

dla klasy VII



Słownictwo

Lekcja wprowadza kolejne zagadnienie gramatyczne i utrwalia materiał przy pomocy dużej ilości ćwiczeń na różnych poziomach trudności.

Sekcja Repetytorium

- ćwiczenia w formacie egzaminacyjnym



Rozumienie tekstu pisanego

Lekcja zawiera różnorodne typy ćwiczeń na rozumienie tekstu pisanego - od wpisu na blogu do artykułu z gazety. Teksty utrwalają materiał leksykalny wprowadzony na poprzedniej lekcji.

Sekcja *Your World* - zadania wprowadzające w temat omawiany na lekcji

Utrwalenie słownictwa z poprzedniej lekcji oraz zasygnalizowanie zagadnień gramatycznych, które pojawiają się w kolejnej lekcji

Jasne i klarowne cele rozdziału

5a Give and take

VOCABULARY

Personal freedom

YOUR WORLD How much freedom do you have at home?

UNIT OBJECTIVES

- Porozmawiać o wolności osobistej
- Wyrażać zakazy i pozwolenie za pomocą czasowników modalnych
- Porozmawiać o obowiązkach domowych
- Określać obowiązek za pomocą czasowników modalnych
- Napisać nieoficjalny e-mail

Vocabulary presentation

1 0.00 Match phrases from the box to the pictures (1-8). There are five extra phrases. Listen and check, then repeat.

Personal freedom

dye your hair get your ears pierced
get a tattoo go to bed late
have friends round have parties
lie in at the weekend
play loud music post photos online
spend a lot of time online stay out late
watch what you like wear what you like

2 0.00 Match the five phrases you didn't use to the situations below. Listen and check, then repeat.

- My parents let my older sister get a small one on her ankle when she was 16.
- I suddenly realized I'd been in front of a screen for three hours!
- As long as my clothes are clean, my mum doesn't mind.
- I watch TV until midnight on Saturdays.
- I just want to share my holiday photos with my friends!

3 Make a list of the things in exercise 1 you think you should be allowed to do before you're 15. Which can you do?

Vocabulary practice

4 0.00 Listen to four people (1-4) talking about personal freedom. Say which one is not a teenager.

5 Repetytorium 0.00 Listen again. Match the sentences (a-e) to the speakers (1-4). There is one sentence you do not need.

This speaker:

- thinks children have more freedom now.
- can stay out late at the weekend.
- agrees with having rules.
- has to be home early every night.
- has limited time online.

6 Work with a partner. Which rules do you think are fair?

I think it's fair to have to go to bed on time on a school night.

I don't! I can't get to sleep and lie awake for hours!

MEMORIZE!

TIP: Użycie nowych wyrazów parami lub małymi grupami i dodanie je w grupy tematyczne. W przypadku zagadnienia „wolności osobistej” wyrazy można pogrupować w zależności od tego, czy nawiązują do części ciała, przyjaciół, czasu wolnego, czasu spędzonego w internecie czy do terminarza zajęć.

Vocabulary Box - 15-18 nowych słów zebranych w jednym miejscu

Sekcja *Memorize* - wskazówki dla ucznia w języku polskim - techniki na szybką i skuteczną naukę słownictwa

READING 5b

Making house rules

YOUR WORLD Are there rules in your home? Who makes them?

parenting today

articles | blog | forum | archive

Hi there, I'm Laura. Wife. Blogger. Mother of three teenagers.

Do you have a set of rules for your teens or can they do what they want, when they want? Teens need family rules so your home is a happy, peaceful place with less conflict. I've learned a lot about teens and how much freedom to give them. To help all you mums and dads out there, here are a few guidelines. Too many rules will annoy your teen, so prioritize them. Make a list and post the rules where everyone can see them.

The top four rules on my list are:

Mum and dad are in charge - we make the rules and you respect them!
You aren't allowed to go out without permission.
You can't stay out late on weekdays.
You mustn't use other people's things without asking permission.

COMMENTS

Adam says: We have rules in our house, but we don't write them down. I think it's a great idea. Thank you - I'll try it!

share improve this question add a comment

COMPREHENSION

1 Repetytorium 0.00 Read the advice article. Who is it written for? Choose a, b or c.

- her children
- teenagers
- parents

Zadanie sprawdzające ogólne rozumienie tekstu oraz umiejętność wyszukiwania szczegółowych informacji

3 Answer the questions.

- How do teens feel if there are a lot of house rules?
- What two things do Laura's teens need to ask to do?
- Why does Laura think it's important for teens to have their friends round to the house?
- Why don't Laura's teens lie?
- What can Laura's teens do when they are 18?

