

# 1 CZŁOWIEK

## 1 Wpisz w luki brakujące słowa.

- 1 First name : Karen
- 2 \_\_\_\_\_ : Smith
- 3 \_\_\_\_\_ of birth: 9/11/1988
- 4 \_\_\_\_\_ : Teacher
- 5 \_\_\_\_\_ : 33 London Road,  
Reading, RG3 OX9

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



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

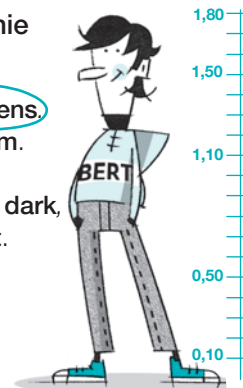
## 3 Dopasuj słowa z ramki do odpowiednich zdań.

gloves hat pyjamas scarf skirt socks  
tie trainers umbrella underwear

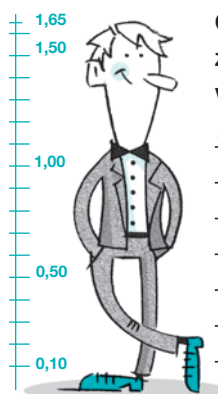
- 1 You wear it on your head. hat
- 2 You wear it round your neck. \_\_\_\_\_ and \_\_\_\_\_
- 3 You wear them at night. \_\_\_\_\_
- 4 Usually only women wear it. \_\_\_\_\_
- 5 You wear them on your feet. \_\_\_\_\_ and \_\_\_\_\_
- 6 You wear it every day under your usual clothes. \_\_\_\_\_
- 7 You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

## 4 Wybierz słowa, które poprawnie uzupełniają opis.

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



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



Ernie is ...

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## 5 Połącz zdania 1-8 ze zdaniami A-H.

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

## 6 Uzupełnij zdania słowami z ramki.

annoyed bored confused depressed  
excited surprised worried

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

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

- I get angry when \_\_\_\_\_.
- My parents are worried when \_\_\_\_\_.
- When I'm happy, I \_\_\_\_\_.
- When I can't find my phone, I \_\_\_\_\_.
- Sunday evenings make me feel \_\_\_\_\_.
- I'm disappointed when \_\_\_\_\_.

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

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

LOOKS	PERSONALITY	EMOTIONS / FEELINGS
		amused

### 9 Uzupełnij zdania przymiotnikami z zadania 8.

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

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

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

### BBC VOX POPS

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

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

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



Anya

☐


Jim

☐


Aimee

☐


Kate

☐

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

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

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

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

1 Napisz minidialogi według wzoru. Użyj form skróconych.



1

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

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

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

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

2

A: Dua Lipa / famous? \_\_\_\_\_

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

A: she / any albums? \_\_\_\_\_

B: Yes / two \_\_\_\_\_

3

A: Leo Messi / a tennis player? \_\_\_\_\_

B: No / a football player \_\_\_\_\_

A: he / a wife? \_\_\_\_\_

B: Yes / her name / Antonella \_\_\_\_\_

4

A: the members of *Coldplay* / siblings? \_\_\_\_\_

B: No / they \_\_\_\_\_

A: they / any sports awards? \_\_\_\_\_

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

2 Przetłumacz na język angielski podane w nawiasach fragmenty zdań.

- (Jesteś) Are you at school?
- I don't like our neighbours. (Są) \_\_\_\_\_ really annoying.
- You can see our car over there. (Jest) \_\_\_\_\_ big and red.
- (Mamy) \_\_\_\_\_ 14 years old.
- Mr Black is very busy. (Czy ma) \_\_\_\_\_ any time to read my story?
- Ann is an only child, she (nie ma) \_\_\_\_\_ any brothers or sisters.

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

- What is your name? My name is ...
- How old \_\_\_\_\_ you? \_\_\_\_\_
- How tall \_\_\_\_\_ you? \_\_\_\_\_
- What colour eyes \_\_\_\_\_ you \_\_\_\_\_ ? \_\_\_\_\_
- How long \_\_\_\_\_ your hair? \_\_\_\_\_
- How many Facebook friends \_\_\_\_\_ you \_\_\_\_\_ ? \_\_\_\_\_

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

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

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

Our neighbour Kevin is a DJ.

