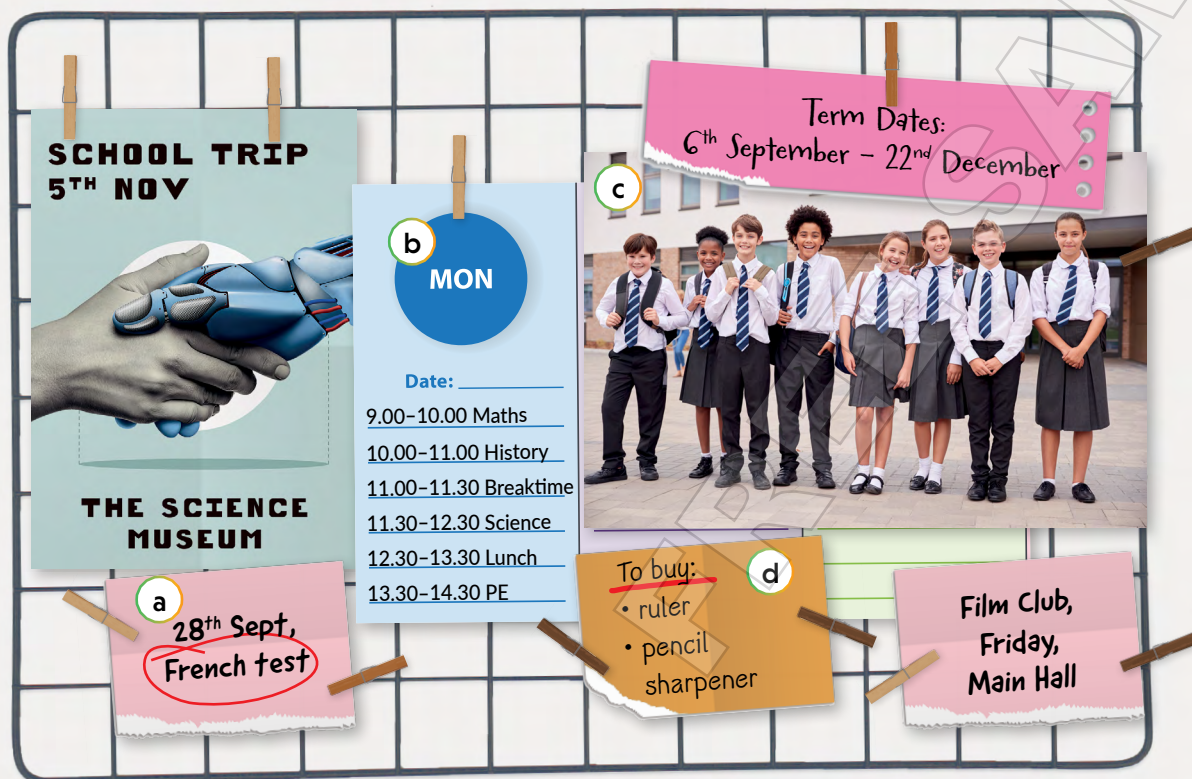


# 1

## School life

### Lesson 1 Vocabulary and listening

*I can talk about school life. I can understand an interview about a school.*



#### 1 Let's start!

Look at the noticeboard. Find four school subjects, two types of stationery, and a school place. Then add three more words to each category.

#### 4

Work in pairs. Student A: say a phrase from exercise 3. Student B: write a sentence with the phrase and *always, sometimes, never*, or other time expressions.

Wear a uniform.

I always wear a uniform to school.  
Miss school.

#### 2

1.5 Listen and match items a-d on the board with dialogues 1-4.

1 2 3 4

#### 3

1.6 In your notebook, match definitions 1-10 below with the phrases in the box. Then listen, check and repeat.

#### School life 1

do a presentation • fail a test • get a good/low mark • miss school • pass a test •  
revise for a test • take a test • take notes • wear a uniform • write an essay

- 1 study before a test
- 2 write a short text for school
- 3 wear special clothes
- 4 write what the teacher says
- 5 get 60% or more in a test


- 6 not go to school
- 7 speak to the class about something
- 8 do a test
- 9 get 40% or less in a test
- 10 get a positive/negative result

## GUESS WHAT?!








Teachers in different countries give marks in different ways. In Argentina, they use the numbers 1–10. In the USA, A–F letter marks are popular.

How do teachers give marks in your country?


