

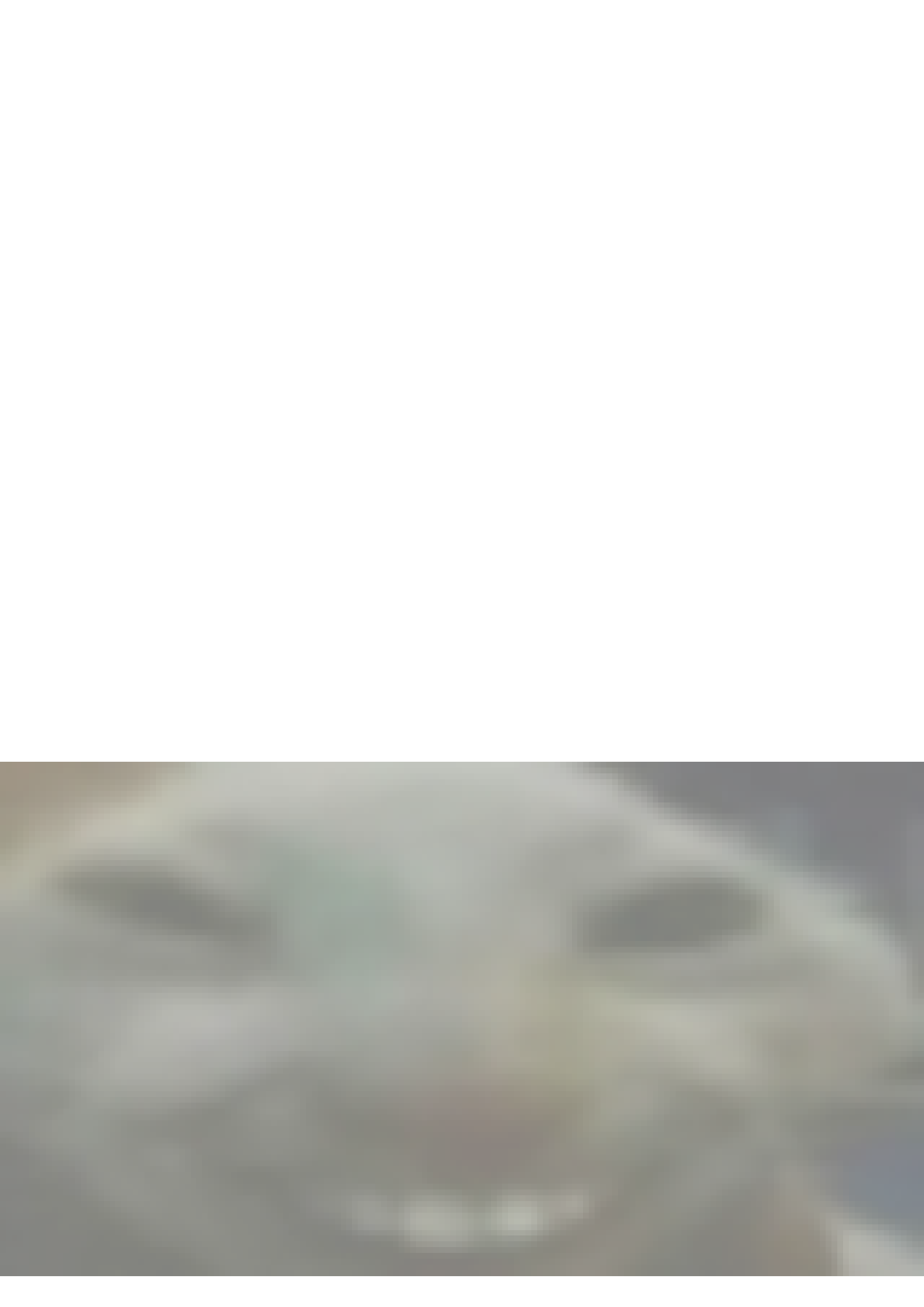
# *repetitorium* **ÓSMOKLASISTY**

ZESZYT ĆWICZEŃ  
język angielski



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## Spis treści

|                                        |     |
|----------------------------------------|-----|
| Unit 1. Człowiek .....                 | 2   |
| Unit 2. Miejsce zamieszkania .....     | 6   |
| Unit 3. Edukacja .....                 | 10  |
| Unit 4. Praca .....                    | 14  |
| Unit 5. Życie prywatne .....           | 18  |
| Unit 6. Żywnienie .....                | 22  |
| Unit 7. Zakupy i usługi .....          | 26  |
| Unit 8. Podróżowanie i turystyka ..... | 30  |
| Unit 9. Kultura .....                  | 34  |
| Unit 10. Sport .....                   | 38  |
| Unit 11. Zdrowie .....                 | 42  |
| Unit 12. Nauka i technika .....        | 46  |
| Unit 13. Świat przyrody .....          | 50  |
| Unit 14. Życie społeczne .....         | 54  |
| Wordlist .....                         | 58  |
| Zestaw egzaminacyjny 1 .....           | 86  |
| Zestaw egzaminacyjny 2 .....           | 92  |
| Zestaw egzaminacyjny 3 .....           | 98  |
| Zestaw egzaminacyjny 4 .....           | 104 |
| Zestaw egzaminacyjny 5 .....           | 110 |
| Audioskrypt .....                      | 116 |

**1** Uzupełnij luki w zdaniach. Pierwsze litery brakujących wyrazów zostały podane.

- 1 The wedding took place in the church, and the r\_\_\_\_\_ after that was in the garden.
- 2 At the weekends, I wear the red s\_\_\_\_\_ with a hood, because it's very comfortable.
- 3 Why don't we buy Mum a golden n\_\_\_\_\_ and earrings for her birthday?
- 4 I don't believe you have w\_\_\_\_\_ on your face. You're too young for that!
- 5 I think I'm of medium h\_\_\_\_\_, but people say I'm tall.
- 6 Tim is very g\_\_\_\_\_ and he always gives a lot of money to charity.
- 7 I'm always a\_\_\_\_\_ about maths tests, because I'm afraid I can fail.
- 8 Mary is r\_\_\_\_\_ - if the teacher makes her responsible for a task, she always does it on time.

**2** Uzupełnij pytania o dane osobowe tak, aby pasowały do podanych odpowiedzi. W każdą lukę wpisz jeden wyraz.

- 1 X: What \_\_\_\_\_ name?  
Y: I'm Alex.
- 2 X: Do \_\_\_\_\_ a nickname?  
Y: Yes, people call me Jordan because I love basketball.
- 3 X: When \_\_\_\_\_ born?  
Y: In 2005.
- 4 X: \_\_\_\_\_ is your \_\_\_\_\_?  
Y: I'm British.
- 5 X: Can you \_\_\_\_\_ your email, \_\_\_\_\_?  
Y: Sure! It's alex.smith@euro.com.

**3**  Uzupełnij opis ilustracji. W każdą lukę wpisz jeden wyraz tak, aby powstał spójny i logiczny tekst, zgodny z ilustracją.



Look at this photograph. It's me three years ago. I'm wearing my favourite jeans and a striped top with long  
1 \_\_\_\_\_. In this picture, I still have long brown  
2 \_\_\_\_\_. Also, I no longer have this  
3 \_\_\_\_\_ - I now carry my books in a bag. But these  
4 \_\_\_\_\_ are still my favourite of all possessions - I use them to listen to music all the time.

**4** Uzupełnij teksty informacjami o swoich bliskich.

**My family member**

My \_\_\_\_\_ is quite good-looking. He/she has \_\_\_\_\_ hair and \_\_\_\_\_ complexion. His/Her eyes are \_\_\_\_\_. He/she usually wears \_\_\_\_\_.

**My best friend's character**

My friend \_\_\_\_\_ is a very \_\_\_\_\_ person. He/she is \_\_\_\_\_ and \_\_\_\_\_. He/she always \_\_\_\_\_ and he/she never \_\_\_\_\_.

**5** Wykorzystaj podane wyrazy, aby napisać tekst na temat ciekawego hobby jednego z twoich przyjaciół.

friend / mine / have / interesting hobby. He/she ...  
I think / great / because ...  
Thanks / this hobby / he/she is ...

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- 1 Przeczytaj teksty na str. 6. w podręczniku i odpowiedz na pytania.

Text A

- 1 How big are the groups at the Beginners Filmmaking Club?  
\_\_\_\_\_
- 2 What do they learn to use in the film club?  
\_\_\_\_\_  
\_\_\_\_\_

Text B

- 3 How many languages can you speak in the classroom?  
\_\_\_\_\_
- 4 What can members of the Foreign Language Club do on holidays?  
\_\_\_\_\_  
\_\_\_\_\_

Text C

- 5 For whom does the Volunteering in Community organise the events?  
\_\_\_\_\_  
\_\_\_\_\_
- 6 How often do the volunteers' meetings take place?  
\_\_\_\_\_

- 2  Uzupełnij luki w e-mailu zgodnie z treścią tekstów ze str. 6. w podręczniku. Luki należy uzupełnić w języku polskim.

<  New message

Cześć Robercie!

Przesyłam informacje o zajęciach pozalekcyjnych – może uda się nam wybrać coś wspólnie. W ramach klubu filmowego odbędzie się

<sup>1</sup> \_\_\_\_\_ zajęć, podczas których nauczymy się używać specjalnego

<sup>2</sup> \_\_\_\_\_ i sprzętu do robienia filmów, co przyda nam się w różnych projektach. Jeżeli wybierzemy klub językowy, możemy podszkolić hiszpański dzięki <sup>3</sup> \_\_\_\_\_ i książek w tym języku. Jest jeszcze jedno koło, dla wolontariuszy, ale oni spotykają się

<sup>4</sup> \_\_\_\_\_, a ja mam w ten dzień treningi pływania. A więc jak, zapiszemy się razem do któregoś koła?

Krzysiek

- 1  Uzupełnij dialogi tak, aby otrzymać spójne i logiczne teksty.

- 1 X: \_\_\_\_\_ ?  
Y: Well, I've just moved in to my new house.
- 2 X: We're meeting at Woodward Street, by the clothes shop.  
Y: \_\_\_\_\_ ?  
X: Sure, Woodward Street, right next to the clothes shop.
- 3 X: \_\_\_\_\_ ?  
Y: I've been better, to be honest.  
X: Really? What's the matter?
- 4 X: I haven't seen you for a month! What's up?  
Y: \_\_\_\_\_, I'm still a student in the same school.
- 5 X: Do you have a preferred name?  
Y: \_\_\_\_\_ .  
X: It's like a nickname, how you want me to call you.

- 2 Uzupełnij dialog, używając podanych wyrazów.

- Sue: Hello Ben! It's been a long time!
- Ben: Yes, <sup>1</sup>(how / you / be) \_\_\_\_\_ ?
- Sue: Not bad. I passed my driving test last week.
- Ben: <sup>2</sup>(Congratulations / get / license) \_\_\_\_\_ !
- Sue: Thanks. <sup>3</sup>(I / like / meet / my friend) \_\_\_\_\_ .
- Jack: <sup>4</sup>(Hi / Jack) \_\_\_\_\_
- Ben: <sup>5</sup>(please / meet you, Jack) \_\_\_\_\_ . I'm Ben.
- Jack: <sup>6</sup>(you / enjoy / party) \_\_\_\_\_ ?
- Ben: Yes, it's great. The bride looks very pretty in her wedding dress.
- Sue: She does! Anyway, <sup>7</sup>(I / afraid / we / have / go now) \_\_\_\_\_ .  
They are going to cut the cake now. <sup>8</sup>(It / be / nice / talk / you) \_\_\_\_\_ .
- Ben: OK, <sup>9</sup>(bye / now) \_\_\_\_\_ .

- 1 **Posłuchaj nagrania 03 do zad. 2. ze str. 8. w podręczniku i odpowiedz na pytania.**

- 1 How often does the Culture Club take place?  
\_\_\_\_\_
- 2 Which nationality are they going to look at this week?  
\_\_\_\_\_
- 3 Which two art activities connected with it can you do there?  
\_\_\_\_\_  
\_\_\_\_\_
- 4 Why do pupils choose to join the club? Give two reasons.  
\_\_\_\_\_  
\_\_\_\_\_

- 2 **Posłuchaj nagrania 04 do zad. 5. ze str. 8. w podręczniku i uzupełnij luki w zdaniach.**

**Speaker 1**

- 1 The girl was the groom's \_\_\_\_\_.
- 2 She hopes to have the same \_\_\_\_\_ as he did.

**Speaker 2**

- 3 His prom took place in \_\_\_\_\_.
- 4 \_\_\_\_\_ celebrated the event with him.

**Speaker 3**

- 5 At the beginning of the exam, the girl sat \_\_\_\_\_ seat.
- 6 Then she wanted to turn \_\_\_\_\_ instead of \_\_\_\_\_.

**Speaker 4**

- 7 The boy was anxious about \_\_\_\_\_ party which his parents organised.
- 8 During the party he liked \_\_\_\_\_ and \_\_\_\_\_.

- 1 **Uzupełnij dialogi. Zakreśl właściwą odpowiedź: A, B albo C.**

A: Steve doesn't seem to be a good friend of <sup>1</sup> \_\_\_\_ .  
Am I right?

B: No, not really. He <sup>2</sup> \_\_\_\_ pretty boring, you know.

A: What do you mean?

B: Well, he <sup>3</sup> \_\_\_\_ any hobbies.

- |             |               |              |
|-------------|---------------|--------------|
| 1 A your    | B yours       | C you        |
| 2 A is      | B isn't       | C hasn't     |
| 3 A has got | B haven't got | C hasn't got |

A: Do you want to invite your <sup>4</sup> \_\_\_\_ husband to your birthday party?

B: What? My sister <sup>5</sup> \_\_\_\_ a husband. She has got a fiancé, but they <sup>6</sup> \_\_\_\_ married yet.

- |                 |            |              |
|-----------------|------------|--------------|
| 4 A sister's    | B sisters' | C sisters    |
| 5 A haven't got | B has got  | C hasn't got |
| 6 A are         | B aren't   | C have got   |



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

- 1 At weekends, I (*zazwyczaj spędzam czas*) \_\_\_\_\_ in the shopping centre with my friends.
- 2 (*Czy masz*) \_\_\_\_\_ any cousins?
- 3 Do you (*dobrze dogadujesz się*) \_\_\_\_\_ with your brothers and sisters?
- 4 This is my (*zdjęcie ślubne rodziców*) \_\_\_\_\_.
- 5 We are in the same class, but he (*nie jest moim*) \_\_\_\_\_ best friend.
- 6 I like her hair – (*są rude*) \_\_\_\_\_ and very long.

- 3 Uzupełnij luki w tekstach wyrazami z ramki. Cztery z nich zostały podane dodatkowo i nie pasują do żadnej luki.

confident nervous wear meet make  
take reception enjoy wedding dress

< ✉ New message

Amy,

I need your help! On Friday, I'm going to a formal  
1 \_\_\_\_\_ at school – it's for students who have  
won a scholarship. There are going to be some important  
people at the party – the headmaster and the mayor. Plus,  
they are going to 2 \_\_\_\_\_ photos for the local  
paper! As you can figure out, I need to 3 \_\_\_\_\_  
something smart, and all I have in my wardrobe are  
hoodies and jeans. Have you got anything I can borrow?  
Mary

< ✉ New message

Mary,

Of course I can help! It's important that you feel  
4 \_\_\_\_\_ and 5 \_\_\_\_\_ yourself without  
thinking if you look good all the time. I can lend you  
my navy blue dress and coat. Let's 6 \_\_\_\_\_ up  
tomorrow evening at my place – you can take anything  
you need then. Call me after school.  
Amy

- 4  Uzupełnij każde zdanie z luką, wykorzystując wyrazy podane drukowanymi literami. Nie zmieniaj formy podanych wyrazów. W każdą lukę wpisz maksymalnie trzy wyrazy, wliczając w to wyraz już podany.
- 1 They haven't got any rings that I'd like to buy. **NOT**  
There \_\_\_\_\_ rings that I'd like to buy.
  - 2 Susan and Ben don't want to go out together anymore. **UP**  
Susan and Ben want \_\_\_\_\_.
  - 3 Mr. Thompson always comes on time. **IS**  
Mr. Thompson \_\_\_\_\_.
  - 4 It's great that you passed your final exam. **ON**  
Congratulations \_\_\_\_\_ final exam!
  - 5 Do you often argue with your best friend? **OUT**  
Do you often \_\_\_\_\_ with your best friend?

- 1 Odpowiedz na pytania.

1 What does your best friend look like?

2 What is he/she like? \_\_\_\_\_

3 What does he/she like? \_\_\_\_\_

4 What do you have in common? \_\_\_\_\_

- 2 Uzupełnij zdania.

1 My mum looks like \_\_\_\_\_.

2 My dad is the kind of person who \_\_\_\_\_.

3 My teacher is keen on \_\_\_\_\_.

- 3 Uzupełnij e-mail, wpisując jeden wyraz w każdą lukę. Użyj wyrażeń z ramki Phrase Box ze str. 10. w podręczniku.

< ✉ New message

Hello Derek,

In your last email you asked about my best friend from school, and I'd like to write a few words about him. We 1 \_\_\_\_\_  
\_\_\_\_\_ at school ten years ago, and we've been friends ever since.

To begin with, I must say John 2 \_\_\_\_\_  
\_\_\_\_\_ me. We both have short blond hair, and we wear similar clothes. Our hobbies are similar, too. We are both  
3 \_\_\_\_\_ sports – he plays football and I do karate.

Our personalities are quite different though. John is always confident. He is the 4 \_\_\_\_\_ who is never worried about anything. I'm often very nervous, although I 5 \_\_\_\_\_ relaxed, so people may think I don't care. Anyway, I hope that one day we can meet together. I'm sure you will like John a lot!

Bye for now,  
Ben

### 1 Uzupełnij definicje.

- 1 People who live around you are your  
\_ \_ \_ g \_ b \_ \_ r \_ .
- 2 The piece of furniture where you can keep cups and plates is a \_ \_ p \_ \_ a \_ d.
- 3 The top part of a room is called a \_ e \_ l \_ n \_ .
- 4 A special room in a house used for hanging coats and jackets is a c \_ o \_ \_ r \_ \_ m.
- 5 A piece of kitchen equipment which keeps food fresh is a \_ \_ i \_ g \_ .
- 6 A room under a building where you can keep things is a c \_ \_ l \_ r.
- 7 An area of short grass in a garden is a \_ \_ w \_ .

### 2 Uzupełnij opisy mieszkań. W każdą lukę wpisz dwa wyrazy.

I live in a <sup>1</sup> \_\_\_\_\_ flats,  
<sup>2</sup> \_\_\_\_\_ third floor.  
Unfortunately, I don't live in the centre, so my home is <sup>3</sup> \_\_\_\_\_ shops and the cinema. It takes me an hour to get there!

I live in <sup>4</sup> \_\_\_\_\_ house, so I don't have any neighbours. The next closest house is almost a kilometre away. My house is <sup>5</sup> \_\_\_\_\_ countryside and it <sup>6</sup> \_\_\_\_\_ by fields and forests.

### 3 Uzupełnij opis swojego pokoju.

In my room, I've got a \_\_\_\_\_ ,  
a \_\_\_\_\_ and some \_\_\_\_\_ .  
There is a \_\_\_\_\_ , but there isn't any \_\_\_\_\_ .  
There are some \_\_\_\_\_ , too.  
The bed is next to the \_\_\_\_\_ and the desk is \_\_\_\_\_ .  
I keep my clothes \_\_\_\_\_ and my books \_\_\_\_\_ .  
Two things I'd like to change in my room are \_\_\_\_\_ .

### 4 Odpowiedz na pytania o swoim wymarzonym domu.

- 1 In which type of home would you like to live and why?  
\_\_\_\_\_  
\_\_\_\_\_
- 2 Where is your ideal home situated? What is it surrounded by?  
\_\_\_\_\_  
\_\_\_\_\_
- 3 How many rooms are there in your ideal home? What are they?  
\_\_\_\_\_  
\_\_\_\_\_
- 4 Which three household appliances would you like to have the most?  
\_\_\_\_\_  
\_\_\_\_\_
- 5 What furniture and decorations would you like to have in your ideal room? Name five items.  
\_\_\_\_\_  
\_\_\_\_\_

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

|         |        |          |
|---------|--------|----------|
| A table | B make | C dishes |
| D do    | E tidy | F take   |

I don't have many household tasks to do. I have to do some of my duties every day – I <sup>1</sup> \_\_\_\_\_ the bed every morning, and it's my job to <sup>2</sup> \_\_\_\_\_ the rubbish out after school. Other duties are not that frequent. When we have guests for dinner, I always set the <sup>3</sup> \_\_\_\_\_ and load the dishwasher. I really don't mind doing any of the housework.

- 1 Przeczytaj tekst ze str. 14. w podręczniku i popraw zdania tak, aby były zgodne z jego treścią.

1 Jack's parents have had the boat since July.

\_\_\_\_\_

2 Living on a boat is terrible for Jack.

\_\_\_\_\_

3 Jack cleaned the boat with his dad.

\_\_\_\_\_

4 Jack studies at a new school now.

\_\_\_\_\_

- 2  Uzupełnij luki w zdaniach 1–6 zgodnie z treścią tekstu ze str. 14. w podręczniku.

1 Jack's new house is called \_\_\_\_\_.

2 Jack and his parents \_\_\_\_\_ the boat in July.

3 They enjoy living far from \_\_\_\_\_ and \_\_\_\_\_.

4 The view from Jack's window is onto \_\_\_\_\_ and \_\_\_\_\_.

5 They can't stay in one place longer than \_\_\_\_\_.

6 Jack is planning to photograph \_\_\_\_\_.



- 3 Uzupełnij tekst swoimi pomysłami.

I'm visiting my friend in his new house. I'd like to buy \_\_\_\_\_ as a present. I believe it's \_\_\_\_\_ and \_\_\_\_\_. He/she can \_\_\_\_\_. I'm sure he/she will like it!

- 1 Odpowiedz na pytania pełnymi zdaniami.

1 What colour are the walls in your room?

\_\_\_\_\_

2 How do you get to school from your home?

\_\_\_\_\_

3 Which room in your house do you spend the most time in?

\_\_\_\_\_

- 2 Uzupełnij dwa brakujące wyrazy w każdym pytaniu. Następnie uzupełnij odpowiedzi.

1 X: \_\_\_\_\_ you get to the cinema from here?

Y: Just turn \_\_\_\_\_.

2 X: \_\_\_\_\_ parents out at the moment?

Y: No, \_\_\_\_\_.

3 X: \_\_\_\_\_ you paint the walls black?

Y: Because \_\_\_\_\_.

4 X: \_\_\_\_\_ the nearest park?

Y: There is one \_\_\_\_\_.

- 3  Uzupełnij dialog, wpisując w każdą lukę brakujący fragment wypowiedzi. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy.

Tom: I tidied my room yesterday. I threw out most of my old magazines

Kim: Finally! (magazines) \_\_\_\_\_ leave?

Tom: The ones that are my favourite – about computers.

Kim: (got) \_\_\_\_\_ ?

Tom: Only about 60.

Kim: That's not bad! (keep) \_\_\_\_\_ them?

Tom: In a drawer.

Kim: So (bedroom) \_\_\_\_\_ now?

Tom: It's awesome! I have plenty of space, which is what I really needed.

Kim: Good for you. (come) \_\_\_\_\_ and visit you?

Tom: Of course! How about tomorrow?

- 1 **Posłuchaj nagrania 06 do zad. 4. ze str. 16. w podręczniku i odpowiedz na pytania.**

- Why doesn't the girl need a wardrobe?  
\_\_\_\_\_
- What makes the accommodation better than a tent? \_\_\_\_\_
- What is the one thing that the house doesn't have? \_\_\_\_\_
- When does the boy want the girl to visit him next time? \_\_\_\_\_
- Why can't he send any emails from where he is? \_\_\_\_\_

- 2 **Posłuchaj nagrania 06 do zad. 4. ze str. 16 w podręczniku i uzupełnij luki w zdaniach.**

- The girl wants to fold her T-shirts and \_\_\_\_\_.
- There is a \_\_\_\_\_ in the caravan in case they need one.
- The \_\_\_\_\_ is what the girl likes the most in her grandparents' house.
- The girl thinks it may be too \_\_\_\_\_ to sit on the terrace.
- The boy can go \_\_\_\_\_ if the weather is good.

- 3 **Odpowiedz na pytania.**

- Do you prefer folding your clothes or hanging them in a wardrobe? \_\_\_\_\_
- When did you last go to a magical place? What was it? \_\_\_\_\_
- What do you do on holidays when there is no WiFi and the phone signal is bad? \_\_\_\_\_

- 1 **Uzupełnij zdania czasownikami w nawiasach w odpowiedniej formie.**

- Leave me alone, please. I (**study**) \_\_\_\_\_ for a test now.
- (**Tim / do**) \_\_\_\_\_ any household tasks at all?
- We (**not make**) \_\_\_\_\_ the bed every morning.
- At the moment, Paul (**share**) \_\_\_\_\_ a room with his schoolmate.
- Mark and Ben (**not run**) \_\_\_\_\_ in the park today, they've gone to the stadium.
- My cousin (**not go**) \_\_\_\_\_ to school, his mother (**teach**) \_\_\_\_\_ him at home.

- 2 **Zakreśl właściwe wyrazy i dokończ zdania.**

- At the moment, I *sit* / *'m sitting* \_\_\_\_\_.
- I *tidy* / *'m tidying* my room \_\_\_\_\_ a week.
- It / There* aren't any \_\_\_\_\_ in my room.
- I *'m spending* / *spend* the weekends at \_\_\_\_\_.
- Today, my parents and I *are eating* / *eat* \_\_\_\_\_.

- 3 **Uzupełnij opis ilustracji. W każdą lukę wpisz jeden wyraz tak, aby powstał spójny i logiczny tekst, zgodny z ilustracją.**



I've redecorated my room recently, and it looks pretty good now. To be honest, my mum <sup>1</sup> \_\_\_\_\_ not like it because it's not colourful enough. But that's how I wanted it – only three colours. That's why even the rubbish <sup>2</sup> \_\_\_\_\_ is silver – to match the interior

design. I really like the picture frames hanging above the <sup>3</sup> \_\_\_\_\_. For the time being, there <sup>4</sup> \_\_\_\_\_ not any plants in the room, but I'm buying some next weekend.

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

- Mary isn't keen on sport, and she (*nie chodzi*) \_\_\_\_\_ to the gym regularly.
- (*Używasz*) \_\_\_\_\_ the hairdryer, or can I take it now?
- My cousin looks Latino, but he (*nie pochodzi*) \_\_\_\_\_ from South America.
- (*Są dwie*) \_\_\_\_\_ bedrooms in this bungalow.
- The pillow you're sleeping on (*jest moja*) \_\_\_\_\_.
- Do you know the girl who (*pływa w*) \_\_\_\_\_ the pool?



- 5 Odpowiedz na pytania, uzupełniając luki w odpowiedziach.

- Which famous person would you like to share a room with?  
I'd like to share a room with \_\_\_\_\_, because he/she is \_\_\_\_\_.
- What are the advantages of living in a small house?  
When you live in a small house, you can \_\_\_\_\_ and you don't need to \_\_\_\_\_.
- What do you do to help your parents in the kitchen?  
I usually \_\_\_\_\_ and I sometimes \_\_\_\_\_.

- 1 Dokończ zdania. Następnie do każdego punktu dopisz jedno zdanie rozwijające daną informację.

- What I like about the place where I live is \_\_\_\_\_.
- On holidays, we usually stay \_\_\_\_\_.
- The problem with the location of my house is that \_\_\_\_\_.
- The kitchen in my house is \_\_\_\_\_.
- My house is near \_\_\_\_\_.

- 2 Przetłumacz fragmenty podane w nawiasach na język angielski. Użyj wyrażen z ramki Phrase Box ze str. 18. w podręczniku.

< ✉ New message

Hi Betty,

How is your summer going?

I'm spending my holidays with my cousins. We are staying in their summer house. It is <sup>1</sup> (*bardzo blisko*) \_\_\_\_\_ the lake, so we go swimming every day. The house <sup>2</sup> (*jest malutki*) \_\_\_\_\_ – it has only two bedrooms. <sup>3</sup> (*Problem z moją sypialnią*) \_\_\_\_\_ is that there is no window in it, so I can't get any fresh air. However, the living room is nice and cosy. <sup>4</sup> (*Jest tam nowoczesna*) \_\_\_\_\_ sofa and a huge TV set. <sup>5</sup> (*To co mi się nie podoba*) \_\_\_\_\_ is that my aunt tells us to tidy it every day.

Anyway, I'm coming back next week. I hope we can meet and talk about our holidays.

See you!

Nadia

- 1 Uzupełnij zasady panujące w szkole odpowiednimi wyrazami. Liczba liter w każdym wyrazie jest podana w nawiasach.

During experiments in the \_\_\_\_\_ (7) lab,  
always wear a uniform.

No running in the \_\_\_\_\_ (8)  
during the break.

Keep all your essays in  
a special \_\_\_\_\_ (6)  
in your locker.

Bring all your homework  
\_\_\_\_\_ (11)  
on Fridays.

All maps and globes in the \_\_\_\_\_ (9)  
classroom must be kept behind the teacher's desk.

- 2 Z pomieszanych liter utwórz wyrazy i uzupełnij nimi pytania, a następnie udziel na nie odpowiedzi.

1 What is your favourite \_\_\_\_\_  
(csohol usbjetc)?

2 Do you often study in the \_\_\_\_\_  
(railbry)?

3 Where do you usually have \_\_\_\_\_  
\_\_\_\_\_ (yicphsla udecaiton)?

4 What school objects do you have in your  
\_\_\_\_\_ (pclnie aces)?

5 Do you always \_\_\_\_\_  
(veries fro) tests?

6 What do you dislike about your \_\_\_\_\_  
(mitetblae)?

- 3  Przetłumacz na język angielski fragmenty podane w nawiasach tak, aby otrzymać logiczne i gramatycznie poprawne zdania.

1 In the music classes, we learn (grać na instrumentach) \_\_\_\_\_.

2 (W której klasie) \_\_\_\_\_ you in?

3 Which school subjects (on uczy) \_\_\_\_\_  
\_\_\_\_\_?

- 4 Uzupełnij luki w tekście. W każdą lukę wpisz brakujący czasownik.

< ✉ New message

Kim,

As you know, I was absent from school last week and now I need to <sup>1</sup> \_\_\_\_\_ up with all the lessons, as I don't want to <sup>2</sup> \_\_\_\_\_ behind too much. Can you help me, please?

To begin with, is there any homework to <sup>3</sup> \_\_\_\_\_ in on Monday? I need to know if I have to do anything over the weekend. Also, I've just managed to <sup>4</sup> \_\_\_\_\_ out from Max that we have an online project to do, but he can't remember the details. Did you <sup>5</sup> \_\_\_\_\_ down what exactly we need to do?

Let me know,

Mandy

- 5 Uzupełnij odpowiedź Kim według własnego pomysłu.

< ✉ New message

Mandy,

I'm afraid there is plenty of homework to do for next week. For Monday, you have to write \_\_\_\_\_ . We are taking a test \_\_\_\_\_ , so you should \_\_\_\_\_. Oh, and Max was right – we have to do an online project about \_\_\_\_\_. Finally, don't forget to bring \_\_\_\_\_ and \_\_\_\_\_. We need it \_\_\_\_\_. I'm sending you all the details in the attachment. If you need anything else, just ask.

Kim

- 1  Przeczytaj tekst ze str. 24. w podręczniku i odpowiedz na pytania. Uzupełnij zdania, wpisując swoje odpowiedzi w luki.

- 1 What did Miss Wilson decide to do?  
She decided to \_\_\_\_\_
- 2 How did she inform parents about her decision?  
She \_\_\_\_\_ informing them about her decision.
- 3 What will be the only possible homework assignment?  
Students will only get homework when \_\_\_\_\_
- 4 What does Sara have time for now?  
Sara now has time for \_\_\_\_\_
- 5 How long did it take her to work on assignments before?  
She spent \_\_\_\_\_ on assignments.

- 2 Przeczytaj tekst ze str. 24. w podręczniku. Uzupełnij treść e-maila Sary do koleżanki.

<  New message

Karen,

You won't believe what happened at my school! One of our teachers, Miss Wilson, promised not to <sup>1</sup> \_\_\_\_\_ and she now only tells us to do at home activities which <sup>2</sup> \_\_\_\_\_. Isn't that great? I no longer need to spend <sup>3</sup> \_\_\_\_\_ every evening doing homework. I have plenty of time for <sup>4</sup> \_\_\_\_\_ and I can finally relax. I can finally meet <sup>5</sup> \_\_\_\_\_ if I want to. <sup>6</sup> \_\_\_\_\_ also thinks it's a great idea and she's happy for me. And how is your school? Are you as lucky as I am?

Cheers,

Sara

- 1 Uzupełnij podane reakcje tak, aby jedna z nich wyrażała zgodę, a druga nie. W każdą lukę wpisz jeden wyraz. Następnie zakreśl reakcję zgodną z twoją opinią i napisz jej uzasadnienie.

- 1 Teachers have an easy job!  
A) \_\_\_\_\_, right?  
B) \_\_\_\_\_, right?
- 2 The school year should be longer.  
A) I'm afraid I \_\_\_\_\_.  
B) \_\_\_\_\_ right!
- 3 History is more interesting than maths.  
A) I totally \_\_\_\_\_.  
B) I'm not \_\_\_\_\_ that.
- 4 Learning English is very important.  
A) Sure \_\_\_\_\_!  
B) No \_\_\_\_\_!

- 2  Uzupełnij dialogi, wpisując w każdą lukę brakujący fragment wypowiedzi. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy.

- 1 X: Have you met our new biology teacher?  
What (think) \_\_\_\_\_ her?  
Y: She seems nice. She is smiling all the time.  
X: I (so) \_\_\_\_\_, too.
- 2 X: How (feel) \_\_\_\_\_ doing the online project together?  
Y: Personally, I think it's a great idea. Let's ask Ms. Jenkins!
- 3 X: I haven't got the history essay yet. Can you give me yours to look at?  
Y: (serious) \_\_\_\_\_!  
I won't let you copy my work.

- 1 **Posłuchaj nagrania 10 do zad. 3. ze str. 26. w podręczniku i uzupełnij e-mail Roberta do kolegi.**

< **New message**

Greg,

You're not gonna believe this! Mr. O'Connell says I am <sup>1</sup> \_\_\_\_\_ in his music class and he suggested that I could <sup>2</sup> \_\_\_\_\_. I'm not sure I'm <sup>3</sup> \_\_\_\_\_ to be in the band, but he says I should try. First, of course, I need to go through <sup>4</sup> \_\_\_\_\_, for which I have to prepare <sup>5</sup> \_\_\_\_\_. He also promised to inform <sup>6</sup> \_\_\_\_\_. They will be thrilled!

I'll let you know how it goes.

Robert

- 2 **Posłuchaj nagrania 11 do zad. 5. ze str. 26. w podręczniku i odpowiedz na pytania.**

**Speaker 1**

When will he have to start wearing a uniform?

\_\_\_\_\_

\_\_\_\_\_

**Speaker 2**

Why didn't she like the school uniform?

\_\_\_\_\_

\_\_\_\_\_

**Speaker 3**

Why isn't he interested in the issue of uniforms?

\_\_\_\_\_

\_\_\_\_\_

**Speaker 4**

What problem do some poorer kids at school have?

\_\_\_\_\_

\_\_\_\_\_

- 1 **Uzupełnij zdania parami czasowników z ramki w odpowiedniej formie *past simple*, *past continuous* lub *used to*.**

|                    |             |              |
|--------------------|-------------|--------------|
| not drive – change | enter – run | go – move    |
| not come – prepare | do – make   | break – play |

- 1 Luke \_\_\_\_\_ his leg when he \_\_\_\_\_ football in PE last week.
- 2 When the teacher \_\_\_\_\_ the classroom, all the students \_\_\_\_\_ around the desks.
- 3 Ben \_\_\_\_\_ to our school, but he \_\_\_\_\_ out last year and now he's in a different one.
- 4 While John and I \_\_\_\_\_ homework, my mum \_\_\_\_\_ dinner for us.
- 5 I \_\_\_\_\_ to your party because I \_\_\_\_\_ for an exam.
- 6 My parents \_\_\_\_\_ me to school, but then they \_\_\_\_\_ their mind and now we go by car every morning.

- 2 **W każdą ramkę wpisz brakujący przyimek, a następnie uzupełnij zdania informacjami o sobie.**

- 1 I never borrow books  \_\_\_\_\_
- \_\_\_\_\_
- 2 I quickly get bored  \_\_\_\_\_
- \_\_\_\_\_
- 3 The last time I disagreed  my best friend was \_\_\_\_\_
- \_\_\_\_\_
- 4 Last week I got upset  \_\_\_\_\_
- \_\_\_\_\_
- 5 I think I'm not ready  \_\_\_\_\_
- \_\_\_\_\_

- 3  Uzupełnij zdania, wykorzystując wyrazy podane w nawiasach w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów, natomiast – jeśli to konieczne – dodaj inne wyrazy. W każdą lukę wpisz maksymalnie trzy wyrazy.

- 1 (you / enjoy) \_\_\_\_\_ the school trip yesterday?
- 2 Tom and I (not / use) \_\_\_\_\_ to spend time together, but now we are best friends.
- 3 Which test (you / revise) \_\_\_\_\_ for at the moment?
- 4 Mum got angry because I (be / not ready) \_\_\_\_\_ for school and she needed to leave immediately.

- 4  Wykorzystując wyrazy podane drukowanymi literami, uzupełnij zdania z luką tak, aby zachować znaczenie zdania wyjściowego. W każdą lukę wpisz maksymalnie trzy wyrazy.

- 1 Is it Kevin's stapler? **TO**  
Does this \_\_\_\_\_ Kevin?
- 2 Jim called me during lunch. **WAS**  
Jim called me while \_\_\_\_\_ lunch.
- 3 Do you like watching history documentaries? **ON**  
Are \_\_\_\_\_ watching history documentaries?
- 4 Jack had once good grades, but he doesn't anymore. **USED**  
Jack \_\_\_\_\_ a good student, but he isn't anymore.

- 5 Korzystając z podanych wyrazów, ułóż pytania, a następnie odpowiedz na nie.

- 1 you / use / like / read / when / a child?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2 what / you / do / yesterday / 6 pm?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3 when / you / start / study / English?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 1 Wróciłeś/wróciłaś z wycieczki do ogrodu botanicznego. Uzupełnij zdania poniżej: zakreśl wybrane wyrazy i dokończ zdania, korzystając z informacji zawartych w zad. 1. na str. 28. w podręczniku.

- 1 It was **exciting** / **terrible**, because \_\_\_\_\_
- 2 I really **enjoyed** / **hated** \_\_\_\_\_
- 3 What interested me **most** / **least** was \_\_\_\_\_
- 4 The **best** / **worst** part was \_\_\_\_\_
- 5 I also think \_\_\_\_\_ was **amazing** / **boring**.

- 2 Uzupełnij e-mail wyrazami w nawiasach w odpowiedniej formie. Wykorzystaj wyrażenia z ramki Phrase Box ze str. 28. w podręczniku.

<  New message

Paul,

I've just returned from a school trip to the Natural History Museum. I had been really <sup>1</sup>(**excite**) \_\_\_\_\_ about it. I thought a lesson outside school might be <sup>2</sup>(**fascinate**) \_\_\_\_\_, but unfortunately, I was wrong. We had a terrible time.

To begin with, it was really <sup>3</sup>(**embarrass**) \_\_\_\_\_ to listen to a tour guide who was completely unprepared! He didn't know what he was talking about. And that's not all. What <sup>4</sup>(**interest**) \_\_\_\_\_ me most in that museum was the dinosaur exhibition, which turned out to be closed! So instead of making the lesson more <sup>5</sup>(**interest**) \_\_\_\_\_ for us, the trip did just the opposite – we all came home rather <sup>6</sup>(**bore**) \_\_\_\_\_.

Anyway, I hope your trip to the National Museum will be better. Let me know.

Trevor

### 1 Uzupełnij każde zdanie nazwą zawodu oraz odpowiednim przymiotnikiem.

- 1 E \_\_\_\_\_, especially those who build roads, are w \_\_\_\_\_. Why don't you become one if you want to earn a lot of money?
- 2 My older brother wants to be a f \_\_\_\_\_, but my parents say travelling by plane all the time is d \_\_\_\_\_ and they would worry about him.
- 3 Toby worked as a m \_\_\_\_\_ and he repaired motorbikes, but he's lost his job and is now u \_\_\_\_\_.
- 4 Mel is a s \_\_\_\_\_. In January and February, when people want to practise winter sports, he often works o \_\_\_\_\_, sometimes even 12 hours a day.
- 5 It's not easy to become a j \_\_\_\_\_ in a top newspaper, but when you do, it's the most e \_\_\_\_\_ job ever, because you get to know famous people.

### 2 Przeczytaj wypowiedź Zaka i uzupełnij pozostałe wypowiedzi informacjami o sobie.



I'd like to become \_\_\_\_\_ (job), as it's \_\_\_\_\_ (adjective). Also, \_\_\_\_\_ (what you do).

I don't think I'd like to be \_\_\_\_\_ (job), as it's \_\_\_\_\_ (adjective). Also, \_\_\_\_\_ (what you do).

### 3 Dopisz pytania do podanych odpowiedzi. Wykorzystaj wyrazy podane w nawiasach.

- 1 \_\_\_\_\_ ? (work)  
Usually at 5, but today I finish earlier.
- 2 \_\_\_\_\_ ? (job)  
Not at all! In fact, it's quite challenging!
- 3 \_\_\_\_\_ ? (experience)  
Yes, I worked as a babysitter last year.
- 4 \_\_\_\_\_ ? (strengths)  
I'm reliable and hardworking.
- 5 \_\_\_\_\_ ? (full-time)  
Not really, I'd like to work only four hours a day.
- 6 \_\_\_\_\_ ? (apply for)  
Three months ago. I sent my CV to a restaurant.

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

|        |          |              |
|--------|----------|--------------|
| A job  | B salary | C experience |
| D work | E earn   | F promotion  |

In a survey we did last month, lot of teenagers wrote that a gamer is their dream <sup>1</sup> \_\_\_\_\_. No wonder! When you are a gamer, you can combine <sup>2</sup> \_\_\_\_\_ with play and you get paid for doing what you love. However, it's not an easy job to do. In fact, you need to practise as much as a professional athlete to actually <sup>3</sup> \_\_\_\_\_ any money doing this.

### 5 Odpowiedz na pytania. Uzasadnij swoje odpowiedzi.

- 1 Would you like to work abroad?  
\_\_\_\_\_
- 2 Do you have good communication skills?  
\_\_\_\_\_
- 3 Is your mum's / dad's job stressful?  
\_\_\_\_\_
- 4 Would you work better with colleagues or alone?  
\_\_\_\_\_

1  **Uzupełnij luki w zdaniach zgodnie z treścią tekstu ze str. 32. w podręczniku.**

- 1 Jane is spending her holidays with \_\_\_\_\_.
- 2 She started working part-time at \_\_\_\_\_ which belongs to her grandparents' neighbours.
- 3 Jane starts work \_\_\_\_\_.
- 4 Her job is to prepare \_\_\_\_\_.
- 5 She can go home at 3 pm, which means she can spend time with \_\_\_\_\_.
- 6 She spent some of her salary on \_\_\_\_\_.

