

# SPRAWDZIAN SZÓSTOKLASISTY

Repetytorium z testami – język angielski

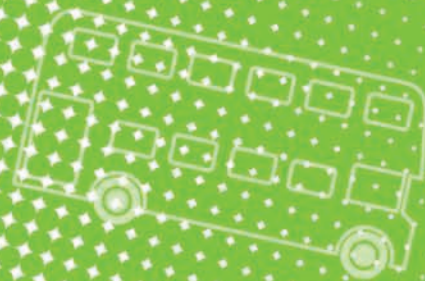
Marta Rosińska, Arkadiusz Mędela

Książka nauczyciela



# SPIIS TREŚCI

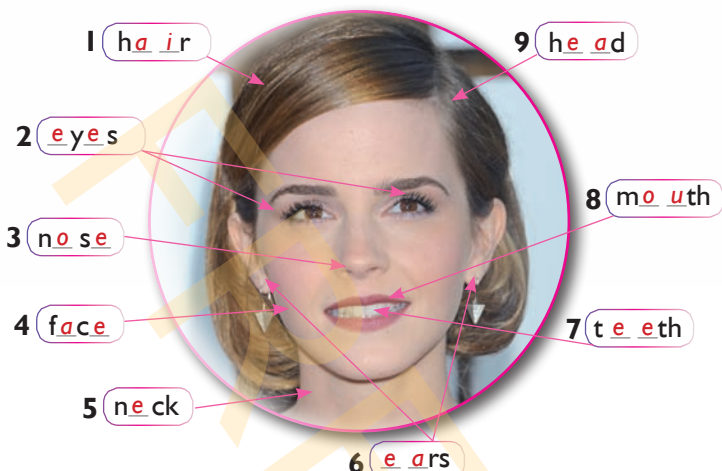
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# SŁOWNICTWO i SPRAWNOŚCI JĘZYKOWE

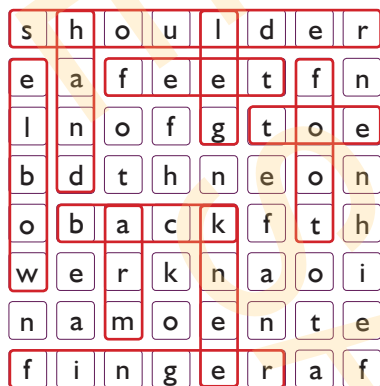


**1** Popatrz na zdjęcie i wpisz brakujące samogłoski.



**2** Znajdź w diagramie angielskie odpowiedniki polskich nazw części ciała. Cyfry w nawiasach oznaczają liczbę liter w angielskich wyrazach.

- ramię (3)
- plecy (4)
- palec u ręki (6)
- stopy (4)
- stopa (4)
- ręka (4)
- kolano (4)
- noga (3)
- palec u nogi (3)
- łokieć (5)
- bark (8)



**3** Przeczytaj tekst i zakreśl właściwe czasowniki.

Mr Peter Perfect always wants to look clean. When he wakes up, he always (1) has washes a quick shower. Then, he (2) looks washes his face, has a shave and (3) combs makes his short hair. After this, he has his breakfast. He always (4) eats drinks some healthy food. After every meal, he (5) brushes washes his teeth and then puts on his clean clothes. He really (6) cares / looks after himself.



### SPRAWDZIAN – Słuchanie

**4** Usłyszysz dwukrotnie dialog. Na podstawie informacji zawartych w nagraniu do każdej rzeczy (1–4) dopasuj miejsce, w którym się ona znajduje (A–E). Wpisz odpowiednią literę w kratkę obok każdej rzeczy. Uwaga! Jedno miejsce na plakacie zostanie niewykorzystane.

1 C

2 A

3 E

4 D

STAY HEALTHY

A

B

C

D

E

### SPRAWDZIAN – Znajomość środków

**5** Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–3. Wpisz znak X w kratkę obok odpowiedzi A, B albo C.

#### Teen TV, Saturday 10.00–12.00

- 10.00–11.00 'Facts About Us' – a fascinating documentary about the human body, giving some facts that every teenager should (1) \_\_\_\_\_.
- 11.00–11.30 'Girls' Time' – some tips on how to look after long (2) \_\_\_\_\_.
- 11.30–12.00 An interview with a boy who (3) \_\_\_\_\_ his teeth 20 times a day!

