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## Vocabulary

1 **Uzupełnij nazwy krajów i narodowości. Wpisz brakujące litery.**

Tu r k ey – Turkish

- Hungary – H\_\_\_\_\_
- France – F\_\_\_\_\_
- A\_\_\_\_\_r\_\_\_\_\_ – Austrian
- T\_\_\_\_\_ N\_\_\_\_\_ – Dutch
- Italy – I\_\_\_\_\_

/5

2 **Uzupełnij zdania. Wpisz nazwy krajów lub narodowości.**

I'm Polish. I'm from Poland.

- I'm from Portugal. I'm \_\_\_\_\_.
- He's Spanish. He's from \_\_\_\_\_.
- She's from Greece. She's \_\_\_\_\_.
- We're British. We're from \_\_\_\_\_.
- They're German. They're from \_\_\_\_\_.

/5

## Grammar

3 **Uzupełnij zdania. Wpisz odpowiednie formy czasownika *be*.**

Joe is ten years old.

- I \_\_\_\_\_ French.
- We \_\_\_\_\_ in class 6.
- It \_\_\_\_\_ an apple.
- They \_\_\_\_\_ from Hungary.
- She \_\_\_\_\_ a teacher.

/5

4 **Przeczytaj zdania i zakreśl poprawne formy.**

**He's** / **His** my friend.

- He's my brother. **He's** / **His** name's Ted.
- They're** / **Their** my brothers.
- We're Irish. **Your** / **Our** country is Ireland.
- This is my dog. **It's** / **Its** name is Spot.
- Your** / **You're** birthday is in June.

/5

5 **Przeczytaj zdania. Wpisz odpowiednie krótkie formy czasownika *be* lub przymiotniki dzierżawcze.**

Hi, my name's Tom. I<sup>1</sup> \_\_\_\_\_ eleven. My brother Ben<sup>2</sup> \_\_\_\_\_ eleven, too. We<sup>3</sup> \_\_\_\_\_ twins! We're football fans – <sup>4</sup> \_\_\_\_\_ favourite team is Chelsea. They<sup>5</sup> \_\_\_\_\_ great!

/5

## Reading

6 **Przeczytaj tekst. Zaznacz odpowiednio T (*prawda*) lub F (*falsz*).**

My name's Evie. I'm ten years old. I'm from Dublin in Ireland. My dad is from Ireland, but my mum is French.

Dublin is the capital city of Ireland. It's a beautiful city. My dad's a singer.

My best friends are Hope and Katie.

They're ten years old, too. We're students at Greenfields School, in London. We're in Year 5. Our teacher is Mr Eaton. He's very nice – he's Katie's dad, too!

My favourite singer is Beyoncé. She's American. My favourite song is *Crazy in Love*.

- |  | T                        | F                                   |
|--|--------------------------|-------------------------------------|
| Evie is from England.                      | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 1 Evie's mum is from France.               | <input type="checkbox"/> | <input type="checkbox"/>            |
| 2 Katie, Evie and Hope are ten years old.  | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3 Evie, Hope and Katie are in Year 6.      | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4 Mr Eaton is Evie's dad.                  | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5 Evie's favourite singer is from the USA. | <input type="checkbox"/> | <input type="checkbox"/>            |

/5

## Communication

### 7 Ponumeruj zdania tak, aby utworzyły dialog.

- Good morning, Mr Smith. How are you?
- I'm fine.
- Good morning, Mrs Bennett.  1
- Thanks. Goodbye. See you on Monday.
- I'm very well, thank you. And you?
- Goodbye, Mr Smith. Have a nice weekend.

/ 5

## Listening

### 8 1 Posłuchaj nagrania i uzupełnij tabelkę.

Name	Alfie	Sabina
Age	ten	
Nationality		
Favourite animal		

/ 5

## Writing

### 9 Przeczytaj informacje o Annie.

Name	Anna
Nationality	Hungarian
Age	eleven
Favourite animal	My cat – Tiggy
Favourite actor	Amy Adams

Wpisz wyrazy, których brakuje w e-mailu od Anny do jej nowego korespondencyjnego przyjaciela.

Hello!  
 I'm your new penfriend. My <sup>1</sup> \_\_\_\_\_  
 Anna.  
 I'm from <sup>2</sup> \_\_\_\_\_, and I'm <sup>3</sup> \_\_\_\_\_ years  
 old.  
 My favourite <sup>4</sup> \_\_\_\_\_ my cat. My favourite <sup>5</sup>  
 \_\_\_\_\_ Amy Adams.  
 Write soon!  
 Love  
 Anna

/ 5

/ 45

## Extra

### 10 Wpisz brakujące w dialogach wyrazy.

- A Where is France?  
 B It's in Europe.
- A Where is Japan?  
 B It's in <sup>1</sup>A \_\_\_\_\_.
- A Where's <sup>2</sup>C \_\_\_\_\_?  
 B It's in North America.
- A Hello, I'm David. <sup>3</sup>W \_\_\_\_\_ to our  
 school.  
 B Thank you.
- A <sup>4</sup>W \_\_\_\_\_ o \_\_\_\_\_!  
 B Ow!  
 A I'm <sup>5</sup>r \_\_\_\_\_ sorry!

/ 5

### 11 Uzupełnij dialog podanymi wyrazami.

favourite bad Hello Really I'm fan-  
 tastic

- Linda Hi!  
 Ola Hello Linda!  
 Linda How are you?  
 Ola <sup>1</sup> \_\_\_\_\_ fine. And you?  
 Linda Not <sup>2</sup> \_\_\_\_\_, thanks.  
 Ola Who's your <sup>3</sup> \_\_\_\_\_ actor?  
 Linda Zac Efron! My favourite films are the  
*High School Musical* films.  
 Ola <sup>4</sup> \_\_\_\_\_?  
 Linda Yes. They're <sup>5</sup> \_\_\_\_\_!

/ 5

/ 55

## Vocabulary

**1** Uzupełnij nazwy krajów i narodowości. Wpisz brakujące litery.

Tu r k e y – Turkish

- 1 Portugal – P\_\_\_\_\_
- 2 Spain – S\_\_\_\_\_
- 3 T\_\_\_\_ N\_\_\_\_\_ – Dutch
- 4 U\_\_\_\_\_ – Ukrainian
- 5 G\_\_\_\_\_ – German

/5

**2** Uzupełnij zdania. Wpisz nazwy krajów lub narodowości.

I'm Polish. I'm from Poland.

- 1 I'm from Hungary. I'm \_\_\_\_\_.
- 2 He's French. He's from \_\_\_\_\_.
- 3 She's Austrian. She's from \_\_\_\_\_.
- 4 We're from the Netherlands. We're \_\_\_\_\_.
- 5 They're Italian. They're from \_\_\_\_\_.

/5

## Grammar

**3** Uzupełnij zdania. Wpisz odpowiednie formy czasownika *be*.

Joe is ten years old.

- 1 He \_\_\_\_\_ a teacher.
- 2 It \_\_\_\_\_ a cat.
- 3 I \_\_\_\_\_ American.
- 4 We \_\_\_\_\_ in Year 5.
- 5 They \_\_\_\_\_ from Spain.

/5

**4** Przeczytaj zdania i zakreśl poprawne formy.

He's / His my friend.

- 1 We're Japanese. **Your** / **Our** country is Japan.
- 2 She's my sister. **She's** / **Her** name is Nicole.
- 3 **Your** / **You're** birthday is in April.
- 4 This is my cat. **It's** / **Its** black and white.
- 5 **They're** / **Their** my sisters.

/5

**5** Przeczytaj zdania. Wpisz odpowiednie krótkie formy czasownika *be* lub przymiotniki dzierżawcze.

Hi, my name's Evie. I<sup>1</sup> \_\_\_\_\_ eleven. My friend Katie<sup>2</sup> \_\_\_\_\_ eleven, too. We<sup>3</sup> \_\_\_\_\_ in Year 6. We're film fans –<sup>4</sup> \_\_\_\_\_ favourite actor is Robert Pattinson. He<sup>5</sup> \_\_\_\_\_ great!

/5

## Reading

**6** Przeczytaj tekst. Zaznacz odpowiednio T (*prawda*) lub F (*fałsz*).

My name's Tom. I'm ten years old. I'm from Dublin in Ireland. My mum is from Ireland, but my dad is Dutch.

Dublin is the capital city of Ireland. It's a beautiful city.

My best friends are David and James. They're ten years old, too. We're students at Whitfields School, in Manchester. We're in Year 5. Our teacher is Mrs Woods. She's very nice – she's David's mum!

My favourite singers are Bruno Mars and Katy Perry. They're American. My favourite song is *Just the way you are* by Bruno Mars.

- |   | T                                   | F                        |
|---|-------------------------------------|--------------------------|
| Tom is ten years old.                       | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 1 Tom's dad is from Germany.                | <input type="checkbox"/>            | <input type="checkbox"/> |
| 2 David and James are Tom's best friends.   | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3 Tom, David and James are in Year 6.       | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4 Mrs Woods is James' mum.                  | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5 Tom's favourite singers are from the USA. | <input type="checkbox"/>            | <input type="checkbox"/> |

/5

# Unit 1 Test B

## Communication

### 7 Ponumeruj zdania tak, aby utworzyły dialog.

- Goodbye, Mr Taylor. Have a nice weekend.
- Good morning, Mr Taylor. How are you?
- Good morning, Mrs Jones.  1
- Thanks. Goodbye. See you on Monday.
- I'm fine.
- I'm very well, thank you. And you?

/ 5

## Listening

### 8 1 Posłuchaj nagrania i uzupełnij tabelkę.

	Age	Nationality	Favourite animal
Alfie	ten		
Sabina			

/ 5

## Writing

### 9 Przeczytaj informacje o Marku.

Name	Marc
Age	ten
Nationality	Brazilian
Favourite actor	Leonardo DiCaprio
Favourite animal	My dog – Spot

Wpisz wyrazy, których brakuje w e-mailu od Marka do jego nowego korespondencyjnego przyjaciela.

Hello!  
I'm your new penfriend. My <sup>1</sup>\_\_\_\_\_ Marc.  
I <sup>2</sup>\_\_\_\_\_ years old and I'm from <sup>3</sup>\_\_\_\_\_  
\_\_\_\_\_.  
My favourite <sup>4</sup>\_\_\_\_\_ Leonardo DiCaprio.  
My favourite <sup>5</sup>\_\_\_\_\_ my dog.  
Write soon!  
Love  
Marc

/ 5

/ 45

## Extra

### 10 Uzupełnij dialog podanymi wyrazami.

Not Hello Really fine your American

- Iva Hi Jana!
- Jana \_\_\_\_\_ Hello \_\_\_\_\_ Iva!
- Iva How are you?
- Jana <sup>1</sup>\_\_\_\_\_ bad. And you?
- Iva I'm <sup>2</sup>\_\_\_\_\_.
- Jana Iva, who's <sup>3</sup>\_\_\_\_\_ favourite actor?
- Iva Zac Efron! My favourite films are the *High School Musical* films.
- Jana <sup>4</sup>\_\_\_\_\_? My favourite actor is Tom Cruise. He's <sup>5</sup>\_\_\_\_\_.
- Iva He's great!

/ 5

### 11 Wpisz brakujące w dialogach wyrazy.

- A Where is Germany?  
B It's in Europe.
- A Where is India?  
B It's in <sup>1</sup>A\_\_\_\_\_.
- A Where's Brazil?  
B It's in <sup>2</sup>S\_\_\_\_\_ A\_\_\_\_\_.
- A <sup>3</sup>W\_\_\_\_\_ o\_\_\_\_\_!  
B Ow!
- A I'm <sup>4</sup>r\_\_\_\_\_ sorry!
- A Hello, I'm David. <sup>5</sup>W\_\_\_\_\_ to our school.  
B Thank you.

/ 5

/ 55



# UNIT 1 Test C

## Reading

### 4 Przeczytaj tekst. Zaznacz odpowiednio T (*prawda*) lub F (*falsz*).

My name's Evie. I'm ten years old. I'm from Dublin in Ireland. My dad is from Ireland, but my mum is French.

Dublin is the capital city of Ireland. It's a beautiful city.

My best friends are Hope and Katie. They're ten years old, too. We're students at Greenfields School. We're in Year 5. Our teacher is Mr Eaton. He's really nice – he's Katie's dad!

My favourite singer is Beyoncé. She's American. My favourite song is *Crazy in Love*.

- |   | T                        | F                                   |
|---|--------------------------|-------------------------------------|
| Evie is eleven years old.                 | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 1 Evie's mum is from France.              | <input type="checkbox"/> | <input type="checkbox"/>            |
| 2 Hope and Katie are Evie's best friends. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3 Evie, Hope and Katie are in Year 6.     | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4 Mr Eaton is Evie's dad.                 | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5 Evie's favourite singer is Irish.       | <input type="checkbox"/> | <input type="checkbox"/>            |

/ 5

/ 20

## Vocabulary

### 1 Dopasuj przymiotniki o przeciwstawnych znaczeniach. Wpisz odpowiednio litery.

- |          |                            |         |
|----------|----------------------------|---------|
| old      | <input type="checkbox"/> d | a clean |
| 1 dirty  | <input type="checkbox"/>   | b short |
| 2 pretty | <input type="checkbox"/>   | c hot   |
| 3 tall   | <input type="checkbox"/>   | d young |
| 4 cold   | <input type="checkbox"/>   | e quiet |
| 5 noisy  | <input type="checkbox"/>   | f ugly  |

/ 5

### 2 Wpisz nazwy zawodów.



secretary



1



2



3



4



5

/ 5

## Grammar

### 3 Uzupełnij zdania, wpisując przeczenia z czasownikiem be.

- It isn't the afternoon.
- She \_\_\_\_\_ my sister.
  - These \_\_\_\_\_ my books.
  - I \_\_\_\_\_ from Portugal.
  - You \_\_\_\_\_ a famous actor.
  - We \_\_\_\_\_ Turkish.

/ 5

### 4 Ułóż pytania. Zapisz je.

your mum / tall?  
Is your mum tall?