2 **Uzupełnij e-mail zgodnie z treścią tekstu ze str. 32. w podręczniku. W każdą lukę wpisz jeden wyraz.**

<  New message

Hi Jane,

I'm glad to hear that you're OK. Remember how worried you were that you would be bored in a <sup>1</sup> \_\_\_\_\_ <sup>2</sup> \_\_\_\_\_ like Wexford?

Well, as it turns out, you can have fun not only in a big city.

It's great that you can <sup>3</sup> \_\_\_\_\_

<sup>4</sup> \_\_\_\_\_ own money and that you're planning to buy a new <sup>5</sup> \_\_\_\_\_

<sup>6</sup> \_\_\_\_\_. To be honest, I didn't realise you could <sup>7</sup> \_\_\_\_\_ <sup>8</sup> \_\_\_\_\_.

When I visited you last time, your mum did all the cooking! In your next email, tell me more about the <sup>9</sup> \_\_\_\_\_ from your grandparents' <sup>10</sup> \_\_\_\_\_ that you spend the afternoons with. Who are they?

Talk to you soon.

Ania

3 **Odpowiedz na pytania.**

- 1 Which jobs can a teenager do in the place where you live?  
\_\_\_\_\_
- 2 Which part-time jobs could you do during the school year?  
\_\_\_\_\_

1 **Do każdej z opisanych sytuacji napisz właściwą reakcję. Wykorzystaj wyrazy podane w nawiasach w odpowiedniej formie.**

- 1 Wybieracie się z koleżanką do parku. Możecie dojechać tam autobusem lub iść na piechotę. Zapytaj ją, co woli. (by bus, on foot)  
\_\_\_\_\_

- 2 Zastanawiasz się, czy podjąć w wakacje pracę na pół etatu. Poinformuj o tym kolegę. (get, part-time)  
\_\_\_\_\_

- 3 Ciocia pyta, co chcesz dostać na urodziny. Powiedz, że wolałbyś/wolałabyś otrzymać pieniądze zamiast prezentu. (prefer, money, to)  
\_\_\_\_\_

- 4 Właściciel restauracji, w której pracujesz dorywczo, pyta, kiedy wolisz pracować. Powiedz mu, że wolisz przychodzić do pracy rano niż wieczorem. (would, than, afternoon)  
\_\_\_\_\_

2  **Uzupełnij dialogi, wpisując w każdą lukę brakujący fragment wypowiedzi.**

- 1 X: What \_\_\_\_\_ on our day off?

Y: Whatever you like. I have no plans.

- 2 X: Are \_\_\_\_\_ for the job advertised in the newspaper?

Y: Not really, I don't have the qualifications they are looking for.

- 3 X: Does your brother want to become an accountant?

Y: I think so. He definitely prefers \_\_\_\_\_ with people.

- 4 X: I'd \_\_\_\_\_ an actress.

Y: Me too! I hope we'll both become famous one day.

- 5 X: What are we doing tonight?

Y: It \_\_\_\_\_ you. I'll do whatever you say.

- 1 **Posłuchaj tekstu 1. z nagrania 13 do zad. 4. ze str. 34. w podręczniku i uzupełnij treść e-maila.**

< New message

Wojtek,  
I've just read an interesting article about the  
1 \_\_\_\_\_ hours a week people work in  
different countries. It turns out that the citizens of  
2 \_\_\_\_\_ have the easiest life. They spend  
only 3 \_\_\_\_\_ at work. It is a lot less time  
than 4 \_\_\_\_\_, where people have to  
work 43 hours. The statistics for your country  
don't look bad either – on average, Poles are  
5 \_\_\_\_\_ for 37 hours. Is this true? Is this  
how long your parents work?  
Let me know.  
Francis

- 2 **Posłuchaj tekstu 2. z nagrania 13 do zad. 4. ze str. 34. w podręczniku i odpowiedz na pytania.**

- Why do some people believe that it is not the right time to get a job while you're studying?  
\_\_\_\_\_
- What do students do instead of studying?  
Name two activities. \_\_\_\_\_
- What do students gain when they work during their studies? \_\_\_\_\_
- How does having a job help students financially? \_\_\_\_\_
- What do students who work learn? \_\_\_\_\_

- 3 **Dokończ zdania tak, aby wyrażały twoją opinię.**

- At university, students often spend their time \_\_\_\_\_.
- An advantage of getting a job while studying is \_\_\_\_\_.
- A disadvantage of working while studying is \_\_\_\_\_.

- 1 **Uzupełnij dialog, wpisując czasowniki podane w nawiasach w odpowiedniej formie – *past simple* lub *present perfect*.**

- Mel:** How's your brother, Steve? Are you still sharing a room?
- Steve:** Not anymore. He <sup>1</sup>(not live) \_\_\_\_\_ with us for quite a while now. He <sup>2</sup>(move) \_\_\_\_\_ almost four months ago.
- Mel:** Really? What <sup>3</sup>(he / be) \_\_\_\_\_ up to?
- Steve:** He is a flight attendant. Since last month he <sup>4</sup>(visit) \_\_\_\_\_ ten countries.
- Mel:** Sounds like fun! Does he visit you at all?
- Steve:** Sure. In fact, he <sup>5</sup>(come) \_\_\_\_\_ home yesterday.
- We <sup>6</sup>(throw) \_\_\_\_\_ a welcome party for friends and family.
- Mel:** I hope you <sup>7</sup>(have) \_\_\_\_\_ a good time.

- 2 **Uzupełnij tekst. W każdą lukę wpisz jeden brakujący wyraz.**

< New message

Kate,  
I'm writing to let you know that my life  
1 \_\_\_\_\_ recently changed completely.  
My dad started a new job three weeks  
2 \_\_\_\_\_ and he now works all the time.  
Sometimes, I don't even see him! For example,  
I haven't talked to him <sup>3</sup> \_\_\_\_\_ Tuesday.  
And last weekend, he <sup>4</sup> \_\_\_\_\_ not take me to my piano lesson, which he always used to do! I've always <sup>5</sup> \_\_\_\_\_ very close with my dad and now I simply miss him!  
I'm sorry to bother you, but I needed to tell  
<sup>6</sup> \_\_\_\_\_ about my problem and I thought you would be the best person to ask for advice.  
What should I do?  
Jackie

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

- My uncle (*jest bezrobotny*) \_\_\_\_\_ since May.
- We (*pytaliśmy każdego*) \_\_\_\_\_ about their dream job and here's what they told us.
- The job I've always (*chciałem wykonywać*) \_\_\_\_\_ is not very popular.
- (*Czy Tom przyszedł*) \_\_\_\_\_ to work yet?
- (*Ktoś ukradł*) \_\_\_\_\_ Susan's tip from the table.
- My parents (*nie poszli*) \_\_\_\_\_ to work yesterday.

- 4 Uzupełnij zdania, wykorzystując wyrazy podane w nawiasach w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów, natomiast – jeśli to konieczne – dodaj inne wyrazy. W każdą lukę wpisz maksymalnie trzy wyrazy.

- How long (*you / have*) \_\_\_\_\_ these earphones? They look old.
- I (*not / send*) \_\_\_\_\_ them my CV yet.
- Why (*you / be*) \_\_\_\_\_ late for school yesterday?
- I (*not / watch*) \_\_\_\_\_ anything interesting at 8 last night.
- Lisa (*not / decide*) \_\_\_\_\_ what job she would like to have when she grows up.
- I finally (*manage / speak*) \_\_\_\_\_ to Ben yesterday.

- 5 Dokończ zdania.

- I'd like to get the chance to \_\_\_\_\_.
- A summer job can give you great experience because \_\_\_\_\_.
- I would / wouldn't like to become a chocolate taster, because \_\_\_\_\_.

- 1 Uzupełnij ogłoszenie, wpisując w każdą lukę dwa wyrazy. Wykorzystaj wyrażenia z ramki Phrase Box ze str. 36. w podręczniku.

## CAREER DAY

Do you <sup>1</sup> \_\_\_\_\_ become an actor / actress?

Do you <sup>2</sup> \_\_\_\_\_ being famous?

Join us for CAREER DAY!

This month we have a celebrity guest who has appeared in more than 20 films!

We can't <sup>3</sup> \_\_\_\_\_ interview her.

If you are <sup>4</sup> \_\_\_\_\_ come, please let us know by email.

See you there!

- 2 Uzupełnij e-mail, tłumacząc fragmenty w nawiasach na język angielski.

< New message

Pete,

I'm writing to tell you that we've received a job offer from my uncle. He wants us to help him in his shop this summer. Isn't <sup>1</sup> (*to cudownie*) \_\_\_\_\_?

We will need to put products on the shelves and help customers pack their shopping, which means we won't be <sup>2</sup> (*zbyt zmęczeni*) \_\_\_\_\_.

I'm not sure what you think about it, but I <sup>3</sup> (*mam zamiar się zgodzić*) \_\_\_\_\_ and earn some money for a new bike.

<sup>4</sup> (*Nie jestem jeszcze pewien*) \_\_\_\_\_, but I might be free in August. What are your holiday plans? <sup>5</sup> (*Nie mogę się doczekać*) \_\_\_\_\_ to know what you think about it.

Let me know.

Chris

### 1 Uzupełnij dialogi. W każdą lukę wpisz jeden brakujący wyraz.

- 1 X: Do you know Mark well?  
Y: Not really. He's more of an a \_\_\_\_\_ than a good f \_\_\_\_\_.
- 2 X: My older brother Mike has lived with our c \_\_\_\_\_ for the last three months.  
Y: Your uncle's son, you mean?  
X: Yes, but he's moving out, so Mike is looking for a new f \_\_\_\_\_ to share a flat with.
- 3 X: Do you know Leo's girlfriend?  
Y: Oh, haven't you heard? She's now his f \_\_\_\_\_. They've already started planning the w \_\_\_\_\_.
- 4 X: Your g \_\_\_\_\_ seem to spoil you a bit. They buy you whatever you want!  
Y: Well, it's probably because I'm their only g \_\_\_\_\_.
- 5 X: My older s \_\_\_\_\_ is getting married to a guy that I don't like very much.  
Y: Don't worry. You won't need to spend much time with your b \_\_\_\_\_.

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

|         |        |        |
|---------|--------|--------|
| A leave | B get  | C take |
| D go    | E feed | F eat  |

Ben,  
Remember to <sup>1</sup> \_\_\_\_\_ Buddy for a walk when you come home. Could you <sup>2</sup> \_\_\_\_\_ him, too? There should be some dog food left in the fridge. And please, when you go for a walk, open the window before you <sup>3</sup> \_\_\_\_\_ the house to let in some fresh air.  
Love,  
Mum

### 3 Uzupełnij każdą lukę jednym wyrazem tak, aby otrzymać poprawne i logiczne pytania. Następnie odpowiedz na każde z nich pełnym zdaniem.

- 1 How often do you \_\_\_\_\_ your hair?  
\_\_\_\_\_
- 2 How long does it take you to \_\_\_\_\_ dressed in the morning?  
\_\_\_\_\_
- 3 How long before leaving home for school do you need to \_\_\_\_\_ up?  
\_\_\_\_\_

### 4 Z podanych wyrazów ułóż pytania. Następnie odpowiedz na nie, używając wyrazów podanych w nawiasach.

- 1 what / you / do / free / time? (favourite thing, also, into) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2 which holiday / you / like / celebrate / most? (enjoy, because, meet) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3 what / your best friend / like / do / fun? (keen, also a big fan) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 5 Uzupełnij opis ilustracji. W każdą lukę wpisz jeden wyraz tak, aby powstał spójny i logiczny tekst, zgodny z ilustracją.



This is a picture taken <sup>1</sup> \_\_\_\_\_ my 5<sup>th</sup> birthday. It was at my grandparents' garden. The girl <sup>2</sup> \_\_\_\_\_ the right is my older sister. She's a teenager now. It was a very happy time for me - my parents were still <sup>3</sup> \_\_\_\_\_, now they <sup>4</sup> \_\_\_\_\_ divorced, you know. And the person who <sup>5</sup> \_\_\_\_\_ the photo was my cousin, Ben. He is now 25 and lives in Boston.

- 1 Odpowiedz na pytania zgodnie z treścią tekstów ze str. 42. w podręczniku.

1 Text A

When is Paul's party? \_\_\_\_\_  
\_\_\_\_\_

2 Text B

What is inside the baskets that float at Loy Krathong? \_\_\_\_\_  
\_\_\_\_\_

3 Text C

What day is the last one to buy boots at a lower price? \_\_\_\_\_  
\_\_\_\_\_

4 Text D

What does Julie promise to do in her email? \_\_\_\_\_  
\_\_\_\_\_

- 2 Przeczytaj teksty A i D ze str. 42. w podręczniku i uzupełnij e-maile Magdy i Matta.

< New message

Paul,  
Thanks for the invitation to your <sup>1</sup>\_\_\_\_\_.  
\_\_\_\_\_. I'm afraid I can't come.  
I have my grandparents' anniversary on  
<sup>2</sup>\_\_\_\_\_ in the afternoon, and  
I have to be there. Leave me a piece of your  
<sup>3</sup>\_\_\_\_\_ – you know how much  
I like sweets.  
Talk to you soon,  
Magda

< New message

Cześć Michale!  
Właśnie dostałem list od Julie. Napisała o tym, jak  
spędziła <sup>4</sup>\_\_\_\_\_. Okazuje  
się, że to święto nie ma konkretnej daty i jest  
obchodzone w <sup>5</sup>\_\_\_\_\_.  
Ponadto nie jest to uroczystość dla znajomych, jak  
nam się wydawało. Julie pisze, że spędziła ten  
dzień z <sup>6</sup>\_\_\_\_\_.  
Dam Ci znać, jeżeli dostanę od niej jakieś zdjęcia.  
Matt

- 1 Uzupełnij dialogi, wpisując w każdą lukę brakujący fragment wypowiedzi.

1 X: Mike, I'm not going to school today. I'm ill.  
Y: OK, I'll tell Ms. Roberts. I hope \_\_\_\_\_  
\_\_\_\_\_ soon.

2 X: \_\_\_\_\_ your  
English exam!

Y: Thanks a million! It was pretty hard.

3 X: I wish you all the best in the new school.

Y: Thanks, that's \_\_\_\_\_ you.

4 X: I hope everything \_\_\_\_\_ you.

Y: I hope so, too. But I must say things are  
rather difficult for me right now.

- 2 Uzupełnij dialogi, tłumacząc na język angielski fragmenty podane w nawiasach.

1 X: I wish you all the best. Good luck in the  
future.

Y: (*Dziękuję za życzenia.*) \_\_\_\_\_  
\_\_\_\_\_ I hope my  
new classmates will be nice.

2 X: (*Wykonałeś kawał dobrej roboty.*) \_\_\_\_\_  
\_\_\_\_\_ Well done!

Y: Thanks, I had a lot of help from my parents.

3 X: (*Zdrowiej szybko!*) \_\_\_\_\_  
We are waiting for you to join our team.

Y: Thanks. I should be fine within a few weeks.

- 3 Wybierz jedną sytuację z zad. 7. ze str. 43. w podręczniku i napisz krótki dialog.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 1 Uzupełnij zdania informacjami na swój temat.

- 1 My name day is on \_\_\_\_\_.
- 2 I celebrate / don't celebrate \_\_\_\_\_.
- 3 In my family \_\_\_\_\_ is more important than \_\_\_\_\_.
- 4 On my next name day, I'd like to \_\_\_\_\_.

2  Postłuchaj nagrania 17 do zad. 2. ze str. 44. w podręczniku i uzupełnij luki w zdaniach.

## Speaker 1

- 1 The boy is not the \_\_\_\_\_ in his class called Nikos.
- 2 In Greece, Nikolas can celebrate his name day more than \_\_\_\_\_ a year.

## Speaker 2

- 3 Irena's family members \_\_\_\_\_ name days.
- 4 She usually invites \_\_\_\_\_ to her birthday party.

## Speaker 3

- 5 At school, Martin gives his friends and teachers \_\_\_\_\_.
- 6 Guests come to his house without \_\_\_\_\_.

## Speaker 4

- 7 In the UK, there are some special days connected with the names of \_\_\_\_\_.
- 8 The girl's friend who celebrates her name day comes \_\_\_\_\_.

3   Postłuchaj nagrania 18 do zad. 5. ze str. 44. w podręczniku i odpowiedz na pytania.

- 1 Why is the girl calling her grandma?  
\_\_\_\_\_
- 2 What kind of party is there on Saturday?  
\_\_\_\_\_
- 3 When will the party take place?  
\_\_\_\_\_
- 4 What will the girl do to make sure her grandma got the message?  
\_\_\_\_\_

## 1 Przepisz zdania, poprawiając błędy w zaznaczonych fragmentach.

- 1 My grandma used to give me a lot of good advices.  
\_\_\_\_\_
- 2 Can you put a few sugar in my tea, please?  
\_\_\_\_\_
- 3 I'm afraid there aren't no gifts for you.  
\_\_\_\_\_
- 4 There are a little facts you need to know.  
\_\_\_\_\_
- 5 People in my country don't celebrate much name days.  
\_\_\_\_\_

## 2 Uzupełnij dialog, w każdą lukę wpisując (a) little, (a) few, much, many, some lub any oraz rzeczownik z ramki.

|      |        |         |
|------|--------|---------|
| food | guests | snacks  |
| help | stuff  | friends |

- Gina: How <sup>1</sup> \_\_\_\_\_ have you invited to your birthday dinner tonight, Mum?
- Mum: Just <sup>2</sup> \_\_\_\_\_, Gina. Plus your uncle and aunt.
- Gina: Do you need <sup>3</sup> \_\_\_\_\_ with the preparations?
- Mum: I'd love that! Could you help me in the kitchen?
- Gina: Sure! Just tell me what to do.
- Mum: Well, I don't need to make <sup>4</sup> \_\_\_\_\_, because I'm ordering the main course from a catering company. And aunt Lucy is going to bring <sup>5</sup> \_\_\_\_\_.
- Gina: Great! It seems we have very <sup>6</sup> \_\_\_\_\_ to do.

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

- 1 She spends (*za dużo czasu*) \_\_\_\_\_ checking social media.
- 2 Are (*jakieś miasta*) \_\_\_\_\_ that you would like to visit during your stay in the UK?
- 3 Do you have (*dużo walizek*) \_\_\_\_\_ ?
- 4 There (*jest trochę pieniędzy*) \_\_\_\_\_ in my purse.
- 5 Can I ask (*kilka pytań*) \_\_\_\_\_ ?

- 4 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij zdania z luką tak, aby zachować znaczenie zdania wyjściowego. W każdą lukę wpisz maksymalnie trzy wyrazy.

- 1 The time of the meeting is eight fifteen. **PAST**  
The meeting is at \_\_\_\_\_ eight.
- 2 There aren't enough invitations for everyone. **TOO**  
We have \_\_\_\_\_ left to send to everyone.
- 3 What time is it? **THE**  
Do you \_\_\_\_\_ time?
- 4 What is the number of children in your family? **CHILDREN**  
How \_\_\_\_\_ there in your family?
- 5 We didn't have any bread at home. **NO**  
There \_\_\_\_\_ left at home.

- 5 Uzupełnij początki zdań wyrazami z ramki. Następnie dokończ je swoimi pomysłami.

little few much any lot

- 1 Very \_\_\_\_\_ boys in my class \_\_\_\_\_
- 2 I haven't got \_\_\_\_\_
- 3 I have \_\_\_\_\_ time to finish \_\_\_\_\_
- 4 My parents have got a \_\_\_\_\_ of \_\_\_\_\_

- 1 Przeczytaj list Emmy na str. 46. w podręczniku. Uzupełnij luki A–C informacjami z tekstu, a luki 1–4 swoimi pomysłami.

< New message

Emma,  
Thanks for <sup>1</sup> \_\_\_\_\_. It was nice to hear about your family. I need this information for <sup>2</sup> \_\_\_\_\_. In my family, my mum **A** \_\_\_\_\_ too. However, my dad cannot **B** \_\_\_\_\_ at all. The jobs that my sister and I have to do include <sup>3</sup> \_\_\_\_\_ and <sup>4</sup> \_\_\_\_\_. And we also have to **C** \_\_\_\_\_, just like you and Tom. Talk to you soon,  
Alicia

- 2 Uzupełnij wpis na blogu, tłumacząc fragmenty zdań podane w nawiasach na język angielski.

<sup>1</sup> (*W zeszłym tygodniu*) \_\_\_\_\_ we celebrated our grandparents' 50<sup>th</sup> anniversary. We met at their house and had a garden party.  
<sup>2</sup> (*Kiedy każdy przyjechał*) \_\_\_\_\_, we presented grandpa and grandma with their gift – two vouchers for package holiday on the Canary Islands. I think they liked it. After that, we  
<sup>3</sup> (*wszyscy tańczyliśmy*) \_\_\_\_\_ and played charades. Everyone had  
<sup>4</sup> (*świetną zabawę*) \_\_\_\_\_.

- 3 Odpowiedz na pytania, wykorzystując wyrażenia z ramki Phrase Box ze str. 46. w podręczniku.

- 1 When was the last time you celebrated your family member's birthday?  
\_\_\_\_\_
- 2 What did you do at your last school party?  
\_\_\_\_\_
- 3 On which occasion did you last give someone a present? What was it?  
\_\_\_\_\_

**1** Uzupełnij dialogi. Liczbę liter w brakujących wyrazach podano w nawiasach.

- 1 X: Would you like some y\_\_\_\_\_ (7) for breakfast?  
Y: No, thanks. I don't eat d\_\_\_\_\_ (5) products at all. I'd prefer a b\_\_\_\_\_ (4) of cereal with coconut milk.
- 2 X: Do you like fish?  
Y: Yes, tuna and s\_\_\_\_\_ (6) are my favourite. In fact, I like all kinds of s\_\_\_\_\_ (7) – shrimps and mussels, you know.
- 3 X: I want to make some tomato sauce. What should I start with?  
Y: First, h\_\_\_\_\_ (4) up oil in a pan. Then p\_\_\_\_\_ (4) two onions and f\_\_\_\_\_ (3) them. Finally, add a tin of chopped tomatoes. If you want to make it s\_\_\_\_\_ (5), add some pepper.

**2** Uzupełnij luki, tłumacząc na język angielski fragmenty podane w nawiasach.

- 1 I'd like to (*zamówić deser*) \_\_\_\_\_.
- 2 The lemonade is (*zbyt kwaśna*) \_\_\_\_\_, add some sugar or honey.
- 3 I don't mind (*jedzeniu szpinaku i brokułów*) \_\_\_\_\_, but I hate cabbage.
- 4 To be honest, I've never (*próbowałem indyka*) \_\_\_\_\_.
- 5 If you don't (*przestaniesz podjadać*) \_\_\_\_\_ between meals, you will put on weight.

**3** Odpowiedz na pytania.

- 1 What do you like to have for supper?  
\_\_\_\_\_
- 2 What is your favourite food in your school canteen?  
\_\_\_\_\_
- 3 What did you have for packed lunch yesterday?  
\_\_\_\_\_

**4** Uzupełnij tekst. W każdą lukę wpisz jeden wyraz tak, aby powstał spójny i logiczny tekst.

**How to make a tuna sandwich**



The ingredients that you need are: some bread or a <sup>1</sup>r\_\_\_\_\_, some tuna, lettuce, and mayo.

First, <sup>2</sup>s\_\_\_\_\_ the bread and <sup>3</sup>s\_\_\_\_\_ some mayonnaise on it. Then put the lettuce on the sandwich. Finally, open the tin of tuna with a tin <sup>4</sup>o\_\_\_\_\_ and put fish on the sandwich. <sup>5</sup>S\_\_\_\_\_ the sandwich on a plate, decorated with some lettuce and cucumber.

**5** Uzupełnij dialogi, wpisując w każdą lukę brakujący fragment wypowiedzi.

- 1 X: \_\_\_\_\_ order?  
Y: Not yet. Could you give me a minute, please?
- 2 X: Do you \_\_\_\_\_?  
Y: No, I'm a vegetarian.
- 3 X: Could I \_\_\_\_\_, please?  
Y: Of course. Are you going to pay in cash or by credit card?
- 4 X: How often do \_\_\_\_\_ out?  
Y: Never. I always have meals at home.
- 5 X: I'd like to \_\_\_\_\_ for three, please.  
Y: Certainly. Is it for tonight?

- 4 What is the healthiest meal you've eaten this week?  
\_\_\_\_\_
- 5 What do your classmates eat a lot of?  
\_\_\_\_\_

1 Wybierz odpowiedni wyraz i dokończ zdania.

1 I **would / wouldn't** like to take part in a cooking programme on TV because \_\_\_\_\_.

2 I **would / wouldn't** like to become a chef because \_\_\_\_\_.

2  Przeczytaj tekst na str. 50. w podręczniku i uzupełnij luki w czacie zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim.

Michał, idziesz dzisiaj na trening?

Nie mogę, idę z rodzicami na 40. urodziny taty do Atelier Amaro.

Super! Czytałem, że to <sup>1</sup> \_\_\_\_\_ w Polsce, która dostała gwiazdkę Michelin.

Wiem, oglądałem kiedyś program o jej właścicielu. Podobno <sup>2</sup> \_\_\_\_\_ za granicą u najlepszych szefów kuchni.

Pewnie zjesz coś egzotycznego.

Niekoniecznie. Mówią, że Amaro używa w swojej kuchni tylko <sup>3</sup> \_\_\_\_\_ i tradycyjnych przepisów.

OK, to baw się dobrze.

3  Uzupełnij luki w e-mailu zgodnie z treścią tekstu ze str. 50. w podręczniku.

<  New message

Hi Lynda,

I'm writing to tell you about a great restaurant I've visited. Last week, my parents celebrated their fifteenth wedding anniversary, so we went to Atelier Amaro – one of the best <sup>1</sup> \_\_\_\_\_ in Poland. No other Polish place had won a <sup>2</sup> \_\_\_\_\_ before this one.

And they really deserve the reward. The food there is excellent. The chefs make all the dishes from fresh <sup>3</sup> \_\_\_\_\_ found in the Polish countryside. Also, they use old Polish <sup>4</sup> \_\_\_\_\_ which taste great. As you can imagine, my parents paid a fortune, but it was worth the money. Anything new with you?

Hania

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

1 I'm sorry, but I (**not think / can / stay**) \_\_\_\_\_ any longer.

2 (**How / stay**) \_\_\_\_\_ at home this evening? I'm too tired to go out.

3 Cinema tonight? Well, (**let / think**) \_\_\_\_\_ it, and I'll let you know in an hour.

4 (**you / want / invite**) \_\_\_\_\_ any classmates?

5 (**fancy / have**) \_\_\_\_\_ pizza tonight?

2  Uzupełnij dialogi, wpisując w każdą lukę brakujący fragment wypowiedzi.

1 X: Let's make some salami sandwiches.  
Y: \_\_\_\_\_ idea! I love salami.

2 X: Are you coming to the school dance tomorrow?  
Y: I'll \_\_\_\_\_ later, OK? I need to ask my mum first.

3 X: Would you like to go for ice-cream after school?

Y: Sure, I \_\_\_\_\_ to!

4 X: Are you coming to Sam's birthday party on Friday?

Y: Oh, I'm sorry, but I don't think \_\_\_\_\_ it.

5 X: Would \_\_\_\_\_ come to my pyjama party?

Y: Sounds great. What time does it start?

- 1  Posłuchaj nagrania 20 do zad. 2. ze str. 52. w podręczniku i uzupełnij luki w zdaniach.

## Text 1

- 1 The man would \_\_\_\_\_ out.  
2 At the weekend, they can go for \_\_\_\_\_  
\_\_\_\_\_ the countryside.

## Text 2

- 3 The man had to go on a diet in order to \_\_\_\_\_.  
4 The two kinds of meat the man can eat are \_\_\_\_\_.

## Text 3

- 5 The woman would like to sit outside because \_\_\_\_\_.  
6 The man offers her a table \_\_\_\_\_, but she doesn't like it.

## Text 4

- 7 The girl suggests buying a \_\_\_\_\_ because she thinks Dad would like to have one.  
8 The girl thinks the \_\_\_\_\_ costs too much.

## Text 5

- 9 Mrs Stunton ordered a \_\_\_\_\_ at the bakery.  
10 She is going to get her order \_\_\_\_\_ morning.

- 2 Uzupełnij odpowiedzi na pytania informacjami o sobie.

- 1 Where do you go out to eat?  
My favourite \_\_\_\_\_ is \_\_\_\_\_ . I like this place because \_\_\_\_\_  
2 What do you usually order?  
When I eat out, I usually take \_\_\_\_\_ . My favourite dish on the menu is \_\_\_\_\_  
3 When you shop for food, what do you fill your basket with?  
I always buy \_\_\_\_\_ . Sometimes, I take \_\_\_\_\_ , too.  
4 What do you like to eat on a picnic?  
When I have a picnic, I like to \_\_\_\_\_

- 1 Wpisz czasowniki podane w nawiasach w odpowiedniej formie, używając *will*, *be going to* lub czasu *present continuous*.

<  New message

Karen,  
I'm writing to let you know about the school dance. The headmaster said 'yes', and we  
1 **(have)** \_\_\_\_\_ the party next Friday at 6. We need some snacks and sodas, we  
2 **(ask)** \_\_\_\_\_ the parents' committee to give us the money. Can you help us with the shopping at the weekend?  
I 3 **(let)** \_\_\_\_\_ you know about the details ASAP.  
Betty

<  New message

Betty,  
I'd love to go shopping with you, but  
I 4 **(help)** \_\_\_\_\_ my mum in the house this weekend. I don't know when exactly she needs my help –  
I 5 **(text)** \_\_\_\_\_ you when she tells me. And I 6 **(meet)** \_\_\_\_\_ Kate on Sunday evening, but I can rearrange that if necessary.  
In touch,  
Karen

- 2 Uzupełnij pytania odpowiednimi przyimkami, a następnie odpowiedz na nie.

- 1 When was the last time you struggled to eat \_\_\_\_\_ a whole meal?  
\_\_\_\_\_  
2 How long would it take you to chop \_\_\_\_\_ vegetables for a soup?  
\_\_\_\_\_  
3 Which food do you usually warm \_\_\_\_\_?  
\_\_\_\_\_  
4 What two liquids can boil \_\_\_\_\_ if you heat them for too long?  
\_\_\_\_\_

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

- I can't see you tomorrow night because my aunt (przyjeżdża o) \_\_\_\_\_ six.
- When (masz zamiar) \_\_\_\_\_ to do the dishes?
- I know! I (zrobię jakieś) \_\_\_\_\_ mini pizzas for the guests.
- We're not (zamierzamy zostawić) \_\_\_\_\_ a tip for the waiter – he was quite rude.
- Can you see those candies? (To są) \_\_\_\_\_ cherries in chocolate.

- 4  Wykorzystując wyrazy podane drukowanymi literami, uzupełnij zdania z luką tak, aby zachować znaczenie zdania wyjściowego. W każdą lukę wpisz maksymalnie trzy wyrazy.

- Lisa has arranged to meet us at a café at 6. **WITH**  
We \_\_\_\_\_ Lisa at a café at 6.
- There's a plan for a picnic tomorrow. **TO**  
We're \_\_\_\_\_ a picnic tomorrow.
- We have no more sugar. **NOT**  
\_\_\_\_\_ any sugar left.
- The weather was rather cold yesterday. **WAS**  
\_\_\_\_\_ very warm yesterday.
- I promise to eat less chocolate. **WILL**  
I \_\_\_\_\_ on chocolate, I promise.

- 5 Dokończ zdania.

- When I prepare food, I usually use \_\_\_\_\_
- My ideal lunch at school is \_\_\_\_\_
- In three years, \_\_\_\_\_
- Next Friday at 7 o'clock, I \_\_\_\_\_

- 1 Uzupełnij luki w e-mailu.

< ✉ New message

Hi Ginnie,  
I've just bought a great cookbook. It's full of vegan recipes, <sup>1</sup> \_\_\_\_\_ I'm sure you're going to love it. For example, they show you how to make yoghurt from coconut milk <sup>2</sup> \_\_\_\_\_ a cake from beans. I won't lend it to you just yet <sup>3</sup> \_\_\_\_\_ I'd like to try out a few recipes first. But you can have it next week – come to my house <sup>4</sup> \_\_\_\_\_ I'll bring it to school. It's up to you.  
Beth

- 2 Przetłumacz fragmenty podane w nawiasach na język angielski, używając wyrażen z ramki Phrase Box ze str. 54. w podręczniku.

< ✉ New message

Beth,  
I'm glad that you remember that I like vegan food. I've always <sup>1</sup> (wolałam jeść) \_\_\_\_\_ fruit and vegetables to meat. And I'd love to borrow the book! I <sup>2</sup> (naprawdę lubię gotować) \_\_\_\_\_ new dishes, so I can't wait to have it! In fact, I <sup>3</sup> (myślę o wzięciu udziału) \_\_\_\_\_ part in a culinary course. <sup>4</sup> (Chciałabyś zapisać się) \_\_\_\_\_ for the course with me?  
Let me know,  
Ginnie

- 3 Uzupełnij zdania informacjami o sobie.

- I can't go for pizza tomorrow because \_\_\_\_\_
- When I eat out, I prefer \_\_\_\_\_ to \_\_\_\_\_
- As a child, I enjoyed learning how \_\_\_\_\_
- For my next birthday, I'd like to \_\_\_\_\_ or \_\_\_\_\_

### 1 Uzupełnij zdania brakującymi wyrazami.

- Buying the sweatshirt at a 20% discount was such a **b** \_\_\_\_\_ that I couldn't resist it.
- Would you like me to **w** \_\_\_\_\_ the book for a gift?
- Do you think teenagers should have a bank **a** \_\_\_\_\_ ?
- Don't go to that shop – their shoes are **o** \_\_\_\_\_ , and you can buy the same ones cheaper somewhere else.
- I couldn't return the book because I'd lost the **r** \_\_\_\_\_ .
- Instead of looking for legal advice online, why don't you consult a professional **l** \_\_\_\_\_ ?

### 2 Uzupełnij zdania rodzajami produktów i nazwami sklepów. Następnie dodaj do każdej wypowiedzi jedno zdanie rozwijające daną wypowiedź.

- When I need \_\_\_\_\_ , I always go to \_\_\_\_\_ .  
\_\_\_\_\_
- I will never buy \_\_\_\_\_ at \_\_\_\_\_ .  
\_\_\_\_\_
- In order to find \_\_\_\_\_ , I usually \_\_\_\_\_ .  
\_\_\_\_\_
- The last time I bought \_\_\_\_\_ ,  
I shopped at \_\_\_\_\_ .  
\_\_\_\_\_

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

|          |         |           |
|----------|---------|-----------|
| A faulty | B cash  | C damaged |
| D credit | E price | F bill    |

I've recently experienced some problems with online shopping. I decided to buy a watch without seeing it, mainly because it was half <sup>1</sup> \_\_\_\_\_. I decided to pay in <sup>2</sup> \_\_\_\_\_ on delivery. Unfortunately, when my order arrived, the package was <sup>3</sup> \_\_\_\_\_ , so I refused to pay. Now the online shop wants to charge me extra for additional shipping.

### 5 Wybierz 2 pytania z kwestionariusza ze str. 58. w podręczniku. Przepisz je, a następnie udziel na każde odpowiedzi w co najmniej dwóch zdaniach.

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

- I (*nie stać mnie*) \_\_\_\_\_ to buy a new game this month – I need to wait for my next pocket money.
- Why don't you (*zadzwońisz po elektryka*) \_\_\_\_\_ ? It's not safe to try to change the cables on your own.
- Excuse me, you are allowed to take only three items (*do przymierzalni*) \_\_\_\_\_ room.
- I hate (*stania w kolejkach*) \_\_\_\_\_ – that's why I usually shop online.
- I'm expecting to get (*pełny zwrot kosztów*) \_\_\_\_\_ for the delayed delivery.

- 1 Odpowiedz na pytania zgodnie z treścią tekstów ze str. 60. w podręczniku.

Text A

1 What bike is Martin selling? Give two details.

\_\_\_\_\_

2 When can you call the bike's owner?

\_\_\_\_\_

Text B

3 Where does the 10% of the yard sale earnings go to?

\_\_\_\_\_

4 What happens if nobody buys your bike?

\_\_\_\_\_

Text C

5 What is the first day of the sale?

\_\_\_\_\_

6 What gift do you get when you spend at least £200?

\_\_\_\_\_

- 2 Uzupełnij luki w e-mailu zgodnie z treścią tekstów A, B i C ze str. 60. w podręczniku. Luki należy uzupełnić w języku angielskim.

< New message

Rob,

Remember when I told you I needed a new bike? Well, I think now is the right time to buy it. I've found three ads, and here's what I can get. If I want a new bike, there is a 25% discount on <sup>1</sup> \_\_\_\_\_ for the next <sup>2</sup> \_\_\_\_\_ weeks. Still, it's going to be more expensive than a second-hand one. To buy a used bike, I can call Martin, who is <sup>3</sup> \_\_\_\_\_ his old bike. I also might go to a yard sale, which takes place at the <sup>4</sup> \_\_\_\_\_. I guess I'll start from the yard sale. Do you want to go with me?

Let me know,

Philip

- 1 Napisz, co powiesz po angielsku w sytuacjach opisanych poniżej. Za każdym razem zaproponuj dwie wersje.

1 Sprzedawca w sklepie proponuje ci darmowe pakowanie zakupów. Co powiesz?

a \_\_\_\_\_

b \_\_\_\_\_

2 Koleżanka zapomniała portfela. Zaproponuj rozwiązanie.

a \_\_\_\_\_

b \_\_\_\_\_

3 Kolega proponuje ci pomoc w wyborze roweru, ale wolisz to zrobić sam.

a \_\_\_\_\_

b \_\_\_\_\_

4 Twoja mama zapomniała kupić pieczywa. Zaoferuj pomoc.

a \_\_\_\_\_

b \_\_\_\_\_

- 2 Uzupełnij dialog, wpisując w każdą lukę brakujący fragment wypowiedzi. Wykorzystaj wyrazy podane w nawiasach, nie zmieniając ich formy.

X: <sup>1</sup>(hand) \_\_\_\_\_ with those groceries?

Y: Thanks, that's <sup>2</sup>(kind / you) \_\_\_\_\_.

X: OK, <sup>3</sup>(let / carry / to your car) \_\_\_\_\_ . It seems like a lot of food. Are you having guests?

Y: Yes, I am. Some of my classmates are coming to watch a film tonight. <sup>4</sup>(would / join) \_\_\_\_\_ ?

X: <sup>5</sup>(that / lovely) \_\_\_\_\_ . What time shall I come?

Y: At 8:00.

X: OK. <sup>6</sup>(bring / snacks) \_\_\_\_\_ with me?

Y: <sup>7</sup>(how / soda) \_\_\_\_\_ ? That's the only thing I haven't bought.

X: OK, I'll see you in the evening.

1   **Posłuchaj nagrania 22 do zad. 2. ze str. 62. w podręczniku i odpowiedz na pytania.**

- How many days a week are the majority of shops in New York open?  
\_\_\_\_\_
- How much did the girl pay for the phone repair service?  
\_\_\_\_\_
- Why did the girl find it difficult to choose something at Smorgasburg?  
\_\_\_\_\_
- What do people call New York?  
\_\_\_\_\_

2  **Posłuchaj nagrania 23 do zad. 4. ze str. 62. w podręczniku i uzupełnij luki w zdaniach.**

**Speaker 1**

The problem with the shopping was that the \_\_\_\_\_ was \_\_\_\_\_.

**Speaker 2**

The person bought \_\_\_\_\_ and paid only for one.

**Speaker 3**

The person got a new \_\_\_\_\_ because the old one \_\_\_\_\_.

**Speaker 4**

The person was shocked at \_\_\_\_\_ of various products in London.

3 **Odpowiedz na pytania.**

- Do you like window shopping? Why? Why not?  
\_\_\_\_\_  
\_\_\_\_\_
- Do you buy designer labels? Why? Why not?  
\_\_\_\_\_  
\_\_\_\_\_

1 **Przepisz zdania, używając strony biernej.**

- We will invite at least a hundred guests to the wedding.  
\_\_\_\_\_
- They opened this shopping centre 3 years ago.  
\_\_\_\_\_
- Someone has blocked your debit card, I'm afraid.  
\_\_\_\_\_
- A local factory produces sports equipment.  
\_\_\_\_\_
- The postman usually delivers letters by noon.  
\_\_\_\_\_

2 **Uzupełnij pytania odpowiednią formą czasowników w podanych w nawiasach. Następnie udziel na nie odpowiedzi.**

- Which mobile phone game \_\_\_\_\_ the most often by your peers? (**play**)  
\_\_\_\_\_
- Which goods \_\_\_\_\_ by your country? (**export**)  
\_\_\_\_\_
- Which of your clothes \_\_\_\_\_ by a famous brand? (**make**)  
\_\_\_\_\_
- \_\_\_\_\_ your room \_\_\_\_\_ recently? (**tidy**)  
\_\_\_\_\_

- 3  Uzupełnij zdania, wykorzystując wyrazy podane w nawiasach w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów, natomiast – jeśli to konieczne – dodaj inne wyrazy. W każdą lukę wpisz maksymalnie trzy wyrazy.

- I'm sorry, but the emails haven't (write) \_\_\_\_\_ yet.
- (she / tell) \_\_\_\_\_ to leave the classroom yesterday?
- Who was the message (send) \_\_\_\_\_ ?
- Don't worry! The present (wrap) \_\_\_\_\_ in a moment by the shop assistant.
- There is a tandem in our garage, but it (not use) \_\_\_\_\_ very often.

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

- (Czy dodaje się jajka) \_\_\_\_\_ to these milkshakes?
- I've checked other stores, but the game you're looking for (została wyprzedana) \_\_\_\_\_ .
- Will (jakaś zniżka zostanie) \_\_\_\_\_ given to regular customers?
- I'm afraid the computer monitor won't (zostanie dostarczony) \_\_\_\_\_ by the end of the week.
- These photos (zostały zrobione) \_\_\_\_\_ with my old camera three years ago.

- 5 Uzupełnij zdania własnymi pomysłami.

- \_\_\_\_\_ is made of \_\_\_\_\_ .
- \_\_\_\_\_ has recently been fixed.
- Hopefully, \_\_\_\_\_ will be chosen the best \_\_\_\_\_ .
- Last month, I was offered \_\_\_\_\_ .

- 1 Uzupełnij tekst. W każdą lukę wpisz jeden wyraz tak, aby powstał spójny i logiczny tekst.

Mary,  
I'm surprised to hear that you enjoy shopping so much because I truly hate it! I <sup>1</sup> \_\_\_\_\_ that it's a way of spending time with your friends, but in my <sup>2</sup> \_\_\_\_\_ , it's better to hang out somewhere else than at a shopping mall. <sup>3</sup> \_\_\_\_\_ speaking, I'd rather go to the cinema or to a park with my mates. To be <sup>4</sup> \_\_\_\_\_ , I avoid shops at all cost and buy anything that I can online. One <sup>5</sup> \_\_\_\_\_ for this is that I feel like going from one shop to another is a waste of time. I feel this <sup>6</sup> \_\_\_\_\_ because whenever I go to a shopping centre, I spend the entire day there, very often without buying anything. Perhaps you're more lucky. Talk to you soon,  
Helen

- 2 Wyraż swoją opinię na każdy temat i uzasadnij ją, używając wyrażen z ramki Phrase Box ze str. 64 w podręczniku.

