

## Teen Explorer

### Arkusz *Rozumienie ze słuchu*

#### Informator CKE: Zadanie 1

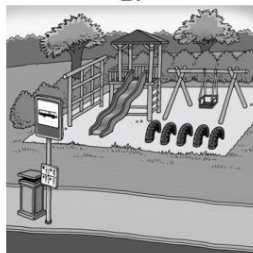
Usłyszysz dwukrotnie trzy teksty. W zadaniach 1.1.–1.3., na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B albo C.

1.1. Where should the girl change buses?

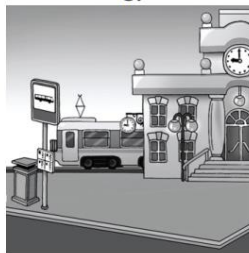
A.



B.



C.

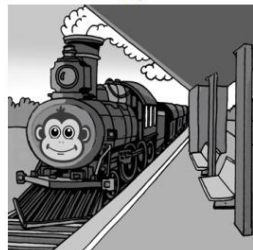


1.2. Where are the boy and the girl talking?

A.



B.



C.



1.3. The boy is calling to inform Julie about

- A. a surprise prepared for her.
- B. a conversation with Kate.
- C. a mistake he made.

**A**  Usłyszysz dwukrotnie cztery teksty. Wybierz poprawne odpowiedzi, zgodne z treścią nagrania: a, b albo c. Zapisz odpowiedzi w zeszycie.

1 What is Hannah's hobby?



2 Where is Jorge from?

a Greece

b Spain

c France

3 Which photo is Lucy describing?



4 Which place did Julia like best on holiday?



Usłyszysz dwukrotnie wypowiedź właścicielki psa. W zadaniach 2.1.–2.3., na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B albo C.

**2.1. Jane decided to train the puppy after he**

- A. started barking at her.
- B. ruined a piece of furniture.
- C. attacked another dog.

**2.2. Jane learned about the dog training centre from**

- A. a professional dog trainer.
- B. her school friends.
- C. the Internet.

**2.3. Jane wants to**

- A. explain how she solved her problem.
- B. complain about the dog training course.
- C. describe a new method of training puppies.

Teen Explorer 7: ćw. E str. 22.

**E**  Now listen and complete the Skills Booster task.

### Skills Booster

You will hear a man asking a woman about art lessons. Listen and choose one of the options (a, b or c) for each of the questions below. Write the answers in your notebook. You will hear the conversation twice.

- 1 When does the course start?
  - a On the 14<sup>th</sup> of January.
  - b On the 4<sup>th</sup> of January.
  - c On the 24<sup>th</sup> of January.
- 2 What techniques will students learn on the course?
  - a Painting with oil paints.
  - b Drawing with pencils.
  - c Painting with water paints.
- 3 How much does the man have to pay for the course?
  - a £65      b £75      c £55



Usłyszysz dwukrotnie cztery wypowiedzi na temat okoliczności spotkań ze znanymi osobami. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (3.1.–3.4.) odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli.


**Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

**This speaker**

- A. went to a certain place to wait for a celebrity.
- B. got autographs of more than one celebrity.
- C. was sitting in a car with a celebrity.
- D. was photographed with a celebrity.
- E. helped a celebrity to find his/her way.

3.1.	3.2.	3.3.	3.4.

Teen Explorer 7: ćw. E str. 96.

**E**  Read the *Skills Explorer* and the *Skills Booster* task carefully. Then listen and complete the *Skills Booster* task.

Skills Booster

You will hear four people talking about museums they have visited. For questions 1–4, choose the correct option a–e. Write the answers in your notebook. There is one extra answer. You will hear each person twice.

This person

- a was surprised by how good the museum was.
- b didn't enjoy the museum trip.
- c thought the museum was expensive.
- d would go to the museum again.
- e learnt a lot from the trip.

1	2	3	4
...	...	...	...

Skills Explorer 

**Znajdowanie w tekście określonych informacji: opinie i odczucia**


- Przed wysłuchaniem nagrania przeczytaj odpowiedzi, aby wiedzieć, jakich informacji potrzebujesz.
- Nie zawsze będą one wyrażone wprost. Czasem z kontekstu wypowiedzi należy wynioskować, jakie emocje towarzyszą autorowi.
- Zwróć uwagę na wyrazy *surprised*, *enjoy*. Świadczą one o stosunku autora do zagadnienia. Z kolei wyrazy *thought*, *would*, *learnt* wprowadzają opinię.
- Zastanów się, w jaki sposób w nagraniach mogą być przedstawione podobne emocje i opinie.
- Wysłuchaj nagrania i dobierz odpowiedzi.

Usłyszysz dwukrotnie wywiad ze zwyciężczynią programu *Masterchef Junior*. Na podstawie informacji zawartych w nagraniu uzupełnij luki 4.1.–4.4. w poniższej notatce. Luki należy uzupełnić w języku angielskim.

**MASTERCHEF WINNER: ADDISON SMITH**

- started cooking dinners at the age of **4.1.** \_\_\_\_\_
- favourite dish: **4.2.** \_\_\_\_\_ with \_\_\_\_\_
- plans for the future: **4.3.** \_\_\_\_\_ for kids
- dream job: **4.4.** \_\_\_\_\_

Teen Explorer 7: ćw. A str. 42 lub ćw. C str. 28.

