

1 Połącz angielskie wypowiedzi 1–5 z polskimi odpowiednikami A–G. Dwa zdania spośród A–G zostały podane dodatkowo.

- 1 It makes me mad!
- 2 It isn't too bad.
- 3 They aren't much use.
- 4 Hurry up!
- 5 How does it feel now?

- A Pospiesz się!
- B Nie jest tak źle.
- C Na niewiele się zdadzą.
- D Jesteś w tarapatkach.
- E Ale mnie to wkurza!
- F Jak to zrobiłaś?
- G Jak się teraz czujesz?

2 Uzupełnij minidialogi zdaniami 1–5 z ćwiczenia 1.

- 1 A: _____
B: It hurts a bit, but I think I can walk.
- 2 A: Here are some rolls I found in the kitchen.
B: _____
Look, they are completely stale.
A: OK. So I'll buy some fresh bread before lunch.
- 3 A: How's your headache?
B: _____
It was awful in the morning, but it's better now.
- 4 A: _____
I don't want to be late again!
B: Don't worry, we still have a lot of time.
- 5 A: There is so much rubbish here!
B: Just calm down. We can try to clean this beach.

3 Przeczytaj dialog i zdecyduj, czy zdania 1–3 są prawdziwe (P), czy fałszywe (F).

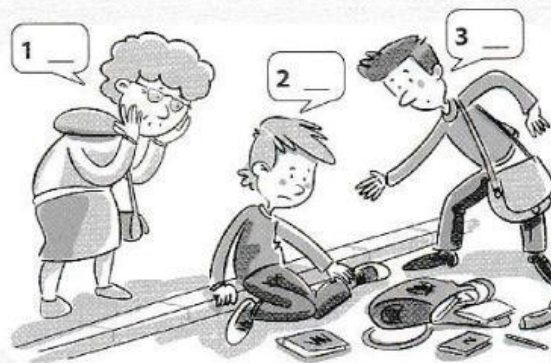
- Mia: Adam, why are you sitting here?
Adam: I think my leg's broken.
Mia: Why?! What happened?
Adam: I was running and I fell down the stairs.
Mia: Oh my! We have to call an ambulance. Have you got a mobile?
Adam: Just calm down. It hurt a lot at first, but now it doesn't hurt much.
Mia: I was really afraid for a moment.
Adam: Yeah, I was afraid, too. Can you help me stand up?
Mia: Of course. And if you can walk we should go back to the classroom.
Adam: You're right, but I shouldn't go too quickly this time.
- 1 Adam asks Mia to call an ambulance. P / F
 - 2 Mia was very worried about Adam. P / F
 - 3 Now, Adam's leg doesn't hurt at all. P / F

4 Przeczytaj opisy sytuacji 1–4. Z podanych wyrazów ułóż właściwe wypowiedzi. W każdym zdaniu musisz dodać jeden wyraz.

- 1 Twój kolega robi pyszny gulasz. Zapytaj, jak się go robi.
it / I / make / how / ?
- 2 Poinformuj koleżankę, że Twoja noga nie boli aż tak bardzo.
doesn't / it / hurt / .
- 3 Dowiedz się, ile czasu zajmuje przyrządzenie ulubionego dania Twojej przyjaciółki.
make / how / does / it / to / long / ?
- 4 Twój kolega skrzył kostkę. Zapytaj, kiedy to się zdarzyło.
when / happen / it / ?

5 Dopasuj wypowiedzi do osób. Jedno zdanie zostało podane dodatkowo.

- A I can give you a hand.
- B You're in the soup now.
- C I fell over on the street and now my ankle hurts like mad.
- D What happened to you?





