

## 1. Rozszyfruj nazwy członków rodziny.

**Unscramble the letters to create family members' names.**

[anskrabl de leters tu krijejt femyli members nejms]

SHBUAND – *husband*

GRADUTEH – *daughter*

ONS – *son*

SSTEIR – *sister*

CENIE – *niece*

IWFE – *wife*

ONSCUI – *cousin*

HICLD – *child*

ROBTHRE – *brother*

NUAT – *aunt*

2. Zaznacz kolorem różowym wszystkie wyrazy określające kobiety, niebieskim – mężczyzn, a żółtym te, które określają więcej niż jedną osobę.

**Colour the words that refer to females pink, the words that refer to males – blue, and those that refer to more than one person – yellow.**

[kaler de terds dat rifer tu fimejls pynk, de terds dat rifer tu mejls – blu, end dots dat rifer tu mor den tan person – jeloł]



siblings  
[syblings]

niece  
[niis]

wife  
[tajf]

cousins  
[kazyns]

husband  
[hasbent]

son  
[san]

sister  
[syster]

twins  
[ttins]

mother  
[mader]

parents  
[perents]

brother  
[brader]

aunt  
[ant]

grandchildren  
[grenczyldren]

father  
[fader]

grandparents  
[grenperents]

stepmother  
[stepmader]

grandpa  
[grenpa]

daughter  
[doter]

grandma  
[grenma]

nephew  
[nefju]

uncle  
[ankl]

## 1. Jak jeszcze możesz określić poniższe osoby?

## What other words can you use to name these people?

[tot ader tɛrds ken ju juz tu nejm diis pipl?]

- |  |   |
|--|---|
| 1. MOTHER – <i>mom</i> .....,<br>[mader]<br><i>mommy</i> ..... | 3. GRANDMOTHER – <i>granny</i> .....,<br>[grenmader]<br><i>grandma</i> .....  |
| 2. FATHER – <i>dad</i> .....,<br>[fader]<br><i>daddy</i> ..... | 4. GRANDFATHER – <i>grandad</i> .....,<br>[grenfader]<br><i>grandpa</i> ..... |

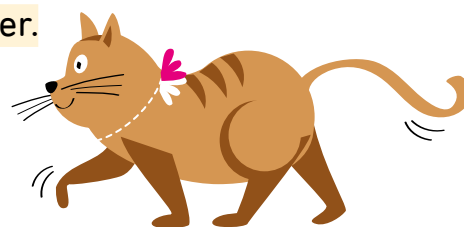
## 2. Dopasuj opis do odpowiedniego członka rodziny.

## Match the descriptions to the correct family members.

[mecz de dyskrypszyns tu de korekt femyli members]

granddaughter [grendoter]    grandma [grenma]    nephew [nefju]    siblings [syblings]    stepsister [stepsyster]    twin [ttin]    uncle [aknl]    wife [tajf]

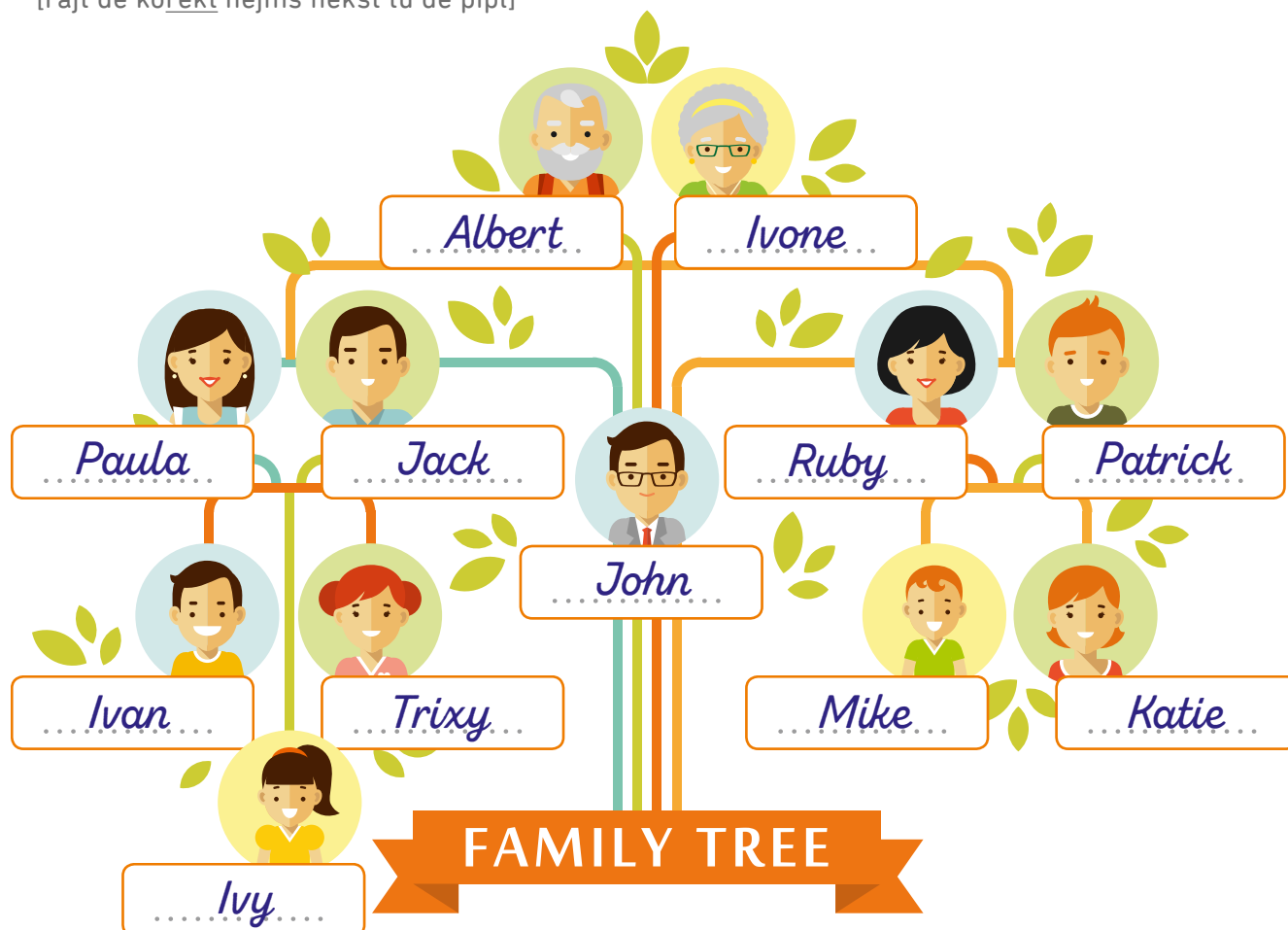
- a. My dad has a new wife and her daughter is my *stepsister*.  
[maj ded hes e nju tajf end her doter is maj ...]
- b. Your *grandma* looks really young. Is this your father's mom?  
[jor ... luks ryli jan. is dis jor faders mam?]
- c. I have *twin* brothers. They are both six years old.  
[aj hew ... braders. dej ar botf s'iks jers otld]
- d. These are my *siblings*: one brother and two sisters.  
[diis ar maj ...: tan brader end tu systers]
- e. Meet my *granddaughter*. She is my son's daughter.  
[mit maj .... szi is maj sans doter]
- f. This is my *nephew*. He's my brother's son.  
[dis is maj ... his maj braders san]
- g. This is Mr Gordon, our English teacher. His *wife* is also a teacher.  
[dis is myster gordon, ater ynglysz ticzer. his ... is olsot e ticzer]
- h. *Uncle* Bob is my father's brother.  
[... bob is maj faders brader]



1. Podpisz osoby odpowiednimi imionami.

Write the correct names next to the people.

[rajt de korekt nejms nekst tu de pipl]



Hello. My name's Ivy and I want to tell you about my family. My grandad's name is Albert and he is 74. His wife's Ivone and she is also 74. They have three children. My dad Jack, my uncle John and my aunt Ruby. My dad and his sister are twins. They are both 50. My aunt has a husband – Patrick. They have two children, one son – Mike, and one daughter – Katie. My mom's name is Paula. She is 48. She's an only child. I have two siblings. My brother's name is Ivan and my sister's name is Trixy. I really like my family.

[helot. maj nejms ajwi end aj tont tu tel ju ebatt maj femyli. maj grendads nejms is albert end hi is sewenti for. his tajfs iwone end szi is olsot sewenti for. dej hew fri czyldren. maj ded dzak, maj ankl dzon end maj ant rubi. maj ded end his syster ar ttins. dej ar botf fifti. maj ant hes e hasbent – patrik. dej hew tu czyldren, tan san – majk, end tan doter – kejti. maj mams nejms is pola. szi is forti ejt. szis en onli czajld. aj hew tu syblings. maj braders nejms is ajwan end maj systers nejms is triksi. aj ryli lajk maj femyli]

1. Przeczytaj tekst jeszcze raz i zaznacz, czy zdania są prawdziwe (T), czy fałszywe (F).

**Read again and mark the sentences True (T) or False (F).**

[rid egen end mark de sentences tru (T) or fols (F)]

a) Ivy's grandparents are seventy-five. ..... *F* .....  
[ajwis grenperents ar sewenti fajf]

b) Her dad has two siblings. .... *T* .....  
[her ded hes tu syblings]

c) Her dad's siblings are twins. .... *F* .....  
[her deds syblings ar ttns]

d) Ivy's mother has two brothers. .... *F* .....  
[ajwis mader hes tu braders]

e) Ivy's got two cousins. .... *T* .....  
[ajwis got tu kazyns]

f) Mike and Katie's dad is John. .... *F* .....  
[majk end kejtis ded is dżon]



2. Dopisz odpowiednie imię.

**Write the correct name.**

[rajt de korekt nejmj]

● She is Patrick's wife – ..... *Ruby* .....  
[sz*i* is patriks tajf]

● Ivy's cousins' names are ..... *Mike* ..... and ..... *Katie* .....  
[ajwis kazyns nejms ar ... end ...]

● Albert and Ivone's children are ..... *Jack* ....., ..... *John* ..... and ..... *Ruby* .....  
[albert end iwons czyldren ar ... end ...]

● Trixy's mother's name is ..... *Paula* .....  
[triks*is* maders nej*m* is]

● ..... *Ivan* ..... is Ivy's brother.  
[is ajwis brader]

● He is Ivy's father – ..... *Jack* .....  
[hi is ajwis fader]

## 1. Zapisz słownie podane liczebniki.

Write the words.

[rajt de terds]

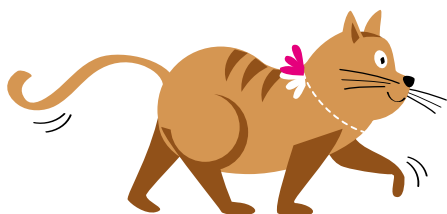
- |   |   |
|---|---|
| 1. 2 <sup>nd</sup> <i>second</i> .....      | 5. 21 <sup>st</sup> <i>twenty-first</i> ..... |
| 2. 5 <sup>th</sup> <i>fifth</i> .....       | 6. 33 <sup>rd</sup> <i>thirty-third</i> ..... |
| 3. 13 <sup>th</sup> <i>thirteenth</i> ..... | 7. 40 <sup>th</sup> <i>fortieth</i> .....     |
| 4. 20 <sup>th</sup> <i>twentieth</i> .....  | 8. 9 <sup>th</sup> <i>ninth</i> .....         |

## 2. Zapisz liczebniki w postaci liczb.

Write the numbers.

[rajt de numbers]

- |   |   |  |
|---|---|--|
| 1. The seventh <i>7<sup>th</sup></i> .....    | 3. The first <i>1<sup>st</sup></i> .....    | 6. The fifty-second <i>52<sup>nd</sup></i> ..... |
| [de <u>sewenf</u> ]                           | [de <u>ferst</u> ]                          | [de <u>fifti sekend</u> ]                        |
| 2. The thirtieth <i>30<sup>th</sup></i> ..... | 4. The sixth <i>6<sup>th</sup></i> .....    | 7. The third <i>3<sup>rd</sup></i> .....         |
| [de <u>fertief</u> ]                          | [de <u>syksf</u> ]                          | [de <u>ferd</u> ]                                |
| 5. The fifteenth <i>15<sup>th</sup></i> ..... | 8. The twelfth <i>12<sup>th</sup></i> ..... |  |
| [de <u>fiftinf</u> ]                          | [de <u>ttelft</u> ]                         |  |



## 3. Podpisz obrazek imionami.

Write the names. [rajt de nejms]

*Ivone is the winner. She came first in the race. Right after her there was Bonny, who got a silver medal and was in second place. This year, Anne came third, but she was still very happy to be on the podium.*

[iwon is de liner. szi kejm ferst in de rejs. rajt after her der tos boni, hu got e sylder medl end tos in sekend plejs. dis jer, en kejm ferd, bat szi tos stil weri hepi tu bi on de podjem]



*Bonny* .....

*Ivone* .....

*Anne* .....

1. Wpisz odpowiednie liczebniki (główne lub porządkowe, zgodnie z kontekstem).

### Write cardinal or ordinal numbers.

[rajt kardinal or ordinel numbers]

1. It's my ..... *first* ..... (1) day at school.  
[its maj ... dej et skul]
2. September is the ..... *ninth* ..... (9) month.  
[september is de ... manf]
3. There are ..... *twelve* ..... (12) months in a year.  
[der ar ... manfs in e jer]
4. My granny has ..... *thirteen* ..... (13) grandchildren.  
[maj greni hes ... grenczyldren]
5. Thursday is the ..... *fourth* ..... (4) day of the week and Sunday is the ..... *seventh* ..... (7).  
[fersdej is de ... dej of de tik end sandej is de ...]
6. My father is ..... *forty-three* ..... (43) and my mother is ..... *thirty-five* ..... (35) years old.  
[maj fader is ... end maj mader is ... jers otld]
7. My daughters collect Barbie dolls, and they have ..... *fifty* ..... (50).  
[maj doters kolekt barbi dolls, end dej hew ...]
8. I won ..... *forty-eight* ..... (48) pounds in the lottery yesterday.  
[aj ton ... patnds in de loteri jesterdej]
9. December is the ..... *twelfth* ..... (12) month of the year and November is the ..... *eleventh* ..... (11).  
[dysember is de ... manf of de jer end notwember is de ...]
10. It's the ..... *seventeenth* ..... (17) concert in our city this summer.  
[its de ... konsert in ater syti dis samer]
11. The vinyl is worth ..... *thirty* ..... (30) dollars.  
[de wajnyl is torf ... dolars]

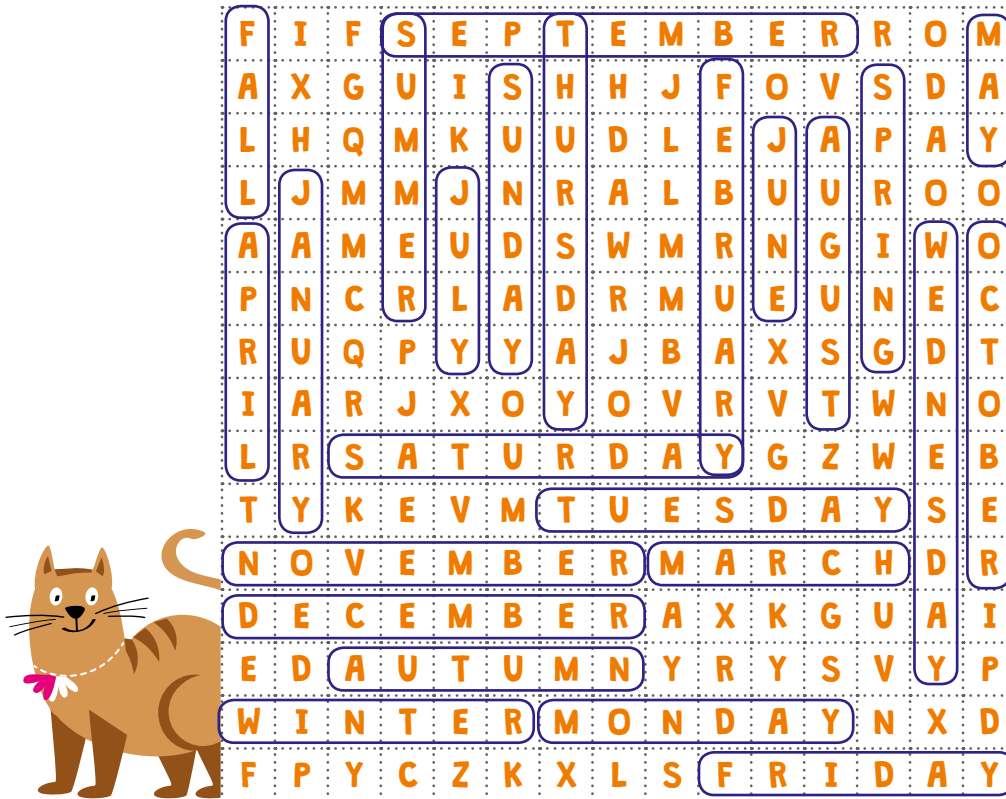


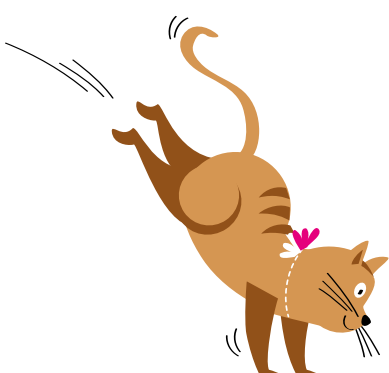
1. Znajdź w diagramie nazwy miesięcy, dni tygodnia i pór roku.  
Zapisz je w odpowiedniej kolumnie.