**C**  Listen again. Where are the children from? What's their nationality? Write the answers in your notebook.

- 1 Rebecca is from ... . She is ... .
- 2 Max is from ... . He is ... .
- 3 Martha is from ... . She is ... .
- 4 Dimitri is from ... . He is ... .

**A**  Listen to a conversation and complete sentences 1–4. Write them in your notebook.

- 1 The two girls are talking about ... .
- 2 ... were exciting.
- 3 The girl couldn't stop crying because ... .
- 4 They want to ... at the weekend.

Usłyszysz dwukrotnie rady dotyczące pakowania bagażu przed wyjazdem. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 5.1.–5.3. Na pytania należy odpowiedzieć w języku angielskim.

5.1. What should you check before packing?

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5.2. Where in the suitcase should the rolled items go?

---

5.3. What things should you put inside your shoes?

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**Teen Explorer 7: ćw. A str. 72.**

**A** **4.10**  **Listen to a conversation and answer the questions.**

- 1 Where are the speakers?
- 2 What kind of food are they talking about?

## Arkusz *Znajomość funkcji językowych*

### Informator CKE: Zadanie 6


Usłyszysz dwukrotnie cztery wypowiedzi (6.1.–6.4.). Do każdej z nich dobierz właściwą reakcję (A–E). Wpisz rozwiązania do tabeli.

**Uwaga!** Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A. I'd love something cold, please.
- B. No, sorry, I wasn't here.
- C. Sure. Ask him to come at 5 o'clock.
- D. All right. Can you give me some money?
- E. I didn't. I got them from Jack.

6.1.	6.2.	6.3.	6.4.

### Teen Explorer 7: ćw. C str. 100.

**C**  Usłyszysz dwukrotnie cztery pytania 1–4. Do każdego z nich dobierz właściwą odpowiedź spośród a–e. Zapisz odpowiedzi w zeszycie. **Uwaga!** Jedna odpowiedź została podana dodatkowo i nie pasuje do żadnego pytania.

- a About half an hour usually.
- b Yes, I'm really looking forward to it!
- c Yes, it's quite a long way to walk.
- d It's at the crossroads, next to the bank.
- e Sorry, we've run out of copies.

**Dla każdej z opisanych sytuacji (7.1.–7.2.) wybierz właściwą reakcję. Zakreśl literę A, B albo C.**

**7.1. Jesteś z kolegą w teatrze. Jak zapytasz, czy podoba mu się sztuka?**

- A. What does it look like?
- B. Are you enjoying it?
- C. How would you like it?

**7.2. Koleżanka ma dziś urodziny. Jak złożysz jej życzenia?**

- A. Happy New Year!
- B. The same to you!
- C. All the best!

**Teen Explorer 7: ćw. D str. 117.**

**D Do każdej z opisanych sytuacji 1–2 dobierz właściwe wypowiedzi/zdania spośród a–c. Zapisz odpowiedzi w zeszycie.**

- 1 Proponujesz przyjaciółce wspólne obejrzenie filmu. Co powiesz?
  - a What do you do in your free time?
  - b How about going to the cinema?
  - c What are you keen on?
- 2 Koleżanka chce się dowiedzieć, czy podobało ci się przedstawienie. Jakie pytanie ci zada?
  - a Was the performance very excited?
  - b Was the performance very exciting?
  - c Was very exciting the performance?



**Uzupełnij dialogi 8.1.–8.2. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. Luki należy uzupełnić w języku angielskim.**

**8.1. X:** Can you come to see me tonight?

**Y:** \_\_\_\_\_ . I'm too busy.

**8.2. X:** Mark, \_\_\_\_\_ ?

**Y:** From Liverpool. And you?

**X:** I live in Cracow.

**Teen Explorer 7: ćw. B str. 158.**

**B** Uzupełnij rozmowy 1–2 brakującymi wypowiedziami. Zastosuj poznane czasowniki modalne.

**1 X:** I have a terrible headache.

**Y:** ... .

**2 X:** ... ?

**Y:** Go ahead. I will answer if I can.

Uzupełnij dialogi. Wpisz w każdą lukę (9.1.–9.2.) brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. Luki należy uzupełnić w języku angielskim.



Teen Explorer 7: ćw. C str. 158.

jako przykład kształcenia umiejętności tworzenia dialogów do ilustracji

**C** Pracujcie w parach. Ułóżcie dialog, nawiązujący do zdjęcia, z czasownikami modalnymi, który brzmiałby naturalnie w waszej klasie. Odegrajcie ułożony dialog na forum klasy.



Uzupełnij dialog. Wpisz w każdą lukę (10.1.–10.3.) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy. Luki należy uzupełnić w języku angielskim.

X: I'm going to *The Reds*' concert with Mary this weekend!

Y: Really? They are my favourite band! 10.1. (go) \_\_\_\_\_?

X: I'm afraid not. The tickets have already sold out and I have only one.

Y: What a pity!

X: Listen! I have an idea. Why 10.2. (ask) \_\_\_\_\_ Mary to give you her ticket?

Y: Do you think she will agree?

X: Well, she might. She's not a great fan of *The Reds*.

Y: So there's a chance. I 10.3. (call) \_\_\_\_\_ her right now.

X: I think you have to wait. She's still at school.

Teen Explorer 7: ćw. B str. 156.

