

KARTA PRACY

Język angielski

Test DOBRY START

Twój trening: Pisanie



Szkoła Podstawowa KLASA 7

Powtórz

1 Przeczytaj zwroty używane podczas pisania listów oraz ich tłumaczenia. Następnie uzupełnij luki słowami i wyrażeniami z ramki.

Cheers	Take care	Hi	It was/is nice	soon	to hearing	kisses	message
--------	-----------	----	----------------	------	------------	--------	---------

Rozpoczynanie listu

Dear Mark, / Professor Brown, – *Drogi Marku, Drogi/Szanowny Profesorze* + nazwisko

¹ _____, Hello, – *Cześć,*

Wstęp do listu

How are you? – *Jak się masz?*

Thank you / Thanks for your letter/e-mail/

² _____ – *Dziękuję za list/e-mail/wiadomość (tekstową).*

³ _____ to hear from you

– *Miło mi, że napisałeś.*

Kończenie listu

Write (back) soon. – *Napisz wkrótce.*

I hope to hear from you ⁴ _____.

– *Mam nadzieję, że wkrótce napiszesz.*

I'm looking forward ⁵ _____ from you.

– *Nie mogę się doczekać wiadomości od ciebie.*

See you soon – *Do zobaczenia.*

⁶ _____ – *Uważaj na siebie.*

Love, – *Ściskam, / Przesyłam ciepłe pozdrowienia,*

Love and ⁷ _____ – *Uściski i buziaki,*

⁸ _____ – *Pa,*

E-mail lub **list nieformalny** piszemy zazwyczaj do kolegi, przyjaciela lub kogoś z rodziny.

Tworząc taką formę tekstu, pamiętaj, że:

- powinieneś używać języka potocznego;
- możesz używać form skróconych, takich jak np. *he's, you're*, ale jeżeli w zadaniu masz podaną liczbę słów, pamiętaj, że każdy wyraz liczy się osobno, czyli np. *he's* to dwa wyrazy: *he is*;
- w listach po angielsku zaimków Ty/Twoje – *you/your* nie piszesz z dużej litery;
- poprawne zwroty rozpoczynające list to: *Hi, Hello*, lub *Dear* + imię lub nazwisko osoby, do której piszemy; np. do kolegi – *Dear Tom*, do cioci/wujka – *Dear Aunt Mary / Uncle Jack*, do osoby mniej znanej i w liście oficjalnym *Dear Mr/Mrs/Prof. Wilson*
- pamiętaj, że po zwrotach rozpoczynających list nie stawiasz wykrzyknika lecz przecinek;
- kończąc list nieformalny: do kolegi lub osoby bliskiej, należy użyć np. jednego ze zwrotów: *Take care, Love, See you, Cheers*. List formalny kończymy np. zwrotami: *Kind regards, Best wishes*.

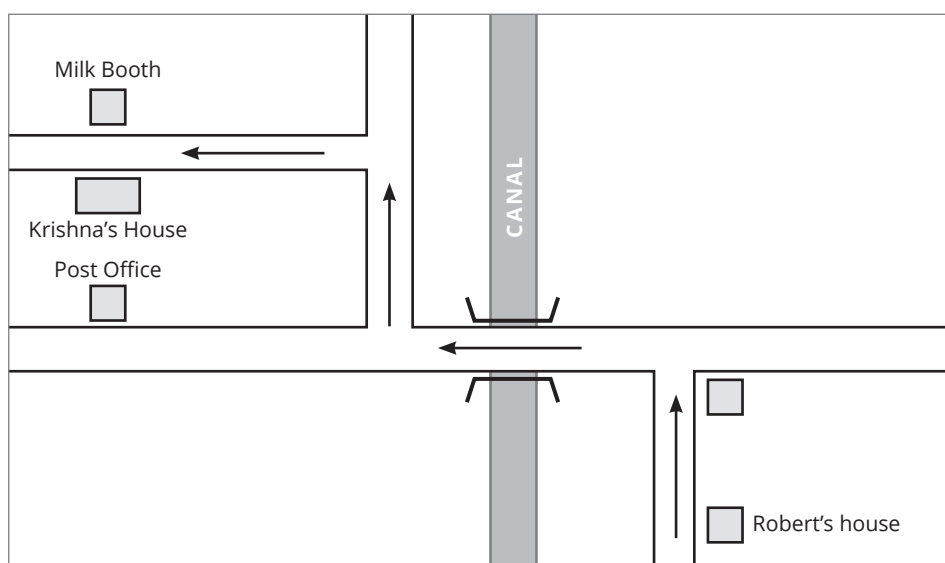
Rozgrzej się

2 Przed wykonaniem kolejnych zadań zapoznaj się z podanymi niżej wyrażeniami. Połącz zwroty w lewej kolumnie ze zwrotami o podobnym znaczeniu w prawej kolumnie.

