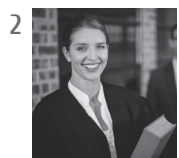


1 ★ Z podanych liter ułóż nazwy zawodów i podpisz ilustracje.



senur



wayelr



hiscrea



remarf



blepumr



cststiein



rspsto

trneec

gramnea



renegien

2 ★★ 02 Postłuchaj nagrania i uzupełnij zdania.

- Sarah's dad is a(n) \_\_\_\_\_.
- Her mum is a(n) \_\_\_\_\_.
- Rick's sister is a(n) \_\_\_\_\_.
- Rick's sister wants to be a(n) \_\_\_\_\_.
- Rick wants to be a(n) \_\_\_\_\_.

3 ★★ Uzupełnij zdania wyrazami z ramki.

crops ■ hospital ■ jobs ■ law  
milk ■ nurse ■ patients ■ wears

Last week there was a World of Work day at our school. Lots of people with different <sup>1</sup> \_\_\_\_\_ came to the school. It was really interesting. Mr Thornett is a farmer. He grows <sup>2</sup> \_\_\_\_\_ and has got lots of animals. He always gets up early in the morning to <sup>3</sup> \_\_\_\_\_ the cows. Mrs Price is a lawyer. She helps people with the <sup>4</sup> \_\_\_\_\_. She takes the train to London every day and she always <sup>5</sup> \_\_\_\_\_ smart clothes. Mrs Gonzalez is a nurse, but she doesn't work at the <sup>6</sup> \_\_\_\_\_. She visits <sup>7</sup> \_\_\_\_\_ in their homes. I like helping people, but I don't want to travel to London every day. And I don't want to get up very early in the morning. I think I want to be a <sup>8</sup> \_\_\_\_\_.

4 ★★ Napisz po dwa zdania o tym, co robią ludzie wykonujący podane zawody.

- I'm a cashier. I work in \_\_\_\_\_.
- I'm an engineer. \_\_\_\_\_.

Phonics twister

03 Postłuchaj nagrania. Zakreśl kółkiem wyrazy, w których dźwięk **th** wymawia się tak jak w słowie **those**. Następnie podkreśl wyrazy, w których dźwięk **th** wymawia się tak jak w słowie **thirty**.

- There are **th**ree farmers in **th**e garden.
- Th**is is my bro**th**er. He's very good at mat**th**s.
- Please brush your te**th** in **th**e bat**th**room.
- Th**ese clo**th**es are from Sou**th** America.
- The** ath**l**ete is running along **th**e pat**h**.
- Your grandmo**th**er is very **th**in.

Life skills: Different opinions

Przeczytaj zdania i zdecyduj, czy brzmią przyjaźnie (Friendly = F), czy nieprzyjaźnie (Unfriendly = U).

- No, you're wrong. F / U
- I don't really agree with you, I'm afraid. F / U
- I'm sorry, but I have a different opinion. F / U

1 ★ Uzupełnij zdania, stosując poprawne formy *have to* oraz czasowników podanych w nawiasach.

My brother *has to get up* (get up) at 6 o'clock every day.

- 1 She \_\_\_\_\_ (not feed) the cat, Jack usually does it.
- 2 The children \_\_\_\_\_ (stand up) when their teacher comes into the classroom.
- 3 I \_\_\_\_\_ (finish) my homework tonight.
- 4 We \_\_\_\_\_ (not make) lunch – there's some pizza in the fridge.
- 5 You \_\_\_\_\_ (not listen) to this music.
- 6 They \_\_\_\_\_ (not be) at the cinema at half past seven.
- 7 I \_\_\_\_\_ (not help) with the chores today – it's my birthday!

3 ★★★ Uzupełnij e-mail wyrazami z ramki.

doesn't have to wear ■ has to help  
 don't have to stay ■ have to do  
 has to tidy ■ have to wait

subject: \_\_\_\_\_

Hi Bella,

How are you? I've got some good news – my mum has got a job in our school library! She <sup>1</sup> \_\_\_\_\_ the students find books and she <sup>2</sup> \_\_\_\_\_ the library at the end of the day. She <sup>3</sup> \_\_\_\_\_ a uniform, though, so she usually wears jeans and a T-shirt! She really likes the job, but there is one problem. I <sup>4</sup> \_\_\_\_\_ for her to finish work before we go home. I <sup>5</sup> \_\_\_\_\_ in the library. I usually go into the computer room and use the computer to do some homework. I <sup>6</sup> \_\_\_\_\_ a lot of homework every day.

Write to me soon!

Paco

2 ★★★ 04 Posłuchaj nagrania i uzupełnij tabelę. Następnie uzupełnij zdania.



	Jade	Jade's brother
get up early	✓	✓
make our beds		
take off our shoes		
set the table for lunch		
clear the table after lunch		
go to bed early		

Jade and her brother *have to get up* early.

- 1 They \_\_\_\_\_ their beds.
- 2 They \_\_\_\_\_ their shoes in the house.
- 3 Jade's brother \_\_\_\_\_ the table for lunch.
- 4 Jade \_\_\_\_\_ the table for lunch.
- 5 Jade's brother \_\_\_\_\_ the table after lunch.
- 6 Jade \_\_\_\_\_ the table after lunch.
- 7 Jade and her brother \_\_\_\_\_ to bed early.

Train your brain!

