

Krótkie opowiadania

– karty pracy

7 klasycznych baśni do nauki języka angielskiego



Czytanie

Aa

słownictwo



rozumienie
tekstu



zadania
wielokrotnego
wyboru



klucz
odpowiedzi

Poziom A2–B1

Small
stories
Big progress ♥





W środku znajdziesz

Gotowy materiał do pracy na lekcji i do samodzielnej nauki.

1

Dla kogo?

Dla nauczycieli języka angielskiego, korepetytorów oraz uczniów pracujących na poziomie A2–B1.



2

Co zawiera pakiet?



- 7 klasycznych baśni w uproszczonej wersji angielskiej
- strony ze słownictwem do każdej baśni
- ćwiczenia sprawdzające rozumienie tekstu
- zadania wielokrotnego wyboru
- klucz odpowiedzi

3

Dlaczego warto?

- oszczędza czas przygotowania lekcji
- sprawdza się w druku i na ekranie
- łączy czytanie, słownictwo i utrwalanie
- może być używany w klasie, w parach lub indywidualnie



Wskazówka

Każdy moduł zawiera tekst do czytania, pracę ze słownictwem, zadania na rozumienie tekstu oraz ćwiczenie wielokrotnego wyboru.



Spis treści

50 stron gotowych materiałów do pracy z krótkimi opowiadaniem

00



Okładka

01



W środku znajdziesz

02



Spis treści

03



Jak korzystać z kart pracy

04–09



Moduł 01: Czerwony Kapturek

10–15



Moduł 02: Kopciuszek

16–21



Moduł 03: Trzy małe świnki

22–27



Moduł 04: Złotowłosa i trzy niedźwiadki

28–33



Moduł 05: Jaś i Małgosia

34–39



Moduł 06: Królewna Śnieżka i siedmiu krasnoludków

40–45



Moduł 07: Jaś i magiczna fasola

46–49



Moduł 08: Klucz odpowiedzi



Układ każdego modułu:

okładka modułu, tekst część 1, tekst część 2, słownictwo, rozumienie tekstu, zadania wielokrotnego wyboru.



Jak korzystać z kart pracy

Prosty plan pracy z każdą baśnią

1 Przeczytaj tekst



Najpierw przeczytaj z uczniami część 1 i część 2 opowiadania.

2 Wyjaśnij słownictwo



Zatrzymaj się przy nowych słowach i omów je w kontekście.

3 Sprawdź rozumienie



Wykonaj pytania do tekstu i zachęć uczniów do odpowiadania pełnym zdaniem.

4 Utrwal materiał



Rozwiąż zadania wielokrotnego wyboru, aby powtórzyć najważniejsze informacje.

5 Sprawdź odpowiedzi



Na końcu skorzystaj z klucza odpowiedzi i omów ewentualne błędy.

Pomysły na wykorzystanie



praca z całą klasą



praca w parach



zadanie domowe



powtórka przed sprawdzianem

Wskazówka dla nauczyciela



Możesz przed czytaniem poprosić uczniów o przewidzenie zakończenia baśni lub o opisanie ilustracji.

MODUŁ 01

Czerwony Kapturek



Czytanie

Aa

słownictwo



rozumienie
tekstu



zadania
wielokrotnego
wyboru

Strony 05–09

Klasyczna baśń o dziewczynce,
która w drodze do babci spotyka
wilka i uczy się ważnej lekcji
o ostrożności.



Czerwony Kapturek

Tekst do czytania – część 1



Przeczytaj tekst. Zwróć uwagę na słowa związane z drogą, lasem i wizytą u babci.

Little Red Riding Hood lived with her mother in a small house near a forest. One day, her mother said, 'Grandmother is ill. Please take this basket of bread, apples, and tea to her cottage.' The girl put on her red hooded cape and took the basket.

'Walk carefully, stay on the path, and do not talk to strangers,' her mother said.

'Yes, Mother,' answered Little Red Riding Hood.

The path to Grandmother's cottage went through the forest. The morning was bright, and birds were singing in the trees. Little Red Riding Hood was happy. She looked at the flowers growing beside the path and picked a few for Grandmother.

Soon she met a wolf. He smiled and spoke in a soft voice.

'Good morning, little girl. Where are you going?'

'I am going to my grandmother's house,' she said. 'She lives in a cottage near the big oak tree.'

The wolf wanted to get to the cottage first. 'What lovely flowers!' he said.

'Your grandmother will love a bigger bunch.'

Little Red Riding Hood looked around and saw many beautiful flowers.

While she walked deeper into the forest to pick them, the wolf ran quickly toward Grandmother's cottage.





Czerwony Kapturek

Tekst do czytania — część 2



Czytaj uważnie. Zwróć uwagę na to, jak kończy się historia i jaką lekcję poznaje bohaterka.

The wolf knocked on the door. 'Who is there?' asked Grandmother.

'It is me, Little Red Riding Hood,' said the wolf, trying to sound sweet.

Grandmother opened the door, and the wolf rushed inside. He locked Grandmother in a cupboard, put on her nightcap, and got into bed.



A little later, Little Red Riding Hood arrived. She saw the door was open.

'Grandmother, I brought bread, apples, tea, and flowers for you,' she said.

'Come closer, my dear,' said the wolf.

Little Red Riding Hood looked carefully. 'Grandmother, what big ears you have!'

'All the better to hear you with,' said the wolf.

'What big eyes you have!'

'All the better to see you with.'

'What big teeth you have!'

'All the better to eat you with!'

The wolf jumped out of bed, but at that moment a woodcutter outside heard the noise. He ran into the cottage and frightened the wolf away. Then he helped Grandmother out of the cupboard.

Little Red Riding Hood hugged her grandmother. 'I am sorry. I should have stayed on the path and not talked to a stranger.'

Grandmother smiled. 'Now you have learned an important lesson.'

From that day on, Little Red Riding Hood was careful, brave, and wise.



Let's read



Let's learn



A brighter tomorrow



Czerwony Kapturek

Słownictwo

Połącz nowe słowa z ich znaczeniem i przeczytaj przykładowe zdania.

	Słowo	Znaczenie	Przykład
	basket	koszyk	She carries a basket to her grandmother.
	path	ścieżka	Stay on the path in the forest.
	stranger	nieznajomy	Do not talk to strangers .
	cottage	chatka / domek	Grandmother lives in a small cottage .
	ill	chory	Grandmother is ill today.
	pick	zrywać	She stops to pick flowers.
	bunch	bukiet	The wolf suggests a bigger bunch of flowers.
	quickly	szybko	The wolf runs quickly to the cottage.
	knock	pukać	He knocks on the door.
	cupboard	szafa / kredens	Grandmother is in the cupboard .
	woodcutter	drwal	The woodcutter helps the family.
	wise	mądry / rozsądny	The girl becomes careful and wise .

Czerwony Kapturek



Rozumienie tekstu



Przeczytaj pytania i odpowiedz po angielsku pełnym zdaniem.

1

Who asked Little Red Riding Hood to visit Grandmother?

2

What was in the basket?

3

What did Mother tell her not to do?

4

Why did Little Red Riding Hood stop in the forest?

5

How did the wolf get into Grandmother's cottage?

6

Where did the wolf hide Grandmother?

7

Who helped Grandmother and Little Red Riding Hood?

8

What lesson did Little Red Riding Hood learn?



Czerwony Kapturek

Zadania wielokrotnego wyboru

Zaznacz jedną prawidłową odpowiedź.



1 Where did Little Red Riding Hood live?

- ☐ A. In a castle
- ☐ B. In a house near a forest
- ☐ C. In a city



2 Why did she go to Grandmother's cottage?

- ☐ A. To bring food and tea
- ☐ B. To play with friends
- ☐ C. To sell flowers



3 What did she wear?

- ☐ A. A blue hat
- ☐ B. A red hooded cape
- ☐ C. A green coat



4 What did the wolf tell her to do?

- ☐ A. Run home
- ☐ B. Pick more flowers
- ☐ C. Call the woodcutter



5 Where did Grandmother live?

- ☐ A. Near the big oak tree
- ☐ B. Beside the river
- ☐ C. On a mountain



6 Where did the wolf hide Grandmother?

- ☐ A. Under the bed
- ☐ B. In a cupboard
- ☐ C. Behind the door



7 Who saved them?

- ☐ A. A hunter
- ☐ B. A woodcutter
- ☐ C. A farmer



8 What is the best lesson from the story?

- ☐ A. Always wake up early
- ☐ B. Never visit family
- ☐ C. Be careful and listen to good advice



MODUŁ 02

Kopciuszek

Cinderella



Czytanie



Słownictwo



Rozumienie tekstu



Uczeń przeczyta przystępną adaptację historii Kopciuszka, utrwali słownictwo związane z domem, obowiązkami, emocjami, ubraniami oraz wydarzeniami społecznymi, a następnie przećwiczy rozumienie szczegółów, przyczyn i skutków oraz kolejności wydarzeń.

Kluczowe obszary językowe:

housework, invitation, dress, palace, midnight, slipper, kindness, jealous, promise, disappear

Poziom sugerowany: A2–B1

Strony 11–15



Kopciuszek

Tekst do czytania – część 1



Przeczytaj pierwszą część historii. Podkreśl słowa opisujące obowiązki i uczucia Kopciuszka.

Cinderella lived with her stepmother and two stepsisters in a large house. After her father died, life changed. While her sisters slept late and talked about dresses, Cinderella worked from morning until evening.

Every day she cleaned the rooms, washed the dishes, prepared simple meals, carried water, and swept the floor. She never complained loudly, but she often felt tired and lonely. Still, she stayed kind and helpful.

One afternoon a servant brought an invitation from the palace. 'The prince will hold a royal ball,' he announced. 'All young people from the kingdom are welcome.' The stepsisters clapped their hands with excitement.

'Can I go to the ball too?' Cinderella asked softly.