**Gramatyka, Rozdział 11., str. 52–53**

- 1 A know  B to know  C knowing
- 2 A ear  B head  C hair
- 3 A washes  B brushes  C combs

**6** Zdecyduj, czy poniższe zdania są prawdziwe (TAK) czy fałszywe (NIE).

#### How much do you know about the human body?

- 1 Your toenails grow faster than your fingernails. TAK  NIE
- 2 The human heart weighs about 1 kg. TAK  NIE
- 3 Most healthy people have 20 teeth. TAK  NIE
- 4 Your nose and ears never stop growing. TAK  NIE
- 5 Most people lose about 80–100 hairs a day. TAK  NIE
- 6 It's possible to sneeze with your eyes open. TAK  NIE

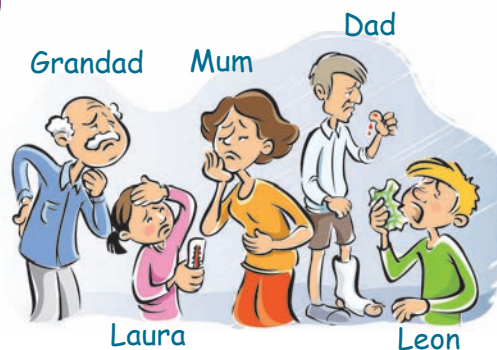
**1** Przeczytaj problemy i zasugeruj rady.

- 1 I feel hungry! eg You should eat something.
- 2 I'm thirsty! eg You should drink some water.
- 3 I feel sick! eg You should go to a doctor.
- 4 I'm cold! eg You should put on some sweater.
- 5 I feel tired! eg You should take a nap.
- 6 I'm hot! eg You should take off that scarf.

**2** Uzupełnij opis ilustracji wyrazami podanymi w ramce.

cough      temperature      runny nose      headache      sore throat  
 broken leg      stomach ache      cut      backache      toothache

The Unwell Family is not well again. Grandad got a (1) sore throat and very bad (2) backache, so he can't move. Mum has (3) toothache and (4) stomach ache. She can't eat anything. Dad has a (5) broken leg, so he can't walk. He also hurt his finger and has a (6) cut on it. Leon has a cold. He has a (7) runny nose and a terrible (8) cough. Laura has flu. She has a high (9) temperature and a horrible (10) headache. Will they ever get better?!



**SPRAWDZIAN – Czytanie**

**3** Przeczytaj poniższy tekst. W zadaniach (1–5) z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Wpisz znak X w kratkę obok odpowiedzi A, B albo C.

To: Sophie From: Max Friday 10:54 am

Hi Sophie,  
 I'm sorry but I can't come to visit you because I have a cold 😊. I don't have a high temperature, but I have a terrible headache. I also have a runny nose. The doctor says it isn't very serious. I must take some tablets and drink lots of water. I don't have to stay in bed, but I can't go out anywhere for a few days. It's really terrible.  
 How is your broken leg? Does it still hurt? It's really strange that we are both unwell at the same time. I think we should ask Mark to tell us what's going on at school. Maybe we can talk on Skype today? Is eight thirty a good time for you? It's perfect for me.  
 Take care,  
 Max

1 What's the matter with Max?

- A
- B
- C

2 What should Max do to get better?

- A
- B
- C

3 What is Sophie's problem?

- A
- B
- C

4 What time does Max want to talk to Sophie on Skype?

- A
- B
- C

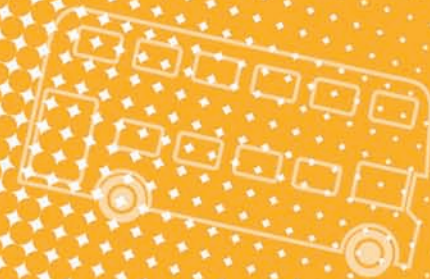
5 Why is Max writing to Sophie?

- A To give her some advice.
- B To say how he is.
- C To ask about school.

**SPRAWDZIAN – Znajomość funkcji**

**4** Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Wpisz odpowiednią literę w każdą kratkę. Uwaga! Jedna reakcja nie pasuje do żadnej wypowiedzi.

- A Not very well.
  - B Yes, but only for two days.
  - C No because you're still sick.
  - D Get well soon.
  - E I've got terrible stomach ache.
- 1  E    2  B    3  C    4  A



# GRAMATYKA



czasownik modalny **can / can't**

Użyj czasownika **can / can't** wraz z bezokolicznikiem (bez to), aby powiedzieć, że:

•ktoś potrafi wykonywać jakąś czynność lub nie potrafi jej wykonywać, np.:

I **can play** football. I **can't play** the piano.  
She **can swim**. She **can't run fast**.

•ktoś może wykonać jakąś czynność, lub nie może jej wykonać, np.:

I'm ill today, so I **can't go** to school.  
She is OK now, so she **can leave** the hospital.

I **can ...** . (v)

My friend **can't ...** . (x)

I have some free time this afternoon, so I

**can ...** . (v)

I have a cold, so I **can't ...** . (x)

! Pamiętaj, że czasowniki modalne, w tym **can**, nie odmieniają się przez osoby.

