



1

Workbook

Annie Cornford

Get ate way plus

► Vocabulary

School subjects

1 Popatrz na obrazek i napisz nazwy przedmiotów szkolnych.



- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

2 Połącz zdania 1–6 ze zdaniami a–f.

- | | |
|---------------------------------|--|
| 1 I don't like maths. | a His mother comes from Paris. |
| 2 She loves art. | b They sing and play in a band. |
| 3 He speaks French at home. | c He loves his computer. |
| 4 I'm good at geography. | d I don't understand numbers at all. |
| 5 They're good at music. | e Her favourite painter is Van Gogh. |
| 6 His favourite subject is ICT. | f I know the names of 25 capital cities. |

3 W każdej linii zaznacz wyraz, który nie pasuje do pozostałych.

- 1 French (maths) German Spanish
- 2 school lunch homework class
- 3 chemistry physics biology music
- 4 ICT computer PE CD
- 5 notebook rubber pencil art

School activities

4 Przeczytaj zdania i wybierz prawidłowe odpowiedzi.

- 1 We have/do a break after the lesson.
- 2 They start classes/the teacher at nine o'clock.
- 3 Maria asks good breaks/questions.
- 4 I make/do my homework every night.
- 5 He finishes lunch/school at half past four.
- 6 Tom answers/starts the teacher.

5 Uzupełnij zdania informacjami na swój temat.

I start school at on Wednesday. My first lesson is It's not bad/great/okay. My second lesson is and I like it/don't like it. I have a break at I have lunch at On Wednesday I finish school at I do homework days a week. I love it/think it's okay/can't stand it!

* 6 Napisz podobny tekst o tym, co robisz w piątek.

.....

.....

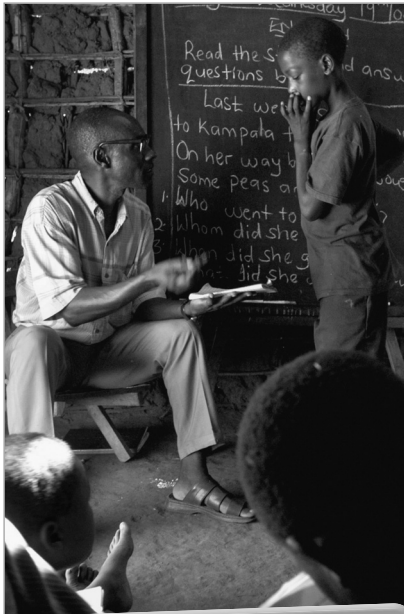
.....

.....

.....

.....

1 Popatrz na zdjęcia i przeczytaj tekst. Czy opisana klasa przypomina Twoją? Wskaż przynajmniej jedną różnicę.

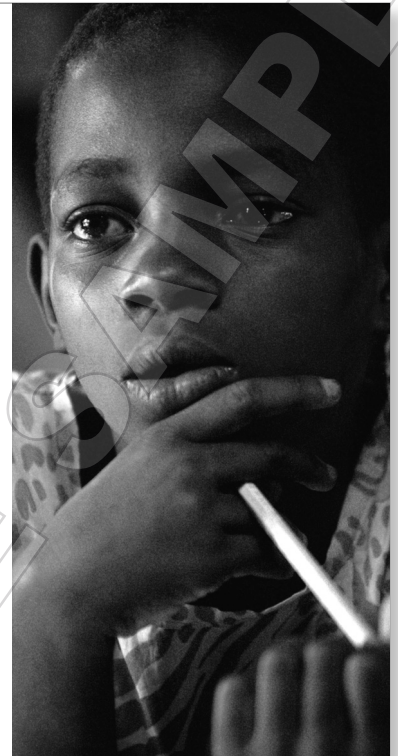


In village schools in Uganda, the students have their lessons in small buildings with no doors or windows. They have two or three classrooms for two or three hundred girls and boys. There aren't books for all the students. Three or four students share a book. There aren't desks for everybody. There are chairs for only half the students.

It is often very hot in the classrooms. Then the students go outside. They sit under a tree and listen to their teacher.

Some children don't finish school in these Ugandan villages. Twenty per cent of girls do not go to secondary school. Girls stay at home to get water or do the washing.

