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REPETYTORIUM

Zeszyt ćwiczeń

do języka angielskiego
dla klasy ósmej szkoły podstawowej



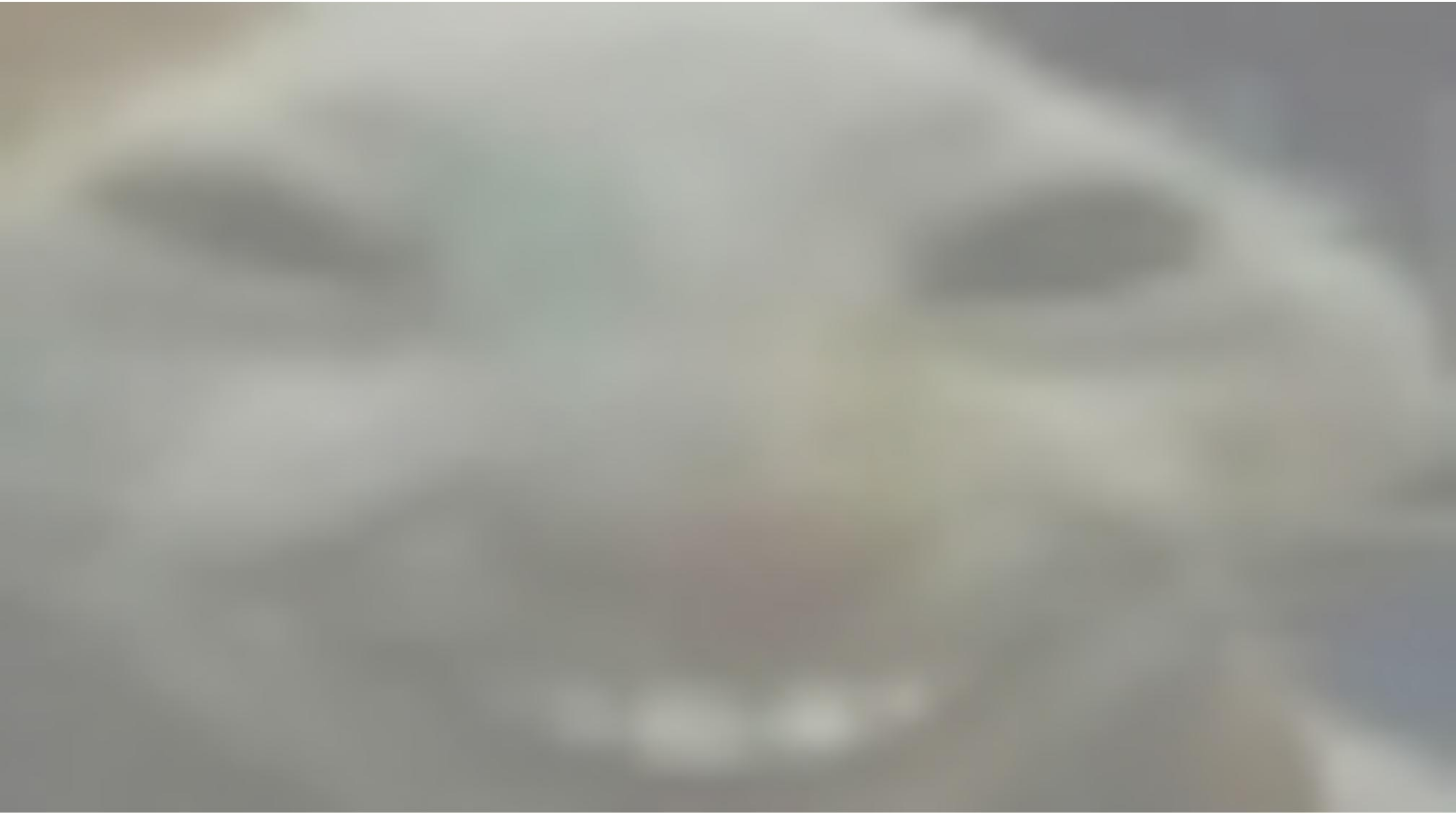
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Nagrania do zeszytu ćwiczeń
dostępne na docwiczenia.pl



Twoje mocne strony



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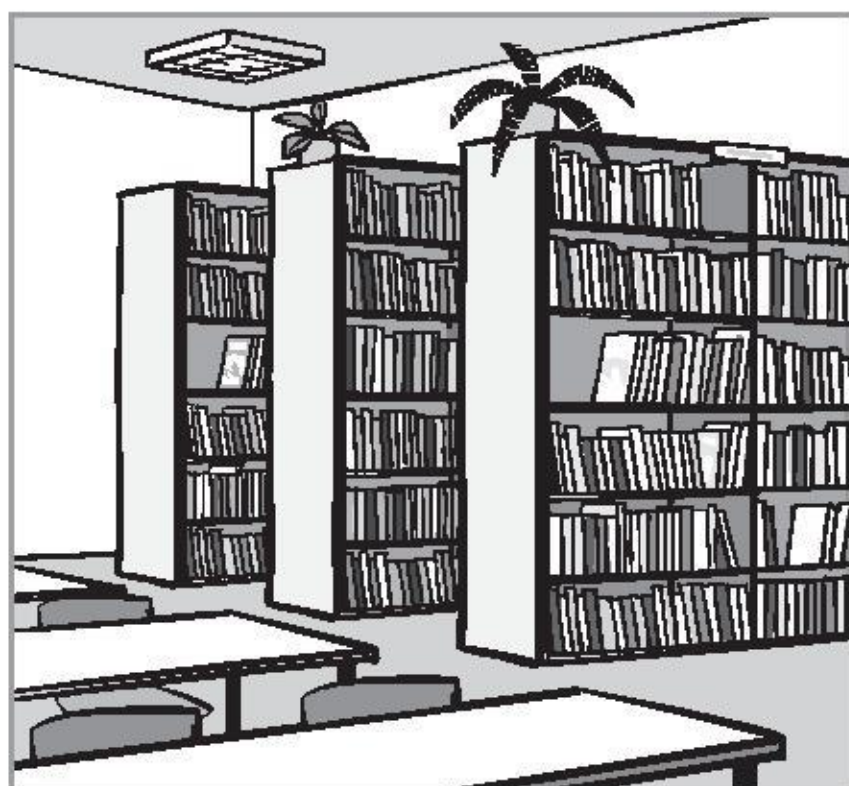
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Placement test

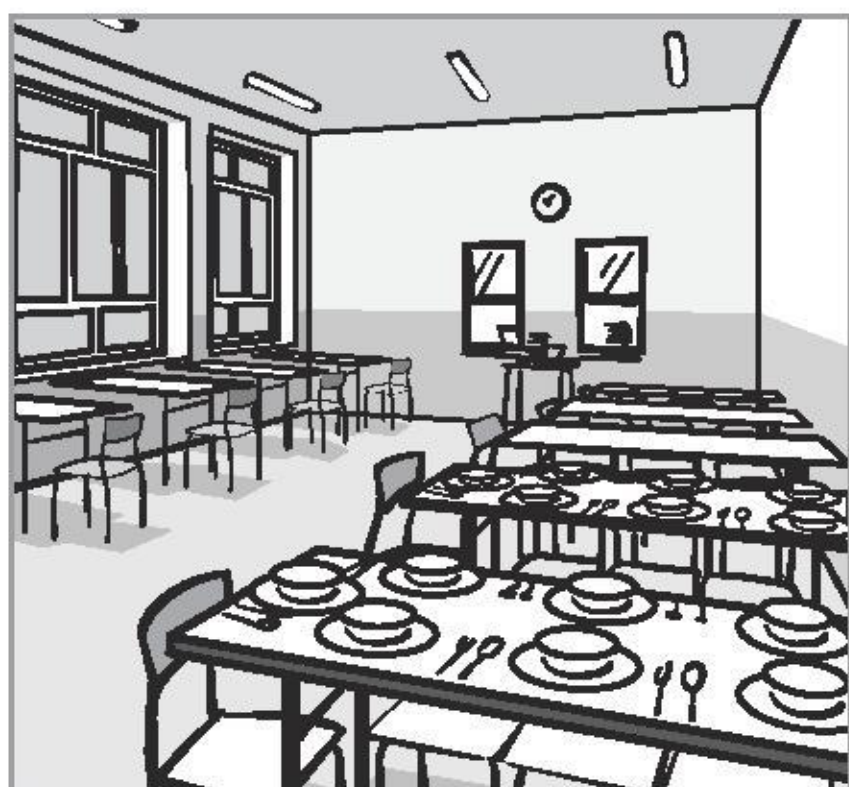
1.  0.1 Na podstawie informacji zawartych w nagraniu do pytań (1.1.–1.3.) wybierz właściwą odpowiedź (A–C).

1.1. Where is Henry?

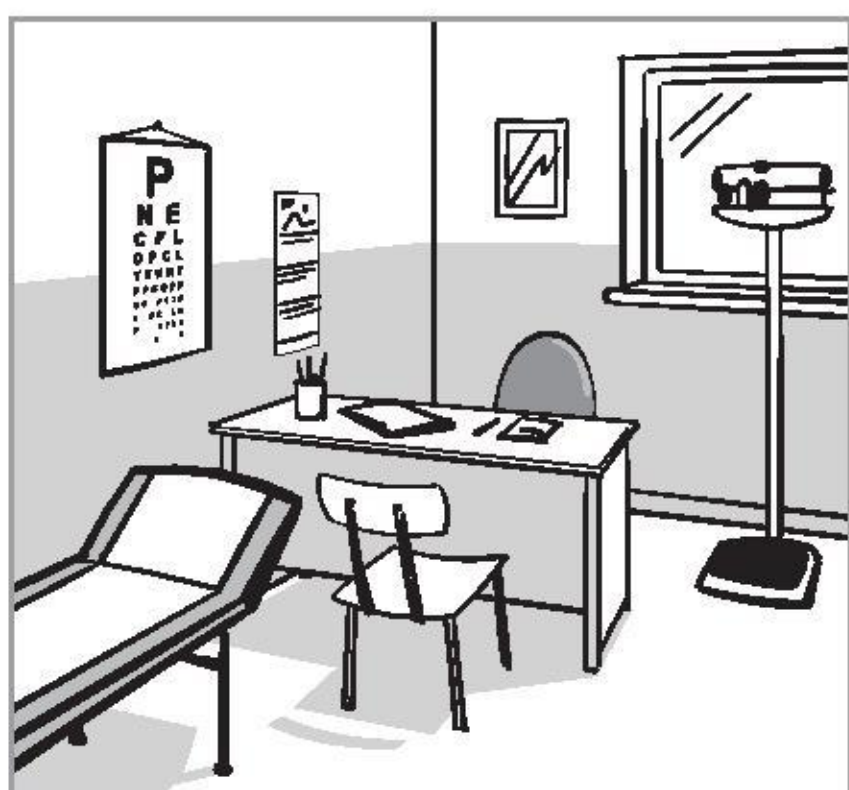
A.



B.

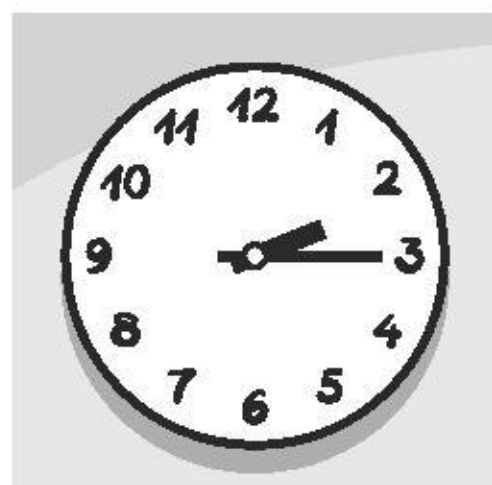


C.

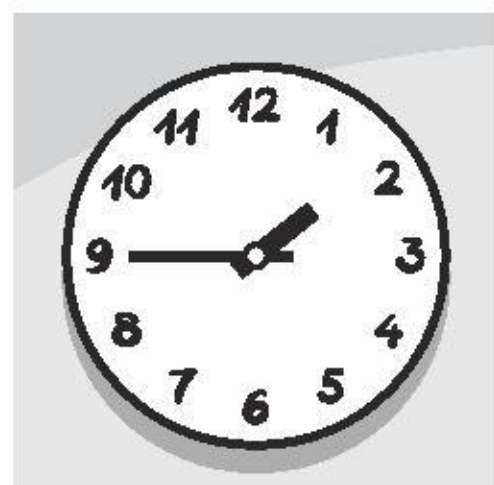


1.2. What time does the class have maths?

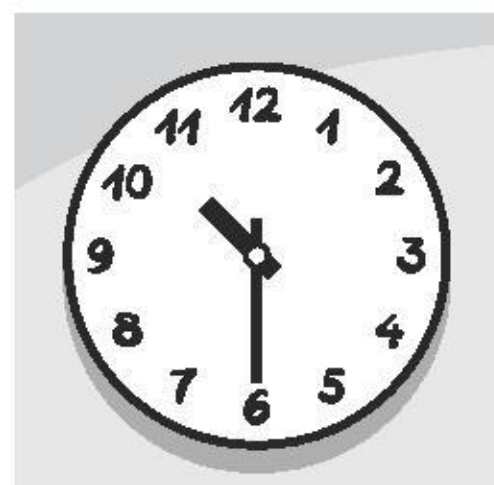
A.



B.



C.



1.3. What is Joanna doing after school?

- A. She's playing basketball.
B. She's going shopping.
C. She's revising for a test.

___/3 pkt

2. Przeczytaj oferty pracy (A–C) oraz zdania (2.1.–2.4.). Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli. Uwaga! Jeden tekst pasuje do dwóch zdań.

The person who will do this job has to

- 2.1. learn some specific new skills.
2.2. work very hard.
2.3. be good at maths.
2.4. be a friendly person.

2.1.	2.2.	2.3.	2.4.

A. Juice and smoothie maker

Can you put fruit in a mixer and press a button? Fantastic! This is the ideal job for you. We need someone to work in our juice bar at weekends. Of course, you also need to be able to add and subtract well because you'll have to handle money. This job is perfect for a young person who wants to get some work experience.



B. Ice-skating rink assistant

We need a young, energetic person to work for us this winter. As an ice-skating assistant, you will work at the desk where people go to collect their ice skates. We will also teach you how to help skaters who fall on the ice. This means that you'll have to do a two-day medical course before starting work.



C. Restaurant waiter/waitress

We are looking for someone to work in our very busy restaurant three evenings a week. You will serve customers and clear the tables. It's not an easy job, but the tips that customers leave are great! If you are always smiling and like talking to new people, you could be just the person we are looking for.



___/4 pkt



3. Przeczytaj tekst. Wybierz poprawne uzupełnienie luk (3.1.-3.4.). Wybierz odpowiedź A, B albo C.

email

Hello Georgia,

We've finally moved to our new home. My new bedroom is awesome! It is painted in bright colours and has 3.1. ___ photographs of glamorous film stars on the walls. Thank you for my present. The plant was such a nice idea! I put it 3.2. ___ to my computer on my desk. I don't have any new friends here yet, but my younger brother does. At the moment, he is playing with the other children who live on our street. I can see 3.3. ___ from my bedroom. Do you want to visit me 3.4. ___ weekend? You can sleep over. It would be great to see you.

Lola

- | | | |
|---------------|-------------|-----------|
| 3.1. A. many | B. much | C. some |
| 3.2. A. above | B. opposite | C. next |
| 3.3. A. they | B. them | C. theirs |
| 3.4. A. this | B. these | C. that |

___ /4 pkt

4. Przeczytaj opis ilustracji. Uzupełnij każdą lukę (4.1.-4.5.) jednym wyrazem, tak aby powstał spójny i logiczny tekst zgodny z ilustracją. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych wyrazów.



The photograph shows a girl at a railway

4.1. _____.

There 4.2. _____ a train already standing at the platform. The girl is wearing a skirt and a 4.3. _____

and a pair of trainers. She is

4.4. _____

on a suitcase and she is holding

a 4.5. _____.

She looks like a tourist who may be travelling alone.

___ /5 pkt

5. Pisziesz blog na temat sposobów spędzania wolnego czasu przez polskich nastolatków. We swoim wpisie uwzględnij:

- czynności wykonywane w domu,
- czynności wykonywane na świeżym powietrzu,
- swoje ulubione aktywności.

Napisz swoją wypowiedź w języku angielskim.

Skorzystaj ze zwrotów w ramce oraz swoich pomysłów.

Most/Some/A lot of (teens)

Present simple:

We do/They spend/I don't go ...

Adverbs: sometimes, most of the time, often, usually

Linking words: and, what's more, so, but



Hello everybody!

Today I'm going to tell you something about how teenagers spend their free time in Poland.

___ /4 pkt

Suma punktów: ___ / 20 pkt

Unit 1: Człowiek, życie prywatne

Be yourself!

Lesson 1

Vocabulary

1. **PERSONAL DATA** Rozszyfruj słowa związane z danymi osobowymi.

Student identity card

(Snumear) Surname: Miller

1. (stirF) name: Peter

2. (egA) : 15

3. (taNinolayit) : Canadian

4. (Palce) of birth: Toronto

5. (resdAds) : 10 Maple Street, Toronto



2. **PERSONALITY** Wstaw litery w wyrazach określających cechy charakteru.

This person:

always says 'please' and 'thank you'.

P O L I T E

1. never says 'please' and 'thank you'.

___ E ___

2. is not very exciting.

___ R ___

3. only thinks about himself.

S ___

4. never lies or cheats.

___ O ___

5. does bad things and is unkind.

N ___

6. wants what someone else has.

___ A ___

7. doesn't want to work.

L ___

8. doesn't talk much/make much noise.

___ I ___

9. talks a lot.

T ___

10. is nervous about meeting people.

___ Y ___

3. **FEELINGS & EMOTIONS** Połącz zdania tak, aby powstały minidialogi.

1. Help! There's a spider! I'm so frightened. E

2. Are you excited that your grandparents are visiting next week?

3. Why do you look so annoyed?

4. Are you worried about playing in the football match?

5. I'm so disappointed that we can't meet.

A. Yes, I am a bit stressed. The other team is really good.

B. Yes, I miss them because they live so far away.

C. I'm angry with my brother. He always eats my sandwiches.

D. I'm sorry, but I don't have time. I've got too much homework to do.

E. ~~Don't tell me you are afraid of such a small thing!~~

4. **FAMILY** W każdej grupie wyrazów zakreśl jeden, który nie pasuje do pozostałych.

Example: colleague husband relative wife

1. stepfather niece uncle grandson

2. aunt daughter nephew sister

3. sister sibling fiancé brother

4. break up fall in love get married get engaged

5. **CELEBRATIONS** Uzupełnij tekst słowami z ramki.

celebrate concert
costumes invite special

Email

Hi Karel,

I want to tell you about a special occasion that is taking place in my town this Saturday. It's a festival which is called *dożynki* in Polish.

People 1. the day with a colourful parade. They dress in beautiful regional

2. and bring freshly baked bread.

Then, we have a picnic with lots of delicious food for everyone to try. There is also a 3. with singing and dancing. I would like to

4. you as my guest.

Please say you can come.

Marek



6. **PEOPLE, PRIVATE LIFE** Przeczytaj tekst. Do każdej ikonki (1–5) dobierz jedno z podkreślonych słów z tekstu.

We ♥ emojis



Emojis are a way of showing how we feel without the use of words. We send about 10 billion of them worldwide each day. You won't be surprised to learn that there is now a World Emoji Day, which we celebrate on 17th July.

Angry, cheerful, silly – there is an emoji for almost all our feelings. You probably use them when you are messaging your friends. But as well as using them for emotions, we can also use emojis to write about people, such as our family members.

And every occasion has its own emoji.

For example, there's one for Easter, Thanksgiving and Christmas; there are also emojis for festivals celebrated by other world religions. You can even ask someone the question 'Will you marry me?' with an emoji.



silly



1. _____



2. _____



3. _____



4. _____



5. _____

Znajomość środków językowych

Wybór wielokrotny, tłumaczenie fragmentów zdań

7. **E** Przeczytaj tekst. Uzupełnij luki (7.1–7.4) wybierając opcję A, B lub C.

Ogłoszenie online

Writing competition

Finish this sentence 'My family is great because ...' and win a trip for you and your family to an amusement park.

We want to know about who you **7.1.** ____ most in your family. Is it one of your parents who is **7.2.** ____ and is always there for you? How do younger family members help older relatives? Is there something you **7.3.** ____ about your family when you are not with them? Or perhaps you are **7.4.** ____ to tell us about how you spend your free time together. Let us know why your family is great.

We look forward to reading your competition entry.

- | | | |
|-------------------|---------------|-------------|
| 7.1. A. admire | B. argue | C. be sorry |
| 7.2. A. stubborn | B. unfriendly | C. caring |
| 7.3. A. miss | B. worry | C. get |
| 7.4. A. exhausted | B. excited | C. impolite |

8. **E** Przetłumacz na język angielski fragmenty zdań podane w nawiasach (8.1–8.4).

- 8.1. My dad is (*pracowity*) _____.
He sometimes works more than 10 hours a day.
- 8.2. My (*kuzynki zawód*) _____.
is quite unusual. She is a wedding planner.
Couples pay her to organise their wedding.
- 8.3. My dad's very (*uprzejmy i hojny*). _____.
Everyone says he's amazing!
- 8.4. Come and see my new dog. He's so funny.
It's easy to (*zakochać się*) _____.
_____ with him.



Lesson 2

Grammar

1. Uzupełnij zdania poprawną formą czasowników w nawiasach w czasie *present simple*.

Example: Do you prefer (prefer) going to the cinema or watching films at home?

- I _____ usually _____ (not / have) breakfast at weekends. I always _____ (get up) too late!
- Sally and Jane _____ (not / go) shopping together, but they often _____ (buy) the same clothes.
- _____ Sally and Jane _____ (look) like twins? Yes, they _____ (do)!
- My uncle's over there. He is bald, but he _____ (have) a big beard. My aunt _____ (not / like) it! _____ your uncle _____ (have) a beard?
- At Christmas we _____ (not / watch) TV. We always _____ (play) board games instead.

2. Ułóż wyrazy w odpowiedniej kolejności.

Zwróć uwagę na miejsce przysłówków w zdaniach.

Example: *very / sister / always / My / is / generous.*
My sister is always very generous.

- Mother's Day / home. / never / celebrate / We / at _____
- polite. / sometimes / very / Hanna / isn't _____
- your / Do / often / you / relatives? / visit _____
- serious? / so / Is / usually / Alex _____
- often / computer / play / don't / games. / I _____



Grammar tip

Popatrz, gdzie w zdaniu najczęściej znajdują się przysłówki częstotliwości takie jak: *always, usually, often, sometimes, never*:

- przed czasownikiem głównym, na przykład:
*She **never** tidies up her bedroom. I **often** listen to music.*
- pomiędzy czasownikiem posiłkowym a głównym, na przykład: ***Do** you **always** play board games? I **don't** **often** listen to the radio.*
- za czasownikiem *być*: *His hair **is** **usually** long. She **is** **often** aggressive.*

3. Uzupełnij poniższą rozmowę poprawną formą czasowników w ramce w czasie *present continuous*.

chat dance **enjoy** feel have play

- A: Are you **enjoying** the party?
- B: Yes, I 1. _____ a great time. All my friends are here. How about you?
- A: Oh, I 2. _____ not _____ as good as you. I don't really know anyone. Who 3. _____ the music?
- B: That's my classmate, Hannah.
- A: The music's good but your friends 4. _____. Why 5. _____ they not _____?
- B: Oh, but they are dancing! It's just that they're not very good at it!



Znajomość środków językowych

Układanie fragmentów zdań

4. **E** Użyj wyrazów podanych w nawiasach w odpowiedniej formie.

Example: *She doesn't like (not / like) colourful clothes.*

- They are engaged. They _____ (be / not / married).
- What _____ (she / do) at the moment?
- What time _____ (you / usually / play) tennis on Sundays?
- He _____ (chat) with his best friends now.
- What _____ (he / look like)?



1. Znajdź i zakreśl jeszcze 9 czasowników statycznych. Użyj 5 z nich w odpowiedniej formie w zdaniach w czasie *present simple*.

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

Example: *Do you remember how the film ended?*

- I _____ the grammar point. Can you explain it again?
- Anne used to love working at the café, but she _____ it now. The new manager is so impatient.
- I think it's great being an only child. Andre _____ with me. He thinks it's good to have brothers and sisters.
- A: What does this word mean in Polish?
B: I _____.
- They look like they're having problems with the exercise. _____ a dictionary?

2. Wybierz poprawną formę.

Example: *He eats / is eating pizza now.*

- I *learn / am learning* the piano at the moment.
- How often *do you get / are you getting* together with your friends?
- We *don't usually study / are not usually studying* together.
- Does Katie watch / Is Katie watching* TV now?
- Harry *doesn't often wear / isn't often wearing* colourful clothes.
- My parents *eat / are eating* in a restaurant once a week.
- Do you work / Are you working* hard these days?
- I *don't look / am not looking* at my phone today!

3. Uzupełnij zdania poprawną formą wyrazów w czasach *present simple* lub *present continuous*.

Example: *My grandparents don't live (not / live) in Lublin. They live in Łódź.*

- What _____ (you / cook) for dinner? It smells really good!
- Her pen isn't working. _____ (She / need) a new one.
- _____ (you / usually / visit) your grandparents on Saturdays?
- This week _____ (we / make) costumes for the festival.
- _____ (your brother / study) for his exams at the moment?

Znajomość środków językowych

Wybór wielokrotny

4. **E** Przeczytaj tekst. Wybierz poprawną odpowiedź A, B lub C.

Example: A. stay **B. staying** C. stays

Email

Hi Jane,

It was great to hear about your new friend, Sally. I'd love to meet her, but I'm not in London.

We're **B** with my grandma this week. I've made a new friend here, too. His name is Ben. He usually 4.1. _____ in the house next to my gran's home with his mum and sister, but he 4.2. _____ live here at weekends. He 4.3. _____ his dad in London instead.

4.4. _____ you know what? He has his own channel! Today we 4.5. _____ some videos for the channel. Have a look!

See you soon!

Tom

- | | | |
|---------------------|------------|-----------|
| 4.1. A. is living | B. live | C. lives |
| 4.2. A. doesn't | B. isn't | C. not |
| 4.3. A. is visiting | B. visit | C. visits |
| 4.4. A. Are | B. Do | C. Does |
| 4.5. A. are making | B. do make | C. make |



Video lesson 4

Listening and Speaking

Celebrating a birthday!

Before watching

1. Popatrz na zdjęcia. Co powiesz w takich sytuacjach?
 ●●● Sprawdź w ramce *Functional language box* w podręczniku.

Example:



A. Happy birthday!



B. _____



C. _____



D. _____



E. _____

2. **1.1** Posłuchaj pięciu rozmów (1–5) i połącz je ze zdjęciami (A–E) z zadania 1.

1.	2.	3.	4.	5.

While watching

3. **1.1** Obejrzyj film i odpowiedz na pytania.

- What are the names of the two girls?
- What other information do you find out about them?
- Tick the things that the girls are talking about.
 - a birthday ☐
 - an anniversary ☐
 - congratulating someone ☐
 - saying sorry ☐
 - someone feeling ill ☐

4. **1.1** Obejrzyj film i zanotuj pięć przydatnych wyrażen, związanych ze świętowaniem.

After watching

5. ●●● Połącz zdania w logiczne pary: przeprosiny oraz reakcja na przeprosiny.

- I'm sorry that I'm late for the party. F
- I'm really sorry for forgetting your name. _____
- I'm so sorry, Emma. It's all my fault. I don't like arguing with you. _____
- Please forgive me. I can't come to your birthday party next month. _____
- There's no more cake left. I'm sorry about that. _____
- I'm sorry. I've got a test, so I can't hang out with you. _____

- Please don't apologise. It also happens to me at parties sometimes.
- That's all right. I hate it, too. I'm glad we can make up.
- It's okay. Another time. I know you're busy at school this week.
- It doesn't matter. Fruit is fine.
- Never mind. I'm sure you have a very good reason for not coming.
- ~~It's okay, but send a message next time.~~





Rozumienie ze słuchu

Dobieranie, wybór wielokrotny

6. **E** **1.2** Usłyszysz cztery wypowiedzi (6.1.–6.4.).
... Połącz każdą wypowiedź z odpowiednią reakcją (A–E). **Uwaga!** Jedną reakcję podano dodatkowo i nie pasuje do żadnej wypowiedzi.

- A. Thank you. I can't believe I am sixty.
B. Many happy returns!
C. My best wishes. How many years is it?
D. It doesn't matter. You are here now.
E. I'm really sorry. It's mine.

6.1.	6.2.	6.3.	6.4.



Listening tip

Kiedy wykonujesz zadania na słuchanie, może zdarzyć się tak, że słowo użyte w odpowiedzi faktycznie jest na nagraniu, ale w zupełnie innym kontekście i nie jest prawidłową odpowiedzią.

7. **E** **1.3** Posłuchaj trzech krótkich nagrań (7.1.–7.3.) i dla każdego wybierz odpowiedź A, B lub C.

- 7.1. On which occasion does the boy meet his family?

A



B



C



- 7.2. Where are they talking?

A



B



C



- 7.3. What graduation present does the boy decide to buy?

A



B



C

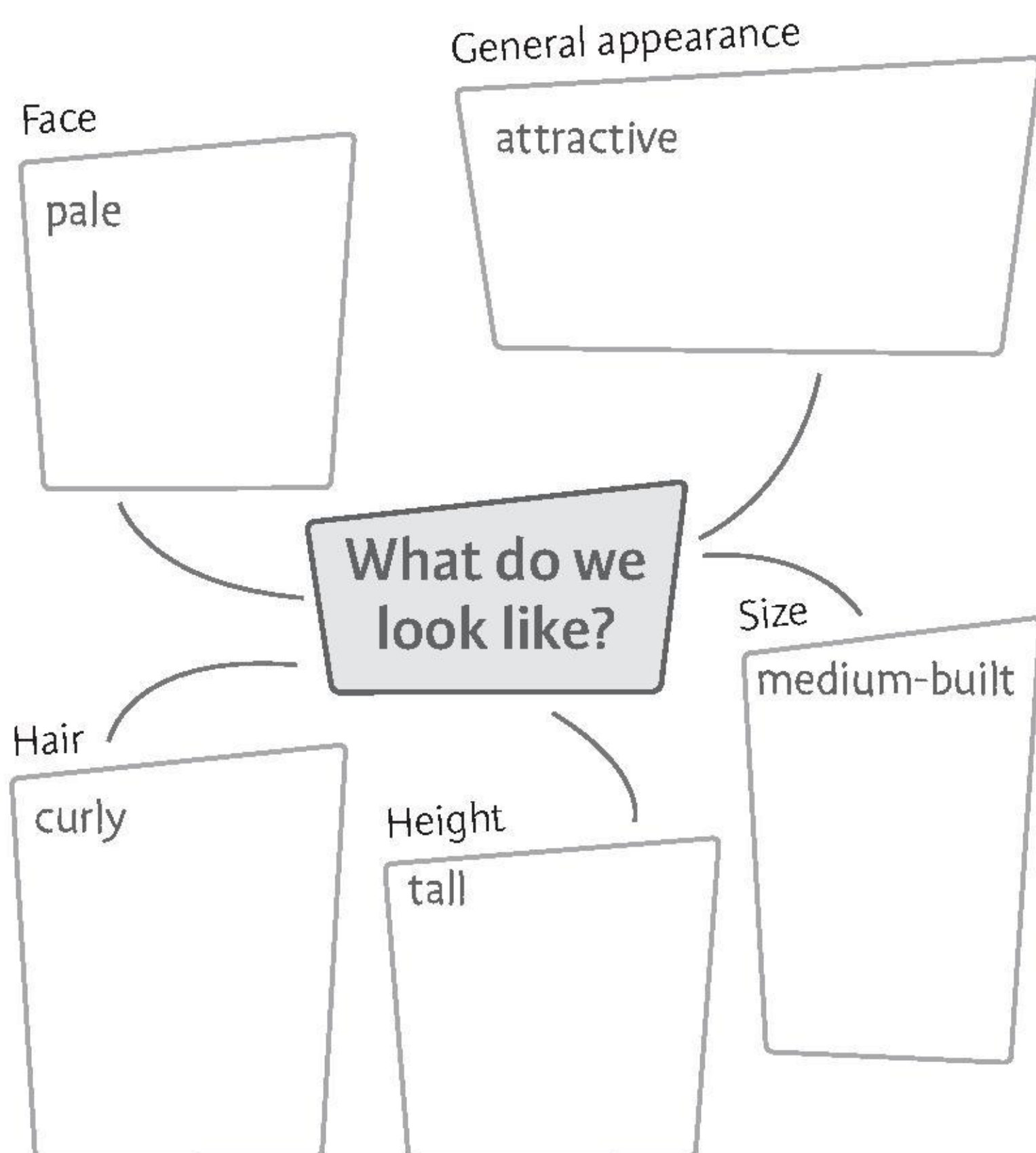


Lesson 5

Vocabulary

1. **APPEARANCE** Uzupełnij mapę myśli słowami z ramki opisującymi wygląd. Do każdej kategorii dopisz własne słowa.

blonde pimples good-looking
handsome moustache overweight plump
short slim straight wrinkles



2. **CLOTHES** Uzupełnij tekst słowami z ramki.

handbags jeans raincoats jumpers
trendy waistcoats

New clothes shop open in the High Street

NO
OPENING
SOON

Styles to suit all ages: casual, trendy and smart.

Many pairs of 1. _____ available.

Lots of trendy T-shirts, and warm 2. _____.

For special occasions: elegant dresses and men's suits with matching 3. _____.

This week's special offers:

10% off on all autumn jackets, 4. _____ and winter coats.

15% off on hats, belts, 5. _____ and other accessories.

We hope to see you soon!

3. **PEOPLE** Uzupełnij zdania słowami z ćwiczeń 1–2 oraz Twoimi własnymi pomysłami. Skorzystaj z podpowiedzi w nawiasach.

Example: A person who I think is fashionable is _____ (name).

- He/She is _____ (general appearance).
- He/She's got _____ hair.
- He/She is _____ (size) and _____ (height).
- He/She is/has got _____ and _____ (face).
- He/She usually wears _____, _____ and _____ (clothes).
- His/Her style is _____ (clothes, adjective).

4. **ROUTINES** Popatrz na ilustracje i na ich podstawie uzupełnij tekst brakującymi wyrazami.



Anna's day

Today is Saturday, so Anna is not at school, but she still has a busy day ahead of her. What does she have to do?

She starts in the morning by doing the vacuuming.



Then, she does the 1. _____.

After cleaning the bathroom, she cooks

2. _____ for her family. In the afternoon,

she does the 3. _____. Next, she cleans

the floor and does the 4. _____.

Anna also finds time to 5. _____

the living room. Finally, she waters the

6. _____.

5. **ROUTINES** Jakie prace w domu wykonujesz?
 ... Zapisz trzy zdania.

6. **FREE TIME** Przetłumacz zdania na język polski.

1. At weekends Alex attends a cookery course and spends time with his friends.

2. Once a week I go for a long walk in the park, take photos and then share them with my friends.

3. I am interested in music. I already know how to play the piano, but now I am learning to play the guitar.

7. **PEOPLE, PRIVATE LIFE** Przeczytaj tekst i wykonaj polecenia pod tekstem.

How many pairs!!!

The average American owns seven pairs of jeans. That's one for every day of the week. But do you know that there is a blogger in France who owns around 350 pairs? That's almost one for every day of the year! She wears them everywhere: smart jeans to go to work, baggy jeans to do the shopping, trendy jeans to go to the theatre. She even wears jeans to formal occasions such as her best friend's wedding. It seems that she even has jeans as pyjamas for when she goes to bed!

Znajdź w tekście słowo lub wyrażenie, które oznacza:

- go to a place where actors are in costumes

- an adjective which is the opposite of *casual*

- an adjective which is the opposite of *tight*

- something you wear when you sleep

- what you do when you are tired at the end of the day

Znajomość środków językowych

Wybór wielokrotny, tłumaczenie fragmentów zdań

8. **E** Przeczytaj teksty. Uzupełnij luki (8.1.–8.4.)
 ... brakującymi wyrazami. Wybierz odpowiedź A, B lub C.

How to have a healthy lifestyle – a teenager's guide

• Meet your friends

It's important to enjoy life and forget about your schoolwork from time to time, so find time to meet up with your friends. Put a packed lunch in your backpack and go exploring together. You don't need any money, so leave your **8.1.** ____ at home. Alternatively, join a teen club to meet new people.

• Be helpful at home

Take care of your own space. This means making your bed every day and **8.2.** ____ up your room once a week. Be responsible. Walk the dog and water the plants.

• Be creative – show off your talents

Draw. Learn how to create webpages and computer programs. Write stories. Learn to **8.3.** ____ your grandpa's favourite cake for when you visit him. Create your own clothes and accessories. Start with a leather **8.4.** ____ or your own design to print on a T-shirt. Always be yourself and experiment with what you look good in.

- 8.1. A. handbag B. rucksack C. wallet
 8.2. A. dusting B. making C. tidying
 8.3. A. make B. do C. cook
 8.4. A. bracelet B. earrings C. fringe

9. **E** Przetłumacz na język angielski fragmenty zdań
 ... (9.1–9.5) podane w nawiasach.

- 9.1. Do you (czyścisz zęby) _____ twice a day or after every meal?
 9.2. Let's (posłuchajmy muzyki) _____ together after school today.
 9.3. Later, we can (surfować po internecie) _____ for more information for our English project.
 9.4. My mum has so many things in her handbag. She always has her (portfel) _____.
 9.5. You do the ironing, and I will (opróżnić zmywarkę) _____. Then we can relax.



Lesson 6

Grammar

1. Przeczytaj zdania. Zdecyduj, czy rada jest logiczna (✓), czy nie (✗). Popraw zdania, które nie są logiczne.

Example: ☒ Ask for help if you don't understand everything.
☒ Eat unhealthy food.
☒ Don't eat unhealthy food.



1. ☐ Make a timetable for your studies.
2. ☐ Spend all your time focused on one exam or subject.
3. ☐ Try different ways of studying to find the best method for you (alone, with music, with friends).
4. ☐ Do not look at past exam papers.
5. ☐ Don't take regular short breaks.
6. ☐ Plan some nice things to do in your free time.
7. ☐ Do not do any exercise or sport in your free time – don't go for a walk or ride your bike!

2. Przeczytaj zdania i zakreśl właściwy wyraz.

Example: I'm good friends with the boy which / who lives next to my grandparents.

1. Can you share the photos that / who you took when we were out last night?
2. Kate's pyjamas, that / which her aunt gave her, don't fit her very well – they're really baggy!
3. Who is the person that / which usually takes the rubbish out at home?
4. A mitten is a glove which / who has one part for all the fingers and another part for the thumb.
5. My great-grandfather, that / who is 89, walks our dog every afternoon!

3. Połącz każdy czasownik z formą, z którą występuje. Następnie użyj niektórych czasowników w poprawnej formie w zdaniach.

choose decide promise enjoy
agree admit miss finish practise
suggest offer hope

czasownik + <i>ing</i>	czasownik + <i>to</i> + bezokolicznik
<i>miss</i>	

Example: I don't miss working at the café. It was always so busy.

1. Let's _____ speaking in English. We've got our exam next week.
2. My cousins speak good English. They often _____ to help us with our homework. Shall we accept this time?
3. What would you like to do today? I _____ going to the cinema.
4. A: Do you _____ to love one another forever?
B: We do!



4. Uzupełnij zdania poprawną formą wyrazów w nawiasach.

Example: Please don't take (not / take) photos of the event.

- Is she the one _____ (who / always / wear) her hair in a ponytail?
- Do you like (clean / bathroom) _____ ?
- _____ (not / be) angry with me!
- Our anniversary, _____ (which / we / not / usually / celebrate), is tomorrow.
- What are you planning _____ (do / this Halloween)?

Znajomość środków językowych

Tłumaczenie fragmentów zdań, wybór wielokrotny

5. E Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

Example: It's your birthday tomorrow! (Baw się dobrze!) Have fun!

- (Mamy nadzieję spotkać) _____ our friends this weekend.
- She's the woman (która obcina) _____ my hair.
- I'm not very well, so I have to stay at home. I miss (za rozmowami z moimi przyjaciółmi) _____.
- (Nie martw się) _____. Everything will be OK.
- Wellingtons are boots (które nosisz) _____ when it's wet.



6. E Uzupełnij luki podając jedną z odpowiedzi A, B lub C.



Test tip

- Przeczytaj cały tekst i upewnij się, że wiesz, o czym jest w nim mowa.
- Przeczytaj każde zdanie, w którym jest luka. Zanim popatrzysz na odpowiedzi A, B i C, spróbuj odgadnąć brakujące słowo.
- Przeczytaj wszystkie odpowiedzi. Wyklucz te, które na pewno nie są poprawne. Następnie zdecyduj, która odpowiedź jest najlepsza.
- Jeszcze raz popatrz na lukę w tekście. Sprawdź, czy po wpisaniu brakującego słowa zdanie będzie poprawne, czy ma odpowiedni czas gramatyczny, właściwą osobę, część mowy itd.



Meet our students

Abbie, **6.1.** _____ is 17 years old, is studying at the football academy, **6.2.** _____ is part of Sandwich High School. 'I practise football six hours a week at the academy – I love it! I enjoy **6.3.** _____ younger students develop their skills, too. When I finish **6.4.** _____ here, I hope **6.5.** _____ sport in America.' **6.6.** _____ here to learn more about the football academy.

- | | | |
|----------------------|--------------------|--------------------|
| 6.1. A. that | B. which | C. who |
| 6.2. A. that | B. which | C. who |
| 6.3. A. help | B. helping | C. to help |
| 6.4. A. study | B. studying | C. to study |
| 6.5. A. study | B. studying | C. to study |
| 6.6. A. Click | B. Clicked | C. Clicking |

Blog



Geo1Sh@
ppybikerider

My online profile

Hello, I'm Geo1Sh@ppybikerider but my real name is George. Geo1Sh@ppybikerider is my nickname that I use when I am online. *Geo* is short for George, and *Happy* is how I feel when I am doing my favourite free-time activity, which is mountain biking. I love it! Every weekend I go on a bike trip with my parents. That's why I use this name.

It's not a good idea to use your real name when you are chatting online or playing games. My online friends usually choose words that describe their personality or their appearance. My friend Beata has the nickname *TrendyTrousers4Betty* because she loves fashion and shopping.

Mountain biking is more than a hobby for me, it's a passion! I follow cyclists who are online vloggers. There's one that I really admire. He doesn't have any great skill or technique, but he rides in the most amazing places. He's so brave and energetic. He travels around the world on his bike. I like to think that I'll go to these places one day, too.

I also have my own blog about mountain biking, which has a lot of photos on it. I am a very sociable person, so I make lots of new friends thanks to my website. I chat with them online. They sometimes talk about the famous sportspeople that they like. They share videos and post things that they find funny and interesting. They are awesome!



1. Dopasuj definicje (1–7) do podkreślonych wyrazów w tekście. Dwie definicje podane zostały dodatkowo i nie pasują do żadnego wyrazu.

- the way a person or a thing looks

- a person who likes meeting and spending time with other people

- opinions or thoughts put on the internet for people to read _____
- an informal, often funny name for a person based on his/her real name.

- an activity that someone does for fun and pleasure in his/her free time

- someone who makes short films about different ideas or hobbies and posts them on the internet

- a kind of sport in which you ride bicycles off-road.



Reading tip

Czytając tekst, zawsze zwracaj uwagę na to, czego on dotyczy, na przykład: jeśli jest to opis osoby i jej zainteresowań, zwróć uwagę na słowa i myśli kluczowe:

- kim jest?
- jaki/jaka jest?
- czym się interesuje?

Te informacje pomogą Ci poradzić sobie z konkretnym zadaniem, ponieważ zazwyczaj pytania odnoszą się do najważniejszych informacji w tekście.

2. Na podstawie tekstu dokończ zdania tak, aby były zgodne z treścią tekstu.

- George's nickname is inspired by _____.
- He is really keen on _____.
- At weekends _____ with his family.
- His online friend Beata is into _____.
- George's favourite vlogger posts about _____.
- His website helps him _____.

3. Uzupełnij tabelkę wyrazami z tekstu na stronie obok.

Personality:
Interests:
Online activity:

4. Przeczytaj tekst jeszcze raz i wybierz właściwą odpowiedź A, B lub C, tak by była ona zgodna z treścią tekstu.

1. Geo1Sh@ppybikerider is

Zwróć uwagę, jaką rolę pełni tu znak @ i do czego nazwa zawierająca ten znak odnosi się w tekście.

- A. George's email address.
- B. the name George uses online.
- C. Beata's idea.

2. His family is **keen on**

Postaraj się zapamiętać wyrażenia, jakie zastępują nam słowa „like” czy „enjoy”, bardzo często pojawiają się one w tekstach i pytaniach.

- A. hiking in the hills near his home town.
- B. spending time actively.
- C. meeting famous vloggers.

3. George's favourite **vlogger**

Zwróć uwagę, że George podaje kilka ważnych informacji o swoim ulubionym vlogerze. Która z nich zgadza się z odpowiedzią?

- A. visits some incredible places.
- B. is technically skilful.
- C. teaches different riding techniques.

Rozumienie tekstów pisanych

TRY MORE

Wybór wielokrotny

5. **E** Przeczytaj tekst i wybierz właściwą odpowiedź
... A, B lub C, tak by była ona zgodna z treścią tekstu.

Blog

My name is Sophie, but my online name is So_sunny♥Surfer. So is short for Sophie. Sunny describes my personality because I am always happy and cheerful. And surfer? Can you guess? It's not because I spend my weekends at the beach on a surfboard. It's because I like surfing the internet. But this is not my favourite activity.

My favourite activity is working on my vlog. I spend all my free time on it. I'm a dancer and I make hip-hop dance videos. Usually, I am quite a shy person, but when I make my videos and share them online, I am more confident and outgoing. My vlog is for teenagers. First, I show them a dance routine. Then I teach them how to do the same moves.

I make lots of new friends thanks to my vlog. They are always so nice. My online friends never say nasty things about my videos and they never criticise my dancing. I know that sometimes people on the internet can be mean, but I don't think about them! I know that I am good at what I do. I'm hopeful that I will work as a dance teacher one day.

- 5.1. Sophie's nickname
 - A. is a combination of her name and her personality.
 - B. is connected to her vlog.
 - C. comes from the internet.
- 5.2. She's crazy about
 - A. spending weekends at the beach.
 - B. her online dancing.
 - C. internet talent shows.
- 5.3. Dancing makes Sophie
 - A. reserved and embarrassed.
 - B. open-minded and creative.
 - C. shy and afraid.
- 5.4. Her vlog is for
 - A. professional dancers.
 - B. people making online videos.
 - C. amateur dancers.
- 5.5. She teaches teenagers how to
 - A. become more confident.
 - B. become better dancers.
 - C. create their own vlog.
- 5.6. Sophie's online activity
 - A. makes her say some horrible things.
 - B. worries her.
 - C. helps her meet people.



Lesson 8

Writing

1. Do zwrotów (1–5) dopasuj odpowiadające im wyrażenia z ramki (A–E).

- A. We're inviting you to a special event!
 B. The event takes place ...
 C. Hope to see you there!
 D. Make sure to book a seat!
 E. Check our website for more details!

1. We can't wait to see you! ____
 2. Come and join us! ____
 3. For more information go online and visit our website. ____
 4. We're waiting for you at 121 Sunset Road. ____
 5. Remember to sign in. ____

2. Przetłumacz zdania na język polski.

1. I would like to invite you to join a cooking course.

2. Can't wait to see you all there!

3. The party starts at 8 pm. Please come on time.

4. Let me know if you're coming.

5. To book a seat, contact our office.

3. Przeczytaj zaproszenie: 'Keep yourself in shape'.

Wpisz w luki brakujące wyrazy i wyrażenia (A–H).

- A. are waiting for you
 B. sports clothes
 C. start
 D. Place
 E. book
 F. everybody
 G. Price
 H. is inviting you to take part

Keep yourself in shape



Our local sports centre 1. ____ in a range of sports projects. You can 2. ____ immediately in one of our swimming, football or archery classes. There are courses for 3. ____, from beginners to the more advanced. Our instructors 4. ____ every Thursday between 3 pm and 9 pm. 5. ____ – £75 per month 15% discount for students and senior citizens. 6. ____ – 432 Forrest Park, Glasgow. Contact our office to 7. ____ your place. Our courses help to increase your skill and confidence. Please wear 8. ____.

Can't wait to see you.

Tworzenie wypowiedzi pisemnych

Zaproszenie



CHECKLIST

- Pamiętam o podaniu miejsca i czasu wydarzenia.
- Pamiętam, aby się podpisać.
- Pamiętam, aby użyć zwrotów: *What about .../How about .../Would you like ...*

4. E Szkolny klub, którego jesteś członkiem/ członkinią, organizuje charytatywny pokaz mody. Napisz zaproszenie, w którym:

- powiadomisz, gdzie i kiedy się on odbędzie,
- poinformujesz o planowanych atrakcjach,
- podasz sposób kontaktu z organizatorem.

Vocabulary

1. Uzupełnij zdania wyrazami z ramki. Dwa słowa zostały podane dodatkowo.

patient disappointed naughty
generous weird plump

- If you want to look _____, try wearing pyjamas to school. Everyone will be surprised.
- Normally, I'm quite a _____ man, but waiting for you for 2 hours got on my nerves!
- My father doesn't think he's _____, he says he's just too short for his weight.
- Mike was very _____ to give all of his pocket money to a charity.

___/4 pkt

Grammar

2. Przeczytaj zdania (1–4) i wybierz poprawną odpowiedź A lub B.

- I _____ the plants in my room twice a week.
A. am watering B. water
- Today we _____ a special meal for my brother.
A. cook B. are cooking
- Just a second, Dad. I _____.
A. am just getting dressed B. just get dressed
- How often _____ your holidays abroad?
A. are you spending B. do you spend

___/4 pkt

Language functions

3. Do każdej z sytuacji (1–3) dobierz reakcję (A–C).

- Dowiedziałeś/Dowiedziałas się, że Twoja koleżanka jest chora. Jak zareagujesz?
A. What exciting news!
B. Poor you. Get well soon.
C. I hope you will agree.
- Nie możesz uczestniczyć w zajęciach kółka plastycznego. Jak poinformujesz o tym nauczyciela?
A. It's my fault. I will never take your crayons again.
B. I'm really sorry, but I can't come to the classes this week.
C. Please forgive me. I'm late today.
- Siostra zgubiła Twoją linijkę. Jak zareagujesz?
A. It doesn't matter. I'll buy a new one.
B. Thanks, same to you.
C. Never mind. It doesn't fit me anymore.

___/3 pkt

Reading

4. Przeczytaj tekst. W zdaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B lub C.

My grandparents are celebrating their 50th wedding anniversary at the weekend. My dad and I are throwing a surprise party for them! It is so exciting! The most difficult part will be to tell my grandparents to leave the house on Saturday – we will have to cook the food and clean the dining room. Luckily, my grandparents go jogging at weekends, so they are usually out of the house anyway. We want to invite our family and my grandparents' friends – altogether thirty-eight or thirty-nine people. We still need to find a band to play some live music, too. We are also making a photo book illustrating important moments in my grandparents' life. This will be our present. The funniest thing is that my grandparents usually wear tracksuits on Saturdays because of their jogging, so they may feel embarrassed when they come home to find so many elegantly dressed guests. Organising this surprise party is one of the best things I've ever experienced!

- Mike and his _____ are preparing a surprise party for his grandparents.
A. parents
B. father
C. mother
- On Saturday Mike is planning to _____.
A. leave his grandparents' house.
B. tell his grandparents about the party.
C. cook some food for the party.
- Mike wants to invite _____ people to the party.
A. more than forty
B. about forty
C. forty
- Mike's grandparents may feel embarrassed when they see _____.
A. guests in smart clothes.
B. the live band.
C. the photo book.

___/4 pkt

Suma punktów: _____



Zadanie 1.

