

WSTĘP

Język angielski – karty pracy w szkole i w domu dla klasy 4 szkoły podstawowej to ćwiczenia, przygotowane w formie wygodnych do wyrwania kart, obejmujące gramatykę i słownictwo. Znajdziesz tu wszystkie najważniejsze zagadnienia, które każdy czwartoklasista musi znać. **Wystarczy jedna kartka dziennie**, a angielski sam wskakuje do głowy!

Vegetable, sausage, mountains... – w języku angielskim są takie wyrazy, które trudno przeliterować, a jeszcze trudniej przeczytać. Na szczęście *Język angielski – karty pracy w szkole i w domu* dla klasy 4 szkoły podstawowej przychodzą z pomocą! W książce każde słówko zostało podpisane w taki sposób, żebyś mógł **samodzielnie je przeczytać** – **uproszczona wymowa** pomoże nawet z najtrudniejszymi słówkami! Brzmi ciekawie? Nie czekaj, przewróć stronę i sprawdź sam.

Zawarte w książce ćwiczenia nauczą Cię między innymi:

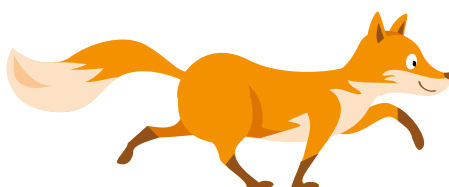
- nazywać członków rodziny,
- opisywać Twój pokój,
- opowiedzieć o ulubionym zwierzęciu,
- z łatwością używać dwóch czasów: Present Simple i Present Continuous,
- zapytać kolegę „ile ma lat” i „co lubi robić w wolnym czasie”.



Przypomnisz sobie też i utwalisz wcześniejsze wiadomości i słówka!

W środku znajdziesz kolorowe ilustracje. W nauce będzie Ci towarzyszył nasz ulubieniec – Pan Lis. Wszystkie słówka występujące w książce zostały zebrane i przetłumaczone **w słowniczku, który znajduje się na końcu**.

Z naszymi **Kartami pracy** nie grozi Ci nuda, a **w szkole szybko odniesiesz prawdziwy sukces!**



**język
angielski**
karty pracy w szkole i w domu

GRĘG
WYDAWNICTWO EDUKACYJNE

1. Wpisz odpowiednią formę czasownika **to be** (am/is/are).
Write the correct form of the verb **to be** (am/is/are).

[rajt de korekt form of de werb tu bi]

I *am*
[aj]

We *are*
[ti]

You *are*
[ju]

You *are*
[ju]

She *is*
[szi]

They *are*
[dej]

He *is*
[hi]

It *is*
[it]



REMEMBER! [rymembe(r)]

I **am** we **are**
you **are** you **are**
she/he/it **is** they **are**

2. Zacreśl poprawną formę.
Circle the correct form.

[serkl de korekt form]

1. The boys *is* / *are* interested in basketball.
[de bojs is/ar yntrestyd in baskytbol]

2. Sally *is* / *are* very young.
[sali is/ar weri jan]

3. Anita and I *am* / *are* good at French.
[anita end aj em/ar gud et frencz]

4. Laura *am* / *is* very cute.
[lora em/is weri kjut]

5. Collecting CDs *is* / *are* my favourite hobby.
[kolektin cidis is/ar maj fejrwt hobi]

6. My birthday *is* / *are* in March.
[maj berfdej is/ar in marcz]



1. Zastąp pogrubione wyrazy odpowiednimi zaimkami.
 Replace the words in bold with the correct pronouns.

[riplejs de terds in bold tyf de korekt pronatns]



- Sally** is really kind. *She is really kind.*
[sali is ryli kajnd]
- The shoes** are a bit expensive. *They are a bit expensive.*
[de szus ar e bit ykspensyw]
- Tom** is very handsome. *He is very handsome.*
[tom is weri hendsam]
- Their parents** are at work now. *They are at work now.*
[dejr perents ar et terk nat]
- You and Bob** are best friends. *You are best friends.*
[ju end bob ar best friends]
- Kelly and I** are in the museum. *We are in the museum.*
[keli end aj ar in de mjuzijem]

2. Uzupełnij zdania odpowiednią formą czasownika **to be**.
 Complete the sentences with the correct form of the verb **to be**.

[kompli de sentences tyf de korekt form of de werb tu bi]

- He *is* my brother.
[hi ... maj brader]
- It *is* windy today.
[it ... tyndi tudej]
- That dog *is* very cheerful.
[dat dog ... weri czirful]
- Monica *is* at home.
[monika ... et hotm]
- His parents *are* doctors.
[his perents ... dokters]
- Mike and I *are* keen on pop music.
[majk end aj ... kin on pop mjuzik]
- The Robinsons *are* in the cinema.
[de robinsons ... in de synema]
- Oliver *is* funny.
[oliwjer ... fani]
- This book *is* interesting.
[dis buk ... yntrestin]
- I *am* your friend!
[aj ... jor friend]

REMEMBER! [rymembe(r)]

Aby utworzyć przeczenie, dodajemy „not” do czasownika „to be”.
Spójrz na poniższe przykłady.

She **is** my sister. —————> She **is not** my sister.

I **am** a student. —————> I **am not** a student.

They **are** French. —————> They **are not** French.

Możesz użyć też skróconej formy:

is not = isn't

are not = aren't



1. Utwórz przeczenia do podanych zdań.

Make negatives.

[mej k negatiws]

1. Her scarf is beautiful. *Her scarf is not beautiful.*
[her skarf is bjutiful]
2. These boxes are heavy. *These boxes aren't heavy.*
[diis bokses ar hewi]
3. I am tired today. *I am not tired today.*
[aj em tajerd tudej]
4. Samuel is from Greece. *Samuel isn't from Greece.*
[semjuel is from gris]
5. The shops are open today. *The shops aren't open today.*
[de szops ar oopen tudej]
6. You are the best teacher I know. *You aren't the best teacher I know.*
[ju ar de best ticzer aj not]

1. Popatrz na obrazek i uzupełnij zdania właściwą formą (twierdzącą lub przeczącą) czasownika **to be**.

Look at the picture and complete the sentences with the correct (affirmative or negative) form of the verb **to be.**

[luk at de pykczet end kompliit de sentences tyf de korekt (efermatyw or negatiw) form of de werb tu bi]

1. They **are** at home.
[dej ... et hotm]

2. They **aren't** sad.
[dej ... sad]

3. The girl's eyes **are** brown.
[de gerls ajs ... bratn]

4. The book **isn't** red.
[de buk ... red]



5. There **are** two kids.
[der ... tu kids]

6. The boy **is** happy.
[de boj ... hepi]

2. Dopasuj początek do zakończenia zdania.

Match the beginning and the ending of the sentence.

[mecz de byginin end de endin of de sentens]

1. She's his
[szis his]

2. They're
[dejr]

3. I'm at
[ajm et]

4. He's keen
[his kin]

5. It's my
[its maj]

6. You're a
[jur e]

a) school now.
[skul nat]

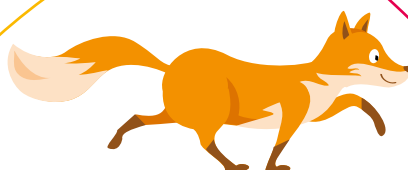
b) favourite song.
[fejwrt song]

c) big sister.
[big syster]

d) very good student.
[weri gud stjudent]

e) best friends.
[best frends]

f) on swimming.
[on stymin]



1. Udziel krótkich odpowiedzi na poniższe pytania.

Give short answers to the following questions.

[giw szort ansers tu de fołotin kłesczyns]

1. Is Katie a nurse?

[is kejtɪ e ners]



Yes, she is.

2. Are the dogs dangerous?

[ar de dogs dejnżeres]



No, they aren't.

3. Is this mobile phone expensive?

[is dis mołbajł fołn ykspensyw]



No, it isn't.

4. Are the boys happy?

[ar de bojs hepi]



Yes, they are.

5. Are you from England?

[ar ju from ynglənd]



Yes, I am.

6. Are you and George at school?

[ar ju end dżordż et skul]



No, we aren't.

7. Is Pablo a good dancer?

[is pabłot e gud dānsər]



Yes, he is.

8. Is the cat on the chair?

[is de ket on de czer]



Yes, it is.

REMEMBER! [rymembe(r)]

Aby utworzyć pytanie, stosujemy tzw. **inwersję**, czyli zamieniamy miejscami czasownik i osobę. Spójrz na poniższe przykłady:

She is my sister. —————> **Is she** my sister?

I am a student. —————> **Am I** a student?

They are French. —————> **Are they** French?

W pytaniach zaczynających się od **what, when, where, who, why** inwersja następuje dopiero po tych słowach:

Where is our English lesson? **Who are you?**


ZADANIE TYPU EGZAMINACYJNEGO

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

- *Are you* (Jesteś) free now?
[... fri nał]
- My best *friend is* (przyjaciółka ma) 12 years old.
[maj best ... ttelw jers otld]
- Her *hair is* (włosy są) very long.
[her ... weri lon]
- The Thompsons *are from* (są z) France.
[de tompsons ... frans]

2. Do każdej z opisanych sytuacji dobierz właściwą reakcję. Zaznacz A, B lub C.

Twoja koleżanka pyta, o której godzinie zaczyna się lekcja angielskiego. Jak to zrobi?

- Where is our English lesson?
[ter is ater ynglysz lesn]
- What time is our English lesson?**
[tot tajm is ater ynglysz lesn]
- Is our English lesson today?
[is ater ynglysz lesn tudej]

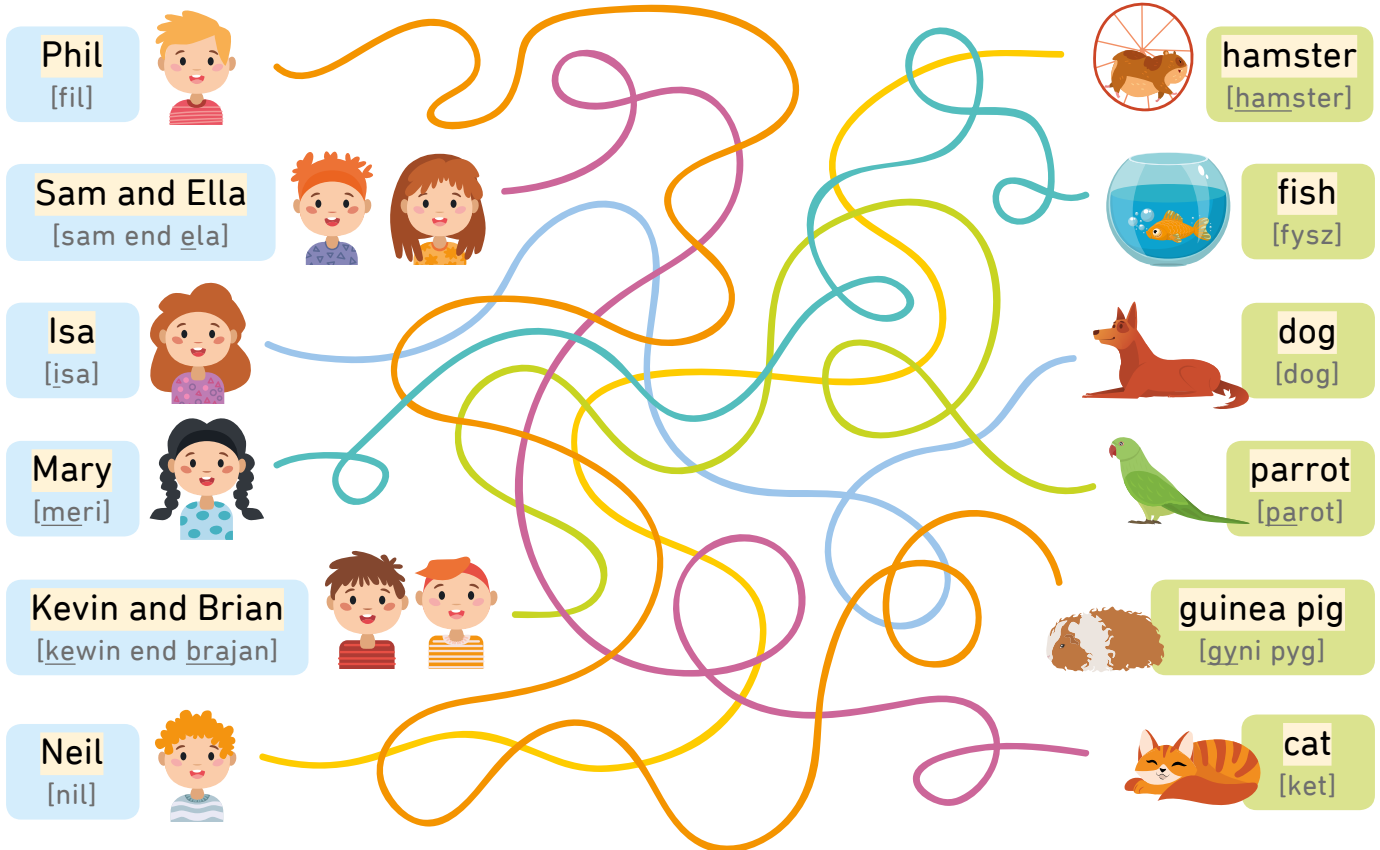
Nowy kolega pyta cię o zawód twojej mamy. Co powiesz?


- She is hardworking.
[szi is hardterkin]
- She is in the hospital.
[szi is in de hospytal]
- She is a shop assistant.**
[szi is e szop esystent]


1. Dopasuj obrazki do odpowiednich dzieci. Ułóż zdania.


Match the pictures with the kids. Make sentences.


[mecz de pykczers tyf de kids. mejk sentences]





Phil [fil] 


Sam and Ella [sam end ela] 


Isa [isa] 


Mary [meri] 


Kevin and Brian [kewin end brajan] 


Neil [nil] 


hamster [hamster] 

fish [fysz] 

dog [dog] 

parrot [parot] 

guinea pig [gyni pyg] 

cat [ket] 

- A. Phil *has got a guinea pig.*
 [fils got e gyni pyg]
- B. Sam and Ella *have got a cat.*
 [sam end ela]
- C. Isa *has got a dog/ Isa's got a dog.*
 [isa]
- D. Mary *has got a fish/ Mary's got a fish.*
 [meri]
- E. Kevin and Brian *have got a parrot.*
 [kewin end brajan]
- F. Neil *has got a hamster/ Neil's got a hamster.*

REMEMBER! [rymembe(r)]

Skrócone formy czasownika **have** tworzymy tak:

I have → I've

he has → he's

Aby utworzyć przeczenie, do czasownika **have** dodajemy **not**.

Można to zapisać krócej:

I have not → I **haven't**

she has not → she **hasn't**

1. Uzupełnij zdania. Wstaw: **have got/has got/haven't got** lub **hasn't got**.
 Complete the sentences with: **have got/has got/haven't got** or **hasn't got**.

[kompliit de sentenses tyf: hew got/hes got/hewnt got or heznt got]

1. He's got a younger sister, but he *hasn't got* a brother.
 [his got e janger syster bat hi ... e brader]
2. We *have got* English on Mondays, but not on Tuesdays.
 [ti ... ynglysz on mandejs bat not on tjuzdejs]
3. I'm sorry. I *haven't got* any money with me.
 [ajm sori. aj ... eni mani tyf mi]
4. The kids *haven't got* their test today. It's tomorrow.
 [de kids ... dejt test tudej. its tumorot]
5. They *have got* really good friends.
 [dej ... ryli gud friends]
6. She *has got* a big house. It's really amazing.
 [szy ... e big hats. its ryli emejz'in]

2. Przeczytaj dialog.
 Read the dialogue.

[rid de dajlog]

Chłopiec: Hello, Jenny! Have you got time after lessons?
 [helot, dzeni! hew ju got tajm after lesns]

Dziewczynka: Hi, John. Yes, I have. Why?
 [haj, dżon. jes, aj hew. taj]

Chłopiec: Can you help me with our History project?
 [ken ju help mi tyf ater hystri prodżekt]

Dziewczynka: Yes, sure. I've got some ideas. See you after school!
 [jes, szur. ajw got sam ajdijas. si ju after skul]

Chłopiec: Bye!
 [baj]



1. Zakreśl poprawną formę czasownika. Circle the correct form of the verb.

[serkl de korekt form of de werb]

- We **has** / **have** got a big flat.
[ti hes/hew got e big flat]
- She **hasn't** / **haven't** got a sister.
[szy heznt/hewnt got e syster]
- Has** / **Have** your grandparents got a car?
[hes/hew jor grenperents got e kar]
- Sue **hasn't** / **haven't** got time today.
[sju heznt/hewnt got tajm tudej]
- Has** / **Have** you got my phone number?
[hes/hew ju got maj foŋn namber]
- Andy and Luisa **has** / **have** got a lot of homework.
[endi end luiza hes/hew got e lot of hotmterk]
- Has** / **Have** Helen got this book? - No, she **has** / **hasn't**.
[hes/hew helen got dis buk – noł, szy hes/heznt]
- They **has** / **have** got great ideas.
[dej hes/hew got grejt ajdijas]



2. Przepisz zdania, używając krótkich form. Rewrite the sentences using short forms.

[rirajt de sentenses juzin szort forms]

- | | |
|---|---|
| 1. She has got a blue bag.
[szy hes got e blu bag]
<i>She's got a blue bag.</i> | 3. I have got two tickets for the concert.
[aj hew got tu tykyts for de konsert]
<i>I've got two tickets for the concert.</i> |
| 2. They have not got a garden.
[dej hew not got e garden]
<i>They haven't got a garden.</i> | 4. He has not got any money.
[hi hes not got eni mani]
<i>He hasn't got any money.</i> |

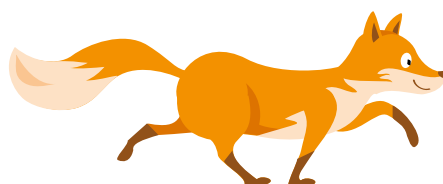
1. Utóż pytania, stosując właściwą formę czasownika **have got**.
Dopisz krótkie odpowiedzi.

Make questions using the correct form of the verb **have got.**

Add short answers.

[mejk kłesczyns juzin de korekt form of de werb hew got. ed szort ansers]

1. You/blue trousers/? *Have you got blue trousers?*
[ju/blu tratzers]
No [not], *I haven't.*
2. Your brother/many books/? *Has your brother got many books?*
[jor brader/meni buks]
Yes [jes], *he has.*
3. Your grandparents/a car/? *Have your grandparents got a car?*
[jor grenperents/e kar]
Yes [jes], *they have.*
4. The Grimms/two daughters/? *Have the Grimms got two daughters?*
[de grims/tu doters]
No [not], *they haven't.*
5. A giraffe/a long neck/? *Has a giraffe got a long neck?*
[a dżyraf/e lon nek]
Yes [jes], *it has.*
6. A dolphin/legs/? *Has a dolphin got legs?*
[a dolfyn/legs]
No [not], *it hasn't.*



1. Popatrz na obrazki i uzupełnij zdania.

Look at the pictures and complete the sentences.

[luk et de pykczers end komplit de sentenses]

a white bed ✓
[e tajt bed]

a lot of books ✓
[e lot of buks]

a big wardrobe ✓
[e big tordrotb]

a black desk ✗
[e blek desk]

pictures on the walls ✗
[pykczers on de tols]

a clock ✓
[e klok]

Hannah
[hana]

Rose
[rotz]

a white bed ✗
[e tajt bed]

a lot of books ✗
[e lot of buks]

a big wardrobe ✓
[e big tordrotb]

a black desk ✗
[e blek desk]

pictures on the walls ✓
[pykczers on de tols]

a clock ✓
[e klok]

1. Hannah *has got a white bed* in her room.
[hana hes got e tajt bed in her rum]

2. Rose *hasn't got* a lot of books.
[rotz ... e lot of buks]

3. Hannah and Rose *have got a big* wardrobe.
[hana end rotz ... tordrotb]

4. Hannah and Rose *haven't got a black* desk.
[hana end rotz ... desk]

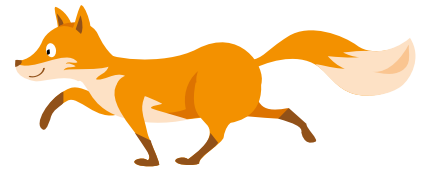
5. Hannah *hasn't got pictures* on the walls.
[hana ... on de tols]

6. Hannah and Rose *have got* a clock in their rooms.
[hana end rotz ... e klok in dejr rums]

1. Uzupełnij tekst wyrazami z ramki.

Complete the text using the words from the box.

[kompliit de tekst juzin de terds from de boks]



got	great	has	hasn't	have	they	two
[got]	[grejt]	[hes]	[heznt]	[hew]	[dej]	[tu]

Helen is my best friend. She is very pretty. She 1) *has* got long,
 [helen is maj best frend. szy is wery pryti. szy 1) ... got lon]

straight, blond hair and big blue eyes. She 2) *hasn't* got any freckles
 [strejt blon her end big blu ajs. szy 2) ... got eni frekls]

on her face. Helen likes wearing dresses. She has 3) *got* a lot of them
 [on her fejs. helen lajks terin dresys. szy hes 3) ... e lot of dem]

in her wardrobe. Helen has got 4) *two* sisters. 5) *They*
 [in her tordrotb. helen hes got 4) ... systers. 5) ...]

have got their own rooms, but they like spending time together. They always
 [hew got dejt otn rums bat dej lajk spendin tajm tuggeder. dej oltejs]

6) *have* amazing ideas. I think they are a 7) *great* team.
 [6) ... emejz'in ajdijas. aj fynk dej ar e 7) ... tim]



ZADANIE TYPU EGZAMINACYJNEGO

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

1. *Have you got* (Czy macz) any brothers or sisters?
 [... eni braders or systers]

2. Look at her! She *has a beautiful* (ma piękną) face!
 [luk et her! szy ... fejs]

3. We *haven't got a big* (nie mamy dużego) house.
 [ti ... hats]

1. Na podstawie obrazka uzupełnij zdania zwrotami **there is/there isn't** lub **there are/there aren't**.

According to the picture, complete the sentences with **there is/there isn't** or **there are/there aren't**.

[ekordin tu de pykczar komplit de sentences tyf der is/der isnt or der ar/der arent]

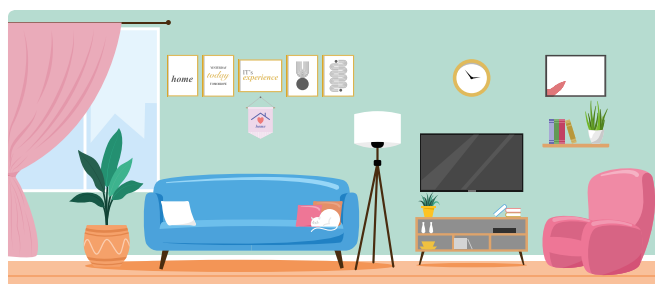
1. *There is* a TV.
[... e tiwi]

2. *There isn't* a radio.
[... e rejdo]

3. *There are* books.
[... buks]

4. *There isn't* a door.
[... e dor]

5. *There is* a clock.
[... e klok]



6. *There is* a cat.
[... e ket]

7. *There are* pictures.
[... pykczers]

8. *There is* a window.
[...a tyndo]

2. Spójrz na obrazek jeszcze raz. Wybierz poprawne wyrazy.

Look at the picture once again. Choose the correct words.

[luk et de pykczar tans egen. czus de korekt terds]

1. The sofa is **behind** / **between** / **on** the plant and the lamp.
[de sofa is byhajnd/byttin/on de plant end de lemp]

2. The clock is **above** / **under** / **in** the TV.
[de klok is ebaw/ander/in de tiwi]

3. The pictures are **in** / **on** / **above** the wall.
[de pykczers ar in/on/ebaw de tol]

4. The cat is **in** / **on** / **above** the sofa.
[de ket is in/on/ebaw de sofa]

5. The window is **next to** / **on** / **behind** the sofa.
[de tyndo is nekst tu/on/byhajnd de sofa]

1. Utóż 5 zdań, wykorzystując podane zwroty.
Make 5 sentences using the given phrases.

[mejk fajf sentences juzin de qiwen frejzes]

a new film on TV

[e nju fylm on tiwi]

some pizza on the table

[sam picca on de tejbł]

really good shops in our city

[ryli gud szops in ater syti]

a lot of books in my room

[e lot of buks in maj rum]

a bee in your hair

[e bi in jor her]

only a few students at school

[onli e fju stjudents et skul]

1. Do you want to watch anything in the evening?

[du ju tont tu łocz enyfyn in de iwnin]

There is a new film on TV.

[der is e nju fylm on tiwi]



2. If you are hungry, *there is some pizza on the table.*

[if ju ar hangri...]

3. Watch out! *There is a bee in your hair.*

[łocz att!...]

4. Do you like shopping? *There are really good shops in our city.*

[du ju lajk szopin?...]

5. I'm keen on reading that's why *there are a lot of books in my room.*

[ajm kiin on ridin dats taj...]

6. What is the problem? *There are only a few students at school.*

[tot is de problem?...]

1. Ułóż wyrazy w odpowiedniej kolejności tak, aby utworzyć przeczenia.
 Put the words in the correct order to make negatives.

[put de terds in de korekt order tu mejk negatiws]

1.

 aren't
 [arent]

 any flowers
 [eni flaters]

 There
 [der]

 in my room
 [in maj rum]

There aren't any flowers in my room.

2.

 a red rug
 [e red rag]

 on the floor
 [on de flor]

 There
 [der]

 isn't
 [isnt]

There isn't a red rug on the floor.

3.

 aren't
 [arent]

 many boys
 [meni bojs]

 There
 [der]

 in my class
 [in maj klas]

There aren't many boys in my class.

4.

 any cushions
 [eni kuszyns]

 aren't
 [arent]

 There
 [der]

 on the sofa
 [on de sołfa]

There aren't any cushions on the sofa.

5.

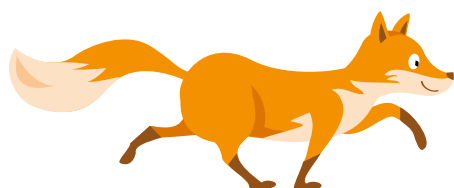
 There
 [der]

 any children
 [eni czyldren]

 in the park
 [in de park]

 aren't
 [arent]

There aren't any children in the park.



1. Wybierz poprawny wyraz.
Choose the correct word.

[czus de korekt terd]

1. Where is Henry? He's the classroom.

[ter is henri? his ... de klasrum]

a. in [in]

b. on [on]

2. Where's the bank? It's the post office and the supermarket.

[ters the benk? its ... de potst ofys end de supermarket]

a. under [ander]

b. between [byttin]

3. Where's her red dress? I think it's the wardrobe.

[ters her red dres? aj fynk its ... de tordrotb]

a. in [in]

b. on [on]

4. Where's your scarf? Here! the chair.

[ters jor skarf? hijer! ... the czer]

a. In [in]

b. On [on]

5. Where's Fluffy? It's the sofa again!

[ters flafi? its ... de sołfa egen]

a. behind [byhajnd]

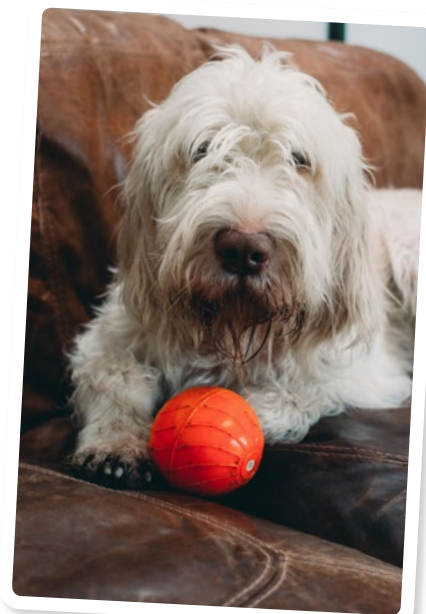
b. above [ebaw]

6. Where's his sister? She's sitting the sofa.

[ters his syster? szis sytin ... de sołfa]

a. in [in]

b. on [on]



1. Uzupełnij opis. Możesz wpisać tylko jeden wyraz w każdą lukę.
Complete the description. You can write only one word in each gap.

[kompliit de dyskrypszyn. ju ken rajt onli tan terd in icz gap]



I like this room very much. It's big. The 1) *walls* are blue. It's my favourite colour.

[aj lajk dis rum weri macz. its big. de 1) ... ar blu. its maj fejrwt kaler]

There is a big carpet on the 2) *floor* I like reading so I have a lot of books on the 3) *shelves*

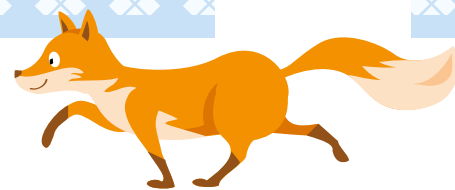
[der is e big karpyt on de 2) ... aj lajk ridin sot aj hew e lot of buks on de 3) ...]

I'm interested in Geography and there is a big 4) *map* on the wall. I have a big aquarium near my bed.

[ajm yntrestyd in dziogrefi end der is e big 4) ... on the tol. aj hew e big ekterjem nijer maj bed]

My desk is 5) *between* my bed and the chest of drawers. I always do my homework there.

[maj desk is 5) ... maj bed end de czest of droters. aj oltejs du maj hotmterk der]



1. Uzupełnij zdania, wpisując **can** lub **can't**.
Complete the sentences with **can** or **can't**.

[komplit the sentences tyf ken or kent]

- Dogs *can* run and jump.
[dogs ... ran end džamp]
- Elephants *can't* fly.
[elɣfants ... flaj]
- *Can* you help me? Yes, I *can*
[... ju help mi? jes, aj ...]
- My friend *can* cook. I love his meals.
[maj frend ... kuk. aj low his mils]
- I know three languages. I *can* speak English, German and Spanish.
[aj noť fri lengtydżys. aj ... spik ynglysz, džerman end spenysz]
- *Can* Tom dive? No, he *can't*
[... tom dajw? noť, hi ...]
- Parrots *can* fly, but they *can't* dance.
[parots ... flaj, bat dej ... dans]
- My teacher *can* speak Italian, but she *can't* speak Spanish very well.
[maj ticzer ... spik italian, bat szy ... spik spenysz weri tel]

REMEMBER! [rymembe(r)]

Aby utworzyć przeczenie, do czasownika **can** dodajemy **not**.

Można to zapisać krócej:

cannot → **can't**

Uwaga!

can + not zapisujemy łącznie: **cannot**.



1. Zakreśl właściwy wyraz.
Circle the correct word.

[serkl de korekt terd]

Tom, you can / can you juggle?

[tom, ju ken/ken ju dżagl]



Yes / No, I can,
and I am very good at it.

Can you do it?

[jes/not, aj ken, end aj em veri
gud et it. ken ju du it]

No, I / he can't.

[not, aj/hi kent]

Hi, Sue! Can she / you

help me with my homework?

[haj, sju! ken szu/ju help mi tyf maj hotmterk]

Yes / No, sure.

What I can / can I

help you with?

[jes/not szur. tot aj ken/ken aj
help ju tyf]



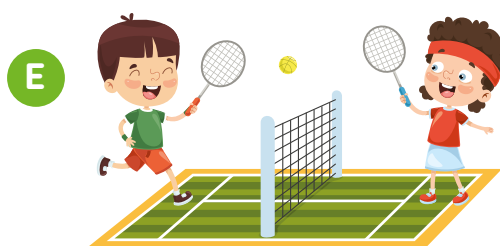
I can / can't do this

exercise.

[aj ken/kent du dis eksersajz]

1. Popatrz na obrazki i zdecyduj, czy zdania są prawdziwe (T), czy fałszywe (F).
Look at the pictures and decide if the sentences are true (T) or false (F).

[luk et de pykczers end dysajd if de sentenses ar tru or fols]



A. Kevin can play chess.**T**....
[kewin ken plej czes]

E. The boys can play tennis.**T**....
[de bojs ken plej tenys]

B. Petra and Sam can bake a cake.**F**....
[petra end sam ken bejk e kejk]

F. John can swim.**F**....
[džon ken stym]

C. The boy can't jump very high.**F**....
[de boj kent džamp weri haj]

G. Theo can fly a plane.**T**....
[tijo ken flaj e plejn]






D. Tina can't paint.**F**....
[tina kent pejnt]



1. Popatrz na tabelkę i uzupełnij luki jednym wyrazem (can't uznajemy za jeden wyraz).

Look at the table and complete the gaps with one word (can't is treated as one word).