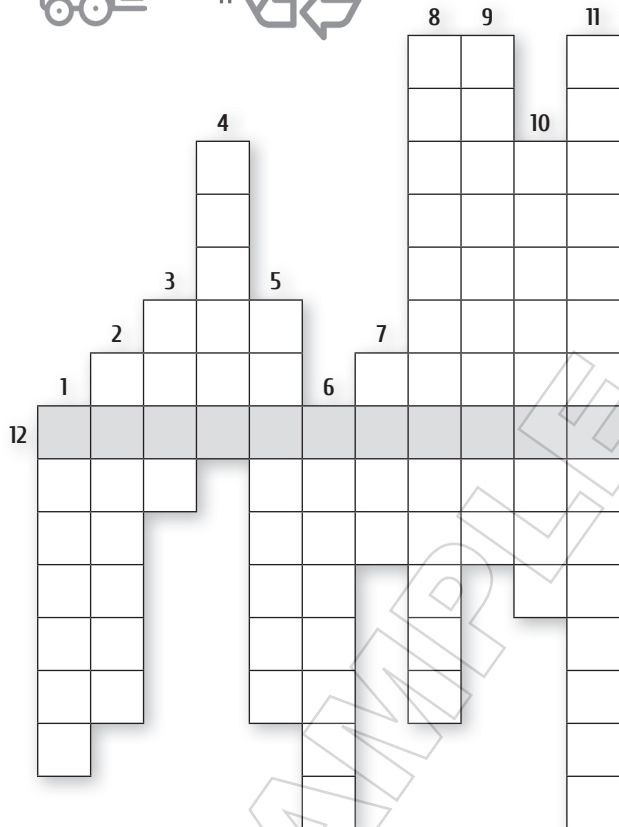
Z każdej kolumny wybierz jeden wyraz i ułóż dwa zdania. Znajdź dwie ukryte nazwy zawodów.

I	S	don't	C	to	G	to	E	her	N	to	T	every	E	on	S	Sundays.	T
She	E	has	N	have	I	make	I	go	N	bed	E	school	I	morning.	R		



- 1 \_\_\_\_\_.
- 2 \_\_\_\_\_.
- 3 The hidden words are: \_\_\_\_\_ and \_\_\_\_\_.

1 ★ Rozwiąż krzyżówkę i odgadnij hasło.



2 ★★ Połącz fragmenty zdań.

- |                                   |                     |
|-----------------------------------|---------------------|
| 1 Rachel grows crops on her       | a warehouse.        |
| 2 Ivan sends letters at the       | b factory.          |
| 3 Sandy flies planes from the     | c recycling centre. |
| 4 Rudi puts boxes on shelves at a | d post office.      |
| 5 Felicity counts money in the    | e farm.             |
| 6 Erica makes bicycles at a       | f airport.          |
| 7 Dan looks after patients at a   | g bank.             |
| 8 William collects plastic at a   | h hospital.         |

3 ★★ Przeczytaj teksty i zakreśl właściwe wyrazy. Następnie połącz teksty z odpowiednimi ilustracjami.



1 This is our local police <sup>1</sup> **station / centre**. The police officers here are very busy. They have to <sup>2</sup> **make / look** for criminals and help people. They also have to <sup>3</sup> **be / wear** special uniforms. Some of the police officers work in the <sup>4</sup> **office / hall**. They sit at a <sup>5</sup> **desk / chair** and talk to people on the phone. Other police officers work in the town. They <sup>6</sup> **take / make** sure that people are safe.

2 This is our local recycling centre. The recycling centre <sup>7</sup> **person / manager** has to make sure that all the different <sup>8</sup> **rubbish / change** goes in the correct place. The <sup>9</sup> **workers / farmers** here work very hard and the job isn't fun when the weather is <sup>10</sup> **bad / good**. They don't earn a lot of <sup>11</sup> **money / work**, but it's a very important <sup>12</sup> **job / office** because they're helping the environment.

4 ★★ Opisz przedstawione na ilustracji miejsce, używając wyrazów z ramki.



- crops ■ animals ■ weather  
food ■ early ■ farmers

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**1★ Popatrz na notatkę. Ułóż zdania dotyczące Elli, Alfiego i kapitana. Odpowiedz na pytania.**

*Ella & Alfie: take out the recycling, send some emails*

*The captain: fix a leak in the boat*

**Ella & Alfie**

*Do Ella and Alfie have to take out the recycling? Yes, they do.*

- 1 \_\_\_\_\_  
some emails? \_\_\_\_\_
- 2 \_\_\_\_\_  
a leak in the boat? \_\_\_\_\_

**The captain**

*Does the captain have to take out the recycling? No, he doesn't.*

- 3 \_\_\_\_\_  
some emails? \_\_\_\_\_
- 4 \_\_\_\_\_  
a leak in the boat? \_\_\_\_\_

**2★★ Przeczytaj zdania i napisz pytania oraz krótkie odpowiedzi.**

I don't have to look after my brother.

*Do you have to look after your brother?  
No, I don't.*

- 1 They don't have to make lunch for their aunt.  
\_\_\_\_\_  
\_\_\_\_\_
- 2 The workers have to put arms on the robots.  
\_\_\_\_\_  
\_\_\_\_\_

**3★★★ Napisz pytania, stosując poprawną formę *have to*, i połącz je z odpowiedziami.**

- 1 you / wash / the dishes?  
\_\_\_\_\_
- 2 Why / he / vacuum / the carpet?  
\_\_\_\_\_
- 3 the students / finish / their homework?  
\_\_\_\_\_
- 4 When / I / go to bed?  
\_\_\_\_\_
- 5 Jessica / work / in the office today?  
\_\_\_\_\_

- a Because it's very dirty.
- b No, I don't. They are clean.
- c Now. It's very late.
- d Yes, they do. The teacher wants to see it.
- e No, she doesn't. It isn't open today.

**Useful!**

**Uzupełnij zdania odpowiednimi wyrazami.**

- 1 Spóźniłeś się/spóźniłaś się na przyjęcie urodzinowe kolegi.  
S\_\_\_\_\_ I'm \_\_\_\_\_.
- 2 Żegnasz się z koleżanką.  
S\_\_\_\_\_ you s\_\_\_\_\_!
- 3 Prosisz brata, aby się pospieszył.  
W\_\_\_\_\_ in a r\_\_\_\_\_.



**Train your brain!**

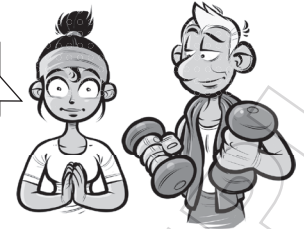
**Znajdź dwa pytania oraz dwie odpowiedzi i zapisz je. Możesz się poruszać w górę/dół oraz w prawo/lewo.**



Start	→ Does	your	sister
do.	iron	to	have
I	her	clothes?	No,
Yes,	No,	Yes,	she
windows	to	have	does.
the	wash	you	Do

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

Welcome to our Language Gym!



1 ★ **05** Posłuchaj nagrania i zdecyduj, gdzie jest Freddie.

