

Podręcznik dla gimnazjum

Smart Time

Konsultacja: Bożena Sendor-Gala

Virginia Evans - Jenny Dooley



Egzamin
gimnazjalny



Student's Book

1



Express Publishing

Published by Express Publishing

Liberty House, Greenham Business Park, Newbury,
Berkshire RG19 6HW
Tel.: (0044) 1635 817 363
Fax: (0044) 1635 817 463
e-mail: inquiries@expresspublishing.co.uk
<http://www.expresspublishing.co.uk>

© Virginia Evans – Jenny Dooley, 2013

Design and Illustration © Express Publishing, 2013

Colour Illustrations: Angela, Andrew Simons © Express Publishing, 2013

Music Arrangements by Taz © Express Publishing, 2013

First published 2013

Polish edition by EGIS, 2013

Made in EU

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form, or by any means, electronic, photocopying, or otherwise, without the prior written permission of the publishers.

This book is not meant to be changed in any way.

ISBN 978-1-4715-0923-0

Acknowledgements

Authors' Acknowledgements

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks for their support and patience are due in particular to: Megan Lawton (Editor in Chief); Mary Swan and Sean Todd (senior editors); Michael Sadler and Steve Miller (editorial assistants); Richard White (senior production controller); the Express design team; Warehouse (recording producers); and Kevin Harris, Kimberly Baker, Steven Gibbs and Christine Little. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

Photograph Acknowledgements

Unit 1: Reading 1a: Green Lantern © everett/www.iml.gr on p. 10; **Across Cultures 1d:** Sally Pearson © eyevine/www.iml.gr on p. 16; Gareth Bale © corbis/smartmagna.com on p. 17; **Unit 2: Reading 2a:** The Bubble House © laif/www.iml.gr on pp. 26-27; **Unit 3: Reading 3a:** Lionel Messi © corbis/smartmagna.com on pp. 42-43; **Unit 5: Vocabulary 5b:** Lincoln © everettcollection/www.iml.gr on p. 77; **Grammar in Use 5c:** Neil Armstrong © everett/www.iml.gr on p. 78; **Unit 7: Speaking Skills 7f:** robot © afp/www.iml.gr on p. 115

Every effort has been made to trace all the copyright holders. If any have been inadvertently overlooked, the publishers will be pleased to make the necessary arrangements at the first opportunity.

Podręcznik dopuszczony do użytku szkolnego przez ministra właściwego do spraw oświaty i wychowania i wpisany do wykazu podręczników przeznaczonych do kształcenia ogólnego do nauczania języka angielskiego na poziomie gimnazjum na podstawie opinii rzeczoznawców: dr. Mariusza Marcza, dr. Magdaleny Urbaniak i mgr. Jadwigi Przybylskiej-Gmyrek.

Rok dopuszczenia 2013

Numer dopuszczenia 647/1/2013



DO NOWEJ PODSTAWY
PROGRAMOWEJ

Smart Time

1

Student's Book

Virginia Evans - Jenny Dooley



Express Publishing

Contents

| | Vocabulary | Grammar | Reading | Listening |
|---|---|--|---|---|
| Starter (pp. 6-9) | <ul style="list-style-type: none"> alphabet school objects days of the week cardinal numbers colours | <ul style="list-style-type: none"> <i>a/an – the</i> the imperative | | identify numbers |
| Unit 1 Hello! (pp. 10-22) | <ul style="list-style-type: none"> countries & nationalities abilities character adjectives school subjects sports | <ul style="list-style-type: none"> <i>can</i> <i>to be</i> subject/object pronouns possessive adjectives question words plurals | <i>Favourite heroes.org</i> (blog entries) – (multiple matching, answer questions) | <ul style="list-style-type: none"> school timetable (gap filling) dialogue (multiple matching) dialogues (multiple choice) |
| Progress Check 1 (p. 23) | | | | |
| Gimnazjum Poziom podstawowy (str. 24): rozumienie tekstów pisanych (dobieranie), rozumienie ze słuchu (prawda/fałsz) | | | | |
| Exam Practice: Poziom rozszerzony (str. 25): rozumienie tekstów pisanych (dobieranie) | | | | |
| Check your progress (p. 25) | | | | |
| Unit 2 Homes (pp. 26-38) | <ul style="list-style-type: none"> rooms furniture & appliances ordinal numbers places in a town materials/shapes | <ul style="list-style-type: none"> prepositions of place possessive adjectives/ pronouns <i>there is/there are</i> <i>some/any – a/an</i> <i>this/these – that/those</i> <i>have got</i> | <i>The Bubble House</i> (article) – (matching headings to paragraphs, complete sentences) | <ul style="list-style-type: none"> an advert (note taking) dialogues (multiple choice) an announcement (T/F statements) |
| Progress Check 2 (p. 39) | | | | |
| Gimnazjum Poziom podstawowy (str. 40): rozumienie tekstów pisanych (dobieranie), rozumienie ze słuchu (wybór) | | | | |
| Exam Practice: Poziom rozszerzony (str. 41): znajomość środków językowych (uzupełnianie luk w zdaniach), wypowiedź | | | | |
| Check your progress (p. 41) | | | | |
| Unit 3 People (pp. 42-54) | <ul style="list-style-type: none"> family members parts of the body appearance daily routine/free time the time | <ul style="list-style-type: none"> possessive case <i>who's/whose</i> present simple adverbs of frequency <i>like/love/hate + ing</i> form | <i>Lionel Messi</i> (article) – (matching headings to paragraphs, sentence completion) | <ul style="list-style-type: none"> a monologue (T/F statements) dialogues (multiple choice) an announcement (T/F statements) a dialogue (multiple matching) |
| Progress Check 3 (p. 55) | | | | |
| Gimnazjum Poziom podstawowy (str. 56): znajomość funkcji językowych (wybór wielokrotny), znajomość środków | | | | |
| Exam Practice: Poziom rozszerzony (str. 57): znajomość środków językowych, (uzupełnianie zdań), rozumienie ze słuchu | | | | |
| Check your progress (p. 57) | | | | |
| Unit 4 Travel (pp. 58-70) | <ul style="list-style-type: none"> the weather seasons/months temperature holiday activities clothes means of transport | <ul style="list-style-type: none"> present continuous present simple vs. present continuous prepositions of time <i>the/-</i> | postcards-email (multiple matching, answer questions) | <ul style="list-style-type: none"> matching people to seasons dialogues (multiple choice) dialogue (multiple choice) dialogue (matching exchanges) |
| Progress Check 4 (p. 71) | | | | |
| Gimnazjum Poziom podstawowy (str. 72): rozumienie tekstów pisanych (dobieranie), znajomość funkcji językowych | | | | |
| Exam Practice: Poziom rozszerzony (str. 73): rozumienie tekstów pisanych (dobieranie), wypowiedź pisemna (e-mail) | | | | |
| Check your progress (p. 73) | | | | |

| Pronunciation/ Intonation | Speaking & Functions | Writing | Across Cultures | CLIL |
|---|---|--|--|--|
| | <ul style="list-style-type: none"> classroom language ask about addresses & telephone numbers ask about age | | Greetings | |
| counting syllables /s/, /z/, /ɪz/ -s ending (plurals) | <ul style="list-style-type: none"> ask for – giving personal information describe what you/others are like talk about what you/others can/can't do ask questions | <ul style="list-style-type: none"> a post about your favourite hero a short text about you a poster about your favourite sports people an email to your e-friend presenting yourself (SKILLS: Word order, capital letters, linkers: <i>and/but</i>) a fact file about your country | <i>Sporting Superstars</i> (article) – (complete sentences) | (Geography) <i>The UK</i> (article) – (matching) |
| | | | | |
| word stress | <ul style="list-style-type: none"> describe a strange house using notes describe your area describe a model village describe your house give directions ask questions | <ul style="list-style-type: none"> a poster about strange houses around the world description of your area a paragraph about your house a short text advertising an attraction in your country an email describing your home (SKILLS: punctuation, adjectives, brainstorming) a poster about buildings in various shapes & materials | <i>Bekonscot Model Village</i> (article) – (T/F/DS statements) | (D&T) <i>A 'green' home</i> (article) – (answer questions) |
| wielokrotny) | | | | |
| pisemna (e-mail) | | | | |
| /s/, /z/, /ɪz/ -s ending (3rd person singular present simple) | <ul style="list-style-type: none"> present a person using notes present your family describe your routine on Mondays identify & describe people ask about/tell the time dialogue completion talk about the structure of a bone | <ul style="list-style-type: none"> an email about Messi a text describing your friend an article about a charity in your country an email describing your best friend (SKILL: linkers: <i>also/too/or</i>, word order) | <i>Giving Children a Helping Hand</i> (article) – (T/F statements, answer questions) | (Science) <i>Our skeleton</i> (article) – (answer questions, identify reference in a text) |
| językowych (wybór wielokrotny), rozumienie ze słuchu (dobieranie) | | | | |
| (wybór wielokrotny) | | | | |
| /ɪŋ/ | <ul style="list-style-type: none"> describe a person's trip invite – accept/refuse describe clothes describe your favourite season respond to situations describe pictures | <ul style="list-style-type: none"> sentences about various tribes describe your favourite season/clothes/activities an advert about a tourist destination in your country a postcard from a place you are in (SKILLS: apostrophes, tenses, word order, brainstorming) a poem | <i>ABTours</i> (Internet advert) – (multiple matching, identify author's purpose) | (Literature) <i>Bed in Summer</i> by R.L Stevenson (poem) – (rhyme) |
| (dobieranie) | | | | |

