

# Interface

# 1

## Student's Book

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PODRECZNIK  
WIELOLETNI



Learning  
**Tips**

Cultural  
**Fact**

# Unit 5

# School life

## Unit Contents

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- Test Practice: Rozumienie ze sluchu – dobieranie

17:00

1



7:00

2

8:50



- 3 In your notebook match the expressions in the box with *have*, *go*, and *play*. Can you add more?

a bath   golf   home   lunch   some milk  
the guitar   to the cinema   with friends



## Vocabulary 1 Daily routines

- 1 Look at pictures 1–6. Then in your notebook complete the sentences about daily routines with the correct form of the words in the box.

do homework   finish school   get dressed  
get up   go to bed   have a shower   have dinner  
play the piano   start school   tidy your room

- 1 Mike at seven o'clock and he gets dressed.
- 2 Mark at ten to nine. Here he is with his classmates.
- 3 Suzie at five o'clock every day. She hates maths and science!
- 4 Jenny at quarter to seven. You can see her brothers in this picture too.
- 5 Tom usually at eight o'clock. It's always a mess!
- 6 On a school night, Tom at half past nine but not at the weekend!

- 2 Listen and repeat.

- 4 In your notebook write sentences about your daily routine. Use the expressions in exercise 1.

*I get up at seven o'clock. I have a shower ...*



## Now say it!

- 5 Listen to Emily and Ben talking about the weekend. What time does Ben do the things in the box?

get up   have lunch  
do homework   go to bed

- 6 Work in pairs. Ask and answer questions about your routine at the weekend.

*What time do you get up?*

*I get up at nine o'clock.*





4



5

Unit  
5



## Reading 1

**7** Read the text quickly. What musical instruments do Aisha and Rick play?

Sunday 9 pm – Channel 13

# A day in the life of a child genius

There are millions of children in the world but there aren't many children like Aisha or Rick. On tonight's programme, we talk to two of Britain's gifted children about their daily routines.



**a** **Aisha Patel** is 13. Just like other British 13 year olds, Aisha usually gets up at seven o'clock. She starts school at nine o'clock and she's never late. But, there is a difference. Aisha's very intelligent: she's got an IQ of 150 – a 'normal' IQ is 100! In her free time, she designs computer games. She also speaks six languages, plays the cello and paints beautiful pictures. And she's got time to meet her friends.



**b** **Rick Moore** is 12, and he's also got an IQ of 150. He plays the piano and he sometimes writes music too – his ambition is to be a top composer. He always gets up very early to play the piano, around half past five in the morning. He wants to play the piano all day but he can't do that because he goes to school and he's got homework – he always does his homework. He often goes to bed at half past eleven.



6

**8** Read and listen. Complete the sentences in your notebook with the names *Aisha* or *Rick*.

- 1 wants to be a music composer.
- 2 is also an artist.
- 3 often sleeps for less than six hours a night.
- 4 doesn't usually get up at half past five.
- 5 has got several hobbies.

**9** Answer these questions in your notebook.

- 1 Where are Aisha and Rick from?
- 2 Are they the same age?
- 3 What instruments do they play?
- 4 Have they got the same IQ?

Word  
Tip

Make nouns in English by adding endings to verbs. This helps you learn and understand new words.

**10** Add *-(e)r* or *-or* to the verbs in the box to make the name of the person who does these things. Write the answers in your notebook.

act compose dance sing teach write

*act – actor*



**11** **CLASS VOTE** Would you like to be gifted like Aisha and Rick?

# Grammar 1

## Adverbs of frequency

adverbs of frequency	
0%	She is <b>never</b> late for school. He <b>sometimes</b> writes music too. He <b>often</b> goes to bed late.
↓	
100%	She <b>usually</b> gets up at seven o'clock. He <b>always</b> does his homework.

**1** Look at the sentences in the table. Copy and complete the rules in your notebook with *before* or *after*.

- Adverbs of frequency normally go  the main verb.
- They go  the verb *be*.