Find months, days of the week and seasons.

Write them in the correct columns.

[fajnd manfs, dejs of de tik end s'izens. rajt dem in de korekt kalemns]

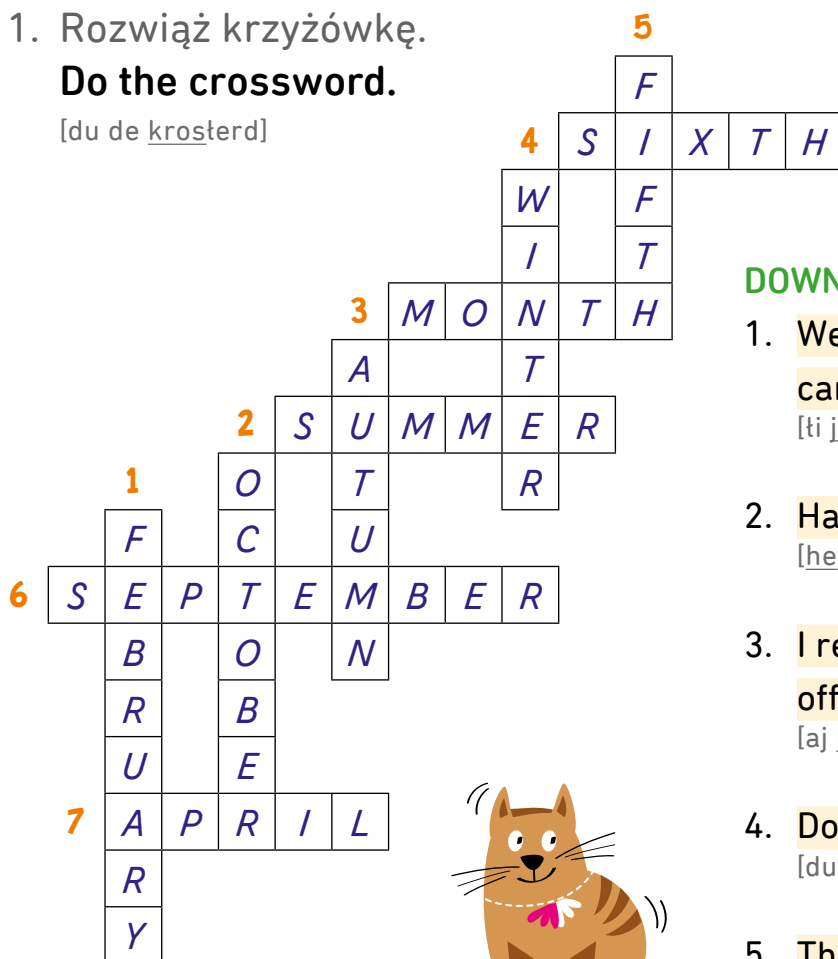


miesiące <b>MONTHS</b> [manfs]	dni tygodnia <b>DAYS OF THE WEEK</b> [dejs of de tik]	pory roku <b>SEASONS</b> [s'izens]
<i>January</i> <i>February</i> <i>March</i> <i>April</i> <i>May</i> <i>June</i> <i>July</i> <i>August</i> <i>September</i> <i>October</i> <i>November</i> <i>December</i>	<i>Monday</i> <i>Tuesday</i> <i>Wednesday</i> <i>Thursday</i> <i>Friday</i> <i>Saturday</i> <i>Sunday</i>	<i>spring</i> <i>summer</i> <i>autumn / fall</i> <i>winter</i> 

## 1. Rozwiąż krzyżówkę.

## Do the crossword.

[du de krosterd]



## DOWN: [datn]

- We usually send St. Valentine's cards in .....  
[ti jużueli send sejnt walentajns kards in]
- Halloween is celebrated on 31<sup>st</sup> .....  
[helotin is selebrejtet on ferti ferst]
- I really like ....., when leaves fall off trees.  
[aj ryli lajk ... ten liws fol of tris]
- Do you often go skiing in .....?  
[du ju ofyn got skijin in]
- The ..... day of the week is Friday.  
[de ... dej of de tik is frajdej]

## ACROSS: [ekros]

- We have ..... holidays in July and August.  
[ti hew ... holydejs in dżulaj end ogest]
- What is your favourite .....? – It's May.  
[tot is jor fejwrt ...? its mej]
- Saturday is the ..... day of the week.  
[saterdej is de ... dej of de tik]
- The school starts on 1<sup>st</sup> .....  
[de skul starts on ferst]
- Easter is usually in March or .....  
[ister is jużueli in marcz or]



## 1. Połącz.

## Match.

[mecz]

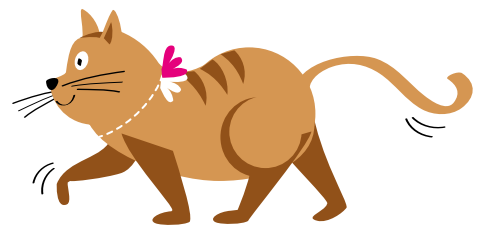
1. Lazy [lejz'i]	2. Hard-working [hard-terkin]	3. Friendly [frendli]	4. Quiet [ktajet]	5. Noisy [nojz'i]										
6. Naughty [noti]	7. Kind [kajnd]	8. Patient [pejszynt]	9. Funny [fani]	10. Shy [szaj]										
<table border="0"> <tr> <td>B. Zabawny</td> <td>D. Niegrzeczny</td> <td>F. Cierpliwy</td> </tr> <tr> <td>A. Głośny</td> <td>C. Nieśmiały</td> <td>E. Uprzejmy</td> <td>G. Przyjacielski</td> </tr> <tr> <td>H. Pracowity</td> <td>I. Cichy</td> <td>J. Leniwy</td> </tr> </table>					B. Zabawny	D. Niegrzeczny	F. Cierpliwy	A. Głośny	C. Nieśmiały	E. Uprzejmy	G. Przyjacielski	H. Pracowity	I. Cichy	J. Leniwy
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## 2. Uzupełnij zdania odpowiednimi wyrazami z ćw. 1.

## Complete the sentences with the correct words from ex. 1.

[komplit de sentences tyf de korekt terds from eksersajz tan]


- Helen studies hard. She wants to become a doctor. She's very hard-working.  
[helen stadis hard. szis tonts tu bikom e doktor. szis weri]
- Don't be afraid of my dog. It's very friendly.  
[dont bi afrej d of maj dog. its weri]
- He is good at telling jokes. He's really funny.  
[hi is gud et telin dżotks. his ryli]
- My big brother is lazy. He doesn't even clean his own room.  
[maj big brader is ... hi daznt iwn klin his otn rum]
- Please, be quiet, kids. Time to start our lesson.  
[plis, bi ... kids. tajm tu start ater lesn]



1. Połącz pytania i odpowiedzi.  
Match questions and answers.

[mecz kłesczyns end ansers]

A. What is your aunt like? [tɔt is jɔr ant lajkʔ]	1) He's slim and tall. [his slym end tol]
B. What does Tina look like? [tɔt das tina luk lajkʔ]	2) She's sporty. [szis spɔrti]
C. What do they look like? [tɔt du dej luk lajkʔ]	3) They are very friendly. [dej ar wɛri frɛndli]
D. What is he like? [tɔt is hi lajkʔ]	4) She's very patient and optimistic. [szis wɛri pɛjszynt end ɔptymystik]
E. What does Ben look like? [tɔt das ben luk lajkʔ]	5) He's quiet and shy. [his kłajet end szaj]
F. What are they like? [tɔt ar dej lajkʔ]	6) I'm a bit lazy. [ajm e byt lejz'i]
G. What are you like? [tɔt ar ju lajkʔ]	7) I've got blue eyes and fair hair. [ajw got blu ajs end fer her]
H. What do you look like? [tɔt du ju luk lajkʔ]	8) They've got brown, curly hair. [dejw got bratn, kerli her]

2.  Wystuchaj nagrania i podpisz dziewczynki właściwymi imionami.  
Listen to the recording and write the girls' names.

[lɪsɪn tu de rikɔrdɪn end rajt de gɜrls neɪmz]



NAGRANIE



1. Katy..... 2. Alexis..... 3. Betty.....

1. Wpisz wyrazy do odpowiedniej kolumny.  
Write the words into the correct column.

[rajt de terds yntu de korekt kalemn]



cauliflower [koliflater]    coke [kotk]    banana [banana]    tea [ti]    milk [mylk]    cake [kej]    potatoes [potejtots]    broccoli [brokoli]

apple pie [epłpai]    pineapple [pajnepl]    beef [bif]    soda [sotda]    pork [pork]    cookies [kukis]    grapes [grejps]    chocolate [czoklyt]

juice [dżus]    cream [krim]    cheese [czis]    yoghurt [jogert]    chicken [czykn]    lettuce [letys]    lamb [lem]    peas [pis]    ham [hem]

coffee [kofi]    orange [oryndż]    strawberry [stroberi]    butter [bater]    ice-cream [ajskrim]

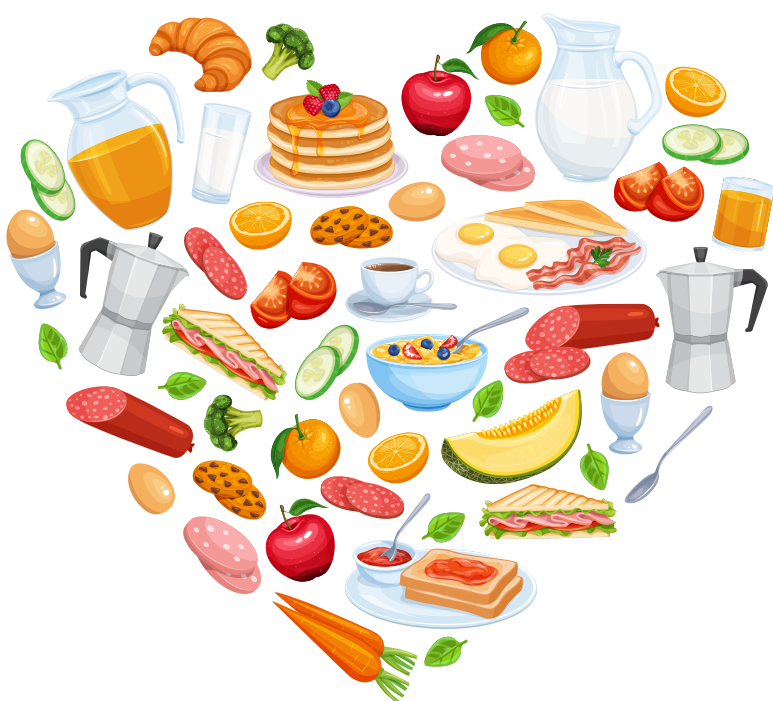
FRUIT – owoce [frut]	VEGETABLES – warzywa [wedztbls]	DRINKS – napoje [drynks]
<i>banana</i>	<i>cauliflower</i>	<i>coke</i>
<i>grapes</i>	<i>broccoli</i>	<i>tea</i>
<i>pineapple</i>	<i>lettuce</i>	<i>soda</i>
<i>strawberry</i>	<i>potatoes</i>	<i>juice</i>
<i>orange</i>	<i>peas</i>	<i>coffee</i>

MEAT – mięso [mit]	DAIRY PRODUCTS produkty mleczne [deri produkts]	DESSERTS – desery [dyzerts]
<i>beef</i>	<i>milk</i>	<i>cake</i>
<i>pork</i>	<i>cream</i>	<i>ice-cream</i>
<i>lamb</i>	<i>cheese</i>	<i>chocolate</i>
<i>ham</i>	<i>butter</i>	<i>apple pie</i>
<i>chicken</i>	<i>yoghurt</i>	<i>cookies</i>

1. Popatrz na obrazek. Znajdź minimum 6 produktów, które są policzalne i minimum 6, które są niepoliczalne. Wpisz je do tabeli.

**Look at the picture. Find at least 6 products that are countable and at least 6 that are uncountable. Write them in the table.**

[luk et de pykczer. fajnd et list siks prodakts dat ar kauntabol end et list siks dat ar ankauntabol. rajt dem in de tejb!]



Rzeczowniki policzalne (**countable nouns**) określają rzeczy, które można policzyć. Występują w liczbie pojedynczej oraz mnogiej, np. a cat – two cats.

Rzeczowniki niepoliczalne (**uncountable nouns**) określają rzeczy, których nie da się policzyć. Przede wszystkim są to rzeczowniki abstrakcyjne, nazwy produktów sypkich, płynów oraz uczucia. Występują tylko w jednej formie, np. some rice, love, flour.



**COUNTABLE** – policzalne  
[kauntabol]

carrots, cucumber,  
tomato, croissant,  
sandwich, eggs,  
orange, apple,  
cookies, melon,  
pancakes

**UNCOUNTABLE** – niepoliczalne  
[ankauntabol]

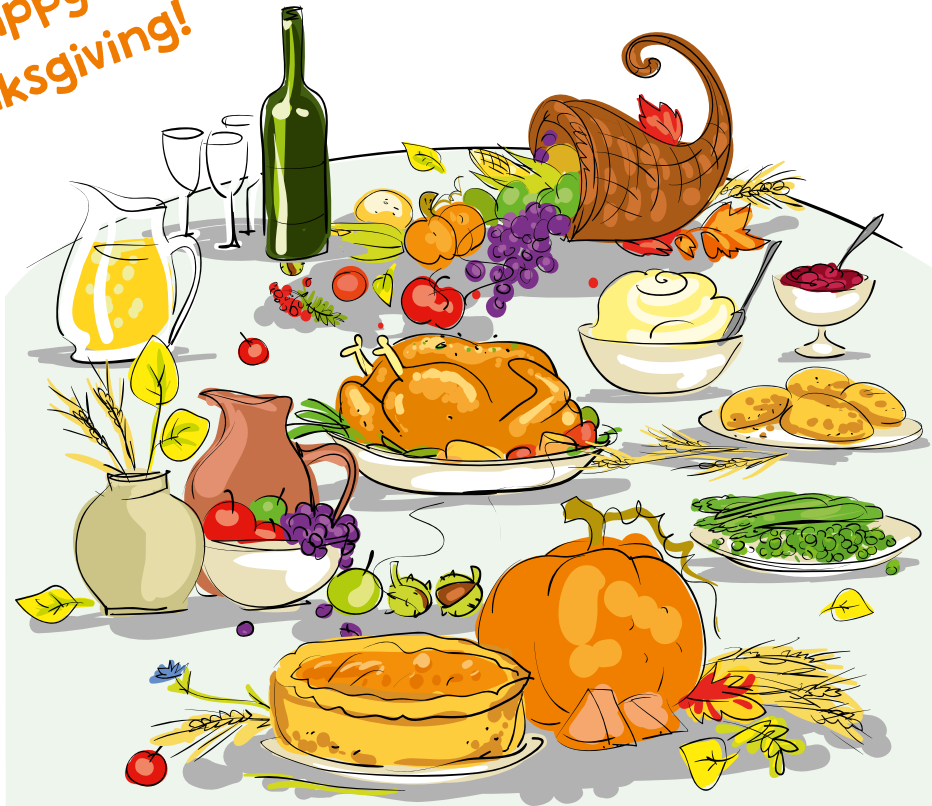
jam, salami, coffee,  
tea, juice, cereal,  
bacon, milk, water,  
broccoli

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 pykcher. dysajd if de sentences ar tru (T) or fols (F)]

Happy  
Thanksgiving!



- |  |   |
|--|---|
| 1. There's some jelly. ... <i>T</i> ...<br>[ders sam <u>dżeli</u> ]      | 5. There aren't any vegetables. ... <i>F</i> ...<br>[der <u>arent</u> eni wedźtbls]         |
| 2. There isn't any juice. ... <i>F</i> ...<br>[der isnt <u>eni</u> džus] | 6. There are some mashed potatoes. ... <i>T</i> ...<br>[der ar sam maszd <u>potejtots</u> ] |
| 3. There's a pumpkin. ... <i>T</i> ...<br>[ders e <u>pampkyn</u> ]       | 7. There's a cake. ... <i>T</i> ...<br>[ders e kejk]  |
| 4. There's some fruit. ... <i>T</i> ...<br>[ders sam frut]               | 8. There's nothing to drink. ... <i>F</i> ...<br>[ders <u>nafin</u> tu drynk]               |

1. Popatrz na obrazki i uzupełnij teksty.  
Look at the pictures and complete the texts.

[luk et de pykczers end kompli<sup>t</sup> de teksts]

cheese [czis] lettuce [letys] oil [ojl] rice [rajs] seafood [s'ifud] tomatoes [tomatots] vegetables [wedztbls]

Whenever I am in Spain I eat paella. It's really yummy.

The main ingredient is ..... *rice* ..... They also add

different meat – usually ..... *seafood* ....., but also chicken

and rabbit. There are also ..... *vegetables* .... You should try it!



[tenewer aj em in spejn aj it paeja. its ryli jami. de mejn yngrydjent is ... dej ołsoł ed dyfrent mit – jużueli ... bat ołsoł czykn end rabyt. der ar ołsoł ... ju szud traj it!]