GLOSSARY

conflict disagreement between people
guidelines helpful instructions
prioritize decide which things are more important
in charge in control of
respect agree to follow a rule
speak your mind say exactly what you think
consequences results
responsibilities things you have to do

4 Order Laura's four rules from most to least annoying and compare your list with your partner.

5 Work with a partner. What would be the result if there were no house rules?

ONLINE LINK

Choose one of the questions below to discuss in class or use a class discussion forum.

- How much freedom do you think teenagers should have?
- What are the consequences if you break your house rules?

Życie prywatne • Rozumienie tekstów pisanych Wykorzystanie wielokrotny Unit 5 61

Sekcja *Glossary* - słowniczek zawierający dodatkowe i trudniejsze wyrażenia leksykalne, ćwiczone później w sekcji *Culture* i *Vocabulary Booster*

Sekcja *Online Link* - pytania otwarte, wspierające autonomię uczniów, zachęcające do dyskusji w klasie lub online z wykorzystaniem narzędzi dostępnych w *Online Practice*



• Nowe słownictwo, które prezentowane jest w *Vocabulary box* pojawia się w trakcie lekcji w kilku ćwiczeniach - *Recycle*.

• Poprzez ćwiczenia wprowadzające uczniowie sami odkrywają znaczenie słów.

• Zadania w formacie egzaminacyjnym.

Online Practice:

- dodatkowe ćwiczenia leksykalne

- nauczyciel może monitorować dyskusję uczniów na wybrane tematy poprzez forum dyskusyjne



dla klasy VII



Rozumienie ze słuchu i poszerzenie słownictwa

Lekcja wprowadza kolejną partię materiału leksykalnego zaprezentowaną w *Vocabulary box*. Uczeń ma możliwość utrwalania nowego materiału doskonaląc jednocześnie wszystkie umiejętności w krótkich ćwiczeniach na słuchanie, czytanie, mówienie i pisanie.

Słownictwo zebrane w *Vocabulary box*



Rozumienie ze słuchu

Sekcja *Your World* - pytania wprowadzające uczniów w temat lekcji lub do wyboru - krótki test powtarzający materiał leksykalno-gramatyczny z poprzednich lekcji (do pobrania z *Teacher's Resource Centre*)

Przejrzysta tabela gramatyczna

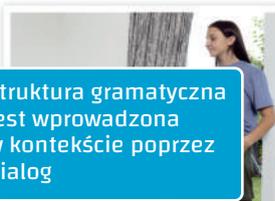
Krótkie i zabawne zadanie typu *Warm Up* utrwala słownictwo z poprzedniej lekcji

5c GRAMMAR Permission and prohibition

REACTIVATE! Discuss house rules with your partner and find two you both have.

Grammar presentation

2.21 Read and listen to the dialogue. Who usually has more freedom?



Struktura gramatyczna jest wprowadzona w kontekście przez dialog

Lottie Hey Joey, What's up?
Joey I just had an argument with my parents.
Lottie What about?
Joey I'm not allowed to go to Robyn's party on Saturday.
Lottie Why can't you go?
Joey Because my grandparents are coming for the weekend. It's not fair. I can see them all day Saturday and Sunday.
Lottie I'm allowed to go but I mustn't be home later than nine o'clock. The party starts at 7, so it's not long.
Joey You're lucky you can go at all.
Lottie Why don't you talk to your parents again? You always say you're allowed to speak your mind.
Joey Yeah ... I just need to calm down first!
Lottie To be fair, most of the time you do have more freedom than me. I can't stay out late and mustn't go out without permission.
Joey It's no fun being a teenager! I can't wait till I'm 18 and can do whatever I like!
Lottie Yeah, me too. Well good luck with your parents and I hope you can come to the party.
Joey Thanks, see you later.

2 Work with a partner. Answer the questions.

- Who is having a party?
- Why can't Joey go to the party?
- Why does he think it's unfair?
- What time does Lottie have to be home?
- What does Lottie advise Joey to do?
- What two things can Joey do that Lottie can't?

3 Read the grammar box. Find examples of *mustn't*, *can't* and *not be allowed to* in the dialogue. Find one example where *can't* isn't used for permission.

Expressing permission and prohibition

Wyrażenia *be allowed to* i *czasowniki can* używamy wtedy, gdy mówimy o tym, na co mamy pozwolenie (permission).
 Czasowniki *mustn't*, *can't* i wyrażenia *not be allowed to* używamy wtedy, gdy mówimy o tym, na co nie mamy pozwolenia lub gdy otrzymaliśmy zakaz (prohibition).
 Więcej ćwiczeń i reguł gramatycznych znajdziesz na stronie 70.

Grammar practice

- 4 Complete the sentences from the advice article in lesson 5b.
- You use other people's things without asking permission.
 - You stay out late on weekdays.
 - You go out without permission.
 - My teens have their friends round whenever they want.
 - Do you have a set of house rules for your teens or they do what they want, when they want?
- 5 Choose the correct words to complete the comment.

