1 CZŁOWIEK

1 Wpisz w luki brakujące słowa.

1 _First name_: Karen
2 _____: Smith
3 _____ of birth: 9/11/1988
4 _____: Teacher
5 _____: 33 London Road, Reading, RG3 OX9

2 Spójrz na ilustrację i zdecyduj, czy podane zdania są prawdziwe (P), czy fałszywe (F). Napisz P lub F obok zdań.



1 The student is slim. *P*
2 The teacher is bald. _____
3 The student has a pony tail. _____
4 The teacher has got a moustache. _____
5 The student has got wrinkles. _____
6 The teacher is plump. _____
7 The student has got large eyes. _____
8 The teacher has got a scar on his cheek. _____

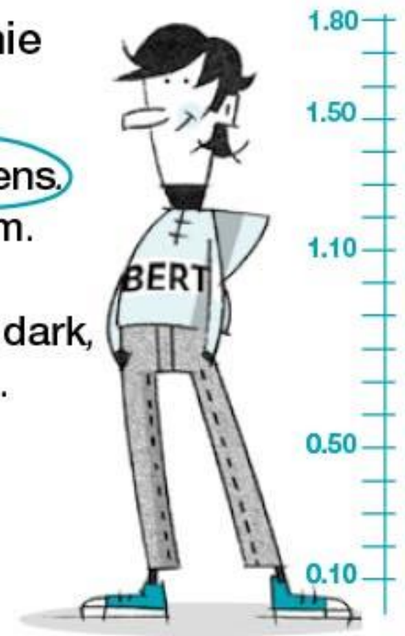
3 Dopasuj słowa z ramki do odpowiednich zdań.

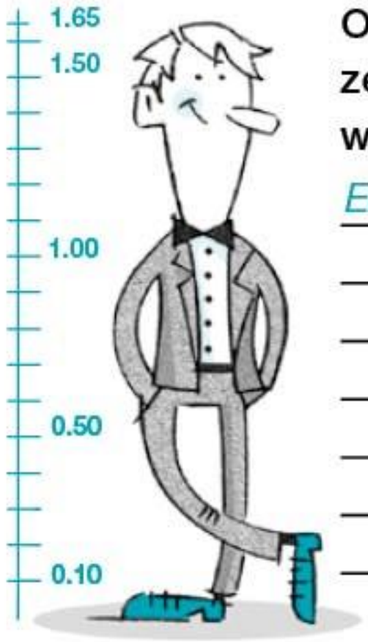
gloves ~~hat~~ pyjamas scarf skirt socks tie trainers umbrella underwear

1 You wear it on your head. _hat_
2 You wear it round your neck. _____ and _____
3 You wear them at night. _____
4 Usually only women wear it. _____
5 You wear them on your feet. _____ and _____
6 You wear it every day under your usual clothes. _____
7 You wear them on your hands in winter. _____
8 You take it with you when it rains. _____

4 Wybierz słowa, które poprawnie uzupełniają opis.

Bert is [1]**an elderly man / in his teens.**
He's [2]**tall / short** and [3]**plump / slim.**
He's got [4]**tiny / large** eyes and
[5]**full / thin** lips. His hair is [6]**blond / dark,**
[7]**short / long** and [8]**curly / straight.**
He's wearing [9]**smart / casual**
clothes. I think his style is
[10]**quite formal / a bit scruffy.**





Opisz Erniego, używając wyrazów ze słowniczka na stronie 4 w podręczniku.

Ernie is … _____
_____
_____
_____
_____
_____
_____

5 Połącz zdania 1–8 ze zdaniami A–H.

1	I'm decisive.	A	I hardly ever change my opinions.
2	I'm sociable.	B	I always tell the truth.
3	I'm quiet.	C	I know what I'm good at.
4	I'm creative.	D	I'm not afraid of difficulties.
5	I'm honest.	E	I make quick decisions.
6	I'm brave.	F	I'm always full of ideas.
7	I'm stubborn.	G	I don't talk much.
8	I'm confident.	H	I love being with people.

6 Uzupełnij zdania słowami z ramki.

annoyed ~~bored~~ confused depressed excited surprised worried

1 We were so _bored_. There was nothing interesting to do there.
2 I'm totally _____. Could you explain that again, please?
3 It's midnight and Mike hasn't come home yet. Mum's _____ about him.
4 I was really _____. I thought my life made no sense.
5 Imagine, we met our neighbours on the beach in Australia! We were really _____.
6 I'm so _____ about the trip! I couldn't sleep last night.
7 Our English teacher rarely gets _____ – she is a very calm person.

7 **Uzupełnij zdania tak, żeby mówiły o tobie i były prawdziwe.**

1 I get angry when _____.
2 My parents are worried when _____.
3 When I'm happy, I _____.
4 When I can't find my phone, I _____.
5 Sunday evenings make me feel _____.
6 I'm disappointed when _____.

8 **Wpisz podane przymiotniki do odpowiedniej kategorii w tabeli.**

~~amused~~ exhausted fashionable generous handsome lonely modest overweight polite scared selfish thin

LOOKS	PERSONALITY	EMOTIONS/FEELINGS
		amused

9 **Uzupełnij zdania przymiotnikami z zadania 8.**

1 All of Louisa's friends are away on holiday. She's *lonely*.
2 Pauline is very _____ and always remembers to say 'please' and 'thank you'.
3 Patrick is a really _____ man. He's well-built and has nice brown eyes.
4 Mr Douglas is _____ after the marathon. He has run 42 kilometres.
5 Gina always buys her friends nice presents. She's _____.
6 It's late at night and Sam can hear a strange noise outside. He's a little bit _____.
7 Melanie never talks about her successes. She's very _____.
8 Freddie used to be very fit at high school. Now he's a bit _____.

10 **Uzupełnij poniższy tekst, wpisując jedno słowo w każdą lukę.**

I've known Eileen for a long time because her family live near mine. I've always been fond [1] *of* her, but recently, my feelings have changed and I think I'm falling [2] _____ love with her. She's got a great sense [3] _____ humour and she always makes me laugh. I can never get angry [4] _____ her, even when she's an hour late for the cinema and we miss the film. I'm [5] _____ a good mood today because I'm going to the art gallery with Eileen. We're both really keen [6] _____ art, so we should have a lovely time together.

BBC VOX POPS

11 V1 ***It's important or not important that my friends* … Obejrzyj wideo i zaznacz (✓) słowa i zwroty, które usłyszysz.**

be there for | kind ✓ | make arrangements | mean | mess up | patient | pick up | reliable | sense of humour | sensitive | tidy | trustworthy

12 V1 **Obejrzyj ponownie wideo i dopasuj wypowiedzi 1–4 do odpowiednich osób. Następnie podaj polskie odpowiedniki wyróżnionych wyrażeń.**


Anya ☐


Jim ☐


Aimee ☐


Kate ☐

1 It's important that my friends are there for me. It's not so important if they **mess up**, as long as they're there at the end of the day.
2 It's not important to speak to my friends every day, but when we speak together we **pick up where we left off** the conversation.
3 It's important that my friends are reliable if we **make arrangements** to go somewhere.
4 It's important that my friends are trustworthy and **are there for me** when I need them and vice versa.

mess up – _____
pick up where we left off – _____
make arrangements – _____
be there (for somebody) – _____

13 **Uzupełnij zdania słowami/wyrażeniami z zadania 11.**

1 Peggy's really *reliable*. She is honest and I can depend on her.
2 I like Magda because she's got the same _____ as mine. We always laugh together and she's great fun!
3 I know that when I _____ with Danny, he won't let me down at the last minute.
4 Now that the break is over, let's _____ where we left off the lesson.
5 You will _____ the party if you don't come dressed up as a Star Wars warrior.
6 Rysio is my true friend: he is always _____ me when I need him.

14 **Odpowiedz w zeszycie na pytanie *What is important or not important about your friends?* Użyj od 50 do 120 słów.**

1.2 GRAMMAR

1 Napisz minidialogi według wzoru. Użyj form skróconych.









1

A: Kendall Jenner / English? A: *Is Kendall Jenner English?*

B: No / American B: *No, she isn't. She's American.*

A: she / a husband? A: *Has she got a husband?*

B: No / yet A: *No, she hasn't got one yet.*

2

A: Dua Lipa / famous? _____

B: Yes / famous for her song *Be The One*

_____

A: she / any albums? _____

B: Yes / two albums _____

3

A: Leo Messi / a tennis player?

_____

B: No / a football player _____

A: he / a wife? _____

B: Yes / her name / Antonella _____

4

A: the members of *Coldplay* / siblings?

_____

B: No / they _____

A: they / any sports awards? _____

B: No / but / they / lots of music awards

_____

2 Przetłumacz na język angielski podane w nawiasach fragmenty zdań.

1 (**Jesteś**) *Are you* at school?
2 I don't like our neighbours. (**Są**) _____ really annoying.
3 I can see his new car over there. (**Jest**) _____ big and red.
4 (**Mamy**) _____ 14 years old.
5 Mr Black is very busy. (**Czy ma**) _____ any time to read my story?
6 Ann is an only child, she (**nie ma**) _____ any brothers or sisters.

3 Uzupełnij poniższe pytania odpowiednimi formami czasowników *to be* oraz *have got*. Odpowiedz na pytania zgodnie z prawdą. W przeczeniach użyj form skróconych.

1 What *is* your name? *My name is ...*
2 How old _____ you? _____
3 How tall _____ you? _____
4 What colour eyes _____ you _____ ? _____
5 How long _____ your hair? _____
6 How many Facebook friends _____ you _____?

_____

4 Na podstawie podanych wyrazów i wyrażeń napisz zdania w czasie Present Simple.

1 photographers / like / taking photos of Kendall Jenner / ?
Do photographers like taking photos of Kendall Jenner?
2 Leo Messi / have got / a collection of jerseys / .
_____
3 Taylor Swift's clothes / go well with / her personality / ?
_____
4 Bruno Mars / care about / fashion / ?
_____
5 Tobey Maguire / be / vegetarian / so he / not eat / meat / . _____

5 Na podstawie podanych wyrazów i zwrotów opisz codzienne zajęcia Kevina.

Our neighbour Kevin is a DJ.

1 always / 11 a.m. / on weekdays / get up / .
He *always gets up at 11 a.m. on weekdays.*
2 usually / for breakfast / have cocoa / .
He _____
3 have scrambled eggs / never / .
He _____
4 8:15 p.m. / start work / .
He _____
5 5:30 a.m. / finish work / .
He _____
6 at noon / usually / play the drums / .
He _____

6 Uzupełnij pytania na podstawie odpowiedzi do zadania 5.



1 What time *does he always get up* on weekdays?
2 What _____ breakfast?
3 _____ scrambled eggs?
4 What _____ 8:15 p.m.?
5 When _____ work?
6 What _____ at noon?

7 Na podstawie podanych wyrazów i wyrażeń napisz zdania w czasie Present Continuous.

1 Carla and Paul / run for the bus / .
Carla and Paul are running for the bus.
2 I / do a crossword puzzle / now / .
3 We / read books / at the moment / .
4 Anna and her friends / play handball / .
5 Nick / swim in the pool / .

8 Uzupełnij opis zdjęcia czasownikami z ramki w czasie Present Continuous.

look ~~not do~~ not talk sit smile take wear



The photo shows six teenagers in a park. They [1] *aren't doing* anything special. They [2] _____ on some steps or on a bench. The teens [3] _____ light clothes. I think it's springtime. One girl [4] _____ a selfie of the whole group. Everyone [5] _____ in one direction, but they [6] _____. It seems they're enjoying themselves because they [7] _____.

9 Uzupełnij zdania czasownikami w nawiasach w czasie Present Simple i Present Continuous.

1 Can you describe your best friend? What (**she / look**) *does she look* like?
2 A: Are you ready?
B: Almost. I (**get**) _____ dressed.
3 A: Why (**you / take off**) _____ your shoes?
B: Because we always (**put on**) _____ slippers at home.
4 Mum, I can't talk now, I (**try on**) _____ some clothes.
5 This blouse (**not fit**) _____ me. It's too small.

10 Zakreśl słowa, które poprawnie uzupełniają zdania.

1 I usually **have / am having** lunch at school.
2 Now I **see / 'm seeing** what you mean.
3 **Do you think / Are you thinking** English is easy?
4 Cathy's not ready to go out yet. She **has / is having** a shower.
5 What **does Simon think / is Simon thinking** about?

11 Napisz zdania w czasie Present Simple lub Present Continuous. Nie zmieniaj kolejności podanych wyrazów.

1 My brother / want / to go home now / .
My brother wants to go home now.
2 you / understand / this exercise / ?
3 The manager is busy. She / talk to / a customer / .
4 you / need / anything from the shops / ?
5 Olek / not know / the answer to this question / .
6 Mathew / look / at some photos at the moment / .

12 Uzupełnij zdania czasownikami w nawiasach w bezokoliczniku lub z końcówką *-ing*.

1 I suggest (**go**) *going* to the cinema. And what do you want (**do**) *to do*?
2 We usually finish (**write**) _____ tests before the set time.
3 I hate (**get**) _____ bad marks.
4 He always refuses (**help**) _____ me.
5 Can you imagine (**live**) _____ in the 19th century?
6 I don't mind (**get up**) _____ early to walk the dog.

13 Uzupełnij zdania poprawnymi formami czasowników z ramki.

buy ~~do~~ listen swim try watch

1 Crossword puzzles really get on my nerves. I hate *doing* them.
2 Scuba diving really interests me. I'd love _____ it.
3 I prefer _____ interviews with stars to fashion shows.
4 My old sunglasses are awful. I'd like _____ new ones.
5 My sister keeps saying she's bored to death. I can't stand _____ to her.
6 I go to the pool a lot because I like _____.

1.2 GRAMMAR

14 Uzupełnij e-mail wyrazami z ramki w odpowiedniej formie.

~~be~~	come	do	go	hate	not go
not play	2x play	twice	week	work	

To: magda123@netmail.com

Subject: Nice to meet you!

Dear Magda,

My name [1] *is* Luisa and I [2] _____ from Manchester. I'm 14 and I'm a primary school student. My mother [3] _____ as a receptionist at a doctor's surgery. My father is a music teacher. He also [4] _____ the piano in a jazz club [5] _____ a week, on Fridays and Saturdays. My brother Sean is seventeen. He [6] _____ to the same school as me – he [7] _____ to the local college three days a [8] _____.

I [9] _____ volleyball and tennis. What about you? Do you do any sport? And what about music and cinema? What [10] _____ you like? My favourite kind of music is pop but I don't have any favourite musicians. I [11] _____ any musical instrument. I love romantic and fantasy films, but I [12] _____ watching science-fiction films. My favourite actor is Johnny Depp, especially as Jack Sparrow in *Pirates of the Caribbean*.



Please write to me and tell me about yourself.

Take care,

Luisa

15 Przetłumacz brakujące fragmenty zdań na język angielski.

1 Alicja ma krótkie, kręcone włosy.
Alicja *has got short curly* hair.

2 Czy wierzysz w duchy?
_____ in ghosts?

3 Czy często nosisz buty sportowe?
_____ sports shoes?

4 Mój młodszy brat nigdy nie jest złośliwy.
My younger brother _____.

5 Janek ma dobre poczucie humoru.
Janek has _____ humour.

6 Nie mogę sobie pozwolić na wyjazd w góry w tym roku.
I can't _____ to the mountains this year.

7 Anya chciałaby płynnie mówić po angielsku.
Anya _____ English fluently.

16 Wybierz właściwe tłumaczenie i uzupełnij luki w zdaniach opcjami A, B lub C.

1 Jim (**przygotowuje się**) ___ to go out.
A is getting ready **B** gets ready **C** is ready

2 I really (**potrzebuję**) ___ a comfortable tracksuit to do gymnastics.
A needing **B** need **C** am needing

3 Olivia (**chce**) ___ to buy a checked skirt.
A likes **B** fancies **C** would like

4 Her children (**są czasami**) ___ stubborn.
A sometimes are **B** are sometimes **C** often are

17 Uzupełnij każdą lukę tak, aby zachować znaczenie zdania wyjściowego. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

1 I really don't like going to the opera.
I hate *going to* the opera.

2 Do you want to go out with Diane?
Do you fancy _____ with Diane?

3 I think she can draw well.
I think she _____ at drawing.

4 Could you describe him to me? Is he kind and clever?
What _____ like?

5 My best friend always puts me in a good mood.
My best friend _____ in a bad mood.

18 Przeczytaj tekst i uzupełnij luki w zdaniach opcjami A, B lub C.



Duncan [1] ___ from the Scottish Highlands – a historic region in Scotland. People living there are called Highlanders. They [2] ___ mountain men, strong and proud. Duncan's family traditions [3] ___ back to the 16th century. Duncan [4] ___ at some pictures in his family album at the moment. He and his family love [5] ___ Scottish songs together. At family parties, Duncan and his dad wear the Scottish kilt made from tartan cloth, a traditional Scottish checked fabric. The men put the kilt on for special occasions, for example weddings. It is not an everyday outfit, however. To work or to school, everyone prefers [6] ___ casual clothes.

1	**A** comes	**B** come	**C** coming
2	**A** are	**B** is	**C** have got
3	**A** going	**B** goes	**C** go
4	**A** looking	**B** is looking	**C** looks
5	**A** singing	**B** they're singing	**C** sing
6	**A** to wear	**B** wearing	**C** wear

READING

1 **Przeczytaj artykuł na temat kociej kawiarni oraz zasady zachowania się w tym miejscu. Na ich podstawie uzupełnij luki 1–5 w e-mailu do Kasi. Luki należy uzupełnić w języku polskim.**

MIAU CAFÉ



Ania Pawlicka is passionate about helping stray cats. She believes all cats should have loving homes. And that's what her *Miau Café* is: a safe and caring home for cats that were stray before. What's more, it is also a place where people can try delicious cakes and relax playing with Ania's cats. Her passion has become her work – how clever is that?

The start of the café was not a piece of cake because Ania did not have enough money. However, her passion and mission to help stray cats was an inspiration to almost 2,000 people who gave her 68,000 Polish zloty through crowdfunding. Thanks to their support Ania could renovate the place and get all the equipment needed to run the café: a coffee machine, tables, chairs, cat towers and walkways. As a result, you can now enjoy a cup of coffee and a bunch of happy cats in a warm and cosy atmosphere.

It is great fun to watch the cats and get to know them. Each one is different: some are more plump, some are slim; some are a bit lazy, others are energetic and sociable. Cat lovers believe these animals are the best anti-depressants: stroking a cat makes you forget about your problems.

If you like cats and aromatic coffee, *Miau Café* is the purr-fect place for you!

Open: Tuesday–Sunday 11 a.m.–9 p.m.

Miau Café House Rules



1 Not every cat likes to be stroked so do it only when it comes to you itself.
2 Cats don't enjoy being stroked when they are asleep so don't disturb them.
3 If you fancy taking pictures of the cats, do it, but please don't use flash.
4 Don't speak too loud because cats avoid noise.
5 Don't feed the cats – they have special pet food prepared for them.
6 Be responsible and watch your kids so they don't scare the cats.

Do: Kasia

Cześć, Kasiu!

Czy masz już jakieś plany na sobotę? Może poszłabyś ze mną do Miau Café? To wyjątkowa kawiarnia. Jej właścicielka, Ania Pawlicka, stworzyła w niej azyl dla bezdomnych kotów. Oczywiście można się tam również napić kawy i spróbować [1] _____.

Podobno Ania zrealizowała swoje marzenie dzięki pomocy internautów. [2] _____ osób podarowało jej pieniądze na otwarcie kawiarni.

Ale najlepszą rzeczą w Miau Café jest to, że można bawić się z kotami. Komfort zwierzaków jest jednak najważniejszy. Nie wolno im [3] _____, robić zdjęć z lampą błyskową, ani ich [4] _____, bo mają specjalną karmę.

Gdybyś miała już plany na sobotę, możemy wybrać się do Miau Café w inny dzień. Kawiarnia jest czynna [5] _____ w godzinach 11:00–21:00. Daj znać, co Ty na to.

Bartek

LISTENING

2 2.23 **Usłyszysz dwukrotnie trzy wypowiedzi dotyczące wizyt w różnych kawiarniach. Na ich podstawie z podanych odpowiedzi wybierz właściwą: A, B lub C.**

1 How did the girl feel in the coffee shop?
A satisfied **B** frightened **C** embarrassed

2 How did the man feel about his visit to the cat café?
A amused **B** surprised **C** disappointed

3 How did the boy feel when he was last in the café?
A exhausted **B** excited **C** bored



1.5 & 1.6 FUNCTIONS & WRITING

FUNCTIONS

1 **Do każdej z opisanych sytuacji dobierz właściwą reakcję.**

1 Chcesz przedstawić się grupie dorosłych.
- **A** I'd like to say hello to everyone.
- **B** Let me introduce myself.
- **C** Nice to meet you.

2 Nie dosłyszałeś/dosłyszałaś nazwiska osoby, która Ci się przedstawiła.
- **A** Can you spell your last name, please?
- **B** Can I call you by your first name?
- **C** Sorry, I didn't catch your surname.

3 Skończyłeś/Skończyłaś rozmawiać z nowo poznaną osobą. Co powiesz?
- **A** Pleased to meet you.
- **B** It's been nice talking to you.
- **C** Excuse me.

4 Pytasz kolegę, jaki jest jego brat.
- **A** What's your brother like?
- **B** How's your brother?
- **C** What does your brother look like?

5 Chcesz powiedzieć, że interesujesz się upcyklingiem. Co powiesz?
- **A** I'm useless at upcycling.
- **B** I'm into upcycling.
- **C** I dislike upcycling.

WRITING

Wskazówka

Opis osoby powinien być zwięzły, ale jednocześnie poparty przykładami. Są one koniecznym rozwinięciem punktów z zadania egzaminacyjnego.

2 **Połącz zdania 1–5 ze zdaniami A–E.**

1 Lynn is very keen on painting. *E*
2 Alex has a great sense of humour. _____
3 My mum dislikes winter sports. _____
4 My grandma is really generous. _____
5 My best friend can be quite stubborn. _____

- **A** She never goes skiing with us.
- **B** He doesn't change his mind easily.
- **C** She loves giving gifts to her friends.
- **D** He can always see the funny side of a situation.
- **E** She wants to study art in the future.

3 **Rozwiń poniższe zdania, podając przykłady wzbogacające opis. Użyj podanych wyrazów, nie zmieniając ich formy.**

1 Marek is very ambitious. **HARD-WORKING**
He *is hard-working and always comes to class prepared.*
2 Dana is really pretty. **WAVY**
She _____.
3 Sarah is quite sociable. **FRIENDS**
She _____.
4 Tom is rather calm. **GET ANGRY**
He _____.
5 Ann is very helpful. **TAKES CARE**
She _____.

4 **Przeczytaj zadanie egzaminacyjne i na podstawie podanych w nawiasach słów dopisz brakujące fragmenty zdań w e-mailu. Następnie zdecyduj, czy autor odniósł się do wszystkich elementów zadania i odpowiednio je rozwinął.**

Do twojej klasy dołączyła nowa koleżanka.
W e-mailu do znajomej:
- opisz wygląd koleżanki i to, jak się ubiera,
- wyraź opinię na temat jej charakteru,
- przedstaw jej niecodzienne hobby.

Limit słów: 50–120.

To: Kate

Hi Kate,
I hope you're doing OK. I'm fine and my school is OK, too. There is a new girl in our class and I quite like her.
[1](**She / name / be**) *Her name is* Annie. She is tall and she [2](**have / long / red**) _____ hair with a fringe.
Her face [3](**be / full / freckles**) _____. Annie [4](**like / wear**) _____ dark clothes which match her hair.
I think Annie [5](**be / nice / person**) _____.
She's quite sociable: she likes to have a laugh and is fond of people. Annie has an unusual hobby. Every Saturday she [6](**go / beach**) _____ and collects shells. Then she makes her own jewellery with them.
Tell me about your classmates. Who are you friends with?
Best,
Peter

5 **W trakcie wymiany uczniów dzielisz pokój z kolegą/koleżanką z Anglii. Napisz w zeszycie e-mail do swojego nauczyciela angielskiego, w którym:**

- opiszesz osobę, z którą dzielisz pokój,
- napiszesz, jak spędzacie wolny czas,
- poinformujesz, kiedy wracasz.

Limit słów: 50–120.

1 Uzupełnij zdania wyrazami z ramki.

1 wear | wearing

a I don't mind *wearing* a school uniform.
b Marta is _____ a beautiful dress.
c How many people in your family _____ glasses?

2 got | having

a He's _____ lunch in the school canteen.
b She's _____ big brown eyes.
c I like this jacket. It's _____ lots of pockets.

3 high | tall

a Most students in my class are quite _____.
b It's a perfect hairstyle for a boy with a _____ forehead.
c Does your mother ever wear _____ heels?

4 in | with

a Do you think this top goes well _____ my jeans?
b What kind of weather puts you _____ a good mood?
c I'm always angry _____ my sister when she borrows my clothes.

2 Uzupełnij tekst, wpisując w każdą lukę jedno słowo z ramki. Trzy wyrazy zostały podane dodatkowo.

checked fit match off on tight



A New Life for Lone Socks

How we occasionally lose a sock in the wash is a big mystery. It is annoying when your collection of single socks keeps growing, right? The new trend of wearing socks that don't [1]_____ is a perfect solution to the problem. You can mix any patterns and colours. If you like, you can wear a bright striped sock with a dark [2]_____ one. But as in every trend, there are also rules. It's important that you only put [3]_____ socks of the same length and material.

3 Przetłumacz na język angielski fragmenty zdań podane w nawiasach.

1 a I (**mam**) *have got* two sisters and a brother.
b I (**mam**) _____ 14 years old.
2 a My mum (**czyta**) _____ a lot of books in English.
b My dad (**czyta**) _____ a travel book at the moment.
3 a Do you want (**obejrzeć**) _____ a fashion show?
b I really fancy (**obejrzeć**) _____ a good comedy tonight.
4 a (**Czy kupujesz**) _____ this jacket now?
b (**Czy kupujesz**) _____ clothes or shoes online?

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

1 My best friend really (**lubi grać**) _____ board games.
2 (**Czy znasz**) _____ her middle name?
3 Why (**Tom ma na sobie**) _____ a suit and a pair of slippers?
4 In my opinion, yellow (**nie pasuje**) _____ you.

5 Uzupełnij każde zdanie z lukami tak, aby zachować sens zdania wyjściowego. W każdą lukę możesz wpisać jeden wyraz.

1 What's his address?
Where *does* *he* **LIVE**?
2 Snakes are frightening for me.
I _____ **AFRAID** _____ snakes
3 We play basketball on Mondays, Tuesdays and Fridays.
We play basketball **THREE** _____ _____ week.
4 What colours do they like most?
What _____ _____ **FAVOURITE** colours?
5 Where do you fancy going on holiday this summer?
Where would you **LIKE** _____ _____ on holiday this summer?

6 Wykorzystując podane wyrazy, uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany.

1 Is Robert fond of cats? **LIKE**
_____ cats?
2 My hair is quite short now. **GOT**
I _____ quite short hair now.
3 When is the end of their school day? **TIME**
What _____ finish school?
4 James never takes off his watch before he takes a shower. **WEARS**
James _____ his watch in the shower.

9 1.08 **Posłuchaj nagrania i sprawdź swoje odpowiedzi. Przy każdym z imion dopisz w zeszycie co najmniej jeden przymiotnik użyty w dialogu do określenia charakteru danej osoby.**

10 Które przymiotniki poprawnie określają mówiące osoby?

1 Don't worry. Everything will be OK. We've got plenty of time. *relaxed / responsible*

2 I must do it, I must win … Second place is not good enough. *ambitious / argumentative*

3 Lend you five pounds? I'm afraid I can't … I may need it later. *mean / rude*

4 I was very upset when I read about the accident. *sensible / sensitive*

5 No, no and no. I'm not going to change my mind. *stubborn / selfish*

6 Well, yes, I was afraid, but I did it anyway … Someone had to. *patient / brave*

7 No, not this way. Listen, everyone. I'll tell you how to do it. *bossy / generous*

8 Welcome, my dear. Sit down and make yourself comfortable. Would you like something to eat? *hospitable / talkative*

11 W parach odpowiedzcie na pytanie.

Which adjectives in exercises 8–10 describe you best? Why?

12 Zmień znaczenie przymiotników z ramki, używając przedrostków *un-, in-, im-, ir-, dis-*. Następnie w zeszycie uzupełnij zdania powstałymi przymiotnikami.

[dependent polite honest sociable responsible]

1 You can't trust that man to tell you the truth. He's ? .
2 Ella wants to live on her own, work, and make her own decisions. She's very ? .
3 My parents won't let me use the car. They say I'm ? .
4 The way Anne spoke to that lady was awful. She's really ? sometimes.
5 I don't really like being with a lot of people. My sister says I'm ? .

13 Pracujcie w parach. Każdy z was opisuje znaną wam obojgu osobę, wykorzystując przymiotniki z ćwiczeń 8–12, ale nie podaje jej imienia. Drugi uczeń zgaduje, o kogo chodzi.

UCZUCIA

14 Które przymiotniki poprawnie uzupełniają zdania?

1 We thought we were going to be killed! It was a really *frightened / frightening* situation.
2 When I noticed nobody was listening to me, I got really *annoyed / annoying*.
3 There wasn't much to do on holiday and we were rather *bored / boring*.
4 I've been trying to phone the helpline for an hour and nobody picks up the phone. This is really *frustrated / frustrating*!
5 I'm really *excited / exciting* about the holiday. I've never been abroad before.
6 November is a *depressed / depressing* time of year, don't you think?
7 I was *disappointed / disappointing* with my test results. I hoped they'd be better.
8 I'm a bit *worried / worrying*. I don't know why Claire hasn't arrived yet.
9 His speech was very *moved / moving*.

15 Wybierz cztery przymiotniki z ćwiczenia 14. Opowiedz koledze/koleżance o sytuacjach ze swojego życia, do których można je zastosować.

I felt frightened when …
I remember a frustrating situation when …

ZWROTY

16 Jakie formy czasowników z ramki poprawnie uzupełniają pytania? W parach zadajcie sobie te pytania.

[be have lose make (x2) stand]

1 When did you last ? a bad day? What happened?
2 Is there a type of person that you just can't ? ?
3 When did you last ? your temper? Why?
4 ? you fond of little children? Why?/Why not?
5 Does it upset you when someone ? fun of you? Why?
6 Have you ? up your mind about what you want to do after you finish school?

17 Które odpowiedzi pasują do pytań?

1 What does your friend Emma look like?
2 What is she like?
3 What does she like (doing)?
4 What does she do?
5 How is she (now)?

a She's keen on dancing and art.
b Tall, slim, with long red hair.
c Fine, thank you. She's enjoying life as a student.
d She's a university student.
e She's good-looking, intelligent and kind-hearted. In fact, she's perfect!

SŁUCHANIE 1

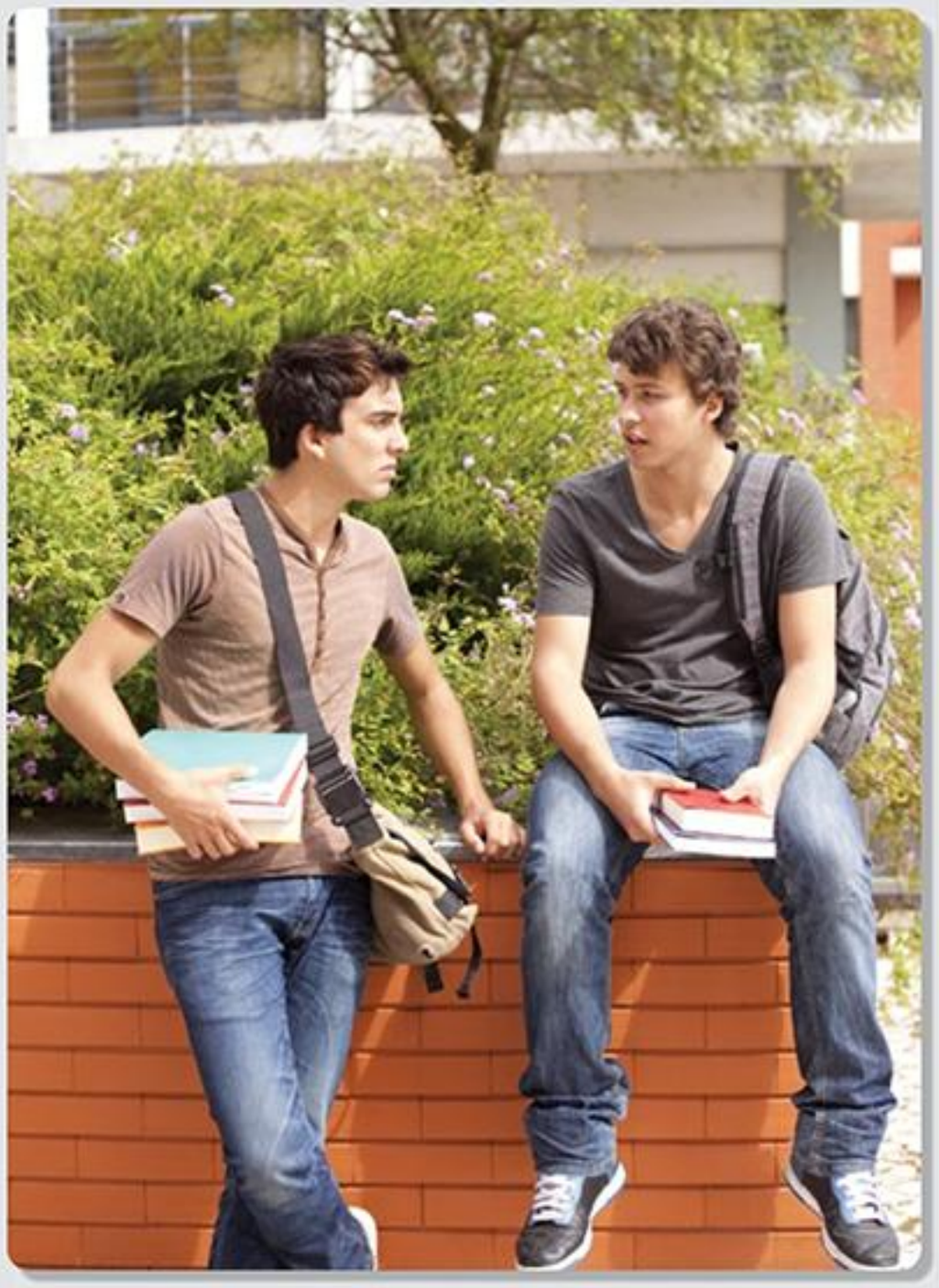
18 Pomyślcie o osobach, które lubicie. W parach zadajcie sobie nawzajem pytania z ćwiczenia 17 o tych osobach.