Greek salad is absolutely my favourite. To make a good one, you need only fresh vegetables. People like doing their own versions of the salad,

but a traditional Greek one consists of romaine ..... *lettuce* .....,

cucumbers, ..... *tomatoes* ....., green pepper, red onion, olives and feta

..... *cheese* ..... Cut all the ingredients and add a bit

of olive ..... *oil* ..... So delicious!



[grik salad is abselutli maj fejwrt. tu mejk e gud tan, ju nid onli fresz wedztbls. pipl lajk duin der otn werzyns of de salad, bat e tradyszonal grik tan konsysts of rołmejn ..., kjukambers, ..., grin peper, red anjen, oliws end feta .... kat ol de yngrydjents end ed e byt of oliw .... soł dylyszses!]

## 1. Wybierz poprawną opcję.

## Choose the correct option.

[czus de korekt opszyn]

1. He is **a** / **an** doctor.  
[his e/en dokter]
2. We don't have **an** / **any** umbrella and it's raining.  
[ti dont hew en/eni ambrela end its rejnin]
3. Are there **some** / **any** potatoes?  
[ar der sam/eni potejtots?]
4. Have you got **some** / **any** brothers or sisters?  
[hew ju got sam/eni braders or systers?]
5. Could you give me **some** / **any** time to think?  
[kud ju giw mi sam/eni tajm tu fynk?]
6. There are **a** / **some** oranges on the table.  
[der ar e/sam oryndzes on de tejbl]

## 2. Wstaw a lot of/much/many.

## Fill in with a lot of/much/many.

[fyl in tyf e lot of/macz/meni]

1. You need **a lot of** money to go to Bali.  
[ju nid ... mani tu got tu bali]
2. There are **a lot of** flowers in my garden.  
[der ar ... flaters in maj garden]
3. How **much** salt should I add?  
[hat ... solt szud aj ed?]
4. Have you got **many** friends?  
[hew ju got ... friends?]
5. She hasn't got **much** time.  
[szi hesnt got ... tajm]
6. You eat too **much** fast food.  
[ju it tu ... fast fud]

**SOME** – używane z rzeczownikiem niepoliczalnym oznacza „trochę”, a z rzeczownikiem policzalnym w liczbie mnogiej – „kilka”. Występuje w zdaniach twierdzących oraz w prośbach i ofertach.

**ANY** – jest odpowiednikiem *some*, występującym w zdaniach pytających, wtedy oznacza „jakieś”, i w zdaniach przeczących, oznaczając „żadnych”.

**A LOT (OF)** – używamy w zdaniach twierdzących z rzeczownikami niepoliczalnymi oraz policzalnymi w liczbie mnogiej, oznacza „wiele, mnóstwo”. Słowo *of* dodajemy w przypadkach, gdy występuje po nim rzeczownik.

**MANY** – używamy z rzeczownikami policzalnymi w liczbie mnogiej w pytaniach i przeczeniach, oznacza „wiele”.

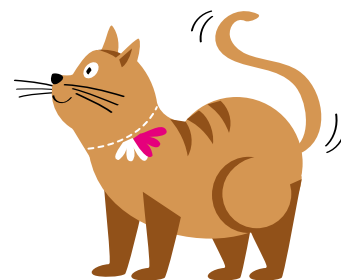
**A/AN** – rodzajnik nieokreślony, używamy go z rzeczownikami policzalnymi w liczbie pojedynczej w zdaniach twierdzących, pytających i przeczących, oznacza „jeden”, „żaden” lub „jakiś”.

## 1. Wstaw some lub any.

## Fill in with some or any.

[fyl in tyf sam or eni]

- Do you have **any** flour?  
[du ju hew ... f<sup>l</sup>ater?]
- Would you like **some** coffee?  
[tud ju lajk ... kofi?]
- I have **some** potatoes, but I think we need more.  
[aj hew ... potejtots, bat aj fynk ti nid mor]
- There isn't **any** sugar left.  
[der isnt ... szugar left]
- We need **some** more eggs. Are there **any** in the fridge?  
[ti nid ... mor eggs. ar der ... in de frydż?]
- Look! There are **some** slices of cheese and ham, **some** butter.  
Do you need **any** tomatoes for your sandwich?  
[luk! der ar ... slajses of czis end hem, ... bater. du ju nid ... tomatots for jor sentydż?]



## 2. Uzupełnij zdania jednym wyrazem.

## Complete the sentences with one word only.

[kompli de sentenses tyf tan terd onli]

Tom, would you like  
**some** juice?

[tom, tud ju lajk ... dżus?]

Yes, sure.

[jes, szur.]

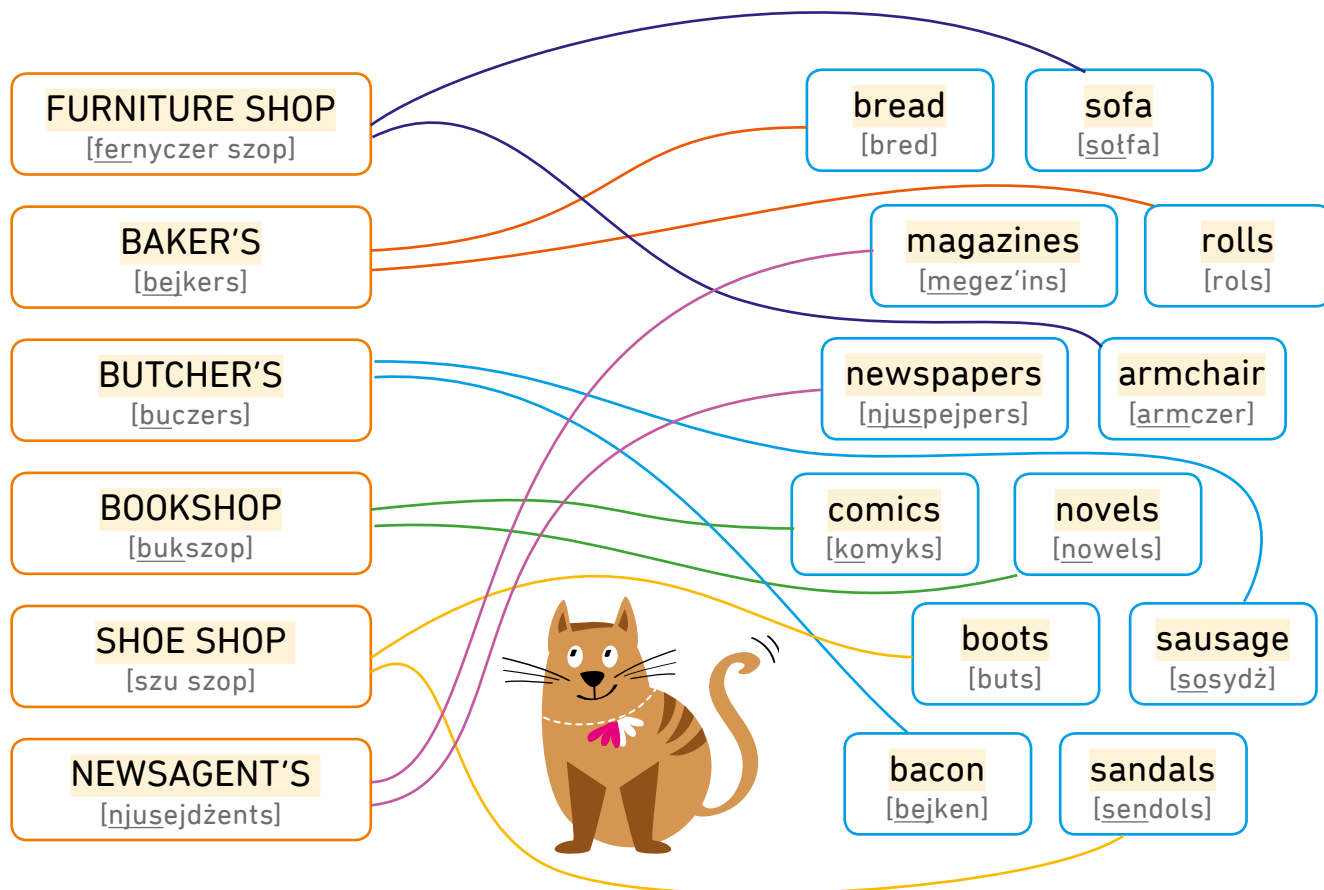
What **a** great day!

[tot ... grejt dej!]



1. Połącz nazwy sklepów z dwoma produktami, które możesz w nich kupić.  
Match the shops with two products you can buy there.

[mecz de szops tyf tu prodakts ju ken baj der]



2. Utóż zdania według przykładu.  
Make sentences, as in the example.

[mejk sentenses, as in de igzempl]

**Example:** You can buy a sofa and an armchair in a furniture shop.

[ju ken baj e sofa end en armczers in e fernyczerszop]

1. *You can buy bread and rolls in the baker's.* .....
2. *You can buy sausages and bacon in the butcher's.* .....
3. *You can buy comics and novels in the bookshop.* .....
4. *You can buy sandals and boots in the shoe shop.* .....
5. *You can buy magazines and newspapers in the newsagent's.* .....

1. Wybierz właściwy wyraz.  
**Choose the correct word.**

[czus de korekt terd]

- Let's go to the greengrocer's to get some **grapes** / gloves.  
 [lets got tu de gringrotsers tu get sam grejps/glaws]
- Where did you buy these **sunglasses** / sandals? – In the shoe shop, over there.  
 [ter did ju baj diis sanglasys/sendols? – In de szu szop, ołwer der]
- Do they have any **magazines** / sausages at this newsagent's?  
 [du dej hew eni megez'ins/sosydżes et dis njusejdžents?]
- I need to go to the chemist's to get some **pills** / plants.  
 [aj nid tu got tu de kemysts tu get sam pyls/plants]
- I don't usually buy roses in this **butcher's** / florist's.  
 [aj dont jużueli baj rotżes in dis buczers/florysts]

2. Skreśl niepasujący wyraz.  
**Cross the odd one out.**

[kros di od tan att]



trousers [trautzers]	<del>trainers [trejners]</del>	T-shirts [tizerts]
<del>supermarket [supermarket]</del>	chemist's [kemysts]	baker's [bejkers]
onion [anjen]	tomato [tomatot]	<del>chips [czips]</del>
pear [per]	<del>cream [krim]</del>	lettuce [letys]
sausage [sosydż]	meat [mit]	<del>milk [mylk]</del>
cream [krim]	<del>cake [kejk]</del>	yoghurt [jogert]
grocer's [grotzers]	chemist's [kemysts]	<del>bandage [bendydż]</del>

1. Uzupełnij zdania odpowiednimi nazwami sklepów.  
Complete the sentences with the names of the shops.

[kompliit de sentences tyf de nejms of de szops]

- They sell only fresh flowers in this ..... *florist's* .....  
[dej sel onli fresz flaters in dis ...]
- Is there a ..... *chemist's* .....? I have to buy plasters.  
[is der e ...? aj hew tu baj plasters]
- How often do you buy T-shirts in this ..... *clothes shop* .....?  
[hał ofyn du ju baj tiszerts in dis ...?]
- Go to this ..... *greengrocer's* ..... to buy fresh fruit and vegetables.  
[got tu dis ... tu baj fresz frut end wedźtbls]
- We need some dog food. Can you go to the ..... *pet shop* .....?  
[ti nid sam dog fud. ken ju got tu de ...?]
- It's his birthday tomorrow. Let's go to the ..... *toy shop* ..... and get him a new teddy bear.  
[its his berfdej tumorot. lets got tu de ... end get him e nju tedi ber]

pet shop  
[pet szop]


toy shop  
[toj szop]

florist's  
[florysts]

clothes shop  
[klouwz szop]

greengrocer's  
[gringrotsers]

chemist's  
[kemysts]

2.  Wysłuchaj nagrania i wybierz poprawną odpowiedź.  
Listen to the recording and choose the correct answer.

[lysın tu de rikordin end czus de korekt anser]

- Where is Kim and her mom?  
[ter is kim end her mam?]



NAGRANIE



1. Popatrz na obrazek i zaznacz V przy przedmiotach, które się na nim znajdują.

**Look at the picture. Tick (V) the objects that are in the picture.**

[luk et de pykcer. tik de obdzekts dat ar in de pykcer]



wardrobe .....  
[tordrotb]

carpet  .....  
[karpyt]

window  .....  
[tyndot]

screen  .....  
[skrin]

sofa .....  
[sofa]

bed  .....  
[bed]

clock  .....  
[klok]

TV .....  
[tiwi]

desk  .....  
[desk]

bookshelves  .....  
[bukszelfs]

table .....  
[tejbl]

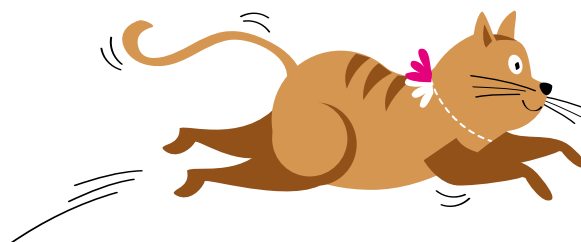
posters  .....  
[posters]

curtains  .....  
[kertns]

armchair .....  
[armczer]

lamp  .....  
[lemp]

skateboard  .....  
[skejtbord]



1. Rozszyfruj wyrazy i wstaw je w odpowiednie zdania.  
**Unscramble the words and put them into correct sentences.**

[anskrabl de terds end put dem yntu korekt sentences]

TCHENKI ..... *kitchen* .....

LVINGI-OOMR ..... *living-room* .....

ROATOHBM ..... *bathroom* .....

DBOEORM ..... *bedroom* .....

TTICA ..... *attic* .....

FOOR ..... *roof* .....

GRAGEA ..... *garage* .....

DGEFRI ..... *fridge* .....

LAHL ..... *hall* .....

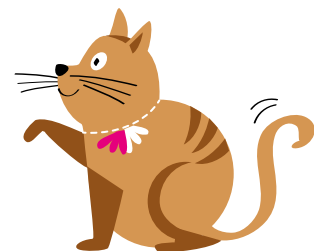
SWORHE ..... *shower* .....

SPAUSIRT ..... *upstairs* .....

ATBLE ..... *table* .....

1. We have a huge table and six chairs in our dining room.  
 [ti hew e hjudż ... end siks czers in a<sub>ter</sub> dajnin rum]
2. Do you keep old things in the attic?  
 [du ju kip otld fyngs in de ...?]
3. There's no bath in our house. We only have a shower.  
 [ders not baf in a<sub>ter</sub> hats. ti onli hew e ...]
4. I love my bedroom. It's really big and I have a huge, comfortable bed.  
 [aj law maj ... its ryli big end aj hew a hjudż, kamftbl bed]
5. Are there any eggs in the fridge?  
 [ar der eni eggs in de ...?]
6. There's a big mirror in the hall.  
 [ders a big myrer in de ...]

**There is** – jest, znajduje się  
**There are** – są, znajdują się



1. Popatrz na obrazek. Udziel krótkich odpowiedzi.

Look at the picture. Write short answers.

[luk et de pykczet. rajt szort answers]



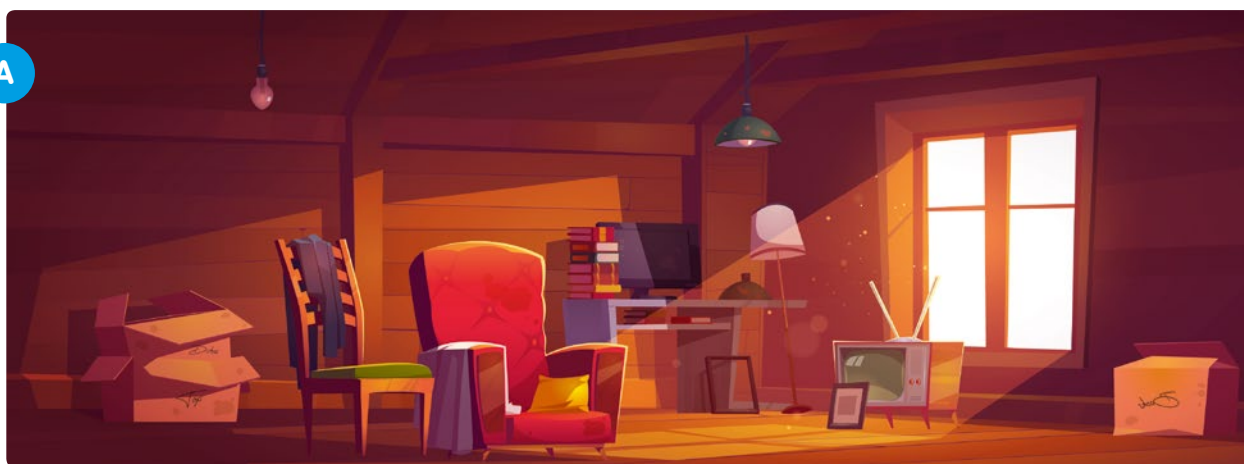
- a. Is there a black cat? *Yes, there is.*  
[is der e blek ket?]
- b. Are there pumpkins? *Yes, there are.*  
[ar der pampkyns?]
- c. Is there a fireplace? *Yes, there is.*  
[is der e fajerplejs?]
- d. Is there a skeleton? *No, there isn't.*  
[is der e skelytn?]
- e. Are there three hats? *No, there aren't.*  
[ar der fri hets?]
- f. Is there a broom? *Yes, there is.*  
[is der e brum?]
- g. Are there bats? *Yes, there are.*  
[ar der bats?]
- h. Are there two armchairs? *No, there aren't.*  
[ar der tu armczers?]