E Uzupełnij zdania (1.1.–1.5.). Wykorzystaj wyrazy podane w nawiasach w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i poprawne. **Uwaga!** W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyrazy już podane.

- 1.1. He is really afraid of spiders. He really _____
(*hate / they*).
- 1.2. What _____
_____ (*you / think*) about celebrating Valentine's?
- 1.3. Are you OK, John? You look pale. _____
_____ (*you / feel*) all right?
- 1.4. This film is terrible! _____
_____ (*I / bore*)!
Let's watch something else.
- 1.5. I can't find my headphones. Can you _____
_____ (*help / find*) them?

Sprawdź: Czy w luce są dwa lub trzy wyrazy?
Czy napisane są wyraźnie i poprawnie?

___/5 pkt

Zadanie 2.

E Uzupełnij dialogi. Wpisz w każdą lukę (2.1.–2.3.) brakujący fragment wypowiedzi po angielsku, tak aby otrzymać spójne i logiczne teksty.



Test tip

Kto mówi pierwszy, a kto drugi? Czy Twój pierwszy pomysł na rozwiązania tego zadania jest jedynym możliwym? Jeżeli jest kilka, to wybierz ten, którego jesteś najbardziej pewny/pewna.



– Can I go out with Sam tonight, dad?

– Sure. Just remember, don't
2.1. _____ late!



– Look Mum! I'm the best!

– 2.2. _____!
I'm very proud of you!



– Thank you for visiting.

– 2.3. _____
_____ soon.

Sprawdź: Czy po wpisaniu brakującego tekstu całe zdanie i cały dialog mają sens?

___/3 pkt

Zadanie 3.

E **1.4** Usłyszysz dwukrotnie cztery wypowiedzi na temat hobby i zainteresowań różnych osób. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (3.1.–3.4.) odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.



Test tip

Przed wysłuchaniem, koniecznie podkreśl słowa kluczowe (w tym przypadku słowa związane z hobby). Pamiętaj, to, że słyszysz słowo *children*, nie znaczy, że cały tekst dotyczy rodziny. Trzeba brać zawsze pod uwagę całą wypowiedź, zanim podejmiesz decyzję. Przy drugim słuchaniu bądź gotowy/gotowa, żeby zmienić zdanie, ale nie panikuj.

- A. This speaker likes doing sports with his/her family.
B. This speaker's hobby is taking pictures.
C. This speaker's hobby is cooking.
D. This speaker is interested in fashion.
E. This speaker's hobby is a popular board game.

3.1.	3.2.	3.3.	3.4.

Sprawdź: Jeżeli zmieniłeś/zmieniłaś zdanie przy drugim słuchaniu, to czy poprawiłeś/poprawiłaś odpowiedzi tak, że nie powtarza się żadna literka?

___/4 pkt



Zadanie 4.

E Przeczytaj teksty. W zdaniach 4.1.–4.4. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zaznacz literę A, B albo C.

Anna: Guys, I'm organising a huge surprise party for my best friend. I'm looking for some advice. What are the must-haves? And what should I not do? I'm afraid of forgetting something.

John: Don't worry. Everything will be OK. I think an important element is music. Just don't leave anything to chance.

Hi, Daniel. I'd like to ask you to do me a favour. Could you please be a kind of DJ during my party next weekend? I'd love you to put together a good party mix. Would you do it for an old friend?



Test tip

Zanim zaczniesz szukać słów kluczowych, warto wiedzieć, jaki jest cel tekstu, np. kto pisze do kogo (przyjaciele? nieznajomi? rodzina?) i w jakim celu.

4.1. Both texts are about

- A. friends.
- B. organising a party.
- C. things people are afraid of.

Tom, I'm going to work now.
My boss wants me to be there earlier.
There isn't any dinner, so can you cook something for us, please? There's plenty of stuff in the fridge. I had no time to prepare anything. Sorry. Thanks,
Hannah



Test tip

Nie wybieraj odpowiedzi **tylko** dlatego, że konkretne słowo jest w tekście. To, że w tekście na przykład jest słowo *chleb*, nie zawsze oznacza, że tekst mówi o jedzeniu.

4.2. Hannah wrote the note to

- A. ask for money.
- B. say thank you.
- C. say sorry.

Dear students,

Please remember to leave the classroom clean at the end of the day. Do not leave any of your books on the tables. The chairs must be stacked, the board clean, and the windows shut. Be sure to pick up any litter from the floor. It's unacceptable to throw rubbish everywhere!

Mrs Davis.



Test tip

Jeżeli pytanie dotyczy intencji lub uczuć autora, to należy zrozumieć ogólny sens tekstu, a nie skupiać się na szczegółach.

4.3. Mrs Davis is

- A. disappointed with her students.
- B. frustrated with her behaviour.
- C. happy with the grades.

Spring is here...
wedding bells are near!



*Please join us as we celebrate
the engagement of Jake and Jill!*

Come and toast the happy couple with us
on Sunday, July 18th at 2pm
at The Brunch Spot
798 Bowery Rd. Palo Alto, CA 92333

The party is hosted by Anne Versario
RSVP by texting 555 666 777



Test tip

Przeczytaj bardzo dokładnie odpowiedzi A, B, C, nawet kilka razy. Jedno krótkie słowo może zmieniać znaczenie całej odpowiedzi, która na pierwszy rzut oka wygląda na właściwą.

4.4. The text is an invitation to

- A. a wedding party.
- B. an anniversary celebration.
- C. an engagement party.

___/4 pkt

Suma punktów: ___

Unit 2: Miejsce zamieszkania, przyroda

The world around us

Lesson 1

Vocabulary

1. **ACCOMMODATION** Ułóż litery w odpowiedniej kolejności, tak aby powstały krótkie opisy miejsc.

Example: *fulcepea peaceful village*

1. *myses, wdedcro bungalow*

2. *nity, socy cottage*

3. *mousenor, viepressim skyscraper*

4. *ruiluxous, icapsous mansion*

5. *eqiut, dratitalion terraced house*

6. *domren, usunual detached house*

2. **LIVING IN A CITY/VILLAGE** Gdzie można usłyszeć takie wypowiedzi?

Example: *A strawberry milkshake and some lemon cheesecake, please. café*

1. Quick! There's an emergency. Sound the alarm.

2. Does the Number 6 go from here?

3. Are you ready for your tests? The nurse will see you now.

4. One kilo of apples and a bunch of bananas, please.

5. Do you want diesel or petrol?

6. Oh no. I can't remember my PIN number. I can't get any money out.



3. **DESCRIBING ACCOMMODATION** Połącz połówki zdań w logiczne pary.

- My uncle lives in a campervan in the F
- It's wonderful living in the heart _____
- I don't like living in a big city because of all the traffic _____
- Is this house _____
- There are over 40 rooms in the hotel and all _____
- We live in a small _____

- village.
- jams.
- overlook the beautiful forest.
- for sale?
- of the city.
- ~~mountains in southern Poland.~~

4. **ANIMALS, PLANTS** Wybierz poprawną odpowiedź: A, B lub C.

Example: You can see A in these mountains in winter.

(A) eagles B. mosquitoes C. penguins

- A bear is climbing up the tree _____.
A. branch B. root C. trunk
- The blue whale is the largest _____ on Earth.
A. rodent B. mammal C. amphibian
- Mice, _____ and zebras are all mammals.
A. chickens B. seals C. sharks
- There's a _____ of rat that grows up to 75cm.
A. pet B. species C. wildlife
- Tortoises are land animals, but _____ mostly live in water.
A. shells B. turtles C. whales

5. **PLACE TO LIVE, NATURE** Przeczytaj tekst. Uzupełnij zdania (1–4) słowami z tekstu.



City nature watch

You don't need to live in a picturesque village in the heart of the country to see wildlife. Look in the garden of any terraced house in the suburbs of London, and you'll be surprised at what you find. City gardens are now home to many mammals that usually live in the countryside, including squirrels, hedgehogs and mice. And it's not just houses. Flats have colourful flowers in their window boxes that attract bees and other insects, too. During the day, you can sit in a park and watch pigeons looking for food. At night, if you're lucky, you'll see an owl. We want you to contribute to our project. Let us know about the wildlife that you can see where you are. Go to our website.

Example: *The view from my window is really picturesque.*

- I live in a house in the _____ of Poznan.
- After many years of living in a city, my grandmother now lives in a _____.
- These _____ make really good honey.
- People like to feed the birds, especially the _____ in the town square.

Znajomość środków językowych

Dobieranie, układanie fragmentów zdań



Test tip

Bardzo często w zadaniach sprawdzana jest znajomość zwrotów, a nie pojedynczych słów. Dlatego ważne jest, abyś uczył/uczyła się zwrotów. Pomogą Ci one w rozumieniu tekstów, a także ułatwią komunikowanie się w języku angielskim.

6. **E** Uzupełnij tekst wyrazami z ramki. Trzy wyrazy zostały podane dodatkowo.

empty accommodation give historic
luxurious opposite

Unusual home to rent

Are you bored of living in a tiny flat with noisy neighbours? Why don't you move into a railway carriage? Located in the heart of the Welsh mountains, this old train is now a modern home that's been decorated in a **6.1.** _____ way. Visit this unique and original form of **6.2.** _____ and you'll fall in love with it. It is so peaceful. The only sounds you can hear are those made by wildlife and the farm animals. The **6.3.** _____ market town of Brecon is nearby. Follow the directions on your GPS to *Y Tren, Brecon*. This will take you straight to your new home.



7. **E** Uzupełnij zdania (7.1.–7.3.) wyrazami podanymi w nawiasach. Nie zmieniaj formy wyrazów. W luki możesz wpisać maksymalnie cztery wyrazy.

- Wolves mostly _____ (look / food) at night. They hunt large mammals such as deer.
- This house is so beautiful. Maybe it _____ (be / sale). Let's ask someone.
- Tom, would you like to live _____ (countryside)?



Lesson 2

Grammar

1. Przeczytaj zdania i wybierz poprawne odpowiedzi.

Example: *There (is / are / was / were) an enormous villa on the corner many years ago. But it was empty – nobody lived there.*

- I arrived early. The roads were busy, but there (was / wasn't / were / weren't) a traffic jam.
- (Is / Isn't / Are / Aren't) there any skyscrapers in Warsaw?
- Cycling in my town is dangerous. There (are / aren't / were / weren't) any cycle paths.
- I went into town yesterday, but it was very crowded. There (was / wasn't / were / weren't) a lot of people in the streets.
- Oh look! A new block of flats. (Is / Are / Wasn't / Were) there a mansion here before?



Grammar tip

Spójrz na pytania z wyrażeniami *there is/was* i *there are/were*. Zwróć uwagę, że pojawia się w nich słówko *any*, gdy pytamy o liczbę mnogą rzeczownika lub o rzeczownik niepoliczalny. Na przykład:

Is there a post office near here?

Are there any shops?

Was there any milk in the fridge?

Were there any plants on the balcony?

2. Uzupełnij tabelkę. Przy czasownikach regularnych zapisz literę **R**. Przy czasownikach nieregularnych wstaw literę **I**. Następnie napisz formę czasu **past simple** dla każdego czasownika.

buy	I	<i>bought</i>
rent	R	<i>rented</i>
get		
go		
live		
move		
come		
ride		
stay		
stop		
study		
take		



Grammar tip

Przypomnij sobie zasady dodawania końcówki **-ed** dla czasowników regularnych:

czasowniki, które kończą się na **-e**, otrzymują tylko końcówkę **-d**: *decorate – decorated; share – shared*,

czasowniki, które kończą się na spółgłoskę, przed którą stoi samogłoska, podwajają tę spółgłoskę, na przykład: *chat – chatted; prefer – preferred*,

czasowniki, które kończą się na **-y**, przed którym stoi spółgłoska, zmieniają **y** na **i**: *carry – carried; marry – married*,

czasowniki, które kończą się na **-y**, przed którym stoi samogłoska, nie zmieniają pisowni, na przykład:

play – played; show – showed,

pozostałe czasowniki otrzymują po prostu końcówkę **-ed**: *cross – crossed; jump – jumped*.

3. Użyj czasowników z zadania 2. w czasie **past simple**, aby uzupełnić poniższą rozmowę.

A: Is that your cousin?

B: Yes, she came here last week with her family. They 1. _____ into a flat in the city centre last Thursday.

A: Oh, where 2. _____ they _____ before?

B: They 3. _____ a house in a town by the sea. I 4. _____ with them last summer.

A: Oh, that's right, I remember now.

You 5. _____ by train, didn't you?

B: No, I 6. _____ the train. It was too expensive!

4. Uzupełnij zdania wyrazami z ramki.

ago in on this last ~~last~~

Example: *What did you do last weekend?*

1. I didn't put my clothes in the washing machine _____ night, so now I have nothing clean to wear.

2. My parents bought a summer house _____ 2003.

3. Did he go to the police station _____ the 3rd of November?

4. Oh no! You didn't go to the market _____ afternoon. What will we eat?

5. We built a swimming pool in the garden three years _____.





Grammar tip

Czasu *past simple* używamy do mówienia o wydarzeniach i stanach w przeszłości, które się już zakończyły.

Z czasem *past simple* często, na początku zdania lub na samym jego końcu, używamy wyrażen czasowych:

- *this morning, yesterday,*
- *last night/Saturday/February/Easter/week/month/summer/year,*
- *one minute/two hours/days/weeks/months/years ago,*
- *in 2016, on June 21st, in the 19th century.*

Znajomość środków językowych

Układanie fragmentów zdań, tłumaczenie fragmentów zdań, dobieranie

5. **E** Uzupełnij zdania (5.1.–5.5.) w czasie *past simple*. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności wyrazów podanych. W każdą lukę możesz maksymalnie wpisać 4 wyrazy, wliczając w to już podane. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów.

Example: *There were some pictures (be / picture) on the wall in the living room.*

5.1. _____ (you / turn)
right at the junction?

5.2. She _____ (not / go)
to the cinema last weekend.

5.3. _____ (be / there)
clean plates in the dishwasher?

5.4. When he was younger, my dad _____
_____ (ride / bike) to school.

5.5. I visited this town in 2017. There _____
_____ (be / not / cafés) then.

6. **E** Przetłumacz na język angielski fragmenty zdań podane w nawiasach (6.1.–6.5.). W każdą lukę możesz maksymalnie wpisać 4 wyrazy, wliczając w to już podane. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów.

Example: (Jest kilka) *There are some luxurious new flats in the suburbs. They're very expensive!*

6.1. I (poszłam) _____
down the street and stopped at the zebra crossing.

6.2. (Czy zwiedziłeś) _____
this building yesterday?

6.3. (Nie ma żadnych) _____
books in the bookcase!

6.4. He (nie widział) _____
the lift – he walked up all those stairs!

6.5. (Czy był tam) _____
a train station at the airport 20 years ago?

7. **E** Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki (7.1.–7.5.). **Uwaga!** Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.



Test tip

Kiedy w zadaniu pojawia się tekst, przeczytaj go najpierw w całości, zanim przystąpisz do rozwiązywania zadania. Popatrz na towarzyszące mu zdjęcia lub ilustracje. W tym zadaniu na przykład warto zwrócić uwagę na gwiazdki. Podpowiadają one, że mamy do czynienia z komentarzem i opinią.

Takie informacje pomagają przy doborze odpowiednich słów w zadaniu.

ago didn't had last not stayed
there was wasn't

travel blog



John

★★★★★

We stayed in the holiday cottage in the picture for two weeks two years

7.1. _____. It was so cosy! The living room was spacious with a large sofa and, best of all, it 7.2. _____ a fireplace. There was a modern kitchen with everything we needed – a fridge, cooker, etc. (but there 7.3. _____ a freezer – what a shame!). 7.4. _____ were three bedrooms upstairs, and each one had a big wardrobe – very useful! Unfortunately, the cottage 7.5. _____ have a garden, but we were near the beach and a forest, so it didn't matter.



Video lesson 3

Listening and Speaking

Do you really drive on the left?

Before watching

1. Popatrz na zdjęcia. Podpisz je za pomocą wyrazów i wyrażzeń w ramce. Jedno wyrażenie podano dodatkowo i nie pasuje do żadnego zdjęcia.

roundabout footpath cycle path
traffic signs cycling licence pedestrians



2. 2.1 Posłuchaj czterech rozmów (1–4) i połącz je ze zdjęciami (A–D).



While watching

3. Obejrzyj film i na jego podstawie zaznacz te zasady ruchu drogowego, które obowiązują rowerzystów w Wielkiej Brytanii.

- ride on the right side of the road ☐
- ride on the left side of the road ☐
- be extra careful when near pedestrians ☐
- pay attention to road signs ☐
- get a cycling licence ☐

4. Obejrzyj film jeszcze raz. Zaznacz, czy poniższe zdania są prawdziwe (T), czy fałszywe (F).

Example: Sarah is Tina and Sophie's half-sister. T / ~~F~~

- Sarah is a funny person. T / F
- Roundabouts can be confusing for foreigners. T / F
- Before entering a roundabout, look left. T / F
- It's not compulsory to wear a helmet. T / F
- Sarah needs some appropriate clothing for cycling. T / F
- Sarah is coming today. T / F

After watching

5. Napisz trzy zdania na temat zasad obowiązujących w ruchu ulicznym w Polsce. Skorzystaj z wypowiedzi na zdjęciach lub swoich własnych pomysłów.

Example: Don't cycle here.



1. _____



2. _____



3. _____

Znajomość funkcji językowych

Wybór wielokrotny

6. **E** Do każdej sytuacji (6.1.–6.3.) wybierz właściwą reakcję A, B lub C.

- 6.1. You see someone you know throwing a plastic bottle on the river bank. What do you tell him/her?
A. Look out! There's a bottle.
B. It's against the law to do that.
C. Don't go there! It's dangerous.
- 6.2. Your sister has to look after your pets this evening because you are meeting a friend. What do you say to her?
A. Don't ever do that again!
B. Watch out. There are fish.
C. First, feed the fish. Then, take the dog for a walk.
- 6.3. You're at a café with your American aunt when you accidentally spill your drink. What do you say?
A. Mind your step! The floor is wet.
B. Don't forget to get another drink.
C. Be careful! You mustn't drink coffee.

Rozumienie ze słuchu

Wybór wielokrotny, dobieranie

7. **E** **2.2** Posłuchaj trzech nagrań (7.1.–7.3.) i wybierz odpowiedź A, B lub C.

- 7.1. The wildlife centre worker
A. is giving instructions to a visitor.
B. is warning a visitor not to feed a bird.
C. is giving an order to a bird.
- 7.2. What is the guest's opinion of the Dolphin Hotel?
A. Don't forget to go there. It's so traditional!
B. Make sure you stay there. It's really fun!
C. Don't ever go there. It's awful!
- 7.3. The news presenter
A. is giving directions to drivers in a traffic jam.
B. is warning drivers about a dangerous situation.
C. is asking drivers to help catch a dangerous animal.



Listening tip

Zanim rozwiążesz zadanie 8., przeczytaj wszystkie zdania. W każdym z nich podkreśl kluczowe słowa lub wyrażenia. To one pomogą Ci wybrać poprawne odpowiedzi. W punkcie A zrobiliśmy to już dla Ciebie.

8. **E** **2.3** Usłyszysz cztery wypowiedzi na temat zdarzeń dotyczących dwóch osób oraz dzięki przyrody (8.1.–8.4.). Połącz każdą wypowiedź z odpowiednim zdaniem (A–E). **Uwaga!** Jedno zdanie podano dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker:

- A. wants people to give money to look after wild animals.
B. is describing how a wild animal can become a pet.
C. is explaining where you can find wild animals in an unusual place.
D. is describing an unusual activity that anyone can do.
E. is worried about the future of some wild animals.

8.1.	8.2.	8.3.	8.4.



Lesson 4

Vocabulary

1. **ROOMS, FURNITURE** Uzupełnij tekst brakującymi słowami. Pierwsze litery są podane.

Japanese influences

This is my Japanese style living room.

As you can see, Japanese-style rooms are simple and don't have much 1. f _____. It has a comfortable white 2. s _____ and two white 3. a _____ to sit on. There are four cosy 4. c _____ on these. In front of the sofa, there is a 5. c _____ table. We also have two bonsai trees, and there's a Japanese 6. r _____ on the wooden floor.



2. **FURNITURE** Podpisz zdjęcia (A–G). Następnie użyj tych słów w zdaniach 1–7.

Example:



Don't go upstairs.
Go downstairs.



A. _____



B. _____



C. _____



D. _____



E. _____



F. _____



G. _____

- Put the dirty clothes in the _____.
- It's cold in here. Let's light a fire in the _____.
- You waste a lot of water by having a bath instead of a _____.
- Something is wrong with the _____ on the washbasin in the bathroom.
- Your dinner is in the _____.
- Close the _____, please. It's dark outside.
- There's a hole in the _____ and rainwater is coming in.

3. **LANDSCAPE AND GEOGRAPHY** Wybierz poprawną opcję.

Example: It's freezing today. When I woke up, there was A on the grass.

(A) frost B. storm C. sun

- What a beautiful _____ you have in your garden. Are those *koi* fish?
A. jungle B. ocean C. pond
- In Tokyo, the sun is _____ today, but in Osaka it's raining.
A. drying B. freezing C. shining
- In 2011, a large tsunami _____ hit the coast of Japan. It was 40 metres high.
A. bank B. seaside C. wave
- Hail and _____ have resulted in some dangerous driving conditions on the motorway.
A. cloudy B. snow C. temperature
- The _____ of the Sumida River is a lovely place to have a picnic in the summer.
A. bank B. cave C. coast

4. **NATURAL DISASTERS** Przetłumacz zdania na język polski.

- There are a lot of floods in the south of Poland.

- Hurricanes are often dangerous.

- There are often high levels of smog in Warsaw.

- Drought-related problems in Poland are becoming very serious.

5. **THE ENVIRONMENT, NATURAL DISASTERS**

Przeczytaj trzy krótkie teksty (A–C) i rozszyfruj słowa związane z ekologią oraz katastrofami naturalnymi.

- A. I think that the biggest problem is air (tiopollun) pollution. There's a lot of 1. goms _____ in our city. We produce far too much 2. (boncar) _____ dioxide, which is one of the causes of 3. (lobgal) _____ warming.

- B. Did you know that 4. (*matclie*) _____ change is resulting in a greater number of natural 5. (*stersdisa*) _____ every year. There are more 6. (*dostaorne*) _____, droughts, 7. (*odslof*) _____ and wildfires than ten years ago.

- C. Yes, you're right. Another problem is 8. (*terwa*) _____ pollution. Too many harmful 9. (*cesstasubn*) _____ are in our rivers and oceans. 10. (*ticplas*) _____ bags, for example, kill sea animals. People throw them away without thinking of the consequences. We must find a more 11. (*sablesutain*) _____ way of living.

6. **THE ENVIRONMENT, NATURAL DISASTERS** Korzystając z listy słówek w podręczniku, napisz dwa zdania na temat problemów ze środowiskiem:

w miejscu, w którym mieszkasz:

na świecie:

7. **PLACE TO LIVE, NATURE** Przeczytaj tekst i znajdź w nim słówka według podanych podpowiedzi (1–4).

Namazu

According to Japanese legend, earthquakes were caused by a giant fish called *Namazu*, which lived under the islands of Japan. When the monster moved, the ground shook. More than a thousand earthquakes occur in Japan every year, but I was still shocked when I met the 'monster' for the first time last month. It was a chilly March morning on the coast when the earthquake hit. The walls of my room started shaking and all the paintings and the mirror fell to the floor. I jumped under the table immediately. It only lasted a few seconds, but it was so frightening. I then listened for the tsunami siren because I was near the sea, but fortunately there wasn't one.



Find:

- one word to describe the weather _____
- two natural disasters _____, _____
- three geographical terms _____, _____, _____
- four things that you find in a room _____, _____, _____, _____

Znajomość środków językowych

Dobieranie, układanie fragmentów zdań

8. **E** Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki (8.1.–8.3.). **Uwaga!** Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

eco-friendly energy extinct
litter shower sink

In a forest just one hour away from Tokyo there is a village. It's different from other villages because all the inhabitants live in 8.1. _____



tree houses and everyone maintains a sustainable lifestyle. The houses are simply amazing. The people who live there use renewable 8.2. _____. They have solar power and they get clean drinking water from a nearby stream. This means that they can have a hot 8.3. _____ once a year. What do they eat? They look for wild organic plants in the forest and, of course, they cook their meals on an open fire.

9. **E** Uzupełnij zdania (9.1.–9.3.). Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów. W każdą lukę możesz maksymalnie wpisać 4 wyrazy, wliczając w to już podane. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów.

- I was so busy last weekend. I _____ (move / new) house on Saturday. It's eco-friendly, of course.
- Mount Fuji is 3,776 m _____. (above / level). But did you know that it is an extinct volcano?
- The islands provide a _____ (nature / habitat) for thousands of sea birds. They take shelter in the many trees that grow there.



Lesson 5

Grammar



Grammar tip

Aby tworzyć porównania za pomocą przymiotników i przysłówków, które mają dwie sylaby lub więcej, potrzebne są wyrazy takie jak *more/most* oraz *less/least*:
*Mosquitoes are **more** dangerous than flies. Flies are **less** dangerous than mosquitoes.*

*Mosquitoes are one of the **most** dangerous animals.
 What is the **least** dangerous animal?*

1. Uzupełnij tabelki odpowiednimi formami przymiotników i przysłówków z ramki. Następnie użyj niektórych z nich w poprawnych formach w zdaniach.

bad badly carefully comfortable far fast
 good heavy small well **big slow**

Adjectives

Example: *big bigger the biggest*

	Stopień równy	Stopień wyższy	Stopień najwyższy
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Adverbs

Example: *slowly more slowly the most slowly*

8.			
9.			
10.			

Example: *A cheetah is faster than a turtle.*

11. The USA is _____ from Poland than the UK.
 12. They looked at the pond _____ than before. This time, they saw a lot of wildlife.
 13. Renewable energy is _____ for the environment than fossil fuels.
 14. The storm was the _____ disaster ever for Polish forests.
 15. Good news! The ozone hole over Antarctica is _____ than 14 years ago.

2. Wszystkie zdania poniżej są nieprawdziwe.

- Popraw je, używając wyrazów w nawiasach.

Example: *A rat is smaller than a mouse. (big)*

A rat is bigger than a mouse. A mouse is not as big as a rat.



1. Cats are more dangerous than lions. (as)



2. The lightest land animal in the world is the African Bush Elephant. (heavy)



3. A zebra is as tall as a giraffe. (short)



4. Seals swim faster than dolphins. (slow)

Znajomość środków językowych

Tłumaczenie fragmentów zdań

3. **E** Przetłumacz na język angielski fragmenty zdań podane w nawiasach (3.1.–3.5.). W każdą lukę możesz maksymalnie wpisać 4 wyrazy, wliczając w to już podane. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów.

Example: *Mosquitoes are (bardziej niebezpieczne niż) more dangerous than spiders.*

- 3.1. What is (najwyższym szczytem) _____ in Poland? – It's Rysy.
 3.2. Mount Everest is only (odrobinę wyższy niż) _____ K2.
 3.3. Is the Atlantic Ocean (tak duży jak) _____ the Pacific Ocean?
 3.3. This cat is (zabawniejszy niż) _____ its brother!
 3.5. Plastic bags are (dużo gorsze niż) _____ paper bags.



1. Przeczytaj zdania i wybierz poprawne słowa.

Example: *I didn't go out yesterday.
It was enough / too rainy.*

1. He refused to swim in the lake. It wasn't warm enough / too.
2. We couldn't make a snowman. There wasn't enough / too snow.
3. I need my sunglasses. The sun is shining enough / too brightly!
4. The plants aren't growing very well. It's enough / too dry.
5. Is the wind blowing strongly enough / too to fly the kite?

2. Wybierz poprawne słowo w każdym zdaniu.

Następnie połącz zdania (1–5) z wypowiedziami (A–F), aby powstały logiczne pary.



Grammar tip

Wykrzyknień używamy do wyrażania bardzo silnych emocji, takich jak podziw (*What a lovely house!*), radość (*What fantastic weather!*), rozczarowanie (*What a shame!*) lub złość (*How annoying!*). Na końcu takiego zdania stawiamy wykrzyknik.

Example: (*How / What*) a pity! D

1. *How / What* a huge bathroom! ____
 2. *How / What* terrible weather! ____
 3. *How / What* awful! ____
 4. *How / What* a great surprise! ____
 5. *How / What* peaceful! ____
- A. This river was so clean last year, but now it's full of rubbish.
- B. We sat on the beach and looked at the ocean for hours. There was nobody else there.
- C. Look at the weather forecast – more rain.
- D. ~~We couldn't go to the mountains. They were too far away.~~
- E. Here are some photos of the cottage where we spent our holidays.
- F. We took the dog to the vet. She's expecting puppies, but we didn't realise!

Znajomość środków językowych

Dobieranie, układanie fragmentów zdań

3. **E** Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 3.1.–3.5. **Uwaga!** Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.



Test tip

Pamiętaj! Zanim zaczniesz rozwiązywać zadanie, przeczytaj cały tekst, zastanów się, jaki to rodzaj tekstu i o czym jest w nim mowa. Następnie przeczytaj każde zdanie z luką. Zastanów się, jakiego słowa brakuje, jakiej części mowy: rzeczownika, czasownika a może przyminka? A może potrafisz zgadnąć to słowo? Dopiero wtedy popatrz na wyrazy w ramce. Nigdy nie zostawiaj luk pustych.

at by for from in in of on with

Frida is probably the most famous dog in Mexico. She finished working 3.1. _____ 25 June, 2019.

3.2. _____ 2010 to 2019 she helped rescue teams after many disasters, for example,

the earthquake in Haiti 3.3. _____ 2010,

and the landslide in Guatemala in 2012. 3.4. _____

her special goggles and boots, she was afraid

3.5. _____ nothing. When she found people who needed help, she barked. What a hero!



4. **E** Uzupełnij zdania (4.1.–4.5.). Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów. W każdą lukę możesz maksymalnie wpisać cztery wyrazy, wliczając w to już podane. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów.

4.1. There _____ (be / not / enough / milk) to make an omelette. Go get some from the pantry!

4.2. Her book _____ (be / difficult) to understand. I stopped reading it after 6 pages.

4.3. Learning Polish _____ (not / be / easy) as learning English.

4.4. Look at the view! _____ (how / beautiful)!

4.5. I'm shocked. _____ (what / terrible) story.



Lesson 7

Reading

Look out! Avalanche!

Poland is lucky to have many **picturesque landscapes**. In the south, it has some spectacular mountains. In the north, it has miles and miles of beautiful coastline. Both are popular with tourists and help to create beautiful memories. **1.** ____ That was certainly the case for a group of tourists from Germany who visited the Tatra mountains last winter. A pleasant trip to the **national park** suddenly became a nightmare.



Disaster struck on Rysy – Poland's highest mountain at 2,503 metres above sea level. It started off as a beautiful, sunny day. The tourists decided to set off on their walk without checking the weather forecast first. **2.** ____ The temperature fell to -10°C (minus ten degrees centigrade) and then it started snowing. It was **freezing** and very windy. The snow was heavy, and it was difficult to see the mountain **path**. They were lost and started to look for shelter. That is when the avalanche happened.

The group of seven was extremely lucky. A rescue team was nearby and reacted quickly. **3.** ____ Time is very important for people caught in an **avalanche**. A person cannot survive for more than two hours if they are trapped under snow. A helicopter took the group to a hospital down in the valley. Nobody died, but four people needed emergency medical treatment. The rescue team's fast reaction probably saved their lives.

The story reminds us how important it is to prepare well for a trip to the mountains. **4.** ____ When it's cold and there's a lot of snow, we also need to find out what the risks of an avalanche are. We never know when **disaster** might strike!

1. Przeczytaj tekst. Odpowiedz na pytania pełnymi zdaniami.

- When did the German tourists visit Poland?

- What was the weather like when they started their hike?

- How long can a person survive after an avalanche?

2. Uzupełnij zdania wyłuszczoneymi w tekście obok wyrażeniami, tak aby powstały spójne i logiczne zdania.

- There were more than 200 natural _____ in the first few months of 2020. Most of them occurred in Asia and South America.
- A careless skier was responsible for the huge _____ last week in the Swiss Alps.
- If you love majestic animals and other natural wonders, you have to check out our website, where you are able to explore the world's largest _____.
- These hills and lakes create _____ around our town.
- Kate shouldn't take that _____. It's slippery and dangerous, especially in spring.
- I can't imagine how people can swim in _____ cold water. I'd never do anything as extreme as that!

3. Na podstawie tekstu wybierz właściwą odpowiedź.

- Rysy
A. is 2,503m from the seaside.
B. is in Poland.
C. is not very high.
- The German tourists
A. didn't check the weather forecast before going hiking.
B. were visiting Poland during the warmest time of the year.
C. were prepared for any change in the weather.
- Some of the tourists
A. needed medical treatment.
B. lost their lives.
C. found their own way back to safety.



Reading tip

Uzupełniając luki w tekście, zwracaj uwagę na treść akapitu, w którym brakuje zdania. Ustal jego cel i myśl główną. Popatrz na zdanie poprzedzające lukę oraz na zdanie po niej i uważnie je przeczytaj. Zwróć uwagę na formy gramatyczne zastosowane w zdaniach.

Po wstawieniu brakującego zdania przeczytaj akapit jeszcze raz i sprawdź, czy wybrane zdanie pasuje treściowo do niego.

- 4. Z tekstu: 'Look out! Avalanche!' usunięto cztery zdania. Uzupełnij luki (1–4) brakującymi zdaniami, tak aby powstał spójny i logiczny tekst. Uwaga! Jedno zdanie podano dodatkowo i nie pasuje do żadnej z luk.**

- A.** The snow had covered almost everything, so it was hard for them to find a place for helicopter to land.

Czy są w tekście informacje mówiące o lądowaniu helikoptera?

- B.** We must always check the weather forecast, even during the summertime.

W jakim miejscu tekstu jest mowa o pogodzie?

- C.** Unfortunately, that was a big mistake because it meant that they didn't hear the weather warning.

Jaką rolę odgrywa słowo *unfortunately* – czy nasi bohaterowie pominęli jakąś ważną rzecz do zrobienia? Kiedy?

- D.** But sometimes things can go horribly wrong.

Things – jakie rzeczy? Jakie wydarzenia? Czego może dotyczyć zdanie?

- E.** Thanks to GPS and some highly intelligent rescue dogs, the rescuers took just 30 minutes to find them.

Zwróć uwagę, że z formy tego zadania wynika, iż jest ono dopełnieniem określonego wydarzenia. Komu lub czemu mogły pomóc GPS i psy ratownicy? Poszukaj w tekście tej informacji. Dlaczego tak ważny był czas?

Rozumienie tekstów pisanych

Dobieranie

- 5. E** Z tekstu usunięto cztery zdania.
- ... Uzupełnij luki brakującymi zdaniami, tak aby powstał spójny i logiczny tekst. **Uwaga!** Jedno zdanie podano dodatkowo i nie pasuje do żadnej z luk.
- A.** What is more, in the days after flood, the city had no power.
- B.** There was a flood warning, but there was not enough time to evacuate everyone who was in danger.
- C.** However, after a few days, some of them received much needed help from the army and the government.
- D.** People called it the *The Millennium Flood*.
- E.** Tragically, 56 people drowned.

The Millennium Flood

Whenever we think of dangerous places to live, we probably don't think of Poland. But, from time to time, the country experiences a natural disaster. For example, in July 1997 the south-western part of Poland saw the biggest flood in recorded history. **5.1.** ____



It was the result of some extremely heavy rain in Austria, the Czech Republic and Poland. Soon, there was too much water in the Rivers Odra and Oława, so they simply burst their banks. First, the rivers flooded towns and villages in the countryside, but then the flood hit Wrocław. The city looked like a lake as it was under three metres of water.

5.2. ____ Helicopters searched for people trapped on the roofs and balconies of their houses. They all needed to be rescued. With so many homes under water, some of them had to wait a long time for a boat to come and find them.

5.3. ____ Nothing worked. Another problem was that the city's drinking water was no longer safe. Getting access to these basic necessities created huge difficulties!

The flood destroyed or severely damaged thousands of homes that summer. Some people lost everything they had. **5.4.** ____ Today a monument stands near the University Bridge in Wrocław to remember the people that died. It also says a big thank you to the members of the emergency services and the ordinary people who helped others and who helped to save the city from the flood.

Lesson 8

Writing

1. Do pytań (1–3) dopasuj odpowiadające im odpowiedzi (A–E). Jedna odpowiedź została podana dodatkowo. Zaproponuj własne odpowiedzi na pytania 1–3.

- What do you think about going to a museum? ____
- Are you planning to buy a new house? ____
- Personally, I think this fireplace is too big. ____

- A. No, I'm not. I like mine a lot.
 B. My new house is amazing. You have to visit me!
 C. Which one? I've heard about the new one in the city centre. I'd like to go there.
 D. Do you? I'm not sure. Let's ask the assistant.

1. _____
2. _____
3. _____

2. Połącz zdania (1–7) z ich tłumaczeniami (A–G).

- I'm planning to do some chores after school. ____
- Can you pick up your grandpa from the train station? ____
- Dad, I fed the cat and took the rubbish out. ____
- That's all. Text me when you're done. ____
- Remind your sister to sweep the driveway. ____
- The oven is broken. Call Mr Watson. ____
- Don't forget to call me! Kisses! ____

- A. Piekarnik się zepsuł. Zadzwoń do pana Watsona.
 B. Przypomnij siostrze o posprzątaniu podjazdu.
 C. To wszystko. Napisz, gdy skończysz.
 D. Planuję wykonać trochę prac domowych po szkole.
 E. Tato, nakarmiłam kota i wyrzuciłam śmieci.
 F. Czy możesz odebrać dziadka ze stacji kolejowej?
 G. Nie zapomnij zadzwonić! Buziaki!

3. Przeczytaj plany Sama i Lilly na poniedziałek.

- Uzupełnij na ich podstawie notatkę.

4 Sam's Monday

9 am: meet Kate

in the library

3 pm: go shopping

5 pm: football practice

4 Lilly's Monday

12 pm: clean the

kitchen and my room

4 pm: go for lunch

in a café with Tom

Mum,
I won't be back for dinner.

The library was closed, so I 1. _____

I'll call her later. In the afternoon I 2. _____

_____, but I couldn't get any rice.

Can you buy some on your way home? Please talk to Lilly – she 3. _____,

so it is still a mess. She 4. _____

to a café to meet Tom.

Text me when you get back from work.

I'll be back after 5. _____

Love,
Sam

Tworzenie wypowiedzi pisemnych

Notatka



CHECKLIST

Pisząc notatkę:

- pamiętam, żeby wskazać adresata,
- używam zwrotów takich jak:
because, because of, that's why,
- podpisuję pracę.

4. **E** Twój tata poprosił Cię o zrobienie kilku rzeczy.

- W notatce do niego napisz:

- co udało Ci się zrobić,
- wyjaśnij, dlaczego nie wykonałeś/wykonałaś jednego z zadań,
- poproś tatę o odebranie książki z biblioteki.



Vocabulary

1. Znajdź sześć nazw miejsc. Słowa ukryte są poziomo.
••• Następnie z każdym słowem ułóż jedno zdanie.

t	h	e	a	t	r	e	e	t	y
s	c	h	o	o	l	d	f	g	h
a	s	d	f	g	h	j	k	l	i
s	u	b	u	r	b	s	f	g	h
w	e	r	t	y	u	i	e	r	i
b	u	n	g	a	l	o	w	w	w
c	e	n	t	r	e	b	n	m	m
b	b	s	q	u	a	r	e	b	v

- _____
 - _____
 - _____
 - _____
 - _____
 - _____
- ___/6 pkt

2. Na podstawie definicji zgadnij, o jaki wyraz chodzi.
••• Podana jest ostatnia litera słowa.

- _____r a machine that washes and dries glasses, plates and cutlery
- _____f it protects people and things inside a building from the elements, e.g. the wind and the rain
- _____d describing a very busy place that's full of people
- _____s animals whose young are fed on milk
- _____t the part of a plant that grows underground

___/5 pkt

Grammar

3. Uzupełnij luki poprawną formą czasowników w nawiasach w czasie **past simple**.
•••

- There _____ (be / not) any butter in the fridge, so I went to buy some.
- I'm really sorry I _____ (break) your favourite cup. I didn't mean to.
- We _____ (try) to phone our uncle, but he didn't answer.
- At the weekend I _____ (eat) two boxes of chocolate, but I'm not proud of the fact.

___/4 pkt

4. Uzupełnij zdania. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów. W każdą lukę możesz maksymalnie wpisać 4 wyrazy, wliczając w to już podane.

- It _____ (be / too / cold) to wear a T-shirt.
- This exercise is _____ (easy) the previous one.
- There _____ (be) single place we could stay in.
- The road conditions were too dangerous! It _____ (be / safe / enough) to drive.

___/4 pkt

Language functions

5. Połącz połówki zdań, tak aby utworzyć spójne i poprawne wypowiedzi.
•••

- Dropping litter in the street _____
- Don't ever _____
- Look out! That _____
- Don't forget _____

- A. to tidy your room.
B. is against the law.
C. do that again!
D. spider may bite you!

___/4 pkt

Listening

6. 2.4 Usłyszysz dwukrotnie trzy wypowiedzi na temat zwierząt. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–3) odpowiadające jej zdanie (A–D). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.
•••

Speaker 1 _____

Speaker 2 _____

Speaker 3 _____

- A. cannot understand why one particular species of animal exists.
B. is angry with his/her sister.
C. doesn't believe that all animals can be protected.
D. thinks that mosquitoes are useful.

___/3 pkt

Suma punktów: _____





Zadanie 1.

E Uzupełnij zdania (1.1.–1.5.). Wykorzystaj wyrazy podane w nawiasach w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i poprawne. **Uwaga!** W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyrazy już podane.



Test tip

Zanim zaczniesz pisać, zastanów się: co sprawdza dane zadanie? Czas przeszły czy teraźniejszy? A może stopniowanie przymiotników? Uważaj: nie wszystkie słowa w nawiasach muszą zostać przekształcone.

- 1.1. There _____
(*not be / any*) pillows in my hotel room so I called room service immediately to let them know.
- 1.2. I miss my brother. I _____
(*want / meet*) him last Sunday, but he was too busy.
- 1.3. My bag _____
(*be / big*). Everyone else had a smaller one.
- 1.4. My friend lost her passport in America. I can't think of anything _____
(*bad*) that when you're travelling.
- 1.5. Luckily, I _____ (have / enough / tickets) to take everyone to the cinema a week ago.

Sprawdź: Przeczytaj jeszcze raz całe zdania od początku do końca i sprawdź, czy są poprawne gramatycznie, czy nie ma w nich literówek oraz czy wpisałeś/wpisałaś nie więcej niż trzy wyrazy w każdą lukę.

Zadanie 2.

E Dla każdej z opisanych sytuacji wybierz właściwą reakcję. Zakreśl literę A, B albo C.



Test tip

Przeczytaj uważnie polecenia. Pytania: „Co powiesz?”, „Co odpowiesz?”, „Co mówi?” zupełnie co innego oznaczają i wymagają innych odpowiedzi.

- 2.1. Twój kolega przeprasza za to, że zabrał Ci coś bez pytania. Jesteś na niego zły/zła. Co mu odpowiesz?
A. Don't ever do that again.
B. Do what I tell you, right now.
C. Look out!

- 2.2. Chcesz zabrać scyzoryk na wycieczkę. Mama się nie zgadza. Co mówi?
A. Don't forget your penknife!
B. Mind your penknife!
C. You mustn't take your penknife!
- 2.3. Twoja przyjaciółka prosi, żebyś nie zapomniał/zapomniała zaprosić Toma na przyjęcie. Co mówi?
A. Forget about Tom!
B. Make sure you invite Tom!
C. I can't forget Tom.
- 2.4. Twoja mama chce, abyś przed wyjściem z domu posprzątał/posprzątała swój pokój. Co mówi?
A. I can't clean my room. I must go.
B. You must clean your room first.
C. You mustn't clean your room first.

Sprawdź: Pomyśl dokładnie: co mówi pierwsza osoba. W pierwszym dialogu może mówić „Przepraszam, że się spóźniłem”. Czy odpowiedź, którą wybrałeś/wybrałaś, pasuje do takiego zdania?

Zadanie 3.

E **2.5** Usłyszysz dwukrotnie wypowiedź Jane, która właśnie wróciła z wakacji w Hiszpanii. W zdaniach 3.1.–3.3., na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B albo C.



Test tip

Pytania do tekstu są zawsze ułożone w takiej kolejności, w jakiej informacje pojawiają się w nagraniu.

- 3.1. At first, Jane was looking forward to the trip because she loves
A. eating at restaurants.
B. water sports.
C. picnics.
- 3.2. What was the worst thing about the hotel?
A. The room had no view.
B. There was no chance of a picnic.
C. The shower was cold.
- 3.3. She couldn't go swimming, because
A. no trips to the beach were organised.
B. the swimming pool was too cold and the beach was too far away.
C. the coach was broken down.

3.4. Jane got to the zoo

- A. by coach.
- B. by car.
- C. by plane.

Sprawdź: Jeżeli nie jesteś pewny/pewna swojej odpowiedzi, to wykreśl odpowiedź na pewno błędną, a następnie wybierz jedną z tych, które zostały.

Zadanie 4.

E Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (4.1.–4.4.) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać logiczny i spójny tekst. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.



Test tip

W tym zadaniu jeden błąd pociąga ze sobą kolejne. Aby tego uniknąć, należy zawsze wybierać odpowiedź z pełnej listy zdań (A–E), nie omijając tych, które się wstawiło wcześniej.

THE CONTINUING STORY OF THE TITANIC



The history of this steamer is fascinating. Over 3,000 people built the ship, which cost \$75 million. **4.1.** _____ It left Southampton in April 1912, but never reached New York, which was its final destination. After hitting an iceberg on the 5th night of the cruise, it sank, resulting in the deaths of more than 1,500 people.

Its first class deck had a sauna, a squash court and a swimming pool. **4.2.** _____ These passengers in third class, however, suffered the most as a result of the catastrophe.

The actual site of the shipwreck was discovered in 1985. Thousands of artefacts have been recovered and displayed in museums around the world.

4.3. _____ Due to rust-eating bacteria, it will be gone by about 2030. Is this the end of the Titanic story?

Not necessarily. **4.4.** _____ He hopes that it will be ready for its first voyage in 2022.

- A. People who could not afford a more expensive ticket were probably quite happy deep below the upper decks.
- B. It was the second biggest, the most luxurious liner ever built.
- C. However, the RMS Titanic made only one trip.
- D. Clive Palmer announced that a luxury liner called Titanic II is under construction.
- E. But what's left of the Titanic won't be there forever.

Sprawdź: Czy zdanie, które zostało niewykorzystane, na pewno nie pasuje do żadnej z czterech luk?

Zadanie 5.

E Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne, gramatycznie i ortograficznie poprawne. **Uwaga!** W każdą lukę w zdaniach 5.1.–5.5. możesz wpisać maksymalnie trzy wyrazy.



Test tip

Nie sugeruj się liczbą słów w nawiasach: to, że np. w nawiasie są trzy słowa polskie, nie musi oznaczać, że w luce także trzeba wpisać trzy słowa angielskie.

- 5.1. (Czy są jakieś) _____
_____ pot plants in your room?
- 5.2. I don't have (wystarczająco pieniędzy)
_____ to buy this sofa.
- 5.3. Why (nie poszedłeś) _____
sightseeing with John?
- 5.4. (Co jest lepsze) _____:
living in a big city or in the countryside?
- 5.5. Mike, please (skręć w lewo) _____
_____ at the next traffic lights.

Sprawdź: Czy w każdą lukę wpisałeś/wpisałaś maksymalnie trzy wyrazy? Czy całe zdanie, przeczytane od początku do końca jest poprawne i ma sens?

Unit 3: Sport, zdrowie

In good shape

Lesson 1

Vocabulary

1. DIFFERENT SPORTS Znajdź nazwy jeszcze 8 sportów.

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

2. PLACES TO DO SPORT, COMPETITIONS Uzupełnij tekst wyrazami z ramki.

beach cheer pool court cycling
points race *surfing*

Come to the Seaside Summer Sports Camp!
Don't be bored this summer!

You can go surfing, windsurfing or sailing with our experienced teachers.

Take part in our 1. _____ volleyball competition and 2. _____ on your new friends.

Go 3. _____ along the cycle path on the coast. You can borrow our bicycles. Join other cyclists for a weekly 4. _____.

You also need your swimming costume to go swimming in the indoor 5. _____.

Play a game of tennis on the tennis

6. _____.

Challenge other players to a match.

See who can score the most 7. _____.

3. SPORT Uzupełnij zdania tak, aby mówiły o Tobie.

My fitness fact file

- The sports I do: _____
- A sport I don't like: _____
- A team sport I would like to try: _____
- The most popular sports in Poland: _____

4. BODY PARTS Podpisz części ciała przedstawione na zdjęciach.



- _____
- _____



- _____
- _____

5. ILLNESSES Wybierz poprawną odpowiedź: A, B lub C.

- I feel _____. Do you think I'm ill?
A. dizzy B. flu C. painful
- I have a _____ nose. Maybe it's just hay fever.
A. runny B. cold C. symptom
- Quick! Call an ambulance! This man is having a _____ attack.
A. brain B. heart C. muscle
- Doctor, I have _____ rash on my face.
A. an allergic B. a chills C. a nose
- My stomach hurts. I think it's food _____.
A. cold B. fever C. poisoning

6. AT THE DOCTOR'S Uzupełnij zdania brakującymi słowami. Pierwsze litery wyrazów zostały podane.

- The baby cried when the nurse gave it an i _____.
- Can I have a w _____, please? I have a broken foot.
- My GP says that I have to s _____ in bed.
- The doctors regularly e _____ my eyes and prescribe eye drops.
- I have a problem with my tooth. I think I will make an a _____ with my dentist.

7. HEALTH Przetłumacz fragmenty zdań w nawiasach na język angielski.

At the doctor's

What's the matter?

I have a **1.** (*ból gardła*) _____
and it hurts when I **2.** (*połykam*) _____.

Do you have any other **3.** (*symptomy*) _____?

Yes, I have a slight **4.** (*gorączka*) _____.

Let me **5.** (*zbadać Twoje gardło*) _____.

Here's a **6.** (*recepta*) _____
for some antibiotics.

Take one **7.** (*tabletkę*) _____ twice a day.

Thank you, doctor.

8. SPORT AND HEALTH Przeczytaj tekst i wykonaj zadanie poniżej.

The oldest sport in the world

What is the oldest sport in the world? Archery? Running? Hockey?

These sports are very old, but the oldest sport in the world is actually *wrestling*. We know this because of the famous cave paintings in Lascaux, France. They are 15,300 years old and show men wrestling. The sport is still very popular worldwide. Thousands of fans watch their favourite wrestlers compete on TV. These wrestling matches often combine sport with acting. But many people forget that wrestling does not only entertain; it can also hurt! You may suffer a head or knee injury or severe back pain as a result of wrestling. My advice is to get some proper training before you try it.



Find the English translation of the following words:

Example: *zapasy* – *wrestling*

łucznicstwo _____
zranić _____
rywalizować _____
trening _____

Znajomość środków językowych

Uzupełnianie luk, parafraza

9. E Uzupełnij luki (9.1.–9.3.) wyrazami z ramki.

Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

cheer compete injuries jump record
treatments

A team doctor



I am the doctor for an athletics team. I take care of anyone who needs treatment or advice when they are at the stadium. They **9.1.** _____ in many different disciplines, for example, the high **9.2.** _____ or the pole vault. I love my job because every day is different. My patients come to me with lots of different types of sporting **9.3.** _____. Today, for example, I treated a twisted ankle and a pulled muscle. My dream is to be a doctor at the Olympics.

10. E Wykorzystując podane wyrazy, uzupełnij zdania z lukami (10.1.–10.3.), tak aby zachować sens zdania wyjściowego. Możesz wpisać maksymalnie trzy wyrazy.

