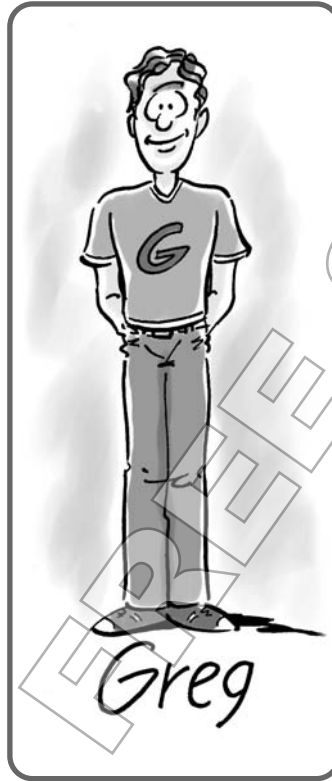


**1** Describe the people.  
Opisz osoby.



Jane is \_\_\_\_\_.

Mr Morris is \_\_\_\_\_.

Greg is \_\_\_\_\_.

Miss Harris is \_\_\_\_\_.

**2** Write the comparative forms of the adjectives.  
Napisz odpowiednie formy stopnia wyższego przymiotników.

- big –
- boring –
- slim –
- dirty –
- interesting –
- small –

- heavy –
- horrible –
- clean –
- light –
- nice –
- fat –

**3** Match the opposites in 2.  
Półłącz przymiotniki o przeciwnym znaczeniu z 2.

#### 4 Compare the animals.

Porównaj zwierzęta.

**Example:**

a mouse, a rat (big)

*A rat is bigger than a mouse.*



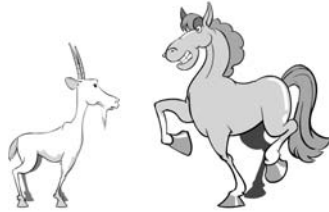
1 a horse, a goat (fast)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



2 a zebra, a giraffe (tall)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



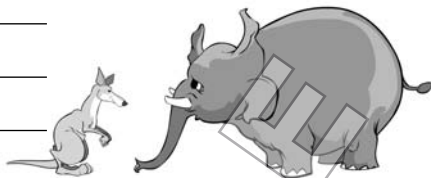
3 an elephant, a kangaroo (small)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



#### 5 Write the questions and answer them.

Napisz pytania i odpowiedz na nie.

**Example:**

which / smart / a fox / a hen    *Which is smarter, a fox or a hen?    A fox is smarter than a hen.*

1 which / tall / the Eiffel Tower / your house

\_\_\_\_\_?

\_\_\_\_\_.

2 who / handsome / Brad Pitt / Leonardo di Caprio

\_\_\_\_\_?

\_\_\_\_\_.

3 which sport / attractive / snowboarding / skiing

\_\_\_\_\_?

\_\_\_\_\_.

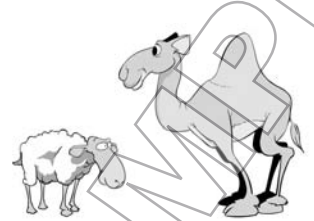
4 a camel, a sheep (heavy)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



5 a snail, a tortoise (slow)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



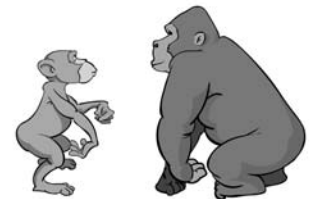
6 a gorilla, a chimpanzee (strong)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



7 a snake, a snail (long)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



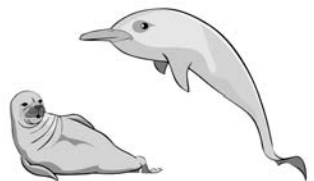
8 a dolphin, a seal (intelligent)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## 2. Best friends

### 1 Transform the sentences as in the example.

Przekształć zdania według przykładu.