Discover more! Famous Polish women

- 1 Przeczytaj e-mail i zdecyduj, czy zdania 1–3 są prawdziwe (P), fałszywe (F) lub czy informacja nie jest podana w tekście (NP).**

Dear Kuba,
I'm writing because I need your help. Last week we had a class on Marie Curie and her two Nobel Prizes. Now, we have to prepare a presentation and I want to write about other famous Polish women. Can you give me a hand with this project? Can you write the names and some information about four famous women? I want to write about three of them but it's nice to have more to choose from.
Love,
Emma



- 1 Podczas lekcji Emma dowiedziała się o osiągnięciach męża Marie Curie. **P / F / NP**
- 2 Nauczycielka zadała Emmie przygotowanie prezentacji o sławnych naukowcach. **P / F / NP**
- 3 Emma chce przygotować prezentację o trzech sławnych Polkach. **P / F / NP**

- 3 Uzupełnij plakat przygotowany przez Emmę. Skorzystaj z informacji z ćwiczenia 2.**

Great Women in Polish History



A great athlete who won
(1) _____ medals
in four Olympic Games. She also
had (2) _____ result
in the world in the 400 metres
sprint in 1976.



A Polish social worker from
(3) _____ who
was ready (4) _____
Jewish people.



She was very young when she
became (5) _____
of Poland. She helped
(6) _____ in Cracow
because education was very
important to her.

- 2 Połącz opisy A–D z osobami 1–4. Skorzystaj z pomocy encyklopedii lub źródeł internetowych.**

- A** She was a queen and even a king for some time. She became the first female monarch of Poland when she was only ten. Then, she got married to Władysław Jagiełło in 1386. She was very smart and could read and write, which was not common for women in the 14th century. She thought that education was very important and she helped the university in Cracow a lot.
- B** She was a social worker in Warsaw during the Second World War. This great woman helped Jews by offering them food and medicine and also organising new homes for both children and adults. It was very dangerous because she could be killed for doing that. In 2008, she was nominated for (but did not win) a Nobel Peace Prize.
- C** This great sportsperson took part in five Olympic Games between 1964 and 1980. She won 7 medals in 4 of them – in Tokyo in 1964, Mexico City in 1968, Munich in 1972 and Montreal in 1976. In Montreal she broke the world record for 400 metres. Her Olympic career was ended by a muscle strain at the 1980 Games in Moscow. She is the only athlete – male or female – with world records in the 100m, 200m and 400m sprint.
- D** She was a Polish poet, essayist and translator. She studied literature and sociology at the Jagiellonian University in Cracow, but she didn't finish her studies. Her first poem was published in 1945, about the same time as the Second World War ended. She lived most of her life in Cracow where she met another famous poet – Czesław Miłosz. She won the Nobel Prize in Literature in 1996.

- 1 Wisława Szymborska ☐ 2 Irena Sendler ☐ 3 Jadwiga Andegaweńska ☐ 4 Irena Szewińska ☐

1 Połącz angielskie wypowiedzi 1–5 z polskimi odpowiednikami A–G. Dwa zdania spośród A–G zostały podane dodatkowo.

- 1 I don't like the sound of that.
- 2 What's up?
- 3 Congratulations!
- 4 That won't work.
- 5 That's great!

- A Nie martw się. Coś wymyślimy.
- B Dobra robota!
- C Co słychać?
- D Nie brzmi to zachęcająco.
- E To nie wypali.
- F Gratulacje!
- G To wspaniale!

2 Uzupełnij minidialogi zdaniami 1–5 z ćwiczenia 1.

1 **A:** As a birthday present this year, I'm going to swim with dolphins!

B: _____
You love them so much!

2 **A:** I think we should print the presentation in colour.

B: _____
The printer has just broken.

3 **A:** I won an IT competition!

B: _____

4 **A:** _____

B: Not much. I'm just doing some research into recycling food waste.

5 **A:** Why don't we explore some caves this summer?

B: _____
You know how much I hate the dark.

3 Przeczytaj dialog i zdecyduj, czy zdania 1–3 są prawdziwe (P), czy fałszywe (F).

Jo: I've heard you won the programming contest. You must be so happy!

Ted: I suppose so.

Jo: Oh dear. What's the matter?

Ted: Well, I won, but I beat Madison, who's my best friend. She's really angry with me.

Jo: Don't worry. I'm sure you can sort it out.

Ted: I'm not so sure. The contest was really important for her. I'm worried she won't speak to me again.

Jo: Poor you! Maybe you should wait a few days and try to talk to her again. I'm sure she'll understand.

Ted: That sounds good. That's what I'll do. Thanks for the advice.

Jo: No problem. Good luck!

Ted: Thanks, Jo.