**2** In your notebook rewrite the sentences with the adverbs of frequency in brackets.



Amy gets up at five o'clock in the morning. (always)  
*Amy always gets up at five o'clock in the morning.*

- Amy paints pictures in her house. (usually)
- She paints in a special art room at school. (sometimes)
- After school, she goes to extra art classes with a professional artist. (often)
- She misses her extra art lessons. (never)

## Adverbs of frequency: questions

adverbs of frequency in questions	
How often	does she play the piano?
Do you	usually have a shower in the morning?

**3** Look at the sentences in the table. What question word can you use with *often* to ask about frequency?


**4** In your notebook order the words to make questions. Then answer the questions so they are true for you.

you / tired / How often / of school / are / ?

*How often are you tired of school?*

*I'm often tired of school, especially on Monday.*

- usually / Do / you / get up / at 4 am / ?
- usually / Do / go / you / to bed before 9 pm / ?
- meet / How often / you / your friends / do / ?
- a musical instrument / How often / do / you / play / ?
- you / How often / do / tidy your room / ?

**5**  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 4.

# Grammar 2

## Word order: questions

be			
question word	am / is / are	subject	other words
/	is	your name	Peter?
What	is	your name?	/

have got				
question word	have / has	subject	got	other words
/	Have	you	got	any brothers?
How many brothers	have	you	got?	/


other verbs				
question word	do / does	subject	verb	other words
/	Do	you	listen	to music every day?
How often	do	you	listen	to music?


**6** Complete the questions in your notebook with the words in the box.


does   are   has   do   is   have

Where  you from?


*Where are you from?*

1  your sister little?

2  you got any pets?

3  you like school?

4 How many talents  your best friend got?

5  your brother get up early?

7 In your notebook order the words to make questions.




**Wow!**  
**That's amazing!**  
Let's meet Joshua North.  
He loves doing sport!

- 1 you / How old / are / ?
- 2 from / you / Where / are / ?
- 3 any brothers or sisters / you / Have / got / ?
- 4 do / you / What sports / do / ?
- 5 sport / you / How often / do / do / ?
- 6 read / before you go to bed / you / Do / ?

8 In your notebook match the questions in exercise 7 to these answers.

- 1 No, I don't. I listen to music.
- 2 I'm 12 years old.
- 3 My favourite sport is basketball but I like playing football too.
- 4 Yes, I have. I've got one brother and two sisters.
- 5 I'm from Atlanta, in the USA.
- 6 I always play basketball at the weekend and I often play football on Thursday.

9  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 7.



## Listening Hidden talents

10 Look at the people. What are they famous for?



11 Listen to three people talking about the celebrities in exercise 10. In your notebook match the celebrities with the hidden talents.

- 1 acting and singing
- 2 playing musical instruments
- 3 designing clothes

12 Listen again and answer the questions in your notebook.

- 1 Does Hugh Jackman sing in films?
- 2 What instruments does he play?
- 3 Does the speaker like Beyoncé?
- 4 What type of music does Beyoncé sing?
- 5 What other hidden talents has Pau Gasol got?

13 Who do you admire? Why is he / she famous? Has he / she got a hidden talent?



*Britain's Got Talent* is a popular TV talent show. The winner performs at the Royal Variety Performance, in front of the Queen. Is there a similar TV programme in Poland?



# Speaking

## At the box office

### Listen

- 1 Look at the picture. Who is Alex talking to?
- 2 Listen to the dialogue and in your notebook answer the question below.  
What is Alex doing?
- 3 Complete the dialogue in your notebook with the words in the box. Then listen and check your answers.

rock concert   two   three   Saturday



Can I help you?

Yes. Have you got any tickets for the (1) ?

Yes, we have. What day would you like?

I'd like tickets for (2) .

Sure, of course!

How much are the tickets?

They're (3) £ each.

Could I have (4) tickets, please?

Here you are.

Thank you very much!