[luk et de tejbł end kompliit de gaps tyf tan terd (kant is trited es tan terd)]

	ANNE	BOB	ELSA	STANLEY
	✓	✗	✓	✓
	✗	✓	✓	✗
	✗	✓	✗	✓
	✓	✓	✗	✗
	✓	✗	✓	✓

- a) Bob *can't* play the piano but he can play *basketball*.
[bob ... plej de pjanot bat hi ken plej ...]
- b) Elsa can't *play* basketball but she can *ski, sail and play the piano*.
[elsa kent ... baskytbol bat szi ken ...]
- c) Stanley *can't* dive or *ski*.
[stanli ... dajw or ...]
- d) Anne can't play *basketball* but she can *play* the piano.
[en kent plej ... bat szi ken ... de pjanot]

1. Udziel krótkich odpowiedzi na podstawie tabelki z karty 21.

Answer the questions on the basis of the table from the page 21.

[anser de kłesczns on de bejsys of de tejbl from de pejdż tłenti tan]

- a) Can Anne play the piano? *Yes, she can.*
 [ken en plej de pjanot] [jes, szy ken]
- b) Can Stanley ski? No, *he can't.*
 [ken stanli ski? not, ...]
- c) Can Elsa sail? *Yes, she can.*
 [ken elsa sejl]
- d) Can Bob and Stanley play basketball? *Yes, they can.*
 [ken bob end stanli plej baskytbol]
- e) Can Anne dive? *Yes, she can.*
 [ken en dajw]
- f) Can Anne and Elsa play basketball? *No, they can't.*
 [ken en end elsa plej baskytbol]
- g) Can Elsa dive? *No, she can't.*
 [ken elsa dajw]
- h) Can Anne ski? *No, she can't.*
 [ken en ski]



2. Przeczytaj tekst i udziel krótkich odpowiedzi.

Read the text and give short answers.

[rid de tekst end giw szort anser]

Hi! I'm Tina and I am 10. I really like sport.

[haj! ajm tina end aj em ten. aj ryli lajk sport]

I'm in a basketball team this year. I am very good

ajm in e baskytbol tim dis jer. aj em weri gud

at it. I also like football, but I can't play it well.

et it. aj olsoł lajk futbol, bat aj kent plej it tel

I enjoy watching football matches, though.

aj yndżoj toczin futbol meczys, doł

Can Tina play basketball?

[ken tina plej baskytbol]

Yes, she can.

Can she play football?


[ken szy plej futbol]

No, she can't.


1. Przeczytaj tekst i uzupełnij go odpowiednimi wyrazami.

Read the text and complete it with the correct words.

[rid de tekst end kompliit it tyf de korekt terds]

Hi! My name's Ian. I love winters. We usually go to the 1) *mountains*  then.

[haj! maj nej m is ijen. aj law tynters. ti jużueli got tu de 1) ... den]

We always have fun there. My mom and dad can 2) *ski*  very well.

[ti ołtejz hew fan der. maj mam end ded ken 2) ... weri tel]

My sister can't do that. She is too little. I don't like skiing that much, but I can


3) *snowboard* 

[maj syster kent du dat. szi is tu lytl. aj dont lajk skiin dat macz, bat aj ken 3) ...]

My parents can snowboard as well but they prefer skiing. In the mountains there is

always a lot of 4) *snow* 

[maj perents ken snołbord es tel bat dej pryfer skiin. in de małntyns der is ołtejz e lot of 4) ...]

We can make a 5) *snowman*  together. And also, we can have a snowball fight. It's the best way to spend our free time together!

[ti ken mejk e 5) ... tugeder. end ołsoł, ti ken hew e snołbol fajt. its de best tej tu spend ater fri tajm tugeder]

2. Przeczytaj jeszcze raz tekst z zadania 1. Uzupełnij luki tylko jednym słowem.

Read the text from exercise 1 once again. Complete the gaps with one word only.

[rid de tekst from eksersajz tan tans egen. kompliit de gaps tyf tan terd onli]

1. Ian's sister *can't* ski.
[ijens syster ... ski]

2. Ian's parents can *ski* and *skateboard*
[ijens perents ken ... end ...]

3. There is a lot of *snow* in the mountains.
[der is e lot of ... in de małntyns]

4. Ian and his family like spending their free *time* together.
[ijen end his femyli lajk spendin dejt fri ... tugeder]

1. Uzupełnij zdania odpowiednimi formami czasowników z nawiasów.
 Complete the sentences with the correct forms of the verbs in the brackets. [kompliit de sentenses tyf de korekt forms of de werbs in de brakets]

REMEMBER! [rymembe(r)]

Czasu Present Simple używamy, gdy **mówimy o czynnościach, które wykonujemy regularnie.**

np. I eat breakfast every day. → Codziennie jem śniadanie.

[aj it brekfest ewri dej]

- His brother *eats* (eat) a lot of sweets.
[his brader... (it) e lot of słits]
- The secretary *writes* (write) a lot of emails every day.
[de sekreteri ... (rajt) e lot of imejls ewri dej]
- Some of my friends *speak* (speak) two or more foreign languages.
[sam of maj frends ... (spik) tu or mor foryn lengtydzys]
- We *do* (do) our homework right after school.
[ti ... (du) ater hotmterk rajt after skul]

2. Wybierz poprawną formę czasownika.
 Choose the correct form of the verb.

[czus de korekt form of de werb]

- Our dogs *sleep* / *sleeps* under the stairs.
[ater dogs slip/slips ander de sters]
- We *work* / *works* in a big company.
[ti terk/terks in e big kampani]
- My best friend *like* / *likes* watching comedies.
[maj best frend lajk/lajks toczin komedis]
- The teacher *give* / *gives* us a lot of homework.
[de ticzer giw/giws as e lot of hotmterk]

REMEMBER! [rymembe(r)]

W 3. osobie liczby pojedynczej (he/she/it) dodajemy do czasownika końcówkę „s”.

np. She cooks lunch every day.

[szu kuks lancz ewri dej]



1. Ułóż wyrazy w odpowiedniej kolejności tak, aby utworzyć zdania.
Put the words in the correct order to make sentences.

[put de terds in de korekt order tu mejk sentences]

- A. morning/Rob/to/goes/school/every

[mornin/rob/tu/gots/skul/ewri]

Rob goes to school every morning.



- B. hard/for/I/always/exams/study

[hard/for/aj/oltejz/ygzems/stadi]

I always study hard for exams.

- C. her/Sally/on/phones/grandparents/Sundays

[her/sali/on/fotns/grenperents/sandejs]

Sally phones her grandparents on Sundays.

- D. Ted/taxi/a/drives

[ted/taks'i/e/drajws]

Ted drives a taxi.

- E. night/at/we/work/sometimes

[najt/et/ti/terk/samtajms]

We sometimes work at night.

2. Wpisz, które zdania z poprzedniego zadania opisują te zdjęcia.
Which sentences match the pictures below?

[ticz sentences mecz de pykczers bylot]



D



C



E

1. Wpisz **don't** lub **doesn't**.
Write **don't** or **doesn't**.

[rajt dont or daznt]



I **don't** play football.
[aj dont plej futbol]

She **doesn't** play football.
[szi daznt plej futbol]

1. Philip *doesn't*
like pizza with salami.
[filyp ... lajk picca tyf salami]



2. Mark *doesn't*
usually have a shower in the morning.
[mark ... jużueli hew e szater in de mornin]

3. You and your brother *don't*
stay up late on weekdays.
[ju end jor brader ... stej ap lejt on tikdejs]



4. My friend *doesn't*
speak German very well.
[maj frend ... spik dżerman weri tel]

5. She *doesn't*
eat meat. She's a vegetarian.
[szi ... it mit. szis e wedżterjen]



6. I *don't*
go out at night.
[aj ... got att et najt]

1. Popatrz na obrazek i uzupełnij zdania. Wykorzystaj podane czasowniki. W niektórych zdaniach musisz użyć formy przeczącej.

Look at the picture and complete the sentences. Use the given verbs. Some of the sentences will be negative.

[luk et de pykczer end kompliit de sentences. juz de giwn werbs. sam of de sentences tìl bi negatiw]



- Peter *plays* basketball and football.
[piter ... baskytbol end futbol]
- He *rides* his bike to school.
[hi ... his bajk tu skul]
- He *likes* Geography.
[hi ... dziogrefi]
- Peter *doesn't play* the piano.
[piter ... de pjanot]
- He *doesn't have* blue walls in his room.
[hi ... blu tols in his rum]
- Peter *sings* in his free time.
[piter ... in his fri tajm]

have

[hew]

like

[lajk]

play x 2

[plej]

ride

[rajd]

sing

[s'in]

1. Uzupełnij pytania i odpowiedzi słowami **do / does / don't / doesn't**.
 Complete the questions and answers with **do / does / don't / doesn't**.

[komplit de kłesczns end anszers tyf du/das/dont/daznt]

Do you live here?

[du ju lyw hijer]

Does he live here?

[das hi lyw hijer]

REMEMBER! [rymembe(r)]

DOES używamy tylko przy 3 osobie liczby pojedynczej.

W pytaniach czasownik jest w formie podstawowej – nie ma żadnej końcówki!

- a) ... **Do** ... the kids get up at 7? Yes, they **do**
 [... de kids get ap et sewen? jes, dej ...]
- b) ... **Does** ... this bus go to the city centre? No, it **doesn't**
 [... dis bas got tu de syti senter? not, it ...]
- c) ... **Do** ... you listen to pop music? No, I **don't**
 [... ju lysyn tu pop mjuzik? not, aj ...]
- d) ... **Does** ... John eat meat? Yes, he **does**
 [... dżon it mit? jes, hi ...]
- e) ... **Do** ... cats like milk? Yes, they **do**
 [... kets lajk mylk? jes, dej ...]
- f) ... **Do** ... you go to school every day? No, we **don't**
 [... ju got tu skul ewri dej? not, ti ...]
- g) ... **Does** ... this ticket cost a lot? Yes, it **does**
 [... dis tykyt kost e lot? jes, it ...]
- h) ... **Does** ... Ines live in Warsaw? No, she **doesn't**
 [... ines lyw in torsot? not, szy ...]



REMEMBER! [rymembe(r)]

every day (określa częstotliwość) = każdego dnia

ALE

everyday (to przymiotnik) = codzienny, powszedni

np. Everyday problem. → Codzienny kłopot.

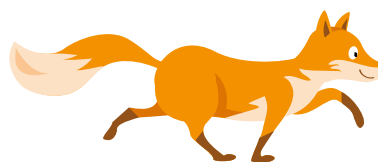
[ewridej problem]



1. Dopasuj pytania do odpowiedzi.

Match the questions with the answers.

[mecz de kłesczns tyf de ansers]



A. Do you like swimming?

[du ju lajk stymin]

B. Does Chris buy a lot of books?

[das kris baj e lot of buks]

C. Do Luis and you go to the same school?

[du luis end ju got tu de sejm skul]

D. Does your hamster sleep at night?

[das jor hamster slip et najt]

E. Does Lily eat meat?

[das lili it mit]

1) Yes, he does.

[jes, hi das]

2) No, it doesn't.

[not, it daznt]

3) Yes, I do.

[jes, aj du]

4) No, she doesn't.

[not, szy daznt]

5) Yes, we do.

[jes, ti du]

A	B	C	D	E
3	1	5	2	4

2. Uzupełnij dialog jednym wyrazem.

Complete the dialogue with one word.

[kompliit de dajlog tyf tan terd]

Do you ... *play* ... basketball?

[du ju ... baskytbol]

Yes, I ... *do* ... I like sports.

[jes, aj ... aj lajk sports]



1. Wybierz poprawny wyraz.

Choose the correct word.

[czus de korekt terd]

A. Where ... your friend usually spend his summer holidays?

[ter ... jor frend jużeli spend his samer holydejs]

do

[du]

does

[das]

B. Does Ben ... the Internet every day?

[das ben ... de internet ewri dej]

surf

[serf]

surfs

[serfs]

C. ... do you go swimming?

[... du ju got stymin]

who

[hu]

where

[ter]

D. ... we need to buy apples?

[... ti nid tu baj epls]

do

[du]

does

[das]

E. Does Paula walk her dog in the morning? No, she ...

[das pola tok her dog in de mornin? noł, szy ...]

does

[das]

doesn't

[daznt]

F. Do your kids go to sleep early? Yes, they ...

[du jor kids got tu slip erli? jes, dej ...]

do

[du]

does

[das]

2. Znajdź i połącz części zdań.

Find and match the parts of the sentences.

[fajnd end mecz de parts of de sentences]

1. Do you study ...

[du ju stadi]

2. What is your favourite...

[tot is jor fejwrt]

3. How often do you ...

[hat ofyn du ju]

4. Does he read ...

[das hi rid]

5. What time does ...

[tot tajm das]

A. she leave home every day?

[szy liw hotm ewri dej]

B. all the books he buys?

[ol de buks hi bajs]

C. fruit?

[frut]

D. listen to music?

[lysyn tu mjuzik]

E. English at school?

[ynglysz et skul]

1. Zapytaj o podkreśloną część zdania.

Ask about the underlined part of the sentence.

[ask ebatt de anderlajnd part of de sentens]



A. They like playing board games in the evenings.

[dej tajk plejin bord gejms in de iwnings]

When *do they like playing board games* ?

[ten ...]

B. She always buys bread in this shop.

[szi oltejz bajs bred in dis szop]

Where *does she always buy bread* ?

[ter ...]

C. We start our lessons at 8.00 on Mondays.

[ti start ater lesns et ejt on mandejs]

What time *do we/you start our/your lessons on Mondays* ?

[tot tajm ...]

D. Kate is her best friend.

[kejt is her best frend]

Who *is her best friend* ?

[hu ...]

E. I read comics in my free time.

[aj rid komyks in maj fri tajm]

What *do you do in your free time* ?

[tot ...]

F. My mom always bakes a cake on Saturdays.

[maj mam oltejs bejks e kejk on saterdejs]

What *does my mum bake on Saturdays?* ?

[tot ...]



ZADANIE TYPU EGZAMINACYJNEGO

1. Przeczytaj tekst. Wybierz poprawne uzupełnienie luk. Zakreśl literę a, b albo c.

I love Saturdays. It's my favourite day of the week. On this day, we all (1) around 8 o'clock.

[aj law saterdejs. its maj fejwrt dej of de tik. on dis dej, ti ol (1) ... eratnd ejt oklok]

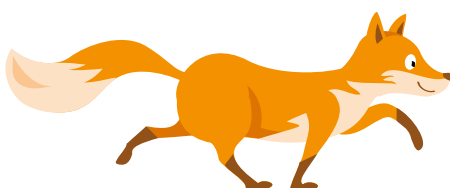
We usually (2) breakfast together. Then, my dad (3) to work.

[ti jużueli (2) ... brekfest tuggeder. den, maj dad (3) ... tu terk]

My brothers (4) outside and I (5) my room. Around 1 o'clock we (6) together again.

[maj braders (4) ... attsajd end aj (5) ... maj rum. eratnd tan oklok ti (6) ... tuggeder egen]

- | | | | |
|----|---|--|---|
| 1. | <input checked="" type="radio"/> a) get up [get ap] | <input type="radio"/> b) wake [tejk] | <input type="radio"/> c) sleep [slip] |
| 2. | <input type="radio"/> a) eats [its] | <input type="radio"/> b) has [hes] | <input checked="" type="radio"/> c) have [hew] |
| 3. | <input type="radio"/> a) walk [tok] | <input type="radio"/> b) is [is] | <input checked="" type="radio"/> c) goes [gots] |
| 4. | <input checked="" type="radio"/> a) play [plej] | <input type="radio"/> b) is [is] | <input type="radio"/> c) spends [spends] |
| 5. | <input checked="" type="radio"/> a) clean [klin] | <input type="radio"/> b) tidies [tajdis] | <input type="radio"/> c) wash [tosz] |
| 6. | <input type="radio"/> a) be [bi] | <input checked="" type="radio"/> b) are [ar] | <input type="radio"/> c) is [is] |



REMEMBER! [rymembe(r)]

Czasu Present Continuous używamy,
gdy mówimy **o tym, co dzieje się w chwili mówienia.**
np. I am reading a book now. → Teraz czytam książkę.
[aj em ridin e buk nał]



1. Wpisz czasowniki w odpowiednią kolumnę.

Put the verbs into the correct column.

[put de werbs yntu de korekt kalemn]

swim ride dance read ski run travel play sit write fly shine
[stym] [rajd] [dans] [rid] [ski] [ran] [trawel] [plej] [sit] [rajt] [flaj] [szajn]

-ing	E + -ing	Double consonant + -ing
reading	riding	swimming
skiing	dancing	running
playing	writing	travelling
flying	shining	sitting

2. Uzupełnij zdania odpowiednią formą czasownika **to be**.

Complete the sentences with the correct form of the verb **to be.**

[kompliit de sentences tyf de korekt form of de werb tu bi]

- A young woman *is* carrying a heavy bag.
[e jan tumen ... kerin e hewi bag]
- The birds *are* flying.
[de berds ... flajin]
- *Is* it raining today?
[... it rejin tudej]
- The boys *are* playing very well.
[de bojs ... plejin weri tel]
- I *am* not staying in this hotel.
[aj ... not stejin in dis hottel]
- What *are* you doing after school?
[tot ... ju dujin after skul]

1. Wybierz poprawny wyraz.

Choose the correct word.

[czus de korekt terd]



1. They **is** / **are** writing a test right now.
[dej is/ar rajtin e test rajt nat]
2. The students **is** / **are** preparing for the exam.
[de stjudents is/ar pryperin fo(r) de ygzem]
3. Tom and I **am** / **are** trying to do our homework.
[tom end aj em/ar trajin tu du ater hotmterk]
4. Rick is **reading** / **riding** a magazine now.
[rik is ridin/rajdin a megez'in nat]
5. We are **hearing** / **listening** to music.
[ti ar hijerin/lysynin tu mjuzik]
6. Look! She's **wearing** / **having** your new sweater.
[luk! szis terin/hewin jor nju steter]
7. Why are **she** / **they** doing that?
[taj ar sz/dej dujin dat]
8. This man is **driving** / **riding** his car too fast.
[dis men is drajwin/rajdin his kar tu fast]
9. She is **eating** / **drinking** coffee.
[szi is itin/drynkin kofi]
10. Where are **they** / **he** going?
[ter ar dej/hi gotin]
11. The students **isn't** / **aren't** listening to the teacher.
[de stjudents isnt/arent lysynin tu de ticzer]
12. Look! It's **raining** / **snowing**. Let's build an igloo.
[luk! its rejnin/snotin. lets bild en yglu]

1. Utwórz przeczenia.

Make negatives.[mej^k negatiw^s]

I am not = I'm not
[aj em not = ajm not]

is not = isn't
[is not = isnt]

are not = aren't
[ar not = arent]

A. She/not wait/for you.

[szⁱ/not tejt/for ju]

She isn't waiting for you.

B. My best friend/not watch/TV.

[maj best frend/not tocz/tiwi]

My best friend isn't watching TV.

C. Sally/not run/in the park today.

[sali/not ran/in de park tudej]

Sally isn't running in the park today.

D. They/not speak/English.

[dej/not spik/ynglysz]

They aren't speaking English.

E. Wally/not walk/to work.

[toli/not tok/tu terk]

Wally isn't walking to work.

F. I/not take/lunch to school today.

[aj/not tejk/lancz tu skul tudej]

I am not taking lunch to school today.

1. Połącz początek i koniec zdania tak, aby utworzyć pytania.
Match the beginnings with the endings to make questions.

[mecz de byginigs tyf de endings tu mejk kłesczns]

A. Is he reading...
[is hi ridin...]

B. Are your parents flying...
[ar jor perents flajin...]

C. Who is fixing...
[hu is fiksin...]

D. Why is she studying...
[taj is szi stadin...]

E. Are you going...
[ar ju go:tin...]

F. Are they meeting...
[ar dej mitin...]

G. What are you...
[tot ar ju...]

H. Is Tina working in...
[is tina terkin in...]

a) shopping tonight?
[szopin tunajt]

b) her office now?
[her ofys nat]

c) Chinese?
[czajni:z]

d) your computer?
[jor kompi:ter]

e) to Greece this year?
[tu gris dis jer]

f) drinking now?
[dri:nkin nat]

g) their friends this Friday?
[dejz frends dis frajdej]

h) a newspaper?
[e njuspejper]



A	B	C	D	E	F	G	H
h	e	d	c	a	g	f	b

1. Popatrz na obrazek i uzupełnij zdania odpowiednim czasownikiem w formie czasu Present Continuous.

Look at the picture and complete the sentences using one of the given verbs in the Present Continuous Tense.

[luk et de pykczet end kompliit de sentences juzin tan of de giwn werbs in de preznt kontinjus tens]



- The lady on the blanket *is reading* a book.
[de lejdi on de blenkyt ... e buk]
- Five people *are sitting* on the benches.
[fajf pipl ... on de benczes]
- A man and a woman *are running*
[e men end e tumen ...]
- The girl *is riding* a red bike.
[de gerl ... e red bajk]
- The boy with ginger hair *is flying* a kite.
[de boj tyf dżindżer her ... e kajt]
- The sun *is shining* It's a wonderful day.
[de san ... its e tanderful dej]

run

[ran]

ride

[rajd]

shine

[szajn]

read

[rid]

fly

[flaj]

sit

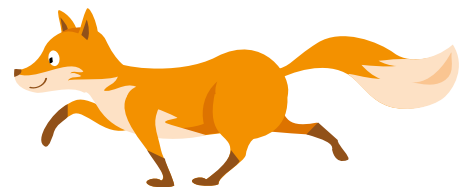
[sit]

1. Wstaw czasowniki w odpowiedniej formie.

Put the verbs in the correct form.

[put de werbs in de korekt form]

1. Karl and Susan *are learning* (learn) Spanish now.
[karl end sjuzn ... (lern) spanysz nał]
2. *Are* you *joking* (joke)?
[... ju ... (dżotk)]
3. He *is working* (work) on a special project right now.
[hi ... (terk) on e speszol prodżekt rajt nał]
4. *Are* they *coming* .. (come) to visit us tonight?
[... dej ... (kam) tu wyzyt as tunajt]
5. I *am not going* (not/go) to the party tonight.
[aj ... (not/got) tu de parti tunajt]
6. The teacher *is talking* (talk) about pandas.
[de ticzer ... (tok) ebatt pandas]
7. It's a lovely day and the girls *are sunbathing* .. (sunbathe).
[its e lawli dej end de gerls ... (sanbejf)]
8. Mom *isn't cooking* (not/cook) now. She's in the garden.
[mam ... (not/kuk) nał. szis in de garden]





ZADANIE TYPU EGZAMINACYJNEGO

1. Przeczytaj tekst. Wybierz poprawne uzupełnienie luk. Zakreśl literę a, b albo c.



Saturday is my favourite day of the week. We always meet our friends.

[saterdej is maj fejrwt dej of de tik. ti oltejz mit ater frends]

Today we 1. at our place. Two friends are 2. computer games.

[tudej ti 1. ... et ater plejs. tu frends ar 2. ... kompjuter gejms]

Tim and Rebecca are 3. They really like each other.

[tim end rebeka ar 3. ... dej ryli lajk icz ader]

I am still 4. food. Tonight I am serving a delicious casserole.

[aj em stil 4. ... fud. tunajt aj em serwin e dylyszes kaserol]

1. a) am [em]

b) is [is]

c) are [ar]

2. a) watching [toczin]

b) playing [plejin]

c) doing [dujin]

3. a) eating [itin]

b) cooking [kukin]

c) talking [tokin]

4. a) preparing [pryperin]

b) eating [itin]

c) doing [dujin]

1. Napisz wyrazy w liczbie mnogiej w odpowiedniej kolumnie.

Write the words in plural in the correct column.

[rajt de terds in plural in de korekt kalemn]

bike [bajk] bench [bencz] story [stori] knife [najf] child [czajld] brush [brasz] leaf [lif] woman [tumen] house [hats] baby [bejbi]
 cherry [czeri] fox [foks] bus [bas] computer [kompjuter] book [buk] life [lajf] fish [fysz] city [syti] wife [tajf] tooth [tuf]

- s	- es	- ies	- ves	irregular [irregjular]
bikes [bajks]	benches [benczes]	stories [stori]	knives [najfs]	children [czyldren]
<i>houses</i>	<i>brushes</i>	<i>babies</i>	<i>leaves</i>	<i>women</i>
<i>computers</i>	<i>foxes</i>	<i>cherries</i>	<i>lives</i>	<i>fish</i>
<i>books</i>	<i>buses</i>	<i>cities</i>	<i>wives</i>	<i>teeth</i>

2. Dopisz liczbę pojedynczą do podanych wyrazów.

Write the words in singular.

[rajt de terds in s'ingjuler]

- A. dictionaries [dikszeneris] *dictionary* F. loaves [lotfs] *loaf*
- B. feet [fit] *foot*
- C. addresses [edreses] *address*
- D. men [men] *man*
- E. peaches [piczes] *peach*
- G. pens [pens] *pen*
- H. puppies [papis] *puppy*
- I. shelves [szelfs] *shelf*
- J. ladies [lejdis] *lady*

1. Podpisz obrazki odpowiednimi wyrazami z ramki.

Name the pictures using the correct words from the box.

[nejm de pykczers juzin de korekt terds from de boks]

dress	dresses	watch	watches	knife	knives	people
[dres]	[dreses]	[tocz]	[toczes]	[najf]	[najfs]	[pipl]
	person	box	boxes	roof	roofs	
	[person]	[boks]	[boksas]	[ruf]	[rufs]	



1. *person*



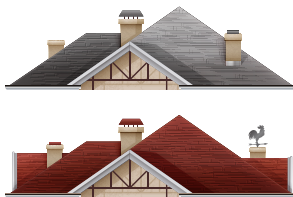
2. *boxes*



3. *roof*



4. *watch*



5. *roofs*



6. *watches*



7. *knives*



8. *dresses*



9. *box*



10. *dress*



11. *people*



12. *knife*

1. Uzupełnij zdania rzeczownikami w liczbie pojedynczej lub mnogiej.
Complete the sentences using the given nouns in singular or plural.

[kompliit de sentenses juzin de giwn natns in s'ingjuler or plural]

child family minute pen sandwich shelf
 [czajld] [femyli] [mynyt] [pen] [sentydż] [szelf]

- A. Have you got a lot of ... *shelves* ... in your room?
 [hew ju got e lot of ... in jor rum]
- B. I haven't got any brothers or sisters. I am an only ... *child* ...
 [aj hewnt got eni braders or systers. aj em en onli ...]
- C. Don't worry! We still have 15 ... *minutes* ... left.
 [dont tori! ti stil hew fiftin ... left]
- D. How many ... *sandwiches* ... do you usually take to school?
 [hał meni ... do ju jużueli tejk tu skul]
- E. Is your ... *family* ... big?
 [is jor ... big]
- F. Can I borrow your ... *pen* ...? I forgot mine.
 [ken aj borot jor ...? aj forgot majn]

2. Wybierz poprawny wyraz.
Choose the correct word.

[czus de korekt terd]

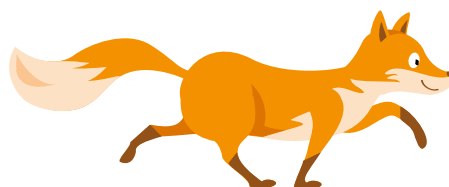
1. I have two *brother* / *brothers*.
 [aj hew tu brader/braders]
2. Where is your *school* / *schools*?
 [ter is jor skul/skuls]
3. How many *sandwich* / *sandwiches* do you want?
 [hał meni sentydż/sentydżys du ju tont]



1. Uzupełnij zdania jednym wyrazem.

Complete the sentences with one word.[kompli:t de sentences tyf tan terd]

1. What a lovely day! We *can* go out and play.
[tot e lawli dej! ti ... got att end plej]
2. My sisters *have* got long hair.
[maj systers ... got lon her]
3. What's your email *address* ?
[tots jor imejl ...]
4. *Are* you from Poland?
[... ju from polend]
5. What's *your* favourite book?
[tots ... fejwrt buk]
6. Our students can *speak* English and French.
[ater stjudents ken ... ynglisz end frencz]
7. *Who* is it? – It's my brother.
[... is it? – its maj brader]
8. There *are* beautiful flowers in the garden.
[der ... bjutiful fla:ters in de garden]
9. *Where* are they from?
[... ar dej from]
10. Irene *doesn't* like dark chocolate.
[ajrin ... lajk dark czoklyt]





ZADANIE TYPU EGZAMINACYJNEGO

2. Dla każdej z opisanych sytuacji wybierz właściwą reakcję. Zakreśl literę a, b albo c.

1. Hello, Tom! Have you got Toby's phone number?

[heloʊ, tom! hew ju got tobi's foʊn nʌmbər]

a. Yes, her number is 7782290990.

[jes, her nʌmbər is sɛvən sɛvən eɪt tu tu naɪn oʊ naɪn naɪn oʊ]

b. Yes, I know your number.

[jes, aɪ noʊ jɔːr nʌmbər]

c. Yes, his number's 7782290990.

[jes, his nʌmbəz sɛvən sɛvən eɪt tu tu naɪn oʊ naɪn naɪn oʊ]

2. How often do you visit your cousins?

[haʊ ɒfən du ju vɪzɪt jɔːr kəzənz]

a. I like my cousins.

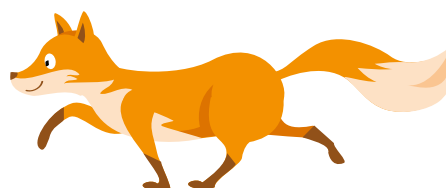
[aɪ laɪk maɪ kəzənz]

b. Every weekend.

[ɛvri wi:kend]

c. I am visiting them now.

[aɪ əm vɪzɪtɪŋ ðem naʊ]



3. What's her favourite fruit?

[wɒts hər feɪvərɪt fru:t]

a. She likes bananas.

[ʃi laɪks bə'nɑ:nəs]

b. He loves oranges.

[hi lʌvz ɔːrɪndʒz]

c. She eats fruit.

[ʃi i:tz fru:t]

4. Are you going out?

[ɑː ju ɡoʊɪŋ aʊt]

a. Yes, I'm.

[jes, aɪm]

b. Yes, I am not.

[jes, aɪ əm nɒt]

c. Yes, I am.

[jes, aɪ əm]

3. Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy.
1. I like her, but we *aren't the best* (nie jesteśmy najlepszymi) friends.
[aj lajk her, bat ti ... frends]
 2. There are a *lot of women* (dużo kobiet) at the meeting.
[der ar e ... et de mitin]
 3. I'm good at dancing, *but I can't* (ale nie potrafię) sing.
[ajm gud et dansin, ... s'in]
 4. *Is this/Is it* (Czy to jest) your mobile phone?
[... jor mołbajl fołn]
 5. She *starts lessons* (zaczyna lekcje) at 9 on Fridays.
[szl ... et najn on frajdejs]
4. Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

Are 1) *F* keen on computers?

[ar 1) ... kin on kompjuters]

Do you want to 2) *B* something new?

[du ju tont to 2) ... samfin nju]

If yes, come to our extra lessons at 5 p.m. on Tuesdays.

[if jes, kam tu ater ekstra lesns et fajf pi em on tjuzdejs]

You 3) *A* bring your friend, too. Lots of fun guaranteed!

[ju 3) ... brin jor frend tu. lots of fan garantid]

A. can
[ken]

B. learn
[lern]

C. have
[hew]

D. teach
[ticz]

E. they
[dej]

F. you
[ju]



ZADANIE TYPU EGZAMINACYJNEGO

5. Przeczytaj tekst. Wybierz poprawne uzupełnienie luk. Zakreśl literę a, b albo c.

Billie Eilish is my 1) singer. I really love her song "Ocean eyes". She is an American artist.

[bili ajlisz is maj 1)... synger. aj ryli law her song "ołszyn ajs". szy is en emeryken artyst]

2) birthday is on December 18th. Billie 3) ride a horse very well.

[2)... berfdej is on dysember ejtinf. bili 3)... rajd e hors weri tel]

She has got one older brother who also loves music. Billie 4) wearing eccentric clothes. She never 5) in public.

[szy hes got tan older brader hu ołsot laws mjuzik. bili 4)... terin iksentrik klofs. szy newer 5)... in pablik]

- | | | | |
|----|---------------------|---------------------------|------------------------------|
| 1. | a) good [gud] | b) like [lajk] | c) favourite [fejwrt] |
| 2. | a) Her [her] | b) My [maj] | c) Your [jor] |
| 3. | a) is [is] | b) can [ken] | c) has [hes] |
| 4. | a) like [lajk] | b) likes [lajks] | c) liking [lajkin] |
| 5. | a) smile [smajl] | b) smiles [smajls] | c) smiling [smajlin] |



1. Dopasuj pytania do odpowiedzi.

Match the questions with the answers.

