

Smart Time

2

Student's Book

Virginia Evans - Jenny Dooley

Podręcznik jest przeznaczony do wieloletniego użytku. Nie należy zapisywać w nim odpowiedzi do zadań. Przypominają o tym graficzne oznaczenia znajdujące się przy wybranych zadaniach.



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Check your progress (p. 81)				

Pronunciation/ Intonation	Speaking & Functions	Writing	Across Cultures	CLIL
	<ul style="list-style-type: none"> asking personal questions greetings/introductions telling the time 	a registration card		
intonation in questions	<ul style="list-style-type: none"> talking about daily routines expressing likes/dislikes suggesting doing sth – agreeing/disagreeing asking questions 	<ul style="list-style-type: none"> a summary a paragraph about what you do on Saturdays a paragraph about your typical week & plans for the weekend an email about your daily routine & free time (SKILLS: capital letters, punctuation, word order, linkers: <i>and</i> – <i>too</i> – <i>but</i> – <i>because</i>) 	<i>A day in the Life of a Jillaroo</i> (blog) – (T/F statement, answer questions)	(PSHE) <i>How to make a good impression</i> (article) – (gapped text)
(wybór wielokrotny), rozumienie ze słuchu (dobieranie) językowych (uzupełnianie luk, uzupełnianie zdań)				
<ul style="list-style-type: none"> /t/, /d/, /ɪd/-ed ending past simple /ɔ/, /əʊ/ 	<ul style="list-style-type: none"> comparing holidays describing a holiday sympathising/showing interest exchange completion asking questions 	<ul style="list-style-type: none"> an email about a visit to a place a blog entry about a holiday an informal email about your holiday (SKILLS: adjectives, tenses, opening/ closing remarks, brainstorming) 	<i>Travel Time</i> (multiple matching, answer questions)	(Science) <i>Waves</i> (informative text) – (headings)
pisanych (dobieranie), rozumienie ze słuchu (wybór wielokrotny), wielokrotny), znajomość środków językowych (uzupełnianie luk w tekście)				
/e/, /ə/, /ɔ/	<ul style="list-style-type: none"> narrating a story describing clothes asking about/describing experiences – commenting/ describing feelings dialogue completion describing pictures 	<ul style="list-style-type: none"> a summary a story (SKILLS: sequence words, tenses, adjectives, story cards) 	<i>Grandmother Spider steals the sun</i> (multiple choice, answer questions)	(Geography) <i>Clouds</i> (informative text) – (multiple matching, answer questions)
językowych (wybór wielokrotny), znajomość środków językowych (dobieranie) (tłumaczenie fragmentów zdań, parafraza zdań)				
silent letters	<ul style="list-style-type: none"> expressing opinion – agreeing/disagreeing matching exchanges completing exchanges 	<ul style="list-style-type: none"> a recipe compare sports events an email expressing your opinion (SKILLS: adjectives, word order, avoid repetition) 	<i>Super Sunday</i> (headings, answer questions)	(Science) <i>Caring for your brain</i> (article) – (answer questions, complete sentences)
(prawda/fałsz), znajomość funkcji językowych (wybór wielokrotny), znajomość środków językowych (wybór wielokrotny, dobieranie) wielokrotny), znajomość środków językowych (uzupełnianie luk)				

	Vocabulary	Grammar	Reading	Listening
Unit 5 Special days (pp. 82-94) Progress Check 5 (p. 95)	<ul style="list-style-type: none"> celebrations customs special days embarrassing moments 	<ul style="list-style-type: none"> present perfect <i>just – already – yet – for/since/ever/never</i> present perfect vs past simple 	<i>Pete's festival</i> (blog) – (multiple matching, answer questions)	<ul style="list-style-type: none"> Festival events (multiple matching) live commentary (T/F statements) matching exchanges
Gimnazjum Poziom podstawowy (str. 96–97): rozumienie tekstów pisanych (wybór wielokrotny), znajomość funkcji Skills Builder: Poziom rozszerzony (str. 98–99): rozumienie tekstów pisanych (dobieranie), rozumienie ze słuchu (dobieranie), Check your progress (p. 99)				
Unit 6 Mother Earth (pp. 100-112) Progress Check 6 (p. 113)	<ul style="list-style-type: none"> environmental problems environmental actions materials 	<ul style="list-style-type: none"> <i>will</i> <i>be going to</i> present continuous conditionals (type 0, 1, 2) 	<i>On Thin Ice</i> (magazine article) – (headings, answer questions)	<ul style="list-style-type: none"> <i>El Grando Show</i> (radio advert) – (gap filling) a talk (multiple choice) a talk (T/F statements)
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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.

Pronunciation/ Intonation	Speaking & Functions	Writing	Across Cultures	CLIL
homophones	<ul style="list-style-type: none"> comparing festivals describing a special day asking about/describing an event – expressing feelings exchange completion asking questions 	<ul style="list-style-type: none"> compare festivals describe an embarrassing situation an email describing a celebration you attended (SKILLS: adjectives, recommending, error correction) 	<i>Finding your Roots</i> (magazine article) – (multiple choice, complete sentences)	(History) <i>May Day</i> (article) – (answer questions)
językowych (dobieranie, wybór wielokrotny), znajomość środków językowych (wybór wielokrotny, dobieranie)				
znajomość środków językowych (uzupełnianie zdań, tłumaczenie fragmentów zdań, uzupełnianie luk, parafraza zdań), wypowiedź pisemna (e-mail)				
/dʒ/, /j/	<ul style="list-style-type: none"> asking for/making suggestions – agreeing/disagreeing matching exchanges asking questions 	<ul style="list-style-type: none"> a letter from Mother Earth an email about an event you attended an article providing solutions to a problem (SKILLS: join ideas, error correction) 	<i>El Grando</i> (article) – (multiple choice, complete sentences)	(Environmental Science) <i>Precious Water</i> (quiz, informative text, persuasive text) – (multiple matching, identifying numbers)
wielokrotny), znajomość funkcji językowych (wybór wielokrotny), znajomość środków językowych (wybór wielokrotny, dobieranie)				
wielokrotny), znajomość środków językowych (uzupełnianie luk, parafraza zdań), wypowiedź pisemna (e-mail)				
linking sounds	<ul style="list-style-type: none"> giving directions identifying people describing your flat/neighbourhood talking about (dis)satisfaction 	<ul style="list-style-type: none"> a summary a text about an attraction in your country an informal letter describing your neighbourhood (SKILLS: word order, brainstorming) 	<i>Petrified Wood Park</i> (Internet advert/persuasive text) – (missing sentences)	(Art & Design) <i>The Gherkin</i> (article) – (matching headings, answer questions)
(prawda/fałsz), znajomość funkcji językowych (dobieranie, wybór wielokrotny), znajomość środków językowych (dobieranie, wybór wielokrotny)				
znajomość środków językowych (uzupełnianie zdań, tłumaczenie fragmentów zdań, uzupełnianie luk), wypowiedź pisemna (wiadomość)				
th: /θ/, /ð/	<ul style="list-style-type: none"> describing a film expressing preferences asking about a film exchange completion 	<ul style="list-style-type: none"> a summary a short book review a review (SKILLS: adjectives, recommending) 	<i>From Bestseller to Box Office: The Hobbit</i> (article) – (T/F statements, multiple choice, answer questions)	(ICT) <i>How to import pictures from a mobile phone to a computer</i> (instructions) – (T/F statements)
znajomość funkcji językowych (dobieranie, wybór wielokrotny), znajomość środków językowych (dobieranie, wybór wielokrotny)				
wielokrotny), znajomość środków językowych (parafraza zdań, tłumaczenie fragmentów zdań), wypowiedź pisemna (e-mail)				

Starter

Countries & Nationalities

1 Write the nationalities.

Countries	Nationalities	Countries	Nationalities
The UK	British	Greece	5) ...
The USA	American	Brazil	6) ...
Ireland	Irish	Argentina	7) ...
China	Chinese	Egypt	8) ...
Poland	1) ...	Canada	9) ...
Japan	2) ...	Bahrain	Bahraini
Spain	3) ...	Portugal	10) ...
Turkey	Turkish	Mexico	11) ...
Italy	4) ...	Russia	12) ...

