Podręcznik dla szkoły podstawowej

Steps in English

2

Workbook

with Student's CD

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OXFORD

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Welcome

Everyday English

1 1 **Uzupełnij dialogi zwrotami z ramki. Posłuchaj nagrania i sprawdź swoje odpowiedzi.**

Let's find out	I've got an idea
Neither have I	~~I'm not sure~~

be

2 **Popatrz na obrazki. Uzupełnij zdania właściwą formą czasownika *be* i podanym przymiotnikiem.**

1 He 's tall _____.
(tall / short)

2 They _____.
(quiet / noisy)

3 She _____.
(old / young)

4 You _____.
(fast / slow)

5 It _____.
(clean / dirty)

6 We _____.
(English / Polish)

3 **Napisz poniższe zdania w formie przeczącej.**

1 I'm late.
I'm not late. _____
2 She's English.
_____
3 You're funny.
_____
4 They're my parents.
_____
5 My brother is in the garden.
_____

4 **Uzupełnij pytania właściwą formą czasownika *be*. Następnie napisz odpowiedzi.**

1 Where is your English teacher?
2 What _____ the time?
3 _____ you with your friends?
4 Who _____ your favourite film star?
5 _____ your friends Polish?
6 Where _____ you?

Words, words, words

1 **Popatrz na obrazek. Napisz nazwy miejsc i pomieszczeń.**

1 attic _____ 7 _____
2 _____ 8 _____
3 _____ 9 _____
4 _____ 10 _____
5 _____ 11 _____
6 _____ 12 _____

2 **Popatrz na powyższy obrazek. Uzupełnij podane zdania wyrazami z ramki.**

on ~~in~~ under behind in front of next to

1 The car is ___in___ the ___garage___.
2 The cats are _____ the _____.
3 The dog is _____ the _____.
4 The bikes are _____ the _____.
5 The toilet is _____ the _____.
6 The sofa is _____ the _____.

3 **Ułóż zdania z podanych wyrazów. Następnie popatrz na obrazek w ćw. 1. Czy poniższe zdania są zgodne z prawdą (✔), czy – nie (✘)?**

1 a / there's / in / the kitchen / cooker
There's a cooker in the kitchen. ✔
2 table / the dining room / there's / a / in
_____ ___
3 in / two / dogs / there are / the bedroom
_____ ___
4 sofa / the living room / there's / in / a
_____ ___
5 two / in / there are / bikes / the garage
_____ ___
6 a / the garden / tree / there's / in
_____ ___

4 **Popatrz na obrazek w ćw. 1. Odpowiedz na pytania.**

1 What colour is the dog?
The dog is white.
2 Where are the cats?
_____
3 Where are the bikes?
_____
4 Are the roller skates in the basement?
_____
5 Is the TV in the bedroom?
_____
6 Where are the mice?
_____
7 How many books are there on the bookcase?
_____
8 How many chairs are there in the dining room?
_____

5 **Uzupełnij nazwy kolorów.**

1 r_e_d
2 b___e
3 y____w
4 g___n
5 g___y
6 p____e
7 o____e
8 p___k
9 b___k
10 w___e

6 **Popatrz na obrazki. Rozwiąż krzyżówkę i odczytaj hasło.**

The word is: ___ - ___ ___ ___ ___ ___

7 **Popatrz na towary i ceny w ćw. 6. Napisz pytania i odpowiedzi.**

1 How much is the hat?
_____

2 _____ the pencil case?
_____

3 _____ the kite?
_____

4 _____ the ruler?
_____

5 _____ the computer?
_____

6 _____ the jacket?
_____

8 **Uzupełnij kartę identyfikacyjną. Odpowiedz na pytania.**

Steps Identity Card
Very Important Person!

Answer the questions about you.

1 What's your first name?
My first name is _____

2 What's your surname?
_____

3 What's your address?
_____

4 What's your nationality?
_____

5 How old are you?
_____

6 What's the colour of your eyes?
_____

7 How many people are there in your family?
_____

8 What's the name of your school?
_____

9 What's the name of your English teacher?
_____

10 Who's your best friend?
_____

Welcome

have got

1 **Dopasuj zwierzaki do ich właścicieli. Napisz zdania.**

1 Joe has got a horse.
2 _____
3 _____
4 _____
5 _____
6 _____

2 **Napisz pięć zgodnych z prawdą zdań na temat przedmiotów wymienionych w ramce. Użyj *'ve got* i *haven't got*.**

~~a bike~~	a dog	a big bedroom	a tiger
black trainers	a mobile phone		

1 I haven't got a bike.
2 _____
3 _____
4 _____
5 _____
6 _____

3 **Popatrz na obrazki. Uzupełnij pytania z *has got*. Następnie napisz krótkie odpowiedzi.**

1 Has a spider
got six legs ?
No, _____.

2 _____ an ostrich
_____ a long _____?
_____.

3 _____ a crocodile
_____ a long _____?
_____.

4 _____ a penguin
_____ red _____?
_____.

5 _____ a parrot
_____ _____?
_____.

6 _____ an elephant
_____ big _____?
_____.

4 **Uzupełnij pytania formami *have got* i *has got*. Następnie napisz krótkie odpowiedzi.**

1 Has she got a brother? ✘
_____.
2 _____ they _____ a car? ✔
_____.
3 _____ we _____ any cakes? ✔
_____.
4 _____ you _____ a pen? ✘
_____, I _____.
5 _____ you _____ my coat? ✘
_____.

can

5 **Popatrz na obrazki. Napisz o tym, co przedstawione osoby potrafią i czego nie potrafią robić.**

1 They can swim.

2 She _____

3 He _____

4 He _____

5 They _____

6 She _____

6 2 **Posłuchaj nagrania i uzupełnij tabelkę. Wstaw znak ✔ jeśli dana osoba potrafi coś robić lub ✘ jeśli tego nie potrafi.**

	Effie	Jared	Kia
dance?	✔		
sing?			
play an instrument?			
swim?			
roller skate?			

7 **Z podanych wyrazów ułóż pytania. Następnie napisz odpowiedzi. Posłuchaj ponownie nagrania i sprawdź swoje odpowiedzi.**

1 Kia / dance well / can?
Can Kia dance well?
No, she can't.

2 Effie and Kia / can / sing?
_____
_____

3 play / they all / can / musical instruments?
_____
_____

4 can / play / Effie / the violin?
_____
_____

5 swim / Kia / can?
_____
_____

6 Jared / roller skate / can?
_____
_____

8 **Odpowiedz na pytania.**

1 Can you play a musical instrument?
_____

2 Can your best friend roller skate?
_____

3 Can your teacher speak English?
_____

4 Can you and your friends swim well?
_____

5 Can monkeys fly?
_____

6 Can you do this exercise?
_____

1 My friends

Words, words, words

1 **Napisz podane wyrazy pod właściwymi obrazkami.**

belt boots cap coat hoodie ~~shirt~~
shorts socks tracksuit bottoms trousers

1 shirt

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

2 **Popatrz na obrazki. Czy poniższe zdania są zgodne z tekstem (✔), czy – nie (✘)? Popraw błędne zdania.**

1 Ted has got trousers. ☒
Ted has got tracksuit bottoms.

2 Ted has got white shoes. ☐
_____

3 Karla has got black shoes. ☐
_____

4 Karla has got a short skirt. ☐
_____

5 Harry has got a hoodie. ☐
_____

6 Harry has got trousers. ☐
_____

3 3 **Posłuchaj nagrania i napisz nazwy ubrań, które słyszysz.**

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

4 **W co najbardziej lubisz się ubierać? Napisz nazwy ubrań.**

1 _____
2 _____
3 _____

Everyday English

1 4 **Uzupełnij dialogi zwrotami z ramki. Posłuchaj nagrania i sprawdź swoje odpowiedzi.**

What about Really ~~Let me see~~
It's a start What a disaster Oh dear

2 **Zakreśl właściwą formę.**

John Mum, look, a sports shop. 1 **Can you** / **Can I** buy me some new trainers? My trainers are really old!
Mum OK. Let's see.
Mum 2 **What about / Have you got** the white trainers? Do you like them?
John No, I don't! 3 **Sorry. / Great idea.** I like black trainers.
Mum OK. Let's ask the shop assistant.
Assistant Can I help you?
Mum Yes, please. 4 **Do you like / Have you got** these trainers in black?
Assistant In black? I don't know. 5 **Let me see. / Yes, I can.** Here you are.
John They're really nice.
Mum Good. 6 **Can you take / Can we take** them, please?
Assistant Certainly. That's £35, please.

3 5 **Posłuchaj nagrania i zaznacz zwroty, które słyszysz.**

1 **a** Have I got ...?
  b Have you got ...?
2 **a** Can I have ...?
  b Can we have ...?
3 **a** Can I have ...?
  b Can you have ...?
4 **a** Can you buy me ...?
  b Can we buy ...?
5 **a** Can I take ...?
  b Can you take ...?

Grammar Steps 1

Present simple

1 (*) **Zakreśl właściwą formę.**

1 I **want** / **wants** some boots this winter.
2 You **like** / **likes** my new trainers.
3 We **go** / **goes** to the leisure centre on Saturday.
4 Sam **buy** / **buys** a lot of baseball caps.
5 My brother **play** / **plays** football in the park.
6 They **listen** / **listens** to music in their bedroom.
7 My dog **have** / **has** sausages for breakfast!
8 I **wear** / **wears** jeans on Saturday.

2 (* *) **Uzupełnij tekst na blogu. Zastosuj wyrazy z ramki we właściwej formie czasu *present simple*.**

live do have got work go ~~come~~

Hi, I'm Sam! Welcome to my blog!
My family and I [1] *come* from Jamaica, but now we [2] _____ in London. It's great!
I [3] _____ lots of friends. My best friend is Jeff. He lives next door and his dad [4] _____ with my dad. Jeff and I [5] _____ to school every day on our skateboards.
I [6] _____ karate, too. Here's a photo of me in karate class.

3 (*) **Uzupełnij luki właściwymi przysłówkami.**

✓✓✓✓✓✓	always
✓✓✓✓✓	[1] _____
✓✓✓✓	often
✓✓✓	[2] _____
✓	hardly ever
✗	[3] _____

4 (* *) **Napisz zdania, stosując we właściwym miejscu przysłówki z ćw. 3.**

1 I / go to school / at eight o'clock
✓✓✓✓✓✓
I always go to school at eight o'clock.

2 We / drink milk
✗
_____

3 She / goes to the cinema
✓✓✓
_____

4 He / does his homework / on the bus
✓✓✓✓✓
_____

5 You / arrive late
✓✓✓✓
_____

6 They / play tennis
✓
_____

7 We / watch TV / in the morning
✓✓✓✓✓✓
_____

5 (* *) **Uzupełnij informacje o sobie. Wstaw właściwe przysłówki z ćw. 3.**

About me

1 I _____ play games on the computer.
2 I _____ do sport.
3 I _____ go to bed early.
4 I _____ walk to school.
5 I _____ wear jeans.
6 I _____ watch TV.

Talking about likes and dislikes

1 **Uzupełnij dialog zwrotami z ramki.**

~~it's great~~ horrible really nice love it

Jenny Look! I like that dress. I think [1] it's great.
Ellie It's not bad, but I think the shoes are [2] _____!
Jenny Really? I think they're OK.
Ellie Well, What about that skirt then?
Jenny I [3] _____. Do you?
Ellie Yes, it's great. But look at the price, £120!
Jenny I know. It's a [4] _____ price!

2 **Odpowiedz na pytania. Napisz *Jenny* lub *Ellie*.**

1 Who likes the dress? _____
2 Who likes the shoes? _____
3 Who likes the skirt? _____

3 **Uzupełnij dialog odpowiednimi zwrotami.**

Jenny I don't like those jeans.
I [1] _____ ☹ them.
Ellie Oh, they're [2] _____ 😐.
Do you like that T-shirt?
Jenny It's [3] _____ ☺.
Ellie Yes. I [4] _____ ☺ it!
But look at those red boots! They're [5] _____ ☹.
Jenny Really? I [6] _____ ☺ them.
Ellie I like the black boots.
Jenny Well, they're [7] _____ 😐.
But the red boots are fantastic!

4 6 **Jamie i Alfie mają nowe czasopismo. Posłuchaj dialogu. O czym można przeczytać w tym czasopiśmie? Zakreśl a, b lub c.**

a bikes b cars c skateboards

5 **Posłuchaj nagrania jeszcze raz. Co podoba się chłopcom, co im się nie podoba, a co jest ich zdaniem w porządku? Wstaw znak ✔ w odpowiednie rubryki w tabelce.**

	James			Alfie		
	☺	😐	☹	☺	😐	☹
blue						
black						
red						

6 **Uzupełnij informacje o sobie.**

About me

1 I love _____.
2 _____ is really nice.
3 I think _____ is horrible.
4 I don't like _____.
5 I think _____ is / are fantastic.

Grammar Steps 2

Present simple

1 (*) **Wybierz właściwą odpowiedź. Zakreśl a, b lub c.**

1 I _____ cheese.
a doesn't like (b don't like) c no like

2 We _____ homework on Wednesday.
a don't do b doesn't do c not do

3 He _____ football.
a no play b doesn't play
c don't play

4 Gina _____ trainers.
a doesn't wears b don't wear
c doesn't wear

5 They _____ Polish in the English lesson.
a doesn't speak b don't speak
c not speak

6 I _____ near here.
a not live b don't live
c doesn't live

2 (*) **Uzupełnij zdania, czasownikami z nawiasów w formie przeczącej.**

1 We *don't go* (go) to school on Saturday.
2 She _____ (watch) TV in the morning.
3 I _____ (wear) hoodies.
4 Jon _____ (read) in bed.
5 Their children _____ (play) the piano.
6 You _____ (like) my school friends.
7 My dog _____ (eat) meat!

3 (**) **Uzupełnij tekst czasownikami z nawiasów we właściwej formie.**

Hello, I'm Andy and this is my friend, Jake. We're both 12 years old. We [1] *go* (go) to the same school, but we [2] _____ (not do) all of the same subjects. Jake [3] _____ (not study) music, but I [4] _____ (sing) in the choir. Jake [5] _____ (play) rugby for the school, but I [6] _____ (not like) school sports. But we both [7] _____ (love) one thing – skateboarding! I [8] _____ (not do) it very well, but Jake is fantastic!

4 (**) **Uzupełnij pytania czasownikami z ramki we właściwej formie.**

play	like	~~wear~~	do	have got	live

1 *Does* Sally *wear* jeans?
3 – Yes, she does. She hates dresses!

2 _____ you _____ chocolate?
_____

3 _____ Sid _____ basketball?
_____

4 _____ they _____ homework every night?
_____

5 _____ she _____ in England?
_____

6 _____ we _____ maths today?
_____

5 (**) **Dopasuj krótkie odpowiedzi do pytań w ćw. 4.**

1 Yes, I do. Everybody likes it!
2 No, he doesn't, but his brother does.
3 Yes, she does. She hates dresses!
4 Yes, we have. We've got it every day.
5 No, they don't. They do it at the weekend.
6 Yes, she does. She lives in London.

6 (**) **Uzupełnij informacje o sobie. Napisz zgodne z prawdą krótkie odpowiedzi.**

About me

1 Do you go to school by bus?
_____

2 Do you wear trainers to school?
_____

3 Do you do homework every day?
_____

4 Do you sing well?
_____

5 Do you speak English well?
_____

7 A teraz posłuchaj piosenki pt.

The boy with the sunglasses

1 8 **Przeczytaj tekst i posłuchaj nagrania. Kim jest nowy sąsiad Emily?**

It's the first day of the school year. Jack and Emily usually meet at Emily's house before school. This morning, Jack sees a boy in the window of the house next to Emily's.

Jack Who are your new neighbours?
Emily I don't know. We never see them. They've got a son, but he hardly ever plays outside.

Suddenly, a big black car arrives outside the neighbours' house. Three big men run to the door.

First man Open this door NOW!

A window at the back of the house opens and a boy in sunglasses climbs out. He hides behind a tree.

Emily Why is he behind the tree?

Emily can't ask the boy. Two of the men want to ask Emily and Jack questions. One of them has got a photo.

First man Do you know this boy?
Second Man He always wears sunglasses.
Third man Where is he?

Who are these men? Why do they want the boy in sunglasses? Emily doesn't know the answers, but she doesn't like these men.

Emily I don't know.

The three men look angry, but they leave.

Emily and Jack look for the boy in sunglasses. He comes from behind the tree. He smiles.

Zed Thank you. My name is Zed.
Emily Do you know those men?
Zed No, I don't.

The boy looks frightened.

Emily (thinks) He knows those men. But who are they?

frightened – *przestraszony*
angry – *zły*
hide – *chować się*
neighbour – *sąsiad*
sunglasses – *okulary przeciwsłoneczne*

2 **Czy poniższe zdania są zgodne z tekstem (✔), czy – nie (✘)?**

1 Jack lives in the house next to Emily's. ☐
2 Zed is Emily's new neighbour. ☐
3 The men have got a book for Zed. ☐
4 Zed wears sunglasses. ☐
5 Zed climbs the tree. ☐
6 Emily doesn't help the three men. ☐

3 **Uzupełnij luki w streszczeniu.**

wears climbs hides ~~want~~ not help

1 Some men [1] ___want___ to find Zed.
Zed always [2] _____ sunglasses.
2 He [3] _____ over the wall.
He [4] _____ behind a tree in Emily's garden.
3 Emily and Jack [5] _____ the men.

Think about the story
Jak myślisz, dokąd teraz pójdą Jack i Emily?

Skills Steps 2

Reading

1 **Przeczytaj tekst. Kim są dziewczynki na zdjęciach? Napisz ich imiona.**

My name's Lindy and I've got a special friend. Her name's Zothile and she lives in South Africa. We're both twelve and we're penpals.

Zothile goes to the Mercy Christian School in Siyabuswa and my school is in Wales. My school collects money for Zothile's school. Every year, we send money to the Mercy School. Then the School buys schoolbooks and pays the teachers.

Zothile hasn't got a mum or a dad. She lives at the school all the time. She thinks school lessons are great, especially maths and music. The school hasn't got any musical instruments, but Zothile loves to sing.

We write letters every month. I like to hear about her life in the South African countryside. And she likes to hear about my life in a small, Welsh village! In the future I want to visit Zothile in South Africa.

hear about – *dowiadywać się o*
countryside – *wieś*

a _____ b _____

2 **Czy poniższe zdania są zgodne z tekstem, czy – nie? Popraw błędne zdania.**

1 Zothile is Lindy's penpal. ☑
_____

2 Lindy's school is in South Africa. ☐
_____

3 Zothile's parents live in Siyabuswa. ☐
_____

4 Zothile plays a musical instrument. ☐
_____

5 She loves maths. ☐
_____

6 Zothile and Lindy send emails once a month. ☐
_____

Listening

3 9 **Posłuchaj nagrania. Wybierz właściwą odpowiedź. Zakreśl a, b lub c.**

a Hannah b Max c Nicky

4 **Posłuchaj nagrania jeszcze raz. Uzupełnij informacje w tabelce.**

Name	Max	Nicky
Age	1 _____	2 _____
Address	3 _____	22, Newton Road
School	Stanton Park	4 _____
Teacher	5 _____	6 _____

5 **Uzupełnij zdania czasownikami z nawiasów we właściwej formie tak, aby powstały zdania zgodne z prawdą.**

1 Max likes (like) his new house.
2 Hannah _____ (live) at 17, Newton Road.
3 Max _____ (not have got) a brother.
4 Nicky _____ (go) to Stanton Park School.
5 Max _____ (know) the name of his teacher.
6 Mr Brown _____ (not be) Hannah's teacher – he's Nicky's teacher.
7 Nicky _____ (love) football.

Writing

6 **Przeczytaj tekst w ćw. 7. Ustal właściwą kolejność poszczególnych fragmentów.**

7 **Dopasuj akapity tekstu do nagłówków.**

introduction and family ☐ appearance ☐ hobbies ☐

Hugh Jackman

A He loves sport. He plays football, basketball and rugby. He can swim well, and he can ride a horse. He can also play the piano and sing.

B My favourite actor is Hugh Jackman. He's Australian, but he lives in America. He's married, and he's got two children.

C He's very tall with dark brown hair and brown eyes. He's got a nice smile. He usually wears jeans and T-shirts.

8 **Uzupełnij tabelkę informacjami dotyczącymi Hugh Jackmana.**

Name	_____
Country	_____
Family	_____
Hair / Eyes	_____
Hobbies / Abilities	_____

9 **Pomyśl o kimś sławnym. Uzupełnij tabelkę informacjami o tej osobie.**

Name	_____
Country	_____
Family	_____
Hair / Eyes	_____
Hobbies / Abilities	_____

10 **Napisz o sławnej osobie z ćw. 9. Umieść zebrane informacje w trzech akapitach. Jeśli to możliwe, dodaj więcej informacji. Skorzystaj z internetu.**

My *favourite actor*

_____ (name of person)

Paragraph 1 – introduction and family

_____

_____

_____

_____

Paragraph 2 – appearance

_____

_____

_____

_____

Paragraph 3 – hobbies / abilities

_____

_____

_____

_____

Culture Steps

Birthday parties

1 **Przeczytaj komentarze na blogu Agaty. Przyporządkuj fragmenty zdań do odpowiedniej osoby.**

1 Gerry — **a** wants to go skating and have pizza for her birthday.

2 Bella — **b** has a birthday sleepover with two or three friends.

Bella says ...
Hi, Agata! I'm 12 next week. I want to invite three friends to my birthday party. I want to have an ice-skating party! I love ice-skating. It's fun! Then I want to go to Planet Pizza for a meal. Pizza is my favourite food.