- | | | |
|-------------------------|--------------------------|--|
| 1 Let somebody know | ☐ | A A woman who can do magic |
| 2 Fancy dress | ☐ | B Not nice or polite |
| 3 Opposite | ☐ | C Inform somebody |
| 4 In front of something | ☐ | D A costume |
| 5 Witch | ☐ | E On the other side |
| 6 A band | ☐ | F A music group or a patch |
| 7 Rude | ☐ | G Close to the front part of a building |
| 8 A braid | ☐ | H Hairstyle – usually for girls with long hair |

3 Uzupełnij luki (1-8) wyrażeniami w ramce na podstawie ilustracji.

far from in front of left over the bridge to the right opposite there straight on



Hi Robert,

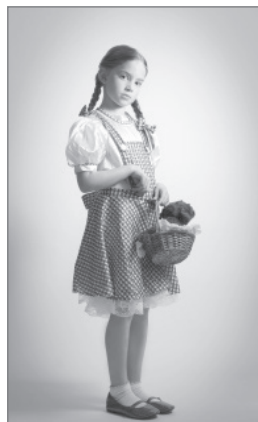
Let's meet ¹ _____ the Milk Booth, OK? It's not ² _____ where you live. When you leave your house, go ³ _____, and then turn ⁴ _____. Go ⁵ _____ and, as you cross the canal, turn right and then left. Walk ⁶ _____ for about 300 meters and you'll see the Milk Booth just ⁷ _____ Krishna's House. I'll be ⁸ _____ at half past five.

See you,

Tom

Poćwicz

4 Uzupełnij tekst wyrazami na podstawie ilustracji. Pierwsza litera wyrazu została podana.



Hello Peter,

Just a quick mail after yesterday's party. I know fancy dress parties are for kids but we went anyway. It was fun. I was a pirate. Nothing original, but I liked it. I had a regular pirate's hat on my **h**_____ and a patch covering my left **e**_____. I was wearing a white **s**_____ and rather short dark **t**_____. Anna was a Little Red Riding Hood. Her **h**_____ was in braids with ribbons. She was carrying a basket in her left **h**_____. Rita's costume was the best. She was a witch. She had a long black **d**_____ and a hat. She had a broomstick, of course. And the teacher was a clown with a big round red **n**_____. All clowns have them!

I'll send you some photos soon.

Bye for now,

Jack

5 Przeczytaj tekst i wybierz poprawne uzupełnienie A, B lub C luk (1–8).

SCHOOL RULES

- 1 We must respect _____; both young and old. We mustn't be rude or use bad language.
- 2 We can _____ our lunch to school or buy something in a school bar.
- 3 We can do many sports in a school field but we must be _____ with some games.
- 4 We don't have to wear uniforms but we mustn't _____ make-up.
- 5 We must _____ homework but we have some days without any homework.
- 6 We can ask teachers questions but we mustn't _____ loudly to other students during classes.
- 7 We can only _____ our phones during breaks.
- 8 We must _____ the school nice and tidy.

- | | | | | | |
|--------------|-------------|-------------|----------|---------|--------|
| 1 A somebody | B nobody | C everybody | 5 A make | B do | C take |
| 2 A eat | B have | C bring | 6 A tell | B say | C talk |
| 3 A careful | B carefully | C care | 7 A call | B talk | C use |
| 4 A wear | B take | C keep | 8 A keep | B clean | C do |

6 Uzupełnij luki (1–10) czasownikami podanymi w ramce.

enjoyed hear coming had planning let me know like have show come

Hi Phil,

It was great to ¹_____ from you. I loved my stay in England. Everything was great, especially the trip to London. Do you remember the fun we ²_____ when we went on the London Eye? It was fantastic! And the boat trip on the river! I ³_____ it very much. I hope I'll ⁴_____ to England again. I'm very happy that you are ⁵_____ to Poland this summer. I'm sure you will ⁶_____ it, too. We are going to ⁷_____ you Warsaw and many other places. There are many museums and parks. We are ⁸_____ to take you to a concert of a Polish rock band. We're also going to ⁹_____ a big party for everybody. Maybe you could ¹⁰_____ what else you'd like to do in Poland.

Write back soon.

Take care,

Ewa/Daniel

Sprawdź się

7 Odpisz Philowi, odpowiadając na zadane przez niego pytania.

☰
↺

Hi Ewa/Daniel,

How are you? I hope everything is OK. I have some questions for you. How are you going to travel to London? What time are you going to arrive? Is anybody coming with you? How long are you planning to stay? I need to know all this to plan your visit to London.

Please write soon.