- 5**  **In your notebook, complete sentences 1–5 with the words in the box. Then listen, check and repeat. Which sentences are true for your country?**

### School life 2

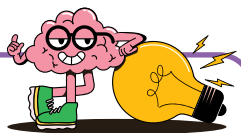
breaktime • private school •  
school year • state school • term/terms

- Most students go to a .  
These schools are free.
- Some students pay to go to a .
- The  starts in September and ends in July.
- There are three  in each year.
- Our school starts at nine o'clock, and  is at eleven o'clock.

## 6 Pronunciation /a: /

-  **Listen to the rhyme. How many times do you hear the /a:/ sound? Then listen again and repeat.**


Our class is large, but it isn't hard  
To pass a test and get a good mark.  
It's a happy day, so let's start.  
Let's start, let's start.





## Skills zone




Zanim posłuchasz nagrania z ćwiczenia 7, zapoznaj się uważnie z całym ćwiczeniem.


- Przeczytaj polecenie do ćwiczenia.  
Jaki to rodzaj tekstu? Ile osób usłyszysz?
- Napisz trzy słowa, które spodziewasz się usłyszeć w nagraniu.

- 7**  **Listen to a radio interview about an unusual school. Which of these things are there at the school?**

classrooms homework lessons  
presentations teachers tests

- 8**   **Posłuchaj nagrania ponownie. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania. Wybierz właściwą odpowiedź: a, b lub c. Zapisz odpowiedzi w zeszytce.**

- Students choose .  
a the school subjects    b school times  
c things they want to study
- The school day is from .  
a 8 am to 3 pm                      b 9 am to 3 pm  
c 9 am to 4 pm
- Groups of students are .  
a different ages                      b the same age  
c very big

- 9**  **Compare your school to the school in the Netherlands in exercise 8. What are the differences? Which school do you prefer?**

We have classrooms.

Yes, and we study different subjects.

## Fast finishers

In your notebook, complete the notes with your ideas about school life.

### SCHOOL LIFE

- Most difficult subject: ...
- Favourite place: ...
- Best time of the day: ...
- Worst thing: ...
- Best thing to do at breaktime: ...
- Favourite school day: ...





I can use the present continuous to talk about temporary actions and future arrangements.

## WHEN ARE YOU FREE?



**LUCAS:** So, when can we meet to make a video for Film Club? I'm free on Saturday.

**FREYA:** Hmm, Saturday morning doesn't work for me. I'm helping at the pet shelter this month!

**SOPHIA:** And I've got choir practice. We're preparing an end-of-term concert. I'm singing a solo.

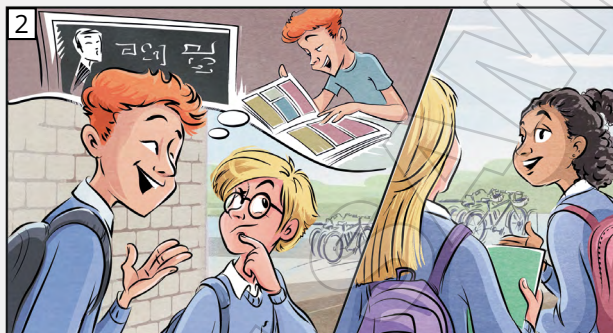
**HUGO:** That's so cool, good for you!



**SOPHIA:** I'm playing volleyball in the morning, but I'm not doing anything in the afternoon.

**HUGO:** I'm revising for a geography test before lunch, but I'm free later.

**LUCAS:** So we're all free on Sunday afternoon then?



**HUGO:** I'm meeting Ji on Saturday afternoon. He's teaching me Korean.

**LUCAS:** Wow, you're learning Korean! It must be really hard!

**HUGO:** I enjoy it! And you see, I love reading Korean comics.

**FREYA:** What about meeting on Sunday?



**LUCAS:** Oops! It's our grandad's birthday on Sunday. We're having a party for him at three o'clock.

**HUGO:** I give up!

- 1 Look at the story. In your notebook, match the endings of the sentences a–d with their beginnings 1–4.

- |                     |                        |
|---------------------|------------------------|
| 1 Sophia is         | a red hair.            |
| 2 Lucas wears       | b a red school bag.    |
| 3 Freya is carrying | c glasses.             |
| 4 Hugo has got      | d Lucas's twin sister. |

- 2 Read the story and listen to it. Answer the questions.

- Why do the friends want to meet?
- Do they choose a day and time?