- 1  2  3  4  5

- a factory      b airport      c bank  
d warehouse      e farm

2 ★ Popatrz na ilustracje i napisz nazwy zawodów.

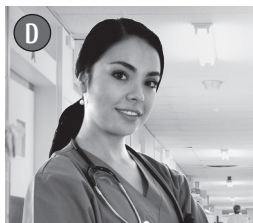
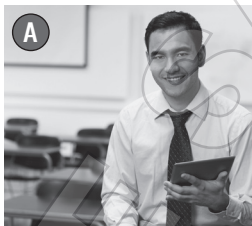


- 1 \_ \_ \_ r \_ \_ \_  
2 \_ \_ \_ \_ b \_ r  
3 \_ \_ \_ \_ i \_ \_  
4 \_ \_ c \_ \_ \_ \_ \_  
5 \_ \_ \_ r \_ \_  
6 \_ \_ g \_ \_ \_ \_ \_

3 ★★ Napisz cztery zdania i połącz je z odpowiednimi ilustracjami.

I have to look after animals and grow crops. He has to work in a shop but he doesn't have to wear a uniform. She has to help patients in a hospital but she has to help people. I don't have to work in a hospital.

- 1 \_\_\_\_\_   
2 \_\_\_\_\_   
3 \_\_\_\_\_   
4 \_\_\_\_\_



4 ★★★★★ Zagraj w Ask and answer. Spójrz na pole Start i pierwsze pytanie. Przeczytaj je i poszukaj odpowiedzi, która poprowadzi cię do kolejnego pytania.

START

- a Do you have to recycle the plastic?  
b No, they don't.  
c Why do they have to run to the station?  
d Because they're late.  
e Does he have to help customers?  
f Yes, I do.  
g When does she have to start work?  
h No, he doesn't.  
i At half past eight.  
j Do they have to walk the dog?

FINISH

1 ★ Połącz zdania z odpowiednimi ilustracjami.

- 1 I don't mind it. a 😊
- 2 I really love it. b 😞
- 3 I hate it. c 😍
- 4 I like it. d 😟
- 5 I don't like it. e 😐

2 ★★ Z każdego zestawu wykreśl jeden niepasujący wyraz.

- 1 *making* / *fixing* / *chatting* things
- 2 looking after *animals* / *maths* / *people*
- 3 *chatting to* / *doing* / *helping* people
- 4 doing *maths* / *experiments* / *computers*
- 5 fixing *experiments* / *computers* / *things*

3 ★★★ Przeczytaj informacje podane w tabeli i zakreśl właściwe wyrazy.

Charlie:	✓✓	✓X	✓	X	XX
Sara:	XX	✓	X	✓X	✓✓

Hi, Charlie! Here's a quiz about your future job.

Sara

Great! Let's do it!

Charlie

OK. Do you like helping people?

Sara

1 **Yes, I really do.** / No, not really.

Charlie

Do you like using computers?

Sara

2 **No, I hate it.** / I don't mind it.

Charlie

Do you like chatting to people?

Sara

3 **Yes, I do.** / No, not really.

Charlie

Do you like looking after animals?

Sara

4 **I don't mind it.** / No, not really.

Charlie

Do you like doing maths?

Sara

5 **Yes, I really do.** / No, I hate it.

Charlie

Let's see ... you should be a nurse.

Sara

6 **Let's do it!** / **That's not a bad idea.** Now it's your turn ...

Charlie

4 ★★★ Użyj informacji z tabeli z ćwiczenia 3. i napisz dialog, w którym Jamie odpowiada na pytania Charliego.

Charlie: Now it's your turn. Do you like \_\_\_\_\_

Sara: \_\_\_\_\_

Charlie: \_\_\_\_\_

Sara: \_\_\_\_\_

Charlie: \_\_\_\_\_

Sara: \_\_\_\_\_

Charlie: \_\_\_\_\_

Sara: \_\_\_\_\_

Charlie: \_\_\_\_\_

Sara: \_\_\_\_\_

Charlie: Let's see ... you should be an engineer!

Sara: \_\_\_\_\_



Use of English

5 Przetłumacz na język angielski fragmenty podane w nawiasach. Wymagana jest pełna poprawność ortograficzna. Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- 1 She can be a vet because she likes (*opiekować się zwierzętami*) \_\_\_\_\_
- 2 I don't want to be a scientist. I (*nienawidzę przeprowadzania experimentów*) \_\_\_\_\_



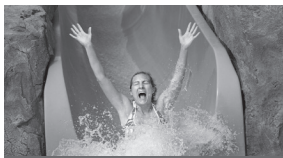
## Quiz – Unusual Jobs

**1** Sprawdź, co pamiętasz na temat niezwykłych zawodów. Zdecyduj, czy zdania 1–5 są prawdziwe (*True = T*), czy fałszywe (*False = F*). Zakreśl *T* lub *F*.

- |   |       |
|---|-------|
| 1 A professional pusher works in bus stations in Japan.                 | T / F |
| 2 In Amsterdam, some people dive into canals and look for bikes.        | T / F |
| 3 The Queen's Piper has to teach the Queen how to play the bagpipes.    | T / F |
| 4 If you don't recycle things correctly in Germany, you can get a fine. | T / F |
| 5 Mermaids work in the sea and on beaches in the USA.                   | T / F |

**2** Przeczytaj teksty i napisz nazwy odpowiednich zawodów.

- This job is good if you like eating sweet things.  
\_\_\_\_\_
- This job is fun and you travel to different places.  
\_\_\_\_\_
- This job is good if you are lazy.  
\_\_\_\_\_
- You have to find things in the water for this job.  
\_\_\_\_\_



waterslide tester, Dubai

You can travel around the world and earn money as a waterslide tester. You have to go down the waterslides in a water park and then write about the slides. Are they exciting? Are they safe? You have to like getting wet for this job!



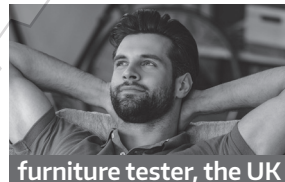
ice cream taster, Italy

You can earn a lot of money as an ice cream taster for a **food company**. You have to try the company's new ice cream **flavours**. It's a great job if the ice cream is delicious, but sometimes the new flavours are very strange!



golf ball diver, the USA

Golf is a very popular sport in the USA, but sometimes golfers hit the ball into a lake. If you like diving, you can work as a golf ball diver. You have to dive into the lakes and find the golf balls. You have to be good at swimming!



furniture tester, the UK

Do you like sitting down? Then this is the perfect job for you. You have to sit on different sofas and chairs and check that they are **comfortable**. You also have to lie down on beds and sometimes sleep in them!