**B** Uzupełnij luki 1–3 w poniższym dialogu, tak aby tekst był spójny i logiczny. Wykorzystaj słowa podane w nawiasie, nie zmieniając ich formy. Dodaj czasowniki w odpowiedniej formie. Zapisz odpowiedzi w zeszycie.

X: If it doesn't rain, I (1) ... school by bike. Will you go to school by bike with me? (to)

Y: I will go to school by bike with you if my sister (2) ... her bike. (me)

X: I'm sure she will. If I (3) ... , I'd cycle every day! It's healthier than getting the bus! (you)

## Informator CKE: Zadanie 11

Przeczytaj teksty. W zadaniach 11.1.–11.4. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zakreśl literę A, B albo C.


Hi Ann,  
I've been invited to a party and I need to buy a new skirt. Will you help me choose the prettiest one? How about this Wednesday at the Best Buys Centre?  
Jane

Fiona,  
I've bought everything we need for our party. I had some problems with choosing snacks but I hope I did a good job. I paid £30. Is your dress ready?  
Susie


### 11.1. **Both** texts are about

- A. doing shopping.
- B. organising a party.
- C. choosing what to wear.


## DO YOU WANT A PIZZA?




1. Read recipe




2. Get ingredients



3. Preheat oven



4. Make a huge mess



5. Order a pizza

**OR Come to Luigi's Pizzeria  
Open from  
10 a.m. to 10 p.m.**

Na podstawie: pl.pinterest.com

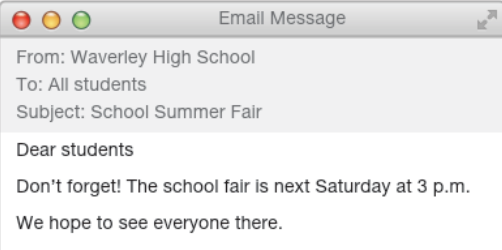
### 11.2. This text is

- A. a recipe for a pizza.
- B. a set of instructions on feeding cats.
- C. an advertisement for a pizza place.

# Reading

**A** Read the information in 1–5. What do they have in common? Choose the best option from a–c.

- a thank yous    b invitations    c asking for help

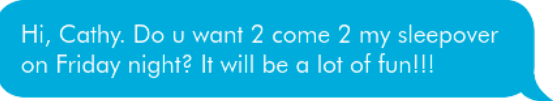
1  Email Message

From: Waverley High School  
To: All students  
Subject: School Summer Fair

Dear students

Don't forget! The school fair is next Saturday at 3 p.m.

We hope to see everyone there.

2  Hi, Cathy. Do u want 2 come 2 my sleepover on Friday night? It will be a lot of fun!!!

Read 15:45

3  Dear Tom


*It's a Fancy Dress Party!*  
*Saturday 8 p.m. at 10 Smith Street*

*Best costume wins a prize!*

4  New Message

To:

Message: Hey everyone! It's the Champions League final next Saturday! Want to watch it at my place? The address is 23 Mawron Street. See you there!

5  Anna, I'm having a New Year's Eve party. Would you like to come?



11.3. What can't you do during the ASTRONOMY NIGHT?

- A. use your smartphone
- B. install your own telescope
- C. buy food

Jack,

1. Thanks. I know I can always count on you.
2. Start with washing up the dishes.
3. Could you do some cleaning, please?
4. Then put everything in the cupboard and clean the floor.

Sam

Teen Explorer 7: ćw. F str. 6.

**F** Number the sentences in the correct order to make a conversation. Write the conversation in your notebook. Roleplay it with a partner.

- ... Of course. Anything else?
- ... Thank you.
- ... Good morning. Can I help you?
- ... Here you are.
- ... Good morning.
- ... Can I have some bananas, please?
- ... Yes, please. I'd like some tomatoes.

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (12.1.–12.4.) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać logiczny i spójny tekst.

**Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

ARE HUGS FORBIDDEN?

Last Monday Tommy Boucher from Montreal had to pay a fine of \$101 for offering “free hugs” to passengers at a subway station. Tommy decided to start giving out free hugs after he was offered one himself. **12.1.** \_\_\_\_ It made him feel much better and he wanted to share the experience with other people. At the station he saw many passengers who looked sad or angry, so he started to give out hugs there every week.

Last Monday morning he was standing at the station, as usual, wearing his green “Free Hugs” T-shirt, when subway inspectors came. They asked him if he had a permit. **12.2.** \_\_\_\_ He had been giving out free hugs for a year. **12.3.** \_\_\_\_ But that didn’t make a difference to the inspectors. They told him he mustn’t hug people in the subway station for safety reasons. The next day Tommy wrote a letter to the authorities. **12.4.** \_\_\_\_ He hasn’t received an answer yet but he hopes to get his money back soon.

Na podstawie: www.telegraph.co.uk

- A. He didn’t give them a hug and they took his shirt again.
- B. During all that time people had thanked him and nobody had ever complained.
- C. He wanted to know why hugging people was dangerous.
- D. He was having a bad morning that day and the hug helped him.
- E. Boucher was surprised by their question.

Teen Explorer 7: ćw. C str. 70.