10.1. The doctor prescribed medication for my sore throat. **PRESCRIPTION**

The doctor _____
_____ for my sore throat.

10.2. You are so good at running! Why don't you compete in a race? **TAKE**

You are so good at running! Why don't you
_____ in a competition?

10.3. Is there any pain when you move your neck? **HURT**

Does your _____
_____ when you move it?



Lesson 2

Grammar

1. Połącz każde zdanie (1–6) z objaśnieniem jego znaczenia (A–F).

- ~~Don't go out in this rain. You'll catch a cold!~~
- There's been an accident! I'll call an ambulance.
- She's got a hospital appointment next week. She's having an X-ray.
- Oh no! She's fallen off her bike! That's going to hurt!
- I'm sorry. Dr Smith won't be in tomorrow.
- I'm not feeling very well today. I'm going to rest tonight.

- | | |
|--|---|
| A. Ustalony plan na przyszłość | — |
| B. Fakt w przyszłości | — |
| C. Przewidywanie na temat przyszłości | 1 |
| D. Plany na przyszłość lub intencje | — |
| E. Decyzja podejmowana w chwili mówienia | — |
| F. Przewidywanie oparte na dowodach | — |

2. Na podstawie przykładów z ćwiczenia 1 uzupełnij notatkę na temat różnych form wyrażania przyszłości w języku angielskim. Wykorzystaj każde wyrażenie z ramki tylko raz.

going to going to present continuous
future simple (will) future simple (will)
future simple (will)



Grammar tip

- Do mówienia o faktach w przyszłości używamy: _____.
- Aby wyrazić przewidywanie dotyczące przyszłości, stosujemy 2. _____, ale jeśli mamy dowody na swoje stwierdzenie, używamy 3. _____.
- Do wyrażania planów i intencji związanych z przyszłością potrzebujemy 4. _____, ale jeśli nasze plany zostały już z kimś potwierdzone, do ich wyrażenia użyjemy 5. _____.
- Jeśli podejmujemy decyzję w chwili mówienia, np. obiecujemy coś, oferujemy albo o coś prosimy, zrobimy to za pomocą 6. _____.

3. 3.1 Uzupełnij zdania za pomocą *will* lub *won't* oraz czasowników w ramce. Posłuchaj i sprawdź swoje odpowiedzi.

be come not feel *bring* get
not operate recover



Example:

I've got a terrible headache.

I'll bring you some painkillers.

- Don't eat that! You _____ food poisoning!
- The doctors say that they _____.
- _____ she _____?
- Yes, we think she _____ fine.
- Take these pills, and you _____ dizzy anymore.
- _____ you _____ to A&E with me?

4. Połącz zdania w logiczne pary.

- | | |
|-------------------------------------|----------|
| 1. Look at that bruise! | <u>E</u> |
| 2. Cancer kills a lot of people. | — |
| 3. She never wears a coat. | — |
| 4. Don't hold the racket like that. | — |
| 5. I'm having a check-up tomorrow. | — |
| 6. Oh no! I'm allergic to that. | — |
- A. She'll get pneumonia one day.
B. You're going to pull a muscle!
C. I don't think there will be any problems.
D. I'm going to ... sneeze!
E. ~~That's going to be painful.~~
F. Do you think scientists will find a cure soon?





5. Przeczytaj wiadomość. Wybierz poprawną odpowiedź: A, B lub C.



I fell over while I was running yesterday. When I woke up this morning, my ankle was really painful. I've seen the doctor, and B me to hospital this afternoon. I'm **1.** ___ an X-ray at 3 o'clock. It's annoying, because my friends **2.** ___ bowling this afternoon, but I'm **3.** ___ with them. I'm just going **4.** ___ this evening. What **5.** ___ you doing this evening? Do you want to come over to my place?

Example: A. she sends (B) she's sending C. she'll send

- | | | |
|-----------------|--------------|------------|
| 1. A. going | B. have | C. having |
| 2. A. are going | B. is going | C. will go |
| 3. A. not go | B. not going | C. won't |
| 4. A. rest | B. resting | C. to rest |
| 5. A. are | B. do | C. will |

Znajomość środków językowych

Tłumaczenie fragmentów zdań, układanie fragmentów zdań

6. E Wybierz poprawną opcję.

There's an exhibition about the history of sport at the museum. **6.1.** *I'll go to see / I'm going to see* it on Friday with some friends. Do you want to join us?

I'd love to, but I'm not here on Friday. **6.2.** *I'll visit / I'm visiting* my cousins for the day. But I hear that the exhibition is very good. **6.3.** *You'll enjoy / You're going to enjoy* it!

6.4 *Will you do / Are you doing* anything this afternoon?

Yes, **6.5.** *I'll meet / I'm meeting* my friend Tamara in the park at 2 o'clock. **6.6.** *We'll play / We're going to play* tennis.

Oh, the weather forecast says **6.7.** *it's raining / it's going to rain* later.

Mmm, OK. Well, perhaps **6.8.** *we won't play / we're not playing* tennis, then. Maybe **6.9.** *we'll go / we're going* shopping instead!

7. E Przetłumacz na język angielski fragmenty zdań. W każdą lukę możesz maksymalnie wpisać 4 wyrazy. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów.

Example: (Czy idziesz) *Are you going* to the gym later?

- 7.1.** I don't think (że ona wygra) _____ the competition.
- 7.2.** (Czy on zamierza) _____ have an operation?
- 7.3.** I promise I (że będę) _____ at the sports centre tonight.
- 7.4.** (Czy gracie) _____ tennis at the weekend?
- 7.5.** Do you think (że będzie padać) _____ at the weekend?

8. E Uzupełnij zdania od (8.1.–8.5.). Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów. W każdą lukę możesz maksymalnie wpisać cztery wyrazy, wliczając w to już podane. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów.

Example: *He'll get* (He / get) an injury if he runs in these shoes. They're far too small!

- 8.1.** I'm meeting Olga next Saturday, and _____ (we / play) tennis.
- 8.2.** She doesn't look very well. Watch out! She _____ (go / faint)!
- 8.3.** That looks heavy. _____ (I / help) you.
- 8.4.** Are _____ (you / take) my advice?
- 8.5.** She's planning to take this medication, but it _____ (not / help) her.

Video lesson 3

Listening and Speaking

The rules of the game

Before watching

1. Zdecyduj, o czym mówi każda z osób (A–E):
 ... o sporcie (S) czy o zdrowiu (Z).
- A. Let's hope so. They've played well in all their matches. ____
- B. I hope it feels better soon. I think you need to take a painkiller. ____
- C. Yes, our opponents played really well. It's so disappointing. ____
- D. Don't give up. You are doing really well. Two more minutes. ____
- E. Oh no. Thinking of you lots and hoping for your speedy recovery. ____

2. 3.2 Posłuchaj pięciu wypowiedzi i do każdej z nich dopasuj odpowiedź (A–E) z zadania 1.

1.	2.	3.	4.	5.

3. Uzupełnij brakujące fragmenty rozmów.
 ... Skorzystaj *Functional language box* w podręczniku.

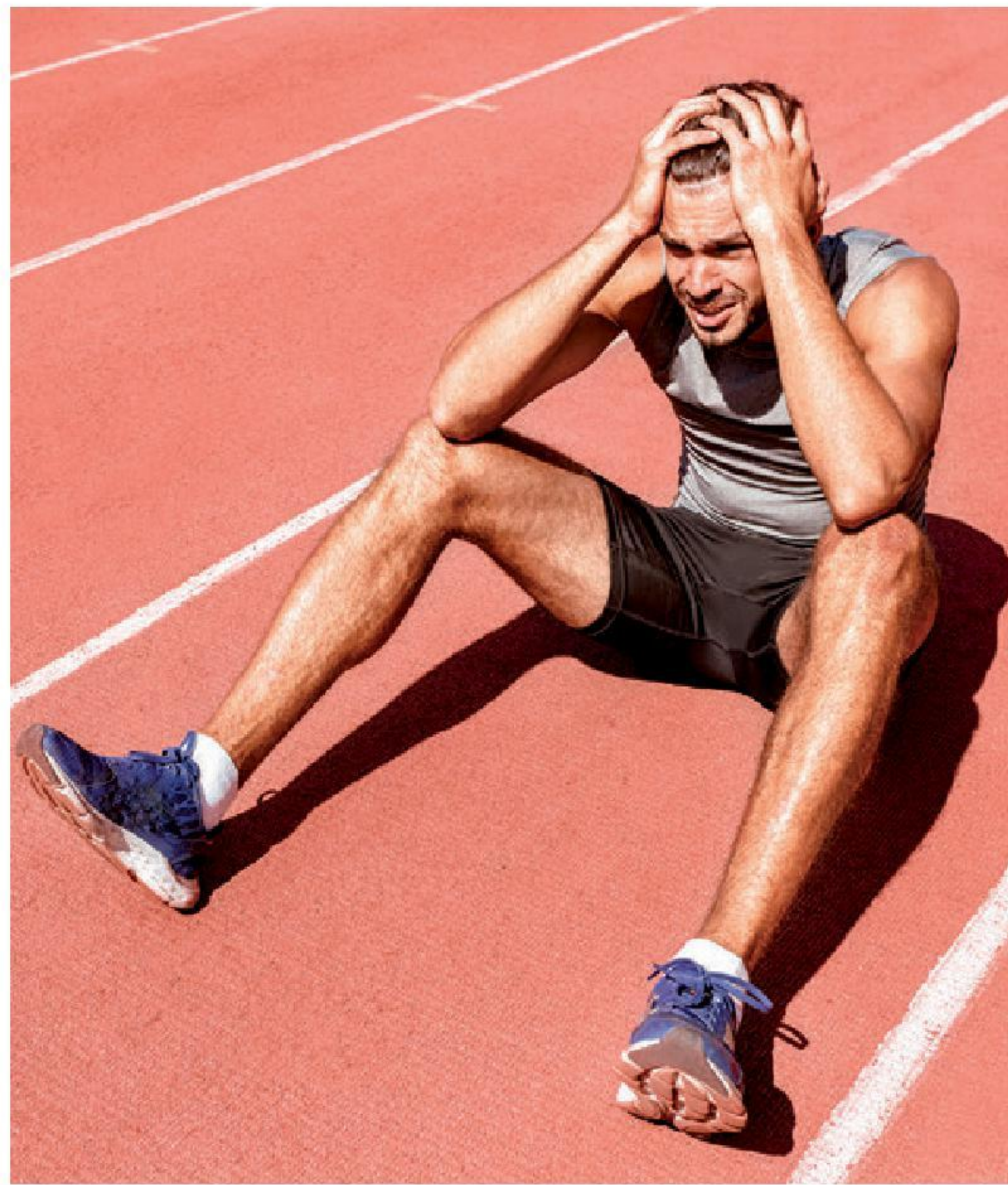
1. I'm so tired I can't finish the race.

2. Hurray! I got a silver medal in the competition.

3. We lost the match.

4. Guess what? We are going to be in the final of the dancing championship.

5. I've got stomach ache. I think I've got food poisoning.



While watching

4. Obejrzyj film i zaznacz (✓), o czym rozmawiają vloggerki.

1. the sports they do at school ____
2. the school teams they play in ____
3. the sports they watch ____
4. an injury ____

5. Obejrzyj film i odpowiedz na pytania.

1. What sport does Sophie do?

2. How do you play it? Write down two facts about the sport.

3. Who says: *Anything is possible. Impossible just takes a little longer?*

4. How often does Tina have volleyball training?

5. Who has a competition next weekend?



After watching

6. Napisz dialog, korzystając z podpowiedzi w nawiasach.

(Favourite sport?) What is your favourite sport?

(Rules?)

(Tournament?)

Znajomość funkcji językowych

Wybór wielokrotny

7. Do każdej sytuacji (7.1.–7.3.) wybierz poprawną odpowiedź: A, B lub C.

- 7.1. Twój przyjaciel nie wygrał wyścigu. Co mu powiesz?
A. Let's hope that you'll run.
B. Hope you feel better soon.
C. Better luck next time.
- 7.2. Twoja przyjaciółka złapała ospę wietrzną i musi zostać w domu przez dwa tygodnie. Co jej powiesz?
A. I'll keep my fingers crossed!
B. I hope you feel better soon!
C. You're doing great!
- 7.3. Nie możesz iść do parku rozrywki, ponieważ samochód Twojego taty się popsuł. Co powiesz?
A. That was a good effort!
B. Have a speedy recovery!
C. That's so disappointing!

Rozumienie ze słuchu

Wybór wielokrotny, dobieranie



Listening tip

Czasami w ćwiczeniu na słuchanie Twoim zadaniem będzie znalezienie właściwego podsumowania wypowiedzi, którą słyszysz. Popatrz na punkt 8.1. poniżej. Na pytanie: *What did the boy break?* odpowiedź znajdziemy wśród ciągu wyrazów kluczowych: *hospital – X-ray – plaster*.

8. Posłuchaj trzech rozmów (8.1.–8.3.) i wybierz poprawne odpowiedzi (A, B lub C).

- 8.1. What did the boy break?
A. his wrist
B. his nose
C. his cheek
- 8.2. Both the boy and girl
A. feel disappointed that the Pole won't win.
B. think that the Pole is lucky.
C. hope that the Pole will still win.
- 8.3. What is wrong with the patient?
A. She has a temperature.
B. She is allergic.
C. She has a chest infection.

9. Posłuchaj czterech wypowiedzi związanych z obozami sportowymi. Do każdego rozmówcy (9.1.–9.4.) dopasuje wypowiedź (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnego rozmówcy.



Go to this camp if you

- A. enjoy team sports.
B. like sport and are creative.
C. hope to visit two countries.
D. do a sport very well.
E. hope to get better at sport.

9.1.	9.2.	9.3.	9.4.



Lesson 4

Vocabulary

1. **SPORTS PEOPLE** Podpisz sportowców na zdjęciach (A–E).



A. _____



B. _____



C. _____



D. _____



E. _____

2. **EQUIPMENT** Do każdej wypowiedzi (1–5) dopasuj sportowca z zadania 1. (A–E).

- It's your first time at the camp, so take your board and go to the easy slope. _____
- Take your racket and go to court 3. Your opponent is waiting for you. _____
- Put your wetsuit and goggles on. The boat will reach the coral reef in 5 minutes. _____
- You want size 37 skates, right? Be careful, the rink is busy today. _____
- Do you have your helmet? It's not safe to ride Buttons without one. _____

3. **DOING SPORTS** Do każdego czasownika dobierz pasujące wyrazy z ramki.

a horse a scooter **basketball** for a run
for a swim gymnastics jogging judo sailing
skiing volleyball

DO _____	PLAY <u>basketball</u>
_____	_____
_____	_____
_____	_____
_____	_____
GO _____	RIDE _____
_____	_____
_____	_____
_____	_____
_____	_____

4. **HEALTHY LIFESTYLE** Przeczytaj tekst i wykonaj polecenie poniżej.

Forum

What is the secret to feeling good?



Saladeater9

Nutrition is important. Eat healthily and drink lots of water. You will feel less tired.



Prince233

Talk about your feelings. If you are worried about anything, talk to someone you know who may be able to help you.



Sparkleday12

Be kind to each other! Do something nice for someone, and you will feel good about yourself.



deepseadiver1

Keep active! You don't have to start weightlifting or go windsurfing. Just go for a walk or ride your bike. Exercise is good for our bodies and our brains. It helps us think more positively.

Join the conversation >

Sign in to comment >

1. Znajdź wśród komentarzy na forum:

A. one word which refers to the food we eat and how it helps our bodies

B. the translation for *czuć się dobrze ze sobą*

C. the translation for *myśleć bardziej pozytywnie*

2. Napisz swój własny komentarz na temat:
What is the secret to feeling good?

5. **ACCIDENTS** Popatrz na zdjęcia i dopasuj wyrazy z ramki. Dwa wyraz zostały podane dodatkowo. Następnie użyj niektórych z nich w zdaniach.

antiseptic bandage bleeding broken
choke nosebleed plaster wound

A. 1.



2.



3.



B. 1. Oh no! I can't move my leg. I think it is _____.

2. I think we can finally remove the bandage.

The _____ seems to be much better.

3. Check your knee again and if it is still _____,

use some antiseptic and apply a new dressing to the wound.

6. **HEALTH** Wybierz poprawne słowo w każdym zdaniu.

Example: Max will stay in bed / meditation for a few days because he's ill.

- Peter is in a wheelchair because he injured his *kidney* / *spine* in a horse-riding accident.
- Let's go to the countryside to get some fresh air. It's good for our *bones* / *lungs*.
- I don't feel *tired* / *well*. I didn't get enough sleep last night.
- Ruth is going to go on a diet because she wants to lose *overweight* / *weight*.
- She wants a flat *liver* / *stomach*, but she already looks great.
- Eat healthily and you won't need to take *blood* / *vitamins*.

Znajomość środków językowych

Dobieranie, parafraza

7. **E** Uzupełnij każdą lukę (7.1.–7.3.) słowami z ramki.
Trzy słowa podane są dodatkowo i nie pasują do żadnej luki.

diet little overweight sleep tired training

The problems of being a night owl

Do you go to bed late? Do you play online games, chat with friends or do homework at midnight? Lots of teenagers are not getting enough 7.1. _____, and it's generally because they have too much screen time. Only 30% of teens get the recommended 9 hours of sleep a night. This means that a lot of them feel 7.2. _____ and moody the next day at school. Experts think that not getting enough sleep can affect not only how children feel, but also the food that they eat. They snack more, so they also have a less healthy 7.3. _____. Better sleep means better health, so what time are you going to go to bed tonight?



Test tip

Pamiętaj, w zadaniach na transformacje nie wolno zmieniać podanego słowa. Jeśli to zrobisz, nie dostaniesz punktu.

8. **E** Wykorzystując podane wyrazy, uzupełnij każde zdanie z luką (8.1.–8.3.), tak aby zachować sens zdania wyjściowego. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

8.1. He does exercise in the park every day. **OUT**

He _____
in the park every day.

8.2. Mum, it's your birthday today, so don't get up because I will make you breakfast. **BED**

Mum, it's your birthday today, so

because I will make you breakfast.

8.3. I slept badly last night because I ate too much before bedtime. **ENOUGH**

I didn't _____
last night because I ate too much before bedtime.



Lesson 5

Grammar

Nagrania 3.5
docwiczenia.pl
Kod: U8XVJA



1. Przeczytaj zdania i wybierz poprawne wyrazy.

Example:

A: Can / Must I ride my bike in the park?

B: No! Look at the sign.



- The label says: This medication *has to* / *may* affect your sleep.
- A: *Do I have to* / *May I* wear this bandage?
It's really uncomfortable.
B: I know, but it's important to keep the wound clean.
- You *might not* / *mustn't* take more than three tablets a day. That could be dangerous.
- You *don't have to* / *shouldn't* sit in front of the screen at night. You won't be able to fall asleep.
- He *can't* / *mustn't* work out at home. He hasn't got the necessary equipment.



Grammar tip

Niektóre czasowniki modalne mają swoje odpowiedniki w czasach przeszłych, na przykład:

- Can* you skateboard?
Could you skateboard when you were younger?
- My mother *is able to* speak three languages.
My grandmother *was able to* speak four languages.
- I *have to/must* wear a helmet.
I *had to* wear a helmet.

2. Zmień czasowniki w zdaniach tak, aby zdania stały się wypowiedziami w czasie przeszłym.

Example: Maria *can* train at the local sports centre.

Maria could train at the local sports centre.

- I can't lose weight! It's too difficult!
I _____ weight! It _____ too difficult!
- The referee must stop the match. The players are fighting!
The referee _____ the match. The players _____ fighting!
- She's not able to go to the gym because it's closed.
She _____ to the gym because it _____ closed.
- My brother can play table tennis really well.
My brother _____ table tennis really well.
- Are you able to go running where you live?
_____ to go running where you lived?

3. 3.5 Uzupełnij luki wyrazami z ramki.

Posłuchaj i sprawdź.

can't has might **must** should shouldn't

What's wrong with Maja?

I don't know. I think she must be stressed.

Oh no! Why's that?

Well, she's really worried about the race. She doesn't think she'll do well. She's thinking she 1. _____ not take part, but she's still not sure. Her parents say that she 2. _____ to do it. They think it's important.

Oh dear. And yesterday she spent a lot of time with her friends instead of training.

Yeah, I know. And now she 3. _____ sleep.

Poor Maja. She 4. _____ talk to her parents.

I know. I'm going to see her this afternoon. I'll tell her that she 5. _____ worry so much!

Znajomość środków językowych

Tłumaczenie fragmentów zdań

4. E Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga! W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

Example: (Czy możemy) Can we play ball games in the park?

- My mum was really stressed at that time, so (ona musiała pracować) _____ less.
- I'm not sure what to do this afternoon. (Być może pójdę) _____ for a walk.
- If you want to compete in the Olympics, (musisz trenować) _____ every day.
- (On powinien jeść) _____ more healthily.
- Alex is so fit! (On na pewno uprawia) _____ a lot of sport.



1. Połącz pytania i odpowiedzi.

...

- Why are you going outside? B
- Why is Alex going to the sports centre?
- Why should people meditate?
- Why are you competing in this tournament?
- Why did you go on a diet?
- Why did you go back to the swimming pool?

- To find a way to relax.
- ~~To get some fresh air.~~
- To win!
- To look for my goggles.
- To watch a football match.
- To lose weight.

1.	2.	3.	4.	5.	6.
B					

2. Uzupełnij zdania za pomocą bezokoliczników celu, utworzonych z czasowników z ramki.

...

do get ~~have~~
help lose play

Example: My grandma went to hospital to have an X-ray.

- What did you do _____
weight?

I ate less sugar.
- David goes to the gym every Wednesday evening
_____ a fitness class.
- I'll go to the sports centre later _____
_____ table tennis with my friends.
- Why are you going to bed early tonight?

_____ some sleep!
- What can I do _____ my sore throat?

3. Przeczytaj tekst i wybierz poprawne odpowiedzi.

...



Two years ago, I was working six days a week, sometimes for 10-12 hours a day. One day, so / while I was working as usual, I felt a pain in my chest. I thought it might be a heart attack. Thankfully, **1.** so / when the ambulance arrived, I was feeling a lot better. It wasn't a heart attack; it was stress – I had it **2.** because / before I was working too hard. **3.** After / While that experience, I decided to work less. I knew that I needed to relax more, **4.** so / when I took up meditation. Now I meditate **5.** because / before breakfast every morning. And I feel a lot less stressed as a result!

Znajomość środków językowych

Parafraza

- 4. E** Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (4.1.–4.4.). Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. **Uwaga!** Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany.

Example: We run because we want to get fit. **SO**
We want to get fit so we run.

- I'm training today because I have a race tomorrow. **SO**
I have a race tomorrow _____ today.
- I was very stressed, so I took up yoga. **BECAUSE**
I took up yoga _____ very stressed.
- They went to the club because they wanted to play golf. **TO**
They went to the club _____ golf.
- I want to get fitter. What can I do? **TO**
What can I do _____ fitter?



Lesson 7

Reading

Text 1

Golf

Last year I went to St Andrews in Scotland, the home of golf, in order to watch a championship. I enjoyed it so much that now I attend international golf tournaments as often as I can. I love seeing how professional golfers play. It's magical how they are able to hit the ball around a golf course, skillfully avoiding the ponds and sand bunkers. I sometimes play, but I'm not very good. I get far more pleasure from watching the professionals.



Text 2

Archery

I grew up watching TV programmes and films that starred superheroes or princesses doing archery. I used to imagine myself as one of these characters, so I asked my parents to let me try the sport. It wasn't possible at the time. Now that I'm an adult, I've recently started thinking about archery again. The problem is that the nearest archery club is 60 km away, but I think the travelling will be worth the effort. I'm having my first lesson next week.



Text 3

Water skiing



It may seem unusual, but I enjoy watching people water ski. It's such an elegant sport. I particularly like it when a group of water skiers make different formations, especially when it's a pyramid. It's amazing how they are able to do that, and I could watch online videos of them all day. They are so talented. Unfortunately, I don't live anywhere near a lake, so I don't have a chance to try it myself. I am saving money to go to the Florida Keys next year, where I will definitely put some water skis on.

**1. Pomyśl o swojej ulubionej dyscyplinie sportowej.
... Odpowiedz na pytania.**

1. What is your favourite sport? _____
2. Is it a team or individual sport/winter or summer sport? _____
3. Where can you play the sport? _____
4. What equipment do you need? _____

**2. Przeczytaj teksty (1–3). Odpowiedz na pytania (1–7)
... pełnymi zdaniami.**

1. Where should you visit if you are interested in golf and its history?

2. What kinds of contests are held at St Andrews?

3. According to the author, what's so amazing about golf?

4. Why was the author fascinated by archery?

5. When is he/she having the first lesson?

6. How does the author watch water skiing?

7. What is he/she planning to do in the following year?

3. Uzupełnij wyrażenia wyrazami z tekstów 1–3.

••• Przetłumacz je. Zaproponuj przykładowe zdania.

Example: *get pleasure* *czерpać przyjemność*

I often get a lot of pleasure from watching football.

1. _____ international golf tournaments

2. _____ avoiding the ponds

3. _____ effort

4. _____ unusual

5. _____ water skis on

4. Przeczytaj teksty (1–3) jeszcze raz. Do każdego

••• zdania (A–D) dopasuj właściwy tekst. **Uwaga!** Jedno zdanie podane zostało dodatkowo i nie pasuje do żadnego tekstu.

Which text is about someone who:

- A. can't try their favourite sport because of where they live? _____
- B. was encouraged by their parents to practise a particular sport? _____
- C. has finally decided to take up a new sport? _____
- D. is a huge fan of sporting competitions? _____

Rozumienie tekstów pisanych

Dobieranie

5. **E** Przeczytaj teksty (1–3). Do każdego zdania (A–D) dopasuj właściwy tekst. **Uwaga!** Jedno zdanie podane zostało dodatkowo i nie pasuje do żadnego tekstu.

Forum

Spectator sports: Are you an armchair sporting celebrity?



Prince233

1. Motor racing

I am a bit of a car fanatic, so I know that fast racing cars are very technologically advanced. The drivers can reach speeds of 375 kmph! I follow the progress of the teams in the important races that take place around the world. My ideal present would be a day at a racing track.



deepseadiver1

2. Deep sea diving

I am addicted to watching videos of deep sea diving online. I particularly like it when dives are streamed live. You feel as if you are sharing the adventure with the divers. You see all the different species of fish and sea mammals that they see and get to explore the bottom of the ocean. I'm not brave enough to do it myself.



Sparkleday12

3. Ice skating

Watching ice skating has become a passion of mine. I love the way the performers move around the ice rink, but I also love the music and the outfits that the skaters wear. I can think of nothing better than spending an evening at home with a cup of tea and a packet of biscuits, watching ice skating. It's so relaxing.

[Join the conversation >](#)

[Sign in to comment >](#)

Which text is about someone who

- A. is too afraid to try a particular kind of sport? _____
- B. is more of a couch potato than an active person? _____
- C. records divers exploring marine life? _____
- D. hopes to receive a gift connected with his/her interest? _____

Lesson 8

Writing

1. Przetłumacz podane wyrażenia na język polski.

1. job advert

2. For more details ...

3. We're open ...

4. You can't miss it!

5. The winner will receive ...

6. There are some important documents inside.

7. entry fee

8. take place

9. take part

10. invite

11. participate

2. Zaproponuj chwytliwy tytuł zaproszenia na:

1. konkurs kulinarny: _____
2. koncert rockowy: _____
3. pokaz sprzętu sportowego: _____

3. Przeczytaj ogłoszenie. Na jego podstawie uzupełnij notatkę. Luki (1–7) uzupełnij w języku angielskim.

Come and take part in our charity event!

**Become
a HERO!**



Help us raise money to buy school supplies for a local children-in-need foundation.

The event is on Saturday, June 11th at 9 am.

Tickets cost £5 for adults and £2 for children aged 12 & under

Meet us at Harrison Primary car park. To get there, take a number 10 bus from the city centre and get off at the third stop.

Live music, football and tennis matches with professional coaches*, fantastic food trucks and many more attractions!

Hope to see you there!

*All the necessary equipment will be provided.

Hey Sam!

How are you? Any plans for Saturday? I've just read about 1. _____.

I thought we could go to. What do you think?

It's next to my school, so we can get there on foot or take a 2. _____.

If we go, it will help the organisers 3. _____ to donate

to children in need. Don't worry about the tickets, my mum will buy them for both of us. It'll only cost

4. _____ for the two of us as we're not 12 yet. I want to have a tennis lesson.

Fortunately, I don't have to take my own

5. _____. They provide all the necessary gear. We can also try some delicious burgers or pasta from some 6. _____.

_____. Later, we can

7. _____ some live concerts. Why don't we meet at 8.30 at my place?

Text me! Henry.

Tworzenie wypowiedzi pisemnych

Ogłoszenie



CHECKLIST

- Pamiętam o ciekawym tytule.
- Podaję niezbędne informacje o wydarzeniu, jego czasie i miejscu.
- Używam zwrotów takich jak:
on Monday, in May, at 5 o'clock.
- Używam takich czasowników jak:
take place, take part, invite, participate, join.

4. **E** Organizujesz w szkole spotkanie ze znaną osobą.

Napisz ogłoszenie, w którym poinformujesz:

- z kim odbędzie się spotkanie,
- gdzie i kiedy się ono odbędzie,
- jakie atrakcje czekają na uczestników.

1. Wybierz słowo, które nie pasuje do pozostałych.

...

- | | | | |
|-------------|--------------|---------|-----------|
| 1. neck | wrist | bruise | finger |
| 2. swimmer | diver | cyclist | surfing |
| 3. healthy | chills | rash | fever |
| 4. lungs | helmet | liver | spine |
| 5. ice rink | tennis court | goggles | ski slope |

___/10 pkt

Grammar

2. Uzupełnij zdania wyrazami z ramki. Dwa zwroty zostały podane dodatkowo i nie pasują do żadnego zdania.

...

aren't able to can couldn't
may mustn't should

- Unfortunately, I _____ beat Sam in our last game – he was so fast!
- You _____ touch this! It's dangerous!
- You _____ try to understand your parents more – they love you so much, which is why they are so demanding.
- If I spend £50 on this jacket, I _____ not have enough money to buy shoes.

___/4 pkt

Language functions

3. Dopasuj wypowiedzi 1–4 do sytuacji A–D.

...

- Don't be sad. It was a good effort. _____
- Don't worry about it.
A speedy recovery is more important. _____
- You're doing great. Keep going! _____
- Wow, nice work. I'm impressed. _____

- I am ill and cannot come to your party.
- Your dog is taking part in a dog race. You want to encourage it to go faster.
- A friend informs you that she won the silver medal in a swimming competition.
- Your brother studied for a long time for the test but he got a bad mark. You want to cheer him up.

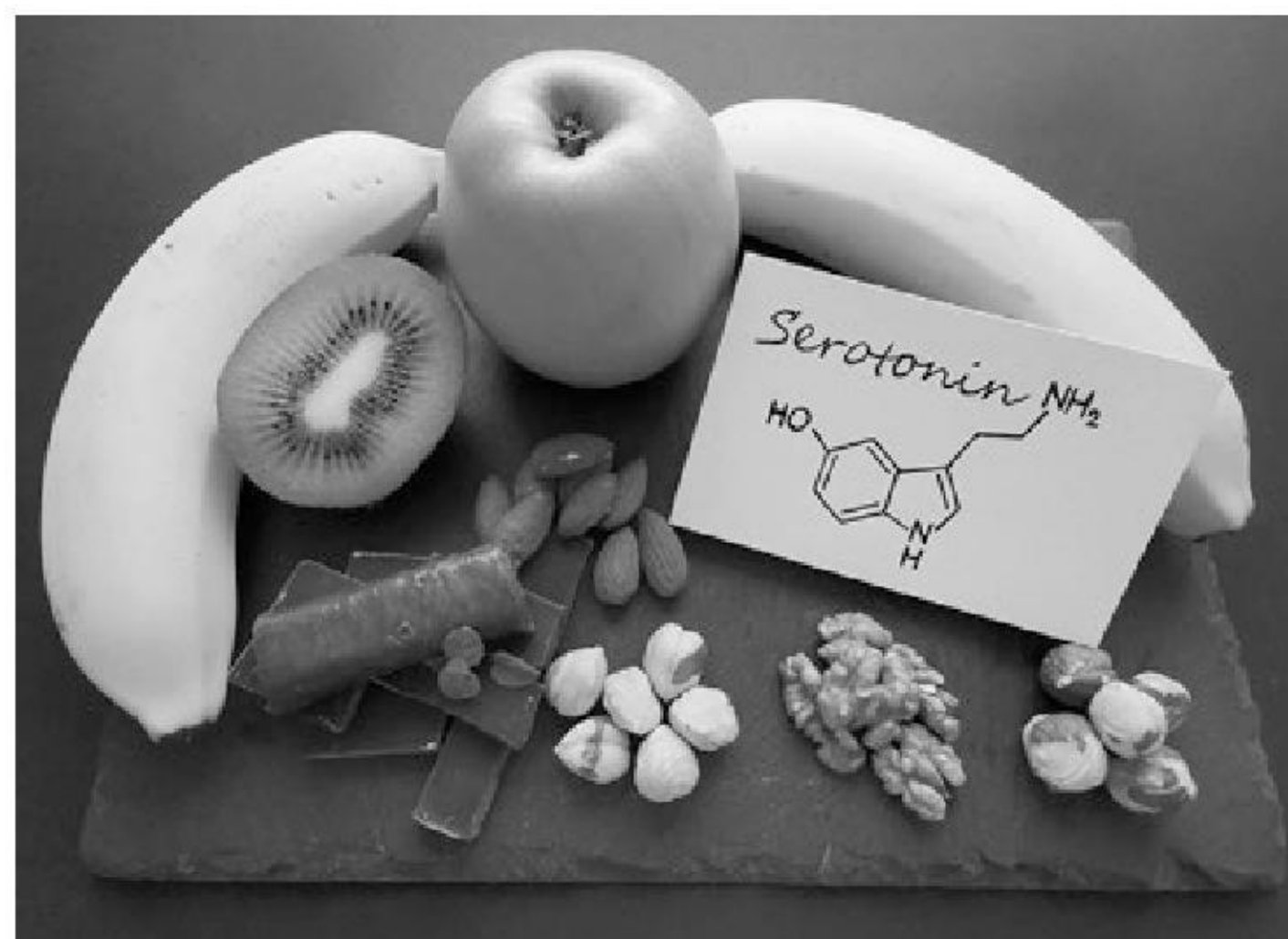
___/4 pkt

Reading

4. Przeczytaj tekst, z którego usunięto trzy zdania.

...

- Wpisz w każdą lukę (1–3) literę, którą oznaczono brakujące zdanie (A–D), aby otrzymać spójny i logiczny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.



When was the last time you felt really cheerful and enthusiastic? Scientists know the reason why some people are happier and, in consequence, healthier than others. The secret is in our brain and it's something as simple as serotonin. This mysterious substance, which people call *the hormone of happiness*, impacts our body in various ways. 1. ____ It is also responsible for our mood. What is interesting is that you had the highest level of serotonin in your body when you were born. 2. ____ There is proof that eating some foods helps to release more serotonin into the body. Help yourself to some chocolate and a banana every day. 3. ____ And, apart from following the right diet, don't forget to get enough sleep. It will surely make you smile more often. What is more, you are less likely to suffer from infections or headaches. That's not a promise, it's a fact.

- Eat meals containing plenty of fish, rice, eggs and nuts.
- Maybe it will prevent cancer and heart disease.
- It controls our emotions, sleeping habits and motor skills.
- However, that doesn't mean you cannot be a happy teenager or a contented adult.

___/3 pkt

Suma punktów: _____



Zadanie 1.

E Uzupełnij rozmowę. Wpisz w każdą lukę (1.1.–1.4.) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy. Luki należy uzupełnić w języku angielskim.



Test tip

Najpierw przeczytaj dialog z lukami. Zorientuj się, kto z kim rozmawia, o czym, gdzie etc.

- A: How are you doing, John?
- B: I'm feeling much better. The doctors say I should be out next week. My knee is still really painful, however.
- A: 1.1. _____
(*need*) an operation?
- B: I hope not. With any luck, physiotherapy 1.2. _____
(*enough*) to get me fully fit.
- A: Let's hope so. Have a speedy recovery!
- B: Thank you. Can I ask you a favour?
- A: Of course. What 1.3. _____
_____ (*do*) for you?
- B: Could you please bring me some books to read when you next come to visit?
- A: Sure, no problem. I 1.4. _____
_____ (*see*) again in the next couple of days.
- B: Thanks. See you soon.

Zadanie 2.

E Uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (2.1.–2.4.). Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. **Uwaga!** Nie zmieniaj formy podanych wyrazów.



Test tip

W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany.

- 2.1. I think it's possible for us to go to the gym by car.
ABLE
I think we will _____
_____ go to the gym by car.

- 2.2. No smoking inside this building! **MUSTN'T**
You _____ inside
this building.
- 2.3. I'm meeting June tomorrow because I want to tell her about my prize. **TO**
I'm meeting June tomorrow _____
_____ about my prize.
- 2.4. My dentist's appointment is at 2 pm tomorrow.
SEEING
My dentist _____
_____ at 2 pm tomorrow.

Sprawdź: Czy słów w każdej luce jest maksymalnie trzy?

Zadanie 3.

E Przeczytaj tekst. Uzupełnij w e-mailu luki (3.1.–3.4.) zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim.



Test tip

Najpierw przeczytaj list. Potem podkreśl w tekście potrzebne informacje.

NEW SEASON RECRUITING! JOIN THE TEAM!



**After a great season, we are looking
for newcomers to join our team.**

It doesn't matter whether you are taking up volleyball for the first time or if you've played before! You can play with us in order to keep fit or because you want to take part in the amateur championships!

FIND THE GROUP FOR YOU:

Saturdays, age: 5–10

Boys Beginners: 10 am; Boys Advanced: 1 pm
Girls Beginners: 10 am; Girls Advanced: 1 pm

Sundays, age: 11–17

Boys Beginners: 1 pm; Boys Advanced: 2 pm
Girls Beginners: 11am; Girls Advanced: 12 pm
Mixed Beginners: 3 pm; Mixed Advanced: 4 pm

**Be part of our team! Fill in the online form,
and we will contact you as soon as possible!**



email

Wojtku,
mówiłeś, że szukasz jakiegoś zajęcia na popołudnie,
najlepiej zajęć sportowych. Przesyłam Ci informacje
z miejscowego ośrodka sportu o zajęciach
z siatkówki. Żeby się zapisać musisz wypełnić
3.1. _____.
Nie jest to skomplikowane, musisz wybrać grupę
wiekową oraz to, czy chcesz grać w drużynie
męskiej czy mieszanej. Musisz także zadeklarować
swój **3.2.** _____.
Może moglibyśmy grać razem? Zajęcia dla
początkujących nastolatków odbywają się
w **3.3.** _____
o godzinie **3.4.** _____.
Napisz mi co o tym myślisz.
Marysia.

Sprawdź: Przeczytaj cały list jeszcze raz i zobacz, czy
wszystko jest spójne.

Zadanie 4.

E **3.6** Usłyszysz dwukrotnie podcast
o najmłodszej uczestniczce Olimpiady w Tokio
reprezentującej Wielką Brytanię. Na podstawie
informacji zawartych w nagraniu uzupełnij luki
(4.1.–4.4.) w poniższej notatce. Luki należy uzupełnić
w języku angielskim.



Test tip

Czy jesteś w stanie przewidzieć, co będzie w luce?
Może nazwa miejsca? Albo cyfra? Popatrz na ostatnią
lukę i pomyśl, co można pisać?

Meet Sky Brown

She will be 13 years old during the
4.1. _____ in 2021.

She became a professional athlete at the age of
4.2. _____.

She lived in **4.3.** _____
when she was a child.

She is writing **4.4.** _____
at the moment.

Zadanie 5.

E **3.7** Usłyszysz dwukrotnie cztery wypowiedzi
(5.1.–5.4.). Do każdej z nich dobierz właściwą
reakcję (A–E). Wpisz rozwiązania do tabeli. **Uwaga!**
Jedna reakcja została podana dodatkowo i nie pasuje
do żadnej wypowiedzi.

- A. Thank you very much.
- B. Oh, sorry, I didn't see the sign.
- C. I'll keep my fingers crossed.
- D. Let's buy some gym passes.
- E. Oh, me too!

5.1.	5.2.	5.3.	5.4.

Zadanie 6.

E Przeczytaj opis ilustracji. Uzupełnij każdą lukę
(6.1.–6.4.) jednym lub dwoma wyrazami, tak aby
powstał spójny i logiczny tekst zgodny z ilustracją.
Wymagana jest pełna poprawność ortograficzna
i gramatyczna.

Have a look at this. It shows a woman who
6.1. _____ a game using VR technology.
This is what some people think the future of sport
will look like. Can you imagine e-athletes who will
wear Virtual Reality **6.2.** _____ like
this woman? She is in her **6.3.** _____,
at home, maybe competing with someone on the other
side of the globe. What are they playing? Maybe tennis
or badminton? It's certainly a sport that you need
a **6.4.** _____ for.



Getting down to work

Lesson 1

Vocabulary

1. **SCHOOL TYPES, TEACHERS AND STUDENTS** Uzupełnij zdania brakującymi słowami. Pierwsze litery zostały podane.

Example: After primary school, I'll go to secondary school.

- My 3-year-old sister will start going to n_____ soon.
- There are 23 p_____ in my class.
- Mrs White is the f_____ teacher of Class 8A. She helps them if they have a problem.
- We'll have to ask the h_____ teacher for permission to organise a school trip.
- When I leave school, I want to study zoology at u_____.
- I prefer having lessons at school, but d_____ learning from home is not so bad.
- A place where pupils live and study is called a b_____ school.
- Your son is a very h_____ student. He studies a lot and is very ambitious.
- My favourite teacher is Mr Holland. He's quite s_____ but always fair.

2. **SUBJECTS** Wpisz nazwy przedmiotów szkolnych w tabelce.

Key words	subject
<i>algebra, add (+), minus (-)</i>	<i>mathematics</i>
1. Hello, Hola, Guten Tag	
2. kings and queens, wars	
3. maps, continents	
4. plants, the body	
5. the political system	
6. electricity, magnetism	
7. computers, programming	
8. basketball, gymnastics	
9. H ₂ O, CO ₂ , Fe, Au	

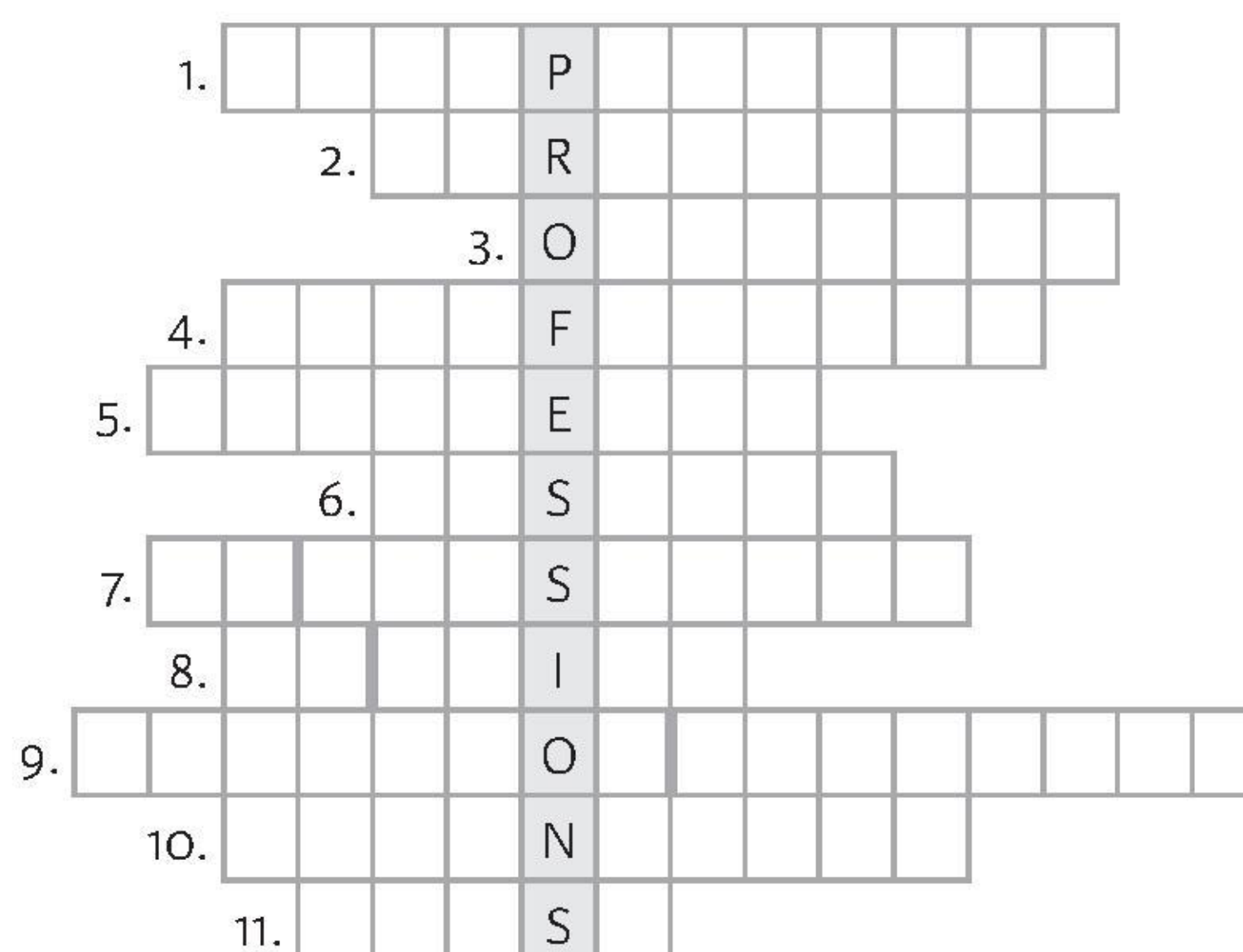
3. **PLACES AT SCHOOL, SCHOOL OBJECTS** W każdym zdaniu wybierz poprawne słowo.

- Do you hang your coat up in a *cloakroom* / *common room* or do you have your own locker?
- A:** What lesson do we have next?
B: I'm not sure. Let's check the timetable on the *notice board* / *school office*.
- I'm late. Has the teacher taken the *register* / *coursebook* yet?
- Do we have biology in the science *lab* / *field* today?
- Do they sell healthy snacks in the ICT *suite* / *tuck* shop?

4. **PROFESSIONS** Użyj podpowiedzi i wpisz brakujące litery w nazwach zawodów.

This person:

- helps visitors in a hotel/office
- makes furniture from wood
- examines people's eyes and sells glasses
- provides an emergency service (dial 998 – in Poland)
- provides an emergency service (dial 999)
- delivers letters to your home
- introduces or presents a TV show
- cures toothache
- designs the inside of a house
- writes articles for a newspaper
- works in a hospital with patients



5. DESCRIBING JOBS Uzupełnij tekst wyrazami z ramki.

dream rewarding scary temporary well-paid

email

Guess what! I've finally got my **1.** _____ job. I'm a vet. It's a **2.** _____ position as the job is only for one year. It's a very attractive profession, for example, it's very exciting and **3.** _____ to be able to make a sick animal well again. But it also has some disadvantages. It's challenging and sometimes **4.** _____ because not every animal is friendly. My job won't be very **5.** _____ because I don't have any experience yet, but I'll get more money after the first six months. Write back soon. Nick

6. SALARY Dopasuj fragmenty (A–E) do zdań (1–5).

- A. weekly wage
- B. got a bonus
- C. receives a pension
- ~~D. employees' salaries~~
- E. for a pay rise

1. We pay our D at the end of the month.
2. My grandfather doesn't work anymore. He ____.
3. Lilly asked her boss ____, and he agreed.
4. Luke ____ for all his hard work with the new client.
5. The part-time waiters get a ____.

7. WORK AND EDUCATION Przeczytaj tekst i wykonaj zadanie.

The coolest job

What do you think is the coolest job in the world? I am very lucky because I consider my job to be the coolest in the world. Let me explain.

When I left school, I went to a technical college, where I studied how to be a builder, a plumber and an electrician. I learnt to do a lot of things. One day I was browsing the internet and I saw an interesting job advert. Someone was looking for an employee to work on a privately-owned island. The island belonged to a billionaire businessman, who spent three months a year there. As I was reading, I realised that it was a job that was ideal for me.

I now live on the island with my wife and a team of five employees. It's very satisfying work.

Search the text for the English equivalents to:

1. technikum _____
2. hydraulik _____
3. elektryk _____
4. biznesmen/biznesmenka _____

Znajomość środków językowych

Dobieranie

8. E Uzupełnij tekst wyrazami z ramki. Trzy wyrazy podano dodatkowo.

earn foreign pay profession university wage

Are you thinking about taking a gap year? You could get a temporary job and **8.1.** _____ some money. If you move abroad, you can become fluent in a **8.2.** _____ language. A gap year can also give you time to think about what **8.3.** _____ you want to do. Whatever the reason, if you take a gap year, it's important not to waste your time.

9. E Przeczytaj opis ilustracji. Uzupełnij każdą lukę (9.1.–9.4.) jednym wyrazem.

computer exciting lab scientists

In the photo, we can see three people. They are **9.1.** _____. They are working in a science **9.2.** _____. They are looking at a **9.3.** _____ screen. Perhaps they are talking about the results of an experiment. I think that it is a/an **9.4.** _____ job.



Lesson 2

Grammar

1. Co działo się wczoraj podczas przerwy obiadowej?
 ... Uzupełnij notatkę nauczyciela. Użyj czasowników z ramki w czasie *past continuous*.

check eat not eat help put sit not work



The librarian was in the school library.
 She was checking her emails. Maria and Jacob

1. _____ her.
 They 2. _____ books back on the shelves. The caretaker 3. _____.
 He 4. _____ his lunch.
 I 5. _____ in the staffroom with some other teachers. We 6. _____ lunch. We were preparing lessons.

2.  4.1 Uzupełnij zdania poprawną formą wyrazów w nawiasach. Użyj czasu *past continuous*.
 ... Posłuchaj i sprawdź.

Example:

A: You weren't with us at lunchtime.

What were you doing (What / you / do)?

B: Oh, I was talking to my form teacher about my subjects for next year.

1. _____
 (What / your brother / do) last night? He didn't answer his phone.

He was doing his science homework. He had a lot to do.

I saw Katie and Grace on the playing field earlier.

2. _____
 (they / practise) for the match?

No, they weren't. They were coaching some primary school pupils.

3. _____
 (What / you / eat) in the canteen? It looked horrible!

Oh, it was some sandwiches. They were awful – they were really dry.

4. _____
 (you / buy) something at the tuck shop?

Yeah, I was.

5. _____
 (What / you / get)?

Oh, some fruit. I forgot to bring some today.

3. Uczniowie spóźnili się na zajęcia. Uzupełnij ich wyjaśnienia odpowiednią formą czasowników, wybierając poprawne opcje.



Example: I run / was running along the corridor when I fell / was falling and hurt my arm. I had to see the school nurse.

1. While I was looking / looked at the notice board, I saw / was seeing an advert for a great weekend job. I needed to write down the contact number.





2. Everything *was falling / fell* on the floor while I *was getting / got* my things out of the locker. It took a long time to put it all back.
3. The printer *was breaking / broke* while I *was printing / printed* some work for my art classes. I had to wait for help.
4. I *was walking / walked* to school when my mum *was calling / called*. She needed to talk to me about our plans for this evening.



Grammar tip

Zwróć uwagę, że zdania składowe połączone słowem *when* mogą wystąpić w dowolnej kolejności. Na przykład:

*I was working in the library **when** the fire alarm rang.*

*The fire alarm rang **when** I was working in the library.*

Słówka *while* natomiast używamy zawsze z *past continuous*. Zwróć uwagę na kolejność zdań składowych oraz przecinki.