| | Vocabulary | Grammar | Reading | Listening |
|--|---|---|--|---|
| Unit 5 History (p. 74-86) | <ul style="list-style-type: none"> jobs culture theatre/cinema science/technology space | <ul style="list-style-type: none"> <i>was/were</i> <i>had</i> <i>could</i> past simple (regular verbs) | <i>Ancient Egypt</i> (informative text) – (T/F/DS statements) | <ul style="list-style-type: none"> monologues (multiple matching) an announcement (T/F statements) dialogues (multiple choice) monologues (matching exchanges) a monologue (note taking) |
| Progress Check 5 (p. 87) | | | | |
| Gimnazjum Poziom podstawowy (str. 88): rozumienie ze słuchu (wybór wielokrotny), znajomość funkcji językowych Exam Practice: Poziom rozszerzony (str. 89): rozumienie tekstów pisanych (dobieranie) | | | | |
| Check your progress (p. 89) | | | | |
| Unit 6 Animals (pp. 90-102) | <ul style="list-style-type: none"> animals parts of animals environment pets | <ul style="list-style-type: none"> past simple (irregular verbs) comparisons adverbs of manner | <i>Dinosaurs</i> (article) – (multiple choice, answer questions) | <ul style="list-style-type: none"> a monologue (identify animals) an announcement (T/F statements) dialogue (multiple matching) a monologue/ a dialogue (multiple choice) |
| Progress Check 6 (p. 103) | | | | |
| Gimnazjum Poziom podstawowy (str. 104): rozumienie tekstów pisanych (dobieranie), znajomość funkcji językowych Exam Practice: Poziom rozszerzony (str. 105): rozumienie tekstów pisanych (dobieranie), znajomość środków językowych | | | | |
| Check your progress (p. 105) | | | | |
| Unit 7 Predictions (pp. 106-118) | <ul style="list-style-type: none"> computers gadgets technology in education | <ul style="list-style-type: none"> <i>will</i> <i>be going to</i> present continuous (future meaning) | <i>Our planet – Our future</i> (article) – (T/F statements) | <ul style="list-style-type: none"> a dialogue an announcement (T/F statements) monologues (multiple matching) advert (note taking) |
| Progress Check 7 129) | | | | |
| Gimnazjum Poziom podstawowy (str. 120): rozumienie ze słuchu (wybór wielokrotny), znajomość środków językowych Exam Practice: Poziom rozszerzony (str. 121): rozumienie tekstów pisanych (dobieranie), rozumienie ze słuchu (dobieranie), | | | | |
| Check your progress (p. 121) | | | | |
| Unit 8 Glorious food (pp. 122-134) | <ul style="list-style-type: none"> food & drinks containers tableware cutlery meals festivals | <ul style="list-style-type: none"> countable/uncountable nouns modal verbs <i>some/any/(a) few/(a) little, (how) much, (how) many</i> present perfect | <i>Chinese New Year</i> (article) – (T/F/DS statements, answer questions) | <ul style="list-style-type: none"> a shopping list an announcement (gap filling) monologues (multiple matching) an announcement (T/F statements) a dialogue (multiple choice) an announcement (note taking) |
| Progress Check 8 (p. 135) | | | | |
| Gimnazjum Poziom podstawowy (str. 136): rozumienie tekstów pisanych (wybór wielokrotny), znajomość funkcji Exam Practice: Poziom rozszerzony (str. 137): rozumienie tekstów pisanych (dobieranie), znajomość środków językowych | | | | |
| Check your progress (p. 137) | | | | |
| Grammar Reference (p. GR1-GR10) Notions & Functions (p. NF1-NF4) Exam Writing Bank (p. EWB1-EWB2) | | | Word List (p. WL1-WL22) Irregular Verbs | |

| Pronunciation/ Intonation | Speaking & Functions | Writing | Across Cultures | CLIL |
|------------------------------|--|--|---|---|
| /t/, /d/, /ɪd/ -ed ending | <ul style="list-style-type: none"> present the Ancient Egyptians a presentation of famous inventors read dates narrate a historical event describe a visit to a place dialogue completion | <ul style="list-style-type: none"> sentences about the Ancient Egyptians space facts a paragraph about an important historical event in your country a biography (SKILLS: sequence of events, past tenses, express admiration) a poster of famous monuments | <i>Guy Fawkes & Bonfire Night</i> (matching headings to paragraphs) | (History) <i>Our world of Monuments</i> (informative text) – (multiple matching) |
| counting syllables | <ul style="list-style-type: none"> sentences about dinosaurs describe an animal summary of a story picture story card a presentation about reptiles | <ul style="list-style-type: none"> sentences about Ankylosaurus a presentation about the possible theories why dinosaurs died out describe an animal a myth about an animal a story (SKILLS: sequence of events, tenses, adverb-verb collocations) | <i>Crow Brings the Daylight</i> (story) – (multiple choice) | (Science) <i>Mammals</i> (informative article) – (matching headings to paragraphs) |
| will/'ll/won't | <ul style="list-style-type: none"> make predictions present our solar system describe ICT equipment used at your school explain how you/your parents use a mobile phone express certainty/uncertainty about future plans respond to situations | <ul style="list-style-type: none"> predictions about our world in 2100 sentences about gadgets you use weekend plans compare schools an email about holiday plans (SKILLS: word order, error correction) | <i>Schools with a difference</i> (articles) – (multiple matching) | (Science) <i>The Solar system</i> (informative text) – (T/F statements) |
| have/'ve | <ul style="list-style-type: none"> describe Chinese dishes & what they symbolise compare typical meals in your country to meals in the UK compare food festivals talk about food allergies order food at a fast food restaurant talk about healthy eating habits | <ul style="list-style-type: none"> compare New Year celebrations a list of foods/drinks your family buys every week a paragraph about a food festival in your country an email about a food festival (SKILLS: punctuation, error correction) | <i>Festive Fruit</i> (article) – (multiple choice, answer questions). | (Food technology) <i>My eatwell plate</i> (persuasive article) – (answer questions) |

(wybór wielokrotny)

(wybór wielokrotny), znajomość środków językowych (wybór wielokrotny), rozumienie ze słuchu (prawda/fałsz)

(układanie fragmentów zdań), wypowiedź pisemna (wiadomość)

(dobieranie, wybór wielokrotny)

wypowiedź pisemna (e-mail)

językowych (wybór wielokrotny)

(tłumaczenie fragmentów zdań), wypowiedź pisemna (e-mail)


Wybrane pojęcia:

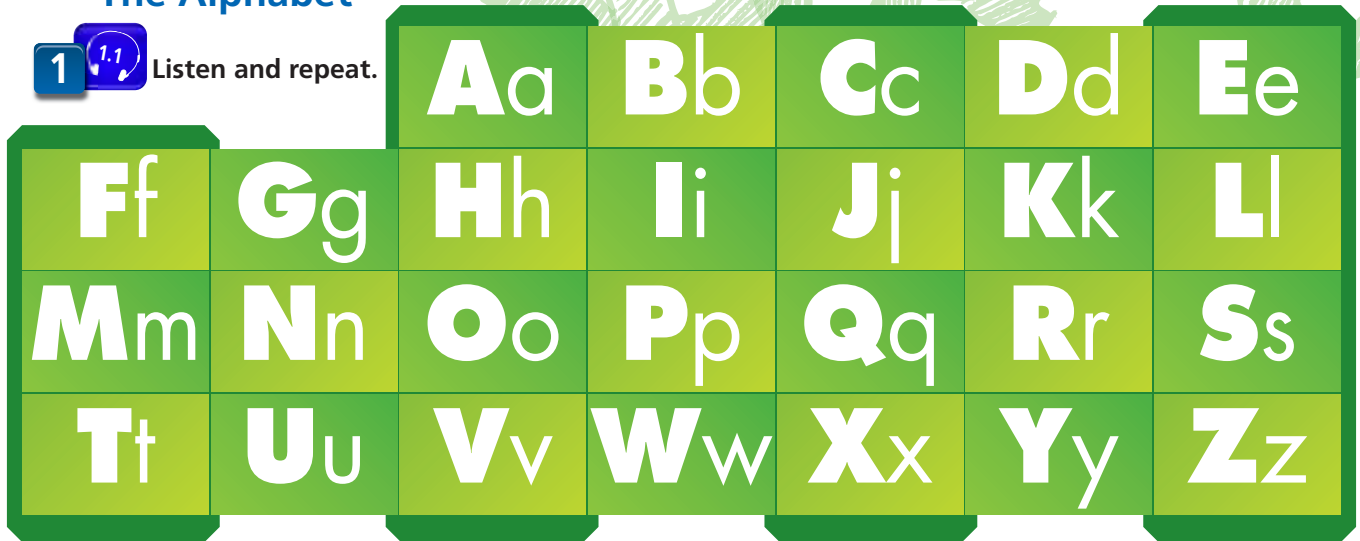
Znajomość środków językowych – umiejętność posługiwania się określonym zasobem środków leksykalnych, gramatycznych, ortograficznych i fonetycznych.

