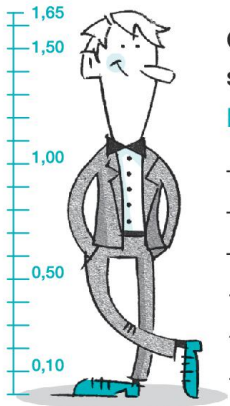
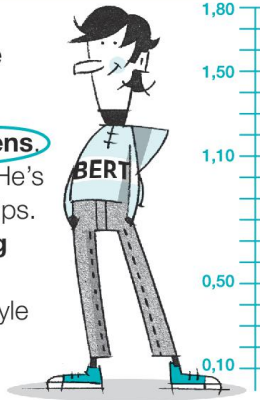


## 1 Wybierz słowa, które poprawnie uzupełniają opis.

**Bert** is a(n) **elderly man** / **in his teens**. He's **tall** / **short** and **plump** / **slim**. He's got **tiny** / **large** eyes and **full** / **thin** lips. His hair is **blond** / **dark**, **short** / **long** and **curly** / **straight**. He's wearing **smart** / **casual** clothes. I think his style is **quite formal** / **a bit scruffy**.



Opisz Erniego, używając wyrazów ze słowniczka na str.4 w książce ucznia.

Ernie is \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## 2 Uzupełnij wypowiedzi słowami z ramki.

annoyed confused worried surprised  
 frightened excited depressed bored

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

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

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

## ▶ BBC VOX POPS

### 4 ▶ V1 It's important or not important that my friends... Obejrzyj video 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

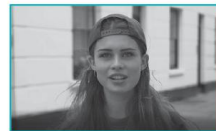
### 5 ▶ V1 Obejrzyj ponownie video i dopasuj wypowiedzi A–D do odpowiednich osób. Następnie podaj polskie odpowiedniki wyróżnionych wyrazów.



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.

be there (for somebody) – \_\_\_\_\_  
 mess up – \_\_\_\_\_  
 pick up where we left off – \_\_\_\_\_  
 make arrangements to go – \_\_\_\_\_

### 6 Uzupełnij zdania słowami/wyrażeniami z zadania 4.

- Peggy's really \_\_\_\_\_. 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 make \_\_\_\_\_ 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.

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

CZAS PRESENT SIMPLE

Czasownik to be

Czasownika **to be** w czasie Present Simple używamy m.in. przy określaniu wieku i narodowości oraz przy opisywaniu cech i położenia osób lub przedmiotów:

I'm sixteen.  
They **are** from France.  
The book **is** on the table.

► Zdania twierdzące

I	'm/am	English.
He/She/It	's/is	
We/You/They	're/are	

► Zdania przeczące

I	'm not/am not	at home.
He/She/It	isn't/ 's not/is not	
We/You/They	aren't/ 're not/are not	

► Pytania ogólne

► Krótkie odpowiedzi

Am	I	late?	Yes, you <b>are</b> .	No, you <b>aren't</b> .
Are	you		Yes, I <b>am</b> .	No, I'm <b>not</b> .
Is	he/ she/it		Yes, he/she/it <b>is</b> .	No, he/she/it <b>isn't</b> .
Are	we/ you/ they		Yes, we/you/they <b>are</b> .	No, we/you/ they <b>aren't</b> .

► Pytania szczegółowe

Where	are	you/we/they	from?
Why	is	she/he/it	at home?

UWAGA!

You're = you are – ty jesteś, **ale** your – twój: Your tracksuit is pink. Twoje dresy są różowe.  
It's = it is – to jest, **ale** its – jego (np. dziecka, przedmiotu): This car belongs to my father. It's old and its engine needs fixing. Ten samochód należy do mojego ojca. Jest stary, a jego silnik wymaga naprawy.

Czasownik have got

Czasownika **have got** w czasie Present Simple używamy:

- do wyrażenia posiadania:  
I've got a dog and a parrot.  
Have you got a guitar?
- przy opisywaniu osób i opowiadaniu o rodzinie oraz planie lekcji:  
She's got wavy hair.  
I haven't got any brothers or sisters.  
We've got Maths on Monday and Wednesday.

► Zdania twierdzące

I/We/You/They	've got/have got	brown eyes.
He/She/It	's got/has got	

► Zdania przeczące

I/We/You/They	haven't got/have not got	a garden.
He/She/It	'hasn't got/has not got	

► Pytania ogólne

► Krótkie odpowiedzi

Have	I/ we/ you/ they	got	a sister?	Yes, I/ we/you/ they <b>have</b> .	No, I/we/you/ they <b>haven't</b> .
Has	he/ she/ it	got		Yes, he/ she/it <b>has</b> .	No, he/she/it <b>hasn't</b> .

► Pytania szczegółowe

When	have	you/we/they	got	Maths?
Why	has	she/he/it	got	a black eye?

Have got z some i any

Some używamy zwykle w zdaniach twierdzących:  
I've got some chips.  
Any używamy zwykle w zdaniach przeczących i pytaniach:  
Have you got any chips?  
I haven't got any chips.

Grammar Tweet

W języku polskim odmieniamy czasowniki przez osoby (we wszystkich osobach końcówki czasownika są inne). Zbędne jest używanie w zdaniu podmiotu, jeśli jest nim zaimek osobowy taki jak ja, ty, on, ona itd. Natomiast w języku angielskim musimy zawsze pamiętać o zaimku osobowym w funkcji podmiotu, nawet jeśli po polsku go nie ma. Porównaj:  
Mają wspaniałe pomysły. They've got great ideas.  
Jacka jeszcze tu nie ma. Czy jest w domu?  
Jack isn't here yet. Is he at home?  
Co masz w torbie? What have you got in your bag?

1 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.
- The teacher is very busy. (Czy ma) time to read my story?
- Unfortunately, (nie mają) any idea what to do.



## CZAS PRESENT SIMPLE

Czasu **Present Simple** używamy do wyrażenia:

- ogólnie uznawanych prawd i sytuacji stałych: *Water **freezes** at 0°C.*
- czynności rutynowych, powtarzających się: *I **get up** at seven.*

### ► 3. osoba liczby pojedynczej – zasady pisowni

Zasada ogólna	+ -s	<i>swim – she swims</i> <i>I say – he says</i>
Czasowniki zakończone na spółgłoskę + -y	y + -ies	<i>I try – he tries</i> <i>I cry – she cries</i>
Czasowniki do i go oraz czasowniki zakończone na -ss, -x, -ch, -sh	+ -es	<i>I pass – she passes</i> <i>I wish – he wishes</i> <i>I do/go – it does/goes</i>

### ► Zdania twierdzące

I/We/You/They	live	<i>in London.</i>
He/She/It	lives	

### ► Zdania przeczące

I/We/You/They	<b>don't/do not</b>	<b>go</b> to the cinema.
He/She/It	<b>doesn't/does not</b>	

## ► Pytania ogólne

### ► Krótkie odpowiedzi

<b>Do</b>	I/we/you/ they	need help?	Yes, I/we/ you/they <b>do</b> .	No, I/we/you/ they <b>don't</b> .
<b>Does</b>	he/she/it		Yes, he/she/it <b>does</b> .	No, he/she/it <b>doesn't</b> .