19 Jakie przyimki poprawnie uzupełniają pytania? W parach zadajcie sobie te pytania.

1 What did you look like ? the age of five?
2 What did your parents look like when they were ? their twenties?
3 How old were you when you first fell ? love?
4 What qualities do you have ? common with your parents/brother/sister?
5 What sort of things do you worry ?
6 Do you sometimes feel fed up ? everything?
7 What sort of people do you look ? to? Why?
8 What puts you ? a good mood?
9 Do you function well ? stress or does it get you down?
10 What are you especially interested ?
11 Are you ever angry ? your best friend?

20 W parach opiszcie zdjęcie i odpowiedzcie na pytania.

Zadanie



1 What do you think the boys are going to do next?
2 How would your friends describe you?
3 Tell me about an argument you or someone you know has recently had.

TEST WIELOKROTNEGO WYBORU

1 W parach odpowiedzcie na pytanie.

Do you think it helps in life to be good-looking and well-dressed?

2 SŁOWNICTWO Które zakończenia zdań pasują do początków? Nieznane wyrazy sprawdź w *Banku słów*.

1 If someone's **going bald**,
2 Some men **shave their heads**
3 A **dress code** is
4 You would **get a haircut**
5 If you never **polish your shoes**,

a a set of rules about the clothes you have to wear in a particular situation or place.
b you'll look scruffy.
c they are losing their hair.
d to keep cool in the summer.
e if your hair was too long.

Zadanie

3 1.09 Dwukrotnie usłyszysz sześć nagrań. Które z podanych odpowiedzi A–C są zgodne z treścią nagrań?

1 The recording is
A a commercial for a clothes shop.
B an expert's opinion on how to dress well.
C an announcement for a sale.

2 What can't the woman describe about the man?
A His build.
B His hair.
C His eyes.

3 The conversation takes place
A in a job interview.
B at UK passport control.
C at a police station.

4 What does Mia like most about her boyfriend?
A His appearance.
B His sense of humour.
C His personality.

5 Which of these statements is <u>not</u> true about Scott's appearance?
A He's got short hair.
B He's got some piercings.
C He's got a tattoo.

6 The speaker says that
A most British men wear pyjamas.
B Italians don't dress well at weekends.
C Italian men care about the way they look.

4 W parach odpowiedzcie na pytania.

1 Is there a dress code at your school? Should there be one? Why?/Why not?
2 Do you think the men in your country care about the way they look? Why?/Why not? What about the women?

1 Człowiek

Enjoy who you are. Don't hate yourself for what you aren't.

Anonymous

SPRAWDŹ, ILE JUŻ UMIESZ

1 Przeczytaj nagłówki poniżej. W parach wymieńcie jak najwięcej wyrazów z każdej kategorii.

- Body parts *eye*
- Clothes *jacket*
- Personality *sociable*
- Feelings *frightened*

BANK SŁÓW, strony 40–41

DANE OSOBOWE

2 Zapisz w zeszycie informacje o sobie. W parach wymieńcie się informacjami, zadając odpowiednie pytania.

PERSONAL DETAILS

1 First name: ?
2 Surname: ?
3 Sex: male female
4 Date of birth: ?
5 Nationality: ?
6 Address: ?
7 Telephone number: ?
8 Email: ?
9 Marital status: single married
10 Occupation: ?

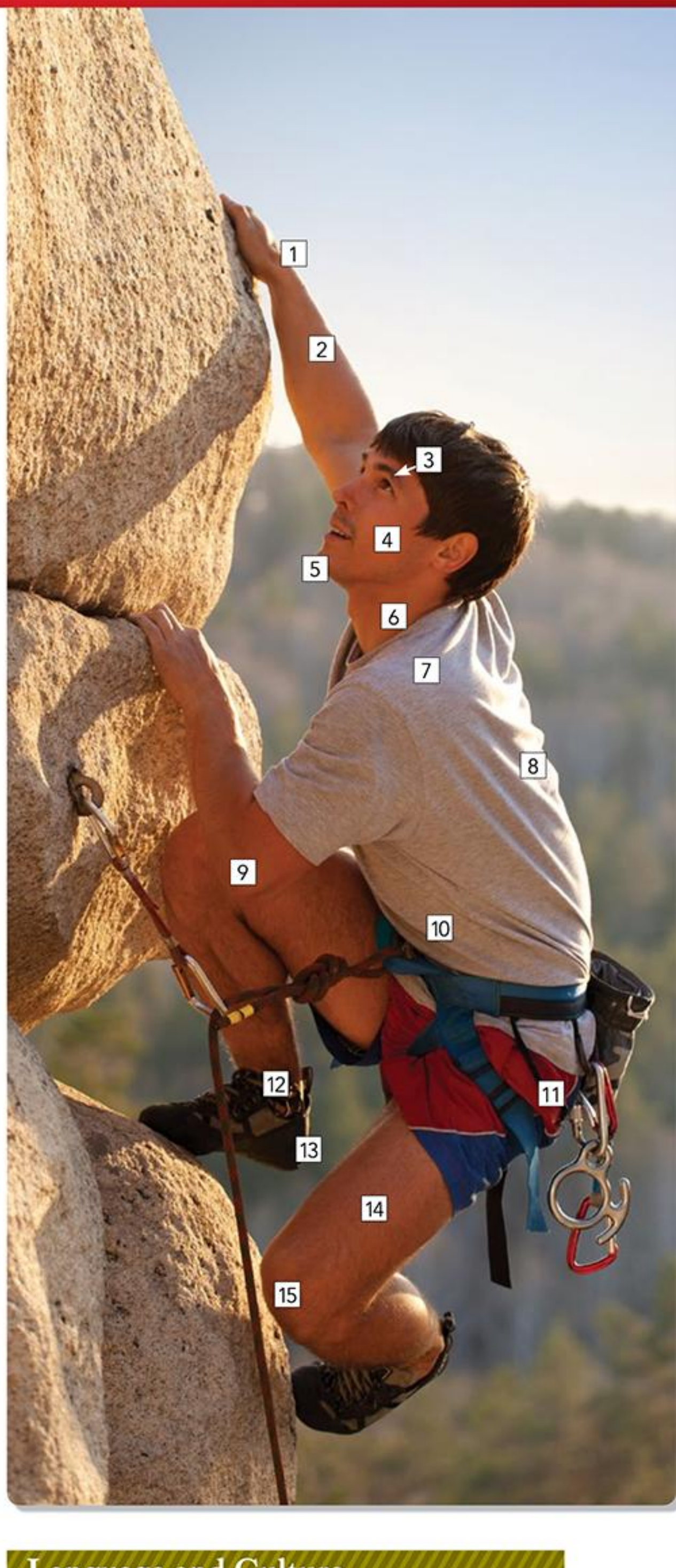
Language and Culture

Do not translate Polish addresses into UK format. It should be *ul. Żeromskiego 5 m. 6*, not ~~*5 Żeromski Street, flat 6*~~.
We read email addresses in English like this: ewa@mail.com = *ewa at mail dot com*

CZĘŚCI CIAŁA

3 Zapisz w zeszycie nazwy części ciała ponumerowanych na zdjęciu.

1 ? ? i ? ?
2 ? r ?
3 ? y ? ? ? ? ?
4 ? ? e ? ?
5 ? ? ? n
6 ? ? c ?
7 s ? ? ? ? ? ? ?
8 ? ? c ?
9 ? ? ? o ?
10 ? ? o ? ? ? ?
11 ? i ?
12 ? n ? ? ?
13 h ? ? ?
14 ? h ? ? ?
15 ? ? ? e



Language and Culture

In English we use possessive adjectives with the names of body parts: *She put her hand on her hip*. NOT *She put ~~the hand on the hip~~*.
He broke his leg. NOT *He broke ~~the leg~~*.

UBRANIA I AKCESORIA

4 1.05 **Danny wybiera się na rozmowę kwalifikacyjną i przyszedł pożyczyć eleganckie ubranie od przyjaciela. Które wyrazy z ramki poprawnie uzupełniają dialog? Posłuchaj nagrania i sprawdź swoje odpowiedzi.**

belt hat shirt suit tie trainers trousers

Vittorio: So, Danny, how about this dark grey Armani [1] ? The trousers are very comfortable and the jacket's a work of art.

Danny: This? Vittorio, I've never worn anything like that in my life. I wouldn't know how to behave. Haven't you got something less formal?

Vittorio: Hmm, maybe you're right. So just some good quality [2] ? and a jacket to go with them. How about these?

Danny: Maybe … Let me try them on. I think the trousers may be a bit too big.

Vittorio: Here's a [3] ? you can wear with them. Have you got a white [4] ?, Danny?

Danny: Erm, I do, but it's too small.

Vittorio: Try this one. And you need a proper silk [5] ?.

Danny: Oh, no …

Vittorio: Don't worry, I'll show you how to tie it. Which one do you prefer?

Danny: Doesn't matter. The striped one looks OK. Right ... Thank you very much, Vittorio, you saved my life, but now I'd better go before you put a [6] ? on my head.

Vittorio: I won't, but what about shoes?

Danny: Shoes?

Vittorio: Danny, I'll tell you a secret. You don't wear [7] ? with a suit and tie.

5 **W parach odpowiedzcie na pytania.**

1 What kind of clothes do you like wearing? Why?
2 What clothes are in fashion now?

WYGLĄD ZEWNĘTRZNY

6 **Przerysuj tabelę do zeszytu i wpisz wyrazy z ramki pod właściwymi nagłówkami.**

skinny handsome teenager bald dyed wrinkles elderly short scruffy beard curly overweight in his/her early twenties tall freckles well-built middle-aged medium height good-looking fringe moustache ponytail

Age	Height	Build	Hair	Face	General

7 1.06 **Popatrz na zdjęcie. Posłuchaj opisu dwóch z przedstawionych na nim osób i wskaż je na zdjęciu. Opisz jedną z pozostałych osób.**



Language and Culture

How tall are you?
Even though everyone in the UK learns the metric system at school, most people still measure their own bodies in feet and inches.
1ft (foot) – 30.48 cm; 1in (inch) – 2.54 cm
Feet and inches are also used in the USA. For example, when Michael Jordan played with the Chicago Bulls, he was six feet six (inches) tall, or more colloquially, six foot six. Can you calculate your height in feet?

CECHY CHARAKTERU

8 1.07 **Posłuchaj pięciu rozmów o osobach. Które przymiotniki pasują do imion? Jeden przymiotnik został podany dodatkowo.**

conceited tolerant outgoing reliable reserved helpful

1 Brian's ? .
2 Rebecca's ? .
3 Steve's ? .
4 Bella's ? .
5 Tom's ? .

2 MIEJSCE ZAMIESZKANIA

1 Spójrz na zdjęcie i odpowiedz na pytanie.



What type of house it is?

A a stately home
B a detached house
C a terraced house

2 Które elementy wymienione poniżej są widoczne na zdjęciu w zadaniu 1? Napisz T (Tak) lub N (Nie) obok słów.

1	lawn	*T*	6	tap	____
2	lift	____	7	window	____
3	fence	____	8	wall	____
4	chimney	____	9	intercom	____
5	fireplace	____	10	roof	____

3 Wpisz nazwy pomieszczeń oraz przedmiotów, które się w nich znajdują.



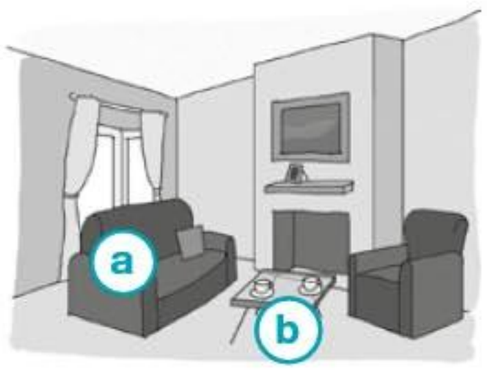
1 *bathroom*

a *s* h *o* w *e r*
b _ _ t _



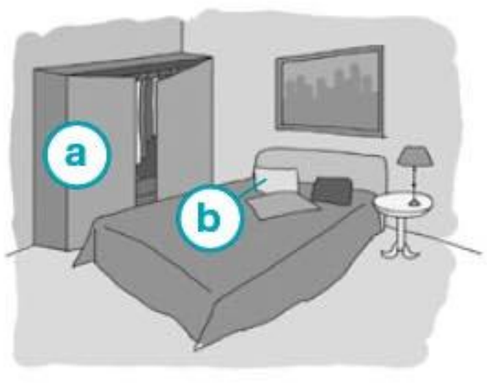
2 _____

a d _ _ _ w _ _ _ _ r
b _ r _ d _ _



3 _____

a _ _ f _
b _ _ ff _ _ t _ _ l _



4 _____

a _ a _ d _ _ b _
b p _ l _ _ w

4 Uzupełnij zdania wyrazami, których pierwsze litery zostały podane.

1 The **r***ubbish* bin is full. Can you empty it?
2 There are **f**_____ carpets in all the bedrooms.
3 It's very cold today. Can you turn on the central **h**_____?
4 The **f**_____ pan is dirty. I'll wash it up.
5 It's too hot. Let's switch on the air **c**_____.

5 Uzupełnij zdania słowami z ramki.

cosy crowded ~~expensive~~ luxurious modern scruffy tiny

1 It costs a lot of money. It's *expensive*.
2 There are lots of people there. It's _____.
3 It isn't tidy. It's _____.
4 It's very small. It's _____.
5 It's very expensive and comfortable. It's _____.
6 It's small but warm and comfortable. It's _____.
7 Everything looks new. It's _____.

6 Uzupełnij zdania przymiotnikami utworzonymi od wyrazów w nawiasach.

1 You live in a very (**comfort**) *comfortable* flat.
2 Is the area where you live (**danger**) _____?
3 I'd like to have a (**equip**) well- _____ kitchen.
4 My room is always (**mess**) _____. I can't do anything about it!
5 This living room is really (**space**) _____: it's twice as big as ours.
6 They need to rent a (**furniture**) _____ flat.

7 Połącz podane fragmenty, aby utworzyć poprawne zdania.

We are staying …

1	in a block of	*E*	**A** residence.
2	in a holiday		**B** centre.
3	by the		**C** sea.
4	in the city		**D** street.
5	in the main		**E** flats.
6	in the		**F** country.
7	in a hall of		**G** home.

8 Uzupełnij tekst słowami z ramki.

cafés distance hospital shopping centre
sports centre stop ~~suburbs~~ transport



MY NEIGHBOURHOOD

We've just moved to a house in the [1] *suburbs*. I really like it. It's quiet and green, and everything we need is within walking [2] _____. There are a few [3] _____ and restaurants where we sometimes eat out. There's a [4] _____ with lots of different shops. There's also a [5] _____, where I play basketball in the evening. In case one of us gets ill, we live quite close to the local [6] _____. And we're not that far from the city centre – it only takes half an hour to get there on public [7] _____. There's a bus [8] _____ opposite our house.

9 Uzupełnij zdania, wpisując jedno słowo w każdą lukę.

1 Come in, sit down and make *yourself* at home.
2 When I was nineteen, I moved _____ of my parents' home and got myself a flat.
3 We've only got two bedrooms, so I have to share a room _____ my brother.
4 Look at this mess! Could you tidy _____?
5 Have you heard? Somebody broke _____ our neighbours' house yesterday!
6 I love to leave the city once in a while and spend some time _____ the countryside.

10 Zakreśl właściwe słowa.

We live in a house in a noisy [1] **part / centre** of the city. At the weekend, we go to our [2] **capital / cottage** which is in a peaceful [3] **country / village**. There are three [4] **flats / rooms**. Outside there is a big [5] **garden / garage** with lots of trees in it. The kitchen, living room and the bathroom are on the [6] **ground / bottom** floor and the other rooms are [7] **upstairs / higher**.
I've got a small bedroom. Next to my bed, there is a small [8] **besides / bedside** table with a lamp on it. There's also a chest of [9] **cupboards / drawers** for my clothes. It's very warm in our house because we've got central [10] **heating / cooking**.

BBC VOX POPS

11 Połącz przedmioty z nazwami.



1 phone charger
2 keys
3 sports gear
4 TV remote

12 V2 Obejrzyj wideo i posłuchaj odpowiedzi na pytanie: *Where do you keep your things*? Zaznacz (✓) wyrazy i wyrażenia, które usłyszysz.

charger cabinet closet drawer keys ✓
book hook kitchen sink passport pocket
socket sports gear TV remote

13 V2 Obejrzyj wideo jeszcze raz. Z podanych odpowiedzi wybierz prawdziwą: A lub B.



1 Paula keeps her TV remote on
A the arm of the couch.
B the side table.



2 Jerry keeps his keys
A in the kitchen cabinet.
B on a hook above the kitchen sink.



3 Noelle keeps her sports gear in
A the wardrobe.
B the closet.



4 Russell keeps his passport
A in a safe place so nobody could steal it.
B out in the open where everyone can see it and steal it.

14 Odpowiedz na pytania.

Where do you keep your:
• ID • phone • jewellery • sports gear?

I keep my jewellery in a box on the top shelf of my bookcase.

2.2 GRAMMAR

1 Uzupełnij zdania właściwą formą (oznajmującą, przeczącą lub pytającą) wyrażeń *there is* lub *there are*.

1 A: *Is there* a sofa in your living room?
B: Yes, *there is*.
2 A: _____ a table in your room?
B: Yes, _____ one and _____ two chairs too.
3 A: How many chairs _____ in your flat?
B: _____ six.
4 A: _____ a carpet in your bedroom?
B: No, _____.
5 A: _____ any car parks nearby?
B: Yes, _____ one just round the corner.
6 A: _____ two flights from Wrocław to Rome on Saturday?
B: No, _____ only one flight.
7 A: _____ a good French comedy on TV tonight?
B: No, but _____ a Japanese horror.

UWAGA!

Zauważ, że zdanie, w którym występuje konstrukcja *there isn't / there aren't / there is no / there are no*, w języku polskim brzmi inaczej, np.:

- *There isn't any / There's no juice in the fridge.*
  W lodówce nie ma soku.
- *There aren't any / There are no chairs in that classroom.*
  W tamtej sali nie ma krzeseł.

2 Ułóż zdania twierdzące (✓), przeczące (✗) lub pytające (?), używając konstrukcji *there are* oraz zaimków *some*, *any* lub *no*.

1 (✓) *There are some* palaces in the area.
2 (?) _____ stately homes near Yorkshire?
3 (✗) _____ holiday homes for us to rent.
4 (✓) _____ detached houses overlooking the sea.
5 (?) _____ shopping centres nearby?
6 (✓) _____ people at the bus stop.
7 (✗) _____ plants left in the living room.

3 Uzupełnij zdania słowami z ramki.

any are it no there

1 How many books *are* there on your desk?
2 There is _____ milk in the fridge. Please buy a carton.
3 Are there _____ clean plates in the cupboard?
4 There is one bedroom upstairs. _____ is spacious.
5 _____ are a lot of posters in my room.

4 Ułóż z podanych wyrazów zdania twierdzące, przeczące lub pytające.

1 is / wall / on / there / a / colourful / the / poster / .
There is a colourful poster on the wall.
2 are / machine / in / the / three / there / washing / towels / .
_____
3 the / windowsill / a / is / on / there / plant / ?
_____
4 some / table / there / books / on / are / the / .
_____
5 study / what / the / in / there / is / ?
_____
6 this / isn't / central / there / any / heating / in / flat / .
_____

5 Uzupełnij zdania wyrażeniami *there is* lub *there are*. Następnie spójrz na zdjęcie i zdecyduj, czy podane zdania są prawdziwe (P), czy fałszywe (F). Napisz P lub F obok zdań.



1 On the right, *there is* a desk. *F*
2 _____ two chairs in the room. _____
3 On the desk, _____ some books. _____
4 _____ a guitar in this bedroom. _____
5 _____ a small bed in this room. _____
6 _____ a laptop on the bed. _____
7 Above the bed, _____ two clocks. _____
8 On the floor, _____ a big carpet. _____
9 _____ some plants in the room. _____

6 Popraw fałszywe zdania z zadania 5.

On the left, there is a desk.
_____
_____
_____
_____
_____
_____

7 Przypatrz się jeszcze raz zdjęciu z zadania 5. Napisz kilka zdań o meblach i przedmiotach, których nie ma w tym pokoju, a które mogłyby się tam znaleźć.

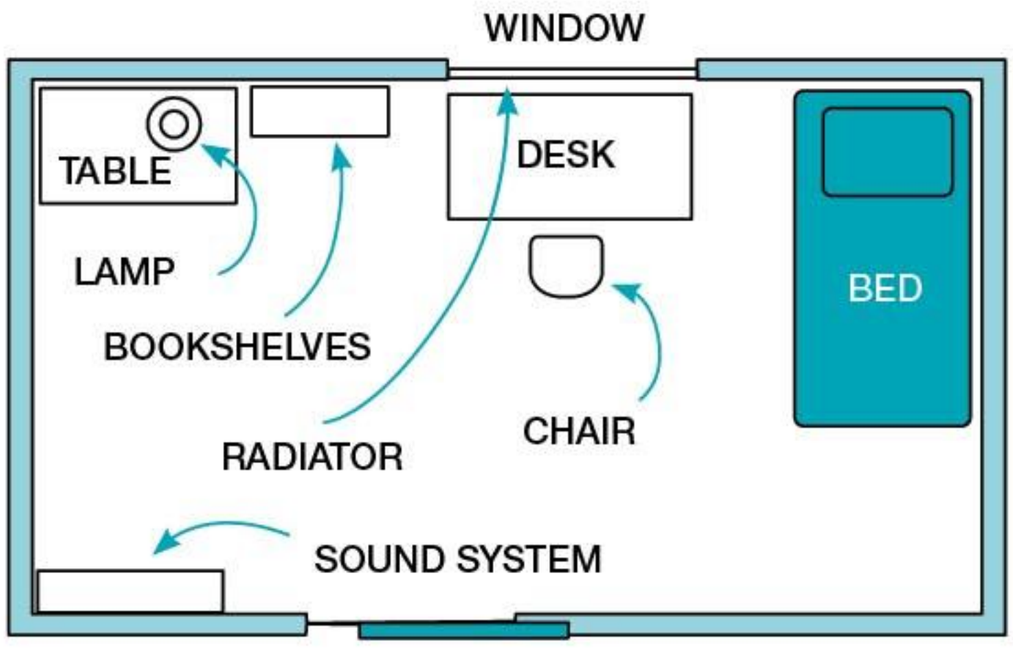
There isn't a television in the bedroom.

8 Połącz początki 1–5 i końce zdań A–E.

1 There was *C*
2 Will there _____
3 There weren't _____
4 Are there _____
5 There will _____

A be a big bath in the hotel room, I promise!
B any trees in the garden?
C a spacious living room in our holiday home last summer.
D be public transport in the future?
E any blankets in the bedroom and I was cold!

9 Uzupełnij e-mail z opisem pokoju Rosie poprawnymi rzeczownikami.



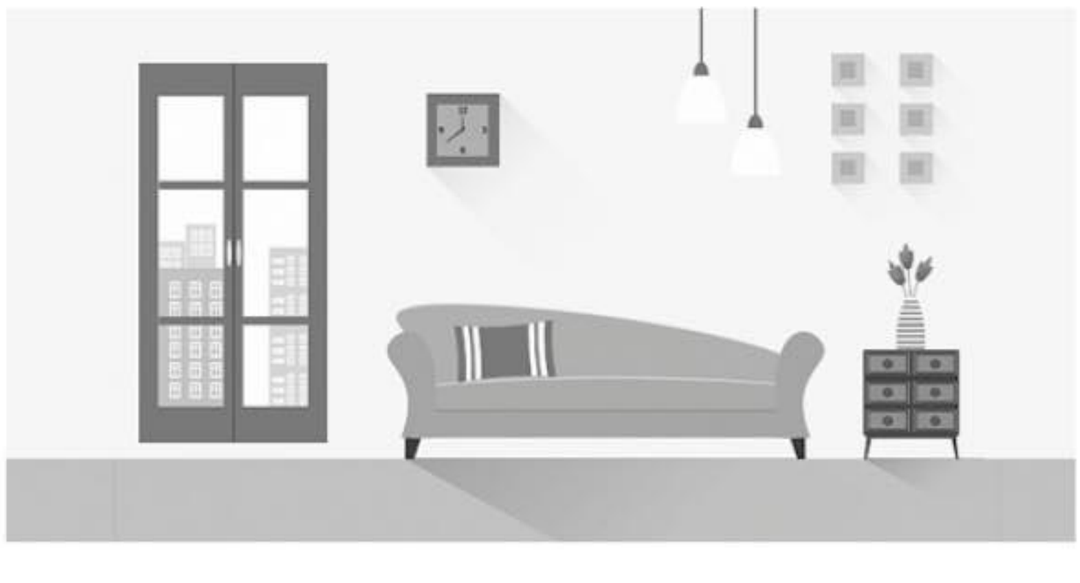
To: Nicola

Dear Nicola,

I've just designed my future [1] *bedroom* and I'm really proud of it! See the attached PDF file. The [2] _____ is by the window. There's a [3] _____ in front of the desk. The bed is in the [4] _____. There's a [5] _____ behind the desk. On the table, there's a [6] _____. Between the table and the desk, there are some [7] _____. Opposite the table, there's a [8] _____. What do you think about it?

Love, Rosie

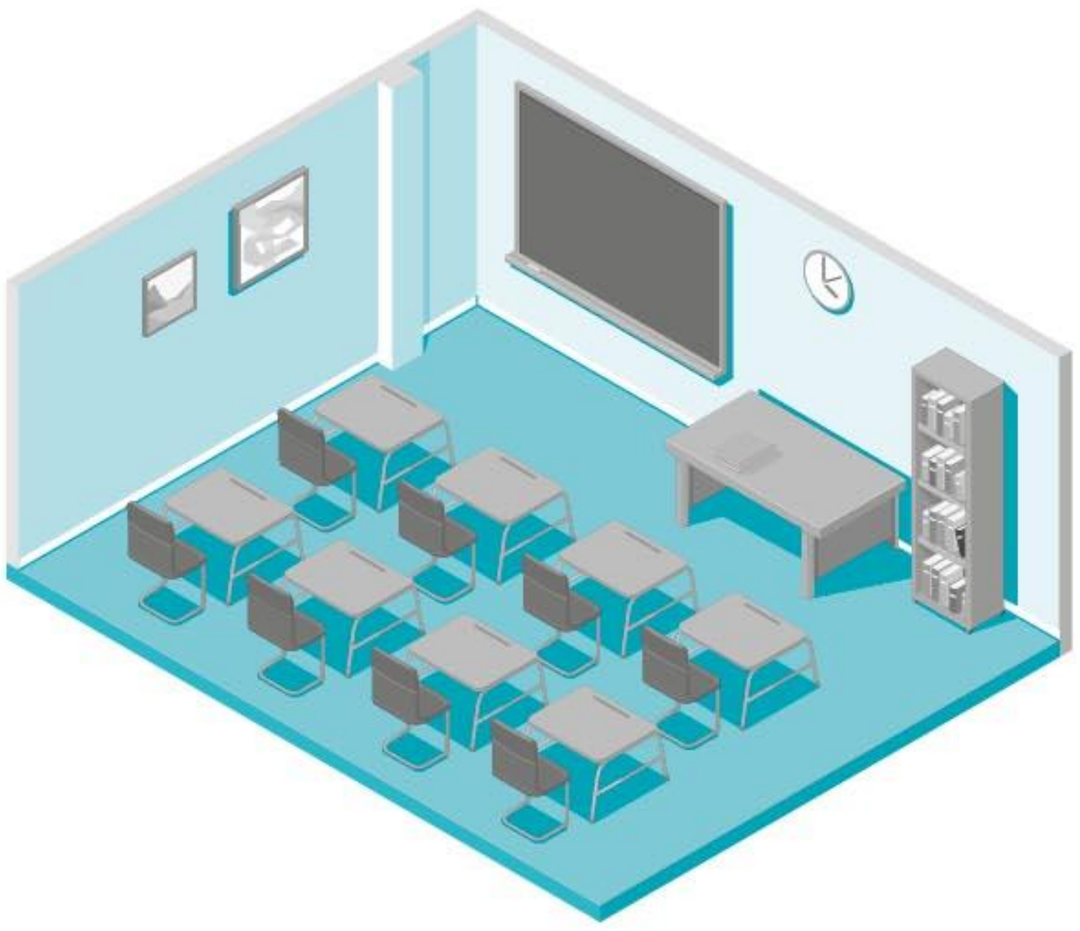
10 Wpisz jedno słowo w każdą lukę tak, aby zdania były zgodne z obrazkiem.



1 The window is *on* the left.
2 The sofa is _____ the middle, _____ the window and the chest of drawers.
3 The lamps are _____ the sofa.
4 The clock is _____ to the window.
5 The vase is _____ the chest of drawers.
6 The flowers are _____ the vase.
7 The cushion is _____ the sofa.

11 Spójrz na ilustrację klasy szkolnej i wybierz właściwe przyimki.

[1] **In / On** the picture, there's a traditional classroom with eight student desks. There are some books [2] **in / on** the four shelves of the bookcase. The bookcase is [3] **near / behind** the teacher's desk, [4] **above / under** which there is a clock [5] **on / in** the wall. [6] **Next to / Between** the clock, there's an old-fashioned blackboard. The teacher's desk is [7] **behind / between** the board and the bookcase. [8] **On / In** the other wall, there are two pictures.



12 Utwórz liczbę mnogą podanych rzeczowników.

1 box – *boxes*
2 giraffe – _____
3 room – _____
4 party – _____
5 watch – _____
6 house – _____
7 bush – _____
8 hippo – _____

13 Uzupełnij luki w zdaniach opcjami A, B lub C.

1 Jack is sitting on the sofa with his both ___ on the table.
A foot **B** feet **C** leg

2 Three ___ are looking at themselves in the mirror.
A person **B** woman **C** people

3 Jane's ___ always watch the same cartoon on TV.
A baby **B** children **C** child

4 He fell down the stairs and broke one of his front ___.
A tooth **B** feet **C** teeth

5 I think there are some ___ in our basement! They make a lot of noise at night!
A mice **B** mouses **C** mouse

14 Uzupełnij wyrażenia słowami z ramki.

this that ~~these~~ those

1 *these* towels →



2 _____ chair →



3 _____ mugs →



4 _____ frying pan →



15 Zakreśl właściwe formy.

1 I've bought some postcards. Should I send **these / this** one with the church in it to my grandma?
2 Whose is **these / that** luggage over there?
3 Excuse me, is **those / this** seat taken?
4 **These / That** flowers will cheer you up.
5 I come here quite often. I like walking in **that / this** park.
6 See you here again soon, I hope. **This / That** city is just great.
7 **This / These** trousers are mine.
8 **This / That** hotel next to the railway station is bigger than ours.
9 **That / Those** people are flying with us.

16 Przeczytaj dialog i uzupełnij luki w zdaniach opcjami A, B lub C.

Landlady: [1]___ a spacious, three-bedroom flat. Lots of people are interested [2]___ this offer …
Tenant: Really? In my opinion, the price is too high.
Landlady: Just take a look. [3]___ furnished and there are [4]___ fancy remote-control light bulbs. And [5]___ the living room, there [6]___ a unique electric fireplace!
Tenant: You see, my family isn't into gadgets. We just want a nice flat [7]___ the heart of the city. Are there [8]___ shops or cinemas nearby?
Landlady: Of course! There's a supermarket [9]___ the corner. It opens early in the morning. So, when would you like to move [10]___?
Tenant: Well, I think next month.

1	**A** There is	**B** It is	**C** There are
2	**A** in	**B** with	**C** on
3	**A** It's	**B** There is	**C** There are
4	**A** any	**B** not	**C** some
5	**A** to	**B** to	**C** in
6	**A** is	**B** were	**C** won't be
7	**A** by	**B** in	**C** on
8	**A** any	**B** no	**C** some
9	**A** round	**B** in front of	**C** opposite
10	**A** out	**B** back	**C** in

17 Zakreśl właściwe formy.

1 Are there any free **chair / chairs** in the dining room?
2 **It / There** is a small car park in front of the cinema.
3 We need to buy **some / any** pillows for the new house.
4 My **foot / feet** hurt. Can we have a break?
5 All **this / these** flats are quite modern.