Her stepmother frowned. 'Only if all the work is done,' she said. 'And first you must help your sisters.'

'Brush my hair!' said one sister.

'Fix my dress!' said the other.

Cinderella helped them both. She sewed ribbons, found shoes, and ironed gloves. When everything was ready, she quickly looked for a simple dress of her own. But her stepmother shook her head. 'No, Cinderella. You still have more chores. Clean the kitchen and finish the floor.'

Soon the carriage stood at the door. The stepsisters laughed, and the family left for the palace without her. The house became quiet. Cinderella sat by the fireplace and cried. 'I wished to see the ball just once,' she whispered.

Then a gentle voice spoke behind her. 'Why are you crying, child?' Cinderella turned and saw an old woman with bright eyes and a warm smile. 'I am alone,' said Cinderella. 'I wanted to go to the ball, but I cannot.' The woman stepped closer. 'Do not lose hope,' she said. 'Sometimes help arrives when it is needed most.'



Podczas czytania

Dlaczego Kopciuszek nie pojechał na bal razem z rodziną?

Kopciuszek

Tekst do czytania — część 2



Przeczytaj drugą część historii. Zwróć uwagę na to, co wydarzyło się przed północą i po północy.

An old woman with bright eyes stood beside her. She was Cinderella's fairy godmother. With a wave of her wand, she turned a pumpkin into a shining carriage and mice into horses. She touched Cinderella's dress, and it became a beautiful gown. Glass slippers appeared on her feet.

'Now you may go to the ball,' said the fairy godmother. 'But you must return before midnight. When the clock strikes twelve, everything will become ordinary again.'

At the palace, the prince saw Cinderella and asked her to dance. They talked, laughed, and danced together all evening. The prince did not want to leave her side. Cinderella felt happy and free.

Suddenly, she heard the first stroke of midnight. She remembered the warning and ran down the stairs. In her hurry, one glass slipper fell off, but she did not stop. She climbed into the carriage and disappeared into the night.

The next day, the prince searched the kingdom for the girl whose foot fit the glass slipper. Many tried, but the slipper was too small or too big. When Cinderella tried it on, it fit perfectly. The prince recognized her at once. Soon they were married, and Cinderella began a new life filled with kindness and joy.



Pomysł

Dlaczego północ była tak ważna dla Kopciuszka?

Kopciuszek

Słownictwo z opowiadania

1

Połącz angielskie słowo z jego polskim znaczeniem.

1 stepmother

2 chores

3 invitation

4 palace

5 gown

6 carriage

7 midnight

8 slipper

9 escape

10 fit

A. pasować

B. pantofelek

C. północ

D. obowiązki domowe

E. pałac

F. uciekać

G. macocha

H. zaproszenie

I. elegancka suknia

J. powóz

2

Uzupełnij zdania.

Wpisz właściwe słowo w każdą lukę. Każdego słowa użyj tylko raz.

invitation

chores

midnight

slipper

palace

fit

1 Cinderella had many _____ to do every day.

2 The family received an _____ to a royal ball.

3 The ball took place in the _____.

4 Cinderella had to leave before _____.

5 She lost one _____ on the stairs.

6 The shoe did not _____ her stepsisters.

3

Znajdź przeciwieństwo.

Wybierz z ramki.

1 kind ↔ _____

2 happy ↔ _____

3 arrive ↔ _____

leave

sad

unkind

4

Moje zdanie.

Wybierz jedno nowe słowo i napisz własne zdanie po angielsku.



MODUŁ 02

Kopciuszek

Czy rozumiesz historię?



1 Odpowiedz pełnymi zdaniami po angielsku.

- 1 Who did Cinderella live with? _____
- 2 What kind of work did Cinderella do at home? _____
- 3 Why did Cinderella want to go to the palace? _____
- 4 What warning did the fairy give Cinderella? _____
- 5 Why did Cinderella run away from the ball? _____
- 6 How did the prince finally find Cinderella? _____

2 Co było przyczyną, a co skutkiem?

- 1 Cinderella had to leave the ball because _____.
- 2 The prince searched the kingdom because _____.
- 3 Cinderella could go to the ball because _____.
- 4 The prince knew Cinderella was the girl from the ball because _____.

3 Prawda czy fałsz? Zaznacz T (true) lub F (false).

- | | | | |
|---|---|----------------------------|----------------------------|
| 1 | Cinderella lived alone. | ☐ T | ☐ F |
| 2 | Her family received an invitation to a royal ball. | ☐ T | ☐ F |
| 3 | The magic would last until morning. | ☐ T | ☐ F |
| 4 | Cinderella lost a slipper when she left the palace. | ☐ T | ☐ F |
| 5 | The slipper finally fit Cinderella. | ☐ T | ☐ F |

4 Pytanie do przemyślenia

Which quality helped Cinderella most: kindness, courage or patience? Why?

Kopciuszek

Wybierz poprawną odpowiedź



Przeczytaj pytania i zaznacz jedną poprawną odpowiedź: A, B, C lub D.

1 Who did Cinderella live with?

- ☐ A. Her teacher and friends
- ☐ B. Her stepmother and stepsisters
- ☐ C. Her grandmother
- ☐ D. The royal family



6 What did Cinderella do with the prince at the ball?

- ☐ A. She danced and talked with him
- ☐ B. She cleaned the hall
- ☐ C. She sang for the guests
- ☐ D. She hid behind the stairs



2 What was Cinderella's daily life like?

- ☐ A. She practiced dancing every day
- ☐ B. She did many chores at home
- ☐ C. She traveled around the kingdom
- ☐ D. She worked in the palace garden



7 Why did Cinderella suddenly leave the palace?

- ☐ A. She was afraid of the guests
- ☐ B. She heard her stepmother
- ☐ C. She remembered the warning about midnight
- ☐ D. She lost the invitation



3 How did the family learn about the ball?

- ☐ A. A servant brought an invitation
- ☐ B. The prince called them
- ☐ C. Their neighbors told them
- ☐ D. They found a letter in the street



8 What did Cinderella lose?

- ☐ A. A glove
- ☐ B. A necklace
- ☐ C. A crown
- ☐ D. A slipper



4 Who helped Cinderella go to the ball?

- ☐ A. Her stepsister
- ☐ B. The cook
- ☐ C. A fairy godmother
- ☐ D. A palace guard



9 How did the prince try to find the girl from the ball?

- ☐ A. He searched the kingdom with the glass slipper
- ☐ B. He waited at the palace door
- ☐ C. He asked every family to send a picture
- ☐ D. He followed the carriage tracks



5 What was supposed to happen at midnight?

- ☐ A. The prince would leave the palace
- ☐ B. The magic would end
- ☐ C. The music would stop forever
- ☐ D. The carriage would disappear at once outside the gate



10 Which sentence best describes the message of the story?

- ☐ A. Expensive clothes are the key to happiness.
- ☐ B. Kindness and hope can change life.
- ☐ C. Only rich people can follow their dreams.
- ☐ D. Magic solves every problem forever.



Mój wynik: ____ / 10



Brawo!

Ukończyłeś drugą historię.

Jedno nowe słowo, które zapamiętałem/zapamiętałam:



MODUŁ 02

Trzy małe świnki

The Three Little Pigs



Czytanie



Słownictwo



Rozumienie tekstu

Uczeń przeczyta adaptację klasycznej historii o trzech świnkach, pozna słownictwo związane z budowaniem domu, materiałami, bezpieczeństwem i działaniem oraz przećwiczy porównywanie decyzji podejmowanych przez bohaterów.



rozumienie tekstu • rozpoznawanie kolejności wydarzeń • porównywanie •
wyciąganie prostych wniosków • rozumienie przyczyny i skutku



straw, sticks, bricks, build, strong, weak, blow, chimney, safe, careful



Poziom sugerowany:
A2–B1

Strony 17–21





Trzy małe świnki

Tekst do czytania – część 1

Przeczytaj historię i zwróć uwagę na materiały używane do budowy domów.

The three little pigs grew up in a warm family home. One day they decided it was time to leave and build houses of their own. Each pig wanted to do the job in a different way.

The first pig wanted to finish quickly. 'I want time to play,' he said. He found a pile of straw and built a small house in one day. It looked nice, but it was light and weak.

The second pig worked a little longer. He collected sticks and branches and made a wooden house. 'My house is better,' he said proudly. 'It is stronger than straw, and I still worked fast.'

The third pig thought carefully before he started. He chose bricks. 'I want a safe house,' he said. 'It may take more time, but I want to build it well.' Day after day, he carried bricks, mixed mud, and worked hard. The other pigs laughed and said he was too serious.

Soon a wolf came down the road. He first stopped at the straw house. 'Open the door,' said the wolf.

'No, I won't,' answered the first pig.

The wolf took a deep breath and blew hard. The straw house shook, bent, and fell apart.

The first pig ran as fast as he could to the wooden house of his brother. 'Help me!' he cried. The second pig opened the door and pulled him inside. A moment later, they heard the wolf coming after them. The two pigs looked at each other and listened to his steps outside.



Podczas czytania

Z jakich materiałów trzy świnki zbudowały swoje domy?

1

2

3

Przykłady materiałów



straw



sticks



bricks

Trzy małe świnki

Tekst do czytania – część 2



Czytaj uważnie. Zwróć uwagę na dom z cegieł, komin i morał opowiadania.

The wolf soon came to the wooden house. Again he shouted, 'Little pig, little pig, let me come in!' Again the pigs replied, 'Not by the hair on our chinny-chin-chins!' The wolf huffed and puffed and blew the wooden house down. The two pigs ran away and knocked on the door of the brick house.

The third pig opened the door quickly and let them in. When the wolf arrived, he saw the strong brick house and became angrier. He huffed and puffed, but the house did not move. He pushed the door and scratched the walls, but the house stayed strong.



Then the clever wolf tried a different plan. He climbed onto the roof and tried to come down through the chimney. The third little pig had already put a large pot of water over the fire. When the wolf slid down the chimney, he fell into the pot, yelped loudly, and ran away forever.