#### Example:

Jim is taller than Frank. *Frank isn't as tall as Jim.*

Tina isn't as slim as Kim. *Kim is slimmer than Tina.*

1 Suzy is older than Lucy.

\_\_\_\_\_

2 France isn't as big as Canada.

\_\_\_\_\_

3 Cars are more expensive than bikes.

\_\_\_\_\_

4 Tigers are stronger than cats.

\_\_\_\_\_

5 The weather isn't as good today as it was yesterday.

\_\_\_\_\_

6 Polish is more difficult than English.

\_\_\_\_\_

7 Mike isn't as bad today as he was yesterday.

\_\_\_\_\_

### 2 Put the words in the correct order to make questions. Answer the questions.

Z podanych słów ułóż pytania. Odpowiedz na nie.

#### Example:

bigger / Poland / is / country / or / Which / Russia / ?

*Which country is bigger, Poland or Russia?*

*Russia is bigger than Poland.*

1 is / you / or / friend / Who / older / your / ?

\_\_\_\_\_

2 spring / than / Is / winter / warmer / ?

\_\_\_\_\_

3 monkeys / more clever / Are / dogs / than / ?

\_\_\_\_\_

4 are / When / in July / in December / the days / longer / or / ?

\_\_\_\_\_

### 3 Make true sentences. Complete them with the correct comparative form of the adjectives.

Uzupełnij zdania odpowiednią formą stopnia wyższego przymiotników, tak aby były zgodne z prawdą.

1 My mother is (young / old)

\_\_\_\_\_ than my father.

2 My friend is (tall / short)

\_\_\_\_\_ than me.

3 Maths is (easy / difficult)

\_\_\_\_\_ than English.

4 The Nile (long / short)

\_\_\_\_\_ than the Vistula.

5 Poland (small / big)

\_\_\_\_\_ than England.

6 Australia is (small / big)

\_\_\_\_\_ than Europe.

7 History is (interesting / boring)

\_\_\_\_\_ than Computer Studies.

8 Bungee jumping is (dangerous / safe)

\_\_\_\_\_ than swimming.

9 My last English test results were

(good / bad) \_\_\_\_\_ than my friend's.

10 Yesterday was (warm / cold)

\_\_\_\_\_ than today.

**4 Transform the sentences as in the example.**  
Przekształć zdania według przykładu.

**Example:**

Susan is intelligent. Jane is intelligent.

*Both Susan and Jane are intelligent.*

1 Derek is good at sport. Mark is good at sport.  
\_\_\_\_\_

2 History is very interesting. Geography is very interesting.  
\_\_\_\_\_

3 I'm interested in computer games. My friend is interested in computer games.  
\_\_\_\_\_

4 Greg's father is very tall. Greg's uncle is very tall.  
\_\_\_\_\_

5 My friend is very helpful. My sister is very helpful.  
\_\_\_\_\_

**5 Make questions.**

Ułóż pytania.

1 When / you / born / ?  
\_\_\_\_\_

2 How / old / you / ?  
\_\_\_\_\_

3 What / you / do / in / your free time / ?  
\_\_\_\_\_

4 How / many / brothers and sisters / ?  
\_\_\_\_\_

5 Where / you / live / ?  
\_\_\_\_\_

6 Who / your / best friend / ?  
\_\_\_\_\_

**6 Imagine you are talking to your favourite book hero. Write his or her answers to the questions in 5.**

Wyobraź sobie, że rozmawiasz z bohaterem/bohaterką ulubionej książki. Napisz jego/jej odpowiedzi do pytań w 5.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

**7 Read your answers in 6 to your friends. Can they guess who your favourite book hero is?**

Przeczytaj na głos swoje odpowiedzi w 6.

Czy koledzy / koleżanki z klasy potrafią zgadnąć, o kim jest mowa?

**8 Cross out one word in each sentence to make it correct.**

Popraw zdania, wykreślając w każdym jedno zbędne słowo.

1 She can to dance very well.  
\_\_\_\_\_

2 Jack is more taller than his brother.  
\_\_\_\_\_

3 Steve is have twelve years old.  
\_\_\_\_\_

4 Did they play football on the Sunday?  
\_\_\_\_\_

5 Does your friend live near the Sylvia?  
\_\_\_\_\_

6 We're going to go to a Jack's party.  
\_\_\_\_\_

### 3. What is he like?

#### 1 Finish the sentences.

Dokończ zdania.