Agnes is a typical student. She is happy because she goes to primary school. She gets up at five o'clock every morning and washes dishes before she walks seven kilometres to school. She is sometimes late and her teacher is angry. But she loves her teacher. Agnes wants to be a teacher or a nurse.



School life in an African village

2 Przeczytaj tekst jeszcze raz i wybierz prawidłowe odpowiedzi.

- 1 Village schools in Uganda have
 - a small classrooms.
 - b hundreds of children.
- 2 Some students share
 - a a book.
 - b a chair.
- 3 When it is hot in the classroom, the students
 - a go home.
 - b sit under a tree.
- 4 Many girls stay at home and
 - a do homework for the teacher.
 - b get water for the family.
- 5 Agnes gets up,
 - a helps at home and walks to school.
 - b gets her books and walks to school.
- 6 When Agnes is late, her teacher
 - a is happy with her.
 - b is not happy with her.

3 Dopasuj wyrazy podkreślone w tekście do odpowiednich rysunków i definicji.



1 ½

2



3

4 %

5 schools and houses, for example

4 Napisz zdania zgodne z tekstem.

- 1 The school buildings have got windows.
- 2 There are chairs and desks for everybody.
- 3 Agnes doesn't like school.
- 4 When Agnes finishes school she wants to stay at home.

5 W tekście pojawia się wiele liczb. Połącz je z wyrazami, których dotyczą.

- | | |
|------------------------|------------------|
| 1 twenty per cent | a classrooms |
| 2 five | b o'clock |
| 3 two or three hundred | c of girls |
| 4 two or three | d students |
| 5 seven | e kilometres |
| 6 three or four | f girls and boys |

* 6 Odpowiedz na pytanie.

What things in Ugandan village schools are different from your school? Name three things.

Present simple affirmative

1 Zapoznaj się z treścią tabeli i regułą gramatyczną. Uzupełnij tabelę i regułę odpowiednimi formami czasowników.

I/you/we/they	learn/finish/study
he/she/it	learns/
	(a)
	(b)

Do czasowników w trzeciej osobie liczby pojedynczej zakończonych na *-sh*, *-ch* dodajemy *-es*, np.:

I/you/we/they finish – he/she/it finishes.

I/you/we/they teach – he/she/it (c)

Jeżeli czasownik zakończony jest na spółgłoskę + *y*, opuszczamy *y* i dodajemy *-ies*, np.:

I/you/we/they (d) – he/she/it studies.

2 Uzupełnij zdania podanymi czasownikami w odpowiedniej formie czasu *present simple*.

- We start (start) school at quarter to nine.
- She (take) her chair to the kitchen.
- He (answer) all the questions.
- They (finish) their homework before dinner.
- I (clean) the board for the teacher.

- Mrs Brown (ask) difficult questions.
- You (have) a break after lesson two.
- My cat (sit) on my homework.
- They (talk) about their favourite subjects.
- We all (stand) up for the head teacher!

3 Napisz zdania o Ginie i Luke'u, używając podanych czasowników w odpowiedniej formie.

like 😊 love 😊 hate 😞 can't stand 😞



Gina likes birthdays, and she loves art classes.



* 4 Napisz cztery zdania na swój temat, używając czasowników: *do, hate, like, love*.

-
-
-
-

Prepositions of time

5 Przeczytaj zdania i wybierz prawidłowe odpowiedzi.

- My birthday is on/in August.
- She goes to bed at/on half past ten.
- He plays football at/on Wednesday and Saturday.
- My sister's always tired in/at the morning.
- I watch television at/in the weekend.
- The dog sleeps under the table at/in night.
- Schools start on/in 8th September.