The three little pigs hugged one another. The first and second pigs had learned an important lesson. 'Quick work is not always best,' said the first pig. 'A strong plan and hard work can keep us safe,' said the third. From then on, they lived together happily in the brick house.



Trzy małe świnki

Słownictwo z opowiadania



1 Połącz słowo z obrazkiem lub znaczeniem.



straw



sticks



bricks



build

strong

mocny

weak

słaby

blow

dmuchać

chimney

komin

safe

bezpieczny

careful

ostrożny

2 Wybierz właściwe słowo.

- 1 The first pig built his house from **straw** / bricks.
- 2 The third house was **strong** / weak.
- 3 The wolf tried to **blow** / carry the houses down.
- 4 The pigs felt **safe** / hungry inside the brick house.
- 5 The wolf tried to enter through the **chimney** / window.
- 6 The third pig was **careful** / careless when he built his house.

3 Materiały i cechy

Material	Is it strong?	Is it quick to build with?
straw	Yes / No	Yes / No
sticks	Yes / No	Yes / No
bricks	Yes / No	Yes / No
		
słoma	drewno	cegła

4 Użyj słowa w zdaniu

Wybierz dwa słowa z tej strony i napisz dwa własne zdania po angielsku.

1. _____

2. _____



Czy rozumiesz historię?

Ta strona należy do opowiadania „Trzy małe świnki”.

Sprawdza, czy rozumiesz kolejność wydarzeń, decyzje bohaterów oraz proste związki przyczynowo-skutkowe.



Dobre przygotowanie ma znaczenie!



1 Odpowiedz pełnymi zdaniami po angielsku.

- Why did the three little pigs leave their family home?

- What did the first pig use to build his house?

- Why did the third pig spend more time building his house?

- What happened to the house made of sticks?

- Why could the wolf not destroy the brick house?

- What did the first two pigs learn at the end of the story?

2 Kto to zrobił?

Wpisz: First Pig, Second Pig, Third Pig albo Wolf.

- Built a house from straw. _____
- Built a house from sticks. _____
- Built the strongest house. _____
- Tried to blow the houses down. _____
- Worked the longest on the house. _____
- Tried to enter through the chimney. _____

3 Przyczyna i skutek

Połącz pasujące do siebie elementy.

- | | | |
|--------------------------------------|---|--|
| A. The first pig built very quickly. | • | 1. They went to the third pig's house. |
| B. The wolf blew hard. | • | 2. His house was weak. |
| C. The third pig used bricks. | • | 3. The first two houses fell down. |
| D. The first two pigs ran away. | • | 4. His house stayed strong. |

4 Prawda czy fałsz?

Zaznacz T (true – prawda) lub F (false – fałsz).



	T	F
1. All three pigs used the same material.	☐	☐
2. The first pig used straw.	☐	☐
3. The wolf destroyed the brick house.	☐	☐
4. The three pigs were together at the end.	☐	☐
5. The story shows that preparation can be important.	☐	☐

5 Pomyśl



Was the third pig successful because he was lucky or because he prepared carefully? Explain your answer.



Wybierz poprawną odpowiedź

Przeczytaj każde pytanie i zaznacz jedną poprawną odpowiedź: A, B, C lub D.



Dobra odpowiedź to krok dalej!

1 Why did the three little pigs leave their family home?

- ☐ A. They wanted to find their own homes.
- ☐ B. They were angry with their mother.
- ☐ C. They wanted to travel to the city.
- ☐ D. They were afraid of the wolf.

2 What did the first pig use to build his house?

- ☐ A. Bricks.
- ☐ B. Sticks.
- ☐ C. Straw.
- ☐ D. Stones.

3 What did the second pig use to build his house?

- ☐ A. Straw.
- ☐ B. Sticks.
- ☐ C. Bricks.
- ☐ D. Wood and stone.

4 Why did the third pig's house take longer to build?

- ☐ A. He used bricks and worked carefully.
- ☐ B. He waited for his brothers to help him.
- ☐ C. He had to find a better place.
- ☐ D. He was not very good at building.

5 What did the wolf do at the first house?

- ☐ A. He knocked on the door.
- ☐ B. He blew it down.
- ☐ C. He climbed on the roof.
- ☐ D. He went inside quietly.

6 What happened to the house made of sticks?

- ☐ A. It stayed strong.
- ☐ B. The wolf blew it down.
- ☐ C. The pigs fixed it.
- ☐ D. The wolf set it on fire.

7 Which house stayed safe?

- ☐ A. The house made of straw.
- ☐ B. The house made of sticks.
- ☐ C. The house made of bricks.
- ☐ D. None of the houses.

8 What did the wolf try to do at the brick house?

- ☐ A. Dig a hole under the house.
- ☐ B. Break the windows.
- ☐ C. Climb through the chimney.
- ☐ D. Open the door with a key.

9 Why were the pigs safe at the end?

- ☐ A. The wolf became their friend.
- ☐ B. They ran away to the city.
- ☐ C. They stayed in the strong brick house.
- ☐ D. Their mother came back to help them.

10 What is the main lesson of the story?

- ☐ A. Fast work is always better.
- ☐ B. Careful preparation and work lead to better results.
- ☐ C. It is good to be lazy.
- ☐ D. Wolves are not dangerous.



Świetna robota!

Trzecia historia ukończona.

Mój wynik:

____ / 10



Najważniejsza rzecz, której nauczyła mnie ta historia: _____



Złotowłosa i trzy niedźwiadki

Goldilocks and the Three Bears



Czytanie • Słownictwo • Rozumienie tekstu



Cel modułu

Uczeń przeczyta historię o Złotowłosej i rodzinie niedźwiadków, pozna słownictwo związane z domem, jedzeniem, wielkością, temperaturą i odczuciami oraz poćwicz porównywanie przedmiotów i rozumienie konsekwencji zachowania bohaterki.



Kluczowe umiejętności

- rozumienie szczegółów
- porównywanie
- rozpoznawanie kolejności
- wyciąganie prostych wniosków
- rozumienie zasad dotyczących cudzej własności i prywatności



Kluczowe słownictwo

porridge, bowl, chair, bed, hot, cold, soft, hard, comfortable, break



Poziom sugerowany: A2-B1



Złotowłosa i trzy niedźwiadki – część 1

Przeczytaj pierwszą część historii. Zwróć uwagę na to, jak Złotowłosa porównuje różne przedmioty.

Once upon a time, three bears lived together in a house in the forest. There was a big bear, a medium-sized bear and a small bear. They were a happy family. Every morning they made porridge for breakfast.

One day the three bears made a big pot of porridge. The porridge smelled delicious, but it was too hot to eat. "Let's go for a short walk in the forest," said the big bear. "By the time we come back, the porridge will be ready." So the three bears left their house and went for a walk.

At the same time, a girl with long, golden hair was walking in the forest. Her name was Goldilocks. She saw a house between the trees. "What a nice house!" she thought. She walked to the door and knocked. "Hello? Is anyone at home?" There was no answer. She knocked again, but it was quiet. The door was open, so Goldilocks went inside.

In the kitchen she saw three bowls of porridge on the table. She was hungry, so she wanted to try them. She tasted the porridge from the big bowl. "This is too hot!" she said. Then she tried the porridge from the medium bowl. "This is too cold," she said. Finally, she tasted the porridge from the small bowl. "This is just right!" she said happily. Goldilocks ate all the porridge from the small bowl.

After that, she saw three chairs near the table. She wanted to sit down. She tried the big chair first. "This chair is too big," she said. Then she tried the medium chair. "This chair is not comfortable," she said. Next, she sat on the small chair. "This chair is just right," she said. But suddenly – crack! The small chair broke, and Goldilocks fell to the floor.

Goldilocks felt a little tired after all that. She looked around the room and saw some stairs that went upstairs. "Maybe I can rest there," she thought, and she walked towards the stairs.



1

Podczas czytania

Uzupełnij.

1. The first bowl was too _____.
2. The second bowl was too _____.
3. The third bowl was _____.





Złotowłosa i trzy niedźwiadki – część 2

Przeczytaj drugą część historii. Zwróć uwagę na reakcje niedźwiadków po powrocie do domu.

After eating the porridge and sitting on the chairs, Goldilocks went upstairs. At the top of the stairs she saw three beds. The first bed was big and had a hard mattress. Goldilocks lay down on it, but it was too hard. "Ouch! This bed is too hard," she said.

The second bed was smaller and had a very soft mattress. Goldilocks lay down on it, but it was too soft. "This bed is too soft," she said.

Then Goldilocks tried the third bed. It was small and had a comfortable mattress. "This bed is just right," she said. Goldilocks felt very sleepy, and soon she fell asleep.



Later, the three bears came back home from their walk. They were hungry and wanted to eat their porridge. The big bear looked at his bowl. "Someone has tasted my porridge," he said. The middle bear looked at her bowl. "Someone has tasted my porridge too," she said. The little bear looked at his bowl. "My porridge is all gone!" he said. "Someone has eaten my porridge!"



Then the bears looked at their chairs. The big bear said, "Someone has sat on my chair." The middle bear said, "Someone has sat on my chair too." The little bear said, "My chair is broken!" He saw his small chair on the floor in pieces.

The bears went upstairs. The big bear looked at his bed. "Someone has slept in my bed," he said. The middle bear said, "Someone has slept in my bed too." But when the little bear looked at his bed, he saw Goldilocks asleep!



Goldilocks woke up and saw the three bears. She was very surprised and embarrassed. "I'm so sorry," she said. "I entered your home without permission. I ate your porridge, sat on your chairs and slept in your beds. That was wrong. I will never do it again."

Goldilocks quickly got out of bed and ran downstairs. She left the house and went back home. From that day on, she always remembered to respect other people's property and to ask permission before entering someone's home.

1 Pomyśl



Co Złotowłosa powinna była zrobić, zanim weszła do domu?