Love,

Phil

☰
↺

Hi Phil,

I'm fine and I can't wait to see you. Your questions? OK, I'm going to travel _____

See you soon,

Ewa/Daniel

8 Przed pobytem w Anglii organizatorzy obozu językowego poprosili Cię o samodzielne wypełnienie ankiety. Uzupełnij tabelę. (Nie musisz odpowiadać pełnymi zdaniami.)

1	What is your full name?	
2	How old are you?	
3	What time do you usually get up?	
4	What time do you go to bed?	
5	What do you like doing in your free time?	
6	What sports do you play?	
7	What do you usually have for breakfast?	
8	Do you eat meat?	
9	What is your favourite food?	
10	What would you like to do in England?	

9 W ramach wymiany uczniów zatrzyma się u Ciebie koleżanka z USA. W krótkiej wiadomości przybliż jej miejsce Twojego zamieszkania. Napisz o swoim otoczeniu: gdzie mieszkasz, czy to miasto, czy wieś, w jakim budynku, jak tam można dojechać, co znajduje się w pobliżu, co ci się podoba w Twojej okolicy, a czego nie lubisz.

Odpisz na maila Anny.

Hi,

Can you tell me something about the place where you live? Is it a city or a village? Do you live in a house or in a flat? How can I get to your place? Are there any attractions close to where you live? Is there anything you don't like? Please write. I can't wait to hear from you.

Best wishes,

Anna

[illegible]

KARTA PRACY

Język angielski

Test DOBRY START

Twój trening: Czytanie



Szkoła Podstawowa KLASA 7

Powtórz

1 Uzupełnij tabelę czasownikami w formie podstawowej i czasie przeszłym. Podaj znaczenie czasowników w języku polskim.

	Forma podstawowa	Czas przeszły	Znaczenie
1	be	was, _____	
2	catch	_____	
3	_____	could	
4	decide	_____	
5	do	_____	
6	_____	found	
7	get	_____	
8	go	_____	
9	have	_____	
10	_____	said	
11	_____	took	
12	want	_____	

2 Dopasuj nazwy mebli (1-8) do przedmiotów (A-J). Dwa przedmioty nie pasują do żadnej nazwy.

- | | | | | | |
|---------|--------------------------|------------|--------------------------|------------|--------------------------|
| 1 table | ☐ | 4 desk | ☐ | 7 bed | ☐ |
| 2 chair | ☐ | 5 bookcase | ☐ | 8 armchair | ☐ |
| 3 shelf | ☐ | 6 sofa | ☐ | | |



Rozgrzej się

3 Do nazw pomieszczeń (A-D), dopasuj czynności, które się w tych pomieszczeniach zazwyczaj wykonuje. Do każdego pomieszczenia należy przyporządkować dwie czynności.

sleep brush your teeth take a shower cook have a family dinner
get dressed watch films together prepare breakfast

A bathroom: _____, _____

B bedroom: _____, _____

C sitting room: _____, _____

D kitchen: _____, _____

4 Dopasuj czynności (A-F) do przedmiotów, których używasz w szkole (1-6). Podane są dwa dodatkowe przedmioty.

- | | | |
|--------------|--------------------------|--|
| 1 scissors | ☐ | A you write with it |
| 2 rubber | ☐ | B you draw pictures with it |
| 3 ruler | ☐ | C you cut paper with them |
| 4 dictionary | ☐ | D you draw a straight line with it |
| 5 schoolbag | ☐ | E you check the meaning of a word in English |
| 6 glue | ☐ | F you carry things in it |
| 7 pencil | ☐ | |
| 8 pen | ☐ | |

5 Przed wykonaniem kolejnych zadań zapoznaj się z wyrazami podanymi poniżej. Dopasuj definicje (A-F) do podanych wyrazów (1-8). Do dwóch wyrazów nie pasuje żadna definicja.

- | | | |
|---------------|--------------------------|---|
| 1 guided tour | ☐ | A visiting interesting places as a tourist |
| 2 sightseeing | ☐ | B a special structure that makes make people remember about a person or something that happened |
| 3 monument | ☐ | C visiting interesting places as tourists with a person who will give you some information about those places |
| 4 pub | ☐ | D music or a play with real people performing |
| 5 bridge | ☐ | E a building where you can see some interesting objects: historical, artistic or technical |
| 6 live show | ☐ | F a special structure that makes it possible to walk from one side of the river to the other |
| 7 park | ☐ | |
| 8 museum | ☐ | |

6 Połącz czasowniki (1-6) z uzupełnieniami ich znaczeń (A-F).

- | | | |
|--------------|--------------------------|---|
| 1 look up | ☐ | A a bus or a tram when you start a trip |
| 2 look for | ☐ | B information in a book or on the Internet |
| 3 switch on | ☐ | C something that you have lost |
| 4 switch off | ☐ | D your phone or laptop so it's ready to use |
| 5 get off | ☐ | E a bus or a tram when you get to the right place |
| 6 get on | ☐ | F your phone or laptop when you are not going to use it |

Poćwicz

7 Dopasuj opisy biurerek (1–4) do ilustracji (A–F). Dwie ilustracje nie pasują do żadnego opisu.

1

My desk is very tidy. I like it this way. There is a lamp on the left. In the centre, there is a laptop and it's always open because I often just sit down for a few minutes, visit Facebook, google something or answer an e-mail. There are also some pencils in a cup and a photo of the mountains – my favourite holiday place.

