

Karta pracy dla uczniów realizujących nauczanie indywidualne

(kartę pracy należy wydrukować, rozwiązać i dołączyć do zeszytu przedmiotowego)

1 Uzupełnij zdania czasownikami z nawiasów w poprawnej formie czasu *present simple* lub *present continuous*.

- 1 We (*study*) _____ for a test now.
- 2 My sister (*not / cook*) _____ very often.
- 3 How often (*you / help*) _____ in the house?
- 4 My parents (*not / work*) _____ this week. They're on holiday.
- 5 Ok, now the soup (*taste*) _____ much better.
- 6 My friends (*not / watch*) _____ films on their computers.
- 7 What program (*he / use*) _____ at the moment?
- 8 Who (*make*) _____ this terrible noise?

___ / 8

2 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1– 3. Wpisz odpowiednią literę A–F obok numeru każdej luki. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A. live	B. likes	C. aren't	D. staying	E. don't	F. enjoy
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HOLIDAY ON A FARM

Like almost every summer I'm now (1) ___ with my aunt and uncle on their farm. They've got a big farm in the south of the country. I really (2) ___ coming here for my holiday although there's always a lot of work on the farm. My uncle usually works in the fields while I help my aunt around the house. But today we (3) ___ doing any jobs because we have a plan to go shopping in the big city about 30 km away. The countryside is beautiful, but I love big cities, too!

___ / 3

3 Uzupełnij zdania 1–4. 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 zdań.

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

- 1 She can't hear you now. She (*listen*) _____ music on her headphones.

- 2 I (*not / understand*) _____ your idea now.
- 3 (*Mark / make*) _____ his bed every morning?
- 4 It's quite cold this week, so (*we / use*) _____ the fireplace to heat the house.

Dla każdej z opisanych sytuacji (5.1.–5.4.) wybierz właściwą reakcję. Zakreśl jedną z liter: A, B albo C.

5.1. Rozmawiasz o szkole z koleżanką, która wyraża opinię, że nie warto uczestniczyć w zajęciach dodatkowych. Nie zgadzasz się z jej opinią. Jak zareagujesz?

- A You're absolutely right.
- B I'm sorry to disagree with you.
- C I couldn't agree with you more.

5.2. Nie jesteś pewien/pewna, czy dobrze zrozumiałeś/zrozumiałaś to, co przed chwilą powiedział kolega. Co powiesz?

- A Do you want me to repeat that?
- B Did you understand that?
- C What did you mean by that?

5.3. Na ulicy ktoś pyta Cię o najbliższy urząd pocztowy. Co odpowiesz?

- A There's one over there, near the station.
- B I think you should find a post office.
- C Sorry, I'm not going to the post office.

5.4. Chcesz zapytać koleżankę o jej plany na następny weekend. Co powiesz?

- A What do you think of going away next weekend?
- B Are you going to go away next weekend?
- C Do you prefer going away at weekends?

Zadanie 6. (0–3)

Uzupełnij dialog. Wpisz w każdą lukę (6.1.–6.3.) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Luki należy uzupełnić w języku angielskim.

X: Tom, are you busy this afternoon?

Y: No, why?

X: Look, **6.1.** _____ going to the cinema?

Y: **6.2.** _____ I can. You see, I haven't got any money.

X: Well, I'll lend you some if you want.

Y: Thanks! **6.3.** _____ of you. I'll pay you back next week, OK?

X: Sure.

Zadanie 1. (0–4)

Przeczytaj teksty. W zadaniach 7.1.–7.4. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B albo C.

Oli,
My mum won't make it this afternoon to drive us to the shopping centre. It's a bit far to walk, so why don't we use the city bikes? There's a station next to the park. See you there.
Erica

7.1. Erica suggests going to the shopping mall

A on foot.

B by bus.

C on a bike.

SCHOOL MAGAZINE GAME REVIEWS

Next week we are going to look at some popular computer games.

If you're interested in sharing your opinion about a game, write about it to Simon (simon@mail.uk).

The reward for the most interesting review is a 30% discount

7.2. The notice was written by a person who

A wants to share their opinion about a computer game.

B asks others to give their opinions about a computer game.

C offers some computer games for sale.

From: Kim

To: Jonathan

Subject: Geography test
Jonathan,

About the geography test on Friday. You told me your notes were quite bad and you were going to borrow Tom's. Well, it seems mine are a bit of a mess, too! Do you mind coming over so that I can take a look at his?
I know you prefer revising on your own, so I won't bother you for long. Let me know asap.
Kim

7.3. Kim is writing to Jonathan to

- A** let her use Tom's notes for the test.
- B** offer to give him her geography notes.
- C** suggest studying for the test together.

I live in a detached house on the edge of the city. It's a nice place, clean and green, but it offers very little to young people to spend their free time. OK, there's a skate park near the school, but it's old and needs renovating.

All the interesting places like cinemas, gyms or cafés are around the city centre. There isn't even a shopping mall, just a boring supermarket!

7.4. This blog fragment is about

- A** a new sports facility.
- B** an area in a city.
- C** the writer's hobby.

Zadanie 2. (0–4)

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (8.1.–8.4.) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

MOVING HOUSE MADE EASY

Moving house can be a stressful experience. It might make you quite sad. **8.1.** ____ It also involves lots of work with packing and making the necessary arrangements. Here are some practical tips to make the situation a bit easier.