Znajomość funkcji językowych – umiejętność zrozumiałego i stosownego do sytuacji komunikacyjnej reagowania w formie ustnej lub pisemnej.

Starter

The Alphabet

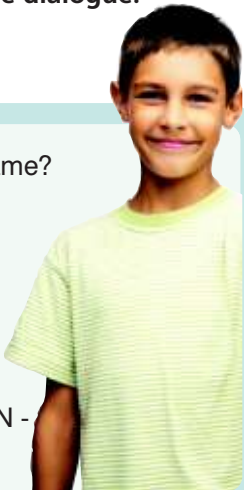
1  Listen and repeat.



Spelling

2 a) Read the dialogue.

A: What's your name?
B: Andy.
A: And your surname?
B: Cannes.
A: How do you spell it?
B: C - A - double N -
E - S.



b) In pairs, act out similar dialogues. Use the names below.

- 1 Jennifer Matthews
- 2 Sandy Milles
- 3 Dalia Moni
- 4 Lillian Clark
- 5 Pawel Gorski
- 6 Yuri Zotov
- 7 Rusa Herrera
- 8 Mario Alfano

Cardinal Numbers

3  Listen and repeat.

| | | |
|---------|-------------|--------------|
| 1 one | 8 eight | 15 fifteen |
| 2 two | 9 nine | 16 sixteen |
| 3 three | 10 ten | 17 seventeen |
| 4 four | 11 eleven | 18 eighteen |
| 5 five | 12 twelve | 19 nineteen |
| 6 six | 13 thirteen | 20 twenty |
| 7 seven | 14 fourteen | |

Asking about addresses & telephone numbers

4 Ask and answer in pairs, as in the example.

- 1 15 Apple Street – 26558278
A: What's your address?
B: 15 Apple Street.
A: How do you spell it?
B: A-double P-L-E.
A: What's your telephone number?
B: It's two-six-double five-eight-two-seven-eight.
- 2 128 Middle Street – 55243589
- 3 64 Memphis Street – 22943318
- 4 97 Newton Street – 72398632
- 5 38 Melrose Street – 37725921

Starter



- 5** Listen and repeat. What are these numbers in your language?

21 twenty-one

22 twenty-two

23 twenty-three

30 thirty

40 forty

50 fifty

60 sixty

70 seventy

80 eighty

90 ninety

100 a/one hundred

1000 a/one thousand

- 6** Counting Chain: Count from 1 to 100.

One – Two – Three etc

- 7** Use the key to do the tasks. Read them aloud.

| | |
|---|---------------|
| + | plus |
| - | minus |
| = | equals |
| x | multiplied by |
| ÷ | divided by |

$6 + 13 =$

$9 - 2 =$

$30 \times 3 =$

$10 \div 2 =$

$7 \times 4 =$

$9 + 25 =$

$12 \div 3 =$

$58 - 16 =$

Asking about age

- 8** Ask and answer in pairs, as in the example.

A: How old are you, Abdul?

B: I'm ten years old.



Abdul (10)



Sandy (28)



Sue (86)



Bob (9)



Monica (15)



Mario (34)



Kim (7)

Days of the week

- 9** a) Listen and repeat. When is the weekend?



- b) Which is your favourite day?



Starter

a/an - the

- We use **a** before words that start with a consonant sound. *a book, a pencil*
- We use **an** before words that start with a vowel sound. *an apple, an eraser*
- We use **a/an** for something we mention for the first time. We use **the** for something we have already mentioned. *This is a book. The book is Anna's.*

see p. GR1

10 a) Fill in *a* or *an*.



b) Ask and answer in pairs, as in the example.

A: *What's this in English?*

B: *It's a lamp.*

Colours

11



a) Listen and repeat.



b) What colour are these?



The eraser is



The ruler is



The pencil is



The sharpener is



The crayon is



The pencil holder is



The book is



The schoolbag is



The notebook is

12

Fill in: *a, an* or *the*.

- 1 This is eraser. eraser is blue.
- 2 This is umbrella. umbrella is red.
- 3 This is pencil. pencil is yellow.
- 4 This is pencil case. pencil case is green.
- 5 This is notebook. notebook is purple.



Greetings

- 13** The British use these phrases to greet each other. How do you say them in your language?



- 14** a) Read the dialogue.

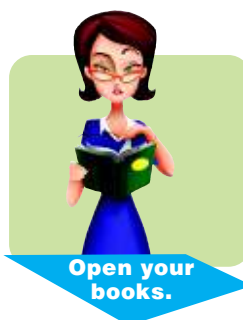
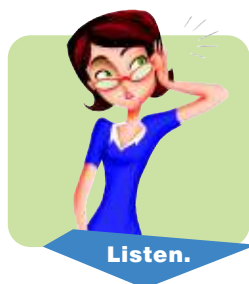


Ann: Good morning, Mary.
 Mary: Hi, Ann.
 Ann: How are you?
 Mary: I'm fine, thanks.
 And you?
 Ann: Not bad.
 Mary: See you later. Bye!
 Ann: Goodbye.

- b) In pairs, act out similar dialogues.

Classroom language

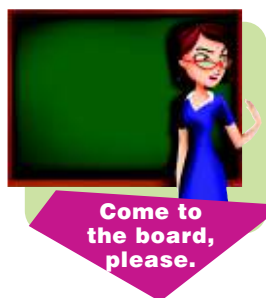
- 15** ^{1.6} a) Listen and repeat. Say these sentences in your language.



The Imperative

- We use the base form of the verb to tell people what to do, give them advice, and ask them to do something. *Open the door, please.*
- We use **don't** + base form of the verb to make a negative imperative. *Don't open the door, please.*

see p. GR1



- b) Tell your partner what to do. Your partner does what you ask him/her.

A: *Stand up, please.*

What's in this unit?

- ▶ **Exam Topics:** Człowiek, Sport, Szkoła
- ▶ **Vocabulary:** countries, nationalities, cities, abilities, character adjectives, school subjects, sports
- ▶ **Grammar:** the verb *to be*, subject/object pronouns, possessive adjectives, question words, plurals, *can*
- ▶ **Reading:** blog entries
- ▶ **Listening:** monologues, conversations
- ▶ **Speaking:** asking for/giving personal information
- ▶ **Writing:** an informal email about yourself
- ▶ **Culture:** *Sporting Superstars*
- ▶ **CLIL:** (Geography) *The United Kingdom*
- ▶ **Exam Practice**
- Poziom podstawowy:** rozumienie tekstów pisanych (dobieranie), rozumienie ze słuchu (prawda/fałsz, dobieranie, wybór wielokrotny)
- Poziom rozszerzony:** rozumienie tekstów pisanych (dobieranie), wypowiedź pisemna (e-mail)

Reading

1 a) Look at the characters in the pictures. What do you know about them? Are they good or bad?

b) Which of the sentences best describes each?

This character ...

- 1 is a brilliant **scientist**.
- 2 can **fly**.
- 3 is **clever** and **brave**.
- 4 can **jump**.



Listen, read and check.

FAVOURITE HEROES.ORG

Posted by Jimmy

Hi guys! Who is your favourite hero?

A

● Offline Joined: 10/8/11
Newbie Posts: 14

Hi,

My name is Dan and I'm from London. My favourite comic hero is Captain Britain. He is from Essex in England and his **real** name is Brian Braddock. He is a **brilliant** scientist with a PhD in Physics. Most of the time he is a shy man, but he can **change into** a superhero at any moment. He can see and hear things that other people cannot. He is very fast and strong and he can fly very fast. He is an amazing hero!

