) _____ skiing – and snowboarding every day. In the evenings, we swam in the pool. Where (3) _____ you like to go next year? I think we (4) _____ to go to Poland again!



Grammar Bank

Unit 1



Grammar tip

Pytając o szczegółowe informacje, często używamy takich wyrazów i wyrażzeń, jak: **how much?** (ile), **what time?** (o której godzinie), **how often?** (jak często), **when?** (kiedy), **why?** (dlaczego), **where?** (gdzie), **who?** (kto). Najczęściej stawiamy je na początku pytania.

1. Z podanych słów ułóż zdania w czasie present simple.

Example: *Do / go / you / always / by bus? / to school*
Do you always go to school by bus?

- do / start / you / What time / school?

- Elen / often / Does / football? / play

- cost? / How much / this jacket / does

- never / We / get up / early / on Sundays.

- do / Where / they / usually / spend / holidays? / their

2. Zapisz czasowniki w 3. osobie liczby pojedynczej (he, she, it).

Example: *push – pushes*

- miss _____
- fix _____
- fly _____
- teach _____
- buy _____
- end _____



Grammar tip

Nazwy świąt łączą się ze słowem **at** (*at Easter*), ale jeśli przy nazwie danego święta podane jest też określenie konkretnego dnia, wtedy użyj **on**, np.: *on Christmas Day, on New Year's Eve, on my birthday*.

3. Uzupełnij zdania, stosując **at, in, for, from ... to** lub **on**.

Example: *I sometimes come back home late at night.*

- We often go out _____ the evenings.
- I have English lessons _____ Monday morning.
- My parents work _____ 6 am _____ 2 pm.
- Sorry, I am busy _____ the moment.
- Sue has her birthday _____ December.
- There are always lots of fireworks in the sky _____ New Year's Eve.
- I study _____ two hours every day.

4. Znajdź błędnie zapisane określenia czasu i popraw je. Uwaga! Jedno zdanie jest poprawne.

Example: *We can go shopping in 6 o'clock.*
at 6 o'clock.

- They never go to bed in midnight.

- I always get dressed for 30 minutes – it's very long.

- Lucy is not at home on the moment.

4. I have my first Spanish lesson at 14 March 2023.

5. I don't like going to the mountains on the winter.

6. Philip does his homework at 45 minutes every day.

Unit 2

1. Odpowiedz na pytania (1–3), stosując czasowniki z końcówką *-ing*.

Example: *What do you like eating in the morning?*
I like eating pancakes in the morning.

1. What do you love doing on Saturdays?

2. What do you hate doing on Mondays?

3. What do you like doing in the evenings?



Grammar tip

Pamiętaj, kiedy tworzysz czasowniki z końcówką *-ing*, opuszczaj *-e*, zamieniaj *-ie* na *-y* i podwajaj ostatnią spółgłoskę, jeśli przed nią stoi samogłoska. W pozostałych przypadkach nic nie zmieniasz.

2. Do podanych czasowników (1–6) dopisz czasowniki z końcówką *-ing*.

Example: *swim – swimming*

1. plan _____
2. smile _____
3. cry _____
4. find _____
5. die _____
6. buy _____

3. Uzupełnij dialogi, wstawiając *a*, *an*, *the* lub tzw. *zero article* (-).

Example: *We've got - chocolate, but we haven't got an orange, so we can't bake this cake.*

1. **A:** I think that woman could be _____ IT worker. She has got _____ three laptops in her bag.
B: Yes, and look at _____ man she's with. He is wearing _____ amazing pink tie. I love it!
2. **A:** Can I have _____ six carrots and _____ apple?
B: Only one apple? Are you sure you wouldn't like a few more?
3. **A:** We must wear _____ uniform at my school.
B: I know, but _____ uniform is not so bad – I think it's _____ really nice colour.
4. **A:** I have _____ dog and _____ cat. Do you have any animals?
B: No, I don't, but I want to buy _____ guinea pig. _____ Guinea pigs are so cute!

Unit 3



Grammar tip

Możesz używać skróconych form czasownika *to be* (być) w twierdzeniach: *I'm, you're, she's, he's, it's, we're, you're, they're*.

W przeczeniach stosuj słowo *not*: *I'm not, you aren't, she isn't, he isn't, it isn't, we aren't, you aren't, they aren't*.

1. Uzupełnij luki wyrazami z ramki w czasie *present continuous*.

Example: *Helen's sister is waiting at the bus stop.*

send work read clean listen

1. Lisa's mum _____ in the office today.
2. I _____ to my favourite song.

3. Look at this postcard! I _____
_____ it to grandma.
4. We _____ a book about wild animals.
5. My brother _____ his room at the moment.

2. Z podanych wyrazów ułóż pytania w czasie present continuous.

Example: *she / crying? / is / Why*
Why is she crying?

1. sitting / with? / you / are / Who

2. What / wearing? / you / are

3. now? / is / your / What / mother / doing

4. you / writing / What / are / at the moment?



Grammar tip

Niektóre przymiotniki dwusylabowe możesz stopniować na dwa sposoby – przez dodanie końcówki **-er** lub przez dodanie słowa **more**. Do takich przymiotników należą m.in.: **friendly**, **clever**, **simple**. Możesz zatem powiedzieć **friendlier** lub **more friendly** i obie te formy są poprawne.

3. Do podanych przymiotników dopisz stopień wyższy.

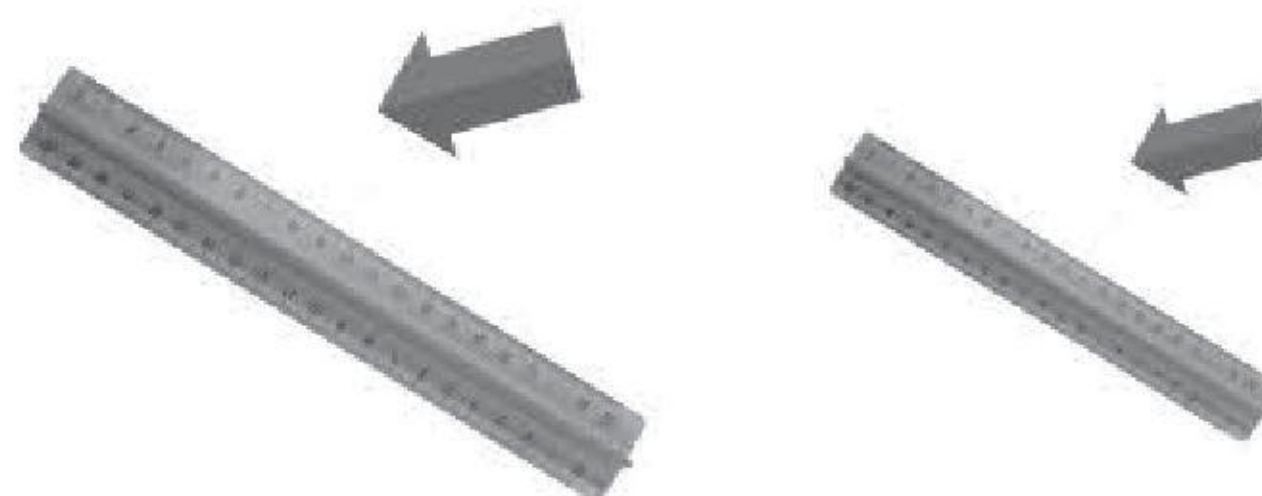
Example: *long – longer*

1. warm _____
2. safe _____
3. rich _____
4. comfortable _____
5. heavy _____
6. small _____
7. big _____
8. easy _____

4. Spójrz na zdjęcia i uzupełnij zdania. Użyj stopnia równego lub wyższego przymiotników.

Example: *biology lesson – 10 o'clock*
history lesson – 11 o'clock
The biology lesson is earlier than the history lesson.

A



1. This ruler is _____ that ruler.

B



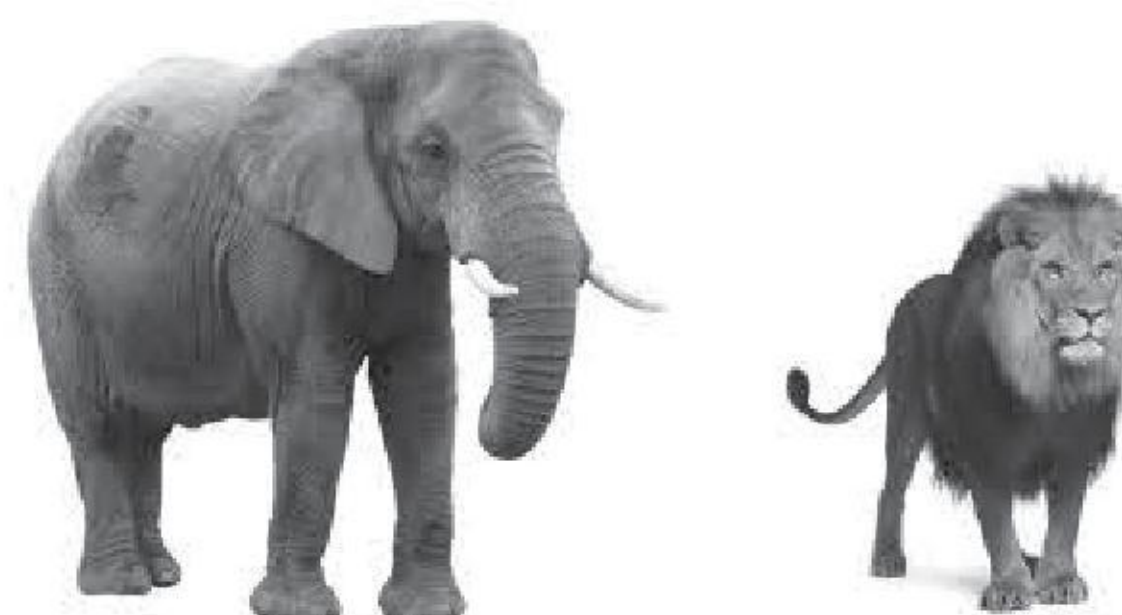
2. Meg is _____ Mike.

C



3. The T-shirt is _____ the gloves.

D



4. The elephant is _____ the lion.

Unit 4



Grammar tip

Zwrot **would like** w zdaniach twierdzących możesz zapisać krócej – jako **'d like**, np.: **I'd like a cup of tea**. Również w przeczeniach konstrukcja ta często ulega skróceniu – zamiast **would not** zapisz **wouldn't**, np.: **He wouldn't like to be an architect**.

1. Przetłumacz zwroty w nawiasach. Użyj konstrukcji would like.

Example: *She (chciałaby) would like a new computer.*

1. What _____
(chciałbyś) eat for breakfast?
2. (Nie chciałbym) _____
go home just yet.
3. (Czy chcielibyście) _____
_____ have a dog or a cat?
4. (Chciałbym) _____
strawberry ice-cream, please.

2. Wybierz właściwą opcję.

Example: *We haven't got much / many butter in the fridge.*

1. There isn't **much** / **many** rain this morning, and the sun is shining this afternoon.
2. It's the first day of the summer camp, so I know **a little** / **a few** people, but not many.
3. How **much** / **many** water do you drink every day?
4. There is **a few** / **a little** information about volcanoes in my book, but I'd like to know more.
5. Liam has got **much** / **many** clothes in his wardrobe because he is interested in fashion.

3. Uzupełnij zdania słowami *other* lub *another*.

Example: *Have you got any other T-shirts in this colour?*

1. We can go to the theatre this week, or maybe you've got _____ plans?
2. Do you want to try on _____ skirt?
3. I only like watching historical films. I don't find _____ types of films interesting.
4. We don't know any _____ boys who can play football with us.
5. Excuse me, can I have _____ biscuit? They're delicious!