### Practise

- 4 Listen again and repeat the dialogue.
- 5 In your notebook match questions 1–4 to answers a–d.
  - 1 What day would you like?
  - 2 How much are the tickets?
  - 3 Can I help you?
  - 4 Could I have three tickets, please?
  - a) Yes, here you are.
  - b) They're £5 each.
  - c) Yes. Have you got any tickets for the disco?
  - d) Friday, please.
- 6 Listen to sentences 1–4 and in your notebook match them with reactions a–e below. One reaction does not match any of the sentences you hear.
  - a) Once a month.
  - b) Sure, of course!
  - c) £10.
  - d) Thank you!
  - e) Yes, very often.



## Speaking task

Prepare a dialogue between you and the box office attendant.

### Step 1

First, decide which event you want to go to.

#### This week's film

**BREAKDANCE  
3D**



Monday–Friday £2.50  
Saturday and Sunday £3

**DISCO**  
Friday and  
Saturday £5

### Step 2

Think about what the attendant says.

*Can I help you?*

*What day would you like?*

*Sure, of course.*

*They're £ ... each.*

*Here you are.*

Think about what you say.

*Yes. Have you got any tickets for ...?*

*I'd like tickets for ...*

*How much are the tickets?*

*Could I have ... tickets, please?*

*Thank you very much.*

### Step 3

Write the dialogue in your notebook.

### Step 4

Work in pairs. Take it in turns to practise your dialogue.



## Culture Performing arts



The *National Eisteddfod* is a Welsh festival of literature, music and performance. It takes place once a year in the month of August.

The *Eisteddfod yr Urdd* is Wales's youth festival. The competition is for one week and 15,000 talented young people take part!

You can compete from six years old. Some children do music competitions, some do drama and some dance. You can also read poetry. There are about 10,000 visitors and it is on TV.

The official language of the festival is Welsh and all the performances are in Welsh.



**7** Read and listen to the information about performing arts. Then answer the questions in your notebook.

- 1 What is the *Eisteddfod*?
- 2 What can you do at the *Eisteddfod yr Urdd*?
- 3 What language is the competition in?

**8** Do you have any national talent competitions in Poland?

## Vocabulary 2

### School subjects

1 In your notebook match the pictures with the school subjects in the box.

art and design drama English French geography  
history ICT (information and communication technology)  
literature maths music PE (physical education) science



2 Listen and repeat.

3 Copy and complete the table with the subjects in exercise 1 so that it is true for you.

<i>I'm very good at</i>	<i>I'm good at</i>	<i>I'm quite good at</i>
PE		
<i>I'm OK at</i>	<i>I'm bad at</i>	<i>We don't study</i>
		drama

4 **INTERFACE** Work in pairs. Ask and answer questions about school subjects.

Do you like PE?

Yes, I do. I'm very good at it.



## Reading 2

5 Read and listen. What is different about this school?

### Redroofs

Are you good at maths and science at school? Or do you prefer acting and singing? Can you dance well? Redroofs is a school with a difference: all of its students are talented in the performing arts. Students at this theatre school in the south of England study normal school subjects, including maths, English, science, geography and history but they don't study PE. For half of every schoolday, Redroofs students study dance and musical theatre, and classes are very energetic! In fact, students at Redroofs can sing and act very well and some students can also compose music or make costumes.

6 Read the text again. Are the sentences true or false? Write the answers in your notebook.

- 1 Redroofs is a theatre school.
- 2 Students at Redroofs never study maths and science.
- 3 Students don't study PE at Redroofs.
- 4 Students at Redroofs are good at singing and acting.



nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

# Grammar 3

## can

### affirmative

I / You	<b>can</b> play the piano.
He / She / It	<b>can</b> dance.
We / You / They	<b>can</b> compose music.

### negative

I / You	<b>can't</b> play the cello.
He / She / It	<b>can't</b> sing.
We / You / They	<b>can't</b> run fast.