1 Uzpełnij zdania. Użyj **can / can't** oraz wyrazów podanych w nawiasach.

1 Tom **can ride / can't ride** (ride) a bike, but he **can't drive / can drive** (drive) a car.

2 They **can't travel** (travel) on a bus because he feels sick.

3 She **can't move** (move) her left arm because it's broken.

4 I'm an artist and I **can paint** (paint) very well.

Aby utworzyć pytanie, zamień miejscami **can** i podmiot zdania, np.:

I **can climb trees**. → **Can you climb trees?**

Yes, I **can**. / No, I **can't**.

She can play the piano. →

**Can she** play the piano?

Yes, **she can**. / No, **she can't**.

! Użyj wyrażenia **Can you / Could you ...**, aby wyrazić prośbę, np.:  
**Can you / Could you help me, please?**

2 Uzpełnij pytania. Użyj **can / could** i wyrazów podanych w ramce.

1 **Can he sing** (he / sing) when he's got a cold?

2 **Can your friends watch** (your friends / watch) TV late at night?

3 **Can you eat** (you / eat) a lot when you've got stomach ache?

4 **Can / Could you help** (you / help) me with my homework, please?

czasownik modalny **must**

Aby powiedzieć, że ktoś musi coś zrobić, użyj czasownika **must** oraz bezokolicznika (bez to), np.:

I **must see** my dentist. We **must call** for an ambulance.

I'm very tired. I **must lie down for a while**.

! Patrz: **have to** na str. 61.

3 Uzpełnij zdania. Użyj **must** oraz czasowników podanych w nawiasach.

1 I'm so hungry. I **must eat** (eat) something.

2 You've got a high temperature. You **must stay** (stay) in bed.

3 He's got flu. He **must take** (take) a lot of vitamin tablets.

4 Her leg is broken. She **must go** (go) to hospital.



czasownik modalny **mustn't**

Aby powiedzieć, że komuś nie wolno wykonywać jakiejś czynności, użyj czasownika **mustn't** oraz bezokolicznika (bez to), np.

*I'm allergic to peanuts so I **mustn't** eat them.*

When I have a cold,

I **mustn't** go out.



1 **Uzupelnij zdania. Użyj **mustn't** oraz czasowników podanych w nawiasach.**

1 My leg hurts badly, so I **mustn't** **do** (do) any sport for a few weeks.

2 She is ill, so she **mustn't** **go** (go) out this week.

3 When my dad has got a headache, we **mustn't** **make** (make) any noise.

4 He left the dentist a few minutes ago. Now he **mustn't** **eat** (eat) anything for two hours.

czasownik modalny **should / shouldn't**

Aby powiedzieć, że ktoś powinien coś zrobić lub nie powinien czegoś zrobić, użyj czasownika **should/shouldn't** oraz bezokolicznika, np.:

*It's late. I **should** go to bed.*

*She isn't very healthy yet. She **shouldn't** go back to school.*

If you want to keep fit, ...

A you **should** ... (v)

B you **shouldn't** ... (x)



2 **Przeczytaj zdania (1-4) i uzupełnij rady. Użyj **should/shouldn't**.**

1 Cathy feels tired.

A **She should** have a rest.

B **She shouldn't** listen to loud music.

2 Mark's eyes often hurt.

A **He shouldn't** watch TV for a long time.

B **He should** see a doctor.

3 I've got flu.

A **You/I shouldn't** go out to see any friends.

B **You/I should** eat a lot of vitamins.

4 My parents say that they aren't very fit.

A **They should** do some regular exercise.

B **They shouldn't** eat too much.

## SPRAWDŹ SIĘ

3 **Uzupelnij dialogi. Wpisz: **can/can't, must/mustn't** lub **should/shouldn't**.**

1 **Dave:** Hi, Adam. Sorry but I (1) **can't** play tennis with you tomorrow.

**Adam:** What's the matter?

**Dave:** My right arm hurts badly. The doctor says that I (2) **must / should** put some special cream on my arm and, of course, I (3) **mustn't / can't** do any sport for a few weeks.

**Adam:** I'm really sorry to hear that. I hope you'll get well soon.

3

**Mark:** I'm going to have a hamburger and chips. What about you?

**Susie:** Really? You know you (8) **shouldn't / mustn't / can't** eat so much fast food.

**Mark:** Why not?

**Susie:** It isn't healthy. You (9) **must / should** give your body some vitamins. Why don't you have a salad?

**Mark:** Oh, all right then. But it's boring to talk about food. (10) **Can** we talk about something else now?

2

**Ellen:** You look tired, Ann. I think you (4) **should** go to bed.

**Ann:** No, it's OK. I'm just hungry.

I (5) **must** eat something and then we (6) **can** go out to the cinema.