2

Was Goldilocks' behaviour respectful? Why or why not?



Słownictwo z opowiadania

Goldilocks and the Three Bears – poznaj słowa i użyj ich w zdaniach!

Utrwal słownictwo z opowiadania o Złotowłosej i trzech niedźwiadkach.
Ćwicz nazwy przedmiotów, cechy oraz porównania.



1 Połącz słowo z jego znaczeniem.

- | | | |
|-----------------|-------|----------------------|
| 1. porridge | _____ | A. wygodny |
| 2. bowl | _____ | B. miska |
| 3. chair | _____ | C. gorący |
| 4. bed | _____ | D. łóżko |
| 5. hot | _____ | E. zimny |
| 6. cold | _____ | F. owsianka |
| 7. hard | _____ | G. twardy |
| 8. soft | _____ | H. krzesło |
| 9. broken | _____ | I. miękki |
| 10. comfortable | _____ | J. zepsuty / złamany |

2 Wybierz właściwe przeciwieństwo.

small cold soft empty uncomfortable

- hot ↔ _____
- hard ↔ _____
- big ↔ _____
- full ↔ _____
- comfortable ↔ _____

3 Too czy just right?

Uzupełnij zdania wyrażeniem *too* lub *just right*.

- The first bowl was _____ hot.
- The small bowl was _____ for Goldilocks.
- The first bed was _____ hard.
- The smallest bed was _____ for her.
- The big chair was _____ large.

4 Opisz przedmiot.

Spójrz na obrazki i napisz jedno zdanie po angielsku o każdym przedmiocie.



duża miska



małe krzesło



miękkie łóżko

5 Moje zdanie.

Wybierz dwa słowa i napisz jedno zdanie z każdym z nich.

- _____
- _____





Czy rozumiesz historię?

Ta strona należy do opowiadania „Złotowłosa i trzy misie”.

Sprawdza, czy rozumiesz kolejność wydarzeń, decyzje bohaterów oraz proste związki przyczynowo-skutkowe.



Małe decyzje mają duże znaczenie!



1 Odpowiedz pełnymi zdaniami po angielsku.

- Why did the bears leave their house?

- What did Goldilocks do when nobody answered the door?

- Which bowl of porridge did she like?

- What happened to the smallest chair?

- Where did the bears find Goldilocks?

- What lesson did Goldilocks learn?

2 Ułóż wydarzenia we właściwej kolejności.

Wpisz numery 1–6 obok odpowiednich zdań.

- | | |
|----------------------------------|--------------------------|
| A. Goldilocks entered the house. | ☐ |
| B. She tried the porridge. | ☐ |
| C. She sat on the chairs. | ☐ |
| D. She went upstairs. | ☐ |
| E. The bears returned home. | ☐ |
| F. Goldilocks woke up. | ☐ |

3 Czyj przedmiot?

Zaznacz, którego misia przedmiot ostatecznie użyła Goldilocks.

Object	Big Bear	Medium Bear	Small Bear
bowl 	☐	☐	☐
chair 	☐	☐	☐
bed 	☐	☐	☐

4 Prawda czy fałsz?

Zaznacz T (true – prawda) lub F (false – fałsz).



	T	F
1. The bears stayed at home while the porridge cooled.	☐	☐
2. Goldilocks entered the house without permission.	☐	☐
3. The largest chair broke.	☐	☐
4. Goldilocks fell asleep in a bed.	☐	☐
5. The story teaches us to respect other people's things.	☐	☐

5 Pomyśl



What should Goldilocks have done differently?



Wybierz poprawną odpowiedź

Przeczytaj pytania i zaznacz jedną poprawną odpowiedź: A, B, C lub D.



Małe historie wielkie lekcje!



1 Why did the three bears leave their house?

- ☐ A They went to the forest for a walk.
- ☐ B They went to visit their friends.
- ☐ C They went to the market.
- ☐ D They went to pick berries.



2 What did Goldilocks do when nobody answered the door?

- ☐ A She went away.
- ☐ B She knocked again.
- ☐ C She opened the door and went inside.
- ☐ D She called her friends.



3 Which porridge did Goldilocks like?

- ☐ A The hot porridge.
- ☐ B The cold porridge.
- ☐ C The porridge that was just right.
- ☐ D She didn't like any of the porridge.



4 What happened to the smallest chair?

- ☐ A She moved it.
- ☐ B She repaired it.
- ☐ C She sat on it and broke it.
- ☐ D She used it to reach the table.



5 Why did Goldilocks go upstairs?

- ☐ A She wanted to find a toy.
- ☐ B She wanted to look for the bears.
- ☐ C She wanted to rest.
- ☐ D She heard a noise.



6 Which bed did Goldilocks choose?

- ☐ A The big bed.
- ☐ B The middle-sized bed.
- ☐ C The smallest bed.
- ☐ D She tried all the beds and didn't like any.



7 Who returned home?

- ☐ A Goldilocks' parents.
- ☐ B The three bears.
- ☐ C The three bears' friends.
- ☐ D A woodcutter.



8 Where did the bears find Goldilocks?

- ☐ A In the kitchen.
- ☐ B Under the table.
- ☐ C In the living room.
- ☐ D In the smallest bed.



9 How did Goldilocks react after waking up?

- ☐ A She said sorry.
- ☐ B She stayed and talked to the bears.
- ☐ C She ran away quickly.
- ☐ D She helped to clean the house.



10 Which sentence best describes the lesson of the story?

- ☐ A It's good to try new things.
- ☐ B We should respect other people's property and always ask for permission.
- ☐ C It's important to have a big house.
- ☐ D Bears are always friendly.



Szanuj innych!



Mój wynik: ____ / 10

Brawo!
Czwarta historia ukończona.



Jedna rzecz, którą Złotowłosa powinna zrobić inaczej: _____



Jaś i Małgosia

Hansel and Gretel

Czytanie • Słownictwo • Rozumienie tekstu

Poziom
sugerowany:
A2-B1



Cel modułu

Uczeń przeczyta łagodnie opracowaną adaptację historii Jasia i Małgosi, pozna słownictwo związane z lasem, kierunkami, jedzeniem, domem i rozwiązywaniem problemów oraz przećwiczy rozumienie sekwencji zdarzeń i współpracy między bohaterami.



Najważniejsze umiejętności

- czytanie ze zrozumieniem
- śledzenie drogi i wydarzeń
- rozpoznawanie problemu i rozwiązania
- rozumienie działań bohaterów
- wyciąganie wniosków



Kluczowe słownictwo

forest, path, breadcrumbs, lost, cottage, sweets, hungry, escape, clever, together





Jaś i Małgosia – część 1

Przeczytaj pierwszą część historii. Zwróć uwagę na to, w jaki sposób dzieci próbują znaleźć drogę.

Hansel and Gretel were brother and sister. They lived near a big forest with their parents. Their family had a difficult time. There was little food, and the children were often hungry. One day their parents decided to take them into the forest.

The children walked through the trees. Hansel was worried. He thought they might lose the path. He tried to remember the way and looked for something to leave behind. On the first time, he picked up small stones and dropped them on the path. They walked deeper into the forest. Later, when they wanted to go home, they followed the stones. They could find the way, and they returned safely.

Another time, the children went into the forest again. This time Hansel could not find any stones. He only had some breadcrumbs. They decided to use the breadcrumbs to mark the path. They walked and Hansel dropped small pieces of bread on the ground.

When they tried to go back the same way, they could not find the breadcrumbs. The birds had eaten them. They looked for the signs, but there was nothing. They could not find the path. They realized they were lost.

The children stayed together. They decided to keep walking and look for a way or a safe place. They walked for a long time through the forest. They were tired and hungry, but they did not give up. Suddenly, in the distance, they saw something unusual. There was a small cottage. The house looked strange and beautiful. The walls seemed to be made of sweets, and the roof was covered with cakes and chocolate. Their eyes opened wide, and they moved closer.



Jak szukali drogi?



kamienie



droga powrotna
możliwa



okruszki



ptaki



brak śladów

1

Podczas czytania



Dlaczego okruszki chleba nie pomogły dzieciom znaleźć drogi powrotnej?

2

Zaznacz właściwą odpowiedź.



Hansel and Gretel stayed:

- ☐ A. together
- ☐ B. in different places
- ☐ C. at school



Jaś i Małgosia – część 2

Przeczytaj drugą część historii. Zwróć uwagę na to, jak Jaś i Małgosia rozwiązują problem.

Hansel and Gretel walked up to the strange cottage. The walls looked as if they were covered with sweets and the windows shone like sugar. Because the children were very hungry, Hansel broke off a tiny piece from the edge of the roof and Gretel tasted a little crumb. At that moment, an old woman opened the door. She smiled kindly and said, 'Dear children, come inside. You look tired and hungry.' She gave them soup, bread, and warm tea. She also showed them a small room where they could rest.

At first the children felt relieved. The cottage was warm and the food was good. But after some time they noticed that the old woman watched them very closely. When Hansel asked if they could leave in the morning, she changed her smile and said, 'You should stay here and help me first.' Soon she gave them many tasks in the kitchen and garden. Hansel and Gretel understood that she did not want them to go home.

The children stayed calm. They observed the cottage and thought carefully. Gretel saw that the woman sometimes left the front door open when she carried wood inside. Once, a small key hung beside the door. Gretel whispered her idea to Hansel. The next day Hansel asked the woman for help with a heavy box. While she turned away, Gretel quietly took the key and unlocked the door.

'Now!' she whispered. The children grabbed their bags and ran out together. They did not take anything except a little bread and water for the journey. In the forest they followed a narrow path until they reached a stream. Hansel remembered seeing the stream before, so they walked beside it. Soon they met a woodcutter, who showed them the way to a familiar road.

At last Hansel and Gretel returned safely home. Their family was overjoyed to see them again. The children had learned an important lesson: when a problem is difficult, careful thinking, cooperation, and courage can help you find the way home.