*The fire alarm rang **while** I was working in the library.*

***While** I was working in the library, the fire alarm rang.*

4. Uzupełnij zdania poprawną formą czasowników w nawiasach. Użyj czasów *past simple* i *past continuous* w każdym zdaniu.

Example: He was going (go) to work when he saw (see) some friends.

1. While they _____ (travel) in their gap year, they _____ (go) to Thailand.
2. _____ you _____ (work) on the laptop when it _____ (freeze)?
3. The cat _____ (walk) in front of the bus as it _____ (drive) away from the bus stop. Luckily, it stopped in time.
4. You _____ (phone) while we _____ (study) for tomorrow's French exam.
5. As I _____ (start) to give up, the receptionist finally _____ (find) my name.

Znajomość środków językowych

Tłumaczenie fragmentów zdań, parafraza

5. **E** Przetłumacz fragmenty zdań na język angielski. Użyj czasów *past simple* i *past continuous*.

Example: (Rozmawialiśmy) *We were talking to the head teacher at lunchtime.*

- 5.1. The IWB (*nie działała*) _____ this morning, but it's working now.
- 5.2. (*Czy słuchałeś*) _____ to the teacher?
- 5.3. (*On rozmawiał*) _____ to the doctor when he felt a pain in his side.
- 5.4. I decided to write a book (*podczas kiedy studiowałem*) _____ at university.
- 5.5. What were you doing (*kiedy usłyszałeś*) _____ the news?

6. **E** Uzupełnij każde zdanie z luką, tak aby zachować znaczenie zdania wyjściowego. Wykorzystaj podany wyraz, nie zmieniając jego formy.

Example: *I was having breakfast. John called me.*

WHILE

While I was having breakfast, John called me.

- 6.1. Alex was using the cash machine. Someone stole his bag.
WHILE
Someone stole Alex's bag _____ the cash machine.
- 6.2. We visited Spain last year. We went to Barcelona.
WHILE
We went to Barcelona _____ Spain last year.
- 6.3. You broke your arm. What were you doing?
WHEN
What were you doing _____ your arm?
- 6.4. My parents were living in the city. They went to work by train.
WHEN
_____ were living in the city, they went to work by train.
- 6.5. She was working at the hospital. She made some good friends.
WHILE
She made some good friends _____ working at the hospital.

Video lesson 3

Listening and Speaking

A new school

Before watching

1. Połącz pytania (A–F) ze zdjęciami (1–3).

Where might you hear the following?

- A. Can I print my homework on the computer here? 1
- B. May I borrow this book for another week? —
- C. Do you mind if I use your eraser? —
- D. Could I use a different racket? —
- E. Could I take the short test in the next lesson, please? —
- F. Do you mind if I join your team? —



1. library



2. gym



3. classroom

2. **4.2** Posłuchaj odpowiedzi, które padły na pytania z ćwiczenia 1. Dopasuj pytania z ćwiczenia 1. (A–F) do odpowiedzi z nagrania (1–6).

1.	2.	3.	4.	5.	6.
F					

Example:

F: Do you mind if I join your team?

1: Of course not. Which position do you want to play?

While watching

3. Obejrzyj film. Tina pójdzie niedługo do nowej szkoły. Zaznacz, które z tych stwierdzeń dotyczą nowej szkoły.

A new school	
a nice building	✓
a modern classroom	
tablets for pupils	
interactive whiteboards	
a tech-friendly library	
comfortable furniture, e.g. sofas	
healthy food in the cafeteria	
a well-equipped gym	
playing fields	
kind teachers	

4. Obejrzyj film ponownie i wybierz poprawną odpowiedź: A, B lub C.

- The students at this school
 - work together in groups.
 - help design the furniture.
 - have lessons in the park.
- The teachers at this school
 - are not very helpful.
 - expect students to do a lot of homework.
 - give each student the help he/she needs.
- Sophie is afraid of going to Tina's new school because
 - she doesn't like meeting new people.
 - she'll have more homework to do.
 - the school is not in her neighbourhood.





After watching

5. Popatrz na tabelkę w zadaniu 3. Podkreśl wyrażenia, które dotyczą Twojej szkoły.

6. Opisz swoją wymarzoną szkołę. Napisz po jednym zdaniu do każdej z kategorii.

1. the building

2. the classrooms

3. the facilities (cafeteria, gym, library etc.)

4. the staff

5. the atmosphere

Rozumienie ze słuchu

Wybór wielokrotny, uzupełnianie luk

7. **E** **4.3** Posłuchaj o konkursie dla nauczycieli. Wybierz poprawną odpowiedź: A, B lub C.

7.1. Which sentence is true?

- A. The competition is only open to English teachers.
- B. Teachers who enter the competition receive free books for their school library.
- C. Secondary school pupils should send in a competition entrance form.

7.2. The teacher who won the competition

- A. travels to historic places with his pupils.
- B. organises school trips in the town.
- C. takes students on day trips to museums.

7.3. The teacher wants

- A. to change his classroom into a museum.
- B. his students to try living in a castle.
- C. to have more technology in the classroom.

8. **E** **4.4** Posłuchaj wywiadu na temat niezwykłego zawodu. Uzupełnij luki w notatce.

Name: ADAM PARKER

Profession: 8.1. _____
in the Queen's Guard

Place of work: outside 8.2. _____
_____ in London

Problems with the job:

preparing his uniform
and 8.3. _____

Future plan: working as 8.4. _____

Znajomość środków językowych

Uzupełnianie luk

9. **E** Uzupełnij luki brakującymi słowami, tak aby powstały logiczne wypowiedzi. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

9.1.

Would _____
I used your hole punch?

Of course, I don't mind.

9.2.

Can I use your phone to translate a word?

Go _____. I'm not
using it at the moment.

9.3.

Excuse me Ms, may _____
_____ early? I have to go to the
dentist's.

Yes, no problem, but don't forget about your
homework!

9.4.

Can I go to the cinema tonight?

Sorry, but _____
possible. I don't have a babysitter. You'll have to
look after your sister tonight.

Lesson 4

Vocabulary

1. **SCHOOL LIFE** Przeczytaj tekst i wybierz poprawne odpowiedzi.

End of term

It's almost the end of the winter term. There was a school 1. ___ this morning. The head teacher congratulated the students in Year 8 on their hard work and good 2. ___ so far this year. She said that soon they would have to 3. ___ on exams but first, they had to have fun during the winter 4. ___. I think we'll have a great time!

Example: A. bell (B. term) C. timetable

1. A. assembly B. break C. exchange
2. A. behaviour B. ceremony C. uniform
3. A. break B. concentrate C. exchange
4. A. holiday B. meeting C. after-school activities

2. **EXAMS AND GRADES** Uzupełnij luki brakującymi wyrazami z ramki.

failed got mark pass retake revise well

What's wrong?

I know my mark for the German test.

Is it bad news?

Yes, I 1. _____!

Didn't you 2. _____ for it?

Yes, I did, but I had to sit a maths test on the same day. What about you? Did you 3. _____?

Yes, I did quite 4. _____ actually. I 5. _____ an 'A'.

Well done!

Thanks. Can you 6. _____ the test?

I think so. Will you help me this time?

Sure, no problem.

3. **VERBS AND PHRASES** Połącz połówki zdań w pary.

Example: Did you do your physics H

1. I'm afraid that your son is ____
2. I was absent and need to catch ____
3. I need to learn this Polish poem by ____
4. It's actually good to make ____
5. I was so surprised when my friend played ____
6. My daughter Maja will be absent ____
7. It's important to take ____

- A. up with the work I missed.
- B. heart for my class tomorrow.
- C. from school today because she's ill.
- D. truant from school yesterday.
- E. regular breaks when you are studying.
- F. being excluded on account of his bad behaviour.
- G. mistakes as long as you learn from them.
- H. ~~homework? It was very difficult.~~

4. **RESPONSIBILITIES AT WORK** Uzupełnij zdania brakującymi wyrazami. Pierwsze litery zostały podane.

Example: A secretary answers the phone.

1. A waiter s_____ food.
2. A mechanic f_____ cars.
3. A taxi driver p_____ up passengers.
4. A manager r_____ a business.
5. A surgeon s_____ lives.
6. A lawyer a_____ his/her clients.
7. A lorry driver t_____ long distances.
8. A doctor t_____ patients.
9. A farmer w_____ long hours outdoors.
10. A vlogger u_____ a computer.

5. **LOOKING FOR A JOB** Rozszyfruj wyrazy w ogłoszeniach.

A.

Are you a qualified (qalifuied) pilot?
We 1. _____ (ferof) jobs in south east Asia.
Suitable 2. _____ (didcanates) will have a job 3. _____ (intiewerv) on 4th June.

B.

Urgent: Cleaner wanted

No 4. _____ (*peexrieenc*) necessary
 Call 876 900 900 to 5. _____
 (*playp*) for the job

C.

Are you still waiting to get 6. _____
 (*motproed*)?
 Do you want to 7. _____ (*chnaeg*)
 your job?
 Were you 8. _____ (*fierd*) from your
 last position?
 Come to our job 9. _____ (*ncagey*).
 We'll help you find your 10. _____
 (*reamd*) job.

6. WORK & EDUCATION Przeczytaj tekst i wykonaj zadanie.

Last year 16-year old Michaela Edwards decided to set up her own company making shampoo. What started as a hobby has become a small but successful business for the clever young schoolgirl. At first, she made the environmentally friendly shampoo for herself. Then, her friends and family got interested and asked her to make it for them. They encouraged her to try and sell it. Now, she runs her own business selling five types of shampoos to local shops and markets. She works from home at weekends and attends school during the week. Her business doesn't stop her from doing well at school, she gets really good grades. Her mother helps her by taking orders from customers while she is at school. She never misses lessons. When she leaves school, she hopes to get into university and study business.

Find expressions in the text to match the translations or synonyms (1–8).

1. start a business _____
2. prowadzić biznes _____
3. pracować z domu _____
4. go to school _____
5. have good marks _____
6. przyjmować zamówienia od klientów _____
7. not go to class _____
8. dostać się na uniwersytet _____

Znajomość środków językowych

Dobieranie, uzupełnianie luk

- 7. E** Uzupełnij tekst wyrazami z ramki. Trzy słowa nie pasują do żadnej luki.

advise candidate exam organise
 responsibilities results

How to avoid stress

We all get stressed from time to time – whether it's because we are sitting an important

7.1. _____ or because we have an interview for a job we really want.

But there are things we can do to help ourselves with stress. In the case of tests, you can

7.2. _____ your work.

Write a study plan and learn a little each day.

In the case of a job interview, find out lots about the company before you attend and try to learn about the 7.3. _____ you will have in the job that you are applying for.

- 8. E** Przeczytaj opis ilustracji. Uzupełnij każdą lukę (8.1.–8.4.) jednym wyrazem, tak aby powstał spójny i logiczny tekst zgodny z ilustracją. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych wyrazów.

In the photograph, we can see a group of schoolchildren sitting at their desks in a 8.1. _____. They are wearing 8.2. _____. The teacher is talking and showing them something on the board. The pupils are paying 8.3. _____. They all have a pen and paper to 8.4. _____ notes.



Lesson 5

Grammar

Nagranie 4.5
docwiczenia.pl
Kod: U8JVJP



1. Ułóż słowa w odpowiedniej kolejności, tak aby powstały zdania w czasie **present perfect**.

Example: *late / school. / I've / been / for / never*
I've never been late for school.

1. a / already / break. / We've / had

2. yet? / picked up / they / passengers / Have / the

3. truant? / Have / ever / you / played

4. new / just / mum's / job. / My / got / a

5. before. / home / worked / from / He's



Grammar tip

Podsumujmy przysłówki najczęściej używane w czasie **present perfect**.

- **Already** stawiamy najczęściej pomiędzy czasownikiem posiłkowym *have* a tzw. trzecią formą czasownika. Na przykład:
*I've **already** found my dream job.*
- Podobnie: **ever**, **just** oraz **never**. Na przykład:
*Have you **ever** been to the UK?*
*I've **just** bought a new laptop.*
*He's **never** worked in a shop.*
- **Before** oraz **yet** trafiają zawsze na koniec pytania lub zdania. Na przykład:
*I've eaten here **before**.*
*We haven't finished the meeting **yet**.*

2. Wybierz poprawną opcję.

Example: *I've ever / never worn a uniform.*

- The waiter has *just / yet* taken our orders.
- We haven't written the history essay *never / yet*.
- Has he had private lessons *before / just*?
- The teacher's *already / ever* marked all the homework.
- Have you *before / ever* worked abroad?

3. 4.5 Uzupełnij rozmowę wyrazami z ramki.
Postłuchaj i sprawdź.

already before have **just** never yet



I've **just** applied for a job at the new café in the shopping centre.

Oh, great. 1. _____ you ever worked in a café?

No, I've 2. _____ worked in a café, but I've helped my mum in her shop 3. _____, so I've served lots of customers.

Have you heard from the people at the café 4. _____?

No, I haven't. But I'm so excited. I've 5. _____ emailed them twice!

Znajomość środków językowych

Parafraza

4. E Uzupełnij każde zdanie z luką, tak aby zachować znaczenia zdania wyjściowego.

Example: *John emailed Frank a few minutes ago. **JUST** John has just emailed Frank.*

- 4.1. I haven't driven a car before. **NEVER**

I _____ a car.

- 4.2. Lisa prepared the food earlier. **ALREADY**

Lisa has _____ the food.

- 4.3. Peter has never worked long hours. **BEFORE**

Peter hasn't worked _____.

- 4.4. The teacher is going to take the register. **YET**

The teacher hasn't _____.

- 4.5. They've never made a mistake. **EVER**

They haven't _____ a mistake.



1. Przyporządkuj każde wyrażenie z ramki do odpowiedniej kategorii: *since* lub *for*.

I've been here ...

1st January 6 o'clock a long time a year
about four weeks I was 8 years old last week
more than three months ~~October~~ 2016
this morning ~~two minutes~~ Wednesday
yesterday

<i>since</i>	<i>For</i>
October, _____	two minutes, _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Uzupełnij luki za pomocą słów *since* lub *for*.

Example:

How long have they been at secondary school?

They've been there since September.

1.

It's really cold in here!

I know. The heating's been switched off
_____ Friday.

2.

She'll be so sad to retire as a teacher.

Why?

She's taught here _____ more than 20 years.

3.

How long have you known Tom?

Wow! I've known him _____ a long time.
I think we met at primary school.

4.

How's Maria these days?

We don't know. We haven't seen her _____
about three weeks.

5.

I'm worried about Alex.

Why?

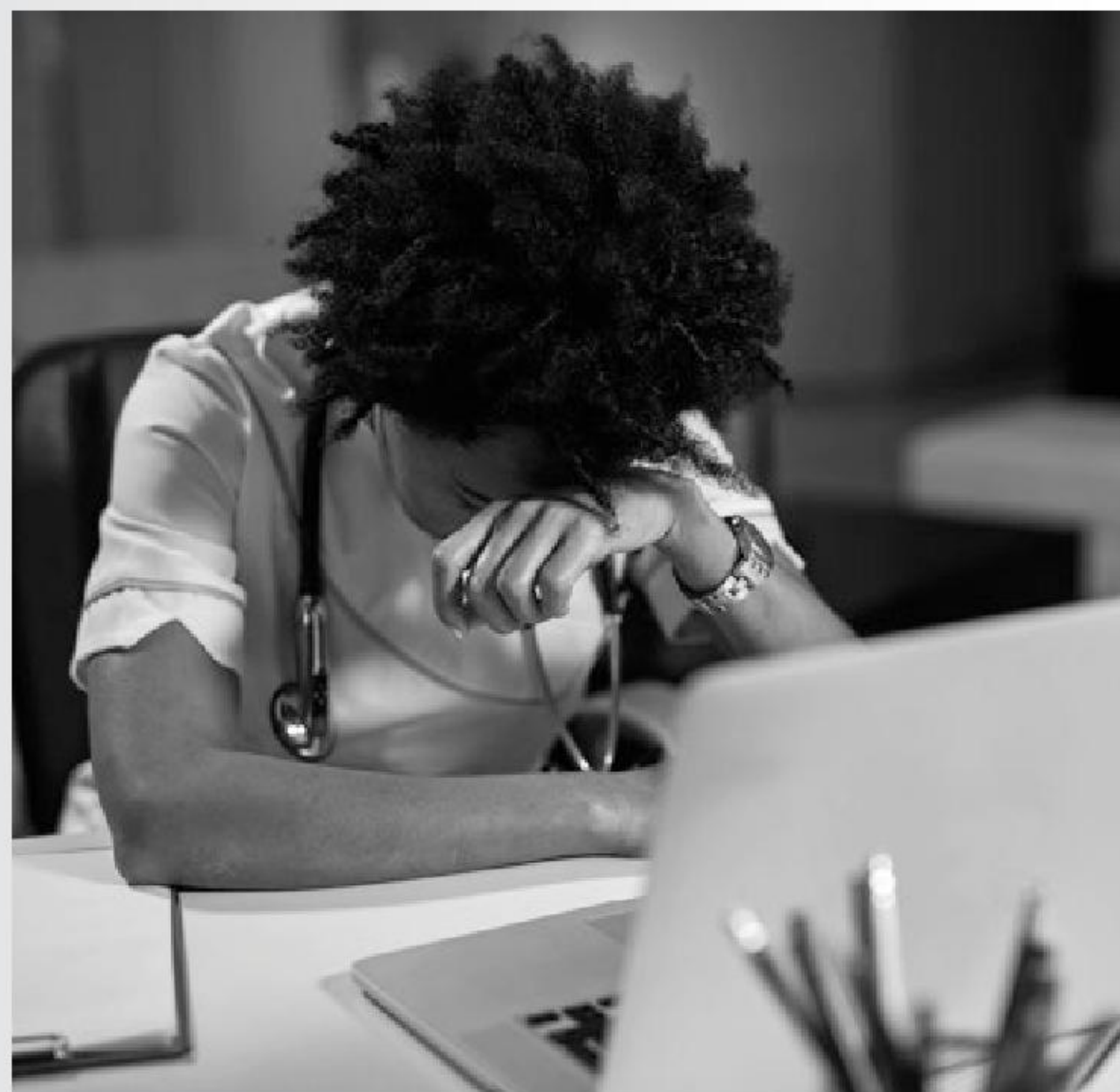
He hasn't called _____ last weekend.

Znajomość środków językowych

Dobieranie, tłumaczenie fragmentów zdań

3. **E** Przeczytaj tekst. Uzupełnij luki wyrazami z ramki. Uwaga! Trzy wyrazy podane zostały dodatkowo i nie pasują do żadnej luki.

already ever for just never since
worked working yet



I've just decided to give up my job. I've only been here 3.1. _____ three months, but it's terrible. I've 3.2. _____ night shifts every weekend – I've 3.3. _____ felt so tired in my life! My boss said I'd get a pay rise, but it hasn't happened 3.4. _____. I'm not too worried, I've 3.5. _____ seen some jobs which I like the sound of.

4. **E** Przetłumacz na język angielski fragmenty zdań podane w nawiasach.

Example: We've lived in this house (od pięciu lat)
for five years.

4.1. They've had the same salary (odkąd zaczęli)

_____.

4.2. How long (on jest) _____ a chef?

4.3. (Nie pracowałam) _____

_____ outdoors before.

4.4. It's so hot! It's been like this (od wielu dni)

_____!

4.5. (Czy Ty kiedykolwiek) _____

_____ cheated in a test or exam?



Lesson 7

Reading

1. Przeczytaj tekst. Uzupełnij luki zgodnie z tekstem.

School careers talk

How to become an app designer



It's sometimes difficult to choose the right job. The good news is that you don't have to decide right now. But to help give you some ideas, the school is organising a series of talks. We are inviting people from different professions to talk about their careers. In the first of our presentations, Kevin Yates will tell you what it is like to be **an app designer**. Last year Kevin designed a very well-known language app, which you may even have on your phone. He will:

- tell us about a typical day at the office,
- describe the skills you need to be a designer,
- talk about the school subjects you need to be good at,
- introduce the basics of coding for apps,
- show us some examples of his work,
- tell us where we can find lots of advice and tips online.

If you have any questions, Kevin will be happy to answer them at the end of his presentation.

When and where?

School library on Wednesday at 4 pm
(you can also join us virtually).

1. The school is organising meetings with different professionals to _____.
2. Kevin Yates is _____.
3. Last year he created _____ which helps you to learn languages.
4. He is going to talk about _____.
5. The meeting is going to take place _____.
6. Students can take part in the meeting _____.

2. Przeczytaj tekst obok jeszcze raz. Znajdź w nim wyrazy pasujące do podanych niżej definicji.

1. a person who designs apps

2. the regular work a person does to earn money

3. a place where people usually work at a desk

4. the ability to do different activities

5. a useful piece of information

6. famous

3. Uzupełnij luki wyrazami z tekstu, tak aby powstały logiczne i spójne zdania.

1. My brother has given me some _____ on how to make my project better.
2. I am preparing an online _____ on dinosaurs. I hope my biology teachers will like it.
3. Could you give me an _____ of what you mean?
4. I have to delete some of the _____ on my phone. I don't have enough space for all of them.
5. If you have any further _____, do not hesitate to call me.
6. My friend Ann is very good _____ maths.





Reading tip

W przypadku zadań polegających na uzupełnianiu luk w tekście:

- Zwróć uwagę na myśl główną tekstu i kluczowe informacje w nim zawarte, np.: Kto organizuje spotkanie? Czego ono dotyczy? Do kogo jest skierowane? Kto będzie bohaterem spotkania? Czym ta osoba się zajmuje? Gdzie i kiedy spotkanie będzie miało miejsce?
- Przeczytaj tekst w języku polskim i zwróć uwagę na luki – zawsze dotyczą one najbardziej kluczowych informacji z tekstu.
- Pamiętaj, że nie musisz posłużyć się wyrazem czy frazą bezpośrednio z tekstu w języku angielskim – możesz posłużyć się synonimem.



4. Przeczytaj tekst jeszcze raz. Wpisz na jego podstawie brakujące informacje w tekście w języku polskim.

email

Cześć Tomek,
Wiem, że zastanawiasz się nad wyborem zawodu. Mam dla Ciebie propozycję.
Nasza 1. _____ organizuje spotkania z przedstawicielami różnych zawodów. Udało im się zaprosić znanego programistę, który stworzył popularną aplikację do 2. _____.
Pan Yates opowie o swojej pracy, będzie mówił m.in. o 3. _____ kodowania i typowym dniu w pracy projektanta. Zaprezentuje nam też swoje aplikacje. Już nie mogę się doczekać! Spotkanie odbędzie się w środę w bibliotece szkolnej, ale możesz też uczestniczyć w nim 4. _____.
Daj mi znać, czy jesteś zainteresowany.
Pozdrawiam,
Darek

Rozumienie tekstów pisanych

Uzupełnianie luk

5. **E** Przeczytaj tekst. Wpisz na jego podstawie brakujące informacje w tekście w języku polskim.

Summer Jobs

Camp World Village is currently hiring temporary staff for this summer.

We are looking for young people of different nationalities to help us give children the best summer of their lives. Successful candidates will spend 3 months (June-August) at the camp.

You will be responsible for:

- planning outdoor activities and sports (e.g. swimming, archery),
- teaching and other educational activities (e.g. nature/art projects),
- organising fun games,
- looking after sports equipment,
- making sure the children are safe at all times,
- administering first aid and taking care of children's injuries when necessary.

Benefits include a good salary, free accommodation and three meals per day.

Age: you must be 18+

Please apply before Saturday, 10th May.

email

Cześć Gabi,
Słyszałam, że szukasz pracy na wakacje. Przeczytałam ogłoszenie **Camp World Village** i wiem, że szukają 5.1. _____.
pracowników. Myślę, że to fantastyczna okazja, ponieważ będziesz mogła pracować z dziećmi podczas letnich obozów. Co więcej, podszkolisz znajomość języków, ponieważ pracownikami będą osoby różnych 5.2. _____.
Twoje obowiązki będą obejmowały m.in. planowanie gier i zabaw na świeżym powietrzu oraz 5.3. _____.
w razie drobnych urazów i skaleczeń. Pracodawca zapewnia 5.4. _____, wynagrodzenie oraz posiłki. Jeśli jesteś zainteresowana, musisz się 5.5. _____ najpóźniej do 10 maja.
Do usłyszenia,
Ala

Lesson 8

Writing

1. Przeczytaj zdania. Zamień je na wyrażenia formalne.
 Wykorzystaj podane początki zdań.

- Take care and see you soon.
Yours _____
- I'd like to work for you as a part-time delivery driver.
I would like to express _____
- If you want, I can call you to talk about this job.
I look forward to _____
- Last year I graduated from secondary school and I looked after my little sister during the summer.
As far as my qualifications _____
- My friends think I'm quite responsible and hard working.
I consider _____

2. Przeczytaj ogłoszenie o pracę. Następnie uzupełnij list brakującymi wyrażeniami według własnego pomysłu, tak aby powstał spójny i logiczny tekst.

**Hiring now!**

The Blue Ocean Lagoon Hotel is looking for a part-time receptionist for its busy front desk. We are looking for an enthusiastic and dedicated team player.

Requirements:

- age below 35 (male/female)
- minimum 2 years of experience
- excellent communication and computer skills
- ability to handle challenging situations

Email your CV to hr@bluelagoon.com. For more details, contact Mrs Smith 07895885655.
 Visit us at www.bluelagoon.com

email

Dear 1. _____,
 I am writing to apply for 2. _____
 advertised on your hotel website. As requested,
 I enclose my 3. _____ and three
 references.
 For the last 3 years, I have worked at The Grand
 Hotel in London. I have been responsible for making
 reservations, organising events and dealing with
 customers. My reason for applying for this job is that
 I 4. _____. As far as
 5. _____, I also hold
 a diploma in hospitality and hotel management.
 In addition to this, I am 6. _____ and I also
 consider myself to be 7. _____.
 I am ready to 8. _____.
 I look 9. _____.
 Yours 10. _____,
 XYZ

Tworzenie wypowiedzi pisemnych

E-mail formalny

**CHECKLIST**

- Używam precyzyjnych zwrotów, piszę jasno i konkretnie.
- Unikam wyrazów i zwrotów potocznych.
- Nie używam skrótów.

3. **E** Twoja lokalna gazeta poszukuje wakacyjnych pracowników do roznoszenia gazet. W podaniu o pracę napisz:

- dlaczego interesuje Cię ta praca,
- jakie masz kwalifikacje,
- dlaczego jesteś dobrym kandydatem / dobrą kandydatką do tej pracy.



Vocabulary

1. Odgadnij słowa i wyrażenia i przetłumacz je na język polski.

- a person who repairs or makes furniture and other objects out of wood

- lasting for a long time, the opposite of *temporary*

- find it difficult to work to a schedule (e.g. because you were absent from school); 2 words

- someone who is not a doctor or a nurse, but who is ready to give medical assistance, especially in an emergency

- an increase in wages or salary, usually because of your ability to work well; 2 words

___/10 pkt

Grammar

2. Uzupełnij zdania poprawną formą czasowników w nawiasach. Użyj czasów *past simple*, *past continuous* lub *present perfect*.

- I _____ (do) my homework when Mum _____ (come) into my room and brought me some sandwiches.
- We _____ (pass) all our exams last month, but we _____ (not get) our certificates yet.
- Mark _____ (miss) two lessons in the morning because he _____ (look after) his younger sister at home.

___/6 pkt

Language functions

3. W każdej luce brakuje dwóch słów. Wstaw słowa w luki tak, aby dialogi były spójne i logiczne.

1.

Can you help me with my homework, Frank?

Sorry, that's _____,
John. I'm useless at chemistry.

2.

Lucy, can _____ your
phone, please?No, you can't. You scratched the screen the last
time you used it.

3.

Girls, _____ tell me
where the rest of the class is?They haven't finished their PE lesson yet,
Ms Jenkins.

4.

Do you mind _____ sit with you
today?

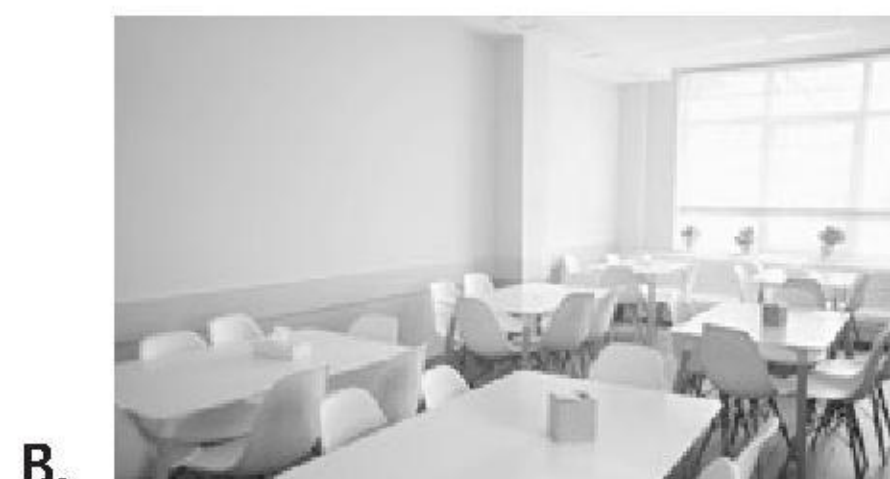
Not at all. Go ahead.

___/4 pkt

Listening

4. 4.6 Usłyszysz dwukrotnie wypowiedź ucznia. W zdaniach (1–3), na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą (A–C).

- The speaker's mother feels her son should ____
A. be more excited about school.
B. be proud of his grades.
C. revise more before a test.
- At the speaker's school, students sometimes copy each other's homework in the ____



- The speaker thinks their best result will be in their ____ exam.
A. Polish language and literature
B. English
C. maths

___/3 pkt

Suma punktów: _____



Lesson 9

Test

E

Nagrania 4.7
docwiczenia.pl
Kod: U893R9



Zadanie 1.

E **4.7** Usłyszysz dwukrotnie cztery teksty.
... W zdaniach 1.1.–1.4., na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B albo C.

1.1. What did Mike forget to take from his car?



A.



B.



C.

1.2. What was June doing yesterday?



A.

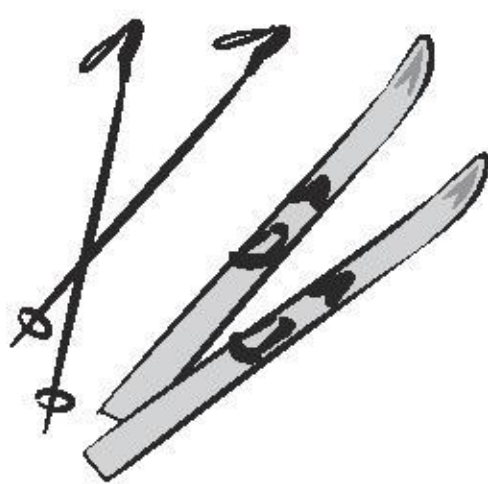


B.



C.

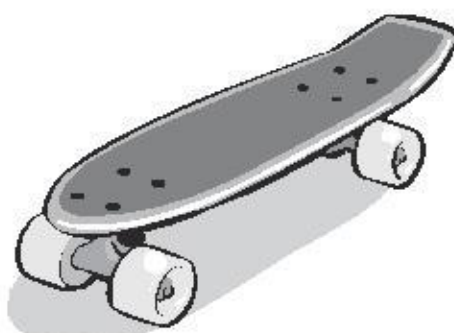
1.3. What has Mark never done before?



A.



B.



C.

1.4. Greta called her mum in order to
A. explain why she hadn't done her chores.
B. share some bad news.
C. express her happiness.

Zadanie 2.

E Uzupełnij dialogi. Wpisz w każdą lukę (2.1.–2.4.) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy.

A: 2.1. _____ (*mind*) if I sit here?

B: Of course I don't.

A: 2.2. _____
(*borrow*) your pen?

B: Yes, of course. Go ahead.

A: Can I take the car?

B: 2.3. _____
(*afraid*) can't. It's at the mechanic's.

A: 2.4. _____
(*help*) you?

B: Yes. I'm here to take the exam.

Zadanie 3.

E Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (3.1.–3.5.). W każdą lukę możesz wpisać maksymalnie trzy wyrazy. **Uwaga!** Nie zmieniaj formy podanych wyrazów.

3.1. Her presentation is not ready yet. **DONE**
She _____
her presentation yet.

3.2. This is the first time I've met a teacher who is 23 years old. **NEVER**
I _____
a teacher who is 23 years old.

3.3. Is this the first time you have seen someone in a school uniform? **EVER**

seen someone in a school uniform before?

3.4. He started working in the office in 2009. He's still working there. **WORKED**

in the office since 2009.

3.5. Is Monica's book ready yet? **HAS**

writing her book yet?

Zadanie 4.

E Przetłumacz na język angielski fragmenty ... podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. **Uwaga!** W każdą lukę możesz wpisać maksymalnie trzy wyrazy.



Test tip

Nie sugeruj się liczbą słów w języku polskim.
Zwróć uwagę, że na przykład jeden wyraz po polsku: *lubimy* tłumaczy się na dwa w języku angielskim: *we like*.
Uważaj na zwroty, np. *take photos* to *robić zdjęcia* (a nie *brać zdjęcia*), *have a shower* to *brać prysznic* (a nie *mieć prysznic*).

- 4.1. When (*szłam*) _____ to school,
I saw our next-door neighbours arguing.
- 4.2. He got his first job when (*miał*) _____ 25 years old.
- 4.3. My boss (*zadzwoił do mnie*) _____ while
I was driving.
- 4.4. I was studying for the test (*przez cztery godziny*) _____.

Zadanie 5.

E Przeczytaj teksty. W zdaniach 5.1.–5.4. ... z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zakreśl literę A, B albo C.

PHOTO CLUB

Are you interested in photography?
Do you want to learn how to take good photos?
Join our School Photo Club!
We meet every Tuesday in the library after lessons have finished. For more information, write to Mr Smith: johnsmith@mail.com

HOLIDAY PHOTO CONTEST!

Bring your memories to life!
Print your best holiday photo and win a great prize!
The best photos will be published in the local newspaper.
Deadline: 12.00 on the 20th October.
Fill out a form to enter. Forms available from Mr Greg Malloy (biology teacher)

5.1. What are the two texts about?

- A. teachers
- B. a contest
- C. a hobby

This is my favourite free-time activity. Some people actually call it sport. I try to play chess whenever I can. I learnt the rules from my father when I was 10. Now, we often play together. My dad is better than me, naturally, but he doesn't win every time. I'm happy because at my school there is a chess club, so I can play with my classmates too.

5.2. This text is about:

- A. a school
- B. a game
- C. a family

Mark: What are you doing later, Jake? Do you feel like going to the cinema tonight?

Jake: Sorry Mark. I'm busy. I'm doing my homework.

Mark: Oh, come on! You can do that some other time.

Jake: I can't. I have a maths test tomorrow, and I hate maths.

Mark: Well, there's nothing you can do about that.

Jake: Of course, I can. I can study more.

5.3. Mark wants to:

- A. watch a film.
- B. study for a maths test.
- C. help a friend with their homework.

There was a parents' evening yesterday at school. It ended up being quite a difficult day for me. When Dad came back from school, he was very unhappy. I failed two tests last month. I think there will be a bad atmosphere at home for the next few days. Mum is away at the moment, but Dad phoned her today, and I know she will not be happy.

5.4. What's the best title for the diary entry?

- A. Problems Ahead
- B. Father's Day at School
- C. I Miss Mum



Test tip

Podkreśl fragmenty tekstów, na podstawie których podjąłeś/podjęłaś decyzję.

Unit 5: Żywnienie, zakupy i usługi

A matter of taste

Vocabulary

- 1. FOOD** Rozszyfruj wyrazy (1–10) w karcie dań stołówki szkolnej.

Example: Tomato

MONDAY Lunch:

matoTo soup
Pasta with 1. secehe

Afternoon snack:

Bread and **2. yehon**

TUESDAY Lunch:

Carrot soup
Pork with **3. estatopo**

Afternoon snack:

Strawberry 4. *hurtoyy*

WEDNESDAY Lunch:

5. *corocliB* soup
Chicken with 6. *ceri*

Afternoon snack:

Fruit salad: orange,
banana and **7. earp**

THURSDAY Lunch:

8. *Booteert* soup
Potato pancake
and 9. *efbe* goulash

Afternoon snack:

Cinnamon **10. unb**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

2. **FOOD** Zaproponuj dania na piątek. Skorzystaj ze słowniczka w podręczniku.

FRIDAY Lunch: _____

- ### 3. DESCRIBING FOOD

fattening juicy nutritious sour
stale ~~tasty~~ vegetarian

Example: *The soup isn't tasty; it's bland.*

1. This bread is no longer fresh; it's _____.
2. Is it a _____ dish? I don't eat meat.
3. Lemons are _____, not sweet.
4. Doughnuts are delicious, but extremely _____.
5. These oranges are so _____.
6. Spinach and broccoli are very _____.

- 4. SHOPS AND SERVICES** Połącz nazwy sklepów oraz punktów usługowych z wypowiedziami (1–6).

chemist's department store DIY store
~~greengrocer's~~ hairdresser's florist's sports shop

Which shop or service?

I'd like some cherries, please. greengrocer's

1. Which paint is best for a kitchen wall?

2. I've come to collect my prescription.

3. Can you cut it really short?

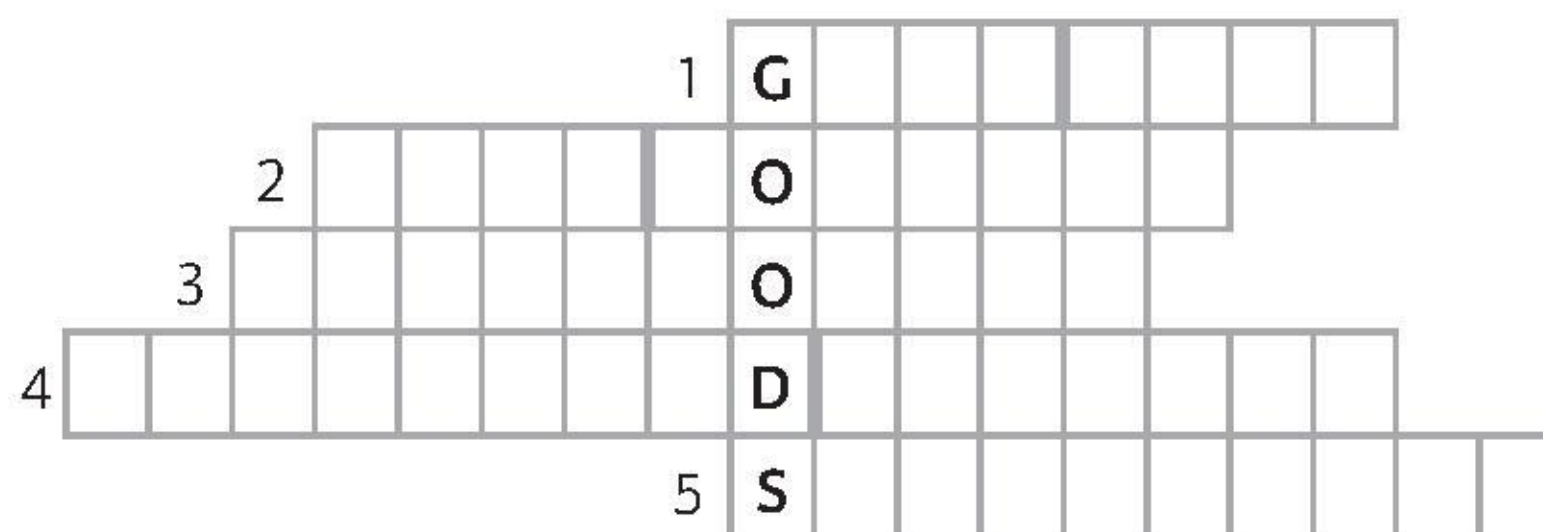
4. Twelve red roses, please.

5. On which floor can I find children's clothing?

6. Mum, can you buy me a new football kit?

- 5. GOODS** Popatrz na zdjęcia i na ich podstawie uzupełnij brakujące litery w wyrazach (1–5).

1. 
2. 
3. 
4. 
5. 



6. DOING SHOPPING Przeczytaj tekst i wybierz poprawne odpowiedzi.

What kind of shopper are you?

Tell us what you like and dislike most about shopping.

COMMENTS:

I hate A the shopping in a supermarket. The **1.** _____ are really long at the checkouts, and there are always technical problems whenever I use the **2.** _____.

Davina, London

I love buying things in the **3.** _____. On Saturdays I usually go to the local shopping centre with my friends to **4.** _____ in the shops. If I find a **5.** _____, I always buy it.

Bobbie, Birmingham

I never pay in **6.** _____ any more. I only pay by card. It's much easier than carrying lots of change around in your pockets.

Mark, Oxford

Example: (A) *doing* B. *making*

- | | |
|-----------------|------------------|
| 1. A. costs | B. queues |
| 2. A. counter | B. self-checkout |
| 3. A. discounts | B. sales |
| 4. A. browse | B. order |
| 5. A. bargain | B. sale |
| 6. A. cash | B. choice |

7. FOOD & SHOPPING Przeczytaj tekst i wykonaj zadanie.



What do you know about Black Friday? It's actually an American shopping tradition that is connected to Thanksgiving. Thanksgiving is when families get together and share a celebratory meal of turkey, cranberry sauce and vegetables, and it always falls on the fourth Thursday of the eleventh month. The day after the holiday, on Friday, shops in the USA have special offers to encourage shoppers to go out and start spending some cash before Christmas. It's one of the busiest shopping days of the year, and customers queue outside stores in order to get the best bargains. It's called *Black Friday* because *in the black* is an idiomatic term which means you don't owe anyone any money. Obviously, on Black Friday, this expression refers to shops and other businesses! In recent years, however, shops across Europe have done the same thing as they realise that it's an effective way to get customers to spend a lot of money all at once.

Połącz słowa i wyrażenia o podobnym znaczeniu.

- | | |
|-----------------------|----------|
| 1. a celebratory meal | <u>B</u> |
| 2. in the black | _____ |
| 3. special offers | _____ |
| 4. shops | _____ |
| 5. shoppers | _____ |
| 6. cash | _____ |

A. when a shop or another business doesn't owe money

~~B. turkey, vegetables and cranberry sauce~~

C. customers

D. money

E. bargains

F. stores

Znajomość środków językowych

Uzupełnianie luk (opis zdjęcia)

- 8. E** Przeczytaj opis ilustracji. Uzupełnij każdą lukę (8.1.–8.4.) jednym wyrazem, tak aby powstał spójny i logiczny tekst zgodny z ilustracją.



In the photo, we can see

a **8.1.** _____ sitting at a checkout in a shop. There are also four customers in the picture, who are standing in a **8.2.** _____.

The first one is a woman who wants to **8.3.** _____ in cash for her shopping. She has a **8.4.** _____ which is full of vegetables.



Lesson 2

Grammar

Nagrania 5.1
docwiczenia.pl
Kod: U8E2K2



1. Podziel rzeczowniki z ramki na policzalne i niepoliczalne.

basket beef *blueberry* carrot fizzy drink
flour gift luggage make-up olive olive oil
sale salt stationery

Rzeczowniki policzalne

blueberry

Rzeczowniki niepoliczalne

flour

2. Uzupełnij każde zdanie za pomocą *a*, *an* lub pozostaw lukę pustą (-) (tzw. *zero article*).

Example: *My favourite fish is — tuna.*

- Would you like ___ olive?
- ___ beef is meat from a cow.
- He doesn't like ___ olive oil.
- ___ blueberries are very good for you.



Grammar tip

Przypomnij sobie: *a/an* używamy przed rzeczownikami policzalnymi w liczbie pojedynczej, kiedy mówimy o czymś po raz pierwszy lub mówimy o czymś ogólnie, na przykład: *I'd like a banana.*

Nie używamy żadnego przedimka (*a*, *an*, ani *the*) przed rzeczownikami niepoliczalnymi lub w liczbie mnogiej, kiedy mówimy o czymś ogólnie, na przykład: *I love spinach.*

3. Wybierz poprawne słowa.

Example: *It's my mum's birthday today. She's had any / (lots) of gifts.*

- I'm sorry, but I can't eat *any* / *some* of this soup. How *many* / *much* salt did you put in it?
- My grandma always puts *a few* / *a little* flour in this dish.
- A: Can you chop *a few* / *a little* carrots for me?
B: Sure! How *many* / *much* do you actually need?
- Alex has just got back from town. He's bought *a / a lot of* new stationery for college.
- Are there *a* / *any* fizzy drinks in the fridge? Oh, it's OK, I've found *any* / *some*.

4. 5.1 Uzupełnij rozmowę wyrazami z ramki.
Posłuchaj i sprawdź.

a a an some the the

A: Oh look, there's *a* sale on! They always have

1. _____ best sales here!

B: You're right! I want to get 2. _____ new make-up. Look at this! It's 3. _____ amazing colour!

A: I think we're going to need 4. _____ basket.

B: Excuse me, where are 5. _____ baskets?

C: They're just in front of the cash desk.

B: Thanks.

5. Przeczytaj tekst i wybierz odpowiedź A, B lub C.



What's in your fridge?

I haven't eaten 1. _____ meat for three years, so there are usually lots of fresh vegetables in 2. _____ fridge. There are always

3. _____ avocados there – avocado on toast is my usual breakfast. I always make a smoothie when I want 4. _____ snack – I make it with banana, 5. _____ blueberries and a little yoghurt. It's delicious!

- | | | |
|-------------|-------------|---------|
| 1. A. any | B. some | C. the |
| 2. A. a | B. the | C. - |
| 3. A. a few | B. a little | C. much |
| 4. A. a | B. an | C. the |
| 5. A. a | B. the | C. - |

Znajomość środków językowych

Tłumaczenie fragmentów zdań

6. Przetłumacz na język angielski fragmenty zdań.

- Would you like (*trochę oliwy z oliwek*) _____ on your salad?
- Can you go to the florist's to get (*kilka kwiatów*) _____?
- (*Czy masz jakiś*) _____ luggage?
- (*Widziałam kilka*) _____ bargains in the sale.
- My grandpa has _____ (*niebieski samochód*).





1. **5.2** Uzupełnij luki rzeczownikami złożonymi.
Wykorzystaj wyrazy z ramki. Posłuchaj i sprawdź.

dry gift news ~~shop~~ tag wash

Example:

A: I've just had an interview for a job at a bookshop.

B: Fantastic! How did it go?

1.

How much is it?

I don't know. Is there a price 1. _____ on it?

2.

What did you get for Maria?

Oh, I wasn't sure what to get her, so I ended up buying a 2. _____ card. She can choose something for herself then.

3.

Can you pick my jacket up from the 3. _____ cleaner's?

Sure. Have you got the receipt?

4.

We don't buy a 4. _____ paper these days.

Nor do we. It's all online now, isn't it?

5.

Gosh! Your car's really dirty!

I know. I need to take it to the car 5. _____.

2. Napisz drugie zdanie, tak aby zachować sens zdania wyjściowego.

Example: The tea was very sweet.

It was very sweet tea.

1. This shop is very cheap.

It _____

2. They were tasteless strawberries.

The strawberries _____

3. He's a very friendly greengrocer.

The greengrocer _____

4. It'll be a busy market tomorrow.

The market _____

5. The bread was stale.

It _____

Znajomość środków językowych

Tłumaczenie fragmentów zdań, wybór wielokrotny

3. Przetłumacz na język angielski fragmenty zdań.

Example: My mum works (w sklepie obuwniczym) at the shoe shop in the village.

- 3.1. This food (*nie jest bardzo zdrowe*) _____

- 3.2. We were driving out of (*stacji paliw*) _____ when we had an accident.

- 3.3. It was (*pyszne śniadanie*) _____

- 3.4. Did you study to be (*fryzjerką*) _____?

- 3.5. We need a new (*pralkę*) _____

4. Uzupełnij luki (4.1.–4.6.), wybierz odpowiedź:

... A, B lub C.

email

Hi Katie,

I went to see Sam's 4.1. _____ on Friday. There was a 4.2. _____ at the railway station, so I went in and got us 4.3. _____ chocolate cake – you know how much he likes it! There wasn't 4.4. _____ left after we'd had tea! The flat's in 4.5. _____ interesting part of the city. There are 4.6. _____ street food stalls and second-hand shops just around the corner. You'd love it! Shall we go next weekend?

Jake



- | | | |
|------------------|--------------|---------------|
| 4.1. A. new flat | B. flat new | C. a new flat |
| 4.2. A. cakeshop | B. cake shop | C. cake-shop |
| 4.3. A. any | B. much | C. some |
| 4.4. A. many | B. much | C. some |
| 4.5. A. a | B. an | C. - |
| 4.6. A. any | B. much | C. some |



Video lesson 4

Listening and Speaking

Easy to make, fun to eat

Before watching

1. Z podanych wyrazów ułóż zdania. Skorzystaj z odpowiedzi w ramce *Functional language box* w podręczniku.

Example:

you / Could / pancakes / make / breakfast? / for / some
Could you make some pancakes for breakfast?

- milk, / pass / please? / me / Would / the / you

- like / to / have / I'd / on / jam / my / strawberry / toast.

- kitchen! / a / the / What / mess / in

- spaghetti / afraid / can't / I'm / I / tonight. / cook

2. Przeczytaj poniższe zdania. Napisz, jaka prośba może paść w każdej z takich sytuacji (*Prośba*). Następnie zgódź się na taką propozycję lub ją odrzuć (*Odpowiedź*).

Example:

Situation: *Oh no! We don't have any milk!*

Prośba: Can you go to the shop and buy some?

Odpowiedź: Sure, no problem.

Situation 1: I am so thirsty!

Prośba: _____

Odpowiedź: _____

Situation 2: I can't reach the rice on the top shelf.

Prośba: _____

Odpowiedź: _____

Situation 3: I'd like to have something sweet.

Prośba: _____

Odpowiedź: _____

Situation 4: I don't want to cook this evening.

Prośba: _____

Odpowiedź: _____

While watching

3. Obejrzyj film, w którym Sophie i Tina przygotowują naleśniki. W jakiej kolejności padają poniższe instrukcje? Ponumeruj je od 1 do 6.

Sophie & Tina's pancake recipe



- Mix all the ingredients together with a spoon until smooth. ____
- Put the flour, salt, sugar and baking powder into a bowl and mix. 1
- Serve with honey, maple syrup or fruit. ____
- After a couple of minutes, flip it over with a spatula. ____
- Add some milk, butter, egg and vanilla. ____
- Pour some batter into the pan. ____

4. Uzupełnij poniższe zdania wyrazami z ramki. Obejrzyj film jeszcze raz i sprawdź.



a good recipe best friend the edges are brown
 the internet your toppings

Cooking is easy with a good recipe.

- The girls usually get recipes from _____.
- Last week Sophie made pancakes for her _____.
- You flip the pancake over when _____ and small bubbles start to appear.
- Sophie asks you to post pictures of _____.





After watching

5. Połącz sytuacje (1–5) z odpowiednimi reakcjami (A–E).

1. Your pancakes have burnt. B
2. Your best friend makes a nice lunch for you. _____
3. A box of eggs is broken in your shopping bag. _____
4. There aren't enough pancakes for you. _____
5. You are disappointed with a meal in an expensive restaurant. _____

- A. How disappointing! I'll make more next time.
- B. ~~Oh no! What a shame! I can't eat them now.~~
- C. What a nice surprise! I didn't expect that.
- D. Oh dear! What a mess!
- E. That was awful! What a waste of money!

1.	2.	3.	4.	5.
B				

6. Napisz przepis na danie, które lubisz często samodzielnie przyrządzać.

Recipe for _____

Znajomość środków językowych

Uzupełnianie luk (mini dialogi)

7. Uzupełnij zdania. Wpisz w każdą lukę (7.1.–7.3.) brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. Luki należy uzupełnić w języku angielskim.

- 7.1. _____ pass me the juice, please?
Sure. Here you are.
- 7.2. Oh dear! We've come all this way, and the shop is closed.
Oh no! _____ of time!
- 7.3. Tina, _____ help me make a salad?
Sure. I'll wash and slice the tomatoes.