(7) **Can** you help me to make some sandwiches, please?

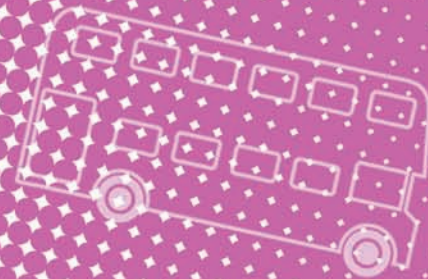
**Ellen:** Sure.



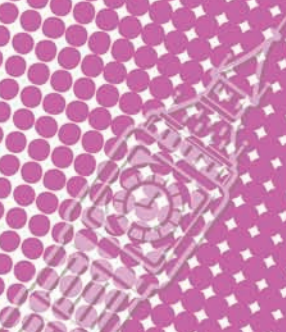
Punkty \_\_\_ / 10

Rozdziały I-11: \_\_\_ / 110





# SŁOWNICZEK



## Części ciała

arm	/ɑ:m/	ręka, ramię
back	/bæk/	plecy
ear	/iə(r)/	ucho
elbow	/'elbəʊ/	łokiec
eye	/aɪ/	oko
face	/feɪs/	twarz
finger	/'fɪŋgə/	palec u ręki
foot/feet	/fʊt/, /fi:t/	stopa/stopy
hair	/heə/	włos/włosy
hand	/hænd/	ręka
head	/hed/	głowa
heart	/'hɑ:(r)t/	serce
knee	/ni:/	kolano
leg	/leg/	noga
mouth	/maʊθ/	usta
nail	/neɪl/	paznokiec
neck	/nek/	szyja
nose	/nəʊz/	nos
shoulder	/'ʃəʊldə/	ramię, bark
tooth/teeth	/tu:θ/, /ti:θ/	ząb/zęby
toe	/təʊ/	palec u nogi
tongue	/tʌŋ/	język

## Samopoczucie, choroby

allergy	/'ælə(r)dʒi/	alergia
backache	/'bækəɪk/	ból pleców
broken (leg)	/'brəʊkən ,leg/	złamana (noga)
cold	/kəʊld/	przeziębienie
cough	/kɒf/	kaszel
cut	/kʌt/	skaleczenie
diet	/'daɪət/	dieta
flu	/flu:/	grypa
get well	/'get 'wel/	wyzdrowieć
headache	/'hedeɪk/	ból głowy
hiccups	/'hɪkʌps/	czkawka
hurt my finger	/'hɜ:t maɪ 'fɪŋgə/	zranić palec
runny nose	/'rʌni 'nəʊz/	zakatarzony nos
sneeze	/'sni:z/	kichać
sore throat	/'sɔ: θrəʊt/	bolące gardło
stomach ache	/'stʌmək ,eɪk/	ból brzucha
temperature	/'tempərətʃə/	gorączka
toothache	/'tu:θ,eɪk/	ból zęba
I'm hungry.	/'aɪm 'hʌŋgri/	Jestem głodny.
I feel unwell.	/'aɪ ,fi:l ʌn'wel/	Źle się czuję.
I'm cold.	/'aɪm 'kəʊld/	Zimno mi.
I feel good.	/'aɪ ,fi:l 'gʊd/	Czuję się dobrze.
I'm hot.	/'aɪm 'hɒt/	Gorąco mi.
I'm ill.	/'aɪm 'ɪl/	Jestem chory.
I feel sick.	/'aɪ ,fi:l 'sɪk/	Mam mdłości./Jestem chory

I feel terrible.	/'aɪ ,fi:l 'terəb(ə)l/	Czuję się okropnie.
I'm thirsty.	/'aɪm 'θɜ:(r)sti/	Jestem spragniony.
I'm tired.	/'aɪm 'taɪə(r)d/	Jestem zmęczony.

## Leczenie

painkillers	/'peɪn,kɪlə(r)z/	leki przeciwbólowe
plaster	/'plɑ:stə(r)/	plaster
syrop	/'sɪrəp/	syrop
tablets	/'tæbləts/	tabletki
tissues	/'ti:ʃu:z/	chusteczki do nosa