**C** Przeczytaj tekst, z którego usunięto cztery zdania. Wstaw w luki brakujące zdania a–e, tak aby otrzymać logiczny i spójny tekst. Zapisz odpowiedzi w zeszycie. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

- |   |  |
|---|--|
| a If you want to buy something expensive, then you need to have a plan. | c It’s difficult for teenagers to find a job nowadays. |
| b You could also offer to wash your neighbour’s car.                    | d But what do we often spend too much money on?        |
|   | e One thing that costs a lot is a mobile phone.        |

**Expensive shopping**

Most people like shopping and spending their money on nice things for themselves. (1) ... Well, nowadays people want to have top quality products and they will often spend large amounts of money on themselves. (2) ... The price is sometimes really high, but people still spend their money in order to have the latest model. It’s easy to spend money, but keeping some money for the future is more difficult. (3) ... The best way is to put a little money in your piggy bank every week or every month. If you don’t use this money for anything else, after a few months you will see that you have enough for whatever it is that you want. Of course, if you want to buy something very expensive, then you have to think of how to get more money. You probably can’t work, but you could ask your parents if they will pay you for doing some jobs around the house or in garden. (4) ... Or maybe you could cut their grass or even do some babysitting.

Przeczytaj teksty na temat zwyczajów związanych z wręczaniem upominków w trzech krajach (A–C) oraz zdania 13.1.–13.4. Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli.

**Uwaga!** Jeden tekst pasuje do dwóch zdań.

GIVING GIFTS

<b>A.</b>	<p>China</p> <p>In China you should say “No, thank you” three times before you finally agree to take the gift. Chinese people think that opening gifts in public is very impolite and some of them believe that it may even bring bad luck. Even kids should open presents in private.</p>
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<b>B.</b>	<p>Spain</p> <p>If you are invited to a house in Spain, you should bring a gift. It can be something small, for example, chocolates. Make sure to find out if there are any children in the family. If so, don't forget to have a small gift just for them. When receiving a gift, you should open it immediately in front of the gift giver and thank him/her for it.</p>
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<b>C.</b>	<p>Holland</p> <p>As a rule, the Dutch prefer to give and get small gifts. But they should always be of good quality. It's also important not to spend too much money on a gift. When choosing a present for someone in Holland, don't buy kitchen knives or scissors. The Dutch believe that giving sharp objects as gifts brings bad luck.</p>
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Na podstawie: [www.giftypedia.com](http://www.giftypedia.com)

**In this country**

<b>13.1.</b>	people think that some things should not be given as presents.	
<b>13.2.</b>	you must remember to bring a present for the kids.	
<b>13.3.</b>	it's important to open the present when you are alone.	
<b>13.4.</b>	you shouldn't accept the present right away.	

**Teen Explorer 7: ćw. C str. 86.**

**C** Do każdego pytania 1–4 dobierz właściwy tekst spośród a–c. Zapisz odpowiedzi w zeszycie.  
**Uwaga!** Jeden tekst pasuje do dwóch pytań.

**a** It's got three rooms – two bedrooms and a living room. There's also a kitchen and a very small bathroom. My flat is on the third floor of a block not far from the city centre. There is a children's playground in front of the block and some shops not far away.

**b** It's got about twelve rooms, and all of them are very big. There's a huge garden and a garage for three cars. From the living room you can see fields and the sea in the distance. The person who lives here must be very rich.

**c** It's not very big, and the windows are quite small. There are three rooms, but it is very comfortable. It's very quiet because it's in a small village near a river. I think it is about 150 years old but it might be older.

Which place is the best place for

- 1 a car owner?
- 2 lovers of nature or history?
- 3 a family with children?
- 4 someone with a lot of money?



Przeczytaj tekst. Uzupełnij luki w zdaniach 14.1.–14.3. zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim.

**ENGLISH FIRST**  
School of English



- Situated in the centre of Eastgate-on-Sea, a few miles from the university town of Flickbury
- Fast train or bus service to the historic town of Winston
- English language courses for beginners, intermediate and advanced learners
- Rooms with host families – within a 10-minute walk
- Class size: 4–12 learners
- Swimming pool on campus
- Full day visit to Oxford, Cambridge or London on Saturdays and Sundays

14.1. The school is located in a place called \_\_\_\_\_.

14.2. A group can't be bigger than \_\_\_\_\_ students.

14.3. At the weekend \_\_\_\_\_ are organized for students.

Teen Explorer 7: ćw. C str. 114.

**C** 7.6 ▶ II Read the information and then complete each gap in the advert with one word. Write the answers in your notebook. Listen and check.

- Drama club
- Thursdays 3.30 p.m. for 2 hours
- 10 weeks = £80

**Drama club**

Are you bored after school? Can you sing, dance or act?

Don't (1) ... shy!

How about (2) ... to the drama club?

It's every Thursday after school from 3.30 p.m. till (3) ... .

Only £ (4) ... per week!

Be brave and (5) ... something new!

Przeczytaj tekst. Uzupełnij w e-mailu luki 15.1-15.3. zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim.

## victoria sponge

the queen of cakes!

**List of ingredients**

**To bake the cake:**  
 200 g butter  
 200 g sugar  
 vanilla essence  
 4 eggs  
 200 g flour

**To make the filling:**  
 A jar of raspberry jam  
 Buttercream (mix 85 g butter with 175 g icing sugar)

**How to make the cake:**

1. Prepare the ingredients from the box above.
2. In a bowl, first mix together the butter and sugar, then add some vanilla essence, beat in the eggs (one at a time) and finally add the flour.
3. Take out two baking tins and put half of the mixture in one tin and the rest in the other.
4. Bake for half an hour at 170°C.
5. Cool the cake and then put buttercream and raspberry jam between two layers of the cake.