Numbers

2 Write the numbers.

CARDINAL

1	one
10	1) ...
12	twelve
23	twenty-three
36	thirty-six
49	forty-nine
54	fifty-four
65	2) ...
77	seventy-seven
82	eighty-two
98	3) ...
100	a/one hundred
121	a/one hundred and twenty-one
1000	a/one thousand
2265	two thousand two hundred and sixty-five
1,000,000	a/one million

ORDINAL

1st	first
10th	4) ...
12th	5) ...
23rd	6) ...
36th	7) ...
49th	8) ...
54th	9) ...
65th	sixty-fifth
77th	10) ...
82nd	11) ...
98th	ninety-eighth
100th	12) ...
121st	13) ...
1000th	14) ...
2265th	15) ...

3 In pairs ask and answer, as in the example.

A Barry (18)
London, England

B Mano (40)
Rome, Italy

C Rosa (62)
Madrid, Spain

D Amir (14)
Ankara, Turkey

E Darren (10)
Dublin, Ireland

F Lara (20)
New York, The USA

A: Where's Barry from?

B: He's from London, England.

A: How old is he?

B: He's 18.

Greetings & Introductions

4 a) Choose the correct word.

Mary: Hi! I'm Mary. What's your
1) name/age?
Monica: I'm Monica.
Mary: Nice to meet you, Monica.
2) Where/What are you from?
Monica: I'm from 3) Poland/Polish.
Where are you from?
Mary: I'm from England. This is my
friend, Anna.
Monica: Hi, Anna. 4) How/What are
you?
Anna: Hi. I'm fine, 5) thanks/
goodbye.

b) Listen and check.

5 In groups of three act out dialogues similar to the one in Ex. 4a.



The verb to be > see p. GR1

6 Read the table, then complete the sentences with: *is, isn't, are, aren't*.

- 1 Peter ... twelve. He is eleven.
- 2 How old ... Bob?
- 3 Janusz and Anna ... French. They're Polish.
- 4 ... John and Tony brothers?

7 Complete the questions, then answer them.

- 1 *Are* you from Spain?
No, I'm not. I'm from Poland.
- 2 ... your best friend a boy?
- 3 ... your parents teachers?
- 4 ... your mum thirty?
- 5 ... you twelve?
- 6 ... your favourite colour red?

Subject/Object pronouns – Possessive adjectives – Possessive pronouns

I	you	he	she	it	we	you	they
me	you	him	her	it	us	you	them
my	your	his	her	its	our	your	their
mine	yours	his	hers	—	ours	yours	theirs

> see p. GR1

8 Choose the correct item.

- 1 A: Is this **your/yours** jacket?
B: No, it isn't **my/mine**. This is **her/hers** jacket. **My/Mine** is the blue one. Do **you/your** want **it/its**?
- 2 A: Are these **their/theirs** gloves?
B: Yes, **they/them** are. Where are **my/mine** gloves? I can't find **their/them**.
- 3 A: **I/My** think this is **us/our** classroom.
B: No, **it/its** isn't. This is **their/theirs** classroom. **Our/Ours** is room A2.

A/An – The > see p. GR1

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

- 1 This is ... book. ... book is blue.
- 2 This is ... rubber. ... rubber is yellow.
- 3 ... book on the desk is John's.
- 4 This is ... ruler. ... ruler is blue.
- 5 ... pencil on the desk is mine.

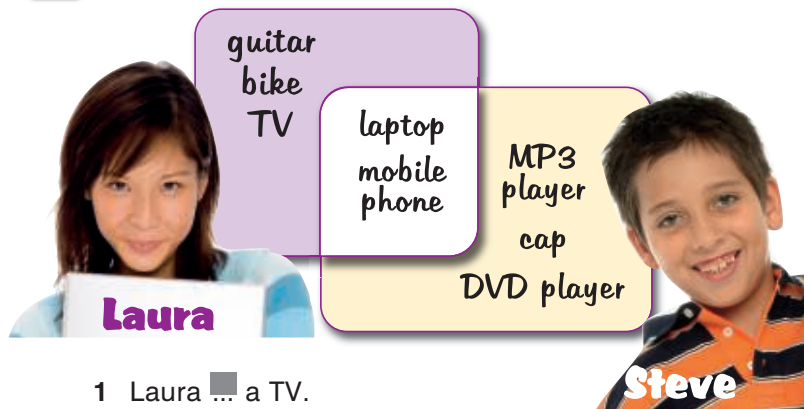
Plurals > see p. GR2

10 Write the plurals. Compare with your partner.

- | | |
|----------------|----------------|
| 1 book – ... | 9 man – ... |
| 2 woman – ... | 10 tooth – ... |
| 3 glass – ... | 11 fox – ... |
| 4 foot – ... | 12 boy – ... |
| 5 watch – ... | 13 mouse – ... |
| 6 brush – ... | 14 leaf – ... |
| 7 potato – ... | 15 child – ... |
| 8 lady – ... | 16 radio – ... |

The verb have got > see p. GR2

11 a) Fill in: *have got, has got, haven't got, hasn't got*.



- 1 Laura ... a TV.
- 2 Steve ... a guitar.
- 3 Steve ... an MP3 player.
- 4 They ... laptops.
- 5 Laura ... a bike.
- 6 They ... cars.

b) Which of these things have/haven't you got? Write sentences.

I have got a guitar, but I haven't got an MP3 player.

12 Put the words in order to form complete questions. Then answer them.

- 1 you/got/bedroom/big/a/have?
Have you got a big bedroom? Yes, I have.
- 2 got/parents/have/car/a/your?
- 3 brother/you/have/a/got?
- 4 house/garden/a/got/has/your?
- 5 best/got/friend/bike/has/your/a?
- 6 a/you/got/have/dog?



Starter

This/These – That/Those

see p. GR2

13 Fill in: *this, these, that, those*.



1 ... is a chair and ... is a desk.



2 ... is a camera and ... are photos.



3 ... is a scarf and ... are boots.



4 ... are sunglasses and ... are hats.



5 ... are gloves and ... are shoes.

There is/There are

see p. GR2

14 Complete the gaps with: *There is, There isn't, There are, There aren't*.

- 1 ... some CDs on the table. (✓)
- 2 ... a book on the table. (✓)
- 3 ... any boxes on the floor. (X)
- 4 ... some books in the bookcase. (✓)
- 5 ... a bag on the table. (✓)
- 6 ... a book on the chair. (X)
- 7 ... some flowers in the vase. (✓)

Prepositions of place

see p. GR2

15 What is there in each room? Tell your partner. Use prepositions of place (*in, on, behind, near, opposite, at, etc*).

sink, cushions, rug, armchairs, sofa, chairs, washbasin, bed, mirror, window, wardrobe, table, cooker, cupboards, bath, pillow, curtains, fridge, desk, toilet



There is a sofa in the living room.

Family

16 a) Fill in: *daughter, niece, mum, wife, uncle, grandma, brother*.

MALE

father/dad
grandpa
3) ...
cousin
husband
5) ...
nephew
son

FEMALE

mother/1) ...
2) ...
aunt
cousin
4) ...
sister
6) ...
7) ...

b) Present your family to the class.

Possession

- noun singular + 's – *Who's John? He's Sue's brother.*
- plural noun + -s' – *Whose uncle is Mark? He's the girls' uncle.*
- irregular plural noun + 's – *This is the men's house.*

see p. GR3



17 a) Put apostrophes where necessary.

- Whos Tony? Hes John and Marys uncle.
- Sam is Lauras husband.
- Mark is Anns brother.
- Peter is the girls uncle.
- This is the mens house.

b) Write down the names of six of your family members. In pairs ask and answer, as in the example. Don't talk about yourself.

A: *Who's Tony?*

B: *He's Rachael's husband.*

some/any/no/(a) few/(a) little

Countable nouns are nouns we can count.

an/one orange – two oranges

I eat a lot of apples.

How many apples do you eat?

- *too many* (more than I need)



- *a lot of/ lots of*



- *some/ a few*



- *not many/ (very) few*



- *none/ not any*



Uncountable nouns are nouns we cannot count.

(some) milk (NOT: ~~one~~ milk – ~~two~~ milks)

I drink a lot of milk.

How much milk do you drink?