- Start packing as early as possible. Once you know the date, you can start packing your belongings. **8.2.** ____ Find some empty space in the garage or the attic where you can put it.
- Put labels on the boxes to know exactly what's inside them. **8.3.** ____ Either you describe the type of items in the boxes, or you may decide to write down which room they came from. Either way, this will make the unpacking business much easier.
- Sell or throw away unnecessary things. Over the years you probably have collected lots of things that you do not actually need or use. **8.4.** ____ Look through such items and decide if you can sell them or you need to throw them away.
- Last but not least – find a reliable removal company. A professional service will make the whole thing easier and much less stressful.

- A** Of course, it's a good idea to begin with the stuff you rarely use.
- B** Moving house is an opportunity to create more space in your new house.
- C** It isn't usually cheap but it's worth the money.

D After all, you need to leave your old life and friends behind.

E You can do that in two different ways.

Zadanie 3. (0–4)

Przeczytaj tekst. Uzupełnij luki w zdaniach 9.1.–9.4. zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim.

THAT'LL TEACH 'EM

How well or badly could modern teenagers do in a 1950's secondary school? Channel 4 wanted to find the answer to this question by making a reality TV documentary called *That'll Teach 'Em*. The series, which started in 2003, showed the school life of thirty 16-year-olds who had to study in a 1950's secondary school. The idea was to check if modern teenagers could get better exam results in the final episodes of the show if they had strict discipline.

The teens were put in a boarding school, which means they had to both study and live there. They wore very uncomfortable 1950's uniforms, ate the food typical of that time (for most of them that was the worst part!) and did a lot of physical exercise.

The three series of the programme were followed by a spin-off series called *That'll Test 'Em*. In this programme, the teenagers and their mums and dads had to answer quiz questions to see who knew more on the subjects taught in the 1950s.

9.1. The documentary first appeared on television in _____.

9.2. The teenagers had to take _____ at the end of the programme.

9.3. The thing that most of the teenagers disliked most was the _____.

9.4. In *That'll Test 'Em* the teenagers took part in a competition with _____.

Zadanie 4. (0–3)

Przeczytaj tekst. Uzupełnij luki w czacie (10.1.–10.3.) zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim.

Hi Kinga,

I'm sorry it's taken me so long to get back to you. I know it's been over a month now, but I've really been busy. Soon after I came back from the trip to Poland, my family started preparing for my sister's wedding and I also helped a lot. Fortunately, everything was just great – the ceremony and the reception. Now, guess what? I've started doing a cookery course in our local community centre. Yes, I know I said it wasn't my thing but actually, I changed my mind when I was visiting your school. Do you remember the cookery class which was organised in your school to show us how to cook some traditional Polish dishes? Well, that was it! I thought it was amazing and I decided to learn to cook. How are you getting on with your schoolwork? Say 'hello' to Marek from me, please.

Write back,

Hannah

Kinga: Cześć Marek. Pamiętasz Hannah, która mieszkała u mnie podczas wymiany z uczniami ze Szkocji? Napisała do mnie wczoraj.

Marek: Cześć. Jasne, że pamiętam. Nie sądziłem, że się jeszcze odezwie. Minał przecież **10.1**.

Kinga: No tak. Ale miała sporo na głowie. Pomagała w przygotowaniach do **10.2**.
Pochwaliła się też, że zapisała się na kurs kulinarny.

Marek: Tak? Pamiętam, że mówiła, że nie jest zainteresowana gotowaniem.

Kinga: No właśnie. Twierdzi, że zmieniła zdanie po tych zajęciach w naszej szkole, na których uczyli się przygotować **10.3**.
Prosiła też, żeby Cię pozdrowić.

Marek: Dzięki.

Zadanie 5. (0–3)

Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które są poprawnym uzupełnieniem luk 11.1.–11.3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A refund	B little	C was	D few	E had	F afford
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At the beginning of the 20th century, most cars were expensive and very **11.1**. ___ people had enough money to buy one. Henry Ford, the boss of the Ford Motor Company, wanted to change that. He wanted to make a car that ordinary people could **11.2**. ___. And so, the most famous car of the 20th century was born – the Model T. It was cheap because it **11.3**. ___ made on a production line in great numbers and in 1914 the Ford company made more cars than all the other car companies together!

Zadanie 6. (0–4)

Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 12.1.–12.4. Zakreśl jedną z liter: A, B albo C.

FINDING MISSING RELATIVES OR FRIENDS IN THE PAST

Nowadays when we lose touch with a relative or a friend, we can use the Internet to try and find them. **12.1.** ___ lots of networking sites which can help us do that. That's now. But what **12.2.** ___ people do in the past before the Internet?

The usual way was to put an advert in a popular newspaper **12.3.** ___ to try and find a missing person. A typical advertisement for a missing person looked like this one below:

*Information wanted of Sean McCallum, who left home six months ago and hasn't been seen **12.4.** ___ then. He's 28, five feet seven inches, with short brown hair and brown eyes. If you have any information about him, contact his sister, Rita McCallum in New York, 63 Greenwich Street.*

- | | | | |
|--------------|-------------------|-------------------|--------------------|
| 12.1. | A It is | B They are | C There are |
| 12.2. | A did | B were | C have |
| 12.3. | A although | B in order | C because |
| 12.4. | A from | B for | C since |

Zadanie 7. (0–4)

Uzupełnij zdania 13.1.–13.4. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli 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.

- 13.1.** My sister (*used / have*) _____ long hair but now it's very short.
- 13.2.** Probably, I (*not / be*) _____ very busy tomorrow.
- 13.3.** My brother broke my favourite cup yesterday while (*he / do*) _____ the washing up.
- 13.4.** Some board games like chess or GO (*know*) _____ for hundreds of years.