COMMENTS

1 **Maggie says:**
 Thanks for your useful advice. My teens 'can / mustn't' stay up late at the weekend but they 'aren't allowed to / can't' lie in - there's too much to do! They 'mustn't / are allowed to' play loud music after 8 p.m. and they definitely 'can / aren't' allowed to have a party when we are out. They 'are allowed to / aren't allowed to' eat snacks because they choose unhealthy ones! Lastly, they 'are allowed to / mustn't' post and share photos online without showing us first.

share improve this question add a comment

Speaking

6 Work with a partner. What house rules would you have for your parents?

- They can't be friends with me on social media!
- They mustn't embarrass me in front of my friends!

YOUR WORLD What do you do to help around the house?



3 Which chores do you do in these rooms? Which chores do you do outside?



Comprehension

- 4 2.23 Listen to Emily and Katie. Which chore do they both have to do every day?
- 5 2.23 Listen again and answer the questions.
- Why is Emily doing all the chores this weekend?
 - What's Katie doing for the day?
 - Who has more freedom: Emily or Katie?
- 6 Work with a partner. What do you think about Emily's agreement with her parents?
- 7 2.24 Do you think Emily will be allowed to go to the party? Listen and check.

Speaking

8 Make a list of chores you do at home. Compare your list with your partner - who does most household work?

- I do the laundry and the washing-up.
- Me too. And I tidy my room and vacuum the carpet.

ONLINE LINK

Do some online research. How many minutes do men and women in Poland spend on household chores per day?

Ćwiczenie na mówienie - użycie form gramatycznych w praktyce



Zadania gramatyczne w formacie egzaminacyjnym - znajomość środków językowych

Sekcja *Online Link* - wyszukiwanie wiadomości w internecie - pogłębianie wiedzy i samodzielności ucznia



Możliwość zastosowania nowopoznanego słownictwa w praktyce poprzez mówienie o swoich doświadczeniach

Materiały ćwiczeniowe:

- dodatkowe ćwiczenia gramatyczne (również na *Online Practice*)
- dodatkowe ćwiczenia doskonalące rozumienie ze słuchu oraz słownictwo (również na *Online Practice*)

- Prezentacja gramatyki idealna dla klas o różnicowanym poziomie zaawansowania (*mixed ability classes*) w formie tabeli, dialogu i nagrania.
- Praca ze słownikiem.

dla klasy VII

Gramatyka

Druga lekcja gramatyczna w rozdziale nie tylko prezentuje strukturę przy użyciu tabeli, ale również pozwala na ich utrwalenie poprzez różnorodne ćwiczenia.

Funkcje językowe

Lekcja *Everyday English* zawiera materiał video, który ilustruje użycie funkcji językowych wprowadzanych w tej lekcji. Poprzez różnorodne ćwiczenia uczniowie mają okazję doskonalić swoje umiejętności.



Mediacja - zadanie w formacie egzaminacyjnym, przetwarzanie informacji to kluczowy element nowej podstawy programowej

Powtórzenie materiału z poprzedniej lekcji

Nauka pisania krok po kroku z równoczesnym utrwalaniem struktury gramatycznej

Ćwiczenie doskonalące umiejętność rozumienia ze słuchu. Uczniowie przewidują co się wydarzy w materiale video przed jego obejrzeniem

5e GRAMMAR

Obligation

REACTIVATE! With your partner, take turns to say a household chore for your partner to mime.

Grammar presentation

1 Look at the sentences from the dialogue in lesson 5d and answer the questions.

- I have to mow the lawn on Sunday day.
- I don't have to cook dinner.
- I must remember to take the rubbish out.

- Which sentences talk about obligation?
- Which sentence talks about no obligation?

2 Read the grammar box and rewrite the sentences without changing their meaning.

Expressing obligation

We use **have to** and **must** to talk about obligation (things it is necessary to do).

We use **don't have to** to talk about situations where there is no obligation.

See page 106 for further explanation and practice.

LOOK! Must / mustn't vs have to / don't have to

Mustn't and **don't have to** don't have the same meaning. **Don't have to** is the same as **don't need to** but **mustn't** means 'forbidden'.

Must is often used to express an obligation felt by the speaker and **have to** is an obligation given by another person.

- It isn't necessary for me to help around the house.
- It's important to me to walk the dog.
- I am obliged to load and unload the dishwasher.