- 3 Read the story and listen to it again. In your notebook, complete the table with each person's activities.

	Lucas	Freya	Sophia	Hugo
Saturday			choir practice	
Sunday				

### Real English

- 4 Listen to the phrases and repeat. Practise them in pairs.

Saturday morning doesn't work for me.  
That's so cool! I give up!  
Oops!

## Grammar 1

### Present continuous

#### Affirmative

I **'m playing** volleyball.

You/We/They <sup>1</sup>  volleyball.

He/She/It **'s playing** volleyball.

#### Negative

I <sup>2</sup>  volleyball.

You/We/They **aren't playing** volleyball.

He/She/It <sup>3</sup>  volleyball.

### Questions and short answers

**Are** you **playing** volleyball?

Yes, I <sup>4</sup> . / No, I **'m not**.

<sup>5</sup>  volleyball?

Yes, he **is**. / No, he **isn't**.

### Time expressions for temporary situations

**at the moment, now, these days, this week**

### Time expressions for future arrangements

**tomorrow morning, next Monday, next week**

- 5** In your notebook, complete the Grammar 1 table with the correct forms of the present continuous.

- 6** Match sentences 1–3 with their meaning a–c.

- 1 The friends are leaving school now. ☐
- 2 Freya is helping at the pet shelter this month. ☐
- 3 Hugo is having a Korean lesson on Saturday afternoon. ☐

- a sytuacja lub czynność tymczasowa
- b czynność zaplanowana
- c czynność, która dzieje się w momencie mówienia o niej

- 7** In your notebook, complete the sentences with the present continuous forms of the verbs in brackets.

- 1 The friends  (go) to a Film Club this term.
- 2 Sophia  (prepare) for a concert at the moment.
- 3 Hugo  (not learn) Spanish this month.
- 4 Freya  (do) a lot of sport these days.
- 5 I  (get) good marks this year.

- 8** In your notebook, write questions in the present continuous.

- 1 What / you / read / at the moment?
- 2 you / go / to a school club / this year?
- 3 What / you / watch / on TV / these days?
- 4 you / do / any voluntary work?
- 5 What games / you / play?

- 9** Listen to the dialogue.

In your notebook, make notes on the boy's answers to the questions in exercise 8. Then write five sentences with his answers.

*He's reading a book about trains.*

- 10** Look at Lucas's phone. Talk about his arrangements for next week.

**Monday** - help dad in the garden  
**Tuesday** - revise for a maths test  
**Wednesday** - do a science project  
**Thursday** - write an English essay

On Monday, he's helping his dad in the garden.

### Fast finishers

Complete the sentence in the meme.



*I can talk about friendship.*

## Forever Friends

▶ Next episode: watch what happens!



Abie and Jade are friends. They get on well, but one day, they have an argument. Abie is sad, and her mum makes a chocolate cake to cheer her up.

Jade decides to make friends with other people in her school. She gets to know Luke. They have a lot in common – they both like hip hop music and computer games.

Abie sees them together and feels lonely. Should she say sorry? What should she do?

4 Replace the underlined phrases with the phrases from the box in exercise 3.

- 1 Abie and Jade disagree in an angry way.
- 2 Abie's mum tries to make her happier.
- 3 Jade finds out more about Luke.
- 4 Luke and Jade like the same things.
- 5 Abie feels sad because she's alone.

5 In your notebook, complete the sentences with the verbs in the box.

get keep make say tell

- 1 I go to the school Book Club because I want to        friends.
- 2 Can you        a secret? Matt wasn't ill yesterday.
- 3 You forgot Ellen's birthday. You should        sorry.
- 4 This story is true! I always        the truth.
- 5 I often do things with my cousin. We        on well.

6 Listen to the dialogues. Which phrases in the box do you hear?

How about ...? Let's ... What about ...?  
Why don't you ...? You should/shouldn't ...

7 Work in pairs. Read the situations. Make suggestions to each student.

- 1 'It's the first week of term. I'm feeling lonely.'
- 2 'I had an argument with my friend. Now she doesn't speak to me.'
- 3 'I've got two friends, but they don't get on.'
- 4 'My friend is feeling sad. What can I do to cheer him up?'

## Fast finishers

In your notebook, draw a hand. What makes you a good friend? Write ideas in the fingers.



## 1 Let's start!

Look at the words in the box. In pairs, describe a good friend.

clever confident funny helpful  
kind polite talkative

I think a good friend is helpful and kind.