Na podstawie: www.clairemurray.co.uk

✕

**Wiadomość**

**Od:** Hania

**Do:** Tomek

**Temat:** Przepis

Tomku,

chciałeś upiec jakieś ciasto, żeby zaskoczyć rodziców. Przesyłam Ci przepis na *Victoria Sponge*. Jest bardzo prosty. Najpierw wszystkie składniki trzeba wymieszać, tylko pamiętaj, żeby 15.1. \_\_\_\_\_ dodać na końcu.

Potem masę dzielimy na dwie części i pieczemy je przez 15.2. \_\_\_\_\_.

W tym czasie trzeba przygotować krem z masła i cukru pudru. Kiedy ciasto jest gotowe i wystudzone, przekładamy je tym kremem oraz 15.3. \_\_\_\_\_. Ale oczywiście możesz użyć też innego, jeśli wolisz.

Daj znać, jak Ci wyszło.

Hania

**Teen Explorer 7: ćw. B str. 38.**

**B** Read the writing task below and complete sentences 1–4. Write the answers in your notebook.

Read the letter from your friend, Alice.

Hi Julie,

I'm really looking forward to meeting your cousin Chloe at your party in December. When did she join your class? What does she look like? What's she like?

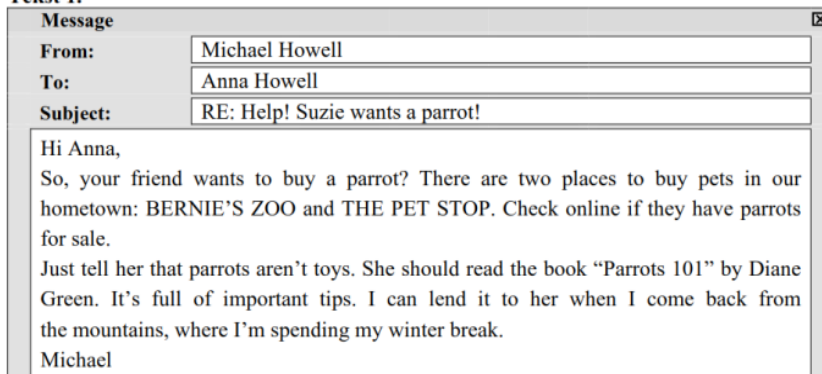
Love  
Alice

Write a letter to Alice and answer the questions. Write 25–35 words.

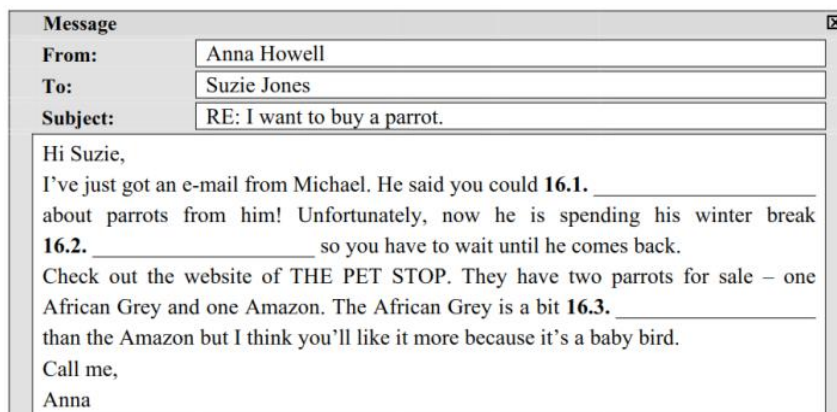
- 1 Twoim zadaniem jest napisanie ... .
- 2 Tekst powinien być utrzymany w stylu ... .
- 3 Adresatką tekstu będzie ... .
- 4 W tekście musisz odpowiedzieć na ... pytania.

Przeczytaj teksty 1. i 2. Uzupełnij luki 16.1.–16.3. w e-mailu do Suzie zgodnie z treścią tekstów. Luki należy uzupełnić w języku angielskim.

Tekst 1.



Tekst 2.



# JUNIOR PARK RUN

Do you like running? Or do you enjoy running races against your friends?  
Come to Green Park 2km Junior Park Run every Saturday at 10 a.m!

- Junior Park Run is for children aged between 4–14 only.
- All runners need a parent / adult at the race to watch them
- No bikes or scooters.
- No dogs allowed in the race.
- No need to bring water – we have a water station half-way.
- Entry is free!

Call 0788 926481 for more information.

**O** Complete the rules for Junior Park Run, using *must*, *mustn't* and *don't have to*.  
Write the answers in your notebook.

- 1 You ... be aged between 4 and 14 to race.
- 2 You ... use bikes or scooters in the race.
- 3 You ... bring water – there is a drink station after 1km.
- 4 Dogs ... join the race.
- 5 You ... come with an adult.
- 6 You ... pay to take part in Junior Park Run.

**Przeczytaj tekst. Odpowiedz na pytania 17.1.–17.3. zgodnie z treścią tekstu. Uzupełnij zdania, wpisując swoje odpowiedzi w luki. Luki należy uzupełnić w języku angielskim.**

**A CLEVER GIRL**

The young mother needed a few minutes of relaxation after a long day at work. However, her young daughter had other plans for her mother's time. She asked her mom to read her a story. "Give Mommy a few minutes to rest. Then I'll read you a story," said the mother and started to read a magazine.