- 7** Look at the sentences in the table. Choose the correct words to complete the rules in your notebook.
- We use the **same** / a **different** form of *can* for the different subject pronouns.
  - The negative form of *can* is / isn't *can't*.
  - After *can*, we use the verb **with** / **without** to.

- 8** Complete the text in your notebook with *can* or *can't*.



My best friend's good at music. He (1) sing and he (2) compose music. In our drama classes, some of my friends (3) act brilliantly. And me? Well, I (4) (not) dance very well so I'm bad at musical theatre.

I (5) (not) understand algebra so I'm not very good at maths, but everyone says I (6) (draw) really well and I'm really good at art and costume design.

## Pronunciation

### can / can't

- a** Listen and repeat. Can you hear the difference?

- He can dance very well.
- He can't dance very well.

- b** Listen and choose the words you hear. Write the answers in your notebook.

- I **can** / **can't** speak French.
- My sister **can** / **can't** play the piano.
- She **can** / **can't** play football.
- I **can** / **can't** draw.

### questions and short answers

<b>Can</b> I / you draw? Yes, I / you <b>can</b> .                      No, I / you <b>can't</b> .
<b>Can</b> he / she / it dance? Yes, he / she / it <b>can</b> .                      No, he / she / it <b>can't</b> .
<b>Can</b> we / you / they act? Yes, we / you / they <b>can</b> .                      No, we / you / they <b>can't</b> .
What languages <b>can</b> I / you / he / we / they speak?

- 9** Look at the sentences in the table. Is the *he / she / it* form different?

- 10** Complete the questions in your notebook.

*Can you draw?*

Yes, I can. I'm really good at art.

1 ?

No, I can't. I dance terribly.

2 ?

No, I can't run fast. I'm bad at PE.

3 ?

No, I can't, but my dad can play the guitar wonderfully.

4 What ?

Me? I can speak English and French well.

## Adverbs of manner

- 11** Check the meaning of the adjectives in the box. What are their adverb forms? Write the answers in your notebook. Use the spelling rules on page 79 to help you.

bad beautiful brilliant fantastic good  
slow terrible wonderful

*bad - badly*



Use adverbs of manner to describe how you do things. Remember, they usually go after the verb: *I dance terribly. I can't run fast.*

- 12** **INTERFACE** Ask and answer the questions in exercise 10.

*Can you draw?*

*Yes, I can. I'm good at art. I can draw beautifully.*



## Writing

### A magazine article

1 Read and listen. What talents has Jaden got?

### Who do you admire?

I admire Jaden Smith because he's talented. Jaden Smith is an American actor and a dancer. He's from a very famous family. His father, Will Smith, is an actor, a rapper and a film producer. His mum, Jada Pinkett, is multi-talented because she can act, sing and write songs. He's got a younger sister, Willow, and she can act and sing too.

Jaden Smith has got an unusual daily routine because he never goes to school. He studies at home with special teachers. Jaden hasn't got very much free time. When he isn't at home with his school books or in the film studio, he sometimes helps Project Zambia. This charity collects money for orphans in Africa.



### Language focus

**because**

*I admire Jaden Smith because he's talented.  
Jada is multi-talented because she can act,  
sing and write songs.*

2 Look at the sentences in the Language focus. Why do we use **because**? Choose the correct answer and write it in your notebook.

- a) to add information
- b) to give a reason
- c) to contrast information

3 In your notebook match the sentence halves. Then rewrite them with **because**.

*I admire Jaden Smith because he's talented.*

- |                             |   |
|-----------------------------|---|
| 1 I admire Jaden Smith      | a) he can sing and dance well.                |
| 2 He's got a big family     | b) she studies for three hours every morning. |
| 3 His dad is talented       | c) he's got four brothers and sisters.        |
| 4 She usually gets up early | d) he's talented.                             |

4 Who do you admire? Write an article about a famous person. Follow these steps.

### Writing a magazine article

#### Step 1 Plan

Make notes about a famous person you admire. Who is it? Why do you admire him / her? What is his / her daily routine?