### ► Pytania szczegółowe

<b>What</b>	<b>do</b>	<i>I</i>	<b>need</b>	<i>to know?</i>
<b>When</b>	<b>do</b>	<i>you/we/they</i>	<b>leave</b>	<i>for school?</i>
<b>Where</b>	<b>does</b>	<i>she/he/it</i>	<b>come</b>	<i>from?</i>

## ► Pytania o podmiot

<b>Who</b>	<b>knows</b>	<i>anything about computers?</i>
<b>Who</b>	<b>plays</b>	<i>football with you at school?</i>

**UWAGA!** Pytanie o podmiot tworzy się tak, jak zdanie twierdzące:

**Who likes** going to the cinema? **Kto lubi** chodzić do kina?  
ale:

**Who** do you like going to the cinema **with**? **Z kim** lubisz chodzić do kina?

## ► Przysłowki częstotliwości

Przysłówki częstotliwości, takie jak *never, sometimes, often, usually, always*, zazwyczaj występują:

- w zdaniach twierdzących – przed głównym czasownikiem:  
*We **sometimes** visit them.*
- po czasowniku **to be**: *He is **usually** late.*
- w zdaniach przeczących – pomiędzy czasownikiem posiłkowym a głównym: *I **don't often** eat meat.*

Przysłówkowe wyrażenia częstotliwości składające się z więcej niż jednego słowa często występują na początku lub końcu zdania:

We go to the beach **at the weekends / every weekend / twice a year.**

once = one time (raz)

*twice* = *two times* (dwa razy)

## Grammar Tweet

Określając wiek w języku angielskim, nie używamy czasownika **mieć** (określoną liczbę lat), jak w języku polskim, ale **być** (pewną liczbę lat „starym”), np.:

*I am fifteen.* Mam piętnaście lat.

How old *are you*? Ile *masz* lat?

**1** W tabelce znajdziesz dane dotyczące wyglądu kilku osób. Opisz te osoby, używając czasowników *to be* oraz *to have got*.

name	age	height	hair	eyes
Philip	14	tall	short, black	blue
Kate	13	quite tall	long, red	green
Ryan	14	medium height	short, spiky	brown
Derek and Sam	15	short	fair, wavy	blue

*Philip is fourteen. He's tall. He's got short black hair and blue eyes.*

## Grammar Tweet

W języku angielskim, tworząc pytania ogólne (yes/no), nie używamy odpowiednika polskiego słowa *czy*.

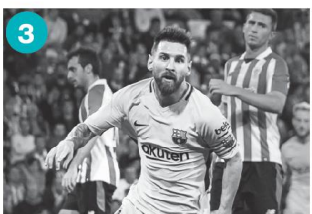
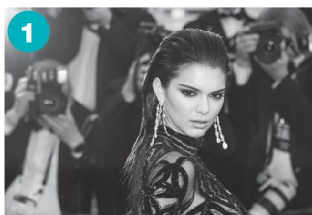
W przypadku pytań zawierających czasownik *być* (to be) stosujemy inwersję, tj. odwracamy kolejność wyrazów: najpierw orzeczenie, a potem podmiot, np.

*Is she at home?* Czy ona jest w domu?

*Where are they from?* Skąd oni są?

*What is he like?* Jaki on jest?

## 2 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 B: *No, she hasn't got one yet.*

- 2  
A: Dua Lipa / famous? \_\_\_\_\_  
B: Yes / famous for her song *Be The One* \_\_\_\_\_  
A: she / any debut album? \_\_\_\_\_  
B: Yes / its title / *Dua Lipa* \_\_\_\_\_

- 3  
A: Leo Messi / a tennis player? \_\_\_\_\_  
B: No / a football player \_\_\_\_\_  
A: he / a wife? \_\_\_\_\_  
B: Yes / her name / Antonella \_\_\_\_\_

- 4  
A: Members of Coldplay / siblings? \_\_\_\_\_  
B: No / they \_\_\_\_\_  
A: they / any sports awards? \_\_\_\_\_  
B: No / but / they / lots of music awards \_\_\_\_\_

## 3 Uzupełnij poniższe pytania odpowiednimi formami czasowników *to be* oraz *to 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 Z podanych wyrazów/zwrotów utwórz zdania w czasie Present Simple.

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

## 5 Na podstawie podanych wyrazów/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 / have cocoa / for breakfast / .  
\_\_\_\_\_
- never / have scrambled eggs / .  
\_\_\_\_\_
- 8:15 p.m. / start work / .  
\_\_\_\_\_
- 5:30 a.m. / finish work / .  
\_\_\_\_\_
- at noon / usually / play the drums / .  
\_\_\_\_\_

## 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?





CZAS PRESENT CONTINUOUS

Czasu **Present Continuous** używamy do wyrażenia czynności odbywających się:

- w chwili mówienia o nich:

My sister **is sleeping** at the moment.

**Are they winning?**

- w danym przedziale czasowym (sytuacja tymczasowa):

My sister **is studying** Medicine.

**Am I doing** well this year?

► Zasady pisowni

Zasada ogólna	+ -ing	learn – <b>learning</b>
Czasowniki zakończone na spółgłoskę + -e	-e + -ing	write – <b>writing</b>
Czasowniki jednosylabowe zakończone na krótką samogłoskę + spółgłoskę	podwajamy spółgłoskę + -ing	run – <b>running</b>

► Zdania twierdzące

I	<b>'m/am</b>	listening.
He/She/It	<b>'s/is</b>	
We/You/They	<b>'re/are</b>	

► Zdania przeczące

I	<b>'m not/am not</b>	listening.
He/She/It	<b>isn't/'s not/is not</b>	
We/You/They	<b>aren't/'re not/are not</b>	

► Pytania ogólne

Am	I	listening?	Yes, you <b>are</b> .	No, you <b>aren't</b> .
Are	you		Yes, I <b>am</b> .	No, I <b>'m not</b> .
Is	he/she/it		Yes, he/she/it <b>is</b> .	No, he/she/it <b>isn't</b> .
Are	we/you/they		Yes, we/you/they <b>are</b> .	No, we/you/they <b>aren't</b> .

► Krótkie odpowiedzi

► Pytania szczegółowe

What	<b>am</b>	I	<b>doing?</b>
Why	<b>are</b>	you/we/they	<b>leaving?</b>
Where	<b>is</b>	she/he/it	<b>going?</b>

CZASOWNIKI WYRAŻAJĄCE CZYNNOŚCI I STANY

Czasowniki możemy podzielić na dwie grupy:

- czasowniki wyrażające **czynności**, np. do, make, drink, eat, learn, play;
- czasowniki wyrażające **stany umysłu** (np. know, understand, forget, remember, need, want), **posiadanie** (np. have), **opinie i przekonania** (np. think, believe), **uczucia** (np. like, love, hate) i odnoszące się do **zmysłów** (np. see, hear, smell, taste). Tych czasowników zazwyczaj nie używamy z czasem Present Continuous.

**Uwaga!** Niektóre czasowniki mogą wyrażać zarówno stany, jak i czynności:

- I'm having a shower now. = I'm taking a shower now. – czynność
- I have a shower in my bathroom. = There is a shower in my bathroom. – stan posiadania
- What are you thinking about? – czynność
- I think Pink is fantastic. – opinia

KONSTRUKCJE CZASOWNIKOWE Z FORMĄ GERUND LUB BEZOKOLICZNIKIEM

Po niektórych czasownikach (np. agree, can't afford, choose, decide, would like, forget, hope, manage, need, offer, plan, prefer, pretend, refuse, try, want) występuje **bezokolicznik** (to + czasownik):

**I want to get this job. I promised to go to the cinema with her.**

Inne czasowniki (np. avoid, can't stand, consider, don't mind, enjoy, fancy, finish, hate, imagine, like, love, miss, prefer, regret, risk, suggest) łączą się z formą **gerund** (czasownik + -ing):

**I enjoy going to the theatre. I fancy having a picnic this afternoon.**

- Formy gerund używamy również po przyimkach:

She **stopped me from taking** this job.

- Po czasownikach like, love, hate i prefer mogą wystąpić obie formy, jednak gdy mówimy o naszych upodobaniach, najczęściej używamy formy gerund:

**I hate travelling by coach. I prefer travelling during the day.**

- Z formą would używamy bezokolicznika:

**I would/d hate to disappoint him.**

We **would/d prefer to go to the beach.**

**Would you like to dance?**

**1** Na podstawie podanych wyrazów i wyrażeń napisz zdania w czasie Present Continuous. Tam, gdzie to możliwe, użyj formy skróconej.

