

Student's Guide to AR

Poniżej znajdziecie kluczowe informacje dotyczące nowego komponentu kursu *Brainy*, jakim są ćwiczenia **AR**, tj. **Augmented Reality** (rozszerzonej rzeczywistości).

Czym są ćwiczenia AR?

W ramach dodatkowych komponentów do kursu *Brainy* dla klasy 8 oferujemy uczniom ćwiczenia AR. Przygotowane przez nas zadania to krótka powtórka materiału w atrakcyjnej formie z wykorzystaniem prostej w obsłudze aplikacji, którą możecie pobrać bezpłatnie na swój telefon lub tablet.

Technologia AR w magiczny sposób ożywi Książkę ucznia. Zadania AR uruchamiają się poprzez zeskanowanie za pomocą smartfonu lub tabletu ilustracji i zdjęć znajdujących się na stronach podręcznika.

Jak przygotować się do korzystania z AR?

Do korzystania z zadań potrzebna jest nasza bezpłatna aplikacja *Brainy* (Macmillan) dla klas 7–8.

Aplikację znajdziecie w Sklepie Play (dla użytkowników systemu Android) lub sklepie App Store (dla użytkowników systemu iOS).



Brainy
Macmillan Polska Sp. z o.o.

Wystarczy pobrać aplikację na telefon – nie trzeba zakładać konta ani się logować. Po włączeniu aplikacji należy wybrać klasę 8.

Jak to działa?

- Upewnijcie się, że pomieszczenie klasy jest dobrze oświetlone. Połóżcie swoje książki na płaskiej powierzchni i otwórzcie je na wybranej stronie. Przygotujcie smartfony lub tablety z zainstalowaną aplikacją i sprawdźcie, czy jest w nich włączony głos.
- Aby wykonać zadanie AR, włączcie aplikację. Następnie manewrujcie ekranem telefonu lub tabletu nad stroną książki, aby znaleźć „marker”, czyli fragment ilustracji lub zdjęcia, który uruchomi ćwiczenie.
- Gdy odnajdziecie właściwą ilustrację, zobaczycie na smartfonie lub tablecie animację z nazwą kursu. Następnie na ekranie pojawi się polecenie, a po nim uruchomi się interaktywne zadanie.

- Teraz można przejść do realizacji polecenia/zadania. Gdy zostanie ono wykonane poprawnie, usłyszycie charakterystyczny dźwięk i zobaczycie zielone podświetlenie. To znaczy, że udzieliliście poprawnej odpowiedzi. Czerwone podświetlenie towarzyszące dźwiękowi będzie informacją o niepoprawnie wykonanym zadaniu. Na koniec, po poprawnym wykonaniu całego zadania rozlegną się brawa i pojawi się kolorowy napis „Super”.
- Szukajcie markerów samodzielnie – to może być ekscytująca zabawa! Gdybyście jednak nie mogli/mogły ich odnaleźć, przygotowaliśmy ich spis w dalszej części przewodnika.

AR dla klasy 8

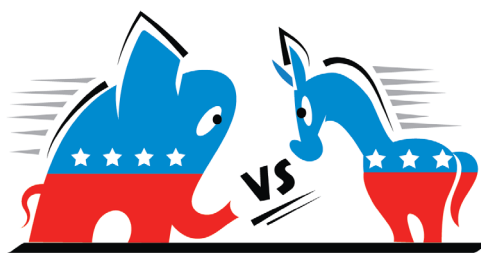
W Książce ucznia *Brainy* dla klasy 8 umieściliśmy zadania AR w **Lesson 1, Lesson 2, Lesson 4** oraz **Lesson 6** – razem **24 zadania** w rozdziałach 1-6.

Poniżej znajdują się przykładowe ilustracje-markery, które uruchamiają ćwiczenia AR.

Unit 1



Unit 3






Zadania AR są bardzo różnorodne – znajdziemy tam, m.in.: układanie fragmentów zdań w poprawnej kolejności, wpisywanie brakującego wyrazu czy też klikanie na poprawną odpowiedź. Niektóre zadania będą wymagały wysłuchania polecenia lub dialogu w aplikacji, zatem jeżeli planujecie korzystać z zadań AR w klasie należy się upewnić, że macie ze sobą słuchawki.