● Offline Joined: 10/11/12
Newbie Posts: 3

B

Hi all,

I'm Ryan and I'm from Sydney, Australia. My favourite hero is Green Lantern. He is from the planet Oa and he is a special police officer. He is very clever and brave. Green Lantern can do a lot of amazing things. He can understand **nearly** all languages and he can read people's thoughts. He can travel across the galaxy at very high speed and he can become **invisible**. That's why he is my favourite hero.

FAO

Register

login

search

Online Joined: 3/7/10
Senior Posts: 120

C

Hello Everyone,
I'm Nelly from Vancouver, Canada. Cat Woman is my favourite hero. She is an **orphan** from Gotham City, in America. She is very clever and can do lots of things. She can change her appearance easily. She can also climb, jump and run very fast like a cat. She is fantastic!

Check these words

• hero • brilliant • physics • shy
• change into • see • hear • strong
• fly • planet • police officer
• read thoughts • galaxy • high speed
• become invisible • orphan • clever
• appearance • climb • jump

2

EXAM TASK Read the texts (A-C) and the questions (1-4). For each question choose the right text. One text answers two questions.

| | Which character | |
|---|---|--|
| 1 | has no parents? | |
| 2 | can disappear? | |
| 3 | isn't comfortable when he is with others? | |
| 4 | is a fast runner? | |

3

Answer the questions.

- Where is each character from?
- What can each character do?

Vocabulary

4

Match the words in bold in the texts with their synonyms.

- very clever • true • almost • become
- child without parents • unseen

Speaking

5

THINK! Tell your partner three things you remember from the texts.

6

Complete the table.

| HERO | WHERE FROM | CAN |
|-----------------|-----------------------|--|
| Captain Britain | <i>Essex, England</i> | <i>change into a superhero; see & hear things; fly very fast</i> |
| Green Lantern | | |
| Cat Woman | | |

7

Use the table in Ex. 6 to present the characters to the class.

Captain Britain is from He can Cat Woman is from She can

Writing

8

Who's your favourite hero? Where is he/she from? What can he/she do? Write your post for the forum.

Countries & Nationalities

1 a) Match the countries to the nationalities.

| | | |
|---|----------|-----------|
|  | the UK | American |
|  | Japan | Turkish |
|  | the USA | British |
|  | Russia | Brazilian |
|  | Greece | Spanish |
|  | Turkey | Thai |
|  | Brazil | Japanese |
|  | Poland | Egyptian |
|  | Egypt | Qatari |
|  | Qatar | Russian |
|  | Spain | Greek |
|  | Thailand | Polish |

1.8 b) Listen and check.
Listen and repeat.

2 a) Write the nationalities.

- France • China • Chile
- Portugal • Slovenia • Italy
- Argentina • Mexico
- Canada • Egypt • Bahrain
- Australia • Poland • Ireland

| -(i)an | -ish | -ese | other |
|--------|------|---------|--------|
| | | Chinese | French |
| | | | |
| | | | |

b) Complete the sentences about you.

I'm from
(COUNTRY)

I'm
(NATIONALITY)

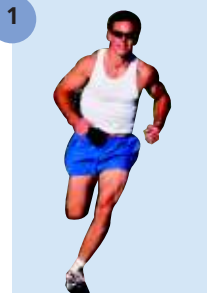
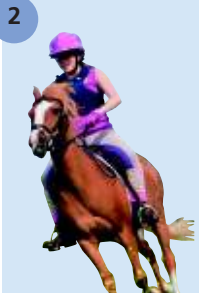



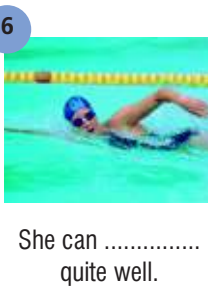
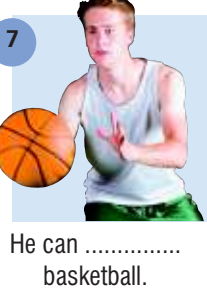
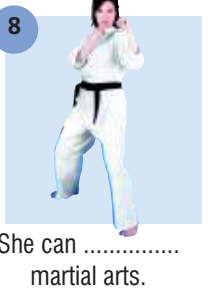
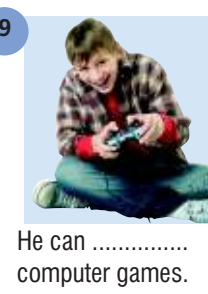


3 **SPEAKING** Act out dialogues, as in the example.

| | | |
|---------------------|----------------------------------|----------------------|
| 1 Kim – China | A: Where's from? | 3 Olga – Russia |
| 2 Ahmet – Turkey | B: He's from He's | 4 Carlos – Mexico |

1 A: Where's Kim from?
B: She's from China. She's Chinese.

Abilities

4 a) Complete the sentences. Use: ride, surf, do, dance, swim, play (x3), fly, run, take.

| | | |
|---|---|---|
| 1  He can fast. | 2  She can a horse. | 3  They can |
| 4  He can a musical instrument. | 5  He can a plane. | 6  She can quite well. |
| 7  He can basketball. | 8  She can martial arts. | 9  He can computer games. |
| 10  She can photos. | 11  They can the Internet. | |

Can

| Affirmative | Negative |
|--|---|
| I/you/he/etc can speak English. | I/you/he/etc can't speak English. |
| Interrogative | Short answers |
| Can I/you/he/etc speak English? | Yes , I/you/he/etc can . No , I/you/he/etc can't . |

see p. GR2

b) Find out what your partner can/can't do.

A: *Can you run fast?*

B: *Yes, I can. etc*

c) Now tell the class.

Pawel can run fast.

5 a) Listen to John talking to his friend.
What can John do? Tick (✓).

- play an instrument
- use a computer
- ride a horse
- do martial arts
- play basketball

b) Tell the class.

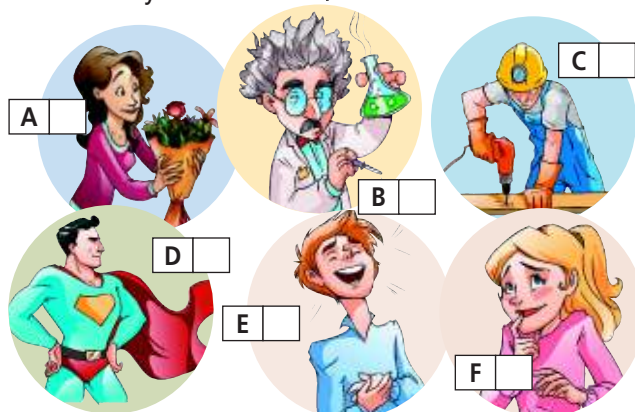
John can

John can't

Character adjectives

6 a) Match the adjectives to the pictures.

- hardworking
- clever
- shy
- funny
- kind
- brave



b) What are you and your friend like?
Complete the sentences.

I am and My friend is and

School subjects

7 a) Listen and say.



1 English



2 Maths



3 Chemistry



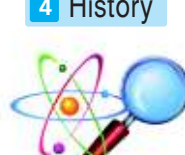
4 History



5 Art



6 Physical Education (PE)



7 Physics



8 Geography



9 Information & Communications Technology (ICT)

b) Complete the sentence.

My favourite school subjects are

8 a) Listen to Tony talking about his school timetable for Monday and complete the gaps (1-4).

| Timetable | | |
|---------------|-------------|------|
| | Monday | Room |
| 8:30 – 9:25 | Chemistry | R10 |
| 9:30 – 10:25 | 1) | R12 |
| 10:25 – 10:40 | BREAK | |
| 10:40 – 11:35 | 2) | R8 |
| 11:35 – 12:30 | PE | |
| 12:30 – 1:30 | LUNCH BREAK | |
| 1:30 – 2:30 | 3) | R7 |
| 2:30 – 3:30 | 4) | R5 |

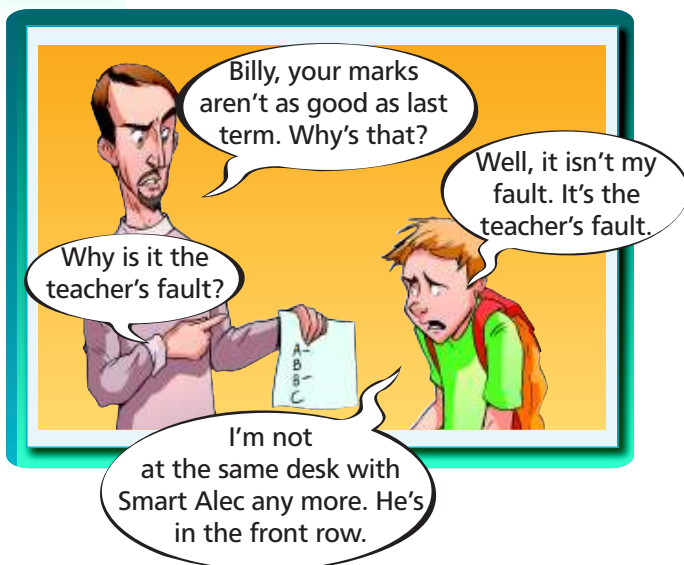
b) **SPEAKING** Ask and answer.