1 Pomyśl



Co pomogło Jasiowi i Małgosi bezpiecznie wrócić do domu?

2

Wybierz dwie cechy, które najlepiej opisują rodzeństwo.



- | | |
|-----------------------------------|----------------------------------|
| ☐ brave | ☐ helpful |
| ☐ careless | ☐ selfish |
| ☐ clever | ☐ patient |

Why?



Słownictwo z opowiadania



Przypomnij sobie słowa z historii o Jasiu i Małgosi.

1 Połącz słowo z jego znaczeniem.

- | | | |
|----------------|-----------|--------------------|
| 1. forest | • _____ • | A. głodny |
| 2. path | • _____ • | B. bezpieczny |
| 3. breadcrumbs | • _____ • | C. las |
| 4. lost | • _____ • | D. zgubiony |
| 5. cottage | • _____ • | E. uciec |
| 6. hungry | • _____ • | F. ścieżka |
| 7. key | • _____ • | G. sprytny |
| 8. escape | • _____ • | H. domek |
| 9. clever | • _____ • | I. klucz |
| 10. safe | • _____ • | J. okruszki chleba |

2 Uzupełnij zdania.

Bank słów:

forest breadcrumbs lost cottage key escape

1. Hansel and Gretel walked through the _____.
2. Hansel dropped _____ on the path.
3. The children became _____ when they could not find the way home.
4. They found a strange _____ among the trees.
5. Gretel noticed a _____ that could help them open the door.
6. The children worked together to _____.

3 Problem i rozwiązanie



Połącz problem z odpowiednim rozwiązaniem.

- | | | |
|---|-----|--|
| A. The children could not find the breadcrumbs. | • • | 1. They worked together and found a way to escape. |
| B. They were hungry. | • • | 2. They kept walking and looked for another route. |
| C. They could not leave the cottage. | • • | 3. They found food at the cottage. |

4 Które słowo nie pasuje?



Zakreśl słowo, które nie pasuje do pozostałych.

1. forest path tree slipper
2. hungry food bread chimney
3. clever careful helpful porridge

5 Moje zdanie



Wybierz dwa nowe słowa i użyj ich w jednym własnym zdaniu po angielsku.





Czy rozumiesz historię?



Celem jest sprawdzenie, czy rozumiesz najważniejsze wydarzenia, działania bohaterów oraz związek między problemem a rozwiązaniem.

1 Odpowiedz pełnymi zdaniami po angielsku.



1 Why did Hansel want to leave signs on the path?

2 What happened to the breadcrumbs?

3 What did the children find in the forest?

4 Why did Hansel and Gretel want to leave the cottage?

5 How did the children work together to escape?

6 What helped them finally return to safety?

4 Prawda czy fałsz?



T F

1 The breadcrumbs stayed on the path.

☐ ☐

2 Hansel and Gretel found a cottage in the forest.

☐ ☐

3 The children wanted to stay there forever.

☐ ☐

4 Hansel and Gretel helped each other.

☐ ☐

5 The story shows the importance of cooperation.

☐ ☐

2 Ułóż wydarzenia we właściwej kolejności.



A The birds ate the breadcrumbs.

B The children found a cottage.

C Hansel tried to mark the path.

D The children realised they were lost.

E Hansel and Gretel escaped together.

F They returned to safety.

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

3 Kto to zrobił?

Wpisz Hansel, Gretel albo Both.



1 Tried to mark the route. _____

2 Noticed a chance to escape. _____

3 Became lost in the forest. _____

4 Worked together. _____

5 Wanted to return home. _____

6 Helped solve the final problem. _____

5 Pomyśl



Why was working together important for Hansel and Gretel?


problem




działanie




rozwiązanie



Wybierz poprawną odpowiedź



Przeczytaj pytania i zaznacz jedną poprawną odpowiedź: A, B, C lub D.

1

Where did Hansel and Gretel live?

- A. Near a big forest.
- B. In a tall city tower.
- C. Beside the sea.
- D. In a royal castle.



2

Why did Hansel leave signs on the path?

- A. To play a game.
- B. To find the way home later.
- C. To feed the birds.
- D. To decorate the forest.



3

What happened to the breadcrumbs?

- A. Gretel picked them up.
- B. The wind moved them.
- C. The birds ate them.
- D. They turned into stones.



4

How did the children feel when they could not find the way?

- A. Excited and proud.
- B. Angry and noisy.
- C. Relaxed and happy.
- D. Lost and worried.



5

What did the children find in the forest?

- A. A strange cottage.
- B. A school.
- C. A river boat.
- D. A market.



6

Why did the cottage seem attractive at first?

- A. It was very large.
- B. It was decorated with sweets and the children were hungry.
- C. It belonged to their family.
- D. It had many books.



7

What did the children discover after entering the house?

- A. They could sleep all day.
- B. The woman was their aunt.
- C. They were not allowed to leave freely.
- D. The house was empty.



8

How did Hansel and Gretel escape?

- A. They broke the wall.
- B. A giant bird carried them.
- C. They waited for a storm.
- D. They worked together and used a good opportunity.



9

How does the story end?

- A. They return home safely.
- B. They stay in the cottage forever.
- C. They move to another kingdom.
- D. They forget the way home.



10

Which message best fits the story?

- A. Sweets solve every problem.
- B. Calm cooperation and clever thinking help solve difficult problems.
- C. It is best to trust all strangers.
- D. Being alone is always easier.



Mój wynik: _____ / 10

Świetnie! Piąta historia ukończona.

Najlepsza decyzja Jasia i Małgosi: _____



**MODUŁ 06**

Królewna Śnieżka i siedmiu krasnoludków

Snow White and the Seven Dwarfs

Czytanie • Słownictwo • Rozumienie tekstu



Cel modułu

Uczeń przeczyta łągodnie opracowaną historię Królewny Śnieżki, pozna słownictwo związane z lasem, domkiem, wyglądem postaci, emocjami i ostrożnością, a następnie przećwiczy rozumienie wydarzeń, przyczyn i skutków oraz przesłania opowieści.

Główne umiejętności

czytanie ze zrozumieniem •
rozpoznawanie kolejności
wydarzeń •
opisywanie postaci •
ostrożność i wyciąganie
wniosków

Kluczowe słownictwo

*mirror, queen, jealous, forest,
cottage, dwarf, disguise, apple,
asleep, rescue*

Poziom sugerowany: A2–B1



Królewna Śnieżka i siedmiu krasnoludków – część 1

Tekst do czytania – część 1



Przeczytaj pierwszą część historii. Zwróć uwagę na to, kto pomógł Królewnie Śnieżce znaleźć bezpieczne miejsce.

Poziom: A2–B1

Once upon a time, there was a kind and beautiful young girl named Snow White. She lived in a big castle with her stepmother, the queen. The queen was very proud of her beauty, but she was also jealous. Every day she asked her magic mirror, 'Mirror, mirror on the wall, who is the fairest in the land?' For a long time, the mirror said that the queen was the fairest.

But one day, the mirror gave a different answer. 'Snow White is the fairest in the land,' it said. The queen became very angry. She did not want Snow White to stay in the castle. The queen ordered her to leave, and Snow White had to run away into the forest.

Snow White walked for a long time. She felt tired and afraid. At last, she saw a small cottage between the trees. She went inside. The cottage was small, but it looked friendly and clean. She saw seven tiny chairs, seven simple dishes on the table, and seven little beds in the next room.



Snow White cleaned the cottage a little, tidied the dishes and chairs, and rested for a while. She was very tired, so she lay down on one of the little beds and soon fell asleep.

In the evening, seven friendly dwarfs came home. They worked in the mountains during the day. When they entered the cottage, they saw that someone had been there. Then they found Snow White asleep. She woke up and told them her story. The dwarfs listened carefully and felt sorry for her. They decided to help her and let her stay with them in the cottage. They said, 'You are safe here with us.'

The dwarfs warned Snow White to be careful. 'Do not open the door to strangers,' they said. 'Stay inside when we are not at home. The forest can be dangerous, and not everyone is kind.' Snow White promised to be careful. She felt grateful to the dwarfs for their kindness and help.

Podczas czytania

Where did Snow White find a safe place to stay?

Królewna Śnieżka i siedmiu krasnoludków – część 2

Tekst do czytania – część 2



Przeczytaj drugą część historii. Zwróć uwagę na ostrzeżenia krasnoludków i na to, dlaczego jabłko było niebezpieczne.

Snow White lived happily with the seven dwarfs. She helped them with the housework, cooked simple meals and kept the cottage clean. The dwarfs were kind, and they became good friends. Before they went to work every day, they reminded her, 'Do not open the door to strangers. Do not take anything from anyone.' Snow White promised to be careful.

Far away, the queen asked her magic mirror again, 'Mirror, mirror on the wall, who is the fairest of all?' The mirror answered, 'Snow White is still the fairest.' The queen was angry. She decided to trick Snow White.

The queen dressed as an old woman and went to the dwarfs' cottage. The dwarfs were away at work. She knocked on the door and spoke in a gentle voice. Snow White remembered the warning, but the woman looked kind and gave her a beautiful, shiny apple. 'This apple is very special,' the old woman said. 'It will make you even more beautiful.' Snow White accepted the apple and took a bite. Immediately, she fell into a deep sleep.

In the evening, the dwarfs returned home. They found Snow White lying on the floor. They were very sad, but they did not give up. They carried her to a safe place in the cottage and took good care of her. They kept her warm and made sure she was comfortable.

After some time, the dwarfs carefully helped her sit up and gave her fresh air. The small piece of apple came free, and Snow White woke up. The dwarfs were very happy. Snow White learned an important lesson. She understood that she must always be careful, tell the truth and listen to good advice. The dwarfs continued to live together, helping and supporting each other.



Pomyśl

Why was the apple dangerous for Snow White?

What warning did the dwarfs give her?