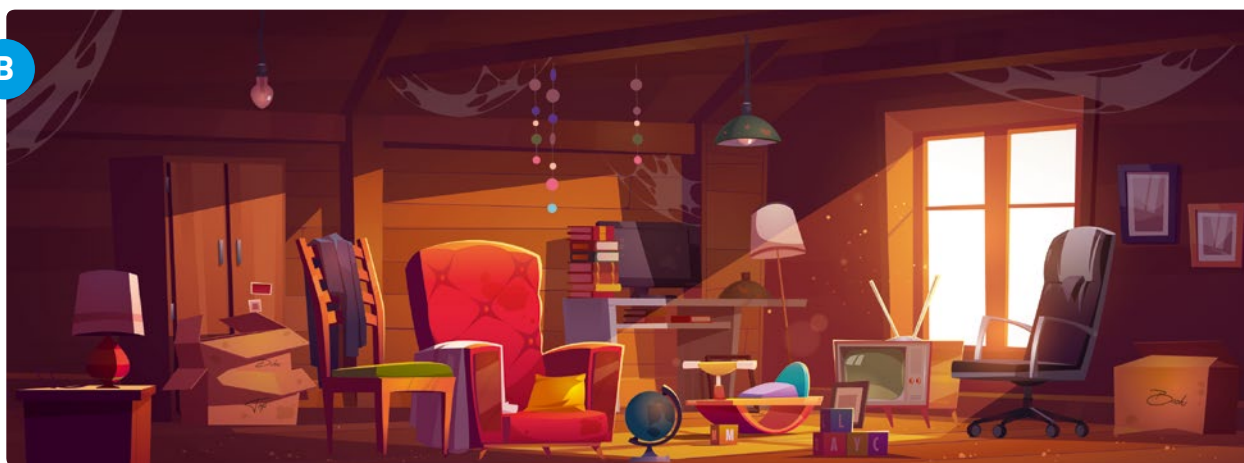
1. Popatrz na obrazki. Wpisz A, B lub 'both'.  
Look at the pictures. Write A, B or 'both'.

[luk et de pykczers. rajt ej, bi or botf]

A



B



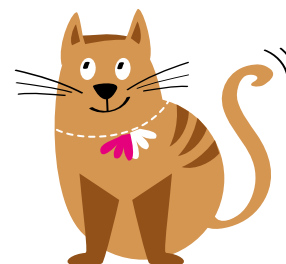
- |   |   |
|---|---|
| 1. There are spiderwebs. ... <i>B</i> ...<br>[der ar <u>spajdertebs</u> ]                   | 6. There's a red armchair. <i>both</i> ...<br>[ders e red <u>armczer</u> ]    |
| 2. There are some boxes. <i>both</i> ...<br>[der ar sam <u>bokses</u> ]                     | 7. There's a lamp on the table. ... <i>B</i> ...<br>[ders e lemp on de tejbł] |
| 3. There is a globe. ... <i>B</i> ...<br>[der is e <u>glotb</u> ]                           | 8. There isn't a wardrobe. ... <i>A</i> ...<br>[der isnt e <u>tordrotb</u> ]  |
| 4. There aren't any toys. ... <i>A</i> ...<br>[der <u>arent</u> <u>eni</u> tojs]            | 9. There is a TV. <i>both</i> ...<br>[der is e <u>tiwi</u> ]                  |
| 5. There are pictures on the walls. ... <i>B</i> ...<br>[der ar <u>pykczers</u> on de tołs] | 10. There are two chairs. ... <i>B</i> ...<br>[der ar tu czers]               |

## 1. Wstaw czasowniki w odpowiedniej formie.

## Write the verbs in the correct form.

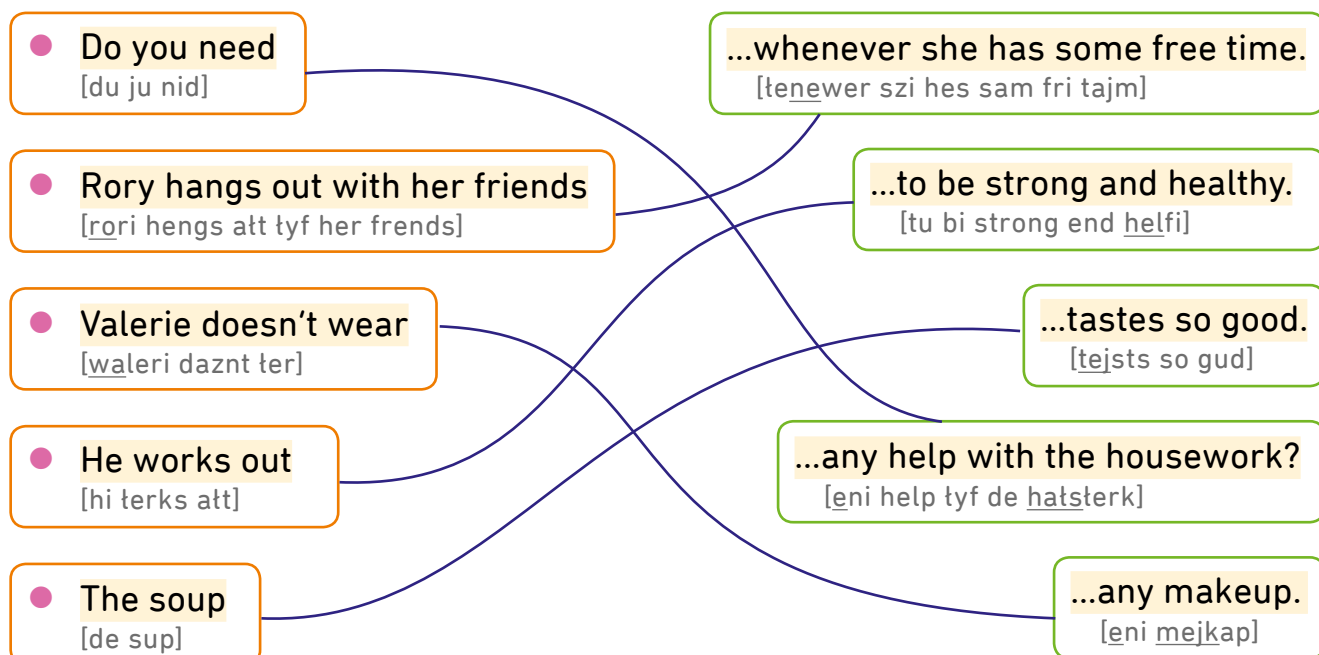
[rajt de werbs in de korekt form]

- My cat ..... *loves* ..... (love) sleeping on my armchair.  
[maj ket ... (law) slipin on maj armczer]
- Where ..... *do* ..... you ..... *keep* ..... (keep) your diary?  
[ter ... ju ... (kip) jor dajeri?]
- It ..... *rains* ..... (rain) a lot here in summer.  
[it ... (rejn) e lot hijer in samer]
- The kids ..... *don't go* ..... (not/go) out too often.  
[de kids ... (not/got) att tu ofyn]
- They ..... *sell* ..... (sell) fresh vegetables at the market.  
[dej ... (sel) fresz wedžtbls et de market]
- ..... *Does* ..... it ..... *look* ..... (look) good?  
[... it ... (luk) gud?]



## 2. Połącz początek i koniec zdania.

## Match the beginning and the end of sentences.

[mecz de bygynin end di end of sentences]

1. Wybierz poprawną opcję.  
Choose the correct option.

[czus de korekt opszyn]



I really love winter mornings. It 1) ..... *snows* ..... a lot here in Alaska.

Everything 2) ..... *is* ..... white and beautiful. We 3) ..... *have* ..... fun

in the snow every day. My friends and I always 4) ..... *make* ..... a funny

snowman. We also have snowball fights. Peter is the best at it and he

always 5) ..... *wins* .....

[aj ryli law tynter mornings. it 1) ... e lot hijer in alaska. ewryfin 2) ... tajt end bjutiful. ti 3) ... fan in de snot ewri dej. maj frends end aj oltejs 4) ... e fani snotmen. ti olsot hew snotbol fajts. piter is de best et it end hi oltejs 5) ...]

1. A. snow  
[snot]

B. snowing  
[snotin]

C. snows  
[snots]

2. A. be  
[bi]

B. is  
[is]

C. are  
[ar]

3. A. have  
[hew]

B. having  
[hewin]

C. has  
[hes]

4. A. make  
[mej k]

B. do  
[du]

C. play  
[plej]

5. A. win  
[tyn]

B. wins  
[tyns]

C. fails  
[fejls]



1. Przeczytaj podpowiedzi i napisz zdania twierdzące i przeczące.  
 Read the prompts and write affirmative and negative sentences.

[rid de prompts end rajt efermatyw end negatiw sentenses]

1. **My cousin**  
[maj kazyn]

(V) study technology  
[stadi teknołodzi]  
(X) go to university  
[goł tu juniwersyti]

4. **Benny**  
[beni]

(V) drive to work  
[drajw tu terk]  
(X) take the bus  
[tejk de bas]

2. **Max**  
[maks]

(V) clean his room every day  
[klin his rum ewri dej]  
(X) do anything else at home  
[du enyfin els et hotm]

5. **I**  
[aj]

(V) make my own breakfast  
[mejk maj otn brekfest]  
(X) cook dinners  
[kuk dyners]

3. **You and I**  
[ju end aj]

(V) love our school  
[law ater skul]  
(X) like physics  
[lajk fiz'iks]

6. **A hairdresser**  
[e herdreser]

(V) cut people's hair  
[kat pipls her]  
(X) do people's nails  
[du pipls nejls]

1. *My cousin studies technology.*  
*He/She doesn't go to university.*
2. *Max cleans his room every day.*  
*He doesn't do anything else at home.*
3. *You and I love our school.*  
*We don't like physics.*
4. *Benny drives to work.*  
*He doesn't take the bus.*
5. *I make my own breakfast.*  
*I don't cook dinners.*
6. *A hairdresser cuts people's hair.*  
*He/She doesn't do people's nails.*



1. Uzupełnij opis czasownikami w odpowiedniej formie.

**Complete the description with the verbs in the correct form.**

[kompliit de dyskrypszyn tyf de werbs in de korekt form]

My cousin, Olivia, is a nurse. It *is* (be) a difficult job.

She *works* (work) 10-12 hours every day. She *gets up* (get up)

at 6, *has* (have) a shower and *gets* (get) dressed.

She *prepares* (prepare) breakfast for her and her husband.

They *go* (go) to work together. She *starts* (start) work at 7.

She *takes* (take) care of patients and *gives* (give) them

medicine. All the patients *like* (like) her a lot. She *is* (be)

very friendly and caring. She *has* (have) a short break around

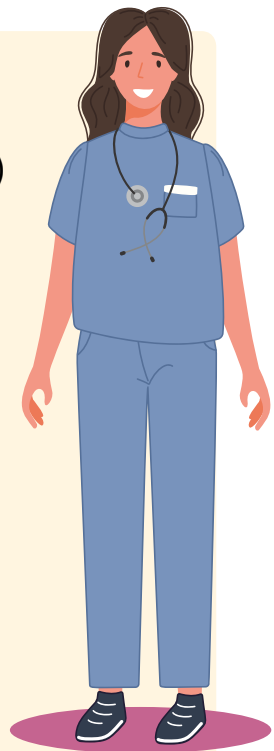
1 pm. She usually *goes* (go) to the canteen. They *serve* (serve)

very good food there. There is a lot of work in the afternoon as well. Olivia

*finishes* (finish) work around 5 pm. Her husband usually *waits* (wait)

for her in front of the hospital and they *go* (go) home together.

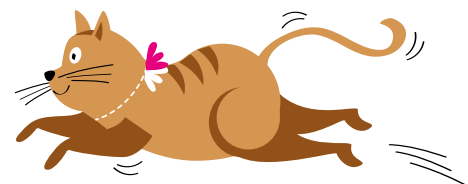
[maj kazyn, oliwia, is e ners. it ... (bi) e difikalt dzob. szi ... (terk) ten – tself aters ewri dej. szi ... (get ap) et siks, ... (hew) e szater end ... (get) dresd. szi ... (pryper) brekfest for her end her hasbent. dej ... (got) tu terk tugeder. szi ... (start) terk et sewen. szi ... (tejk) ker of pejszynts end ... (giw) dem medysyn. ol de pejszynts ... (lajk) her e lot. szi ... (be) weri friendly end kerin. szi ... (hew) e szort brejk erałnd tan pi em. szi jużueli ... (got) tu de kantin. dej ... (serw) weri gud fud der. der is e lot of terk in de afternun as tel. oliwia ... (finisz) terk erałnd fajf pi em. her hasbent jużueli ... (tejt) for her in front of de hospytal end dej ... (got) hotm tugeder.



1. Odpowiedz na pytania pełnymi zdaniami.

**Answer the questions writing complete sentences.**

[anser de kłesczyns rajtin komplit sentenses]



1. What is Olivia's job?

[tot is oliwias dżob?]

*She's a nurse.*

2. What time does she get up?

[tot tajm das szy get ap?]

*She gets up at 6.*

3. How long does she work every day?

[hał lon das szy terk ewri dej?]

*She works 10-12 hours every day.*

4. Why do patients like Olivia?

[taj du pejszynts lajk oliwia?]

*They like her because she is friendly*

*and caring.*

5. Why does she eat lunch in the canteen?

[taj das szy it lancz in de kantin?]

*She eats lunch in the canteen because*

*they serve very good food.*

6. Does she have a lot of work in the afternoon?

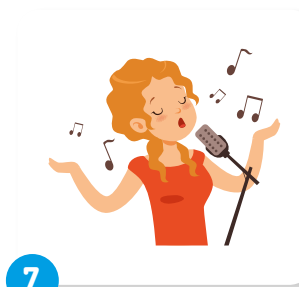
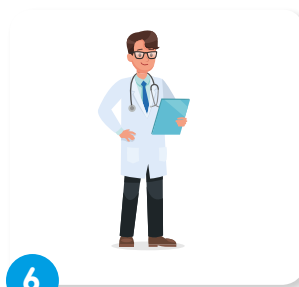
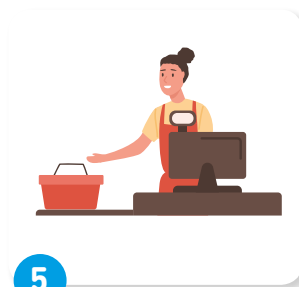
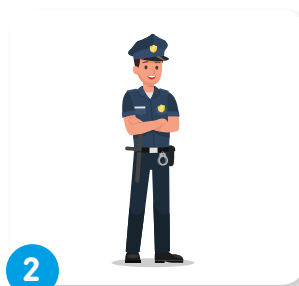
[das szy hew e lot of terk in de afternun?]

*Yes, she does.*



1. Znajdź nazwy zawodów przedstawionych na obrazkach.  
Find the names of the jobs shown in the pictures.

[fajnd de nejms of de dzobs szotn in de pykczerz]



1. Połącz zawód ze związanymi z nim obowiązkami.

### Match the jobs with the duties.

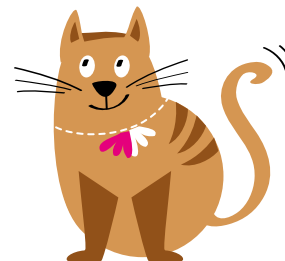
[mecz de džobs tyf de djutis]



1. Wykorzystaj informacje z karty nr 30, żeby ułożyć zdania według przykładu.

**Use the information from the previous exercise to make sentences, as in the example.**

[jus di informejzyn from de priwjes eksersajz tu mejk sentences as in di igzempl]



**Example:** A pilot flies a plane.

[e pajlot flajs e plejn]

1. *A postman delivers letters and parcels.*

.....

2. *A firefighter puts out fires.*

.....

3. *A shop assistant sells things in a shop.*

.....

4. *A waiter serves food and drinks.*

.....

5. *A vet looks after sick animals.*

.....

6. *A dentist looks after people's teeth.*

.....

7. *A receptionist meets and greets visitors.*

.....

8. *An architect designs buildings and houses.*

.....