18 Przetłumacz na język angielski podane w nawiasach fragmenty zdań.

1 They're decorating a new room (**dla swoich dzieci**) *for their children*.
2 There are some clean plates (**na lewo od**) _____ the mugs.
3 (**Nie było żadnych**) _____ people on the beach during the storm.
4 There are a few (**kobiet i mężczyzn**) _____ in front of the cinema.
5 In my city, (**są stare drapacze chmur**) _____ and new apartment buildings.

READING

1 **Przeczytaj informacje o trzech osobach 1–3. Następnie uzupełnij luki w zdaniach 1–6 zgodnie z treścią tekstów. Luki należy uzupełnić w języku polskim.**

1 Alex lives with his family in an old-fashioned farmhouse. They are a three-generation family, with a grandma who has problems with walking. Alex is a university student and needs to study a lot, but his siblings are very loud. Although he would like to spend time with his friends, it is impossible as they live in the city. Alex wants to move out and live on his own, near his school.

2 Cynthia lives with her mum and her dog in a tiny apartment on a noisy street. The flat is in the middle of a shopping district. Cynthia likes to take her dog for walks and spend time outdoors, but the air is heavily polluted. Her mum is a single parent and loves to cook. She works from home and wants to move out of the city.

3 Josh lives with his parents and siblings in a flat in the city. The family likes the city, but not the noisy neighbourhood. Josh shares a room with his brother who is messy, and Josh likes to keep his things tidy. Their parents are tired of Josh and Mike fighting. They'd like to move so the boys can have their own rooms. The family don't have a car. The parents work in the city centre, but they don't like going to work by bus.

1 Alex mieszka w domu wraz z _____ oraz rodzicami.
2 Alex chce _____, żeby mieć lepsze warunki do nauki.
3 Tam, gdzie mieszka rodzina Cynthi, problemem jest jakość _____.
4 Mama Cynthi chce _____.
5 Rodzinie Josha przeszkadza _____ w okolicy, w której mieszkają.
6 Rodzice Josha chcą, aby ich synowie _____ _____.

2 **Przeczytaj ponownie informacje o trzech osobach oraz trzy oferty miejsc zamieszkania. Przyporządkuj każdej osobie 1–3 ofertę A–C, którą byłaby najbardziej zainteresowana.**

1	2	3

A This four-bedroom apartment is near the city centre, in a quiet area between a park and a shopping centre. Its location is very convenient: you can get everywhere on foot. The sunny living room overlooks the river. The bedrooms have fitted carpets and the bathroom has a new shower. There is a car park just behind the building.

B Come and live in this cosy comfortable hall of residence! Live across the way from the library and next to the dining hall. Share the room with another student and make friends. The rooms come with a bed, a desk and a bookshelf. Hang out with friends, do homework and play chess in a large study room downstairs.

C This old-fashioned cottage in the countryside is in a picturesque, quiet area near the city. The house has a yard and is furnished. The kitchen is well-equipped, with a modern cooker, a dishwasher, and a large sink. The two bedrooms upstairs have comfortable beds with bedside tables and chests of drawers. Live comfortably close to nature and enjoy clean air!

LISTENING

3 2.24 **Wysłuchaj dwukrotnie wypowiedzi Marka na temat mieszkania, które wynajmuje w Seulu. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach. Luki należy uzupełnić w języku angielskim.**

1 Mark often moves from place to place because of his _____.
2 Mark's flat in Seoul is on the _____ floor.
3 The flat has about _____ square metres.
4 The monthly rent for the flat is _____.
5 Mark sleeps in a tent in his flat because he wants to keep warm and _____.



2.5 & 2.6 FUNCTIONS & WRITING

FUNCTIONS

1 **Uzupełnij dialog. Wpisz w każdą lukę 1–4 brakujący fragment wypowiedzi tak, aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy.**

X: Thank you for inviting me to your housewarming party.
Y: My pleasure. Make yourself at home.
X: Thanks. This is a huge flat. How [1](**rooms**)_____ there?
Y: Four bedrooms and a living room. And the ceiling is really high, so it's ideal for someone of my height.
X: That's right. [2](**tall**)_____?
Y: I'm exactly six feet six. It's almost two metres.
X: Really?! I like the building too. It looks very modern. How [3](**old**)_____?
Y: I think it's three or four years old.
X: Plus the location is so convenient.
Y: Yes, my office is within walking distance.
X: How [4](**take**)_____ you to get to the office?
Y: Just a few minutes on foot.
X: You're kidding?!
Y: It's because I've got long legs and I walk fast.



WRITING

Wskazówka

Pamiętaj, żeby w opisie domu lub mieszkania zacząć od usytuowania, liczby pomieszczeń i ogólnego wrażenia, a dopiero potem skupić się na detalach. Powinna tu działać zasada „od ogółu do szczegółu".

2 **W każdym fragmencie opisu przepisz podane zdania tak, by stworzyć jedno krótsze zdanie. Pamiętaj o używaniu spójników takich jak *and* i *but*.**

1 My new house is big. It is a terraced house. It's got a balcony. The balcony is small. It's got six rooms.
My new house is a big terraced house with six rooms and a small balcony.

2 I live in a block of flats. The block of flats is in the city centre. My flat is small. It is nicely decorated.
_____
_____

3 My bedroom is a small room. It is always messy. It is cosy.
_____
_____

4 There is a bed in my bedroom. There is a wardrobe. I keep clothes there. I also keep my sports equipment there.
_____
_____

3 **Uzupełnij e-mail wyrażeniami z ramki. Następnie zdecyduj, czy w e-mailu zrealizowano wszystkie podpunkty z polecenia. Jeśli to konieczne, popraw wypowiedź.**

Twoja rodzina właśnie przeprowadziła się do nowego domu. W e-mailu do koleżanki z Walii:
- napisz, jakie były przyczyny przeprowadzki,
- opisz nowy dom,
- zaproś koleżankę do siebie.

~~how are you~~ far from the centre moved in share my room upstairs

To: Miranda

Hi Miranda,

[1] *How are you* ? I'm writing to you from our new house! We [2] _____ last Saturday. Our previous house was too small for our big family and too far from my mother's office. The new house is [3] _____, but next to a big shopping centre! It's a huge house with ten rooms and a big terrace overlooking a garden with apple trees. My bedroom is [4] _____. I've got a huge wardrobe and lots of bookshelves. I'm happy because I don't have to [5] _____ with Alice!

Love, Becky

4 **Twoja rodzina przeprowadziła się do nowego mieszkania/domu. W e-mailu do kolegi/koleżanki:**
- opisz okolicę, w której mieszkacie,
- poinformuj, jak daleko masz teraz do szkoły,
- poproś o radę, jak urządzić swój pokój.

Limit słów: 50–120.

1 Zakreśl właściwe formy.

1 **It's / They're / There's** some old furniture in the garage.
2 What do you keep **at / in / on** the attic?
3 My parents want to **change / live / move** to the suburbs.
4 In the future, there **isn't / wasn't / won't be** enough space for new houses in cities.
5 There's a lot of traffic in my city and the air is very **messy / polluted / scruffy**.
6 He lives on the first floor **after / because / but** he always takes the lift.

2 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk: A, B lub C.



Keret House in Warsaw is the narrowest house in the world. It's located in a gap between two buildings and it's only 122 centimetres [1]____.
But the house has two floors, [2]____ there's enough space. Apart from a tiny living room, a bedroom and a simple bathroom, there's also a kitchen with a [3]____ and a cooker. The house looks modern, but [4]____ very cosy inside. Keret House is actually an artistic centre. Artists can stay and work there for ten days. The unusual space is a great inspiration to them.

1	**A** tall	**B** wide	**C** short
2	**A** because	**B** while	**C** so
3	**A** sink	**B** lawn	**C** fence
4	**A** there's	**B** they're	**C** it's

3 Uzupełnij zdania wyrazami w nawiasach w odpowiedniej formie. Czasami należy dodać jeden wyraz, aby zdanie było gramatycznie poprawne.

1 **a** We don't any need new pots because (**there / be**) *there are* a lot of them in the kitchen.
b Yesterday (**there / be**) _____ a big party in my neighbours' garden.
2 **a** I live on (**five / floor**) _____.
b The building has (**five / floor**) _____.
3 **a** Is the dog dangerous? Why (**it / look**) _____ at us like that?
b I like this room. (**it / look**) _____ spacious and light.

4 Uzupełnij zdania, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów, jednak – jeżeli jest to konieczne – dodaj inne wyrazy. W każdą lukę możesz wpisać maksymalnie trzy słowa, wliczając w to wyrazy już podane.

1 These new (**flat / be**) _____ still empty because the rent is high.
2 How many (**person / be / there**) _____ at the last party?
3 He (**live / close**) _____ the school, but he's often late for the first lesson.
4 My parents are (**angry / I**) _____ about the mess in my room.
5 I (**hate / wait**) _____ the bus, so I always walk to the city centre.

5 Popraw zdania tak, aby stanowiły prawdziwy opis obrazków.



1 There's a small tree opposite the house.
There's a big …
2 A woman is walking on the street.
_____
3 On the left, I can see a table and four chairs.
_____

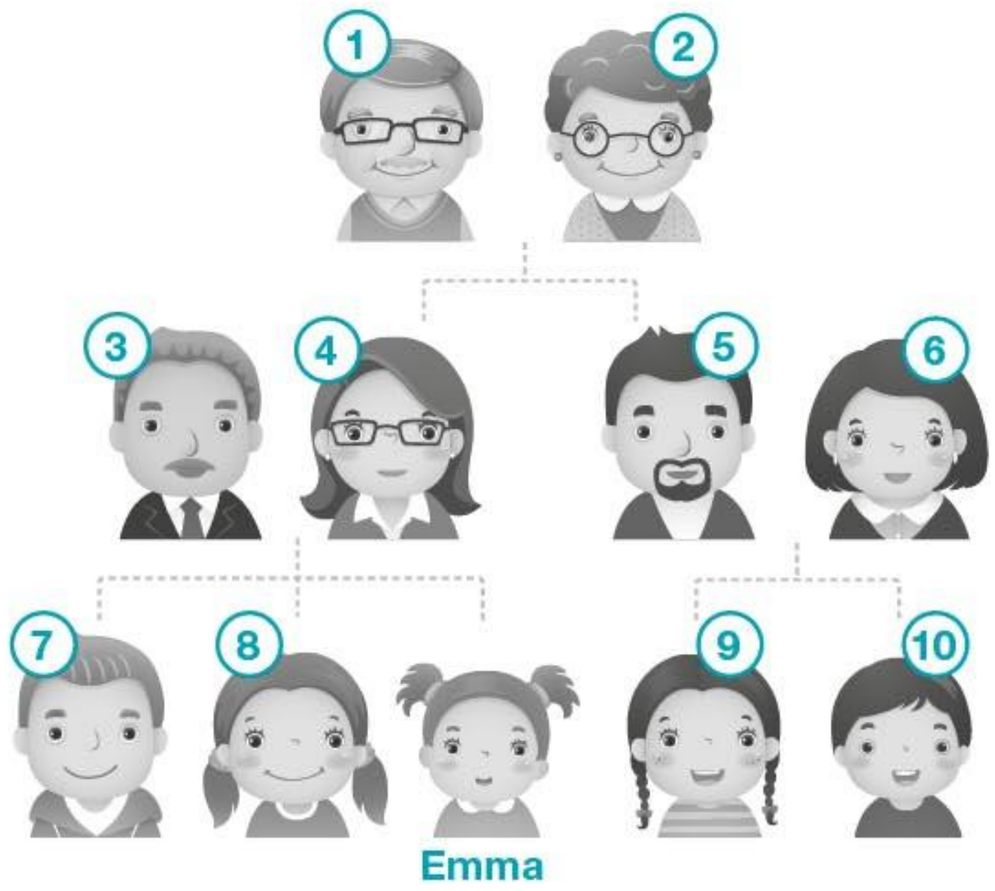
6 Przeczytaj opis zdjęcia. Uzupełnij luki jednym wyrazem tak, aby powstał spójny i logiczny tekst zgodny z ilustracją.



In the picture, we can see two [1]_____ in uniform. I think they're in a [2]_____ of flats helping someone who is moving house. They're [3]_____ a white sofa. Perhaps there's no lift in the building or the sofa doesn't fit inside it, so they're walking up the [4]_____. The sofa doesn't seem very [5]_____, but in fact it weighs a lot.

3 ŻYCIE PRYWATNE

1 Spójrz na obrazek. Znajdź członków rodziny Emmy.



1 Emma's parents *3 and 4*
2 Emma's cousins _____
3 Emma's aunt _____
4 Emma's grandparents _____
5 Emma's siblings _____
6 Emma's uncle

2 Uzupełnij luki odpowiednimi słowami.

1 John is Sue's brother. Sue is John's *sister*.
2 Lisa and Graham are married. Lisa is my aunt. Graham is my _____.
3 Lisa and Graham's children are my _____.
4 Mary and Oliver are my mum and dad. They are my _____.
5 I am my mum and dad's son. My sister is their _____.
6 Tony is Erica's husband. Erica is Tony's _____.

3 Ułóż chronologicznie poniższe zdania.

1 *C* 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

A **As a teenager**, she was very sporty.
B She had a happy **childhood** on a farm.
C My grandma **was born** just after the Second World War.
D **As an elderly person**, she started travelling.
E **When she grew up**, she married my grandad.
F **As an adult**, she worked hard and looked after her family.
G She was a pretty **baby** with blonde curls.

4 Połącz czasowniki 1–7 z wyrażeniami A–G. Następnie ułóż zdania z powstałymi wyrażeniami.

1	get	A	a shower
2	tidy	B	shopping
3	go	C	dressed
4	do	D	your bed
5	have	E	the car
6	make	F	the vacuuming
7	wash	G	your room

I got dressed within 3 minutes this morning!
_____
_____
_____
_____
_____
_____
_____

5 W każdą lukę wpisz jeden czasownik, który łączy się z podanymi wyrażeniami.

1 *spend* time outdoors, time online
2 _____ dressed, up
3 _____ voluntary work, sport
4 _____ interested in, born
5 _____ online, jogging

6 Zakreśl właściwe słowa.

1 What do you do in your **free / empty** time?
2 Do you often go **dance / dancing**?
3 Do you like going to **the / a** cinema?
4 I'm **having / making** a party next weekend.
5 I want to stay at home and **listen / listen to** music.
6 Let's play **the chess / chess**.
7 Shall we **watch / look** a film?
8 I spend a lot of time **sailing / surfing** the net.

7 Uzupełnij zdania właściwymi czasownikami w odpowiedniej formie.

1 Stop watching television. *Do* your homework first.
2 Hey Harry, I still need to _____ ready for school. Wait for me!
3 Minnie has to _____ after her younger sister when her mother goes to work in the evening.
4 I have to _____ the dog. Do you want to come with me?
5 My parents' alarm clock always _____ me up in the morning. It's really loud.
6 Daniel, could you _____ out the rubbish? I've put it in the hallway for you.

8 Uzupełnij tekst słowami z ramki.

born boyfriend child couple ~~date~~
going out honeymoon wedding



My mum and dad met at a party when they were 16. Dad asked my mum out on a [1] *date* and they went to the cinema. After that, they started [2] _____ together a lot. Dad was Mum's first [3] _____. Dad gave her a ring at a restaurant on her 19th birthday. The [4] _____ was six months later. Everyone said they were the perfect married [5] _____. They went to Paris on their [6] _____. I was [7] _____ two years later, but I haven't got any brothers or sisters. I'm an only [8] _____.

9 Uzupełnij poniższy dialog, wpisując jedno słowo w każdą lukę.

A: Did you hear about Lisa?
B: Yes, I …
A: She's broken [1] *up* with Terry.
B: Yes, but …
A: They've [2] _____ an argument.
B: I know, but …
A: They were best [3] _____ before they started going out. Now, they've destroyed a good [4] _____.
B: Wait a minute. She has [5] _____ up with him. I just saw them holding hands and smiling.

10 Zakreśl właściwe słowa w poniższych pytaniach, a następnie odpowiedz na te pytania.

1 Who do you **make / get** on well with in your family?
I get on well with my older brother.

2 Who has to **lay / do** the table for dinner in your home?
_____

3 What do you do to **cheer / break** up your friend when he/she is sad?
_____

4 What do you usually **complain / propose** about?
_____

5 Who did you last argue **about / with**?
_____

6 Who do you usually **lend / borrow** money from?
_____

11 Z jakimi świętami lub uroczystościami kojarzą ci się te zdjęcia? Podaj ich nazwy.



1 _____



2 _____



3 _____



4 _____

12 Zastąp wyróżnione w zdaniach zwroty wyrażeniami o podobnym znaczeniu.

1 Tom and Lisa **had an argument** last weekend.
Tom and Lisa argued / fell out / had a fight (with each other) last weekend.

2 I like to **spend time with** my cousins. They're really good company.
_____

3 Everybody, this is my **future husband**, Owen.
_____

4 The way she talks to her mother really **makes me angry**.
_____

5 Diana still **talks and writes to** her high school friends.
_____

6 Paul, what are you **doing** now? Are you busy?
_____

7 My brother is 10 years older than me, but we **have a good relationship**.
_____

8 Mick looks sad. We should go and **make him feel better**.
_____

3.2 GRAMMAR

1 Napisz pytania i krótkie odpowiedzi według przykładu.

1 A: They were good. (I / ?) *Was I good?*
B: (✓ / you) *Yes, you were.*
lub B: (✗ / you) *No, you weren't.*
2 A: You were at the concert. (they / ?) _____
B: (✗ / they) _____
3 A: You were at the market. (Tania / ?) _____
B: (✗ / she) _____
4 A: I was out last night. (Kate and you / ?) _____
B: (✗ / we) _____
5 A: They were late. (we / ?) _____
B: (✓ / you) _____

2 Uzupełnij tekst czasownikiem *was* lub *were*.

I remember this day very well. I [1] *was* fourteen years old. My hair [2] _____ long and I [3] _____ tall for my age. I [4] _____ with my mother and her relatives at the seaside. My father [5] _____ not there. We [6] _____ on the beach. My cousins [7] _____ also there. My aunt and uncle [8] _____ with us on that day too. It [9] _____ a beautiful morning and we [10] _____ all really happy.



3 Uzupełnij pytania właściwymi zaimkami pytajnymi: *who*, *what* lub *where*. Odpowiedz na nie pełnymi zdaniami.

1 *What* was your first word in your own language?
My first word was 'mama'.
2 _____ was your parents' first flat/house?
_____
3 _____ was your best friend's name in kindergarten?
_____
4 _____ were you at seven o'clock yesterday evening?
_____
5 _____ was with you at breakfast this morning?
_____

4 Uzupełnij dialogi według przykładu.

1 A: We went to the cinema last night.
B: (with friends / ?) *Did you go with friends?*
A: (✓) *Yes, we did.* lub (✗) *No, we didn't.*
2 A: I felt sick this morning.
B: (last night / ?) _____
A: (✗) _____
3 A: Penny came to see us.
B: (her brother / ?) _____
A: (✓) _____
4 A: We gave him a surprise present.
B: (what / ?) _____
A: A cookery book.
5 A: Robert washed the dishes.
B: (he / the frying pan too / ?) _____
_____
A: (✗) _____

5 Uzupełnij fragment dziennika Kate czasownikami z ramki w odpowiedniej formie.

~~be~~ do get go have help iron make meet tidy write

My sister and I [1] *were* at home yesterday, so we [2] _____ our parents with the housework. We [3] _____ our beds, then we [4] _____ our rooms and [5] _____ our clothes. After lunch, we [6] _____ the washing-up. In the afternoon, I [7] _____ a shower and [8] _____ a long letter to my grandmother. My sister [9] _____ to the cinema with her friends and I [10] _____ my friends in town. We both [11] _____ home quite late.

6 Zareaguj na to, co mówi George, używając *already* lub *yet* i czasowników z ramki w czasie Present Perfect.

choose meet not find ~~not hear~~ not try speak

1 George: What do you think of the new Dawid Podsiadło album?
You: I don't know. I *haven't heard it yet*.
2 George: Guys, I can't decide what I want.
You: Oh, hurry up! We _____.
3 George: I hate duck blood soup.
You: How do you know? You _____.
4 George: My dad doesn't want to lend us his car.
You: Yes, I know. I _____ to him.
5 George: Have you looked for my watch?
You: Yes, but I _____.
6 George: I'd like to introduce my girlfriend, Nina.
You: No need to. We _____.

7 Napisz pytania i udziel na nie krótkich odpowiedzi zgodnych z prawdą.

1 see a lion *Have you ever seen a lion?*
Yes, I have. / No, haven't.

2 be in another country
_____
_____

3 meet a famous person
_____
_____

4 find some money
_____
_____

5 have long hair
_____
_____

6 be at a wedding
_____
_____

8 Odpowiedz na pytania zgodnie z prawdą, pełnymi zdaniami. Użyj *for lub since*.

1 Where is your house and how long have you lived there?
My house is in the centre of Poznań.
I have lived there since I was two years old.

2 Who is your favourite singer and how long have you listened to his/her songs?
_____
_____

3 What is your favourite possession and how long have you had it?
_____
_____

4 What is your favourite sport or hobby and how many years have you played/done it?
_____
_____

9 Wybierz właściwą opcję: A, B lub C.

1 ___ born in the second half of the 20th century?
A Has your grandmother been
B Was your grandmother
C When was your grandmother

2 My neighbours ___ in this block of flats since 2011.
A lived **B** has lived **C** have lived

3 Have you done your homework ___?
A yet **B** yesterday **C** every day

4 Jimmy hasn't talked to me ___ he came back home.
A when **B** before **C** since

5 I haven't played tennis since ___ school.
A I have left **B** I left **C** the time

6 They have been in touch ___ two years now.
A since **B** from **C** for

10 Uzupełnij zdania przyimkami czasu.

This is my baby brother Alan, born in 2017.



1 He was born *in* the summer.
2 He was born ___ July.
3 He was born ___ 21st July.
4 He was born ___ a Monday.
5 He was born ___ the evening.
6 He was born ___ 9:30 p.m.

Napisz podobne zdania związane z datą twoich urodzin.
_____
_____
_____

11 Wpisz podane wyrażenia do odpowiedniej kolumny w tabeli.

~~April~~ Christmas Eve May 1st night noon the 1990s the afternoon the moment Thursday morning

IN	ON	AT
April		

12 Ułóż z podanych wyrazów zdania w czasie Past Simple lub Present Perfect.

1 leave / time / what / you / this / did / morning / home / ?
What time did you leave home this morning?

2 ourselves / guests / the / we / introduced / to / .
_____

3 Lenka / London / to / has / yet / been / not / .
_____

4 morning / how / you / get / did / this / to / school / ?
_____

5 opera / been / you / ever / have / to / the / ?
_____

13 Uzupełnij pytania, a następnie odpowiedz na nie pełnymi zdaniami.

1 When (**you / be**) *were you* last at the beach?
I was last at the beach in September this year.

2 (**you / ever / do**) _____ karate?
_____

3 Where (**your best friend / go**) _____ on his or her last holiday?
_____

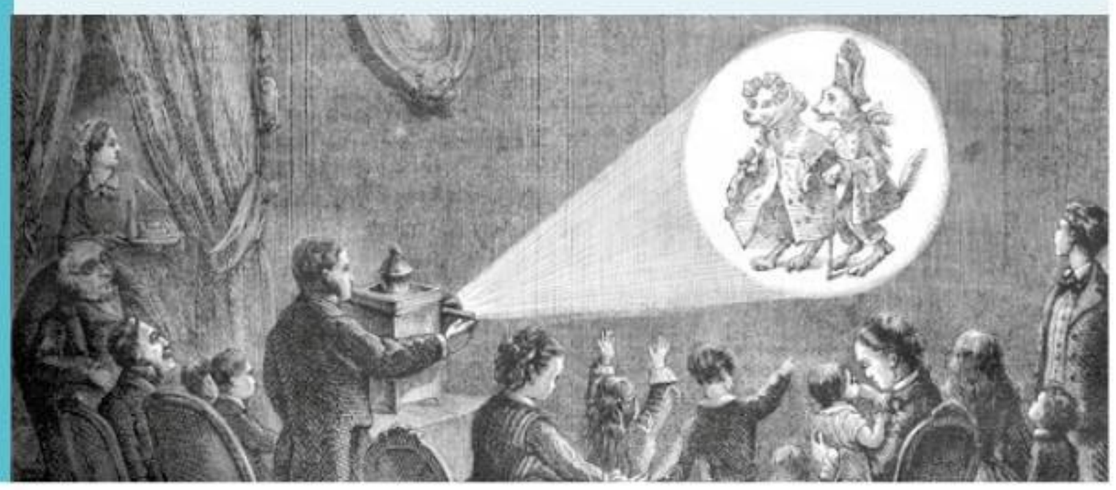
4 (**your school timetable / be**) _____ busy or relaxed lately?
_____

5 What parks (**you / visit**) _____ recently?
_____

14 Przeczytaj tekst, a następnie uzupełnij luki w zdaniach opcjami A, B lub C.

In 19th century Britain, family life [1]___ very important.

This period in the history of the UK is called the Victorian Era because Queen Victoria, who [2]___ nine children herself, ruled the country from 1837 to 1901. Victorian people [3]___ TV or radio, but they enjoyed themselves at home and had their own entertainment. Rich families [4]___ songs around the piano, and in poor homes, families played the fiddle or the flute. Charades, board games and card games were also very popular. During some celebrations, Victorians visited their family and friends and everyone waited for the magic lantern show. They watched picture stories of big wild animals on a big screen. It seems entertainment [5]___ a lot since the 19th century!



1	**A** were	**B** be	**C** was
2	**A** have	**B** had	**C** has had
3	**A** didn't have	**B** did have	**C** didn't had
4	**A** have sung	**B** did sing	**C** sang
5	**A** has change	**B** changed	**C** has changed

15 Uzupełnij zdania. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie zmieniaj ich kolejności, ale dodaj – jeśli to konieczne – inne wyrazy tak, by zdania były poprawne. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 Jim (**just / lose**) _____ his wallet.
2 She became a pop singer at (**age / fifteen**) _____.
3 Phil (**not / propose**) _____ to Sandra yet.
4 (**you / read**) _____ any good books lately?

16 Przetłumacz podane w nawiasach fragmenty zdań na język angielski.

1 (**Czy kiedykolwiek grałeś**) _____ this board game?
2 (**Pojechali na swój**) _____ honeymoon just after the ceremony.
3 My brother (**jest**) _____ a single parent for two years.
4 My parents (**chodzili do**) _____ primary school together.

BBC VOX POPS

17 Dopasuj słowa/wyrażenia do 1–5 do definicji A–E.

1	trick	**A**	leave your house to enjoy yourself
2	go out	**B**	something you do to surprise others
3	fall over	**C**	lose balance and hit the ground
4	go skateboarding	**D**	go on a short excursion by car
5	have a little road trip	**E**	practise the sport in which you use a board with wheels

18 V4 *What did or didn't you do last night?* Obejrzyj wideo i dopasuj wypowiedzi A–F do osób 1–5. Jedna wypowiedź została podana dodatkowo.



Lara



Anya



Jim



Seosamh



Aimee

☐ **A** I went skateboarding last night.

☐ **B** Well, last night I drove to London to see my friend.

☐ **C** Last night I stayed at home, studied, and I didn't go out.

☐ **D** Well, last night we actually, we went to Oxford and to the Harry Potter Studios.

☐ **E** When I arrived in London, I was very tired, so I didn't watch TV, I didn't go to see a film.

☐ **F** Last night my wife and I walked to a restaurant, but we didn't walk back, we took a taxi.

19 V4 Obejrzyj wideo jeszcze raz i wybierz opcję: A lub B.

1 Lara didn't go out for lunch, but she
A went to the Harry Potter Studios to have a meal.
B packed her own lunch to have it during the trip.
2 Jim went out to a restaurant
A on foot. **B** by taxi.
3 When Seosamh arrived in London, he
A drove around the city. **B** fell asleep.
4 Aimee thinks last night went really well because she
A tried a new trick and didn't hurt herself.
B taught somebody a new trick.

20 *What did or didn't you do last night?* W zeszycie odpowiedz na pytanie, używając od 50 do 120 słów.

READING

The New Guitar

I arrived home late last night. Mum and Dad were asleep, but my sister Rachel wasn't in bed yet. I knew what I had to do.

I climbed the stairs and knocked on her door.

'Come in,' she said. Rachel was sitting at her desk and studying. Some music was playing softly on her CD player. Mozart? I wasn't sure. There were history books on the desk in front of my sister. That was her favourite subject. She wanted to go to university next year to study History as she wanted to become a teacher.

Rachel looked up from her book. 'What do you want, Katy?' she asked. Rachel and I didn't spend much time together. Don't worry – I didn't hate her and she didn't hate me. We were just interested in different things.

'Could you lend me some money?' I asked her. Rachel always had plenty of money. She worked in a shop every Saturday and she saved every penny. My younger sister just looked at me. I waited.

'It's for your pop band, isn't it?' she asked at last.

In Rachel's opinion, it was silly that I played in a band. In fact, all pop music was silly. She agreed with my parents. They wanted me to go back to school and to forget about our band, Steel City, but I didn't want to go to university. They were sad about that. They were even sadder when I got my job at the factory.

'It is for the band,' I explained. 'Tom's guitar is broken. It was an accident, but I broke it. Now we have to get a new one. We're playing in the Battle of the Bands competition, and we can't have a guitarist without a guitar.'

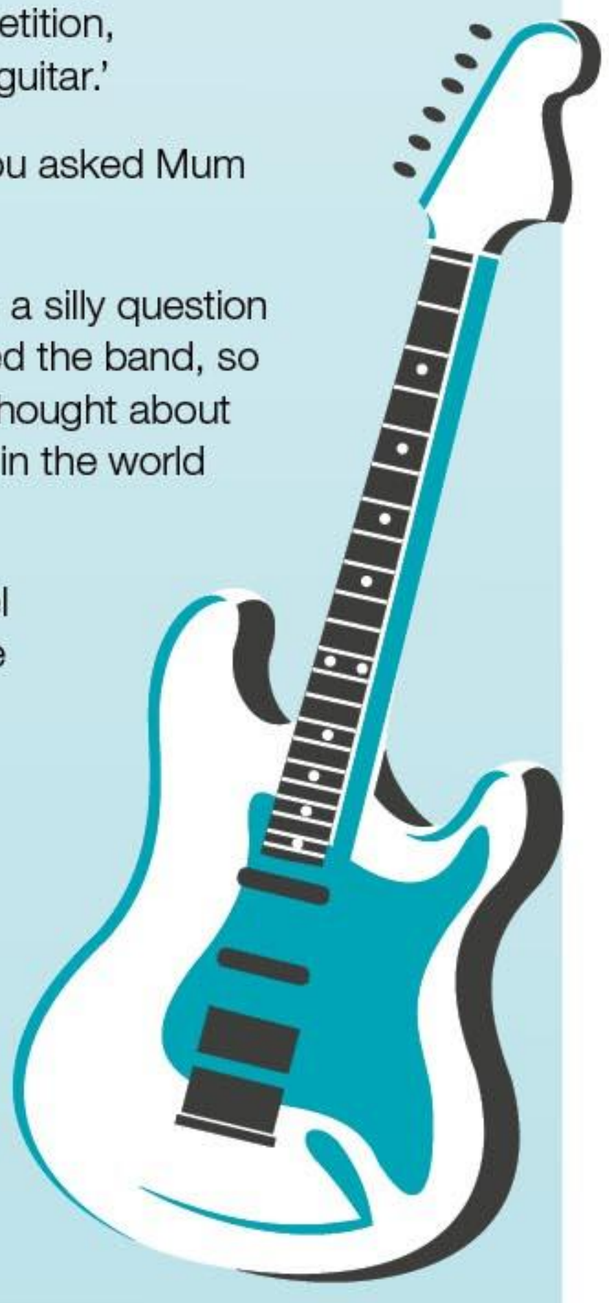
Rachel didn't seem interested. 'Have you asked Mum and Dad?' she said.

'What do you think?' I answered. It was a silly question and Rachel knew it. Mum and Dad hated the band, so I couldn't ask them for money. Rachel thought about this. Then she said, 'How many people in the world want to be pop stars?'

I didn't answer. I didn't have to – Rachel answered for me. 'Thousands of people do,' she said. 'And how many of them become pop stars?' She waited. 'Not very many.'

At last I said, 'This is really important, Rachel.'

Rachel gave me a long, sad look. Then she picked up her bag from the back of the chair. 'OK,' she said. 'How much do you want?'



Adapted from 'Ghost in the Guitar' by Paul Shipton, Pearson English Readers

1 **Uzupełnij luki w zdaniach 1–6 zgodnie z treścią tekstu obok.**

1 Rachel and Katy did not fight, but they didn't _____ with each other.
2 Katy wanted _____ from her sister.
3 Rachel preferred classical music to _____.
4 Their parents weren't pleased when Kate started _____.
5 Katy broke the guitar by _____.
6 Finally, Rachel decided _____.

2 **Uzupełnij w e-mailu luki zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim.**

Cześć Magda,

właśnie dostałem wiadomość od Katy z Londynu. Jej kapela, Steel City, bierze udział w [1] _____. Mają problem, bo nie [2] _____. Chciałem im pomóc i zorganizować zbiórkę pieniędzy, bo Katy nie może liczyć na pomoc [3] _____. Na szczęście Rachel (siostra Katy) zdecydowała się pożyczyć pieniądze na instrument. Bardzo się cieszę, bo to oznacza, że za tydzień będziemy mogli posłuchać Steel City na żywo na YouTube!