#### Step 2 Write

Write a first draft. Use your notes from Step 1 and the article about Jaden Smith to help you.

#### Step 3 Check

Check your work. Try to include sentences with **because**.

#### Step 4 Write

Write your final copy and hand in your work.



## Progress check

### Daily routines

1 Match 1–8 with a–h to make daily routines.

- |          |              |
|----------|--------------|
| 1 do     | a) a shower  |
| 2 finish | b) school    |
| 3 get    | c) school    |
| 4 go     | d) the piano |
| 5 have   | e) to bed    |
| 6 play   | f) up        |
| 7 start  | g) homework  |
| 8 have   | h) dinner    |

### School subjects

2 Complete the timetable with the school subjects.

	Monday	Tuesday
9:00–10:00	(1)	(4)
10:00–11:00		
11:00–11:15	Break	
11:15–12:15	(2)	(5)
12:15–13:15		
13:15–14:00	Lunch	
14:00–15:00	(3)	(6)
15:00–16:00		

### Adverbs of frequency

3 Rewrite the sentences with the adverbs of frequency in brackets.

- My sister watches the news on TV. (always)
- I am tired on Monday morning. (usually)
- We go to the cinema on Saturday. (often)
- My brothers play the guitar together. (sometimes)
- My teacher is late for class. (never)
- I do my homework before dinner. (always)

### Word order: questions

4 Order the words to make questions. Then answer them.

- from / is / your / friend / Where / best / ?
- old / is / How / your / mum / ?
- usually / a / you / have / do / shower / When / ?
- finish / often / do / school / How / you / 3 pm / before / ?
- any / got / Have / you / pets / ?
- time / you / do / bed / What / to / go / ?

### can / can't

5 Write sentences with *can* or *can't*.

- I / play the violin ✓
- My dad / dance ✗
- Our classmates / sing ✓
- My parents / speak English and French ✗
- My neighbour / read Japanese ✓
- My best friend / swim well ✗

6 Rewrite the sentences in exercise 5 as questions. Then answer them so they are true for you.

### Adverbs of manner

7 Complete the sentences with the adverb form of the words in bold.

- Messi is a **good** football player. He plays .
- I've got a **beautiful** voice. I sing .
- My cousin's pictures are **terrible**. She draws .
- My friends and I are **brilliant** at dancing. We dance .
- My dad's a **slow** reader. He always reads very .
- My best friend is **bad** at exams. He often does in his exams.

### Cumulative grammar

1 2 3 4 5 6 7 8 9

8 Complete the dialogue with the correct form of the verbs in brackets.

- Alex Hi, Ben! I (1) (have got) two tickets for The Voices concert. Emily (2) (not can) go. (3) you (want) to go? Those guys (4) (can) play the guitar really well.
- Ben Yes, please! When (5) (be) it?
- Alex On Sunday.
- Ben What time (6) it (start)?
- Alex The concert (7) (start) at 7 pm.
- Ben I usually (8) (go) to bed at 10 pm on Sunday.
- Alex Don't worry! Those concerts always (9) (finish) at 8.30 pm and there (10) (be) lots of buses home. And Monday is a holiday, anyway.



# Test Practice – poziom podstawowy

## Rozumienie ze słuchu – dobieranie

- 1** Work in pairs. Decide what subjects these students are learning and list as many words connected with them as you can.



- 2** Read how three speakers describe their favourite subjects. For each person, decide what the subject is and choose the words that helped you make your decision. Write the answers in your notebook.

*This is a subject for creative people who like to sing and learn about all different styles of playing instruments from past and present times.*

2.1. My favourite subject is .

*In my favourite class, we learn how to express our emotions in visual form. We use different colours and techniques to create something new.*

2.2. My favourite subject is .

*This subject is perfect for those who are interested in what happened to the people many years ago, for those who have a good memory for dates, but also understand the reasons for and results of events in the past.*

2.3. My favourite subject is .

- 3** Work in pairs. Describe your favourite subject without saying what it is so that your partner can try to guess it.
- 4** Listen to Josh and Gina talking about their siblings. Copy the table into your notebook and match the people with their talents.