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

**2** Uzupełnij opis zdjęcia czasownikami z ramki w czasie Present Continuous.

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



The photo shows six teenagers in a park. They 1 aren't doing anything special. They 2 are sitting on some steps or on a bench. The teens 3 are wearing light clothes. I think it's springtime. One girl 4 is taking a selfie of the whole group. Everyone 5 is smiling in one direction and they 6 are looking at the camera. It seems they're enjoying themselves because they 7 are having a good time.

**3** Wybierz poprawne formy czasownika, a następnie odpowiedz na pytania.

- What **are you thinking** / **do you think** about right now?  
*I'm thinking what I'm going to wear for a date tonight.*
- How much **does your schoolbag weigh** / **is your schoolbag weighing**?
- What **have you got** / **are you having** in your bag?
- Are you seeing** / **Do you see** your friends tomorrow?
- Where **are you having** / **do you have** dinner tonight?

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

- I suggest (go) going to the cinema but it seems you don't want (go) to go.
- We usually finish (write) \_\_\_\_\_ tests before the set time.
- I hate (get) \_\_\_\_\_ worse grades than Mark.
- He always refuses (help) \_\_\_\_\_ me with anything.
- Can you imagine (live) \_\_\_\_\_ in the 19<sup>th</sup> century?

**5** Uzupełnij pytania formami *to do* lub *doing*. Odpowiedz na nie zgodnie z prawdą.

- What do you enjoy doing on Saturday evening?  
*I enjoy meeting my friends and going to the cinema.*
- What do you fancy \_\_\_\_\_ this weekend?
- What would you like \_\_\_\_\_ after you finish school?
- Do you miss \_\_\_\_\_ your homework during holidays?
- Do you mind \_\_\_\_\_ the housework on Sundays?

**6** Uzupełnij zdania poprawnymi formami czasowników z ramki.

buy ~~do~~ have 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.
- My old sunglasses are awful. I'd like \_\_\_\_\_ new ones.
- I go to the pool a lot because I like \_\_\_\_\_.

**7** Zakreśl poprawne formy.

- I usually have / **am having** lunch at school.
- Do you see** / **Are you seeing** Chris or have you got another boyfriend?
- 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?
- Now **I see** / **I'm seeing** what you mean.



## 1 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.

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

- Jim (**przygotowuje się**) A 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
- Look! Olivia (**ma na sobie**) \_\_\_\_\_ a checked skirt.  
A has got B is having C is wearing
- Her children (**są czasami**) \_\_\_\_\_ stubborn.  
A sometimes are B are sometimes C often are

## 3 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 can't answer your call. 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.  
\_\_\_\_\_

## 4 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's over 20 years old.  
I think she \_\_\_\_\_ twenties.
- Could you describe him to me?  
What \_\_\_\_\_ like?
- My best friend always puts me in a good mood.  
My best friend \_\_\_\_\_ in a bad mood.

## Funny ha-ha:)

### 5 Przeczytaj żart i wybierz odpowiednie formy czasowników.

Little Johnny asks his father:

- Where 1 **does** / **do** the wind come from?
- I 2 **don't know** / **I'm not knowing**.
- Why 3 **are dogs barking** / **do dogs bark**?
- I don't know.
- Why 4 **does** / **is** the Earth round?
- I don't know.
- 5 **Is it disturbing** / **Does it disturb** you that I ask so much?
- No, son. Please ask. Otherwise you will never learn anything.



### 6 Przetłumacz 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?
- Obiecał wziąć prysznic przed pójściem do szkoły.  
He \_\_\_\_\_ before going to school.
- 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.

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

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

To: magda123@netmail.com

Subject: Nice to meet you!

Dear Magda,

My name 1 is Luisa and I 2 \_\_\_\_\_ from Manchester. I'm fourteen and I'm a primary school student.

My mother 3 \_\_\_\_\_ as a receptionist at a doctor's surgery. My father is a music teacher. He also 4 \_\_\_\_\_ the piano in a jazz club 5 \_\_\_\_\_ a week, on Fridays and Saturdays. My brother Sean is seventeen. He 6 \_\_\_\_\_ to the same school as me but he 7 \_\_\_\_\_ to the local college three days a 8 \_\_\_\_\_.

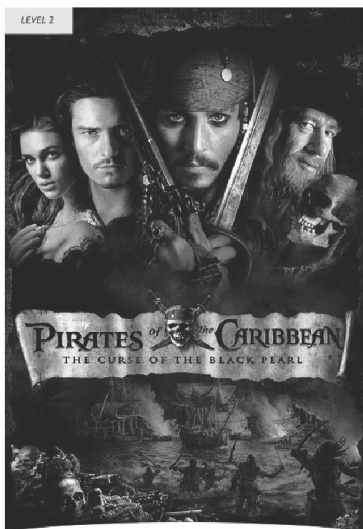
I 9 \_\_\_\_\_ volleyball and tennis. What about you? Do you do any sport? And what about music and cinema? What 10 \_\_\_\_\_ you like? My favourite kind of music is pop but I don't have any favourite musicians.

I 11 \_\_\_\_\_ any musical instrument. I love romantic and fantasy films, but I 12 \_\_\_\_\_ watching science-fiction films. My favourite actor is Johnny Depp, especially as Jack Sparrow in *Pirates of the Caribbean*.

Please write to me and tell me about yourself.

Take care,

Luisa



Pearson English Readers

## 8 Napisz pytania szczegółowe do wyróżnionych części zdań, używając *where*, *when*, *who* lub *what*.

- Luisa is **from Manchester**. Where is Luisa from?
- Luisa's mother **works as a receptionist** at a doctor's surgery. \_\_\_\_\_
- Luisa's father** plays the piano. \_\_\_\_\_
- Her brother goes to **the local college**. \_\_\_\_\_
- He goes there **three days a week**. \_\_\_\_\_
- Luisa likes **pop music**. \_\_\_\_\_
- She hates **watching science-fiction films**. \_\_\_\_\_

## 9 Uzupełnij luki w zdaniach opcjami A, B lub C.

- Jack B always very helpful.  
A isn't B is C does
- \_\_\_\_\_ so untidy! Your room is in total mess.  
A Your B Are C You're
- Woody \_\_\_\_\_ talking to anyone at the moment.  
A isn't B doesn't C is
- What \_\_\_\_\_ looking at?  
A you are B are you C do you
- They don't care about their dog at all! It \_\_\_\_\_ on the balcony again.  
A is sitting B sits C sitting
- Is Ed Sheeran from France? No, \_\_\_\_\_. He's English.  
A it isn't B he is C he isn't
- \_\_\_\_\_ trying to play here. Don't disturb me, please!  
A I'm not B I'm C I

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


Duncan 1 A from the Scottish Highlands – a historic region in Scotland. People living there are called Highlanders. They 2 \_\_\_\_\_ mountain men, strong and proud. Duncan's family traditions 3 \_\_\_\_\_ back to the 16th century. Duncan 4 \_\_\_\_\_ at some pictures in his family album at the moment. He is proud of being Scottish. He and his family love 5 \_\_\_\_\_ Scottish songs together. At family parties, Duncan, his dad and grandpa 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, funerals, or for the Scottish Highland Games. Duncan enjoys 6 \_\_\_\_\_ patriotic Scots in their kilts during parades. It is not an everyday outfit, however. To work or to school, everyone prefers 7 \_\_\_\_\_ 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 watch B watches C watching
- A to wear B wearing C wear





## more READING SB 1.3

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



### MIAU CAFÉ

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

The start of the café was not a piece of cake because Ania did not have enough money. However, her passion and mission to help stray cats was an inspiration to almost 2,000 people who gave her 68,000 Polish zloty through crowdfunding. Thanks to their support Ania could renovate the place and get all the equipment needed to run the café: a coffee machine, tables, chairs, cat towers and walkways. As a result, you can now enjoy a cup of coffee and a bunch of happy cats: Puma, Milusia, Alicja, Rudy, Louise, Thelma and Ksenia, 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 stroking so do it only when it comes to you itself.
- 2 Cats don't enjoy stroking 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.