2

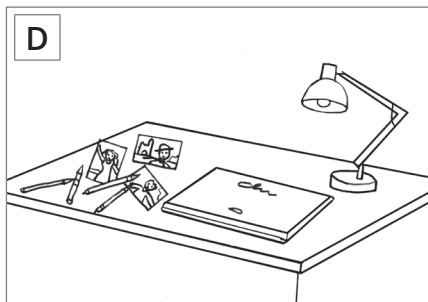
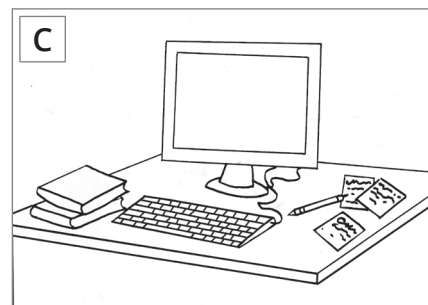
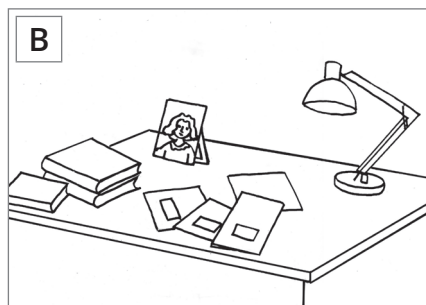
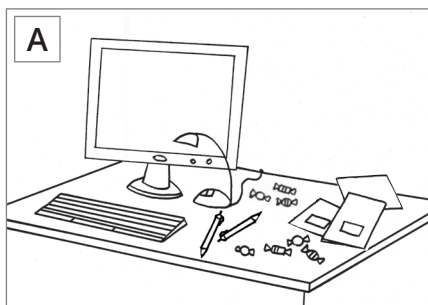
There are lots of things on my desk because I never know when I will need them. There are pens, pencils, a rubber, scissors and a ruler. My laptop is on the right and, in the middle, there are some sheets of paper. I like drawing and taking notes. Oh, and there is a lamp, of course. You need good light to draw.

3

My desk is my favourite piece of furniture in my room. There is a place for everything: my school books and notebooks but also my photographs. I love taking photographs and I always put my favourite ones on the desk. There is a lamp, but it's on the right. I write with my left hand. Some people think it's strange but I don't have a computer on my desk.

4

I quite like doing homework at my desk. I have a regular big computer and a big screen in the left-hand corner. Next to it, there is a little lamp. I sometimes say that the screen is the king of my desk. Then, there are the usual things like some pens and notebooks. And my secret: sweets. (They help me to do Maths.)



8 Dopasuj tablice informacyjne (1–6) do miejsc, w których można je zobaczyć (A–H). Dwa miejsca nie pasują do żadnej tablicy.

1 Do not eat
or drink here.

2 Opening hours:
10.00 – 5.00 PM

3 Special offer today:
with **every**
cup of coffee – a cake.

4 Please don't feed
the animals.

5 Please don't walk
on the grass.

6 Please remember
to switch your phone off
during the play.

A In the park ☐

E In a local shop ☐

B At the theatre ☐

F In a restaurant ☐

C At the cinema ☐

G In a computer room ☐

D In the ZOO ☐

H In a stadium ☐

9 Uzupełnij zdania czasownikami w ramce.

raise be run finish tell use look up talk remember bring

Classroom rules

- 1 We try not to _____ late for classes.
- 2 We cannot eat but we can _____ water and drink it during lessons.
- 3 We _____ to switch our telephones off.
- 4 During tests we do not _____ to our friends.
- 5 We can _____ our laptops to find information on the Internet.
- 6 There are dictionaries on the shelf and we can _____ words during classes but not when we write a test.
- 7 When we have a question or want to answer a teacher's question, we _____ a hand.
- 8 If somebody is speaking, we stay quiet and let her/him _____ first.
- 9 If we are not prepared for the lesson, we _____ the teacher about it before the lesson.
- 10 When the lesson is over we do not _____ to the door but walk out one after another.