	Gina's sister	Josh's brother
cooking	<input type="checkbox"/>	<input type="checkbox"/>
acting	<input type="checkbox"/>	<input type="checkbox"/>
singing	<input type="checkbox"/>	<input type="checkbox"/>
painting	<input type="checkbox"/>	<input type="checkbox"/>

### TEST TRAINER

- 5** Usłyszysz dwukrotnie rozmowę dwóch osób o przedmiotach szkolnych. Na podstawie informacji zawartych w nagraniu dopasuj do każdej osoby (5.1.–5.4.) przedmiot, w którym jest najlepsza (A–E). Zapisz odpowiedzi w zeszycie. **Uwaga!** Jeden przedmiot został podany dodatkowo i nie pasuje do żadnej osoby.

#### Tip

Słuchając wypowiedzi, wychwytyj wyrazy pasujące do zakresu tematycznego podanych odpowiedzi.

#### People

- 5.1. Jack  
5.2. Josh  
5.3. Liz  
5.4. Sarah

#### School subjects

- A. maths  
B. ICT  
C. history  
D. drama  
E. music





- 1** Work in pairs. Decide what talents these people have. Then talk about your talents.



- 2** In your notebook match the sentences below (2.1.–2.5.) to the sentences (A–E) that have similar meaning.

- 2.1. He thinks that everyone has some talent.  
2.2. He has to practise a lot but he enjoys it.  
2.3. He doesn't want to be gifted.  
2.4. He helps others due to his talent.  
2.5. He thinks that geniuses have hard lives.

- A. He thinks it is better to live without any talent.  
B. He believes that we are all gifted in some way.  
C. He plays concerts for charity.  
D. He says that his training sessions are difficult but fun.  
E. He believes that having a talent is not all that much fun.

- 3** Read the texts (3.1.–3.3.) about talents and choose the sentence (A or B) which best summarises each text. Write the answers in your notebook.

3.1. I'm good at dancing and attend a ballet school. We learn all the subjects that students do in other schools but we also have 15 hours a week of jazz dance and classical ballet. These are my favourite lessons. I work hard and learn all the steps because I take part in international competitions. My parents think that I dance wonderfully. I want to be the best dancer in the world!

- A. In my school, we don't have typical subjects.  
B. My school is helping me to become famous in the future.

3.2. I really like drawing but I'm not an artistic type. I can't play any musical instruments and I sing badly but count really well. My teachers even say that I'm a mathematical genius. I'm not sure about that but it's really easy for me to do all the complicated calculations. The problem is I don't enjoy it and would rather do something else in the future.

- A. I like doing the thing I'm talented at.  
B. At school, I'm good at maths.

3.3. This year, we have a new subject at our school. It is called the history of art. I really like it because we learn about the lives of famous artists and analyse their works. It is a great subject for people who are interested in artistic styles of the past and going to museums.

- A. The new subject is for people who enjoy learning art history and like visiting galleries.  
B. To be good at this subject, you must be a gifted artist.

### TEST TRAINER

- 4** Usłyszysz dwukrotnie cztery wypowiedzi na temat talentów. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (4.1.–4.4.) odpowiadające jej zdanie (A–E). Zapisz odpowiedzi w zeszytce. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

#### Tip

Pamiętaj, że w nagraniu ta sama treść może być wyrażona innymi słowami niż w odpowiedziach.

- A. I believe everyone is gifted.  
B. I work hard but I like it.  
C. I can see the bad side of having a talent.  
D. I use my talent to help people.  
E. I don't want to be gifted.



