

Teen Explorer *new*

8



Nagrania do zeszytu ćwiczeń
dostępne na **docwiczenia.pl**



Tracks 1–51
Kod: A8M4QM

Zeszyt ćwiczeń

Angela Bandis
Diana Shotton
Phillip McElmuray
Robert Górniak
Katarzyna Kłopska

**nowa
era**

Twoje mocne strony

Teen Explorer new

Nabyta przez Ciebie publikacja jest dziełem twórcy i wydawcy. Prosimy o przestrzeganie praw, jakie im przysługują. Zawartość publikacji możesz udostępnić nieodpłatnie osobom bliskim lub osobiście znanym, ale nie umieszczaj jej w internecie. Jeśli cytujesz jej fragmenty, to nie zmieniaj ich treści i koniecznie zaznacz, czyje to dzieło. Możesz skopiować część publikacji jedynie na własny użytek.

Szanujmy cudzą własność i prawo. Więcej na www.legalnakultura.pl



Teen Explorer new 8 Workbook 1st Edition

Angela Bandis, Diana Shotton, Phillip McElmurray, Katarzyna Kłopska
Kim Ashmore (*Starter, Writing pages*)
Robert Górniak (*Exam Booster, Collocations and Prepositions in Action, Phrasal Verbs in Action pages*)
Nicholas Rattenbury (*Skills Checkpoint pages*)
Marjorie Jane Rosenberg (*Review pages*)

Publisher: Sharon Jervis.
Editorial Manager: Claire Merchant.
Commissioning and Development Editor: Kayleigh Buller.
Editor: Nicola Stewart.
Editorial Assistant: Georgina McComb.
Head of Production: Celia Jones.
Content Project Manager: Melissa Beavis and Jon Ricketts.
Editorial Liaison: Leila Hishmeh.
Manufacturing Manager: Eyvett Davis.
Cover Designer: Piotr Stopczyński.
Text Designer: Wild Apple Design and Ken Vail Graphic Design.
Compositor: Wild Apple Design.
Audio Producer: James Richardson.
Recorded at: Soundhouse Studios.

National Geographic Learning

Cheriton House, North Way
Andover, Hampshire
SP10 5BE United Kingdom

National Geographic Learning, a Cengage Learning Company, has a mission to bring the world to the classroom and the classroom to life. With our English language programs, students learn about their world by experiencing it. Through our partnerships with National Geographic and TED Talks, they develop the language and skills they need to be successful global citizens and leaders. Locate your local office at international.cengage.com/region
Visit National Geographic Learning online at NGL.Cengage.com/ELT
Visit our corporate website at www.cengage.com

© Copyright by Nowa Era Sp. z o.o./Sanoma 2024
ISBN 978-83-267-4603-1

Redaktor zarządzający: Małgorzata Gutowska.
Redaktor serii: Agnieszka Gągała.
Redakcja merytoryczna: Anna Lewandowska.
Redakcja językowa: Ewa Piątek, Nicholas Rattenbury, Graham Carr.
Projekt graficzny: Klaudia Jarocka-Ciok.
Ilustracje: Marcin Franczak, Krzysztof Mrawiński.
Fotoedycja zdjęć: Robert Gajda.
Projekt okładki: Piotr Stopczyński.
Skład i łamanie: Paweł Roguski.
Realizacja nagrań: Andrzej Rewak.
Współpraca redakcyjna: Aleksandra Rak.
Dystrybucja: Nowa Era Sp. z o.o.

Nowa Era Sp. z o.o.

Aleje Jerozolimskie 146 D, 02-305 Warszawa
www.nowaera.pl, e-mail: www.nowaera.pl/kontaktangielski
Centrum Kontaktu: 58 721 48 00

Photo Credits

Cover image (front cover) Getty Images Suriya Silsaksom / EyeEm
Cengage National Geographic: John Stanmeyer-VII s. 62 /plantacja
GettyImages: parys s. 74 /E; CircleEyes s. 78 ćw. 2; Rodrigo Friscione s. 82 /rekin
PantherMedia: smileus s. 74 /B
Shutterstock: EpicStockMedia s. 3 /surfer; Inu s. 3 /alipinistka; michaeljung s. 4, s. 56 ćw. 2.2 /A; baldezh s. 5 /pajak; TONG4130 s. 5 /smartphone; margouillat photo s. 6; New Africa s. 7; goodluz s. 8, s. 56 ćw. 2.6 /B; Galyna Andrushko s. 9 /lodowiec; E. Glanfield s. 9 /wulkan; rathshiki s. 10 /A; Neiron Photo s. 10 /E; holbox s. 10 /C; Kokhanchikov s. 10 /B; ever s. 10 /E; Serg64 s. 10 /D; StockCube s. 10 /zamek; Eric Isselée s. 11, s. 96 /A, C; dnaveh s. 13 /B; Racheal Grazias s. 13 /A, s. 16 ćw. 3 /A; Pav-Pro Photography Ltd s. 13 /turysta; Riccardo Piccinini s. 14; Guitar photographer s. 15; Taiga s. 16 ćw. 1 /A; Ekaterina Kondratova s. 16 ćw. 1 /B; karamysh s. 16 ćw. 1 /C; blinkblink s. 16 ćw. 2 /C; Ukki Studio s. 16 ćw. 2 /B; kulyk s. 16 ćw. 2 /A; Michael715 s. 16 ćw. 3 /C; Michal Knitl s. 16 ćw. 3 /B; george studio s. 17 /mapa; V. Belov s. 17 /hamiot; sabarwal s. 18 /C; Candia Baxter s. 18 /B; szefei s. 18 /A; Kaesler Media s. 18, 28, 38, 52, 62, 72, 82, 96 /dziewczyna; Sergey Ginak s. 20 /spadochroniarz; LuckyPhoto s. 20 /gondola; Pavel Ilyukhin s. 20 /tramwaj; Arndale s. 20 /latarnia morska; ArtMari s. 21, s. 28 /samolot; hecke61 s. 22; gpointstudio s. 23; Loredana Cirstea s. 24; mirin s. 26 /zaproszenie; Antonio Guillem s. 27, s. 42; Barashkova Natalia s. 28 /statek; Olek Lu s. 29 /dziewczynka; guteksk7 s. 29, 30, 79, 117, 122 /chat; Ratikova s. 30 /C; Marian Weyo s. 30 /D; Mike Richter s. 30 /B; serre86 s. 30 /A; Radoslaw Lecyk s. 31; R_Tee s. 33 /kran; Alexander Yu. Zotov s. 33 /pustynia; Tom Zahnas s. 34; Vectorfair.com s. 37 /symbole pogody; Oxlock s. 37 /stempel; BIGANDT.COM s. 38 /A; Tonfilmer s. 38 /B; Lukas Uchytíl s. 38 /C; Roblan s. 38 /D; Ivan Kuzmin s. 39; Dennis van de Water s. 40; Monkey Business Images s. 41 /rodzina, s. 43 ćw. 4 /4, s. 54 ćw. 3 /3, s. 58, s. 100 /B; oxygendesign021 s. 41 /smartphone; Hannamariah s. 41 /pies; AdrianC s. 43 ćw. 4 /1; Jaren Jai Wicklund s. 43 ćw. 4 /2; pkchai s. 43 ćw. 4 /3; Elena Rostunova s. 43 ćw. 4 /5; imtmphoto s. 43 ćw. 4 /6; Paul Kiss s. 43 /panda; Sabine Hortebusch s. 43 ćw. 1 /8; jajaladdawan s. 43 ćw. 1 /6; Sari ONeal s. 43 ćw. 1 /4; Perutskyi Petro s. 43 ćw. 1 /2; Jan Danek jdm.foto s. 43 ćw. 1 /7; kwww s. 43 ćw. 1 /5; Chik_77 s. 43 ćw. 1 /3; StudioSmart s. 43 ćw. 1 /1; Volodymyr Goinyk s. 44; one photo s. 45; ChickenStock Images s. 46; Oleksiy Mark s. 47; Kaspars Grinvalds s. 52 /C; Wildnerdpix s. 52 /B; Diyana Dimitrova s. 52 /A; Buckeye Sailboat s. 53; savageultralight s. 54 ćw. 3 /1; Poznyakov s. 54 ćw. 3 /2; Alan Bailey s. 54 ćw. 3 /4; wavebreakmedia s. 54 ćw. 1; Jacob Lund s. 55; 4 PM production s. 56 ćw. 4; Valua Vitaly s. 56 ćw. 2.1 /C; Eastfenceimage s. 56 ćw. 2.1 /B; Blend Images s. 56 ćw. 2.1 /A; Luba V Nel s. 56 ćw. 2.2 /C; Svetography s. 56 ćw. 2.2 /B; Boris Stroujko s. 56 ćw. 2.3 /C; Fenton one s. 56 ćw. 2.3 /B; zhu difeng s. 56 ćw. 2.3 /A; oliveromg s. 56 ćw. 2.4 /C; OthaYdur s. 56 ćw. 2.4 /B; Vitaliy Hrabar s. 56 ćw. 2.4 /A; yavuzunlu s. 56 ćw. 2.5; Markus Gann s. 56 ćw. 2.6 /C; AshTproductions s. 56 ćw. 2.6 /A; Atlaspix s. 57; Aurora72 s. 59; Photographee.eu s. 60; Zerbor s. 61; aaltair s. 63; LL_studio s. 64 ćw. 5; BorisKotov s. 64 /C; a-poselenov s. 64 /D; Africa Studio s. 64 /B, s. 72 /arbuzy, s. 131 /lekarz; Lighthunter s. 64 /A; MNStudio s. 65, s. 74 /D; CREATISTA s. 67 ćw. 2; Rohit Seth s. 67 ćw. 4; Joao Virissimo s. 68; Katsiaryna Pleshakova s. 70 ćw. 3; Elena Schweitzer s. 71; Andrey_Popov s. 72 /lodówka; Ken Felepchuk s. 72 /armata; welcomia s. 72 /katapulta; kobeza s. 72 /dynie; topseller s. 73; Matt Makes Photos s. 74 /F; Santi Rodriguez s. 74 /C; leoks s. 74 /A; LysFoto s. 75; Dora Zett s. 76 ćw. 1; A3pfamily s. 76 ćw. 2; carloshod s. 76 /smieci; TravelMediaProductions s. 77; Sopotnicki s. 78 ćw. 5; Irina Bondareva s. 83 /C; Celso Diniz s. 83 /D; Catalin Petolea s. 83 /B; David Masko s. 83 /A; Angela Hawkey s. 84; fizkes s. 85; sirtravelalot s. 86; Rinat Khairitdinov s. 87; VH-studio s. 88 ćw. 3; Wikus Otto s. 88 ćw. 2; Cookie Studio s. 89; CharacterFamily s. 91; Erik Lam s. 96 /B; Geoffrey Kuchera s. 96 /D; Gecko1968 s. 100 /D; blessings s. 100 /C; Albina Glisic s. 100 /A; Maksim Toome s. 100 ćw. 1; Syda Productions s. 106 ćw. 1.1 /C; Alexander Rath s. 106 ćw. 1.1 /B; Lisa F. Young s. 106 ćw. 1.1 /A; Ann Precious s. 118 /kartka w linie; iQoncept s. 118 /puchar; Andrew Scherbackov s. 118 /wydarta kartka; evv s. 118 /zółte kartki; ppart s. 121; piotr_pabijan s. 123 /tablica; pikepicture s. 124 /rachunek; Andrei_M s. 124 /gwiazdki; I000s_pixels s. 126; Aleksandar Mijatovic s. 128; SFIO CRACHO s. 131 /lotnisko

Contents

Starter	p 4
Unit 1	p 9
SKILLS CHECKPOINT 1	p 16
VIDEO 1	p 18
Unit 2	p 19
SKILLS CHECKPOINT 2	p 26
VIDEO 2	p 28
Unit 3	p 29
SKILLS CHECKPOINT 3	p 36
VIDEO 3	p 38
Unit 4	p 39
SKILLS CHECKPOINT 4	p 46
Semester Review, Units 1–4	p 48
VIDEO 4	p 52
Unit 5	p 53
SKILLS CHECKPOINT 5	p 60
VIDEO 5	p 62

Unit 6	p 63
SKILLS CHECKPOINT 6	p 70
VIDEO 6	p 72
Unit 7	p 73
SKILLS CHECKPOINT 7	p 80
VIDEO 7	p 82
Unit 8	p 83
SKILLS CHECKPOINT 8	p 90
Semester Review, Units 5–8	p 92
VIDEO 8	p 96
Collocations & Prepositions	p 97
Collocations & Prepositions in Action	p 98
Phrasal Verbs	p 99
Phrasal Verbs in Action	p 100
Phrases	p 101
Phrases in Action	p 102
Exam Booster	p 105



Starter

1 Wybierz poprawną opcję.

- 1 Diwali – the Festival of Lights – **last / lasts / is lasting** for five days.
- 2 It's dark now, so I **light / lights / am lighting** a candle.
- 3 I **don't / doesn't / am not** put any candles in my bedroom.
- 4 This year we **don't stay / is not staying / are not staying** at home.
- 5 This year we **celebrate / celebrates / are celebrating** with my aunt and uncle.
- 6 **Do / Does / Are** you celebrate Diwali?

2 Ułóż wyrazy w odpowiedniej kolejności tak, aby utworzyć poprawne gramatycznie zdania.

- 1 buy / my / often / presents / parents / me

- 2 never / my / candles / I / put / bedroom / in

- 3 some / we / lanterns / usually / make

- 4 cousin / with / my / stays / us / sometimes

- 5 ever / grandma / I / hardly / my / help

- 6 are / amazing / lanterns / always / the

3 Uzupełnij luki w pytaniach tak, aby pasowały do odpowiedzi.

- 1 **A:** What time _____ the party _____?
B: The party starts at 8 o'clock.
- 2 **A:** When _____ the Chinese _____?
B: The Chinese New Year is either in January or February.
- 3 **A:** Where _____ uncle _____ from?
B: My uncle comes from Greece.
- 4 **A:** Who _____ with?
B: I live with my parents and my pet cat.
- 5 **A:** What _____ during Diwali?
B: We decorate the house during Diwali.
- 6 **A:** Why is _____ cousin _____ with _____?
B: My cousin is staying with us because he's learning English.

4 Uzupełnij luki przyimkami.

- 1 What sport are you a fan _____?
- 2 Are you keen _____ travelling?
- 3 What do you do _____ Saturdays?
- 4 What celebrity are you crazy _____?
- 5 What do you usually do _____ the evening?

5 Odpowiedz na pytania z zadania 4 tak, aby mówiły prawdę o tobie.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

6 Napisz poniższe daty.

Example

5 / 02 - the fifth of February

- 23 / 03 _____
- 11 / 05 _____
- 18 / 09 _____
- 02 / 11 _____
- 21 / 12 _____

7 Znajdź w poniższej wykreślanke 8 przymiotników opisujących charakter człowieka.

C	O	P	B	P	K	C	N
L	H	L	O	E	I	W	G
T	E	E	F	U	N	N	Y
F	R	I	E	N	D	L	Y
L	S	M	A	R	T	N	H
A	H	O	U	U	F	V	T
Z	Y	T	S	V	A	U	S
Y	O	S	I	L	L	Y	L

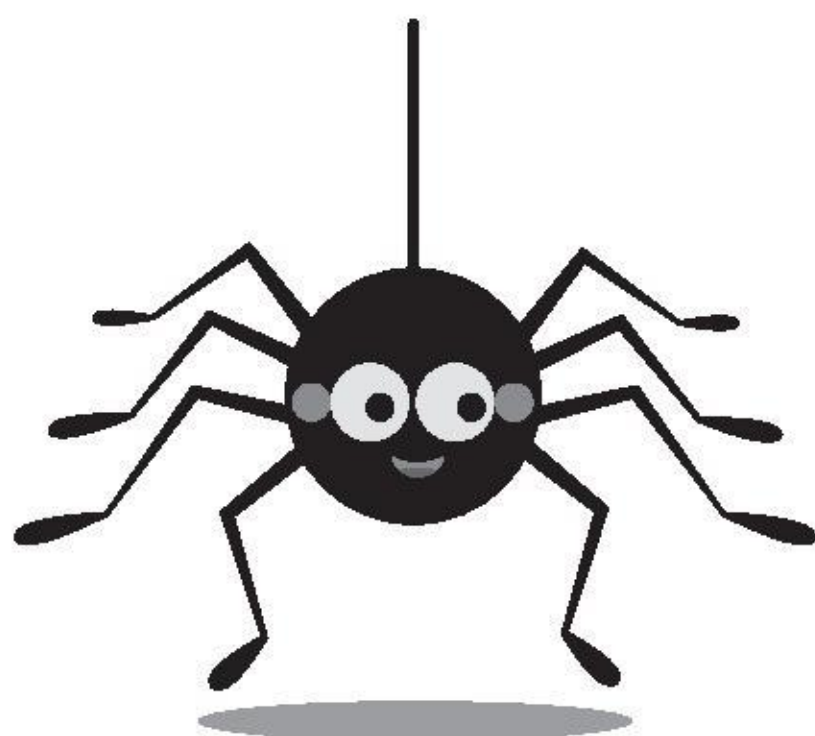


8 Uzupełnij poniższe zdania tak, aby mówiły prawdę o tobie.

- 1 I am worried about _____.
- 2 I am always kind to _____.
- 3 I am scared of _____.
- 4 I am angry about _____.
- 5 I am sad about _____.
- 6 I am shocked by _____.

1 Przeczytaj zakończenie tradycyjnej historii o Anansi pt. *Why Anansi has a Bald Head*. Zakreśl poprawną odpowiedź.

- 1 'Did you eat all the beans?' **asked** / **was asking** Auntie.
- 2 Anansi **looked** / **was looking** at Auntie.
- 3 The beans **were** / **were being** very hot.
- 4 The beans **burned** / **were burning** his head.
- 5 He **started** / **was starting** to dance.
- 6 While he **danced** / **was dancing**, his hat fell off his head.
- 7 Anansi **was** / **was being** embarrassed.
- 8 In the past he **had** / **was having** beautiful, long hair. Now he's bald.



2 Połącz zdania tak, żeby uzyskać logiczne wypowiedzi. Wpisz litery A–H w odpowiednie miejsca przy zdaniach 1–8.

- 1 I called him, but I didn't speak to him. _____
- 2 We're getting together tomorrow. _____
- 3 I went around to her house. _____
- 4 I'm staying in tonight. _____
- 5 Jacob asked about you. _____
- 6 My parents are taking me away in the summer. _____
- 7 My friend called me, but my phone was switched off. _____
- 8 Lisa is going to a concert next week. _____

- A It's too cold to go out.
 B We're meeting at a café.
 C She's looking forward to it.
 D I'll call her back in a minute.
 E He hung up.
 F I think he was worried about you.
 G They're taking me to the mountains.
 H She wasn't in.

3 Uzupełnij zdania wyrazami z nawiasów w odpowiedniej formie – użyj czasu present continuous.

- 1 **A:** What _____ you _____ (do) on Saturday?
B: I _____ (prepare) a group trip.
- 2 **A:** _____ you _____ (have) a party next weekend?
B: No, we _____ (have) a barbecue.
- 3 **A:** _____ John and Natalia _____ (go) to the festival next month?
B: No, they _____ (visit) relatives.
- 4 **A:** When _____ Aisha _____ (meet) her friends?
B: She _____ (see) them at 7 o'clock tonight.

4 Uzupełnij zdania przyimkami *at*, *in* lub *on*.

- 1 We took photos _____ the end of the party.
- 2 The birthday girl danced _____ the middle of the room.
- 3 We had our picnic _____ a field full of flowers.
- 4 Our teachers were standing _____ the back of the school hall.
- 5 There was a gift _____ the bottom of the bag.
- 6 We drew a picture _____ the top of the page.
- 7 I like her. We get _____ very well.

5 Napisz pełnozdanowe odpowiedzi do pytań 1–7 tak, aby mówiły prawdę o tobie.

Example

Who does the chores in your family?
 I do the chores in my family.

- 1 Do you switch off your phone on Saturdays?

- 2 Do you usually stay in over Christmas?

- 3 When do you usually have a shower?

- 4 How old were you in 2015?

- 5 Do your parents take you away in the summer?

- 6 Are you going out in the afternoon?

- 7 What are you doing at the moment?

Starter

- 1 Kto w twoim domu wykonuje poniższe obowiązki? Napisz 5 zdań, używając przysłówków częstotliwości.

clean the bathroom do the washing up
do the ironing sweep the floor vacuum the carpet
do the washing tidy the bedroom do the shopping
wash the car water the garden

Example

My dad usually does the washing up. I wash the car at weekends.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

- 2 Zakreśl poprawną opcję w poniższych dialogach.

- 1 A: What **are** / **is** you going to eat?
B: I'm going to **have** / **having** a pizza.
- 2 A: What pizza would you like?
B: I don't know. Let's look at the menu. Oh, I **am** **going to** / **will** have the four cheeses one.
- 3 A: Do you think the pizza **will be** / **is** OK?
B: Yes, I'm sure it **will taste** / **tasting** really good.
- 4 A: Oh, look at those black clouds. It **am** / **is** going to rain.
B: Oh no, I haven't got an umbrella. We **don't** / **will** have to get a taxi.
- 5 A: I think the restaurant **is going to** / **will** close soon.
B: I know. And it **isn't going to** / **won't** be open tomorrow.

- 3 Uzupełnij luki w wyrażeniach według wzoru w przykładzie 1.

- 1 A loaf _____ of bread.
- 2 A b _____ of water.
- 3 A p _____ of cornflakes.
- 4 A c _____ of cola.
- 5 A j _____ of olives.
- 6 A c _____ of orange juice.
- 7 A t _____ of tomatoes.
- 8 A b _____ of chocolate.



- 4 Zaznacz wyrazy z zadania 3 w poniższej wykreślanke.

C	A	N	J	T	T	U	N	Z	S
C	R	B	C	Q	I	B	T	E	Q
X	X	A	A	E	N	L	O	A	F
C	C	R	R	Y	S	M	K	D	B
J	V	C	T	B	O	T	T	L	E
K	W	S	O	P	A	C	K	E	T
U	T	T	N	T	L	D	I	J	P
Y	K	M	O	Q	B	P	Y	A	U
X	Y	N	Z	A	N	O	X	R	F

- 5 Podkreślone wyrażenia w poniższych zdaniach zawierają błędy. Popraw je.

- 1 Would you like a few jam on your bread?

- 2 Shall I put a little prawns in the pasta sauce?

- 3 Your little brother ate a lot of olive! _____
- 4 We haven't got any banana. Can you get some?

- 5 How many spaghetti would you like? _____
- 6 There isn't much tomatoes left. _____
- 7 There are still lots of biscuit in the packet.

- 6 Odpowiedz na pytania. Użyj wyrażen z zadania 3 oraz określników ilościowych.

Example

To make a sandwich, you need two pieces of bread, a little butter and some cheese.

- 1 What do you need to make tea?

- 2 What do you need to make a fruit salad?

- 3 What do you need to make a healthy breakfast?

- 4 What do you need to make your favourite dish?

- 5 What do you need to make chocolate milkshake?

1 Opisz swój dom, tworząc zdania na temat podanych miejsc w ramce.

living room kitchen utility room dining room
bedroom bathroom balcony garden patio shed

Example

I live in a house. There is a shed next to it.

2 Zakreśl poprawną opcję w poniższym tekście.

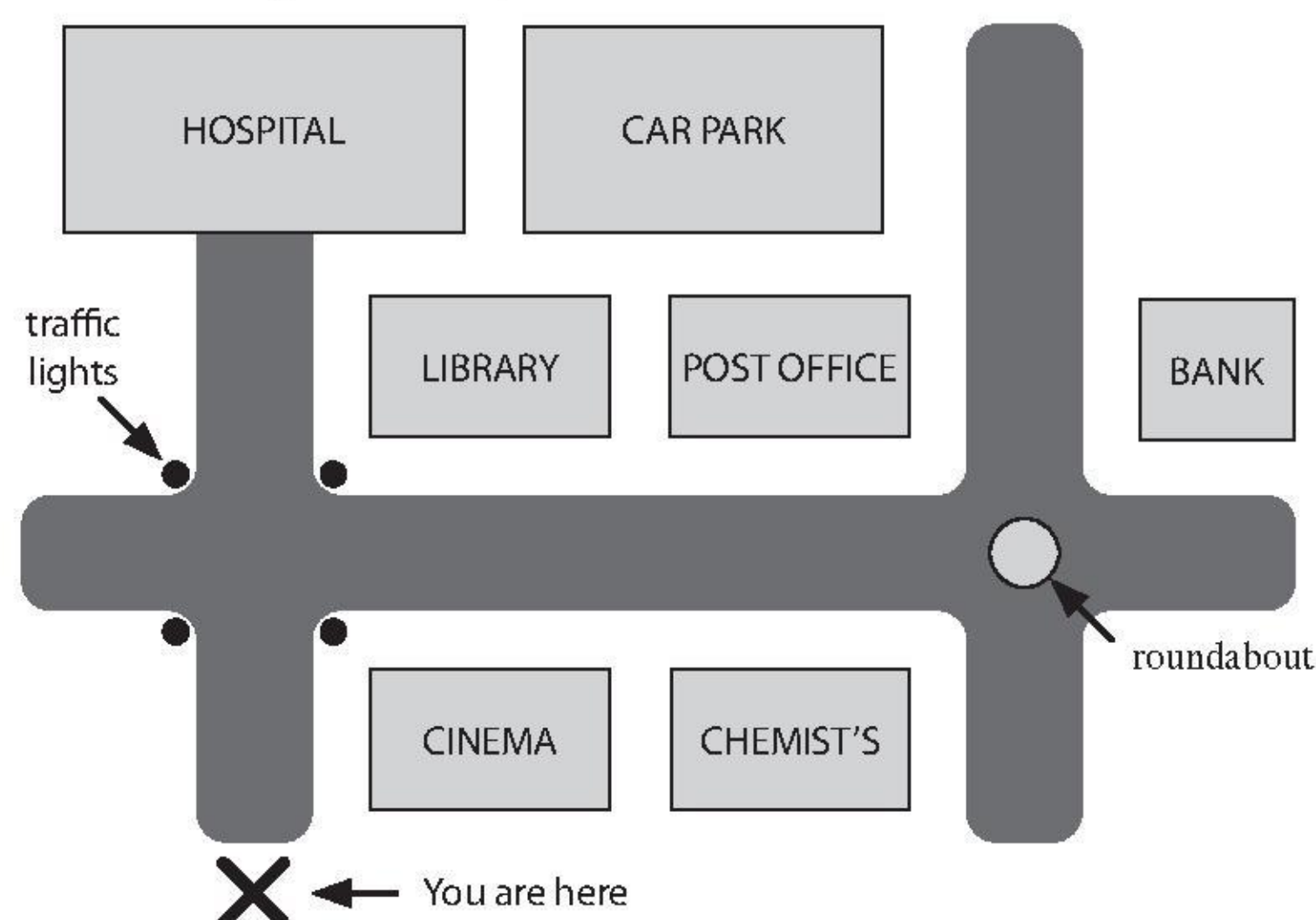
I've got to clean and tidy my bedroom today. I've (1) **already** / **still** made the bed and I've (2) **just** / **never** put my clothes away in the wardrobe. But I haven't put my books back on the shelves (3) **already** / **yet** and I (4) **still** / **just** haven't washed the floor. I need to clean the windows, which is something that I've (5) **ever** / **never** done before. Have you (6) **ever** / **yet** cleaned your bedroom windows?



3 Uzupełnij zdania 1–7 wyrazami oznaczającymi miejsca w mieście.

- Can you get some bread and milk at the corner _____?
- Can you take this book back to the _____?
- My aunt's a teacher. She works at the _____ in the village.
- Can you go to the _____ and get some stamps?
- There's a new exhibition about ancient Egypt on at the _____.
- My grandmother is in _____ because she's broken her leg.
- I'm going to start a new exercise class at the _____.

4 Napisz, jak dojść do poniższych miejsc według informacji na mapie.



Example

Where is the chemist's?
Turn right at the traffic lights. It's next to the cinema, opposite the post office.

- Where's the hospital?

- Where's the post office?

- Where's the car park?

- Where's the cinema?

- Where's the bank?

5 Uzupełnij zdania przedimkami: a, an, the lub (-).

- How far is _____ Moon from _____ Earth?
- We're going to _____ National Stadium, in _____ Warsaw, in _____ July.
- Is there _____ park near here? Yes, _____ park's opposite the station.
- _____ Atacama Desert is in _____ South America.
- I had _____ breakfast at that lovely new café in the village.
- My uncle is _____ engineer on the cruise liner the *Queen Elizabeth*.
- _____ Cardiff is _____ capital city of _____ Wales.
- My brother plays _____ drums in _____ band.
- There are a few small villages in _____ jungle.

Starter

1 Popraw błędy w podkreślonych częściach poniższych zdań.

- 1 If you went camping next weekend, you'll need a tent and a sleeping bag. _____
- 2 I wouldn't go sailing next weekend if I am you. _____
- 3 If I will play a lot of computer games, I get tired. _____
- 4 My mum always cried when she watches talent shows on TV. _____
- 5 If you go to a drama club, you would be more confident. _____
- 6 If I could play any instrument, I will play the viola. _____

2 Uzupełnij poniższe zdania prawdziwymi informacjami o sobie samym / samej.

I enjoy _____
 _____.

I want _____
 _____.

I prefer _____
 to _____.

In the future, I hope _____
 _____.

In the summer, I would like to _____
 _____.

Next year, I might _____
 _____.

I would rather _____
 than _____.

3 Zagrajcie w grę kółko i krzyżyk. Aby postawić swój symbol – ułóż zdanie z wyrazem znajdującym się na tym polu.

if	in my free time	could
enjoy	will	saw
rather	would	must

4 Napisz zdania z czasownikami modalnymi: *can*, *could*, *may*, *shall* lub *should*.

Example:

You want to learn how to ski. (Podkreśl swoją intencję.)
 I **shall** learn how to ski.

- 1 You want to borrow a helmet.
(Poproś o pozwolenie.)

- 2 You are able to swim very well.
(Napisz o umiejętności.)

- 3 You were able to ride a bike when you were little.
(Napisz o umiejętności.)

- 4 Your friend does not drink enough water.
(Udziel porady.)

- 5 You want to serve the ball first.
(Poproś o pozwolenie.)

- 6 Your friend asks to borrow your racket. (Odmów.)

5 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–4) jednym wyrazem tak, aby powstał spójny i logiczny tekst zgodny z ilustracją.



This is a photo of me in the swimming pool. I was three and I (1) _____ already swim. I am wearing a swimming cap and (2) _____ on my head. My mum and I were swimming around the pool and I started splashing water at other people. A nice lady who worked there swam up to me and told me that at swimming pools you (3) _____ annoy other people. At the end of the visit, I was really tired, but the experience was great. I think young kids (4) _____ go to such places to practise sport and also to learn how to behave.

**1 Przeczytaj poniższe e-maile i zdecyduj, czy zdania 1–6 to prawda (T) czy fałsz (F).
Jeśli nie ma danej informacji w tekście, napisz DS (Doesn't say).**

- 1 Lille travelled for more than one day to get to Hawaii. ____
- 2 Lille had seen a volcano erupt before this trip. ____
- 3 Lille plans to visit some other Hawaiian islands. ____
- 4 Barney is unhappy about the cold nights in Norway. ____
- 5 A member of Barney's family lives in Norway. ____
- 6 Barney and his family have visited Oslo. ____



Hi Barney,

How's it going? How is your holiday? I thought I'd write you an email to find out more about your holiday, and, of course, to tell you about mine!

Hawaii is a really amazing place. It took us a really long time to get here from England – 30 hours! But I'm glad I came. We're staying on the Big Island, which has volcanoes. You can visit them and watch them erupt. It's such an awesome experience. Who can say they've seen a volcano erupt? I couldn't until now! The weather has been changeable lately, so it almost reminds me of England. It's quite cloudy, but definitely warmer. We've been to Punalu'u Beach, which has black sand, and tomorrow we're going sightseeing round Hilo, the island's capital.

Tell me all about your holiday! Where did you decide to go? Where are you staying? What are the sights?

Bye for now,
Lille



Hi Lille,

Thanks so much for your email. It's good to hear from you. It's great to be on our summer holiday.

Things are fantastic here in Norway. The weather is amazing. It's been so sunny, but I don't think it's as warm as Hawaii. Actually, at night it's a bit cold, but I don't mind. The area we are in is awesome. We're near the coast and we're staying in a cottage that belongs to my grandma. She doesn't usually live here as she has a flat in Oslo. She's coming here in a couple of days. We've done a few things since we've been here, such as camping in the woods behind my grandma's cottage. We're hoping to see the Northern Lights, which has been my dream for ages. We have to go a long way to see them, though, but I think the trip will be interesting.

Well, that's all for now. When do you return from holiday? We get back in two weeks. I'll see you then!

Talk to you soon,
Barney

2 Wykonaj zadanie w sekcji Skills Booster.

Skills Booster

Przeczytaj jeszcze raz oba e-maile. Uzupełnij w języku polskim luki 1–5 w e-mailu Ani zgodnie z ich treścią. W każdą lukę możesz wpisać maksymalnie dwa wyrazy.

Cześć Mamo,
Wczoraj nasza nauczycielka pokazała mi e-maile, które jej córka, Lille wymieniała z kolegą. Oboje pisali do siebie (1) _____, które spędzają w różnych częściach świata. Ona jest na Hawajach, a on w Norwegii. Jedną z różnic, które zauważyli, na pewno jest (2) _____ – u niej

jest dość ciepło, choć (3) _____, co przypomina jej Anglię, natomiast u Barney'a jest słonecznie, ale chłodno w nocy. Wspominali również o atrakcjach, które widzieli lub planują oglądać. Lille (4) _____ wulkany oraz czarny piasek, natomiast Barney ma nadzieję zobaczyć (5) _____.

Zazdroszczę im takich wakacji, ale u nas na obozie językowym jest również świetnie.

Pa, Ania

1 Na jakich kontynentach leżą grupy krajów 1–6?

- 1 China, Thailand, India and Mongolia

- 2 Switzerland, Italy, Denmark and Poland

- 3 Peru, Argentina, Colombia and Chile

- 4 Egypt, Morocco and Chad

- 5 the USA, Canada and Mexico

- 6 Australia, New Zealand and Fiji

2 Dopasuj wyrazy 1–6 do ilustracji A–F.

- | | |
|------------------------|----------------------|
| 1 villa _____ | 4 campsite _____ |
| 2 holiday resort _____ | 5 youth hostel _____ |
| 3 caravan park _____ | 6 luxury hotel _____ |



3 Wpisz litery A–G w odpowiednie miejsce przy wyrazach 1–7 tak, aby otrzymać wyrażenia.

- | | |
|-----------------|---------------|
| 1 tourist _____ | A hostel |
| 2 travel _____ | B resort |
| 3 bed and _____ | C information |
| 4 long _____ | D guide |
| 5 holiday _____ | E weekend |
| 6 youth _____ | F breakfast |
| 7 tour _____ | G agent |

4 Uzupełnij dialog wyrażeniami z zadania 3.

- A:** Have you called the (1) _____ to ask about our next holiday?
- B:** Yes, I have. I got some interesting information about some great places to visit in Amsterdam.
- A:** Won't that be expensive?
- B:** Not if we stay in a (2) _____. It means sleeping in a room with other students.
- A:** And maybe we could take a trip to the countryside, like we did in Poland last (3) _____ in May?
- B:** Great idea. We could even spend a day at a (4) _____ that's not far from Amsterdam. It's got lots of rides and a pool.
- A:** Sure, we could book a (5) _____ and we can eat other meals in restaurants.
- B:** Yes, and I would also like to spend some time visiting the city to learn more about its history.
- A:** That sounds great. Do you know about any interesting places in the city?
- B:** No, but we can ask at the (6) _____ centre.
- A:** Or maybe we should find our own (7) _____ to show us the best places in Amsterdam.

5 Uzupełnij tekst wyrazami z ramki.

agents guide parks resorts tourist weekend

My dad likes planning holidays in his own special way. He doesn't like holiday (1) _____ because they're too crowded. He won't go to see travel (2) _____ because he doesn't want their advice. He never stops at (3) _____ information centres because he says they often give incorrect information! So, we have a caravan instead, and we stay at caravan (4) _____ and cook and eat our meals there. It's fun, but I always wish we could do something else for a change.

Last month I asked him to take us to Edinburgh for a long (5) _____. We drove there, which took a few hours. We hired a tour (6) _____ to show us the sights. I thought, 'Oh, Dad's going to hate it,' but actually, they really got on well.



Edinburgh castle, Scotland

1 Zakreśl poprawną opcję.

- 1 My aunt lives in a house **that** / **who** is red and blue.
- 2 My mum's mum is the grandmother **who** / – lives with us.
- 3 London is the city **who** / **which** I have visited the most.
- 4 That's the travel agent's – / **that** is advertised on the poster.
- 5 This is the guide book **who** / – I used in Spain.
- 6 Venice is a great city for parents **whom** / **who** have young children.

2 Popraw błędy w poniższych zdaniach. W każdym zdaniu jest jeden błąd.

- 1 My cousin which lives in Peru, loves South American food. _____
- 2 Europe is a continent who has countries that include Portugal, Poland and Germany. _____
- 3 South Korea, when is in Asia, has many high tech industries and produces goods that sell well. _____
- 4 The people greet you very warmly why you go to Australia. _____
- 5 We drove carefully around Canada which we visited North America last summer. _____
- 6 Africa is a place that I would expect to see wild animals. _____

3 Wykonaj zadanie w sekcji Skills Booster.

Skills Booster

Przetłumacz na język angielski fragmenty podane w nawiasach tak, aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- 1 This is the girl _____
(która pomogła mi) when I joined this class.
- 2 It was the day _____
(kiedy zrozumiałem) that I loved her.
- 3 This loudspeaker is great for people _____
_____ (którzy lubią) listening to music.
- 4 We bought a house _____
(który jest) in the forest.
- 5 Ania fell in love with the puppy _____
_____ (który wspiął się) on her lap.

4 Połącz zdania, używając *who*, *which* lub *that*. Jeżeli zdanie jest poprawne bez zaimków, weź je w nawias. Wypisz wszystkie możliwe opcje.

Example

This is the puppy.
We got him last week.
This is the puppy
(**which** / **that**)
we got last week.



- 1 Here's a photo of a holiday resort. We both thought it looked great.

- 2 We were lucky to have a tour guide. He lived right next to the castle.

- 3 Have you met the new girl? I told her about your party.

- 4 That's the hotel. We stayed there last year.

- 5 I have two brothers. They play basketball very well.

- 6 Where is your friend? I gave my book to him.

5 Napisz 3 zdania o osobach, które znasz lub rzeczach, które znajdują się w klasie albo w twojej torbie szkolnej. Przeczytaj zdania na głos w klasie. Klasa zgaduje o kim / o czym mówisz.

Example

You: This is a **boy who** lives on my street.
Class: Do you mean **Grzesiek**?

- 1 _____
- 2 _____
- 3 _____



Listening

- Przyjrzyj się ilustracjom w zadaniu 3.
Co je łączy? Czym się różnią?
- Dopasuj pytania do obrazków. Wpisz je przed obrazkami.
 - When is Natalie's flight?
 - How did John feel on his holiday?
 - Which continent is the man visiting?
 - How long are the couple going on holiday for?
 - Where is the boy going to stay?
- Wykonaj zadanie w sekcji **Skills Booster**.

Skills Booster

Usłyszysz dwukrotnie pięć rozmów. W zadaniach 1–5, na podstawie informacji zawartych w nagraniach, z podanych odpowiedzi zakreśl właściwą: A, B albo C.

- A B C
- A B C
- A B C
- A B C
- A B C

Speaking

- Wykonaj zadanie w sekcji **Skills Booster**.

Skills Booster

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego (1–4). Nie zmieniaj formy podanych słów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- The website showed a beautiful hotel, but it wasn't like that in real life. **UGLY**
The hotel we stayed _____ even though on the internet it looked great.
- There were too many people in the street, so we couldn't walk around. **CROWDED**
The street _____, so we couldn't walk around.
- Our neighbours aren't able to be quiet, it's terrible. **NOISY**
Our neighbours _____, it's terrible.
- The gift she wanted cost too much for me to buy. **EXPENSIVE**
The gift she wanted _____ for me to buy.

- Wybierz właściwą reakcję. Zakreśl literę A, B albo C.

- Where did you go?**
 - I went with my mum.
 - I went to Asia.
 - I don't know why.
- Where did you stay?**
 - My mum told me to stay.
 - I wanted to stay.
 - In an amazing bed & breakfast.
- What was the weather like?**
 - I like warm weather.
 - Absolutely freezing.
 - Do you like it?
- What did you do there?**
 - I swam and read a lot of books.
 - I'm a very active person.
 - Yes, I did.
- Did you enjoy the holiday?**
 - Of course.
 - I enjoy watching TV.
 - I must get up at 8 every day.



1 Dopasuj wyrazy 1–5 do liter A–E tak, aby utworzyć wyrażenia. Podpisz obrazki A–B, wpisując odpowiednią cyfrę w kartkę.

- | | |
|-------------------|-------------|
| 1 amusement _____ | A trip |
| 2 school _____ | B tour |
| 3 day _____ | C excursion |
| 4 city _____ | D park |
| 5 guided _____ | E break |



2 Zakreśl poprawną opcję w zdaniach 1–6.

- Did you **live** / **take** / **stay** a holiday when school finished for the summer?
- We were so tired after walking around Madrid, but it was great to **take** / **stay** / **see** all the sights.
- Hurry up and **take** / **pack** / **stay** your bags; we're leaving in 30 minutes!
- I don't like **seeing** / **wondering** / **taking** photos on holiday.
- We **wandered** / **saw** / **stayed** along the beach during the morning.
- How many more days are we going to **live** / **stay** / **take** at this hotel?

3 Dopasuj początki zdań (1–6) do ich zakończeń (A–F). Wpisz litery w odpowiednie miejsca przy początkach zdań.

- I really enjoy going _____
 - It is so much fun just to wander _____
 - I need to take _____
 - Did you see _____
 - I think I packed _____
 - I'd like to go _____
- A lots of photos to show my friends.
B the sights in Prague when you were there?
C around a city and admire the sights.
D too many heavy things in my suitcase.
E sightseeing when I finally visit Paris.
F on short trips whenever I can.

4 **3** Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo. Wpisz rozwiązania do tabeli.

- A We have a long weekend, so we are going to take a city break.
B I am going to go sightseeing and take lots of photos.
C Sorry, I have to pack my suitcase because we are leaving tomorrow for a holiday.
D We love staying at luxury hotels or holiday resorts by the beach.
E My favourite activity is to wander around the side streets in the old part of a town.

1	2	3	4
_____	_____	_____	_____

5 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–4) jednym wyrazem tak, aby powstał spójny i logiczny tekst zgodny z ilustracją.

Last holiday I spent two weeks trekking in Java, Indonesia. Look! Here I am on the left of the picture. I'm (1) _____ photos of Gunung Bromo, a well-known (2) _____ which is still active. It was a great time. I (3) _____ all my things into a backpack and I just (4) _____ from place to place, talking to local people.



1 Dopasuj początki zdań (1–6) do ich zakończeń (A–F). Wpisz litery w odpowiednie miejsca przy początkach zdań.

- 1 I am always happy when I can sleep _____
 - 2 When I came home from school, I ate my lunch _____
 - 3 She smiled at him _____
 - 4 My brother was shouting _____
 - 5 I always prepare my lunch _____
 - 6 When I ask my ever-patient mum _____
- A carefully and pack a sandwich and some healthy fruit.
 B sweetly and asked him to take a photo of us.
 C deeply and not wake up at all during the night.
 D politely for something, she usually says yes.
 E hungrily because I didn't have a chance to have my tasty snack.
 F angrily at his friend this morning, but I don't know why.

2 Wpisz w tabelę wszystkie przymiotniki i przysłówki z zadania 1.

Adverbs	
Adjectives	

3 Uzupełnij dialog wyrazami z ramki.

healthily loudly quietly carefully easily

- A: You are so fit. You ran up that mountain so (1) _____.
- B: I run every morning and I eat (2) _____ in order to stay in good condition.
- A: Wow, that's amazing, I was watching you (3) _____ and I couldn't believe it.
- B: I heard you shouting (4) _____ when I began my run.
- A: Oh yes, that was me, the other people were just standing there (5) _____.

4 Uzupełnij zdania. Wstaw w luki wyrazy z nawiasów w poprawnej formie.

- 1 Jim was happy to see his friend, so he shouted _____ to get his attention. (*loud*)
- 2 Michelle looked _____ when she found out her friend had lied to her. (*angry*)
- 3 Martin asked the teacher _____ if she could help him with his homework. (*polite*)
- 4 The train travelled so _____ that they arrived in Paris in less than an hour. (*fast*)
- 5 Monica felt _____ that she had forgotten to invite her friend on the trip. (*bad*)
- 6 They welcomed their guests _____ when they arrived at the house. (*warm*)

5 Wykonaj zadanie w sekcji Skills Booster.

Skills Booster

Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–8: A, B albo C.

Hi Jessica,
 How are you? I haven't seen you for ages. I want to tell you about an (1) _____ day trip (2) _____ I took with my sister. She has just got a car, so we went to a forest in the countryside. We drove through the forest (3) _____ in order to see everything properly. It was really (4) _____! We stopped, got out of the car, and walked (5) _____ under the trees. We didn't want to scare any (6) _____ animals! The forest looked quite (7) _____; very green and full of plants. We'll go again soon, and you can come with us. My sister drives quite (8) _____, even though she has just got her driving licence. I'll let you know when we go again.
 Talk soon,
 Frankie

- | | | |
|---------------|-------------|---------------|
| 1 A amazingly | B amaze | C amazing |
| 2 A which | B who | C whose |
| 3 A slowly | B slow | C fast |
| 4 A beauty | B beautiful | C beautifully |
| 5 A careful | B care | C carefully |
| 6 A hungry | B hungrily | C angrily |
| 7 A healthier | B healthily | C healthy |
| 8 A a good | B well | C better |



- 1** Uczeń dostał w szkole zadanie, aby napisać pracę. Przeczytaj polecenie i popraw błędy w zdaniach 1–3.

Read the following social media post from your friend, Philip. Write a post for your social media page and answer his questions. Write 25–35 words.

connect   

 Post

Hi! Tell us about Bangkok. Where is it? Have you been there before? What are you going to do tomorrow?

- The student should write an email.

- The student will write about what he / she did yesterday. _____
- Philip is in Bangkok.

- 2** Uczeń napisał pracę na temat z zadania 1. Przeczytaj ją i popraw osiem błędów interpunkcyjnych.

connect   

 Post

bangkok is an interesting place. It is in southeast asia. ive never visited this region before so this is an amazing experience. we are visiting some ancient sites tomorrow. Who wants to see a video of it. Ill post one as soon as I get back.

- | | |
|---------|---------|
| 1 _____ | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | 8 _____ |

- 3** Przekształć zdania 1–3 tak, aby uniknąć powtórzeń. Nazywaj te same obiekty lub cechy na różne sposoby.

- I've been in Spain for a week now. Spain is a great place. It's great to be here.

- Our guided tour yesterday was a lot of fun. We went on a guided tour to Machu Picchu. Machu Picchu is an amazing place!

- I'm quite disappointed with Venice. In Venice, the weather is often very rainy. That's disappointing.

- 4** Zastąp podkreślone wyrazy swoimi propozycjami. Opowiedz o swojej przygodzie w innym kraju.

connect   

 Post

Hi everyone!

I have just been to a cinema (_____).
in Japan (_____). It was amazing
(_____). I could understand the film
(_____) because there
were English subtitles (_____
_____). The cinema building (_____
_____) looked like a plane (_____
_____). There was a big selection of snacks (_____
_____), but I wasn't hungry
(_____).

Have you ever been in a cinema (_____) in a different country?

Bye for now!

- 5** Odpowiedz na poniższy wpis. Długość wpisu powinna wynosić 30–40 słów.

connect   

 Post

Hi Shannon,
Have you arrived at your hotel yet? Was your flight OK? How's the weather there?

Marble Temple,
Bangkok,
Thailand





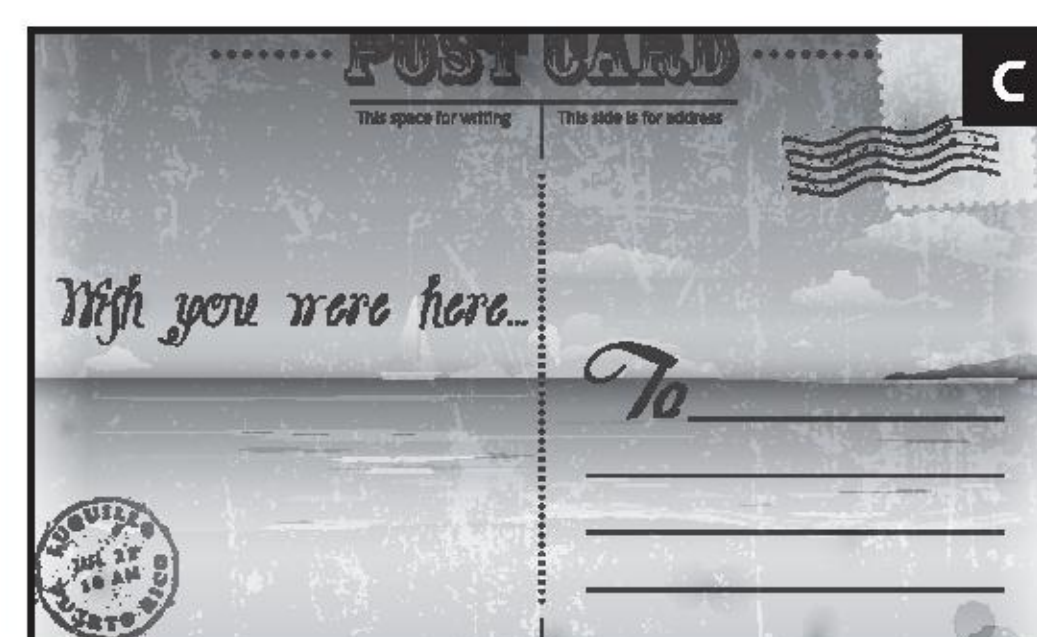
Rozumienie ze słuchu

- 1 4 Usłyszysz dwukrotnie trzy dialogi. W zadaniach 1–3, na podstawie informacji zawartych w nagraniach, z podanych odpowiedzi zakreśl właściwą: A, B albo C.

- 1 Where did the girl and her family stay?



- 2 What can't the girl find?



- 3 What was the girl scared of?



Znajomość funkcji językowych

- 2 Dla każdej z opisanych sytuacji (1–3) wybierz właściwą reakcję. Zakreśl literę A, B albo C.

- 1 Nie możesz się doczekać wakacji. Jak to wyrazisz?

- A The holidays are coming soon.
B We're planning a holiday in Karpacz this year.
C I'm looking forward to the holidays.

- 2 Chcesz zwiedzić miasto. Jak zaproponujesz koledze wspólne zwiedzanie?

- A Why don't we go sightseeing?
B Let's go on a trip.
C I need to take a holiday.

- 3 Chcesz wiedzieć, gdzie kolega nocował w Barcelonie. Jak go o to zapytasz?

- A Where did you stay in Barcelona?
B Did you live in Barcelona?
C Where did you go in Barcelona?

Rozumienie tekstów pisanych

- 3 Ułóż fragmenty tekstu we właściwej kolejności. Z podanych odpowiedzi wybierz właściwą: A, B albo C.