Gerry says ...
Hello, Agata! I usually have a sleepover for my birthday. I invite two or three friends. We watch a DVD. We eat crisps and sweets, and we drink cola! It's great, but we don't sleep very much!

invite – *zapraszać*

2 **Czy poniższe zdania są zgodne z tekstami w ćw. 1 (✔), czy – nie (✘)? Popraw błędne zdania.**

1 Bella is twelve. ☒
Bella is eleven.

2 Bella can ice-skate. ☐

3 Her favourite food is chicken. ☐

4 Gerry likes sleepovers. ☐

5 Gerry invites lots of friends. ☐

6 Gerry always has pizza on his birthday. ☐

7 Gerry and his friends don't sleep much. ☐

3 **Napisz do Agaty o swoich następnych urodzinach.**

What type of party do you want?
How many people do you want to invite?
What do you want to eat / drink / do?

My next birthday

_____
_____
_____
_____
_____
_____

Project

Dobierzcie się w pary. Zaprojektujcie zaproszenie na wasze wspólne przyjęcie urodzinowe.

1 **Zastanówcie się, jakie chcecie mieć przyjęcie.**

2 **Weźcie kartkę z brystolu. Ozdóbcie jej brzegi rysunkami przedstawiającymi baloniki, tort, serpentyny itp.**

3 **Na środku kartki napiszcie szczegóły dotyczące przyjęcia. Niech przykładowe zaproszenie (poniżej) posłuży wam za wzór.**

PARTY!

Please come to my _____ party!
(type of party)
It's at _____ (place)
on _____ (date)
from _____ to _____ (time)
From _____ (your name)

RSVP _____ (your telephone number)

Self-evaluation

Vocabulary

1 **Podpisz obrazki.**

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____

2 punkty za każdą poprawną odpowiedź. ____ / 20

Grammar

2 **Ułóż zdania. Postaw wyrazy z nawiasów we właściwym miejscu.**

1 My friend / walk / to school (always)
_____

2 I / eat / cheese for breakfast (sometimes)
_____

3 He / speak / English (hardly ever)
_____

4 She / watch / football on TV (never)
_____

5 We / do / homework (often)
_____

2 punkty za każdą poprawną odpowiedź. ____ / 10

3 **Uzupełnij pytania czasownikami z nawiasów we właściwej formie. Napisz krótkie odpowiedzi.**

1 _____ he _____ early? (get up)
Yes, _____.

2 _____ she _____ her parents? (help)
Yes, _____.

3 _____ it _____ a lot in Africa? (rain)
No, _____.

4 _____ they _____ rugby? (play)
No, _____.

5 _____ I _____ nice clothes? (wear)
Yes, you _____!

2 punkty za każdą poprawną odpowiedź. ____ / 10

Skills

4 **Uzupełnij dialog zwrotami z ramki.**

I think they're horrible	what about	
it's really nice	Really	I love it

Teresa Look at this. Do you like this T-shirt?
Nigel Yes, I think [1] _____.
Do you like those shoes?
Teresa No, I don't. [2] _____.
Nigel And [3] _____ that hoodie?
Teresa It's not bad.
Nigel [4] _____? I hate it.
Teresa Look! I like this belt. Do you like it?
Nigel Yes, I do. [5] _____!
Teresa You can buy it. It's only £15.

2 punkty za każdą poprawną odpowiedź. ____ / 10

Total score ____ / 50

Wpisz i zsumuj swoje punkty.

Vocabulary	____ / 20	45 – 50 Bardzo dobrze
Grammar	____ / 20	30 – 44 Dobrze
Skills	____ / 10	0 – 29 Powtórz materiał z rozdziału 1.
Total	____ / 50	

2 My school

Words, words, words

1 **Gdzie na terenie szkoły można znaleźć te przedmioty? Napisz nazwy pomieszczeń.**

1 c o m p u t e r r o o m
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

2 10 **Uzupełnij tekst nazwami z ramki. Posłuchaj nagrania i sprawdź swoje odpowiedzi.**

school hall	library	classrooms	gym
playground	canteen	computer room	

My school day

Before school starts, at nine o'clock, I play with my friends in the [1]_____. When the bell rings, we go to our [2]_____. On Monday and Friday, we go to the [3]_____ and listen to the head teacher. We've got four lessons in the morning. Lunch is at half past twelve. We go to the [4]_____ and choose our meal. On Friday we can go to the [5]_____ to choose books. In the afternoon, we sometimes go to the [6]_____ for PE or to the [7]_____ for ICT.

3 11 **Posłuchaj nagrania. Gdzie znajdują się dzieci? Napisz nazwy pomieszczeń.**

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

4 **Uzupełnij informacje o sobie. Napisz zgodnie z prawdą cztery zdania o tym, co i gdzie robisz w swojej szkole.**

About me

My school day
1 _____
2 _____
3 _____
4 _____
5 _____

Everyday English

1 12 **Uzupełnij dialogi zwrotami z ramki. Posłuchaj nagrania i sprawdź swoje odpowiedzi.**

I've got an idea Here you go Not again
Come round to my house Fair enough

2 13 **Ustal właściwą kolejność zdań tak, aby utworzyły dialog. Następnie posłuchaj nagrania i sprawdź swoje odpowiedzi.**

Joe	OK. What do we need for the picnic?	1
Ben	How much do we need?	
Carrie	We need a lot! Let's look at the list. Joe, you get the pizzas.	
Carrie	Both. Four bottles of each.	8
Joe	How many do we need?	
Carrie	Six. And Ben, you get the ham for the sandwiches.	
Joe	OK, is that it?	
Carrie	A lot!	6
Ben	What about drinks? Cola or orange juice?	
Carrie	It's all the food.	10

3 **Zakreśl właściwą formę.**

Joe OK. We've got sandwiches and pizzas. [1]**Do we need / Does we need** some fruit?
Carrie Yes, we do. Let's buy some apples.
Joe [2]**How many / How much** apples do we need?
Carrie Six, I think.
Ben I'm thirsty now. I [3]**need / do need** a drink! Where's the cola?
Joe It's in the [4]**fridge / bowl.**
Carrie Hey, don't drink the picnic cola!
Ben Oh! OK. [5]**Is there / Are there** any water?

Grammar Steps 1

a /an, some and *any*

1 (*) **Popatrz na obrazki. Napisz *a, an* lub *some* oraz odpowiedni rzeczownik.**

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

2 (**) **Uzupełnij zdania formami *a, an, some* i *any*.**

1 There's _____ computer on the table.
2 Is there _____ pencil case on your chair?
3 Are there _____ children in the classroom?
4 There are _____ pencils under your desk.
5 Are there _____ posters on the walls?
6 There are _____ books in my bag.

3 14 (**) **Posłuchaj nagrania i popraw poniższe zdania.**

1 There are twenty desks and chairs.
_____

2 There isn't a whiteboard.
_____

3 There are some pictures on the walls.
_____

4 There aren't any bookshelves.
_____

5 There are some computers.
_____

4 (**) **Ułóż pytania. Następnie napisz krótkie odpowiedzi.**

1 is / a / whiteboard? / there ✔
_____
_____

2 a / there / is / computer? ✘
_____
_____

3 there / desks? / any / are ✔
_____
_____

4 posters / there / are / any / the walls? / on ✔
_____
_____

5 the walls? / are / bookshelves / there / on / any ✘
_____
_____

5 (**) **Uzupełnij informacje o sobie. Odpowiedz na pytania dotyczące twojej sali lekcyjnej.**

About me

My *classroom*

1 Is there a whiteboard?
_____

2 Are there any bookshelves?
_____

3 Are there any computers?
_____

4 Are there any posters on the wall?
_____

5 Is there a desk for the teacher?
_____

Requests and offers

1 **Uzupełnij dialog zwrotami z ramki.**

Have you got Would you like Here you are I'd like help you

Assistant Hello. Can I [1]_____?
Sandy Yes, please. [2]_____ any pizzas?
Assistant Yes, we've got cheese and tomato or ham pizzas today.
Sandy Well, [3]_____ a cheese and tomato pizza, please.
Assistant OK. [4]_____ a drink?
Sandy Yes, please. An apple juice.
Assistant [5]_____. That's £6.50, please.

2 15 **Posłuchaj dialogu. Uzupełnij tabelkę. Znakiem ✔ zaznacz to, co wybierają Sonya i Eric.**

	Sonya	Eric
apple juice		
orange juice		
lemonade		
a cake		
a biscuit		

3 **Posłuchaj nagrania jeszcze raz. Wybierz właściwą odpowiedź. Zakreśl literę a, b lub c.**

1 What does Alec have to drink?
a Apple juice **b** Orange juice **c** Lemonade
2 What kind of cakes are there?
a Orange **b** Lemon **c** Chocolate
3 What kind of biscuits are there?
a Orange **b** Lemon **c** Chocolate
4 Who makes them?
a Alec **b** Sonya **c** Alec's mum

4 **Przeczytaj, co znajduje się w jadłospisie. Wybierz kanapkę, coś do picia i owoc. Uzupełnij dialog zgodnie z tym, co wybrałeś/wybrałaś.**

School café menu

Food
egg sandwich
cheese sandwich
ham sandwich
chicken sandwich

Drinks
cola
orange juice
apple juice
strawberry milkshake

Fruit
orange
apple
banana

Assistant Hello. Can I help you?
You [1]_____

Assistant Would you like a drink?
You [2]_____

Assistant And would you like any fruit?
You [3]_____

Assistant Here you are. That's £5.50, please.

Grammar Steps 2

Countable and uncountable nouns

1 (*) **Obok rzeczowników policzalnych napisz literę *C*, a obok niepoliczalnych – *U*.**

1	an egg	___	9	flour	___
2	chocolate	___	10	a sandwich	___
3	lemonade	___	11	ham	___
4	sausages	___	12	a book	___
5	a hamburger	___	13	milk	___
6	peas	___	14	salt	___
7	a pencil	___	15	cheese	___
8	butter	___	16	rice	___

2 (**) **Uzupełnij dialog zwrotami z ramki.**

how much	How much	How many
Is there any	Are there any	There are some

Duncan Let's make a pizza. Here's the recipe.
Claire [1]_____ flour do we need?
Duncan 500 grams.
Claire And [2]_____ cheese do we need?
Duncan 200 grams. [3]_____ cheese in the fridge?
Claire Yes, there is. [4]_____ tomatoes, too. [5]_____ tomatoes do you want?
Duncan Oh, six, please. [6]_____ olives in the cupboard?
Claire Yes, there are. Let's put some on the pizza.

3 (**) **Wybierz właściwą odpowiedź. Zakreśl a, b lub c.**

1 Would you like _____ egg sandwich now?
a a **b** an **c** any
2 Is there _____ sugar in this tea?
a some **b** a **c** any
3 I'd like _____ orange for dessert, please.
a some **b** an **c** a
4 There isn't _____ cheese in the fridge.
a a **b** some **c** any
5 Is there _____ pencil in your schoolbag?
a some **b** a **c** any

4 (**) **Uzupełnij informacje o sobie. Odpowiedz na pytania zgodnie z prawdą.**

About me

1 How much water do you drink every day?
_____
2 How many sweets do you eat every week?
_____
3 Is there any food in your schoolbag?
_____
4 Are there any English books on your desk?
_____

The boy with the sunglasses

1 17 **Przeczytaj tekst i posłuchaj nagrania. Kto chce odnaleźć Zeda w szkole?**

The children are at school at nine o'clock. It's Zed's first day. He comes out of the head teacher's office and sees his new friends in the corridor.

Zed I'm in your class, Emily!

The first lesson is maths. It's very easy for Zed.

At break-time, the three children meet in the corridor.

Jack Let's go to the canteen.
Emily We can buy a drink there.

In the canteen, Zed buys a cup of tea.

Zed I need sugar! Is there any sugar?
Emily There's some sugar on the table.

Zed puts some sugar in his tea. Then he puts some more in — and then MORE.

Emily Yuck! How much sugar do you need, Zed?

Zed I like sugar! It's delicious!

Jack How can you drink that? It looks horrible!

Suddenly a teacher comes into the canteen.

Teacher Where is he? Where's the new boy with sunglasses?

Zed is frightened.

Zed Oh no! Do you know that teacher?
Jack No. He's new here, I think.
Emily Why?
Zed Do you remember those men at your house? Well, that teacher is one of them!

Zed jumps up.

Zed Come on! Run!

head teacher – *dyrektor / dyrektorka szkoły*
delicious – *pyszny*
remember – *pamiętać*

2 **Zakreśl właściwy wyraz.**

1 Zed is in **Jack's** / **Emily's** class.
2 He's **good** / **bad** at maths.
3 At break-time the three children go to the **corridor** / **canteen**.
4 Zed **loves** / **hates** sugar.
5 A new **student** / **teacher** wants to find Zed.
6 Zed is **frightened** / **angry**.

3 **Zakreśl właściwe streszczenie tekstu.**

a A new teacher is frightened of Zed. He runs from the canteen.
b A new teacher wants to find Zed. Zed is frightened and runs from the canteen.

Think about the story

Jak myślisz, dlaczego nauczyciel szuka Zeda?

Skills Steps 2

Reading

1 **Przeczytaj tekst. Podpisz obrazki wyrazami i wyrażeniami z ramki.**

ride a unicycle juggle walk the high wire
go on a trapeze

1 _____

2 _____

3 _____

4 _____

Hello, my name's Charlotte. I'm eleven. I go to two schools. The first is a normal school. My second school is a circus school! I come here on Friday evening and all day on Saturday. There are ten children in my class. We're all from eleven to fifteen years old.

On Friday, we learn circus skills. The class starts with some games. We jump, skip, and throw and catch balls. Then we learn to juggle. I can juggle with three balls. Now I want to learn to juggle with four. And I can ride a unicycle. This is a bicycle with one wheel. I'm not very good. It isn't easy!

On Saturday, we learn trapeze skills. First, we play some balance games and do headstands and handstands. Then we walk the high wire – very carefully! Finally, we do my favourite thing of all – we go on the trapeze. I love the trapeze. I feel like a bird in the sky!

I love this school. I want to learn everything!

second – *drugi, druga*
skills – *umiejętności*
wheel – *koło*
trapeze – *trapez*
balance – *równowaga*
high wire – *wysoko zawieszona lina*

2 **Uzupełnij każde zdanie jednym wyrazem.**

1 Charlotte's second school is a _____ school.
2 Charlotte goes to this school on _____ _____ and Saturday.
3 Charlotte wants to learn circus _____.
4 She can't juggle with _____ balls.
5 She can ride a bike with one _____.
6 Charlotte's favourite thing is the _____.

Listening

3 18 **Posłuchaj rozmowy z Joshem. Co on potrafi robić?**

	Yes	Not yet
juggle with balls		
juggle with books		
juggle with eggs		
juggle with pens		
walk the high wire		
ride a unicycle		
go on the trapeze		
do a somersault on the trapeze		

4 **Wysłuchaj nagrania jeszcze raz. Odpowiedz na pytania.**

1 Can Jenny juggle?
_____
2 Can she catch?
_____
3 Does she go on the trapeze?
_____

Writing

5 **Przeczytaj tekst i odpowiedz na pytania.**

My sports centre

The leisure centre is in the centre of my town. I spend a lot of time there. It's a big modern building with a big car park.

There are two swimming pools. There's a big pool and a small one for very young children. I swim there on Saturday morning.

There are also three squash courts and there's a big gym hall for different sports. We use it for football training on Thursday after school.

Upstairs there's a gym with running machines and bikes. And there's a café. I usually have some food after swimming. I like the cheese sandwiches best!

1 How much time does David spend at the leisure centre?

_____

2 How many swimming pools are there?

_____

3 How many squash courts are there?

_____

4 Are there any running machines?

_____

5 Are there any tennis courts?

_____

6 Is there a café?

_____

6 **Przepisz zdania, zastępując podkreślone wyrazy zaimkami dopełnieniowymi lub osobowymi.**

1 There's a big gym. The gym has got running machines and bikes.

_____

2 There are five running machines. People use the running machines to get fit.

_____

3 There are two pools. Children have swimming lessons in the pools.

_____

4 I like the cheese sandwiches. The cheese sandwiches are great!

_____

5 There's a large gym hall. The gym hall is a good place for football.

_____

7 **Pomyśl o miejscu, w którym chciałbyś/chciałabyś spędzać czas. Może to być np. twój dom, twoje mieszkanie, centrum sportu i rekreacji itp. Uzupełnij tabelkę.**

Name	_____
Where?	_____
Big or small?	_____
How many rooms / places?	_____
What do you do there?	_____

8 **Korzystając z notatek z ćw. 7, napisz o miejscu, w którym chciałbyś/chciałabyś spędzać czas.**

About me

My building

_____
_____
_____
_____
_____
_____
_____

Culture Steps

School lunches

1 **Przeczytaj komentarze na blogu Agaty. Wpisz właściwe imię w poniższych zdaniach.**

1 _____ likes sausages.
2 _____ likes pierogi.

Vicky says ...
Hi, Agata! I like the food in my school! The children help to choose the menus. The school cooks make some meals. Then we eat them and say which meal is best.
I like the sausages best. Lasagna is good, too.

Simon says ...
Hello, Agata! In our school we sometimes have food from different countries like France, Germany, Spain, Greece and Italy. The meals are usually very nice. But this week is Polish week! We've got pierogi on the menu. I really like them!

2 **Wybierz właściwą odpowiedź. Zakreśl a lub b.**

1 The food in Vicky's school _____.
a isn't good b is good
2 The children choose _____.
a the menus b the cooks
3 Vicky's favourite meal is _____.
a sausages b lasagna
4 Simon is _____.
a Polish b English
5 Simon _____ food from other countries.
a likes b doesn't like
6 This week is _____.
a Italian week b Polish week

3 **Napisz do Agaty o tym, co można zjeść w twojej szkole.**

Has your school got a canteen?
Do you have lunch at school?
Do you take a packed lunch?
What food do you like for lunch?

Food at my school

_____
_____
_____
_____
_____
_____

Project

Dobierzcie się w kilkuosobowe grupy. Przygotujcie jadłospis szkolnej stołówki.

1 **Przygotujcie arkusz brystolu.**

2 **Podzielcie jadłospis na trzy części, zatytułowane: *Starter, Main course* i *Dessert*. Pod każdym nagłówkiem napiszcie odpowiednie nazwy dwóch lub trzech dań.**

Starter:	Main course:	Dessert:
_____	_____	_____
_____	_____	_____
_____	_____	_____

3 **Ozdóbcie brzegi rysunkami lub przyklejcie zdjęcia przedstawiające oferowane dania.**

Starter:
tomato soup
chicken soup

Main course:
spaghetti bolognese
bigos
hamburger and chips
cheese omelette and salad
potato pancakes

Dessert:
apple cake
cheesecake
ice cream
chocolate cake
fruit (bananas, apples)

Self-evaluation

Vocabulary

1 **Podpisz obrazki nazwami miejsc i pomieszczeń.**

1 _____ 2 _____

3 _____ 4 _____

5 _____ 6 _____

7 _____ 8 _____

9 _____ 10 _____

1 punkty za każdą poprawną odpowiedź. ____ / 10

Grammar

2 **Uzupełnij pytania wyrażeniami *How much* i *How many*.**

1 _____ eggs are in the omelette?
2 _____ water do you drink every day?
3 _____ books do you read in a year?
4 _____ teachers are there at your school?
5 _____ cheese is in that pizza?

2 punkty za każdą poprawną odpowiedź. ____ / 10

3 **Uzupełnij zdania formami *There's, There isn't, There are, There aren't* oraz *a, some* i *any*.**

1 _____ whiteboard. ✘
2 _____ clock. ✔
3 _____ computers. ✘
4 _____ books. ✔
5 _____ desk for the teacher. ✔

2 punkty za każdą poprawną odpowiedź. ____ / 10

4 **Ułóż pytania do zdań w ćw. 3. Następnie napisz krótkie odpowiedzi.**

1 _____
_____
2 _____
_____
3 _____
_____
4 _____
_____
5 _____
_____

1 punkt za każdą poprawną odpowiedź. ____ / 10

Skills

5 **Uzupełnij dialog zwrotami z ramki.**

Yes, please	I'd like a
I help you	
have you got any	Would you like a

Assistant Hello. Can [1] _____?
Boy Yes, [2] _____ sandwiches?
Assistant Yes, we've got cheese, ham, or tuna sandwiches today.
Boy Well, [3] _____ tuna sandwich.
Assistant OK. [4] _____ drink?
Boy [5] _____. An apple juice.
Assistant Here you are. That's £6.50, please.

2 punkty za każdą poprawną odpowiedź. ____ / 10

Total score ____ / 50

Wpisz i zsumuj swoje punkty.

