

EDYCJA POLSKA

grammar
grammar

Virginia Evans - Jenny Dooley

Access

Grammar

2

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The verb to be

1

Czasownik to be

Forma pełna

I am	we are
you are	you are
he is	} they are
she is	
it is	

Forma skrócona

I'm	we're
you're	you're
he's	} they're
she's	
it's	

Zdania przeczące

Forma pełna

I am not
you are not
he is not
she is not
it is not
we are not
you are not
they are not

Forma skrócona

I'm not
you aren't
he isn't
she isn't
it isn't
we aren't
you aren't
they aren't

Zdania pytające

Am	I ... ?
Are	you ... ?
Is	he ... ?
	she ... ?
	it ... ?
Are	we ... ?
	you ... ?
	they ... ?

Krótkie odpowiedzi

Yes, I am.	No, I'm not.
Yes, you are.	No, you aren't.
Yes, he is.	No, he isn't.
Yes, she is.	No, she isn't.
Yes, it is.	No, it isn't.
Yes, we are.	No, we aren't.
Yes, you are.	No, you aren't.
Yes, they are.	No, they aren't.

- W języku pisanym używamy na ogół pełnej formy czasownika to be (am, is, are).

Chen is from China and he is fifteen years old.

- W języku mówionym używamy na ogół skróconej formy czasownika to be ('m, 's, 're).

'What's the capital city of France?' 'It's Paris.'



- W krótkich odpowiedziach nie powtarzamy całego pytania. Mówimy tylko Yes lub No, podajemy odpowiedni zaimek osobowy i odpowiednią formę czasownika (am/'m not, is/'s not, are/'aren't).

Are you Spanish? Yes, I am.

- W krótkich odpowiedziach twierdzących używamy pełnej formy czasownika.

Is she a teacher? Yes, she is.

- W krótkich odpowiedziach przeczących używamy skróconej formy czasownika.

Are you British? No, I'm not.

1 Fill in the correct form of the verb to be.

Long Form

- I **am** Robert.
- She **is** not a teacher.
- He a doctor.
- We from Spain.
- It a telephone.
- You not Mark.
- They sisters.
- I not tall.

Short Form

- I **'m** Robert.
- She **isn't** a teacher.
- He a doctor.
- We from Spain.
- It a telephone.
- You Mark.
- They sisters.
- I tall.

2 Complete the sentences with the correct form of the verb to be.

- Hi, My name 1) **is** George. I
2) a football player. This
3) Harry. Harry and I
4) team mates. We 5)
also good friends. I 6) twenty-
three years old and Harry 7) twenty-
two. We 8) from Cambridge, England!



1

The verb *to be*

- 3 Look at the pictures and fill in *is/ isn't*, *are/ aren't* and *he, she, it* or *they*.



- 1 Brian **is** a pilot.
Is he old?
 No, **he isn't**. **He is** young.

- 2 Nora a secretary.
 at home now?
 No,
 at work.



- 3 This a musical instrument.
 a guitar?
 Yes,



- 4 John and Tony
 basketball players.
 short?
 No, tall.



- 5 Louise and Laura sisters.
 twins?
 Yes,



- 6 Mark a weightlifter.
 weak?
 No,
 strong.



- 4 Fill in the gaps with *am/ 'm/ 'm not*, *is/ 's/ isn't*, *are/ 're/ aren't*.

- 1 A: **Is** she an athlete?
 B: Yes, she She a skater.
 2 A: she your sister?
 B: No, she She my cousin.
 3 A: you a photographer?
 B: No, I I a reporter.
 4 A: you from Greece?
 B: Yes, we We from Athens.

- 5 A: the children happy?
 B: No, they They sad.
 6 A: your car new?
 B: No, it It old.

- 5 Fill in the gaps with the correct form of the verb *to be*.

Marie: Hi, 1) **are** you Carlos?

Carlos: Yes, I 2)
 What 3)
 your names?

Marie: I 4) Marie
 and this 5) Pierre.

Carlos: Nice to meet you.

Marie: Nice to meet you, too.

Pierre: 6) you from Spain, Carlos?

Carlos: No, I 7) I 8) from Brazil.
 Where 9) you from?

Pierre: We 10) from France.



- 6 Look at the table. Then, answer the questions.

	Country	Age	Job
Jane	USA	21	university student
Pedro	Spain	38	nurse
Hannah	Germany	40	firefighter
Paul	Romania	40	nurse

- 1 Is Jane twenty-two years old?
No, she isn't. She's twenty-one years old.
 2 Is Pedro Spanish?

 3 Is Hannah a teacher?

 4 Is Paul thirty-eight years old?

 5 Is Jane Romanian?

 6 Are Hannah and Paul forty years old?

 7 Are Pedro and Paul teachers?

Zaimki i wyrażenia rozpoczynające pytania

How many children are there in the picture?
Three.
Where are they?
They're at the beach.
What is the weather like?
It's hot and sunny.



Pytania szczegółowe zaczynają się od zaimków pytających **who, what, where, when** itp. oraz innych wyrażen.

- **who / whose** – pytanie o osobę
Who is Jason? He's my brother.
Whose pen is this? It's Mary's. (własność)
- **what / which** – pytanie o rzecz
What is that? It's a camera.
Which hat is yours? The blue one.
- **where** – pytanie o miejsce
Where is Pete? At school.
- **when / what time / how often / how long**
 – pytanie o czas
When is your birthday? 3rd November.
How long is the film? About 2 hours.
How often do you go jogging? Almost every day.
What time is it? It's 7 o'clock.
- **how long / how tall** – pytanie o wielkość
How long is a giraffe's neck? About 1.8 metres.
How tall are you? I'm 1.85 m.
- **how much** – pytanie o ilość
How much money have you got? €10.
- **how many** – pytanie o liczbę
How many people are at the meeting? Twenty.
- **how** – pytanie o sposób
How are you? I'm fine.
- **why** – pytanie o przyczynę
Why are you happy? It's my birthday today.
- **how old** – pytanie o wiek
How old are you? I'm sixteen.
- **how far** – pytanie o odległość
How far is it from your house to the airport?
About an hour's drive.

1 Choose the correct word.

- 1 A: What/Which is it?
 B: It's a pen.
- 2 A: Who/Whose is the black car?
 B: John's.
- 3 A: Where/What is Sparky?
 B: He's under the bed.
- 4 A: How old/How tall is William?
 B: He's 1.70 m.
- 5 A: How much/How many biscuits are in the box?
 B: Four.
- 6 A: How long/How often is the concert?
 B: Three hours.
- 7 A: How old/How much is Jason?
 B: He's thirteen.
- 8 A: Who/Whose is Mr Smith?
 B: Our History teacher.
- 9 A: How far/How long is it to the cinema?
 B: About two miles.
- 10 A: Which/What book is yours?
 B: The red one.

Question words

- 2 Fill in the gaps with *whose, how many, how far, how old, how much, how tall, where or who*. Then match the questions (1-8) to the answers (a-h).

- 1 ► *Whose* is this magazine?
- 2 is it to the post office?
- 3 brothers have you got?
- 4 sugar is there?
- 5 is that woman?
- 6 are my glasses?
- 7 is your father?
- 8 is your little sister?

- a ☐ It's my mother's.
 b ☐ Three.
 c ☐ They're in your bag.
 d ☐ About ten minutes' walk.
 e ☐ One kilo.
 f ☐ Mrs Smith.
 g ☐ He's 1.85 metres.
 h ☐ She's four.

- 3 Complete the questions to which the words in bold are the answers, as in the example.

This is Jimmy Zane. He is from Manchester, England. He is 22 years old and his birthday is on 20th July. He's a singer in a group. His group's name is **Blue Rocks**. There are **three** other members in the group, Johnny, Dave and Ringo. Jimmy's favourite music is **pop** and his favourite singer is **Robbie Williams**.



- 1 ► *Who* is this?
- 2 is he from?
- 3 is he?
- 4 is his birthday?
- 5 is his job?
- 6 is his group's name?
- 7 other members are there in the group?
- 8 is his favourite music?
- 9 is his favourite singer?

- 4 Fill in the gaps with the correct question words.

- Amy: Hello?
 Emily: Hi, Amy. It's Emily.
 Amy: Emily! 1) ► *How* are you?
 Emily: I'm fine thanks.
 Amy: 2) Is Madrid?
 Emily: Wonderful!
 Amy: 3) is the weather like?
 Emily: It's hot and sunny.
 Amy: 4) are you now?
 Emily: I'm in our hotel room.
 Amy: 5) is there with you?
 Emily: My parents.
 Amy: 6) is Shelly? Is she there, too?
 Emily: No, she's at the beach. Hey, have you got Charlie's address?
 Amy: Yes. 7) ?
 Emily: Because I want to send him a postcard.
 Amy: Sure, let me get it for you.



- 5 Use the information in the box and the prompts to write questions and answers, as in the example.

Saint George's Hotel

Area:	in central London
Rooms:	87 rooms
Price:	£96.00 per night
Distance from city centre:	15 minutes' walk



- 1 Where / be / Saint George's Hotel?

► *Where is Saint George's Hotel?*
In central London.

- 2 How many / rooms / be / there?

- 3 How much / be / it / per night?

- 4 How far / be / it / from the city centre?

The indefinite article a/an

1

Przedimek nieokreślony a/an

- Przedimka nieokreślonego **a/an** używamy przed rzeczownikami policzalnymi w liczbie pojedynczej, gdy wspominamy o kimś/ czymś po raz pierwszy, lub po czasowniku **to be**, gdy nazywamy kogoś/coś lub określamy czyjś zawód.

There's a man at the door. He's a police officer.

- Przedimka nieokreślonego **a** używamy przed rzeczownikami rozpoczynającymi się w wymowie od **spółgłoski** (b, c, d, f, g itd.). *a pencil*
- Przedimka nieokreślonego **an** używamy przed rzeczownikami rozpoczynającymi się w wymowie od **samogłoski** (a, e, i, o, u itd.). *an orange*
- Przedimka nieokreślonego **a/an** nie używamy przed przymiotnikiem, jeżeli nie stoi po nim rzeczownik. *It's a hat. It's green. It's a green hat.*



It's a shark.



It's an elephant.

Porównaj:

a uniform

(spółgłoska)

a helmet

(spółgłoska)

an umbrella

(samogłoska)

an hour

(„h” nie wymawiamy)

1 Fill in a or an.



1 **a** blackboard



2 accordion



3 watermelon



4 paintbrush



5 horse



6 owl



7 guitar



8 egg



9 tiger



10 suitcase

2 Write the words in the correct column.

- helmet • orange • scarf • apple • hour
- ruler • bike • eraser • schoolbag • onion

a	an
▶ helmet
.....
.....
.....
.....

3 Fill in a or an where necessary.

- A: Look! What's this?
B: It's ▶ **an** aeroplane.
- A: What has Lucy got in her lunch box?
B: She's got sandwich and banana.
- A: Is Malta island?
B: Yes, it is. It's small.
- A: What's in the box?
B: It's computer.
- A: Have you got white envelope?
B: Yes, here you are.
- A: What is Hamleys?
B: It's famous toyshop in London.
- A: Is your mother teacher?
B: Yes, she is. She's beautiful.
- A: Who's that man over there?
B: He's my uncle. He's artist.

Przedimek określony *the*

Przedimka określonego *the* używamy przed:

- rzeczownikami policzalnymi lub niepoliczalnymi, które są znane np. z kontekstu albo były wspomniane wcześniej.

There's a car outside our house.

The car is a BMW.

(Jaki samochód? Ten, który stoi przed domem.)

- rzeczownikami, które są jedyne w swoim rodzaju.

the Colosseum



- nazwami rzek (*the Amazon*), mórz (*the Baltic*), oceanów (*the Pacific*), pustyni (*the Gobi*), łańcuchów górskich (*the Rocky Mountains*), archipelagów (*the Bahamas*).
- muzeów. *the British Museum*
- nazwami instrumentów muzycznych. *the piano*
- słowami *morning, afternoon, evening*.
in the morning
- słowami *cinema, theatre, radio*.
He usually goes to the cinema at the weekend.
- nazwami narodowości (*the English*) i rodów (*the Smiths*).

Przedimka określonego *the* NIE używamy przed:

- rzeczownikami niepoliczalnymi oraz policzalnymi w liczbie mnogiej, gdy omawiamy zagadnienia ogólne.

Lions are wild animals.

(Jakie lwy? W ogóle wszystkie lwy.)



- nazwami własnymi. *This is Bob.*
- nazwami krajów (*Spain*), miast (*Madrid*), szczytów górskich (*Everest*), wysp (*Malta*), jezior (*Lake Michigan*) i kontynentów (*Europe*).
- nazwami posiłków (*lunch*) oraz sportów i gier (*tennis*).
- słowem *television*. *What's on television?*
- zaimkami wskazującymi *this/these/that/those*.
this book
- przymiotnikami dzierżawczymi i formą dopełniacza 's/s'. *This is my car. This is Kate's dress.*

Wymowa

Przedimek określony *the* wymawiamy /ðə/, jeżeli następujące po nim słowo zaczyna się od spółgłoski.
the book

Przedimek określony *the* wymawiamy /ði/, jeżeli następujące po nim słowo zaczyna się od samogłoski.
the apple

1 Fill in *the* where necessary.

- Tom likes playing basketball a lot. He is captain of school team.
- I'm going to Barcelona in Spain on holiday this year.
- cruise takes us across Mediterranean Sea to visit some of Greek islands.
- This is book which he borrowed from Jane.
- What time do you get up in morning? I didn't see you at breakfast.
- Jack plays piano very well. He practises every day in evening.
- Browns, who live next door, are away skiing in Alps.
- He wants to tour Europe and visit all capital cities.
- Yvonne loves British. She goes to London every year.
- Kate is going to Sicily on holiday to visit Mount Etna.
- Let's go to cinema tonight.
- Do you like listening to radio?
- What time is lunch?
- There's a good documentary on television tonight.

The definite article *the*

1

2 Fill in *the* where necessary.

A

1) Paris is 2) capital city of 3) France. It is situated on 4) Seine River and it is a popular tourist destination. About 12 million people live in or around 5) city and over 30 million people visit it every year. 6) city has a number of important monuments such as 7) Arc de Triomphe and 8) Eiffel Tower, museums like 9) Louvre and 10) Musee D'Orsay and famous streets such as 11) Champs Elysees.



B



1) Geneva is 2) second biggest city in 3) Switzerland. It is located next to 4) Lake Geneva and near 5) Rhone River. 6) Alps and 7) Jura mountain ranges are on either side of it. In 8) winter it is very cold and temperatures may reach -10°C with lots of frost and ice in 9) mornings but in 10) summer it is hot and humid.

3 Fill in *a/an* or *the* where necessary.

- They play tennis in afternoon.
- Gobi Desert is in Mongolia.
- John ate apple and banana in morning for breakfast.
- Last night I had dream about lion we saw last week at zoo.
- Did you feed cat?
- I'll book taxi to take us to airport for our flight to Milan.
- Please, turn off radio.
- John has violin lesson at 6 pm every Friday.
- I need to buy new pair of shoes, these have hole in sole.
- Earth goes around Sun.

4 Underline the correct form.

- Smiths/The Smiths live in a villa.
- France is in Europe/the Europe.
- He surfs the Net in evenings/the evenings.
- Do you know how to play piano/the piano?
- We usually have lunch/the lunch at 1 o'clock.
- This is my friend Pat/the Pat.
- Parthenon/The Parthenon is in Athens/the Athens.
- Sahara/The Sahara is in Africa/the Africa.
- We are on a cruise in Mediterranean/the Mediterranean Sea.
- Let's play basketball/the basketball.

5 Fill in *the* where necessary.



Do you know that ...

- Australia is the smallest continent?
- Mount Everest is the highest mountain in the world?
- Gobi Desert is a cold desert?
- elephants use their tusks to dig for water?
- Amazon River is 6,400 kilometres long?
- Mozart was able to play piano at the age of 2?
- Mont Blanc, the highest mountain in Alps belongs to France?
- England is only 35 km from France?

Writing

In pairs, prepare a quiz like the one in Ex. 5. Use *the* where necessary.

Liczba mnoga

- Większość rzeczowników przybiera w liczbie mnogiej końcówkę **-s**.
hat → hats book → books
- Do rzeczowników zakończonych na **-s, -ss, -sh, -ch, -x** lub **-o** w liczbie mnogiej dodajemy końcówkę **-es**.
bus → buses, dress → dresses, toothbrush → toothbrushes, watch → watches, box → boxes, potato → potatoes
- Do rzeczowników zakończonych **samogłoską + y** w liczbie mnogiej dodajemy końcówkę **-s**.
key → keys, toy → toys
- W rzeczownikach zakończonych **spółgłoską + y** w liczbie mnogiej opuszczamy **y** i dodajemy końcówkę **-ies**.
strawberry → strawberries, lady → ladies
- W rzeczownikach zakończonych na **-f** lub **-fe** w liczbie mnogiej opuszczamy **-f** lub **-fe** i dodajemy końcówkę **-ves**.
leaf → leaves, knife → knives



Rzeczowniki nieregularne

Lp.	Lm.
child	children
deer	deer
fish	fish
foot	feet
man	men
mouse	mice
person	people
sheep	sheep
tooth	teeth
woman	women

1 Write the plural.

- | | |
|-----------------------|-------------------|
| 1 duck → ducks | 7 glass → |
| 2 man → | 8 fox → |
| 3 knife → | 9 cherry → |
| 4 country → | 10 basket → |
| 5 person → | 11 key → |
| 6 foot → | 12 leaf → |

2 Complete the table.

- clock • mouse • scarf • strawberry • bus
• bicycle • brush • lady • tooth • baby • fox
• child • flower • dress • wife • city • fish
• loaf • desk • potato • shelf • peach • toy

-s	► <i>clocks</i> ,
-es	.....
-ies	.....
-ves	.....
irregular	.....

3 Rewrite in the plural.



1 It is a box.



► They are boxes.



2 She is a woman.



5 I am a boy.



4 It is a sheep.



This/These - That/Those

1

Zaimki wskazujące *this/these* - *that/those*

- Zaimków **this** (lp.) oraz **these** (lm.) używamy, wskazując ludzi, zwierzęta i rzeczy znajdujące się w pobliżu.
- Zaimków **that** (lp.) oraz **those** (lm.) używamy, wskazując ludzi, zwierzęta i rzeczy znajdujące się w pewnej odległości.
- Kiedy odpowiadamy na pytania zawierające zaimki **this/these** oraz **that/those**, używamy zaimków **it** lub **they**.
What's this / that? It's a camera.
What are these/those? They are cameras.



This is a flower.



These are flowers.



That is a balloon.



Those are balloons.

1 Fill in the blanks with *this*, *these*, *that* or *those*.



1 ► *This* is a stopwatch and ► *that* is a briefcase.



2 are calculators and are pens.



3 is a rabbit and is a crocodile.



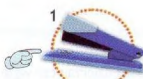
4 are toothbrushes and are towels.

2 Write the sentences in the plural.

- 1 This is a chair. ► *These are chairs.*
- 2 That is a lamp.
- 3 This is a toy.
- 4 That is a knife.
- 5 This is a cherry.

3 Ask and answer, as in the example. Use the words in the list:

- umbrella • stapler • skateboard • keys
- crayons • books



- 1 A: ► *What's this?*
B: ► *It's a stapler.*

Zaimki

Zaimki osobowe w funkcji podmiotu

Lp	Lm
I	we
you	you
he	they
she	
it	

Zaimki osobowe zastępują rzeczowniki. W funkcji podmiotu w zdaniach twierdzących występują przed czasownikiem.

*Robert is a porter.
He is from England.*



Zaimki osobowe w funkcji dopełnienia

Lp	Lm
me	us
you	you
him	them
her	
it	

Zaimki osobowe w funkcji dopełnienia występują po czasowniku lub przyimku.

*Look at him!
He is a magician.*



Przymiotniki dzierżawcze

Lp	Lm
my	our
your	your
his	their
her	
its	

- Przymiotniki dzierżawcze wyrażają przynależność lub pokrewieństwo.
He is our grandfather.
- Przymiotniki dzierżawcze występują przed rzeczownikami.
This is my car.

This is his schoolbag.



Zaimki dzierżawcze

Lp	Lm
mine	ours
yours	yours
his	theirs
hers	
— *	

Zaimki dzierżawcze wyrażają przynależność i występują po czasownikach.

Porównaj: *That is their bike.*
(przymiotnik dzierżawczy)
That bike is theirs.
(zaimek dzierżawczy)

UWAGA: Słowo *it* nie posiada odpowiadającego mu zaimka dzierżawczego.



- 1 Look at the pictures and fill in the appropriate *object* or *subject* pronouns, as in the example.



- 1 Look at ► **him**.
► **He** is a painter.



- 2 Look at
..... is a pony.



- 3 Look at
..... is an artist.



- 4 Look at
..... are musicians.

- 5 Look at
..... is a school bus.



- 2 Fill in the correct *subject/object* pronouns.

- Help ► **me**! I can't open the window.
- This is Emma. is thirteen.
- Ask She can help you.
- This is Wendy and Alison. are my sisters.
- Look at They are very tall.
- This is my hat. is blue.
- Give this to It's his.
- This is Tom. is my brother.

- 3 Write the *possessive adjectives* and *pronouns*.

	adjective	pronoun
1 Emily	► her	► hers
2 Thomas		
3 Daniel and Lucy		
4 Jake and I		
5 the dog		
6 Tom and you		

- 4 Fill in the correct *possessive adjectives/pronouns*, as in the example.

- A: ► **Her** (she) hair is blonde.
B: Yes, and it's so beautiful.
- A: Peter, is this (you) pen?
B: Yes, it is.
- A: Is this notebook (she)?
B: No, it's (I).
- A: Hey! This ball is (we).
B: I'm sorry but (you) is over there,
this is (we) ball.

- 5 Complete the text. Use *subject/object* pronouns, *possessive adjectives/pronouns*.

Hi, 1) ► **my** name is Sheila. 2) am twelve years old. This is a picture of 3) and my family. We are from England. 4) house is in London. My mum's name is Kathy and my dad's name is Keith. I've got a sister. 5) name is Linda and 6) is fourteen. 7) is a big music fan and 8) favourite band is Green Day. I've got twin brothers. 9) names are Paul and Mark and 10) are sixteen. My brothers are football fans. 11) favourite team is Arsenal. We've also got a dog. He's small and 12) name is Spot. Look at 13)! Isn't he cute? I'm so happy he's 14)



- 6 Circle the correct item.

- This is Mr Jones. He is teacher.
A us (B) our C ours
- I've got a new car. It's
A my B me C mine
- This is Felix and Tiger. are my cats.
A They B Their C Them
- This is Ben and I'm Harvey. Look at
A we B our C us
- Mary and Helen are my cousins. parents are my aunt and uncle.
A Them B Theirs C Their

Dopełniacz 's/s'

Aby określić, do kogo coś należy:

- do rzeczowników w lp. oraz rzeczowników w lm. niezakończonych na -s dodajemy 's. *This is Nancy's bike.* (It's her bike.)
- do rzeczowników w lm. (oraz niektórych rzeczowników w lp.) zakończonych na -s dodajemy sam apostrof ('). *This is the boys' house.* (It's their house.)
- dodajemy 's tylko do ostatniego rzeczownika, jeśli jakaś rzecz należy do dwóch lub więcej osób. *This is Robert and Anna's car.* (It's their car.)

UWAGA: Do rzeczowników mających nieregularne formy liczby mnogiej dodajemy 's. *the men's hats*



This is Jane's hat.

- 1 Look at the objects and say what belongs to each person using the possessive case.



1 ► Bob's guitar



2 sweaters



3 pencils



4 house



5 ties



6 racquets



7 computer



8 notebooks

- 2 Underline the correct word.