**3** Dopasuj zdania do odpowiednich zawodów z ćwiczenia 2.

- 'I like sleeping in different places.'  
\_\_\_\_\_
- 'I love going to adventure parks!'  
\_\_\_\_\_
- 'I love working outdoors and swimming but I don't like waterslides.'  
\_\_\_\_\_
- 'This job is great, but it's not very healthy.'  
\_\_\_\_\_

**4** Przeczytaj informacje o niezwykłym zawodzie i opisz go, wzorując się na tekstach z ćwiczenia 2.

### pet food tester, the USA

- people spend a lot of money on pet food
- pet food is safe for humans to eat
- eat dog and cat food, check the taste
- good salary

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## Glossary

**comfortable** – wygodny

**flavour** – smak (np. lodów)

**food company** – producent żywności

Vocabulary & Speaking

1 ★ Znajdź 12 wyrazów i dopasuj je do odpowiednich kategorii.

t	e	w	i	n	f	i	n	r	e
h	w	a	r	e	h	o	u	s	e
o	p	l	u	m	b	e	r	s	l
s	c	i	e	n	t	i	s	t	a
p	a	t	a	t	i	o	e	n	w
i	s	f	f	a	c	t	o	r	y
t	h	a	t	o	f	f	i	c	e
a	i	r	p	o	r	t	o	w	r
l	e	m	n	h	g	l	l	f	a
r	r	e	n	g	i	n	e	e	r

1 jobs	2 workplaces

2 ★ Uzupełnij zdania odpowiednimi wyrazami.

- A farmer grows **c** \_\_\_\_\_ .
- A nurse looks after **p** \_\_\_\_\_ .
- A scientist does **e** \_\_\_\_\_ .
- A warehouse worker takes things from **s** \_\_\_\_\_ .
- A recycling centre manager makes sure that the **r** \_\_\_\_\_ goes in the correct place.
- An office worker sits at a **d** \_\_\_\_\_ all day.
- A post office worker sells **s** \_\_\_\_\_ .
- A firefighter puts out **f** \_\_\_\_\_ .

3 ★★★ Uzupełnij dialog wyrazami z ramki.

fixing ■ hate ■ helping ■ looking  
mind ■ not ■ really ■ using

- A: Do you like <sup>1</sup> \_\_\_\_\_ computers?  
 B: Yes, I <sup>2</sup> \_\_\_\_\_ do. I love it.  
 A: Do you like <sup>3</sup> \_\_\_\_\_ leaks?  
 B: No, I <sup>4</sup> \_\_\_\_\_ it!  
 A: Do you like <sup>5</sup> \_\_\_\_\_ people?  
 B: I don't <sup>6</sup> \_\_\_\_\_ it.  
 A: Do you like <sup>7</sup> \_\_\_\_\_ after animals?  
 B: No, <sup>8</sup> \_\_\_\_\_ really.

Grammar

4 ★★★ Uzupełnij zdania, stosując poprawne formy *have to* oraz wyrazów podanych w nawiasach. Dopisz krótkie odpowiedzi.

- A: <sup>1</sup> \_\_\_\_\_ (you / do) lots of chores at home, Max?  
 B: Yes, I <sup>2</sup> \_\_\_\_\_ ! My sister and I <sup>3</sup> \_\_\_\_\_ (help) our dad at the weekend.  
 A: <sup>4</sup> \_\_\_\_\_ (what / you / do)?  
 B: I <sup>5</sup> \_\_\_\_\_ (water) the plants in the garden and my sister <sup>6</sup> \_\_\_\_\_ (wash) the car. We also <sup>7</sup> \_\_\_\_\_ (make) our beds every morning. How about you?  
 A: I <sup>8</sup> \_\_\_\_\_ (take out) the recycling. My brother <sup>9</sup> \_\_\_\_\_ (not help) because he's only three years old.  
 B: Lucky him!

Use of English

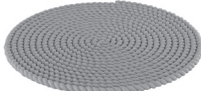











5 🎓 Uzupełnij zdania 1–2. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Jeśli jest to konieczne, dodaj inne wyrazy. Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- A plumber \_\_\_\_\_ (have / fix) leaks.
- I \_\_\_\_\_ (hate / cook) lunch on Sundays.



1 ★ Podpisz ilustracje wyrazami z ramki.

armchair ■ blinds ■ bookcase  
cupboard ■ curtains ■ cushion ■ mirror  
rug ■ sofa ■ shelf ■ towel ■ wardrobe

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

2 ★★ Uzupełnij zdania odpowiednimi wyrazami.

- Your clothes go in a **w**\_\_\_\_\_.
- You keep books in a **b**\_\_\_\_\_ or on a **s**\_\_\_\_\_.
- Blinds or **c**\_\_\_\_\_ are for the window.
- You put a **r**\_\_\_\_\_ on the floor.
- You sit on a **s**\_\_\_\_\_ or in an **a**\_\_\_\_\_.
- You look at yourself in a **m**\_\_\_\_\_.
- After a bath or a shower, you need a **t**\_\_\_\_\_.
- There's a **c**\_\_\_\_\_ in our kitchen for our food.

3 ★★★ 06 Posłuchaj nagrania i uzupełnij zdania.

- The \_\_\_\_\_ are quite old fashioned. They're blue with flowers.
- The \_\_\_\_\_ are pink and ugly.
- The \_\_\_\_\_ is quite small. It isn't new.
- The \_\_\_\_\_ is new and blue.
- The \_\_\_\_\_ is very big.

Phonics twister

07 Posłuchaj nagrania. Zakreśl, ile razy w poszczególnych zdaniach słyszysz dźwięk **sh** wymawiany tak jak w wyrazie **shoe**.