Vocabulary	____ / 20	45 – 50 Bardzo dobrze
Grammar	____ / 20	30 – 44 Dobrze
Skills	____ / 10	0 – 29 Powtórz materiał z rozdziału 2.
Total	____ / 50	

3 Music

Words, words, words

1 Rozwiąż krzyżówkę. Odczytaj ukryte hasło.

The word is: _ _ _ _ _ _ _ _ _ _

2 Popatrz na obrazki i dopisz brakujące litery w nazwach gatunków muzycznych.

1 __ a __ __

2 __ e __ __ a e

3 __ e a __ __
__ e __ a __

4 __ o u __ __ __ __
and
__ e __ __ e __ __

3 19 Posłuchaj trzech dialogów i napisz nazw instrumentów oraz gatunków muzycznych.

	Instruments	Musical style
1	_____	_____
2	_____	_____
3	_____	_____

4 Uzupełnij informacje o sobie. Jaką muzykę lubisz najbardziej? Napisz o sobie zgodnie z prawdą.

About me

My *favourite* music

1 musical style _____
_____

2 instrument _____
_____

3 band _____
_____

4 singer _____
_____

Everyday English

1 20 **Uzupełnij dialogi zwrotami z ramki. Posłuchaj nagrania i sprawdź swoje odpowiedzi.**

See you	If you like	really nervous
your turn	No way	not laughing

2 **Uzupełnij dialog podanymi zdaniami.**

How do you feel now

I'm really nervous

You're a great singer

I feel fantastic

Don't worry

Jack OK, Clare. Are you ready? The show starts in five minutes.
Clare I'm not sure. 1 _____! This is my first talent show.
Jill 2 _____. Just relax.
Clare I'm not sure I can do this.
Jack 3 _____. You're one of the best in the school.
Jill Yes, you can do this, Clare.
Clare OK. Thanks, you two.

A few minutes later

Teacher And the next singer is Clare Williams …
Jack and Jill Go, Clare, go!!!

Later

Jill Amazing! Well done, Clare! You've got second prize!
Jack Yes, well done! 4 _____?
Clare 5 _____! Thank you. You're good friends!

Grammar Steps 1

Present continuous

1 (*) **Od podanych czasowników utwórz formę z końcówką *-ing*.**

1 wear _____
2 sit _____
3 eat _____
4 listen _____
5 chat _____
6 have _____
7 dance _____
8 make _____
9 run _____
10 sing _____
11 read _____
12 study _____

2 (*) **Ułóż zdania w czasie *present continuous*.**

1 You / wear / my jeans
_____
2 He / eat / a sandwich
_____
3 We / listen / to music
_____
4 I / chat / on the Internet
_____
5 She / dance / in the living room
_____
6 They / play / their guitars
_____

3 (**) **Uzupełnij zdania czasownikami z ramki w czasie *present continuous*.**

do	sleep	wear	eat	watch	read

1 Jane _____ her new jeans today.
2 My brother _____ a football match on the TV.
3 My friends and I _____ pizza in the kitchen.
4 I _____ my homework now.
5 The dog _____ in the garden!
6 My sisters _____ magazines in the living room.

4 (**) **Popatrz na obrazek. Co robią ludzie i zwierzęta? Napisz zdania. Użyj wyrazów z obu ramek.**

play	eat	ride	ride	have	read

newspaper	ice cream	frisbee	bike	horse	picnic

1 The dog _____
2 The little girl _____
3 The boys _____
4 The man _____
5 The girls _____
6 The woman _____

5 (**) **Uzupełnij informacje o sobie. Co teraz robią twoi przyjaciele i członkowie twojej rodziny? Napisz pięć zdań.**

About me

My friends and family

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

Making suggestions

1 21 **Uzupełnij dialog zwrotami z ramki. Posłuchaj nagrania i sprawdź swoje odpowiedzi.**

Good idea Why don't Let's No, thanks

Abbie Are you bored?
Ruby Yes, I am.
Abbie Me, too. What do you want to do?
Ruby [1]_____ we go to the park? We can take our bikes.
Abbie [2]_____. I'm a bit tired.
Ruby OK. [3]_____ watch a DVD. My sister's got two new films.
Abbie [4]_____! I'd like that.
Ruby Which one do you want to watch? You choose.

2 22 **Posłuchaj dialogu. Zaznacz znakiem ✔ zajęcie, które wybierają Sam i Andy.**

play a computer game ☐
play cards ☐
go outside ☐
play football ☐

3 **Uzupełnij dialog brakującymi wyrazami.**

Jane [1]_____ bored!
Emma Why [2]_____ _____ play tennis?
Jane I [3]_____. I haven't got my trainers.
Emma Let's [4]_____ shopping!
Jane No, [5]_____. I [6]_____ got any money.
Emma I know! [7]_____ go to the cinema! I've got some money.
Jane Yes, OK. Good [8]_____!

4 **Popatrz na obrazki. Uzupełnij dialog.**

Jake I'm [1]_____.
Andy Why [2]_____?
Jake I can't. I [3]_____.
Andy I know! [4]_____.
Jake No. I [5]_____.
Andy Let's [6]_____.
Jake Good idea!

Grammar Steps 2

Present continuous

1 (*) **Zmień zdania twierdzące w przeczące.**

1 I'm having lunch.
_____.

2 You're studying English.
_____.

3 She's watching TV.
_____.

4 They're swimming.
_____.

5 We're wearing school uniform.
_____.

6 It's eating my sandwich.
_____.

7 He's reading a book.
_____.

2 (*) **Popatrz na obrazek. Czy poniższe zdania są zgodne z prawdą (✔), czy – nie (✘)? Popraw błędne zdania.**

1 Mrs Brown is singing. ☐
_____.

2 Josh is playing the saxophone. ☐
_____.

3 Mary isn't playing the tambourine. ☐
_____.

4 Sara and Billy are playing guitars. ☐
_____.

5 Simon is playing the clarinet. ☐
_____.

6 Wendy and John are singing. ☐
_____.

3 (**) **Popatrz na obrazek. Uzupełnij zdania właściwą formą czasu *present continuous* czasowników z ramki.**

ride eat play write read talk

1 Mrs Brown _____ the piano.
2 Josh _____ his bike.
3 Mary _____ to her friend.
4 Sara and Billy _____ apples.
5 Simon _____ a magazine.
6 Wendy and John _____ email

4 (**) **Ułóż z podanych wyrazów zdania przeczące w czasie *present continuous*.**

1 You / eat / your breakfast
_____

2 He / dance
_____

3 They / make / a cake
_____

4 We / chat / on our mobiles
_____

5 I / swim
_____

6 He / write / an email
_____

5 (**) **Uzupełnij zgodnie z prawdą zdania w czasie *present continuous*.**

1 I _____ (study) English in the classroo
2 My mum _____ (cook) the dinner.
3 My grandparents _____ (play) computer games.
4 My best friend is _____ (ride a bike) the park.
5 I _____ (watch) TV.
6 I _____ (do) my homework!

23 A teraz posłuchaj piosenki pt. „Mopey Jo

The boy with the sunglasses

1 24 **Posłuchaj nagrania i przeczytaj tekst. Gdzie ukrywają się dzieci?**

The children run.

Emily Why are we running, Zed?
Zed That man isn't a teacher! Come on!
Jack We can run to one of the classrooms.
Zed No, I've got an idea. Is there a music room in the school?
Emily Yes, there is. It's this way.

The three children run to the school's music room. There are lots of musical instruments in there.

Jack hides behind the big double bass. Emily and Zed hide behind the drums.

Emily What's the matter, Zed? Why are you frightened of that new teacher?

Zed doesn't answer. He's got a question for Emily and Jack.

Zed What kind of music do you both like?
Emily I like pop and Jack likes hip hop. But that isn't important!
Zed Yes, it is! Can you play an instrument?
Jack I can play the drums.
Emily And I play the guitar. But WHY?

Zed tells them.

There's a noise from outside the room. The door opens and the teacher walks in. Zed stands up.

Teacher I've got you.

But Zed shouts 'Play!' Jack and Emily jump up. Jack has got drum sticks in his hands and Emily has got an electric guitar. The noise is very loud!

The teacher puts his hands on his ears. 'Aaargh!'

And then he starts to look very different ...

2 **Zakreśl właściwe streszczenie tekstu.**

a The children go to the music room. They play the musical instruments. The teacher starts to look very different.
b The children go to the music room. The teacher plays a musical instrument. Zed starts to look different.

3 **Uzupełnij zdania na temat obrazka właściwymi wyrazami z ramki.**

Zed Emily Jack The teacher

1 _____ is coming into the music room.
2 _____ is hiding behind the double bass.
3 _____ and _____ are looking at the door.
4 _____ and _____ are hiding behind the drums.
5 _____ is looking for the children.

Think about the story

Jak myślisz, jaką tajemnicę skrywa nauczyciel?

Skills Steps 2

Reading

1 **Przeczytaj tekst. Ile płyt nagrała grupa Girls Aloud?**

Girls Aloud

Meet Kimberley, Sarah, Nadine, Nicola and Cheryl.

Nadine is from Northern Ireland. The other girls are from England. They're good friends, and they're members of the singing group Girls Aloud.

Girls Aloud are the 2002 winners of *Popstars*, a British TV talent show. The group performs all over the world and is one of the most popular groups in Britain. They make new, exciting pop and dance music, and both boys and girls like them. All the members of Girls Aloud can sing and dance very well and they work very hard. They make lots of records – six albums since 2002. They also perform in lots of concerts and they're often on TV.

At the moment, the girls aren't singing together. They're doing different things. Cheryl is working on a TV talent show and Sarah is in a film. Nadine is making an album. Kimberley and Nicola are working in fashion.

fashion – *moda*
record – *płyta*
since – *od*
the most popular – *najpopularniejszy*

2 **Wybierz właściwą odpowiedź. Zakreśl a lub b.**

1 Girls Aloud are famous _____.
a all over the world b in Britain

2 _____ of the girls are from England.
a Five b Four

3 They like making _____ records.
a hip hop b dance

4 At the moment, two girls are working _____.
a in fashion b on an album

5 Cheryl is working on a _____.
a talent show b album

6 Girls Aloud _____ working together on a new album.
a aren't b are

Listening

3 25 **Posłuchaj wypowiedzi Shauna i Elli. Uzupełnij tabelkę. Zaznacz znakiem ✔ te zespoły, które lubią.**

	Shaun	Ella
Girls Aloud		
Black-Eyed Peas		
Killers		
Kings of Leon		

4 **Dopasuj nazwy zespołów do rodzajów muzyki.**

Girls Aloud	hip hop
Black-Eyed Peas	American rock
Kings of Leon	pop
Killers	

5 **Posłuchaj nagrania jeszcze raz. Czy poniższe zdania są zgodne z prawdą, czy – nie? Popraw błędne zdania.**

1 Ella likes a lot of pop music.
_____

2 Shaun's favourite group at the moment is Girls Aloud.
_____

3 Ella thinks that the Black-Eyed Peas are boring.
_____

4 Shaun and Ella both like hip hop music.
_____

5 Shaun doesn't like all American rock bands.
_____

6 Shaun doesn't know the Killers album *Sam's Town*.
_____

Writing

6 **Przeczytaj tekst, który napisał Shaun, i uzupełnij jego notatki w tabelce.**

Name	Kings of Leon
Nationality	
Type of music	
Number of band members	
Lead singer	
Instruments	
Best album	
Best song	

The Kings of Leon are an American rock band. They're from Nashville, Tennessee. There are four members in the band: Caleb, Nathan and Jared are brothers, and Matthew is their cousin!

Caleb is the lead singer, and he can also play guitar. Nathan plays the drums, Jared plays bass guitar and Matthew plays lead guitar. They write all of their own songs.

I think their best album is their fourth album *Only by the night*. My favourite song is *Use Somebody*.

7 **Popraw zdania. Każde zdanie zawiera jeden błąd gramatyczny.**

1 There is four members in the band. ✘
_____.

2 Caleb can also plays the mouth organ. ✘
_____.

3 At the moment, they're write their new album. ✘
_____.

4 They often gives concerts in Europe. ✘
_____.

5 They don't likes photographers. ✘
_____.

8 **Uzupełnij notatki dotyczące twojego ulubionego zespołu muzycznego.**

Name	
Nationality	
Type of music	
Number of band members	
Lead singer	
Instruments	
Best album	
Best song	

9 **Opisz swój ulubiony zespół muzyczny. Wykorzystaj notatki z ćw. 8.**

About me

My *favourite band*

_____
_____
_____
_____
_____
_____

Culture Steps

Music in schools

1 **Przeczytaj komentarze na blogu Agaty i zakreśl właściwą odpowiedź.**

1 Julian likes _____.
   a singing and dancing
   b watching musicals

2 Alice likes _____.
   a difficult instruments
   b playing jazz

Julian says ...
Hi, Agata! Our school does a musical every year. We all learn the songs and dances. I love it! Our families and friends always come to watch us. This year, the show is about the story of rock and roll. I'm playing Elvis!

Alice says ...
I play the double bass! It isn't easy, because the instrument is very big, but it's good fun. The music I like best is jazz, and I'm in a jazz band at school. Our music teacher sings in the band and plays the saxophone. He teaches us his favourite songs.

2 **Zakreśl właściwą formę.**

1 Julian's school is doing a **song / musical**.
2 Julian **is / isn't** in the show.
3 His family **always / sometimes** watches him.
4 Alice plays **a big / an easy** instrument.
5 Alice **likes / doesn't like** jazz.
6 Alice's teacher **plays / doesn't play** in the band.

3 **Napisz do Agaty o muzyce w swojej szkole.**

Is there a music club? Is there a choir? Do you do any shows? Do you play an instrument or sing?

Music at my school

_____
_____
_____
_____
_____

Project

Dobierzcie się w kilkuosobowe grupy. Przygotujcie plakat poświęcony polskiej muzyce.

1 **Poszukajcie zdjęć polskich piosenkarzy i piosenkarek, zespołów lub orkiestr.**

2 **Do wykonania plakatu będzie wam potrzebny duży arkusz papieru. U samej góry napiszcie tytuł: „Music from Poland".**

3 **Przyklejcie wybrane zdjęcia w różnych miejscach.**

4 **Napiszcie krótką informację o każdym muzyku, piosenkarzu, piosenkarce lub zespole, tak jak w poniższym przykładzie.**

Afromental

There are seven members of the group. They are: Dziamas. He plays the drums.

Self-evaluation

Vocabulary

1 **Podpisz obrazki nazwami instrumentów muzycznych.**

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

2 punkty za każdą poprawną odpowiedź. ____ / 20

Grammar

2 **Popatrz na obrazek. Uzupełnij zdania w czasie *present continuous*.**

1 Sam _____.
2 The cats _____.
3 Sally _____.
4 The dog _____.
5 Mum and Dad _____.

2 punkty za każdą poprawną odpowiedź. ____ / 10

3 **Popatrz na obrazek w ćw. 2. Uzupełnij poniższe zdania.**

1 Sam _____ to music.
2 The cats _____ fish.
3 Mum and Dad _____ cards.
4 Sally _____ on her mobile.
5 The dog _____ on the sofa.

2 punkty za każdą poprawną odpowiedź. ____ / 10

Skills

4 **Uzupełnij zdania zwrotami z ramki.**

Good idea	Why don't we	
Let's play	I'm bored	No, thanks

Sam [1] _____!
Sally What do you want to do?
Sam [2] _____ play a computer game?
Sally [3] _____. I don't like them.
Sam OK. [4] _____ chess.
Sally [5] _____! I'm good at chess.

2 punkty za każdą poprawną odpowiedź. ____ / 10

Total score ____ / 50

Wpisz i zsumuj swoje punkty.

Vocabulary	____ / 20	45 – 50 Bardzo dobrze
Grammar	____ / 20	30 – 44 Dobrze
Skills	____ / 10	0 – 29 Powtórz materiał z rozdziału 3.
Total	____ / 50	

4 Digital world

Words, words, words

1 **Dobierz wyrazy tak, aby powstały wyrażenia związane z komputerem.**

1 mouse	console
2 memory	site
3 games	mat
4 web	stick
5 key	cam
6 web	board

2 **Odszukaj w diagramie dziewięć wyrazów związanych z komputerem.**

a	m	o	u	s	e	e	l	f	k
o	l	p	r	i	n	t	e	r	d
m	o	b	u	t	t	o	n	e	f
o	s	t	u	s	c	r	w	x	o
n	e	m	s	c	r	e	e	n	l
i	s	p	e	a	k	e	r	l	d
t	a	l	f	n	w	o	r	l	e
o	p	y	h	n	c	q	u	o	r
r	p	l	w	e	b	s	i	t	e
l	e	a	r	r	a	h	e	k	r

3 **Odszukaj na obrazku przedmioty, których nazwy znajdują się w ćw. 1 i 2.**

4 26 **Posłuchaj nagrania i zapisz wyrazy, któ słyszysz.**

1 w _ _ _ _ _ _
2 f _ _ _ _ _
3 m _ _ _ _ _ s _ _ _ _
4 p _ _ _ _ _ _
5 k _ _ _ _ _ _ _
6 m _ _ _ _

5 **Do czego używasz komputera? Uzupełnij tabel**

My digital world

I *use a computer for* ...

	often	sometimes	neve
work at school			
homework			
emails			
listening to music			
watching films			
playing computer games			
surfing the Internet			
speaking on webcam			

Everyday English

1 27 **Uzupełnij dialogi zwrotami z ramki. Posłuchaj nagrania i sprawdź swoje odpowiedzi.**

Anything else That's all I'd better go
Good luck with You're still here

Later.

2 **Zakreśl właściwą formę.**

1

Assistant Hello. Can I help you?
Cassie Yes, please. I need a new bag for school. I've got £20.
Assistant OK. [1] **These bags / Those bags** here are all under £20 pounds.
Cassie OK. And [2] **how many / how much** are the bags over there?
Assistant They're £20 to £40.
Cassie OK.

2

Assistant [3] **That bag / This bag** is a good price.
Cassie How much is [4] **that / those**?
Assistant It's £17.99.
Cassie Well, I'd like it, please!
Assistant OK. Would you like anything else?
Cassie No. [5] **This is / That's all**, thanks.

Grammar Steps 1

Present continuous

1 (*) **Ułóż pytania w czasie *present continuous*.**

1 he / wearing / jeans? / is

_____

2 you / doing / are / your homework?

_____

3 making / she / a cake? / is

_____

4 is / working / on the computer? / he

_____

5 listening / they / are / to music?

_____

6 we / singing / well? / are

_____

2 (**) **Uzupełnij pytania czasownikami z nawiasów w formie *present continuous*.**

1 _____ it _____ (snow)?
2 _____ Ben _____ (play) football in the playground?
3 _____ you _____ (make) breakfast?
4 _____ Mum and Dad _____ (work) in the garden?
5 _____ Betty _____ (sing) in the shower?
6 _____ we _____ (study) English?

3 28 (**) **Posłuchaj jak Lena i Ben rozmawiają, korzystając z kamery internetowej, i odpowiedz na pytania.**

1 Is Lena phoning Ben?
No, she isn't.
She's speaking to him on a webcam.

2 Is Ben listening to music?

_____

_____

3 Is he in the kitchen?

_____

_____

4 Is Ben's little brother playing chess?

_____

_____

5 Is Lena doing her homework?

_____

_____

4 (**) **Popatrz na obrazki i napisz pytania oraz krótkie odpowiedzi w czasie *present continuous*.**

1 Tom / ski?

_____

_____

2 Josie / ride a bike?

_____

_____

3 Tom and Julie / dance?

_____

_____

4 Mum and Dad / talk?

_____

_____

5 Amy / drive a go-kart?

_____

_____

5 (**) **Odpowiedz na pytania dotyczące tego, co teraz robisz.**

1 Are you wearing jeans?

_____

2 Are you watching TV?

_____

3 Are you listening to music?

_____

4 Are you eating a sandwich?

_____

5 Are you writing in English?

_____

In a shop

1 29 **Uzupełnij dialogi zwrotami z ramki. Następnie posłuchaj nagrania i sprawdź swoje odpowiedzi.**

I'm looking for over there I'd like
help you That's

1

Assistant Hello. Can I [1]_____?
George Yes, please. [2]_____ a new mobile phone.
Assistant All the phones are [3]_____.
George Thanks. ...
[4]_____ this one, please.
Assistant OK. [5]_____ £19.99.

a black belt over here Here you are
Can I How much is

2

Assistant Hello. [1]_____ help you?
Sally Yes, please. I'm looking for [2]_____.
Assistant OK. The belts are [3]_____.
Sally Thanks. [4]_____ this one, please?
Assistant That's £10.99.
Sally [5]_____.
Assistant Ok. Here's your change.