2 1.13 Read the story and listen to it. Do you think Jade is a good friend?

I don't think she's a good friend because Abie is sad.

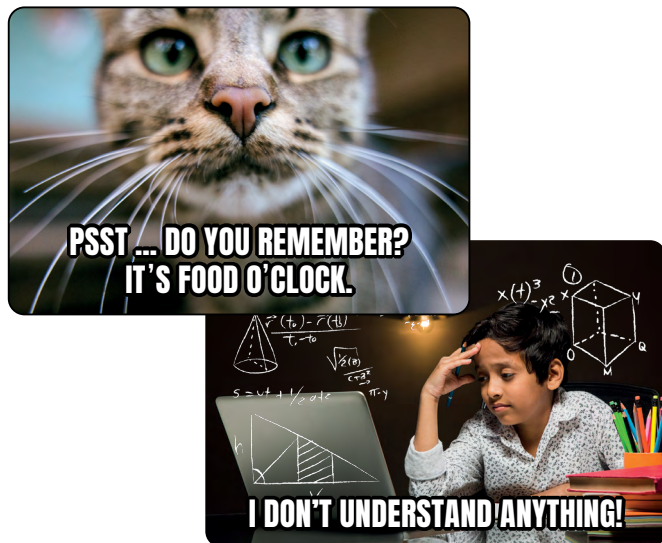
3 1.14 Read the story again. Find the phrases in the box in the text. Which two phrases are not used in the story? Then listen and repeat.

## Friendship

cheer someone up • feel lonely •  
get on (well) • get to know •  
have (a lot) in common •  
have an argument • keep a secret •  
make friends • say sorry • tell the truth



*I can use the present simple with state verbs to talk about possession, feelings and opinions.*



## Grammar 2

### State verbs

Some verbs are state verbs. We don't use them in the present continuous.

**Possession:** **have got**; Have you **got** a pen?

**Feelings:** **love, like, hate, want**; I **like** these memes.

**Opinions:** **know, think, forget, remember, understand, agree**; I **know** the answer.

- 1 Read the Grammar 2 table. Then find the state verbs in the memes.
- 2 In your notebook, complete the sentences with the correct forms of the state verbs in the box. Use the present simple.

have got   know   not like  
not remember   think   understand

- 1 I \_\_\_\_\_ that's a great idea!
- 2 A: \_\_\_\_\_ you \_\_\_\_\_ that boy over there?  
B: Yes, I do, but I \_\_\_\_\_ his name.
- 3 Marcus \_\_\_\_\_ horror films. Let's watch a comedy.
- 4 A: \_\_\_\_\_ Martha \_\_\_\_\_ our biology homework?  
B: Yes, she does. She can explain it to you.
- 5 Jan \_\_\_\_\_ a lot of friends.

- 3 In your notebook, complete the text with the correct forms of the verbs in brackets. Use the present continuous or present simple.

My best friend is Daniel.  
He <sup>1</sup> \_\_\_\_\_ (have got) one brother. He's clever and funny, and we <sup>2</sup> \_\_\_\_\_ (get) on well. We both <sup>3</sup> \_\_\_\_\_ (love) sports and skateboarding! In fact, Daniel <sup>4</sup> \_\_\_\_\_ (want) to be a PE teacher in the future. At the moment, he <sup>5</sup> \_\_\_\_\_ (live) in Spain with his cousins. He <sup>6</sup> \_\_\_\_\_ (learn) Spanish, but he <sup>7</sup> \_\_\_\_\_ (not understand) much! He <sup>8</sup> \_\_\_\_\_ (come) home in December. I can't wait to see him!



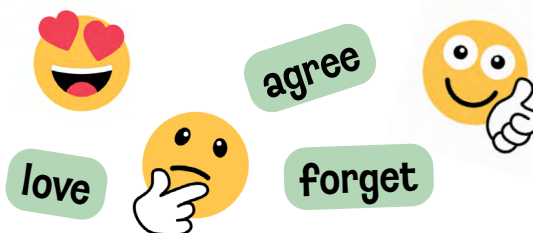
- 4 In your notebook, write two true sentences and one false sentence using state verbs and the ideas in the box. In pairs, read your sentences and guess which sentences are false.

English grammar rules   homework  
PE   school lunches   tests

I understand English grammar rules.