[mecz de kłesczns tyf de ansers]

1. What's your name?
[tots jor nejnm]

2. How old are you?
[hat otld ar ju]

3. How are you?
[hat ar ju]

4. What is it?
[tot is it]

5. What colour is your school bag?
[tot kaler is jor skul bag]

6. Where are you from?
[ter ar ju from]

A. I'm 10.
[ajm ten]

B. I'm fine, thank you.
[ajm fajn, fenk ju]

C. It's my new pencil-case.
[its maj nju pensyl kejs]



E. I'm from England.
[ajm from yngland]

D. It's dark blue.
[its dark blu]

F. My name's Susan.
[maj nejms sjuzn]



1. Utóż pytania.

Make questions.

[mejɔ kłɛscznɔs]



1. that [dat] is [is] What [tɔt] ?

What is that?

2. you [ju] are [ar] Where [tɛr] from [frɔm] ?

Where are you from?

3. How [haʊ] are [ar] old [ɔld] you [ju] ?

How old are you?

4. are [ar] How [haʊ] you [ju] ?

How are you?

5. favourite [feɪvərɪt] number [nʌmbər] What [tɔt] is [is] your [jɔr] ?

What is your favourite number?

6. best [best] Who [hu] friend [frɛnd] your [jɔr] is [is] ?

Who is your best friend?

1. Wybierz odpowiedni zaimek pytający. Następnie odpowiedz na pytania o sobie.

Choose the correct question word. Then answer the questions about yourself.

[czus de korekt kłesczn tord. den anser de kłesczns ebatt jorsel]

1. **Who's** / **What's** your name?
[hus/tots jor nejm]

My name is Patrycja.

2. **Who** / **How** old are you?
[hu/hał otld ar ju]

I'm ten years old.

3. **Who's** / **What's** your favourite teacher?
[hus/tots jor fejwrt ticzer]

My favourite teacher is Ms. Kowalska.

4. **Why** / **When's** your birthday?
[taj/tens jor berfdej]

My birthday is on May 5th.

5. **Who's** / **What's** your favourite school subject?
[hus/tots jor fejwrt skul sabdžekt]

My favourite school subject is History.

To przykłady! Napisz własne odpowiedzi!



1. Uzupełnij dialog zwrotami z ramki.

Complete the dialogue using the phrases from the box.

[kompli:t de ɔajlɔg ju:zin de frejzɛs frɔm de bɔks]

- A. I'm eleven [ajm ɪlewen] B. It's in March [its in mɑ:rtʃ] C. Nice to meet you, too! [najs tu mi:t ju tu] D. What's your name? [tɔts jɔr nejm]

Joe: Hello, I'm Joe. 1) *What's your name?*
[dʒɔ:t heloʊ, ajm dʒɔ:t]

Ella: My name's Ella. Nice to meet you!
[ela: maj nejmz ɛla. najs tu mi:t ju]

Joe: 2) *Nice to meet you, too!*

Ella: How old are you, Joe?
[ela: haʊ oʊld ɑ: ju, dʒɔ:t]

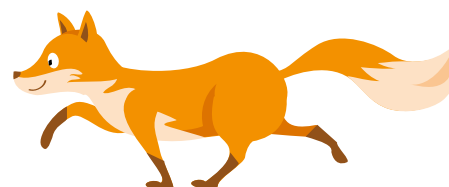
Joe: 3) *I'm eleven* years old.
[dʒɔ:t 3) ... jɛrs oʊld]

Ella: Wow! Me too!
[ela: waʊ! mi tu]

Joe: When's your birthday?
[dʒɔ:t wɛnz jɔr bɜ:rdɛj]

Ella: 4) *It's in March* What about you?
[ela: 4) ... tɔt ɛbʌt ju]

Joe: My birthday is in November.
[dʒɔ:t maj bɜ:rdɛj ɪz ɪn nɒvɪmber]



1. Wybierz poprawną odpowiedź a, b lub c.

Choose the correct answer a, b or c.

[czus de korekt anser ej, bi or si]

A. Hi! I'm Tina.

[haj! ajm tina]

b

.....

a) Goodbye!

[gudbaj]

b) Hi, I'm Rob.

[haj, ajm rob]

c) Hi! I'm 11.

[haj, ajm il^uewen]



D. How are you?

[hat ar ju]

b

.....

a) I'm 10.

[ajm ten]

b) I'm very good, thanks.

[ajm weri gud, fenks]

c) I'm at home.

[ajm et ho^utm]



B. What's your name?

[tots jor nej^um]

c

.....

a) Her name's Paula.

[her nej^ums po^ula]

b) I'm her sister.

[ajm her syster]

c) Paul.

[po^ul]



E. What nationality are you?

[tot neszn^uelyti ar ju]

a) England.

[yn^ugland]

b) I'm English.

[ajm yn^ugysz]

c) I live in England.

[aj liw in yn^ugland]



b

.....

C. Where do you live?

[ter du ju liw]

b

.....

a) You live in Warsaw.

[ju liw in to^ursot]

b) In Poland.

[in po^ulend]

c) I'm Polish.

[ajm po^ulysz]



F. Who is it?

[hu is it]

a

.....

a) It's my sister.

[its maj syster]

b) It's a dog.

[its e dog]

c) I think it is.

[aj fynk it is]



1. Dopasuj kolory do ich angielskich nazw.

Match the colours to their English names.

[mecz de kalers tu dejr ynglysz nejms]

dark blue
[dark blu]

light green
[lajt grin]

purple
[perpl]

black
[blek]

brown
[bratn]

pink
[pynk]



dark green
[dark grin]

yellow
[jelot]

red
[red]

orange
[oryndz]

light blue
[lajt blu]

2. Uzupełnij zdania.

Complete the sentences.

[komplit de sentenses]

1. The ball is *black* and *white* ..
[de bol is ... end ...]



2. The flower is *red* and *(dark) green* ..
[de flater is ... end ...]



3. The dog is *brown* ..
[de dog is ...]



4. My car is *orange* ..
[maj kar is ...]



5. These books are *orange*, *blue* and *pink* ..
[diis buks ar ..., ... end ...]

1. Pokoloruj obrazki.

Colour the pictures.

[kaler de pykczers]

1. The kite is red, orange, yellow and blue.

[de kajt is red, oryndź, jeloł end blu]

2. The helicopter is dark green.

[de helikopter is dark grin]

3. The scooter is purple.

[de skuter is perpl]

4. The boat is white and red.

[de bott is tajt end red]

5. The plane is orange and dark blue.

[de plejn is oryndź end dark blu]

6. The bucket is brown.

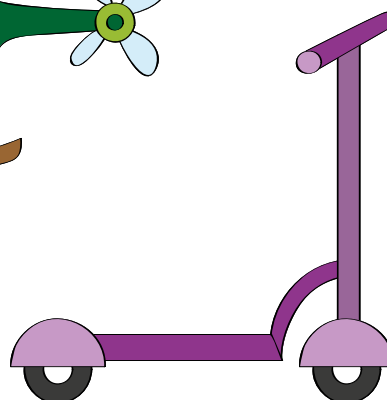
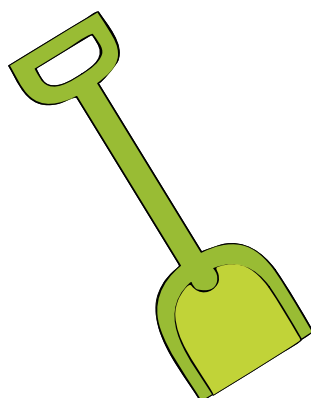
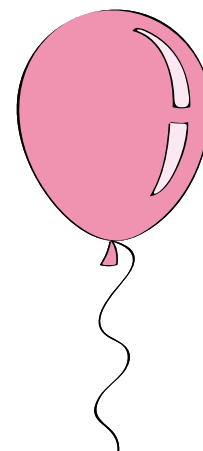
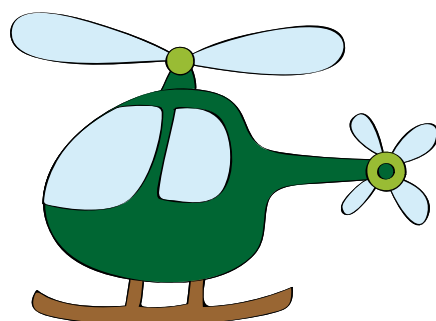
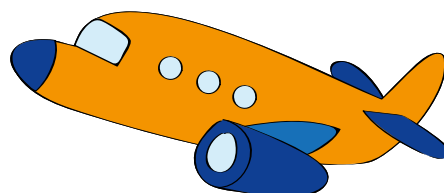
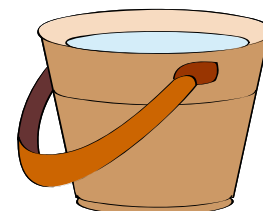
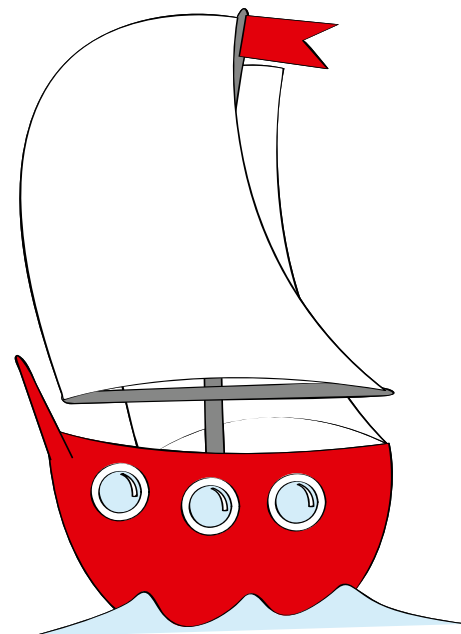
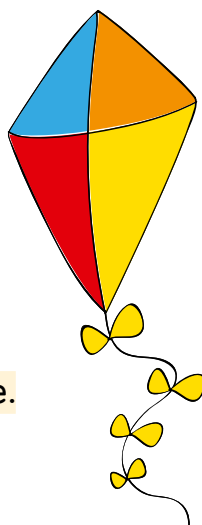
[de baket is bratn]

7. The spade is light green.

[de spejd is lajt grin]

8. The balloon is pink.

[de balun is pynk]



1. Jakie to liczby?

What numbers are these?

[tot numbers ar diis]

- | | | | |
|----------------------------|-----------------------|--------------------------------------|-----------------------|
| 1. Eight [ejt] | 8 | 5. Twenty-three [ttenti-fri] | 23 |
| 2. One [tan] | 1 | 6. Thirty-two [ferti-tu] | 32 |
| 3. Eleven [ilewen] | 11 | 7. Seventy-four [sewenti-for] | 74 |
| 4. Fifteen [fiftin] | 15 | 8. Ninety-nine [najnti-najn] | 99 |

2. Wpisz liczby.

Write the numbers.

[rajt de numbers]

- a) **Four**, **five**, **six**, **seven**
[for, ... , siks, sewen]
- b) **One**, **two**, **three**, **four**,
[... , tu, fri, ...]
- c) **Ten**, **nine**, **eight**, **seven**
[ten, najn, ... , sewen]
- d) **Three**, **six**, **nine**, **twelve**
[... , siks, najn, ttelw]
- e) **Twenty**, **fifteen**, **ten**, **five**,
[ttenti, fiftin, ten, ...]
- f) **Eleven**, **twelve**, **thirteen**, **fourteen**
[ilewen, ttelw, ... , fortin]

**REMEMBER!** [rymembe(r)]

- 0 – zero [zirot]
- 1 – one [tan]
- 2 – two [tu]
- 3 – three [fri]
- 4 – four [for]
- 5 – five [fajf]
- 6 – six [siks]
- 7 – seven [sewen]
- 8 – eight [ejt]
- 9 – nine [najn]
- 10 – ten [ten]
- 11 – eleven [ilewen]
- 12 – twelve [ttelw]
- 13 – **thirteen** [fertin]
- 14 – **fourteen** [fortin]
(...)
- 20 – **twenty** [ttenti]
- 21 – **twenty-one** [ttenti-tan]
- 22 – **twenty-two** [ttenti-tu]
(...)
- 30 – **thirty** [ferti]
- 40 – **forty** [forti]
- 50 – **fifty** [fifti]
(...)
- 100 – one hundred [tan hundred]

1. Połącz.

Match. [mecz]

Forty-five [forti-fajf]

Seventy-nine [sewenti-najn]

One hundred [tan handred]

Three [fri]

Twenty [ttenti]

Fifty-one [fifti-tan]

Eighty-six [ejti siks]

Twelve [ttelw]

20

79

12

45

51

3

86

100

2. Popatrz na obrazki i uzupełnij zdania.

Look at the pictures and complete the sentences.

[luk et de pykczers end kompliit de sentenses]

A. How old is he? He's *seven*.
[haŋ otld is hi? his ...]



B. How old is she? She's *five*.
[haŋ otld is sziz? sziz ...]



C. How old are they? They're *ten*.
[haŋ otld ar dej? dejr ...]



D. How old is Kate? *She's fourteen*.
[haŋ otld is kejt]



E. How old is Mike? *He's twelve*.
[haŋ otld is majk]



F. How old are they? *They're eight*.
[haŋ otld ar dej]



12

1. Odszyfruj wiadomość.

Decode the message.

[dikotd de mesydż]

One [tan] – A

Eight [ejt] – I

Eleven [ilewen] – O

Twelve [ttelw] – E

Thirteen [fertin] – G

Forty [forti] – N

Thirty [ferti] – L

Two [tu] – R

Sixteen [sikstin] – P

Seventy [sewenti] – S

Fifty [fifti] – V

Three [fri] – T

40+12+50+12+2

70+3+11+16

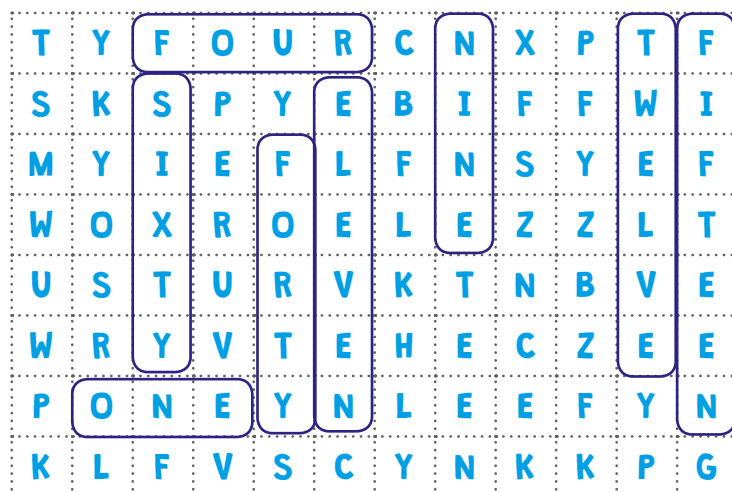
30+12+1+2+40+8+40+13

NEVERSTOPLEARNING

2. Znajdź angielskie nazwy 8 liczb. Zapisz je poniżej.

Find 8 numbers. Write them below.

[fajnd ejt numbers. rajt dem byloł]

60 .. *sixty*11 .. *eleven*9 .. *nine*15 .. *fifteen*4 .. *four*1 .. *one*12 .. *twelve*40 .. *forty*

1. Dopasuj zdania do odpowiednich zegarów.
Match the sentences with the correct clocks.

[mecz de sentences tyf de korekt kloks]



1. It's eleven o'clock.

[its ilewen oklok]

E



2. It's seven o'clock.

[its sewen oklok]

B



3. It's nine o'clock.

[its najn oklok]

D

4. It's two o'clock.

[its tu oklok]

A

5. It's one o'clock.

[its tan oklok]

C

6. It's three o'clock.

[its fri oklok]

F



What's the time?

[tots de tajm]



2. Wybierz poprawne wyrazy.
Choose the correct words.

[czus de korekt terds]

What time is it?

[tot tajm is it]

a.m. = 0:00 – 12:00

p.m. = 12:00 – 24:00

A. It's half / quarter past seven a.m. / p.m.

[its haf/ktoter past sewen ej em/pi em]



B. It's half / quarter to one a.m. / p.m.

[its haf/ktoter tu tan ej em/pi em]



C. It's half / quarter past eight a.m. / p.m.

[its haf/ktoter past ejt ej em/pi em]



D. It's half / quarter past nine a.m. / p.m.

[its haf/ktoter past najn ej em/pi em]



E. It's four / five o'clock a.m. / p.m.

[its for/fajf oklok ej em/pi em]

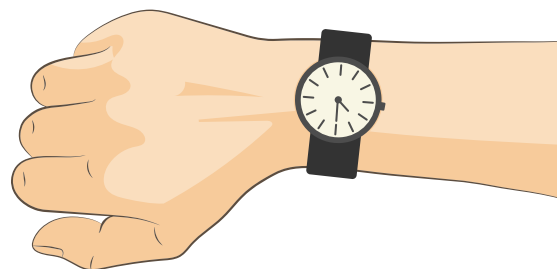


1. Uzupełnij dialogi.

Complete the dialogues.

[kompliit de dajlogs]

- 1 A. Excuse me, *what time is* it?
[ikskjuz mi, ... it]
- B. It's half past four.
[its haf past for]
- A. Thank you.
[fenk ju]



- 2 A. What time does the concert start?
[tot tajm das de konsert start]
- B. At *eight p.m./eight o'clock* Are we late?
[et ... ar ti lejt]
- A. No, we still have plenty of time!
[not, ti stil hew plenti of tajm]
- B. That's great. Let's go shopping.
[dats grejt. lets got szopin]



- 3 A. When is your flight to London?
[ten is jor flajt tu london]
- B. Early in the morning.
[erli in de mornin]
- A. When exactly? I can drive you to the airport.
[ten igzaktli? i ken drajw ju tu de erport]
- B. Ah! It's at *quarter past three*
[a! its et ...]
- A. Perfect.
[perfekt]

TIME	FLIGHT	DESTINATION	GATE
03:15	PC1072	LONDON	E3
04:10	AP2200	ANKARA	F2
05:25	PL0035	ROME	E1
11:05	KC1142	NEW YORK	B4
13:40	AV0080	VANCOUVER	B1

1. Uzupełnij dialogi.

Complete the dialogues.

[komplit de dajlogs]

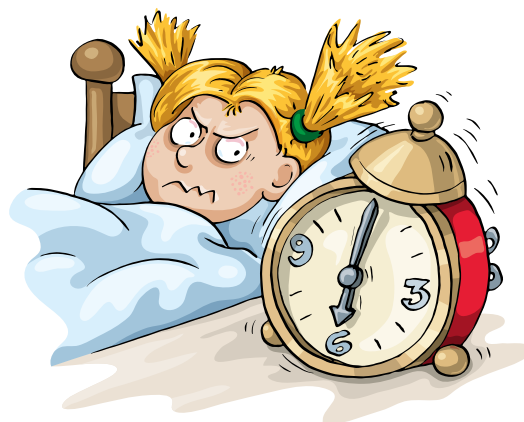


- 1
- A. Oh no! We are too early.
[ot not! ti ar tu erli]
- B. Really?
[ryli]
- A. Yes, they open at ... *nine a.m./nine o'clock/nine* ...
[jes, dej ołpen et...]
- B. Don't worry. Let's go to another shop.
[dont łori. lets got tu enader szop]

- 2
- A. Are you seeing your doctor today?
[ar ju sijin jor dokter tudej]
- B. Yes, at ... *quarter to ten* ...
[jes, et ...]
- A. Do you want me to go with you?
[du ju tont mi to got tyf ju]
- B. Yes, that would be nice.
[jes, dat tud bi najs]



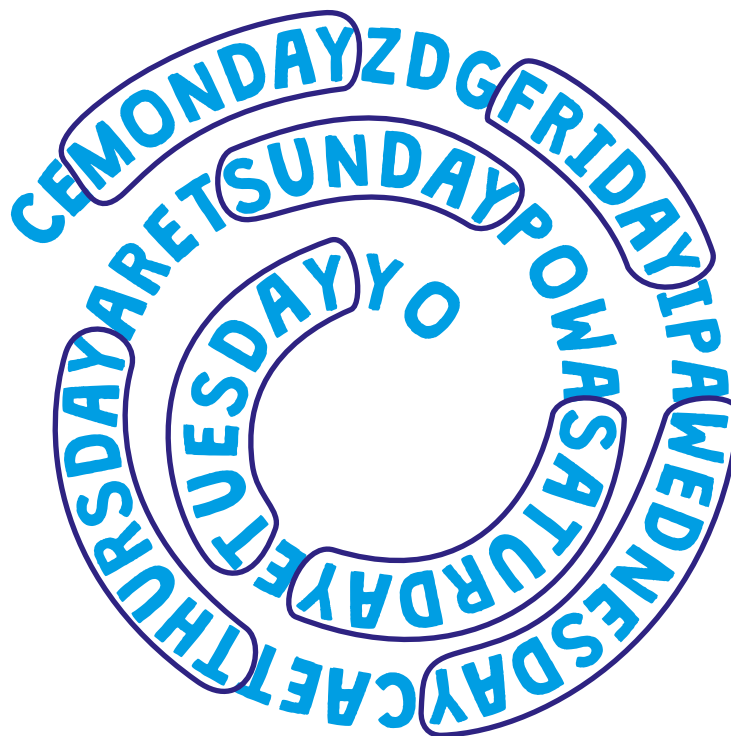
- 3
- A. What time do you get up on weekdays?
[tot tajm du ju get ap on łikdejs]
- B. At ... *six o'clock/six a.m.* ...
[et]
- A. That's very early!
[dets weri erli]
- B. I know. I hate it.
[aj not. aj hejt it]



1. Znajdź nazwy dni tygodnia i zapisz je w odpowiedniej kolejności – od poniedziałku do niedzieli.

Find the days of the week and then write them in the correct order – from Monday to Sunday.

[fajnd de dejs of de tik end den rajt dem in de korekt order – from mandej tu sandej]



1

Monday

5

Friday

2

Tuesday

6

Saturday

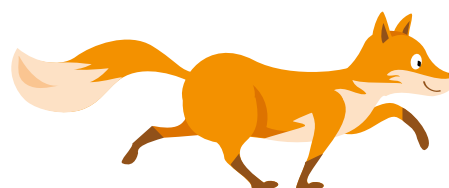
3

Wednesday

7

Sunday

4

Thursday

1. Uzupełnij zdania na podstawie planu lekcji.

Complete the sentences according to the schedule.

[kompliit de sentences ekordin tu de skedjul]

TIME [tajm]	DAY [dej]				
	Mon [mandej]	Tue [tjuzdej]	Wed [tENZdej]	Thu [fersdej]	Fri [frajdej]
8:00 a.m. [ejt ej em]	Maths [mafs]	P.E. [pi i]	English [ynglysz]	break [brejk]	Art [art]
9:00 a.m. [najn ej em]	break [brejk]	Polish [pOlysz]	Science [sajens]	History [hystri]	Chemistry [kemystri]
10:00 a.m. [ten ej em]	English [ynglysz]	Maths [mafs]	break [brejk]	Biology [bajolodzi]	Maths [mafs]
11:00 a.m. [iIewen ej em]	History [hystri]	Geography [dziogrefi]	Music [mjuzik]	Physics [fiziks]	break [brejk]
12:00 p.m. [ttelw pi em]	Science [sajens]	Art [art]	Polish [pOlysz]	P.E. [pi i]	Geography [dziogrefi]

- Mike has Polish on Tuesday and Wednesday.
[majk has pOlysz on ... end ...]
- His Chemistry lesson is at 9 o'clock on Friday.
[his kemystri lesn is et ... on ...]
- The P.E. lesson starts at 8 o'clock on Tuesday.
[de pi i lesn starts et ejt oklok on ...]
- Maths is the first lesson on Monday.
[mafs is de ferst lesn on ...]
- Mike has four lessons on Wednesday.
[majk hes ... lesns on tENZdej]
- Biology is at 10 o'clock on Thursday.
[bajolodzi is et ...oklok on ...]

1. Połącz.

Match.

[mecz]

1. STYCZEŃ

2. LUTY

3. MARZEC

4. KWIECIEŃ

5. MAJ

6. CZERWIEC

7. LIPIEC

8. SIERPIEŃ

9. WRZESIEŃ

10. PAŹDZIERNIK

11. LISTOPAD

12. GRUDZIEŃ



Podpowiedź:

1. January, 2. February, 3. March,
4. April, 5. May, 6. June, 7. July,
8. August, 9. September, 10. October,
11. November, 12. December

A. JUNE
[dʒʌn]B. FEBRUARY
[februəri]C. DECEMBER
[diːsɛmbər]D. JANUARY
[dʒɛnjuəri]E. AUGUST
[ɒɡɛst]F. JULY
[dʒʌləj]G. APRIL
[eɪprɪl]H. NOVEMBER
[nɒvɪmber]I. MARCH
[mɑːtʃ]J. SEPTEMBER
[sɛptɛmbər]K. OCTOBER
[ɒktoʊbər]L. MAY
[meɪ]

1. Wpisz miesiące przy odpowiednich porach roku.
Write the months next to the correct seasons.

[rajt de manfs nekst tu de korekt s'izens]

..... <i>March</i>		 <i>June</i>
..... <i>April</i>		 <i>July</i>
..... <i>May</i>		 <i>August</i>
..... <i>September</i>		 <i>December</i>
..... <i>October</i>		 <i>January</i>
..... <i>November</i>		 <i>February</i>

2. Uzupełnij zdania odpowiednim wyrazem z ramki.
Complete the sentences with the correct word from the box.

[kompliit de sentences tyf de korekt terd from de boks]

birthday [berfdej]	Christmas [krysmes]	July [dzułaj]	November [notwember]	September [september]
-----------------------	------------------------	------------------	-------------------------	--------------------------

- *Christmas* is in December.
[... is in dysember]
- We start school in *September*
[ti start skul in ...]
- It's usually very hot in *July*
[its juzueli weri hot in ...]
- My *birthday* is in April.
[maj ... is in epril]
- *November* is an autumn month.
[is en otem manf]



1. Uzupełnij brakujące litery w poniższych wyrazach. Co te słowa znaczą?
Add the missing letters. What do these words mean?

[ed de mys'in letters. tót du diis terds min]

W I ND Y



..... *wietrznie*

WA R M



..... *ciepło*

H O T



..... *gorąco*

C O L D



..... *zimno*

FO G G Y



..... *mgliście*

R AIN Y



..... *deszczowo*

SN O W Y



..... *śnieżnie*

S T O R MY



..... *burzowo*

C L O U D Y

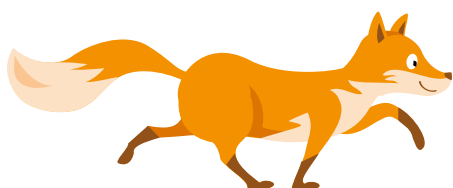


..... *pochmurno*

S U NN Y



..... *słonecznie*



Podpowiedź:

cloudy [kłaɫdi], cold [kold], foggy [fogi],

hot [hot], rainy [rejni], snowy [snoʃi],

stormy [stormi], sunny [sani],

warm [torm], windy [tyndi]

1. Rozwiąż krzyżówkę.

Do the crossword.

[du de krosterd]

Across

[ekros]



6

Watch your hat! It's very

[tocz jor hat! its weri...]

5

It's boiling today. Can you open the window, please?

[its bojlin ... tudej. ken ju otpen de tyndot, plis]

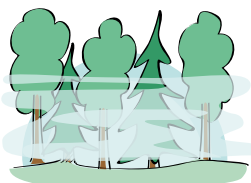
1



3



2



³ S	T	O	⁴ R	M	Y
----------------	---	---	----------------	---	---

N

A

⁵ H	O	T
----------------	---	---

I

W

N

⁶ W	I	N	D	Y
----------------	---	---	---	---

Y

Down

[datn]



4



1



3

I really like winters.

[aj ryli lajk ... tynters]

1. Uzupełnij zdania.

Complete the sentences.

[komplit de sentences]

1 What's the weather like?

[tots de teder lajk]

It's rainy and foggy.
[its ... end ...]



2 What's the weather like?

[tots de teder lajk]

It's snowy and sunny.
[its... end ...]

3 What's the weather like?

[tots de teder lajk]

It's stormy and cold.
[its ... end ...]



4 What's the weather like?

[tots de teder lajk]

It's windy.
[its...]

1. Wybierz odpowiedni wyraz.

Choose the correct word.

[czus de korekt terd]

1. Take your umbrella. It's always **snowy** / **rainy** in London.

[tejk jor ambrela. its oltejz snoti/rejni in london]

2. What a wonderful **snowy** / **rainy** day! We can make a snowman.

[tot e tanderful snoti/rejni dej! ti ken mejk a snotman]

3. Today is really **cold** / **hot**, it's almost 30°C.

[tudej is ryli kold/hot, its olmost ferti digris selsijes]

4. I really like spring. It's **warm** / **windy** and sunny.

[aj ryli lajk sprin. its torm/tyndi end sani]

5. Put on your hat, gloves and a scarf. It's very **cold** / **hot** outside.

[put on jor het, glaws end e skarf. its weri kold/hot altsajd]

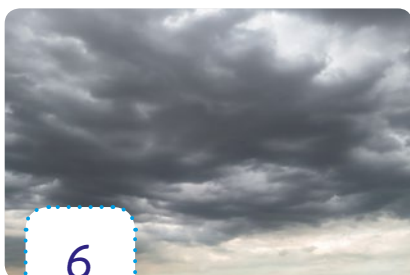
6. It's so **warm** / **cloudy**. I think it will rain soon.

[its sot torm/klatdi. aj fynk it wil rejn sun]

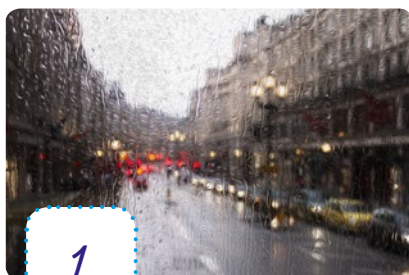
2. Wybierz 3 zdania z ćwiczenia 1 i dopasuj je do obrazków.

Choose 3 sentences from exercise 1 and match them with the pictures.

[czus fri sentences from eksersajz tan end mecz dem tyf de pykczers]



6



1



4



1. Podziel wyrazy na 5 grup.
Divide the words into 5 groups.

[diwajd de terds yntu fajf grups]

August [ogest], stormy [stormi], twelve [tɛltw], spring [sprɪn], Friday [fraɪdeɪ],
grey [greɪ], one [ʌn], foggy [fɒgi], Thursday [fɜrsdeɪ], winter [tɪnter],
November [notwɛmbər], autumn [ɒtəm], white [taɪt], thirty [fɜrti],
purple [pɜ:pəl], April [eɪprɪl], warm [wɔ:m], Sunday [sʌndeɪ]

NUMBERS

[nʌmbəz]

twelve

one

thirty

COLOURS

[kɔ:ləz]

grey

white

purple

MONTHS

[mʌnθs]

August

November

April

DAYS OF THE WEEK

[deɪz ɒf ðe tɪk]

Friday

Thursday

Sunday

WEATHER

[tɛdə]

stormy

foggy

warm

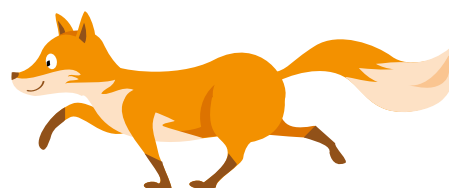
SEASONS

[s'ɪzənz]

spring

autumn

winter





ZADANIE TYPU EGZAMINACYJNEGO

2. Uzupełnij dialogi. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. Luki należy uzupełnić w języku angielskim.

1

A. Excuse me! What *is the time/time is it* .. ?

[ikskjuz mi! tot...]