The girl didn't want to wait and started to cry. The mother thought for a while and found a way to keep her daughter busy. She tore off the back page of the magazine she was reading. There was a full-page picture of the world. Then, she cut it into several pieces and asked her daughter to put the picture together. She promised to read her a story when the picture was completed. She hoped to have at least half an hour for herself.

The little girl finished the task after a few minutes. Her mother was really surprised when she saw the picture of the world perfectly arranged. "How did you do it so quickly?" she asked. The girl explained that on the other side of the page there was a picture of a little girl. "You see, Mommy, when I got the little girl together, the whole world came together."

Na podstawie: [www.bizmove.com](http://www.bizmove.com)

**17.1.** What did the daughter want her mother to do?

The daughter wanted her mother to \_\_\_\_\_  
\_\_\_\_\_.

**17.2.** What did the mother do to keep her daughter busy?

The mother \_\_\_\_\_  
\_\_\_\_\_.

**17.3.** Why did the daughter complete the task so fast?

The daughter completed the task so fast because \_\_\_\_\_  
\_\_\_\_\_.

(w połączeniu z przekładem)

**D** Work with a partner and answer the questions. Then quickly read both brochures to check your answers.

- 1 Who brought cricket to Jamaica?
- 2 Which country did baseball originally come from?

### Word Focus

**colony:** a country or area under the control of another country

**independent:** an independent country is not ruled or governed by another country

**authorities:** people or an organisation in power and in control

**bullfighting:** a traditional entertainment in Spain in which a person fights and sometimes kills a bull

# JAMAICA

relax, unwind, and enjoy some cricket!



Are you looking for beautiful beaches, friendly people and amazing music and culture? Then come to Jamaica!

And if you love sport, don't forget that Jamaica is also famous for cricket. The island's great weather means that cricket lovers can play and watch this sport all year long!

The Brits brought cricket to Jamaica when it was a British **colony**. When Jamaica became **independent** the people continued to play cricket at a high level. If you want to know more about the history of cricket in Jamaica, visit the Sports Museum in Kingston.

And if you want to see the best Jamaican players, remember that we don't take part in international cricket competitions as 'Jamaica'. We form a team with Barbados and other small islands, and we are called the West Indies. The West Indies is one of the best teams in the world. Buy a ticket to see the West Indies play during your holiday!

**C** Read the email and then answer the questions. Translate the phrases in brackets into English. Write them in your notebook.

email

**From:** Danny McKay  
**To:** Winstone Hotel

Dear Sir / Madam

I have booked (pokój rodzinny) at the Winstone Hotel for this weekend. We're coming by train. How can we get from the train station (do hotelu)? Is it possible to walk? If so, could you give me some directions?

I look forward to hearing from you.


(Serdecznie pozdrawiam)  
 Danny McKay

- 1 What information does Danny ask for?
- 2 Does Danny know the person he is writing to?
- 3 What phrases does he use to start and end his email?

TE7: Zadanie 18 jest połączeniem zadania typu 11 (18a) oraz zadania typu 15 (18b), w *Teen Explorer* te zadania występują osobno, informator ujmuje je jako jedno dwuetapowe zadanie.

Tekst 1.

*This week's bestseller!!!*



**MEET THE AUTHOR!**  
Saturday, 24<sup>th</sup> April, 5 p.m.

**Book signing rules:**

- Everybody can attend the meeting for free.
- To have your copy of *In Dublin's Fair City* signed, you must buy it from our bookshop on the day of the meeting.
- You may also bring one or two other books for the author to sign.

Na podstawie: [www.artshound.com](http://www.artshound.com)

Tekst 2.

***In Dublin's Fair City* by Rhys Bowen**

About the book:  
When New York theatre manager Tommy Burke discovers he might have a sister he didn't know about, he wants to hire Molly Murphy to sail to Ireland and look for her. Molly badly needs money to pay her bills so she agrees to take the case. She is also excited that she can go to her home country for the first time in years. But when Molly starts her journey, strange things begin to happen on the ship. First, a well-known Broadway actress, Oona Sheehan, asks Molly to change cabins with her. Molly takes Oona's place in her luxurious suite and life seems great. But then Molly learns that the actress has gone missing from the ship and Oona's maid is found dead in Molly's cabin.

Molly starts looking and finds a number of guns in the actress's luggage. When the ship arrives in Dublin, Molly is shocked to discover that her own brother is trying to collect Oona's bags. She doesn't know yet that someone will try to make sure Molly never finds the actress.

**"Another amazing detective story from Rhys Bowen"**  
*Literary Review*

Na podstawie: [www.amazon.com](http://www.amazon.com)

łaściwą, zgodną z treścią tekstów. Zakreśl literę A, B albo C.

3.1. Text 1. was written to

- A. advertise a writing course.
- B. give useful tips to authors.
- C. invite readers to an event.

3.2. Tommy Burke asks Molly Murphy

- A. to go with his sister to Dublin.
- B. to find his relative living abroad.
- C. to change places with an American actress.

3.3. During the journey

- A. a dangerous item is found in Molly's luggage.
- B. a Broadway actress uses a gun.

Języku polskim.