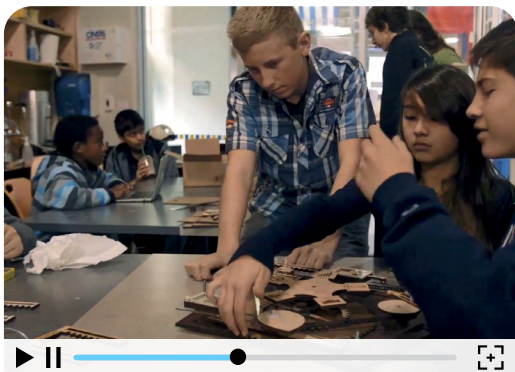
I think that's true.

- 5 Work in groups. Match the emojis with the state verbs. In your notebook, draw emojis for two other state verbs.



*I can understand texts about school uniforms in different countries.*

- 1 Look at the photo. Where are they? What do you think they are doing?



- 2 Look at the texts and answer the questions.

- What three countries are there? Which country is in: South America, Africa, Asia?
- Describe the clothes that the students are wearing in the photos.

## Skills zone



- Zanim zaczniesz czytać tekst z ćwiczenia 3, przeczytaj tytuł i przyjrzyj się zdjęciom. Jak myślisz, o czym jest tekst?
- Zapisz w zeszycie krótko, co wiesz na ten temat.
- Czego chciałbyś/chciałabyś dowiedzieć się z tekstów? Zanotuj w zeszycie jedno pytanie.

- 3 1.16 Read the texts and listen to them. Which texts describe the colour of the uniform? Did you find the answer to your question?

- 4 Przeczytaj teksty A–C ponownie. Do każdego zdania 1–4 dopasuj właściwy tekst: A, B lub C. Zapisz odpowiedzi w zeszycie. Jeden tekst pasuje do dwóch zdań.

- Students at state and private schools wear different clothes.
- At primary school, students usually wear the same colours.

- 5 Answer the questions. Then read the texts again and check your answers.

- How do students carry books and stationery in Bhutan?
- What does the white smock in Argentina show?
- Why is it important for students to buy a uniform in Ghana?
- How is the uniform in this African country different these days?

- 6 Find out

Work in pairs. Find out about school uniforms in another country. Then tell the class about it.

In Indonesia, students wear a white shirt with a skirt, shorts or trousers. At primary school, the uniform is red and at secondary school, it's blue.

When students leave school, they paint each other's clothes to celebrate.

- 7 Read the comments. Which are for and which are against a school uniform? Can you think of other ideas?



A school uniform is often expensive.



It gives you a feeling of community.



Some uniforms are uncomfortable.



It's easy to get dressed in the morning.



# UNIFORMS AROUND THE WORLD

Uniforms are an important part of school life in many countries. They tell us about the history and culture of each country.

- A** These students from **Bhutan** are wearing the country's **national costume**. It's also their school uniform. Boys wear trousers with a **robe**, and girls wear a long skirt and a jacket. There's a space in their clothes to carry things, like books, stationery or a water bottle. Each school chooses a different colour for the uniform, but it's usually dark blue or green.
- B** At state schools in **Argentina**, students wear a white **smock** over their clothes. It's like a lab coat and is the same for boys and girls. The smock shows that all students in the country are **equal**. Private schools have their own uniform. This includes gym clothes for when students do sports activities. They wear these clothes one day a week.
- C** In **Ghana**, the school uniform at primary school is usually brown and yellow. At secondary school, the colours **vary**. The uniform can be expensive, so charities often help families to buy them. Without the uniform, some children don't go to school. These days, more and more students are wearing uniforms with African **prints**, so they feel proud of their African culture.



## Glossary

**equal** – równy  
**national costume** – strój narodowy  
**print** – nadruk, wzór  
**robe** – szata  
**smock** – fartuch, kitel  
**vary** – różnić się

- 8**  Imagine you can design a school uniform. What clothes and colours would you choose for summer and what for winter? Make a list in your notebook.

I think a hoodie is a good idea for winter.

Yes, with comfortable trousers.



## GUESS WHAT?!



Students first started wearing uniforms in the UK. One of the first schools to have a uniform was Christ's Hospital School, in the 16<sup>th</sup> century. The uniform – a long blue coat, yellow socks and a white collar – is still the same today!



*I can use expressions to agree and disagree.*

- 1   Look at the photo. Guess what the students are talking about. Then listen and check.




- 2  Read the dialogue and complete it in your notebook. Then listen again and check.