- they / from Japan?  
 \_\_\_\_\_
- you / in Year 6?  
 \_\_\_\_\_
- he / noisy?  
 \_\_\_\_\_
- you and your friend / ten?  
 \_\_\_\_\_
- London / the capital city of Australia?  
 \_\_\_\_\_

/ 5

### 5 Dopasuj pytania do odpowiedzi. Wpisz odpowiednio litery.

- Is this your pen?  b
- Where are your DVDs?
  - How old is your cat?
  - What are these?
  - When's your mum's birthday?
  - Who's that?
- It's my dad.
  - Yes, it is.
  - It's nine.
  - It's in March.
  - On the desk.
  - They're my DVDs.

/ 5

## Reading

### 6 Przeczytaj tekst. Zakreśl właściwe wyrazy.

My name's Alan Tylor. I'm ten years old and I'm from Chicago in the USA. Chicago is a big, noisy city!  
 My sister is twelve years old. Her name's Sue. She's pretty.  
 Sue and I are American, but my mum and dad aren't. My dad is Scottish, he's from Edinburgh. He's the music teacher at our school. In his free time, he's a saxophone player in a jazz band. My mum is Irish. She isn't a teacher. She's a police officer. She isn't very tall, but she's fast!

Alan is from Chicago / Edinburgh.

- Alan is **ten** / twelve.
- Sue is / **isn't** pretty.
- Alan's dad is **American** / Scottish.
- Alan's mum is a **teacher** / police officer.
- Alan's mum is **tall** / fast.

/ 5

## Communication

### 7 Do podanych odpowiedzi dopisz pytania.

What's your surname?

It's Johnson, J-O-H-N-S-O-N.

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

It's Rachel.

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

It's 10 Green Street, London.

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

I'm 12.

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

It's rachelb@mail.com

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

It's 02 100 406070.

/ 5

## Listening

### 8 **2** Posłuchaj nagrania. Zakreśl poprawne odpowiedzi.

What is her surname?  a Brown  b

Gold

1 Where is Natalie from? a Canada b the UK

2 Where is Natalie a student? a at a music school b at a drama school

3 When is Natalie at the restaurant? a in the mornings b in the evenings

4 Where is the restaurant? a near Hyde Park b in Covent Garden

5 What is Natalie's favourite place in London? a Hyde Park b Covent Garden

/ 5

## Writing

### 9 Przeczytaj informacje o Sylvii i popraw zdania.

<b>Surname</b>	Black
<b>Age</b>	twenty-one
<b>Nationality</b>	Scottish
<b>Job</b>	secretary
<b>Favourite singer</b>	Lady Gaga
<b>Favourite film</b>	<i>The Hobbit</i>

Her surname is Silver.

Her surname isn't Silver, it's Black.

1 Sylvia is twenty.

2 She's Spanish.

3 She's a music teacher.

4 Her favourite singer is Taylor Swift.

5 Her favourite film is *Ice Age*.

/ 5

/ 45

## Extra

### 10 Dopasuj zwroty 1–5 do właściwych reakcji a–f. Wpisz odpowiednio litery.

Where's Edinburgh?

e

1 Is this phone cheap?

2 Are those English books expensive?

3 See you!

4 What's that on the wall?

5 Is the dog clean?

a Yes, goodbye!

b No, they're cheap!

c It's a poster!

d No, it's dirty.

e It's in Scotland.

f No, it's expensive.

/ 5

### 11 Popraw błędy w podkreślonych fragmentach zdań.

Sarah aren't my sister.

Sarah isn't my sister.

1 They isn't from Turkey.

2 It isn't pretty. It's noisy.

3 These is my book.

4 Where's your mum's birthday?

5 What are that?

/ 5

/ 55

## Vocabulary

### 1 Dopasuj przymiotniki o przeciwstawnych znaczeniach. Wpisz odpowiednio litery.

- |         |                            |          |
|---------|----------------------------|----------|
| clean   | <input type="checkbox"/> f | a old    |
| 1 short | <input type="checkbox"/>   | b pretty |
| 2 hot   | <input type="checkbox"/>   | c noisy  |
| 3 young | <input type="checkbox"/>   | d cold   |
| 4 quiet | <input type="checkbox"/>   | e tall   |
| 5 ugly  | <input type="checkbox"/>   | f dirty  |

/ 5

### 2 Wpisz nazwy zawodów.



secretary



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_

/ 5

## Grammar

### 3 Uzupełnij zdania, wpisując przeczenia z czasownikiem be.

- It isn't the afternoon.
- We \_\_\_\_\_ Russian.
  - I \_\_\_\_\_ from Turkey.
  - He \_\_\_\_\_ my brother.
  - These \_\_\_\_\_ my pens.
  - You \_\_\_\_\_ a famous actor.

/ 5

### 4 Ułóż pytania. Zapisz je.

- your mum / tall?  
Is your mum tall?
- Paris / the capital city of Germany?  
\_\_\_\_\_
  - she / quiet?  
\_\_\_\_\_
  - you / in Year 5?  
\_\_\_\_\_
  - they / from Italy?  
\_\_\_\_\_
  - you and your friend / eleven?  
\_\_\_\_\_

/ 5

### 5 Dopasuj pytania do odpowiedzi. Wpisz odpowiednio litery.

- Are those your pens over there?  e
- Where are your books?
  - When's your birthday?
  - What are these?
  - Who's that?
  - How old is your friend?
- On the desk.
  - They're my books.
  - He's eleven.
  - It's my sister.
  - No, they aren't.
  - It's in January.

/ 5

## Reading

### 6 Przeczytaj tekst. Zakreśl właściwe wyrazy.

My name's Alex Turner. I'm ten years old and I'm from Wells in the United Kingdom. Wells is a small, quiet city!

My sister is thirteen years old. Her name's Suzie. She's pretty.

Suzie and I are English, but my mum and dad aren't. My mum is American. She's a firefighter. She isn't tall, but she's fast. My dad is Scottish, he's from Edinburgh. He isn't a firefighter. He's the music teacher at our school. He's a saxophone player in a jazz band in his free time.

Alex is from England / the USA.

- Alex is **ten** / **thirteen**.
- Wells isn't a **quiet** / **big** city.
- Alex's mum and dad **are** / **aren't** English.
- Alex's mum is **fast** / **tall**.
- Alex's dad is a **firefighter** / **teacher**.

/ 5

## Communication

### 7 Do podanych odpowiedzi dopisz pytania.

What's your first name?

It's Justin.

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

It's justinm@mail.com

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

It's Smith, S-M-I-T-H.

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

It's 10 Bath Road, Edinburgh.

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

It's 02 100 406070.

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

I'm eleven.

/ 5

## Listening

### 8 **2** Posłuchaj nagrania. Zakreśl poprawne odpowiedzi.

What is her surname?  a Natalie  b

Gold

1 Where is Natalie from? a England b

Canada

2 Where is Natalie a student? a at a drama

school b at a music school

3 When is Natalie at the restaurant? a in

the evenings b in the mornings

4 Where is the restaurant? a near Hyde Park

b in Covent Garden

5 What is Natalie's favourite place in London? a

Hyde Park b Covent Garden

/ 5

## Writing

### 9 Przeczytaj informacje o Carlu i popraw zdania.

<b>Surname</b>	O'Toole
<b>Nationality</b>	Irish
<b>Age</b>	twenty
<b>Job</b>	bus driver
<b>Favourite film</b>	Gravity
<b>Favourite singer</b>	Bruno Mars

His surname is Silver.

His surname isn't Silver, it's O'Toole.

1 He's Japanese.

2 Carl is nineteen.

3 He's a chef.

4 His favourite film is *Ice Age*.

5 His favourite singer is Taylor Swift.

/ 5

/ 45

## Extra

### 10 Popraw błędy w podkreślonych fragmentach zdań.

Sarah aren't my sister.

Sarah isn't my sister.

1 What is these?

2 Where's your birthday?

3 It isn't pretty! It's quiet.

4 That are my friends.

5 They isn't from the Netherlands.

/ 5

### 11 Dopasuj zwroty 1–5 do właściwych reakcji a–f. Wpisz odpowiednio litery.

Is your name Jo Brown?

e

1 Is this bike expensive?

2 Is your German book new?

3 What's that on the noticeboard?

4 Goodbye!

5 Is John sad?

a It's a poster.

b No, it's old.

c See you!

d No, he's happy.

e No, it's Jan Stevens.

f No, it's cheap.

/ 5

/ 55



# UNIT 2 Test C

## Reading

### 4 Przeczytaj tekst. Zakreśl poprawne odpowiedzi.

My name's Andy Webb. I'm ten years old and I'm from Chicago in the USA. Chicago is a big, noisy city!

My sister is thirteen years old. Her name's Suzie. She's pretty. Suzie and I are American, but my mum and dad aren't. My dad is Scottish, he's from Edinburgh. He's the music teacher at our school. He plays the saxophone in a jazz band. My mum is Irish. She isn't a teacher, she's a police officer. She isn't very tall, but she's fast!

Where's Alex from?

- a** London **b** Chicago

1 Is Chicago a quiet city?

- a** No, it isn't. **b** Yes, it is.

2 How old is Suzie?

- a** fourteen **b** thirteen

3 Are Alex's mum and dad American?

- a** No, they aren't. **b** Yes, they are.

4 Who is a teacher?

- a** Alex's mum **b** Alex's dad

5 Is Alex's mum small and slow?

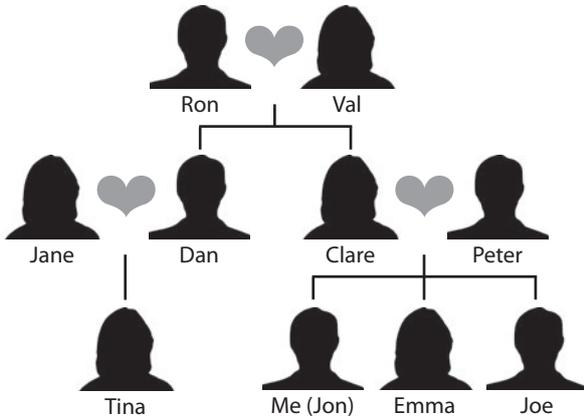
- a** No, she's small and fast. **b** No, she's tall and fast.

/ 5

/ 20

## Vocabulary

1 Przyjrzyj się drzewu genealogicznemu Jona. Uzupełnij zdania.

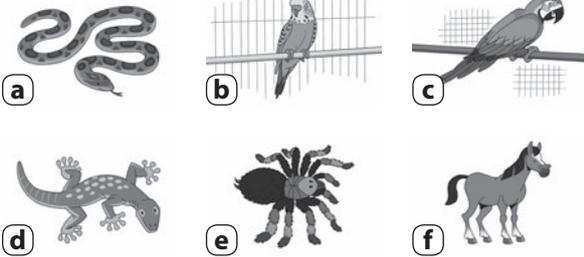


Joe is my brother.

- Ron and Val are my \_\_\_\_\_.
- Dan is my \_\_\_\_\_.
- Jane is my \_\_\_\_\_.
- Clare and Peter are my \_\_\_\_\_.
- Tina is my \_\_\_\_\_.

/ 5

2 Dopasuj podpisy do obrazków. Wpisz odpowiednio litery.



- |          |                                       |          |                          |
|----------|---------------------------------------|----------|--------------------------|
| parrot   | <input checked="" type="checkbox"/> c | 3 spider | <input type="checkbox"/> |
| 1 budgie | <input type="checkbox"/>              | 4 horse  | <input type="checkbox"/> |
| 2 snake  | <input type="checkbox"/>              | 5 lizard | <input type="checkbox"/> |

/ 5

## Grammar

3 Wpisz apostrof (') we właściwych miejscach.

This is Emma's cat. Emma's

- My friends names are Helen and Lisa.  
\_\_\_\_\_
- Those are Jacobs pencils. \_\_\_\_\_
- My brothers name is Piotr. \_\_\_\_\_
- The childrens books are on the desk.  
\_\_\_\_\_
- My parents car is red. \_\_\_\_\_

/ 5

4 Spójrz na informacje zawarte w tabelce. Napisz o Marku i Belli. Wykorzystaj zwroty *has got / hasn't got*.

	Mark	Bella
X	 	 
✓		

Mark hasn't got a dog.

- Mark \_\_\_\_\_.
- Mark \_\_\_\_\_.
- Bella \_\_\_\_\_.
- Bella \_\_\_\_\_.
- Bella \_\_\_\_\_.

/ 5

5 Ponownie przyjrzyj się tabelce. Przeczytaj pytania. Napisz krótkie odpowiedzi o Marku i Belli.

Has Mark got a dog?

No, he hasn't.

- Has Bella got a rabbit?  
\_\_\_\_\_
- Has Mark got a cat?  
\_\_\_\_\_
- Has Bella got a horse?  
\_\_\_\_\_
- Has Mark got a snake?  
\_\_\_\_\_
- Has Bella got a hamster?  
\_\_\_\_\_

/ 5

## Reading

6 Przeczytaj tekst i zakreśl odpowiednie wyrazy.

Tim is eleven years old. He's from Leeds. Tim's family has got lots of pets.

His mum has got two cats. Their names are Tiger and Lucky.

Twitch is Tim's rabbit. It's grey and white. It's very quiet and pretty. Tim's sister, Julia, has got a hamster. It lives in a cage.

Tim's grandma has got a budgie. Its name is Poppy. It lives in a cage, too. It's got blue and yellow feathers. Poppy is very noisy!

# Unit 3 Test A

**Tim** / **Julia** is eleven.

- 1 Tiger and Lucky are Tim's **grandma's / mum's** cats.
- 2 Twitch is a **rabbit / hamster**.
- 3 **Poppy / Twitch** is grey and white.
- 4 Julia's **hamster / budgie** lives in a cage.
- 5 Poppy is a **noisy / pretty** budgie.

/ 5

Jon's parents are Clare and Peter.

Jane hasn't got two children.

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

/ 5

/ 45

## Communication

7 Spójrz na zegary. Uzupełnij zapis godzin.

2.30	6.45
It's <u>half</u> <u>past two</u> .	1 It's _____.
9.10	4.35
2 It's _____.	3 It's _____.
1.15	5.50
4 It's _____.	5 It's _____.

/ 5

## Listening

8 **3** Posłuchaj nagrania. Zaznacz odpowiednio T (*prawda*) lub F (*fałsz*).