B. It's half past ten.

[its haf past ten]

A. *Thank you* very much!

[... weri macz]

B. You're welcome.

[jur tɛlkam]

2

A. Mom, where are my jeans?

[mam, ter ar maj džins]

B. I think *they are in* your bedroom. Check your wardrobe!

[aj fynk ... jor bedrum. czek jor tordrotb]

A. Yes, they are here. Thank you!

[jes, dej ar hijer. fenk ju]

3

A. Hi, Sally. Where *are you* going?

[haj sali. ter ... gotin]

B. I'm going to the hospital to visit my granny.

[ajm gotin to de hospytal tu wyzyt maj grani]

4

A. What is your favourite season, Mark?

[tot is jor fejwrt s'izen, mark]

B. I really *like summer(s)* It's hot and sunny and you can spend all days outside.

[aj ryli ... its hot end sani end ju ken spend ol dejs attsajd]

5

A. Have you got any eggs for the cake?

[hew ju got eni eggs for de kejk]

B. Well, I think *there are/I have/I've got* some in the fridge.

[tel, aj fynk ... sam in de frydż]

A. Perfect!

[perfekt]



ZADANIE TYPU EGZAMINACYJNEGO

3. Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań.

Example: Do you go to work on weekdays? **TO**

[du ju goł to terk on tikdejs? TU]

Do you go to work ... *from Monday to* ... Friday?

[du ju goł tu terk ... frajdej]

2. She looks pretty in her spotted dress today. **WEARING**

[szi luks pryti in her spotyd dres tudej. LERIN]

She looks pretty. She ... *is wearing a* ... spotted dress today.

[szi luks pryti. szi ... spotyd dres tudej]

3. It's cold today. **NOT**

[its kold tudej. NOT]

It ... *isn't hot/isn't warm* ... today.

[it ... tudej]

4. Olaf can draw. Tina can draw. **AND**

[olaf ken dro. tina ken dro. END]

Olaf ... *and Tina can* ... draw.

[olaf ... dro]

5. We never have lessons at the weekends. **ON**

[ti newer hew lesns et de tikends. ON]

We never have lessons ... *on Saturdays and* ... Sundays.

[ti newer hew lesns ... sandejs]

6. I'm an only child. **OR**

[ajm an onli czajld. OR]

I haven't got any ... *brothers or sisters.* ...

[aj hewnt got eni ...]



Uwaga!

Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany.



ZADANIE TYPU EGZAMINACYJNEGO

4. Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

- | | | | | | |
|----------------------|----------------------|------------------------|-------------------------|--------------------------|-------------------------------|
| A. be
[bi] | B. is
[is] | C. can
[ken] | D. have
[hew] | E. surf
[serf] | F. surfing
[serfin] |
|----------------------|----------------------|------------------------|-------------------------|--------------------------|-------------------------------|

AIR MAIL **POSTCARD**

Greetings from Hawaii!
[grɪtɪŋs frəm haʊaɪi]

The weather 1) *B* wonderful - it's hot and sunny.
[de teder 1) ... tanderful - its hot end sani]

We 2) *C* lie on the beach all day.

Today we are taking 3) *F* lessons.
[ti 2) ... laj on de bicz ol dej. tudej ti ar tejkin 3) ... lesns]

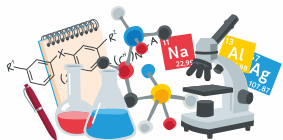
It's so much fun! See you soon!

Yvonne
[its sɔt macz fan! si ju sun!
iwon]

1. Przetłumacz nazwy przedmiotów na język polski.

Translate the names of the school subjects into Polish.

[translejt de nejms of de skul sabdzekts yntu polysz]



Chemistry

[kemystri]

chemia



Geography

[dziogrefi]

geografia



Physics

[fiziks]

fizyka



Biology

[bajolodzi]

biologia



History

[hystri]

historia



English

[ynglysz]

j. angielski

2. Na jakim przedmiocie będziesz potrzebować tych rzeczy?

On which subject will you need these things?

[on ticz sabdzekt til ju nid diis fyngs]

1. a globe and a map

[e glob end e mep]

Geography



5. coursebooks and dictionaries

[kursbuks end dikszeneris]

Foreign languages / English etc.



2. hula hoops and balls

[hula hups end bols]

Sport/P.E.



6. a calculator and a ruler

[e kalkjulejter end e ruler]

Maths



3. a microscope and a skeleton

[e majkroskotp end e skelytn]

Biology



7. brushes and paints

[braszes end pejnts]

Art



4. the flute and the guitar

[de flut end de gitar]

Music



8. a mouse and a computer

[e mats end e kompjuter]

IT/Information Technology



1. Połącz przedmioty szkolne z ich opisem.

Match the school subjects with their description.

[mecz de skul sabdżekts tyf dejr dyskrypszn]

1. IT (information technology)
[aj ti – informejszyn technolodzi]

2. P.E./Sport
[pi i / sport]

3. Maths
[mafs]

A. You learn about numbers and shapes. You also learn how to calculate.

[ju lern ebatt nambers end szejps. ju olsot lern hat tu kalkjulejt]

B. You create beautiful paintings and drawings.

[ju krijejt bjutiful pejntings end drotings]

C. You run and do physical exercises. You learn how to play football.

[ju ran end du fizykal ekszersajzes. ju lern hat tu plej futbol]

D. You learn to sing and play instruments.

[ju lern tu s'in end plej instrumnts]

E. You learn how to use a computer and the Internet.

[ju lern hat tu juz e kompjuter end de internet]

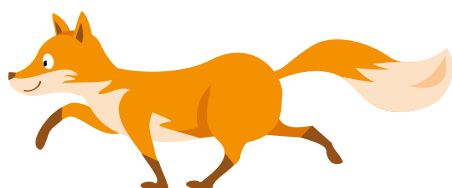
F. You learn about God and the Bible.

[ju lern ebatt god end de bajbl]

4. Religious education
[relidzys edjuejszyn]

5. Art
[art]

6. Music
[mjuzik]



1. Popatrz na obrazek i wybierz poprawne odpowiedzi.
 Look at the picture and choose the correct answers.

[luk et de pykczer end czus de korekt ansers]



1. The children are in their:

[de czyldren ar in dejr]

a) Maths lesson.

[mafs lesn]

b) Geography lesson.

[dziogrefi lesn]

c) Biology lesson.

[bajolodzi lesn]

2. The girl in the middle:

[de gerl in de midl]

a) is sad.

[is sad]

b) wants to say something.

[tonts tu sej samfin]

c) doesn't have a notebook.

[daznt hew e nottbuk]

3. The teacher is:

[de ticzer is]

a) smiling.

[smajin]

b) talking.

[tokin]

c) writing on the board.

[rajtin on de bord]

2. Popatrz jeszcze raz na obrazek i zdecyduj, czy zdania są prawdziwe (T), czy fałszywe (F).

Look at the picture again and decide if the sentences are true or false.

[luk et de pykczer egen end dysajd if de sentenses ar tru or fols]

1. There is a map on the wall. *true*...

[der is e mep on de toł]

2. There are four boys in the classroom. *false*...

[der ar for bojs in de klasrum]

3. The students are enjoying the lesson. *true*...

[de stjudents ar yndżojin de lesn]

4. There are six desks. *true*...

[der ar siks desks]

5. The woman is a History teacher. *false*...

[de łumen is e hystri ticzer]





ZADANIE TYPU EGZAMINACYJNEGO

1. Przeczytaj tekst. Uzupełnij luki, wybierając właściwą z podanych odpowiedzi.

I am a very good 1. ... *student* ... I like most of the 2. ... *subjects* ... but my
[aj em e weri gud 1. ... aj lajk most of de 2. ... bat maj]

favourite ones are Science and 3. ... *English* ... Doing experiments is really
[fejwrt tans ar sajens end 3. ... dujin yksperyments is ryli]

fun. Our 4. ... *teacher* ... is very creative and her lessons are very interesting.
[fan. ater 4. ... is weri krijejtiw end her lesns ar weri yntrestin]

The English teacher motivates us to 5. ... *speak* ... a lot. I would like to
[de yngysz ticzer motiwejts as tu 5. ... e lot. aj tud lajk tu]

6. ... *live* ... in London one day, that is why I study hard.
[6. ... in london tan dej, dat is taj aj stadi hard]

- | | | | |
|----|--|--|---|
| 1. | a) teacher
[t <u>i</u> cz <u>e</u> r] | <input checked="" type="radio"/> b) student
[s <u>t</u> ju <u>d</u> ent] | c) children
[cz <u>y</u> l <u>d</u> ren] |
| 2. | a) subject
[s <u>a</u> bd <u>z</u> ek <u>t</u>] | <input checked="" type="radio"/> b) subjects
[s <u>a</u> bd <u>z</u> ek <u>t</u> s] | c) topics
[t <u>o</u> py <u>k</u> s] |
| 3. | <input checked="" type="radio"/> a) English
[y <u>n</u> gysz] | b) England
[y <u>n</u> gl <u>e</u> nd] | c) London
[l <u>o</u> nd <u>o</u> n] |
| 4. | a) friends
[f <u>r</u> end <u>s</u>] | b) students
[s <u>t</u> ju <u>d</u> ent <u>s</u>] | <input checked="" type="radio"/> c) teacher
[t <u>i</u> cz <u>e</u> r] |
| 5. | <input checked="" type="radio"/> a) speak
[s <u>p</u> ik] | b) sit
[s <u>y</u> t] | c) stand
[s <u>t</u> end] |
| 6. | <input checked="" type="radio"/> a) live
[l <u>y</u> w] | b) lives
[l <u>y</u> ws] | c) living
[l <u>y</u> win] |



ZADANIE TYPU EGZAMINACYJNEGO

1. Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A. lesson
[lesn]

B. lessons
[lesns]

C. is
[is]

D. are
[ar]

E. like
[lajk]

F. likes
[lajks]

We always have a lot of 1. **B** on Wednesdays. We start with
[ti oltejs hew e lot of 1. ... on tɛnzdejs. ti start tyf]

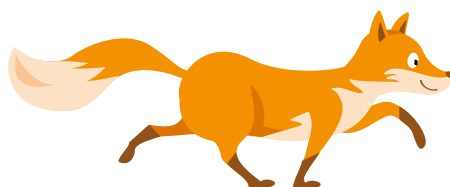
English at 8.00. Then we have two Polish lessons. After that we have a longer
[ɪŋɡlɪʃ et ejt. den ti hew tu pɔlɪʃ lesns. aftɛr dat ti hew e lɔŋɡɛr]

break. At 12.00 we start Biology. It 2. **C** my favourite
[brejk. et tɛlɛw ti start baɪɔlədʒi. ɪt 2. ... mi feɪvərɪt]

lesson on Wednesday. Then we have Maths. I don't really 3. **E** it,
[lesn on tɛnzdeɪ. den ti hew mɑ:θs. aɪ dɒnt ri:li 3. ... ɪt]

maybe because I am not that good at it. Our last lesson is Art. I love it.
[meɪbi bɪkɔs aɪ em nɒt dæt ɡʊd æt ɪt. ɑ:ɹ lɑ:st lesn ɪz ɑ:ɹt. aɪ lʌv ɪt]

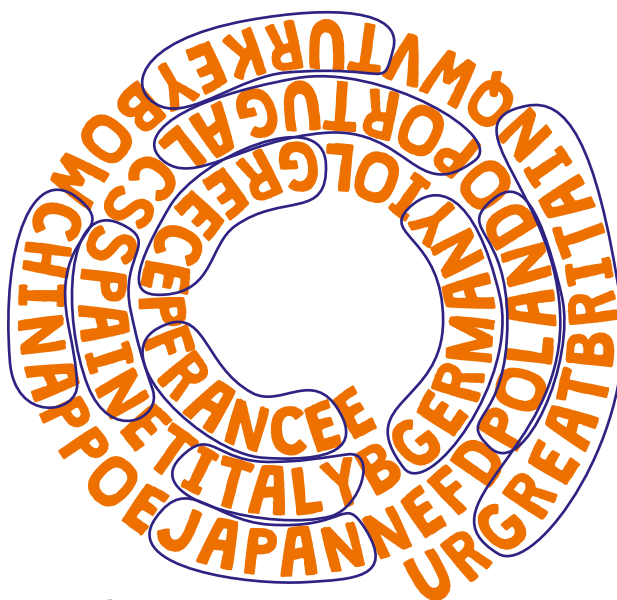
It's really relaxing.
[ɪts ri:li rɪlæks'ɪn]



1. Znajdź nazwy 11 krajów.
Find the names of 11 countries.

[fajnd de nejms of ilēwen kantris]

1. *Great Britain*
2. *Turkey*
3. *China*
4. *Japan*
5. *Poland*
6. *Portugal*
7. *Spain*
8. *Italy*



9. *Germany*
10. *Greece*
11. *France*

2. Połącz części wyrazów tak, aby utworzyć nazwy narodowości.
Match the parts of the words to create the names of nationalities.

[mecz de parts of de terds tu krijejt de nejms of nesznelytis]

A. BRI

B. GER

C. ITA

D. SPA

E. PORTU

F. TUR

G. GRE

H. FRE

I. CHIN

J. JAPA

K. PO

6) ESE

1) LIAN

2) NESE

3) GUESE

4) NCH

5) TISH

7) LISH

8) KISH

9) EK

10) NISH

11) MAN

A	B	C	D	E	F	G	H	I	J	K
5	11	1	10	3	8	9	4	6	2	7

1. Uzupełnij zdania odpowiednią nazwą narodowości.
Complete the sentences with the correct nationalities.

[komplɪt de sentenses tyf de korekt nesznelytɪs]



A. Ibrahim is from Turkey.

[ɪbrəˈhɪm ɪz frəm terki]

He's Turkish.....

[his ...]



B. My friend is British.....

and lives in Great Britain.

[maj frɛnd ɪz ... ɛnd lɪvs ɪn greɪt brɪtn]



C. I'm from Japan. I'm Japanese.....

[ajm frəm dʒəˈpæn. ajm ...]

D. We're French..... We live in France.

[tɪr ... tɪ lɪv ɪn frɑːns]

E. They come from

Greece. They're

Greek.....

[deɪ kʌm frəm grɪs. deɪr ...]



1. Uzupełnij zdania. Jeden wyraz został podany dodatkowo i nie pasuje do żadnej luki.

Complete the sentences. There is one extra word that won't be used.

[kompli de sentences. der is tan ekstra terd dat tont bi juz]

are [ar] France [frans] from [from] German [dżerman] Italian [italian]
 not [not] Spanish [spenysz] Turkey [terki] USA [juesej]

- I am *from* Portugal.
[aj em ... porczugol]
- They're from *France* They live in Paris.
[dejzr from ... dej lyw in peris]
- My cousins *are* from Greece.
[maj kazyns ... from griz]
- She's *not* from Poland.
[szis ... from polend]
- Theo is from the *USA*
[tijo is from de ...]
- Pizza is an *Italian* food.
[picca is en ... fud]
- Barcelona is a beautiful *Spanish* city.
[barselona is e bjutiful ... syti]
- I often spend my holidays in Ankara. It's in *Turkey*
[aj ofyn spend maj holydejs in ankara. its in ...]



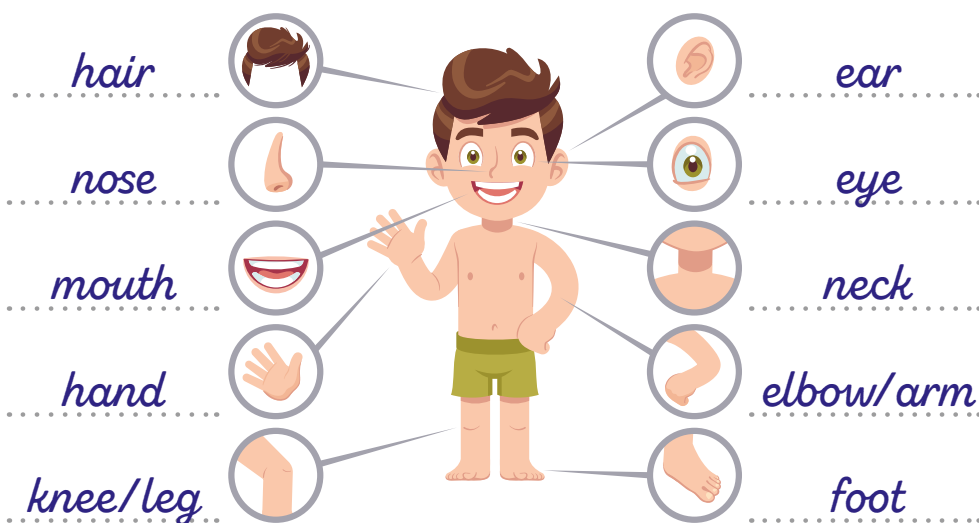
REMEMBER! [rymembe(r)]

Zazwyczaj przed nazwami krajów **nie!** stawiamy the.
Wyjątek! → **the** USA

1. Podpisz części ciała na obrazku.

Name the body parts in the picture.

[nejm de badi parts in de pykczer]

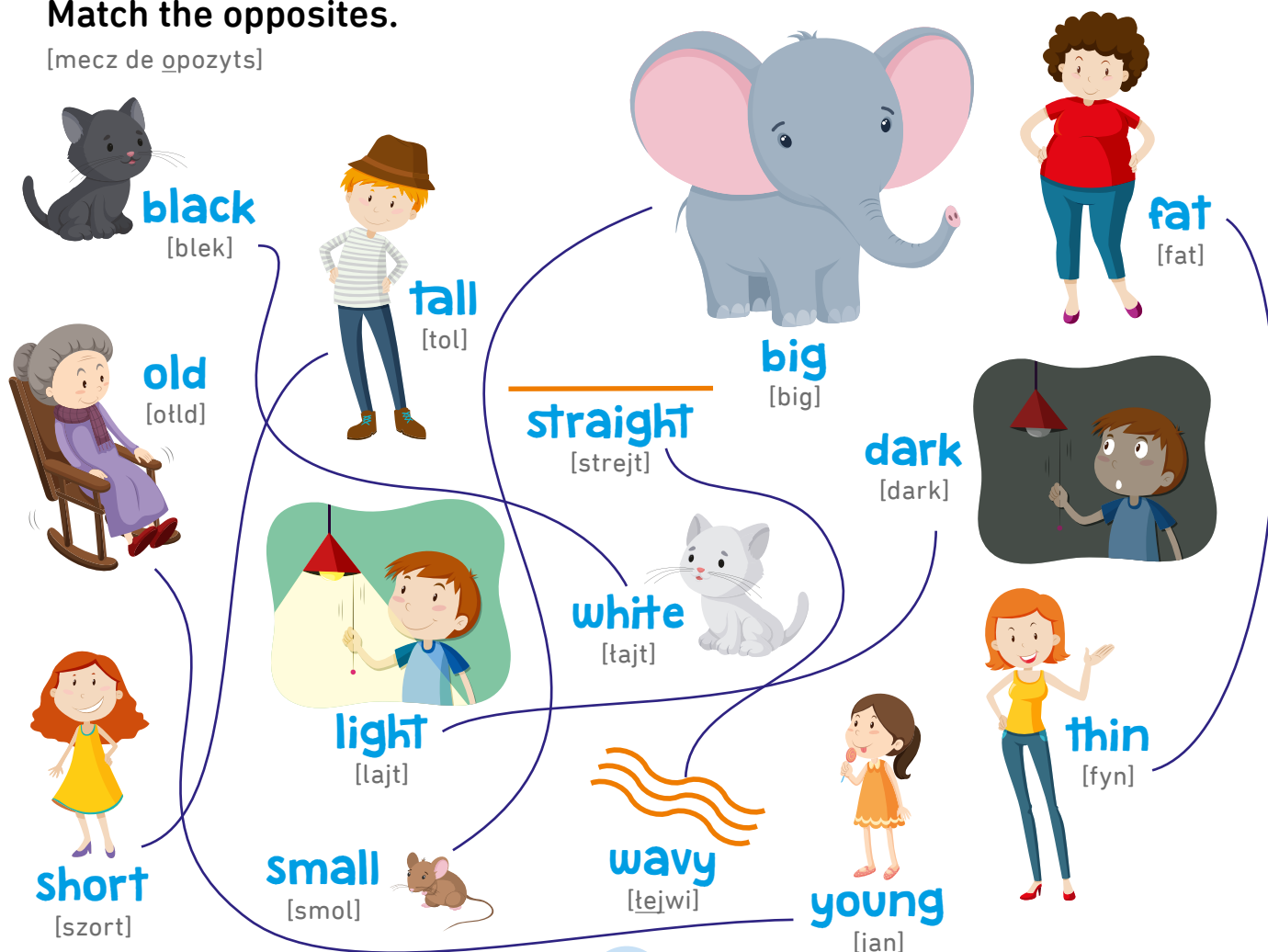


ear [ijer] – ucho
 elbow [elbot] – łokieć
 eye [aj] – oko
 hair [her] – włosy
 foot [fut] – stopa
 hand [hend] – ręka, dłoń
 knee [ni] – kolano
 mouth [matf] – usta
 neck [nek] – szyja
 nose [nots] – nos

2. Połącz w pary przymiotniki o przeciwstawnym znaczeniu.

Match the opposites.

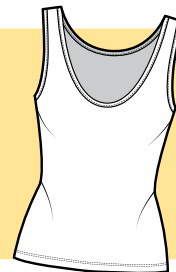
[mecz de opozyts]



1. Wybierz poprawny wyraz.
Choose the correct word.

[czus de korekt terd]

A. It's a **top** / T-shirt .
[its e top/tiszert]



B. These are **trainers** / trousers .
[diis ar trejners/tratzers]

C. I love these **gloves** / mittens .
[aj law diis glaws/mitens]



D. It's my favourite **cap** / hat .
[its maj fejwrt kep/het]

E. This **dress** / skirt is really beautiful.
[dis dres/skert is ryli bjutiful]



F. What a lovely **coat** / jacket !
[tot e lawli kott/dzekyt]

1. Popatrz na obrazek i wybierz poprawne wyrazy.

Look at the picture and choose the correct words.

[luk et de pykczər end czus the korekt tərds]

Mr Peterson is **young** / **old**

[myster piterson is jan/old]

but he's still very active. He's got white hair

[bat his stil wəri aktyw. his got tajt her]

and a **beard** / **moustache**

[end e bijerd/mestasz]

He wears **glasses** / **sunglasses**

[hi tərds glasys/sanglasys]

Now, he's sitting in his armchair and surfing the Internet.

[nat his sytyn in his armczər end serfin de internet]

He's wearing a **black** / **brown** sweater, a white **shirt** / **T-shirt**

[his tərɪn e blek/bratn steter, e tajt szert/tiszert]

and a **scarf** / **tie**. His **jeans** / **trousers** are black.

[and e skarf/taj. his džins/tratzers ar blek]



2. Uzupełnij tabelkę wyrazami z ramki.

Complete the table with the words from the box.

[kompliɪt de tejbł tyf de tərds from de boks]

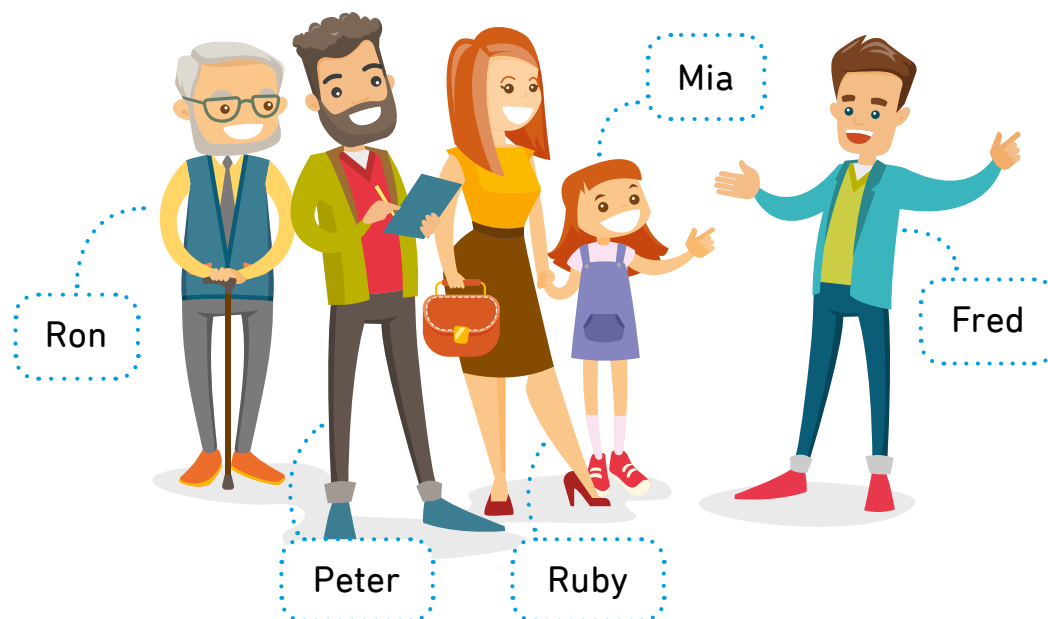
<p><i>swimsuit, hat, umbrella,</i> [stjmsjut, het, ambrela]</p> <p><i>necklace, boots, sandals,</i> [neklɪs, buts, sendɒls]</p> <p><i>sweater, socks, tie, gloves,</i> [steter, sɒks, taj, glawz]</p> <p><i>jacket, flip-flops, sunglasses,</i> [dʒekyt, flip-flops, sanglasys]</p> <p><i>shorts, top, trainers, scarf,</i> [szɔrts, tɒp, trejnərs, skarf]</p> <p><i>earrings, belt, bikini</i> [ijerɪŋs, belt, bikini]</p>	<p>summer clothes [samer klofs]</p> <p>winter clothes [tynter klofs]</p> <p>shoes [szus]</p> <p>accessories [aksesoris]</p>	<p><i>swimsuit, hat, shorts,</i> <i>top, bikini</i></p> <p><i>sweater, gloves, jacket,</i> <i>scarf, socks</i></p> <p><i>boots, sandals,</i> <i>flip-flops, trainers</i></p> <p><i>umbrella, hat, tie, belt,</i> <i>necklace, gloves, scarf,</i> <i>sunglasses, earrings</i></p>
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1. Zdecyduj, czy poniższe zdania są prawdziwe (T), czy fałszywe (F).
Następnie popraw zdania fałszywe.

Decide if the sentences are true (T) or false (F).

Then correct the false sentences.

[disajd if de sentences ar tru or fols. den korekt de fols sentences]



1. Peter has a moustache and a beard.

[piter has e mestasz end e bijerd]

T

2. Ruby is wearing boots.

[rubi is terin buts]

F

3. Ron is wearing sunglasses.

[ron is terin sanglasys]

F

4. Fred is wearing jeans.

[fred is terin dzins]

T

5. Mia is wearing a brown skirt.

[mija is terin e bratn skert]

F



2. F - Ruby is wearing shoes/high-heels.

3. F - Ron is wearing glasses.

5. F - Mia is wearing a purple dress.



ZADANIE TYPU EGZAMINACYJNEGO

1. Dopasuj opisy do odpowiednich postaci. Wpisz odpowiednią liczbę w kwadraciki. Uwaga! Jedna osoba nie pasuje do żadnego opisu!

Look at the picture! These are my best school friends.

Kate has got short, brown hair. She is wearing glasses. Her favourite colours are green, yellow and orange.

5

[luk et de pykczer. diis ar maj best skul frends. kejt has got szort, bratn her. szy is terin glasys. her fejwrt kalers ar grin, jelot end oryndz]

Tom is a very good student. His hair is short and black. He has got big brown eyes. He always wears blue jeans.

6

[tom is e weri gud stjudent. his her is szort end blek. hi has got big bratn ajs. hi oltejs ters blu dzins]

Susan likes wearing skirts. Today she's wearing her favourite one – the green one. She has short, curly, blond hair. She hasn't got glasses.

1

[sjuzan lajks terin skerts. tudej szis terin her fejwrt tan – de grin tan. szy hes szort, kerli, blond her. szy haznt got glasys]

Patrick is very shy. He's got short brown hair and brown eyes. His favourite colour is blue so most of his clothes are also blue.

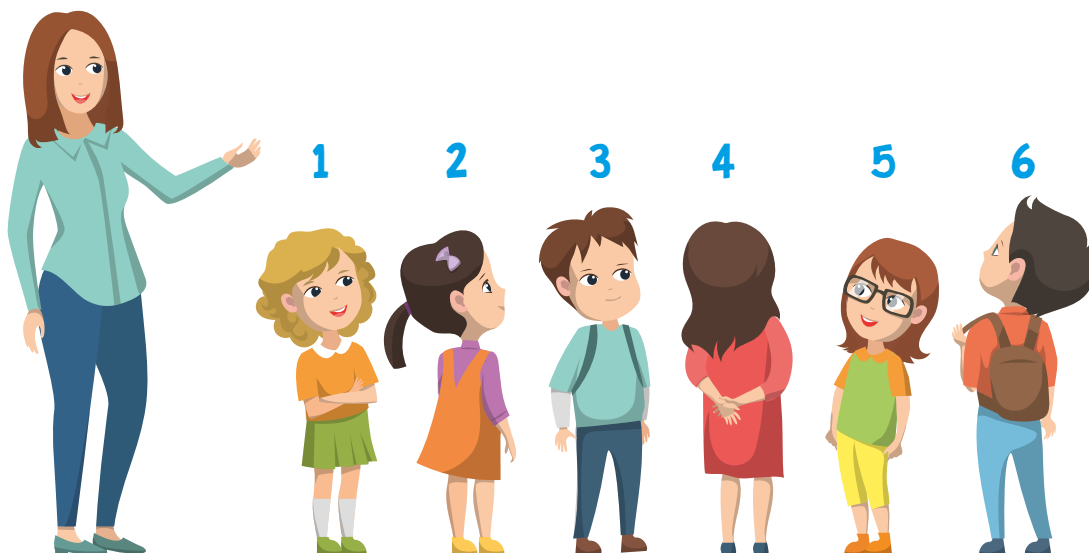
3

[patrik is weri szaj. his got szort bratn her end bratn ajs. his fejwrt kaler is blu sot motst of his klofs ar olsot blu]

Violetta has got long, black hair. Her favourite colours are orange and purple.

2



[wjoleta hes got lon blek her. her fajwrt kalers ar oryndz end perpl. szis weri elegant]



1. Uzupełnij tabelkę.
Complete the table.

[komplīt de tejbł]

Podpowiedź: **brother** [brader], **cousin** [kazyn],
granddaughter [grendoter], **grandmother** [grenmader],
nephew [nefju], **son** [san], **uncle** [ankl]

	
mother [mader]	father [fader]
<i>grandmother</i>	grandfather [grenfader]
<i>cousin</i>	cousin [kazyn]
daughter [doter]	<i>son</i>
sister [syster]	<i>brother</i>
niece [nis]	<i>nephew</i>
<i>granddaughter</i>	grandson [grensan]
aunt [ant]	<i>uncle</i>

2. Podpisz członków rodziny.

Write the names of the family members.

[rajt de nejms of de femyli members]

MOTHER, FATHER

[mader, fader]

GRANDFATHER

[grenfader]

GRANDMOTHER

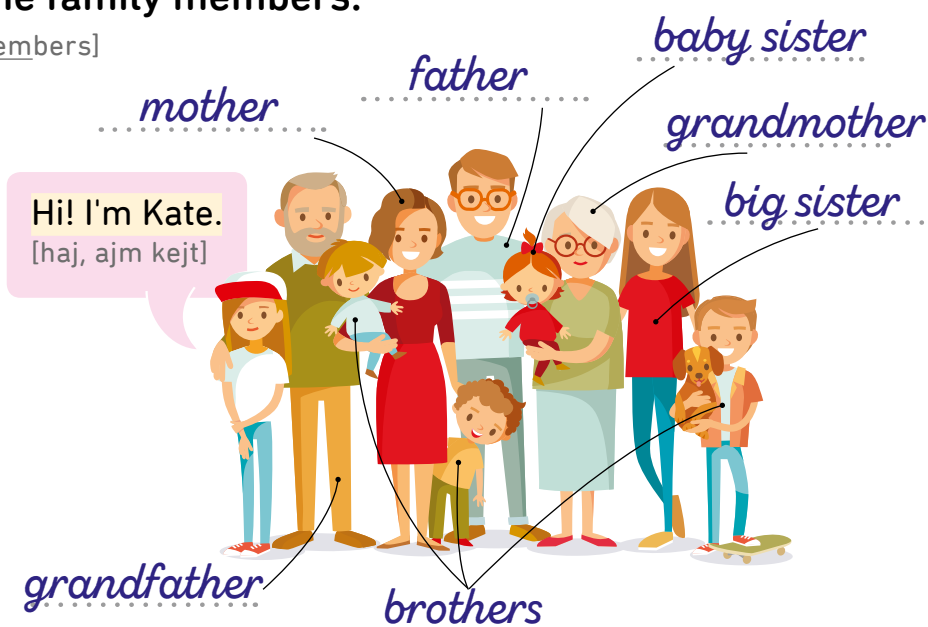
[grenmader]

BROTHERS, BIG SISTER

[braders, big syster]

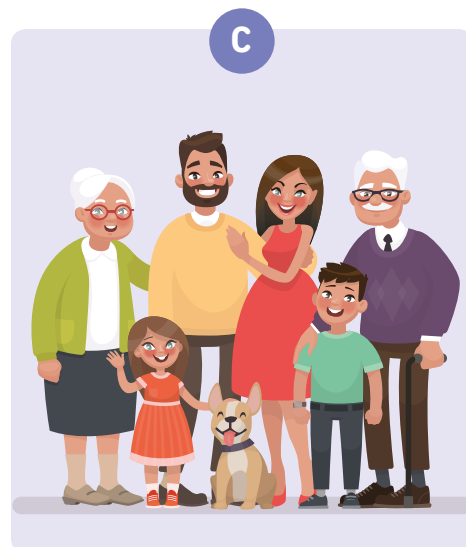
BABY SISTER

[bejbi syster]



1. Dopasuj opisy do odpowiednich obrazków.
Match the descriptions with the correct pictures.

[mecz de deskrypszns tyf de korekt pykczers]



1. There are six people in my family, so it's not that big. I have three siblings. My big sister is 11 years old. I also have a younger brother and a younger sister. They are twins. I don't have a dog.**A**.....