- 1 Shops opening on Sundays.

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- 2 Teenagers having a credit card.

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- 3 Buying second-hand goods.

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- 4 Shopping online.

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- 1 Uzupełnij ogłoszenia. Pierwsze litery brakujących wyrazów zostały podane.

Attention all <sup>1</sup>**p**\_\_\_\_\_! The train from Bristol will arrive 15 minutes late. We are sorry for the <sup>2</sup>**d**\_\_\_\_\_.

Make sure that you carry your <sup>3</sup>**L**\_\_\_\_\_ with you at all times. Otherwise, it will be taken to the lost property office.

Everyone travelling to Vienna, please go to gate number 13, which is <sup>4</sup>**o**\_\_\_\_\_ the duty-free shop.

I'd like to remind you that you have to fasten your <sup>5</sup>**s**\_\_\_\_\_ at all times when you are in your seat.

- 2 Uzupełnij zdania przymiotnikami z zad. 2. ze str. 66. w podręczniku. Wyraż swoją opinię i dodaj jedno zdanie, aby ją rozwinąć.

- 1 Travelling in a hot-air balloon is \_\_\_\_\_.  
I \_\_\_\_\_.
- 2 It's \_\_\_\_\_ to ride a bike to school.  
I \_\_\_\_\_.
- 3 A beach holiday is \_\_\_\_\_.  
I \_\_\_\_\_.
- 4 It might be \_\_\_\_\_ to go on a camping holiday. I \_\_\_\_\_.

- 3  Uzupełnij dialog, wpisując w każdą lukę brakujący fragment wypowiedzi. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy.

- X:** Excuse me, how <sup>1</sup>(get) \_\_\_\_\_ to the nearest cash machine?
- Y:** Oh, that's easy. First, <sup>2</sup>(straight) \_\_\_\_\_ on for about 5 minutes, <sup>3</sup>(go) \_\_\_\_\_ the book shop and the supermarket. Then <sup>4</sup>(left) \_\_\_\_\_ at the end of the road. The cash machine is <sup>5</sup>(round) \_\_\_\_\_ corner.
- X:** Thank you! And what is <sup>6</sup>(best) \_\_\_\_\_ the bus stop?

- 4  Uzupełnij opis ilustracji. W każdą lukę wpisz jeden wyraz tak, aby powstał spójny i logiczny tekst, zgodny z ilustracją.



This is a photo from my last holiday. We were spending the summer on a <sup>1</sup>\_\_\_\_\_ in Spain. It was a very sunny day – as you can see, we are both wearing <sup>2</sup>\_\_\_\_\_. My mum is putting some sun cream on my <sup>3</sup>\_\_\_\_\_ because sunbathing without any protection is dangerous for your skin.

- 5 Napisz cztery zdania o zwyczajach wakacyjnych w twojej rodzinie, używając co najmniej pięciu z podanych wyrazów w niezmienionej formie.

hiking      guest house      water sports  
book      journey      souvenirs  
activity      galleries      tickets      plane

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1 Uzupełnij luki wadami i zaletami każdego środka transportu.

- 1 I think taking a taxi to school \_\_\_\_\_ because \_\_\_\_\_. On the other hand, \_\_\_\_\_.
- 2 While getting around a city by bus \_\_\_\_\_, it might also \_\_\_\_\_.
- 3 On the one hand, walking can be \_\_\_\_\_. However, \_\_\_\_\_.

2 Przeczytaj tekst do zad. 2. ze str. 68. w podręczniku i uzupełnij jego streszczenie.

The text is <sup>1</sup> \_\_\_\_\_ in Manchester. It informs the reader how <sup>2</sup> \_\_\_\_\_ the city by different means of transport, such as <sup>3</sup> \_\_\_\_\_ or <sup>4</sup> \_\_\_\_\_. The article also recommends a <sup>5</sup> \_\_\_\_\_ which helps to <sup>6</sup> \_\_\_\_\_.

3  Przeczytaj teksty ze str. 68. w podręczniku i uzupełnij luki w czacie zgodnie z ich treścią. Luki należy uzupełnić w języku polskim.

Tomek:

Cześć Kuba. Nadal wybierasz się do Manchesteru w przyszłym miesiącu?

Kuba:

Tak, wyjeżdżam za trzy tygodnie. Dlaczego pytasz?

Tomek:

Wczoraj znalazłem artykuł o środkach transportu w tym mieście. Autor polecał stronę internetową, która informuje o <sup>1</sup> \_\_\_\_\_ i <sup>2</sup> \_\_\_\_\_, które utrudniają poruszanie się po mieście.

Kuba:

Dzięki, zajrzę tam, jak podeślesz mi link. Ja z kolei widziałem stronę, która pomoże zaplanować trasę, jeżeli podróżujesz <sup>3</sup> \_\_\_\_\_ po centrum oraz do <sup>4</sup> \_\_\_\_\_. Jednak rodzice mówią, że będziemy jeździć rowerami.

Tomek:

To świetny pomysł! Możesz <sup>5</sup> \_\_\_\_\_, przez którą wypożyczysz rower miejski. Pół godziny przejażdżki dla waszej trójki to tylko pół funta. I jest to wygodne – rower możesz zostawić <sup>6</sup> \_\_\_\_\_.

Kuba:

Dzięki, na pewno to sprawdzę.

1 Sally, twoja koleżanka z Walii, ma problem. Udziel jej trzech rad.

I didn't bring my best friend any souvenir from holidays, and she always brings me something. She says it's OK, but I can see she is angry. She hasn't talked to me for three days now. What's your advice?

- 1 I think \_\_\_\_\_
- 2 Also, it might \_\_\_\_\_
- 3 Perhaps \_\_\_\_\_

2  Uzupełnij dialogi, wpisując w każdą lukę brakujący fragment wypowiedzi. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy.

- 1 X: I don't want to go on a school trip. What (think / should) \_\_\_\_\_ do about it?  
Y: Perhaps (tell / parents) \_\_\_\_\_ you don't want to go.
- 2 X: I've lost a CD which I borrowed from Mike. What do you advise me to do?  
Y: If I (be / tell) \_\_\_\_\_ him the truth.
- 3 X: Mike has invited me to the cinema, but I don't want to go. Do you (accept) \_\_\_\_\_ the invitation anyway?  
Y: Are you nuts? If you don't want to go, then don't!
- 4 X: What do you suggest I should do about the lost suitcase?  
Y: It might be (look in) \_\_\_\_\_ the lost property office.

3 Napisz dwie prośby o radę związane z podanymi sytuacjami, a następnie dopisz odpowiedź do każdej z nich.

- 1 Going on a youth camp for the first time.  
\_\_\_\_\_  
\_\_\_\_\_
- 2 Paying extra for a first-class train seat.  
\_\_\_\_\_  
\_\_\_\_\_

- 1 Pośluchaj nagrania 26 do zad. 3. ze str. 70. w podręczniku i odpowiedz na pytania.

## Text 1

- 1 What does the poster need to present?  
\_\_\_\_\_
- 2 Which two buildings do Paul and Rosa decide to put on their poster?  
\_\_\_\_\_
- 3 According to Paul, which two personality features of Poles should the poster show?  
\_\_\_\_\_

## Text 2

- 4 What does John think about public transport in Poland?  
\_\_\_\_\_
- 5 Why did he find it easy to communicate with Polish people?  
\_\_\_\_\_
- 6 What surprised John about the way people looked?  
\_\_\_\_\_

- 2 Pośluchaj ponownie nagrania 26 i uzupełnij luki w tekście.

## &lt; New message

Mark,  
Remember when we talked about going to Warsaw for a weekend? Well, I've just listened to an interview with a guy who has recently  
1 \_\_\_\_\_. On the whole, he said that the holiday was great. He didn't expect many things, for example clean and modern  
2 \_\_\_\_\_ or 3 \_\_\_\_\_ of cafes and places for young people. He also said a lot of people can 4 \_\_\_\_\_, so we don't need to worry about not knowing Polish.  
So ... When shall we go?  
Let me know,  
Bob

- 1 Uzupełnij zdania odpowiednią formą *should*, *must* lub *have to* oraz czasownikami z ramki.

say arrive touch tidy come

- 1 You \_\_\_\_\_ this button – it's dangerous.
- 2 Brian invited me to his grandma's house for holiday. What \_\_\_\_\_  
I \_\_\_\_\_?
- 3 What time \_\_\_\_\_ you \_\_\_\_\_ home when you were 10?
- 4 'You \_\_\_\_\_ your room once a week,' said Mum.
- 5 The train \_\_\_\_\_ in no more than ten minutes.

- 2 Przepisz zdania, poprawiając błędne zaimki.

- 1 Last summer, I met a guy which had climbed Mount Everest.  
\_\_\_\_\_
- 2 Mallorca is one of the most beautiful places where I've visited.  
\_\_\_\_\_
- 3 Do you remember the day which you arrived at Wellington?  
\_\_\_\_\_
- 4 I'd like to talk to the student which essay won the story-telling competition.  
\_\_\_\_\_
- 5 We decided to rent the house where we could afford.  
\_\_\_\_\_

- 3  Wykorzystując wyrazy podane drukowanymi literami, uzupełnij zdania z luką tak, aby zachować znaczenie zdania wyjściowego. W każdą lukę wpisz maksymalnie trzy wyrazy.

- 1 You aren't allowed to enter this room. **MUST**  
You \_\_\_\_\_ this room.
- 2 When the plane was starting, I was really scared. **OFF**  
When the plane \_\_\_\_\_, I was really scared.
- 3 Is it necessary to go on that trip? **DO**  
\_\_\_\_\_ to go on that trip?
- 4 Call me when you're on the train. **GET**  
Call me when you \_\_\_\_\_ train.
- 5 What advice can you give me? **DO**  
What \_\_\_\_\_?

- 4  Uzupełnij zdania, wykorzystując wyrazy podane w nawiasach w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów, natomiast – jeśli to konieczne – dodaj inne wyrazy. W każdą lukę wpisz maksymalnie trzy wyrazy.

- 1 Can you tell me at which bus stop I have (get) \_\_\_\_\_?
- 2 Is it true that Molly (have / wake) \_\_\_\_\_ up at 5:30 every day?
- 3 We (must / be) \_\_\_\_\_ late for bus or we'll miss the train.
- 4 What time do we need to be at the airport in order (check) \_\_\_\_\_?
- 5 Remember when I told you about a boy (dad / be) \_\_\_\_\_ a pilot? That's the guy.

- 5 Wybierz jedno zagadnienie z zad. 6. ze str. 71. w podręczniku i napisz o nim 2–3 zdania.

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- 1 Uzupełnij luki w liście Roberta do Petera przymiotnikami z zad. 3. ze str. 72. w podręczniku.

Peter,  
I'm spending my holidays at my aunt's summer house. It's situated by a <sup>1</sup>\_\_\_\_\_ lake in the north-east of Poland. Everything here is <sup>2</sup>\_\_\_\_\_. The rooms are <sup>3</sup>\_\_\_\_\_, and the view from my window is <sup>4</sup>\_\_\_\_\_. The atmosphere is very <sup>5</sup>\_\_\_\_\_ - everybody does what they want. I'm having a <sup>6</sup>\_\_\_\_\_ time. And I have a thought - how about visiting me here? You could come for a few days and explore this <sup>7</sup>\_\_\_\_\_ place with me. What do you think?  
Robert

- 2 Uzupełnij odpowiedź Petera na list od Roberta, używając wyrazów z ramki Phrase Box ze str. 72. w podręczniku. W każdą lukę wpisz dwa wyrazy. Luki należy uzupełnić w języku angielskim.

Robert,  
That sounds great! I would really like to visit you. <sup>1</sup>\_\_\_\_\_ swim in the lake and see the neighbourhood together. <sup>2</sup>\_\_\_\_\_ choose the date? I was thinking about the first weekend of August. Will you still be there? <sup>3</sup>\_\_\_\_\_ making some initial arrangements? I can check out the trains and book tickets. First, however, <sup>4</sup>\_\_\_\_\_ we ask your aunt for permission. So let me know what she says.  
Peter

### 1 Uzupełnij luki w zdaniach. Pierwsze litery brakujących wyrazów zostały podane.

- 1 It's enough to read the h\_\_\_\_\_ to know what the article is about.
- 2 The p\_\_\_\_\_ of the film was exciting and everything happened very quickly.
- 3 When was the last time you attended a circus p\_\_\_\_\_?
- 4 I've just watched an interesting d\_\_\_\_\_ about how the Second World War started.
- 5 Who is going to be the l\_\_\_\_\_ actor in the play?

### 2 Odpowiedz na pytania.

What do you call:

- 1 a person who makes clothes and decides what will be trendy? \_\_\_\_\_
- 2 a film about space and robots in the future? \_\_\_\_\_
- 3 music written by such composers as Mozart or Chopin? \_\_\_\_\_
- 4 a person who plays an instrument professionally? \_\_\_\_\_
- 5 famous people in show business? \_\_\_\_\_
- 6 the people who watch a play in a theatre? \_\_\_\_\_

### 3 Uzupełnij luki informacjami o swojej ulubionej książce i filmie.

- 1 My favourite book is \_\_\_\_\_. It's written by \_\_\_\_\_. It's about \_\_\_\_\_. I like it so much because \_\_\_\_\_.
- 2 The best film I've seen is \_\_\_\_\_. It stars \_\_\_\_\_, who plays a/an \_\_\_\_\_. The film is my favourite because \_\_\_\_\_.

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

|          |       |           |
|----------|-------|-----------|
| A tunes  | B put | C perform |
| D tricks | E act | F shows   |

< ✉ New message

Seth,  
Do you want to join an art club with me? I've just found an advert for an Art Centre and some new courses are opening next month. They have a drama club, where we can <sup>1</sup> \_\_\_\_\_ on a play and I'd really like to try this. Also, there is a music club where you can learn to compose your own <sup>2</sup> \_\_\_\_\_. Unfortunately, there is no longer circus club teaching basic magic <sup>3</sup> \_\_\_\_\_. Would you be interested?  
Let me know,  
Luke

### 5 Uzupełnij pytania i udziel na nie odpowiedzi.

- 1 Have you ever s\_\_\_\_\_ to any YouTube channels? If yes, which ones? If not, why? \_\_\_\_\_
- 2 What do you usually p\_\_\_\_\_ on social media sites? \_\_\_\_\_
- 3 What is the most amazing w\_\_\_\_\_ of art you've ever seen? \_\_\_\_\_

- 1 Odpowiedz na pytania zgodnie z treścią tekstu 1. na str. 78. w podręczniku.

- 1 What gave Murray the idea to open a toy museum?  
\_\_\_\_\_
- 2 Name two things you can find out in the museum.  
\_\_\_\_\_
- 3 What objects does the museum have more than enough of?  
\_\_\_\_\_

- 2  Uzupełnij luki w czacie zgodnie z treścią tekstów ze str. 78. w podręczniku. Luki należy uzupełnić w języku angielskim.

Rob, my cousins are coming for a week. Where should I take them?

The Museum of Childhood. They display various toys, such as <sup>1</sup>\_\_\_\_\_,  
<sup>2</sup>\_\_\_\_\_ and  
<sup>3</sup>\_\_\_\_\_.

Sounds cool. One of my little cousins is interested in history so he should enjoy this place.

For sure! There is a special collection of things connected with <sup>4</sup>\_\_\_\_\_. And if your cousins want souvenirs, they can buy some <sup>5</sup>\_\_\_\_\_ in the museum shop.

You're right – they are going to love it. It's a great place for children.

I know! By the way, the guy who founded it <sup>6</sup>\_\_\_\_\_ children at all!

- 3 Uzupełnij tekst. Jeżeli to konieczne, wyszukaj odpowiednie informacje w Internecie.

The best museum I've visited is \_\_\_\_\_ It's located in \_\_\_\_\_ and I was there with \_\_\_\_\_  
The exhibits that you can find there are \_\_\_\_\_  
Other facilities in the museum include \_\_\_\_\_ I liked it because \_\_\_\_\_  
Luckily / Unfortunately, the admission fee was \_\_\_\_\_

- 1 Wyobraź sobie, że kolega zwraca się do ciebie z następującymi prośbami. Napisz, jak zareagujesz.

- 1 Could I read your homework before I do mine? \_\_\_\_\_
- 2 May I use your phone to check my Facebook account? \_\_\_\_\_
- 3 Do you mind if I play some classical music? \_\_\_\_\_
- 4 Take me to the concert with you, will you? \_\_\_\_\_

- 2  Uzupełnij dialogi, wpisując w każdą lukę brakujący fragment wypowiedzi. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy.

- 1 (may) \_\_\_\_\_ the window?  
Sure thing! It's way too hot in here.
- 2 How about lending me some cash?  
(joke) \_\_\_\_\_ ?  
I'm completely broke!
- 3 Could I borrow these CDs?  
(go) \_\_\_\_\_ . Just bring them back on Friday.
- 4 Do you think I could call you in the evening?  
Sorry, that (possible) \_\_\_\_\_ .  
I'm going to a concert tonight.
- 5 X: (mind) \_\_\_\_\_ if I drop you at the bus stop?  
Y: Not at all – my house is just round the corner.

- 1 **Posłuchaj nagrania 29 do zad. 2. ze str. 80. w podręczniku i uzupełnij luki w tekście.**

< New message

Tomek,

Idziemy w <sup>1</sup> \_\_\_\_\_ na jarmark historyczny? Będzie dużo atrakcji – pokazy żonglerki i magii, koncerty. Będzie też można <sup>2</sup> \_\_\_\_\_ wyroby rzemieślnicze. A po południu możemy obejrzeć <sup>3</sup> \_\_\_\_\_. Z legitymacją szkolną za bilety zapłacimy tylko <sup>4</sup> \_\_\_\_\_ normalnej ceny.  
Co Ty na to?

- 2 **Posłuchaj nagrania 30 do zad. 5. ze str. 80. w podręczniku i uzupełnij luki w zdaniach.**

**Speaker 1**

- 1 During the last performance the girl didn't \_\_\_\_\_ his lines.

**Speaker 2**

- 2 The boy could perform on stage, because the lead actor \_\_\_\_\_.

**Speaker 3**

- 3 The boy doesn't \_\_\_\_\_ with one of the other actors in the cast.

**Speaker 4**

- 4 The girl isn't \_\_\_\_\_ her acting on the opening night.

- 3 **Zakreśl odpowiednie wyrazy tak, aby zdania wyrażały twoje preferencje. Następnie dokończ zdania, podając dodatkowe informacje.**

- 1 I *would* / *wouldn't* like to go to the theatre more often than now, because \_\_\_\_\_.
- 2 I *would* / *wouldn't* like to get a role in a school play, because \_\_\_\_\_.

- 1 **Wpisz czasowniki podane w nawiasach w odpowiedniej formie.**

- 1 It's Suzie's birthday next month. If you (**buy**) \_\_\_\_\_ her circus tickets, she (**be**) \_\_\_\_\_ thrilled.
- 2 If we (**receive**) \_\_\_\_\_ more pocket money, we (**go**) \_\_\_\_\_ to the cinema every week, and now we can only do it once a month.
- 3 When an actor (**get**) \_\_\_\_\_ an Oscar, he immediately (**become**) \_\_\_\_\_ extremely popular.
- 4 John (**call**) \_\_\_\_\_ you after he (**finish**) \_\_\_\_\_ his after-school activities.
- 5 My parents (**go**) \_\_\_\_\_ to the theatre more often if they (**not have**) \_\_\_\_\_ to work so much.
- 6 I (**open**) \_\_\_\_\_ the window before I (**leave**) \_\_\_\_\_, OK?

- 2 **Dokończ zdania własnymi pomysłami.**

- 1 If I could spend a day with a famous actor, \_\_\_\_\_.
- 2 I'll go to an outdoor concert when I \_\_\_\_\_.
- 3 I'd be excited if my \_\_\_\_\_.
- 4 As soon as I pass the final exam, I'll \_\_\_\_\_.
- 5 I'd read more books if \_\_\_\_\_.

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

- 1 If (*będę spóźniony*) \_\_\_\_\_, I won't see the beginning of the film.
- 2 We will let you know about the results (*jak tylko*) \_\_\_\_\_ we know them.
- 3 I (*będę rozczarowany*) \_\_\_\_\_ if she doesn't come to my party.
- 4 I won't tell anyone the news (*dopóki nie będę*) \_\_\_\_\_ sure.

- 4**  Wykorzystując wyrazy podane drukowanymi literami, uzupełnij zdania z luką tak, aby zachować znaczenie zdania wyjściowego. W każdą lukę wpisz maksymalnie trzy wyrazy.

- 1 The moment she comes back, I'll leave. **SHE**  
I'll leave as soon \_\_\_\_\_ back.
- 2 I can't play basketball, because I'm not tall. **IF**  
I could play basketball \_\_\_\_\_  
taller.
- 3 Teenagers are tired without eight hours of  
sleep. **NOT**  
If teenagers \_\_\_\_\_ at least  
eight hours, they are tired.
- 4 Imagine you became the lead actor – what  
then? **YOU**  
What \_\_\_\_\_ do if you  
became the lead actor?
- 5 We won't go outside in the rain. **IT**  
We won't go outside \_\_\_\_\_



- 5** Zakreśl odpowiednie przymiotniki i dokończ zdania.

- 1 I'm always *depressed* / *depressing* when \_\_\_\_\_.
- 2 The last *fascinated* / *fascinating* book that I read was \_\_\_\_\_.
- 3 An exhibition I was truly *interested* / *interesting* in was \_\_\_\_\_.
- 4 I found the film called \_\_\_\_\_ pretty *shocked* / *shocking*.
- 5 As a child I was really *inspiring* / *inspired* by \_\_\_\_\_.

- 1** Uzupełnij tekst, używając wyrażień z ramki  
Phrase Box ze str. 82. w podręczniku.

[New message](#)

Magda,

I <sup>1</sup> \_\_\_\_\_ about Polish traditions. One of my classmates has invited me to his older sister's birthday party. His family comes from Poland so I thought I should know something about Polish culture. Do you have any special birthday traditions in Poland? Also, <sup>2</sup> \_\_\_\_\_ I should buy for a present? And what <sup>3</sup> \_\_\_\_\_ about getting her some flowers? Is it a good idea?

Help me, please.

Jessica

- 2** Uzupełnij e-mail trzema sugestiami dla Jessiki, używając wyrażen z ramki Phrase Box na str. 82. w podręczniku.

Jessica,  
Here's what you should do.

[illegible]

I hope my advice is useful. Have fun at the party!

- 1 Do każdego zestawu wyrazów dopisz jeden, tak, aby w każdym punkcie znalazł się jeden wyraz niepasujący do pozostałych.

- 1 athletics goggles \_\_\_\_\_  
climbing
- 2 \_\_\_\_\_ tennis golf  
cycling
- 3 slope ring goal \_\_\_\_\_
- 4 net \_\_\_\_\_ bat rugby
- 5 diving surfing \_\_\_\_\_  
football
- 6 \_\_\_\_\_ athlete cyclist  
coach

- 2 Wpisz brakujące wyrazy i połącz odpowiednie fragmenty zdań.

- 1 Our team has to practise very hard if they want to \_\_\_\_\_
- 2 How many goals did they \_\_\_\_\_
- 3 Is it enough for us to \_\_\_\_\_
- 4 Whenever we play with them, they \_\_\_\_\_
- 5 I'm afraid that you need to try a lot harder or you will \_\_\_\_\_
- a the match and go home with nothing.  
b in the first half?  
c us – I hope this time we'll win.  
d 1–1 in order to get to the finals?  
e the championships next month.

- 3 Uzupełnij pytania. Następnie odpowiedz na każde z nich i uzasadnij każdą swoją odpowiedź.

- 1 Do you s\_\_\_\_\_ any sports team?  
\_\_\_\_\_
- 2 Has any of your friends e\_\_\_\_\_ a sports competition?  
\_\_\_\_\_
- 3 Do you always wear a h\_\_\_\_\_ when you ride a bike?  
\_\_\_\_\_
- 4 Are you a\_\_\_\_\_ and good at sport?  
\_\_\_\_\_

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

|        |         |         |
|--------|---------|---------|
| A rink | B cheer | C pitch |
| D pool | E train | F court |

## ENJOY SPORT?



Would you like to try out various sports disciplines in a week? Join our camp and see if you're a good sportsman.

What will you do?

- Swim in an Olympic-size <sup>1</sup> \_\_\_\_\_
- Visit a national stadium with a big football <sup>2</sup> \_\_\_\_\_
- <sup>3</sup> \_\_\_\_\_ the national volleyball team and meet some of the players

For more information, visit  
[www.sportsintown.com](http://www.sportsintown.com)



- 5 Uzupełnij tekst informacjami o dyscyplinie sportowej, której nie lubisz.

I don't like \_\_\_\_\_. It's a(n) \_\_\_\_\_ sport, for which you need \_\_\_\_\_. You also have to \_\_\_\_\_. There are \_\_\_\_\_. I don't like it because \_\_\_\_\_.

- 1  Uzupełnij luki w zdaniach zgodnie z treścią tekstów na str. 86. w podręczniku. Luki należy uzupełnić w języku angielskim.

Text A

1 You can watch the \_\_\_\_\_  
\_\_\_\_\_ on TV.

Text B

2 Football fans believe that the \_\_\_\_\_  
\_\_\_\_\_ was wrong to give a penalty.

Text C

3 No athlete managed to beat Beamon for \_\_\_\_\_  
\_\_\_\_\_.

Text D

4 In the message, Ted invites Sam for \_\_\_\_\_  
\_\_\_\_\_.

- 2  Uzupełnij luki w wiadomości tekstowej zgodnie z treścią tekstu A ze str. 86. w podręczniku. Luki należy uzupełnić w języku polskim.

Tomek,  
Brian ma <sup>1</sup> \_\_\_\_\_ na mecz.  
Chcesz z nim pójść? Ja niestety nie mogę  
– akurat <sup>2</sup> \_\_\_\_\_ mam  
dentystę. A szkoda, bo będzie fajnie – ich  
drużyna wygrała <sup>3</sup> \_\_\_\_\_  
stycznia!  
Daj znać!  
Paweł

- 3 Napisz 3–4 zdania odpowiedzi na jedno z pytań z zad. 5. ze str. 86. w podręczniku.

Question no. \_\_\_\_

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- 1  Uzupełnij dialog, wpisując w każdą lukę brakujący fragment wypowiedzi.

X: <sup>1</sup> \_\_\_\_\_ out! You almost  
crashed into the tree! What were you  
thinking about?

Y: I wasn't paying attention, sorry.

X: Don't <sup>2</sup> \_\_\_\_\_ again!  
You have to be focused while roller skating.

Y: OK, I'll be more careful.

X: <sup>3</sup> \_\_\_\_\_ you always  
watch the path in front of you.

You <sup>4</sup> \_\_\_\_\_ around, you  
know.

Y: Got it!

X: And don't <sup>5</sup> \_\_\_\_\_ a helmet  
next time. It's dangerous to skate without it.

- 2 Napisz reakcje w podanych sytuacjach. Użyj wyrażen podanych w nawiasach.

1 Koleżanka ma zamiar zacząć jeździć na  
snowboardzie. Powiedz, żeby była ostrożna.  
(on the slope)

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2 Podczas gry w siatkówkę kolega dotknął siatki.  
Powiedz mu, że to wbrew zasadom. (touching  
the net)

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3 Kolega gra pierwszy raz w baseball na pozycji  
pałkarza. Poinstruu go, co ma robić. (hit the  
ball, run fast)

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4 W twojej szkole uczniom nie wolno wchodzić  
do sali gimnastycznej bez nauczyciela. Zakaż  
tego koledze. (enter the gym)

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5 Poinstruu koleżankę, żeby nie spóźniła się na  
trening. (late for practice)

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- 1 Postuchaj nagrania 33 do zad. 2. ze str. 88. w podręczniku i uzupełnij luki w zdaniach.

- The \_\_\_\_\_ like watching Gaelic football and hurling the most.
- In both disciplines, the match lasts \_\_\_\_\_.
- You score \_\_\_\_\_ when the ball goes between the posts than you do when it goes in the net.
- Hurling is similar to \_\_\_\_\_ and Gaelic football to \_\_\_\_\_.

- 2 Postuchaj nagrania 34 do zad. 4. ze str. 88. w podręczniku i odpowiedz na pytania.

**Text 1**

- Why doesn't Mum allow the boy to enter the house? \_\_\_\_\_

**Text 2**

- What is the girl going to take part in tomorrow? \_\_\_\_\_

**Text 3**

- When will the team return from the game? \_\_\_\_\_

**Text 4**

- Which body part is the most likely to get hurt while ice-skating? \_\_\_\_\_

**Text 5**

- Why was the girl happy? \_\_\_\_\_

- 3 Odpowiedz na pytania.

- What would you do if you tripped during a race?  
\_\_\_\_\_  
\_\_\_\_\_
- How many laps in the schoolyard can you run?  
\_\_\_\_\_  
\_\_\_\_\_

- 1 Uzupełnij zdania przymiotnikami i przysłówkami z ramki w odpowiedniej formie.

cheap heavy carefully big slowly

- I always skate \_\_\_\_\_ than Tom because I fear I may fall down.
- I don't really need professional equipment, I just want to buy \_\_\_\_\_ stuff.
- Skis for men are usually \_\_\_\_\_ than those for women so are not as easy to carry.
- Kate runs \_\_\_\_\_ of us all and is always the last over the finish line.
- What is \_\_\_\_\_ sports success you have had?

- 2 W każdą lukę wpisz jeden brakujący wyraz.

- Meggie was \_\_\_\_\_ excited about going to the winter camp that she couldn't sleep.
- I'm afraid you're not fast \_\_\_\_\_ to be on the athletics team.
- I was \_\_\_\_\_ tired last night to watch the match.
- \_\_\_\_\_ a fantastic score! We won by four points.
- The new trainers aren't \_\_\_\_\_ comfortable as the old pair.
- I can't describe \_\_\_\_\_ proud I was standing on the podium.

- 3 Uzupełnij zdania, wykorzystując wyrazy podane w nawiasach w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów, natomiast – jeśli to konieczne – dodaj inne wyrazy. W każdą lukę wpisz maksymalnie trzy wyrazy.

- Your bike seems to be (fast / my) \_\_\_\_\_.
- The race took place (hot) \_\_\_\_\_ day of the summer.
- I'm afraid this mountain isn't (easy) \_\_\_\_\_ that one to climb.
- Next year, I'm going to practice karate (regular) \_\_\_\_\_ this year.
- I'm sorry you had to wait, but we came (early) \_\_\_\_\_ we could.

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

- 1 Skiing equipment is (*takie drogie, że*) \_\_\_\_\_ not everyone can afford it.
- 2 The boxer (*był cięższy niż*) \_\_\_\_\_ he had declared and he wasn't allowed to fight.
- 3 The Rockets played (*taki świetny*) \_\_\_\_\_ match last night that they made all of us very proud.
- 4 (*Cóż za interesująca*) \_\_\_\_\_ story! I didn't know Rogers was in the national team!

- 5  **Wykorzystując wyrazy podane drukowanymi literami, uzupełnij zdania z luką tak, aby zachować znaczenie zdania wyjściowego. W każdą lukę wpisz maksymalnie trzy wyrazy.**

- 1 I cycle a lot faster than you. **AS**  
You don't cycle \_\_\_\_\_ I do.
- 2 I think parachuting is too dangerous. **SAFE**  
Parachuting isn't \_\_\_\_\_ me.
- 3 The competition was so challenging that I almost quit. **SUCH**  
It was \_\_\_\_\_ competition that I almost quit.
- 4 Swimming isn't as hard as horse-riding. **THAN**  
Horse-riding \_\_\_\_\_ swimming.

- 6 **Przymiotniki i przysłówki w nawiasach wpisz w odpowiedniej formie. Następnie odpowiedz na pytania.**

- 1 Which Polish national team is (*good*) \_\_\_\_\_ ?  
\_\_\_\_\_
- 2 Who, in your opinion, is (*popular*) \_\_\_\_\_ Polish sports person?  
\_\_\_\_\_
- 3 Which sports discipline was (*difficult*) \_\_\_\_\_ to learn than you had expected?  
\_\_\_\_\_

- 1 **Uzupełnij luki w pytaniach wyrazami z ramki. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnego pytania.**

|        |           |       |        |
|--------|-----------|-------|--------|
| match  | equipment | event | win    |
| sports | aim       | beat  | points |

- 1 What's your favourite \_\_\_\_\_ discipline?
- 2 What is the \_\_\_\_\_ of this sport?
- 3 What \_\_\_\_\_ do you use?
- 4 Do you score \_\_\_\_\_ ?
- 5 How do you \_\_\_\_\_ ?
- 6 When and where was the sporting \_\_\_\_\_ ?

- 2 **Uzupełnij wpis na blogu o wybranej dyscyplinie sportu, odpowiadając na pytania z zadania 1.**

The discipline I like watching the most is  
 1 \_\_\_\_\_. In this sport, your task is to 2 \_\_\_\_\_.  
 In order to play, you need 3 \_\_\_\_\_.  
 In this game, you 4 \_\_\_\_\_. You need to 5 \_\_\_\_\_ so as to win.  
 The last time I watched an interesting event was  
 6 \_\_\_\_\_.

- 3 **W luki A-C wpisz brakujące wyrazy, korzystając ze zdań z ramki Phrase Box ze str. 90. w podręczniku. Następnie dokończ zdania według własnego pomysłu.**

- 1 We have to do what the coach says in order  
 A \_\_\_\_\_
- 2 I usually \_\_\_\_\_  
 B \_\_\_\_\_ as to keep fit.
- 3 Sports people should \_\_\_\_\_  
 C \_\_\_\_\_ not to lose important tournaments.

- 1 Uzupełnij luki w wiadomościach tekstowych odpowiednimi wyrazami.

Mike, I can't go to the park. I've eaten too much and I have a <sup>1</sup>s\_\_\_\_\_.  
a\_\_\_\_\_ now. I need to take some <sup>2</sup>pa\_\_\_\_\_ and go to bed.

Meggie, I won't be at school for a week. I have a <sup>3</sup>s\_\_\_\_\_ throat. The doctor gave me some <sup>4</sup>p\_\_\_\_\_ and said I should get <sup>5</sup>b\_\_\_\_\_ in a few days. Can I borrow your notebooks for the weekend?

Bob, have you heard? After the game, Ben ended up in hospital with a <sup>6</sup>s\_\_\_\_\_ ankle. At first, he thought his leg was <sup>7</sup>b\_\_\_\_\_, but fortunately, it wasn't that bad. Still, it will take him at least two weeks to <sup>8</sup>r\_\_\_\_\_.

Tom, remember to take the <sup>9</sup>f\_\_\_\_\_ a\_\_\_\_\_ kit for the trip tomorrow. Take some <sup>10</sup>b\_\_\_\_\_ in case someone gets injured and something for a bee <sup>11</sup>s\_\_\_\_\_.

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

- You won't lose weight if you don't (*masz zdrowej*) \_\_\_\_\_ diet.
- After the fall, my arm was (*cała w siniakach*) \_\_\_\_\_.
- I suffer (*na katar sienny*) \_\_\_\_\_ every spring.
- In the accident, Sheila seriously hurt her (*nadgarstek i łokieć*) \_\_\_\_\_.
- If you (*kręci ci się w głowie*) \_\_\_\_\_, sit down and breathe deeply.

- 3  Uzupełnij opis ilustracji. W każdą lukę wpisz jeden wyraz tak, aby powstał spójny i logiczny tekst, zgodny z ilustracją.



The woman in the photo is obviously <sup>1</sup>\_\_\_\_\_. She must have a <sup>2</sup>\_\_\_\_\_ nose because she's using a tissue. She might also have a high <sup>3</sup>\_\_\_\_\_ – that's why she's touching her <sup>4</sup>\_\_\_\_\_. I think she might have the flu.

- 4 Napisz cztery zdania o swoim zdrowiu i o tym, jak o nie dbasz. Użyj podanych wyrazów.

1 get check-ups regularly

\_\_\_\_\_

2 see a dentist

\_\_\_\_\_

3 take pills

\_\_\_\_\_

4 prevent illnesses

\_\_\_\_\_

- 5 Uzupełnij tekst informacjami o chorobie, którą przeszedłeś/przeszłaś.

Some time ago, I \_\_\_\_\_ pretty ill. I came down with \_\_\_\_\_. The doctor \_\_\_\_\_.  
I had to take \_\_\_\_\_. It took me \_\_\_\_\_ to recover.

- 1 Odpowiedz na pytania zgodnie z treścią tekstu w zad. 2. na str. 96. w podręczniku. Uzupełnij zdania, wpisując swoje odpowiedzi w luki.

- Why did Bernarr open the Coney Island Bear Club?  
He believed that if people bathed in winter, they \_\_\_\_\_.
- How often do the club members swim in the ocean?  
They \_\_\_\_\_ week.
- How many people attend the annual swim on 1<sup>st</sup> January?  
There \_\_\_\_\_ participants altogether, both watching and swimming.
- In what way is the New Year's swim a charity event?  
Club members help \_\_\_\_\_.

- 2 Uzupełnij luki w e-mailu zgodnie z treścią tekstu w zad. 3. na str. 96. w podręczniku. Luki należy uzupełnić w języku polskim.

< New message

Cześć Tomku!  
Czy nadal starasz się prowadzić zdrowy tryb życia?  
Mam dla Ciebie kilka porad. Wczoraj przeczytałem ulotkę o tym, co należy robić, żeby być zdrowym.  
Wyobraź sobie, że nie można <sup>1</sup> \_\_\_\_\_  
\_\_\_\_\_ – to wcale nie pomaga zrzucić kilogramów. Musisz pilnować ilości i jakości jedzenia – pamiętaj, żeby unikać <sup>2</sup> \_\_\_\_\_.  
W dodatku okazuje się, że bardzo ważny jest sen. Powinieneś <sup>3</sup> \_\_\_\_\_  
o stałej porze i <sup>4</sup> \_\_\_\_\_ godzin dziennie. No i najważniejsze – czas ograniczyć <sup>5</sup> \_\_\_\_\_  
i <sup>6</sup> \_\_\_\_\_.  
Może zechcesz skorzystać z tych wskazówek.  
Bartek

- 3 Dokończ porady na temat zdrowia według własnego pomysłu.

- In order to be healthy, don't \_\_\_\_\_
- If you want to stay fit, make sure that you \_\_\_\_\_
- If you don't want to catch colds so often, \_\_\_\_\_

- 1 Uzupełnij każdy dialog na dwa różne sposoby.

1 X: \_\_\_\_\_  
\_\_\_\_\_

Y: I'm afraid not. You won't recover if you do that.

2 X: I'd like to make an urgent appointment with Dr. Stevens. I have a terrible toothache.

Y: \_\_\_\_\_  
\_\_\_\_\_

3 X: Would it be OK if I used this cream to treat acne?

Y: \_\_\_\_\_  
\_\_\_\_\_

4 X: Get me a bandage, will you?

Y: \_\_\_\_\_  
\_\_\_\_\_

5 X: \_\_\_\_\_  
\_\_\_\_\_

Y: No problem. I'll go to the pharmacy in a moment.

- 2 Uzupełnij dialog, wpisując w każdą lukę brakujący fragment wypowiedzi. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy.

X: Could you <sup>1</sup>(help / medications) \_\_\_\_\_, please?

Y: Yes, <sup>2</sup>(course) \_\_\_\_\_ could. What can I do for you?

X: Well, I don't understand the instructions. Would <sup>3</sup>(OK / have) \_\_\_\_\_ one more pill?

Y: How many have you taken so far?

X: Two. But I still have a terrible headache. I'd like to do something to feel better.

Y: Well, let me read ... I <sup>4</sup>(afraid) \_\_\_\_\_ can't. You can only take two per day.

- 1 Postuchaj nagrania 36 do zad. 2. ze str. 98. w podręczniku i odpowiedz na pytania.

- 1 Why does Sue want to join the spin classes?  
\_\_\_\_\_
- 2 What does every class start with?  
\_\_\_\_\_
- 3 Why are spin classes better than weightlifting?  
\_\_\_\_\_

- 2 Postuchaj nagrania 37 do zad. 5. ze str. 98. w podręczniku i uzupełnij luki w zdaniach.

**Speaker 1**

- 1 The girl breathes deeply in \_\_\_\_\_  
\_\_\_\_\_ asleep.

**Speaker 2**

- 2 Fortunately, the boy \_\_\_\_\_  
injuries yet.

**Speaker 3**

- 3 After an injury, the girl spent a few days  
\_\_\_\_\_.

**Speaker 4**

- 4 The boy listens to music so as \_\_\_\_\_  
\_\_\_\_\_ after a hard day.

- 3 Odpowiedz na pytania.

**What would you do ...**

- 1 if you broke a bone?  
\_\_\_\_\_  
\_\_\_\_\_
- 2 if you had a painful injury during a PE lesson?  
\_\_\_\_\_  
\_\_\_\_\_
- 3 to keep more fit?  
\_\_\_\_\_  
\_\_\_\_\_

- 1 Uzupełnij zdania, wpisując pary czasowników z ramki w odpowiedniej formie – *past simple* lub *past perfect*.

start – arrive  
be – come  
want – be  
drink – realise  
fall – take

- 1 It \_\_\_\_\_ the first time Lucy  
\_\_\_\_\_ down with  
pneumonia.
- 2 Mum \_\_\_\_\_ asleep instantly after she  
\_\_\_\_\_ the sleeping pills.
- 3 The film \_\_\_\_\_ by the time  
we \_\_\_\_\_ at the cinema.
- 4 Jason \_\_\_\_\_ the syrup  
before he \_\_\_\_\_ it was a baby  
medicine.
- 5 John \_\_\_\_\_ to borrow my notes  
because he \_\_\_\_\_ absent  
from school for a week.

- 2 Połącz fragmenty zdań. Czasowniki podane w nawiasach wpisz w odpowiedniej formie.

- 1 Toby doesn't go to the gym with us because  
he dislikes (exercise) \_\_\_\_\_
- 2 Most people can't stop (sneeze) \_\_\_\_\_  
\_\_\_\_\_
- 3 I would like (get) \_\_\_\_\_
- 4 Lucy decided (not / take) \_\_\_\_\_
- 5 If you have problems keeping weight, you  
should consider (visit) \_\_\_\_\_

- A any pills and wait for the headache to go away.  
B a professional dietician.  
C good treatment for acne.  
D in the evenings.  
E when they get hay fever.

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

|          |          |         |
|----------|----------|---------|
| A over   | B passed | C came  |
| D fought | E on     | F threw |

< New message

Molly,  
I've got some bad news. I'm really sick.  
Yesterday at school, I <sup>1</sup> \_\_\_ up and I felt so terrible that I almost <sup>2</sup> \_\_\_ out. I went to the doctor last night, and he said I had a stomach flu. As you can figure out, I won't get <sup>3</sup> \_\_\_ it by tomorrow to take part in the play. Can Meggie cover for me, please?  
Thanks,  
Carla

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

- Wendy has recently (*zaczęła jeść*) \_\_\_\_\_ a lot of fresh vegetables.
- Before Anna went on a diet, she (*czuła się niezdrowo*) \_\_\_\_\_ for quite a while.
- By the end of last week, half of my class (*zachorowała*) \_\_\_\_\_ with the flu.
- I don't know why, but Hanna (*odmówiła pójścia*) \_\_\_\_\_ for a check-up.
- I (*brakowało mi biegania*) \_\_\_\_\_ after the injury.