- |   |   |   |   |
|---|---|---|---|
| 1 | 1 | 2 | 3 |
| 2 | 1 | 2 | 3 |
| 3 | 1 | 2 | 3 |
| 4 | 1 | 2 | 3 |
| 5 | 1 | 2 | 3 |
| 6 | 1 | 2 | 3 |



4 ★★★ Narysuj swój wymarzony pokój, uwzględniając niektóre przedmioty z ćwiczenia 1. Opisz swój pokój w czterech zdaniach.

- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.

1 ★ Przeczytaj tekst i zakreśl właściwe wyrazy.



Kuba and Filip usually <sup>1</sup> *watch / 're watching* TV on Saturday morning, but this weekend they <sup>2</sup> *visit / 're visiting* their aunt, Anna. They <sup>3</sup> *help / 're helping* her to do up her house. She <sup>4</sup> *paints / 's painting* the walls and they <sup>5</sup> *put up / 're putting up* some new blinds. Their aunt <sup>6</sup> *doesn't usually stay / isn't usually staying* at home at the weekend. She <sup>7</sup> *often rides / 's often riding* her bike with friends or <sup>8</sup> *goes / 's going* swimming. Kuba and Filip like helping their aunt. They <sup>9</sup> *listen / 're listening* to some music right now. It's fun!

2 ★★ Przeczytaj ponownie tekst z ćwiczenia 1.

Zdecyduj, czy zdania 1–6 są prawdziwe (True = T), czy fałszywe (False = F). Zakreśl T lub F.

- 1 Kuba and Filip are watching TV. T / F
- 2 Anna is painting the walls. T / F
- 3 Anna usually stays at home at the weekend. T / F
- 4 Anna sometimes goes swimming. T / F
- 5 Anna isn't riding her bike today. T / F
- 6 Kuba and Filip aren't listening to music at the moment. T / F

Train your brain!



Uzupełnij zdania poprawnymi formami czasowników w nawiasach.

Gdzie dziś znajdują się dzieci?

Zaznacz odpowiednią ilustrację.

Ted usually <sup>1</sup> \_\_\_\_\_ (study) science at 1 o'clock, but he <sup>2</sup> \_\_\_\_\_ (not study) science today. He's with Sam and Grace and he <sup>3</sup> \_\_\_\_\_ (read) a magazine.

Sam usually <sup>4</sup> \_\_\_\_\_ (do) PE at 1 o'clock, but he <sup>5</sup> \_\_\_\_\_ (not do) PE today. He's with Ted and Grace and he <sup>6</sup> \_\_\_\_\_ (swim).

Grace usually <sup>7</sup> \_\_\_\_\_ (eat) a sandwich at 2 o'clock, but she <sup>8</sup> \_\_\_\_\_ (not eat) a sandwich today. She's with Ted and Sam and she <sup>9</sup> \_\_\_\_\_ (eat) an ice cream. It's Sunday!



3 ★★ Uzupełnij zdania poprawnymi formami czasowników podanych w nawiasach.

1 A: Where's Tom? He \_\_\_\_\_ (usually / play) football in the park on Tuesday after school.

B: Oh, he \_\_\_\_\_ (not go) out today. He \_\_\_\_\_ (study) at home. He's got an important test tomorrow.

2 Right now, my brother and I \_\_\_\_\_ (do) some chores. I \_\_\_\_\_ (vacuum) the carpet and my brother \_\_\_\_\_ (iron) some shirts.

My sister \_\_\_\_\_ (not help) us. She \_\_\_\_\_ (sleep) on the sofa!

3 My dad hardly ever \_\_\_\_\_ (drive) to work. He sometimes \_\_\_\_\_ (take) the bus, but this month he \_\_\_\_\_ (ride) his bike.

4 This week we \_\_\_\_\_ (learn) about Copernicus in history. I \_\_\_\_\_ (not / usually / enjoy) history, but today we \_\_\_\_\_ (watch) a video and it's really interesting!

5 Sam \_\_\_\_\_ (not / usually / get up) before 7 o'clock, but it's 6.30 now and he \_\_\_\_\_ (have) a shower.

1 ★ Znajdź osiem nazw sprzętów domowych i dopasuj je do odpowiednich kategorii.

shower cooker fridge dishwasher bath basin freezer sink

1 kitchen	2 bathroom

2 ★★ Zakreśl odpowiednie wyrazy.

- Water comes out of the **taps / radiators** in the **cooker / basin**.
- Food like cheese, milk and meat is in the **radiator / fridge**.
- It's cold in our bedroom, so we have a **shower / heater**.
- We put our clothes in the **washing machine / freezer** and our cups and plates in the **radiator / dishwasher**.
- There's a small **sink / basin** in our bathroom and a big **sink / basin** in our kitchen.
- Is there any ice cream in the **freezer / bath**?
- There are two **radiators / cookers** in the living room.
- I don't like baths, but I have a **shower / basin** every morning.

Use of English

3 🎓 Przetłumacz na język angielski fragmenty podane w nawiasach. Wymagana jest pełna poprawność ortograficzna. Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- The taps are (na lodówce) \_\_\_\_\_.
- I am (używam kuchenki) \_\_\_\_\_ at the moment.

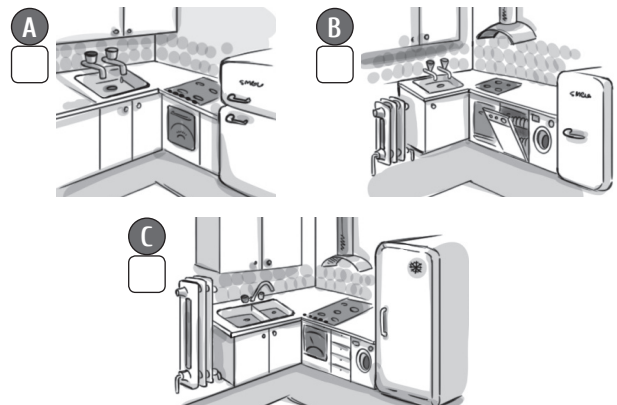
4 ★★ Uzupełnij zdania wyrazami z ramki. Jeden wyraz nie pasuje do żadnego zdania.

basin ■ cooker ■ dishwasher  
freezer ■ fridge ■ radiator  
taps ■ washing machine

Things to do:

- Put the milk and juice in the <sup>1</sup> \_\_\_\_\_ and the ice cream in the <sup>2</sup> \_\_\_\_\_
- take the clean clothes out of the <sup>3</sup> \_\_\_\_\_
- put the dirty plates and cups into the <sup>4</sup> \_\_\_\_\_
- fix the <sup>5</sup> \_\_\_\_\_ - it isn't hot!
- put some new <sup>6</sup> \_\_\_\_\_ on the <sup>7</sup> \_\_\_\_\_ in the bathroom

5 ★★ 08 Posłuchaj nagrania i dopasuj opisy pomieszczeń do odpowiednich ilustracji. Jedna ilustracja została podana dodatkowo.



