

Education - p. 7

1

W parach odpowiedzcie na poniższe pytania. Uzasadnijcie swoje odpowiedzi.

1. Does a librarian work in a cloakroom?
2. Is a caretaker a primary school teacher?
3. Does IT stand for 'international test'?
4. Do disrespectful students often get in trouble with the head teacher?
5. Do gifted students usually get into the best secondary schools?
6. Is a ruler a type of school uniform?
7. Are students in the school gym when they're playing truant?

2

Używając podanych w nawiasach słów, zamień podkreślone fragmenty zdań tak, aby w pełni zachować sens zdań wyjściowych.

1. I'm always very punctual for school. (late)
never late
2. I've passed every English test. (failed)
3. I attended all the lessons last week. (miss)
4. I can't concentrate in class. (attention)
5. Sometimes I am lazy at school. (work)
6. I studied everything again before my last test. (revised)

W parach porównajcie, które zdania są dla was prawdziwe.

3

Które z wyrażeń nie pasuje do wyróżnionego czasownika? Posłuchaj nagrania i sprawdź.

1. You can **make** plans | friends | an exercise | mistakes | progress .
2. You can **take** part in a competition | an impression | an exam | notes | a message .
3. You can **do** your homework | a task | your best | well at school | a phone call .
4. You can **get** ready for an exam | a break | the results of a test | good grades | lost .



Napisz zdania z wyrażeniami, które sprawiły ci problemy.

4

Uzupełnij każdą lukę jednym wyrazem.

1. Mark is honest person. He never cheats in exams.
2. kind of you to lend me your notes!
3. Do any of your classmates go to school bike?

4. Guess who wrote [] longest essay!
5. My father says he's not patient [] to teach others.

5

Przetłumacz na język angielski fragmenty podane w nawiasach.

1. Do any of your teachers complain that you speak (za cicho) [] ?
2. Who is (najbardziej kreatywną osobą) [] in your family?
3. Did you do (gorzej niż) [] usual in the last Maths test?
4. Are you (tak pracowity jak) [] you'd like to be?
5. This is (takie proste ćwiczenie) [] !

W parach odpowiedzcie na pytania.

6

Usłyszysz pięć wypowiedzi. Do każdej z nich dobierz właściwą reakcję. Jedna reakcja została podana dodatkowo.



- | | |
|--------------|--|
| Speaker 1. ● | ● A. What a pity! Can you retake it? |
| Speaker 2. ● | ● B. No, thanks. I'll call again tomorrow. |
| Speaker 3. ● | ● C. Calm down. You'll do well. |
| Speaker 4. ● | ● D. Thanks for calling. |
| Speaker 5. ● | ● E. How wonderful! |
| | ● F. Speaking. |

7

Wskaż słowa, które poprawnie uzupełniają tekst.

Our world is changing (1) [] quickly that it's hard to predict even the near future. We're not sure what knowledge and skills will be more useful or (2) [] important in twenty years' time. So how can schools prepare young people (3) [] for adult life in this situation? Perhaps, in this Internet era, we shouldn't expect students to learn so many facts by (4) []. It's a good idea to teach them how to think critically and connect information from different areas to understand the complicated modern world.

