

## 1 Zakończ te wyrazy, które nie pasują do pozostałych.

- |            |              |          |             |
|------------|--------------|----------|-------------|
| 1 lettuce  | tomato       | pork     | potato      |
| 2 village  | address      | town     | city        |
| 3 pancake  | pudding      | meringue | sushi       |
| 4 charger  | memory stick | CD       | memory card |
| 5 musician | DJ           | vet      | singer      |

5

## 2 Zakończ poprawne wyrazy.

- 1 **Who / Whose** camera is this?
- 2 Tom and Diane **hasn't / haven't** got a mobile phone.
- 3 It's my **brother / brother's** lunch.
- 4 **What / Who** is his name?
- 5 Is **they / their** computer under the table?

5

## 3 Uzupełnij pytania wyrazami z ramki i dopasuj do nich odpowiedzi.

Where Have What Are Whose

- |                                |                          |  |
|--------------------------------|--------------------------|--|
| 1 _____ you got a brother?     | <input type="checkbox"/> | a No, they aren't. They are my sister's. |
| 2 _____ camera is it?          | <input type="checkbox"/> | b It is yellow.                          |
| 3 _____ is your laptop?        | <input type="checkbox"/> | c It is my brother's.                    |
| 4 _____ colour is your shirt?  | <input type="checkbox"/> | d No, I haven't.                         |
| 5 _____ these your headphones? | <input type="checkbox"/> | e It is on the table.                    |

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## 4 Połącz wyrazy, a następnie uzupełnij zdania powstałymi wyrażeniami.

- |           |           |   |
|-----------|-----------|---|
| 1 factory | a club    | 1 At the weekend, Sam goes to a _____.            |
| 2 city    | b stick   | 2 Sandra lives in the _____.                      |
| 3 games   | c worker  | 3 John's father is not a lifeguard. He's a _____. |
| 4 memory  | d centre  | 4 Tom plays Tomb Rider on his _____.              |
| 5 youth   | e console | 5 I've got a lot of photos on my _____.           |

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## 5 Przeczytaj tekst i odpowiedz na pytania pełnymi zdaniami.

My name is Lucy and I'm twelve years old. I live in a small flat in the city centre. I've got one sister. Her name is Jill and she's twenty. Our parents are musicians but Jill is not a musician, she is a nurse.

I like fruit and vegetables but I don't eat meat. I'm a vegetarian. I haven't got a computer but my sister has got a laptop and we often watch films and download music. I listen to music a lot. I take my MP3 player and headphones to school and listen to my favourite songs. I want to be a singer.



- 1 How old is Lucy?  
\_\_\_\_\_
- 2 Does she live in a small town?  
\_\_\_\_\_
- 3 Does she eat pork?  
\_\_\_\_\_
- 4 Has she got a laptop?  
\_\_\_\_\_
- 5 What's her sister's job?  
\_\_\_\_\_

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1-12



13-23



24-30



**1** Znajdź 5 wyrazów związanych z koncertem, zaczynających się na literę s. Zapisz je.

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

singer saxophone stage seats stadium screen song

5

**2** Połącz produkty ze sklepami, w których można je kupić. Następnie utwórz zdania z *there is* lub *there are*.

- |              |                        |   |
|--------------|------------------------|---|
| 1 sauerkraut | a at the music store   | 1 <i>There is some sauerkraut at the greengrocer's.</i> |
| 2 pencils    | b at the butcher's     | 2 <i>There are some _____</i>                           |
| 3 CDs        | c at the baker's       | 3 _____   |
| 4 magazines  | d at the stationer's   | 4 _____   |
| 5 lamb       | e at the greengrocer's | 5 _____   |
| 6 bread      | f at the newsagent's   | 6 _____   |

5

**3** Z podanych wyrazów ułóż poprawne zdania.

- 1 much / there / is / how / bread / ? \_\_\_\_\_
- 2 vitamins / a lot of / are / fruit / there / in / . \_\_\_\_\_
- 3 the / some / there / ham / on / is / table / . \_\_\_\_\_
- 4 room / the / where / changing / is / ? \_\_\_\_\_
- 5 see / screen / can / giant / I / a / . \_\_\_\_\_