Poziom: A2–B1



Królewna Śnieżka i siedmiu krasnoludków

Słownictwo z opowiadania

Utrwal słownictwo związane z postaciami, miejscem, emocjami i ważnymi wydarzeniami historii.

Poziom: A2-B1

1 Połącz słowo z jego znaczeniem.

- | | | |
|-------------|---|------------------------------------|
| 1. mirror | • | • A. ostrzeżenie |
| 2. queen | • | • B. uratować / ratunek |
| 3. jealous | • | • C. lustro |
| 4. cottage | • | • D. jabłko |
| 5. dwarf | • | • E. zazdrosny |
| 6. disguise | • | • F. chatka / domek |
| 7. apple | • | • G. przebrany wygląd / przebranie |
| 8. asleep | • | • H. królowa |
| 9. rescue | • | • I. krasnoludek |
| 10. warning | • | • J. śpiący |



2 Uzupełnij zdania.

Wybierz odpowiednie słowo z ramki i wpisz w każdą lukę.

mirror jealous cottage apple asleep warning

1. The queen asked the _____ who was the fairest.
2. The queen felt _____ of Snow White.
3. Snow White stayed in a small _____ in the forest.
4. The old woman gave her an _____.
5. After one bite, Snow White fell _____.
6. The dwarfs gave Snow White a _____.



3 Znajdź przeciwieństwo.

Wybierz odpowiednie słowo z ramki i wpisz w każdą lukę.

dangerous asleep leave unkind

- | | |
|------------------|------------------|
| 1. kind ↔ _____ | 3. enter ↔ _____ |
| 2. awake ↔ _____ | 4. safe ↔ _____ |



4 Moje zdanie

Wybierz dwa słowa z tej strony i napisz po jednym zdaniu po angielsku.

1. _____
2. _____



Królewna Śnieżka i siedmiu krasnoludków

Czy rozumiesz historię?

Poziom: A2-B1

Sprawdź, czy rozumiesz wydarzenia, zachowanie postaci oraz przyczyny i skutki.

1 Odpowiedz pełnymi zdaniami po angielsku.

1. Who did Snow White live with at the beginning of the story?

2. Why did Snow White go into the forest?

3. Who helped Snow White find safety?

4. Why did the queen disguise herself?

5. What happened after Snow White ate the apple?

6. What lesson can we learn from the story?

2 Co było przyczyną, a co skutkiem?

1. Snow White ran into the forest because _____.

2. The dwarfs warned Snow White because _____.

3. The queen used a disguise because _____.

4. Snow White woke up because _____.

3 Prawda czy fałsz?

Zaznacz T (true) lub F (false).

1. Snow White lived with seven dwarfs from the beginning.

☐ T

☐ F

2. The mirror told the queen the truth.

☐ T

☐ F

3. The queen came to the cottage in disguise.

☐ T

☐ F

4. The dwarfs told Snow White to open the door to strangers.

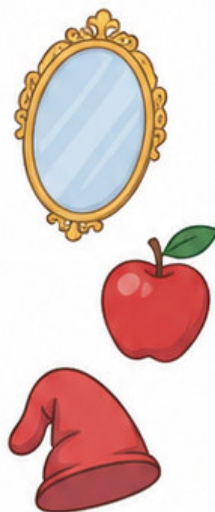
☐ T

☐ F

5. Snow White woke up at the end of the story.

☐ T

☐ F



4 Pomyśl

Which was more dangerous in the story: jealousy or carelessness? Why?



Królewna Śnieżka i siedmiu krasnoludków

Wybierz poprawną odpowiedź



Przeczytaj pytania i zaznacz jedną poprawną odpowiedź: A, B, C lub D.

Poziom: A2–B1

1 Who lived with Snow White at the beginning?

- ☐ A. A jealous queen
- ☐ B. The seven dwarfs
- ☐ C. A kind prince
- ☐ D. Her grandparents

2 What did the queen ask the mirror?

- ☐ A. Who was the fairest in the land?
- ☐ B. Where Snow White was?
- ☐ C. How to find the dwarfs?
- ☐ D. What she should wear?

3 Where did Snow White go after leaving the castle?

- ☐ A. Into the forest
- ☐ B. To a nearby village
- ☐ C. To the prince's palace
- ☐ D. To her aunt's house

4 Who helped Snow White?

- ☐ A. The seven dwarfs
- ☐ B. The woodcutter
- ☐ C. The kind prince
- ☐ D. The animals

5 Why did the queen visit the cottage?

- ☐ A. To give a present
- ☐ B. To trick Snow White
- ☐ C. To clean the house
- ☐ D. To meet the dwarfs

6 What did the queen give Snow White?

- ☐ A. An apple
- ☐ B. A cake
- ☐ C. A beautiful dress
- ☐ D. A magic ring

7 What happened after Snow White ate the apple?

- ☐ A. She ran away
- ☐ B. She fell asleep
- ☐ C. She became invisible
- ☐ D. She turned into a bird

8 Why were the dwarfs worried?

- ☐ A. They lost their tools
- ☐ B. Snow White did not wake up
- ☐ C. The queen came back
- ☐ D. The cottage was too small

9 How did Snow White wake up?

- ☐ A. The piece of apple came free when the dwarfs helped her
- ☐ B. The prince kissed her
- ☐ C. The queen felt sorry and helped her
- ☐ D. She drank a magic potion

10 Which sentence best describes the lesson?

- ☐ A. Be careful, honest, and do not trust harmful disguises.
- ☐ B. It is good to have many beautiful things.
- ☐ C. Strangers are always kind and helpful.
- ☐ D. It is better to live alone than with others.

Mój wynik: ____ / 10

Brawo!

Szósta historia ukończona.

Jedna rada, której Królewna Śnieżka powinna była posłuchać:



Jaś i magiczna fasola

Jack and the Beanstalk

Czytanie • Słownictwo • Rozumienie tekstu

Poziom
sugerowany:
A2-B1



Cel modułu

Uczeń przeczyta przystępną adaptację historii o Jasiu i magicznej fasoli, pozna słownictwo związane z handlem, roślinami, wysokością, odkrywaniem nowych miejsc i podejmowaniem decyzji oraz przećwoczy rozumienie kolejności wydarzeń, przyczyn i skutków.



Główne umiejętności

- rozumienie tekstu narracyjnego
- rozpoznawanie problemu i rozwiązania
- śledzenie kolejności wydarzeń
- rozumienie skutków decyzji
- wyciąganie prostych wniosków



Kluczowe słownictwo

cow, market, beans, trade, plant, beanstalk, climb, giant, castle, return



Jaś i magiczna fasola – część 1

Przeczytaj pierwszą część historii. Zwróć uwagę na decyzję Jasia i jej konsekwencje.



Tekst do czytania – część 1

Jack lived with his mother in a small house at the edge of a village. They were poor, but they were kind and worked hard. Their cow was very valuable because it gave them milk, and they hoped to sell it for a good price and buy food and other things they needed.

One morning Jack's mother said, "Take the cow to the market and sell it for a good price. Be careful and don't make a bad deal." Jack promised that he would.

On the way to the market, Jack met an older traveller. The man looked friendly and carried a small bag. "Good morning, lad," he said. "I have some very special beans. They are magical beans. I can give you these beans for your cow." Jack was surprised. The beans looked ordinary, but the man said they could grow into something amazing. Jack was curious and excited. He didn't think carefully. He quickly traded the cow for the beans and took the small bag.

Jack returned home in the afternoon. His mother was waiting for him. When she saw the beans, she was very unhappy. "What have you done?" she cried. "We needed money, not beans! You should have thought more carefully." In anger, she took the beans and threw them outside the house.

That night, while they were sleeping, something extraordinary happened. The beans began to grow. They grew higher and higher, and soon a huge beanstalk reached up into the sky.

The next morning Jack went outside and saw the incredible beanstalk. It was enormous! It disappeared into the clouds. Jack was amazed. He felt excited and brave, so he decided to climb it. He climbed higher and higher, and above the clouds he reached a strange land. There, in front of him, stood a huge castle.



Podczas czytania

- 1 Dlaczego matka Jasia była niezadowolona z jego decyzji?

- 2 Mini-zadanie: Co wydarzyło się następnego ranka?

- A. The cow returned.
- B. A giant beanstalk appeared.
- C. Jack went to school.



Jaś i magiczna fasola – część 2

Przeczytaj drugą część historii. Zwróć uwagę na to, jakie decyzje Jaś podejmuje w zamku.



Tekst do czytania – część 2

Jack climbed and climbed until he reached the land above the clouds. In front of him stood a huge castle. It was much bigger than any building he had ever seen. The gates were open, so Jack slowly walked inside.

In the castle, he met a kind woman. She was the giant's helper. When she saw Jack, she whispered, "Be careful! A giant lives here. He is very big and not friendly. Hide if you hear him coming!" Jack thanked her and decided to explore quietly.

Soon Jack saw the giant's treasure room. On the table there were golden cups, a bag of shining coins and a hen that laid golden eggs. Jack also noticed a small harp. It looked very old and beautiful. The helper later told him that the harp once belonged to Jack's father, but the giant had taken it many years ago. Jack understood that taking other people's things without permission is wrong. Still, this harp was different — it had been taken unfairly from his family.

Suddenly, the giant returned. His heavy footsteps shook the floor. "Fee-fi-fo-fum!" he roared. "I smell a boy!" Jack quickly hid behind a curtain. The giant looked around and said, "Someone has been here!" He checked the room, but Jack stayed very quiet.

When the giant went to another room, Jack ran toward the giant beanstalk. He climbed down as fast as he could. The giant saw him and followed, shouting, "You can't escape!"

Jack called to his mother, "Help! He's coming!" Together they took an axe and cut the beanstalk. The giant fell and stayed on his side of the clouds. Jack and his mother were safe.

Jack learned an important lesson. Trading the cow was risky, but it led to an amazing adventure. Curiosity can help us discover new things, but we should always think about the consequences and make responsible decisions.