- Anna has got a music magazine.
- 1 Rosie's favourite song is *Ours*.
  - 2 Taylor has got a pet dog.
  - 3 Her pet is grey and white.
  - 4 Taylor has got a big family.
  - 5 Taylor has got a sister.

T	F
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

/ 5

## Writing

9 Ponownie przyjrzyj się drzewu genealogicznemu Jona w zad. 1. Dopisz trzy zdania oznajmujące i dwa przeczące o jego rodzinie.

## Extra

10 Uzupełnij dialog. Wpisz słowa z ramki. Dwa wyrazy pozostaną niewykorzystane.

duck our feathers hasn't pet cage friendly goat

- A Look! This is a photo of my cousin's new \_\_\_\_\_ pet \_\_\_\_\_.
- B What is it?
- A It's a <sup>1</sup> \_\_\_\_\_.
- B Oh yes. It's cool. It's very <sup>2</sup> \_\_\_\_\_.
- A It's got blue and green <sup>3</sup> \_\_\_\_\_.
- B Has it got a <sup>4</sup> \_\_\_\_\_?
- A No, it <sup>5</sup> \_\_\_\_\_.

/ 5

11 Przyjrzyj się poniższym zdaniom. Od jakich wyrazów pochodzi skrót 's? Od *has, is, a* może jest to forma dopełniacza?

She's got a pet lizard.

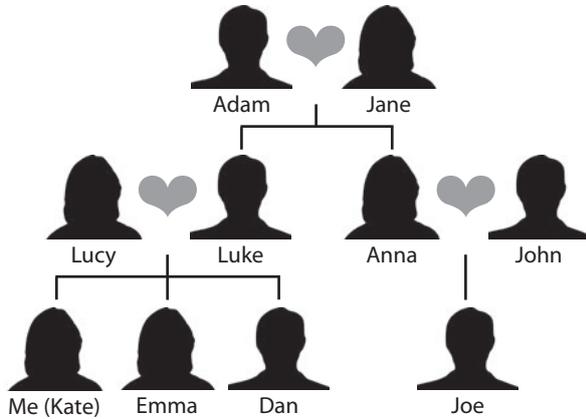
- (a) has                      b is                      c possessive s
- 1 It's half past five. a has                      b is                      c possessive s
  - 2 Aunt Alice is my mum's sister. a has                      b is                      c possessive s
  - 3 He's Ukrainian. a has                      b is                      c possessive s
  - 4 Sally's hamster is brown and grey. a has                      b is                      c possessive s
  - 5 Ben's got a new bike. a has                      b is                      c possessive s

/ 5

/ 55

## Vocabulary

1 Przyjrzyj się drzewu genealogicznemu Kate. Uzupełnij zdania.

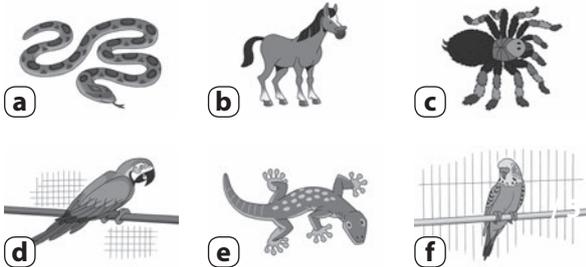


Jane is my grandma.

- 1 Luke and Lucy are my \_\_\_\_\_.
- 2 Anna is my \_\_\_\_\_.
- 3 Dan is my \_\_\_\_\_.
- 4 Adam and Jane are my \_\_\_\_\_.
- 5 Emma is my \_\_\_\_\_.

/ 5

2 Dopasuj podpisy do obrazków. Wpisz odpowiednio litery.



- |          |                          |          |                          |
|----------|--------------------------|----------|--------------------------|
| parrot   | <input type="checkbox"/> | 3 snake  | <input type="checkbox"/> |
| 1 horse  | <input type="checkbox"/> | 4 spider | <input type="checkbox"/> |
| 2 lizard | <input type="checkbox"/> | 5 budgie | <input type="checkbox"/> |

/ 5

## Grammar

3 Wpisz apostrof (') we właściwych miejscach.

This is Emma's cat. Emma's

- 1 Those are Peters books. \_\_\_\_\_
- 2 My parents car is blue. \_\_\_\_\_
- 3 My sisters name is Jane. \_\_\_\_\_
- 4 My friends names are Sam and Seb. \_\_\_\_\_
- 5 The childrens pens are on the desk. \_\_\_\_\_

/ 5

4 Spójrz na informacje zawarte w tabelce. Napisz o Marku i Belli. Wykorzystaj zwroty *has got / hasn't got*.

	Mark	Bella
X		
✓		

Mark hasn't got a horse.

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

/ 5

5 Ponownie przyjrzyj się tabelce. Przeczytaj pytania. Napisz krótkie odpowiedzi o Marku i Belli.

Has Mark got a spider?  
No, he hasn't.

- 1 Has Bella got a snake?  
\_\_\_\_\_
- 2 Has Mark got a hamster?  
\_\_\_\_\_
- 3 Has Bella got a rabbit?  
\_\_\_\_\_
- 4 Has Mark got a horse?  
\_\_\_\_\_
- 5 Has Bella got a dog?  
\_\_\_\_\_

/ 5

## Reading

6 Przeczytaj tekst i zakreśl odpowiednie wyrazy.

Ben is eleven years old. His family has got lots of pets. His grandma has got two cats called Tiger and Lucky. Ben's grandad has got a budgie. Its name is Billy. It lives in a cage. It's got blue and yellow feathers. Billy is very noisy! Ben's sister, Caroline, has got a rabbit. Twitch is Ben's hamster. It's brown and white. It's very quiet and pretty. It lives in a cage, too. Twitch isn't very noisy.

# Unit 3 Test B

**Ben** / **Caroline** is eleven.

- 1 Tiger and Lucky are Ben's **grandma's / mum's** cats.
- 2 Billy is a **noisy / pretty** budgie.
- 3 Twitch is a **rabbit / hamster**.
- 4 **Twitch / Billy** is brown and white.
- 5 The **rabbit / budgie** lives in a cage.

/ 5

Kate's parents are Lucy and Luke.

Lucy has got three children.

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

/ 5

/ 45

## Communication

7 Spójrz na zegary. Uzupełnij zapis godzin.

2.30	6.10
It's <u>half</u> <u>past two</u> .	1 It's _____.
9.15	4.25
2 It's _____.	3 It's _____.
1.50	5.45
4 It's _____.	5 It's _____.

/ 5

## Listening

8 **3** Posłuchaj nagrania. Zaznacz odpowiednio T (*prawda*) lub F (*fałsz*).

Anna has got a sports magazine.

- 1 Anna's favourite song is *Ours*.
- 2 Taylor has got a pet cat.
- 3 Her pet is brown and white.
- 4 Taylor has got a big family.
- 5 Taylor has got a brother.

T	F
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

/ 5

## Writing

9 Ponownie przyjrzyj się drzewu genealogicznemu Kate w zad. 1. Dopisz trzy zdania oznajmujące i dwa przeczące o jej rodzinie.

## Extra

10 Przyjrzyj się poniższym zdaniom. Od jakich wyrazów pochodzi skrót 's? Od *has, is, a* może jest to forma dopełniacza?

She's got a pet lizard.

- (a) has      b is      c possessive s
- 1 Uncle Dan is my dad's brother.  
a has      b is      c possessive s
  - 2 Sally's got a new bike. a has b is  
c possessive s
  - 3 It's half past two. a has b is  
c possessive s
  - 4 Pawal's hamster is brown and grey. a has  
b is      c possessive s
  - 5 He's Australian. a has      b is c  
possessive s

/ 5

11 Uzupełnij dialog. Wpisz słowa z ramki. Dwa wyrazy pozostaną niewykorzystane.

spider   our legs   hasn't   ~~pet~~   cage  
clean   sheep

- A Look! This is a photo of my brother's new \_\_\_\_\_ *pet* \_\_\_\_\_.
- B What is it?
- A It's a <sup>1</sup> \_\_\_\_\_.
- B Oh yes. It's cool.
- A It's got eight <sup>2</sup> \_\_\_\_\_. It's very <sup>3</sup> \_\_\_\_\_.
- B Has it got a <sup>4</sup> \_\_\_\_\_?
- A No, it <sup>5</sup> \_\_\_\_\_.

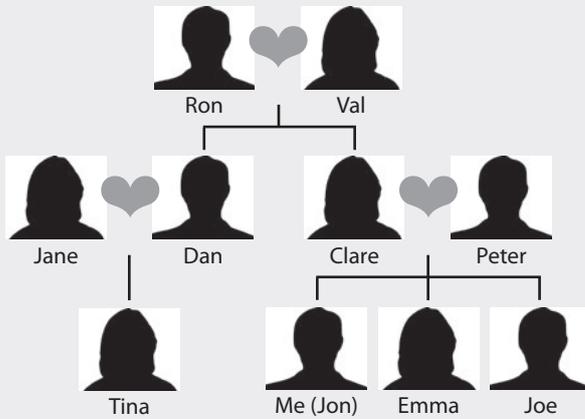
/ 5

/ 55

# UNIT 3 Test C

## Vocabulary

1 Przyjrzyj się drzewu genealogicznemu Jona. Zakreśl właściwe wyrazy.



Tina is my **sister** / **cousin**.

- 1 Ron and Val are my **grandparents** / **parents**.
- 2 Dan is my **aunt** / **uncle**.
- 3 Jane is my **aunt** / **mum**.
- 4 Clare and Peter are my **parents** / **cousins**.
- 5 Emma is my **cousin** / **sister**.

5 / 5

## Grammar

2 Spójrz na ilustracje w tabelce. Uzupełnij zdania. Zakreśl właściwe zwroty.

- Mark \_\_\_\_\_ a dog.  
**a** has got                      **b** hasn't got
- 1 Bella \_\_\_\_\_ a horse.  
**a** has got                      **b** hasn't got
- 2 Mark \_\_\_\_\_ a lizard. **a** has got
- 3 Bella \_\_\_\_\_ a budgie. **a** has got
- 4 Has Mark got a spider? **a** Yes, he has.
- 5 Has Bella got a parrot? **a** Yes, she has.

Mark	Bella

# UNIT 3 Test C

## 3 Przeczytaj zdania i zakreśl poprawne formy.

This is Emma's / Emmas cat.

- 1 My friend's / friends' names are Helen and Lisa.
- 2 Those are Jacobs' / Jacob's pencils.
- 3 My brother's / brothers' name is Piotr.
- 4 The children's / childrens' books are on the desk.
- 5 My parent's / parents' car is red.

/ 5

## Reading

### 4 Przeczytaj tekst. Zaznacz odpowiednio T (*prawda*) lub F (*falsz*).

Tim is eleven years old. He's from Leeds. Tim's family has got lots of pets.

His mum has got two cats. Their names are Tiger and Lucky.

Twitch is Tim's rabbit. It's grey and white. It's very quiet. Tim's sister, Kate, has got a hamster. It lives in a cage.

Tim's grandma has got a budgie. Its name is Billy. It lives in a cage, too.

It's got blue and yellow feathers. Billy is very noisy!

	T	F
Tim is eleven.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1 Tiger and Lucky are Tim's cats.	<input type="checkbox"/>	<input type="checkbox"/>
2 Tim's mum has got a rabbit.	<input type="checkbox"/>	<input type="checkbox"/>
3 Twitch is grey and white.	<input type="checkbox"/>	<input type="checkbox"/>
4 Kate's hamster lives in a cage.	<input type="checkbox"/>	<input type="checkbox"/>
5 Billy is a green budgie.	<input type="checkbox"/>	<input type="checkbox"/>

/ 5

/ 20

## Vocabulary

1 Spójrz na plan zajęć Natalie i Alice. Wpisz nazwy przedmiotów szkolnych.

	Monday	Tuesday	Wednesday
a.m.			
p.m.			

It's R. E. on Monday morning.

- It's \_\_\_\_\_ on Tuesday morning.
- It's \_\_\_\_\_ on Monday afternoon.
- It's \_\_\_\_\_ on Tuesday afternoon.
- It's \_\_\_\_\_ on Wednesday morning.
- It's \_\_\_\_\_ on Wednesday afternoon.

/5

2 Podpisz obrazki wyrazami z ramki. Dwa wyrazy pozostaną niewykorzystane.

diary torch poster bracelet games  
console comics watch frisbee



comics



1



2



3



4



5

/5

## Grammar

3 Zakreśl właściwą formę czasownika *have got*.

He **ve got** / **'s got** a pet spider.

- You **s got** / **'ve got** a small family.
- My teacher **hasn't got** / **haven't got** a watch.
- I **haven't got** / **hasn't got** a mobile.
- My friends **have got** / **has got** bikes.
- We **s got** / **'ve got** a new teacher.

/5

4 Napisz zdania o znaczeniu przeciwnym do zdań w zad. 3.

He hasn't got a pet spider.

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

/5

5 Dokończ krótkie odpowiedzi.

Has Nina got a dog? Yes, she has.

- Has your mobile phone got a camera? Yes, \_\_\_\_\_.
- Have you got any pets? Yes, \_\_\_\_\_.
- Have the boys got pencils? Yes, \_\_\_\_\_.
- Have your mum and dad got a blue car? No, \_\_\_\_\_.
- Has Harry's sister got an MP3 player? No, \_\_\_\_\_.

/5

## Reading

6 Przeczytaj tekst. Zaznacz odpowiednio T (prawda) lub F (fałsz).

Hi, I'm Becky. I'm ten years old and I'm from Cardiff in Wales. I'm a student in St John's Primary School. I'm good at English, Art and Science, but I'm bad at P.E. My favourite subject is Art. My favourite possession is my bracelet. It's purple.

I've got one brother. His name's Kyle. He's twelve years old. His favourite subject is P.E. He's good at football! He's got lots of football cards. His favourite possession is his Ronaldinho poster.

My favourite animals are horses, but I haven't got a horse. My brother and I have got a pet rabbit. Its name is Fluff.