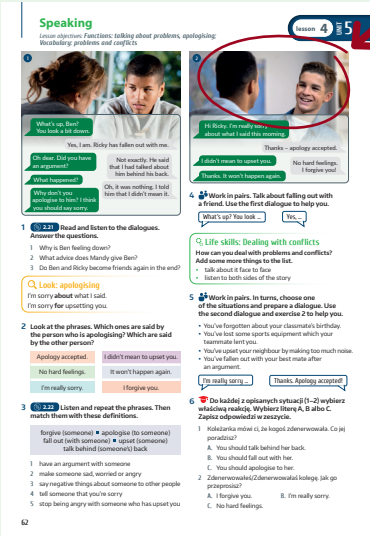

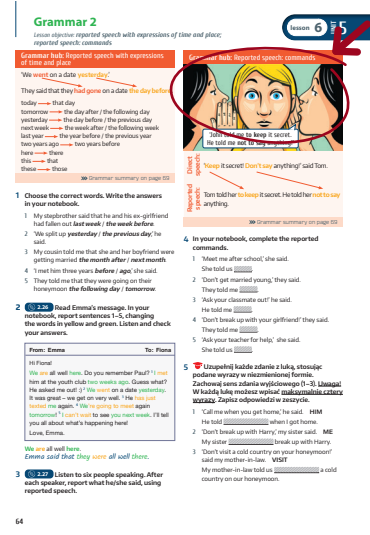

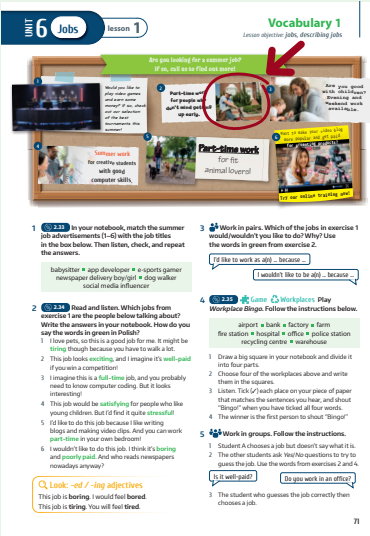

Rozdział	Lekcja	Marker	Strona	Ćwiczenie
Unit 1	Lesson 1	 		Wybieranie poprawnych odpowiedzi.
	Lesson 2			Uzupełnianie zdań odpowiednimi wyrazami.
	Lesson 4	 		Wybieranie poprawnej odpowiedzi.

Rozdział	Lekcja	Marker	Strona	Ćwiczenie
	Lesson 6			Wybieranie poprawnej odpowiedzi.
Unit 2	Lesson 1			Uzupełnianie brakujących liter.
	Lesson 2			Wybieranie poprawnej odpowiedzi.