10 Dopasuj treść SMSów (1–6) do celu w jakim zostały napisane (A–H).
Dwa cele nie pasują do żadnego SMSa.

1

Don't wait for me. High temperature.
Mum says I have to stay in bed. ☹

A to inform he/she is not coming

2

Good news! Passed the test!! CU in
the afternoon! ☺

B to promise to wait

C to inform about his/her success

3

Sorry. I'll be late. Heavy traffic. Can
we start 1/2 hour later? I'll be there!

D to ask friends to wait

4

Hope U haven't left the house. Need
your History notes. Pls take them
with U.

E to promise to phone soon

F to ask how to find the way

5

Hi! Where R U? Bought a ticket for
you. Film starts in 5 mins.

G to ask a friend to bring
something to a meeting

6

Hi. Sorry. At the cinema. Call U in 10
mins.

H to ask why a friend is late

Sprawdź się

11 Przeczytaj wiadomość e-mail i zaznacz, które ze zdań (1–10) są prawdziwe (T), a które fałszywe (F).

☰
↺

Hi Jenny,

I'm writing to you to tell you about our trip to Dublin. It's a pity we couldn't meet, but thank you for recommending this city to us. Mum and Dad have never been to Ireland and even Grandma decided to fly with us. My two brothers and I were very excited, too. The trip by plane was nice and quite short. We arrived on Friday afternoon and decided to use public transport. Dad says taxis are not for real tourists. We caught a bus and asked some passengers to help us with the tickets. It was no problem. We got off at the fourth stop. We found all the directions on the GPS so it took us only an hour to find the hostel, get unpacked and make plans. Mum and Grandma were tired but the men decided to take a walk around the place where we were staying to find out where the shops, bus stops and the like are.

On Saturday we had a walk around. We went to Trinity College and walked over the Ha'penny Bridge. Mum said she wanted to go to Dublin Castle and we all went on a guided tour there.

On Sunday we decided to go to the Leprechaun Museum. The museum is for kids but it was OK, we had fun. Then Dad wanted to try Guinness in Dublin so he and Mum went to a pub. To go to a pub you have to be fourteen so we couldn't go in. Grandma stayed with us and we went for a walk in St Stephen's Green Park. There was an Irish band playing and it was great. Mum and Dad also listened to some live music in the pub so everybody was quite happy.

Anyway, I'm not going to tell you about all the things that we did. I know it's interesting to go sightseeing but quite boring to read about it.

I'm enclosing a photograph with Molly Malone – our favourite monument in Dublin.

I hope we'll meet sometime soon; in Dublin or in Cracow.

Take care,

Tom

- | | |
|---|-------|
| 1 There were six people on the trip to Dublin. | T / F |
| 2 Tom's Mum and Dad know Dublin quite well. | T / F |
| 3 It was difficult for them to get tickets for the bus so they took a taxi. | T / F |
| 4 They found some useful information for tourists before the trip. | T / F |
| 5 Some of them left the hostel on Friday evening. | T / F |
| 6 Grandma was too tired to go to Dublin Castle. | T / F |
| 7 They enjoyed the visit to the Leprechaun Museum. | T / F |
| 8 You cannot go into a pub if you are under 14. | T / F |
| 9 The boys listened to live music in a pub. | T / F |
| 10 Tom is going to meet Jenny in Dublin. | T / F |

12 Przyporządkuj ilustracje (A– F) do opisów miejsc (1–4). Dwie ilustracje nie pasują do żadnego opisu.

1 ☐

It's a high tower with a clock on top. The clock has four faces and at night it looks very nice in a special light. It stands close to the Houses of Parliament and the River Thames. It is over 150 years old.

2 ☐

This structure is one of the tallest in the world. It's thin and sharp with a few circles close to the top. The lights situated around them make the tower look very attractive. It's used for telecommunications but there is also a restaurant which turns round so you have a nice view on a modern district of the city.

3 ☐

It's a rather modern building which won a competition for the best project in 1957 but was opened 16 years later. The big white structure stands close to the Pacific Ocean. Some people say it looks like great sails of a boat, others think they look like sea shells.

4 ☐

This modern building is a museum of art. This heavy structure made up of stone, glass, titanium and steel is situated next to the river. Many people say it's a real masterpiece.



A *Guggenheim Museum in Bilbao*



B *White House in Washington*



C *Sky Tower in Auckland*



D *Big Ben in London*



E *Art Gallery of Ontario*



F *Sydney Opera House*

KARTA PRACY

Język angielski

Test DOBRY START

Twój trening: Słuchanie



Szkoła Podstawowa KLASA 7

Powtórz

1 W każdej kategorii (1-4) dwa z wyrazów (A-H) nie pasują do pozostałych. Zakreśl je. Następnie dopisz jak najwięcej wyrazów w podanych grupach.