Rozumienie ze słuchu

Dobieranie, odpowiedzi na pytania

8. 5.3 Usłyszysz dwukrotnie cztery wypowiedzi na temat czekolady. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (8.1.–8.4.) odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

Which speaker:

- A. is describing an unhealthy habit?
- B. is talking about a special offer for shoppers?
- C. mentions people who took something home for free?
- D. is giving advice on how to eat a product?
- E. made an unusual decision for a special occasion?

8.1	8.2.	8.3.	8.4.

9. 5.4 Usłyszysz dwukrotnie tekst nagrania o lodach. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania (9.1.–9.3.). Na pytania należy odpowiedzieć w języku angielskim.

- 9.1. What did Patrick buy to become an ice cream seller?

- 9.2. Name three of the ingredients that Patrick needs to make his ice-cream.

- 9.3. What historical fact does Patrick mention about ice-cream?



Lesson 5

Vocabulary

1. **QUANTITY AND PACKAGING** Przeczytaj tekst i wybierz pasujące słowa.

Good morning Nathan,
I went to work early today, so can you make breakfast for your brother? Give him a bowl / spoonful of cereal and a 1. glass / piece of apple juice. On your way home from school, could you get a few things from the shop? Here's a list:

- a 2. carton / tin of low-fat milk
- a 3. bag / loaf of wholemeal bread
- a 4. glass / jar of strawberry jam
- a 5. packet / piece of chocolate biscuits

Love,
Mum

2. **MEALS AND DISHES** Uzupełnij tekst słowami z ramki.

breakfast crisps dishes hot pancake
scrambled snack soup wings

Tessa's advice for travelling to camp

Are you about to go on a long coach journey? What food will you pack for the trip? The coach is leaving early in the morning, so have a big breakfast at home first. Start the day with boiled or 1. _____ eggs, or a 2. _____ with syrup and blueberries. Take some brunch with you to eat later in the morning. Go for a healthy 3. _____, such as fruit, and avoid taking packets of 4. _____ – they can make a lot of mess on the coach. For lunch, take a sandwich and some warm 5. _____, which you can keep hot in a thermos. Remember that you won't have any time to buy fast food like hamburgers or 6. _____ dogs in a service station if you stop for a short break. Think about the delicious 7. _____ that you can eat for dinner once you arrive at your destination. You'll have a choice of barbecue chicken 8. _____ or spaghetti when the journey is over.

3. **PREPARING MEALS** Przeczytaj przepis i wstaw brakujące słowa. Pierwsze litery zostały podane.

Recipe: How to make an omelette



- Beat 2 or 3 eggs in a bowl.
- 1. A _____ salt and pepper.
- Melt the oil and butter in a 2. f _____ pan.
- 3. P _____ the eggs into the pan.
- Lift the edges of the omelette to make sure everything's completely cooked.
- Now, add any additional 4. i _____ of your choice – e.g. grated 5. c _____, sliced ham, fresh herbs.
- Then serve.

4. **EATING OUT** Uzupełnij luki brakującymi fragmentami (A–G).

- | | |
|------------------------------|-------------------|
| A. booked a table | E. I'll go for |
| B. the bill | F. leave a tip |
| C. a cup of coffee | G. ready to order |
| D. For the starter | |

A: Good evening. Have you A?

B: Yes, the name is Smith.

A: Are you 1. _____?

B: Yes, I am. 2. _____, I'd like the salad.

A: And for the main course?

B: 3. _____ the beef stroganoff.

A: Can I get you anything else?

B: I'd like 4. _____, please. Black, no sugar.

A: Could I have 5. _____, please?

B: Certainly, here you are. Are you paying by card?

A: No, in cash. Keep the change.

B: Thank you, but you don't need to 6. _____.

5. MONEY Przeczytaj definicje i zapisz odpowiedzi.

What do you call:

Example: *the opposite of expensive:* cheap

1. money that children get from their parents:

2. the container in which children keep their savings:

3. a machine where you can access your bank account: _____
4. a piece of paper that gives you a discount:

5. the opposite of *saving* money:

6. ADVERTISING Dopasuj wyrazy z ramki do ich definicji.

commercial flyer poster promote slogan

Example: *another word for a leaflet:* flyer

1. a short, easily remembered phrase used in advertising: _____
2. an advertisement that you see on TV/hear on the radio: _____
3. another verb for *advertise*: _____
4. a large picture displayed on a wall to advertise something: _____

7. MAKING COMPLAINTS Połącz w pary połówki zdań.

- | | |
|------------------------------|----------|
| 1. My headphones | <u>B</u> |
| 2. I'd like to get a | _____ |
| 3. I want to make | _____ |
| 4. I want to speak | _____ |
| 5. The shoes I bought online | _____ |
| 6. How do I send them | _____ |

- A. back to the shop?
 B. ~~don't work~~.
 C. to the manager.
 D. refund because it's broken.
 E. a complaint about the meal.
 F. are not very good quality.

8. FOOD & SHOPPING Przeczytaj tekst i wykonaj zadanie.

Food blog

Do you think that advertising junk food online is wrong? Lots of people think it is, so they have started a campaign to stop it. We are spending more and more time online where we are constantly

bombarded with advertisements for food, but junk food is high in fat, salt and sugar and it is one of the main reasons why many people around the world are obese. In some countries, one in three children who leave primary school are overweight.

Stopping the online promotion of fast food may improve the situation.

Another problem is television. Junk food commercials are not allowed on children's TV, but a study shows that TV programmes often show young actors eating hamburgers and chips as part of the storyline. Shouldn't they be encouraging healthier eating choices?

Read the text and find:

1. at least 3 words connected to advertising

2. at least 4 words connected to unhealthy eating

Znajomość środków językowych

Uzupełnianie luk (opis zdjęcia)

9. **E** Przeczytaj opis ilustracji. Uzupełnij każdą lukę (9.1.–9.4.) jednym wyrazem, tak aby powstał spójny i logiczny tekst zgodny z ilustracją. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych wyrazów.



In the photo, we can see two people in

a 9.1. _____.

The customer isn't eating there, he's buying

a 9.2. _____.

We know this because he's getting his food in a paper bag and his coffee is in a paper

9.3. _____.

He's paying for his meal by credit

9.4. _____,

which he's placing on the payment terminal.



Lesson 6

Grammar

1. 5.5 Wybierz poprawne słowa. Posłuchaj i sprawdź.

Example: Please don't tell anyone / no one.

1.

Is there a frying pan *anywhere* / *nowhere*?
Everything / Something is in such a mess in this cupboard!

I'm sure there's one *anywhere* / *somewhere*. Oh, look.
Everyone's / Someone's put it in this cupboard.

2.

Oh no! I've just dropped a bag of flour on the floor!
Now there's flour *everywhere* / *somewhere*!

Do you need *nothing* / *something* to clean it up?

3.

I went to the counter to order some coffee, but
there was *anyone* / *no one* there.

Oh, *everyone* / *someone* who works in this place is
so lazy!

4.

This top is a bit big. Do you have *anything* /
everything smaller?

I'm afraid we don't.

So there's *anything* / *nothing* in my size.

No, sorry.

5.

Where are you going this weekend?

Everywhere / *Nowhere*. I'm staying at home.

2. Uzupełnij luki słowami *another*, *each other* lub *other*.

Example: David hates pizza. All my other friends love it.

- At weekends, Katie and Ben always cook for _____.
- This is damaged. Do you have _____ one?
- It's a little too big. Do you have it in any _____ sizes?
- My parents first met _____ at a restaurant.
- Please help yourself to _____ slice of cake.

3. Uzupełnij tekst za pomocą słów *one* lub *ones*.



I love dumplings! The 1. _____ I eat most are those made by my grandma. They're very good, but my favourites are the 2. _____ that people eat in Japan. They're called gyoza. Dumplings are popular in China, too. The biggest 3. _____ ever was made there. It was 1.2 metres long and 0.86 metres wide. I'm not sure if I could manage to eat all of that 4. _____!

4. Uzupełnij rozmowę wyrazami z ramki.

another anything everyone **everything**
one other someone

Did you enjoy your meal?

Oh yes! Everything tasted delicious, especially the beetroot soup. Actually, I think it was the best 1. _____ I've ever had!

That's good to hear. Can I offer you 2. _____ dumpling?

Oh no! I'm full up, thanks.

Well, what about dessert? I've got some strawberry ice-cream here and some 3. _____ flavours in the freezer. 4. _____ always has room for some ice cream!

Thanks, grandma, but I really couldn't eat 5. _____ else!

Never mind. Maybe 6. _____ will eat it later.





Znajomość środków językowych

Tłumaczenie, dobieranie, wybór wielokrotny

5. Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

Example: *I'm looking for (coś dla mojej mamy) something for my mum.*

- 5.1. Do you have (cokolwiek) _____ cheaper?
- 5.2. I looked (wszędzie) _____, but I couldn't find one.
- 5.3. (Ktoś) _____ should make a complaint.
- 5.4. (Nie wiem nic) _____ about advertising.
- 5.5. Well, I can't find one (nigdzie) _____!
- 5.6. The newsagent's is (gdzieś) _____ near the bank.
- 5.7. I've got a big family, but (nikt nie lubi jajek) _____!

6. Przeczytaj tekst. Uzupełnij luki wyrazami z ramki.

Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej z luk.



another anywhere each other everywhere
one ones other others somewhere

At the end of last term, my friend and I decided to buy **6.1.** _____ a gift. My phone case was really old and dirty, so she bought me a new **6.2.** _____. It was so cute! But it was the wrong size for my phone, so I went to the shop to get **6.3.** _____ one. I looked at all the **6.4.** _____ cases, but they weren't nearly as cute. To be honest, all the other **6.5.** _____ were a bit boring. I guess I'll have to look **6.6.** _____ else.

Grammar tip

Przypomnij sobie:

- *One* i *ones* używamy, kiedy odnosimy się do rzeczowników policzalnych, o których mówiliśmy wcześniej. *I think I'll take this one.*
Would you like the red socks or the black ones?
- *Another* (inny, kolejny) używamy z rzeczownikami w liczbie pojedynczej, *other* (inne, inni; kolejny, kolejni) z rzeczownikami w liczbie mnogiej oraz rzeczownikami niepoliczalnymi.
Would you like another book?
What other games do you like playing?
- *Each other* (się, siebie, sobie, sobą itd.) używamy, gdy mówimy o relacji między dwiema osobami lub rzeczami, kiedy jedna osoba wykonuje coś dla drugiej.
Me and my sister bought each other a video game.

7. Uzupełnij luki. Wybierz odpowiedzi A, B lub C.



I've always loved writing, but **7.1.** _____ has ever really read my work. Maybe that's why I decided to become a copywriter. Well, adverts are **7.2.** _____, aren't they? Now **7.3.** _____ can read what I have written! However, it's rarely all my own work. I often work in a team with **7.4.** _____ – we help each other by sharing our ideas. I have worked on a lot of campaigns in my job – and some pretty big **7.5.** _____ too! In fact, I'm starting work on **7.6.** _____ big campaign next month.

- | | | |
|---------------------------|------------|--------------|
| 7.1. A. anyone | B. no one | C. someone |
| 7.2. A. everywhere | B. nowhere | C. somewhere |
| 7.3. A. everyone | B. no one | C. someone |
| 7.4. A. another | B. other | C. others |
| 7.5. A. one | B. ones | C. other |
| 7.6. A. another | B. one | C. other |

Lesson 7

Reading

Text 1

ONLINE SHOP FOR COLLECTORS AND SELLERS

We buy and sell everything
that's worth collecting, including:

- Vintage clothing and jewellery
- Stamps and coins
- Vinyl records and record players that still work
- Toys, board games, card games
(in their original boxes)
- Books and comics (not damaged)

If you are cleaning out your cupboards and find any items like this that you no longer want to keep, take a picture and send it to our email address. We'll tell you how much it's worth.

Text 2

Have you ever collected anything? How do you decide what to collect? The most important thing is to think about what you enjoy, but more and more people are also thinking about things that might make a profit in the future. Here's a short guide to some of the surprising things that have recently become 'collectible'.

First, it seems that there is a market for 'old tech'. This means that people are buying and selling old electrical and electronic equipment online. Old televisions and computers all make great collectible items for tech nerds, and let's not forget about record players and vinyl records. Today we are used to listening to digital music, but for some music fans there is no better way to listen to their favourite musicians than on vinyl. So, ask your grandparents if they have any vinyl records in the attic. They may be worth a lot of money.

There is also a market for buying and selling comic books online. But they need to be in very good condition. Damaged or torn books will not be very valuable and will not sell for a good price. The same is true of old board games. Finally, some people are prepared to pay a lot of money for certain toys and action figures. So, before you throw away any of your toys, have a look online to see if there is a market for them. You could make yourself some money!



1. Przeczytaj obydwa teksty. Poszukaj w nich słów o znaczeniu podobnym do znaczenia podanych wyrazów.

1. old-fashioned, old _____
2. enthusiast _____
3. hi-tech _____
4. priceless, expensive, amazing _____
5. MP3 player _____

2. Przeczytaj tekst. Na ich podstawie wybierz właściwą odpowiedź A, B lub C.

1. At an online shop for collectors and sellers, you can
 - A. sell a clean cupboard.
 - B. sell damaged items.
 - C. find various collectibles.
2. 'Old tech'
 - A. has been popular among nerds for some time.
 - B. is limited to old computers and TVs.
 - C. is only available online.
3. If you have some vinyl records, you can
 - A. sell them to your grandparents.
 - B. listen to digital music.
 - C. expect to earn some money from selling them.

3. Przeczytaj teksty jeszcze raz. Na ich podstawie uzupełnij luki (1–4) w wiadomości. Luki należy uzupełnić w języku polskim.

email

Hej Tomek,

Jestem u moich dziadków i pomagam im w porządkach na strychu. Wyobraź sobie, że znalazłem tam masę ciekawych rzeczy. Nie sądziłem, że są coś warte, ale znalazłem w sieci sklep dla

1. _____, który zajmuje się skupem i wyceną m.in. 2. _____

ubrań i zabawek. Co więcej, znalazłem też gramofon który pozwala odtwarzać płyty analogowe.

Dziadek wyjaśnił mi, co to jest. Może Cię zainteresuje, że w sieci można też sprzedawać komisy, gry

3. _____ i karciane, ale nie mogą być

4. _____, ponieważ wtedy ich wartość spada. Przesyłam Ci artykuł w załączniku.

Do zobaczenia!

Adam

Rozumienie tekstów pisanych

Wybór wielokrotny, uzupełnianie luk

4. Przeczytaj teksty 1. i 2. Wybierz opcję A, B lub C.

- 4.1. The Grasshopper's Bakery
- A. sells food from different continents.
 - B. uses some surprising ingredients.
 - C. is selling products for free.
- 4.2. The tradition of eating insects
- A. has been popular for a long time.
 - B. originates in Asia.
 - C. is unknown in South America.
- 4.3. Cooked insects
- A. taste like chicken wings.
 - B. are best eaten with chicken wings.
 - C. taste surprisingly good.

Text 1

NEW at Grasshopper's Bakery and Cake Shop



A selection of bakery goods made from insect flour.
Choose from:

- banana bread
- chocolate muffins
- apple and cinnamon pie
- American pancakes

Delicious, nutritious and healthy
All made with organic ingredients
Come and taste our new range of products for free!
You won't be disappointed!

Text 2

There is a new food trend that is slowly spreading around the world. Some people are exchanging their pizzas and hamburgers for insects. In many countries people have eaten insects for thousands of years. About 2 billion people already eat them in Asia, Africa and South America. In these countries, insects are served in a number of ways, such as fried, boiled or baked. Fried wasps are popular in Japan, while you can find roasted scorpions in China. Insects can also be made into tasty bread and biscuits. So why aren't more of us eating them?

Insects may be small, but experts say that they are very nutritious. Not only is eating them good for us, but it is also good for the environment. Insects could help feed the world's growing population. Insects don't need the land and water that farm animals do.

Some people say that insects are surprisingly tasty. People I spoke to described them as being similar to prawns or chicken wings.

Restaurants and supermarkets around the world are already thinking about selling insects. After all, it wasn't so long ago that the idea of eating sushi seemed disgusting to many, but sushi has quickly become one of the most popular international dishes. So why shouldn't the same happen with insects? What do you think?

5. Przeczytaj teksty jeszcze raz. Na ich podstawie uzupełnij luki (5.1.–5.4.) w wiadomości. Luki należy uzupełnić w języku polskim.

email

Hej Kasia,
Nie uwierzysz, na co trafiłam podczas pobytu u mojej cioci! Na piekarnię, w której
5.1. _____ są pieczone z mąki z owadów. Można tam kupić m.in. bananowy chleb i szarlotkę. Podobno ich wypieki są pyszne i 5.2. _____, a co najważniejsze zdrowe. W ulotce ze sklepu dowiedziałam się, że owady są traktowane jako przysmaki m.in. w Azji. Podobno ludzie serwują je gotowane lub 5.3. _____. Nie wiem, co o tym myśleć. Kilka lat temu pomysł jedzenia sushi wydawał się 5.4. _____, a obecnie jest to przysmak na całym świecie. Opowiem Ci więcej, gdy się spotkamy! Do zobaczenia!
Ola

Lesson 8

Writing

1. Uzupełnij zdania wyrażeniami z ramki lub według własnego pomysłu tak, aby powstała spójna i logiczna historyjka.

Main character	Place
my little sister	a busy restaurant
a strange man	a food truck
a funny-looking lady	a food stall in the city
Time	Unexpected situation
early in the morning	a famous chef
during the holidays	a passer-by
in a lunch break	a broken oven

- It was _____, and the weather was beautiful. I couldn't wait to _____.
- That day I wanted _____ and I hoped to have a memorable experience. I'd always dreamt _____.
- When I stepped into _____, I saw _____. They all looked at _____. I didn't know what was going on.
- Then, I came closer and _____. I _____. It was the biggest surprise in my life to see _____.
- All of a sudden, I saw a man pointing at me _____. I didn't expect to _____.
- When I started helping him, everybody _____.
- I felt _____. I had been given a chance to show off my skills and impress _____.
- Now, I think it was the best day of my life because _____.

2. Przeczytaj ogłoszenie o konkursie i na jego podstawie, przy użyciu pomysłów z ramki, napisz krótką historyjkę.

Feel like becoming a chef?

Join our online classes for beginners and become a star in your own kitchen!

Have you ever wondered how you can prepare a delicious roast beef dinner or a traditional apple pie?

Every Sunday from 10 am to 1 pm at
www.cookathome.com

For more details contact us via email at
Jake@cookathome.com

Become a master chef with us!

a burnt cake the smoke alarm went off
a mess in the kitchen broken utensils

Last year I decided to take up a hobby. Well, at least I now know that cooking is not my strong point ...



Tworzenie wypowiedzi pisemnych

Historyjka



CHECKLIST

- Pamiętam o kolejności wydarzeń, zaznaczam następujące po sobie zdarzenia, używając odpowiednich wyrażen: *firstly, secondly, then, finally* etc.
- Piszę o zdarzeniach mi znanych, najlepiej takich, które przydarzyły się mnie osobiście lub osobie mi znanej.

3. **E** Twoja szkoła zorganizowała konkurs na najlepszy film w sieci promujący zdrowe odżywianie. W historyjce napisz:

- dlaczego wzięłeś/wzięłaś udział w konkursie,
- jakie niezwykle zdarzenie miało miejsce podczas nagrywania filmu,
- jaka była Twoja reakcja na wiadomość o wygranej.

Vocabulary

1. Uzupełnij zdania wyrazami z ramki. Dwa słowa zostały podane dodatkowo i nie pasują do żadnego zdania.

pocket money refund recipe
bar exchange trolley

- I ate a whole _____ of chocolate two hours ago, but I was very hungry.
- Ann is saving her _____ for a trip to New Zealand.
- I see your shopping _____ is full of toys.
- I noticed my new phone was damaged, so I got a _____ and now I'm going to buy another one.

___/4 pkt

Grammar

2. Przetłumacz fragmenty zdań podane w nawiasach.
W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- Lisa, (*ile masy*) _____ do we need for the pancakes?
- We only ordered (*kilka hamburgerów*) _____ but we paid £40! Was that some kind of joke?
- That was (*smaczny posiłek*) _____. I think I'll come back to this restaurant.
- There's (*nowy film*) _____ on at the cinema. Would you like to go to watch it?
- We haven't got (*żadnego soku*) _____ to drink. Could you buy some?

___/5 pkt

Language functions

3. Dobierz odpowiednie pytanie lub reakcję z ramki do podanych sytuacji. Dwie wypowiedzi zostały podane dodatkowo i nie będą wykorzystane.

What a nice surprise! I'm sorry I can't.
What a fantastic meal! What a pity!
No problem. Sure, I'll be there!

What do you say when:

- you agree to go to your friend's party?

- your sister failed an important exam?

- your mother made a delicious dinner?

- you received a gift that you didn't expect to get?

___/4 pkt

Reading

4. Przeczytaj tekst. Uzupełnij w e-mailu luki (1–3) zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim.

Mexican burrito



Ingredients:

2 onions, garlic, oil, pepper, oregano, salt (other spices optional), 500 g beef, tomatoes, black beans, tortillas

- Heat the oil in a large frying pan. Chop two onions and fry them for 6 minutes. Add the garlic and beef to another pan and fry it for 15 minutes until the beef is golden brown. Add a pinch of salt, the pepper and the oregano.
- Chop the tomatoes and add them to the meat with the black beans. Put all of the ingredients together to make a topping for the tortillas. Bake in the oven for around 10 minutes.
- Serve with your favourite spicy sauce.

Enjoy your meal!

email

Janku, wspominałeś, że nigdy nie jadłeś dań kuchni meksykańskiej. Znalazłam prosty przepis na słynne meksykańskie danie – burrito. Nie potrzebujesz dużej

1. _____.

Kup cebulę, wołowinę, pomidory i czarną fasolkę. Resztę na pewno masz w domu. Na patelni podgrzej olej, 2. _____

i podsmaż je przez 6 minut. W innym garnku usmaż czosnek i wołowinę. Dodaj przyprawy. Pomidory muszą mieć postać płynną, dodaj je do mięsa, na końcu wsyp czarną fasolkę z puszki. Zapomniałabym! Musisz jeszcze mieć tortillę. Połącz wszystkie składniki i rozmieść je na tortilli. Włóż do piekarnika na 3. _____

10 minut. Dodaj swój ulubiony sos.

Daj znać, jak ci smakowało.

Ilona

___/3 pkt

Suma punktów: _____

Zadanie 1.

E **5.6** Usłyszysz dwukrotnie cztery wypowiedzi (1.1.–1.4.). Do każdej z nich dobierz właściwą reakcję (A–E). Wpisz rozwiązania do tabeli.

Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

 Test tip

Pamiętaj, że w nagraniu słyszysz osobę, która mówi jako pierwsza, a widzisz wypowiedź osoby drugiej.

- A. I'd like to have a chicken sandwich and some fries, please.
 B. Of course. Set the table, please.
 C. What a shame!
 D. What a great idea! I'll have a burger.
 E. I'm sorry, but I can't.

1.1	1.2.	1.3.	1.4.

___/4 pkt

Zadanie 2.

E **5.7** Usłyszysz dwukrotnie reklamę wycieczki po Londynie. Na podstawie informacji zawartych w nagraniu uzupełnij luki (2.1.–2.4.) w poniższej notatce. Luki należy uzupełnić w języku angielskim.

A PERFECT PHOTO TOUR



- the tour takes 2.1. _____
- the guide is a professional 2.2. _____
- each tour has a maximum of 2.3. _____ places
- If the weather is bad, you get 2.4. _____

___/4 pkt

Zadanie 3.

E Dla każdej z opisanych sytuacji (3.1.–3.6.) wybierz właściwą reakcję. Zakreśl literę A, B albo C.

 Test tip

Przeanalizuj wszystkie odpowiedzi, nawet jeśli myślisz, że już widzisz tę poprawną.

- 3.1. Jak się zapytasz nowego kolegi o to, ile czasu zajmuje mu dojazd do supermarketu?
 A. How much time do you spend at the supermarket?
 B. How long does it take you to get to the supermarket?
 C. What time do you always go to the supermarket?
- 3.2. Jak zapytasz się ekspedientki w sklepie, czy można zapłacić kartą?
 A. Do you accept cards?
 B. Can I pay in cash?
 C. Can I buy a card?
- 3.3. Mama przypomina dziecku, żeby zabrało do sklepu torbę. Co mówi?
 A. Please put the shopping bag on the shelf.
 B. You always forget a shopping bag!
 C. Don't forget to take a bag.
- 3.4. Jak powiesz koleżance, że bardzo nie lubisz robić zakupów spożywczych?
 A. I can't stand shopping for food.
 B. I'm crazy about shopping for food.
 C. I often shop for food.
- 3.5. Twoja siostra kupiła nową sukienkę. Chcesz się dowiedzieć, jak wygląda. Co powiesz?
 A. What does it like?
 B. What is it good for?
 C. What is it like?
- 3.6. Twoja koleżanka prosi Cię o pomoc, a Ty musisz grzecznie odmówić. Co powiesz?
 A. Can you help me, please?
 B. I'm afraid I can't.
 C. I want to help you.

___/6 pkt



Zadanie 4.

E Przeczytaj teksty. W zdaniach (4.1.–4.4.) z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zakreśl literę A, B albo C.



Test tip

Zwracaj uwagę na szczegóły. Mimo że teksty są krótkie, nie spiesz się.

Meal ideas:

- BBQ chicken wings with mashed potatoes
- hunter's stew with fresh bread
- pancakes with maple syrup

To do list:

- buy ingredients
- write an email reminding the guests
- find an online recipe for the stew
- put a playlist together

4.1. These are notes written by someone who

- A. is the chef at a restaurant.
- B. is planning a big party.
- C. is writing a food blog.

Do you want to help the environment? • Do you care about nature? • Do you love cuddly bears?

ADOPT A GIANT PANDA!

Get a £55 adoption kit. It includes:

- a photo of the bear
- an adoption certificate
- a gift bag

Order at savepandas.org or call
1-800-CALL-PANDA

4.2. What do you get for 55 pounds?

- A. a cuddly toy panda
- B. your photo with a panda
- C. a chance to help animals

Mary: Are you back home? Did you get something for everyone?

John: Yes, I had a great time. I got socks for your father and a jumper for your mother.

Mary: How about the pyjamas for baby Sarah?

John: I got the ones with pictures of teddy bears and ducks on them.

Mary: Wonderful. What about a warm scarf for aunt Greta?

John: I got the fluffiest and softest one in the shop.

4.3. Where has John been shopping?

- A. in a toy shop
- B. in a clothes shop
- C. in a gift shop

You automatically have the right to a 24-month guarantee at no cost when you buy goods online, in a shop or by mail order. When goods you bought turn out to be broken, damaged or do not look or work as advertised, the seller must repair or replace them free of charge or give you a price reduction. If it is not possible to repair or replace the goods, you may ask for a full refund.

4.4. Four months ago you bought some headphones on the internet, but they no longer work. Under this guarantee,

- A. you can't claim a refund because you got them online.
- B. you can get all your money back immediately.
- C. you can exchange the headphones for a new pair.

___/4 pkt

Zadanie 5.

E Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. **Uwaga!** W każdą lukę należy wpisać **dokładnie dwa** wyrazy.

5.1. (Ile pieniędzy) _____ have we got?

5.2. Can I have (sweter) _____?

5.3. Should I buy (jakiś sok) _____?

5.4. I can't see (żadnych książek) _____.

5.5. Look, here are (jakieś zabawki) _____, but there aren't many.

___/5 pkt

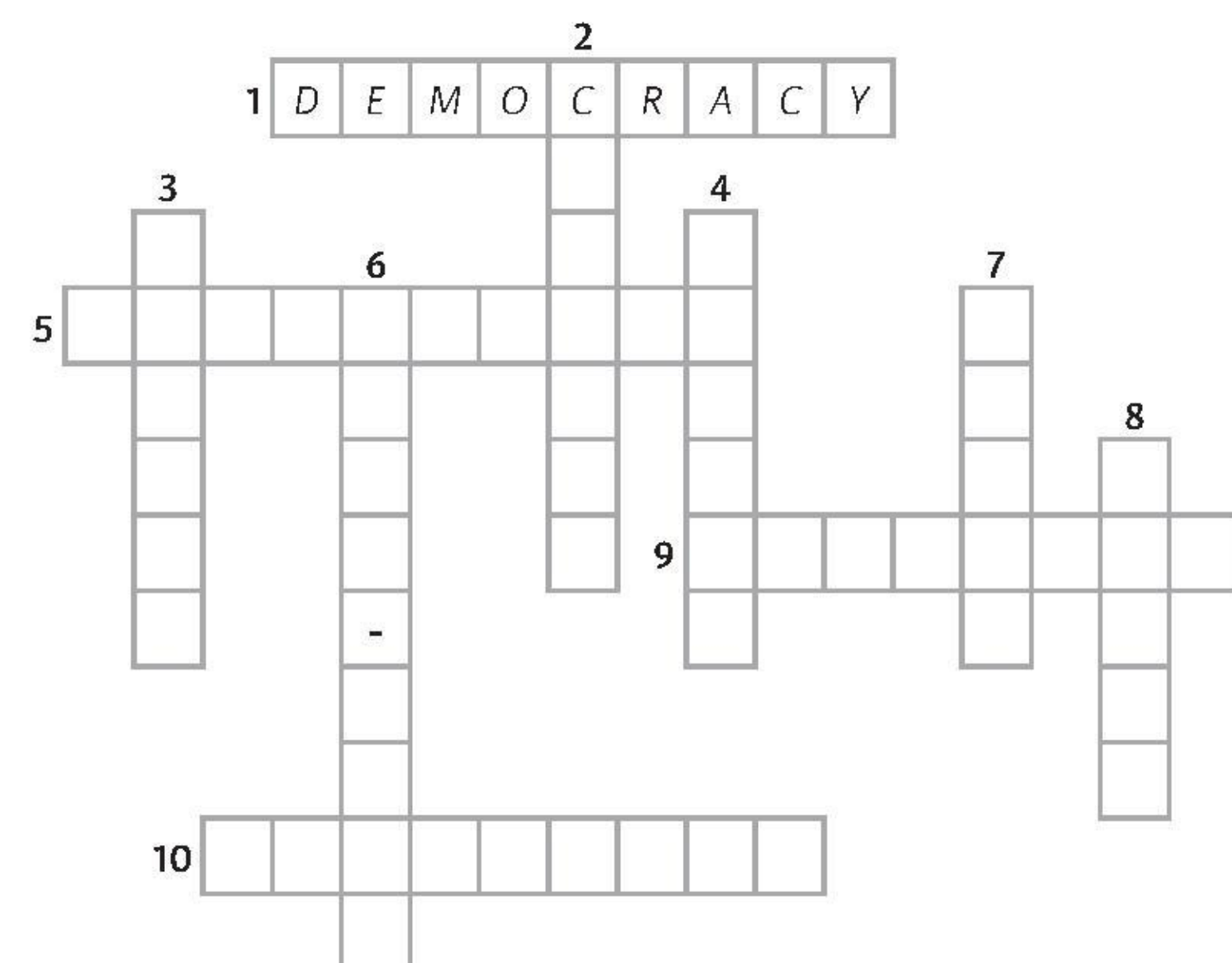
Suma punktów: _____

Our hi-tech society

Lesson 1

Vocabulary

1. COUNTRY AND POLITICAL ISSUES Rozwiąż krzyżówkę.



Across

Example: 1. *a form of government chosen by the people*

5. China has a ... of 1.4 billion.

9. My sister will vote for the first time in the next ...

10. a person we can vote for

Down

2. London is the ... city of England.

3. *Zgorzelec* is a town on the ... between Poland and Germany.

4. Do you know all the words of the national ...?

6. the political opposite of right-wing

7. Complete both sentences with the same word:
Poland is a member ... of the European Union.
I go to a ... school.

8. a person who votes

2. SOCIAL ISSUES Wybierz odpowiednie wyrazy.

- Leo is organising a ____ outside City Hall.
A. demonstrate B. protest
- The president honoured the ____ with a medal.
A. hero B. enemy
- The ____ left their country because of the civil war.
A. bullies B. refugees
- His grandpa emigrated to Australia to escape ____.
A. poverty B. the poor

5. ____ people need help, especially in winter.

- A. Homeless B. Hunger

6. Education is a basic human ____.

- A. protection B. right

7. Is ____ still a problem in the USA?

- A. poor B. racism

8. Jo became ____ when her song made the top 10.

- A. a celebrity B. the rich

3. MODERN GADGETS Uzupełnij zdania brakującymi wyrazami. Pierwsze i ostatnie litery każdego wyrazu zostały podane.

Which is your favourite gadget?

- I never leave home without my e_____. I always listen to music on the bus to school.
- It's the r_____ e c_____ I for my plasma TV. I can't change channel or use streaming services without it.
- My r_____ t vacuum cleaner – I program it every day, and the floor is always clean when I come home.
- At home I use my t_____ t for everything I do online. It's cheaper than a laptop.
- Most people use their mobile phones, but I can take much better photos with my d_____ l c_____ a.

4. SOCIAL MEDIA Odgadnij zaszyfrowane wyrazy i uzupełnij nimi luki.

How do you use social (*dimea*) media, Freya?

Like a lot of people my age, I share content online.

- I 1. (*upadlo*) _____ some of my photos and videos. I 2. (*lowfol*) _____ my friends and some celebrities and influencers. For me, it's about connecting with people who have the same interests. I 3. (*atch*) _____ with my friends, post 4. (*mtenscom*) _____ and 5. (*gat*) _____ photos. We share content, for example, memes and videos that have gone 6. (*lavis*) _____. The other day I started a 7. (*dwingfuncrod*) _____ page to raise money for flood victims in my hometown.

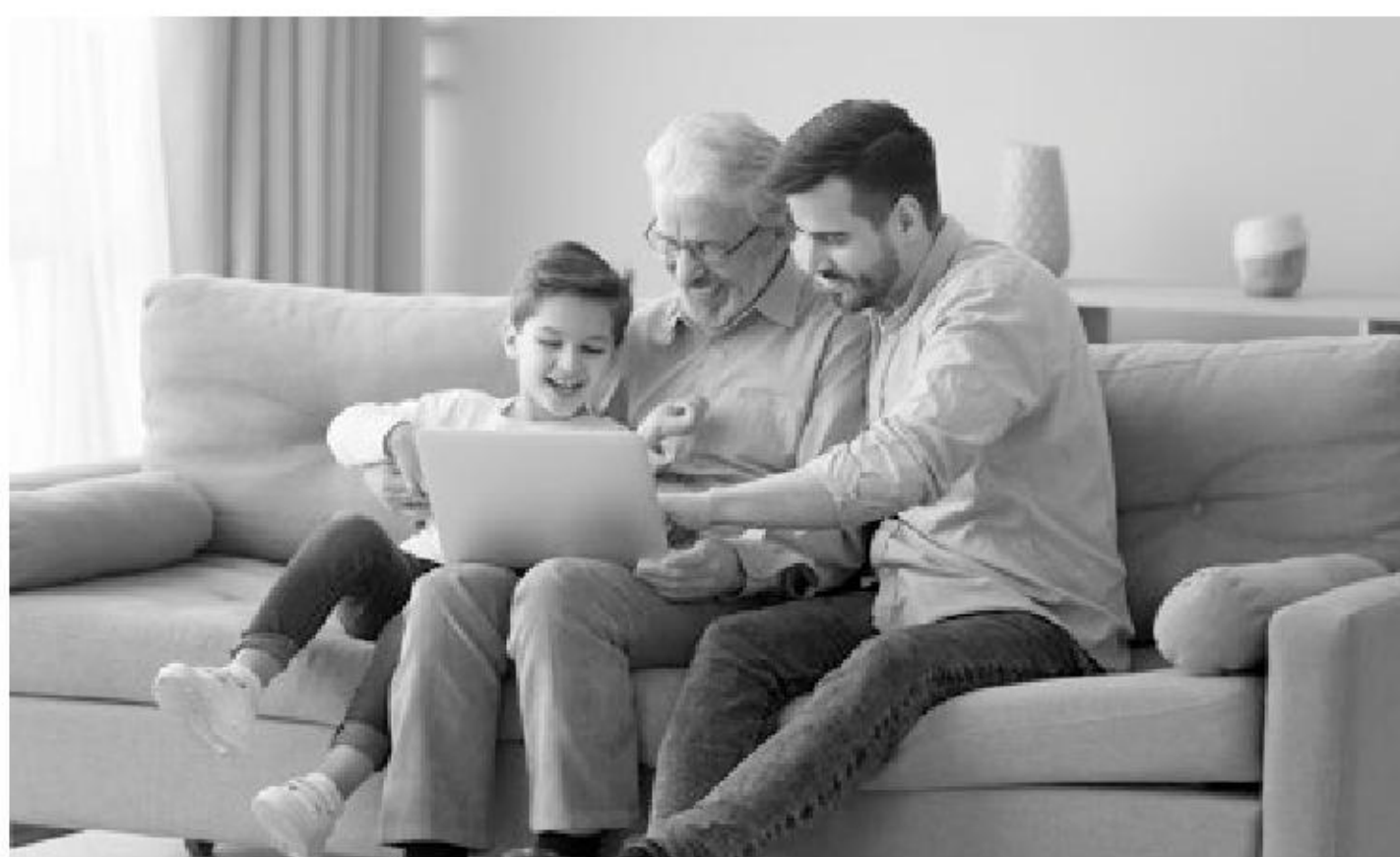
5. COMPUTER Uzupełnij tabelę wyrazami z ramki.

at @ attachment delete hack install
link log in log out slash speaker
virus webcam

1. verbs to start and stop _____
reset
2. things you click on _____
icon
3. accessories & equipment _____
disc drive
printer
4. verbs for what we do on a computer _____
connect
download
5. problems _____
freeze
6. computer symbols _____
dot

6. SOCIAL LIFE, SCIENCE AND TECHNOLOGY

Przeczytaj tekst i wykonaj zadanie.



Who said that social media was all bad? These days we often hear that we spend far too much time on our phones – chatting, sharing, posting. Some people think that technological progress has actually made society less sociable. We connect to the internet, but disconnect from each other. But is this really true? Social media sites have changed some communities

in a good way. Lots of people have joined online neighbourhood groups and are helping each other out. If you need a plumber, someone in the group is sure to know one. Communities are offering help to elderly members with things like the weekly shopping, or are getting together for street parties on national holidays. Now, surely that's a good thing for society.

Znajdź odpowiednie wyrazy w tekście.

Skorzystaj z informacji w nawiasach.

- | | |
|------------|--------------------------------------|
| society | 1. <u>social</u> , _____ (adjective) |
| neighbour | 2. _____ (noun) |
| technology | 3. _____ (adjective) |
| connection | 4. _____ (verb) |
| nation | 5. _____ (adjective) |

Znajomość środków językowych

Wybór wielokrotny

7. **E** Uzupełnij luki (7.1.–7.4.), zakreśl odpowiedź A, B lub C.

email



A local computer recycling centre opens today. The centre is run by a team of young adults who want to do something positive for our **7.1** _____. The centre recycles anything broken or unwanted that has a plug on it. This includes home office equipment such as **7.2** _____ and everyday electronics such as mobile phones. There's no need to worry about the **7.3** _____ stored on your equipment as the centre will delete all your information as part of the service. For more information about collection, **7.4** _____ on the link.

- | | | |
|-------------------|-------------|-------------|
| 7.1. A. community | B. liberty | C. safety |
| 7.2. A. browsers | B. printers | C. scooters |
| 7.3. A. blog | B. data | C. identity |
| 7.4. A. check | B. connect | C. click |



Lesson 2

Grammar

Nagranie 6.1.
docwiczenia.pl
Kod: U87U33



1. Uzupełnij zdania poprawną formą czasowników w nawiasach w czasie *past perfect*.

Example: *I couldn't go to town because the car had broken (break) down.*

1. She _____ (be) unemployed for many months when she finally got a job.
2. They _____ (not meet) a celebrity before, but now a star was talking to them!
3. When we got there, you _____ already _____ (leave) the city.
4. We _____ just _____ (move) to the village when they started to build the new houses.
5. It _____ (not rain) for weeks, but then a storm broke.

2. 6.1 Wybierz poprawne słowa.

••• Posłuchaj i sprawdź.

Example: *We were excited. We had never voted after / before.*

1. The country had *already / ever* experienced a famine that year.
2. It was so annoying! Salaries were increased just *after / just* I'd resigned.
3. In 1999, she still worked for a bank. She hadn't decided to become a politician *already / yet*.
4. *After / By* the time he was 20, he'd emigrated to Australia.
5. It was 1986. The war had *just / yet* ended, and peace had returned to the region.

3. Przetłumacz fragmenty zdań podane w nawiasach na język angielski. W każdym zdaniu użyj czasu *past perfect*.

Example: *It was closed because (było) there had been a lot of violence.*

1. By the time I posted the blog, (wszyscy słyszeli) _____ the news.
2. (Ona nigdy nie przemawiała) _____ at the student council before.
3. They looked at the signs. (Oni nie przyjechali) _____ at the border yet.
4. I started speaking to him again (po tym, gdy powiedział) _____ sorry.
5. (Gdzie byłeś) _____ when I saw you?

4. Uzupełnij tekst wyrazami z ramki.

••• Uwaga! Dwa wyrazy zostały podane dodatkowo.

after	become	had	has
just	saw	seen	time

1. Mahatma Gandhi was born in 1869 in Porbandar, India. By the _____ time he was 18, he'd been married for five years.
2. He studied law in London from 1897 to 1891. When he returned to India, he learned that his mother _____ died.
3. In 1893 he moved to South Africa to work. _____ he'd experienced and _____ the discrimination shown towards Indian people in the country, he began to develop his ideas.
4. In 1930 he led an important protest against British rule in India. He'd already led many other protests, and had _____ an influential political leader.
5. India had _____ gained independence when he was assassinated in 1948.

Znajomość środków językowych

Parafraza

5. Wykorzystując wyrazy zapisane drukowanymi literami, uzupełnij luki, tak aby zachować sens zdania wyjściowego. W każdym zdaniu użyj czasu *past perfect*.

Example: *I met a celebrity. It was the first time. **MET** I'd never met a celebrity before.*

- 5.1. They went to their grandparents' village. It was the first time. **NEVER**
They _____ to their grandparents' village before.
- 5.2. We paid the bill and then we left. **PAID**
We left after _____ the bill.
- 5.3. They were going to a demonstration. It was the first time. **BEEN**
They _____ to a demonstration before.
- 5.4. She had learned Italian before she moved to Rome. **TIME**
She'd learned Italian _____ she moved to Rome.
- 5.5. The President spoke a little earlier. **ALREADY**
The President had _____.





Lesson 3

Grammar



Grammar tip

W pytaniach, na które można odpowiedzieć **tak** lub **nie**, do wprowadzenia pytania pośredniego używamy słówka **if**. W zdaniach takich używamy szyku zdania twierdzącego. Na przykład:

Is the room free?

*Can you tell me **if the room is free**?*

Pamiętaj, że pytaniach pośrednich nie używamy żadnych operatorów takich jak *do*, *does* czy *did*:

Did he go to the station?

*Do you know **if he went to the station**?*

1. 6.2 Ułóż brakujące fragmenty zdań ze słów podanych w nawiasach. Posłuchaj i sprawdź.

Example: *Can you tell me (printer / if / is / there / a / here)*

*Can you tell me **if there is a printer here**?*

- Do you know (had / the email / he / if / sent / already)
Do you know _____?
- Could you tell me (print / if / the / I / file / can)
Could you tell me _____?
- Have you any idea (we / earphones / need / if / will)
Have you any idea _____?
- Can you tell me (new / bought / if / Maria / has / a / camera)
Can you tell me _____?
- Do you know (message / if / deleted / they / the)
Do you know _____?

2. Zamień pytania pośrednie na bezpośrednie.

Example: *Could you tell me who you follow on social media? Who **do you follow on social media**?*

- Can you tell me who they were chatting to?
Who _____?
- Do you know how I should log in?
How _____?
- Have you any idea where the pen drive is?
Where _____?
- Could you tell me which browser you used?
Which _____?
- Do you know how often the technician checks the laptops?
How _____?

3. 6.3 Przeczytaj rozmowę. Zamień pytania w nawiasach na pytania pośrednie. Posłuchaj i sprawdź.

Do you know where the technician is? (Where's the technician?)

Sorry, I don't. He'd left by the time I got here.

That's a pain. 1. _____?
_____? (Did he install that software?)

No, I'm afraid I don't.

2. _____?
_____? (Is he coming back?)

No, I haven't. You could try calling him.

That's a good idea. 3. _____?
_____? (What's his number?)

Yes, of course I can. I'll just look it up. 4. _____?
_____? (What's his name?)

Sure. It's Alex Goldwin.

OK ... here it is!

Znajomość środków językowych

Parafraza

4. E Uzupełnij drugie zdanie, tak aby zachować sens zdania wyjściowego.

Example: *What kind of car do they have? **KNOW***

Do you know what kind of car they have?

- Are they going to change the settings? **IF**
Can you tell me _____
_____ to change the settings?
- Where had she worked before? **IDEA**
Have you any _____
_____ worked before?
- Did he use crowdfunding to raise the money? **IF**
Do you know _____
_____ crowdfunding to raise the money?
- Has the screen frozen? **IF**
Could you tell me _____
_____ frozen?



Video lesson 4

Listening and Speaking

Gadgets for vlogging

Before watching

1. **6.4** Połącz opis problemu (1–5) z pasującą do niego radą (A–E). Posłuchaj i sprawdź.

Contact our help desk technician if you need technical advice on vlogging or need to know how to deal with basic problems. Here are some FAQ's (frequently asked questions):

1. I can't upload my video to the website. _____
2. I deleted some important files! _____
3. My computer is really slow! _____
4. I can't print anything! _____
5. I'm not able to log in! _____

Advice

- A. First, I think you should check that you haven't got the CAPS lock key on. Perhaps you will need to reset your password.
- B. Perhaps you should wait and try again later. You are probably trying to connect at a busy time.
- C. It might be a good idea to shut down all the programs you are running. If it still doesn't work after you have done this, you might have a virus. In that case, disconnect from the internet.
- D. Why don't you check your recycle bin? They should be in there.
- E. Perhaps you should check that the printer is turned on and is supplied with paper.

2. Z podanych wyrazów ułóż zdania.

Example: *advice? / What / your / is*
What is your advice?

1. vlog? / think / you / I / should / Do / start / a

2. webcam? / buy / Why / you / a / don't

3. about / broken / What / I / my / do / microphone? / should

4. earphones. / I / those / buy / think / you / don't / should

5. your / online. / you, / If / I / I'd / post / were / photos

3. Zapisz nazwy pięciu przedmiotów, które, Twoim zdaniem, są niezbędne do nagrywania vlogów.

While watching

4. **6.4** Obejrzyj film wideo. Sophie and Tina opowiadają o sprzęcie niezbędnym do nagrywania vlogów. Czy to, o czym mówią dziewczyny, zgadza się z tym, co napisałeś/napisałaś w ćwiczeniu 3? Podkreśl te przedmioty, których nazwy padły w nagraniu.

5. **6.4** Obejrzyj film wideo jeszcze raz. Odpowiedz, czy podane zdania są prawdziwe (T), czy fałszywe (F).

To make good vlogs,

1. you need to invest a lot in equipment. T / F
2. you don't need to buy an expensive webcam. T / F
3. you should use the microphone in your computer. T / F
4. you need to be a professional to get good lighting. T / F
5. you need some editing software. T / F

6. Przetłumacz poniższe zdania z vloga na język polski.

1. You don't need a crazily expensive camera to start recording.

2. Nowadays, smartphones have great cameras which work really well.

3. You might also want to consider buying a selfie stick.

4. You don't have to be a professional to get great lighting.

5. Start shooting your own vlogs.





After watching

7. Uzupełnij notatkę swoimi pomysłami.

What would your vlog be about?

I would like to vlog about _____

The title of the vlog would be _____

In my first video, I would talk about these three points:

- _____
- _____
- _____

Vlog keywords to describe my content:

- _____
- _____



Rozumienie ze słuchu

Wybór wielokrotny, uzupełnianie luk

8. 6.5 E Usłyszysz dwukrotnie trzy teksty. W zdaniach 8.1.–8.3., na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B albo C.

- 8.1. What is the speaker talking about?
A. a news app
B. a language app
C. a music app
- 8.2. Scientists are developing
A. a robotic pet that talks.
B. technology to communicate with animals.
C. a virtual reality game for pets.
- 8.3. What does Mike like most about his electric bike?
A. It's really fast.
B. It's a lot of fun.
C. It's a great way to get healthy.

9. 6.6 Usłyszysz dwukrotnie wywiad na temat satelitów kosmicznych. Na podstawie informacji zawartych w nagraniu uzupełnij luki (9.1.–9.4.) w poniższej notatce. Luki należy uzupełnić w języku angielskim.

SPACE SATELLITES

Satellites come in many different sizes.

The size of the small CubeSat is similar to a 9.1. _____.

According to NASA, there are

9.2. _____ satellites in orbit, but less than half are still working.

Private companies or 9.3. _____ own them.

The biggest problem for astronauts is the 9.4. _____.

Znajomość funkcji językowych

Uzupełnianie luk

10. E Uzupełnij dialog. Wpisz w każdą lukę (10.1.–10.3.) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy. Luki należy uzupełnić w języku angielskim.

Hi, Eve. What's wrong?

I'm having some trouble joining an event online. What 10.1. _____ (suggest) do?

Let's see. Is there a problem with the browser?

I don't think so. It usually works. What 10.2. _____ (advice)?

It's probably something really simple. If 10.3. _____ (you), I'd enter the meeting PIN number again.

Fantastic! It worked! Thank you.

You're welcome.



Lesson 5

Vocabulary

1. CRIME AND PUNISHMENT Rozwiąż krzyżówkę.



Across

Example: 6. *taking an item from a shop without paying*

7. adjective: 'against the law'

10. someone who sees a crime

12. fake ...; not using your real name

Down

1. steal a wallet or a purse from a bag or a pocket

2. selling drugs

3. the person in a court who decides on the punishment

4. a police officer who investigates a crime

5. breaking into a place to steal something

8. a person who kills another person

9. someone who is hurt as a result of a crime

11. a person who steals

2. TELEPHONE Odgadnij zaszyfrowane wyrazy i uzupełnij nimi luki w zdaniach.

1. My battery is (*edad*) dead.
Do you have a (*hercarg*) _____?

2. I usually (*neds testx*) _____
to my friends.

3. First, (*witchs no*) _____.
Then, (*reent*) _____
the PIN number.

4. Don't (*hagn pu*) _____!
I still have something to tell you.

5. I can't (*meak a lacl*) _____.
There's no (*nalsig*) _____.

3. CHARITY AND FUNDRAISING Uzupełnij tekst wyrazami z ramki.

charity *donate* *foundation*
raise *support* *volunteer*

Charity _____ comedy night Friday 20th March at 7pm

Join us for an evening of fun, and help to

1. _____ money for charity.

The event will 2. _____

an international 3. _____

that protects endangered animals.

Would you like to 4. _____ to help
out? Prepare some food for us to sell at the event,
and we'll 5. _____ the money.

Call Simon on 34554333.

4. SCIENCE Przeczytaj wiadomości i przetłumacz podane fragmenty na język angielski.

email

From: The National Institute for Research and
Development

Subject: Replies to members of the public

A.

email

Dear Sir,

Thank you for your email in which you write that

1. (*Ziemia*) _____ is flat.

There is no scientific evidence to 2. (*udowodnić Twoją teorię*) _____,

however. We can only 3. (*wyciągnąć wnioski*) _____

_____ that the research which
you say you have done is wrong. We suggest you

4. (*zbierzesz więcej danych*) _____
_____ and contact us again in the future.

Yours faithfully,

Mike Rowscope

B.

email

Dear Mrs Smith,

I'm sorry to inform you that the law of 5. (grawitacji) _____ is not something new.

Isaac Newton 6. (odkrył) _____ it in 1687. Perhaps you can 7. (wymyślić) _____ something new to write about?