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, głaskać, 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

- 2  **Przetłumacz podane w nawiasach fragmenty zdań na język angielski. Odpowiedz na te pytania.**

- 1 How good (**jesteś w**) \_\_\_\_\_ reading other people's emotions?
- 2 (**Czy boisz się**) \_\_\_\_\_ your end-of-school exams?
- 3 (**Czy martwisz się**) \_\_\_\_\_ your future or are you hopeful about it?
- 4 What (**jesteś dumny/a**) \_\_\_\_\_ of?
- 5 Are you sometimes (**zły/a na siebie samego/samą**) \_\_\_\_\_?
- 6 Is it OK (**być zazdrośnym**) \_\_\_\_\_ other people's success?
- 7 Are you decisive or do you (**często zmieniasz zdanie**) \_\_\_\_\_?

## more LISTENING SB 1.3

- 1  **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

## more FUNCTIONS SB 1.5

### 1 EGZAMIN 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 last name.

- 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 interesting in upcycling.  
B I'm into upcycling.  
C I dislike upcycling.

## more WRITING SB 1.6

### Writing Tweet

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

### 1 Połącz zdania 1–5 ze zdaniami A–E.

- Lynn is very keen on painting.
  - 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 Art in the future.

### 2 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 \_\_\_\_\_.

- Przeczytaj zadanie egzaminacyjne i na podstawie podanych w nawiasach słów dopisz brakujące zdania lub ich fragmenty w e-mailu Petera do Kate. Następnie zdecyduj, czy autor odniósł się do wszystkich elementów zadania i odpowiednio je rozwinął. Do twojej klasy doszła nowa koleżanka. W e-mailu do znajomej:  
• opisz wygląd koleżanki i to, jak się ubiera,  
• wyraż opinię na temat jej charakteru,  
• przedstaw jej niecodzienne hobby.  
Limit słów: 50–120.

To: Kate

Hi Kate,

I hope you're doing OK. I'm fine and my school is OK, too. There is a new girl in our class and I quite like her.

1 (She/name/be) Her name is Annie and she's quite pretty. She is tall and 2 (have/long/red) \_\_\_\_\_ hair with a fringe. Her face 3 (be/full/freckles) \_\_\_\_\_. Annie 4 (like/wear) \_\_\_\_\_ dark clothes which match her hair.

I think Annie 5 (be/nice/person) \_\_\_\_\_.

She's quite sociable: she likes to have a laugh and is fond of people. Annie has an unusual hobby. Every Saturday she 6 (go/beach) \_\_\_\_\_ and collects shells. Then she makes her own jewellery with it. Actually, next weekend we're going to look for the shells together.

Tell me about your classmates. Who are your friends with?

Best,

Peter

- EGZAMIN** W trakcie wymiany uczniów dzielisz pokój z kolegą/koleżanką z Anglii. Napisz w zeszycie e-mail do swojego nauczyciela angielskiego, w którym:  
• opiszysz osobę, z którą dzielisz pokój,  
• napiszesz, jak spędzacie wolny czas,  
• poinformujesz, kiedy wracasz.  
Limit słów: 50–120.



### 1 Uzupełnij zdania wyrazami z ramki.

athlete score keep-fit gymnastics pitch court

- Have you seen the score?! 5:0! Unbelievable!
- James is probably on a \_\_\_\_\_. He's got his basketball with him.
- My grandma does her \_\_\_\_\_ exercises every day.
- Ania is really good at swimming and wants to be a professional \_\_\_\_\_.
- The football match was played on a muddy \_\_\_\_\_.
- \_\_\_\_\_ is one of my favourite Olympic sports.

### 2 Połącz osoby 1-7 z wypowiedziami A-G.

Who says what?

- referee
- spectator
- coach
- winner
- supporter
- loser
- competitor

**A** I'm really happy I could watch the game live!

**B** I like taking part in sports activities.

**C** We've worked hard. Now let's go out there and beat them!

**D** Win or lose, I'll always be your fan!

**E** I was feeling very confident so I beat my opponent.

**F** I'm very disappointed – I couldn't serve properly.

**G** No penalty. Play on!

### 3 Uzupełnij luki w zdaniach opcjami A, B lub C.

- I've got football training today so I can't forget my B.  
A parachute    **B jersey**    C trunks
- If you'd like to take up diving, you need to buy a \_\_\_\_\_.  
A skis    B whistle    C wet suit
- The race will be held on the \_\_\_\_\_.  
A pitch    B track    C rink
- He became the champion because he had \_\_\_\_\_ his opponent.  
A defeated    B fight    C lost
- Sports \_\_\_\_\_ can be really expensive.  
A gymnasium    B draw    C equipment
- Bowling is a(n) \_\_\_\_\_ sport.  
A outdoor    B indoor    C tug-of-war



**BBC VOX POPS**

### 4 Dopasuj słowa 1–6 do definicji A–E. Dopisz brakującą definicję.

- |                   |          |           |       |
|-------------------|----------|-----------|-------|
| 1 get knocked out | <u>C</u> | 4 cheer   | _____ |
| 2 sporting event  | _____    | 5 stadium | _____ |
| 3 live event      | _____    | 6 team    | _____ |

- A** a building for events, especially sports and large music concerts
- B** a programme that is seen or heard on television or radio at the same time as it is actually happening
- C** to defeat a player or a team in a competition so that they can no longer play in it
- D** game, match or competition that people experience live or watch on TV
- E** to encourage a player or a team
- F** \_\_\_\_\_

### 5 10 How did you feel when your national team was playing? Przeczytaj wypowiedzi poniżej, a następnie obejrzyj wideo i uzupełnij zdania wyrazami z ramki. Trzy z nich podano dodatkowo.

sad cheerful crying enthusiastic excited  
great mad sad



I was 1 sad, everybody was 2 \_\_\_\_\_, some people were even 3 \_\_\_\_\_.



The atmosphere was very 4 \_\_\_\_\_, and everyone was cheering and it was a great experience.



Everyone was really 5 \_\_\_\_\_ about it because we didn't expect it to happen like that.

### 6 10 Obejrzyj ponownie wypowiedź Agaty i uzupełnij tekst, wpisując w każdą lukę jeden wyraz.

I watched a 1 volleyball match. It was the Polish national 2 \_\_\_\_\_ playing at the National Stadium in Warsaw. It was Volleyball 3 \_\_\_\_\_, the European Championship. I felt very excited because it was the first time that I saw a sporting 4 \_\_\_\_\_ live. And the Polish team 5 \_\_\_\_\_, so everyone was very happy...

### 7 Write about a sporting moment when you were really happy or sad. Opisz wydarzenie, używając od 50 do 100 słów.

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LICZEBNIKI GŁÓWNE I PORZĄDKOWE

LICZEBNIKI GŁÓWNE

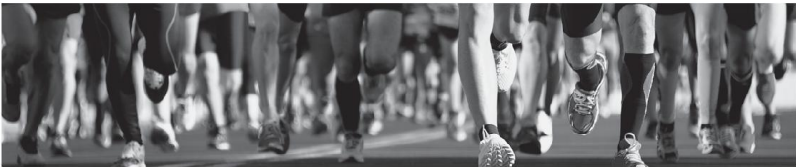
1 one	11 eleven	30 thirty
2 two	12 twelve	40 forty
3 three	13 thirteen	50 fifty
4 four	14 fourteen	60 sixty
5 five	15 fifteen	70 seventy
6 six	16 sixteen	80 eighty
7 seven	17 seventeen	90 ninety
8 eight	18 eighteen	100 one hundred
9 nine	19 nineteen	1,000 one thousand
10 ten	20 twenty	1,000,000 one million

- Liczebniki od 21 do 99, inne niż pełne dziesiątki, zapisujemy z łącznikiem: *twenty-two* (22), *forty-one* (41), *sixty-six* (66), *seventy-nine* (79).