5

**4** Wybierz właściwą odpowiedź: a, b lub c.

- |  |                             |                   |                        |
|--|-----------------------------|-------------------|------------------------|
| 1 What size is this?   | a I'm small.                | b It's fine.      | c It's large.          |
| 2 Can I try it on?   | a Yes, I can.               | b Yes, of course. | c Yes, it is.          |
| 3 Can I help you?  | a I'd like some sauerkraut. | b Yes, you can.   | c I can see the stage. |
| 4 How much is this dress?                                    | a It's £26.                 | b It's medium.    | c It's new.            |
| 5 There are some very nice raspberries at the greengrocer's. | a What a pity.              | b Let's buy them. | c That's tricky.       |

5

**5** Przeczytaj SMS od kolegi/koleżanki. Odpisz mu/jej, wzorując się na otrzymanej wiadomości. Wykorzystaj informacje z tabeli.

Hi there,  
I'm in High Street with my Mum.  
We are at the stationer's. It's a very nice shop. There are some nice pens and pencils. There isn't any coloured paper. Where are you?

Who with:	sister
Place:	Queen Street
Shop:	greengrocer's
Adjective:	big
Products:	some mushrooms ✓ and raspberries ✓ but spinach ✗

Hi there,  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10



## 1 Do czasowników w grupie A dopasuj po dwa wyrazy z grupy B.

A have brush get go do

B dinner dressed exercise your hair a shower hunting kickboxing shopping your teeth up

5

## 2 Uzupełnij zdania wybranymi zwrotami z ćwiczenia 1.

- Let's \_\_\_\_\_! I need a new dress.
- \_\_\_\_\_ your \_\_\_\_\_ in the morning and in the evening.
- On Sunday we \_\_\_\_\_ in a restaurant.
- I'm not good at judo but I \_\_\_\_\_.
- My sister \_\_\_\_\_ late at the weekend.

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## 3 Zakreśl poprawne wyrazy.

- Michael and Paula **study** / **studies** medicine.
- What time **does** / **do** your father go to work?
- Our friends **doesn't** / **don't** go to salsa dance classes.
- My uncle **go** / **goes** hunting every weekend.
- What **does** / **do** you do in the evening?

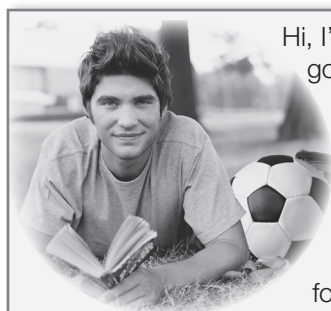
5

## 4 Ułóż wyrazy we właściwej kolejności.

- you / seven / half / do / up / at / get / past / ?  
\_\_\_\_\_
- doesn't / the / teacher / in / the / clean / our / afternoon / classroom / .  
\_\_\_\_\_
- dinner / six / we / at / don't / quarter / have / to / .  
\_\_\_\_\_
- the / with / matter / brother / what's / your / ?  
\_\_\_\_\_
- my / is / house / for / this / just / sister / right / .  
\_\_\_\_\_

5

## 5 Przeczytaj tekst i dopisz pytania do odpowiedzi.



Hi, I'm Sandra and I have got one brother. His name is William. He studies Business and is a footballer too. He is very busy every day. He gets up early at about 7:30, and does exercise for one hour. Then he has a shower and has breakfast at quarter to nine. At nine he goes to school. In the afternoon he has football training and he gets home at quarter to five. At half past five William plays computer games with me. At quarter to seven he helps me with my homework. In the evening he meets his friends or goes to the cinema. He goes to bed at about 22:30.

- \_\_\_\_\_ Yes, she has.
- \_\_\_\_\_ At half past seven.
- \_\_\_\_\_ He has breakfast.
- \_\_\_\_\_ To school.
- \_\_\_\_\_ At half past ten.