Pomysł

1

Która decyzja Jasia była najbardziej ryzykowna? Dlaczego?

2

What did Jack learn about making decisions?



decyzja



konsekwencja



wniosek

Słownictwo z opowiadania

Utrwal słownictwo związane z handlem, roślinami, ruchem oraz podejmowaniem decyzji.

1 Połącz słowo z jego znaczeniem.

- | | | | |
|-----------------|---|---|---------------------------|
| 1. cow | ● | ● | A. wspinać się |
| 2. market | ● | ● | B. odpowiedzialny |
| 3. trade | ● | ● | C. fasola / ziarna fasoli |
| 4. beans | ● | ● | D. olbrzym |
| 5. plant | ● | ● | E. krowa |
| 6. beanstalk | ● | ● | F. zamek |
| 7. climb | ● | ● | G. targ |
| 8. castle | ● | ● | H. wymienić |
| 9. giant | ● | ● | I. zasadzić |
| 10. responsible | ● | ● | J. łodyga fasoli |

2 Uzupełnij zdania.

market trade beans beanstalk climb castle

1. Jack was asked to take the cow to the _____.
2. He decided to _____ the cow for some unusual beans.
3. Jack brought the _____ home instead of money.
4. A huge _____ grew during the night.
5. Jack decided to _____ up into the clouds.
6. He found a large _____ above the clouds.

3 Decyzja i konsekwencja

Połącz każde wydarzenie z jego konsekwencją.

- | | | | |
|-----------------------------------|---|---|---|
| A. Jack traded the cow for beans. | ● | ● | 1. Jack discovered a castle. |
| B. The beans grew overnight. | ● | ● | 2. Jack and his mother needed to stop the pursuit. |
| C. Jack climbed the beanstalk. | ● | ● | 3. His mother did not receive the money she expected. |
| D. The giant followed Jack. | ● | ● | 4. A giant plant appeared. |



4 Wybierz właściwe słowo.

1. Jack **climbed** / **slept** up the beanstalk.
2. The giant lived in a **cottage** / **castle**.
3. The beans were **ordinary** / **magic** in the story.
4. Jack's first decision was **careful** / **impulsive**.
5. At the end, Jack understood the importance of being **responsible** / **careless**.



5 Moje zdanie

Napisz dwa własne zdania: jedno ze słowem **responsible**, a drugie ze słowem **trade**.

1. _____
2. _____
3. _____
4. _____

?

MODUŁ 07

Czy rozumiesz historię?

Jaś i magiczna fasola



1 Odpowiedz pełnymi zdaniem po angielsku.

1. Why did Jack's mother send him to the market?

2. What did Jack receive instead of money?

3. What did Jack see when he climbed into the clouds?

4. Why did Jack hide in the castle?

5. What did Jack bring home?

6. What lesson can Jack learn from his adventure?

2 Ułóż wydarzenia we właściwej kolejności.

- A Jack climbed the beanstalk.
 B The giant chased Jack.
 C Jack met an old man.
 D Jack's mother threw the beans away.
 E Jack saw a castle in the clouds.
 F The family became safe again.



1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

3 Kto to zrobił?

Wpisz: Jack, Mother, Old Man albo Giant.

1. Gave Jack the magic beans. _____
 2. Threw the beans out of the window. _____
 3. Climbed into the sky. _____
 4. Owned the magical hen. _____
 5. Hid behind a cupboard. _____
 6. Chased Jack down the beanstalk. _____

4 Prawda czy fałsz?

T F

1. Jack sold the cow for coins. ☐ ☐
 2. A giant beanstalk grew during the night. ☐ ☐
 3. Jack found a castle above the clouds. ☐ ☐
 4. The giant helped Jack climb down. ☐ ☐
 5. Jack and his mother were safe at the end. ☐ ☐

5 Pomyśl

Was Jack's adventure only about luck, or also about courage and responsibility? Explain.

Dobre
odpowiedzi
mają uzasadnienie!



DZIAŁANIE



REZULTAT



Wybierz poprawną odpowiedź

Przeczytaj każde pytanie i zaznacz jedną poprawną odpowiedź: A, B, C lub D.



Cel zadania

Podsumuj siódmą historię i sprawdź rozumienie faktów, przyczyn i skutków oraz przesłania.

1 Why did Jack take the cow to market?

- A To sell it and get some money
- B To visit his friend
- C To find the giant
- D To take it to the castle



2 What did Jack receive for the cow?

- A A bag of coins
- B A golden egg
- C A handful of magic beans
- D A new cow



3 How did Jack's mother react when he came home?

- A She was happy.
- B She was angry.
- C She was surprised.
- D She was proud.



4 What appeared the next morning in their garden?

- A A small tree
- B A bridge
- C A magic door
- D A giant beanstalk



5 Where did the beanstalk lead?

- A To the land above the clouds
- B To a nearby village
- C To a deep forest
- D To the river



6 What did Jack find above the clouds?

- A A farmer's house
- B A beautiful garden
- C A large castle
- D A market



7 Who lived in the castle?

- A A friendly king
- B A giant
- C A kind fairy
- D Jack's father



8 Why did Jack have to return quickly?

- A Because it started to rain
- B Because his mother called him
- C Because the giant saw him
- D Because the giant was coming back



9 What did Jack do after returning?

- A He cut down the beanstalk.
- B He hid the beans.
- C He sold the treasures.
- D He climbed again the next day.



10 What is the main lesson of the story?

- A It is good to think carefully and learn from the consequences.
- B It is always best to be greedy.
- C You can solve problems without thinking.
- D It is more important to have luck than to be brave.



Mój wynik: ____ / 10



Brawo!

Wszystkie siedem historii ukończone.



Moja ulubiona historia to: _____



Ponieważ: _____



Klucz odpowiedzi

Answer Key

Odpowiedzi do wszystkich kart pracy



Co znajdziesz w środku

Szybkie sprawdzenie odpowiedzi do zadań zamkniętych oraz przykładowe odpowiedzi do pytań otwartych.



Ważne informacje

Odpowiedzi do pytań otwartych są przykładowe. Należy zaakceptować również inne poprawne językowo odpowiedzi zgodne z treścią opowiadania.

W zadaniach wymagających opinii ucznia nie ma jednej obowiązkowej odpowiedzi. Oceniaj przede wszystkim zgodność z tekstem, sens wypowiedzi oraz właściwe użycie języka.



Układ

- **str. 47:** Czerwony Kapturek, Kopciuszek, Trzy małe świnki
- **str. 48:** Złotowłosa i trzy niedźwiadki, Jaś i Małgosia
- **str. 49:** Królewna Śnieżka i siedmiu krasnoludków, Jaś i magiczna fasola



1. Czerwony Kapturek

Strona 05

Little Red Riding Hood is going to her grandmother's house and carrying a basket of food.

Strona 06

She learned to be careful, follow good advice and not trust strangers too quickly.

Strona 07 — Słownictwo

hood	— kaptur
basket	— koszyk
path	— ścieżka
forest	— las
stranger	— nieznajomy
knock	— pukać
disguise	— przebranie
notice	— zauważyć
frightened	— przestraszony
rescue	— uratować

Ćw. 2: Przykładowe uzupełnienia:

1. basket 2. disguise; pozostałe zgodnie z finalnymi zdaniem.

Ćw. 3: odpowiedź indywidualna.

Strona 08

Przykładowe odpowiedzi:

1. She was visiting her grandmother because she was unwell.
2. Her mother asked her to stay on the path.
3. She met the wolf in the forest.
4. The wolf learned where the grandmother lived by talking to her.
5. The girl noticed the grandmother looked unusual.
6. She learned to be careful and listen to important advice.

Kolejność wydarzeń:

koszyk → spotkanie z wilkiem → wilk dociera do domu → dziewczynka zauważa coś dziwnego → bezpieczne zakończenie

Prawda/fałsz: zgodnie z finalnymi zdaniem.

Strona 09 — Test

- 1 A
- 2 C
- 3 B
- 4 D
- 5 B
- 6 A
- 7 C
- 8 D
- 9 B
- 10 C



2. Kopciuszek

Strona 11

Cinderella did not go to the ball with her family because her stepmother gave her more work and the others left without her.

Strona 12

Midnight was important because the magic would end at that time.

Strona 13

Ćw. 1:

1 - G	6 - J
2 - D	7 - C
3 - H	8 - B
4 - E	9 - F
5 - I	10 - A

Ćw. 2:

1. chores	4. midnight
2. invitation	5. slipper
3. palace	6. fit

Ćw. 3:

kind ↔ unkind
happy ↔ sad
arrive ↔ leave

Ćw. 4: odpowiedź indywidualna.

Strona 14

Przykładowe odpowiedzi:

1. Cinderella lived with her stepmother and stepsisters.
2. She could not go to the ball at first.
3. Her fairy godmother helped her.
4. She went to the ball and met the prince.
5. She had to leave before midnight.
6. The prince found her because the slipper fit her.

Związek przyczyna-skutek:

- Cinderella left the ball because the magic would end at midnight.
- The prince searched the kingdom because he wanted to find the girl from the ball.
- Cinderella could go because the fairy helped her.
- The prince knew it was Cinderella because the slipper fit her.

Prawda/fałsz: 1 F 2 T 3 F 4 T 5 T

Refleksja: indywidualna.

Strona 15 — Test

- 1 B
- 2 D
- 3 A
- 4 C
- 5 B
- 6 A
- 7 D
- 8 C
- 9 B
- 10 A



3. Trzy małe świnki

Strona 17

1. straw
2. sticks
3. bricks

Strona 18

The brick house was stronger because it was built carefully with strong materials.

Mini-zadanie: Third pig.

Powód: Because he planned carefully and built a strong house.