LICZEBNIKI PORZĄDKOWE

1 <sup>st</sup> first	11 <sup>th</sup> eleventh	30 <sup>th</sup> thirtieth	21 <sup>st</sup> twenty-first
2 <sup>nd</sup> second	12 <sup>th</sup> twelfth	40 <sup>th</sup> fortieth	22 <sup>nd</sup> twenty-second
3 <sup>rd</sup> third	13 <sup>th</sup> thirteenth	50 <sup>th</sup> fiftieth	23 <sup>rd</sup> twenty-third
4 <sup>th</sup> fourth	14 <sup>th</sup> fourteenth	60 <sup>th</sup> sixtieth	24 <sup>th</sup> twenty-fourth
5 <sup>th</sup> fifth	15 <sup>th</sup> fifteenth	70 <sup>th</sup> seventieth	101 <sup>st</sup> hundred and first
6 <sup>th</sup> sixth	16 <sup>th</sup> sixteenth	80 <sup>th</sup> eightieth	126 <sup>th</sup> hundred and twenty-sixth
7 <sup>th</sup> seventh	17 <sup>th</sup> seventeenth	90 <sup>th</sup> ninetieth	1032 <sup>nd</sup> thousand and thirty-second
8 <sup>th</sup> eighth	18 <sup>th</sup> eighteenth	100 <sup>th</sup> hundredth	
9 <sup>th</sup> ninth	19 <sup>th</sup> nineteenth	1,000 <sup>th</sup> thousandth	
10 <sup>th</sup> tenth	20 <sup>th</sup> twentieth	1,000,000 <sup>th</sup> millionth	

- Zauważ, że w liczebnikach porządkowych wielocyfrowych od 21, tylko ostatnia cyfra przybiera formę liczebnika porządkowego: *forty-third* (43<sup>rd</sup>), *sixty-fifth* (65<sup>th</sup>).
- Liczebniki porządkowe od 21 do 99, inne niż pełne dziesiątki, zapisujemy z łącznikiem: *twenty-second* (22<sup>nd</sup>), *twenty-fourth* (24<sup>th</sup>).



1 **55b** Przeczytaj tekst i spróbuj odgadnąć brakujące liczby w lukach 1–12, wybierając opcję A, B lub C. Wysłuchaj nagrania i sprawdź swoje odpowiedzi. Następnie zapisz liczby słownie.

The city marathons in London, New York, or in Warsaw are part of over 1 A long-distance running races held every year all around the world. This kind of run goes back to Ancient Greece; in 2     BCE\* a messenger ran a really long distance from the town of Marathon to Athens. He had to tell the news of a victory of the Athenian army of 3     men over the greater forces of the Persians. To remember that event, the race became part of the modern Olympic events in 4    . Since 5     the length of the marathon has been over 6     km, or 7     miles. If you want to run lots of marathons, join the World Marathon Challenge. For example, the 8     challenge is to run 9     marathons on 10     continents in 11     days. Interested in accepting the challenge lasting 12     hours?

\* BCE (Before Common Era) – przed naszą erą

- |    |              |         |          |
|----|--------------|---------|----------|
| 1  | <b>A 800</b> | B 200   | C 100    |
| 2  | A 940        | B 490   | C 400    |
| 3  | A 100,000    | B 1,000 | C 10,000 |
| 4  | A 1789       | B 1896  | C 1869   |
| 5  | A 1912       | B 1821  | C 1921   |
| 6  | A 32         | B 42    | C 63     |
| 7  | A 26         | B 12    | C 32     |
| 8  | A 2018       | B 2080  | C 2020   |
| 9  | A 4          | B 7     | C 5      |
| 10 | A 2          | B 6     | C 7      |
| 11 | A 7          | B 2     | C 3      |
| 12 | A 100        | B 168   | C 116    |

- 1 – *eight hundred*
- 2 –
- 3 –
- 4 –
- 5 –
- 6 –
- 7 –
- 8 –
- 9 –
- 10 –
- 11 –
- 12 –

Grammar Tweet

W liczebnikach głównych powyżej 200 użyjemy liczby pojedynczej w słowie określającym setki, tysiące lub miliony:

► *There were 50,000 (fifty thousand) people to watch the match at the National Stadium in Warsaw. Pięćdziesiąt tysięcy ludzi przyszło oglądać mecz na Stadionie Narodowym w Warszawie.*

Gdy mówimy o liczebnikach zbiorowych (bez określania liczby), stosujemy liczbę mnogą:

► *Thousands of fans came to watch Messi in action at the stadium. Tysiące fanów przyszło zobaczyć Messiego w akcji na stadionie.*



## 2 Odpowiedz na poniższe pytania. Zapisz słownie liczebniki główne.

How many players are there in ...

- 1 a baseball team?

*There are nine players in a baseball team.*

- 2 a football team?

- 3 a volleyball team?

- 4 a polo team?

- 5 a cricket team?

- 6 a basketball team?

## 3 Wyszukaj dwie inne drużynowe dyscypliny sportowe i napisz, ilu liczą zawodników.

*There are eight players in a tug-of-war team.*

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

- John came (pierwszy) first in the 200 metres sprint.
- Mia goes skydiving (raz lub dwa razy w tygodniu) \_\_\_\_\_ and her brother (cztery razy w roku) \_\_\_\_\_.
- The referee's whistle cost (14,40 €) \_\_\_\_\_.
- Muhammad Ali, one of the greatest boxers of all time, died on (3 czerwca 2016 r.) \_\_\_\_\_.
- I always wash my tracksuit (w 50°C) \_\_\_\_\_.
- Lionel Messi got a huge birthday cake from his fans for his (trzydzieste urodziny) \_\_\_\_\_ in 2017.
- A football pitch (ma 105 m długości i 68 m szerokości) \_\_\_\_\_.

## Grammar Tweet

Numery telefonów, autobusów i pokoi hotelowych podawane są nie jako liczby, ale jako ciąg cyfr:

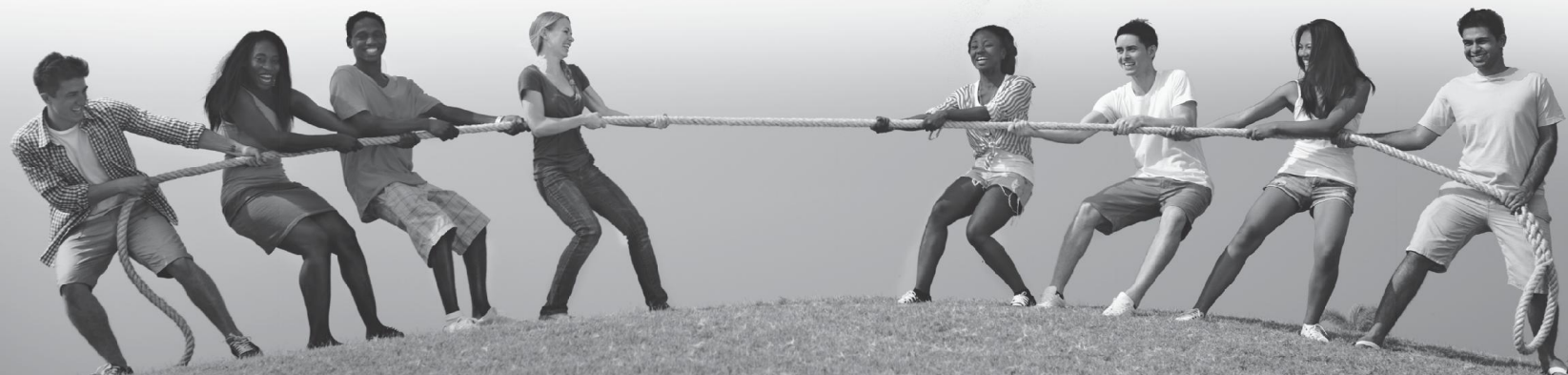
- ▶ His phone number is **456120**. (*four-five-six-one-two-oh*)
- ▶ You should take Bus **116**. (*one-one-six lub one-sixteen*)
- ▶ You're in room **418**. (*four-one-eight lub four-eighteen*)

W wynikach niektórych dyscyplin sportowych zero nie jest czytane jako zero, np.:

- ▶ w piłce nożnej to *nil* – *The score yesterday was two-nil (2-0)*.
- ▶ w tenisie to *love* – *Aga's score today was thirty-love (30-0)*.