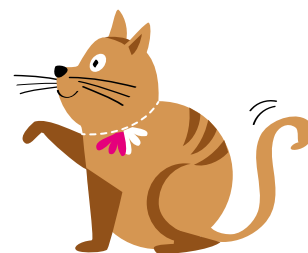


1. Przeczytaj opisy. Wpisz odpowiednią nazwę zawodu.

**Read the descriptions. Write the names of the jobs.**

[rid de dyskrypszyns. rajt de nejms of de dżobs]

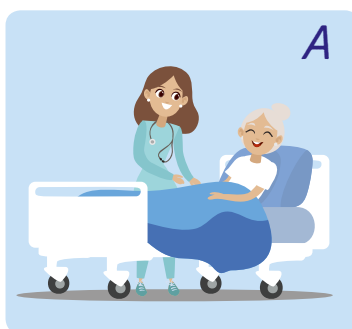
- A. A *nurse* helps sick people. She works in a hospital and takes care of patients.  
[e ... helps syk pipl. szy terk s in e hospytal end tejs ker of pejszyns]
- B. A *hairdresser* cuts people's hair and works in a salon.  
[e ... kats pipls her end terk s in e salon]
- C. A *police officer/policeman* catches criminals and takes care of your safety.  
[e ... keczes kriminols end tejs ker of jor sejfti]
- D. A *teacher* works at school and teaches students.  
[e ... terk s et skul end ticzes stjudents]
- E. A *chef* cooks dishes in a restaurant.  
[e ... kuks dysz es in e restront]



2.  Wystuchaj nagrań. Dopasuj opisy do odpowiednich zawodów.

**Listen to the recordings. Match the descriptions with the correct jobs.**

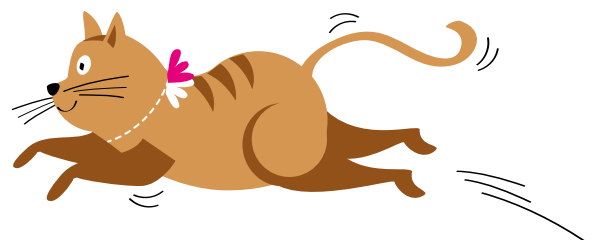
[lys yn tu de rikordings. mecz de dyskrypszyns tyf de korekt dżobs]



1. Wybierz poprawną opcję.  
**Choose the correct option.**

[czus de korekt opszyn]

1. What **does** / **do** your mom do?  
 [tot das/du jor mam du?]
2. A secretary **works** / **doesn't work** at the office.  
 [e sekretri terks/daznt terk et di ofys]
3. The policeman **drives** / **drive** a blue and white van.  
 [de polismen drajws/drajw e blu end tajt wan]
4. The shop assistant **buys** / **sells** in a shop.  
 [de szop asystent bajs/sels in e szop]
5. Toby's stepmother **treats** / **treat** sick animals.  
 [totbis stepmader trits/trit syk enymals]
6. She wants to be a **hairdresser** / **waitress** when she grows up.  
 She loves taking care of people's hair.  
 [szi tonts tu be e herdreser/tejtres ten szi grots ap. szi laws tejkin ker of pipls her]
7. My cousins **works** / **work** in a restaurant.  
 Timmy is a **chef** / **waiter** and he prepares food.  
 Tommy is a **chef** / **waiter** and he serves customers.  
 [maj kazyns terks/terk in e restront.  
 timi is e szef/tejter end hi prypers fud.  
 tomi is e szef/tejter end hi serws kastomers.]
8. Do you wear a special **uniform** / **uniforms** at work?  
 [du ju ter e speszol juniform/juniforms et terk?]



1. Uzupełnij opisy odpowiednimi wyrazami.

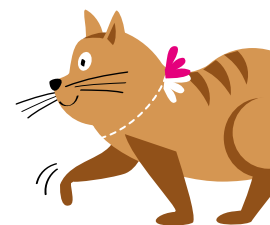
Complete the descriptions with the correct words.

[kompliit de dyskrupszyns tyf de korekt terds]

accountant  
[ekauntynt]

earn  
[ern]

counting  
[kauntin]



1. This is a very good job, I think. If you like *counting*, you should think of being an *accountant*. Sometimes, it's very stressful and challenging, but you can *earn* a lot of money.

[dis is e weri gud dzob, aj fynk. if ju lajk ..., ju szud fynk of biin en ... samtajms, its weri stresful end czelendzin, bat ju ken ... e lot of mani]

furniture  
[fernyczer]

carpenter  
[karpenter]

results  
[rizalts]

2. My uncle is a *carpenter*. He makes beautiful *furniture* from wood. He's very skilled and creative. His work is tiring and time-consuming. My uncle has to pay attention to details. But when he sees the *results* he is very happy.

[maj ankl is e ... hi mejks bjutiful ... from tud. his weri skild end krijejtiv. his terk is tajrin end tajm konsjumin. maj ankl hes tu pej etenszen tu ditejls. bat ten hi s'is de ... hi is weri hepi]

take care  
[tejk ker]

get up  
[get ap]

farm  
[farm]

3. Gina's grandparents live on a *farm*. They have a lot of animals and *take care* of them every day. They like it, but they have to *get up* early in the morning every day.

[dżinas grenperents lyw on e ... dej hew e lot of enymals end ... of dem ewri dej. dej lajk it, bat dej hew tu ... erli in de mornin ewri dej]

professional  
[profeszynol]

camera  
[kemra]

photos  
[futos]

4. I love taking *photos*. I would like to be a *professional* photographer when I grow up. I don't have a good *camera* but I use my smartphone.

I won two photo competitions last year, so I think my photos are not that bad.

[aj law tejkin ... aj tud lajk tu bi e ... fotografer ten aj grot ap. aj dont hew e gud ... bat aj jus maj smartfon. aj ton tu futo kompetyszns last jer, sot aj fynk maj futos ar not dat bed]

1. Znajdź przysłówki częstotliwości z wężyku wyrazowym i dopisz je do polskich wyrazów.

Find adverbs of frequency and write them next to their Polish equivalents.

[fajnd adwerbs of friktensi end rajt dem nekst tu der polysz iktiwalents]



Czasami – *sometimes* .....

Codziennie – *every day* .....

Od czasu do czasu – *from time to time* .....

Rzadko – *rarely*, *seldom* .....

Zawsze – *always* .....

Nigdy – *never* .....

Zwykle, zazwyczaj – *usually* .....

Często – *often* .....

Prawie nigdy – *hardly ever* .....



1. Przepisz zdania, wstawiając przysłówek częstotliwości w odpowiednim miejscu.

**Rewrite the sentences putting the adverbs of frequency in the correct places.**

[rɪraɪt de sentenses putɪn di adwɜrbs of frɪkʔnsi in de kɔrɛkt pleɪsɪs]

1. Do you swim in the river?

[du ju stɪm in de rɪwɜr?]

often

[ɔfɪn]

2. We get up early.

[we get ap ɛrli]

never

[nɛvɜ]

3. Tom is late.

[tɔm is leɪt]

always

[ɔlweɪz]

4. My best friend is crazy.

[maɪ best frɛnd ɪs kreɪzɪ]

sometimes

[sɔmtajms]

5. My mom buys fresh bread.

[maɪ mam baɪs frɛʃ bred]

every day

[ɛvrɪ deɪ]

6. They are on time.

[deɪ ar ɔn taɪm]

usually

[juʒuəli]



1. *Do you often swim in the river?*

2. *We never get up early.*

3. *Tom is always late.*

4. *My best friend is sometimes crazy.*

5. *My mom buys fresh bread every day.*

6. *They are usually on time.*

## 1. Przetłumacz fragmenty zdań na język angielski.

## Translate the fragments into English.

[translejt de fragments yntu ynglysz]

- This teacher ..... *is usually* ..... (zwykle jest) very friendly.  
[dis ticzer ... weri frendli]
- Why ..... *are you always* ..... (ty zawsze jesteś) so rude?  
[taj ... soł rud?]
- We ..... *sometimes buy* ..... (czasami kupujemy) second-hand clothes.  
[ti ... sekend hend klouwz]
- Henry ..... *never reads* ..... (nigdy nie czyta) books.  
[henri ... buks]
- My little brother ..... *hardly ever cleans/tidies up* ..... (prawie nigdy nie sprząta) his bedroom.  
[maj lytl brader ... his bedrum]
- Sorry, but I ..... *rarely/seldom drink* ..... (rzadko piję) coffee.  
[sori, bat aj ... kofi]

2.  Postłuchaj nagrań i wybierz poprawny przystówek.

## Listen to the recordings and choose the correct adverbs.

[lysın tu de rikordings end czus de korekt adverbs]

- My friends are *always* / *never* on time.  
[maj frends ar oltejs/newer on tajm]
- Tom *often* / *rarely* visits his grandma.  
[tom ofyn/rerli wzyzys his grenma]
- We *always* / *never* get homework.  
[ti oltejs/newer get hotmterk]
- My dad *sometimes* / *usually* doesn't get angry.  
[maj ded samtajms/južueli daznt get engri]



1. Wybierz właściwą opcję.  
 Choose the correct option.

[czus de korekt opszyn]

1. We meet *every day* .....

[ti mit]

a) often [ofyn]

b) every day [ewri dej]

2. It *is usually* ..... very foggy in the morning.

[it ... weri fogi in de mornin]

a) is usually [is jużueli]

b) usually is [jużueli is]

3. Do you *always get* ..... up at 6?

[du ju ... ap et siks?]

a) get always [get oltejs]

b) always get [oltejs get]

4. My dad hardly ever *goes* ..... to bed before midnight.

[maj ded hardli ewer ... tu bed bifer mydnajt]

a) goes [gots]

b) doesn't go [daznt got]

5. Neil *never works* ..... at weekends.

[nil ... et tikends]

a) works never [terks newer]

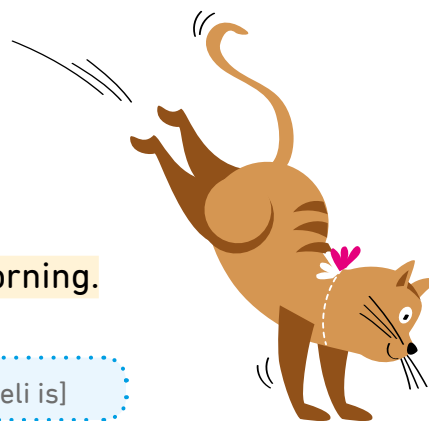
b) never works [newer terks]

6. I *am often* ..... late for school.

[aj ... lejt for skul]

a) am often [em ofyn]

b) often am [ofyn em]



## 1. Dopasuj imiona do odpowiednich osób.

## Match the names to the correct children.

[mecz de nejms tu de korekt czyldren]



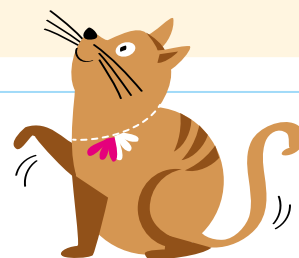
It's my little brother's birthday today. His name's Eric. He's sitting with his friends at the table and playing with his brand-new plasticine. His best friends – Katy and Pola – are painting a picture. Katy is wearing a pink T-shirt. Pola's T-shirt is red. Greg is Katy's twin brother. He's riding a toy bike. Michelle loves books and she's sitting on the floor and reading an interesting book.

[its maj lytl braders berfdej tudej. his nejms eryk. his sitin tyf his frends et de tejbl end plejin tyf his brend nju plastysyn. his best frends – kejt i end pola – ar pejntin e pykczet. kejt i is terin e pynk tiszert. polas tiszert is red. greg is kejtis twin brader. his rajdin e toj bajk. miszel laws buks end szis sitin on de flor end ridin en yntrestin buk]

## 2. Odpowiedz na pytania.

## Answer the questions.

[anser de ktesczyns]

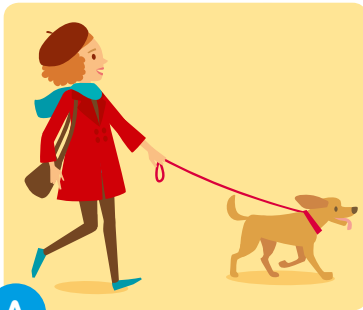


- A. Whose birthday is it? *It's Eric's birthday.*  
[hus berfdej is it?]
- B. Who is sitting at the table? *Eric, Katy and Pola are sitting at the table.*  
[hu is sitin et de tejbl?]
- C. What is Eric playing with? *Eric is playing with the plasticine.*  
[tot is eryk plejin tyf?]
- D. Where is Michelle sitting? *Michelle is sitting on the floor.*  
[ter is miszel sitin?]

1. Uzupełnij zdania odpowiednimi czasownikami. Dopasuj obrazki do odpowiednich zdań.

Complete the sentences with the correct verbs. Match the pictures to correct sentences.

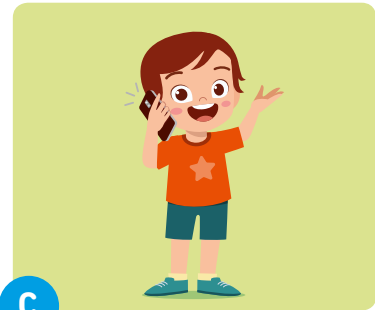
[kompliit de sentences tyf de korekt werbs. mecz de pykczers tu korekt sentences]



A



B



C



D



E



F

- Aunt Betty is ... *cooking/making* ... dinner.  
[ant beti is ... dyner]
- The kids are ... *swimming* ... in the pool.  
[de kids ar ... in de pul]
- Mrs Daniels is ... *taking* ... her dog for a walk.  
[mysys deniels is ... her dog for e tok]
- The Thompsons are ... *preparing/making/cooking* ... lunch together.  
[de tompsons ar ... lancz tuggeder]
- Simon is ... *talking* ... on the phone.  
[sajmon is ... on de foŋn]
- Oliver is ... *fishing* ...  
[oliwer is ...]



1. Popatrz na obrazek i uzupełnij tekst.  
**Look at the picture and complete the text.**

[luk et de pykczet end kompliit de tekst]



building

[byldin]

having

[hewin]

listening

[lɪsɪnɪŋ]

painting

[peɪntɪŋ]

playing

[pleɪɪŋ]

reading

[riːdɪŋ]

running

[rʌnɪŋ]

staying

[steɪɪŋ]

My cousins are *staying* with us this week. We are in the park

together. I am *playing* with the ball with Bob and Neil. And my dog is

*running* around us. My brother Jack is *painting* a picture.

He loves that very much. My mom is *reading* a book and my cousins

are *listening* carefully. My dad is also with us. He is *building* a toy

house with my little sister. It's a wonderful day and we are *having*

a great time.

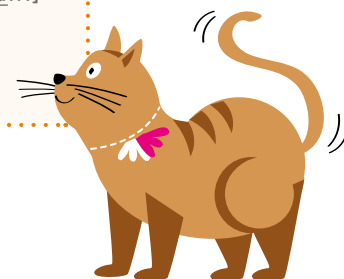
[maj kəzɪns ɑr ... tɪf əs dɪs tɪk. tɪ ɑr ɪn de pɑrk tuɡedər. əj ɛm ... tɪf de bɔl tɪf bɒb ɛnd nɪl. ɛnd maj dɒɡ ɪs ... ɛrəʊnd əs. maj brədər dʒæk ɪs ... e pykczet. hɪ lʌvs dæt wɛrɪ mətʃ. maj mɑm ɪs ... e bʊk ɛnd maj kəzɪns ɑr ... kɛrfʊli. maj ded ɪs ɔlsɔt tɪf əs. hɪ ɪs ... e tɔj hɑts tɪf maj lɪtl sɪstər. ɪts e tʌndərful deɪ ɛnd tɪ ɑr ... e greɪt tɑɪm]

1. Uzupełnij zdania odpowiednim wyrazem.

Complete the sentences with the correct word.

[kompliit de sentenses tyf de korekt terd]

taking [tejkin]	playing [plejin]	sell [sel]	make [mejkk]	believe [byliw]	doing [duin]
takes [tejks]	travelling [trawelin]	working [terkin]	gets up [gets ap]		



1. She always ..... *gets up* ..... at 7.  
[szii oltejs ... et sewen]
2. My classmates are ..... *taking* ..... a test right now.  
[maj klasmejts ar ... e test rajt nał]
3. Caroline doesn't ..... *believe* ..... in ghosts.  
[karolajn daznt ... in gotsts]
4. Do they ..... *sell* ..... organic food?  
[du dej ... organyk fud?]
5. Where are Tony and Lisa ..... *travelling* ..... this time?  
[ter ar toni end lisa ... dis tajm?]
6. I can't help you now. I'm ..... *working* ..... right now.  
[aj kent help ju nał. ajm ... rajt nał]
7. What's your brother ..... *doing* ..... ?  
[tots jor brader ...?]
8. This is the place where they ..... *make* ..... Disney films.  
[dis is de plejs ter dej ... disnej fylms]
9. Listen! Molly's ..... *playing* ..... the piano.  
[lysyn! molis ... de pjanot]
10. Karl is into photography and he ..... *takes* ..... pictures of everything.  
[karl is yntu fotografi end hi ... pykczers of ewryfin]

## 1. Wybierz poprawną odpowiedź.

## Choose the correct answer.

[czus de korekt anser]

a. Cindy *is going* ... to the cinema this Friday.

[sindi ... tu de synema dis frajdej]

goes [gots]

**is going** [is go:in]b. Peter *cleans* ... his room on Saturdays.

[piter ... his rum on saterdejs]

**cleans** [klins]

is cleaning [is klinin]

c. Mom and dad *are watching* the news now.

[mam end ded ... de njus na]

watch [tocz]

**are watching** [ar toczin]d. The kids *are playing* ... in their room.

Can you hear them?

[de kids ... in der rum. ken ju hijer dem?]

play [plej]

**are playing** [ar plejin]e. It *rains* ... a lot in autumn.

[it ... e lot in otem]

**rains** [rejns]

is raining [is rejnin]

f. Bobby *usually goes* ... swimming two times a week.

[bobi ... stymin tu tajms e tik]

**usually goes** [ju:zueli gots]

is usually going [is ju:zueli go:in]

g. *Do* you *drink* ... coffee with milk in the morning?

[... ju ... kofi tyf mylk in de mornin?]

**Do...drink** [du ... drynk]

Are...drinking [ar ... drynkin]

h. The students *aren't listening* ... to the teacher at the moment.

