

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 fejwrt 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]

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

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 ... ttełw 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]   hamster [hamster]

Sam and Ella [sam end ela]   fish [fysz]

Isa [isa]   dog [dog]

Mary [meri]   parrot [parot]

Kevin and Brian [kewin end brajan]   guinea pig [gyni pyg]

Neil [nil]   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.
[szi 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, szi 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.
[szi 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. 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 pykczers komplit de sentences tyf der is/der isnt or der ar/der arent]

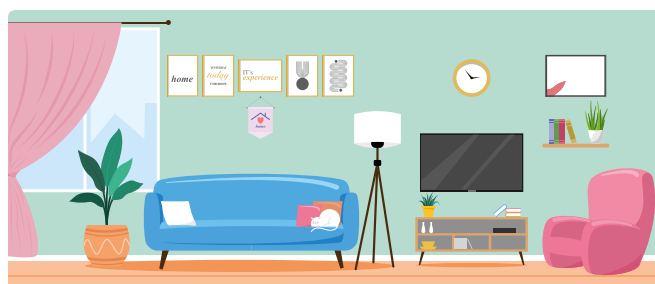
1. *There is* a TV.
[... e tiwi]

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 tyndot]

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

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

[luk et de pykczers 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 tyndot is nekst tu/on/byhajnd de sofa]

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*

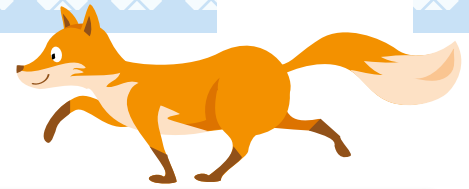
[der is e big karpyt on de 2) ... aj lajk ridin sot aj hew e lot of buks on de 3) ...]

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 ekt^{er}jem 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 hot^mterk der]



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

[komplīt 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 homtmerk]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 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 szy 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 szy ken ... de pjanot]

1. Udziel krótkich odpowiedzi na podstawie tabelki z karty 13.

Answer the questions on the basis of the table from the page 13.

[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 ansers]

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. 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.

[szi kuks lancz ewri dej]



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. 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 answers 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 tyktyt 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.

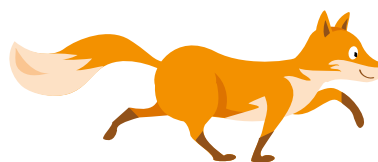
[ewridej problem]



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.

[komplit 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 jużueli 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]



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]

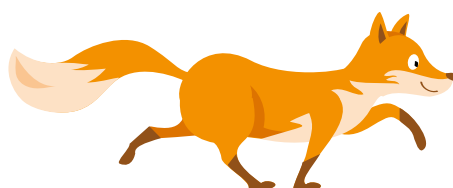
We usually (2) breakfast together. Then, my dad (3) to work.

[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 nat]



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 szy/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.
[szy 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.[mejk negatiws]
 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. 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 pykczer 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]



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. | <input type="radio"/> a) am [em] | <input type="radio"/> b) is [is] | <input checked="" type="radio"/> c) are [ar] |
| 2. | <input type="radio"/> a) watching [toczin] | <input checked="" type="radio"/> b) playing [plejin] | <input type="radio"/> c) doing [dujin] |
| 3. | <input type="radio"/> a) eating [itin] | <input type="radio"/> b) cooking [kukin] | <input checked="" type="radio"/> c) talking [tokin] |
| 4. | <input checked="" type="radio"/> a) preparing [pryperin] | <input type="radio"/> b) eating [itin] | <input type="radio"/> 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] | <i>dictionary</i> | F. loaves
[lotfs] | <i>loaf</i> |
| B. feet
[fit] | <i>foot</i> | G. pens
[pens] | <i>pen</i> |
| C. addresses
[edreses] | <i>address</i> | H. puppies
[papis] | <i>puppy</i> |
| D. men
[men] | <i>man</i> | I. shelves
[szelfs] | <i>shelf</i> |
| E. peaches
[piczes] | <i>peach</i> | J. ladies
[lejdis] | <i>lady</i> |

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. Dopasuj pytania do odpowiedzi.

Match the questions with the answers.

[mecz de kłesczns tyf de ansers]

1. What's your name?
[tots jor nejɪm]

2. How old are you?
[hat oʊld 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]

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

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

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

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?*
 [dʒɔt: heloʊ, ajm dʒɔt]

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, dʒɔt]

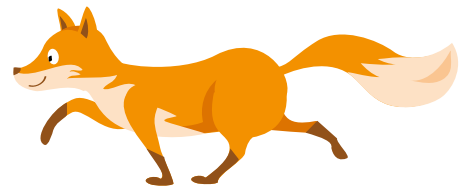
Joe: 3) *I'm eleven* years old.
 [dʒɔt: 3) ... jɛrs oʊld]

Ella: Wow! Me too!
 [ela: waʊ! mi tu]

Joe: When's your birthday?
 [dʒɔt: tɛnz jɔr bɜ:fdɛj]

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

Joe: My birthday is in November.
 [dʒɔt: maj bɜ:fdɛj ɪz ɪn nɒvɛmbɜ:]



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!

[gud**ba**j]

b) Hi, I'm Rob.

[haj, ajm rob]

c) Hi! I'm 11.

[haj, ajm ilewen]



D. How are you?

[ha't 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'tm]



B. What's your name?

[tots jor nejm]

c

.....

a) Her name's Paula.

[her nejms pola]

b) I'm her sister.

[ajm her syster]

c) Paul.

[pol]



E. What nationality are you?

[tot nesznelyti ar ju]

a) England.

[ynglan]

b) I'm English.

[ajm ynglysz]

c) I live in England.

[aj liw in ynglan]



b

.....

C. Where do you live?

[ter du ju liw]

b

.....

a) You live in Warsaw.

[ju liw in torsot]

b) In Poland.

[in polend]

c) I'm Polish.

[ajm polysz]



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.