A 1-5-2-4-3

B 3-1-5-2-4

C 5-3-2-4-1

Hi guys!

- 1 When I first got here, I couldn't find my hotel for about an hour.
- 2 Anyway, I'm going to see all the sights tomorrow.
- 3 Here I am in Białowieża after a very long journey!
- 4 After that, I'm going to relax by the pool.
- 5 So I asked a man at a bus stop, and he told me where it was.

See you soon!

4 Uzupełnij luki 1–3 w tekście 3 zgodnie z treścią tekstów 1 i 2. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

Tekst 1

www.grandhotel.co.uk

Grand Hotel Registration Form

Room Type: ☒ Standard ☐ Double Number of guests: 2

12.07.18 16:30 15.07.18 3
Arrival date Check-in time Departure date No. of nights

Guest: Janice Woodley +44 295 278 4632 jwoodley@o2.co.uk
Name Mobile Email

Total amount: \$345 Payment method: ☒ Cash ☐ Credit card
☐ Transfer ☐ Debit card

Airport transfer: ☐ Remarks: Early departure
Vegetarian option on 15.07 at 4 a.m.

Tekst 2

Grand Hotel – how to find us

Our hotel is marked by the symbol of a house on the map below. The car park is on the other side of the river and is just a short walk away.



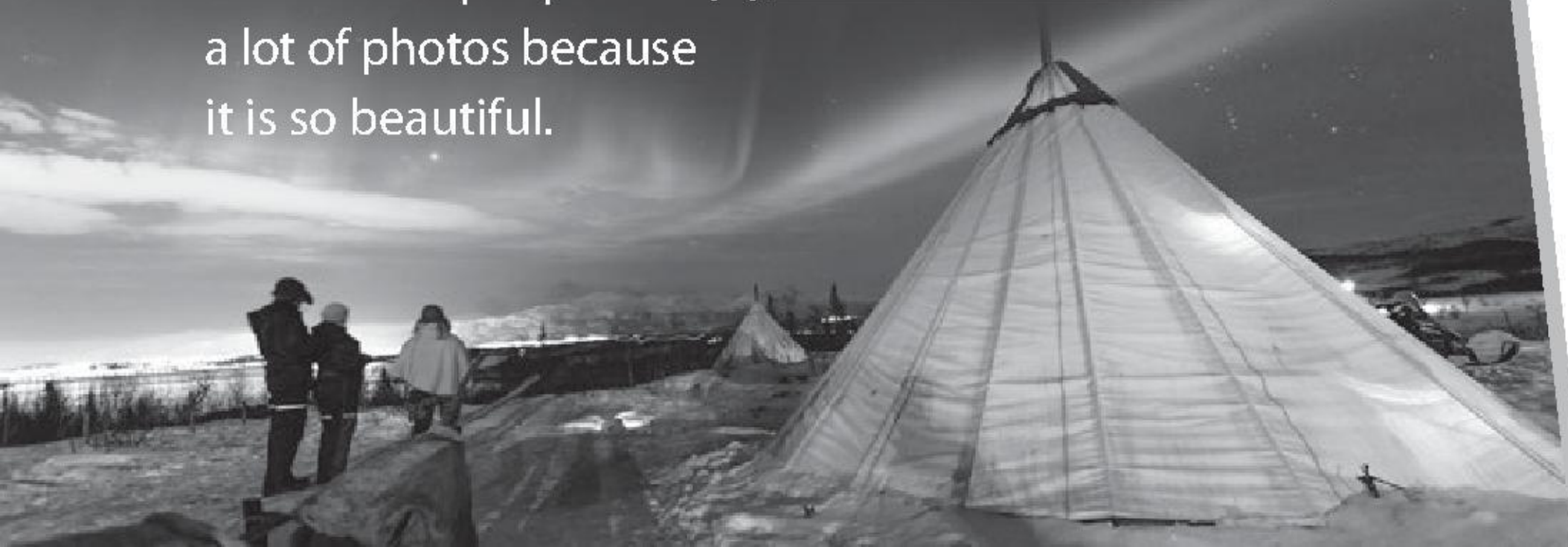
Tekst 3

We found a cosy, small hotel. We can leave our car (1) _____ and get to the centre easily – it's just a short walk across the bridge. There's a woman at hotel reception who knows the city very well, so we asked her lots of questions about what we could do. She suggested we go on a day trip to the beach. She wanted to know if we would pay (2) _____ (as agreed) and why we had to leave the hotel so (3) _____. I think we talked to her for an hour! Anyway, it's a great place, and we're having lots of fun.

Znajomość środków językowych

5 Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–4) jednym wyrazem tak, aby powstał spójny i logiczny tekst zgodny z ilustracją.

This photo was taken in northern Scandinavia or Canada. There are (1) _____ people standing and looking at the Northern (2) _____ in the night sky. It's a beautiful place, and I think it must be very (3) _____ because it is far from civilisation, and there are no other people nearby. You can probably only hear the wind. I'm sure the people will (4) _____ a lot of photos because it is so beautiful.



Tworzenie wypowiedzi pisemnej

6 Wyobraź sobie, że jesteś na wakacjach w ciekawym miejscu w Polsce. Napisz post na bloga, w którym opowiesz, co niezwykłego cię tam spotkało. W poście:

- opisz wydarzenia, które cię zaskoczyły,
- wyjaśnij, jak się wtedy czułeś / czułaś,
- opisz, co zrobili inni ludzie obecni przy tym wydarzeniu.

Pamiętaj, aby zakończyć post zdaniem, które zachęci twoich czytelników do dyskusji.

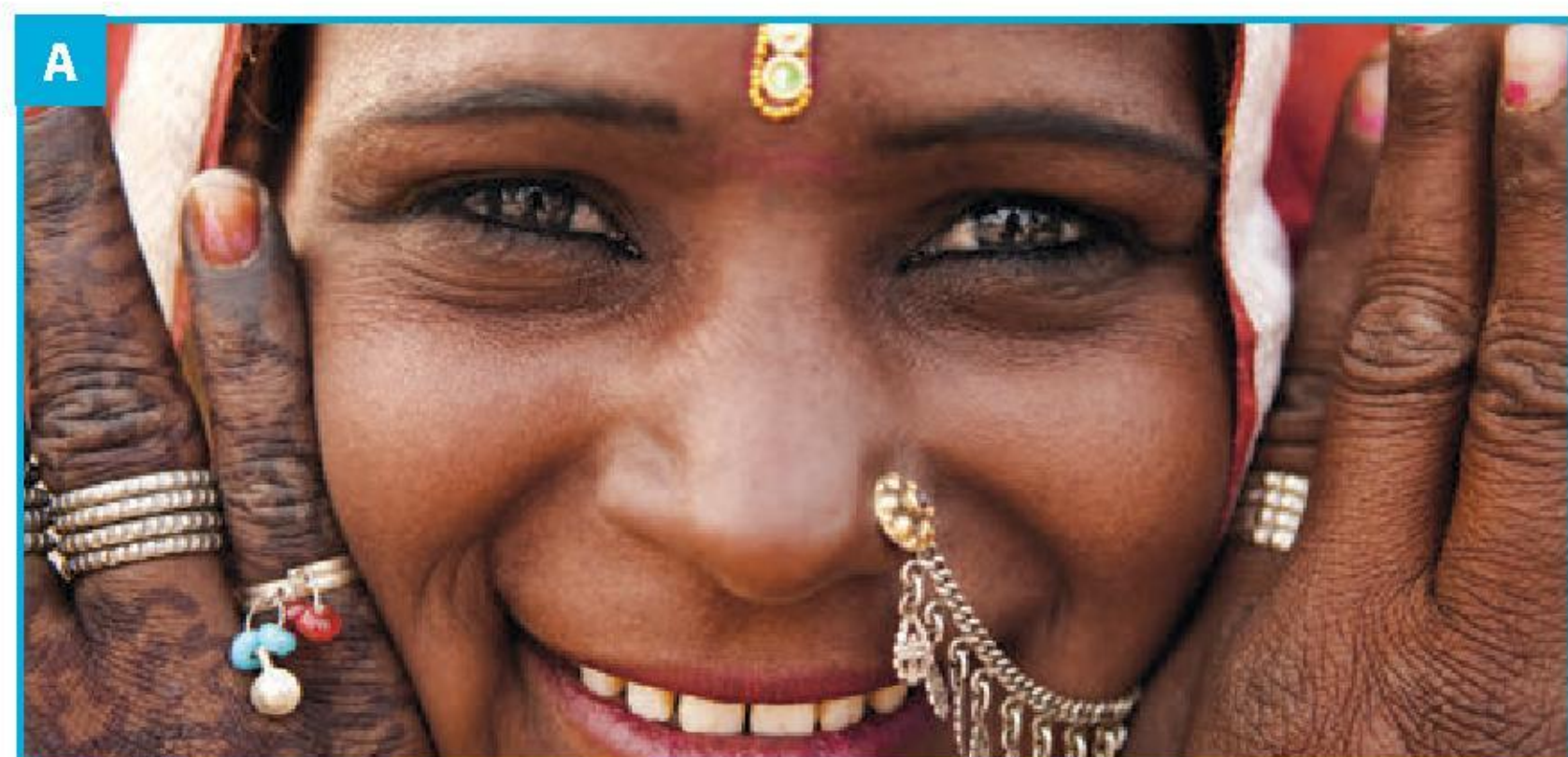
Napisz post w języku angielskim. Rozwiń swoją wypowiedź w każdym z trzech podpunktów tak, aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość posta powinna wynosić od 50 do 120 słów (nie licząc wyrazów podanych na początku wypowiedzi). Oceniane są: umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.



Before you watch

1  Look at the photos. Work with a partner and discuss these questions.

- Which photo do you like best? Why?
- Do you think pictures of people or places are more interesting?
- What can you learn about a place from pictures of the people living there?



While you are watching

2 Watch the video and decide if these statements are true (T) or false (F).

- 1 Steve's first job was working on a newspaper. _____
- 2 Steve wanted to travel and see the world. _____
- 3 He has been working for *National Geographic* for 13 years. _____
- 4 Rajasthan is south of Mumbai. _____
- 5 Steve says he feels at home in Rajasthan. _____
- 6 Steve is quite a shy person. _____

Ideas Focus

- Do you think Steve's job as a photographer is interesting? Why? / Why not?
- How can a face tell a story?



After you have watched

3 Complete the summary of the video below, using these words.

colour face interested music
people photographer places village

Steve McCurry has been working as a *National Geographic* (1) _____ for about thirty years. India is one of his favourite (2) _____ because it is full of culture and (3) _____. He travels to a (4) _____ in Rajasthan and photographs the people there. For Steve, Rajasthan is like another planet; the landscape, (5) _____, food and religion are all strange and wonderful. The (6) _____ are gentle and friendly. He is shy at first when he meets entertainers like snake charmers and fortune tellers, but then he relaxes and feels happy and (7) _____ in these people. When he takes their photos, he says that it is the (8) _____, not just the eyes that tell a story.

1 Przeczytaj poniższy tekst o transporcie publicznym w Chinach i odpowiedz na pytania 1–3. Zakreśl literę A, B lub C.

- How does the author travel to China?
A Spain – Italy – China
B Italy – Spain – China
C China – Italy – Spain
- What is the name of the city in China mentioned?
A Hong Kong B Shanghai C Beijing
- What's the author's opinion of this kind of transport?
A It's great. B It's boring. C It's terrible.

I travelled to China all the way from Italy, stopping on my way in Spain. I will never forget travelling by train in China. It's one of those experiences that can't be forgotten. The trains there are known for being packed but there were even more people than I had expected. Their faces were glued to the windows, and the windows were completely steamed up.

I was staying in Beijing, which is where I got on the train. There were around five hundred people waiting at the station, so it was impossible for all of them to get on the train and reach their destination. Suddenly, three men began pushing everyone inside the train. It was one of the most unusual things I had ever seen. They used all their strength to force the passengers on the train. I was also pushed on, so I felt terrible and out of breath. I hope I will never be pushed into such a crowded place again.

2 Wykonaj zadania w sekcjach Skills Booster.

Skills Booster

Przeczytaj tekst jeszcze raz. Odpowiedz na pytania 1–5 zgodnie z treścią tekstu. Uzupełnij zdania, wpisując swoje odpowiedzi w luki.

- Where did the author begin their journey?
The author _____.
- What are the trains in China famous for?
They are _____.
- Why was it difficult to look through the windows?
The windows were _____.
- How many people were waiting at the station?
At the station _____.
- How many people helped the passengers get on the train?
_____ helped the passengers.

Skills Booster

Przeczytaj teksty. W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zakreśl literę A, B albo C.

1 Both notices can be seen

- A on public transport.
- B in a shop.
- C at a school.

Please keep hands inside the train at all times.

Pull handle in the event of an emergency.

2 When you see this sign, you mustn't

- A get into your car quickly.
- B leave your car in this area.
- C get out of your car fast.

NO PARKING

– passenger loading and unloading only



3 These signs

- A tell people what they can't do.
- B might be seen at an airport.
- C do not give any helpful information.

Luggage reclaim area



Passport control



– please have your passport ready

4 These signs inform people that

- A there is something unusual on the road.
- B there is only 500 m of road.
- C the road is closed.



1 Zkreśl poprawny rzeczownik.

- We need to look at the **timetable** / **passenger** to find out when the train leaves.
- My car hasn't got any **gear** / **petrol**, so we can't go anywhere.
- Michael didn't take a **lorry** / **taxi** because he didn't have enough money to pay the driver.
- The children wanted to meet the **pilot** / **captain** of the ship to learn more about his job.
- The **queue** / **motorway** was full of traffic, and Adele was already really late for work.
- When the ship arrived at the **port** / **platform**, everyone hurried to get off.

2 Zkreśl wyraz, który nie pasuje do pozostałych.

- | | | | |
|--------------|-----------|--------------|----------|
| 1 plane | airport | road | ticket |
| 2 train | platform | timetable | pilot |
| 3 helicopter | sail | port | ship |
| 4 rickshaw | reed boat | electric car | coach |
| 5 lorry | van | motorway | platform |
| 6 airport | bus stop | motorbike | port |

3 Wykonaj zadania w sekcjach Skills Booster.

Skills Booster

Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

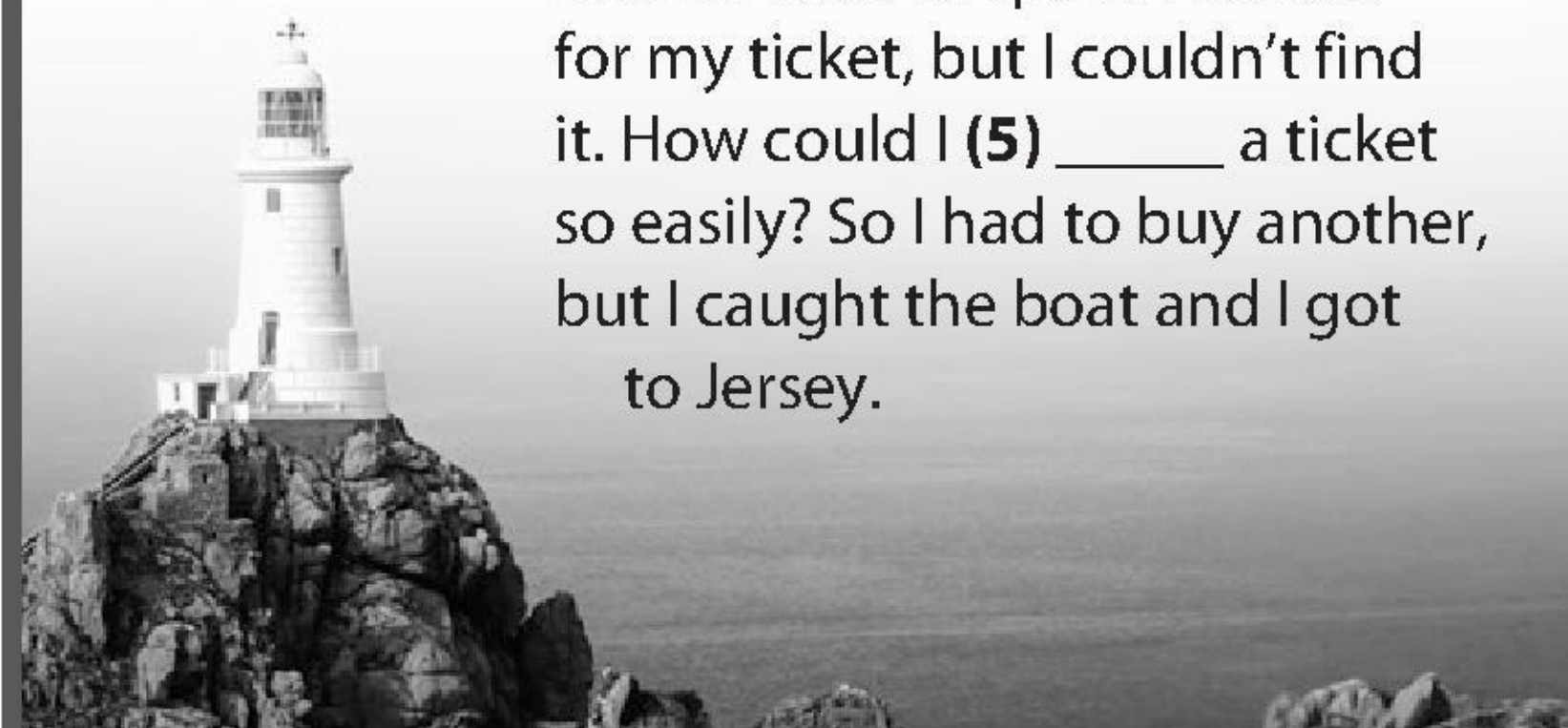
A on B with C me D him E you F for

Yesterday evening a police officer stopped my car and asked me for my driving licence. I was going to the train station, where my father was waiting (1) _____ me, so I got a little bit angry. I hadn't done anything wrong! I explained politely that I needed to pick my father up, but the police officer wouldn't let me go. Another driver even stopped his car next to mine and tried to give (2) _____ a hand, but it made the situation even worse. Finally, when the police officer had checked my documents, I realised that I would have to stop at a petrol station, as I was running out of fuel. I called my dad, and he decided to go home on his own. Believe me, my dad was really angry (3) _____ me ...

Skills Booster

Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–5: A, B albo C.

I once visited the island of Jersey for a long weekend. Strangely, the (1) _____ was interesting because of all the things that went wrong. First, I walked to the (2) _____ and waited for the bus to take me to the port. I already had a ticket for the (3) _____ that goes to the island, which I had bought the day before, so I was ready to go. It was raining heavily – not a good day to travel. There was a lot of water on the road, and when the bus came, it splashed water all over me! I had to wait an hour and twenty minutes for the bus, so I thought I might (4) _____ the boat because it was leaving in 45 minutes. I got to the port with five minutes to spare. I looked for my ticket, but I couldn't find it. How could I (5) _____ a ticket so easily? So I had to buy another, but I caught the boat and I got to Jersey.



- | | | |
|--------------|-----------|------------|
| 1 A road | B journey | C coach |
| 2 A bus stop | B ship | C platform |
| 3 A lorry | B ferry | C flight |
| 4 A sail | B check | C miss |
| 5 A lose | B miss | C fly |

4 Wypisz tyle środków transportu, ile potrafisz. Skorzystaj ze słownika.



1 Przekształć poniższe zdania na stronę bierną w czasie present simple.

- Thousands of people visit this wall.

- Storms never scare the pilots.

- They check your passport at passport control.

- They display timetables in the information centre.

- We don't leave our mobile phones switched on during flights. _____

2 Napisz pytania do poniższych odpowiedzi. Użyj wyrazów z nawiasów oraz strony biernej w czasie past simple.

- A: _____
B: It was taken in a park in Tokyo. (*this photo*)
- A: _____
B: It was sent by my sister. (*this email*)
- A: _____
B: They were bought on Wednesday. (*these flowers*)
- A: _____
B: It was made using wood from India. (*this chair*)
- A: _____
B: It was baked yesterday. (*this cake*)

3 Uzupełnij zdania słowami z ramki w stronie biernej. Którego czasu użyjesz: present simple czy past simple?

check in serve delay return cancel invite tell

Last summer Jill (1) _____ to visit her friends in Frankfurt for the weekend. She got to the airport on time, but her flight (2) _____ by bad weather. An hour later she (3) _____ that the flight (4) _____ and that she had to fly to Bonn instead. The only problem was that her suitcase (5) _____ already _____ for the flight to Frankfurt, so she couldn't get it back in time. She boarded her flight, and lunch (6) _____, so she relaxed a bit. In Bonn her friends picked her up, and they went home for dinner. A few hours later a taxi arrived, and her suitcase (7) _____ to her. Jill was happy that everything had turned out OK in the end.

4 Wykonaj zadania w sekcjach Skills Booster.

Skills Booster



Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–6: A, B albo C.

Barra Airport (1) _____ in the Outer Hebrides in Scotland, and it's unusual because it's on a beach. The runway is made of sand. The airport (2) _____ in 1936 and it (3) _____ by small planes.

A conventional runway (4) _____ because light planes can take off and land easily on sand. It does get quite windy on Barra, however. Once, the weather was so bad that the luggage area (5) _____ and all of the suitcases (6) _____ across the beach.

- | | |
|-------------------|-------------------|
| 1 A located | 4 A was built |
| B was located | B was never built |
| C is located | C is built |
| 2 A is opened | 5 A destroyed |
| B was opened | B is destroyed |
| C were opened | C was destroyed |
| 3 A are only used | 6 A were blown |
| B only used | B are blown |
| C is only used | C was blown |

Skills Booster

Przetłumacz na język angielski fragmenty podane w nawiasach tak, aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie dwa wyrazy.

- All the trains _____ (*są opóźnione*) by bad weather.
- We _____ (*dotarliśmy*) very late at the train station.
- At the ticket office we _____ (*zostały nam sprzedane*) the wrong tickets, so we couldn't get on the train.
- The conductor was very helpful and new tickets _____ (*zostały wydrukowane*) for us.
- We _____ (*zostaliśmy poinformowani*) we might have to wait some time in a queue.



Posłuchaj
nagrania 5
dowiczenia.pl
Kod: A84JBD



Posłuchaj
nagrania 6
dowiczenia.pl
Kod: A8VG4F

Listening

- 1 5 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Usłyszysz dwukrotnie rozmowę w biurze podróży. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–5 w poniższej notatce.

Beijing Tours

- place
The Great Wall of China
- walking tour lasts
(1) _____ hours
- leave from The Royal Hotel
at (2) _____ a.m.
- traditional Chinese lunch
at a (3) _____
near the wall
- The part of the wall near
Beijing is (4) _____
km long.
- price per person
(5) £ _____



The Great Wall of China

- 2 6 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Usłyszysz dwukrotnie rozmowę o wakacjach. W zadaniach 1–5 z podanych odpowiedzi wybierz właściwą: A, B albo C.

- Mum wants to go on holiday**
A by car. B by plane. C by train.
- Dad wants to go on holiday**
A by ferry. B by car. C by plane.
- Dad wants to get around the island**
A by motorbike. B by ferry. C by car.
- The first trip Mum and Dad took to Greece took a long time because**
A they went by train.
B the motorways were not very good.
C their car was old.
- On their first trip, they travelled**
A by train. B by motorbike. C by car.

Speaking

- 3 Uzupełnij dialog. Wpisz w każdą lukę (1–5) brakujące pytanie tak, aby otrzymać spójny tekst. Wykorzystaj wyrazy z nawiasów.

- A: (1) _____ (plane)?
B: It departs at 9 p.m.
A: (2) _____ (leave)?
B: It leaves from gate 56.
A: (3) _____
_____ (Berlin – New York)?
B: It takes about 9 hours.
A: (4) _____ (ticket)?
B: It is 79 pounds.
A: (5) _____
_____ (New York – Berlin)?
B: It is about 6,000 km.

- 4 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Dla każdej z opisanych sytuacji (1–3) wybierz właściwą reakcję. Zakreśl literę A, B albo C.

- Turysta pyta cię, o której przyjedzie następny autobus. Co odpowiesz?**
A The bus stop is 20 minutes from here.
B The bus runs every 15 minutes.
C The next bus is in 10 minutes.
- Twoja rodzina próbuje ustalić, ile kosztuje bilet na prom. Jak zapytacie o to obsługę promu?**
A How much is the ferry?
B How much is the fare?
C Where can we buy a ticket?
- Jakiej odpowiedzi na pytanie 2 może udzielić twojej rodzinie ktoś z obsługi promu?**
A The ferry fare is 3 pounds.
B The ferry is expensive.
C The ferry fair is 2 pounds.

- 5 Każde zdanie zawiera jeden błąd. Popraw go.

- Which stop do I needs? _____
- Trains walk every hour. _____
- Which overground line do I need for the airport?

- How much is the fair to the port? _____
- The port is 10 km on the town centre. _____

1 Wykonaj zadanie w sekcji Skills Booster.

Skills Booster

Przeczytaj teksty na temat podróżowania (A–C) oraz zdania 1–4. Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli. Jeden tekst pasuje do dwóch zdań.

Do you find it difficult to get around when you are travelling? Here are a few tips that may help.

A If you are uncertain about how to find your way around a foreign city or country, it may be helpful to use this type of transport. Just make sure you use an official one and don't forget to give the driver a small tip.

B You can usually book your ticket in one of three ways: in advance online, at a machine or in person. You often have a choice of fares such as adult, child, standard or return. Check before buying to make sure that you have chosen the correct option.

C If you are old enough to already have your driving licence, you might choose this way to get around. You need to know the country's traffic regulations and must always wear a helmet. You have far greater independence with this option.

This tip is about

1	travelling by train.	___
2	using a motorbike.	___
3	a means of transport which you drive yourself.	___
4	getting a taxi.	___



2 Wybierz poprawną opcję w poniższych dialogach.

- 1 **A:** The **fare / first** is £7.50. Here's your ticket.
B: Thank you.
- 2 **A:** Can I change my ticket? I paid the child fare instead of the **return / adult** fare.
B: Don't worry. I can issue you with a new ticket.
- 3 **A:** Are you going to stay in Toledo?
B: No, I have to get another train when I get there. My final **destination / fare** is Zaragoza.
- 4 **A:** Isn't it cheaper to get a single ticket than a **return / standard** ticket?
B: No, it isn't. Surprisingly, they are the same price!

3 Połącz części zdań według wzoru w przykładzie 1.

- 1 My dad was in a hurry and told me to get **E**
2 When we arrived in Kraków, we got _____
3 My friend drove _____
4 I was so tired from walking that I got _____
5 Do you know where I can get _____
6 I hope Mum can pick me _____
7 My aunt had a lot of luggage, so we had to help her get _____
8 My brother has just got his driving licence, so he dropped me _____
- A** off and forgot to give me my school bag, which was still in the car.
B on a bus that goes to the university?
C off at school this morning.
D up after school today.
E into the car quickly.
F out of the car with it.
G into a taxi and came home early.
H off the train because the city was our final destination.

4 Wykonaj zadanie w sekcji Skills Booster.

Skills Booster

Wykorzystując podane wyrazy, uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego (1–5). Nie zmieniaj formy podanych słów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- 1 My son came to collect me at the airport. **PICKED**
I was _____ the airport by my son.
- 2 I had to leave the train because it had broken down. **GET**
The train broke down, so I had _____.
- 3 It wasn't nice of Terry to leave in his car without saying bye. **OFF**
I felt bad when Terry _____ his car without saying bye.
- 4 Our dog jumped into our neighbour's car and didn't want to leave it. **OUT**
We couldn't force our dog to _____ our neighbour's car.
- 5 I was almost late for work but my friend left me at the office in his car just in time. **OFF**
Thanks to my friend, who _____ at the office, I got to work on time.

1 Uzupełnij zdania wyrazami z ramki w stronie biernej. Użyj czasu present perfect lub future simple.

buy catch clean present publish use

- The results of the experiment _____ tomorrow.
- The classroom _____ since Monday.
- Special equipment _____ often _____ to do experiments.
- The robber _____ just _____ at the station.
- This mobile phone _____ by millions of people so far.
- This review _____ in the newspaper next Tuesday.

2 Dopasuj mini dialogi (1–7) do ich zakończeń (A–G). Podkreśl stronę bierną.

- Do you know which ships are docked here? C
- Who do I show my train ticket to? _____
- Did you get your boarding card at the airport? _____
- Whose is this umbrella? _____
- Will this car be controlled by a computer? _____
- I have a new passport. Which queue do I need? _____
- Where was your watch made? _____

- A No, it was printed at home before I left.
 B Yes, we plan to build a 'self-driving' car.
 C I think they have come from all over the world.
 D It came from Switzerland.
 E It will be checked by the conductor.
 F It has already been checked. You can go immediately to the boarding gate.
 G It was left by a passenger who just got off the train.

3 Jakie czasy zostały użyte w stronie biernej w mini dialogach 1–7 w zadaniu 2? Uzupełnij luki.

- present simple
- _____
- _____
- _____
- _____
- _____
- _____

4 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Uzupełnij zdania 1–6. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach tak, aby otrzymać zdania gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to słowa podane.

- Unfortunately, the ticket office _____ (have / just / close) by a security guard.
- An announcement _____ (will / make) in fifteen minutes.
- When the train arrives, we will get on and our tickets _____ (will / check).
- We are both glad that food and drinks _____ (have / just / serve).
- Our school train trip _____ (will / cancel) next week if there is any more heavy snow.
- There is a problem with the ticket machine. Change _____ (not / give) to people buying tickets.



5 Wpisz w luki formy strony biernej tak, aby zachować sens pierwszego zdania. Jakich czasów użyjesz?

- Passengers leave hundreds of umbrellas on trains every month.
Hundreds of umbrellas _____ on trains every month.
- Robots will make cars in this factory.
Cars _____ robots in this factory.
- The police have just stopped some lorries at the port.
Some lorries _____ the police at the port.
- The machine checked your passport.
Your passport _____ the machine.
- He did some research on the number of cars in this area.
Some research on the number of cars in this area _____ by him.

1 Zdecyduj, które z poniższych zdań wyraża:
zaproszenie (*making an invitation*), propozycję
(*making an offer*), pytanie o pozwolenie (*asking
for permission*) i pytanie o radę (*asking for advice*).

- 1 Should I go on holiday to Scotland in the summer?

- 2 Can I borrow your leather jacket for my trip to Sweden?

- 3 Would you like to join me for lunch this afternoon?

- 4 Shall I look after your pets while you're away?

2 Połącz zdania 1–7 ze zdaniami A–G tak, aby powstały mini dialogi.

- 1 Will you go to the party? **C**
 - 2 Could you lend me your CDs? _____
 - 3 May I bring a friend with me? _____
 - 4 Shall I help you with the decorations? _____
 - 5 Would you like to go to the cinema with me? _____
 - 6 Do I have to bring anything? _____
 - 7 Should I get a DJ for the party? _____
- A Yes, you need to bring some food with you.
 - B Yes, please; that would be really helpful.
 - C I might, but I'm not sure yet.
 - D You could, but it might be expensive.
 - E I'm afraid not – there isn't enough room.
 - F I'd love to, thanks.
 - G Yes, of course I can. No problem.

3 Uzupełnij poniższy e-mail czasownikami modalnymi z ramki.

can can't shall should would

Hi Jarrod,
Thanks for inviting me to the museum,
I (1) _____ love to go! I (2) _____ get
there for 12.00, though. Is 12.30 OK? (3) _____
I bring lunch so we can eat in the park later?
I (4) _____ make some sandwiches. Yes, I think
we (5) _____ invite Marcia. She's been a bit
unhappy lately, so I think it might make
her feel better. It's no problem for you to borrow my
notes. I'll bring them on Sunday.
Talk soon, Katerina

4 Przeczytaj odpowiedź Mary na zaproszenie Toma. Zastanów się, co mógł napisać Tom do Mary w swoim zaproszeniu.

Hi Tom,

Thanks so much for inviting me to your concert. Unfortunately, I will be out of town at the time, so I can't come to the event. I'm going to visit my family in the Polish mountains. You have already sent me tickets, so I was wondering – could I give them to my friends? They'd love to see you.

Bye for now,

Mary

5 Uzupełnij zaproszenie Toma na podstawie odpowiedzi Mary z zadania 4.

Hi Mary,

I'm writing to you because **(1)** _____

_____ to a **(2)** _____.

We are playing next month in your town. Would **(3)** _____? I'm sending **(4)** _____.

Hope to see you there,

Love,

Tom

6 Napisz własną odpowiedź na zaproszenie od Toma. Zdecyduj, czy będzie to odpowiedź negatywna czy pozytywna.

[illegible]



Rozumienie ze słuchu

- 1 7 Usłyszysz dwukrotnie cztery ogłoszenia dotyczące podróży (1–4). Do każdego z nich dopasuj zdanie spośród A–E. Jedno zdanie zostało podane dodatkowo. Wpisz rozwiązanie do tabeli.

This announcement is about

- A travel fares.
- B a tour.
- C giving directions to a driver.
- D airport rules.
- E a timetable.

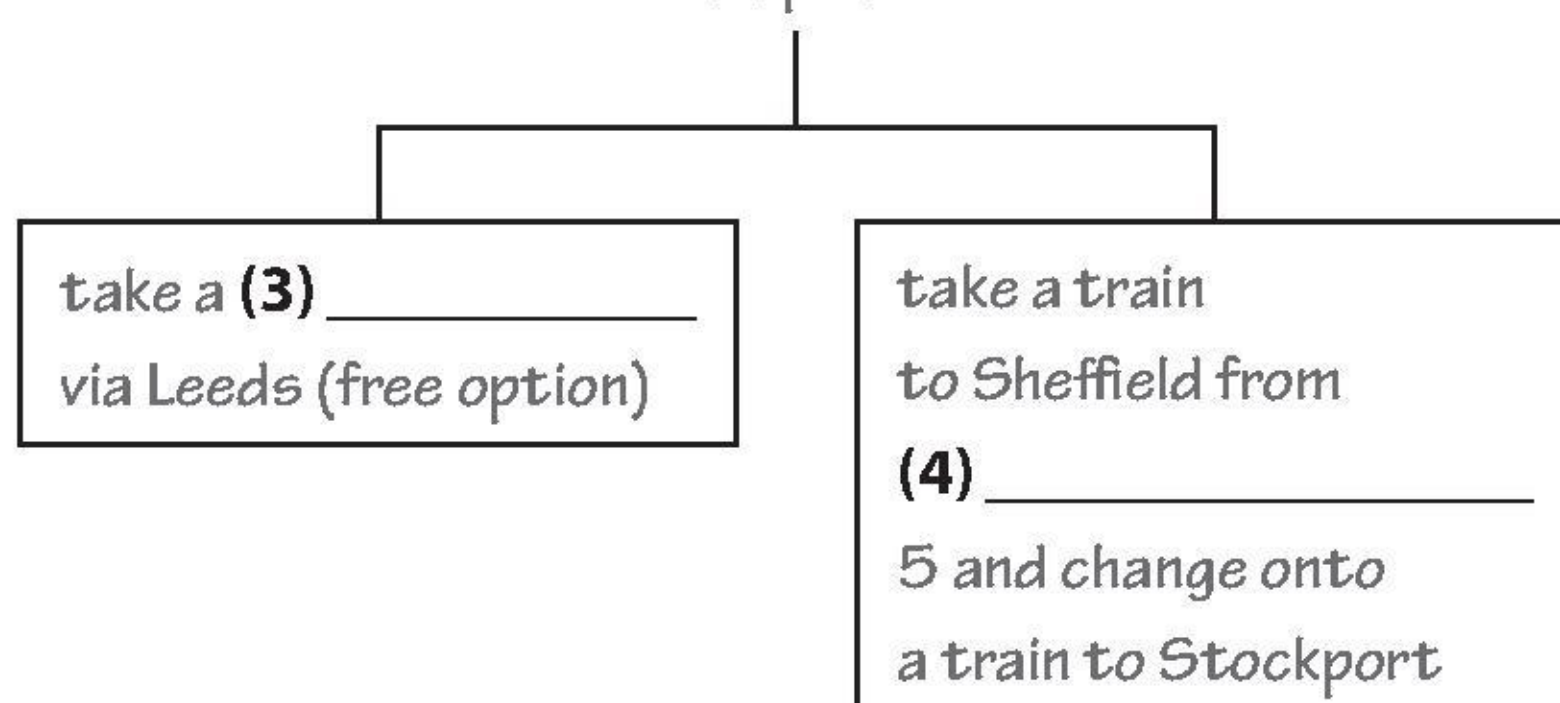
1	2	3	4

- 2 8 Usłyszysz dwukrotnie komunikat nadawany na stacji kolejowej. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce.

The train to (1) _____ – delayed.

Reason: (2) _____.

Two options



- 4 Wpisz w każdą lukę (1–2) brakujący fragment wypowiedzi tak, aby otrzymać spójne i logiczne dialogi.



Rozumienie tekstów pisanych

- 5 Przeczytaj tekst. Uzupełnij luki w zdaniach 1–3 zgodnie z treścią tekstu.

You are invited to
the *Dress to Impress*
Charity Ball

Raising money for the Dagenham
Children's Home

Saturday 8th March 7 p.m. – 2 a.m.
at the Wellings Hotel in Forsham

Evening clothes are obligatory –
black suits for men
and evening dresses for women.

A three-course meal for everyone
at 8 p.m. with free drinks for all guests.

Live music by the Evertime Jazz Band
from 9 p.m. till midnight.

Tickets £80 per person available at the hotel
reception or online at www.ticketbooth.co.uk

1 The ball is being organised to _____ for a children's home.

2 Guests have to wear elegant _____ to the ball.

3 A live band is playing _____ hours.

Znajomość funkcji językowych

- 3 Uzupełnij dialogi 1–3. Wpisz w każdą lukę brakujący fragment wypowiedzi tak, aby otrzymać spójne i logiczne teksty.

- 1 A: Would you like to come to my party?
B: Unfortunately, _____.
- 2 A: Which underground line goes to the airport?
B: You _____ to take the green line.
- 3 A: Can I _____ you a hand?
B: Yes, that would be great.

- 6** Przeczytaj tekst. Odpowiedz na pytania 1–3 zgodnie z treścią tekstu. Uzupełnij zdania, wpisując odpowiedzi w luki.



- A:** So, what was your holiday like? Did you get to see some amazing places?
- B:** Well, I suppose so, but we also spent a lot of time in the car. I think it was 15 hours on the first day. That's far too much for me.
- A:** Wow, that's a lot! I don't like such long car journeys, either. It's much better to go by train, at least you get to see more from the window, not just lorries and boring motorways. We travelled through Austria by train last year, and you could see so much more of the country.
- B:** That's true. And it's not as dangerous as travelling by coach. We once went to Prague by coach on a school trip, and the driver was going so fast that I was sure we were going to have an accident. It was really heavy rain, but he still drove like a maniac!
- A:** People say that flying is also dangerous, but I disagree. The only problem with flying is that not much happens. You have to stay in your seats for several hours with nothing to do.
- B:** That's true. I think the best trip I had was when we went by boat to Sweden. It took 12 hours, but there was so much to do. We could eat in one of the restaurants or even watch a film. They also had a disco on board, so you could dance all night if you wanted. We had a great time.
- A:** Sounds great! I hope I get the chance to go next year.

- 1 Did the girl like travelling by car during her holidays?
_____. It was too _____.
- 2 Why doesn't she like travelling by coach?
She doesn't like it because _____.
- 3 What kind of trip did she like most?
She liked _____ most.

Znajomość środków językowych

- 7** Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–4: A, B albo C.

UNUSUAL OCCASION

It happened a (1) _____ years ago when I was travelling in India. I helped an old man at a village railway station with his luggage. He then wanted to show me his family home, which he (2) _____ was only 30 minutes' walk away. I thanked him for the invitation but (3) _____. I had to say no because I had a bus leaving a short time later. Anyway, I'm always sorry that I didn't change my (4) _____ and go with him. It was a chance to see something of the real lives of people in India.

- | | | | |
|---|--------------------|---|-------------------|
| 1 | A difficult | 3 | A declined |
| | B few | | B accepted |
| | C reed | | C asked |
| 2 | A grows | 4 | A clothes |
| | B took | | B mind |
| | C said | | C luggage |

Tworzenie wypowiedzi pisemnej

- 8** Planujecie wyjechać ze znajomymi w weekend na łono natury. Napisz e-maila do przyjaciół, a w nim:

- zaproponuj ciekawe miejsce w Polsce, do którego możecie się udać,
- spytaj, jak wolą podróżować – autobusem czy pociągiem – i oceń, ile czasu zajmie wam podróż w obu przypadkach,
- poproś ich, aby dowiedzieli się, ile kosztują bilety.

Napisz e-maila w języku angielskim. Rozwiń swoją wypowiedź w każdym z trzech podpunktów tak, aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość e-maila powinna wynosić od 50 do 120 słów. Oceniane są: umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.



Before you watch

1  Look at the map and discuss these questions with a partner.

- How do you think people travelled to America in 1492?
- Why do you think they made the voyage in 1492?
- How can you get to America nowadays?
- Why do people travel to America nowadays?



While you are watching

2 Watch the video and circle the word that you hear.

- 1 Educated Europeans realised that the Earth was not **flat** / **round**.
- 2 Columbus **received** / **spent** enough money for three small ships.
- 3 He told his sailors that if they did not see **land** / **spices** after another three days, they would go back to Europe.
- 4 Columbus did not realise that they were on a new **island** / **continent**.
- 5 He made three more **voyages** / **roads** to the New World.
- 6 We now know that the Vikings **reached** / **lived in** North America 500 years before Columbus.

Ideas Focus

- Why do you think so many Europeans wanted to live in America?
- Why do many people move to different countries nowadays?
- Which country would you like to live in? Why?

After you have watched

3 Complete the summary of the video below using these words.

expensive gold native persuaded
sailing sailor route voyages

Europeans wanted spices from India and China, but these were (1) _____. Columbus wanted to find a new sea route to Asia by (2) _____ from east to west. In 1492, he (3) _____ the King and Queen of Spain to give him enough money for the voyage, which he planned to make in three small ships. Finally, on October 12th, 1492, after many days a (4) _____ saw land. Columbus and some of his sailors got into a small boat and went to an island which was later called the Americas. They thought they were in the East Indies and, as a result, they called the (5) _____ Americans *Indians*. Columbus brought (6) _____, parrots and many other things back to show to the King and Queen of Spain. He made three more (7) _____ to the New World, but he never found a new sea (8) _____ to Asia. Instead, he found a New World for Europeans to explore, but this brought many problems for the native Americans, so 1492 is remembered for both good and bad reasons.

- 1 Przyjrzyj się dziewczynce z obrazka i przeczytaj poniższe e-maile. Który e-mail (1–2) dotyczy dzieciństwa dziewczynki?

Email 1

From: Grandma

To: Mary

Hi Mary,

I'm writing to tell you a bit about what winters used to be like. As you know, they were completely different than the ones today. Usually, the temperature dropped below zero degrees in December, so it was freezing cold. We didn't have heaters at home, so we had to use a wood stove to keep our house warm. Somehow, we didn't see any problem in chopping firewood every day, so we did it with smiles on our faces.

I remember one Christmas Eve when it was so cold we had to sit with our coats on. That night we all cuddled up and spent the time together laughing, playing and singing. I still remember that night as one of the best in my life.

The next day we went out to play in the snow and ice skate on a nearby lake.

Love,

Grandma



Email 2

From: Mary

To: Grandma

Dear Grandma,

Thank you so much for your email. It's hard for me to imagine what winters were like in the past, and I think it's much easier for us now. We do have heaters now, but when they don't work, it's a disaster. You wrote that there were freezing temperatures – I can hardly remember snow in December. I would love to try ice skating but I have never learnt how to do it.

I remember my coldest Christmas Eve. It was zero degrees, so the thin layer of snow was soon all wet and turned into water. Our dog ran outside and came back all muddy, it even jumped on our Christmas table. Mum was so angry but she quickly changed everything on the table to be ready for your visit and she has never told you about what happened. I will tell our teacher about what winters in the past were like.

Love,

Mary

- 2 Wykonaj zadanie w sekcji Skills Booster.

Skills Booster

Przeczytaj jeszcze raz oba e-maile. Uzupełnij luki 1–4 w e-mailu Petera do nauczyciela angielskiego zgodnie z treścią e-maili. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

Dear Mr Jones,

I read the emails between your daughter and your mother that you sent us. I was surprised to find out that the winters (1) _____ since your mum was a child. It used to be much colder than it is now. Even though people had less in the past, they were (2) _____ just to be with each other. I laughed at the story of the (3) _____ into mud and brought it home. I really hope we can enjoy (4) _____ the way your mother did, winter without it is just sad.

Greetings, Peter

- 3 Uzupełnij wymianę wiadomości pomiędzy dwójką znajomych. Co Lucy odpowiada Tomowi?

Back (3)

Contact

Hey Lucy, are you there?

(1) _____

I have some amazing news.

(2) _____

The One are coming to play a concert in our town next month.

(3) _____

Do you want me to buy a ticket for you?

(4) _____

No problem, I'll buy one for Tina, too.

(5) _____

Message

OK

1 Dopasuj wyrazy 1–4 do obrazków A–D.

- 1 boiling _____ 3 freezing _____
2 foggy _____ 4 cloudy _____



2 Uzupełnij poniższe dialogi. Zakreśl literę A, B albo C.

- What's the weather like in Madrid today?**
A It was really windy yesterday.
B It usually rains a lot.
C It's quite warm and sunny.
- How often do you have storms in your region?**
A I can't get to school when we have storms.
B They happen a lot in spring.
C It's often very cold in spring.
- What will the weather be like during your holidays?**
A I think it will be perfect.
B We'll be gone for a week.
C It was quite warm the last time we went.
- Did you see the weather report for tomorrow?**
A I hope it doesn't rain.
B No, I missed it, unfortunately.
C Yes, it's going to be quite cloudy next week.
- We can't go skiing because there's no snow.**
A What a shame!
B I can't wait!
C How much snow is there?

3 Dopasuj zdania 1–5 do zdań A–E, aby stworzyć mini dialogi.

- It is minus 10° today. _____
 - The temperature is over 30°. _____
 - It rained yesterday and then, it turned very cold. _____
 - It is not much fun driving when it is foggy. _____
 - The streets are all wet. _____
- A It is boiling outside.
B I am freezing.
C I need to take my umbrella.
D I agree. It makes it difficult to see the road.
E And now the streets are really icy.

4 Uzupełnij luki 1–8 w poniższych wiadomościach tekstowych wyrazami z ramki.

boiling cloudy cool freezing
how's ice like warm

Back (3)
Contact

Hi Sherry. What's the weather (1) _____ in Melbourne at the moment?

Hello Glen. It's (2) _____.
I can't go out without a thick coat on.
(3) _____ the weather in London?

It's quite (4) _____, about 22°C.
The skies are a bit (5) _____, but the sun comes out occasionally.

Well, Glen, we're having our winter in Australia, which is summer time in England. It rained the other day, and it was so cold the rain turned to (6) _____ on the pavement. It was difficult to walk!

Well, the weather's nice here at the moment, but it's going to be (7) _____ next week. They're saying it will be over 32°C!

You should stay in a (8) _____ place if that happens.

I will!

Message
OK

5 Opisz pogodę swoich marzeń.

1 Zaznacz poprawną opcję.

San Francisco has some quite interesting weather. It's (1) **warmer than** / **not so warm** as some people might think, even in the summer. It's in California, but it's on the Pacific Ocean and it's much (2) **colder** / **cold** than the city of Los Angeles to the south. The amazing thing about San Francisco is the fog. The fog comes in from the ocean, so the city is (3) **foggier** / **as foggy** than many other places in California. There's so much fog that many people want it to be (4) **sunny** / **sunnier** than it is! It's spectacular to see the fog pass through the city. It moves much (5) **quicker** / **more quickly** than normal clouds. You can see it pass through the city's skyscrapers and the famous Golden Gate Bridge. It also rains (6) **more heavily** / **heavily** than in places in the south, so if you're looking for a suntan, go south!



Thick fog covering the Golden Gate Bridge in San Francisco

2 Uzupełnij wyrazy w zdaniach 1–5 tak, aby utworzyć poprawne zdania.

- 1 he / than / sister / is / his / nicer

- 2 than / my / grandma / cooks / mum / my / better

- 3 book / this / is / than / heavier / a stone

- 4 she / louder / likes / to / than / listen to / her parents / music / do

- 5 his / boring / new / than / more / was / film / the / one / last

3 Uzupełnij zdania wyrazami z nawiasów w odpowiedniej formie, dodając inne wyrazy, jeżeli to konieczne.

- 1 Today's maths exam was a lot _____ (hard) the one last week.
- 2 Michael is a good rugby player because he's _____ (strong) most of his teammates.
- 3 Getting lots of rain is _____ (good) having no rain at all.
- 4 My computer doesn't work as _____ (fast) it used to.
- 5 The weather this afternoon is not _____ (cold) it was this morning.
- 6 Becca walks a lot _____ (slow) she did before she hurt her leg.

4 Napisz zdania porównujące poniższe obiekty.

book / notebook

Polish / Spanish

eating / cooking

winter / summer

car / bike

5 Wykonaj zadanie w sekcji Skills Booster.

Skills Booster

Przetłumacz na język angielski fragmenty podane w nawiasach tak, aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- 1 I think that the book is _____ (bardziej interesująca niż) the film.
- 2 He was walking _____ (ciszej niż) a mouse, so he really scared me.
- 3 The Norwegian runners were much _____ (szybsi niż) the Polish ones.
- 4 Her bag was _____ (cięższa niż) mine, so I helped her a little bit.
- 5 The traffic is so heavy that the cars are moving _____ (wolniej niż) the pedestrians.
- 6 The food in this restaurant is _____ (gorsze niż) the food in our favourite one.



Posłuchaj
nagrania 9
docwiczenia.pl
Kod: A82WY3



Posłuchaj
nagrania 10
docwiczenia.pl
Kod: A87E4L



Posłuchaj
nagrania 11
docwiczenia.pl
Kod: A8M9K7

Listening

- Jakiego rodzaju informacji brakuje w lukach w zadaniu 2?
- 9** Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Usłyszysz dwukrotnie opowieść ucznia o ostatnich wakacjach. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–5 w poniższej notatce.

My holiday

- region visited
Mawsynram, in (1) _____ India
- temperature
(2) _____ degrees in the day
- interesting weather conditions
very (3) _____ rainy season
- rainfall amount in 1985
(4) _____ centimetres
- fact about July
(5) _____ month of the year

- Na jakie informacje trzeba zwrócić uwagę podczas słuchania w zadaniu 4?

- 10** Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Usłyszysz dwukrotnie rady dotyczące wakacji w Hiszpanii. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–5.

- What does Spain have to offer visitors?

- Which part of Spain offers the best weather?

- How is the weather in the south different to the weather in the north of the country?

- Which region of Spain has rainy seasons?

- What's the best region to choose?

Speaking

- 11** Wykonaj zadania w sekcjach *Skills Booster*.

Skills Booster

Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo. Wpisz rozwiązania do tabeli.

- A You need to wait a few more months, it's only May.
B We'd better take our coats and umbrellas.
C Of course we are, I love it here.
D Oh yes, I wish I could go to Zimbabwe now.
E Oh, Lucy listen, that was my question.

1	2	3	4
_____	_____	_____	_____

Skills Booster

Dla każdej z opisanych sytuacji (1–4) wybierz właściwą reakcję. Zakreśl literę A, B albo C.