## 5 Przeczytaj zdania i zapisz słownie liczby.

- To get to the stadium, you need to take Bus 180.  
one-eight-oh / one eighty
- The next presentation is in Room 230.  
\_\_\_\_\_
- Janusz Kusociński, a Polish athlete, was born in 1907.  
\_\_\_\_\_
- His number is 20475301. \_\_\_\_\_
- In the 2017 \_\_\_\_\_ football match between Portugal and Chile the score was 3:0 \_\_\_\_\_ to Portugal.
- When we finally got to the court, the game had already started and Andy Murray was leading 30-0.  
\_\_\_\_\_
- The organizers sold over 80% \_\_\_\_\_ of the tickets for the Paralympics.
- I can't believe Italy didn't qualify for the 2018 World Cup after they had won it four times since the 1930s!  
\_\_\_\_\_
- Legia Warsaw's new stadium was opened in 2010.  
\_\_\_\_\_
- The lesson is in classroom 321.  
\_\_\_\_\_
- The number of participants in the Warsaw Marathon is still growing: in 1979 1,861 runners finished the marathon, while in 2017 – over 5,000.  
\_\_\_\_\_
- In the USA more than 64,000,000 people jog or run every year! \_\_\_\_\_



## CZAS PAST PERFECT

Czasu **Past Perfect** używamy, gdy opowiadamy o czymś, co się wydarzyło, i chcemy zaznaczyć, że jedno z wydarzeń miało miejsce wcześniej niż inne, zazwyczaj opisane w czasie **Past Simple**:

**Past Simple:**

When I **came** home, Dan **had already left**.

## ► Zdania twierdzące

I/You/He/She/It/We/They	'd/had	finished.
-------------------------	--------	-----------

## ► Zdania przeczące

I/You/He/She/It/We/They	hadn't/had not	finished.
-------------------------	----------------	-----------

## ► Pytania ogólne

## ► Krótkie odpowiedzi

Had	I/you/he/ she/it/ we/they	finished?	Yes,
			I/you/he/she/it/we/they had.
			No,
			I/you/he/she/it/we/they hadn't.

## ► Pytania szczegółowe

What	had	I/you/he/she/it/we/they	done?
Why			left?
Where			stayed?

► Formy czasownika **go** w czasie Past Perfect

Czasownik **go** ma dwie formy w czasie Past Perfect: *had gone* i *had been*:

Andrea **had** three heavy plastic bags in her hands.

She **had been** to the supermarket. (była i wróciła)

I **went** to Josie's house but she wasn't there. She **had gone** to the cinema. (wyszła i nie wróciła)

## ► Casy Past Perfect i Past Simple

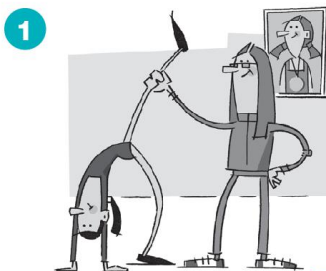
Czasów Past Perfect i Past Simple możemy użyć w tym samym zdaniu, łącząc je za pomocą **after** (po), **before** (przed, zanim), **as soon as** (gdy tylko) lub **when** (kiedy):

As soon as we **had done** our last exam, we all **went out** to the cinema.

Jeśli czynności przeszłe występują bezpośrednio jedna po drugiej, to użyjemy tylko czasu Past Simple. Czas Past Perfect pokazuje, że czynności są odległe w czasie lub że istnieje między nimi związek przyczynowo-skutkowy:

They **won** the semi-finals after they **had defeated** their opponents in the previous matches. Wygrali półfinały, po tym jak pokonali przeciwników w poprzednich meczach. (nie jest to jedna czynność po drugiej, ale skutek wcześniejszych poczyniń)

- 1 Spójrz na podpisy pod ilustracjami 1–4 i dopasuj do nich zakończenia A–D. Wstaw w luki czasowniki w nawiasach w czasie Past Perfect.



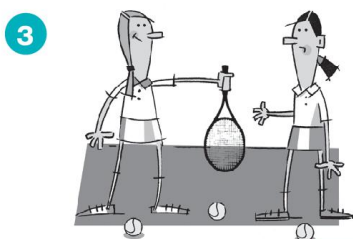
Before she became an instructor ...

**D**



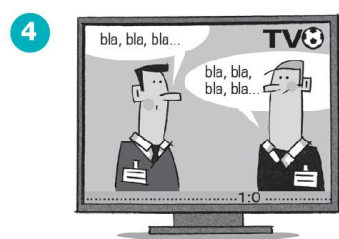
We felt more confident ...

**C**



Ruby lent me her racket ...

**B**



I turned on the TV ...

**A**

- A because I (leave) \_\_\_\_\_ mine at home.  
 B but the match (finish / already) \_\_\_\_\_.  
 C after David (score) \_\_\_\_\_ the first goal.  
 D Anna (be) **had been** a champion gymnast herself.

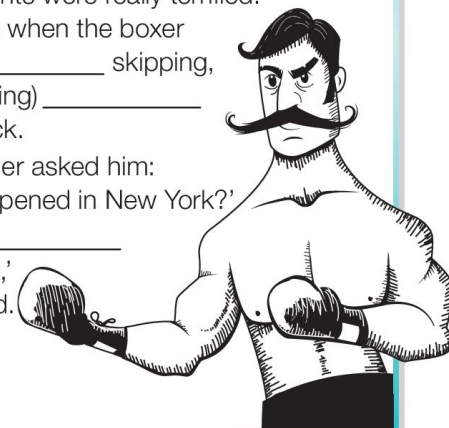
## Funny ha-ha:)

## 2 Uzupełnij tekst czasownikami w czasie Simple Past lub Past Perfect.

A boxer 1 (ride) rode his big horse to the gym. He 2 (leave) \_\_\_\_\_ his fine animal outside and 3 (go) \_\_\_\_\_ training. When he 4 (finish) \_\_\_\_\_ exercising, he 5 (go) \_\_\_\_\_ outside and 6 (find) \_\_\_\_\_ that someone 7 (steal) \_\_\_\_\_ the horse. He 8 (go) \_\_\_\_\_ back into the gym and 9 (shout) \_\_\_\_\_: 'Who has stolen my horse?! I'm going to skip rope now and if my horse isn't back when I finish, I'll do what I did in New York when my horse went missing there!'

The other clients were really terrified! Sure enough, when the boxer 10 (finish) \_\_\_\_\_ skipping, the thief 11 (bring) \_\_\_\_\_ the horse back.

The gym owner asked him: 'So what happened in New York?' 'I 12 (have) \_\_\_\_\_ to walk home,' the boxer said.