- 5 Napisz kilkuzdaniową odpowiedź na jedno z pytań w zad. 6. ze str. 99. w podręczniku.

Question no. \_\_\_\_

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- 1 Uzupełnij luki wyrazami z ramki. Jeden wyraz został podany dodatkowo i nie pasuje do żadnej luki.

then although because also

Can someone help me? I went to see a doctor without my parents today.  
<sup>1</sup> \_\_\_\_\_ the receptionist signed me up for the visit, the doctor didn't want to see me <sup>2</sup> \_\_\_\_\_ he said it was forbidden.  
<sup>3</sup> \_\_\_\_\_ the receptionist called my parents.  
How old do I need to be to go to a doctor alone?

- 2 Uzupełnij luki A–D wyrazami z ramki w poprzednim zadaniu, a następnie dokończ zdania swoimi pomysłami.

- You have to drink a lot of water <sup>A</sup> \_\_\_\_\_.
- I always carry some bandage in my bag.  
I <sup>B</sup> \_\_\_\_\_ have \_\_\_\_\_.
- <sup>C</sup> \_\_\_\_\_ the player sprained his ankle, \_\_\_\_\_.
- Suddenly, I felt dizzy and <sup>D</sup> \_\_\_\_\_.

- 3 Uzupełnij wiadomość. W każdą lukę wpisz dwa wyrazy. Użyj wyrażen z ramki Phrase Box ze str. 100. w podręczniku.

Dean,  
I <sup>1</sup> \_\_\_\_\_ sorry, but I can't make it to the game. I've just seen a doctor, and I have a serious hand injury. He says I can't play in this condition, and so I will <sup>2</sup> \_\_\_\_\_ there tomorrow. Sorry for letting you know at <sup>3</sup> \_\_\_\_\_, but earlier I didn't realise it was so bad. Hope you win without me!  
Good luck!  
Ryan

- 1 Uzupełnij zdania, w każdą lukę wpisując dwa brakujące wyrazy z ramek A i B – czasownik i rzeczownik.

A charge take install download

B the battery a selfie hardware the document

- I dropped the phone while trying to \_\_\_\_\_ in the playground and the screen is now broken.
- In order to \_\_\_\_\_, double click on this icon and the process will start automatically.
- Do you know how to \_\_\_\_\_? I've just bought a new printer and a scanner and I need some help.
- Can I use your phone? Mine is dead because I've forgotten to \_\_\_\_\_.

### 2 Przetłumacz zdania na język angielski.

- Daj mi pilota, proszę.  
Give \_\_\_\_\_.
- Gdzie jest mój aparat cyfrowy?  
Where \_\_\_\_\_.
- Kto odkrył Amerykę?  
Who \_\_\_\_\_?
- Czy możesz połączyć się z głośnikami?  
Can \_\_\_\_\_?

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

|            |             |          |
|------------|-------------|----------|
| A download | B invention | C memory |
| D flash    | E discovery | F use    |

At school, we had to write an essay about what we consider to be the greatest <sup>1</sup> \_\_\_\_\_ of the 20<sup>th</sup> century. Some people wrote about the Internet, but I figured out it was actually a browser because without it, we wouldn't be able to <sup>2</sup> \_\_\_\_\_ the Internet at all! My second choice would be a <sup>3</sup> \_\_\_\_\_ stick, which is very useful for carrying all sorts of data.

- 4  Uzupełnij opis ilustracji. W każdą lukę wpisz jeden wyraz tak, aby powstał spójny i logiczny tekst, zgodny z ilustracją.



The boy in the picture is sitting at the <sup>1</sup> \_\_\_\_\_ in his room. He's writing something in the notebook, and he's listening to music through his <sup>2</sup> \_\_\_\_\_. He's probably using the Internet because his <sup>3</sup> \_\_\_\_\_ is open. Also, he might be in touch with his friends who call him on his <sup>4</sup> \_\_\_\_\_. It's next to the plate, can you see it?

- 5 Wyraż swoją opinię na każdy z poniższych tematów. Napisz 2–3 zdania.

- the most important invention  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- doing science experiments at school  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- the influence of technology on education  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- teenagers using technology in leisure time  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 1 Odpowiedz na pytania zgodnie z treścią tekstu w zad. 4. ze str. 104. w podręczniku. Uzupełnij zdania, wpisując swoje odpowiedzi w luki.

- 1 Why were these three games so popular?  
Because they were \_\_\_\_\_.
- 2 What is special about *The Witcher*?  
Unlike in other games, you need to \_\_\_\_\_.
- 3 What is the aim in *This War of Mine*?  
In this game your task is \_\_\_\_\_.
- 4 What can players do to get assistance in *Minecraft*?  
They can \_\_\_\_\_.

- 2 Uzupełnij luki w e-mailu zgodnie z treścią tekstów w zad. 4. ze str. 104. w podręczniku. Luki należy uzupełnić w języku polskim.

< New message

Cześć Marku!

Myślałeś już o tym, co kupimy Grześkowi na urodziny? Myślę, że ucieszy się z gry komputerowej.

Są trzy gry, które mogą mu się podobać. *The Witcher* oparty jest na <sup>1</sup> \_\_\_\_\_, które Grzesiek bardzo lubi. *This War of Mine* jest fajna, ponieważ gracz nie jest w niej <sup>2</sup> \_\_\_\_\_, ale bierze udział w wojnie jako cywil. Jest też *Minecraft*, w którym oprócz walki można <sup>3</sup> \_\_\_\_\_. To na pewno mu się spodoba, bo nie lubi gier, w których da się tylko walczyć. Daj znać, co myślisz.

Bartek

- 3 Wyraź i uzasadnij swoją opinię, rozwijając poniższe zdanie.

Video games are \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 1 Napisz, jak w danych sytuacjach zareagowałbyś twoi bliscy.

1

You: I've lost my camera.

Your friend: \_\_\_\_\_

Your mum: \_\_\_\_\_

2

You: I've come up with a great idea for the science project.

Your teacher: \_\_\_\_\_

Your classmate: \_\_\_\_\_

3

You: The teacher took away my phone because I was texting Bob during the lesson.

Your dad: \_\_\_\_\_

Your brother / sister: \_\_\_\_\_

- 2 Uzupełnij dialogi, wpisując w każdą lukę brakujący fragment wypowiedzi.

1 X: Have you heard? Mike has got a new smartphone for \$500.

Y: \_\_\_\_\_ of money!  
He'll probably break it within a month, as usual.

2 X: I'm never going to learn how to do it, Ben. This program is so difficult!

Y: You \_\_\_\_\_, Mum! Two more lessons and you'll be an expert.

3 X: Guess what! We're taking you to London for the weekend as a birthday present.

Y: What \_\_\_\_\_!  
I wasn't expecting such a great present.

4 X: Someone hacked into the school system.

Y: \_\_\_\_\_ that the hackers will get caught. They deserve to be punished.

5 X: I'm afraid the router is down.

Y: That \_\_\_\_\_. We won't have the Internet, will we?

- 1 **Posłuchaj nagrania 40 do zad. 4. ze str. 106. w podręczniku i uzupełnij luki w tekście.**

< New message

Tomek,

Moja koleżanka musi napisać raport o <sup>1</sup> \_\_\_\_\_. Wybrała Kopernika i poprosiła mnie o pomoc. Wstyd się przyznać, ale nawet nie wiedziałem, że urodził się w <sup>2</sup> \_\_\_\_\_ wieku. Okazało się też, że studiował nie tylko astronomię, lecz także <sup>3</sup> \_\_\_\_\_, <sup>4</sup> \_\_\_\_\_ i <sup>5</sup> \_\_\_\_\_.

Wczoraj pomogłem jej wyszukać miejsca, w których <sup>6</sup> \_\_\_\_\_ lub <sup>7</sup> \_\_\_\_\_, ale to za mało. Wiem, że Ty interesujesz się astronomią, więc pomyślałem, że pamiętasz jakieś ciekawostki z jego życia.

Będę wdzięczny za pomoc.

A.

- 2 **Posłuchaj nagrania 40 do zad. 4. ze str. 106. w podręczniku i odpowiedz na pytania.**

- 1 According to Gillian, what do Darwin, Lemaître, and Newton have in common? \_\_\_\_\_
- 2 Whose ideas does he think will be more popular in the future? \_\_\_\_\_
- 3 What kind of inventions is Gillian thankful for? \_\_\_\_\_

- 3 **Jakie odkrycie mogłoby twoim zdaniem zrewolucjonizować współczesny świat? Napisz 3-4 zdania, używając wyrażień z ramki.**

If we had ..., we could ...

It would be great if someone invented / discovered ...

I think ... would be useful / important.

We might use it ...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 1 **Dokończ zdania w mowie zależnej.**

- 1 Are you interested in modern technology?  
She asked me \_\_\_\_\_.
- 2 I'll call you later.  
Tom told me \_\_\_\_\_.
- 3 How many electronic devices do you have, Mike?  
Lucy wanted to know \_\_\_\_\_.
- 4 I downloaded three films yesterday.  
Kevin said \_\_\_\_\_.
- 5 They aren't using any anti-virus software.  
I thought \_\_\_\_\_.

- 2 **Popraw błędy w zdaniach poniżej.**

- 1 Paul told that he was tired and wanted to leave.  
\_\_\_\_\_
- 2 Luke wanted to know where were you going.  
\_\_\_\_\_
- 3 I said that someone has stolen my phone.  
\_\_\_\_\_
- 4 They claimed they will repair the printer the next week.  
\_\_\_\_\_

- 3 **Uzupełnij zdania, wykorzystując wyrazy podane w nawiasach w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów, natomiast – jeśli to konieczne – dodaj inne wyrazy. W każdą lukę wpisz maksymalnie trzy wyrazy.**

- 1 Molly claimed she (never / use) \_\_\_\_\_  
\_\_\_\_\_ my headphones before.
- 2 I asked my mum where she (go) \_\_\_\_\_  
\_\_\_\_\_, but she didn't say anything and just left.
- 3 I asked Betty (she / like) \_\_\_\_\_  
\_\_\_\_\_ the present I'd given her.

4 The student said he (not know) \_\_\_\_\_  
 \_\_\_\_\_ any famous  
 inventors.

5 I promised Mark that I (help / he) \_\_\_\_\_  
 \_\_\_\_\_ install the  
 program the following day.

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

1 My sister claimed she (nigdy nie ściągnęła) \_\_\_\_\_ any  
 \_\_\_\_\_ illegal software.

2 Someone told me that Rita (potrafi robić) \_\_\_\_\_ some  
 \_\_\_\_\_ interesting experiments.

3 Mary asked me (czy jestem) \_\_\_\_\_  
 \_\_\_\_\_ ready to leave.

4 The teacher said we (będziemy mogli) \_\_\_\_\_  
 \_\_\_\_\_ to call our  
 parents on Skype.

5 The blogger explained she (nie zarabia) \_\_\_\_\_ any money on  
 her blog.

5 **Zapytaj kolegę/koleżankę o jego/jej opinię na poniższe tematy, a następnie zapisz jego/jej odpowiedzi.**

1 the last time his/her battery ran flat  
 \_\_\_\_\_  
 \_\_\_\_\_

2 teenagers have better computer skills than adults  
 \_\_\_\_\_  
 \_\_\_\_\_

3 a device he/she is going to buy  
 \_\_\_\_\_  
 \_\_\_\_\_

1 **Napisz, jak przekazać podane informacje po angielsku w stylu formalnym.**

1 Poproś o zmianę godziny spotkania.

\_\_\_\_\_

2 Poproś o informacje na temat kursów komputerowych.

\_\_\_\_\_

3 Zaproponuj zamieszczenie fotografii w Internecie.

\_\_\_\_\_

4 Zapytaj nauczyciela, czy miałby coś przeciwko otrzymaniu pracy domowej drogą mailową.

\_\_\_\_\_

5 Napisz, że niestety nie możesz wydrukować dokumentu.

\_\_\_\_\_

2 **Zmień podkreślone w poniższej notatce zwroty tak, aby była ona bardziej formalna.**

Dear Mr. Stevens,

I'm interested in doing a course for beginner programmers. <sup>1</sup>Send me more information, please. <sup>2</sup>I want to know how much it costs. It's also important for me when the classes are. <sup>3</sup>I can't on Wednesdays. <sup>4</sup>Book a place for me and I'll let you know if I decide to join the class within a week.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

- 1 Odpowiedz na pytania. Następnie z każdego wyrazu wypisz oznaczone cyframi litery. Ułóż z nich nowy wyraz i napisz do niego definicję.

What do you call:

- 1 a flash of light in the sky during a storm?

\_\_\_\_\_ (1)

- 2 a wet tropical region with a lot of trees?

\_\_\_\_\_ (3)

- 3 the process of damaging air or water with chemical substances?

\_\_\_\_\_ (2)

- 4 the season which comes after summer?

\_\_\_\_\_ (6)

- 5 an area of land beside a sea?

\_\_\_\_\_ (4)

- 6 \_\_\_\_\_

\_\_\_\_\_

- 2 Przetłumacz fragmenty pytań, a następnie odpowiedz na nie.

- 1 Which month of the year is usually (*mglisty i deszczowy*) \_\_\_\_\_?

\_\_\_\_\_

- 2 Is there (*wysypisko śmieci*) \_\_\_\_\_ near where you live?

\_\_\_\_\_

- 3 What do you throw into (*koszy do segregacji odpadów*) \_\_\_\_\_?

\_\_\_\_\_

- 4 How many (*skrzydła*) \_\_\_\_\_ does (*motyl*) \_\_\_\_\_ have?

\_\_\_\_\_

- 5 What was (*najzimniejszy dzień*) \_\_\_\_\_ this year?

\_\_\_\_\_

- 3 Uzupełnij opis lata. Następnie napisz podobny tekst o innej porze roku.

In the summer, the weather is \_\_\_\_\_ and \_\_\_\_\_. The days are usually \_\_\_\_\_, with \_\_\_\_\_. In the summer, there is / are \_\_\_\_\_. In this season, you can \_\_\_\_\_.

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

|           |          |               |
|-----------|----------|---------------|
| A climate | B global | C environment |
| D solar   | E nature | F fossil      |

<  New message

Kate,

I'm writing to beg for help. On Monday, I need to hand in an essay about protecting the <sup>1</sup>\_\_\_\_\_.

I'm supposed to choose two issues, describe them, and suggest some action to be taken.

I was thinking about <sup>2</sup>\_\_\_\_\_ change and <sup>3</sup>\_\_\_\_\_ warming. Could you help me with it?

I remember you had a similar project in your science class.

Thanks in advance,

Betty

- 5 Uzupełnij luki wyrazami z ramki. Następnie dokończ zdania według własnego pomysłu.

|              |                  |         |
|--------------|------------------|---------|
| sunny        | in the mountains | sunrise |
| on the beach | rainy            | sunset  |

- 1 I prefer \_\_\_\_\_ to \_\_\_\_\_ because \_\_\_\_\_.

- 2 I'd love to spend my next holidays \_\_\_\_\_, where I could \_\_\_\_\_.

- 3 I like \_\_\_\_\_ days as I can \_\_\_\_\_.

1 Przepisz zdania tak, aby były zgodne z treścią tekstów 1 i 2 ze str. 114. w podręczniku.

- 1 The length of the canyon in Waimea National Park is 1.2 kilometres.  
\_\_\_\_\_
- 2 You need 15 minutes to get to the cliffs.  
\_\_\_\_\_
- 3 The Nature Loop in the longest trail in the park.  
\_\_\_\_\_
- 4 At the weekend, the weather will be the same as during the week.  
\_\_\_\_\_

2  Uzupełnij luki w e-mailu zgodnie z treścią tekstów ze str. 114. w podręczniku. Luki należy uzupełnić w języku angielskim.

<  New message

Penny,  
I'm really looking forward to our trip at  
1 \_\_\_\_\_, even though  
the weather won't be perfect. I must admit  
that out of all the 2 \_\_\_\_\_  
that the manager told you about I'd love the  
see the \_\_\_\_\_. Unfortunately, I may  
not make it to 3 \_\_\_\_\_  
– a one-hour hike might be too much for  
me, you know. We might go somewhere  
else, or we might hike separately. What do  
you think?  
Charlotte

3 Uzupełnij tekst o planowanej wycieczce szkolnej. Użyj pomysłów z zad. 6. na str. 114. w podręczniku.

I'd like to go on a trip to \_\_\_\_\_,  
preferably in \_\_\_\_\_  
because it's my favourite season. During the  
trip, we could go \_\_\_\_\_  
or \_\_\_\_\_. It would be  
great if we went for \_\_\_\_\_.

1 Do każdej reakcji dopisz pytanie pośrednie, używając wyrazów podanych w nawiasach.

- 1 X: Can you (where / the beach / be) \_\_\_\_\_?  
Y: Yes, certainly. It's this way, around 500 metres from here.
- 2 X: I'd (long / an elephant / live) \_\_\_\_\_.  
Y: I'm afraid I can't help you with it.
- 3 X: Could you (when / your dog / born) \_\_\_\_\_?  
Y: Well, we don't know exactly, but it was about six months ago, in May.
- 4 X: I'd (how / plants / grow) \_\_\_\_\_.  
Y: Why don't you find the life cycle of a plant in your biology book?

2  Uzupełnij dialogi, wpisując w każdą lukę brakujący fragment wypowiedzi. Wykorzystaj wyrazy podane w nawiasach. ale nie zmieniaj ich formy.

- 1 X: I'd like to know what (name / animal) \_\_\_\_\_.  
Y: Let's read the information on the cage. We should find the answer there.
- 2 X: Would you like to try horse-riding?  
Y: (thing) \_\_\_\_\_.  
No animals should be used like that by people.
- 3 X: Could you tell me how long (trip / zoo / take) \_\_\_\_\_, Miss?  
Y: No more than five hours. We should be back by lunch, Lucy.
- 4 X: Can you tell me (often / should / come) \_\_\_\_\_ to feed your cat?  
Y: It will be enough if you come every other day, thanks.

3 Odpowiedz na pytanie. Napisz 2–3 zdania.

Do you think keeping animals in zoos is wrong or not?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 1   Postuchaj nagrania 43 do zad. 3 ze str. 116. w podręczniku i odpowiedz na pytania.

## Text 1

- 1 Why doesn't the boy like the lions?

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## Text 2

- 2 What grows around Paul's grandma's house?

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## Text 3

- 3 What kind of weather was predicted in the forecast?

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## Text 4

- 4 What are the listeners upset about?

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## Text 5

- 5 Why can't visitors go off the paths?

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- 2 W każdą lukę wstaw brakujący przyimek, a następnie odpowiedz na pytania.

- 1 Is life in the place where you live different \_\_\_\_\_ living in the countryside?

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- 2 Which national parks can Polish people be proud \_\_\_\_\_ ? Why?

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- 3 Do you worry \_\_\_\_\_ air pollution?

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- 4 How do animals depend \_\_\_\_\_ plants?

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- 1 Uzupełnij zdania *a/the* lub *-*.

- How about going on \_\_\_\_\_ holiday to \_\_\_\_\_ USA?
- Do you think we could have \_\_\_\_\_ breakfast in \_\_\_\_\_ restaurant on Saturday?
- Tom has \_\_\_\_\_ goldfish at home.
- \_\_\_\_\_ hamsters make good \_\_\_\_\_ pets.
- What's \_\_\_\_\_ temperature on \_\_\_\_\_ Sun?
- There is \_\_\_\_\_ forest near \_\_\_\_\_ town where I live.

- 2 Uzupełnij każdą lukę *can* / *could* / *be able to* oraz czasownikami z ramki.

|       |                |         |
|-------|----------------|---------|
| speak | get            | not fly |
| swim  | not understand |         |

- To be honest, I \_\_\_\_\_ a word of what the zoo keeper was saying.
- Tom \_\_\_\_\_ very well when he was as young as 7.
- I hope I \_\_\_\_\_ Spanish quite fluently when I finish this course.
- Are you joking? Everyone knows that penguins \_\_\_\_\_ !
- Although I was late for the bus, I \_\_\_\_\_ to the first lesson on time.

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

- (Czy te psy są) \_\_\_\_\_ dangerous?
- I haven't (*mogłem*) \_\_\_\_\_ get in touch with Gina yet.
- Can flowers grow (*na pustyni*) \_\_\_\_\_ ?
- You (*nie możesz wrzucić*) \_\_\_\_\_ this bottle into the recycle bin.
- Look over there! (*Tamten ptak ma*) \_\_\_\_\_ got a broken wing.

- 4  Wykorzystując wyrazy podane drukowanymi literami, uzupełnij zdania z luką tak, aby zachować znaczenie zdania wyjściowego. W każdą lukę wpisz maksymalnie trzy wyrazy.

- No other mountain in the world is as high as Mount Everest. **THE**  
Mount Everest \_\_\_\_\_  
mountain in the world.
- Did you take these pictures on your British holiday? **IN**  
Did you take these pictures when you were on \_\_\_\_\_ UK?
- I didn't know how to deal with the physics task. **DO**  
I \_\_\_\_\_ the physics task.
- The Scottish are very friendly. **FROM**  
People who \_\_\_\_\_ are very friendly.
- Could you climb trees as a child? **TO**  
Were \_\_\_\_\_ climb trees when you were a child?



- 5 Uzupełnij zdania informacjami o sobie.

- I hope I will be able to \_\_\_\_\_ soon.
- I'd like to see a \_\_\_\_\_ one day.
- I still can't \_\_\_\_\_ well.
- Last summer, I couldn't \_\_\_\_\_

- 1 Popraw błędy. Wykorzystaj informacje o tym, jaki błąd znalazł się w każdym zdaniu.

**A spelling mistake**

- I'm sorry to hear that there are so many mosquitos.  
\_\_\_\_\_

**A grammatical mistake**

- My sister own a pet lizard.  
\_\_\_\_\_

**A wrong word**

- I love playing on the coast and swimming in the sea.  
\_\_\_\_\_

- 2 Dopisz brakujące fragmenty dialogu. Użyj wyrażeń z ramki Phrase Box ze str. 118. w podręczniku.

- X: Congratulations \_\_\_\_\_  
the solar system competition.  
Y: Thanks, it wasn't easy, but I made it.
- X: I \_\_\_\_\_.  
Y: Thanks, Bob. I will really need it. There are twenty other contestants.
- X: Guess what! My science poster is going to be hanged in the school hall.  
Y: That's great! I'm \_\_\_\_\_.
- X: I'm nervous about the Earth Day activities. I've tried so hard to prepare them.  
Y: Don't worry! I'm \_\_\_\_\_.

- 3 Przetłumacz fragmenty e-maila na języka angielski.

<  New message

Magda,

<sup>1</sup>(*Gratuluję zorganizowania*) \_\_\_\_\_

\_\_\_\_\_

such a great Earth Day. <sup>2</sup>(*Świetna robota*) \_\_\_\_\_

\_\_\_\_\_, really! I've always known you are a great organiser. I'm sure <sup>3</sup>(*że świetnie sobie poradzisz*) \_\_\_\_\_

with similar events in the future.

<sup>4</sup>(*Życzę Ci wszystkiego dobrego*) \_\_\_\_\_

\_\_\_\_\_!

Tom

### 1 Uzupełnij nagłówki z gazet.

1 20 v \_\_\_\_\_  
of the earthquake still missing

2 Who's going to win the presidential  
e \_\_\_\_\_ ?  
Look at new polls

3 Dangerous criminal in  
p \_\_\_\_\_ for 10 years

4 Senator who b \_\_\_\_\_  
the law investigated

5 U \_\_\_\_\_ on the rise!  
More than 20 % without job

6 US dollar the most wanted  
c \_\_\_\_\_ in the world?

### 2 Podaj po dwa przykłady do każdej definicji.

- 1 People whose job is connected with law:  
\_\_\_\_\_, \_\_\_\_\_
- 2 Types of crime in which something is taken away:  
\_\_\_\_\_, \_\_\_\_\_
- 3 Charity activities which volunteers do to protect the environment:  
\_\_\_\_\_, \_\_\_\_\_
- 4 Social problems connected with the lack of money:  
\_\_\_\_\_, \_\_\_\_\_

### 3 Odpowiedz na pytania, wykorzystując podane początki zdań.

- 1 What makes you a good citizen?  
I never \_\_\_\_\_.  
I'm also \_\_\_\_\_.
- 2 Which charity would you like to get involved in?  
I might \_\_\_\_\_.  
My second choice would be \_\_\_\_\_.
- 3 Which social problem do you find the most alarming?  
Personally, I can't stand \_\_\_\_\_.  
That's because \_\_\_\_\_.

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

- 1 There were a (*kilku policjanów z drogowki*) \_\_\_\_\_, so I asked them for help.
- 2 Nothing happened because the witness didn't (*pojawił się w sądzie*) \_\_\_\_\_.
- 3 If you (*nie będziesz przestrzegać zasad*) \_\_\_\_\_, you will be punished.
- 4 There (*były trzy włamania*) \_\_\_\_\_ in our neighbourhood last month.
- 5 Lynda works for a charity organisation (*która pomaga starszym*) \_\_\_\_\_ people.

### 5 Napisz po jednym zdaniu na podane tematy.

- Crowdfunding  
\_\_\_\_\_  
Illegal parking  
\_\_\_\_\_  
Collecting money door-to-door  
\_\_\_\_\_  
Having no borders between countries  
\_\_\_\_\_

- 1 Odpowiedz na pytania zgodnie z treścią tekstów ze str. 122. w podręczniku. Uzupełnij zdania, wpisując swoje odpowiedzi w luki.

Text A

- 1 What is Ellie looking for?  
She's trying to find \_\_\_\_\_.
- 2 What is Jacob going to get for his 16<sup>th</sup> birthday?  
He's going to receive \_\_\_\_\_.

Text B

- 3 Why do young people rarely get married at 16?  
Because they choose to join the army, \_\_\_\_\_  
\_\_\_\_\_ or \_\_\_\_\_.

Text C

- 4 What is the main requirement for driving a motorbike at 16?  
The engine \_\_\_\_\_ big.

Text D

- 5 Why does the author think that being allowed to get married at 16 makes no sense?  
Because you are \_\_\_\_\_  
to do many other things.

- 2 Uzupełnij luki w wiadomości zgodnie z treścią tekstu A ze str. 122. w podręczniku. Luki należy uzupełnić w języku polskim.

< New message

Cześć Olafie!

Napisała do mnie Ellie z prośbą o przestanie jej linków do <sup>1</sup>\_\_\_\_\_.

Wiesz, ma nadzieję, że w przyszłym miesiącu <sup>2</sup>\_\_\_\_\_

i dlatego chce kupić <sup>3</sup>\_\_\_\_\_  
\_\_\_\_\_. Wiem, że ostatnio Ty szukałeś czegoś podobnego. Mógłbyś coś polecić?

Dzięki,

Lena

- 3 Napisz 2-3 zdania w odpowiedzi na tekst D w podręczniku na str. 122.

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- 1 Przetłumacz zdania na język angielski, używając wyrazów podanych w nawiasach.

- 1 Niemożliwe, żeby Tom był złodziejem.  
(robber) \_\_\_\_\_
- 2 Być może Vanessa rozwiąże problem.  
(solve the problem) \_\_\_\_\_
- 3 Twoi rodzice muszą być z ciebie dumni.  
(proud of) \_\_\_\_\_
- 4 Możliwe, że Kent nie wygra wyborów.  
(win the elections) \_\_\_\_\_

- 2 Uzupełnij dialogi, wpisując w każdą lukę brakujący fragment wypowiedzi. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy.

- 1 X: Have you heard? James has joined the army.  
Y: But he looks so young! He can't  
(enough) \_\_\_\_\_  
to be a soldier.
- 2 X: Look! We've received a fine!  
Y: Well, it (be) \_\_\_\_\_  
illegal to park here.
- 3 X: Where is Monique?  
Y: I'm not sure. She (anywhere) \_\_\_\_\_.
- 4 X: There is an investigation against the mayor.  
Y: Really? He (not) \_\_\_\_\_  
such a good citizen after all.

- 3 Wybierz jedno z pytań z zad. 7. na str. 123. w podręczniku. Napisz po dwa zdania wyrażające prawdopodobieństwo i pewność.

Question no. \_\_\_\_

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- 1   **Posłuchaj nagrania 46 do zad. 2 ze str. 124. w podręczniku i odpowiedz na pytania.**

**Speaker 1**

- 1 How does he contact his friends from his home country?  
\_\_\_\_\_

**Speaker 2**

- 2 What did she like about her new school?  
\_\_\_\_\_

**Speaker 3**

- 3 Why did the boy spend little time with his mum before the move?  
\_\_\_\_\_

**Speaker 4**

- 4 What shouldn't you do if you want to feel welcome in a new place?  
\_\_\_\_\_

- 2   **Posłuchaj nagrania 47 do zad. 4. ze str. 124. w podręczniku i uzupełnij luki w tekście.**

<  **New message**

Cześć Heleno!

Daję znać, że dzwoniła Julka. Wygląda na to, że

radzi sobie dobrze, a ludzie są <sup>1</sup> \_\_\_\_\_

i <sup>2</sup> \_\_\_\_\_. W szkole też jest OK –

nikt jej nie dokucza, nie doświadczyła

<sup>3</sup> \_\_\_\_\_ i każdy ją akceptuje.

Myślę, że mogłybyśmy do niej zadzwonić.

Amanda

- 3 **Odpowiedz na pytania.**

- 1 How would you feel if your parents decided to move abroad?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 2 If you went to study in England, who / what would you miss the most?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 1 **Uzupełnij luki czasownikami podanymi w nawiasach w odpowiedniej formie.**

1 The TV suddenly (stop) \_\_\_\_\_ working when I (watch) \_\_\_\_\_ the news yesterday.

2 Before Thomas (run) \_\_\_\_\_ for president, he (be) \_\_\_\_\_ a senator for five years.

3 I usually (attend) \_\_\_\_\_ Spanish classes on Mondays, but tomorrow, I (go) \_\_\_\_\_ to the dentist.

4 Mandy (have) \_\_\_\_\_ ten driving lessons so far, and she (take) \_\_\_\_\_ a driving test next month.

5 I (not read) \_\_\_\_\_ anything interesting at the moment. Maybe I (borrow) \_\_\_\_\_ something from the library after school?

6 (you / think) \_\_\_\_\_ about our charity event yet? (you / like) \_\_\_\_\_ the idea of organising a concert?

- 2 **Uzupełnij każdą lukę jednym wyrazem.**

1 Be careful! You might cut \_\_\_\_\_ with the knife.

2 My dad sings to \_\_\_\_\_ while taking a shower.

3 I think the two politicians are angry with \_\_\_\_\_ other.

4 Why are they staring at \_\_\_\_\_ in the mirror?

5 Honestly, I painted the room all by \_\_\_\_\_.

6 Sara voted for \_\_\_\_\_ in the class election, which was against the rules.



- 3  Uzupełnij zdania, wykorzystując wyrazy podane w nawiasach w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów, natomiast – jeśli to konieczne – dodaj inne wyrazy. W każdą lukę wpisz maksymalnie trzy wyrazy.

- 1 To be honest, politics (not / interest) \_\_\_\_\_ me at all.
- 2 At the beginning, make sure (introduce / you) \_\_\_\_\_.
- 3 As far as I know, Jill (not / do) \_\_\_\_\_ any volunteering jobs recently.
- 4 Did Donna cook the dinner all (she) \_\_\_\_\_?
- 5 The victim of the robbery said that she (not / come) \_\_\_\_\_ to court.

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

|             |       |         |
|-------------|-------|---------|
| A ourselves | B how | C other |
| D us        | E so  | F one   |

Today at school, we had a very special day. The President and First Lady visited our school. They seem to be very nice – they smiled at each other <sup>1</sup> a lot, they waved to <sup>2</sup> and shook hands with some students. The President gave a speech about <sup>3</sup> important education is.

- 5 Uzupełnij zdania informacjami o sobie.

- 1 Three years ago, my parents \_\_\_\_\_.
- 2 \_\_\_\_\_ and I often visit each other.
- 3 My best friend has never \_\_\_\_\_.
- 4 If any of my friends broke the law, \_\_\_\_\_.
- 5 I can \_\_\_\_\_ by myself.

- 1 Przetłumacz fragmenty zdań na język angielski. Użyj wyrażen ramki z Phrase Box ze str. 126. w podręczniku.

- 1 (Proszę, daj mi znać) \_\_\_\_\_ whether you can be there on time.
- 2 (Nie zapomnij przynieść przekąsek) \_\_\_\_\_ with you.
- 3 The charity auction (odbędzie się) \_\_\_\_\_ on Saturday at noon.
- 4 Why don't you (zostawisz komentarz tutaj) \_\_\_\_\_.
- 5 It's important (żebyście wzięli udział) \_\_\_\_\_ in the event.
- 6 Please call me tonight (jeżeli będziesz mógł) \_\_\_\_\_.

- 2 Uzupełnij tekst ogłoszenia. Użyj wyrażen z ramki Phrase Box ze str. 126. w podręczniku. W każdą lukę wpisz jeden wyraz.

#### Getting ready for the elections?

Meet us this Friday at lunch break.

Please, come if <sup>1</sup> \_\_\_\_\_ . Whether you want to become a member of the student council or just want to meet the candidates – it's <sup>2</sup> \_\_\_\_\_ many students <sup>3</sup> \_\_\_\_\_ in the meeting. Don't <sup>4</sup> \_\_\_\_\_ ! It's your future!

- 3 Popraw cztery błędy w zaznaczonych fragmentach w ogłoszeniu.

Let's save a dog shelter in Pittsboro!  
We are organising a crowdfunding campaign to raise money for homeless dogs.  
If you want to help, please come to the meeting in Friday. It will hold in the gym.  
It's important that many students will get involved.  
Don't forget tell your friends about the event.

|                          |                       |
|--------------------------|-----------------------|
| <b>(checked) shirt</b>   |                       |
|                          | kurtka (skórzana)     |
| <b>(long) sleeves</b>    |                       |
|                          | naszywka              |
| <b>anxious</b>           |                       |
|                          | zawstydzony           |
| <b>backpack</b>          |                       |
|                          | bandana               |
| <b>beard</b>             |                       |
|                          | pasek                 |
| <b>blouse</b>            |                       |
|                          | apodyktyczny, władczy |
| <b>bracelet</b>          |                       |
|                          | odważny               |
| <b>bride</b>             |                       |
|                          | radosny               |
| <b>clever</b>            |                       |
|                          | płaszcz               |
| <b>collect postcards</b> |                       |
|                          | cera, karnacja        |
| <b>concerned</b>         |                       |
|                          | pewny siebie          |
| <b>curious</b>           |                       |
|                          | kręcone (włosy)       |
| <b>dark</b>              |                       |
|                          | data urodzenia        |
| <b>delighted</b>         |                       |
|                          | dziennik, pamiętnik   |
| <b>disappointed</b>      |                       |
|                          | rysować               |
| <b>dress</b>             |                       |
|                          | kolczyki              |
| <b>embarrassed</b>       |                       |
|                          | wyjazd językowy       |
| <b>excited</b>           |                       |
|                          | jasne (włosy)         |

|                               |                                             |
|-------------------------------|---------------------------------------------|
| <b>fall out (with)</b>        |                                             |
|                               | nazwisko                                    |
| <b>first name</b>             |                                             |
|                               | piegi                                       |
| <b>friendly</b>               |                                             |
|                               | przestraszony                               |
| <b>fringe</b>                 |                                             |
|                               | kwestowanie, zbieranie funduszy             |
| <b>generous</b>               |                                             |
|                               | łagodny                                     |
| <b>get engaged</b>            |                                             |
|                               | być (z kimś) w dobrych/<br>złych stosunkach |
| <b>ginger (hair)</b>          |                                             |
|                               | zadowolony                                  |
| <b>glasses</b>                |                                             |
|                               | spotykać się (z kimś)                       |
| <b>go to your school prom</b> |                                             |
|                               | atrakcyjny, przystojny                      |
| <b>groom</b>                  |                                             |
|                               | winny                                       |
| <b>handbag</b>                |                                             |
|                               | przystojny                                  |
| <b>hang out</b>               |                                             |
|                               | kapelusz                                    |
| <b>headphones</b>             |                                             |
|                               | wzrost                                      |
| <b>hoodie</b>                 |                                             |
|                               | parapetówka                                 |
| <b>jealous</b>                |                                             |
|                               | sweter                                      |

|                                      |                                      |
|--------------------------------------|--------------------------------------|
| <b>kind</b>                          |                                      |
|                                      | leniwy                               |
| <b>leaving present</b>               |                                      |
|                                      | uroczy, czarujący                    |
| <b>make up</b>                       |                                      |
|                                      | robić filmy wideo                    |
| <b>meet up (with)</b>                |                                      |
|                                      | drugie imię                          |
| <b>moustache</b>                     |                                      |
|                                      | przeprowadzać się                    |
| <b>move in / out</b>                 |                                      |
|                                      | narodowość                           |
| <b>necklace</b>                      |                                      |
|                                      | nerwowy                              |
| <b>nickname</b>                      |                                      |
|                                      | zdać/oblać egzamin<br>na prawo jazdy |
| <b>patient</b>                       |                                      |
|                                      | miejsce urodzenia                    |
| <b>play a musical<br/>instrument</b> |                                      |
|                                      | grać w gry komputerowe               |
| <b>ponytail</b>                      |                                      |
|                                      | gumka do włosów                      |
| <b>pretty</b>                        |                                      |
|                                      | dumny                                |
| <b>punctual</b>                      |                                      |
|                                      | cichy, spokojny                      |
| <b>reception</b>                     |                                      |
|                                      | zrelaksowany                         |
| <b>reliable</b>                      |                                      |
|                                      | przejsć na emeryturę                 |
| <b>ring</b>                          |                                      |
|                                      | zadowolony                           |
| <b>serious</b>                       |                                      |

|                        |                                           |
|------------------------|-------------------------------------------|
|                        | krótkie spodenki                          |
| <b>skin</b>            |                                           |
|                        | spódnica                                  |
| <b>slim</b>            |                                           |
|                        | fobia społeczna                           |
| <b>software</b>        |                                           |
|                        | stołówka dla<br>bezdolnych                |
| <b>split up</b>        |                                           |
|                        | założyć rodzinę                           |
| <b>start a new job</b> |                                           |
|                        | garnitur                                  |
| <b>sweatshirt</b>      |                                           |
|                        | słodki                                    |
| <b>swimsuit</b>        |                                           |
|                        | podejsć do egzaminu<br>na prawo jazdy     |
| <b>take photos</b>     |                                           |
|                        | wysoki                                    |
| <b>tie</b>             |                                           |
|                        | rajstopy                                  |
| <b>tired</b>           |                                           |
|                        | dres                                      |
| <b>uncomfortable</b>   |                                           |
|                        | mundur(ek)                                |
| <b>unpack</b>          |                                           |
|                        | korzystać z serwisów<br>społecznościowych |
| <b>a volunteer</b>     |                                           |
|                        | portfel                                   |
| <b>a watch</b>         |                                           |
|                        | nosić sukienkę                            |
| <b>wedding</b>         |                                           |
|                        | warsztaty                                 |
| <b>wrinkles</b>        |                                           |
|                        | bransoletka silikonowa                    |

|                                  |                                           |
|----------------------------------|-------------------------------------------|
| <b>alarm clock</b>               |                                           |
|                                  | mieszkanie                                |
| <b>armchair</b>                  |                                           |
|                                  | balkon                                    |
| <b>barbecue</b>                  |                                           |
|                                  | piwnica                                   |
| <b>basin</b>                     |                                           |
|                                  | wanna                                     |
| <b>bathroom</b>                  |                                           |
|                                  | sypialnia                                 |
| <b>bedroom door</b>              |                                           |
|                                  | zapięcie rowerowe                         |
| <b>blanket</b>                   |                                           |
|                                  | blok                                      |
| <b>bookcase</b>                  |                                           |
|                                  | dom parterowy                             |
| <b>bunk bed</b>                  |                                           |
|                                  | kawiarnia                                 |
| <b>car keys</b>                  |                                           |
|                                  | przyczepa kempingowa                      |
| <b>ceiling</b>                   |                                           |
|                                  | piwnica (pomieszczenie do przechowywania) |
| <b>central heating</b>           |                                           |
|                                  | centrum miasta                            |
| <b>chair</b>                     |                                           |
|                                  | urokliwy                                  |
| <b>chest of drawers</b>          |                                           |
|                                  | sprzątać łazienkę                         |
| <b>cloakroom</b>                 |                                           |
|                                  | stolik kawowy                             |
| <b>comfortable accommodation</b> |                                           |
|                                  | przygotowywać posiłek                     |

|                       |                   |
|-----------------------|-------------------|
| <b>cooker</b>         |                   |
|                       | korytarz          |
| <b>cottage</b>        |                   |
|                       | wieś              |
| <b>cupboard</b>       |                   |
|                       | zastłony          |
| <b>cushions</b>       |                   |
|                       | ciemny            |
| <b>detached house</b> |                   |
|                       | krzesło z jadalni |
| <b>dining room</b>    |                   |
|                       | stół w jadalni    |
| <b>do the ironing</b> |                   |
|                       | robić pranie      |
| <b>dustbin</b>        |                   |
|                       | odtwarzacz DVD    |
| <b>edge of town</b>   |                   |
|                       | przedpokój        |
| <b>expensive</b>      |                   |
|                       | bajka             |
| <b>fields</b>         |                   |
|                       | kominek           |
| <b>flat</b>           |                   |
|                       | las               |
| <b>freezer</b>        |                   |
|                       | lodówka           |
| <b>furnish</b>        |                   |
|                       | sklep meblowy     |
| <b>garage</b>         |                   |
|                       | ogród             |
| <b>gas bottle</b>     |                   |
|                       | wspaniały widok   |
| <b>hairdryer</b>      |                   |
|                       | grzejnik          |
| <b>hedge</b>          |                   |

|                               |                                  |
|-------------------------------|----------------------------------|
|                               | pomagać<br>przygotowywać posiłek |
| <b>home cinema</b>            |                                  |
|                               | ogromny                          |
| <b>huge area</b>              |                                  |
|                               | ogromny ogród                    |
| <b>iron</b>                   |                                  |
|                               | wyspa                            |
| <b>kettle</b>                 |                                  |
|                               | kuchnia                          |
| <b>lawn</b>                   |                                  |
|                               | włącznik światła                 |
| <b>living room / lounge</b>   |                                  |
|                               | załadować zmywarę                |
| <b>loads of rooms</b>         |                                  |
|                               | wiele sąsiadów                   |
| <b>make your bed</b>          |                                  |
|                               | kuchenka mikrofalowa             |
| <b>mirror</b>                 |                                  |
|                               | dom mobilny                      |
| <b>modern</b>                 |                                  |
|                               | góry                             |
| <b>nice part of town</b>      |                                  |
|                               | gabinet                          |
| <b>oven</b>                   |                                  |
|                               | sygnał telefonu                  |
| <b>picture frame</b>          |                                  |
|                               | poduszka                         |
| <b>plant</b>                  |                                  |
|                               | plac zabaw                       |
| <b>plenty of space inside</b> |                                  |
|                               | plakat                           |
| <b>redecorate</b>             |                                  |