Rozdział	Lekcja	Marker	Strona	Ćwiczenie																														
	Lesson 4	<div></div> <div></div>	<div><div><h3>Speaking</h3><p>Lesson objectives: Functions: doing a survey (asking for clarification and repetition, checking understanding). Vocabulary: eco-friendly activities at home</p><p>1 1.2.12 Read and listen to the dialogue. In your notebook, complete gaps 1-4 with questions a-d in the Look box.</p><div><p>Hello, I'm doing a survey about eco-friendly activities in your home. Could you help me?</p><p>Green - present</p><p>Have solar panels been installed in your house?</p><p>Yes Yes, we have. I mean, we've installed solar panels on the roof of our house.</p><p>OK, And is it still on?</p><p>No No, definitely not. We haven't switched off all the electrical appliances.</p><p>Great! And have the old-fashioned light bulbs been changed?</p><p>Yes Yes, of course. Now you get eco-friendly light bulbs!</p><p>OK, I see. But I'm not sure. I'll ask my parents.</p></div><p>SURVEY: How eco-friendly is your house?</p><table><tr><td>1. Have solar panels been installed?</td><td><input type="checkbox"/></td><td>YES</td><td><input type="checkbox"/></td><td>NO</td></tr><tr><td>2. Is the TV usually left on standby?</td><td><input type="checkbox"/></td><td>YES</td><td><input type="checkbox"/></td><td>NO</td></tr><tr><td>3. Are the electrical appliances always switched off when not in use?</td><td><input type="checkbox"/></td><td>YES</td><td><input type="checkbox"/></td><td>NO</td></tr><tr><td>4. Have the old-fashioned light bulbs been changed?</td><td><input type="checkbox"/></td><td>YES</td><td><input type="checkbox"/></td><td>NO</td></tr><tr><td>5. Are eco-friendly cleaning products used?</td><td><input type="checkbox"/></td><td>YES</td><td><input type="checkbox"/></td><td>NO</td></tr><tr><td>6. Is rainwater collected and reused?</td><td><input type="checkbox"/></td><td>YES</td><td><input type="checkbox"/></td><td>NO</td></tr></table></div><p>2 In your notebook, match the questions in the Look box with these functions. How do the people in the dialogue reply to each question?</p><div><div>1 przeprowadzanie ankiety</div><div>2 sprawdzanie zrozumienia</div><div>3 prośba o powtórzenie</div><div>4 prośba o wyjaśnienie</div></div><p>3 Work in pairs and practice the dialogue in exercise 1. Which thing in the survey is done in the girl's house?</p><p>22</p></div> <div><div><h3>Look</h3><p>1. Sorry, can you say that again?</p><p>2. Do you know what I mean?</p><p>3. Sorry, what do you mean?</p><p>4. Could I ask you a few questions?</p><p>4 1.2.13 In your notebook, match these eco-friendly activities with pictures 1-6. Then listen, check and repeat. Which of the activities are done in your house?</p><p>switch off all electrical appliances</p><p>not leave the TV on standby</p><p>install solar panels</p><p>use eco-friendly cleaning products</p><p>install old-fashioned light bulbs</p><p>collect rainwater</p><p>5 Listen to the dialogue 1-2. Ask your partner questions in English. Zapisz odpowiedzi w zeszytach.</p><div><div>1 X. Is rainwater reused here?</div><div>Y. Sorry, I don't know.</div><div>2 X. I mean, do you collect and reuse the rainwater?</div><div>Y. Sorry, I don't know.</div><div>3 X. Who were these solar panels installed by?</div><div>Y. Sorry, can you repeat, please?</div><div>4 X. Yes, of course. Who installed these solar panels?</div><div>Y. Yes, of course.</div></div><p>6 Work in pairs and do the survey. Follow the instructions.</p><p>How eco-friendly is your school?</p><div><div>1 Copy the model survey into your notebook and add one more question.</div><div>2 Student A asks the questions and ticks (✓) the correct boxes.</div><div>3 Student B gives true answers about your school.</div><div>4 Swap roles.</div></div><p>Model: I'm doing a survey about eco-friendly activities at your school. Could I ask you a few questions?</p><p>Sure - go ahead!</p></div></div>	1. Have solar panels been installed?	<input type="checkbox"/>	YES	<input type="checkbox"/>	NO	2. Is the TV usually left on standby?	<input type="checkbox"/>	YES	<input type="checkbox"/>	NO	3. Are the electrical appliances always switched off when not in use?	<input type="checkbox"/>	YES	<input type="checkbox"/>	NO	4. Have the old-fashioned light bulbs been changed?	<input type="checkbox"/>	YES	<input type="checkbox"/>	NO	5. Are eco-friendly cleaning products used?	<input type="checkbox"/>	YES	<input type="checkbox"/>	NO	6. Is rainwater collected and reused?	<input type="checkbox"/>	YES	<input type="checkbox"/>	NO	Uzupełnianie zdań odpowiednim wyrazem.