Unit 5



Grammar tip

Pamiętaj, **should** służy nie tylko do udzielania porad, lecz także do wyrażania opinii. Bardzo często występuje z taki zwrotami, jak: **I think** lub **I don't think**, np.: **I think you should work harder.**, **I don't think you should wear trainers to the theatre.**

1. Uzupełnij zdania (1–5), używając *should* lub *shouldn't* i wyrazów z ramki.

play be eat ask use shout

Example: *He shouldn't shout in the library.*

1. Brian _____ music in the library.
2. I think he _____ quiet.
3. I also think he _____ chocolate whenever he is hungry. It's not good for him.
4. He _____ the librarian for help whenever he has a problem.
5. Brian _____ his mobile phone in the library.

**Grammar tip**

Przypomnij sobie omówione w rozdziale 2. zasady dodawania końcówki *-ing* do czasowników.

2. Uzupełnij zdania czasownikami z nawiasów w formie *gerund*, czyli z końcówką *-ing*.

Example: *We love dancing.*

- I often go _____ (*shop*) with my parents.
- _____ (*eat*) sweets is bad for your teeth.
- Chris loves _____ (*play*) football.
- I think you should go _____ (*jog*) if you want to get fit.
- _____ (*do*) homework for maths is never boring.

3. W podanych zdaniach wstaw wyraz *ride* we właściwej formie.

Example: *I hate riding my bike.*

- _____ a bike is a lot of fun.
- I don't like horse _____.
- Would you like to _____ a motorbike?

Unit 6**Grammar tip**

Odpowiadając na pytania przecząco, możesz użyć form skróconych, np.: *No, I wasn't.*

1. Uzupełnij pytania, wpisując *was* lub *were*. Następnie na nie odpowiedz.

Example: *Were you happy yesterday?*
Yes, I was.

- _____ your father at work yesterday?

- _____ you at school on Sunday?

- _____ your best friend on holiday abroad last year?

- _____ you at the cinema last week?

2. Przeczytaj opis typowego dnia Mike'a. Wyobraź sobie, że chcesz komuś powiedzieć, co chłopiec robił wczoraj. Sformułuj zdania w czasie *past simple*.

I am at school at 8.00. I travel to school by bus. I have 8 lessons. I finish school at 3 pm. Then, I walk home and my mum cooks dinner for me.



Example: *Mike was at school at 8.00 am.*

- Mike _____ by bus.
- He _____ his lessons.
- He _____ at 3 pm.
- Then, he _____.
- His mum _____ for him.

3. Ania przeprowadza wywiad ze swoją babcią. Przeczytaj odpowiedzi i napisz, jakie pytania mogła zadać babci dziewczyna.

Example: A: *How long did you live in the USA?*
B: *I lived there for 6 years.*

A: (1) _____
when you learnt to read?

B: I was 5 years old when I learnt to read.

A: (2) _____
in 1990?

B: In 1990 I lived in New York City.

A: (3) _____ most?

B: I didn't like any of the films.

A: (4) _____ 40 years ago?

B: Yes, of course. I was young and very happy.

Unit 7

1. Uzupełnij zdania czasownikami z nawiasów w czasie *past simple*.

Example: Jane lost (lose) her wallet.

1. They _____ (drive) to California last week.
2. We _____ (eat) too many sweets yesterday.
3. I _____ (see) a lion when I visited the zoo.
4. Suzy _____ (have) a fantastic time in Berlin.



Grammar tip

Form i odmiany czasownika *to be* w czasie *past simple* należy nauczyć się na pamięć, m.in.: *I was on holiday in Greece.*, *We were on holiday in Japan*. Pamiętaj też o jego formach w zdaniach przeczących: *wasn't* i *weren't*. Do pytań używaj *was* lub *were*, np.: *Were you in Spain last year?*, *Was he in the shop two hours ago?*

2. W zdaniach podkreślone zostały błędne informacje, natomiast prawdziwe zamieszczono w nawiasach. Utwórz przeczenia do zdań (1–4). Następnie zapisz prawdziwe informacje.

Example: My sister became (my mother) a teacher in 2009.

My sister didn't become a teacher in 2009. My mother became a teacher in 2009.

1. I wrote a novel last week. (a short story)

2. My grandmother made (my grandfather) wooden toys.

3. The first film on my vlog was called Frank and The Potato. (Kate and The Onion)

3. Zastąp podkreślone wyrazy słowami *one* lub *ones*.

Example: *I love fantasy books, but I hate science-fiction books.*
I love fantasy books, but I hate science-fiction ones.

1. What do you want to wear: a black dress or a blue dress?

2. **A:** There were some bananas on the table.
B: Ops! Are you talking about the bananas that I ate for breakfast?

3. I need a pen. Do you have a pen?

4. **A:** Is there a music shop near here?

B: Yes, there is a music shop next to the supermarket.

5. I've got a pair of very old and dirty shoes. I want to buy some new shoes.

Writing Bank

Pomyśl i zaplanuj:

1. Przeczytaj treść polecenia.
2. Zaplanuj ogólny układ Twojego tekstu, np. wstęp, rozwinięcie i zakończenie.
3. Zanotuj w punktach, co ma zawierać Twoja praca.
4. Zdecyduj, jakie struktury gramatyczne będą Ci potrzebne.
5. Wybierz niezbędne słownictwo, zwroty i wyrażenia.

Napisz:

1. Podziel swój tekst na części.
2. Każdą część rozpocznij od nowego akapitu.
3. Pisz pełnymi zdaniami: nie zapominaj o podmiocie i orzeczeniu.
4. W pierwszej kolejności korzystaj ze struktur gramatycznych i słów, które dobrze znasz.
5. W swojej wypowiedzi zawrzyj każdy punkt z polecenia.

Sprawdź:

Przeczytaj swoją pracę jeszcze raz i odpowiedz na poniższe pytania.

- ✓ Czy w tekście zawarta jest odpowiedź na każdy punkt z polecenia?
- ✓ Czy wszystkie zdania są zrozumiałe?
- ✓ Czy udało się zastąpić powtarzające się słowa ich synonimami?
- ✓ Czy znaki interpunkcyjne są w odpowiednich miejscach?

Message/e-mail

1 Napisz e-maila do kolegi z Anglii. Podaj następujące informacje:

- ile masz lat i gdzie mieszkasz,
- czym się interesujesz i co lubisz robić w wolnym czasie,
- zapytaj kolegę o jego zainteresowania.



Writing tip

Opisz swoje zainteresowania. Pamiętaj o tym, że po wyrazach *like*, *love* i *hate* używamy czasownika z końcówką *-ing*, np.: *I love running*.

Gramatyka: *I'm ...*, *I've got ...*, *I go to ...*, *I like ... + -ing*, *I don't like ... -ing*, *I always ...*, *I never ...*

Przydatne zwroty: *How are you?*, *I'm interested in ...*, *In my free time ...*, *What do you like doing?*, *What's your favourite ...?*

Note

2 Przygotowujesz projekt na lekcję plastyki. Zredaguj notatkę do mamy i poproś ją o kupienie potrzebnych Ci materiałów. W notatce zapisz:

- jaką pracę wykonujesz,
- czego potrzebujesz do projektu,
- prośbę do mamy, aby pamiętała o kupieniu niezbędnych rzeczy.



Writing tip

Napisz, co w tej chwili robisz, np.: *I'm making a project for Art classes*.

Napisz, czego potrzebujesz, np.: *I would like to have twelve crayons*.

Gramatyka: czas *present continuous*, *I've got ...*

Przydatne zwroty: *Don't forget to ...*, *Can you ...*, *Remember to (buy) ...*, *See you later*.

Flashcards Time

1. Wytnij fiszki.



2. Do każdej grupy fiszek dodaj swoje własne – pokoloruj je i opisz.



3. Przyklej je w różnych miejscach w domu.



4. Pokoloruj je – np. niebieski – umiem, czerwony – nie umiem.



5. Przetestuj członków rodziny i poproś, by oni sprawdzili Twoją wiedzę.



6. Powieś w domu wykres swoich postępów – jeśli znasz jakieś słowo, zapisz je na wykresie i odpowiednio zaznacz, np. podkreśleniem.



Quiz results

Mostly As

You prefer cities. You are organised, you like it when each day is planned in advance. You like to experience some history and culture and learn something new. You don't mind doing the typical tourist things, but you also like places that are only in cities: big shopping centres, interesting restaurants and amusement parks.