|                          |                     |
|--------------------------|---------------------|
|                          | odnowić, remontować |
| <b>rent</b>              |                     |
|                          | rzeka               |
| <b>rubbish bin</b>       |                     |
|                          | morze               |
| <b>sell</b>              |                     |
|                          | nakrywać do stołu   |
| <b>share a room with</b> |                     |
|                          | półka               |
| <b>shower</b>            |                     |
|                          | kredens             |
| <b>sink</b>              |                     |
|                          | spać w namiocie     |
| <b>sofa</b>              |                     |
|                          | lampy solarne       |
| <b>sound system</b>      |                     |
|                          | dodatkowa sypialnia |
| <b>stay in a hotel</b>   |                     |
|                          | stółek              |
| <b>swimming pool</b>     |                     |
|                          | wynosić śmieci      |
| <b>terraced house</b>    |                     |
|                          | sprzątać pokój      |
| <b>tiny</b>              |                     |
|                          | toaleta             |
| <b>toy box</b>           |                     |
|                          | brzydki             |
| <b>wardrobe</b>          |                     |
|                          | zmywać naczynia     |
| <b>washing machine</b>   |                     |
|                          | podlewać rośliny    |

|                              |                                                  |
|------------------------------|--------------------------------------------------|
| <b>(a pair of) scissors</b>  |                                                  |
|                              | plastyka                                         |
| <b>arts and crafts</b>       |                                                  |
|                              | zadanie                                          |
| <b>be bored with</b>         |                                                  |
|                              | być gotowym (na coś)                             |
| <b>be upset about</b>        |                                                  |
|                              | należeć do                                       |
| <b>biology</b>               |                                                  |
|                              | pożyczać od                                      |
| <b>break</b>                 |                                                  |
|                              | stołówka                                         |
| <b>calculator</b>            |                                                  |
|                              | dogonić, nadrobić                                |
| <b>certificate</b>           |                                                  |
|                              | chemia                                           |
| <b>chess club</b>            |                                                  |
|                              | wiedza o społeczeństwie,<br>edukacja obywatelska |
| <b>clarinet</b>              |                                                  |
|                              | kolega z klasy                                   |
| <b>computer games</b>        |                                                  |
|                              | informatyka                                      |
| <b>cookery</b>               |                                                  |
|                              | korytarz                                         |
| <b>course</b>                |                                                  |
|                              | taniec                                           |
| <b>design and technology</b> |                                                  |
|                              | nie zgadzać się z                                |
| <b>do homework</b>           |                                                  |
|                              | zajęcia teatralne                                |
| <b>drums</b>                 |                                                  |

|                       |                              |
|-----------------------|------------------------------|
|                       | kształcić uczniów            |
| <b>English</b>        |                              |
|                       | gumka                        |
| <b>essay writing</b>  |                              |
|                       | zajęcia pozalekcyjne         |
| <b>fail</b>           |                              |
|                       | odstawać, zostawać<br>w tyle |
| <b>felt-tip pen</b>   |                              |
|                       | dowiedzieć się               |
| <b>flute</b>          |                              |
|                       | teczka                       |
| <b>football</b>       |                              |
|                       | godzina wychowawcza          |
| <b>form tutor</b>     |                              |
|                       | język francuski              |
| <b>gel pen</b>        |                              |
|                       | geografia                    |
| <b>get ready</b>      |                              |
|                       | klej                         |
| <b>graphic design</b> |                              |
|                       | gitara                       |
| <b>gym</b>            |                              |
|                       | oddać (coś), wręczyć         |
| <b>handwriting</b>    |                              |
|                       | zakreślacz                   |
| <b>history</b>        |                              |
|                       | zadania domowe               |
| <b>in Year 8</b>      |                              |
|                       | wspinaczka na ścianie        |
| <b>learn German</b>   |                              |
|                       | czas wolny                   |
| <b>lesson</b>         |                              |

|                                       |                      |
|---------------------------------------|----------------------|
|                                       | biblioteka           |
| <b>literature</b>                     |                      |
|                                       | wyglądać brzydko     |
| <b>make / take a decision</b>         |                      |
|                                       | zarabiać pieniądze   |
| <b>mark</b>                           |                      |
|                                       | matematyka           |
| <b>modern foreign languages (MFL)</b> |                      |
|                                       | muzyka               |
| <b>note down</b>                      |                      |
|                                       | robienie notatek     |
| <b>online research</b>                |                      |
|                                       | spinacz              |
| <b>pass</b>                           |                      |
|                                       | piórnik              |
| <b>pencil sharpener</b>               |                      |
|                                       | wychowanie fizyczne  |
| <b>physics</b>                        |                      |
|                                       | pianino              |
| <b>playground</b>                     |                      |
|                                       | przygotowywać się do |
| <b>project</b>                        |                      |
|                                       | praca nad projektem  |
| <b>pupil</b>                          |                      |
|                                       | czytać               |
| <b>recreation</b>                     |                      |
|                                       | relaks               |
| <b>revise for</b>                     |                      |
|                                       | linijka              |
| <b>science</b>                        |                      |
|                                       | laboratorium         |
| <b>speak in class</b>                 |                      |
|                                       | wydawać pieniądze    |
| <b>stapler</b>                        |                      |

|                              |                                 |
|------------------------------|---------------------------------|
|                              | uczyć się o II wojnie światowej |
| <b>succeed</b>               |                                 |
|                              | klub pływacki                   |
| <b>take an interest</b>      |                                 |
|                              | podejść do testów/egzaminów     |
| <b>tape</b>                  |                                 |
|                              | zadanie                         |
| <b>teach</b>                 |                                 |
|                              | semestr                         |
| <b>test</b>                  |                                 |
|                              | plan lekcji                     |
| <b>train</b>                 |                                 |
|                              | trener                          |
| <b>use reference books</b>   |                                 |
|                              | skrzypce                        |
| <b>wear a school uniform</b> |                                 |

|                                  |                            |
|----------------------------------|----------------------------|
| <b>(the) service sector</b>      |                            |
|                                  | księgowy/księgowa          |
| <b>actor / actress</b>           |                            |
|                                  | zdumiony                   |
| <b>ambulance driver</b>          |                            |
|                                  | ubiegać się o pracę        |
| <b>babysitting</b>               |                            |
|                                  | rachunek bankowy           |
| <b>bank clerk</b>                |                            |
|                                  | awansować                  |
| <b>be responsible with money</b> |                            |
|                                  | być bezrobotnym            |
| <b>be well paid</b>              |                            |
|                                  | znudzony                   |
| <b>boring</b>                    |                            |
|                                  | operator filmowy           |
| <b>car washing</b>               |                            |
|                                  | w obliczu wyzwania         |
| <b>challenging</b>               |                            |
|                                  | szeef kuchni               |
| <b>colleagues</b>                |                            |
|                                  | umiejętności komunikacyjne |
| <b>commute</b>                   |                            |
|                                  | programista                |
| <b>cook</b>                      |                            |
|                                  | niebezpieczny              |
| <b>dentist</b>                   |                            |
|                                  | rozczarowujący             |

|                               |                                    |
|-------------------------------|------------------------------------|
| <b>do a job</b>               |                                    |
|                               | lekarz                             |
| <b>dog walking</b>            |                                    |
|                               | instruktor jazdy                   |
| <b>earn money</b>             |                                    |
|                               | służby ratownicze                  |
| <b>engineer</b>               |                                    |
|                               | rozrywka i media                   |
| <b>excited</b>                |                                    |
|                               | ekscytujący                        |
| <b>exhausted</b>              |                                    |
|                               | pracownik fabryki                  |
| <b>find work</b>              |                                    |
|                               | strażak                            |
| <b>flight attendant</b>       |                                    |
|                               | sektor hotelarski i gastronomiczny |
| <b>gift wrapping</b>          |                                    |
|                               | pakowanie zakupów przy kasie       |
| <b>hairdresser</b>            |                                    |
|                               | rozdawać ulotki                    |
| <b>hang out with</b>          |                                    |
|                               | mieć dużą odpowiedzialność         |
| <b>have strong views (on)</b> |                                    |
|                               | mieć szansę zrobienia (czegoś)     |
| <b>journalist</b>             |                                    |
|                               | sędzia                             |
| <b>law</b>                    |                                    |

|                        |                                                              |
|------------------------|--------------------------------------------------------------|
|                        | prawnik                                                      |
| <b>leader</b>          |                                                              |
|                        | opiekować się kimś                                           |
| <b>lorry driver</b>    |                                                              |
|                        | menadżer                                                     |
| <b>mechanic</b>        |                                                              |
|                        | model                                                        |
| <b>mystery shopper</b> |                                                              |
|                        | roznoszenie prasy                                            |
| <b>nurse</b>           |                                                              |
|                        | organizować swój czas                                        |
| <b>paramedic</b>       |                                                              |
|                        | cechy osobiste                                               |
| <b>pet grooming</b>    |                                                              |
|                        | opiekowanie się psem<br>w czasie nieobecności<br>właściciela |
| <b>pleased</b>         |                                                              |
|                        | policjant                                                    |
| <b>professor</b>       |                                                              |
|                        | niezawodny, solidny                                          |
| <b>risky</b>           |                                                              |
|                        | przedstawiciel handlowy                                      |
| <b>satisfying</b>      |                                                              |
|                        | naukowiec                                                    |
| <b>secretary</b>       |                                                              |
|                        | obsługiwać klientów                                          |
| <b>shop assistant</b>  |                                                              |

|                                    |                                                       |
|------------------------------------|-------------------------------------------------------|
|                                    | projektant<br>oprogramowania                          |
| <b>stimulating</b>                 |                                                       |
|                                    | mocne strony                                          |
| <b>stressful</b>                   |                                                       |
|                                    | taksówkarz                                            |
| <b>teacher</b>                     |                                                       |
|                                    | technik                                               |
| <b>tired</b>                       |                                                       |
|                                    | agent biura podróży                                   |
| <b>TV presenter</b>                |                                                       |
|                                    | kelner                                                |
| <b>poorly-paid</b>                 |                                                       |
|                                    | pracować za granicą                                   |
| <b>work experience</b>             |                                                       |
|                                    | pracować w pełnym<br>wymiarze/w niepełnym<br>wymiarze |
| <b>work indoors /<br/>outdoors</b> |                                                       |
|                                    | pracować po godzinach                                 |
| <b>working hours</b>               |                                                       |

|                                |                                        |
|--------------------------------|----------------------------------------|
| <b>(Saint) Valentine's Day</b> |                                        |
|                                | znajomy                                |
| <b>adopted</b>                 |                                        |
|                                | coroczny                               |
| <b>apologise</b>               |                                        |
|                                | kolega, kumpel                         |
| <b>book</b>                    |                                        |
|                                | drugi dzień świąt<br>Bożego Narodzenia |
| <b>boyfriend / girlfriend</b>  |                                        |
|                                | brat                                   |
| <b>brother-in-law</b>          |                                        |
|                                | szczotkować włosy                      |
| <b>buffet</b>                  |                                        |
|                                | karnawał                               |
| <b>catch the bus</b>           |                                        |
|                                | obchodzić                              |
| <b>check social media</b>      |                                        |
|                                | chłodny                                |
| <b>classmate</b>               |                                        |
|                                | kolega z pracy,<br>współpracownik      |
| <b>Constitution Day</b>        |                                        |
|                                | kuzyn                                  |
| <b>daughter</b>                |                                        |
|                                | rozwiedziony                           |
| <b>Do you have the time?</b>   |                                        |
|                                | przebierać się                         |
| <b>eat special dishes</b>      |                                        |
|                                | ojciec                                 |
| <b>father-in-law</b>           |                                        |
|                                | karmić psa                             |
| <b>fiancé / fiancée</b>        |                                        |

|                                |                                  |
|--------------------------------|----------------------------------|
|                                | współlokator                     |
| <b>forgive</b>                 |                                  |
|                                | ubierać się                      |
| <b>get ready</b>               |                                  |
|                                | spotkać się                      |
| <b>give a speech</b>           |                                  |
|                                | dawać prezenty                   |
| <b>go to church</b>            |                                  |
|                                | iść do pracy                     |
| <b>Good Friday</b>             |                                  |
|                                | wnuki                            |
| <b>granddaughter</b>           |                                  |
|                                | dziadek                          |
| <b>grandmother</b>             |                                  |
|                                | dziadkowie (babcia<br>i dziadek) |
| <b>grandson</b>                |                                  |
|                                | pradziadek                       |
| <b>great-grandmother</b>       |                                  |
|                                | zgadywać                         |
| <b>half-sister</b>             |                                  |
|                                | Halloween                        |
| <b>happen</b>                  |                                  |
|                                | wziąć prysznic                   |
| <b>have a family dinner</b>    |                                  |
|                                | uczestniczyć w paradzie          |
| <b>have breakfast</b>          |                                  |
|                                | Czy wiesz, która godzina?        |
| <b>hurt someone's feelings</b> |                                  |
|                                | mąż                              |
| <b>I enjoy / like / love</b>   |                                  |
|                                | Jestem wielkim fanem...          |

|                                  |                           |
|----------------------------------|---------------------------|
| <b>I'm interested in ...</b>     |                           |
|                                  | Pasjonuję się...          |
| <b>I'm keen on ...</b>           |                           |
|                                  | Jest prawie...            |
| <b>It's exactly ...</b>          |                           |
| <b>It's five fifteen.</b>        |                           |
|                                  | Jest północ.              |
| <b>It's noon / midday.</b>       |                           |
|                                  | Jest trzecia po południu. |
| <b>It's quarter to three.</b>    |                           |
|                                  | Jest trzecia rano.        |
| <b>listen to music</b>           |                           |
|                                  | wynagrodzić coś komuś     |
| <b>marriage</b>                  |                           |
|                                  | matka                     |
| <b>Mother's Day</b>              |                           |
|                                  | teściowa                  |
| <b>My favourite thing is ...</b> |                           |
|                                  | Moje hobby to...          |
| <b>neighbour</b>                 |                           |
|                                  | bratanek, siostrzeniec    |
| <b>niece</b>                     |                           |
|                                  | nie mieć czegoś na myśli  |
| <b>not mind</b>                  |                           |
|                                  | rodzice                   |
| <b>pick someone up</b>           |                           |
|                                  | grać w gry wideo          |
| <b>problem</b>                   |                           |

|                                |                                                |
|--------------------------------|------------------------------------------------|
|                                | czytać                                         |
| <b>ring</b>                    |                                                |
|                                | wyprzedaż                                      |
| <b>sister</b>                  |                                                |
|                                | szwagierka, bratowa                            |
| <b>skateboarding</b>           |                                                |
|                                | syn                                            |
| <b>step-father</b>             |                                                |
|                                | siostra przyrodnia (córka macochy lub ojczyma) |
| <b>stylish</b>                 |                                                |
|                                | pojechać autobusem                             |
| <b>take the dog for a walk</b> |                                                |
|                                | obudzić się                                    |
| <b>wash your hands</b>         |                                                |
|                                | oglądać telewizję                              |
| <b>wear costumes / masks</b>   |                                                |
|                                | ślub                                           |
| <b>What time is it?</b>        |                                                |
|                                | Czy wiesz może, która godzina?                 |
| <b>wife</b>                    |                                                |

|                            |                                |
|----------------------------|--------------------------------|
| <b>abroad</b>              |                                |
|                            | dodawać                        |
| <b>assistant chef</b>      |                                |
|                            | piekarnia                      |
| <b>banquet</b>             |                                |
|                            | grill, przyjęcie<br>w ogrodzie |
| <b>be on a strict diet</b> |                                |
|                            | być gotowym<br>do jedzenia     |
| <b>be ready to order</b>   |                                |
|                            | wołowina                       |
| <b>biscuits</b>            |                                |
|                            | gorzki                         |
| <b>boil over</b>           |                                |
|                            | rezerwować stół                |
| <b>bowl</b>                |                                |
|                            | chleb                          |
| <b>broccoli</b>            |                                |
|                            | kapusta                        |
| <b>cakes</b>               |                                |
|                            | puszka                         |
| <b>carbohydrates</b>       |                                |
|                            | ser                            |
| <b>chef</b>                |                                |
|                            | kurczak                        |
| <b>chocolate bar</b>       |                                |
|                            | deska do krojenia              |
| <b>chop up</b>             |                                |
|                            | kawa                           |
| <b>coke</b>                |                                |
|                            | technika gotowania             |
| <b>crepes</b>              |                                |

|                         |                                  |
|-------------------------|----------------------------------|
|                         | chipsy                           |
| <b>cucumber</b>         |                                  |
|                         | nagroda kulinarna                |
| <b>cup</b>              |                                  |
|                         | klient                           |
| <b>cut</b>              |                                  |
|                         | ograniczać (coś)                 |
| <b>dairy products</b>   |                                  |
|                         | wspaniały, zachwycający          |
| <b>dishwasher</b>       |                                  |
|                         | napoje                           |
| <b>eat out</b>          |                                  |
|                         | zjadać wszystko                  |
| <b>Enjoy the meal!</b>  |                                  |
|                         | wejść do restauracji<br>i usiąść |
| <b>entertain guests</b> |                                  |
|                         | napełnić koszyk                  |
| <b>fish</b>             |                                  |
|                         | widelec                          |
| <b>fruit</b>            |                                  |
|                         | smażyć                           |
| <b>frying pan</b>       |                                  |
|                         | zielona/czerwona<br>papryka      |
| <b>grapes</b>           |                                  |
|                         | grillować                        |
| <b>ham</b>              |                                  |
|                         | przekazywać (komuś<br>młodszemu) |
| <b>have a picnic</b>    |                                  |
|                         | zjeść tost                       |
| <b>heat up</b>          |                                  |
|                         | sok                              |
| <b>knife</b>            |                                  |

|                                 |                   |
|---------------------------------|-------------------|
|                                 | zostawić napiwek  |
| <b>lettuce</b>                  |                   |
|                                 | przeglądać menu   |
| <b>low-carb diet</b>            |                   |
|                                 | menedżer          |
| <b>mayonnaise</b>               |                   |
|                                 | mleko             |
| <b>mix-up</b>                   |                   |
|                                 | grzyby            |
| <b>nuts</b>                     |                   |
|                                 | olej/oliwa        |
| <b>onion</b>                    |                   |
|                                 | zamówić posiłek   |
| <b>order dessert</b>            |                   |
|                                 | właściciel        |
| <b>pan / pot</b>                |                   |
|                                 | makaron           |
| <b>pay off</b>                  |                   |
|                                 | zapłacić rachunek |
| <b>peel</b>                     |                   |
|                                 | piknik            |
| <b>plate</b>                    |                   |
|                                 | wieprzowina       |
| <b>potato</b>                   |                   |
|                                 | białko            |
| <b>read a restaurant review</b> |                   |
|                                 | przepis           |
| <b>rice</b>                     |                   |
|                                 | bułka             |
| <b>salmon</b>                   |                   |
|                                 | sól               |
| <b>salty</b>                    |                   |
|                                 | kanapka           |
| <b>savoury</b>                  |                   |
|                                 | szkolna stołówka  |

|                          |                                    |
|--------------------------|------------------------------------|
| <b>seafood</b>           |                                    |
|                          | siedzieć na zewnątrz               |
| <b>slice</b>             |                                    |
|                          | jeść pomiędzy posiłkami, przekąsić |
| <b>snacks</b>            |                                    |
|                          | kwaśny                             |
| <b>special(s)</b>        |                                    |
|                          | przyprawy                          |
| <b>spicy</b>             |                                    |
|                          | szpinak                            |
| <b>spread</b>            |                                    |
|                          | przestrzegać diety                 |
| <b>strawberry</b>        |                                    |
|                          | słodki                             |
| <b>sweets</b>            |                                    |
|                          | stolik dla dwóch osób              |
| <b>tea</b>               |                                    |
|                          | otwieracz do konserw               |
| <b>tomato</b>            |                                    |
|                          | tuńczyk                            |
| <b>turkey</b>            |                                    |
|                          | wegański                           |
| <b>vegetable</b>         |                                    |
|                          | wegetariański                      |
| <b>waiter / waitress</b> |                                    |
|                          | podgrzewać                         |
| <b>yoghurt</b>           |                                    |

|                              |                         |
|------------------------------|-------------------------|
| <b>accessories</b>           |                         |
|                              | pozwalać (sobie na coś) |
| <b>available</b>             |                         |
|                              | piekarnia               |
| <b>bank account</b>          |                         |
|                              | okazja                  |
| <b>bill</b>                  |                         |
|                              | rower BMX               |
| <b>book a taxi</b>           |                         |
|                              | księgarnia              |
| <b>butcher's</b>             |                         |
|                              | kupować coś używanego   |
| <b>change</b>                |                         |
|                              | przymierzalnia          |
| <b>chemist's</b>             |                         |
|                              | rower miejski           |
| <b>clothes shop</b>          |                         |
|                              | kołnierz, kołnierzyk    |
| <b>complaints department</b> |                         |
|                              | sklep komputerowy       |
| <b>computer monitor</b>      |                         |
|                              | pobliski sklepik        |
| <b>credit card</b>           |                         |
|                              | zniszczony, uszkodzony  |
| <b>debit card</b>            |                         |
|                              | dostarczać              |
| <b>demand</b>                |                         |
|                              | dom towarowy            |
| <b>designer label</b>        |                         |
|                              | rabat                   |

|                            |                             |
|----------------------------|-----------------------------|
| <b>disgusted</b>           |                             |
|                            | dystrybucja                 |
| <b>drop</b>                |                             |
|                            | pralnia chemiczna           |
| <b>electrician</b>         |                             |
|                            | sklep elektroniczny         |
| <b>exchange</b>            |                             |
|                            | wadliwy                     |
| <b>fit</b>                 |                             |
|                            | naprawiać                   |
| <b>free</b>                |                             |
|                            | prezent                     |
| <b>greengrocer's</b>       |                             |
|                            | gwarancja                   |
| <b>hairdresser</b>         |                             |
|                            | za pół ceny                 |
| <b>in cash</b>             |                             |
|                            | w sprzedaży,<br>w magazynie |
| <b>item (of clothing)</b>  |                             |
|                            | prawnik                     |
| <b>make an appointment</b> |                             |
|                            | mechanik                    |
| <b>mountain bike</b>       |                             |
|                            | kiosk                       |
| <b>number</b>              |                             |
|                            | przy odbiorze               |
| <b>optician</b>            |                             |
|                            | zamawiać                    |
| <b>overpriced</b>          |                             |
|                            | opakowanie                  |
| <b>persuade</b>            |                             |
|                            | sklep zoologiczny           |
| <b>pick sth up</b>         |                             |

|                                  |                           |
|----------------------------------|---------------------------|
|                                  | hydraulik                 |
| <b>pocket money</b>              |                           |
|                                  | kolejka                   |
| <b>receipt</b>                   |                           |
|                                  | zwrot pieniędzy           |
| <b>repair service</b>            |                           |
|                                  | zwrot                     |
| <b>ridiculous</b>                |                           |
|                                  | rower szosowy             |
| <b>row</b>                       |                           |
|                                  | nieuprzejmy               |
| <b>sale</b>                      |                           |
|                                  | oszczędzać pieniądze      |
| <b>shoe shop</b>                 |                           |
|                                  | rozglądać się             |
| <b>shopping centre</b>           |                           |
|                                  | rozmiar                   |
| <b>spend money (on sth)</b>      |                           |
|                                  | sklep sportowy            |
| <b>stall</b>                     |                           |
|                                  | bazarek                   |
| <b>supermarket</b>               |                           |
|                                  | bluza sportowa            |
| <b>take sth back to the shop</b> |                           |
|                                  | tandem (rower dwuosobowy) |
| <b>tie</b>                       |                           |
|                                  | przymierzać coś           |
| <b>variety</b>                   |                           |
|                                  | weterynarz                |

|                        |                            |
|------------------------|----------------------------|
| <b>window-shopping</b> |                            |
|                        | zapakować, zawinąć         |
| <b>wrapping paper</b>  |                            |
|                        | wyprzedaż rzeczy używanych |

|                         |                      |
|-------------------------|----------------------|
| <b>(un)comfortable</b>  |                      |
|                         | (nie)solidny         |
| <b>activity holiday</b> |                      |
|                         | lotnisko             |
| <b>avoid</b>            |                      |
|                         | plecak               |
| <b>beach holiday</b>    |                      |
|                         | rower                |
| <b>boarding pass</b>    |                      |
|                         | łódź                 |
| <b>booking</b>          |                      |
|                         | nudny                |
| <b>brochure</b>         |                      |
|                         | autobus              |
| <b>bus stop</b>         |                      |
|                         | pociągiem            |
| <b>cabin crew</b>       |                      |
|                         | wakacje pod namiotem |
| <b>campsite</b>         |                      |
|                         | pływanie kajakiem    |
| <b>car</b>              |                      |
|                         | tani                 |
| <b>check in</b>         |                      |
|                         | czysty               |
| <b>coach</b>            |                      |
|                         | kontenerowiec        |
| <b>cross (over)</b>     |                      |
|                         | statek rejsowy       |
| <b>dangerous</b>        |                      |
|                         | pokład               |
| <b>delay</b>            |                      |
|                         | brudny               |

|                          |                                  |
|--------------------------|----------------------------------|
| <b>dress fashionably</b> |                                  |
|                          | prowadzić samochód               |
| <b>driver</b>            |                                  |
|                          | ekscytujący                      |
| <b>excursion</b>         |                                  |
|                          | drogi, kosztowny                 |
| <b>fare</b>              |                                  |
|                          | szybki                           |
| <b>ferry</b>             |                                  |
|                          | lot                              |
| <b>fly</b>               |                                  |
|                          | zabawny                          |
| <b>gallery</b>           |                                  |
|                          | garaż                            |
| <b>get around</b>        |                                  |
|                          | wsiadać (do samochodu, taksówki) |
| <b>get lost</b>          |                                  |
|                          | wysiadać (z pociągu itp.)        |
| <b>get on</b>            |                                  |
|                          | wysiadać (z samochodu, taksówki) |
| <b>get to</b>            |                                  |
|                          | iść pieszo                       |
| <b>go past</b>           |                                  |
|                          | iść prosto                       |
| <b>guard</b>             |                                  |
|                          | dom gościnny, pensjonat          |
| <b>handbag</b>           |                                  |
|                          | helikopter                       |
| <b>hiking</b>            |                                  |
|                          | wakacje                          |
| <b>hot-air balloon</b>   |                                  |

|                              |                           |
|------------------------------|---------------------------|
|                              | hotel                     |
| <b>just round the corner</b> |                           |
|                              | podróż                    |
| <b>kayaking</b>              |                           |
|                              | ciężarówka                |
| <b>luggage</b>               |                           |
|                              | środki transportu         |
| <b>miss a train</b>          |                           |
|                              | motocykl                  |
| <b>museum</b>                |                           |
|                              | po sąsiedzku              |
| <b>on foot</b>               |                           |
|                              | autobus z odkrytym dachem |
| <b>opposite</b>              |                           |
|                              | wakacje zorganizowane     |
| <b>parking space</b>         |                           |
|                              | pasażer                   |
| <b>passport</b>              |                           |
|                              | stacja benzynowa          |
| <b>pilot</b>                 |                           |
|                              | planować trasę            |
| <b>plane</b>                 |                           |
|                              | peron                     |
| <b>railway station</b>       |                           |
|                              | recepcja                  |
| <b>reservation</b>           |                           |
|                              | jeździć (na rowerze itp.) |
| <b>runway</b>                |                           |
|                              | bezpieczny                |
| <b>school trip</b>           |                           |

|                             |                                |
|-----------------------------|--------------------------------|
|                             | pas bezpieczeństwa             |
| <b>sightseeing</b>          |                                |
|                             | pokój jednoosobowy             |
| <b>skateboard</b>           |                                |
|                             | wolny                          |
| <b>souvenir shop</b>        |                                |
|                             | statek kosmiczny               |
| <b>submarine</b>            |                                |
|                             | walizka                        |
| <b>sunbathing</b>           |                                |
|                             | startować (o samolocie)        |
| <b>take the first right</b> |                                |
|                             | postój taksówek                |
| <b>tent</b>                 |                                |
|                             | najlepsza droga do             |
| <b>ticket</b>               |                                |
|                             | kontroler biletów              |
| <b>traffic jam</b>          |                                |
|                             | pociąg                         |
| <b>tram</b>                 |                                |
|                             | podróż, podróżować             |
| <b>trip</b>                 |                                |
|                             | ciężarówka                     |
| <b>turn left</b>            |                                |
|                             | furgonetka, samochód dostawczy |
| <b>visit sights</b>         |                                |
|                             | sporty wodne                   |
| <b>water-skiing</b>         |                                |
|                             | gościnny, serdeczny            |
| <b>willing to do sth</b>    |                                |

|                               |                       |
|-------------------------------|-----------------------|
| <b>acting</b>                 |                       |
|                               | aktor                 |
| <b>actress</b>                |                       |
|                               | wstęp                 |
| <b>advertisement</b>          |                       |
|                               | strzała               |
| <b>art gallery</b>            |                       |
|                               | artykuł               |
| <b>attraction</b>             |                       |
|                               | widownia, publiczność |
| <b>author</b>                 |                       |
|                               | zespół                |
| <b>be talented at (doing)</b> |                       |
|                               | namiot cyrkowy        |
| <b>bow</b>                    |                       |
|                               | panna młoda           |
| <b>bring up</b>               |                       |
|                               | pędzel                |
| <b>bucket</b>                 |                       |
|                               | sztuczka karciana     |
| <b>carnival</b>               |                       |
|                               | kreskówka             |
| <b>cast</b>                   |                       |
|                               | celebryta             |
| <b>channel</b>                |                       |
|                               | kino                  |
| <b>circus</b>                 |                       |
|                               | klasyczny             |
| <b>collector</b>              |                       |
|                               | komiks                |
| <b>concert</b>                |                       |
|                               | program kulinarny     |
| <b>crime series</b>           |                       |
|                               | tancerz               |
| <b>design</b>                 |                       |
|                               | reżyser               |
| <b>display</b>                |                       |

|                             |                                     |
|-----------------------------|-------------------------------------|
|                             | film dokumentalny                   |
| <b>donate</b>               |                                     |
|                             | ściągać, pobierać                   |
| <b>draw</b>                 |                                     |
|                             | rysunek                             |
| <b>entrance</b>             |                                     |
|                             | wystawa                             |
| <b>fair</b>                 |                                     |
|                             | projektant mody                     |
| <b>fashion show</b>         |                                     |
|                             | festiwal                            |
| <b>found</b>                |                                     |
|                             | zranić się                          |
| <b>groom</b>                |                                     |
|                             | rozdawać                            |
| <b>happy ending</b>         |                                     |
|                             | On gra...                           |
| <b>headline</b>             |                                     |
|                             | zabawa w chowanego                  |
| <b>illustrations</b>        |                                     |
|                             | obraz (ilustracje, pliki graficzne) |
| <b>impress</b>              |                                     |
|                             | instrument                          |
| <b>interviewer</b>          |                                     |
|                             | Występuje w nim...                  |
| <b>It's about ...</b>       |                                     |
|                             | Zatytułowany jest...                |
| <b>It's directed by ...</b> |                                     |
|                             | Akcja rozgrywa się w...             |
| <b>It's written by ...</b>  |                                     |
|                             | rzecz, artykuł, przedmiot           |
| <b>journalist</b>           |                                     |

|                    |                              |
|--------------------|------------------------------|
|                    | żongler                      |
| lead actor         |                              |
|                    | głośniki                     |
| lyrics             |                              |
|                    | pokaz magii                  |
| main character     |                              |
|                    | mikrofon                     |
| model              |                              |
|                    | muzyk                        |
| national newspaper |                              |
|                    | powieść                      |
| orchestra          |                              |
|                    | koncert na świeżym powietrzu |
| paint              |                              |
|                    | malarz                       |
| painting           |                              |
|                    | farby                        |
| parade             |                              |
|                    | występować                   |
| performance        |                              |
|                    | przekonywać                  |
| photography        |                              |
|                    | fabuła                       |
| poem               |                              |
|                    | poeta                        |
| pop                |                              |
|                    | portret                      |
| post               |                              |
|                    | prezenter                    |
| put on             |                              |
|                    | królik                       |
| reality show       |                              |
|                    | próba                        |
| rock               |                              |
|                    | rola                         |

|                  |                                           |
|------------------|-------------------------------------------|
| runway           |                                           |
|                  | scena                                     |
| science fiction  |                                           |
|                  | ekran                                     |
| share online     |                                           |
|                  | świecić, błyszczyć                        |
| shoot            |                                           |
|                  | opowiadanie                               |
| sing             |                                           |
|                  | szkic                                     |
| smelly           |                                           |
|                  | węże i drabiny (gra planszowa)            |
| song             |                                           |
| soundtrack       |                                           |
|                  | kolekcja (wiosenna)                       |
| stage            |                                           |
|                  | grać główną rolę                          |
| subscribe to sth |                                           |
|                  | czasopismo dla nastolatków                |
| tie              |                                           |
|                  | trapez (drążek gimnastyczny)              |
| travel show      |                                           |
|                  | melodia                                   |
| understudy       |                                           |
|                  | wysyłać (np. pliki na serwer internetowy) |
| website          |                                           |
|                  | dzieło sztuki                             |
| write            |                                           |
|                  | pisarz                                    |

|                           |                         |
|---------------------------|-------------------------|
| <b>(beach) volleyball</b> |                         |
|                           | ring (bokserski)        |
| <b>(dry) (ski) slope</b>  |                         |
|                           | klub sportowy           |
| <b>athlete</b>            |                         |
|                           | wysportowany            |
| <b>athletics</b>          |                         |
|                           | stadion lekkoatletyczny |
| <b>ball</b>               |                         |
|                           | baseball                |
| <b>bat</b>                |                         |
|                           | wygrać z kimś           |
| <b>board</b>              |                         |
|                           | buty (np. korki)        |
| <b>boxer</b>              |                         |
|                           | boks                    |
| <b>break a record</b>     |                         |
|                           | brązowy medal           |
| <b>canoeing</b>           |                         |
|                           | kapitan                 |
| <b>catch</b>              |                         |
|                           | mistrz                  |
| <b>cheer</b>              |                         |
|                           | wspinaczka              |
| <b>club</b>               |                         |
|                           | trener                  |
| <b>come second</b>        |                         |
|                           | konkurować              |
| <b>costume / trunks</b>   |                         |
|                           | wpaść na kogoś          |

|                         |                          |
|-------------------------|--------------------------|
| <b>cricket</b>          |                          |
|                         | kolarstwo                |
| <b>cyclist</b>          |                          |
|                         | nurek                    |
| <b>diving</b>           |                          |
|                         | zremisować               |
| <b>enter</b>            |                          |
|                         | piłka nożna              |
| <b>football pitch</b>   |                          |
|                         | piłkarz                  |
| <b>get hurt</b>         |                          |
|                         | pobrudzić się błotem     |
| <b>goal</b>             |                          |
|                         | gogle, okulary ochronne  |
| <b>golf</b>             |                          |
|                         | gimnastyk                |
| <b>gymnastics</b>       |                          |
|                         | kask                     |
| <b>hit</b>              |                          |
|                         | jazda konna, jeździectwo |
| <b>ice hockey</b>       |                          |
|                         | tyżwiarswo               |
| <b>ice-skating rink</b> |                          |
|                         | niezwykły                |
| <b>join</b>             |                          |
|                         | kopnąć                   |
| <b>kit</b>              |                          |
|                         | okrążenie                |
| <b>lose</b>             |                          |
|                         | chybić                   |
| <b>net</b>              |                          |

|                      |                       |
|----------------------|-----------------------|
|                      | basen olimpijski      |
| penalty              |                       |
|                      | gracz                 |
| position             |                       |
|                      | ćwiczyć               |
| professional athlete |                       |
|                      | chronić               |
| racket               |                       |
|                      | rekordzista           |
| referee              |                       |
|                      | jazda na tyżworolkach |
| rugby                |                       |
|                      | biegacz               |
| running              |                       |
|                      | strzelać gole         |
| skateboarding        |                       |
|                      | narciarstwo           |
| skis                 |                       |
|                      | jazda na snowboardzie |
| sports camp          |                       |
|                      | squash                |
| strip                |                       |
|                      | kibicować             |
| supporter            |                       |
|                      | surfing               |
| swimmer              |                       |
|                      | pływanie              |
| table tennis         |                       |
|                      | taktyka               |
| team                 |                       |

|              |                      |
|--------------|----------------------|
|              | tenis ziemny         |
| tennis court |                      |
|              | rzucać               |
| tournament   |                      |
|              | trenować             |
| trainer      |                      |
|              | potknąć się          |
| weightlifter |                      |
|              | podnoszenie ciężarów |
| wetsuit      |                      |
|              | wygrywać             |
| wrestling    |                      |

|                             |                      |
|-----------------------------|----------------------|
| <b>ache</b>                 |                      |
|                             | trądzik              |
| <b>allergy</b>              |                      |
|                             | kostka, staw skokowy |
| <b>antibiotics</b>          |                      |
|                             | stosować             |
| <b>apply a skin cream</b>   |                      |
|                             | astma                |
| <b>avoid sugary drinks</b>  |                      |
|                             | ból pleców           |
| <b>bandage</b>              |                      |
|                             | uderzyć się w głowę  |
| <b>be physically active</b> |                      |
|                             | być optymistą        |
| <b>bleeding</b>             |                      |
|                             | ciśnienie krwi       |
| <b>break a bone</b>         |                      |
|                             | oddychać             |
| <b>broken bone</b>          |                      |
|                             | siniak, stłuczenie   |
| <b>cancer</b>               |                      |
|                             | przeziębienie        |
| <b>check-up</b>             |                      |
|                             | policzek             |
| <b>chin</b>                 |                      |
|                             | trener               |
| <b>come down with</b>       |                      |
|                             | kaszel               |
| <b>cough syrup</b>          |                      |
|                             | krem                 |

|                                             |                             |
|---------------------------------------------|-----------------------------|
| <b>cut yourself</b>                         |                             |
|                                             | choroba                     |
| <b>drink lots of water</b>                  |                             |
|                                             | ból ucha                    |
| <b>eat fruit and vegetables</b>             |                             |
|                                             | łokieć                      |
| <b>exercise</b>                             |                             |
|                                             | rower treningowy            |
| <b>face</b>                                 |                             |
|                                             | zemdleć                     |
| <b>feel dizzy</b>                           |                             |
|                                             | czuć się źle                |
| <b>fever</b>                                |                             |
|                                             | zwalczać                    |
| <b>first aid kit</b>                        |                             |
|                                             | grypa                       |
| <b>follow a diet</b>                        |                             |
|                                             | trening piłkarski           |
| <b>forehead</b>                             |                             |
|                                             | zdrowieć                    |
| <b>get fresh air</b>                        |                             |
|                                             | spać dużo, wysypiać się     |
| <b>get over</b>                             |                             |
|                                             | badać się regularnie        |
| <b>get treatment for</b>                    |                             |
|                                             | chodzić spać o stałej porze |
| <b>have a balanced / healthy diet</b>       |                             |
|                                             | mieć ból pleców             |
| <b>have close relationships with family</b> |                             |

|                                 |                                       |
|---------------------------------|---------------------------------------|
|                                 | katar sienny                          |
| <b>headache</b>                 |                                       |
|                                 | członek personelu medycznego          |
| <b>heart rate</b>               |                                       |
|                                 | wysoka gorączka                       |
| <b>hurt</b>                     |                                       |
|                                 | zranić się w kolano                   |
| <b>immune system</b>            |                                       |
|                                 | poprawiać zdrowie                     |
| <b>infection</b>                |                                       |
|                                 | utrzymywać formę                      |
| <b>knee</b>                     |                                       |
|                                 | uraz nogi                             |
| <b>limit computer game time</b> |                                       |
|                                 | zajmować się kimś, opiekować się kimś |
| <b>lower</b>                    |                                       |
|                                 | płuca                                 |
| <b>medicine</b>                 |                                       |
|                                 | zdrowieć                              |
| <b>neck</b>                     |                                       |
|                                 | krwawienie z nosa                     |
| <b>nurse</b>                    |                                       |
|                                 | okazja                                |
| <b>pain</b>                     |                                       |
|                                 | bolesny                               |
| <b>pass out</b>                 |                                       |
|                                 | tabletki                              |
| <b>plaster</b>                  |                                       |
|                                 | gips                                  |
| <b>prescription</b>             |                                       |
|                                 | zapobiegać chorobom                   |
| <b>pull a muscle</b>            |                                       |

|                            |                                              |
|----------------------------|----------------------------------------------|
|                            | optukać coś pod bieżącą wodą                 |
| <b>receipt</b>             |                                              |
|                            | powracać do zdrowia                          |
| <b>relief</b>              |                                              |
|                            | katar                                        |
| <b>scream</b>              |                                              |
|                            | ramię                                        |
| <b>skip meals</b>          |                                              |
|                            | kichać                                       |
| <b>sore throat</b>         |                                              |
|                            | spinning (ćwiczenia na rowerze stacjonarnym) |
| <b>spots</b>               |                                              |
|                            | skręcony staw skokowy                        |
| <b>stay out of the sun</b> |                                              |
|                            | użądlenie                                    |
| <b>stitch up the wound</b> |                                              |
|                            | brzuch                                       |
| <b>stomach ache</b>        |                                              |
|                            | rozciągać się                                |
| <b>suffer from</b>         |                                              |
|                            | pocić się                                    |
| <b>tablet</b>              |                                              |
|                            | brać kąpiel/prysznic                         |
| <b>take an aspirin</b>     |                                              |
|                            | termometr                                    |
| <b>throw up</b>            |                                              |
|                            | stacjonarna bieżnia                          |
| <b>treat</b>               |                                              |
|                            | chory, niezdrowy                             |
| <b>virus</b>               |                                              |
|                            | talia                                        |
| <b>wasp</b>                |                                              |
|                            | ćwiczenia siłowe                             |
| <b>wrist</b>               |                                              |

|                           |                           |
|---------------------------|---------------------------|
| <b>(video) camera</b>     |                           |
|                           | uzależniający             |
| <b>amazing</b>            |                           |
|                           | ogłaszać, zapowiadać      |
| <b>annoying</b>           |                           |
|                           | program antywirusowy      |
| <b>attitude</b>           |                           |
|                           | okropny                   |
| <b>browser</b>            |                           |
|                           | bloger                    |
| <b>carry out research</b> |                           |
|                           | ładować telefon/baterię   |
| <b>civilisation</b>       |                           |
|                           | klikać                    |
| <b>come up with</b>       |                           |
|                           | łączyć się (z Internetem) |
| <b>contact</b>            |                           |
|                           | radzić sobie (z czymś)    |
| <b>crash</b>              |                           |
|                           | kostka, sześcian          |
| <b>cursor</b>             |                           |
|                           | aparat cyfrowy            |
| <b>disappointing</b>      |                           |
|                           | odkrywać, odnaleźć        |
| <b>do an experiment</b>   |                           |
|                           | ściągać (pliki)           |
| <b>DVD</b>                |                           |
|                           | słuchawki douszne         |
| <b>electricity</b>        |                           |
|                           | zachęta                   |
| <b>escape</b>             |                           |
|                           | ewolucja                  |