### 3 Połącz oba zdania w jedno, używając wyrażen podanych na końcu tych zdań. Pamiętaj o użyciu czasu Past Perfect.

- We went outside to play football. The rain stopped.  
AS SOON AS  
*We went to play football AS SOON AS the rain had stopped.*
- I met Emma. She retired from professional sport.  
WHEN / ALREADY
- I stopped skiing for two years. I broke my leg. AFTER
- George played for the national team. He became its coach. BEFORE
- I couldn't skate. I didn't bring my skates. BECAUSE
- Ken was very upset. He lost the game. AFTER

### Grammar Tweet

W przypadku zdań, w których czynności następują po sobie w krótkim odstępie czasu, poprawne są dwie opcje:

- *After he had put on his lucky T-shirt, he went on the pitch.*  
*After he put on his lucky T-shirt, he went on the pitch.*  
*Po tym jak założył swoją szczęśliwą koszulkę, wszedł na boisko.*
- *We went out after it had stopped raining.*  
*We went out after it stopped raining.*  
*Wyszliśmy na dwór, gdy przestało padać.*

### 4 Uzupełnij tekst czasownikami w czasie Past Simple lub Past Perfect.

Darek 1 (be) was his school's pride and joy since he 2 (win) \_\_\_\_\_ a famous wrestling championship in December. Everyone wanted to shake hands with him, even those who 3 (not / respect) \_\_\_\_\_ him before. Last Wednesday, when Darek 4 (just / finish) \_\_\_\_\_ his P.E. class, he wanted to have a good lunch in the school canteen. He 5 (go) \_\_\_\_\_ there, 6 (take) \_\_\_\_\_ his lunch and 7 (sit) \_\_\_\_\_ down on his own because his friend Jarek 8 (already / have) \_\_\_\_\_ his lunch. Suddenly, as soon as Darek 9 (start) \_\_\_\_\_ his meal, the school secretary 10 (come) \_\_\_\_\_ to tell him that his mum 11 (call) \_\_\_\_\_ a few minutes before. Darek decided to call back immediately. He quickly took out a napkin and wrote on it: 'This belongs to the World's Strongest Wrestler' and left the napkin next to his unfinished lunch. Five minutes later, when the boy 12 (come) \_\_\_\_\_ back, he realized that his lunch 13 (disappear) \_\_\_\_\_! Instead, on his napkin was another note: 'This was taken by the World's Fastest Runner. Thank you'.

### 1 Przeczytaj tekst o początkach kilku dyscyplin zimowych i uzupełnij go czasownikami w czasie Past Simple lub Past Perfect.

#### WINTER SPORTS

- Probably the beginning of ski jumping was in 1809, when Olaf Rye, a Norwegian soldier, (jump) jumped 30 feet in the air on his skis.
- Snowboards (already / be) \_\_\_\_\_ in use in the 19<sup>th</sup> century before they (become) \_\_\_\_\_ popular. In 1965 Sherman Poppen (make) \_\_\_\_\_ the first snowboard for his daughter, who (earlier / had) \_\_\_\_\_ problems using skis.
- Before curling (become) \_\_\_\_\_ a national Canadian sport, Scotsmen (already / play) \_\_\_\_\_ it in the 16<sup>th</sup> century, sliding rocks on icy ponds.
- The Norwegian army (organise) \_\_\_\_\_ the 1<sup>st</sup> biathlon race in 1921 because their soldiers (earlier / have) \_\_\_\_\_ an idea of skiing-and-shooting races.
- Figure skating (become) \_\_\_\_\_ an Olympic event in 1908 after Jackson Haines (show) \_\_\_\_\_ his ballet movements on ice 50 years earlier.

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

- Was it his (piąty medal) A in his career?  
A fifth medal B five medal C fifths medal
- The football match was fierce and the final score was (1-0) \_\_\_\_\_.  
A one to zero B one-nil C one-love
- Rosario was given a yellow card because (obrazil) \_\_\_\_ the referee.  
A he had insult B he insulted C he had insulted
- Mario's great grandpa was born in (1901) \_\_\_\_\_.  
A one thousand nine hundred and one  
B nineteen-oh-one  
C nineteen hundreds and one

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

- That athletics track was repaired (trzeci raz) for the third time last year.
- Jimmy goes swimming (pięć razy w tygodniu) \_\_\_\_\_.
- Before our group went to a training camp, (mieliśmy) \_\_\_\_\_ an intensive preparatory course.
- (Widzowie opuścili stadion) \_\_\_\_\_ after the match had been cancelled.

4 Ułóż zdania z podanych wyrazów i zwrotów.

- 1 had passed / He / a lifeguard / his exams / became / after / he / .  
He became a lifeguard after he had passed his exams.
- 2 hadn't done / about the foul / He / shouted / at the referee / anything / because / the referee / !  
\_\_\_\_\_
- 3 she / finally / put on / As soon as / her gloves / she / her wetsuit and booties, / had put on / .  
\_\_\_\_\_
- 4 his mountain bike / Before / he / he / had got off / took off / his helmet, / .  
\_\_\_\_\_
- 5 had struck / The umpire / the ball / decided / that / the ground / .  
\_\_\_\_\_
- 6 any strategy / They / they / lost / the match / hadn't prepared / because / .  
\_\_\_\_\_
- 7 his hairstyle / I / didn't / recognize / had changed / the goalkeeper / as / he / .  
\_\_\_\_\_

5 Przeczytaj opisy dotyczące osiągnięć trzech polskich sportsmenek. Uzupełnij luki brakującymi liczbami. Zapisz słownie podane poniżej odpowiedzi.

FAMOUS POLISH FEMALE ATHLETES



2015    2    06.03.1983    2012    1<sup>st</sup>

2 AGNIESZKA RADWAŃSKA, born on 1 \_\_\_\_\_, is a famous tennis player. She was ranked number 2 \_\_\_\_\_ in 3 \_\_\_\_\_. Three years later, Agnieszka was the 4 \_\_\_\_\_ Polish woman to win the Women's Tennis Association Finals in 5 \_\_\_\_\_.



4<sup>th</sup>    4.55    11.08.1980    2004

3 MONIKA PYREK, born on 1 \_\_\_\_\_, was one of the best Polish pole vaulters. When competing in the 2 \_\_\_\_\_ Olympics, she came 3 \_\_\_\_\_ with a jump of 4 \_\_\_\_\_ metres, but her own personal record was thirty centimetres higher. Monika is not just an athlete, she won one of the Polish editions of *Dancing with the Stars*.



80    22.08.2009    08.08.1985    77.96    6

1 ANITA WŁODARCZYK, born on 1 08.08.1985, is a hammer thrower and the first woman to throw the hammer over 2 \_\_\_\_\_ metres. She has broken the world record 3 \_\_\_\_\_ times so far, for the first time on 4 \_\_\_\_\_, throwing the hammer 5 \_\_\_\_\_ metres.

- 08.08.1985 – the eighth of August nineteen eighty-five
- 80 – \_\_\_\_\_
- 2015 – \_\_\_\_\_
- 77.96 – \_\_\_\_\_
- 06.03.1983 – \_\_\_\_\_
- 2012 – \_\_\_\_\_
- 1<sup>st</sup> – \_\_\_\_\_
- 4.55 – \_\_\_\_\_
- 2004 – \_\_\_\_\_
- 12<sup>th</sup> – \_\_\_\_\_



## more READING SB 10.3

- 1 Przeczytaj informacje na plakacie. Odpowiedz na pytanie.

Which information can you find in the poster:

- 1 the date of the Globetrotters' match in Poland,
- 2 the place where the match will be played,
- 3 the ticket price,
- 4 how you might get free tickets,
- 5 the address of the team's official website?



## HARLEM GLOBETROTTERS

One of the most entertaining sporting events you can go to is a Harlem Globetrotters basketball match. The Globetrotters travel all over the world so that people could see their amazing shots, and have a lot of fun. The team was founded in 1926 in the USA. Since then, the Globetrotters have played over 26,000 games and entertained more than 144 million fans in 122 countries worldwide, introducing many to the sport of basketball.