- 1 A good brother/sister should \_\_\_\_\_.
- 2 A good brother/sister shouldn't \_\_\_\_\_.
- 3 A good student should \_\_\_\_\_.
- 4 A good student shouldn't \_\_\_\_\_.
- 5 Teachers should \_\_\_\_\_.
- 6 Teachers shouldn't \_\_\_\_\_.
- 7 Parents should \_\_\_\_\_.
- 8 Parents shouldn't \_\_\_\_\_.
- 9 My best friend should \_\_\_\_\_.
- 10 My best friend shouldn't \_\_\_\_\_.

#### 2 Complete the letter to an agony aunt. Use the words from the box.

Uzupełnij list nadestany do rubryki porad. Użyj słów z ramki.

takes wardrobe dirty tell problem blouse wear about

Dear Agony Aunt,

I have a 1) \_\_\_\_\_ with my younger sister, Tessa. She always  
2) \_\_\_\_\_ my things without asking. Last week she took my new  
3) \_\_\_\_\_. She put it back in my 4) \_\_\_\_\_ but I couldn't  
5) \_\_\_\_\_ it for my friend's birthday party. It was  
very 6) \_\_\_\_\_. What should I do  
7) \_\_\_\_\_ it? Should I 8) \_\_\_\_\_  
mum?  
Please, write to me soon,  
Angie



#### 3 Imagine you are an agony aunt. Answer Angie's letter.

Wyobraź sobie, że jesteś agony aunt. Odpowiedz na list Angie.

Dear Angie,

---

---

---

---

---

Love,

Agony Aunt

**4 Choose the correct phrase.**

Wybierz właściwy zwrot.

- 1 'I've got a new bike.'
  - a 'Can I try it on?'
  - b 'Can I have a ride?'
  - c 'Can I go in?'
- 2 'I'm twelve today.'
  - a 'Happy birthday!'
  - b 'Merry Christmas!'
  - c 'Well done!'
- 3 'I'm very tired.'
  - a 'Why don't you wear a sweater?'
  - b 'Eat something!'
  - c 'You should take a rest.'
- 4 'How are you today?'
  - a 'I'm twelve.'
  - b 'I'm fine, thanks.'
  - c 'I'm going to the cinema.'
- 5 'What does Frank look like?'
  - a 'He's very tall.'
  - b 'He likes horror films.'
  - c 'He looks through the window.'

**5 What do you think about these things?**

Put a tick [✓] in the correct column.

Co sądzisz o tych rzeczach? Wstaw [✓] w odpowiedniej kolumnie.

	love	like	don't like	hate
coke				
spinach				
Christmas cards				
hip-hop				
bikes				
trains				
football				
books				
romantic films				
jeans				