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	Lesson 6	<div></div>	<div><div><h3>Grammar 2</h3><p>Lesson objectives: The active and the passive; passive questions with prepositions</p><p>Grammar hub: The active and the passive</p><p>This tree was planted in 1960.</p><p>Active: He planted it 60 years ago.</p><p>Passive: It was planted (by him) 60 years ago.</p><p>Active: We won't cut down this tree.</p><p>Passive: This tree won't be cut down (by us).</p><p>1 In your notebook, rewrite these active sentences in the passive voice. Use By if it is necessary.</p><div><div>1 My mum usually waters the plants.</div><div>2 The government has protected this forest.</div><div>3 They planted those crops last year.</div><div>4 My brother will plant these seeds.</div><div>5 People usually add herbs to this dish.</div></div><p>2 Work in pairs. Student A says an active sentence, then Student B makes it passive.</p><p>Pollination</p><div><div>1 bees / carry / pollen / from one flower to another</div><div>2 flowers / use / the pollen / to make their seeds</div><div>3 the wind / carry / the seeds from one flower to another</div><div>4 we / call / this process / 'pollination'</div></div><p>24</p></div><div><div><p>3 Read the text. In your notebook, match sentences 1-8 with pictures a-h. Then listen and repeat the words in green.</p><p>Grammar hub: Passive questions with prepositions</p><p>What are these herbs used for?</p><p>Who were these flowers planted by?</p><p>Where have these mushrooms been collected from?</p><p>Who will these flowers be sent to?</p><p>4 Work in pairs. In turns, say passive questions for the answers below.</p><div><div>1 Endangered animals are protected by the government.</div><div>2 These trees were used for making paper.</div><div>3 The solar panels will be installed by my uncle.</div><div>4 Global warming has been caused by the greenhouse effect.</div><div>5 Planet Earth will be protected by all of us!</div></div><p>5 Listen to the text. Work in pairs. Imagine you are volunteers at a zoo. It's midday and you're checking the feeding schedule.</p><div><div>1 Copy the schedule into your notebooks and add 5 more animals together.</div><div>2 Student A completes the morning feed column.</div><div>3 Student B completes the evening feed column.</div><div>4 In turns, ask and answer passive questions and complete the schedules.</div></div><p>Who were the penguins fed by this morning?</p><p>The penguins were fed by Sue this morning. Who will the penguins be fed by this evening?</p><table><tr><th>Schedule</th><th>morning feed</th><th>evening feed</th></tr><tr><td>Penguins</td><td>Eva</td><td>Paula</td></tr></table></div></div></div>	Schedule	morning feed	evening feed	Penguins	Eva	Paula	Układanie elementów pytania w odpowiedniej kolejności.																								
Schedule	morning feed	evening feed																																
Penguins	Eva	Paula																																
Unit 3	Lesson 1	<div></div>	<div><div><h3>Good citizens</h3><p>Lesson objectives: Social problems and solutions</p><p>1 1.2.13 Read the text. In your notebook, match sentences 1-8 with pictures a-h. Then listen and repeat the words in green.</p><p>How to be a good citizen</p><div><div>1 Respect diversity - say no to racism.</div><div>2 Promote equality and discrimination.</div><div>3 Say no to drugs and alcohol.</div><div>4 Get a good education to avoid unemployment.</div><div>5 Always report bullying and cyber-bullying.</div><div>6 Help to fight hunger - donate to a food bank.</div><div>7 Support a charity which fights against homelessness.</div><div>8 Help to bring an end to world poverty.</div></div><p>2 In your notebook, complete the table with the nouns in green from exercise 1.</p><table><tr><td>adjective</td><td>adverb</td><td>adjective</td><td>noun</td></tr><tr><td>homeless</td><td>poor</td><td>unemployed</td><td>hunger</td></tr><tr><td>poor</td><td>homeless</td><td>unemployed</td><td>hunger</td></tr><tr><td>poor</td><td>homeless</td><td>unemployed</td><td>hunger</td></tr></table><p>Look</p><p>poor people - the poor</p><p>homeless people - the homeless</p><p>unemployed people - the unemployed</p><p>3 Choose the correct words to complete the text. Write the answers in your notebook.</p><p>Do something</p><p>If you want to support a great 'charity' / 'diversity', check out DoSomething.org. Young people in more than 150 countries have signed up to volunteer for good causes such as helping the 'poor' / 'poverty' or fighting against bullying and 'discrimination'. Volunteers at DoSomething.org have also 'supported' / 'donated' clothes for young people who are 'homeless' / 'homelessness'. In one year, they collected more than a million pairs of pants! Do you want to help? Do what you can!</p><p>4 Work in pairs. Take turns to ask and answer the questions, using all the words in the boxes. Give more information in your answers.</p><p>bullying homelessness discrimination drugs and alcohol in school on the street poverty racism</p><p>Is there a problem with ...?</p><p>Yes, there is. I think there's / there are a lot of ...</p><p>No, there isn't / I don't think there's much / there are many.</p><p>5 Join another pair to make a group of four. Follow the instructions.</p><div><div>1 Think about solutions for the problems in exercise 4.</div><div>2 Decide on the best solution for each problem.</div><div>3 Write a sentence with your solution for each problem.</div><div>4 Share your solutions with the class. Which are the best ones?</div></div><p>We think that the best solution for ... is to ...</p><p>33</p></div></div>	adjective	adverb	adjective	noun	homeless	poor	unemployed	hunger	poor	homeless	unemployed	hunger	poor	homeless	unemployed	hunger	Wybieranie poprawnych odpowiedzi.														
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Rozdział	Lekcja	Marker	Strona	Ćwiczenie
	Lesson 2			Uzupełnianie zdań odpowiednimi wyrażeniami.
	Lesson 4			Uwaga! Potrzebny dźwięk!  Wybieranie poprawnych odpowiedzi.
	Lesson 6			Uzupełnianie zdań odpowiednimi wyrażeniami.