[de stjudents ... tu de ticzer et de moment]

don't listen [dont lysyn]

**aren't listening** [arent lysynin]

## Przypomnij sobie!

Za pomocą czasu **Present Simple** (teraźniejszego prostego) opisujemy:

- sytuacje stałe i powtarzające się
- prawa natury
- przyzwyczajenia
- tabele czasowe (rozkłady jazdy, grafiki, plany zajęć)
- recenzje filmów, relacje sportowe

Za pomocą czasu **Present Continuous** (teraźniejszego ciągłego) opisujemy:

- czynności odbywające się w chwili mówienia
- czynności dziejące się w obrębie czasu mówienia, ale niekoniecznie w tej samej chwili, gdy o nich mówimy
- czynności zaplanowane na najbliższą przyszłość
- czynności, które nas denerwują



1. Wpisz czasowniki w odpowiedniej formie.

Write the verbs in the correct form.

[rajt de werbs in de korekt form]



1. What time *does* the film *start* (start)?  
[tot tajm ... de fylm ... (start)?]
2. *Are* you *going* (go) to school today?  
[... ju ... (got) tu skul tudej?]
3. My mom usually *drives* (drive) to work, but today she *is taking* (take) the bus.  
[maj mam jużueli ... (drajw) tu terk, bat tudej szy ... (tejk) de bas]
4. *Do* you always *stay* (stay) at this hotel?  
[... ju oltejs ... (stej) et dis hottel?]
5. Why *are* you *driving* (drive) so fast? Slow down!  
[taj ... ju ... (drajw) soł fast? sloł datn!]
6. I always *share* (share) a video enjoying Christmas moments with my family.  
[aj oltejs ... (szer) e widioł yndżojin krysmes moments tyf maj femyli]
7. Look outside! It *is snowing* (snow).  
[luk attsajd! it ... (snot)]
8. My dad *loves* (love) working in the garden. Actually, he *is doing* (do) some gardening right now.  
[maj ded ... (law) terkin in de garden. akczuoli, hi ... (du) sam gardenin rajt nat]
9. *Does* your teacher *give* (give) you a lot of homework?  
[... jor ticzer ... (giw) ju e lot of hotmterk?]
10. Kate *is waiting* (wait) for you in front of the cinema. You should hurry up!  
[kejt ... (tejt) for ju in front of de synema. ju szud hari ap!]
11. I *don't eat* (not/eat) too much chocolate. It *is* (be) bad for you.  
[aj ... (not/it) tu macz czoklyt. it ... (bi) bed for ju]

1. Uzupełnij zdania podanym czasownikiem w odpowiedniej formie.

**Complete the sentences with the verbs in the correct form.**

[kompliit de sentences tyf de werbs in de korekt form]

TEACH [ticz]

Mr Davis usually *teaches* us geography, but this year he *is teaching* history.

[myster dejwis jużueli ... as dżiogrefi, bat dis jer he ... hystri]

CLEAN [klin]

Mrs Robins *isn't cleaning* (not) her house even though it's Saturday.

She always *cleans* on Saturdays.

[mysis robins ... (not) her hats iwn doł its saterdej. sz oltejs ... on saterdejs]

GO [got]

Their family *goes* to another Greek island every summer, but this year they *are going* to Rhodes again.

[der femyli ... tu enader grik ajlend ewri samer, bat dis jer dej ... tu rotdz egen]



READ [rid]

At present, I *am reading* 'Ten Obcy'. I really *read* a lot of books – I like it.

[et preznt, aj ... 'ten obcy'. aj ryli ... e lot of buks – aj lajk it]

WATCH [tocz]

Stanley *watches* the news every day but not today.

Today he *isn't watching* (not) TV at all.

[stanli ... de njus ewri dej bat not tudej. tudej hi ... (not) tiwi et ol]

DO [du]

We *aren't doing* (not) our homework now, but normally we *do* it after we come back from school.

[ti ... (not) ater hotmterk nat, bat normoli ti ... it after ti kam bak from skul]

## 1. Przeczytaj tekst.

Read the text. [rid de tekst]

Hello! My name's Jonathan. I live in Boston. I am 11 years old. I have two younger brothers and one older sister. My sister is eight years older than me. She studies law at Harvard University. She is a very good student. On the weekends she works at a restaurant. My brothers are only 2. My mom doesn't work, so she takes care of my younger siblings. My dad is a judge. He works in a big court. His job is stressful, but he likes it. Right now, my parents are on vacation in Miami. They are spending a few days in a big hotel. They deserve it!

[helot! maj nejms dżonatan. aj lyw in boston. aj em ilwen jers otld. aj hew tu janger braders end tan older syster. maj syster is ejt jers older den mi. szy stadis lot et harward juniwersyti. szy is e weri gud stjudent. on de tikends szy terk et e restront. maj braders ar onli tu. maj mam daznt terk, sot szy tejs ker of maj janger syblings. maj ded is e dżadz. hi terk in e big kort. his dżob is stresful, bat hi lajks it. rajt na, maj perents ar on wejkejszyn in majami. dej ar spendin e fju dejs in e big hotel. dej dizerw it!]

- A. Zaznacz, czy zdania są prawdziwe (T), czy fałszywe (F).

Are the sentences true (T) or false (F)?

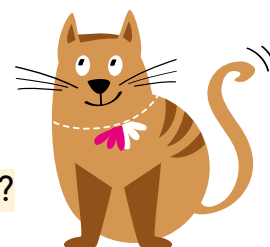
[ar de sentenses tru (T) or fols (F)?]

- Jonathan is an only child. ... **F** .....  
[dżonatan is en onli czajld]
- Jonathan's sister is younger than him. ... **F** .....  
[dżonatanans syster is janger den him]
- His mom doesn't work. ... **T** .....  
[his mam daznt terk]
- His dad isn't working right now. ... **T** .....  
[his ded isnt terkin rajt na]

- B. Odpowiedz na pytania.

Answer the questions.

[anser de ktesczns]



- How old is Jonathan's sister?  
[hał otld is dżonatanans syster?]  
**She's 19.** .....
- How many siblings does Jonathan have?  
[hał meni syblings das dżonatan hew?]  
**He has two brothers and one sister.** .....
- What does his dad do?  
[tot das his ded du?]  
**He's a judge.** .....
- Where does his sister work?  
[ter das his syster terk?]  
**She works at a restaurant.** .....
- Where are his parents now?  
[ter ar his perents na?]  
**They are in Miami.** .....

1. Uzupełnij tabelę.  
Complete the table.

[komplit de tejbł]



ADJECTIVE [adżektyw]	COMPARATIVE [komparatyw]	SUPERLATIVE [superlatyw]
big [big]	bigger	the biggest
thin	thinner [fyner]	the thinnest
long	longer	the longest [de longest]
slow	slower [słoter]	the slowest
happy [hepi]	happier	the happiest
easy	easier	the easiest [de izjest]
dirty	dirtier [dertier]	the dirtiest
beautiful [bjutiful]	more beautiful	the most beautiful
expensive	more expensive [mor ykspensyw]	the most expensive
exciting	more exciting	the most exciting [de most eksajtin]
good [gud]	better	the best
bad	worse [tors]	the worst

1. Uzupełnij zdania przymiotnikami w stopniu wyższym.  
**Complete the sentences with comparative adjectives.**

[kompli:t de sentenses tyf kompara:tyw adzektyws]

- Elephants are *bigger* than cheetahs.  
[elɪfənts ar ... den czitas]
- New York is *more popular* than Gdańsk.  
[nju jork is ... den gdańsk]
- Ines is *prettier* than Carla.  
[ines is ... den karla]
- This film isn't *more boring* than Titanic.  
[dis fylm isnt ... den tajtanyk]

popular  
[popjular]

big  
[big]

boring  
[borin]

pretty  
[pryti]

2. Uzupełnij zdania przymiotnikami w stopniu najwyższym.  
**Complete the sentences with superlative adjectives.**

[kompli:t de sentenses tyf superlatyw adzektyws]

delicious tall beautiful young good dry  
[delyszəs] [tol] [bjutiful] [jan] [gud] [draj]

- She is *the most beautiful* girl I know.  
[szy is ... gerl aj not]
- Is the Burj Khalifa *the tallest* building in the world?  
[is de burdż kalifa ... byldin in de torld?]
- This is *the best* day of my life.  
[dis is ... dej of maj lajf]
- What is *the driest* place in Africa?  
[tot is ... plejs in afrika?]
- My cousin James isn't *the youngest* in my family anymore.  
[maj kazyń dzejms isnt ... in maj femyli enymor]
- Which restaurant has *the most delicious* food?  
[ticz restront hes ... fud?]



1. Wybierz poprawną formę przymiotnika.  
Choose the correct form of the adjective.

[czus de korekt form of di adżektyw]

1. This is **uglier** / **the ugliest** animal I have ever seen.

[dis is aɡlier/de aɡliest enymal aj hew ewer sin]

2. I am as **tall** / **taller** as Nicole.

[aj em es tol/toler es nikol]

3. Mercedes is **faster** / **the fastest** than Fiat.

[mersejdis is faster/de fastest den fiat]

4. Cats are as **nice** / **nicer** as dogs.

[kets ar es najs/najser es dogs]

5. My granny is **old** / **older** than my grandpa.

[maj greni is otld/older den maj grenpa]

6. Who is **better** / **the best** student in your class?

[hu is beter/de best stjuđent in jor klas?]

7. Wow! You are **tall** / **taller** than my dad!

[tat! ju ar tol/toler den maj ded!]

8. This comedy is not as **funny** / **funnier** as I thought.

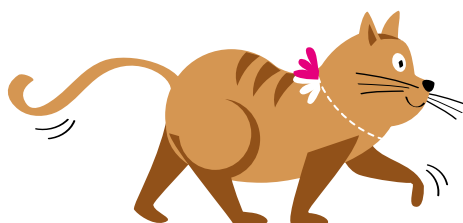
[dis komedi is not es fani/fanier es aj fot]

9. Harvard is a **better** / **the best** university than Oxford.

[harward is e beter/de best juniwersyti den oksford]

10. Poland isn't as **cold** / **colder** as Alaska.

[polend isnt es kold/kolder es alaska]



1. Uzupełnij zdania na podstawie informacji z tabeli.

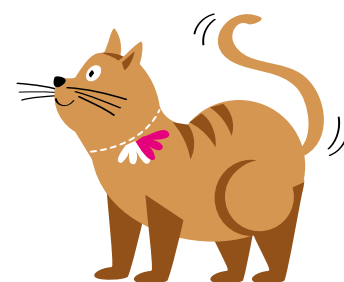
Complete the sentences on the basis of the table.

[kompliit de sentences on de bejsys of de tejbł]

	HAMBURGER [hemberger]	CHEESEBURGER [czisberger]	SPICY BURGER [spajs'i berger]	VEGEBURGER [wedźiberger]
	★	★★	★★★	★★★
	★	★	★★★	★★
	★	★★	★★★	★

expensive [ykspensyw]    cheap [czip]    hot [hot]    spicy [spajs'i]    good [gud]    bad [bed]

- Hamburger is *the cheapest*.   
[hemberger is]
- Spicy burger is as *expensive as* vegeburger.   
[spajs'i berger is es ... wedźiberger]
- Spicy burger is *the best*.   
[spajs'i berger is]
- Vegeburger is *better* than cheeseburger.   
[wedźiberger is ... den czisberger]
- Hamburger *isn't as spicy/hot* as spicy burger.   
[hemberger ... es spajs'i berger]
- Cheeseburger isn't *more expensive* than spicy burger.   
[czisberger isnt ... den spajs'i berger]
- Spicy burger is *the hottest/spiciest*.   
[spajs'i berger is]



1. Popatrz na zasady. Wstaw 'must' lub 'mustn't'.

Look at the rules. Complete them with 'must' or 'mustn't'.

[luk et de ruls. komplit dem tyf mast or masnt]

### 5b – classroom rules:

[fajf bi – klasrum ruls]

- We *must* arrive on time.  
[ti ... erajw on tajm]
- We *must* be prepared for the lessons.  
[ti ... bi pryperd for de lesns]
- We *mustn't* cheat or copy other students' work.  
[ti ... czit or kopi ader stjudents terk]
- We *must* respect other students.  
[ti ... rispekt ader stjudents]
- We *mustn't* eat or drink in class.  
[ti ... it or drynk in klas]
- We *mustn't* be rude.  
[ti ... bi rud]
- We *must* do our best!  
[ti ... du ater best!]
- We *mustn't* give up!  
[ti ... giw ap!]



1. Uzupełnij poniższe zdania właściwym czasownikiem oraz 'must'/'mustn't'.

**Complete the sentences with the correct verbs and 'must'/'mustn't'.**

[komplit de sentenses tyf de korekt werbs end mast/masnt]



be spend cross play eat study visit wash  
[bi] [spend] [kros] [plej] [it] [stadi] [wyzyt] [tosz]

- We *mustn't cross* the street here. It's dangerous.  
[ti ... de strit hijer. its dejndżeres]
- You *must visit* a dentist if you have a toothache.  
[ju ... e dentyst if ju hew e tufejk]
- You *mustn't eat* too much fast food. It's bad for you.  
[ju ... tu macz fast fud. its bed for ju]
- You *mustn't play* with fire.  
[ju ... tyf fajer]
- We *must wash* fruit and vegetables before eating.  
[ti ... frut end wedžtbls byfor itin]
- Ricky *must study* hard to pass his exam.  
[riki ... hard tu pas his ygzem]
- Kids *mustn't spend* too much time in front of the TV.  
[kids ... tu macz tajm in front of de tiwi]
- They *mustn't be* late for their train.  
[dej ... lej for der trejn]



1. Popatrz na obrazki. Uzupełnij zdania.

Look at the pictures and complete the sentences.

[luk et de pykczers end komplit de sentenses]

**Example:** You must take your dog for a walk.

[ju mast tejk jor dog for e tok]



She *mustn't eat* too much sweets.

[szi ... tu macz slits]



You *mustn't smoke* in the hospital.

[ju ... in de hospytal]



You *mustn't park* your car here.

[ju ... jor kar hijer]



We *must help* our parents.

[ti ... ater perents]



You *mustn't take* pictures in the museum.

[ju ... pykczers in de mjuzijem]



We *must eat* fresh fruit and vegetables every day.

[ti ... fresz fruit end wedztbls ewri dej]

1. Ułóż zdania, używając 'should'/'shouldn't' i podanych zwrotów.  
**Make sentences using 'should'/'shouldn't' and the phrases given below.**

[mejksentensesjusinszud/szudntendde frejzes giwn było]

cheat in an exam

[czit in en ygzem]

clean

[klin]

go to the dentist

[got tu de dentyst]

go to a party

[got tu e parti]

walk your dog

[tok jor dog]

study hard

[stadi hard]



You *should go to the dentist*

if you have a toothache.

[ju ... if ju hew e tufejk]



You *should walk your dog*

at least 3 times a day.

[ju ... et list fri tajms e dej]



If you have the flu, you *shouldn't go to a party*

[if ju hew de flu, ju ...]



You *should study hard* to

pass your exam.

[ju ... tu pas jor ygzem]



You *shouldn't cheat in an exam*

[ju]



You *should clean* after your dog.

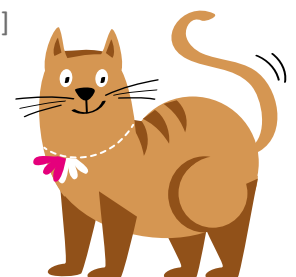
[ju ... after jor dog]

## 1. Wybierz poprawną odpowiedź.

## Choose the correct answer.

[czus de korekt anser]

1. It's really cold outside. You **should** / **shouldn't** wear a warm coat.  
[its ryli kold attsajd. ju szud/szudnt ter e torm kott]
2. The students **should** / **shouldn't** use their phones during the test.  
[de stjudents szud/szudnt jus der fotns djurin de test]
3. I think we **should** / **shouldn't** hurry up. The bus leaves in 5 minutes.  
[aj fynk ti szud/szudnt hari ap. de bas liws in fajf mynyts]
4. You **should** / **shouldn't** add so much pepper. They don't like spicy food.  
[ju szud/szudnt ed sot macz peper. dej don't lajk spajs'i fud]
5. We **should** / **shouldn't** be quiet. My little sister is sleeping.  
[ti szud/szudnt bi ktajet. maj lytl syster is slipin]
6. She looks really tired. She **should** / **shouldn't** take some rest.  
[szu luks ryli tajerd. szu szud/szudnt tejk sam rest]
7. You **should** / **shouldn't** feed animals in the park.  
[ju szud/szudnt fid enymals in de park]
8. The road is icy. You **should** / **shouldn't** drive so fast.  
[de rotd is ajs'i. ju szud/szudnt drajw sot fast]
9. Look at your room! You **should** / **shouldn't** clean it.  
[luk et jor rum! ju szud/szudnt klin it]
10. If you don't understand this exercise, you **should** / **shouldn't** ask your teacher to help you.  
[if ju dont anderstend dis eksersajz, ju szud/szudnt ask jor ticzer tu help ju]





## ZADANIE TYPU EGZAMINACYJNEGO

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

**Girl:** I think we are lost!

[aj fynk ti ar lost!]

**Boy:** What should we do now?

[tot szud ti du na?]

**Girl:** We ... *should ask* ... somebody to help us find the way.

[ti ... sambadi tu help as fajnd de tej]

**Boy:** Okay. Let's do it!

[ołkej. lets du it!]



**Mom:** Good morning, darling.

You ... *should get up* ... now.

It's school time.

[gud mornin, darlin. ju ... nał. its skul tajm]

**Girl:** I know. Just give me a minute.

[aj nał. džast giw mi e mynyt]

Tony, you should stay in bed.

You ... *shouldn't go* ... to school this week.