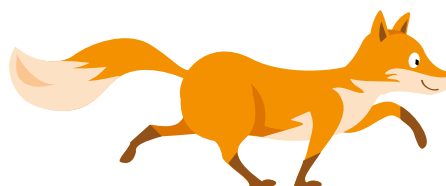
[der ar siks pipl in maj femyli, so its not dat big. aj hew tri syblings. maj big syster is ilewen jers otld. aj olsot hew e janger brader end e janger syster. dej ar ttins. aj dont hew e dog]

2. I live in a house with my parents and grandparents. I have only one sister and she is great! I also have a dog called Fluffy.**C**.....

[aj lyw in e hats tyf maj perents end grenperents. aj hew onli tan syster end szi is grejt. aj olsot hew e dog kold flafi]

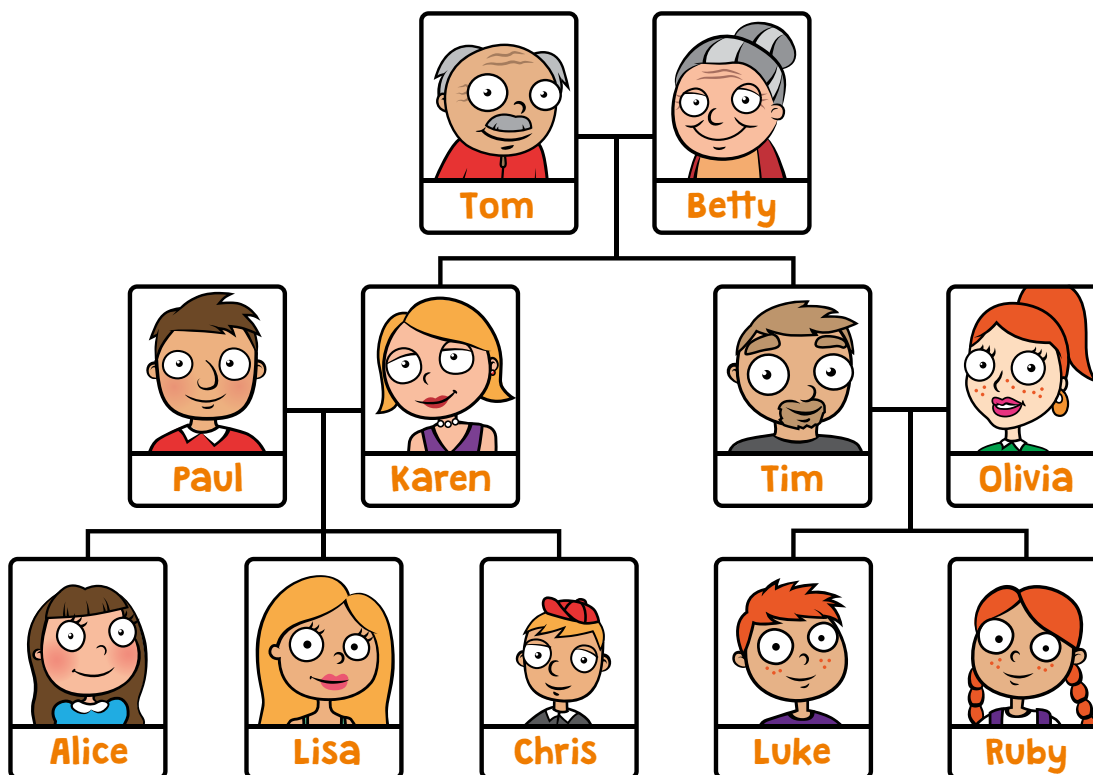
3. My family is big. I have two big sisters and a little brother. My grandparents live with us too. We have a dog and it's great!**B**.....

[maj femyli is big. aj hew tu big systers end e lytl brader. maj grenperents lyw tyw as tu. ti hew e dog end its grejt]



1. Popatrz na obrazek i uzupełnij zdania odpowiednim słowem.
Look at the picture and complete the sentences with the correct word.

[luk et de pykczər end komplīt de sɛntensɛs tyf de korekt tɛrd]

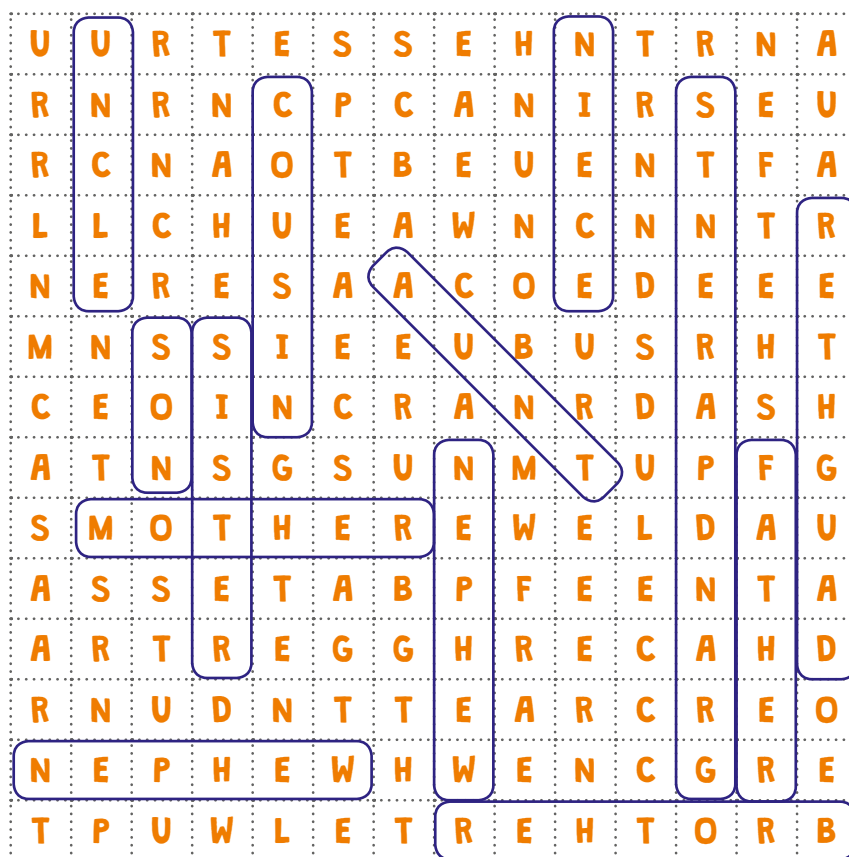


- Karen is Paul's *wife*.....
[kærən is pɔːls ...]
- Tim is Olivia's *husband*.....
[tɪm is ɒlɪvɪəz ...]
- Alice and Lisa are Betty and Tom's *granddaughters*.....
[əˈlɪs end lɪsə ɑː bɛtɪ end tɒms ...]
- Paul is Lisa's *father/dad*.....
[pɔːl ɪz lɪsəz ...]
- Luke is Ruby's *brother*.....
[luːk ɪz rʊbɪs ...]
- Alice is Chris and Lisa's *sister*.....
[əˈlɪs ɪz kɪrɪs end lɪsəz ...]
- Ruby is Alice's *cousin*.....
[rʊbi ɪz əˈlɪsɪz ...]
- Karen is Ruby's *aunt*.....
[kærən ɪz rʊbɪs ...]
- Tim is Alice's *uncle*.....
[tɪm ɪz əˈlɪsɪz ...]
- Tom is Luke's *grandfather/ granddad*.....
[tɒm ɪz luːks ...]
- Betty is Lisa's *grandmother/ granny/grandma*.....
[bɛtɪ ɪz lɪsəz ...]

1. Znajdź w wykreślance wyrazy nazywające członków rodziny na podstawie poniższych definicji.

Find the family words in the wordsearch. Use the definitions below.

[fajnd de femyli terds in de terdszcz. juz de defynyszyns byloł]



- a) Your mother's husband is your *father*
[jor maders hasbent is jor ...]
- b) Your father's son is your *brother*
[jor faders san is jor ...]
- c) Your brother is your mother's *son*
[jor brader is jor maders ...]
- d) Your mother's sister is your *aunt*
[jor maders syster is jor ...]
- e) Your father's brother is your *uncle*
[jor faders brader is jor ...]
- f) Your mother's parents are your *grandparents*
[jor maders perents ar jor ...]
- g) Your brother's daughter is your *niece*
[jor braders doter is jor ...]
- h) Your sister's son is your *nephew*
[jor systers san is jor ...]

1. W zadaniu 1 z karty 90 znajdź jeszcze 4 inne wyrazy związane z rodziną. Napisz ich definicje.

In the exercise 1 from the page 90 find 4 more words about family. Write their definitions.

[in de eksersajz tan from de pejdz najnti fajnd for mor terds ebatt femyli. rajt dejt defynyszyns]

My father's wife is my mother.

My mother's daughter is my sister.

My uncle's son is my cousin.

My mother is my grandma's daughter.



ZADANIE TYPU EGZAMINACYJNEGO

2. Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań.

- Do *your grandparents live* ... (twoi dziadkowie mieszkają) **in this house?**
[du ... in dis hats]
- *Her sister's room* (Pokój jej siostry) **is on the left.**
[... is on de left]
- We really have *a big family* (dużą rodzinę).
[ti ryli hew ...]



Uwaga!

W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

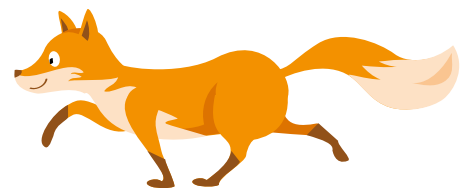
1. Uzupełnij zdania odpowiednimi wyrazami.

Complete the sentences with the correct words.

[kompliit de sentences tyf de korekt terds]

are [ar] clothes [klofs] enjoying [yndzojin] excuse [ikskjuz] free [fri] subject [sabdzekt] time [tajm]
 vegetables [wedztbls] weather [teder] where [ter]

1. What's the *weather* like today?
[tots de ... lajk tudej]
2. *Excuse* me, what time is it?
[... mi, tot tajm is it]
3. What's your favourite school *subject*?
[tots jor fejwrt skul ...]
4. What do you do in your *free* time?
[tot du ju du in jor ... tajm]
5. *Where* are you from?
[... ar ju from]
6. How often do you eat *vegetables*?
[hat ofyn du ju it ...]
7. There *are* a lot of wild animals in our zoo.
[der ... e lot of tajld enymals in ater zu]
8. Are you *enjoying* the party?
[ar ju ... de parti]
9. What's the *time*? It's twelve o'clock.
[tots de ...? its ttelw oklok]
10. Don't take any warm *clothes*. It's always hot in summer.
[dont tejk eni torm ... its oltejs hot in samer]





ZADANIE TYPU EGZAMINACYJNEGO

2. Przeczytaj teksty A, B, C. Do każdego zdania 1–4 dopasuj właściwy tekst, wpisując obok nich odpowiednią literę - A, B lub C.
Uwaga! Jeden tekst pasuje do dwóch zdań.

A.

He is really friendly and helpful. I can ask him for help if I don't understand the exercise. He never gets angry. He knows his subject very well. I love his lessons.

[hi is ryli frendli end helpful. aj ken ask him for help if aj dont anderstend de ekstersajz. hi newer gets engri. hi nots his sabdzekt weri tel. aj law his lesns]

B.

Tina is the best person I know. She is my best friend. I share my secrets with her. She's my aunt's daughter and she's also eleven. We spend a lot of time together. She sometimes helps me with my lessons. She is very clever.

[tina is de best person aj noł. szi is maj best frend. aj szer maj s'ikrets tyf her. szis maj ants doter end szis ołsot ilewen. ti spend e lot of tajm tugeder. szi samtajms helps mi tyf maj lesns. szi is weri klewer]

C.

Bobby is very cute. I love him so much. He is very friendly. He is our special family member. He has his own bed in my bedroom. He is 1 year old now and loves playing outside. We spend a lot of time together.

[bobi is weri kjut. aj law him soł macz. hi is weri frendli. hi is ater speszol femyli member. hi hes his otn bed in maj bedrum. hi is tan jer otld nał end laws plejin atstsajd. ti spend e lot of tajm tugeder]

This text is about:

[dis tekst is ebatt]

1. a person from the family **B**
[e person from de femyli]

3. an animal **C**
[en enymal]

2. a friend **B**
[e frend]

4. a teacher **A**
[e ticzer]



3. Dopasuj obrazek do opisu. Zaznacz literę A, B lub C.
Match the picture with the description. Circle A, B or C.

[mecz de pykczer tyf de dyskrypszyn. serkl ej, bi or si]



My aunt Cindy is great. She is creative and hardworking. She loves her job.

[maj ant sindi is grejt. szy is krijejtiv end hardterkin. szy laws her dżob]

She has her own online shop. She works from home every day. She likes

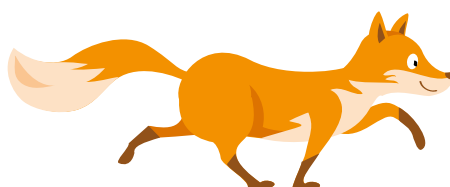
[szy hes her otn onlajn szop. szy terks from hotm ewri dej. szy lajks]

sitting in her comfortable, green armchair. She is 55 years old, but she can

[sytin in her kamftbl grin armczer. szy is fifti fajf jers otld, bat szy ken]

use a computer very well. I can learn a lot from her!

[lż e kompju^{ter} weri tel. aj ken lern e lot from her]





ZADANIE TYPU EGZAMINACYJNEGO

4. Przeczytaj tekst. Uzupelnij luki w zdaniach zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim.



On school days I always get up at half past six.

[on skul dejs aj ołtejs get ap et haf past siks]

I wash myself, brush my teeth and get dressed.

[aj tosz majself, brasz maj tif end get dresd]

I have breakfast with my family. I leave my home

[aj hew brekfest tyf maj femyli. aj liw maj hołm]

at quarter past seven and I usually start lessons at

[et kłoter past sewen end aj jużueli start lesns et]

eight. My school is quite far away from my home

[ejt. maj skul is kłajt far etej from my hołm]

and I must take a bus to get there. My favourite day

[end aj mast tejk e bas tu get der. maj fejrwt dej]

is Wednesday. I have only five lessons at school and

[is tensdej. aj hew onli fajf lesns et skul end]

I finish at half past twelve. I never walk home. I catch

[aj fynysz et haf past tlełw. aj newer tok hołm. aj kecz]

a bus at quarter to one and get home at about quarter

[e bas et kłoter tu tan end get hołm et ebatt kłoter]

past one. I do my homework after school and then

[past tan. aj du maj hołmterk after skul end den]

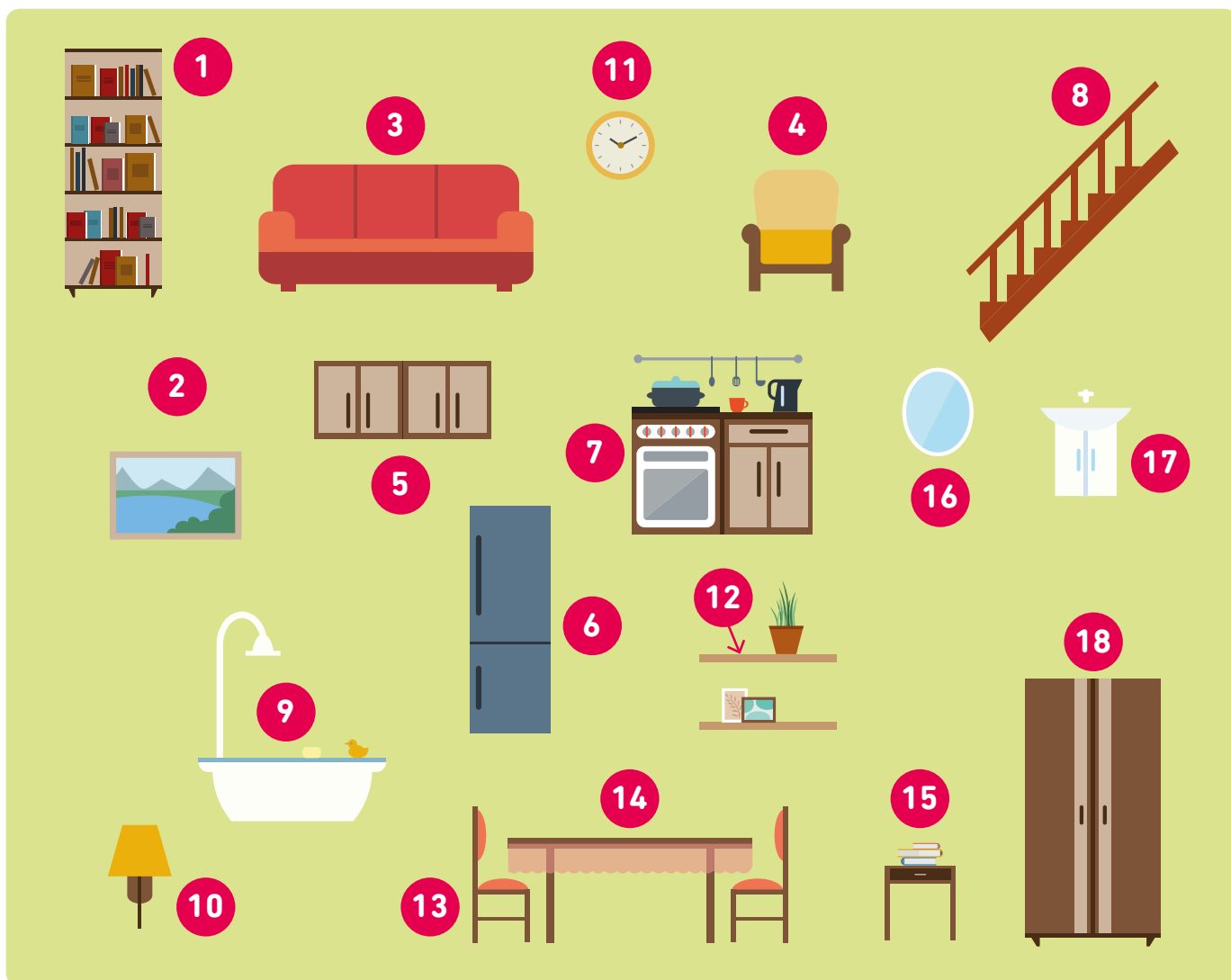
I have time for myself. I love it!

[aj hew tajm for majself. aj law it]

- The boy usually *starts lessons* at eight a.m.
[de boj jużueli ... et ejt ej em]
- He *likes* Wednesdays most.
[hi ... tensdejs mołst]
- He goes home *by bus*
[hi gots hołm ...]
- He *does his homework* after school.
[hi ... after skul]

1. Rozszyfruj słowa.
Unscramble the words.

[anskrabl de terds]



- | | | | | | |
|-------------------|----------|-----------------|--------|---------------------|-----------|
| 1. OOKBASCE | bookcase | 7. ENOV | oven | 13. CAIHR | chair |
| 2. CTUIPIRE | picture | 8. SRTAIS | stairs | 14. BELTA | table |
| 3. FASO | sofa | 9. THAB | bath | 15. EKDS | desk |
| 4. MARCHIAR | armchair | 10. ALPM | lamp | 16. RROMIR | mirror |
| 5. PBOARUDC | cupboard | 11. LOCKC | clock | 17. BASIWASNH | washbasin |
| 6. FDIERG | fridge | 12. FESHL | shelf | 18. DROWAEBR | wardrobe |

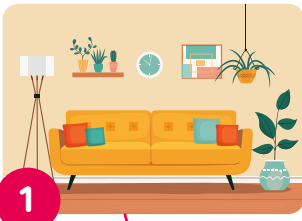
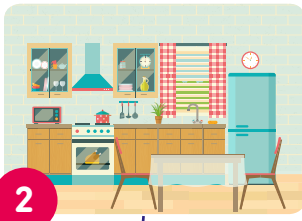
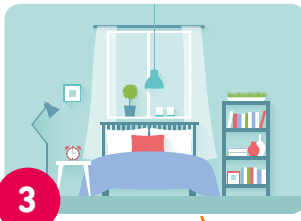
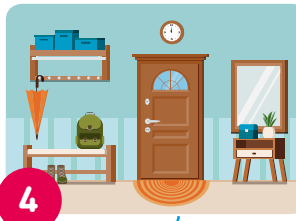
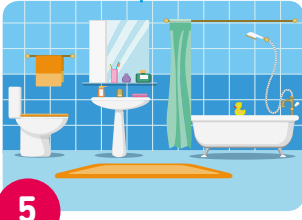
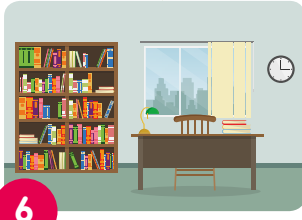

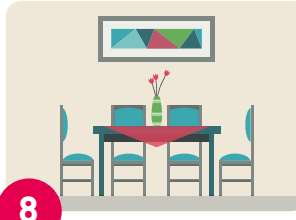
1. Połącz części wyrazów. Przetłumacz je na język polski.
Match the parts of the words. Translate them into Polish.

[mecz de parts of de terds. translejt dem yntu polysz]

GAR	→	STAIRS	→	<i>downstairs - parter, na dole</i>
TOI	→	MENT	→	<i>basement - piwnica</i>
BASE	→	AIRS	→	<i>upstairs - piętro, u góry</i>
STAI	→	LL	→	<i>hall - hall, korytarz</i>
UPST	→	AGE	→	<i>garage - garaż</i>
DOWN	→	LET	→	<i>toilet - toaleta</i>
ATT	→	RS	→	<i>stairs - schody</i>
HA	→	IC	→	<i>attic - poddasze, strych</i>

2. Dopasuj nazwy pomieszczeń do odpowiednich obrazków.
Match the names of the rooms with the pictures.

[mecz de nejms of de rums tyf de pykczers]

			
1	2	3	4
kitchen [kyczyn]	hall [hol]	living room [lywin rum]	bedroom [bedrum]
study [stadi]	dining room [dajnin rum]	bathroom [bafrum]	attic [atik]
			
5	6	7	8

1. Przeczytaj opisy. Dopasuj je do odpowiednich domów.
Read the descriptions. Match them with the right houses.

[rid de deskripsyzns. macz dem tyf de rajt hatses]



1. *Greg*

2. *Roger*

3. *Molly*

Greg: My house is quite big. My room is in the attic. I really love it. The walls are blue. There isn't much furniture in my room. So far I have a white desk and a white bookshelf.

[maj hats is kłajt big. maj rum is in de atik. aj ryli law it. de tols ar blu. der isnt macz fernyczer in maj rum. sot far aj hew e łajt desk end e łajt bukszelf]

Molly: I live in a big house. We have six rooms there. The kitchen and the bathroom are downstairs. My parents' bedroom is very spacious. In the living room we have a comfortable armchair. I love its colour.

[aj liw in e big hats. ti hew siks rums der. de kyczyn end de bafrum ar datnsters. maj perents bedrum is weri spejszys. in de lywin rum ti hew e kamftbl armczer. aj law its kaler]

Roger: My grandparents' house is really cozy. Their living room is on the first floor. I don't really like it. But they have their bedroom in the attic and it's awesome.

[maj grenperents hats is ryli kotz'i. dejt lywin rum is on de ferst flor. aj dont ryli lajk it. bat dej hew dejt bedrum in de atik end its osom]

REMEMBER! [rymembe(r)]

Aby powiedzieć, że coś jest czyjeś, musimy do wyrazu dodać 's,
np. dad's car [deds car] – samochód taty.

Jednak jeśli wyraz jest w liczbie mnogiej i kończy się na literę -s,
to dodajemy sam ' (apostrof),

np. parents' house [perents hats] – dom rodziców.



1. Przeczytaj podpowiedzi i napisz wyrazy. Liczba kresek odpowiada liczbie liter.

Read the clues and write the words. The number of the lines is the same as the number of the letters.

[rid de klus end rajt de terds. de number of de lajns is de sejm es de number of de letters]

1. We cook in the kitchen.
[ti kuk in de ...]
2. The sofa and the TV are usually in the living room.
[de soʃfa end de tiwi ar juʒueli in de ...]
3. You can have a shower in the bathroom.
[ju ken hew e ʃaʃer in de ...]
4. It's a room with a big table and chairs. dining room.
[its e rum tyf a big tejbł end czers]
5. I have a beautiful garden behind my house.
[aj hew e bjutiful ... byhajnd maj hats]
6. We sleep in the bedroom.
[ti slip in de ...]
7. We keep old things in the attic.
[ti kip ołd fyngs in de ...]
8. We put our car in the garage.
[ti put aʃer kar in de ...]





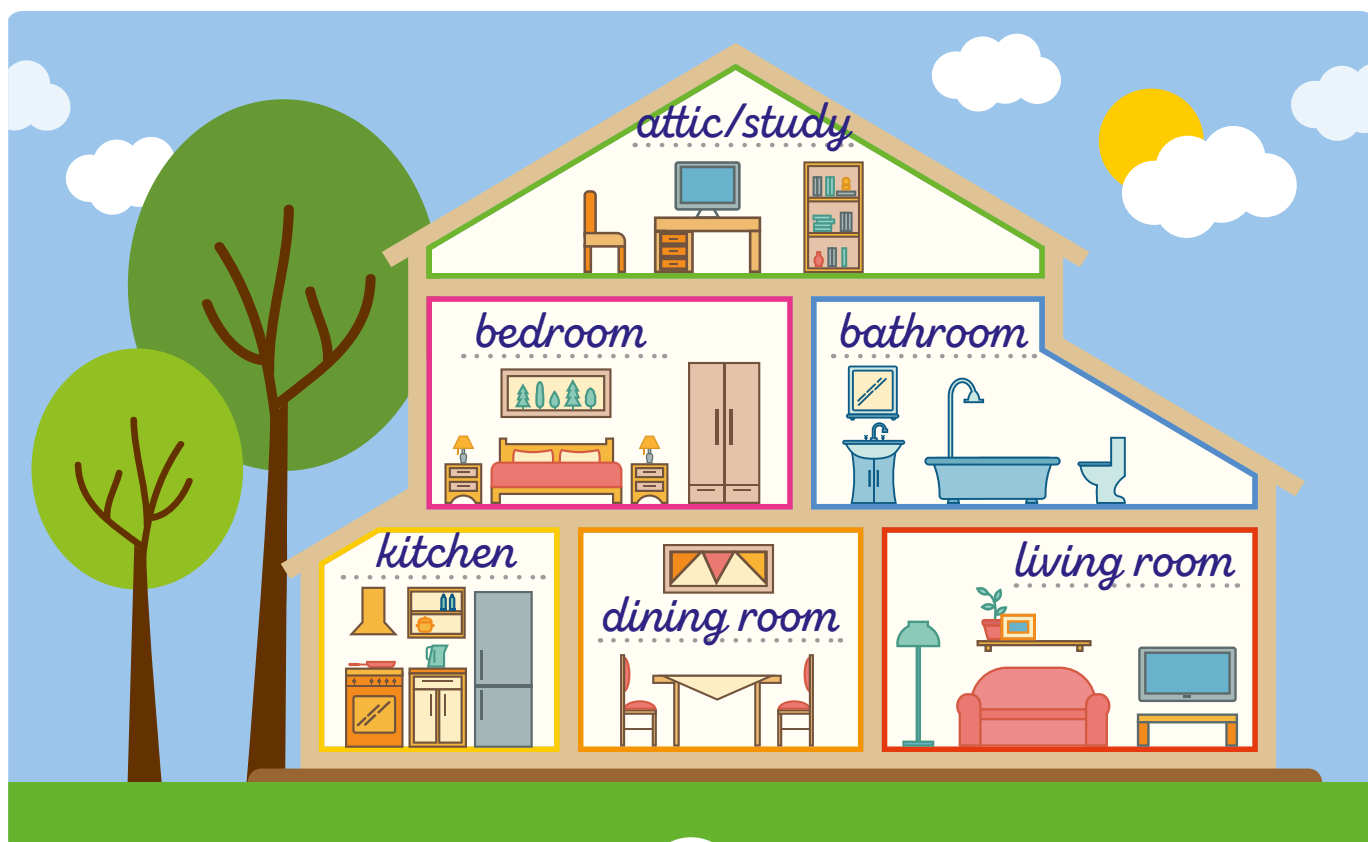
1. Odpowiedz na pytania.
Answer the questions.

[anser de kłeszczns]

- A. Where's the bed? It's in the *bedroom*.
[ters de bed? its in de...]
- B. Where's the cooker? *It's in the kitchen*.
[ters de kuker]
- C. Where's the coffee table? *It's in the living room*.
[ters de kofi tejbl]
- D. Where's the sink? *It's in the kitchen*.
[ters de synk]
- E. Where's the shower? *It's in the bathroom*.
[ters de szater]

2. Nazwij pomieszczenia na obrazku.
Name the rooms in the picture.

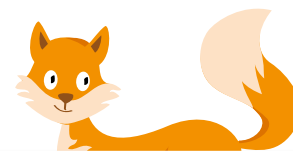
[nejm de rums in de pykcer]





ZADANIE TYPU EGZAMINACYJNEGO

1. Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które są poprawnym uzupełnieniem luk. Wpisz odpowiednią literę (A–F) obok numeru każdej luki.

**Uwaga!**

Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A. table
[tejbl]

B. desk
[desk]

C. pictures
[pykczers]

D. chairs
[czers]

E. blue
[blu]

F. white
[tajt]

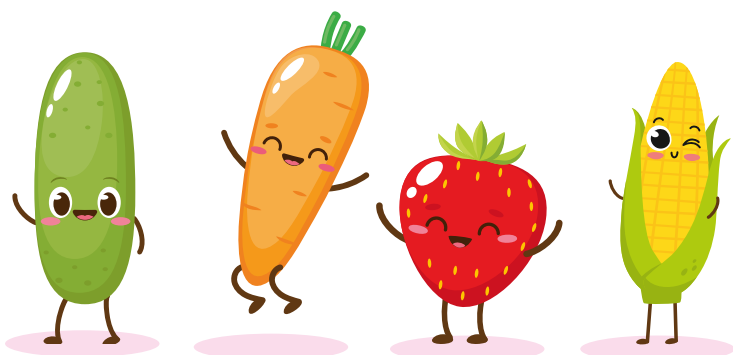


This is my new bedroom. I share it with my brother. The walls are 1)...**E**....

We have a bunk bed. There is a big red and white 2)...**B**.... with two lamps on it. We also have a few 3)...**C**.... on the wall.