- *too much* (more than I need)



- *a lot of/ lots of*



- *some/ a little*



- *not much/ (very) little*



- *none/ not any*



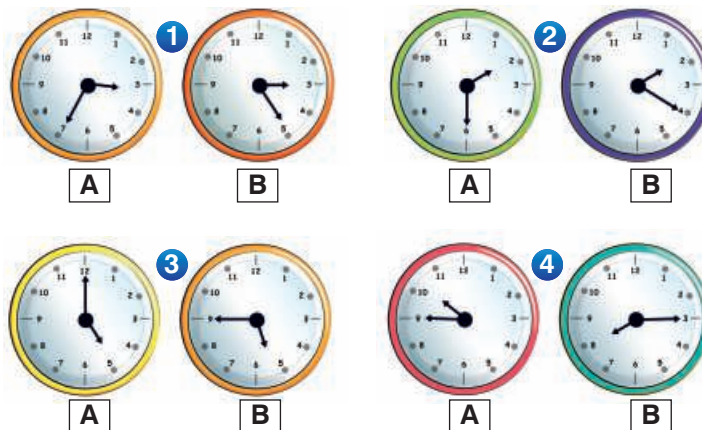
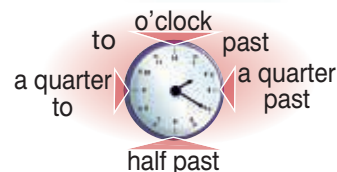
see p. GR3

18 Choose the correct item.

- How **much/How many** tea is there?
- There is **a few/a little** milk left.
- Is there **many/any** cake? **Not many/Not much**.
- How **much/many** butter do you want?
- How **much/many** sugar do you need?
- There isn't **many/much** cake. How about **a little/a few** biscuits?
- Can I have **a few/a little** oranges, please?

Telling the time

19 a) Listen and choose the right clock.



b) Now, ask and answer, as in the example.

- half past • a quarter – ten past
- o'clock • a quarter – ten to

A: *What time is it? / Have you got the time?*

B: *It's twenty-five past three./three twenty-five.*

Question words > see p. GR3

20 a) Read the table. Match each question word with the correct sentence.

- | | |
|--------------|---------------------|
| 1 Who? | A It's 222222. |
| 2 What? | B He's my dad. |
| 3 When? | C I'm 12 years old. |
| 4 Where? | D Because I'm sick. |
| 5 Why? | E I'm from Poland. |
| 6 How (old)? | F 2nd January. |
| 7 Whose? | G Mary's. |

b) Complete the gaps with the correct question word. Then, answer the questions.

- ... 's your name?
- ... old are you?
- ... are you from?
- ... 's your telephone number?
- ... is your birthday?
- ... is your best friend?
- In your family ... character is most like yours?

What's in this unit?

- **Topics:** Człowiek, Praca, Szkoła
- **Vocabulary:** daily routines, free-time activities, jobs & qualities, school subjects
- **Grammar:** present simple, present continuous, adverbs of frequency, question words, -ing form
- **Reading:** magazine articles
- **Listening:** an interview, a conversation
- **Speaking:** likes & dislikes, suggestions
- **Writing:** an informal email about your daily routine & free time
- **Culture:** Australian Jillaroos
- **CLIL:** (PSHE) *How to make a good first impression*
- **Gimnazjum Skills Builder**
- **Poziom podstawowy:** rozumienie tekstów pisanych (prawda/fałsz, dobieranie), rozumienie ze słuchu (dobieranie), znajomość środków językowych (wybór wielokrotny)
- **Poziom rozszerzony:** rozumienie tekstów pisanych (dobieranie), rozumienie ze słuchu (dobieranie), znajomość środków językowych (uzupełnianie luk, układanie fragmentów zdań), wypowiedź pisemna (e-mail)

Reading

- 1** a) What can the superheroes in pictures B-E do? What do they fight? How are the people in picture A related to them?



Listen and read to find out.

- b) Use the spidergram to tell the class.

help those **in need**,
the poor, the
homeless, the hungry

lead double
lives

SUPERHEROES
ANONYMOUS

fight crime
in the streets

keep their
communities
safe

Study Tip

Zadania typu prawda/fałsz

Zaczynaj od szybkiego przeczytania tekstu, aby ogólnie zorientować się w jego treści. Potem przeczytaj zdania, które masz określić jako prawdziwe lub fałszywe i znajdź w nich słowa kluczowe. Przeczytaj ponownie tekst, tym razem szukając w nim fragmentów zawierających odpowiedzi. Sprawdź, czy wszystkie elementy w zdaniu, które oceniasz, są prawdziwe i zwracaj uwagę na takie słowa, jak: *always*, *only*, *never* czy *not*. Pamiętaj także, że informacje w zdaniach mogą być podane w inny sposób niż w tekście.

THE Real-Life SUPERHEROES

B

A

Superheroes Anonymous is a group of people in New York, who try to keep their **communities** safe.

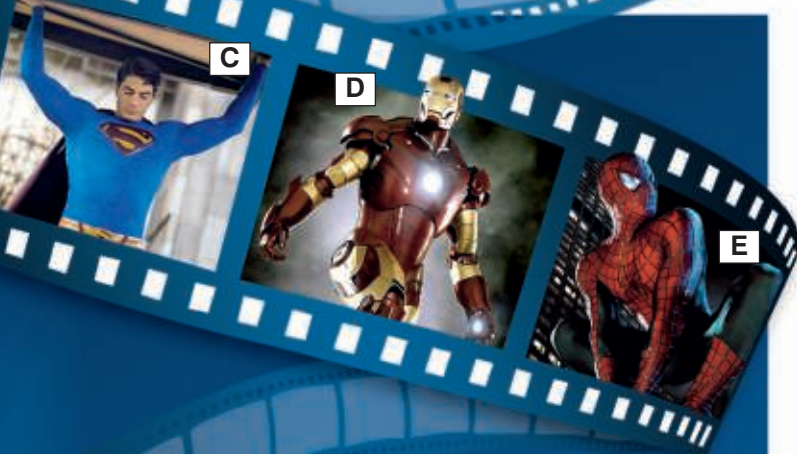
Like all of the famous superheroes in films and comics the real identities of the members of Superheroes Anonymous are a secret. This group of real-life superheroes **get together** and fight crime on the streets. The group meeting looks like a fancy-dress party. Men and women wear colourful costumes, masks and long black capes. But who are these superheroes?

2



SKILLS TASK Read the text again and mark the sentences **T** (true) or **F** (false). Use the underlined words to help you do the task.

- 1 People know the members' real names.
- 2 Superheroes Anonymous is a group of everyday people.
- 3 During the day they look like everyone else.
- 4 They always meet in the evening.
- 5 They only protect people in danger.



Night Owl explains that these people are **ordinary**, but choose to lead **extraordinary** double lives, just like Batman, Spider-Man or Superman. Night Owl says he is an accountant in the day. He goes to work in a suit and tie and works 9-5. At night, he **puts on** his superhero costume and hangs out with his friends on the streets to fight crime. "We don't use our free time to surf the Net, watch TV or read novels," Night Owl says.

Not all of the members of Superheroes Anonymous fight crime. They also help people who need help. They give food and clothing to **the homeless**, or make sure that **elderly** people living **alone** are safe and warm.

Why do they do this? "I live to see the look on people's faces when I help them," explains Night Owl. "I feel like I'm walking on air afterwards." Night Owl deserves to feel **proud**. These heroes are excellent role models.

Check these words

• community • real identity • secret • fight crime
• colourful costumes • lead double lives • accountant
• put on • hang out • read a novel • the homeless
• elderly • live alone • deserve • proud • role model

3 Read the text again and answer the questions.

- 1 Why does the group's meeting look like a fancy-dress party?
- 2 What do the real-life superheroes do as part of the community?
- 3 What does Night Owl mean when he says "I feel like I am walking on air"?

Vocabulary

4 Match the words in bold to their meanings.

- usual • wears • pleased with himself
- people who live in the same areas
- unusual • old • meet
- people without a house to live in
- by themselves

5 COLLOCATIONS Fill in the gaps with the words: fight, proud, real, make, Net, elderly.

- | | |
|----------------|----------------|
| 1 ... identity | 4 to feel ... |
| 2 ... crime | 5 surf the ... |
| 3 ... people | 6 ... sure |

6 Fill in the gaps with a verb from the list.

- make • fight • deserve • live • look
 - lead • hang • put on
- 1 Some elderly people ... alone and need help.
 - 2 The members ... like real superheroes when they wear their costumes.
 - 3 Some superheroes ... out together on the streets.
 - 4 In films all superheroes help to ... crime.
 - 5 Superheroes ... sure that other people are safe.
 - 6 Superheroes ... double lives so their friends don't know that they are superheroes.
 - 7 I think superheroes all ... to feel proud of themselves.
 - 8 Superheroes really like to take off their work clothes and ... their costumes.

Speaking

7 What is a typical day in the life of Night Owl? Make notes, then use them to compare it with a typical day of yours. Tell the class.