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1-12



13-23

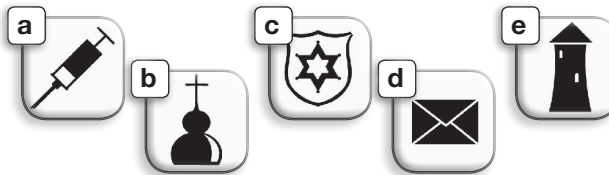


24-30



### 1 Ułóż wyrazy z podanych liter i połącz je z odpowiednimi symbolami.

- 1 cchhur \_\_\_\_\_
- 2 csleat \_\_\_\_\_
- 3 hsiotapl \_\_\_\_\_
- 4 olpiec tiansto \_\_\_\_\_
- 5 stop foiefc \_\_\_\_\_



5

### 2 Połącz wyrazy tak, aby powstały poprawne zwroty. Następnie uzupełnij nimi zdania.

- |          |           |
|----------|-----------|
| clean    | my grades |
| work     | moving    |
| improve  | food      |
| get      | in groups |
| look for | the board |

- 1 We often \_\_\_\_\_ in history lessons and do projects together.
- 2 There's not much time left so let's \_\_\_\_\_ with our project!
- 3 Please, \_\_\_\_\_ before you leave the classroom.
- 4 Some hungry animals \_\_\_\_\_ in our rubbish bins outside.
- 5 I have to study science this weekend because I want to \_\_\_\_\_ before the end of the year.

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### 3 Popatrz na tabelę przedstawiającą obowiązki domowe twoje i Chrisa. Następnie opisz, jakie macie obowiązki i jak często musicie je wykonywać.

- 1a *I have to iron the clothes once a week.*
- 1b *Chris doesn't have to iron the clothes.*
- 2a I \_\_\_\_\_.
- 2b \_\_\_\_\_.
- 3a *Chris* \_\_\_\_\_.
- 3b \_\_\_\_\_.
- 4a I \_\_\_\_\_.
- 4b \_\_\_\_\_.
- 5a I \_\_\_\_\_.
- 5b \_\_\_\_\_.
- 6a *Chris* \_\_\_\_\_.
- 6b \_\_\_\_\_.

Housework:	You:	Chris:	Day of the week:
1 iron the clothes	✓	✗	Monday
2 vacuum the carpet	✗	✓	Tuesday, Saturday
3 do the washing-up	✗	✓	Monday, Tuesday, Wednesday, Thursday Friday, Saturday, Sunday
4 make the bed	✓	✗	Tuesday, Friday, Sunday
5 take out the rubbish	✓	✗	Thursday
6 dust the furniture	✗	✓	Wednesday

10

### 4 Z podanych wyrazów ułóż zdania. Użyj czasowników w odpowiedniej formie.

- 1 Pam / not / like / sweep / the / floor / .
- 2 Laura / have / to / do / her / homework / ?
- 3 Tom / and / Susan / not / like / work / in groups / .
- 4 My / sister / hate / go to / the cinema / .
- 5 I / not / have / to / take out / the rubbish / on Saturday / .

5

### 5 Przeczytaj e-mail i wybierz właściwą odpowiedź a, b lub c.

some@some.eu

My name is Nelly and I live in London with my family. I have got two brothers and one sister. At home, we have a lot of rules. Every day, we <sup>1</sup> \_\_\_\_\_ make our beds. It's not a problem for me, but my brothers don't like <sup>2</sup> \_\_\_\_\_ their beds and my sister <sup>3</sup> \_\_\_\_\_ like tidying up. Our mother <sup>4</sup> \_\_\_\_\_ the washing-up so we don't have to do it. <sup>5</sup> \_\_\_\_\_ you have to do the washing-up at home?  
Nelly

- |             |           |           |
|-------------|-----------|-----------|
| 1 a has to  | b have to | c like    |
| 2 a make    | b makes   | c making  |
| 3 a doesn't | b do      | c don't   |
| 4 a doesn't | b does    | c don't   |
| 5 a Do      | b Does    | c Doesn't |

5



**1** Uzupełnij tekst wyrazami z ramki. Trzy wyrazy nie pasują do żadnej luki.

place pads collecting fall jump climbing helmet part

some@some.eu  
 Hi Pat,  
 I'm in London with my sister. We're taking <sup>1</sup> \_\_\_\_\_ in a charity event. This year, we are <sup>2</sup> \_\_\_\_\_ money for people who need help. You can do a lot of sports here. Some people are doing a bungee <sup>3</sup> \_\_\_\_\_ or a skydive. My sister is <sup>4</sup> \_\_\_\_\_ a mountain. She has got a special sports kit with a helmet and elbow and knee <sup>5</sup> \_\_\_\_\_. You have to come here next year. It's great fun!  
 See you next week,  
 Nicky