Mostly Bs

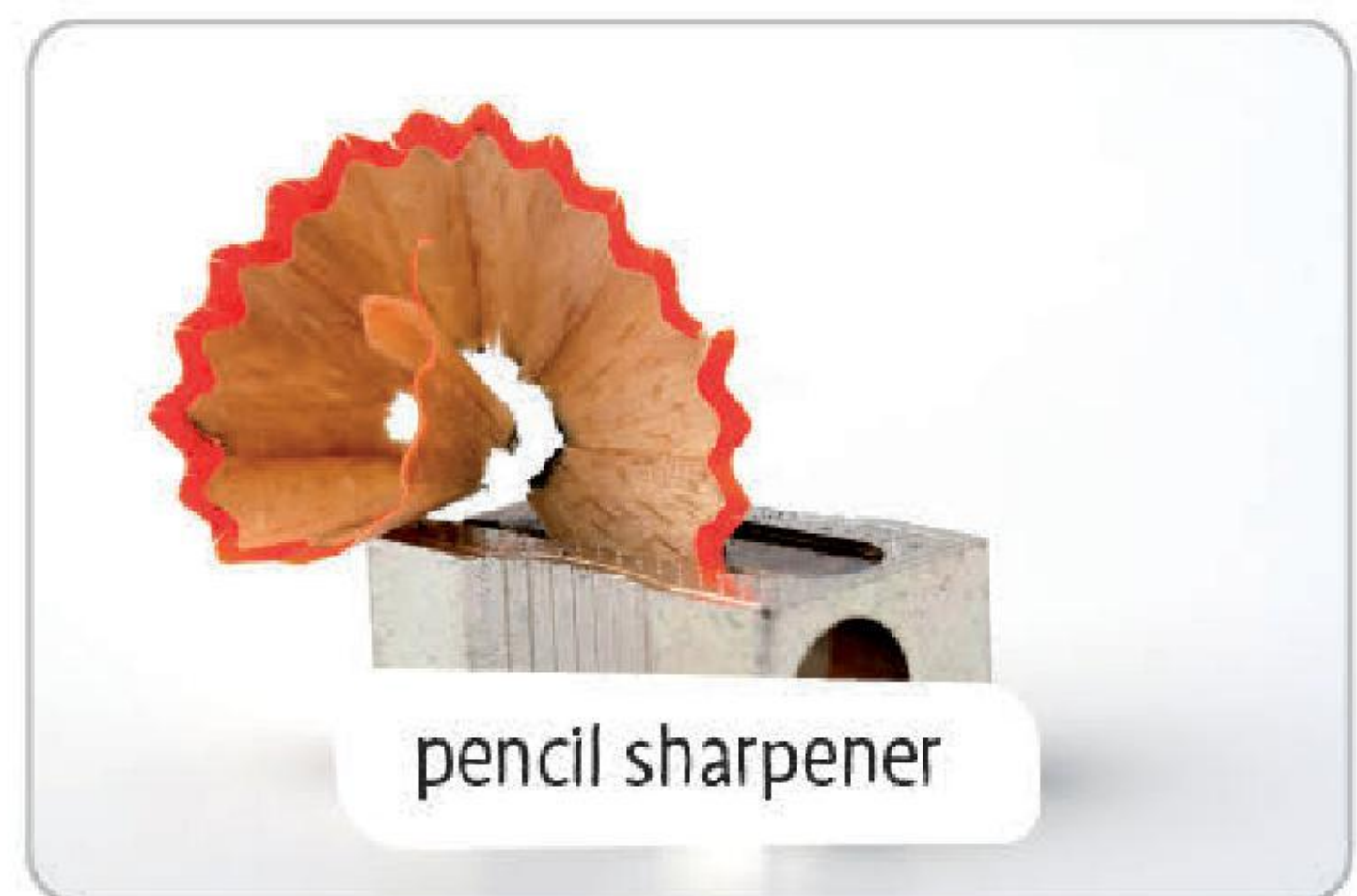
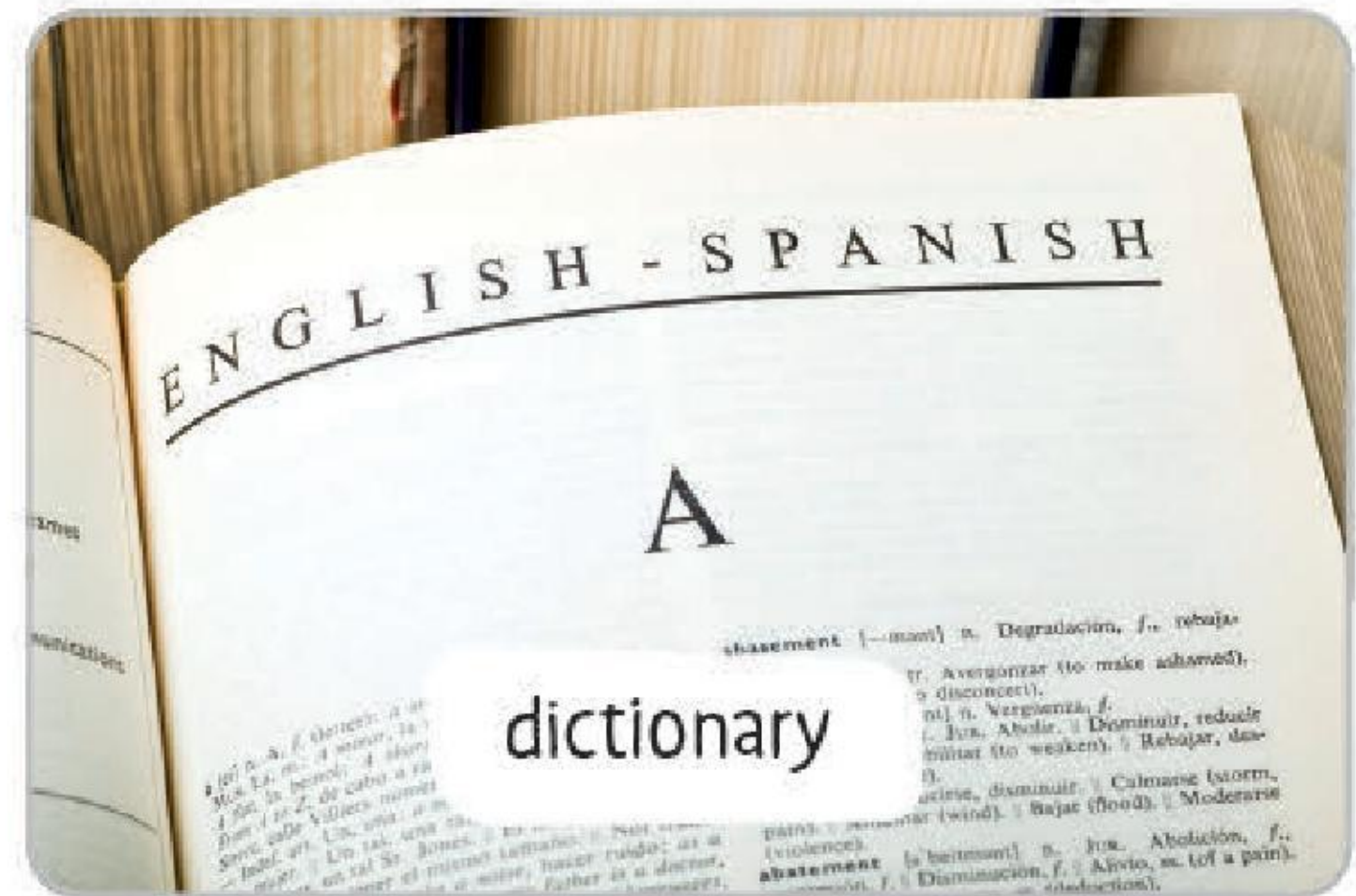
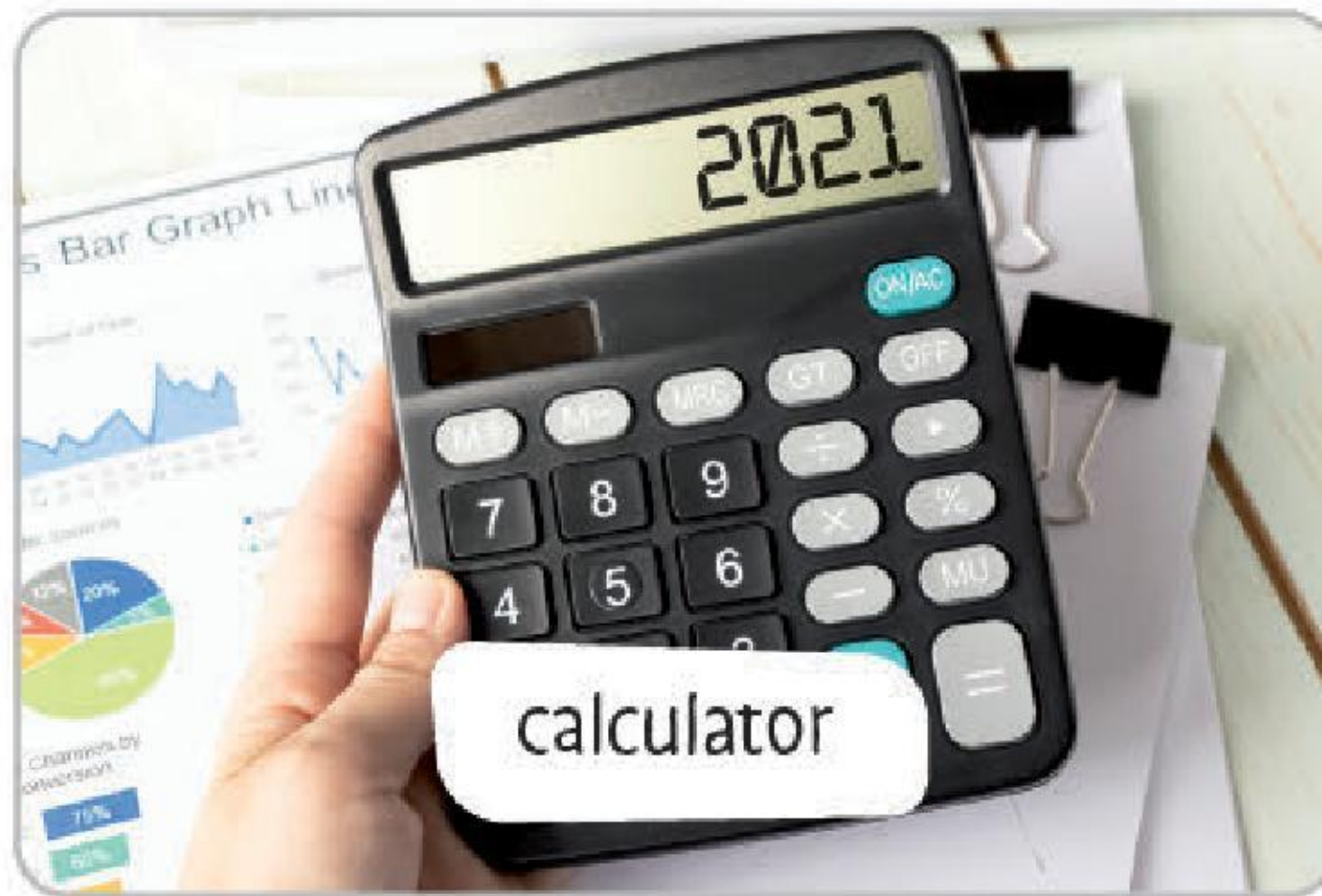
You like quiet, pretty places. You can do some physical activities (hiking, kayaking, cycling), but not too much. For you the countryside is not only about going back to nature – it also means meeting people, learning about traditions, eating fresh food. It's also gives you a chance to take some amazing photos.

Mostly Cs

You are a hotel room person: you like comfort and breakfast in bed. You are OK when you are left alone, with no plan of things to do. You are a spontaneous traveller. You don't like getting too tired when on holiday. You are up for having some fun, of course, but you don't really care if you stay in a city or the countryside. Being relaxed is very important for you.

Flashcards ✂

Przygotuj nożyczki. Wytnij najpierw stronę z zeszytu ćwiczeń, a następnie karty, poruszając się po linii przerywanej.