2 **Popatrz na poniższe ceny. Napisz, co mówimy.**

1 £1.50 *One pound fifty*
2 50p _____
3 £3.99 _____
4 £5.50 _____
5 £10 _____
6 £1 _____
7 75p _____
8 £2.95 _____
9 £8.25 _____
10 £25 _____

3 **Dopasuj pieniądze na obrazkach do poniższych cen.**

1 5p ___
2 £12.50 ___
3 £5.55 ___
4 £1.20 ___
5 95p ___

4 30 **Posłuchaj dwóch rozmów odbywających się w sklepie. Uzupełnij brakujące informacje.**

	Joseph buys _____ price _____ change _____
	Tanya buys _____ price _____ change _____

Grammar Steps 2

a / an and *the*

1 (*) **Dopisz *a* lub *an*.**

1 _____ apple
2 _____ pear
3 _____ pencil
4 _____ orange juice
5 _____ MP3 player
6 _____ egg sandwich
7 _____ ham sandwich
8 _____ hour
9 _____ hamburger
10 _____ English book
11 _____ book
12 _____ ice cream
13 _____ button
14 _____ elephant

2 (**) **Uzupełnij zdania przedimkami *a, an* i *the*.**

Mum We've got tomato soup for lunch.
James Thanks, Mum!
Mum Yours is on [1]_____ kitchen table, and there's [2]_____ apple and [3]_____ drink next to it.
James Great. And can I have [4]_____ ice cream afterwards?
Mum OK. But use [5]_____ chocolate ice cream. It's open. Don't open a new box.
James And what about [6]_____ biscuit?
Mum Just eat your lunch first, James!
James But where are [7]_____ biscuits? I can't find them.
Mum I'm not telling you. You eat too many!

3 (**) **Uzupełnij zdania przedimkami *a, an* i *the*.**

1 I've got _____ bike and _____ skateboard. _____ bike is fast, but _____ skateboard is more fun!
2 Jeff wants _____ new guitar for his birthday. He plays in _____ rock band at school. They're called _____ Bash Street Boys.
3 My sister has got _____ hamster and _____ rabbit. _____ hamster is called Spike and _____ rabbit is called Bella. But she says that what she really want is _____ elephant – a small one, of course!

4 (**) **Zakreśl właściwą formę.**

Joe Hi, Dad! Are you in [1] **a / the** computer game shop yet?
Dad Yes, I am. I'm in [2] **an / the** one in [3] **a / the** shopping centre. Wow, there are lots of [4] **the / –** games here!
What's [5] **a / the** name of [6] **a / the** game you want?
Joe It's called Super Galaxy 2. [7] **A / The** box is blue.
Dad Hmm. I can't see it. There's [8] **a / the** game here called New Super Galaxy.
Joe I've got that one. I've got lots! I love [9] **the / –** computer games!
Dad I know! Well, I can't find [10] **a / the** game you want. Sorry!
Joe Never mind. Thanks!

The boy with the sunglasses

1 32 **Posłuchaj nagrania i przeczytaj tekst. Co widzi Emily przez okulary Zeda?**

The teacher looks very different now.

His face is green, and he's got red eyes and enormous, sharp teeth. His hands are still over his ears.

Jack and Emily are frightened.

Emily What's happening?
Zed Come on!

The three children run out into the corridor.

Zed Quick! Is there a computer room in the school?
Jack Yes, there is. This way!

Five minutes later, they are in the computer room. Emily logs on to a computer and Zed types on the keyboard. His hands are fast. There are lots of numbers on the screen. Jack is good at maths, but he doesn't understand these numbers.

Emily What's happening, Zed. Tell us!

Zed stops and looks up.

Zed The people at your house this morning and the new teacher are Omegans. They can look like people, but they aren't. They don't like loud music. When they hear it, you can see their real appearance.
Jack What are you saying? They aren't from this planet?
Zed No, they aren't. And . . . I'm not.

Zed takes off his sunglasses.

Zed Wear these and look out of the window.

Emily looks out of the window with the sunglasses on. She can see something in the sky. Above the town, there's a big spaceship. It's from a different galaxy.

Zed That's the Omegans' ship. You can only see it with these sunglasses. The Omegans are looking for me here.

Emily and Jack aren't happy.

Emily Why? Who ARE you?
Jack WHAT are you?

Zed takes the paper from the printer.

Zed I can tell you. But not here – come on!

sharp – *ostry*
look like – *wyglądać jak*
appearance – *wygląd*
planet – *planeta*
spaceship – *statek kosmiczny*
galaxy – *galaktyka*

2 **Czy poniższe zdania są zgodne z tekstem, czy – nie? Popraw błędne zdania.**

1 The teacher has got green eyes. ☐
_____

2 Zed takes the children to the computer room. ☐
_____

3 Zed is an Omegan. ☐
_____

4 Zed is from a different planet. ☐
_____

5 Omegans don't like loud music. ☐
_____

6 Jack wears Zed's sunglasses. ☐
_____

7 Zed's spaceship is above the town. ☐
_____

3 **Uzupełnij zdania wyrazami z ramki.**

are like sees tells gives

1 Zed _____ his friends about the Omegans.
2 The Omegans _____ from a different planet.
3 They don't _____ loud music.
4 Zed _____ Emily his sunglasses.
5 Emily _____ the Omegans' ship.

Think about the story
Jak myślisz, skąd Zed zna Omegan?

Skills Steps 2

Reading

1 **Przeczytaj tekst. Kto spędza swój cały wolny czas w cyfrowym świecie?**

Digital world

Do you spend seven or eight hours a day in a digital world? Many British and American teenagers now spend a lot of their free time on computers, phones, MP3 players and other technology. They often have a screen in front of them, or a speaker. These teenagers sometimes spend more time in the digital world than the real world. Their parents and teachers don't think that this is a good idea!

Luke Fruen, a fourteen-year-old from London, says, 'I use my mobile phone a lot. Most of my friends have got one. I text people when I'm on the school bus, and I listen to music on my MP3 player, but we can't use them at school. When I get home from school, I go to my laptop and I surf the Internet. I do my homework and chat to my friends. I use email, my webcam, and Facebook. I've got hundreds of Facebook friends. I also download music from the Internet.'

Professor Rumen from Bristol University says, 'Young people use screens a lot, it is true. But they also use them to do homework and talk to their friends. It isn't a big problem. Technology isn't always bad.'

2 **Uzupełnij zdania, wstawiając w każdą lukę jeden wyraz.**

1 Many teenagers now spend a lot of their _____ time in a digital world.
2 Luke is _____ years old.
3 He texts his friends when he's on the _____.
4 Luke _____ use his MP3 player at school.
5 He's got a _____ at home.
6 Professor Rumen thinks that technology isn't a big _____ for teenagers.

Listening

3 **Przeczytaj ogłoszenie. Co można wygrać? Co trzeba zrobić?**

WIN A NEW MOBILE PHONE!

Teenagers!
Are you aged between 11 and 14?

How long do you spend on your mobile?
We want to know!

Answer some questions and you can win a fantastic new **iPhone!**

Call freephone 0800 708090.
Hurry!

4 33 **Posłuchaj nagrania i uzupełnij tabelkę**

	Rosie	Joe	Ra
Age?		12	
Use a mobile a lot?	Yes		
How many times a day?		–	
Text or phone?			B
Photos and music?	No		

Writing

5 **Przeczytaj tekst i uzupełnij tabelkę.**

New computer and Wii games

Age: 10 +

Sea World ****

Sea World is a new computer game.

This is the story:

You're lost under the sea. You need to find your friend. You can swim with dolphins and see amazing things. But be careful of sharks because they're dangerous!

This is a very good game. It's great fun!

Sonya, age 11

Name of game	_____
Number of stars	_____
For age	_____
The story	_____ _____
You can …	_____
Be careful of …	_____
Sonya says	_____

6 **Do każdego zdania dopasuj odpowiednie uzasadnienie z ramki. Połącz każde zdanie z uzasadnieniem spójnikiem *because*.**

it's fast and comfortable he loves numbers
she's only two it's cheap they're fun

1 We love computer games.

_____

2 My little sister can't read.

_____

3 Dad thinks his new car is great.

_____

4 John is good at maths.

_____

5 I text my friends.

_____

7 **Popatrz na tabelkę i napisz recenzję gry *„Lost City of X"*. Wykorzystaj recenzję z ćw. 5 jako wzór.**

Name of game	Lost City of X
Number of stars	*****
For age	10+
The story	You / in the Amazon jungle / find / your sister
You can …	talk to monkeys / see amazing things
Be careful of …	snakes / dangerous!
Tristna, age 12:	interesting / fun

The Lost City of X

_____
_____
_____
_____
_____
_____
_____

Culture Steps

Texting

1 **Przeczytaj komentarze na blogu Agaty. Wybierz właściwą odpowiedź i zakreśl *a* lub *b*.**

1 Sadie _____ her phone a lot.
a uses b doesn't use

2 Tomasz _____ his webcam a lot.
a uses b doesn't use

Sadie says ...
Hi, Agata! I've got a mobile, but I don't use it very often. I'm very bad at texting! My mum wants me to have it. She wants me to use it for emergencies. I don't really need a phone because I see my friends at school every day and at home!

Tomasz says ...
Hello, Agata! I'm from Poland, too, but I live in Britain. I've got a webcam now and I use it to video-chat with my family in Poland. It's great because I can speak to my grandparents every week. And I can talk to my cousin, Paweł!

emergencies – *nagłe przypadki*

2 **Czy podane zdania są zgodne z tekstem, czy – nie? Popraw błędne zdania.**

1 Sadie has got a mobile phone. ☐

2 She isn't good at sending text messages. ☐

3 Her friends text her every day. ☐

4 Tomasz lives in Poland. ☐

5 His family in Poland talk to him on the webcam. ☐

6 His grandparents visit him every week. ☐

3 **Napisz do Agaty o sprzęcie elektronicznym, z którego korzystasz lub nie korzystasz.**

What technology do you use?
Why do you use it / not use it?
When do you use it?

Technology and me

_____
_____
_____
_____
_____

Project

Dobierzcie się w kilkuosobowe grupy. Narysujci wykres przedstawiający to, jaki sprzęt elektronic chcieliby mieć koledzy i koleżanki z klasy.

1 **Spytajcie kolegów i koleżanek z innych grup jaki sprzęt chcieliby mieć.**
What technology would you like to have?

2 **Zanotujcie odpowiedzi i policzcie je.**

3 **Wykorzystajcie zebrane informacje i narysuj wykres. Na poziomej osi oznaczcie poszczeg sprzęty, a na pionowej – liczbę osób.**

4 **Znajdźcie zdjęcia lub narysujcie obrazki, którymi zilustrujecie wykres.**

5 **Napiszcie kilka zdań o wynikach.**

Self-evaluation

Vocabulary

1 **Podpisz obrazki nazwami sprzętu elektronicznego.**

1 _____ 2 _____
3 _____

4 _____ 5 _____

6 _____ 7 _____

8 _____ 9 _____
10 _____

2 punkty za każdą poprawną odpowiedź. ____ / 20

Grammar

2 **Uzupełnij pytania w czasie *present continuous*. Zastosuj czasowniki z ramki. Następnie napisz krótkie odpowiedzi.**

1 _____ Amy _____ to school? (go) ✔
_____

2 _____ they _____ chess? (play) ✘
_____

3 _____ it _____ outside? (rain) ✘
_____

4 _____ you _____ TV? (watch) ✔
_____, I _____

5 _____ I _____ well? (dance) ✔
_____, you _____

2 punkty za każdą poprawną odpowiedź. ____ / 10

3 **Dopisz *a, an* lub – (jeśli nie występuje żaden przedimek).**

1 _____ hour
2 _____ egg sandwiches
3 _____ scanner
4 _____ exercise
5 _____ interesting computer game

1 punkt za każdą poprawną odpowiedź. ____ / 5

4 **Wstaw *a, an, the* lub – (jeśli nie występuje żaden przedimek).**

1 My sister has got _____ new computer game and a new DVD. She listens to _____ DVD all the time, but she doesn't play _____ game.

2 **A** What are you doing?
B I'm making _____ omelette with cheese and mushrooms. Do you want some?
A No, I don't like _____ mushrooms.

1 punkt za każdą poprawną odpowiedź. ____ / 5

Skills

5 **Ułóż zdania z dialogu we właściwej kolejności.**

All the computer games are over here.
Can I help you?
That's £15.99.
I'd like this one, please.
I'm looking for a computer game.

Assistant 1 _____
Talia 2 _____
Assistant 3 _____
Talia 4 _____
Assistant 5 _____

2 punkty za każdą poprawną odpowiedź. ____ / 10

Total score ____ / 50

Wpisz i zsumuj swoje punkty.

Vocabulary	____	/ 20
Grammar	____	/ 20
Skills	____	/ 10
Total	____	/ 50

45 – 50 Bardzo dobrze
30 – 44 Dobrze
0 – 29 Powtórz materiał z rozdziału 4.

5 Nature

Words, words, words

1 Odszyfruj wyrazy. Następnie dopasuj je do obrazków.

1 andsil ____ ____
2 aintounm ____ ____
3 llvaye ____ ____
4 eldfi ____ ____
5 terwaallf ____ ____
6 iffslc ____ ____

2 Podpisz oznaczone elementy krajobrazu.

1 ____ 4 ____
2 ____ 5 ____
3 ____

3 Popatrz na pocztówkę i uzupełnij tekst wyrazami z ćw. 1 i 2.

Dear Grandma and Grandad,

I'm on my school trip to the Alps! We're staying in a hostel in a beautiful [1]v____. There's lots of snow up on the [2]m____ but it isn't cold here. I can see a beautiful [3]w____ from my window. I can hear it, too! We sometimes walk to it along the [4]r____ and have a picnic. Our hostel is next to a [5]l____ and we can swim there. There are [6]w____ behind the hostel and we sit under the trees when it's hot.

Love, Angie

4 34 Posłuchaj nagrania i napisz słowa, które słyszysz.

1 b____ ____a
2 ____l____ h____
3 ____s____ ____v____
4 ____o____ ____e

5 Uzupełnij informacje o sobie. Jakie są twoje ulubione miejsca? Napisz trzy zdania, jak w przykładzie.

About me

My favourite places

1 I like the beach because I can sit in the sun.
2 ____
3 ____
4 ____

Everyday English

1 35 **Uzupełnij dialogi zwrotami z ramki. Posłuchaj nagrania i sprawdź swoje odpowiedzi.**

I don't think so Show-off a long way
Can you fix it I'm borrowing it

2 **Uzupełnij dialog podanymi zwrotami.**

What a disaster
faster
It's easy
I'm borrowing it
Show-off
a long way

Frank Wow! Have you got a new boat?
Cathy It's my dad's boat. 1 _____.
Frank Why? You've got a boat.
Cathy Yes, but this one is 2 _____. Let's go!
Frank Stop! I can't go very fast, Cathy.
Cathy Come on! 3 _____. Look at me!
Frank 4 _____!

A bit later

Frank Fifteen kilometres is 5 _____.
Cathy Yes, it is, but it's a beautiful day.
Frank Hey, Cathy, be careful! Look at that tree in front of you! … Oh dear.
Cathy Oh no! Look at my dad's boat.
Frank 6 _____!

Grammar Steps 1

Comparative adjectives

1 (*) **Umieść przymiotniki z ramki we właściwej kolumnie i napisz ich formy stopnia wyższego.**

funny wide tall hot easy good wet
nice interesting bad intelligent long far

Przymiotniki w stopniu wyższym Pisownia krótkich przymiotników	
+ *-er*	
1 _____	2 _____
+ *-r*	
3 _____	4 _____
podwojona spółgłoska + *-r*	
5 _____	6 _____
-y + *-ier*	
7 _____	8 _____
przymiotniki nieregularne	
9 _____	11 _____
10 _____	
długie przymiotniki	
12 _____	13 _____

2 (**) **Napisz pytania z przymiotnikami w stopniu wyższym. Następnie napisz zgodne z prawdą krótkie odpowiedzi.**

1 diamonds / expensive / gold?
Are diamonds more expensive than gold?
Yes, they are.

2 the Pacific Ocean / deep / Atlantic Ocean?
_____
_____

3 football / popular / basketball?
_____
_____

4 tigers / fast / cheetahs?
_____
_____

5 England / big / Poland?
_____
_____

6 sharks / dangerous / crocodiles?
_____
_____

3 (**) **Uzupełnij podane zdania przymiotnikami w stopniu wyższym.**

1 Chinese _____ English. (difficult)
2 Skiing _____ skipping. (dangerous)
3 A computer _____ a DVD player. (expensive)
4 The countryside _____ the city. (beautiful)

4 (**) **Napisz dwa zdania o każdym obrazku. Zastosuj przymiotniki w stopniu wyższym.**

1 _____ (big)
_____ (sma

2 _____ (hot)
_____ (cold

3 _____ (sho
_____ (tall)

4 _____ (you
_____ (old)

5 _____ (goo
_____ (bad

Giving opinions

1 **Uzupełnij dialog zwrotami z ramki.**

my favourite	I don't think so
in my opinion	What do you think of

Jackie Do you like tennis? I love it!
Elsa It's OK, but [1]_____ squash is better.
Jackie [2]_____. Squash is too fast and difficult!
Elsa Well, what about other sports? [3]_____ volleyball?
Jackie I think it's great.
Elsa I think so, too. It's [4]_____ game. And you can play it really well.
Jackie Thanks! I think you can, too!

2 **Odpowiedz na pytania. Napisz *Jackie* i / lub *Elsa*.**

1 Who likes tennis? _____
2 Who likes squash? _____
3 Who likes volleyball? _____

3 **Ponumeruj kwestie z dialogu we właściwej kolejności.**

A But you don't like fantasy. [7]
A I think they're great and I really like the new film. [ ]
A Do you like the Harry Potter books? [ ]
A I don't agree. In my opinion they're for everybody. [ ]
B No, I don't really like fantasy. What about you? [2]
B But they aren't for me. I think the Narnia films are better. [ ]
B I know, but some films are better than others. [ ]
B Do you? I think stories about wizards are for young children. [ ]

4 36 **Posłuchaj dialogu i uzupełnij tabelkę. Oznacz znakiem ✔ to, co lubią Molly i Anna, a znakiem ✘ to, czego nie lubią.**

	Molly	Anna
funny films		
films with animals		
dogs		
cats		
monsters		

5 **Posłuchaj nagrania jeszcze raz. Odpowiedz na pytania.**

1 What kind of film does Molly like best?
_____
2 What kind of film does Anna like best?
_____
3 What is Molly's favourite animal?
_____
4 What is Anna's favourite animal?
_____

Grammar Steps 2

Superlative adjectives

1 (*) **Napisz we właściwej grupie formę stopnia najwyższego przymiotników z ramki.**

sunny nice beautiful hot easy good
popular wet bad large far
young quick

Przymiotniki w stopniu najwyższym	
+ *-est*	
1 _____	2 _____
+ *-st*	
3 _____	4 _____
podwojona spółgłoska + *-est*	
5 _____	6 _____
-y + *-iest*	
7 _____	8 _____
przymiotniki nieregularne	
9 _____	11 _____
10 _____	
długie przymiotniki	
12 _____	13 _____

2 (*) **Ułóż zdania z przymiotnikami w stopniu najwyższym.**

1 Dolphins / intelligent / animals / on the planet
_____.

2 Eygpt / dry / country / in the world
_____.

3 Beyoncé / good / singer / in the United States
_____.

4 Mount Waialeale in Hawaii / wet / place / in the world
_____.

5 Pluto / far / planet / from the sun
_____.

6 The Burj Dubai / tall / building / in the world
_____.

3 (**) **Ułóż zgodne z prawdą zdania. Zastosuj przymiotniki w stopniu wyższym i najwyższym.**

1 mobile phone / TV / computers (good)
Mobile phones are better than TV, but computers are the best.

2 gold / silver / platinum (expensive)
_____
_____

3 ostriches / penguins / giraffes (tall)
_____
_____

4 science / history / geography (interesting)
_____
_____

5 Earth / Mercury / Neptune (far from the sun)
_____
_____

6 I / my friend / our teacher (old)
_____
_____

7 pizza / chocolate cake / sausages (nice)
_____
_____

4 (**) **Ułóż zgodne z prawdą zdania o sobie, swojej rodzinie i przyjaciołach.**

My class

1 _____ is younger than _____.

2 _____ is the tallest student in the class.

3 _____ is the best singer in _____.

4 _____ is the funniest person in the class.

5 _____ is an easier subject than _____.

6 _____ is better at English than _____.

37. A teraz posłuchaj piosenki pt. „Twoje kroczki"

The boy with the sunglasses

1 38 **Przeczytaj tekst i posłuchaj nagrania. Co Zed robi na szczycie wzgórza?**

The children are outside the school.

Zed Is there a mountain near your town?
Emily No, there isn't. But there are big hills.
Zed Take me to the highest one, please.
Jack OK. We can go around the lake. That's the quickest way to the highest hill. It's about three kilometres.
Emily No, let's go into the woods. It's longer, but it's safer.

The children run through the woods to the hill.

Jack So who are the Omegans?
Zed They're the most dangerous aliens in the universe. They attack ships in this area of the galaxy. They're pirates.
Emily And who are you?
Zed My people are Alphans. We're from another planet. We're more intelligent than the Omegans. Our machines are better and our ships are faster.

They're at the top of the hill now.

Zed takes a small machine from his pocket and looks at his numbers on the paper from the school computer.

Zed This machine is a kind of radio. It can send a message back to my planet.
Emily But what about the Omegans? Can they hear the message, too?
Zed Yes, they can.