Krzysiek

LISTENING

3 2.28 **Usłyszysz dwukrotnie trzy wypowiedzi dotyczące konfliktów. Przyporządkuj każdej osobie (1–3) odpowiadające jej zdanie A–D. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

This speaker

A complains about someone's behaviour.
B doesn't know how to make up with someone after a fight.
C is trying to cheer up someone who has split up.
D had an argument because he/she didn't agree with someone's opinion.

1	2	3

FUNCTIONS

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

1 X: Hey! We won the match yesterday!
Y: Well _____!

2 X: I like playing the piano. In fact, I've got a concert tomorrow.
Y: Good _____!
X: Thanks!

3 X: Hey Jess, I'm so _____ to your party last weekend. My mum got sick.
Y: That's all right. I hope your mum's feeling better.

2 **Wpisz w każdą lukę dialogu brakujący fragment wypowiedzi tak, aby otrzymać spójny i logiczny tekst.**

X: Oops! [1] _____ stepping on your foot!
Y: It's OK. The bus is really crowded today.
X: Hey, you go to Hill School in Camden, don't you?
Y: I do. You too?
X: Yes. I'm Nick.
Y: Sorry, I [2] _____ your name.
X: It's Nick.
Y: I'm Emma.
X: So, Emma, would you like to see a movie or something?
Y: No, thanks. I've got a boyfriend.
X: No [3] _____. I just had to ask.

WRITING

Wskazówka

Pamiętaj, aby w e-mailu używać odpowiednich zwrotów, przy pomocy których wyrazisz zaproszenie oraz podasz informacje zawarte w poleceniu, takie jak: czas i miejsce imprezy, obowiązujący strój, prezenty czy tradycje związane z danym świętem.

3 **Przeczytaj zadanie egzaminacyjne. Następnie połącz fragmenty 1–6 z odpowiednimi zakończeniami A–F, tworząc w ten sposób tekst zaproszenia pasujący do zadania egzaminacyjnego.**

Rodzice planują ogromną uroczystość na twoje 14. urodziny. Z tej okazji piszesz zaproszenie do kuzynki z Kanady. W tekście:
- zaproś kuzynkę na imprezę,
- poinformuj o miejscu i terminie wydarzenia,
- zasugeruj elegancki strój.

1 I would like *C*
2 It will be _____
3 The party will start at _____
4 It is a formal family celebration _____
5 I'm very excited because I've never _____
6 Let me know _____

A had a real birthday party before.
B so please wear elegant clothes.
C to invite you to my 14th birthday party.
D on March 17th at my place, 37 Wielka Street.
E if you can be there.
F 4.30 p.m. and will last five hours.

4 **Przeczytaj zadanie egzaminacyjne i na podstawie podanych fraz ułóż fragmenty zdań w e-mailu.**

Napisz e-mail do koleżanki ze Szkocji. W e-mailu:
- zaproś ją do spędzenia świąt Bożego Narodzenia u Ciebie,
- opisz, jak przygotowania do świąt wyglądały w zeszłym roku,
- wyraź nadzieję na spotkanie.

Hi Bea,

I [1] (**write / you**) _____ because I [2] (**like / invite / you**) _____ to come and celebrate Christmas with me and my family. Polish Christmas [3] (**be / different**) _____ English celebrations. The most important day for us is Christmas Eve. Last year, my dad and I [4] (**wake / early**) _____ Christmas Eve and we [5] (**go / buy**) _____ a Christmas tree. Then, my brother and I [6] (**decorate / it**) _____ and we [7] (**put / gift**) _____ under it. My mum prepared some traditional dishes and my dad [8] (**fry / fish**) _____. I hope you can come to be with us. What do you think about it?

Take care,

Max

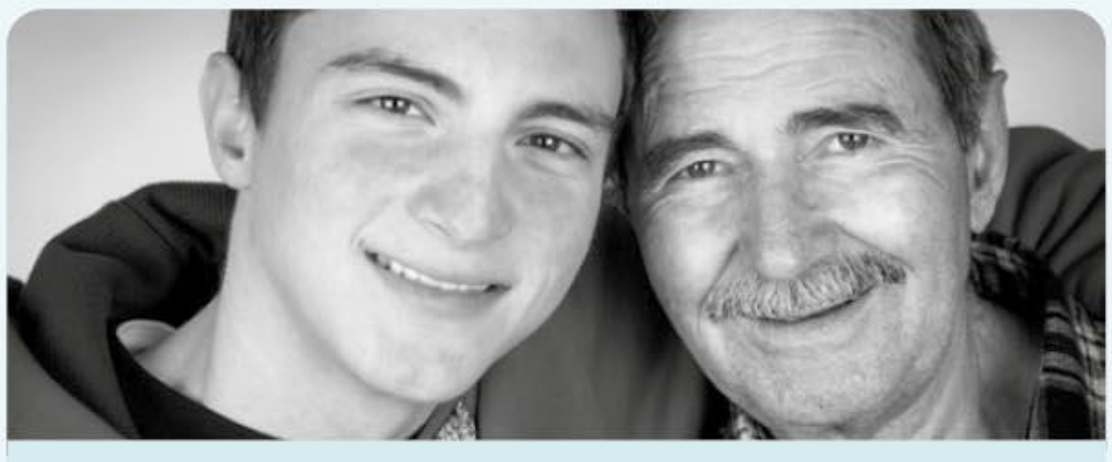
5 **Chcesz zaprosić kolegę/koleżankę z Anglii do Polski. Proponujesz, abyście spędzili Święta Wielkanocne razem z twoją rodziną. W e-mailu:**
- zaproś go/ją na święta do siebie,
- opisz, jak zwykle wyglądają przygotowania świąteczne,
- wyraź nadzieję, że kolega/koleżanka będzie mógł/mogła przyjechać.

1 **Zakreśl słowa, które poprawnie uzupełniają zdania.**

1 a My older brother **does / makes** the cooking when my parents are away.
b She **does / makes** sport every other day.
2 a How many windows have they **clean / cleaned** since 9 o'clock?
b When did you last **clean / cleaned** your shoes?
3 a My sister is much older than me, but we **get / go** on well.
b My friends and I **get / go** out every weekend.
4 a I've had a lot of tests at school **late / lately**.
b Recently I've been **late / lately** for school every day.

2 **Uzupełnij tekst, wpisując w każdą lukę jedno słowo z ramki. Trzy wyrazy zostały podane dodatkowo.**

busy cared looked since touch when



Have you ever asked your grandparents about their teenage years? I have. My grandpa says things have changed a lot [1]_____ he was in his teens. He spent a lot of time with his friends and cousins. Nowadays teenagers spend less time together and mostly keep in [2]_____ online. Interestingly, my grandpa thinks he had more freedom at my age. His parents hardly ever asked him about his homework or free-time activities. Even as a child, he could walk anywhere by himself. But he did more housework than me. He also [3]_____ after his younger siblings. I just have to study and tidy my room once a week.

3 **Uzupełnij zdania wyrazami w nawiasach w odpowiedniej formie. Nie zmieniaj kolejności wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.**

1 a (**you / watch**) *Did you watch* the fireworks last night?
b (**you / watch**) _____ the film yet?
2 a I'm so nervous because I (**never / ask**) _____ anyone out in my life!
b Mark is very shy and he (**never / ask**) _____ questions.
3 a My aunt (**be / keen**) _____ football when she was younger.
b I love yoga. I (**be / interest**) _____ in it for a very long time.

4 **Uzupełnij zdania, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów, jednak – jeżeli jest to konieczne – dodaj inne wyrazy. W każdą lukę możesz wpisać maksymalnie cztery słowa, wliczając w to wyrazy już podane.**

1 My team (**not / play**) _____ Friday because some players were sick.
2 They (**already / do**) _____ the shopping, so we don't need to go to the shops.
3 Graham, (**be / you / born**) _____ June or July?
4 I (**get / ready**) _____ school right now. Can I call you later?
5 It's not easy (**bring**) _____ children and work full time.

5 **W każdej grupie zdań znajdź dwa zdania, które mają to samo znaczenie.**

1 a Have you done the washing-up?
b Have you washed the clothes?
c Have you washed the dishes?
2 a I annoy my younger brother.
b I think my younger brother is annoying.
c My younger brother gets on my nerves.
3 a I've lived here since I was born.
b I've lived here all my life.
c I lived here when I was a child.
4 a I went to two parties last month.
b I haven't been to a party for two months.
c I last went to a party two months ago.

6 **Wykorzystując podane wyrazy, uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyraz już podany.**

1 My classmate fell out with me over social media. **ARGUMENT**
My classmate and I _____ about social media.
2 This is Mark's first Christmas without his family. **SPENT**
Mark _____ Christmas without his family before.
3 Jeremy hasn't got any brothers or sisters. **ONLY**
Jeremy is _____.
4 My parents got married in 1995. **BEEN**
My parents _____ 1995.

4 EDUKACJA

1 Przeczytaj wypowiedzi nauczycieli i wpisz odpowiednią nazwę przedmiotu.

1 'Today you're going to paint a picture of a fruit.'
A*rt*

2 'Guten Tag'.
F_____ L_____

3 'Enter your login and password and then click OK.'
I_____ T_____

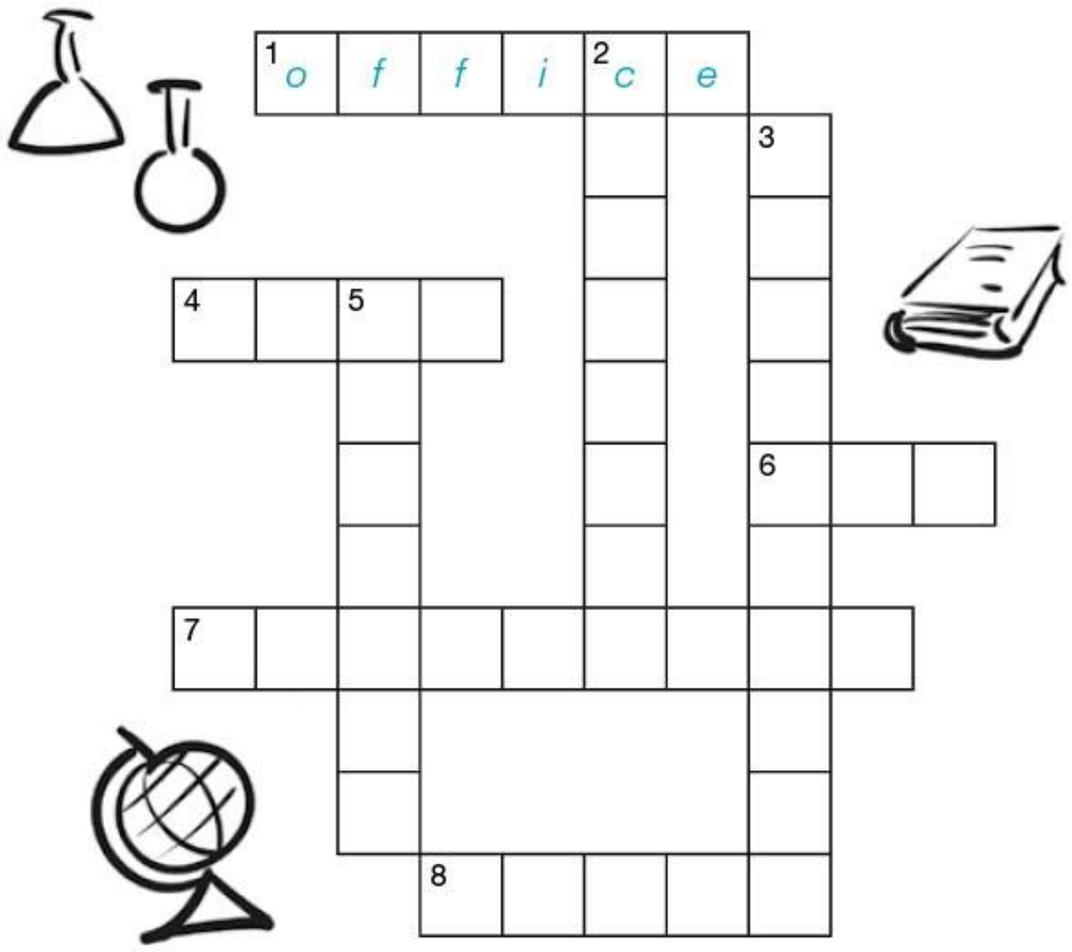
4 'Today we're going to play rugby.'
P_____ E_____

5 'Be careful in the laboratory.' S_____

2 Połącz angielskie słowa 1–8 z ich polskimi odpowiednikami A–H.

1	grade	A	klasa (uczniowie)
2	class register	B	mundurek szkolny
3	primary school	C	ocena
4	state school	D	szkoła podstawowa
5	class	E	dziennik lekcyjny
6	term	F	semestr
7	school uniform	G	świadectwo
8	report	H	szkoła państwowa

3 Rozwiąż krzyżówkę.



1 A secretary works there.
2 You walk along this from one room to another.
3 Students go there at break time to play, talk or just relax when it isn't raining.
4 Various school events take place there.
5 You can get books from there.
6 You play indoor sports and do gymnastics here.
7 You have your lessons there.
8 You do sports on the sports _____.

4 Uzupełnij zdania słowami i wyrażeniami z ramki.

canteen caretaker cloakrooms classmate common room ~~head teacher~~ professor staff students staff room

1 Have you heard? The *head teacher* has decided there'll be no lessons on the 2nd of May!
2 There are 500 _____ in our school.
3 Christine's mum is a medicine _____.
4 Aunt Ivone is not really my aunt. She's my mum's old _____. They went to school together 25 years ago.
5 Our school is big. There is a teaching _____ of more than 80 teachers.
6 Mr Bell is a _____ – he looks after our school.
7 If you'd like to leave your coat, the _____ are on the ground floor.
8 The _____ is a place where students can relax, play board games, do homework or talk to each other.
9 Do you eat lunch in your school _____?
10 Teachers usually spend their breaks in the _____.

5 Ułóż wydarzenia w kolejności chronologicznej.

1 *C* 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

A When he **got the results**, he was shocked: he had **failed** everything!
B This time he **passed with flying colours***.
C Last year Mike **prepared for** the school-leaving exam, but he didn't **study** very hard.
D He **retook the exam** and he didn't **cheat**.
E He **took the exam** last April.
F The next year he **revised** really hard.

**passed with flying colours – zdał celująco*

6 Uzupełnij tekst słowami z ramki.

bag case ~~exam~~ failed pen results revise strict textbooks

Last week, we had an English [1] *exam*. We don't know the [2] _____ yet, but I think I [3] _____. I didn't [4] _____ much for the exam because I lost my [5] _____ with all my [6] _____ in it. Then, when I sat down to start writing, I opened my pencil [7] _____ and there was nothing in it. I asked my friend for a [8] _____ and the teacher moved me to the front for talking. He's so [9] _____!

7 Uzupełnij zdania przymiotnikami, których pierwsze litery podano.

1 Mrs Thompson is a very **d**_*emanding*_ teacher. You have to be really well-prepared for her lessons.
2 You are very **h**_____-**w**_____ this term. You've made a lot of progress.
3 Miranda is a very **g**_____ student. She writes excellent poetry and easily learns foreign languages.
4 I love Ms Griffin's classes. She's so **c**_____ that I never get bored!
5 Our headmaster used to be a professor at university. He's very **r**_____ among other teachers.
6 I have to say that I'm not very **p**_____. Once I arrived half an hour late for class.

8 Zakreśl właściwe słowa.

RULES

1 You mustn't play **absent / truant**.
2 If you are caught **cheating / failing** in an exam, you will have to **revise / retake** it.
3 You must hand **in / on** your homework on time.
4 You should always **make / do** your best.
5 It's good to **belong / prepare** to clubs, but homework is more important.
6 If you are **absent / truant** from school for any reason, you should bring a note from your parents.
7 Be quiet while the teacher is **making / taking** the register.

9 Uzupełnij tekst czasownikami *make* i *do*.

Julia asks: *What should I do to* [1] _*make*_ *progress in English?*

- Take time to [2] _____ you homework carefully.
- When you [3] _____ a mistake, think about it.
- [4] _____ notes of new words and revise them often.
- It's useful to [5] _____ exercises in a book, but you should also read and listen to real English.
- And finally, [6] _____ your best, but don't worry. If you don't [7] _____ well in a test, there will be plenty of other tests to pass with flying colours!

Napisz jeszcze trzy rady dla Julii.

_____
_____
_____
_____
_____
_____

BBC VOX POPS

10 Dopasuj słowa/wyrażenia 1–4 do definicji A–D.

1 native language
2 common language
3 signage
4 foreign language

A the signs in public places
B language of the country that someone is born in
C language of a country that is not your own
D language used often and by many people

11 V5 *What's your native language?* Przeczytaj wypowiedź Akwasiego, a następnie obejrzyj wideo i uzupełnij zdania wyrazami z ramki. Trzy z nich podano dodatkowo.

actually common definitely ~~native~~ native say spelt spelt speak



My [1] _*native*_ language, there [2] _____ are two. There is Twi, [3] _____ T-W-I, and then there's Ewe, [4] _____ E-W-E. So those are the two languages [5] _____ to Ghana that I [6] _____.

12 V5 *What are the two most popular foreign languages in your country?* Przeczytaj wypowiedź Lary i zakreśl poprawne opcje. Następnie obejrzyj wideo, aby sprawdzić swoje odpowiedzi.

Well, definitely [1] **Spanish / English** is one of the most [2] **popular / foreign** languages 'cause everyone [3] **teaches / learns** it at school in Germany. Apart from that, I guess [4] **Finnish / French**, and maybe [5] **Swedish / Spanish**. But I don't know whether they're the most [6] **common / popular** ones. They're [7] **absolutely / definitely** the most common ones.

13 V5 *Do you think English is easy?* Obejrzyj fragment wideo z odpowiedziami na to pytanie. Która z osób 1–3 wypowiada zdanie A–D? Uwaga: dwa zdania pasują do jednej osoby.



Smith Akwasi Anya

3 **A** I find English easy because I've grown up with it.
☐ **B** I've heard from some of the people I work with that it's quite a hard language.
☐ **C** English is a pretty easy language to learn, to speak, to understand.
☐ **D** English is an easy language in my feeling because it's all around you.

14 Odpowiedz w zeszycie na pytanie: *Do you think English is easy?* Uzasadnij swoją opinię. Użyj 50–120 słów.

4.2 GRAMMAR

1 Uzupełnij tabelę odpowiednimi formami przymiotników.

	przymiotnik (*adjective*)	stopień wyższy (*comparative*)	stopień najwyższy (*superlative*)
1	busy	*busier*	*the busiest*
2	big		
3		happier	
4			the most difficult
5	interesting		
6		better	
7	bad		

2 2/29 Uzupełnij zdania przymiotnikami z ramki w stopniu najwyższym. Wybierz właściwe wartości liczbowe, a następnie posłuchaj nagrania i sprawdź swoje odpowiedzi.

cold deep high high hot long ~~low~~ low old

Did you know that …

1 Raczki Elbląskie is *the lowest* point in Poland. Located 4 km north-west of the city of Elbląg and it's **1.8 m / 2.6 m / 0.7 m** below sea level.

2 The Vistula is _____ river in Poland: **2015 km / 1047 km / 534 km**.

3 _____ waterfall in Poland is Siklawa, situated in the Tatra Mountains: **70 m / 90 m / 110 m**.

4 _____ lake in Poland is Lake Hańcza in the Mazurian Lake District: **120 m / 108 m / 134 m**.

5 January is _____ month in Poland, with _____ temperature of –41°C recorded on **21.01.2015 / 11.01.1900 / 11.01.1940**.

6 July is _____ month in Poland, with _____ temperature of 40.2°C recorded on **21.07.2015 / 29.07.1921 / 2.07.2016**.

7 Złotoryja is one of _____ cities in Poland, with its city rights dating back to **1211 / 1345 / 1233**.



3 Wpisz w luki przymiotniki w nawiasach w stopniu wyższym lub najwyższym.

1 Our Geography teacher said that the Andes aren't (**high**) *the highest* mountains in the world, but they are (**long**) _____ mountain range.

2 It says in our Biology coursebook that dolphins are (**intelligent**) _____ than dogs.

3 We have our school trip tomorrow. Let's hope the weather gets (**good**) _____ then.

4 In Australia, February is (**hot**) _____ month of the year.

5 Samuel Johnson, one of (**great**) _____ Englishmen, wrote the first English dictionary in 1755.

4 Uzupełnij zdania wyrażeniem *as … as*.

1 My hair's shorter than yours.
My hair isn't *as long as* yours.

2 Your school bag is heavy, and so is mine.
Your school bag is _____ mine.

3 My computer is slower than her computer.
My computer isn't _____ hers.

4 Both our bikes are dirty. Mine isn't cleaner or dirtier than yours.
My bike is _____ yours.

5 Today's Maths homework is more difficult than last week's.
Today's Maths homework isn't _____ last week's.

6 October is generally colder than September.
October isn't _____ September.

UWAGA!
Wyraz *enough* zachowuje się w zdaniu inaczej w zależności od tego, czy łączy się z rzeczownikiem, czy z przymiotnikiem, np.:
There were enough chairs in the assembly room. W auli było dość krzeseł. (poprzedza rzeczownik)
The classroom isn't tidy enough to welcome an important guest. Klasa nie jest dość czysta, aby móc powitać ważnego gościa. (występuje po przymiotniku)

5 Uzupełnij zdania wyrazami *as*, *enough*, *than* lub *too*.

1 Mathematics is more difficult *than* Biology.

2 Our classroom isn't _____ green _____ yours.

3 Their sports field is big _____ to have three different matches going on at the same time.

4 Our room is _____ small to fit in all the furniture.

5 The school office is _____ spacious _____ the IT classroom.

6 There isn't _____ room in the school hall for all the classes.

UWAGA!
Niektóre przysłówki mają taką samą formę jak przymiotniki, np.:
He usually has an early breakfast. On zwykle jada wczesne śniadanie.
He usually goes to school early. On zazwyczaj wychodzi wcześnie do szkoły.
She is fast. Ona jest szybka.
She runs fast. Ona szybko biega.

6 Uzupełnij zdania poprawnymi formami przysłówków.

1 I got bad marks.
I did *badly*.
2 Be quick!
Do it _____!
3 This exercise is hard.
We're working _____ on it.
4 We were early at school yesterday.
We arrived _____.
5 Joan, who is my classmate, talks in a quiet voice.
She talks _____.
6 Mrs Grim often gets angry with us.
She often reacts _____.
7 This computer was really cheap.
I bought it _____.

7 Uzupełnij zdania właściwymi przymiotnikami i przysłówkami.

1 We left (**wcześnie**) *early* to be on time.
2 The train didn't go very (**szybko**) _____.
It wasn't a (**szybki**) _____ train.
3 Tom is a very (**dobry**) _____ student, so he did very (**dobrze**) _____ in the test.
4 We were (**spóźnieni**) _____ for the test.
5 I usually get up (**późno**) _____ on Saturdays.

8 Uzupełnij tabelę odpowiednimi formami przysłówków.

	przysłówek (*adverb*)	**stopień wyższy** (*comparative*)	**stopień najwyższy** (*superlative*)
1	quickly	*more quickly*	*the most quickly*
2	near		
3		more carefully	
4			the most loudly
5		faster	
6		better	
7	badly		

9 Uzupełnij zdania przedimkami *a*, *an* lub *the*. Jeśli przedimek nie jest potrzebny, wpisz –.

CLASSROOM TALK

1 Let's review *the* last lesson.
2 Look at _____ board, please.
3 Look at _____ page 22.
4 Come to _____ board, please.
5 What's _____ English word for 'przedimek'?
6 Who knows _____ answer?
7 Have _____ good day!
8 See you on _____ Monday.

10 Uzupełnij zdania przedimkami *a, an* lub *the*. Jeśli przedimek nie jest potrzebny, wpisz –.

1 I always go to *–* school by bike.
2 Mrs Bookworm is _____ librarian.
3 Can you open _____ window, please?
4 In _____ Grace's school, every student has got _____ locker. _____ lockers are orange and green.
5 During breaks all my sister's classmates go out to have fun in _____ playground which is next to _____ school gym.
6 I believe _____ women are better at solving _____ crossword puzzles than _____ men.
7 There's _____ big canteen in our school. _____ lunch is served in _____ canteen at 1:00 p.m. every day.

UWAGA!
Przed rzeczownikami abstrakcyjnymi, określającymi uczucia lub przed uogólnieniami wyrażanymi rzeczownikami w liczbie mnogiej NIE stawiamy przedimka, np.
Love conquers all. Miłość zwycięża wszystko.
Dogs are faithful. Psy są wierne.

11 Zakreśl właściwe opcje.

1 My grandma gets up very early in **a / – / the** morning and prepares **a / the / –** breakfast for me and my sister.
2 Before school, I need to go to **a / – / the** post office to mail **a / – / the** parcel.
3 Is there **a / – / an** university in your city?
4 Do they keep **an / – / the** animals on their farm?
5 Are **a / – / the** owls really as smart as Mrs Sparrow told us in our Biology lessons?
6 Cheetahs and antelopes are **a / – / the** fastest animals on Earth.
7 I'd like to go to music school to learn to play **a / – / the** musical instruments, especially **a / – / the** guitar.

4.2 GRAMMAR

12 **Uzupełnij szkolne żarty przedimkami *a*, *an*, *the* lub – (brak przedimka).**

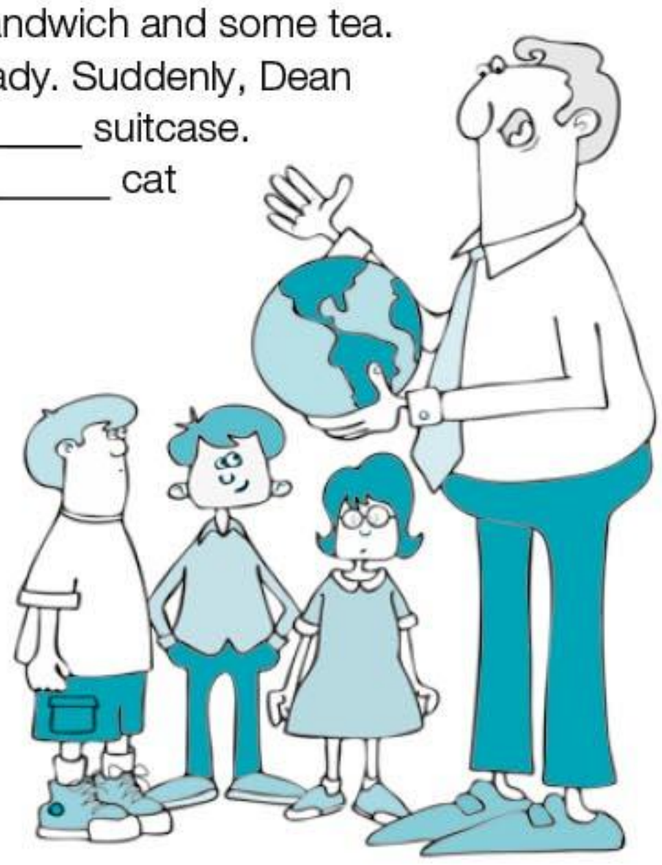
1 Teacher: Where is *the* English Channel?
Student: I don't know. My TV doesn't pick it up.
2 Teacher: Where's your homework?
Student: I lost it fighting this boy who said you weren't _____ best teacher at _____ school, sir.
3 Teacher: What can you tell me about _____ Dead Sea?
Student: I didn't even know it was alive!

13 **Uzupełnij zdania przedimkami *a*, *an*, *the* lub – (brak przedimka). Na jakich lekcjach w szkole usłyszysz te zdania? Dopisz nazwy przedmiotów do poszczególnych zdań.**

1 *The* Moon is *the* Earth's only natural satellite. *Science*
2 You're going to visit _____ zoo tomorrow and see _____ lion and _____ elephant. _____
3 There are many islands in _____ world. For example, Great Britain is _____ island. It's separated from _____ France and _____ Netherlands by _____ English Channel and _____ North Sea. _____
4 In many countries, _____ wind can be a good source of _____ energy. _____
5 It's easy: _____ water consists of hydrogen and oxygen. _____
6 You had to buy _____ notebook and _____ eraser. _____ notebook cost €2.00, and _____ eraser €0.80. How much did you pay? _____

14 **Przeczytaj tekst o nauczycielu geografii i wpisz w luki *a, an, the* lub – (brak przedimka).**

Dean is [1] *a* Geography teacher in Edinburgh. He works at [2] _____ local secondary school. He loves [3] _____ teaching Geography and travelling and today he isn't going to [4] _____ work. He is going on [5] _____ holiday to [6] _____ Egypt. His plane leaves in [7] _____ afternoon, but he's got some things to do before he goes. First of all, he wants to have [8] _____ breakfast. He'll have [9] _____ sandwich and some tea. Dean's suitcase is ready. Suddenly, Dean notices his cat in [10] _____ suitcase. He still has to take [11] _____ cat to his sister.



15 **Przeczytaj tekst, znajdź w nim jeszcze 8 błędów i popraw je w zeszycie.**

I go to West Hill Grammar School. It's *the* biggest school in my city. My the best friend's name is Sylvia. She is one of most popular girls at school. Unfortunately, I'm not as popular than she is. Sylvia is also younger then me. In fact, she's the most young student in our class. Sylvia always gets the higher marks in general tests, but I'm good at sports than she is. Besides, I'm taller and fiter, and I've got the best tennis serve in the whole school. Although we're so different, we're really good friends and we enjoy each other's company very well.

16 **Przetłumacz podane w nawiasach fragmenty zdań na język angielski i uzupełnij zdania opcjami A, B lub C.**

1 Our school equipment is (**równie nowoczesny jak**) ___ the one in their school.
A as modern than **B** more modern than **C** as modern as
2 I ran (**tak szybko**) ___ because I didn't want to be late for school.
A so fast **B** such fast **C** so fastly
3 I always have (**śniadanie**) ___ at 6:30.
A a breakfast **B** breakfast **C** the breakfast
4 John is (**wystarczająco silny**) ___ to help you with these boxes!
A enough strong **B** too strong **C** strong enough

17 **Przetłumacz podane w nawiasach fragmenty zdań na język angielski.**

1 Could you name (**stolicę Włoch**) *the capital of Italy*?
2 (**Czy jesteś wystarczająco dobry**) _____ _____ at Chemistry to help me with this task?
3 Yesterday (**Maxowi źle poszło**) _____ _____ in the History test.
4 Was the play (**w Teatrze Narodowym**) _____ _____ interesting?

18 **Przetłumacz zdania, używając podanych obok wyrazów w niezmienionej formie.**

1 To jedna z najlepszych lektur szkolnych, jakie czytałam. **SET**
This is one of the best set books I've read.
2 Czy on poleciał do Hiszpanii samolotem? **DID**
_____
3 Kate pięknie gra na gitarze. **THE**
_____
4 Taksówka już jest, więc jedźmy do hotelu. **HERE**
_____

READING

1 **Przeczytaj tekst. Do każdego akapitu A–E dopasuj właściwy nagłówek 1–7. Dwa nagłówki zostały podane dodatkowo.**

1 Learn the lyrics and sing along
2 Practice makes perfect
3 Create your own English-speaking world
4 Classroom English
5 Talk about your hobbies in English
6 English words with friends
7 Use cooking apps in English

Easy Ways to Learn English

Here we suggest some easy ways to learn English at home, at school or on the move. Why not try them today?



A ☐ Scrabble® is a classic board game in which players create words in a crossword fashion. It's a fantastic way to make your English vocabulary stronger. Playing Scrabble challenges you to really think in English as you try to create different words using your set of letters. Invite your classmates to play with you or play Scrabble online.

B ☐ Songs almost always contain a lot of useful vocabulary, phrases and expressions. The language used in songs is informal and up-to-date. Music also has an incredible ability to stick in our heads, so this can help you to remember your new English words.

C ☐ To learn new English words, it's important to keep using them. When you write down the new words, try to use them in three different sentences. Then, say them out loud. The repetition will help you to remember the word, and when you use the word in different contexts, you help yourself to expand your vocabulary.

D ☐ Join online English forums. The key here is to join forums for subjects that you are interested in – that way, your motivation for learning English will improve because you'll want to take part in them. So, whether it's photography, movies, travelling or cooking, discuss your passion with other people in English.

E ☐ One of the most effective and easy ways to learn English is to surround yourself with the language. Find an English-speaking radio station to listen to, watch English-speaking movies or TV shows. When you go to an English-speaking country, listen to conversations in restaurants, at airports or in shops and try to pick up everyday language. The good thing is that with modern technology and apps, this can be done practically anywhere.

2 **Przeczytaj tekst ponownie. Do każdego zdania 1–4 dopasuj właściwą część tekstu A–E. Uwaga! Jeden tekst nie pasuje do żadnego zdania.**

In this method of learning English

1 you don't focus on learning the language because you exchange information with others about the things you are fascinated by. ☐
2 you can learn useful language in everyday situations. ☐
3 your vocabulary increases because you learn new words and revise the words you already know. ☐
4 it is easy to learn the language because of the tunes that go with words. ☐

LISTENING

3 2 30 **Usłyszysz dwukrotnie wypowiedź Julii na temat nauki języków obcych. Na podstawie informacji zawartych w nagraniu uzupełnij luki w notatce. Luki należy uzupełnić w języku angielskim.**

1 Everyone in Julia's school is learning at least _____ foreign languages.
2 Julia and her friends from the Japanese club have learnt a lot because they _____.
3 Julia's team started getting ready for the competition in _____.
4 Julia's falling behind because she was absent from _____ Japanese classes.