Grammar practice

3 Choose the correct options to complete the post.

Olivia posted this on 12/03

Me and my brother, Lukas, go to different schools, I get the bus, so I **have to** / **can** get up very early. I **am allowed to** / **have to** leave the house at 7.25 a.m. My brother's lucky. He **has to** / **can** stay in bed until 7.30 because he goes with Mum in the car. Also, he **mustn't** / **doesn't have to** wear a school uniform like me. At home, I'm the lucky one! I **can** / **must** meet my friends on school days because I'm older. I **mustn't** / **don't have to** get home until 7 p.m. My brother **hasn't allowed to** / **doesn't have to** go out on school days, so he **must** / **can't** hang out with his friends. On school days, I **can** / **have to** go to bed by 10 p.m., and I **don't have to** / **mustn't** use my tablet in bed, but I think that's fair!

4 Complete the sentences about rules and chores in your home.

- | | |
|--------------------------|----------------------|
| 1 I can ... | 5 I mustn't ... |
| 2 I'm not allowed to ... | 6 I have to ... |
| 3 I must ... | 7 I'm allowed to ... |
| 4 I don't have to ... | 8 I can't ... |

Writing

IMPROVE YOUR WRITING

Generalizing
When you want to make statements that are mostly true without giving specific examples, you can use these phrases:

all in all / as a rule / basically / essentially / generally / in general / on the whole / overall

5 How much freedom does your brother / sister / friend have in comparison to you? Discuss the question with your partner. Use your list in exercise 4 and the ideas in the box to help you.

chores hanging out with friends school clothes

6 Write a comment replying to Olivia's post in exercise 3. Use your ideas from exercise 4 to help you. Use some generalizing phrases.

Generally, my sister has more freedom than me because she is older.

EVERYDAY ENGLISH

Offering help

5f

YOUR WORLD What community projects are there in your town or at your school?

1 Watch the video and listen to the story *Let's do it!* What does Robyn find?



Comprehension

2 Correct the mistakes in these sentences. One sentence is correct.

- Lottie persuades Robyn to help with the clean-up.
- The friends collect litter from a street near the school.
- Joey is the only one wearing gloves.
- They have already collected one hundred plastic bags of rubbish.
- Oscar says he can write an article for the newspaper.

3 **Mediation** What do these expressions mean? How do you say them in Polish? Work with a partner.

Let's do it. What's going on?

Here you go ... What are you up to?

Over here! Look what ...

4 Work with a partner. Discuss what could be inside the box. Use the photos to help you. What do you think happens next? Watch and listen to the next part of the story.



5 Which of the useful phrases do you remember from the story? Listen and check, then repeat.

Offering help

Can I do anything? Can I help you? Do you need some help ...? If you want, I can ... Would you like me / us to ...? Would you like some help?

Responding to offers of help

Don't worry. I / we'll do it. It's OK. I can do it. Thank you. / Thanks. That would be great / brilliant. Yes, please.

Speaking

6 Look at the situations. Make sentences offering help.

- A neighbour has lost her / his cat.
- Your parents are having a barbecue.
- You're planning a camping trip.
- You are organizing a party.
- Your grandparents are coming to stay.

Unikalna sekcja *Look* - prezentacja różnic w użyciu danych form gramatycznych jako dodatkowe wsparcie dla ucznia

Funkcje językowe w praktyce

Funkcje językowe zebrane w formie tabeli wraz z przykładami

Zamieszczone przykłady pomagają uczniom w tworzeniu własnych form wypowiedzi pisemnych

Teacher's Resource Centre:

- dodatkowe **karty pracy** - *Everyday English worksheets*
- wskazówki do zadań **fast finishers**

- Indukcyjna metoda nauczania **gramatyki** - uczeń samodzielnie odkrywa reguły gramatyczne w oparciu o tekst lub nagranie.
- **Praca w parach** - ćwiczenie na poprawianie błędów.
- Zadania dla **fast finishers**.
- **Nauka pisania "krok po kroku"** - w tej lekcji uczeń poznaje strukturę wypowiedzi pisemnej wraz z typowymi wyrażeniami i tworzy krótką wypowiedź pisemną. Jest to forma przygotowania do następnej lekcji (5h), w której uczeń doskonali umiejętność pisania.

- Dwustopniowa praca z materiałem **video**.
- Mnóstwo okazji do ćwiczenia funkcji językowych i mówienia.

dla klasy VII

Rozumienie tekstu pisanego oraz słownictwo

Lekcja wprowadza kolejną partię leksyki utrwalanej poprzez pracę z tekstem.



Prezentacja słownictwa w Vocabulary box - ćwiczenie umiejętności odkrywania znaczenia słów z kontekstu



Tłumaczenie wyrazów i fragmentów zdań

Modelowy tekst wraz z kluczowym słownictwem i strukturą wypowiedzi pisemnej

Sekcja Improve Your Writing - wskazówki dotyczące poprawnej struktury wypowiedzi pisemnej

5g READING AND VOCABULARY

Teenage problem page

YOUR WORLD What problems do you and your friends typically have? How do you solve them?

Vocabulary presentation

2.28 Find the words below in the text. Can you work out their meaning from the context? Are they used as verbs, nouns or adjectives? Listen and check.