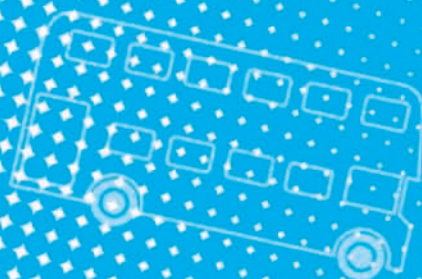
## Higiena codzienna

brush my teeth	/'brʌʃ maɪ 'ti:θ/	myć zęby
care	/keə(r)/	opiekować się
comb	/kəʊm/	grzebień
comb my hair	/'kəʊm maɪ 'heə/	czesać włosy
hairbrush	/'heəbrʌʃ/	szczotka do włosów
have a shave	/'hæv ə 'ʃeɪv/	golić się
have a shower	/'hæv ə 'ʃaʊə/	brać prysznic
eat healthy food	/'i:t ,helθi 'fu:d/	zdrowo się odżywiać
look after yourself	/'lʊk 'ɑ:ftə(r) jə(r)'self/	dbać o siebie
keep fit	/'ki:p 'fit/	utrzymywać, dbać o dobrą kondycję
soap	/'səʊp/	mydło
shower gel	/'ʃaʊə(r) ,dʒel/	płyn pod prysznic
toothbrush	/'tu:θ,brʌʃ/	szczoteczka do zębów
toothpaste	/'tu:θ,peɪst/	pasta do zębów
unhealthy	/'ʌn'helθi/	niezdrowy
wash my (face)	/'wɒʃ maɪ 'feɪs/	umyć (twarz)

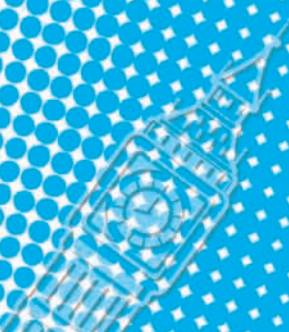


**Spróbuj przypomnieć sobie po jednym wyrazie dotyczącym tematu ZDROWIE zaczynającym się od każdej z podanych poniżej liter.**

- 1 **e** lbow, ear, eye, etc. \_\_\_\_\_
- 2 **f** ace, finger, flu etc. \_\_\_\_\_
- 3 **h** eart, healthy, head etc. \_\_\_\_\_
- 4 **t** ongue, toe, tablets etc. \_\_\_\_\_
- 5 **n** ose, neck, nail etc. \_\_\_\_\_
- 6 **c** are, comb, cold etc. \_\_\_\_\_
- 7 **s** houlder, stomach ache etc. \_\_\_\_\_
- 8 **b** ack, backache, blush etc. \_\_\_\_\_



# ZESTAWY ZADAŃ



**39 ZADANIE 1**    \_\_\_ / 3 pkt

Usłyszysz dwukrotnie trzy teksty. Na podstawie informacji zawartych w nagraniu zdecyduj, czy podane zdania (1–3) są prawdziwe (TAK), czy fałszywe (NIE). Wpisz znak X w kratkę obok właściwej odpowiedzi.

- |  |   |   |
|--|---|---|
| 1 Dziewczynka miała problem z wyborem prezentu.          | TAK <input checked="" type="checkbox"/> | NIE <input type="checkbox"/>            |
| 2 Dzieci marzą o zobaczeniu dzikich zwierząt.            | TAK <input checked="" type="checkbox"/> | NIE <input type="checkbox"/>            |
| 3 Chłopiec jest zadowolony, że tata zawozi go do szkoły. | TAK <input type="checkbox"/>            | NIE <input checked="" type="checkbox"/> |

**40 ZADANIE 2**    \_\_\_ / 4 pkt

Usłyszysz dwukrotnie cztery dialogi (1–4). Do każdego z nich dopasuj miejsce, w którym się on odbywa (A–E). Wpisz rozwiązania w kratki. Uwaga! Jedno miejsce zostało podane dodatkowo i nie pasuje do żadnego dialogu.

A



B



C



D



E

1  A    2  C    3  E    4  D**41 ZADANIE 3**    \_\_\_ / 4 pkt

Usłyszysz dwukrotnie cztery teksty. Na podstawie informacji zawartych w nagraniu w zadaniach 1–4 z podanych odpowiedzi wybierz właściwą. Wpisz znak X w kratkę obok odpowiedzi A, B albo C.

1 Co chłopcu wolno zjeść od czasu do czasu?

- |                            |  |                                       |  |                            |  |
|----------------------------|--|---------------------------------------|--|----------------------------|--|
| A <input type="checkbox"/> |  | B <input checked="" type="checkbox"/> |  | C <input type="checkbox"/> |  |
|----------------------------|--|---------------------------------------|--|----------------------------|--|

3 Kim dziewczynka chciałaby zostać w przyszłości?

- |                                       |  |                            |  |                            |  |
|---------------------------------------|--|----------------------------|--|----------------------------|--|
| A <input checked="" type="checkbox"/> |  | B <input type="checkbox"/> |  | C <input type="checkbox"/> |  |
|---------------------------------------|--|----------------------------|--|----------------------------|--|