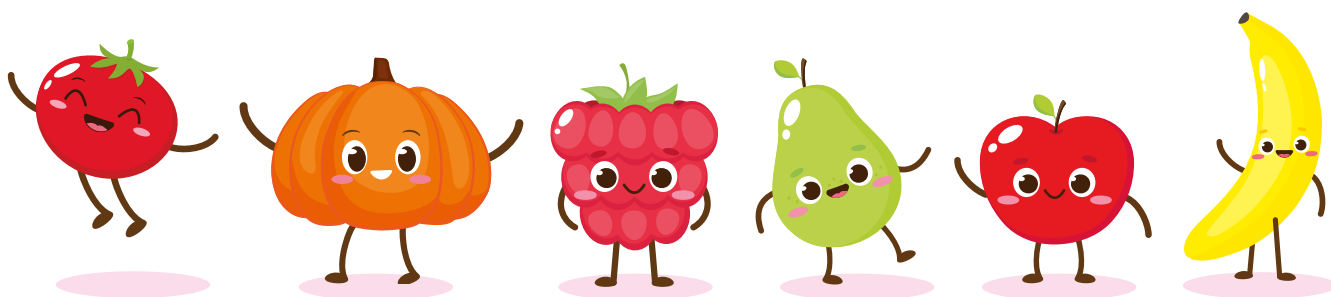
[dis is maj nju bedrum. aj szer it tyf maj brader. de tols ar 1) ... ti hew e bank bed. der is e big red end tajt 2) ... tyf tu lemps on it. ti olsot hew e fju 3) ... on de to]

1. Popatrz na obrazki. Nazwij je i wpisz do odpowiedniej kolumny.
Look at the pictures. Name them and write their names in the correct column.
[luk et de pykczers. nejm dem end rajt dejt nejms in de korekt kalemn]



Podpowiedź:

apple [epl], banana [banana],
carrot [karot], corn [korn],
cucumber [kjukamber],
pear [per], pumpkin [pampkyn],
raspberry [raspberi],
strawberry [stroberi],
tomato [tomato]



fruit
[frut]

strawberry

banana

raspberry

pear

apple

vegetables
[wedztbls]

carrot

corn

tomato

cucumber

pumpkin

1. Przeczytaj teksty i dopasuj dzieci do ich śniadaniówek. Jeden obrazek został umieszczony dodatkowo.

Read the texts and match the kids with their lunch-boxes. There is one extra picture.

[rid de teksts end mecz de kids tyf dejt lancz bokses. der is tan ekstra pykczer]

1. **Jake:** I like to eat bananas, oranges and grapes for breakfast at home, and I also like to drink milk and juice.

[dzejk: aj lajk tu it bananas, oryndzys end grejps for brekfest et hotm end aj ołsot lajk tu drynk mylk end dżus]



2. **Olivia:** For dinner I like to eat tomatoes, bread and cheese, and I also like some fruits like oranges and bananas.

[oliwja: for dyner aj lajk tu it tomatots, bred end czis end aj ołsot lajk sam fruts lajk oryndzys end bananas]



3. **Phil:** When I have lunch at school I like to eat tomatoes, bread and cheese, I like apples and bananas with them, and I prefer drinking juice.

[fil: ten aj hew lancz et skul aj lajk tu it tomatots, bred end czis, aj lajk epls end bananas tyf dem, end aj pryfer drynking dżus]



1. Napisz, co lubią, a czego nie lubią poniższe osoby.

Write what the people like and don't like.

[rajt tot de pipl lajk and dont lajk]

fish

[fysz]

vegetables

[wedztbls]

donuts

[doɪnats]

milk and biscuits

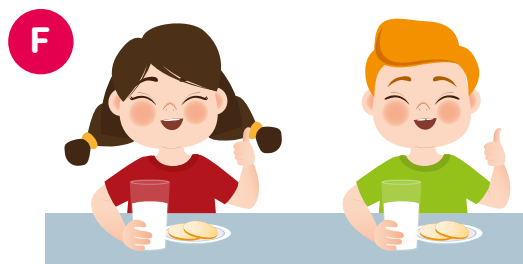
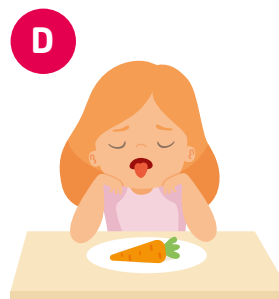
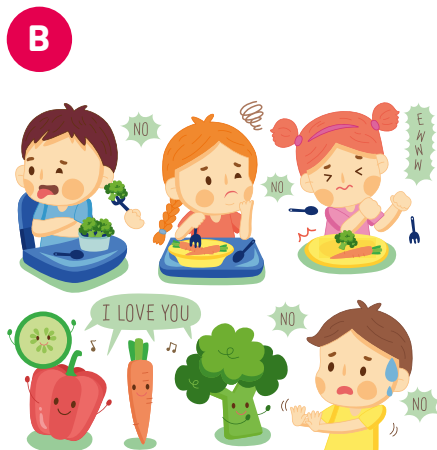
[mylk end bɪskɪts]

ice-cream

[ajskrim]

carrots

[karots]



- A. *He likes donuts.*
- B. *They don't like vegetables.*
- C. *She doesn't like fish.*
- D. *She doesn't like carrots.*
- E. *She likes ice-cream.*
- F. *They like milk and biscuits.*

1. Zakreśl wyraz, który nie pasuje.

Circle the word that doesn't match.

[serkl de tord dat daznt mecz]

1. grapes pineapple **onion**
[grejps] [pajnepl] [anjen]
2. **oil** olives oranges
[ojl] [olivs] [oryndżes]
3. chicken ham **fish**
[czykn] [hem] [fysz]
4. milkshake **tea** ice-cream
[myłkszejk] [ti] [ajskrim]
5. chocolate apple pie **juice**
[czoklyt] [eplpaj] [dzus]
6. **peas** plum peach
[pis] [plam] [picz]

2. Wybierz poprawny wyraz.

Choose the correct word.

[czus de korekt terd]

1. My favourite fruit is a **a) peach** b) potato c) peas.
[maj fejwrt frut is e picz/potejtot/pis]
2. Would you like some **a) pepper** b) sugar c) salt in your tea?
[tud ju lajk sam peper/szuger/solt in jor ti]
3. I never drink **a) milk** b) tea **c) coffee**. It's for adults.
[aj newer drynk mylk/ti/kofi. its for edalts]
4. Pat is a vegetarian. She doesn't eat **a) spinach** **b) sausages** c) strawberries.
[pat is e wedzterjen. szy daznt it spynydz/sosydżes/stroberies]
5. Can you add more **a) sweets** b) salt c) oil to the soup?
[ken ju ed mor stits/solt/ojl tu de sup]
6. The main ingredient of risotto is **a) pasta** b) potatoes **c) rice**.
[de mejn yngrydjent of risoto is pasta/potejtots/rajs]
7. Do you have any **a) cake** b) biscuits **c) bread** to make a sandwich?
[du ju hew eni kejk/byskyts/bred tu mejk e sentydż]
8. We don't add **a) meat** b) ketchup **c) juice** to hamburgers.
[ti dont ed mit/keczap/dżus tu hembergers]

1. Przeczytaj definicje i zgadnij, o jaki produkt spożywczy chodzi.
Read the definitions and guess the product.

[rid de defynyszyns end ges de produkt]

1. It's yellow and people like to have it on their pizza. cheese
 [its jelot end pipl lajk to hew it on dejr picca]
2. It's white liquid and you can add it to coffee. milk
 [its tajt liktid end ju ken ed it tu kofi]
3. It's round and orange. It's popular at Halloween. pumpkin
 [its ratnd end oryndz. its popjular et helotin]
4. It's a green vegetable that looks like a tree. broccoli
 [its e grin wedztbl dat luks lajk e tri]
5. It's a drink made from fruit. juice
 [its e drynk mejd from frut]
6. It's a sweet, frozen food made with milk and cream. ice - cream
 [its e stit, frozzen fud mejd tyf mylk end krim]

2. Napisz definicje do podanych produktów spożywczych.
Write the definitions for these products.

[rajt de defynyszyns for diis produkts]



CUCUMBER

[kjukamber]

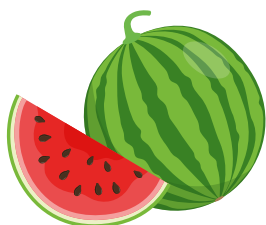
It's a long, green vegetable.



PLUM

[plam]

It's a round, purple fruit.



WATERMELON

[totermelon]

It's a big fruit, red inside and green outside. It's very juicy.

1. Uzupełnij zdania odpowiednim wyrazem.

Complete the sentences with the correct words.

[kompliit de sentences tyf de korekt terds]

bitter

[byter]

crunchy

[kranczi]

delicious

[delyszes]

disgusting

[dysgastin]

healthy

[helpi]

hot

[hot]

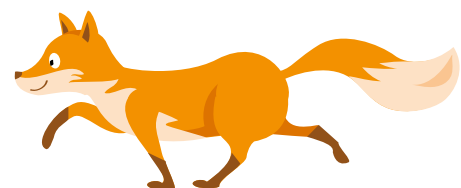
salty

[solti]

sour

[sater]

1. Dark chocolate is very *bitter* I don't like it.
[dark czoklyt is weri ... aj dont lajk it]
2. Lemons are very *sour*
[lemons ar weri ...]
3. Chips and crisps are *salty*
[czips end krisps ar ...]
4. I like fresh bread. It's very *crunchy*
[aj lajk fresz bred. its weri ...]
5. Fruit and vegetables are *healthy* They are good for you.
[frut end wedztbls ar ... dej ar gud for ju]
6. She doesn't eat chili peppers. They are too *hot*
[szidaznt it czili pepers. dej ar tu ...]
7. This dish is *disgusting* ! I will not eat it!
[dis dysz is ... aj til not it it]
8. Mmm! Your cake is so *delicious* ! Yummy!
[mmm! jor kejk is sot ... jami]



1. Popatrz na obrazek. Zdecyduj, czy zdania są prawdziwe (T), czy fałszywe (F).

Look at the picture. Decide if the sentences are true (T) or false (F).

[luk et de pykcer. disajd if de sentences ar tru or fols]



A. There are a lot of vegetables in the picture. *F*....
[der ar e lot of wedźtbls in de pykcer]

B. There is a watermelon. *T*....
[der is e wotermelon]

C. There's milk. *F*....
[ders mylk]

D. There aren't strawberry muffins. *T*....
[der arent stroberi mafins]

E. There are three sandwiches. *T*....
[der ar tri sentydžys]



1. Znajdź nazwy 8 zwierząt w wykreślance. Podpisz obrazki.
Find 8 animal names in the wordsearch. Name the pictures.

[fajnd ejt enymal nejms in de tɜrdserʃ. nejm de pykczɜrs]



.....
monkey



.....
spider



.....
mouse



.....
shark



.....
tiger



.....
pig



.....
lion



.....
giraffe

1. Przeczytaj opisy i dopasuj do nich odpowiednie zwierzę.

Read the descriptions and match them with the correct animal.

[rid de dyskrypszyns end mecz dem tyf de korekt enymal]

A. It's a wild animal. It has mane. It can run very fast. It's dangerous.

It's a *lion*

[its e tajld enymal. it has mejn. it ken ran weri fast. its dejndżeres. its e ...]

B. It's a dangerous animal. It's got very sharp teeth and lives in the water.

It's a *shark*

[its e dejndżeres enymal. its got weri szarp tif end lyws in de łoter. its e ...]

C. It's small and grey. It's got a long tail. They say it likes cheese.

It's a *mouse*

[its smol end grej. its got e lon tejl. dej sej it lajks czis. its e ...]

D. It's the tallest animal in the world. It's got a very long neck. It eats leaves.

It's a *giraffe*

[its de tolest enymal in de torld. its got e weri lon nek. it its liws. its e ...]

2. Utwórz nazwy zwierząt z podanych liter.

Make the names of the animals using the given letters.

[mejk de nejms of de enymals juzin de giwen leters]



AENGIGIUP

guinea pig



SITEORTO

tortoise



KENAS

snake



ORTPRA

parrot



TREMAHS

hamster

1. Dopasuj zdania do odpowiednich obrazków.
Match the sentences with the correct pictures.

[macz de sentences tyf de korekt pykczers]



- Some animals, for example horses, lions and zebras have **manes**.*E*.....
[sam enimals, for igzaml horses, lajons end z'ibras hew mejns]
- Zebras and tigers have **stripes**.*B*.....
[z'ibras end tajgers hew strajps]
- Cheetahs have about 2000 **spots** on their body.*A*.....
[czitas hew ebatt tu tałzent spots on dejt badi]
- Elephant's nose is called a **trunk**.*D*.....
[elyfant notz is kold e trank]
- Most of the birds use their **wings** to fly.*F*.....
[motst of de berds juz dejt tyngs tu flaj]
- My friend's cat has got a beautiful, fluffy **tail**.*C*.....
[maj frends ket has got e bjutiful, flafi tejl]

1. Wybierz poprawny wyraz.

Choose the correct word.

[czus de korekt terd]

1. A penguin **can** / **can't** / **has** / **hasn't** got legs.

[e pyngtyn ken/kent/has/haznt got legs]

2. Bears **can** / **can't** / **have** / **haven't** got feathers.

[bers ken/kent/hew/hewnt got feders]

3. A dolphin **can** / **can't** / **has** / **hasn't** swim very well.

[e dolfyn ken/kent/hes/heznt stym wery tel]

4. Polar bears **can** / **can't** / **have** / **haven't** got white fur.

[polar bers ken/kent/hew/hewnt got tajt fer]

5. A snake **can** / **can't** / **has** / **hasn't** walkbecause it **can** / **can't** / **has** / **hasn't** got any legs.

[e snejk ken/kent/hes/heznt tok bykos it ken/kent/hes/heznt got eni legs]

2. Napisz zdania, używając zwrotów z ramki.

Make sentences using the phrases from the box.

[mejk sentences juzin de frejzes from de boks]

rabbit

[rabyt]

lizard

[lyzard]

crocodile

[krakedail]

an orange tail

[en oryndż tejl]

colourful feathers

[kalerful feders]

long ears

[lon ijers]

sharp teeth

[szarp tif]

spots

[spots]



1



2



3



4



Example: *This fish has got an orange tail.*

[dis fysz hes got en oryndż tejl]

1. *A rabbit has got long ears.*2. *A parrot has got colourful feathers.*3. *A lizard has got spots.*4. *A crocodile has got sharp teeth.*

1. Popatrz na obrazek i zdecyduj, czy podane zdania są prawdziwe (T), czy fałszywe (F).

Look at the picture and decide if the sentences are true (T) or false (F).

[luk et de pykcer end disajd if de sentenses ar tru or fols]



1. The family is in the jungle.*F*....
[de femyli is in de džangl]
2. There are wild animals in the picture.*T*....
[der ar tajld enymals in de pykcer]
3. The lion and the lioness are under the tree.*T*....
[de lajon end de lajones ar ander de tri]
4. Two giraffes are drinking water.*F*....
[tu džirafs ar drynkin toter]
5. There is one grey rhino.*T*....
[der is tan grej rajnot]



1. Uzupełnij opis odpowiednimi nazwami zwierząt.

Complete the text with the correct names of the animals.

[kompliit de tekst tyf de korekt nejms of de enymals]



My grandparents live in a small village. My grandad is a farmer and raises

[maj grenperents lyw in e smol wylydź. maj grendad is e farmer end reizes]

animals. He has one lovely 1) d og and one 2) c at – it's sitting on the fence.

[enymals. hi hes tan lawli ... end tan ... – its sytin on de fens]

There are also two brown 3) h orses and one grey 4) d onkey on his farm.

[der ar osot tu bratn ... end tan grej ... on his farm]

He hasn't got any chickens but he has one 5) t urkey. Look! It's right next to

[he heznt got eni czykns bat hi hes tan ... luk. its rajt nekst tu]

the donkey. My grandad sometimes shows me how to milk a 6) c ow.

[de danki. maj grendad samtajms szots mi hať tu mylk e ...]

I like spending my holidays there. It's great fun!

[aj lajk spendin maj holydejs der. its grejt fan]



ZADANIE TYPU EGZAMINACYJNEGO

1. Przeczytaj teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zakreśl literę A, B albo C.

Both texts are about:

[boʊf teksts ar ebəʊt]



A baby animals

[beɪbi enɪməls]



B dogs

[dɒgz]



C old pets

[oʊld pets]

Lost!

[lost]

*Please help me to find my **kitten!***

[plɪz help mi tu faɪnd maj kɪtən]

3 month-old Suzy

[fri mənθ oʊld sju:zi]

Colour: black & white

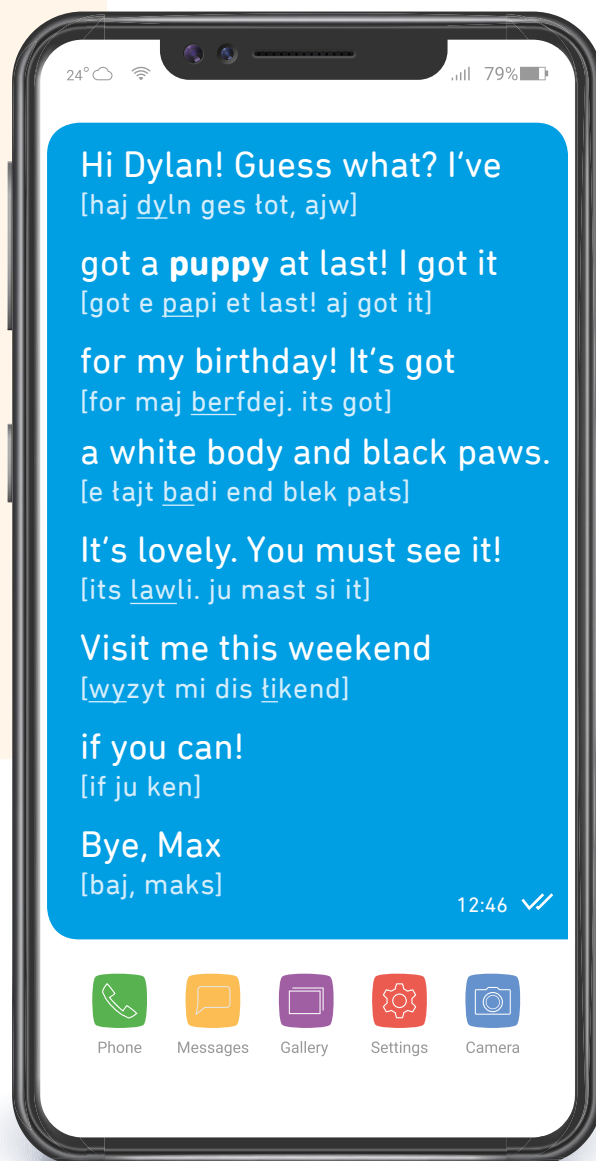
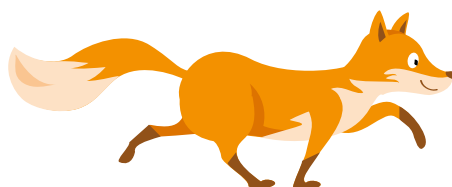
[kələr blek end taɪt]

Please call if you see her.

[plɪz kɔlɪf ju si her]

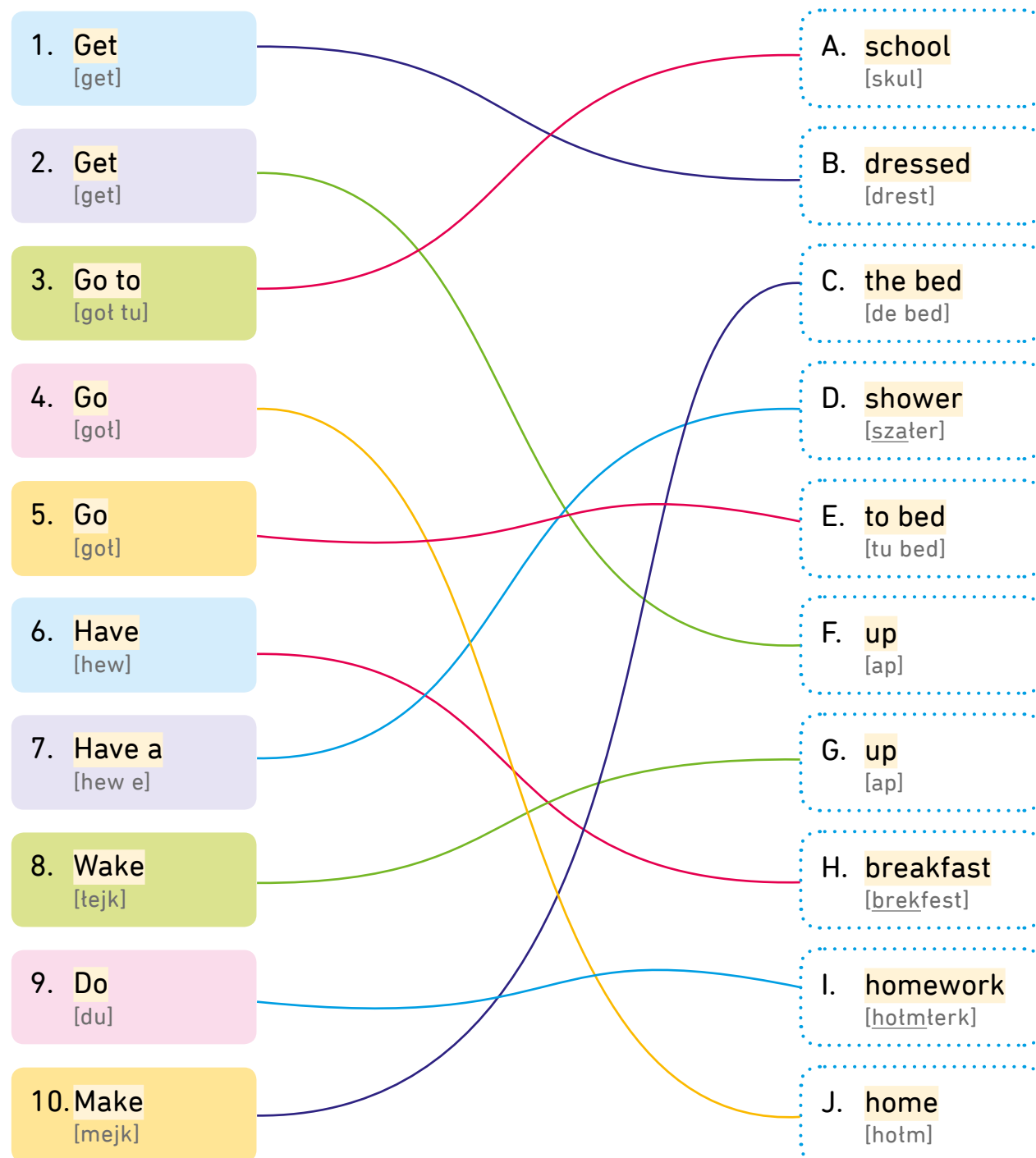
REWARD! 33-456-789

[rɪtɔrd! fri fri fɔr faɪf sɪks sewən eɪt naɪn]



1. Stwórz zwroty. Make phrases.

[mejk frejsez]



1. Dopasuj zwroty z karty 116 do odpowiednich obrazków.
Match the phrases from the page 116 with the correct pictures.

[macz de frejzes from de pejdz tan hundred sikstin tyf de korekt pykczers]



1
have
breakfast



2
get up



3
make
the bed



4
have
a shower



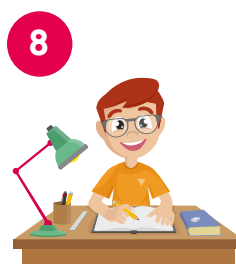
5
wake up



6
go to school



7
go home



8
do homework



9
get dressed



10
go to sleep

2. Zakreśl poprawny czasownik.

Circle the correct verb.

[serkl de korekt werb]

1. collect / play stamps
[kolekt/plej stemp]

5. go / do swimming
[got/du stymin]

2. draw / do pictures
[dro/du pykczers]

6. hear / listen to music
[hijer/lysyn tu mjuzik]

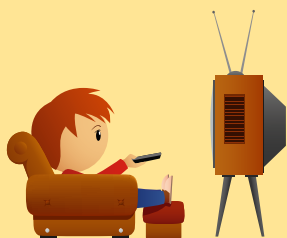
3. read / ride my bike
[rid/rajd maj bajk]

7. look / watch TV
[luk/tocz tiwi]

4. take / make the dog for a walk
[tejk/mejk de dog for e tok]

8. read / write a test
[rid/rajt e test]

1. Uzupełnij zdania odpowiednimi zwrotami. Użyj czasu Present Simple.
Complete the sentences with the correct phrases. Use the Present Simple Tense. [komplit de sentences tyf de korekt frejzes. juz de preznt sympl tens]



1 He *watches TV*
only in the evenings.
[hi ... onli in de inings]

2 Timothy *listens to music*
all the time. It relaxes him.
[timoti ... ol de tajm. it rylakses him]



3 Luke *writes a test*
every two weeks.
[luk ... ewri tu tiks]



4 Mike *rides a/his bike*
to school everyday.
[majk ... tu skul ewridej]



5 Jack *goes swimming*
on Tuesdays.
[dżek ... on tjuzdejs]

Podpowieź:

watch TV

[tocz tiwi]

listen to music

[lysyn to mjuzik]

write a test

[rajt a test]

ride a bike

[rajd a bajk]

go swimming

[got stymin]

1. Uzupełnij opis dnia Franka.

Complete Frank's day description.

[komplit franks dej dyskrypszyn]

drinks	eats	get	goes	goes	has	has	is
[drynks]	[its]	[get]	[gots]	[gots]	[hes]	[hes]	[is]
loves	meets	play	starts	stays	takes	visits	
[laws]	[mits]	[plej]	[starts]	[stejs]	[tejks]	[wyzjts]	

At weekends, Frank doesn't 1) *get* up early. He 2) *starts*
 [et tɪkends frank daznt ... ap erli. hi ...]

his day at 9 o'clock. Then he 3) *has* breakfast. He usually
 [his dej et najn okłok. den hi ... brekfest. hi jużueli ...]

4) *eats* sandwiches with cheese and 5) *drinks* hot tea.
 [... sentydzys tyf czis end ... hot ti]

Then, he always 6) *visits* his grandparents. He usually 7) *has*
 [den, hi oltejs ... his grenperents. hi jużueli ...]

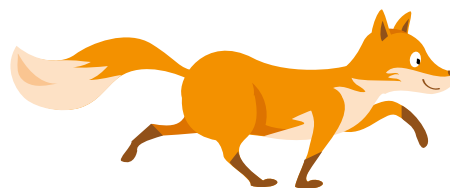
lunch with them. After that, Frank 8) *meets* his friends in the park.
 [lancz tyf dem. after dat, frank ... his frends in de park]

They 9) *play* football or basketball together. His dinner 10) *is*
 [dej ... futbol or baskytbol tuggeder. his dyner ...]

around 7 p.m. Then, he 11) *takes* a shower and 12) *goes* to bed.
 [eratnd sewen pi em. den, hi ... e szater end ... tu bed]

He 13) *loves* reading books in bed. He often 14) *stays* up late
 [hi ... ridin buks in bed. hi ofyn ... ap lejt]

and 15) *goes* to sleep around midnight.
 [end ... tu slip eratnd midnajt]



1. Przeczytaj tekst z karty 119 i wybierz poprawne odpowiedzi.

Read the text from the page 119 and choose the correct answers.

[rid de tekst from de pejdż tan hundred najntin end czus de korekt ansers]

1. Frank **gets** / **doesn't get** up before nine a.m.

[frank gets/daznt get ap bifor najn ej em]

2. He visits his **grandparents** / **friends** every weekend.

[hi wzyzts his grenperents/frends ewri tikend]

3. Frank spends time in the park in the **morning** / **afternoon**.

[frank spends tajm in de park in de mornin/afternun]

4. He **goes** / **doesn't go** to sleep right after dinner.

[hi gots/daznt got tu slip rajt after dyner]

5. Frank **reads** / **doesn't read** books before going to sleep.

[frank rids/daznt rid buks bifor gotin tu slip]



2. Uzupełnij zdania odpowiednim wyrazem.

Complete the sentences with the correct word.

[kompli de sentences tyf de korekt terd]

1. She can *ride* a horse very well.

[szi ken ... e hors weri tel]

2. We like *reading* books a lot.

[ti lajk ... buks e lot]

3. They often *play* volleyball at the beach.

[dej ofyn ... wolibol et de bicz]

4. We never *listen* to classical music.

[ti newer ... tu klasykol mjuzik]

5. He *collects* old postcards.

[hi ... otld potstkards]

COLLECTS

[kolekts]

LISTEN

[lisy]

PLAY

[plej]

READING

[ridin]

RIDE

[rajd]

1. Znajdź te wyrazy w wykreślanke. Następnie przetłumacz je na język polski.

Find these words in the wordsearch. Then translate them into Polish.

[fajnd dis terds in de tɜrdsercz. den transelejnt dem yntu polysz]



SPIDER - *pająk*
[spajder]

PUMPKIN - *dynia*
[pampkyn]

VAMPIRE - *wampir*
[wempajer]

GHOST - *duch*
[gotst]

BAT - *nietoperz*
[bat]

COSTUME - *kostium*
[kostjum]

SKELETON - *szkielet*
[skelytn]

WITCH - *czarownica/
wiedźma*
[ticz]

CANDY - *cukierek*
[kendi]

DARKNESS - *ciemność*
[darknes]

2. Dopasuj wyrazy do definicji.

Match the words with their definitions.

[mecz de terds tyf dejr defynyszyns]

1. An evil woman with magic powers. *witch*
[en iwil tumen tyf medzyk paters]

2. A small insect that makes webs. *spider*
[e smol ynsekt dat mejks tebs]

3. A black animal that flies at night. *bat*
[e blek enymal dat flajs et najt]

4. An orange vegetable used to make Halloween lanterns. *pumpkin*
[en oryndż wedźtbl juzd tu mejk helotin lanterns]

5. Clothes that you wear for a fancy dress party. *costume*
[klofs dat ju ter for e fensi dres parti]

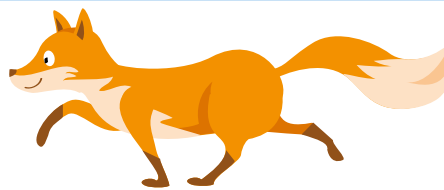
6. Sweet treats that children collect at Halloween. *candy*
[stít trits dat czylidren kolekt et helotin]



1. Uzupełnij opis.

Complete the description.

[kompliit de deskrypszyn]



decorate people play pumpkins old trick sweets vampires world
[dekorejt] [pipl] [plej] [pampkyns] [otld] [trik] [stits] [wempajers] [torld]

On October 31st each year *people* celebrate Halloween.

[on oktołber ferti ferst icz jer ... selebrejt helotin]

This festival is more than 2000 years *old*

[dis festiwol is mor den tu tałzend jers ...]

Now, it's popular in many **countries** all over the *world*

[nał its popjular in meni kantris ol otwer de ...]

On this day, people *decorate* their houses with **jack-o-lanterns**.

[on dis dej pipl ... dejr hałses tyw dżek-ot-lanterns]

These are lanterns made of *pumpkins* Children wear **costumes**.

[diiz ar lanterns mejd of ... czyłdren ter kostjums]

They usually dress up as witches, ghosts, *vampires*, **skeletons**.

[dej jużueli dres ap es tičzes, gotsts, ... skelytns]

In the evening, children go *trick* -or-treating.

[in de iwnin czyłdren got ... or-tritin]

They knock on their neighbour's **doors** and ask for *sweets*

[dej nok on dejr nejbers dors end ask for ...]

Halloween parties are also popular. During the parties people often

[helotin partis ar otsoł popjular. dżurin de partis pipl ofyn]

..... *play* games. **Apple** bobbing is one of them.

[... gejms. epl bobin is tan of dem]

apple bobbing [epl bobin] – zabawa polegająca na wyławianiu bez użycia rąk jabłek pływających w misce z wodą.

1. Podpisz obrazki jednym z pogrubionych wyrazów z tekstu na karcie 122.
Name the pictures using one of the words in bold from the page 122.

[nejm de pykczers juzin tan of de terds in bold from de pejdz tan hundred tienti tu]



door



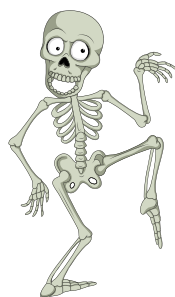
countries



jack-o-lantern



costumes



skeleton



apple

2. Zaznacz, czy poniższe zdania są prawdziwe (T), czy fałszywe (F).
Decide if the sentences below are true (T) or false (F).