**Rosie:** Is there a new rule that we can't use phones at school?

**Theo:** Yes, it's starting next week. Teachers say they're distracting.

**Rosie:** I **disagree!** We often use our phones to find information online.

**Oscar:** That's <sup>1</sup> . Some apps are useful, too. There's a great one to learn French.

**Rosie:** **Exactly!** I use it to revise for tests.

**Theo:** They say that students get better marks without phones.

**Rosie:** I'm not <sup>2</sup>  about that.

**Theo:** And some students use them to cheat in tests.

**Oscar:** That's a <sup>3</sup>  point, Theo!

**Theo:** Anyway, they're trying it for a week. I think it's OK to use phones during the lunch break.

**Rosie:** I think <sup>4</sup> , too.

**Theo:** But in lessons ... you see, this is the problem!

- 3  In your notebook, complete the table with the sentences in bold in the dialogue.

Agreeing

I agree.  
You're right!, ...

Disagreeing

I don't think so., ...

- 4 In your notebook, put the words in the correct order to make sentences.

1 A: I think phones are useful in class.


B: **don't I so think .**

2 A: Tests help us to remember things.

B: **a point That's good .**

3 A: I think fast food is healthy.

B: **not I'm about sure that .**


- 5  **Uzupełnij dialogi. Wstaw w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst.**

1 A: I think it's important to learn a foreign language.

B: I , too!

2 A: School should start at eleven o'clock. We're tired at nine o'clock.

B: Sorry but I . Eleven o'clock is very late.

- 6  **Work in pairs. Choose one of the topics. Think of two reasons to agree and two reasons to disagree. Then talk about your ideas.**

Art and music are important subjects.

It's good for students to do homework at the weekend.

I think art is very important.

I disagree. I think ...

*I can write a blog post about the new school year.*

- 1  Look at the photos in exercise 2. Guess what Felix is doing this year.
- 2 Read Felix's blog post. Check your answers to exercise 1.

## Bye bye Summer, Hello School

Posted by Felix on 10<sup>th</sup> September at 18.50



Hello, everyone!

**a** The summer holidays are over, and I'm excited about the new school year! Our class teacher this year is Mr Clarke. He's cool! My favourite subject is geography. At the moment, we're learning about volcanoes and black sand beaches.

**b** I'm also doing new hobbies this year! I'm going to a Drama Club after school. It's a great way to make friends 😊. We're preparing a Sherlock Holmes play for the end of term. I'm having guitar lessons too, because I want to play in a band!

**c** Next month, we're going on our first school trip. We're doing a project about wildlife in science, so we're visiting a zoo to learn about endangered animals. I can't wait to see the meerkats. They're my favourite animals! What about you? How's your new school year?

- 3 Read the blog again and match paragraphs a–c with topics 1–3.

- 1 free time activities
- 2 a school subject
- 3 a school trip

- 4 In your notebook, write the phrases in the box in the correct category.







Hello, everyone! Hi, guys! Hi there!  
Let me know. That's all for now!  
Welcome back! What about you?  
Write and tell me.

To start the blog: 


To end the blog: 

- 5 In your notebook, complete the sentences with the correct forms of the words in the box. Use the present continuous where possible.

be feel go learn play visit

- 1 The school holidays are over, and I  a bit sad.
- 2 My favourite subject  technology.
- 3 At the moment, we  how to code.
- 4 This year, I  in a basketball team.
- 5 I  to a Book Club, too.
- 6 On 5<sup>th</sup> November, we  the Natural History Museum.

## 6 Writing project

 In your notebook, write a blog post about this school year.



### Think

- What's new this year?
- What's your favourite subject?
- What are you learning at the moment?
- What free time activities are you doing this year?
- What school trips or events are there this term?



### Write

Write your blog post.

Write three paragraphs.

*The summer holidays are over, and I ...*

*My favourite subject is ...*

*This year, I'm ...*



### Look again!

Check your blog post.

- Did you use the present continuous to describe this school year?
- Did you use a phrase to start and end your blog?
- Did you write three paragraphs?

## Vocabulary

- 1 Use the phrases in the box to complete the sentences. There is one extra phrase.

fail a test get a good mark miss school  
pass a test school year write an essay

- 1 My parents must write a note when I \_\_\_\_\_.
- 2 Your homework is to \_\_\_\_\_ about friendship.
- 3 There are three terms in the \_\_\_\_\_.
- 4 Learn these words to \_\_\_\_\_ in the test.
- 5 Students who \_\_\_\_\_ can take it again.