2 Które warzywo lubi Luke?

- |                            |  |                                       |  |                            |  |
|----------------------------|--|---------------------------------------|--|----------------------------|--|
| A <input type="checkbox"/> |  | B <input checked="" type="checkbox"/> |  | C <input type="checkbox"/> |  |
|----------------------------|--|---------------------------------------|--|----------------------------|--|

4 Dlaczego Anna nie była dzisiaj w szkole?

- |                            |  |                            |  |                                       |  |
|----------------------------|--|----------------------------|--|---------------------------------------|--|
| A <input type="checkbox"/> |  | B <input type="checkbox"/> |  | C <input checked="" type="checkbox"/> |  |
|----------------------------|--|----------------------------|--|---------------------------------------|--|

42 **ZADANIE 4** \_\_\_ / 4 pkt

Usłyszysz dwukrotnie dialog. Na podstawie informacji zawartych w nagraniu do każdego elementu krajobrazu (1-4) dopasuj odpowiednie miejsce na plakacie (A-E). Wpisz właściwą literę w kratkę obok każdego elementu krajobrazu. Uwaga! Jedno miejsce na plakacie pozostanie niewykorzystane.

1  B

2  E

3  A

4  C

Poster: MY FAVOURITE PLACES

Locations on poster: E, B, D, C, A

43 **ZADANIE 5** \_\_\_ / 4 pkt

Usłyszysz dwukrotnie cztery wypowiedzi (1-4). Dla każdej z nich wybierz właściwą reakcję. Wpisz znak X w kratkę obok odpowiedzi A, B albo C.

- |   |  |   |  |
|---|--|---|--|
| 1 | A It's great fun. <input type="checkbox"/>                       | 3 | A I'm pleased with my results. <input type="checkbox"/>                  |
|   | B Sure. Here you are. <input checked="" type="checkbox"/>        |   | B I'm only joking. <input type="checkbox"/>                              |
|   | C I'm fine, thanks. <input type="checkbox"/>                     |   | C I'm looking for some new trainers. <input checked="" type="checkbox"/> |
| 2 | A That's a really good idea! <input checked="" type="checkbox"/> | 4 | A He's fine, thanks. <input checked="" type="checkbox"/>                 |
|   | B What a pity! <input type="checkbox"/>                          |   | B He's tall. <input type="checkbox"/>                                    |
|   | C Enjoy yourself! <input type="checkbox"/>                       |   | C He's a student. <input type="checkbox"/>                               |

**ZADANIE 6** \_\_\_ / 4 pkt

Do każdej z opisanych sytuacji (1-4) dobierz właściwą reakcję (A-E). Wpisz właściwą literę w kratkę obok każdej sytuacji. Uwaga! Jedna reakcja nie pasuje do żadnej sytuacji.

- |   |                            |
|---|----------------------------|
| 1 Kolega wyjeżdża na wakacje. Życz mu udanego pobytu.                 | <input type="checkbox"/> D |
| 2 Koleżanka pyta o twoje zainteresowania. Odpowiedz jej.              | <input type="checkbox"/> E |
| 3 Kolega smuci się z powodu odwołanego obozu. Pociesz go.             | <input type="checkbox"/> A |
| 4 Koleżanka zastanawia się, gdzie pojechać na letni obóz. Doradź jej. | <input type="checkbox"/> B |

- |  |                           |
|--|---------------------------|
| A Don't worry. You can spend the summer with me. | D Have a great time!      |
| B Why don't you go to the mountains?             | E I'm keen on travelling. |
| C I am going to the seaside.                     |                           |

**ZADANIE 7**    \_\_\_ / 3 pkt


Przeczytaj poniższe teksty (1-3) i zdecyduj, o czym jest każdy z nich. Wpisz właściwą literę (A-D) w każdą kratkę. Uwaga! Jeden temat nie pasuje do żadnego tekstu.

- A** a school health project    **B** a health problem    **C** a health centre    **D** some advice about health

1 To: Jo    From: Max    Thursday 6:20 pm

Hi Jo,  
How are you? How's the presentation going?  
I'm sorry that I can't help you. But I feel really terrible. I've got a sore throat and I'm coughing a lot. I can't go to school for a few days.  
Take care and good luck  
Max

This text is about **B**.

2  It's important to think about your health! You should know what to eat and drink, how to keep fit, and how to look after yourself! Come to our interactive presentation at the sports club to find out more about how to stay healthy!

This text is about **D**.

3

**SCHOOLNEWS**

We now have the winners of our 'Healthy Lifestyle' competition!

A group of students from St John's School have come first with their very artistic poster. It was very big and showed 20 ways of staying healthy. Find out ...