Rozdział	Lekcja	Marker	Strona	Ćwiczenie
	Lesson 6		<div data-bbox="730 264 1104 801"> <p>Grammar 2 Use the correct form of perfect with time expressions just, already, never, before.</p> <p>Grammar task 1 Complete the sentences with the correct form of the verb in brackets. Use the Past simple and Past perfect.</p> <p>1. I <u>hadn't</u> (never) seen such a big crowd of people before.</p> <p>2. We <u>hadn't</u> (never) seen such a big crowd of people before.</p> <p>3. People <u>had</u> (had) seen the parade when we arrived yesterday.</p> <p>4. When we <u>had</u> (had) seen the parade, the entertainment had started.</p> <p>5. I <u>hadn't</u> (never) seen the parade before.</p> <p>6. I <u>hadn't</u> (never) seen the parade before.</p> <p>7. I <u>hadn't</u> (never) seen the parade before.</p> <p>8. I <u>hadn't</u> (never) seen the parade before.</p> <p>9. I <u>hadn't</u> (never) seen the parade before.</p> <p>10. I <u>hadn't</u> (never) seen the parade before.</p> </div>	Wybieranie poprawnych odpowiedzi.
Unit 5	Lesson 1		<div data-bbox="730 840 1104 1377"> <p>UNIT 5 Family and friends lesson 1</p> <p>Vocabulary 1 Listen and repeat the words. Then match them with pictures a-f.</p> <p>1. Look at the pictures and match them with the words in the box.</p> <p>2. Listen and repeat the words. Then match them with pictures a-f.</p> <p>3. Listen and repeat the words. Then match them with pictures a-f.</p> <p>4. Listen and repeat the words. Then match them with pictures a-f.</p> <p>5. Listen and repeat the words. Then match them with pictures a-f.</p> </div>	Wybieranie poprawnych odpowiedzi.
	Lesson 2		<div data-bbox="730 1415 1104 1953"> <p>Grammar 1 Listen and repeat the words. Then match them with pictures a-f.</p> <p>Grammar task 1 Complete the sentences with the correct form of the verb in brackets. Use the Past simple and Past perfect.</p> <p>1. I <u>hadn't</u> (never) seen such a big crowd of people before.</p> <p>2. We <u>hadn't</u> (never) seen such a big crowd of people before.</p> <p>3. People <u>had</u> (had) seen the parade when we arrived yesterday.</p> <p>4. When we <u>had</u> (had) seen the parade, the entertainment had started.</p> <p>5. I <u>hadn't</u> (never) seen the parade before.</p> <p>6. I <u>hadn't</u> (never) seen the parade before.</p> <p>7. I <u>hadn't</u> (never) seen the parade before.</p> <p>8. I <u>hadn't</u> (never) seen the parade before.</p> <p>9. I <u>hadn't</u> (never) seen the parade before.</p> <p>10. I <u>hadn't</u> (never) seen the parade before.</p> </div>	Uzupełnianie zdań odpowiednimi wyrażeniami.