**6 Write sentences about things in 5 using the verbs from the box.**

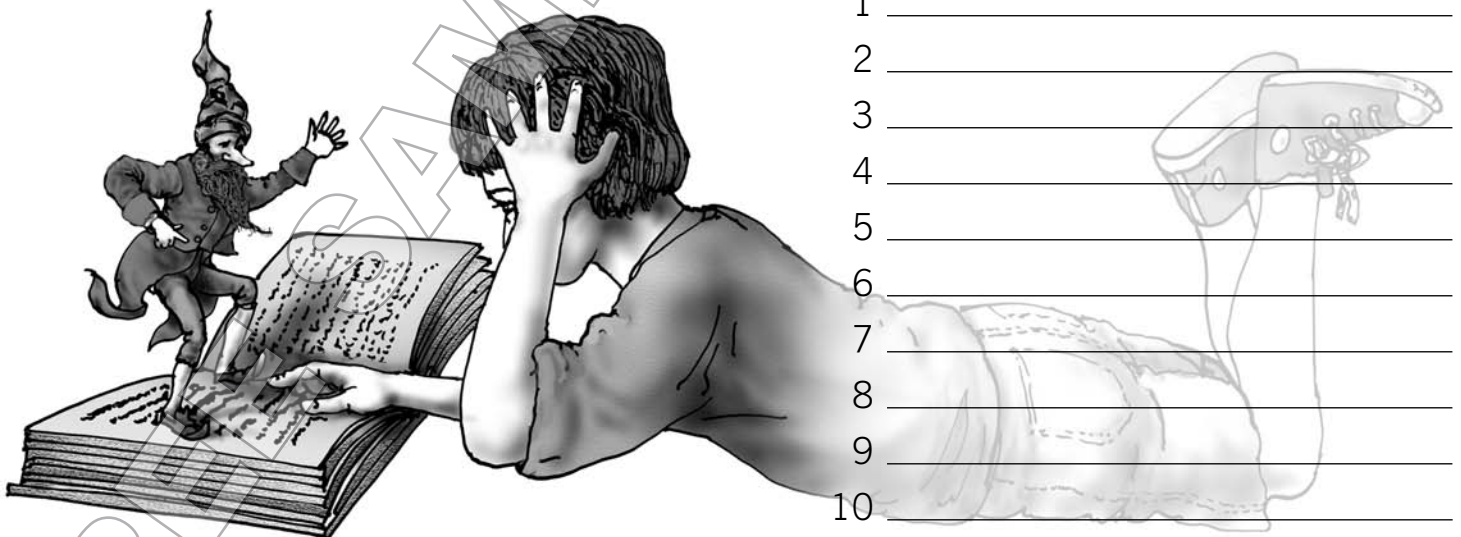
Napisz zdania dotyczące rzeczy w 5, używając czasowników z ramki.

write   travel by   wear   read   listen to  
play   eat   ride   watch   drink

**Example:**

*I love drinking coke, but I don't like watching romantic films.*

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_



**1** Read the photo story in *Student's Book* on page 24. Close the book. Are these sentences true [T] or false [F]? Correct the false sentences.

Przeczytaj historyjkę obrazkową w *Książce Ucznia* na stronie 24. Zamknij książkę. Czy te zdania są prawdziwe [T], czy fałszywe [F]? Popraw zdania fałszywe.

1 Kim is angry with Aga. T / F

\_\_\_\_\_

\_\_\_\_\_

2 Aga is going to the cinema with Judy. T / F

\_\_\_\_\_

\_\_\_\_\_

3 Kim doesn't want to talk to Aga. T / F

\_\_\_\_\_

\_\_\_\_\_

4 Kim can't talk to Aga because she hasn't got time. T / F

\_\_\_\_\_

\_\_\_\_\_

5 Kim likes Mark Jenkins very much. T / F

\_\_\_\_\_

\_\_\_\_\_

6 Friends shouldn't fight about boys. T / F

\_\_\_\_\_

\_\_\_\_\_

7 Both Mark Philips and Mark Jenkins are very friendly. T / F

\_\_\_\_\_

\_\_\_\_\_

**2** Read the photo story again and check your answers.

Przeczytaj historyjkę obrazkową jeszcze raz i sprawdź swoje odpowiedzi.

**3** Complete the dialogue with the words from the box.

Uzupełnij rozmowę słowami z ramki.



do  
are (2x)  
doesn't  
'm  
don't (2x)

**Mark Philips:** What \_\_\_\_\_ you doing this afternoon?

**Mark Jenkins:** I \_\_\_\_\_ going to the cinema with Aga. \_\_\_\_\_ you want to go with us?

**Mark Philips:** I \_\_\_\_\_ know. I should ask Kim. We could go to the cinema together.

**Mark Jenkins:** I \_\_\_\_\_ think that's a good idea. Kim \_\_\_\_\_ like me.

**Mark Philips:** Come on, Mark. Aga and Kim \_\_\_\_\_ friends. I think you and Kim should be friends, too.

**Mark Jenkins:** OK, let's try.

**4** Answer the questions.

Odpowiedz na pytania.

1 Who is your best friend?

\_\_\_\_\_

2 Do you ever have problems with her/him?

\_\_\_\_\_

3 Do you sometimes fight?

\_\_\_\_\_

4 What do you fight about?

\_\_\_\_\_

5 Who says 'I'm sorry' first, you or her/him?

\_\_\_\_\_

Look at the pictures and choose the right phrases for the bubbles. Be careful!  
There are two extra phrases.