Writing

8 Complete the summary of the text. Then, tell the class.

Superheroes Anonymous is a group of They get together to fight They help the They are ordinary people but they lead In the morning they go to work but at night

Jobs & Places of work

1 a) Form nouns to label the pictures.



bank
travel
tour
swimming
taxi
shop

guide
agent
clerk
driver
instructor
assistant

b) Who says each sentence? Choose from the jobs in Ex. 1a.

- 1 I take tourists to historical places.
- 2 I teach people how to swim.
- 3 I sell things to customers.
- 4 I give or take money.
- 5 I arrange holidays for people.
- 6 I drive people where they want to go.

2 a) Check these words in the Word List.

• doctor • teacher • gardener
• farmer • taxi driver • secretary
• nurse • waiter • actor • cook
• lawyer • accountant • police officer

b) Where does each person work? Write or say sentences.

• hospital • theatre • outdoors
• office • restaurant • school

A doctor works in a hospital.

Character adjectives

3 Fill in: *reliable, sociable, creative, unfriendly, careful, lazy, patient, polite.*

- 1 Keith is ... and enjoys talking to people.
- 2 John is ... and doesn't make mistakes.
- 3 Ann is very ... ; she doesn't mind waiting for things.
- 4 Helen is ... ; she is great at making unusual things.
- 5 Paul is ... ; he has very good manners.
- 6 She's ... ; you can count on her to do the job.
- 7 Kate can be ... at times and doesn't like working.
- 8 Bob can be ... at times; he behaves in an unkind way.

4 Match the adjectives to their opposites. Check in your dictionaries.

Note: We use *ir-, un-, im-* to form negative adjectives.

Positive	Negative
1 patient	a lazy
2 creative	b irresponsible
3 hard-working	c unsociable
4 sociable	d unfriendly
5 responsible	e impatient
6 friendly	f unimaginative

5 Listen to Kate talking about herself and complete the sentences.

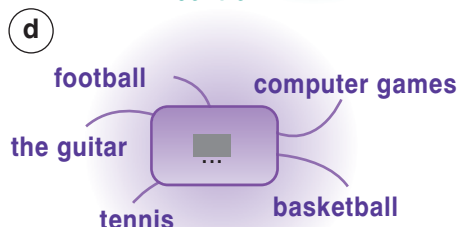
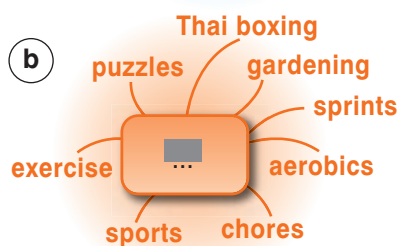
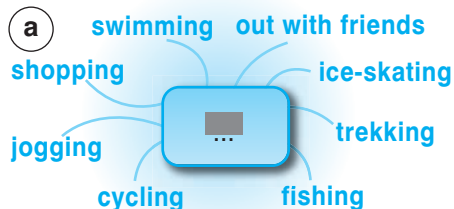
Kate works as a ...
Kate works in ...
She needs to be ..., ... and ...

6 **SPEAKING** Which character qualities best describe you/your friend? Give reasons.

I'm very ... ; I always I'm a bit lazy though; I sometimes My friend is

Free-time activities

7 a) Fill in: *do, play, go, go to*.



b) **SPEAKING** Which of these activities do you/don't you do in your free time? Tell your partner.

I don't ... but I ...

8 Listen to Mark talking about his free-time activities. What does he like? - doesn't he like?



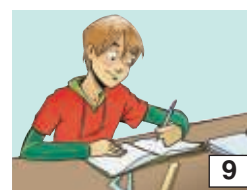
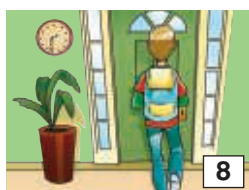
9 **SPEAKING** Compare Mark's free-time activities to yours.

*Mark likes ... I like ... too .
Mark doesn't like ... but I do .
I don't like ...*

Daily routine

10 Match phrases A-M to the pictures (1-13).

- | | | |
|------------------|-----------------|---------------------------|
| A have breakfast | F have a shower | K surf the Net |
| B have lunch | G make the bed | L catch the bus to school |
| C have dinner | H get up | M school finishes |
| D go back home | I watch TV | |
| E do homework | J go to bed | |



11 **SPEAKING** What is Peter's daily routine? Tell the class.

Peter gets up at 7 o'clock. He has ...

12 Use these verbs to complete the text: *go (x2), surf, chat, get, have (x2), help*.

I ♥ Saturdays

Saturdays are great. I 1) ... up at about 9:00 and 2) ... breakfast. Then I 3) ... with the chores at home. We 4) ... lunch, then I sometimes 5) ... shopping with my mum. In the evenings I usually 6) ... the Net or I 7) ... online. My friends and I sometimes 8) ... to the cinema.

(Sandra, 14)

13 **WRITING** Compare your Saturdays to Sandra's.

*Sandra usually gets up at about 9:00. I don't get up at 9:00.
I always get up at 10:00.*



Present simple vs present continuous

Present simple

- routines/habits
Do they eat dinner at 7:00 every evening?
She goes shopping on Saturdays.
- permanent states
They don't live in London. They live in Paris.

Time expressions: every day/week/month/year etc, on Mondays, in the summer, twice a week

Present continuous

- actions happening now
I'm not watching TV, Mum. I'm studying.
- actions happening around the time of speaking – *Are you staying with Lynn?*
- future arrangements
They are flying to Ankara tomorrow.

Time expressions: now, at the moment, at present, today, tomorrow, this Monday

Note: some verbs (**want, like, need, believe,** etc) don't have continuous tenses.

I like dancing. (NOT: ~~I am liking dancing.~~)

➤ see p. GR4

- 1** a) Read the table. How do we form the affirmative/interrogative/negative of the **present simple/present continuous**?

b) Read the joke. Find examples of the uses of the **present simple** and the **present continuous**.

- 2** Study the box, then write the third person singular of the verbs.

get + -s → gets	play + -s → plays
go + -es → goes	study + -ies → studies
catch + -es → catches	

- | | | | |
|--------|--------|---------|----------|
| 1 like | 3 do | 5 stay | 7 listen |
| 2 cry | 4 read | 6 teach | 8 try |

- 3** Study the box, then write the verbs adding **-ing**.

Verb + -ing form

sleep + -ing → sleeping	cry + -ing → crying
write + -ing → writing	study + -ing → studying
lie + -ing → lying	get + -ing → getting

➤ see p. GR5

- | | | | |
|--------|---------|--------|---------|
| 1 put | 4 swim | 7 tie | 9 study |
| 2 have | 5 relax | 8 ride | 10 try |
| 3 die | 6 plan | | |

- 4** a) Fill in: *love, hate, like, not mind, not like* in the correct form.


- Jan 1) *loves* surfing the Net.
 She also 2) playing basketball.
 She 3) going shopping.
 She 4) watching TV.
 She 5) doing chores.

- b) Now write sentences about you.

I like ... I enjoy ... I don't like ... I hate ...

5 **SPEAKING** Form questions and answer them, as in the example.

- 1 Dad/have breakfast? – sleep
Is Dad having breakfast?
No, he isn't. He is sleeping.
- 2 Tom/send emails? – surf the Net
- 3 Rachel and Beth/do puzzles? – do their homework
- 4 Mum/watch TV? – cook

6  In pairs write questions. Use the **present simple** or the **present continuous**.

- 1 you/get up at 7:00/every day?
A: Do you get up at 7:00 every day?
B: No, I don't. I get up at 7:30 every day.
- 2 you/do sports/every weekend?
- 3 you/tidy your room/now?
- 4 you/eat out/on Sundays?
- 5 you/watch TV/now?

7 Put the verbs in brackets into the **present simple** or the **present continuous**.

- 1 A: What **(you/do)** after school on Mondays?
B: I **(go)** cycling.
- 2 A: **(you/catch)** the bus home from school today?
B: No, I **(meet)** Emma in the park.
- 3 A: What time **(Carol/leave)** for school?
B: She always **(leave)** at 8:30.
- 4 A: **(Sue/work)** on Saturdays?
B: No, she only **(work)** Mondays to Fridays.
- 5 A: Julie **(not/play)** tennis tonight.
B: I **(not/play)** either – I **(go)** to the cinema.