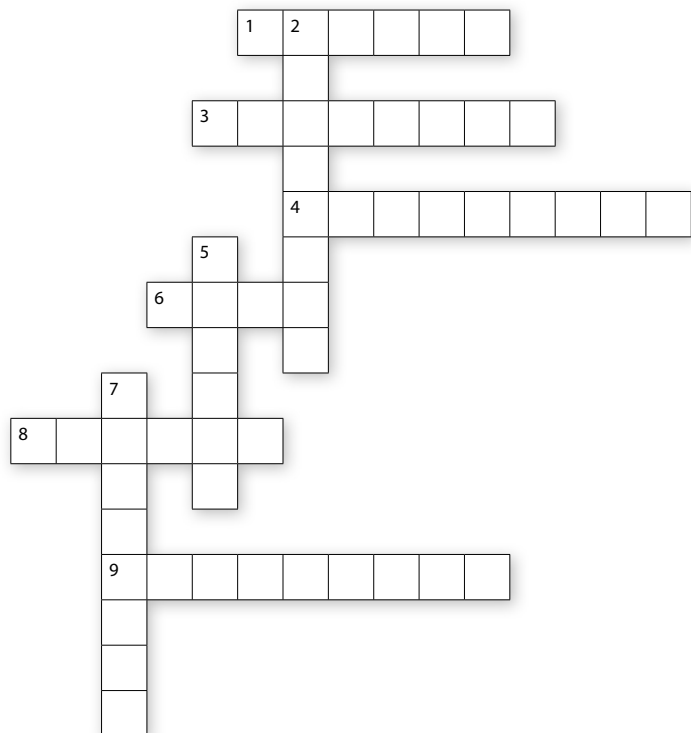
Grammar extension

* 6 Znajdź i popraw błędy w zdaniach.

- Tania does her homework in her bedroom at the evening.
- He finishs classes and goes to the gym after school.
- Our lessons start in half past eight in the morning.
- We asks the teacher when we can't understand the task.
- The girls go to home at four o'clock.
- His favourite subjects is history and art.
- I go to dance classes on the weekend.

Everyday activities

1 Rozwiąż krzyżówkę.



2 Uzupełnij zdania czasownikami w odpowiedniej formie.

- On weekdays I lunch with my friends in the cafeteria.
- Our little sister computer games at the weekend.
- Don always a shower after a football match.
- We usually up late on Sundays.
- His best friend to school by bike.
- My parents to bed at 11:30.

3 Przeczytaj zdania. Ułóż zajęcia Helen w odpowiedniej kolejności.

- Her first class is at ten past nine. ☐
- Morning classes finish at quarter past one. ☐
- Helen gets up at quarter to eight and has a shower. ☒ 1
- She walks to school at half past eight. ☐
- Helen goes to bed at half past nine. ☐
- At half past three, she walks home. ☐
- She has a break at eleven. ☐
- Her parents make dinner at half past seven. ☐



Across

- My best friend goes to by car.
- We do in the evening.
- I get before I go to bed.
- Their father goes to work by
- Jill has a after she plays tennis.
- They have at 7.30 in the morning.

Down

- My grandfather hasn't got a but he's got a cool mobile.
- His family has at 8:00 pm.
- The boys play for the school; they're good players.

Vocabulary extension

4 Połącz czasowniki (1–8) z ich dopełnieniami (a–h), aby utworzyć nazwy codziennych czynności.

- | | |
|---------|------------|
| 1 go | a a drink |
| 2 wake | b TV |
| 3 brush | c a book |
| 4 comb | d up |
| 5 have | e my teeth |
| 6 call | f to sleep |
| 7 watch | g a friend |
| 8 read | h my hair |

*5 Znajdź i popraw błędy w zdaniach.

- I watch TV after dinner.
.....
- She calls a bus to help her with her homework.
.....
- He combs his teeth after his breakfast.
.....
- Linda makes her lunch and has a friend, usually milk, with it.
.....
- My mother reads Ben a bedtime story and then he goes to sleep.
.....

*6 Napisz trzy zdania o sobie, wykorzystując wyrażenia/zwroty z ćwiczenia 4.

I call a friend when I finish my homework.
I comb my hair after my shower every day.

-
-
-

Present simple negative

- 1 Zapoznaj się z treścią tabeli i uzupełnij regułę gramatyczną dotyczącą stosowania *don't* i *doesn't*.

	Affirmative	Negative
I/you/we/they he/she/it	finish finishes	don't (do not) finish doesn't (does not) finish

W czasie *present simple* w przeczeniach używamy (a)
po *he/she/it* i (b) po *I/you/we/they*.
Po *don't* i *doesn't* używamy podstawowej formy czasownika
(bez końcówki -s), np.: *start*.

- 2 Przeczytaj zdania i wybierz prawidłowe odpowiedzi.

- Mary *don't/doesn't* walk to school with me.
- We *don't/doesn't* live in Bristol now.
- They *don't/doesn't* speak French very well.
- He *don't/doesn't* have time to finish his homework.
- I *don't/doesn't* brush my teeth before dinner.
- You *don't/doesn't* listen to music in the shower.
- The cat *don't/doesn't* sleep on the bed.
- She *don't/doesn't* chat to her friends in the lesson.