Spójrz na ilustracje i wybierz odpowiednie zwroty do dymków. Uwaga! Dwa zwroty nie pasują do żadnej ilustracji.



- 1 What's the matter with your cat?
  - 2 What's wrong with this TV set?!
  - 3 Why isn't he dancing?
  - 4 What's the matter with your dog?
  - 5 Why are you so angry?
- a He's very shy with girls.  
b I've got a lot of homework and I can't go out!  
c I think you need to switch it on ...  
d It's raining and it can't go out!  
e I don't know. It doesn't want to eat anything.



# SELF-CHECK

## 1 Describe Dodo and Chick. Use the words from the box.

Opisz obie postacie.  
Użyj słów z ramki.



Dodo



Chick

tall short slim fat long short wavy  
straight beautiful ugly friendly nasty big small

Chick is \_\_\_\_\_.

She has got \_\_\_\_\_.

Dodo is \_\_\_\_\_.

He has got \_\_\_\_\_.

7 p

## 2 Compare the two cars in the picture. Use the adjectives from the box.

Spójrz na ilustrację i porównaj dwa samochody. Użyj przymiotników z ramki.



Betsy



Starlette

production: 1963

max. speed: 60 kph

price: \$1000

production: 2005

max. speed: 210 kph

price: \$100.000

old fast big long elegant expensive

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

6 p

## 3 Complete the sentences with *should* or *shouldn't*.

Uzupełnij zdania, używając *should* lub *shouldn't*.

1 I'm very hungry.  
You \_\_\_\_\_  
have a sandwich.

2 I have a maths test tomorrow.  
You \_\_\_\_\_

go to the cinema today,  
you should study.

3 It's my friend's birthday tomorrow.  
You \_\_\_\_\_  
buy her a present.

4 My mum is ill.  
You \_\_\_\_\_  
help her with the housework.

5 I haven't got my homework.  
You \_\_\_\_\_  
tell the teacher.

6 It's very cold today.  
You \_\_\_\_\_  
go out without your coat.

7 This dog is very dangerous.  
You \_\_\_\_\_  
touch it.

7 p

## Look Back

### 4 Write questions for the answers.

Napisz pytania do podanych odpowiedzi.

1 \_\_\_\_\_?

No, she isn't a teacher. She's a doctor.

2 \_\_\_\_\_?

Drive a car? No, I can't.

3 \_\_\_\_\_?

I haven't got any sisters, but I've got two brothers.

4 \_\_\_\_\_?

No, he didn't buy a car, he bought a motorbike.

5 \_\_\_\_\_?

Paris? It's in France.

6 \_\_\_\_\_?

Michael? I think he's sixteen years old.

7 \_\_\_\_\_?

The kids? They're playing in the garden.

8 \_\_\_\_\_?

I'm sure the film starts at six o'clock.

8 p



### 5 Correct the mistakes in these sentences.

W każdym zdaniu jest jeden błąd. Popraw go.

1 Jacks best friend is Tim.

\_\_\_\_\_

2 Are you live in Poland?

\_\_\_\_\_

3 My brother didn't went to the cinema yesterday.

\_\_\_\_\_

4 Both Asterix and Obelix was very strong.

\_\_\_\_\_

5 R2D2 wasn't as smart like C3PO.

\_\_\_\_\_

6 Mary fell quite lonely in her new school.

\_\_\_\_\_

6 p

### 6 Complete the sentences with *at*, *on* or *in*.

Uzupełnij zdania przyimkami *at*, *on* lub *in*.

1 I'm \_\_\_\_\_ school now.

2 My mum is \_\_\_\_\_ hospital.

3 We went \_\_\_\_\_ a trip last Sunday.








4 She often studies \_\_\_\_\_ the library.

5 What's \_\_\_\_\_ TV?

6 My brother isn't \_\_\_\_\_ home now.

6 p

Total: 40 points My score:

40 – 35	Well done!	 
34 – 27	Quite good!	 
26 – 18	Not bad.	
17 – 12	Be careful!	
11 – 7	Revise Issue 2 again!	
6 – 0	Do Issue 2 again!	