- |   |                          |                                     |
|---|--------------------------|-------------------------------------|
|   | T                        | F                                   |
| Becky is at school in England.                        | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 1 Becky's good at Science.                            | <input type="checkbox"/> | <input type="checkbox"/>            |
| 2 Her favourite possession is a purple diary.         | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3 Becky's brother has got lots of football cards.     | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4 Kyle's favourite possession is a Ronaldinho poster. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5 Becky and Kyle have got a horse. Its name is Fluff. | <input type="checkbox"/> | <input type="checkbox"/>            |

/5

## Communication

### 7 Ułóż dialog. Ponumeruj zdania.

- |   |                          |
|---|--------------------------|
| What's your favourite possession, Mike? | <input type="checkbox"/> |
| It's my MP3 player. It's fantastic.     | <input type="checkbox"/> |
| What's your favourite possession, Mia?  | <input type="checkbox"/> |
| Yes, it is. Have you got an MP3 player? | <input type="checkbox"/> |
| It's my skateboard. It's great!         | <input type="checkbox"/> |
| No, I haven't. I've got an old radio.   | <input type="checkbox"/> |
| Is it new?                              | <input type="checkbox"/> |

/5

## Listening

### 8 4 Posłuchaj nagrania. Zakreśl właściwe wyrazy.

- Laura has got a new \_\_\_\_\_.  
 (a) skateboard    b camera    c mobile phone
- 1 Alex's camera is \_\_\_\_\_. a new    b big    c old
- 2 Laura hasn't got a \_\_\_\_\_. a camera    b mobile phone    c skateboard
- 3 Alex has got a pet \_\_\_\_\_. a lizard    b dog    c snake
- 4 Laura is good at \_\_\_\_\_. a Art    b Maths    c I.C.T.
- 5 Alex hasn't got \_\_\_\_\_ homework. a I.C.T.    b German    c Art

/5

## Writing

### 9 Przeczytaj informacje o Tomie. Uzupełnij zdania.

Name	Tom
Age	twelve
Family	one brother
Favourite subject	D.T.
Favourite possession	his bike
Pet	a dog

- \_\_\_\_\_ Tom is twelve \_\_\_\_\_ years old.
- 1 \_\_\_\_\_ one brother.
- 2 \_\_\_\_\_ a sister.
- 3 \_\_\_\_\_ D.T.
- 4 \_\_\_\_\_ his bike.
- 5 \_\_\_\_\_ a dog.

/5

/45

## Extra

### 10 Uzupełnij dialog wyrazami i wyrażeniami z ramki. Dwa z nich nie pasują.

box old Is that true club necklace  
 See you later that roller skates

- A Hi, Dorota. What's \_\_\_\_\_ that \_\_\_\_\_?
- B It's my new <sup>1</sup> \_\_\_\_\_. This is its <sup>2</sup> \_\_\_\_\_. It's very expensive.
- A <sup>3</sup> \_\_\_\_\_?
- B No, not really. Look, it's half past three. I've got Art <sup>4</sup> \_\_\_\_\_ now.
- A And I've got football. <sup>5</sup> \_\_\_\_\_!

/5

### 11 Popraw błędy.

- I got a blue torch.  
I've got a blue torch.
- 1 We hasn't got Maths on Monday.  
 \_\_\_\_\_
- 2 Amy's good on Science.  
 \_\_\_\_\_
- 3 My parents has got three children.  
 \_\_\_\_\_
- 4 Have got you a pet?  
 \_\_\_\_\_
- 5 R.E. and P.E. is my favourite subjects.  
 \_\_\_\_\_

/5

/55

## Vocabulary

1 Spójrz na plan zajęć Natalie i Alice. Wpisz nazwy przedmiotów szkolnych.

	Monday	Tuesday	Wednesday
morning			
afternoon			

It's P. E. on Monday morning.

- 1 It's \_\_\_\_\_ on Tuesday morning.
- 2 It's \_\_\_\_\_ on Monday afternoon.
- 3 It's \_\_\_\_\_ on Tuesday afternoon.
- 4 It's \_\_\_\_\_ on Wednesday morning.
- 5 It's \_\_\_\_\_ on Wednesday afternoon.

/ 5

2 Podpisz obrazki wyrazami z ramki. Dwa wyrazy pozostaną niewykorzystane.

poster torch diary bracelet watch  
games console comics frisbee



frisbee



1



2



3



4



5

/ 5

## Grammar

3 Zakreśl właściwą formę czasownika **have got**.

He've got / 's got a pet spider.

- 1 My friends **have got** / **has got** mobiles.
- 2 We's got / 've got a new teacher.
- 3 I **haven't got** / **hasn't got** a bike.
- 4 You's got / 've got a sister.
- 5 My grandad **hasn't got** / **haven't got** a frisbee.

/ 5

4 Napisz zdania o znaczeniu przeciwnym do zdań w zad. 3.

He hasn't got a pet spider.

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

/ 5

5 Dokończ krótkie odpowiedzi.

Has Nina got a dog? Yes, she has.

- 1 Have your mum and dad got a red car? Yes, \_\_\_\_\_.
- 2 Has Dan's dad got an MP3 player? Yes, \_\_\_\_\_.
- 3 Have the children got pencils? No, \_\_\_\_\_.
- 4 Has your mobile phone got a camera? No, \_\_\_\_\_.
- 5 Have you got any pets? No, \_\_\_\_\_.

/ 5

## Reading

6 Przeczytaj tekst. Zaznacz odpowiednio T (prawda) lub F (fałsz).

Hi, I'm Becky. I'm ten years old and I'm from Cardiff in Wales. I'm a student in St Paul's Primary School. I'm good at History, Geography and Music, but I'm bad at D.T. My favourite subject is Music. My favourite possession is my frisbee. It's orange. I've got one brother. His name's Karl. He's twelve years old. His favourite subject is P.E. He's very good at football! He's got lots of football cards. His favourite possession is his Ronaldo poster. My favourite animals are snakes, but I haven't got a snake. Karl and I have got a pet hamster. Its name is Tigger.

- |  |                                     |                          |
|--|-------------------------------------|--------------------------|
|  | <b>T</b>                            | <b>F</b>                 |
| Becky is at school in Wales.                             | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 1 Becky's good at D.T.                                   | <input type="checkbox"/>            | <input type="checkbox"/> |
| 2 Her favourite possession is an orange frisbee.         | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3 Becky's brother has got lots of football comics.       | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4 Kyle's favourite possession is his Ronaldinho poster.  | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5 Kyle and Becky have got a hamster. Its name is Tigger. | <input type="checkbox"/>            | <input type="checkbox"/> |

/ 5

## Communication

### 7 Ułóż dialog. Ponumeruj zdania.

- It's my digital camera. It's fantastic.
- What's your favourite possession, Mia?  1
- It's my bike. It's fantastic!  7
- No, I haven't. I've got an old camera.
- Is it new?
- What's your favourite possession, Mike?
- Yes, it is. Have you got a digital camera?

/ 5

## Listening

### 8 4 Posłuchaj nagrania. Zakreśl właściwe wyrazy.

- Laura has got a new \_\_\_\_.
- (a) skateboard    b camera    c mobile phone
- 1 Alex's camera is \_\_\_\_.
- a big    b old    c new
- 2 Laura hasn't got a \_\_\_\_.
- a phone    b skateboard    c mobile phone
- 3 Alex has got a pet \_\_\_\_.
- a dog    b snake    c lizard
- 4 Laura is good at \_\_\_\_.
- a I.C.T.    b German    c Maths
- 5 Alex hasn't got \_\_\_\_ homework.
- a Maths    b I.C.T.    c German

/ 5

## Writing

### 9 Przeczytaj informacje o Kasi. Uzupełnij zdania.

<b>Name</b>	Kasia
<b>Age</b>	eleven
<b>Family</b>	one brother
<b>Favourite subject</b>	History
<b>Favourite possession</b>	her MP3 player
<b>Pet</b>	a cat

- \_\_\_\_\_ *Kasia is eleven* \_\_\_\_\_ years old.
- 1 \_\_\_\_\_ one brother.
- 2 \_\_\_\_\_ a sister.
- 3 \_\_\_\_\_ History.
- 4 \_\_\_\_\_ her MP3 player.
- 5 \_\_\_\_\_ a cat.

/ 5

/ 45

## Extra

### 10 Popraw błędy.

- I got a blue torch.  
*I've got a blue torch.*
- 1 I hasn't got Geography on Tuesday.  
\_\_\_\_\_
- 2 History and Maths is his favourite subjects.  
\_\_\_\_\_
- 3 My parents has got new bikes.  
\_\_\_\_\_
- 4 Have got she a pet?  
\_\_\_\_\_
- 5 Ben's good on Science.  
\_\_\_\_\_

/ 5

### 11 Uzupełnij dialog wyrazami i wyrażeniami z ramki. Dwa z nich nie pasują.

roller skates   club   Is that true   see you  
later   ~~that~~   box   necklace   old

- A Hi, Nina. What's \_\_\_\_\_ *that* \_\_\_\_\_?
- B It's my new <sup>1</sup> \_\_\_\_\_. This is its <sup>2</sup> \_\_\_\_\_. It's very expensive.
- A <sup>3</sup> \_\_\_\_\_?
- B No, not really. Look. It's twenty past three. I've got Spanish <sup>4</sup> \_\_\_\_\_ now.
- A <sup>5</sup> \_\_\_\_\_!

/ 5

/ 55

# UNIT 4 Test C

## Vocabulary

1 Wstaw brakujące litery w nazwach przedmiotów. Wykorzystaj wyrazy z ramki. Dwa wyrazy pozostaną niewykorzystane.

History Maths Science Music Geography  
P.E. R.E. D.T.

		
1	2	
		
3 H _ _ t _ _ y	4 M _ _ _ _ s	5 _ _ _ _

/5

## Grammar

2 Zakreśl właściwą formę czasownika *have got*.

- She've got / 's got a pet spider.
- 1 We's got / 've got a new teacher.
  - 2 I haven't got / hasn't got a camera.
  - 3 My friends have got / has got bikes.
  - 4 You's got / 've got a small family.
  - 5 My teacher hasn't got / haven't got a diary.

/5

3 Uzupełnij pytania i krótkie odpowiedzi. Wstaw *have, haven't, has* lub *hasn't*.

- Has Nina got a dog? Yes, she has.
- 1 Have your mum and dad got a blue car? No, they \_\_\_\_\_.
  - 2 Has Tina got a diary? Yes, she \_\_\_\_\_.
  - 3 \_\_\_\_\_ you got any pets? Yes, I have.
  - 4 Have the children got pencils? Yes, they \_\_\_\_\_.
  - 5 Has Dan's mum got an MP3 player? No, she \_\_\_\_\_.

/5

# UNIT 4 Test C

## Reading

### 4 Przeczytaj tekst. Zaznacz odpowiednio T (prawda) lub F (fałsz).

Hi, I'm Helena. I'm ten years old and I'm from Cardiff in Wales. I'm a student in St Anna's Primary School. I'm good at Maths and Science. I'm bad at R.E. My favourite subject is Science. My favourite possession is my necklace.

I've got one brother. His name's Adam. His favourite subject is P.E.. He's good at football! He's got lots of football cards. His favourite possession is his Ronaldinho poster.

My favourite animals are horses, but I haven't got a horse. Adam and I have got a pet rabbit. Its name is Timmy.

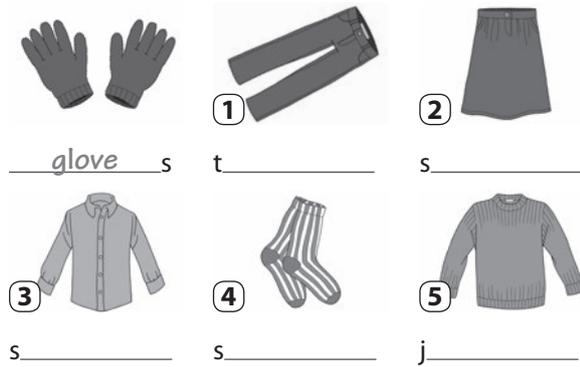
- |  | T                        | F                                   |
|--|--------------------------|-------------------------------------|
| Helena is at school in England.                        | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 1 Helena's good at Science and Maths.                  | <input type="checkbox"/> | <input type="checkbox"/>            |
| 2 Her favourite possession is a necklace.              | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3 Helena has got lots of football cards.               | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4 Adam's favourite possession is a poster.             | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5 Helena and Adam have got a horse. Its name is Timmy. | <input type="checkbox"/> | <input type="checkbox"/>            |

/ 5

/ 20

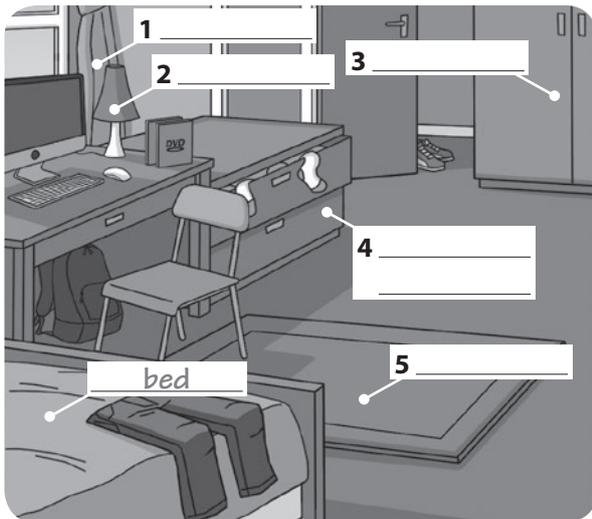
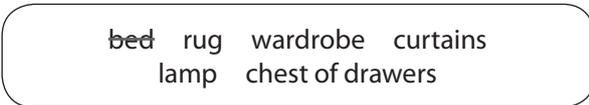
## Vocabulary

### 1 Dokończ nazwy ubrań.



/5

### 2 Podpisz elementy na obrazku wyrazami z ramki.



/5

## Grammar

### 3 Spójrz na ilustrację w zad. 2. Zakreśl właściwe wyrazy.

The bag is **on** / **under** the desk.

- The trousers are **on** / **under** the bed.
- The chair is **behind** / **near** the desk.
- The bed is **between** / **opposite** the wardrobe.
- The rug is **in front of** / **between** the bed and the wardrobe.
- The shoes are **behind** / **in** the door.

/5

### 4 Uzupełnij zdania, wstawiając *a, some* lub *any*.

There is a chest of drawers near the wardrobe.

