

0.1 My profile

Introducing yourself: to be • Wh- questions

1 Complete the table with words from the box.

Argentina art biology football France German
Germany Italian Japan Poland Polish
Portuguese reading Spanish watching films

Country	Nationality	School subject	Hobby
Argentina, ...	German, ...	art, ...	reading, ...

2 Complete dialogues A and B with questions a–f. Then listen and check.

- What's your name?
- Where are you from?
- How old are you?
- What's your hobby?
- When's your birthday?
- What's your favourite school subject?

A



Hi, I'm Lucia.



Hi, Lucia. ¹

I'm fifteen.

²



I'm from Italy. I'm Italian, like my mother, but my father is American.

³



My favourite school subjects are history and PE. I like sport, especially basketball.

B

Hi! ⁴

My name's Steve. I'm fifteen.

⁵

My birthday is in January.

Are you from Canada?

Yes, I'm Canadian.

⁶

My hobby is playing video games with my friends.

3 Add the underlined words from exercise 2 to the table in exercise 1.

4 Study the grammar table and complete it with the correct forms of to be.

Key Grammar

To be: być

	I	He/She/It	You/We/They
+	I <u>am</u> Polish.	He <u>is</u> from France.	You ¹ <u>are</u> fifteen.
-	I <u>am not</u> German.	She ² <u>is not</u> from Canada.	We <u>aren't</u> sixteen.
?	<u>Am</u> I Italian?	<u>Is</u> it from Spain?	<u>Are</u> they fourteen?

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5 Study the grammar table and put the words in the correct order to make questions.

Key Grammar

Pytania szczegółowe

Pytań szczegółowych (Wh- questions) używamy, aby uzyskać konkretną informację, czyli odpowiedź inną niż Tak/Nie.

Who (Kto?)	is your favourite teacher?
What (Co? Jaki?)	is your hobby?
Where (Gdzie?)	are you from?
When (Kiedy?)	is your birthday?
How (Jak?)	old are you?

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1 best friend / old / how / is / your / ?

How old is your best friend?

2 from / where / your parents / are / ?

3 where / school / your / is / ?

4 what / your / favourite / sport / is / ?

5 favourite / is / who / singer / your / ?

6 SPEAK In pairs, answer the questions from exercise 5.

How old is your best friend?

My best friend is fifteen years old.

7 SPEAK Student A, look at page 141. Student B, look at page 142. Read your imaginary profile. Ask each other questions from exercise 2.

My likes and dislikes: the verbs love/like/hate • Object pronouns

- 1 Read the phrases from the box and match them to the correct categories. There may be more than one correct answer.

brush my teeth do homework do sports
get dressed go home go out with friends
go to bed go to sleep have a shower have lunch
listen to music pack your school bag
play computer games read books relax
surf the Internet wake up watch TV

- In the morning: *brush my teeth, ...*
- In the afternoon: *do homework, ...*
- In the evening: *go to bed, ...*

- 2 **SPEAK** Exchange information about the activities in exercise 1.

I do sports in the afternoon. How about you?

I do sports in the morning.

- 3 1.02 Read the text. Replace the icons with the phrases from exercise 1. Then listen and check.

I ¹ *wake up* at 6:30. I ² _____,
 ³ _____ and have breakfast. I love
sausages, so I often have them for breakfast.
I go to school at 7:40. I ⁴ _____
at school at about 12:00. I finish school at 2
or 3 pm and then I ⁵ _____.
In the afternoon I ⁶ _____. I like
watching TV and playing computer games.
I often go out and ⁷ _____.
My friends invite me to play football with them,
but I hate ball games. I love jogging in the park.
I have dinner with my family in the evening.
After dinner I ⁸ _____ and pack
my school bag for the next day. At about 10 pm
I ⁹ _____ and ¹⁰ _____.

- 4 Study the grammar table and find examples of *love*, *like* and *hate* in exercise 3.

Key Grammar

Love/like/hate

Czasowników *love/like/hate* używamy, aby wyrazić upodobania danej osoby.

Po czasownikach *love/like/hate* stosujemy:

- rzeczownik;
I like sandwiches. We hate football.
- czasownik z końcówką *-ing*.
We love playing video games. I hate reading books.