słownik

kalkulator

pudełko na lunch

tablica interaktywna

flamaster

mapa

temperówka

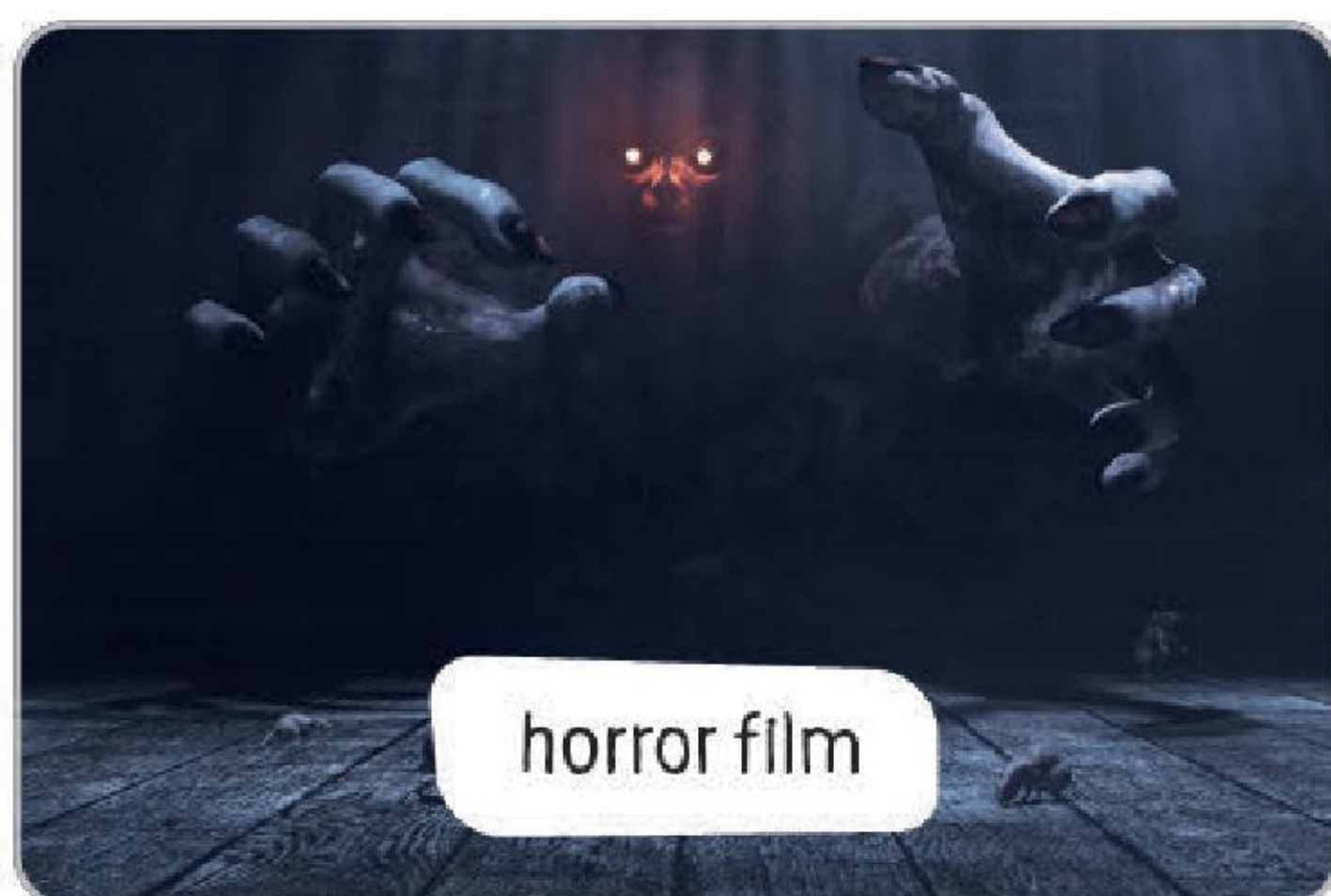
farba plakatowa



schoolbag



comedy



horror film



news



cooking programme



thriller



adventure film



historical film

komedia

plecak szkolny

wiadomości

horror

thriller, dreszczowiec

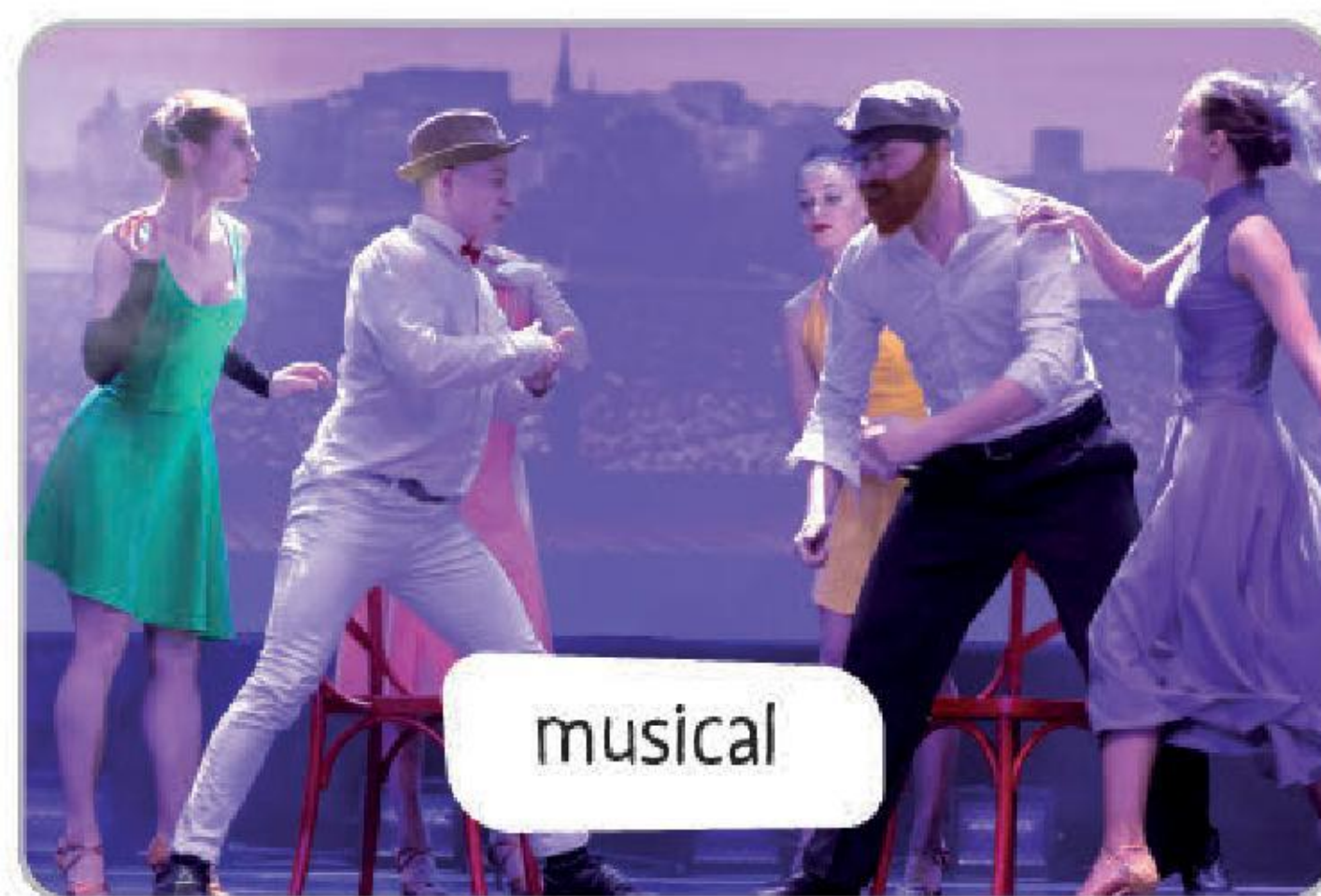
program kulinarny

film historyczny

film przygodowy



cartoon



musical



science fiction film



talk show



cash



changing room



credit card



discount

musical

kreskówka

talk show
(program polegający
na rozmowie z gośćmi
w studio telewizyjnym)