## Wordlist

### ŻYCIE RODZINNE I TOWARZYSKIE – czynności życia codziennego

act (v)	/ækt/	grać (rolę)
compose (v)	/kəm'pəuz/	komponować
daily routines (n)	/,deɪli ru:'ti:nz/	codzienne czynności
<b>T</b> do homework (phr)	/,du: 'həʊm.wɜ:(r)k/	odrabiać pracę domową
dance (v)	/dɑ:ns/	tańczyć
design (v)	/di'zain/	projektować
<b>T</b> finish school (phr)	/,fiɪnɪʃ 'sku:l/	kończyć zajęcia szkolne
<b>T</b> get dressed (phr)	/,get 'drest/	ubierać się
<b>T</b> get up (v)	/,get 'ʌp/	wstawać
<b>T</b> go to bed (phr)	/,gəʊ tə 'bed/	iść spać
have a bath (phr)	/,hæv ə 'bɑ:θ/	brać kąpiel
<b>T</b> have a shower (phr)	/,hæv ə 'ʃaʊə(r)/	brać prysznic
<b>T</b> have dinner (phr)	/,hæv 'dɪnə(r)/	jeść obiad
miss lessons (phr)	/,mɪs 'les(ə)nz/	opuszcza zajęcia szkolne
paint (v)	/peɪnt/	malować
<b>T</b> play the piano (phr)	/,pleɪ ðə pi'ænəʊ/	grać na pianinie
sing (v)	/sɪŋ/	śpiewać
speak a language (phr)	/,spi:k ə 'læŋgwɪdʒ/	znać język
<b>T</b> start school (phr)	/,stɑ:(r)t 'sku:l/	zaczynać zajęcia szkolne
teach (v)	/ti:tʃ/	uczyć (kogoś)
<b>T</b> tidy your room (phr)	/,taɪdi jɔ:(r) 'ru:m/	sprzątać (swoją) pokój

### SZKOŁA – przedmioty nauczania, życie szkoły

algebra (n)	/'ældʒɪbrə/	algebra
<b>T</b> art and design (n)	/ɑ:(r)t ən di'zain/	sztuka / plastyka
<b>T</b> drama (n)	/dra:mə/	zajęcia teatralne
<b>T</b> English (n)	/'ɪŋɡlɪʃ/	język angielski
<b>T</b> French (n)	/'frentʃ/	język francuski
<b>T</b> geography (n)	/dʒi:'bɒɡrəfi/	geografia
<b>T</b> history (n)	/'hɪstri/	historia
<b>T</b> ICT (information and communication technology) (n)	/,aɪ si: 'ti: /,ɪnfə(r),meɪ(ə)n ,ən kə'mju:nɪ.keɪʃ(ə)n tek'nɒlədʒi/	informatyka
<b>T</b> literature (n)	/'lɪtrətʃə(r)/	literatura
<b>T</b> maths (n)	/mæθs/	matematyka
<b>T</b> music (n)	/'mju:zɪk/	muzyka
<b>T</b> PE (physical education) (n)	/,pi: 'i: (fɪzɪk(ə)l ,edʒʊ'keɪʃ(ə)n/	WF (wychowanie fizyczne)