|                                   |                             |
|-----------------------------------|-----------------------------|
| <b>explore the universe</b>       |                             |
|                                   | odkryć coś                  |
| <b>folder</b>                     |                             |
|                                   | konsola gier                |
| <b>gravity</b>                    |                             |
|                                   | haker                       |
| <b>handset</b>                    |                             |
|                                   | sprzęt komputerowy          |
| <b>headphones</b>                 |                             |
|                                   | przebój                     |
| <b>hope</b>                       |                             |
|                                   | obrzydliwy, potworny        |
| <b>hunger</b>                     |                             |
|                                   | w przeciwieństwie do czegoś |
| <b>incredible</b>                 |                             |
|                                   | wpływ                       |
| <b>install</b>                    |                             |
|                                   | wynaleźć                    |
| <b>joy</b>                        |                             |
|                                   | klawiatura                  |
| <b>listen to (music)</b>          |                             |
|                                   | śliczny, czarujący          |
| <b>medical advances</b>           |                             |
|                                   | pamięć                      |
| <b>memory stick / flash drive</b> |                             |
|                                   | bałagan                     |
| <b>microphone</b>                 |                             |
|                                   | moderator                   |
| <b>screen</b>                     |                             |
|                                   | nie dość dobry              |
| <b>origins</b>                    |                             |
|                                   | obudowa na telefon          |

|                               |                         |
|-------------------------------|-------------------------|
| <b>phone charger</b>          |                         |
|                               | szkoda                  |
| <b>pop-up</b>                 |                         |
|                               | zamieszczać post        |
| <b>print (out) a document</b> |                         |
|                               | drukarka                |
| <b>printing press</b>         |                         |
|                               | programista             |
| <b>protect</b>                |                         |
|                               | pilot                   |
| <b>reviewer</b>               |                         |
|                               | rewolucjonizować        |
| <b>router</b>                 |                         |
|                               | bzdury                  |
| <b>scanner</b>                |                         |
|                               | kamery bezpieczeństwa   |
| <b>selfie stick</b>           |                         |
|                               | wstyd                   |
| <b>signal</b>                 |                         |
|                               | SMS, wiadomość tekstowa |
| <b>software</b>               |                         |
|                               | układ słoneczny         |
| <b>space travel</b>           |                         |
|                               | głośnik                 |
| <b>stay in touch</b>          |                         |
|                               | przeżyć, przetrwać      |
| <b>tablet</b>                 |                         |
|                               | zrobić selfie           |
| <b>theme</b>                  |                         |

|                       |                                                                       |
|-----------------------|-----------------------------------------------------------------------|
|                       | teoria względności                                                    |
| <b>traffic lights</b> |                                                                       |
|                       | troll (osoba umieszczająca złośliwe i niestosowne komentarze w sieci) |
| <b>type</b>           |                                                                       |
|                       | przenośna pamięć USB                                                  |
| <b>vacuum cleaner</b> |                                                                       |
|                       | przemoc                                                               |
| <b>virus</b>          |                                                                       |
|                       | głośność                                                              |
| <b>waste of time</b>  |                                                                       |
|                       | projektant stron internetowych                                        |
| <b>wheel</b>          |                                                                       |
|                       | Wi-Fi                                                                 |

|                                 |                   |
|---------------------------------|-------------------|
| <b>air pollution</b>            |                   |
|                                 | mrówka            |
| <b>autumn</b>                   |                   |
|                                 | plaża             |
| <b>beak</b>                     |                   |
|                                 | niedźwiedź        |
| <b>bee</b>                      |                   |
|                                 | pojemnik na szkło |
| <b>butterfly</b>                |                   |
|                                 | kanion            |
| <b>cave</b>                     |                   |
|                                 | pazur             |
| <b>cliff</b>                    |                   |
|                                 | zmiana klimatu    |
| <b>cloud</b>                    |                   |
|                                 | pochmurny         |
| <b>coast</b>                    |                   |
|                                 | zimny             |
| <b>cool</b>                     |                   |
|                                 | krowa             |
| <b>crocodile</b>                |                   |
|                                 | pustynia          |
| <b>disturb</b>                  |                   |
|                                 | delfin            |
| <b>donkey</b>                   |                   |
|                                 | suchy             |
| <b>duck</b>                     |                   |
|                                 | stoń              |
| <b>environmentally friendly</b> |                   |
|                                 | fabryka           |
| <b>feather</b>                  |                   |
|                                 | opłata            |
| <b>feed</b>                     |                   |
|                                 | pole              |
| <b>flower</b>                   |                   |
|                                 | mgła              |

|                        |                  |
|------------------------|------------------|
| <b>foggy</b>           |                  |
|                        | las              |
| <b>fossil fuel</b>     |                  |
|                        | lis              |
| <b>frost</b>           |                  |
|                        | mroźny           |
| <b>fur</b>             |                  |
|                        | żyrafa           |
| <b>global warming</b>  |                  |
|                        | koza             |
| <b>gorilla</b>         |                  |
|                        | chomik           |
| <b>heat</b>            |                  |
|                        | wzgórze          |
| <b>hippo</b>           |                  |
|                        | koń              |
| <b>hot</b>             |                  |
|                        | lód              |
| <b>icy</b>             |                  |
|                        | kangur           |
| <b>lake</b>            |                  |
|                        | wysypisko śmieci |
| <b>leaf</b>            |                  |
|                        | błyskawica       |
| <b>lion</b>            |                  |
|                        | jaszczurka       |
| <b>maple</b>           |                  |
|                        | roztopiać się    |
| <b>monkey</b>          |                  |
|                        | komar            |
| <b>mountain</b>        |                  |
|                        | mysz             |
| <b>natural feature</b> |                  |
|                        | ocean            |
| <b>park</b>            |                  |

|                    |                            |
|--------------------|----------------------------|
|                    | papuga                     |
| <b>path</b>        |                            |
|                    | łapa                       |
| <b>penguin</b>     |                            |
|                    | benzyna                    |
| <b>pig</b>         |                            |
|                    | transport publiczny        |
| <b>rabbit</b>      |                            |
|                    | deszcz                     |
| <b>rainbow</b>     |                            |
|                    | las deszczowy              |
| <b>rainy</b>       |                            |
|                    | łańcuch górski             |
| <b>recycle</b>     |                            |
|                    | kosz do segregacji odpadów |
| <b>rhino</b>       |                            |
|                    | rzeka                      |
| <b>root</b>        |                            |
|                    | kosz na śmieci             |
| <b>scenery</b>     |                            |
|                    | morze                      |
| <b>sea level</b>   |                            |
|                    | wybrzeże                   |
| <b>seed</b>        |                            |
|                    | rekin                      |
| <b>sheep</b>       |                            |
|                    | świecić                    |
| <b>shower</b>      |                            |
|                    | wąż                        |
| <b>snow</b>        |                            |
|                    | opady śniegu               |
| <b>snowy</b>       |                            |
|                    | gleba, ziemia              |
| <b>solar power</b> |                            |
|                    | pająk                      |

|                |                   |
|----------------|-------------------|
| <b>spring</b>  |                   |
|                | łodyga            |
| <b>storm</b>   |                   |
|                | burzowy           |
| <b>summer</b>  |                   |
|                | słońce            |
| <b>sunny</b>   |                   |
|                | wschód słońca     |
| <b>sunset</b>  |                   |
|                | światło słoneczne |
| <b>tail</b>    |                   |
|                | grzmot            |
| <b>tiger</b>   |                   |
|                | toksyczne odpady  |
| <b>traffic</b> |                   |
|                | korek uliczny     |
| <b>valley</b>  |                   |
|                | wodospad          |
| <b>wave</b>    |                   |
|                | wieloryb          |
| <b>whisker</b> |                   |
|                | wiatr             |
| <b>windy</b>   |                   |
|                | skrzydło          |
| <b>winter</b>  |                   |

|                                         |                                                                                                          |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------|
| <b>adult</b>                            |                                                                                                          |
|                                         | pomoc                                                                                                    |
| <b>arrest</b>                           |                                                                                                          |
|                                         | być miłym (dla)                                                                                          |
| <b>be proud of</b>                      |                                                                                                          |
|                                         | uzależnić się                                                                                            |
| <b>behave (well)</b>                    |                                                                                                          |
|                                         | granica                                                                                                  |
| <b>break into</b>                       |                                                                                                          |
|                                         | łamać prawo                                                                                              |
| <b>bullying</b>                         |                                                                                                          |
|                                         | włamywacz                                                                                                |
| <b>burglary</b>                         |                                                                                                          |
|                                         | włamywać się                                                                                             |
| <b>career</b>                           |                                                                                                          |
|                                         | sprawiać problem                                                                                         |
| <b>charity</b>                          |                                                                                                          |
|                                         | treści w Internecie,<br>których celem jest<br>skłonienie internauty<br>do wejścia na konkretną<br>stronę |
| <b>collect money<br/>(door-to-door)</b> |                                                                                                          |
|                                         | popętnić przestępstwo                                                                                    |
| <b>confirm</b>                          |                                                                                                          |
|                                         | sąd                                                                                                      |
| <b>crime</b>                            |                                                                                                          |
|                                         | przestępca                                                                                               |
| <b>crisis</b>                           |                                                                                                          |
|                                         | finansowanie<br>społecznościowe                                                                          |
| <b>cruel</b>                            |                                                                                                          |

|                                  |                                      |
|----------------------------------|--------------------------------------|
|                                  | waluta                               |
| <b>defend</b>                    |                                      |
|                                  | opóźnienie                           |
| <b>discrimination</b>            |                                      |
|                                  | ofiarować (datek)                    |
| <b>driving instructor</b>        |                                      |
|                                  | zażywanie narkotyków                 |
| <b>duty</b>                      |                                      |
|                                  | wybory                               |
| <b>evidence</b>                  |                                      |
|                                  | falszywe wiadomości                  |
| <b>fine</b>                      |                                      |
|                                  | zrobić sobie tatuaż                  |
| <b>guilty</b>                    |                                      |
|                                  | mieć obowiązek<br>(zrobienia czegoś) |
| <b>head of state</b>             |                                      |
|                                  | pomagać osobom<br>starszym           |
| <b>helpline</b>                  |                                      |
|                                  | bezdomność                           |
| <b>join the army</b>             |                                      |
|                                  | sędzia                               |
| <b>jump the queue</b>            |                                      |
|                                  | prawnik                              |
| <b>legal / illegal</b>           |                                      |
|                                  | pozwolenie                           |
| <b>member of<br/>a community</b> |                                      |
|                                  | zamordować (kogoś)                   |
| <b>murderer</b>                  |                                      |

|                                         |                                           |
|-----------------------------------------|-------------------------------------------|
|                                         | niegrzeczny,<br>nieprzyjemny              |
| <b>new trend</b>                        |                                           |
|                                         | przestrzegać zasad                        |
| <b>park clean-up</b>                    |                                           |
|                                         | płacić podatki                            |
| <b>peaceful</b>                         |                                           |
|                                         | policjant                                 |
| <b>polite</b>                           |                                           |
|                                         | partia polityczna                         |
| <b>population</b>                       |                                           |
|                                         | bieda                                     |
| <b>prison</b>                           |                                           |
|                                         | więzień                                   |
| <b>punishment</b>                       |                                           |
|                                         | rasizm                                    |
| <b>relief organisation</b>              |                                           |
|                                         | religia                                   |
| <b>respect the rights<br/>of others</b> |                                           |
|                                         | odpowiedzialny                            |
| <b>rewarding</b>                        |                                           |
|                                         | jeździć na motorze                        |
| <b>rights</b>                           |                                           |
|                                         | rabować, okradać                          |
| <b>robber</b>                           |                                           |
|                                         | rabunek, kradzież,<br>napad (np. na bank) |
| <b>second-hand</b>                      |                                           |
|                                         | kraść w sklepie                           |
| <b>shoplifter</b>                       |                                           |
|                                         | kradzież w sklepie                        |
| <b>society</b>                          |                                           |

|                       |                       |
|-----------------------|-----------------------|
|                       | rozwiązywać problem   |
| <b>steal</b>          |                       |
|                       | brać udział (w czymś) |
| <b>take place</b>     |                       |
|                       | terroryzować          |
| <b>terrorism</b>      |                       |
|                       | terrorysta            |
| <b>theft</b>          |                       |
|                       | złodziej              |
| <b>traffic warden</b> |                       |
|                       | sadzenie drzew        |
| <b>trial</b>          |                       |
|                       | bezrobocie            |
| <b>vandal</b>         |                       |
|                       | dewastować, niszczyć  |
| <b>vandalism</b>      |                       |
|                       | ofiara                |
| <b>volunteer</b>      |                       |
|                       | głosować              |
| <b>wait your turn</b> |                       |
|                       | świadek               |
| <b>work on</b>        |                       |

## Rozumienie ze słuchu

**01 Zadanie 1.** Usłyszysz dwukrotnie cztery teksty. W zadaniach 1.1.–1.4., na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B albo C. (0–4)

1.1. Where are the girls going to meet?

A.



B.



C.



1.2. Where are the boy and the girl?

A.



B.



C.



1.3. What will James do on Saturday?

A.



B.



C.



1.4. Peter is calling Jack to

- A. ask him for help with his homework.
- B. invite him to watch a film together.
- C. change the date of their meeting.

**02 Zadanie 2.** Usłyszysz dwukrotnie cztery wypowiedzi na temat wizyty u weterynarza. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (2.1.–2.4.) odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. (0–4)

During the last visit to the vet, this speaker's pet

- A. became aggressive.
- B. escaped from the room.
- C. hurt another animal.
- D. was very lively.
- E. behaved quietly.

| 2.1. | 2.2. | 2.3. | 2.4. |
|------|------|------|------|
|      |      |      |      |

- 03 **Zadanie 3.** Usłyszysz dwukrotnie tekst informacyjny o muzeum. Na podstawie informacji zawartych w nagraniu uzupełnij luki (3.1.–3.5) w poniższej notatce. Luki należy uzupełnić w języku angielskim. (0–5)

## MUSEUM OF THE HISTORY OF TECHNOLOGY

- On Sunday, the museum is open from 3.1. \_\_\_\_\_ to 6 pm.
- The price of the family ticket is 3.2. \_\_\_\_\_.
- Visitors to the museum like 3.3. \_\_\_\_\_ best.
- This week, the topic of the film is 3.4. \_\_\_\_\_.
- You can get some souvenirs from the shop near 3.5. \_\_\_\_\_.

## Znajomość funkcji językowych

- 04 **Zadanie 4.** Usłyszysz dwukrotnie cztery wypowiedzi (4.1.–4.4.). Do każdej z nich dobrać właściwą reakcję (A–E). Wpisz rozwiązania do tabeli. Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. (0–4)

- A. It was interesting, but I had to pay £30.
- B. No, they were cheap, only £1.50 a kilo.
- C. I'm sure it will be very easy.
- D. No, we bought enough yesterday.
- E. I'm not. But it's very probable.

| 4.1. | 4.2. | 4.3. | 4.4. |
|------|------|------|------|
|      |      |      |      |

- Zadanie 5.** Dla każdej z opisanych sytuacji (5.1.–5.3.) wybierz właściwą reakcję. Zakreśl literę A, B albo C. (0–3)

- 5.1. Kolega jest twoim gościem. Jak zaproponujesz mu coś do picia?  
 A. Would you like some coke?  
 B. Do you like apple juice?  
 C. Do you often drink coke?
- 5.2. Twój kolega uważa, że ostatni test z biologii był bardzo łatwy. Podzielasz jego opinię. Co powiesz?  
 A. If you ask me, it wasn't.  
 B. I think so, too.  
 C. You are wrong.
- 5.3. Chcesz kupić grę komputerową w prezencie. Jak poprosisz kolegę o pomoc przy zakupie?  
 A. Have you bought a computer game for me?  
 B. Can you come and choose a computer game with me?  
 C. Will you give this computer game as a present?

- Zadanie 6.** Uzupełnij dialogi 6.1.–6.4. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak, aby otrzymać spójne i logiczne teksty. Luki należy uzupełnić w języku angielskim. (0–4)

- 6.1. X: Jane, \_\_\_\_\_ last night?  
 Y: About three hours. I turned the TV off just after *You Can Dance* finished.
- 6.2. X: Hello! \_\_\_\_\_?  
 Y: I am afraid not. Sarah's gone to her painting class. Please call her again in the evening.
- 6.3. X: Peter, \_\_\_\_\_?  
 Y: To school? Usually by bus. It's more convenient than the tram.
- 6.4. X: Excuse me. \_\_\_\_\_ this blouse?  
 Y: It's 40 pounds, but they are on sale today for 25 pounds.

## Rozumienie tekstów pisanych

**Zadanie 7.** Przeczytaj teksty. W zadaniach 7.1.–7.4. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zakreśl literę A, B albo C. (0–4)

**SCHOOL DRAMA CLUB**  
**WHEN**  
Two-hour meetings after school once a week.  
You can choose the day of the week and time. Last year, we met on Mondays at 5 pm.  
**WHERE**  
In the school auditorium.  
No snacks or drinks allowed inside.  
**HOW MANY STUDENTS**  
The club invites 12–15 students.  
**TEACHERS**  
Professional actors. Always inform them if you can't come to a meeting.  
(Phone number on [www.dramaclub.org](http://www.dramaclub.org))

- 7.1. Drama Club members can't
- A. phone their teachers.
  - B. eat during the meetings.
  - C. meet on Mondays this year.

Hi,

1 I probably left it in our computer classroom on Monday afternoon, 12<sup>th</sup> May.

2 Could you bring it to Classroom 23 if you've found it there?

3 You can also phone me any time on 437 56 87 91.

4 I'm looking for an English Project book, which is very important to me.

- 7.2. The correct order of the sentences in the notice is
- A. 1-4-3-2
  - B. 4-2-3-1
  - C. 4-1-2-3

< ✉ New message

Ann,

I've just come back from the mountains. It was a fantastic weekend. We saw lots of interesting places. We only had one problem. Our coach broke down, and we had to wait for a mechanic. But later everything was fine. You must see the photos. I'd bought a new camera before the trip.

Joe

< ✉ New message

Fiona,

I won't be home next weekend. We're going to the mountains in my dad's car. It's not new, but it never breaks down. We've planned to see some fantastic places. I hope the trip will be fine. I'd like to take some photos. Can I borrow your camera? Mine doesn't work well.

Adam

- 7.3. Both texts are about
- A. a broken camera.
  - B. a weekend trip.
  - C. a problem with a car.

If you want to have a good laugh, this isn't for you. It is based on a popular book. It is set in a small town, where, one day, strange people arrive. There is something frightening about them. Then, the town's inhabitants start disappearing. No one knows what is happening. There isn't much talking, but there is a lot of action and the computer special effects are amazing. Two hours pass really quickly. It is really worth spending your money on the ticket.

- 7.4. This is a review of
- A. a film.
  - B. a book.
  - C. a computer game.

**Zadanie 8.** Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (8.1.–8.4.) literę, którą oznaczono brakujące zdanie (A–E) tak, aby otrzymać logiczny i spójny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. (0–4)

Doctors say that children are gaining weight and becoming unfit because of consuming too much junk food. Some time ago, a campaign for healthy food started to improve food standards in UK schools. In fact, junk food is now not allowed in most of them. **8.1.** \_\_\_\_ 'Those chocolate bars and crisps make our pupils weak and unhealthy,' one of them said.

Our school joined the campaign last autumn. **8.2.** \_\_\_\_ We also decided to remove all junk food and fizzy drinks from the school vending machines. **8.3.** \_\_\_\_ Pupils just bring them to school secretly. The teachers check their bags and sometimes take away all the unhealthy food. They do it for health reasons. **8.4.** \_\_\_\_ Peter is one of them. He says, 'Teachers think we'll be fitter if we don't have burgers or fizzy drinks. It's rubbish!' At lunchtime he always goes to the McDonald's near our school. He even takes orders from younger pupils. What a pity!

- A. Teachers believe pupils will feel better if they eat less junk food.
- B. First of all, the school shop stopped selling chocolate bars and crisps.
- C. Some of my classmates don't agree with the fast food prohibition.
- D. That's why fast food is becoming very popular in our school.
- E. However, sweets and crisps are still favourite snacks eaten at break time.

**Zadanie 9.** Przeczytaj teksty (A–C) na temat podróży pociągami oraz zdania 9.1.–9.4. Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli. Uwaga! Jeden tekst pasuje do dwóch zdań. (0–4)

### TRAVELLING BY TRAIN

**A.** Last holiday, we decided to go to the mountains. As usual, we travelled by train. We'd expected a nice journey with beautiful landscapes, but in fact, it was a very unpleasant experience. When we showed our tickets to the ticket inspector, he told us that we were going in the opposite direction. We had to get off at the next station and catch the right train. We waited for it for three hours. We had nothing to eat, and, of course, we didn't have a chance to see any views. What a nightmare.

**B.** I don't like travelling by train because I am always bored, but my last journey to Scotland was very enjoyable. The seats were comfortable. There was a lot of space for our rucksacks. The carriage was clean and had electrical outlets. We watched a movie on our laptop. It was about beautiful Scottish lakes. When we got bored, we walked along the corridor. We even went to the buffet car to have some apple pie and tea.

**C.** When I was a child, my family took a trip to Jasper, a town in the Rocky Mountains. We'd been to Jasper many times before. We always travelled by car and never stopped on the way, not even at McDonald's for a snack. But this time was different. We took a train. The journey was slow. The scenery outside the window was fantastic. I had never seen anything like that travelling on the motorway. Since then, I've always travelled to Jasper by train.

#### Which traveller

|      |                                                         |  |
|------|---------------------------------------------------------|--|
| 9.1. | saw wonderful landscapes from the train?                |  |
| 9.2. | had something to eat during their journey?              |  |
| 9.3. | took the train to their destination for the first time? |  |
| 9.4. | was travelling on the wrong train?                      |  |

**Zadanie 10.** Przeczytaj tekst. Uzupełnij luki w zdaniach 10.1.–10.3. zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim. (0–3)

## BRISTOL SPORTS CLUB

### SWIMMING POOL

(Closed on Tuesdays for cleaning)

#### Classes

Advanced Swimming Classes: Mondays, Wednesdays

Lessons for beginners: Thursdays, Fridays

Water aerobics: Saturdays

Advanced classes are 45 minutes; beginners' lessons last 30 minutes.



### FITNESS CLASSES

Yoga for beginners: Mondays and Thursdays

Dance fitness: Mondays, Tuesdays, and Fridays

Cycling: every day, except Mondays

**Opening times:** Monday – Sunday  
(9:00 am–7:30 pm)

**Additional facilities:** car park behind the club  
(free of charge); bar

**Payment:** monthly payment – £60  
(two chosen classes a week)



10.1. Swimming lessons for beginners \_\_\_\_\_  
\_\_\_\_\_ than the other swimming  
classes.

10.2. The cycling classes do not take place  
\_\_\_\_\_.

10.3. You \_\_\_\_\_  
\_\_\_\_\_ if you park your car behind the club.

## Znajomość środków językowych

**Zadanie 11.** Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 11.1.–11.3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. (0–3)

|           |
|-----------|
| A. pass   |
| B. failed |
| C. part   |
| D. check  |
| E. saved  |
| F. put    |

My father is a volunteer firefighter. He belongs to the local Fire and Rescue Services organisation, just like my grandfather and uncle. It's a kind of family tradition. To become a firefighter, my father had to train a lot and 11.1. \_\_\_\_ a difficult fitness test. He still has to train every day and he sometimes takes 11.2. \_\_\_\_ in weekend training sessions outdoors. My father has already been to two serious operations. In one, he even 11.3. \_\_\_\_ a little boy from a burning house. My father does not get any money for his work, but it gives him a lot of satisfaction.



**Zadanie 12.** Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 12.1.-12.4. Zakreśl literę A, B albo C. (0-4)

[New message](#)

I live in a small village in Scotland. My parents run a family hotel there. Tourists come here to walk in the mountains around the village because the views are wonderful. Big changes **12.1.** \_\_\_\_ place in my village since I was a little boy. Now, houses are **12.2.** \_\_\_\_ than in the past, and there are even two new apartment blocks. People also have more entertainment. There are a few pubs and cafés along the main street. The residents enjoy **12.3.** \_\_\_\_ their free time there. In the past, the village had only one shop with quite high prices. Now shopping is cheaper because a supermarket **12.4.** \_\_\_\_ last year. Not everybody thinks these are changes for the better. Some villagers say that my village is losing its traditional character.

- 12.1. A. took  
B. have taken  
C. are taking
- 12.2. A. so modern  
B. most modern  
C. more modern
- 12.3. A. spending  
B. to spend  
C. spend
- 12.4. A. was opening  
B. has opened  
C. was opened

**Zadanie 13.** Przetłumacz na język angielski fragmenty podane w nawiasach tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy. (0–4)

- 13.1. While Jane (*ogłodała*) \_\_\_\_\_  
a concert on TV, somebody knocked at the  
door.
- 13.2. This is (*drugi raz*) \_\_\_\_\_  
I have asked you not to use my pen.
- 13.3. (*Te kobiety*) \_\_\_\_\_ work in the  
market near my house.
- 13.4. No other boy in our class is (*tak wysoki, jak*)  
\_\_\_\_\_. Tom.

## Wypowiedź pisemna

**Zadanie 14. (0-10)**

Od tego roku szkolnego uczęszczasz do nowej szkoły. W e-mailu do kolegi/koleżanki z Anglii:

- poinformuj, jak przywitano cię w nowej szkole.
- opisz ulubionego nauczyciela.
- napisz, co najbardziej podoba ci się w szkole.

*Napisz swoją wypowiedź w języku angielskim.*

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

Hi Ann

You won't believe it! I started learning in a new school

[illegible]

## Rozumienie ze słuchu

**05 Zadanie 1.** Usłyszysz dwukrotnie cztery teksty. W zadaniach 1.1.–1.4., na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B albo C. (0–4)

1.1. How will the girl and the boy get to Helen's party?



1.2. What animal is the girl going to buy?



1.3. Where are the girl and the boy talking?



1.4. Kate is calling Lucy to

- A. tell her about their teacher.
- B. remind her about a biology test.
- C. invite her to a skating training.

**06 Zadanie 2.** Usłyszysz dwukrotnie cztery wypowiedzi na temat pierwszego dnia w nowej szkole. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (2.1. –2.4.) odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. (0–4)

This speaker

- A. started a conversation with other students.
- B. didn't want to make friends with anybody.
- C. got a nice welcome from one student.
- D. didn't expect to get a nice treat.
- E. agreed to meet his classmates after school.

| 2.1. | 2.2. | 2.3. | 2.4. |
|------|------|------|------|
|      |      |      |      |

- 07 **Zadanie 3.** Usłyszysz dwukrotnie wywiad z utalentowaną kilkunastoletnią malarką. Na podstawie informacji zawartych w nagraniu uzupełnij luki 3.1.–3.5. w poniższej notatce. Luki należy uzupełnić w języku angielskim. (0–5)

LAURA BROWN  
– AN ARTIST'S PROFILE

- She started painting at the age of 3.1. \_\_\_\_\_
- At present, she's painting 3.2. \_\_\_\_\_
- She paints 3.3. \_\_\_\_\_ times a week.
- Her favourite paints are 3.4. \_\_\_\_\_
- Her plans for the future: exhibition in 3.5. \_\_\_\_\_

## Znajomość funkcji językowych

- 08 **Zadanie 4.** Usłyszysz dwukrotnie cztery wypowiedzi (4.1.–4.4.). Do każdej z nich dobierz właściwą reakcję (A–E). Wpisz rozwiązania do tabeli. Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. (0–4)

- A. Because it's not working. I must check it.  
B. Yes, my father has already fixed it.  
C. Dad is fixing the bike. It's almost ready.  
D. Mary's. She got it on her birthday.  
E. Nothing. I haven't been shopping yet.

| 4.1. | 4.2. | 4.3. | 4.4. |
|------|------|------|------|
|      |      |      |      |

- Zadanie 5.** Dla każdej z opisanych sytuacji (5.1.–5.4.) wybierz właściwą reakcję. Zakreśl literę A, B albo C. (0–4)

- 5.1. Zaproponuj koledze wspólne zjedzenie obiadu.  
A. Do you enjoy having dinner here?  
B. What about having dinner together?  
C. What would you like to have for dinner?
- 5.2. Jesteś w Londynie. Dowiedz się, jak dojść do Oxford Street.  
A. Excuse me, is this Oxford Street?  
B. Excuse me, how far is Oxford Street from here?  
C. Excuse me, how do I get to Oxford Street?
- 5.3. Kolega pyta cię o godzinę odjazdu pociągu. Jak odpowiesz?  
A. At two o'clock.  
B. For two hours.  
C. Since two o'clock.
- 5.4. Koleżanka dziękuje ci za pomoc. Co jej odpowiesz?  
A. That's right. I will.  
B. It doesn't matter to me.  
C. Don't mention it.

- Zadanie 6.** Uzupełnij dialogi 6.1.–6.3. Wpisz w każdą lukę brakujący fragment wypowiedzi tak, aby otrzymać spójne i logiczne teksty. Luki należy uzupełnić w języku angielskim. (0–3)

- 6.1. X: I forgot my watch. \_\_\_\_\_  
\_\_\_\_\_ it?  
Y: It's twenty to eight. We've got enough time to get to school.
- 6.2. X: \_\_\_\_\_ some butter cookies? I've just made them myself.  
Y: Thank you, I'll try the chocolate ones.
- 6.3. X: I love playing chess. I'm one of the best players in the city.  
Y: Well, \_\_\_\_\_, then.  
We'll see who's the best.

## Rozumienie tekstów pisanych

**Zadanie 7.** Przeczytaj teksty. W zadaniach 7.1.–7.3. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zakreśl literę A, B albo C. (0–3)

Pat, Jane has to take care of her sick grandmother on Thursday, so she can't come. Could we meet on Friday instead? I hope it is not a problem for you.

Jake, Peter has just called me. He won't see us next week. He's going to visit his family in another city. He'd like to know if we can meet a week later. It's OK with me. Let me know if it's a problem for you.

7.1. **Both** texts are about

- A. helping people with their problems.
- B. changing the date of a meeting.
- C. organising family meetings.

< ✉ New message

To: Mark

From: George

I've got an extra ticket for the concert on Saturday. Why don't you ask your cousin Sue to join us? She's good company. Let me know as soon as possible.

7.2. George is asking Mark to

- A. invite someone to a concert.
- B. go to a concert with him.
- C. help him get a ticket to a concert.

### ***How to make an omelette (my recipe)***

- 1 Then put some butter into the frying pan and heat it.
- 2 Add some salt and pepper into the mixture.
- 3 Break the eggs into a bowl and beat them for two minutes.
- 4 Pour the mixture into the hot pan and fry it for five minutes.

7.3. The correct order of the sentences in the recipe is

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

**Zadanie 8.** Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (8.1.–8.4.) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać logiczny i spójny tekst. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. (0–4)

### **To Be Honest Or Not To Be**

Imagine finding a wallet full of cash. Then imagine discovering that the wallet belongs to a famous actor. What would you do?

This happened to seventeen-year-old Tristin Barker. One day, he went to a restaurant with his mother to dine there. Accidentally, he found a wallet lying on a restaurant table.

8.1. \_\_\_\_ To do this, he opened the wallet, full of cash, to check who it really belonged to. He was surprised when he discovered that it belonged to a famous actor – Chris Hemsworth.

8.2. \_\_\_\_ He told him he had found the wallet and wanted to return it to Chris. The manager was very grateful to hear this news and gave him the necessary information. 8.3. \_\_\_\_ In it, he asked for a few tickets to a talk show hosted by Ellen DeGeneres. Chris Hemsworth was going to appear on it.

The teen was invited to the show. Hemsworth greeted him and told the story of the lost wallet to Ellen and her guests. During the show, Ellen invited Tristin to come up on stage.

8.4. \_\_\_\_ Apart from the money, Ellen also gave him a wallet with \$10,000. Who says honesty doesn't pay off?

- A. Immediately, Tristin contacted the celebrity's business manager.
- B. Then, Chris gave him all the cash from his wallet.
- C. However, inside the wallet there was even a bigger surprise.
- D. Tristin got the actor's address, to which he sent the wallet with a note.
- E. But instead of keeping it for himself, he decided to find its owner.

**Zadanie 9.** Przeczytaj teksty na temat ważnych turniejów tenisowych organizowanych w krajach anglojęzycznych oraz zdania 9.1.–9.4. Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli. Uwaga! Jeden tekst pasuje do dwóch zdań. (0–4)

**A. Wimbledon** is the oldest and the most famous tennis tournament in the world. It started in 1877 and has been played on grass ever since. The rules specify that the players must wear white clothes. Also, the final set can't be stopped until one competitor wins by two games\* over their opponent. Rain does not stop the final match because there is a roof over the Central Court.

**B.** The best tennis players meet at Melbourne Park in January every year for the Australian Open. It started in 1905. The matches were played on a grass ground until 1988. The **Australian Open** is the first of the greatest tournaments of the year. Its rules say that the final set ends when a player wins by two games over their rival. If it is very hot, the players leave the court and return to it when the temperature goes down.

**C.** The first **U.S. Open** tournament was held in August, 1881. In the past, matches were played on grass as well as on clay\*\*. Today it is a hard court tournament. The main court, where the final game is played, has a roof. It is pulled closed when it's rainy. The U.S. Open is unique because if the result in the final set is six to six, the competitors play one more game, called a tiebreak. It decides which player wins the game.

\* gem (część seta)    \*\* glina

|      |                                                                      |  |
|------|----------------------------------------------------------------------|--|
| 9.1. | There's a limit of games the players play in the final set.          |  |
| 9.2. | This tournament starts a series of the most important tennis events. |  |
| 9.3. | The final match may be stopped because of the weather.               |  |
| 9.4. | The games are played only on grass courts these days.                |  |

**Zadanie 10.** Przeczytaj tekst. Uzupełnij luki w zdaniach 10.1.–10.4. zgodnie z treścią tekstu. Luki należy wypełnić w języku polskim. (0–4)

## DO YOU ENJOY WORKING WITH CHILDREN?

We are looking for young people aged 18–20 to work at our summer camp.

### Duties:

- taking care of children aged 8–10
- teaching children to swim – you need to have experience as a swimming instructor

### We offer:

- meals: breakfast, dinner, and supper
- accommodation: sharing a double room
- pay: \$10 / hour

If you are interested, send your CV and a letter of application to KidsFun@camp.pl by 30<sup>th</sup> May.

### < ✉ New message

Cześć Tomek,

Znalazłem w Internecie ogłoszenie, które może Cię zainteresować. Dotyczy pracy wakacyjnej z **10.1.** \_\_\_\_\_ .

Wymagana jest umiejętność

**10.2.** \_\_\_\_\_ oraz

ukończone osiemnaście lat. Będziesz miał zapewnione trzy posiłki dziennie oraz nocleg w **10.3.** \_\_\_\_\_ pokoju.

Musisz się pośpieszyć, jeśli chcesz skorzystać z oferty, ponieważ zgłoszenia można wysyłać do **10.4.** \_\_\_\_\_ .

Bartek

## Znajomość środków językowych

**Zadanie 11.** Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 11.1.–11.4. Zakreśl literę A, B albo C. (0–4)

Hi Ann,

Greetings from Italy.

We arrived at the hotel yesterday morning, after 16 hours in the car. We spent the rest of the day sleeping after **11.1.** \_\_\_\_ long journey.

The hotel we're staying at is fantastic. There's everything we could dream of – swimming pools, discos, shops. There are **11.2.** \_\_\_\_ young people here. I hope my sister and I will **11.3.** \_\_\_\_ friends with them soon.

We **11.4.** \_\_\_\_ to the nearby town yet, but we're planning to visit it on Friday.

Take care,

Emma

- 11.1. A. so                      B. such                      C. such a  
11.2. A. lots of                B. a lot                      C. lots  
11.3. A. do                      B. get                        C. make  
11.4. A. weren't                B. haven't been            C. aren't

**Zadanie 12.** Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 12.1.–12.3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. **Uwaga!** Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. (0–3)

| A.     | B.     | C.      | D.   | E.     | F.    |
|--------|--------|---------|------|--------|-------|
| travel | bought | telling | trip | saying | found |

When an American writer, Anne Parrish, went on a **12.1.** \_\_\_\_ to Paris with her husband, they visited a local secondhand bookstore. While Anne was looking at the bookshelves, she **12.2.** \_\_\_\_ a book that was one of her childhood favorites – Jack Frost and Other Stories. She picked it up and showed it to her husband, **12.3.** \_\_\_\_ him about the book she remembered as a child. He took the book and opened it. Inside he found the words: 'Anne Parrish, 209 N. Weber Street, Colorado Springs.' Yes, it was Ann's very own book. Nobody knew how it had got to Paris.

**Zadanie 13.** Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką (13.1.–13.4.) tak, aby zachować sens zdania wyjściowego. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. **Uwaga!** Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać **maksymalnie trzy wyrazy**. (0–4)

- 13.1. Would you like to join our basketball team?  
**INTERESTED**  
Are you \_\_\_\_\_  
our basketball team?
- 13.2. I can't buy this bike because I haven't got enough money. **TOO**  
I've got \_\_\_\_\_  
money to buy this bike.
- 13.3. No one ran in the race as fast as Jack.  
**RUNNER**  
Jack was \_\_\_\_\_  
in the race.
- 13.4. Jerry Smith wrote this beautiful poem. **BY**  
This beautiful poem \_\_\_\_\_  
Jerry Smith.

## Wypowiedź pisemna

**Zadanie 14. (0-10)**

Niedawno zgubiłeś/zgubiłaś coś, co było ci bardzo potrzebne. Napisz na ten temat e-mail do koleżanki z Londynu.

- Poinformuj, w jakich okolicznościach zgubiłeś/  
zgubiłaś potrzebną ci rzecz.
- Opisz, jak na to zdarzenie zareagowali twoi rodzice.
- Wyjaśnij, jakie problemy masz z powodu zaginięcia  
tej rzeczy.

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

Hi Jill,

You won't believe what happened to me.

[illegible]

## Rozumienie ze słuchu

**09 Zadanie 1.** Usłyszysz dwukrotnie cztery teksty. W zadaniach 1.1.–1.4., na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B albo C. (0–4)

1.1. Where is the girl?

A.



B.



C.



1.2. Mary will bring

A.



B.



C.



1.3. Where did the woman spend her last holidays?

A.



B.



C.



1.4. The girl is calling her friend to

A. ask him to lend her his computer.

B. offer her help with the presentation.

C. tell him how she's solved the problem.

**10 Zadanie 2.** Usłyszysz dwukrotnie cztery wypowiedzi na temat powodów wstąpienia do harcerstwa. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (2.1.–2.4.) odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. (0–4)

The speaker joined the Scouts because he/she

A. was made to do it by his/her parents.

B. needed to become independent.

C. got bored with his/her hobby.

D. followed someone's advice.

E. wanted to make new friends.

| 2.1. | 2.2. | 2.3. | 2.4. |
|------|------|------|------|
|      |      |      |      |

- 11 **Zadanie 3.** Usłyszysz dwukrotnie wywiad z tancerką. Na podstawie informacji zawartych w nagraniu uzupełnij luki (3.1.–3.5.) w poniższej notatce. Luki należy uzupełnić w języku angielskim. (0–5)

### BALLET DANCER: SONIA GREY

- Sonia lived in Paris for  
3.1. \_\_\_\_\_.
- Sonia was born on  
3.2. \_\_\_\_\_.
- Sonia's mother never played  
concerts in  
3.3. \_\_\_\_\_.
- Sonia's dancing career started in  
3.4. \_\_\_\_\_.
- Sonia is planning to  
3.5. \_\_\_\_\_.

## Znajomość funkcji językowych

- 12 **Zadanie 4.** Usłyszysz dwukrotnie cztery wypowiedzi (4.1.–4.4.). Do każdej z nich dobrać właściwą reakcję (A–E). Wpisz rozwiązania do tabeli. Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. (0–4)

- A. Sorry, I'd like to do it on my own.  
B. Sure, here you are.  
C. It's OK but I don't like it very much.  
D. They're a waste of time.  
E. I think I enjoy camping by the lake the most.

| 4.1. | 4.2. | 4.3. | 4.4. |
|------|------|------|------|
|      |      |      |      |

- Zadanie 5.** Dla każdej z opisanych sytuacji (5.1.–5.3.) wybierz właściwą reakcję. Zakreśl literę A, B albo C. (0–3)

- 5.1. Twój kolega wygląda na przygnębionego.  
Jak zapytasz co się stało?  
A. What does it mean?  
B. How did it happen?  
C. What's the matter?
- 5.2. Chcesz spotkać się z przyjacielem dziś wieczorem. Jak poprosisz rodziców o pozwolenie?  
A. Can I meet Jack tonight?  
B. Could you visit Jack tonight?  
C. Do you want me to see him tonight?
- 5.3. Chcesz pożyczyć od kolegi rower. Jak go o to poprosisz?  
A. Why can't you use your bike?  
B. Could you lend me your bike?  
C. Would you like to borrow my bike?

- Zadanie 6.** Uzupełnij dialogi (6.1.–6.4.). Wpisz w każdą lukę brakujący fragment wypowiedzi tak, aby otrzymać spójne i logiczne teksty. Luki należy uzupełnić w języku angielskim. (0–4)

- 6.1. X: I Jane, \_\_\_\_\_  
this mobile?  
Y: Three months ago. I got it for my 15<sup>th</sup> birthday.
- 6.2. X: Tom, \_\_\_\_\_  
in London?  
Y: For a week. I came here last Friday.
- 6.3. X: \_\_\_\_\_  
yesterday?  
Y: It rained, and it was very cold.
- 6.4. X: \_\_\_\_\_  
to the mountains next weekend?  
Y: No, I'm not. I need to revise for my exam on Sunday.

## Rozumienie tekstów pisanych

**Zadanie 7.** Przeczytaj teksty. W zadaniach 7.1.–7.4. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zakreśl literę A, B albo C. (0–4)

< ✉ New message

Ann,

I am happy I saw it. Tom was the second to play. He came in, bowed, and sat down on the bench. Then, he played wonderfully. Our music teacher was really proud. He had trained Tom for months. There was also a television crew, so you'll be able to see this concert on TV.

Joe

< ✉ New message

Fiona,

It's on Wednesday, at 5 pm, so we won't be able to go to our piano lesson. Unfortunately, it's at the same time. But I'm sure we won't regret it. The band is going to play their latest hits. That's what they promised in the TV interview last week. Our seats are in the tenth row, so I hope we will see everything well.

Adam

7.1. Both texts are about

- A. a piano lesson.
- B. a music concert.
- C. a TV performance.

<>

It was just a 500-metre walk away from the centre. My father liked it because there was plenty of space to park the car. However, our rooms smelt awful, and the furniture was old. They were next to the reception, so it was sometimes rather noisy too. But the food in the restaurant was delicious. I really loved the pizza they served for lunch one day.

7.2. The author gives his opinion about

- A. a hotel.
- B. a pizzeria.
- C. his old house.

The bus goes along the Main Street. You have to get off when it gets to the stop near a travel agency. It's in a tall building. You can't miss it. Then take the first turning on the right, then the second on the left. My house is opposite the supermarket.