- There are \_\_\_\_\_ comics on the bookshelves.
- There aren't \_\_\_\_\_ books on the desk.
- There are \_\_\_\_\_ posters on the walls.
- There isn't \_\_\_\_\_ desk in the bedroom.
- There aren't \_\_\_\_\_ curtains in front of the windows.

/5

### 5 Uzupełnij pytania. Wpisz *Are there* lub *Is there*.

Are there any history books in your bedroom?

- \_\_\_\_\_ a radio on the desk?
- \_\_\_\_\_ any pencils in your pencil case?
- \_\_\_\_\_ a poster on your bedroom wall?
- \_\_\_\_\_ any boxes on the bookshelves?
- \_\_\_\_\_ a spider under the bed?

/5

## Reading

### 6 Przeczytaj tekst. Zakreśl odpowiednie wyrazy.

Hi, my name's Paul. I come from Birmingham in England. There are lots of markets in Birmingham, but the Rag Market is my favourite. It's got new stalls, but the market is old. My dad's got a stall there. He's got lots of fantastic old accessories! There are also stalls with old clothes, new clothes and books. It's open four days a week and there are 350 stalls. Lots of people go to the Rag Market on Saturdays, so it is quite noisy. There are some cafés in the market with great food. It's a great place to visit.

# Unit 5 Test A

There are lots of markets / is one market in Birmingham.

- The Rag Market is a **new** / **an old** market in Birmingham.
- Paul's dad's stall has got **clothes** / **accessories**.
- The market is open **four** / **five** days a week.
- It's **noisy** / **quiet** on Saturdays.
- There **aren't any** / **are lots of** food stalls.

/ 5

## Communication

### 7 Ułóż pytania z podanych wyrazów.

your / What's / like / room / ?

What's your room like?

- bedroom / TV / a / Is / in / your / there / ?  
\_\_\_\_\_
- colour / What / walls / the / are / ?  
\_\_\_\_\_
- your / colour / What / is / duvet / ?  
\_\_\_\_\_
- any / Are / posters / there / walls / the / on / ?  
\_\_\_\_\_
- favourite / What's / thing / your / in / bedroom / your / ?  
\_\_\_\_\_  
\_\_\_\_\_

/ 5

## Listening

### 8 5 Posłuchaj nagrania. Zaznacz odpowiednio T (prawda) lub F (fałsz).

- |   | T                        | F                                   |
|---|--------------------------|-------------------------------------|
| Magda hasn't got a big bed.             | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 1 The chest of drawers is near the bed. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 2 There's a red rug.                    | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3 The walls are white.                  | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4 Magda hasn't got any books.           | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5 Her favourite thing is her bed.       | <input type="checkbox"/> | <input type="checkbox"/>            |

/ 5

## Writing

### 9 Napisz pięć zdań o swoim pokoju - trzy zdania oznajmujące i dwa przeczenia.

There isn't a TV in my bedroom.

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

/ 5

/ 45

## Extra

10



scarf

zki



3



1

4



2

5

/ 5

### 11 Uzupełnij dialog wyrazami z ramki.

hoodie accessories audition wardrobe fair scarf belts

- A I've got an extra drama lesson for the audition.
- B That isn't <sup>1</sup>\_\_\_\_\_!
- A Have you got any <sup>2</sup>\_\_\_\_\_?
- B Yes, I've got some bracelets and a <sup>3</sup>\_\_\_\_\_.
- A You've got lots of cool <sup>4</sup>\_\_\_\_\_ in your <sup>5</sup>\_\_\_\_\_. I like that blue one.

/ 5

/ 55

## Vocabulary

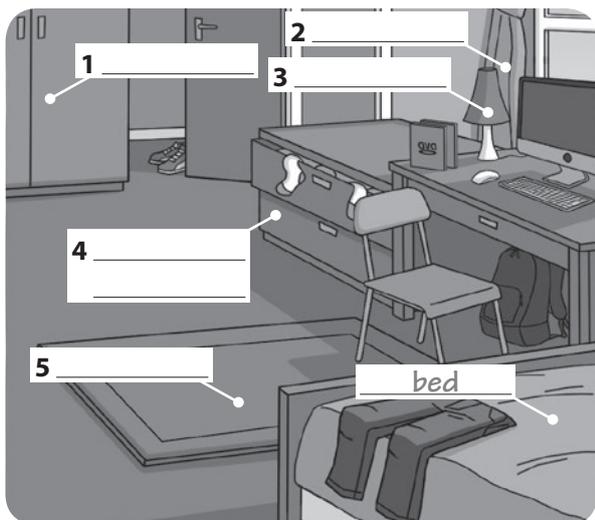
### 1 Dokończ nazwy ubrań.



/5

### 2 Podpisz elementy na obrazku wyrazami z ramki.

bed wardrobe curtains lamp chest of drawers rug



/5

## Grammar

### 3 Spójrz na ilustrację w zad. 2. Zakreśl właściwe wyrazy.

The bag is under / in the desk.

- The shoes are **behind** / opposite the door.
- The rug is **between** / in front of the bed and the wardrobe.
- The trousers are **under** / on the bed.
- The chair is **near** / behind the desk.
- The door is **on** / opposite the bed.

/5

### 4 Uzupełnij zdania, wstawiając *a, some* lub *any*.

There's a chest of drawers near the wardrobe.

- There isn't \_\_\_\_\_ desk in the bedroom.
- There aren't \_\_\_\_\_ comics on the bookshelves.
- There are \_\_\_\_\_ books on the desk.
- There are \_\_\_\_\_ curtains in front of the windows.
- There aren't \_\_\_\_\_ posters on the walls.

/5

### 5 Uzupełnij pytania. Wpisz *Are there* lub *Is there*.

Are there any history books in your bedroom?

- \_\_\_\_\_ a snake under the bed?
- \_\_\_\_\_ a torch on the desk?
- \_\_\_\_\_ any crayons in your pencil case?
- \_\_\_\_\_ any books on the bookshelves?
- \_\_\_\_\_ a poster on your bedroom wall?

/5

## Reading

### 6 Przeczytaj tekst. Zakreśl odpowiednie wyrazy.

Hi, my name's Alison. I come from Birmingham in England. There are lots of markets in Birmingham, but the Rag Market is my favourite. It's got new stalls, but the market is old. My mum's got a stall. She's got lots of fantastic new clothes! There are also stalls with old clothes, music and accessories. There are lots of food stalls in the market if you get hungry. It's open four days a week and there are 350 stalls. Lots of people go to the Rag Market on Saturdays, so it is quite noisy. There are some cafés in the market with great food. It's a great place to visit.

# Unit 5 Test B

There are lots of markets / **is one market** in Birmingham.

- The Rag Market is **an old** / **a new** market in Birmingham.
- Alison's mum's stall has got new **accessories** / **clothes**.
- There **aren't any** / **are lots of** food stalls.
- The market is open **five** / **four** days a week.
- It's **noisy** / **quiet** on Saturdays.

/ 5

## Communication

### 7 Ułóż pytania z podanych wyrazów.

your / What's / like / room / ?

What's your room like?

- your / colour / What / is / duvet / ?  
\_\_\_\_\_
- colour / What / walls / the / are / ?  
\_\_\_\_\_
- any / Are / posters / there / walls / the / on / ?  
\_\_\_\_\_
- favourite / What's / thing / your / in / bedroom / your / ?  
\_\_\_\_\_  
\_\_\_\_\_
- bedroom / TV / a / Is / in / your / there / ?  
\_\_\_\_\_

/ 5

## Listening

### 8 5 Posłuchaj nagrania. Zaznacz odpowiednio T (prawda) lub F (fałsz).

- |   | T                        | F                                   |
|---|--------------------------|-------------------------------------|
| Magda hasn't got a big bed.                 | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 1 The chest of drawers is opposite her bed. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 2 There's a yellow rug.                     | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3 The walls are pink.                       | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4 She hasn't got any posters.               | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5 Her favourite thing is her duvet.         | <input type="checkbox"/> | <input type="checkbox"/>            |

/ 5

## Writing

### 9 Napisz pięć zdań o swoim pokoju - trzy zdania oznajmujące i dwa przeczenia.

There isn't a TV in my bedroom.

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

/ 5

/ 45

## Extra

### 10 Uzupełnij dialog wyrazami z ramki.

accessories belts fair audition ward-robe scarf hoodie

- A I've got an extra drama lesson for the audition.
- B That isn't <sup>1</sup> \_\_\_\_\_!
- A You've got lots of cool <sup>2</sup> \_\_\_\_\_ in your <sup>3</sup> \_\_\_\_\_. I like that blue one.
- A Have you got any <sup>4</sup> \_\_\_\_\_?
- B Yes, I've got some bracelets and a <sup>5</sup> \_\_\_\_\_.

/ 5

11

	zki		
scarf		1	2
			
3	4	5	

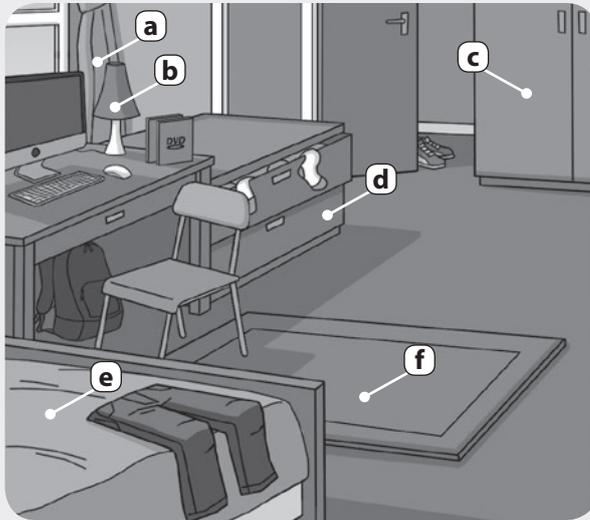
/ 5

/ 55

# UNIT 5 Test C

## Vocabulary

1 Dopasuj obiekty wskazane na obrazku do podanych słów.



rug f

- 1 chest of drawers \_\_\_\_\_
- 2 lamp \_\_\_\_\_
- 3 curtains \_\_\_\_\_
- 4 bed \_\_\_\_\_
- 5 wardrobe \_\_\_\_\_

1/5

## Grammar

2 Spójrz na ilustrację w zad. 1. Zakreśl właściwe wyrazy.

- The bag is \_\_\_\_\_ the desk. **a** on **b** under
- 1 The shoes are \_\_\_\_\_ the door. **a** behind **b** in front of
  - 2 The rug is \_\_\_\_\_ the bed and the wardrobe. **a** between **b** under
  - 3 The chair is \_\_\_\_\_ the chest of drawers. **a** near **b** on
  - 4 The trousers are \_\_\_\_\_ the bed. **a** in **b** on
  - 5 The bed is \_\_\_\_\_ the wardrobe. **a** opposite **b** behind

1/5

# UNIT 5 Test C

### 3 Ponownie przyjrzyj się ilustracji w zad. 1. Zakreśl właściwe wyrazy.

There are **some** / **any** curtains behind the bed.

- 1 **There's** / **There are** a radio on the bookshelves.
- 2 There **are** / **aren't** any books on the bookshelves.
- 3 Are there **some** / **any** posters on the walls? Yes, there are.
- 4 There **aren't** / **isn't** a desk in the bedroom.
- 5 **Is there** / **Are there** a carpet in front of the bed? Yes, there is.

/ 5

## Reading

### 4 Przeczytaj tekst. Zakreśl odpowiednie wyrazy.

Hi, my name's Rav. I come from Birmingham in England. There are lots of markets in Birmingham, but the Rag Market is my favourite. It's an old market. My dad's got a stall there. He's got lots of great clothes on his stall. Some are old clothes and some are new. There are also stalls with music and books.

The market is open four days a week and there are 350 stalls. Lots of people come to the Rag Market on Saturdays. There are lots of cafés with great food in the market. It's a great place to visit.

The Rag Market is **in** / **near** Birmingham.

- 1 The Rag Market is **a new** / **an old** market in Birmingham.
- 2 Rav's dad has got a **clothes** / **music** stall.
- 3 It's open **four** / **five** days a week.
- 4 There are 350 **shops** / **stalls**.
- 5 There **aren't any** / **are lots of** cafés.

/ 5

/ 20

## Vocabulary

### 1 Uzupełnij zwroty pasującymi wyrazami.

to school up my homework a shower  
breakfast home

- have breakfast
- do \_\_\_\_\_
  - go \_\_\_\_\_
  - get \_\_\_\_\_
  - have \_\_\_\_\_
  - go \_\_\_\_\_

/5

### 2 Uzupełnij czasowniki.

re a d a book

- I \_\_\_\_\_ n to music
- go up
- bo my teeth
- go dressed
- wo my hair

/5

## Grammar

### 3 Uzupełnij tekst czasownikami z ramki. Wpisz je w odpowiedniej formie.

watch wake go have get do

I wake up at seven o'clock. My sister  
wakes up at half past seven. I have  
a shower and I <sup>1</sup> \_\_\_\_\_ dressed. My  
sister <sup>2</sup> \_\_\_\_\_ breakfast and she listens  
to the radio. We <sup>3</sup> \_\_\_\_\_ to school  
at eight o'clock. We finish school at half past  
three. I <sup>4</sup> \_\_\_\_\_ TV and my sister <sup>5</sup>  
\_\_\_\_\_ her homework.

/5

### 4 Uzupełnij zdania. Wstaw *at*, *in* lub *on*.

I have my guitar lessons on Mondays.

- David does his homework \_\_\_\_\_ the afternoon.
- We often go shopping \_\_\_\_\_ weekends.
- The lesson starts \_\_\_\_\_ two o'clock.
- My cat goes out \_\_\_\_\_ night!
- Dan never studies \_\_\_\_\_ Sundays.

/5

### 5 Przepisz zdania, wstawiając przysłówki częstotliwości z ramki zgodnie ze wskazówkami.

never always sometimes rarely of-  
ten usually

Sarah watches TV in the evening. (50%)

Sarah sometimes watches TV in the evening.