Wiadomość

Od:

Do:

Temat:

XYZ

Robert

Ciekawa książka

Robercie,  
przesyłam Ci informacje o ciekawej książce. Spodoba Ci się, bo bohaterka wyjeżdża do 18.4. Ja za tym gatunkiem nie przepadam, ale wiem, że Ty pochłaniasz takie książki się interesowałeś. Poza tym ta książka to 18.5. a to jest przecież kraj, którym zawsze w jeden wieczór!  
W sobotę możesz iść na spotkanie z autorką, kupić na miejscu jej najnowszą książkę i dostać autograf. Jeśli masz inne jej książki w domu, to możesz je zabrać do podpisania, ale nie więcej niż 18.6.

## Informator CKE: Zadanie 19

Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 19.1.–19.4. Zakreśl literę A, B albo C.

### FESTIVAL OF FOOTBALL



ESF is the Festival of Football. It's a series of professionally organised events where boys and girls compete in teams. All players have a fantastic time playing football matches. ESF is **19.1.** \_\_\_ football festival for young players in Great Britain. The festival usually takes **19.2.** \_\_\_ in one of Great Britain's well-known resorts, for example Butlins or Haven. **19.3.** \_\_\_ the last few years it has also been organised in Europe's No. 1 leisure destination, Disneyland Paris, so now, it's an international competition. The festival **19.4.** \_\_\_ in 1989, and since then over 950,000 players, coaches and football fans have joined it. In 1994, girls' football was added to the festival, and last year 150 girls' teams competed in it.

Na podstawie: [www.footballfestivals.co.uk](http://www.footballfestivals.co.uk)

- |       |                |                |                |
|-------|----------------|----------------|----------------|
| 19.1. | A. so big      | B. much bigger | C. the biggest |
| 19.2. | A. part        | B. place       | C. effort      |
| 19.3. | A. For         | B. Until       | C. From        |
| 19.4. | A. has started | B. started     | C. starts      |

## Teen Explorer 7: ćw. E str. 71.

**E** Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–3: a, b lub c. Zapisz odpowiedzi w zeszycie.

### Change your diet!

If you want to be healthy, it's a good idea to change what you eat. There are too (1) ... fast food restaurants nowadays, and, as a result, a lot of people eat unhealthy food. They also (2) ... products at the supermarket that are not 100% natural. They say that they are very busy and they have too (3) ... time to cook healthy food, but remember the saying 'You are what you eat!'



- |   |         |          |        |
|---|---------|----------|--------|
| 1 | a many  | b small  | c far  |
| 2 | a sell  | b get    | c buy  |
| 3 | a tasty | b little | c good |



Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 20.1.–20.3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. **Uwaga!** Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A. delivered	B. put	C. reason	D. received	E. travelled	F. way
--------------	--------	-----------	-------------	--------------	--------

AN UNUSUAL PRESENT



Cole Bell and his family live in Gateshead, in the north of England. On the 16<sup>th</sup> July this year, they let a helium balloon go with their address on it. This **20.1.** \_\_\_\_ they wanted to celebrate Cole's ninth birthday. The balloon **20.2.** \_\_\_\_ 5,000 miles across the Atlantic. On the 1<sup>st</sup> October, the family **20.3.** \_\_\_\_ a colourful postcard. It said the balloon was in Las Vegas, in the USA. They were really happy that they knew where the balloon had landed.

Na podstawie: www.mid-day.com

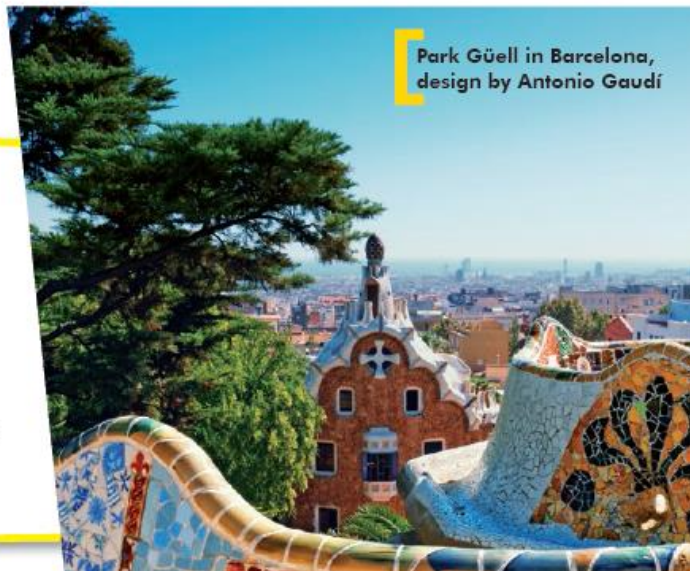
Teen Explorer 7: ćw. E str. 41.

**E** Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz właściwe, poprawne pod względem gramatycznym i leksykalnym uzupełnienie luk 1–3. Odpowiedzi zapisz w zeszycie. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

worried	liked	kindly	annoying
wavy	took		

**My best friend**

Jorge is my best friend. We both live in the same neighbourhood in Barcelona. He is quite tall and has got dark (1) \_\_\_\_ hair, just like me. We spend a lot of time together and often go exploring all over the city. His mum is always quite (2) \_\_\_\_ about him because she never knows where he is. Jorge has the same interests as me, but he sometimes doesn't listen to what I say, which is very (3) \_\_\_\_\_. Anyway, he's really friendly and tells some very funny jokes.