1 Which are NOT a school subjects?

- A Science
- B Geography
- C France
- D English
- E Science
- F Arts
- G Biology
- H Jogging

More school subjects: _____

3 Which is NOT food?

- A potatoes
- B cheese
- C bread
- D salt
- E cup
- F tomatoes
- G cooker
- H cucumbers

More food: _____

2 Which are NOT sports?

- A jogging
- B basketball
- C volleyball
- D shopping
- E skiing
- F skating
- G high jump
- H singing

More sports: _____

4 Which are NOT popular pets?

- A cat
- B parrot
- C bear
- D rabbit
- E mouse
- F butterfly
- G rat
- H canary

More pets: _____

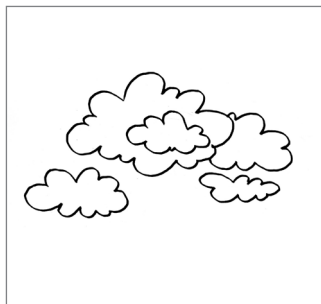
2 Ułóż tyle wyrażeń opisujących codzienne czynności, ile potrafisz. Czasowniki z ramki mogą być użyte do więcej niż jednego wyrażenia. Przetłumacz utworzone wyrażenia na język polski.

come do help wash go get wake finish make start have

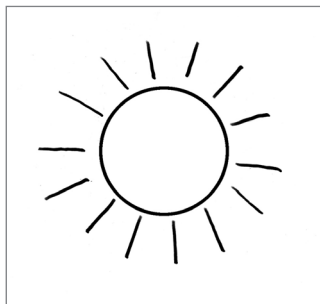
- 1 _____ up _____
- 2 _____ the bed _____
- 3 _____ dressed _____
- 4 _____ breakfast _____
- 5 _____ out _____
- 6 _____ back home _____
- 7 _____ to school _____
- 8 _____ classes _____
- 9 _____ homework _____
- 10 _____ shopping _____
- 11 _____ mother in the kitchen _____
- 12 _____ to bed _____