- Co odpowiesz babci, która pyta cię, czy oglądałeś / oglądałaś prognozę pogody na jutro?**
A Yes, it's going to be sunny.
B Yes, you're right.
C No, it's not mine.
- Trener informuje waszą drużynę, że wasz mecz został odwołany z powodu złej pogody. Jak wyrazicie zawód?**
A That's a good idea.
B That's a shame.
C I don't know.
- Koleżanka oferuje ci, abyś wpadł / wpadła do niej po szkole na piknik. Jak możesz zareagować?**
A That's wrong, it's cold.
B I hope it's not cold.
C I'm afraid I can.
- Kolega pyta, czy pójdziesz z nim na odkryty basen. Jak powiesz, że zależy to od pogody?**
A Sorry, the weather is terrible.
B Of course, I love it when it's sunny.
C Maybe, if the weather is nice.



1 Uzupełnij zdania porami roku.

- 1 The 22nd of January is in _____.
- 2 The 12th of August is in _____.
- 3 The 24th of April is in _____.
- 4 The 1st of November is in _____.

2 Dopasuj zdania 1–5 do zdań A–E tak, aby stworzyć mini dialogi.



- 1 It hasn't rained in months. _____
- 2 This storm is really awful. _____
- 3 I hope it stops raining soon. _____
- 4 The winters in the past were much colder. _____
- 5 I can see bush fires from my house. _____

- A That's true, and people didn't even have heaters.
B If it doesn't, we will have a flood.
C The thunder and lightning seem to be very close.
D Yes, we are having a terrible drought.
E Yes, it is very dry, so it is difficult to control them.

3 Uzupełnij luki 1–5 w tekście wyrazami z ramki w odpowiedniej formie. Jeden wyraz został podany dodatkowo.

thunder floods rain bush fires sunny drought

Dear Rachel,
I am here in California with my cousins. We are enjoying the (1) _____ weather here. I am so glad that I have managed to get away from the cold and (2) _____ in northern Europe. It means I don't need to take an umbrella every time I go out. My cousins, though, are worried about a (3) _____ and they are not allowed to water the grass in front of the house.

Everything looks very dry and there is also a danger of (4) _____. I can't believe that last winter they had a lot of rain, and that some places had (5) _____. They all hope it will rain soon, but I am very happy with the nice weather!
Love, Agatha

4 Wykonaj zadanie w sekcji Skills Booster.

Skills Booster

Usłyszysz rozmowę o pogodzie. W zadaniach 1–5, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi zakreśl właściwą: A, B albo C.

1 Karen is worried about

A too much rain. B a drought. C bush fires.

2 Peter thinks that the most serious problem is

A a lot of snow. B storms. C bush fires.

3 Karen had a problem driving

A in the snow. B on icy roads. C in the rain.

4 Peter doesn't like driving

A in fog. B in gentle rain. C in autumn.

5 Peter would miss

A ice. B fog. C snow.

5 Przeczytaj opis pustyni Atacama. Uzupełnij każdą lukę (1–10) jednym wyrazem tak, aby powstał spójny i logiczny tekst.

The Atacama Desert

The Atacama is a desert (1) _____ South America. It (2) _____ known as the driest place on Earth. There are long periods when there is little or (3) _____ rain. Anyone who visits the Atacama must bring plenty (4) _____ water. It only rains about 15 millimetres a year, with a few places receiving much less. In fact, some weather stations in the Atacama have never had (5) _____ rain. The area has been a desert (6) _____ three million years. This means the Atacama may be (7) _____ oldest desert in the world. (8) _____ doesn't this desert ever get any rain? It is (9) _____ two mountain ranges – the Andes to the north and the Chilean Coast Range to the south. It's such a dry place that people have said it looks (10) _____ Mars!

The sun setting on the Atacama Desert, Chile



1 Zkreśl poprawną opcję.

- 1 I think today is **colder** / **coldest** than it was yesterday.
- 2 The 21st of June is the **longer** / **longest** day of the year in the Northern Hemisphere.
- 3 It started snowing **most** / **more** heavily when I was leaving work.
- 4 The Moon shines the most **bright** / **brightly** when there's a full Moon.
- 5 The countryside is the most **beautiful** / **beautifully** in the spring.
- 6 We can assume that England is not the **most** **sunny** / **sunniest** place on Earth.

2 Przeczytaj opis miasta Wellington w Nowej Zelandii. Uzupełnij każdą lukę (1–10) jednym wyrazem tak, aby powstał spójny i logiczny tekst.



Wellington, New Zealand

Windy Wellington

Have you ever wondered which city in the world is (1) _____ windiest? The winds in Wellington, New Zealand are often 30 kilometres per hour. This makes the city (2) _____ than other famous windy cities such as Chicago and Edinburgh. On many days in Wellington, the winds are more (3) _____ 60 kilometres per hour. And on around 20 days a year, the wind speed can be as much (4) _____ 80 kilometres per hour. The fastest wind speed ever recorded was (5) _____ incredible 248 kilometres per hour! The reason they blow (6) _____ strongly here than anywhere else is because Wellington sits in the ocean between two large pieces of land. The winds get pushed through the gap, and that creates the (7) _____ extreme winds in the world. How do people manage to live in this windy place? It's a very good city to live in – one of (8) _____ best places to live in the world, according to travel guides. So, even though it's very windy there, the people are (9) _____ so upset about it (10) _____ you might think!

3 Uzupełnij dialogi wyrazami z nawiasów w odpowiedniej formie.

- 1 **A:** Robert's just got a new bike. He rides it very _____ (careful) in traffic.
B: I am glad to hear it. The traffic here in the city is _____ (dangerous) than the traffic in the country.
- 2 **A:** We had a storm last night with _____ (strong) winds I can remember.
B: Yes, it was frightening. And it also rained _____ (heavy) than usual.
- 3 **A:** My dad likes to drive fast, but this morning he is driving _____ (slow) than usual because the roads are icy.
B: Yes, the weather is much _____ (bad) than it was yesterday.
- 4 **A:** I loved visiting Florida because it was very sunny, and we had _____ (good) weather than here at home.
B: I loved it as well. I really don't like the _____ (bad) weather we have here in winter.

4 Wykonaj zadanie w sekcji Skills Booster.

Skills Booster

Uzupełnij zdania 1–7. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach tak, aby otrzymać zdania gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to słowa podane.

- 1 Everyone walked fast, but Tina walked _____ (fast / of) them all.
- 2 It was raining _____ (heavily / than) I thought, so I got wet without my umbrella.
- 3 Warsaw _____ (be / not / as / foggy) as London.
- 4 Last year the winter was _____ (cold / in) living memory.
- 5 It started raining while we were walking home, and it was _____ (long / walk) in my life.
- 6 It _____ (be / fast) to climb the stairs than to wait for the lift.
- 7 Interviewing my parents about how they met _____ (be / strange) homework I have ever done.

1 Wybierz poprawną opcję.

- 1 Right now, I **write** / **am writing** to you from Malta.
- 2 We **went** / **have gone** swimming yesterday, which was fun.
- 3 Tomorrow, we **are going to** / **will** visit a nearby island.
- 4 I **have eaten** / **ate** so much since we arrived!
- 5 We **saw** / **have seen** all the important sights in town on the second day.
- 6 **Say** / **You say** hi to everyone back home!

3 Uzupełnij pocztówkę wyrazami z nawiasów w odpowiedniej formie.

Saturday, 2nd October

Hi Josh!

How are you? I thought I'd send you a postcard of beautiful Peru. At the moment, I (1) _____ (sit) in a café in busy Lima, drinking a nice cup of coffee.

I (2) _____ (have) such a great time since I arrived here last week. My home is close to school, so every day I (3) _____ (walk) there. Last weekend, my host family and I (4) _____ (travel) to Cusco to see the historic centre. It's really lovely! Tomorrow, a classmate and I (5) _____ (visit) the prehistoric arts museum. Wish you were here!

Love,

Peggy

To: Josh Jones

14 Flower Rd

Oxford

OX21 4BF

UK

4 Wyobraź sobie, że jesteś studentem / studentką, który / która uczestniczy w programie wymiany studenckiej w Chinach. Niedawno przyjechałeś / przyjechałaś do Chin. Napisz tekst pocztówki do kolegi z Anglii, Paula. Na karcie opis:

- co robiłeś / robiłaś podczas tego tygodnia (tydzień jeszcze się nie skończył),
- co zamierzasz robić w następnym tygodniu,
- jaka jest pogoda w regionie, w którym mieszkasz.

Długość tekstu powinna wynosić 50–80 słów.

Hi Paul!

Love,



Rozumienie ze słuchu

- 1 13 Usłyszysz dwukrotnie wypowiedź o podróży do Wielkiej Brytanii. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi zakreśl właściwą: A, B albo C.

- 1 In the UK,
 - A it rains all the time.
 - B it's usually foggy.
 - C it's colder in the north.
- 2 In Wales, it
 - A is often rainy.
 - B snows a lot.
 - C isn't at all windy.
- 3 In the West of the UK, it's wetter than
 - A in the East.
 - B in the North.
 - C in the South.

Znajomość funkcji językowych

- 2 Dla każdej z opisanych sytuacji (1–3) wybierz właściwą reakcję. Zakreśl literę A, B albo C.
- 1 Chcesz powiedzieć, że byłeś / byłaś w kinie kilka dni temu. Jak to wyrazisz?
 - A I went to the cinema yesterday.
 - B I went to the cinema a few days ago.
 - C I've been to the cinema.
 - 2 Chcesz się dowiedzieć, w którym kraju jest najlepsza pogoda. Jak o to zapytasz?
 - A Is the country very hot?
 - B Is it very hot there at the moment?
 - C Which country has the best weather?
 - 3 Chcesz poinformować, że jutro jedziesz na rejs. Co powiesz?
 - A I'd like to go on a river cruise.
 - B I've just been on a river cruise.
 - C I'm going on a river cruise tomorrow.

Rozumienie tekstów pisanych

- 3 Przeczytaj teksty. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zakreśl literę A, B lub C.

Tekst 1

Real Nature TV

Tonight 12th June 6 p.m. *When Nature Gets Angry*

See live action filmed by people who have experienced some of the worst cataclysms on the planet; earthquakes that destroyed buildings, floods that carried away cars and people, tornadoes that devastated homes and lives. Watch it all on RealNatureTV and relive the terrifying moments that changed people's lives.

Tekst 2

WARNING NOTICE

This is a hurricane warning for all residents in the Derryford area.

Hurricane Jamie will hit the region in the next 12 hours.

All residents must evacuate the area as soon as possible and move to one of the safe zones created by the local authorities.

DO NOT waste time packing items from your house.

The hurricane may arrive sooner than we have predicted, and the police will be unable to help any residents who are still in the area after 8 p.m. this evening.

For more information visit the website www.jamiewarning.com

- 1 Both texts (1 and 2) are about
- A places to visit in the countryside.
 - B natural disasters.
 - C special nature reserves.

Tekst 3

Use our gardening season planner to plan your garden for all twelve months of the year.

The planner has information about what to plant in which month, and how to look after your garden in different types of weather conditions. You don't have to be an expert – our easy-to-follow advice explains in clear steps what to do and when.

There's nothing as good as eating vegetables grown in your own garden, so start planting today and enjoy healthy food all year round.

- 2 The calendar (text 3) was created for people who
- A are interested in the weather.
 - B enjoy working in their gardens.
 - C are keen on plants and animals.

Tekst 4



- 3 The weather in the south-east of Poland will be
- A freezing.
 - B wet and windy.
 - C cloudy with some sun.

4 Przeczytaj tekst o parku narodowym Yosemite. Uzupełnij luki 1–3 we fragmencie bloga zgodnie z treścią tekstu. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

Special Protection for Special Places:

Yosemite National Park

Please contact a park official if you see any of the following illegal acts being committed:

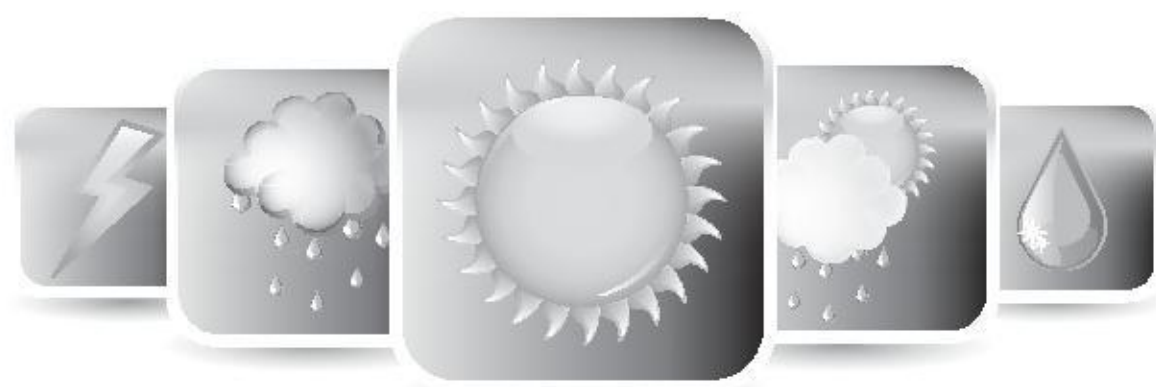
- feeding or approaching wildlife
- hunting animals
- collecting reptiles and butterflies
- collecting plants (including pine cones)
- picking up archeological or historic remains such as arrowheads
- possession of metal detectors or the use of them
- driving vehicles into sensitive meadows or off marked roadways
- camping outside of designated campsites

Source: <https://www.nps.gov/yose/planyourvisit/safety.htm> [dostęp: 22.12.2017]



Znajomość środków językowych

5 Przetłumacz na język angielski fragmenty podane w nawiasach tak, aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.



This is the (1) _____

(*prognoza pogody na*) the next 48 hours.

Conditions are going to improve during the day, with temperatures rising slowly. By early afternoon, the (2) _____

(*temperatura powinna*) be above zero, so tonight will be much warmer than last night.

Unfortunately, there will be rain over most of the region in (3) _____

(*wczesnym wieczorem*) and this will get heavier during the night. By Thursday lunchtime, however, there is a chance of some sunshine later in the afternoon. Unfortunately, this will not last and more wet and (4) _____

(*wietrzna pogoda*) will move in on Friday.



Dziś mam dla was coś wyjątkowego!
Nie zgadniecie, gdzie byłam w te wakacje...
W Kalifornii! Zwiedzałam Park Narodowy Yosemite!
To wyjątkowe miejsce i dlatego trzeba je chronić.
W parku obowiązuje mnóstwo przepisów. Nie tylko nie wolno polować na zwierzęta czy ich karmić, ale nie wolno nawet się do nich (1) _____.
Nie wolno również zbierać żadnych roślin, zwierząt ani (2) _____, po które czasem ludzie udają się z wykrywaczami metalu! My dostałyśmy mandat za coś innego – po prostu rozbiłyśmy namiot (3) _____.
Jak sądzicie, ile wynosi kara za złamanie przepisów?

6 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego (1–5). Nie zmieniaj formy podanych słów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- 1 The weather isn't as good as yesterday. **WORSE**
The weather _____ yesterday.
- 2 London won't be as hot as Budapest. **HOTTER**
Budapest will _____ London.
- 3 I had lunch 20 minutes ago. **JUST**
I _____ lunch.
- 4 The people are moving faster than the cars. **SLOWLY**
The cars are _____ than the people.
- 5 We haven't had heavy rain like this for 10 years. **HEAVIER**
Ten years ago the rainfall _____.

Tworzenie wypowiedzi pisemnej

7 Wyjechałeś / wyjechałaś na trzydniową wycieczkę szkolną do innego kraju. Napisz pocztówkę do wujka lub cioci. W tekście:

- napisz, gdzie byłeś / byłaś i co robiłeś / robiłaś,
- opowiedz, jakie atrakcje są planowane na kolejne dni,
- opisz pogodę i porównaj ją z warunkami klimatycznymi w Polsce.

Pamiętaj, że długość tekstu powinna wynosić od 50 do 100 słów.



Before you watch

1 Match pictures A–D with words 1–4. Write the letters next to the words.

1 pump _____

3 ski run _____

2 reservoir _____

4 wind direction _____



While you are watching

2 Watch the video and circle the words you hear.

- 1 Raedeke owns the largest snow-making **pumps** / **system** in the area.
- 2 He understands how snow-making machines work because he studied **mechanical engineering** / **the science of nature**.
- 3 **Man-made** / **Natural** snow lasts longer when a lot of people ski on it.
- 4 If a water **pipe** / **pump** freezes, it is useless for the rest of the winter.
- 5 His machines use water from a **reservoir** / **lake** at the top of the mountain.
- 6 He **operates** / **turns on** his machines all night so that in the morning the ski runs will be covered in fresh new snow.

Ideas Focus

- Which winter sports do you like?
- Do you think ski resorts will need more snow-making machines in the future? Why? / Why not?
- Would you prefer to ski on man-made snow or natural snow? Why?

After you have watched

3 Complete the summary of the video below using these words.

business ground lasts poles
temperature soft spends system

Raedeke lives in one of the coldest places in the USA, so winter (1) _____ a long time there. He needs snow in order for his (2) _____ to survive, so he tries to have the ski runs open by November. He can't wait to open until December, which is why he sometimes makes his own snow. Snow has always been an important part of his life.

His family bought Wild Mountain 28 years ago, and in that time Raedeke has got to know snow-making machines inside out. The person making the snow has to keep their eye on the water, the air (3) _____ and the wind direction. Raedeke's newest machines are tall thin (4) _____ called water sticks. They can produce a lot of snow very quickly. Snow-making needs a lot of water. The snow-making (5) _____ uses 3,000 gallons of water a minute. Raedeke (6) _____ all day and most of the night checking the system. If there's too much water, the snow gets (7) _____; if there's too little water, the snow doesn't stay on the (8) _____ long enough.

1 Przeczytaj blog *Going Batty!* Wymień trzy informacje o nietoperzach, które najbardziej cię zainteresowały.

- 1 _____
- 2 _____
- 3 _____

Going batty!

So, for this blog I want to tell you about my love of bats, those furry creatures that fly around at night. I've learnt so many cool things about them that I'd like to share what I've found out so far.

Did you know that when bats fly around they eat lots of annoying insects? A bat can eat over 1,000 small insects in about an hour. They help to keep insects under control, so I think you're very lucky if you have bats in your neighbourhood.

Another thing I recently learnt is that bats have amazing ears. They can hear an insect moving on the leaf of a tree. Isn't that incredible? But the poor insect doesn't know he's going to be turned into the bat's dinner!

I've also learnt that some bats are so small that they are not much heavier than a coin. An example is the Kitti's hog-nosed bat, which lives in Southeast Asia. I'd like to see a bat like that. It's so small that I hope other bats don't think it is an insect!

And I'm not the only one who loves bats. In Austin, Texas, there is a bridge that's home to 1.5 million bats. Tourists from all over the world go to see them fly when the sun goes down.

All of this makes me love bats even more. I was really happy to learn that there are organisations that protect them. In the UK, there are even laws that stop people from harming them. That's really cool.

I hope you liked my blog entry this week. I posted a photo, too. It's good, isn't it? See you next week after I visit a local cave. I hope to have a cool bat video to upload. Bye for now!



2 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Przeczytaj jeszcze raz blog *Going Batty*. W zadaniach 1–5 z podanych odpowiedzi wybierz właściwą: A, B lub C.

- 1 In 60 minutes, a bat can**
 - A catch fewer than 1,000 insects.
 - B eat more than 1,000 insects.
 - C fall asleep 1,000 times.
- 2 A bat can hear an insect**
 - A moving on a tree.
 - B flying around in the air.
 - C eating a meal.
- 3 A Kitti's hog-nosed bat weighs**
 - A more than other bats.
 - B the same as other bats.
 - C the same as a coin.
- 4 Tourists watch the bats in Austin**
 - A late at night.
 - B in the evening.
 - C early in the morning.
- 5 Next week Jason is planning to**
 - A visit a bat farm.
 - B film bats.
 - C take photos of bats.

A dwarf fruit bat

3 Rozwiąż krzyżówkę.



Across

- 3 The haunted house was ____.
- 4 We could see the bones of some ____ animals in the museum.
- 5 There was a ____ earthquake in China.

Down

- 1 The bunny was so _____. It looked like a cloud.
- 2 We saw a ____ puppy.
- 3 The way he walked was _____.

1 Uzupełnij zdania 1–6 rzeczownikami.

- How many days does it take to sail across this o_____?
- To get to the other side of the r_____, you have to cross Simmons Bridge.
- It's very wet and green in Brazil's beautiful r_____.
- What is the highest m_____ in your country?
- If it stops raining on Earth, the whole planet will turn into a d_____!
- My friend Steve and I went fishing at the l_____ near my parents' caravan.

2 Wybierz poprawne uzupełnienie zdań. Zakreśl literę A, B albo C.

- We need to plant more trees to replace those we are _____.
A using up B cutting down C going down
- Many people around the world are _____ of clean drinking water.
A running out B using up C drying up
- Many species of animals and plants are _____ danger of becoming extinct.
A at B in C with
- Unless we do something to protect tigers, they will _____.
A give up B drop out C die out
- Let's try and come up with some new ideas to _____ the problem of food waste.
A die out B deal with C dry up

3 Uzupełnij zdania 1–7 czasownikami z ramki w poprawnej formie.

deal with turn off dry up give up
cut down run out of use up

- It's hard to stop environmental pollution, but we must never _____ trying.
- They were all protesting against the plan to _____ the trees in the park.
- Eco warriors must often _____ heartless laws.
- Don't leave the water running; _____ the tap _____!
- I need to go to the shop because John has _____ all the milk.
- We have to hurry and finish this report; we will soon _____ time.
- There was once a lake in this park but it _____.

4 Uzupełnij luki 1–7 w tekście o wężu liścionosowatym. W każdą lukę możesz wpisać jedno słowo.

A male leaf-nosed snake found in Madagascar



Madagascar is an island in Africa. Over 80% of its plants and animals can be found nowhere else on the planet. There are those that live (1) _____ land, such as the flat-tailed gecko, a lizard with a tail that looks like a dead leaf, as well as leaf-nosed snakes. There are also those that live (2) _____ lakes and rivers which cannot survive (3) _____ of water. As in so many other places on Earth, its plant and animal life is (4) _____ risk of dying out. Many are (5) _____ danger because of the damage that humans do (6) _____ the environment, such as cutting (7) _____ too many trees. Scientists believe that by 2025, many of the island's rainforests will be gone forever.

5 Wykonaj zadanie w sekcji Skills Booster.

Skills Booster

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego (1–4). Nie zmieniaj formy podanych słów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- Some species will die out soon. **RISK**
Some species are _____ extinction.
- It was getting dark, so we had to return. **GO**
We needed _____ because it was getting dark.
- Some people devote their lives to protecting animals. **KEEP**
Some people do all they can to _____.
- I wanted a summer job, but I ended up with an unpaid job at the zoo, so I took it. **AS**
I was looking for a summer job but in the end I worked _____ at the zoo.

1 Zakończ poprawny przymiotnik.

- 1 She has a large **lovely** / **wooden** table in her living room.
- 2 It's strange that he uses white **garden** / **modern** chairs in his dining room.
- 3 Whose is the Italian **sports** / **red** car parked in front of the school?
- 4 These items go in the **plastic** / **small** blue bin.
- 5 She's wearing a **comfortable** / **cotton** old sweater.
- 6 What is this round **metal** / **strange** object used for?
- 7 We went to that new **Italian** / **fantastic** restaurant last night.

2 Wybierz zwrot z poprawną kolejnością przymiotników: A, B albo C.

- 1 **A** a large plastic water blue bottle
B a plastic blue large water bottle
C a large blue plastic water bottle
- 2 **A** the beautiful green South American rainforest
B the green South American beautiful rainforest
C the beautiful South American green rainforest
- 3 **A** a metal old rectangular chair
B an old rectangular metal chair
C a metal rectangular old chair
- 4 **A** an exciting Cuban new rock band
B a new Cuban exciting rock band
C an exciting new Cuban rock band
- 5 **A** elegant high-heeled Italian leather shoes
B high-heeled elegant leather Italian shoes
C leather high-heeled Italian elegant shoes

3 Napisz przymiotniki w odpowiedniej kolejności.

- 1 The city is creating a **tea** / **Japanese** / **small** garden in our park.

- 2 We went to a **rock** / **crowded** / **big** concert the other night.

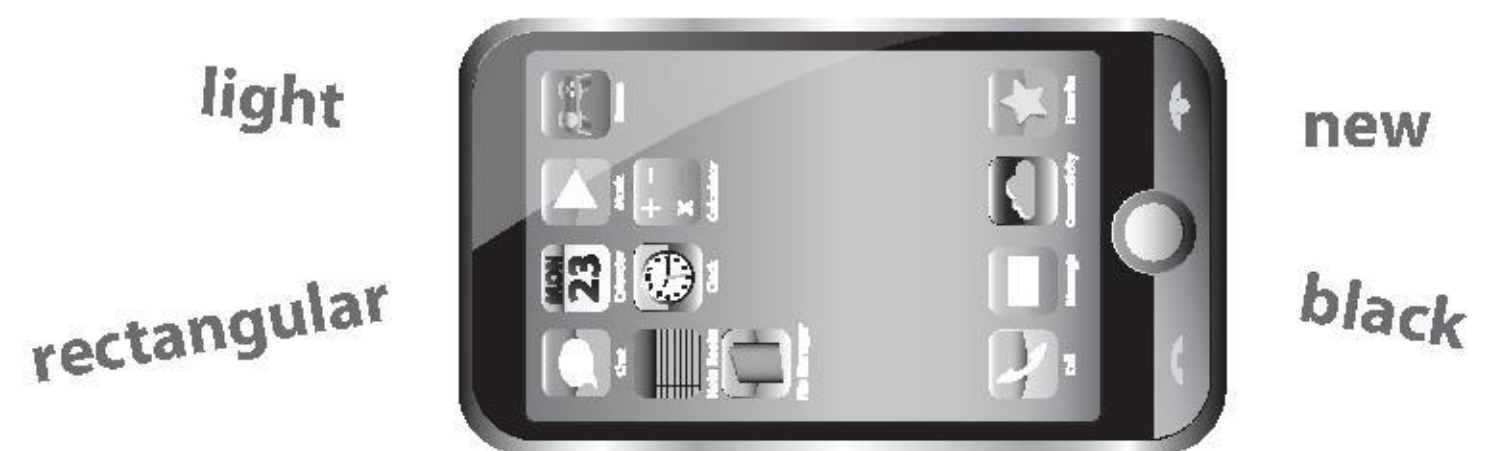
- 3 She bought a **metal** / **bed** / **used** frame for her bedroom.

- 4 They're selling **little** / **English** / **tasty** muffins at the street market.

- 5 He lives in a **massive** / **stone** / **grey** house.

- 6 This museum has got a collection of **Greek** / **ancient** / **beautiful** vases.

4 Opisz zdjęcia 1–3, używając przymiotników podanych na zdjęciu w odpowiedniej kolejności.



- 1 A _____ mobile phone.



- 2 A _____ puppy.



- 3 A _____ cake.

5 Wykonaj zadanie w sekcji Skills Booster.

Skills Booster

Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–4) jednym wyrazem tak, aby powstał spójny i logiczny tekst zgodny z ilustracją.



In the picture, there is a (1) _____ of four unpacking their heavy shopping bags. The children are sitting on a shiny wooden table, and they are all enjoying themselves. They are all really (2) _____ because they are laughing and smiling. The son is pretending that two big (3) _____ are his glasses, and the daughter is trying to do the same. All of them are in their (4) _____ big white kitchen.



Listening

- 1 14 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Usłyszysz rozmowę Jessiki i Jorge'a o jego rodzinnym kraju. W zadaniach 1–5, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi zakresł właściwą: A, B albo C.

- 1 **Jorge's last visit to his home country was in**
A spring. B summer. C autumn.
- 2 **The thing that Jorge misses about Spain is**
A swimming.
B the warm weather.
C not having any rain.
- 3 **To get to his local beach, it took Jorge**
A ten minutes.
B twenty minutes.
C one hour.
- 4 **Jorge says he got tired when he went**
A windsurfing.
B bird watching.
C bike riding.
- 5 **Which animal does Jorge say is in danger?**
A A type of turtle.
B A type of horse.
C A type of cat.

- 2 15 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Usłyszysz dwukrotnie cztery wypowiedzi na temat zagrożonych zwierząt (1–4). Do każdej z nich dopasuj zdanie spośród A–E. Jedno zdanie zostało podane dodatkowo. Wpisz rozwiązania do tabeli.

This speaker

- A is talking about a rhino.
B is talking about a polar bear.
C is talking about an orangutan.
D is talking about a parrot.
E is talking about a turtle.

1	2	3	4

Speaking

- 3 Popraw błędy w pytaniach 1–5. Przepisz poprawną wersję pytania, a następnie napisz odpowiedź.

- 1 Where you buy most of your food?

- 2 Why does people waste so much food?

- 3 What can buy in your local shop?

- 4 What could you do stop wasting food?

- 5 What should people doing to stop wasting food?

- 4 Wykonaj zadanie w sekcji *Skills Booster*.

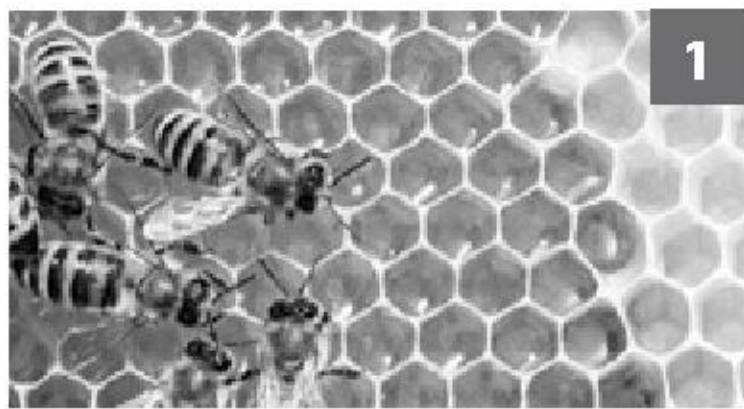
Skills Booster

Uzupełnij dialogi 1–3. Wpisz w każdą lukę brakujący fragment wypowiedzi tak, aby otrzymać spójne teksty.



- 1 **A:** Excuse me, _____
some water? It's boiling hot.
B: You need to go to the supermarket, it's just around the corner.
- 2 **A:** Good morning, how can I help you?
B: _____ of this T-shirt?
A: 5 pounds.
- 3 **A:** Hi, I love your products. _____
_____ where I can buy them online?
B: Sure, it's www.teeshirts.ts

1 Uzupełnij podpisy pod obrazkami.



1

b _____



2

s _____



3

a _____



4

b _____



5

f _____



6

l _____



7

s _____



8

b _____

2 Dopasuj zwierzęta z ramki do właściwej grupy. Niektóre zwierzęta pasują do więcej niż jednej kategorii. Wypełnij tabelę.

canary cat dog goldfish guinea pig
hamster rabbit snake

It's slow.	
It's furry.	
It's tiny.	
It can fly.	

3 Zakreśl poprawną opcję w zdaniach 1–5.

- 1 Plants can't **plant** / **grow** without water and sunlight.
- 2 Many people's breathing problems are **caused** / **based** by pollution.
- 3 In autumn, the **branches** / **leaves** of many trees turn orange or red and fall off.
- 4 You shouldn't **wet** / **water** this cactus too often.
- 5 The spring came, so we had to plant some **seeds** / **sees**.

4 Przeczytaj wypowiedzi osób 1–6. O jakim zwierzątku marzą? Wpisz nazwy zwierząt w luki.



1

'I want a pet that I can take to the park and go for walks with.'



2

'I want an animal that's easy to take care of and which lives in water.'



3

'I want a pet that is furry and which likes sleeping all day.'



4

'I'd like to have an animal that will scare all my friends!'



5

'I think I would like a pet that can sing a little song.'



6

'I'd like a pet that I could keep in a cage in my bedroom!'

5 Wykonaj zadanie w sekcji Skills Booster.

Skills Booster

Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Trzy wyrazy zostały podane dodatkowo.

A cost B endangered C furry D excited
E weigh F measure

Is the giant panda at risk of extinction? Well ... it was, but now, it's no longer (1) _____. During the last decade the population of the animal rose by about 17%, but that still makes it a vulnerable species. There are 67 conservation areas focused on pandas, located mostly in the mountain ranges in central China. These (2) _____ black-and-white creatures are around 1.2 to 1.9 metres long and (3) _____ up to 160 kilos. They eat mostly bamboo. The giant panda is one of the world's loveliest animals.



1 Zakreśl poprawne uzupełnienie zdań w tekście o Antarktyce.

Antarctica is a beautiful but (1) **frightened** / **frighten** / **frightening** place, especially in the summer. It's strange to think, but from the end of March until September, the sun does not rise in the morning. That's six months of almost complete darkness! It means that if you're a scientist who is (2) **interested** / **interest** / **interesting** in studying the continent, it's best to wait until autumn to go there.

Getting around Antarctica is a very (3) **tiring** / **tire** / **tired** experience. There are few roads and they are usually covered in snow. This makes it very difficult to explore. But those who have visited Antarctica say it is an (4) **excited** / **exciting** / **excite** place, which is full of adventure. The bright white snow and deep blue ocean (5) **amazed** / **amaze** / **amazing** everyone who makes the journey to see it.

Of course, there are no cities in Antarctica, so if you're looking for entertainment, you might feel a bit (6) **bore** / **bored** / **boring**.



2 Uzupełnij zdania wyrazami z nawiasów w odpowiedniej formie: -ing lub -ed.

- This exercise is quite _____, and we're all really _____. Can we stop now? (*tire*)
- The teacher saw the _____ faces of his students, so he knew the lesson was _____. (*bore*)
- The audience was quite _____ by the actor's _____ performance. (*amaze*)
- The radio presenter passed on some _____ facts about Iceland to his _____ listeners. (*interest*)
- Lisa and Tom saw a rather _____ film, so they left the cinema feeling quite _____. (*frighten*)
- The band played their most _____ songs for the very _____ fans. (*excite*)

3 Przetłumacz wyrażenia z nawiasów na język angielski.

- Marta has decided to study zoology because she's very _____ (*zainteresowana*) insects.
- Did you know that under their white fur, polar bears have black skin? Isn't that _____ (*niesamowite*)?
- My dad works very long hours at the hospital. He loves his job, but it's _____ (*męcząca*).
- I hear you are going to the Amazon! You must be so _____ (*podekscytowany*).
- Many people find biology _____ (*za nudną*), but for me, it's _____ (*najbardziej interesujący*) subject.
- Matthew finds it difficult to concentrate in class. He _____ (*staje się znudzony*) very quickly.

4 Wykonaj zadanie w sekcji Skills Booster.

Skills Booster

Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach tak, aby otrzymać zdania gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to słowa podane.

- He _____ (*be / excite*) about being here, just look at his face.
- I'm all sweaty, the walk _____ (*be / tire*).
- The film they are watching _____ (*must / be / bore*), two of them are already sleeping.
- His secrets _____ (*be / all / shock*) to me.
- I _____ (*be / surprise*) by your behaviour.

5 Napisz odpowiedzi na pytania.

- When did you feel frightened? What happened?

- Which book do you find really boring? Why?

- Which place in your neighbourhood is amazing?

- How do you feel when you visit the dentist?

W e-mailu do przyjaciela:

- ważne jest, aby stosować skrócone formy czasowników, np. *you're, she's got*,
- pamiętajmy, aby używać nieformalnych słów, np. *give* a nie *donate*, *buy* a nie *purchase*,
- możemy używać, tzw. *phrasal verbs*, np. *go out, meet up*,
- piszemy w taki sposób, w jaki rozmawialibyśmy ze znajomym,
- unikamy raczej skrótów stosowanych typowo w komunikatorach, np. *brb, cu*.

1 Dopasuj formalne wyrazy (1–7) do ich nieformalnych odpowiedników (A–H). Wpisz litery w odpowiednie miejsca przy formalnych wyrazach.

- 1 experiment ____

2 however ____

3 pleased ____

4 sick ____

5 begin ____

6 finish ____

7 spend time ____
- A happy

B ill

C test

D but

E hang out

F start

G end

2 Przeczytaj e-mail do Josha. Czy znajdują się tam elementy nieformalnego e-maila zawarte w tabeli? Jeśli znalazłeś / znalazłaś dany element, wpisz w tabelę przykład, jeśli nie – postaw krzyżyk.

Hi Josh,

Thank you very much for your message. I have read it many times and I still cannot believe you won the competition. I would like to congratulate you. We are all so proud of you. You will be pleased to know that my mother wants to invite you to a special dinner on Tuesday. Afterwards, we can spend some time together.

I am looking forward to hearing from you.

Regards,

Anna

1 skrócone formy	
2 <i>phrasal verbs</i>	
3 nieformalne słownictwo	
4 powitanie	
5 pożegnanie	

3 Napisz e-maila do Josha jeszcze raz tak, aby stał się nieformalny. Wykorzystaj wszystkie elementy z tabeli w zadaniu 2.

Hi Josh,

4 Josh odpowiedział na e-mail Anny. Uzupełnij luki 1–6 w jego e-mailu.



Hi Anna,

Thanks (1) _____. I'm really (2) _____.

It wasn't (3) _____ but I (4) _____. I'd love to (5) _____.

Can you tell me (6) _____ so that I don't arrive late?

Love,

Josh

5 Napisz e-maila do koleżanki z Anglii. W e-mailu:

- pogratuluj jej przeprowadzki,
- napisz, co ciekawego dzieje się u ciebie,
- zapytaj, czy i kiedy cię odwiedzi.

Pamiętaj o użyciu skróconych form czasowników i nieformalnych słowach. Długość e-maila powinna wynosić 50–120 słów.



Rozumienie ze słuchu

- 1 16 Usłyszysz dwukrotnie zaproszenie na wystawę zwierząt. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–3.

1 Can visitors to the show buy a pet there?

2 Can you hold some of the animals in the show?

3 How much does a ticket for a 6-year-old cost?

Znajomość funkcji językowych

- 2 Uzupełnij dialog. Wpisz w każdą lukę (1–3) brakujący fragment wypowiedzi tak, aby otrzymać spójny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy.

A: Hi Zoe, are you coming to the presentation about animals (1) _____ (*danger*) later?

B: Oh yes, I want to hear how we can stop them from dying out.

A: I want to know what the causes are and how we can help.

B: I'm sure it's because people are (2) _____ (*down*) so many trees.

A: Yes, but is there anything we can do about it?

B: I'm not sure, it would be a good idea to learn how to (3) _____ (*deal*) the problem.

A: That's true. Anyway, I have to go now but I'll see you later.

Rozumienie tekstów pisanych

- 3 Przeczytaj tekst. Odpowiedz na pytania 1–3 zgodnie z treścią tekstu. Uzupełnij zdania, wpisując odpowiedzi w luki.

SOME ADVICE ON PETS

Have you got a pet? Do you know how to care for it? Here is some advice for people who keep a pet at home.

Remember that some animals may like to eat at different times to humans, so make sure your pet always has something in its bowl or cage. Some need to drink a lot, too, so check every day that there is enough fresh water for them. Most animals need a safe, quiet place where they can sleep and rest. Always give your pet a comfortable, warm box or basket where it can go if it is frightened or tired. If it lives in a cage, you must clean it regularly so your pet doesn't get ill. Visit the vet twice a year to check if your animal is fit and healthy. Sometimes you need to give your pet vitamins, so listen to what your vet tells you.

- 1 Should animals eat when you eat?
No, _____ because _____.
- 2 Where should pets sleep or rest?
Pets should sleep or rest _____.
- 3 How often should you visit the vet with your pet?
It's good to _____.

A pet and its owner



- 4 Ułóż fragmenty tekstu we właściwej kolejności. Z podanych odpowiedzi wybierz właściwą: A, B albo C.

Hi Carla,

1 A lot of the animals in the wild are dying out, so they need our protection.

2 They are in danger because people are cutting down the trees in their natural habitat, and there isn't enough bamboo for the pandas to eat.

3 This week there's an amazing photo exhibition on at the gallery. You have to see it.

4 It's all about some unusual animals that are looked after by volunteers.

5 One series of photos is of cute, little, furry pandas and their parents.

It's really interesting, you should go along this weekend.

See you on Monday,

Yanick

- A 3-1-2-5-4
B 3-4-1-5-2
C 2-4-3-1-5

Znajomość środków językowych

- 5 Uzupełnij zdania 1–6. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach tak, aby otrzymać zdania gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to słowa podane.

- 1 We are already _____ (run / of) time to do anything.
- 2 She _____ (be / interest) in the question of animal welfare.
- 3 He gets _____ (annoy / easy).
- 4 We _____ (be / amaze) when we saw the view.
- 5 _____ (be / look) for my keys at the moment, I can't find them anywhere.
- 6 During the holidays, I _____ (feel / complete / relax).

- 6 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego (1–6). Nie zmieniaj formy podanych słów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- 1 How much is a bottle of water?
PRICE
What is _____ a bottle of water?
- 2 We need to search for an answer quickly.
LOOK
We need to _____ an answer quickly.
- 3 Their safety is very important.
SAFE
It is very important to keep _____.
- 4 We were exhausted by the trip.
TIRING
We thought _____.
- 5 We got scared by the special effects in the haunted house. **FRIGHTENING**
The special effects in the haunted house _____ for us.
- 6 How big is the bag?
SIZE
What is _____ bag?

Tworzenie wypowiedzi pisemnej

- 7 Osoba z twojej klasy zachorowała. Postanowiłeś / postanowiłaś napisać do niego / niej e-maila. W e-mailu:

- napisz, co działo się w szkole,
- zapytaj go / ją, czy dostał / dostała paczkę od ciebie i opisz, co było w paczce,
- zapytaj o jego / jej zdrowie.

Napisz e-maila w języku angielskim. Rozwiń swoją wypowiedź w każdym z trzech podpunktów tak, aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość e-maila powinna wynosić od 50 do 120 słów. Oceniane są: umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.



Zakreśl poprawne uzupełnienie zdań: A, B, C albo D.

- 1 'Have you ever been to China?'
'No. In fact, I've never been to ____.'
A South America C Asia
B North America D Africa
- 2 France is one of the largest countries in ____.
A Europe C South America
B Asia D Oceania
- 3 This ____ is a great, cheap place for students to stay in.
A caravan C villa
B bedroom D youth hostel
- 4 'What are you doing for the long ____?'
'I'm going to stay at home and sleep!'
A centre C weekend
B guide D resort
- 5 We hired a tour ____ to show us round the town.
A agent C book
B bag D guide
- 6 What sights did you ____ in Madrid?
A hear C look
B say D see
- 7 We ____ around the streets of Rome until the evening.
A stayed C wandered
B lived D wondered
- 8 Let's ____ a trip to the seaside. I miss the view of the sea at this time of year.
A go on C get on
B go to D make
- 9 I'm sending a ____ to a friend to show her where I am staying.
A guide C passport
B suitcase D postcard
- 10 'Can you help me ____ my bags?'
'Of course.'
A create C pack
B do D make
- 11 'It's late. How am I going to get home?'
'Don't worry. I'll call a ____.'
A ferry C plane
B helicopter D taxi
- 12 Gondolas are a very ____ form of transport in Venice.
A waterproof C guided
B weird D popular
- 13 'This train isn't going to Milan.'
'You're right. We're on the wrong ____.'
A timetable C driver
B ticket D platform
- 14 Many people get their driving ____ when they're 18.
A engineer C diploma
B licence D mechanic
- 15 'How much is the ____ to London?'
'Twelve pounds.'
A standard C fare
B adult D destination
- 16 Keep your passport with you at all times. Don't ____ it.
A miss C pass
B lose D give
- 17 When Hank reached his destination, he quickly got ____ the train.
A off C on
B out D into
- 18 'I'm afraid I can't take you to the gym.'
'That's OK. I'll ____ the bus.'
A grab C catch
B do D go
- 19 Can you pick me ____ in your car when my class finishes?
A at C up
B out D off
- 20 Let's go ____ class to Monaco. I don't care how much it costs!
A return C standard
B first D coach

- 21** 'Do I need to bring my umbrella?'
'No, it's quite ___ at the moment.'
- A sunny C snowy
B rainy D icy
- 22** The hills were covered in ___, and you could hardly see the village.
- A storms C rain
B wind D fog
- 23** Paul wore a very thick coat because it was ___ outside.
- A cool C warm
B boiling D freezing
- 24** '___ the weather like today?'
'Warm and beautiful, as it always is!'
- A When's C How's
B Where's D What's
- 25** The boats in the harbour didn't go out to sea because it was very ___.
- A snowy C stormy
B icy D sunny
- 26** 'When is your cousin's birthday?'
'It's in ___. It's on the 4th of April.'
- A summer C winter
B spring D autumn
- 27** Did you see the ___ in the sky last night?
- A flood C thunder
B lightning D bush fire
- 28** The plants are slowly dying because of the terrible ___.
- A fire C drought
B storm D flood
- 29** 'What's your favourite season?'
'It's ___ because that's when the leaves on the trees change colour.'
- A autumn C spring
B summer D winter
- 30** It's getting cold. Should we turn the ___ on?
- A bush fire C heater
B sunshine D boiling
- 31** Sarah fell over yesterday and badly ___ her foot.
- A injured C collapsed
B buried D stung
- 32** Shall we take the boat out on the ___ this weekend?
- A lake C desert
B rainforest D mountain
- 33** We have to do something about climate change, but we're ___ out of time.
- A getting C running
B taking D going
- 34** We will soon ___ up the world's supply of fossil fuels.
- A pick C use
B take D do
- 35** There's a lovely ___ that flows through the centre of the town.
- A lake C ocean
B sea D river
- 36** To have a beautiful garden, you must first ___ some seeds.
- A grow C plant
B make D put
- 37** Don't hit the ___ on that tree – it will break.
- A plant C branch
B ground D leaf
- 38** I think ___ make the best pets.
- A flies C snails
B ants D cats
- 39** 'What sort of pet needs a cage?'
'I think ___ definitely do.'
- A cats C goldfish
B dogs D canaries
- 40** ___ are amazing because they make honey.
- A Flies C Butterflies
B Bees D Spiders

Zakreśl poprawne uzupełnienie zdań: A, B, C albo D.

- 1 Is that the woman ___ lives across the road from you?**
A whom C who
B – D which
 - 2 'What did this old building use to be?' 'It was the school ___ I attended.'**
A this C –
B what D who
 - 3 That's my daughter's friend ___ I drove to school once.**
A this C her
B she D whom
 - 4 Monica ___ opened the presents she'd received for her birthday.**
A happily C happiest
B happy D happier
 - 5 He finished his homework so ___ that he made lots of mistakes.**
A quick C hard
B fast D good
 - 6 'How was the performance?' 'I don't think I did very ___.'**
A better C well
B fine D good
 - 7 'Nick is a talented painter.' 'I agree. He paints ___.'**
A more beautiful C beautiful
B beautifully D beauty
 - 8 They ate a ___ supper and then, they went to bed.**
A healthier C healthy
B health D healthily
 - 9 I asked the waiter ___ if we could have lunch outside.**
A deep C politely
B polite D deeply
 - 10 Don't worry about the road. I'm a ___ driver.**
A more carefully C careful
B care D carefully
 - 11 Dinner ___ at 7 p.m. sharp.**
A serves C served
B is served D serve
 - 12 The hotel rooms ___ every day at 12 p.m.**
A are cleaning C are cleaned
B is cleaned D cleaned
 - 13 The plane is flown ___ an experienced pilot.**
A using C with
B in D by
 - 14 What kind of films ___ most often at this cinema?**
A are shown C show
B is shown D shows
 - 15 'Where is Skara Brae?' 'It ___ in northern Scotland.'**
A will locate C located
B is located D locates
 - 16 'How old is this church?' 'It ___ in 1592.'**
A has been built C built
B is built D was built
 - 17 I love the colour of your house. ___ painted by a professional?**
A Was it C Were they
B It was D They were
 - 18 'Where were ___?' 'In Italy.'**
A made these clothes C these clothes make
B these clothes D these clothes made
 - 19 'What happened to your camera?' 'It ___ when I was on holiday.'**
A was stolen C is stolen
B will be stolen D was stealing
 - 20 'Who picked up your children from school?' 'Their grandma ___ them up.'**
A was picked C picks
B picked D is picked

21 Brazil is definitely ___ than the UK.

- | | |
|---------------|----------|
| A the warmest | C warm |
| B warmest | D warmer |

22 'I don't like Tom's new hairstyle.'
'Yes, it looks ___ than before.'

- | | |
|---------|---------|
| A badly | C bad |
| B worst | D worse |

23 I think this summer has been ___ wetter than last summer.

- | | |
|--------|--------|
| A more | C – |
| B most | D very |

24 'It must be 5 miles to uncle Terry's house.'
'Oh, it's not ___ far as you think.'

- | | |
|--------|--------|
| A very | C more |
| B so | D most |

25 I can do my maths homework ___ than my English homework.

- | | |
|----------------|---------------|
| A as easy as | C more easy |
| B as easily as | D more easily |

26 Eating junk food every day is the ___ thing you can do to your body.

- | | |
|---------|---------|
| A worst | C bad |
| B badly | D worse |

27 'How was your hiking trip?'
'It was the ___ holiday I've had for a long while!'

- | | |
|----------|--------|
| A better | C well |
| B good | D best |

28 It snowed the ___ during the afternoon.

- | | |
|----------------|----------------|
| A more heavy | C most heavily |
| B more heavily | D most heavy |

29 'What's the ___ mountain in the world?'
'Mount Everest, of course.'

- | | |
|---------------|-----------|
| A most highly | C higher |
| B high | D highest |

30 That was the ___ dangerous storm we've had all year.

- | | |
|--------|--------|
| A too | C most |
| B more | D – |

31 'What did you get at the book shop?'
'I got a(n) ___ book.'

- | | |
|------------------------|------------------------|
| A Italian used grammar | C used Italian grammar |
| B grammar Italian used | D Italian grammar used |

32 That's a ___ jumper you're wearing.

- | | |
|---------------------|---------------------|
| A lovely red cotton | C cotton lovely red |
| B red cotton lovely | D lovely cotton red |

33 I need a ___ object for my art project.

- | | |
|--------------------|--------------------|
| A metal long round | C round metal long |
| B long round metal | D metal round long |

34 She lives on a ___ boat in the summer.

- | | |
|---------------------|---------------------|
| A wooden tiny house | C tiny wooden house |
| B tiny house wooden | D wooden house tiny |

35 They're finally closing down that ___ factory on the edge of town.

- | | |
|----------------------|----------------------|
| A shoe polluted ugly | C ugly polluted shoe |
| B ugly shoe polluted | D polluted ugly shoe |

36 'What is Helen going to study at university?'
'She's very ___ in marine biology.'

- | | |
|-----------------|---------------|
| A interest | C interesting |
| B interestingly | D interested |

37 I don't want to see a horror film. They're ___!

- | | |
|---------------|--------------|
| A fright | C frighten |
| B frightening | D frightened |

38 If you think painting is ___, why do you do it?

- | | |
|-----------|----------|
| A boredom | C bored |
| B bore | D boring |

39 I'm ___ that people still drop rubbish in the streets.

- | | |
|------------|--------------|
| A shocked | C shock |
| B shocking | D shockingly |

40 Michelle passed her history exam, which was ___ news.

- | | |
|----------------|-------------|
| A surprisingly | C surprised |
| B surprising | D surprise |



Before you watch

1 Match pictures A–C with words 1–3. Write the letters next to the words.

- 1 architect _____
- 2 living roof _____
- 3 solar panels _____



While you are watching

2 Watch the video and circle the words you hear.

- 1 The first idea was to make the roof like a flying **garden** / **carpet**.
- 2 The Mega Green Museum's impact on the environment must be very **low** / **little**.
- 3 The more you look at it, the more you realise how **simple** / **complicated** the building is.
- 4 Openings in the front will let cool **wind** / **air** flow into the museum.
- 5 All the materials must be made from **green** / **recycled** materials.
- 6 The solar cells are like little leaves in a **forest** / **park**.