Park Güell in Barcelona, design by Antonio Gaudi

Przeczytaj opis ilustracji. Uzupełnij każdą lukę (21.1.–21.4.) jednym wyrazem, tak aby powstał spójny i logiczny tekst zgodny z ilustracją. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych wyrazów.



www.pinterest.com

This photograph was taken in Hollywood. In the **21.1.** \_\_\_\_\_ of the picture we can see a woman wearing a long, red dress. She has just got out of a **21.2.** \_\_\_\_\_. There is a tall bodyguard **21.3.** \_\_\_\_\_ to her. There are also some people who want to **21.4.** \_\_\_\_\_ photos of the celebrity or talk to her. We can also see fans asking for an autograph.

Teen Explorer 7: ćw. E str. 27.

**E** Zapoznaj się ze zdjęciem. Uzupełnij opis, dobierając do każdej luki 1–3 właściwe wyrażenia, tak aby powstał spójny i logiczny tekst. Zapisz odpowiedzi w zeszytcie.

The picture was taken during my PE lesson. In the picture there is me with my favourite (1) ... racket. I'm (2) ... a ball in my hand too. I look very concentrated because we get marks for our play. I am wearing (3) ... and white shorts. I like playing tennis very much and I'm glad that I can improve my skills at PE lessons.



Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań.

**Uwaga!** W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

22.1. Who is (*najgorszym*) \_\_\_\_\_ singer in this band?

22.2. How much money (*potrzebujesz*) \_\_\_\_\_  
for the tickets?

Teen Explorer 7: ćw. E str. 87.

**E** Przetłumacz na język angielski podane w nawiasach fragmenty, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. **Uwaga!** W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Zapisz odpowiedzi w zeszycie.

- 1 ... (*Czy zreperowaliście*) your old printer yet?
- 2 We ... (*jestemy*) in our new house since last week.
- 3 I ... (*nie widziałam*) a film at the cinema for two months.
- 4 My cousins ... (*nigdy nie jedli*) Mexican food.
- 5 She ... (*skończyła*) the test 15 minutes ago!

Uzupełnij zdania 23.1.–23.2. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów.

**Uwaga!** W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyrazy już podane.

23.1. He (*arrive / five / minute*) \_\_\_\_\_ ago.

23.2. Come to see me in the afternoon. I (*want / tell*) \_\_\_\_\_  
you something important.

Teen Explorer 7: ćw. E str. 117.

**E** Uzupełnij zdania 1–5, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów. Dodaj, jeśli to konieczne, inne wyrazy, aby otrzymać poprawne zdanie. Zapisz odpowiedzi w zeszycie. **Uwaga!** W każdą lukę można wpisać maksymalnie cztery wyrazy.

- 1 If you help me with my homework, ... (*I / fix*) your computer.
- 2 She always catches the bus if ... (*she / wake up*) late.
- 3 OK, we ... (*call / you*) tomorrow if there is a problem.
- 4 If ... (*he / run*) like that on Saturday, he will win the race.
- 5 If they don't arrive soon, ... (*we / not / go*) with them.

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (24.1.–24.2.). Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań.

**Uwaga!** Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać **maksymalnie trzy wyrazy**, wliczając w to wyraz już podany.

24.1. There aren't any skateparks in my area.

**NO**

There \_\_\_\_\_ in my area.

24.2. She has dancing lessons on Mondays and Wednesdays.

**TWICE**

She has dancing lessons \_\_\_\_\_.

**Teen Explorer 7: ćw. J str. 124.**

Ćwiczenia w *Teen Explorer* wykorzystują zróżnicowane techniki tworzenia zdań opartych na parafrazie.

**J Rewrite each sentence in your notebook, using a modal verb.**

- 1 Is it OK if I go fishing?
- 2 Please run faster!
- 3 It's a good idea to bring your swimsuit.
- 4 It's impossible for them to snowboard without snow!
- 5 Do you want us to go to the sports centre?
- 6 Bring me a drink of water, please!
- 7 I don't have permission to play rugby.
- 8 It's a bad idea to swim in this water, children.

# Arkusz *Tworzenie wypowiedzi pisemnej*

## Informator CKE: Zadanie 25

Jesteś na szkolnej wymianie międzynarodowej. W e-mailu do kolegi z Anglii:

- poinformuj, w jaki sposób spędzasz czas podczas wymiany
- opisz dom, w którym gościsz
- napisz, jakie zwyczaje rodziny, u której mieszkasz, najbardziej Ci się podobają.

Napisz swoją wypowiedź w języku angielskim. Podpisz się jako XYZ.

**Rozwiń** swoją wypowiedź w każdym z trzech podpunktów, tak aby osoba niezająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 50 do 120 słów (nie licząc wyrazów podanych na początku wypowiedzi). Oceniane są: umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.

To:	Andrew
Subject:	student exchange

*Hi Andrew,*  
*You won't believe it! I'm on a student exchange in London!*

.....

.....

.....

.....

.....

.....

.....

## Teen Explorer 7: ćw. F str. 71.

### Tworzenie wypowiedzi pisemnej

**F** Zamierzasz pójść do interaktywnego muzeum. Napisz e-mail do kolegi/koleżanki z zaproszeniem na wspólną wyprawę do muzeum. W tekście e-maila uwzględnij następujące informacje:

- lokalizację muzeum i dzień planowanej wizyty,
- cenę biletów,
- plany dotyczące spędzenia czasu po wyjściu z muzeum.

Rozwiń swoją wypowiedź, pamiętając, że jej długość powinna wynosić od 50 do 100 słów. Postaraj się wykorzystać słownictwo i gramatykę z rozdziału 4.