[kompliit 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. 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. 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]

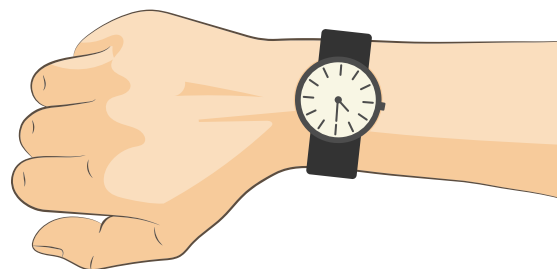


1. Uzupełnij dialogi.

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]



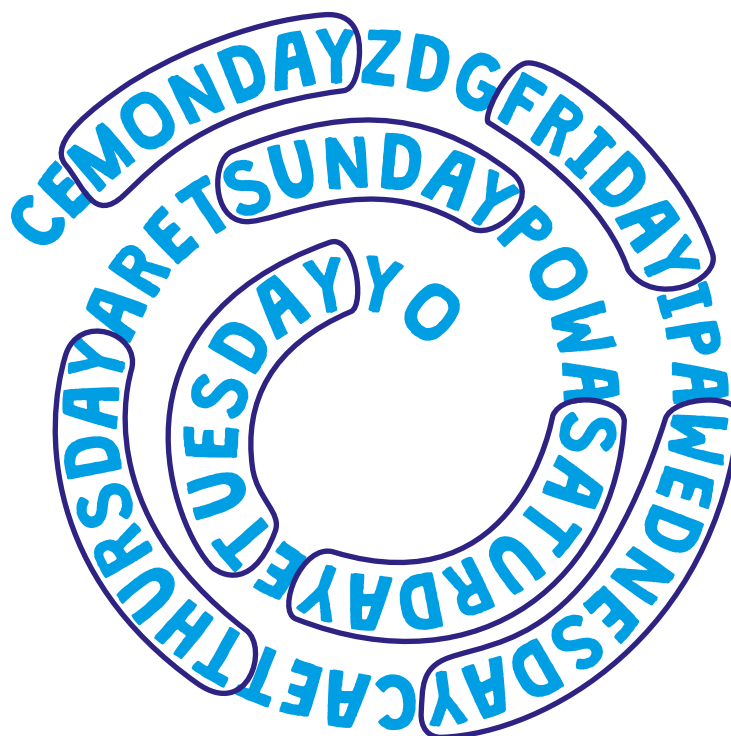
- 3 A. When is your flight to London?
[ten is jor flajt tu london]
- B. Early in the morning.
[erli in de mornin]
- A. When exactly? I can drive you to the airport.
[ten igzaktli? i ken drajw ju tu de erport]
- B. Ah! It's at *quarter past three*
[a! its et ...]
- A. Perfect.
[perfekt]

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. 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

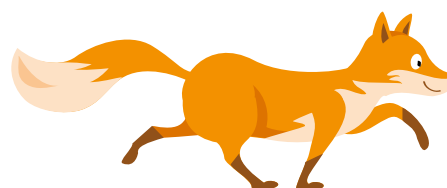
Wednesday

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



Podpowieź:

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. 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 OU D Y

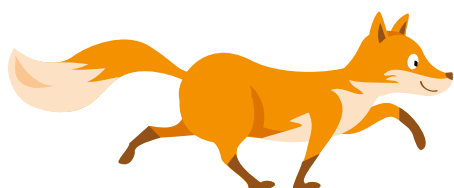


..... *pochmurno*

S U NN Y



..... *słonecznie*



Podpowiedź:

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

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

stormy [stɔrmi], sunny [sani],

warm [tɔrm], windy [tynɹdi]

1. Wybierz odpowiedni wyraz.

Choose the correct word.

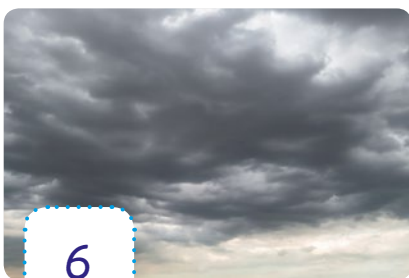
[czus de korekt terd]

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]

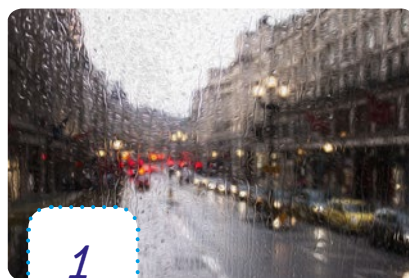
2. Wybierz 3 zdania z ćwiczenia 1 i dopasuj je do obrazków.

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



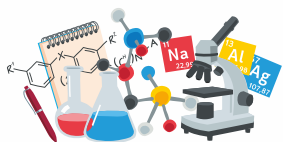
4



1. 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





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 ynglysz ticzer motiwejts as tu 5. ... e lot. aj tud lajk tu]

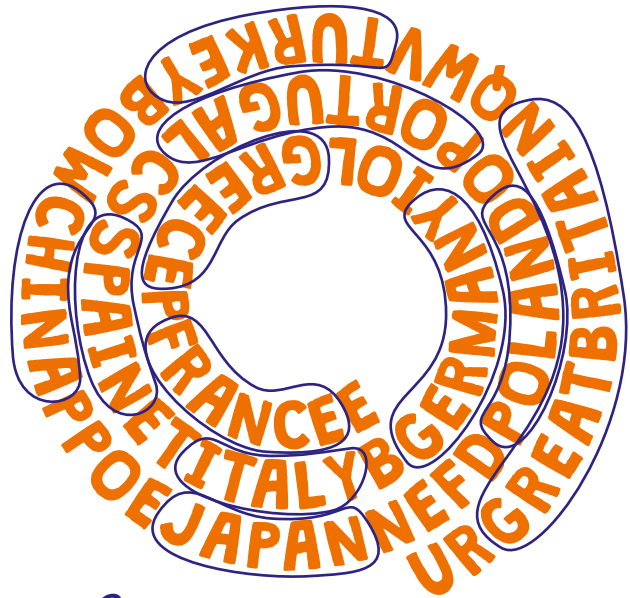
6. ... *live* ... in London one day, that is why I study hard.
[6. ... in london tan dej, dat is taj aj stadi hard]

- | | | | |
|----|---|---|---|
| 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
[czy <u>l</u> dren] |
| 2. | a) subject
[s <u>a</u> bd <u>z</u> ekt] | <input checked="" type="radio"/> b) subjects
[s <u>a</u> bd <u>z</u> ekts] | c) topics
[t <u>o</u> pyks] |
| 3. | <input checked="" type="radio"/> a) English
[y <u>ng</u> lysz] | b) England
[y <u>ng</u> lend] | c) London
[l <u>o</u> ndon] |
| 4. | a) friends
[f <u>r</u> ends] | b) students
[s <u>t</u> ju <u>d</u> ents] | <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] |

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 liːvz ɪn greɪt brɪtɪn]



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

[aɪm frəm dʒəˈpæn. aɪm ...]