This text is about **A**.

**ZADANIE 8**    \_\_\_ / 4 pkt

Przeczytaj poniższy tekst. W zadaniach 1-4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Wpisz znak X w kratkę obok odpowiedzi A, B albo C.

To: Robert    From: Bartek    Thursday 6:20 pm

Hi Robert,  
How are you?  
I'm at my cousin's place at the moment. My family love sport as much as I do. Even in the evenings, we don't watch TV or play computer games. We play table tennis together.  
It rained for a few days, so we went to the sports centre. We spent some time in the gym and the swimming pool. Now it's sunny again. I hope it won't be windy tomorrow because we're planning a badminton match.  
Last time I came to visit my cousin, he taught me how to play cricket. It wasn't easy. Now he's teaching me the rules of rugby. We're going to have a match against the children from another town! Last week, we played football against them and beat them! We're going to finish the match at about eight, so I'll have time to chat with you on the computer at about half past eight.  
See you then.  
Take care,  
Bartek

1 What does Bartek do in the evening?

- A      B      C  

2 What is the weather like at the moment?

- A      B      C  

3 What match did Bartek's team win?

- A      B      C  

4 What time can Bartek talk with his friend online?

- A      B      C  

**ZADANIE 9** \_\_\_ / 4 pkt

Przeczytaj poniższe teksty A–E. Uzupełnij tabelę, wpisując w każdą kratkę (1–4) właściwą literę. Uwaga! Jeden tekst pozostanie niewykorzystany.

Mama pyta:	Steve odpowiada:	Z którego tekstu Steve się o tym dowiedział?
Do you know what you need to take to the school party?	Yes, I do.	1 <b>C</b>
Do you know what your new friend likes?	Yes, I do.	2 <b>B</b>
Do you know what is happening in the city centre this weekend?	Yes, I do.	3 <b>A</b>
Do you know what your friend thinks of your new classmate?	Yes, I do.	4 <b>D</b>



Hi Steve, How are you? Have you heard about the carnival parade in the main square? It's this Saturday and Sunday. Do you want to come? The new boy, Jack, is coming, too. Take care **A**

OUR STUDENTS  
**Jack Tate**  
Grade: 6, two days at the school  
Age: 13  
Appearance: tall, black hair  
Hobbies: drawing, cycling **B**

We'd like to invite all the students to celebrate Christmas with us. We're meeting in the gym, on 21st December, at 10 am. There will be a big Christmas tree and small presents for everyone! Please bring some sweets and party snacks. We hope to see you there.  
Your Teachers **C**

To: Steve From: Harry Monday 1:00 pm  
Hi Steve,  
How are you?  
I need your advice. I'm thinking of inviting Jack, the new guy, to my party. He seems good fun, right? And I quite like him. Do you know what he's interested in? If he likes doing any sport, maybe he could join our football team. What do you think?  
Harry **D**

Steve,  
Don't forget about the carnival party today! Let me know what time the party finishes. I can come and get you after it finishes.  
Dad **E**

**ZADANIE 10** \_\_\_ / 4 pkt

Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–4. Wpisz znak X w kratkę obok odpowiedzi A, B albo C.

Do you like nature? If so, we have an amazing holiday for you!  
We organise coach (1) \_\_\_ to different wildlife parks where you can see large birds like owls and (2) \_\_\_ and colourful (3) \_\_\_ such as butterflies.  
If you (4) \_\_\_ to our travel agency tomorrow, you'll have the chance to win the trip of your dreams!

- |  |   |   |
|--|---|---|
| 1 <b>A</b> trips <input checked="" type="checkbox"/>   | <b>B</b> hotels <input type="checkbox"/>            | <b>C</b> walks <input type="checkbox"/>           |
| 2 <b>A</b> whales <input type="checkbox"/>             | <b>B</b> eagles <input checked="" type="checkbox"/> | <b>C</b> wolves <input type="checkbox"/>          |
| 3 <b>A</b> insects <input checked="" type="checkbox"/> | <b>B</b> leaves <input type="checkbox"/>            | <b>C</b> plants <input type="checkbox"/>          |
| 4 <b>A</b> will come <input type="checkbox"/>          | <b>B</b> came <input type="checkbox"/>              | <b>C</b> come <input checked="" type="checkbox"/> |

**ZADANIE 11** \_\_\_ / 3 pkt

Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

- |                  |                  |                |
|------------------|------------------|----------------|
| <b>A</b> sailing | <b>B</b> leg     | <b>C</b> hurt  |
| <b>D</b> hair    | <b>E</b> running | <b>F</b> hurts |