Rozdział	Lekcja	Marker	Strona	Ćwiczenie
	Lesson 4			Wybieranie poprawnych odpowiedzi.
	Lesson 6			Uzupełnianie zdań odpowiednimi wyrażeniami.
Unit 6	Lesson 1			Uwaga! Potrzebny dźwięk!  Wybieranie poprawnych odpowiedzi.

Rozdział	Lekcja	Marker	Strona	Ćwiczenie
	Lesson 2		<p>Grammar 1 Lesson objective: reported questions</p> <p>Grammar hub: Reporting 1st-10th questions</p> <p>Where do you work? She asked where I worked. You're stressed, is your job? She asked how stressful my job was.</p> <p>Grammar summary on page 61</p> <p>1 In your notebook, complete the reported questions.</p> <ol style="list-style-type: none"> Why do you want to work part-time? He asked why I <u>wanted to work part-time</u>. How old is the baby? She asked how <u>old the baby was</u>. Where did the dog rather take the dog? They asked where <u>the dog would rather take the dog</u>. Which game won the last e-sports tournament? I asked which <u>game had won the last e-sports tournament</u>. What is the most satisfying part of your job? He asked what <u>the most satisfying part of my job was</u>. <p>2 Read the diary entry below. In your notebook, write the questions that Ellie asked Laura.</p> <p>DIARY</p> <p>I was talking to my classmate Ellie about the career she asked me about my dream job, and she asked why I wanted to do that job. Then she asked about my plan for the future, and where I was planning to start working, and where I would look for a job. Finally, she asked me how much money they would pay me in my dream job. So I told her that...</p> <p>What is your dream job? asked Ellie.</p> <p>3 Work in pairs. Take turns to ask and answer the questions from exercise 2, and write down your partner's answers in your notebook. Then change partners and report what you have found out.</p> <p>What is your dream job?</p> <p>I want to be an e-sports player.</p> <p>I asked Kyle what his dream job was, and he told me that he wanted to be...</p> <p>Grammar 2 Lesson objective: Reported questions</p> <p>Grammar hub: Reporting 1st-10th questions</p> <p>You play video games? He asked if we played video games. You've started a blog? He asked if I had written a blog.</p> <p>Grammar summary on page 61</p> <p>4 Report the career adviser's questions to Laura. Write the reported questions in your notebook. Remember to use 'if'.</p> <p>Do you want to work during the school year? Are you looking for a part-time job? Have you thought about your future job yet? Did you work last summer? Will you be able to work at weekends?</p> <p>5 Think of three more 'You/No' questions that a career adviser might ask a student. In pairs, ask and answer the questions. Report your classmate's questions in your notebook.</p> <p>How you worked before?</p> <p>No, I haven't. I've been a babysitter.</p> <p>Ellie asked me if I had worked before.</p> <p>6 Wykorzystaj wyrazy podane drukowanymi literami, uzupełnij lukę zdaniem z luką, tak aby zachował sens zdania wyrażonego w 4). Należy użyć formy podanych wyrazów. Uzupełnij lukę! Wykazać należy miejsce wpisania poprawnej formy wyrazu. Zapisz odpowiedzi w zeszytach.</p> <p>1 He asked how old my workmate was. ARE 2 Did you get the job as an app developer? IF 3 She asked if I had ever worked as a newspaper delivery boy. YOU 4 What time will I start work? WOULD I asked <u>when</u> I start work.</p>	Uzupełnianie zdań odpowiednimi wyrażeniami.
	Lesson 4		<p>Speaking Lesson objective: Functions: indirect questions; Vocabulary: looking for a job</p> <p>1 2.2.7 Listen and read. Choose the correct words. Write the answers in your notebook.</p> <p>Do you want to be a full-time or part-time job? I was thinking if you had any experience. What would you like to do for a living? Do you know if you have any work experience in a shop? No, of course. No problem. Oh, and could you tell me when you can come for an interview? Sure, any afternoon after 10:00 and before 12:00. I'll be there.</p> <p>2 Look! Indirect questions</p> <p>We often use indirect questions when we want to be more polite.</p> <p>Do you know...? Could you tell me...? I was wondering... I'd like to know...</p> <p>3 Work in pairs. Read the Look box and the Grammar summary. Then, follow the instructions.