4.5 & 4.6 FUNCTIONS & WRITING

FUNCTIONS

1 **Uzupełnij luki 1–4 w rozmowie telefonicznej tak, aby była ona spójna i logiczna. Wykorzystaj słowa podane w nawiasach, nie zmieniając ich formy.**

X: Hi Jim. It's Peter.

Y: Hi Peter. What's up?

X: [1] (**calling**) _____ our Polish homework, you know the essay about our favourite film character.

Y: Oh, no. I completely forgot about it. [2] (**written**) _____ yet?

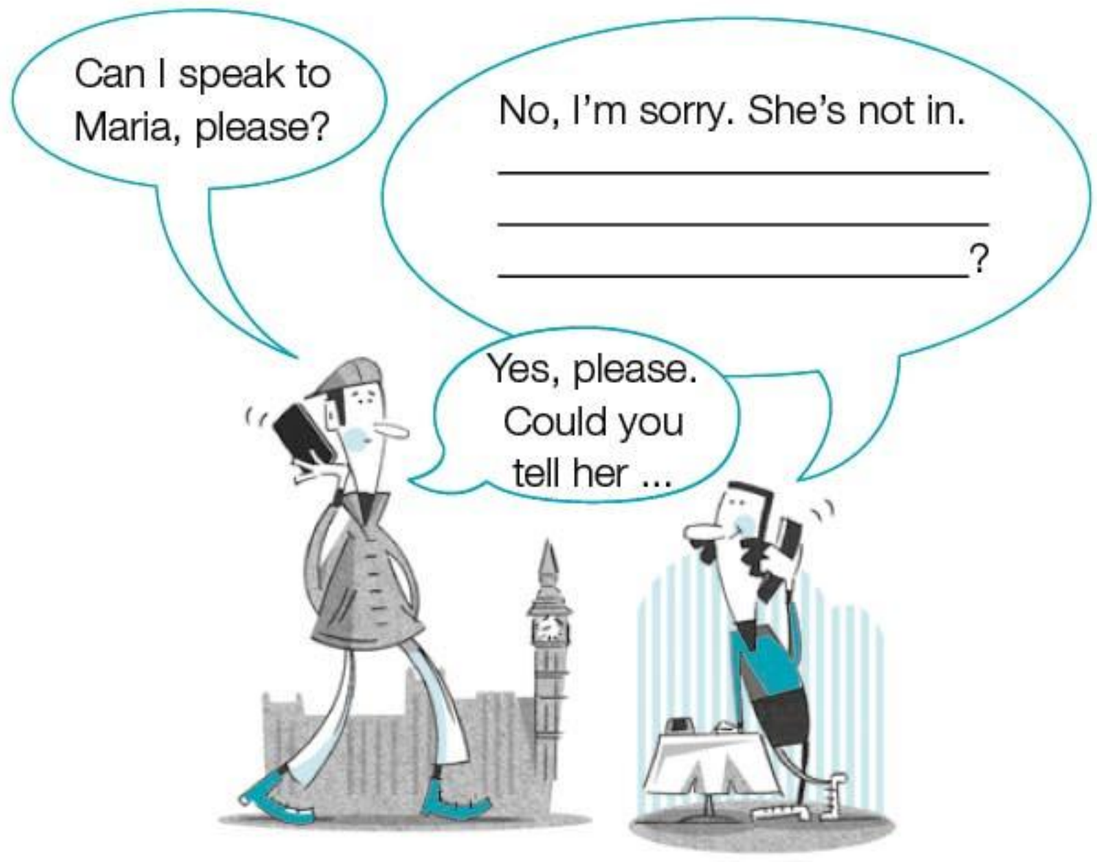
X: Yes, I'm almost finished.

Y: Really? [3] (**believe**) _____! Why didn't you call me earlier? I won't manage to write it now.

X: You will. Calm down! You've got the whole night.

Y: [4] (**hold**) _____. My mum wants something from me.

2 **Uzupełnij dialog. Wpisz w lukę brakujący fragment wypowiedzi tak, aby otrzymać spójny i logiczny tekst.**



WRITING

3 **Przeczytaj zadanie egzaminacyjne i wybierz właściwą odpowiedź: A, B lub C. Następnie wskaż te części tekstu, które odnoszą się do poszczególnych elementów zadania.**

Utwórz wpis na forum, w którym:

- opiszesz sytuację, która miała miejsce podczas sprawdzianu,
- określisz, jakie emocje wywołała w tobie ta sytuacja.
- zaproponujesz, co powinniście zrobić.

Hi everybody!
Today I'm going to write about yesterday's test in Physics. It was the [1] _____ test because our final grades depended on it. I studied really [2] _____, so I'm quite mad and [3] _____ that we'll have to retake it next week because some of us [4] _____ in it. As you may know, I hate Physics so it's really [5] _____ for me to study it. And now I'll have to [6] _____ for it again? No way! I think that we [7] _____ go to Mr Current and ask him to grade the tests of those of us who didn't cheat. What do you say to that? I'm looking forward to your comments.

1	**A** important	**B** most important	**C** more important
2	**A** difficult	**B** tough	**C** hard
3	**A** disrespectful	**B** disappointed	**C** dishonest
4	**A** cheated	**B** was cheating	**C** have cheated
5	**A** painless	**B** weird	**C** painful
6	**A** revise	**B** repeat	**C** retake
7	**A** have	**B** should	**C** need

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

1 Today (**napiszę o**) *I'm going to write about* a situation that happened yesterday.
2 She wants to (**podzielić się swoimi odczuciami**) _____ with us.
3 I think we need to (**zrobić coś z tym**) _____.
4 The head teacher (**był naprawdę zniesmaczony**) _____ by our behaviour.
5 He (**był naprawdę zadowolony z**) _____ the test results.
6 (**Napiszmy**) _____ about it!
7 My sister thinks that (**powinniśmy przeprosić**) _____ our teacher.

5 **Utwórz wpis na forum klasy, w którym:**

- napiszesz o ważnym wydarzeniu w trakcie wycieczki szkolnej,
- określisz, jakie emocje wywołało ono w tobie,
- opiszesz, jak zareagowałeś/zareagowałaś.

Limit słów: 50–120.

_____
_____
_____
_____
_____
_____
_____
_____

1 Uzupełnij zdania wyrazami z ramki.

1 better good ~~well~~

a A lot of young people speak English very *well*.

b Are you _____ at German than last year?

2 more most really

a Jim is studying hard now, but he was _____ lazy last year.

b Is he the _____ unpunctual student in your class?

3 as so such

a Mr Hale says we're _____ gifted students.

b The break was _____ short that I didn't manage to eat my lunch.

4 a an the

a It took me _____ hour to revise for the test.

b Which exercise was _____ easiest for you?

5 than that then

a There are more lockers _____ students.

b It was such a difficult exam _____ most students have to retake it.

2 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk: A, B lub C.



Learn your learning style

"Look at his test. He did so well again!" "[1]____ a gifted girl!" How do you feel when you hear such comments at school? Do you ask yourself then: Am I intelligent?

It's natural to compare yourself with others, but intelligence is more than the ability to solve problems or to learn quickly and [2]____ exams with the best grades. Even if you aren't as good at Maths or languages as the [3]____ student in your class, you definitely have other strengths. Maybe you're an [4]____ talented footballer or you have excellent social skills. Because we have different intelligences, we also learn in different ways. So it's important to discover your learning style. When you know how to study, you make [5]____ faster.

1	**A** Why	**B** What	**C** How
2	**A** fail	**B** pass	**C** take
3	**A** cleverest	**B** ambitious	**C** average
4	**A** enough	**B** extremely	**C** very
5	**A** tasks	**B** homework	**C** progress

3 Uzupełnij każde zdanie z lukami tak, aby zachować sens zdania wyjściowego. W każdą lukę możesz wpisać jeden lub dwa wyrazy.

1 I am too impatient to concentrate on this task.
I'm *not* **PATIENT** *enough* to concentrate on this task.

2 Our English teacher is stricter than our Art teacher.
Our Art teacher _____ **AS** _____ as our English teacher.

3 This Science lab is so modern.
This is **SUCH** _____ Science lab.

4 Kate can't finish the book today. She's a slow reader.
Kate _____ **TOO** _____ to finish the book today.

4 Wykorzystując podane wyrazy, uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyraz już podany.

1 I'm too short to play basketball. **ENOUGH**
I'm _____ to play basketball.

2 No one is more creative than Jack. **PERSON**
Jack is _____ I know.

3 My grades are not as good as last year. **THAN**
My grades _____ last year.

4 It's easy for Ania to make friends. **MAKES**
Ania _____.

5 Przetłumacz na język angielski fragmenty zdań podane w nawiasach.

1 **a** I didn't have (**wystarczająco dużo czasu**) *enough time* to prepare for the exam.

b Is this case (**wystarczająco duży**) _____ for all your pencils?

2 **a** Do you ever go (**do szkoły autobusem**) _____?

b No one likes going (**do kina samemu**) _____.

3 **a** Try to be (**bardziej uważny**) _____ in the lesson so you don't fall behind.

b I'm listening (**bardzo uważnie**) _____.

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

1 Rob is very shy and he always (**mówi za cicho**) _____.

2 The text was (**tak prosty, że**) _____ I learnt it by heart in ten minutes.

3 This is (**najgorsza szkolna wycieczka**) _____ we've ever been on.

4 I don't play (**na gitarze wystarczająco dobrze**) _____ to be in a band.

5 ŚWIAT PRZYRODY

1 Podpisz ilustracje nazwami krajobrazu.

beach coral reef desert field hill island mountains ~~rainforest~~



1 *rainforest*



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

2 Zakreśl właściwe słowa.

Here is the weather [1] **future / forecast** for tomorrow. In the south, it will be sunny with [2] **clear / clean** skies in the morning. It will get more [3] **cloud / cloudy** later on, but it should stay [4] **dry / wet** all day. In the [5] **north / northern**, there will be rain and it will be [6] **wind / windy**. Be careful if you are driving. It will be difficult to see because of thick [7] **fog / shine** and there may also be [8] **cold / ice** on the roads.

3 Uzupełnij nazwy zwierząt brakującymi literami.

Pets

1 k*i*t*te*n 2 h_m____ 3 t__t__s_

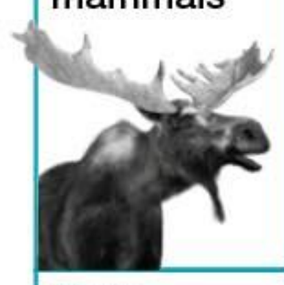
Flying animals

4 e__l_ 5 b_t 6 m_____t_

Wild animals

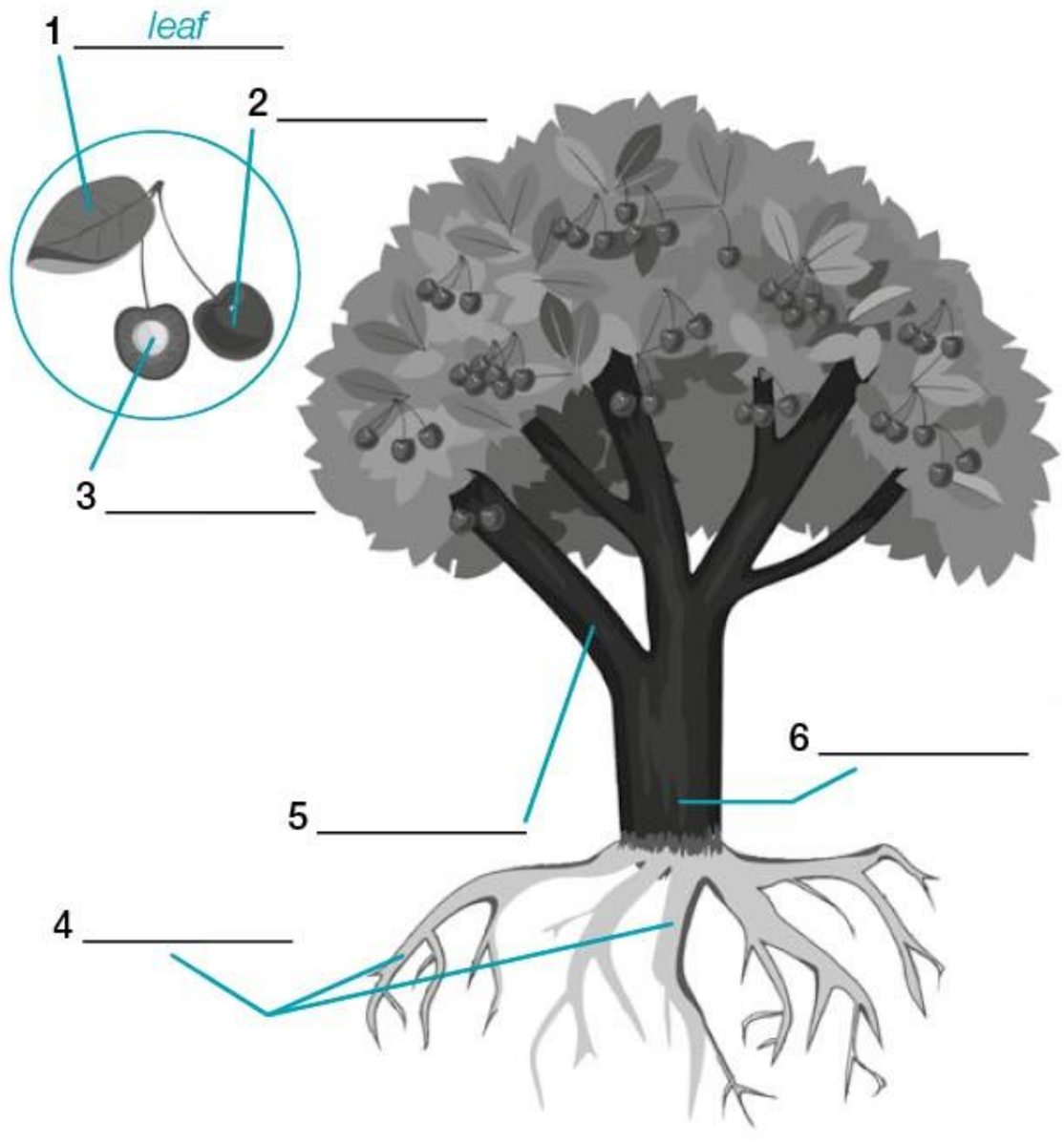
7 c_____h 8 g___f__ 9 k__g____

4 Podaj po kilka przykładów zwierząt do każdej kategorii.

mammals 	*elk*
birds 	*owl*
reptiles 	*Komodo dragon*
amphibians 	*toad*
insects 	*wasp*

5 Podpisz elementy oznaczone na rysunku wyrazami z ramki.

branch fruit ~~leaf~~ roots seed/stone trunk



3 Uzupełnij nazwy zwierząt brakującymi literami.

Pets

1 k*i*t*te*n 2 h_m____ 3 t__t__s_

Flying animals

4 e__l_ 5 b_t 6 m_____t_

Wild animals

7 c_____h 8 g___f__ 9 k__g____

6 Dopasuj do siebie zdania opisujące to samo wydarzenie.

1 There has been a volcanic eruption. *B*
2 It hasn't rained for two years. _____
3 Rescue workers have been working all night. _____
4 The earthquake woke us up at 4 a.m. _____
5 The floods were terrible. _____
6 Last night there was an avalanche. _____

A Ten villages were under water.
B We must evacuate the town before the lava gets here.
C We could feel the house shake.
D The drought has caused a famine in the area.
E Luckily, nobody was buried under the snow.
F They found three more survivors.

7 Połącz słowa tak, aby utworzyć nazwy problemów ekologicznych i sposobów ich rozwiązywania.

1	recycling	A	change
2	acid	B	energy
3	carbon	C	effect
4	climate	D	bank
5	global	E	warming
6	illegal	F	parks
7	renewable	G	rain
8	national	H	hunting
9	greenhouse	I	pollution
10	water	J	dioxide

8 Uzupełnij dialog wyrażeniami z ramki.

an endangered species ~~become extinct~~
cut down forests hunt tigers in the wild
natural habitat wildlife sanctuaries

A: I'm reading an interesting article about tigers. It says that tigers will [1] *become extinct* if we don't do something.
B: Why are tigers [2] _____?
A: For many reasons. People [3] _____ because they want the wood, so the tigers' [4] _____ is disappearing. Some people also [5] _____ for their meat and fur. There won't be any tigers [6] _____ soon. Only in zoos and parks.
B: So what can we do?
A: Lots of things. You can join a charity and help to raise money which will be used to build new [7] _____.
B: You're right. We must try to save these beautiful animals.

BBC VOX POPS

9 Uzupełnij zdania wyrazami z ramki.

autumnal bright chance ~~crisp~~ in-between

1 The weather that is *crisp* is cold and dry.
2 If the weather is _____, the sun is shining and there is a lot of light.
3 It was a warm, _____ day in early October.
4 There may be a _____ of rain in the afternoon, so take your umbrella with you.
5 The weather was _____: it wasn't too cold and it wasn't too hot.

10 V7 *What's the weather like today? What was the weather like yesterday?* Obejrzyj wideo i dopasuj osoby 1–3 do zdań A–E. Jedno zdanie podano dodatkowo.


Kate


Matt


Bruce

[2] A The weather is really autumnal. It's crisp and bright.
[ ] B A bit windy, not nearly as nice. Maybe a chance of rain.
[ ] C The weather is beautiful, sunny, untypically London, I think, for this time of year.
[ ] D It was a bit cloudy with a chance of rain.
[ ] E Beautiful, the weather's beautiful today. Blue skies, sun's shining, fantastic.

11 V7 *What's your favourite month for the weather?* Uzupełnij wypowiedzi Kate oraz Aimee wyrazami i wyrażeniami z ramki. Trzy wyrazy podano dodatkowo.

August birthday chilly cold cool definitely
dog walking in-between ~~October~~ talking weather



Kate: I prefer [1] *October* and the winter 'cause I like the cold [2] _____ and wrap up warm. But I love days like this, it's a little bit [3] _____ and the sun's shining, it's beautiful for [4] _____.



Aimee: My favourite month is [5] _____ October as it's my [6] _____ and it's kind of, it's not too hot, it's not too [7] _____, it's just kind of [8] _____, so yeah, it's my favourite month of the year, yeah.

12 Odpowiedz w zeszycie na pytanie: *What's your favourite month for the weather?* Uzasadnij swoją opinię. Użyj 50–120 słów.

5.2 GRAMMAR

1 Co potrafią te zwierzęta? Napisz pytania i odpowiedz na nie.

1 pelicans / catch fish / ? *Can pelicans catch fish?*
Yes, they can.

2 snakes / swim / ? _____

3 ostriches / fly / ? _____

4 frogs / live on land / ? _____

5 tortoises / live to be a 100 / ? _____

6 foxes / climb trees / ? _____

7 elephants / jump / ? _____

2 Uzupełnij luki w zdaniach opcjami A, B lub C.

1 Jack _____ give names of five volcanoes.
A was able **B** were able to **C** was able to

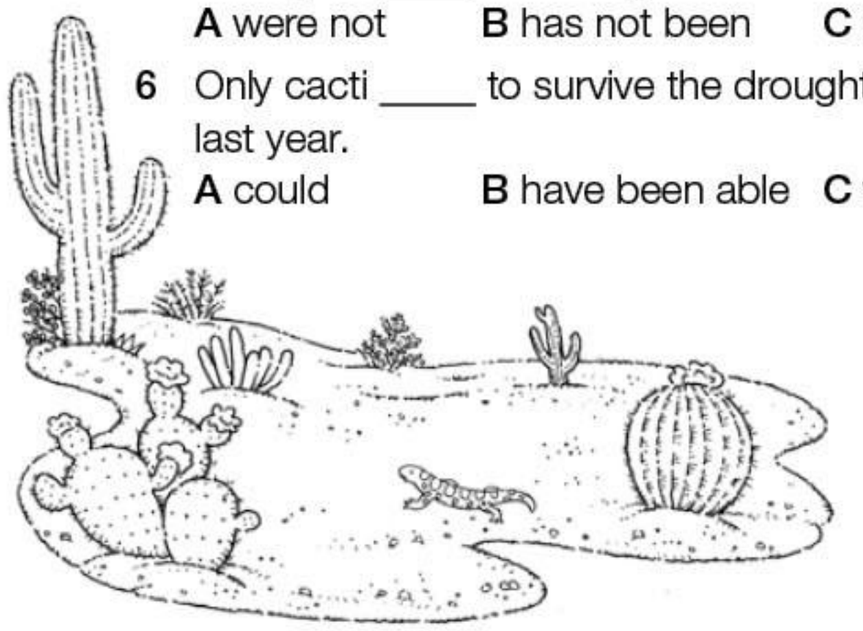
2 After the earthquake, many people _____ return to their homes.
A weren't able **B** wasn't able to **C** weren't able to

3 Scientists will _____ predict another volcanic eruption.
A be able **B** be able to **C** can

4 We _____ to climb the Ayers Rock in Australia because it's closed for visitors.
A can't **B** won't be able **C** will be able

5 So far, we _____ able to fly home after the earthquake.
A were not **B** has not been **C** have not been

6 Only cacti _____ to survive the drought in Australia last year.
A could **B** have been able **C** were able



3 Przeczytaj żarty i zakreśl odpowiednie opcje.

1 A: **Can / Has to** a kangaroo jump higher than the Palace of Culture and Science?
B: Of course. The Palace of Culture and Science **can / can't** jump.

2 A: Where **must / can** you find the biggest number of hamsters?
B: In Hamsterdam!

3 The snail **can't / may** be the strongest animal in the world because it **can / can't** carry its own house on its back.



UWAGA!
W nakazach i zakazach używamy ***you*** z czasownikami modalnymi. Jest to forma bezosobowa.
You mustn't sleep in here. Nie wolno tu spać.
You have to obey the rules. Należy przestrzegać tych zasad.

4 Zakreśl właściwe opcje.

HOW TO BE ECO-FRIENDLY

Did you know your phone charger is still using energy even when your phone is not attached?

1 You **must / mustn't** leave any electrical devices in a standby mode when not in use.
2 You **mustn't / must** turn off a TV set if you're not watching it.
3 You **mustn't / must** walk or cycle more instead of using a car.
4 You **mustn't / must** use plastic bags when you go shopping. Take your own reusable bags instead.
5 You **don't have to / mustn't** throw away dead batteries or broken electrical equipment anywhere. You **must / don't have to** find recycling centres or collection points.
6 You **mustn't / don't have to** use a blow hairdryer. Let your hair air-dry.

5 Dopasuj zdania 1–4 to zdjęć A–D. Dopisz po dwa zdania do każdego ze zdjęć, używając *can, can't, must, mustn't* lub *may.*

1 She can climb high.
2 You mustn't drive here.
3 You must listen to me.
4 You mustn't swim here.



You mustn't drive here because car fumes are harmful to the environment.
You can walk, run or jog, or you can ride a bike instead.







UWAGA!
Z czasownikami modalnymi nie stosujemy wyrazu „czy" w pytaniach ogólnych. Zamiast tego przestawiamy kolejność wyrazów (stosujemy inwersję) lub wprowadzamy czasownik posiłkowy, np.

Can you help me, please? Czy możesz mi pomóc?

May I sit down here, please? Czy mogę tu usiąść?

Will you be able to go there? Czy będziesz mógł tam pójść?

Do you have to go so soon? Czy musisz już iść?

6 Przetłumacz podane w nawiasach fragmenty zdań na język angielski.

1 A: The fur of this cat is incredibly soft …
B: (**Czy mogę**) _____ touch it, please?

2 (**Czy rolnicy muszą**) _____ feed sheep in winter?

3 The attic was really dirty. (**Czy byliście w stanie**) _____ clean it?

4 (**Czy musieli**) _____ take their hamster to the vet?

7 Uzupełnij zdania czasownikami z ramki i wyrażeniem *be going to*.

destroy not melt see study take train

1 I *'m going to see* the Atlantic Ocean this summer.

2 Chris and Paul _____ part in the expedition to the North Pole.

3 _____ you _____ your dog?

4 _____ he _____ hard this weekend?

5 The huge tornado _____ the coast.

6 The temperature is below 0°C, so the snow _____.

8 Co się stanie w przyszłości? Napisz, jakie są Twoje przewidywania, używając *will* lub *won't* oraz czasowników z ramki.

cause drive find get land use

In my opinion, within the next fifty years …

1 temperatures / higher
temperatures will get higher.

2 most houses / solar energy
_____

3 scientists / a cure for all allergies
_____

4 astronauts / on other planets
_____

5 most people / electric cars
_____

6 melting icebergs / floods in New York
_____

9 Uzupełnij zdania czasownikiem *will*, *won't* bądź wyrażeniem *be going to*, w zależności od kontekstu.

1 We've got two cats and a dog, so we (**not get**) *aren't going to get* any new pets.

2 What a fantastic beach! I think I (**take**) _____ a sunbath now.

3 We (**visit**) _____ Italy next year.

4 A: It's a bit cold here.
B: I _____ (**close**) the window.

5 A: You're playing a match, and it's freezing cold today.
B: I promise I (**put on**) _____ an extra sweatshirt.

6 Max has borrowed some books from the library. He (**learn**) _____ everything about amphibians.

10 Uzupełnij zdania czasownikami w nawiasach. Użyj ich łącznie z czasownikiem *will* lub w odpowiedniej formie czasu Present Continuous, w zależności od kontekstu.

1 I can't see you tomorrow. I (**fly**) *am flying* to Africa to see the Sahara Desert.

2 Can I see you a bit later tomorrow? I (**work**) _____ in the morning.

3 He's preparing a speech on tortoises, so I (**not disturb**) _____ him.

4 How (**people / deal with**) _____ natural disasters in 2100?

5 We (**visit**) _____ a zoo tomorrow.

6 We (**go**) _____ to the concert this weekend.

11 Uzupełnij luki w zdaniach opcjami A, B lub C.

1 A: Would you like to see the new LEGO movie?
B: Sure. What time ___?
A do you go **B** are you going **C** will you go

2 A: Professor Atom, what ___ with all these harmful substances?
B: I don't know. I haven't decided yet.
A are you going to do **B** will you do
C have you done

3 She ___ to Tanzania next year to take photos of zebras.
A 'll go **B** 's going **C** 's gone

4 A: I feel bad. Too much sun, too high temperature!
B: Oh dear. I ___ some shade.
A 'll find **B** 'm finding **C** 'm going to find

5 It's seven o'clock and you've got a composition to write. You ___ by eight o'clock.
A aren't finishing **B** won't finish
C aren't going to finish

6 We ___ any giant pandas in the future because they are an endangered species.
A are not seeing **B** cannot see **C** won't see

5.2 GRAMMAR

12 **Przetłumacz podane w nawiasach fragmenty zdań na język angielski.**

1 They say there will be a drought (**w przyszłym roku**) *next year*.
2 What are Jenny and Catherine doing (**dziś wieczorem**) _____?
3 I think he'll be at the vet's (**za dwie godziny**) _____.
4 I'm going to read about African wildlife (**w ten weekend**) _____.
5 They're flying to New Zealand (**pojutrze**) _____.
6 Which national parks are you going to visit (**w przyszłym miesiącu**) _____?

13 **Połącz pytania 1–7 z odpowiedziami A–G.**

1 What mustn't you do in the forest? *G*
2 Do you think that storms will get stronger? _____
3 Are they going to build ecological landfills in the area? _____
4 Did you have to empty the rubbish bin before school? _____
5 Were you able to catch any fish last week? _____
6 Can penguins fly? _____
7 What are you doing tonight? _____

A I guess they will.
B No, they can't.
C Nothing special, revising for my Biology test.
D Yes, I did.
E Yes, I was.
F Yes, they are.
G You mustn't light fires there.

14 **Uzupełnij zdania wyrażeniami z ramki.**

am seeing | are you going to buy | can you give | ~~don't have to worry~~ | had to rake | may scratch | will never stop

1 You *don't have to worry* about your guinea pig. It's fine.
2 Look out! This sweet kitty _____ you.
3 Martina, _____ me three insect names, please?
4 My dad _____ the leaves in the garden all morning.
5 This goldfish is adorable! _____ it? It'd look great in your aquarium.
6 I _____ a doctor today because I've got a red spot on my arm. It may be a tick.
7 I'm sure they _____ hunting elephants for their tusks.

15 **Ułóż zdania, używając odpowiednich czasowników modalnych lub sposobów wyrażania przyszłości. Wykorzystaj wyrazy podane drukowanymi literami.**

1 I've heard / the zoo / get / new species / . **GOING**
I've heard the zoo is going to get new species.
2 how far / you run / today / ? **ARE**
_____
3 these mushrooms / poisonous / ! **MAY**
_____
4 you / lend / a book on insects / ? **CAN**
_____
5 I / walk / my aunt's dog twice a day / . **HAVE**
_____
6 I / watch / a film about rhinos tonight / . **TO**
_____

16 **Uzupełnij każdą lukę tak, aby zachować znaczenie zdań wyjściowych. W niektórych przypadkach możliwa jest więcej niż jedna odpowiedź.**

1 Maybe I will sign up for the Wildlife Club.
I *may sign up* for the Wildlife Club.
2 My flight to Kuala Lumpur is tomorrow morning.
I _____ to Kuala Lumpur tomorrow morning.
3 It's possible your baby brother will become a famous explorer.
Your baby brother _____ a famous explorer.
4 I'm sure you're tired, so let me take the dog for a walk tonight.
I'm sure you're tired, so I _____ take the dog for a walk tonight.
5 There's a chance I'll be late for our meeting.
I _____ late for our meeting.
6 It's 3 p.m. now. I'll meet you at the bus stop at 5 p.m.
It's 3 p.m. now. I'll meet you at the bus stop in _____.

17 **Przetłumacz zdania na język angielski. Wykorzystaj wyrazy podane drukowanymi literami.**

1 Nie wolno polować na słonie. **MUST**
You must not hunt elephants.
2 Nie będę mógł kupić sobie tego szczura. **ABLE**
_____
3 Zamierzam pojechać do lasu. **TO**
_____
4 Spójrz na niebo. Będzie pochmurny dzień. **BE**
_____
5 Czy twoja siostra musiała nakarmić kota? **DID**
_____

READING

1 **Przeczytaj tekst. Uzupełnij luki 1–5 w czacie obok zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim.**



How Can We Solve the Problem of Fresh Water?

Did you know that 10% of the world's population don't have enough water? The problem will probably get worse soon because of global warming. For sure, we can stop wasting and polluting our fresh water. But are there any other ways to solve the problem?

In July 1977, people from different countries met in Paris to talk about possible answers to water problems. One of the options was to use icebergs as a source of fresh water. They decided to try it out and pulled some icebergs from the ice shelves in Antarctica to Saudi Arabia, a rich country with a big water problem. The journey was difficult, very slow and too expensive, so they gave up trying again. But today we really need more fresh water and the idea of pulling icebergs is back.

In some countries, when there is a bad drought, people try to make rain. They fly planes with chemicals above clouds. When the chemicals fall into the clouds, they sometimes make rain. But to use this idea, first you need clouds, and often the sky is cloudless and clear blue. So, this solution does not always work and it is expensive.

You can, of course, take the salt out of sea water. People have done it on a large scale for over fifty years. In special factories salt water from the sea goes in and fresh water comes out while the salt goes back into the sea. There are thousands of such factories in the world. Although it's expensive, it may be a good answer to the problem.

Adapted from 'Water for Life' by Bernard Smith, Pearson English Active Readers.

Cześć Adam, odrobiłeś już zadanie domowe?

Cześć Ala! Chodzi Ci o odpowiedź na pytanie: „Jak można rozwiązać problem wody pitnej"?

Tak. Co napisałeś? Wiem, że [1] _____ ludzi na świecie cierpi z powodu braku słodkiej wody. Napisałam na razie, że powinniśmy oszczędzać wodę.

A ja trafiłem na ciekawą książkę, w której opisane są różne sposoby pozyskiwania wody pitnej, np. z gór lodowych.

No coś Ty?

To pomysł z lat 70. XX wieku. Te góry były ciągnięte z [2] _____ do Arabii Saudyjskiej, która jest bogatym krajem, ale ma problem z wodą. Jednak szło to powoli i było zbyt drogie, więc zarzucono ten pomysł.

A słyszałeś o wywoływaniu deszczu za pomocą chemikaliów? Spryskuje się nimi chmury i deszcz zaczyna padać!

Tak, ale to może zadziałać tylko wtedy, gdy [3] _____, a często tak nie jest. Jest jeszcze jeden sposób: można odsalać wodę morską w [4] _____.

Dzięki, Adaś. To jeszcze podaj mi tytuł tej książki.

Water for Life, a jej [5] _____ jest Bernard Smith. To do jutra!

LISTENING

2 2.35 **Usłyszysz trzy wypowiedzi dotyczące pogody. Na ich podstawie z podanych odpowiedzi wybierz właściwą: A, B lub C.**

1 Which natural disaster is a big problem in the speaker's country?

A 

B 

C 

2 According to the weather forecast, what will be the maximum temperature today?

A –3°C
B 0°C
C 3°C

3 What's Clare's favourite kind of weather?

A 

B 

C 

FUNCTIONS

1 **Zaproponuj napisy w języku angielskim do podanych znaków.**



1 _____
_____



2 _____
_____

3 _____
_____

2 **Uzupełnij dialogi. Wpisz w każdą lukę brakujący fragment wypowiedzi tak, aby otrzymać spójne i logiczne teksty.**

1 X: Is it OK if I take a picture of your dog?
Y: _____.
X: Thanks!

2 X: Excuse me, do you mind _____?
Y: I'm sorry. This seat is taken.

3 X: Can I come in with my dog?
Y: I'm afraid not. You aren't _____ bring dogs into the park.

4 X: Mum, can I stay home today, please?
Y: I'm sorry, but it's out _____.

WRITING

3 **Przeczytaj wpis na forum grupy *Save the Planet*. Uzupełnij tekst wyrażeniami z ramki.**

can put can share could create have to learn
~~have to take~~ must write should plant shouldn't be

Hi there, *Save the Planet* people!