The generation gap

appreciate argue communicate disagree fed up generation get into trouble immature intolerant misunderstanding punishment strict unfair rebellious reward

verbs	nouns	adjectives
appreciate		

Vocabulary practice

2 Repetitorium Replace the Polish words with verbs from exercise 1.

- I szanuję your opinion, but I don't agree with you.
- You and your brother nie powinniście się kłócić all the time.
- I nie zgadzam się with some of my parents' house rules because they are old-fashioned.
- If they find out you cheated, you zostaniesz ukarany.
- My brother and sister don't porozumiewają się dobrze because they have different points of view.

3 Complete the sentences with adjectives and nouns from exercise 1.

- I've been doing homework for two hours - I'm _____!
- Take the afternoon off as a _____.
- He's so _____ - can you believe he's almost 15?
- I don't think this _____ will stop him from doing it again.
- Do you think my _____ will feel the same?
- The older generation were just as _____ when they were young.
- It's _____ that my sister gets to stay out until 11 p.m.
- Look, it's just a _____ - we can work this out.
- They need to be less _____ and make some compromises on house rules.
- We would all get along better if we were less _____ of differences.

Comprehension

4 Read the first section of the problem page quickly. What's Jan's problem?

YOUR WORLD Who do you talk to in your family if you have a problem?

Writing preparation

1 Read the email. What's the relationship between Kasia and the writer of the email?

- Answer the questions.
 - Why does the writer think parents make rules?
 - Give two reasons why Kasia's dad had more freedom.
 - What did Kasia's grandparents make her dad do?
 - What does the writer advise her to do?



opening line greeting subject line

How are you doing? Sorry to hear you're fed up. Remember your mum and dad love you and worry about you - that's why they make rules. Your dad had the same problems with us, you know! We gave him lots of freedom but he didn't see it that way. The city was safer then so he could go out without permission. We didn't have Internet so we didn't have to worry about him staying safe online. But we made him work hard at school. He hated studying but we were right of course - he's a successful engineer now and he loves it! I know it sometimes feels like your mum and dad are from another planet but they're just from a different generation. You need to talk to them about your point of view. Let's have a chat when we see you next weekend. Love Grandpa

closer final sentence

WRITING 5h

An informal email to a teenager

IMPROVE YOUR WRITING

Writing an email

Nieformalny e-mail powinien zawierać nieformalne zwroty oraz:

- temat
- zwrót powitalny
- pytanie o samopoczucie adresata
- złanie kochające
- zwrót pożegnany

3 Which of the language items in the box are NOT informal?

All my love Best wishes Dear sir
Have a good week Hey! Hi there
How are things? How are you doing?
How's life? I can't wait to see you
I hope you are well Lots of love Love
Yours faithfully Yours sincerely
Yours truly

Writing task

4 Write the email that Kasia sent to her grandparents. Use the model text and the stages below to help you.

- Choose the rule that Kasia is upset about. Find facts online about what other teens are and aren't allowed to do.
- Make notes of the things she thinks are unfair.
- Organize your notes following the Improve Your Writing tip.
- Write your email making sure to include some of the informal language from the box.

ONLINE LINK

Do some online research. What are the top three things that teenagers worry about?



Utrwalanie słownictwa

Online Link - narzędzie do pogłębiania tematu omawianego na lekcji oraz do dzielenia się opinią z rówieśnikami

Materiały ćwiczeniowe:

- dodatkowe teksty do czytania pozwalają na doskonalenie umiejętności czytania ze zrozumieniem i utrwalają poznane słownictwo

Online Practice:

- dodatkowe ćwiczenia w grupie doskonalące umiejętność pisania i wysyłania wiadomości e-mail

dla klasy VII

Lekcja powtórzeniowa

Lekcja *Revision* utrwala struktury leksykalno-gramatyczne oraz funkcje językowe wprowadzone w rozdziale.

Sprawdzenie znajomości słownictwa z rozdziału

Funkcje językowe ćwiczone w formie krótkich dialogów

Repetytorium

Lekcja przygotowująca do egzaminu ósmoklasisty. Zawiera zadania w formacie egzaminacyjnym i polecenia w języku polskim.



Lekcja zawiera przykłady ćwiczeń z wszystkich części egzaminu ósmoklasisty

Wskazówki egzaminacyjne w języku polskim

5i REVISION

Vocabulary

- Match the sentence halves.

1 Sylvia has dyed	a. online.
2 I spend a lot of time	b. loud music.
3 We don't play	c. her hair green!
4 They stayed out	d. when my parents are away.
5 I never have a party	e. on Sundays.
6 I love lying in	f. late last night.

- Look at the picture 1-6. What chores does Mateusz have to do this weekend?