- My friend's/friends' name is John.
- Helens'/Helen's eyes are blue.
- Our dogs'/dog's names are Rover and Rex.
- These are Steve's/Steves' shoes.
- This is the lady's/ladies' skirt.
- Mary's/Marys' computer is new.
- That is John's and Mary/John and Mary's television.
- Her sister's/sisters' names are Ellen and Tina.
- My fathers'/father's car is new.
- His cats'/cat's name is Fluffy.

- 3 Circle the correct item.

- They are the rulers.
A girls B girl **C girls'**
- This is the football.
A boy's B boy C boys
- Is this the mobile phone?
A woman B women C woman's
- This is car.
A Fiona's B Fiona C Fionas
- This is car.
A Jim's and Ann B Jim and Ann's
C Jims and Anns
- hair is black.
A Pauls B Paul's C Pauls'
- My name is Emily.
A mother's B mothers' C mothers
- Derek and Lucy are children.
A Richard's B Richards' C Richards

There is/There are - Some/Any

1

Konstrukcja *there is/there are* i określenia *some/any*

There is/There are

	Liczba pojedyncza	Liczba mnoga
Zdania twierdzące	There is/There's a sofa in the living room.	There are some sofas in the living room.
Zdania przeczące	There isn't a sofa in the living room.	There aren't any sofas in the living room.
Zdania pytające	Is there a sofa in the living room?	Are there any sofas in the living room?

- Konstrukcji **there is** używamy, wymieniając rzeczowniki w liczbie pojedynczej.
There's a magazine, a vase and a book on the coffee table.
- Konstrukcji **there are** używamy, wymieniając rzeczowniki w liczbie mnogiej.
Konstrukcja ta nie występuje w formie skróconej.
There are three children in the garden.

Krótkie odpowiedzi	
Is there ...?	Yes, there is. No, there isn't.
Are there ...?	Yes, there are. No, there aren't.

- W krótkich odpowiedziach nie powtarzamy całego pytania. Mówimy tylko Yes, **there is/are**. lub No, **there isn't/aren't**.
Is there a painting on the wall? Yes, there is.

Some/Any

- Some** występuje w zdaniach twierdzących z rzeczownikami policzalnymi w liczbie mnogiej lub z rzeczownikami niepoliczalnymi.
There are some grapes in the picture. There is some tea.
- Any** występuje w zdaniach przeczących i pytających z rzeczownikami policzalnymi w liczbie mnogiej lub z rzeczownikami niepoliczalnymi.
Are there any bananas in the bowl? No, there aren't.
There isn't any coffee on the table.



1 Look at the picture and fill in *there is/there isn't* and *there are/there aren't*.

- *There is* a bed in the room but ► *there isn't* a sofa.
- some pictures on the wall but
..... any posters.
- some pillows on the bed but
..... any books.
- a lamp but
a chair.
- some curtains but
any mirrors.

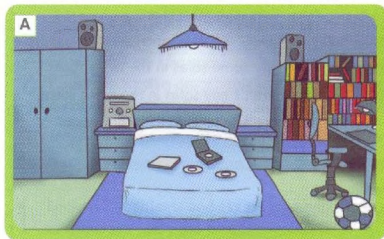


1

There is/There are - Some/Any

2 Look at the pictures and the nouns in the list. Spot the differences, as in the example.

• CD player • CDs • schoolbag • football • tennis racquet • tennis balls • bookcase • cat



► There is a CD player in picture A, but there isn't a CD player in picture B.

3 Use the ideas to ask and answer questions, as in the example. Use *there is/are* and *some* or *any*.

1 cushions / on the sofa? — No

A: ► Are there any cushions on the sofa?

B: ► No, there aren't. There aren't any cushions on the sofa.

2 pillows / on the bed? — Yes

A:

B:

3 magazine / on the coffee table? — No

A:

B:

4 cooker / in the kitchen? — Yes

A:

B:

4 Underline the correct word, as in the example.

1 There aren't any/some biscuits in the cupboard.

2 There is some/any milk in the fridge.

3 Is there any/some coffee left?

4 There is some/any bread on the table.

5 Are there any/some plants in the living room?

6 There isn't some/any soup.

7 Is there some/any pizza?

8 There are any/some pens on the desk.

5 Rewrite the sentences changing them from singular to plural or vice versa.

1 There is a plant in the garden.

► There are some plants in the gardens.

2 There aren't any pencils in my schoolbag.

► There isn't a pencil in my schoolbag.

3 Is there a book on the desk?

4 There aren't any dogs in the park.

5 Are there any dishes in the sink?

6 Complete the dialogue with *there is/are*, *there isn't/aren't* or *is/are there*.

A: Excuse me, I'm not from London. 1) ► Are there any Chinese restaurants in this neighbourhood?

B: No, 2), but 3) a very nice Italian restaurant just around the corner. The food is very good.

A: Thank you. One last question: 4) a supermarket nearby?

B: No, I'm afraid 5), but 6) two small food shops down this street.

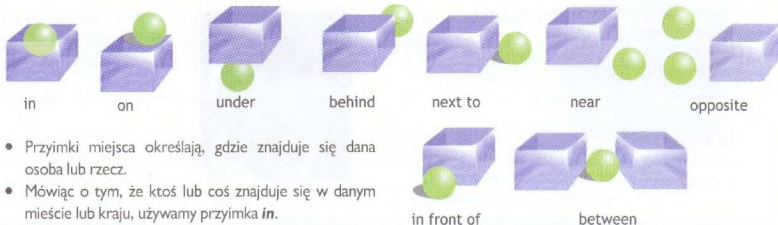
A: Thank you very much for your help.

B: You're welcome.

Prepositions of place

1

Przymyki miejsca



- Przymyki miejsca określają, gdzie znajduje się dana osoba lub rzecz.
- Mówiąc o tym, że ktoś lub coś znajduje się w danym mieście lub kraju, używamy przymyka **in**.

in Madrid, in Spain

- 1 Complete the sentences with: *in, under, opposite, on, behind* or *between*.



- 1 The goldfish is **in** the bowl.



- 2 They are the boat.



- 3 The people are the umbrella.



- 4 The man and woman are each other.



- 5 The man is the two dogs.



- 6 The woman is the man.

- 2 Look at the picture, read the text and underline the correct prepositions.



There is a table with four chairs 1) in/on the kitchen. There is a vase 2) under/on the table and there are some flowers 3) in/behind the vase. There is a dog 4) in front of/under the table. There is a rug 5) on/in the floor 6) in front of/behind the cooker. The sink is 7) between/ under the cooker and the fridge. There is a window 8) behind/next to the two cupboards. There is a telephone 9) on/under the wall 10) next to/between the door. There is a mouse 11) behind/under the fridge.

Przymyki czasu

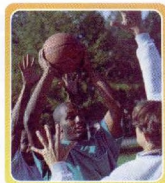
Przymyki czasu pojawiają się w wyrażeniach określających czas.

Przymiek **at**:

godziny:	<i>at 5 o'clock</i>
dni wolne:	<i>at Christmas, at Easter, at the weekend</i>
w wyrażeniach:	<i>at the moment, at present, at dawn, at noon, at night, at midnight, at lunchtime, at the same time</i>

Przymiek **in**:

miesiące:	<i>in August</i>
pory roku:	<i>in (the) winter/spring/ summer/autumn</i>
daty roczne:	<i>in 1991, in the 1980s</i>
stulecia:	<i>in the 21st century</i>
w wyrażeniach:	<i>in the morning/ afternoon/ evening, in an hour, in a minute, in a week/few days/month/year, in the past, in the future</i>



*They play basketball
on Mondays.*

Przymiek **on**:

dni tygodnia, konkretne dni w kalendarzu:	<i>on Friday, on New Year's Eve</i>
daty dzienne:	<i>on 7th May 2005</i>
pora określonego dnia:	<i>on Monday evening</i>
przymiotnik + day	<i>on a hot day</i>

UWAGA: Chcąc określić czas trwania czegoś, używamy wyrażenia **from ... to**. Słowo **during** poprzedza rzeczownik.

He works from 9 to 5.

He doesn't work during the weekend.

1 Fill in: at, on, in, from, during, to.

- A: What time is the party?
B: It starts 8 o'clock.
- A: When is your dentist's appointment?
B: It's Friday morning.
- A: What hours do you work?
B: I work the morning shift 8 to 4 but
I don't work the weekend.
- A: What time do you want me to pick you up?
B: Can you be here 7 o'clock
..... the morning?
- A: My parents got married 24th
August, 1988.
B: Happy anniversary to them!
- A: Is your birthday June?
B: Yes, it's 3rd June.

2 Fill in the gaps with the correct preposition, then answer the questions.

- What are you doing ► *at the moment?*
► *I am having an English lesson.*
- What time do you go to school the morning?
- What time do you go to sleep night?
- What do you usually do the summer holidays?
- What do you do the weekends?
- What sports do you do winter?
- What do you do a cold day?
- Where were you 5 o'clock yesterday?
- What do you do New Year's Day each year?
- How old were you 2001?

Prepositions of movement

1

Przyimki kierunku

Przyimków kierunku używamy, aby wyrazić kierunek, w którym ktoś lub coś się porusza. Najczęściej stosowane przyimki kierunku to **along, across, up, down, into, out of, over, through**.

UWAGA: Mówimy **by + car/bus/train/taxi/plane/boat** **ALE** **on foot**

Słówka **by** nie używamy, jeżeli słowo określające środek transportu poprzedzone jest przedimkiem (*a/an, the*), przymiotnikiem dzierżawczym (*my, your* itp.) lub wyrażeniem w dopełniaczu.

in a taxi, on the bus, on the plane, on the train, in my car, in John's car



He is getting out of a taxi.

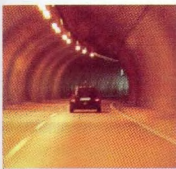
1 Fill in the correct *preposition of movement*.



1 She is getting a taxi.



2 He is coming the steps.



3 The car is driving the tunnel.



4 He is coming the subway station.



5 They are walking the street.



6 She is travelling the escalator.

2 Fill in the correct *preposition of movement*.

- 1 A: Why are you sweating?
B: Because I just ran the stairs.
- 2 A: Are you afraid of the dark?
B: Yes. I even get scared on a train when it goes a tunnel.
- 3 A: What is that helicopter doing?
B: It's flying the motorway to see how much traffic there is.
- 4 A: Where is the nearest bank?
B: Walk this street and take the first turning on the left.
- 5 A: Get the car and I'll give you a lift to the station.
B: Thanks.
- 6 A: Wait for the lollipop lady to take you the road.
B: I always do, Mum.
- 7 A: Climb from that tree right now!
B: OK. Sorry.
- 8 A: I saw Jane coming the post office this morning.
B: Oh really? Did you talk to her?
A: No, she got her car and drove away.

1

The verb *have got*

Czasownik *have got*

Czasownika **have got** używamy:

a) informując, że coś do kogoś należy.
Paul has got a motorbike.



c) określając pokrewieństwo.
They have got one grandchild.



b) opisując ludzi, zwierzęta lub przedmioty.
Karen has got long blonde hair and blue eyes.



Zdania twierdzące				Zdania przeczące			
Forma pełna		Forma skrócona		Forma pełna		Forma skrócona	
I	have got	I	've got	I	have not got	I	haven't got
you		you		you		you	
he		he		he		he	
she	has got	she	's got	she	has not got	she	hasn't got
it		it		it		it	
we		we		we		we	
you	have got	you	've got	you	have not got	you	haven't got
they		they		they		they	

Zdania twierdzące	Krótkie odpowiedzi
Have I/you/we/they got?	Yes, I/you/we/they have. No, I/you/we/they haven't.
Has he/she/it got?	Yes, he/she/it has. No, he/she/it hasn't.

UWAGA: W krótkich odpowiedziach nie używamy **got**.

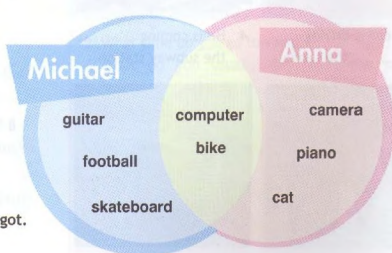
UWAGA:
He's a singer. (= He is)
He's got a brother. (= He has)

1 a) Fill in: 's, hasn't, 've, haven't.

- Michael **'s** got a guitar.
- They got a dog.
- Anna got a skateboard.
- They got a computer.
- Anna got a piano.
- Michael got a camera.

b) Tell your partner what each person has got.

c) Which of these have you got?
Write sentences.



The verb *have got*

1

2 Ask and answer, as in the example.



- 1 Clara / dark hair?
▶ *Has Clara got dark hair?*
Yes, she has.

2 Mr Jones / glasses?



3 giraffes / short necks?

4 they / briefcases?



5 he / a hat?

3 Fill in: *have*, *haven't*, *has* or *hasn't*.

- 1 A: ▶ *Has Mary got long hair?*
B: No, she
- 2 We got a dog. We have got a cat.
- 3 A: you got a sister?
B: Yes, I
- 4 A: they got a car?
B: No, they
- 5 They got one son and two daughters.
- 6 We got a big house. We've got a small one.
- 7 My sisters got blue eyes.
- 8 A: your grandfather got a moustache?
B: Yes, he
- 9 I got brown hair. I've got blonde hair.

4 a) Look at the table and write sentences, as in the example.

	Tina	Jeff & Jack	Tony & Grace	Peter
laptop	✓	✓	✓	✗
mobile phone	✓	✗	✓	✓
video camera	✓	✓	✗	✓
CD player	✗	✓	✓	✓

- 1 ▶ *Tina has got a laptop, a mobile phone and a video camera. She hasn't got a CD player.*

- 2
- 3
- 4

b) Look at the table again. In pairs, ask and answer questions, as in the example.

- ▶ A: *Has Tina got a CD player?*
B: *No, she hasn't. Have Jeff and Jack got a laptop?*
A: *Yes, they have. etc*

Speaking

In pairs, ask each other questions about your bedroom.

- ▶ A: *Have you got a big bedroom?*
B: *No, I haven't.*
A: *Have you got a desk in your room?*
B: *Yes, I have.*
A: *Have you got a TV?*
B: *No, I haven't.*

Writing

Use your partner's answers to write a short text about his/her room.

- ▶ *John has got a small bedroom. He's got a desk, but he hasn't got a TV in his room. ...*

Czas present simple

Zdania twierdzące

Zdania przeczące

Zdania pytające

Krótkie odpowiedzi

I sing, He/She/It sings, We/You/They sing

I don't sing, He/She/It doesn't sing, We/You/They don't sing

Do I sing?, Does he/she/it sing?, Do we/you/they sing?

Yes, I do.

Yes, he/she/it does.

Yes, we/you/they do.

No, I don't.

No, he/she/it doesn't.

No, we/you/they don't.

Pisownia: 3 osoba liczby pojedynczej

- W trzeciej osobie liczby pojedynczej do większości czasowników w czasie present simple dodajemy końcówkę **-s**.

I forget – he forgets, I climb – she climbs

- Do czasowników zakończonych na **-s, -ss, -sh, -ch, -x** lub **-o** dodajemy końcówkę **-es**. *I miss – he misses, I push – he pushes, I catch – he catches, I fix – he fixes, I do – he does*

- W przypadku czasowników zakończonych spółgłoską oraz **-y**, opuszczamy **-y** i dodajemy końcówkę **-ies**. *I cry – he cries*

- Do czasowników zakończonych samogłoską oraz **-y** dodajemy końcówkę **-s**. *I buy – he buys*

Wymowa

Końcówkę 3. osoby liczby pojedynczej wymawiamy:

- /s/, jeśli czasownik kończy się spółgłoską bezdźwięczną /t/, /k/, /p/ lub /f/. *knit – knits*
- /ɪz/, jeśli czasownik kończy się spółgłoską /s/, /t/, /ʃ/, /dʒ/ lub /z/. *touch – touches*
- /ɪz/ we wszystkich pozostałych przypadkach. *read – reads*

Określenia czasu często pojawiające się w present simple:

always, usually itp., on Mondays/Tuesdays itp., in the morning/afternoon/evening, every day/week itp., at night/the weekend itp.

Zastosowanie

Czasu present simple używamy, mówiąc o:

- czynnościach wykonywanych regularnie.
He catches the school bus at 7:30 every morning.
- nawykach i przyzwyczajeniach.
She surfs the Net in the evening.
- stanach i czynnościach mających charakter stały.
Matt lives in London. He sells cars.
- prawdach uniwersalnych i prawach przyrody.
The sun sets in the west.



1 Write the third person singular of the verbs below.

- play → *plays*
- mix
- match
- drink
- finish
- kiss
- pay
- go
- wash
- try

2 Write the third person singular of the verbs in the correct box, as in the example. Then read the verbs aloud.

- write • dance • ride • drive • watch • help • eat
- begin • close • speak • change • kick • lose
- laugh • brush • know

/s/	► <i>writes,</i>
/ɪz/	► <i>dances,</i>
/ɪz/	► <i>rides,</i>

3 Complete the email. Use the *present simple*.

New Message

To: Pierre
Cc:
Subject: Hi

Hi Pierre,

I'm William, your new penfriend. I'm 13 years old and I 1) **live (live)** in London, England. My favourite sport is cricket. I 2) **(play)** cricket every day after school with my best friend Tommy. We are both on our school cricket team. We 3) **(not/win)** many games, but we still 4) **(have)** lots of fun.

I've got an older sister. Her name is Maddy. She 5) **(not/like)** cricket but she 6) **(come)** to watch our games sometimes.

What about you? 7) **(you/play)** any sports?

Write back soon,

William

5 Felix Smith is 12 years old. He's in the living room now. Look at the picture, then complete the questions. Answer them.



- 1 **Does** Felix like playing chess? **Yes, he does.**
- 2 Felix have a cat?
- 3 Felix like wearing hats?
- 4 Felix's sisters like watching TV?
- 5 Felix's mother like reading?
- 6 Felix's parents wear glasses?
- 7 Felix's grandmother like drinking tea?
- 8 Felix's dad have blond hair?

4 Fill in *do*, *does*, *don't* or *doesn't*.

- 1 A: **Do** you like learning foreign languages?
B: Yes, I
- 2 A: you go on holiday to Spain every year?
B: Yes, we
- 3 A: you do your shopping on Thursdays?
B: No, we We it on Saturdays.
- 4 A: Why Chloe look sad?
B: I know.
- 5 A: they live in York?
B: No, they
- 6 A: your father drive to work every day?
B: No, he

6 Put the words in the correct order to form questions. Then, answer them.

- 1 do/watch/you/TV/in the evenings?
Do you watch TV in the evenings?
Yes, I do./No, I don't. I do my homework.
- 2 your/mother/drive/does/car/a?
.....
- 3 you/do/singing lessons/take?
.....
- 4 your grandparents/do/with/your family/live?
.....
- 5 your/father/speak/does/German?
.....

2

Present simple

- 7 a) Put the verbs in brackets into the *present simple*.



Joe Cianni 1) **is (be)** a famous chef. He 2) **(own)** a trendy restaurant in London where he 3) **(cook)** food for the rich and famous. He 4) **(serve)** only organic food and he 5) **(buy)** fresh food from British farmers every day. Joe 6) **(go)** to his restaurant at 3 o'clock every day. He 7) **(have)** 15 employees and they 8) **(arrive)** at half past three. The restaurant 9) **(open)** at 6 o'clock. Joe 10) **(work)** seven days a week and he 11) **(finish)** late every day. But he still 12) **(try)** to find time to see his friends. He 13) **(meet)** them every Saturday night after work and they 14) **(go)** out to clubs.

- b) Imagine you are interviewing Joe Cianni. In pairs, ask and answer questions, as in the example.

- 1 you/cook food for the rich and famous?
A: ► *Do you cook food for the rich and famous?*
B: ► *Yes, I do.*
- 2 you/buy food from the supermarket?
A: ► *Do you buy food from the supermarket?*
B: ► *No, I don't. I buy food from British farmers.*
- 3 you/go to your restaurant at 4 o'clock every day?
A:
B:
- 4 your restaurant/open at half past five?
A:
B:
- 5 your employees/arrive at half past two?
A:
B:
- 6 you/work at the weekend?
A:
B:

- 7 you/finish work early every day?
A:
B:
- 8 you/see your friends at the weekend?
A:
B:

- 8 Complete the sentences in order to make the statements true. Use *don't/doesn't* where necessary.

- 1 Water ► *freezes* (freeze) at 0°C.
- 2 Penguins (live) in the Antarctic.
- 3 Orange trees (grow) in the North Pole.
- 4 Milk (come) from cows.
- 5 In England, people (drive) on the right.
- 6 The sun (rise) in the west.
- 7 Horses (lay) eggs.
- 8 The Moon (move) round the Earth.
- 9 Cats (like) milk.
- 10 Rectangles (have) five sides.

Speaking

Imagine one of you is a newspaper reporter interviewing a famous person. In pairs, ask and answer questions about:

- time/get up
- morning/afternoon/evening activities
- free time activities

- A: *What time do you get up?*
B: *I get up at 6 o'clock.*
A: *Do you go jogging in the morning?*
B: *Yes, I do.*

Writing

Use your partner's answers from the Speaking activity to write about the famous person's daily routine.

- *Ricky Jones gets up at 6 o'clock in the morning. He goes jogging ...*

Adverbs of frequency

3

Przysłówki częstotliwości

- Przysłówki częstotliwości określają, jak często coś się zdarza. Należą do nich:

always 100%	sometimes 20%
usually 75%	never 0%
often 50%	

- Przysłówki częstotliwości występują przed czasownikiem głównym, ale po czasowniku to be.

Sally often surfs the Net in the evenings.



Ben is sometimes late for school.



- Put the words in the correct order to make sentences, as in the example.
 1 play/often/afternoon/the/in/they/computer games
 ► *They often play computer games in the afternoon.*
 2 never/at/they/the/to/go/library/weekend/the

 3 she/sometimes/rides/school/to/her/bike

 4 hot/is/summer/often/it/in/the

 5 he/the/beach/to/always/goes/in/the/summer

 6 late/Michael/is/usually/work/for

- Use the phrases and the *adverbs of frequency* to write sentences about yourself.

KEY

always	●●●●●	sometimes	●●
usually	●●●●	never	0
often	●●●		

- get up at 7 o'clock
 ► *I usually get up at 7 o'clock.*
 2 have breakfast in the morning

 3 be late for class

 4 do my homework in the afternoon

- cook dinner

 6 watch TV in the evenings

 7 read a book before I go to bed

 8 go to bed early

Speaking

How often do you ...

- make your bed
- clear the table
- take out the rubbish
- tidy your room
- mop the floor
- do the laundry
- go shopping
- iron your clothes

Use *always, usually, often, sometimes, never* to tell the class.

- *I always make my bed.*

Writing

Write sentences about your household chores. Use the phrases from the Speaking activity and your own ideas.

- *I never clear the table. I sometimes take out the rubbish.*

Exploring Grammar (Units 1-3)

• Present simple & adverbs of frequency

Czas *present simple* i przysłówki częstotliwości

- 1
- Read the text below and underline the verbs in the *present simple* tense. Look at the highlighted verb forms. Which expresses: a permanent state? habit/routine?
 - How do we form the negative and interrogative of the *present simple* tense? Find two examples of the negative form in the text.
 - Circle the *adverbs of frequency*. Where do we use them in a sentence: before or after the main verb/the verb *to be*?

PROFILES:



Beatrice

Eugenie



Britain's Teen Princesses

Princesses Beatrice and Eugenie Windsor are the **granddaughters of the Queen of England**. The girls have got two very famous cousins. Their cousins' names are Prince William and Prince Harry. Both girls **live in England**. They **get up** early every day because they are both very busy. So, what are these girls like? Well, people who know them say that they are very friendly and they don't act like they are famous royals. In fact, these girls don't like it when people call them 'Princess'! They try to live normal lives. For example, Beatrice always **goes** to the supermarket **every week** to do her own food shopping.