To: Olivia From: Lucy Tuesday 4:15 pm  
Hi Olivia,  
How are you?  
I'm sorry but I've got some bad news. I've broken my (1) **B** and can't walk. I was (2) **E** in the garden when it happened. It (3) **C** a lot so my mum took me to hospital. Now I'm feeling better because it doesn't hurt so much anymore. Maybe you can visit me on Tuesday?  
Please write back,  
Lucy



## 01 Track 1 ROZDZIAŁ 1, CZŁOWIEK, LEKCJA 2, ZADANIE 3

- 1  
**Boy:** What does your best friend look like, Kate?  
**Kate:** She's very pretty. She's tall and she's got dark straight hair.  
**Boy:** Straight hair? So who's the girl in that picture?  
**Kate:** Oh, that's my sister. My friend's hair is long.
- 2  
**Girl:** Most of my friends are interested in books and music. I'm not. And I hate computer games. I'm really keen on drawing. I want to study Art in the future.
- 3  
**Boy:** My father likes smart clothes. He wears a shirt, trousers and elegant shoes. I sometimes wear a shirt, too, but, most often, I wear some sporty clothes and trainers.

## 02 Track 02 ROZDZIAŁ 2, DOM, LEKCJA 1, ZADANIE 3

- 1  
**Boy:** So, where do you live?  
**Girl:** I live in a small town near Warsaw.  
**Boy:** Is Warsaw a big city?  
**Girl:** Oh yes, it's too big and too noisy for me. What about you?  
**Boy:** I live in a village by the sea, so I quite like it.
- 2  
**Boy:** We live next to a busy road, so it's very noisy. I really hate it. And our flat is very small. I don't even have my own room. I share a room with my younger brother. Maybe one day, we'll move to a villa.
- 3  
**Girl 1:** Do you like your room?  
**Girl 2:** Well, it's modern but it's too big and dark. I dream of having a small and light room.  
**Girl 1:** Just like me! I'd like to have a small room, but with lots of pictures on the walls and a comfortable bed.

## 03 Track 03 ROZDZIAŁ 2, DOM, LEKCJA 1, ZADANIE 6

- 1 What's your flat like?
- 2 How often do you tidy your room?
- 3 What do you like most about your room?
- 4 Would you like to live in the countryside?

## 04 Track 04 ROZDZIAŁ 3, SZKOŁA, LEKCJA 1, ZADANIE 4

- 1 Do you like going to school?
- 2 Why do you like History?
- 3 What are your teachers like?

## 05 Track 05 ROZDZIAŁ 3, SZKOŁA, LEKCJA 2, ZADANIE 4

- Jane:** Have you got any photos of your classmates, Mike?  
**Mike:** Sure. Take a look at this one. It's from our after-school club. This boy here, the one with the pencil in his hand, is Ben. He's drawing a picture in his Science lesson.  
**Jane:** And who's the boy with the short hair?  
**Mike:** The one sitting next to Ben? It's Simon. He's trying to find something in his pencil case. His pencil case is always a real mess!  
**Jane:** And the two girls?  
**Mike:** They are Betty and Natalie. Betty is the one in the purple top. She's writing something in her notebook. And Natalie is the one with the crayons. She's working on her Art project.  
**Jane:** They look cool. Can I meet them one day?

## 06 Track 06 ROZDZIAŁ 4, PRACA, LEKCJA 1, ZADANIE 4

- 1  
**Boy:** Natalie, is this your dad in the photo?  
**Girl:** Yes, it is. He's in his clinic.  
**Boy:** Is your dad a dentist?  
**Girl:** No, he isn't. He's a vet. He helps the dogs and cows from our village.
- 2  
**Boy:** My mum is a very busy woman. She often works all day long and comes back at eight o'clock in the evening. And she usually leaves for work at half past six in the morning to open her shop at half past seven.
- 3  
**Mia:** What would you like to be when you grow up, Tim?  
**Tim:** Well, when I was younger, I wanted to be a scientist, like my dad. But now I think that I'd like to be a police officer. I think it's a really interesting job. And what about you, Mia?  
**Mia:** I want to be a singer. It's even more exciting job than being a policeman, I think.
- 4  
**Girl:** My brother is a student, but he also works twice a week. Our uncle Greg has a small hotel and my brother helps him in the office. I sometimes help my uncle in the hotel restaurant. It's good fun!

## 07 Track 07 ROZDZIAŁ 5, ŻYCIE RODZINNE I TOWARZYSKIE, LEKCJA 1, ZADANIE 5

- 1  
**Monica:** Hi, Greg.  
**Greg:** Hi, Monica. What are you doing here?  
**Monica:** The same as you. I'm walking the dog.  
**Greg:** Right. Let's sit on the grass over there.  
**Monica:** Where? Under that tree?  
**Greg:** OK.