After you have watched

3 Complete the summary of the video below using these words.

animals centre flowers happy
roof simple sun world

Ideas Focus

- Do you think public buildings should be green? Why? / Why not?
- Is your school green? Why? / Why not?
- How could your school have less impact on the environment?



The California Academy of Sciences is the largest green museum in the (1) _____. The museum was built in the (2) _____ of Golden Gate Park in San Francisco and is home to thousands of (3) _____ and beautiful sea creatures. The architect Renzo Piano designed the building so that it would have a very low impact on the environment. At first, the building seems (4) _____, but it is really quite complicated. The living roof is covered with many (5) _____ and plants. Cool air enters the front of the building and warm air exits through the (6) _____. Only recycled materials were used to create it, and there are around 60,000 solar panels that take energy from the (7) _____. When Renzo visited the building, he felt very (8) _____.

1 Wpisz poniższe nagłówki przy odpowiedniej części tekstu.

- Kinds of twins
- Nature vs. nurture
- A special bond
- An exact copy
- The same but different
- A scientific approach

Twins

A _____

Have you ever wondered what it would be like to have a brother or a sister who looked just like you? Maybe you would like to be a twin. Holly and Daisy Preston, 14-year-old twins from London, say there's nothing like it. 'I feel really special,' says Holly. Daisy agrees and adds, 'It's fantastic having someone who understands you completely. 'If you are also a twin, you probably know what they are talking about!

B _____

Scientists think twins are great, too, but for different reasons. They give scientists a unique opportunity to find out what makes us who we are. That's because twins have more in common than brothers and sisters born at different times, but are still different from each other in several important ways. By studying the similarities and differences between twins, scientists can begin to find out which qualities are passed down from our ancestors and which ones result from our experiences in life.

C _____

There are two kinds of twins, known as identical and fraternal. Identical twins are often so similar that it is difficult to tell them apart. Twins that grow inside their mother at the same time, but are not identical, are called fraternal twins. These twins can be both boys, both girls, or one of each.

D _____

Identical twins are interesting to scientists because of their genes, which determine the colour of their hair and eyes, the shape of their nose and mouth, their height and much more. Most people inherit a different mixture of genes from their parents. That explains why you might take after your mother, while your sister takes after your father. But with identical twins, each one receives exactly the same genes from each parent. That is what makes them 'identical'.

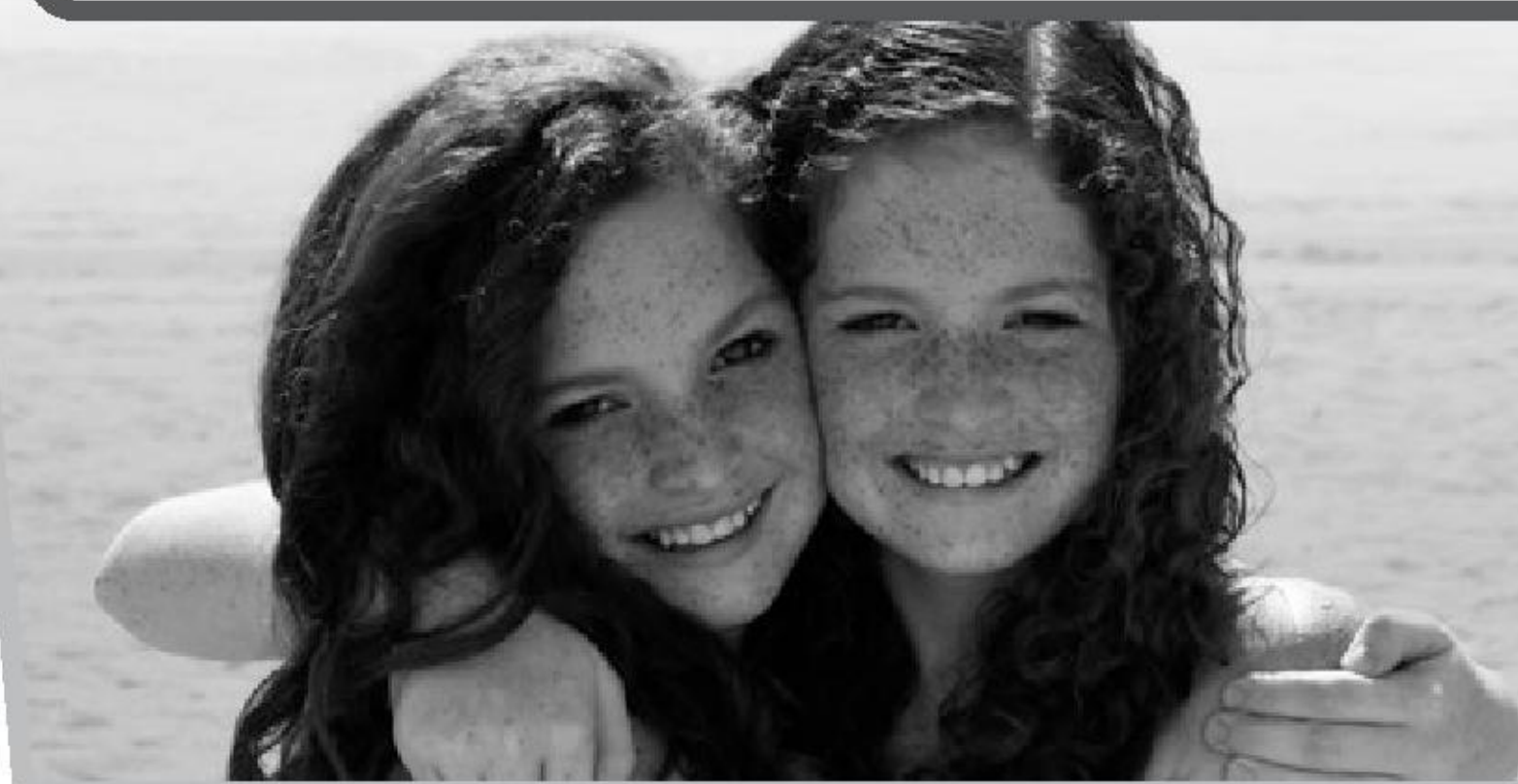
2 Wykonaj zadanie w sekcji Skills Booster.

Skills Booster

Przeczytaj jeszcze raz tekst o bliźniakach oraz zdania 1–7. Do każdego zdania dopasuj właściwy akapit. Jeden akapit pasuje do dwóch zdań.

In this paragraph, you learn that

- 1 there are different kinds of twins. _____
- 2 it's great to have a twin. _____
- 3 researchers are interested in twins. _____
- 4 the environment is an important factor in how twins develop. _____
- 5 identical twins have the same set of genes. _____
- 6 scientists examine both biological and social development. _____
- 7 the girls in the picture are from London. _____



E _____

Scientists have always wondered how important genes are. While it's true that they determine which relative we look like, what about personality traits? Do our genes have any influence on whether we like music or are outgoing? Or are our personalities a result of the way we grow up and the experiences we have? Interestingly, researchers have discovered that both our genes and our experiences play a role in forming our personality. For example, you may have a gene that makes you creative, but if your environment does not give you the chance to show your creativity, it may never be revealed.

F _____

Identical twins can highlight this relationship between genes and environment. If it were only our genes that influenced everything about us, identical twins would be identical in every way. Not only would they look the same, but they would like the same kinds of music, clothes and friends. But they don't. Studying such differences can help scientists find out what makes us the same and what makes us different.



1 Dopasuj nazwy członków rodziny (1–6) do definicji (A–F). Wpisz litery w odpowiednie miejsca przy wyrazach.

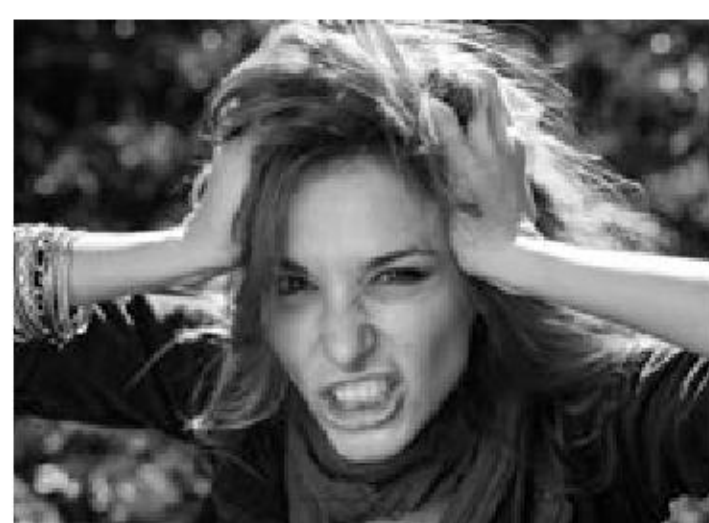
- | | |
|--------------------|---------------------------|
| 1 cousin ____ | A my brother's son |
| 2 step-father ____ | B my uncle's wife |
| 3 aunt ____ | C my sister's daughter |
| 4 niece ____ | D my aunt's child |
| 5 nephew ____ | E my dad's brother |
| 6 uncle ____ | F my mum's second husband |



2 Uzupełnij zdania 1–6 wyrazami oznaczającymi członków rodziny.

- Your _____ is your mother or father's sister.
- Your _____ are your uncle or aunt's children.
- Your _____ is your mother or father's mother.
- Your _____ is your father's wife if he marries someone who isn't your mother.
- Your _____ is your sister or brother's son.
- Your _____ is your sister or brother's daughter.

3 Uzupełnij podpisy pod obrazkami.



1 _er _ _ _ s



3 mi _ _ _ e - _ g _ d



2 o _ _ r _ e _ _ _ t



4 s _ r _ _ f _

4 Uzupełnij zdania przymiotnikami.

- My e _ _ _ _ _ grandparents live with us because they are too old to look after themselves.
- Don't worry. If Carrie says she'll help you, she will. She's very r _ _ _ _ _ you know.
- Fred is quite l _ _ _ . He never helps me with the cooking and cleaning.
- You can't wear jeans to your sister's wedding, Barry! You'll look really s _ _ _ _ _!
- Vera wanted an h _ _ _ _ _ opinion about her wedding dress, so I told her the truth.
- How can my parents understand me? They're not young any more – they're m _ _ _ _ _ – _ _ _ _!

5 Wykonaj zadanie w sekcji Skills Booster.

Skills Booster

Przetłumacz na język angielski fragmenty podane w nawiasach tak, aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- My _____ (prababcia jest szczerą), she has never lied to anyone.
- I think that my _____ (otyły bratanek) should get more exercise.
- _____ (Siostra mojej mamy) always takes us on great trips and adventures.
- _____ (Mąż naszej cioci) built us a summer house this year.
- I don't know anyone who is _____ (bardziej niezawodny niż) my dad.

6 17 Wysłuchaj wypowiedzi Greta o jej rodzinie. Uzupełnij zdania 1–6 pasującym przymiotnikiem.

- Greta's cousin Dominik doesn't play basketball although he is _____.
- Greta's uncle Fryderyk is very generous but when he is too busy, he may not be _____.
- What Greta likes best about her step-mother Helena is that she is _____.
- Greta's cousins Agata and Dorota both enjoy eating. However, Dorota is very _____.
- Greta's grandmother Izabela has always had _____ hair.
- Greta's nephew Jerzy doesn't always work hard but he is _____.

1 Zakreśl poprawną opcję w zdaniach 1–6.

- Angela **is living / lives** in Paris. She was born there and has never left.
- It gets / It's getting** harder and harder to raise a family in a city centre.
- Genes **determine / are determining** your hair and eye colour.
- My brother and sister **are always arguing / are arguing always**. It really annoys me!
- Brian, what **do you do / are you doing** this weekend? Do you want to go fishing?
- The train to my mum's village **leaves / is leaving** at nine o'clock every morning.

2 Wybierz poprawne uzupełnienie zdań 1–7. Zakreśl literę A, B albo C.

- Do you know who _____ this phone? They left it in the classroom.
A owns B has C likes
- My brother and I _____ like our grandfather.
A look B am C are looking
- We all _____ the maths homework now. Thanks for your help.
A think B take C understand
- My dad and my uncle both _____ beards.
A have had B are having C have
- That cake _____ delicious. Can I have some?
A was B smells C is smelling
- I _____ that it is important to have a family.
A am thinking B think C doesn't think
- I _____ where my school bag is.
A remembered
B am remembering
C don't remember

3 Wykonaj zadania w sekcjach Skills Booster.**Skills Booster**

Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–4) jednym wyrazem tak, aby powstał spójny i logiczny tekst zgodny z ilustracją.

In the picture, there is a young woman, she is (1) _____ at her phone and exercising. From her muscles it is safe to say that she (2) _____ quite often. The woman is planking on a mat, while outside the sun is (3) _____. The mat is (4) _____ on a wooden floor.

Skills Booster

Przetłumacz na język angielski fragmenty podane w nawiasach tak, aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- Look! Tom _____ (maluje) a beautiful picture.
- Anna _____ (często maluje obrazy) after school, it's her hobby.
- _____ (Oni mają) three dogs.
- _____ (Oni jedzą) a delicious pizza for dinner tonight.
- My teacher _____ (nie zadaje) easy questions today!
- My teacher _____ (nigdy nie zadaje) easy questions.

4 Wstaw ✓ jeśli zdanie jest poprawne. Jeśli jest niepoprawne – popraw je.

- My grandfather is a scientist and he is liking to invent things.

- Michael is a chef, but never he cooks at home for his family!

- Teenagers become more and more independent these days.

- The Sun is rising in the east and it is setting in the west.

- Why does your little sister cry? Is she thirsty?

- Tim wants to buy a house, but Helen thinks they should wait until next year.





Listening

1 Przeczytaj uważnie pytania w zadaniu 2 i podkreśl w nich kluczowe zwroty. Następnie przyjrzyj się ilustracjom i zastanów się, czym się różnią.

2 18 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Usłyszysz dwukrotnie sześć nagrań. W zadaniach 1–6, na podstawie informacji zawartych w nagraniach, z podanych odpowiedzi zakreśl właściwą: A, B albo C.

1 Which photo are they looking at?



2 What do the girls look like?



3 Where do the cousins buy their clothes?



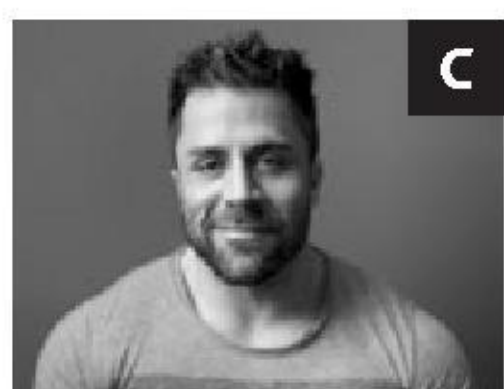
4 What does the speaker's brother like to do with friends?



5 Which day were they going to go shopping?



6 Which is the woman's son?



Speaking

3 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Dla każdej z opisanych sytuacji (1–4) wybierz właściwą reakcję. Zakreśl literę A, B albo C.

1 Chcesz zapytać koleżankę z USA, jak wygląda jej siostra. Jakie pytanie zadasz?

- A What does she like?
- B What look does she like?
- C What does she look like?

2 Pokazujesz koledze zdjęcie w telefonie.

Chcesz powiedzieć, że chodzi ci o budynek na pierwszym planie. Jak to powiesz?

- A They're in the foreground.
- B It's in the foreground.
- C It's in the background.

3 Zauważyłeś / zauważyłaś, że obok twojej koleżanki stoi słynny aktor. Jak powiesz to innym?

- A He's next to Judy!
- B He's behind Judy!
- C He's in front of Judy.

4 Zadano ci pytanie o charakter twojego brata. Jak możesz odpowiedzieć?

- A He's tall and slim.
- B He's late again.
- C He's easy-going and relaxed.

4 Opisz zdjęcie, używając zwrotów z ramki.

background foreground wearing behind
over next to



1 Wstaw poniższe słowa w odpowiednie miejsce w tabeli, aby utworzyć właściwe wyrażenia.

a compliment a diary a family a secret a visit
divorced in love married sympathy to pieces

fall	
get	
have	
keep	
pay	

2 Zakreśl poprawną opcję w zdaniach 1–5.

- 1 Sam’s father has left his mother. Sam’s worried that she’ll fall **to pieces** / **in love** as a result.
- 2 I have a lot of **sympathy** / **families** for the children of divorced parents.
- 3 My grandmother’s house is near here; let’s go and pay her **a compliment** / **a visit**.
- 4 A lot of my friends keep **a diary** / **a secret**; they write something in it every day.
- 5 My sister is getting **married** / **divorced** at the end of the month – she’s having a traditional wedding.

3 Uzupełnij luki w poniższej historii słowami: **fall, get, have, keep, pay** w odpowiedniej formie. Niektórych słów możesz użyć kilka razy.

Summer love

When Joe returned from his holiday in Spain, he brought back more than a few souvenirs. He was going to (1) _____ married! His family had so many questions! ‘Well,’ explained Joe, ‘I met Carmen in Barcelona, and we (2) _____ in love immediately.’ Joe didn’t want to (3) _____ any secrets from his family, so he told them everything. She’s very pretty, so I (4) _____ her a compliment and asked her out for a coffee. Before I knew it, we were spending all our time together.’ ‘When can we meet her?’ asked his mother. ‘Soon,’ replied Joe. ‘She’s going to (5) _____ us a visit next month.’ Twenty years later, Joe and Carmen now (6) _____ a family of their own and are still living happily ever after!



4 Wykonaj zadanie w sekcji Skills Booster.

Skills Booster

Przeczytaj tekst, z którego usunięto cztery zdania. Dopasuj zdania A–E do luk 1–4 tak, aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo.

My diary

Last summer I decided to keep a diary. (1) _____ I was super stressed before every date but my sister always helped me pick my clothes and paid me compliments. (2) _____ My diary was always in my pocket, and I had plenty of great stories to write about. One day I told my sister I wanted to get married to Tamara in the future. She was the only person in the family I confessed this to. (3) _____ Right now I’m writing a second diary and I sometimes read the fragments about my first meeting with Tamara. (4) _____ I haven’t proposed to her yet. I will do it this year for sure.

- A She’s always laughing about how nervous I was.
- B Thanks to her, I didn’t look scruffy.
- C She promised to keep it a secret.
- D That day was sunny and warm.
- E Soon after that I met Tamara, who I fell in love with.

5 Umieść zwroty w odpowiednich zdaniach w poprawnej formie. W każdym zdaniu jest błąd.

- 1 Can you **HAVE SOME SYMPATHY** _____? I have something really interesting to tell you.
- 2 We were all really unhappy last year when my parents decided they didn’t want to live together any longer. They will **KEEP A SECRET** _____ later this year.
- 3 When Karla’s boyfriend broke up with her, she **HAD A BIG FAMILY** _____ and couldn’t eat or sleep for a week.
- 4 I am so excited, my older sister **IS FALLING TO PIECES** _____ next week, and our whole family is coming to celebrate with us.
- 5 You have to **GET DIVORCED** _____ for him, he’s just failed an important test.
- 6 Both my mum and my dad always wanted to **GET MARRIED** _____, so now there are five of us.

1 Czy podane rzeczowniki są policzalne czy niepoliczalne? Zakreśl C (policzalne), U (niepoliczalne) lub obydwie opcje.

advice	C / U	information	C / U	salt	C / U
cupboard	C / U	letter	C / U	soup	C / U
dollar	C / U	love	C / U	story	C / U
furniture	C / U	money	C / U	tradition	C / U
hair	C / U	rocket	C / U	traffic	C / U

2 Uzupełnij zdania *is* lub *are*.

- Where _____ the information I am looking for?
- There _____ many people in my family tree.
- That _____ great advice. Thanks, Dad!
- Maths _____ my favourite subject at school.
- My mirror _____ broken. I need a new one.
- Their traditions _____ quite strange, I think.
- This family research _____ very important.

3 Uzupełnij tekst określnikami z ramki.

a lot few little lot of many much
number some

She's the boss!

The Mosuo people live in China and they are one of only a (1) _____ matriarchal societies in the world. In a matriarchal society, the head of the family is the mother. The family name passes down from female to female, and the women make all the decisions.

(2) _____ generations of women live in the same house with a (3) _____ their male relatives, such as uncles, brothers, sons and nephews. Fathers or husbands live elsewhere and they only have a (4) _____ contact with their children.

The children belong to the mother and her family. The uncles help with the children's education and upbringing, but they don't have (5) _____ control over the actual decisions. In time, the children care for their elderly uncles. These large extended families care (6) _____ about each other.

The modern world, however, is affecting (7) _____ traditions, so things are changing very quickly. Many young people are leaving their villages to work in a (8) _____ of large cities nearby.

There, they may discover a different way of life and culture.

4 Dopasuj początki zdań (1–5) do ich zakończeń (A–E). Wpisz litery w odpowiednie miejsca przy początkach zdań.

- I have a little _____
- We saw a number of _____
- Do we have any _____
- I only have a few _____
- Mum found some _____

- milk for tomorrow, or should I buy some at the shop?
- black, curly hairs from our dog on her dress.
- minutes to chat. What do you need?
- time this afternoon, so I can help you with your homework.
- our classmates at the football match on Saturday.

5 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–6: A, B albo C.

Who do you think you are?

Genealogy is hugely popular because people are curious to know about their ancestors. There are even TV programmes about genealogy. The most well-known one (1) _____ a series called *Who Do You Think You Are?* In each episode, genealogists (2) _____ a celebrity to trace his or her family tree. They use the internet and written records to discover the past. Sometimes, the records go back hundreds of years and people discover that their (3) _____ were kings, queens, farmers, cowboys or soldiers.

If your past interests you, it isn't difficult to find (4) _____ of this information on the internet. (5) _____ people are (6) _____ their past, and maybe you can, too.

- | | | |
|--------------|---------------|--------------|
| 1 A are | B is | C has |
| 2 A help | B helps | C is helping |
| 3 A members | B families | C relatives |
| 4 A few | B some | C lot |
| 5 A A lot of | B A lot | C Lot of |
| 6 A discover | B discovering | C discovers |



1 Dopasuj skróty 1–8 do ich znaczeń. Wpisz litery A–H w odpowiednie miejsca przy skrótach.

- | | |
|--------------|--------------------------------|
| 1 e.g. _____ | A twentieth |
| 2 a.m. _____ | B street |
| 3 i.e. _____ | C the United Kingdom |
| 4 USA _____ | D for example |
| 5 St _____ | E that's to say |
| 6 UK _____ | F morning |
| 7 p.m. _____ | G afternoon |
| 8 20th _____ | H the United States of America |

2 Podkreśl wszystkie skróty w poniższym e-mailu.

Dear Mrs Smith,

My step-mother told me that you are in hospital. I'm very sorry to hear it. We're thinking of paying you a visit next Tuesday, 5th October at around 2 p.m. Please let us know if there is anything that we can bring.

Wishing you all the very best, I hope you get well soon.

Best wishes,

Asmita

3 Przepisz poniższe zdania, używając odpowiednich skrótów.

- I look like my mother's side of the family; that's to say, my grandmother and my aunt.

- It's Mum's thirty-fifth birthday next week.

- Carol lives in the United Arab Emirates.

- Please, bring food. For example, fruit or hotdogs.

- I'm seeing Doctor Andrews at four o'clock in the afternoon.

- Lessons start at eight forty-five every morning.

- Sixty-two Greendale Street, London, United Kingdom.

- Buses leave at ten in the morning, eleven in the morning, twelve in the morning, et cetera.

4 Przeczytaj poniższy tekst pocztówki. Uzupełnij luki w zdaniach 1–4 zgodnie z treścią tekstu.

Dear Uncle Paul and Auntie Emma,
 Congratulations on your new home!
 I hope you enjoy your new life in the UAE
 and I wish you lots of luck for your new jobs.
 I'm looking forward to visiting you next
 year in the summer.
 All the best,
 Alex

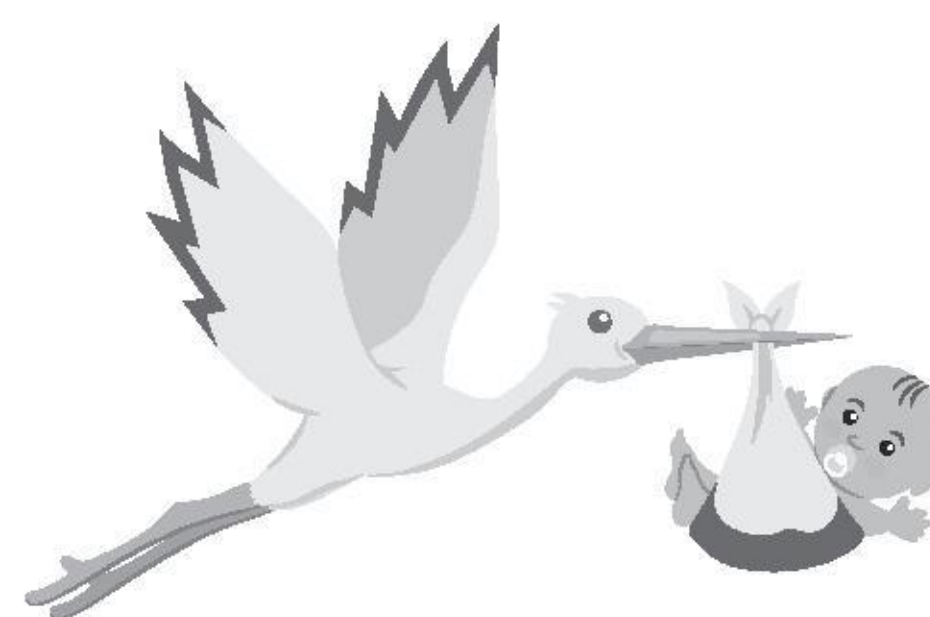
- Alex has written a message to his _____.
- Paul and Emma live in _____.
- Paul and Emma have a new _____.
- Alex will see Paul and Emma _____.

5 Twój kuzyn obchodzi osiemnaste urodziny. Złóż mu życzenia, używając czterech różnych zwrotów.

- _____
- _____
- _____
- _____

6 Twój nauczyciel świętuje narodziny pierwszego dziecka. Przepisz poniższe życzenia tak, aby brzmiały bardziej miło i profesjonalnie.

Mr Coehn,
 You have a daughter. Congratulations. Hope she's OK. All the best,
 Class 8b





Rozumienie ze słuchu

- 1 19 Usłyszysz dwukrotnie rozmowę o rodzinnych relacjach. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą: A, B albo C.

- 1 **Philippa's grandmother**
 - A was a captain in the army.
 - B got married in secret.
 - C fell in love when she was young.
- 2 **Philippa's grandfather**
 - A helped other family members.
 - B wasn't popular in the family.
 - C was nice to other people in the family.
- 3 **Brian is**
 - A reliable and easy-going.
 - B lazy and not very generous.
 - C tall and good-looking.

Znajomość funkcji językowych

- 2 Uzupełnij dialogi 1–3. Wpisz w każdą lukę brakujący fragment wypowiedzi tak, aby otrzymać spójne i logiczne teksty.

- 1 **A:** Thank you for inviting me to your party.
B: Let me know if you _____ not.
- 2 **A:** What are you _____?
B: I've just passed my driving test. That's why I'm having a party.
- 3 **A:** What _____ at the party?
B: She came in a short black dress and black shoes.

- 3 Uzupełnij dialog. Wpisz w każdą lukę (1–3) brakujący fragment wypowiedzi tak, aby otrzymać spójny tekst. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy.

- A:** Hey, look at this! It's an old photo of our teachers.
B: Oh no, the photo (1) _____ (must) at least 30 years old. Look at what they're wearing!
A: Is that the maths teacher there (2) _____ (background) behind those three women? The one with the long hair and the black suit.
B: I think it's him. Is that Mr Brown, the history teacher?
A: Yes, he's with his wife, but Mr Brown isn't married any more, he (3) _____ (divorced) last year, so he probably doesn't care about what he wears any longer.
B: Yeah, you could be right. Come on, we must show this to the rest of the class ...

Rozumienie tekstów pisanych

- 4 Przeczytaj tekst, z którego usunięto trzy zdania. Dopasuj zdania A–D do luk 1–3 tak, aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo.



Family photos

Taking a good family photo is not as easy as it sounds. There is always someone looking away from the camera or someone who is not smiling or looking nervous. If you want your photo to come out well, the first thing to think about is where you take the picture. (1) _____

Family photos are best when you can get more than one generation and as many different relatives as possible into one picture, but this isn't easy to arrange. If you get a lot of different people together, you can see who is similar, (2) _____. We usually look like our relatives thanks to our genes, but sometimes a cousin or a nephew can look very different.

The other common problem with family photos is that someone always interrupts you when you're trying to organise the shoot. (3) _____ The best way is to tell everybody to stand together, and then you can decide who is going to be where. Another useful idea is to suggest that any young children lie down or sit at the front. This will stop them from running around.

- A There are always one or two people who want to tell you what to do.
- B It's great if you can take it outdoors, but sometimes the light can be a problem.
- C The last time I took a family photo was so difficult.
- D i.e. who looks like your grandmother most or who is a similar height.

5 Przeczytaj teksty 1 i 2. Następnie uzupełnij luki 1–3 w notatce zgodnie z treścią SMS-a oraz kartki z życzeniami. W każdą lukę możesz wpisać maksymalnie dwa wyrazy.

Tekst 1

As you all know, it's my birthday this weekend, so I want to invite everyone to a birthday dinner at our house this Saturday at 4 p.m. Send me a text if you can come.
See you on Saturday!
Love, Uncle Gareth

Victor, remember that we are going to Uncle Gareth's
(1) _____, so don't plan anything with your friends. It's on Saturday at 4 p.m. I have a (2) _____ for him from all of us, but it would be a good idea for you to prepare one yourself. Uncle Gareth has been very good to you over the years. He also helped you with your course at college in (3) _____, so you need to say a big thank you for that.
Mum

Tekst 2



To Uncle Gareth,
Our best wishes for a very
Happy Birthday!

We wish you all the best on your birthday and hope you will always be as cheerful and easy-going as you are today. A special thank you for helping to find Victor's university course in Edinburgh. We are all very grateful to you for your help.

Lots of love
Mary, Bob, Victor and Felix xxx

Znajomość środków językowych

6 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego (1–6). Nie zmieniaj formy podanych słów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- 1 My mum is standing behind me in this photo. **FRONT**
I'm sitting _____ my mum in this photo.
- 2 She looks like her dad. **AFTER**
She _____ her dad.
- 3 There is only a little milk in the fridge. **MUCH**
There _____ milk in the fridge.
- 4 The sofa, chairs and the table are behind all of them in this picture. **BACKGROUND**
In the photo, the furniture is _____.
- 5 His clothes make him look funny. **WEARING**
He is _____.
- 6 She wanted me to go to her party but I couldn't. **INVITED**
I couldn't go to the party _____ to.

Tworzenie wypowiedzi pisemnej

7 Przyjaciół zaprosił cię na urodziny. Napisz w odpowiedzi e-maila, a w nim:

- podziękuj za zaproszenie i wyjaśnij, dlaczego nie możesz wziąć udziału w zabawie,
- złóż przyjacielowi życzenia,
- zapewnij, że z chęcią spotkasz się z nim w innym terminie.

Napisz e-maila w języku angielskim. Rozwiń swoją wypowiedź w każdym z trzech podpunktów tak, aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość e-maila powinna wynosić od 50 do 120 słów i zawierać wszystkie elementy typowe dla tego rodzaju tekstu. Oceniane są: umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.



Before you watch

1 Work with a partner and answer these questions.

- What do you think 'family ties' are?
- Are family ties important to you? Why? / Why not?
- Why might a person cut their family ties?



While you are watching

2 Watch the video and decide if these statements are T (True) or F (False).

- 1 Flora Salonik has a university degree but nowadays she lives on a farm. _____
- 2 Flora's life changed because she fell in love with a man from the Dorobo people. _____
- 3 The remote village of Kijunga is a forty-minute walk from Arusha. _____
- 4 Flora's family didn't know she was leaving the comforts of the city and moving to a faraway village. _____
- 5 Flora and her husband Loshero raise cattle and grow crops to feed their family. _____
- 6 Since Flora has been away for so long, the busy streets of her hometown have become unfamiliar to her. _____

After you have watched

3 Complete the summary of the video below using these words.

belonged city decision farm grew happy married stayed

Flora Salonik (1) _____ up in Arusha, which is one of Tanzania's busiest cities. She went to university and learnt to speak four languages. However, Flora's life changed dramatically after she got (2) _____. Her husband took her home to the small village of Kijungu, very far away from Arusha. Besides looking after their three children, Flora also took care of the family's (3) _____ as her husband was away for most of the time. It was difficult for her to stop thinking about her past and she often wondered how her life would look if she still lived in the (4) _____. Flora had to make a (5) _____ about her family's future. She decided to go back to Arusha to figure things out. Flora was very (6) _____ to see her mother and (7) _____ with her for a while. She also visited all the places she used to know. Finally, Flora made her decision; she (8) _____ in Kijungu.

Ideas Focus

- Do you think it's better to raise a family in a village or in a city? Why? / Why not?
- Would you like to live close to your childhood home when you grow up? Why? / Why not?



A family processes recently harvested plants, Tanzania



1 Przeczytaj szybko tekst o miodzie. Czy miód jest użyteczny tylko jako naturalny słodzik?



Honey

Honey is a natural sweetener with nothing artificial added. Many people believe it's **(1)** _____ for you than sugar. It's easy to eat, you can use it in a variety of recipes and it lasts for a very long time. Although most people think of it as no more than a sweetener for tea or yoghurt, honey has many health benefits.

Imagine this: you can't sleep because your nose is blocked and you're unable to stop coughing. Colds make us feel miserable, and coughing stops us from sleeping, so **(2)** _____ of people take pills and cough syrups to get better. Scientific research, however, has shown that there's no evidence that these medicines work. **(3)** _____ doctors are now suggesting that we take honey to help **(4)** _____ improve our health. It has been harvested and used as a medicine for hundreds of years by civilisations all over the world. How can honey help? Well, because it's a thick, sticky liquid, it coats the inside of your throat, which may stop you coughing. It also contains substances that are very important to help prevent diseases. These substances are known as antioxidants and are also found in fresh fruit and vegetables, olive oil and oregano.

Honey is also great for athletes and anyone who needs extra energy. The human body gets most of **(5)** _____ energy from carbohydrates (natural sugars). Foods such as bread, rice, pasta and potatoes have plenty of carbohydrates. Honey also contains a lot of them. Carbohydrates are necessary for athletes to **(6)** _____ them keep going when they are training, so it's a good idea to eat honey before exercising, or **(7)** _____ sports.

There are lots **(8)** _____ healthy ways to enjoy honey. Try mixing it with yoghurt, fruit and ground nuts, or you can make a tasty honey sandwich. You can even make your own energy bars filled **(9)** _____ dried fruit, cereal and honey. Whether you need an energy boost, or just something deliciously sweet to eat, honey is the perfect natural energy source.

But that's not all! You **(10)** _____ also use honey to make your own fantastic beauty products. Mix strawberries, honey, almond oil and a drop of vitamin E oil to make a natural lip gloss. Or, make a conditioner for your hair from honey and olive oil. Look for beauty recipes online. It's usually a simple process, they cost you almost nothing to make, and they're all natural.

Honey – so good in so many ways.

2 Przeczytaj jeszcze raz tekst o miodzie. Wybierz poprawne uzupełnienie luk 1–10: A, B, C, albo D.

- | | | | | |
|----|-----------|----------|-----------|------------|
| 1 | A good | B better | C well | D best |
| 2 | A many | B lot | C lots | D several |
| 3 | A Some | B None | C Someone | D Everyone |
| 4 | A me | B us | C you | D them |
| 5 | A our | B his | C my | D its |
| 6 | A give | B help | C stop | D save |
| 7 | A playing | B making | C going | D having |
| 8 | A for | B at | C of | D on |
| 9 | A on | B of | C in | D with |
| 10 | A can | B do | C will | D can't |



1 Uzupełnij tabelę wyrazami z ramki.

aubergine bowl breakfast broccoli plate
croissant cupcake dessert dinner table
fridge jug juice lunch oil starter knife

Food	
Liquid	
Meal	
Utensil	
Equipment	

2 Uzupełnij zdania wyrazami. Pierwsza litera wyrazów została podana.

- 1 W ____ is a very versatile grain.
- 2 You need e ____ and flour to make most cakes.
- 3 My least favourite green vegetable is b ____.
- 4 I love cheese and tomatoes, so p ____ is my favourite food.
- 5 We usually eat fresh c ____ from the bakery for breakfast.

3 Uzupełnij podpisy pod obrazkami wyrazami związanymi z przygotowaniem posiłków.



_e_l



s__r



__y



c_o_

4 Uzupełnij zdania 1–4 wyrazami z ramek.

delicious horrible hungry thirsty

- 1 Could I have a glass of water, please?
I'm extremely _____.

frying chewing grilling boiling

- 2 Would you mind _____ the water so we can cook the eggs, please?

chop cook mix peel

- 3 You have to _____ a banana before you can eat it!

boil fry grill stir

- 4 Put the ingredients into a bowl and _____ with a spoon.

5 Wykonaj zadanie w sekcji Skills Booster.

Skills Booster

Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–4) jednym wyrazem tak, aby powstał spójny i logiczny tekst zgodny z ilustracją.



In the photo, there is an (1) _____ woman in her kitchen. She's (2) _____ something in a big metal (3) _____ to make something delicious later. There are two (4) _____ with baked goods on the table. She looks friendly and cheerful.

6 20 Posłuchaj rozmowy Gary'ego z Carol o ich nawykach żywieniowych. Zdecyduj, czy poniższe zdania są prawdziwe (T) czy fałszywe (F).

- 1 Carol orders pizza from time to time. _____
- 2 Gary likes most vegetables. _____
- 3 Carol prefers eggs to vegetables. _____
- 4 Carol always has croissants for breakfast. _____
- 5 Gary is careful about what he eats. _____
- 6 Carol likes to eat cupcakes for dessert. _____

1 Zakreśl poprawną opcję.

- Sam took a shower, had breakfast, and **left** / **was leaving** for school.
- I was sure I **knew** / **was knowing** the answer to the question.
- Glen was chopping broccoli when he **dropped** / **was dropping** the knife.
- Frank **had** / **was having** a coffee with his friends last Sunday morning.
- We **bought** / **were buying** a new fridge last month.
- Peter was cooking the rice while Andrew **fried** / **was frying** the chicken.
- The waiters were rushing around, and the guests **ate** / **were eating** when I arrived at the restaurant.
- When you phoned me last night, I **watched** / **was watching** MasterChef.

2 Uzupełnij zdania wyrazami z nawiasów w czasie past simple lub past continuous.

- The customers _____ (hate) the food, so the restaurant _____ (close).
- The chef _____ (watch) TV, so he _____ (forget) about the food.
- While the waiter _____ (talk) to Mrs Green, he _____ (drop) the food on her.
- First, I _____ (fry) the fish and then, I _____ (boil) the eggs.
- Don't worry. We _____ (not have) dinner when you _____ (call).
- I _____ (order) a dessert after my spaghetti, but I _____ (be) too full to eat it.
- Veronica _____ (read) a cookbook while her children _____ (play) in the garden.

3 Napisz pytania do poniższych odpowiedzi.

- A: What _____?
B: Last Sunday at 3 p.m. I was reading a good book.
- A: When _____?
B: His parents went to Kraków last weekend.
- A: Where _____?
B: They were at home at 8 p.m.
- A: What _____?
B: My teacher gave us a lot of homework.
- A: How _____?
B: It cost 90 pounds in the 80s.

4 Wykonaj zadanie w sekcji Skills Booster.

Skills Booster

Przetłumacz na język angielski fragmenty podane w nawiasach tak, aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- (Jechałem na rowerze) _____ when I saw the accident.
- Ania has been my best friend ever since _____ (poznałem ją).
- I didn't want to go inside because _____ (oni się kłócili).
- Why _____ (nie powiedziałeś) me that you have a new job?
- While my _____ (mama oglądała) TV, my dad was cooking.
- I _____ (nie widziałam cię) when I walked into the shop.

5 Ułóż zdania według poniższych wzorów w nawiązaniu do obrazka. Kreska oznacza czas past continuous, a kropka past simple.

Example

- _____
I saw her when she was serving cakes.



pattern 1 ● _____

pattern 2 ●● _____

pattern 3 _____

pattern 4 _____ ●



Posłuchaj
nagrania 21
dowiczenia.pl
Kod: A8HN4L



Posłuchaj
nagrania 22
dowiczenia.pl
Kod: A8LMZC

Listening

1 21 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Usłyszysz dwukrotnie fragment rozmowy Sophie z Markiem o jedzeniu. W zadaniach 1–6, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi zakreśl właściwą: A, B albo C.

1 **Sophie and Mark are talking about**

A pizza. B cheese. C chicken.

2 **Sophie thinks that *Roquefort* tastes**

A horrible. B strange. C yummy.

3 ***Roquefort* is made**

A in the south of France.
B in the north of France.
C in the south of Spain.

4 ***Roquefort* was first produced in**

A 97 AD. B 1709 AD. C 79 AD.

5 **It is made from**

A sheep.
B sheep's milk.
C cow's milk.

6 **The cheese is left for three months**

A in caves.
B in the fields near the mountains.
C with shepherds.

2 22 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Usłyszysz dwukrotnie cztery wypowiedzi na temat jedzenia (1–4). Do każdej z nich dopasuj zdanie spośród A–E. Jedno zdanie zostało podane dodatkowo. Wpisz rozwiązania do tabeli.

This speaker

A has a cooking show on TV.
B is in a shop.
C doesn't like cooking.
D is better at cooking than her friend.
E is in a commercial.

1	2	3	4

Speaking

3 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Dla każdej z opisanych sytuacji (1–5) wybierz właściwą reakcję. Zakreśl literę A, B albo C.

1 **Mama pyta cię, dlaczego lubisz fast food.**

Co odpowiesz?

A I don't like it because it's delicious.
B I like it because it's easy to find.
C I like it because it's horrible.

2 **Chcesz odradzić koledze picie napojów energetycznych. Co powiesz?**

A They aren't good for you because they're unhealthy.
B They aren't good for you because they're tasty.
C They are good for you because I like them.

3 **Pytasz tatę, co jest na śniadanie.**

Jak zadasz pytanie?

A Do you like your breakfast?
B What's for breakfast?
C What's your favourite breakfast?

4 **Spróbowałeś / spróbowałaś papryczki chilli, ktoś pyta cię, jak smakuje. Co odpowiesz?**

A It's bitter. B It's salty. C It's spicy.

5 **Mama prosi cię o pomieszanie zupy, żeby się nie przypaliła. Jak to wyrazi?**

A Can you add some water to the soup?
B Can you stir the soup?
C Can you make the soup?

4 **Jeżeli poniższe zdania są dla ciebie prawdziwe, napisz, dlaczego tak jest. Jeżeli nie, zmień je na prawdziwe. Użyj zwrotów oraz przymiotników z podręcznika ze strony 99.**

1 I often invite my best friend round for lunch.

2 I think broccoli is delicious.

3 I like the taste of lemon.

4 I always eat sweets for breakfast.

5 I don't often eat chocolate.

1 Zakreśl poprawną opcję w zdaniach 1–6. Jakiej części mowy zostały przez ciebie wybrane? Wpisz Rz (rzeczownik), Cz (czasownik) lub P (przymiotnik) w odpowiednie miejsce przed zdaniem.

- _____ This food is really *taste* / *tasty* / *tasteless*.
In fact, it's delicious!
- _____ We eat a *vary* / *variety* / *varied* of fruit and vegetables.
- _____ I like to *mix* / *mixed* / *mixture* my own smoothies.
- _____ Sometimes I help my mum *decisive* / *decide* / *decision* what to cook.
- _____ My dad owns a bakery and always tries to answer his *custom* / *customers* / *customary* whenever they have questions.
- _____ No-one in my family is really *chose* / *choice* / *choosy* about their food, which means we eat whatever is put in front of us.

2 Zakreśl poprawną opcję w historii Bazyla.

Another Bad Day for Basil!

Basil was worried. It was another bad day at the (1) *tradition* / *traditional* café he owned. The café did not have many (2) *customary* / *customers*. He had to (3) *decisive* / *decide* what to do. 'Why didn't I open a (4) *trendy* / *trend* burger place instead?' he asked himself. 'A place with (5) *colourful* / *colour* chairs and tables and a (6) *choose* / *choice* of burgers.' Basil would have to do something, or his business would fail.



3 Uzupełnij zdania wyrazami z ramki.

bright choose decide mixing
trendy variety

- What will you _____ as a starter?
- I can't _____ between the salad and the chicken.
- There's such a great _____ of cupcakes at that bakery.
- Sweetcorn is a _____ yellow colour.
- The Italian restaurant at the end of my road is really _____. It's very popular.
- You make this cake by _____ eggs, flour, sugar and butter together.

4 Uzupełnij tekst wyrazami z nawiasów w odpowiedniej formie.

The World's Best Restaurant

Year after year, *El Bulli* in Spain has won the award for the world's best restaurant.

What makes *El Bulli* so

(1) _____ (trend)?

Its chef, Ferran Adrià, spends his time in a laboratory

instead of a kitchen, and it's there that he creates

(2) _____ (taste) new dishes. He experiments with ingredients to see what happens when they are grilled, baked or (3) _____ (fry), but he is best known for transforming (4) _____ (tradition) recipes.

But if you're (5) _____ (hunger) for some of his incredible food, check your wallet first. A meal at *El Bulli* costs around 250 euros per person. He really is the king of (6) _____ (expense) restaurants!



5 Wykonaj zadanie w sekcji Skills Booster.

Skills Booster

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego (1–5). Nie zmieniaj formy podanych słów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- The house was too dark for me. **BRIGHTER**
I would like the house more if _____.
- My mum cooks really delicious food. **TASTY**
I find my mum's _____.
- There are many tourist attractions in the USA. **VARIETY**
There _____ of tourist attractions in the USA.
- My sister always celebrates religious holidays in the same way that my grandparents did, but I don't. **TRADITIONAL**
I'm not _____ my sister.
- My neighbourhood is a place where you can hear many different languages. **MIXTURE**
There's _____ languages in the place where I live.

1 Dopasuj początki zdań (1–7) do ich zakończeń (A–G). Wpisz litery w odpowiednie miejsca przy początkach zdań.

- 1 They never used to eat croissants but they soon got used to _____
 - 2 On school days, he used _____
 - 3 I never liked broccoli but I am getting _____
 - 4 My friends and I are getting used _____
 - 5 When my brother was a child he was _____
 - 6 When you were training for the team, did you get used to _____
 - 7 When I was younger, I didn't like to cook but now I am used to _____
- A helping my mum make dinner.
 B eating food containing a lot of protein?
 C to bring his lunch from home.
 D used to having cereal for breakfast every day.
 E to eating a big breakfast every morning.
 F used to eating it and am actually starting to like it.
 G eating them when they were in Paris.

2 Znajdź i podkreśl osiem błędów w poniższym tekście.

Ancient fast food

We tend to think of fast food as a recent invention, but the truth is that fast food has been around for thousands of years! Recent excavations at Pompeii, Italy, indicate that many people didn't used to cook at home. Many of the houses didn't had kitchens, pots, pans, plates, bowls or cups. Also, archaeologists used to find evidence of ancient restaurants. The buildings would opening to the street and would had large kitchen areas in the back and service areas at the front. More amazing, however, is that these buildings wouldn't have any tables, chairs or space to sit down. The service areas being at the front of the restaurant and, clearly, people use to walk up to the service area, order their food, pay for it and go. Much like our fast food restaurants today!

3 Uzupełnij zdania 1–7 wyrażeniami z ramki. Do niektórych zdań pasuje zarówno *would*, jak i *used to*.

used to didn't use to would did / use to

- 1 When we were children, Mum _____ make cupcakes for our birthday parties.
- 2 _____ you _____ help your mum in the kitchen?
- 3 We _____ have dessert after dinner, but now we usually do.
- 4 When I was younger, I _____ love going home for lunch, but now I eat at school.
- 5 Grandma _____ tell us stories about the traditional foods people ate when she was a child.
- 6 Can you believe it? I _____ like pizza, but now it is one of my favourite foods.
- 7 _____ they _____ have broccoli or aubergine for dinner?

4 Uzupełnij dialogi. W każdą lukę możesz wpisać jeden wyraz.

- 1 A: I have to get _____ to my new diet. What about you?
 B: Oh, I've had no problems. I _____ used to it now.
- 2 A: Did you _____ to drink coffee when you were younger?
 B: No, I _____ not!
- 3 A: We _____ always go fishing on Sundays when I was young.
 B: Really? We didn't use _____ do anything.
- 4 A: How's the new job? Are you _____ to working nights?
 B: Well, I'm _____ used to it, I suppose.

5 Uzupełnij tabelę.

Name three things you

are used to.	got used to last year.	used to do.



- Formalne zwroty używane w mailach to często *Mr* – adresowane do mężczyzny, *Miss* – do niezamężnej kobiety i *Mrs* – do mężatki. Te zwroty stosujemy razem z nazwiskiem osoby.
- Ostatnio popularne stało się stosowanie skrótu *Ms* zarówno w stosunku do mężatki, jak i kobiety niezamężnej.
- Jeśli adresujemy naszą wiadomość bez nazwiska – piszemy *Sir* lub *Madam*.
- W mailu stosujemy formalne odpowiedniki słów potocznych. Używamy ich również zamiast tzw. *phrasal verbs*, np. *get up*, *run out of*.

1 Przeczytaj e-maila, który jest odpowiedzią na poniższe ogłoszenie o pracę i zastanów się, czy posiada on cechy e-maila formalnego zamieszczone w tabeli. Jeśli posiada daną cechę, wpisz do tabeli znak ✓ jeśli nie, znak X.

Job offer

Do you like talking to people?
Are you always active and full of energy?
Do you have any experience of working
in restaurants?

If yes – we are looking for employees at our
brand new restaurant.

The position offered: waiter

Write an email to John Carr at:
restabit@restaurant.com

Candidates must send an up-to-date CV
and a cover letter.

Dear John,
I'm writing to you cause I'd like to be a waiter in your
business. I think I'd be great in this position.

I get on with people really well, I'm relaxed, and I've
already worked at a restaurant. I can offer some cool
new ideas, maybe we could meet up and talk about it?
Let me know.
All the best, Drew

Formalne przywitanie	
Pełne formy czasowników	
Formalne słownictwo	
Formalne pożegnanie	

2 Zamień e-maila z zadania 1 na brzmiącego bardziej formalnie. Użyj słów z tabeli.

apply believe perfect
have a good rapport with people experience
solutions arrange a meeting

3 Znalazłeś / znalazłaś ogłoszenie o pracę w supermarkecie na stanowisku kasjera. Poszukuje się osób doświadczonych, kontaktowych i energicznych. Musisz mieć wolne godziny wieczorne dwa razy w tygodniu. Jesteś zainteresowany / zainteresowana tą ofertą. Wypełnij luki w poniższym mailu.

Dear _____,

I am writing to you because I would like to _____.

I believe I am _____.

I have already _____.

I can work _____.

In my opinion, _____.