He gives the sunglasses to Emily. She sees the Omegan ship over the town centre. It's moving now, faster and faster, towards them.

Emily Wow! It's big!
Zed Come on. We can't stay here. It's dangerous.
Jack I know a good place to go.

alien – *obcy, przybysz z obcej planety*
attack – *atakować*
message – *wiadomość*
pirate – *pirat*
pocket – *kieszeń*
safe – *bezpieczny*

2 Wybierz właściwą odpowiedź. Zakreśl a lub b.

1 How do the children go to the hill?
   a They go into the woods.
   b They go around the lake.
2 Who is Zed?
   a He's an Omegan.
   b He's an Alphan.
3 What does Zed do on the hill?
   a He listens to the radio.
   b He sends a message.
4 Why do the children leave?
   a The Omegan ship is coming.
   b Zed needs to find his ship.

Think about the story

Jak myślisz, czy Jack, Emily i Zed zdołają uciec Omeganom?

Skills Steps 2

Reading

1 **Przeczytaj tekst. Co znajduje się na szczycie Ben Nevis?**

Welcome to Ben Nevis!

This is Ben Nevis. It's in Scotland and it's the tallest mountain in the UK. 'Ben' is an old Scottish word that means 'mountain'. 'Nevis' means 'cloud'. It often rains on the mountain and the weather is very cold. It's much colder on top of the mountain than in the valley below and there's more rain. There's snow on the mountain all year.

Lots of people like to climb Ben Nevis. There's a path up the easiest side of the mountain. But the weather changes a lot, so it's always dangerous. Some people die on the mountain every year.

Scientists often come to Ben Nevis to study the weather. At the top of the mountain there's an old weather station. There's also an old piano there! A Scottish man, Kenneth Campbell, carried the piano up the mountain to make money for charity, wearing a kilt.

top – *szczyt*
die – *umierać*
weather station – *stacja pogodowa*
carried – *niósł*
charity – *organizacja charytatywna*
kilt – *część tradycyjnego męskiego stroju w Szkocji*

2 **Czy poniższe zdania są zgodne z tekstem, czy – nie? Popraw błędne zdania.**

1 Ben Nevis is the highest mountain in Scotland. ☐

_____

2 'Nevis' is an old word for 'cloud'. ☐

_____

3 There's always snow on the mountain. ☐

_____

4 It's safe to climb the mountain. ☐

_____

5 There's a shop at the top of the mountain. ☐

_____

6 An English man took the piano up the mountain. ☐

_____

Listening

3 **Przeczytaj informacje na plakacie. Gdzie i kiedy odbędzie się następna szkolna wycieczka? Jakie miejsca zwiedzą uczniowie?**

School trip to Scotland

For one week: May 5th – 12th

Visit these famous places:

Edinburgh Castle – it's an [1] _____ castle in Scotland.

Loch Lomond – it's in the [2] _____ part of Scotland.

Ben Nevis – it's the [3] _____ mountain in Britain.

Loch Ness – and the monster!

Loch Ness is the [4] _____, [5] _____ lake in Scotland.

4 39 **Posłuchaj, jak Tony i Amy rozmawiają o szkolnej wycieczce i uzupełnij informacje na plakacie w ćw. 3.**

5 **Posłuchaj nagrania jeszcze raz. Odpowiedz na pytania.**

1 Is Tony going on the school trip?

_____

2 Where's Edinburgh Castle?

_____

3 What can you do at Loch Lomond?

_____

4 Is the weather in Scotland hotter or colder than in England?

_____

5 Does Amy want to go on the trip?

_____

Writing

6 **Przeczytaj tekst. Następnie uzupełnij poniższe notatki dotyczące krajobrazu. Zastosuj wyrazy z ramki.**

This is a photo of Loch Lomond in Scotland. It's a beautiful lake. In the picture, there are two boats on the water. In the front of the photo, there's a park. There are some trees and lots of grass.

There are five people. They're sitting on benches. There's a family with a child on the bench near the lake.

The weather is sunny. The people aren't wearing coats.

benches lake park lake
boats sunny people

Things you can see:

two [1]_____ on a [2]_____, a [3]_____ with some trees and lots of grass

People/animals:

five [4]_____

What are they doing?

They're sitting on [5]_____.

There's a family near the [6]_____.

Weather:

[7]_____, people aren't wearing coats

7 **Zrób notatki dotyczące krajobrazu na poniższym zdjęciu.**

Loch Ness

Things you can see: _____

_____

People: _____

_____

What are they doing? _____

_____

Weather: _____

_____

8 **Opisz krajobraz na zdjęciu z ćw. 7. Wykorzystaj swoje notatki.**

_____

_____

_____

_____

_____

_____

_____

_____

Culture Steps

National parks

1 **Przeczytaj komentarze na blogu Agaty. Uzupełnij zdania, wpisując Elena lub Gosia.**

1 _____ loves the mountains.
2 _____ loves long beaches and clear sea.

Elena says ...

Hi, Agata! I go to the most beautiful place in the world for my holidays. The Outer Hebrides are small islands in north-west Scotland. They've got the longest, whitest beaches, the tallest cliffs and the clearest water in Britain – in my opinion. But the weather isn't very hot. It often rains! What's your favourite place in Poland for a holiday?

Gosia says ...

Hi, Agata! Well, I prefer the mountains to the sea. So my favourite place is the Pieniński National Park in the south of Poland. The mountains are beautiful and in the summer, the weather is hot and sunny. You can walk in the woods and go on a raft down the river.

clearest – *najczystszy*
north-west – *północno-zachodni*
raft – *spływ*

2 **Czy poniższe zdania są zgodne z tekstem, czy – nie? Popraw błędne zdania.**

1 Elena goes to Scotland for her holidays. ☐
_____
2 She doesn't really like it there. ☐
_____
3 It's hot there in summer. ☐
_____
4 Gosia likes to go to the sea for her holidays. ☐
_____
5 There are mountains and woods and a big river in Pieniński National Park. ☐
_____

3 **Napisz do Agaty o jakimś pięknym miejscu.**

What's your favourite beautiful place?
Where is it? What's there?
What can you do there?
A beautiful place

_____
_____
_____
_____
_____

Project

Dobierzcie się w kilkuosobowe grupy. Przygotujcie plakat poświęcony jakiemuś pięknemu miejscu w Polsce.

1 **Wybierzcie miejsce, które przedstawicie. Może to być np. jakaś piękna miejscowość, park narodowy, jezioro itp.**

2 **Znajdźcie informacje na temat tego miejsca. Poszukajcie ich w przewodniku turystycznym, encyklopedii i na stronach internetowych.**

3 **Opiszcie krótko wybrane miejsce, uwzględniając informacje na temat:**
- **jego nazwy**
- **położenia**
- **wyglądu**
- **panującej tam pogody**
- **tego, co można tam zobaczyć.**

4 **Znajdźcie zdjęcia, które zilustrują podane informacje.**

5 **Przyklejcie zdjęcia i umieśćcie zebrane informacje na dużym arkuszu papieru.**

Tatry Mountains

The Tatry mountains are in the south of Poland. ...

Self-evaluation

Vocabulary

1 **Podpisz obrazki.**

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

2 punkty za każdą poprawną odpowiedź. ____ / 20

Grammar

2 **Ułóż zdania z przymiotnikami w stopniu wyższym.**

1 mountains / high / hills

_____

2 English / easy / Polish

_____

3 an elephant / big / a cat

_____

4 dolphins / intelligent / sharks

_____

5 Saturn / far / from the sun / Earth

_____

2 punkty za każdą poprawną odpowiedź. ____ / 10

3 **Popatrz na obrazki. Uzupełnij zdania. Zastosuj przymiotniki z ramki w stopniu najwyższym.**

cheap big wide small expensive

1 This mobile phone is _____.
2 This mobile phone is _____.
3 This mobile phone is _____.
4 This mobile phone is _____.
5 This mobile phone is _____.

2 punkty za każdą poprawną odpowiedź. ____ / 10

Skills

4 **Uzupełnij dialog zwrotami z ramki.**

I think my opinion Do you like
terrible I don't think so

Finn [1] _____ football?
Bella Yes, I do. Which is your favourite team?
Finn Manchester United. [2] _____ they're the best!
Bella In [3] _____ Chelsea are better!
Finn [4] _____! I think they're [5] _____!

2 punkty za każdą poprawną odpowiedź. ____ / 10

Total score ____ / 50

Wpisz i zsumuj swoje punkty.

Vocabulary	____ / 20	45 – 50 Bardzo dobrze
Grammar	____ / 20	30 – 44 Dobrze
Skills	____ / 10	0 – 29 Powtórz materiał z rozdziału 5.
Total	____ / 50	

6 My town

Words, words, words

1 **Napisz nazwy miejsc z ramki pod właściwymi obrazkami.**

train station bank museum bus stop
church cinema police station hospital

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

2 **Popatrz na obrazek. Czy poniższe zdania są zgodne z tekstem, czy – nie? Popraw błędne zdania.**

1 The library is opposite the town hall. ☐

_____

2 The town hall is between the theatre and the police station. ☐

_____

3 The museum is next to the library. ☐

_____

4 The department store is next to the bank. ☐

_____

5 The post office is opposite the town hall. ☐

_____

3 **Popatrz na obrazek z ćw. 2. Uzupełnij poniższe zdania właściwymi przyimkami.**

1 The park is _____ the bank.
2 The theatre is _____ the town hall.
3 The cinema is _____ the department store and the post office.
4 The library is _____ the police station.
5 The police station is _____ the post office.
6 The park is _____ the town hall and the library.

4 **Uzupełnij informacje o swojej miejscowości. Napisz zgodnie z prawdą zdania o podanych miejscach.**

My town

1 town hall
There isn't a town hall.

2 post office

_____

3 cinema

_____

4 supermarket

_____

5 train station

_____

Everyday English

1 40 **Uzupełnij dialogi zwrotami z ramki. Posłuchaj nagrania i sprawdź swoje odpowiedzi.**

What a waste of time why not
Can you show us Are we lost
How long are you here for

2 41 **Zakreśl właściwą formę.**

Freya Hi, Callum. Meet my friend! [1] **This is / She's** Anna.
Callum Hello, Anna. [2] **Nice to see you / Nice to meet you.**
Anna Hi, Callum. Nice to [3] **meet you, too / see you also.**
Callum Where are you from?
Anna I'm from Birmingham.
Callum Is this your first visit [4] **there / here**?
Anna Yes, it is.
Callum [5] **What / How** do you think of our town?
Anna I think it's a great place!

3 **Uzupełnij dialog poniższymi zwrotami.**

Why don't you
What do you think of
Nice to meet you, too
This is
Nice to meet you

Tom Hi, Luke. [1] _____ Ben, my friend from judo.
Luke Hi, Ben.
Tom Luke is my friend from school. We play football together.
Ben Hi, Luke. [2] _____.
Luke [3] _____. I don't do judo. [4] _____ football, Ben?
Ben I think football is great.
Luke [5] _____ play with us some time?
Ben Great! Thanks!

Grammar Steps 1

be: past simple

1 (*) **Zakreśl właściwą formę.**

1 James **was** / **were** at church yesterday.
2 Sally and Mark **was** / **were** in the playground this morning.
3 It **was** / **were** Sunday yesterday.
4 Our teacher **was** / **were** in the library at lunchtime.
5 You **was** / **were** still in bed at 8 o'clock this morning!
6 My friends and I **was** / **were** at a party last night.

2 (**) **Popatrz na obrazek. Gdzie znajdowała się każda z osób w niedzielne popołudnie? Uzupełnij zdania. Zastosuj *was, were* i wyrazy z ramki.**

chair table floor window sofa

1 Mum _____ at the _____.
2 The children _____ on the _____.
3 Dad _____ on the _____.
4 The cat _____ at the _____.
5 The dog _____ under the _____.

3 (**) **Popatrz na obrazek w ćw. 2 jeszcze raz. Uzupełnij podane zdania, wstawiając *There was / were* i wyrazy z ramki.**

sofa window ~~room~~ ~~floor~~ ~~bookcase~~

1 _____ four people in the _____.
2 _____ two children on the _____.
3 _____ a newspaper on the _____.
4 _____ some books on the _____.
5 _____ a cat at the _____.

4 (**) **Uzupełnij treść e-maila formami *was, were, there was* i *there were*.**

Subject: Thank you!

Hello, Uncle Ian!
Thank you very much for my birthday present.
My party [1]_____ great! It [2]_____ yesterday. It [3]_____ a sunny day and my friends and I [4]_____ outside in the garden most of the time.
By 4 o'clock we [5]_____ very hungry, and [6]_____ a big picnic ready for us!
[7]_____ a big cake, and [8]_____ lots of sandwiches and crisps!
[9]_____ lemonade to drink, too. And the best thing of all – [10]_____ lots of presents for me! It [11]_____ a great day!
Love,
Tanya

5 (**) **Gdzie byli wszyscy wczoraj o godzinie drugiej? Napisz pięć zdań o sobie, o członkach swojej rodziny i o swoich przyjaciołach.**

About me

1 My parents were _____.
2 _____.
3 _____.
4 _____.
5 _____.

Giving directions

1 **Uzupełnij dialog wyrazami i wyrażeniami z ramki. Następnie znajdź na mapie dworzec autobusowy.**

opposite	Where is	first left
take the	straight	

Jerry Excuse me. [1]_____ the bus station?

Woman Go [2]_____ on and [3]_____ second right into London Road. Then take the [4]_____ into Mill Street. The bus station is [5]_____ Dingle's department store.

Jerry Thank you very much.

2 **Odpowiedz w pytania.**

1 Where does Jerry want to go?
To the _____.

2 Where is it?
In _____ Street, _____ the department store.

3 42 **Posłuchaj dialogów. Przyporządkuj poszczególnym osobom budynki i miejsca, w których się znajdują.**

1	Young man	museum	opposite the church
2	Two girls	cinema	Bank Street
3	Man	post office	Park Road
4	Girl	bus stop	South Street

4 43 **Uzupełnij dialogi i podpisz miejsca na mapie. Następnie posłuchaj nagrania i sprawdź swoje odpowiedzi.**

1

Man Excuse me. Where's the [1]_____, please?

Woman It's in Silver Street, [2]_____ the library.

Man How do I get there?

Woman Take the first [3]_____. The theatre is [4]_____ the library and the [5]_____.

Man Thank you.

2

Girl 1 Excuse me. Where's the [1]_____, please?

Man It's in Exeter Street.

Girl 2 [2]_____ do we get there?

Man Take the first [3]_____, then [4]_____ the [5]_____ left again. The museum is [6]_____ the town hall.

Girl 1 Thank you.

Grammar Steps 2

be: past simple

1 (*) **Uzupełnij zdania, wstawiając *was* lub *were*. Następnie zmień je w zdania przeczące.**

1 The maths lesson _____ easy.
_____.

2 My mum and dad _____ in the garden.
_____.

3 It _____ sunny at the weekend.
_____.

4 We _____ very hungry at breakfast.
_____.

5 You _____ happy to see Mark again.
_____.

6 I _____ late for school this morning.
_____.

2 (**) **Uzupełnij zdania właściwą formą twierdzącą lub przeczącą *was* lub *were*.**

1 My sister _____ at school last week because she was ill.
2 The science lesson _____ fun. I love science.
3 We _____ at the park last Saturday because the weather was bad.
4 You _____ at music club yesterday. Why not?
5 I _____ at the cinema last night. The film was great.

3 (**) **Napisz o sobie zgodnie z prawdą. Ułóż zdania twierdzące lub przeczące. Zastosuj czasownik *be* w czasie *past simple*.**

1 I / late for school this morning
_____

2 The weather / hot last week
_____

3 My friends and I / at the cinema last weekend
_____

4 My parents / at home last night
_____

5 My English teacher / in school yesterday
_____

4 (**) **Popatrz na obrazki. Napisz pytania i krótkie odpowiedzi. Zastosuj czasownik *be* w czasie *past simple*.**

1 Fred / at the library?
_____
_____

2 Tina and Daisy / at the swimming pool?
_____
_____

3 Tom and Henry / at the museum?
_____
_____

4 Mrs Brown / at home?
_____
_____

5 Sandra / in her bedroom?
_____
_____

5 (**) **Uzupełnij pytania właściwą formą czasownika *be* w czasie *past simple*. Następnie uzupełnij odpowiedzi.**

1 _____ I in town this morning?
No, you _____.

2 _____ they at the train station yesterday?
Yes, _____.

3 _____ you in the park at the weekend?
Yes, I _____.

4 _____ she in the kitchen at lunchtime?
No, _____.

5 _____ he in the cinema last night?
Yes, _____.

6 _____ we at our cousins' house last Sunday?
No, _____.

The boy with the sunglasses

1 45 **Posłuchaj nagrania i przeczytaj tekst. W jaki sposób Jack pomaga Zedowi?**

The Omegans are at the top of the hill.

1st Omegan Was I right? Was the Alphan on this hill?
2nd Omegan Yes, he was. And there were two people from this planet with him, too.
1st Omegan Where are they now?
2nd Omegan In the town. Let's go!

The Omegans go down the hill to the town. They see someone at a bus stop.

1st Omegan Excuse me, we're looking for the boy in this photo. He always wears sunglasses. Was he here?
Woman Yes, there was a boy in sunglasses here. He was with some friends.
2nd Omegan Where is he now?
Woman I'm sorry. I don't know. But children usually go to the café after school.
1st Omegan Where is it?
Woman Go straight on past the library and take the first right at the cinema. It's in Castle Street.

In another part of the town, Emily and Zed are at the museum.

Emily We can hide in here.
Zed But where's Jack?
Emily He's at the department store. He's buying some sunglasses.

Zed understands.

Zed Is he trying to trick the Omegans? That's terrible! They're the most dangerous creatures in the galaxy!

In the centre of town, the Omegans go past the library. Suddenly, there is a shout. They look up. A boy in sunglasses is looking at them.

1st Omegan There he is!
2nd Omegan Catch him!

catch – *łapać*
shout – *krzyk*
trick – *przechytrzyć*
creature – *stworzenie*

2 **Odpowiedz na pytania.**

1 Who do the Omegans speak to in the town?
2 Where do children in the town usually go after school?
3 Where does Emily take Zed?
4 What does Jack buy?
5 Why does Jack buy them?

3 **Zakreśl właściwe streszczenie tekstu.**

a Zed and Emily try to trick the Omegans in the museum.
b The Omegans start to follow Jack.

Think about the story

Jak myślisz, na jaki pomysł wpadł Jack?

Reading

1 **Przeczytaj tekst. Kiedy można odwiedzić Bekonscot?**

Bekonscot – model town and railway

Bekonscot, in the south of England, is the oldest model town in the world. It's over 80 years old. It's also one of the biggest, because it's over 8,000 m². It shows you how life was in the 1930s.

Bekonscot isn't just one village. It's six different villages or towns with roads, rivers, hills and lakes. There are train and bus stations, fishing boats in the harbour, and a little airport. All of the trains, buses and boats move. There are castles, churches and shops – and lots of little people!

Mr Callingham was the first owner of Bekonscot. His favourite hobby was models and model trains. His wife wasn't happy to have his big collection of models in the house. It was her idea to put them outside in the garden!

By 1929, Bekonscot was sometimes open to visitors. It's near Windsor Castle, and Queen Elizabeth II was a visitor to Bekonscot when she was eight. Now the model town is open every day from 10 a.m. until 5 p.m., and there are hundreds of visitors every day.

collection – *kolekcja, zbiór*
harbour – *port*
open – *otwarty*

2 **Zakreśl właściwą formę.**

1 Bekonscot was the **first / biggest** model town in the world.
2 There are six **towns / roads** in Bekonscot.
3 The models of the **people / transport** can move.
4 Mrs Callingham **was / wasn't** very happy to have model trains in the house.
5 The Queen of England was a visitor there as **a child / an adult**.
6 The model village **is / isn't** very popular today.

Listening

3 46 **Posłuchaj dialogu. Zaznacz znakiem ✔ to, co Matt widział w Bekonscot.**

houses	☐	farms	☐
shops	☐	churches	☐
library	☐	post office	☐
town hall	☐	castle	☐
train station	☐	schools	☐
model trains	☐	parks	☐
hospital	☐	zoo	☐

4 **Posłuchaj nagrania jeszcze raz. Odpowiedz na pytania.**

1 When was Matt at Bekonscot?
_____
2 Was Bekonscot boring?
_____
3 How can you ride round the villages?
_____
4 What was in the lake?
_____
5 Where were the model children?
_____

Iriting

Przeczytaj tekst. Zaznacz znakiem ✔ te tematy, które są w nim poruszane.

a size and location ☐
b history and tourism ☐
c entertainment ☐
d parks ☐
e transport ☐
f sport ☐
g shopping and food ☐

Windsor

Windsor is a town in the south of England near London. About 28,000 people live there.

The main shopping area in Windsor is in the old town centre. There aren't any cars, so it's a good place to shop. There are lots of nice cafés and restaurants there, too.

History and tourism are important in Windsor. Visitors want to go to Windsor Castle because the Queen sometimes lives there. They also want to visit Eton College – a famous school. It was Prince William and Prince Harry's school.