I'm writing to tell you what I've just learnt about bees. Did you know that bees are under threat? Without bees we're in trouble, so we [1] *have to take* this information seriously. Here are a few ideas we [2] _____ into action to help bees:

- We [3] _____ more about bees and then we [4] _____ the information with others.
- We [5] _____ a petition to the government to reduce pesticides because they are harmful to bees.
- We [6] _____ a bee hotel in our district.
- We [7] _____ flowers rich in nectar for bees to get food easily.

I believe we [8] _____ passive about it! If you have any other ideas, please share them in the comments below.

Let's be bee-friendly!



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

1 (**Piszę, aby zaproponować**) *I'm writing to suggest* a set of rules for our *Save the Planet* group.
2 (**Poniżej znajduje się**) _____ a few ideas that we may put into action to help stray cats.
3 (**Powinniśmy spotykać się**) _____ twice a month.
4 (**Musimy wybrać**) _____ a forum moderator.
5 (**Nie możemy zamieszczać**) _____ fake news here.
6 (**Nie wolno używać**) _____ bad language.

5 **Przeczytałeś/przeczytałaś artykuł na temat zagrożonego gatunku. Przygotuj wpis na forum ekologicznym, w którym:**

- poinformujesz o tym, czego się dowiedziałeś/dowiedziałaś,
- napiszesz, co możecie zrobić wy, jako uczniowie, aby pomóc temu gatunkowi,
- poprosisz czytelników, aby podzielili się swoimi pomysłami.

Limit słów: 50–120.

_____
_____
_____
_____
_____
_____
_____
_____

1 Uzupełnij zdania wyrazami z ramki.

1 do | to do

a We must *do* more to protect the environment.

b May I _____ some voluntary work in the animal shelter?

c What do people have _____ to stop global warming?

2 It | There

a _____ was foggy in the morning.

b _____ is thick fog over Warsaw today.

c _____ was 25ºC yesterday.

3 below | under

a There's a squirrel _____ that bench.

b The temperature dropped _____ zero last night.

c The Dead Sea lies over 400 metres _____ sea level.

2 Uzupełnij tekst, wpisując w każdą lukę jedno słowo z ramki. Cztery wyrazy zostały podane dodatkowo.

able above easy feed hunt protects stops under



A weird and wonderful mammal

The pangolin is an unusual animal. It's the only mammal in the world with scales. Scales cover the bodies of snakes and lizards, so a pangolin looks more like a reptile. Pangolins only eat ants and termites, which they collect with their long sticky tongues. Interestingly, pangolins are [1]_____ to close their noses and ears when they're eating ants to avoid bites. When a pangolin is in danger, it rolls up into a ball and waits for the attacker to go away. This strategy [2]_____ it from other animals, but not from people. A poacher can simply pick it up. People [3]_____ pangolins illegally mainly for their scales, which are used in traditional Chinese medicine. There are eight species of pangolin in the world and they're all [4]_____ protection. Sadly, two of them are already greatly endangered.

3 Wybierz poprawne tłumaczenie podanych w nawiasach fragmentów zdań. W niektórych przypadkach obie odpowiedzi są poprawne.

1 You (**nie musisz**) take an umbrella.
A mustn't **B** don't have to

2 (**Nie wolno nam**) waste energy and water.
A We can't **B** We mustn't

3 In the near future, everyone (**będzie mógł**) drive electric cars.
A will be able to **B** could

4 (**Czy mogę**) check the weather forecast on your computer?
A May I **B** Can I

5 I (**jadę**) on a school trip to a national park tomorrow.
A go **B** am going

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

1 (**Musiałem zmienić**) _____ my plans because of the weather.

2 (**Czy zaopiekujesz się**) _____ my dog when I'm on holiday, Jim?

3 Unfortunately, we (**nie jesteśmy w stanie**) _____ to recycle every kind of waste.

4 (**Dokąd jedziecie**) _____ the day after tomorrow?

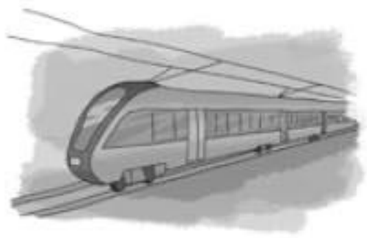
5 Przeczytaj opis zdjęcia. Uzupełnij każdą lukę jednym wyrazem tak, aby powstał spójny i logiczny tekst zgodny z ilustracją.



In the picture, a girl with a camera is sitting on a sandy [1]_____. She's taking a photo of a sea lion. I suppose it's a male because it is [2]_____ than the other animals next to it. The sky is a bit [3]_____, but I guess it's a hot day because the girl is wearing light clothes. To me, the area looks like a wildlife sanctuary. In the background, there are trees and [4]_____, where a lot of birds and reptiles probably find shelter.

6 PODRÓŻOWANIE I TURYSTYKA

1 Podpisz środki transportu przedstawione na ilustracjach.



1 *train*



2 _____



3 _____



4 _____



5 _____



6 _____

2 Połącz początki zdań 1–5 z ich zakończeniami A–E.

1 Your hand luggage *D*
2 The timetable _____
3 You can buy single or return _____
4 A flight attendant _____
5 You can cross a river _____

A tells you what time the buses, trains or planes leave.
B tickets at the office.
C looks after passengers on a plane.
D is the small bag you take with you on board a plane.
E on a ferry.

3 Uzupełnij luki opcjami A, B lub C.

Travelling with friends

Last year, I went [1] ___ to Greece with two of my best friends and it was terrible. Firstly, we missed the [2] ___ because they weren't ready when the taxi came to take us to the airport. Then, they lost their [3] ___ and we had to wait two hours. When we [4] ___ at the hotel in Athens, I had my [5] ___, but they couldn't find theirs. Finally, they both lost all their money and I had to lend them some. Next year, I'm going to [6] ___ another holiday to Greece, but this time – on my own!

1	**A** broad	**B** foreign	**C** abroad
2	**A** coach	**B** transport	**C** flight
3	**A** packs	**B** luggage	**C** voyage
4	**A** departed	**B** arrived	**C** boarded
5	**A** reservation	**B** boarding	**C** check-in
6	**A** pack	**B** book	**C** depart

4 Uzupełnij zdania brakującymi nazwami miejsc.

1 They booked a double room in a four-star *hotel*.
2 A _____ is a vehicle that a car can pull and in which people can spend their days and sleep when they are on holiday.
3 It was late and we couldn't find a _____ to put up our tent.
4 We prefer to stay at a _____ which is a private house where you pay to stay.
5 _____ are a popular form of accommodation in Britain. You get breakfast there, but no other meals.

5 Uzupełnij wypowiedzi słowami, których pierwsze litery podano.

1 They didn't have any double rooms free, so we had to book two **s***ingle* rooms.
2 We had a nice bedroom and they gave us great food in the morning. It was a great little **b**_____ and **b**_____. We've already made a **r**_____ to stay there next summer.
3 I really enjoyed staying at the guesthouse. It was like a **h**_____, but very small. A married couple own it and their daughter works as a **r**_____. She also helps with the cleaning and cooking.
4 We walked for hours and enjoyed the beautiful **v**_____. When we got to a height of about 1,500 metres above sea level, we were so tired that it didn't matter that the **m**_____ **s**_____ was very basic. We just wanted to sleep.
5 I never thought that I'd enjoy a camping holiday. However, the campsite where we put up our **t**_____ was very well-equipped and nicely situated – it was only five minutes from the seaside on **f**_____.

6 Dopasuj wyrazy podane w ramce do ilustracji.

backpack ~~backpacking~~ caravan
mountain shelter tent torch



1 *backpacking*



2 _____



3 _____



4 _____



5 _____



6 _____

7 Podpisz przedmioty widoczne na ilustracjach.







1 *charger* 2 _____ 3 _____







4 _____ 5 _____ 6 _____

8 Dopasuj wypowiedzi 1–5 do rodzaju wakacji A–E.

1 We have everything arranged by a travel agency. *D*
2 We're going to stay in a tent. _____
3 I hope there will be lots of snow for skiing. _____
4 There will be lots of hiking, so bring comfortable shoes. _____
5 We'll be sunbathing on the beach every day. _____

A winter holiday
B seaside holiday
C backpacking holiday
D package holiday
E camping holiday

9 Wybierz jedne z opisanych poniżej wakacji. W zeszycie napisz, co ze sobą zabierzesz, i uzasadnij swój wybór.

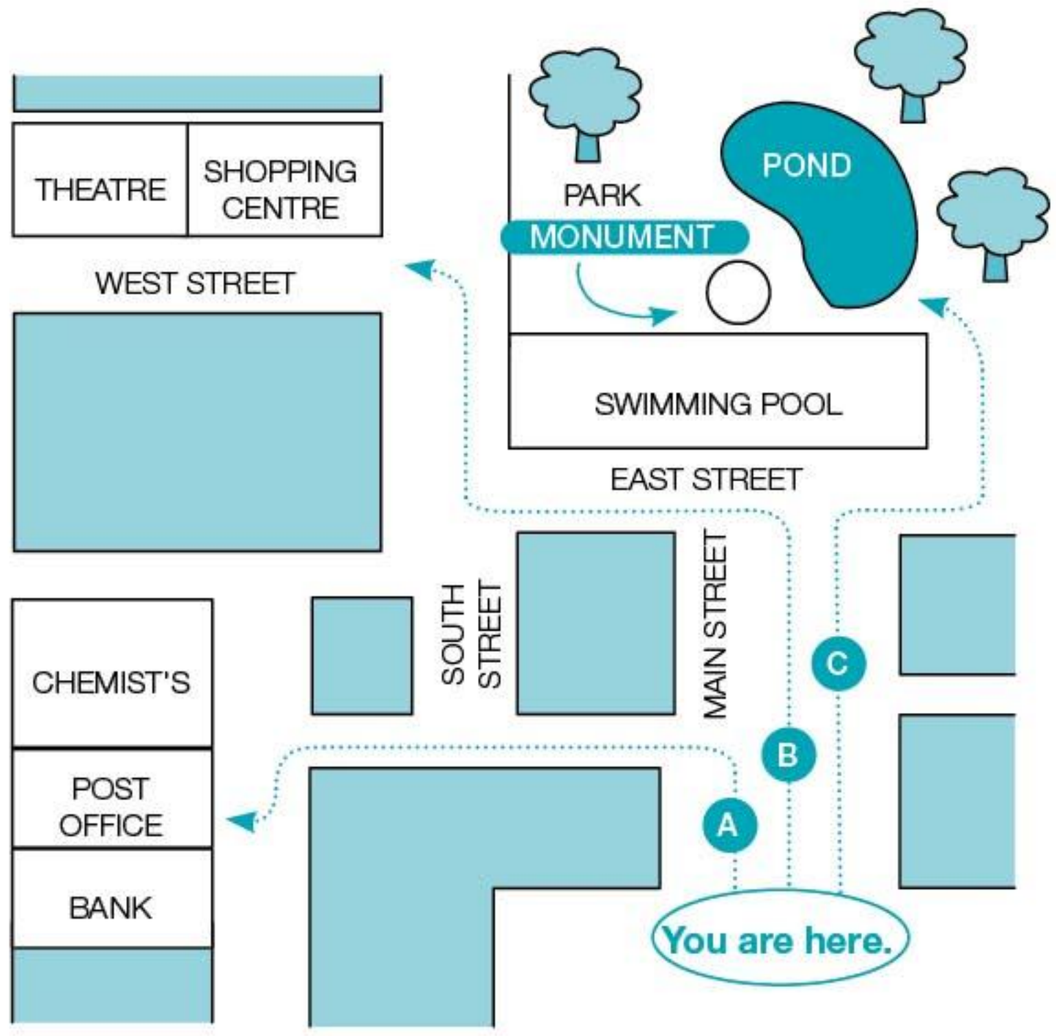
1 You're going camping in Masuria with your family.
2 You're going to the seaside and you're going to stay at a hotel.
3 You're going to travel around Europe by car, but you don't know where you're going to stay.

I think I'm going to travel around Europe by car. I'm going to take a caravan because …

10 Zakreśl poprawne opcje.

A: How do I get to your house from my hotel?
B: Leave the hotel and [1] **turn / take / cross** right into King Street. Go [2] **past / straight / along** on for 200 metres. Go [3] **straight / along / past** the cinema and [4] **turn / take / go** the second turning on the left. Go [5] **along / straight / past** this road to the bank. [6] **Turn / Cross / Pass** the street here and you'll see my house. It's number 42.
A: OK, thanks. I'll call you if I get lost.

11 Zapoznaj się z mapką i na jej podstawie uzupełnij opisy drogi A–C.



A Go down Main Street and turn [1] *left*. Go [2] _____ on, cross the street and the post office is just [3] _____ you, [4] _____ the bank and the chemist's.

B Go down Main Street until you reach East Street. Turn [5] _____, go [6] _____ on into South Street. Then turn [7] _____, go [8] _____ on. The shopping centre is on the [9] _____, [10] _____ to the theatre.

C Go down Main Street until you reach East Street. Turn [11] _____, cross the street, go [12] _____ the swimming pool and the monument is [13] _____ the swimming pool [14] _____ the pond in the park.

12 Połącz fragmenty zdań 1–8 z ich zakończeniami A–H tak, aby utworzyły logiczną całość.

1 See you in two weeks. Have a safe *D*
2 We can get from the railway station to the campsite on _____
3 The hotel is next to the beach. It's very big and pink. You can't _____
4 Make sure you fasten your _____
5 On the way to the airport, our car _____
6 I'm not very good at putting _____
7 The worst part of the flight was when we took _____
8 Let's take our luggage and go to the reception to _____

A up tents.
B miss it.
C check out.
D trip.
E off.
F seatbelt.
G foot.
H broke down.

6.2 GRAMMAR

1 **Uzupełnij luki czasownikami z ramki w czasie Past Continuous tak, aby powstał spójny i logiczny tekst zgodny ze zdjęciem.**

have hold ~~show~~ say smile



In the picture we can see four young people: Mike, Harvey, Gina and Laura. Last week they went hiking. Yesterday they took a short break. What were they doing then?

Mike, the boy on the left [1] *was showing* some photos. Gina, the girl behind Mike, [2] _____. Laura, the other girl, [3] _____ something, probably about the photos. Harvey [4] _____ his girlfriend's hand. All of them [5] _____ a good time.

2 **Uzupełnij dialogi czasownikami w czasie Past Continuous.**

1 A: Who (**you / look for**) *were you looking for* at the hotel?
B: I (**not look for**) *wasn't looking for* anyone.
A: Yes, (**you**) *you were*.
B: OK. I (**look for**) *was looking for* my cousin who works there.

2 A: Why (**you / complain**) _____ to the hotel manager?
B: I (**not / complain**) _____.
A: Yes, (**you**) _____.
B: I (**just / tell**) _____ him that the room was dirty.

3 A: Stop singing, please. We're camping and I'd like to listen to the birds.
B: I (**not sing**) _____.
A: Yes, (**you**) _____ and you (**not listen**) _____ to what I (**say**) _____.
B: Yes, (**I**) _____.
A: Really? So, what (**I / say**) _____?

3 **Przetłumacz podane w nawiasach fragmenty zdań, stosując czas Past Continuous.**

1 While Kate (**wysiadała**) *was getting out* of the car, she slipped and broke her leg.
2 When Gucio (**pytał o drogę**) _____, it started raining.
3 Dad (**nie rozmawiał**) _____ on the phone while driving our car.
4 (**Czy piłeś**) _____ water while running the marathon?
5 The football team (**nie śpiewała**) _____ the anthem when we got to the stadium.
6 (**Czy jechaliście**) _____ by train when (**podróżowałem**) _____ by ferry?

4 **Uzupełnij historyjki czasownikami z ramki w czasie Past Simple lub Past Continuous.**

drive get guide ~~happen~~ land look meet not be sit take travel want

A

You won't believe what [1] *happened* to Lee Beattie one day in 2015. When he [2] _____ by plane, he [3] _____ someone who [4] _____ just like him. While they [5] _____ together on the plane, they [6] _____ a selfie. When the plane [7] _____, it turned out that they had booked the same hotel!

B

A group of Belgian football fans [8] _____ to see the Euro qualifier in Cardiff, Wales. While they [9] _____ there, their satellite navigation [10] _____ them all the time. Unfortunately, the fans [11] _____ to South Yorkshire, 200 miles away from Cardiff. Apparently, it [12] _____ such a good idea to rely on the electronic system only.



5 **Przeczytaj poniższe odpowiedzi, a następnie napisz do nich pytania na podstawie tekstów z zadania 4. Użyj czasów Past Simple i Past Continuous.**

1 *When did Mr Beattie fly?* In 2015.
2 _____ A man looking like him.
3 _____ A selfie.
4 _____ To Cardiff.
5 _____ Their satnav.
6 _____ In South Yorkshire.

6 Zakreśl właściwe zaimki osobowe lub formy dzierżawcze.

1 Mark lost **he / his** camera while **he / his** was walking around the Old Town.
2 Did **you / your** buy any souvenirs for **yours / your** little brother?
3 **Our / Ours** friends saw a great exhibition in Edinburgh last month.
4 They told **our / us** classmates everything at the tourist information office.
5 Those aren't **my / mine** suitcases. They're **her / hers**.
6 While **their / theirs** children were building a huge sandcastle, a woman stopped and said, '**Its / It's** structure is incredible!'.
7 There's a guidebook on that table. Is it **your / yours**?
8 Luke and Mark are here. Let's ask **they / them** for help.
9 Mum wanted go go sightseeing, but I told **him / her** I was too tired.
10 The hotel has **his / its** own swimming pool on the top floor.

7 Uzupełnij poniższe historyjki wyrazami podanymi w ramkach.

A ~~he~~ her me she 2x you

A man was planning to travel from London to New York. [1] *He* called the airport information desk and asked: 'Could [2]_____ tell [3]_____, please, how long the flight from London to New York is?' The woman at the information centre answered: 'Just a moment …'. [4]_____ was about to finish [5]_____ answer, when the man said: 'Thank [6]_____' and hung up.



B I 2x it me my your

A young man got into a taxi and asked the driver: 'How much for taking [7]_____ to the nearest train station?' '[8]_____'s just €8.' The young man asked again: 'And how much for [9]_____ suitcase?' The taxi driver replied: 'No charge for [10]_____ suitcase.' Happy to hear that, the young man said: 'OK. In this case, take [11]_____ and [12]_____ will walk.'



8 Uzupełnij luki w zdaniach opcjami A, B lub C.

When Marysia was going to London last year, [1]_____ friends told her to get an Oyster card, which is a personal electronic ticket. The Oyster card makes travelling in London cheaper, easier and faster. [2]_____ can use it on London Underground and Overground, buses, tram links and some boats which cross the river Thames in London.

How can you get [3]_____? You can simply buy the card at any station, ticket shops, or online. [4]_____ prepaid, so you top it up just like your phone. Once you've bought it, it's [5]_____.

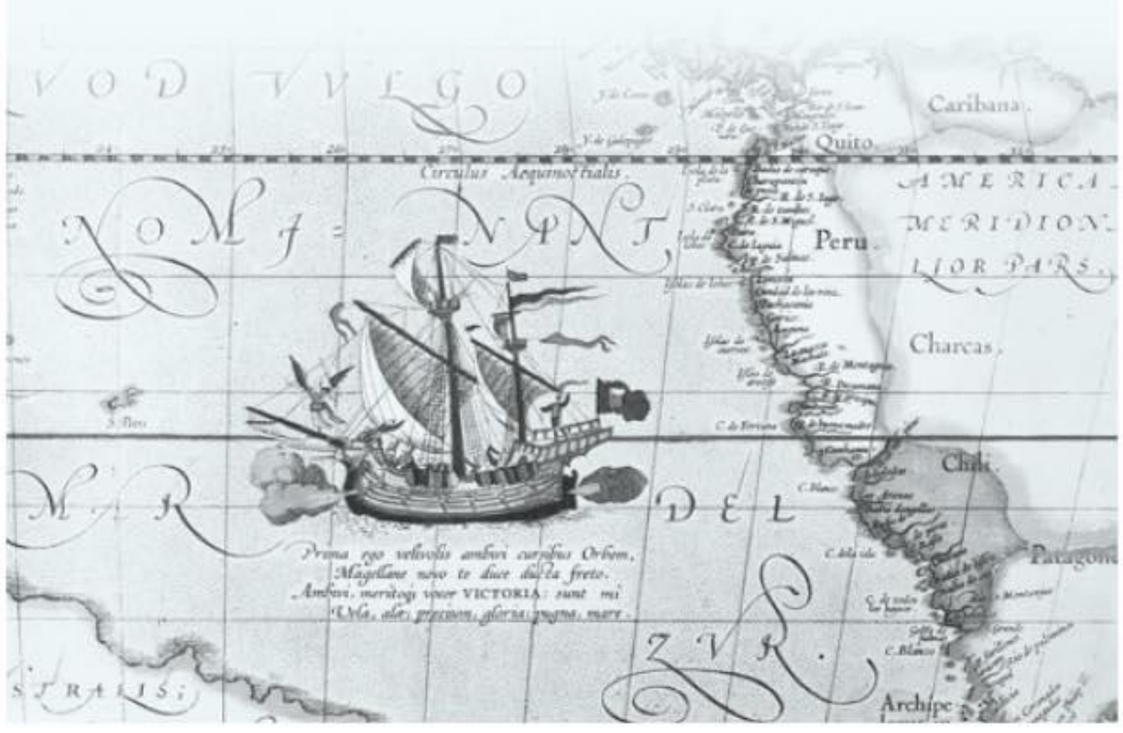
So, Marysia bought [6]_____ at the underground station, from a ticket machine. Then she just put it on a yellow card reader at the start of her journey and off she went! It's just perfect when [7]_____ don't have to worry about tickets. So, be clever and when you're in London, get [8]_____!

1	**A** her	**B** his	**C** him
2	**A** It	**B** You	**C** She
3	**A** it	**B** its	**C** it's
4	**A** It's	**B** They're	**C** You're
5	**A** mine	**B** your	**C** yours
6	**A** her	**B** its	**C** hers
7	**A** she	**B** you	**C** they
8	**A** you	**B** yours	**C** hers

9 Przeczytaj teksty o sławnych podróżnikach i zakreśl poprawne formy dzierżawcze.

Marco Polo was an explorer who travelled to Asia in the Middle Ages. When [1] **Marco's / Marcos'** mother died, his [2] **aunt and uncle's / aunt's and uncle's** house became his home. His [3] **family's / families'** business was international commerce, so everybody was travelling all the time. When he grew up, he travelled too. [4] **Marco Polo's / Marco's Polo** travels lasted 24 years.

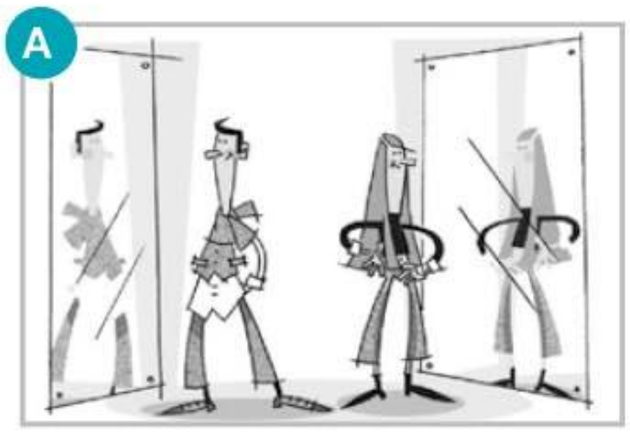
Ferdinand Magellan was a Portuguese explorer working for the Spanish king. In 1519, he set out to discover a route to Indonesia, but accidentally he proved that the world is round! His [5] **fathers' / father's** name was Rui. He was very proud of his son. His [6] **sons' / son's** expedition made it possible to sail to the East Indies and across the Pacific.



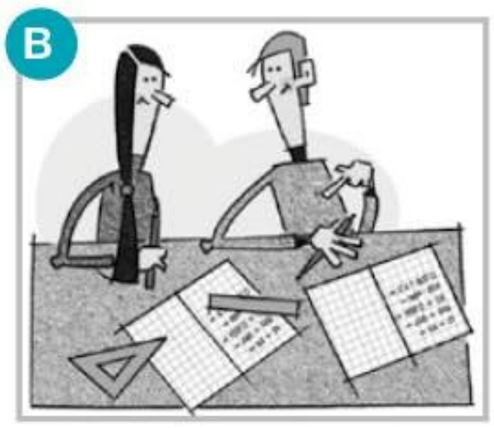
6.2 GRAMMAR

10 Dopasuj zdania do obrazków.

A



B



C



D



- [ ] 1 We are good friends and we always help one another.
- [ ] 2 They're looking at each other.
- [ ] 3 We helped ourselves to some of that delicious cake.
- [ ] 4 They're looking at themselves.

11 Zakreśl właściwe opcje.

1 Do you and your sister get on well with **yourselves / each other**?
2 Both my brothers work for **themselves / one another**. One is a builder and the other is a driver.
3 When did you want to talk to **myself / me** about this problem?
4 I often talk to **myself / me** while I'm out walking.
5 We live close to our cousins and they often visit **ourselves / us**.

12 Uzupełnij zdania właściwymi zaimkami zwrotnymi lub formą *each other*.



◀ John is looking at [1] *himself* in the mirror. Janet is washing [2] _____. They are standing next to [3] _____.

The children cooked for [4] _____ this evening. Now they are eating and talking to [5] _____. ▼





◀ My boyfriend and I phone [6] _____ every day. Sometimes, when I've finished, I get angry with [7] _____ for spending so much time on the phone.

13 Przeczytaj tekst i zakreśl właściwe formy.

DAGNA'S BLOG

ITALY – MY LOVE!

I've just come back from Perugia, in Italy, where I [1] **spent / was spending** one month studying Italian, eating ice cream and sightseeing. Today I'll tell you about this amazing place!

Perugia is a cosmopolitan city. Why? Because of [2] **it's / its** university which attracts lovers of the Italian language and culture. What can [3] **they / you** do in Perugia? Besides studying Italian, you can go sightseeing around the historical centre. And if you want to see the [4] **city's / cities** past, you can take an escalator to explore the underground remains of the Old Fortress.

I was there during the Umbria Jazz Festival and I [5] **went / was going** to two great concerts.

I really enjoyed [6] **me / myself**. Besides all this, you can taste the local speciality, Perugian chocolate. It's delicious!

14 Uzupełnij zdania, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie.

1 The receptionist has given (**I / you**) *me your* room. You booked a double room, I booked a single one.
2 When we were visiting Berlin last year, my brother (**show / we**) _____ a lot of historical landmarks.
3 Excuse me, are (**this / suitcase / you**) _____?
4 The guide told (**they / story**) _____ about the castle.
5 Oh, here they are! That's (**I / parents**) _____ caravan.

15 Przetłumacz podane w nawiasach fragmenty zdań na język angielski.

1 These sunglasses (**nie są moje**) *aren't mine*.
2 (**Podczas gdy żeglowaliśmy**) _____, the weather changed.
3 When he (**przybył, zdecydował się**) _____ to go swimming.
4 This isn't (**plecak Magdy, ponieważ jej**) _____ is brown and black.
5 When we were driving to Kutno, (**skończyła nam się**) _____ petrol.

READING

1 **Przeczytaj teksty 1 i 2. Uzupełnij luki w e-mailu do Stacey zgodnie z treścią tekstów. Luki należy uzupełnić w języku angielskim.**

TEKST 1

To: Mike

Hi Mike,

I just got an email from Stacey. Her exams have just finished and she wants to celebrate with us and a few other friends. They're thinking of a day or two in the city or in the countryside. It has to be cheap and cheerful – and they don't want to bother with a complicated journey. The idea is to forget about school for a bit and do something different and have fun. I offered to find something. Here's a leaflet describing a one-day trip to Brighton. Could you contact Stacey and tell her about it, please?

Margo

To: Stacey

Hi Stacey,

Margo has told me you finished taking your [1] _____ ! Congrats! That's a really good reason for a celebration. We've found an interesting trip to Brighton that lasts just [2] _____. The coach departs at [3] _____. There's a lot to see there, but we could also go to the [4] _____, have a picnic there and sunbathe. And the trip isn't expensive – it costs [5] _____.

Let us know what you think about it.

Mike

TEKST 2

An exciting trip to Brighton!

There's a lot to pack into the day, so we pick you up from the bus station at 7.30. Before you know it, we'll be in Brighton! We'll point out a few places of interest, and then the day is yours to enjoy. Apart from the famous beach, there are plenty of tourist attractions as well as great shops, cafés and art galleries. Just make sure you're back at the meeting place by 6. We'll have you home before you can say 'Brighton rocks!'. All for just £25!



LISTENING

2 2 36 **Usłyszysz trzy wypowiedzi dotyczące wyjazdu do Londynu. Przyporządkuj każdej osobie 1–3 odpowiadające jej zakończenie zdania A–D. Jedno zakończenie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**



During the trip to London, the speaker really enjoyed

A a museum exhibition.

B local food.

C a visit to the London Eye.

D a river cruise.

1	2	3

FUNCTIONS

1 **Uzupełnij zdania. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie zmieniaj kolejności podanych słów, jednak – jeśli jest to konieczne – dodaj inne wyrazy tak, aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to słowa już podane.**

1 How long (**be / delay**) *is the delay* ?
2 How many pieces of luggage (**you / want**) _____ check in?
3 Can you show (**I / way**) _____ to the bus station?
4 (**platform**) _____ the train depart from?
5 (**I / have**) _____ a window seat, please?

2 **Uzupełnij dialog. Wpisz w każdą lukę (1–3) brakujący fragment wypowiedz tak, aby otrzymać spójny i logiczny tekst. Luki należy uzupełnić w języku angielskim.**

X: Excuse me, how [1] _____ the City Airport from here?
Y: Take the underground, Line B towards the North Point.
X: Does Line B go directly to the airport?
Y: No, you [2] _____ at the Town Hall for the Airport Express Line.
X: I see. Thank you.
Y: Do you mind if I ask you where you're flying to?
X: Not at all. To Shanghai. I'm going on holiday to Asia.
Y: Lucky you! Have a [3] _____ then.
X: Thank you.

WRITING

Wskazówka

Pocztówka jest wypowiedzią pisemną, w której w zależności od wymogów polecenia stosuje się czasy teraźniejsze, przeszłe lub przyszłe. Należy także pamiętać o sprawdzeniu tekstu przed oddaniem pracy, bo błędy gramatyczne, leksykalne i ortograficzne znacznie obniżają punktację.

3 **Zdecyduj, czy podane zdania i wyrażenia mogą wystąpić na początku (P) pocztówki, w jej rozwinięciu (R), czy w zakończeniu (Z). Napisz obok nich P, R lub Z.**

1 We're staying in … *R*
2 Guess what? _____
3 Say hello to … _____
4 Hi Jim, _____
5 Dear Grandma, _____
6 Lots of love! _____
7 I really miss you. _____
8 Give my love to … _____
9 See you soon! _____
10 We're having a great time. _____
11 The weather is fine. _____
12 Take care. _____
13 There are lots of … _____
14 I wish you were here. _____
15 The best thing here is … _____
16 I'm coming back soon. _____
17 I'm planning to … _____
18 You won't believe what happened. _____

4 **Znajdź i popraw jeszcze 10 błędów gramatycznych, leksykalnych i ortograficznych w poniższej pocztówce. W każdej linii znajduje się tylko jeden błąd.**

This Side For Correspondence

POST CARD

Dear Mum and Dad,
I promised to write to you from every city so hear *here*
I am in Havana, Cuba! We stay in a small hotel _____
in the heart of the city. The wether is fine, but _____
it's a bit too hot. I've got a great time here. _____
Yesterday I was taking a ride, in a 'taxi particular'. _____
Several strangers can go in one taxi with yourself _____
if they are going in the same direction – its _____
a great way to save some mony. Tonight _____
we're planing to take a long walk near the _____
ocean. I'm making lots of photos, but _____
I wish you where here. _____
See you next week.
Martha

5 **Spędzasz wakacje w dużym mieście. Napisz pocztówkę do kolegi/koleżanki z Anglii, w której:**

- poinformujesz go/ją, gdzie spędzasz wakacje i dlaczego,
- napiszesz, co dotychczas widziałeś/widziałaś,
- opowiesz o planie na jutrzejszy dzień.

Limit słów: 50–120.

1 Uzupełnij zdania słowami z ramki. Wpisz A, B lub C. Jednego słowa w każdej grupie możesz użyć dwa razy.

A get **B** go **C** take

1 I'd like to *B* abroad this summer.
2 Then ___ the second turning on the left.
3 It's easy to ___ lost at a big airport.
4 Let's ___ sightseeing at the weekend.

A her **B** hers **C** herself

5 Did your friend enjoy ___ at the sports camp?
6 There's a police officer. Go and ask ___ the way to the bus station.
7 Which suitcase is ___?
8 My sister booked the tickets by ___. She didn't need any help.

A by **B** in **C** on

9 When did you last go somewhere ___ train?
10 The driver helped the elderly woman get ___ the bus.
11 We arrived ___ Toronto late at night.
12 In my opinion, the best way to see the Old Town is ___ foot.