Yours faithfully,

4 Napisz e-maila do restauracji, w której chciałbyś / chciałabyś pracować latem. W e-mailu:

- opisz powód pisania e-maila,
- napisz, jakie masz doświadczenie,
- podkreśl swoje mocne strony.

Długość e-maila powinna wynosić 50–120 słów.



Rozumienie ze słuchu

- 1 23 Usłyszysz dwukrotnie wypowiedź o wybieraniu potraw w restauracji. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–3.

1 Who was the man eating out with?

2 Was the menu varied?

3 Why didn't the waitress help him?

Znajomość funkcji językowych

- 2 Wpisz w każdą lukę (1–2) brakujący fragment wypowiedzi tak, aby otrzymać spójne i logiczne dialogi.

Dialog 1

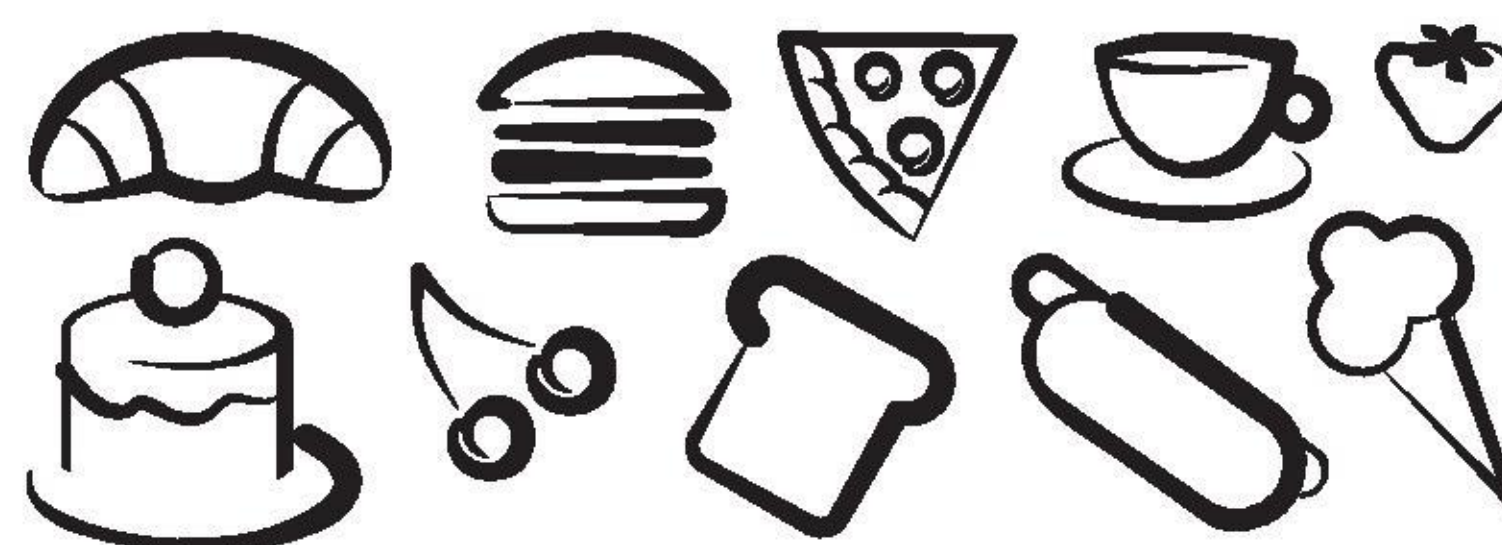


Dialog 2



Rozumienie tekstów pisanych

- 3 Przeczytaj poniższe teksty o zwyczajach związanych z jedzeniem (A–C) oraz zdania 1–4. Do każdego zdania dopasuj właściwy tekst. Jeden tekst pasuje do dwóch zdań.



FOOD AROUND THE WORLD

A

Finland: In my country we eat the same food most of the time. We don't like to try dishes from other countries because we like our own traditional meals. I think we eat a lot of meat, but we have a very active lifestyle, so not many people are overweight. We like fish very much. We don't have much sweet food, so meals usually finish without a dessert.

B

Croatia: Where I live people think it is very important to buy food that is as fresh as possible. They don't like frozen food, so they very often go shopping at the local market, where they can choose meat and vegetables after having looked at it carefully first. We also eat a lot of seafood, but not much bread.

C

The USA: I think that people in my country have a very bad diet. There are places where you can buy fast food everywhere – pizza, burgers, kebabs. We eat too much fat and protein, which is very unhealthy. People my age also drink fizzy drinks and eat cakes which have a lot of sugar in them.

People in this country

1	eat mostly healthy food.	_____
2	like sweet drinks and desserts.	_____
3	should change their habits.	_____
4	do a lot of sports.	_____

- 4 Przeczytaj wywiad na temat żoliborskiego Targu Śniadaniowego (tekst 1). Następnie uzupełnij w tekście 2 luki 1–3 zgodnie z treścią wywiadu. W każdą lukę możesz wpisać maksymalnie dwa wyrazy.

Tekst 1

A: Good morning. Do you have a moment to answer a few questions about the Breakfast Market?

B: Yes, of course.

A: Great. Could you tell me what you think of the market?

B: Well, it's a wonderful idea. There's such a large choice of food that you can find almost anything – traditional Polish food or more exotic dishes. I didn't know that breakfasts were so different around the world.

A: So what have you tried and what did you like most?

B: My brother and I tried some soup. They said it was a spicy curry soup, but there wasn't much flavour to it, and I actually thought it was a little bland. We did like the mountain cheese from Zakopane. In fact we had it as a starter before the soup.

A: And what is the atmosphere like there?

B: It's just like the markets they used to have in the old days. You know, old-fashioned market stalls with traditional products – much better than our supermarkets. And there is something there for everyone.

A: That's wonderful. Thank you for your time.

Tekst 2

Czy słyszeliście o lokalnych Targach Śniadaniowych?

Na Żoliborzu w każdą sobotę odbywają się sąsiedzkie spotkania w starym stylu przy stoiskach z żywnością. To okazja do spróbowania regionalnych specjałów z (1) _____ i dań kuchni egzotycznych oraz do spotkania z rodziną i przyjaciółmi.

W ostatnią sobotę byłam tam z bratem.

Jako (2) _____ zjedliśmy pyszne zakopiańskie zapiekane sery. Potem spróbowaliśmy tajskiej zupy curry, ale była w smaku (3) _____.

Jeśli macie w weekend wolny czas, przyjdźcie na Targ Śniadaniowy! Zdecydowanie polecam!

Znajomość środków językowych

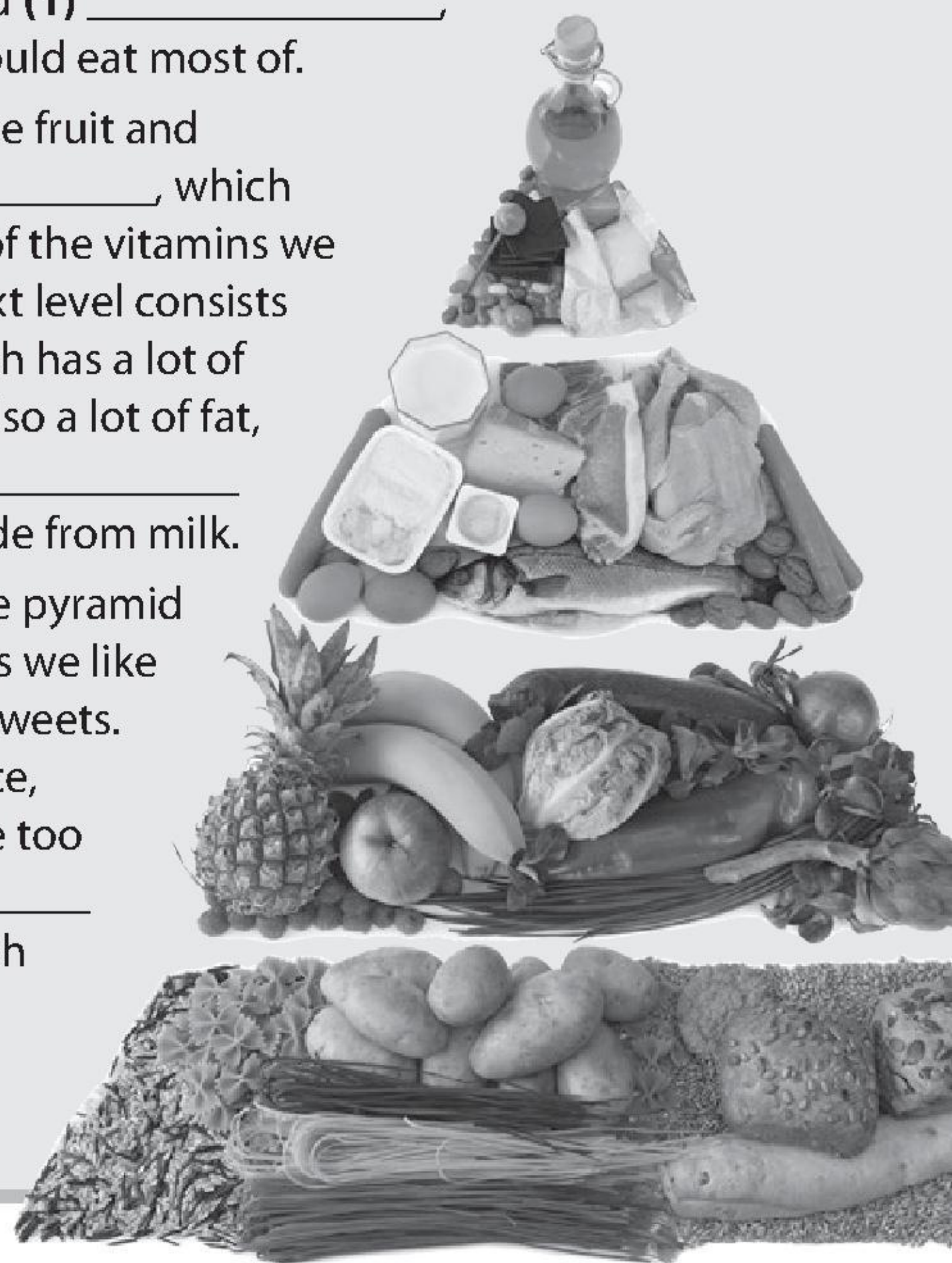
- 5 Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–4) jednym wyrazem tak, aby powstał spójny i logiczny tekst zgodny z ilustracją.

FOOD PYRAMID

This photo shows the pyramid of foods that we should all be eating. At the bottom of the pyramid are grains and (1) _____, which we should eat most of.

Above that are fruit and (2) _____, which give us a lot of the vitamins we need. The next level consists of meat, which has a lot of protein but also a lot of fat, and (3) _____ products made from milk.

The top of the pyramid has the things we like to eat most: sweets. They taste nice, but they have too much (4) _____ in them, which is why we shouldn't eat them.



Tworzenie wypowiedzi pisemnej

- 6 Napisz formalnego e-maila do dyrektora szkoły. W e-mailu:

- zaproponuj przygotowanie prezentacji dla uczniów na temat zdrowego jedzenia,
- opisz swoje pomysły na nowe potrawy w szkolnej stołówce,
- napisz, jakie masz doświadczenie w tej dziedzinie.

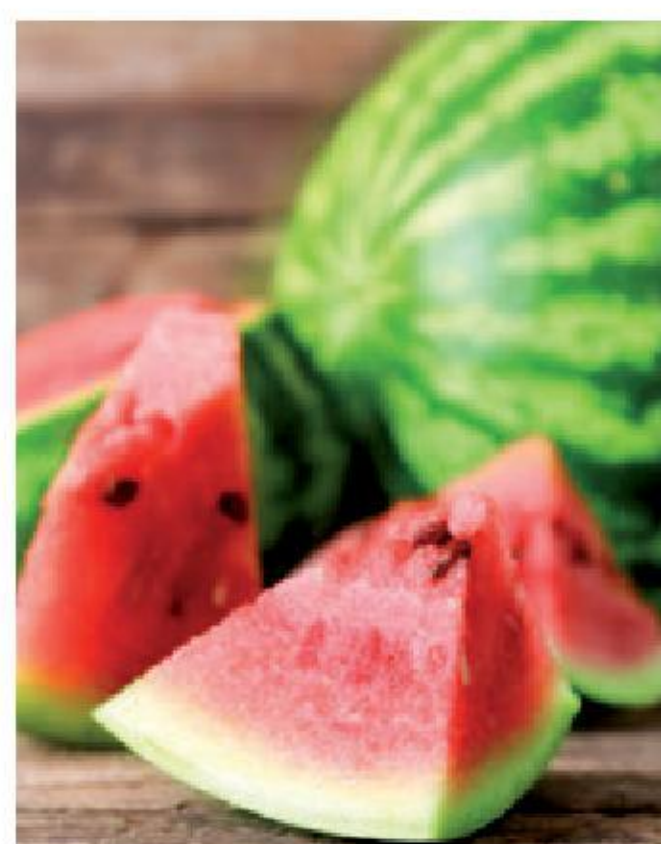
Napisz e-maila w języku angielskim. Rozwiń swoją wypowiedź w każdym z trzech podpunktów tak, aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość e-maila powinna wynosić od 50 do 120 słów. Oceniane są: umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.



Before you watch

1 Match the words (1–5) with the definitions (A–E). Then, label the pictures.

- | | |
|----------------------|---|
| 1 cannon _____ | A a machine that helps to keep food and drinks cool |
| 2 catapult _____ | B a large round orange vegetable |
| 3 refrigerator _____ | C an old-fashioned gun, usually mounted on wheels |
| 4 watermelon _____ | D a weapon made of wood, used in the past to fire stones |
| 5 pumpkin _____ | E a large round fruit that is pink on the inside and green on the outside |



While you are watching

2 Watch the video and decide if these statements are true (T) or false (F).

- 1 People at the pumpkin-throwing contest love using different contraptions. _____
- 2 The aim of the contest is to see which machine can throw a pumpkin the highest. _____
- 3 About 80 teams usually take part nowadays. _____
- 4 It is a very difficult sport. _____
- 5 Competitors have to think carefully about their designs. _____
- 6 All entries must be in the form of catapult. _____

Ideas Focus

- Would you like to watch the pumpkin-throwing contest? Why? / Why not?
- Which unusual contests have you seen / taken part in?

After you have watched

3 Complete the summary of the video using these words.

attracts backwards engineered
explosives takes place refrigerators
seriously springs

The pumpkin-throwing contest (1) _____ in Delaware every year. The rules are easy. The pumpkins must weigh at least eight pounds and no (2) _____ are allowed. Some people take it very (3) _____, but some don't. Not many women compete in the competition. It started out with only three teams and a few friends watching.

Today, it (4) _____ 20,000 spectators. The machines are carefully (5) _____. The team called Hypertension first competed seven years ago. It used garage door (6) _____ to throw a pumpkin from a bucket. To practise, the teams experiment with many different items: tyres, microwaves and (7) _____. In spite of lots of practice, accidents can still happen. Last year some of the pumpkins were thrown (8) _____!

- 1 Przeczytaj szybko poniższy tekst i zakreśl poprawne dokończenie zdania: A, B albo C.**

POP is connected to

- A** dangerous chemicals.
- B** pop music.
- C** factories in the Arctic.

Danger at the Ends of the Earth

Welcome to Nunavik – a beautiful landscape of forests, blue skies and clear waters. It's a huge area with 14 Inuit villages in the Arctic region of Canada. Wild animals such as bears and wolves are a common sight. Fish fill the rivers, lakes and sea. In summer, the sun shines day and night. Winter is cold and dark, but at night, stars fill the clear, dark sky.

You might think that Nunavik's geographical position at the ends of the Earth keeps it safe from big city problems like air and water pollution. Unfortunately, it doesn't.

Some years ago, scientists made a worrying discovery. An extremely dangerous group of chemicals known as 'persistent organic pollutants' (or POPs) were attacking the Arctic environment. There are few factories there and not many cars, so where was the pollution coming from? It turns out that it was coming from cities thousands of kilometres away. But how?

POPs are used everywhere – in TVs, in lights and in paint. They are also sprayed onto crops as pesticides. Over time, they turn into a gas, and the wind carries them thousands of kilometres. When they reach a cold environment, POPs change their state once again, this time into a liquid, a little like water. So, when the wind carries POPs into the Arctic, cold temperatures make them stick to plants or fall into the oceans. POPs also collect inside the fatty tissue of people and animals, and they remain there forever. Large animals, like seals and whales, have a high concentration of POPs in their bodies. These are the animals that Inuit people have been eating for thousands of years.

POPs can cause cancer and allergies, as well as other health-related issues. They can also cause developmental problems in babies and children. Clearly, something had to be done about the problem, so in the 1990s the United Nations held a meeting called the Stockholm Convention to discuss banning many POP chemicals. Since then, many countries have agreed to start producing fewer POP chemicals and, as a result, levels of POPs in the Arctic are beginning to fall.

- 2 Wykonaj zadanie w sekcji Skills Booster.**

Skills Booster

Przeczytaj jeszcze raz tekst *Danger at the Ends of the Earth*. W zadaniach 1–5 z podanych odpowiedzi wybierz właściwą: A, B, C lub D.

1 The text was written

- A** to entertain the reader.
- B** to give information about the Arctic and POPs.
- C** to describe Nunavik.
- D** to persuade people to visit the Arctic.

2 POPs reach the Arctic because

- A** other countries send them there on purpose.
- B** they are present in the oceans.
- C** factories in the Arctic produce them.
- D** they are carried in the atmosphere.

3 According to the article, Inuit people

- A** all have health problems.
- B** drive cars.
- C** get their food from natural sources.
- D** eat a lot of fat.

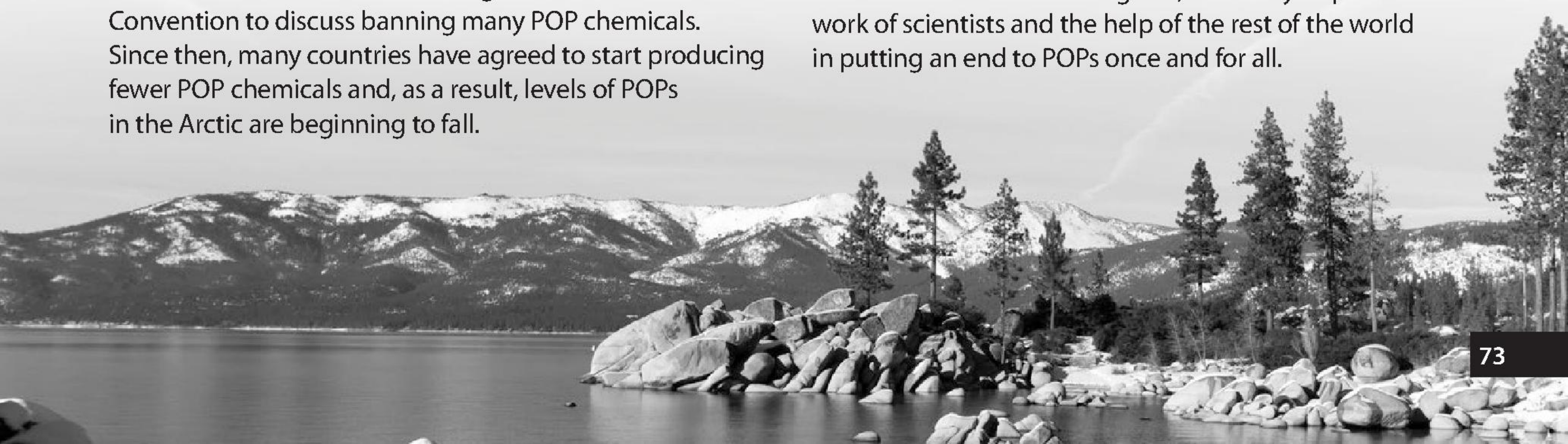
4 The effect of the Stockholm Convention was that

- A** the United Nations solved the problem in 1990.
- B** POP chemicals have been banned.
- C** the level of POP chemicals is falling.
- D** the Inuit people have more health problems.

5 Which is best summary of the text?

- A** Animals are facing many problems in the Arctic.
- B** POP chemicals are causing environmental problems in the Arctic.
- C** The Stockholm Convention decided on the world's future.
- D** The United Nations wants to help the environment.

It will take many years for the problem to go away. For one thing, buildings around the world still have many tons of POPs in their paint and wiring systems. Every day, these chemicals turn into gas and enter the atmosphere, eventually reaching the Arctic. For the Inuit people, and indeed for all the people and animals in the Arctic regions, their only hope is the work of scientists and the help of the rest of the world in putting an end to POPs once and for all.





1 Uzupełnij podpisy pod obrazkami wyrazami związanymi ze środowiskiem naturalnym.



c _ _ s _



s _ _ _ r p _ w _ r



_ _ _ e



_ o _ _



_ _ n _ _ r _ _ t _ _ n a _ _ a



g _ _ c _ _ r

2 Wybierz poprawne uzupełnienie zdań. Zakreśl literę A, B albo C.

- It was quite dark inside the _____ in Iceland.
A coast B cave C cliff
- There were brightly-coloured fish swimming in the _____.
A pond B cave C valley
- We need to protect the _____ before all the trees are cut down.
A cliffs B caves C rainforests
- The _____ are melting because our climate is changing.
A glaciers B ponds C streams
- Solar _____ is a form of renewable energy.
A habitats B fuels C power
- We must take action to stop _____ change.
A energy B climate C conservation

3 Uzupełnij zdania wyrażeniami z ramki.

conservation areas endangered species
fossil fuels natural habitat power station
renewable energy solar power

- Wind power is a form of _____ that we should be using more.
- Polar bears are a(n) _____ because their natural habitat is disappearing.
- Some countries have created _____ for endangered animals to live in.
- _____ include things such as coal, oil and natural gas.
- Light and heat from the Sun is used to produce _____.
- The air around the _____ was dirty and it gave me a headache.
- Icy Antarctica is the _____ of the penguin.

4 24 Posłuchaj rozmowy o naszej planecie. Zdecyduj, czy poniższe zdania są prawdziwe (T) czy fałszywe (F).

- When a place is turned into a conservation area, it can save natural habitats. _____
- There are fewer than fifty endangered species in Europe. _____
- The teacher said that our coastline is in danger because the ocean is too warm. _____
- The boy can't go back to some of the places he had visited earlier. _____
- The girl thinks that solar power would solve all of these problems. _____
- The boy says he can see a power station from his house. _____
- The girl believes that the younger generation needs to work on various ways to save the planet. _____

5 Przeczytaj definicje i napisz, jakie zjawiska naturalne opisują.

- a natural small body of water – _____
- an empty space inside a big rock – _____
- the part of the land right by the sea – _____
- a steep rock by the sea – _____
- a tropical forest with heavy rains – _____
- a small river – _____
- an area between two mountains – _____

1 Wybierz poprawną opcję w zdaniach 1–6.

- 1 Animal conservation **became** / **has become** more important in the last 100 years.
- 2 Climate change **caused** / **has caused** many glaciers to melt.
- 3 The gorilla **has been** / **was** an endangered species for years and still is today.
- 4 The puppy **was** / **had been** for a walk, so it was tired.
- 5 The fisherman **caught** / **has caught** 50 kilos of fish since yesterday.
- 6 The scientists **haven't** / **hadn't** finished their research before the professor asked them for their report.

2 Uzupełnij tekst wyrazami z nawiasów w odpowiedniej formie. Użyj czasów present perfect simple i past simple.

- 1 The scientist _____ (visit) Antarctica three times.
- 2 Last year the scientist _____ (visit) Antarctica.
- 3 Jim _____ (go) to the zoo yesterday.
- 4 Jim isn't here any longer. He _____ (go) to the zoo.
- 5 I _____ (have) a motorbike for a few years, but I sold it last week.
- 6 I _____ (have) this motorbike for years, and it's still working.

3 Uzupełnij zdania 1–6 czasownikami z ramki w czasach present perfect lub past perfect.

experience climb fly disappear
explore study

- 1 I _____ caves with my brother for over ten years.
- 2 John _____ endangered species for years before he was finally able to visit some of their natural habitats.
- 3 After they _____ the mountain, they finally reached the glacier.
- 4 Our planet _____ climate change for some years now.
- 5 Before our trip to Vienna, we _____ only a couple of times.
- 6 A number of rainforests _____ already _____.

4 Uzupełnij tekst. W każdą lukę możesz wpisać tylko jedno słowo.

South American Adventure

This is what Simon says about his last trip:

'I haven't visited Asia

(1) _____,

but I (2) _____

travelled to South

America a number of times.

The last time I went to South

America was a month (3) _____.

I visited Brazil, Venezuela and Argentina. I spent two weeks in the Amazon. It was incredible! I made a lot of videos.

I have (4) _____ all of my friends about

the amazing things I saw. I have been back in London

(5) _____ last Friday, but I'm already planning my next trip!'



5 Wykonaj zadanie w sekcji Skills Booster.

Skills Booster

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego (1–5). Nie zmieniaj formy podanych słów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- 1 I met Kate eight years ago, and we're still good friends. **KNOWN**
I _____ eight years.
- 2 Beth went to the library and she's still there. **HAS**
Beth _____ to the library.
- 3 I have studied English for 7 years. **STUDYING**
I _____ 7 years ago.
- 4 When I was last here, the area looked different. **SAW**
The area has changed a lot since I last _____.
- 5 I had dinner before Jill arrived. **HAD**
By the time Jill arrived, I _____ dinner.

1 Wykonaj zadanie w sekcji Skills Booster.

Skills Booster

Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–5: A, B, C albo D.

The largest desert in the world

Antarctica is made up of 98% ice and 2% rock. The ice is mainly in the form of glaciers. If these glaciers melt because of global warming, the ice will turn (1) _____ water, the sea level will rise and cities on the coasts will be covered by water. (2) _____ the moment, Antarctica is the home of the Emperor Penguin, but if the ice melts, its home will start to disappear and it will become an endangered species.



After centuries (3) _____ living on the ice, Emperor Penguins could find themselves at risk of extinction. This risk is very real, and scientists say we need to take action (4) _____ this issue. We must do something about global warming (5) _____ it's too late.

- | | | | |
|-----------|--------|----------|----------|
| 1 A into | B onto | C from | D in |
| 2 A After | B In | C Before | D At |
| 3 A on | B at | C of | D for |
| 4 A in | B on | C for | D at |
| 5 A from | B for | C after | D before |

2 Uzupełnij luki jednym słowem tak, aby wyrażenie po jednej i drugiej stronie działania znaczyło to samo.

- _____ + the moment = right now
- before = _____ than
- for + _____ + 10 years = for more than a decade
- _____ + in something = show up
- get + _____ + somewhere to somewhere = start moving at one point and stop at another point
- _____ something + into something = change something into something else

3 Uzupełnij dialogi 1–4 przyimkami z ramki.

after at from in on over

- A: Can I speak to you about something?
B: Yes, of course, but I'm busy _____ the moment. How about later?
- A: _____ weeks of planning, we have finally cleaned up the beach.
B: Yes, we worked hard for _____ five hours, but it looks great now.
- A: This article says that dangerous chemicals are appearing _____ our food.
B: Yes, they're everywhere – _____ meat and fish to fruit and vegetables.
- A: Oh no! They're going to build a motorway next to our school!
B: Yes, I know. We need to take action _____ it now before it's too late.

4 Wykonaj zadanie w sekcji Skills Booster.

Skills Booster

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego (1–6). Nie zmieniaj formy podanych słów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- We began our trip in Scotland and finished it in Wales. **FROM**
We have travelled _____ Wales.
- Robert teaches biology at a high school. **TEACHER**
Robert is _____ at a high school.
- People must do something about climate change. **TAKE**
We must _____ climate change.
- The film finished at six o'clock, and it's half past six now. **HALF**
The film finished _____ ago.
- We decided to make an eco-room in our art room. **TURN**
We decided to _____ room into an eco-room.
- I got here at one o'clock, and it's now three o'clock. **FOR**
I have _____ two hours.

1 Zakreśl poprawną opcję.

- Have you ever been to **the** / - United Kingdom?
- Climate change is **a** / **the** problem that everyone has to take action on.
- I think - / **the** dolphins are very intelligent creatures.
- The** / **A** polar bear is - / **an** endangered species.
- I was amazed by the colours of - / **the** fish in **the** / **a** pond.
- An** / **A** conservation area is **the** / **a** best place for endangered animals to live in.

2 Wykonaj zadanie w sekcji Skills Booster.

Skills Booster

Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–4) jednym wyrazem tak, aby powstał spójny i logiczny tekst zgodny z ilustracją.



In (1) _____ picture, there is (2) _____ very polluted street. There is rubbish all over the street. The rubbish looks like it has been left after (3) _____ event. The event might have happened the night before. There is (4) _____ car in the background. Hopefully, it's going to clean up the street.

3 Wypełnij luki przedimkami: *a, an, the* lub wstaw (-).

- | | |
|-------------------------|----------------------|
| _____ Germany | _____ my mum's pub |
| _____ pollution | _____ film I watched |
| _____ park near my home | _____ girl I know |
| _____ boy in my class | _____ fish |
| _____ air in this area | _____ game I play |
| _____ plants in the zoo | _____ Czech Republic |
| _____ birds | _____ music |

4 Wybierz poprawne uzupełnienie zdań 1–6. Zakreśl literę A, B albo C.

- When I was swimming in the Baltic Sea, I never saw _____ single fish in the water.
A a B the C -
- _____ climate change is one of the biggest problems we are facing today.
A A B The C -
- _____ power station near my house burns _____ fossil fuels.
A A / the B An / the C The / -
- I love to go for a walk on Sundays along _____ stream near our house.
A the B a C -
- _____ glacier, which is getting too warm, is beginning to melt.
A A B The C -
- One of _____ most urgent things we need to do is to begin using _____ renewable energy.
A a / the B the / - C a / -

5 Uzupełnij tekst przedimkami: *a, an, the* lub wstaw (-).

The Grand Canyon

Have you ever been to (1) _____ Grand Canyon? It's (2) _____ World Heritage site and one of (3) _____ world's most impressive geological areas.

It was formed by (4) _____ Colorado River as it flowed across (5) _____ land. The process started 17 million years ago and it has continued since then.

There are many ways to explore this amazing place. Helicopters can take you through (6) _____ canyon, or you can hike in (7) _____ other areas. There is also (8) _____ skywalk. (9) _____ skywalk is 1,200 metres above the river and it's got (10) _____ glass floor, so you can see all the way down into the canyon. Don't try it if you're scared of heights!

The Grand Canyon, Colorado, the USA



1 Uzupełnij tabelkę wyrażeniami z ramki.

Bye! Hello. Bye for now. Hi! How R U?
How are things? That's all for now. See you soon.
Talk to you later. How is it going? Write soon!

Starting an informal text	Ending an informal text

2 Przeczytaj krótką wiadomość od Rohana i wybierz właściwą opcję.

Back (3)

Contact

(1) **Hello / Bye** Peter!
How's it (2) **going / doing**? R u free (3) **before / after** school on Friday?
We're washing cars (4) **at / on** school on Friday (5) **after / from** 3 to 5 p.m. It's 2 raise money 4 a new school garden. Do u want 2 help? Your mum and dad can bring their car! PTB.
Bye for (6) **later / now**!
Rohan

Message

OK

3 Peter odpowiedział na wiadomość Rohana. Uzupełnij luki w jego wiadomości.

Back (3)

Contact

Hi _____
I'm _____, _____ for asking. How _____?
I'm free on _____. I'd love _____.
_____. Sounds _____.
Mum and Dad say _____.
See _____,
Peter

Message

OK

4 Wykonaj zadanie w sekcji Skills Booster.

Skills Booster

Przeczytaj wiadomości A–C. Uzupełnij luki w zdaniach 1–4 zgodnie z treściami wiadomości.

Hi Peter, thx for helping 2 wash cars yesterday. We raised £236 for the garden. GR8! Thanks 2 your mum and dad too! TTYL. Rohan. **A**

Hi! R u coming to the environmental club 2moro? We're meeting at 4 p.m., then going to the river 2 pick up litter. Please come! C u soon! Kasia. **B**

Hello Felix! How are you? Our teacher has asked us to write about recycling in schools. What do people do at your school? I really miss you. Write soon! Bye, Iwona. **C**

- 1 Text A is informing the reader about money which _____.
- 2 The writer of Text B wants the reader to _____.
- 3 Text C is informing the reader about _____.
- 4 All three texts are about _____.

5 Napisz wiadomość, w której nadawca:

- informuje odbiorcę o koncercie,
- zaprasza odbiorcę na koncert,
- informuje, dlaczego jest to koncert charytatywny.

6 Napisz wiadomość tekstową w odpowiedzi na wiadomość z zadania 5. W odpowiedzi:

- napisz, co sądzisz o pomysle,
- napisz, czy weźmiesz udział,
- zapytaj, jak możesz pomóc w przygotowaniach.

Długość wiadomości powinna wynosić 40–60 słów.



Rozumienie ze słuchu

- 1 27 Usłyszysz fragment audycji radiowej z wywiadem. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi zakreśl właściwą: A, B albo C.

- 1 To help the environment, Sue
 - A presents a TV show about it.
 - B travels to different parts of the world.
 - C goes out and talks to people about it.
- 2 After Sue's TV show had finished,
 - A the organisation didn't have much money.
 - B the organisation received a lot of money.
 - C a lot of people called the organisation.
- 3 Sue says that in the future
 - A there will be no more fossil fuels left.
 - B we must produce energy in different ways.
 - C we must use less energy.

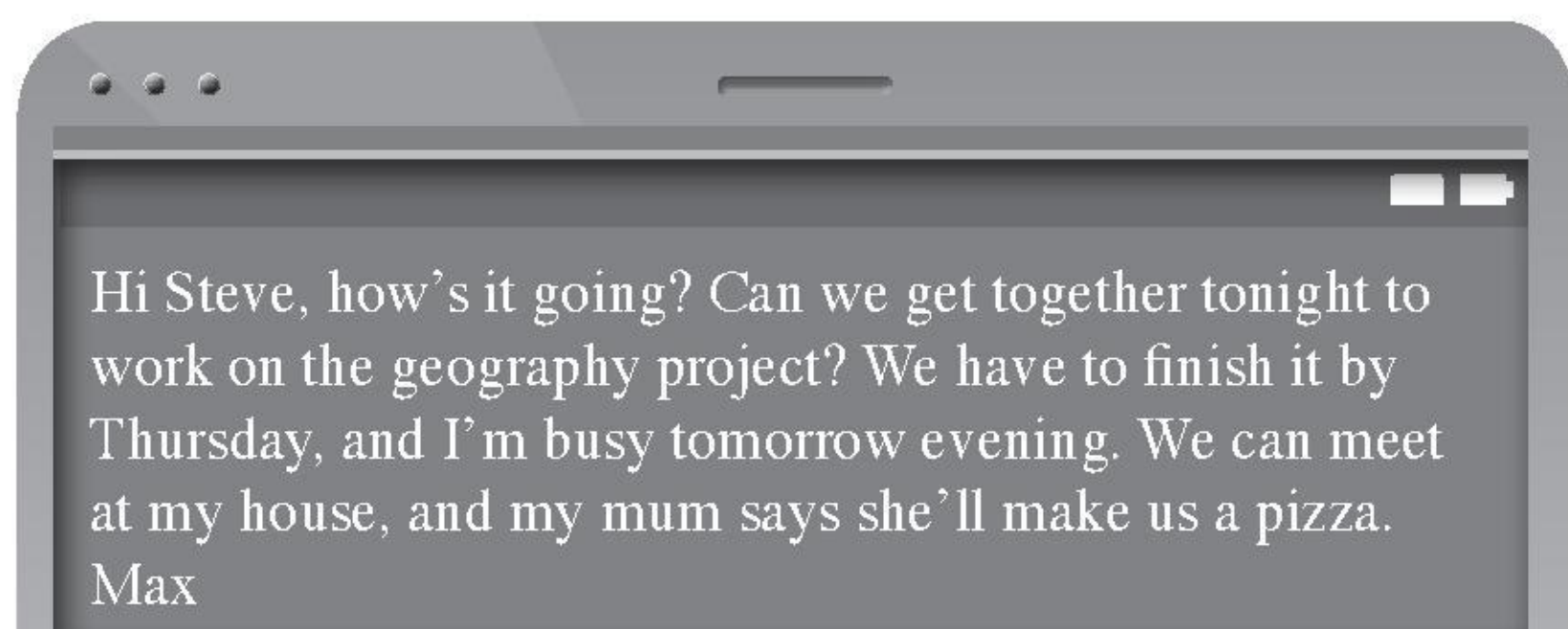
Znajomość funkcji językowych

- 2 Dla każdej z opisanych sytuacji (1–3) wybierz właściwą reakcję. Zakreśl literę A, B albo C.
 - 1 Chcesz napisać w liście, że brakuje ci adresata. Jak to wyrazisz?
 - A That's all for now!
 - B It's good to hear from you!
 - C I really miss you!
 - 2 Z kolegą przygotowujecie projekt. Jak zaproponujesz, od czego zacząć?
 - A Shall we start by looking at this?
 - B Let's move on to this next.
 - C What are you working on?
 - 3 Chcesz zapytać, jak dojechać do galerii handlowej. Co powiesz?
 - A Can I move on to the next one?
 - B Does she go shopping often?
 - C How do I get from here to the shopping centre?

Rozumienie tekstów pisanych

- 3 Przeczytaj teksty. W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zakreśl: A, B lub C.

Tekst 1



- 1 Max wants to meet on that day because
 - A he is going away the following day.
 - B his mum wants him to make pizza the following day.
 - C he doesn't have any free time the following day.

Tekst 2

INFORMATION FOR ALL SWIMMERS

The pool will be closed for repairs and renovation for two weeks starting next Friday.

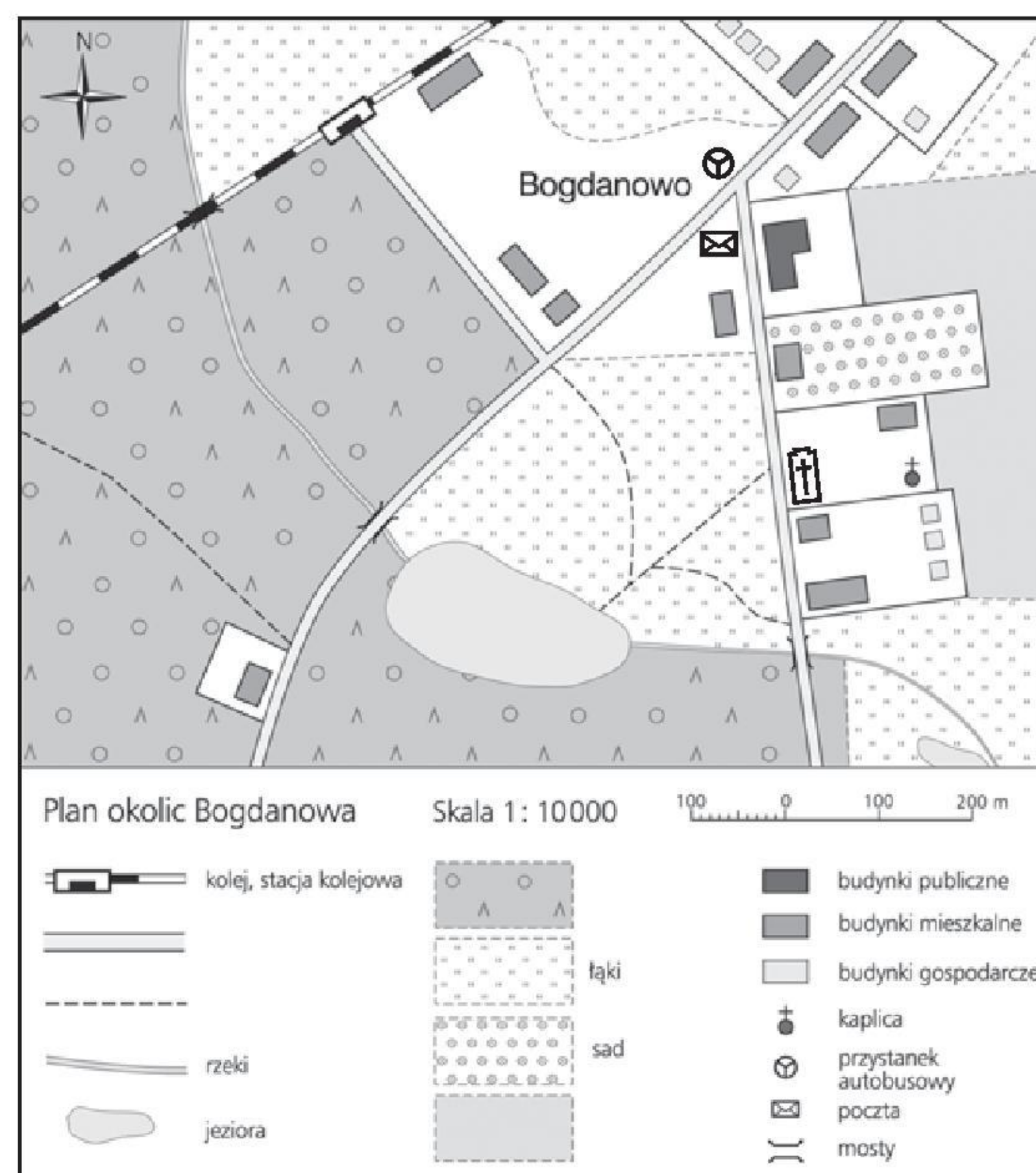
The last swimming session will be on Tuesday at 5 p.m., not at the usual time of 4.30.

There will be an extra hour of running after the swim, so bring your trainers.

Please also remember that this week is the last chance to pay for this year's club membership.

- 2 The notice is for
 - A club members.
 - B anyone who likes swimming.
 - C people who want to join the club.

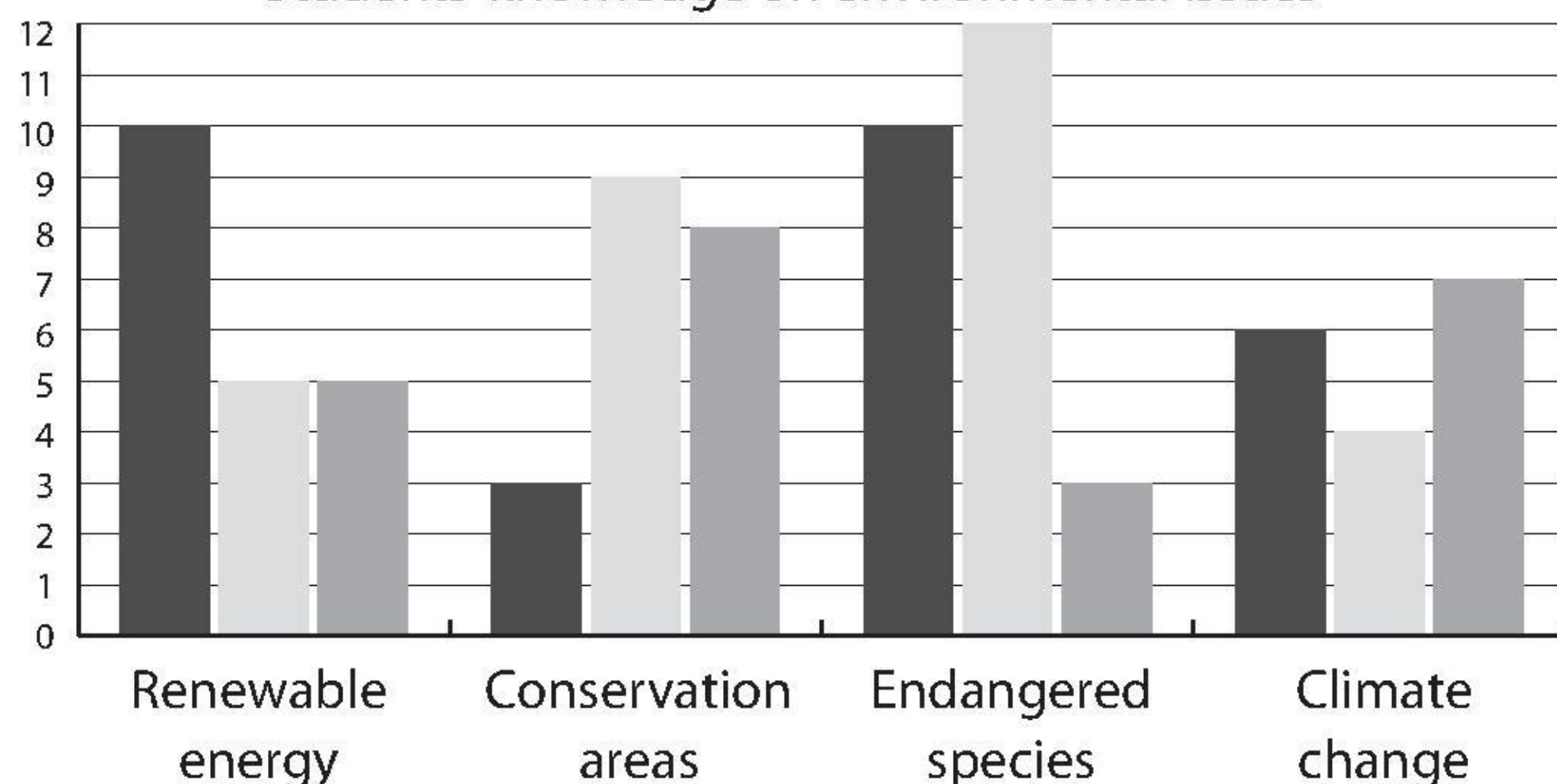
Tekst 3



- 3 To get from the church to the railway station, you have to
 - A turn right at the bus stop.
 - B turn left at the post office and then turn right.
 - C go over the river and through the forest.

Tekst 4

Students' knowledge on environmental issues



■ Good ■ Average ■ Bad

4 The graph shows that

- A many students know a lot about climate change.
- B only a few students know anything about renewable energy.
- C a lot of students know something about endangered species.

Znajomość środków językowych

4 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–4: A, B albo C.

A WONDER OF NATURE

I've just got back from an amazing holiday in Slovenia. We went to the incredible Postojna cave system, which we had read about on the internet. I (1) _____ inside a big cave before, so I didn't know if I would like it or not. In the event, it was really awesome – we got (2) _____ the cave by climbing over some big rocks and carried on going deeper into the cave for 10 minutes or more. We then came to a huge kind of room, which was almost as big as a church. The guide told us that water from an underground stream had created the cave over 5000 years ago, but local people had only discovered the cave a few years ago. She said the cave was 25 metres (3) _____ top to bottom, and it was possible to see some really big stalactites hanging from the ceiling. Caving experts (4) _____ more of the cave and have found somewhere that's even deeper, but it's not open for tourists.

- | | |
|-------------------|--------------------|
| 1 A was never | 3 A at |
| B have never been | B from |
| C had never been | C on |
| 2 A on | 4 A were exploring |
| B into | B had explored |
| C at | C have explored |

5 Uzupełnij zdania 1–6. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach tak, aby otrzymać zdania gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- 1 By the way, _____ (they / take) any action on the issue of pollution yet?
- 2 Before his trip last year, he _____ (never / be) to a rainforest.
- 3 Many glaciers _____ (already / disappear) from higher mountain ranges.
- 4 They _____ (have / live) here since they were little.
- 5 After he _____ (have / see / she) he came to tell us all about it.
- 6 We _____ (not / meet) at school, we met in kindergarten.

Tworzenie wypowiedzi pisemnej

6 Nauczyciel poprosił cię o napisanie trzech zaleceń dotyczących środowiska naturalnego w twojej okolicy. Ponieważ nie masz ochoty wykonać tego zadania, namów za pomocą SMS-a kolegę / koleżankę, aby zrobił / zrobiła to za ciebie. W SMS-ie:

- wyjaśnij, na czym polega praca domowa,
- sformułuj przykładowe zalecenie,
- nakłoń kolegę / koleżankę do pomocy i podziękuj mu / jej za potencjalne wsparcie.

Napisz SMS-a w języku angielskim. Odnieś się do każdego z trzech podpunktów tak, aby osoba nieznaną polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Długość SMS-a powinna wynosić od 20 do 50 słów.



Before you watch

1  Look at the photo in Exercise 3 and discuss these questions.

- Would you pay money to dive with sharks?
- Do you think feeding sharks should be banned?
- Which animals do you think attack more people every year: dogs or sharks?



While you are watching

2 Watch the video and decide if these statements are true (T) or false (F).

- | | |
|--|--|
| 1 People don't want to pay a lot of money to dive with sharks. _____ | 4 You are more likely to be killed by a bee than by a shark. _____ |
| 2 Kathy enjoyed diving with sharks. _____ | 5 Bob Dimond is worried that sharks are becoming afraid of people. _____ |
| 3 Jeff Torode encourages tourists to feed the sharks. _____ | 6 Trista was surprised by how calm the sharks were. _____ |

After you have watched

3 Complete the summary of the video below using these words.

bite confuse creatures horror inaccurate negative realise think



A tourist feeding a shark

Ideas Focus

- Do you think shark tourism should be encouraged in places that have sharks? Why? / Why not?
- Do you think it's important to protect the sea and the animals in it? Why? / Why not? If so, what can people do to help?

Many tourists go to places like Florida, Hawaii and the Bahamas in order to dive with sharks. Of all the (1) _____ in the sea, they are often considered to be the most interesting. Attracting sharks by feeding them used to be common practice. However, in 2002, there were a large number of shark attacks on humans. The sense of (2) _____ that many people felt following these attacks gave sharks a very (3) _____ image. Feeding sharks was then made illegal in Florida and several other places.

Nonetheless, the idea that sharks kill a lot of people is (4) _____. Every year snakes kill more people, and dogs attack more people than sharks do. Most shark attacks are just one quick (5) _____. The shark rarely tries to eat the person. Researchers (6) _____ that sharks sometimes (7) _____ humans with the animals they usually eat, such as seals and fish. The shark will usually (8) _____ that it has made a mistake and swim away.

1 Przeczytaj poniższe historie zwierząt, które uratowały życie swoich właścicieli. Dopasuj zwierzęta z obrazków (A–D) do ich historii.



A



B



C



D

2 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Przeczytaj jeszcze raz tekst *Animal Bravery*, z którego usunięto cztery zdania. Dopasuj zdania A–E do luk 1–4 tak, aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo.

- A** She turned the heating up and went back to bed.
- B** She looked for her husband and found him in a field.
- C** He looked really angry at that time of day.
- D** So what was the problem?
- E** Then, she walked onto the road and lay down in front of the car.

Animal Bravery

Some pets have shown astonishing courage in dangerous situations, which has helped to save the lives of their owners. Here, we tell you about four amazing animals.

Selvakumar, India _____

Selvakumar looked like any other dog in the Indian village where he lived. An obedient family pet, he played with the children, slept with the family and went with seven-year-old Dinakaran to and from school. The events of December 26, 2004, however, proved that Selvakumar wasn't just an ordinary dog. That was the day a huge tsunami hit the coast around the Indian Ocean, including the village where Selvakumar and his owners lived. Most of the family had managed to escape in time, but Dinakaran had gone into the family's hut, which was only metres from the seashore. Selvakumar ran into the hut after the boy. Pushing him with his nose, he managed to get the boy to the top of a nearby hill and, as a result, saved his life.

Lulu, Australia _____

Lulu, the pet kangaroo, was rescued by the Richards family after her mother had been killed by a car. Lulu returned the favour one day when she helped save the life of her owner, Australian farmer, Len Richards. During a storm, a falling tree knocked Len unconscious. Lulu quickly hopped home and made a noise to get the attention of Len's wife, Lynn.

(1) _____ Amazingly, it appeared that Lulu had pushed Len onto his side when he began to vomit, which had saved him from choking. Due to her bravery, Lulu was the first kangaroo to receive an animal bravery award.