- We are late for school. (0%)  
\_\_\_\_\_
- He goes to bed at nine o'clock. (5%)  
\_\_\_\_\_
- We listen to music in the car. (100%)  
\_\_\_\_\_
- Our English lessons are in the morning. (90%)  
\_\_\_\_\_
- I play chess with my dad on Sunday. (80%)  
\_\_\_\_\_

/5

## Reading

### 6 Przeczytaj tekst. Zaznacz odpowiednio T (prawda) lub F (fałsz).

Jay Simmons is fourteen. She's a school girl but she's also an actor on a TV show called *Jay's Day*. She says, 'I live in London with my family. My sister Dana is in the show, too. *Jay's Day* is a funny programme about my life!' In the week, Jay and Dana get up at seven o'clock. After breakfast, they go to their teacher's house. They have school lessons from eight to one. Then, they go to the TV studio by car. Jay says, 'I start work at two o'clock and we finish at seven o'clock. It's a long day, but I love it!' At the weekends, Jay never gets up before ten! Her family often has pizza for lunch on Saturdays. Jay says, 'I love my job, but I love the weekends, too!'

# Unit 6 Test A

- Jay Simmons is thirteen.  T  F
- 1 Jay and Dana are actors on a TV programme.
- 2 They go to work by car.
- 3 They start lessons at eight o'clock.
- 4 Jay always gets up at ten to nine on Sunday.
- 5 Jay goes to the TV studio at the weekend.

/5

## Communication

### 7 Uzupełnij dialog.

- A What's your favourite TV programme ?
- B My favourite TV programme is *The X-Factor*. It's great!
- A <sup>1</sup> \_\_\_\_\_ is it on?
- B <sup>2</sup> \_\_\_\_\_ on Saturdays and Sundays.
- A <sup>3</sup> \_\_\_\_\_ is it on?
- B It's on ITV.
- A <sup>4</sup> \_\_\_\_\_ is it on?
- B <sup>5</sup> \_\_\_\_\_ at half past seven.

/5

## Listening

### 8 6 Posłuchaj nagrania i uzupełnij zdania.

- Nick is from Newcastle.
- 1 He's a \_\_\_\_\_.
- 2 He starts work at \_\_\_\_\_ o'clock in the evening.
- 3 He finishes work at eight o'clock in the \_\_\_\_\_.
- 4 After he wakes up, he has \_\_\_\_\_.
- 5 He \_\_\_\_\_ his job.

/5

## Writing

### 9 Dokończ zdania. Napisz, co robisz w te dni tygodnia. Użyj czasowników z ramki.

get up ride go have watch do

- On Mondays, I usually ride my bike to school.
- 1 On Tuesdays, I always \_\_\_\_\_
- 2 On Wednesdays, I often \_\_\_\_\_
- 3 On Thursdays, I rarely \_\_\_\_\_
- 4 On Fridays, I sometimes \_\_\_\_\_
- 5 At the weekend, my family and I usually \_\_\_\_\_

/5

/45

## Extra

### 10 Uzupełnij zdania odpowiednimi czasownikami.

- I have a drink at four o'clock.
- 1 He \_\_\_\_\_ ready for school after he has breakfast.
- 2 You \_\_\_\_\_ a snack at break time.
- 3 I \_\_\_\_\_ my hair in the morning.
- 4 We sometimes \_\_\_\_\_ to town on Saturday.
- 5 I \_\_\_\_\_ a bath before I go to bed.

/5

### 11 Popraw błędy w zdaniach.

- Harry play football on Saturdays.  
Harry plays football on Saturdays.
- 1 I always wash my teeth in the morning.  
\_\_\_\_\_
- 2 He goes to bed on nine o'clock.  
\_\_\_\_\_
- 3 I never am late for school.  
\_\_\_\_\_
- 4 Paulina always studys at night.  
\_\_\_\_\_
- 5 My mum goes rarely to the theatre.  
\_\_\_\_\_

/5

/55

## Vocabulary

### 1 Uzupełnij zwroty pasującymi wyrazami.

a shower up to school my homework  
breakfast home

have breakfast

- 1 go \_\_\_\_\_
- 2 go \_\_\_\_\_
- 3 do \_\_\_\_\_
- 4 get \_\_\_\_\_
- 5 have \_\_\_\_\_

/5

### 2 Uzupełnij czasowniki.

re a d a book

- 1 b\_\_\_\_\_ my teeth
- 2 g\_\_\_\_\_ dressed
- 3 l\_\_\_\_\_ n to music
- 4 w\_\_\_\_\_ my hair
- 5 g\_\_\_\_\_ up

/5

## Grammar

### 3 Uzupełnij tekst czasownikami z ramki. Wpisz je w odpowiedniej formie.

finish wake listen have get watch

I wake up at seven o'clock. I have a shower and I <sup>1</sup> \_\_\_\_\_ dressed. My brother wakes up at seven o'clock. He <sup>2</sup> \_\_\_\_\_ breakfast and he <sup>3</sup> \_\_\_\_\_ to the radio. We go to school at eight thirty. We <sup>4</sup> \_\_\_\_\_ school at half past three. I do my homework and my brother <sup>5</sup> \_\_\_\_\_ TV.

/5

### 4 Uzupełnij zdania. Wstaw *at*, *in* lub *on*.

I have my guitar lessons on Mondays.

- 1 Hannah never studies \_\_\_\_\_ Sundays.
- 2 \_\_\_\_\_ weekends, we often go to the park.
- 3 My cat goes out \_\_\_\_\_ night!
- 4 Felix does his homework \_\_\_\_\_ the afternoon.
- 5 The lesson starts \_\_\_\_\_ two o'clock.

/5

### 5 Przepisz zdania, wstawiając przysłówki częstotliwości z ramki zgodnie ze wskazówkami.

never always sometimes rarely of-  
ten usually

Sarah watches TV in the evening. (50%)

Sarah sometimes watches TV in the evening.

1 We are late for school. (5%)

2 She goes to bed at nine o'clock. (100%)

3 We listen to music after school. (80%)

4 Our Maths lessons are in the afternoon. (0%)

5 I play tennis with my dad on Saturday. (90%)

/5

## Reading

### 6 Przeczytaj tekst. Zaznacz odpowiednio T (*prawda*) lub F (*falsz*).

Fay Harper is twelve. She's a school girl but she's also an actor on a TV show called *Fay's Day*. She says, 'I live in London with my family. My sister Cara is in the show, too. *Fay's Day* is a funny programme about my life!' In the week, Fay and Cara get up at seven o'clock. After breakfast, their teacher comes to their house. They have school lessons at home from eight to twelve and then they go to the TV studio by car. Fay says, 'I start work at half past twelve and we finish at six. It's a long day, but I love it!' At the weekends, Fay never gets up before ten! Her family often has pizza for lunch. Fay says, 'I love my job, but I love the weekends, too!'

# Unit 6 Test B

- |   | T                                   | F                        |
|---|-------------------------------------|--------------------------|
| Fay Harper is twelve.                         | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 1 Fay and Cara are actors in a musical.       | <input type="checkbox"/>            | <input type="checkbox"/> |
| 2 They get up at seven o'clock on Sundays.    | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3 They go to school by car.                   | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4 Fay gets up at nine on Mondays.             | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5 Fay goes to the TV studio Monday to Friday. | <input type="checkbox"/>            | <input type="checkbox"/> |

/ 5

## Communication

### 7 Uzupełnij dialog.

- A What's your favourite TV programme ?  
 B My favourite TV programme is *The Voice*. It's great!  
 A <sup>1</sup> \_\_\_\_\_ is it on?  
 B It's on BBC One.  
 A <sup>2</sup> \_\_\_\_\_ is it on?  
 B <sup>3</sup> \_\_\_\_\_ at eight o'clock.  
 A Oh, and <sup>4</sup> \_\_\_\_\_ is it on?  
 B <sup>5</sup> \_\_\_\_\_ on Saturdays and Sundays.

/ 5

## Listening

### 8 6 Posłuchaj nagrania i uzupełnij zdania.

- Nick is from Newcastle .  
 1 He's a \_\_\_\_\_ .  
 2 He starts work at ten o'clock in the \_\_\_\_\_ .  
 3 He finishes work at \_\_\_\_\_ o'clock in the morning.  
 4 After he wakes up, he has \_\_\_\_\_ .  
 5 He \_\_\_\_\_ his job.

/ 5

## Writing

### 9 Dokończ zdania. Napisz, co robisz w te dni tygodnia. Użyj czasowników z ramki.

do ride go wake up listen have

- On Mondays, I usually ride my bike to school.  
 1 On Tuesdays, I sometimes \_\_\_\_\_  
 2 On Wednesdays, I always \_\_\_\_\_  
 3 On Thursdays, I often \_\_\_\_\_  
 4 On Fridays, I rarely \_\_\_\_\_  
 5 At the weekend, my family and I usually \_\_\_\_\_

/ 5

/ 45

## Extra

### 10 Popraw błędy w zdaniach.

- Harry play football on Saturdays.  
Harry plays football on Saturdays.  
 1 She goes to school on eight o'clock.  
 2 I always wash my teeth in the morning.  
 3 Jan always studys in the morning.  
 4 We never am late for school.  
 5 My sister goes often shopping.

/ 5

### 11 Uzupełnij zdania odpowiednimi czasownikami.

- I have a drink when I get home.  
 1 Janice \_\_\_\_\_ her hair in the evening.  
 2 I \_\_\_\_\_ a snack at break time.  
 3 He \_\_\_\_\_ a bath before bed time.  
 4 We \_\_\_\_\_ ready for school after we have breakfast.  
 5 They sometimes \_\_\_\_\_ to town.

/ 5

/ 55

# UNIT 6 Test C

## Vocabulary

### 1 Zakończ poprawne odpowiedzi.

- |                     |          |      |          |                                 |
|---------------------|----------|------|----------|---------------------------------|
| _____ breakfast     | <b>a</b> | go   | <b>b</b> | <b>d</b> <b>o</b> <b>c</b> have |
| 1 _____ to school   | <b>a</b> | go   | <b>b</b> | get <b>c</b> have               |
| 2 _____ my homework | <b>a</b> | have | <b>b</b> | <b>d</b> <b>o</b> <b>c</b> get  |
| 3 _____ dressed     | <b>a</b> | get  | <b>b</b> | have <b>c</b> go                |
| 4 _____ a shower    | <b>a</b> | do   | <b>b</b> | get <b>c</b> have               |
| 5 _____ home        | <b>a</b> | do   | <b>b</b> | go <b>c</b> have                |

/ 5

## Grammar

### 2 Zakończ właściwe formy.

- I **always wake up** / **wake up always** at seven o'clock.
- 1 My sister **brushes** / **brush** her hair after breakfast.
  - 2 I **gets** / **get** dressed at seven fifteen.
  - 3 My brother **has** / **have** breakfast at eight o'clock.
  - 4 He **sometimes listens** / **listens sometimes** to the radio.
  - 5 We **finishes** / **finish** school at half past three.

/ 5

### 3 Uzupełnij zdania. Wstaw *at*, *in* lub *on*.

- I usually have my guitar lessons on Mondays.
- 1 Dan never studies \_\_\_\_\_ Sundays.
  - 2 David does his homework \_\_\_\_\_ the afternoon.
  - 3 \_\_\_\_\_ weekends, we often go shopping.
  - 4 The German lesson starts \_\_\_\_\_ two o'clock.
  - 5 My cat goes out \_\_\_\_\_ night!

/ 5

## Reading

### 4 Przeczytaj tekst. Zaznacz odpowiednio T (*prawda*) lub F (*falsz*).

Fay Harper is twelve. She's an actor on a TV show called *Fay's Day*. She says, 'I live in London with my family. My sister Cara is in the show, too.' In the week, Fay and Cara get up at seven o'clock. After breakfast, their teacher comes to their house. They have school lessons at home from eight to twelve. Then they go to the TV studio by car. Fay says, 'I start work at half past twelve and we finish at six. It's a long day, but I love it!' At the weekends, Fay never gets up before ten! Her family often has pizza for lunch on Saturdays. Fay says, 'I love my job, but I love the weekends, too!'

- |  | T                        | F                                   |
|--|--------------------------|-------------------------------------|
| Fay Harper is thirteen.                        | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 1 Fay and Cara are actors on a TV programme.   | <input type="checkbox"/> | <input type="checkbox"/>            |
| 2 They get up at eight o'clock on Mondays.     | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3 They finish school at half past twelve.      | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4 Fay always gets up at ten o'clock on Sunday. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5 Fay has pizza for lunch on Sundays.          | <input type="checkbox"/> | <input type="checkbox"/>            |

/ 5

/ 20

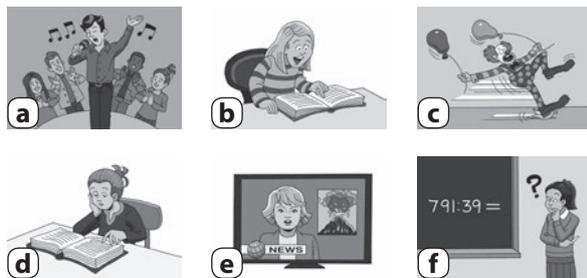
## Vocabulary

1 Uzupełnij tabelkę. Wpisz odpowiednie czasowniki.

_____ read _____	comics
1 _____	a bike
2 _____	text messages
3 _____	the Internet
4 _____	cards, chess, the guitar, computer games
5 _____	bowling, shopping, skateboarding, to the cinema

/ 5

2 Dopasuj ilustracje do zdań. Wpisz odpowiednio litery.



- It's interesting.  **b**      3 It's difficult.        
 1 He's fantastic.            4 She's serious.        
 2 It's boring.            5 He's funny.

/ 5

3 Uzupełnij zdania czasownikami w trybie rozkazującym, zgodnie z podanymi wskazówkami.

play write send open be listen

- \_\_\_\_\_ Don't be \_\_\_\_\_ late. X  
 1 \_\_\_\_\_ your books. ✓  
 2 \_\_\_\_\_ football in the classroom! X  
 3 \_\_\_\_\_ to your teacher. ✓  
 4 \_\_\_\_\_ text messages in the lesson. X  
 5 \_\_\_\_\_ your name on the exam. ✓

/ 5

## Grammar

4 Spójrz na ilustrację. Zakreśl wyrazy, których brakuje w tekście.



skateboarding ✓  
 singing ✓ ✓ ✓  
 play football X  
 speak French X X

Julia can skateboard <sup>1</sup> \_\_\_\_\_ well. She can <sup>2</sup> \_\_\_\_\_ very well, but she <sup>3</sup> \_\_\_\_\_ play football very well. She <sup>4</sup> \_\_\_\_\_ speak French <sup>5</sup> \_\_\_\_\_!