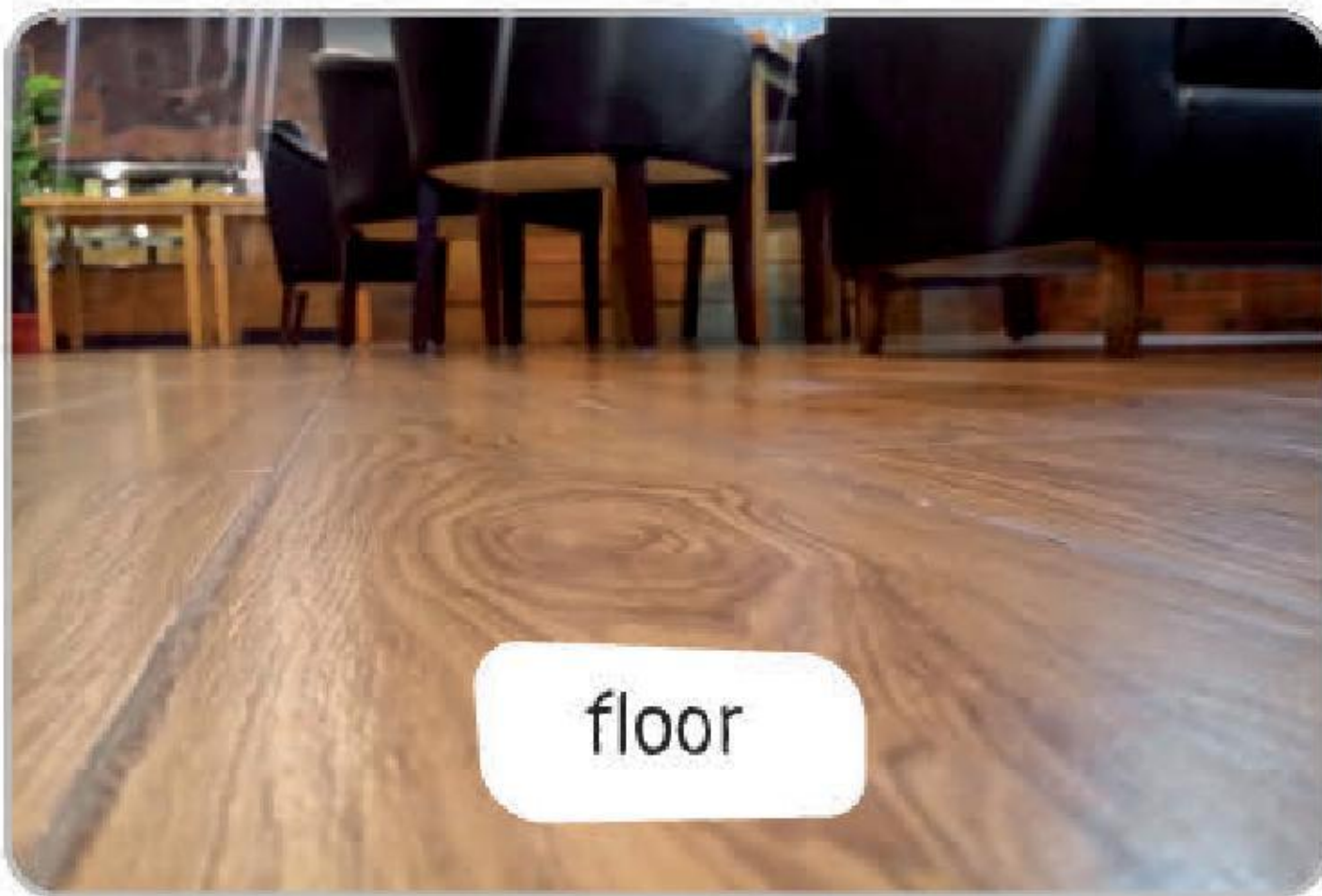
film
fantastycznonaukowy

przebieralnia

gotówka

zniżka, rabat

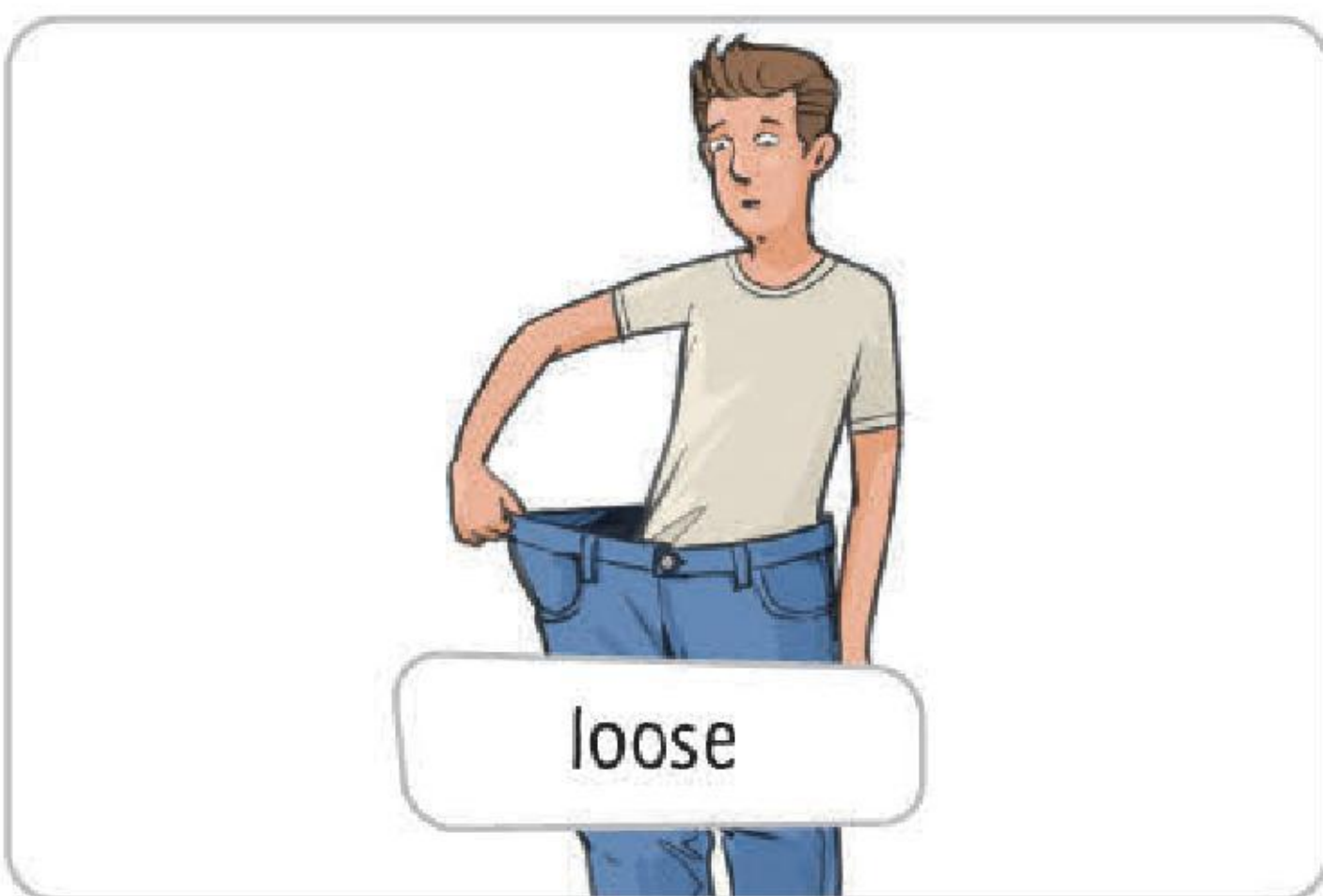
karta kredytowa



floor



lift



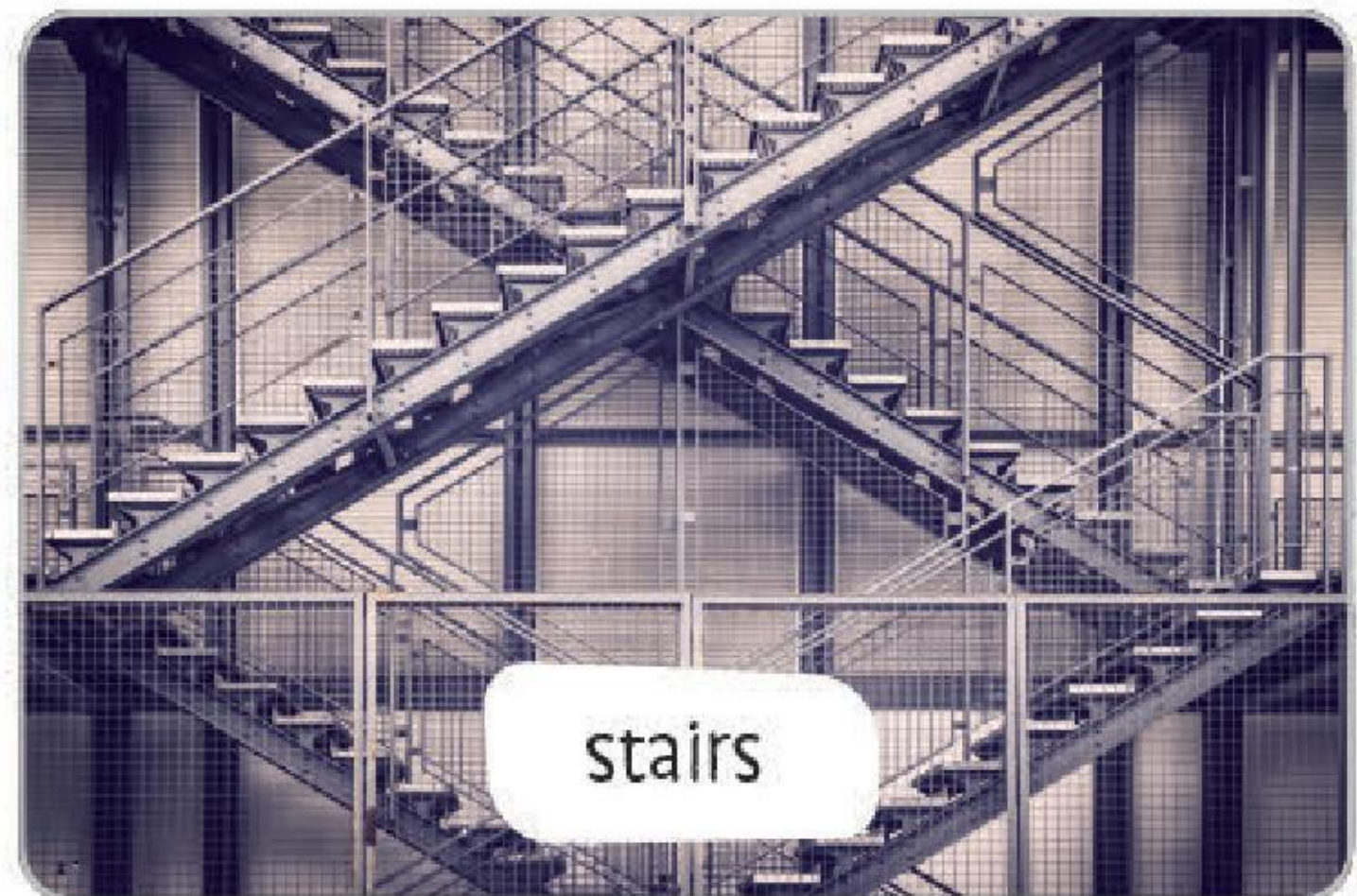
loose



receipt



shopping centre



stairs



voucher



wallet

winda

podłoga

rachunek

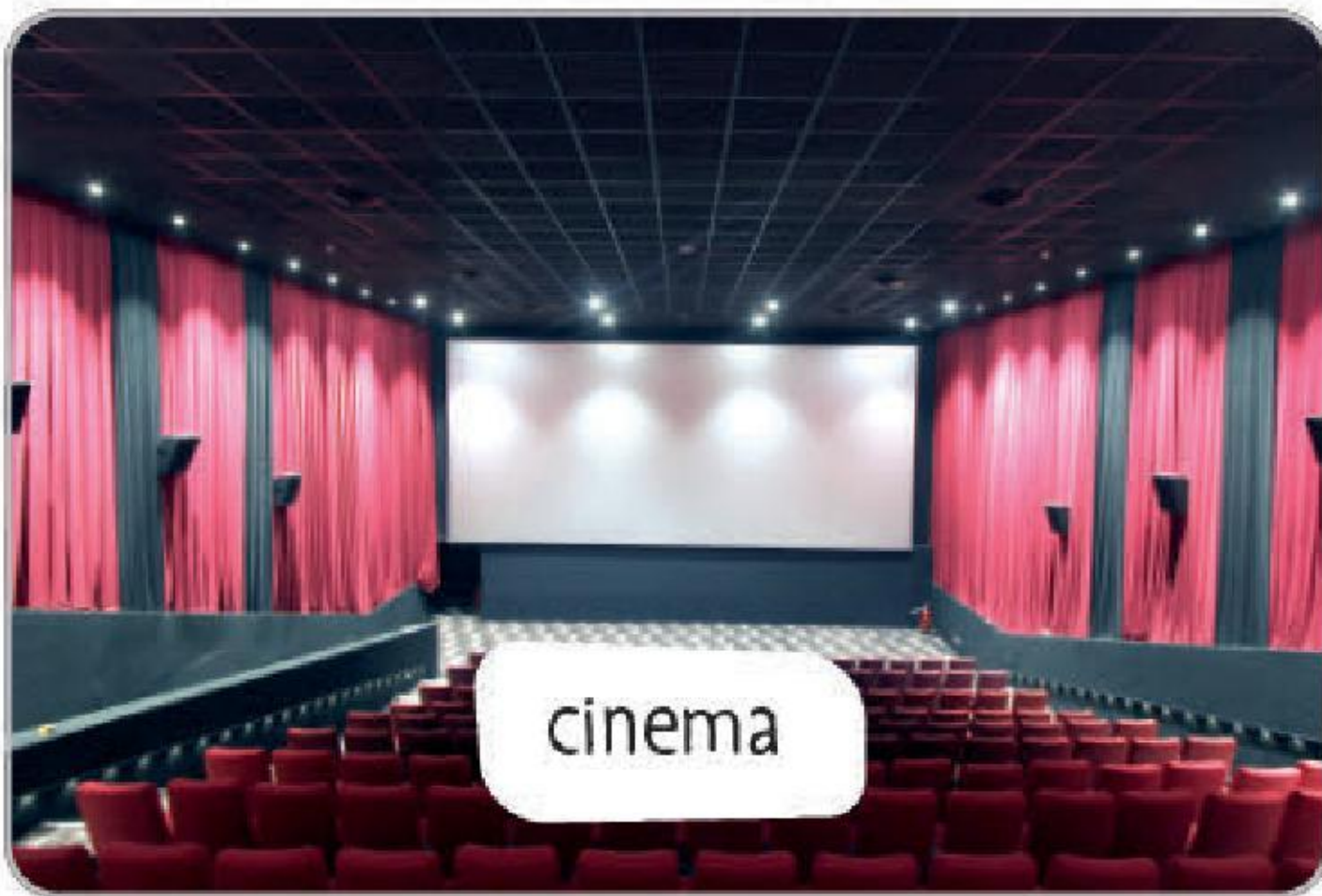
luźny

schody

centrum handlowe

portfel

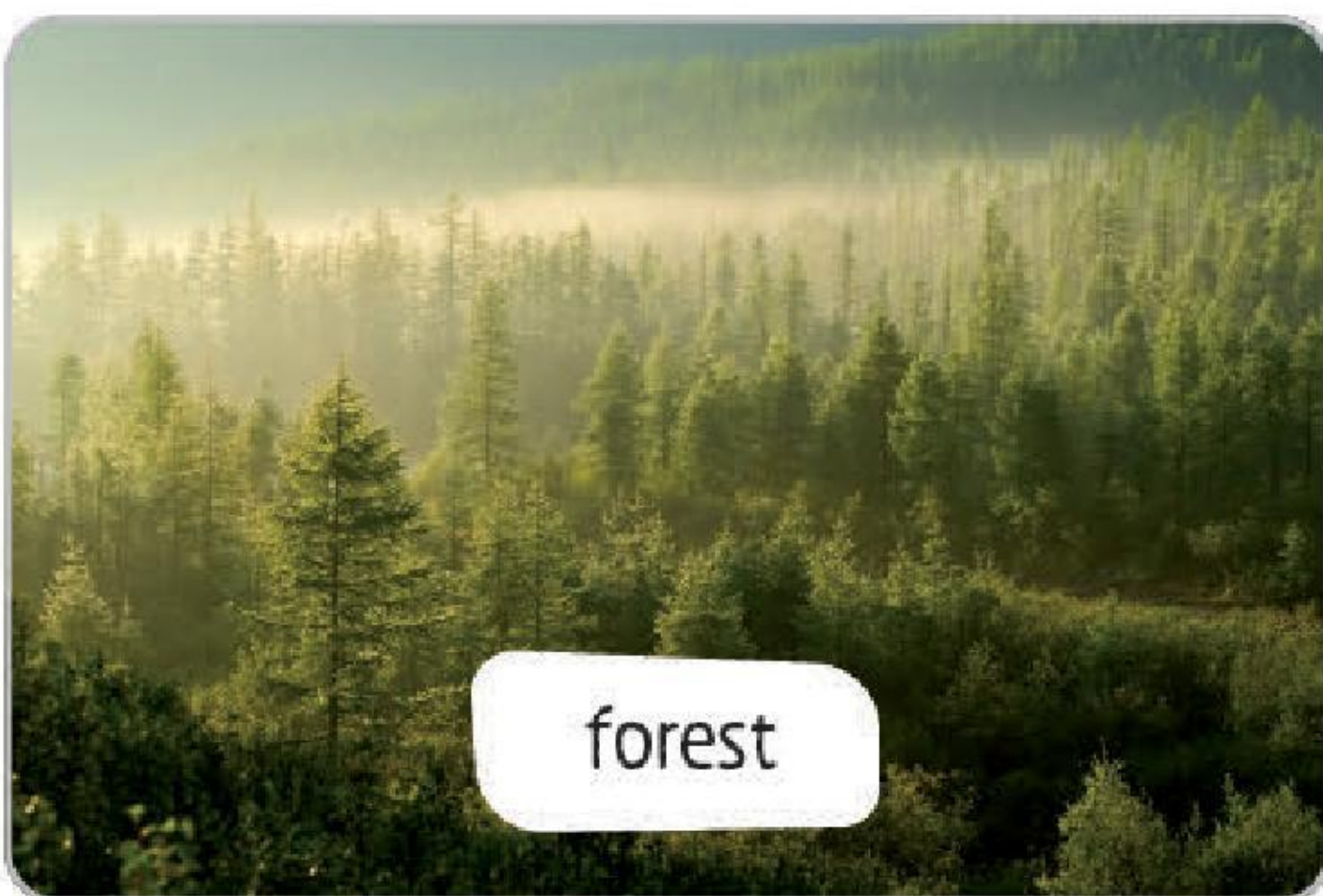
kupon, bon podarunkowy



cinema



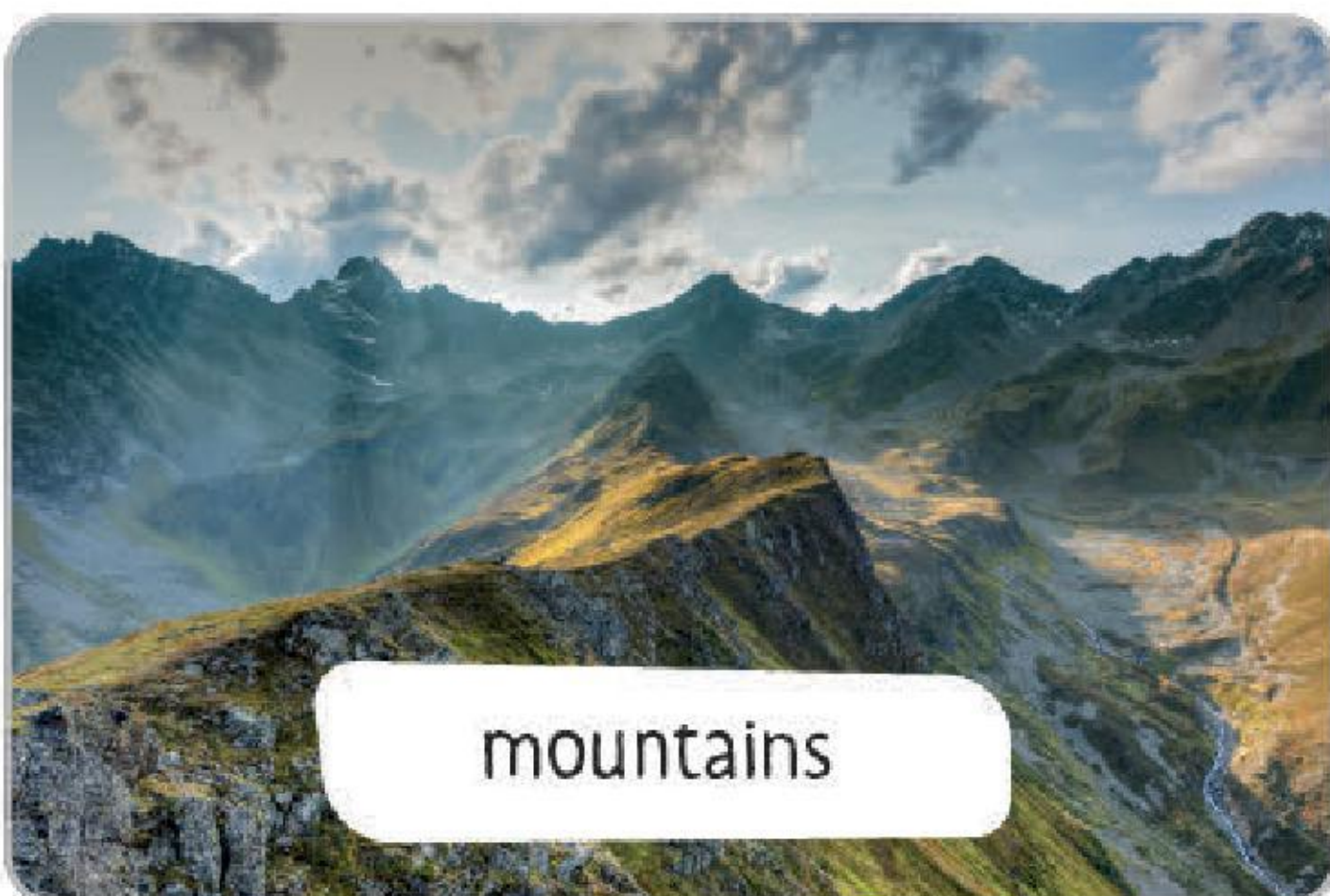
city