- 3 Popatrz na obrazek i uzupełnij tekst wyrazami z ramki w odpowiedniej formie. Możesz tworzyć zdania twierdzące lub przeczące.

chat listen comb go have read walk walk

Paul (a) to school by bus, he (b)
to school. He (c) his hair in the morning.
He (d) time for breakfast at home.
He (e) to music but he (f) his
book. He and his sister Becky (g) together.
She (h) to a friend on her mobile.



- 4 Przepisz zdania, zamieniając je na zdania przeczące.

- She likes coffee for breakfast.
She doesn't like coffee for breakfast.
- I do my homework at school.
- They go to bed in the afternoon.
- He watches television before school.
- The teacher asks us difficult questions.
- We have lunch in the cafeteria.

Object pronouns

- 5 Uzupełnij zdania, zastępując wyrazy podane w nawiasach odpowiednimi zaimkami osobowymi w funkcji dopełnienia.

- We listen to (our father).
- Sheila likes (her big sister).
- You don't know (I).
- We speak to (the teachers).
- She watches (TV).
- They don't hate (me and my family).

- * 6 Znajdź i popraw błędy w zdaniach.

- My sister always finishes his homework before tea.
- Frank watches breakfast TV shows but Lou hates them.
- Our teacher asks our very difficult questions.
- I love my cousin Maria but my sister doesn't like them.
- You can have you lunch now.
- My grandparents are always very kind to me.

Grammar extension

- * 7 Napisz sześć prawdziwych zdań, twierdzących lub przeczących, na temat swoich codziennych zajęć. Użyj czasu *present simple*. Napisz coś miłego o ulubionym członku swojej rodziny i o nauczycielu, którego lubisz.

.....

.....

.....

.....

.....

.....

Talking about yourself

- 1 Przeczytaj informacje o szkockim studencie. Uzupełnij je podanymi wyrazami w odpowiedniej formie.

brother eighteen English five
go listen subjects watch

Name: Duncan Scouler

From: Glasgow, Scotland

Parents' names: Innes and Jenny

(a) and sister: Marie – (b)

years old. (c) to primary school.

Andy – (d) months old.

Favourite (e): French, (f)

and history

Likes: art and music

Hates: science and maths

After school: reads books, (g) to music and

(h) TV

- 2 Przeczytaj odpowiedzi Duncana na pytania jego nauczyciela. Połącz pytania z odpowiedziami.

What about art and music?

And after school?

Tell us about your family.

What's your name and where are you from?

Do you play computer games?

What are your favourite subjects?

Does your sister go to school?

Do you like science and maths?

- 1 *What's your name and where are you from?*

My name's Duncan Scouler and I'm from Glasgow, in Scotland.

- 2

My parents' names are Innes and Jenny. I've got a baby brother, Andy, and a sister, Marie. She's five.

- 3

Marie? Yes, she goes to primary school.

- 4

My favourite subjects are English and French because I love reading.

- 5

Art and music are OK.

- 6

No! I can't stand science and I really hate maths.

- 7

No, I don't play computer games. I don't really like them and I haven't got time for them.

- 8

I read a lot after school, and I've got lots of CDs and DVDs.

- 3 Przeczytaj zdania i wybierz prawidłowe odpowiedzi.

- 1 He understands Spanish *and/but* he doesn't speak it very well.
- 2 I love my brother *and/because* my sister.
- 3 Lisa is a genius *and/but* she helps us with our homework.
- 4 Their aunt lives in Quebec *because/and* she speaks English and French.
- 5 We go to school by bus *and/because* it's too far to walk.
- 6 She doesn't like maths *because/but* she likes the maths teacher.

Talking about photos

- 4 Popatrz na pierwsze zdjęcie i odpowiedz na pytania. Jeśli nie jesteś czegoś pewien/pewna, zacznij: *I think* lub *I imagine*.



- 1 Where do you think this school is?
.....
- 2 Is this an expensive school, do you think, or a state school?
.....
- 3 What do the students wear at this school?
.....
- 4 Is this school similar to your school? Say why or why not.
.....

- 5 Popatrz na drugie zdjęcie i odpowiedz na te same pytania. Jeśli nie jesteś czegoś pewien/pewna, zacznij: *I think* lub *I imagine*.