/5 points

- 2 Match the endings of the sentences a–e with their beginnings 1–5.

- 1 Playing team sports is a great way to make \_\_\_\_\_
- 2 Beth failed the maths test. Let's cheer \_\_\_\_\_
- 3 Don't tell Frank. He can't keep \_\_\_\_\_
- 4 Alex and I have \_\_\_\_\_
- 5 I invited Kai to my party because I want to get \_\_\_\_\_

- a her up with a kind message.
- b friends and have fun.
- c to know him.
- d a secret and always tells everyone.
- e a lot in common. We like the same things.

/5 points

## Grammar

- 3 Complete the sentences with the present continuous forms of the verbs in brackets.

- 1 Julia usually listens to music on her way to school. Next week, she \_\_\_\_\_ (go) to a concert.
- 2 My friends usually relax after school, but these days they \_\_\_\_\_ (revise) for a test.
- 3 Max usually studies a lot. Next week, he \_\_\_\_\_ (do) a presentation.
- 4 My family and I usually spend time at home, but these days we \_\_\_\_\_ (spend) time outdoors.
- 5 I usually do sport after school. Next week, I \_\_\_\_\_ (run) a mini marathon.

/5 points

- 4 Complete the dialogues with the present simple or present continuous forms of the verbs in brackets.

- 1 A: \_\_\_\_\_ (you / like) my new jacket?  
B: Yes, the colours are great!
- 2 A: Why \_\_\_\_\_ (you / wear) sports clothes today?  
B: Because it's Sports Day today, Mum.
- 3 A: Where's Lucy?  
B: I think she \_\_\_\_\_ (watch) TV in her room.
- 4 A: \_\_\_\_\_ (Peter / know) what time the film starts?  
B: Yes, I sent him a message.
- 5 A: What \_\_\_\_\_ (Alice / read)?  
B: It's a book about endangered animals.

/5 points

## Speaking

- 5 Choose the correct option.

- 1 A: I think English is easy.  
B: I think so, **too** / **also**.
- 2 A: PE is the best school subject.  
B: I'm not sure about **it** / **that**.
- 3 A: Homework helps us to remember things.  
B: That's a good **point** / **idea**!
- 4 A: I hate having tests.  
B: That's **truth** / **true**!
- 5 A: I think our uniform is cool.  
B: I **agree** / **disagree**. I like wearing normal clothes.

/5 points

## Check your score!

1.18 Listen, check and count your points.


- 20–25 points – Well done!  
14–19 points – Good score!  
0–13 points – Keep calm and revise more.

For vocabulary revision, go to **My words**, p. 20.  
For extra grammar explanations, go to **My grammar**, p. 21.






## Listening

- 1**  Usłyszysz dwukrotnie wywiad z nastolatkiem. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania. Wybierz właściwą odpowiedź: a, b lub c.

- 1 When you see a student alone,
  - a don't speak to them.
  - b ask them questions.
  - c find out who they are.
- 2 When you are alone,
  - a chat with someone on your phone.
  - b listen to music.
  - c look around and smile.
- 3 Clubs are a good idea because you can
  - a learn new things.
  - b meet people with the same interests.
  - c go to new places.

## Language functions

- 2**  Usłyszysz dwukrotnie cztery wypowiedzi. Do każdej z nich dobierz właściwą reakcję a–e. Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- a Sorry, I can't. I'm revising for a test.
- b I'm meeting friends to make a music video.
- c I agree, but they're expensive.
- d No, I haven't got time.
- e I agree. I really like it.

1

2

3

4

## Reading

- 3** Przeczytaj teksty A–C na temat szkoły oraz zdania 1–4. Do każdego zdania dopasuj właściwy tekst. Jeden tekst pasuje do dwóch zdań.

## DIFFERENT TYPES OF SCHOOL

- A** I don't go to school. I study online! I have classes with a teacher, but I can decide when I do my homework. Yes, I need to manage my time, but I can change my schedule when I'm ill and miss school. I never feel lonely because I do a lot of sports. The groups are small, so I think I get better marks, too.
- B** I go to a boarding school. That means I study and live at the school. I've got a lot of friends here. In my class, there are people from Spain, Japan and the USA. We do our homework together and help each other. We have meals together, too! On school days, we're busy, but there's time for sports and clubs in the evening.
- C** My school is different from a normal state school. We don't have different lessons. We only study one subject in the morning. This means we have more time to understand it. In the afternoon, we learn foreign languages, play musical instruments, and do art or drama. We spend a lot of time in nature, too. Tests aren't important in my school, but we love learning!