[toni, ju szud stej in bed. ju ... tu skul dis tik]



## 1. Uzupełnij tabelkę.

## Complete the table.

[kompli:t de tejbł]

I <b>was</b> ... [aj]	Ja <b>byłam/byłem</b> ...	We <b>were</b> ... [ti]	My <b>byliśmy/byłyśmy</b> ...
You <b>were</b> ... [ju ter]	Ty <b>byłaś/byłeś</b> ...	You <b>were</b> ... [ju ter]	<b>Wy</b> ... byliście/byłyście
He <b>was</b> ... [hi]	On <b>był</b> ...	They <b>were</b> ... [dej]	Oni/One <b>byli/były</b> ...
She <b>was</b> ... [szɪ]	Ona <b>była</b> ...		
It <b>was</b> ... [it tɒs]	Ono <b>było</b> ...		

## 2. Wybierz poprawny wyraz.

## Choose the correct word.

[czus de korekt terd]

- Was** / **Were** it cold in the morning?  
[tɒs/ter it kɒld in de mɔːnɪŋ?]
- The kids **was** / **were** in the museum.  
[de kɪdz tɒs/ter in de mjuzɪjəm]
- My dog **wasn't** / **weren't** in the garden.  
[maj dog tɒsnt/terent in de ɡɑːdn]
- There **was** / **were** no butter in the supermarket.  
[der tɒs/ter nɒt bʌtə in de sʊpərmɑːkɪt]
- There **wasn't** / **weren't** any people in the park.  
[der tɒsnt/terent ɛni piːpl in de pɑːk]
- Was** / **Were** you born in 2007?  
[tɒs/ter ju bɔːn in tu tɪtʌnznd sevn?]
- What **was** / **were** your favourite dish when you **was** / **were** five?  
[tɒt tɒs/ter jɔː feɪvərɪt dɪʃ wɛn ju tɒs/ter faɪv?]



## PRZECZENIA

was + not = wasn't [tɒsnt]

were + not = weren't [terent]

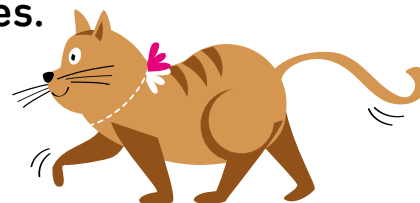
1. Uzupełnij zdania odpowiednią formą czasownika 'to be' w czasie przeszłym.  
**Complete the sentences with the correct form of 'to be' (affirmative or negative).**

[komplit de sentences tyf de korekt form of 'tu bi' (efermetyw or negetyw)]

- I *wasn't* ..... at school last week. I ..... *was* ..... sick and had to stay at home.  
[aj ... et skul last tik. aj ... syk end hed tu stej et hołm]
- Where ..... *were* ..... you born? I ..... *was* ..... born in Warsaw.  
[ter ... ju born? aj ... born in tořsoł]
- That concert ..... *was* ..... great! I had so much fun.  
[dat konsert ... grejt! aj hed soł macz fan]
- My best friends ..... *weren't* ..... in the cinema with me. They ..... *were* ..... both in the theatre.  
[maj best frends ... in de synema tyf mi. dej ... bołf in de fjeter]

2. Ułóż wyrazy w odpowiedniej kolejności, żeby utworzyć zdania.  
**Put the words in the correct order to make sentences.**

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



- A. yesterday/girl/the/wasn't/here  
[jesterdej/girl/de/tořnt/hijer]

*The girl wasn't here yesterday.*

- B. she/when/born/was/?  
[szi/ten/born/toř/?]

*When was she born?*

- C. was/weather/the/good/very/weekend/last  
[toř/teđer/de/gud/weri/tikend/last]

*The weather was very good last weekend.*

- D. was/a/painter/famous/Leonardo da Vinci  
[toř/e/pejnter/fejmys/leonardo da winczi]

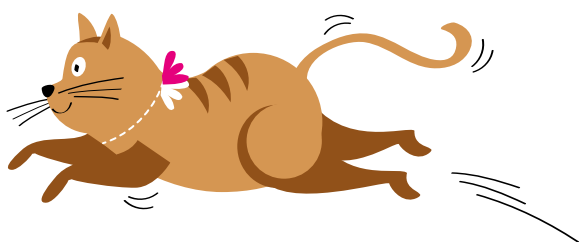
*Leonardo da Vinci was a famous painter.*

## 1. Połącz pytania i odpowiedzi.

## Match the questions with the answers.

[meczh de kłesczyns tyf di ansers]

1. Was it cold yesterday? [tos it kold jesterdej?]	a) No, she wasn't. [noł, szy tosnt]
2. Were you tired after the match? [ter ju tajerd after de mecz?]	b) Because he failed his test. [bykos hi fejld his test]
3. Was your mom at home in the evening? [tos jor mam et hołm in de iwnin?]	c) Yes, we were. [jes, ti ter]
4. Where were you born? [ter ter ju born?]	d) Last week. [last tik]
5. Why was he sad? [taj tos hi sad?]	e) Yes, they were. [jes, dej ter]
6. Were you and Max at the theatre? [ter ju end maks et de fjeter?]	f) In London. [in london]
7. When were they ill? [ten ter dej il?]	g) No, I wasn't. [noł, aj tosnt]
8. Were they angry? [ter dej engri?]	h) No, it wasn't. [noł, it tosnt]



1. Wstaw czasowniki w czasie przeszłym w odpowiednie kolumny.  
 Put the verbs in past forms into the correct columns.

[put de werbs in past forms yntu de korekt kalemns]

play	cry	stop	plan	carry	stay	travel	walk	study	listen
[plej]	[kraj]	[stap]	[plen]	[keri]	[stej]	[trawel]	[tok]	[stadi]	[lysyn]
rob	hurry	enjoy	try	marry	kidnap	work	watch	copy	
[rob]	[hari]	[lyndzój]	[traj]	[meri]	[kidnap]	[terk]	[tocz]	[kopi]	

-ed	-ied	Podwójna spółgłoska + ed
played [plejd]	cried [krajd]	stopped [stapd]
stayed	carried	planned
walked	studied	travelled
listened	hurried	robbed
enjoyed	tried	kidnapped
worked	married	
watched	copied	

2. Uzupełnij poniższe zdania odpowiednim czasownikiem z poprzedniego ćwiczenia w formie przeszłej.

Complete the sentences with the correct past forms of the verbs from the previous exercise.

[kompliit de sentenses tyf de korekt past forms of de werbs from de priwjes eksersajz]

1. The boys ..... *studied* ..... hard for the exam but they failed.  
 [de bojs ... hard for de ygzem bat dej fejd]

2. Sharon ..... *stayed* ..... in a luxurious hotel for 4 days and she  
 ..... *enjoyed* ..... it a lot.  
 [szaron ... in e lagzurjes hottel for for dejs end szy ... it e lot]

Ciąg dalszy zadania na następnej stronie



3. A thief ..... *robbed* ..... my grandma in the park.

[e fif ... maj grenma in de park]

4. It was a beautiful day so we ..... *walked* ..... home.

[it tos e bjutiful dej sot ti ... hołm]

5. My team ..... *played* ..... very well yesterday.

[maj tim ... weri tel jesterdej]

6. Her parents ..... *worked* ..... until 10 pm so she ..... *watched* ..... a lot of TV in the evening.

[her perents ... antil ten pi em sot szi ... e lot of tiwi in de iwnin]

7. Greg ..... *copied* ..... his friend's homework again and the teacher was angry.

[Greg ... his frends hołmterk egen end de ticzer tos engri]



2. Utwórz przeczenia do zdań nieparzystych z poprzedniego ćwiczenia. Write negative sentences to examples 1, 3, 5 and 7 from the previous exercise.

[rajt negetyw sentenses tu ygzamples 1an, fri, fajf end sewen from de priwjes eksersajz]

– *The boys didn't study hard for the exam but they didn't fail.*

– *A thief didn't rob my grandma in the park.*

– *My team didn't play very well yesterday.*

– *Greg didn't copy his friend's homework again and the teacher wasn't angry.*

1. Ułóż wyrazy w odpowiedniej kolejności.

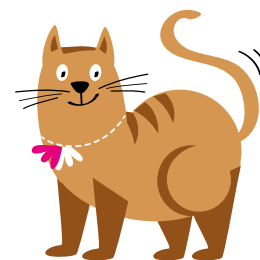
**Put the words in the right order.**

[put de terds in de rajt order]

1. cleaned/she/all the windows/last weekend

[klind/szi/ol de tyndots/last tikend]

*She cleaned all the windows last weekend.*



2. my granny/called/yesterday/I

[maj greni/kold/jesterdej/aj]

*I called my granny yesterday.*

3. she/at midnight/the book/finished reading

[szi/et midnajt/de buk/fynyszd ridin]

*She finished reading the book at midnight.*

2. Zadaj pytanie do podkreślonej części zdania.

**Write questions to the underlined parts of the sentences.**

[rajt kłesczyns tu di anderlajnd parts of de sentenses]

1. The baby boy cried because he was hungry.

[de bejbi boj krajd bykos hi tos hangri]

*Why did the baby boy cry?*

2. Ian worked in this supermarket some time ago.

[ijan terkd in dis supermarket sam tajm egot]

*Where did Ian work some time ago?*

3. It snowed heavily during Christmas.

[it snotd heweli djurin krysmes]

*How did it snow during Christmas?*

4. The team scored 3 goals last Sunday.

[de tim skord fri gotls last sandej]

*How many goals did the team score last Sunday?*

1. Co Anna zrobiła, a czego nie zrobiła w zeszłą sobotę? Ułóż zdania twierdzące i przeczące, wykorzystując podane zwroty.

**What did and didn't Anna do last Saturday? Make affirmative and negative sentences using the phrases below.**

[tot did end didnt anna du last saterdej? mejk efermetyw end negetyw sentenses jusin de frejzes belou]

Clean her room ✓

[klin her rum]

Walk the dog ✓

[tok de dog]

Finish the project ✓

[fynysz de prodjekt]

Visit her grandparents ✗

[wyzyt her grenperents]

Play video games ✗

[plej widjoł gejms]

Watch TV ✗

[tocz tiwi]

Vacuum the floors ✓

[wakjum de flors]

Study for a biology test ✓

[stadi for e bajolodzi test]

### Przypomnij sobie!

Za pomocą czasu **Past Simple** (przeszłego prostego) opisujemy:

- czynności przeszłe dokonane
- czynności, które wydarzyły się jedna po drugiej w przeszłości
- czynności krótkie, które przerwały czynność długą

Do większości czasowników w czasie Past Simple  **dodajemy końcówkę „-ed”**, ale jeśli czasownik jest nieregularny,  **należy użyć jego formy Past Simple**.



1. *She cleaned her room.* .....
2. *She walked the dog.* .....
3. *She finished the project.* .....
4. *She didn't visit her grandparents.* .....
5. *She didn't play video games.* .....
6. *She didn't watch TV.* .....
7. *She vacuumed the floors.* .....
8. *She studied for a biology test.* .....

1. Znajdź 8 czasowników nieregularnych w formie przeszłej.  
Find 8 past forms of irregular verbs.

[fajnd ejt past forms of irregjular werbs]

**OITWENTINDRANKWTWONTEATEOCTOOKRGAVEQTESOLDPREADED**

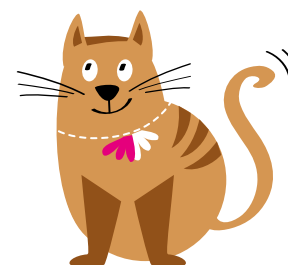
- |                       |                      |
|-----------------------|----------------------|
| 1. <i>went</i> .....  | 5. <i>took</i> ..... |
| 2. <i>drank</i> ..... | 6. <i>gave</i> ..... |
| 3. <i>won</i> .....   | 7. <i>sold</i> ..... |
| 4. <i>ate</i> .....   | 8. <i>read</i> ..... |

2. Uzupełnij zdania odpowiednimi wyrazami z ćw. 1.

Complete the sentences with the correct words from ex. 1.

[kompli de sentences tyf de korekt terds from eksersajz tan]

- We ..... *won* ..... a lot of money at the lottery.  
[ti ... e lot of mani et de loteri]
- Her grandparents ..... *went* ..... to the USA again.  
[her grenperents ... tu de juesej egen]
- Our class ..... *read* ..... 'Pinocchio' last year.  
[ater klas ... pinokio last jer]
- We were very thirsty and we ..... *drank* ..... all our water.  
[ti ter weri fersti end ti ... ol ater toter]
- She ..... *ate* ..... too much pizza. That's why she felt sick.  
[szi ... tu macz pica. dats taj szi felt syk]
- I think Mike ..... *took* ..... your umbrella by mistake.  
[aj fynk majk ... jor ambrela baj mystejk]
- He ..... *gave* ..... me a beautiful ring for my birthday.  
[hi ... mi e bjutiful ring for maj berfdej]
- Our neighbours finally ..... *sold* ..... their house last week.  
[ater nejbers fajnali ... der hats last tik]

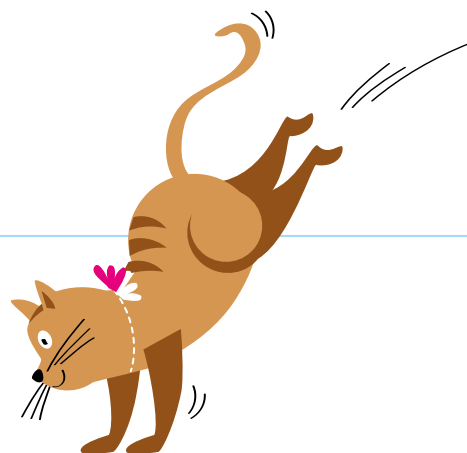


1. Uzupełnij zdania odpowiednią formą czasowników z nawiasów.

**Complete the sentences with the correct form of the verbs in brackets.**

[komplit de sentences tyf de korekt form of de werbs in brakets]

- How many lessons *did* you *have* (have) today?  
[hał meni lesns ... ju ... (hew) tudej?]
- What *did* you *choose* (choose)?  
[tot ... ju ... (czus)?]
- I *wasn't* (not/be) at school yesterday because I *felt* (feel) sick.  
[aj ... (not/bi) et skul jesterdej bykos aj ... (fil) syk]
- What *did* he *say* (say)?  
[tot ... hi ... (sej)?]
- The thief *stole* (steal) all the money.  
[de fif ... (stil) ol de mani]



2. Napisz zdania twierdzące i przeczące.

**Write positive and negative sentences.**

[rajt pozytyw end negetyw sentences]

- Hannah *have* three lessons today. (X)  
[hana/hew/fri lesns tudej]

*Hannah didn't have three lessons today.*

- Bob *find* his keys under the sofa. (V)  
[bob/fajnd/his kis ander de sofa]

*Bob found his keys under the sofa.*

- Michael *see* his grandparents last week. (X)  
[majkel/si/his grenperents last tik]

*Michael didn't see his grandparents last week.*

- I *spend* a wonderful time in Hawaii. (V)  
[aj/spend/e łanderful tajm in hałaii]

*I spent a wonderful time in Hawaii.*

1. Udziel krótkich odpowiedzi na podstawie obrazka.

**Give short answers on the basis of the picture.**

[giw szort ansers on de bejsis of de pykczer]



1. Did dad take his backpack? *Yes, he did.* .....  
[did ded tejk his bekpek?]
2. Did little Suzy take her glasses? *No, she didn't.* .....  
[did lytl sjuzi tejk her glasys?]
3. Did mom pack the passports? *Yes, she did.* .....  
[did mam pek de pasports?]
4. Did little Joe take his sweatshirt? *No, he didn't.* .....  
[did lytl dżot tejk his stetszert?]
5. Did the family forget about their suitcases? *No, they didn't.* .....  
[did de femyli forget ebatt der sjutkejses?]
6. Were they happy about the trip? *Yes, they were.* .....  
[ter dej hepi ebatt de tryp?]
7. Did Suzy and her mom take their hats? *Yes, they did.* .....  
[did sjuzi end her mam tejk der hets?]
8. Did mom remember to take her phone? *Yes, she did.* .....  
[did mam rymember tu tejk her fotn?]

1. Popatrz na obrazki i napisz, co Jerry zrobił wczoraj.  
Look at the pictures and write what Jerry did yesterday.

[luk et de pykczers end rajt tot dżeri did jesterdej]

Buy a new watch

[baj e nju tocz]

Ride a bike in the park

[rajd e bajk in de park]

Win the maths competition

[tyn de mafs kompetyszn]

Take part in a karaoke

[tejk part in e kerijotki]

Do his homework

[du his hotmterk]

Burn his favourite t-shirt

[bern his fejwrt tiszert]

Get a good mark

[get e gud mark]

Take a selfie with his friend

[tejk e selfi tyf his frend]



*Jerry rode a bike  
in the park.*



*He did his  
homework.*



*He took part  
in a karaoke.*



*He bought  
a new watch.*



*He won the Maths  
competition.*



*He burnt his  
favourite t-shirt.*



*He got a good mark.*



*He took a selfie  
with his friend.*

1. Utóż pytania na temat Jerry'ego i udziel na nie krótkich odpowiedzi.  
**Make questions about Jerry and give short answers.**

[mejk kteszczyns ebatt dżeri end giw szort ansers]

**Example:** ride his scooter? → Did he ride his scooter? – No, he didn't.

[rajd his skuter? → did hi rajd his skuter? – noł, hi didnt]



1. Win the competition?

[tyn de kompety<sup>s</sup>zn?]