- always / 11 a.m. / on weekdays / get up / .  
He always gets up at 11 a.m. on weekdays.
- usually / for breakfast / have cocoa / .  
He \_\_\_\_\_
- have scrambled eggs / never / .  
He \_\_\_\_\_
- 8:15 p.m. / start work / .  
He \_\_\_\_\_
- 5:30 a.m. / finish work / .  
He \_\_\_\_\_
- at noon / usually / play the drums / .  
He \_\_\_\_\_

6 Uzupełnij pytania na podstawie odpowiedzi do zadania 5.

- What time does he always get up on weekdays?
- What \_\_\_\_\_ breakfast?
- \_\_\_\_\_ scrambled eggs?
- What \_\_\_\_\_ 8:15 p.m.?
- When \_\_\_\_\_ work?
- What \_\_\_\_\_ at noon?



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

- Carla and Paul / run for the bus / .  
*Carla and Paul are running for the bus.*
- I / do a crossword puzzle / now / .  
\_\_\_\_\_
- We / read books / at the moment / .  
\_\_\_\_\_
- Anna and her friends / play handball / .  
\_\_\_\_\_
- Nick / swim in the pool / .  
\_\_\_\_\_

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

look   not-do   not talk   sit   smile   take   wear



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

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

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

### 10 Zakreśl słowa, które poprawnie uzupełniają zdania.

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

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

- My brother / want / to go home now.  
*My brother wants to go home now.*
- you / understand / this exercise?  
\_\_\_\_\_
- The manager is busy. She / talk to / a customer.  
\_\_\_\_\_
- you / need / anything from the shops?  
\_\_\_\_\_
- Olek / not know / the answer to this question.  
\_\_\_\_\_
- Mathew / look / at some photos at the moment.  
\_\_\_\_\_

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

- I suggest (**go**) *going* to the cinema. And what do you want (**do**) *to do* ?
- We usually finish (**write**) \_\_\_\_\_ tests before the set time.
- I hate (**get**) \_\_\_\_\_ bad marks.
- He always refuses (**help**) \_\_\_\_\_ me.
- Can you imagine (**live**) \_\_\_\_\_ in the 19<sup>th</sup> century?
- Do you mind (**do**) \_\_\_\_\_ the housework on Sundays?

### 13 Uzupełnij zdania poprawnymi formami czasowników z ramki.

buy   do   listen   swim   try   watch

- Crossword puzzles really get on my nerves. I hate *doing* them.
- Scuba diving really interests me. I'd love \_\_\_\_\_ it.
- I prefer \_\_\_\_\_ interviews with stars to fashion shows.
- This checked skirt is fabulous! I feel like \_\_\_\_\_ it.
- My sister keeps saying she's bored to death. I can't stand \_\_\_\_\_ to her.
- I go to the pool a lot because I like \_\_\_\_\_.



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

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

To: magda123@netmail.com

Subject: Nice to meet you!

Dear Magda,


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

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

Please write to me and tell me about yourself.

Take care,

Luisa



### 15 Przetłumacz brakujące fragmenty zdań na język angielski.

- Alicja ma krótkie, kręcone włosy.  
Alice has got short wavy hair.
- Czy wierzysz w duchy?  
\_\_\_\_\_ in ghosts?
- Czy często nosisz buty sportowe?  
\_\_\_\_\_ sports shoes?
- Mój młodszy brat nigdy nie jest złośliwy.  
My younger brother \_\_\_\_\_.
- Janek ma dobre poczucie humoru.  
Janek has \_\_\_\_\_ humour.
- Nie mogę sobie pozwolić na wyjazd w góry w tym roku.  
I can't \_\_\_\_\_ to the mountains this year.
- Anya chciałaby płynnie mówić po angielsku.  
Anya \_\_\_\_\_ English fluently.

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

- Jim (**przygotowuje się**) \_\_\_\_\_ to go out.  
A is getting ready B gets ready C is ready
- I really (**potrzebuję**) \_\_\_\_\_ a comfortable tracksuit to do gymnastics.  
A needing B need C am needing
- Olivia (**chce**) \_\_\_\_\_ to buy a checked skirt.  
A likes B fancies C would like
- Her children (**są czasami**) \_\_\_\_\_ stubborn.  
A sometimes are B are sometimes C often are

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

- I really don't like going to the opera.  
I hate going to the opera.
- Do you want to go out with Diane?  
Do you fancy \_\_\_\_\_ with Diane?
- I think she can draw well.  
I think she \_\_\_\_\_ at drawing.
- Could you describe him to me? Is he kind and clever?  
What \_\_\_\_\_ like?
- My best friend always puts me in a good mood.  
My best friend \_\_\_\_\_ in a bad mood.

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


Duncan <sup>1</sup> \_\_\_\_\_ from the Scottish Highlands – a historic region in Scotland. People living there are called Highlanders. They <sup>2</sup> \_\_\_\_\_ mountain men, strong and proud. Duncan's family traditions <sup>3</sup> \_\_\_\_\_ back to the 16<sup>th</sup> century.