5

**2** Poprzestawiaj skreślone wyrazy tak, aby powstały prawidłowe nazwy sprzętu sportowego.

- |                                    |                                |
|------------------------------------|--------------------------------|
| 1 baseball <del>racket</del> _____ | 4 bike <del>bat</del> _____    |
| 2 tennis <del>helmet</del> _____   | 5 ski <del>costume</del> _____ |
| 3 swimming <del>jacket</del> _____ |                                |

5

**3** Zakreśl właściwe wyrazy.

- Tom and Anna **is** / **are** blogging.
- What is she **do** / **doing** in the attic?
- My sister is **not** / **no** going out to a party.
- Are you **doing** / **do** karate in the garden?
- Which do you prefer, **play** / **playing** baseball or tennis?

5

**4** Z podanych wyrazów utwórz pytania, a następnie dopisz krótkie odpowiedzi.

- |   |  |
|---|--|
| 1 your sister – tweet – now<br>_____? Yes, _____.             | 4 you – run – in a marathon now<br>_____? No, _____. |
| 2 John – rollerblade – in the park now<br>_____? No, _____.   | 5 I – give – money to charity<br>_____? Yes, _____.  |
| 3 Megan and Wendy – use – knee pads now<br>_____? Yes, _____. |  |

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**5** Przeczytaj wpis koleżanki na portalu społecznościowym. Uzupełnij tabelkę o sobie oraz kimś ze swojej rodziny i stwórz własny wpis.

Hi everyone,  
 What a boring day ... I'm sitting in the kitchen and I'm tweeting. My dad is in the living room. He is watching a football match on TV. Messi is scoring a goal! And my sister ... she is in her bedroom. She is SLEEPING! It's 10 o'clock and she is sleeping! What are you doing? Is your day boring too? I hate Sundays!  
 Sally

Person (who?)	Place (where?)	Activity (doing what?)
I		
My _____		
My _____		

10



**1** Uzupełnij pamiętnik odkrywcy nazwami elementów krajobrazu i miesięcy, w których zostały odkryte.

My name is Gordon Miller and I'm a traveller. Last year, I was on a tour of the world. I visited six places a long way from civilization. This is my diary. I started my travels in winter. It was really cold. One day, in <sup>1</sup> December, I walked in a forest and there was a <sup>2</sup> lake in the middle of it! Later, in <sup>3</sup> \_\_\_\_\_, I climbed a <sup>4</sup> \_\_\_\_\_. In spring, I discovered two new places:

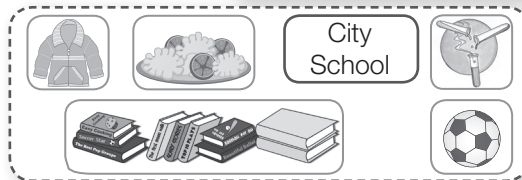
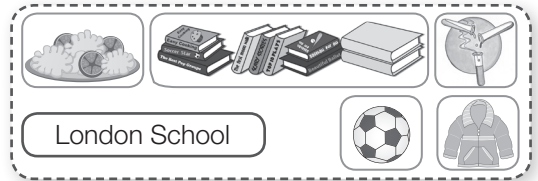
a <sup>5</sup> \_\_\_\_\_ in <sup>6</sup> \_\_\_\_\_, and a <sup>7</sup> \_\_\_\_\_ in <sup>8</sup> \_\_\_\_\_. In summer, I travelled by sea and discovered a beautiful <sup>9</sup> \_\_\_\_\_. It was in <sup>10</sup> \_\_\_\_\_. Autumn was very nice too. One day, in <sup>11</sup> \_\_\_\_\_, when I was in a forest, I discovered a very old <sup>12</sup> \_\_\_\_\_ over a small river which I called Miller's Creek.