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- 5 Complete the sentences about Pia's likes and dislikes.

Love –

Like –

Hate –

1 I / / watch comedies.

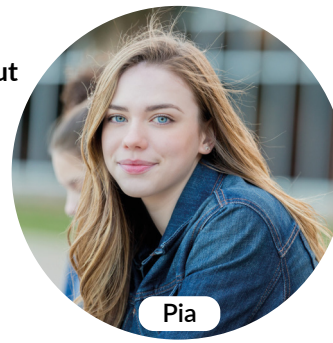
I hate watching comedies.

2 I / / surf the Internet.

3 I / / maths lessons.

4 I / / listen to music.

5 I / / pizza.



Pia

- 6 Complete the sentences so that they are true for you.

Food: I like _____, but I hate _____.

School: I love _____, but I hate _____.

Hobbies: I love _____.
I also like _____
and _____.

- 7 Study the grammar table and find two examples of object pronouns in exercise 3.

Key Grammar

Zaimki w roli dopełnienia

Zaimki w roli dopełnienia (*object pronouns*) odpowiadają na pytania: *Kogo?*, *Komu?*, *Czego?*, *Co?*.

I – <i>me</i>	he – <i>him</i>	we – <i>us</i>
you – <i>you</i>	she – <i>her</i>	they – <i>them</i>
	it – <i>it</i>	

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- 8 Complete the sentences with the correct object pronouns.

1 I like tomato soup. I have *it* very often.

2 I love computer games. I play _____ every weekend.

3 Go and talk to _____. She is really nice.

4 My Uncle Joe is great. I really like _____.

- 9 **SPEAK** In pairs, talk about the things from the box.

comics homework horror films pizza shopping
video games your town

I like comics.

I hate them.

0.3 My gadgets

Personal belongings • Abilities: have got, can

- 1 Read the names of objects from the box and find some of them in the photo.

ball bike calculator camera earbuds guitar
headphones laptop rollerblades skateboard
smartphone trainers watch



- 2 1.03 Read the texts and complete the table.

	Zac	Ava
smartphone		
earbuds		✓
skateboard		
headphones		
rollerblades		
guitar		



I'm Ava and I'm fifteen. I love music, so you can often see me with my earbuds. I've got headphones, but I hate using them. I like playing musical instruments too. I've got a guitar and I can play it well. But I can't sing.

I'm Zac and I'm sixteen. I'm a sports fan. I've got rollerblades and a skateboard. I can't rollerblade very well, but I can skateboard and I love it. I've got my smartphone and headphones, so I can listen to music when I skateboard. It's great fun.



- 3 Study the grammar table and find examples of *have got* in the texts in exercise 2.

Key Grammar

Have got: mieć

Czasownika *have got*, podobnie jak *have*, używamy, aby wyrazić stan posiadania.

	I/You/We/They	He/She/It
+	have got/'ve got I <i>have got</i> a smartphone.	has got/'s got He's <i>got</i> a skateboard.
-	have not got = haven't got I <i>haven't got</i> a bike.	has not got = hasn't got She <i>hasn't got</i> a laptop.
?	Have you <i>got</i> earbuds? Yes, I <i>have</i> ./No, I <i>haven't</i> .	Has he <i>got</i> a camera? Yes, he <i>has</i> ./No, he <i>hasn't</i> .

- 4 Complete the sentences with the correct forms of *have got*.

- (+) John's *got* a new bicycle.
- (-) I a guitar.
- (?) Ann a camera?
- (-) Susie white trainers.
- (+) We three balls.
- (?) What you on your laptop?

- 5 **SPEAK** Ask each other about the things from the box in exercise 1.

Have you got a bike?

Yes, I have.

- 6 Study the grammar table and find examples of *can* in the texts in exercise 2.

Key Grammar

Can: umieć, potrafić

Czasownika modalnego *can* używamy, aby wyrazić umiejętność wykonania czynności. Czasownik *can* ma jednakową formę dla każdego podmiotu.