A: *Where's the **Chemistry** lesson?*

B: *In Room **R10**.*

9 **WRITING** Write a short text about you, as in the example.

*Hi! I'm **Lorna**. I'm from **the USA**. I'm **American**. I can **ride a bike** and **swim**. I can also **play the guitar**. My favourite school subjects **are Maths and Chemistry**. Be my e-pal.*



1 Read the table. Find examples in the joke.

The verb to be (affirmative/negative)

| Affirmative | Negative |
|-----------------|---------------------|
| I'm Polish. | I'm not Polish. |
| You're Polish. | You aren't Polish. |
| He's Polish. | He isn't Polish. |
| She's Polish. | She isn't Polish. |
| It's Polish. | It isn't Polish. |
| We're Polish. | We aren't Polish. |
| You're Polish. | You aren't Polish. |
| They're Polish. | They aren't Polish. |

see p. GR1

2 a) Fill in: *is, am, are*.

Hi! My name 1) Anna and I 2) 12 years old. I 3) from Poland. This is my friend Mia. She 4) from the USA. She 5) 12 years old, too. We 6) students. Our favourite school subjects 7) ICT and Maths. In this picture we 8) at school. Be our e-friend.

b) Correct the sentences.

- Anna is from the USA. *Anna isn't from the USA. She's from Poland.*
- Anna and Mia are 17 years old.
- Anna and Mia are British.
- Anna is a scientist.
- Their favourite school subjects are History and Geography.

3 Make as many sentences as possible.

| | | |
|--------------|-----|---------------|
| Peter & Anna | | from the UK. |
| Bill | is | friends. |
| John & I | are | British. |
| We | | 16 years old. |
| Sally | | a student. |

Subject/Object pronouns – Possessive adjectives

| Subject pronouns | I | you | he/she/it | we | you | they |
|-----------------------|----|------|-------------|-----|------|-------|
| Object pronouns | me | you | him/her/it | us | you | them |
| Possessive adjectives | my | your | his/her/its | our | your | their |

see p. GR1

4 Read the theory. Find examples in the joke.

5 Replace the words in bold with the correct pronouns.

- Marta** is Russian. *She*
- Look at **Alex and Bill**. **Alex and Bill** are 14.
- Where are **Dalia and Ahmed** from?
- Janusz and I** are from Poland.
- Look at **Rosa**. **Rosa** is from Spain.

6 Choose the correct item.

- I/My** name's Tonia. **I'm/Me** a student.
- This is Jo and Dan. Look at **they/them**.
- Bill's from the USA. **He/His** sister is 12.
- This is Mary. Look at **she/her**.
- Peter and Steve are 11. **They/Their** are **our/us** friends.



7 Read the table. Find an example in the joke.

The verb to be (interrogative)

| Interrogative | Short answers |
|-------------------|---------------------------------|
| Am I Russian? | Yes, I am./No, I'm not. |
| Are you Russian? | Yes, you are./No, you aren't. |
| Is he Russian? | Yes, he is./No, he isn't. |
| Is she Russian? | Yes, she is./No, she isn't. |
| Is it Russian? | Yes, it is./No, it isn't. |
| Are we Russian? | Yes, we are./No, we aren't. |
| Are you Russian? | Yes, you are./No, you aren't. |
| Are they Russian? | Yes, they are./No, they aren't. |

see p. GR1

8 Complete the questions. Answer them.

- 1 Is Peter from the USA? Yes, he *is*.
- 2 you from Russia? No, I
- 3 they Italian? Yes, they
- 4 she 14 years old? No, she
- 5 Maths your favourite school subject? No, it

9 **SPEAKING** In pairs, ask and answer questions.



- | | |
|---|--------------------------|
| 1 Mario/Brazil? A: <i>Is Mario from Brazil?</i> B: <i>Yes, he is.</i> | 3 Anna & Laura/17? |
| 2 Olga/Russia? | 4 Mario/16? |
| | 5 Anna & Laura/American? |

Question words

Who: asks about a person – *Who's he? Andy.*
What: asks about a thing – *What's this? It's a book.*
Where: asks about a place – *Where's Ann from? Italy.*
How old: asks about age – *How old are you? 12.*
When: asks about time – *When's your birthday? In May.*

see p. GR2

10 Read the theory.

11 Complete the questions.

- 1 's he? Janusz.
- 2 's he from? Poland.
- 3 is she? 14.
- 4 's your favourite subject? Geography.
- 5 's your birthday? In June.

12 Read the answers. Write the questions.

- 1 My name's **Paul**. *What's your name?*
- 2 He's **12 years old**.
- 3 Her favourite school subject is **Physics**.
- 4 She's from **Mexico**.
- 5 This is **Andy**.

Plurals

noun + **-s**: *one friend – two friends*

-s, -ss, -sh, -ch, -x, -o + -es:

bus – buses, class – classes, brush – brushes, watch – watches, fox – foxes, tomato – tomatoes

see p. GR2

13 Read the theory. Write the plurals.



- | | | |
|--------------|---|-------------|
| 1 one bus | – | two |
| 2 one flag | – | two |
| 3 one watch | – | three..... |
| 4 one box | – | two |
| 5 one brush | – | two |
| 6 one tomato | – | three |
| 7 one glass | – | two |

14 **WRITING** Write a short paragraph about you and your friend.

My name's Stella. Becky is my friend. We are 12 years old. We are British. Our favourite subjects are History and Geography.

Reading

- 1 a) Try to match the sportspeople to the countries they come from and the sports they play.

| | | |
|-----------------|-----------|----------|
| Hikaru Nakamura | Scotland | football |
| Sally Pearson | USA | tennis |
| Gareth Bale | Ireland | boxing |
| Andy Murray | Australia | chess |
| Katie Taylor | Wales | running |

- b) Listen and read the text to check your answers.

- 2 Read the text and complete the sentences.

- Hikaru's coach is a well known
- Katy's coach is
- Jamie is Andy's
- Sally is good at jumping
- Gareth can score goals with his head because

SPORTING SUPERSTARS

Can you play sports like a sporting superstar? Here are some superheroes with special abilities. Who is your favourite?

Chess player

Hikaru Nakamura is an American chess player. He is the number one chess player in the USA and number nine in the world. He is still very young. Hikaru's **coach** is Gary Kasparov, the famous chess player. He is sure Hikaru can be a chess **legend**.

Boxer

Katie Taylor is a boxer from Ireland. Katy is very quick and she can **punch** very hard. She is the Olympic champion and the number one woman boxer in the world. Her father is her coach. She is Ireland's favourite athlete because she is very **brave** and hardworking.

Tennis player

Andy Murray is a tennis player from Scotland. He is a great tennis champion with an Olympic gold medal and a lot of **trophies**. He can hit a tennis ball very hard because of his strong right arm. His brother, Jamie, is also a **professional** tennis player.

Check these words

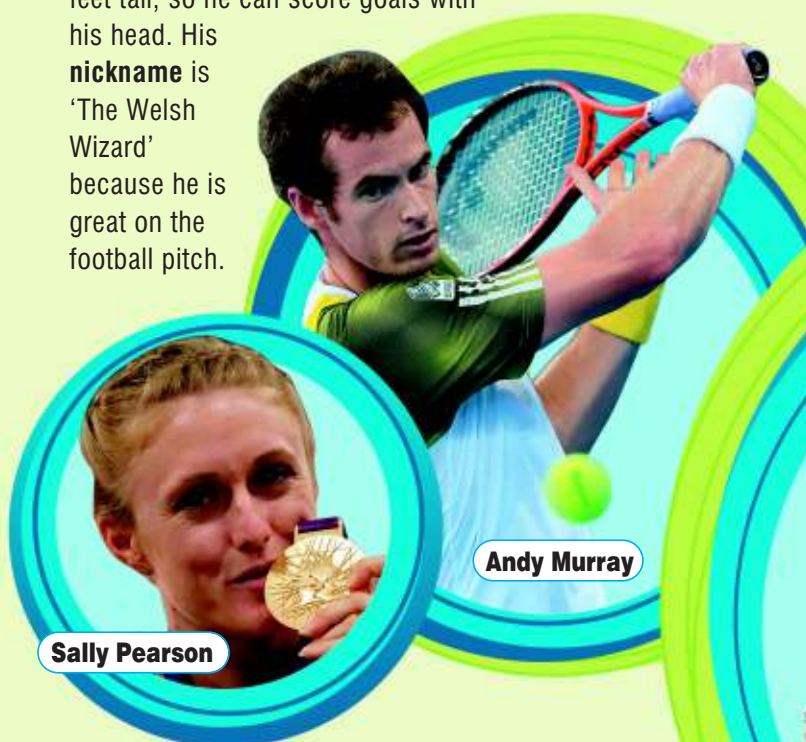
- sporting superstar • special abilities • coach
- chess legend • punch • hard • champion
- athlete • gold medal • trophy • hit • right arm
- professional • hurdles • high • hero • fast
- opponent • score goal • head • football pitch

Runner

Sally Pearson is a runner from Australia. She is the Olympic **champion** in the 100-metre hurdles. Sally can run very fast and jump high over the hurdles. She is a hero in Australia.