Windsor has got some beautiful parks. The most famous one is Windsor Great Park next to Windsor Castle. There's a sports ground and rugby and cricket teams play there. Windsor has also got a racecourse for horses. Horse racing is the Queen's favourite sport!

sports ground – *boisko*
racecourse – *tor wyścigów konnych*

6 **Napisz, jaka jest tematyka każdego akapitu w tekście.**

Topics:

Paragraph 1: size and location
Paragraph 2: _____
Paragraph 3: _____
Paragraph 4: _____

7 **Przeczytaj notatki dotyczące miasta Bath. Napisz, jaka jest tematyka poszczególnych akapitów.**

The city of Bath

Topic 1: _____
in south-west England
about 100,000 people live there

Topic 2: _____
The first people were the Romans.
Visitors want to see the Roman baths.
Bath Cathedral is very beautiful.

Topic 3: _____
great shops in the old town centre
good restaurants and cafés
good place to meet friends

Topic 4: _____
good cinemas
The Theatre Royal has shows all year.
Bath International Music Festival every year

8 **Napisz tekst o mieście Bath. Wykorzystaj notatki z ćw. 7.**

The city of Bath

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Culture Steps

London

1 **Przeczytaj komentarze na blogu Agaty. Uzupełnij zdania.**

1 Mary-Ellen is from _____.

2 Olivier is from _____.

Mary-Ellen says ...

Hello, Agata!
My favourite city is New York. I don't live there. I live in upstate New York. But my aunt does, and we visit her quite often. I was there last month. I love the tall buildings, the cafés, all the people. But I love the theatre best! We go there on every visit.

Olivier says ...

Hi, Agata.
I'm Polish, too, and my favourite city is Warsaw. I live in the countryside, but my cousins live there. I love the buildings in the old town. And I also like all the shops. But my favourite place is Park Łazienkowski. It's enormous! I like going to concerts there in the summer.

upstate – *północna część stanu*

2 **Czy poniższe zdania są zgodne z tekstem, czy – nie? Popraw błędne zdania.**

1 Mary-Ellen hardly ever goes to New York City. ☐

_____

2 Her last visit was last month. ☐

_____

3 She often goes to the theatre in New York. ☐

_____

4 Olivier lives in Warsaw. ☐

_____

5 His friends live in Warsaw. ☐

_____

6 He loves the old town best. ☐

_____

3 **Napisz do Agaty o ulubionym mieście lub ulubionej miejscowości.**

Where is your favourite city?
What's there? Why do you like it?
What do you do when you go there?
When were you there for the last time?

_____

_____

_____

_____

_____

Project

Dobierzcie się w kilkuosobowe grupy. Przygotujcie miniprzewodnik po znanym polskim mieście.

1 **Wybierzcie znane polskie miasto i zbierzcie informacje na jego temat. Poszukajcie ich w książkach, encyklopediach i internecie.**

2 **Zróbcie notatki dotyczące kilku znanych miejsc, które można zwiedzić w tym mieście. Zbierzcie zdjęcia tych miejsc lub własnoręcznie je narysujcie.**

3 **Zapiszcie przygotowane informacje na kilku osobnych kartach i przyklejcie do nich zdjęcia lub obrazki.**

4 **Złóżcie i zepnijcie wszystkie kartki tak, aby powstała z nich broszura.**

5 **Dajcie swoją broszurę do przeczytania kolegom i koleżankom z innej grupy.**

Self-evaluation

Vocabulary

1 Podpisz obrazki.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

2 punkty za każdą poprawną odpowiedź. ____ / 20

Grammar

2 Uzupełnij zdania formami *there was, there were, there wasn't* i *there weren't*.

1 _____ a good film on TV last night. It was really exciting.
2 I'm hungry. _____ any eggs for breakfast this morning.
3 _____ ham sandwiches for lunch yesterday – my favourite!
4 _____ a school party last year. We were sad.
5 _____ a new car outside school yesterday. It was really nice.

1 punkt za każdą poprawną odpowiedź. ____ / 5

3 Uzupełnij zdania właściwą formą twierdzącą lub przeczącą czasownika *be* w czasie *past simple*.

1 It _____ very cold yesterday and very wet!
2 My friends _____ at the party because they've got exams soon.
3 Our first lesson this morning _____ maths. It was music!
4 I _____ hungry at breakfast, only thirsty.
5 We _____ on holiday last week. It was great.

1 punkt za każdą poprawną odpowiedź. ____ / 5

4 Ułóż pytania dotyczące wczorajszego dnia. Zastosuj *was* i *were*. Następnie napisz krótkie odpowiedzi.

1 Sue / at home? ✔
_____? _____.
2 you / at the cinema? ✘
_____? _____.
3 we / late? ✔
_____? _____.
4 he / in the bank? ✔
_____? _____.
5 they / at the party? ✔
_____? _____.

2 punkty za każdą poprawną odpowiedź. ____ / 10

Skills

5 Ułóż zdania z dialogu we właściwej kolejności.

David How do I get to Wootton Street? ☐
David Thank you. ☐
Ali It's in Wootton Street. ☐
Ali Go straight on. Take the first right. ☐
David Excuse me. Where's the library, please? ☐

2 punkty za każdą poprawną odpowiedź. ____ / 10

Total score ____ / 50

Wpisz i zsumuj swoje punkty.

Vocabulary	____ / 20	45 – 50 Bardzo dobrze
Grammar	____ / 20	30 – 44 Dobrze
Skills	____ / 10	0 – 29 Powtórz materiał z rozdziału 6.
Total	____ / 50	

7 People

Words, words, words

1 **Odszukaj w diagramie jedenaście nazw zawodów.**

builder doctor mechanic nurse
scientist teacher vet waiter
journalist soldier chef

a	m	e	c	h	a	n	i	c	j
s	b	u	i	l	d	e	r	r	o
c	o	b	u	l	t	y	n	v	u
i	s	t	u	w	a	i	t	e	r
e	d	o	c	t	o	r	e	t	n
n	s	p	l	a	k	e	n	l	a
t	e	a	c	h	e	r	u	c	l
i	p	y	h	n	c	q	r	h	i
s	o	l	d	i	e	r	s	e	s
t	e	a	r	r	a	h	e	f	t

2 **Dopasuj wyrazy z grupy A do wyrazów z grupy B tak, aby utworzyły nazwy zawodów. Dopasuj je do obrazków.**

A	B
fire	programmer
computer	worker
shop	fighter
office	assistant

1 _____

2 _____

3 _____

4 _____

3 **Popatrz na obrazki. Jakie to zawody?**

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

4 47 **Posłuchaj nagrania. O jakich zawodach rozmawiają te osoby?**

1 ___ ___ ___ c ___ ___ ___
2 c ___ ___ ___ ___ ___ ___ ___
___ r ___ ___ ___ ___ ___ ___ ___
3 ___ ___ r ___ ___ i ___ ___ ___ ___ ___
4 ___ h ___ ___

5 **Uzupełnij zdania właściwymi nazwami zawodów.**

1 A _____ and a _____ work in a hospital.
2 A _____ works in a school.
3 A _____ and a _____ work in a restaurant.
4 A _____ works in a garage.
5 A _____ works in a department store.

Everyday English

1 48 **Uzupełnij dialogi zwrotami z ramki. Posłuchaj nagrania i sprawdź swoje odpowiedzi.**

Go on Don't you believe me
Of course not What do you mean
We tricked you

2 **Uzupełnij dialog podanymi zwrotami.**

What kind of
Is it a true story
Is it a scary story
What a fantastic idea
Can I tell you
What a great

Finn 1 _____ a story?
Abby Yes, please! 2 _____! I love stories.
Celia 3 _____ story is it?
Finn It's an interesting one, of course!
Celia Hmm. 4 _____? I don't like to be frightened.
Finn No, it isn't. Don't worry.
Abby 5 _____? They're the best stories.
Celia Well, that's not true! They aren't the best!
Abby Yes, they are!
Finn Do you want to hear this story or not?
Celia Sorry.
Abby Yes, we want to hear it.
Later
Celia Wow. 6 _____ story!
Abby You really are good at stories, Finn!

Grammar Steps 1

Past simple

1 (*) **Do podanych czasowników dopisz ich formy *past simple*.**

1 play _____
2 study _____
3 like _____
4 phone _____
5 stop _____
6 tidy _____
7 chat _____
8 work _____

2 (* *) **Zakreśl właściwą formę.**

1 I **plaied / played** hockey last Saturday.
2 We **traveled / travelled** to school by taxi!
3 Emma and I **tidyed / tidied** the classroom.
4 My parents **phonned / phoned** me at school.
5 Ted **visitted / visited** his grandma last week.
6 My hamster **died / dyed** yesterday.

3 (* *) **Ułóż zdania z podanych wyrazów i wyrażeń. Wykorzystaj również odpowiednie wyrażenia z ramki.**

a castle	to her friend	his bedroom	
in the lake	~~my best friend~~	early	to school

1 I / phone / yesterday
I phoned my best friend yesterday.
2 We / visit / last month
_____
3 My brother / tidy / on Saturday
_____
4 My mum / chat / last night
_____
5 We / swim / last summer
_____
6 I / go to bed / yesterday
_____
7 Sarah / travel / by bus last week
_____

4 (* *) **Popatrz na obrazki. Napisz, jak Henry spędził weekend. Uzupełnij zdania czasownikami z ramki w formie *past simple*.**

visit surf play help watch tidy

1 Henry and his friends _____ football.

2 Then, Henry _____ Tommy.

3 They _____ the Internet.

4 Later, Henry _____ TV.

5 On Sunday, he _____ his bedroom.

6 And he _____ his mum in the kitchen.

On the phone

1 49 **Uzupełnij dialogi zwrotami z ramki.**

Hello, Mrs Parker Just a moment
on the phone Could I speak to

Mrs Parker Hello?
Hannah [1]_____. It's Hannah, here. [2]_____ Mary, please?
Mrs Parker Of course. [3]_____. Mary! It's Hannah [4]_____.
Mary Oh, OK. Hi, Hannah.

2 **Odpowiedz na pytania. Wpisz właściwe imię.**

1 Who phones Mary? _____
2 Who answers the phone? _____

3 50 **Uzupełnij dialog zwrotami z ramki. Posłuchaj nagrania i sprawdź swoje odpowiedzi.**

Hi, Mary Great idea
Would you like to Let's meet

Hannah [1]_____. I've got two tickets for *Dancing on Ice* at the theatre tomorrow. [2]_____ come with me?
Mary [3]_____! What time does it start?
Hannah At 7.20. [4]_____ at the theatre at seven o'clock?
Mary OK. See you then. Thanks!

4 **Odpowiedz na pytania. Napisz właściwe imię.**

1 Who has got tickets for the theatre?
_____
2 Who would like to go, too?
_____

5 51 **Posłuchaj dialogów i uzupełnij notatki. Następnie posłuchaj nagrania jeszcze raz i sprawdź swoje odpowiedzi.**

1 Brian phones Liam. He invites him to the _____ to play _____. They decide to meet tomorrow _____ at _____.
2 Lucy phones Nigel. She invites him to her _____. It starts at _____ on _____.

6 **Wyraź prośby i zaproszenia. Zastosuj zwroty *Could I … please* i *Would you like to*.**

1 borrow / your?
_____

2 play / with me?
_____

3 use / your?
_____

4 come to my house and listen / to my new?
_____
_____

5 have / one of your?
_____

Grammar Steps 2

Past simple

1 (*) **Dopasuj czasowniki w formie podstawowej do ich form *past simple*.**

1 make	a heard
2 have	b went
3 see	c left
4 eat	d did
5 tell	e saw
6 take	f had
7 do	g took
8 hear	h made
9 leave	i came
10 go	j told
11 come	k ate

2 (**) **Uzupełnij zdania właściwą formą *past simple* i innymi brakującymi wyrazami.**

1 This morning, I _____ (eat) _____ for breakfast.
2 Last weekend, I _____ (go) to _____.
3 When I left home, I _____ (take) my _____ with me.
4 The last time I _____ (have) a bath was on _____.
5 Yesterday, my mum _____ (make) _____ for dinner.
6 The last good film that I _____ (see) at the cinema was _____.

3 (**) **Uzupełnij zdania czasownikami z ramki w formie *past simple*.**

come leave tell go make do

1 I _____ to the cinema last Saturday.
2 We _____ school at four o'clock.
3 Emma and I _____ a pizza for dinner.
4 My grandad _____ me a funny story yesterday.
5 You _____ your homework on the bus this morning!
6 Ted _____ to my house last night.

4 52 (**) **Posłuchaj nagrania. Zapisz usłyszane czasowniki w czasie *past simple*.**

Last Friday, Jane and her family [1] _____ home early. They [2] _____ to Paris by plane.

On Saturday, they [3] _____ the Eiffel Tower. Then they [4] _____ in a café near the hotel.

After lunch, they [5] _____ a boat down the Seine. They [6] _____ some French songs on the boat.

In the evening, they [7] _____ dinner in a restaurant by the river. On Sunday, they [8] _____ home!

5 53 (**) **Posłuchaj nagrania jeszcze raz i sprawdź swoje odpowiedzi.**

The boy with the sunglasses

1 55 **Posłuchaj nagrania i przeczytaj tekst. Dlaczego Zed jest w muzeum?**

Emily and Zed are talking in the museum.

Emily What happened? Why did the Omegans attack you?

Zed When I finished school on my planet, I decided to visit your planet. I wanted to see it and to learn about you.

Emily Why? Are you a scientist? Did you want to study us?

Zed No, I'm not a scientist – I'm a tourist! But the Omegans saw me before I arrived. They wanted my ship. It's bigger and better than a lot of their space ships. They attacked me and my ship fell onto your town.

Emily I remember! I saw a shooting star last week.

Zed That was my ship. All of my computers were on it.

Suddenly, Emily hears something.

Emily Some people are coming. I can hear them!

Zed and Emily listen. Then the Omegans come into the room. They've got Jack with them.

Emily Oh no! They've got Jack!

Jack I'm sorry. I ran, but they were faster.

1st Omegan So here's the Alphan. We've got you at last. Take us to your ship.

Zed I can't! My ship crashed into the river. Nobody can use it now!

2nd Omegan That's not true. Tell us where it is.

crash - *rozbijać (się)*
shooting star – *spadająca gwiazda*

2 **Czy podane zdania są zgodne z tekstem, czy – nie? Popraw błędne zdania.**

1 Zed wanted to study shooting stars. ☐
_____

2 Zed is a scientist. ☐
_____

3 The Omegans wanted Zed's money. ☐
_____

4 Jack brings the Omegans to the museum. ☐
_____

5 Zed can't use his ship. ☐
_____

6 Zed's ship is in the river. ☐
_____

3 **Połącz ze sobą fragmenty zdań za pomocą spójnika *because*.**

1 Zed came to this planet
2 His spaceship crashed
3 The Omegans have got Jack
4 Zed doesn't take the Omegans to his ship

a it's in the river.
b they were faster than him.
c he wanted to learn about it.
d the Omegans attacked it.

1 _____
2 _____
3 _____
4 _____

Think about the story

Jak myślisz, kto mógłby pomóc Emily, Jackowi i Zedowi?

Skills Steps 2

Reading

1 **Przeczytaj tekst. Kim są te dwie osoby? Kiedy żyły i kiedy zmarły?**

Two famous Poles

Fryderyk Franciszek Chopin was born in the village of Żelazowa Wola near Warsaw in 1810. He played the piano really well as a child. When people heard him, they were amazed. When he was 20, there were problems between Poland and Russia, so he moved to France. He stayed in Paris for the rest of his life. He was a music teacher and he wrote music. He was famous because of his beautiful music for the piano. He was often ill and he died when he was only 39.

Maria Skłodowska-Curie was born in Warsaw in 1867. She was very intelligent and worked hard at school. When Maria was 24, she went to Paris to study at the university. This was very difficult for a woman. She met a scientist, Pierre Curie. Together they studied physics. Maria discovered radium, but it was very dangerous. She became famous because she won two Nobel prizes for her work. She helped other women to become scientists, too. She died when she was 66. Sadly, radium killed her.

physics – *fizyka*
Nobel prize – *nagroda Nobla*
discover – *odkrywać*
radium – *rad (pierwiastek)*

2 **O kim mowa? Napisz *MC* lub *FC* lub *Both* (oboje).**

1 _____ was born in the city of Warsaw.
2 _____ was a good student.
3 _____ was musical.
4 _____ moved to France.
5 _____ was a student in Paris.
6 _____ was a teacher in Paris.
7 _____ became famous.
8 _____ died young.

Listening

3 56 **Posłuchaj fragmentu lekcji historii. Zaznacz znakiem ✔ te tematy, o których uczniowie rozmawiają.**

- family ☐
- family life ☐
- school ☐
- favourite subject ☐
- hobbies ☐
- university subjects ☐

4 **Zakreśl właściwy wyraz. Posłuchaj nagrania jeszcze raz i sprawdź swoje odpowiedzi.**

1 Maria had **three / four / five** sisters.
2 The children were the **best / worst / slowest** students in the school.
3 Her parents were **tall / poor / sad**.
4 When Maria was nine, her mother and sister **left / moved / died**.
5 She wanted to be a **nurse / teacher / doctor**.
6 Maria and her **friend / sister / aunt**, Bronia, studied at the university in Paris.
7 Maria studied **science / physics / maths** and chemistry.

Writing

7 **Uzupełnij list zwrotami z ramki.**

love	See you soon	Thank you for	Dear

1 _____ Grandad,

2 _____ the birthday money. I had a lovely birthday! On Saturday morning I opened my presents. Mum and dad bought me a new football and a tennis racket. I was really happy.

After lunch, I had a party. Five friends came to my house. We played football in the garden with my new football. Then we had a birthday picnic with sandwiches and birthday cake! It was great!

In the evening, Mum, Dad, Sally and I went to the cinema. We watched a Shrek film in 3D. It was very funny.

3 _____, Grandad.

4 _____,

Mark

8 **Odpowiedz na pytania.**

1 Who is the letter to?

_____

2 Who is the letter from?

_____

3 What is the topic?

_____

9 **Popatrz na obrazki i wyrazy. Napisz list do babci. Opowiedz jej o swoim weekendzie.**

Last weekend

On Saturday / it / hot.
We / to the swimming pool.

We / ice creams / a café.
They / delicious! / I / a chocolate ice cream.

In the evening / we / bowling.
I / the best. Dad / the worst!

On Sunday / the weather / bad.
We / a film at home.
It / funny!

Dear Grandma,

_____

_____

_____

_____

_____

_____

_____

Love,

Culture Steps

Madame Tussauds

1 **Przeczytaj komentarze na blogu Agaty. Wybierz właściwą odpowiedź. Zakreśl a, b lub c.**

1 Sasha likes _____.
a sport b music c art

2 Ryan likes _____.
a music b cars c sport

Sasha says ...
Hello, Agata! When I was at Madame Tussaud's my favourite models were Robbie Williams and Kylie in the pop stars section. The model of Robbie was great. I saw his concert last summer. He was fantastic! I think Kylie is a good singer, too.

Ryan says ...
I loved the sports section. I liked the football model of David Beckham best. There were two models of him. He was also with his wife, Victoria, in the fashion section. I also liked the model of Lewis Hamilton, the racing driver. He's shorter than me!

section – *sekcja, dział*

2 **Czy poniższe zdania są zgodne z tekstem, czy – nie? Popraw błędne zdania.**

1 Sasha went to Madame Tussaud's. ☐
_____

2 She saw Kylie's concert last summer. ☐
_____

3 David Beckham was Ryan's favourite model at Madame Tussaud's. ☐
_____

4 Ryan saw two different models of David Beckham. ☐
_____

5 Ryan is shorter than Lewis Hamilton. ☐
_____

3 **Napisz do Agaty o tym, jak widziałeś/widziałaś jakąś znaną osobę (w rzeczywistości, w telewizji lub na koncercie).**

Where did you see the person?
When did you see him or her?
What do you think of him / her?

_____
_____
_____
_____
_____

Project

Dobierzcie się w kilkuosobowe grupy. Wykonajcie plakat poświęcony sławnym osobom, które podziwiacie.

1 **Każda osoba w grupie wybiera dwie znane osoby, które podziwia. Osoby te nie mogą się powtórzyć w jednej grupie!**

2 **Poszukajcie zdjęć wybranych osób w czasopismach lub w internecie.**

3 **Teraz przygotujcie plakat. Zatytułujcie go „Wall of Fame" (ściana sław). Przyklejcie zdjęcia, podpiszcie je i napiszcie o każdej osobie w jednym lub dwóch zdaniach, dlaczego jest sławna.**

Otylia Jędrzejczak

This is Otylia Jędrzejczak. She won a gold medal at the Olympic Games.

Self-evaluation

Vocabulary

1 **Podpisz obrazki nazwami zawodów.**

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

2 punkty za każdą poprawną odpowiedź. ____ / 20

Grammar

2 **Uzupełnij zdania czasownikami z ramki we właściwej formie *past simple*.**

read like dance stop go

1 My mum _____ to lots of countries when she was young.
2 I _____ my history books before dinner.
3 She _____ the pizza at the restaurant.
4 We _____ all evening at the school disco.
5 The clock _____ at half past three.