8 Put the verb in brackets into the **present simple** or the **present continuous**.

- A: Hi Louise. It's Susie. What **1) ... (you/do)** this afternoon?
B: Hi Susie! Nothing much. You?
A: I **2) ... (go)** to yoga class in an hour. **3) ... (you/want)** to come with me?
B: Sure! But I **4) ... (need)** to be back by 7:30 because we **5) ... (all/have)** dinner together tonight.
A: No problem. The class **6) ... (finish)** at 7:00.
B: OK! See you soon!

Adverbs of frequency

Adverbs of frequency answer the question: **How often?** They usually go **before** the main verb, but **after** the verb **to be**.


➤ see p. GR5

9 Fill in: *never, usually, always, often, sometimes, hardly ever*.

- 100% I **1) always** go to bed at 11:00.
75% I **2) ...** play football on Saturdays.
50% I **3) ...** watch TV in the evenings.
25% I **4) ...** cook dinner.
5% I **5) ...** eat out.
0% I am **6) ...** late for school.

10  Write the words in the correct order, as in the example.


- 1 goes/usually/Stuart/to bed at 11:00.
Stuart usually goes to bed at 11:00.
- 2 sometimes/we/football/play/on Saturdays
- 3 late/watch TV/never/they/at night
- 4 is/always/Annie/patient with others

11  Write true sentences about you/your friends. Use **adverbs of frequency**.

I usually watch TV in the evenings. My friend ...

12 **SPEAKING** In pairs, ask each other what you do in the mornings/afternoons/evenings every day and what you are doing this weekend. Use **adverbs of frequency** and question words like: *What, How often, Where, When, Who, Whose, Which*.

- A: What do you usually do on Monday mornings?*
B: I usually go to school. I never play football.
A: Where are you going this Saturday evening?
B: I'm going to the shopping centre.

13  **WRITING** Write a short paragraph about your typical week and your plans for the weekend.

Reading

- 1** Look at the picture. What are Jillaroos and Jackaroos? What do they do?



Listen and read to find out.

- 2** Read the text and complete the sentences.

- 1 Erin thinks the scenery is
- 2 Erin stays on
- 3 The Jillaroos start work
- 4 Jillaroos and Jackaroos have to make their horses
- 5 Jillaroos also learn to
- 6 Erin's favourite time is when they

- 3**  **SKILLS TASK** Read again and mark the sentences **T** (true) or **F** (false).

- 1 Life in the Australian outback is different from Sydney.
- 2 Jillaroos get up very early to feed the animals.
- 3 Sheila is Erin's best friend.

- 4** Read the blog again and answer the questions.

- 1 What are Jillaroos and Jackaroos?
- 2 What do they learn on the ranch?
- 3 Why do they have to spend a lot of time with their horses?




Erin's Australian Adventure Blog

12 July






Hi everyone! Well, here I am, in the Australian outback! It's a big **change** from Sydney, but I'm really enjoying the peace and **quiet** here, and the **scenery** is just amazing! It's **late** now and the sun is slowly setting behind the mountains. I'm still dressed in my work clothes.

For two weeks, I'm what they call a 'Jillaroo', which is a cowgirl in training. The young men training with me are called 'Jackaroos'. There are twenty of us staying on the ranch. Every morning we wake up at **sunrise** to feed the ranch animals before we have breakfast. After that, we spend most of the morning with the horses. For Jillaroos and Jackaroos, your horse is your **best** friend, so we learn how to **gain** their trust. My horse's name is Sheila. We're not **close** friends yet but we're making progress.

Being a Jillaroo isn't just about working with horses. In the evenings, we go trekking and learn how to **set up** campsites. Our **instructor**, Bill, is **great**. I love it when we **gather** around the campfire drinking tea.

Well, that's all for now. Wish me luck on the ranch.

Leave a comment

Check these words
 • *adventure* • *the outback* • *peace* • *quiet*
 • *scenery* • *sun setting* • *training* • *sunrise* • *feed*
 • *gain trust* • *make progress* • *set up* • *campsite*
 • *gather* • *campfire* • *luck*

Vocabulary

5 Match the words in bold to their synonyms.

- build • difference • view • win
- come together • teacher • fantastic

6 Match the highlighted words to their opposites.

- noise • worst • early • sunset • distant

7 Fill in: *setting, trekking, instructor, peace, close, survive*.

- 1 She likes the ... and quiet of the countryside.
- 2 Look! The sun is ... behind the mountain.
- 3 Tammy and Laura are ... friends.
- 4 It's difficult to ... in the Australian outback.
- 5 We like going
- 6 Our ... is showing us how to set up campsites.

Prepositions

8 Fill in: *on, at, in*.

- 1 She makes breakfast ... the morning.
- 2 He goes to bed ... 9:30.
- 3 He doesn't work ... Mondays.
- 4 He starts work ... noon.
- 5 They often go camping ... the weekends.
- 6 She goes to the cinema ... Saturday afternoons.

STUDY SKILLS

Kolokacje

Kolokacja to często używane połączenie dwóch lub więcej wyrazów, np. *fast train* (a nie: *quick train*). Aby dobrze opanować słownictwo, nie wystarczy uczyć się pojedynczych słówek. Trzeba także zapamiętać, z jakim wyrazem lub wyrazami dane słówko się łączy.

9 **COLLOCATIONS** Do or make? Complete the gaps. Check in your dictionaries.

- | | |
|-------------------|-------------------|
| 1 ... progress | 6 ... breakfast |
| 2 ... tea | 7 ... the washing |
| 3 ... homework | 8 ... your best |
| 4 ... sb a favour | 9 ... a decision |
| 5 ... friends | 10 ... a promise |

10 Fill in: *gain, big, luck, sets, feed, set up*.

- | | |
|----------------------|--------------------|
| 1 ... change | 4 to ... trust |
| 2 the sun ... | 5 to ... campsites |
| 3 to ... the animals | 6 wish me ... |

Speaking

11 a) Tell the class three things you learnt from the text.

b) Read the text again and complete the mindmaps, then describe a typical day in the life of a Jillaroo to the class.

A Jillaroo's typical day

In the mornings ...

- 1 *feed animals*.
- 2 ...
- 3 ...

In the evenings ...

- 4 ...
- 5 ...
- 6 ...

Study Tip

Dobieranie

Przeczytaj polecenie i wyrażenia, które masz odpowiednio przyporządkować. Słuchaj uważnie nagrania, gdyż może się w nim pojawić także to wyrażenie, które jest podane dodatkowo.

Listening

12 **SKILLS TASK** Read the rubric, then do the task.

You are going to hear a telephone conversation between two friends about working as a Jackaroo. For every day (1-4) choose the duty (A-E) Chris has to do. One duty is extra.

1
Monday

2
Tuesday

3
Wednesday

4
Thursday

DUTIES

(A) cook lunch
(B) set up a campsite

(C) feed animals
(D) go trekking
(E) ride horses

Writing

13 **ICT** Think of an outdoor job in your country. Collect information, then write or say a few sentences about it. Think about: *name of job, place, daily routine*.



Listening skills

Multiple choice

Study Tip

Wybór wielokrotny

Przeczytaj polecenie. Następnie przeczytaj pytania oraz podane możliwości odpowiedzi i znajdź w nich słowa kluczowe. Jeśli w zadaniu występują ilustracje, zastanów się nad słownictwem związanym z każdą z nich. Wysłuchaj uważnie nagrania i wybierz właściwą odpowiedź.

- 1** Read the text and the question. Find the numbers in the text. Which answer is correct?

I get up at about 7:00 because my school is not far from my house. I get dressed and have breakfast. The school bus usually picks me up at 7:45. Classes start at 8:30 but we usually reach school at 8:15.

Pam

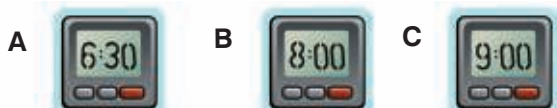
Pam starts school at ...



- 2** **SKILLS TASK** Read the rubric, then the questions and possible answers.

You are going to hear five recordings about people's everyday lives. For each question (1-5), choose the right answer (A, B or C).

- 1 What time is dinner?



- 2 What part of the body does the chair help?



- 3 Where does Dave work?



- 4 What class is the woman interested in?



- 5 What is the woman describing?

- A what she likes cooking
B her favourite hobby
C her morning routine



Now do the task.



- 3** Listen to the last speaker again. How is your morning different from hers? Tell your partner.

She gets up when she feels like it. I don't get up when I feel like it. I get up ...



- 4** Where do you usually do these hobbies? List under the headings:

INDOORS

OUTDOORS

BOTH

- drawing • photography • horse riding
- cycling • collecting stamps/coins
- fishing • swimming • reading
- painting • playing an instrument
- doing sports • playing computer games • dancing

Multiple matching



- 5** **SKILLS TASK** You are going to listen to Paul talking to his sister Anna about his friends' hobbies.