Like most sisters, Beatrice and Eugenie sometimes argue. "We usually argue about **clothes**," says Eugenie. "I often wear Beatrice's clothes to school, which she hates." However, both sisters are very close and they love each other dearly.

• Question words

Zaimki i wyrażenia rozpoczynające pytania

2

- Find a question word in the text.
- Complete the questions to which the words in bold in the text are the answers, as in the example.

- ▶ **Who** are Beatrice and Eugenie Windsor?
- do the girls live?
- often does Beatrice go to the supermarket?
- do the sisters argue about?

• Pronouns

Zaimki

3

- Which *subject/object pronouns* can you find in the text in Ex. 1? Which *subject/object pronouns* do we use in the third person singular?
- Which *personal pronouns* do we use before a verb instead of the name of the person or a noun?
- Which *personal pronouns* do we use after a verb or a preposition?
- How do we use *possessive pronouns*? Give examples.

• Possessive adjectives

Przymiotniki dzierżawcze

4

- Find two *possessive adjectives* in the text in Ex. 1. Where do we put the *possessive adjectives*: before or after the noun?

• Possessive ('s/s')

Dopełniacz 's/s'

5

- Read the text and underline the examples of the *possessive case*. What is the difference between them?

Circle the correct item.

- 1 A: is your birthday?
B: June 3rd.
A Where B When C Which
- 2 name is Katie.
A His B Her C Our
- 3 Lisa arrives early. She's never late.
A sometimes B usually C always
- 4 This is eraser.
A a B an C -
- 5 John my best friend.
A are B am C is
- 6 A: is your sister's name?
B: Jennifer.
A Who B What C Whose
- 7 A: Whose pencil case is this?
B: It's
A Jacob B Jacobs' C Jacob's
- 8 There is a table the kitchen.
A in B on C under
- 9 Helen got two cars. She's got one.
A has B have C hasn't
- 10 Juan is Spanish. He French.
A 'm not B isn't C aren't
- 11 This is Tom and Nancy. are my cousins.
A They B You C We
- 12 are lots of hotels in the city.
A Those B These C There
- 13 Crocodiles have got big
A teeth B tooth C a tooth
- 14 There are two in the bathroom.
A toothbrush B toothbrushes
C a toothbrush
- 15 cameras are from Japan.
A This B These C That
- 16 you like apples?
A Does B Do C Doesn't
- 17 Sue's house is front of Kim's.
A on B at C in
- 18 Mark never tea.
A drinks B doesn't drink
C drink
- 19 She goes bowling; she doesn't like it.
A always B usually C never
- 20 They two children, Emma and James.
A have got B has got C haven't got
- 21 These are the umbrellas.
A girl B girl's C girls
- 22 This is Richard. is twenty.
A He B She C His
- 23 There are some on the table.
A banana B bananas C banana's
- 24 She got a computer in her bedroom.
A 's B is C 've
- 25 My name Pat.
A 'm B 're C 's

(Mark: $\frac{\quad}{25 \times 4 \quad 100}$)

Czas present continuous

Zdania twierdzące	I'm working, He's/She's/It's working, We're/You're/They're working		
Zdania przeczące	I'm not working, He/She/It isn't working, We/You/They aren't working		
Zdania pytające	Am I working?, Is he/she/it working?, Are we/you/they working?		
Krótkie odpowiedzi	Yes, I am.	Yes, he/she/it is.	Yes, we/you/they are.
	No, I'm not.	No, he/she/it isn't.	No, we/you/they aren't.

Tworzenie

Czas *present continuous* tworzymy za pomocą odpowiedniej formy czasownika **to be** oraz czasownika głównego z końcówką **-ing**.

Pisownia

- Do większości czasowników dodajemy tylko końcówkę **-ing**. *speak – speaking, visit – visiting, watch – watching*
- W przypadku czasowników zakończonych na **-e** opuszczamy **-e** oraz dodajemy **-ing**. *smile – smiling, dance – dancing*
- Jeśli **-ing** dodajemy do czasownika zakończonego sylabą zawierającą pojedynczą akcentowaną samogłoskę, po której następuje spółgłoska, podwajamy tę spółgłoskę.
run – running, sit – sitting
- W czasownikach zakończonych na **-ie** zastępujemy **-ie** końcówką **-ying**. *tie – tying*

Zastosowanie

Czasu *present continuous* używamy, mówiąc o

- czynnościach odbywających się w chwili, gdy o nich mówimy oraz czynności tymczasowych odbywających się obecnie, ale niekoniecznie w momencie mówienia.

Karen is working on the computer now.

(czynność odbywająca się w chwili mówienia)

She is working very hard these days. (czynność tymczasowa)

- ustalonych planach na najbliższą przyszłość.

Bob is flying to Madrid in two hours. (Bob czeka na lotnisku na samolot.)



Okreslenia czasu typowe dla *present continuous*:

now, at the moment, at present, these days, tomorrow, tonight, next week itp.

- 1** Add **-ing** to the verbs below and put them in the correct box.

go, celebrate, lie, put, have, shop, swim, make, die, sleep, run, relax, plan, speak, ride, tie

+ ing	► <i>going</i> ,
-e → ing	► <i>celebrating</i> ,
-ie → y + ing	► <i>lying</i> ,
double consonant + ing	► <i>putting</i> ,

- 2** Fill in the gaps with the *present continuous*.

- They ► *are washing* (wash) the dishes now.
- I (not/watch) TV now.
- (Jerry/read) the newspaper?
- Tom (study) at the library now.
- We (stay) with my aunt until we find a flat of our own.
- Melinda (not/go) to the party tonight.
- Karen and I are in the kitchen. We (make) dinner.
- (you/look) for a new job?
- Jane and Claire (meet) us this afternoon.
- Mum's in the garden. She (water) the plants.

3 Look at the pictures and use the phrases in the list to correct the false sentences (1-5).

- wash the dishes • read a book • play the guitar • water the plants • feed the chickens



- 1 Sandra is eating a sandwich.
▶ *Sandra isn't eating a sandwich. She's reading a book.*

- 2 The children are playing in the park.



- 3 Frank and Mary are cooking dinner.



- 4 Anna is writing a letter.



- 5 Andrew is painting the house.



4 What are your parents and friends doing now? Write the sentences.

- ▶ *My friend Paul is listening to music.*
- ▶ *My mother is working now.*
-
-
-
-

5 Put the verbs in the list in the present continuous to complete the letter.

- celebrate • sit • not/rain • watch • wear • take • come • go • have

Hi David,

Greetings from Italy. I 1) ▶ *'m having* a great time. It's cloudy today, but at least it 2) They 3) Carnival this week here. At the moment, I 4) in a café with my family and we 5) the parade go by. People 6) amazing masks and costumes. Right now, my sister 7) lots of photographs to show all our friends back home. Tonight we 8) for dinner to a nice restaurant. I can't wait! I love Italian food!

We 9) back on Saturday.

See you then.

Nancy

6 Read Patty's agenda. In pairs, ask and answer questions, as in the example.

	Saturday	Sunday
10:00 am	tidy room	
11:00 am		meet friends in park
2:00 pm	buy present for mum	visit grandparents
5:00 pm	have a piano lesson	
8:00 pm		go to cinema with Sally

- 1 room/tidy/Sunday/10:00 am?

▶ A: *Is Patty tidying her room on Sunday at 10:00 am?*

B: *No, she isn't. She's tidying her room on Saturday at 10:00 am.*

- meet/friends/in the park/Saturday/11:00 am?
- buy/mum/present/Sunday/5:00 pm?
- visit/grandparents/Saturday/2:00 pm?
- have/piano lesson/Sunday/5:00 pm?
- go/cinema/with/Sally/Saturday/8:00 pm?

- 7 Fill in the correct verb from the list in the *present continuous*. Which sentences refer to actions happening now (N), temporary situations (T), fixed arrangements in the near future (F)?

• have • get • rain • come
• sleep • fix • stay • look

- 1 We **▶ are having** a barbecue on Sunday. **▶ F**
- 2 Please be quiet, the baby
- 3 She's in Rome. She
with her friend.
- 4 Dad the lawnmower
in the garage.
- 5 My parents back from
Rome on Friday.
- 6 Helen and Bob married
next week.
- 7 Tony for a flat
near the office.
- 8 It outside! Wear a raincoat.

- 8 Put the words in the correct order to make sentences.

- 1 is/Mr Jones/lunch/at the moment/having
▶ Mr Jones is having lunch at the moment.
- 2 tonight/you/going/are/cinema/the/to?
.....
- 3 not/joining/Paul/tonight/is/us
.....
- 4 is/Janet/Madrid/going/this/weekend/to?
.....
- 5 this/afternoon/grandparents/Tom/visiting/his/is
.....
- 6 Bob/not/working/is/these days
.....
- 7 we/festival/going/are/to/now/a
.....
- 8 looking/they/still/are/new/car/a/for?
.....
- 9 Kate/is/seeing/not/dentist/the/today
.....
- 10 children/playing/are/computer/games/the/now?
.....

- 9 a) Look at the picture and put the verbs in brackets into the *present continuous*.



Five family members 1) **▶ are having** (have) lunch at home. Four of them 2) (sit) at the dinner table. They 3) (eat) soup. The father 4) (pour) his son a glass of milk. The mother 5) (look) at her oldest daughter because she 6) (talk) to her. Both the parents and the children 7) (wear) casual clothes. They 8) (enjoy) their meal.

- b) Look at the picture again. In pairs, ask and answer questions, as in the example.

- 1 the five family members/have/lunch?
▶ A: Are the five family members having lunch?
B: Yes, they are.
- 2 the father/stand up?
- 3 the mother/look/at her son?
- 4 the children/talk/to their parents?
- 5 the boy/wear/a red T-shirt?
- 6 they/all/enjoy/their meal?

Speaking

Find a picture from a magazine. In pairs, describe your picture to your partner. Ask each other questions for more details.

▶ In this picture, there is/are ...

Writing

Write a short text describing your picture from the Speaking activity.

Present simple vs present continuous

5

Czas present simple i czas present continuous

Present simple

- czynności powtarzające się i zwyczajowe.
They play basketball every Saturday. (czynność powtarzająca się)
- stany trwałe.
He lives on a farm.
- prawdy uniwersalne i prawa przyrody.
The Earth is round.



Określenia czasu typowe dla present simple:

every hour/day/week/month/summer/year, usually, always, every morning/afternoon/evening/night, in the morning/afternoon/evening, at midday, at night.

Present continuous

- czynności odbywające się w chwili mówienia.
The baby is sleeping at the moment.
- czynności tymczasowe odbywające się obecnie, choć niekoniecznie w chwili mówienia.
She is practising for a concert these days.
- ustalone plany na najbliższą przyszłość.
She's flying to Paris in an hour.



Określenia czasu typowe dla present continuous:

now, at the moment, at present, these days, today, tomorrow itp.

Czasowniki określające stany (stative verbs)

Niektóre czasowniki zazwyczaj nie mają formy , gdyz określają stany, a nie czynności. Należą do nich m.in. like, love, want, know, need, believe.

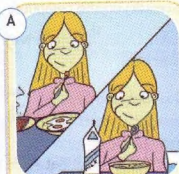
I like your new shirt.

I want to go to the cinema tonight.

I need a piece of paper.

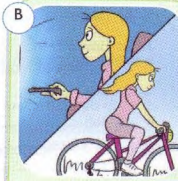
I believe the play starts early.

1 Mary wants to get fit and is making some changes to her lifestyle. Look at the pictures and tell your partner.



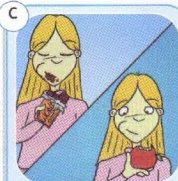
for breakfast

- eat toast and eggs
- have cereal



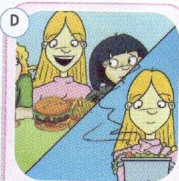
in the afternoon

- watch TV
- ride a bicycle



between meals

- eat chocolate
- eat fruit



in the evening

- have fast food
- cook a healthy meal

A ► Mary usually eats toast and eggs for breakfast, but today she is having cereal.

2 Put the verbs in brackets in the *present simple* or *present continuous*.

- Steven ► *is wearing* (wear) a tie today.
- The children (play) in the park now. They often (go) there in the afternoons.
- Joe (work) in a hospital.
- Cathy (not/drive) a car.
- What (they/do) at the moment?
- Jim (live) with some friends until he moves into his new flat.
- (it/snow) heavily today?
- We can go out. It (not/rain) now.
- Mr and Mrs Jones (not/go) to Rome tomorrow.
- What time (you/get up) on Sundays?

3 Look at the pictures. Write sentences.

1



play football every afternoon



ride a horse

► He plays football every afternoon. He isn't playing football now. He is riding a horse.

2



make her bed/7:30 every morning



sleep

3



do homework every afternoon



play video games

4



water plants/7 o'clock every evening



wash the dishes

4 Put the verbs in the *present simple* or *present continuous*.

- A: ► *Do you want* (you/want) to come over for dinner tonight?
B: Sorry, I can't. I (go) to the cinema with some friends.
- A: (Tom/talk) on the phone?
B: No, he (work) on the computer.
- A: How often (she/drive) her kids to football practice?
B: Every Monday.
- A: Bob (look) very tired.
B: Yes. He (work) hard these days.
- A: (you/like) tea?
B: Yes, I (drink) a cup every afternoon.
- A: The children (make) lots of noise today.
B: Yes, but they (have) fun.

Present simple vs present continuous

5

- 5 Put the verbs in brackets into the correct form of the *present continuous* or the *present simple*.

Hi Liz,

My family and I 1) **are having** (have) a New Year's Eve party tomorrow. We 2) (be) all busy at the moment. I 3) (prepare) some snacks and Mum 4) (cook) a big dinner for everyone. Dad 5) (decorate) the house with streamers and my brother 6) (get) the music ready. We 7) (have) a big New Year's Eve party every year. It's lots of fun because we always 8) (play) a lot of party games. My dad usually 9) (give) small presents to all the guests. What 10) (you/do) tomorrow? 11) (you/want) to come? You 12) (not/need) to bring anything, we have lots of food and drinks! Let me know! Emma

- 6 Underline the correct time expression.

- George and Jennifer have French lessons on Thursdays/at the moment.
- Bob is going to a concert tonight/every Friday.
- She is living with her cousin at present/at nights.
- I am taking five courses this semester/every day.
- Does Mike now/usually play basketball at the weekend?
- Helen isn't working at the moment/on Sundays.

- 7 Write about your school and what you *do/are doing* there. Use these phrases: *sometimes, always, in September, tomorrow, every Monday, usually*.

1 **I sometimes walk to school.**

-
-
-
-
-
-

- 8 a) Look at the information, then talk about the person.

Celine — secretary

- work from 9 to 5 every day
- always have lunch in the office
- read a magazine now
- travel to Italy in two weeks



► Celine is a secretary. She ...

b) In pairs, ask and answer questions, as in the example.

- A: Does she work from 9 to 5 every day?
B: Yes, she does.

Speaking

Look at the pictures and the prompts. Describe them to the class using the *present simple* or *present continuous*. Talk about:

- place • clothes • activities

- birthday party
- party hats • have/fun



- carnival
- costumes
- walk/parade



- park • T-shirts/shorts
- have/food eating contest

- In picture A, the children are at a birthday party. They are all wearing party hats. There is a birthday cake on the table. They are having fun.

Writing

Choose a picture and write a short description of it.

Exploring Grammar (Units 4-5)

• Present simple & present continuous

Czas present simple i present continuous

- 1 a) Read the postcard below. Circle all the verbs in the **present simple** and underline all the verbs in the **present continuous**. Look at the highlighted verb forms and match them to their uses:

- permanent states
- habit/routine
- action happening at the time of speaking
- fixed arrangements in the near future
- temporary situation

Hi Mandy!

Greetings from Italy! We're having a great time. We're staying at a nice hotel in Naples. We like it a lot. Today they're celebrating a pizza festival here. It happens every year in September and usually lasts for ten days. People eat lots of pizza, drink limoncello and enjoy music from lots of different bands. Tonight, we're going to the festival with our Italian friend Fabio. Fabio lives in Rome but he is visiting his aunt in Naples at the moment. Fabio and his aunt take us sightseeing every afternoon. This afternoon, we're driving to Mt Vesuvius. Vesuvius is a big volcano close to Naples. Tomorrow, they're taking us to Pompeii, a very famous ancient Roman city full of ruins. I can't wait.

See you soon!

Love,

Emma



- b) What are the spelling rules for the ending of verbs like **putting/writing** in the **present continuous**?
- c) How do we form the negative and interrogative of the **present simple** and the **present continuous**?
- d) What is a **stative verb**? Find an example in the letter.

2 Put the verbs in the **present simple** or the **present continuous**.

- 1 A: What (Helen/do) this weekend?
B: She (visit) her cousin in Manchester.
- 2 A: What (you/usually/do) on Saturday mornings?
B: I (tidy) my room and go shopping.
- 3 A: Where's Louise?
B: She's in London. She (stay) at the Hilton Hotel.
- 4 A: How often (you/water) the plants?
B: Twice a week.
- 5 A: (you/want) to come over tonight?
B: I'm sorry, I can't. I (go) out to dinner with some friends.
- 6 A: What time (you/get up) every day?
B: Seven o'clock.

• Time expressions *Określenia czasu*

- 3 a) Which **time expressions** do we use with the **present simple**, the **present continuous**? Find examples in the letter.

b) Circle the correct **time expression**.

- 1 Martha usually does her food shopping on **Saturdays/at the moment**.
- 2 It isn't raining **now/at the weekend**.
- 3 Pierre and Marie are going to the theatre **tonight/every Tuesday**.
- 4 Ron has a piano lesson **twice a week/these days**.
- 5 Sophie is sitting her exams **this week/at night**.
- 6 Carla and John usually eat out on **Sundays/at the moment**.
- 7 George buys a newspaper **every day/today**.
- 8 My friend and I play computer games on **Saturday afternoons/at present**.
- 9 Sometimes/At the moment she is studying for a test.
- 10 Tom isn't driving to work **today/every day**.

Circle the correct item.

- 1 Sally is a shower at the moment.
A has B having C have
- 2 Katie her grandparents every weekend.
A visits B visit C is visiting
- 3 Peter and Mark want to go to the football match?
A Does B Do C Are
- 4 A: Where is my pencil case?
B: It's to your school bag.
A behind B under C next
- 5 Do you like new car?
A mine B my C me
- 6 This is the dog.
A boy's B boys C boy
- 7 Have got a laptop?
A she B it C you
- 8 There are some in the drawer.
A knife B a knife C knives
- 9 A: is this?
B: It's a computer game.
A How B What C Who
- 10 I to go to the bank today.
A need B must C needs
- 11 Do elephants in the jungle?
A live B lives C living
- 12 They have got three
A puppy B puppy's C puppies
- 13 My sister Italian.
A speaks B is speaking C speak
- 14 A: Is this bike?
B: No, this isn't my bike.
A her B his C your
- 15 I to school every morning.
A walk B am walking C walks
- 16 A: Where is Sam?
B: He's the garage.
A under B in C on
- 17 Do you know Mario and Andrea? are from Italy.
A Their B Them C They
- 18 Are there biscuits left?
A some B a C any
- 19 We the 12 o'clock flight to New York tomorrow.
A catch B are catching C catches
- 20 That's not Tom's jacket. jacket is in the wardrobe.
A Her B His C your
- 21 That isn't Sally's dog. It's
A Jakes B Jake's C Jake
- 22 A: are you going out to dinner with?
B: Sally and Jeff.
A Why B Where C Who
- 23 are some kittens in the garden.
A There B They C This
- 24 The children football in the park now.
A play B is playing C are playing
- 25 Peter and Maria are sixteen. They eighteen.
A isn't B aren't C 'm not

(Mark: 25x4 100)

Czas **past simple** (czasowniki regularne i nieregularne)

Peter Parker was a clever young man who liked science at school.



One day, a strange spider bit him. Peter looked at his hand and saw a big cut.



When Peter got home that night, he felt ill.



The next morning, Peter looked and felt very different. He was a superhero! Spider-Man!

Czasowniki regularne

Zdania twierdzące

I/You/He/She/It/We/They **cooked**

Zdania przeczące

I/You/He/She/It/We/They **didn't cook**

Zdania pytające

Did I/you/he/she/it/we/they **cook**?

Krótkie odpowiedzi

Yes, I/you/he/she/it/we/they **did**./

No, I/you/he/she/it/we/they **didn't**.

Pisownia

- Do czasowników zakończonych na **-e** dodajemy tylko **-d**. *dance – danced*
- W czasownikach kończących się spółgłoską + **y** opuszczamy **-y** i dodajemy **-ied**. *try – tried*
- W czasownikach zakończonych akcentowaną samogłoską, po której następuje spółgłoska, podajemy tę spółgłoskę i dodajemy **-ed**.
stop – stopped
BUT *open – opened*
- W czasownikach zakończonych na **-l** podajemy **-l**.
quarrel – quarrelled

Wymowa

Końcówkę **-ed** wymawiamy:

- /ɪd/, jeśli czasownik w formie podstawowej kończy się głosem /t/ lub /d/. *wanted, visited, needed*

- /t/, jeśli czasownik kończy się głosem /k/, /s/, /tʃ/, /ʃ/, /t/ lub /p/.
cooked, kissed, watched, finished, laughed, stepped
- /d/ we wszystkich pozostałych przypadkach.
arrived, opened, snowed, rubbed

Pisownia

Czasu **past simple** używamy, mówiąc o

- czynnościach, które rozpoczęły się i zakończyły w przeszłości. Ich czas jest podany lub znany z kontekstu.

They spent their holidays in Mexico last winter. (Kiedy?

Zeszłej zimy. Czas jest podany.)

They had a nice time there.

(Kiedy? Gdy byli w Meksyku. Czas wynika z kontekstu.)

- czynnościach, które w przeszłości następowały jedna po drugiej.
First she answered the phone and then she wrote down the message.
- ludziach, którzy już nie żyją.
Elvis Presley sang many great songs.
(Elvis Presley nie żyje.)

Czasowniki nieregularne

Czasowniki nieregularne nie mają w czasie **past simple** końcówki **-ed**. Przybierają inne, rozmaite formy. (Zob. tabela czasowników nieregularnych na końcu książki.)

have – had, bring – brought, leave – left

Określenia czasu często występujące w **past simple**: *yesterday, the day before yesterday, last week/month/year, two days/weeks/months/years ago, when, then, in 2003 itp.*



Past simple (regular and irregular verbs)

6

1 Complete the table with the following verbs.

close, drop, study, marry, cancel, smile, try,
plan, look, rob, stay, race, enjoy, water

open – opened	.....
live – lived	▶ close – closed,
fry – fried	.....
play – played	.....
stop – stopped	.....
travel – travelled	.....

2 Write the past simple form of the verbs below then put them into the correct category.

- | | |
|----------------|---------------|
| 1 need | 7 dust |
| 2 wash | 8 like |
| 3 live | 9 pick |
| 4 invent | 10 move |
| 5 enjoy | 11 kiss |
| 6 climb | 12 use |

/d/	/t/	/d/
▶ needed	▶ washed	▶ lived
.....
.....
.....

3 Complete the table with the past simple of the verbs in the list. Then, using the verbs, fill in the blanks in sentences 1 -10.

mop, celebrate, sing, make, buy, do, fall, be,
watch, write

regular	irregular
▶ mopped,
.....
.....
.....

- 1 Johnny ▶ mopped the kitchen floor yesterday.
2 Albert Einstein a brilliant scientist.

- 3 Karen a cake last Tuesday.
4 Sheila a new computer three days ago.
5 Amanda her laundry last night.
6 Steve and Robert in the school concert yesterday.
7 Dan and hurt his arm.
8 William Shakespeare many famous plays.
9 Maria her 16th birthday last Saturday.
10 Matthew his favourite TV programme last night.