Yours sincerely,

Dee Enay

C.

email

Dear Sir,

Thank you for the 8. (wyniki Twoich badan naukowych) _____.

Unfortunately, we already know that 9. (elektryczność) _____ can power cars.

Can we suggest that you help to 10. (poprawisz projekt) _____?

Best regards,

Jen Etticks

5. **SOCIAL LIFE, SCIENCE AND TECHNOLOGY** Przeczytaj tekst, a następnie uzupełnij luki wyrazami z tekstu.



Police from around the world have started to use drone technology as a cheaper alternative to helicopters in their fight against crime. Police use drones equipped with cameras in a number of ways. For example, they use them to search for missing people, to spy on terrorists before they do something bad, and to follow criminals who are trying to escape from the scene of the crime. Drones also monitor the coast and can be used after traffic accidents in order to photograph the area from above. It would seem that drones are doing a lot to keep our towns and villages safe.

Drones help the police:

Example: *to look for missing people.*

1. to _____ crime.
2. to _____ people who have just broken the law.
3. to _____ what's happening by the sea.

Znajomość środków językowych

Wybór wielokrotny, transformacje

6. **E** Wybierz odpowiednie wyrazy.

...



Have you heard the story about the unluckiest burglars in the world? The two men were trying to 6.1. ___ a safe in an empty house in the north of England when one of them accidentally sat on his mobile phone, which then 6.2. ___ a 999 call. Police 6.3. ___ later said that they could listen to the men as they were breaking the law, and even heard their colleagues arrive in a police car to 6.4. ___ them.

- | | | |
|-----------------|-------------|------------|
| 6.1. A. defend | B. mug | C. rob |
| 6.2. A. created | B. did | C. made |
| 6.3. A. lawyers | B. officers | C. victims |
| 6.4. A. arrest | B. bully | C. hide |

7. **E** Wykorzystując wyrazy zapisane drukowanymi literami, uzupełnij luki (7.1.–7.3.), tak aby zachować sens zdania wyjściowego. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- 7.1. Kidnapping is illegal. **AGAINST**
Kidnapping is _____.
- 7.2. My class is going to give some money to charity. **RAISE**
My class is going to _____ for charity.
- 7.3. The laboratory does not experiment with its products on animals. **TEST**
The laboratory _____ its products on animals.



Lesson 6

Grammar

1. Uzupełnij tabelkę.

...

Direct speech	Reported speech
<i>now</i>	<i>then</i>
1. ago	
2. next	
3. today	
4. this week	
5. yesterday	
6. three days ago	
7. last week	
8. next month	

2. Uzupełnij wypowiedzi Marii za pomocą mowy zależnej.

...



Example: *I work in a shop.*

Maria told me she worked in a shop.

1. I've worked there for 8 months.

2. Yesterday two of my friends came in and stole some things.

3. I'm so embarrassed!

4. I won't go back to the shop tomorrow.

5. I can't see my friends anymore.

1. She said _____

2. She told me that _____

3. She said _____

4. She said that _____

5. She told me _____

3. Uzupełnij zdania w mowie zależnej.

...

Example: *"Did they discover it years ago?"*

She asked if they had discovered it years before.

1. "What is your sister studying next year?"

They asked me _____ sister
_____ studying _____ year.

2. "Have you already received the results?"

He asked me _____
already received the results.

3. "Will you send that to me this afternoon?"

She asked me _____
send that to _____ afternoon.

4. "Where do your friends usually volunteer?"

He asked me _____ friends
usually _____.

5. "Can I charge my phone here?"

She asked _____
charge _____ phone there.



Grammar tip

Kiedy na mowę zależną zamieniasz pytania, na które można odpowiedzieć **tak** lub **nie**, nie zapomnij:

- zmienić czasy gramatyczne,
- zmienić wszystkie zaimki oraz przysłówki,
- o prawidłowym szyku w zdaniu.

Is it a new phone?

*She asked me **if it was** a new phone.*

Podobnie jak w pytaniach pośrednich, pamiętaj, aby nie używać operatorów takich jak: **do, does or did**:

Do you like it?

*She asked me **if I liked** it.*

*Where **did your brother study**?*

*She asked where **my brother had studied**.*

4. Przeczytaj zdania w mowie zależnej. Zapisz, jakie wypowiedzi padły.

...

Example: *He said he was writing a blog about his local community.*

He said, "I'm writing a blog about my local community."

1. Maria told me that her favourite subject was maths.



- “_____ maths,” said Maria.
2. The reporter said that the organisation had broken the law three years before.
The reporter said, “The organisation _____ three years _____.”
3. The IT technician asked if I had downloaded the app.
“_____ the app?” asked the IT technician.
4. She said that she would upload her photos the next day.
“_____ photos _____,” she said.
5. My teacher asked where I was going to study engineering the following year.
My teacher asked, “_____ to study engineering _____ year?”
6. He told me that someone had hacked his account the previous week.
“Someone _____ account _____,” he said.
7. My mum asked me if I knew her password!
My mum asked me, “_____ password?”
8. They said that they couldn’t share their photos with anyone.
“_____ photos with anyone,” they said.

Znajomość środków językowych

Parafraza, tłumaczenie fragmentów zdań, układanie fragmentów zdań

5. **E** Wykorzystując wyrazy zapisane wielkimi literami, uzupełnij zdania z luką, tak aby zachować sens zdania wyjściowego.

Example:

“I’m going to study chemistry,” said Katie. **TOLD**
Katie told me she was going to study chemistry.

- 5.1. “I won’t pay the fine,” said the man. **WOULD**
The man said _____ pay the fine.

- 5.2. “Does your brother use the tablet?”
asked Mark. **IF**
Mark asked me _____ the tablet.
- 5.3. The detective asked him when he had committed the crime. **COMMIT**
The detective asked, “When _____ the crime?”
- 5.4. The team said they’d done some interesting research that day. **HAVE**
“_____ some interesting research today,” said the team.
- 5.5. Peter asked, “Can you help me with my biology homework?” **IF**
Peter asked me _____ with his biology homework.

6. **E** Przetłumacz na język angielski fragmenty zdań z nawiasów.

Example: *He asked (jak długo byłem) how long I’d been a police officer.*

- 6.1. I told her that (*nie zepsułem*) _____ her phone.
- 6.2. (*Zapytali nas*) _____ if we would give them the password.
- 6.3. Maja said that (*jej rodzice prowadzili*) _____ an electric car.
- 6.4. I asked Katie if (*ona miała na sobie*) _____ headphones.
- 6.5. They said the research (*nie udowodniło*) _____ anything.

7. **E** Uzupełnij zdania wyrazami z nawiasów w odpowiedniej formie.

Example: *She said that another student was bullying her (bully / she) online.*

- 7.1. _____ (teacher / ask / I) if I liked science.
- 7.2. He told me that _____ (he / will / not / share) the picture.
- 7.3. The newsreader said they had _____ (catch / criminal).
- 7.4. My parents asked _____ (I / have) collected the money.
- 7.5. She asked us how much money _____ (we / can / donate).

Lesson 7

Reading

Text 1

Hi Megan,

I was browsing the internet when I came across the website of the Museum of Science and Technology. There are going to be some special events taking place this weekend. Take a look. I think it will interest you. I know that you are a member of the science club at school, and that the club members like doing after-school activities together. Why don't you all go to this?

Tell me all about it if you decide to go.

Mick

Text 2

What's on at the Museum of Science and Technology?



It's a special weekend at the Museum. It's been 25 years since we first opened our doors to visitors, and to celebrate we have lots of fun activities planned over the weekend.

- Have a look in our science laboratory and enjoy learning about some of the greatest discoveries ever made. Have fun doing some mad science experiments.
- Visit the museum cinema and watch a selection of films on space exploration and the solar system. It's great for future astrophysicists!
- Participate in one of the many interactive lessons. Experts will lead workshops on robotics and artificial intelligence.

Hurry! Places are limited, so book online today. A museum pass for the weekend costs £20 per person. If you are good at science, why not try our online quiz. The winners will be able to attend for free.

1. Rozwiąż quiz. Skorzystaj z wiadomości z internetu w razie potrzeby.

1. Who discovered radio waves?

2. How many bones are there in the human body?

3. What is the lightest metal? _____
4. What is the largest planet in the solar system?

5. How many hearts does an octopus have? _____

2. Przeczytaj teksty. Uzupełnij zdania wyrazami i zwrotami z tekstów 1. i 2.

1. It was a great surprise to _____ my friend in Rome.
We decided to go for a cup of coffee and catch up with all the gossip.
2. My brother wants to become a _____ of Mensa, but I'm not sure if he is smart enough.
3. Science laboratories have been conducting _____ to discover a cure for cancer for many years.
4. It's predicted that travelling beyond our _____ will be possible sometime in the future. However, it is not possible at the moment.
5. During the school trip to Warsaw, our class attended lots of interesting meetings and some pottery _____.

3. Przeczytaj teksty 1. i 2. jeszcze raz. Zaznacz, które zdania są zgodne z treścią tekstów (T), a które nie (F).

1. Mick wants to take part in the science event at the Museum of Science and Technology. _____
2. Mick and Megan are members of the school science club. _____
3. During the event, participants can take part in some unusual experiments. _____
4. Attendants won't be able to visit the science laboratory. _____
5. Astrophysicists will be talking about exploration of the solar system in the museum cinema. _____

4. Przeczytaj teksty 1. i 2. jeszcze raz. Na ich podstawie
 ••• uzupełnij luki w e-mailu. Luki należy uzupełnić w języku angielskim.

email

Hi Sam,

Have you heard about the upcoming event at the museum? How about going there?

It'll be fun to 1. _____ its 25th anniversary. During the event, we can 2. _____ in many experiments. It will be an unforgettable experience! What's more, there will be a 3. _____ of films in the museum cinema about space exploration and the solar system. Megan is keen on seeing that as she wants to become an 4. _____. If we want to go, we should book our tickets online. They cost £20. It's quite a lot, but we can try to solve an online quiz. If we 5. _____, we'll get free tickets.

Call me!

Henry

Rozumienie tekstów pisanych

Uzupełnianie luk

5. Przeczytaj teksty 1. i 2. Na ich podstawie uzupełnij
 ••• luki (5.1.–5.5.) w e-mailu. Luki należy uzupełnić w języku angielskim.

Text 1

Hello Catherine,

How are you all in Poland? Things are great here in Australia. Emily has just celebrated her 12th birthday. We organised a surprise beach party for her. Everyone had a lovely time. I gave her a laptop as a birthday present. She needs it for her schoolwork, but I have to say that I am a little worried about her being online. You hear such terrible things these days. What should she do to stay safe? Maybe you can ask Filip for some advice. He's a bit older than Emily and knows a lot about online safety. Can he write something to her?

Your big sister,

Anne

Text 2

How to stay safe online



There are a number of dangers online. Here is a list of the most common dangers and how to protect yourself against them.

1. Trolling and cyberbullying

Trolling is when unkind people visit social media accounts and leave nasty messages. Never accept someone as a 'friend' on social media simply because they say they know you or your friends.

2. Viruses

Viruses are often downloaded accidentally from email attachments or from websites. To protect your computer, install good antivirus software and update it regularly. Also, don't open emails from senders you don't recognise. Delete them immediately.

3. Phishing

Phishing is when criminals try to get information from you online so that they can use your username and password. Don't reply with personal information and never click on a link sent in the emails.

e-mail

Hi Emily!

Happy birthday! Anne asked me to tell you a bit about online 5.1. _____.

First of all, when you use social networking sites, you should always decline friend requests from unknown people. Also, you have to keep your 5.2. _____ software updated. Remember not to 5.3. _____ emails from anonymous senders with strange looking 5.4. _____. It can ruin your device. Last but not least, only enter your personal information on secure websites. You must not click on any 5.5. _____ sent in emails. If you do this, somebody can get access to your username and password. I'm sure you can manage all of this!

Let me know if you have any problems!

Take care,

Filip

Lesson 8

Writing

Nagranie 6.7
docwiczenia.pl
Kod: U82RNY



1. Uzupełnij wpis na blogu brakującymi wyrazami z ramki.

down for here in make
on out post refund upload

Blog: Focus on Technology

Entry: New and better?



Hello Folks,

Nice to see you 1. _____ again.

Today's 2. _____ is about some trouble I had recently with my smartphone.

As you know, I'm very interested 3. _____ technology and modern science.

Last month I got a new phone 4. _____

my birthday. It was brand new, so I was obviously excited about trying the different functions.

Unfortunately, after turning it 5. _____

I wasn't able to log into my social media account, and I couldn't 6. _____ any

photos. The internet connection wasn't working, and the ring tones were too quiet. It didn't

7. _____ much sense to me.

When I tried to access my friends' contact details, I was blocked ... on my own phone! I got angry and started searching for information on the internet.

It turned 8. _____ that my phone was not as good as the producer claimed. It can break

9. _____ easily, and the battery is quite weak.

To cut a long story short, I returned it to the shop and got a full 10. _____.

Now, I'm still using my old mobile, but I've promised myself to get a new one next month.

Tell me if you've ever had similar problems with your electronic devices in the comment section below.

Keep well,

Sam

2. 6.7 Posłuchaj wywiadu. Postaraj się wcielić w rolę Toma i na podstawie zebranych informacji napisz krótki wpis na blogu.

Blog: Focus on Photography

Entry: Taking up a new hobby

Hello Mates,

Today I'd like to tell you why I started taking photos and how this decision changed my life forever.

It all started _____

My favourite photos are of _____

My advice to people who want to try this as a hobby is

Tworzenie wypowiedzi pisemnych

Wpis na blogu



CHECKLIST

- Zaczynam blog od wstępu, który wprowadza czytelnika w jego tematykę.
- Konsekwentnie używam wybranego stylu: formalnego lub nieformalnego.
- Na koniec wpisu wyrażam swoją opinię.

3. Uczestniczyłeś/Uczestniczyłaś w pokazie nowego urządzenia elektronicznego. Napisz wpis na blogu, w którym uwzględnisz:

- jakie to urządzenie,
- jakie funkcje najbardziej przypadły Ci do gustu,
- jakie wydarzenie towarzyszyło pokazowi.



Vocabulary

1. Wybierz właściwe słowo, tak aby poprawnie uzupełnić zdania.

- I often experience what I would call *discrimination* / *peer pressure* when my friends try to convince me that the ideas and theories that they believe in are right.
- One of the most important social *issues* / *benefits* is poverty, and every country should be prioritising ways to deal with it as soon as possible.
- Stephen Hawking was a famous *engineer* / *physicist* who was interested in radiation and black holes in space.
- Mia was one of the *victims* / *witnesses* of the theft, so she had to tell the police everything she had seen.
- At our school we *support* / *raise* local animal shelters by collecting food and bedding for homeless cats and dogs.

___/5 pkt

Grammar

2. Uzupełnij zdania poprawną formą czasowników w nawiasach w czasie *past perfect*.

- When I got back from school, I discovered that I _____ (leave) my phone in the classroom.
- I became interested in the theory of evolution after I _____ (read) about it in my biology coursebook.
- Sam didn't have his homework because he _____ (not be) at school for 3 days.
- I got completely soaked because I _____ (forget) to take my umbrella.
- When the police arrived, the thief _____ (already / escape).
- By the time I left home, I _____ (call) my mum 5 times, but there was no answer.

___/6 pkt

3. Zamień podane wypowiedzi na mowę zależną.

- "One cannot step twice in the same river." Heraclitus said that _____
- "The price of greatness is responsibility." Winston Churchill said _____
- "America will never be destroyed from the outside." Abraham Lincoln said _____

___/3 pkt

Language functions

4. Wstaw brakujące fragmenty rozmów.

1.

Can you tell me why _____?

I'm crying because I got a bad mark.

2.

Any suggestions for this weekend, Bob?

Well, _____ to the cinema?

3.

Phil, do you think _____ exercise more if I want to lose weight?

Definitely! It's one of the most effective ways there is.

4.

Excuse me, do you know how _____ the nearest station?

I'm afraid I can't help you. I don't live here.

___/4 pkt

Listening

5. 6.8 Usłyszysz dwukrotnie wywiad z politykiem. Na podstawie informacji zawartych w nagraniu uzupełnij luki w notatce.

Alex:

- has been 1. _____ for three years
- is interested in reading books about 2. _____ and great men and women
- nowadays: protests about 3. _____ in the country
- biggest problem: racism
- 4. _____ in his eyes is the right to be different and respect others
- not planning to become 5. _____

___/5 pkt

Suma punktów: _____



Zadanie 1.

E Uzupełnij zdania (1.1–1.4.). Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. **Uwaga!** W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyrazy już podane.

- 1.1. Yesterday he _____
(*tell / me*) should consult a doctor about my leg.
- 1.2. Nikolai Tesla _____
(*make / predict*) about mobile phones in 1926.
- 1.3. I woke up at 10 and realised my whole family _____
(*have / leave*) without me.
- 1.4. An _____ (*America / scientist / invent*) the polio vaccine in 1955.
His name was Jonas Salk.

___/4 pkt

Zadanie 2.

E Przeczytaj opis ilustracji. Uzupełnij każdą lukę (2.1.–2.5.) jednym wyrazem, tak aby powstał spójny i logiczny tekst zgodny z ilustracją.



This is Jack. He has just moved in. This photograph was taken in 2.1. _____ new flat.

In the centre of the big, empty 2.2. _____, there is a laptop. But Jack isn't working on the computer at the moment. I think he is having a break because he 2.3. _____ looking at his phone.

The phone is 2.4. _____, but luckily it is charging from a power bank. Jack is waiting for the phone to be fully charged again and he is drinking a 2.5. _____ of coffee.

___/4 pkt

Zadanie 3.

E Uzupełnij dialogi (3.1.–3.4.). Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy. Luki należy uzupełnić w języku angielskim.



Test tip

To ćwiczenie najczęściej sprawdza popularne zwroty (a nie znajomość pojedynczych słów).

3.1.

(*think*) I should buy Johnny a tablet?

How old is he?

Five and a half.

Oh, I think he's still too young.

3.2.

I can't focus on my work. What _____
(*advice*)?

What time did you go to sleep?

Erm. About midnight.

Oh, that's too late. You must be tired!
Go to bed earlier tonight.

3.3.

I would like to raise some money for charity.

Me too! It might be a _____
(*idea*) to organise a bake sale!

What's that?

Don't you know? People bake cakes and sell them.

Great idea! Let's do that!

3.4.

Oh no, my phone's died.

Don't you have a power bank?

I left it at home ...

I can lend you my charger. _____
(*here*).

Thank you so much!

___/4 pkt



Zadanie 4.

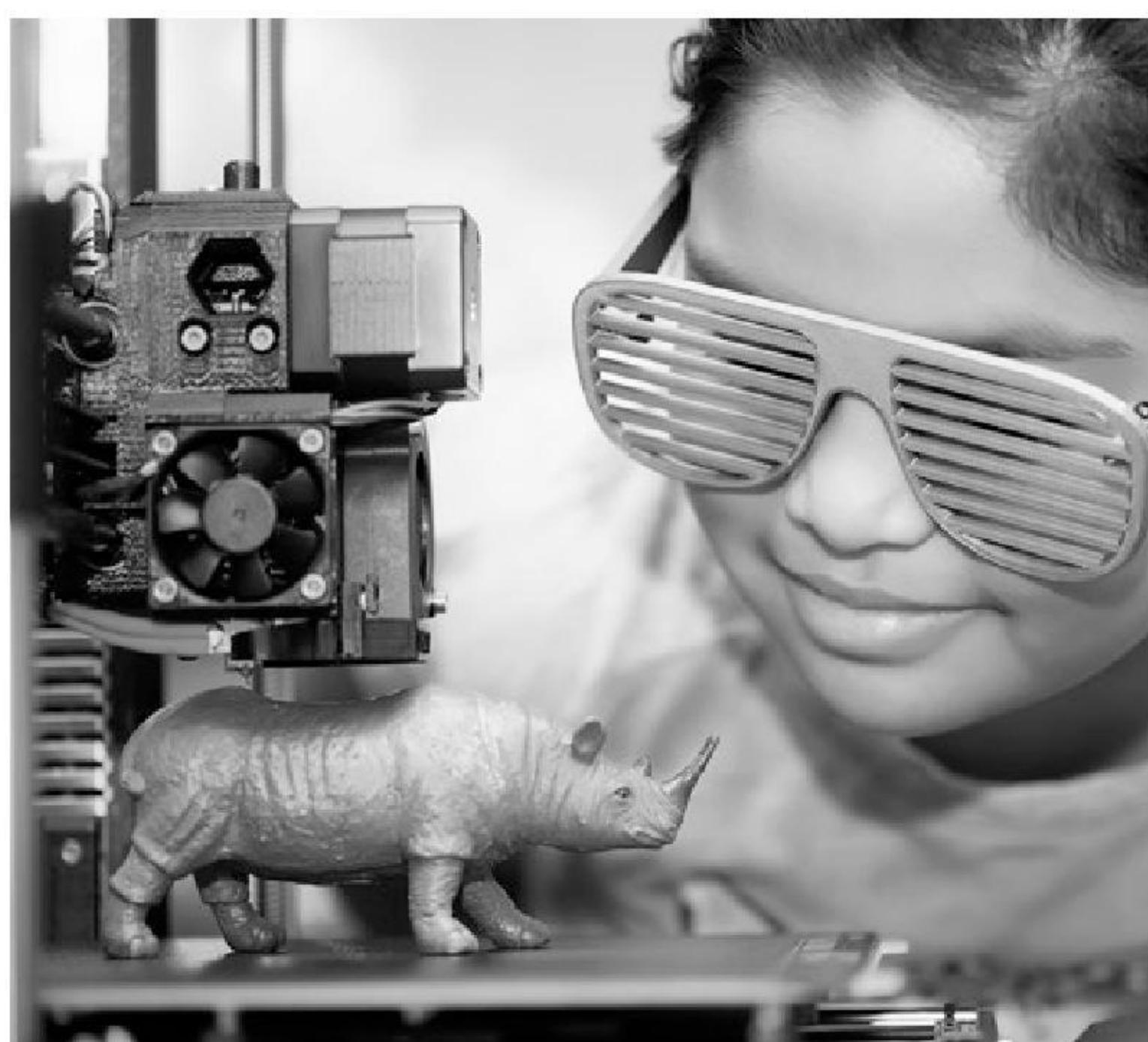
E Przeczytaj teksty trzech ekspertów (A–C), przewidujących możliwe sposoby użycia druku trójwymiarowego, oraz zdania (4.1.–4.4.). Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli. **Uwaga!** Jeden tekst pasuje do dwóch zdań.



Test tip

Przeczytaj najpierw zdania po to, aby się dowiedzieć, jakich informacji szukać w tekście.

THE FUTURE of 3D PRINTING



A. Craig

The biggest challenge for the future of 3D printing is that we will be able to print things from a range of different materials. Take metal, for example. Car-making companies already print models of prototypes, which makes the actual car production cheaper. In the future, they may be able to produce spare parts or even ... an entire car. I'm looking forward to that.

B. Fiona

Other materials currently being developed for 3D printing include sugar, flour and oils in order to produce ... food. So far, what seems to be working best is the printing of sweets, especially chocolate. Unfortunately, other trials have had limited success, but we have high hopes. For example, printed food could be customised, which would be useful for people who follow a special diet for health reasons. Also, it may have a practical application in space missions. We hope to be able to produce food soon that has a shelf life of 30 years!

C. Alfred

Some experts think that the fashion industry can also benefit from 3D printing. Of course, printing leather shoes and wedding dresses won't be possible in the near future, but customers may soon be able to print simple accessories such as gloves, belts and glasses, similar to those that are available in stores. Can you imagine having a personalised set of fashion items whenever you need them? I bet a lot of people would love to see that happen.

This expert:

- 4.1. says that printing has encountered some problems with certain products.
- 4.2. thinks that clients would like to have customised things to wear.
- 4.3. says that in the future 3D printing will help people with physical problems.
- 4.4. is excited about the idea of actually printing a form of transport.

4.1.	4.2.	4.3.	4.4.

___/4 pkt

Zadanie 5.

E **6.9** Usłyszysz dwukrotnie cztery wypowiedzi na temat tzw. osobistych środków transportu. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (5.1.–5.4.) odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.



Test tip

Zawsze słuchaj nagrania dwa razy, nawet jeśli zapisałeś/zapisałaś od razu odpowiedzi.

5.1.	5.2.	5.3.	5.4.

This personal transporter:

- A. can travel very fast.
- B. is safe enough to use in traffic.
- C. is easy to balance, but difficult to stop.
- D. is dangerous because it can blow up.
- E. is available to rent in many cities.

___/4 pkt

Culture vulture

Lesson 1

Vocabulary

1. **MEANS OF TRANSPORT** Uzupełnij tekst wyrazami z ramki.

bike ferry taxi train underground

TRIP FROM WARSAW TO BORNHOLM ISLAND



Schedule

- 7 am Meet outside the metro station & take the underground to Warsaw Central Station.
- 8 am Take the express 1. _____ to Kolobrzeg.
- 2 pm Get on the 2. _____ to the Baltic island of Bornholm.
- 5 am Arrive on the island.
- 6 am Drive by 3. _____ to our hotel.
- 8 am Rent a 4. _____ to explore the island.

2. **TRAVELLING** Połącz każdy komentarz (1–7) z odpowiadającym mu miejscem (A–G).

Where are the speakers?

- Can I get a 48-hour sightseeing pass here? B
- Passengers for Flight 343 to Paris, please go to Gate 7. _____
- Is this the right platform for London? _____
- Does the Number 18 go to the airport? _____
- Get into the car, and I'll pay at the machine. _____
- Do you have an aisle or a window seat? _____
- Do you need help taking the luggage to your room? _____

A. at airport departures

~~B. at the tourist information office~~

C. at a bus stop

D. at a car park

E. at a train station

F. on a plane

G. at a hotel check-in desk

3. **WAYS TO TRAVEL** Uzupełnij zwroty wyrazami z ramki.

business trip cruise expedition
journey tour trip

Example: a school trip

- a two-week _____ around the Caribbean
- a short _____ to our Berlin office
- a _____ of Europe's famous palaces
- a car _____ to visit a relative
- a year-long _____ to Antarctica

4. **FILM AND THEATRE** Uzupełnij zdania, wybierając poprawną opcję: A, B lub C.

Example: Did you see that B about our planet?

A. theatre B. documentary C. adaptation

- The _____ was terrified as they watched the horror film.
A. audience B. cast C. stage
- The film is _____ on a true story.
A. based B. set C. drama
- The _____ closes at the end of a play.
A. camera B. curtain C. soundtrack
- Have you seen that new _____ film about a tsunami?
A. disaster B. historical C. war
- Jo's uncle is _____ director.
A. an award-winning B. a real-life C. a film-review
- The new science fiction film has some amazing _____.
A. musical B. subtitles C. special effects
- A _____ shouldn't be longer than 2 minutes.
A. drama B. thriller C. trailer



5. MUSIC Uzupełnij tekst wyrazami z ramki.

album bands folk gig
lyrics perform *songwriter* tour

Zach is a singer and a songwriter. He has been singing and writing 1. _____ music professionally for over 10 years now. He has been a member of a number of 2. _____, but now he prefers to 3. _____ his own songs solo. He's just come back from a European 4. _____. Today he's writing the 5. _____ to a melody he's already composed on his guitar. He wants to release a new 6. _____ soon. This weekend he has a 7. _____ at a music festival.



Across Great Britain there are dozens of railway stations that are no longer in use. This situation came about as a result of a government decision in the 1960's to close more than 2,300 stations, mainly in rural areas. The waiting room in one of these abandoned buildings has just become an art gallery. The first paintings and photographs displayed there are, appropriately enough, of trains. A railway volunteer, who is also a professional photographer specialising in photographing steam engines, was the first to come up with the idea, and he has worked very hard to transform the room into a place worth visiting. But it's not just an art gallery. The ticket office has been transformed into a friendly café, which is popular with cyclists. They ride along a cycle path which was once the train tracks.

6. DESCRIBING ART Wstaw brakujące litery.

Reviews

Example: *That comedy was so fu n n y. The audience were laughing out loud.*

- This thriller is a m t-s . It was g p g from beginning to end.
- The play is o t h seeing. The actor's performance is very o v g. It's extremely emotional.
- The painting is a real m t r c . The painter's use of colour is s t u r.
- I don't r c m d this album. The new songs are predictable and b n g.

7. TRAVELLING AND TOURISM, CULTURE

Znajdź opisane słowa (1-4) w tekście.

Example: *a place to catch a train: railway station*

- a place where passengers relax until their train arrives _____
- to show (e.g. paintings) _____
- interesting enough to go there _____
- the place where you pay for your journey _____

Znajomość środków językowych

Parafraza, tłumaczenie fragmentów zdań

8. E Uzupełnij każde zdanie, tak aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- You can catch a bus at the bottom of the hill. **ON**
You can _____ bus at the bottom of the hill.
- Sam never travels to another country on holiday. **ABROAD**
Sam never _____ on holiday.
- We are taking the bus to the theatre. **BY**
We are _____ to the theatre.
- Henry is starring in the school play. **MAIN**
Henry is playing _____ in the school play.

9. E Przetłumacz na język angielski fragmenty zdań podane w nawiasach.

- We regret to inform you that Flight 596 to Newark (*jest opóźniony*) _____.
- (*W tle*) _____ of the photo, we can see an airport building.
- When are you going to (*zarezerwować swój bilet*) _____ to Berlin? The concert is next month.
- The main (*postać jest oparta*) _____ on a famous songwriter.



Lesson 2

Grammar

Nagrania 7.1
docwiczenia.pl
Kod: U821UP



1. Uzupełnij luki za pomocą zdań warunkowych typu 0.
... Użyj poprawnej formy wyrazów z ramki.

be ~~buy~~ cancel land rain ride

Example: *In the UK, people usually pay less if they buy a return ticket.*

- I don't cycle to school when it _____.
- If you _____ a bike in the UK, do you have to wear a helmet?
- Does she usually use the Underground when she _____ in London?
- As soon as the plane _____, the flight attendants start to prepare for the next flight.
- If the airline _____ a flight, they have to give you a refund.

2. Uzupełnij luki za pomocą zdań warunkowych typu 1.
... Użyj poprawnej formy wyrazów w nawiasach.

Example: *If you hire (hire) a tourist guide, you'll learn (learn) a lot more about the place.*

- We _____ (get) to the station earlier if we _____ (take) the car.
- My aunt _____ (not / go) on holiday unless she _____ (stay) at a luxury hotel!
- When your grandmother _____ (feel) better, _____ you _____ (go) on holiday?
- If the weather _____ (be) bad, the train _____ (be) late.
- What _____ they _____ (do) when they _____ (arrive)?

3. 7.1 Wybierz poprawne słowa i wyrażenia.

- ... Posłuchaj rozmowy i sprawdź.

A: Excuse me, could you help me please? I need to get to the airport.

B: Well, if you (take) / will take the fast train, you'll be there in 25 minutes.

A: I know, but it's delayed.

B: Well, 1. *unless / when* 2. *go / will go* to the airport, I don't get the train, I always go by bus. It takes 40 minutes, but it drops you off at the terminal. Let's see, there's one in 5 minutes.

A: Great! What happens if I 3. *miss / will miss* it?

B: Don't worry, they run every 15 minutes.

4. *As soon as / If* you get on the bus, tell the driver which terminal you want. You'll be fine – unless it
5. *breaks down / will break down* of course!

4. Dokończ zdania. Skorzystaj z podpowiedzi w nawiasach lub Twoich własnych pomysłów.

Example: *You'll get cold if you go by scooter. (scooter)*

- It's a lot cheaper if _____ (train).
- As soon as we arrive tomorrow, _____ (visit the castle).
- Alex always gets nervous when _____ (travel by plane).
- If they can't pick me up, _____ (taxi).
- She walks to school unless _____ (weather).



Grammar tip

Słowa *if* i *when* nieco się od siebie różnią. Słowa *when* używamy wtedy, gdy jesteśmy bardziej pewni, że dana sytuacja się wydarzy. Porównaj:

If I go to the UK, I'll visit Edinburgh. (Osoba, która wypowiada te słowa, uważa że możliwe jest, że pojedzie do Wielkiej Brytanii).

When I go to the UK, I'll visit Edinburgh. (Osoba, która wypowiada te słowa, wie że pojedzie do Wielkiej Brytanii).

Znajomość środków językowych

Tłumaczenie fragmentów zdań

5. Przetłumacz na język angielski fragmenty zdań podane w nawiasach.

Example: *You can sit in the waiting room (jeśli będzie padać) if it rains.*

- (Jeśli nie wyjedziemy) _____
now, we'll be late.
- I always visit my grandparents
(gdy tylko zaczynają się wakacje) _____.
- Will there be a lot of tourists here (gdy zacznie się lato) _____?
- Unless they have more guests, (zamkną hotel) _____.





1. Uzupełnij luki za pomocą zdań warunkowych typu 2.
 ... Użyj poprawnej formy wyrazów w nawiasach.

Example: If I was/were (be) famous, I wouldn't use (use) social media.

- If you _____ (can) see any band, who _____ you _____ (see)?
- I _____ (prefer) the film if there _____ (be) more special effects.
- If she _____ (direct) another film, it _____ (be) a documentary.
- If you _____ (be) an actor, what kinds of films _____ you _____ (like) to star in?
- Alex _____ (go) to the cinema more often if it _____ (be) cheaper.



Grammar tip

Używając czasownika *to be* w okresach warunkowych, w zdaniach z *if* możliwe jest użycie zarówno *was*, jak i *were*:

If I **was/were** rich, I'd set up a charity.

If she **was/were** prime minister, she'd spend more on education.

If he **was/were** famous, he'd write a book about his life.

If it **was/were** warmer, we'd go out.

2. 7.2 Zapoznaj się z problemami (1–3) w zdaniach poniżej. Do każdego problemu dopasuj dwie rady (A–F). Posłuchaj i sprawdź.

- I'd like to go to a festival, but my parents are worried about me going.
If I were you, C, _____



- Maria would like to work in the theatre, but she's not sure what she should do about it.
If I were Maria, _____, _____



- John would like to go to the cinema this weekend, but he has an exam on Monday.

If I were John, _____, _____



- I'd talk to the drama teacher.
- I wouldn't go this weekend. I'd wait until next week.
- ~~I'd show them the website that describes it.~~
- I'd make a study timetable.
- I wouldn't tell them!
- I wouldn't. I'd think about a different job.

Znajomość środków językowych

Tłumaczenie fragmentów zdań, układanie zdań

3. **E** Przetłumacz na język angielski fragmenty zdań podane w nawiasach.

Example: What would you say (gdybyś spotkał) if you met someone famous?

- (Gdybyśmy nie mieli) _____ tickets, we wouldn't go.
- He'd play the soundtrack (gdyby to miał) _____!
- I'd go to the theatre more often (gdyby to nie było) _____ so expensive.
- (Gdybym był Tobą) _____, I'd go to the show.
- If she wasn't a singer, what (kim chciałaby) _____ to be?

4. **E** Uzupełnij zdania wyrazami z nawiasów w odpowiedniej formie.

Example: If we had (we / have) more money, we'd take a taxi.

- If _____ (bus / not) delayed, they'd be here by now.
- Which film would you watch if _____ (you / can / watch) anything?
- If the concert were nearer, _____ (we / all / go)!
- If _____ (he / not / be) an actor, what would he be?
- _____ (I / not / go) by bus if I were you.



Video lesson 4

Listening and Speaking

What's best: reading or watching?

Before watching

1. Rozszyfruj i zapisz poniższe słowa. Skorzystaj z ramki *Functional language box* w podręczniku.

Example: I (kinth) think so, too.

- You are (ollyuabste) _____ right.
- I'm (idafra) _____ I have to disagree.
- I (llytoat) _____ agree with you.
- I'm sorry to (agdeeisr) _____ with you.

2. Połącz opinie (1–4) z odpowiednimi zdaniami (A–D).

- The director of these horror films did a fantastic job. D
- I'd always thought that travelling by plane was very dangerous. This disaster film proves it. _____
- I think that watching TV documentaries about our planet is boring. _____
- I don't think that the romantic comedy we saw was very funny. _____

- A. I totally agree with you. I have never been so bored at the cinema.
 B. I'm afraid I have to disagree. It's important to know more about the world around us.
 C. I'm sorry to disagree with you, but many more people get injured in car accidents.
 D. ~~I think so too. She should get an Oscar.~~

1.	2.	3.	4.
D			

While watching

3. Obejrzyj film wideo, na którym Sophie i Tina rozmawiają o czytaniu książek i oglądaniu filmów. Zaznacz, które zdania 1–5 odnoszą się do czytania książek (R – reading books), a które do oglądania filmów (W – watching films).

- It can be made into a social event with friends. _____
- You can imagine the events that are happening in the story. _____
- You get to see some special effects and beautiful scenery. _____
- You get more details about the main characters and the landscape. _____
- It's like going on a wonderful adventure. _____

4. Obejrzyj film wideo jeszcze raz. Wybierz poprawną odpowiedź.

- In general, _____ prefers reading books.
 A. Sophie
 B. Tina
- Tina prefers watching actors
 A. who are very well known.
 B. who aren't all that famous.
- Sophie and Tina agree that _____ are good sources of inspiration, imagination and entertainment.
 A. only books
 B. both books and films
- They want to organise _____ with their friends.
 A. a book club
 B. a film night

After watching

5. Przeczytaj komentarze. Uzupełnij brakujące fragmenty za pomocą wyrażen z ramki (A–F).

A. of the characters B. a good book to
 C. and takes us D. helps me E. way of spending
 F. to feel different

Bookworm127

I totally agree with you Sophie. I prefer reading
 1. B watching a film. I love reading because I can forget about my schoolwork for a short time. I really get into a book, so I often feel as if I'm one 2. _____. I also like reading in English, which I am learning at school. Reading 3. _____ learn more vocabulary.

Filmaddict99

You are absolutely right, Tina. I prefer watching films because they are more entertaining.
 It's a great 4. _____ time with your friends. Films allow me 5. _____ emotions, which can be either happy or sad. A good film allows us to escape from reality, 6. _____ to some magical places.





6. Uzupełnij poniższe wypowiedzi, tak aby mówiły prawdę o Tobie.

A. Do you prefer watching films or reading books? Why?

I prefer _____ to _____ because _____

B. Recommend a book or a film. What's it about? Why do you like it?

I would recommend _____

It's about _____

I like it because _____

Rozumienie ze słuchu

Wybór wielokrotny, uzupełnianie luk

7. E 7.3 Posłuchaj nagrania. Wybierz w każdym zdaniu opcję A, B lub C.

7.1. The new hobby that the four friends share is

- A. going to the cinema.
- B. travelling to film locations.
- C. watching films set in beautiful landscapes.

7.2. When the four friends visit somewhere, they

- A. make films with famous actors.
- B. make films of themselves acting.
- C. wear clothes similar to those worn by actors.

7.3. Which sentence is true?

- A. Thousands of people follow them on social media.
- B. They have already been to 59 film locations.
- C. They have been to 95 locations in America.

8. E 7.4 Usłyszysz dwukrotnie tekst nagrania ze statku wycieczkowego. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania (8.1.–8.3.). Na pytania należy odpowiedzieć w języku angielskim.



8.1. What prize did the cruise ship win last year?

8.2. Why is the water attraction scary?

8.3. Where can teenagers watch a film after dinner?

Znajomość funkcji językowych

Uzupełnianie luk

9. E Uzupełnij luki brakującymi słowami. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany.

9.1.

The best way to travel to Italy is by plane.

I'm afraid _____ you. If we go by car, we'll see some beautiful landscapes.

9.2.

This is the worst book I have ever read.

I _____, too. It's so long and boring.

9.3.

I think that the band's first album was their best.

Do you? I'm not _____ that. The second one is much better.

9.4.

I think we could stay in Poland this summer. There are so many wonderful places to visit.

Yes, you're _____. I've got a good idea. Why don't we do a tour of the most well-known castles?

Lesson 5

Vocabulary

1. **HOLIDAY TYPES** Połącz każdą osobę (1–6) z odpowiednim rodzajem wakacji (A–F).

- Rob loves staying in a tent and being outdoors. D
- Marie never has any money, but still manages to pack a few things in a bag, go to another country and start exploring. _____
- Natalie is a young fitness fanatic and hates being bored in the summer months. _____
- Olga is free for the next two weeks and is looking for a special offer. _____
- Nick likes to pay a travel agent for the hotel room, the flight and the meals in order not to worry about organising the trip himself. _____
- Ian wants to visit a city in another part of the country for a couple of days. _____

- | | |
|--------------------------|---------------------------------|
| A. weekend break | D. a camping holiday |
| B. package holiday | E. sports camp |
| C. a last-minute holiday | F. backpacking |

2. **ACCOMMODATION** Uzupełnij tekst wyrazami z ramki.

accommodation double en-suite
resort campsite

Come to Tenby



Book your holiday accommodation in this seaside holiday 1. _____ at very attractive prices. The best three places to stay are:

- Sunshine Harbour 2. _____ and Caravan Park.
- Blue Bay Guesthouse. All rooms have 3. _____ bathrooms.
- Clifftop B&B. Single and 4. _____ rooms available.

3. **ENJOYING HOLIDAYS** Odgadnij zaszyfrowane wyrazy i uzupełnij nimi luki.

A. Greetings from the Maldives!

We're having the holiday of a lifetime! There's no time to (*zeal undaro*) laze around.

Today I went 1. (*kellsnoring*) _____ and saw a coral reef. Yesterday I tried 2. (*kiet singurf*) _____. We are meeting

3. (*ersdayholimak*) _____. We are meeting from all around the world.

B. Greetings from the Lake District!

We're having a nice time, but I'm glad I brought my 4. (*rincaato*) _____. We went on a 5. (*caoening ript*) _____ yesterday. We are going 6. (*kinhig*) _____ later today. Perhaps we'll 7. (*blimc*) _____ the highest peak if it stops raining. Wish you were here.

C. Greetings from Vienna!

This city is so cool! I've spent the day at the spectacular Schonbrunn 8. (*lacePa*) _____. I've read about so many famous 9. (*hsigts*) _____ in my 10. (*okguibode*) _____, but we won't have time to see them all. We'll visit an 11. (*tar hibexition*) _____ tomorrow.

4. **BOOKS, LITERATURE** Połącz każdy opis książki (1–5) z rodzajem literatury (A–E). Następnie przetłumacz wytłuszczone słowa na język polski.

1. Based on real **characters**, the **plot** brings to life the events of the Second World War. D

2. This modern **fairy tale** is both fab and funny, with wonderful illustrations for younger readers. _____

3. Everyone's favourite detective is back to investigate another murder. Every **chapter** is gripping. _____

4. An award-winning actor tells us everything about his Hollywood career in this **non-fiction bestseller**. _____

5. She's a **blog writer**; he's the author of **adventure books**. Together they find love. _____

- | | |
|--------------------|--------------------------------|
| A. autobiography | D. historical novel |
| B. children's book | E. romantic novel |
| C. crime story | |

5. **MASS MEDIA** Przeczytaj teksty i wybierz poprawne wyrazy.

This evening, the presenter of the A show *This Day* will talk to more guests. He'll have an exclusive 1. _____ with a mystery star of the stage and screen. This will be followed by the latest episode of *Chestnut Avenue*, everyone's favourite soap 2. _____. But first, let's go back to the studio for the latest weather 3. _____.

Example: A. chat B. quiz C. talent

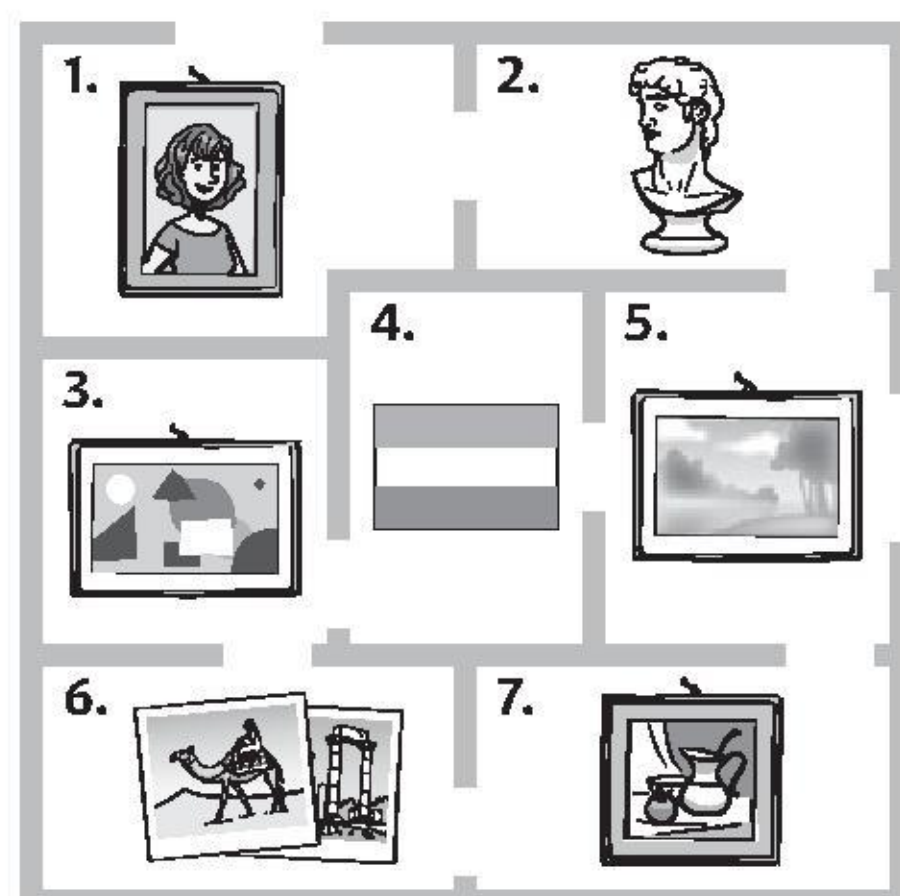
1. A. article B. journalism C. interview
2. A. concert B. opera C. gossip
3. A. review B. reporter C. forecast

My dad still buys a newspaper every day. I don't know why because he only looks at the 4. ___ on the front page and reads the comic 5. ___. My mum always listens to the local radio 6. ___ when she's driving. She listens to the 7. ___ from our area and the traffic reports.

4. A. headlines B. newsflash C. crossword
5. A. show B. column C. strip
6. A. station B. advert C. review
7. A. reality B. news C. sitcom

6. **ART** Podpisz sale w galerii sztuki. Niektóre litery lub fragmenty wyrazów zostały podane.

MAP OF THE ART GALLERY



Example:

1. Portrait gallery

2. S _____ s
3. M ____ d ____ rn _____ t exhibition
Temporary exhibition:
4. Dutch m ____ st ____ rp _____ s
5. Wat ____ rc _____
6. Ph ____ to _____ y
7. S _____ l _____

7. **TRAVELLING, TOURISM AND CULTURE** Przeczytaj tekst i wykonaj zadanie.

A group of young fans from Toronto have taken their love of boy bands to a new level. They travel to famous locations abroad in order to recreate iconic scenes that featured in their favourite music videos. They dress up in similar costumes to those worn by their idols, and make short movies of themselves singing and dancing. They have fun pretending to be the characters in the video, if only for a while. Their films are never as good as the originals, but they get to visit some wonderful sights. They have so far been to an incredible 15 video locations in the USA and Asia. They post their films on their social media account for their followers to see.

Find a word in the text which means:

1. places where films are made _____
2. in a foreign country _____
3. short extracts of a film or programme _____
4. the clothes that people wear when acting _____
5. who actors play in a film or show _____

Znajomość środków językowych

Parafraza, tłumaczenie fragmentów zdań

8. **E** Uzupełnij każde zdanie, tak aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

8.1. Let's have a day out in the mountains. **TRIP**
Let's go on a _____ the mountains.

8.2. I'm not sure that I want to stay at a campsite.

CAMPING

I'm not sure that I want _____.

8.3. We're planning to go to the seaside. **BEACH**
We're planning to have a _____ this summer.

8.4. Have you brought your swimsuit, Felix?

SWIMMING

Have you brought _____, Felix?

9. **E** Przetłumacz na język angielski fragmenty zdań podane w nawiasach.

9.1. Do you think we'll be able to go (do wesołego miasteczka) _____ during the holidays?

9.2. You'll be able to (wypożyczyć rower) _____ and ride round the city to see the most spectacular sights.

9.3. Put plenty of sun cream on your skin when (się opalasz) _____ on the beach.

9.4. We watched (transmisję na żywo) _____ of a classical music concert.

9.5. I think that the plot of (jego ostatniej powieści) _____ was really very simple.



Lesson 6

Grammar



Grammar tip

Przypomnij sobie formy strony biernej w różnych czasach gramatycznych.

- **Present simple:** *All the games **are shown** on TV.*
- **Present continuous:** *The film **is being made** now.*
- **Past simple:** ***Was** the cinema **opened** in 1950?*
- **Past continuous:** *He **was being interviewed** on TV.*
- **Present perfect:** *The play **hasn't been performed** many times.*
- **Future simple:** *The book **won't be published** next year.*

1. Zapisz w tabeli czasowniki w ich tak zwanej trzeciej formie (*past participle*), niezbędne do tworzenia zdań w stronie biernej.

Example: <i>play</i>		<i>played</i>
1.	make	
2.	show	
3.	cook	
4.	read	
5.	do	
6.	take	
7.	write	
8.	perform	
9.	print	
10.	paint	



Grammar tip

Strony czynnej używamy wtedy, kiedy chcemy podkreślić kto jest wykonawcą czynności: *He fed the cat.*

W zdaniach w stronie biernej wykonawca czynności nie jest dla nas tak istotny: *The cat was fed.*

Często strony biernej używa się, gdy:

- oczywiste jest, kto wykonał daną czynność, a informacja o wykonawcy wydaje się zbędna, na przykład: *The hotel rooms are cleaned every morning.*
- nie wiemy, kto wykonał czynność lub nie jest to dla nas ważne, na przykład: *The hotel was built in 1906.*

W zdaniach w stronie biernej, w których jednak chcemy uzupełnić informację o wykonawcy czynności, używamy do tego celu słowa **by**, na przykład: *This hotel was designed **by** the country's most famous architect.*

2. 7.5 Użyj podanych wyrazów i napisz zdania w stronie biernej. Skorzystaj z informacji w nawiasach. Posłuchaj i sprawdź.

Example: *His poems / publish / 2018 (past simple)*

His poems were published in 2018.

1. Her play / perform / next year (*future simple*)

2. This film / not make / yet (*present perfect*)

3. How many newspapers / print / every year (*present simple*)

4. The photograph / take / many years ago (*past simple*)

5. This programme / show / at 11 o'clock every day (*present simple*)

3. Napisz drugie zdanie, zachowując sens oraz czasy gramatyczne zdania wyjściowego. W tym zadaniu zamieniasz stronę czynną na bierną.

Example: *They built the castle in the thirteenth century. The castle was built in the thirteenth century.*

1. They don't close the hotels in winter.

The hotels _____

2. They will open the new art gallery next month.

The new art gallery _____

3. He wrote the books many years ago.

The books _____

4. Has anyone ever climbed this mountain?

_____ this mountain _____

5. A lot of people visit the British Museum every year.

The British Museum _____



4. Napisz drugie zdanie, zachowując sens oraz czasy gramatyczne zdania wyjściowego. W tym zadaniu zamieniasz stronę bierną na czynną.

Example: *Travelling is not recommended at the moment. They don't recommend travelling at the moment.*

- The holiday was booked last week.
We _____ the holiday last week.
- The main role will be played by a female actor.
A _____ the main role.
- Is your bike being repaired at the moment?
_____ they _____ your bike at the moment?
- The book hasn't been reviewed by the critics yet.
_____ the book yet.
- Are the attractions visited by many people?
Do _____ the attractions?
- The portrait was painted many years ago.
Someone _____ the portrait many years ago.
- The show was being recorded when the star became ill.
They _____ the show when the star became ill.

Znajomość środków językowych

Układanie zdań, wybór wielokrotny, parafraza

5. **E** Uzupełnij zdania wyrazami z nawiasów w odpowiedniej formie.