forest



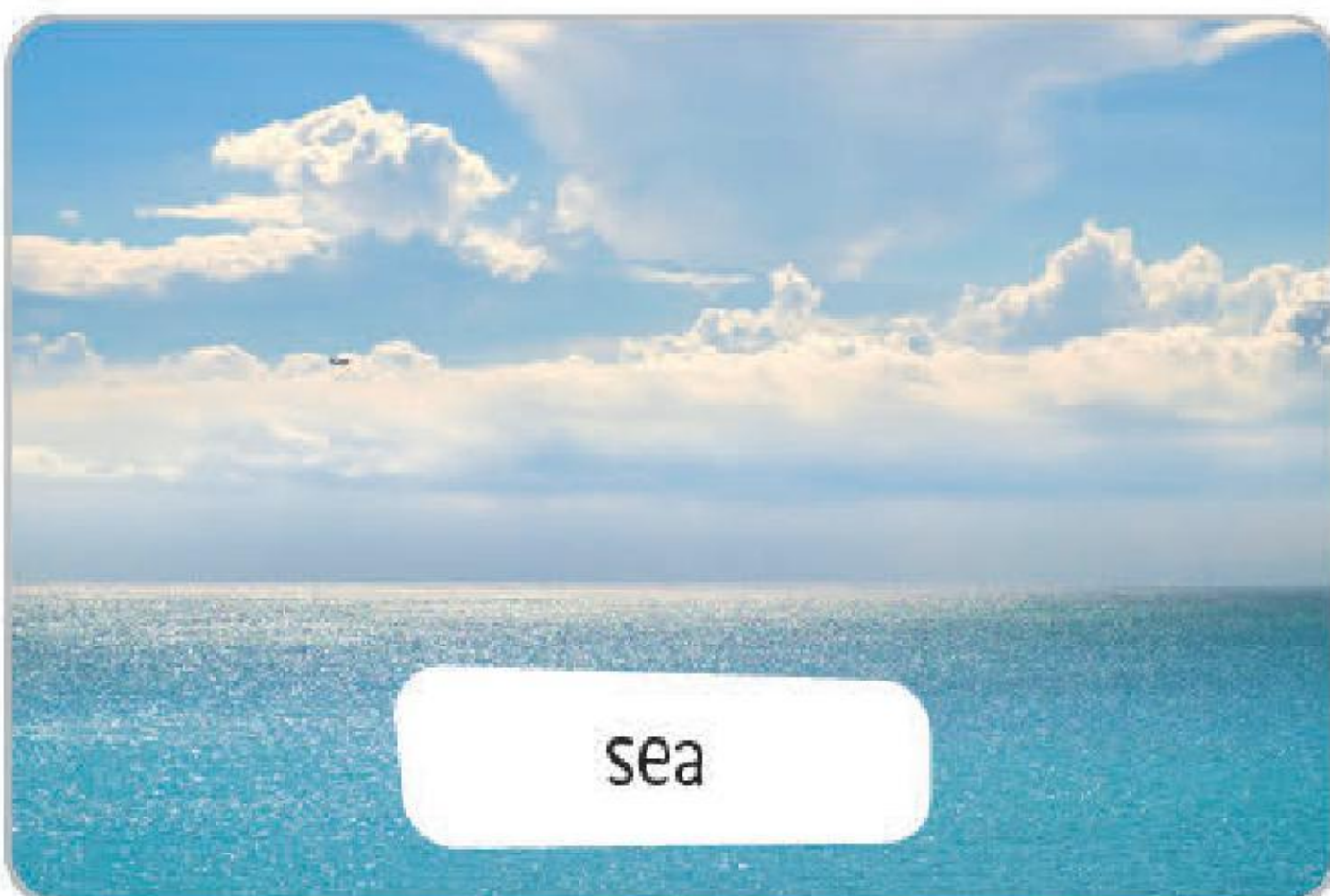
lake



mountains



river



sea



boat

miasto

kino

jezioro

las

rzeka

góry

łódź

morze



motorbike



train



tram



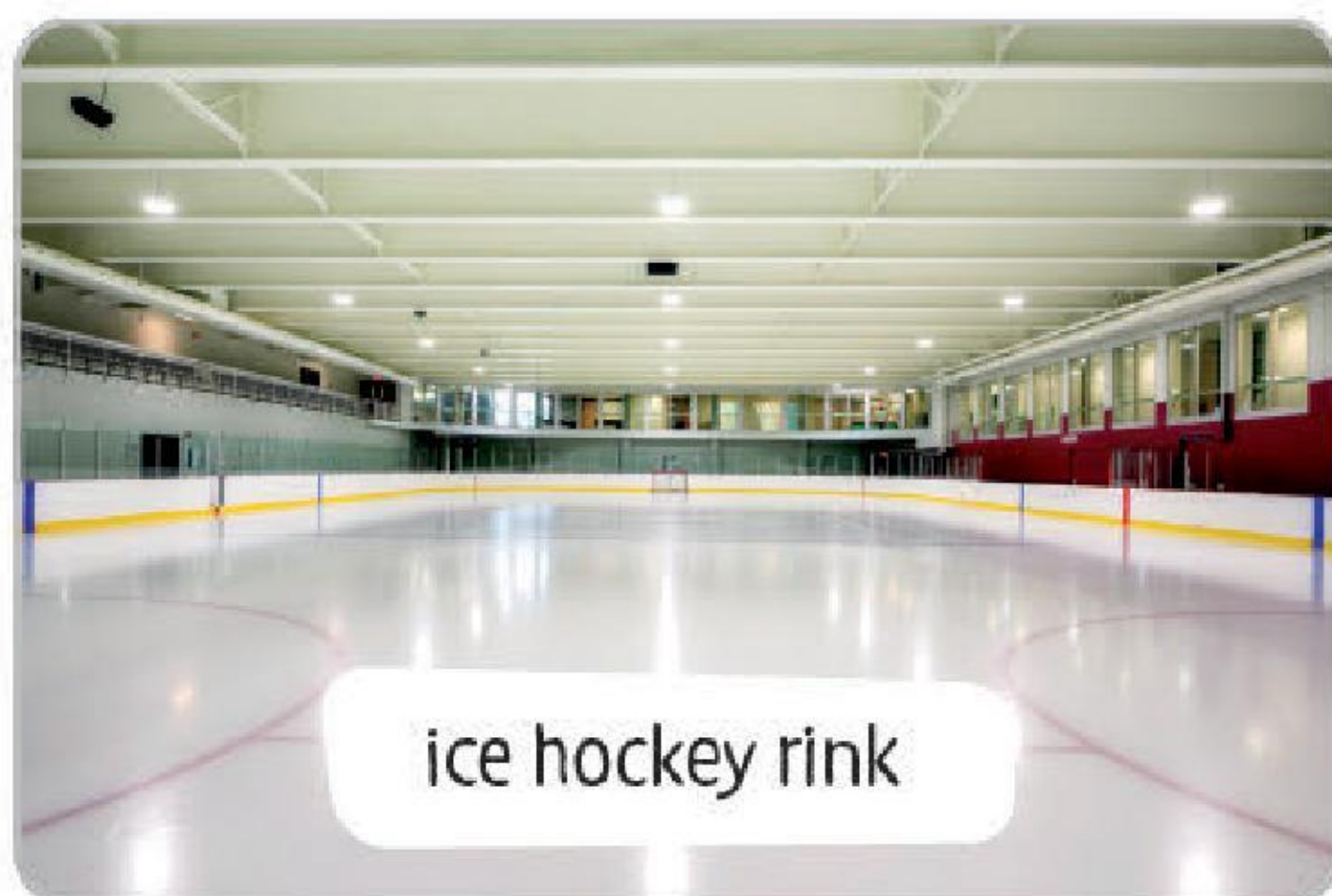
underground



basketball court



football pitch



ice hockey rink



running track

pociąg

motor

metro

tramwaj

boisko do gry
w piłkę nożną

boisko do gry
w koszykówkę

bieżnia

lodowisko do gry w hokeja



skatepark



swimming pool



tennis court



volleyball court



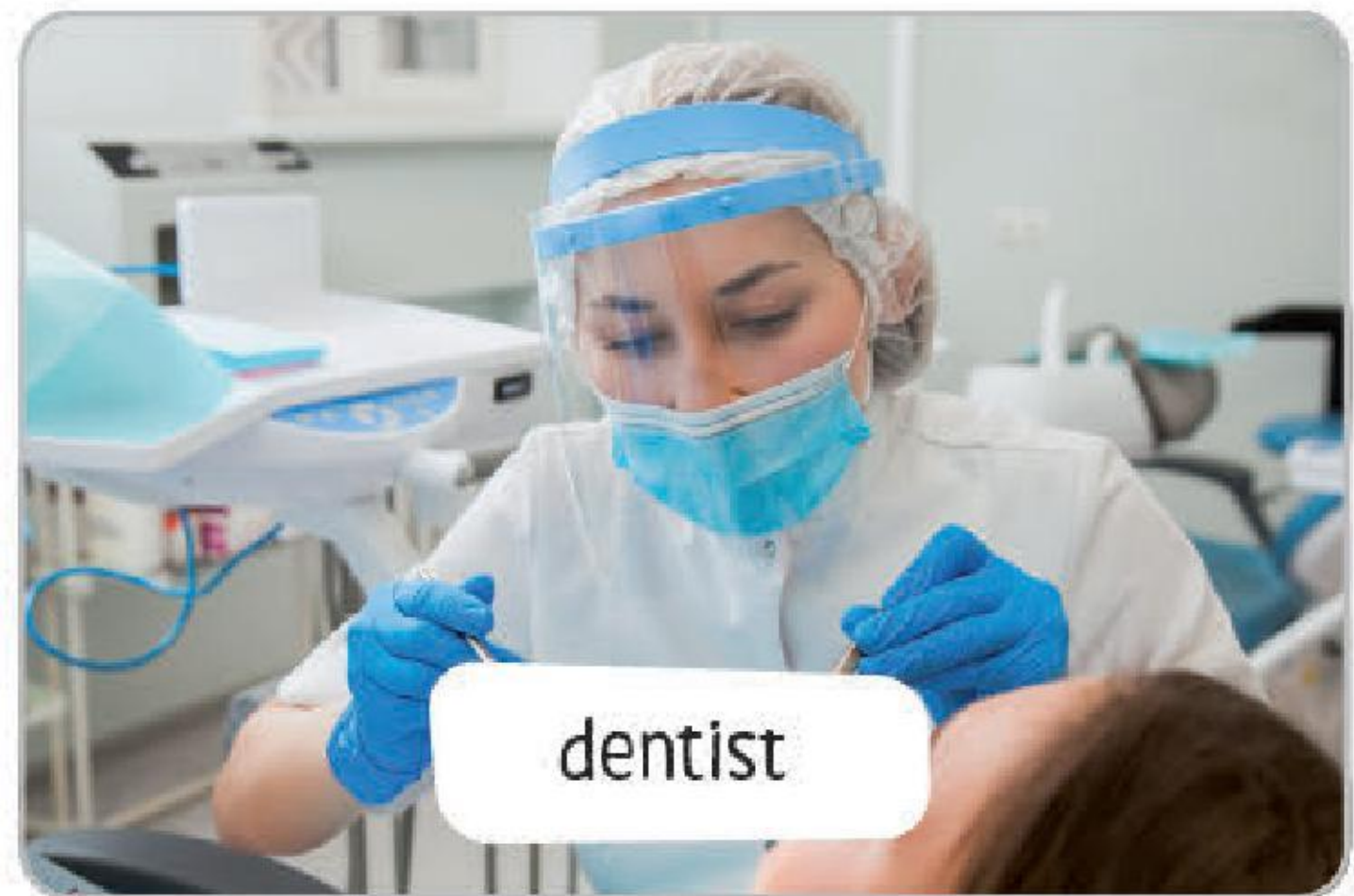