3 Podpisz ilustracje (A-H) wyrazami w ramce.

clouds snow sun cold rain fog hot wind



1 _____



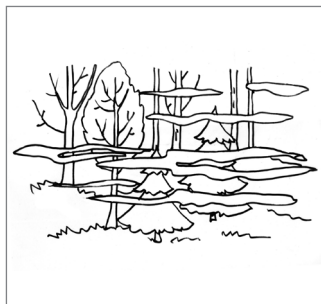
2 _____



3 _____



4 _____



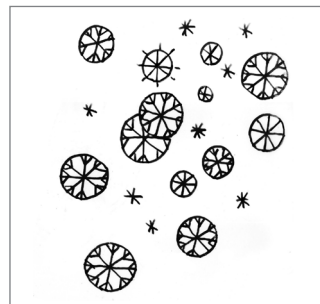
5 _____



6 _____



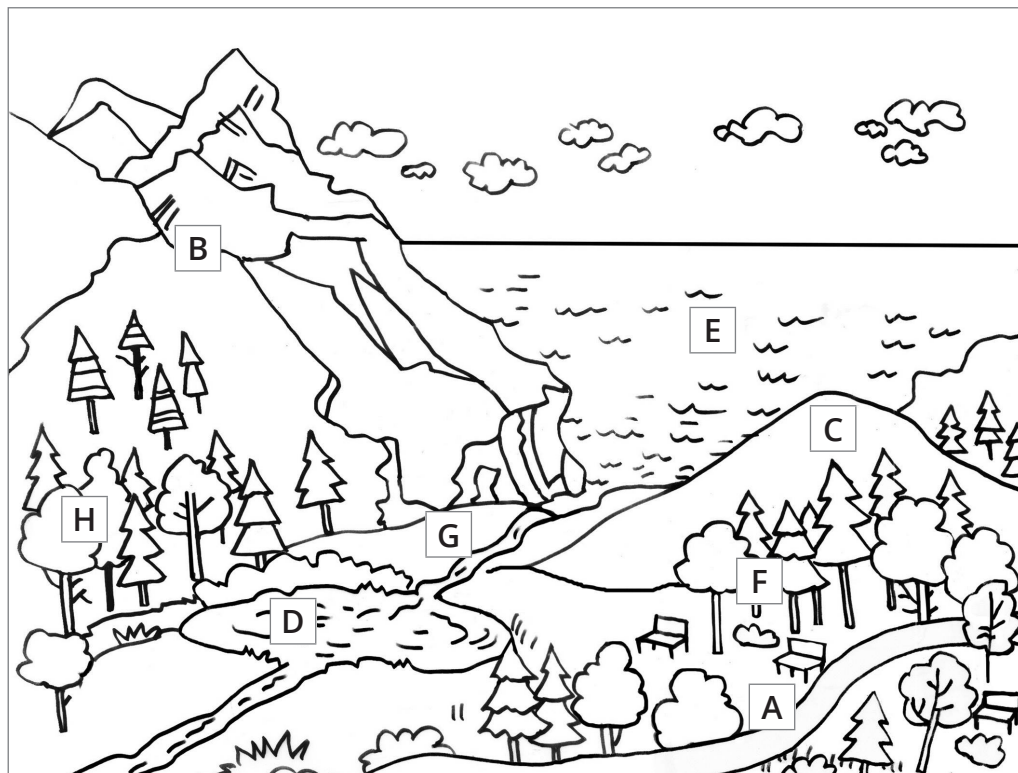
7 _____



8 _____

4 Dopasuj wyrażenia odnoszące się do opisu otoczenia (1-8) do ilustracji (A-H).

- 1 hill ☐
- 2 lake ☐
- 3 river ☐
- 4 sea ☐
- 5 park ☐
- 6 trees ☐
- 7 mountains ☐
- 8 road ☐



5 Uzupełnij ciągi liczbowe.

- 1 eleven, twelve, _____, fourteen, fifteen, sixteen, _____, eighteen, _____, twenty
- 2 ten, twenty, _____, forty, _____, sixty, seventy, _____, ninety, one hundred
- 3 ten, nine _____, seven, _____, five, four, _____, two, one

6 Uzupełnij brakujące dni tygodnia.

Monday, _____, Wednesday, _____, Friday, _____, Sunday

7 Uzupełnij brakujące miesiące.

January, _____, March, _____, May, _____, July, _____, September, _____, November, _____

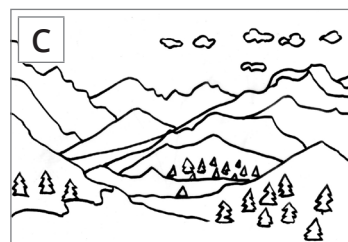
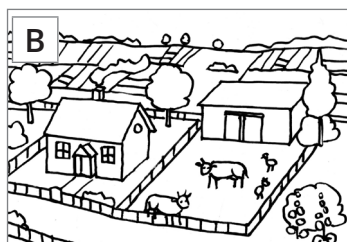
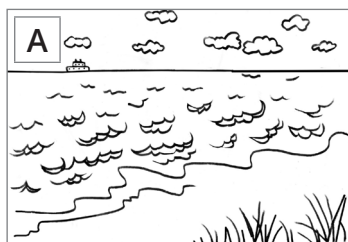
8 Uzupełnij brakujące pory roku.

spring, _____, autumn, _____

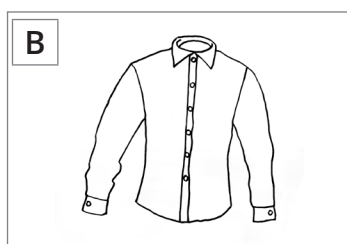
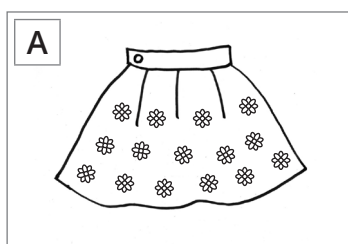
Rozgrzej się

9 **1)** Usłyszysz dwukrotnie dialogi (1-6). Dla każdego dialogu, zakreśl poprawną odpowiedź A, B lub C.

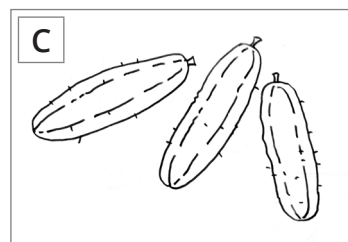
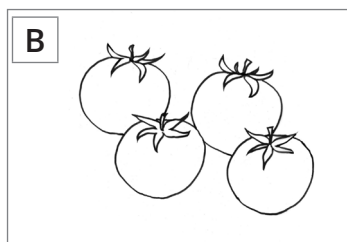
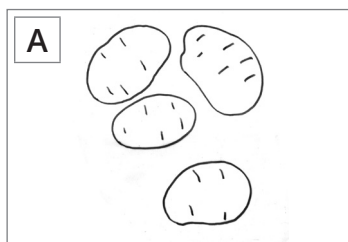
1