Gepetto, Canada _____

The winters in Canada are often extreme. Early one December morning in 2009, Phyllis Sjogren woke up feeling very cold. **(2)** _____ Phyllis had a severe headache, but ignored it. Later that morning, she was woken up by her cat, Gepetto.

By now, Phyllis felt dizzy and had trouble walking. She comforted Gepetto because he seemed upset; then called her husband to tell him what was happening. Realising what the problem was, Martin Sjogren told his wife to leave the house immediately. **(3)** _____ Their home had filled with carbon monoxide gas overnight, which cannot be seen or smelt, but can cause death. Gepetto had saved Phyllis's life.

LuLu, USA _____

On a hot August day, Jo Ann Altsman had a heart attack in the bedroom of her holiday home. After she collapsed, her dog began to bark loudly, but no one heard him. Then LuLu, her lovely pot-bellied pig, took control of the situation. Pushing herself through a small doggie door, cutting her stomach in the process, LuLu waited by the road until a car approached.

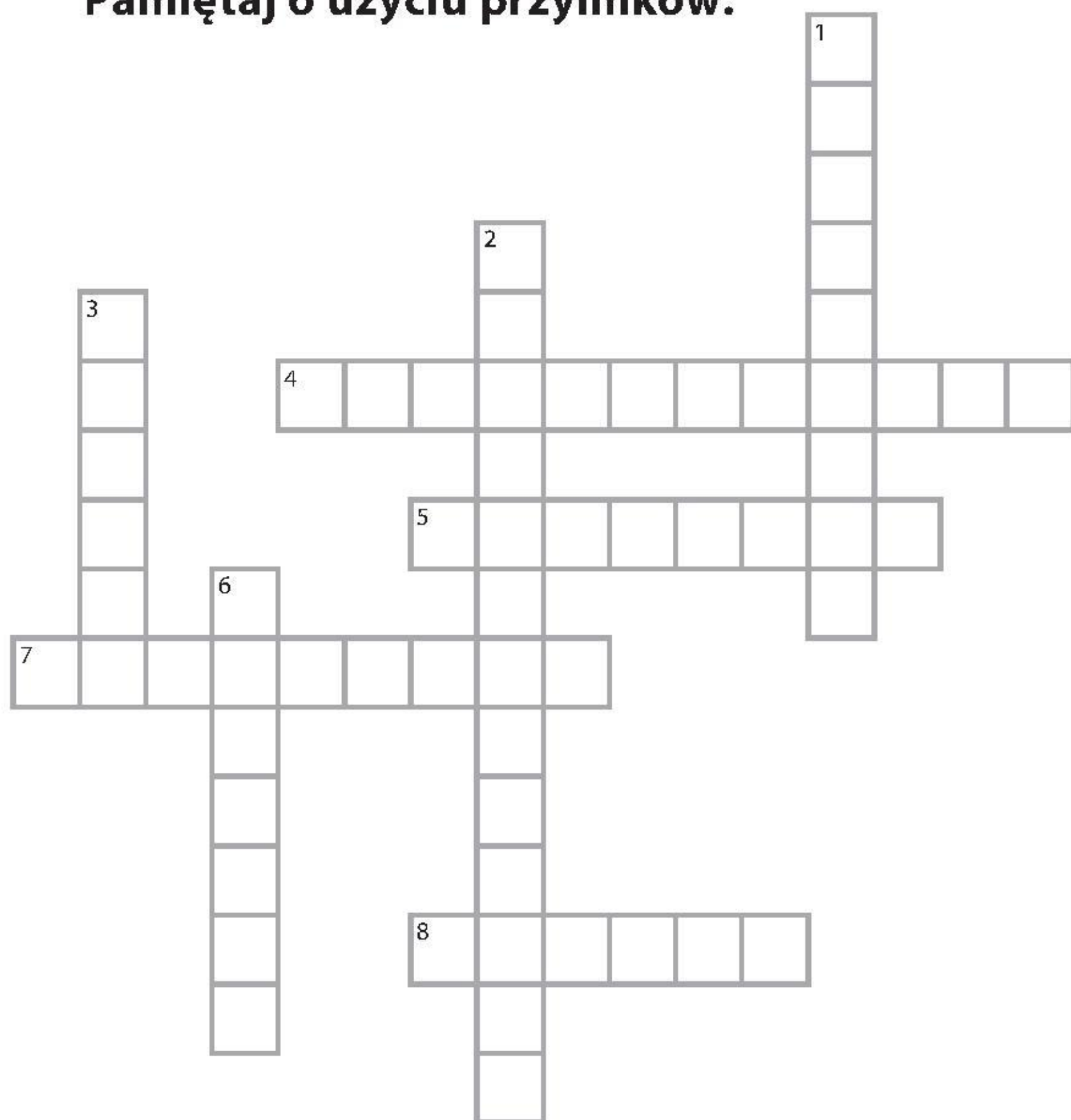
(4) _____ The driver stopped and got out. LuLu led the man to the house, where he immediately called an ambulance. Many people believe that pigs are more intelligent than dogs, and Jo Ann most certainly agrees!



1 Uzupełnij zdania 1–8 przyimkami: *on, with, of* lub *to*.

- Whenever you have a problem, don't worry. Concentrate _____ finding a solution.
- I can't believe Charlotte is in love _____ Mike. I didn't realise she even liked him.
- Dan is quite similar _____ his dad. They are both slim and have brown hair.
- I bought a kitten without asking my parents for permission first, and now my mum is angry _____ me.
- My mum doesn't mind leaving our dog with a friend, but my dad doesn't agree _____ her, so we always take him with us on holiday.
- My sister is not very keen _____ chocolate; she prefers fruit.
- James is really jealous _____ Sophie because she is very intelligent.
- If you have a problem, you can always rely _____ your friends to help you.

2 Rozwiąż krzyżówkę. Pamiętaj o użyciu przyimków.



Across

- to have romantic feelings
- to be the property of someone
- mad at
- to trust someone

Down

- to be of the same opinion
- to focus on
- to like something / someone very much
- happy with someone's achievements

3 Uzupełnij zdania 1–4 wyrażeniami z krzyżówki w odpowiedniej formie.

- I was really _____ my brother yesterday because he was playing loud music and I couldn't _____ my homework.
- Katrin is _____ her classmate Hans, and he is also very _____ her.
- I _____ my twin sister on most issues and we _____ each other a lot.
- My family is wonderful. I am really _____ them and am glad I _____ such a fantastic group of people.

4 Uzupełnij tekst wyrazami z ramki.

belong concentrate listen proud rely similar

The first day of school

The first day of school can be a very difficult time for teenagers. Will you find friends you are (1) _____ to? Will there be people you can (2) _____ on if you need help with something? But don't worry too much. Be yourself, and your parents will be (3) _____ of you. Don't become friends with people you don't like just because you want to (4) _____ to a group. Don't forget to (5) _____ to the teachers. They will give you some important information, so it is essential to (6) _____ on what they say. Finally, relax and enjoy your first day!



5 28 Posłuchaj rozmowy Katie i Billa o ich relacjach. Uzupełnij zdania 1–6 brakującymi czasownikami / przymiotnikami z przyimkami.

- Katie really wants to be able to _____ her boyfriend.
- Bill's girlfriend is very happy that he _____ her.
- Katie sometimes does not _____ her boyfriend when they are spending time together.
- Bill's girlfriend is sometimes _____ him when they go to the cinema together.
- Katie's boyfriend knows she is in love with him, but he is _____ her other friends.
- Bill is _____ with his girlfriend.

1 Wybierz poprawne uzupełnienie zdań. Zakreśl literę A, B albo C.

- Annie sometimes feeds the cats _____ live in her neighbourhood.
A where B whose C that
- Is that the student _____ essay won the competition?
A which B whose C that
- I think people _____ have pets are happy.
A which B who C when
- I'm looking forward to the day _____ I go to university.
A when B where C which
- Their uncle, _____ cat ran away, is very upset.
A who B that C whose

2 Wykonaj zadanie w sekcji Skills Booster.**Skills Booster**

Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–7: A, B, C albo D.

When friendships end

When a friendship ends, try to work out why it has ended. Maybe you did things (1) _____ annoyed your friend. Perhaps your friend felt you had let them down or that they couldn't rely (2) _____ you when they needed help. Whatever the reasons for the split, don't be (3) _____ with them. You never know – there may come a time in the future (4) _____ you and your friend make up, so you don't want to say anything now (5) _____ you might regret later. It's important to remember that now, (6) _____ you have a great relationship with your friend, you should be loyal to them. Your friend, (7) _____ sometimes may annoy you, is a person you should help and spend time with.



- | | | | |
|-------------|---------|-----------|---------|
| 1 A who | B where | C that | D when |
| 2 A with | B to | C for | D on |
| 3 A jealous | B angry | C ashamed | D proud |
| 4 A that | B when | C which | D where |
| 5 A whose | B when | C who | D which |
| 6 A when | B where | C which | D who |
| 7 A which | B that | C who | D whose |

3 Uzupełnij zdania (1–6) zdaniami składowymi (A–F) tak, aby otrzymać zdania przydawkowe określające i nieokreślające. Wpisz litery w odpowiednie miejsca w zdaniach.

Defining	Non-defining
1 The book _____ is great.	4 The book, _____, is great.
2 The dog _____ is mine.	5 The dog, _____, is mine.
3 The singer _____ is coming to our town.	6 The singer, _____, is coming to our town.

- A who your friend loves
B which is her first novel
C who is standing next to Terry Wilson
D which you bought me
E which is running round that tree
F that saved the man

4 Ułóż zdania przydawkowe określające z wyrazami. Dodaj: who, which lub where.

- mobile phone / something / we use to call friends

- cinema / place / we watch films

- zoo / place / we look at animals

- teacher / person / teach people

- gorilla / animal / live in Africa

5 Popraw błędy w poniższych zdaniach. Jeżeli zdanie jest poprawne wpisz znak ✓ pod zdaniem.

- The bus where goes to the station will be here soon.

- My friend, who mother is a doctor, is very good at biology.

- A stadium is a place which people play sports.

- The bridge, where we cross the river, isn't far from here.

- Winter is the time of year where we don't go out a lot.

- Jenny, that lives next door, is very nice.

- The man who has great ambitions talked about art.



Posłuchaj
nagrania 29
docwiczenia.pl
Kod: A8U4XH



Posłuchaj
nagrania 30
docwiczenia.pl
Kod: A8JBML

Listening

- 1 29 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Usłyszysz dwukrotnie cztery wypowiedzi na temat domów (1–4). Do każdej z nich dopasuj zdanie spośród A–E. Jedno zdanie zostało podane dodatkowo. Wpisz rozwiązania do tabeli.

This speaker

- A is designing a house.
- B is offering a place for the summer holidays.
- C is offering a place to stay which is unsuitable for people.
- D is selling a house.
- E is talking about a long term rent.

1	2	3	4

- 2 30 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Usłyszysz rozmowę Kate i Charlie'go o życiu uniwersyteckim Kate. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–5.

- 1 When did the friends last meet?

- 2 For how many more years will Charlie study?

- 3 What does Kate regret about the first year?

- 4 What has living with other students given Kate?

- 5 What has the girl started doing since moving out?

Speaking

- 3 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Uzupełnij dialogi 1–6. Wpisz w każdą lukę brakujący fragment wypowiedzi tak, aby otrzymać spójne i logiczne teksty.

- 1 A: Look at Tony, he's going to touch that dog!
B: If _____ it.
A: Too late, he's crying.
- 2 A: Mum, I have a problem. I really like Susan.
B: Why don't _____?
A: I'm too shy!
- 3 A: Mike is still upset about his argument with Carol, so he really wants to make up with her.
B: Perhaps _____ to her.
A: That's what I told him. Maybe there still is a chance.
- 4 A: Let's make dinner for Mum!
B: Dad, we can't cook. I think it _____
_____ to order something online.
A: Maybe you're right.
- 5 A: _____ Daniel to our party?
B: Sure, let's invite him. Great idea. I really like him.
A: Me too.
- 6 A: Tim, your grades are bad.
B: I know, what should I do about it, Mum?
A: Maybe you _____
computer games.

- 4 Twoja koleżanka ma problem. Ma chłopaka, ale podoba się jej inny. Udziel jej sześciu rad, nie używając dwa razy tej samej konstrukcji.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

1 Zastąp podkreślone części zdań czasownikami z ramki w odpowiedniej formie.

ask someone out break up with get on
hang out let someone down look up to
make up put someone down

- We had an argument, but we forgave each other.
- The students have a lot of respect for their head teacher.
- I like spending time with my friends during breaks at school.
- I'm so sorry that I disappointed you.
- Harry's too shy to invite Mary on a date.
- Sara has decided to stop being Tom's girlfriend in order to give her more time to study.
- I hope I can be friends with the people in my new school.
- A teacher must never make the pupils feel stupid.

2 Wykonaj zadanie w sekcji Skills Booster.

Skills Booster

Uzupełnij zdania 1–5, wykorzystując podane w nawiasach słowa w odpowiedniej formie tak, aby otrzymać zdania gramatycznie poprawne. W każdą lukę można wpisać maksymalnie trzy wyrazy.

- I was so excited last week when Karl called me and _____ (ask / out).
- William was not very nice to George when he _____ (put / down) in front of his girlfriend.
- Mary is very upset because she thinks her boyfriend _____ (break / up) with her.
- When John was a child, he always _____ (look / up) his dad.
- I can't rely on my brother, he always _____ (let / down).

3 Jakich rad udzieliłabyś / udzieliłbyś osobom, które mają poniższe problemy? Wykorzystaj słownictwo z ramki.

break up put down let down ask out hang out

- I promised my mum I'd go shopping but I'm so lazy today.
You shouldn't _____.
- My boyfriend keeps lying to me.
If I were you, _____.
- My friend wants to go out, but I'd rather stay in.
To be honest, I'd rather _____.
- I really like one boy at school.
Perhaps you should _____.
- Whenever my friends come over, we always laugh at my little brother. He is always so silly.
You shouldn't _____.

4 Uzupełnij post Shyguy100. Czy masz jakąś radę dla niego?

www.teentalk.com

Shyguy100 – New girl in town

I (1) _____ with my girlfriend last week, and now she keeps texting me and asking to (2) _____.

The problem is, I met a girl at karate class and I think I'd like to (3) _____ her _____.

What should I tell my ex-girlfriend? We used to fight and (4) _____ all the time. I still want to be friends with her and I don't want to (5) _____ her _____. She is very smart and I (6) _____ her as a person but I just don't want to be with her any more. I think I just need to be honest with her.



My advice: _____

5 Odpowiedz na poniższe pytania zgodnie z prawdą o sobie.

- Who do you look up to?

- When was the last time you made up with someone?

- Has anyone ever put you down?

- When was the last time someone let you down?

1 Zakreśl zdanie A lub B, które znaczy to samo, co poprzedzające je zdanie 1–4.

- 1 He said: 'The fans will leave tomorrow.'**
A He said the fans would leave the next day.
B He said that the fans will leave the next day.
- 2 She told me: 'I made some new friends yesterday.'**
A She told me she has made some new friends the day before.
B She told me she had made some new friends the day before.
- 3 My parents said: 'We have just finished eating.'**
A My parents said they had just finished eating.
B My parents said they have just finished eating.
- 4 She said: 'You look great today.'**
A She said I look great that day.
B She said I looked great that day.

2 Przepisz tekst o symbiozie zebry i ptaka zwanego bąkojadem (oxpecker) w mowie zależnej.

A symbiotic relationship is a relationship between two living things of different species which help each other out. One example of a symbiotic relationship is the oxpecker bird and the zebra. Look at the zebra in the picture! An oxpecker is sitting on it, looking for insects. It is going to eat them. In this way, the oxpecker will get food, and the zebra will get rid of pests!



The scientist **said** a symbiotic relationship **was** a relationship between two living things of different species _____

3 Przeczytaj wywiad z Louanne. Odpowiedz na pytania 1–5. Użyj mowy zależnej.

J: Louanne, can you tell me something about yourself?

L: Of course. I am a first-year university student and I am studying in London.

J: And do you like London?

L: Yes. It is a great city because there is so much to do.

J: And how long have you been here?

L: I have been here for about six months.

J: Do you miss your family?

L: Yes, I do. I am going to visit them in the holidays.

J: Why did you come to London?

L: I came here because I wanted to study fashion.

J: Thank you very much and good luck.



1 What is Louanne doing?

She said she _____.

2 What did Louanne say about London?

She said it _____.

3 How long has Louanne been in London?

She said she _____.

4 What did Louanne say about visiting her family?

She said she _____.

5 Why did Louanne come to London?

She said _____.

4 Zmień zdania w mowie niezależnej na zdania w mowie zależnej.

1 'Don't break up with me,' she said.

She told me _____.

2 'Where is the tennis court?' my friend asked.

My friend asked me _____.

3 'Can you hang out with me this weekend?' my friend asked.

My friend asked me _____.

4 'Do you look up to your dad?' my cousin asked.

My cousin asked me _____.

5 'Please bring back the book that belongs to me,' my aunt said.

My aunt asked me _____.

1 Przeczytaj historię Emmy i nadaj jej chwytliwy tytuł.



Emma woke up. The sun was shining outside, and she felt good. It was the last day of school, and she was going on holiday the next day. She got dressed and went downstairs for breakfast. There was some orange juice and some cereal on the table, but her parents were nowhere to be seen. 'Perhaps they went to work early,' Emma thought.

So Emma ate her breakfast and **then**, she left the house. The streets were very quiet, and she didn't see any cars or people. 'That's strange,' thought Emma. 'I wonder where everyone is?'

When Emma arrived at school, she went to her classroom. There was nobody there! She looked around the whole school, but she couldn't find anyone. **Suddenly**, Emma felt scared. What had happened to everyone? Was she the only person left on the planet?

She ran all the way back home and opened the door. The first thing she saw was her mother standing at the top of the stairs, wearing her pyjamas. She looked worried.

'Emma, where have you been?' she said. 'I've been at school,' Emma said, 'but there was nobody there. There was nobody anywhere!'

'School?' said Emma's mum. 'But it's five o'clock in the morning! Has your clock broken again?'

2 Połącz połówki zdań zgodnie z zaznaczonymi częściami w opowiadaniu.

- 1 The beginning of a story _____
 - 2 The middle of a story _____
 - 3 The end of a story _____
- A explains the action in the story.
 B introduces and describes the time, people and location of a story.
 C describes the action in the story.

3 Przeczytaj historię Emmy jeszcze raz. Odpowiedz na pytania 1–5.

- 1 Who is the main character?

- 2 Where is the story set? (Write three settings)

- 3 Are there any other characters?

- 4 Something strange happens. What is it?

- 5 How does the story end?

4 Pomyśl o dziwnym wydarzeniu z twoim udziałem, które następnie opiszesz jako historię.

- Who is in the story?

- When did it happen?

- What happened?

- What was strange?

- How did people / you react?

- How did the story end?

5 Spójrz na pogrubione wyrazy w historii Emmy. Wypisz dwa inne określenia, za pomocą których można połączyć zdania i akapity w logiczny ciąg.

6 Na podstawie pomysłów z zadania 4 napisz swoją historię. Połącz zdania w ciąg chronologiczny, używając określeń z historii Emmy oraz z zadania 5. Długość opowiadania powinna wynosić 50–100 słów.



Rozumienie ze słuchu

- 1 31 Usłyszysz dwukrotnie opowiadanie o przyjaciółkach. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższym grafie.

ACTIVITIES: hanging out together, (1) _____.	INTERESTS: clothes, (2) _____, music.
ME & MY FRIENDS	
HOBBIES: playing (3) _____, going swimming.	SUBJECTS: arts, (4) _____, science.

Znajomość funkcji językowych

- 2 32 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo. Wpisz rozwiązania do tabeli.

- A To be honest, I think she should feel ashamed.
 B She was really jealous of the other girl.
 C If I were him, I'd break up with her.
 D Yes, she really looks up to her.
 E No, in the end, he was too nervous.

1	2	3	4
_____	_____	_____	_____

Rozumienie tekstów pisanych

- 3 Przeczytaj teksty 1 i 2. W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zakreśl: A, B lub C.

1 Jenny is embarrassed because

- A her father has come to collect her.
 B she has been waiting for half an hour.
 C she has to go home earlier than her friends.

2 Jenny says her parents

- A want to know about everything that she does.
 B don't care where she is.
 C don't listen to her when she has problems.

3 Text 2 is about

- A the things teens do most often.
 B how to solve problems with parents.
 C what teens and parents argue about most.

4 Point 3 in text 2 is about

- A jobs you have to do at home.
 B what times teens are allowed to stay out until.
 C some bad habits that teens have.

Tekst 1



Text 2

THE TOP TEN CONFLICTS between parents and teenagers

- 1 TV / Video games.
- 2 Talking / Communicating with your teen.
- 3 Chores.
- 4 Cleaning.
- 5 Taking care of family property.
- 6 Setting limits, enforcing rules, being too lenient.
- 7 Spending time with other family members.
- 8 Siblings.
- 9 The way your teenager speaks to you.
- 10 A teenager not telling you how they 'feel' or 'think'.

Source: www.smalley.cc/top-ten-conflicts-with-teenagers/
[accessed: 28.09.2017]

- 4 Przeczytaj teksty 1 i 2 jeszcze raz. Uzupełnij luki 5–7 w e-mailu, jaki siostra Jenny napisała do babci w Polsce zgodnie z treścią tekstów. W każdą lukę możesz wpisać maksymalnie dwa wyrazy.**

Cześć Babciu,

Co u Ciebie? Wiesz, ostatnio w szkole na lekcji wychowawczej omawialiśmy ciekawy temat – najczęstsze przyczyny konfliktów między rodzicami a nastolatkami. Podobno są to telewizja i gry wideo oraz sposób komunikowania się.

Może i tak, ale jeśli chodzi o konflikty u nas w domu, jest to raczej (5) _____

_____, które znalazło się dopiero na miejscu _____. Wczoraj Jenny znów pokłóciła się z rodzicami. Poszła na imprezę do Pauli – koleżanki, której hobby jest (6) _____. Tata odebrał ją od Pauli, ale Jenny – zamiast podziękować za podwózkę – zaczęła się złościć. Wołała, że nie jest już dzieckiem i potrzebuje (7) _____.

Oczywiście do rana przemyślała swoje zachowanie i przeprosiła rodziców, a mama zrobiła wszystkim na zgodę pyszne naleśniki na śniadanie.

Więcej opowiem, kiedy Cię odwiedzimy.

Buziaki!

Kate

Znajomość środków językowych

- 5 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Trzy wyrazy zostały podane dodatkowo.**

A stupid B proud C trust D angry
E late F listen

My uncle Tom is a pilot and lives somewhere in the USA. We don't see him very often because he is always travelling to different places in the world. He tells a lot of interesting stories but he always says that he did a lot of (1) _____ things when he was younger. He also says that he was always (2) _____ for everything – lessons, football practice, meetings – everything. That changed when he started training to be a pilot because he's very (3) _____ of his work. I really look up to him – who knows, maybe one day I'll be a pilot.



Tworzenie wypowiedzi pisemnej

- 6 Zostałeś poproszony / poproszona o napisanie krótkiego opowiadania do gazetki szkolnej. W tekście napisz o zwierzęciu, które pomogło swojemu właścicielowi w trudnej sytuacji:**

- opowiedz, gdzie i kiedy zaszła opisana sytuacja,
- opisz kolejno wydarzenia, a wśród nich co najmniej jedno zaskakujące,
- sformułuj na koniec morał / naukę, płynące z tej historii.

Napisz opowiadanie w języku angielskim. Rozwiń swoją wypowiedź w każdym z trzech podpunktów tak, aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Stosuj wyrażenia umożliwiające przedstawienie wydarzeń w odpowiedniej kolejności (np. at first, in the end). Pamiętaj, że długość tekstu powinna wynosić od 80 do 120 słów.

Zakreśl poprawne uzupełnienie zdań: A, B, C albo D.

- 1 Dad hopes to find out more about his ____ by researching his family tree.**
A generations C ancestors
B genes D histories
- 2 Joe's ____ grandparents are both over 90, but they still love to go walking.**
A middle-aged C scruffy
B arrogant D elderly
- 3 My aunt is very _____. She always does what she says she will do.**
A generous C hard-working
B jealous D reliable
- 4 You are always busy and so hard-working. You need to ____ more.**
A weigh C build
B relax D lazy
- 5 My cousin is very _____, but she eats a lot.**
A tall C slim
B overweight D weigh
- 6 My sister is very _____. She always helps people who have a problem.**
A blonde C kind
B jealous D honest
- 7 I've got the same ____ as my grandfather. We're both short and slim.**
A weigh C build
B overweight D height
- 8 My parents act as if they are still young, but they're actually _____. It's so embarrassing.**
A middle-aged C hard-working
B overweight D easy-going
- 9 Jill can't stop eating junk food, so she is ____.**
A overweight C weight
B build D slim
- 10 'How long have you been married?' 'I'm not married any more. We got ____ last year.'**
A married C divorced
B moved D depressed
- 11 Aunt Sally has beautiful eyes, so people always ____ her compliments.**
A say C make
B pay D have
- 12 My grandfather got ____ in France because his wife is French.**
A love C married
B family D sympathy
- 13 'You look too young to have a teenage son.' 'Well, I got married young and ____ a family straight away.'**
A made C created
B did D started
- 14 'Why don't you have some cake?' 'I'm not very _____, but thanks for offering.'**
A tasty C thirsty
B delicious D hungry
- 15 You'll need a knife to ____ the aubergine.**
A boil C chew
B chop D bite
- 16 She put the spoons in the drawer with the ____.**
A fridge C kitchen
B knives D dessert
- 17 This traditional ____ is made with vegetables and cheese.**
A jug C dessert
B starter D bowl
- 18 The burger was completely _____. I want my money back, please!**
A tasty C trendy
B tasteless D delicious
- 19 I can't ____ between the chocolate and the strawberry cupcake.**
A decision C decisive
B decide D decided
- 20 The ____ of fruit in the supermarket is fantastic.**
A various C variety
B variously D vary

- 21** There are very few tigers left in the world; it is a(n) ____ species.
 A endangered C renewable
 B conservation D natural
- 22** The natural ____ of this species of turtle is the Aegean Sea.
 A balance C survival
 B habitat D resource
- 23** ____ energy is obtained from the wind, water and other natural sources.
 A Fossil C Renewable
 B Solar D Natural
- 24** Come away from the edge! Someone fell off that ____ last week!
 A cave C rainforest
 B coast D cliff
- 25** The ____ is disappearing very quickly. We have to do something to stop it disappearing completely.
 A glaciers C stream
 B rainforest D valley
- 26** They think the walkers entered the dark ____ and got lost.
 A cave C pond
 B cliff D stream
- 27** My dream is to live on the ____ of Scotland.
 A coast C rainforest
 B cliff D glacier
- 28** Reefs grow well near the ____.
 A limestone C caves
 B Equator D glaciers
- 29** Governments must do something about pollution ____ it's too late.
 A after C before
 B across D from
- 30** The teenagers ran ____ one end of the beach to the other.
 A between C from
 B across D for
- 31** It is now possible to turn old cooking oil ____ fuel for cars.
 A to C up
 B on D into
- 32** I can't talk right now. I'm very busy ____ the moment.
 A for C from
 B at D around
- 33** ____ months of hard work, we've finally managed to clean up the city's parks.
 A Between C Over
 B Across D After
- 34** It's time to take ____ on it.
 A begin C years
 B onto D action
- 35** He was a loving husband and father, who was very ____ of his family.
 A proud C jealous
 B similar D keen
- 36** Kevin doesn't like his cousin because she is always ____ him down.
 A putting C looking
 B making D asking
- 37** I spend a lot of time ____ out with my friends.
 A breaking C looking
 B hanging D letting
- 38** Paul and his girlfriend used to get on well, but they ____ up last week.
 A broke C got
 B put D let
- 39** Steve really looks ____ to his grandfather. He admires him a lot.
 A on C at
 B for D up
- 40** Jake usually gets ____ well with his classmates. He is quite sociable.
 A to C for
 B on D up

Zakreśl poprawne uzupełnienie zdań: A, B, C albo D.

- 1 Mum ___ breakfast, so she doesn't start feeling hungry until lunchtime.
A is always having C always is having
B has always D always has
- 2 'Have you got any plans for Saturday night?' 'Yes, ___ to a family party to celebrate my grandmother's 70th birthday.'
A I'm going C I used to go
B I go D I would go
- 3 'Shall we try that new café in town tomorrow?' 'Yes, but it ___ until noon.'
A opens C opened
B doesn't open D is opening
- 4 Jane ___ a cake for Penny's birthday party every year.
A is making C was made
B was making D makes
- 5 'What are you making? It ___ really delicious.' 'I'm making a chocolate cake.'
A smells C was smelling
B is smelling D smelt
- 6 Harry ___ late for school because he eats his breakfast so slowly.
A usually is C usually is being
B is usually D is being usually
- 7 Children ___ usually upset when their parents get divorced.
A are C are being
B is D would be
- 8 I'm going to the shops. Should I get ___ loaf of bread?
A some C a
B an D much
- 9 Would you like ___ fruit, Maria?
A a C some
B an D many
- 10 If you've only got ___ money left, we can recommend a very good but cheap restaurant.
A a little C many
B a few D much
- 11 We don't serve chips in the school canteen because ___ parents think they're unhealthy.
A a little C lots of
B few D much
- 12 'Isn't that your uncle over there?' 'Well, he ___, but he and my aunt got divorced last year.'
A used to be C was being
B would be D was used to
- 13 When I was living in this town, I ___ my aunt every Saturday.
A used to visiting C am visiting
B was visiting D would visit
- 14 When Ben first tried the diet, it was hard because he ___ eating so little.
A wasn't used to C used to
B was used to D didn't use to
- 15 'Do you like my cooking, John?' 'I'm ___.'
A being used to it C getting used to it
B get used to it D used to doing it
- 16 Uncle Mike was listening to music while he ___ the burgers.
A is frying C would fry
B used to fry D was frying
- 17 My daughter ___ to like that dish, but now it's her favourite!
A isn't used C got used
B was used D didn't use
- 18 When Lisa was a child, she hated vegetables and ___ eat them.
A wouldn't C used
B didn't use D wasn't used

19 Sherry ____ it hard to make new friends at the moment.

- | | |
|--------------|----------------|
| A 's finding | C found |
| B would find | D used to find |

20 Penny ____ of getting her children a dog.

- | | |
|-----------------|-----------------------|
| A thinks | C is thinking |
| B used to think | D didn't use to think |

21 'Is Jackie a friend of yours?'
'Yes, I ____ her for years.'

- | | |
|-------------|--------------|
| A had known | C know |
| B knew | D have known |

22 I ____ here since 2004.

- | | |
|--------------|---------|
| A have lived | C lived |
| B has lived | D left |

23 'Didn't Jenny and Clare fall out last week?'
'Yes, but they ____ since then.'

- | | |
|------------------|----------------|
| A were making up | C made up |
| B make up | D have made up |

24 'Have you sent the invitations to the party yet?'
'Yes, I ____ it last week.'

- | | |
|-------|-------------|
| A do | C have done |
| B did | D done |

25 We ____ in this house since we were kids.

- | | |
|---------|---------------|
| A live | C have lived |
| B lived | D were living |

26 I ____ to Paris twice already.

- | | |
|-------|-------------|
| A was | C have been |
| B be | D were |

27 'You have won,' they told me.
They told me that I ____.

- | | |
|------------|-----------|
| A won | C had won |
| B have won | D win |

28 Grant ____ to the library. He should be back soon.

- | | |
|------------|-------------|
| A has been | C is going |
| B has gone | D has going |

29 ____ Mount Everest is in Nepal.

- | | |
|-------|------|
| A - | C An |
| B The | D A |

30 There's ____ article in the paper today about the gorillas in the Congo.

- | | |
|------|-------|
| A a | C the |
| B an | D - |

31 ____ Great White Shark is an endangered species.

- | | |
|-----|-------|
| A - | C The |
| B A | D An |

32 The Amazon rainforest, ____ is in South America, is disappearing fast.

- | | |
|---------|---------|
| A when | C where |
| B which | D who |

33 London, ____ is the capital of England, used to be much dirtier than it is now.

- | | |
|---------|--------|
| A where | C who |
| B which | D that |

34 Scientists are studying this rare species, ____ natural habitat is the bottom of the ocean.

- | | |
|---------|---------|
| A where | C whose |
| B which | D who |

35 Is that the place ____ you met your girlfriend?

- | | |
|---------|---------|
| A who | C whose |
| B which | D where |

36 In a big city like New York, ____ Jodie lives, it isn't easy to meet people.

- | | |
|---------|--------|
| A where | C that |
| B which | D when |

37 'Will you support me on this issue?' Joan asked.
Joan asked me ____ support her on that issue.

- | | |
|--------------|-----------|
| A if I would | C will I |
| B if I will | D would I |

38 'You are the best,' he said.
He said that I ____ the best.

- | | |
|-------|--------|
| A be | C are |
| B was | D were |

39 He ____ me to close the window.

- | | |
|---------|---------|
| A asked | C tells |
| B said | D spoke |

40 She told me that she ____ at school on Monday.

- | | |
|-----------|---------------|
| A is | C hadn't been |
| B will be | D wasn't |



Before you watch

1 Match pictures A–D with one of the statements below.
Write the letters next to the statements.

- 1 This dog pulls people through the snow. _____
- 2 This is the animal that all dogs come from. _____
- 3 This dog finds illegal items in people's luggage. _____
- 4 This dog herds sheep. _____

While you are watching

2 Watch the video to see if your answers in Exercise 1 are correct.

3 Watch the video again and circle the words you hear.

- 1 The story of man and dog is a **complicated** / **complex** story that goes back thousands of years.
- 2 Dogs **interact with** / **relate to** humans in a variety of ways.
- 3 Dogs have a sense of smell **1,000** / **10,000** times more powerful than our own.
- 4 Over the years, the wolf became the **gifted** / **talented** domestic pet we now know as the dog.
- 5 Was it a hunting **partnership** / **relationship**?
- 6 It's a partnership that's likely to **carry on** / **continue** for many years to come.

After you have watched

4 Complete the summary of the video below using these words.

beneficial domestic illegal obedient
partnership talent unknown variety

Dogs and humans have had a(n) (1) _____ for thousands of years. Dogs have many skills, which they use to help humans in a(n) (2) _____ of ways. Dogs have very powerful noses, so they have a great (3) _____ for smelling things. This makes them good at finding lost people but also enables them to locate (4) _____ items in people's luggage. The most important thing about dogs is that they are very (5) _____, rarely failing to do as they are told. How and why humans and dogs first began interacting is still (6) _____. However, we do know that over thousands of years, individual wolves slowly changed into the (7) _____ dog we have today. However the relationship began, nowadays, it is clearly (8) _____ to both humans and dogs.

Ideas Focus

- Did you grow up with a dog in the home?
- Do you consider yourself to be an animal lover?



A a border collie



B a husky



C a beagle



D a wolf



Collocations

Prepositions

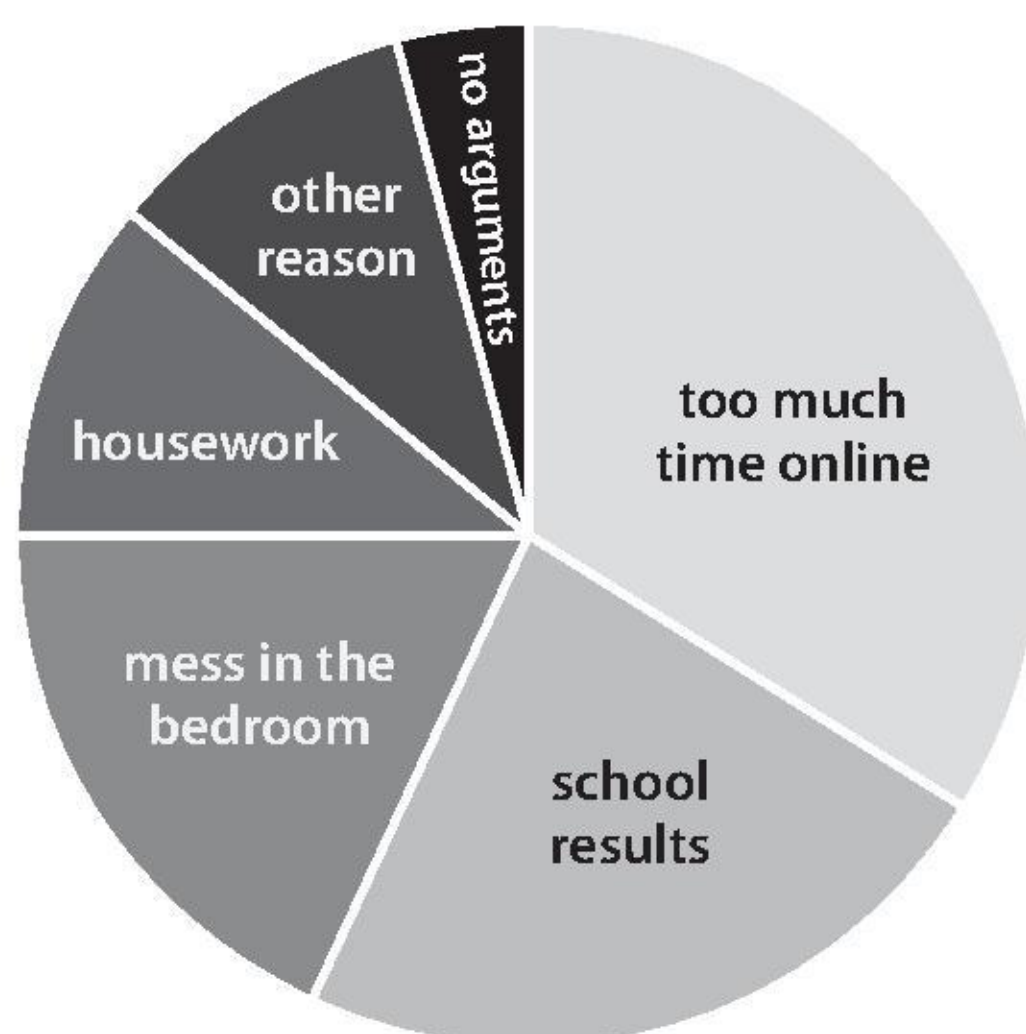
COLLOCATIONS	UNIT
accept an invitation	U2
as high as (e.g. about temperature)	U3
ask for advice	U2
ask for permission	U2
busy city / port	U2
climate change	U7
decline an invitation	U2
electric vehicle	U4
explain a reason	U2
express a possibility	U2
fall in love with somebody	U5
fall to pieces	U5
fossil fuels	U7
get divorced	U5
get married	U5
give someone a hand	U2
guided tour	U1
have a family	U5
have sympathy	U5
keep a diary	U5
keep a secret	U5
keep safe	U4
make a suggestion	U2
make an offer	U2
man's best friend	U8
more quickly than the bus	U3
natural habitat	U7
pay a compliment	U5
pay a visit	U5
power station	U7
renewable energy	U7
safety equipment	U4
solar power	U7
stay alive	U4

PREPOSITIONS	UNIT
after years of + <i>-ing</i>	U7
agree with	U8
amount of	U4
angry with	U8
appear in	U7
argue with	U8
arrive at	U2
ashamed of	U8
at the end of	U5
at the moment	U7
at the weekend	U5
be good for	U6
before something happens	U7
belong to	U8
beneficial to	U8
caused by	U4
concentrate on	U8
cost of	U4
depart from	U2
find information about	U5
for about (30) years	U7
for over (20) years	U7
get from this to that	U7
get onto something	U7
get to	U4
go from here to there	U7
in common	U8
in love with	U8
interact with	U8
interested in	U5
invite to	U5
jealous of	U5
leave from	U2
listen to	U8
perfect for	U6
protect from	U7
proud of	U8
purpose of	U4
relate to	U2
rely on	U8
responsible for	U8
similar to	U8
stop at	U2
take action on	U7
take out	U2
talk about	U7



1 Uzupełnij tekst przyimkami.

Teenagers from Poland were asked to talk (1) _____ their relationship with their parents. Some teenagers admitted that they argued (2) _____ their parents from time to time. These arguments are mainly caused (3) _____ different ideas on how to spend time. Parents are often angry (4) _____ children who spend too much time online. Teens, however, don't agree (5) _____ this opinion, saying that this is their way of socialising with their peers. You can find more information (6) _____ the results of the survey on our website.



2 Wykonaj zadanie w sekcji Skills Booster.

Skills Booster

Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–F). Dwie reakcje zostały podane dodatkowo. Wpisz rozwiązania do tabeli.

This speaker is

- A asking for permission. D accepting an invitation.
B paying a compliment. E asking for advice.
C making a suggestion. F giving a reason.

1	2	3	4

3 Ułóż wyrazy w odpowiedniej kolejności, aby stworzyć poprawne gramatycznie pytania.

- you / a / kept / Have / ever / diary?

- of / What / do / kind / listen / music / you / to?

- skin / you / How / from / protect / the / can / your / sun?

- hand / need / you / give / a / Who / you / can / when / help?

4 Uzupełnij wiadomości wyrazami z ramki. Do każdej wiadomości przyporządkuj dwa wyrazy tak, aby powstała kolokacja. Dwa wyrazy zostały podane dodatkowo.

power busy renewable guided tour
energy station natural city habitat

What's it like to live in a _____?
_____?

With almost 9 million residents, London is definitely the most populated place in Europe. If you add ...

Bełchatów _____
to be modernised.

The modernisation of Europe's largest coal-fired plant, which produces 5,420 megawatts of energy every year, will start in January next year. The power plant has been operating since 1998 and ...

More power from _____
than from fossil fuels.

Germany is becoming the European leader in *green* energy generated by wind turbines and solar panels. Large *wind farms* are quite common in land ...

Why not take a _____
of the EU Parliament?

The buildings of the European Parliament are open for tourists again. A point worth mentioning is that group visits are available with guides who speak most of the official languages of the EU.

5 Ułóż zdania w kolejności tak, aby powstała historia znajomości Sarah i Petera. Wpisz cyfry (2–7) w odpowiednie miejsce przy zdaniu.

- Sarah and Peter have been together for _____ married. They don't have a big family – just one son, who is eight now, but after years _____ on swimming and sailing – and they soon found out that they had a lot in _____ of being together they can say they are definitely a happy family!
_____ common: they liked the same kind of music, food and films. No wonder they soon fell _____ over 15 years now. They met at a sports camp – they were both keen _____ in love with each other. They were a couple for two years and when they finished school, they got

Phrasal Verbs

VERB	MEANING	UNIT
ask (somebody) out	invite on a date	U8
break up	separate	U8
clear up	make a place tidy	U8
cut down	reduce the amount of something	U4
deal with	take action on	U4
die out	stop existing	U4
drive off	drive away	U2
drop (somebody) off	deliver somebody to a place	U2
dry up	disappear	U4
eat out	go to a restaurant	U6
find out	discover	U5
fix up	arrange something	U4
get into	enter something	U2
get off	leave	U2
get on	enter something, be friends	U8
get out	leave, escape	U2
give up	quit, stop trying	U4
go back	return	U4
go down	sink, fall	U4
hang out	spend time relaxing	U8
let (somebody) down	disappoint somebody	U8
look after	take care of	U5
look at	read or examine	U5
look for	search for	U5
look up to	admire, have respect for	U8
make up	forgive each other	U8
pass down	give knowledge or teach skills to another generation	U5
pick (somebody) up	collect somebody from a specific location	U2
put (somebody) down	make somebody feel stupid	U8
run out of	have no more of something	U4
switch off	stop a machine or a device	U4
take after	look or behave like an older relative	U5
turn into / to	be transformed into	U7
turn off	stop something working	U4
use up	consume or use all of something	U4



1 Przeczytaj opis odcinka telenoweli i uzupełnij brakujące informacje w tabeli.

18:30

on **Soap Channel:**

Everlasting Love, Episode 3456

Peter promises to help Mick with his project but forgets to turn up, so Mick has to do it on his own. After another quarrel, Peter and Sonia decide that their relationship no longer makes any sense, so Peter moves out. Francisco takes advantage of the situation and invites Sonia out on a date. They go to a restaurant for a meal together. Old Mister Jenkins comes back from hospital. His niece Lena moves in to take care of him. Lena meets Mick and they finally forgive each other for all the nasty things they did to each other in the past.



	Who?	What happens?	Whom?
1	_____	makes up with	_____.
2	_____	eats out with	_____.
3	_____	looks after	_____.
4	_____	breaks up with	_____.
5	_____	lets down	_____.

2 Przeczytaj wskazówki dotyczące używania komputera. Uzupełnij je czasownikami z ramki. Dwa czasowniki zostały podane dodatkowo.

bring up hang out give up dry up
look for run out of turn off

Computer Geek's Tips

- 1 Remove any old and unnecessary files regularly or you'll soon _____ disk space.
- 2 Never _____ trying to solve a problem. There is always a solution. All you have to do is to _____ it.
- 3 Remember to save your work before you _____ your computer!
- 4 If you feel you're online for too long every day (or maybe your parents think you are!), try to _____ with you friends more often. There's an awesome world offline, too!

3 34 Posłuchaj wiadomości i zdecyduj, czy poniższe zdania są prawdziwe (T) czy fałszywe (F).

- 1 The police are looking for the shop owner. _____
- 2 The robber went into the shop in the morning. _____
- 3 The robber left the shop with the owner's money. _____
- 4 A bus driver picked up the robber and helped them escape. _____
- 5 The police have already found out the robber's name. _____

4 Zakreśl poprawną opcję w zdaniach 1–4. Dopasuj zdania do obrazków A–D, wpisując odpowiednią literę w miejsce obok zdania.

- 1 She was so ill she used **away** / **up** / **down** all the tissues. _____
- 2 In the fairy tale, the frog turns **up** / **away** / **into** a prince. _____
- 3 Polar bears may soon die **out** / **over** / **off** if we don't do something to stop global warming. _____
- 4 Dad dropped us **into** / **off** / **out** in front of the school and drove off to work. _____



A



B



C



D

5 Zadajcie sobie nawzajem pytania 1–5 i odpowiedzcie na nie.

- 1 Who do you take after most: your mum or your dad? Can you give an example?
- 2 How much time do you usually need to clear up the mess after a party?
- 3 Is there an activity or sport that you gave up soon after taking it up?
- 4 Who do you look up to in your family and why?
- 5 What kind of people do you get on with best?

Unit 1 SB page 15

Asking about a holiday

Where did you go?
Where did you stay?
What was the weather like?
What activities did you do?
Did you enjoy the holiday?

Describing a holiday

We went to a place called Trapani.
It was in the countryside / near the beach / in the city.
It was a really modern / noisy / busy city.
It was really quiet and boring.
It was amazing!

Unit 2 SB page 31

Asking for travel information

What time does the train / bus / plane leave?
Where does it leave from?
Which stop do I need?
How far is ... from ... ?
How long does it take to get from ... to ... ?
How much is the fare for a ... ticket?
Which underground line do I need for the airport?

Giving travel information

The airport is 30 km away.
The port is 5 km from the town centre.
Trains run every half hour.
It leaves from gate 22 / platform 2.
It departs at 8 a.m.
The taxi fare is €20.

Unit 3 SB page 49

Asking questions about the weather

When will there be snow?
Will it rain on Monday?
Which city has the warmest weather?
What will the temperature be in Prague?
Which city has the best weather?

Describing differences

On Saturday, Madrid will be colder than Athens.
There will be more rain in Oslo than in Stockholm.
Miami will be hotter than Chicago.

Describing similarities

London is as sunny as Rome today.
It's cold and wet in Paris and Amsterdam.

Unit 4 SB page 65

Wh- questions

Where is the ... ?
Where can I buy ... ?
Why do people waste so much food?
What can you buy in your local shops?
What is the cost of ... ?

Other questions

How much food is wasted ... ?
Is there a website ... ?
Does the website ... ?

Unit 5 SB page 83

Describing photos

... lying on the floor.
I can see a ... in the foreground / background.
There's a white
There are four
She's got long
He's behind / in front of / next to / on the right.
He's wearing
She's ... tall / slim / good-looking.
He's / She's got ... long, dark hair.
They look ... relaxed / happy / easy-going.

Unit 6 SB page 99

Using adjectives

It looks / seems to be (+ *adjective*).
I think they are (+ *adjective*).
That is / isn't good for you because it's (+ *adjective*).
I don't usually eat that because it's (+ *adjective*).
I like / don't like that because it's (+ *adjective*).

Unit 7 SB page 117

Discussing ideas

Shall we start with this ... ?
Let's begin / start by looking at
First of all,
To begin with,
Let's move on to
Shall we talk about ... now?
I agree with you.
That's true but
I don't agree because

Unit 8 SB page 133

Giving advice

If I were him, I'd
He should also
I think it would be better to ... because
Perhaps he should Then he
I really think it's best to ... because
To be honest, I'd
Why don't you ... ?

Dobieranie

1 W zadaniach 1–5 usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo. Wpisz rozwiązania do tabel.

1

35

- A Quite soon, you'd better hurry up.
- B No, he hasn't.
- C Me too.
- D I'm not sure. I'm not from here.
- E That's what all of my friends say about it!

Posłuchaj nagrania 35
docwiczenia.pl
Kod: A8YBAA

1	2	3	4

2

36

- A It's mine.
- B Oh no, I wanted to go for a picnic.
- C It's as rainy as in our country, so let's go somewhere sunny.
- D That has never happened before, the climate really is changing.
- E I'm not sure yet.

Posłuchaj nagrania 36
docwiczenia.pl
Kod: A8QDJN

1	2	3	4

3

37

- A It's behind the park.
- B I prefer the traditional way.
- C Why did you do it?
- D I wish I could too, but it's too far.
- E Are you kidding? It's great fun.

Posłuchaj nagrania 37
docwiczenia.pl
Kod: A8B26B

1	2	3	4

4

38

- A I thought he was the one on the left.
- B Sure, let's look at it.
- C Oh right, they're behind the building.
- D No, it's lying on the floor.
- E She's slim with long, dark hair.

Posłuchaj nagrania 38
docwiczenia.pl
Kod: A8WT7G

1	2	3	4

5

39

- A But I really like it.
- B You are right, it's raw.
- C It turned black!
- D Oh come on, it's healthy. Just taste it.
- E I prefer it when it's sweeter.

Posłuchaj nagrania 39
docwiczenia.pl
Kod: A83M78

1	2	3	4

Wybór wielokrotny

2 Dla każdej z opisanych sytuacji (1–10) wybierz właściwą reakcję. Zakreśl literę A, B albo C.

- 1 Zapytałeś / Zapytałaś na lotnisku, skąd odlatuje twój samolot. Jaką odpowiedź możesz usłyszeć?
 - A The plane is late.
 - B The plane leaves in 20 minutes.
 - C The plane leaves from gate 20.
- 2 Jesteś za granicą i jedziesz autobusem, chcesz zapytać, gdzie wysiąść z autobusu, żeby być przy centrum handlowym. Jak zadasz pytanie?
 - A Which stop do I get on at for the shopping centre?
 - B Which stop do I get off at for the shopping centre?
 - C Which stop do I get out at for the shopping centre?
- 3 Trener pyta cię, czemu nie zjawiłeś / zjawiłaś się na treningu biegowym. Co odpowiesz?
 - A I like going to school.
 - B It was too cold and windy.
 - C I didn't see you there.
- 4 Chciałbyś / Chciałabyś spotkać się ze znajomymi gdzieś na dworze, ponieważ jest piękna pogoda. Jak to zasugerujesz?
 - A Let's stay indoors.
 - B Let's meet outdoors.
 - C Let's meet indoors.
- 5 Chcesz wskazać nowemu uczniowi z klasy waszego nauczyciela w niebieskiej koszuli. Jak to zrobisz?
 - A He's the one wanting a blue shirt.
 - B He's the one wearing a blue shirt.
 - C He usually wears blue shirts, but not today.
- 6 Koleżanka pyta cię, dlaczego płaczesz. Co możesz odpowiedzieć?
 - A I like onions.
 - B I've been peeling onions.
 - C I've been chopping onions.