1	2	3
4	5	6

- Read the descriptions. Which adjectives from the box would you use to describe them?

fed up immature intolerant rebellious strict

- You were 14 last birthday. Now you are acting like you are 10 years old.
- I hate doing this boring homework.

- Complete the dialogue with *have to*, *must* or *not have to*.

Jessica: I prepare my presentation tomorrow.
 Claudia: Are you sure? I do mine until next week.
 Jessica: That's strange. Mrs Nowak said we give it to her tomorrow to check so I go home and finish it.
 Claudia: Really? I check my diary. Is it the 12th today?
 Jessica: No, it's the 19th.
 Claudia: Oh no. You're right. I'll run home now and start it!
 Jessica: Good luck.
 Claudia: I finish before 6 p.m. though because I'm cooking dinner for my mum.
 Jessica: I hope you spend too much time on it!
 Claudia: Me too.

Everyday English Offering help

- Repetytorium Complete the dialogue using the words in brackets but do not change their form.

Theo: I (help). Mum? Mum? I (want), I can make sandwiches.
 Mum: Don't worry, I'll do it.
 Theo: I (like) to put things in the car?
 Mum: Thanks. I (great).

- Repetytorium Listen to four offers and choose the right response. One response is not needed.



- No thank you, I've done everything.
- Yes. Here you are.
- It's okay. I've made them already.
- Yes, please. That would be great!
- No, I'm not coming.

English in the real world

This month's challenge:
Mediation Find an English song that is about being young. Summarize the lyrics in Polish for the class.

REPETYTORIUM 5j

Rozumienie tekstów pisanych

- Przeczytaj teksty o zasadach obowiązujących w różnych krajach (a-c). Dopasuj każdy tekst do właściwego zdania (1-4). Jeden tekst pasuje do dwóch zdań.

a. If you visit Singapore, don't take any chewing gum with you because you aren't allowed to eat it there. You can't buy it in the shops because Singaporeans think it's dirty. They want to keep the streets clean.

b. In St. Mark's Square in Venice, you mustn't feed the pigeons. If you do, be careful no one sees you - you may have to pay about \$700! There are so many pigeons around the square and Italians think they are unhealthy and dangerous to the buildings.

c. Scottish people who are out in town and really need the toilet are in luck. The country has an old law to help people. If a stranger knocks on your door asking to use the toilet you must let them in!

- You can't feed food to the birds.
- You might get a fine.
- You aren't allowed some types of sweets.
- Strangers are allowed into your house for a specific reason.

Znajomość środków językowych

- Przeczytaj opis zdjęcia. Uzupełnij każdą lukę jednym wyrazem, tak aby otrzymać spójny i logiczny tekst.



In the picture there are three people. I think it's a mum and dad and their daughter. The girl has long hair. She looks and I think they are . Maybe the girl stayed out late or is in trouble at school.

Rozumienie ze słuchu

Wskazówka
 W trakcie pierwszego słuchania skup się na ogólnym znaczeniu tekstu i sprawdź, czy któreś z podanych zdań pasuje do wypowiedzi. Następnie wysłuchaj nagrania ponownie i skup się na kluczowych słowach, które pomogą ci dokonać wyboru.

- Posłuchaj czterech osób mówiących o szkole. Dopasuj zdania (a-e) do odpowiednich osób (1-4). Jedno zdanie nie pasuje do żadnej osoby.
- This speaker says ...
- I don't have strong feelings about school.
 - School was essential for my job.
 - I don't think the teachers were very good.
 - Work experience was more important than education.
 - I had more freedom at school.

Tworzenie wypowiedzi pisemnej

- Podjąłeś się / Podjęłaś się pracy w soboty. Podziel się swoimi spostrzeżeniami na temat tej pracy we wpisie na blogu (50-120 wyrazów).
 - Powiedz, gdzie pracujesz i czym się zajmujesz.
 - Napisz, jakie masz obowiązki.
 - Wyjaśnij, co lubisz i czego nie lubisz w tej pracy.



Zadania w formacie egzaminacyjnym



Mediacja - przetwarzanie informacji wraz z elementami tłumaczenia

Materiały ćwiczeniowe:

- lekcja egzaminacyjna - zadania z wszystkich części egzaminu ósmoklasisty

Online Practice:

- dodatkowe ćwiczenia podsumowujące
 Test Yourself na Online Practice.

Grammar

- Choose the correct words to complete the sentences.