2 punkty za każdą poprawną odpowiedź. ____ / 10

3 **Ułóż zdania z podanych wyrazów i wyrażeń. Użyj czasownika w formie *past simple*.**

1 to school / at / go / she / half past eight
_____

2 at the cinema / see / I / a good film / on Saturday
_____

3 with Mum / yesterday / we / a cake / make
_____

4 leave / they / at three o'clock / school
_____

5 his homework / he / after dinner / do
_____

2 punkty za każdą poprawną odpowiedź. ____ / 10

Skills

4 **Ułóż zdania z dialogu we właściwej kolejności.**

a Of course, Charlie. Just a moment.
b Great idea. See you later!
c Hello, it's Charlie. Could I speak to Simon, please?
d Hello, Charlie.
e Hi, Simon. Would you like to come to my house this evening?

Simon's dad Hello?
Charlie 1 _____.
Simon's dad 2 _____.
Simon 3 _____.
Charlie 4 _____.
Simon 5 _____.

2 punkty za każdą poprawną odpowiedź. ____ / 10

Total score ____ / 50

Wpisz i zsumuj swoje punkty.

Vocabulary	____ / 20	45 – 50 Bardzo dobrze
Grammar	____ / 20	30 – 44 Dobrze
Skills	____ / 10	0 – 29 Powtórz materiał z rozdziału 7.
Total	____ / 50	

8 Around the world

Words, words, words

1 Odszukaj w wężu dwanaście nazw państw. Następnie napisz je pod obrazkami. Pamiętaj o tym, że nazwy państw piszemy wielką literą.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

6 _____ 7 _____ 8 _____ 9 _____ 10 _____

2 Jakie to państwo?

Capital city	Country
Rome	1 _____
Paris	2 _____
Madrid	3 _____
Kiev	4 _____
Moscow	5 _____
Prague	6 _____
Stockholm	7 _____
Athens	8 _____
Berlin	9 _____
London	10 _____
Warsaw	11 _____
Dublin	12 _____

3 Uzupełnij tabelkę.

Country	Nationality
Spain	1 _____
Germany	2 _____
France	3 _____
4 _____	Greek
5 _____	Irish
Sweden	6 _____
Russia	7 _____
8 _____	Italian
Ukraine	9 _____
Slovakia	10 _____

4 Wybierz trzy państwa z ćw. 1, które najbardziej chciałbyś/chciałabyś zwiedzić.

1 I would like to visit _____

2 _____

3 _____

Everyday English

1 57 **Uzupełnij dialogi zwrotami z ramki.**

Oh well Are you kidding We'll see
think we did OK Congratulations

2 **Zakreśl właściwą formę.**

Ally Hi, Tim. What are you doing?
Tim Hi, Ally. Can you help me with this crossword? I'm nearly finished.
Ally [1] **Sure. / No way.** I like crosswords.
Tim [2] **I bet / It's a pity** you know the answer to this one.
Ally What is it?
Tim 'What's the largest desert in the world?' Six letters.
Ally [3] **That's bad news / That's easy**, it's the Sahara.
Tim [4] **Of course / Oh well** it is! Thank you.
Ally What's the next one down?
Tim 'Who made the first motor car?' [5] **I know that. / Never mind.** It was Henry Ford.
Ally You're right. It fits.
Tim This is the last one! 'In which country can you eat Sauerkraut?'
Ally [6] **No way. / I've no idea.** Do you know the answer?
Tim No, I don't. [7] **It's a pity. / I bet.** I wanted to finish it!
Ally [8] **Are you kidding? / Never mind.** Oh, here comes George. George! Do you know where they eat Sauerkraut?
George I think it's Germany.
Ally Wow. That's it!
Tim Brilliant!

Grammar Steps 1

Past simple

1 (*) **Ułóż zdania.**

1 didn't / ham / I / sandwiches / have / for lunch

_____.

2 go / we / didn't / school / to / on Monday

_____.

3 didn't / TV / last night / my dad / watch

_____.

4 your homework / didn't / you / do

_____.

5 eat / the dog / the vegetables / didn't

_____.

6 didn't / my grandparents / last weekend / visit us

_____.

2 (**) **Popatrz na tabelkę. Co te osoby robiły, a czego nie robiły w miniony weekend? Napisz zdania.**

	Jenny	Toby	Liam	Lindy
	✔	✔	✘	✘
	✘	✔	✔	✔
	✘	✘	✔	✔
	✘	✔	✘	✘
	✘	✘	✘	✔

1 Liam / go swimming

_____.

2 Toby / listen to music

_____.

3 Jenny and Toby / watch a DVD

_____.

4 Liam and Lindy / watch a DVD

_____.

5 Jenny / play tennis

_____.

6 Jenny and Toby / do their homework

_____.

7 Lindy / do her homework

_____.

3 (*) **Popatrz na tabelkę z ćw. 2. Przeczytaj zdania i napisz właściwe imię.**

1 She went swimming.

_____

2 They didn't go swimming.

_____

3 He watched a DVD.

_____

4 They didn't play tennis.

_____

5 She did her homework.

_____

4 (**) **Zamień zdania twierdzące w przeczące.**

1 I liked the film at the cinema.

_____

2 You left John's party early.

_____

3 We made a cake for the picnic.

_____

4 They went swimming last Sunday morning.

_____

5 He phoned his mum from his friend's house.

_____

6 She studied a lot for her exam.

_____

5 (**) **Uzupełnij informacje o sobie. Napisz zgodne z prawdą zdania twierdzące lub przeczące w czasie *past simple*.**

About me

1 go to bed early last night

_____.

2 have breakfast this morning

_____.

3 eat toast for breakfast

_____.

4 watch TV yesterday

_____.

5 have lunch at school last Monday

_____.

Talking about holidays

1 58 **Uzupełnij dialogi zwrotami z ramki. Następnie posłuchaj nagrania i sprawdź swoje odpowiedzi.**

Cool What about That sounds
It was great, thanks How was

Luke Hi, Lewis. [1]_____ your holiday?
Lewis [2]_____. I went to a football match last week, and my team won!
Luke [3]_____!
Lewis [4]_____ you?
Luke I went mountain biking with my family.
Lewis [5]_____ fun.

2 59 **Uzupełnij dialogi zwrotami z ramki. Następnie posłuchaj nagrania i sprawdź swoje odpowiedzi.**

Why's that terrible your holiday
Oh dear

Sally Hello, Clare. How was [1]_____?
Clare It was [2]_____.
Sally Oh no! [3]_____?
Clare I lost my grandma's rabbit.
Sally [4]_____! Did you find him?
Clare Yes, but my mum was very angry, and so was my grandma.

3 60 **Posłuchaj dialogu. Uzupełnij zdania. Napisz *Sue* i/lub *Jean*.**

1 _____ and _____ had a great holiday.
2 _____ visited an aunt.
3 _____'s cousins came to visit.
4 _____ went shopping.
5 _____ went swimming.
6 _____ went to the beach.
7 _____ has got a new dress.

4 61 **Posłuchaj dialogu. Odpowiedz na pytania.**

1 Did Ryan have a good holiday?
_____
2 Why did Ryan miss the party?
_____
3 What happened?
_____
4 Did Josh go to the party?
_____
5 Did Josh have a good holiday?
_____

Grammar Steps 2

Past simple

1 (*) **Wybierz właściwą odpowiedź. Zakreśl literę a, b lub c.**

1 Did Freddie go to school by bus?
a Yes, he did. c No, he don't.
b Yes, he was.

2 Did John play in the football match?
a No, he don't. c No, he not.
b No, he didn't.

3 Did they go swimming yesterday?
a Yes, they were. c Yes, they did.
b Yes, they went.

4 Did he like me?
a No, he doesn't. c Yes, he did.
b Yes, he liked.

5 Did you get up late this morning?
a No, I don't. c No, I didn't.
b No, I wasn't.

6 Did we have science homework?
a Yes, we have. c Yes, we had.
b Yes, we did.

2 62 (*) **Posłuchaj nagrania i uzupełnij tabelkę. Zaznacz znakiem ✔ to, co się podobało tym osobom, a znakiem ✘ to, co im się nie podobało.**

	Delia	Alice
Fiona's party		
music		
food		
cake		
Fiona's dress		

3 (**) **Popatrz na tabelkę z ćw. 2. Odpowiedz na poniższe pytania. Posłuchaj nagrania jeszcze raz i sprawdź swoje odpowiedzi.**

1 Did Alice like Fiona's party?
_____.

2 Did Delia like the music?
_____.

3 Did they like the food?
_____.

4 Did Alice like the cake?
_____.

5 Did they like Fiona's dress?
_____.

4 (**) **Popatrz na obrazki ilustrujące wydarzenia z minionego weekendu. Uzupełnij pytania, a następnie napisz krótkie odpowiedzi.**

1 _____ Sarah and Jimmy _____ swimming?
_____

2 _____ Martha _____ the guitar?
_____

3 _____ Eric _____ TV?
_____

4 _____ Jon and Toby _____ football?
_____

5 _____ Ally and Erin _____ to the cinema?
_____

5 (**) **Co robiłeś/robiłaś w miniony weekend? Ułóż pytania. Następnie sam/sama na nie odpowiedz.**

1 play / you / did / chess?
_____
_____

2 ride / you / a / did / bike?
_____
_____

3 you / go / did / roller skating?
_____
_____

4 you / do / your / did / homework?
_____
_____

5 you / your / meet / did / friends?
_____
_____

The boy with the sunglasses

1 64 **Przeczytaj tekst i posłuchaj nagrania. Kto przybywa z pomocą?**

Emily's hands are behind her back. She's got her mobile phone in them, but the Omegans don't know this.

Suddenly there's a noise – music! The Omegans hate it.

Omegans Aaargh! Music!

Their appearance changes again – they've got red eyes and green skin.

The children don't wait. They run outside.

Zed What did you do?
Emily I called Jack's mobile phone. He always has loud music on it!

But the music from the mobile phone doesn't stop the Omegans for long. They run after the children.

Suddenly, there's a bright light and two aliens in uniforms are standing in front of them.

Zed looks up. There's an enormous alien ship in the sky above them. Jack and Emily see it, too. They don't need sunglasses to see this ship.

Zed That's a police ship! I'm safe!

The Omegans run out of the museum. They see the police officers and stop. They put their hands up over their heads.

Police officer Omegans, you're coming back with us.
1st Omegan But we didn't do anything!
Zed Can you take me back to my planet, Alpha?
Police officer Yes, of course.

Before he goes, Zed says goodbye to the children.

Zed Thank you for all your help. My visit to Earth wasn't boring! It was very exciting!

All the aliens go back to the police ship.

Jack and Emily walk home together where Emily's mum is making dinner in the kitchen.

Mum You're late. Did you go into town after school?
Emily Yes, we did.
Mum Did you do anything interesting?

Emily and Jack laugh.

Mum I don't understand. What's funny about that?

bright light – *jasne światło*

2 **Odpowiedz na pytania.**

1 How do the children play music to the Omegans?
_____

2 Why do they play music to the Omegans?
_____

3 Who arrives in an enormous ship?
_____

4 What does Zed say about his visit to this planet?
_____

5 Why do Emily and Jack laugh?
_____

3 **Uzupełnij tekst wyrazami z ramki.**

tourist arrived took helped crashed
met attacked looked

Emily and Jack [1]_____ an alien from the planet Alpha. His name was Zed.
He was a [2]_____ on Earth.
Some other aliens, Omegans, [3]_____ his ship and it [4]_____. The Omegans [5]_____ for Zed, but Emily and Jack [6]_____ him. In the end, a galaxy police ship [7]_____ and stopped the Omegans. The police officers also [8]_____ Zed back to his planet.

Think about the story
Jak myślisz, w jaki sposób policja odnalazła Zeda?

Skills Steps 2

Reading

1 **Przeczytaj tekst. Kiedy Mike Perham obchodził swoje siedemnaste urodziny? Gdzie spędzał wakacje?**

A 17-year-old sails around the world

On 27 August 2009, teenager Mike Perham arrived at Lizard Point in the south of England. He became the youngest person to sail around the world. He was at sea on his sailing boat, *TotallyMoney.com*, for more than nine months. He left when he was only 16 years old, and he took his homework with him!

Mike wanted the journey to take four months. But he had a lot of problems, so the journey took much longer. He stopped a few times to repair his boat. And he had his 17th birthday alone on the 16th of March in the South Indian Ocean.

How did he spend so much time alone? Well, it wasn't easy. He phoned his family at home in England every day. He listened to music on his iPod. He made food, and he even studied! He didn't sleep much at night so he sometimes went to sleep during the day.

What did he like best on his journey? He saw whales and dolphins. He loved that. What were the worst things? He didn't like the bad weather and his boring, terrible food!

repair – *naprawiać*
alone – *sam*
whales – *wieloryby*
dolphins – *delfiny*

2 **Popraw błędne informacje w poniższych zdaniach.**

1 Mike Perham is from America.
_____.

2 His journey took four months.
_____.

3 He didn't have a lot of problems with his boat.
_____.

4 He had a good time on his 17th birthday.
_____.

5 He hardly ever phoned his family.
_____.

6 He enjoyed his meals on the boat.
_____.

Listening

3 65 **Posłuchaj dialogu. Popatrz na mapę. Prześledź trasę podróży Mike'a na mapie.**

4 **Posłuchaj nagrania jeszcze raz. Gdzie zatrzymał się Mike? Napisz nazwy tych miejsc na mapie.**

Australia Spain Portugal South Africa
New Zealand

5 **Uzupełnij zdania. Następnie posłuchaj nagrania i sprawdź swoje odpowiedzi.**

1 Mike stopped _____ times to repair his boat.
2 He started sailing with his _____ when he was very young.
3 You can read Mike's _____ about his journey and what he did every day.

Writing

6 **Przeczytaj pocztówkę. Ponumeruj zdjęcia z wakacji we właściwej kolejności.**

Dear Sarah!
Hello from sunny Spain!
We're having a lovely holiday here.
Yesterday, we went on a boat trip.
The weather was sunny, but a bit windy. We saw some beautiful fish, and then we saw some dolphins!
They swam round the boat. Dad was really excited. When he jumped up to take some pictures, he fell in the water! It was really funny. Then we all jumped in the water and went swimming!
See you soon!
Love,
Carla

7 **Połącz zdania. Rozpocznij od *When*.**

1 The dog jumped up. The cup fell and broke.

_____

2 They went to the park. It started to rain.

_____

3 He met his friends. They went to a café.

_____

4 The film finished. We went home.

_____

5 He went skiing. He broke his leg.

_____

8 **Popatrz na obrazki. Uzupełnij tekst pocztówki Simona.**

see be go climb be drop walk go be

Yesterday, we [1]_____ for a picnic. The weather [2]_____ sunny. We [3]_____ by the river. Then we [4]_____ some bluebirds. Mum [5]_____ excited. When she [6]_____ onto the picnic table to take a photo, she [7]_____ her camera in the river! It [8]_____ very funny. Then we all [9]_____ home.

9 **Wykorzystaj poniższe notatki i napisz własną pocztówkę do kolegi lub koleżanki. Pamiętaj o stosowaniu czasu przeszłego.**

Notes
Holiday: camping in Germany
Campsite: nice – lots of trees and a lake
Weather: good, very hot
Yesterday: climb a mountain – see a bear in the woods
friend – very excited – jump up to take a photo – fall in the lake – very funny – then have a picnic – German sausages – delicious!

Dear
_____
_____
_____
_____
_____
See you soon!
Love,

Culture Steps

English speaking countries

1 **Przeczytaj komentarze na blogu Agaty. Które państwa zostały wymienione?**

Bill says ...
Hello, Agata!
I went to Australia last winter. It was fantastic. I visited my aunt, uncle and cousins near Sydney. They live there now. It was December and very hot. We had Christmas lunch on the beach! I had a great time.

Elsa says ...
Hi, Agata.
I went to Canada last summer with my family. We stayed in a house by a lake. We went swimming every day. It was great. We walked in the woods and saw bears! We also visited Toronto for a few days and went shopping. I loved it.

2 **Czy podane zdania są zgodne z tekstem, czy – nie? Popraw błędne zdania.**

1 Bill's cousins live in Australia. ☐

2 The weather wasn't good on holiday. ☐

3 Elsa lives in Canada with her family. ☐

4 She loves swimming. ☐

5 She bought things in Toronto. ☐

3 **Napisz do Agaty o swoich zeszłorocznych wakacjach.**

Where did you go and when?
What did you do / see / eat?
What did you like best?
What didn't you like?
My last holiday

Project

Dobierzcie się w kilkuosobowe grupy. Przygotujcie prezentację na temat któregoś z krajów anglojęzycznych.

1 **Wybierzcie kraj, w którym oficjalnym językiem jest angielski.**

2 **Poszukajcie informacji o tym kraju. Dowiedzcie się:**
- **gdzie jest położony**
- **jak nazywa się jego stolica**
- **z czego słynie ten kraj**
- **co ciekawego można tam zobaczyć.**

3 **Narysujcie mapę pokazującą położenie tego kraju na świecie.**

4 **Znajdźcie zdjęcia, które zilustrują zdobyte przez was informacje.**

5 **Przygotujcie broszurę lub plakat poświęcony wybranemu krajowi.**

6 **Zaprezentujcie to, czego się dowiedzieliście, pozostałym grupom.**

Australia

Australia is an English speaking country. Kangaroos and koalas live in Australia.

Self-evaluation

Vocabulary

1 **Napisz nazwy państw.**

1	_____	6	_____
2	_____	7	_____
3	_____	8	_____
4	_____	9	_____
5	_____	10	_____

2 punkty za każdą poprawną odpowiedź. ____ / 20

Grammar

2 **Uzupełnij zdania czasownikami z ramki w formie przeczącej czasu *past simple*.**

play go watch start eat

1 School _____ at ten o'clock this morning.
2 My mum _____ to work today.
3 We _____ TV after dinner last night.
4 I _____ football with my friends at the weekend.
5 My dog _____ my spaghetti bolognese yesterday.

2 punkty za każdą poprawną odpowiedź. ____ / 10

3 **Uzupełnij pytania czasownikami z nawiasów w czasie *past simple*. Odpowiedz na pytania, stosując krótkie odpowiedzi.**

1 _____ Ryan _____ his homework? (finish) ✔
_____.
2 _____ we _____ late? (arrive) ✘
_____, you _____.
3 _____ they _____ to the party? (go) ✘
_____.
4 _____ Sally _____ you? (phone) ✔
_____.
5 _____ you _____ the film? (like) ✘
_____, I _____.

1 punkt za każdą poprawną odpowiedź. ____ / 10

Skills

4 **Uzupełnij dialogi zwrotami z ramki.**

It was great, thanks Poor you
What about you That sounds fun
How was your weekend

Brian [1] _____?
Gail [2] _____. On Saturday I went shopping, and on Sunday I went to a party.
Brian [3] _____.
Gail [4] _____? How was your weekend?
Brian It was terrible. I lost my bag, phone and money.
Gail Oh, no! [5] _____!

2 punkty za każdą poprawną odpowiedź. ____ / 10

Total score ____ / 50

Wpisz i zsumuj swoje punkty.

Vocabulary	____ / 20	45 – 50 Bardzo dobrze
Grammar	____ / 20	30 – 44 Dobrze
Skills	____ / 10	0 – 29 Powtórz materiał z rozdziału 8.
Total	____ / 50	

Extra activities

Unit 1

Napisz wyrazy z ramki pod właściwymi obrazkami. Skorzystaj ze słownika.

jumper sandals scarf
swimming costume top waistcoat

1 s_____s

2 s_____
c_____e

3 s_____

4 _____p

5 _____t

6 _____r

Unit 2

Napisz wyrazy z ramki pod właściwymi obrazkami. Skorzystaj ze słownika.

science lab sick room school gates
sports field stage language lab

1 __p_____
_____

2 _____
____t___

3 __i_____
___

4 ___a___

5 __a_____
___

6 _____
___o__

Unit 3

Uzupełnij wyrazy pod obrazkami.
Skorzystaj ze słownika.

conductor mouth organ recorder harp
grand piano orchestra

1 __o____
_____

2 _____
_____

3 __c_____

4 ____p

5 ____d_____

6 _____e_____

Unit 4

Uzupełnij zdania właściwą formą czasowników z ramki. Skorzystaj ze słownika.

text video-chat burn click
download surf

1 We often _____ funny videos from You Tube.
2 I use a webcam to _____ with my friend in Canada.
3 My grandad _____ the Internet a lot on his new computer. He loves it!
4 I usually _____ my friends because phone calls are expensive.
5 _____ on this link to my favourite website.
6 I can _____ a CD for you.

Unit 5

Uzupełnij wyrazy pod obrazkami.
Skorzystaj ze słownika.

coast countryside hedge fence
bridge footpath

1 _____t_____

2 _____g__

3 _____d___

4 __o_____

5 _____t

6 _____c__

Extra activities

Unit 6

Napisz wyrazy z ramki pod właściwymi obrazkami. Skorzystaj ze słownika.

café chemist's shoe shop
computer shop newsagent's car park

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

Unit 7

Napisz wyrazy z ramki pod właściwymi obrazkami. Skorzystaj ze słownika.

footballer hairdresser musician
taxi driver film star farmer

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

Unit 8

Uzupełnij nazwy państw. Skorzystaj z atlasu geograficznego i słownika.