Example: *Today, the artist is known (artist / know) for her landscapes.*

- The world's tallest roller coaster _____ (will / build) here in three years' time.
- The film _____ (not / see) by many people yet.
- _____.
_____ (your bags / pack)?
Good, we're all ready to go!
- The world's most covered song _____ (write / Paul).
- Her photographs _____ (not / exhibit) at the gallery last year.

6. **E** Przeczytaj tekst. Wybierz opcję A, B lub C.



The President is one of the most popular shows nowadays. It C first performed in America a couple of months ago, but since then it **6.1.** _____ enjoyed by audiences all over the world. The show **6.2.** _____ on the film of the same name. The film **6.3.** _____ directed by John and his brilliant team in 1999. The music for this show is outstanding, too. They **6.4.** _____ a lot of instruments and there are a lot of people in the choir. It **6.5.** _____ often shown on New York's Broadway at weekends! You must see it!

Example: A. is B. has C. was

- | | | |
|-----------------|-------------|-------------|
| 6.1. A. are | B. has been | C. will be |
| 6.2. A. base | B. bases | C. is based |
| 6.3. A. is | B. are | C. was |
| 6.4. A. is used | B. use | C. are used |
| 6.5. A. is | B. are | C. was |

7. **E** Uzupełnij każde zdanie, tak aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów.

Example: *John composed the music for the show. BY*
The music for the show was composed by John.

- Alice wrote the script for the show. **BY**
The script for the show _____ Alice.
- How many times have they performed the show? **HAS**
How many times _____ performed?
- The show doesn't excite my friends. **BY**
My friends _____ the show.
- A famous actor plays the president. **BY**
The president _____ a famous actor.
People will never see the show in Antarctica. **BE**
The show _____ in Antarctica!



Lesson 7

Reading

Text 1

City break in Reykjavik

Iceland has become a popular travel destination in recent years. In the past, however, the country seemed too far away to make it practical to visit, but this attitude has changed among travellers. Its location between two continents means that it is a popular **destination** for North Americans and Europeans alike.

The country's national airline has worked with the tourism **industry** to offer promotions to passengers travelling between Europe and North America. Tourists who change flights at Reykjavik's airport can spend a few days in the city without paying anything extra for their ticket.

Reykjavik may be one of the smallest capital cities in Europe, but it's certainly worth visiting. It offers the perfect mix of history, culture and modern attractions. There's always an exciting *buzz* there and you'll soon discover a **lively** cultural scene. It has a variety of interesting museums, theatres and galleries, not to mention the quirky shops, great nightlife and restaurants, where you can taste the local **seafood** and lamb dishes. And the best thing is that you can get around on foot.

Most people travel to Iceland between September and April to see the spectacular Northern Lights, or Aurora Borealis. This is when the night sky in the Arctic Circle is naturally illuminated by different coloured lights. Reykjavik's light **pollution** sometimes makes it difficult to see this magical sight, but there are plenty of **excursions** that depart from the city nightly. They take you to rural parts of Iceland where the sky is dark and clear enough for you to enjoy this extraordinary natural phenomenon.



1. Wyobraź sobie, że możesz wyjechać na wakacje w dowolne miejsce na świecie. Uzupełnij tabelkę brakującymi informacjami, a w razie potrzeby skorzystaj z internetu.

Place	
Currency	
Language(s)	
Accommodation	
Places to visit there	
Activities	
How to get there	

2. Przeczytaj tekst obok. Wybierz właściwą odpowiedź A, B lub C, tak aby była ona zgodna z tekstem.

- Iceland
 - has always been a popular tourist destination.
 - mostly attracts European tourists.
 - attracts tourists from all over the world.
- The national airline
 - only flies to Reykjavik.
 - offers several advantages to passengers.
 - gives free tickets to anyone.
- Tourists should visit Reykjavik
 - to experience its varied attractions.
 - to do some shopping.
 - in order to try out the different means of transport.
- The Aurora Borealis
 - can be admired all year long.
 - is a natural wonder.
 - is only visible in the countryside.
- Reykjavik
 - is in the Arctic Circle.
 - is a pollution-free city.
 - is not as large as other capital cities.

3. Dopasuj wyróżnione wyrazy z tekstu na stronie 112 do ich definicji (1–6). Zaproponuj zdanie z użyciem każdego z nich.

1. a place where someone is going, e.g. on their holiday _____
2. full of energy _____
3. a short journey for pleasure _____
4. the term used to describe the production of things to be sold, e.g. film/fashion/tourist _____
5. damage caused to nature, usually by human activity _____
6. animals from the sea that can be eaten _____

4. Przeczytaj tekst na stronie 112 jeszcze raz. Wskaż, czy podane zdania są prawdziwe (T), czy fałszywe (F).

1. Tourists from two different continents often visit Iceland. **T / F**
2. Reykjavik is considered to be an interesting tourist destination. **T / F**
3. The best way to go sightseeing round the capital city is to take a bus. **T / F**
4. The breathtaking Northern Lights are visible in autumn. **T / F**

5. Przeczytaj tekst jeszcze raz. Odpowiedz na pytania.

1. Where is Iceland located?

2. What's the capital of Iceland?

3. What can you do while visiting Iceland?

4. When are the Northern Lights visible?

5. Where's the best place to admire the Northern Lights?

Rozumienie tekstów pisanych

Odpowiedzi na pytania

6. E Przeczytaj tekst. Odpowiedz na pytania (6.1.–6.5.).
Teen fiction

Apart from the set books that they have to read at school, what are young people reading these days? The answer is, of course, a matter of personal taste: some teens read classic literature, whereas others prefer manga comic books. But there is also a category of literature written especially for teenagers from 12 to 18 years of age called young adult fiction (YA). YA has had a lot of commercial success and often tops the bestseller lists in the UK and the USA.

Science-fiction is currently one of the biggest trends in young adult fiction, together with mystery, fantasy and horror. The age of the characters in a YA novel often corresponds to the age of the readers. Common themes related to YA include friendship, first love, relationships and identity. The plots involve the challenges of growing up and are often referred to as 'coming of age' novels.

Despite the success of YA, studies suggest that teenagers are falling out of love with reading books as they tend to spend more time reading online. In one European country, for example, 55% of teenagers said that they only read books when they have to and that they never read them for pleasure. That's a shame. Books allow people, both young and old, to discover new worlds and characters. They are important for stimulating our imagination and helping us to better understand relationships. These skills are essential at every stage in life.



6.1. What do teens like reading?

6.2. What is young adult fiction?

6.3. What are the main themes in literature for young people?

6.4. Why have teens stopped reading books?

6.5. Why is reading so important?

- 1.** Przeczytaj pocztówkę. Przetłumacz fragmenty w nawiasach na język angielski.

email

Hello Kate,

1. (Jak się masz) _____?

I'm having the worst holiday ever. **2.** (*Jestern*)

_____ at a language
camp with people from **3.** (*całogo świata*)

We 4. (nie rozumiemy)

each other and we're staying at the worst guest house in the village. The beds are

5. (niewygodne) _____,

and there's no running water. There is absolutely

nothing to do here. Yesterday **6.** (*odwiedziliśmy*)

_____ a local museum,

and tomorrow we're going to the beach

– that's it! The weather is **7.** (*okropna*)

_____ – it's been almost

40°C for the last couple of days, so the air is so dry

that I can hardly breathe. My parents think

I'm overreacting, but I think it's a disaster!

How about you? What have you been up to?

8. (Do zobaczenia) !

Mike

- 2.** Popatrz na zdjęcia. Wyobraź sobie, że piszesz pocztówkę z wakacji z wybranego miejsca. Przygotuj notatkę z potrebnymi słówkami.



Place	Weather	Activities
a big city/ capital city, sandy _____, Scottish _____, _____	sunny, _____, _____, _____, _____, _____	sightseeing, swimming, climbing, hiking, _____, _____, _____, _____, _____
	foggy, cold	

Tworzenie wypowiedzi pisemnych

Pocztówka



CHECKLIST

- Pocztówka jest krótka i zwięzła.
- Konsekwentnie używam wybranego stylu: formalnego lub nieformalnego.
- Używam równoważników zdań oraz form skróconych.

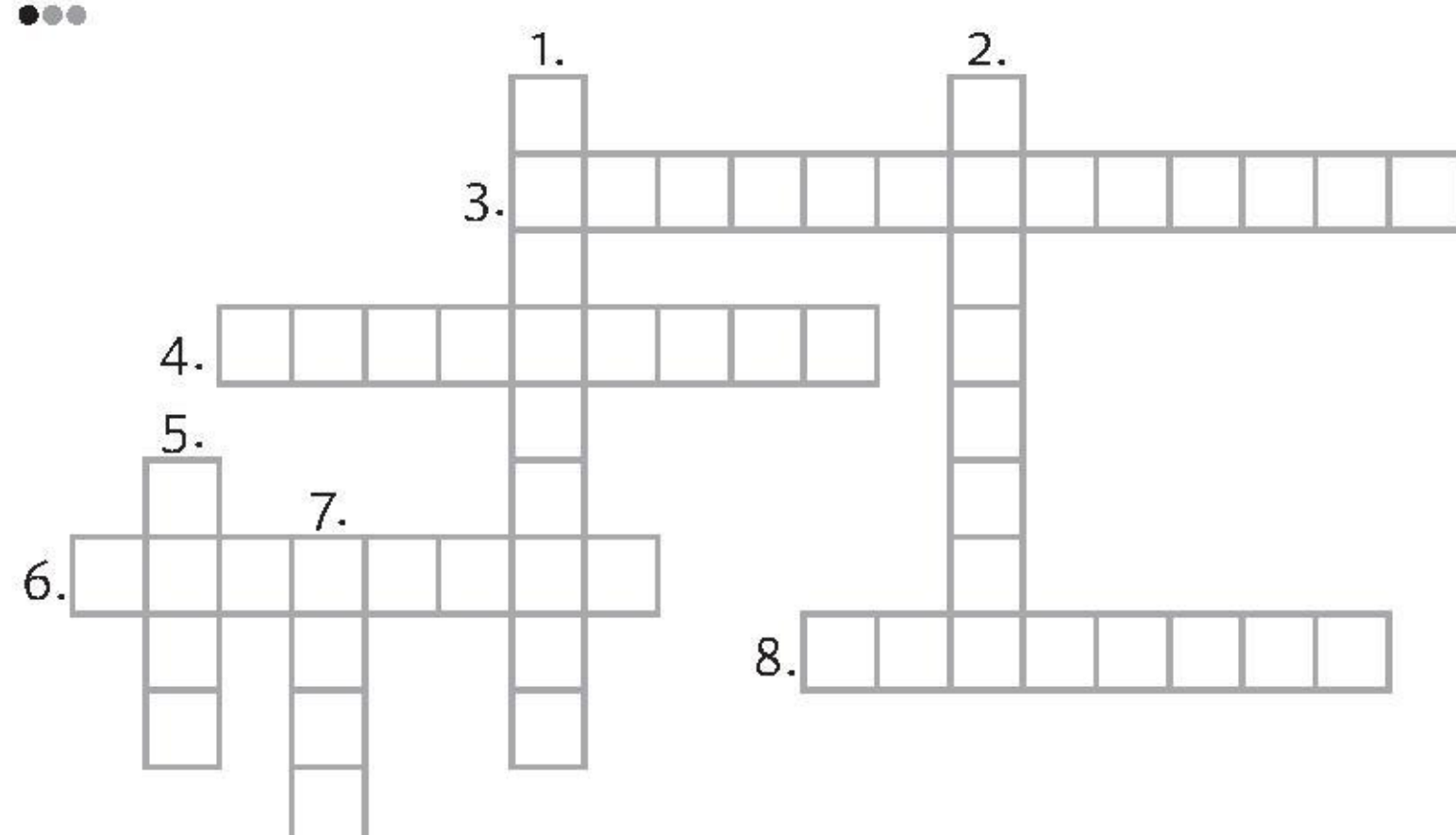
- 3. E** Jesteś na rodzinnych wakacjach u dziadków.
... Napisz pocztówkę do kolegi, w której:

- informujesz gdzie jesteś,
- opowiesz, jak spędzasz czas z rodziną,
- poinformujesz o dalszych planach wakacyjnych.

[illegible]

Vocabulary

1. Rozwiąż krzyżówkę.



1. aqua park
2. someone who writes music
3. a book written by someone about their life
4. a person who travels using public (or another person's private means of) transport
5. a temporary place to sleep e.g. at a campsite
6. a celebration or a series of entertaining events
7. ... off – to start a flight
8. film maker

___/8 pkt

Grammar

2. Przetłumacz fragmenty zdań podane w nawiasach.

1. You will never get better at English (jeśli nie zaczniesz) _____ reading English books.
2. I would play basketball (gdybym był) _____ a bit taller.
3. This photograph (została zrobiona) _____ in Russia.
4. We will buy this book (jeśli recenzje będą) _____ good.
5. If the bus was late, I (wziąłbym) _____ a taxi.

___/5 pkt

Language functions

3. Ułóż we właściwej kolejności fragmenty wypowiedzi, tak aby powstały spójne i logiczne zdania.

1. Claire thinks planes are a safer means of transport than cars, but *sure / about / I / not / so / am / that* _____.
2. *absolutely / are / right / You* _____ about Fiona – she's the best actress I have ever seen!
3. *I / afraid / disagree / to / am / have / I* _____ with you – singing is easier than playing a musical instrument. ___/3 pkt

Reading

4. Przeczytaj tekst. Odpowiedz na pytania zgodnie z jego treścią.

I have never believed in ghosts, but my brother told me he would show me something that would make me change my mind.

That's why he decided to book a room at the seaside in Darłowo Castle. It's not usually possible to stay there, but there was a regional festival promoting the town at the

time, so we couldn't miss the opportunity to spend one night in a castle.

My brother told me the castle

was haunted by the spirit of Sofia – the wife of a rich and famous man in the 15th century. She was a cruel woman who wanted to control everyone and everything. I wasn't scared by his story, however, so I slept that night as peacefully as a baby until ... something – or someone – woke me up. I looked at my watch – it was midnight. I could hear someone singing, but assumed it was from a concert outside. It lasted for about fifteen minutes. Then I saw a person in a white silk dress, holding a candle in her hand. I was terrified and unable to move. She was getting closer and closer. Is this some kind of a horror film? – I thought to myself. Then the ghost stopped and began making weird noises.

Once again, I looked at my watch to make sure I wasn't dreaming. It was still midnight!

1. Why was it possible to book a room in Darłowo Castle? It was possible to book a room in Darłowo Castle because there was a _____ the city on at the time.
2. What does the legend say about Sofia? The legend says that Sofia was the _____ a rich and famous man in the 15th century.
3. How did the boy react when he saw the ghost? The boy _____ because he was terrified.

___/3 pkt



Suma punktów: ___



Lesson 9

Test

E

Zadanie 1.

E Uzupełnij zdania (1.1.–1.4.). Wykorzystaj ... w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. **Uwaga!** W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyrazy już podane.



Test tip

Zanim cokolwiek wpiszesz, zastanów się, w jakim czasie jest zdanie lub jego fragment, który trzeba uzupełnić.

- 1.1. This autobiography _____
(be / publish) 5 years ago.
- 1.2. Why _____
(be / they / invite) to the art exhibition, but you weren't?
- 1.3. If it rains tomorrow, we _____
(not / go) hiking.
- 1.4. I _____ (go)
on a cruise around the world if I won the lottery.

___/4 pkt

Zadanie 2.

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



Test tip

Nie sugeruj się liczbą słów w nawiasach oraz staraj się nie tłumaczyć słów pojedynczo.

- 2.1. Yesterday I watched a film (który został wyreżyserowany) _____
_____ by a famous artist.
- 2.2. Our flights (zostały odwołane) _____
_____ three hours ago.
- 2.3. If (będzie gorąco) _____
tomorrow, I'll spend the day on my own in my hotel room.
- 2.4. If (Ty kupiłbyś) _____
_____ all my paintings,
I would be over the moon.

___/4 pkt

Zadanie 3.

E Przeczytaj teksty 1. i 2. W zdaniach (3.1.–3.3.). ... z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zakreśl literę A, B albo C.

Text 1

CLIMBING ABOVE THE CLOUDS, 28 mins

A biopic about the life of the best Polish climber



The friends and family of an amazing climber talk about her difficult childhood, reflect on her first adventures, and describe her undying love for mountains. We learn more about her memorable expeditions to the Himalayas: the ascent of Mount Everest and K2, as well as the circumstances surrounding her disappearance at Kanczendzonga. We are given a glimpse of some of the photographs and films that document her amazing life.

[Join the conversation >](#)

[Sign in to comment >](#)

- 3.1. Text 1 was written to encourage readers to
 - A. watch a documentary.
 - B. read a biography.
 - C. listen to a podcast.
- 3.2. The book is about the first woman
 - A. to climb K2.
 - B. who planned to climb all of the 14 eight-thousanders.
 - C. from Europe to reach the summit of Everest.
- 3.3. It is stated that she had
 - A. a difficult character.
 - B. a tragic personality.

C. difficulties making decisions.

Text 2

The Best One So Far by Jamie High

ABOUT THE BOOK:

She is still considered one of the most famous climbers in the world. An extraordinary woman: stubborn and dominating in equal measure. As the first European woman to conquer Everest and the first woman ever to reach the summit of K2, she was adored both by the public and the media. She was famous in mountaineering circles for her desire to climb the world's highest peaks. It was her dream to be the first woman to climb all of the 14 Eight-Thousanders. She died while climbing the tenth. The author was given access to several new sources, such as fragments from the memoirs of the climber's mother. The author also illustrates the work with photos that have never before been published, and quotes previously unheard accounts from members of the Dutch expedition that were present as the tragic events on Broad Peak unfolded. These combine to present the elements that may well have had an influence on the decisions that were made in the final years that led up to her tragic death.

★★★★★ Nataly145

*An inspiring woman who led an amazing life.
Following her dreams against all odds.
A very interesting story, not only for climbers.*

___/3 pkt

Zadanie 4.

E Uzupełnij w e-mailu luki zgodnie z treścią obu tekstów. Luki należy uzupełnić w języku polskim.

email

Darku,
wiem, że interesujesz się wspinaczką górską, i piszę, aby polecić Ci 4.1. _____ i książkę o niezwyklej osobie. Na pewno o niej słyszałeś, bo była bardzo sławna i bardzo lubiana za życia. Jej największym marzeniem było zdobycie wszystkich 14 ośmiotysięczników, ale zginęła podczas swojej dziesiątej wyprawy na jeden z nich. Niezwykła kobieta, spełniająca swoje marzenia 4.2. _____. Co interesujące, w książce są 4.3. _____. do tej pory fragmenty pamiętników jej matki oraz zdjęcia. A także nowe relacje uczestników wyprawy na Broad Peak.
Polecam!
Pozdrowienia, Marysia

___/3 pkt

Zadanie 5.

E Uzupełnij dialogi. Wpisz w każdą lukę (5.1.–5.4.) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Luki należy uzupełnić w języku angielskim.



Test tip

Najpierw przeczytaj dialogi, by zorientować się, o czym jest w nich mowa. Potem postaraj przypomnieć sobie całe frazy, a nie pojedyncze słowa. W tym konkretnym ćwiczeniu w luki trzeba wpisać po dwa wyrazy.

I think children should be given some chores to do, even during the holidays!

You 5.1. _____. I agree.

It helps them understand the importance of responsibility and team work.

I totally agree with you.

Even a four-year-old can help out.

Oh, I'm 5.2. _____ about that.

Camping holidays sound amazing! Let's go on one.

I don't think it's such a good idea. They're awful when it rains.

Please, can we go next week? I've heard it's going to be sunny.

OK, if the weather 5.3. _____, _____ we will go.

Oh, wonderful! Do 5.4. _____ if I start packing now?

No, not at all.

___/4 pkt



Zadanie 1.

9.1 Usłyszysz dwukrotnie pięć tekstów. W zdaniach (1.1.–1.4.), na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl jedną z liter: A, B albo C.

1.1. How is the boy going to get to the airport?

A.



B.



C.



1.2. What did they forget to take for their picnic?

A.



B.



C.



1.3. The speaker is talking about someone who

A. is well-known.

B. is going to give some advice.

C. travels to a lot of different countries.

1.4. Fiona is calling to

A. apologise.

B. talk about her health.

C. offer her help.

___/4 pkt

Zadanie 2.

9.2 Usłyszysz dwukrotnie cztery wypowiedzi na temat podróżowania. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (2.1.–2.4.) odpowiadające jej zdanie (A–E). **Uwaga!** Jedno zdanie zostało podane dodatkowo.

A. I worry a lot when I'm travelling.

B. Travelling makes me happy.

C. I hate travelling on my own.

D. I prefer to stay in my own country.

E. I like going abroad for business.

2.1.	2.2.	2.3.	2.4.

___/4 pkt

Zadanie 3.

9.3 Usłyszysz dwukrotnie wypowiedź o historii rodzinnej. Na podstawie informacji zawartych w nagraniu uzupełnij luki (3.1.–3.4.) w notatce.

3.1. Sally was beautiful and she _____ of money.

3.2. Sally was the mother of _____ children.

3.3. When she moved to Poland, she wasn't _____, because she was lonely.

3.4. To fill her time, she started to _____.

___/4 pkt

Zadanie 4.

9.4 Usłyszysz dwukrotnie cztery wypowiedzi związane z sytuacjami życia codziennego (4.1.–4.4.). Do każdej z nich dobierz właściwą reakcję (A–E). **Uwaga!** Jedna reakcja została podana dodatkowo.

A. No, I haven't. I've lost my phone!

B. I hate going to the doctor's, too.

C. I can't remember. I need to check.

D. Oh, no! Are you in a lot of pain?

E. You're right! I'll do it tomorrow.

4.1.	4.2.	4.3.	4.4.

___/4 pkt

Zadanie 5.

Do każdej z opisanych sytuacji (5.1.–5.3.) wybierz właściwą reakcję. Zakreśl jedną z liter: A, B albo C.

5.1. Jak poprosisz kolegę o pożyczenie książki?

A. Would you like to use my book?

B. Can I borrow your book?

C. Could you give me my book back?

5.2. Jak zapytasz koleżankę o wygląd nowej nauczycielki?

A. What is Ms Jones looking for?

B. What does Ms Jones like?

C. What does Ms Jones look like?

5.3. Jak zaproponujesz koledze wyjście do kina?

A. Do you like going to the cinema?

B. Why don't we go to the cinema?

C. Would he like to go to the cinema?

___/3 pkt

Zadanie 6.

Uzupełnij dialogi. Wpisz w każdą lukę (6.1.–6.3.) brakujący fragment wypowiedzi. **Uwaga!** W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

6.1.



_____ the window?

Yes, of course.
Go ahead.

6.2.



_____ clean up this mess!

OK, I'll do it in
a minute.

6.3.



You _____
here!

I'm sorry. I'll move the
car right away!

___ /3 pkt

Zadanie 7.

Przeczytaj teksty. W zdaniach (7.1.–7.4.) z podanych odpowiedzi wybierz właściwą: A, B albo C.

TOP TIPS for FUTURE GAME DESIGNERS

Our shop has over a thousand second-hand books in English. With a new delivery every week, it's worth stopping by. We guarantee the lowest prices!

Our next delivery is on Monday! There will be some novels and biographies for adults and picture books for kids!

_____ Check out our promotions: _____

buy 2, get 1 free!

7.1. The text was written by a company which

- A. delivers books to your home.
- B. sells new English books.
- C. will have a special offer soon.

Miss Porter, I'm writing to inform you that my son John is sick, so he'll be staying at home this week. I'll send a copy of the sick note to the school's email address.

Megan Smith

7.2. Megan is writing to

- A. explain why John is absent.
- B. inform Miss Porter about her plans.
- C. ask for a sick note.

Earth Day Challenge!

Design a poster that encourages people to care more about the planet!

List some good everyday ecological habits.
For years 4, 5 and 6.

Deadline: 22 April. We will be organising an exhibition of all the works. The best three will be professionally printed and displayed in our hall for a month.

Ms Harvard, biology teacher

7.3. The text is about

- A. a biology lesson for years 4, 5 and 6.
- B. a exhibition at a gallery.
- C. a school competition.

e-mail

Dear Customer,

Did your last purchase (G7001 headphones) meet your expectations?

Derek has asked this question about the product you purchased on our internet forum.

You can help him by giving your opinion.

Here's a link: www.electrohits.com.uk/headphones/G7001-black.html

The ElectroHits team

7.4. In this message, a company

- A. is advertising a product on-line.
- B. is encouraging a customer to share their opinion.
- C. is thanking a customer for their email.

___ /4 pkt

Zadanie 8.

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (8.1.–8.4.) literę, którą oznaczono brakujące zdanie (A–E). **Uwaga!** Jedno zdanie zostało podane dodatkowo.

Why does my dog misbehave?

If you have a young dog who is often naughty, here are some of the possible reasons for their behavior.

A lot of dogs don't get as much exercise as they need. If you're out of the house 12 hours a day, you're probably not providing your pet with enough opportunities to use up all its energy. **8.1.** ____

Another possibility is that your dog needs more training. If their training stopped after it learnt to sit, come and lie down, you need to do more. **8.2.** ____

Have you ever thought about what your dog is trying to get when it's misbehaving? **8.3.** ____ So you yell at it to stop. You've just given it exactly what it wanted: attention. Think about how you react to its bad behaviour and don't allow the dog to feel rewarded for it.

Remember one more important thing. You're dealing with a ... teenager. Like humans, dogs go through an adolescent phase. **8.4.** ____ Up until this time, they'll often test their owners, checking what they can get away with. Be patient! They'll soon grow out of it.

- A. It finishes when they are about 18 months old.
- B. For example, imagine that your dog is barking a lot.
- C. One short walk in the morning and another in the afternoon are definitely not enough.
- D. You need to exercise yourself to be a good pet owner.
- E. Try to introduce a new command a week, and practice the old ones regularly.

____/4 pkt

Zadanie 9.

Przeczytaj teksty. Uzupełnij w e-mailu luki 9.1.–9.3. zgodnie z treścią tekstów, tak aby jak najbardziej precyzyjnie oddać ich sens. Luki należy uzupełnić w języku polskim.

What is coasteering?

It is a great way of spending your free time. It's climbing, not up hills or mountains but along a rocky coastline. It also involves swimming in the sea.

What do I need?

You'll get wet, which is why a wetsuit is essential. We strongly advise wearing a helmet.

When can I do coasteering?

Our group meets once a month. Follow us on social media for dates and times.

Coasteering for beginners

JOIN OUR CLUB!

If you want to try coasteering with an instructor, join us!

We meet every Thursday
The next meeting is on May the 12th

Price: £50/person
£2 to rent a helmet

Group size: 4-10

Time and place: meet us at the Blue Beach car park at 2.00 pm. We set off at 2.30 pm

Duration: 4 hours and 30 minutes

Bring with you: a wetsuit & a bottle of water

e-mail

Cześć Dorotko,

Jak Ci się mieszka w Walii? Znalazłem w internecie coś, co może Cię zaintrygować.

Wiem, że lubisz się wspinać. Czy słyszałaś o coasteeringu? Łączy w sobie elementy wspinaczki i **9.1.** ____.

W pobliżu Twojego domu jest klub, który organizuje takie wyprawy. Najbliższe spotkanie dla chętnych jest w przyszłym tygodniu.

Ale jeśli ten termin Ci nie pasuje, to nie szkodzi, bo członkowie tego klubu spotykają się co **9.2.** ____.

Zbiórka jest na parkingu przy plaży o godzinie **9.3.** ____.

Daj mi znać, co sądzisz o tym pomysśle.

Pozdrowienia, Natalia

____/3 pkt

Zadanie 10.

Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które są poprawnym uzupełnieniem luk (10.1.–10.3.). Wpisz odpowiednią literę (A–F) obok numeru każdej luki. **Uwaga!** Trzy wyrazy zostały podane dodatkowo.

A.	B.	C.	D.	E.	F.
breaks	eat	there	eating	it	fall

Four things you don't know about flying

Most airlines require their pilots and co-pilots to **10.1.** ____ different meals while in the air. This limits the possibility of both suffering from food poisoning.

It is impossible to lock yourself in the toilet.

10.2. _____ is a way for the crew to both lock and unlock the door from outside.

Dimming the lights for takeoff and landing is for reasons of safety. It's done so passengers' eyes can adjust to the dark, just in case there's an emergency.

Planes can fly with one engine, and land with none.

So, if your plane **10.3.** _____ down
in mid-air, it's still likely you'll land in one piece!

___/3 pkt

Zadanie 11.

Przeczytaj tekst. Wybierz poprawne uzupełnienie luk (11.1.–11.4.). Zakreśl jedna z liter:

A, B albo C.

Polo, a game from Persia

The game is played between two teams of horse riders. They score goals by using a wooden mallet to hit a small, hard ball through the opposing **11.1. _____** goal. The game usually lasts from one to two hours.

It's one of the **11.2.** _____ team sports in the world. The origins of the game date back to 500 BC when it was used to help **11.3.** _____ horses. The modern version of polo originated in India during the time of the British Empire. The British royal family remains passionate **11.4.** _____ the sport to this day.

- 11.1. A. team B. team's C. teams
11.2. A. oldest B. older C. old
11.3. A. trained B. train C. training
11.4. A. of B. about C. on

___/4 pkt

Zadanie 12.

Uzupełnij zdania (12.1.–12.4.). Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

12.1. How _____ (you / go) to get to the city centre?

12.2. My brother is much _____
(*intelligent*) me.

12.3. Last night, while I _____ (have) a shower, my mobile phone rang.

12.4. If she _____ (*not / calm down*), she will fail the exam.

___/4 pkt

Zadanie 13.

Niedawno opublikowałeś/opublikowałaś swoje pierwsze video na swoim kanale. W e-mailu do znajomego z Londynu:

- napisz, o czym jest Twój filmik,
- wyjaśnij, jakimi tematami będziesz się zajmował/zajmowała, publikując na swoim kanale i dlaczego właśnie tymi,
- poinformuj, o czym będzie Twoje drugie nagranie.

e-mail

do: abc@abc.com

temat: I'm famous!

Hi Eddie.

Guess what? Three days ago I posted my first clip on my channel. Everyone says that it's great, and I already have over 200 followers!

This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings on the paper.

___/10 pkt

Suma punktów: _____

Closer

Closer 1

Have fun

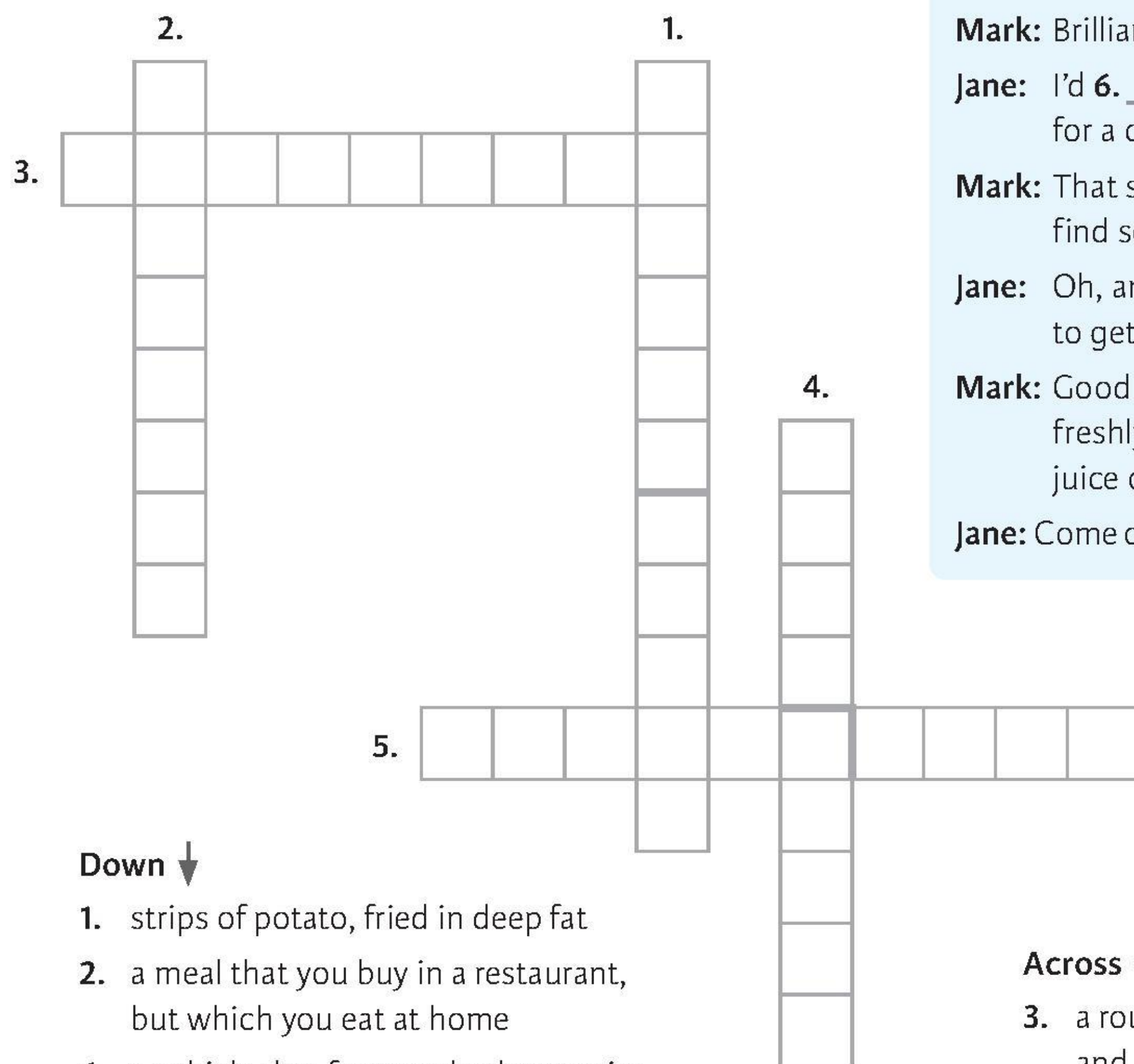
Food trucks that we love

1. Wypisz 6 wyrazów, które kojarzą Ci się z tematem
street food i food trucks.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

2. Uzupełnij krzyżówkę.



Down ↓

1. strips of potato, fried in deep fat
2. a meal that you buy in a restaurant, but which you eat at home
4. a vehicle that frequently changes its location in which food can be cooked and sold

Across →

3. a round, flat piece of meat, which is grilled and usually eaten in a bun
5. food that is cooked and sold in public places, usually outdoors

3. 8.1 Uzupełnij rozmowę przyjaciół wyrazami z ramki. Wyrazów jest więcej, niż potrzebujesz. Następnie posłuchaj i sprawdź.

wolf coffee grab horse hungry ice cream
prefer squeezed traditional trucks

Jane: Hi Mark!

Mark: Hello Jane. I'm so 1. _____!
What about you?

Jane: Me too! I'm as hungry as a 2. _____!

Mark: I thought we could 3. _____
something from one of the food
4. _____ near the park.
What do you think?

Jane: That would be great. My favourite one is
the one that serves 5. _____
Polish food.

Mark: Brilliant! I'll have pierogi. How about you?

Jane: I'd 6. _____ some Mexican food
for a change. Maybe a salad or some burritos.

Mark: That shouldn't be a problem. I'm sure we'll
find something for you there.

Jane: Oh, and I'll need a hot cup of tea. It's starting
to get really cold.

Mark: Good idea. I was thinking about some
freshly 7. _____
juice or a lemonade.

Jane: Come on, let's go! I could eat a 8. _____!



Video Closer 2

Culture

British food

Before watching

1. Podpisz zdjęcia wyrazami z ramki. Wyrazów jest więcej, niż potrzebujesz.

___ cornflakes ___ spices ___ oranges ___ cabbage
___ peas ___ herring ___ flatbread ___ potatoes
___ rice ___ scrambled eggs ___ stew ___ toast
___ biscuits ___ onion ___ fish fingers



While watching

2. Obejrzyj film i wynotuj nazwy sześciu produktów spożywczych i potraw.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

3. Uzupełnij zdania informacjami, które pojawiły się w filmie. Obejrzyj ponownie film i sprawdź swoje odpowiedzi.

- The town presented in the video is on the Carribean coast of _____.
- Laylo is a _____.
- The _____ is served with tomato and _____, a side salad and a glass of _____.
- Fresh juices are great for your _____.
- According to the video, vegan food is both good for people and the _____.

After watching

4. Przeczytaj opis ciekawej potrawy, bardzo popularnej m.in. w Malezji. Uzupełnij tekst brakującymi wyrazami z ramki. Dwa wyrazy podane zostały podane dodatkowo i nie pasują do żadnej luki.

crispy meat powder sauce served
strawberries street

Banana fritters

Lots of people love them! They are sweet,

1. _____ and healthy. They are a popular snack in Malaysia and many other Asian countries, where you usually buy them in the 2. _____. But you can also prepare them at home.

You will need:

- a few bananas
- egg whites
- baking 3. _____
- ice cold waters
- flour (this can be cornflour, rice flour, self-raising or a mix of all three!)
- some sugar or salt to taste
- oil

They are usually 4. _____ with honey or syrup.

Some people like them with ice cream or cinnamon.

You may be surprised, however, to learn that, traditionally, banana fritters in Malaysia are served with soy 5. _____!



Project

Poszukaj w internecie potrawy charakterystycznej dla jednego wybranego kraju, np. dla Iranu, Chin, a może Tajlandii. Przygotuj wpis na blogu, w którym umieścisz opis tego dania, jego pochodzenie, składniki, sposób przygotowania i ciekawostki na jego temat. Nie zapomnij o zdjęciach.



Underwater Tourism Down Under

1. Przeczytaj tekst i odpowiedz na pytania (1–3).

The Great Barrier Reef with your own eyes

It is a little over two thousand kilometres long, but it can be seen from space because it is the biggest single structure made by living organisms on Earth. Scuba-diving on the Great Barrier Reef is a fantastic experience. However, you don't need to be scuba-diver to explore it. How about an underwater scooter ride or a sea walk? Interested?

When in Australia, you can take the opportunity to see the amazing underwater sea life with fun and easy to use water scooters. Enjoy the atmosphere of the ocean while being pulled along above or below the water. Trips are organised from one of the hundreds of islands on the Great Barrier Reef. You can also choose to go on a 90-minute guided scooter tour. The friendly, helpful instructors will assist you to make sure you have great fun. No experience required. A wet suit is necessary.

Trekking underwater is a truly wonderful way to experience the undersea world. It's fun and easy and is ideal for non-swimmers. Your adventure takes 60 minutes from start to finish, and you are supervised by instructors all the time. To start board a catamaran and have a safety check because you'll be underwater for about 20 minutes. We give you a wetsuit and sandals, as well as a special helmet in which you can breathe normally underwater. All you need is your swimwear and a towel.

Unfortunately, human activity is destroying the Great Barrier Reef. Due to climate change, the ocean is warming and the corals are dying.

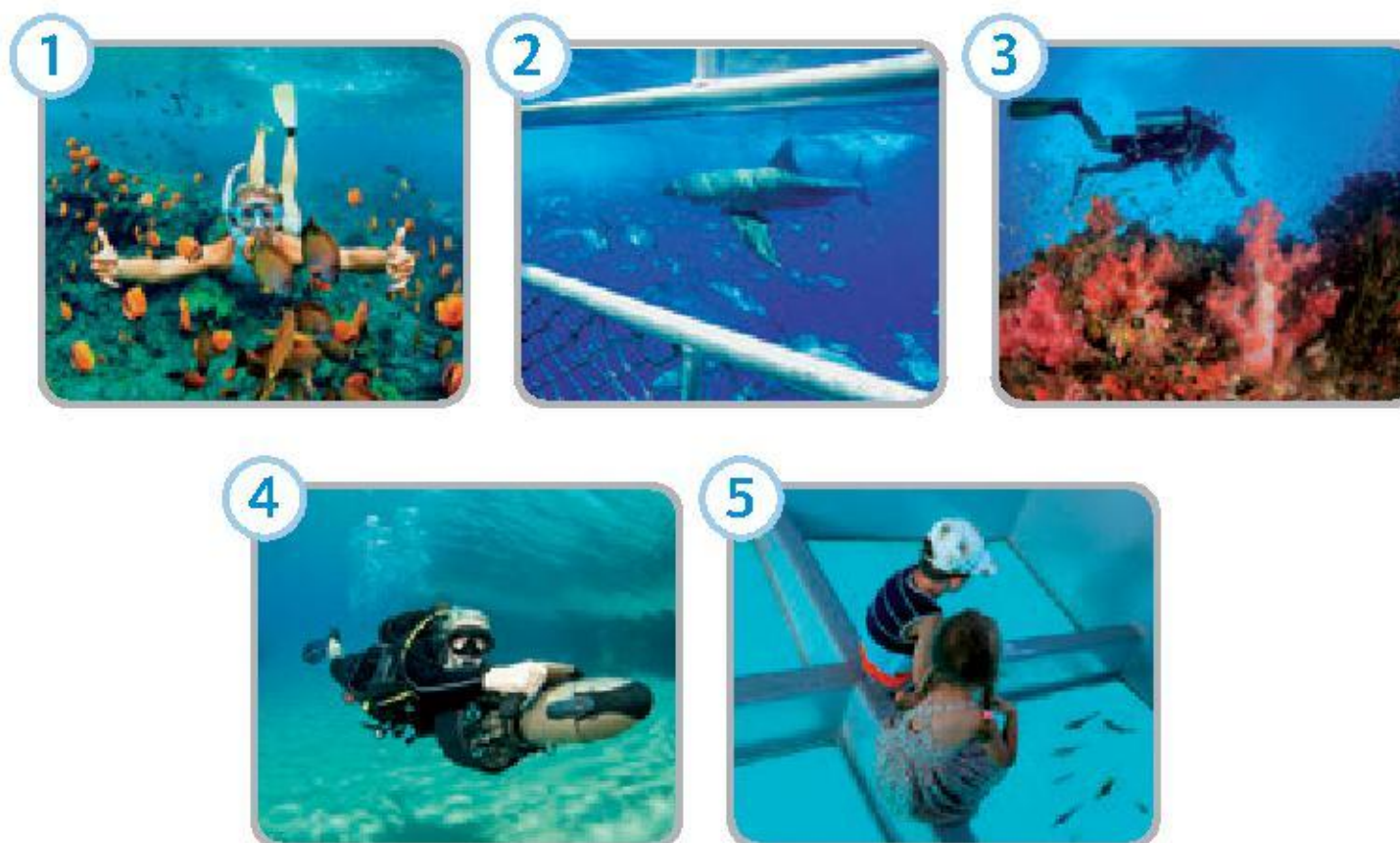
1. What is the text about?

2. What underwater activities are described?

3. Is human activity good for the Great Barrier Reef?

2. Połącz zdjęcia z wyrazami z ramki.

glass bottom boat tour ____ underwater scootering ____
scuba diving ____ snorkeling ____ shark cage diving ____



3. Wybierz prawidłowe wyrazy w zdaniach na temat Wielkiej Rafy Koralowej. Skorzystaj z tekstu w ćwiczeniu 1. oraz informacji w internecie.

Great Barrier Reef facts

1. The Great Barrier Reef *is / isn't* the world's largest coral reef system in the world.
2. There are about 900 / 9000 islands there.
3. It is 2300 / 23000 km long.
4. The Great Barrier Reef *can / can't* be seen from space.
5. It *is / isn't* the world's biggest single structure made by living organisms.
6. Australia is trying to *limit / encourage* human activity on the Great Barrier Reef such as fishing and tourism.
7. The greatest threat to the Great Barrier Reef is *fishing / climate change*.

Project

Znajdź w internecie oferty firm organizujących *glass bottom boat tours* lub *shark cage diving* po Wielkiej Rafie Koralowej. Wybierz wycieczkę i przygotuj plakat wymarzonej wyprawy, na którą zabrałbyś/zabrałabyś swoją klasę, rodzinę i przyjaciół. Wykorzystaj podane pytania (1–6).

- | | |
|------------------------|---------------------------------------|
| 1. Where? | 5. Any extra activities? |
| 2. What happens? | 6. What do you need to have with you? |
| 3. How long? | |
| 4. Is it for everyone? | |

Difficult roads often lead to beautiful places

Before watching

1. Przeczytaj tekst i uzupełnij luki wyrazami z ramki.

evergreen flora hiking level plantations

Ella is a small town in Uva Province, Sri Lanka. It's located more than 1,000 metres above sea

1. _____. The surrounding area has beautiful 2. _____ and fauna. Ella is surrounded by hills covered with 3. _____ tropical forests and tea 4. _____. 5. _____ to the top of Little Adam's Peak is one of the most popular tourist attractions in the region.

While watching

2. Obejrzyj film i odpowiedz na pytania.

- Who is Adrian, and why is he in Sri Lanka?

- What is Sri Lanka famous for?

- What does he learn about during his first hike?

- Why does he catch the train to Ella?

- Why does he say: 'Difficult roads often lead to beautiful destinations'?

3. Wstaw brakujące rzeczowniki, obejrzyj film jeszcze raz i sprawdź.

- On the way, they see where the tea is grown. They only use the very best _____.

- Luckily, Sri Lanka has not only great tea, but also some amazing _____.

- Adrian buys a ticket and catches a train from Haputale to Ella for his next big _____.

- It was a difficult _____, but the view is great!

After watching

4. Przeczytaj fragment recenzji trasy wspinaczkowej na *Little Adam's Peak*. Podkreśl w tekście co najmniej cztery rady i jedno ostrzeżenie, jakie autor daje przyszłym odwiedzającym.

In the Clouds

place: Ella, Sri Lanka
distance: 2.9 km
start/finish: Flower Garden Resort/Little Adam's Peak
time: 40 min
difficulty: easy

It's a good idea to start early in the morning if you want to reach the top before 6 am.

We most enjoyed the panoramic

views of the mountains and all the stunning colours of the sky. We took some incredible photos.

Don't forget to wear a good pair of trainers or similar footwear, not flip flops! It's a popular route, so be prepared to share the path with other tourists.

There is no place with shade to rest in on the top of the mountain, so make sure you have a sunhat.

Being at the top feels fantastic, but try not to take selfies too near the edge because that will make other visitors nervous.



Project

W Polsce jest wiele szlaków wycieczek pieszych, na przykład: do Doliny Pięciu Stawów, na Babią Górę, Giewont, trasa Szlakiem Orlich Gniazd, Szlak Kaszubski etc. Poszukaj informacji w internecie i przygotuj wpis na Twój profil w mediach społecznościowych z opisem jednodniowej wycieczki pieszej. Skorzystaj z tekstu w zadaniu 4. jako wzoru oraz Twoich własnych pomysłów.

Przedstaw:

- ogólne informacje na temat wybranej trasy,
- co jest największą zaletą miejsca docelowego,
- jedną radę i jedno ostrzeżenie.



Which app is good for a start-up?

1. Spójrz na zdjęcia. Jakie pomysły na aplikację na smartfon przychodzą Ci do głowy? Zapisz swoje pomysły.



2. Przeczytaj tekst i odpowiedz na pytania (1–6) w zeszycie. Następnie dopasuj aplikacje do zdjęć z ćwiczenia 1. **Uwaga!** Do jednej z aplikacji pasują dwa zdjęcia.

- Which app allows people with a similar hobby to **share** their ideas?
- Which app **connects** people in the same area?
- Which app is **informative**?
- Which app **allows** you to buy things?
- Which app has a **chat** function for its users?
- Which app wants you to **fill in a form**?

3. Odpowiedzcie na pytania dotyczące aplikacji z ćwiczenia 2.

1. Which app is the best idea in your opinion? Why?

2. Think of a name for each app. Use different ideas, eg. *Great_Gift*, *Love2help*, *SeedCity*.

3. What is the most important thing to remember when designing a new app? Should an app be: innovative, easy to navigate, free, useful for connecting real people, informative, entertaining, etc.

4. Napisz krótką wiadomość e-mail lub notatkę do znajomego, opisując wybraną aplikację. Wykorzystaj informacje z ćwiczeń 2–3.

App Ideas – hit or miss?

- A. **XXY3** is an app for plant lovers. It's a social networking platform which connects people who grow plants in their apartments, houses and gardens. The app allows them to exchange ideas, advice and tips. The users can message each other and arrange to meet in order to exchange seeds and seedlings. Users can also listen to a weekly podcast hosted by plant experts, who not only know a lot but are also very funny.
- B. Finding the perfect gift takes time and effort. The **XXY1** app asks you to complete a questionnaire, and collects the necessary information about the receiver as well as your relationship with the person, the occasion, etc. It's very easy to navigate. Next, it gives you a list of possible gift ideas. If you like one of them, you can order the present online and it is delivered to your door.
- C. **XXY2** is an app which allows people in a local area to get help from one another. It connects people who live close to each other and who can offer help for free. For example, someone may be able to pick somebody else's children up from school, carry heavy shopping or do small house repairs. The main feature is user-friendly chat.

Faster than an ostrich?

Before watching

1. Dopasuj wyrazy z ramki do zdjęć (1–6).

electric scooter hoverboard self-balancing unicycle
electric skateboard push bike electric bike



While watching

2. Obejrzyj film i odpowiedz na pytania.

1. What kind of personal transport is Keahi working on?

2. Where did Keahi get his idea from?

3. Zdecyduj, czy zdania są prawdziwe (T), czy fałszywe (F). Obejrzyj film jeszcze raz i sprawdź.

- Keahi wants people to be able to walk faster in his boots. _____
- Keahi thinks that his boots will be the future of how people travel. _____
- Justin was faster than Keahi. _____
- Justin was surprised at how easy it was to use the boots. _____

After watching

4. Przeczytaj fragment bloga i odpowiedz na pytania.

Blog

Is it always a good idea to follow your dreams?

At the age of 12, Tom saw a film on TV of an ostrich running and couldn't stop thinking about how he would like to run in the same way. When he was older, he realised he would have to design a machine in order to make it happen. As a student he entered a technology competition, presenting his design as an environmentally-friendly, all-terrain mode of transport. He won, got a couple of thousand pounds, and picked up a little press. Nothing more. University came to an end, and he started looking for a 9-5 job. But he was unable to give up thinking about his dreams. He packed a bag and went to America. Over the next 10 years he made about two hundred prototypes of his invention. One time he went to New York and ...



1. What do you think happened next?

Maybe _____

2. Should people ever give up thinking about their dreams? Is it better to try but fail than never try at all? I think _____

5. Napisz e-mail do przyjaciela, który uporczywie trzyma się nierealnego „planu na sukces” i podsuń mu łagodną sugestię, że może czas zmienić zdanie. Postaraj się używać takiego języka, aby przyjaciela nie urazić, nie pouczać i zapewnić o swojej życzliwości.



Am I a superhero?

1. Uzupełnij luki, tak aby otrzymać wyrazy o znaczeniu podobnym do podanych.

1. SAD - U _ S _ T
2. EXHAUSTED - _ I _ E _
3. SCARED - F _ I _ H _ E _ E _
4. HAPPY - C _ E _ R _ U _
5. WEIRD - _ T _ A _ G _
6. ANNOYED - _ N _ R _

2.  Przeczytaj quiz i uzupełnij odpowiedzi zgodnie z własnym pomysłem. Następnie zadaj pytania koledze/koleżance.

Quiz

1. It's Saturday evening. Are you going to
 - A. go to the cinema with your parents?
 - B. watch TV at home?
 - C. _____?
2. You get a new smartphone with a different operating system. Do you
 - A. read the manual first?
 - B. ask your dad to help you?
 - C. _____?
3. There is a new student in your class. Do you
 - A. get to know him/her right away?
 - B. ask your friends what they think about him/her first?
 - C. _____?
4. Your friends challenge you to eat something disgusting. What do you do?
 - A. Say "No!" and walk away.
 - B. Say "OK. If you do".
 - C. _____.
5. You haven't done your homework and you are facing your teacher. What do you say?
 - A. "Sorry, Miss. I didn't have time."
 - B. "It's not my fault. I had to take my sister to school!"
 - C. "_____."