Hi Patryk
 Are you enjoying the school holiday so far? I'm not! My parents are working and I'm **not allowed** to stay at home alone. I **can't** / **can** hang out with my friends because my mum wants me to go to my grandma's every day. I **mustn't** / **can** lie in because we leave early in the morning.
 Next week, my parents aren't working so they will look after my grandma, and I **can** / **mustn't** go to a festival with my brother. Do you think you'll be **allowed** to / **can't** come with us? It'll be fun. Let me know.
 Write soon!
 Albert

REPETYTORIUM 5j

Rozumienie ze słuchu

- Posłuchaj dialogu. Gdzie znajdują się rozmawiające osoby? Wybierz odpowiedź a, b lub c.

a	b	c

Rozumienie tekstów pisanych

- Przeczytaj artykuł, z którego usunęto cztery zdania. Dopasuj zdania (a-e) do luk (1-4). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.



Hallow School is a boarding school for boys aged 13-18. All the students live at the school, and they can only go home at weekends or in the holidays. Children have to pass a special test to go to Hallow. Paul is 13 and he is in his second year at Hallow School. He wanted Paul to have a similar experience. I really wanted to go to Hallow, but the test wanted me. I had extra lessons, and I passed the test. People think that life at boarding school is difficult, but it isn't. I've got some good friends and the teachers are kind. In Year 10, I'm allowed to go into town with other students on Saturdays. But I chatted to my parents online, and that helped. In his generation, there was no internet, so it was difficult to speak to his parents.

Znajomość środków językowych

- Uzupełnij zdania właściwą formą wyrazów podanych w nawiasach, nie zmieniając ich kolejności. Możesz dodać nowe wyrazy, jeśli będzie to konieczne. W każdej lukie możesz użyć maksymalnie czterech wyrazów, wliczając w to podane wyrazy.

1 The students are (allow / wear) what they want at school. They have a uniform.
 2 Sam (has / do) his homework before he can go out.

Znajomość funkcji językowych

- W każdej sytuacji wybierz właściwą reakcję.

1 Twoja siostra ma problem z oddzieleniem pracy domowej. Jak zachowujesz jej swoją pomoc?
 a. Would you like me to help you?
 b. Would you like to stop now?
 c. Would you like me to get them?
 2 Kolega pyta, czy potrzebujesz pomocy w przygotowaniu prezentacji na przyjęcie. Co mu odpowiesz?
 a. Over here!
 b. Don't worry, I'll do it.
 c. Here you go.

Tworzenie wypowiedzi pisemnej

- You can't do your maths homework and you have to give it to your teacher tomorrow. Write six text messages to your friend explaining the situation.

dla klasy VII

Grammar Reference

Reguły gramatyczne po polsku, z przykładami i dodatkowymi ćwiczeniami po każdym rozdziale - unikalna cecha kursu *Link*.

Słowniczek

Lista słówek z transkrypcją, tłumaczeniem oraz podziałem na sekcje po każdym rozdziale.

5 GRAMMAR REFERENCE

Wyrażanie pozwolenia i zakazu

Be allowed to i can w zdaniach twierdzących używamy wtedy, gdy mówimy o czymś, na co mamy pozwolenie. Forma can jest taka sama we wszystkich osobach: I, you, he, she, it, we i they:

I'm allowed to / can have friends round after school on Fridays.

W zdaniach w czasie przeszłym używamy formy could (NIE can) lub was / were allowed to:

My parents said I could stay up late last night to watch a film.

Last weekend, we were allowed to go to a local music festival!

May używamy w bardziej oficjalnych i uprzejmych próbach o pozwolenie i zdaniach udzielających pozwolenia:

May I go home now? Yes, you may.

Zdania przeczące zawierające zasady lub zakazy tworzymy za pomocą formuły mustn't, can't lub not be allowed to + czasownik. Formy can't i mustn't są takie same we wszystkich osobach: I, you, he, she, it, we i they:

You mustn't play your music so loud!

I can't stay out later than 9 p.m. during the week.

We aren't allowed to use our mobile phones at school.

Gdy mówimy o zakazach w czasie przeszłym, używamy couldn't (NIE can't) lub wasn't / weren't allowed to:

Last year I couldn't go into the city on my own.

When she was younger, Alina wasn't allowed to go shopping on her own.

Gdy mówimy o zakazach w czasie przeszłym, nie używamy mustn't.

1 Complete the sentences with can, couldn't, may, mustn't and were allowed to.

- You drive if you are over 18.
 - She speak to me that way. It's very rude!
 - borrow your book please?
 - When my dad was a child, he watch TV after 8 p.m.
 - go out in the evenings when you were younger?
- #### 2 Express prohibitions and permissions.
- to watch TV after 9 p.m.
 - (you) come to my house today?
 - go out alone when I was a child.
 - You play with fire!
 - She to use her mobile in class any more.

Wyrażanie powinności

Have to lub must używamy wtedy, gdy mówimy o powinności (czyli o czymś, co trzeba zrobić). W tym celu używamy have to lub must + czasownik w formie twierdzącej. Forma must jest taka sama we wszystkich osobach: I, you, he, she, it, we i they:

I have to get up at 6.30 a.m. on school days.