baker



bus driver



chef



dentist

basen

skatepark

boisko do gry w siatkówkę

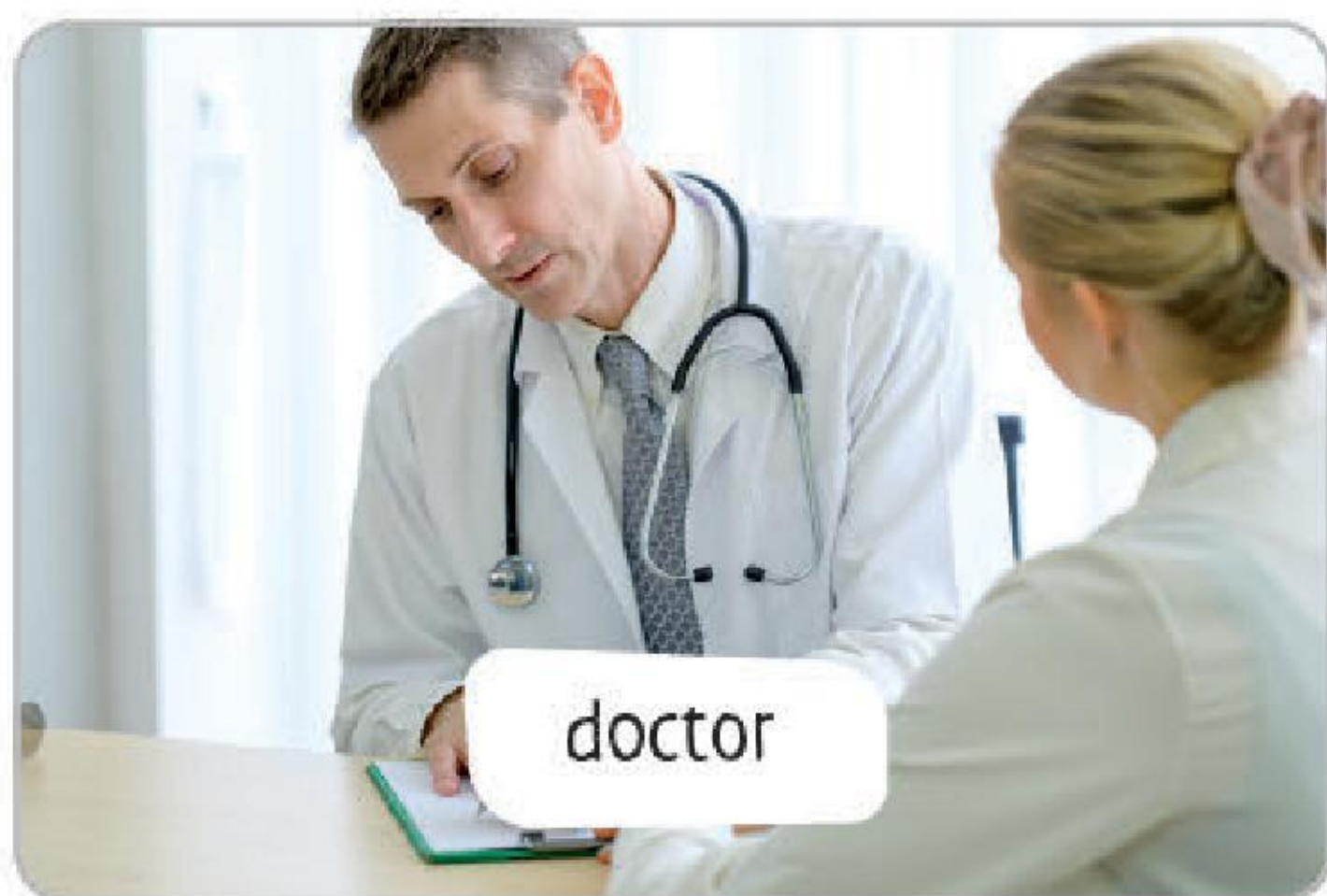
kort tenisowy

kierowca autobusu

piekarz

dentysta/dentystka

kucharz/kucharka



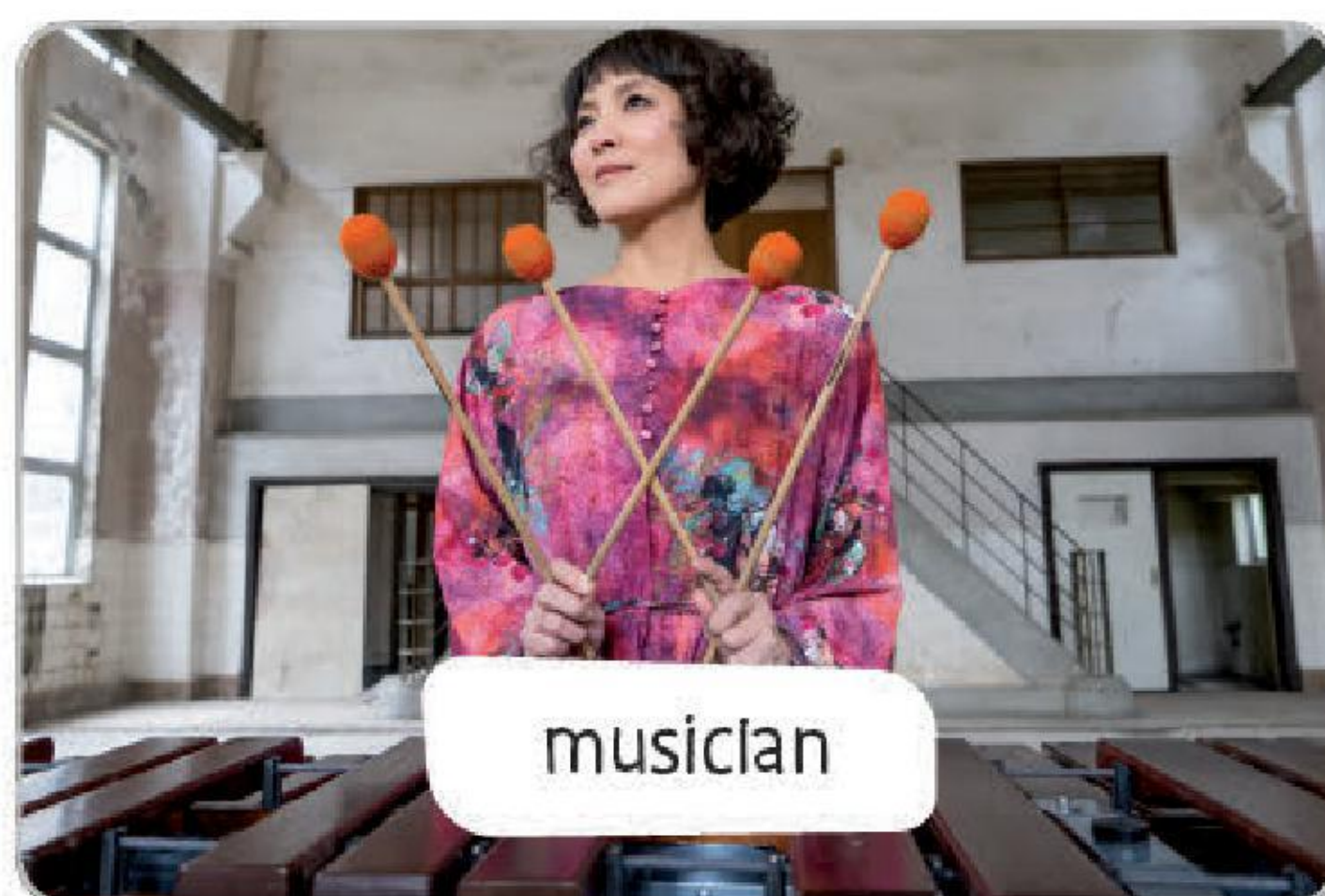
doctor



hairdresser



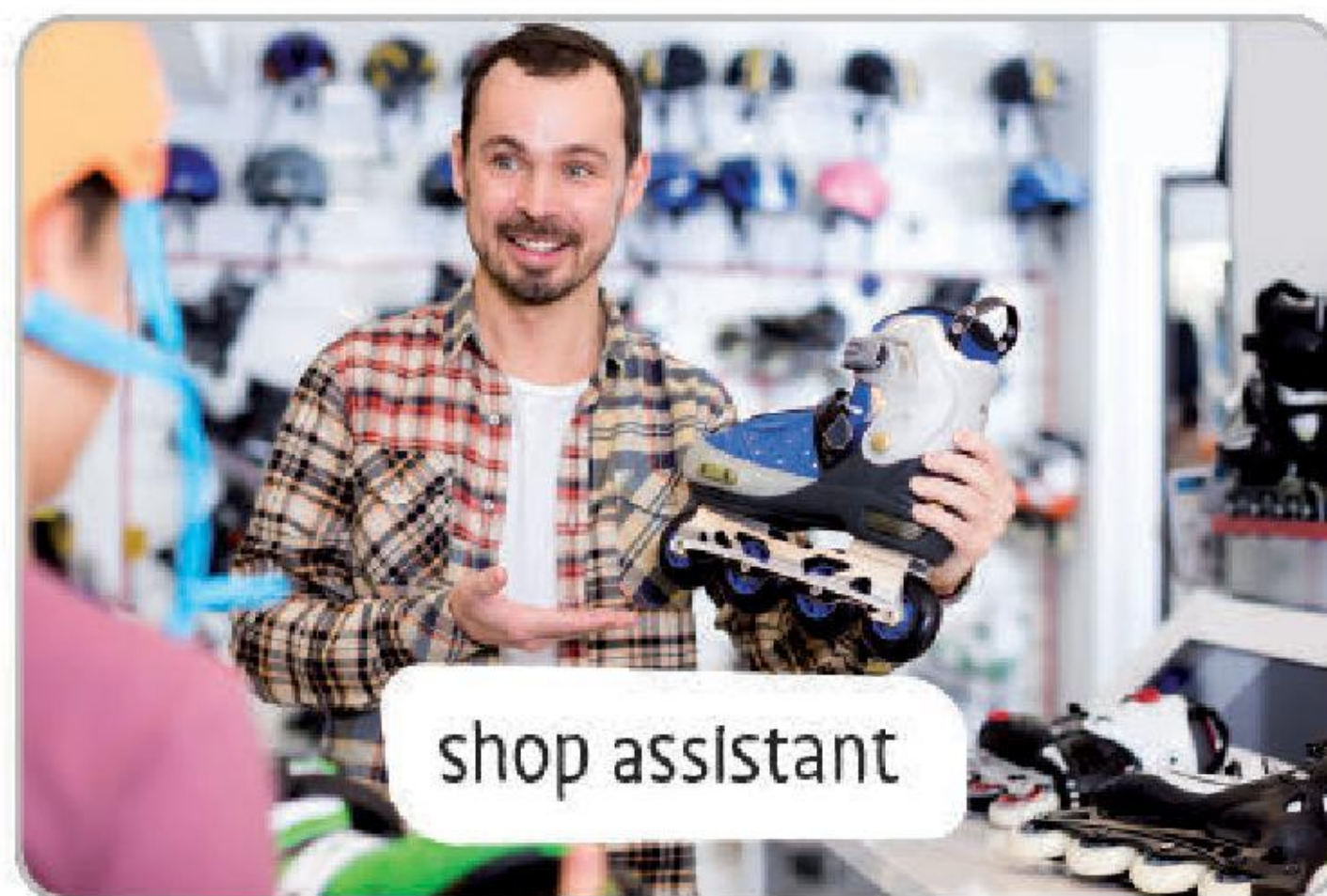
mechanic



musician



pilot



shop assistant



singer



teacher

fryzjer/fryzjerka

lekarz/lekarka

muzyk/muzyczka

mechanik

sprzedawca/
sprzedawczyni

pilot/pilotka

nauczyciel/nauczycielka