An informal email

- *1** Autor poniższego tekstu ma problemy z użyciem wielkich liter. Znajdź w e-mailu sześć błędów i popraw je.



The image is a screenshot of an email client window. At the top, there is a toolbar with icons and labels for 'Get Mail', 'Write', 'Contacts', 'Reply', 'Forward', 'Delete', and 'Print'. The main area of the window displays an email. The email starts with 'Hi!' followed by a paragraph: 'I'm from Wales. I live in Cardiff, the capital city. I've got two sisters. Their names are Julie and Gwyn, and they're twelve and seven. Here's a photo of me and my sisters with our mum and dad.' Below this is another paragraph: 'I've got brown eyes and dark hair, and I'm tall. I'm not really fat or thin, and I've got glasses but I only wear them at school.' The third paragraph says: 'Julie and I go to a big comprehensive school called Cowbridge. There are 31 students in my class! My favourite subjects are Sports, science and geography. I like ICT too.' The fourth paragraph continues: 'I get up at seven and I cycle to school. My school is twenty minutes away by bike. After school on Wednesdays, I play rugby. My sister Julie doesn't play rugby, but she plays football and she's really good at it!' The email ends with 'please write back and tell me about yourself.' and 'All the best'. A large, faint watermark reading 'SAMPLE' is visible diagonally across the bottom half of the email content.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

- 2** Przeczytaj e-mail jeszcze raz. Zdecyduj, czy podane zdania są zgodne z treścią tekstu (T – true), czy nie (F – false).

- | | | |
|---|---|------------|
| 1 | He's short and very thin. | <u>T/F</u> |
| 2 | He and his sisters all go to the same school. | <u>T/F</u> |
| 3 | He doesn't walk to school. | <u>T/F</u> |
| 4 | He's got glasses but he doesn't wear them all the time. | <u>T/F</u> |
| 5 | His sister Julie plays football. | <u>T/F</u> |

- 3** Przyjrzyj się tabeli z informacjami na temat trzech uczniów. Który z nich napisał e-mail z ćwiczenia 1.?

	Evan	Sam	Owen
lives in Wales	✓		✓
likes music	✓	✓	
plays rugby		✓	✓
plays football	✓	✓	
has two sisters			✓
has got blue eyes		✓	

- 4** Przeczytaj zdania i wybierz prawidłowe odpowiedzi.

- 1 Information about your family = the names of your brothers, sisters and parents/lessons.
- 2 A physical description = what you look like/how kind you are.
- 3 You and school = family/subject likes and dislikes.
- 4 Your daily routine = what you do every day/summer.

- *5** Napisz e-mail o przyjacielu/przyjaciółce lub o kimś z rodziny. Zamieść w nim informacje zawarte w ćwiczeniu 4. Możesz wzorować się na e-mailu z ćwiczenia 1., jednak uważaj, aby poprawnie używać wielkich liter. Napisz też coś miłego o przyjacielu/przyjaciółce lub o kimś z rodziny.

Get Mail Write Contacts Reply Forward Delete Print

- 1 W drugim zdaniu zakreśl słowa, które najlepiej zastąpią słowo *difficult* z pierwszego zdania. Następnie uzupełnij lukę brakującym wyrazem, który wyjaśni dlaczego wybrałeś/ wybrałaś akurat te słowa.
- English grammar isn't *difficult* at all!
 - Simple/Hard/Complicated/Easy/Tough* are the of the word *difficult*; it means that these words have the same or similar meaning.
- 2 Zastąp wyróżnione fragmenty w zdaniach 1–8 synonimami podanymi w ramce. Uwaga: podano dwa dodatkowe słowa, które nie pasują do żadnego ze zdań.

is different from don't like after
aren't good likes go to university loves Rock 'n' Roll
have a break hates dislikes Rock 'n' Roll

- I **dislike** exams.
- English **isn't similar to** Swedish.
- My sister **can't stand** writing tests.
- My grandmother **thinks Rock 'n' Roll is great**
- You can't **stop working** now.
- I'm afraid that your exam results **are bad**
- Can you call me **when you finish eating** dinner?
- Would you like **to study** in the future?

- 3 Zastąp wyróżnione fragmenty w zdaniach 1–6 synonimami.