6 ★★ Opisz ilustrację z ćwiczenia 4., o której nie było mowy w nagraniu.

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**1 ★** Zakraśl odpowiednie wyrazy i połącz pytania z odpowiedziami.

- 1 **Does / Do** he usually work in the evening?
- 2 **Are / Is** you waiting for your friends?
- 3 What **is / are** they doing?
- 4 What **does / do** she usually do at the weekend?
- 5 **Are / Is** he fixing the boat?
- 6 **Does / Do** they often go to the beach.

- |   |  |
|---|--|
| <input type="checkbox"/> a Yes, he is.                      | <input type="checkbox"/> e Yes, I am.      |
| <input type="checkbox"/> b No, they don't.                  | <input type="checkbox"/> f No, he doesn't. |
| <input type="checkbox"/> c They're listening to some music. |  |
| <input type="checkbox"/> d She visits her cousins.          |  |

**2 ★★** Napisz pytania.

- 1 friends / Do / TV / often / your / watch / ?  
\_\_\_\_\_
- 2 room / are / your / you / When / painting / ?  
\_\_\_\_\_
- 3 the / to / teacher / students / Are / listening / the / ?  
\_\_\_\_\_
- 4 usually / What / you / time / breakfast / do / have / ?  
\_\_\_\_\_
- 5 tomorrow / Is / his / he / starting / course / ?  
\_\_\_\_\_
- 6 teacher / Where / meeting / are / our / we / ?  
\_\_\_\_\_

**3 ★★★** Przeczytaj informacje podane w tabeli. Napisz pytania i odpowiedz na nie.

	Fred	Sally & Ann
usually on Saturday	clean bike	play football
this Saturday	make a cake	buy a present
tomorrow	go to Emma's birthday party	go to Emma's birthday party

**Useful!**

Co powiesz w sytuacjach 1–4?  
Uzupełnij luki wyrażeniami z ramki.



No idea! ■ Poor little thing!  
There's something fishy going on!  
What is he up to?

- 1 Kot nie umie zejść z drzewa. \_\_\_\_\_
- 2 Popatrz tam! Ktoś właśnie wybił szybę w samochodzie! \_\_\_\_\_
- 3 Sam chowa się za drzwiami. \_\_\_\_\_
- 4 A: Jak brzmi odpowiedź na to pytanie?  
B: \_\_\_\_\_ To naprawdę trudne.

**Train your brain!**

Ułóż z podanych wyrazów dwa pytania i dwie odpowiedzi. Każdy wyraz może być użyty tylko raz.



doing taps tomorrow you don't What fixing often early is She's up get Do No, she I the

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

**Fred**

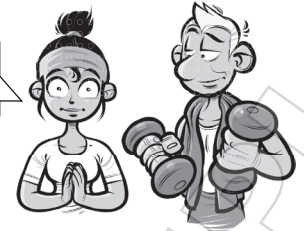
What *does Fred usually do* on Saturday?  
*He usually cleans his bike.*

- 1 What \_\_\_\_\_ this Saturday?  
\_\_\_\_\_
- 2 What \_\_\_\_\_ tomorrow?  
\_\_\_\_\_

**Sally & Ann**

- 3 What \_\_\_\_\_ on Saturday?  
\_\_\_\_\_
- 4 What \_\_\_\_\_ this Saturday?  
\_\_\_\_\_
- 5 What \_\_\_\_\_ tomorrow?  
\_\_\_\_\_

Welcome to our Language Gym!



1 ★ W każdym zdaniu znajdź jeden niepasujący wyraz i zastąp go wyrazem z ramki.

armchair ■ basin ■ bath ■ cushions  
fridge ■ radiators ■ wardrobe  
washing machine

- I put my dirty clothes in the freezer. \_\_\_\_\_
- When the clothes are clean, they go in the curtains. \_\_\_\_\_
- We keep our food cold in the heater. \_\_\_\_\_
- I like to have a hot sofa before I go to bed. \_\_\_\_\_
- My grandma always sits in her special bookcase at our house. \_\_\_\_\_
- You can wash your hands in the dishwasher. \_\_\_\_\_
- There are three blue taps on my bed. \_\_\_\_\_
- It's very cold in our house – the blinds aren't working. \_\_\_\_\_

3 ★★ Ułóż cztery zdania, stosując wyrazy z kolejnych kolumn. Każdy wyraz może być użyty tylko raz.

Are	your brother	blinds	walk to school?
We're	they	usually	in the bedroom.
Does	putting up	have eggs	for breakfast.
I	always	buying	a new wardrobe?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2 ★★ Napisz zdania, używając podanych wskazówek. Następnie podaj swoje wskazówki i napisz zdanie.



1 I / usually /  on Saturday morning,  
but today I  the .

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 Joe and Emma / often /  on Friday

afternoon, but today they   
the .



\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

4 ★★★★★  09 Posłuchaj nagrania i dopasuj pytania do odpowiedzi.

- Is your sister meeting her friends at the weekend? a
- Does your teacher usually give you lots of homework? b
- What are you doing on Sunday? c
- What do you usually do on Saturday morning? d


3 My dad / usually /  in the evening,  
but this evening he  the

 . \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

1 ★ Połącz zwroty o przeciwnym znaczeniu.

- |                      |                       |
|----------------------|-----------------------|
| 1 load               | a put something in    |
| 2 turn something up  | b unload              |
| 3 take something out | c close               |
| 4 open               | d turn something off  |
| 5 turn something on  | e turn something down |

2 ★★  10 Posłuchaj nagrania i zakreśl właściwe wyrazy.