### INNE

admire (v)	/əd'maɪə(r)/	podziwiać
around (adv)	/ə'raʊnd/	około
bad at (phr)	/'bæd ət/	słaby w (robieniu czegoś)
beautiful (adj)	/'bjʊ:təf(ə)l/	piękny
brilliant (adj)	/'brɪljənt/	ośniewający, wspaniały
cello (n)	/'tʃeləʊ/	wiolonczela
channel (n)	/'tʃænl(ə)l/	kanal (telewizyjny)
competition (n)	/'kɒmpə'tɪʃ(ə)n/	konkurs, zawody
composer (n)	/'kɒmpə'zə(r)/	kompozytor
difference (n)	/'dɪfrəns/	różnica
event (n)	/'i:vent/	wydarzenie, impreza
fantastic (adj)	/'fæntə'stɪk/	fantastyczny
Friday (n)	/'fraɪdeɪ/	piątek
gifted (adj)	/'gɪftɪd/	uzdolniony, utalentowany
genius (n)	/'dʒi:nɪəs/	geniusz
good at (phr)	/'gʊd ət/	dobry w (robieniu czegoś)
hidden talent (n)	/'hɪd(ə)n 'tælənt/	ukryty talent
instrument (n)	/'ɪnstɪmənt/	instrument
intelligent (adj)	/'ɪntelɪdʒ(ə)nt/	inteligentny
IQ (intelligence quotient) (n)	/'aɪ 'kju: (ɪn'telɪdʒ(ə)ns ,kwɒʃ(ə)nt/	iloraz inteligencji
Monday (n)	/'mʌndeɪ/	poniedziałek
neighbour (n)	/'neɪbə(r)/	sąsiad
orphan (n)	/'ɔ:(r)f(ə)n/	sierota
Saturday (n)	/'sætə(r)deɪ/	sobota
several (det)	/'sev(ə)rəl/	kilka
slow (adj)	/sləʊ/	wolny
south (n)	/saʊθ/	południe
Sunday (n)	/'sʌndeɪ/	niedziela
talented (adj)	/'tæləntɪd/	uzdolniony, utalentowany
take part in (v)	/'teɪk 'pɑ:(r)t ɪn/	brać udział w
terrible (adj)	/'terəb(ə)l/	okropny, straszny
Tuesday (n)	/'tju:zdeɪ/	wtorek
ticket (n)	/'tɪkɪt/	bilet
violin (n)	/'vaɪə'lɪn/	skrzypce
visitor (n)	/'vɪzɪtə(r)/	odwiedzający, gość
wonderful (adj)	/'wʌndə(r)f(ə)l/	piękny
youth (adj)	/'ju:θ/	młodzieżowy

### Learning Tips

**Remember:**  
*I play football, rugby but I play **the** piano, **the** cello.*

Learn the school subjects by writing out your school timetable in English.

**Spelling: adverbs of manner**

- for most adverbs of manner, add *-ly* to the adjective  
bad → **badly**  
beautiful → **beautifully**
- for adjectives that end in *-e*, omit the *-e* and add *-ly*  
terrible → **terribly**
- for adjectives that end in *-ic*, add *-ally*  
fantastic → **fantastically**
- irregular adverbs of manner  
good → well  
fast → fast

**Functional language****Buying a ticket –  
kupowanie biletu**

- **Can I help you? – W czym mogę pomóc?**
- **Have you got any tickets for the rock concert? – Czy są bilety na koncert rockowy?**
- **How many tickets would you like? – Ile chciałbyś/chciałabyś biletów?**
- **Could I have two tickets, please? – Poproszę dwa bilety.**
- **What day would you like? – Na jaki dzień chcesz bilety?**
- **How much are the tickets? – Ile kosztują bilety?**
- **They're £3 each. – Kosztują po 3 funty za sztukę.**



We use *How much is it?* or *How much does it cost?* to ask about prices.

**'Can do' Progress Check**

How well can you do these things in English now? Give yourself a mark:

- 1 – I can do it very well,
- 2 – I can do it quite well,
- 3 – I have some problems,
- 4 – I can't do it.

- I can talk about daily routines.
- I can talk about my favourite and least favourite school subjects.
- I can understand a magazine article about gifted children.
- I can understand a text about a theatre school.
- I can talk about my daily routines using adverbs of frequency.
- I can ask about specific information using question words.
- I can talk about abilities using *can / can't*.
- I can understand a conversation about weekend activities.
- I can understand a conversation about celebrities' hidden talents.
- I can buy a ticket at the box office.
- I can understand a magazine article about a Welsh festival.
- I can write a magazine article.

I can do the following **exam tasks**:

- Rozumienie ze słuchu – dobieranie
- Rozumienie tekstów pisanych – prawda/fałsz
- Znajomość funkcji językowych – dobieranie
- Znajomość środków językowych – uzupełnianie luk