Football player

Gareth Bale is a Welsh footballer and he is very fast. He can run past his **opponents** very easily! He is six feet tall, so he can score goals with his head. His **nickname** is 'The Welsh Wizard' because he is great on the football pitch.



Andy Murray

Sally Pearson

Vocabulary

3 a) Match the words in bold to their synonyms.

- competitors • famous person • prizes
- winner • daring • pet name • trainer
- expert • hit with your fist

b) What part of speech is each word?

4 Match the words to form phrases.

| | | | |
|---|----------|---|----------|
| 1 | hit | a | champion |
| 2 | tennis | b | goals |
| 3 | gold | c | pitch |
| 4 | score | d | a ball |
| 5 | football | e | medal |

5 Fill in *can* or *can't*.

- Andy play tennis?
Yes, he
- Hikaru play chess?
Yes, he
- Sally and Katie play football?
No, they
- Sally run very fast?
Yes, she

6 Which of these sports can/can't you play/do? Tell the class.

- play tennis • play basketball
- play football • play hockey • do karate
- do gymnastics • play chess • do judo

I can play tennis and do martial arts. I can't play hockey or play chess.

Speaking

7 In pairs ask and answer Yes/No questions based on the text.

A: *Is Hikaru American?*

B: *Yes, he is.*

Listening

Exam Tip

Dobieranie

Przeczytaj polecenie i listę dyscyplin sportowych. Zastanów się, jakie słowa wiążą się z każdym z wymienionych sportów. Słuchaj uważnie, gdyż usłyszysz wszystkie nazwy dyscyplin, choć jedna z nich nie pasuje do żadnej z osób.

8



EXAM TASK

Listen to David telling his sister what sports his friends can do. Match the people to the sports. One sport is extra.

PEOPLE

| | |
|---|---------|
| 1 | John |
| 2 | Patrick |
| 3 | Terry |
| 4 | Paul |

SPORTS

- A basketball
- B tennis
- C football
- D swimming
- E running

Writing

9



Think of your favourite athletes from your country. Make notes under the headings: *Name* – *Where from* – *Sport*. Use your notes to prepare a poster or a PowerPoint presentation. Use images. Present it to the class.





Listening skills

Multiple matching

- 1** Match the sentences (a-b) to the ones that have the same meaning (1-6).

- a I can't stand tennis.
b Tennis is great.

- 1 ☐ I'm good at tennis.
2 ☐ Tennis is boring.
3 ☐ My favourite sport is tennis.
4 ☐ I don't like tennis.
5 ☐ I prefer tennis.
6 ☐ I like tennis.

Preparing for the task

- 2** Read the extract. Match the people to the school subjects.

Laura: So, what's your favourite school subject, Sandra? Maths?

Sandra: Maths is OK, but I'm very good at Chemistry. I like it a lot. Jane likes Maths. She's really good with numbers.

PEOPLE SUBJECTS

- | | | |
|----------------------------|--------|-------------|
| 1 <input type="checkbox"/> | Sandra | A Maths |
| 2 <input type="checkbox"/> | Jane | B Chemistry |

- 3** You are going to listen to two people talking about favourite school subjects.

1.14 Listen and match the people to the subjects. One subject is extra.

PEOPLE SUBJECTS

- | | | |
|----------------------------|------|-------------|
| 1 <input type="checkbox"/> | Andy | A English |
| 2 <input type="checkbox"/> | Sue | B Maths |
| 3 <input type="checkbox"/> | Jeff | C Chemistry |
| 4 <input type="checkbox"/> | Ania | D History |
| | | E Geography |

- 4** Use these adjectives: *interesting, boring, difficult, easy to talk about various school subjects.*

Maths is interesting.

Note

School subjects ending in -s take a verb in the singular.

Multiple choice

Exam Tip

Wybór wielokrotny

Przeczytaj polecenie, a następnie pytania i warianty odpowiedzi. Podkreśl w nich słowa kluczowe. Jeśli tekstem towarzyszą obrazki, zastanów się, z jakimi wyrazami można je skojarzyć. Wysłuchaj nagrania i wybierz właściwe odpowiedzi.

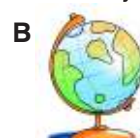
- 5** a) Read the rubric, then read questions 1-5. What can you see in each picture?

You are going to hear five short recordings. For questions 1-5, choose the answer which matches what you have heard by circling the appropriate letter (A, B or C).

- 1 What is Alan good at?



- 2 Which is Kate's favourite subject?



- 3 Which room is the music lesson in?



- 4 What can Kim do well?



- 5 Where's Tony from?

A Australia

B the USA

C the UK

- 1.15** b) **EXAM TASK** Do the listening task.

Pronunciation /s/ /z/ /ɪz/

- 6** **1.16** Listen and tick. Then repeat.

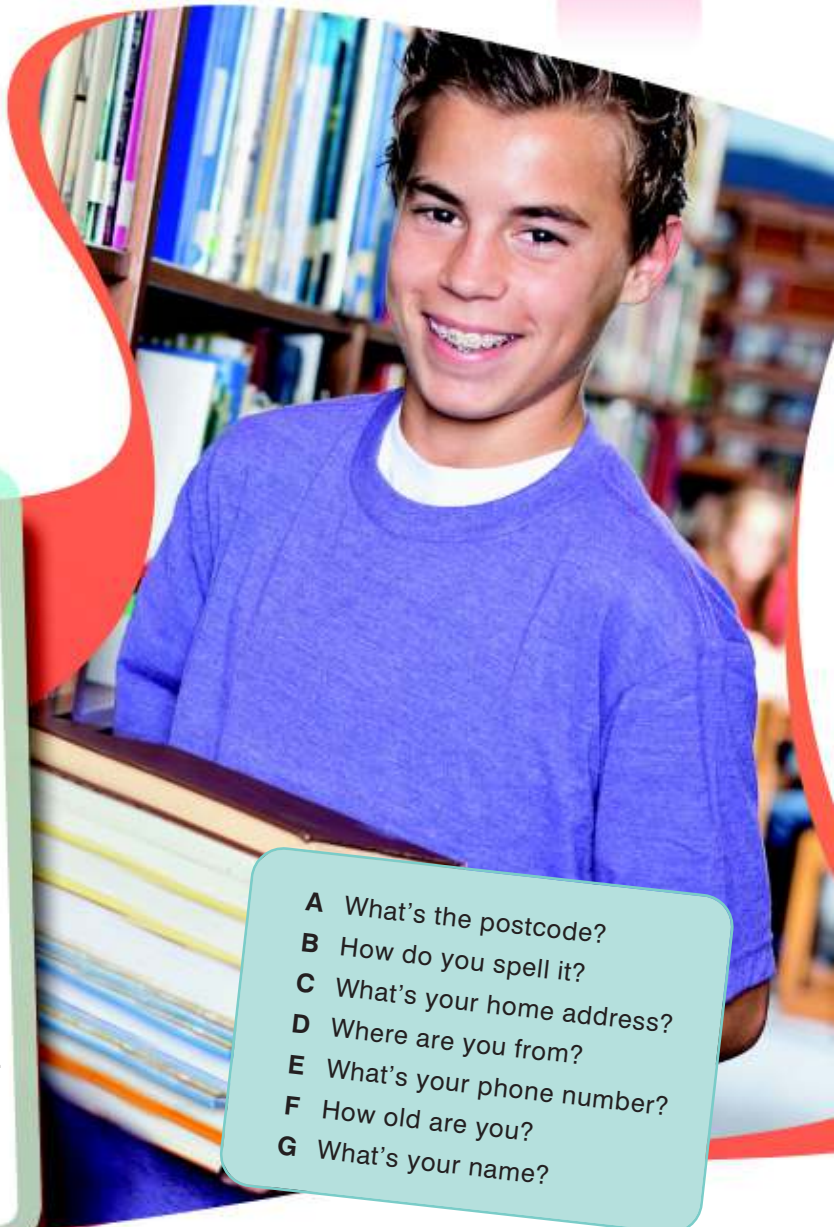
| | /s/ | /z/ | /ɪz/ | | /s/ | /z/ | /ɪz/ |
|-------|-----|-----|------|---------|-----|-----|------|
| boxes | | | | horses | | | |
| balls | | | | photos | | | |
| desks | | | | lessons | | | |
| boys | | | | pens | | | |

Everyday English

Asking for/Giving personal information

- 1 a) Read the first and the last exchange. What is the dialogue about?
b) Read through to find out.
- 2 a) Use the questions (A-G) to complete the dialogue. Who is the person in the picture?