- Kevin **opens / closes** the blinds.
- Kevin **opens / closes** the window.
- Mum is **hot / cold**.
- Kevin turns the radiator **up / down**.

3 ★★ Uzupełnij dialog odpowiednimi wyrazami.

A: Do you want a <sup>1</sup> \_\_\_\_\_ ?

B: Yes, <sup>2</sup> \_\_\_\_\_. Can you turn the radiator <sup>3</sup> \_\_\_\_\_ ? It's very hot in here.

A: Sure, no <sup>4</sup> \_\_\_\_\_ .

B: Thanks, that's a great <sup>5</sup> \_\_\_\_\_ .

A: Do you need <sup>6</sup> \_\_\_\_\_ help with the dishwasher?

B: Yes, please. The dishes are clean, so can you <sup>7</sup> \_\_\_\_\_ it please?

A: Of course.

B: Thanks, that's very <sup>8</sup> \_\_\_\_\_ of you.

4 ★★★ Napisz dialog pomiędzy Noah i jego tatą, stosując podane wskazówki.

Noah: \_\_\_\_\_  
you / hand / ?

Dad: \_\_\_\_\_  
✓ / load / dishwasher / ?

Noah: \_\_\_\_\_  
✓


Dad: \_\_\_\_\_  
and / close / curtains / please / ?

Noah: \_\_\_\_\_  
✓

Dad: \_\_\_\_\_  
thanks / great / help / .



Functions

5  Uzupełnij dialogi 1–2. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. Luki należy uzupełnić w języku angielskim.

- X: Do you \_\_\_\_\_ ?  
Y: Yes, please. Can you unload the dishwasher?
- X: Can you open the curtains?  
Y: \_\_\_\_\_ .  
X: Thanks, that's very good of you.



Quiz – Charity shops in the UK

1 Sprawdź, co pamiętasz na temat sklepów charytatywnych w Wielkiej Brytanii. Zakreśl właściwe wyrazy.

- 1 There are **a lot of / not many** charity shops in the UK.
- 2 People **sell / donate** things to charity shops.
- 3 You can sometimes get **money / a good bargain** at a charity shop.
- 4 When charity shops sell things, the money goes to **charity / the customers**.
- 5 People buy **clothes, books and furniture / food and drink** at charity shops.

2 Przeczytaj tekst i uzupełnij zdania 1–5. Zakreśl literę A, B lub C.

Car Boot Sales



Many people in the UK sell their old clothes, books and other things at car boot sales. There are car boot sales in most towns in the UK

every weekend. They are usually in car parks or in large fields. People put all the things they want to sell into the **boot** of their car. They then drive to the car boot sale place, take the things out of their car boot and put them onto a table. Other people look at the things and decide what they want to buy. Sometimes people make special food, like cakes, biscuits or jam to sell at car boot sales.

Henry goes to car boot sales every weekend. 'I don't sell things there, but I always buy something. I really like fashion and I can find some very unusual clothes at car boot sales.'

Minna and Felix love looking for bargains at car boot sales. 'We're doing up our house at the moment. We love old furniture and sometimes you can find amazing **antiques** here.'

- 1 At car boot sales, people sell \_\_\_\_ .  
A lots of different things    B cars  
C boots
- 2 People come to car boot sales to \_\_\_\_ .  
A sell things    B buy things  
C buy and sell things
- 3 Henry likes \_\_\_\_ .  
A selling clothes    B buying clothes  
C buying cars
- 4 Minna and Felix want to find \_\_\_\_ .  
A old furniture    B new furniture  
C a new house



Glossary

**antique** – antyk

**car boot** – bagażnik samochodu

4 Przeczytaj, jak jeszcze można sprzedać i kupić ubrania, i napisz o tym.

Swishing

Country: the UK, the USA, Canada

- a party where people swap clothes
- not in a shop – at someone's house
- people bring their old clothes
- look at all the clothes and choose something
- often give some money to charity

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Listening

3 Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–3.

- 1 How much is the jacket?  
\_\_\_\_\_
- 2 What colour is the jacket?  
\_\_\_\_\_
- 3 Why doesn't the girl look at the hats?  
\_\_\_\_\_

Vocabulary & Speaking

1 ★ Połącz fragmenty wyrazów.

- |           |           |
|-----------|-----------|
| 1 cup     | a er      |
| 2 ward    | b chair   |
| 3 show    | c machine |
| 4 dish    | d board   |
| 5 washing | e fa      |
| 6 arm     | f robe    |
| 7 so      | g wel     |
| 8 to      | h washer  |

2 ★ Z każdego zestawu wykreśl jeden niepasujący wyraz.

- You can sit on/in a(n):  
**sofa / armchair / basin.**
- You can put clothes in a:  
**cupboard / mirror / wardrobe.**
- You can wash in a:  
**radiator / shower / bath.**
- At night you close the:  
**rug / curtains / blinds.**
- You can put books in/on a:  
**bookcase / tap / shelf.**
- You keep food cold in a:  
**fridge / freezer / towel.**

3 ★★ Ułóż dialog w odpowiedniej kolejności.

- Yes, we are. Thanks, that's a great help.
- I Do you need any help?
- Thanks. Oh, and can you take some chicken out of the freezer, please?
- Sure, no problem.
- Yes, please. Can you put these clean clothes in the wardrobe, please?
- Of course. Are we having chicken for supper tonight?



Grammar

4 ★★ ★ Uzupełnij dialog poprawnymi formami czasowników podanych w nawiasach i odpowiedz na pytania.