Listen and match the people to their hobbies. There is one extra hobby.

PEOPLE

HOBBIES

- | | |
|---------|--------------------|
| 1 Paul | A cycling |
| 2 Jeff | B doing sports |
| 3 Steve | C collecting coins |
| 4 Ahmed | D photography |
| | E drawing |



- 6** Use the adjectives to write or say sentences about the hobbies in Ex. 4 as in the example.

- boring ≠ interesting • expensive ≠ cheap
- exciting ≠ dull • easy ≠ difficult

I don't like horse riding. It's expensive.

Intonation in questions



- 7** Read the theory, then listen and say.

questions which start with a question word:

falling intonation – *Where's Bob?*

Yes/No questions: rising intonation – *Are you OK?*

- Are you going out? • Are you coming?
- Who's Ahmed? • When is he leaving?
- Does she still go horse riding?

Speaking skills



Everyday English

Expressing likes/dislikes – Making suggestions

- 1** Read the first and the last exchange. What is the dialogue about?
 Listen and read to find out.



Anna: Hi, Mary. How's it going?
 Mary: Not bad, Anna. You?
 Anna: I'm OK.
 Mary: Are you busy this weekend?
 Anna: Not really. Why?
 Mary: I'm going to the pool on Saturday afternoon. Do you want to come?
 Anna: I don't really like swimming. Why don't we go bowling instead?
 Mary: That's a good idea. I really like bowling a lot.
 Anna: Is 6:00 OK with you?
 Mary: That's great. Let's meet at 6:00 outside the shopping centre.
 Anna: See you there.

- 2** Find phrases in the dialogue which express likes/dislikes. Replace them with phrases from the box below.



- I really enjoy/love ...
- I'm fond of ...
- I quite like ...
- ... is my favourite ...
- I prefer ...

- I don't mind



- I don't enjoy/like ... at all.
- I can't stand ...
- I hate ...
- I don't like ... very much.

- 3** a) Decide if the sentences in each set (1-3) are similar in meaning (Yes) or not (No).

- 1 a He hates bowling.
 b Bowling is his favourite sport.
 2 a She hates pop music.
 b She can't stand pop music.
 3 a She prefers tennis.
 b She doesn't like tennis.

Note

like, hate, love, prefer, don't mind, fond of, enjoy, can't stand
 take a noun, or -ing form.
I like swimming.
I hate playing tennis.

- b) Use phrases from Ex. 2 to make the sentences in all sets in Ex. 3a similar in meaning.

- 4** Use the phrases in Ex. 2 to express likes/dislikes. Use these phrases: *fishing, go to the cinema, go horse riding, watch DVDs, play tennis, play football, play computer games.*

A: *Do you like fishing?*
 B: *I can't stand it.*

- 5** a) Work in pairs. Take roles and read the dialogue in Ex. 1 aloud.

- b) Replace the underlined phrases in the dialogue in Ex. 1 with appropriate ones from the box below.

Making suggestions

- Why don't we ...?
- How about (going) ...?
- Do you fancy (going) ...?

Agreeing/Disagreeing

- That sounds great.
- I'd like that.
- Why not?
- I don't think so.
- No, I don't feel like that.

- 6** Work in pairs. Decide what to do at the weekend. Use ideas from Ex. 4 and the phrases in the box in Ex. 5b. Use the dialogue in Ex. 1 as a model.

Asking questions

- 7** Work in pairs.

Student A: Look at Card A, which gives information about a job.

Student B: Look at Card B and ask Student A questions.

Student A: Answer the questions.

Card A

Job advert

Part-time sales assistant
 Fridays and Saturdays 9 to 5
 Applicants must be over 16.
 Call Peter on 223 6578
 (morning hours)

Card B

- what job?
- working hours?
- what age?
- phone number?
- when/call?



Writing

An email about your daily routine & free time

Rubric analysis

- 1** Read the rubric and look at the underlined words. Use them to answer the questions.

This is part of an email from a new e-friend, Peter.

So, what do you do? What's your daily routine? What do you do in your free time? Do you like doing sports?

Write Peter an email answering his questions (50-100 words).

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What is it going to be about?
- 4 How many words should you write?

Model analysis

- 2**  Read Andy's email. Match the paragraphs to the headings.

- 1 free-time activities
- 2 daily routine
- 3 personal information
- 4 closing remarks

- 3** Find in the email: *three school subjects, three sports, three free-time activities, five daily routine activities.*

Capital letters

We use capital letters:

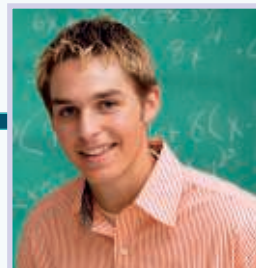
- To start a sentence (*I'm Tom*)
- with names (*Karl*)
- with school subjects (*History*)
- with the personal pronoun I (*I'm Andy*)
- with days of the week (*Sunday*), months (*January*)
- with names of cities (*Glasgow*), countries (*Scotland*) and continents (*Europe*)
- with languages (*Polish*)

- 4** a) Read the theory. Find examples in Andy's email.

From: Andy

To: Peter

Subject: My daily routine & free time



Dear Peter,

A I'm a 15-year-old student in secondary school in London, England.

B My day starts very early because lessons begin at 8:00. I get up at 6:30 and at 7:45 I walk to school. I like History and Geography but I hate Maths! In the afternoons, I do my homework and help with chores. In the evenings, I surf the Net and sometimes watch TV. I go to bed at about 10:00.

C On Sundays I often go to the cinema. I love doing sports, too. I like ice-skating and cycling. My favourite sport is swimming.

D What about you? Write back.

Andy


- b)  Rewrite the sentences using capital letters.

- 1 i go to the park on saturdays.
- 2 john's from toronto in canada.
- 3 helen can speak italian and polish.
- 4 sara's birthday is in june.

Punctuation

We use:

- **full stop** (.) at the end of a sentence (*I am Tony.*)
- **comma** (,) to separate items in a list (*I like Maths, Chemistry and Physics.*)
- **question mark** (?) at the end of a question (*How old are you?*)
- **exclamation mark** (!) at the end of exclamation sentence (*Maths is great!*)

- 5**  Read the theory. Put the correct punctuation marks in these sentences.

- 1 At school I study Music History Art Maths and Science
- 2 I'm not good at Geography
- 3 Do you like Physics
- 4 History is great
- 5 What are your favourite school subjects
- 6 My day starts very early

Word order

6 Put the words in the correct order.


- 1 I/Chemistry/enjoy/really.
- 2 the shopping centre/and/My friends/often/go to/I/on Saturdays.
- 3 cycling/I/basketball/like/and.
- 4 the Net/I/In the evenings/surf/often.
- 5 back/I/After school/walk/home.
- 6 He/often/football/plays.
- 7 isn't/my/History/school subject/favourite.
- 8 can't/She/Chemistry/stand.

Linkers

We use:

- **and, too** to join similar ideas (*I like Maths. I like History. I like Maths **and** History. I like History. I like Maths **too**.)*
- **but** to join opposing ideas (*Doing sports is exciting **but** collecting coins is dull!*)
- **because** to give a reason (*I never go to the pool. I never go to the pool **because** it's crowded.*)

7 a) Read the theory. Find examples in Andy's email.

- b)  Use these words to join the sentences: *and, but, too, because*.

- 1 John studies History. He also studies Geography.
- 2 I like Maths. I don't like French.
- 3 Stella is studying to be an actress. She is also studying to be a singer.
- 4 Sylvia is studying Biology. She loves animals and wants to be a vet.
- 5 Paul wants to be an engineer. I want to be an engineer.

8 Replace the underlined phrases in Andy's email with phrases from the Useful Language box.

Writing

9 **SKILLS TASK** Read the rubric. Identify the key words. Make notes of what you can write to John.

Write an email to a new e-friend, John (50-100 words).
In your email

- present yourself.
- describe a typical weekday for you.
- say what you prefer doing at the weekends.

10 Use your notes in Ex. 9 to complete the email. Follow the plan. Use phrases from the Useful Language box.

Useful Language

Personal information

- I'm (name) ... • I am a student. I work as a ... • I live in ... • I'm ... years old

Daily routine

- My day starts at ... • I usually get up at ... After ... I go to ...
- After school, I ... In the afternoons ... In the evenings ... At the weekends ...
- I usually go to bed at ...