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

[tiːr ... ti liːv ɪn frɑːns]

E. They come from

Greece. They're

Greek.....

[deɪ kʌm frəm griːs. 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 gris]
- 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 ...]



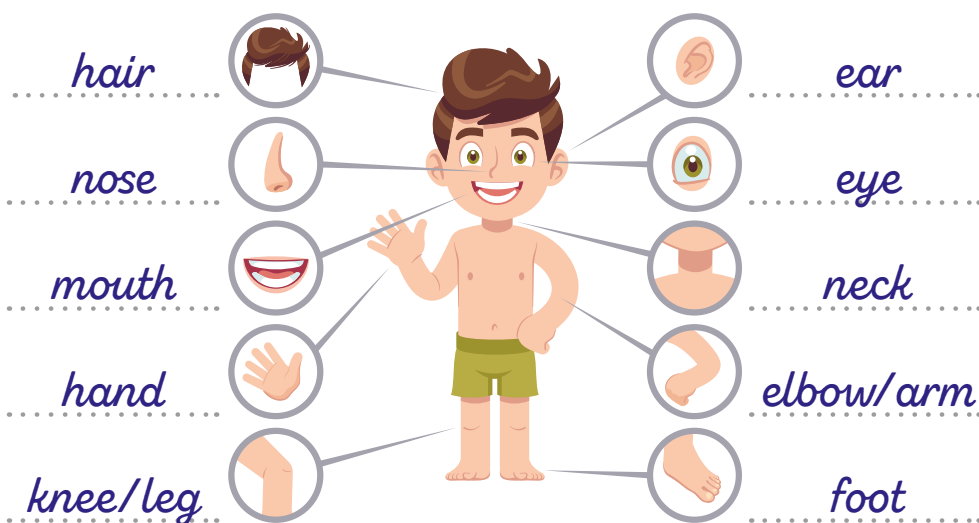
REMEMBER! [rymembe(r)]

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]