- 7 **Twojemu koledze zaginął kot. Chcesz zaproponować mu rozwieszenie plakatów. Co powiesz?**
A It's a beautiful poster.
B Put this poster on a chair.
C You should put up some posters.
- 8 **Mama prosi cię o posprzątanie biurka. Co mówi?**
A Tidy up your desk.
B Your desk is clean.
C I need to buy a new desk.
- 9 **Chcesz zacząć pracę w grupie od zapisania pomysłów. Jak to proponujesz?**
A Shall we start by writing down our ideas?
B We started by writing down our ideas.
C Let's write down our ideas later.
- 10 **Zaczynasz swoją prezentację od przedstawienia się. Co powiesz?**
A What's your name?
B First of all, I would like to introduce myself.
C I need a name.

Uzupełnianie luk (minidialogi)

- 3 **Uzupełnij dialogi 1–14. Wpisz w każdą lukę brakujący fragment wypowiedzi tak, aby otrzymać spójne i logiczne teksty.**
- 1 **A:** I stayed in an amazing little hotel with a wonderful view.
B: Was _____?
A: No, it was in the centre of the city.
- 2 **A:** I finally visited Disneyland!
B: Who _____?
A: With my mum and dad.
- 3 **A:** How _____ to the shop?
B: It usually takes 5 minutes by car and around 10 on foot.
A: Oh, that's not so bad.
- 4 **A:** What _____ tomorrow?
B: 25 degrees.
A: Great, so it won't be too hot.
- 5 **A:** _____ finally sunny?
B: I don't know, turn on the weather forecast.
- 6 **A:** _____ every day?
B: Around 2 litres.
A: That's really healthy.
- 7 **A:** Why _____ plastic?
B: Because it's cheap and easy to produce.

- 8 **A:** Ania, what _____ zero waste?
B: Well, first of all, use your own containers and don't buy any single-use ones.
- 9 **A:** Don't eat so fast. _____.
B: Good idea! I need to wait a few minutes so as not to burn my tongue.
- 10 **A:** I think this cake is amazing.
B: I _____ sweet.
A: Really? For me it's perfect.
- 11 **A:** Who _____ home?
B: I'd say my mum, but my dad likes it, too.
A: In my family I'm the one who cooks all the time.
- 12 **A:** _____ Paris?
B: No, I haven't, what about you?
A: Oh, many times. It's my favourite city.
- 13 **A:** I don't know what to do about Kate.
B: If _____, I'd ask her out.
A: Easy for you to say, you are open, but I'm shy.
- 14 **A:** Son, _____ of you, you did a great job.
B: Thank you so much, I'm so happy.

Uzupełnianie luk (komiksy)

- 4 **Uzupełnij dialogi 1–6. Wpisz w każdą lukę brakujący fragment wypowiedzi tak, aby otrzymać spójne i logiczne teksty.**

1



2



3



4



5



6



Uzupełnianie luk (z podanymi wyrazami)

5 Uzupełnij dialogi. Wpisz w każdą lukę (1–3) brakujący fragment wypowiedzi tak, aby otrzymać spójny tekst. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy.

- 1** A: It doesn't matter where I go, my holidays are always great.
B: Are you sure? I can remember my worst holiday.
A: When **(1)** _____ (was)?
B: It was two years ago.
A: Where **(2)** _____ (stay)?
B: We stayed in an awful hotel, full of bugs, it was dirty and smelt terrible.
A: What **(3)** _____ (weather)?
B: It was rainy and cold, and I didn't have any clothes for that kind of weather.

- 2** A: Mum, look, an old photo. Who's this?
B: My goodness, I am your age in this photo. It's me.
A: Are you the one **(1)** _____ (sitting) chair?
B: No, I'm lying on the floor.
A: Who's **(2)** _____ (background)?
B: Behind us? Those are our neighbours, they're waving from the back.
A: And who is that tall, slim man?
B: **(3)** _____ (wearing) the green T-shirt?
A: Yes.
B: It's your grandpa!

- 3** A: Hi Anna, what's happened? You look sad.
B: I think I'm in love.
A: Isn't that a reason to be happy?
B: Sure, as long as they love you back.
A: **(1)** _____ (ask) him out?
B: To be honest, I'm too shy to do it.
A: If **(2)** _____ (were), I'd leave a secret message with your phone number on it.
B: I really think **(3)** _____ (best) ask a friend to go and talk to him for me.
A: I can do it for you!



Jednym z egzaminów, do których przystąpisz, kończąc szkołę podstawową, będzie egzamin z języka angielskiego. Opiera się on na słownictwie i zagadnieniach gramatycznych wyszczególnionych w podstawie programowej oraz **Informatorze o egzaminie ósmoklasisty z języka angielskiego** wydany przez CKE. Sprawdza wszystkie najważniejsze umiejętności, które sprawiają, że z powodzeniem posługujesz się językiem obcym.

Informacje o egzaminie z języka angielskiego

-  Egzamin z języka angielskiego trwa **90 minut**.
-  Egzamin jest zdawany na jednym poziomie. Poziom egzaminu jest określony w **Informatorze o egzaminie ósmoklasisty z języka angielskiego od roku szkolnego 2018/2019**.
-  **Zadania zamknięte:** wybór wielokrotny, dobieranie.
-  **Zadania otwarte:** zadanie z luką / lukami, odpowiedzi na pytania, parafraza zdań, tłumaczenie fragmentów zdań na język obcy, układanie fragmentów zdań z podanych elementów leksykalnych, wypowiedź pisemna: notatka, ogłoszenie, zaproszenie, e-mail, wpis na blogu, list, wiadomość, opowiadanie.

Jak wygląda arkusz egzaminacyjny?

-  **Rozumienie ze słuchu – 20–25%**
Podstawę zadań stanowią krótkie teksty – adaptowane lub oryginalne, czytane przez rodzimych użytkowników języka i odtwarzane dwukrotnie z płyty CD. Część zadań może być oparta na materiale ikonograficznym (3–4 wiązki zadań, w tym przynajmniej 1 wiązka z zadaniami otwartymi).
-  **Znajomość funkcji językowych – 15–20%**
Zadania oparte na krótkich tekstach pisanych, materiale ikonograficznym lub na krótkich (jedno-, dwuzdaniowych) wypowiedziach odtwarzanych dwukrotnie z płyty CD (3–4 wiązki zadań, w tym przynajmniej 1 wiązka z zadaniami otwartymi).
-  **Rozumienie tekstów pisanych – 25–30%**
Zadania oparte na tekstach adaptowanych lub oryginalnych o łącznej długości do 850 wyrazów. Część zadań może być oparta na materiale ikonograficznym (3–4 wiązki zadań, w tym przynajmniej 1 wiązka z zadaniami otwartymi).
-  **Znajomość środków językowych – 15–20%**
Zadania oparte na pojedynczych zdaniach lub krótkich tekstach – adaptowanych lub oryginalnych. Część zadań może być także oparta na materiale ikonograficznym (3–4 wiązki zadań, w tym przynajmniej 1 wiązka z zadaniami otwartymi).
-  **Wypowiedź pisemna – 20%**
Jedno zadanie (bez możliwości wyboru) polegające na samodzielnym napisaniu krótkiego tekstu (50–120 wyrazów). Podany jest początek wypowiedzi oraz trzy podpunkty, które zdający powinien rozwinąć. Polecenie jest w języku polskim.

W arkuszu pojawi się **od 12 do 15 wiązek zadań**.

Na następnych stronach przedstawiamy wszystkie najważniejsze **typy zadań, które mogą pojawić się w arkuszu** oraz wskazówki, na co zwrócić uwagę podczas ich rozwiązywania.



Rozumienie ze słuchu

W tej części usłyszysz różne teksty mówione, na podstawie których odpowiesz na pytania i wykonasz zadania. Każde nagranie zostanie odtworzone dwukrotnie. W nagraniach mogą pojawić się rozmowy, wiadomości, komunikaty, ogłoszenia, instrukcje oraz inne formy wypowiedzi.

Odwołując się do ich treści, rozwiążesz:

- zadania zamknięte (wybierzesz poprawną odpowiedź spośród podanych opcji) lub / oraz
- zadania otwarte (wymagające sformułowania odpowiedzi własnymi słowami).

Arkusz będzie zawierać **3–4 wiązki zadań** sprawdzające umiejętność rozumienia ze słuchu. Za tę część można otrzymać łącznie **12–14 punktów**.

How it works Wybór wielokrotny (kilka wypowiedzi)

- W nagraniu możesz usłyszeć słowa kojarzące się z błędnymi odpowiedziami. Zawsze sprawdzaj, w jakim kontekście się pojawiły i czy tego właśnie dotyczy pytanie.
- Odpowiedzi mogą być przedstawione w formie rysunków, zdjęć lub tekstu. Uważnie przeczytaj pytanie i upewnij się, że rozumiesz, czego dotyczy (czy chodzi o miejsce, osobę, a może o jakiś szczegół rysunku).

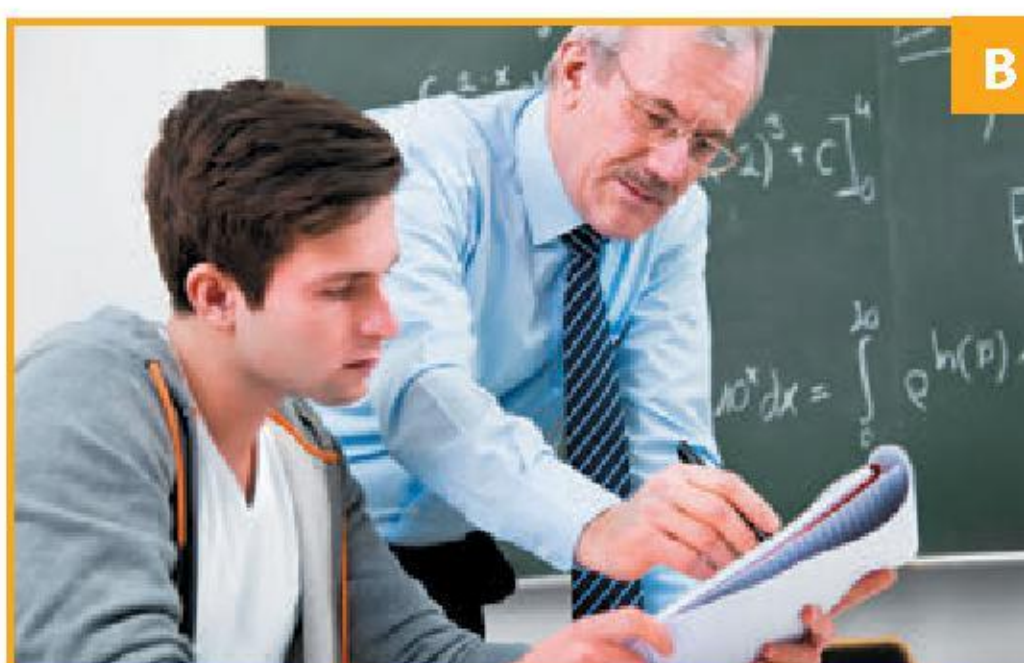
W jakiej formie zostały przedstawione odpowiedzi w poniższym zadaniu?

- 1 40 Usłyszysz dwukrotnie trzy teksty. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą: A, B albo C.

- 1 Who is the boy talking to?



A

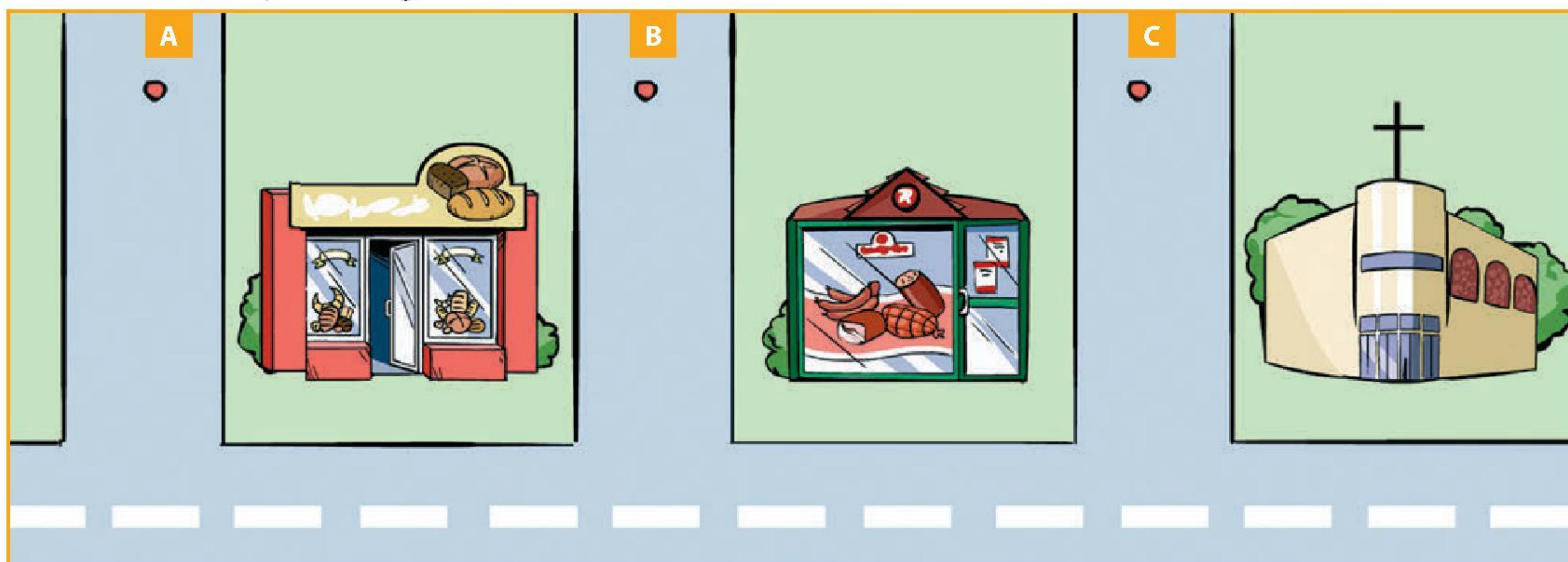


B



C

- 2 Where did the couple turn right?



- 3 The girl wants the boy to
- A work on a project with her.
 - B bring her some books for a project.
 - C let her borrow some books for a project.

 W tekście nagrania wystąpią zarówno fragmenty nawiązujące do odpowiedzi błędnych (distraktory), jak i fragmenty decydujące o tym, która odpowiedź jest poprawna (wskazówki).

Uważnie przeczytaj poniższą transkrypcję. Odszukaj w niej podane wyrażenia. Zakreśl distraktory na żółto, a wskazówki na zielono. Napisz, do których odpowiedzi odnoszą się zaznaczone fragmenty.

can't do the project together I turned too early I'll just drop by later I'm Sergeant Nicholson
it was a baker's it was a butcher's on the bus the police station the driver turn right just after a baker's
the shop was still in front of us you could lend them to me you don't have to bring them your class teacher

Transkrypcja nagrania 40

Nagranie 1

Man: Excuse me, young man. Are you John Daniels?

Boy: Yes, I am. What's the problem, officer?

Man: I'm Sergeant Nicholson. Your class teacher told me I would find you here during the break. Look, I've got your school ID card. You left it on the bus this morning, but the driver found it and handed it in at the police station.

Boy: Right, I couldn't find it anywhere but I was sure I'd left it at home. Thank you so much!

Man: You're welcome, John, but you should be more careful with your documents.

Boy: Yes. In future, I will be. I promise!

Nagranie 2

Man: Darling, are you sure we should go this way? It's a dead end.

Woman: Yes, the man told us to go past the church and turn right just after a baker's.

Man: But we turned before the shop and it was a butcher's, not a baker's!

Woman: I was sure it was a baker's, but you're right, I turned too early. The shop was still in front of us. We need to turn back.

Nagranie 3

... leave a message after the tone.

- Hi Tim, it's Sheila. I'm calling to ask you about our geography project. It's a pity we can't do the project together because I still don't know which country I should write about. I was thinking about Denmark but I'm not sure if I can find enough information about it. I know you have some guidebooks about Scandinavia, so maybe you could lend them to me for a few days. You don't have to bring them to my place; I'll just drop by later today to borrow them. It would be a big help. Which country are you writing about, by the way? Bye!

Your turn Wybór wielokrotny (kilka wypowiedzi)

1  **41** Usłyszysz dwukrotnie trzy teksty. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą: A, B albo C.

1 What did the boy like most during the City Festival?



2 How does the girl feel about her brother's achievement?

A She's disappointed with his result.

B She's jealous of his success.

C She's proud of him.

3 DJ Funky

A is explaining the rules of a quiz.

B is inviting people to sing along with him.

C is advertising his new album.



How it works Wybór wielokrotny (jedna wypowiedź)

Zwykle jedno z pytań dotyczy kontekstu usłyszanej wypowiedzi – tego, kto mówi, do kogo, kiedy, gdzie lub w jakim celu. Słuchając nagrania, staraj się wyobrazić sobie, w jakich okolicznościach kwestie mogły zostać wypowiedziane. Spójrz na poniższe ćwiczenie. Które pytanie / pytania dotyczy / dotyczą kontekstu wypowiedzi?

2 **42** Usłyszysz dwukrotnie wypowiedź turysty. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą: A, B albo C.

1 The speaker is describing problems

- A experienced while he's still on a trip.
- B immediately after completing a trip.
- C some time after completing a trip.

2 What was the first problem that occurred during the speaker's trip?

- A The plane was late.
- B The room was not as big as expected.
- C He lost his luggage.

3 What was the problem with the breakfast?

- A There was too little food.
- B The times for breakfast were too short.
- C There were no waiters on duty.

Po pierwszym wysłuchaniu nagrania uważnie przeczytaj poniższą transkrypcję. Zwróć uwagę na podkreślone wyrazy i zwroty. Zakreśl na zielono te z nich, które odnoszą się do właściwej odpowiedzi.

Transkrypcja nagrania 42

My trip to Italy last year was the most disappointing holiday I've ever had. It started out OK – the flight was quite pleasant, we arrived in Rome on time, and the bus took us to the hotel straightaway, but the room we got was much smaller than what we had expected. There wasn't enough space for our luggage, so we ended up having to leave one suitcase in the middle of the room. How annoying! But that's not all, the view from the window was awful – instead of the sea, all we could see was another hotel being built. The noise of the machines which were working there every day was terrible! I know that some of the rooms on the other side of the hotel had a view across the park, but when we asked for one of those, the receptionist told us that none of them was available. We tried to make the best of it, but there was also a problem with the breakfast. It was supposed to be served between 7 and 10 a.m., but when we went to the dining room at about 8, most of the food had already been eaten, and the waiters refused to bring any more cheese, ham or vegetables for us. That was it – we decided to move to another hotel.

Your turn Wybór wielokrotny (jedna wypowiedź)

2 **43** Usłyszysz dwukrotnie wypowiedź przewodnika turystycznego. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą: A, B albo C.

1 Which building is located near the Market Square?

- A The castle.
- B The palace.
- C The church.

3 The speaker is trying to

- A persuade tourists to use his services.
- B describe the main attractions of a town.
- C invite children to visit a castle.

2 Where is the treasure hidden according to a legend?

- A In the cellars.
- B In the north tower.
- C In the west wall.

How it works Dobieranie

 Wypowiedzi są ze sobą powiązane tematycznie, więc zawierają podobne słownictwo. Przyjrzyj się uważnie odpowiedziom, które masz do dyspozycji. Czym one się różnią? Jakie kluczowe wyrazy zawierają? Słuchając nagrań, staraj się rozpoznać fragmenty, które się do nich odnoszą.

Przed wysłuchaniem nagrania zakreśl w podanych odpowiedziach kluczowe słowa.

- 3**  **Usłyszysz dwukrotnie wypowiedzi czterech osób na temat zorganizowanych przez nie imprez (1–4). Do każdej z nich dopasuj zdanie spośród A–E. Jedno zdanie zostało podane dodatkowo. Wpisz rozwiązania do tabeli.**

This speaker

- A** organised a party which they didn't actually attend.
- B** didn't enjoy what took place at a party.
- C** had an unexpected guest at their party.
- D** organised a party for a family member.
- E** organised a charity event.

1	2	3	4
_____	_____	_____	_____

Po pierwszym wysłuchaniu nagrania przeczytaj poniższą transkrypcję. Zwróć uwagę na podkreślone wyrażenia. Zakreśl na zielono te z nich, które pozwalają znaleźć właściwą odpowiedź.

Transkrypcja nagrania 44

- 1** It was my birthday party. I had been really looking forward to it, but it was an absolute disaster! I had invited almost twenty people, but about half of them didn't come, and the other half who came had to go back home really early. I was left with just two of my friends who didn't like each other all that much; they started arguing and ended up almost having a fight. When my mum heard them shouting, she suggested that I should end the party. I was so upset.
- 2** My brother and I organised a surprise birthday party for our grandma. She was going to be 60, so we wanted it to be a really special event. We invited Grandma to our house, where all the family was waiting for her with confetti and presents. We also had a special gift – a photobook with almost 50 photos of her when she was younger. We had lots of food that we all love – fruit salads and ice-cream. Grandma was delighted with the celebration!
- 3** We wanted to have a disco at school, and the head teacher told us we could have one provided we organised it by ourselves. I volunteered to decorate the gym, supply the music, and prepare posters to advertise the party. I managed to do all of this but then, just one day before the disco, I became seriously ill. My parents said there was no way I could go to the disco, so I had to stay in bed. I felt pretty angry with myself at the time, but now I guess it was the right decision. It's never going to be any fun if you're at a party with a headache and a high temperature.
- 4** There was a girl in our neighbourhood who was ill and needed to have a really expensive operation, so we decided to organise a disco at school in order to raise some money to help her. Any student wanting to attend had to pay an entrance fee, and we also sold snacks and drinks. There were loads more students than we had expected, so we ended up collecting quite a large sum of money for the girl. I guess it was only a small part of what was needed for the operation, but I'm sure it came in useful. I was so proud that we could help her in some way!



Your turn Dobieranie

3 45 Usłyszysz dwukrotnie wypowiedzi czterech osób na temat udziału w szkolnych kółkach zainteresowań (1–4). Do każdej z nich dopasuj zdanie spośród A–E. Jedno zdanie zostało podane dodatkowo. Wpisz rozwiązania do tabeli.

- A It's hard for me to do it, but I enjoy it.
- B It's not a cheap hobby.
- C I want my hobby to become my profession in the future.
- D It's not what I had really expected.
- E We want to show that we're better than the others.

1	2	3	4
_____	_____	_____	_____

How it works Uzupełnianie luk

W zadaniach otwartych samodzielnie tworzysz odpowiedzi. W tego rodzaju zadaniu w każdą lukę należy zwykle wpisać od 2 do 5 wyrazów – w formie zdań, ich fragmentów lub danych. Pamiętaj o poprawnej pisowni!

Przed wysłuchaniem nagrania przeczytaj uważnie podane fragmenty zdań lub zwrotów. Zastanów się, jakiego rodzaju informacji brakuje w lukach – danych liczbowych, daty, nazwy miejsca, osoby, a może przedmiotu ... ?

Wypisz odpowiednie kategorie w ostatniej kolumnie.

4 46 Usłyszysz dwukrotnie ostrzeżenie nadawane w radiu. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce.

FOREST FIRE IN SETFIELD

Jakiej informacji brakuje?

- the fire started on (1) _____
- it was caused by a bonfire, left unattended by (2) _____
- firefighters were informed about the fire by (3) _____
- number of firefighters called out to the fire (4) _____

Wysłuchaj całego nagrania i wpisz odpowiedzi. Następnie przeczytaj transkrypcję. Zwróć uwagę na podkreślone wyrażenia. Zakreśl na zielono te z nich, które wykorzystałeś / wykorzystałaś w celu udzielenia poprawnych odpowiedzi.

Transkrypcja nagrania 46

This morning, our reporters visited the town of Setfield, where firefighters have been trying to put out a forest fire since Tuesday evening. It is believed that the fire started because a group of teenagers left a bonfire unattended after they had had a picnic. The fire was spotted by the local postman, who immediately called 999. Five fire engines with a combined crew of 25 are still engaged in fighting the blaze. Luckily, no one has been killed in the fire; only two elderly women have been taken to hospital suffering from smoke inhalation.

Your turn Uzupełnianie luk

4 47 Usłyszysz dwukrotnie rozmowę pomiędzy nauczycielem a uczniami. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce.

A TRIP TO BYCZYNA

- means of transport (1) _____
- activity for girls only (3) _____
- meeting time tomorrow (2) _____
- attraction at night (4) _____



Posłuchaj
nagrania 48
docwiczzenia.pl
Kod: A8S9UL



Posłuchaj
nagrania 49
docwiczzenia.pl
Kod: A8S5RP

How it works Udzielanie odpowiedzi na pytania

 W tego typu zadaniu otwartym w pełni samodzielnie udzielasz odpowiedzi na pytania, opierając się na informacjach z nagrania.

Przed wysłuchaniem nagrania zakreśl w pytaniach zaimki pytające i zastanów się, czego będą dotyczyły odpowiedzi.

5 48 **Usłyszysz dwukrotnie komunikat podawany w centrum handlowym. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–3.**

1 Why do people have to leave the shopping centre?

2 Which exits can customers use?

3 When will the shops be open again?

Po udzieleniu odpowiedzi przeczytaj transkrypcję. Podkreśl informacje, które pozwoliły ci odpowiedzieć. Ponumeruj podkreślone fragmenty 1–3. Czy pytania są ułożone w zadaniu w tej samej kolejności, co odpowiedzi do nich w nagraniu?

Transkrypcja nagrania 48

The following announcement is for the attention of all customers! We regret to inform you that the shopping centre will be closed as a result of the power cut that has affected the centre for the last half an hour. Please leave your shopping trolleys where they are and go to exits 1 and 3. Do not use exits 2 and 4 – these are automatic doors and are currently out of order as a result of the lack of electricity. Please be careful while leaving the car park as more cars than usual will be trying to leave the premises. All shops will remain closed until tomorrow. We apologise for any inconvenience.

Your turn Udzielanie odpowiedzi na pytania

5 49 **Usłyszysz dwukrotnie reklamę nowej książki. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–3.**

1 How many books are there in the 'Welcome to ...' series?

2 Where does the businessperson die in the new book?

3 Why couldn't the boy sleep on the night of the murder?

Znajomość funkcji językowych

W tej części sprawdzana jest umiejętność rozumienia i stosowania różnorodnych konstrukcji pełniących w języku ściśle określone funkcje. Tutaj musisz pokazać, że wiesz, jak poprosić, podziękować, dopytać o szczegóły, odmówić, wyrazić przypuszczenie itp.

Sytuacje mogą zostać przedstawione w różnych formach – nagrań, tekstów (najczęściej dialogów) pisanych bądź rysunków lub komiksów ukazujących także kontekst wypowiedzi.

Tu również spotkasz się zarówno z zadaniami zamkniętymi jak i otwartymi. W arkuszu egzaminacyjnym znajdziesz **3–4 wiązki zadań** sprawdzające znajomość funkcji językowych, za tę część będzie można zdobyć łącznie **10–12 punktów**.

How it works Dobieranie (zadanie z nagraniem)

- Podczas pierwszego słuchania wyobraź sobie, w jakich okolicznościach możesz usłyszeć dane wypowiedzi.
- Gdy wybierzesz odpowiedzi, upewnij się, że pasują do tych okoliczności.

Przeczytaj podane opcje odpowiedzi. Czy jesteś w stanie określić, kto, gdzie, kiedy lub dlaczego wypowiada dane kwestie? Zapisz swoje pomysły obok odpowiedzi.

- 6**  **50** Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo. Wpisz rozwiązania do tabeli.

Kto? Gdzie? Kiedy? Dlaczego?

A It wouldn't be right. We should ask her first.

B I left them in the classroom.

C Why don't you try both of them on?

D Yes. I'm Nicola, by the way. Nice to meet you.

E I didn't want to worry you. I'm sorry.

1	2	3	4
_____	_____	_____	_____

Usłyszane wypowiedzi i reakcje na nie powinny tworzyć logiczną całość. Spójrz na wyrazy podkreślone w wypowiedziach (transkrypcja nagrania) oraz w odpowiedziach (reakcjach). One pomogą ci znaleźć powiązania między wypowiedziami a reakcjami.

Transkrypcja nagrania 50

- 1 Which skirt should I buy – the black one or the red one?
- 2 Why didn't you tell me earlier?
- 3 Hi, are you the new girl that's in class 8C?
- 4 Do you think we could use Mary's tablet?

Your turn Dobieranie (zadanie z nagraniem)

6  **Ushłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo. Wpisz rozwiązania do tabeli.**

- A** I'll show you in a moment, but don't touch it yet, OK?
- B** Not really. Most of the time it was stormy and cold.
- C** I'd like to prepare this food on my own.
- D** Oh, I'd love to! What's on this week?
- E** I don't remember now, but it was delicious!

1	2	3	4
_____	_____	_____	_____

How it works Wybór wielokrotny

 Pamiętaj, że wszystkie podane w zadaniu opcje są poprawnymi i logicznymi zwrotami. Ważne jest, żeby ta, którą wybierzesz, wyrażała dokładnie to, czego wymaga opisana sytuacja.

Co wyrażają zdania podane w opcjach odpowiedzi poniżej? Określ, które zdanie w podpunkcie **1** wyraża krytykę, które przeprosiny, a które prośbę. Następnie zastanów się, co wyrażają zdania podane w podpunkcie **2**. Wpisz odpowiedzi.

7 Dla każdej z opisanych sytuacji (1–2) wybierz właściwą reakcję. Zakreśl literę A, B lub C.

1 Dzwonisz do kolegi kilka dni później niż się umawialiście. Jak przeprosisz za opóźnienie?

- A** Sorry for not calling you earlier.
- B** Excuse me, can we talk for a while?
- C** Why didn't you call me earlier?

2 Kolega prosi o wskazówki, jak dotrzeć do twojego domu. Co powiesz?

- A** We have a big garden behind our house.
- B** You can visit me at the weekend.
- C** Take the Purple Line if you are coming by underground.

Your turn Wybór wielokrotny

7 Dla każdej z opisanych sytuacji (1–2) wybierz właściwą reakcję. Zakreśl literę A, B lub C.

1 Twój młodszy brat gra w grę wideo, a ty się uczysz. Jak zwrócisz mu uwagę, żeby bawił się ciszej?

- A** Why don't you turn down the volume?
- B** What kind of game is it?
- C** You're spending too much time playing video games.

2 Wróciłeś / wróciłaś z wycieczki. Rodzice pytają cię, jak było. Jak rozpoczniesz swoją relację?

- A** Meanwhile, we got on the coach.
- B** Suddenly, our teachers asked us to check if we all had our school IDs with us.
- C** Before we could do anything, we had to wait for Bobby, who was late.

Znajomość funkcji językowych

How it works Uzupełnianie luk (minidialogi)

 Ten typ zadania zawiera króciutkie dialogi. Zostaniesz poproszony / poproszona o uzupełnienie ich brakującymi fragmentami. Pamiętaj, że dopisane fragmenty muszą logicznie łączyć się ze zdaniami już występującymi w dialogu.

8 Dokończ poniższe zdanie.

Przed uzupełnieniem luk w zadaniu otwartym należy dokładnie przeczytać fragmenty tekstu znajdujące się przed każdą luką i po niej, ponieważ _____.

Uzupełnij dialogi 1–2. Wpisz w każdą lukę brakujący fragment wypowiedzi tak, aby otrzymać spójne i logiczne teksty.

- 1 **X:** I need some advice. Lisa wants to break up with me. What should I do?
Y: Well, _____, I'd talk to her and try to get her to change her mind.
- 2 **X:** _____ after, Jim?
Y: My father. Our eyes are the same shape, and we smile the same way.

Jeśli wykonanie zadania sprawia ci trudność, zastanów się nad funkcją, jaką pełnią w dialogach zwroty: *I need advice, I'd talk to her* oraz *My father i the same*.

Your turn Uzupełnianie luk (minidialogi)

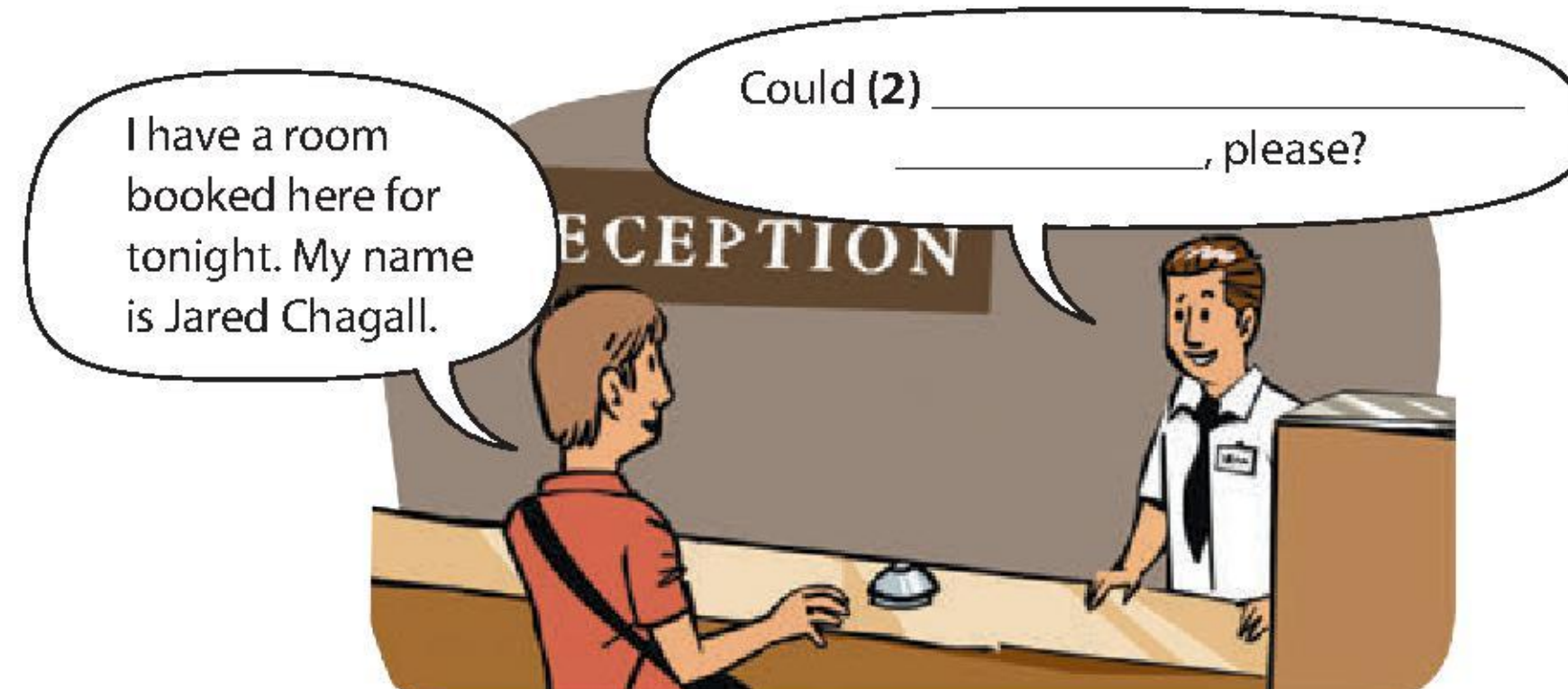
8 Uzupełnij dialogi 1–2. Wpisz w każdą lukę brakujący fragment wypowiedzi tak, aby otrzymać spójne i logiczne teksty.

- 1 **X:** I need a new computer.
Y: How _____ this one?
X: For over five years. It's really slow now.
- 2 **X:** _____ those apples?
Y: 70 pence each.
X: I'll take four, please.

How it works Uzupełnianie luk (komiksy)

 Zanim przeczytasz dialogi, dokładnie przyjrzyj się przedstawionym na ilustracjach sytuacjom. Kontekst odpowiedzi musi pasować do ilustracji. Zastanów się, jaka może być tematyka prowadzonych rozmów.

9 Wpisz w każdą lukę (1–2) brakujący fragment wypowiedzi tak, aby otrzymać spójne i logiczne dialogi.



Your turn Uzupełnianie luk (komiksy)

9 Wpisz w każdą lukę (1–2) brakujący fragment wypowiedzi tak, aby otrzymać spójne i logiczne dialogi.



How it works Uzupełnianie luk (z podanymi wyrazami)

Najpierw przeczytaj dokładnie cały dialog, żeby zrozumieć jego kontekst. Następnie zwróć uwagę na wyrazy podane w nawiasach. W jaki sposób pasują one do kontekstu? Pamiętaj, aby nie zmieniać ich formy!

W poniższym zadaniu podano w nawiasie czasownik *give*. Czy – uzupełniając zdanie – możesz zastosować formę *given*?

10 Uzupełnij dialog. Wpisz w każdą lukę (1–3) brakujący fragment wypowiedzi tak, aby otrzymać spójny tekst. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy.

X: Mum, Jack is having his birthday party this Saturday. He's just sent me an invitation.

Y: Oh, that's nice. What are (1) _____ (*give*) as a present?

X: I'm not sure yet. I might get him a book or that funny talking robot I saw in the shop.

Y: The robot sounds like a wonderful idea. (2) _____ (*much*) it?

X: It's no more than twenty pounds for the version I like. I already have about 15 pounds, so I may need a bit more money from you.

Y: Don't worry. I'll pay all of it.

X: Mum, you're amazing! There's one more thing I need to ask you, however. Do you think I could stay at the party until midnight?

Y: No, Mark, I'm sorry. You know the rules: you (3) _____ (*back*) home by 11 p.m.

X: Oh, OK. I thought perhaps we could make it midnight this time.

Your turn Uzupełnianie luk (z podanymi wyrazami)

10 Uzupełnij dialog. Wpisz w każdą lukę (1–3) brakujący fragment wypowiedzi tak, aby otrzymać spójny tekst. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy.

X: Can I have a bottle of cola, two chocolate bars and a packet of crisps, please?

Y: What flavour crisps would you like?

X: Cheese and onion.

Y: (1) _____ (*afraid*) aren't any cheese and onion left. We only have salt and vinegar.

X: I'll take salt and vinegar in that case. Oh, are there only small packets?

Have (2) _____ (*larger*) packet?

Y: No, sorry. We sold the last large packet half an hour ago.

X: That's a pity. I'll take four small packets then. (3) _____ (*card*)?

Y: No, I'm afraid that the terminal is broken. It's cash only today. That's £1.96, please.

Rozumienie tekstów pisanych

W tej części będziesz pracować z różnorodnymi tekstami pisanyymi. Mogą to być fragmenty artykułów, wpisy na blogu, notatki, e-maile, pocztówki, plakaty, wiadomości, ulotki itp. – wszelkie formy, które niosą ze sobą treść napisaną w języku angielskim.

Najczęściej twoim zadaniem będzie wyszukanie w przeczytanych tekstach informacji szczegółowych, rzadziej będziesz musiał / musiała określić główną myśl tekstu, intencje autora lub przeanalizować informacje z dwóch lub trzech różnych tekstów jednocześnie.

Uwaga! Może się pojawić zadanie, w którym informacje źródłowe są podane w języku angielskim, ale twoim zadaniem będzie przetworzenie tych informacji na język polski.

Tak jak w poprzednich częściach, tu też pojawiają się zadania zamknięte i otwarte. W arkuszu egzaminacyjnym znajdziesz **3–4 wiązki zadań** sprawdzające rozumienie tekstów pisanych, za które będzie można zdobyć **12–16 punktów**.

How it works Wybór wielokrotny

 Zwróć uwagę na to, czy pytanie odnosi się do jednego czy do kilku podanych tekstów. Jeśli do dwóch, przeanalizuj oba teksty, żeby upewnić się, że pasują do odpowiedzi.

Do ilu tekstów odnosi się każdy z podpunktów poniższego zadania 11?

11 Przeczytaj teksty. W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zakreśl: A, B lub C.

Tekst 1

connect   

Posted by: Rick

on: Saturday, July 12th

This has been the best package tour I've ever been on! The agency took care of everything, from the flight and the accommodation to the trips. One thing I would organise a bit differently, however, is the meal times. 8 a.m. is far too early for breakfast for most people on holiday! It should be served until at least 10, I think.

Tekst 2

Aunt Dorothy's Tips:

Dear Nick, I'm sorry to hear about the arguments with your parents. Many teenagers seem to have similar problems at home. As regards the time you have to be back home, don't you think after midnight is a little too late for a boy your age? I guess if you stop getting back home so late, your parents will worry less about you and may even agree to increase your pocket money! Why don't you try it?

Yours, Dorothy

1 In both texts, the authors

- A** are complaining about something.
- B** are suggesting a change.
- C** are warning the reader about a danger.

Tekst 3

- 1 There are 5 programmes, which differ as regards the duration of the washing cycle and the amount of water used.
- 2 Put all cups and glasses on the top rack; put plates and larger pots on the bottom rack.
- 3 After the programme has finished, wait for about 20 minutes for the dishes to dry.
- 4 Do not open the machine until the washing cycle has finished, the air inside can be quite hot.
- 5 Do not overload. The maximum load is about 5 kilograms.

2 This text comes from the instruction manual for

- A** a washing machine. **B** a microwave oven. **C** a dishwasher.

Tekst 4

[< Back \(3\)](#)[Contact](#)

Mick, I need your help. There's something wrong with my laptop. The applications are running very slowly.

I simply can't do my project. Do you think I should restart it?

But I think I will lose my presentation if I turn it off. It says it can't be saved.

What will happen if I press Ctrl + Alt + Del? Maybe that will help?

Mick? Will you ever answer? I'm stuck with this presentation :(

Sorry, mate, was talking to my parents. Try closing all unused apps.

Too late, man. I've just restarted the laptop. And the presentation is still there, yay!



3 The boy solved the problem by

- A** pressing three keys. **B** turning the laptop off and on again. **C** talking to his parents.

Tekst 5

A **warm welcome** to all guests at the **3rd Regional Robot Coding Competition!**
All visitors must leave their coats in the cloakroom before entering the computer lab (it's in Room 212 on Floor 2).
No food may be consumed while coding; you are allowed to take a small bottle of water with you, however.
Only individual competitors may take part, no pairs or larger groups are allowed.
Remember! All robots entered in the competition belong to the organisers of the competition! Only the winner may take his robot home as a prize!
If you are in second or third place, the prize is a video game.

4 Participants are allowed to

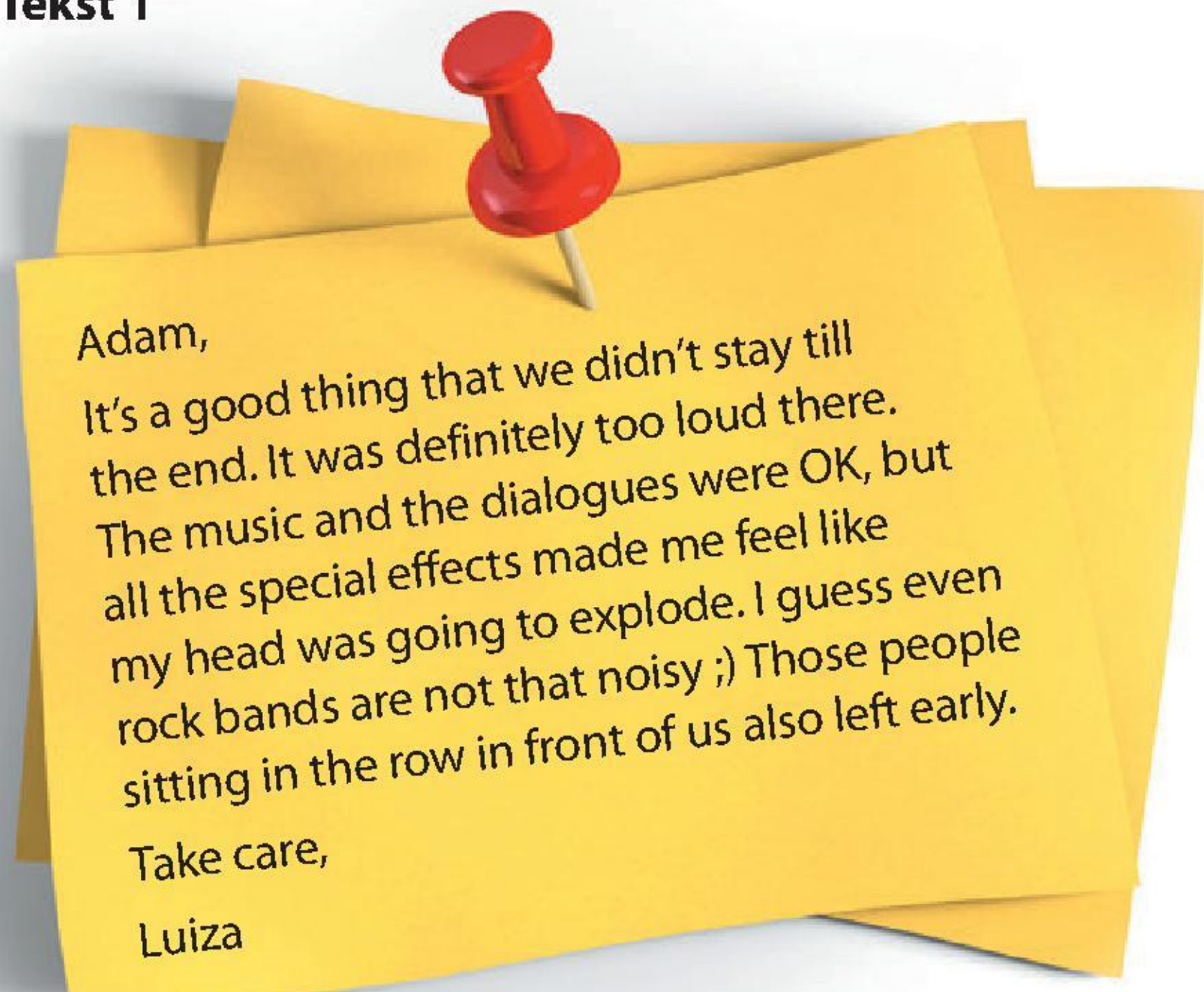
- A** work with another individual or in teams.
B have something to drink during the competition.
C take their robots home after the competition.

W tekstach 1–5 podkreślono wyrażenia. Zakreśl na zielono te, które są kluczowe dla odnalezienia właściwych odpowiedzi.

Your turn Wybór wielokrotny

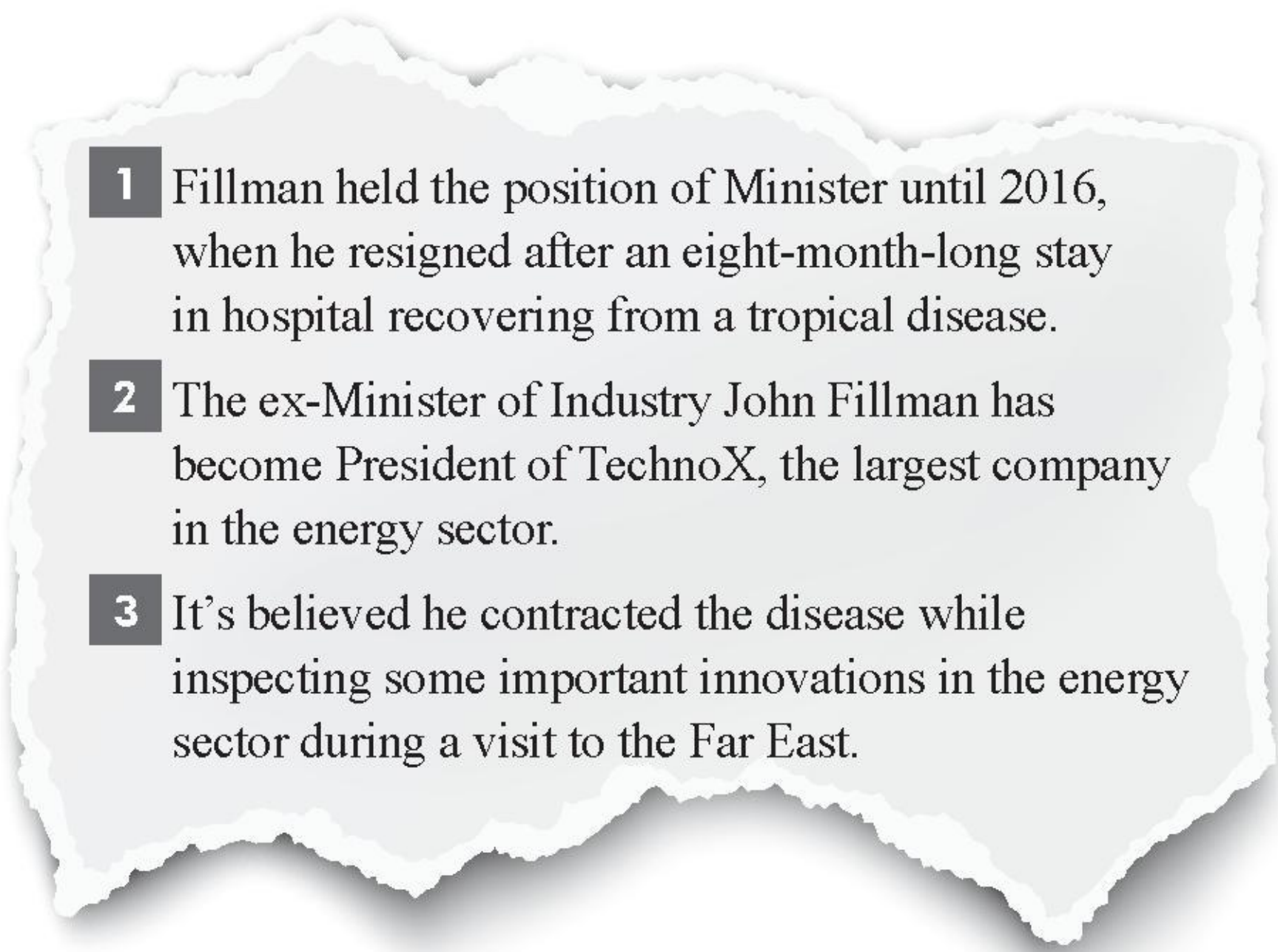
11 Przeczytaj teksty. W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zakreśl: A, B lub C.

Tekst 1



- 1 Luiza is describing an unpleasant experience
- A at a disco.
 - B at a concert.
 - C at the cinema.