W zdaniach z have to zmieniamy formę have, tak by pasowała do podmiotu. Nie stosujemy jednak have w formie skróconej:

I / You / We / They	have to	buy	a ticket
He / She / It	has to		

Had to używamy wtedy, gdy mówimy o powinności przeszłej. Forma had to jest taka sama we wszystkich osobach: I, you, he, she, it, we i they:

Sorry I'm late. I had to tidy my room this morning.

Gdy odnosimy się do sytuacji, w której nie trzeba czegoś robić, używamy formuły don't / doesn't + have to + czasownik. W zdaniach przeczących nie zmieniamy formy

CULTURE LINK

Charity shops

YOUR WORLD Do you ever buy second-hand goods? Where can you buy them?

CHARITY SHOPS in the UK

Charity shops used to be considered old-fashioned and a place where only older people would go searching for cheaper things. However, things have changed and today it's not unusual to find young people and hipsters shopping for vintage or retro clothes, music fans buying vinyl records to replace their CDs, and people looking for unique objects from the past which are no longer easy to find.

If you walk down the main street of most UK towns, you will pass special shops which sell all sorts of second-hand clothes and goods that ordinary people have given. The money that these shops make is given to good causes and they also make people aware of those in need around the world.

These shops are often in main shopping streets. There are over 9,000 charity shops in the UK, and over 16,000 people work in them, giving their time for free. The first modern charity shop was opened in 1948 by an organization called Oxfam, a charity that was founded in Oxford 1942. Its goal was to help people in Greece during World War II. It received so many goods that it decided to open a shop in Oxford. Today, with 730 shops nationwide, it is the UK's largest charity chain.

People have different reasons for shopping in charity shops. Some shop there because of the low prices, but also because they believe they can help the shop's cause. Others choose them because of the environmental benefits of reusing and recycling goods. They are also good places for collectors who are looking for special objects or books, or for people who are into vintage or unusual clothes. Eighty-seven per cent of goods in charity shops are second-hand or pre-loved and are given by the general public, but a few shops also sell new items, such as cards and gifts. Charity shops are very popular and everyone in the UK thinks they're a good idea.

1 Look at the photos. What type of shop is this?

2 0:00 Read the text. Check your answers to exercise 1.

3 Work with a partner.

Student A Answer these questions:

- How many charity shops are there in the UK?
- When was the first charity shop opened?
- Why was Oxfam founded?
- Where was the first Oxfam shop opened?
- Give one reason why people shop at charity shops.

Student B Answer these questions:

- How many people work in charity shops?
- When was Oxfam founded?
- Why did Oxfam open a charity shop?
- How many shops does Oxfam have in the UK?
- What percentage of the goods in charity shops are second-hand?
- What do some charity shops sell as well as second-hand items?



- Ask and answer your questions.
- Work with a partner or in a group. Answer the questions.
 - What charities are there in Poland?
 - How do they raise money?
 - Would you buy clothes in a charity shop? Why? / Why not?
- Watch the TRAIID video. Discuss with your partner - what does TRAIID do outside of the UK?



Materiał video do lekcji



Prace projektowe jako podsumowanie tematyki rozdziału - dwa tematy projektu do wyboru.

1 These phrases are mixed up. Can you sort them out? Now write five more puzzles for your partner to sort out!

- clean the lawn
- do trouble
- dye the laundry
- get into your hair
- lie in the bathroom
- mow the carpet
- unload at the weekend
- vacuum the dishwasher

Project

3 Work with a partner. Read the project instructions below and decide which you want to do. Discuss some ideas with your partner before you begin.

Project 1

Make a video about the generation gap in Poland.



- Write notes about the things that are different between your generation and your parents.
- Think about the following:
 - What's the best way to introduce the topic? How about a question?
 - What were your parents allowed to do that you can't do?
 - What are the most important details?
 - What's the most important thing you want the students to remember at the end of the video?

It's important to appreciate each other's opinions and understand the other generation.
- Copy and complete the video script.

Video image	Audio	Timing
	Music intro	<input type="checkbox"/>
	Welcome	<input type="checkbox"/>
	Intro question	<input type="checkbox"/>
	The details	<input type="checkbox"/>
	The conclusion	<input type="checkbox"/>

- Use your phone to record the video.
- Upload the video and send the link to your classmates or show it to the class so they can comment.

Project 2

Design a flyer



- Work with a partner. Design a flyer to sell and also to use these ideas:

books decorative

- Discuss which to include.

I think it's in the people

- Discuss the design:
 - a name for it
 - layout
 - photos / illustrations
- Create your flyer questions, posters.
- Display your flyer which flyer is most effective?

Ćwiczenie umiejętności czytania ze zrozumieniem i słuchania

Lekcja kulturowa

Porównanie polskich i angielskich tradycji i zwyczajów.