5

**2** Popatrz na układ pomieszczeń w dwóch szkołach. Przeczytaj zdania i zakreśl nazwę szkoły, do której pasują.

- The gym is in front of the lab.  
London School / City School
- The library is between the lab and the canteen.  
London School / City School
- The cloakroom is behind the library.  
London School / City School
- The canteen is next to the library.  
London School / City School
- The cloakroom is a long way from the canteen.  
London School / City School



5

**3** Z podanych wyrazów ułóż zdania w czasie przeszłym. Dodaj czasownik *be* w odpowiedniej formie.

- Andrew and his friend / on the beach / last weekend / . \_\_\_\_\_
- the teacher / in the forest / yesterday / ? \_\_\_\_\_
- My brother / not at home / last night / . / He / at the club. \_\_\_\_\_
- Sam and Jill / on holiday / in July / . \_\_\_\_\_
- Lily and Jim / not in the mountains / in summer / . \_\_\_\_\_

5

**4** Uzupełnij tekst odpowiednimi formami czasowników z ramki. Dwa wyrazy nie pasują do żadnej luki.

From: Janette@yahoo.co.uk To: friend@gmail.com Topic: last year  
Hi there,  
How are things? It was a very interesting year for me! In January, I <sup>1</sup> \_\_\_\_\_ to Austria. My parents and my sister <sup>2</sup> \_\_\_\_\_ in the mountains. In March, I <sup>3</sup> \_\_\_\_\_ for my exams and <sup>4</sup> \_\_\_\_\_ my grades. In summer, me and my sister <sup>5</sup> \_\_\_\_\_ our grandparents in France. It was really great! How about you? Was your year exciting too? Write to me about it!  
Love,  
Janette

study travel  
watch visit  
ski improve  
start

5

**5** Uzupełnij tabelę informacjami na temat trzech wydarzeń z twojego życia w poprzednim roku. Napisz list w odpowiedzi na e-mail Janette na podstawie informacji z tabeli.

When? (season/month)	Where? (place/country)	What? (activity)
in January	England	played football

Hi Janette,  
.....  
.....  
.....  
Love,  
.....

10



## 1 Przeczytaj teksty i zaznacz właściwe odpowiedzi.

Help!  
Yesterday, I did a project for my English class. The subject wasn't bad. It was about the use of computers in the future, and I had some great ideas but it looks really bad. The letters are difficult to read and the title is very small. There are also lots of spelling mistakes in the text and it doesn't look interesting :( Can you help me? Do I have to delete everything now? I have to give it to my teacher tomorrow!  
Sarah

Calm down, Sarah. I can help you :) Don't worry!  
First, add some photos. Visit some website about the subject of your project, and copy some pictures you like. Paste them into your project. The text is easy to read when you use only one font for the whole text, and bold letters for the title. Use a spellchecker to make sure that there are no spelling mistakes. And always save your work. Good luck!  
Nick

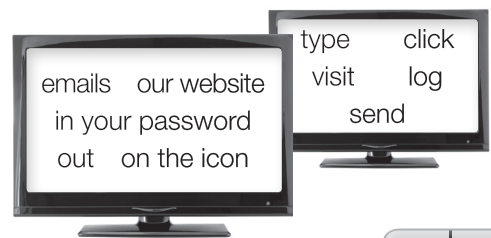
- Sarah can't ...
  - ... do her project.
  - ... edit the text.
  - ... make spelling mistakes.
- Sarah ...
  - doesn't look interesting.
  - wants some help with the project.
  - has to delete her homework.
- Sarah has to ...
  - ... take some photos.
  - ... delete some photos.
  - ... paste some photos into her project.

- What does Sarah have to do with the title?
  - B**
  - /
  - abc ✓
- Sarah doesn't have to
  - use the spellchecker.
  - use two fonts for the whole text.
  - visit any websites.

10

## 2 Z podanych wyrazów ułóż poprawne zwroty i uzupełnij nimi zdania.

- Remember to \_\_\_\_\_ when you finish working on my computer.
- To get more details about the competition, please \_\_\_\_\_: www.adventure.com.
- To read your emails, \_\_\_\_\_ and click 'Enter'.
- People don't write letters now, they \_\_\_\_\_ because it's really fast.
- To print your document, you have to \_\_\_\_\_ with the small picture of a printer.



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## 3 Poniższe daty napisz słownie w zeszycie.