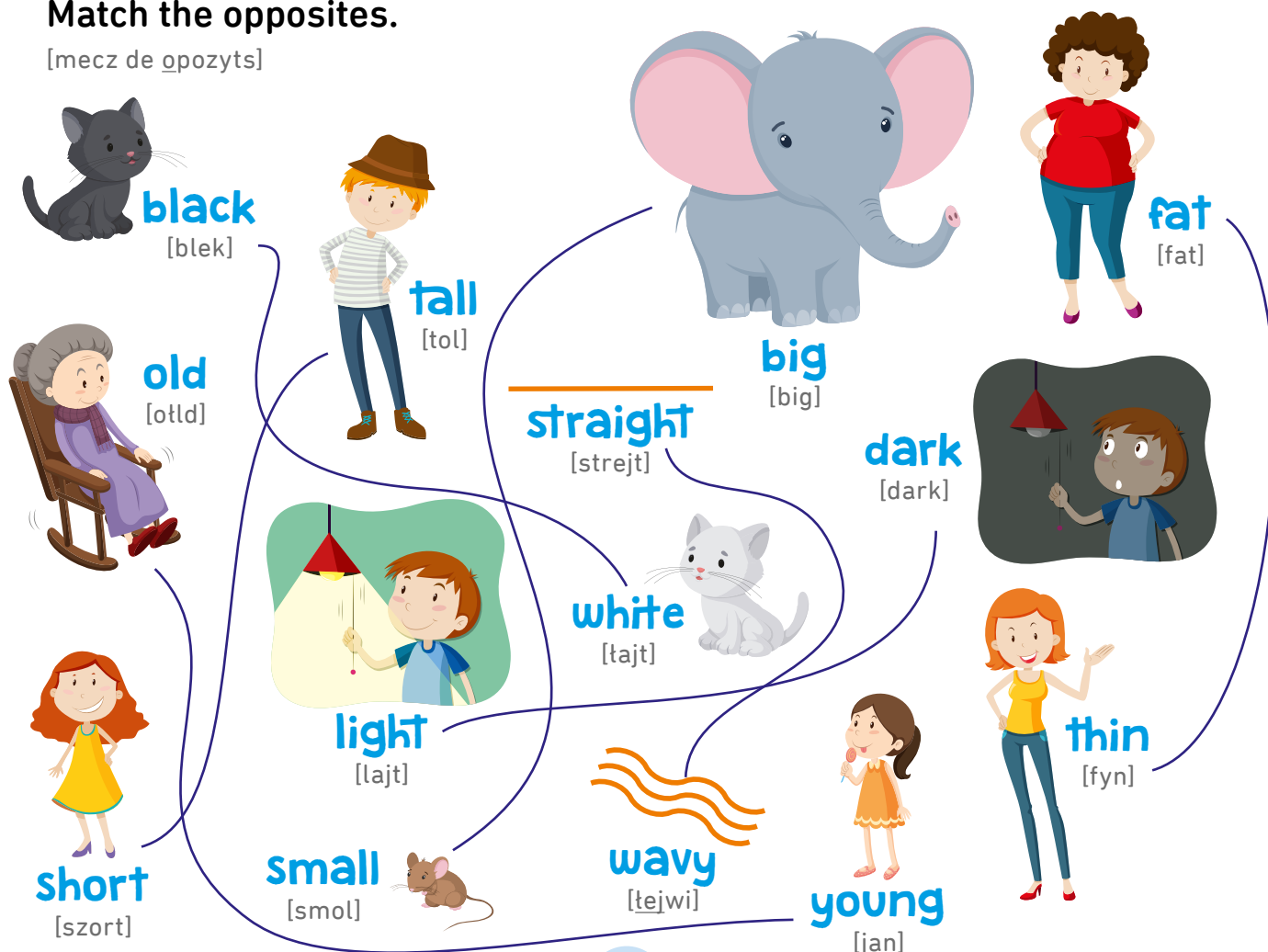


ear [ijer] – ucho
 elbow [elbɒt] – łokieć
 eye [aj] – oko
 hair [her] – włosy
 foot [fut] – stopa
 hand [hend] – ręka, dłoń
 knee [ni] – kolano
 mouth [maʊθ] – usta
 neck [nek] – szyja
 nose [nɒts] – nos

2. Połącz w pary przymiotniki o przeciwstawnym znaczeniu.

Match the opposites.

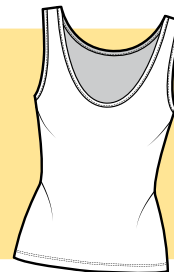
[mecz de opozyts]



1. Wybierz poprawny wyraz.
Choose the correct word.

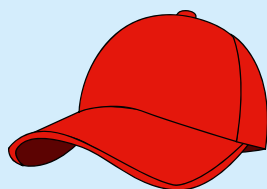
[czus de korekt terd]

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]



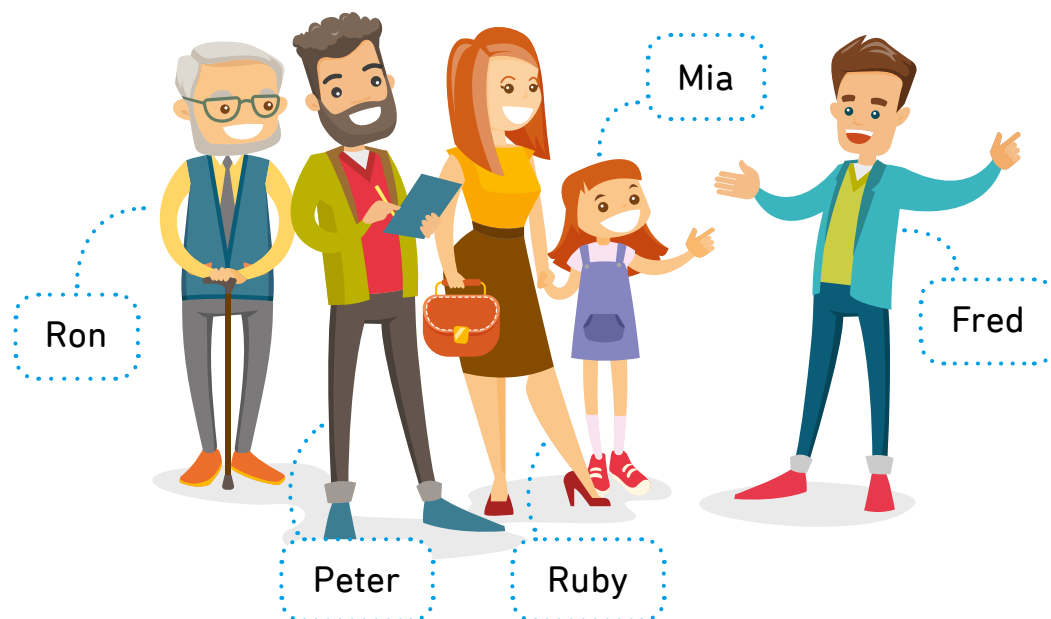
F. What a lovely **coat** / **jacket** !
[tot e lawli kott/dzekyt]

1. 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 fejrwt 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 fejrwt 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.

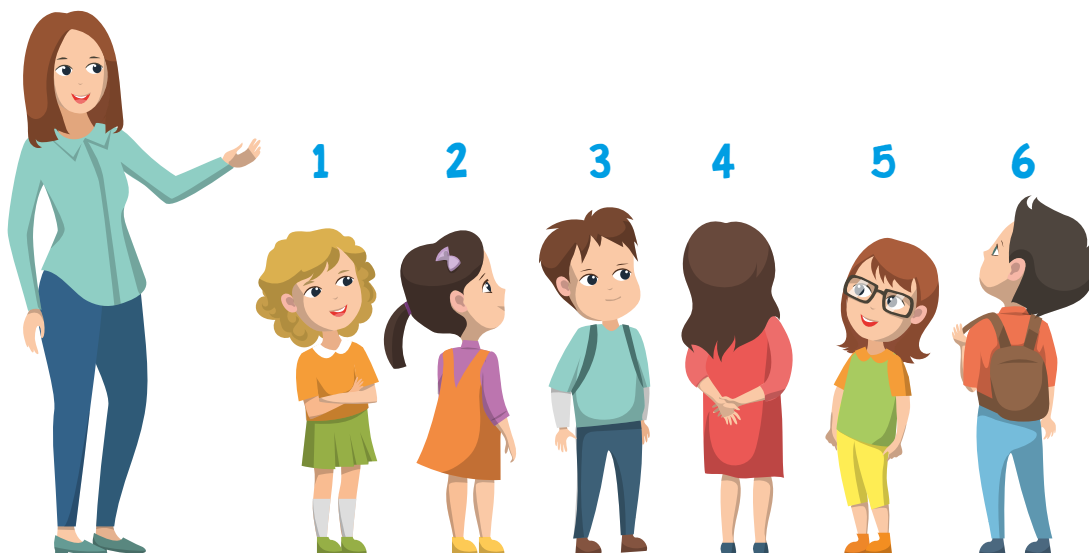
3

[patrik is weri szaj. his got szort bratn her end bratn ajs. his fejrwt 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 fajrwt 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