Tekst 2



- 2 What's the correct order of the paragraphs?
- A 2–3–1
 - B 3–2–1
 - C 2–1–3

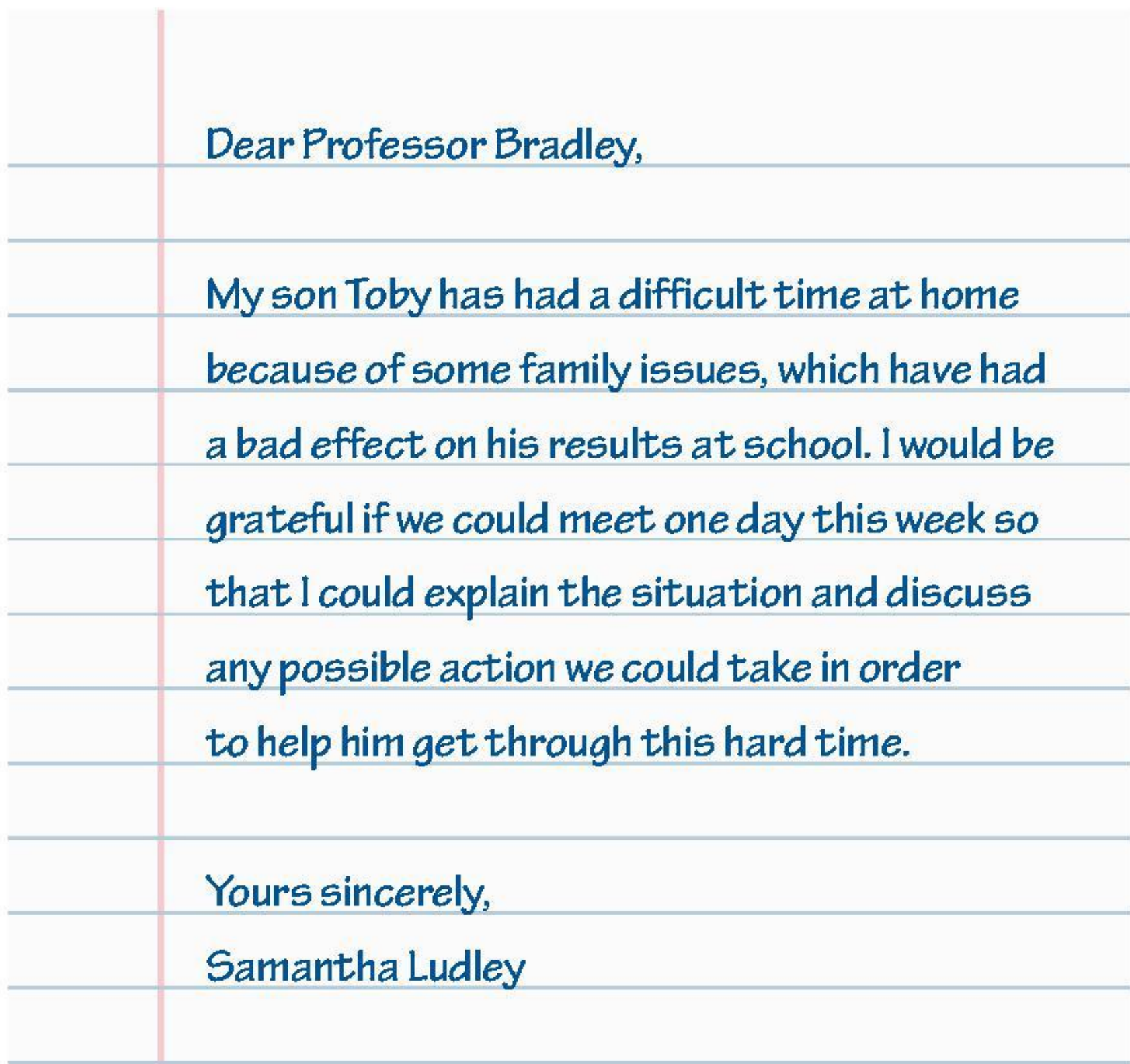
Tekst 3

TALENT SHOW FESTIVAL!
 26–28 March at our school.

Different skills every day **from 2 to 4 p.m.**
Tuesday: dancers & singers
Wednesday: poets & painters
Thursday: acrobats & clowns
 Come to the Lecture Hall and watch our stars!
 Any artist wishing to perform, please sign up with Professor Lamson no later than March 10th.

- 3 The Festival begins on
- A March 10th.
 - B March 26th.
 - C March 28th.

Tekst 4



- 4 Toby's Mum wants to
- A explain what may be causing Toby's problems at school.
 - B find out why Toby has had poor results at school recently.
 - C learn how Toby is doing at school.

How it works Dobieranie zdań do luk w tekście

- Przeczytaj uważnie cały tekst. Szczególnie dokładnie przeanalizuj zdania przed lukami i po nich. Upewnij się, że wybrane przez ciebie zdanie w logiczny i płynny sposób łączy się ze zdaniem poprzednim i następnym.
 - Zauważ, że w niektórych lukach pojawi się zdanie, które podaje tylko dodatkową informację, natomiast w innych miejscach brak zdania powoduje, że tekst przestaje być spójny.
- Przeczytaj tekst zadania poniżej, ignorując luki. W których miejscach brak zdania zakłóca płynność tekstu, a w których nie?

12 Przeczytaj tekst, z którego usunięto cztery zdania. Dopasuj zdania A–E do luk 1–4 tak, aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo.

AN UNEXPECTED MEETING

It was early afternoon, and Tricia was walking down the street. She was on her way home from school, but she had planned to go to the hairdresser's first. (1) _____ Tricia went in, said hello and sat on a chair, waiting patiently for her mum, who was busy with one of the customers. She watched her mother as she was dyeing the hair of a young girl. The girl looked like someone Tricia had already met. (2) _____ It can't be. A girl from the neighbourhood? There's little chance of that. 'Never mind,' thought Tricia, 'I guess I've mistaken her for someone else. (3) _____ 'Could you cut the back a bit more, please?'. Now everything was clear: the girl was Jeanette Lacosta, a YouTuber who was popular with teenagers, especially girls. She often published videos with tips and advice for young girls about make-up, fashion and lifestyle. (4) _____ It was the perfect opportunity to ask Jeanette for an autograph. Oh, Samantha and Lena would be so envious of her!

- A Tricia loved her streams, and now she had a chance to meet her in person!
- B Was it someone from her school?
- C It was her turn to try out those new clothes.
- D And then she heard the girl's voice.
- E Not that she needed a haircut; her mother just worked there.

W powyższym tekście oraz w brakujących zdaniach podkreślono wyrażenia, które pomogą ci odnaleźć powiązania pomiędzy poszczególnymi częściami tekstu.

Your turn Dobieranie zdań do luk w tekście

12 Przeczytaj tekst, z którego usunięto cztery zdania. Dopasuj zdania A–E do luk 1–4 tak, aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo.

BOAT SCHOOLS OF BANGLADESH

Bangladesh is a country where huge floods often cause a lot of damage and disruption. (1) _____ Every time it happens, thousands of people have no access to clean water or electricity, the transport system breaks down, adults can't get to work, and children have no chance of going to school. (2) _____ However, there is a non-profit organisation named Shidhulai Swanirvar Sangstha, which has come up with a genius idea. After a flood, they set up schools on ... boats! These float on the flood waters and pick children up directly from their homes. (3) _____ There's power and even an internet connection available on the boats because they are equipped with solar panels. When the classes are over, the boats take the children back home. Isn't it a brilliant idea? There are about 100 boat schools in Bangladesh and over 70 thousand students have made use of them since 2002. (4) _____

- A Most schools are damaged to some extent, anyway, so it's impossible to have lessons inside them.
- B Nice work, Shidhulai!
- C They help to repair the most serious damage.
- D Such disasters usually hit the country twice a year on average.
- E Then they are moored in a safe place, and lessons can begin.

Rozumienie tekstów pisanych

How it works Dobieranie tekstów do zdań

🔔 W tym zadaniu zaprezentowano TRZY teksty oraz CZTERY powiązane z nimi zdania. Nie zostawiaj żadnego okienka bez odpowiedzi. Jeden tekst przypisz do dwóch zdań.
Jaką literą oznaczono tekst, który został wykorzystany dwukrotnie?

13 Przeczytaj teksty na temat ciekawych miejsc w Polsce (A–C) oraz zdania 1–4. Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli. Jeden tekst pasuje do dwóch zdań.

POPULAR TOURIST DESTINATIONS

A	Zakopane is often called the <i>winter capital</i> of Poland. It's definitely the most popular destination in the country for <u>skiers</u> . In winter, the town is absolutely packed with people. Zakopane attracts many tourists thanks to its <u>ski slopes</u> , but other attractions include Krupówki Street (the main <u>shopping street</u> with its many <u>restaurants and shops</u> selling traditional, local souvenirs) and <u>oscypek</u> , which is a regional type of cheese.
B	Kórnik is a magical place, which has two different types of attractions. For those who are interested in the <u>old days</u> , there's a <u>castle</u> , built in the 14 th century. Inside, you will find collections of <u>paintings, sculptures, weapons, furniture, porcelain and silverware</u> . Around the castle, it's like a dream-come-true for anyone interested in <u>plant biology</u> as the Kórnik Arboretum has over three thousand different types of <u>plants and trees</u> .
C	Wieliczka, a <u>small town</u> near Kraków, is a tourist favourite thanks to its main attraction, the <u>salt mine</u> . It's one of Europe's oldest mines and after it closed down in 1996, the whole site was converted into a <u>tourist attraction</u> . Its passageways are almost 300 km long, the lowest sections of which are over <u>300 metres deep</u> . It's really a strange feeling to realise that everything around you is simply <u>made of salt</u> .

In this location

1	there's something for lovers of history and art.	_____
2	you can buy a special kind of food.	_____
3	most of the attractions are underground.	_____
4	you can do some sports.	_____

W tekstach podkreślono wyrazy i zwroty. Zakreśl na zielono te, które są kluczowe dla wyboru właściwej odpowiedzi.

Your turn Dobieranie tekstów do zdań

13 Przeczytaj teksty na temat corocznych uroczystości obchodzonych w Polsce (A–C) oraz zdania 1–4. Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli. Jeden tekst pasuje do dwóch zdań.

POLISH FESTIVALS AND CELEBRATIONS

A	Dożynki is a Slavic tradition which has its roots in pre-Christian times. It's a form of harvest festival and nowadays, it's celebrated on a Sunday either in August or September; it all depends when all the crops have been safely collected from the fields. As it is related to farm work, it's generally celebrated in rural areas. The celebrations include a display of food products, but there are usually some religious ceremonies, too.
B	Celebrated every November 11, Independence Day is the date that commemorates the events of 1918, when Poland regained its independence after 123 years of being partitioned (during which time it was administered by three different countries). People don't go to work or school on this day. There are marches and parades in the big cities and there is an official military parade in Warsaw. Independence Races have also become a recent addition to the spectacle, and these attract thousands of runners every year.
C	The Open'er Festival is a massive music event which has been held annually in Gdynia since 2002. In 2017 it attracted over 100,000 visitors! The festival lasts from three to five days in June or July and features lots of famous singers and bands both from Poland and abroad.

This festival

1	has a fixed date.	_____	3	includes a sporting event.	_____
2	is more popular in villages than big cities.	_____	4	lasts longer than one day.	_____

How it works Uzupełnianie luk w języku angielskim

 Zanim przeczytasz główny tekst, przeczytaj zdania z lukami **1–4**. Wypisz możliwe odpowiedzi – logiczne i poprawne, choć niekoniecznie zgodne z treścią zadania.

Możliwe odpowiedzi:

1 _____ 3 _____

2 _____ 4 _____

Taka burza mózgów pomoże ci zorientować się, jakiego fragmentu zdania brakuje. Pamiętaj o prawidłowej pisowni.

14 Przeczytaj tekst. Uzupełnij luki w zdaniach 1–4 zgodnie z treścią tekstu.

Last month, our IT Club carried out a survey among the students in our school in order to find out how 'virtual' our lives have become. Here are some of the results of the survey:

- Out of over 100 students surveyed, only four claimed not to own a smartphone. When asked how they use their smartphones, students mentioned searching the Web (85%), social media activities (95%) and using messaging systems to communicate with others (90%). What's interesting, four students never use their phones for ... phone calls!
- It's getting harder and harder for young people to disconnect from their virtual life. Over 60% of those surveyed say they feel anxious if they cannot have a look at their phone screen for more than an hour. Some even wake up at night to check what's new on their social media pages.
- 37% of students confirm that they sometimes use their phones during lessons, 53% during family meals and 80% on public transport. Only a small percentage feel that it's something inappropriate or impolite.

- 1 The IT Club received a response from _____ students.
- 2 The questionnaire was for students who use _____.
- 3 There are some students who even check their social media _____.
- 4 About half of the students surveyed use their phones during _____.

Your turn Uzupełnianie luk w języku angielskim

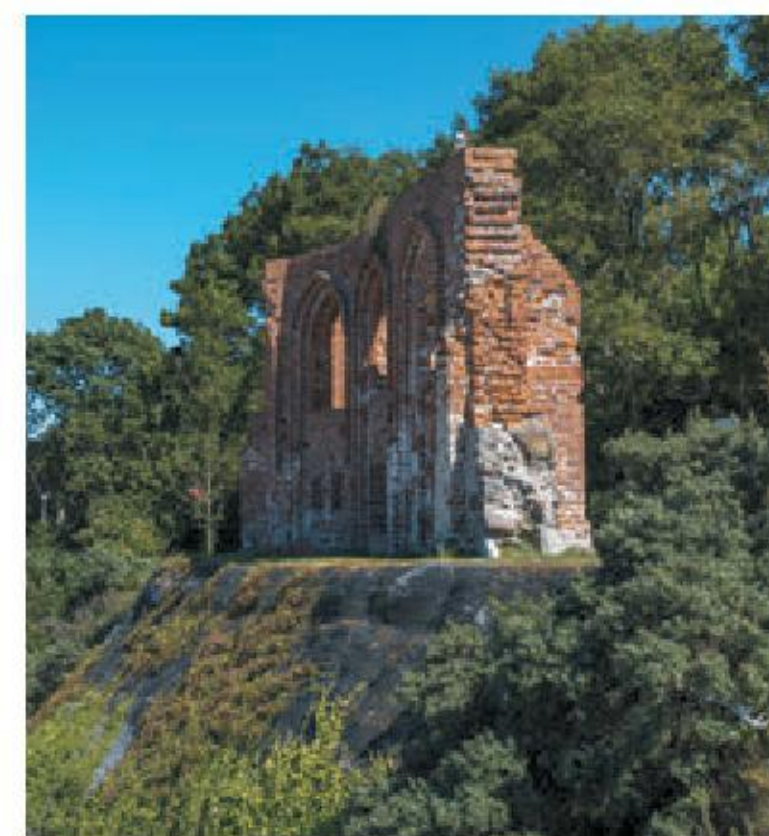
14 Przeczytaj tekst. Uzupełnij luki w zdaniach 1–4 zgodnie z treścią tekstu.

If you still haven't visited it, why not think of going to Trzęsacz to see an unusual church?

Actually, there are only the ruins of the church there now. The Church, dedicated to St. Nicolas, was built about six centuries ago. At the time, the location – about 1,800 metres from the sea – seemed safe enough for the building.

Over the years, however, the sea has been swallowing up the land piece by piece, in a process which scientists call 'coastal erosion', and it soon became clear that one day the waves would reach the walls. In 1874, when the distance between the church and the sea shrank to just 13 metres, the decision was made that the church could no longer be used for services.

The first wall collapsed in 1901, but that did not stop the sea. It went on to damage further sections of the church. There have been several attempts to protect the shore from the actions of the waves, but they have all failed. Now, only a part of the south wall remains standing.



- 1 Originally, the distance between the church and the sea was _____.
- 2 The land has been 'lost' to the sea as a result of _____.
- 3 Specialists have been unsuccessful in their attempts to _____.
- 4 _____ is the only part of the church left today.

How it works Uzupełnianie luk w języku polskim

 To zadanie jest nietypowe, ponieważ odpowiedzi zapisujesz w języku polskim. Pamiętaj, że muszą one precyzyjnie odzwierciedlać informacje zawarte w oryginalnym, angielskim tekście.

15 Przeczytaj ogłoszenie. Uzupełnij w języku polskim luki 1–3 w wiadomościach tekstowych zgodnie z treścią ogłoszenia.

Attention class 8b!

Mr Andrzejczak is ill and will be absent from school for at least a week. Below is a list of replacement classes for your maths lessons:

DAY	LESSON	Replacement subject	Replacement teacher
Monday	2	history	<u>Mr Rzepka</u>
Tuesday	<u>1,2</u>	maths	Mrs Oczkowicz
Wednesday	6	– (class <u>goes home early</u>)	-
<u>Thursday</u>	4	biology	Mrs Lennard

Do każdej z luk w tekście wiadomości odnosi się jeden z podkreślonych fragmentów ogłoszenia. Dopasuj podkreślone fragmenty do luk.

Back (3)

Contact

Hej, Piotrek, słyszałeś już? Profesor Andrzejczak jest chory. Nie będzie go (1) _____.

(2) _____ to nie jest mój ulubiony przedmiot, więc odpocznę sobie przez tyle dni!

Nie całkiem, we wtorek będzie zastępstwo z panią Oczkowicz.

No trudno. W poniedziałek pewnie jak zawsze historia z panem Rzepką?

Tak. Za to w środę możemy (3) _____.

OK, nie jest tak źle.

 Message

OK

Fragment w języku angielskim:

Your turn Uzupełnianie luk w języku polskim

15 Przeczytaj tekst. Uzupełnij w języku polskim luki 1–3 w e-mailu zgodnie z treścią tekstu.

Thank you for registering with us!

Before we officially include you on the list of competitors in the Wildlife Photo Competition, we would like you to answer one more question:
What's the most awesome photo you've ever taken?

Write your answer in the field below. Write between 40 and 70 words.

I was on holiday in Croatia, staying near a national park. We were camping in the middle of the forest. One morning, I saw a group of very colourful birds flying towards a riverbank. They looked so beautiful! I managed to take a photo of them, and it's been my favourite ever since. I'm really proud of it!

Email Message

To: Asia
From: Miśka

Hej Asiu,
zgłosiłam się w końcu do tego (1) _____.
_____. Myślę, że może
być ciekawie, w końcu tematem jest dzika
przyroda – a ja ją uwielbiam! W zgłoszeniu trzeba
opisać swoje najlepsze zdjęcie. Oczywiście napisałam
o tym, które zrobiłam w Chorwacji – z kolorowymi
(2) _____ w stronę
rzeki. Aż szkoda, że można było napisać najwyżej
(3) _____, bo mogłabym
o nim pisać i pisać, lol.
Zgłoś się, będziemy razem robić foty!
Pa pa,
Miśka

How it works Uzupełnianie luk (dwa teksty)

W tym zadaniu informacje niezbędne do poprawnego uzupełnienia luk znajdują się w dwóch osobnych, lecz powiązanych tematycznie tekstach. Nie zrażaj się, jeśli w jednym tekście nie znajdziesz informacji niezbędnej do uzupełnienia luki – najprawdopodobniej znajdziesz ją w drugim tekście.

Przeanalizuj oba teksty. Jakie informacje zawiera każdy z nich? Co mają ze sobą wspólnego?

16 Przeczytaj teksty 1 i 2. Następnie uzupełnij luki 1–3 w e-mailu Millie zgodnie z treścią tekstów.

Tekst 1

Modern Painting Exhibition

Opening hours

Mon-Thu 11 a.m. – 4 p.m.

Fri-Sun 2 p.m. – 9 p.m.

Admission: Adults: €11, Students €4.50

Photo permit: €3.50

Tekst 2

This semester's Art Project for Class 8b

Main rules:

- work in groups of three to five students,
- choose one type of art (music, painting, sculpture, etc) and one style or period,
- prepare a presentation about 4–5 artists and their work,
- deadline for the project: February 14th.

Rozumienie tekstów pisanych

Email Message

From: Millie
To: Jane

Hi Jane,
Thanks for the message. Sure, I'd love to do the art project with you! We'll need to find someone else, though, because the groups have to have at least **(1)** _____. How about Becky McArthur? I like her a lot, so we could have her in our team. There's an exhibition in the city centre about modern painting on at the moment, so we could go there and get some useful info. Friday would be the best day I guess, because that's when the exhibition closes **(2)** _____ all the other weekdays, and we never finish school before 3.30 p.m. The tickets are quite cheap, just 4.50 euros, but we'll also have to pay an extra 3.50 euros if we want **(3)** _____ inside.
Let me know what you think.
XOXO,
Millie

Your turn Uzupełnianie luk (dwa teksty)

16 Przeczytaj teksty 1 i 2. Następnie uzupełnij luki 1–3 w notatce Morgana zgodnie z treścią tekstów.

Tekst 1



RATE
From:
Your rating:

Cuckoo Restaurant
Jason Bradley


Your comment: I'm very disappointed after my last visit to your restaurant. First, my wife and I had to wait almost 15 minutes for a free table although we had made a reservation. Then, we were served with orange juice instead of the apple juice we had ordered. Additionally, one meal was supposed to be without any added salt. Finally, we waited another 15 minutes for the bill, which included an item we had NOT ordered.



Tekst 2

CUCKOO RESTAURANT			
DATE & TIME : JUN 23, 16:48			
TABLE: 23 (LEFT CORNER)			
WAITER: DIANE			
STARTERS:	2 X 6.50	\$13.00	
MAIN COURSE		\$12.40	
MAIN COURSE		\$14.60	
GREEK SALAD		\$05.80	
DESSERTS	2 X 9.20	\$18.40	
DRINKS		\$18.00	
TOTAL		\$82.20	\$76.40

Diane,

Can you explain what happened yesterday? We've received a really bad review from a customer. It's from the couple who were sitting at Table 23 – if I remember correctly, it's the one **(1)** _____. Why wasn't the table ready when they arrived? You know they should have had a place to sit ready for them because they **(2)** _____ it earlier. I also see you made a mistake in the bill – there's a **(3)** _____ added, which the couple hadn't ordered. Please be more careful in the future, or we'll lose customers with such a bad rating.

Morgan Paixley

How it works Udzielanie odpowiedzi na pytania

 To zadanie otwarte wymaga udzielenia odpowiedzi na pytania zgodnie z treścią tekstu oraz dostosowania formy tej odpowiedzi do podanych fragmentów.

W poniższej ramce podano kategorie informacji. Przyjrzyj się pytaniom i podanym fragmentom odpowiedzi. Zdecyduj, które z tych informacji zawrzesz w odpowiedziach. Zakreśl je.

cena dystans godzina powód rodzaj posiłku środek transportu

17 Przeczytaj tekst. Odpowiedz na pytania 1–3 zgodnie z treścią tekstu. Uzupełnij zdania, wpisując odpowiedzi w luki.

Peter had spent the previous year practising almost every day for hours. Running was his obsession – he had joined the local athletics club and soon became known as its most ambitious member. He started with school competitions. Seeing his fantastic results, his coach suggested he take part in professional meetings. Peter was getting better and better with each event. He eventually got a place in the team for the national championships. There he was running in the ten-thousand-metre final; if he won, he would have become the best runner in the country. The race was in its closing stages.

As expected, he and his main rival, Joe Grisher, were in the lead. They were both running neck and neck and all the other competitors were over a hundred metres behind them. Suddenly, Joe shouted, tripped over and fell heavily to the ground. Peter was sure to win now ... but he stopped and ran back to Joe. It looked as if Joe had had a heart attack. Luckily, Peter knew all the right first-aid procedures, so he immediately started trying to save Joe's life. A minute later the race officials reached him, and they called an ambulance, which took Joe to hospital.

- 1 What distance was the final race?

The final race was _____.

- 2 Why did Peter stop running?

He stopped running because _____.

- 3 How did Joe make the journey to hospital?

He was taken to hospital _____.

Your turn Udzielanie odpowiedzi na pytania

17 Przeczytaj tekst. Odpowiedz na pytania 1–3 zgodnie z treścią tekstu. Uzupełnij zdania, wpisując odpowiedzi w luki.

'Today MUST be the best day of my life' thought Layla. She had all the right in the world to feel this way; it was her tenth birthday! The day started out perfectly: she got her favourite cereal for breakfast, and her schoolmates sang 'Happy Birthday' twice! But Layla was looking forward to the afternoon. Her grandparents were going to visit, and they would have a small family party together. She loved her grandparents very much, but they were also probably going to come with a present!

Grandpa and Granny came with a medium-sized box, which had small holes in the sides. How strange. They wished Layla all the best, put the box on the floor and removed the top. Layla couldn't believe her eyes: it was a cat!

'Thank you, Granny, thanks Grandpa! How did you know that a white kitten was what I had been dreaming about?' asked Layla. 'Oh darling, have you forgotten all those pictures of cats you've been drawing for weeks at our place? We knew exactly what your new pet should look like. We hope you'll take good care of her!'

- 1 How did the children at school celebrate Layla's birthday?

They _____.

- 2 Who was going to be at the family party in the afternoon?

_____ were coming.

- 3 How did Layla's grandparents know that they should buy her a white cat?

They had seen lots of white cats _____.

Rozumienie tekstów pisanych

How it works Wielokrotny wybór oraz uzupełnianie luk (dwa teksty)

 To zadanie złożone – najpierw należy się zapoznać z DWOMA tekstami w języku angielskim, a następnie wykonać DWA różne zadania:

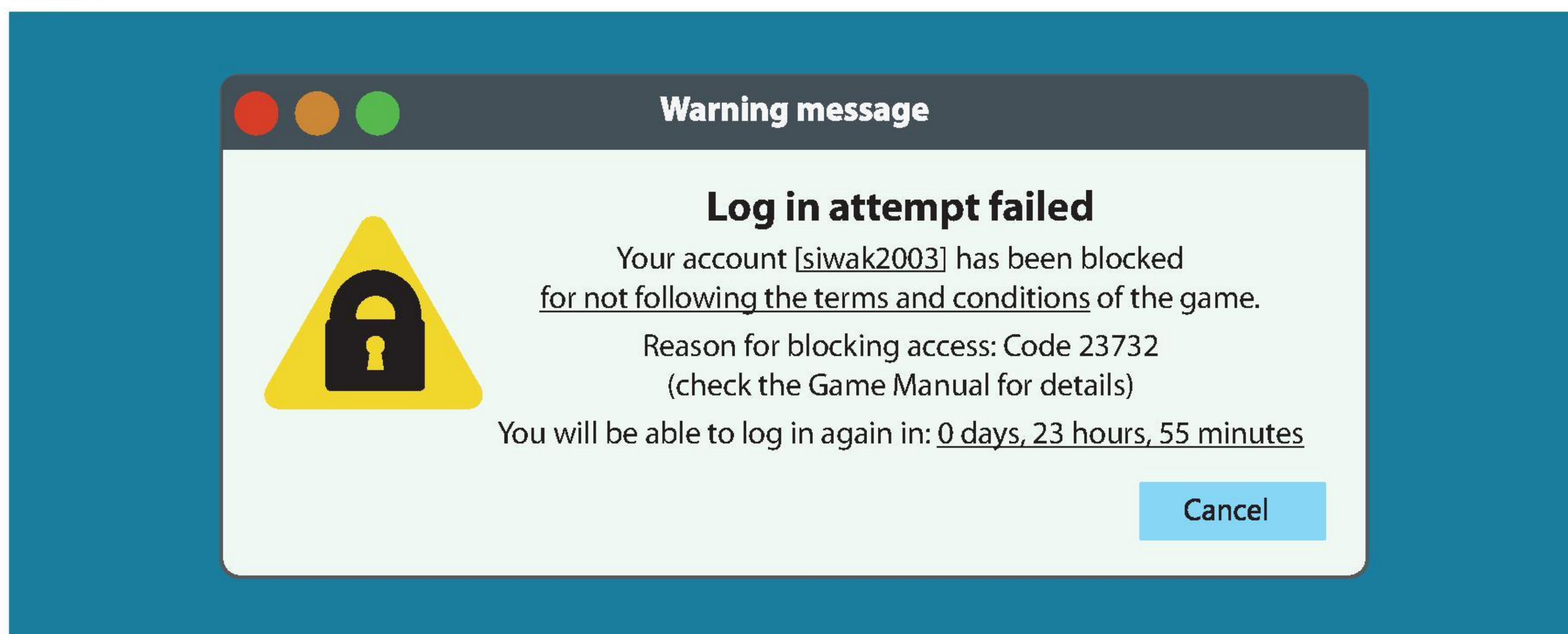
- w zadaniu **18a**: wybierz poprawną odpowiedź (**A**, **B** lub **C**),
- w zadaniu **18b**: uzupełnij luki w tekście w języku POLSKIM.

Po ich wykonaniu sprawdź jeszcze raz, czy o wszystkim pamiętałeś / pamiętałaś!

18 Spójrz na poniższe zadanie. Przeczytaj Tekst 1 oraz Tekst 2. Co mają ze sobą wspólnego?

Teksty do zadania 18.

Tekst 1



Tekst 2

TERMS AND CONDITIONS

CHAPTER 5 – NETIQUETTE

Always remember to treat other players with respect. Even if you have never met them in real life, and you only know their nicks and avatars, they are still individuals, so treat them with the courtesy that you treat people in your day-to-day life. If any inappropriate activities on your account are detected, access may be blocked for a period of time. The following are examples of inappropriate behaviour that may result in access being blocked:

22 421 – swearing or using bad language during the game or insulting other players,

22 601 – spamming the chat boards (write only what is necessary for the game and for other players),

22 856 – leaving the server during a team game (if this is a regular occurrence),

23 732 – logging on to two or more devices at the same time (this is forbidden because your avatar may appear in two different places during the game at the same time),

24 602 – revealing personal data (names, surnames, addresses, etc.) of players to others (this is a serious issue and may result in a permanent ban!),

The majority of bans are for one day only; these are intended as a warning. Occasionally, however, you may be banned from the server for a week, a month or even a year!

W tekstach 1 i 2 podkreślono kilka fragmentów. Przeczytaj polecenia do zadań 18a oraz 18 b i zakresł:

- na zielono fragmenty tekstów 1 i 2, które pozwalają udzielić właściwej odpowiedzi w zadaniu 18a,
- na niebiesko fragmenty tekstów 1 i 2, które pozwalają udzielić właściwej odpowiedzi w zadaniu 18b.

Niektóre podkreślone fragmenty nie są wskazówką ani do zadania 18a, ani do zadania 18b.

18a Przeczytaj teksty 1 i 2. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zakreśl literę A, B albo C.

- 1 The message in text 1 appeared on the screen because the user had
 - A completed the game.
 - B changed some settings.
 - C done something wrong.
- 2 What information do you have about most of the other players in the game?
 - A Their real names and surnames.
 - B The names they use in the game.
 - C The other games they usually play.
- 3 The shortest ban is for
 - A 12 hours.
 - B 1 day.
 - C one week.

18b Uzupełnij w wiadomości luki 4–6 zgodnie z treścią tekstów. Luki należy uzupełnić w języku polskim.

connect 

 **Post**

Cześć Siwy,

sprawdziłem ten komunikat, który mi wysłałeś. Faktycznie masz zakaz. Pierwsze, co pomyślałem, to że za przeklinanie, ale sprawdziłem dokładnie kod, który podano, i wychodzi na to, że próbowałeś się zalogować (4) _____, a tak nie wolno. Może u kogoś zostawiłeś aktywne konto, a potem w domu znów wszedłeś na serwer.

Na szczęście za to jest tylko dzień kary; z tego, co widziałem, to odblokują ci konto już za niecałe (5) _____. Gorzej by było, gdybyś (6) _____.
osobowe. Za to można stracić konto, więc pamiętaj, żadnego przekazywania czyichś numerów telefonu ani adresów e-mailowych!

Widzimy się na serwerze jutro, jak cię odblokują ;p

Your turn Wielokrotny wybór oraz uzupełnianie luk (dwa teksty)

Teksty do zadania 18.

Tekst 1

Dear Neighbour at Number 12,

It's so good to see a new member join our small community! We just would like to say 'Welcome to the Sunny Spot Estate'. We hope you will enjoy your new house as well as want to get to know your new neighbours. We've lived here for almost a year and we think it's a wonderful place to live.

In case you don't already know, here are a few useful tips: most essential services are within 500-1000 metres: a school, grocer's, doctor's surgery, baker's, bank, etc. There's a bus service (number 35) that goes to the city centre. Most estate residents are friendly and cheerful (just watch out for old Mr Chapman. He sometimes likes to criticise! ;)

We don't want to disturb you while you're moving in with all your stuff, but once you've settled in, we'd like to invite you to our place (Number 11, just opposite yours) to introduce ourselves in person.

All the best in your new home,

Lisa & Greg Stencey

P.S. If you need any help or advice, feel free to call us any time on +44 234 094 123.

Rozumienie tekstów pisanych

Tekst 2



18a Przeczytaj teksty 1 i 2. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zakreśl literę A, B albo C.

1 Lisa and Greg are

- A new residents on the Sunny Spot Estate.
- B a grocer and a baker.
- C the residents of Number 11.

2 Lisa and Greg want their new neighbour to

- A visit them as soon as possible.
- B move away from the estate as soon as possible.
- C invite them to his / her house as soon as possible.

3 To get more information about houses for sale on the estate check

- A by phone (+44 234 094 123).
- B the website (www.sunnyspot.com).
- C in person (Sunny Spot, House Number 12).

18b Uzupełnij w e-mailu luki 4–6 zgodnie z treścią tekstów. Luki należy uzupełnić w języku polskim.

Email Message

From: Robert
To: Mama

Droga Mamo,

jesteśmy jeszcze w trakcie przeprowadzki. Myślę, że za kilka dni będziemy już mieszkać w nowym miejscu na dobre. Sąsiedzi z naprzeciwka napisali miły list powitalny. Podobno wszyscy tu są tacy mili (oprócz pana Chapmana, który ciągle (4) _____).

Większość usług jest na miejscu – lekarz i bank, a dzieci mają do szkoły mniej (5) _____.

Trochę ciężiej będzie nam dotrzeć do Ciebie, bo osiedle jest na (6) _____ miasta, a Ty mieszkasz we wschodniej części, ale samochodem nie powinno być trudno dojechać.

Odwiedź nas koniecznie!

Kocham Cię,

Robert

Znajomość środków językowych

Ta część egzaminu sprawdza, jak precyzyjnie posługujesz się poznanymi konstrukcjami gramatycznymi, słownictwem i związkami frazeologicznymi.

Zadania nie są długie. Zawierają kilkuzdaniowe teksty, w których luki należy uzupełnić jednym słowem lub zwrotem, bądź zestawy 2–3 zdań, które trzeba przekształcić lub uzupełnić ściśle według podanych wskazówek.

W arkuszu egzaminacyjnym znajdziesz **3–4 wiązki zadań** sprawdzające znajomość środków językowych, za które będzie można zdobyć łącznie **10–12 punktów**.

How it works Wybór wielokrotny

 Podczas wykonywania zadań, w których należy wybrać jedną z kilku możliwych odpowiedzi, przeanalizuj wszystkie podane opcje. Zastanów się, czy pasują gramatycznie i logicznie do słów występujących przed luką i po niej. Zrób tak, nawet jeśli od razu jedna z opcji wyda ci się poprawną odpowiedzią.

Spójrz na zadanie poniżej. W jakich sytuacjach stosujemy określenia *for*, *until* oraz *between*? Które z nich wymagają podania jednej daty, a które dwóch? Przeanalizuj wszystkie opcje odpowiedzi – w jakich konstrukcjach gramatycznych występują? Z jakimi czasami się łączą?

19 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–4: A, B albo C.

SPEED ON RAILS

Travelling by train was never very popular in Poland (1) _____ 2014, which is when Polish Railways decided (2) _____ a new type of train called the Pendolino. It took a lot of time to modernise the rail network and test the new trains, but it was worth it! Journeys on popular routes became significantly (3) _____ (e.g. 3.5 hours from Wrocław to Warsaw instead of what had been almost 6 hours). On some lines, the Pendolino reaches speeds as fast as 200 km/h! Polish Railways (4) _____ twenty Pendolino trains so far. Each train has seven carriages and can carry up to 402 passengers.

- | | | |
|------------------|---------------|----------------|
| 1 A for | B until | C between |
| 2 A to introduce | B introducing | C introduction |
| 3 A shortest | B shorter | C as short |
| 4 A buys | B are bought | C have bought |

Your turn Wybór wielokrotny

19 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–4: A, B albo C.

HIGH SCHOOL AHEAD!

Students graduating from primary school need to (1) _____ one of the most important decisions of their lives: what kind of secondary school to choose? Some students go to vocational schools, where they may start learning how to become hairdressers, car mechanics or electricians. Others decide to go on to high school, where they (2) _____ ready for further studies. Most schools offer fairly typical classes which focus (3) _____ the main subjects such as history and social studies (a good choice for future lawyers or journalists) or biology and chemistry (if you are thinking of studying medicine). More and more often, however, less conventional classes (4) _____, which teach students how to fly drones, design models for 3D printers or write applications for smartphones. There are many options, so choose carefully!

- | | | |
|---------------|-----------------|--------------------|
| 1 A make | B give | C do |
| 2 A gets | B were getting | C will get |
| 3 A in | B at | C on |
| 4 A available | B are available | C are availability |

Znajomość środków językowych

How it works Dobieranie

 W tego rodzaju zadaniu podane wyrazy są tak dobierane, że do każdej luki wydają się pasować dwa z nich, choć tylko jeden spełnia kryterium poprawności gramatycznej i logicznej. Sprawdź bardzo dokładnie, czy twój wybór spełnia to kryterium!

20 Przyjrzyj się wyrazom podanym w ramce. Dobierz je w pary wedle tej samej kategorii gramatycznej lub znaczeniowej, np. dwa rzeczowniki, dwa słowa związane z zakazem, dwa określniki:

Para wyrazów

Luka

_____	+	_____	_____
_____	+	_____	_____
_____	+	_____	_____

Następnie przeczytaj tekst i zastanów się, która para wyrazów odnosi się do której luki.

Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3.

Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Trzy wyrazy zostały podane dodatkowo.

A so B mustn't C example D such E forbidden F test

STRANGE LAWS

Some countries or cities have (1) _____ unreasonable legal regulations that it's simply hard to imagine what led the authorities to introduce them. Take Singapore, for (2) _____: it's actually illegal to chew gum there! A married woman cannot drink more than one glass of wine in restaurants in Bolivia, and here's a funny one: the authorities in Tuszyn, Poland, decided in 2014 that images of Winnie the Pooh should be (3) _____ in the town because ... he never wears any trousers, which they considered to be inappropriate!

Your turn Dobieranie

20 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Trzy wyrazy zostały podane dodatkowo.

A however B irritating C over D enough E astonished F despite

TRICKY NAVIGATION

John Thyman was absolutely (1) _____ when he completed his journey at a point 70 kilometres further than he had originally planned. He had arranged to meet a customer, who had given him detailed instructions. John, (2) _____, misheard the name of the town and entered the wrong name into his navigation system. When he finally reached his destination, he saw a chicken farm instead of a computer shop. One phone call was (3) _____ to realise the mistake and fix the situation, but since then, Mr Thyman double-checks every address before he enters it into his satnav!

How it works Uzupełnianie luk (opis zdjęcia)

 Kluczem do sukcesu podczas rozwiązywania tego typu zadania otwartego jest analiza ilustracji. Luki w tekście są ściśle powiązane z elementami graficznymi. Stosuj wyrazy, które precyzyjnie opisują zdjęcie (np. jeśli chodzi o psa, wpisz *dog*, a nie *animal*). Nie wpisuj w lukę więcej niż jednego wyrazu!

21 Spójrz na zdjęcie na stronie 131. Wypisz wszystkie słowa, które ci się z nim kojarzą (np. nazwy miejsca, sprzętów, osób, przedmiotów, charakterystycznych czynności).

Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–4) jednym wyrazem tak, aby powstał spójny i logiczny tekst zgodny z ilustracją.

The photo shows a family who have gone to the (1) _____ to visit a little girl. The situation is probably not very serious because they are all (2) _____ at the girl, and she also looks quite cheerful. The other girl, (3) _____ is hugging the little patient, seems to be just a little bit older, so these two might be sisters. The man, probably the girls' father, has brought her a teddy bear – a toy every child loves! There's also a (4) _____ in the photo; she's making sure that the visit is not too tiring for the girl and is ready to call for help from her colleagues at any time if necessary.



Your turn Uzupełnianie luk (opis zdjęcia)

21 Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–4) jednym wyrazem tak, aby powstał spójny i logiczny tekst zgodny z ilustracją.



This photo was taken in an (1) _____ terminal. There's only one passenger waiting here. He's looking through a big window at a plane which has just (2) _____ off. There are no other people – neither travellers nor staff members; all the (3) _____ are empty. The floor is (4) _____ clean that you can easily see the man's reflection.

How it works Tłumaczenie fragmentów zdań

- Niektóre zadania wymagają przełożenia fragmentu zdania.
- Nie tłumacz tekstu dosłownie, słowo po słowie. Zastanów się, jakie zwroty i konstrukcje wyrażają daną ideę w języku angielskim.
 - Zwróć uwagę na to, jakie wyrazy stoją przed luką i / lub po niej. Mogą one powodować konieczność zastosowania określonej konstrukcji gramatycznej lub wyrazu (np. przedimka, przyimka, czasownika posiłkowego).
 - Sprawdź, czy przetłumaczony fragment stanowi logiczną i poprawną gramatycznie całość z podanym zdaniem.

Spójrz na poniższe fragmenty zdań do tłumaczenia. Które z wyrazów, stojących przed luką lub po niej, tworzą związki frazeologiczne z przekładanymi fragmentami?

22 Przetłumacz na język angielski fragmenty podane w nawiasach tak, aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- 1 Come down, Peter! _____ (Ktoś czeka) here for you.
- 2 How _____ (ilu z tych) people came with their own gameboards?
- 3 He was interested in joining us at first, but he _____ (nagle zmienił) mind when he found out about the cost.

Jeszcze raz spójrz na powyższe zadanie. Znajomość jakich zagadnień gramatycznych jest w nim testowana? Dopasuj podane kategorie do zdań 1–3.

- | | |
|---------------------------------|---------------------------|
| <i>much / many</i> _____ | przysłówek _____ |
| <i>past simple</i> _____ | zaimek nieokreślony _____ |
| kolokacja z <i>mind</i> _____ | zaimek wskazujący _____ |
| <i>present continuous</i> _____ | |

Znajomość środków językowych

Your turn Tłumaczenie fragmentów zdań

22 Przetłumacz na język angielski fragmenty podane w nawiasach tak, aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- 1 _____ (Czy jest jakaś) cream in the fridge? I need some for my cake recipe.
- 2 _____ (Nie bądź zazdrosny) of such silly things. You may win next time.
- 3 More information _____ (zostanie wysłane) to your email address soon.

How it works Układanie fragmentów zdań z podanych elementów leksykalnych

 Uważnie przeczytaj całe zdania z lukami (1–3). Następnie skup się wyłącznie na wyrazach podanych w nawiasie. Z jakimi konstrukcjami gramatycznymi lub leksykalnymi ci się kojarzą? Wypisz je i porównaj swoje odpowiedzi z odpowiedziami kolegi / koleżanki.

Konstrukcje leksykalne / gramatyczne

- 1 _____
- 2 _____
- 3 _____

Wpisując odpowiedzi, pamiętaj, że:

- możesz zmieniać formę podanych wyrazów,
- nie możesz zmieniać ich kolejności,
- możesz wykorzystać inne wyrazy (których nie ma w zdaniu ani w nawiasie),
- nie wolno wpisać w jedną lukę więcej niż trzech wyrazów.

Po wpisaniu odpowiedzi sprawdź, czy powstałe zdania są logiczne i spójne gramatycznie.

23 Uzupełnij zdania 1–3. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach tak, aby otrzymać zdania gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- 1 Where _____ (you / like) me to put this suitcase?
- 2 Peter _____ (enjoy / listen) rock music.
- 3 Yesterday and today have been _____ (hot / day) of the holiday.

Jeśli zadanie sprawia ci trudność, zastanów się nad poniższymi kwestiami.

- Czy czasownik *like* oznacza tylko *lubić*, czy też występuje w rozmaitych konstrukcjach? Jak za pomocą czasownika *like* wyrazić, że chciałbyś / chciałabyś coś zrobić?
- Jaka forma czasownika występuje po czasowniku *enjoy*? Bezokolicznik (z to czy bez to?), a może czasownik z końcówką *-ing*?
- Jakie przyimki mogą występować po czasowniku *listen*? Jeśli nie pamiętasz, sprawdź w słowniku.
- Czy w zdaniu 3 porównujemy temperaturę, jaka panowała tylko w ciągu dwóch dni, czy przez wszystkie dni wakacji?

Your turn Układanie fragmentów zdań z podanych elementów leksykalnych

23 Uzupełnij zdania 1–3. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach tak, aby otrzymać zdania gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- 1 What time do you want _____ (I / call) back?
- 2 Jimmy _____ (drive) home when he saw an accident take place.
- 3 Who's that man _____ (front) you in the photo?

How it works Parafraza



Jest to zadanie egzaminacyjne, w którym należy sparafrazować zdanie, czyli wyrazić jego znaczenie w inny sposób.

- Nowo utworzone zdanie musi znaczyć dokładnie to samo, co zdanie oryginalne.
- Nie pomiń żadnej treści zdania parafrazowanego, ale też nie dodawaj informacji, które nie pojawiły się w oryginalnym zdaniu!
- Nie zmieniaj form podanych wyrazów.
- W każdą lukę wpisz nie więcej niż trzy wyrazy (łącznie z wyrazem podanym).
- Sprawdź, czy powstałe zdanie nie zawiera błędów ortograficznych ani gramatycznych.



Często wyraz podany drukowanymi literami (i jego forma) jest wskazówką, jakiej konkretnie konstrukcji gramatycznej trzeba użyć. Zakreśl kategorie gramatyczne, z jakimi mogą kojarzyć się podane wyrazy. Uzasadnij swój wybór w rozmowie z kolegą / koleżanką.

MOST	stopniowanie	przedimki	zaimki pytające
SINCE	present continuous	future simple	present perfect
CAUGHT	strona bierna	mowa zależna	zdania względne

24 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego (1–3). Nie zmieniaj formy podanych słów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- 1 All the other games in the shop were cheaper.

MOST

This was _____ game in the shop.

- 2 The last time we talked was in October.

SINCE

We _____ October.

- 3 Where did the police catch the robber?

CAUGHT

Where was _____ by the police?

Your turn Parafraza

24 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego (1–3). Nie zmieniaj formy podanych słów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- 1 We don't have history with Mr Davies.

TEACH

Mr Davies _____ history.

- 2 'Could you show me your homework?' – my teacher asked.

HIM

My teacher asked me _____ my homework.

- 3 If you're looking for a quiet place for a holiday, Władysławowo is more crowded than Dąbki.

AS

If you're looking for a quiet place for a holiday, Dąbki isn't _____
Władysławowo.

Wypowiedź pisemna

Wypowiedź pisemna to twój własny dłuższy tekst, w którym pokażesz, że potrafisz przekazać podane treści w formie określonej w poleceniu. Może to być notatka, ogłoszenie, zaproszenie, wiadomość, pocztówka, e-mail, wpis na blogu lub inny tekst.

W arkuszu egzaminacyjnym pojawi się **jedno** takie **zadanie**; będzie można zdobyć za nie **10 punktów**, przyznawanych według następujących kryteriów:

- 0–4 pkt za przekazanie wymaganych informacji,
- 0–2 pkt za spójność i logikę napisanego tekstu,
- 0–2 pkt za zakres użytych środków językowych,
- 0–2 pkt za ich poprawność.

Twoja wypowiedź musi składać się z **50–120** słów (nie licząc wstępu, który bywa już podany).

How it works Wypowiedź pisemna

- 🔔 • Najpierw określ formę tekstu i zastanów się, jakie elementy powinna ona zawierać.
- Skup się na przekazaniu informacji wymienionych w trzech podpunktach.
- Nie ograniczaj się do krótkich zdań (*I bought a book*) – rozbuduj je (*Yesterday, I bought a fantastic book by my favourite author in a bookstore!*).
- Zwróć uwagę na to, jaki cel ma wypowiedź i jakie czasowniki zostały użyte w poleceniu do określenia funkcji językowej (np. *poproś, przeproś, opisz, zaproponuj*).
- Przeczytaj gotowy tekst jeszcze raz, sprawdzając, czy nie zawiera błędów.
- Sprawdź, czy długość pracy odpowiada podanemu zakresowi słów. Jeśli napiszesz mniej niż 40 słów, praca będzie oceniana wyłącznie w zakresie treści, a więc uzyskasz za nią maksymalnie 4 punkty. Pamiętaj, że nie należy liczyć podanych wyrazów.

25 Twoja szkoła wspomaga lokalną akcję charytatywną. W e-mailu do kolegi z Anglii:

- opisz cel działań charytatywnych, (podpunkt 1)
- przedstaw swój udział w działaniach szkoły, (podpunkt 2)
- zaproponuj koledze, aby zorganizował podobną akcję w swojej szkole. (podpunkt 3)

Napisz swoją wypowiedź w języku angielskim. Podpisz się jako XYZ.

Rozwiń swoją wypowiedź w każdym z trzech podpunktów tak, aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 50 do 120 słów (nie licząc wyrazów podanych na początku wypowiedzi). Oceniane są: umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.

Przeczytaj podane fragmenty zdań. Które z nich umożliwiają przekazanie treści określonych w podpunktach 1–3? Dopisz obok odpowiednich fragmentów cyfry 1, 2 lub 3.

- ___ we want to collect some toys
- ___ why don't you organise
- ___ you might think about the orphanage in our city
- ___ I asked my neighbours for help
- ___ for children who are in hospital
- ___ I prepared some posters giving details

Na kolejnej stronie napisz tekst, wykorzystując powyższe wyrażenia.

Email Message

Hi Lisa,

My school is supporting one of the charities in my city. _____

Przykładowe rozwiązanie

Kolorem **pomarańczowym** oznaczono fragment, w którym uczeń odniósł się do podpunktu.

Kolorem **niebieskim** oznaczono fragmenty rozwijające wypowiedź.

Kolorem **żółtym** oznaczono precyzyjne sformułowania, zwroty charakterystyczne dla danej formy pisemnej, podejmowanego tematu i zaawansowane konstrukcje gramatyczne.

Email Message

Hi Lisa,

My school is supporting one of the charities in my city. **We want to raise some money for children from poor families.** There's a **parent-teacher meeting** at my school next Wednesday, so **my friends and I will prepare drinks, snacks and cakes for parents and ask for some money** to support the charity in return. I'm quite **good at cooking**, so **I've offered to bake a cheesecake.**

Have you thought of organising an event like this at your school? You **could help children from the local orphanage**, or maybe some **elderly people** in the neighbourhood. Let me know what you think.

How are things at your place? **Drop me a line** soon,

Love,

XYZ

Punktacja za zadanie

Treść:	4 pkt (uczeń odniósł się do każdego z podpunktów i każdy z nich rozwinął)
Spójność:	2 pkt (praca jest logiczna i nie zawiera fragmentów niezrozumiałych lub nie na temat)
Zakres środków:	2 pkt (w pracy znajduje się wiele precyzyjnych sformułowań)
Poprawność:	2 pkt (praca została napisana bez błędów ortograficznych i językowych)

Your turn Wypowiedź pisemna

25 Znalazłeś / Znalazłaś dokumenty angielskiego turysty. Odsyłasz je właścicielowi wraz z listem.

W swoim liście:

- napisz, w jakich okolicznościach znalazłeś / znalazłaś dokumenty,
- wyraż nadzieję, że pobyt w Polsce mu się podobał,
- poproś o potwierdzenie otrzymania dokumentów.

Napisz swoją wypowiedź w języku angielskim. Podpisz się jako XYZ.

Rozwiń swoją wypowiedź w każdym z trzech podpunktów tak, aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 50 do 120 słów (nie licząc wyrazów podanych na początku wypowiedzi). Oceniane są: umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.

Dear Mr Hurley,

I'm writing to you *because* I found some documents with your name on them.

[illegible]