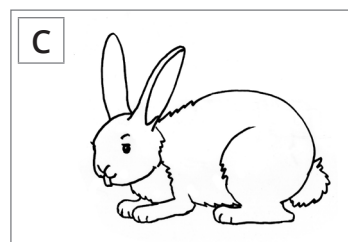
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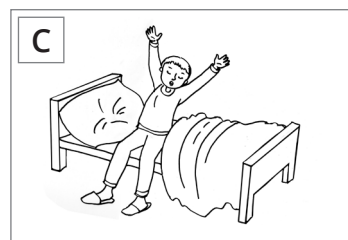
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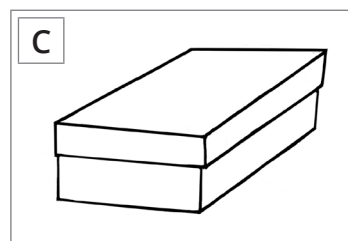
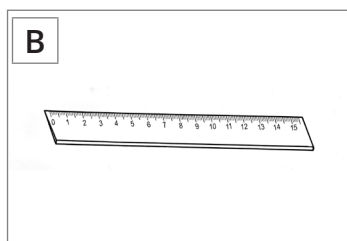
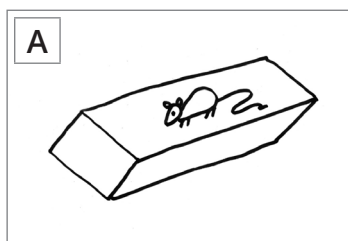
4



5



6



10 **2)** Posłuchaj wypowiedzi i zakreśl wyrazy, które zostały w niej użyte.

Summer in Scotland

Are you planning a ¹ *trip / holiday*? Do you want to go abroad for a change? Everybody wants to go to Spain or Greece because of the climate. Remember ² *June / July* in Greece can be ³ *too / very* hot and Spain in August will be full of tourists from ⁴ *colder / other* countries. Why don't you go to Scotland? The weather will be warm but fresh with a little ⁵ *rain / wind* from time to time. The plants are ⁶ *greener / bigger* than in hot countries because they get a lot of water. The weather is fantastic for walking and ⁷ *visiting / seeing* places. In the Highlands you can even do some climbing if you ⁸ *want / like*. You'll never forget the views. The ⁹ *hills / lakes* are beautiful and so romantic. Another bonus is that in the northern countries days in summer are ¹⁰ *much / a bit* longer than in Spain or Greece.

Poćwicz

11 **3)** Usłyszysz dwukrotnie cztery wypowiedzi. Posłuchaj i uzupełnij luki (1-12).

1

At school

Hello everybody,

I hope you are all well and that you had good holidays. I'm going to teach you

¹ _____ this year. We are going to have classes on ² _____. I hope you will like history because it's very important to know the past of your ³ _____ and what happened in the world long before you were born.

2

At a restaurant

I'm very sorry but we don't have any ⁴ _____ at the moment.

The ⁵ _____ salad is very good.

Would you like to try it? And here are your drinks: mineral water and fruit

⁶ _____.

3

Weather forecast

I'm afraid I don't have good news for holiday makers. Tomorrow it will ⁷ _____ all day and there will be a strong wind from the ⁸ _____. The weather will change at the end of the ⁹ _____ and on Saturday we can enjoy some sunshine.

4

In a shop

I like the ¹⁰ _____ jacket. I can see it's on sale now but I think it's a bit too

¹¹ _____ for me. The green one is my size but it's very expensive. ¹² _____ pounds! I wanted to spend only ten. I have to ask my mum if that's OK.

Sprawdź się

12 4)) Usłyszysz dwukrotnie dialog między Cathy i Tomem. Posłuchaj i zaznacz, czy poniższe zdania (1–8) są prawdziwe (True), czy fałszywe (False).

- | | |
|---|-------|
| 1 Cathy likes sports. | T / F |
| 2 Cathy is a good swimmer. | T / F |
| 3 Cathy and Tom are going to a dancing school. | T / F |
| 4 Cathy thinks that Mr Grant is good at basketball. | T / F |
| 5 Tom thinks he can't play basketball well. | T / F |
| 6 Tom wants Cathy's sister to come to the sports day. | T / F |
| 7 Cathy says it's normal that people make mistakes when they play a game. | T / F |
| 8 Cathy is thinking about playing basketball in the school team. | T / F |

13 5)) Usłyszysz dwukrotnie nagranie o pewnym klubie. Posłuchaj nagrania i odpowiedz na pytania (1–6). Nie musisz odpowiadać pełnymi zdaniami.

- 1 Give one example of a popular pet

- 2 Give one example of an unusual pet

- 3 Give one example of a bird kept in a cage

- 4 What are they going to do at Dogster?

- 5 What food shouldn't birds eat in winter?

- 6 What can't birds find when it's very cold?

- 14** 6b) Usłyszysz dwukrotnie nagranie o postaciach historycznych. Ponumeruj ilustracje (A-F) w takiej kolejności, w jakiej występują w dialogu (1-4). Do dwóch ilustracji nie ma odniesienia w dialogu.