The Globetrotters games are called exhibition games: they combine athletics and comedy. The team is not in a basketball league, but it is professional because the players are paid and their games are not fixed. If you are lucky enough to get a ticket, you may be surprised not only by their professional but also entertaining skills; they like to play tricks on spectators, like throwing water on them or pulling them onto the court. So, if you have come just to enjoy the match, get a seat at the back!

At the end of the show, the Harlem Globetrotter athletes stand politely on the court while excited kids take photographs or get autographs. If you would like to get more information about the amazing team, visit their website [www.globetrotters.com](http://www.globetrotters.com) or go to YouTube.

- 2 EGZAMIN Na podstawie tekstu o drużynie Harlem Globetrotters oraz informacji na plakacie uzupełnij luki 1–4 w e-mailu do kolegi. Luki należy uzupełnić w języku polskim.

Temat: Globetrotters – idziemy?

Cześć Jachu,

nie uwierzysz: Globetrotters przyjeżdżają do Puszczkowa! To ta sławna drużyna koszykówki, która powstała w Stanach Zjednoczonych w 1\_\_\_\_\_. Są znani z tego, że łączą wspaniałe umiejętności sportowe z cyrkową rozrywką. Lubią robić publiczności żarty, więc w trakcie meczu lepiej 2\_\_\_\_\_, aby np. nie zostać oblanym wodą albo wciągniętym na boisko. Podobno trudno jest zdobyć bilety na ich mecze (pewnie też są drogie), ale możemy je 3\_\_\_\_\_. Wystarczy słuchać radia Sport Fan, żeby 4\_\_\_\_\_, a potem zarejestrować go na stronie internetowej radia.

Musi nam się poszczęścić!

Arek

- 3 Usłyszysz trzy wypowiedzi dotyczące oglądania wydarzeń sportowych na żywo. Przyporządkuj każdej osobie 1–3 odpowiadające jej zdanie A–D. Jedno zdanie zostało podane dodatkowo.

- A The speaker prefers watching games live to watching them on TV.
- B The speaker loves the atmosphere of a big stadium.
- C The speaker enjoys experiencing different emotions.
- D The speaker doesn't like chanting.

- 4 Posłuchaj nagrania i uzupełnij luki.

- 1 Which sports teams \_\_\_\_\_?
- 2 How do you react when your team \_\_\_\_\_ or wins a match?
- 3 How do you feel when your favourite team \_\_\_\_\_?
- 4 Which \_\_\_\_\_ do you enjoy playing?
- 5 Have you ever \_\_\_\_\_ a big sports competition or event?

## more LISTENING SB 10.4

- 1 58 Przetłumacz fragmenty zdań w nawiasach na język angielski. Posłuchaj i sprawdź.

- 1 (Chciałem) \_\_\_\_\_ to play tennis, but I couldn't afford it, so I didn't take it up.
- 2 I (próbowałem wspinać się) \_\_\_\_\_ once, but I was useless at it.

- 3 If they can't get the ball over the net after hitting it three times, your team (zdobędzie punkt) \_\_\_\_\_.
- 4 Your team can (wziąć udział w) \_\_\_\_\_ the competitions.
- 5 (Kupiłem) \_\_\_\_\_ the trainers and then I just had to take up jogging.

## more FUNCTIONS SB 10.5

1 Do każdej sytuacji 1–3 dopisz propozycje A i B.

- It's very hot today. A visit to the swimming pool with your friends seems like a good idea.  
A Let's \_\_\_\_\_.  
B Maybe we \_\_\_\_\_.
- You're going skating. You'd like your friend to join you.  
A Do you feel \_\_\_\_\_?  
B Would you like \_\_\_\_\_?
- Your suggestion for the evening together is a volleyball match on TV.  
A How \_\_\_\_\_?  
B Why don't \_\_\_\_\_?

2 **EGZAMIN** Przeczytaj fragment rozmowy. Uzupełnij luki 1–4, tak aby tekst był spójny i logiczny. Wykorzystaj słowa podane w nawiasach, nie zmieniając ich formy.

- Maya:** I feel like doing some sport today.  
1 (how) \_\_\_\_\_ a run?
- Greg:** Great idea. I only need to find my old trainers.
- Maya:** On second thoughts, 2 (go) \_\_\_\_\_ roller skating. I haven't been roller skating for a year!
- Greg:** With pleasure. You know how much I like it.
- Maya:** Yes, but where could we go? You know what? Why 3 (ride) \_\_\_\_\_ our bikes somewhere?
- Greg:** OK, if you like.
- Maya:** No, 4 (think) \_\_\_\_\_ that's a good idea. Look at those clouds. Would you like to go to a yoga class instead?
- Greg:** Oh, make up your mind. Running round in circles is not my favourite sport.

## more WRITING SB 10.6

1 Aga napisała do kolegi e-mail o wydarzeniu sportowym, w którym przeczytasz:

- w jakim wydarzeniu uczestniczyła,
- jaka przygoda ją spotkała,
- jaki był finał sytuacji.

Uzupełnij e-mail wyrazami z ramki.

Dwa z nich zostały podane dodatkowo.

because before during eventually  
first next time so suddenly while

To: Ricky

Hi Ricky,

You know I had a horrible accident. It all happened five days ago 1 \_\_\_\_\_ our school's ski competitions in Rabka. 2 \_\_\_\_\_ I was skiing, I 3 \_\_\_\_\_ lost one of my ski sticks 4 \_\_\_\_\_ I hadn't gripped it strongly enough. I couldn't go down the slope without it, 5 \_\_\_\_\_ I fell down and rolled over. The pain was awful. I even thought I had broken my legs. My coach helped me to get up. Although I had many bruises, I hadn't broken anything! 6 \_\_\_\_\_, all ended happily. 7 \_\_\_\_\_ I'll be more careful. Now I practise holding my ski sticks properly every day.

Take care,

Aga

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

To: Barry

Hi Barry,

You won't believe what happened! My brother 1 \_\_\_\_\_ the Tour of Brześć cycling race yesterday! I'm very proud of him! I 2 \_\_\_\_\_ a feeling that he'd win when Marek 3 \_\_\_\_\_ the yellow jersey right after the first stage of the race. That 4 \_\_\_\_\_ his plan, so Marek was extremely happy. During the race all the riders 5 \_\_\_\_\_ the yellow jersey and he had to work really hard. The route 6 \_\_\_\_\_ particularly difficult and Marek 7 \_\_\_\_\_ it, but he was really tired afterwards. When he got home, he 8 \_\_\_\_\_ his bike to the shops and he 9 \_\_\_\_\_ into a car! Fortunately, nothing serious 10 \_\_\_\_\_ to Marek, but the car got pretty badly damaged.

Best,  
Emil

- |                       |                 |                 |
|-----------------------|-----------------|-----------------|
| 1 A had won           | B won           | C was winning   |
| 2 A had               | B had had       | C have          |
| 3 A was taking        | B had taken     | C took          |
| 4 A had been          | B was           | C were          |
| 5 A had wanted        | B want          | C wanted        |
| 6 A weren't           | B wasn't        | C hadn't been   |
| 7 A had already known | B already knew  | C already known |
| 8 A had ridden        | B rode          | C was riding    |
| 9 A had bumped        | B was bumping   | C bumped        |
| 10 A had happened     | B was happening | C happened      |

Jak może brzmieć polecenie do tego e-maila? Uzupełnij jego treść.

Napisz 1 \_\_\_\_\_ do kolegi / koleżanki, w którym:

- przedstawisz lokalne 2 \_\_\_\_\_ sportowe,
- opisziesz 3 \_\_\_\_\_ tego wydarzenia,
- wspomnisz o 4 \_\_\_\_\_ po tym wydarzeniu.