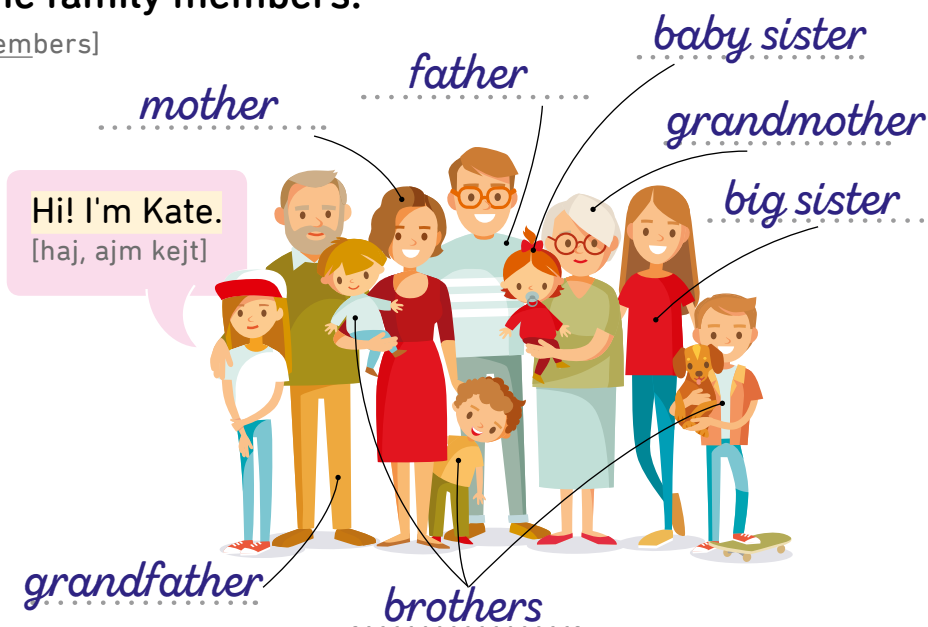
[grenmader]

BROTHERS, BIG SISTER

[braders, big syster]

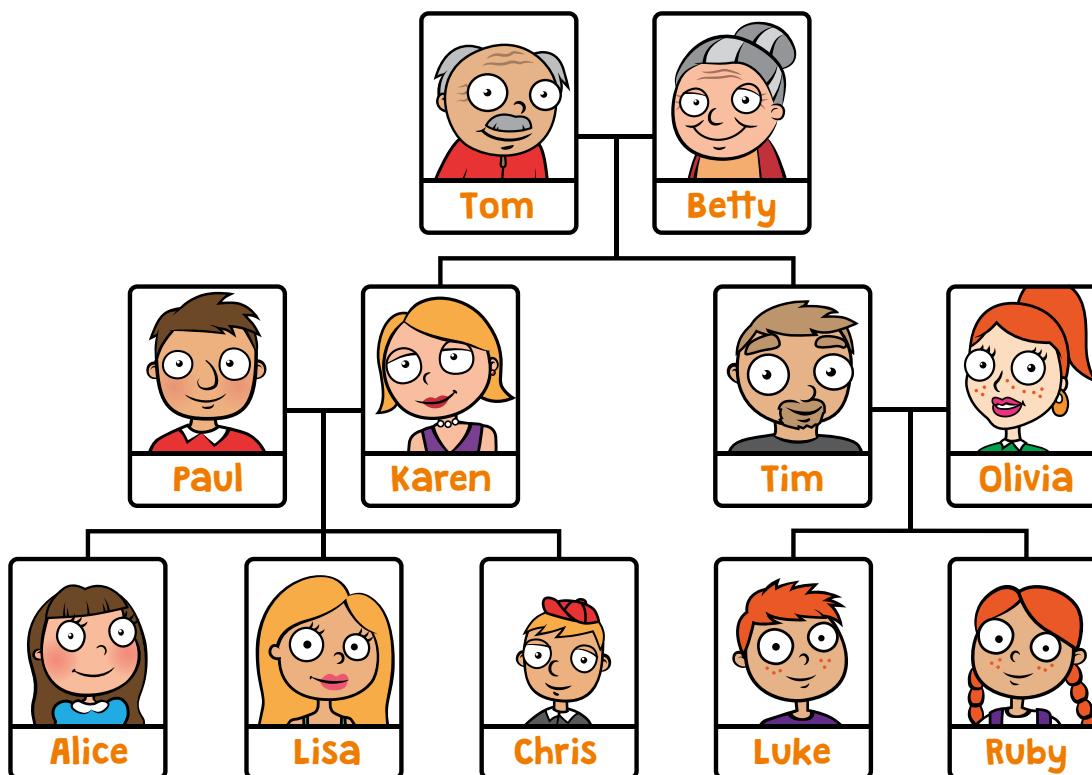
BABY SISTER

[bejbi syster]



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

[luk et de pykczer end kompli de sentenses tyf de korekt terd]