Strona 19 — Słownictwo

straw	— słoma
sticks	— patyki / gałęzie
bricks	— cegły
build	— budować
strong	— mocny
weak	— słaby
blow	— dmuchać
chimney	— komin
safe	— bezpieczny
careful	— ostrożny

Ćw. 2: 1. straw 2. strong 3. blow
4. safe 5. chimney 6. careful

Ćw. 3 — tabela:

straw — strong?	No — quick?	Yes
sticks — strong?	No / not very — quick?	Yes
bricks — strong?	Yes — quick?	No

Ćw. 4: indywidualne.

Strona 20

Przykładowe odpowiedzi:

1. The first pig built a house of straw.
2. The second pig built a house of sticks.
3. The third pig built a house of bricks.
4. The wolf blew down the first two houses.
5. The three pigs were safe in the brick house.
6. They learned that it is important to plan carefully and work hard.

Kto to zrobił?

- | | |
|--------------|-------------|
| 1 First Pig | 4 Wolf |
| 2 Second Pig | 5 Third Pig |
| 3 Third Pig | 6 Wolf |

Związek przyczyna-skutek: A-2 B-3 C-4 D-1

Prawda/fałsz: 1 F 2 T 3 F 4 T 5 T

Refleksja: The third pig was successful because he prepared carefully.

Strona 21 — Test

- 1 C
- 2 A
- 3 B
- 4 D
- 5 A
- 6 C
- 7 B
- 8 D
- 9 C
- 10 A





Klucz odpowiedzi – historie 4–5



4. Złotowłosa i trzy niedźwiadki



Strona 23

- **Uzupełnianie zdań:**
The first bowl was too hot. The second bowl was too cold.
The third bowl was just right.



Strona 24

- **Przykładowa odpowiedź:**
She should have waited for the owners or asked for permission before entering.
- **Dodatkowy przykład odpowiedzi:**
No. Her behaviour was not respectful because she entered the house and used other people's things without permission.



Strona 25

- **Ćwiczenie 1:**
1 – F 2 – B 3 – H 4 – D 5 – C
6 – E 7 – G 8 – I 9 – J 10 – A
- **Ćwiczenie 2:**
hot ↔ cold; hard ↔ soft; big ↔ small;
full ↔ empty; comfortable ↔ uncomfortable.
- **Ćwiczenie 3:**
1. too 2. just right 3. too 4. just right 5. too
- **Ćwiczenie 4 – przykładowe odpowiedzi:**
The bowl is big. The chair is small. The bed is soft.
Akceptujemy inne poprawne zdania pasujące do ilustracji.
- **Ćwiczenie 5:** indywidualna.



Strona 26

- **Przykładowe odpowiedzi:**
1. They left because the porridge was too hot and they went for a walk.
2. She entered the house.
3. She liked the smallest bowl.
4. The smallest chair broke.
5. They found her sleeping in the smallest bed.
6. She learned to respect other people's homes and belongings.
- **Kolejność wydarzeń:**
Goldilocks entered the house → tried the porridge → sat on the chairs → went upstairs → bears returned → Goldilocks woke up.
- **Czy przedmiot?** Small Bear (wszystkie).
- **Prawda/fałsz:** 1 F 2 T 3 F 4 T 5 T
- **Refleksja:** indywidualna zgodna z ideą proszenia o pozwolenie i szacunku dla cudzej własności.



Strona 27

- **Test – klucz odpowiedzi:**
1 B 2 C 3 A 4 D 5 B 6 C 7 A 8 D 9 B 10 C



5. Jaś i Małgosia



Strona 29

- **Odpowiedź:**
The breadcrumbs did not help because birds ate them.
- **Mini-zadanie:**
A. together



Strona 30

- **Przykładowa odpowiedź:**
Working together, staying calm and finding a chance to escape helped Hansel and Gretel return safely.
- **Cechy najbardziej oczekiwane:**
brave, clever, helpful.
Akceptujemy dwie uzasadnione odpowiedzi.



Strona 31

- **Ćwiczenie 1:** 1 – C 2 – F 3 – J 4 – D 5 – H
6 – A 7 – I 8 – E 9 – G 10 – B
- **Ćwiczenie 2:** 1. forest 2. breadcrumbs 3. lost
4. cottage 5. key 6. escape
- **Ćwiczenie 3:** A – 2 B – 3 C – 1
- **Ćwiczenie 4:** 1. slipper 2. chimney 3. porridge
- **Ćwiczenie 5:** indywidualna.



Strona 32

- **Przykładowe odpowiedzi:**
1. Hansel wanted to leave signs so they could find the way home.
2. Birds ate the breadcrumbs.
3. They found a strange cottage.
4. They wanted to leave because they realised they were not free to go.
5. They observed the situation and worked together to find a chance to escape.
6. Cooperation and careful problem-solving helped them reach safety.
- **Kolejność wydarzeń:**
Hansel tried to mark the path → birds ate the breadcrumbs → children realised they were lost → found a cottage → escaped together → returned to safety.
- **Kto to zrobił?**
Odpowiedzi 3–6: Both.
Pierwsze dwie odpowiedzi powinny być zgodne z ostateczną wersją opowiadania.
- **Prawda/fałsz:** 1 F 2 T 3 F 4 T 5 T
- **Refleksja – przykładowa odpowiedź:**
Working together was important because each child helped solve part of the problem.



Strona 33

- **Test – klucz odpowiedzi:**
1 C 2 A 3 B 4 D 5 C 6 B 7 A 8 D 9 C 10 B

6. Królewna Śnieżka i siedmiu krasnoludków



Strona 35

- **Przykładowa odpowiedź:**
The queen was jealous because the magic mirror said that Snow White was more beautiful.
- **Zadanie dodatkowe:**
afraid

Strona 36

- **Przykładowa odpowiedź 1:**
She should not have accepted the apple because it came from a stranger and she had been warned to be careful.
- **Przykładowa odpowiedź 2:**
She should have refused the apple and kept the door closed.
- **Uwaga:** akceptujemy również inne logiczne odpowiedzi.

Strona 37

- **Ćwiczenie 1:**
1-D 2-H 3-F 4-I 5-J
6-C 7-G 8-A 9-B 10-E
- **Ćwiczenie 2:**
1. mirror 2. jealous 3. warning
4. stranger 5. disguise 6. spell
- **Ćwiczenie 3:**
A – afraid B – jealous C – relieved
- **Ćwiczenie 4:**
1. RISKY 2. SAFE 3. RISKY 4. SAFE
- **Ćwiczenie 5:**
indywidualne

Strona 39

- **Test – klucz odpowiedzi:**
1 B 2 D 3 A 4 C 5 B
6 D 7 A 8 C 9 B 10 D

Strona 38

- **Przykładowe odpowiedzi 1-6:**
 1. The queen became jealous because the mirror said Snow White was more beautiful.
 2. Snow White found a safe place in the dwarfs' cottage.
 3. They warned her not to trust or open the door to strangers.
 4. The queen used a disguise.
 5. Snow White fell into a magic sleep.
 6. She learned to be careful and listen to important warnings.
- **Przyczyna/skutek:**
A-2 B-1 C-3 D-4
- **Prawda/fałsz:**
1 F 2 T 3 F 4 T 5 T
- **Dobra/zła decyzja:**
 - 1 GOOD DECISION 2 GOOD DECISION
 - 3 BAD DECISION 4 GOOD DECISION
- **Interpretacja – przykładowa odpowiedź:**
Behaviour is more important because the characters' choices affect what happens in the story.

7. Jaś i magiczna fasola



Strona 41

- **Przykładowa odpowiedź:**
Jack's mother was unhappy because she expected him to sell the cow for money, but he traded it for beans.
- **Zadanie dodatkowe:**
B. A giant beanstalk appeared.

Strona 42

- **Przykładowa odpowiedź 1:**
Trading the cow without thinking carefully was Jack's riskiest decision because his family needed the money.
- **Przykładowa odpowiedź 2:**
Jack learned that he should think carefully and take responsibility for his decisions.

Strona 43

- **Ćwiczenie 1:**
1-E 2-G 3-H 4-C 5-I
6-J 7-A 8-F 9-D 10-B
- **Ćwiczenie 2:**
1. market 2. trade 3. beans
4. beanstalk 5. climb 6. castle
- **Ćwiczenie 3:**
A-3 B-4 C-1 D-2
- **Ćwiczenie 4:**
1. climbed 2. castle 3. magic
4. impulsive 5. responsible
- **Ćwiczenie 5:**
indywidualne

Strona 45

- **Test – klucz odpowiedzi:**
1 A 2 C 3 B 4 D 5 A
6 C 7 B 8 D 9 A 10 C

Strona 44

- **Przykładowe odpowiedzi 1-6:**
 1. His mother wanted him to sell the cow because the family needed money.
 2. Jack received magic beans.
 3. A huge beanstalk grew.
 4. He discovered a castle above the clouds.
 5. He had to return quickly because the giant discovered or followed him.
 6. He learned to think carefully and take responsibility for his decisions.
- **Kolejność wydarzeń:**
Jack traded the cow → a huge beanstalk grew → Jack climbed above the clouds → Jack discovered a castle → Jack returned home → Jack learned from his decisions.
- **Dobra/ryzykowna decyzja:**
1 RISKY 2 GOOD 3 GOOD 4 GOOD
- **Prawda/fałsz:**
1 F 2 T 3 F 4 T 5 T
- **Refleksja – przykładowa odpowiedź:**
No. Being brave means facing a difficult situation for a good reason, while taking unnecessary risks means acting without thinking about the consequences.

Wskazówka dla nauczyciela

- W pytaniach otwartych należy zaakceptować każdą odpowiedź, która jest zgodna z treścią opowiadania i przekazuje właściwy sens. Drobne błędy językowe mogą być poprawiane osobno, bez automatycznego uznawania całej odpowiedzi za błędną.
- Materiał został zaprojektowany tak, aby ćwiczyć zarówno rozumienie tekstu, jak i praktyczne użycie języka. W razie potrzeby pytania otwarte można również omawiać ustnie.



Gotowe do kolejnej angielskiej przygody!