Duncan <sup>4</sup> \_\_\_\_\_ at some pictures in his family album at the moment. He and his family love <sup>5</sup> \_\_\_\_\_ Scottish songs together. At family parties, Duncan and his dad wear the Scottish kilt made from tartan cloth, a traditional Scottish checked fabric. The men put the kilt on for special occasions, for example weddings. It is not an everyday outfit, however. To work or to school, everyone prefers <sup>6</sup> \_\_\_\_\_ casual clothes.

- A comes B come C coming
- A are B is C have got
- A going B goes C go
- A looking B is looking C looks
- A singing B they're singing C sing
- A to wear B wearing C wear



# READING

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



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

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

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

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

Open: Tuesday–Sunday 11 a.m.–9 p.m.




## Miau Café House Rules

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



# LISTENING

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

- 1 How did the girl feel in the coffee shop?  
A satisfied    B frightened    C embarrassed
- 2 How did the man feel about his visit to the cat café?  
A amused    B surprised    C disappointed
- 3 How did the boy feel when he was last in the café?  
A exhausted    B excited    C bored



Do: Kasia

Cześć, Kasiu!

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

1 \_\_\_\_\_. Podobno Ania zrealizowała swoje marzenie dzięki pomocy internautów. 2 \_\_\_\_\_ osób podarowało jej pieniądze na otwarcie kawiarni.

Ale najlepszą rzeczą w *Miau Café* jest to, że można bawić się z kotami. Komfort zwierzaków jest jednak najważniejszy. Nie wolno im 3 \_\_\_\_\_, robić zdjęć z lampą błyskową, czy też 4 \_\_\_\_\_, bo mają specjalną karmę.

Gdybyś miała już plany na sobotę, możemy wybrać się do *Miau Café* w inny dzień. Kawiarnia jest czynna 5 \_\_\_\_\_. Daj znać, co Ty na to.

Bartek

## FUNCTIONS



1 Do każdej z opisanych sytuacji dobierz właściwą reakcję.

- Chcesz przedstawić się grupie dorosłych.  
A I'd like to say hello to everyone.  
B Let me introduce myself.  
C Nice to meet you.
- Nie dosłyszałeś/dosłyszałaś nazwiska osoby, która Ci się przedstawiła.  
A Can you spell your last name, please?  
B Can I call you by your first name?  
C Sorry, I didn't catch your surname.

- Skończyłeś/Skończyłaś rozmawiać z nowo poznaną osobą. Co powiesz?  
A Pleased to meet you.  
B It's been nice talking to you.  
C Excuse me.
- Pytasz kolegę, jaki jest jego brat.  
A What's your brother like?  
B How's your brother?  
C What does your brother look like?
- Chcesz powiedzieć, że interesujesz się upcyklingiem. Co powiesz?  
A I'm useless at upcycling.  
B I'm into upcycling.  
C I dislike upcycling.

## WRITING



## Wskazówka

Kiedy opisujesz osobę, zazwyczaj ją przedstawiasz (piszesz, jak się nazywa, ile ma lat, czym się zajmuje, gdzie mieszka), opisujesz jej wygląd zewnętrzny (cechy fizyczne, ubiór) i cechy charakteru oraz ewentualnie podajesz własną ocenę tej osoby.

2 Połącz zdania 1–5 ze zdaniami A–E.

- Lynn is very keen on painting. E
  - Alex has a great sense of humour. \_\_\_\_\_
  - My mum dislikes winter sports. \_\_\_\_\_
  - My grandma is really generous. \_\_\_\_\_
  - My best friend can be quite stubborn. \_\_\_\_\_
- A She never goes skiing with us.  
B He doesn't change his mind easily.  
C She loves giving gifts to her friends.  
D He can always see the funny side of a situation.  
E She wants to study Arts in the future.

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

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

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

Do twojej klasy dołączyła nowa koleżanka.  
W e-mailu do znajomej:

- opisz wygląd koleżanki i to, jak się ubiera,
- wyraż opinie na temat jej charakteru,
- przedstaw jej niecodzienne hobby.

Limit słów: 50–120.

To: Kate

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

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

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

Limit słów: 50–120.

## 1 Uzupełnij zdania wyrazami z ramki.

1 wear wearing

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

2 got having

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

3 high tall

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

4 in with

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

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

checked fit match off on tight

### A New Life for Lone Socks



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

## 3 Przetłumacz na język angielski fragmenty zdań podane w nawiasach.

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

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

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

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

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

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

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