China Australia The United States
Brazil India Japan

1 _ _ _ _ n _ _ _ _ _ _ _ _ _ _ _
2 _ _ _ _ _ _
3 _ n _ _ _
4 _ _ _ n _
5 _ _ _ _ n
6 _ _ _ _ _ _ _ _ _

Grammar summary

Welcome

be

Twierdzenia

	Formy skrócone	Formy pełne	
I	**'m**	**am**	Polish.
You	**'re**	**are**	Polish.
He	**'s**	**is**	Polish.
She	**'s**	**is**	Polish.
It	**'s**	**is**	Polish.
We	**'re**	**are**	Polish.
You	**'re**	**are**	Polish.
They	**'re**	**are**	Polish.

Przeczenia

	Formy skrócone	Formy pełne	
I	**'m not**	**am not**	English.
You	**aren't**	**are not**	English.
He	**isn't**	**is not**	English.
She	**isn't**	**is not**	English.
It	**isn't**	**is not**	English.
We	**aren't**	**are not**	English.
You	**aren't**	**are not**	English.
They	**aren't**	**are not**	English.

Krótkich form czasownika *be* używamy zazwyczaj w mowie. Form pełnych używamy po *this* i w pytaniach.

Pytania	Krótkie odpowiedzi
Am I late?	Yes, you **are**. / No, you **aren't**.
Are you late?	Yes, I **am**. / No, I'**m not**.
Is he late?	Yes, he **is**. / No, he **isn't**.
Is she late?	Yes, she **is**. / No, she **isn't**.
Is it late?	Yes, it **is**. / No, it **isn't**.
Are we late?	Yes, you **are**. / No, you **aren't**.
Are you late?	Yes, we **are**. / No, we **aren't**.
Are they late?	Yes, they **are**. / No, they **aren't**.

Aby utworzyć pytania typu Tak/Nie, stawiamy czasowniki przed podmiotem.
*They **are** English.* *Are they English?*

Zawsze stosujemy pełne formy czasownika *be* w pytaniach i krótkich odpowiedziach twierdzących.
*Yes, I **am**.* NIE – ~~*Yes, I'm.*~~

Możemy używać form skróconych w krótkich odpowiedziach przeczących.

Zaimki pytające

What	's is	his name?
When	's is	her birthday?
Where	are	your pens?
Who	are	you?

Prepositions

1 on

2 in

3 in front of

4 behind

5 next to

6 under

There's / There are

Twierdzenia

There	**'s**	a	garden.
	is		
There	**are**	three	bedrooms.

Przeczenia

There	**isn't**	a	TV.
There	**aren't**	any	trees.

Pytania

Is	**there**	a	garage?
Are	**there**	any	pets?

Krótkie odpowiedzi

Yes, **there is**. / No, **there isn't**.
Yes **there are**. / No, **there aren't**.

Any używamy po *There aren't* i *Are there ...?*

Form *There's* i *There are* używamy wtedy, gdy opisujemy coś, co widzimy.

Grammar summary

have got

Twierdzenia

	Formy skrócone	Formy pełne	
I	**'ve** got	**have** got	a cat.
You	**'ve** got	**have** got	a cat.
He	**'s** got	**has** got	a cat.
She	**'s** got	**has** got	a cat.
It	**'s** got	**has** got	a cat.
We	**'ve** got	**have** got	a cat.
You	**'ve** got	**have** got	a cat.
They	**'ve** got	**have** got	a cat.

Przeczenia

	Formy skrócone	Formy pełne	
I	**haven't** got	**have not** got	a dog.
You	**haven't** got	**have not** got	a dog.
He	**hasn't** got	**has not** got	a dog.
She	**hasn't** got	**has not** got	a dog.
It	**hasn't** got	**has not** got	a dog.
We	**haven't** got	**have not** got	a dog.
You	**haven't** got	**have not** got	a dog.
They	**haven't** got	**have not** got	a dog.

Form *have got* i *has got* używamy wtedy, gdy mówimy o tym, co ktoś posiada. Forma skrócona od *have* to *'ve*, a od *has* – *'s*.

Pytania

Have	I	got	a fish?
Have	you	got	a fish?
Has	he	got	a fish?
Has	she	got	a fish?
Has	it	got	a fish?
Have	we	got	a fish?
Have	you	got	a fish?
Have	they	got	a fish?

Krótkie odpowiedzi

Yes, I **have.**	No, I **haven't.**
Yes, you **have.**	No, you **haven't.**
Yes, he **has.**	No, he **hasn't.**
Yes, she **has.**	No, she **hasn't.**
Yes, it **has.**	No, it **hasn't.**
Yes, we **have.**	No, we **haven't.**
Yes, you **have.**	No, you **haven't.**
Yes, they **have.**	No, they **haven't.**

Aby utworzyć pytanie z *got*, stawiamy *have* lub *has* przed podmiotem zdania.

Słowa *got* nie stosujemy w krótkich odpowiedziach.

can

Twierdzenia

I	**can**	speak English.
You	**can**	speak English.
He	**can**	speak English.
She	**can**	speak English.
It	**can**	speak English.
We	**can**	speak English.
You	**can**	speak English.
They	**can**	speak English.

Przeczenia

	Formy skrócone	Formy pełne	
I	**can't**	**cannot**	climb trees.
You	**can't**	**cannot**	climb trees.
He	**can't**	**cannot**	climb trees.
She	**can't**	**cannot**	climb trees.
It	**can't**	**cannot**	climb trees.
We	**can't**	**cannot**	climb trees.
You	**can't**	**cannot**	climb trees.
They	**can't**	**cannot**	climb trees.

Pytania

Can	I	dance?
Can	you	dance?
Can	he	dance?
Can	she	dance?
Can	it	dance?
Can	we	dance?
Can	you	dance?
Can	they	dance?

Krótkie odpowiedzi

Yes, I **can.**	No, I **can't.**
Yes, you **can.**	No, you **can't.**
Yes he **can.**	No, he **can't.**
Yes, she **can.**	No, she **can't.**
Yes, it **can.**	No, it **can't.**
Yes, we **can.**	No, we **can't.**
Yes, you **can.**	No, you **can't.**
Yes, they **can.**	No, they **can't.**

Czasownik *can* stosujemy wtedy, gdy mówimy o umiejętnościach. *Can* zachowuje tę samą formę we wszystkich osobach.

Aby utworzyć pytanie z czasownikiem *can*, stawiamy go przed podmiotem.

Unit 1

Present simple

Twierdzenia

I	**walk**	to school.
You	**walk**	to school.
He	**walks**	to school.
She	**walks**	to school.
It	**walks**	to school.
We	**walk**	to school.
You	**walk**	to school.
They	**walk**	to school.

Aby utworzyć zdanie w czasie *present simple*, używamy czasownika w bezokoliczniku bez przyimka *to*. Do czasownika w trzeciej osobie l. poj. (*he/she/it*) dodajemy końcówkę *-s*, np. *I walk, he/she walks.*

Pisownia form *he/she/it*
Do większości czasowników dodajemy *-s*.
He *plays football. She gets up at six o'clock.*
Do czasowników zakończonych na ***s***, ***ch***, ***sh*** lub ***o*** dodajemy ***-es***.
*It finish**es** at one o'clock. She go**es** to the park.*
Czasownik *have* ma formę *has* dla *he/she/it*.

Czasu *present simple* używamy w odniesieniu do zwyczajów i codziennych czynności.

Przeczenia

I	**don't**	**like** ham.
You	**don't**	**like** ham.
He	**doesn't**	**like** ham.
She	**doesn't**	**like** ham.
It	**doesn't**	**like** ham.
We	**don't**	**like** ham.
You	**don't**	**like** ham.
They	**don't**	**like** ham.

Aby utworzyć formę przeczącą, używamy *don't / doesn't*. Charakterystyczna dla *he/she/it* końcówka *-s* zawiera się w *doesn't*. Nie dodajemy końcówki *-s* do czasownika.

Pytania

Do	I	**like** snakes?
Do	you	**like** snakes?
Does	he	**like** snakes?
Does	she	**like** snakes?
Does	it	**like** snakes?
Do	we	**like** snakes?
Do	you	**like** snakes?
Do	they	**like** snakes?

Aby utworzyć pytanie w czasie *present simple*, przed czasownikiem stawiamy *do* lub *does*.

W krótkich odpowiedziach używamy jedynie *do/does/don't/doesn't*. Nie używamy wtedy czasownika, np. *Yes, I do*. NIE – ~~*Yes, I like*~~.

Krótkie odpowiedzi

Yes, I **do**.	No, I **don't**.
Yes, you **do**.	No, I **don't**.
Yes, he **does**.	No, he **doesn't**.
Yes, she **does**.	No, she **doesn't**.
Yes, it **does**.	No, it **doesn't**.
Yes, we **do**.	No, we **don't**.
Yes, you **do**.	No, you **don't**.
Yes, they **do**.	No, they **don't**.

Adverbs of frequency

I **never** drink coffee.	0%
I **sometimes** drink coffee.	50%
I **often** drink coffee.	85%
I **always** drink coffee.	100%

Przysłówek częstotliwości stawiamy przed czasownikiem, z wyjątkiem czasownika *be*. W zdaniach z czasownikiem *be* przysłówek częstotliwości stoi bezpośrednio po nim. np. *He **always goes** to school at 9 o'clock.*
*He **is always** at school at 9.15.*

Unit 2

a / an

Twierdzenia

There's	**a** pizza. **an** orange.

Przeczenia

There isn't	**a** cake. **an** apple.

Pytania

Is there	**a** sandwich? **an** egg?

Krótkie odpowiedzi

Yes, **there is.** / No, **there isn't.**

Grammar summary

some / any

Twierdzenia

There	are	three	apples.
There	are	**some**	apples.

Przeczenia

There	aren't	**any**	oranges.

Pytania

Are	there	**any**	bananas?

Krótkie odpowiedzi

Yes, **there are.** / No, **there aren't.**

Przedimka *a/an* używamy w odniesieniu do pojedynczych przedmiotów.
Określenia *some* używamy w odniesieniu do wielu przedmiotów.
Określenia *any* używamy w odniesieniu do wielu przedmiotów, w zdaniach przeczących lub pytających. Zawsze stosujemy *any* po zwrocie *Are there ...?* i *There aren't ...*

Countable and uncountable nouns

Policzalne	Niepoliczalne
an apple	**milk**
a carrot	**water**
an egg	**salt**
a biscuit	**sugar**

Można policzyć jabłka, herbatniki czy marchewki:
np. *two apples, ten biscuits, twenty carrots.*
Rzeczowniki policzalne mogą występować w liczbie pojedynczej i mnogiej.
np. *The egg **is** on the table.*
*The eggs **are** on the table.*
Nie da się policzyć mleka, wody ani soli.
np. *one ~~milk~~, ~~two waters~~, ~~ten salts~~.*
Rzeczowniki niepoliczalne występują tylko w liczbie pojedynczej.

Określeń *some/any* używamy w odniesieniu do rzeczowników niepoliczalnych.
*There's **some** sugar on the table.*
*There isn't **any** salt on the table.*
*Is there **any** milk on the table?*

How much ...? / How many ...?

Zwrotu *How much ...?* używamy w odniesieniu do rzeczowników niepoliczalnych.
np. ***How much** butter have we got?*
Zwrotu *How many ...?* używamy w odniesieniu do rzeczowników policzalnych.
np. ***How many** sandwiches are in the bag?*

Unit 3

Present continuous

Twierdzenia

	Formy skrócone	Formy pełne	
I	**'m**	**am**	**dancing.**
You	**'re**	**are**	**dancing.**
He	**'s**	**is**	**dancing.**
She	**'s**	**is**	**dancing.**
It	**'s**	**is**	**dancing.**
We	**'re**	**are**	**dancing.**
You	**'re**	**are**	**dancing.**
They	**'re**	**are**	**dancing.**

Przeczenia

	Formy skrócone	Formy pełne	
I	**'m**	**am not**	reading.
You	**aren't**	**are not**	reading.
He	**isn't**	**is not**	reading.
She	**isn't**	**is not**	reading.
It	**isn't**	**is not**	reading.
We	**aren't**	**are not**	reading.
You	**aren't**	**are not**	reading.
They	**aren't**	**are not**	reading.

Czasu *present continuous* używamy w odniesieniu do czynności, które odbywają się w tej chwili.

Czas *present continuous* tworzymy za pomocą formy *present simple* czasownika *be* oraz czasownika z końcówką *-ing*.

Spójrz na różne sposoby zapisu czasownika z końcówką *-ing*:
1 do większości czasowników dodajemy ***-ing***
2 z czasowników zakończonych na *-e*, usuwamy *-e* i dodajmy ***-ing***
3 w czasownikach zakończonych krótką samogłoską i jedną spółgłoską – podwajamy tę samogłoskę i dodajmy ***-ing***

Unit 4

Present continuous

Pytania Krótkie odpowiedzi

Am	I	eating?	Yes, you **are.** / No, you **aren't.**
Are	you	eating?	Yes, I **am.** / No, **I'm not.**
Is	he	eating?	Yes, he **is.** / No, he **isn't.**
Is	she	eating?	Yes, she **is.** / No, she **isn't.**
Is	it	eating?	Yes, it **is.** / No, it **isn't.**
Are	we	eating?	Yes, you **are.** / No, you **aren't.**
Are	you	eating?	Yes, we **are.** / No, we **aren't.**
Are	they	eating?	Yes, they **are.** / No, they **aren't.**

Aby utworzyć pytanie w czasie *present continuous*, stawiamy czasownik *be* przed podmiotem:
***Are** you **doing** your homework?*

a / an and *the*

Przedimka *a / an* używamy wtedy, kiedy o jakiejś rzeczy mówimy po raz pierwszy.
*Sally has got **a** new bike.*
Przedimka *the* używamy wtedy, kiedy mówimy o czymś, co jest nam znane lub była już o tym mowa.
***The** bike is blue.*

Pamiętaj, że przedimka *a / an* używamy w odniesieniu do jednego przedmiotu w liczbie pojedynczej.
Nie można używać *a / an* w odniesieniu do wielu przedmiotów.
Pamiętaj, że przedimka *an*, zamiast *a*, używamy przed słowami, które w wymowie zaczynają się od samogłoski.
***an** egg* ***an** hour*

Unit 5

Comparatives and superlatives

	Przymiotnik	St. wyższy	St. najwyższy
+er / est	old	**older**	**oldest**
+r / est	wide	**wider**	**widest**
podwójna spółgłoska			
+er / est	hot	**hotter**	**hottest**
–y +ier / iest	happy	**happier**	**happiest**
przymiotniki nieregularne			
	good	**better**	**best**
	bad	**worse**	**worst**
	far	**further**	**furthest**
+ more / most			
	beautiful	**more** beautiful	**most** beautiful

Przymiotnika w stopniu wyższym oraz *than* używamy wtedy, kiedy porównujemy ze sobą dwie rzeczy lub osoby.
*Pop music **is better than** hip hop.*

Przymiotnika w stopniu najwyższym oraz *the* używamy wtedy, kiedy porównujemy więcej niż dwie rzeczy lub osoby.
*He's **the best** student in the class.*

Często razem z przymiotnikami w stopniu najwyższym używamy przyimka *in*, aby pokazać, co porównujemy.
*The fastest animal **in the world** is the cheetah.*

Unit 6

be: past simple

Twierdzenia

I	**was**	in the garden.
You	**were**	in the garden.
He	**was**	in the garden.
She	**was**	in the garden.
It	**was**	in the garden.
We	**were**	in the garden.
You	**were**	in the garden.
They	**were**	in the garden.

***There was a** swimming pool at the hotel.*
***There were some** people in the church.*

Przeczenia

I	**wasn't**	at the cinema.
You	**weren't**	at the cinema.
He	**wasn't**	at the cinema.
She	**wasn't**	at the cinema.
It	**wasn't**	at the cinema.
We	**weren't**	at the cinema.
You	**weren't**	at the cinema.
They	**weren't**	at the cinema.

Pytania Krótkie odpowiedzi

Were	you	here?	Yes, I **was.** / No, I **wasn't.**
Was	she	here?	Yes. she **was.** / No, she **wasn't.**
Were	you	here?	Yes, we **were.** / No, we **weren't.**
Were	they	here?	Yes, they **were.** / No, they **weren't.**

Forma przeszła czasownika *be* jest nieregularna.

Grammar summary

Unit 7

Past simple (czasowniki regularne)

Twierdzenia

I	**walked**	to school.
You	**walked**	to school.
He	**walked**	to school.
She	**walked**	to school.
It	**walked**	to school.
We	**walked**	to school.
You	**walked**	to school.
They	**walked**	to school.

Formę *past simple* czasowników regularnych tworzymy poprzez dodanie końcówki *-ed*.

Nie dodajemy żadnej innej końcówki dla *he/she/it* w czasie *past simple*. Forma *past simple* jest taka sama dla wszystkich osób. Czasu *past simple* używamy w odniesieniu do czynności przeszłych, które zostały zakończone.

Zasady pisowni:

1 Do większości czasowników regularnych dodajemy końcówkę *-ed*. *watch* > *watch**ed***
2 Do czasowników zakończonych na *-e* dodajemy *-d*. *phone* > *phone**d***
3 Od czasowników zakończonych na spółgłoskę oraz *-y* oddzielamy *-y* i dodajemy końcówkę *-ied*. *tidy* > *tid**ied***
4 Do czasowników zakończonych na samogłoskę i spółgłoskę dodajemy tę samą spółgłoskę i końcówkę *-ed*. *chat* > *chat**ted***

Past simple (czasowniki nieregularne)

Niektóre czasowniki mają nieregularne formy *past simple*. Trzeba się ich po prostu nauczyć. Oto najczęściej używane z nich.

come	came
do	did
eat	ate
go	went
have	had
hear	heard
leave	left
make	made
see	saw
tell	told
take	took

Unit 8

Past simple

Przeczenia

I	**didn't**	**go** to school.
You	**didn't**	**go** to school.
He	**didn't**	**go** to school.
She	**didn't**	**go** to school.
It	**didn't**	**go** to school.
We	**didn't**	**go** to school.
You	**didn't**	**go** to school.
They	**didn't**	**go** to school.

Zdania przeczące w czasie *past simple* tworzymy we wszystkich osobach za pomocą *didn't* + czasownika w bezokoliczniku bez przedimka *to*.
I didn't watched** TV last night.* ✘
*I **didn't watch** TV last night.* ✔

Pytania

Did	I	**eat**	my cake?
Did	you	**eat**	my cake?
Did	he	**eat**	my cake?
Did	she	**eat**	my cake?
Did	it	**eat**	my cake?
Did	we	**eat**	my cake?
Did	you	**eat**	my cake?
Did	they	**eat**	my cake?

Krótkie odpowiedzi

Yes, I **did.**	No, I **didn't.**
Yes, you **did.**	No, you **didn't.**
Yes, he **did.**	No, he **didn't.**
Yes, she **did.**	No, she **didn't.**
Yes, it **did.**	No, it **didn't.**
Yes, we **did.**	No, we **didn't.**
Yes, you **did.**	No, you **didn't.**
Yes, they **did.**	No, they **didn't.**

Pytania w czasie *past simple* tworzymy za pomocą *did* i czasownika w formie bezokolicznika bez przedimka *to*.
**Did you liked it?* ✘
*Did you **like** it?* ✔

Steps in English to nowoczesny kurs napisany zgodnie z wytycznymi najnowszej podstawy programowej.

Steps in English dopasowuje się do potrzeb uczniów klas 4-6 szkoły podstawowej, ponieważ prowadzi stopniowo:

- od zabawy do samodzielnej nauki i samooceny,
- od pierwszych słów w języku angielskim do egzaminu na zakończenie szkoły podstawowej,
- od książki do materiałów cyfrowych.

Steps in English to pięć kroków do sukcesu w nauce:

krótkie i zabawne ćwiczenia	motywują i aktywizują uczniów
gramatyka wprowadzana wielozmysłowo	angażuje uczniów o różnych stylach uczenia się
pięknie ilustrowane komiksy	skupiają uwagę i zachęcają do czytania
kultura brytyjska widziana oczami polskiego dziecka	stwarza okazję do porównań międzykulturowych
ćwiczenia o różnych stopniach trudności	pomagają w nauce każdemu uczniowi i ułatwiają pracę w każdej klasie

W skład *Steps in English* 2 wchodzą:

- Podręcznik
- Zeszyt ćwiczeń z płytą CD
- Płyta *iTools* zawierająca:
  - cyfrową wersję podręcznika
  - filmy
  - *e-flashcards*
  - animowane prezentacje gramatyki
- *Teacher's Power Pack* zawierający:
  - strony z podręcznika z odpowiedziami i pomysłami na dodatkowe zadania o różnych stopniach trudności
  - materiały do kopiowania
  - płyty CD z nagraniami do wykorzystania w klasie
- *Grammar flashcards* do poziomów 1–2
- Płyta DVD do poziomów 1–3
- Strona internetowa zawierająca:
  - propozycje informacji dla rodziców
  - poradnik w pracy z uczniami dyslektycznymi
  - testy

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