[disajd if de sentenses byloł ar tru or fols]

- Halloween is always on the same day.**T**....
[helotin is ołtejs on de sejm dej]
- It's a new celebration.**F**....
[its a nju selebrejszyn]
- Jack-o-lanterns are made of a round, orange vegetable.**T**....
[dżek-oł-lanterns ar mejd of e ratnd, oryndż wedźtbl]
- Halloween parties are in the morning.**F**....
[helotin partis ar in de mornin]

1. Wybierz poprawny wyraz.
Choose the correct word.

[czus de korekt terd]



1. When children wake up they find their presents
in the **stockings** / **socks** .

[ten czyl dren tejk ap dej fajnd dejr preznts in de stokings/soks]

2. We put the **moon** / **star** on the top of our Christmas tree.

[ti put de mun/star on de top of ater krysmes tri]

3. When we have snow in front of our house we make
a snowman / **snowflakes** .

[ten ti hew snot in front of ater hats ti mejk e snotmen/snotflejks]

4. You can put **presents** / **food** under the Christmas tree.

[ju ken put preznts/fud ander de krysmes tri]

5. Santa's **sleigh** / **wheel** is pulled by reindeer.





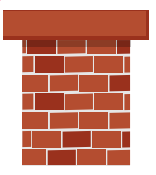
[santas slej/til is puld baj rejndijer]

6. There are twelve **plates** / **dishes** on the Christmas table.

[der ar ttelw plejts/dyszses on de krysmes tejbl]

2. Dopasuj przedmioty do kolorów.

Match the objects with colours. [mecz de obdzekts tyf kalers]

1  2  3  4  5 

white [tajt] orange [oryndz] brown [bratn] green [grin] purple [perpl]

Connections: 1 to green, 2 to brown, 3 to purple, 4 to white, 5 to orange.

1. Podpisz obrazki odpowiednimi wyrazami.

Name the pictures.

[nejm de pykczers]

baubles

[babls]

presents

[preznts]

sleigh

[slej]

star

[star]

lights

[lajts]

holly

[holi]

reindeer

[rejndijer]

stockings

[stokings]

Santa

[santa]

candles

[kendls]



holly



reindeer



star



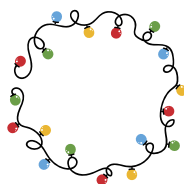
candles



Santa



stockings



lights



baubles



sleigh



presents

1. Uzupełnij zdania odpowiednim wyrazem z karty 125.

Complete the sentences with the correct word from the page 125.

[kompliit de sentences tyf de korekt terd from de pejdż tan hundred tłenti fajf]



1. People in Poland wait for the first *star* to start the Christmas dinner.
[pipl in polend tejt for de ferst ... tu start de krysmes dyner]
2. My mom always hangs *stockings* over the fireplace.
[maj mom oltejs hengs ... otwer de fajerplejs]
3. Some people put *candles* on their Christmas table.
[sam pipl put ... on dejt krysmes tejbl]
4. I have a big family so we usually have a lot of *presents* under the Christmas tree.
[aj hew e big femyli soł ti jużeli hew e lot of ... ander de krysmes tri]
5. Children believe that *Santa* brings presents.
[czyldren byliw dat ... brings preznts]
6. Rudolph is the most famous *reindeer*
[rudolf is de mołst fejmys ...]



ZADANIE TYPU EGZAMINACYJNEGO

1. Przeczytaj tekst. Wybierz poprawne uzupełnienie luk zgodnie z obrazkiem na karcie 126. Zakreśl literę a, b albo c.

This is our Christmas living room. It's very cozy. On the left, there is
[dis is ater krysmes lywin rum. its weri kotz'i. on de left der is]

a Christmas 1)..... We always decorate it with baubles, chains, lights.
[e krysmes ... ti olejs dekorejt it tyf babls, czejns, lajts]

And there is always a golden 2) on the top. In front of the tree there
[end der is olejs e golden ... on de top. in front of de tri der]

are 3) One of them is mine! There is a beautiful wreath on the wall,
[ar ... tan of dem is majn! der is e bjutiful rif on de tol]

right above the clock. According to the tradition we hang our 4) over
[rajt ebaw de klok. akordin tu de tredyszyn ti heng ater ... olwer]

the fireplace. Mine is the one in the middle. I hope Santa is generous this year!
[de fajerplejs. majn is de tan in de midl. aj hotp santa is dzeneres dis jer]



1

a) tree
[tri]b) presents
[preznts]c) wreath
[rif]

2

a) chain
[czejn]b) star
[star]c) bauble
[babl]

3

a) presents
[preznts]b) armchairs
[armczەر]c) books
[buds]

4

a) socks
[soks]b) shorts
[szorts]c) stockings
[stokings]

1. Wybierz poprawne wyrazy.
Choose the correct words.

[czus de korekt terds]



It's a beautiful day and the students is / are outside. It's sunny
[its e bjutiful dej end de stjudents is/ar attsajd. its sani]

and warm / cold. The boys are playing football / handball.
[end torm/kold. de bojs ar plejin futbol/hendbol]

They hate / love it. The goalkeeper is wearing a hat / cap,
[dej hejt/law it. de gotlkiper is terin e hat/kep]

a yellow top, shorts, trainers / trousers, socks and special gloves.
[e jelot top, szorts, trejners/tratzers, soks end speszol glaws]

It's a wonderful P.E. / IT lesson.
[its e tanderful pi i/aj ti lesn]

2. Przeczytaj tekst i wybierz poprawne odpowiedzi.

Read the text and choose the correct answers.

[rid de tekst end czus de korekt ansers]



Hi! My name's Suzy. I 1) in London,

[haj! maj nejm is sjuzi. aj 1) ... in london]

England. I love this city. There

[ynglend. aj law dis syti. der]

2) always something interesting to do.

[2) ... oltejs samfin yntrestin tu du]

In 3) free time, I go to

[in 3) ... fri tajm aj got tu]

the museums and art galleries. I also like

[de mjuzijems end art galeris. aj olsot lajk]

spending my afternoons 4) Hyde Park. I often meet my friends there to

[spendin maj afternuns 4) ... hajd park. aj ofyn mit maj frends der tu]

have a picnic. The 5) in London changes very quickly. I often take my

[hew e pyknyk. de 5) ... in london czendzys weri ktikli. aj ofyn tejk maj]

umbrella with me. It 6) a lot here.

[ambrela tyf mi. it 6) ... e lot hijer]

1

a) live
[lyw]b) come
[kam]

4

a) in
[in]b) on
[on]

2

a) is
[is]b) are
[ar]

5

a) weather
[teder]b) season
[s'izen]

3

a) her
[her]b) my
[maj]

6

a) snows
[snots]b) rains
[rejns]



ZADANIE TYPU EGZAMINACYJNEGO

3. Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań.



Uwaga!

W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

1. I'm sorry but *it isn't/it is not* (to nie jest) your pencil-case. This one is mine!
[ajm sori bat ... jor pensyl kejs. dis tan is majn]
2. Today we *are going to* (idziemy do) the theatre. I can't wait!
[tudej ti ... de fjeter. aj kent tejt]
3. How often do ... *you clean your/you tidy your* (sprzątasz swój) bedroom?
[hał ofyn du ... bedrum]
4. My grandparents *are from Germany* (są z Niemiec), but they live in Poland.
[maj grenperents ... bat dej lyw in polend]
5. She always *does her homework* (odrabia jej pracę domową) in the evenings.
[szy oltejs ... in de iwnings]





ZADANIE TYPU EGZAMINACYJNEGO

4. Dla każdej z opisanych sytuacji wybierz właściwą reakcję. Zakreśl literę a, b albo c.

1. Chcesz zapytać, co twój kolega robi dziś po szkole. Jak to zrobisz?



- a. What do you do after school?
[tɒt du ju du aftər sku:l]
- b. What can you do after school?
[tɒt kən ju du aftər sku:l]
- c. What are you doing after school?
[tɒt ər ju du:ɪn aftər sku:l]

2. Koleżanka prosi cię o pomoc przy pracy domowej z historii. Niestety nie możesz jej pomóc w tej chwili. Co powiesz?

- a. I don't like History.
[aj dɒnt laɪk hɪstri]
- b. I'm sorry I can't help you now.
[ajm sɒri aj kæn't help ju nəʊ]
- c. I always help you with your homework.
[aj ɔlweɪs help ju wɪθ jɔ: hoʊmɜ:rk]



3. Kolega z Nowego Jorku pyta cię, jaka jest w Polsce pogoda jesienią. Co powiesz?



- a. It's usually rainy and cool.
[ɪts ju:zueli reɪni end ku:l]
- b. It snows a lot.
[ɪt snəʊs e lɒt]
- c. We have hot and sunny autumns.
[wi heɪv hɒt end sʌni ɔtemns]

4. Nie rozumiałeś, co powiedział nauczyciel. Co powiesz?

- a. Can you help her, please?
[kæn ju help hɜ: plɪz]
- b. Can you repeat that, please?
[kæn ju rɪpi:t ðæt plɪz]
- c. Can you spell it, please?
[kæn ju spel ɪt plɪz]





ZADANIE TYPU EGZAMINACYJNEGO

5. Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki.



Uwaga!

Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A. cycling

[sajklin]

B. skiing

[skijin]

C. month

[manf]

D. year

[jer]

E. every

[ewri]

F. all

[ol]

Greetings from Austria!

[gritings from ostria]

We are spending our Christmas break in the mountains this 1) ...**D**...

[ti ar spendin ałer krysmes brejk in de małntyns dis 1) ...]

It's lovely. There is a lot of snow and the weather is perfect for 2) ...**B**...

[its lawli. der is e lot of snot end de teder is perfekt for 2) ...]

We are enjoying 3) ...**E**... minute here. Today we are going to learn

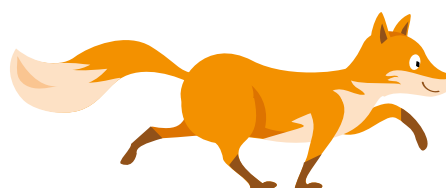
[ti ar yndżojin 3) ... mynyt hijer. tudej ti ar goin tu lern]

snowboarding. It's going to be fun! See you soon!

[snołbordin. its goin tu bi fan. si ju sun]

Dave

[dejw]





ZADANIE TYPU EGZAMINACYJNEGO

6. Przeczytaj poniższy tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl odpowiedź a, b lub c.

Hi!

[haj]

My name's Dylan. I'm 11 years old. I live in Miami. I am American.

[maj nejms dylŋ. ajm il^uewen jers otld. aj lyw in majami. aj em emeryken]

I live in a big house with my parents and my two sisters. My room is upstairs

[aj lyw in e big hats tyf maj p^uerents end maj tu s^usters. maj rum is apsters]

and it's very cosy. I have light green walls and white furniture. There are a lot

[end its w^ueri kotz'i. aj hew lajt grin tols end tajt f^uernyczer. der ar e lot]

of pictures on my walls, too. My sisters' room is next to mine. They share their

[of pykczers on maj tols tu. maj s^usters rum is nekst tu majn. dej szer dejr]

bedroom. It's all pink and purple. They have a lot of toys there. Our house is on

[bedrum. its ol pynk and perpl. dej hew e lot of tojs der. a^uter hats is on]

the coast. I love watching the ocean at the sunset. It's amazing.

[de kotst. aj law toczin de ot^uszyn et de s^unsset. its emejz'in]

My grandparents live in Los Angeles, but we meet very often. They are great!

[maj grenperents lyw in los andzeles bat ti mit w^ueri ofyn. dej ar grejt]

My grandad has his own business. My grandma doesn't work. They like sports.

[maj grendad hes his otn byznes. maj grenma daznt terk. dej lajk sports]

They go jogging every day and in winter they go skiing. They like spending

[dej got d^uzogin ewri dej end in tynter dej got skiin. dej lajk spendin]

time in their winter house in the mountains. They are very active. Every

[tajm in dejr tynter hats in de matntyns. dej ar w^ueri aktiw. ewri]

summer they go surfing.

[samer dej got serfin]

What about you? Write back soon!

[tot ebatt ju? rajt bek sun]

Take care

[tejk ker]

Dylan

[dylŋ]



1. Dylan's family picture is:

[dylns femyli pykczr is]



2. Where does Dylan live?

[ter das dyln lyw]



3. What do Dylan's grandparents do in the winter?

[tot du dylns grenperents du in de tynter]

a. go surfing
[got serfin]

b. go skiing
[got skiin]

c. go jogging
[got dzogin]

4. Dylan's grandma...

[dylns grenma ...]

a. has her own business
[hes her otn byznes]

b. loves watching the sunset
[laws toczin de sanset]

c. is very sporty
[is weri sporti]

7. Przeczytaj tekst z karty 133 raz jeszcze i zdecyduj, czy poniższe zdania są prawdziwe, czy fałszywe.

Read the text from the page 133 again and decide if the sentences are true or false.

[rid de tekst from de pejdż tan hundred ferti fri egen end dysajd if de sentences ar tru or fols]

- A. Dylan's room is on the ground floor.

[dylns rum is on de graund flor]

true

/

false

- B. The sisters have got a lot of toys.

[de systers hew got e lot of tojs]

true

/

false

- C. The grandparents go running every day.

[de grenperens got ranin ewri dej]

true

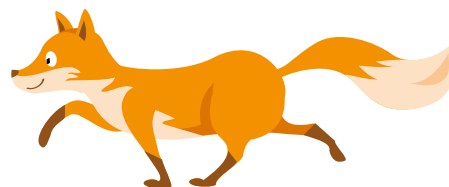
/

false

8. Dokończ zdania.

Finish the sentences.

[fynysz de sentences]



1. My favourite season is *winter*.

[maj fejwrt s'izen is ...]

2. I can *swim*, *dance* and *play the guitar*.

[aj ken ... end ...]

3. I like eating *pizza with salami*.

[aj lajk itin ...]

4. I never *get up early*.

[aj newer ...]



SŁOWNICZEK UŻYTYCH SŁÓWEK

A a bit [e bit] – trochę
 a few [e fju] – kilka, niewiele
 a lot of [e lot of] – dużo
 about [ebatt] – 1. o, 2. około
 above [ebaw] – nad
 accessories [aksesoris] – dodatki
 according to [ekordin tu] – w oparciu o, na podstawie
 across [ekros] – poziomo
 active [aktiw] – aktywny
 add [ed] – dodać, uzupełnić
 address [edres] – adres
 adult [edalt] – dorosły
 affirmative [efermatyw] – 1. potwierdzenie, 2. twierdzący
 after [after] – po (o czasie, wydarzeniu)
 afternoon [afternun] – popołudnie
 again [egen] – znowu, jeszcze raz
 airport [erport] – lotnisko
 all [ol] – cały, wszystko, każdy
 almost [olmost] – prawie
 also [olsot] – także
 always [oltejs] – zawsze
 amazing [emejz'in] – zdumiewający
 American [emeryken] – amerykański
 and [end] – i
 angry [engri] – zły
 animal [enymal] – zwierzę
 another [enader] – inny
 answer [anser] – 1. odpowiedź, 2. odpowiadać
 any [eni] – żaden, nikt, nic, wcale
 anything [enyfyn] – coś, cokolwiek
 appearance [epiriens] – wygląd
 apple [epl] – jabłko
 apple pie [eplpaj] – szarlotka
 April [ejpril] – kwiecień
 aquarium [ekterjem] – akwarium
 armchair [armczer] – fotel
 around [erałnd] – około
 Art [art] – plastyka (przedmiot szkolny)
 art gallery [art galeri] – galeria sztuki
 artist [artyst] – artysta, artystka
 as well [es tel] – również
 ask [ask] – 1. poprosić, 2. zapytać
 at [et] – na, w, przy
 at last [et last] – w końcu
 attic [atik] – strych
 August [ogest] – sierpień
 aunt [ant] – ciotka

autumn [otem] – jesień
 Austria [ostria] – Austria
 awesome [osom] – niesamowity

B baby [bejbi] – niemowlę, małe dziecko
 bag [bag] – torba, plecak
 bake [bejk] – piec
 ball [bol] – piłka
 balloon [balun] – balon
 banana [banana] – banan
 bank [benk] – bank
 basement [bejsment] – piwnica
 basketball [baskytbol] – koszykówka
 bat [bat] – nietoperz
 bath [baf] – wanna
 bathroom [bafrum] – łazienka
 bauble [babl] – bombka choinkowa
 be [bi] – być
 be keen on [bi kin on] – być zainteresowanym (czymś)
 beach [bicz] – plaża
 bear [ber] – niedźwiedź
 beard [bijerd] – broda
 beautiful [bjutiful] – piękny
 because [bykos] – ponieważ
 bed [bed] – łóżko
 bedroom [bedrum] – sypialnia
 bee [bi] – pszczoła
 before [bifor] – przed (o czasie, wydarzeniu)
 beginning [byginin] – początek
 behind [byhajnd] – za (czymś)
 believe [byliw] – wierzyć
 below [bylot] – poniżej
 belt [belt] – pasek
 bench [bencz] – ławka
 best friend [best friend] – przyjaciółka, przyjaciel
 between [byttin] – pomiędzy
 Bible [bajbl] – Biblia
 big [big] – duży
 bike [bajk] – rower
 bikini [bikini] – bikini
 Biology [bajolodzi] – biologia (przedmiot szkolny)
 bird [berd] – ptak
 birthday [berfdej] – urodziny
 biscuit [byskyt] – herbatnik
 bitter [byter] – gorzki
 black [blek] – czarny
 blanket [blenkyt] – koc
 blond [blond] – blond

Choć nikt
 tego nie lubi,
 warto uczyć
 się słówek –
 na pamięć!

SŁOWNICZEK UŻYTYCH SŁÓWEK

- blue [blu] – niebieski
 board [bord] – tablica
 board game [bord gejm] – gra planszowa
 boat [bott] – statek, łódź
 bob [bob] – 1. podskok, 2. podskakiwać
 body [badi] – ciało
 boiling hot [bojlin hot] – upał
 bold [bold] – pogrubienie
 book [buk] – książka
 bookcase [bukkejs] – regał
 bookshelf [bukszelf] – półka na książki
 boots [buts] – buty (jesienne i zimowe)
 borrow [borot] – pożyczyć
 both [botf] – oba, obaj, oboje
 box [boks] – 1. pudełko, 2. ramka
 boy [boj] – chłopiec
 brackets [brakets] – nawiasy
 bread [bred] – chleb
 break [brejk] – przerwa
 breakfast [brekfest] – śniadanie
 bring [brin] – przynosić, dostarczać
 British [brytysz] – brytyjski
 broccoli [brokoli] – brokuł
 brother [brader] – brat
 brown [bratn] – brązowy
 brush [brasz] – 1. szczotka, 2. pędzel
 brush teeth [brasz tif] – myć zęby
 bucket [baket] – wiadro
 build [bild] – zbudować
 bunk bed [bank bed] – łóżko piętrowe
 bus [bas] – autobus
 business [byznes] – firma
 but [bat] – ale
 buy [baj] – kupować
 bye [baj] – cześć (na pożegnanie)

C cake [kejk] – ciasto
 calculate [kalkjulejt] – liczyć
 calculator [kalkjulejter] – kalkulator
 call [kol] – dzwonić
 called [kold] – nazwany
 can [ken] – móc, potrafić
 candle [kendl] – świeczka
 candy [kendi] – stodycze, cukierki
 cap [kep] – czapka
 car [kar] – samochód
 carpet [karpyt] – dywan
 carrot [karot] – marchewka
 carry [keri] – nieść
 casserole [kaserol] – zapiekanka
 cat [ket] – kot
 catch [kecz] – złapać
 celebrate [selebrejt] – świętować
 celebration [selebrejszyn] – uroczystość, święto
 centre [senter] – centrum
 chain [czejn] – łańcuch
 chair [czer] – krzesło
 change [czendź] – zmieniać się
 check [czek] – sprawdzić
 cheerful [czirful] – radosny
 cheese [czis] – ser
 cheetah [czita] – gepard
 Chemistry [kemystri] – chemia (przedmiot szkolny)
 cherry [czeri] – wiśnia
 chess [czes] – szachy
 chest of drawers [czest of droters] – komoda
 chicken [czykn] – kurczak
 child [czajld] – dziecko
 children [czyldren] – dzieci
 chili peppers [czili pepers] – papryczki chili
 China [czajna] – Chiny
 Chinese [czajnicz] – chiński
 chips [czips] – frytki
 chocolate [czoklyt] – czekolada
 choose [czus] – wybrać
 Christmas [krysmes] – Święta Bożego Narodzenia
 Christmas tree [krysmes tri] – choinka
 bożonarodzeniowa
 cinema [synema] – kino
 circle [serkl] – 1. koło, 2. zakreślić kółkiem, otoczyć
 city [syti] – miasto
 class [klas] – klasa (grupa uczniów)
 classical [kłasykol] – klasyczny
 classroom [kłasrum] – klasa (sala szkolna)
 clean [klin] – czyścić, sprzątać
 clever [klewer] – mądry
 clock [klok] – zegar
 clothes [klofs] – ubrania
 cloudy [kłałdi] – pochmurnie
 clue [klu] – wskazówka, podpowiedź
 coast [kotst] – wybrzeże
 coat [kott] – płaszcz
 coffee [kofi] – kawa
 coffee table [kofi tejbl] – stolik kawowy
 cold [kold] – zimno
 collect [kolekt] – zbierać, kolekcjonować
 colour [kaler] – kolor
 colourful [kalerful] – kolorowy
 column [kalemn] – kolumna
 come [kam] – przyjść
 comedy [komedij] – komedia
 comfortable [kamftbl] – wygodny

SŁOWNICZEK UŻYTYCH SŁÓWEK

comic [komyk] – komiks
 company [kampani] – firma
 complete [kompli] – uzupełnić
 computer [kompjuter] – komputer
 computer game [kompjuter gej] – gra komputerowa
 concert [konsert] – koncert
 cook [kuk] – gotować
 cooker [kuker] – kuchenka
 corn [korn] – kukurydza
 correct [korekt] – poprawny, właściwy, odpowiedni
 cost [kost] – kosztować
 costume [kostjum] – kostium
 cosy [kotz'i] – przytulny
 country [kantri] – kraj
 coursebook [kursbuk] – podręcznik
 cousin [kazyn] – kuzyn
 crayon [krejon] – kredka woskowa
 cream [krim] – śmietana
 create [krijejt] – tworzyć
 creative [krijejtiv] – pomysłowy
 crisps [krisps] – chipsy
 crocodile [krakedail] – krokodyl
 crossword [krosterd] – krzyżówka
 crunchy [krancki] – chrupiący
 cucumber [kjukamber] – ogórek
 cupboard [kaberd] – szafka ścienna
 curly [kerli] – kręcone
 cushion [kuszyn] – poduszka
 cute [kjut] – ładny, śliczny, uroczy
 cycle [sajkl] – jeździć na rowerze

D dad [ded] – tata
 daily [dejli] – codzienny
 dance [dans] – tańczyć
 dancer [danser] – tancerz
 dangerous [dejnżeres] – groźny, niebezpieczny
 dark [dark] – ciemny
 darkness [darknes] – ciemność
 daughter [doter] – córka
 day [dej] – dzień
 December [dysember] – grudzień
 decide [dysajd] – decydować
 decode [dikotd] – odszyfrować
 decorate [dekorejt] – dekorować, ozdabiać
 definition [defynyszyn] – definicja
 delicious [delyszies] – pyszny
 description [dyskrypszyn] – opis
 desk [desk] – biurko
 dialogue [dajlog] – dialog

dictionary [dikszeneri] – słownik
 dining room [dajnin rum] – jadalnia
 dinner [dyner] – obiad
 disgusting [dysgastin] – ohydny, obrzydliwy
 dish [dysz] – 1. danie, 2. naczynie
 dive [dajw] – nurkować
 divide [diwajd] – dzielić
 do [du] – robić
 doctor [dokter] – lekarz
 dog [dog] – pies
 dolphin [dolfin] – delfin
 donkey [danki] – osioł
 donut [dołnat] – pączek, donut
 door [dor] – drzwi
 down [datn] – pionowo
 downstairs [datnsters] – 1. na dół po schodach, 2. na parterze
 draw [dro] – rysować
 drawing [drotin] – rysunek (kredkami)
 dress [dres] – sukienka
 dress up as [dres ap es] – przebrać się za
 drink [drynk] – pić
 drive [drajw] – prowadzić samochód

E each [icz] – każdy
 each other [icz ader] – wzajemnie
 ear [ijer] – ucho
 early [erli] – wcześniej
 earrings [ijerings] – kolczyki
 eat [it] – jeść
 eccentric [iksentrrik] – oryginalny, nietypowy, dziwaczny
 egg [eg] – jajko
 eight [ejt] – osiem
 elbow [elbot] – łokieć
 elegant [elegent] – elegancki
 elephant [elyfant] – słoń
 eleven [ilewen] – jedenaście
 ending [endin] – koniec, zakończenie
 England [ynglend] – Anglia
 enjoy [yndzoi] – cieszyć się, czerpać radość
 English [ynglysz] – angielski
 evening [iwnin] – wieczór
 every [ewri] – każdy
 every day [ewri dej] – codziennie
 evil [iwil] – zły, diabelski
 exactly [igzaktli] – dokładnie
 exam [ygzem] – egzamin
 example [igzampł] – przykład
 excuse me [ikskjuz mi] – przepraszam (odzywając się do kogoś)

SŁOWNICZEK UŻYTYCH SŁÓWEK

exercise [eksersajz] – ćwiczenie, zadanie
 expensive [ykspensyiw] – drogi
 experiment [yksperyment] – eksperyment, doświadczenie
 extra [ekstra] – 1. doskonały, 2. dodatkowy
 eye [aj] – oko

.....

F

face [fejs] – twarz
 false [fols] – fałszywy
 family [femyli] – rodzina
 famous [fejmys] – sławny
 fancy [fensi] – ozdobny, fantazyjny
 fancy dress party [fensi dres parti] – bal przebierańców
 far away [far etej] – daleko
 farm [farm] – gospodarstwo
 farmer [farmer] – rolnik
 fast [fast] – szybki, szybko
 fat [fat] – gruby
 father [fader] – ojciec
 favourite [fejwrt] – ulubiony
 feather [feder] – pióro
 February [februeri] – luty
 feet [fit] – stopy
 fence [fens] – płot
 festival [festiwol] – święto
 fight [fajt] – 1. walka, 2. walczyć
 film [fylm] – film
 find [fajnd] – znaleźć
 fine [fajn] – dobrze, w porządku
 finish [fynysz] – kończyć
 fireplace [fajerplejs] – kominek
 first [ferst] – pierwszy
 fish [fysz] – ryba
 five [fajf] – pięć
 fix [fiks] – naprawiać
 flat [flat] – mieszkanie
 flight [flajt] – lot
 flip-flops [flip-flops] – klapki
 floor [flor] – 1. podłoga, 2. piętro
 flower [flater] – kwiat
 fluffy [flafi] – puszysty
 flute [flut] – flet
 fly [flaj] – latać
 foggy [fogi] – mglisto
 follow [folot] – podążać
 food [fud] – jedzenie
 foot [fut] – stopa (l.mn. feet [fit] – stopy)
 football [futbol] – piłka nożna
 for [for] – dla, z powodu
 for example [for igzamp] – na przykład
 foreign [foryn] – obcy, zagraniczny

forgot [forgot] – zapomnieć
 form [form] – forma
 four [for] – cztery
 fox [foks] – lis
 France [frans] – Francja
 freckles [frekls] – piegry
 free [fri] – wolny
 free time [fri tajm] – czas wolny
 French [frencz] – francuski
 fresh [fresz] – świeży
 Friday [frajdej] – piątek
 fridge [frydż] – lodówka
 friend [frend] – przyjaciel, przyjaciółka
 friendly [frendli] – przyjazny
 from [from] – z (skądś, z czegoś)
 frozen [frotzen] – mrożony
 fruit [frut] – owoc
 fun [fan] – zabawa, rozrywka
 funny [fani] – zabawny
 fur [fer] – futro
 furniture [fernycz] – meble

.....

G

game [gejm] – gra
 gap [gap] – luka
 garage [garaż] – garaż
 garden [garden] – ogród
 generous [dżeneres] – hojny
 Geography [dżiogrefi] – geografia (przedmiot szkolny)
 German [dżerman] – niemiecki
 Germany [dżermani] – Niemcy
 get dressed [get dresd] – ubrać się
 get up [get ap] – wstawać
 get there [get der] – dotrzeć tam
 ghost [gotst] – duch
 ginger [dżindżer] – rudy
 giraffe [dżyraf] – żyrafa
 girl [gerl] – dziewczynka
 give [giw] – dać
 glasses [glasys] – okulary
 globe [glołb] – globus
 gloves [glaws] – rękawiczki
 go [got] – 1. iść, 2. jechać
 go out [got att] – wychodzić
 goalkeeper [gotłkiper] – bramkarz
 God [god] – Bóg
 golden [golden] – złoty
 good [gud] – dobry, dobrze
 goodbye [gudbai] – do widzenia
 grandson [grensan] – wnuk
 granddaughter [grendoter] – wnuczka
 grandfather [grenfader] – dziadek

SŁOWNICZEK UŻYTYCH SŁÓWEK

grandmother [grɛnmədər] – babcia
 grandparents [grɛnpərənts] – dziadkowie
 granny [grani] – babcia
 grape [grejp] – winogrono
 great [grejt] – wspaniały, wspaniale
 Great Britain [grejt britn] – Wielka Brytania
 Greece [gris] – Grecja
 Greek [grik] – grecki
 green [grin] – zielony
 greetings [gritings] – pozdrowienia
 grey [grej] – szary
 ground floor [graʊnd flɔr] – parter
 group [gru:p] – grupa
 guaranteed [gəraɪntid] – gwarantowany
 guess [ges] – zgadnąć
 guitar [gitar] – gitara
 guinea pig [gyni pyg] – świnka morska

H

hair [her] – włosy
 half [haf] – pół
 hall [hol] – przedpokój
 Halloween [heləʊlɪn] – Halloween (święto obchodzone 31 października)
 ham [hem] – szynka
 hamburger [hɛmberɡər] – hamburger
 hamster [həmstər] – chomik
 hand [hend] – ręka, dłoń
 handball [hɛndbɔ:l] – piłka ręczna
 handsome [hɛndzəm] – przystojny
 hang [hɛŋɡ] – wieszac
 happy [hɛpi] – szczęśliwy
 hard [hɑ:d] – ciężko, trudno
 hardworking [hɑ:dwɜ:kɪŋ] – pracowity
 hat [het] – kapelusz
 hate [hejt] – nienawidzić
 Hawaii [haʊaɪ] – Hawaje
 have [hew] – mieć
 have breakfast [hew brɛkfɛst] – jeść śniadanie
 he [hi] – on
 healthy [hɛlfi] – zdrowy
 hear [hijər] – słyszeć
 heavy [hewi] – ciężki
 helicopter [helikɔptər] – helikopter
 hello [heləʊ] – cześć (na powitanie)
 help [hɛlp] – pomoc
 helpful [hɛlpfʊl] – pomocny
 her [her] – jej
 here [hijər] – tutaj
 hi [haj] – cześć (na powitanie)
 high [haj] – wysoki, wysoko

his [his] – jego
 History [hystri] – historia (przedmiot szkolny)
 hobby [hobi] – hobby, pasja
 holidays [hɔlydeɪs] – wakacje
 holly [holi] – ostrokrzew
 home [hoʊm] – dom
 homework [hoʊmˌwɜ:k] – praca domowa
 horse [hɔ:s] – koń
 hospital [hɔspɪtəl] – szpital
 hot [hot] – gorący, gorąco
 hotel [hoʊtəl] – hotel
 house [haʊs] – dom
 How are you? [haʊ ar ju] – Jak się masz?
 how many [haʊ mɛni] – ile
 hula hoop [hula hu:p] – hula hop
 hungry [hʌŋɡri] – głodny
 husband [hʌsbənt] – mąż

I

I [aj] – ja
 ice-cream [ajskrim] – lody
 idea [ajdija] – pomysł
 if [ɪf] – czy
 igloo [ɪɡlu:] – igloo
 in [ɪn] – w, na
 in front of [ɪn frʌnt ɒf] – przed (czymś)
 in public [ɪn pʌblɪk] – publicznie
 in the middle [ɪn ðə mɪdl] – pośrodku
 information technology [ɪnfɔrmeɪʃnz tɛknɒlədʒi] – informatyka (przedmiot szkolny)
 ingredient [ɪŋɡrɪdʒənt] – składnik
 insect [ɪnsekt] – owad
 instrument [ɪnstrʊmənt] – instrument muzyczny
 interested [ɪntrestɪd] – zainteresowany
 interesting [ɪntrestɪŋ] – interesujący
 into [ɪntu:] – na, w, do
 IT [aj ti] – informatyka (przedmiot szkolny)
 it [ɪt] – ono, to
 Italian [ɪtəlɪən] – włoski
 Italy [ɪtali] – Włochy

J

jacket [dʒɛkɪt] – kurtka
 jack-o-lantern [dʒɛk-ɒ-lanˈtɜ:n] – latarnia z dyni
 January [dʒɛnjʊəri] – styczeń
 Japan [dʒapən] – Japonia
 Japanese [dʒapanɪs] – japoński
 jeans [dʒɪnz] – dżinsy
 job [dʒɔb] – zawód, praca
 jogging [dʒɔɡɪŋ] – jogging, bieg w wolnym tempie
 joke [dʒɔ:k] – żart, dowcip
 juggle [dʒʌɡl] – zonglować
 juice [dʒus] – sok