Likes/Dislikes

- I like ... a lot. / I'm good at ... / I really enjoy ... / I prefer ... / ... is my favourite ...
- I don't really like ... / I'm not fond of ... / I can't stand ...

Free Time

I usually/sometimes (*hang out with my friends, go to the park, go cycling, etc*)

Closing remarks

- Please write to me soon. • Write soon.
- I hope to hear from you soon.

Plan

Dear + (friend's first name),

(Para 1) opening remarks, name, age, what you do

(Para 2) daily routine/favourite school subjects

(Para 3) weekend activities

(Para 4) closing remarks, ask friend to write back

(your first name)

Dear John,

I'm a ... in ... I live ...

I get up at ... and then I ... My favourite school subjects are ... and ... I don't really like ... In the afternoons, I ... and ... In the evenings I ...

At the weekends, I usually ... I ... too. Sometimes, I ...



Checklist

When you finish writing your email, check for:

- grammar mistakes • punctuation
- use of capital letters • use of linkers
- paragraphs

Make sure you answer all the questions in the rubric.



- 1** Look at the pictures. Which shows someone: *biting her nails? smiling? making eye contact?*

A




B



C




- 2** How can you make a good impression when you meet someone for the first time? Read through to find out.

- 3**  **SKILLS TASK** Read the text and complete the gaps (1-3) with the correct word (A-C).

- 4**  Choose the correct word.

- 1 Don't **eat/bite** your nails.
- 2 Smiling **shows/points** you are friendly.
- 3 **Showing/Playing** with your hands suggests you are nervous.
- 4 I don't know Bill well enough to **form/make** an opinion.
- 5 When you are talking to someone, make eye **impression/contact** with them.

- 5**  Listen and read the text. What did you learn from it? Tell the class.



It only takes three seconds for someone to form an opinion about you when you 1) ... them for the first time. That's why it's so important to make a good first impression. Whether you're starting at a new school or an after-school club, here are some tips to make sure your first impression is a great one.

Do ...

- Smile a lot. This helps to show that you are a friendly person.
- Make eye contact. You want to show that you're listening to the other person.
- Be polite. Listen 2) ... the other person and don't look around.

Don't ...

- Show you're nervous. Don't bite your nails or 3) ... with your hands too much. This makes the other person nervous, too.
- Talk about yourself all the time.

1 A meeting	B meet	C meets
2 A with	B at	C to
3 A play	B plays	C playing

Check these words

• form an opinion • first impression • tip • eye contact • nervous • bite nails

Vocabulary

1 Fill in: *do, go, play, make*.

- | | |
|-------------------|-------------------|
| 1 ... progress | 6 ... board games |
| 2 ... shopping | 7 ... basketball |
| 3 ... friends | 8 ... my best |
| 4 ... a decision | 9 ... a favour |
| 5 ... ice-skating | 10 ... my nails |

(10x2=20)

2 Match the opposites.

- | | |
|-----------|----------|
| 1 sunrise | A worst |
| 2 quiet | B early |
| 3 best | C sunset |
| 4 late | D noise |

(4x3=12)

3 Choose the correct word.

- He works in an office. **waiter/accountant**
- She works in a restaurant. **cook/teacher**
- He works outdoors. **tour guide/bank clerk**
- He works in a theatre. **travel agent/actor**
- She works in a hospital. **lawyer/nurse**

(5x2=10)

4 Fill in: *does, goes, hangs, chats, surfs, plays*.

- Steve often ... out with friends.
- Laura ... the Net in the evenings.
- He ... puzzles.
- He ... online.
- She sometimes ... trekking.
- He usually ... computer games.

(6x2=12)

5 Choose the correct word.

- Superman's **real/polite** identity is a secret.
- Superheroes **lead/deserve** double lives.
- Superheroes Anonymous **gather/fight** crime.
- Jillaroos try to **feed/gain** their horses' trust.
- The sun is **setting/going up** now.

(5x2=10)

Everyday English

6 Match the sentences. There is one extra sentence.

- | | |
|--------------------------------------|-----------------------------|
| 1 Do you like football? | A In a bank. |
| 2 What time do you get up? | B Not really. |
| 3 How often do you go to the cinema? | C He's patient and polite. |
| 4 What does he do? | D In the evening. |
| 5 What is he like? | E Every Saturday. |
| 6 Where does he work? | F He works as a bank clerk. |
| | G At 7:30. |

(6x2=12)

Grammar

7 Put the verbs in brackets into the *present simple* or the *present continuous*.

- How ... **(he/get)** to school?
- He ... **(not/watch)** TV now.
- What ... **(you/do)** now?
- ... **(Sally/work)** in a bank?
- She ... **(tidy)** her room now.
- He ... **(study)** Spanish at school.

(6x2=12)

8 Put the adverbs in the correct place.

- Steve arrives at school late. **(never)**
- He can be lazy. **(sometimes)**
- Pete goes to bed at 10:00. **(usually)**
- She is careful. **(always)**
- They play basketball. **(often)**
- She walks to school. **(hardly ever)**

(6x2=12)

Total: 100



Grammar in Focus



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

Bob 1) ... **(work)** as a teacher. 2) **His/Her** day 3) ... **(start)** very early. When he 4) ... **(finish)** work, he 5) ... **(go)** back home. He 6) ... **(play)** with his children 7) **or/because** he 8) ... **(help)** his wife 9) **with/at** the chores. Bob 10) ... **(not/work)** now. His children 11) ... **(have)** football practice at the moment so Bob 12) ... **(wait)** for them in his car. He always 13) ... **(drive)** them home when he 14) ... **(not/work)**.

Gimnazjum Skills Builder

POZIOM PODSTAWOWY

Rozumienie tekstów pisanych

Dobieranie

Preparing for the task

1



Read the texts. Choose the correct option.

A

Science Class
visit to the
Science Museum
Monday, 5th
April

- 1 This text is an **announcement/email**.
- 2 You can see this text in a **bank/school**.
- 3 This text **advertises a product/gives information**.

B

Keep Quiet
Please

- 1 This text is a **sign/an invitation**.
- 2 You can see this text in a **restaurant/library**.
- 3 This text tells people not to **talk/eat**.

C

For a great day out
visit London Zoo!

Opening Times:
10 am – 4 pm

Tickets:
£20 (adults) –
£15.50 (children)

- 1 This text is part of **an instructions leaflet/a brochure**.
- 2 You can see this text in a **zoo/an email**.
- 3 This text **advertises a local attraction/asks for money**.



Study Tip

Przeczytaj teksty, aby zorientować się w ich treści. Zastanów się, gdzie można spotkać podobne teksty i w jakim celu są one umieszczane. Przeczytaj zdania A–E i znajdź w nich słowa kluczowe. Pomogą Ci one w wyborze właściwych rozwiązań.

2



SKILLS TASK Przeczytaj ogłoszenia 1–4 i zdania (A–E). Do każdego ogłoszenia dobierz zdanie. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnego ogłoszenia.

1

The club is not open this weekend.
Aerobics classes are moving to Wednesday evening.
Please ask Sam for the new timetable.

2

Learn to be an actor!
Private classes available with a trained performer!
For more details call 987-2542.

3

Students please note that the History exam tomorrow is now in Room 17B.

4

Shop assistant for weekend work, 11 am – 6 pm every Saturday.
No experience is necessary. Please talk to Mary inside the shop.

- A You can see this text on a school noticeboard.
- B You can see this text in an email.
- C This text advertises a job.
- D You can see this text at a sports centre.
- E This text advertises acting lessons.

Znajomość środków językowych

Wybór wielokrotny

Preparing for the task

- 3** Choose the correct word. Do the sentences test grammar (G) or lexis (L)? Which words helped you decide?

- 1 What time you get up? G
A is B do C does
- 2 She goes to school 8:00.
A on B in C at
- 3 He doesn't walk to school.
A never B usually C sometimes
- 4 How does she play tennis?
A many B time C often
- 5 She likes Geography Maths.
A and B or C to
- 6 They are a lesson now.
A have B has C having
- 7 He's good Spanish.
A at B of C with
- 8 I hope to hear you soon.
A to B from C back
- 9 I don't tennis at all.
A prefer B like C stand
- 10 I can't pop music.
A stand B enjoy C hate
- 11 He always goes to the gym Mondays.
A in B at C on
- 12 Do you watch TV the evenings?
A on B in C at
- 13 He out with his friends at weekends.
A hangs B meets C finds
- 14 She sometimes the Net.
A watches B goes C surfs
- 15 They sports on Saturdays.
A go B make C do

Study Tip

Przeczytaj tekst i podane możliwości odpowiedzi. Zastanów się, czy dana luka sprawdza znajomość gramatyki czy słownictwa. Zwróć uwagę na słowa poprzedzające lukę i następujące bezpośrednio po niej. Pomogą Ci one dokonać właściwego wyboru.