- a can't      **b** can      c do  
 1 a quite      b very      c not  
 2 a dance      b act      c sing  
 3 a can't      b can      c isn't  
 4 a can      b can't      c hasn't  
 5 a at all      b quite well      c well

/ 5

5 Utwórz pytania z czasownikiem *can*.

you / play the piano?

Can you play the piano?

- 1 Daniel / swim?  
 \_\_\_\_\_  
 2 Kevin and Joe / dance?  
 \_\_\_\_\_  
 3 your grandma / play cards?  
 \_\_\_\_\_  
 4 you / speak German?  
 \_\_\_\_\_  
 5 Diana and Mary / play basketball?  
 \_\_\_\_\_

/ 5

## Reading

6 Wpisz w zdania odpowiednie imiona.

Hi, I'm Ella. I've got one sister, Mary. I'm eleven and she's fifteen. I'm funny, but Mary is serious! She can play the piano very well, but she can't sing. Her singing is terrible! I can sing, but I can't play a musical instrument. Mary and I have got skateboards. Mary can skateboard quite well and I can swim. Mary can't run fast, but I can. We've got a brother, Freddy. He's two years old. He can walk and he can sing, but he can't skateboard or run fast.

# Unit 7 Test A

- \_\_\_\_\_ Mary \_\_\_\_\_ is serious.
- \_\_\_\_\_ can sing.
  - \_\_\_\_\_ can play the piano.
  - \_\_\_\_\_ can skateboard.
  - \_\_\_\_\_ can swim.
  - \_\_\_\_\_ can't run fast.

/ 5

- \_\_\_\_\_ Jack often plays tennis after school.
- \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

/ 5

/ 45

## Communication

### 7 Ponumeruj zdania tak, aby utworzyły dialog.

It's a nice day. Why don't we play tennis?  2  
OK. What shall we do? Do you like skateboarding?

I'm really bored.  1

No, I can't and I don't like it.

Great! Let's go!

I love skateboarding!

I can't play tennis. Can you play \_\_\_\_\_ basketball?

/ 5

## Listening

### 8 7 Posłuchaj nagrania. Dopasuj połówki zdań. Wpisz odpowiednio litery.

- |                                 |                            |
|---------------------------------|----------------------------|
| Lee can play                    | <input type="checkbox"/> d |
| 1 The Tigers                    | <input type="checkbox"/>   |
| 2 Sophie isn't                  | <input type="checkbox"/>   |
| 3 Sophie can play               | <input type="checkbox"/>   |
| 4 Superman                      | <input type="checkbox"/>   |
| 5 The Beano is                  | <input type="checkbox"/>   |
| a is Lee's band.                | d the guitar very well.    |
| b the piano.                    | e funny.                   |
| c is Lee's favourite superhero. | f in a band.               |

/ 5

## Writing

### 9 Przeczytaj informacje o Jacku. Napisz pięć zdań.

Weekdays	Abilities
play tennis after school / often	1 play tennis + +
2 play football after school / never	3 play football -
4 do his English homework after dinner / always	5 can speak English +

## Extra

### 10 Popraw błędy w zdaniach.

When's lunch? I'm tired.

I'm hungry.

1 Hurry on!  
\_\_\_\_\_

2 Can I have a drink, I'm fed up?  
\_\_\_\_\_

3 Sorry, I'm 10 minutes early.  
\_\_\_\_\_

4 She cans play computer games very well.  
\_\_\_\_\_

5 Not talk in class!  
\_\_\_\_\_

/ 5

### 11 Uzupełnij dialog wyrazami i wyrażeniami z ramki. Dwa z nich podano dodatkowo.

instruments let's very well Sit don't  
talk can Come piano

- Teacher** \_\_\_\_\_ Come \_\_\_\_\_ in, class. <sup>1</sup>  
\_\_\_\_\_ down and <sup>2</sup>  
\_\_\_\_\_ start.
- Peter** I love music class. Can you play any <sup>3</sup>  
\_\_\_\_\_ Sophie?
- Teacher** Peter, <sup>4</sup> \_\_\_\_\_ in class, please.  
Now, who's our piano player today?  
Sophie, can you play the piano?
- Sophie** Yes, I can. I can play <sup>5</sup> \_\_\_\_\_.
- Teacher** Great! Please start. Everyone else can sing.

/ 5

/ 55

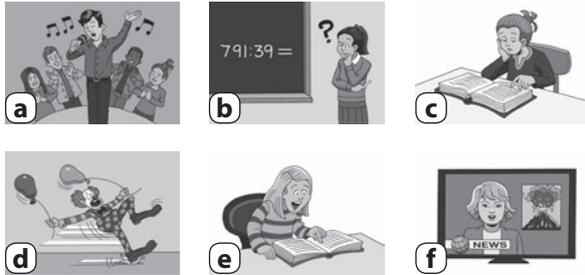
## Vocabulary

1 Uzupełnij tabelkę. Wpisz odpowiednie czasowniki.

_____ read _____	comics
1 _____	bowling, shopping, skateboarding, to the cinema
2 _____	cards, chess, the guitar, computer games
3 _____	a bike
4 _____	text messages
5 _____	the Internet

/ 5

2 Dopasuj ilustracje do zdań. Wpisz odpowiednio litery.



- It's interesting.  e
- 1 He's funny.
- 2 It's difficult.
- 3 He's fantastic.
- 4 It's boring.
- 5 She's serious.

/ 5

## Grammar

3 Uzupełnij zdania czasownikami w trybie rozkazującym, zgodnie z podanymi wskazówkami.

play write send open be listen

\_\_\_\_\_ Don't be late. X

- 1 \_\_\_\_\_ your name on the exam. ✓
- 2 \_\_\_\_\_ text messages in the lesson. X
- 3 \_\_\_\_\_ tennis in the classroom! X
- 4 \_\_\_\_\_ your books. ✓
- 5 \_\_\_\_\_ to your teacher. ✓

/ 5

4 Spójrz na ilustrację. Zakreśl wyrazy, których brakuje w tekście.



skateboarding X  
play football ✓ ✓  
speak French ✓ ✓ ✓  
singing X X

Julia can't skateboard <sup>1</sup> \_\_\_\_\_ well. She <sup>2</sup> \_\_\_\_\_ play football well and she can speak French <sup>3</sup> \_\_\_\_\_ well. She <sup>4</sup> \_\_\_\_\_ sing <sup>5</sup> \_\_\_\_\_!

- a can't      b can      c do  
1 a quite      b very      c not  
2 a can't      b is      c can  
3 a very      b not      c quite  
4 a can      b can't      c hasn't  
5 a at all      b quite      c very

/ 5

5 Utwórz pytania z czasownikiem **can**.

you / play the piano?

Can you play the piano?

- 1 your grandma / play computer games?  
\_\_\_\_\_
- 2 you / speak Spanish?  
\_\_\_\_\_
- 3 Diana and Maria / play basketball?  
\_\_\_\_\_
- 4 Liam / swim?  
\_\_\_\_\_
- 5 Mark and Joe / dance?  
\_\_\_\_\_

/ 5

## Reading

6 Wpisz w zdania odpowiednie imiona.

Hi, I'm Alex. I've got one brother, Ben. I'm eleven and he's fifteen. I'm funny, but Ben is serious! He can play the piano very well, but he can't sing. His singing is terrible! I can sing, but I can't play a musical instrument X. Ben and I have got skateboards. Ben can skateboard quite well. I can skateboard very well too, and I can swim. Ben can't run fast, but I can. We've got a sister, Hannah. She's two years old. She can walk and she can sing, but she can't skateboard or run fast.

# Unit 7 Test B

- \_\_\_\_\_ Ben \_\_\_\_\_ is serious.
- \_\_\_\_\_ can sing.
  - \_\_\_\_\_ can play the piano.
  - \_\_\_\_\_ can't skateboard.
  - \_\_\_\_\_ can swim.
  - \_\_\_\_\_ can run fast.

/ 5

- \_\_\_\_\_ Clare often plays football after school \_\_\_\_\_.
- \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

/ 5

## Communication

/ 45

### 7 Ponumeruj zdania tak, aby utworzyły dialog.

- I can't play tennis. Can you play basketball?
- Great! Let's go!
- OK. What shall we do? Do you like skateboarding?
- I'm really bored.
- No, I can't and I don't like it.  1
- I love skateboarding!
- It's a nice day. Why don't we play tennis?  2

/ 5

## Listening

### 8 7 Posłuchaj nagrania. Dopasuj połówki zdań. Wpisz odpowiednio litery.

- |                        |                                       |
|------------------------|---------------------------------------|
| Lee can play           | <input checked="" type="checkbox"/> e |
| 1 Lee's band's name is | <input type="checkbox"/>              |
| 2 Sophie isn't         | <input type="checkbox"/>              |
| 3 Sophie can play      | <input type="checkbox"/>              |
| 4 Superman             | <input type="checkbox"/>              |
| 5 <i>The Beano</i> is  | <input type="checkbox"/>              |
- |                                 |                         |
|---------------------------------|-------------------------|
| a is Lee's favourite superhero. | d funny.                |
| b in a band.                    | e the guitar very well. |
| c <i>The Tigers</i> .           | f the piano.            |

/ 5

## Writing

### 9 Przeczytaj informacje o Clare. Napisz pięć zdań.

Weekdays	Abilities
play football after school / often	1 play football + +
2 play tennis after school / never	3 play tennis -
4 do her homework in the evenings / always	5 can speak French +

## Extra

### 10 Uzupełnij dialog wyrazami i wyrażeniami z ramki. Dwa z nich podano dodatkowo.

very well can Sit instruments don't talk ~~Come~~ let's piano

**Teacher** \_\_\_\_\_ *Come* \_\_\_\_\_ in, class. <sup>1</sup>  
 \_\_\_\_\_ down and <sup>2</sup>  
 \_\_\_\_\_ play music!

**Paul** I love music class. Can you play any instruments, Sue?

**Teacher** Paul, <sup>3</sup> \_\_\_\_\_ in class, please. Now, who's our <sup>4</sup> \_\_\_\_\_ player today? Sue, can you play?

**Sue** Yes, I <sup>5</sup> \_\_\_\_\_. I can play very well.

**Teacher** Great! Please start. Everyone else can sing.

/ 5

### 11 Popraw błędy w zdaniach.

When's lunch? I'm tired.

I'm hungry.

1 He cans play the guitar very well.

2 Can I have an apple, I'm fed up?

3 Not talk in class!

4 Hurry on!

5 Sorry, I'm twenty minutes early.

/ 5

/ 55

# UNIT 7 Test C

## Vocabulary

1 Dopasuj czasowniki 1–5 do rzeczowników a–f. Wpisz odpowiednio litery.

- |        |                                |                  |
|--------|--------------------------------|------------------|
| read   | <input type="text" value="e"/> | a computer games |
| 1 send | <input type="text"/>           | b a bike         |
| 2 go   | <input type="text"/>           | c text messages  |
| 3 play | <input type="text"/>           | d the Internet   |
| 4 surf | <input type="text"/>           | e comics         |
| 5 ride | <input type="text"/>           | f skateboarding  |

1/5

## Grammar

2 Spójrz na ilustrację. Zakreśl wyrazy, których brakuje w tekście.



Julia can skateboard <sup>1</sup> \_\_\_\_\_ well.

She can <sup>2</sup> \_\_\_\_\_ well, but she <sup>3</sup> \_\_\_\_\_ play football very well.

She <sup>4</sup> \_\_\_\_\_ speak French <sup>5</sup> \_\_\_\_\_!

- |            |         |
|------------|---------|
| a do       | (b) can |
| 1 a not    | b quite |
| 2 a sing   | b play  |
| 3 a can't  | b not   |
| 4 a isn't  | b can't |
| 5 a at all | b very  |

1/5

# UNIT 7 Test C

## 3 Uzupełnij zdania czasownikami z ramki.

play write send open be listen

Don't be late.

- 1 \_\_\_\_\_ your books.
- 2 Don't \_\_\_\_\_ tennis in the classroom!
- 3 \_\_\_\_\_ to your teacher.
- 4 Don't \_\_\_\_\_ text messages in the lesson.
- 5 \_\_\_\_\_ your name on the exam.

/ 5

## Reading

### 4 Przeczytaj tekst i zakreśl odpowiednie imiona.

Hi, I'm Ella. I've got one sister, Mary. I'm eleven and she's fifteen. She's serious and I am funny! Mary can play the piano very well, but she can't sing. I can sing, but I can't play a musical instrument. We've got skateboards. Mary can skateboard quite well. I can skateboard very well and I can swim. Mary can't run fast, but I can. We've got a brother, Freddy. He's two years old. He can walk and he can sing, but he can't skateboard or run fast.

**Ella** / **Mary** is serious.

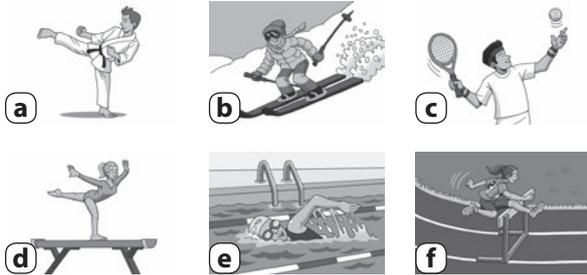
- 1 **Ella** / **Mary** can sing.
- 2 **Ella** / **Mary** can play the piano.
- 3 **Ella and Mary** / **Mary and Freddy** can skateboard.
- 4 **Ella** / **Mary** can swim.
- 5 **Ella and Freddy** / **Mary and Freddy** can't run fast.