4 Look at what Ginger did last Saturday and make sentences.

tidy her room ✓	
water the plants ✗	
go shopping ✓	
do her homework ✗	
play tennis with Sarah ✓	
have lunch ✓	
take out the rubbish ✗	
watch a film on TV ✓	

- 1 ▶ Last Saturday, Ginger tidied her room.
2
3
4
5
6
7
8

5 Write sentences about yourself. Use the expressions.

- two days ago • last night • last month
• in 2006 • last week

- 1 ▶ I went to a concert two days ago.
2
3
4
5

Past simple (regular and irregular verbs)

- 6 a) Complete the text with the verbs in brackets. Use the *past simple*.

THE HISTORY OF THE PHANTOM



Lee Falk 1) ► **created** (create) the comic book superhero, 'The Phantom'. The Phantom first 2) (**appear**) in a newspaper comic strip in 1936. He soon 3) (**became**) one of America's most loved superheroes! The Phantom 4) (**live**) alone in the jungles of Africa. He 5) (**choose**) to become a superhero because he 6) (**want**) to help people in danger. The Phantom 7) (**wear**) a purple costume and was very strong but he 8) (**not/have**) any superhuman abilities. He 9) (**not/like**) criminals and 10) (**fight**) with them all the time. He 11) (**help**) people who 12) (**need**) him. A popular TV series and a Hollywood film 13) (**follow**) the successful comic.

b) Use the words to make questions about The Phantom. Then write the answers.

- Lee Falk/create/The Phantom?
► *Did Lee Falk create The Phantom?*
Yes, he did.
- The Phantom/appear/in 1936?
.....
- he/live/in Africa?
.....
- he/have/superhuman/abilities?
.....
- he/like/criminals?
.....
- he/help/people?
.....
- a TV series/follow/the comic?
.....

- 7 Put the verbs into the *past simple*, then match the questions to the answers.

- What time ► *did you wake up* (you/wake up) this morning?
- When (he/finish) university?
- Why (they/go) to London?
- What (you/have) for breakfast?
- When (Tom/start) playing the piano?
- Who (Emily/invite) to the barbecue?

- | | | | |
|-----|----------------|---|--------------------|
| a 1 | At 7 o'clock. | d | Shelly and Robert. |
| b | Two years ago. | e | Cereal. |
| c | When he was 6. | f | On business. |

- 8 Complete the questions with the verbs below. Then choose the correct answer.

- come • appear • work • write
- grow up • create

QUIZ TIME

- Which year ► *did* 'Daredevil' first ► *appear* in comics?
A 1961 B 1964
- Where Superman?
A Smallville B Krypton
- Which character(s) Stan Lee in 1961?
A The Fantastic Four B Superman
- Where Stan Lee after he left school?
A in a restaurant
B in a publishing company
- Where Superman from?
A Earth B Space
- When Stan Lee his first story?
A in 1922 B in 1941

Past Simple (regular and irregular verbs)

6

9 Put the verbs in brackets into the past simple.

- A: What **did you have** (you/have) for lunch?
B: I (eat) a sandwich.
- A: (you/take) any photos of Sally's birthday party?
B: No, I (not/have) my camera with me.
- A: (they/go) out last night?
B: No, they (stay in) and (chat) online with friends.
- A: How (John/get) to the airport yesterday?
B: He (take) a taxi.
- A: Where (you/go) after school yesterday?
B: I (go) to the library and then I (play) basketball with friends.

Speaking

a) In pairs, ask and answer questions, as in the example.
Use the phrases below.

- cook dinner yesterday
- do your homework last night
- go on a picnic last week
- play in the park yesterday afternoon

- go to the cinema last Saturday
- have breakfast yesterday morning
- do the shopping last Friday
- go on holiday last year

► A: Did you cook dinner yesterday?
B: Yes, I did. / No, I didn't.

b) Tell the class what your partner *did/didn't do*.

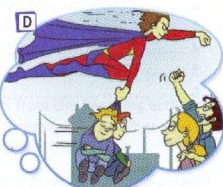
Writing

Use pictures A-D to write Alex's dream. Use the *past simple* tense. Use the ideas to help you.

- Alex and Felix/go fishing/yesterday afternoon
- Suddenly/their boat/hit some rocks
- they start to panic/and begin to yell for help
- Superkid/hear/the boys/and grab his cape
- Superkid/fly quickly/to the boys
- when/Alex and Felix see Superkid/they be very happy
- Superkid/pick them up/and fly them to their parents
- Alex and Felix's parents/shout/for joy

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

- Steven and Jim/hang/with/didn't/out/night/friends/last
- bed/made/this/he/his/morning
- around/she/did/help/house/yesterday/the?
- buy/a/Bill/didn't/camera/last week
- last/Madrid/visit/did/year/they?
- I/great/had/party/a/last/month



► Alex and Felix went fishing yesterday afternoon. Suddenly, ...

Wyrażenie *used to*

Zdania twierdzące	I/You/He/She/It/We/They used to exercise.
Zdania przeczące	I/You/He/She/It/We/They didn't use to exercise.
Zdania pytające	Did I/you/he/she/it/we/they use to exercise?
Krótkie odpowiedzi	Yes, I/you/he/she/it/we/they did . No, I/you/he/she/it/we/they didn't .



He **used to** ride
a bicycle when
he was young.
Now he drives a car.

- Czasownika **used to** używamy do opisywania czynności, które powtarzały się w przeszłości lub stanów przeszłych, które obecnie nie mają już miejsca.
*He **used to** eat a lot of chocolate when he was a kid.* (Obecnie już nie je dużo czekolady.)
*She **used to** have long hair when she was a child.* (Teraz ma krótkie włosy.)
- Czasownika **used to** można używać zamiennie z czasem *past simple* bez różnicy w znaczeniu.
*He **used to** wear glasses. He **wore** glasses.*
*ALE She **flew to** New York **yesterday**.*

Tworzenie

Czasownik **used to** występuje zawsze w czasie przeszłym i nie posiada formy teraźniejszej.

W zdaniach twierdzących posiada tę samą formę we wszystkich osobach i liczbach.

*I **used to** play football. Anna **used to** exercise a lot.*

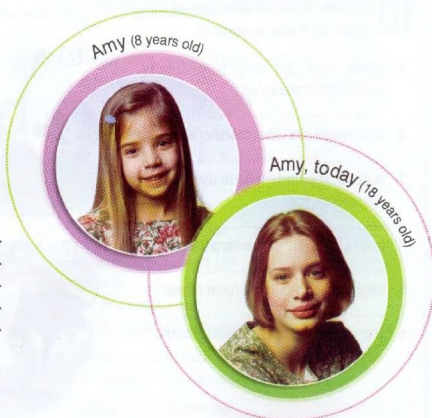
Zdania pytające:	Did (you) use to ...?	<i>Did Anna use to study long hours?</i>
Zdania przeczące:	(I) didn't use to ...	<i>Josh didn't use to get up early.</i>

- 1 Match verbs 1-6 with words/phrases a-f, then write sentences about Amy when she was younger. Use *used to/didn't use to*.

1 <input checked="" type="checkbox"/> C	have	a to bed late
2 <input type="checkbox"/>	live	b comic books
3 <input type="checkbox"/>	not go	c long hair
4 <input type="checkbox"/>	not play	d fish
5 <input type="checkbox"/>	not eat	e computer games
6 <input type="checkbox"/>	read	f in a big house

1 ► *Amy **used to** have long hair.*

- 2
3
4
5
6



- 2 Ten years ago Gary was a student. Now he is a business executive. Use the phrases to ask and answer questions about him, as in the example.



NOW

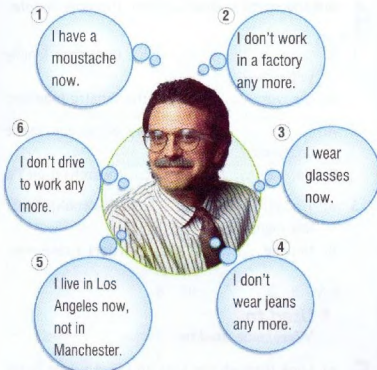
- have his own flat
- drive a car
- wear suits
- eat takeaway
- exercise at the gym

THEN

- live with his parents
- ride a bike
- wear shorts and T-shirts
- eat homemade food
- play football with his friends

- A: *Did Gary use to have his own flat?*
B: *No, he didn't. He used to live with his parents.*

- 3 Rewrite David's comments using *used to* or *didn't use to*, as in the example.



- 1 ► *I didn't use to have a moustache.*

- 2
3
4
5
6

- 4 Use *used to/didn't use to* to write sentences about your past habits.

1 ► *I used to bite my nails.*

- 2
3
4
5

- 5 Put a tick (✓) next to the sentences where '*used to + main verb*' can replace the past simple.

- 1 John **drank** a lot of milk when he was younger.
► ✓ (*used to drink*)
2 Karen **visited** Rome last month.
3 Philip and Robert **played** hide and seek when they were little.
4 Ten years ago students **wore** uniforms to school.
5 Eric **won** the lottery last week.
6 Alexander Graham Bell **invented** the telephone in 1876.
7 Families **had** a lot of children in the old days.
8 People **travelled** on horses one hundred years ago.

Speaking

In pairs, ask and answer questions about things you *used/didn't use to* do when you were seven years old. Use the ideas below and/or your own ideas.

- ride a bicycle • climb trees
- eat a lot of sweets • read comic books
- play video games • speak English
- watch cartoons

- A: *Did you use to ride a bicycle when you were seven years old?*

B: *Yes, I did. Did you use to climb trees?*

A: *No, I didn't.*

Writing

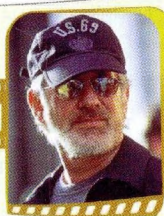
Use your answers from the Speaking activity to write a short paragraph about what your partner *used to/didn't use to* do.

- *William used to ride a bicycle when he was seven years old, but he didn't use to climb trees. ...*

Exploring Grammar (Units 6-7)

• Past simple Czas past simple

- 1 a) Read the text below. List all the verbs in the **past simple**. Which are **regular**? Which are **irregular**?
- b) Look at the highlighted verb forms and match them to their uses:
 - actions which happened at a specific time in the past
 - actions which took place one after the other



★ Steven Spielberg

The STAR of Hollywood!

As a young boy, Steven Spielberg used to spend all his time making films. Right from the start he was very good at it. When he was 13, he **won** his first film prize. When he was 16 and still in secondary school, he wrote and directed his first film, *Firelight*. After secondary school, Steven applied to get into film school not once, not twice, but three times! But he didn't get in! So he decided to go to

Jurassic Park, Jaws, Minority Report, War of the Worlds. Do you know who made these thrilling films? The answer is Steven Spielberg, the famous American film director.

university and take a part-time job at Universal Studios instead. Luckily, someone at Universal Studios soon noticed Steven's talent. They offered him a job as a professional director. First, Steven **directed** television programmes and then, he **started** to direct films. When he was 29 years old, Steven directed his first big hit: *Jaws*. This film made over \$470 million dollars at the box office. That was only the beginning.

- 2 a) Find a **negative past form** in the text. How is it formed?
- b) How do we form the **interrogative form** in the **past simple**?

- 3 a) How do we form **short answers** in the **past simple**?
- b) Read the text again and answer the questions.

- 1 Did Steven win his first film prize at 12 years old?
- 2 Did he write his first film *Firelight* when he was in secondary school?
- 3 Did he get into film school?
- 4 Did he take a part-time job at Universal Studios?
- 5 Did he direct *Jaws* when he was 30 years old?

- 4 Put the verbs in brackets into the **past simple**.

- 1 A: (you/see) Tommy yesterday?
B: Yes, we (go) to the theatre together.
- 2 A: (they/go) to the parade on Sunday?
B: No, they (watch) it on TV.
- 3 A: (she/cook) dinner last night?
B: No, she (order) a takeaway.

• Used to Wyrażenie used to

- 5 a) Look through the text and find a **past habit** of Steven Spielberg's.
- b) In pairs, discuss what you **used to do** when you were younger.

Circle the correct item.

- 1 you go to school yesterday?
A Does B Did C Do
- 2 Sam work in a fast food restaurant.
A uses to B used to C use to
- 3 There isn't ice cream in the fridge.
A any B some C a
- 4 A: Is that bicycle?
B: No, it's Tom's.
A your B yours C you
- 5 Suzie didn't her homework last night.
A does B do C did
- 6 Is Mark on the computer at the moment?
A work B works C working
- 7 She her room every weekend.
A tidies B is tidying C tidy
- 8 This is the car.
A man B man's C men
- 9 Did Lisa live in a big house?
A uses to B used to C use to
- 10 A: Did they go to the football match?
B: Yes, they
A did B do C are doing
- 11 This is a camera. are cameras.
A These B This C That
- 12 He to Naples in an hour.
A fly B flies C is flying
- 13 David school early yesterday.
A leave B leaves C left
- 14 Mr Tyler bought a new laptop for son.
A him B he C his
- 15 Ellie her favourite soap opera every afternoon.
A watch B watches C is watching
- 16 I study hard because I want to do well in school.
A never B sometimes C always
- 17 your name Harry?
A Is B Are C Am
- 18 's your home address?
A How B What C Whose
- 19 We to France on holiday last year.
A are going B go C went
- 20 I a birthday party tonight.
A have B has C am having
- 21 I saw Mark at the theatre
A at the moment B last night
C tomorrow
- 22 A: are you?
B: I'm 1.70 m.
A How tall B How long C How old
- 23 She hasn't got any bananas, but she got some apples in her bag.
A hasn't B has C haven't
- 24 He's writing a letter
A yesterday B usually C now
- 25 My name is Rover.
A dog's B dogs C dog

(Mark: $\frac{25 \times 4}{100}$)

Czas *past continuous*

Zdania twierdzące	I/He/She/It was talking, We/You/They were talking
Zdania przeczące	I/He/She/It wasn't talking, We/You/They weren't talking
Zdania pytające	Was I, Were you, Was he/she/it talking?, Were we/you/they talking?
Krótkie odpowiedzi	Yes, I/he/she/it was. Yes, we/you/they were. No, I/he/she/it wasn't. No, we/you/they weren't.

Tworzenie

Czas *past continuous* tworzymy za pomocą **was/were** (czyli form przeszłych czasownika **to be**) oraz czasownika głównego z końcówką **-ing**.

Zastosowanie

Czasu *past continuous* używamy, mówiąc o:

- czynności, która odbywała się w określonym momencie w przeszłości. Nie wiemy, kiedy ta czynność rozpoczęła się, ani kiedy się zakończyła.

Mrs Adams was having dinner at 6 o'clock yesterday evening.

(Nie wiemy, kiedy zaczęła ani kiedy skończyła.)

- dwóch lub więcej czynności, które miały miejsce jednocześnie w określonym czasie w przeszłości.

Tony was surfing the Net while Anna was reading.

- czynności, która trwała w momencie, gdy wydarzyło się coś innego, co ją przerwało lub zakłóciło. Czynność dłuższą, która trwała od jakiegoś czasu, wyrażamy za pomocą czasu *past continuous*, a czynność krótszą – za pomocą czasu *past simple*.

Claire was writing in her diary when her friend called her.

Uwaga:

- Wyrażeń *when*, *while* i *as* można używać z czasownikiem w czasie *past continuous*, mówiąc o stosunkowo długiej czynności przeszłej.

While he was having a bath, the doorbell rang.

- Wyrażenia *when* można używać z czasownikiem w czasie *past simple*, mówiąc o krótkiej czynności przeszłej, która przerwała lub zakłóciła czynność dłuższą.

He was walking in the park, when it started to rain.

Określenia czasu typowe dla *past continuous*: *while*, *when*, *as*, *all day/night/morning*, *all day yesterday* itp.

- 1 Katie Oliver is a secretary and a mother of two children. This is a page from Katie's diary listing the things she did yesterday. Write sentences saying what Katie was doing at the times mentioned below, as in the example.

- Katie ► *was making* breakfast at 7:20.
- Katie at 8:45.
- Katie at 8:45.
- Katie at 11:30.
- Katie at 1:45.
- Katie at 4:30.
- Katie at 5:45.
- Katie at 7:15.

7:15 - 7:30	make breakfast for children
8:00 - 8:30	drive children to school
8:30 - 9:00	go to work
11:00 - 12:00	have a meeting with boss
1:30 - 2:00	have lunch
3:00 - 5:00	type some reports
5:30 - 6:00	collect children from babysitter
7:00 - 7:30	cook dinner



2 Use the *past continuous* to say what you were doing ...

- at 11 o'clock last night.
▶ *I was sleeping at 11 o'clock last night.*
- at 8 o'clock yesterday morning.
.....
- at 7:30 this morning.
.....
- two hours ago.
.....
- this time last year.
.....
- last Sunday afternoon.
.....
- in July two years ago.
.....
- when your Mum/Dad came home from work yesterday.
.....

3 What were the people doing at 1:00 yesterday afternoon? Write sentences.

1 Felix /work

▶ *Felix was working.*



2 Emma and Claire /have coffee
.....



3 Robert /paint his house
.....



4 Frank and Mary /walk their dogs
.....



4 Look at the picture of the Jones' house, a few minutes before an earthquake. What was each person doing? Look at the pictures and use the verbs below to correct the sentences.

- make orange juice • cook • eat breakfast • feed the dog • pack school bag • read the newspaper



- Tom was reading a book.
▶ *Tom wasn't reading a book. He was feeding the dog.*
- Katie and Emma were drawing a picture.
.....
- Mrs Jones was talking on the phone.
.....
- Mr Jones was writing a letter.
.....
- Grandma was washing the dishes.
.....
- Nick was doing his homework.
.....

5 Form questions, then answer them.

- 1 you/live/France/last year?

A: ► *Were you living in France last year?*

B: ► *No, I wasn't. I was living in Spain.*

- 2 your parents/watch/the news/eight o'clock/last night?

A:

B:

- 3 you/have/breakfast/seven o'clock/this morning?

A:

B:

- 4 your best friend/play football/four o'clock/last Friday afternoon?

A:

B:

- 5 you/sleep/six o'clock/this morning?

A:

B:

- 6 it/snow/all day/yesterday?

A:

B:

6 Join the sentences using *while*, *as* or *when*, as in the example.

- 1 Ben was doing his homework. He got a text message from his friend.

► *Ben was doing his homework when he got a text message from his friend.*

OR *As/When/While Ben was doing his homework, he got a text message from his friend.*

- 2 Betty was ironing her blouse. She burnt her hand.

.....

- 3 We were having a picnic. It started to rain.

.....

- 4 Helen was washing the dishes. She broke a glass.

.....

- 5 Matt and Oliver were getting ready to go out. The doorbell rang.

.....

.....

7 Tom and his friends went on a picnic in the park at 2 o'clock yesterday afternoon. Look at the picture and use the verbs to write what each person was doing, as in the example.

- play football
- read a book
- listen to music
- eat sandwiches



- 1 Jim and Tom ► *were playing football.*

2 Mike

3 Anna

4 Sarah and Nicky

Speaking

In pairs, ask and answer questions about what you were doing yesterday at:

- 7:30 am
- 11:00 am
- 1:30 pm
- 6:00 pm
- 10:00 pm

► A: *What were you doing at 7:30 am yesterday?*

B: *I was having breakfast. What were you doing?*

A: *I was having a shower.*

Writing

What were you/your family doing yesterday at:

- 7:00 am
- 4:00 pm
- 7:00 pm

Write a short paragraph.

Past continuous vs past simple

9

Czas past continuous i czas past simple

Czasu *past simple* używamy, mówiąc o czynnościach, które:

- rozpoczęły się i zakończyły w określonym momencie w przeszłości.

James and Alice bought a new house last week.

(Czas jest podany. Czynność rozpoczęła się i zakończyła w przeszłości.)



- odbywały się jedna po drugiej w przeszłości.



First, he made the pizza and then he put it in the oven.

Określenia czasu typowe dla *past simple*: ago, yesterday, last month/week, in 1998 itp.

Czasu *past continuous* używamy, mówiąc o:

- czynności, która odbywała się w określonym momencie w przeszłości. Nie wiemy, kiedy ta czynność rozpoczęła się, ani kiedy się zakończyła.

At 2 o'clock this afternoon, they were sitting at an outdoor café.

(Nie wiemy, kiedy zaczęli i kiedy skończyli.)



- dwóch lub więcej czynnościach, które miały miejsce jednocześnie w określonym czasie w przeszłości.

He was reading the newspaper while he was eating a sandwich.



- czynności przeszłej, którą przerwała inna czynność.

He was walking to work when he met a friend in the street.

(Czynność dłuższa – spacer – została przerwana przez czynność krótszą – spotkanie znajomego.)



Określenia czasu typowe dla *past continuous*: while, when, as, all day/night/morning, all day yesterday itp.

1 Put the verbs in brackets into the *past continuous* or the *past simple*.

- Bill ► *was making* (make) a cup of coffee when the phone ► *rang* (ring).
- Daisy (fall) over while she (skate).
- I (play) a computer game when the electricity (go out).
- Sue (cook) when she (burn) her finger.
- They (jog) in the park when a dog (attack) them.
- The alarm (go off) while we (sleep) heavily.

2 What happened to the people? Make sentences.

- Tom/study – Sam/call him
► *Tom was studying when Sam called him.*
- Liz/sleep – the earthquake/happen
.....
- Samantha/walk/in the park – it/begin to rain
.....
- Tony/exercise – he/pull/muscle
.....
- Kelly/drive/car – she/get a flat tyre
.....
- Paul/chop wood – he/cut/finger
.....

3 Put the verbs in brackets into the *past simple* or the *past continuous*.

- 1 A: What 1) **▶ happened** (happen) to Alex?
B: He 2) (play) football when he 3) (fall) over and 4) (break) his leg.
A: 5) (he/go) to hospital?
B: Yes, he did.
- 2 A: When 1) (you/see) Tony?
B: While I 2) (wait) at the bus stop yesterday morning.
- 3 A: I 1) (call) you last night but you 2) (not/answer). Where were you?
B: I 3) (exercise) at the gym.
- 4 A: What 1) (your kids/do) when you 2) (come) home last night?
B: They 3) (watch) a film on television.

4 Circle the mistake (A or B), then correct it.

- 1 Andy was walking down the street when he was ^A meeting Sue. **▶ met** ^B
- 2 Anna was dusting the furniture when her mother was cooking dinner. ^A ^B
- 3 Ben was having breakfast when the door bell was ^A ringing. ^B
- 4 Yesterday, Paul was leaving school and went ^A straight home. ^B
- 5 At 3 pm yesterday afternoon, Terry was cutting ^A the grass while Shelly cleaned the house. ^B

- 6 While Katie played tennis, her brother was ^A studying. ^B

5 Underline the correct item.

- 1 Bill was surfing/surfed the Net when the doorbell was ringing/rang.
- 2 First, Timothy got/was getting out of bed and then he put/was putting on his slippers.
- 3 Last year, we travelled/were travelling to India on holiday.
- 4 At 5 o'clock yesterday afternoon, David and his brother were giving/gave their dog a bath.
- 5 John was studying/studied while his mother was cooking/cooked dinner.
- 6 Claire was running/ran for the bus when she was tripping/tripped over her shoelaces.
- 7 The students listened/were listening carefully while the teacher spoke/was speaking.
- 8 The baby was sleeping/slept at 10 o'clock this morning.

6 Complete the sentences with your own words.

- 1 We were having a picnic when **▶ it started to rain**.
- 2 Harvey was watching TV while
- 3 Sally broke a glass while
- 4 As Derek was doing his homework,
- 5 Debbie was cutting vegetables when
- 6 I was lighting a candle when
- 7 While Helen and Peter were eating,
- 8 My friends were playing tennis while

Past continuous vs past simple

9

- 7 a) Put the verbs in brackets into the *past simple* or the *past continuous*.