2 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk: A, B lub C.

A Window Seat, Please!



I've taken a lot of flights in my life, but I still get a bit stressed [1]___ board. If it's at all possible, I choose a window seat. After getting on the plane, I [2]___ my seatbelt immediately and start looking through the window. This always helps me relax. I think a lot of people prefer sitting by a window. You can admire the views and [3]___ pictures of the sky with amazing clouds. It's also more comfortable when you want to get some sleep because you can rest [4]___ head on the cabin wall. But [5]___ is a window seat not always the best option? Mainly because you have to disturb the passengers next to you if you want to go to the toilet or if you're one of the last people to board the plane.

1	**A** at	**B** in	**C** on
2	**A** close	**B** fasten	**C** shut
3	**A** do	**B** make	**C** take
4	**A** you	**B** your	**C** yours
5	**A** why	**B** what	**C** when

3 Uzupełnij zdania wyrazami w nawiasach w odpowiedniej formie.

1 a (**you / visit**) *Did you visit* your family in Mexico in July?
b (**you / visit**) _____ the museum at 5 p.m.?
c How many castles (**you / visit**) _____ so far?

2 a Then the pilot introduced (**he**) _____.
b Before Mr Beck begins the talk, we must introduce (**he**) _____ to the listeners.
c Did Tom introduce (**he**) _____ friend to you?

4 Uzupełnij zdania, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów, jednak – jeżeli jest to konieczne – dodaj inne wyrazy. W każdą lukę możesz wpisać maksymalnie cztery słowa, wliczając w to wyrazy już podane.

1 I was getting off the bus when (**driver / sudden / close**) _____ the door.
2 Edinburgh is one of my (**father / favourite / city**) _____ in the world.
3 I saw a long a queue while (**I / go / past**) _____ the tourist information office.
4 Did you pack all these (**suitcase / you**) _____ or did anyone help you?

5 Uzupełnij każde zdanie z lukami tak, aby zachować sens zdania wyjściowego. W każdą lukę możesz wpisać jeden wyraz.

1 Do these sunglasses belong to you?
Are these sunglasses *yours*?
2 We last met in May.
We haven't seen _____ _____ since May.
3 Some people hate travelling alone.
Some people hate travelling _____ _____.
4 The car broke down on our way to the seaside.
The car broke down while we _____ _____ to the seaside.

6 Wykorzystując podane wyrazy, uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany.

1 My tent is heavier than yours. **MINE**
Your tent isn't as _____.
2 During her journey to Australia, Caroline met a lot of interesting people. **TRAVELLING**
Caroline met a lot of interesting people when she _____ Australia.
3 Tom and I first met ten years ago. **EACH**
Tom and I have known _____ ten years.
4 Does this sleeping bag belong to Magda? **THIS**
Is _____ sleeping bag?

7 ŻYWIENIE

1 Dopasuj nazwy 1–9 do produktów na zdjęciu (A–I).



1	lemon	C	4	cheese		7	tomato	
2	water		5	ham		8	apple	
3	mustard		6	melon		9	mushrooms	

2 Wybierz produkt, który odpowiada danemu rodzajowi opakowania lub pojemnika.

1 a bar of **cola / tea / chocolate**
2 a can of **milk / cereal / cola**
3 a cup of **meat / tea / bread**
4 a box of **chocolates / ketchup / olive oil**
5 a carton of **crisps / milk / eggs**
6 a bowl of **soup / bread / celery**
7 a bottle of **water / tea / salt**

3 Uzupełnij zdania przymiotnikami z ramki.

fresh salty sour sweet spicy ~~tasty~~

1 My cousin thinks seafood is disgusting, but I find it very *tasty*.
2 I love _____ things, but I know sugar's bad for you.
3 Let's put a lot of pepper in the soup to make it hot and _____.
4 I need something to drink. Those peanuts were too _____.
5 I've put too much lemon in the lemonade. It's really _____.
6 I like to start my day with a bowl of _____ fruit.

4 Uzupełnij wyrazy brakującymi literami i dopasuj słowa do odpowiedniej kategorii.

1	ch*o*p	4	ov_n	7	k_tt_e
2	f_y	5	p__l	8	sli_e
3	bo_l	6	b_r__c__	9	p_t

Ways of cutting: *chop*, _____, _____
Ways of cooking: _____, _____, _____
Things you need: _____, _____, _____

5 Przetłumacz wyrazy i zwroty w nawiasach na język angielski, a następnie zrób listę składników potrzebnych do wykonania sałatki.

Delicious fruit salad for a happy and healthy brain!



[1](**Obierz i pokrój**) *Peel and cut* the apples and a mango. [2](**Pokrój**) _____ the grapes and strawberries. Then, [3](**włóż**) _____ the raisins into a pot and [4](**nalej**) _____ hot water over them. [5](**Poczekaj**) _____ five minutes and when they are soft [6](**wyjmij je**) _____. Next, dry the raisins with some paper towel. [7](**Włóż**) _____ all the fruit into a bowl. [8](**Wymieszaj**) _____ all the ingredients carefully. Pour some orange juice all over and [9](**zostaw**) _____ them for 15 minutes. You can [10](**dodać**) _____ a little bit of honey. Finally, decorate your salad with fresh mint leaves. [11](**Podawaj**) _____ in small bowls with vanilla ice cream and biscuits.

Ingredients:

apples, _____, _____, _____, _____, _____, _____, _____, _____, _____

6 Uzupełnij dialogi słowami, których pierwsze litery podano.

1 A: I want to make a cake.
B: Have you got a [1] **r**_*ecipe*_ for it?
A: Yes, in this book. It looks easy.
B: Why don't you start?
A: I haven't got all the [2] **i**_____ I need.
I need eggs, flour and butter.

2 A: That was a very unhealthy cake.
B: I know. It was too [3] **s**_____.
It contained too much sugar and cream. I'm sure it was very [4] **f**_____. I feel 5 kilograms heavier!
A: I know. I can't do up my trousers!
B: But it was really [5] **d**_____.
A: Oh yes. Lovely.

7 Ułóż czynności w kolejności, w jakiej zwykle występują.

1 [*D*] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ] 7 [ ]

A have cake or ice cream for dessert
B look at the menu
C order the food
D book a table in a restaurant
E have soup or salad for starter
F go to the restaurant
G pay the bill by credit card

8 Uzupełnij dialogi słowami z ramki. Trzy wyrazy podano dodatkowo i nie pasują do żadnej luki.

diet lay like make ~~order~~ out pass pay put take yourself

1 A: Are you ready to _*order*_?
B: Yes. I'd like the soup and then steak.
A: How would you _____ your steak?

2 A: Shall we eat _____ today?
B: Good idea. Let's go to the Chinese restaurant.
A: I'd rather have some pasta.

3 A: Can you help me to _____ the table?
B: Yes, of course.

4 A: I've _____ on weight.
B: You'll have to go on a _____.

5 A: Do you _____ sugar in your tea?
B: Yes, please. Just one spoonful. And can I have some milk?

6 A: That was a lovely piece of cake.
B: Help _____ to some more.

BBC VOX POPS

9 V9 *What is your favourite recipe with eggs?* Obejrzyj wideo z odpowiedziami na to pytanie. Dopasuj osoby 1–6 do ulubionych potraw podanych w ramce.

~~hard-boiled egg~~ lemon drizzle cake
mushroom omelette plain eggs with butter
scrambled eggs Spanish tortilla


1 Agata
hard-boiled egg


2 Noelle
_____


3 Paula
_____


4 Kate
_____


5 Karen
_____


6 Russel
_____

10 V9 Obejrzyj wideo jeszcze raz i odpowiedz na pytanie.

What ingredients are necessary to make:
1 hard-boiled egg: *an egg*
2 mushroom omelette: _____
3 Spanish tortilla: _____
4 scrambled eggs: _____
5 lemon drizzle cake: _____

11 V9 Przeczytaj wypowiedź Bruce'a i zakreśl poprawne opcje. Następnie obejrzyj wideo, aby sprawdzić swoje odpowiedzi.



Eggs, I'm not a great [1] **cook / cooker**, but if you [2] **beat / whip** them just right, [3] **add / pour** a little [4] **cream / milk**, [5] **put / get** some really good [6] **grease / cheese**, you can [7] **prepare / make** yourself a nice omelette.

12 W zeszycie odpowiedz na pytanie: *What is your favourite recipe with eggs*? Podaj przepis na to danie. Użyj 50–120 słów.

7.2 GRAMMAR

1 Uzupełnij tabelkę. Do jednej kolumny wpisz rzeczowniki policzalne z ramki, nie zapominając poprzedzić ich przedimkiem *a(n)*, do drugiej – rzeczowniki niepoliczalne, do trzeciej zaś te, które występują jako policzalne lub nie.

~~accommodation~~ advice apple bottle cereal cheese ~~cup~~ doughnut flour ~~fruit~~ furniture garlic house ice cream information luggage milk money memory olive oil omelette orange paper pasta pepper potato roll sofa steak suitcase turkey work

Policzalne	Niepoliczalne	Zależnie od kontekstu
a cup	*accommodation*	*a fruit – fruit*

2 W każdej parze zdań ten sam rzeczownik może wystąpić jako policzalny lub niepoliczalny. Uzupełnij zdania rzeczownikami w odpowiedniej formie.

1 TOMATO
- **a** He has to use three *tomatoes* to make this salad.
- **b** He's just had a salad and now you can see *tomato* on his white shirt.

2 COFFEE
- **a** I'll have _____. White, no sugar please.
- **b** We need _____. The jar is empty.

3 ICE CREAM
- **a** Oh, they're so delicious! I've already had two _____, but I'll have another one.
- **b** There's some _____ in the fridge.

4 CHOCOLATE
- **a** 'Life is like a box of _____: you never know what you're gonna get.'
- **b** This bar of _____ tastes exactly the same as 20 years ago!

3 Uzupełnij zdania, używając *a*, *an*, *some*, *any* lub *no*.

1 I can't see *any* corn on the shelf here.
2 There are _____ fresh rolls. Not even one! I'll buy _____ loaf of bread.
3 Have you got _____ carrots?
4 I've got _____ flour and eggs, so let's make a cake!
5 Have _____ big salad with tuna. It's good for your heart.
6 Is there _____ sugar in my tea?
7 Is there _____ cereal or should I buy _____?
8 They've got _____ small lambs on their farm in the mountains.
9 The coconut is _____ fruit.
10 Sorry, there are _____ muffins left, but please come tomorrow.

4 Zakreśl poprawne formy i połącz pytania 1–5 z odpowiedziami A–E.

1 If you have twelve **orange / oranges** in one hand and nine **pear / pears** in the other, what do you have? *A*
2 Why do the French eat snails? _____
3 How do you make white **chocolate / chocolates** dark? _____
4 What starts with a T, ends with a T and is filled with T? _____
5 Why did the student eat his homework? _____

A Big hands.
B You simply turn off the light and it's dark.
C Because the teacher told him it was **piece / a piece** of cake.
D Because they don't like fast **food / foods**.
E It's **a teapot / teapot**.



5 Uzupełnij pytania, używając *how much* lub *how many*, a następnie odpowiedz na nie.

1 *How many* sandwiches do you take to school every day?
I usually take two sandwiches to school.
2 _____ litres of water do you drink every day?
_____
3 _____ time do you spend cooking?
_____
4 _____ memory should my computer have?
_____
5 _____ is your favourite roll or bread?
_____
6 _____ eggs do you use for an omelette?
_____

6 **Wybierz poprawne tłumaczenie i uzupełnij luki w zdaniach opcjami A, B lub C.**

1 Could you give me (**kawałek papieru**) _____, please?
A a piece of paper **B** piece of paper
C a paper

2 I haven't got (**dużo gruszek**) _____, but I can give you (**kilka**) _____.
A a lot of pears … any **B** many pears … a few
C many pears … a little

3 I threw away (**wszystkie śmieci**) _____.
A all the rubbish **B** all the rubbishes
C every rubbish

4 They ordered two omelettes and (**kilka naleśników**) _____.
A few pancakes **B** a few pancake
C a few pancakes

7 **Uzupełnij zasady dobrego wychowania przy stole słowami i wyrażeniami z ramki.**

close don't come don't start don't talk ~~hold~~ place put switch off wear

1 *Hold* your fork in your left hand and your knife in your right hand.
2 _____ your napkin on your lap.
3 When you leave the table, _____ the napkin on the chair.
4 _____ eating before everyone has been served.
5 _____ your mobile before you sit down to have dinner.
6 _____ with your mouth full.
7 When you're in a restaurant and are ready to order, _____ your menu and place it on the table.
8 When you are invited to a formal dinner, _____ elegant clothes.
9 When invited anywhere, _____ too early.

8 **Uzupełnij zdania słowami/wyrażeniami z ramki w trybie rozkazującym tak, by dotyczyły zdrowego trybu życia.**

avoid buy drink ~~eat~~ ~~eat~~ go have start watch TV

1 *Eat* _____ healthy food.
2 *Don't eat* _____ processed food.
3 _____ two litres of water a day.
4 _____ eating too much.
5 _____ small portions instead of large ones.
6 _____ sugary drinks when you go to the supermarket.
7 _____ to fast food restaurants.
8 _____ your day with one glass of water.
9 _____ while having a meal.

9 **Z rozsypanych wyrazów ułóż poprawne gramatycznie zdania w trybie rozkazującym. Dodaj słowa *the*, *some*, *of* lub *many*.**

1 please / salt / pass / , / me /.
Pass me the salt, please.
2 buy / don't / more / milk / cartons / .
3 sweets / eat / too / don't / .
4 bring / crisps / for / party / .
5 cottage cheese / eat / don't / .
6 please / potatoes / , / peel / more / .
7 mix / ingredients / all / add / and / water / .
8 have / tea / cup / I'll / a / .

10 **Chcesz zaprosić do siebie do domu kilka osób na wspólne oglądanie filmów. Poproś o dwie rzeczy, które każdy ma zrobić przed przyjściem do ciebie, i opisz dwie rzeczy, których nie można robić u ciebie w domu.**

Buy some mineral water and some crisps.
Don't walk into my parents' bedroom.

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

A little	**B** don't	**C** few	**D** tell	**E** let's	**F** say

Doctor: [1] _____ me more about your diet.
Mark: Well, I'm vegetarian from Monday to Friday, but on weekends I have a [2] _____ meat. But not much.
Doctor: OK. What about snacks?
Mark: When I'm studying, I usually have lots of crisps and I drink some fizzy drinks.
Doctor: That's why you suffer from stomach problems. [3] _____ talk about having healthier snacks …

7.2 GRAMMAR

12 Zakreśl właściwe opcje.

Dad: What are you doing, Anya?

Anya: I'm making a shopping list … We need [1] **some / any** juice. There's only [2] **a little / a few** left.

Dad: Right! You've invited some people tonight.

Anya: Yeah, but only a few friends from school.

Dad: How [3] **much / many** will come, do you think?

Anya: Just five.

Dad: Good, but I think we should get some more things. I know there's [4] **no / any** sugar. There [5] **isn't / aren't** any sweets or crisps, either. Oh, wait a minute, there are some old biscuits in the cupboard.

Anya: Yuk! Dad, I can't serve old biscuits to my friends!

Dad: Just joking! [6] **Help me / Let me help** you. I'll go and do the shopping and you can vacuum the flat.

Anya: Thanks, Dad.

Dad: OK, then. I'll buy some snacks, some sugar and [7] **few / a few** bottles of fruit juice.

Anya: Great. Please [8] **remember / don't remember** to take some reusable bags with you?

Dad: Don't worry. I always take a few bags when I go to the supermarket.

13 Przetłumacz podane w nawiasach fragmenty zdań na język angielski. Czasami możliwa jest więcej niż jedna opcja.

Jim: [1](**Ile**) *How much* ham do we need?

Kim: Just [2](**trochę**) _____. I think a small packet will do.

Jim: And [3](**ile**) _____ tomatoes do we need for the salad?

Kim: Maybe two or three. Have we got [4](**jakąś**) _____ green beans at home?

Jim: I don't think so. Let's get half a kilo. Oh, and we've got [5](**żadnego**) _____ milk, either.

Kim: So let's buy [6](**dwie butelki**) _____ of milk.

Jim: OK. Anything else?

Kim: There's [7](**bardzo mało**) _____ bread left. We should also get [8](**kilka**) _____ rolls.

Jim: Anything sweet?

Kim: [9](**Żadnych**) _____ sweets. Instead, we'll get [10](**dużo**) _____ apples.



14 Przetłumacz podane w nawiasach fragmenty zdań na język angielski.

1 People in Bangladesh don't eat (**dużo mięsa**) *much meat*.

2 That restaurant was closed down because (**bardzo mało ludzi**) _____ wanted to dine there.

3 (**Nie jedzmy żadnych**) _____ sweets before dinner.

4 Finish dinner, please or you won't get (**żadnego deseru**) _____.

5 He bought (**żadnych słodyczy**) _____ because he's on diet.

15 Uzupełnij luki w zdaniach opcjami A, B lub C.



Matilda and the Ramsay Bunch is a popular TV series about a British girl and her fascination with cooking. Born in 2001, Matilda became famous when she was [1]_____ not only for the programme, but also because of her father, Gordon Ramsay, the famous chef. She lives both in [2]_____ UK and the USA, where her dad works in [3]_____ television.

In the series, Matilda prepares dishes and takes part in her family's life. In one episode, *The Wedding Anniversary*, Matilda makes [4]_____ dishes for her parents, who got married 20 years before. One of them is her parents' favourite Mexican food – *enchilada*. She explains how to make it, [5]_____ time she needs to prepare the dish and what ingredients to use. The delicious [6]_____ is full of minced beef, chilli with [7]_____ garlic and onions. The dinner is a total surprise! The parents love the food and everything Matilda has done to make the day special.

Matilda and the Ramsay Bunch is such a popular series that they have filmed a [8]_____ seasons. If you want to learn how to make a good dish, you should watch the programme, or read [9]_____ information on Matilda's personal blog.

1	**A** a teenager	**B** teenager	**C** teenagers
2	**A** an	**B** the	**C** a
3	**A** a	**B** a few	**C** –
4	**A** lot	**B** a lots	**C** a lot of
5	**A** how much	**B** how many	**C** how
6	**A** meals	**B** meal	**C** a meal
7	**A** a	**B** some	**C** a few
8	**A** little	**B** few	**C** lot
9	**A** –	**B** a	**C** an

READING

1 Przeczytaj teksty. W zadaniach 1–4 z podanych odpowiedzi wybierz właściwe. Zakreśl literę: A, B lub C.

1

This Saturday night
is *Family Night*
in the Town Hall Park!

Programme:

18:00

Learn to cook salmon, trout and tuna with Patryk Sójka, the famous Polish chef.

19:00

Take part in a competition – peel the most potatoes and win a dinner with Patryk.

20:00

Watch ***Dancing Chef*** – enjoy a light, fun musical suitable for ages 2–92.

Come and relax,
and bring the whole family!

The famous Polish chef will

A dance with your family.
B teach you how to peel potatoes.
C demonstrate how to prepare fish.

2

You hardly eat and you're still putting on weight?
Help yourself and learn how to eat properly.
Then enjoy your meal and be fit!
Contact Karen ✉

The text was written by

A a chef.
B a nutrition expert.
C a restaurant owner.

3



Tonight Bill and Sam are

A cooking for themselves.
B ordering takeaway.
C eating in.

4

Kate,

1 Then, get some mineral water.

2 Finally, lay the table around 5, please.

3 Remember, Grandma likes fizzy drinks.

4 Grandma is coming for tea in the afternoon.

5 Start with ordering a strawberry cake at the bakery.

Thank you. Mum

The correct order of the sentences in the message is:

A 5 – 1 – 2 – 4 – 3.
B 4 – 3 – 1 – 5 – 2.
C 4 – 5 – 1 – 3 – 2.

LISTENING

2 2.40 Wysłuchaj dwukrotnie wypowiedzi dotyczącej chleba. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach. Luki należy uzupełnić w języku angielskim.



- There is evidence that people in Jordan ate bread [1]_____ years ago.
- You can make bread if you have [2]_____, flour and yeast.
- The speaker likes to eat jam on [3]_____.

FUNCTIONS

1 Wyobraź sobie, że jesteś w restauracji. Co powiesz kelnerowi w tych sytuacjach?

1 You can't eat with chopsticks and there's no cutlery.
Could you bring me a fork and a knife?

2 You've dropped your napkin and you need a new one.
_____

3 Your dish is not salty enough for you.
_____

4 You feel like some cake, but you're allergic to nuts.
_____

5 You'd like to try Eton mess*, but you don't know what it is.
_____

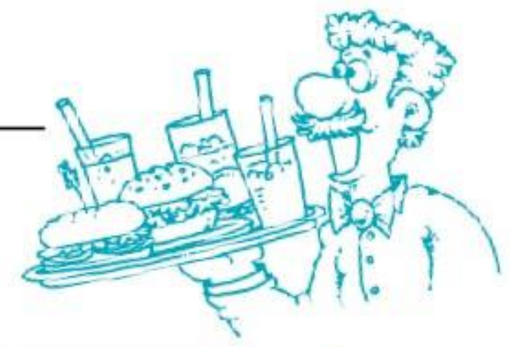
6 You don't want the dessert that the waiter is offering.
_____

7 You've finished eating your dessert and you want to pay.
_____

*Eton mess – traditional British dessert (fruit with whipped cream and meringue).

2 Przeczytaj fragment rozmowy w restauracji. Uzupełnij luki 1–4 tak, aby tekst był spójny i logiczny. Wykorzystaj słowa podane w nawiasach, nie zmieniając ich formy.

X: How was everything?
Y: Great, especially that green-tea rice. It's the first time I've been to a Japanese restaurant.
X: I'm glad you liked it. What [1] (**like**) _____ dessert? We've got green-tea cake and green-tea ice cream.
Y: [2] (**recommend**) _____?
X: They're both very good.
Y: [3] (**have**) _____ the cake … and the ice cream then.
X: Of course.
Y: And [4] (**bring**) _____ another green tea, please? It's delicious.
X: Certainly, sir.



WRITING

Wskazówka

Podając przepis na potrawę, użyj odpowiednich środków językowych: czasowników modalnych (np. *can*, *should*, *must*) oraz zdań w trybie rozkazującym. Zwróć uwagę na wyrażenia określające kolejność wykonywania poszczególnych czynności (*first*, *then*, *after that*, *in the end*, *finally*). Dzięki nim twoja praca będzie spójna i logiczna.

3 Uzupełnij przepis wyrazami/wyrażeniami z ramki. Dwa wyrazy zostały podane dodatkowo.

after that	~~an hour~~	appétit	chop	during
first	ingredients	oven	whisk	

COOK YOUR DREAMS

Hi Everybody,
My grandma has taught me today how to make a traditional apple pie. I'm going to share the recipe with you because the pie is just incredible! It's quick to bake – just [1] *an hour*. Here's a list of [2] _____: 2 kilos of apples, a glass of milk, butter, 3 eggs and a bag of flour. [3] _____, we need to wash and peel the apples. Then, [4] _____ them and mix with 2 tablespoons of sugar and a squeeze of lemon. [5] _____, prepare the dough and put the apples on it. Finally, put the pie into the [6] _____. Bon [7] _____!

4 Uzupełnij luki wyrazami i wyrażeniami z ramki.

~~beetroot soup~~	cheesecake	chicken soup
dumplings	hunter's stew	pancakes
poppy seed cake	pork schnitzel	

POLISH CUISINE

The most common starters are soups: [1] (**barsz czerwony**) *beetroot soup* and [2] (**rosół**) _____. People in Poland eat a lot of pork. That's why the most popular meat dish is [3] (**kotlet schabowy**) _____ served with potatoes. Another Polish speciality is [4] (**bigos**) _____, a traditional meat and cabbage dish. Polish people also like to prepare dishes based on flour. These are [5] (**pierogi**) _____ or [6] (**naleśniki**) _____ which can be stuffed with cottage cheese, jam or meat. For a dessert, it's a good idea to try [7] (**makowiec**) _____ or [8] (**sernik**) _____.

5 Przygotuj wpis na blogu z przepisem na polską potrawę. We wpisie:

- podasz okoliczności, w jakich po raz pierwszy spróbowałeś/spróbowałaś tej potrawy,
- wyjaśnisz, jak należy przyrządzić tę potrawę,
- poprosisz czytelników o podzielenie się przepisami na typowe danie z ich kraju.

Limit słów: 50–120.

1 Uzupełnij zdania wyrazami z ramki.

1 | few | little |

a It tastes better with a *little* honey.
b Use as _____ salt as possible.
c Very _____ people bake bread at home.

2 | much | many |

a How _____ ingredients do you need for this dish?
b We don't waste _____ food in our family.
c I often eat too _____ when I'm stressed.

3 | no | not |

a Do _____ eat or drink inside the library.
b There were _____ any pears left.
c We have _____ time to cook during the week.

4 | for | on |

a There's only one vegetarian main course _____ the menu.
b Do you often eat cereal _____ breakfast?
c I put _____ two kilos last month.

2 Uzupełnij tekst, wpisując w każdą lukę jedno słowo z ramki. Trzy wyrazy zostały podane dodatkowo.

any	because	ingredient	instead	product	some



A Few Facts About Avocados

- Avocado is fruit, but we mostly use it like a vegetable because it tastes delicious in salads. Although avocado isn't sweet, it's also a popular [1] _____ in fruit shakes, ice cream and other desserts.
- Avocado is very nutritious and full of healthy fats. When it's soft and creamy, you can use it [2] _____ of butter on toast or in baking.
- The great popularity of avocados has also created problems. Avocado trees need a lot of water to grow. Unfortunately, in [3] _____ parts of the world, big avocado plantations cause droughts.

3 Przygotuj samodzielnie zadanie egzaminacyjne. Przetłumacz na język polski wyróżnione fragmenty zdań.

1 (*Poczęstujcie się*) **Help yourselves** to the biscuits.
2 (_____) **Let's not order** a pizza again.
3 There are (_____) **very few dishes** that I don't like.
4 Pour (_____) **a little oil** into the pan.
5 (_____) **How much are** the cherries?

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

1 My grandma knows (**tak wiele przepisów**) _____ that she can write a cookbook.
2 Boil the vegetables for (**kilka minut**) _____.
3 (**Nie spóźnijcie się**) _____ for dinner, please.
4 (**Ile szklanek**) _____ do we need for the party?
5 I think that the rice was fine, but the sauce (**nie był wystarczająco pikantny**) _____.
6 These fizzy drinks contain (**za dużo cukru**) _____.

5 Uzupełnij zdania wyrazami w nawiasach w odpowiedniej formie. Nie zmieniaj kolejności wyrazów. W każdym zdaniu należy dodać jeden lub dwa wyrazy.

1 **a** Please, (**not / eat**) *don't eat* the cake. Lunch will be ready in ten minutes!
b Patrick (**not / eat**) _____ any chocolate for a few weeks now.
2 **a** There (**be / lots**) _____ modern furniture in this kitchen. I like it.
b There (**be / lots**) _____ people in the restaurant last night.
3 **a** I usually drink two or three (**cup / tea**) _____ a day.
b Can I have (**cup / coffee**) _____, please?

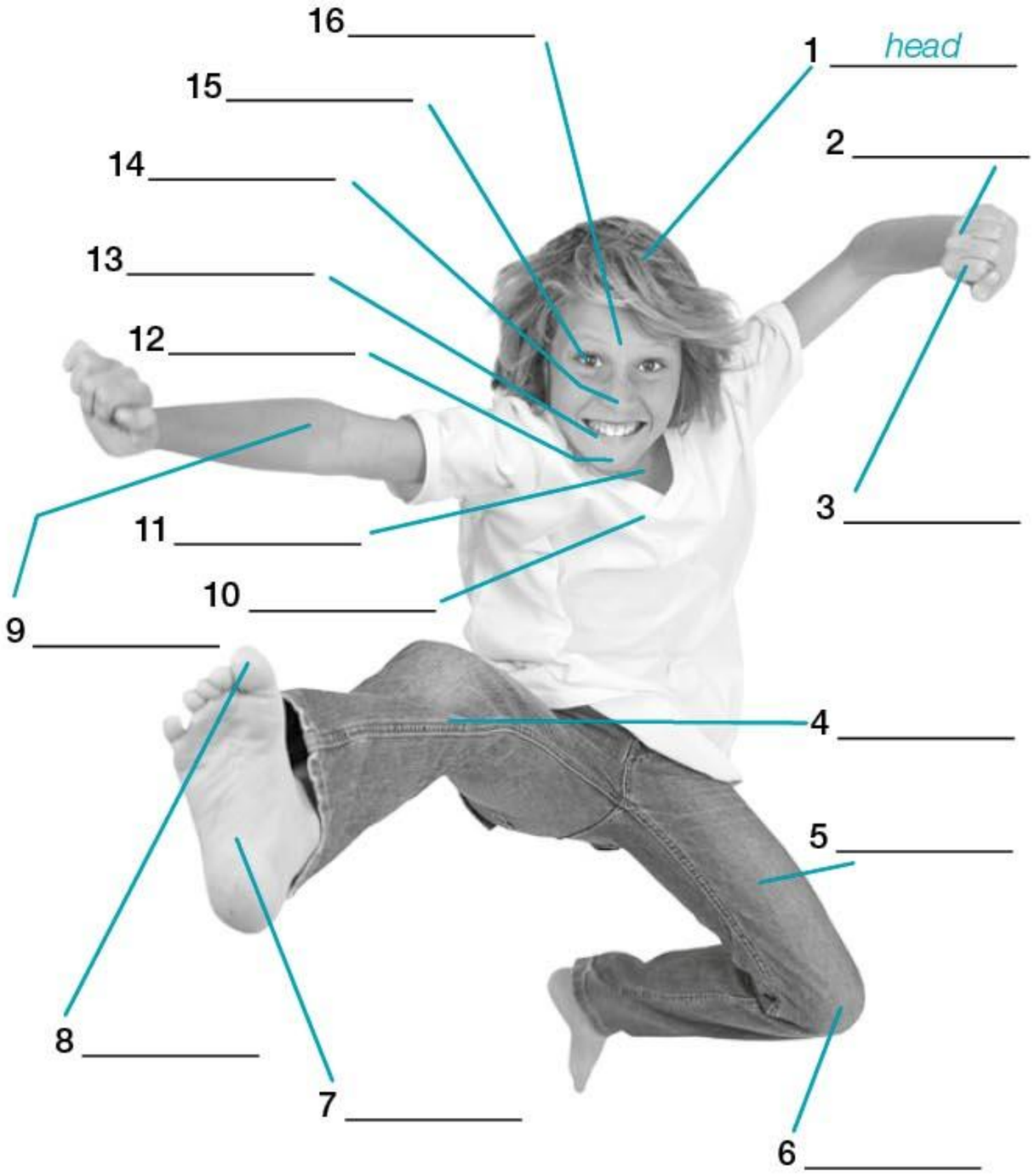
6 Uzupełnij zdania, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów, jednak – jeżeli jest to konieczne – dodaj inne wyrazy. W każdą lukę możesz wpisać maksymalnie cztery słowa, wliczając w to wyrazy już podane.

1 We couldn't make an omelette because we (**have / no / egg**) _____.
2 You cooked a delicious meal, so let (**I / wash / dish**) _____.
3 My uncle is a chef, so everyone (**listen / he / advice**) _____ about cooking.
4 Claire is trying (**not / eat / sweet**) _____.
5 I only (**drink / bit**) _____ the coffee because it was too strong.

8 ZDROWIE

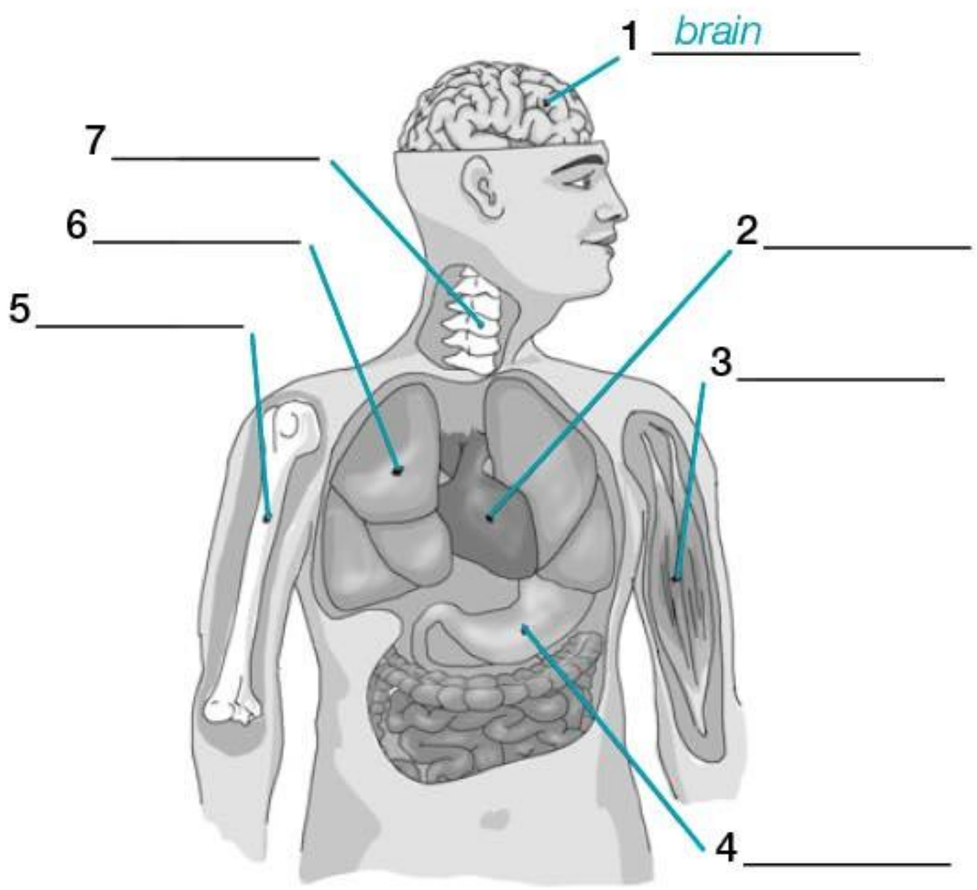
1 Podpisz części ciała oznaczone na zdjęciu słowami z ramki.

arm	chest	chin	eye	face	finger
foot	hand	~~head~~	knee	leg	mouth
	neck	nose	thigh	toe	



2 Podpisz narządy oznaczone na rysunku słowami z ramki.

bone	~~brain~~	heart	lung	muscle
	spine	stomach		



3 Wpisz brakujące litery w nazwach objawów.

1 r*u*_*n*n*y* n*o*se
2 c_ _g_
3 s_r_ t_ _ _a_
4 s_ _m_c_a_h_
5 t_ _t_ _c_ _
6 h_ _d_ _h_
7 f_v_ _
8 f_ _ _g_e

4 Uzupełnij zdania wyrazami, których pierwsze litery podano.

1 Everyone who ordered fish curry at the restaurant got food p*oisoning*.
2 Is it easy to t_____ your ankle when you are skateboarding?
3 A b_____ person can't see.
4 I often have a runny nose in spring because I'm a_____ to pollen.
5 My neighbour is in hospital because he had a heart a_____ last night.