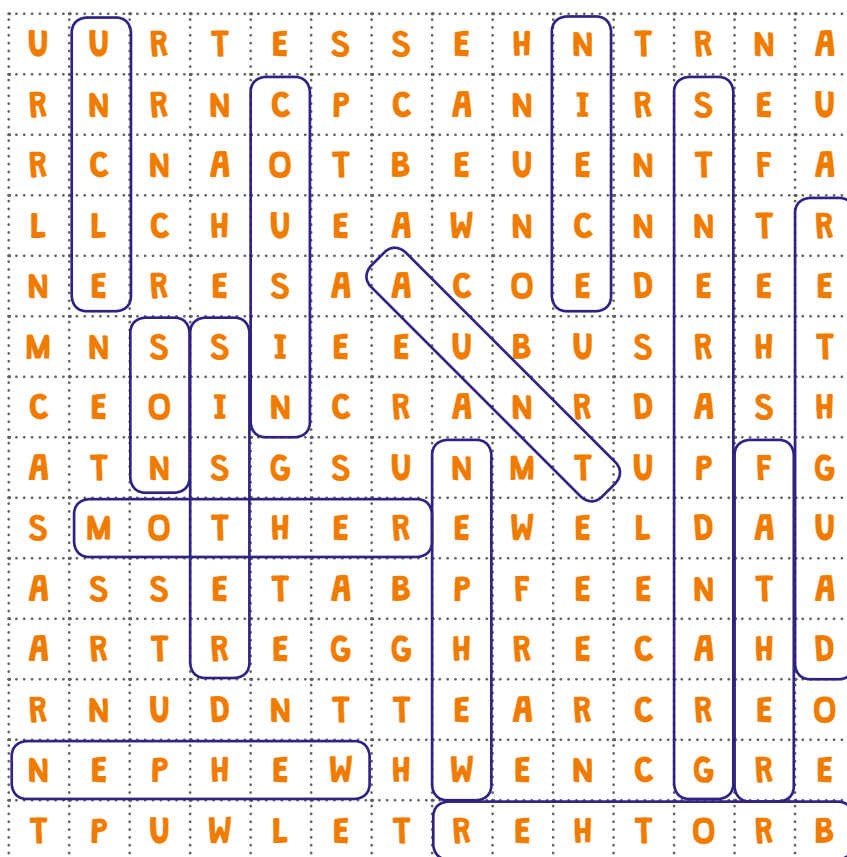


- Karen is Paul's *wife*.....
[karen is pols ...]
- Tim is Olivia's *husband*.....
[tim is oliwjas ...]
- Alice and Lisa are Betty and Tom's *granddaughters*.....
[alis end lisa ar beti end toms ...]
- Paul is Lisa's *father/dad*.....
[pol is lisas ...]
- Luke is Ruby's *brother*.....
[luk is rubis ...]
- Alice is Chris and Lisa's *sister*.....
[alis is kris end lisas ...]
- Ruby is Alice's *cousin*.....
[rubi is alisys ...]
- Karen is Ruby's *aunt*.....
[karen is rubis ...]
- Tim is Alice's *uncle*.....
[tim is alisys ...]
- Tom is Luke's *grandfather/ grandad*.....
[tom is luks ...]
- Betty is Lisa's *grandmother/ granny/grandma*.....
[beti is lisas ...]

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 53 znajdź jeszcze 4 inne wyrazy związane z rodziną. Napisz ich definicje.

In the exercise 1 from the page 53 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.

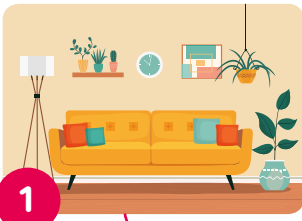
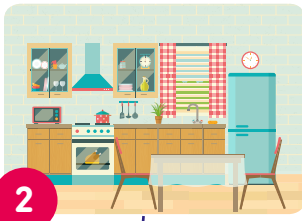
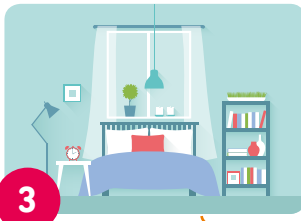
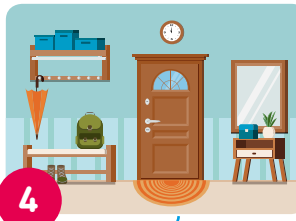
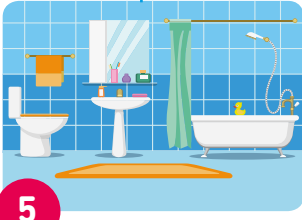
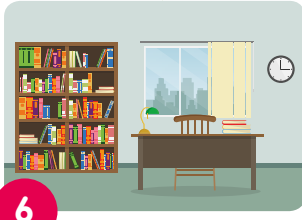

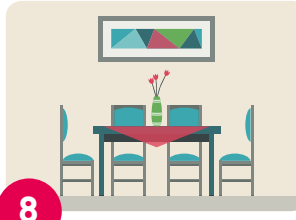
1. Połącz części wyrazów. Przetłumacz je na język polski.
Match the parts of the words. Translate them into Polish.

[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.

[ɪrɪd de deskɹɪpsjɪns. mətʃ dem ðɪf de raɪt haʊsɪz]



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.

[məɪ hæts ɪz kwaɪt bɪg. məɪ rʊm ɪz ɪn ðə ˈætɪk. əɪ rɪli lʌv ɪt. ðə toʊls ɑː blu. ðeɪz ɪsn't mʌtʃ fɜːnɪtʃəz ɪn məɪ rʊm. sɔː fɑː əɪ hæv ə tʃaɪt desk ɛnd ə tʃaɪt buːksʃɛlf]

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.

[aɪ lɪv ɪn ə bɪg haʊs. wiː hæv sɪks rʊmz ðɛr. ðə kɪtʃɪn ɛnd ðə bɑːθrʊm ɑː daʊnstɛəz. məɪ pɛənts bɛdruːm ɪz vɛri speɪʃɪs. ɪn ðə lɪvɪŋ rʊm wiː hæv ə kəmftəbl ɑːmʃtʃɛə. aɪ lʌv ɪts kɔːlə]

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.

[məɪ grænpeərənts haʊs ɪz rɪli kɔʊzɪ. ðeɪr lɪvɪŋ rʊm ɪz ɒn ðə fɜːst flɔː. aɪ dɒnt rɪli laɪk ɪt. bʌt ðeɪ hæv ðeɪr bɛdruːm ɪn ðə ˈætɪk ɛnd ɪts ɔːsəm]

REMEMBER! [rɪmɛmbə(r)]

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

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

np. parents' house [peərənts haʊs] – dom rodziców.





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]

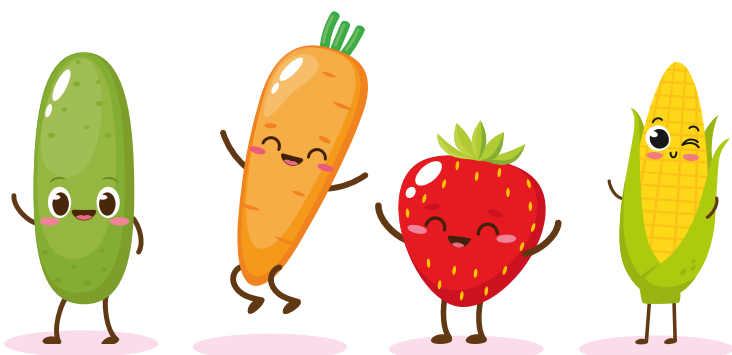
F. white
[tajt]



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.