</p> <ol style="list-style-type: none"> Change the indirect questions in exercise 1 into direct questions. In pairs, act out the dialogue. Swap roles. Now act out the model dialogue with indirect questions. Which dialogue sounds more polite? In your notebook, match questions 1-5 with pictures A-E. How do you say the phrases in green in your language? <p>4 Work in pairs. Take turns to transform the questions from exercise 3 into indirect questions.</p> <p>Why did you apply for a job at our café? I was wondering why you applied for a job at our café. Could you tell me why you applied for a job at our café?</p> <p>5 2.2.8 Uzupełnij dziesięćmiasto pierwsze części rozmowy i uzupełnij lukę (1-5) w poniższym formularzu. Zapisz odpowiedzi w zeszytach. Lukę należy uzupełnić w języku angielskim.</p> <p>APPLICATION FORM</p> <p>Full name: Peter Date of birth: 2004 Place of birth: <u>London</u> Nationality: <u>British</u> CV sent? YES [x] NO [] Relevant work experience: <u>last summer</u></p> <p>6 Work in pairs. Copy the application form above into your notebooks. Student A is applying for a job, and Student B is the interviewer. Take turns to ask and answer questions and complete the form.</p>	Wybieranie poprawnych odpowiedzi.
	Lesson 6		<p>Grammar 2 Lesson objective: Modals: reflexive pronouns and each other</p> <p>Grammar hub: Modals of asking our good friends: obligation and prohibition</p> <p>You mustn't use the same password for all accounts. I can't think of a new password!</p> <p>4.1.10</p> <p>They can access your accounts. I could get in without my password yesterday. I couldn't think of a new password. You must create a password that is difficult to guess. You have to create a password with a special character. I had to create a new password. You don't have to create a complicated password. I didn't have to enter my password.</p> <p>Grammar summary on page 61</p> <p>1 2.2.4 Read the text and choose the correct words. Write the answers in your notebook. Then listen and check.</p> <p>I'm Kayla, and I've loved gaming since I was young. I can't / couldn't beat my older brother at Fortnite when I was thirteen! So now, I don't have to / can't complain because I've got my dream job as a professional e-sports player. It can be tiring because I have to / had to work long hours, but it's very exciting. I often work abroad, and last year, I had to / must go to five tournaments. I love this job because you must / can earn a lot of money while doing something you love. You don't have to get any special qualifications, but you must love gaming!</p> <p>2 Job activities. Work in pairs. Follow the example. Use words from boxes A and B, and the correct form of have to.</p> <p>Student A: My aunt has to do experiments, but she doesn't have to fix leaks. Student B: So, she's a scientist? What else does she have to do but wash?</p> <p>Student A: She had to work on a new vaccine.</p> <p>engineer • farmer • lawyer • nurse dentist • scientist</p> <p>build bridges • do experiments • fix leaks look after patients • grow crops and milk cows help people with the law</p> <p>3 Look at the Grammar hub and Grammar summary. In your notebook, complete the questions with the correct reflexive pronoun or each other.</p> <ol style="list-style-type: none"> How many times a day do you look at <u>yourself</u> in a mirror? How long have you and your best friend known <u>each other</u>? Does your mobile phone turn <u>itself</u> off when you stop using it? Where do you and your friends go to enjoy <u>themselves</u>? Do all your classmates get on well with <u>each other</u>? Does your teacher sing to <u>themselves</u>? <p>4 Work in pairs. Ask and answer the questions from exercise 3.</p> <p>How many times a day do you look at yourself in a mirror?</p> <p>twice - when I finish my work!</p> <p>5 Przeczytaj tekst i uzupełnij fragmenty wypowiedzi podane w nawiasach. Wympasuj jest pełnia poprawności ortograficznej. Uzupełnij lukę! Wykazać należy miejsce wpisania poprawnej formy wyrazu. Zapisz odpowiedzi w zeszytach.</p> <p>1 (Professor) said <u>that</u> when he arrived at the interview. My parents always tell me and my brother to (behave) as well as possible. Our grandma gave us £20 each and said 'You can use <u>it</u> for anything you want!' </p>	Wybieranie poprawnych odpowiedzi.