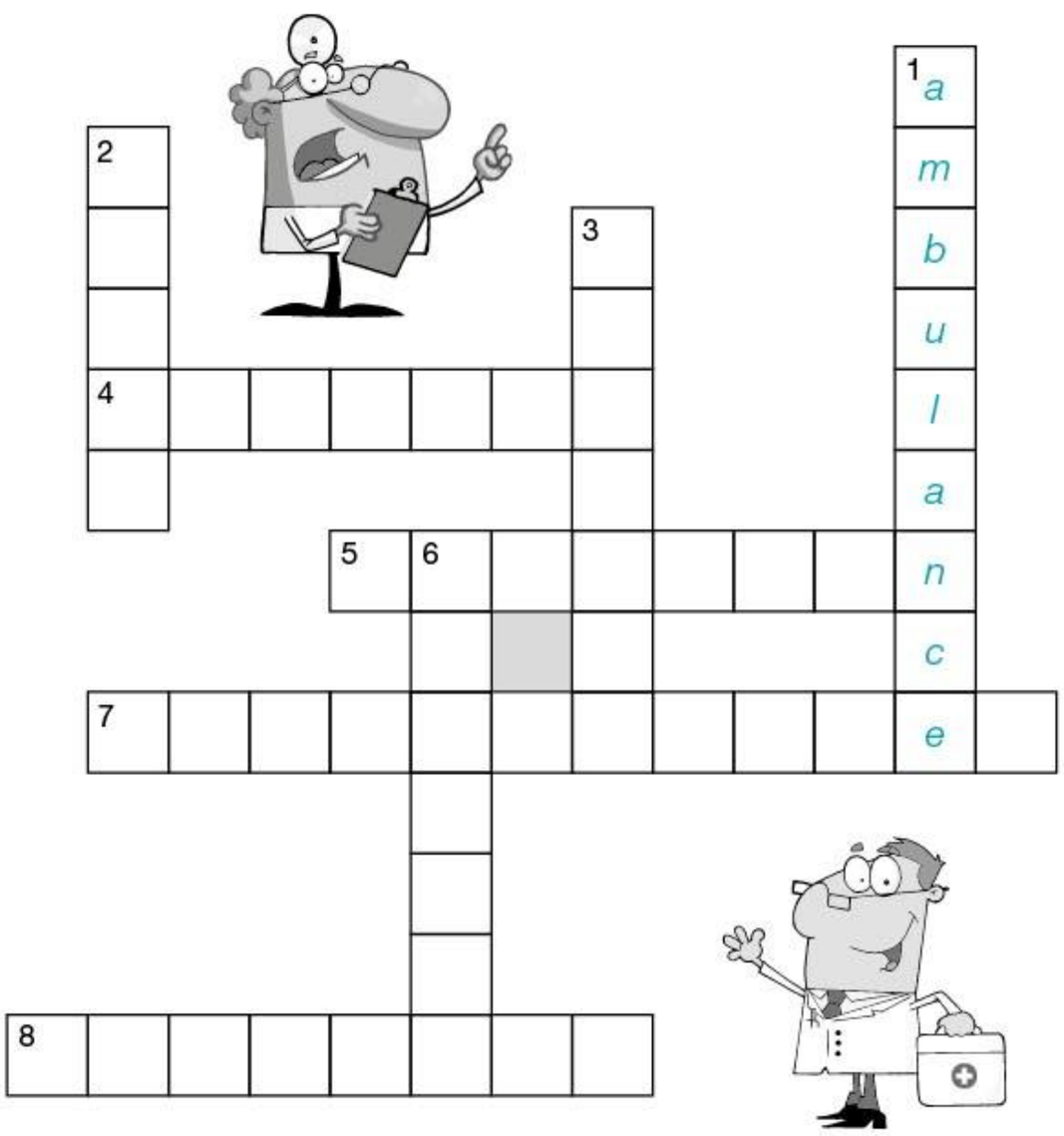
5 Rozwiąż krzyżówkę.

Down

1 In an emergency, phone 112 to get an ____.
2 A ____ looks after sick people in hospital.
3 You need to see a ____ if you've got toothache.
6 A person who comes to see a doctor about a health problem is a ____.

Across

4 If you need an operation, it will be perfomed by a ____.
5 If you need new glasses, go to an ____.
7 When you're not well, the first doctor you go to see is your GP (general ____).
8 If you're seriously ill, you may have to go to ____.



6 Dopasuj wyrazy podane w ramce do ilustracji.

blood ~~drops~~ first aid kit heart tablet thermometer



1 *drops*



2 _____



3 _____



4 _____



5 _____



6 _____

7 Zakreśl właściwe opcje.

A: Good morning, doctor. I don't feel very well. Can you help me?

B: Lie [1] **out / down / away** and let me look at you. Tell me about the [2] **operations / symptoms / medicines**.

A: Well, I often get bad headaches. I've taken some [3] **creams / patients / aspirin**, but I don't feel any better.

B: And how are your eyes? Maybe you need new glasses. Have you been to [4] **a dentist / a nurse / an optician** recently?

A: No, I haven't.

B: It's probably a good idea. If you don't [5] **make / do / get** better, come and see me.

A: OK. Thank you, doctor.

8 Połącz podane zdania tak, aby utworzyły logiczne rozmowy.

1 What's your blood group? *C*
2 My teeth ache. ____
3 I think I've got a temperature. ____
4 I won't be at school today. I feel ill. ____
5 Excuse me. Where's the nearest pharmacy? ____
6 Ow! I've burnt my finger. ____
7 Have you been fighting? ____
8 Have you got a bandage? ____

A The chemist's in London Road.
B Why? Have you cut yourself?
C A+.
D I'll get the thermometer and see.
E Put it under some cold water.
F You should go to the dentist.
G No, I got this black eye playing football.
H OK. I'll tell our teacher. See you when you get better.

9 Połącz początki zdań zawierających porady dotyczące zdrowego stylu życia z odpowiednimi zakończeniami.

1 You should avoid
2 You should get enough
3 You shouldn't eat
4 You should go on
5 You should take
6 You should work out

A meat every day.
B more exercise.
C stressful situations.
D at a gym.
E sleep.
F a diet.

10 Zakreśl właściwe opcje.

1 You should **make / take / do** an appointment to see a doctor.
2 I'm going to **have / do / take** your blood pressure.
3 I think I've **taken / brought / caught** your cold.
4 Margaret **fell / laid / made** seriously ill last week.
5 I suffer **from / on / for** toothache.
6 Mrs Johnson is now recovering **off / out / from** the operation.
7 I feel sick. I think I'm going to throw **out / up / off**.
8 You should give **up / in / at** eating so much sugar.

11 Uzupełnij zdania właściwymi przyimkami i partykułami.

1 Christine is allergic *to* strawberries.
2 It took David six months to recover _____ the injuries after the accident.
3 Paul's grandma suffers _____ backache.
4 I've put _____ some weight.
5 A pain _____ your chest can be a sign of a chest infection.
6 I need to make an appointment _____ a doctor.
7 My mum went _____ a diet last month and she feels great!
8 Gosia works _____ in a gym twice a week.
9 You're feeling dizzy because you eat nothing but sugar! You should cut down _____ it.

12 Uzupełnij każde zdanie słowem utworzonym od wyrazu w nawiasie.

1 I think my mum sometimes feels dizzy because she's (**work**) *overworked*.
2 When I get a (**dread**) _____ headache, I take a painkiller and have a nap.
3 I thought the injection was going to hurt a lot, but it was completely (**pain**) _____.
4 In my class, there's one (**able**) _____ student. She's in a wheelchair.
5 What's the best (**treat**) _____ for flu? Can you take antibiotics?
6 You should eat more fresh vegetables and less (**process**) _____ food.

8.2 GRAMMAR

1 Połącz początki zdań 1–6 z ich zakończeniami A–F.

1 If you have the flu, *C*
2 Your tooth won't get better ____
3 You won't keep fit ____
4 If you sleep only four hours, ____
5 Children get vitamins and minerals ____
6 You should see a doctor ____

A if they eat enough fruit and vegetables.
B if you have a rash that isn't healing.
C you should stay in bed for a few days.
D if you don't get some exercise.
E you'll be tired all the time.
F unless you see a dentist.

2 Uzupełnij listę własnymi pomysłami.

If you wanted to live more healthily, what would you do?

1 *First of all, I would give up fast food.*
2 *Then, ...*
3 _____
4 _____

3 Uzupełnij zdania w II trybie warunkowym właściwą formą czasowników w nawiasie.

1 If I (**spend**) *spent* every day watching TV, I (**get**) *would get* bored.
2 If I (**want**) _____ to be more energetic, I (**change**) _____ my diet.
3 If I (**be**) _____ less lazy, I (**can**) _____ tidy up my room.
4 If I (**eat**) _____ vegetables all the time, I think I (**get**) _____ slimmer.
5 If I (**buy**) _____ sweets, I (**eat**) _____ them immediately and (**put on**) _____ weight.

UWAGA!
Różnica między I a II typem zdań warunkowych nie wiąże się z czasem (chronologią), ale ze stopniem prawdopodobieństwa warunku. Porównaj:

- typ I: pacjent zdyscyplinowany, który raczej weźmie tabletkę, warunek realny do spełnienia:
  If you take this pill, you'll feel better.
  Jeśli weźmiesz tę tabletkę, poczujesz się lepiej.
- typ II: warunek mało prawdopodobny, pacjent, który zwykle i tak robi, co chce:
  If you took this pill, you'd feel better.
  Gdybyś wziął tę tabletkę, poczułbyś się lepiej.
- typ II: warunek hipotetyczny „na twoim miejscu ...":
  If I were you, I would take this pill.
  Gdybym był na twoim miejscu, wziąłbym tę tabletkę.

4 Uzupełnij każdą parę zdań czasownikiem we właściwej formie.

1 **HAVE**
a Would you use this soap if you *had* problems with your skin?
b If you *have* fever and chills, you will probably get a bacterial infection.

2 **HURT**
a If you don't switch off the computer right now, your eyes _____.
b If you watched too much TV, your eyes _____.

3 **TASTE**
a If my cousin _____ an egg, she'd get spots on her face.
b If I _____ honey, I always get a rash on my face.

4 **GIVE**
a If you're ill, the doctor _____ you some medication.
b If you _____ me some water, I would be grateful.

5 **NEED**
a If you get travel-sick, you _____ to take some pills before the journey.
b If your leg was broken, you _____ to keep it in plaster for a month.

6 **EAT**
a If you _____ more vegetables, you'll be much healthier.
b You'd have to make sure you get enough protein from vegetables if you _____ any meat.

5 Uzupełnij żart właściwymi formami czasowników w nawiasach.

Patient: Doctor, what's wrong with me? When other patients [1] (**come**) *come* to see you, they leave your office with smiles on their faces. But not me.

Doctor: Well, if you [2] (**take**) _____ these pills, you'll be happy too. You should add colour to your life.

Patient: OK, so it's depression, isn't it?

Doctor: No, no. Just listen to me: if, starting from today, you [3] (**worry**) _____ about something, you'll take one of the blue pills. If you see any side effects, for example sneezing, you [4] (**take**) _____ one red pill. If, after this pill, you [5] (**get**) _____ a rash on your arms, you'll take a yellow pill.

Patient: Well, doctor. If I [6] (**not be**) _____ colour-blind*, I'm sure your pills would work.

** be colour-blind – być daltonistą (nie rozróżniać kolorów)*

6 **Przeczytaj tekst. Spośród czasowników podanych w ramce wybierz te, które poprawnie uzupełniają luki. Dwa czasowniki zostały podane dodatkowo i nie pasują do żadnej luki.**

~~didn't have~~ is want wanted was will do won't have wouldn't do



A CYCLING ACCIDENT

Last summer my friend and I went mountain biking for the first time ever. We [1] *didn't have* much experience. We got to the top of a hill and I [2]_____ to go down, but my friend wasn't so sure about it.
She said, 'If I were you, I [3]_____ that', but I got on the bike anyway. I started going downhill really fast. And then I suddenly crashed into a tree and broke my leg! When I [4]_____ in hospital, the doctor said, 'If you [5]_____ it to heal properly, you'll need to keep your leg in plaster for several weeks. Then we'll see if it [6]_____ OK.'
I still love this sport, but next time I'll be more careful.

UWAGA!
Zasada pojedynczego przeczenia w języku angielskim dotyczy również spójnika *unless* w zdaniach warunkowych. Tłumacząc *unless* jako „jeśli nie", często o tym zapominamy.
You won't feel well unless you learn to relax.
Nie będziesz się czuł dobrze, jeśli nie nauczysz się relaksować.

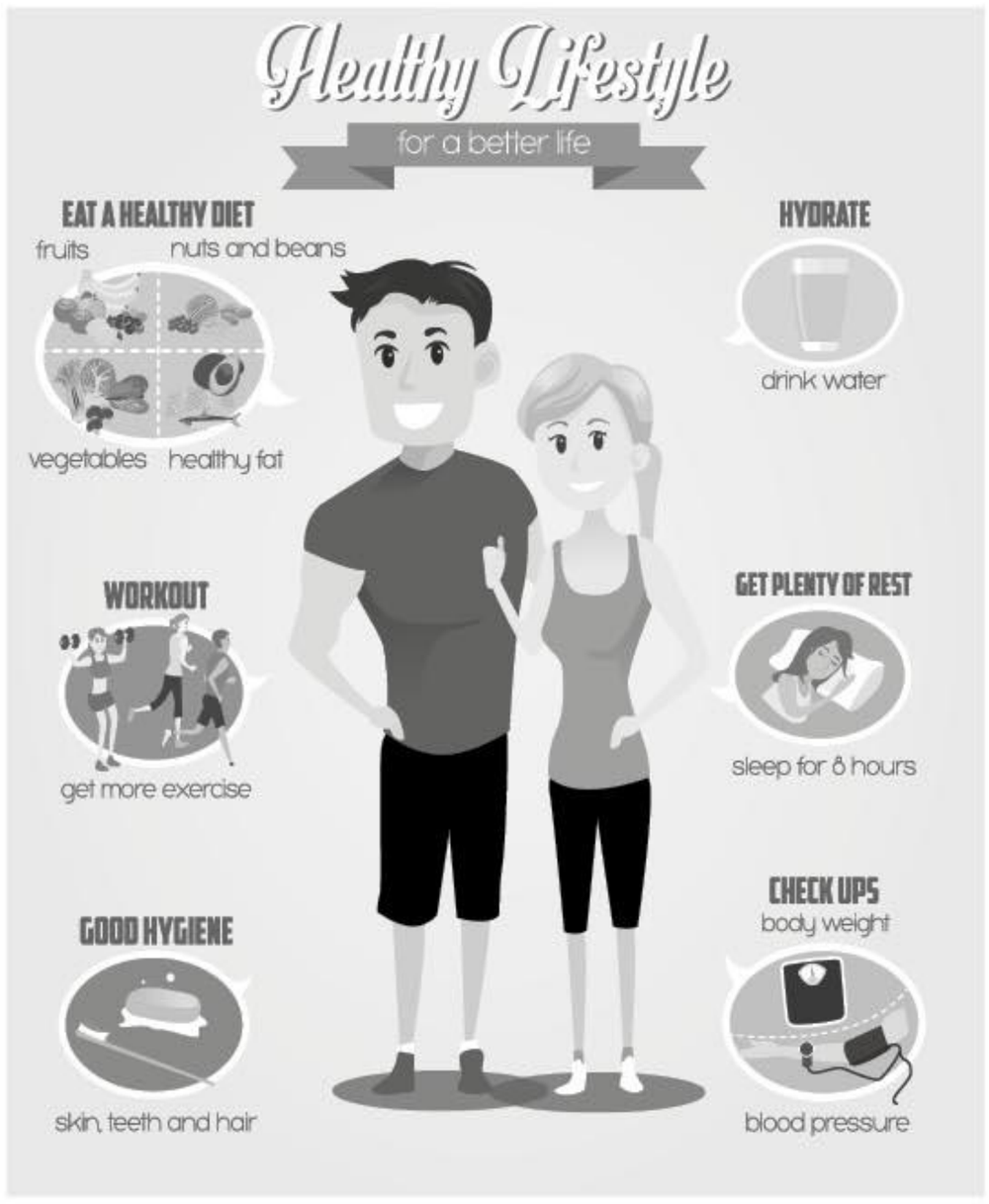
7 **Uzupełnij zdania właściwymi formami podanych czasowników.**

1 If the cough syrop doesn't work, I (**see**) *will see* my GP again.
2 His doctor won't be able to help him unless he (**describe**) _____ his symptoms.
3 If you (**ask**) _____ your dentist, he'd tell you that you must get a dental checkup twice a year.
4 The patients won't leave hospital unless they fully (**recover**) _____.
5 What (**you / do**) _____ if you ran out of bug repellent?

8 **Przetłumacz fragmenty zdań podane w nawiasach na język angielski.**

1 If nurses go on strike, (**nie będzie nikogo**) *there will be no one* to take care of patients.
2 (**Gdybym był**) _____ a scientist, I would find a cure for cancer.
3 Unless the headache (**nie zniknie**) _____ soon, I will have to see my GP.
4 If you weren't so tired, (**uczyłbyś się**) _____ faster.
5 Who will take care of his cat if he (**pójdzie do szpitala**) _____?
6 If she cut down on sweets, (**czułaby się lepiej**) _____.

9 **Spójrz na plakat promujący zdrowy tryb życia i napisz, co powinno się robić, a czego nie.**



What should/shouldn't you do to live a healthy life?

You should eat a healthy diet rich in fruit and vegetables. You shouldn't have junk food.

8.2 GRAMMAR

10 **Uzupełnij luki w zdaniach poprawną opcją: A lub B.**

1 ____ to the gym.
A Shall we go **B** Let's go

2 Why ____ eat more healthily? You'd feel better.
A don't you **B** do you

3 X: You should be in bed now. It's late.
Y: I know. I'd ____ stay up late, but I've got lots of homework.
A prefer not **B** prefer not to

4 ____ I buy some cough syrup for you?
A Shall **B** Should

5 Would you ____ see the doctor about the rash?
A like to **B** like

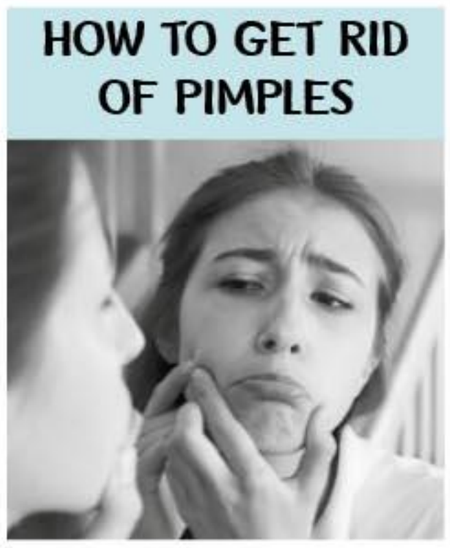
6 How about ____ down on sweets?
A cut **B** cutting

7 You ____ go jogging at least twice a week.
A should **B** shall

11 **Uzupełnij zdania słowami z ramki.**

~~about~~ don't 2x should 2x shouldn't what

1 How *about* going to your GP?
2 You _____ touch your face.
3 You _____ get stressed.
4 _____ about avoiding junk food?
5 Why _____ you use a good face wash?
6 Unfortunately, you _____ avoid chocolate.
7 You _____ use a special ointment bought at the chemist's.



12 **Ułóż w minidialogach zdania z rozsypanych wyrazów wyrażające wskazówki lub propozycje.**

1 A: I've got a horrible headache.
B: bring / you / shall / an aspirin / I / ?
Shall I bring you an aspirin?

2 A: I think I've got a fever.
B: you / in bed / why / today / stay / don't / ?
_____

3 A: My heart's beating faster and faster.
B: call / I / shall / the ambulance / ?
_____

4 A: A bee has stung me!
B: putting / about / some ice / how / on it / ?
_____

5 A: I'm always nervous before my presentations in front of the class.
B: breathe / you / deeply / should / .
_____

UWAGA!
Sugestia/rada wyrażona czasownikiem *must* jest silniejsza niż w przypadku użycia *should*, dokładnie tak, jak w języku polskim:
You should see your doctor. Powinieneś pójść do lekarza.
You must see your doctor. Musisz pójść do lekarza.

13 **Połącz zdania 1–6 ze zdaniami A–F, dodając słowa i zmieniając wyrazy w nawiasach tak, aby uzyskać poprawne gramatycznie wyrażenia.**

1 I've got some back pain. *C*
2 I've got a runny nose. _____
3 I think I've got some lung infection. _____
4 I've cut my finger with a knife. _____
5 I've got a stomachache. _____

A (**must / stop**) _____ the blood by pressing on the wound with a clean tissue.
B (**would / a good idea**) _____ _____ to have an X-ray.
C (**must / try**) *You must try* some massage. It's good for your spine.
D (**why / you / take**) _____ nose drops?
E (**should / definitely / drink**) _____ _____ mint tea. It should help.

14 **Przeczytaj sugestie dotyczące radzenia sobie ze stresem przed egzaminem. Uzupełnij tłumaczenia, używając podanych wyrazów w niezmienionej formie.**

What to do before an exam?
Follow these tips!

1 (**Musisz iść na spacer**) *You must go for a walk* because fresh air helps you study. **MUST**
2 (**Nie powinieneś brać**) _____ _____ any calming pills. **SHOULD**
3 (**A co powiesz na**) _____ having a healthy breakfast? It's good for your brain. **HOW**
4 (**Powinieneś**) _____ have a good night's sleep before the exam. **SHOULD**
5 (**Musisz oddychać**) _____ deeply – it has a calming effect. **MUST**
6 (**Nie uczmy się**) _____ too much today. **NOT**
7 (**Pamiętajmy**) _____ we aren't alone. Everyone else feels nervous too. **LET**

READING

1 **Przeczytaj teksty. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwe. Zakreśl literę: A, B lub C.**

1

TEKST 1

Sorry, I can't play this afternoon. I've been coughing all night and I've got a sore throat and a bad headache. I'm really disappointed. ☹ Hope you win!
Mark

TEKST 2

Oh no! Sorry to hear that. Take some medicine and go back to bed. Don't worry, John can take your place in the team. I'll let you know the score as soon as the game is over.
Sam

Both texts are about

A symptoms.
B treatment.
C a match.

2

To: Kate

Kate,

It was good to see you yesterday. I'm feeling a lot better, but the doctors say I can't go home yet. They want to do some more blood tests. It's so boring I even miss school! I hope you come again soon.

Robin

Which is true about Robin?

A He visited Kate yesterday.
B He's in hospital.
C He's missed some tests.

3

There are different vegetarian and vegan diets. Some vegetarians eat fish and sea food (really they are called 'pescetarians'). Vegans refuse to eat anything at all that comes from animals, which means not just meat, but things like eggs, milk and even honey as well. Before adopting any of these lifestyles, young people should consult their GP to make sure they do not cut out any food groups, especially protein, and that they get enough vitamins. The stricter the diet, the more it needs to be monitored.

The author's intention is to give

A advice about vegetarian and vegan recipes.
B a warning against vegan and vegetarian diets.
C information about vegan and vegetarian diets.

LISTENING

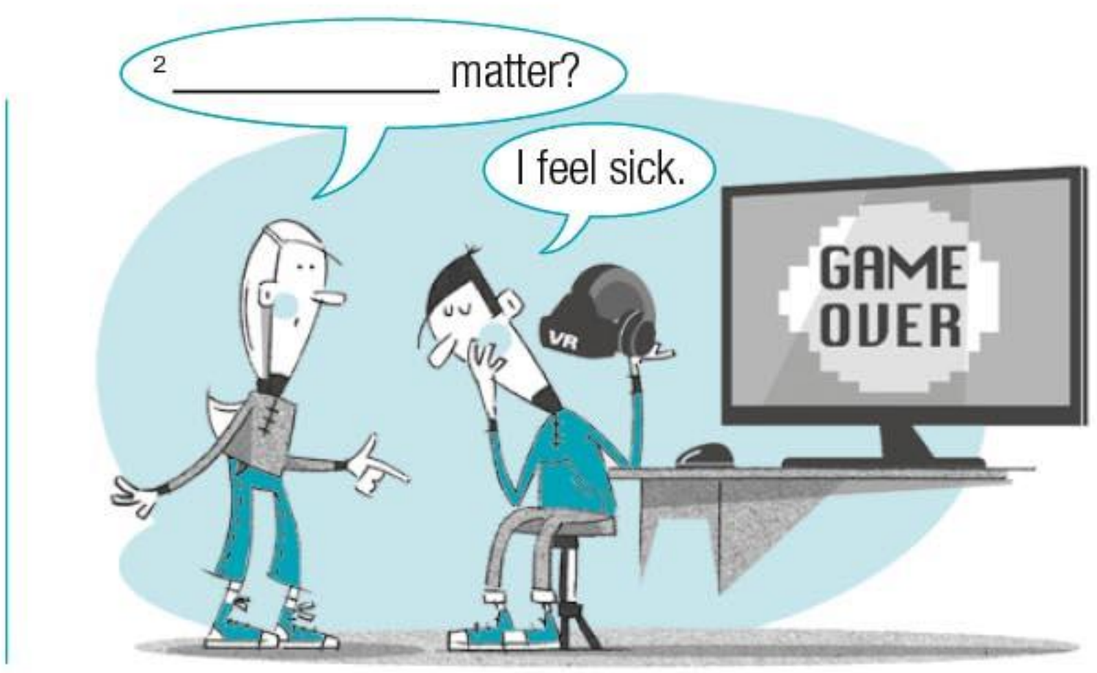
2 2.41 **Posłuchaj wypowiedzi na temat uczulenia na jad pszczeli. Uzupełnij luki w zdaniach zgodnie z informacjami zawartymi w nagraniu.**

- The girl is [1] _____ honeybees.
- When she was a child, a bee stung her on her [2] _____.
- The girl has just found out that [3] _____ are also used in alternative medicine.
- In the therapy, patients are stung by bees or get [4] _____ with bee venom.

FUNCTIONS

1 **Uzupełnij dialogi. Wpisz w każdą lukę brakujący fragment wypowiedzi tak, aby otrzymać spójne i logiczne teksty. Luki należy uzupełnić w języku angielskim.**





WRITING

Wskazówka

Na egzaminie możesz zostać poproszony o napisanie e-maila, w którym udzielasz rad. Użyj odpowiednich zwrotów stosowanych przy udzielaniu rad.
Pamiętaj, że zwroty:
- *it's a good idea ...*; *it's better ...* łączą się z bezokolicznikiem z *to* (*It's better to go jogging*),
- *you should ...*, *you could ...*, *you'd better ...*; *if I were you*, *I'd ...*; *why don't you ...* łączą się z bezokolicznikiem bez *to* (*You should exercise every day*),
- *I suggest/recommend ...* łączą się z formą *-ing* (*I recommend joining a gym*).

2 **Uzupełnij poniższe zdania wyrażeniami z ramki.**

a good idea to | I recommend | If I were you | ~~should~~ | Why don't you

1 You *should* get enough sleep.
2 It's _____ walk 10,000 steps every day.
3 _____ work out in the gym twice a week?
4 _____ cutting down on fizzy drinks.
5 _____, I'd avoid stressful situations.

3 **Przetłumacz fragmenty zdań podane w nawiasach na język angielski.**

1 (**Lepiej jest spać**) *It's better to sleep* for eight hours a day than sit up late.
2 If I were you, (**to bym ćwiczył**) _____ every day.
3 (**Sugeruję unikanie**) _____ unhealthy habits.
4 (**Dobrym pomysłem jest pić**) _____ a lot of water.

4 **Wyobraź sobie, że masz za granicą przyjaciela, od którego właśnie otrzymałeś/otrzymałaś e-mail. Spójrz na jego fragment. Zaznacz (✓) zdania, których można użyć w odpowiedzi.**

I haven't been very well recently. I think it's because I'm not very fit and healthy. Also, I'm often stressed out. I'd like to change it. What do you think I should do? Can you give me some advice?



1 Why don't you go on a diet? ✓
2 If I were you, I'd drink less water. ☐
3 You should take up jogging. ☐
4 I recommend doing yoga to relax. ☐
5 You should ask your doctor for antibiotics. ☐
6 You shouldn't spend so much time in front of your computer. ☐

5 **Kolega, który przyjechał na szkolną wymianę do Polski, napisał w e-mailu, że się przeziębił. Napisz do niego wiadomość, w której:**

- wyrazisz współczucie i zapytasz go, jak się czuje,
- poradzisz mu, co powinien zrobić, żeby szybciej wyzdrowieć,
- wyrazisz nadzieję, że kolega szybko wyzdrowieje, i zaproponujesz spotkanie.

Limit słów: 50–120.

1 Uzupełnij zdania wyrazami z ramek. Wpisz w lukę A, B lub C.

A get **B** go **C** take

1 I should *B* on a diet.
2 I sometimes ___ travel-sick on a bus.
3 Did you ___ your temperature?

A shall **B** will **C** would

4 If you don't see the dentist now, it ___ only get worse.
5 Chris ___ like to visit his friend in hospital.
6 Excuse me, nurse, ___ I wait here or outside?

A felt **B** fell **C** fall

7 It was so hot that I ___ dizzy.
8 Get the vaccine if you don't want to ___ ill with the flu.
9 Amanda ___ down and bruised her knees.

2 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk: A, B lub C.

How to Calm Down

The world today has so much to offer to young people, but it can be very stressful too. Although it's impossible to [1] ___ stress completely, we can learn how to manage it. That's why some British schools have a new subject: mindfulness. It helps students improve their mental [2] ___ and feel happier. In a typical mindfulness lesson, students find out how to look closely at their emotions and control them. The subject also teaches how to focus on the present. Everyone [3] ___ know how to stop and pay attention to what's happening here and now. But a lot of young people have serious problems with concentration, quite often because they're addicted [4] ___ technology. Breathing slowly with your eyes closed is a helpful exercise.



1	**A** avoid	**B** cure	**C** lose
2	**A** health	**B** illness	**C** problems
3	**A** could	**B** should	**C** would
4	**A** for	**B** on	**C** to

3 W każdej grupie zdań zaznacz dwa lub trzy zdania, które mają to samo znaczenie.

1 **a** I'd prefer to stay in bed.
b I will stay in bed.
c I'd rather stay in bed.
2 **a** Shall we go to the gym?
b Let's go to the gym.
c Why don't we go to the gym?
3 **a** Use mosquito repellent or you'll get bitten.
b You'll get bitten unless you use mosquito repellent.
c You'll get bitten if you don't use mosquito repellent.
4 **a** I could consult your doctor.
b If I were you, I'd consult your doctor.
c You should consult your doctor.

4 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij zdanie z luką tak, aby zachować sens zdania wyjściowego 1–4. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany.

1 She won't get better unless she takes antibiotics. **TAKE**
She won't get better if she _____ antibiotics.
2 It's a good idea to eat less sugar. **SHOULD**
You _____ on sugar.
3 You feel tired because you don't get enough sleep. **WOULD**
If you got enough sleep, you _____ tired.
4 Shall we watch this programme? **WHY**
_____ we watch this programme?

5 Przetłumacz na język angielski podane w nawiasach fragmenty zdań. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

1 **a** (**Wolę**) *I prefer* doing sport in the morning.
b (**Wolałbym**) _____ to see a doctor today.
2 **a** If you don't stop, (**będziesz**) _____ exhausted.
b (**Byłbyś**) _____ fitter if you ate healthily.
3 **a** We'll call the doctor if we (**będziemy mieć**) _____ other symptoms.
b We could treat more patients if we (**mielibyśmy**) _____ enough medicine.

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

1 You (**nie powinnieś mówić**) _____ loudly when you have a sore throat.
2 (**Co byś zrobił**) _____ if you saw a snake?
3 If she (**rozboli ją głowa**) _____, she should take this pill.
4 I'd rather (**nie spotykać się**) _____ anyone. I'm not feeling well.