3. Dopasuj wypowiedzi w pary.

1. Be careful, you are going too fast! _____
2. Hi, Hugh! Can we meet this evening? _____
3. I don't like him. He seems unfriendly. _____
4. I have no idea how to use this new app.
Can you help me, Jo? _____
5. Dad, I'm going out. _____
 - A. No way! You haven't cleaned your room.
 - B. Don't worry, Pat. I've been a driver for fifty years, and have never had an accident ...
 - C. No problem, Gran. Just touch this icon here ...
 - D. Don't judge him! Maybe he's shy.
 - E. That would be great, but I can't.
I'm baby-sitting my niece. Maybe tomorrow?

4. Przygotuj listę cech które, Twoim zdaniem, opisują kogoś, kto zasłużył na miano bohatera/bohaterki.

Hero:

Personality: brave,

Actions: is not afraid of anything,

Verbs to describe feelings: admire,

P

Project

Przygotuj wpis na blogu, w którym opiszesz osobę która jest, Twoim zdaniem, bohaterem/bohaterką. Napisz dlaczego tak uważasz, jakie cechy ma ta osoba, co zrobiła wyjątkowego. Wykorzystaj zwroty z ćwiczenia 4.

Blog post: *My hero*

Hi guys, I want to tell you the story of _____
who _____

In my opinion, this person is a hero/heroine
because he/she is _____,
_____ and _____.

What do you think, guys? Do you agree with me?
Send me your comments.

Two Very Different Brothers

Before watching

1. Dopasuj do podanych wyrazów polskie określenia z ramki. **Uwaga!** W ramce jest jedno określenie więcej.

osoba parząca kawę czarujący spierać się
zaniedbany ponowne spotkanie
agent nieruchomości niespokojny doceniać

- estate agent _____
- barista _____
- anxious _____
- reunion _____
- glamorous _____
- scruffy _____
- appreciate _____

While watching

2. Obejrzyj film. Oznacz, którego z braci dotyczy każde zdanie (1–7): Davida (D) czy Ivana (I).

- He is a politician. _____
- He has travelled a lot. _____
- He has got a van. _____
- He lives in London. _____
- He used to be a teacher. _____
- He has got a wife and a child. _____
- He is the younger brother. _____

3. Uzupełnij zdania informacjami z filmu. Obejrzyj film jeszcze raz i sprawdź.

- They may be related, but they are very _____.
- David feels _____ before the meeting.
- They haven't spent more than a day together in over _____ years.
- When they were 18 and 19, their relationship was _____.
- David is going to spend _____ days in London.
- Ivan takes David to an art _____.

After watching

4. Na podstawie obejrzanego filmu dokończ poniższe zdania.

- The two brothers _____
_____.
- At first, it was hard for them to _____
_____.
- The evening at the art exhibition was _____
_____.
- In the end, the brothers _____
_____.

Project

Znajdź wśród kolegów, koleżanek lub rodziny rodzeństwo, np. brata i siostrę, i ułóż 5 pytań, które zadasz osobno każdemu z nich. Następnie porównaj odpowiedzi i zastanów się, jak dużo mają wspólnych upodobań. Opisz swoje wnioski.



Przykładowe pytania:

- What kind of food do you like to eat most?
- Where do you like going on holiday?
- How do you spend your free time on work days?

Należy przeprowadzić te rozmowy po angielsku.



Grammar extra practice

Unit 1

PRESENT SIMPLE

Twierdzenia

I/You/We/They play the piano.

He/She/It plays the piano.

Przeczenia

I/You/We/They don't play the piano.

He/She/It doesn't play the piano.

Pytania

Do I/you/we/they play the piano?

Does he/she/it play the piano?

Czasu **present simple** używamy do mówienia o:

- faktach i sytuacjach niezmiennych:

My dad comes from Norway.

- zwyczajach i czynnościach powtarzających się w teraźniejszości:

Every year we visit my grandparents.

W czasie **present simple** używamy określić:

never (nigdy), *sometimes* (czasami), *often* (często), *usually* (zazwyczaj), *always* (zawsze).

Wstawiamy je najczęściej przed czasownikiem:

*He **often goes** to the cinema.* Jeśli używamy ich

w zdaniu z czasownikiem *być* (*to be*), umieszczamy je po czasowniku: *I **am never** late for school.*

PRESENT CONTINUOUS

Twierdzenia

I am sleeping.

You/We/They are sleeping.

He/She/It is sleeping.

Przeczenia

I am not sleeping.

You/We/They aren't sleeping.

He/She/It isn't sleeping.

Pytania

Am I sleeping?

Are you/we/they sleeping?

Is he/she/it sleeping?

Czasu **present continuous** używamy do:

- opisywania tego, co się dzieje w danej chwili:

*I **am looking at** my timetable.*

- mówienia o sytuacjach, które naszym zdaniem są tymczasowe:

*They **are learning to** play golf.*

Typowe przysłówki w czasie **present continuous** to: *at the moment, now, these days, today, this morning, this week, this month.*

1. Przeczytaj opis zdjęcia. Uzupełnij luki poprawną formą czasowników w nawiasach.



Look at this photo. It's about 8 am. A father and his son 1. _____ (*be*) in the bathroom.

The boy 2. _____ (*look*) in the mirror. He 3. _____ (*put*) some shaving cream on his face. Is he going to shave? Of course not! He is just fooling around.

The man 4. _____ (*smile*).

They always 5. _____ (*spend*) some time together at this time of the day.

The father 6. _____ (*not / like*) shaving in the evenings.

VERBS EXPRESSING ACTIVITIES AND STATES

Większość czasowników opisuje **czynności**, są to tzw. **czasowniki dynamiczne**. Używamy ich zarówno w czasie **present simple**, jak i w czasie **present continuous**:

*I **talk** to my friends every week.*

*I **'m talking** to my friends at the moment.*

Czasowniki statyczne wyrażają **stany, myśli, uczucia i emocje**. Najczęściej używamy ich w czasie **present simple**, natomiast nie stosujemy ich w czasie **present continuous**, np.: *I **love** Christmas. I **want** to go now.*

Najpopularniejsze czasowniki statyczne to:

agree (zgadzać się), *belong* (należać), *believe* (wierzyć), *cost* (kosztować), *fit* (pasować), *forget* (zapominać), *hate* (nienawidzić), *know* (wiedzieć, znać), *like* (lubić), *love* (kochać), *need* (potrzebować), *prefer* (preferować, woleć), *remember* (pamiętać), *think* (myśleć, uważać), *understand* (rozumieć), *want* (chcieć).

Uwaga!

Niektóre czasowniki mogą wyrażać zarówno czynności, jak i stany: *I **have** a dog.* (Mam psa. – czasownik statyczny), *I **am having** lunch now.* (Jem teraz drugie śniadanie. – czasownik dynamiczny).

2. Przeczytaj tekst. Wybierz poprawną odpowiedź: A, B albo C.

Why should we care for our community?

Personally, I 1. _____ that at some time in your life you should do something about the things that are important to you!

We all need to make the world a better place.

Do you, for example, 2. _____ animals? Or maybe you hate the fact that other people in your city are littering. Act now! Thanks to your actions, other people may learn something important. For example, that harming animals is terrible or that we should care more about the planet. It also 3. _____ you a chance to meet new people and to forget for a moment about your everyday life. Also, it doesn't cost anything, just a bit of your time. It sounds a great idea, doesn't it? Do you 4. _____?

- | | | |
|-------------------|-------------|-----------|
| 1. A. am thinking | B. think | C. thinks |
| 2. A. loving | B. love | C. loves |
| 3. A. is giving | B. give | C. gives |
| 4. A. agree | B. agreeing | C. forget |

IMPERATIVE

Trybu rozkazującego używamy do formułowania:

- instrukcji oraz napisów na znakach i tablicach informacyjnych: **Wait here.**
- rad i sugestii: **Be careful!**
- pozdrowień i życzeń: **Enjoy the party!**

Formę trybu rozkazującego tworzy czasownik w formie podstawowej: **Be quiet!**

Jeśli w trybie rozkazującym chcemy użyć przeczenia, zdanie zaczynamy od **Do not (Don't): Don't be late!**

Popularne wyrażenia często używane do udzielania rad i propozycji to:

- **Let's: Let's go to the cinema.**
- **Shall: Shall we go to the cinema?**

3. Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

1. You can't come in here with a dog. Please, (zaczekaj na zewnątrz) _____.
2. Are you ready? (Chodźmy!) _____.
We must hurry.
3. Please, don't be late for the meeting.
(Bądź na czas) _____.
4. Why are yelling at your mum? (Przestań) _____ it right away!

RELATIVE CLAUSES

Zdania względne precyzują informacje o rzeczach lub osobach i łączą się ze zdaniem głównym za pomocą zaimków **who** (dla osób), **which** (dla przedmiotów) lub **that** (dla osób i przedmiotów).

Zdania względne definiujące pozwalają udzielić **niezbędnych informacji** o rzeczowniku. W tego typu zdaniach nie używamy przecinków.

The boy who/that is wearing a red cap is my friend.

(Zwróć uwagę: dzięki zdaniu *who/that is wearing a red cap* wiemy, o którego chłopca chodzi).

Zdania względne niedefiniujące pozwalają udzielić **dodatkowych informacji** o rzeczowniku. Przed zdaniem względnym stawiamy przecinek.

Ann, who is my friend, knows a famous singer.

(Zwróć uwagę: Informacja *who is my friend* jest dodatkowa, bez tego również wiemy, o kogo chodzi – o Anię).

Uwaga! W zdaniach względnych niedefiniujących nie używamy słowa *that*.

4. Napisz zdania względne, wykorzystując odpowiednią formę wyrazów w nawiasach oraz zaimki *who, which* lub *that*.

1. Look! That's the neighbour _____
_____ (always / listen) to rock music.
2. The electric toy car _____
(belong) to my brother is green. He loves it.
3. Jonathan, _____ (be / I)
best friend, is a famous film director.
4. I live in Warsaw, _____
(be) the capital of Poland.

-ING/TO INFINITIVE

Po niektórych czasownikach w języku angielskim używamy drugiego czasownika.

Podobnie jest w języku polskim:

np. Lubię jeździć konno. Chcę iść do kina.

W języku angielskim wyróżniamy czasowniki, po których używamy:

- czasownika w bezokoliczniku (**to + czasownik**):
agree, arrange, choose, decide, expect, forget, hope, learn, need, offer, plan, promise, want
*I **promise** to do it.*
*I **need to buy** a new notebook.*
- czasownika z końcówką **-ing**, (tzw. gerund):
admit, deny, enjoy, finish, hate, like, love, miss, practise, remember, stop, suggest
*I **enjoy** playing chess.*
*The **suggest** going to the cinema.*

5. Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego.

1. My parents sometimes ask me to walk the dog in the mornings. I always say yes. **AGREE**
I always _____ the dog in the morning whenever my parents ask me.
2. My flatmate often doesn't remember about cleaning our flat after a party. **FORGETS**
My flatmate often _____ our flat after a party.
3. My dog has great fun when he swims in the lake. **ENJOYS**
My dog _____ in the lake.
4. My best friend wants to finish his professional football career when he is 30. **STOP**
My best friend wants to _____ professional football when he is 30.

6. E Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki. Cztery wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A. that B. to eat C. who D. sleep
E. thinks F. sleeping G. play H. playing

What makes a dog the happiest?

Dogs enjoy **1.** ____! They like toys, running around with other dogs, going for long walks, and meeting new people.

Dogs need **2.** ____ once or twice a day.

Dogs like to sleep from 16 to 18 hours a day. A dog **3.** ____ spends a lot of time indoors sleeps more than working dogs such as search and rescue dogs. Some dogs **4.** ____ more because they are bored.

Unit 2

THERE IS/ARE, THERE WAS/WERE

Twierdzenia

There is/was a lamp on the desk.

There are/were some cushions on the sofa.

Przeczenia

There isn't/wasn't a lamp on the desk.

There aren't/weren't any cushions on the sofa.

Pytania

Is/Was there a lamp on the desk?

Are/Were there any cushions on the sofa?

Wyrażeń *there is/are/was/were* używamy, gdy chcemy opisać, gdzie znajduje się lub znajdował dany przedmiot lub dane przedmioty. Słowa *is* i *are* stosujemy w czasie teraźniejszym, a *was* i *were* w czasie przeszłym.

1. Uzupełnij luki, wstawiając *there is/are* lub *there was/were*.

1. The Great Pacific Garbage Patch looks like a giant island of garbage. In fact, _____ thousands of small plastic items making up the 'island'.
2. _____ a new model of wi-fi speakers which I would like to check out in the shops.
3. _____ a big swimming pool at my school a few years ago, but it is closed now.
4. _____ a lot of CDs on my bookshelf, but I only listen to music online nowadays.

PAST SIMPLE

Twierdzenia

She was in Poznań last week.

They bought a new bike yesterday.

Przeczenia

She wasn't in Poznań last week.

They didn't buy a new bike yesterday.

Pytania

Was she in Poznań last week?

Did they buy a new bike yesterday?

Czasu *past simple* używamy, mówiąc o czynnościach i zdarzeniach, które:

- zaczęły się i skończyły w przeszłości – zazwyczaj w takich zdaniach podajemy określenia czasu: *yesterday, last (week), (two days) ago, on (Friday), at 6 o'clock, at (the weekend)*,
- nastąpiły jedno po drugim: *He entered the room and switched on the light.*

Czasownik *to be*

I/He/She/It was hungry. We/You/They were hungry.

W przeczeniach dodajemy słowo *not*: *I was not at home./ We were not at home. (was not = wasn't i were not = weren't)*

Pytania tworzymy, przedstawiając kolejność słów:

Was she at home?/Were you at home?

W czasie *past simple* do **czasowników regularnych** dodajemy końcówkę *-ed*: *invited, cried, enjoyed, planned, started*.

Czasowników nieregularnych należy nauczyć się na pamięć. Ich lista znajduje się w podręczniku na stronach 140–141.

PYTANIA I PRZECZENIA

W pytaniach używamy słowa *did*, które wstawiamy przed głównym rzeczownikiem w zdaniu (podmiotem), a czasownik zostawiamy w formie podstawowej:

Did you want it?/Did they buy this book at the weekend?

W przeczeniach też pojawia się *did*, ale dodajemy do niego jeszcze *not*. Czasownik zostaje bez zmian:

We did not jump./I did not speak to the teacher yesterday.

Możemy stosować skróconą formę od *did not = didn't*.

2. Przeczytaj tekst. Uzupełnij luki poprawną formą wyrazów w nawiasach w czasie *past simple*.

The World of the Dinosaurs

About 200 million years ago, all of the continents were joined together, forming one supercontinent called *Pangaea*. *Pangaea* 1. _____ (have) plenty of vegetation near the coast and along its lakes and rivers, but there was just desert in the interior. It was during the Triassic Period that dinosaurs first 2. _____ (appear), evolving from their crocodile-like relatives. The first dinosaurs 3. _____ (be) small, but they 4. _____ (can) move very quickly. During the *Jurassic Period* the world 5. _____ (be) warm, wet and full of green plants. *Pangaea* later 6. _____ (break up), however, and as the continents parted, dinosaurs had to adapt to different climates and environments.

COMPARATIVE AND SUPERLATIVE OF ADJECTIVES AND ADVERBS

Przymiotniki	Stopień równy	Stopień wyższy	Stopień najwyższy
jenosylabowe oraz jedno- i dwusylabowe zakończone na -e	fast strange	faster stranger	the fastest the strangest
jenosylabowe (spółgłoska + samogłoska + spółgłoska)	hot	hotter	the hottest
dwusylabowe zakończone na -y	happy	happier	the happiest
wielosylabowe	com- fortable	more comfortable	the most comfortable

Część przymiotników jest nieregularna, ich form należy się nauczyć na pamięć:

good – better – the best

little – less – the least

bad – worse – the worst

far – farther/further – the farthest/furthest

Przysłówki

Aby utworzyć stopień wyższy przysłówków regularnych, poprzedzamy je słowem *more*, a w stopniu najwyższym – *the most*: *slowly – more slowly – the most slowly*

Przysłówki, które mają taką samą formę jak przymiotniki, stopniujemy tak jak przymiotniki: *fast – faster – the fastest*

Istnieją przysłówki nieregularne, których stopniowania należy nauczyć się na pamięć:

badly – worse – the worst

early – earlier – the earliest

well – better – the best

late – later – the latest

Do stopniowania przymiotników i przysłówków przydają się takie wyrażenia, jak:

- **than** (niż): *A cheetah is faster than an elephant.*
- **as ... as** (taki ... jak): *Cats are as friendly as dogs.*
- **not as ... as** (nie taki ... jak): *The USA is not as big as Canada.*
- **much** (dużo), **a lot** (dużo), **a little** (trochę):
A cheetah is much faster than an elephant.

3. Uzupełnij zdania. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyrazy już podane.

- Look at this painting! I think it is much _____ (beautiful) the previous one!
- Last year I went skiing in Italy. It was _____ (bad) holiday ever.
- I want John to take me home. He drives _____ (careful) than you.
- I'm not _____ (luck) you are. I never win any competitions.

TOO, ENOUGH, HOW ...! WHAT ...!

Do wzmacniania znaczenia przymiotników lub przysłówków możemy używać następujących konstrukcji: **Too** (zbyt): *The sea was too cold.* (*too*: przed przymiotnikiem/przysłówkiem)

Enough (wystarczająco): *She is not tall enough.* (*enough*: po przymiotniku/przysłówku)

Uwaga! Słowa **enough** możemy też użyć bezpośrednio przed rzeczownikiem: *I don't have enough money.*

How oraz **what** (jaki, jaka, jakie itd.)

How używamy przed przymiotnikiem: *How difficult!*

What (a) umieszczamy przed rzeczownikiem (również jeśli towarzyszy mu przymiotnik): *What a great idea!*

4. Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego.

- We can't go hiking in the mountains because the weather is bad. **TOO**
The weather in the mountains is _____ go hiking.
- I can't stay in this hotel because I don't have that much money. **ENOUGH**
I can't stay in this hotel because I don't _____.
- He is too scared to go on a trip in the jungle. **BRAVE**
He _____ go on a trip in the jungle.

PREPOSITIONS OF PLACE, DIRECTION, DISTANCE, TIME

Przymiśków używamy m.in., gdy:

- opisujemy **miejsce, odległość lub ruch**:
in, next to, in front of, behind, from ... to, out of, to, along, past, over, under, round, between, itd.:
I live in a village. He came out of the shop.
- chcemy określić **czas**:
at + dokładna godzina, święta, czas wolny, określenia *night, midnight, the moment*
in + pory dnia, miesiące, lata, wiek, pory roku
on + dni tygodnia, daty, pory dnia z podaniem dnia tygodnia: *Her birthday is in April. I saw him on Monday.*
- chcemy opisać **sposób wykonania czynności**:
We went by taxi. I drew it with a pencil.

5. Przeczytaj opis ilustracji. Uzupełnij każdą lukę jednym wyrazem.



This is Nora. Nora is sitting in her room.

1. _____ the moment she is talking to her friends online. She has an armchair in her room, which is
2. _____ her. However, today she is sitting on her brown carpet. There is a metal coffee table 3. _____ to the armchair. But Nora's coffee cup is not
4. _____ the table, it's on the floor.

6. E Przetłumacz na język angielski fragmenty podane w nawiasach.

- My partner wants us to get two little kittens from an animal shelter. (Co za wspaniały) _____ idea!
- I went (przez park) _____ last night and I felt a little bit scared.
- My son got his driving licence yesterday. He did (sobie bardzo dobrze) _____ during his test.
- Let's meet (w poniedziałek w południe) _____.

Unit 3**FUTURE TENSES: FUTURE SIMPLE, PRESENT CONTINUOUS, BE GOING TO**

	Twierdzenia	Przeczenia	Pytania
Future simple	She will have a party.	She won't have a party.	Will she have a party?
Present continuous	She is having a party on Saturday.	She isn't having a party on Saturday.	Is she having a party on Saturday?
Be going to	She is going to have a party.	She isn't going to have a party.	Is she going to have a party?

Czasu **future simple (will)** używamy, kiedy:

- wyrażamy **opinię** dotyczącą przyszłych zdarzeń – w tym kontekście słowo **will** jest często stosowane z czasownikami: *hope, think, guess, believe, expect, promise, sure*: *I'm sure Sam will pass his exam.*
- podejmujemy **spontaniczną decyzję** w chwili mówienia: *I will help you! Let me see.*
- mówimy o **wydarzeniach i faktach**, które będą miały miejsce w przyszłości: *The next Olympics will be in two years.*

Konstrukcji **be going to** używamy do opisywania:

- naszych **planów i intencji**:
I'm going to play volleyball this afternoon.
- **przewidywań opartych na dowodach**:
They are playing really badly. They're going to lose.

Czasu **present continuous** używamy w odniesieniu do przyszłości: kiedy mówimy o **planach na najbliższą przyszłość** (znamy miejsce i czas wydarzenia), w zasadzie pewnych: *Sue is having a party on Friday.*

W tym kontekście często stosujemy słowa: *today, tomorrow, tonight, this week/year/month.*

Czasowniki statyczne, takie jak *like, want, know, believe, understand* itd., z zasady nie występują w czasie **present continuous**.

1. W każdym zdaniu wybierz poprawną odpowiedź: A, B albo C.

- I'm convinced that e-sports _____ Olympic status relatively soon.
A. going to get B. getting C. will get
- You can play e-sport almost anywhere in the world, and this trend _____.
A. continues B. is continuing C. is going to continue
- We _____ a birthday party on Saturday. Will you come?
A. will have B. are having C. have
- _____ to buy her a book for her birthday?
A. Are you going B. Will you C. Do you

MODAL VERBS: CAN/COULD, MUST/MUSTN'T, SHOULD, HAVE TO, BE ABLE TO, MAY

Can i **be able to** (móc) używamy do wyrażania tego, co jest **możliwe lub nie**. Często posługujemy się tymi czasownikami, gdy mówimy **o umiejętnościach i pozwoleniach**. W czasie przeszłym czasowniki te mają formy: *could* i *was/were able to*: *Can you skateboard? I could walk when I was six. Were you able to talk to him?* Czasowniki *can/could* występują także **w pytaniach wyrażających prośbę**: *Can I use your textbook? Could you open the window, please?*

Must (musieć) używamy, kiedy czujemy, że **musimy** coś zrobić: *I must go to the toilet.*

W czasie przeszłym używamy *had to*: *I had to go to the toilet.*

Have to (musieć) wyraża **nakazy, prawa i wyższą konieczność**: *We have to wear uniforms.*

W czasie przeszłym używamy *had to*: *We had to wear a uniform at my old school.*

Mustn't oznacza, że **nie wolno** nam czegoś zrobić: *You mustn't touch that!*

Don't have to oznacza, że **nie musimy** czegoś robić: *You don't have to work tomorrow.*

Must i **can't** stosujemy, gdy jesteśmy czegoś **pewni**, natomiast **might** i **may**, gdy tej pewności nie mamy: *This must be Alicia's coat. I might go to the gym later.*

Should używamy do mówienia o tym, co jest właściwe lub najlepsze, oraz do **wyrażania rad**: *You should always eat healthy food.*

- 2. Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki. Cztery wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

A. can B. have to C. able D. must
E. have F. had G. mustn't H. had to

Childhood in the early 1900s: work and play

At the beginning of the 20th century, not all children

1. ____ the same lifestyle. Some lived in a nice house and didn't 2. ____ work, but others 3. ____ work to support their family. Some worked in coal mines and factories. After work they played in the streets. Popular games were hopscotch or football.

Nowadays, however, children don't go to work.

In most countries it is illegal to employ children.

In Poland, for example, young people under 13 years old. 4. ____ work. It's against the law.

INFINITIVE OF PURPOSE

Bezokoliczników celu (*to* + bezokolicznik) używamy do wyrażania celu lub powodu robienia czegoś:

I'll phone Katie to invite her to my birthday party.

- 3. Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego.**

- You need the medicine, so go to the doctor's next week. **GET**
Go to the doctor's next week ____ that you need.
- We will go camping next year because we want to spend some time in the wild. **TO**
We will go camping next year ____ some time in the wild.
- There is no fuel in the car. I'll go to the petrol station now. **REFUEL**
I'll go to the petrol station now ____ the car.

SUBORDINATE SENTENCES

Oto lista popularnych spójników:

- when** (gdy, kiedy): *He twisted his ankle when he was running.*
- while** (podczas, w trakcie): *He called me while I was preparing my biology project.*
- after** (po): *I usually feel good after I do some yoga exercises.*
- before** (przed): *I'll call you before I leave.*
- because** (ponieważ, gdyż): *I went to bed because I was tired.*
- so** (więc, zatem): *I was tired, so I went to bed.*

- 4. Uzupełnij zdania. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach oraz odpowiednie spójniki.**

- I'm going away tomorrow. I will see you ____ (leave), I promise.
- She's going to become a doctor, ____ (she / study) every evening.
- John will move out ____ (he / have) more money.
- Please be quiet ____ (I / talk) on the phone.

- 5. E Przetłumacz na język angielski fragmenty podane w nawiasach.**

- Tom (*ma zamiar*) ____ move to another city.
- (*Czy jesteś w stanie*) ____ help me with my maths homework?
- When we were children, (*musieliśmy*) ____ wear school uniform.
- Your sister (*nie musi*) ____ wait for us if she doesn't feel like it.

Unit 4

PAST CONTINUOUS**Twierdzenia**

I/He/She/It was dancing at 8.15.

We/You/They were dancing at 8.15.

Przeczenia

I/He/She/It wasn't dancing at 8.15.

We/You/They weren't dancing at 8.15.

Pytania

Was I/he/she/it dancing?

Were we/you/they dancing?

Czasu **past continuous** używamy do opisywania sytuacji, które trwały w pewnym dłuższym okresie czasu w przeszłości.

Pamiętaj, istnieje grupa czasowników statycznych (np. *forget, need, hate*), które zazwyczaj nie występują w czasach **continuous**.

1. Przetłumacz na język angielski fragmenty podane w nawiasach.

- I'm sorry. I'm sleepy because I (*pracowałam*) _____ on my presentation till late at night.
- While we (*szliśmy*) _____ to school, we saw our history teacher.
- Why (*rozmawiałś*) _____ to your form tutor?
- We (*czekaliśmy*) _____ for you in front of the school. Why didn't you come?

PAST CONTINUOUS AND PAST SIMPLE

Czasu **past simple** używamy do opisanego wydarzenia, które miało miejsce w przeszłości, zakończyło się, a nie jest dla nas ważne, jak długo trwało: *Last week I did an interesting project on frogs.* (W zeszłym tygodniu zrobiłem ciekawy projekt na temat żab.)

Natomiast czasu **past continuous** używamy do opisanego czynności, które trwały w określonym momencie w przeszłości: *Last week I was doing an interesting project on frogs.* (W zeszłym tygodniu robiłem ciekawy projekt na temat żab.)

Czasów **past simple** i **past continuous** bardzo często używamy razem w jednym zdaniu. Dzieje się tak, kiedy jedno, krótsze zdarzenie (w czasie **past simple**) przerywa dłuższą, trwającą już czynność (w czasie **past continuous**): *I saw Marek while I was waiting for the bus.*

Do łączenia zdań w czasach **past simple** i **past continuous** stosujemy **when** i **while**: *I fell asleep while I was doing my homework. I was having dinner when Harry phoned me.*

2. Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1.–4. Cztery wyrazy zostały podane dodatkowo.

A. were finishing B. finished C. were finishing
D. began E. were beginning
F. were sitting G. was H. went

During Victorian times, the school day usually 1. ____ at 9 am. Morning lessons 2. ____ at 12 pm. Children often 3. ____ home for a meal, but returned for afternoon classes from 2 pm to 5 pm. There could be as many as 70 or 80 pupils in one class. These children 4. ____ in small classrooms for many hours. In lots of schools older pupils helped with the teaching.

PRESENT PERFECT

(*never, already, yet, just, before, ever*)

Twierdzenia

I/You/We/They have been to the UK.

She/He/It has been asleep.

Przeczenia

I/You/We/They haven't been to the UK.

She/He/It hasn't been asleep.

Pytania

Have you/we/they been to Italy?

Has she/he/it been asleep?

Czasu **present perfect** używamy do opowiadania o doświadczeniach i wydarzeniach z naszego życia, które mają wpływ na teraźniejszość. W takich sytuacjach nie wspominamy o tym, kiedy dokładnie coś miało miejsce.

Czas **present perfect** tworzą odmieniony czasownik **have** (*have* albo *has*) oraz tzw. **past participle** (trzecia forma). Czasowniki regularne otrzymują końcówki **-d, -ed, -ied** itd. Natomiast czasowników nieregularnych należy się nauczyć na pamięć.

W czasie **present perfect** często używamy:

never (nigdy): *I have never been to Morocco.*

already (już) – używamy w zdaniach twierdzących:

A: *Don't forget to do your homework.* B: *I have already done it.*

yet (już, jeszcze) – stosujemy w pytaniach i przeczeniach, zawsze na końcu zdania: *I have written the email, but I haven't sent it yet.*

just (właśnie): *I have just eaten my lunch.*

before (wcześniej) – stosujemy na końcu zdania: *I've eaten here before.*

ever (kiedykolwiek) – używamy w przeczeniach i pytaniach: *Have you ever seen a bonfire?*

Bardzo często w tym czasie pojawiają się pytania o doświadczenia życiowe, zaczynające się od *Have you ever ...?*, np.: *Have you ever had a weekend job?*

3. Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany.

- I'm working very hard. It's the first time for me. **NEVER**
I _____ so hard before.
- I can go home now. My lessons finished 5 minutes ago. **JUST**
I can go home now. My lessons _____.
- Wow! She is very good at acting. Has she got any acting experience? **PLAYED**
Wow! She's very good at acting. _____ in a theatre before?
- What is your experience in sales? **EVER**
_____ worked in sales?

PRESENT PERFECT (SINCE, FOR)

Czasu **present perfect** często używamy ze słowami *since* i *for*, aby wyrazić, że czynność zaczęła się w przeszłości i nadal trwa.

Since + konkretny moment w przeszłości (2020, April, 9 o'clock itp.): *I've worked in a shop since April.*

For + okres czasu (two weeks, six months, ten years itp.): *She's been a doctor for ten years.*

Zdania z *since* i *for* odpowiadają na pytania:
How long have you ... (worked/been etc.)?

4. Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany.

- She started working as a teacher in 1999. She is still working as a teacher. **SINCE**
She has been a _____.
- Mark has worked as a computer engineer since January. Now it's March. **FOR**
Mark has worked as a computer engineer _____.
- The grades are in the electronic register. Ms Davis put them there 10 minutes ago. **ALREADY**
Ms Davis _____ our grades in the electronic register.
- I can't return this book to the library. I didn't have time to read it this week. **YET**
I can't return this book to the library. I haven't _____.

PRESENT PERFECT AND PAST SIMPLE

Czasu **present perfect** używamy do mówienia o czynnościach i sytuacjach, które:

- rozpoczęły się w przeszłości i trwają do dzisiaj: *I have lived in Łódź for 20 years.*
- dokonały się w niedawnej przeszłości, ale nie wspominamy dokładnie, kiedy: *I have just eaten breakfast.*
- wydarzyły się w przeszłości, a ich skutki widoczne są do dzisiaj: *I have broken my leg.*

W czasie **present perfect** najczęściej używane określenia czasu to: *never, already, ever, yet, just, before, since* oraz *for*.

Czasu **past simple** używamy do: opisywania czynności, które wydarzyły się w przeszłości i się zakończyły: *Yesterday, I went to the cinema.*

W czasie **past simple** używamy słów: *yesterday, the day before, last (summer), (two days) ago, in (1999).*

5. Przeczytaj tekst. Wybierz poprawne odpowiedzi: A, B albo C.

How to become a GAME DESIGNER?

Are you going to design your own video games?
We've asked Josh, a great designer, to share his advice with our readers. Take his word for it, he 1. _____ it all!
Are you passionate about gaming? My passion 2. _____ when I was a child. I have spent the last 20 years playing games as well as designing them.
How about your designing skills? 3. _____ you ever thought about what exactly makes a good game ... good? Learn how to analyse a game while you're playing it.

4. _____ your holidays yet? It's a good time to get some work experience while you're still a student.

- A. has done B. have done C. did
- A. has started B. have started C. started
- A. Has B. Have C. Did
- A. Did you plan B. Have you C. Are you planning
planned

6. Uzupełnij zdania. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. **Uwaga!** W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyrazy już podane.

- When I was _____ (do / homework), my telephone rang three times.
- We _____ (not / finish) our biology project yet. We're still doing it.
- My best friend _____ (never / be) for a job interview. This will be her first.
- Melinda _____ (get / she / first job) in 2003. She loved it.

Unit 5

COUNTABLE AND UNCOUNTABLE NOUNS

Rzeczowniki dzielimy na **policzalne** i **niepoliczalne**.

- Rzeczowniki policzalne nazywają obiekty, które możemy policzyć na sztuki, np.: *a pen, a friend, a tree, a cat*.
- Rzeczowniki niepoliczalne nazywają elementy, których nie możemy policzyć bez dodawania słów typu „kawałek”, „kilogram”, „litr” itp. Uczeń także nie da się policzyć.

Rzeczowniki niepoliczalne nie mają liczby mnogiej.

Rzeczowniki niepoliczalne to często nazwy potraw, napojów i pojęć abstrakcyjnych: *bread, broccoli, butter, cheese, chicken, ham, honey, ice cream, jam, juice, milk, pasta, spinach, sugar, tea, water* oraz *advice, furniture, information, hair, money, news, weather*.

Liczbę mnogą tworzymy, dodając do rzeczownika w liczbie pojedynczej końcówkę **-s**: *a friend* → *friends*.

Należy pamiętać o kilku zasadach pisowni liczby mnogiej rzeczowników:

- gdy rzeczownik kończy się głosek syczącą (*ch, sh, s, ss, x*) oraz *o*, dodajemy końcówkę **-ies**: *an address* → *addresses*, *a wish* → *wishes*.
- gdy rzeczownik kończy się literą *y*, przed którą stoi spółgłoska, należy zamienić literę *y* na końcówkę **-ies**: *a lady* → *ladies*. Ale *a toy* → *toys* (ponieważ przed literą *y* stoi samogłoska).

Wyrażenie **a lot of** znaczy mnóstwo, dużo i stosujemy je z rzeczownikami policzalnymi i niepoliczalnymi, na ogół w zdaniach twierdzących: *I've got a lot of pears. There is a lot of chocolate.*

Some używamy z rzeczownikiem, kiedy nie chcemy podawać, w jakiej ilości on występuje, np.: *some bananas* (kilka bananów) *some cheese* (trochę sera). **Some** na ogół występuje w zdaniach twierdzących: *There are some eggs in the fridge. There is some butter on the table.*

Wyrazu **any**, podobnie jak **some**, używamy, kiedy nie podajemy konkretnej liczby czegoś. **Any** jest nam potrzebne do tworzenia zdań przeczących i pytań.

Much i **many** znaczą dużo i na ogół używa się ich w zdaniach przeczących i pytaniach:

- much** łączy się tylko z rzeczownikami niepoliczalnymi: *There isn't much water in the bottle.*
- many** łączy się tylko z rzeczownikami policzalnymi w liczbie mnogiej: *I haven't got many pictures in my bedroom. Have you got many friends?*

A few i **a little** znaczą trochę, kilka:

- a few** używamy z rzeczownikami policzalnymi: *I have a few new books from the library.*
- a little** używamy z rzeczownikami niepoliczalnymi: *I will need a little help with this.*

1. Przeczytaj opis zdjęcia. Uzupełnij każdą lukę jednym wyrazem.



Here is my shopping from earlier today.

I bought 1. _____ red meat to have it with the vegetables.

There is one red onion. I also got two 2. _____, two tangerines and two eggs.

There is also a 3. _____ of olive oil. I'm going to use it to make a salad.

I didn't buy any unhealthy food today. How 4. _____ was it? Only £20.

ARTICLES

Przed rzeczownikami w języku angielskim bardzo często występują tzw. przedimki: **a, an** lub **the**.

- A** lub **an** używamy, jeśli wspominamy o czymś po raz pierwszy lub kiedy opisujemy coś ogólnie i jest to rzeczownik, który możemy policzyć.
- A** używamy przed rzeczownikami zaczynającymi się od spółgłoski, np.: *a bike*; **an** stosujemy przed rzeczownikami zaczynającymi się od samogłoski, np.: *an armchair*.
- Jeśli mówimy o czymś po raz drugi, o konkretnej osobie, miejscu czy przedmiocie, przed rzeczownikiem wstawiamy **the**. Jest to sygnał, że jest nam to już znane: *the room* (wiemy, o który pokój chodzi).
- Zdarzają się sytuacje, w których przed rzeczownikiem nie wstawiamy żadnego przedimka, mówimy wtedy o tzw. **zero article** (przedimku zerowym).

Przedimków nie stawiamy m.in. przed nazwami dni tygodnia, miesięcy i pór roku (*on Friday, in September, in spring*), imionami i nazwiskami (*Jan Kowalski*), nazwami posiłków (*lunch, breakfast*) i nazwami świąt (*Easter, Christmas*).

Przedimków nie stawiamy tam, gdzie przed rzeczownikiem występują słowa: *my, his, their* (*my room*).

2. Przeczytaj tekst. Wybierz poprawne odpowiedzi: A, B albo C.

Is meat production bad for the environment?

All agricultural practices have a variety of effects on the environment. Some of **1.** ____ effects that are caused by meat production are: pollution caused by using fossil fuels, animal methane, waste, and water and land consumption. Intensive livestock production is one of **2.** ____ biggest threats to the environment. It causes **3.** ____ enormous biodiversity loss as well as pollution of the water and soil through the use of pesticides.

What can you do about it? Shop smart and choose meat and dairy products from local farms, not from factories. Don't buy too much food. Avoiding meat and dairy products is the simplest thing anyone can do.

A. a B. an C. the

A. a B. an C. the

A. a B. an C. the

COMPOUND NOUNS

Rzeczowniki złożone składają się z co najmniej dwóch części.

Mogą to być dwa rzeczowniki, np. **bank card**, albo przymiotnik i rzeczownik, np.: **fast food**.

Najpopularniejsze rzeczowniki złożone to: **bank card, birthday cake, car park, dining table, dishwasher, fast food, fruit juice, hamburger, hot dog, ice cream, kitchen table, microwave, mineral water, mini-market, saucepan, seafood, self-service, street food, supermarket, tablecloth, takeaway, teaspoon, washing machine, water bottle**.

W języku angielskim główny rzeczownik zawsze występuje jako drugi, czyli tort urodzinowy to **birthday cake**, a nie ~~cake birthday~~.

3. Przetłumacz na język angielski fragmenty podane w nawiasach.

1. Let's get something from a local (restauracji samoobsługowej) _____.
I'm too tired to cook.

2. Oh, no! I've lost my (kartę do bankomatu) _____.
I need to call the bank immediately.

3. I can't find my reusable (butelki na wodę) _____.

4. How exciting! Today we are going to buy a (nowoczesną zmywarkę) _____.

SOME, ANY, NO, EVERY

Some, any, no, every łączymy z końcówkami:

-thing, -one, -body i -where. W wyniku tego połączenia powstają tzw. zaimki niekreślone: **something, someone, somebody** czy **somewhere**.

Wyrażenia z **some** stosujemy w zdaniach twierdzących, natomiast w przeczeniach i pytaniach używamy wyrażen z **any**:

- *Would you like something to eat?*
- *I don't want anything.*
- *Maybe there's a post office somewhere near here.*
- *Let's ask someone.*
- *Did you buy anything in town?*
- *No, nothing. Everywhere was closed.*

4. Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki. Cztery wyrazy zostały podane dodatkowo.

A. any B. some C. no D. other E. another
F. each G. everyone H. everything

To shop online or not to shop online?

More and more food shops are selling their products online. **1.** ____ of the most well-known supermarkets have also created collection points in their car park. There are **2.** ____ long queues or crowds to worry about. If you are prepared to pay a little more, **3.** ____ can be delivered to your front door. However, you end up missing out on so much. For example, there's the chance it provides to talk to people. And there's **4.** ____ thing: you won't be able to pick the best fruit and veg. Well, you win some, you lose some.

ONE/ONES, EACH OTHER, ANOTHER/OTHER

One i ones używamy, kiedy odnosimy się do rzeczowników policzalnych, o których mówiliśmy wcześniej: *I'm going to eat an apple. Do you want one? Do you prefer the blue jeans or the black ones?*

Another (inny, kolejny) używamy z rzeczownikami w liczbie pojedynczej, **other** (inne, inni; kolejny, kolejni) z rzeczownikami w liczbie mnogiej oraz rzeczownikami niepoliczalnymi: *Would you like another drink? Let's go to some other shops.*

Each other (się, siebie, sobie, sobą itd.) używamy, gdy mówimy o relacji między dwiema osobami, kiedy jedna osoba wykonuje coś dla drugiej: *Alice and Jo bought each other a book.*

5. Uzupełnij zdania. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyrazy już podane.

- Oh, no! We've run out of sugar. Run downstairs and _____ (get / we), please.
- _____ (everyone / love) the new greengrocer's that's just opened.
- Of course, I can get you a burger, but I don't know _____ (one) is your favourite.

6. **E** Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyraz już podany.

- I can lend you some clothes, and I can borrow some party clothes from you. **EACH**
We can lend some clothes to _____.
- These shoes are the wrong size. Can I please try on a different pair? **ANOTHER**
These shoes are the wrong size. Can I please try on _____?
- There is not a single egg in the fridge, so I can't make a cake. **ANY**
There _____ in the fridge, so I can't make a cake.

Unit 6

PAST PERFECT AND PAST SIMPLE

Twierdzenia

We got a taxi because we had missed the bus.

Przeczenia

She hadn't left by the time we arrived.

Pytania

Had you finished your homework before she arrived?

Czasu **past perfect** używamy do opisania czynności lub wydarzenia, które zaistniały przed inną czynnością lub innym wydarzeniem, wyrażonym w czasie **past simple**.

W czasie **past perfect** najczęściej stosujemy następujące przysłówki: *before*, *after* lub *by the time*: *We had arrived home before she called me.*

- Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany.

- Luckily, the train was still there when we got to the station. **LEFT**
Luckily, the train _____ by the time we finally got to the station.
- I couldn't go to the cinema with my friends last night. I had homework to do. **FINISHED**
I couldn't go to the cinema with my friends last night because I _____ my homework.
- My brother ate all of our mum's cake. **HAD**
My brother ate all of the cake that our mum _____.
- They had a party on Saturday because their internship had finished the day before. **SO**
Their internship had finished on Friday, _____ a party the day after.

INDIRECT QUESTIONS

Pytania bezpośrednie	Pytania pośrednie
How much does it cost?	Do you know Can you tell Could you tell me how much it costs?
	I wonder I want to know how much it costs.
Does he live here?	Do you know Can you tell me Could you tell me if he lives here?
	I wonder I want to know if he lives here.

Pytania pośrednie stosujemy, kiedy chcemy:

- w sposób uprzejmy zadać drugiej osobie pytanie,
- poprosić drugą osobę o pomoc/przysługę,
- zasięgnąć informacji,
- aby nasza wypowiedź miała charakter formalny.

W pytaniach pośrednich stosujemy zwroty grzecznościowe. Są to m.in.:

Do you know ...?
Can you tell me ... (please)?
Could you tell me ... (please)?
I wonder ...
I want to know ...

W pytaniach pośrednich używamy szyku zdań twierdzących (nie używamy zatem operatorów *does*, *do*, *did* itd.).

Następujące po zwrocie grzecznościowym treści najczęściej wprowadzamy za pomocą wyrazów *if* (czy), *what*, *when*, *why*, itd.

2. Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1. These shoes are lovely. Do you know (gdzie mogę kupić) _____ them?
2. Could you please (powiedzieć mi, kiedy) _____ the performance starts?
3. I would like to know how often (powinno się ładować) _____ my new phone.
4. (Zastanawiam się, czy) _____ this new tablet is better than my old one.

REPORTED SPEECH

Mowa zależna służy do relacjonowania tego, co ktoś powiedział. W zdaniach w mowie zależnej:

- używamy zwrotów **say** i **tell somebody**: *I work in IT. He told me he worked in IT. He said he worked in IT.* (NOT: ~~He said me he worked in IT.~~)
- zmieniamy czasy:
present (simple, continuous) → past (simple, continuous)
present perfect → past perfect
past simple → past perfect
will (future simple) → would
can → could
I'll help you. → She said she'd help me.
- zmieniamy zaimki:
It is my book. → She said it was her book.
- zmieniamy przysłówki czasu:
now → then
ago → before
next → the following, the next
today → that day
tonight → that night
tomorrow → the next day, the following day
this week → that week
next month → the month after, the following month
yesterday → the day before, the previous day
three days ago → three days before
last week → the week before, the previous week
- możemy użyć **that**: *She told me (that) she was sick.*

W **pytaniach** w mowie zależnej:

- używamy najczęściej czasowników **ask, want to know, wonder** itp.: *Is it OK? → She asked me if it was OK.*
- zmieniamy czasy, jak w zdaniach twierdzących:
What time is it? → She asked me what time it was.
- zmieniamy szyk zdania (na szyk zdania twierdzącego):
What is the password? → She asked me what the password was.
- nie używamy operatorów np. **do**: *Do you like it? → She asked me if I liked it.*

3. Uzupełnij zdania. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

1. They _____ (tell / I) they worked in IT.
2. My dad said _____ (he / buy) his first mobile phone in 1995.
3. Julie asked _____ (we / if) liked her new car.
4. She asked me _____ (I / be) interested in upgrading my phone.

4. Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki. Cztery wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A. asked B. told C. said D. would
E. will F. were G. was H. is

The worst predictions about technology

Have you ever thought about how many times so-called professionals **1.** _____ wrong about the future? Well, here are some examples.

In 1876, a chief engineer of the British Post Office said that the British **2.** _____ never need telephones because they had plenty of messenger boys.

In 1977, a well-known businessman **3.** _____ the media that there was no reason for any individual to have a computer at home.

In 1981, an inventor said publicly, 'Mobile phones **4.** _____ never replace landlines.'

Unit 7

CONDITIONAL SENTENCES (ZERO, FIRST)

Zdań warunkowych typu 0 (**zero conditional**) używamy do mówienia o czymś, co jest zawsze prawdą, oraz do opisywania zjawisk przyrody:

If + present simple, present simple
If water reaches 0°C, it freezes.

Pierwszego okresu warunkowego **first conditional** używamy do opisywania prawdopodobnych sytuacji, które mogą wydarzyć się w przyszłości:

If + present simple, will + czasownik
If it is a nice day, we'll go to the beach.

Pamiętaj, aby w pierwszym okresie warunkowym prawidłowo używać czasownika w 3. osobie liczby pojedynczej (w czasie **present simple**) w zdaniach warunkowych: *If he goes shopping, he will buy some fruit.*

CONDITIONAL SENTENCES (ZERO, FIRST)

W zdaniach warunkowych zamiast słowa *if* (jeśli, jeżeli) możemy używać również:

- słowa **when**, kiedy jesteśmy pewni, że określone wydarzenia nastąpią: *I will give you the book when you come to see me.*
- wyrażenia **as soon as** (jak tylko): *As soon as I see John, I'll tell him the news.*
- słowa **unless** (jeśli nie): *Unless you tidy your room, you won't go out.*

To samo zdanie warunkowe możemy powiedzieć na dwa sposoby. Trzeba natomiast pamiętać o zasadach dodawania przecinków:

If we miss the bus, we'll get a taxi.

We'll get a taxi if we miss the bus.

1. Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyraz już podany.

- You must have a valid bus ticket in Norway. Otherwise you may have to pay a fine. **HAVE**
If _____ a valid bus ticket in Norway, you may have to pay a fine.
- Every time an airline cancels your flight just before the departure, they must give you a refund. **CANCELLED**
When your flight _____ just before the departure, you can claim a refund.
- I'm waiting for the taxi. When it's here, I'll be off. **ARRIVES**
I'll leave as soon as _____.
- If you don't get through airport security on time, you will miss your flight. **UNLESS**
_____ through airport security on time, you will miss your flight.

CONDITIONAL SENTENCES (SECOND)

Drugiego trybu warunkowego (*second conditional*) używamy, gdy mówimy o sytuacjach i wydarzeniach niemożliwych/nieprawdopodobnych do zrealizowania, np.:

If my aunt had a beard, she would be my uncle.

If + past simple, would + czasownik

Jednym z popularnych zastosowań drugiego trybu warunkowego jest zwrot *If I were you...* (Gdybym był/była na Twoim miejscu...): *If I were you, I'd apologise to your mum.*

To samo zdanie warunkowe możemy powiedzieć na dwa sposoby. Trzeba natomiast pamiętać o zasadach dodawania przecinków: *If I were you, I'd work hard.*

I'd work hard if I were you.

2. Uzupełnij zdania. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. W każdą lukę możesz wpisać dokładnie trzy wyrazy, wliczając w to wyraz już podany.

- If _____ (I / be / you), I would go on a guided tour of Budapest.
- She _____ (be) a successful writer if she ever decided to publish her works.
- If _____ (I / win) the lottery, I would go on holiday for a year.
- They would be very happy if _____ (they / album / become) successful.

PASSIVE VOICE

Czas	Strona czynna	Strona bierna
present simple	He opens the shop at 6. She writes letters once a week.	<i>The shop is opened at six.</i> <i>Letters are written once a week.</i>
past simple	She wrote a letter yesterday. He bought a lot of souvenirs yesterday.	<i>A letter was written yesterday.</i> <i>A lot of souvenirs were bought yesterday.</i>
present continuous	They are painting a beautiful picture now. He is writing the letters now.	<i>A beautiful picture is being painted now.</i> <i>The letters are being written now.</i>
present perfect	They have done this job. She has already opened the boxes.	<i>This job has been done.</i> <i>The boxes have already been opened.</i>
past continuous	They were doing the project at 7 o'clock. They were checking the plans.	<i>The project was being done at 7 o'clock.</i> <i>The plans were being checked.</i>
future simple	They will make the cake.	<i>The cake will be made.</i>

Strony biernej używamy, kiedy mówimy o czynności, której wykonawca jest nieznany lub nieistotny (tzn. bardziej interesuje nas fakt wykonania czynności niż osoba ją wykonująca).

Stronę bierną tworzymy za pomocą odpowiedniej formy czasownika *be* i formy *past participle* czasownika (tzw. trzeciej formy), który określa, jaka czynność jest lub została wykonana.

Jeśli w zdaniach w stronie biernej chcemy wskazać wykonawcę czynności, wówczas używamy słowa *by*: *Jurassic Park was directed by Steven Spielberg. By* możemy też użyć z zaimkami osobowymi: *by me, by you, by him, by her, by us, by them*.

3. Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1. Don't get your hopes up. I think all the best seats (będą zabrane) _____.
2. It's a very unconventional hotel. The sheets (są prane) _____ just once a week.
3. I'm sorry I'm late. My flight (był opóźniony) _____ for 2 hours last night.
4. I have to make the hotel booking now. I (nie zrobiłem tego) _____ yet because the internet was down.

4. E Przeczytaj tekst. Wybierz poprawne odpowiedzi: A, B albo C.

People like pirates these days

Did you know that the famous series of films about pirates had its origins in a theme park ride? It all started with a ride which **4.1.** _____ in 1967. Nowadays, huge profits from several similar rides, spin-off novels and video games **4.2.** _____ by the franchise every year. When it comes to the films, however, they have grossed over \$4.5 billion worldwide. The actor playing the main character **4.3.** _____ \$55 million for the last production. He recently announced that he **4.4.** _____ in the next part, too.

- | | | | |
|-------------|----------------------|------------------------|-------------------------|
| 4.1. | A. opens | B. is opened | C. was opened |
| 4.2. | A. reports | B. are reported | C. were reported |
| 4.3. | A. is made | B. was made | C. made |
| 4.4. | A. would star | B. star | C. will star |

8

REPETYTORIUM

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str.109 zad.6.2, 4, 5, 7 i kompozycja planu, Krzysztof Mrawiński - str.109 zad.6.3 i ramki obrazów

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