It was a cloudy Friday afternoon. Tom and James 1) **were walking (walk)** by the lake and 2) (talk) about their summer holidays. All of a sudden, Tom 3) (notice) an old house. The people in their town 4) (say) that it was a haunted house. But Tom and James 5) (not/believe) them, so they 6) (decide) to go inside. They 7) (open) the front door slowly and 8) (enter) the hallway. They 9) (go) up the stairs when suddenly they 10) (hear) a strange noise behind them. They 11) (turn) around and 12) (see) a scary shadow. The boys 13) (scream) and 14) (run) out of the house as fast as they could. As they 15) (run), James 16) (look) back and 17) (spot) a dog in the doorway. Was it the dog's shadow? They 18) (not/know) but they never 19) (return) to the old house again!

- b) Ask and answer questions, using the prompts, as in the example.

- What/Tom and James/do/on Friday afternoon?
▶ A: *What were Tom and James doing on Friday afternoon?*
B: *They were walking by the lake.*
- What/they/notice?
- What/people/say/about the house?
- What/Tom and James/decide/to do?
- What/they/see?
- What/the boys/do?
- What/James/spot/in the doorway?

Speaking

Look at the pictures. In pairs, prepare a short story using the prompts. Use the *past simple* or the *past continuous*. Tell the class.

- David and Paul/play football outside • sun/shine • while/they play/Paul kick/ball • hit/his father's car mirror • mirror/break • boys/know/it/be/bad luck • later/go for a walk • walk down/ street and/talk/when/start/rain • the boys/not have/umbrellas • get/very wet • then/car/drive past • splash/water/on boys • Paul fall down/in the mud/get dirty



- ▶ Yesterday afternoon, David and Paul were playing football outside when ...

Writing

Use your answers from the Speaking activity to write a short story. End the story with your own ideas.

Exploring Grammar (Units 8-9)

- Past simple & past continuous
Czas past simple i czas past continuous

- 1 a) Read the text below. Underline the verbs in the **past simple** and circle the verbs in the **past continuous**. Which **past simple** verbs are **regular**? Which are **irregular**?



Myths ...

The Riddle of the Sphinx

A long time ago in ancient Greece, so the story goes, a creature called the Sphinx sat on a big rock outside the city of Thebes. The Sphinx was a very strange creature. She had the body of a lion, the wings of a bird and the head of a woman. The Sphinx was also a very bad creature. When someone walked past her, she asked them a riddle: "What walks on 4 legs in the morning, 2 legs in the afternoon, and 3 legs in the evening?" The Sphinx killed any person who didn't know the answer to her riddle. The city of Thebes was like a prison. No one wanted to enter or leave the city because they had to walk past the Sphinx. One day, a young man called Oedipus 1) was travelling through Greece. He 2) was entering the city of Thebes when the Sphinx stopped him and

asked him her riddle. 3) While Oedipus was thinking, the Sphinx was laughing to herself. "He doesn't know the answer!" she thought. But Oedipus was a very clever man. He thought for a moment, smiled and said "The answer to your riddle is: A man. A man crawls when he is a baby, walks on two feet when he is an adult, and walks with a cane when he is old." The Sphinx was so angry that Oedipus knew the answer that 4) she jumped off her rock, fell to the ground, and died. When the people of Thebes heard that the Sphinx was dead they all cheered. They were so happy that they 5) made Oedipus their king.

- b) How do we form the negative and interrogative of the **past simple** and **past continuous**?

- c) Read the text again. Match the phrases in bold (1-5) with their uses below (a-e). Is it the same in your language?

- | | |
|----------------------------|---|
| <input type="checkbox"/> a | a completed action in the past |
| <input type="checkbox"/> b | actions which happened immediately one after the other in the past |
| <input type="checkbox"/> c | an action that was happening at a particular time in the past |
| <input type="checkbox"/> d | actions happening at the same time in the past |
| <input type="checkbox"/> e | a past action that was in progress when another action interrupted it |

- 2 Put the verbs in brackets into the **past simple** or the **past continuous**.

- Last year we (travel) to Germany on holiday.
- Anna (drink) tea at four o'clock yesterday afternoon.
- Jane (study) while her brother (listen) to music.
- Sam (pat) the dog when it (bite) him.
- What (you/do) when the fire started?

- 3 Underline the correct item.

- Emma **had/was having** a barbecue at her house last Sunday.
- Dylan **was talking/talked** on the phone while Claire **was cooking/cooked** dinner.
- James **was working/worked** in his garden all day yesterday.
- Keith **was walking/walked** down the street when it **started/was starting** to snow.
- Pablo Picasso **painted/was painting** lots of interesting pictures.
- Joe **didn't come/wasn't coming** to work yesterday.

Circle the correct item.

- 1 you go to the party last night?
A Do B Does C Did
- 2 Tom is having a shower
A at the moment B yesterday
C sometimes
- 3 A: Are you sixteen years old?
B:
A Yes I'm. B No, I'm not.
C Yes, they are.
- 4 A: is this?
B: She's my sister.
A What B Which C Who
- 5 There aren't four in the picture.
A women B woman C a woman
- 6 We from Russia.
A am not B isn't C aren't
- 7 There is an armchair to the sofa.
A under B behind C next
- 8 Did they the film last night?
A sees B see C saw
- 9 Look at He's very tall.
A he B him C his
- 10 Ben was watching TV while Sally the laundry.
A do B did C was doing
- 11 Kate with her friend at present.
A was staying B stayed C is staying
- 12 Is it in Vienna today?
A snowing B snows C snowed
- 13 Nathan didn't stay up late.
A use to B uses to C used to
- 14 Amazon River is in South America.
A An B The C A
- 15 A: Has Helen got a digital camera?
B: No, she
A hasn't B haven't C has
- 16 Sam and Claire like Chinese food. It's favourite.
A they B their C them
- 17 Henry is cousin.
A Georges B George's C Georges'
- 18 any pictures in the living room.
A There is B There isn't
C There aren't
- 19 It rained the night.
A on B during C at
- 20 There is bread on the table.
A any B some C an
- 21 Sam jogging every Saturday.
A is going B goes C go
- 22 These are the skateboards.
A boy B boys C boys'
- 23 We tennis in an hour.
A are playing B played C play
- 24 A : Does Jim like cats?
B: No, he
A don't B isn't C doesn't
- 25 What you doing yesterday at 6 o'clock?
A was B are C were

(Mark: $\frac{\quad}{25 \times 4 \quad 100}$)

Czas *future simple*

Tworzenie

- Czas *future simple* tworzymy za pomocą czasownika modalnego **will** oraz czasownika głównego. Czas ten ma taką samą formę dla wszystkich osób liczby pojedynczej i mnogiej.
He'll go to Greece this summer. She'll make a pizza this afternoon.
- W pytaniach **will** stawiamy przed podmiotem.
Will they go on holiday this year?
- W przeczeniach po **will** dodajemy **not**. Forma skrócona od *will not* to **won't**.
Kevin will not/won't like this film.

Zdania twierdzące

I/You/He/She/It/We/They	will/'ll	sing.
-------------------------	----------	-------

Zdania przeczące

I/You/He/She/It/We/They	will not/ won't	sing.
-------------------------	--------------------	-------

Zdania pytające

Will	I/you/he/she/it/we/they	sing?
------	-------------------------	-------


Krótkie odpowiedzi

Yes, I/you/he/she/it/we/they will.
No, I/you/he/she/it/we/they won't.

Zastosowanie


Czasu *future simple* używamy, wyrażając:

- spontaniczne decyzje.
- z czasownikami *hope, think, believe, expect* itp.




*This tie is nice.
I'll take it.*

- przewidywania, opinie i wyobrażenia na temat przyszłości.



You'll be a great pianist one day.



*I hope we will
arrive on time.*

- z wyrażeniami *I'm sure, I'm afraid* itp.
I'm afraid he won't come.
- z przysłówkami *probably, perhaps* itp.
*I will probably go to Paris.
Perhaps I'll see her tonight.*

Określenia czasu typowe dla *future simple*: *in a little while, tomorrow, the day after tomorrow, in two/three days' time, next week/month/year, tonight, soon, in a week/month/year* itp.

1 Fill in the short forms, as in the example.

Long Form	Short Form
1 I will walk.	I ► 'll walk.
2 They will not dance.	They dance.
3 She will sing.	She sing.
4 We will leave.	We leave.
5 He will not drive.	He drive.
6 You will be on time.	You be on time.

2 Complete the sentences to make predictions about your future. Compare with your partner.

- **I will** go to university.
- **I won't** live in another country.
- be very rich.
- speak four languages.
- be famous.
- have a big family.
- travel around the world.
- start my own business.
- become a teacher.
- drive a sports car.

3 Make on-the-spot decisions.

- That looks heavy. (help you)
► **I'll help you.**
- It's hot in here. (open the window)
.....
- The phone's ringing. (answer it)
.....
- It's Tom's birthday tomorrow. (buy him a present)
.....
- I'm a bit hungry. (make a sandwich)
.....
- I can't use this computer. (show you)
.....

4 Answer the questions about yourself using I expect, I hope, I believe, I think, I'm sure, probably, perhaps.

- Where will you go on holiday next summer?
► **I hope I will go to the USA.**
- What will you do at the weekend?
.....

- Where will you be at 2:00 pm tomorrow afternoon?
.....
- When will you buy your own house?
.....
- Who will you ask if you need money?
.....

5 Match the items, as in the example.

a won't pass	d 'll drink	g 'll see
b will start	e 'll go	h 'll put on
c 'll like	f will travel	

- h** I'm cold. I a jumper.
- I'm sure you your new school.
- I'm thirsty. I some water.
- People into space in the future.
- I'm tired. I to bed early.
- I expect I John at the football match tomorrow.
- Perhaps Ben looking for another job.
- I'm afraid that I my exams.

6 What are your predictions for the future? Complete the sentences using 'll or won't. Compare with your partner.

Will life be worth living in a 100 years' time?

- People take holidays in outer space.
- People eat food pills instead of meals.
- People work two days a week.
- Machines talk to each other.
- Children learn from television and teaching machines.
- People live longer.
- There be common colds.
- People use less energy.
- Scientists discover life on other planets.
- There be peace in the world.

future?

7 In pairs, ask and answer questions, as in the example.

- travel abroad this summer?
▶ **A:** *Will you travel abroad this summer?*
B: *Yes, I will./No, I won't.*
- have a party on your birthday this year?
- get your own flat when you get a job?
- buy a car when you get your driving licence?
- have a lot of money when you are 30 years old?

8 Complete the conversation between Chloe and Jack. Fill in with the correct form of *will*.



Chloe: Jack, what do you think the world 1) ▶ *will be* (be) like in 100 years' time?

Jack: Hmm, well I expect it 2) (be) very different.

Chloe: Really? How?

Jack: Well, at school we 3) (not/have) human teachers. We 4) (have) robot teachers!

Chloe: Really? That's interesting! 5) (robots/help) us at home too?

Jack: Yes, robot maids 6) (cook) our dinner and they 7) (do) all our housework.

Chloe: Cool!

Jack: And kids 8) (own) robot pets.

Chloe: Like robot cats and dogs?

Jack: Yes.

Chloe: How strange!

Jack: I know, but it 9) (be) great because these robot pets 10) (talk) and they 11) (be able to) play games like football with us too!

9 Read the sentences below and mark them as A (a prediction based on what we think or imagine) or B (an on-the-spot decision).

- I expect James will do well in his exams. ▶ **A**
- I haven't got any milk. I'll go and buy some.
- Sarah will probably like the red skirt better.
- All cars will be electric in 2060.
- It will be cold and rainy tomorrow.
- The house is on fire. I will call the fire brigade.

10 Complete the text. Use the verbs below and *will/won't*.

- be • become • not/grow • lose • melt
cause

Global warming is harming our planet. Scientists predict that as the earth gets hotter, there 1) ▶ *will be* more forest fires and many animals 2) their homes. Also, as temperatures rise, the land 3) dry and plants 4) Scientists also predict that ice 5) and cause sea levels to rise. This 6) floods in some areas of the world. We need to act now!



Speaking

What will your life be like in 15 years' time? Think about job, family, house, travel and appearance. Tell your partner.

- ▶ *I'll be a doctor.*
I will have a big family.

Writing

Use your partner's answers from the Speaking activity to write a short paragraph about what his/her life will be like in 15 years' time.

- ▶ *Ben will be a doctor. He will have a big family.*

Zdania warunkowe typu 0., 1. i 2.

- Zdanie warunkowe składa się z dwóch części: zdania podrzędnego zaczynającego się od *if* i wyrażającego warunek oraz zdania nadrzędnego wyrażającego skutki spełnienia tego warunku.

If you study hard, you will pass your exams.

zdanie podrzędne – zdanie nadrzędne

- Jeżeli zdanie nadrzędne (bez *if*) występuje jako drugie, stawiamy przed nim przecinek.

If it rains, you will get wet. You will get wet if it rains.

Zdanie podrzędne	Zdanie nadrzędne
Typ 0. <i>if</i> + present simple	→ present simple
Typ 1. <i>if</i> + present simple	→ future simple , tryb rozkazujący, can/must/may itp. + czasownik
Typ 2. <i>if</i> + past simple	→ would, could, might + czasownik

Zastosowanie

- Zdania warunkowe typu 0. wyrażają rzeczy, które są zawsze prawdziwe, np. prawa przyrody. *If you mix red and white, you get pink.*

- Zdania warunkowe typu 1. wyrażają warunek możliwy do spełnienia, najczęściej dotyczą przyszłości. *If he is late, we'll go without him.*
If the phone rings, answer it.

- Zamiast *if ...* not można stosować *unless*. Zdania zaczynające się od *unless* są zawsze zdaniami twierdzącymi.

Unless he gets here soon, we'll have to start the meeting without him.

If he doesn't get here soon, we'll have to start the meeting without him.

- Zdania warunkowe typu 2. wyrażają warunek najczęściej niemożliwy do spełnienia lub sytuację hipotetyczną dotyczącą teraźniejszości lub przyszłości.

If I had a computer, I would use the Internet.

(VV rzeczywistości nie mam komputera, więc nie mogę korzystać z Internetu.)

- Zamiast *was* w zdaniu podrzędnym we wszystkich osobach liczby pojedynczej i mnogiej można stosować *were*.

If John were here, he would tell us what to do.

(VV rzeczywistości nie ma go tutaj.)



If you drop ice in water, it floats. (Typ 0. – prawo przyrody)



If you go to Athens, you will see the Parthenon.
(Typ 1. – warunek możliwy do spełnienia w przyszłości)



If I had a lot of money, I would buy an expensive boat.
(Typ 2. – hipotetyczna sytuacja w teraźniejszości)

1 Use the phrases to make Type 0 conditional sentences.

- 1 you/throw salt on snow → the snow/melt

► *If you throw salt on snow, the snow melts.*

- 2 I/stay out late → my parents/worry

- 3 you/freeze water → it turn/into ice

- 4 you/leave meat in the oven for a long time → it/burn

- 5 you/mix blue and yellow → you/get green

- 6 water/boil → it/produce steam

- 7 you/lie in the sun too long → your skin/turn red

- 8 the temperature/fall below 0°C → water/turn into ice

- 2 Read the statements and use the phrases to make Type 1 conditional sentences, as in the example.

1 I don't want to wear my coat.

(you/catch a cold)

► If you don't wear your coat, you'll catch a cold.

2 Let's stay a bit longer.

(we/miss/last train home)

.....

.....

3 I don't want to eat breakfast.

(you/be hungry/later)

.....

.....

4 We want to travel to India.

(we/see the Taj Mahal)

.....

.....

- 3 Match the situations with the actions using Type 1 conditionals, as in the example.

Situations

1 e

be hungry

2

have a headache

3

be tired

4

feel hot

5

feel cold

Actions

- a put on a jacket
b open the window
c take an aspirin
d have a rest
e make a sandwich

► A: I am hungry.

B: If you are hungry, make a sandwich.

- 4 Rewrite the sentences. Use if or unless.

1 If Sam doesn't start saving, he won't be able to go on holiday.

► Unless Sam starts saving, he won't be able to go on holiday.

2 Unless we leave now, we will be late.

3 If Ron doesn't come soon, we'll leave without him.

4 Unless I tidy my room, my parents will be angry.

5 If she doesn't study hard, she won't pass her exams.

- 5 Read the advertisement for a competition. Then complete the sentences.

CLEAN UP Our cities



Do you care about the environment?

Then you'll love this competition!

What can you do to clean up our cities?

Send us a letter with your ideas!

For every letter we receive, we will plant a tree and donate €1 to the 'Clean-our-Cities' campaign.

First prize is a trip to Argentina to go whale-watching!

Learn about whales and help them survive.

- 1 You ► 'll love (love) this competition if you care about the environment.
2 If you (send) us a letter, you will help the environment.
3 If you win first prize, you (go) on a trip to see whales in the wild.
4 If you go whale-watching, you (learn) a lot about whales.
5 Whales (not/survive) unless humans protect the environment.

- 6 Make Type 2 conditional sentences.

1 I don't have a car, so I have to take the bus to work.

► If I had a car, I wouldn't have to take the bus to work.

2 I'm not good at Maths, so I often fail my tests.

Conditionals - Types 0, 1 & 2

11

- 3 He doesn't have enough money, so he can't buy a motorcycle.
.....

- 4 They don't have a camera, so they can't take pictures.
.....

- 5 She doesn't have time, so she can't come to the meeting.
.....

7 Use the ideas to ask and answer questions, as in the example. You can add your own ideas using *Type 2 conditionals*.

- 1 need more pocket money? / deliver newspapers

A: *What would you do if you needed more pocket money?*

B: *If I needed more pocket money, I would deliver newspapers.*

- 2 a family member give you €200? / buy new clothes
3 have more free time? / take up a hobby
4 meet a famous actor? / ask for his autograph
5 see a burglar? / call the police
6 find a spider in your bed? / put it in the garden
7 want to lose weight? / go on a diet



8 Complete the sentences using *conditionals* Types 1 or 2. Make them true for you.

- 1 If I have time today, ► *I'll answer my emails.*
2 I'll be happy if
3 Unless I study
4 If I lost my house keys,
5 If I had a week off,
6 If I woke up late,
7 We'll have a picnic if
8 If I had a sailing boat,
9 If I borrowed money from my friend,
10 If my friends forgot my birthday,

9 Put the verbs in brackets into the correct tense.

- 1 A: I'm thirsty. Do you have anything to drink?
B: Yes. If you ► *look* (look) in the fridge, you ► *'ll find* (find) some orange juice.
2 A: Should I buy the pink skirt or the black one?
B: If I (be) you, I (buy) the black one.
3 A: We're going to miss our flight!
B: Don't worry. If we (catch) a taxi, we (get) to the airport on time.
4 A: Why are you in such a rush?
B: Because if I (not/hurry), I (be) late.
5 A: What (you/do) if you (find) a purse in the schoolyard?
B: I (give) it to a teacher.
6 A: Do you know where the nearest bank is?
B: Yes. If you (turn) right at the traffic lights, you (see) one on your left.

Speaking

In pairs, discuss what you would do if you ...

- won €10,000
- didn't like your friend's new haircut
- saw a mouse in your kitchen
- lost your best friend's favourite CD
- got 100% in all your exams

► *If I won €10,000, I would donate the money to charity.*

Writing

Imagine that your friend wants to get fit and healthy. Write a few sentences using *conditionals* Types 1 & 2 giving him/her advice.

► *If I were you, I would exercise more.
If you exercise more, you will get fit. ...*

Question tags

Question tags to krótkie pytania dodawane do zdań twierdzących i przeczących. Występują głównie w mowie. Używamy ich, prosząc np. o potwierdzenie informacji lub upewniając się, czy coś jest zgodne z prawdą.

- Question tag składa się z czasownika posiłkowego lub modalnego oraz odpowiedniego zaimka osobowego.

Philip is studying, isn't he?

Tina can't speak French, can she?

- Question tag w zdaniach w czasie *present simple* składa się z *do/does* oraz odpowiedniego zaimka osobowego.

Karen works in an office, doesn't she?

- W zdaniach w czasie *past simple* question tag składa się z *did* oraz odpowiedniego zaimka osobowego.

You typed the report, didn't you?

- W zdaniach twierdzących question tag ma formę przeczącą. *You like Chinese food, don't you?*

- W zdaniach przeczących question tag ma formę twierdzącą. *They didn't play football on Sunday, did they?*

- Question tag ma również formę twierdzącą, gdy zdanie zawiera słowo lub wyrażenie o znaczeniu negatywnym, np. *never, hardly, rarely, seldom*.

She never complains, does she?

- W przypadku niektórych czasowników lub konstrukcji tworzymy question tags w inny sposób (zob. lista obok).



He is a reporter, isn't he?

I am → aren't I? I'm right, aren't I?

tryb rozkazujący → *will/won't you?*

Close the door, will you/won't you?

Don't → will you? Don't shout, will you?

Let's → shall we? Let's eat, shall we?

I have (got) → haven't I? (=mam, posiadam)

He has (got) a computer, hasn't he?

I have → don't I? (Inne znaczenia)

They have lunch at 1 o'clock, don't they?

There is/are → isn't/aren't there?

There is a dog in the garden, isn't there?

This/That is → isn't it?

This is Bill's house, isn't it?

Intonacja

- Jeżeli jesteśmy pewni odpowiedzi i oczekujemy tylko potwierdzenia, question tag ma intonację opadającą. (↘)

This is a pumpkin, isn't it? (↘)

- Jeżeli nie jesteśmy pewni odpowiedzi, question tag ma intonację wznoszącą. (↗)

This isn't your tea, is it? (↗)



1 Circle the correct question tag.

- 1 You play chess well, don't you / do you?
- 2 William isn't a doctor, is he / isn't he?
- 3 Ron rarely goes to the cinema, doesn't he / does he?
- 4 Adam and Steven passed their exam, did they / didn't they?
- 5 Your sister can't swim, can't she / can she?
- 6 Don't cry, will you / won't you?
- 7 They haven't got a dog, haven't they / have they?
- 8 You will see Frank tomorrow, will you / won't you?
- 9 Emma never eats fish, doesn't she / does she?
- 10 There is a flight to New York tonight, is there / isn't there?
- 11 He doesn't work in a bank, doesn't he / does he?
- 12 She looks sad, doesn't she / does she?
- 13 They are doing their homework, aren't they / are they?
- 14 They don't like jazz music, don't they / do they?

- 2** Look at the pictures and complete the sentences with *question tags*.



- 1 She is holding her son,
▶ *isn't she?*



- 2 They spent a lot of money,?



- 3 He is late,
.....?



- 4 Don't spill that,
.....?

- 3** Fill in the *question tags* in the dialogue.

Mary: Let's go out to dinner tonight, 1) ▶ *shall we?*

Sue: Okay. Where do you want to go?

Mary: I'm not sure. You like spicy food, 2)?

Sue: Yeah, I love it.

Mary: Well, why don't we go to that new Mexican restaurant?

Sue: Sounds good. That's the restaurant around the corner, 3)?

Mary: That's right. You finish work at half past five, 4)?

Sue: Yes.

Mary: So, six o'clock is good for you, 5)?

Sue: Yes. That's perfect. I'll meet you there, then.

Mary: Hey, you've got Emma's number, 6)?

Sue: Yes. Why?

Mary: We can invite her, too.

Sue: Okay. I'll phone her. See you later.

Mary: Don't be late, 7)? I hate waiting alone at a restaurant.

Sue: Don't worry! I'll be there on time.

- 4** Fill in the correct *question tags* and then read the sentences with the correct intonation.

sure	not sure	
✓		1 The train left at 2 pm, ▶ <i>didn't it?</i>
	✓	2 He lives in Rome,?
	✓	3 This coat doesn't belong to Peter,?
	✓	4 There isn't any coffee in the pot,?
✓		5 They are playing chess,?
✓		6 Penguins live in Antarctica,?

Speaking

In pairs, form *question tags* using the information in the text, then respond to them, as in the example.