Mark: Hello, how can I help you?
 Jeff: I'd like to join the reading club.
 Mark: Sure. 1)
 Jeff: Jeff. Jeff Brighton.
 Mark: Right. 2)
 Jeff: J-E-double F, B-R-I-G-H-T-O-N
 Mark: 3)
 Jeff: I'm from London, England.
 Mark: 4)
 Jeff: I'm 12.
 Mark: 5)
 Jeff: 32, King Street.
 Mark: Right. 6)
 Jeff: 2WS 72Z
 Mark: Thank you. 7)
 Jeff: 209 - 7736
 Mark: Thanks. Here's your card.
 Jeff: Thank you very much. Goodbye.



- A What's the postcode?
- B How do you spell it?
- C What's your home address?
- D Where are you from?
- E What's your phone number?
- F How old are you?
- G What's your name?

Asking questions

- 5 Work in pairs.
Student A: Look at Card A.
Student B: Look at Card B and ask Student A questions.
Student A: Answer the questions.



- b) Listen and check.

- 3 In pairs take roles and read the dialogue aloud.
- 4 Work in pairs. You want to join the school chess club. Act out a dialogue similar to the one in Ex. 2. Use the phrases (A-G).

Card A

Trevor's profile

First name: Trevor
Last name: Milles
Country of origin: the USA
Age: 17
Address: 12, Oak Street
Telephone: 964-2284

Card B

- what/last name?
- where from?
- age?
- address?
- phone number?



Writing

An email to your e-friend

Rubric analysis

- 1** Read the rubric. Use the underlined words to complete the sentences.

Write an email to your new English e-friend (50-100 words). In your email include this information:

- country you are from & age
- your favourite school subjects
- sports you can do

- 1 You are going to write ...
- 2 It is for ...
- 3 It should contain ...

Model analysis

- 2** Read the email and complete the gaps with the correct word. Then complete the table.

From: Matias

To: John

Subject: Hi!



Hi John,

My name's Matias and I'm 11 years old. I'm **1)** Buenos Aires in Argentina.

I'm a student **2)** Colombia School. My favourite school subjects **3)** Chemistry and Maths. **4)** are very interesting. I'm good **5)** sports, too. I can play basketball and football very **6)**, but I can't row fast. My favourite athlete is Gareth Bale.

What about you? **7)** you interested **8)** sports?

Please write soon.

Matias Perez

| | |
|---------------------------|--------|
| Name | Matias |
| Surname | |
| Country | |
| Age | |
| School name | |
| Favourite school subjects | |
| Favourite sports | |

Word order

In English, the **subject** (noun, pronoun) is always before the **verb**. *Peter is from London. He is a student.* Adjectives go before the noun (*Tennis is my favourite sport.*), but after the verb to be (*Tennis is easy.*).

- 3** Put the words in the correct order.

- 1 is/Peter/clever – *Peter is clever.*
- 2 my favourite/are/subjects/History and English –
- 3 Sue/13 years old/is
.....
- 4 is/karate/sport/her favourite
.....
- 5 shy/John/is –

- 4** Correct the sentences.

- 1 Her sport favourite is hockey.
.....
- 2 Rosa is clever a girl.
- 3 He is old 13 years.
- 4 Maths is my subject favourite.
.....
- 5 Tom funny is.

Capital letters

In English we use capital letters when we start a new sentence (*He is Qatari*) and for: names (*Tony*), school subjects (*History*), the personal pronoun I (*I'm Tony*), days of the week (*Monday*), months (*August*) and names of cities (*Cracow*), countries (*Spain*) and continents (*Asia*).

- 5** Rewrite the sentences using capital letters where necessary.

- 1 susan is 13. her favourite subject is geography.
- 2 peter and laura are from london in england.
- 3 he is paul and she is anna.
- 4 i am argentinian.
- 5 my favourite day is saturday and my favourite month is january.
- 6 egypt is in africa.

Linkers *and/but*

- We use **and** to link two similar ideas. *My favourite sports are hockey **and** tennis.*
- We use **but** to contrast two ideas. *I can play tennis, **but** I can't play football.*

6 Link the sentences. Use *and* or *but*.

- 1 John can play football. He can play basketball.
.....
- 2 He can use a computer. He can't paint.
.....
- 3 She is shy. She is funny.
.....
- 4 I can run very fast. I can't ride a horse.
.....

Writing

7 Answer the questions about you.

- 1 What's your name?
.....
- 2 How old are you?
.....
- 3 Where are you from?
.....
- 4 Are you a student?
.....
- 5 Which are your favourite school subjects?
.....
- 6 Which sports are you good at?
.....
- 7 Which sports aren't you good at?
.....

8 EXAM TASK Read the rubric. Use your answers in Ex. 7 to complete your email. Use the language in the Useful Language box. Follow the plan.

Write an **email** to your English friend, (50-100 words). In your email write:

- where you are from.
- which your favourite school subjects are.
- which sports you can do.

Useful Language

Opening remarks

- Hi! • Hello!

Personal information

- My name's ... • I'm ... years old.
- I'm from ... in ...

Favourite subjects

- My favourite subjects are ...
- I'm good at ... • I'm interested in ...
- ... is boring.

Closing remarks

- Write back soon. • Write back.
- Please write back.

Plan

Hi, (friend's first name),

(Para 1) name, age, where from

(Para 2) favourite school subjects/
sports

(Para 3) ask e-friend about his favourite
sports/subjects;
closing remarks

sign off
(your full name)

Hi ...,

My name's ... I'm ... old. I'm from ... in ...

I'm My favourite subjects are I'm good I can ..., but I can't What about you? ...

Write back soon.

(your full name)



Checklist

When you finish writing your email check for the following:

- grammar mistakes
- use of capital letters
- word order in sentences
- use of linkers
- clear paragraphs
- appropriate opening/closing remarks



CLIL

Geography

Listening & Reading

1

Which country can you see on the map? Which is its capital city? Which other countries does it consist of?



Listen and read to find out.

The United Kingdom

This is a map of the UK. The UK includes: England, Scotland, Wales and Northern Ireland. London is the capital city of the UK and England. English is the official language.



This is Northern Ireland. Its capital city is Belfast. Its official languages are English and Irish.



This is Wales. Its capital city is Cardiff. Its official languages are English and Welsh.



This is England. Its capital city is London. Its official language is English.



This is Scotland. Its capital city is Edinburgh. Its official languages are English and Scottish Gaelic.

Northern Ireland

Wales

England

Check these words

- include • capital city
- official language

2

Read the text and match the countries to the nationalities.

- | | | | |
|---|------------------|---|----------------|
| 1 | the UK | a | Scottish |
| 2 | England | b | Welsh |
| 3 | Northern Ireland | c | British |
| 4 | Scotland | d | Northern Irish |
| 5 | Wales | e | English |

Speaking

3

Complete the table. Then present the UK to the class.

| Country | Capital city | Official language |
|---------|--------------|-------------------|
| England | | |
| | | |

Writing

4

Draw a map of your country. Write a short fact file about it. On the map include the capital city and other cities. Present it to the class.

Progress Check



Vocabulary

1 Write the nationalities.

- 1 Russia –
- 2 Portugal –
- 3 Mexico –
- 4 the UK –
- 5 the USA –

(5x2=10)

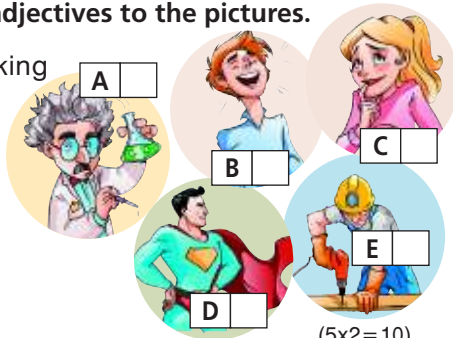
2 Choose the correct word.