/ 5

/ 20

## Vocabulary

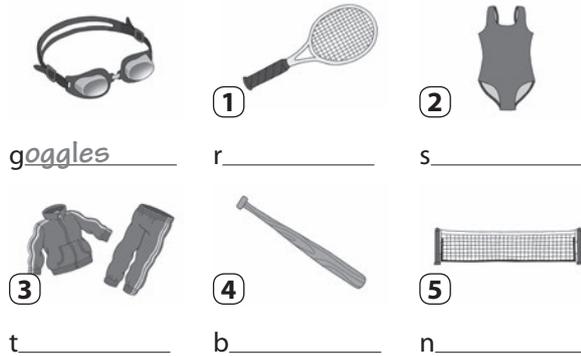
1 Dopasuj podpisy do obrazków. Wpisz odpowiednio litery.



- |               |                                     |                |                          |
|---------------|-------------------------------------|----------------|--------------------------|
| do gymnastics | <input checked="" type="checkbox"/> | 3 do athletics | <input type="checkbox"/> |
| 1 do karate   | <input type="checkbox"/>            | 4 go skiing    | <input type="checkbox"/> |
| 2 go swimming | <input type="checkbox"/>            | 5 play tennis  | <input type="checkbox"/> |

/ 5

2 Uzupełnij nazwy przyrządów i odzieży sportowej.



goggles      r \_\_\_\_\_      s \_\_\_\_\_  
 t \_\_\_\_\_      b \_\_\_\_\_      n \_\_\_\_\_

/ 5

## Grammar

3 Przekształć podane zdania w zdania przeczące.

I have dinner at half past six.  
I don't have dinner at half past six.

- My dad likes skateboarding.  
\_\_\_\_\_
- We do athletics on Thursdays.  
\_\_\_\_\_
- She does karate twice a week.  
\_\_\_\_\_
- Eva and David play basketball every day.  
\_\_\_\_\_
- You go cycling three times a week.  
\_\_\_\_\_

/ 5

4 Ułóż pytania. Zapisz je.

you / watch TV / in the morning?  
Do you watch TV in the morning?

- she / get up / seven o'clock?  
\_\_\_\_\_
- Where / he / have lunch?  
\_\_\_\_\_
- What / you / study on Tuesdays?  
\_\_\_\_\_
- How often / they / go to the cinema?  
\_\_\_\_\_
- When / your mum / start work?  
\_\_\_\_\_

/ 5

5 Przeczytaj zdania i zakreśl właściwe zaimki.

Polly and Mark aren't friends. She doesn't like him / he.

- Me / I** watch TV with my mum every evening.
- My cousins are cool. I like playing games with **they / them**.
- We like Mr Green. He teaches **us / her** Geography.
- Anna's cat is cute. Anna plays with **it / she** after school.
- Do you know **her / she**?

/ 5

## Reading

6 Przeczytaj tekst. Zaznacz odpowiednio T (prawda) lub F (fałsz).

Sabine Wulf is twelve years old. She lives with her family in Germany. In winter, Sabine goes skiing every day. She's very good at skiing. Her dream is to win a gold medal for Germany at a Winter Olympics. Sabine says, 'It's difficult sometimes. I always have lots of homework and I haven't got a lot of free time.' Her friends don't like skiing. When she's got free time, Sabine and her friends go to the cinema and listen to music. Their favourite band is *One Direction*.

# Unit 8 Test A

- Sabine is German.
- |   |                                     |                          |
|---|-------------------------------------|--------------------------|
|   | <b>T</b>                            | <b>F</b>                 |
| 1 Sabine practises skiing every day.      | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2 She loves <i>One Direction</i> .        | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3 She wants to be in the Winter Olympics. | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4 Sabine's friends go skiing.             | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5 She sometimes goes to the cinema.       | <input type="checkbox"/>            | <input type="checkbox"/> |

/ 5

## Communication

### 7 Dopasuj pytania do odpowiedzi. Wpisz odpowiednio litery.

- Do you like basketball?
- |                                       |                          |
|---------------------------------------|--------------------------|
| 1 Do you like Emma Watson?            | <input type="checkbox"/> |
| 2 What do you think of Tobey Maguire? | <input type="checkbox"/> |
| 3 Do you like musicals?               | <input type="checkbox"/> |
| 4 What do you think of exams?         | <input type="checkbox"/> |
| 5 Do you like History?                | <input type="checkbox"/> |
- a I don't like them at all!  
 b I quite like it, but I prefer Science.  
 c No, I don't. The songs are usually boring.  
 d Yes, it's great!  
 e Yes, I do. I think she's a great actor.  
 f I quite like him.

/ 5

## Listening

### 8 **8** Posłuchaj nagrania i napisz krótkie odpowiedzi na pytania.

- Does Helen live in Scotland?  
No, she doesn't.
- Does she like Wednesdays?  
 \_\_\_\_\_
  - What day is Helen's Geography lesson?  
 \_\_\_\_\_
  - How many times a week does Helen run?  
 \_\_\_\_\_
  - Does she do athletics on Sundays?  
 \_\_\_\_\_
  - Do Helen and her friends like films?  
 \_\_\_\_\_

/ 5

## Writing

### 9 Napisz o sobie samym/samej. Zastosuj w zdaniach czasowniki i przysłówki częstotliwości z tabelki.

<b>1</b> play not watch not go listen have not do	<b>2</b> every day / morning / evening once / twice a day / week / month three times a day / week / month never
---	---

- I listen to music every day.
- I \_\_\_\_\_
  - I \_\_\_\_\_
  - I \_\_\_\_\_
  - I \_\_\_\_\_
  - I \_\_\_\_\_

/ 5

/ 45

## Extra

### 10 Wpisz w luki brakujące słowa. W każdą lukę należy wpisać jedno słowo.

My sister Anna and I are very different. I love mountain <sup>1</sup> \_\_\_\_\_, but Anna doesn't <sup>2</sup> \_\_\_\_\_ it. She likes <sup>3</sup> \_\_\_\_\_ climbing. I <sup>4</sup> \_\_\_\_\_ baseball on Saturday, but Anna plays golf. I don't <sup>5</sup> \_\_\_\_\_ golf, it's boring!

/ 5

### 11 Popraw błędy w zdaniach.

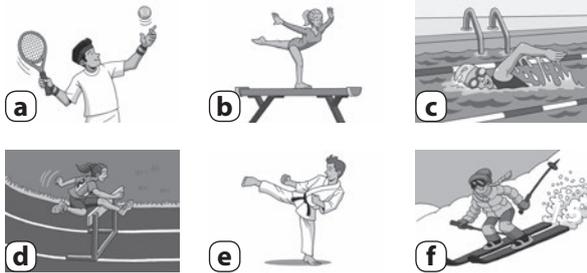
- Does she play the guitar? No, she don't.  
Does she play the guitar? No, she doesn't.
- My friend and I doesn't like Maths.  
 \_\_\_\_\_
  - What time your brother go to bed?  
 \_\_\_\_\_
  - I brush my teeth two a day.  
 \_\_\_\_\_
  - She goes badminton once a week.  
 \_\_\_\_\_
  - I need my swimsuit and racket when I go swimming.  
 \_\_\_\_\_

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## Vocabulary

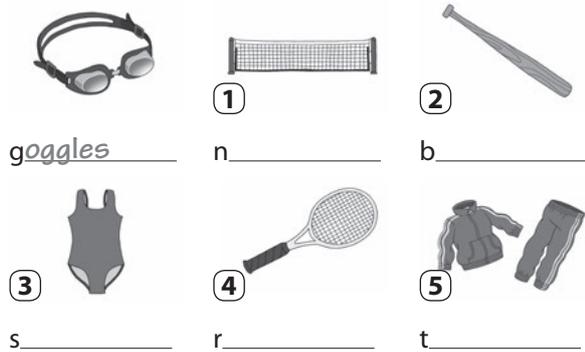
1 Dopasuj podpisy do obrazków. Wpisz odpowiednio litery.



- |                |                                     |               |                          |
|----------------|-------------------------------------|---------------|--------------------------|
| do gymnastics  | <input checked="" type="checkbox"/> | 3 play tennis | <input type="checkbox"/> |
| 1 do athletics | <input type="checkbox"/>            | 4 go swimming | <input type="checkbox"/> |
| 2 go skiing    | <input type="checkbox"/>            | 5 do karate   | <input type="checkbox"/> |

/ 5

2 Uzupełnij nazwy przyrządów i odzieży sportowej.



- goggles \_\_\_\_\_ n \_\_\_\_\_ b \_\_\_\_\_
- 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_
- s \_\_\_\_\_ r \_\_\_\_\_ t \_\_\_\_\_

/ 5

## Grammar

3 Przekształć podane zdania w zdania przeczące.

I have dinner at half past six.  
I don't have dinner at half past six.

- Ella and Dan play baseball every Sunday.  
\_\_\_\_\_
- My dad likes skiing.  
\_\_\_\_\_
- You go swimming twice a week.  
\_\_\_\_\_
- We sing in Music on Tuesdays.  
\_\_\_\_\_
- He does karate every week.  
\_\_\_\_\_

/ 5

4 Ułóż pytania. Zapisz je.

you / watch TV / in the morning?  
Do you watch TV in the morning?

- Where / she / have dinner?  
\_\_\_\_\_
- How often / they / go to the cinema?  
\_\_\_\_\_
- When / your dad / start work?  
\_\_\_\_\_
- he / have breakfast / eight o'clock?  
\_\_\_\_\_
- What / you / study on Wednesdays?  
\_\_\_\_\_

/ 5

5 Przeczytaj zdania i zakreśl właściwe zaimki.

Polly and Mark aren't friends. She doesn't like him / he.

- Do you know **him** / **he**?
- We like Mr Jones. He teaches **us** / **him** Music.
- Pete's cat is cute. Pete plays with **it** / **he** after school.
- Me** / **I** watch TV with my grandad every evening.
- My friends are cool. I like playing games with **they** / **them**.

/ 5

## Reading

6 Przeczytaj tekst. Zaznacz odpowiednio T (prawda) lub F (fałsz).

Barbara Wulf is twelve years old. She lives with her family in Austria. In winter, Barbara goes skiing every day. She's very good at skiing. Her dream is to win a gold medal for Austria at a Winter Olympics. Barbara says, 'It's difficult sometimes. I always have lots of homework and I haven't got a lot of free time.' Her friends don't like skiing. When she's got free time, Barbara and her friends go to the cinema and listen to music. Their favourite band is *One Direction*.

# Unit 8 Test B

- |   |                          |                                     |
|---|--------------------------|-------------------------------------|
|   | <b>T</b>                 | <b>F</b>                            |
| Barbara is German.                          | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 1 Barbara goes skiing every week in winter. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 2 She hates skiing.                         | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3 She wants to ski at the Summer Olympics.  | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4 Barbara's friends go skiing.              | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5 She sometimes listens to music.           | <input type="checkbox"/> | <input type="checkbox"/>            |

/ 5

## Communication

### 7 Dopasuj pytania do odpowiedzi. Wpisz odpowiednio litery.

- Do you like football?  b
- 1 What do you think of exams?
  - 2 Do you like Julia Roberts?
  - 3 What do you think of Brad Pitt?
  - 4 Do you like Science?
  - 5 Do you like musicals?
- a I quite like him.  
 b Yes, it's great!  
 c Yes, I do. I love the songs.  
 d I quite like it, but I prefer Maths.  
 e Yes, I do. I think she's a great actor.  
 f I don't like them at all!

/ 5

## Listening

### 8 Posłuchaj nagrania i napisz krótkie odpowiedzi na pytania.

- Does Helen live in England?  
Yes, she does.
- 1 What day is Helen's I.C.T. lesson?  
 \_\_\_\_\_
  - 2 Does she like Tuesdays?  
 \_\_\_\_\_
  - 3 How many times a week does Helen run?  
 \_\_\_\_\_
  - 4 Does she do athletics on Sundays?  
 \_\_\_\_\_
  - 5 Do Helen and her friends like films?  
 \_\_\_\_\_

/ 5

## Writing

### 9 Napisz o sobie samym/samej. Zastosuj w zdaniach czasowniki i przysłówki częstotliwości z tabelki.

<b>1</b> have watch not do read not play go	<b>2</b> never every day / morning / afternoon once / twice a day / week / month three times a day / week / month
---	---

- I watch television every day.
- 1 I \_\_\_\_\_
  - 2 I \_\_\_\_\_
  - 3 I \_\_\_\_\_
  - 4 I \_\_\_\_\_
  - 5 I \_\_\_\_\_

/ 5

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## Extra

### 10 Popraw błędy w zdaniach.

- Does she play the guitar? No, she don't.  
Does she play the guitar? No, she doesn't.
- 1 I brush my teeth two a day.  
 \_\_\_\_\_
  - 2 I need my swimsuit and bat when I go swimming.  
 \_\_\_\_\_
  - 3 My friend and I doesn't like Science.  
 \_\_\_\_\_
  - 4 She goes gymnastics once a week.  
 \_\_\_\_\_
  - 5 What time your sister go to bed?  
 \_\_\_\_\_

/ 5

### 11 Wpisz w luki brakujące słowa. W każdą lukę należy wpisać jedno słowo.

My brother Carl and I are very different. Carl likes rock <sup>1</sup>\_\_\_\_\_.  
 I <sup>2</sup>\_\_\_\_\_ like it, it's scary! I like mountain <sup>3</sup>\_\_\_\_\_, but Carl doesn't <sup>4</sup>\_\_\_\_\_  
 it. I <sup>5</sup>\_\_\_\_\_ baseball on Saturday, but Carl plays golf.

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# UNIT 8 Test C

## Reading

### 4 Przeczytaj tekst. Zaznacz odpowiednio T (*prawda*) lub F (*falsz*).

Sarah Jones is eleven years old. She lives with her family in the USA. In winter, Sarah goes skiing every day. She's very good at skiing. Her dream is to win a gold medal for the USA at the Winter Olympics. Sarah says, 'I want to be the best.' Her friends don't like skiing. Sarah and her friends go to the cinema and listen to music in the evenings. Their favourite singer is Adele.

	T	F
Sarah is German.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1 Sarah goes skiing every Saturday.	<input type="checkbox"/>	<input type="checkbox"/>
2 She can't ski at all.	<input type="checkbox"/>	<input type="checkbox"/>
3 She wants to ski for the USA.	<input type="checkbox"/>	<input type="checkbox"/>
4 Sarah's friends don't like skiing.	<input type="checkbox"/>	<input type="checkbox"/>
5 Sarah likes music.	<input type="checkbox"/>	<input type="checkbox"/>

/ 5

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