THE KAKAPO

The Kakapo is an unusual parrot that lives in New Zealand. People call it the 'owl parrot' because it is mostly active at night and it has got an owl-like body and large eyes. It has also got small wings and is the only parrot in the world that can't fly. Why? Because the Kakapo didn't have any natural enemies in the wild and over the years it lost the ability to fly. It only uses its wings for balance when jumping from trees. In the past there were large numbers of Kakapos in New Zealand. Then, European and Polynesian settlers brought animals over to New Zealand like cats, dogs and rats that killed and ate the Kakapo. Now, the Kakapo is a highly endangered species. There are fewer than 100 Kakapo left in New Zealand. New Zealanders are doing everything they can to make sure the Kakapo survives.



- ▶ A: *The Kakapo is an unusual parrot, isn't it?*
B: *Yes, it is. It lives in New Zealand, doesn't it?*

Exploring Grammar (Units 10-12)

• Future simple Czas future simple

- 1 a) Look at the sentences below. Which is a *prediction* and which one is an *on-the-spot decision*?

- 1 The cat's hungry. I'll feed it.
- 2 Robert will be a great actor one day.

- b) Read the text and find an example of a *prediction based on what we think or imagine*.

FROGS NEED FRIENDS!



WILL YOU HELP?

Frogs are really cute, aren't they? They are also really cool! Do you know that most frogs have a tongue that is very sticky? They use it to catch their food! Frogs love to eat bugs that are serious pests (like mosquitoes) so they are really important to humans. Sadly, our wonderful 'froggy' friends are in big trouble. Scientists think that about half of all the world's frog species will be extinct in the next twenty years. Why? Because things like pollution, habitat loss and global warming are killing them. How would you feel if your life was in danger? You would want people to help you. Well, so do frogs! What can you do to help them? Luckily, the answer is ... lots of things! Baby frogs live in water. If you build a pond in your garden, they will have somewhere to live. Adult frogs live on land and like to hide in tall grass. If you plant lots of bushes in your garden, they will feel safe. Start a frog club with your friends. You can raise money to help animal organisations that are trying to save frogs. Also, tell all your friends and neighbours that frogs are in danger. Frogs won't have a happy future unless we all take action now!

- c) How do we form the negative and interrogative of the *future simple*?

2

Fill in the gaps with *will ('ll)* or *will not (won't)*.

- 1 You're a fast runner. I'm sure you win the race.
- 2 Put on a jacket or you catch a cold.
- 3 I'm afraid that I have time to help you study.
- 4 The door bell is ringing. I answer it.
- 5 Tom isn't very popular. He win the election.
- 6 We haven't got any tomatoes. I go and buy some.

• Conditionals – Types 0, 1, & 2 Zdania warunkowe typu 0, 1 i 2.

3

- a) Find four *conditional* sentences in the text. Which express a *possible situation in the present or future*? Which express an *imaginary or unlikely situation in the present or future*?

- b) Which type of conditional expresses *something which is always true*?

- c) When can we use *unless*?

- d) Think of two more *Type 0, 1 & 2 conditional* sentences of your own.

4

- Find and correct the mistake in each sentence.

- 1 If I were you, I will go to the dentist.
- 2 If it rains tomorrow, we wouldn't go to the park.
- 3 If you mix blue and yellow, you would get green.
- 4 If you melted ice, it turns into water.
- 5 If Peter had money, he will lend us some.

• Question tags Question tags

5

- a) Find an example of a *question tag* in the text. How do we form *question tags*?

- b) Complete the *question tags* below.

- 1 Let's go out,?
- 2 She can't see very well,?
- 3 We haven't got enough money,?
- 4 They hardly go anywhere,?
- 5 Tony didn't do his homework,?

Circle the correct item.

- 1 A: Does Robbie work at the bank?
B: No, he
A don't B isn't C doesn't
- 2 This is my pen and are my pencils.
A those B this C that
- 3 Is she actress?
A an B — C a
- 4 Janet Chinese food.
A likes B liking C like
- 5 If I you, I wouldn't drink so much coffee.
A be B am C were
- 6 A: What is job?
B: He's a firefighter.
A he B him C his
- 7 I love dogs. They are favourite animals.
A our B your C my
- 8 She usually her homework in the evenings.
A do B does C doing
- 9 Linda gets up early every day because she starts work at 7 o'clock.
A never B always C sometimes
- 10 Emma was doing the washing up while I the floor.
A mopped B mop C was mopping
- 11 A: Where is Kate?
B: She around Europe at the moment.
A travel B travels C is travelling
- 12 Scientists believe that people electric cars in the future.
A will use B are using C use
- 13 They rarely visit their grandparents, they?
A don't B do C does
- 14 Unless Nick early, he won't catch the train.
A leaves B is leaving C doesn't leave
- 15 What you doing last night at 8 o'clock?
A are B was C were
- 16 I down the street when I saw my friend.
A walked B is walking C was walking
- 17 Adam to India tonight.
A is flying B flies C fly
- 18 You've got a bad cold. I you some soup.
A make B makes C will make
- 19 If you help me with the dishes, I you with your homework.
A will help B am helping C help
- 20 I think Harriet come to the meeting.
A isn't B doesn't C won't
- 21 If I don't study hard, I my exams.
A will pass B won't pass C don't pass
- 22 Emma be able to help us if she was here.
A will B would C won't
- 23 If I some money, I will buy a nice house.
A will win B am winning C win
- 24 William to be a firefighter.
A used B would C use
- 25 Jane was sleeping when I her.
A called B was calling C is calling

(Mark: $\frac{\quad}{25 \times 4 \quad 100}$)

Przymiotniki

*A firefighter's job is very difficult.
Firefighters work long hours.*



- Przymiotnik określa rzeczownik i ma tę samą formę bez względu na liczbę, rodzaj i przypadek gramatyczny.

an expensive car – expensive cars

- Przymiotnik zazwyczaj poprzedza rzeczownik.

She is a nice girl.

Może także występować samodzielnie po czasowniku *to be* oraz czasownikach oznaczających czynności zmysłów, takich jak *look, smell, sound, feel, taste* itp.

Tony is short. You look happy.

- Przymiotniki mogą określać cechy subiektywnie przypisywane jakiemuś przedmiotowi, miejscu, osobie itp. (*beautiful, good* itp.) lub obiektywnie cechy dotyczące wieku, wielkości, koloru itp. (*long, strong, young* itp.).

Kolejność przymiotników

- Przymiotniki wyrażające subiektywne oceny umieszczamy przed przymiotnikami wyrażającymi obiektywne własności. *a beautiful fast car*
- Jeśli w zdaniu występują dwa lub więcej przymiotniki określające obiektywne cechy, wymienia się je zazwyczaj w następującej kolejności:

wielkość	wiek	kształt	kolor	pochodzenie	materiał
a small	old	square	red	Chinese	silk scarf

- Zazwyczaj przed pojedynczym rzeczownikiem nie stawia się więcej niż dwóch lub trzech przymiotników.

She bought an expensive Chinese vase yesterday.

1 Put the *adjectives* in the correct order.

- 1 a wooden / round / table
▶ *a round wooden table*



- 2 a glass / green / vase
.....
.....



- 3 a(n) expensive / gold / ring
.....
.....



- 4 a(n) china / beautiful / antique / plate
.....
.....



- 5 a plastic / cheap / lunch box
.....
.....



- 6 a paper / yellow / rectangular / envelope
.....
.....

Przysłówki

- Przysłówki określają czasowniki lub inne przysłówki. Przysłówek może być pojedynczym słowem (*quickly*) lub dłuższym wyrażeniem (*in the park*). Przysłówki informują, w jaki sposób (*how*), gdzie (*where*), kiedy (*when*) lub jak często (*how often*), czynność została/jest/będzie wykonana.

He drives carelessly.

(Jak jeździ? – Nieostrożnie; przysłówek sposobu)

Your book is on the table.

(Gdzie jest książka? – Na stole; przysłówek miejsca)

She left for Hong-Kong yesterday.

(Kiedy wyjechała? – Wczoraj; przysłówek czasu)

He sometimes goes to the theatre.

(Jak często chodzi do teatru? – Czasami; przysłówek częstotliwości)

Tworzenie przysłówek

- Przysłówki tworzymy zazwyczaj przez dodanie do przymiotnika końcówki **-ly**. *quick – quickly*
- Aby utworzyć przysłówek od przymiotnika zakończonego na **-le**, opuszczamy **-e**, a w jego miejsce wstawiamy **-y**. *possible – possibly*
- Jeśli przymiotnik zakończony jest spółgłoską **+y**, opuszczamy **-y**, a w jego miejsce wstawiamy **-ily**. *noisy – noisily*
- Do przymiotników zakończonych na **I**, dodajemy **-ly**. *careful – carefully*
- Niektóre przysłówki nie podlegają powyższym regułom. Przyjmują zupełnie nową formę, albo zachowują formę przymiotnika.

good → well, fast → fast, hard → hard, early → early, late → late

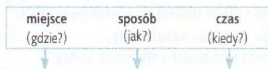
Kolejność przysłówek

- W zdaniu przysłówki występują na ogół po czasowniku. *He speaks fast.*
- Przysłówki częstotliwości umieszczamy po czasownikach posiłkowych i po czasowniku *to be*, ale przed czasownikami głównymi. *He is always late for work.*
He has never visited New York.
He often walks to work.
- Jeśli w zdaniu występują dwa lub trzy przysłówki, ich kolejność jest zazwyczaj następująca:



He worked hard in the garden yesterday.

- Jeśli orzeczeniem w zdaniu jest czasownik ruchu (*go, come, leave* itp.), przysłówki stawiamy w następującej kolejności:



They are going to school by bus today.

2 Write the adverbs of the adjectives in the list in the correct box.

- warm • quick • dangerous • gentle
- easy • wonderful • terrible • lazy • nice

-ly	le -ly	consonant + y → ily
► <i>warmly</i>
.....
.....
.....

3 Put the words from the list below into the correct column.

- early • happily • well • sadly • proud
- cheap • short • fast • warm • quietly
- softly • seriously • late • heavily • angry
- hard • cheerful • polite • fluently • slow
- possibly

Adjective	Adverb	Adjective & Adverb
► <i>good</i>
.....
.....
.....
.....

4 Put the **adverbs** from the list in the correct box.

- happy • yesterday • never • there
- wonderfully • quickly • sometimes
- always • last month • fast • loudly
- early • by taxi • to the beach • angrily
- usually • here • to the park

how	where	when	how often
► <i>happily</i>			

5 Underline the correct word.

- They were dancing happy/happily to the music.
- He is a very careful/carefully driver.
- Jane ran quick/quickly to the bus stop.
- She sounded very angry/angrily on the phone.
- The village looked peaceful/peacefully.
- The test was easy/easily.
- Ann's in a bad/badly mood today.
- She dances beautiful/beautifully.
- I simple/simply can't do this.
- She spoke in a soft/softly voice.

6 Put the words in the correct order.

- never/wakes up/Tom/late
► *Tom never wakes up late.*
- yesterday/it/hard/rained
.....
- on Sundays/she/to the park/goes/sometimes
.....
- arrived/the guests/early
.....
- put/she/carefully/the vase/on the table
.....

- they/a/time/had/wonderful
.....
- Tony/quietly/was studying/last night/in his room
.....
- old/there/some/are/lovely/houses/in the village
.....
- carpet/bought/she/an/Chinese/expensive/last month
.....
- every day/to work/go/they/on foot
.....

7 Complete the sentences using words from the list.

- careful(ly) • terrible(ly) • fluent(ly)
 - possible(ly) • total(ly) • happy(ily)
 - sad(ly) • heavy(ily) • safe(ly) • sudden(ly)
- When the teacher came into the classroom there was silence.
 - Sara can speak French and sound.
 - Fred and Mary were married for over 46 years.
 - Berk sighed when he saw how much walking he had to do.
 - Brian is a very driver.
 - We made it home and sound.
 - there was a loud bang from upstairs.
 - He tried every solution but nothing worked.
 - When he went away to university, Tom missed his family
 - Titanic* is a very film.

Stopień wyższy i najwyższy przymiotnika i przysłówka

Zastosowanie

- Stopień wyższy przymiotnika występuje w porównaniach cech dwóch osób, rzeczy, miejsc itp.



Mark



George

Mark is older than George.

- Stopień najwyższy przymiotnika występuje w opisie cech jednej osoby, rzeczy, miejsca itp. spośród większej grupy osób, rzeczy lub miejsc.

Bill is the loudest boy in the class.

Stopień najwyższy występuje w konstrukcji *the ... of/in ...* (w odniesieniu do miejsc używamy przyminka *in*).

Betty is the shortest student of all.

Mt Everest is the tallest mountain in the world.

- Aby stwierdzić, że dwie osoby, rzeczy, miejsca itp. nie są takie same lub podobne, używamy konstrukcji *more/less + przymiotnik + than*.

The red sweater is less expensive than the blue sweater. The blue sweater is more expensive than the red sweater.

Tworzenie

- Przymiotniki jedno- i dwusylabowe w stopniu wyższym mają końcówkę **-er**, natomiast w stopniu najwyższym – końcówkę **-est** (zwykle poprzedzone są wówczas przedimkiem **the**).

cold – colder – coldest, hard – harder – hardest

- Przymiotniki o większej liczbie sylab są w stopniu wyższym poprzedzone wyrażeniem **more**, natomiast w stopniu najwyższym – wyrażeniem **the most**.

*beautiful – more beautiful – the most beautiful
beautifully – more beautifully – the most beautifully*

- Niektóre przymiotniki dwusylabowe, takie jak *friendly, clever, narrow*, tworzą stopień wyższy i najwyższy dwójako: albo za pomocą końcówek **-er/-est**, albo wyrażen **more/the most**.

clever – cleverer – cleverest

lub *clever – more clever – the most clever*

Plsownia

- Do jednosylabowych przymiotników zakończonych na **-e** w stopniu wyższym i najwyższym dodajemy odpowiednio **-r** lub **-st**. *simple – simpler – simplest*

- W przymiotnikach jednosylabowych, które kończą się pojedynczą spółgłoską następującą po krótkiej samogłosce, spółgłoskę tę podwajamy, np.

big – bigger – biggest

- W przypadku przymiotników dwusylabowych zakończonych na **-y** opuszczamy **-y** i dodajemy **-ier/-iest**. *busy – busier – busiest*

Elephants are the heaviest land animals in the world.



	Przymiotnik	St. wyższy	St. najwyższy
Przymiotniki jedno- i dwusylabowe	fat	fatter	the fattest
	clean	cleaner	the cleanest
Przymiotniki dwusylabowe zakończone na -y	happy	happier	the happiest
	lazy	lazier	the laziest
Dłuższe przymiotniki	intelligent	more intelligent	the most intelligent

Formy nieregularne

Przymiotnik / Przysłówek	St. wyższy	St. najwyższy
little	less	the least
many/much / a lot of	more	the most
good/well	better	the best
bad/badly	worse	the worst
far	farther / further	the farthest / furthest

- very** + przymiotnik/przysłówek *London is very big.*
- much** + stopień wyższy przymiotnika/przysłówka *London is much bigger than Manchester.*

- 1 Write the *comparative* and *superlative* form of the following adjectives/adverbs. Choose four words and make sentences using them. Use *very* and *much*.

Adjective/ Adverb	Comparative	Superlative
large	▶ <i>larger</i>	▶ <i>the largest</i>
interesting		
pretty		
fast		
fat		
quickly		
difficult		
well		
far		
modern		
early		

▶ *He drives very fast. He drives much faster than his brother. He drives the fastest of all.*

- 2 Complete the sentences. Use the *comparative* and *superlative*. Which sentences do you agree with? Correct the sentences you don't agree with.



- Catherine Zeta Jones is ▶ *prettier* (pretty) than Meg Ryan. ▶ *I don't agree. Meg Ryan is prettier than Catherine Zeta Jones.*
- Friends are (important) than family.
- Pop music is (popular) music of all.
- Books are (interesting) than films.
- Japanese is (easy) language in the world.
- Kittens are (cute) than puppies.
- A holiday by the sea is (good) than a holiday in the mountains.
- Ronaldinho is (talented) football player.
- Crocodiles are (dangerous) animals of all.

- 10 Monkeys are (intelligent) than dogs.

- 3 Fill in the gaps with the *comparative* or *superlative* form of the adverbs in brackets. Add any necessary words.

- She drives (carefully) than her sister.
- Helen works (hard) of all.
- She plays tennis (well) I do.
- Ben swims (fast) than me.
- She dances (beautifully) of all.
- We left the party (late) than you.

- 4 Write five sentences about people in your class. Use *comparatives*.

- ▶ *James works much harder than me.*
-
-
-
-

- 5 Fill in *very* or *much*.

- A: This dress costs more than that one.
B: Yes, but it's also nicer.
- A: This film isn't interesting.
B: You're right. Let's watch something else.
- A: What do you think of this dress?
B: It's expensive.
- A: Are you going to be longer?
B: No. I'll be there in a minute.
- A: I can't stand geography, can you?
B: No. I find history more interesting.
- A: Suzanne works hard.
B: Yes, she is more hardworking than Jane.
- A: Ken drives carefully.
B: Really? I think John is a more careful driver than him.
- A: This car is more expensive than I expected.
B: Yes, but it is cool!

Comparatives - Superlatives

13

JE VOIS TOUT
meadow

- 6 Complete the sentences. Use a word from the list and the **superlative** form of the adjectives in brackets.

- cheetahs • Amazon • diamonds • Jordan
- City • Mont Blanc



- 1 ► **Mont Blanc** is ► **the highest** (high) mountain in Europe.
- 2 People believe are
..... (expensive) gems in the world.
- 3 are
(fast) of all land animals.
- 4 The is
(long) river in South America.
- 5 Michael is
(famous) basketball player in the world.
- 6 Vatican is
(small) country in the world.

- 7 Use **What's** or **Who's** and the adjectives in brackets in the **superlative** to complete the questions. Then ask and answer in pairs.

- 1 ► **Who's the funniest** (funny) actor in the world?
► I think it's Rowan Atkinson (**Mr Bean**).
- 2 (bad) programme on TV?
.....
- 3 (popular) musician
in your country?
.....
- 4 (good) sport to play?
.....
- 5 (beautiful)
woman in the world?
.....

- 8 Fill in **of**, **than**, **in**, or **the**.

- 1 Neptune is coldest planet in the solar system.
- 2 *War and Peace* is best book I have ever read.
- 3 A car can travel much faster a bicycle.
- 4 Jane is the prettiest girl the class.
- 5 largest planet in the solar system is Jupiter.
- 6 He likes cricket more football.
- 7 The tallest building the world is the Burj Dubai.
- 8 Brian is the tallest all the boys.
- 9 Mr Brown is the most popular teacher the school.
- 10 Kim is older Colin.

- 9 Put the adjectives/adverbs in brackets into the comparative or superlative form. Add any necessary words.

- A: What did you think of that history exam, Graig?
B: I thought it was 1)
..... (difficult) exam we've had so far.
- A: Me too. The maths exam was 2)
..... (hard) the English one but it was 3)
..... (straightforward).
- B: You're right and tomorrow we've got the geography exam.
A: Yes. I'm sure that will be 4)
..... (easy) all.
- B: Really? I think it'll be 5)
..... (complicated) you think.
- A: Well, I believe I'll do 6)
(good) this year than last year in all my exams.
- B: Good for you. I'll probably do 7)
(bad) last year because I have studied 8)
..... (little).

- 10** Use the information below to complete sentences 1-6 with the *comparative*/*superlative* forms of the adjectives in brackets.



The Leaning Tower of Pisa - Italy

Built: 1173-1350
Height: 56 metres
Weight: 14,500 tons



The Kuala Lumpur Tower - Malaysia

Built: 1991-1995
Height: 421 metres
Weight: 100,000 tons

The Sears Tower - USA

Built: 1970 - 1974
Height: 442 metres
Weight: 222,500 tons



- The Leaning Tower of Pisa is **older** (old) than the Sears Tower.
- The Sears Tower is (heavy) of the three towers.
- The Leaning Tower of Pisa weighs (little) than the Kuala Lumpur Tower.
- The Leaning Tower of Pisa is (short) than the Kuala Lumpur Tower.
- The Sears Tower is (tall) of the three towers.
- The Kuala Lumpur Tower is (modern) of the three towers.

- 11** Put the adjectives in brackets into the *superlative* form and write sentences about your city/town.

- The (beautiful) building is ...
▶ *The most beautiful building in my city is the Prado Museum.*
- The (good) food to eat ...
- The (nice) restaurant ...
- The (popular) place for young people ...
- The (hot) month of the year ...

- 12** Write two sentences for each group of words, as in the example. Use *comparative* and *superlative* forms.

- transport: a bicycle/a car/a plane (fast)
▶ *A car is faster than a bicycle.*
The plane is the fastest of all.
- films: action/comedy/romance (interesting)
.....
- food: Italian/Chinese/French (tasty)
.....
- subjects: History/Art/Science (easy)
.....
- sports: football/bungee jumping/windsurfing (exciting)
.....
- cities: London/Madrid/Paris (expensive)
.....

- 13** Use the adjectives in the correct form to complete the postcard below.

Dear Emma,
I'm so excited that you're coming to Oxford. I know you'll like it. It is one of 1) **the most beautiful** (beautiful) cities in England. It has one of 2) (famous) universities in the world! The university buildings are also some of 3) (amazing) buildings in all of Europe. The city of Cambridge is only two hours away. We can go there too if you like. Cambridge is 4) (small) and 5) (quiet) than Oxford, but it is just as pretty.
I can't wait to see you.

Love,

Charlotte



Wyrażenia as ... as/too - enough

Wyrażenie as ... as

Konstrukcji **as + przymiotnik + as** używamy, aby powiedzieć, że dwie osoby lub rzeczy są takie same pod jakimś względem. W przeczeniach dodajemy partykułę **not**. *Fiona is not as thin as Sue.*



She is too young to walk on her own. (Nie umie chodzić.)

Wyrażenia too - enough

Określenie **too** występuje przed przymiotnikiem lub przysłówkiem. Ma zazwyczaj negatywne znaczenie i jest używane wówczas, gdy jakaś cecha występuje w zbyt dużym stopniu.

- too** + przymiotnik + bezokolicznik ze słówkiem **to**

The coffee is too hot to drink. (Kawa jest tak gorąca, że nie można jej pić.)



She's fast enough to win the race.

Określenia **enough** używamy po przymiotniku lub przysłówku, ale przed rzeczownikiem. Ma zwykle pozytywne znaczenie i jest używane wówczas, gdy jakaś cecha występuje we właściwym lub pożądanym stopniu.

przymiotnik + **enough**
enough + rzeczownik } + bezokolicznik ze słówkiem **to**

She is old enough to walk to school alone. (Może sama chodzić do szkoły.)

We have enough money to go on holiday this year.

(Możemy jechać na wakacje.)

- not ... enough** + bezokolicznik ze słówkiem **to** (znaczenie negatywne)
She is not strong enough to lift the suitcase. (Nie może podnieść walizki.)

- too ... (for somebody/something)** + bezokolicznik ze słówkiem **to** (znaczenie negatywne)

This watch is too expensive for me to buy. (Zegarek jest bardzo drogi i nie stać mnie na niego.)



Jamie is as old as Susie.

1 Complete the sentences with **too** or **enough**.

- It's **too** noisy in here. I can't do my homework.
- I'm sorry but I can't meet you for lunch today, I'm busy.
- My little sister isn't tall to reach the top shelf.
- The kitten won't come near us. It's scared.
- I haven't got flour to make a cake.
- My dad says that when I'm old to drive, he'll buy me a car.
- There isn't room in the car for seven people.
- She isn't old to get married.