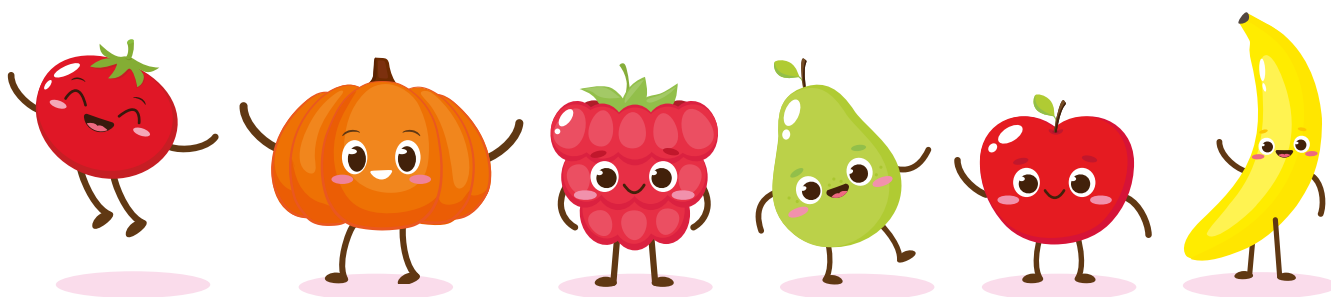
[dis is maj nju bedrum. aj szer it tyf maj brader. de tołs ar 1) ... ti hew e bank bed. der is e big red end tajt 2) ... tyf tu lemps on it. ti olsot hew e fju 3) ... on de toł]

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]

[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]

[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. 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]

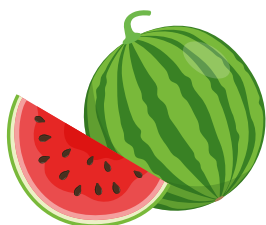
It's a long, green vegetable.



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. 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 totermelon]

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. 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

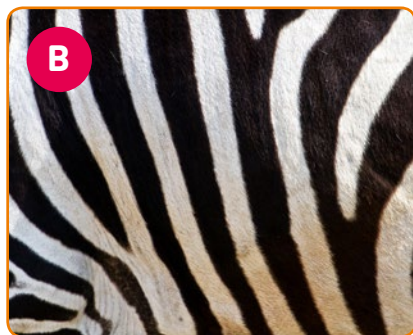


TREMAHS

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. 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]





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 sɪzɪ]

Colour: black & white

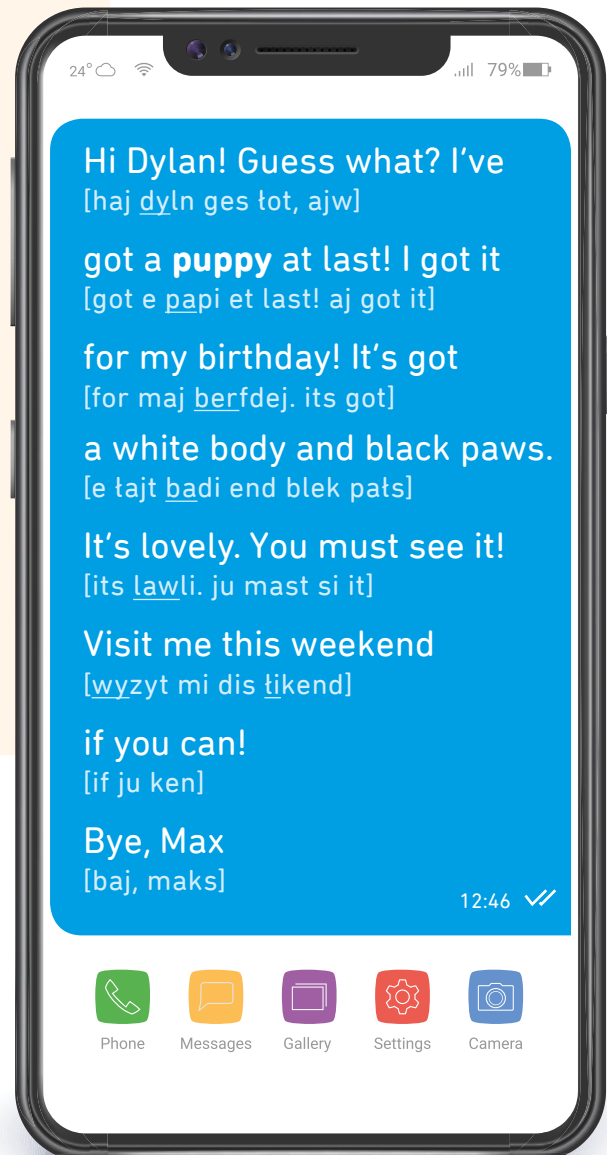
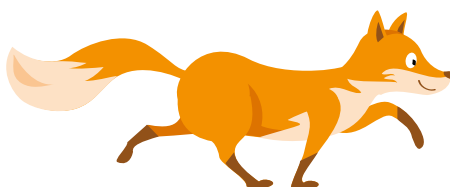
[kələr blek end taɪt]

Please call if you see her.

[plɪz kɔl ɪf ju si her]

REWARD! 33-456-789

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



1. Stwórz zwroty. Make phrases.

[mejk frejzes]

1. Get [get]	→	A. school [skul]
2. Get [get]	→	B. dressed [drest]
3. Go to [got tu]	→	C. the bed [de bed]
4. Go [got]	→	D. shower [szater]
5. Go [got]	→	E. to bed [tu bed]
6. Have [hew]	→	F. up [ap]
7. Have a [hew e]	→	G. up [ap]
8. Wake [tejk]	→	H. breakfast [brekfest]
9. Do [du]	→	I. homework [hotmterk]
10. Make [mejk]	→	J. home [hotm]



1. Dopasuj zwroty z karty 66 do odpowiednich obrazków.

Match the phrases from the page 66 with the correct pictures.