7.3. This text comes from

- A. a bus service guide.
- B. a travel brochure.
- C. an email to a friend.

### SCHOOL WRITING CONTEST Open to all school students

- Articles about our school life must arrive by 15<sup>th</sup> March
- Ten finalists will be chosen by the English language teachers
- Finalists' articles will be posted on the school website
- The winner will be chosen by all school students online

**GRAND PRIZE \$500 Cash**

7.4. The advertisement says that

- A. each finalist will get five hundred dollars.
- B. all students have to send articles about school.
- C. school students will choose the best article.



**Zadanie 8.** Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (8.1.–8.4.) brakujące zdanie (A–E), tak aby otrzymać logiczny i spójny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. (0–4)

### ***Tradition in a teenager's hands***

When you ask teenagers about their hobbies, they will probably tell you that playing computer games or watching TV are their favourite ways of spending their free time.

**8.1.** \_\_\_\_ His favourite pastime is boat building. Leon began building his first boat last March. Before he painted the boat, he put a coin on the front with the year he made the boat.

**8.2.** \_\_\_\_ And it did. Leon proudly launched his boat named 'Newstead Drifter' into the water in June. His friends, family, and residents of the town were with him on that day. **8.3.** \_\_\_\_ Leon was very happy because he received lots of positive opinions from the local boat builders and fishermen. Boat building is a very important part of Newfoundland tradition. Leon finds it difficult to say exactly how much time he needed to build the boat. **8.4.** \_\_\_\_ The young constructor built the boat with a lot of hard work and a little help from his father.

- A. They were all very impressed with the young man's work.
- B. On the day he started building the boat, he knew what it would look like.
- C. He simply spent every moment he had until he finally completed the work.
- D. However, Leon, a teenager from Newfoundland, Canada, has a different answer.
- E. Leon's father told him it would bring him good luck.

**Zadanie 9.** Przeczytaj teksty na temat robienia zakupów oraz zdania 9.1.–9.4. Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli. Uwaga! Jeden tekst pasuje do dwóch zdań. (0–4)

**A.** I once went to a shop to buy a dinner set for my parents. When I entered the shop, the staff greeted me with a smile. They were very helpful and friendly. I quickly chose the set I liked. They packed everything nicely. The store gave me some extra plates and one soup bowl just in case something broke. It was very kind of them, especially that the bowl was quite expensive.

**B.** I went to a department store to buy a few things for my room in our new house. The salesperson seemed to be very slow at packing the things that I had chosen. It took her ages to wrap about 15 items separately in several pieces of paper. I was angry because I hate shopping. I didn't ask her to wrap the things up, but when I got my stuff, I realised it was very thoughtful of the lady, and I thanked her.

**C.** My parents sent me to a supermarket nearby to buy some apples. There, I saw 20 different kinds of apples I knew nothing about. I asked one salesperson if he knew something about the apples. He said he didn't but immediately called over his co-worker who did. She told me she had tried them all and described their tastes. I thanked her for the help. She left me alone to make my choice.

### **Which person**

|             |                                                 |  |
|-------------|-------------------------------------------------|--|
| <b>9.1.</b> | changed his/her opinion about the salesperson?  |  |
| <b>9.2.</b> | got detailed information about the product?     |  |
| <b>9.3.</b> | left the shop with a gift?                      |  |
| <b>9.4.</b> | didn't expect to see so many goods of one kind? |  |

**Zadanie 10.** Przeczytaj tekst. Uzupełnij luki w zdaniach 10.1.–10.3. zgodnie z treścią tekstu. Luki należy wypełnić w języku polskim. (0–3)

< ✉ New message

Dear Marta,  
I'm writing to tell you that I've got my first job. I've had it for five weeks now. I work as a librarian's assistant in a huge library. I don't work full time. They need me from Monday to Thursday. I have Friday and weekends off. That's very good for me. The library isn't far away from my house. I walk there, which takes me only twenty minutes. I could take a bus, but I'm saving money for a new bike. How are you? How is your cousin Marek? Is his English getting better? Please write to me asap.  
Loads of love,  
Stephanie

Cześć, Marek. Napisała do mnie Stephanie. Pamiętasz ją?

Cześć. Oczywiście! Co u niej słychać?

Jest bardzo zadowolona, ponieważ od 10.1. \_\_\_\_\_ tygodni pracuje jako pomoc w bibliotece. Pracuje 4 dni w tygodniu, w 10.2. \_\_\_\_\_ i w weekendy ma wolne.

Brzmi nieźle.

Do tego ma blisko do pracy, więc chodzi pieszo. W ten sposób oszczędza pieniądze na zakup 10.3. \_\_\_\_\_.

Też bym tak chciał...

Stephanie przesyła Ci pozdrowienia i pyta o Twoje postępy w angielskim.

Napisz jej, że do następnego spotkania będę już bardziej rozmowny.

## Znajomość środków językowych

**Zadanie 11.** Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 11.1.–11.3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. **Uwaga!** Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. (0–3)

### *An Unlucky Thief*

The owner of a small grocer's store in Springs, Debbie Green, is happy to have her dog back after someone 11.1. \_\_\_\_\_ into her car last Monday.



Debbie told the police she had left her car keys in the car and run inside the store for a moment. When she 11.2. \_\_\_\_\_, she saw that the car with her dog, named Rufus, was gone. Fortunately, the thief left the dog a few streets away from the store. Rufus looked scared, but wasn't hurt. There's still no 11.3. \_\_\_\_\_ of her car. But there's good news: the thief accidentally dropped his driver's license!

| A.       | B.    | C.   |
|----------|-------|------|
| returned | stole | sign |

| D.   | E.  | F.   |
|------|-----|------|
| went | got | idea |

**Zadanie 12.** Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 12.1.-12.4. Zakreśl literę A, B albo C. (0-4)

## Looking at the Stars

More than 400 years ago, Galileo Galilei,

**12.1.** \_\_\_\_ was an Italian scientist, built a telescope. He used it to **12.2.** \_\_\_\_ space. Since then, scientists have built better telescopes than Galileo's to make big discoveries. In 1990, they **12.3.** \_\_\_\_ the Hubble Space Telescope into space. Soon, new telescopes will replace Hubble. They will travel farther into space than Hubble and look for planets **12.4.** \_\_\_\_ Earth. Their special cameras and tools will be able to find what the human eye cannot see.

- 12.1. A. which      B. that      C. who  
12.2. A. learn      B. study      C. look  
12.3. A. sent      B. have sent      C. send  
12.4. A. so      B. such      C. like

**Zadanie 13.** Uzupełnij zdania 13.1.–13.4.

Wykorzystaj wyrazy podane w nawiasach w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. **Uwaga!** W każdą lukę możesz wpisać **maksymalnie trzy wyrazy**, wliczając w to wyrazy już podane. (0–4)

- 13.1. The rhinoceros is one of the (dangerous / animal) \_\_\_\_\_ in the world.
- 13.2. This accident (happen / two / hour) \_\_\_\_\_ ago.
- 13.3. My room (be / paint) \_\_\_\_\_ next month.
- 13.4. Robert says he (enjoy / ride) \_\_\_\_\_ a bike when he has some free time.

## Wypowiedź pisemna

**Zadanie 14. (0-10)**

Planowałeś/planowałaś odwiedzić kolegę w Londynie podczas ferii. Niestety jesteś chory/chora i nie możesz przyjechać. W e-mailu do kolegi napisz:

- dlaczego nie możesz przyjechać,
- co zalecił ci lekarz,
- jak zamierzasz spędzić ferie w takiej sytuacji.

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

Hi, Jim,

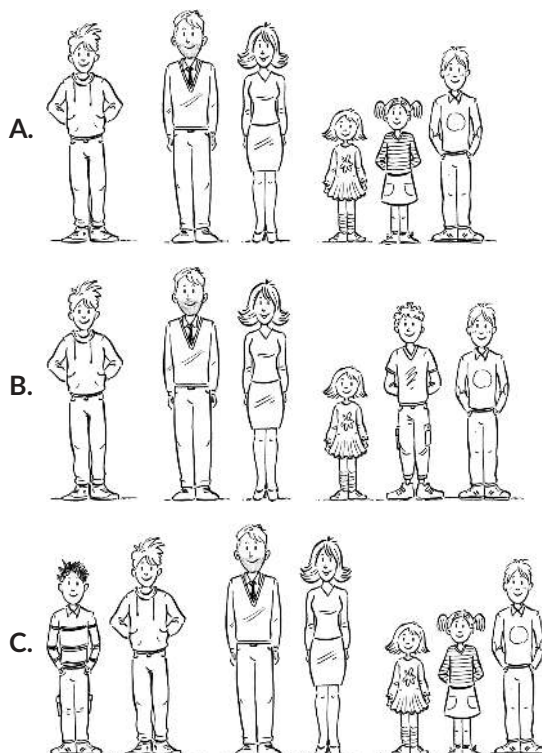
I'm very sorry, but I can't visit you in London.

[illegible]

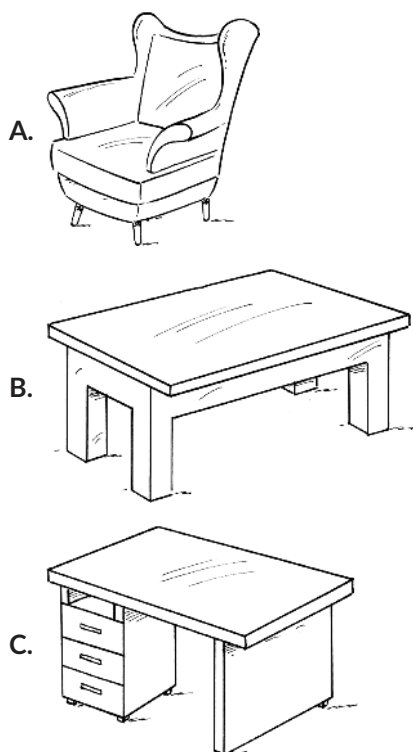
## Rozumienie ze słuchu

**13 Zadanie 1.** Usłyszysz dwukrotnie cztery teksty. W zadaniach 1.1.–1.4., na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B albo C. (0–4)

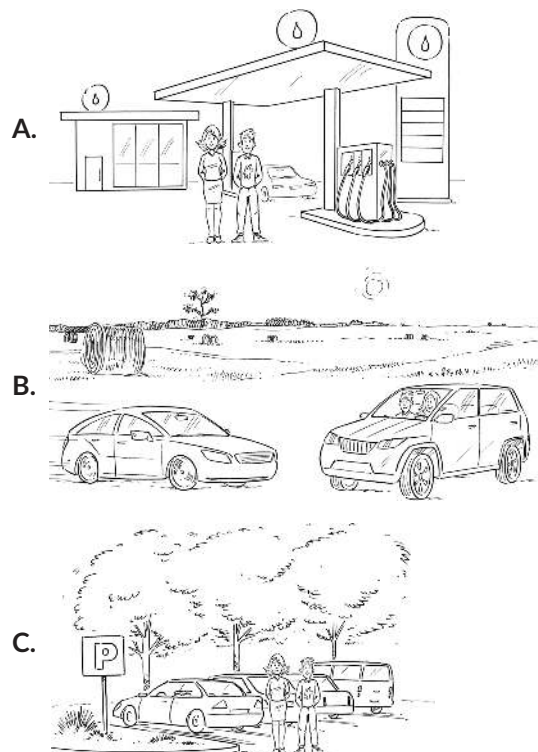
1.1. Which is the boy's family?



1.2. Which new piece of furniture will the girl get?



1.3. Where are the woman and the boy?



1.4. Julie called George to

- A. correct her mistake.
- B. suggest meeting Richard.
- C. inform him about her new address.

**14 Zadanie 2.** Usłyszysz dwukrotnie cztery wypowiedzi na temat joggingu. Na podstawie informacji zawartych w nagraniu, dopasuj do każdej wypowiedzi (2.1.–2.4.) odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. (0–4)

This speaker

- A. felt bad after the run.
- B. had to give up running for some time.
- C. took breaks while running.
- D. joined a group of runners.
- E. changed the route where he/she ran.

| 2.1. | 2.2. | 2.3. | 2.4. |
|------|------|------|------|
|      |      |      |      |

**15 Zadanie 3.** Usłyszysz dwukrotnie informację dyrektorki szkoły na temat egzaminów. Na podstawie informacji zawartych w nagraniu, odpowiedz na pytania 3.1.–3.5. w języku angielskim. (0–5)

3.1. What time does the exam start?

---



---

3.2. Where must students leave their cell phones?

---



---

3.3. What must students bring for the exam?

---



---

3.4. How many minutes after the beginning of the exam can students leave the room?

---



---

3.5. When will students get the results of the exam online?

---



---

## Znajomość funkcji językowych

**16 Zadanie 4.** Usłyszysz dwukrotnie cztery wypowiedzi (4.1.–4.4.). Do każdej z nich dobierz właściwą reakcję (A–E). Wpisz rozwiązania do tabeli. **Uwaga!** Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. (0–4)

- A. As soon as you're ready.  
 B. I'd love to. Then I won't have to walk so late.  
 C. Sure, just tell me what you need.  
 D. I'm afraid I've lent it to my brother.  
 E. I don't know. Look it up in the dictionary.

| 4.1. | 4.2. | 4.3. | 4.4. |
|------|------|------|------|
|      |      |      |      |

**Zadanie 5.** Dla każdej z opisanych sytuacji (5.1.–5.4.) wybierz właściwą reakcję. Zakreśl literę A, B albo C. (0–4)

5.1. Powiedz koledze/koleżance o zakazie korzystania z telefonów komórkowych w twojej szkole.

- A. We mustn't use mobile phones.  
 B. We don't have to use mobile phones.  
 C. We needn't use mobile phones.

5.2. Zapytaj, czy koleżance podoba się jej prezent urodzinowy.

- A. Would you like a birthday present?  
 B. How do you like your birthday present?  
 C. What is your birthday present like?

5.3. Poinformuj koleżankę, że już kupiłeś/kupiłaś bilety na koncert.

- A. I'd like you to buy the tickets for the concert.  
 B. I could buy the tickets for the concert.  
 C. I've already bought the tickets for the concert.

5.4. Nie zrozumiałeś/zrozumiałaś, o co zapytał nauczyciel. Co powiesz?

- A. Do you understand?  
 B. Could you say it again, please?  
 C. Can I repeat it?

**Zadanie 6.** Uzupełnij dialog. Wpisz w każdą lukę 6.1.–6.3. brakujący fragment wypowiedzi tak, aby otrzymać spójny i logiczny tekst. Luki należy uzupełnić w języku angielskim. (0–3)

X: Good morning. I've come to see Doctor Smith.

Y: 6.1. \_\_\_\_\_, please?

X: I'm Mike Higgins.

Y: 6.2. \_\_\_\_\_ is your appointment?

X: Eleven forty five, I think.

Y: Let me check. That's right. When was your last visit, sir?

X: About half a year ago.

Y: I see. Please, have a seat in the waiting room.  
 I'll 6.3. \_\_\_\_\_ when the doctor can see you.

X: Thank you.

## Rozumienie tekstów pisanych

**Zadanie 7.** Przeczytaj teksty. W zadaniach 7.1.–7.4. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zakreśl literę A, B albo C. (0–4)

< ✉ New message

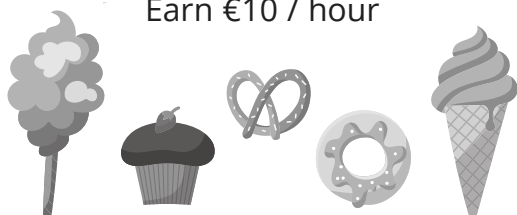
From: Mandy (+) (x)  
To: Jane (+) (x)  
Subject: Meeting (+) (x)

Jane,  
When we last met at the theatre, we talked about the film festival that starts next Saturday. You said you'd like to see it. I've got two tickets for the opening ceremony. It starts at 7 pm. Would you like to go there with me? We could meet at 6:30 in front of the coffee shop.  
Mandy

7.1. Mandy invites Jane to the

- A. theatre.
- B. cinema.
- C. coffee shop.

Help wanted at a small  
sweet shop!  
Come and join us!  
Minimum one year experience  
is a must.  
Working hours:  
Monday – Friday: 5 pm–8 pm.  
Saturday – Sunday: 10 am–6 pm.  
Earn €10 / hour



7.2. The job offer is for someone who

- A. has no experience.
- B. is prepared to work at weekends.
- C. would like to earn more than €10/hour.

Brian,

I've just had a phone call from Jasmine. She needs the notes I took during the last maths lesson. The problem is that she's twisted her ankle, and I've caught the flu. Could you, please, pick up my notebook on your way home and give it to Jasmine?  
John

7.3. John is writing to Brian to

- A. remind him to return his notebook.
- B. tell him about his maths lesson.
- C. ask him to help Jasmine.

Saturday, 15<sup>th</sup> September

Ms. Snail is wonderful! She finally agreed to go with us. I can't believe we're leaving next week! No school, no tests, just fun for two days. I've already packed my backpack. I only need a pair of sports shoes and a swimming suit. I've heard there's a pool in the hotel, so I hope somebody will teach me to swim. I just can't wait. I'm sure I'll have a great time with my mates.

7.4. The text is about

- A. a class trip.
- B. sports training.
- C. a summer camp.



**Zadanie 8.** Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (8.1.–8.4.) brakujące zdanie (A–E) tak, aby otrzymać logiczny i spójny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. (0–4)

### THE GIANT TURTLE



It is a well-known fact that people in China see the turtle as a supernatural creature with magical powers. To Chinese fishermen it is also a symbol of survival. **8.1.** \_\_\_\_ A Chinese fishing boat had sailed out to catch fish in the South China Sea. When they pulled their nets back, the fishermen noticed the turtle among the fish. **8.2.** \_\_\_\_ Zoological experts, who arrived there immediately, examined it. To their surprise, the turtle weighed 160 kilograms, and its shell measured a meter. **8.3.** \_\_\_\_ It was about 260 years old! The fishermen were filled with respect. 'It is the gods who sent us this turtle,' they said. 'We're going to set it free as quickly as possible.' **8.4.** \_\_\_\_ They believed that if they sent it back to the sea, they would share its magical powers. So, three days later they let the turtle free.

- A. After returning from sea, they put it in one of the pools in the port.
- B. However, the experts' most shocking discovery was its age.
- C. So you can imagine their excitement when one day a giant turtle was found.
- D. The reason for doing this was very simple.
- E. But they decided to close the animal in the cage.

**Zadanie 9.** Przeczytaj tekst. Odpowiedz na pytania 9.1.–9.4. zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim. (0–4)

### Gift

One day, an 11-year-old boy, Trevor Ferrell, watched a TV news special about the poor and homeless people who lived on the streets of Philadelphia. He could not believe that there were people who needed help in such a big city. Trevor wanted to do something more than just feel sorry for the poor. The following night, the boy took a blanket from his bed and asked his parents to drive him from their suburban home into the city centre. The family drove around the streets until they found a homeless man on the sidewalk. Trevor gave him his blanket. The man was very grateful for the gift. The boy came again to the same place two nights later and brought his mother's old clothes. He gave them to a woman who thanked him with a big smile.

Trevor's parents drove him to the city night after night. He took clothes his family didn't need and gave them to the poor. Soon, he and his parents set up a shelter for homeless people. The news of Trevor's 'mission' spread in Philadelphia. People started donating clothes, blankets, and money to the shelter. One person even offered to carry sandwiches and hot meals in his van.

- 9.1. Where did Trevor learn about the poor people from?  
Trevor learned about the poor people from \_\_\_\_\_.
- 9.2. Who did Trevor go to the city centre with?  
Trevor went to the city centre with \_\_\_\_\_.
- 9.3. What things did Trevor give to the homeless people?  
Trevor gave the homeless people \_\_\_\_\_.
- 9.4. What did Trevor inspire other people to do?  
Trevor inspired other people to \_\_\_\_\_.

**Zadanie 10.** Przeczytaj teksty 1. i 2. Uzupełnij luki 10.1.–10.3. w e-mailu do Colina. Luki należy uzupełnić w języku angielskim. (0–3)

**Tekst 1.**

**Science Museum Shows – Live Demonstrations!!!**

*Energy in action*

*Weather wonders*

*Science is Magic (earlier booking recommended)*

Monday: closed

Tuesday – Sunday: 9 am–6 pm

Admission: Adults: **£20.00** Children: **£12.00**

Book the tickets online three days before visiting the museum, and you'll save £3 per ticket.

[www.seesciencemuseumshows.co.uk](http://www.seesciencemuseumshows.co.uk)

**Tekst 2.**

From: Cathy  
To: Kuba  
Subject: SMSShows

Hi Kuba,

As you know, I have always wanted to visit the Science Museum. I went there last Friday with my family. We saw all the shows except for 'Science is Magic'. The reason? All the tickets for this show were sold out. The museum is great! I also spent a lot of time in the gift shop. It's like another museum. They have a big selection of different souvenirs from pens and mugs to simple scientific equipment. I bought magnetic balls. Why don't you visit the museum one day?

It's amazing.

Take care,

Cathy

From: Kuba  
To: Colin  
Subject: SMSShows

Hi Colin,

Cathy has just given me an idea how we could spend next weekend. She went to the Science Museum. She says the museum is really worth visiting. She saw all the shows except for 'Science is Magic' because there weren't any **10.1.** \_\_\_\_\_. Cathy says there are lots of things to buy in the gift shop. She chose **10.2.** \_\_\_\_\_ for herself. If we decide to go there, we should book the tickets online tomorrow. This way we'll pay **10.3.** \_\_\_\_\_ less for each ticket. What do you think?

Take care,

Kuba

## Znajomość środków językowych

**Zadanie 11.** Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 11.1.–11.3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. **Uwaga!** Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. (0–3)

| A.    | B.      | C.   | D.  | E.   | F.   |
|-------|---------|------|-----|------|------|
| spent | journey | took | say | road | tell |

### A brave man

Ed Stafford from the UK is the first person who walked the whole length of the Amazon River. His amazing expedition **11.1.** \_\_\_\_ two years. Ed met lots of dangerous animals in the rainforest, like snakes and crocodiles, but he was lucky; he was only bitten by ants and mosquitoes. During his **11.2.** \_\_\_\_\_, Ed looked for fruit and caught fish. However, it was hard to find them, so Ed was sometimes hungry. Why did Ed go on that expedition? He wanted to **11.3.** \_\_\_\_\_ the world about the destruction of the rainforest on his blog.



**Zadanie 12.** Przeczytaj opis ilustracji. Uzupełnij każdą lukę 12.1.–12.4. jednym wyrazem, tak aby powstał spójny i logiczny tekst zgodny z ilustracją. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych wyrazów. (0–4)



The photograph was taken in a **12.1.** \_\_\_\_\_ .  
In the foreground, we can see three people:  
a boy, a man, and a woman. The boy and the man  
are both wearing jeans and **12.2.** \_\_\_\_\_ .  
The woman, dressed in a cardigan, is standing  
**12.3.** \_\_\_\_\_ the boy. They are all looking  
at a round fruit, a melon, I think. The other fruit  
and the vegetables are on the **12.4.** \_\_\_\_\_ .  
I guess the people are enjoying being together.

**Zadanie 13.** Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką (13.1.–13.4.) tak, aby zachować sens zdania wyjściowego. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga! Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany. (0–4)

**13.1.** It's been a long time since I saw my cousin.

NOT

I \_\_\_\_\_  
my cousin for a long time.

13.2. James's father is a better driver than him.

AS

James doesn't drive \_\_\_\_\_  
his father.

**13.3.** It wasn't necessary for Tom to learn maths last weekend. **HAVE**

Tom \_\_\_\_\_  
to learn maths last weekend.

**13.4.** The President will give a speech on TV. **BE**

A speech \_\_\_\_\_  
by the President on TV.

## Wypowiedź pisemna

**Zadanie 14. (0-10)**

Byłeś/Byłaś ostatnio z przyjaciółmi na sztuce  
w teatrze. W e-mailu do kolegi z Anglii:

- napisz, o czym była sztuka,
- wyraż swoją opinię na temat tego przedstawienia,
- opisz, co robiliście z przyjaciółmi po przedstawieniu.

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

Hi Jason,

Last Saturday, my friends and I went to the theatre.

[illegible]

## Rozumienie ze słuchu

**17 Zadanie 1.** Usłyszysz dwukrotnie trzy teksty. W zadaniach 1.1.–1.3., na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B albo C. (0–3)

1.1. How much is the sweater today?

- A. £30
- B. £20
- C. £24

1.2. What is the man's address?

- A. 58, Chitham Street
- B. 58, Cheetham Street
- C. 58, Cheetam Street

1.3. The girl is talking about

- A. the present she got.
- B. the problem she has.
- C. the gift she had to return.

**18 Zadanie 2.** Usłyszysz dwukrotnie wypowiedź nastolatka. W zadaniach 2.1.–2.3., na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B albo C. (0–3)

2.1. After the boy woke up yesterday, he

- A. took a hot shower.
- B. had a big breakfast.
- C. left the house in a hurry.

2.2. The boy finally got to school

- A. by bus.
- B. on foot.
- C. by bike.

2.3. The boy is talking about

- A. a typical day in his life.
- B. an unlucky morning.
- C. his problems at school.

**19 Zadanie 3.** Usłyszysz dwukrotnie cztery wypowiedzi na temat kieszonkowego. Na podstawie informacji zawartych w nagraniu, dopasuj do każdej wypowiedzi (3.1.–3.4.) odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. (0–4)

This speaker

- A. uses his/her pocket money to get more expensive stuff.
- B. spends half of the pocket money he/she gets.
- C. gets no pocket money at all.
- D. starts spending pocket money after he/she saves some.
- E. saves all his/her pocket money.

| 3.1. | 3.2. | 3.3. | 3.4. |
|------|------|------|------|
|      |      |      |      |

**20 Zadanie 4.** Usłyszysz dwukrotnie rozmowę Emily z mamą. Na podstawie informacji zawartych w nagraniu, odpowiedz na pytania 4.1.–4.4. (0–4)

4.1. What's for lunch today?

---



---

4.2. What time does the mother want to serve lunch?

---



---

4.3. What does the mother suggest for dessert?

---



---

4.4. How many apples must Emily buy?

---



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## Znajomość funkcji językowych

**Zadanie 5.** Usłyszysz dwukrotnie cztery wypowiedzi (5.1.–5.4.). Do każdej z nich dobierz właściwą reakcję (A–E). Wpisz rozwiązania do tabeli. Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. (0–4)

- A. I don't know yet. Maybe I'll play tennis.
- B. Every afternoon if I have time.
- C. Sorry, I can't. I have to read a book.
- D. Of course. I'll read it tomorrow.
- E. No, but I'd like to learn.

| 5.1. | 5.2. | 5.3. | 5.4. |
|------|------|------|------|
|      |      |      |      |

**Zadanie 6.** Dla każdej z opisanych sytuacji (6.1.–6.4.) wybierz właściwą reakcję. Zakreśl literę A, B albo C. (0–4)

- 6.1. Kolega z Londynu pyta cię, jaka jest w Polsce pogoda zimą. Co mu powiesz?
  - A. I like a lot of snow.
  - B. It'll start raining soon, I think.
  - C. It's rather cold and sometimes snowy.
- 6.2. Jesteś w barze w Londynie. Zamów coś do jedzenia.
  - A. I sometimes eat fish and chips.
  - B. I would like fish and chips, please.
  - C. I can prepare fish and chips.
- 6.3. Zapytaj kolegę o opinię na temat obejrzanego filmu.
  - A. Which film was the best?
  - B. What was your favourite film?
  - C. How did you like the film?
- 6.4. Chcesz zaprosić przyjaciół na przyjęcie. Co powiesz?
  - A. It would be great if you came to my party.
  - B. I like inviting people to my parties.
  - C. I'd like to thank you for your invitation.

**Zadanie 7.** Uzupełnij dialog. Wpisz w każdą lukę (7.1.–7.3.) brakujący fragment wypowiedzi tak, aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy. Luki należy uzupełnić w języku angielskim. (0–3)

X: Whose book is this?

Y: It's mine. Why are you asking?

X: I've always wanted to read it.

7.1. (borrow) \_\_\_\_\_ it?

Y: I'm afraid not. I've promised to lend it to Jack as soon as I finish reading it.

X: That's OK.

Y: Why 7.2. (wait) \_\_\_\_\_ till Jack finishes reading it?

X: Sure.

Y: I 7.3. (tell) \_\_\_\_\_ when I get the book back.

X: Thanks.



## Rozumienie tekstów pisanych

**Zadanie 8.** Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (8.1.–8.4.) brakujące zdanie (A–E) tak, aby otrzymać logiczny i spójny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. (0–4)

### *My first balloon flight*

I had always wanted to fly in a hot-air balloon. My dreams came true on my last birthday. While wishing me happy birthday, my parents gave me a ticket for a balloon flight. I was so excited that I couldn't wait to get to the airfield. **8.1.** \_\_\_\_ They introduced themselves and explained the basics of ballooning. They were warm, friendly, and funny, so I felt relaxed. The pilots divided us into groups, and we went to watch how they were preparing the balloons. **8.2.** \_\_\_\_ It was very comfortable and divided into sections. We sat on the benches in the section for the passengers while the pilots took their seats in a separate place. The balloon was ready to go up. **8.3.** \_\_\_\_ He was probably afraid of heights. The pilots decided that this person shouldn't fly and helped him out of the balloon. Soon, the balloon went up. The pilot reminded us to relax and take photos. The views were amazing. We flew over forests, lakes, and villages. **8.4.** \_\_\_\_ We did the same. At the end of the flight I started thinking about the next one. It was a wonderful experience for me.

- A. After they were filled with air, the pilots told us to get into the basket.
- B. The local people waved to us while we were passing by.
- C. During the flight we felt safe because the pilots were experienced.
- D. However, just before the balloon took off, one of the passengers felt unwell.
- E. When we arrived there, we met a group of other passengers and the pilots.

**Zadanie 9.** Przeczytaj teksty na temat uczenia się oraz zdania 9.1.–9.4. Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli. Uwaga! Jeden tekst pasuje do dwóch zdań. (0–4)

### *Learning alone or in a group?*

**A.** When I revise for a test, I prefer to study on my own. This is because I don't like anybody to disturb me, which often happens in a study group. However, I never say 'No' when other students ask me to explain something to them. I know that by teaching others, I also prepare for tests or exams.

**B.** I like to study alone but review in a group. First, I have to learn as much as possible myself. Then, when I get into a group, I can discuss any questions I have. But studying in groups is not always good. It's because sometimes one person starts discussing something else, and the whole group ends up chatting about their dogs or what film they saw last night.

**C.** I usually study on my own. I just feel that I can concentrate better then. But sometimes, studying alone causes a problem as I forget something and I can't find the information in my notes. Then I meet with other students, and they share their notes with me. That's why I always choose the people to learn with wisely. I must be sure they will help me.

### **Which person**

|      |                                               |  |
|------|-----------------------------------------------|--|
| 9.1. | selects a study group carefully.              |  |
| 9.2. | helps other students to learn.                |  |
| 9.3. | is against useless talking.                   |  |
| 9.4. | studies in a group only when he/she needs to. |  |

**Zadanie 10.** Przeczytaj teksty A i B. Na ich podstawie w zadaniach 10.1.–10.3. wybierz poprawną odpowiedź i zakreśl literę A, B lub C. Następnie uzupełnij luki 10.4.–10.6, zgodnie z przeczytanymi tekstami. Luki należy uzupełnić w języku polskim. (0–6)

**Tekst A.**

*“Ice Princess” – storyline*

Casey Carlyle is a very talented high school student. She dreams about getting a scholarship at Harvard University. However, to get there, she must present a scientific project. She decides on a project about physics. While watching a figure skating competition, Casey realises that this sport, which she used to practise as a little girl, could make a perfect project. She decides to start training skating again and improve her skills by using her knowledge of physics.

Casey becomes a better skater and helps other junior skaters to improve their skating. At the same time, she finds it hard to choose between her Harvard plans and her growing love for skating. Casey’s mother tries to stop her from skating because of her problems with studying.

Soon, Casey decides to take part in a skating competition, but her mother refuses to watch her skate. During the competition, Casey falls. Suddenly, she sees her mother in the audience and, inspired by her presence, gives an excellent performance. The competition ends with Casey becoming the runner-up. Her love for figure skating helps her make a decision about her future in skating.

- 10.1. From the first paragraph we learn that Casey wanted to
- improve her knowledge of physics.
  - take part in figure skating competitions.
  - become a student at a famous university.
- 10.2. Casey’s mother was against her skating training because Casey
- was doing worse at school.
  - wasn’t making any progress at skating.
  - decided not to study at Harvard.
- 10.3. The text is about
- a successful return to sport.
  - a dream that finally comes true.
  - the good sides of doing a sport.

**Tekst B.**

Enjoy a winter experience at Arena Ice Rink

When:

Monday – Sunday, 8:30 a.m. – 9:30 p.m.  
Monday mornings – the least crowded times

Admission:

adults: \$25  
students: \$15

Ice Skating Lessons:

half-hour private lessons: \$50 per person

Rentals:

skate rentals: \$12

Cześć, Agata, ostatnio mówiłaś mi, że chcesz obejrzeć jakiś fajny film.

Mhm... Co polecasz?

„Księżniczkę na lodzie”.

A to ciekawe. Widziałam na plakacie, że właśnie wchodzi do kin. Oglądałaś go już?

Nie, ale czytałam jego recenzję. Główna bohaterka chce dostać się na Harvard, ale ostatecznie postanawia zająć się

łyżwiarstwem, które uprawiałała

10.4. \_\_\_\_\_.

Brzmi fajnie. Pójdę na niego z siostrą do kina. A może my wybierzemy się na lodowisko?

Chętnie. O której?

Może 10.5. \_\_\_\_\_?

O tej porze jest mało ludzi.

OK, ale moje łyżwy są na mnie za małe.

To wypożyczysz łyżwy na miejscu. To kosztuje 10.6. \_\_\_\_\_.

Super pomysł.

## Znajomość środków językowych

**Zadanie 11.** Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 11.1.–11.3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. **Uwaga!** Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. (0–3)

|           |
|-----------|
| A. came   |
| B. work   |
| C. watch  |
| D. thing  |
| E. walked |
| F. look   |

### Is it Art?



Seventeen-year-old Khayatan decided to play a joke on art-lovers. He wanted to test the theory that people **11.1.** \_\_\_\_\_ at anything they see in an art gallery and try to interpret it. When he was at the San Francisco Museum of Art, he left a pair of glasses on the floor to see how the museum-goers would react to the new exhibit. Then he **11.2.** \_\_\_\_\_ away. After a few seconds, people started gathering around the 'exhibit'. They took ordinary glasses for a **11.3.** \_\_\_\_\_ of modern art. They even started to take pictures, so Khayatan took pictures of the people who admired his 'art.'

**Zadanie 12.** Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 12.1.–12.4. Zakreśl literę A, B albo C. (0–4)

### A surprise

While the builders were pulling down a chimney of an old house, they found something that surprised them. It was a letter, in **12.1.** \_\_\_\_\_ seventy years earlier a boy had asked Father Christmas for some things. The boy had put the letter in the chimney, but Father Christmas never got it because the letter **12.2.** \_\_\_\_\_ there. One of the builders posted it on Facebook. Soon, an elderly man who had been that little boy contacted the builders. They decided **12.3.** \_\_\_\_\_ him all the presents he dreamed of when he was a boy. The builders also realised that these days children ask for **12.4.** \_\_\_\_\_ more things than children used to in the past.

- 12.1.** A. that                      B. which                      C. whom  
**12.2.** A. had stayed              B. has stayed              C. stays  
**12.3.** A. give                      B. giving                      C. to give  
**12.4.** A. many                      B. much                      C. a little

**Zadanie 13.** Uzupełnij zdania 13.1.–13.4.

Wykorzystaj wyrazy podane w nawiasach w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli to konieczne – dodać inne wyrazy tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. **Uwaga!** W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyrazy już podane. (0–4)

- 13.1.** Who (you / wait) \_\_\_\_\_  
 \_\_\_\_\_ for now?  
**13.2.** (Peter / book) \_\_\_\_\_  
 \_\_\_\_\_ are in his bookcase.  
**13.3.** Mary (enjoy / play) \_\_\_\_\_  
 \_\_\_\_\_ badminton when she was a little girl.  
**13.4.** (not / touch) \_\_\_\_\_  
 \_\_\_\_\_ this pot, please.  
 It's very hot.

## Wypowiedź pisemna

**Zadanie 14. (0-10)**

Twój brat wyjeżdża do pracy do Londynu. W e-mailu do kolegi z Wielkiej Brytanii:

- napisz, jaką pracę brat będzie wykonywał i jakie będą jego obowiązki;
- wyjaśnij, dlaczego zdecydował się podjąć pracę za granicą;
- zaproponuj koledze spotkanie z bratem.

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

Hi Brian,

Guess what! My brother Tomek has found a job in London.

[illegible]

## Sekcja Listening – zapis nagrań z podręcznika

### Unit 1

#### Ex1/p4 (track 03)

Nothing to do at the weekend?  
Fed up with the same old activities?  
Why not come to Culture Club?  
We meet every Saturday afternoon  
between 4 and 6 pm in the school  
library.

Every week at Culture Club we  
learn about a different country –  
its history, traditions, geography,  
and culture. This week, we're going  
to be learning all about ... Japan!  
Have fun drawing Japanese manga  
cartoons. Learn about the Japanese  
art of paper folding – origami – and  
make beautiful paper birds and  
animals. And try some delicious  
Japanese snacks and drinks.

Students join our club because it  
helps with their school work, but  
it's great fun, too! So what are you  
waiting for?

#### Ex2/p4 (track 04)

##### Text 1

My brother got married in  
a traditional Indian ceremony. His  
bride wore a beautiful red and gold  
dress, and her hands were painted  
with flowers. The couple walked  
four times around a fire called an  
'agni' and then sat under a kind  
of tent called a 'mandap'. I was so  
excited to be a part of my brother's  
special day. One day, I want to  
have a wedding just like his.

##### Text 2

I had a great time at my school  
prom when I left school. Everyone  
looked great – I wore a suit. We got  
a limousine to take us to the school  
auditorium. It was the best party  
ever, and everyone danced. It was  
a good way of celebrating our time  
at school together. All my old friends  
were there. It was good to all be  
together for one last time.

##### Text 3

I felt really nervous when I took  
my driving test. I knew how to

drive, but I was afraid of making  
mistakes. When the test started,  
I got in the wrong side of the car!  
Not a great start! Then, at the first  
road, I started to go left instead  
of right! Luckily, I stopped myself.  
The examiner said it was okay and  
told me to relax. And in the end,  
I passed! I was so happy, and now,  
I've got my first car!

##### Text 4

I'm not very confident about  
meeting new people, so I was a bit  
worried when my parents decided  
to throw a house-warming party.  
They invited all our new neighbours  
and some students from my new  
school, too. There was a fantastic  
buffet meal in the garden, and we  
had music playing on the stereo.  
In the end, the whole occasion was  
so relaxed and fun that I forgot to  
be nervous!

### Unit 2

#### Ex1, 2/p8 (track 06)

##### Text 1

**Man:** What about this one? You  
could fit a lot of clothes in  
here.

**Girl:** I don't think I want another  
wardrobe, Dad. I'm looking  
for something for my  
T-shirts. I don't want to  
hang them up. I want to fold  
them and keep them flat.

**Man:** Oh, okay. Well, what about  
this, then? It's got three  
drawers.

**Girl:** Yes, that's a possibility ...  
Or maybe this one here?

**Man:** Really? That's for books,  
isn't it?

**Girl:** Well, yes, but I could put  
my T-shirts on the bottom  
two shelves and then books  
and other things on the top  
shelf. I think it's perfect.

**Man:** Let's get that one, then.

##### Text 2

**Woman:** Hi honey! Did you get  
there okay?

**Boy:** Hi mum! Yes, we got here  
last night. We all had  
dinner together. We went

swimming in the morning,  
and this afternoon, we're  
going for a walk.

**Woman:** What's the  
accommodation like?

**Boy:** It's actually really nice.  
It's quite small, but it's  
comfortable. It's more like  
staying in a hotel than  
camping in a tent because  
there's a bathroom inside.  
There's also a little area  
where we can sit and talk,  
and a small kitchen if we  
need it. I'm sharing with  
a guy called Dan. He's really  
nice. I think we're going  
to become good friends.

##### Text 3

Hi Mary. Are you there? No?  
Umm ... OK. Anyway, I just *had*  
to talk to you. I'm phoning from  
my grandparents' house. It's really  
old, but my favourite part is the  
*huge* area outside. There's a path  
down one side, with a lawn on  
the left, flowers and plants on the  
right, and some old trees at the  
bottom before the vegetable patch.  
It's magical because they've put  
little solar lights along the path,  
and they light up at night. It's like  
a fairy tale! The only thing missing  
is a swimming pool, but you can't  
have everything, can you? Call me  
when you get this message. Bye!

##### Text 4

**Girl:** Your parents have done  
a lot of work out here.  
It looks nice. I like the big  
table and chairs. But ... Can  
you sit out here? Especially  
in the night ... I mean ...  
It gets so cold here.

**Boy:** [laughs] I know what you  
mean. But can you see that  
heater there? We light that  
when it's cold. It's got a gas  
bottle and it's very warm –  
it's like the dining room, but  
you can see the stars! Hey,  
why don't you come over  
on Saturday night?

**Girl:** Wow ... That sounds great!  
Thanks.

### Text 5

It's only a very small cottage, but there are two beds in my room, so there's somewhere for you to sleep. I think you'd like it! There's a forest nearby, and a river. If the weather's hot, we could go swimming! Don't expect it to be like the city, though. The mobile phone signal's really bad, and we don't have wi-fi. We don't even have a TV! In the evenings, we just play games and listen to music. My parents would love you to come. What do you think?

## Unit 3

### Ex1/p12 (track 10)

**Man:** Robert, I think you're doing really well in my music class. Why don't you try out for the school band? What do you think?

**Boy:** I'm not so sure about that. I mean, I don't know if I'm good enough to play in the school band.

**Man:** Well, we do play some difficult music, but your playing has improved a lot recently. And I believe it would be a good experience for you.

**Boy:** OK then. Sure thing!

**Man:** That's great! So, first of all, I need to talk to your parents, to make sure they're happy about this. Then we can set up an audition.

**Boy:** An audition?

**Man:** Yes, you know – you play a piece of music. But don't worry – you're allowed to practise it first. I'll help you with that.

**Boy:** Umm ... OK. So you'll contact my parents?

**Man:** Yes, I'll text them.

**Boy:** OK. Thanks, Mr O'Connell.

### Ex2/p12 (track 11)

#### Text 1

Our head teacher has made a decision – from next year, we all start wearing school uniforms! In my opinion, it's a really good idea. I think it's much easier for students if we all have to wear the same

clothes. You don't have to worry about what you wear, and you can get ready really quickly in the morning. I think it will be great.

#### Text 2

We used to wear uniforms at my school, but from this year, we don't have to anymore. Personally, I think it's much better now. I hated wearing my uniform – it looked really ugly! I think it's much better to let kids wear whatever they want. Let us show our personalities!