2 Complete the responses using **too** or **enough**.

- Can they buy that car? (cheap)
► Yes, *it is cheap enough*.
- Can John do this puzzle? (difficult)
► No, *it's too difficult*.
- Can she wear this jacket? (small)
No,
- Can we walk to the supermarket? (close)
Yes,
- Can you carry this suitcase? (heavy)
No,
- Can Sam do that exercise? (easy)
Yes,

- 3 Use the pictures and the phrases to make sentences using *too* and *enough*, as in the example.

the boxes/light/carry

► The boxes are light enough to carry.



Claire/old/walk to school alone

Jimmy/short/reach/the biscuits



it/dark/swim/in the sea

the TV/old/work



he/strong/carry his bike

- 4 Fill in the gaps with *too*, *enough*, *as* or *less*.

- Linda isn't tall ► *enough* to be a model. She's only 1.60 m.
- This vase is expensive than that one.
- The soup is hot to eat.
- He isn't hardworking as Doug.
- This book is interesting than this one.
- Suzie is young to stay at home by herself. She is only 6.
- Bill isn't well to go back to work.
- She's tall as her sister.

- 5 Complete the exchanges using *too* or *enough* and the adjective in brackets.

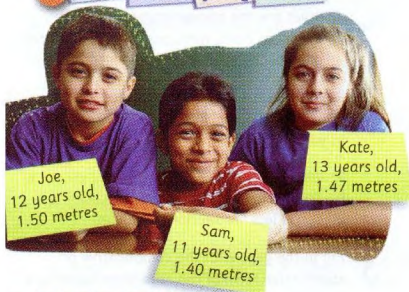
- A: Why don't we have the party at Joanna's house?
B: We can't. Her house isn't ► *big enough* (big) to have a party.
- A: Did they go on a picnic yesterday?
B: No, it was (cold) to go on a picnic.
- A: Have you got a car?
B: No, I'm not (old) to drive yet.
- A: Did you enjoy the horror film?
B: No, I was (scared) to enjoy it.
- A: Do you want to go out tonight?
B: No, I'm (tired) to go out.
- A: Did you go sailing yesterday?
B: No, it wasn't (windy) to go sailing.
- A: Did Nick join the basketball team?
B: No, he's (short) to join.
- A: Did you see Karen last night?
B: No, she was (busy) to see me.

- 6 Complete the sentences. Use *as ... as*, *too*, *enough* and the adjectives in brackets.

- Mount Blanc isn't ► *as high as* (high) Mount Everest.
- I didn't buy that laptop because it was (expensive).
- Your mobile phone is not (modern) mine.
- Jeff isn't (clever) to solve the maths problem.
- When I'm 18, I'll be (old) to vote.
- Helen is (tall) Kate.
- That mountain is (difficult) for me to climb.
- Brian thinks the weather isn't (nice) it was last week.
- Eating chocolate isn't (healthy) eating fruit and vegetables.

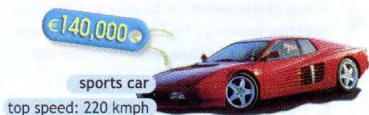
7 Use the prompts to make sentences about the photos, as in the example.

A tall short young old



- Joe is taller than Kate.
- Kate is taller than Sam.
- Joe is the tallest.
- Kate isn't as tall as Joe.

B fast slow cheap expensive



- The sports car is faster than the jeep.
- The jeep is faster than the family car.
- The sports car is the fastest.
- The family car isn't as fast as the jeep.

Speaking

Look at the pictures of the three holiday destinations. Use these *adjectives* to compare them.

- cheap • short • long • good
- nice • expensive

France

12 days
Hostel Guided tours
Only €675
(food not included)



Australia

20 days
5-star accommodation
Only €2,370



India

14 days
3-star accommodation
Only €970
(all inclusive)



- The holiday in India is cheaper than the holiday in Australia.

Writing

Write a paragraph comparing two cities in your country. Use these *adjectives* and your own ideas to compare them.

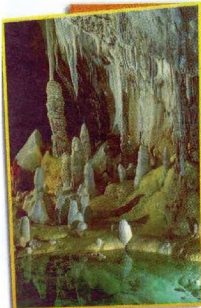
- big • small • quiet • noisy • exciting
- boring • dirty • clean • crowded

- Warszawa is bigger than ...

Exploring Grammar (Unit 13)

Comparatives — Superlatives Stoień wyższy i najwyższy przymiotnika i przysłówka

- 1 a) Circle the *comparative* and *superlative* forms of adjectives in the text and write them in the appropriate column below. How do we form them? Complete the missing forms.



AMAZING PLACES: Lechuguilla Cave, USA

Lechuguilla Cave is in New Mexico, USA. It is the 5th longest cave (193 kilometres long) in the world and the deepest cave in the USA (497 metres deep). Many people think it is the most beautiful cave in the world.

Inside Lechuguilla it is too dark to see anything without a torch and it is very quiet. Cavers say it is so quiet inside

the cave that you can hear your heart beat. And it is incredibly hot. In fact, the temperature inside the cave is much warmer than the desert outside.

Before 1986, people thought that Lechuguilla Cave wasn't important enough to explore since they thought it was only 100 metres long. But one day, people dug through the cave floor and discovered that Lechuguilla was enormous!

Now every caver wants to go inside Lechuguilla because it is so beautiful. For example, water inside the cave is so clear that you can't even 'see' it! But Lechuguilla Cave is not open to the public. In fact, Lechuguilla is the most difficult cave in the world to get into. This is because scientists are the only people who can enter this cave.

adjective	comparative	superlative
.....
.....
.....
.....
.....

- b) Which word do we use to compare two people, things, etc? Which word do we use with the comparative form: *very* or *much*?

- c) What are the comparative/superlative forms of: *hard, well, carefully, badly, far, much*?

- 2 Read the sentences. When do we use the structures in **bold**? Are there similar structures in your language?

- a John is **as hardworking as** Jim.
b Bob **isn't as hardworking as** Jim.
c Bob is **less hardworking than** Jim.

- 3 Fill in the gaps with the *comparative* or *superlative* form of the adjectives/adverbs in brackets.

- 1 Southern Europe is (warm) than Northern Europe.
2 Tony plays squash (well) than me.
3 New York is (exciting) city in the USA.
4 She came (early) than her parents.
5 Lake Tanganyika is (deep) lake in Africa.

Too — Enough Wyrażenia *too* — *enough*

- 4 Which of the sentences below has a *positive/negative meaning*? Find two more sentences which have a *negative meaning* in the text.

- a She is **old enough** to drive.
b He is **too tired** to play basketball.

- 5 Complete the sentences using *too* or *enough*.

- 1 He doesn't have money to buy a car.
2 I haven't got time to take a holiday this year.
3 The sea is calm to surf.
4 It isn't warm to go on a picnic today.
5 It's cold to go out without a coat.
6 This soup is salty for me to eat.
7 Gary is young to live alone.
8 We have flour to make a cake.

Circle the correct item.

- 1 Did Bill out with you last night?
A go B goes C went
- 2 I think *The Independent* is the newspaper in the UK.
A good B better C best
- 3 Last night at 6 pm they dinner.
A eat B are eating C were eating
- 4 There are a lot of in that field.
A sheep B a sheep C sheep's
- 5 Today is hotter yesterday.
A from B of C than
- 6 James having a shower when the phone rang.
A were B is C was
- 7 She is tired, she?
A doesn't B isn't C is
- 8 Is Sasha at her desk now?
A work B working C works
- 9 If you to Paris, you will see the Eiffel Tower.
A will go B go C goes
- 10 Helen isn't as as her sister.
A taller B tallest C tall
- 11 That looks heavy. I you.
A is helping B help C 'll help
- 12 Tracey is thinner than Laura.
A less B very C much
- 13 They to the supermarket every Saturday.
A go B goes C are going
- 14 I up very late yesterday.
A wakes B wake C woke
- 15 Unless you, you will fail the test.
A don't study B study C studies
- 16 Kathy is the smartest student all.
A in B from C of
- 17 Lisa didn't play sports when she was a child.
A used to B use to C use
- 18 they got a CD player?
A Has B Have C Hasn't
- 19 If I money, I would go on holiday.
A has B have C had
- 20 Are the ready to leave?
A children's B child C children
- 21 Where you go on holiday last summer?
A did B do C were
- 22 Nancy was washing the dishes while Tom reading the newspaper.
A were B is C was
- 23 How is your house from the beach?
A old B far C long
- 24 Are there tomatoes in the fridge?
A some B any C a
- 25 If I too much chocolate, I get sick.
A will eat B ate C eat

(Mark: 25x4 100)

Czas present perfect

Zdania twierdzące			
	Forma pełna	Forma skrócona	
I/You	have	've	played /left.
He/She/It	has	's	
We/They	have	've	

Zdania przeczące			
	Forma pełna	Forma skrócona	
I/You	have not	haven't	played /left.
He/She/It	has not	hasn't	
We/They	have not	haven't	

Zdania pytające		Krótkie odpowiedzi	
Have	I/you	played? /left?	Yes, I/we have. No, I/we haven't.
Has	he/she/it		Yes, he/she/it has. No, he/she/it hasn't.
Have	we/they		Yes, you/they have. No, you/they haven't.

- Formę czasownika w czasie *present perfect* tworzymy za pomocą czasownika **have/has** i imiesłowu biernego czasownika głównego. W przypadku czasowników regularnych imiesłów tworzy się przez dodanie końcówki **-ed** do formy podstawowej czasownika.
live – lived
- W przypadku czasowników nieregularnych imiesłów może przybrać różną postać (zobacz listę

czasowników nieregularnych na końcu książki).

sit – sat

- Pytania tworzymy przez umieszczenie czasownika posiłkowego **have/has** przed podmiotem.
Have you seen our new car?
- Przeczenia tworzymy przez umieszczenie słówka **not** po czasowniku **have/has**.
Paul hasn't finished yet.

Zastosowanie

Czasu *present perfect* używamy, opisując:

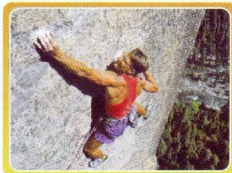
- czynności, które rozpoczęły się w przeszłości i trwają do chwili obecnej.

He has worked as a doctor since 1990.

(Rozpoczął pracę jako lekarz w 1990 r. i nadal jest lekarzem.)



- przeżycia i doświadczenia życiowe.
He has tried rock climbing.



- czynności, które zakończyły się niedawno i których skutki są odczuwalne w tej chwili.

They have done their shopping.

(Widzimy, że zrobili zakupy, bo mają ze sobą pełne zakupionych towarów.)

- czynności, które wydarzyły się w nieokreślonym momencie w przeszłości.

Czas nie jest podany, ponieważ jest nieistotny.
Nancy has bought a new mobile phone.
(Kiedy zakupiła nowy telefon? Dokładny czas nie jest podany, gdyż nie jest istotny. Ważne jest, że Nancy ma nowy telefon.)



Czas present perfect

Have gone (to) — Have been (to)

- Wyrażenia *have gone (to)* używamy, mówiąc, że ktoś się udał do jakiegoś miejsca i nadal tam jest.
- Wyrażenia *have been (to)* używamy, mówiąc o tym, że ktoś gdzieś był, ale już wrócił.

They have gone on a safari.
(Nadal tam są, jeszcze nie wrócili.)



She's been to India twice.
(Była kiedyś w Indiach, ale już wróciła.)

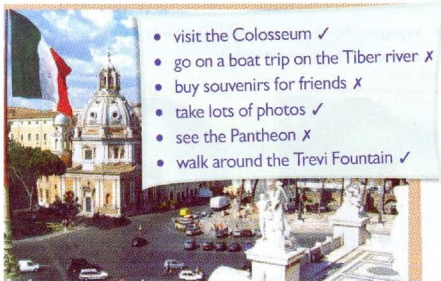
Określenia czasu typowe dla present perfect:

- already** (zwykle w zdaniach twierdzących)
*We're not hungry. We have **already** eaten lunch.*
- yet** (zwykle w zdaniach pytających i przeczących)
*Has Billy **arrived yet**?
The train **hasn't left yet**.*
- just** (czynności dopiero co zakończone)
*I have **just** finished my homework.*
- ever** (zwykle w zdaniach twierdzących i pytających)
*This is the best book I have **ever** read.
Have you **ever** met a famous person?*
- never** (znaczenie negatywne)
*Philip has **never** travelled abroad.*
- for** (przez pewien czas)
*John has worked in this company **for** three years.*
- since** (od określonego momentu w przeszłości)
*Jenny hasn't come to school **since** Monday.*
- recently** (zwykle w zdaniach twierdzących)
*They have **recently** moved to a new house.*
- so far** (zwykle w zdaniach twierdzących)
*She's sent us three postcards **so far**.*
- this month/week/year**
*I have read three books **this month**.*

1 Write the past participles of the following verbs.

1 go	gone	8 eat	.....	15 swim	.....
2 see	.....	9 make	.....	16 fall	.....
3 do	.....	10 catch	.....	17 fly	.....
4 drink	.....	11 ring	.....	18 take	.....
5 bring	.....	12 leave	.....	19 give	.....
6 write	.....	13 feed	.....	20 read	.....
7 sing	.....	14 arrive	.....	

- 2 Jack is in Rome. Write what he has or hasn't done. Use *already* or *yet*.



1 ► Jack has already visited the Colosseum.





- 2
3
4
5
6

- 3 Complete the questions using the verbs from the list. Then answer them about yourself.

fly • be • live • break • sleep • watch
try • plant

- 1 A: ► Have you ever flown in an aeroplane?
B: ► Yes, I have. / No, I haven't.
- 2 A: your arm?
B:
- 3 A: in another country?
B:
- 4 A: in a tent?
B:
- 5 A: to France?
B:
- 6 A: a scary film?
B:
- 7 A: a tree?
B:
- 8 A: snorkelling?
B:

- 4 a) Look at the table below and ask and answer questions, as in the example.

	Joe	Emma	your friend
	✓	X	
	✓	✓	
	X	✓	
	X	X	

- 1 Joe / do gymnastics?
A: ► Has Joe ever done gymnastics?
B: ► Yes, he has.

- 2 Emma / do gymnastics?
A:
B:

- 3 Joe and Emma / play table tennis?
A:
B:

- 4 Joe / try kayaking?
A:
B:

- 5 Emma / try kayaking?
A:
B:

- 6 Joe and Emma / try snowboarding?
A:
B:

b) Ask your friend and complete the chart.

- A: Have you ever done gymnastics?
B: Yes, I have. / No, I haven't.

5 Read the sentences and choose the correct meaning.

- 1 I've lost my book.
 a I haven't got it now.
 b I didn't have it in the past but I have it now.
- 2 She has been a teacher since 1999.
 a She isn't a teacher anymore.
 b She is still a teacher.
- 3 They have gone to Paris.
 a They are still in Paris.
 b They have returned from Paris.
- 4 Lucy hasn't been well since Tuesday.
 a Lucy was not well on Tuesday and she is not well now.
 b Lucy is not well now but she was well on Tuesday.
- 5 We have been to the Louvre.
 a We are still in the Louvre.
 b We went to the Louvre and we came back.
- 6 I've just pulled a muscle.
 a I'm in pain now.
 b It does not hurt anymore.

6 Put the verbs in brackets into the correct form of the present perfect.

- 1 A: Did you like the film *Star Wars*?
 B: I don't know. I ► 've **never seen** (never/see) it.
- 2 A: Do you know Henry?
 B: Yes, I
 (meet) him once before.
- 3 A: What time does the plane take off?
 B: It (just/take off).
- 4 A: Did Sally like these biscuits?
 B: She (not/taste) them yet.
- 5 A: How's Philip?
 B: I don't know. I
 (not/speak) to him since Tuesday.
- 6 A: Can I read your magazine?
 B: Sorry! I (not/finish) with it yet.

7 Make sentences using the words below, as in the example. Use *for* or *since*.

- 1 he/not come/to school/a week
 ► *He hasn't come to school for a week.*
- 2 Jenny/be/a nurse/1995

- 3 we/live/in Canada/ten years

- 4 he/be in Cairo/Friday

- 5 she/not buy/anything new/December

- 6 they/not visit/their grandparents/last week

- 7 I/not travel/abroad/last summer

- 8 he/not hear/from Emily/a long time

- 9 they/not have/dinner/at a restaurant/ages

- 10 we/be/at work/8 o'clock

8 Fill in the sentences with the correct words from the box.

• just • since • for • this week
 • ever • never • yet • so far

- 1 She's played in two international competitions
 ► *so far*.
- 2 William has been ill Sunday.
- 3 We have been to the theatre twice
- 4 I have finished my report. I finished it five minutes ago.
- 5 Betty and Julie have been friends many years.
- 6 I haven't been to the new shopping centre I think I'll go sometime next week.
- 7 This is the most beautiful place I have seen.
- 8 I have been to China. I hope I'll go some day.

- 9 Complete the text with the correct form of the **present perfect**.



Thierry Henry: FOOTBALL STAR

Thierry Henry is a famous French footballer who is one of the world's best players. Henry 1) **▶ has loved (love)** football ever since he was a child. He 2) **(have)** a very successful career so far and he 3) **(win)** many football awards. He 4) **(score)** more goals for France in international competitions than any other player in France's history! It 5) **(not/be)** easy for him, but his parents and friends 6) **(help)** him a lot. Henry 7) **(play)** for some of the best clubs in the world, including Arsenal, Juventus and FC Barcelona. 8) **(you/ever/see)** Henry play? Both fans and coaches love him because he runs very fast and scores a lot of goals.

- 10 Fill in **have/has gone (to)** or **have/has been (to)** in the correct form.

- 1 A: Is Patrick there?
B: No, he **▶ has gone** out, but he'll be back soon.
- 2 A: David speaks Spanish very well.
B: That's because he
Spain many times.
- 3 A: you ever mountain climbing?
B: Yes, I have. I went two years ago.
- 4 A: Where are the children?
B: They aren't here. They
their friend's house.
- 5 A: you ever Rome?
B: No, I haven't. But my sister
just there. She'll be back next week.
- 6 A: Where do you want to go today?
B: Let's go to the zoo. We not
..... there for a long time.

- 11 Fill in the gaps with **have/has been (to)** or **have/has gone (to)**.

- Philip: Hi, Emma. Do you know where Claire and Alex are?
Emma: Yes. They 1) **▶ have gone to** Rome for the weekend.
Philip: Really? Lucky them. I love Rome. 2) you ever there?
Emma: No, but I 3) Florence and Venice. Have you?
Philip: Yes. But I like Rome better! Hey, your brother is away too, isn't he? Where 4) he?
Emma: To Spain on a school trip and I'm really jealous because I 5) never to Spain.

Speaking

In pairs, ask and answer questions about yourselves. Use the ideas below and the correct form of the **present perfect**.

- 1 see/ever/a shark?
▶ A: Have you ever seen a shark?
B: Yes, I have./No, I haven't.
- 2 swim/ever/in the sea/at night?
- 3 fail/ever/a test?
- 4 be/ever/to a football match?
- 5 play/ever/baseball?
- 6 eat/ever/in an Indian restaurant?
- 7 try/ever/skydiving?
- 8 ride/ever/a motorcycle?
- 9 do/ever/judo?
- 10 meet/ever/a famous person?

Writing

Use your answers from the Speaking activity to write sentences about what your partner has or hasn't done.

- ▶ Marek has never seen a shark.**

Czas present perfect i czas past simple

Present perfect

Czasu present perfect używamy, mówiąc o czynnościach, które:

- miały miejsce w nieokreślonym momencie w przeszłości.
She has had an operation.
(Kiedy? Nie wiadomo.
Czas nie jest podany.)



- rozpoczęły się w przeszłości i trwają do chwili obecnej.
They have worked as architects for 15 years.
(Zaczęli pracować jako architekci 20 lat temu i nadal są architektami.)



Określenia czasu typowe dla present perfect: for, since, yet, already, just itp.

Past simple

Czasu past simple używamy, mówiąc o czynnościach, które:

- wydarzyły się w określonym momencie w przeszłości.

Chloe started ballet classes last week.
(Kiedy? W zeszłym tygodniu.)



- rozpoczęły się i zakończyły w przeszłości.

Claire worked in a camera shop for three years. (Claire pracowała tam przez 3 lata, ale teraz pracuje gdzieś indziej.)



BUT *Claire has worked in this camera shop for three years.* (Claire nadal pracuje w tym sklepie.)

Określenia czasu typowe dla past simple: ago, yesterday, in 2005, last week/month/year/ Friday itp.

1 Match column A to column B.

A

- | | | |
|---|---|--------------------------------|
| 1 | b | They went to Australia |
| 2 | | We haven't heard |
| 3 | | The Smiths have visited |
| 4 | | Rita! I haven't seen |
| 5 | | I finished my report |
| 6 | | John lived in Rome |
| 7 | | Alice hasn't played the violin |
| 8 | | He hasn't travelled |

B

- | | |
|---|---|
| a | abroad since 2004. |
| b | to visit their cousins last winter. |
| c | since she was 12. |
| d | five Asian countries so far. |
| e | for five years before he returned to England. |
| f | you for a long time! |
| g | ten minutes ago. |
| h | from Molly for two weeks. |

2 Put the verbs in brackets into the *present perfect* or the *past simple*.

- Mr and Mrs Brown ► *won* (win) the lottery last year.
- Alex (not/play) tennis for months.
- (you/ever/try) Thai food?
- First Fred (brush) his teeth and then he (go) to bed.
- Last week, Kate (fall) off her bicycle and (twist) her ankle.
- I (not/do) my homework yet.
- Jemma (start) learning Chinese four years ago.
- John (not/see) Claire since they were at university together.

3 Put the verbs in brackets into the *past simple* or the *present perfect*.

- A: ► *Have you ever been* (you/ever/be) to Russia?
B: Yes, I (go) there last year.
- A: I (not/see) Pam for a long time!
B: Really? She (be) at the library this morning.
- A: (you/clean) your room yet?
B: Yes, I (tidy) it an hour ago.
- A: (they/ever/fly) in a plane?
B: Yes, they (travel) to France last year.
- A: (you/ever/eat) Greek food?
B: Yes, I (try) it for the first time last month.
- A: (you/find) a new flat yet?
B: Yes, I (move) into one last week.

4 In pairs, act out dialogues, as in the example.



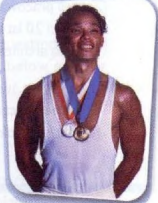
- go/to Canada (When?)
► A: *Have you ever been to Canada?*
B: *Yes, I have.*
A: *When did you go?*
B: *I went in 2004. etc*

- play/tennis (When?)



- travel/by plane (Where?)

- win/a medal (When?)



- buy/anything expensive (What?)

- meet/a famous person (Who?)



- ride/a horse (When?)

Present perfect vs past simple

15

5 Use the time expressions to write sentences about yourself.

- two weeks ago • for • since • last month
- just • yet • already • yesterday • never
- last year

- ▶ *I went to the theatre two weeks ago.*
-
-
-
-
-
-
-
-
-

6 Put the verbs in brackets into the *present perfect* or the *past simple*.

- Sam: Hi Jesse! Where 1) ▶ *have you been* (you/be) I 2) (not/see) you for ages!
- Jesse: I know. I'm sorry. I 3) (be) really busy recently.
- Sam: Doing what?
- Jesse: Learning how to drive!
- Sam: Really? That's great!
- Jesse: And guess what! Last week, I 4) (sit) my driving test and I 5) (pass)! I have my licence now!
- Sam: Congratulations! So, are you going to buy a car?
- Jesse: Yes. I 6) (already/start) to look for one. I 7) (not/find) anything yet though.
- Sam: Well, let me know if you want any help. When I 8) (buy) my car last year, I 9) (find) some good car dealers.
- Jesse: Thanks. I will.

Writing

Write a short paragraph about Roger Federer for your school magazine, using the notes from the Speaking activity.