- 1 They can **play/run** basketball.
- 2 She can **do/take** photos.
- 3 He can **surf/ride** the Internet.
- 4 She can **do/play** martial arts.
- 5 He can **use/play** a musical instrument.

(5x2=10)

3 Match the adjectives to the pictures.

- 1 hardworking
- 2 clever
- 3 shy
- 4 funny
- 5 brave



(5x2=10)

Everyday English

4 Match the two columns.

- | | |
|--|------------------------------|
| 1 <input type="checkbox"/> What's the postcode? | A I'm 15. |
| 2 <input type="checkbox"/> How do you spell it? | B 44, Bell Road. |
| 3 <input type="checkbox"/> Where are you from? | C It's ZWS 722. |
| 4 <input type="checkbox"/> What's your home address? | D B-E-double L. |
| 5 <input type="checkbox"/> How old are you? | E I'm from London in the UK. |

(5x4=20)

Grammar

5 Choose the correct word.

- 1 **She/Her** is from China. **She/Her** name is Lyn.
- 2 **We/Us** are 14 years old. How old are **they/them**?
- 3 History is **me/my** favourite subject.
- 4 I know **they/them**. **They/Them** are in my class.
- 5 That's not **you/your** glass. It's **his/him** glass.

(5x2=10)

6 Complete with: *is, are*. Then answer the questions.

- 1 you in class C? No,
- 2 her name Carol? No,
- 3 Are you teachers? No,
- 4 Ted and Mary from Russia?
No,
- 5 Steve an orphan? No,

(5x2=10)

7 Put the words in the correct order to make sentences.

- 1 ride/a horse/he/can?
- 2 can/do/martial arts/she
- 3 can't/he/a computer/use
- 4 basketball/play/can/you?
- 5 fly/I/a plane/can't

(5x2=10)

8 Rewrite in the plural as in the example.

- 1 It's a book. *They are books.*
- 2 It's a brush.
- 3 It's a tomato.
- 4 It's a school.
- 5 It's a glass.
- 6 It's a box.

(5x2=10)

9 Complete with *who, what, where, how old*.

- 1 "..... are you from?" "Greece."
- 2 ".....'s your name?" "George."
- 3 "..... are you?" "13."
- 4 "..... is she?" "Nelly."
- 5 ".....'s Nelly from?" "Vancouver."

(5x2=10)

Total: 100



Grammar in Focus

Fill in the correct form of the words in brackets, choose the correct word or fill in the gap.

- 1 Sam and Lisa (**be**) American.
- 2 Daniel can **fly/ride** a plane.
- 3 Mai is from China. She is
- 4 That's **my/me** watch.
- 5 (**he/be**) Spanish?
- 6 They (**not/be**) Polish.

Rozumienie tekstów pisanych

Dobieranie

Preparing for the task

- 1** Read the texts (A-C) and choose the correct options.

A

Can you play an instrument? Can you sing? Then, join the music club today! We are in room R10 every Friday at 3:00 pm.

- 1 You can see this text in a **sports centre/ school**.
- 2 This text is about an **after-school club/a musical instrument**.

B

The Golf Shop

You can become a great golf player! Our golf clubs are for professionals! 50% off all golf shoes! Visit us today!

- 1 You can see this text in a **newspaper/ an email**.
- 2 This text is about **sports equipment/ a golf coach**.

C

Remember:

You can only take out four books at a time.

- 1 You can see this text in a **library/bookshop**.
- 2 This text is about the **price of books/ borrowing books**.

Exam Tip

Przeczytaj teksty i zastanów się, gdzie można natrafić na teksty tego typu i jakie informacje one zawierają. Następnie przeczytaj zdania i podkreśl słowa kluczowe. Pomoże Ci to wykonać zadanie.

2

EXAM TASK Przeczytaj teksty (A-D) i zdania (1-5). Do każdego zdania dobierz właściwy tekst. Wpisz rozwiązania do tabeli. Jeden z tekstów pasuje do dwóch zdań.

A

Martial Arts

Every Monday from 4:00 - 5:00 pm at Preston School
£3.00 per session with professional coach
Contact Bob Miles on 0222 222 222

B

WORKOUTS

- shorts £2.00 • jerseys £3.00
 - tracksuits £10.00 • footballs £4.00
- Monday 21st February ONLY

C

MILTON HIGH SCHOOL SPORTS AWARDS

For all pupils Friday 10th June
Starts at 5pm Entry £2.00
Tickets available at reception

D

SPENCER'S

Come and join us at our Summer Sports Camp (Ages 5-10)

- soccer • volleyball • baseball
- hockey • basketball

Contact: 2444696 / spencer@sports

| | | |
|---|---|--|
| 1 | You can see this text at a school. | |
| 2 | You can read this text outside a supermarket. | |
| 3 | This text invites children to play sports. | |
| 4 | This text advertises lessons. | |
| 5 | This text gives information to shoppers. | |

Rozumienie ze słuchu

Prawda/fałsz

Preparing for the task

- 3** Read the sentences (1-3) below. Then replace the underlined words/phrases with appropriate words/phrases from the list.

German parents many languages fast

- 1 Lukas's mother and father are from Germany.
- 2 Lukas is very quick.
- 3 Lukas can speak German, Polish and English.

4

Read the paragraph and mark the sentences above as T (true) or F (false).

Lukas Podolski is a football superstar. He is German, but his parents are Polish. Lukas can run very fast. He can score goals with his feet and his head! He can speak three languages; German, Polish and English. His nickname is Prince Poldi!

Exam Tip

Przeczytaj zdania i podkreśl słowa kluczowe. Ich synonimy (wyrazy o tym samym znaczeniu) można czasem usłyszeć w nagraniu. Zastanów się, jakimi wyrazami można zastąpić podkreślone słowa. Pomoże Ci to w wykonaniu zadania.

5

EXAM TASK

Wysłuchaj nagrania i zdecyduj, które zdania (1-3) są zgodne z jego treścią (T – true), a które nie (F – false).

- 1 Victor's nationality is Polish.
- 2 Mr Gifford is Victor's Chemistry teacher.
- 3 Victor can score lots of goals for his football team.

Rozumienie tekstów pisanych

Dobieranie

Preparing for the task

- 1** Match the words in the list to the headings (A and B).

- classroom • surf the Internet • lesson
- computer games • sport • subject
- timetable • martial arts

- A** A DAY AT SCHOOL
B AFTER-SCHOOL FUN

- 2** Now decide which heading in Ex. 1 best matches the paragraph below. Underline the words that helped you decide.

My school timetable is full every day! English is my first lesson. It's in Classroom R11 at 9 am. It's my favourite subject. I can speak and write it really well.

Exam Tip

Zapoznaj się z nagłówkami i podkreśl słowa kluczowe. Następnie przeczytaj tekst i staraj się znaleźć słowa, które mają podobne znaczenie do słów podkreślonych w nagłówkach. Pomoże Ci to wykonać zadanie.

3

EXAM TASK Przeczytaj tekst. Do każdego akapitu (1–3) dobierz właściwy nagłówek (A–D). Wpisz odpowiednie litery obok numerów akapitów. Jeden nagłówek został podany dodatkowo.

- A** THINGS TO DO **C** THE LAND
B ITS CULTURE **D** ITS PEOPLE

1

Great Britain is a large island in the northwest of Europe. It is home to many lakes and rivers including the famous River Thames and Loch Ness. The island is also home to many small animals and plants.

2

England, Scotland and Wales are three different countries in the island of Great Britain and along with Northern Ireland, they are part of the United Kingdom. Queen Elizabeth II is the head of all these countries. The population of the whole island is over 58 million people. The main group of people are British. Some people are from other countries. The capital of England and Britain is London. It is a very large city.

3

Great Britain has got a lot of customs and traditions. It is the birthplace of famous people like Charles Darwin and William Shakespeare and music bands like The Beatles. It is also home to the famous football teams Liverpool and Manchester United. It is a very interesting place!



Workbook p. 13

Check your progress

GOOD ✓

VERY GOOD //

EXCELLENT ///

Now I can do these in English

- talk about countries & nationalities ☐
- talk about sports/school subjects ☐
- talk about abilities ☐
- describe character ☐
- write an informal email ☐
- present myself ☐
- ask for/give personal information ☐

and I can do these exam tasks

Rozumienie tekstów pisanych: Wypowiedź pisemna:

- dobieranie ☐
- e-mail ☐

Rozumienie ze słuchu:

- dobieranie ☐
- wybór wielokrotny ☐
- prawda/fałsz ☐