- + I *can* play the guitar.
He *can* swim.
- cannot = can't
We *can't* dance.
She *can't* skateboard.
- ? Can it work?
Yes, it *can*./No, it *can't*.
Can they rollerblade?
Yes, they *can*./No, they *can't*.

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- 7 Write sentences with the correct forms of *can*.

- David / speak German / not speak English.
David *can speak German but he can't speak English*.
- We / play football / not play tennis.
- I / cook / not bake a cake.
- Sue / swim / not run fast.
- They / dance / not sing.

- 8 **SPEAK** Talk about what you can or can't do.



School places and objects • There is/are, possessive adjectives, possessive 's

- 1 Read the words from the box and match four of them to photos 1-4.

canteen classroom corridor gym library
science lab playing field



- 2 1.04 Listen to three students talking about the places in the photos from exercise 1. Which places are they talking about?
- 3 1.04 Listen again. Complete the sentences with the correct words.
- There are long desks and chairs.
 - There is a whiteboard.
 - There are a lot of bookshelves different books.
 - There's some equipment.
 - There are baskets, too, and I love playing with my friends.
- 4 Study the grammar table and find other examples of *there is/there are* in exercise 3.

Key Grammar

There is/are

Wyrażenia *there is/there are* używamy, aby opisać, kto lub co znajduje się w danym miejscu.

	<i>There is</i> some fitness equipment.	<i>There are</i> some students.
	<i>There isn't</i> a teacher.	<i>There aren't</i> any/many chairs.
	<i>Is there</i> a library? Yes, <i>there is</i> . No, <i>there isn't</i> .	<i>Are there</i> any computers? Yes, <i>there are</i> . No, <i>there aren't</i> .
<i>Wh- ?</i>	Why <i>is there</i> a desk?	How many pencils <i>are there</i> ?

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WATCH OUT | SKILLS

Opisywanie obrazka

Opisując obrazek, należy podać następujące informacje:

- kto lub co znajduje się na obrazku,
- gdzie znajdują się osoby i przedmioty,
- co robią i jak są ubrane osoby,
- co sądzisz na temat przedstawionej sytuacji.

W opisie obrazka często używa się konstrukcji *there is/there are*.

- 5 Look at photo 2 in exercise 1 and complete the description below with the correct forms of *there is/there are*.

In the picture ¹*there are* some students in the school corridor. ² a big window behind them. On the right, ³ a door to the classroom. ⁴ some students on the bench and two people, a girl and a boy, on the floor. ⁵ some school bags on the floor, too. The students look happy.

- 6 Complete the sentences with the words from the box in exercise 1 and the underlined words from exercise 3.

- Is there a whiteboard in your classroom?
- You can use Gina's pencil. It's on the bench next to the window.
- The school has got its own website. You can find all the books there.
- Their classmates like playing basketball in the gym.

- 7 Study the grammar table and complete it with the underlined words from exercise 6.

Key Grammar

's i przymiotniki dzierżawcze

Przymiotniki dzierżawcze (*possessive adjectives*) określają, do kogo należy osoba lub przedmiot.

Liczba pojedyncza	Liczba mnoga
I - <u>my</u> school	We - <u>our</u> lessons
You - ¹ <u>classroom</u>	You - <u>your</u> teachers
He - <u>his</u> room	They - ² <u>classmates</u>
She - <u>her</u> friend	
It - ³ <u>website</u>	

Possessive 's lub **s'** stosujemy, aby podać imię, nazwisko lub nazwę 'właściciela'.

<u>my friend's</u> notebook (zeszyt mojego kolegi)	<u>students'</u> chairs (krzesła uczniów)
<u>Gina's</u> pencil (ołówki Giny)	<u>children's</u> toys (zabawki dzieci)

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- 8 Complete the sentences with the correct possessive adjectives or 's/s'.

X: ¹*My* classmates and I really like ² music teacher. ³ name is Mr Dawson. Mr Dawson ⁴ lessons are interesting and ⁵ school orchestra is very good.

Y: ⁶ favourite place is the school corridor. I like ⁷ big windows. I like sitting there between ⁸ lessons.

- 9 Look at the sentences in exercise 8. Change the underlined phrases to talk about your favourite people and places at school.

My classmates and I really like our maths teacher.