- All our language **classes** are interesting.
- This information isn't very **practical**
- What **things** do you need from the shop?
- On a **normal** day I work quite a lot.
- This term **every** student has to write two tests.
- We have to **start** now.

- 4 Spośród podanych odpowiedzi (A–C) wybierz tę, która może najlepiej zastąpić wyróżniony fragment zdania.

- I like spending holidays with my **mother and father**.
A. family
B. cousins
C. parents
- I like spending holidays with **children of my aunt and uncle**.
A. family
B. cousins
C. parents
- I like spending holidays with my **brother, mother and grandparents**.
A. family
B. cousins
C. parents

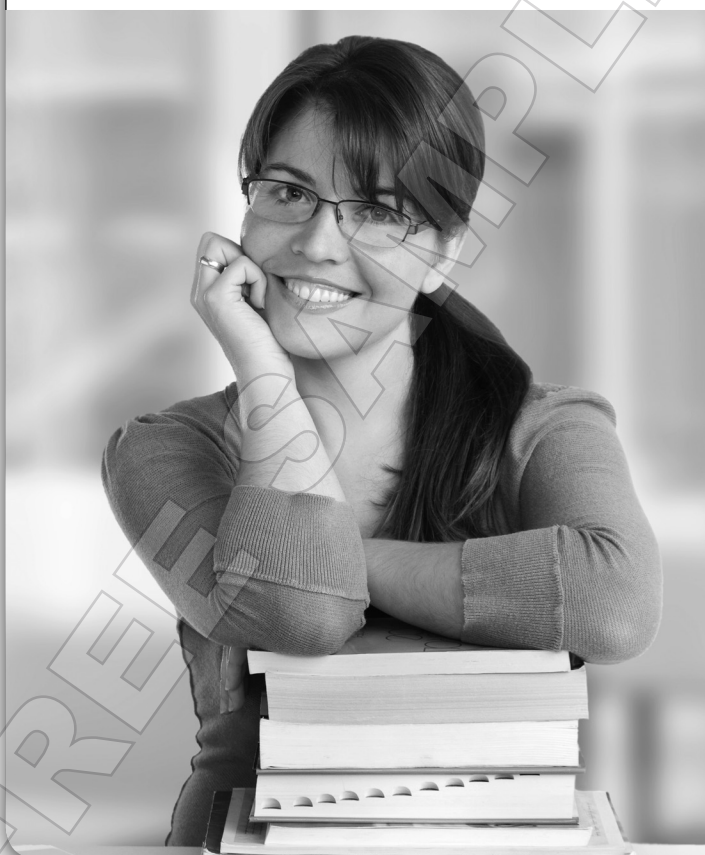
- 5 Zastąp wyróżnione fragmenty zdań pojedynczymi słowami, o takim samym znaczeniu.

- My brother is a **very intelligent and talented person**.
My brother is a **g**.....
- Let's **go home on foot**.
Let's **w**..... home.
- My son **wants to eat something**.
My son is **h**.....
- This old book **costs a lot**.
This old book is very **e**.....
- I like watching **football and tennis**.
I like watching **s**.....

► Zadanie maturalne

- 6 W zdaniach 6.1.–6.5. spośród podanych odpowiedzi (A–C) wybierz tę, która może najlepiej zastąpić wyróżniony fragment. Zakreśl literę A, B lub C.

- I'm afraid the soup is **cold**.
A. is too hot
B. isn't warm
C. isn't ready
- How old are you when you **finish** school in the USA?
A. begin
B. start
C. leave
- You can put your **hat and your jacket** on the chair.
A. clothes
B. subjects
C. products
- My sister **always gets up at** 7:00 am.
A. usually goes to bed at
B. doesn't get up before
C. always sleeps at
- My mum **doesn't feel well** today.
A. is ill
B. feels happy
C. can't work well



Gateway plus to pięciopoziomowy kurs dla uczniów szkół ponadgimnazjalnych. Zawarte w nim materiały nie tylko umożliwiają doskonale przygotowanie do matury, lecz także uczą języka niezbędnego w rzeczywistych, pozaszkolnych sytuacjach.

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- Teaching notes
- Teacher's Resource File
- Tests
- Audio CDs, Tests Audio CD
- Interactive Classroom

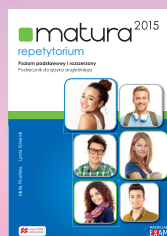
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