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



have
breakfast



get up



make
the bed



have
a shower



wake up



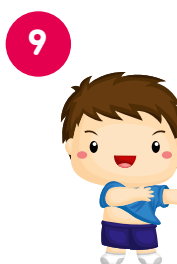
go to school



go home



do homework



get dressed



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 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 ...]

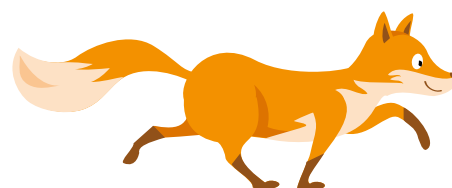
lunch with them. After that, Frank 8) *meets* his friends in the park.
 [lancz tyf dem. after dat, frank ... his frends in de park]

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 68 i wybierz poprawne odpowiedzi.

Read the text from the page 68 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

[lysyn]

PLAY

[plej]

READING

[ridin]

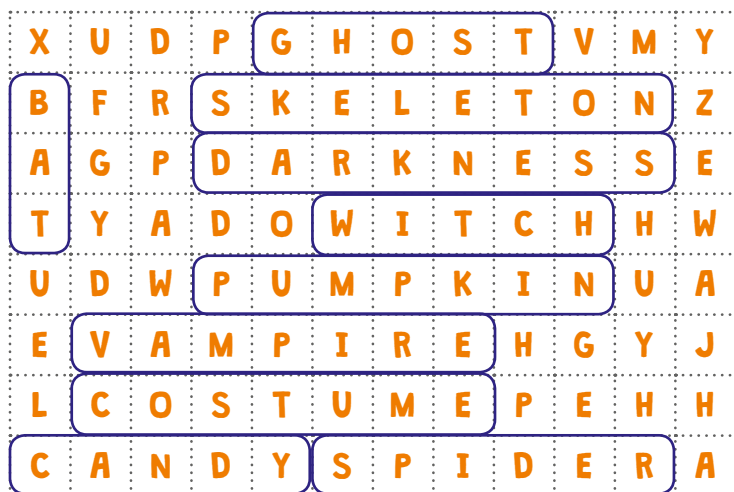
RIDE

[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. 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



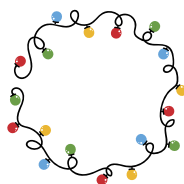
candles



Santa



stockings



lights



baubles



sleigh



presents

1. Uzupełnij zdania odpowiednim wyrazem z karty 71.

Complete the sentences with the correct word from the page 71.

[kompliit de sentences tyf de korekt terd from de pejdż tan handred 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 motst fejmys ...]



ZADANIE TYPU EGZAMINACYJNEGO

1. Przeczytaj tekst. Wybierz poprawne uzupełnienie luk zgodnie z obrazkiem na karcie 72. 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 kołz'i. on de left der is]

a Christmas 1)..... We always decorate it with baubles, chains, lights.
 [e krysmes ... ti ołtejs 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 ołtejs 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 butiful rif on de toł]

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

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 hop 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
 [armczer]

 c) books
 [buks]


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 altsajd. 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 goł tu]

the museums and art galleries. I also like

[de mjuzijems end art galeris. aj olsoł lajk]

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

[spendin maj aternuns 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.

- 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]
- Today we *are going to* (idziemy do) the theatre. I can't wait!
[tudej ti ... de fjeter. aj kent tejt]
- How often do ... *you clean your/you tidy your* (sprzątasz swój) bedroom?
[hał ofyn du ... bedrum]
- My grandparents *are from Germany* (są z Niemiec), but they live in Poland.
[maj grenperents ... bat dej lyw in polend]
- 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.
[aɪ dɒnt laɪk hɪstri]
- b. I'm sorry I can't help you now.
[aɪm sɒri aɪ kæn't help ju naʊ]
- c. I always help you with your homework.
[aɪ olweɪs 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 hev hɒt end sʌni otemns]

4. Nie rozumiałeś, co powiedział nauczyciel. Co powiesz?

- a. Can you help her, please?
[kæn ju help hɜ: plis]
- b. Can you repeat that, please?
[kæn ju rɪpi:t ðæt plis]
- c. Can you spell it, please?
[kæn ju spel ɪt plis]





ZADANIE TYPU EGZAMINACYJNEGO

5. 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 g^urendad hes his ot^un byznes. maj g^urenma 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 ma^untyns. 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:

[dylŋs femyli pykczɛr is]



2. Where does Dylan live?

[tɛr dɛs dylŋ lyw]



3. What do Dylan's grandparents do in the winter?

[tɔt du dylŋs grɛnpɛrɛnts du in de tyntɛr]

a. go surfing
[gɔt sɛrfɪŋ]

b. go skiing
[gɔt skiɪŋ]

c. go jogging
[gɔt dʒɔdʒɪŋ]

4. Dylan's grandma...

[dylŋs grɛnmɑ ...]

a. has her own business
[hɛs hɛr ɔŋ bɪznɛs]

b. loves watching the sunset
[lɔvz tɔtʃɪŋ de sʌnsɛt]

c. is very sporty
[ɪs vɛrɪ spɔrtɪ]

SPIIS TREŚCI

- To be **str. 1–4**
Have / has **str. 5–8**
There is / are prepositions **str. 9–10**
Can / can't **str. 11–14**
Present Simple **str. 15–20**
Present Continuous **str. 21–25**
Singular and plural **str. 26–27**
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Colours (Kolory) **str. 31**
Numbers (Liczby) **str. 32–33**
Telling the time (Określanie czasu) **str. 34–35**
Days of the week (Dni tygodnia) **str. 36–37**
Months, weather and seasons (Miesiące, pogoda i pory roku) **str. 38–40**
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Countries and nationalities (Kraje i narodowości) **str. 44–46**
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