- 1 The school has students from different countries.
- 2 Students do a lot of arts activities here.
- 3 A student can change their timetable at this school.
- 4 Students here spend a lot of time together.

## Writing

- 4** Uczysz się w szkole za granicą. Podziel się swoimi wrażeniami na blogu.

- Wyjaśnij, czym różni się ta szkoła od Twojej rodzimej szkoły.
- Napisz, czy łatwo tu poznać nowych kolegów i koleżanki i jak to robisz.
- Poinformuj o wycieczce klasowej zaplanowanej w tym semestrze.

## School life 1



do a presentation	przygotować prezentację
fail a test	nie zaliczyć testu/klasówki
get a good/low mark	dostać dobrą/słabą ocenę
miss school	opuszczać zajęcia w szkole
pass a test	zaliczyć test/klasówkę
revise for a test	powtarzać materiał przed testem/klasówką
take a test	pisać test/klasówkę
take notes	notować
wear a uniform	nosić mundur
write an essay	pisać wypracowanie

## School life 2



breaktime	przerwa
private school	szkoła prywatna
school year	rok szkolny
state school	szkoła publiczna
term/terms	semestr/semestry

## Friendship



cheer someone up	pocieszyć kogoś
feel lonely	czuć się samotnym/samotną
get on (well)	(dobrze) się dogadywać
get to know	poznać
have (a lot) in common	mieć (dużo) wspólnego
have an argument	pokłócić się
keep a secret	dochowywać tajemnicy
make friends	zaprzyjaźnić się
say sorry	przeprosić
tell the truth	mówić prawdę

## Real English



Saturday morning doesn't work for me.	Sobota rano mi nie pasuje.
That's so cool!	Świetnie!
Oops!	Ojej!
I give up!	Poddaję się!

## Agreeing and disagreeing



I disagree!	Nie zgadzam się!
That's true.	To prawda.
Exactly!	No właśnie!
I'm not sure about that.	Nie jestem tego pewny/pewna.
That's a good point!	Słuszna uwaga!
I think so, too.	Też tak sądzę.

## Reading and culture



equal	równy
national costume	strój narodowy
print	nadruk, wzór
robe	szata
smock	fartuch, kitel
vary	różnić się

## PRESENT CONTINUOUS

Czasu *present continuous* używaj:

→ kiedy mówisz o tym, co się dzieje obecnie, w danej chwili lub o czynności tymczasowej,

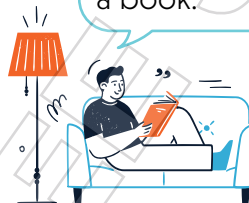
Określenia czasu: **at the moment, now, these days, this week.**

→ kiedy mówisz o planach na przyszłość.

Określenia czasu: **tomorrow, next Monday, next week.**

+ **I'm revising** for the English exam **this week.**  
He/She/It's **writing** an essay **at the moment.**  
You/We/They're **taking** a test **next Monday.**

**I'm not revising** for a test  
at the moment, **I'm reading**  
a book.



— **I'm not going** to school **now.**  
She He/She/It **isn't doing** her homework **this week.**  
You/We/They **aren't doing** a presentation **next week.**

? **Am I sleeping now?**

Yes, I **am.** / No, I **'m not.**

**Is he taking** notes **now?**

Yes, he **is.** / No, he **isn't.**

**Are you/we/they taking** a test **next week?** Yes, you/we/they **are.** / No, you/we/they **aren't.**



Pamiętaj o poprawnej pisowni czasowników z końcówką **ing**, np.:  
wear – wear**ing**, take – tak**ing**, get – get**ting**

## STATE VERBS

Niektóre czasowniki to czasowniki statyczne (nie opisują czynności, a stan rzeczy) – nie używaj ich w czasie *present continuous*.

Czasowniki te wyrażają:

→ posiadanie,

**have got**

- She **has got** a new car.

→ uczucia i emocje,

**love, like, hate, want**

- We **love** school trips.
- He **doesn't want** this test.

→ opinie i przemyślenia.

**know, think, forget, remember, understand, agree**

- I **know** the correct answer.
- She **doesn't understand** the rules.
- What **do you think** about this meme?



Lucky **likes** doing exercises  
with Ella.