SŁOWNICZEK UŻYTYCH SŁÓWEK

July [dżulaj] – lipiec
 jump [dżamp] – skakać
 June [dżun] – czerwiec
 jungle [dżangl] – dżungla

K keep [kip] – trzymać, przechowywać
 ketchup [keczap] – keczup
 kid [kid] – dziecko
 kind [kajnd] – uprzejmy, grzeczny
 kitchen [kyczyn] – kuchnia
 kite [kajt] – latawiec
 kitten [kiten] – kociak
 knee [ni] – kolano
 knife [najf] – nóż (l.mn. knives [najfs] –
 noże)
 knives [najfs] – noże
 knock [nok] – pukać
 know [not] – 1. znać, 2. wiedzieć

L lady [lejdi] – pani
 lamp [lemp] – lampa
 language [lengłydz] – język (mowa)
 lantern [lantern] – latarnia
 last [last] – ostatni
 late [lejt] – późno
 leaf [lif] – liść (l.mn. leaves [liws] – liście)
 learn [lern] – uczyć się
 leave [liw] – wychodzić, wyjeżdżać,
 opuszczać
 leaves [liws] – liście
 left [left] – 1. po lewej, z lewej strony,
 2. pozostały
 leg [leg] – noga
 lemon [lemon] – cytryna
 lesson [lesn] – lekcja
 let [let] – pozwolić
 let's... [lets] – (zwrot zachęcający
 do zrobienia czegoś)
 letter [leter] – litera
 lie [laj] – 1. leżeć, 2. kłamać
 life [lajf] – życie
 light [lajt] – 1. jasny, 2. lekki
 lights [lajts] – lampki choinkowe
 like [lajk] – lubić
 line [lajn] – kreska, linia
 lion [lajon] – lew
 lioness [lajones] – lwica
 liquid [liktid] – płyn
 listen [lisynt] – słuchać
 little [lytl] – mały
 live [lyw] – 1. mieszkać, 2. żyć

living room [lywin rum] – salon
 lizard [lyzard] – jaszczurka
 loaf [lotf] – bochenek
 long [lon] – długi
 longer [longer] – dłuższy
 look [luk] – 1. patrzeć, 2. wyglądać
 lost [lost] – zagubiony
 love [law] – kochać
 lovely [lawli] – cudny, piękny
 lunch [lancz] – lunch
 lunch-box [lancz boks] – pudełko śniadaniowe

M made [mejd] – zrobiony
 magazine [megez'in] – czasopismo
 magic [medżyk] – 1. magia, 2. magiczny
 main [mejn] – główny, najważniejszy
 make [mej] – zrobić
 make a bed [mej e bed] – pościelić łóżko
 man [men] – mężczyzna (l.mn. men [men] –
 mężczyźni)
 mane [mejn] – grzywa
 many [meni] – wiele
 map [mep] – mapa
 March [marcz] – marzec
 match [mecz] – 1. dopasować, 2. mecz
 Maths [mafs] – matematyka (przedmiot szkolny)
 May [mej] – maj
 maybe [mejbi] – może, chyba
 meal [mil] – posiłek, potrawa
 mean [min] – znaczyć
 meat [mit] – mięso
 meet [mit] – spotykać się
 meeting [mitin] – spotkanie
 member [member] – członek, uczestnik
 men [men] – mężczyźni
 message [mesydż] – wiadomość
 microscope [majkroskotp] – mikroskop
 midnight [midnajt] – północ
 milk [mylk] – 1. mleko, 2. doić
 milkshake [mylkszejk] – napój mleczny
 mine [majn] – mój
 minute [mynyt] – minuta
 mirror [myrer] – lustro
 missing [mys'in] – brakujący
 mittens [mitens] – rękawiczki z jednym palcem
 mobile phone [mołbajl fołn] – telefon komórkowy
 Monday [mandej] – poniedziałek
 money [mani] – pieniądze
 monkey [manki] – małpa
 month [manf] – miesiąc
 moon [mun] – księżyc

SŁOWNICZEK UŻYTYCH SŁÓWEK

more [mor] – więcej
 morning [mornin] – rano, poranek
 most [mɔst] – większość
 mother [mader] – matka
 motivate [motiwejt] – motywować, zachęcać
 mountain [maɪntyn] – góra
 mouse [mats] – 1. mysz, 2. mysz komputerowa
 moustache [mestasz] – wąsy
 mouth [maʊt] – usta
 Mr [myster] – pan (przed nazwiskiem)
 much [macz] – dużo, bardzo
 muffin [mafin] – babeczka
 mum [mam] – mama
 museum [mjuzijem] – muzeum
 music [mjuzik] – muzyka
 Music [mjuzik] – muzyka (przedmiot szkolny)
 must [mast] – musieć
 my [maj] – mój
 myself [majself] – sobie, siebie

N

name [nejm] – 1. imię, 2. nazwa, 3. nazwać
 nationality [nesznelyti] – narodowość
 near [nijer] – obok, blisko
 neck [nek] – szyja
 necklace [neklis] – naszyjnik
 need [nid] – musieć, potrzebować
 negative [negatiw] – 1. przeczenie,
 2. przeczący
 neighbour [nejber] – sąsiad
 nephew [nefju] – bratanek
 never [newer] – nigdy
 new [nju] – nowy
 newspaper [njuspejper] – gazeta
 next to [nekst tu] – obok
 nice [najs] – miły, miło
 niece [nis] – siostrzenica
 night [najt] – noc
 nine [najn] – dziewięć
 no [not] – nie
 nose [nots] – nos
 notebook [notbuk] – zeszyt
 noun [natn] – rzeczownik
 November [notwember] – listopad
 now [nat] – teraz
 number [namber] – liczba, cyfra
 nurse [ners] – pielęgniarka

O

o'clock [oklok] – godzina (konkretna,
 np. 8 o'clock)
 ocean [oʊszyn] – ocean
 October [oktołber] – październik

office [ofys] – biuro
 often [ofyn] – często
 oil [ojl] – olej
 old [otld] – stary
 olives [oliws] – oliwki
 on [on] – na
 on the basis of [on de bejsys of] – w oparciu o,
 na podstawie
 once again [tans egen] – jeszcze raz
 one [tan] – jeden
 onion [anjen] – cebula
 online shop [onlajn szop] – sklep internetowy
 only [onli] – tylko
 only child [onli czajld] – jedynak
 open [otpen] – 1. otwarty, 2. otwierać, otworzyć
 opposite [opozyt] – przeciwny, odwrotny
 or [or] – lub
 orange [oryndż] – 1. pomarańcza, 2. pomarańczowy
 order [order] – porządek, kolejność
 our [ater] – nasz, nasza, nasze
 outside [aʊtsajd] – na zewnątrz, na dworze
 oven [otwen] – piekarnik
 own [otn] – swój, własny

P

page [pejdż] – strona, kartka
 paint [pejnt] – 1. farba, 2. malować
 painting [pejntin] – obrazek (farbami)
 panda [panda] – panda
 parents [perents] – rodzice
 Paris [peris] – Paryż
 park [park] – park
 parrot [parot] – papuga
 part [part] – część
 party [parti] – przyjęcie, zabawa
 past [past] – po (o czasie, wydarzeniu)
 pasta [pasta] – makaron
 paw [pat] – łapa
 P.E. [pi i] – wychowanie fizyczne (przedmiot szkolny)
 peach [picz] – brzoskwinia
 pear [per] – gruszka
 peas [pis] – groszek
 pen [pen] – długopis
 pencil [pensyl] – ołówek
 pencil-case [pensyl kejs] – piórnik
 penguin [pyngtyn] – pingwin
 people [pipl] – ludzie
 pepper [peper] – 1. pieprz, 2. papryka
 perfect [perfekt] – doskonały, doskonale
 person [person] – człowiek, osoba
 pet [pet] – zwierzątko domowe
 phone [fofn] – telefonować, dzwonić

SŁOWNICZEK UŻYTYCH SŁÓWEK

phone number [fotn number] – numer telefonu

phrase [frejz] – zwrot, powiedzenie

physical exercise [fizykał eksersajs] –
ćwiczenie fizyczne

Physics (fiziks) – fizyka (przedmiot szkolny)

piano [pjanot] – pianino

picnic [pyknyk] – piknik

picture [pykczer] – obrazek, rysunek, obraz

pig [pyg] – świnia

pineapple [pajnepl] – ananas

pink [pynk] – różowy

pizza [picca] – pizza

place [plejs] – 1. miejsce, 2. mieszkanie, dom

plane [plejn] – samolot

plant [plant] – roślina

plate [plejt] – talerz

play [plej] – bawić się, grać

plenty [plenti] – mnóstwo, dużo

please [plis] – proszę

plum [plam] – śliwka

plural [plural] – liczba mnoga

Poland [polest] – Polska

polar bear [polar ber] – niedźwiedź polarny

Polish [polest] – polski

pop music [pop mjuzik] – muzyka pop

popular [popular] – popularny

Portugal [porczugol] – Portugalia

Portuguese [porczugis] – portugalski

post office [post ofys] – poczta

postcard [postkard] – pocztówka

potato [potejtot] – ziemniak

power [pater] – moc

prefer [pryfer] – woleć, preferować

prepare [pryper] – przygotowywać się

present [prezent] – prezent

pretty [pryti] – ładny

problem [problem] – problem, kłopot

professionally [prefeszyneli] –

profesjonalnie, zawodowo

project [prodżekt] – projekt

pronoun [pronatn] – zaimek

pull [pul] – ciągnąć

pumpkin [pampkyn] – dynia

puppy [papi] – szczeniak

purple [perpl] – fioletowy

put [put] – ułożyć, ustawić, wstawić,
.....

Q

quarter [ktoter] – 1. ćwierć, 2. kwadrans

question [ktesczyn] – pytanie

quickly [ktikli] – szybko

quite [ktajt] – dość, zupełnie

R

.....
rabbit [rabyt] – królik

radio [rejdjo] – radio

rain [rejn] – 1. deszcz, 2. padać (o deszczu)

rainy [rejni] – deszczowo

raise [rejs] – hodować

raspberry [raspberi] – malina

read [rid] – czytać, przeczytać

really [ryli] – naprawdę

red [red] – czerwony

reindeer [rejdijer] – renifer

relax [rylaks] – relaksować się

relaxing [rylaks'in] – relaksujący

Religious education [relidżys edjukejszyn] – religia
(przedmiot w szkole)

remember [rymembe(r)] – zapamiętać

repeat [rypit] – powtórzyć

replace [riplejs] – zastąpić

reward [ritord] – nagroda

rewrite [rirajt] – przepisać

rhino [rajnot] – nosorożec

rice [rajs] – ryż

ride [rajd] – jeździć (czymś, na czymś)

right [rajt] – 1. właściwy, prawdziwy, 2. tuż, zaraz

right after [rajt after] – zaraz po (o czasie,
wydarzeniu)

right now [rajt nat] – teraz, właśnie teraz

risotto [risoto] – risotto

roof [ruf] – dach

room [rum] – pokój

round [rałnd] – okrągły

rubber [raber] – gumka do ścierania

rug [rag] – dywan

ruler [ruler] – linijka

run [ran] – biegać
.....

S

sad [sad] – smutny

sail [sejl] – żeglować

salt [solt] – sól

salty [solti] – stony

sandals [sendols] – sandały

sandwich [sentydż] – kanapka

Santa [Santa] – Święty Mikołaj

Saturday [saterdej] – sobota

sausage [sosydż] – kiełbasa

say [sej] – powiedzieć

scarf [skarf] – szalik

schedule [skedjul] – plan

school [skul] – szkoła

Science [sajens] – przyroda (przedmiot szkolny)

scissors [syzers] – nożyczki

SŁOWNICZEK UŻYTYCH SŁÓWEK

- scooter [skuter] – hulajnoga
 season [s'izən] – pora roku
 secret [s'ikret] – tajemnica, sekret
 secretary [sekreteri] – sekretarka
 see you [si ju] – do zobaczenia
 sentence [sentens] – zdanie
 September [september] – wrzesień
 serve [serw] – podawać, serwować (o jedzeniu)
 seven [seven] – siedem
 shape [szejp] – 1. kształt, 2. figura geometryczna
 share [szer] – dzielić
 shark [szark] – rekin
 sharp [szarp] – ostry
 sharpener [szarpener] – temperówka
 she [szii] – ona
 shelf [szelf] – półka
 shine [szajn] – 1. świecić (o Słońcu), 2. błyszczyć
 shirt [szert] – koszula
 shoes [szus] – buty
 shop [szop] – sklep
 shop assistant [szop esystent] – sprzedawca
 short [szort] – 1. krótki, 2. niski
 shorts [szorts] – krótkie spodenki, szorty
 show [szot] – pokazać
 shower [szaer] – prysznic
 shy [szaj] – nieśmiały
 siblings [syblings] – rodzeństwo
 sing [s'in] – śpiewać
 singer [synger] – piosenkarz, piosenkarka
 singular [s'ingjuler] – liczba pojedyncza
 sink [synk] – zlew
 sister [syster] – siostra
 sit [syt] – siedzieć
 six [siks] – sześć
 skeleton [skelytn] – szkielet
 ski [ski] – jeździć na nartach
 skirt [skert] – spódnica
 sleep [slip] – spać
 sleigh [slej] – sanie
 small [smol] – mały
 smile [smajl] – 1. uśmiech, 2. uśmiechać się
 snake [snejk] – wąż
 snow [snot] – 1. śnieg, 2. padać (o śniegu)
 snowball [snotbol] – kula śnieżna, śnieżka
 snowboard [snotbord] – deska snowboardowa
 snowflake [snotflejk] – płatek śniegu
 snowman [snotmen] – bałwan
 snows [snoti] – śnieżnie
 so [sot] – więc
 so far [sot far] – jak dotąd
 socks [soks] – skarpetki
 sofa [sofpa] – sofa, wersalka
 some [sam] – kilka, trochę, kawałek, niewiele
 something [samfin] – coś
 sometimes [samtajms] – czasami
 son [san] – syn
 song [song] – piosenka
 soon [sun] – niedługo
 sorry [sori] – przepraszam
 soup [sup] – zupa
 sour [saer] – kwaśny
 spacious [spejszys] – przestronny
 spade [spejd] – łopatką
 Spain [spejn] – Hiszpania
 Spanish [spenysz] – hiszpański
 speak [spik] – mówić
 special [speszol] – specjalny, wyjątkowy
 spell [spel] – przeliterować
 spend [spend] – spędzić, spędzać
 spider [spajder] – pająk
 spinach [spynydz] – szpinak
 sport [sport] – sport
 sports [sporti] – wysportowany
 spot [spot] – kropka, punkt
 spotted [spotyd] – w kropki
 spring [sprin] – wiosna
 stairs [sters] – schody
 stamp [stemp] – 1. znaczek, 2. pieczętka
 stand [stend] – stać
 star [star] – gwiazda
 start [start] – 1. początek, 2. zacząć
 stay [stej] – zostać, zatrzymać się
 stay up [stej ap] – nie kłaść się (do łóżka)
 still [stil] – nadal, wciąż
 stocking [stokin] – skarpeta na prezenty
 stop [stop] – przestać, zatrzymać
 stormy [stormi] – burzowo
 story [stori] – opowieść
 straight [strejt] – prosty
 strawberry [stroberi] – truskawka
 stripe [strajp] – pasek
 student [stjudent] – uczeń
 study [stadi] – 1. gabinet do pracy, 2. uczyć się
 subject [sabdžekt] – 1. temat, 2. przedmiot szkolny
 sugar [szuger] – cukier
 summer [samer] – lato
 sun [san] – słońce
 sunbathe [sanbej] – opalać się
 Sunday [sandej] – niedziela
 sunglasses [sanglasys] – okulary przeciwsłoneczne
 sunny [sani] – słonecznie
 sunset [sanset] – zachód słońca

SŁOWNICZEK UŻYTYCH SŁÓWEK

supermarket [supermarket] – supermarket
 sure [szur] – jasne, pewnie
 surf [serf] – surfować
 sweater [steter] – sweter
 sweets [slits] – słodycze
 swim [stym] – pływać
 swimsuit [stymsjut] – kostium kąpielowy

T

.....
 table [tejbl] – 1. stół, 2. tabela
 tail [tejl] – ogon
 take [tejk] – brać, wziąć
 take a bus [tejk e bas] – jechać autobusem
 take care [tejk ker] – trzymaj się
 talk [tok] – mówić, rozmawiać
 tall [tol] – wysoki
 taxi [taks'i] – taksówka
 tea [ti] – herbata
 teach [ticz] – uczyć (kogoś)
 teacher [ticzer] – nauczyciel
 team [tim] – drużyna, zespół
 teeth [tif] – zęby
 ten [ten] – dziesięć
 tennis [tenys] – tenis
 test [test] – sprawdzian, test
 text [tekst] – tekst
 thank you [fenk ju] – dziękuję
 that [dat] – tamten, tamta, tamto
 the best [de best] – najlepszy
 the same [de sejm] – ten sam, taki sam
 theatre [fjeter] – teatr
 their [dejr] – ich
 them [dem] – im
 then [den] – potem, następnie
 there [der] – tutaj
 these [diis] – te
 they [dej] – oni, one
 thin [fyn] – szczupły
 thing [fyng] – rzecz
 think [fynk] – myśleć
 thirty [ferti] – trzydzieści
 this [dis] – ten, ta, to
 though [dot] – mimo że, chociaż
 three [fri] – trzy
 Thursday [fersdej] – czwartek
 ticket [tykyt] – bilet
 tidy [tajdi] – porządkować
 tie [taj] – krawat
 tiger [tajger] – tygrys
 time [tajm] – czas
 tired [tajerd] – zmęczony
 today [tudej] – dzisiaj

together [tugeder] – razem, wspólnie
 toilet [tojlet] – toaleta
 tomato [tomatoł] – pomidor
 tomorrow [tumorot] – jutro
 tonight [tunajt] – dziś w nocy
 too [tu] – 1. także, 2. zbyt, za bardzo
 tooth [tuf] – ząb (l.mn. teeth [tif] – zęby)
 top [top] – 1. czubek, szczyt, 2. top, koszulka na
 ramiączkach
 topic [topyk] – temat
 tortoise [tortes] – żółw
 toy [toj] – zabawka
 tradition [tredyszyn] – tradycja
 trainers [trejners] – tenisówki
 translate [translejt] – przetłumaczyć
 travel [trawel] – podróżować
 treat [trit] – 1. poczęstunek, 2. traktować (jako),
 uważać za
 tree [tri] – drzewo
 trick [trik] – sztuczka, psikus
 trousers [tratlers] – spodnie
 true [tru] – prawdziwy
 trunk [trank] – trąba (słonia)
 try [traj] – próbować
 T-shirt [tiszert] – koszulka z krótkim rękawem
 Tuesday [tjuzdej] – wtorek
 turkey [terki] – indyk
 Turkey [terki] – Turcja
 Turkish [terkysz] – turecki
 TV [tiwi] – telewizor
 twelve [ttelw] – dwanaście
 twenty [ttenti] – dwadzieścia
 twins [ttins] – bliźniaki
 two [tu] – dwa

U

.....
 umbrella [ambrela] – parasol
 uncle [ankl] – wuj
 under [ander] – pod
 underlined [anderlajnd] – podkreślony
 understand [anderstend] – rozumieć
 unscramble [anskrambl] – rozszyfrować
 upstairs [apsters] – 1. na górę po schodach,
 2. na piętrze
 us [as] – nas
 USA [juesej] – Stany Zjednoczone
 use [juz] – używać, postugiwać się
 usually [jużueli] – zazwyczaj, zwykle

V

.....
 vampire [wempajer] – wampir
 vegetable [wedztbl] – warzywo
 vegetarian [wedzterjen] – wegetarianin

SŁOWNICZEK UŻYTYCH SŁÓWEK

verb [werb] – czasownik
 very [weri] – bardzo
 very much [weri macz] – bardzo
 village [wylydż] – wieś
 visit [wyzyt] – odwiedzić
 volleyball [wolibol] – siatkówka

W

wait [tejt] – czekać
 wake up [tejk ap] – budzić się, wstawać
 walk [tok] – spacerować, chodzić
 wall [tol] – ściana
 want [tont] – chcieć
 wardrobe [tordrotb] – szafa
 warm [torm] – ciepło
 wash [tosz] – 1. myć, 2. prać
 washbasin [toszbesyn] – umywalka
 watch [tocz] – 1. zegarek, 2. oglądać
 watch out [tocz att] – uważać (na coś)
 water [toter] – woda
 watermelon [totermelon] – arbuz
 wavy [tejwi] – falisty
 way [tej] – 1. droga, 2. sposób
 we [ti] – my
 wear [ter] – nosić, ubierać się w coś
 weather [teder] – pogoda
 web [teb] – sieć
 Wednesday [tenzdej] – środa
 week [tik] – tydzień
 weekday [tikdej] – dzień powszedni
 weekend [tikend] – weekend
 well [tel] – dobrze
 what [tot] – co
 wheel [til] – koło
 when [ten] – kiedy
 where [ter] – gdzie
 which [ticz] – który
 white [tajt] – biały

who [hu] – kto
 why [taj] – dlaczego
 wife [tajf] – żona
 wild [tajld] – dziki
 window [tyndot] – okno
 windy [tyndi] – wietrznie
 wing [tyng] – skrzydło
 winter [tynter] – zima
 witch [ticz] – wiedźma, czarownica
 with [tyf] – z
 woman [tumen] – kobieta (l.mn. women [tumen] – kobiety)
 wonderful [tanderful] – cudowny
 word [terd] – słowo, wyraz
 wordsearch [terdsercz] – wykreślanka
 work [terk] – 1. praca, 2. pracować
 world [torld] – świat
 worry [tori] – martwić się
 wow [tat] – jej!, o!
 wreath [rif] – wieniec
 write [rajt] – pisać, napisać

Y

year [jer] – rok
 yellow [jelot] – żółty
 yes [jes] – tak
 you [ju] – ty, wy
 you're welcome [jur telkam] – nie ma za co
 (w odpowiedzi na podziękowanie)
 young [jan] – młody
 younger [janger] – młodszy
 your [jor] – twój, twoja, twoje
 yummy [jami] – pycha (o jedzeniu)

Z

zebra [z'ibra] – zebra
 zero [zirot] – zero
 zoo [zu] – zoo

SPIIS TREŚCI

- To be **str. 1–6**
Have / has **str. 7–12**
There is / are prepositions **str. 13–17**
Can / can't **str. 18–23**
Present Simple **str. 24–32**
Present Continuous **str. 33–39**
Singular and plural **str. 40–42**
Progress test 1 str. 43–46
General questions **str. 47–51**
Colours (Kolory) **str. 52–53**
Numbers (Liczby) **str. 54–57**
Telling the time (Określanie czasu) **str. 58–60**
Days of the week (Dni tygodnia) **str. 61–62**
Months, weather and seasons (Miesiące, pogoda i pory roku) **str. 63–68**
Progress test 2 str. 69–72
School (Szkoła) **str. 73–78**
Countries and nationalities (Kraje i narodowości) **str. 79–81**
Body and appearance (Ciało i wygląd) **str. 82–86**
Family (Rodzina) **str. 87–91**
Progress test 3 str. 92–95
House (Dom) **str. 96–101**
Food (Jedzenie) **str. 102–108**
Animals (Zwierzęta) **str. 109–115**
Daily routine and free time (Porządek dnia i czas wolny) **str. 116–120**
Festivals (Święta) **str. 121–127**
Final test str. 128–135
Słowniczek **str. 136–146**

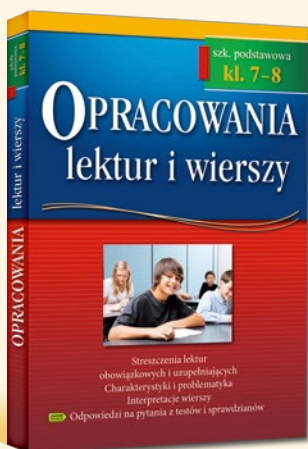
Opracowania lektur i wierszy

Omówienia
wszystkich
lektur!

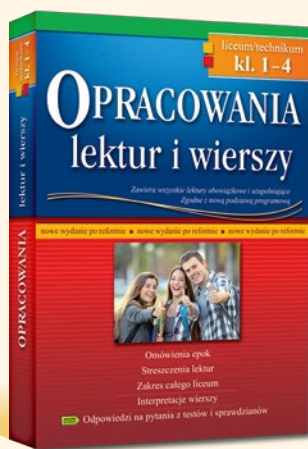
Opracowania lektur i wierszy dla klas 4–6 zawiera omówienia wszystkich znajdujących się w podstawie lektur, zarówno obowiązkowych, jak i uzupełniających, oraz interpretacje i analizy najczęściej omawianych wierszy wymienionych poetów. Są tutaj biografie, streszczenia, charakterystyki bohaterów, problematyka – wszystkie najważniejsze informacje o lekturze w jednym miejscu.

Zadbano o to, by język publikacji dostosować do młodych odbiorców, jest on zatem prosty, zrozumiały, bez niepotrzebnych encyklopedycznych terminów. Każdy uczeń z przyjemnością będzie korzystał z tej książki.

Książka zawiera odpowiedzi na pytania z testów i sprawdzianów, oznaczone symbolem **Pewniak na teście.**



OPRACOWANIA LEKTUR I WIERSZY –
SZKOŁA PODSTAWOWA – KLASY 7-8



OPRACOWANIA LEKTUR I WIERSZY –
LICEUM/TECHNIKUM – KLASY 1-4 –
PO REFORMIE



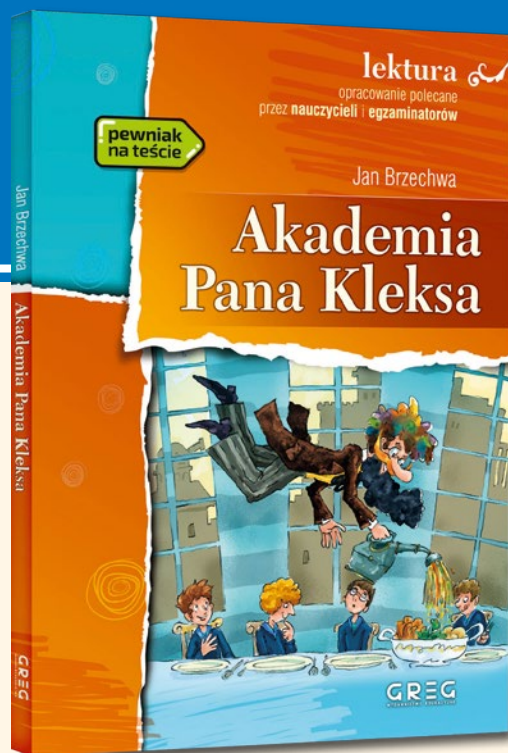
*Inni wydawcy zgadują,
czego trzeba się nauczyć –
my wiemy,
o co zapytają
nauczyciele!*

*Podręcznik powie Ci, jaki materiał musisz znać –
my Ci powiemy, co dokładnie będzie na teście!*

GREG
WYDAWNICTWO

Lektury z opracowaniem

Najlepsza
seria lektur
dla uczniów



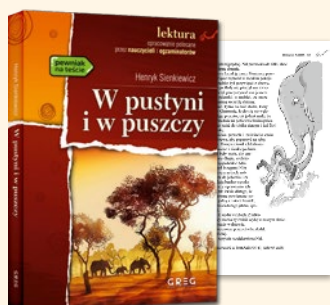
Pełny tekst lektury wraz z opracowaniem.

Opracowanie zawiera wszystkie informacje wymagane w szkole – opisy bohaterów, plan wydarzeń, streszczenia, problematykę.

W opracowaniu znajdziesz zagadnienia, które pojawią się na teście czy klasówce – szukaj znaczków „pewniak na teście”.



Inni wydawcy zgadują, czego trzeba się nauczyć – my wiemy, o co zapytają nauczyciele!



W PUSTYNI I W PUSZCZY,
Henryk Sienkiewicz



BALLADY I ROMANSE
Adam Mickiewicz



MAZUREK DĄBROWSKIEGO ORAZ PIEŚNI I PIOSENKI PATRIOTYCZNE
Józef Wybicki i inni



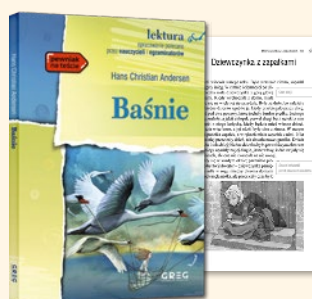
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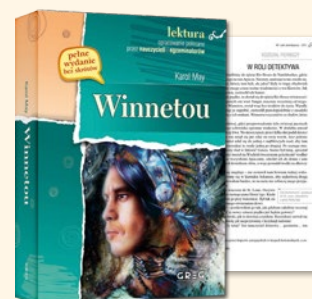
ANIA Z ZIELONEGO WZGÓRZA
Lucy Maud Montgomery



KRÓL MACIUŚ PIERWSZY
Janusz Korczak



BAŚNIE - HANS CHRISTIAN ANDERSEN
Hans Christian Andersen

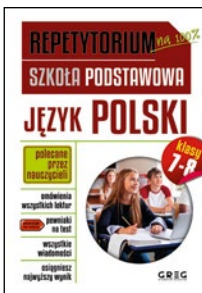
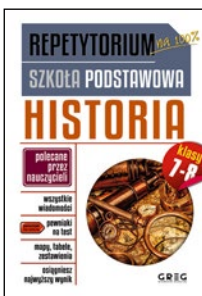
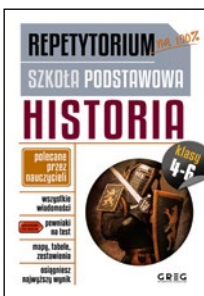
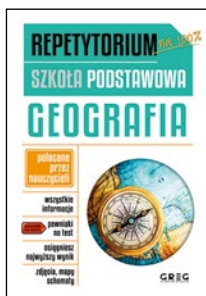
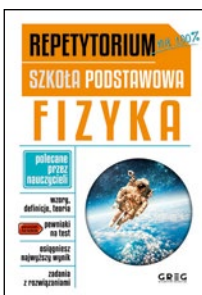
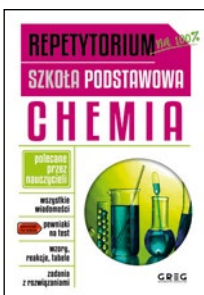
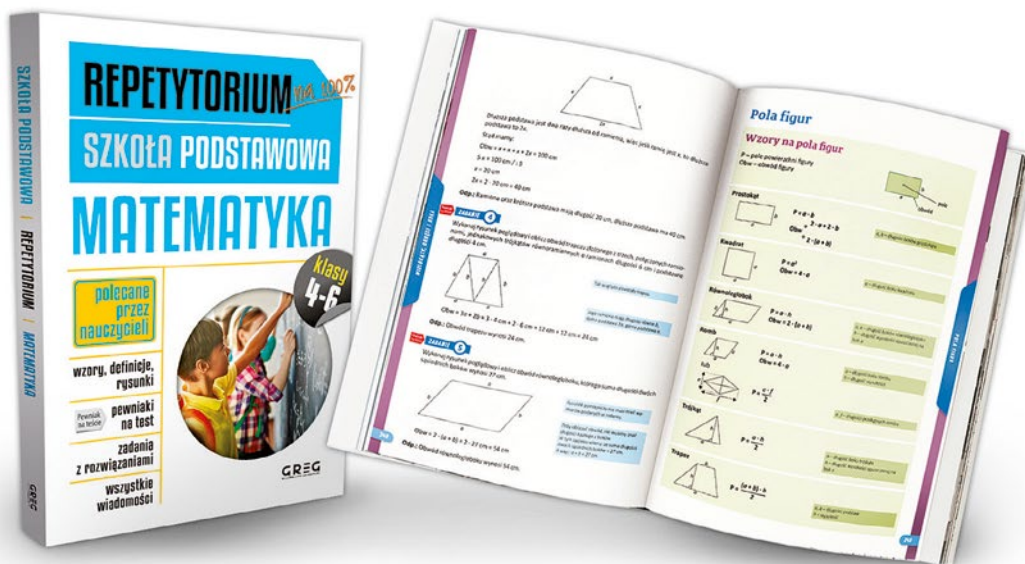


WINNETOU
Karol May

Podręcznik powie Ci, jaki materiał musisz znać – my Ci powiemy, co dokładnie będzie na teście!

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