- A: What <sup>1</sup> \_\_\_\_\_ (do) tomorrow, Max?
- B: I <sup>2</sup> \_\_\_\_\_ (meet) my friends at the park. We <sup>3</sup> \_\_\_\_\_ (usually / play) tennis in the morning, but we <sup>4</sup> \_\_\_\_\_ (not play) tennis tomorrow – we <sup>5</sup> \_\_\_\_\_ (help) to collect all the rubbish in the park.
- A: That's a good idea. I <sup>6</sup> \_\_\_\_\_ (write) a story about recycling for the school newspaper today.
- B: <sup>7</sup> \_\_\_\_\_ (you / often / write) for the school newspaper?
- A: No, <sup>8</sup> \_\_\_\_\_ ! But I think recycling is really important. We <sup>9</sup> \_\_\_\_\_ (learn) about it in our geography lesson at the moment.
- B: Why don't you write about my sister? She <sup>10</sup> \_\_\_\_\_ (make) a rug from recycled plastic bags at the moment.
- A: That's amazing! <sup>11</sup> \_\_\_\_\_ (she / often / make) things?
- B: Yes, <sup>12</sup> \_\_\_\_\_. She loves art. In fact, tomorrow she <sup>13</sup> \_\_\_\_\_ (paint) a picture of fish on our bathroom wall.
- A: <sup>14</sup> \_\_\_\_\_ (your mum and dad / help) her?
- B: No, <sup>15</sup> \_\_\_\_\_. They <sup>16</sup> \_\_\_\_\_ (not stay) at home tomorrow. They <sup>17</sup> \_\_\_\_\_ (visit) my aunt in Brighton.

5 ★★ ★ Napisz pytania i odpowiedz na nie.

- Who / you / meet / at the weekend?  
\_\_\_\_\_
- What / you / usually / eat / for breakfast?  
\_\_\_\_\_
- When / you / usually / get up?  
\_\_\_\_\_
- What / your teacher / do / at the moment?  
\_\_\_\_\_



## Listening

**1**  **12** Usłyszysz dwukrotnie wypowiedź Mary. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–3.

1 Where does Mary's brother work?

\_\_\_\_\_

2 What does he like best about his job?

\_\_\_\_\_

3 What is he doing at the moment?

\_\_\_\_\_

## Language functions

**2** Uzupełnij dialogi. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty.

1

A: \_\_\_\_\_, Dad?

B: Yes, please. Could you unload the dishwasher?

A: Sure, no problem.

2

A: Do you like working with animals?

B: \_\_\_\_\_. I'm scared of animals.

A: Oh really? I love animals!

**3** Do każdej z opisanych sytuacji 1–2 wybierz właściwą reakcję. Zakreśl literę A, B albo C.

1 Chcesz się dowiedzieć, czy twój nowy kolega często je obiad w szkole.

A Do you have to eat lunch at school?

B Do you often eat lunch at school?

C Do you like school lunch?

2 Twoja ciocia jest nauczycielką. Jak zapytasz, czy lubi swoją pracę?

A Do you want to be a teacher?

B Do you like teachers?

C Do you like being a teacher?

## Reading

**4** Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać logiczny i spójny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

## Saturday Work

I live with my mum, dad, and sister, Josie, in Wales.

My parents are farmers and my sister and I usually help on the farm on Saturdays. <sup>1</sup> \_\_\_\_ In the afternoon, we have to look after the horses. I like working on the farm and helping with the animals, but it's hard work! Next Saturday, I'm not working on the farm. <sup>2</sup> \_\_\_\_ They're doing up their house at the moment and I'm going to help them. In the morning, we're painting the living room. Then, in the afternoon, we're going to Cardiff. <sup>3</sup> \_\_\_\_ Then they're buying some new things at a big furniture shop. They're getting a wardrobe and some new blinds for their kitchen. I don't mind helping my aunt and uncle. <sup>4</sup> \_\_\_\_ I think their house is going to look amazing.

A They're really funny and we always have a good time together.

B I'm visiting my aunt and uncle in Cardiff.

C I don't have to put up the blinds.

D In the morning, I have to feed the chickens and Josie has to milk the cows.

E They want to sell some of their old furniture at a garage sale.

**5** Przeczytaj teksty 1. i 2. Uzupełnij w e-mailu luki 1–3 zgodnie z treścią tekstów.

1

To ...

Hi Joe,

So, your aunt wants to do up her house but she doesn't want to spend a lot of money? She can find some great old furniture in garage sales or some very cheap new furniture at the Mega Furniture Warehouse in Smithston.

She can also paint her old furniture and just get some new cushions, curtains and blinds to give her home a new look. I can give her some magazines with lots of different ideas after I finish work tomorrow.

Rita



2

Mega Furniture Warehouse  
Big Bargain Weekend!

This weekend only, we are selling all our sofas at just £250! Come to the store before 11.30 on Saturday morning and you can get an extra £50 off plus two free cushions with every sofa you buy.

To ...

Dear Aunt Emily,

Rita says that if you don't want new furniture, you can get some really nice things in <sup>1</sup>\_\_\_\_\_.

She's got some <sup>2</sup>\_\_\_\_\_ with ideas about how to paint your furniture – she can bring them to your house tomorrow after work.

Also, there's a big sale this weekend at the Mega Furniture Warehouse. Try to get there <sup>3</sup>\_\_\_\_\_ because all the sofas are really cheap and you can also get some free cushions.

Love,  
Joe

### Use of English

**6** Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–4. Wpisz odpowiednią literę (A–G) w każdą lukę. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A cashier ■ B do ■ C has ■ D have  
E instructions ■ F lawyer ■ G starting

At the moment, my brother is working at our local supermarket. He's a <sup>1</sup>□ and he has to give change to customers and put food onto the shelves. He doesn't really like his job, but next week he's <sup>2</sup>□ a new job at the sports centre. The sports centre is a big building near the park and it's got a great swimming pool, four badminton courts, a gym and a café. My friend works there. She <sup>3</sup>□ to talk to the customers and give <sup>4</sup>□ to other workers. She doesn't have to teach swimming or badminton, and she doesn't have to help in the café.

**7** Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga! Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany.

1 I can wear my own clothes for my job.

**HAVE**

I \_\_\_\_\_ to wear a uniform for my job.

2 What are your plans for tomorrow?

**DOING**

What \_\_\_\_\_ tomorrow?

3 Do you need any help with the dishwasher?

**HAND**

Do you want \_\_\_\_\_ the dishwasher?

4 She doesn't love working outside, but she doesn't hate it.

**MIND**

She \_\_\_\_\_ working outside.

### Writing

**8** Od niedawna pracujesz w supermarkecie. Napisz e-mail do koleżanki z Australii, w którym opowiesz jej o swojej nowej pracy. Użyj maksymalnie 120 słów. W e-mailu napisz:

- jakie masz obowiązki,
- czego nie musisz robić,
- co lubisz w swojej pracy.

Hi Emma!

I've got some great news! I have a new job at the supermarket. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Love,  
XYZ