1 Ted is very pleased that he won the contest. **P / F**

2 Jo believes that Ted can sort his problem out. **P / F**

3 Ted thinks that Jo's advice is helpful. **P / F**

4 Przeczytaj opisy sytuacji 1–4. Z podanych wyrazów ułóż właściwe wypowiedzi. W każdym zdaniu musisz dodać jeden wyraz.

1 Powiedz koleżance, że wpakowaliście się w niezłe tarapaty.
into / got / mess / a / we / .

2 Powiedz, że bardzo denerwujesz się przed egzaminem.
nerves / a / I'm / of / .

3 Twoja przyjaciółka dostała się do kółka teatralnego. Wyraż radość z tego powodu.
good / that's / !

4 Poinformuj kolegę, że odpowiada ci zaproponowane przez niego rozwiązanie.
go / that / I'll / .

5 Dopasuj wypowiedzi do osób. Jedno zdanie zostało podane dodatkowo.

A I'm not sure.

C Why don't we install it now?

B That's a good idea.

D Hooray for Peter!





Discover more! Eco-friendly events

1 Przeczytaj e-maile. Dopasuj wypowiedzi A–C do imion dzieci 1–3.

Dear Amelia and Kamil,
Last year a group called Czystsze Góry asked people to clean up the highest Polish mountains – the Tatra Mountains. Many volunteers went to the mountains and collected rubbish left by people who don't care about the environment. They picked up a lot of tin cans and plastic bottles, but they also found an old game controller and a laptop!
Why don't we go to the mountain paths with other students from our school and pick up rubbish?
Let me know what you think.
Love,
Ania

Dear Ania and Amelia,
Last night I watched a documentary about how ocean animals are killed by plastic. My idea for the environmental project is a local campaign called *Say No to Plastic Straws*. I know that they won't be sold in Poland in a few years, but we need to save the planet now! So, we could prepare posters and ask local café owners to put them on the walls. We might also organise a school party without any plastic straws, knives and forks.
What do you think?
Keep in touch,
Kamil

Dear Ania and Kamil,
I've just read your emails and I love your ideas. There's one more problem we need to think about – air pollution. There are a lot of bicycle paths in the town where we live, so I think we should join *Rowerowy Maj* and come to school by bike. There will be a competition in which each class will add up the kilometres all the students ride in one month. Finally, we'll see which school in the region is the best! This way our parents will save petrol and we will get fitter! Isn't it a brilliant idea?
Talk to you soon,
Amelia

1 Ania ☐ 2 Kamil ☐ 3 Amelia ☐

- A Let's protect the environment and be healthier!
B We should pick up rubbish.
C Don't wait for the law – act now!

2 Uzupełnij rozmowę informacjami z ćwiczenia 1. W każdą lukę można wpisać jeden wyraz.



Amelia

Hey, guys! Are you there? Can we talk about the projects now?

Yeah, and I've got an idea. We can challenge the teachers to ride more (1) _____ than the students in (2) _____.



Kamil



Ania

Love it!

Me too! I have a suggestion for Ania's plan. Why don't we prepare some abstract art installation from the (3) _____ collected in the mountains?



Amelia

Nice!



Ania

And I think we may prepare some finger food from different countries for the party without (4) _____ knives and forks.



Kamil

Wow! I love working with you but I have to go now. Bye!



Amelia

Bye.



Kamil

3 Uzupełnij plakat na podstawie informacji z ćwiczeń 1 i 2. Użyj wyłącznie języka polskiego.

1 Rowerowy Maj

Wsiadamy na rowery! Każda klasa liczy (1) _____.

Pod koniec miesiąca okaże się, która klasa była najbardziej aktywna.

Uwaga! Rzucamy wyzwanie (2) _____!

Czy przejadą więcej kilometrów niż my?

2 Powiedz NIE! plastikowym słomkom

Przygotujcie projekty

(3) _____ zachęcających do rezygnacji z plastikowych słomek. Powiesimy

je w (4) _____ w naszym mieście.

Czekamy też na Wasze pomysły na (5) _____ na wielkie przyjęcie bez plastiku!

3 Sprzątanie gór

W pierwszy czwartek kwietnia wszyscy uczniowie idą w góry. Będziemy zbierać

(6) _____, i zrobimy z nich

(7) _____.