piosenkarz/piosenkarka



vlogger



writer



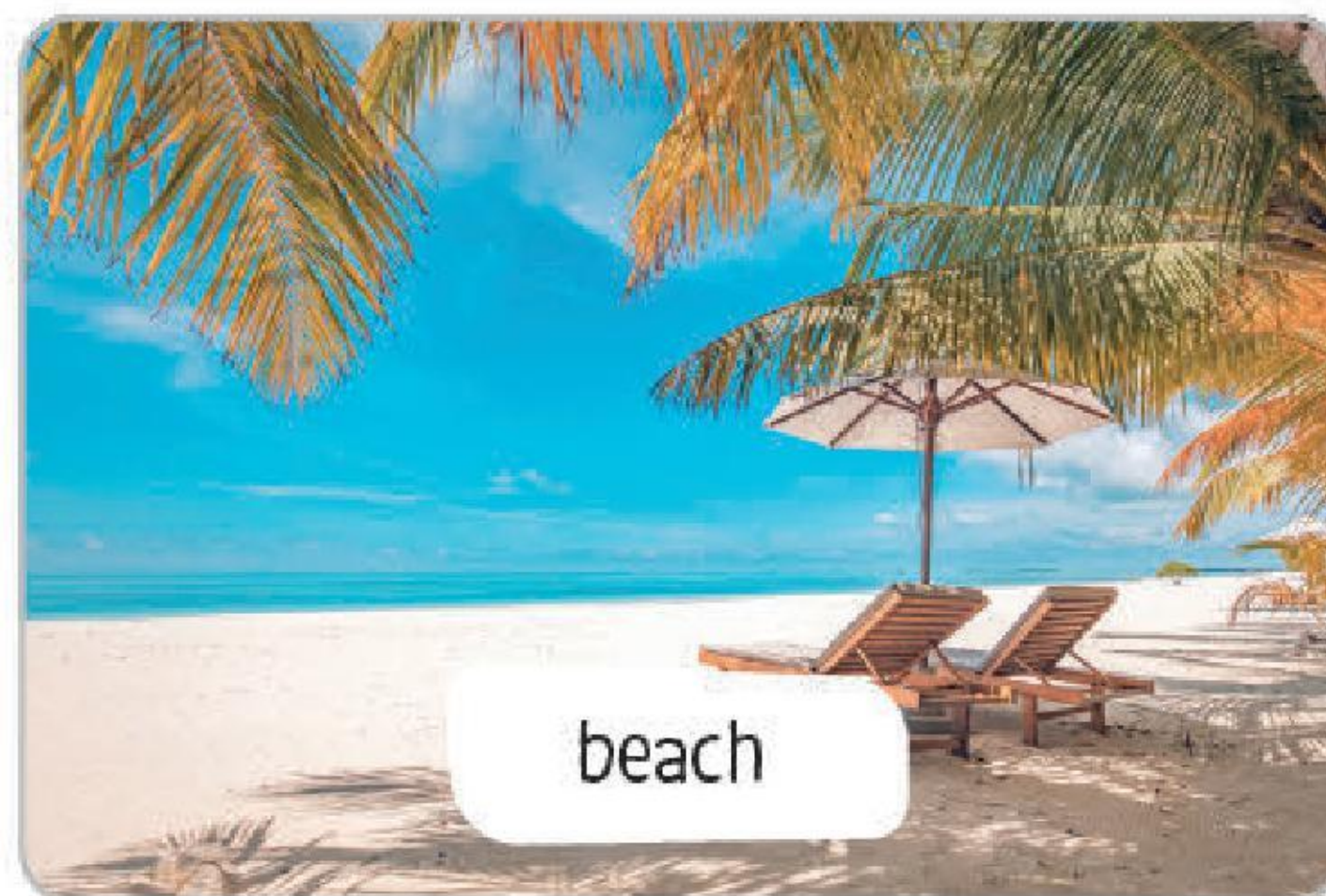
pet-sitter



airport



aqua park



beach



campsite



hostel

pisarz/pisarka

vlogger/vloggerka

lotnisko

opiekun/
opiekunka zwierząt

plaża

park wodny

schronisko młodzieżowe
(tani hotel)

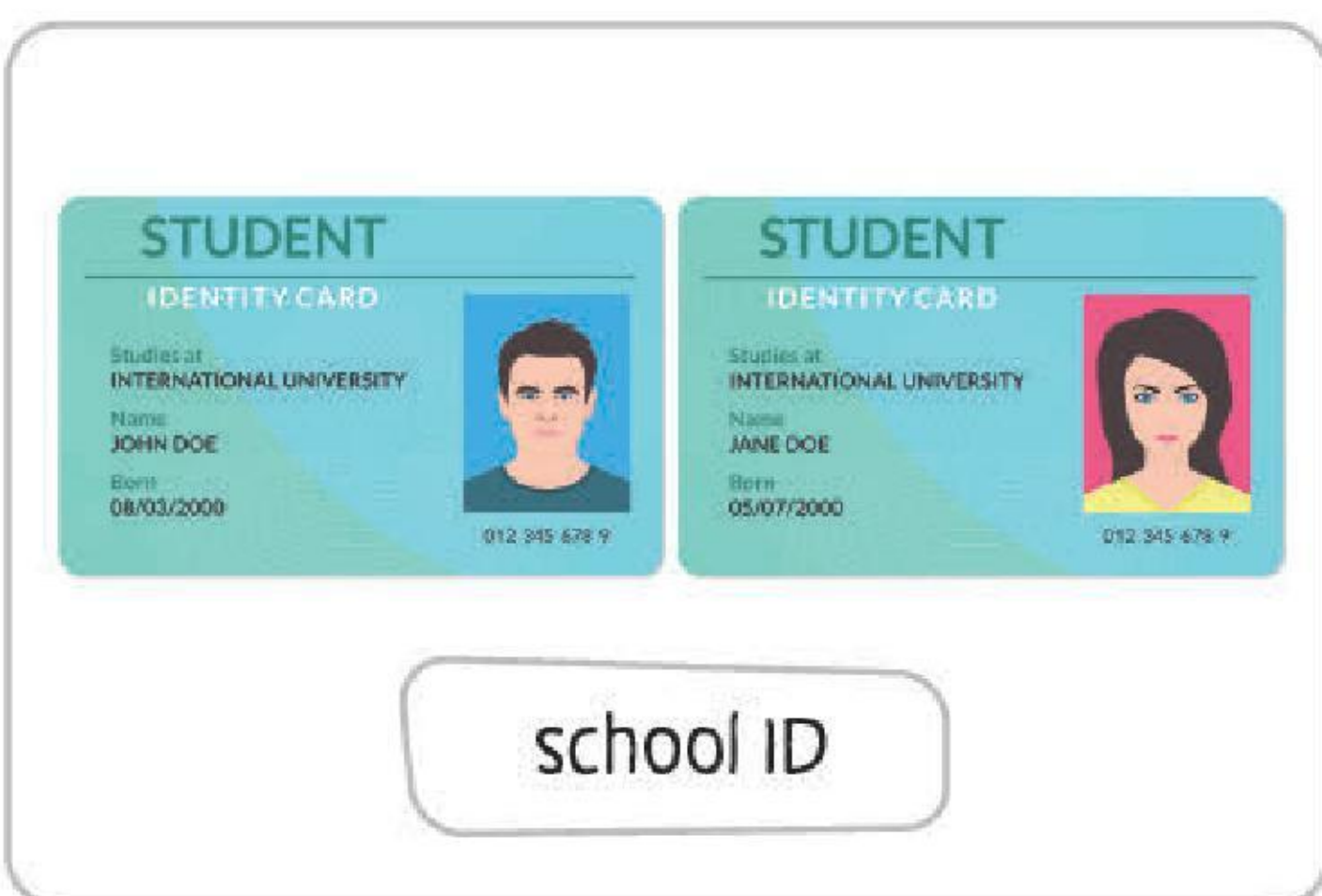
kemping



hotel



passport



school ID



sleeping bag



suitcase



tour guide



volcano



waterfall

paszport

hotel

śpiwór

legitymacja szkolna

przewodnik

walizka

wodospad

wulkan