- 4** **SKILLS TASK** Przeczytaj tekst.
Z podanych odpowiedzi (A, B lub C) wybierz poprawne uzupełnienie luk (1–3).

From: Anna
To: Kate
Subject: Hi!

Hi Kate,

I'm writing to you from Australia. I'm 1) a ranch training to be a cowgirl.

I get up before the sun rises to feed the animals, then I have breakfast. Then I work with my horse. It's not easy 2) I like it a lot. Right now we are resting before we go trekking.

I'm 3) a great time.

Write back,
Anna

- 1 A in B at C on
- 2 A and B but C because
- 3 A having B enjoying C doing

Rozumienie ze słuchu

Dobieranie

- 5** **SKILLS TASK** Usłyszysz dwukrotnie rozmowę pomiędzy rodzeństwem. Do każdej osoby (1–4) dopasuj jej hobby (A–E). Jedno hobby zostało podane dodatkowo i nie pasuje do żadnej osoby.

PEOPLE

- 1 Amy
- 2 Paul
- 3 Martin
- 4 Bob

HOBBIES

- A aerobics
- B computer games
- C photography
- D drawing
- E swimming

Rozumienie tekstów pisanych

Dobieranie

Preparing for the task

- 1** Read the headings. Decide which words best match the underlined words.

A DAILY ROUTINE

B TRAINING HARD

- get up • go to the gym
- exercise • have lunch
- go to bed • keep fit
- walk to work
- work out in gym
- Thai boxing • do sprints


- 2** Now read the text and decide which heading (A, B) in Ex. 1 best matches the paragraph below. Identify the words that helped you decide.

Being a stuntman is a demanding job. Stuntmen work out in the gym almost every day to keep fit. On a normal week they usually have five sessions of one hour each. I usually do sprints and Thai boxing.

Study Tip

Dobieranie nagłówków

Przeczytaj nagłówki i znajdź w nich słowa kluczowe. Zastanów się, czy znasz słowa o podobnym znaczeniu. Przeczytaj szybko tekst, aby wstępnie zapoznać się z jego treścią. Przeczytaj tekst ponownie, próbując odnaleźć słowa o tym samym znaczeniu, co słowa kluczowe w nagłówkach. Pomoże Ci to w rozwiązaniu zadania.

- 3**  **SKILLS TASK** Przeczytaj tekst. Do każdego akapitu (1–3) dopasuj właściwy nagłówek (A–D). Jeden nagłówek został podany dodatkowo.

A DAILY ROUTINE

B FUN TIME

C A UNIQUE TRAVEL EXPERIENCE

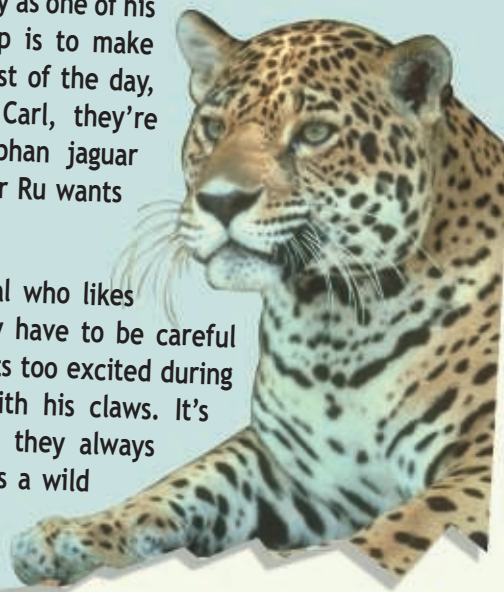
D FRIENDLY BUT DANGEROUS

Unusual Jobs: Jaguar Sitting

1 Josh Sims is spending a year travelling around South America. Right now he is in Bolivia. For three weeks, he's taking care of a jaguar, the third biggest of the 'big cats' and one of the most dangerous animals on Earth!

2 His day begins very early as one of his responsibilities in the camp is to make breakfast. Then, for the rest of the day, together with his friend, Carl, they're 'sitting' a one-year-old orphan jaguar called Ru. They do whatever Ru wants them to do!


3 Ru is a harmless animal who likes being with people, but they have to be careful with him. Sometimes, Ru gets too excited during play and scratches them with his claws. It's usually nothing serious, but they always have to remember that Ru is a wild animal and not a pet. Still, it's an amazing experience.



Znajomość środków językowych

Uzupełnianie luk

Preparing for the task

- 4** a)  Read the sentences. What type of words are missing in each sentence? Choose.

- 1 Eric ... from Poland. **preposition/verb**
- 2 He is a **noun/adjective**
- 3 He is friendly ... sociable. **noun/conjunction**
- 4 He always spends ... afternoons at the pool. **possessive adjective/pronoun**
- 5 Right now he is ... the Net. **noun/verb**
- 6 Their flat is on the ... floor. **adjective/noun**

- b)  Choose the word which best completes each gap.

- 1 coming – comes
- 2 student – students
- 3 and – but

- 4 he – his
- 5 surf – surfing
- 6 two – second

Study Tip

Uzupełnianie luk

Przeczytaj uważnie tekst, aby zorientować się w jego treści. Zastanów się, jaką częścią mowy należy uzupełnić poszczególne luki (np. rzeczownikiem, przymiotnikiem itp.). Starannie wybieraj rozwiązania. Sprawdź, czy uzupełniony tekst jest poprawny.

- 5 SKILLS TASK** Przeczytaj poniższy tekst i uzupełnij go, wpisując w każdą lukę (1–5) odpowiedni wyraz z ramki we właściwej formie. Jeden wyraz został podany dodatkowo.


friend I study go three get

Hi, Mary.

I'm Harriet. I live in Newport, Wales. I'm almost 14. **1)** ... parents are doctors. My brother **2)** ... at University. He wants to be a lawyer. We live in a flat on the **3)** ... floor. I like history and Spanish. Right now I'm **4)** ... ready to go out with my **5)** They're waiting for me. Be my e-friend.
Laura

Uzupełnianie zdań

Preparing for the task

- 6** a)  Read sentences 1 and 2. Then choose the correct options in sentences A and B.

1 He (**not/like**) ... Geography much. He prefers Maths.

- A The sentence **describes an action happening now/contains a verb which doesn't have continuous forms**.
B The verb in brackets **should be in the third person singular/should be in the affirmative**.

2 When (**you/play**) ... basketball? At 7:30 on Saturdays.

- A The verb describes **a routine/an action happening now**.
B The verb in brackets **should be in the interrogative/be in the first person singular**.

b) Complete the gaps in sentences 1 and 2.

Study Tip

Uzupełnianie zdań

Przeczytaj zdanie, zwracając uwagę na wyrazy w nawiasach. Znajdź w zdaniu wskazówki, które pomogą Ci odpowiednio zmienić słowa z nawiasów. Dodaj niezbędne elementy językowe (np. cząstkę wyrazu lub cały wyraz) i sprawdź, czy ma ono sens.

- 7 SKILLS TASK** Uzupełnij zdania (1–5), wstawiając wyrazy z nawiasów w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów. Dodaj niezbędne elementy, aby otrzymać logiczne i gramatycznie poprawne zdania. W każdym zdaniu brakuje maksymalnie czterech elementów.

- 1 He always (**do/homework**) ... in the afternoon.
- 2 She (**enjoy/play/basketball**) ... in her free time.
- 3 She (**be/always**) ... late for school.
- 4 They (**not/listen**) ... to music at the moment.
- 5 We (**not/be/really**) ... close friends.

Check your progress

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Now I can do these things in English

- talk & write about daily routines/free-time activities
- talk about jobs
- express likes/dislikes
- ask questions
- make suggestions – agree/disagree
- use capital letters & correct punctuation
- join sentences with *and*, *too*, *but*, *because*

and I can do these SKILLS TASKS

Rozumienie tekstów pisanych:

- prawda/fałsz
- dobieranie

Rozumienie ze słuchu:

- wybór wielokrotny
- dobieranie

Znajomość środków językowych:

- wybór wielokrotny
- uzupełnianie luk
- układanie fragmentów zdań

Wypowiedź pisemna:

- e-mail