#### Text 3

What do I think? Honestly, we don't wear one at my school, so I haven't really taken an interest in the whole thing. People say it makes all students equal, but I disagree. I don't think wearing the same clothes means we're all equal. And anyway, if some kids wear nicer clothes than others, who cares?

#### Text 4

At my school, we have to wear uniforms. I think it's basically a good idea. A lot of kids my age want to have really nice clothes, but they spend a lot of money. And that's not fair for the kids whose families don't have so much money. School uniform makes everybody equal. So I agree with the idea of making kids wear school uniforms.

## Unit 4

### Ex1, 2/p16 (track 13)

#### Text 1

**Girl 1:** This article is amazing, Amy. I didn't know any of this.

**Girl 2:** What are you reading, Fran?

**Girl 1:** It's about the number of hours people work around the world. Did you know, for example, that in Germany, they only work about 26 hours a week? But in Mexico, it's over 43 hours! They also have the most days off in Germany.

**Girl 2:** Well, I think I prefer jobs in Germany to Mexico then!

**Girl 1:** You might like France, too – they have the longest lunch breaks there. You'd enjoy that!

**Girl 2:** Yes, I would! What about in Poland? What are the working hours there?

**Girl 1:** Not too bad. About 37 hours a week.

**Girl 2:** I'd like that better than Mexico!

#### Text 2

**Man:** Helen, I know you have strong views about working while being a student. Tell us about them.

**Girl:** OK. Well, you know some people say that students need to spend their time studying? They say that students shouldn't get a job because then they won't have time to study. And I agree. Except that ... A lot of students don't use their time to study! I mean, some students prefer to hang out with their friends, and they don't study at all. Others prefer to play online games or chat than do their homework or revise. My point is, if they get a job, they're not losing anything, but they're getting a lot. They get experience. They learn to be responsible because the money they earn can help them pay for their studies ... And, of course, they learn to organise their time better. And because they're organised ... They can find the time to study and see their friends or play games! So they actually have more time. Do you see?

## Unit 5

### Ex2/p20 (track 17)

#### Text 1

I'm Greek, and my name day's on the 6<sup>th</sup> of December. This year, it was a school day, so I took a box of small cakes into school to celebrate. There are a couple of other boys in my class also called Nikos, and a girl called Nikoletta, and they also brought cakes, so we had a lot to eat! I've got another friend called Nicholas, but he celebrates his name day on

a different date – in April. There is a reason why, but it's difficult to explain!

### Text 2

My name's Irena, and here in the Czech Republic, my name day is on the 16<sup>th</sup> of April. Some Czech people celebrate name days, but we don't in my family. So the 16<sup>th</sup> of April is just another ordinary day for me! I don't mind, though, because birthdays are a big thing in the Czech Republic. I always get lots of presents on my birthday, and I usually have a party with my friends.

### Text 3

Here in Bulgaria, almost everyone I know celebrates their name day. My name's Martin, so my name day's on the 14<sup>th</sup> of April. Girls called Martina also celebrate on the same day, but I don't actually know anyone called Martina. If it's a school day, you usually take sweets or chocolates to school. Some of your friends will probably give you small presents. At home, you don't invite people to come round – you don't need to! They just turn up and wish you a happy name day!

### Text 4

Here in the UK, we don't celebrate name days at all. We do have some days which are connected to saints, though. Saint George's Day, for example, is on the 23<sup>rd</sup> of April. But if you're called George, I don't think you do anything special. I'd never actually heard of name days until my Greek penfriend told me about them. She's called Eleni, and her name day is in May. Apparently, in Greece, name days are more important than birthdays!

### Ex3/p20 (track 18)

Hi Grandma! I guess you're out having fun. Mum's really busy today getting everything ready for Tom and Linda's engagement party on Saturday, so she's asked me to call and tell you what the plan is. Mum's going to drive over to pick you up. She thinks she'll be there at quarter to three in the afternoon. The party's going to be in the garden, and it might get

a bit chilly, so she suggests you bring a coat with you just in case. Oh, and she's booked a taxi for you for nine o'clock. So, that's it. Hope everything's clear. I'll call you this evening to check you got this message. Bye for now!

## Unit 6

### Ex1/p24 (track 20)

#### Text 1

**Woman:** What shall we do for supper this evening? I was thinking of making spaghetti with meat sauce and a salad.

**Man:** That sounds good, but I'm a bit bored of eating at home. How about going out to eat for a change?

**Woman:** Well, I wanted to have a meal at home and relax in front of the TV, but we can go out if you really want to. Then I won't have to cook.

**Man:** OK, let's do that. And remember, we're going to the countryside this weekend. We can have a picnic outdoors. That'll be fun, won't it?

#### Text 2

**Woman:** Hi William. Nice to see you. How have you been?

**Man:** Good, thanks. But I'm on a strict diet.

**Woman:** Oh? How's that going?

**Man:** It's really hard. I never realised how much I love carbohydrates!

**Woman:** Oh, hmm ... You're on a low-carb diet, aren't you?

**Man:** Yes. My doctor told me I had to lose weight. I think it's because I just sit in the office all day and don't get much exercise. So I bought a book about a low-carb diet, and it's working. I've lost five kilos so far. As you can see, I'm filling my basket with vegetables. But I'm getting sick of eating them all the time!

**Woman:** Can you eat any pasta or rice?

**Man:** I can have a little, but mostly I have to eat

vegetables and healthy proteins like chicken and turkey.

**Woman:** Well, good luck! I'm off to find something for the kids for dinner. Bye!

#### Text 3

**Boy:** Hi and welcome to Bob's Diner. Table for one?

**Woman:** Yes, please. I'd like a table in your outdoor area, if possible. It's such lovely weather, and it would be nice to sit outside.

**Boy:** I'm sorry, but we're quite full, and we haven't got a free table on our patio at the moment. I have one here by the door, if that's OK.

**Woman:** Have you got anything better?

**Boy:** I might ... Give me a second. (pause 2 seconds) Yes, there's a nice table over there by the window. Would that be OK?

**Woman:** That's perfect. Thank you!

#### Text 4

Hi Mum. I'm calling to ask what to get Dad for his birthday. I'm at Kitchen Supplies, and I'm looking at some different things. There's a lovely toaster here, but you've got one, haven't you? There's also a really nice pasta maker on sale, and I know Dad would love to make fresh pasta, so maybe I should get that. Brian suggested getting an espresso machine, but they're a bit expensive. Anyway, call me back when you can.

#### Text 5

Hi Mrs. Stanton. This is Martin from the bakery. I'm calling to let you know that your cake isn't going to be ready on time. It seems there was a mix-up with the orders, and we made you a strawberry cake instead of a chocolate one. I'm very sorry about that, and the owner has decided to give you a better price. I hope that makes up for the situation. So, your cake will be ready tomorrow morning. Please phone us to confirm. Thank you.

## Unit 7

### Ex1/p28 (track 22)

- Boy:** Hey! How was New York?
- Girl:** Amazing! There's just so much to see. The shops were incredible, and most of them are open on Sundays too. You can find anything there.
- Boy:** Sounds great!
- Girl:** And do you know what? I had a problem with my phone one night, and someone told me to book an appointment at the Genius Bar in the Apple Store. They give advice about repairs – and they fixed mine ... for free! That was at midnight – they're open all the time – every day!
- Boy:** Wow! But you know what I really want to hear about ...
- Girl:** What?
- Boy:** The food!
- Girl:** Of course! You'd love it! There are loads of shops called 'delis' with food from around the world. On Saturday, I went to a place called Smorgasburg in Brooklyn. It's only open from eleven in the morning to six in the evening, but there are a hundred people selling different food – it was impossible to choose! Honestly, there's so much happening day and night. Now I understand why they call it the city that never sleeps!

### Ex2/p28 (track 23)

#### Text 1

The last time I went shopping, I had a terrible time. I was trying to choose a phone – which is quite a lot of money to spend, isn't it? Well, the shop assistant was actually quite rude. He wasn't listening to my questions, and I think he just wanted me to get out quick. I bought the phone in the end, but I won't be shopping there in the future.

#### Text 2

I was only planning to do a bit of window shopping, but a shopkeeper persuaded me to go into her shop and try some things on. I'm glad I did. They were having a sale, so they were selling shirts very cheaply – two for the price of one. So I was very pleased with my trip!

#### Text 3

I bought some accessories for my computer. They told me everything was fine, and that the packaging was a bit damaged – that's all. But when I got the things home, the keyboard didn't work, so I took it back to the shop. They were very good about it, and I had the receipt, so they exchanged it without any questions.

#### Text 4

I had a shock when I visited London. It's a dream to go shopping there, isn't it? Well, I was a bit disgusted, to be honest. I mean, I had to pay two pounds for a bottle of water. That's just ridiculous. Everything else was really overpriced, too. I bought a couple of things, but then I thought I'd better go back to the hotel before I spent all my money!

## Unit 8

### Ex1, 2/p32 (track 26)

#### Text 1

- Boy:** So, what are we going to put on this poster, Rosa? It needs to be something different if we're going to win.
- Girl:** Yes, but it can't be too different, Paul. I mean we need to put some traditional sights on it. How about a famous church?
- Boy:** Good idea. I'll look for a good picture. And how about a big shopping centre – to show something more modern?
- Girl:** Yes, I like that idea. You concentrate on finding those. I think we need something to show the food.

**Boy:** Definitely. Can you do that?

**Girl:** Yes, and while I'm looking, I'll try to find some pictures of people – you know, smiling and looking friendly.

**Boy:** Great. Well done. I think that's the most important thing – to show how warm and welcoming we are.

#### Text 2

**Man:** John has just come back from his first visit to Poland. So, John, what were your impressions? Was it what you expected?

**Boy:** Well, I didn't know much about Poland, to be honest, but a few things surprised me. Public transport was clean, comfortable, and more modern than I thought it would be. It was a great place to have a conversation too, and while I was travelling around, I found a lot of people who were willing to speak English – thankfully, since I can't speak a word of Polish! But most of all, I appreciated the chance to walk around the towns – that's something I love doing and, in some places in Poland, you can see nearly everything on foot. I don't know why, but I wasn't expecting the number of cafés and places for younger people. Also, the young people were dressed very fashionably. It was a great place to be. There was a young feel about the place.

## Unit 9

### Ex1/p36 (track 29)

This Saturday, visit York's historic city centre for our annual Living History Fair. Local artists will be dressed in colourful costumes, selling fine handmade crafts. There will be jugglers, fire eaters, live music, magic shows, and face painting. Later in the day, stage performers will perform a part of a historical play at 1 p.m. Entrance is 12 pounds for adults, and half

price for students, children, and adults aged 60 and older. Come and relive one of history's greatest periods!

## Ex2/p36 (track 30)

### Text 1

All through school, my teachers have told me I have real acting talent. One thing I'm not talented at, though, is showing up on time! Because I'm often late for rehearsals, the other cast members don't like me that much. For the last show, on opening night, in an important scene, I forgot some of my lines. It was a shame because, apart from that, my performance was really good. From now on, I'm really going to try to study and practise more.

### Text 2

I've worked hard in the theatre, I must say. But for some reason, I never get chosen for lead roles. I'm always the understudy. That's the person who only performs if another actor is ill. So, I have to learn everything the lead actor learns. I complain to the director, but he doesn't seem to care. But then, one night, the poor boy who plays the lead broke his ankle. I had mixed emotions... I was sad for him, but I finally got my chance to shine. I was so excited!

### Text 3

Getting on well with the cast is important to me. I've made some great friends over the years, in fact. But in the rehearsals for this latest production, I'm having a hard time with the lead actor. He barely speaks to me, and when he does, he's rather rude. It almost seems like he hates me. He's quite talented and knows what he's doing on stage. He doesn't seem to have a problem with the others. I really have to speak to him about the situation.

### Text 4

They say that when it comes to jobs, it's not what you know, but who you know. And I think for me that's true. I'm really not very talented. For the play I'm starring in now, I'm close friends with the

director, and that's really the only reason I got the part. The rest of the cast know this and they don't respect me much because of that. I love performing and being on stage, but I must admit, my opening night performance didn't go well at all.

## Unit 10

### Ex1/p40 (track 33)

Among spectator sports, Gaelic football and hurling are the two most-watched sports in Ireland, with crowds of around 15,000 for every match.

There are many similarities between the two sports. In both sports, each team has fifteen players, and both games are played on the same pitch. Each match has two halves of thirty minutes each. The scoring is the same too: three points when the ball goes in the net, and one point when the ball goes between the two posts over the net.

The difference is that hurling is played with a stick and a small ball – a bit like the game of hockey. Gaelic football is more like rugby, but the ball is similar to a football.

### Ex2/p40 (track 34)

#### Text 1

**Woman:** Did you have a good match?

**Boy:** Yes, we won!

**Woman:** Great! Well done! Will you put all your kit straight in the washing machine?

**Boy:** Of course. Then I'm going to have a shower.

**Woman:** But don't take another step until you take those muddy boots off!

**Boy:** OK, Mum!

#### Text 2

**Man:** Hi Helen! How are you enjoying the sports camp?

**Girl:** Hi Dad! It's great. We played basketball today ... and tomorrow we're going to do some athletics events. It's a great group of kids – we have a lot of fun!

**Man:** I'm happy to hear it! What's been the best thing so far?

**Girl:** Well, we went roller-skating yesterday. That was fantastic. But the best thing? Beach volleyball and diving into the sea afterwards!

### Text 3

Hi, it's Mark. I guess you're busy, but I wanted to tell you about the arrangements for tomorrow. The bus is leaving at 12:30 because it takes about two hours to get there. So, we'll be OK for the three o'clock start. The driver says we'll be back home about 7:30. Let me know when you get this message.

### Text 4

**Girl:** Is ice-skating dangerous, Ian?

**Boy:** Not really. Not if you start off slowly.

**Girl:** So is there anything I need to get – apart from skates, of course?

**Boy:** Well, the good news is ... you probably won't fall on your head ... so *that's* not a big problem! But your knees can get hurt. If you want to get some equipment, you could get something to protect them – your knees, I mean. You can hire skates at the rink, so you don't need to worry about buying them.

### Text 5

It was on the last lap that it happened – only about 20 metres from the finish line. It was a tiring race and ... Well, I knew I would come second, and that was OK. Then, the girl in front of me tripped and fell – right before my eyes! I felt terrible for her, but I didn't want to crash into her, so I moved to the side. Before I knew it, I was over the line! I'd never won anything before. I was thrilled!

## Unit 11

### Ex1/p44 (track 36)

**Woman:** This is Barbara. Can I help you?

**Girl:** Yes, I want some information about the evening spin classes. Are you the trainer?

**Woman:** Yes, I am. What would you like to know?

**Girl:** Well, my doctor says I'm not exercising enough and thinks something like this would help me.

**Woman:** I see. Well, the class is quite simple. We use exercise bikes for fifty minutes. We start with a slow warm-up routine, then we speed up and slow down during the class. I've been a cyclist for over twenty years, and I've put together an effective programme.

**Girl:** Great.

**Woman:** I can also recommend this type of exercise because it doesn't harm your knees, unlike the treadmill. It's also more energetic than Pilates or weight training.

**Girl:** Well, I'll come one evening to try it out.

**Woman:** Great! I look forward to seeing you.

## Ex2/p44 (track 37)

### Text 1

I have a lot of trouble going to sleep every night. I can't seem to clear my head. I've tried listening to classical music on my music player, but I don't really like that type of music. So I've recently tried something new. I lie on my back and take a lot of air into my lungs. I hold it, then slowly let it out, then repeat. I fall asleep in no time!

### Text 2

I'm on the weight-lifting team, and we often get injuries during training. I've been quite lucky, and so far, I've only suffered from aching muscles. But when I lift with my legs, my knees hurt a lot, especially the left one. So now, I put a bandage around my knee – it stretches when I move – and since then, I've had a lot less pain.

### Text 3

I take a yoga class to keep fit, but also to help with stress. Many people think yoga is easy, but I can tell you from experience that it's actually really hard! I took things

a bit too far once and pulled a muscle in my back. It was so painful that I had to go to hospital for a short time. So, like with any other sporting activity, you always have to be careful.

### Text 4

We all have our own ways of relaxing after a hard day. My close friends like to play video games or watch something online, but I find that these things make me feel more active, not less. They don't help me to reduce my stress at all. I prefer to put on my favourite music and just lie in my room with my eyes closed while it plays. I think that works for a lot of people.

## Unit 12

### Ex1, 2/p48 (track 40)

#### Text 1

**Boy:** Hi Deborah. What are you doing?

**Girl:** I'm doing a project for school. It's about science, actually. Everyone in my class has to choose a different scientist to write a report on. I've been looking on the Internet for information about Copernicus. Do you know anything about him?

**Boy:** Only that he was Polish and lived, like, hundreds of years ago.

**Girl:** Yeah, he lived between 1473 and 1543. Did you know he studied medicine, law, and mathematics, as well as astronomy?

**Boy:** No, I didn't. Wow, that is impressive! He was famous for understanding the solar system, wasn't he?

**Girl:** Yes, and that wasn't popular because up until that time, people believed all the stars and planets went around the Earth. They didn't want to hear anything different – like we go around the Sun!

**Boy:** Well, I suppose it's like all new ideas – it takes a while for people to get used to them.

**Girl:** That's exactly what my science teacher says! Hey, maybe you can help me. I need to find out all the places he lived and visited. Can you do that while I write down all the things he wrote about?

**Boy:** Sure. That's no problem. I've got nothing else to do until Mum comes home. I'll do it now on my phone.

**Girl:** Great. Thanks, Andy!

### Text 2

**Man:** My guest today is the author of a book called 'Great Scientists in History'. Gillian Webber, welcome. Of all the scientists in your book, who do you think is the most important?

**Woman:** It's difficult to choose just one. You know, I think many people would choose Michael Faraday because his work led to the development of motors and generators. So without him, we wouldn't have electronics. I respect the work of people who had original ideas. I'm thinking of Darwin or Lemaître, for example, who revolutionised the way we understood where we came from ... Or Newton's discovery of gravity. And, of course, Einstein. I think that, in the future, we're going to use Einstein's theories a lot more as we explore the universe. But, do you know what ... I think the scientists who worked in the field of medicine are the ones we need to be grateful to. I'm thinking of people like Marie Skłodowska-Curie – her work on radioactivity led to many medical advances and helped her become the first woman to win a Nobel Prize. You know, it's those discoveries that have made our lives better. I think if I had to choose just one, it would be Alexander Fleming because if he hadn't discovered penicillin, people would still die from very

simple illnesses – so a lot of us have him to thank for being alive!

## Unit 13

### Ex1/p52 (track 43)

#### Text 1

**Girl:** Let's go and see the giraffes. They're so beautiful.

**Boy:** OK, but first, I want to visit the monkeys. They're my favourite animals, and they're near here.

**Girl:** Sure, but I thought lions were your favourite.

**Boy:** Lions? No way! I'm scared of them!

#### Text 2

**Boy:** I'm really excited about visiting my grandmother this summer. She's got a big house in the countryside.

**Girl:** That's great, Paul. Is it in the mountains?

**Boy:** No, it's in a valley. It's very nice and green.

**Girl:** Are there a lot of trees?

**Boy:** Not by her house, but there's lots of grass, and it's very pretty and relaxing.

#### Text 3

**Woman:** Did you enjoy your trip to the nature reserve, Zach?

**Man:** Yeah, it was fantastic, although the weather was a bit strange. They said on the weather forecast that it would be sunny and warm.

**Woman:** And it wasn't? Oh dear. Did it rain a lot?

**Man:** No, it was actually very foggy. The nature reserve looked really cool, though, with the fog hanging in the air.

#### Text 4

Good morning and welcome to *Green Life*, the programme where we discuss environmental problems in our city. A lot of listeners have phoned in to tell me that there are new recycling bins in the city centre. That's really good news, isn't it? However, many people are worried about traffic in the city centre. Everyone drives their cars into the city, and that causes

terrible air pollution. And if you don't have your own car, you often have to take a taxi. Many listeners say that we need more public transport ... We need more buses and better train services. What do you think? Call us with your views on ...

#### Text 5

Hi folks, and welcome to our tour of Norton Nature Reserve. I would like to inform you of some dos and don'ts for your visit here today. Firstly, please don't feed the birds or fish with your own food. They are on a strict diet and ... well ... your crisps and sandwiches are very bad for them! We sell special food at the gift shop which you can give them if you like. Secondly, please stay on the paths that we have made throughout the nature reserve. This is so we don't disturb the animals in their natural habitat ...

## Unit 14

### Ex1/p56 (track 46)

#### Text 1

Moving to England was perhaps the best thing we've ever done. I don't know – it just suits us there, as a family. Saying goodbye to people I'd known for years wasn't easy – and I cried a couple of times, to be honest – but we stay in touch through social media, so it's not that bad.

#### Text 2

When you move to another country, everything is different, isn't it? I mean the weather, the money, the things on TV ... I had to get used to a lot. In my new school, I was pleased that the lessons were really interesting. There were a few unkind comments about where I'd come from, but I ignored them, and it slowly stopped happening as I made more friends. It took a long time, though.

#### Text 3

Of course, it was exciting moving to a new country, and there were lots of new things to learn, but I think the best part was that we could do more as a family. Before the move, my mum worked full

time, and my dad was almost never at home. That all changed after the move.

#### Text 4

I'm happy to say that I didn't have much trouble when I got here. The local people made me feel very welcome, so I felt at home right away. You just need to be a good citizen: don't break the law and respect the rights of others ... I think it's common sense, really.

### Ex2/p56 (track 47)

**Girl:** Hey, Adam. Guess who just called me! Julie!

**Boy:** Brilliant! What did she say? How's she getting on?

**Girl:** She said everyone's really polite there ... People don't jump the queue when they're waiting for something.

**Boy:** A bit different from here then!

**Girl:** Yes! And she said people are very peaceful and you never see them causing trouble.

**Boy:** What about school? Has she made any friends?

**Girl:** Yes, she said her school is great. People are happy to help her, and there aren't many problems like vandalism. What else? Oh yes, she said there's no problem with racism – everyone she's met respects other people. Isn't that wonderful?

**Boy:** Fantastic! That's really great news, Amanda!

## Arkusze egzaminacyjne – zapis nagrań

### Arkusz 1

#### Zad. 1. Track 01

##### Tekst 1.

**Girl 1:** Hi Ann! I'm going shopping after school. Would you like to join me?

**Girl 2:** Sure. But first, I must go home and wait till my parents come back from work.

**Girl 1:** So, maybe I can just come to your place in the afternoon, and we'll go together.

**Girl 2:** Well, I think it'll be better if I wait for you in front of the shop at about 5 o'clock.

**Girl 1:** OK. See you at the main door.

**Girl 2:** See you there!

**Tekst 2.**

**Girl:** Hi James. Can I sit here?

**Boy:** Sure. Sit down.

**Girl:** How was your PE lesson?

**Boy:** Fine. We played basketball for an hour. My team won. And what about your maths test?

**Girl:** Oh, we are taking it tomorrow. I am a little nervous about it. And what's that on your plate?

**Boy:** That's cheese cake.

**Girl:** Wow. It looks delicious. I'll get a piece, too.

**Tekst 3.**

**James:** Mum, can I play football with Alex on Saturday?

**Mum:** OK, James, but tidy up your room first. You've got such a mess there.

**James:** Actually, I've already cleaned it. And I've also revised for the Monday's biology test.

**Mum:** Have you? Well, then, you can go.

**James:** Thanks Mum. Will you drive me to the playground?

**Mum:** Of course I will.

**Tekst 4.**

**Peter:** Hi Jack. It's Peter calling. Listen, I've already done my homework, and I'm free this evening. I've got two tickets for an awesome superhero movie that's on at the cinema. Would you like to go with me? If you're busy today, we could meet tomorrow. I'll try to change the tickets. Anyway, I'd like to meet you this week. Call me back. Bye.

## Zad. 2. Track 02

### Wypowiedź 1.

I got a puppy for my birthday. It's full of energy, and it runs a lot. So, I was worried before our first visit to the vet last week. I thought it would be hard to keep him in one place. But I was really nicely surprised. When we came into the vet's room, he was so calm. He didn't even move when the vet gave him an injection.

### Wypowiedź 2.

Last week my cat got sick. I took him to the vet. He was very weak. I carried him into the vet's room and put him on the table by the window. After a while, the vet came in with another patient – a big dog which looked aggressive. My cat got so frightened that he just jumped out of the open window. I found him in the park two hours later.

### Wypowiedź 3.

Last month, I had a problem with my parrot, Dolly. She seemed weak. She slept in her cage all day long. I took Dolly to the vet because I thought she was ill. But surprisingly at the vet's my parrot became full of energy. She started flying around the room. I was afraid she could escape. Luckily, I managed to catch her. The vet told me that my parrot wasn't ill at all. Like every bird, she needed to fly from time to time.

### Wypowiedź 4.

My old dog Max has been to the vet many times. He was always quiet and did not even mind injections. But I got really shocked last Friday. We had to visit the vet because our neighbour's dog had hurt Max's ear. The doctor touched it to see what was wrong. At that very moment, Max barked and bit her hand. Can you believe it? I couldn't believe it was my good quiet dog.

## Zad. 3. Track 03

Dear guests. Welcome to the museum of technology. We are open every day from 10 am to 6 pm, except Sundays, when opening hours are shorter, from 11 am to 6 pm. Tickets cost £6 for

adults and £3 for children. But, if you come with your parents, you can buy one family ticket for only £10.

In our museum you can see many pieces of electrical equipment and devices that people produced in the past. Among them, there are old radios, gramophones, TV-sets, and old-fashioned kitchen equipment. The most popular exhibit in our museum is the oldest Ford car. I am sure you'll find it interesting because you can even get into it.

Another attraction is the cinema on the first floor. We show 3D films about the greatest inventions and inventors. There is a different film every week. This week, we are showing a film about the history of the computer. Don't miss it!

And finally, please visit our souvenir shop. It sells postcards, key rings, and toys. You can find the shop near the exit.

I hope you'll enjoy your visit to our museum.

## Zad. 4. Track 04

### Wypowiedź 1.

Did you pay much for the grapes?

### Wypowiedź 2.

Do we need any bread?

### Wypowiedź 3.

What was the concert like?

### Wypowiedź 4.

Are you sure the test is next Wednesday?

## Arkusz 2

### Zad. 1. Track 05

#### Tekst 1.

**Girl:** Alan, are you going to Helen's party on Saturday?

**Boy:** Sure. And you?

**Girl:** I'd love to, but my parents are going away, and there's nobody to drive me there.

**Boy:** I'm going by bike. Why don't you join me?

**Girl:** Mine is broken, unfortunately.

**Boy:** We'll take a bus then. I'll check the times.

**Girl:** Great idea. Thanks.

## Tekst 2.

- Boy:** Have you got a pet, Ann?
- Girl:** No, but I'd love to have one. I used to have a goldfish when I was six.
- Boy:** Why don't you buy a dog, for example? Dogs are friendly animals.
- Girl:** You're right, but we travel a lot, and we can't take a dog everywhere we go.
- Boy:** I see. How about a hamster? I can take care of it when you're away.
- Girl:** Thanks Alex. I'll talk to my parents then.

## Tekst 3.

- Boy:** Hi Susan. What are you doing here? Shouldn't you be at school now?
- Girl:** No, I always have fewer classes on Wednesdays. So this gives me the time to go to the gym. Today it's closed, so I've decided to buy a book for Tom for his birthday.
- Boy:** That's funny. I also want to buy him a book.
- Girl:** Do you know what books he likes?
- Boy:** Not really. There's a salesperson over there. Let's ask her for advice.

## Tekst 4.

Hi Lucy. It's Kate. I went to my skating training yesterday, and I met – you'll never guess who – Mrs. Kirkby! Remember her? We had biology classes with her three or four years ago. I'm sure you couldn't forget her. She took your mobile during the final test. I didn't know that she is also a skating instructor. And do you know what? She is fantastic on the rink.

## Zad. 2. Track 06

### Wypowiedź 1.

On the first day of school, I walked into my classroom, sat down, and fixed my eyes on the desk. Suddenly, I felt someone tapping me on my shoulder. It was Daniel. He invited me to sit next to him. During the break, he introduced me to a few of his friends: Joanne, Allan, and David. They weren't very friendly, though. I wanted to talk to

Allan after the lessons, but when I came up to him, he just smiled and walked away.

### Wypowiedź 2.

I walked to school with a group of students I already knew, but we were in different classes. I was too terrified to talk to anyone. During the first lesson, I sat next to twins Mark and Lucy. I watched them carefully, but I didn't say a word to them. During the lunch break I followed them to the canteen and asked, "Can I have lunch with you?" It was worth it. The rest of the day was great.

### Wypowiedź 3.

We gathered in the gym where the head teacher gave us some general information about the school. Then, he told us to go to our classrooms. We were waiting for our class teacher in the corridor. I was very shy, but some students were friendly. When they saw me standing alone, they came up to me and started talking with me. We immediately became friends. They even asked me to get together after the lessons, and I said "Yes".

### Wypowiedź 4.

When we got to school, one of the teachers asked us to go to the gym. There, the head teacher gave a long welcome speech. And then, there was a big surprise for all the new students. On the tables, there were doughnuts, fruit juice, and other snacks. The teachers invited us to get to know one another. This was a very good start of the school year.

## Zad. 3. Track 07

- Man:** Hello, listeners. Our guest today is a teenage painter, Laura Brown. Tell us how you got started?
- Girl:** Art has been in my life since I can remember. My mum, who loves painting, took me to a museum for the first time when I was only four. I took art seriously at about eleven. Then, my parents bought me a set of brushes and paints. That was the beginning of it all.
- Man:** What did you enjoy painting most as a child?

- Girl:** When I was younger, I used to paint animals, mainly horses and dogs. Then, one day I painted a portrait of my sister, and everybody loved it. Now, I'm painting only people. My work shows how I see them.

- Man:** How often do you paint?

- Girl:** Well, I know I should paint more than I do, but I have a weekly plan. You can find me in my little studio every day except for Saturday and Sunday. At weekends, I meet my friends.

- Man:** You started painting with watercolours and acrylic paints, didn't you?

- Girl:** That's right. But I'm also using oil paints which I like most.

- Man:** Where do you hope your art will take you?

- Girl:** It's difficult to say. I'm full of surprises. I'd like to have my own art gallery. I'm going to have an exhibition in December. That's what I have the most fun with now.

## Zad. 4. Track 08

### Wypowiedź 1.

Is your computer working now?

### Wypowiedź 2.

Whose bike is this?

### Wypowiedź 3.

What did you buy your dad on his birthday?

### Wypowiedź 4.

Why are you fixing the printer again?

## Arkusz 3

## Zad. 1. Track 09

### Tekst 1.

- Kate:** Hi Mum! I'm calling to tell you I'll be late. I won't come home straight after school. Our teacher asked us to prepare posters for the school open day. So, right now we're painting them in our classroom. It'll take us a while. But I remember about bread. I'll go to the

baker's on my way back.  
I promise!

#### **Tekst 2.**

**Peter:** Mary, I'm giving a party on Saturday. Would you like to come?

**Mary:** Sure. Shall I bring anything? Maybe some food or CDs with dance music?

**Peter:** Thanks, but my mum will make sandwiches and a cake. And my sister Ann has promised to decorate the house.

**Mary:** So maybe I can buy some balloons for the decoration?

**Peter:** I think Ann's got everything. But CDs are a good idea.

**Mary:** OK, I'll bring a few with my favourite hits.

#### **Tekst 3.**

**James:** How did you like your holidays at the seaside?

**Kate:** Actually, I didn't go there, and you'll never guess where I was.

**James:** Don't tell me you went to New York!

**Kate:** I've always wanted to, but I'll probably go there next year.

**James:** Well, then I have no idea where you went.

**Kate:** Ok, I'll tell you. Do you remember that girl I met at the language course? We are friends now. Her family invited me to spend two weeks on their farm. So I did and, surprisingly, I had a great time there.

#### **Tekst 4.**

**Girl:** Tom, I'm still working on my presentation about Italy. Thanks for the photo album you've lent me. It's been very useful. I'll bring it back tomorrow. But I have a problem. It must be a presentation with slides. They are ready, of course. But it's my laptop. It's stopped working. Can I use yours tomorrow, please?

### **Zad. 2. Track 10**

#### **Wypowiedź 1**

My parents wanted me to play tennis in my free time. So, I bought a racket and started playing regularly. But soon I got disappointed with it. Every training session looked the same. I needed to do something more exciting. I joined the Scouts, and now my friends and I go camping, canoeing, or fishing.

#### **Wypowiedź 2**

Before joining the team, I needed help in everything. I couldn't even make a cup of tea by myself. I joined the Scouts to change it. Here, I learnt to put up a tent, build a fire, or prepare food. I can do lots of things on my own now. I hardly ever need any help from my friends. My parents say joining the Scouts was a good decision.

#### **Wypowiedź 3**

I would spend all afternoon playing computer games or watching TV. I enjoyed it, but I hardly ever talked to my parents or went out with my friends. I wanted to change that, but I didn't know how. And then one of my teachers said I could join the school scouts' team. Now I spend all day outdoors. I love camping, orienteering races in the woods, and biking with my friends from the team.

#### **Wypowiedź 4**

My parents weren't happy when they heard about the Scouts. They thought I should concentrate on studying. But I was determined. We'd just moved, and I felt a little lonely in my new place. In fact, I had no friends and I spent all day at home alone watching boring TV. I hoped joining the Scouts would change it. And I was right. Now I have lots of mates. We go camping, cycling, and swimming together.

### **Zad. 3. Track 11**

**Interviewer:** Hello, welcome to our studio in New York. Today we'll talk to Sonia Jones, a famous ballet dancer. Sonia, thanks for coming.

**Sonia:** It's my pleasure.

**Interviewer:** My first question is about your early life. You were born in Paris, weren't you?

**Sonia:** Yes, and I lived there until I finished university. Actually, I left my home city when I was 22.

**Interviewer:** There is a rather strange story about your birth.

**Sonia:** Yes, there is. My parents lived by the river at the time. When my mother had to go to hospital and give birth, she got on the boat. And I was born on it.

**Interviewer:** Unbelievable! And talking about your parents: what did they do?

**Sonia:** My father taught history and my mother was a pianist. She played lots of concerts in France. Unfortunately, in America people don't know her because she never performed here.

**Interviewer:** When did you become a professional dancer?

**Sonia:** Well, after school my dream was to be an actress. I even went to Hollywood. But I didn't get a role, so I came to New York, and here I started dancing professionally.

**Interviewer:** What ballet are you going to dance in the nearest future?

**Sonia:** Actually, I'd like to stop dancing. I've always wanted to direct a musical. I hope to do it next year. But let's not talk about it yet.

### **Zad. 4. Track 12**

#### **Wypowiedź 1.**

Do you enjoy playing basketball?

#### **Wypowiedź 2.**

Where do you like spending your summer holidays?

#### **Wypowiedź 3.**

What do you think about computer games?

#### Wypowiedź 4.

Shall we revise for the test together?

### Arkusz 4

#### Zad. 1. Track 13

##### Tekst 1.

**Girl:** Jim! You've dropped something!

**Boy:** Oh! That's my family photo.

**Girl:** Can I have a look at it?

**Boy:** Sure!

**Girl:** Wow! You have a big family.

**Boy:** Yes. There are my parents in the middle. On the left, there's my brother, Jack. On the right, you can see my sisters, Ann and Barbara, and me.

**Girl:** Lucky you! You've got someone to play with. I'm an only child.

##### Tekst 2.

**Girl:** I absolutely love my room. It's not big, but it's very cosy with many potted flowers. The walls are white, which makes the room look bigger than it is. I've got a sofa in the corner and a wooden bookcase next to it. In the middle of the room, there's a big table. My parents are going to replace it with a small desk. They've ordered one already. Mum would also like to buy me a new armchair, but I'd like to keep the old one. It's so comfortable.

##### Tekst 3.

**Woman:** I'm afraid we've got lost.

**Boy:** Let's stop the car, Mum, and ask the way.

**Woman:** Good idea. There's a car park over there.

**Boy:** Why don't we stop at the petrol station instead?

**Woman:** Ok. I'll fill the tank and ask the directions, and you can get me something to drink.

**Boy:** Fine. And a Coke for me, OK?

##### Tekst 4.

Hi George. It's Julie. When we last met, I gave you Richard's address.

After I got home, I checked his address again. It's not Clifton 16, but Clifton 66, double six. Sorry. It was my fault.

#### Zad. 2. Track 14

##### Wypowiedź 1.

When I decided to start jogging, I bought a pair of good running shoes. At the beginning, my biggest problem was that I couldn't catch my breath while running and my feet hurt. I had to stop from time to time and then walk for a short while before running again. After several weeks, I ran longer distances. I also ran faster than other runners.

##### Wypowiedź 2.

Some people jog with their friends to spend time together in different places and at different times. I don't. I needed a strict jogging plan. I had to decide exactly when, where, and for how long to run. I tried running at different times. Finally, I decided on an early evening, that's six to seven. I ran in the park, but it became boring, so I made up my mind to run along the main street. My plan worked out fine.

##### Wypowiedź 3.

My friendship with jogging started last year when my brother gave me a T-shirt, shorts, and special socks for my birthday. I bought a pair of running shoes. Then I went outside and ran. When I returned home after my first run, I had a terrible pain in my legs. I immediately fell on the sofa. Why? I didn't warm up and didn't start running with a short distance.

##### Wypowiedź 4.

For the first week, I just walked more than I jogged. Then I walked less and jogged more. After five weeks, I could run one mile without stopping. I wasn't jogging fast. I just wanted to run a certain distance. After another two weeks, I started working on my speed. Unfortunately, one day I slipped and hurt my knee. I couldn't run for a week, but now I'm back on the track.

#### Zad. 3. Track 15

Hello, everybody. Can you all hear me? Good. Next week, you'll sit your final exam. I know that you've worked very hard. Now, there are a few very important things that I must remind you of. Firstly, the exam begins at nine o'clock sharp. You should be at school about half an hour earlier, that's at 8:30. You mustn't have your cell phones in the exam room. You have to leave them in the head teacher's office. You'll get a pen, a pencil, and some drawing instruments. You cannot bring your pencil cases. Don't forget to take your identification card with you. Of course, you can go to the toilet during the exam, but not in the first thirty minutes of your exam. Finally, you'll get the certificates with the exam results on the 21st of July. You can check the results online the day before if you have your code. I wish you good luck.

#### Zad. 4. Track 16

##### Wypowiedź 1.

Can I borrow your dictionary?

##### Wypowiedź 2.

Would you like my brother to drive you home?

##### Wypowiedź 3.

When can we go for a walk together?

##### Wypowiedź 4.

What does this word mean?

### Arkusz 5

#### Zad. 1. Track 17

##### Tekst 1.

**Man:** Excuse me. How much is this sweater?

**Woman:** It's thirty pounds.

**Man:** Is there any discount on it?

**Woman:** Oh, it's twenty percent off the price today! That's 24 pounds.

**Man:** Can I try it on?

**Woman:** Sure, the changing room is in the back.

##### Tekst 2.

**Woman:** Green Line Taxi. Can I help you?

**Man:** Yes, I'd like to order a taxi.

**Woman:** Sure, but you must wait about 10 minutes.

**Man:** Of course, I can wait.

**Woman:** What's your address?

**Man:** It's 58, Cheetham Street.

**Woman:** Can you spell that for me?

**Man:** Yes. It's 58 C-H-E-E-T-H-A-M Street.

**Woman:** Thank you.

### **Tekst 3.**

Hi Pam. It's Debbie. I'm in a terrible mess. When the lessons were over, I went to a gift shop to buy a present for my sister's birthday. Then I came home, and I couldn't find my keys. So I returned to school and the gift shop to check if I had left them there. They were nowhere! My parents haven't returned home yet, and I don't know what to do.

### **Zad. 2. Track 18**

Yesterday, I woke up late. I looked at the alarm clock. It was seven fifteen. Oh my, I had overslept. I quickly ran to the bathroom, but my sister was there. I waited impatiently for another five minutes before my sister came out. I went into the bathroom to have a hot shower. Unfortunately, because of some repairs, only cold water was running out of the tap. So I took a quick shower, and after that, I went downstairs to the kitchen to get something to eat. There wasn't much left. So I only drank a glass of hot milk and returned to my room to get dressed. Then, I quickly left home.

I got on my bike and rode a few hundred metres when I discovered I had left my school bag in my room. I returned home to get it. I got on my bike again still hoping to get to school in time. At that moment, I realised that the chain on my bike was broken. I got off my bike and pushed it to the garage. I walked to the bus stop and waited for the bus to arrive. When I got to school, the lessons had already started.

### **Zad. 3. Track 19**

#### **Wypowiedź 1.**

I think that when children get too much pocket money, they want more and more. Just like some of my friends. They think that pocket money is the best thing in the world. They feel sorry for those who don't get it, like me. But my parents always give me money when I ask them. I don't want them to give me money regularly every week or every month.

#### **Wypowiedź 2.**

Pocket money isn't something I talk about with my mates at school. It's because some parents give their kids too much pocket money; other kids get very little money. For me, it's very important not to show off about how much money I get from my parents. I get what I get and spend none of it. I put all my pocket money into my money box.

#### **Wypowiedź 3.**

I don't save all of my pocket money. What for? I prefer to use it to have clothes I really want, and these usually cost a lot. So, when I need new clothes, my parents offer to pay up to £50 for them. Then I give them some of my pocket money to make up for the difference in price. This way, I spend more than I get and wear what I like.

#### **Wypowiedź 4.**

I get too little money to spend it all straight away. This is why I think twice before I decide to spend my pocket money on this or that particular thing. This means that I don't spend it all at once. I know that if I spend too much, my parents won't give me any money till the next month. I must collect some money before I begin spending it.

### **Zad. 4. Track 20**

**Emily:** Hi Mum.

**Mother:** Hi Emily.

**Emily:** Mum, Dad and I are still doing the shopping. We don't know what to buy, beef or turkey.

**Mother:** Get some beef. I'll make it with vegetables for lunch tomorrow. Speaking of lunch, you should hurry up. The chicken will be ready soon.

**Emily:** We need about half an hour.

**Mother:** OK. David is coming from school at one thirty, so we can have lunch at two. But, please, don't be late.

**Emily:** What about dessert?

**Mother:** We have some ice cream in the fridge.

**Emily:** There isn't any, I'm afraid.

**Mother:** Oh, then, buy some fruit cake. Make sure it's fresh.

**Emily:** Sure. Anything else?

**Mother:** Don't forget the apples. Two kilos. I'll make an apple pie tomorrow.

**Emily:** We've already bought one kilo.

**Mother:** So get another one.

**Emily:** OK. See you soon.

### **Zad. 5 Track 21**

#### **Wypowiedź 1.**

How often do you read books?

#### **Wypowiedź 2.**

What would you like to do this afternoon?

#### **Wypowiedź 3.**

Do you know how to play tennis?

#### **Wypowiedź 4.**

What about meeting tomorrow?

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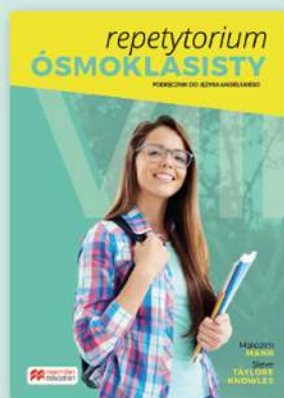


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