*Did he win the competition? – Yes, he did.*

2. Buy a new watch?

[baj e nju tocz?]

*Did he buy a new watch? – Yes, he did.*

3. Dance at the party?

[dans et de parti?]

*Did he dance at the party? – No, he didn't.*

4. Do his homework?

[du his hotmterk?]

*Did he do his homework? – Yes, he did.*

5. Burn his T-shirt?

[bern his tiszert?]

*Did he burn his t-shirt? – Yes, he did.*

6. Get a bad mark?

[get e bed mark?]

*Did he get a bad mark? – No, he didn't.*

7. Take a selfie with his friend?

[tejk e selfi tyf his frend?]

*Did he take a selfie with his friend? – Yes, he did.*

1. Przetłumacz wyrazy podane w nawiasach na język angielski.  
**Translate the words in the brackets into English.**

[translejt de terds in de brakets yntu ynglysz]

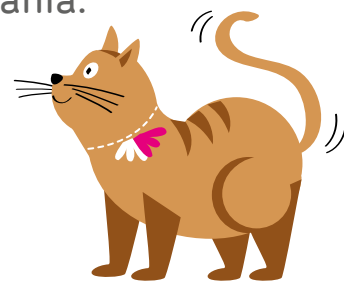
Hi Thomas! I'm sending you a few photos from my last camp. It was my best summer camp ever. We ... *spent* ... (spędziliśmy) seven wonderful days in the forest. We put up a tent next to the lake. We ... *learnt* ... (nauczyliśmy się) how to chop wood and make a fire. Every night, all of us ... *sat* ... (siadaliśmy) together, ... *told* ... (opowiadaliśmy) scary stories and ... *sang* ... (śpiewaliśmy) funny songs. During the day we ... *went* ... (poszliśmy) hiking, ... *rode* ... (jeździliśmy) our bikes and played different sports. I am really looking forward to my next holidays! I want to go there again! See you soon!

~George

[haj tomas! ajm sendin ju e fju foutos from maj last kemp. it tos maj best samer kemp ewer. ti ... sewen tanderful dejs in de forest. ti put ap e tent nekst tu de lejk. ti ... hał tu czop łud end mejk e fajer. ewri najt, ol of as ... tugeder, ... skeri storis end ... fani songs. djurin de dej ti ... hajkin, ... ater bajks end plejd dyfrent sports. aj em ryli lukin forłard tu maj next holydejs! aj tont tu got der egen! s'i ju sun! džordż]

2. Na podstawie tekstu udziel odpowiedzi na poniższe pytania.  
**Answer the questions about the text.**

[anser de kłesczyns ebatt de tekst]



1. How many days did they spend at the camp?

[hał meni dejs did dej spend et de kemp?]

*They spent 7 days at the camp.*

2. Where did they put up their tent?

[ter did dej put ap der tent?]

*They put up their tent next to the lake.*

3. What did they sing?

[tot did dej s'in?]

*They sang funny songs.*

1. Użyj podpowiedzi, aby ułożyć zdania twierdzące lub przeczące z 'be going to'.

**Use the prompts to make affirmative and negative sentences with 'be going to.'**

[Jus de prompts tu mejk efermetyw end negetyw sentenses tyf 'bi gotin tu']

1. They/not visit us/this weekend.

[dej/not wyzyt as/dis tikend]

*They aren't going to visit us this weekend.*

2. The boys/have/a sleepover.

[de bojs/hew/e slipotwer]

*The boys are going to have a sleepover.*

3. We/not have/pancakes/for dinner.

[ti/not hew/pankejks/for dyner]

*We aren't going to have pancakes for dinner.*

4. Our class/write/another test/tomorrow.

[aer klas/rajt/enader test/tumorot]

*Our class is going to write another test*

*tomorrow.*

5. I/not help/you/with this.

[aj/not help/ju/tyf dis]

*I am not going to help you with this.*

6. Look! It/snow.

[luk! it/snot]

*Look! It's going to snow.*

### Zapamiętaj!

Za pomocą konstrukcji „be going to” opisujemy:

- przewidywania oparte na tym, co widzimy, słyszymy
- plany i zamiary

*I am going to go shopping*

*on Saturday. –*

Zamierzam pójść na zakupy w sobotę. (taki mam zamiar)

*It is going to rain.*

*Look at the sky. –*

Będzie padać.

Popatrz na niebo. (widać deszczowe chmury)

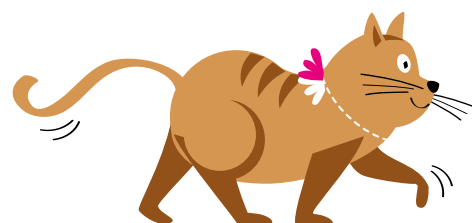


1. Spójrz na plany Helen. Ułóż poprawne zdania.  
**Look at Helen's plans. Make correct sentences.**

[luk et helens plens. mejk korekt sentences]

YES [jes]	NO [not]
<b>Hang out with friends</b> [heng att tyf frends]	<b>Go to the cinema</b> [got tu de <u>synema</u> ]
<b>Call aunt Brittany</b> [kol ant <u>briteni</u> ]	<b>Buy a new tennis racket</b> [baj e nju <u>tenys</u> <u>raket</u> ]
<b>Eat less cookies</b> [it les <u>kukis</u> ]	<b>Clean the house</b> [klin de hats]
<b>Do the shopping</b> [du de <u>szopin</u> ]	<b>Prepare dinner</b> [pryper <u>dyner</u> ]

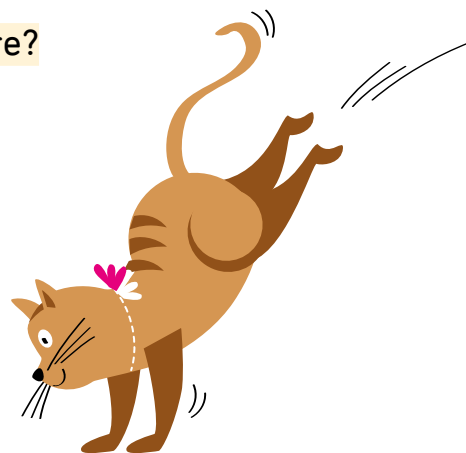
- Helen is going to *hang out with friends.*  
 [helen is goɪn tu]
- She isn't going to *go to the cinema.*  
 [ʃi isnt goɪn tu]
- She's going to call aunt Brittany.*
- She isn't going to buy a new tennis racket.*
- She's going to eat less cookies.*
- She's going to do the shopping.*
- She isn't going to clean the house.*
- She isn't going to prepare dinner.*



1. Uzupełnij zdania odpowiednią formą konstrukcji 'be going to'.  
**Complete the sentences with the correct form of 'be going to'.**

[kompliit de sentences tyf de korekt form of 'bi gotin tu']

1. I *am going to* ... ride my bike after school.  
[aj ... rajd maj bajk after skul]
2. Ricky's girlfriend *is going to* ... take him out for dinner.  
[rikis gerlfrend ... tejk him att for dyner]
3. My friend and I *are going to* ... play video games.  
[maj frend end aj ... plej widjot gejms]
4. Where *are* ... they *going to* ... have a picnic?  
[ter ... dej ... hew e pyknyk?]
5. The children *are going to* ... explore the caves.  
[de czyldren ... eksplor de kejws]
6. His parents *are going to* ... sell their car.  
[his perents ... sel der kar]
7. Look at the mess! The teacher *is going to* ... be angry.  
[luk et de mes! de ticzer ... bi engri]
8. Sue *is going to* ... write a letter to Santa tomorrow.  
[sju ... rajt e leter tu senta tumorot]
9. *Are* ... you *going to* ... throw a party?  
[... ju ... frot e parti?]
10. *Is* ... his sister *going to* ... study architecture?  
[... his syster ... stadi arkitekczer?]



1. Wpisz nazwy sportów.

Write the sports.

[rajt de sports]



cycling



skiing



snowboarding



ice-skating



hockey



tennis

## 1. Dopasuj nazwę sportu do opisu.

**Match the sports to the descriptions.**

[mecz de sports tu de dyskrypszyns]

1. It's a game you play outside. You need a racket and a small ball to play it.

[its e gejm ju plej attsajd. ju nid e raket end e smol bol tu plej it]

2. All you need is snow and a board. It's not so difficult to slide down the hill of snow while standing.

[ol ju nid is snot end e bord. its not so difikalt tu slajd datn de hyl of snot łajl stendin]

3. It's a great winter sport. You need a lot of practice to be good at it.

And don't forget about ice-skates.

[its e grejt tynter sport. ju nid e lot of prektis tu bi gud et it. end dont forget ebatt ajs skejts]

4. If you want to do this sport, you don't really have to buy new skis.

You can rent them at any ski resort.

[if ju łont tu du dis sport, ju dont ryli hew tu baj nju skis. ju ken rent dem et eni ski rizort]

5. It's very easy and relaxing. Remember that a bike is not enough.

You should wear a helmet too!

[its weri izi end rylaksin. rymember dat e bajk is not inaf. ju szud łer e helmyt tu!]

6. There are 11 players in two teams that compete on an ice rink.

[der ar ilewen plejers in tu tims dat kompit on en ajs rink]

● TENNIS [tenys] ...1.....

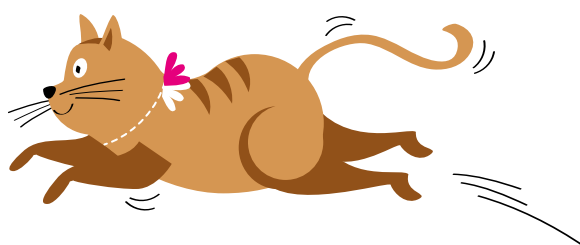
● ICE-SKATING [ajs skejtin] ...3.....

● HOCKEY [hoki] ...6.....

● CYCLING [sajklin] ...5.....

● SKIING [skiin] ...4.....

● SNOWBOARDING [snotbordin] ...2.....



1. Popatrz na obrazek. Rozszyfruj nazwy sportów.

**Look at the picture. Unscramble the names of the sports.**

[luk et de pykczer. anskrambl de nejms of de sports]

1. FBLOOTAL *football* .....

2. LFGO *golf* .....

3. MINBDAONT *badminton* .....

4. BOXNGI *boxing* .....

5. LLVOYBLLAE *volleyball* .....

6. BLTAE STINNE *table tennis* .....

7. NBOWLIG *bowling* .....

8. NNSIET *tennis* .....



9. BRUGY *rugby* .....

10. SELBABLA *baseball* .....

11. KETBALLBAS *basketball* .....

2. Uzupełnij tekst podanymi wyrazami.

**Complete the text with the given words.**

[kompliit de tekst tyf de giwn terds]

Hi! I'm very sporty. I like lots of 1) *sports* ... I am learning to play 2) *football* ... right now. I have a very good 3) *coach* ... He shows me how to play to score goals. I sometimes train with his professional 4) *team* ... on a big pitch. But I still need a lot of training to play a real 5) *match* ... My biggest dream is to take part in the World Cup one day.

[haj! ajm weri sporti. aj lajk lots of 1) ... aj em lernin tu plej 2) ... rajt nat. aj hew e weri gud 3) ... hi szots mi hał tu plej tu skor gotts. aj samtajms trejn tyf his profeszynol 4) ... on e big picz. bat aj stil nid e lot of trejnin tu plej e rial 5) ... maj biggest drim is tu tejk part in de torld kap tan dej]

team  
[tim]

match  
[mecz]

sports  
[sports]

football  
[futbol]

coach  
[kotcz]

1. Wybierz poprawną odpowiedź.

**Choose the correct answer.**

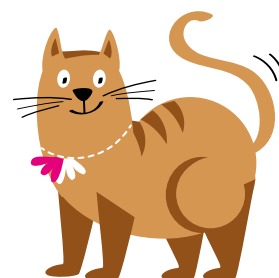
[czus de korekt anser]

1. I want to climb a mountain and I need a good .....

[aj tont tu klajm e małntyn end aj nid e gud]

a. board [bord]

b. rope [rotp]



2. Are these new ..... pads?

[ar diis nju ... pads?]

a. arm [arm]

b. knee [ni]

3. I love ..... because you don't have to run too much.

[aj law ... bykos ju dont hew tu ran tu macz]

a. basketball [baskytbol]

b. volleyball [wolibol]

4. My uncle took part in a marathon last year. He's very good at .....

[maj ankl tuk part in e marafon last jer. his weri gud et]

a. running [ranin]

b. cycling [sajklin]

5. It's dangerous to go snowboarding without a .....

[its dejndżeres tu got snotbordin tywaut e]

a. race track [rejs trak]

b. helmet [helmyt]

6. We have a lot of ....., that's why we often go kayaking.

[ti hew e lot of ..., dats taj ti ofyn go kajakin]

a. rivers [rywers]

b. mountains [małntyns]



## 1. Wybierz poprawną opcję.

## Choose the correct option.

[czus de korekt opszyn]

A. How about ..... this exercise together?

[haɪ əbʌt ... dɪs ɛksərsajz tuɡedəʔ]

do [du]

doing [duɪn]

to do [tu du]

B. Why don't we ..... a bus?

[tʰaɪ dɒnt wi ... e basʔ]

take [teɪk]

taking [teɪkɪn]

to take [tu teɪk]

C. Would you like ..... some more cake?

[tʰəd ju laɪk ... sʌm mɔː keɪkʔ]

have [heɪv]

having [heɪvɪn]

to have [tu heɪv]

D. How ..... playing basketball?

[haɪ ... pleɪɪn bʌskɪtbɔːlʔ]

don't [dɒnt]

about [əbʌt]

like [laɪk]



## 2. Uzupełnij zdania czasownikami w odpowiedniej formie.

## Complete the sentences using the verbs in the correct form.

[kɒmplɪt de sɛntənsɪs ʤusɪn de wɜːbɪz ɪn de kɒrekt form]

1. Why don't we ..... *fly* ..... (fly) to Egypt this time?

[tʰaɪ dɒnt wi (flaɪ) tu ɪdʒɪpt dɪs taɪmʔ]

2. How about ..... *ordering* ..... (order) some pizza for dinner?

[haɪ əbʌt (ɔːdər) sʌm pɪtsə fɔː dɪnərʔ]

3. Let's ..... *play* ..... (play) in the evening. It's too hot to go out now.

[lets (pleɪ) ɪn di iːvənɪŋ. ɪts tu hot tu ɡoʊ aʊt naʊ]

4. Shall we ..... *invite* ..... (invite) her to the party?

[szal wi (ɪnvaɪt) hɜː tu de pɑːtɪʔ]


5. Would you like ..... *to sit* ..... (sit) here?

[tʰəd ju laɪk (sɪt) hɪəʔ]



## ZADANIE TYPU EGZAMINACYJNEGO


 NAGRANIE

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

A. Yes, it will be easier.

[jes, it til bi izjer]

D. Sorry, I don't like scary movies.

[sori, aj dont lajk skeri muwis]

B. Why not? I really like her.

[taj not? aj ryli lajk her]

E. Good idea. She loves roses and tulips.

[gud ajdija. szy laws rożes end tjulips]

C. No, thank you. I'm full.

[not, fenk ju. ajm ful]

1	2	3	4
A	D	E	C

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

A. – *Would you like* to go to the cinema tonight?

– Sure! That's a great idea!

[...to goł tu de synema tunajt?

szur! dats e grejt ajdija!]

B. – How about going swimming this afternoon?

– Sorry, *I can't*. I have a lot of homework.

[hał ebatt gołin stymin dis afternun?

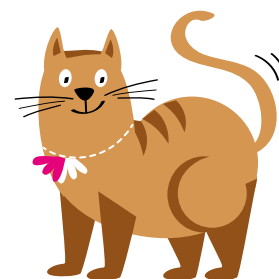
sori, ... aj hew e lot of hołmłerk]

C. – It's mom's birthday tomorrow. What present can we give her?

– *Why don't* we buy her a watch?

[its mams berfdej tumoroł. tot preznt ken ti giw her?

... ti baj her e tocz?]



# SPIIS TREŚCI

- Family (Rodzina) **str. 1–4**
- Ordinal numbers (Liczebniki porządkowe) **str. 5–6**
- Months, days, seasons (Miesiące, dni, pory roku) **str. 7–8**
- Appearance & personality (Wygląd zewnętrzny i osobowość) **str. 9–10**
- Food (Artykuły spożywcze) **str. 11–14**
- A/an/much/many/some/any **str. 15–16**
- Shops (Sklepy) **str. 17–19**
- House & furniture (Dom i meble) **str. 20–23**
- Present Simple **str. 24–28**
- Jobs (Zawody) **str. 29–35**
- Adverbs of frequency (Przysłówki częstotliwości) **str. 36–39**
- Present Continuous **str. 40–42**
- Present Simple vs Present Continuous **str. 43–47**
- Comparatives and Superlatives (Stopniowanie przymiotników) **str. 48–51**
- Must/mustn't **str. 52–54**
- Should/shouldn't **str. 55–57**
- Past Simple – to be **str. 58–60**
- Past Simple – czasowniki regularne **str. 61–64**
- Past Simple – czasowniki nieregularne **str. 65–70**
- To be going to **str. 71–73**
- Sports (Sporty) **str. 74–77**
- Wyrażanie propozycji **str. 78–79**

Słowniczek i tabelę czasowników  
znajdziesz pod kodem QR  
[karty.greg.pl/angielski5,2c](http://karty.greg.pl/angielski5,2c)