1.05.1987      5.01.2006      9.03.1746      3.09.2013      2.06.1930

5

## 4 Przepisz podane zdania, zmieniając ich formę z teraźniejszej (Present) na przeszłą (Past).

### Present

She wins this race every year.  
Do you get up early?  
Where do they go on holiday?  
Does he have to type in a password? Yes, he does.  
I don't save my documents.

### Past

1 \_\_\_\_\_ last year.  
2 \_\_\_\_\_ yesterday?  
3 \_\_\_\_\_ last summer?  
4 \_\_\_\_\_ . Yes, \_\_\_\_\_.  
5 \_\_\_\_\_ yesterday.

5

## 5 Uzupełnij luki właściwymi formami czasu przeszłego czasowników podanych w nawiasach.

**Meg:** Hi, Sam. What's up? <sup>1</sup> \_\_\_\_\_ (you, have) a good day yesterday?  
**Sam:** Hi, Meg. Not really. I <sup>2</sup> \_\_\_\_\_ (get up) late and I <sup>3</sup> \_\_\_\_\_ (not eat) breakfast.  
**Meg:** Well, it was your fault. You always get up late!  
**Sam:** And I <sup>4</sup> \_\_\_\_\_ (go) to school with my new camera to take some photos ...  
**Meg:** That was a big mistake, right?  
**Sam:** Yes, I <sup>5</sup> \_\_\_\_\_ (lose) it!  
**Meg:** Oh, dear.

5





**1 Zakreśl właściwe wyrazy.**

- 1 I lost my backpack yesterday. There was a brand **old** / **new** wallet in it.
- 2 We travelled across the ocean by **ship** / **underground**.
- 3 There is a very old **mysterious** / **modern** castle in my town.
- 4 Our boat is waiting in the **palace** / **harbour**.
- 5 There are many **monuments** / **theme parks** in the Old Town.

5

**2 Połącz pytania z odpowiedziami.**

- 1 How often do you go on holiday? **a** I'm visiting my aunt in Australia.
- 2 Did you travel to India by boat? **b** Yes, I do.
- 3 What are you doing next month? **c** Never.
- 4 What are you doing now? **d** Yes, I did.
- 5 Do you like travelling? **e** I'm visiting a palace at the moment.

5

**3 Przeczytaj tekst i wybierz właściwe odpowiedzi.**



Hi, my name is Roxanne and I'm from the UK. Last December, I won a trip to Chile in a history competition at school. I wanted to go there for my summer holiday, in July or August, but I went there in January by plane. But you know what? In January and February, it is summer in Chile! I visited some historical places and monuments there. One day, I travelled by ship to the mysterious island Rapa Nui.

A traveller who discovered this island in April 1722 called it Easter Island. This is a place famous for its impressive stone statues of faces looking out at the sea. Why did the people who lived on this island make hundreds of tall statues? We really don't know. Maybe it was a religious centre? All we know is that it was very difficult to build the statues because they didn't have any lorries so the people used all the trees on the island to transport the stones and build their boats. Today, about 5,000 people live on the island. In the past, people lived in stone houses but today they live in modern buildings. On Easter Island, people usually speak Spanish and Rapanui which is a very old language. Every summer (it's winter in the UK!), there is a festival and many tourists visit the island. I loved the festival and I took many photos but I lost my purse there. Luckily, my passport was in my brand new suitcase in my hotel room :) The island is beautiful and has got a very interesting history. I really want to go back there one day.

- 1 When did Roxanne go to Chile?  
**a** **b** **c**
- 2 How did she get to Easter Island?  
**a** **b** **c**
- 3 What did the people use to build the statues?  
**a** **b** **c**
- 4 Where do people live today on the island?  
**a** In stone houses. **b** In modern houses. **c** On the statues.
- 5 What did Roxanne lose at the festival?  
**a** Her camera. **b** Her suitcase. **c** Her purse.

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**4 Napisz e-mail do kolegi/koleżanki opisujący wycieczkę klasową. W swoim e-mailu odpowiedz na poniższe pytania.**

- Where did you go?
- When did you go there?
- How did you travel there?
- What did you do there?
- What did you visit there?
- What was it like?
- What did you lose?
- What did it look like?
- Did you find it?
- What are you doing now?

Hi there,

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.....

All the best,

.....

10

1-12 13-23 24-30