- ▶ *Roger Federer was born on 8th August 1981.*

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

Dear Katie,

Tony and I are now in the Alps. We 1) ▶ *arrived* (arrived) two days ago and you won't believe it but I 2) (already/injure) myself! Yesterday, we 3) (go) mountain climbing. We 4) (decide) to go up a very steep path but it 5) (be) full of rocks. I 6) (slip) on one, and 7) (fall) and 8) (break) my leg. It 9) (not/hurt) much at first but after a few minutes I was in a lot of pain. Tony 10) (take) me to the hospital and the doctor 11) (put) a cast on my leg. Now I can't do anything!

Well, I hope you are OK. 12) (you/decide) where you are going on holiday yet?

Write soon please!

Love,
Chloe

Speaking

Read the notes about Roger Federer, who is a famous tennis player. In pairs, ask and answer questions about his life and achievements using the phrases below. Use the *past simple* or the *present perfect*.

- be born/8th Aug 1981
- grow up/Switzerland
- start/play tennis/at the age of six
- win/13 grand slam tournaments so far
- not get/married/yet
- be/world number 1 tennis player/since 2004
- receive/the 'World Sportsman of the Year' award/three times

- ▶ *A: When was Roger Federer born?*
B: On 8th August 1981. Where did he grow up?



Exploring Grammar (Units 14-15)

• Present perfect Czas present perfect

- 1 a) Read the text and look at the highlighted verb forms. Which expresses:
- actions which happened at an unstated time in the past?
 - actions which started in the past and still continue?
 - experiences?
- b) What tense is used? What time expressions go with this tense?
- c) How do we form the *negative* and *interrogative* of the present perfect?

Famous Sports Brands!



Have you heard of Puma and adidas? Of course you have! Puma and adidas are two of the most famous sportswear brands in the world. Both teenagers and professional athletes love their quality and style. Footballer and celebrity David Beckham **has played** in his adidas football boots for many years now. Tennis star Serena Williams **has won** many titles wearing her Puma tennis dress. **Have you ever tried** running in a pair of Puma or adidas trainers? What did you think of them? Are you a Puma fan.... or an adidas fan? Do you think one brand is better than the other? Two brothers called Rudi and Adi Dassler certainly did. Why? Because Rudi Dassler created Puma and Adi Dassler created adidas. The two brothers didn't like each other at all and as a result, Puma and adidas have been in competition with each other from the beginning. It's a shame they compete because both companies are very successful and popular. How successful? Well, in 2007, adidas sold more than €10 billion worth of sportswear and Puma sold more than €2.5 billion. What clever businessmen the Dassler brothers were!

• Present perfect vs past simple Czas present perfect i czas past simple

- 2 Name the tenses of the verbs in bold in the sentences (1-3) and then match them to their uses (a-c).

- | | |
|---|--|
| 1 | We went to the theatre last Sunday. |
| 2 | He's worked here since 2002. |
| 3 | John came into the office, took off his coat and sat down . |

- a an action which happened at a stated time in the past
- b actions which took place immediately after one another
- c an action which started in the past and still continues in the present

- 3 Put the verbs in brackets into the *present perfect* or the *past simple*.

- Olivia (clean) her room an hour ago.
- Denise (take) Spanish lessons last summer.
- Jack (call) his wife three times so far this morning.
- We (not/speak) to Ben for a long time.
- (Robert/read) the book yet?
- Chloe (finish) work and then she (go) to the gym.
- (you/ever/see) a penguin?
- I (be) at work since 9 o'clock this morning.

- 4 Underline the correct item.

- Amy hasn't graduated from university **yet/ already**.
- They have been friends **since/for** 1990.
- Peter has **already/ever** washed the car.
- Has he **ever/yet** travelled to Italy?
- My brother has **just/ever** won the competition.
- Liz has been on the phone **for/since** ages!

Circle the correct item.

- 1 The lights off while Karen was reading a magazine.
A go B went C were going
- 2 My dad eats out; he says it's too expensive.
A usually B always C never
- 3 Tim hasn't paid his electricity bill
A just B yet C since
- 4 Irene stood of the café and waited for Jim.
A next to B near C in front
- 5 Pete and Mitch left skateboards at Jamie's house.
A they B them C their
- 6 What was Cathy last night at 9 o'clock?
A do B doing C does
- 7 I believe it this afternoon.
A rains B is raining C will rain
- 8 you seen the new James Bond film yet?
A Did B Does C Have
- 9 If Tom had the time, he up golf.
A will take B would take C takes
- 10 This boy is young to talk. He's only one.
A enough B as C too
- 11 A: Is Sam still here?
B: No, he about an hour ago.
A has left B left C was leaving
- 12 If you me some money, I will pay you back tomorrow.
A lend B will lend C are lending
- 13 Jeff is the player on the team.
A worst B worse C bad
- 14 Luke at the moment.
A is studying B studies C studied
- 15 Nancy runs much than me.
A fast B faster C fastest
- 16 Anna the plants yesterday.
A watered B has watered C was watering
- 17 We our flight if we don't hurry.
A have missed B miss C will miss
- 18 Jerry usually up late at the weekend.
A get B is getting C gets
- 19 York is crowded as London.
A much B not as C more
- 20 What time tomorrow?
A we meet B are we meeting C have we met
- 21 That is car.
A Sally's and Ben B Sally and Ben's C Sally's and Ben's
- 22 Julie has got blonde hair, she?
A hasn't B haven't C doesn't
- 23 Have you ever to EuroDisney?
A be B gone C been
- 24 A: Whose books are?
B: Tony's.
A these B this C that
- 25 Steven three art galleries in Paris so far.
A visited B has visited C was visiting

(Mark: $\frac{\quad}{25 \times 4 \quad 100}$)

Rzeczowniki policzalne i niepoliczalne, przedimki *a/an*, wyrażenia *some/any* – *every*

	RZECZOWNIKI POLICZALNE		RZECZOWNIKI NIEPOLICZALNE
	Liczba pojedyncza	Liczba mnoga	
Zdania twierdzące	There is an orange.	There are some oranges.	There is some orange juice.
Zdania przeczące	There isn't an orange.	There aren't any oranges.	There isn't any orange juice.
Zdania pytające	Is there an orange?	Are there any oranges?	Is there any orange juice?

- Rzeczowniki policzalne to nazwy rzeczy, które da się policzyć. Mają one liczbę pojedynczą i mnogą. *one hat, two hats, three hats*
- Rzeczowniki niepoliczalne to nazwy rzeczy, których nie da się policzyć. Występują one tylko w liczbie pojedynczej. *cheese*
- Przedimków *a/an* używamy z rzeczownikami policzalnymi w liczbie pojedynczej. *There is a bottle. There isn't a lemon. Is there an apple?*
- Przedimków *a/an* można używać z rzeczownikami, przed którymi stoi przymiotnik, ale nie używa się ich przed przymiotnikami, po których nie ma rzeczownika. *This is our boat. It is fast. It is a fast boat. It is also an expensive boat.*
- Some* występuje w zdaniach twierdzących z rzeczownikami niepoliczalnymi oraz rzeczownikami policzalnymi w liczbie mnogiej. *We need some bananas and some coffee.*



There is a cabbage. There is an onion. There is some bread. There are some potatoes. There aren't any eggs. Are there any peppers? No, there aren't.

UWAGA: *Some* występuje również w pytaniach, które wyrażają propozycję lub prośbę.

Would you like some biscuits? (propozycja) Can I have some milk? (prośba)

- Any* występuje w zdaniach pytających i przeczących z rzeczownikami niepoliczalnymi oraz rzeczownikami policzalnymi w liczbie mnogiej. *Are there any eggs in the fridge? No, there aren't any eggs. Is there any sugar? No, there isn't any sugar.*
- Every* występuje z rzeczownikami policzalnymi w liczbie pojedynczej. *Every person here has got their own car.*

1 Fill in with *a, an* or *some*. Mark which ones are *countable (C)* or *uncountable (U)* nouns.

1 ► *an* aubergine (C)



2 lemons



3 hamburger



4 milk



5 cherries



6 egg



7 cheese



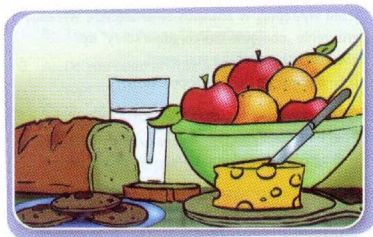
8 cauliflower

2 Circle the correct item.

- Are there tomatoes in the fridge?
☒ A any B an C some
- Would you like orange?
 A a B an C any
- Tracey has got beautiful house.
 A any B a C an
- Tom goes to the gym day.
 A any B some C every
- We need flour to make a cake.
 A some B any C a
- Can I have bread, please?
 A any B some C an
- Is there bottle of ketchup in the fridge?
 A an B a C -
- Claire has got a guitar lesson Tuesday.
 A some B any C every

3 Look at the picture, then use the words to make sentences, as in the example. Use *some* or *any*.

butter milk sugar oranges tea biscuits
 apples egg banana bread cheese



- ▶ *There isn't any butter on the table.*
- ▶ *There's some milk on the table.*

4 Complete the dialogues with: *some, any, every, alan*.

- A: What did you have for lunch today?
 B: ▶ *A sandwich and apple.*
- A: Did you get presents at your party?
 B: Yes. I got T-shirt, books and money from my parents.
- A: What's this?
 B: It's old camera.
- A: I really love this band!
 B: Me, too! I've got CD they've made so far.

5 Look at the shopping basket. Fill in *some, any* or *a*. Underline the correct verb.

- There is/isn't ▶ *any* cheese in their basket.
- There is/isn't carton of eggs.
- There are/aren't bananas.
- There are/aren't grapes.
- There are/aren't biscuits.
- There is/isn't lemonade.



6 Jenny and Melissa are going on a picnic. Complete their conversation with *a, some* or *any*.

- Jenny: Hi, Melissa! Are you ready?
 Melissa: Almost! I'm packing the picnic basket now. I've got 1) ▶ *some* fruit, 2) sandwiches and 3) packet of crisps.
 Jenny: Have you got 4) drinks?
 Melissa: Yes, I've got 5) juice and 6) bottle of coke.
 Jenny: Have you got 7) plastic plates?
 Melissa: No, I haven't got 8)
 Jenny: That's OK. I've got 9) Don't forget to take 10) blanket for us to sit on.
 Melissa: Don't worry, I won't.

Złożenia z *some, any, no, every*

Zdania twierdzące			
Przymiotniki	Zaimki		Przysłówki
	osoby	rzeczy	miejsca
some	someone/ somebody	something	somewhere
any	anyone/ anybody	anything	anywhere

Zdania przeczące			
Przymiotniki	Zaimki		Przysłówki
	osoby	rzeczy	miejsca
no/not any	no one/ not anyone nobody/ not anybody	nothing/ not anything	nowhere/ not anywhere

Zdania pytające			
Przymiotniki	Zaimki		Przysłówki
	osoby	rzeczy	miejsca
any	anyone/ anybody	anything	anywhere



The skiers are somewhere in the Alps. The ski instructor is telling them something. Everybody is listening to him.

- Someone/somebody, something i somewhere zwykle występują w zdaniach twierdzących. W pytaniach występują wówczas, jeżeli wyrażamy prośbę, propozycję lub spodziewamy się odpowiedzi pozytywnej.

There is someone at the door.

Can I tell you something?

(Spodziewamy się odpowiedzi pozytywnej.)

- Złożenia z *any* najczęściej występują w zdaniach pytających i przeczących.

There isn't any cake left. (zdanie przeczące)

Do you need anything else? (zdanie pytające)

Jeżeli występują w zdaniach twierdzących, wyrażają znaczenie „obojętne kto/co/gdzie/który” itp.

You can ask anything you want.

(Nie ma znaczenia, o co poprosisz.)

- Złożenia z *no* występują w zdaniach przeczących.

There's nobody at home.

(Nikogo nie ma w domu.)

- Złożenia z *every* występują we wszystkich rodzajach zdań. Używamy po nich czasownika w liczbie pojedynczej.

Everything is ready for the party.

1 Use *something, someone, anything, anyone, nobody, anywhere or nowhere* to complete the sentences, as in the example.

- 1 A: I think there's **▶ someone** at the door.
B: You're right. I'll go and see who it is.
- 2 A: Could help me fix this?
B: Sure. Let me have a look.
- 3 A: I'm hungry. I want to eat
B: Well, there are some sandwiches in the fridge.
- 4 A: Are you doing tonight?
B: Yes. I'm going to the cinema. Do you want to come?
- 5 A: Have you seen my car keys?
B: Yes, they're on the kitchen table.
- 6 A: Did you book a table for tomorrow?
B: I called the restaurant but answered. I'll try later.
- 7 A: Where are you going on holiday?
B: We're staying home this year.

2 Fill in the gaps with *every* and its compounds.

- 1 A: Do you do any exercise?
B: Yes, I go jogging **▶ every** morning.
- 2 A: Where has gone?
B: They've all gone to the beach.
- 3 A: Do you need anything else from the supermarket?
B: No, thanks. I have I need.
- 4 A: Why is there water?
B: Because I've just spilt my drink.

3 Underline the correct item.

- 1 We went shopping but we didn't buy something / anything.
- 2 When I came home, someone / everyone had gone out.
- 3 Anything / Everything in this shop is half price.
- 4 Nobody / Anybody came to my party and I was very sad.

- 5 I left my glasses somewhere / anywhere in the house.
- 6 Does anyone / someone have a pen I can borrow?
- 7 Can I have any / some milk, please?
- 8 I've looked somewhere / everywhere for my purse but I didn't find it nowhere / anywhere.

4 Complete Alicia's email. Use the words in the list.

everyone / nothing / anything
everything / some / someone

Hi Denise!

Greetings from Brazil. We're having a lot of fun here. 1) **Everyone** is getting ready for the carnival tonight. 2) told us yesterday where to get 3) colourful costumes. They cost almost 4) to buy! In fact, 5) is really cheap here. Is there 6) I can get for you while I'm here?
Let me know.

Alicia

Speaking

In pairs, ask and answer, as in the example.
Use the ideas below or your own ideas.

buy/food
see/paintings
tell/time
bake/bread
take/pictures



- supermarket • baker • camera
- clock • art gallery

- ▶ A: It's *somewhere to go shopping*.
B: A *supermarket*.

Określenia *a lot of* - *much/many* - *a few/few* - *a little/little*

- Wyrażenie **a lot of/lots of** odnosi się do rzeczowników policzalnych lub niepoliczalnych, najczęściej występuje w zdaniach twierdzących. Jeżeli nie ma po nim rzeczownika, opuszczamy *of*.
Laura's got a lot of/lots of DVDs. There's a lot of orange juice in the fridge.
BUT *Have you got many books? Yes, I've got a lot/lots.*
- Much** oraz **many** najczęściej występują w zdaniach pytających i przeczących. *Much* używamy z rzeczownikami niepoliczalnymi, *many* natomiast – z rzeczownikami policzalnymi w liczbie mnogiej.
Is there much tea in the teapot? There isn't much jam left in the jar.
Have you got many photos? I haven't got many photos.
- Pytania o ilość i liczbę zadajemy za pomocą wyrażen **how much** (pytając o rzeczowniki niepoliczalne) i **how many** (pytając o rzeczowniki policzalne).
How much cheese do you want? Not much. How many sisters have you got? Two.



Sophie has a lot of/lots of carrots.

	Rzeczowniki policzalne	Rzeczowniki niepoliczalne
Affirmative/ Twierdzące	a lot (of)/lots (of)	a lot (of)/lots (of)
Negative/ Przeczące	(not) many	(not) much
Interrogative/ Pytające	(how) many	(how) much

- Wyrażenie **too many** występuje z rzeczownikami policzalnymi w liczbie mnogiej i ma znaczenie negatywne: oznacza, że czegoś jest zbyt wiele, więcej niż potrzeba.
There are too many flowers in that vase.
- Wyrażenie **too much** występuje z rzeczownikami niepoliczalnymi i ma znaczenie negatywne: oznacza, że czegoś jest zbyt wiele, więcej niż potrzeba.
There's too much salt in this soup.



Sophie has got a few carrots. She can make a carrot cake. (niewiele, lecz wystarczająco)

A few/few występują z rzeczownikami policzalnymi w liczbie mnogiej (np. *apples*, *pears*).

- A few* oznacza niewielką, ale wystarczającą liczbę.
I've got a few lemons. I'll make some lemonade.
- Few* oznacza niewielką, bliską zera liczbę. Często występuje z przysłówkiem *very*.
There are (very) few biscuits in the box. It's almost empty.

A little/little występują z rzeczownikami niepoliczalnymi (np. *milk*, *honey*, *water*).

- A little* oznacza niewielką, ale wystarczającą ilość.
She's got a little time. She can go shopping.
- Little* oznacza bardzo niewielką ilość, prawie nic. Często występuje z przysłówkiem *very*.
I've got (very) little bread. There's not enough for all of us.



Sophie has got (very) few carrots. She can't make a carrot cake. (prawie nic)



Sophie has got a little flour. She can make a pizza. (niedużo, lecz wystarczająco)



Sophie has got (very) little flour. She can't make a pizza. (prawie nic)

A lot of - Much/Many - A few/Few - A little/Little

1 Complete the sentences with *much*, *many*, *a lot of*, *how much* or *how many*.

- A: ► *How much* coffee do you drink each day?
B: Not ► *much*. About two cups.
- A: How was John's party?
B: Great! Everyone had fun.
- A: did your jacket cost?
B: Not It was only £20.
- A: eggs do I need to make an omelette?
B: Not Only two.
- A: pocket money do you get?
B: Not £5 per week.

2 Fill in the gaps with *too much* or *too many*.

- He's got ► *too many* books. He doesn't know where to put them all.
- Don't eat sweets. They are bad for your teeth.
- I spent money this month. I can't pay my bills now.
- You put sugar in my coffee. It's too sweet now.
- There were people at the party last night.
- There's traffic today. We won't get to work on time.

3 Fill in the gaps with (a) few or (a) little.

- A: How much milk do you want in your coffee?
B: Only ► *a little*, please.
- A: What did you do during your flight?
B: I read magazines and I slept for an hour.
- A: Is there any cake left?
B: There's very left.
- A: Do you speak Spanish?
B: No, I know very words in Spanish.
- A: When are you coming back?
B: Soon. I'm only going away for days.

- A: I think this soup needs more flavour.
B: OK. I will add more salt.
- A: We must hurry.
B: That's true. We have very time.
- A: Poor him! He looks lonely.
B: He's very shy and has very friends.

4 Complete the text with *a lot of*, *much* or *many*.

Courchevel is one of France's most famous ski destinations.

1) ► *A lot of* rich and famous people spend their holidays there every year. In fact, there aren't 2) ski resorts as nice as Courchevel! It has 3) great restaurants, beautiful hotels and expensive shops. But don't worry if you don't have 4) money. There are 5) cheap places to stay and eat for people who are on a budget. And the skiing is fantastic. It's perfect for both beginner and expert skiers, because there are 6) ski paths to choose from. Everyone loves Courchevel. Why not come and see why!



Speaking

In pairs, use the nouns to ask and answer questions about your eating/drinking habits.

Use: *a lot of*, (not) *much/many*, (a) *few*, (a) *little*.

- juice • vegetables • spaghetti • meat
- fruit • chocolate • pizza • coffee

- A: *How much juice do you drink every day/week?*
B: *I don't drink much juice. I drink a lot of water.*

Writing

Use your answers from the Speaking activity to write a paragraph about you and your partner's eating and drinking habits.

- *I drink a lot of juice, but Robert drinks a lot of water.*

Exploring Grammar (Units 16-17)

• Countable/Uncountable nouns –

A/An – Some/Any/No/Every

Rzeczowniki policzalne i niepoliczalne,
przedimki a/an, wyrażenia some/any – every

- 1 What is a *countable/uncountable noun*? Read the text. Say whether the underlined nouns are *countable* or *uncountable*.



A Piece of Cake!

Skoda-The car that's good enough to eat!

In the UK, an advertisement by the car maker Skoda has got everybody talking. It shows some chefs making a life-size model of a Skoda car entirely out of cake! That's right, a car that you can eat!

Do you want to know how they did it? Well, first they found some very talented chefs. Next, they hired a large kitchen for a few days. Lastly, they bought a lot of sugar, flour and chocolate. How much? Well, 330 kg of sugar, 100 kg of flour and 52 kg of chocolate to be exact! Oh, and they also used a little raspberry jam, some sweets, and a lot of fudge. Yum!

The chefs worked for 10 days to build the cake-car. They did an excellent job. But what happened to the cake when they finished it? How many people got to eat it? Well, the answer is: no one did! After several days under the hot studio lights, the cake wasn't safe to eat. The chefs had to throw it away. Imagine that! They baked such a tasty cake and they didn't eat any of it! What a pity!

- 2 a) Look at the highlighted items. When do we use *a/an*?

- b) When do we use *some/any/no/every* and *their compounds*? Which of these words can you use to make an offer, a request? Find examples in the text.

- c) Which *compounds* are used for people, things and places?

- 3 Underline the correct item.

- Did you go nowhere/anywhere last night?
- There is someone/anyone on the phone for you.
- I need to buy anything/something for Tom's birthday.
- He doesn't know anybody/somebody here.
- Andy said something/anything I didn't like.
- I left my glasses somewhere/anywhere in the house.
- I'm bored. There's nothing/something to do here.
- Everything/Anyone you need is on the table.

• A Lot of – Much – Many – (A) Few – (A) Little

Określenia a lot of – much/many
– a few/few – a little/little

- 4 a) Put the words/phrases in the list below in the correct box. Find examples in the text.
a lot of, much, many, (a) little, (a) few

Countable nouns	Uncountable nouns
.....
.....
.....

- b) How do *a little/little, a few/few* differ in meaning? Give examples.

- c) Circle the correct answer.

- How much / many milk do you drink every day?
- There is a few / a lot of flour in the cupboard.
- How many / much eggs do you need to make an omelette?
- There isn't much / many coffee left. We need to buy some.
- We've got a few / a little apples. Let's make an apple pie.
- Are you hungry? There's a little / a few chicken left.

Circle the correct item.

- 1 The cat is small to fit through the fence.
A enough B too C as
- 2 She her grandmother every Sunday.
A call B calls C is calling
- 3 Max three cities in Italy so far.
A has visited B visited C was visiting
- 4 Can I have tea, please?
A any B a few C some
- 5 I'm hungry. I make a sandwich.
A going to B will C won't
- 6 How did your TV cost?
A much B few C many
- 7 Daniel is the intelligent boy in the class.
A most B more C much
- 8 Angie video games when I called her yesterday.
A played B was playing C plays
- 9 There isn't sugar in the cupboard.
A some B any C a few
- 10 My brother play the piano but now he doesn't.
A used to B didn't use to C use to
- 11 We to the shopping centre twice this week.
A have been B go C went
- 12 Does know where Paul is?
A anyone B any C no one
- 13 It's so dark in here. I can't see
A something B nothing C anything
- 14 We an English lesson at the moment.
A are having B had C have
- 15 There are people living in New York.
A a lot of B a lot C lots
- 16 There's very flour left. I can't make pancakes.
A few B a little C little
- 17 Bill is than Jack.
A friendly B friendlier C the friendliest
- 18 There aren't cars on the road today.
A many B much C little
- 19 If laptops cost so much, we would buy one.
A won't B didn't C hadn't
- 20 If you exercise, you weight.
A have lost B will lose C lost
- 21 He hasn't finished his homework
A yet B ever C just
- 22 Let's go shopping, we?
A shall B won't C will
- 23 A: do they live?
B: In Rome.
A Why B Who C Where
- 24 We will go on a picnic it rains.
A since B if C unless
- 25 Mike on the computer while Lyn was reading a book.
A is working B worked C was working

(Mark: $\frac{\quad}{25 \times 4 \quad 100}$)

Czasowniki *can/can't/could* – *must/mustn't* – *have to/don't have to* – *should/shouldn't*

Can/Can't – Could

Czasownika **can** używamy do:

- opisywania umiejętności posiadanej obecnie. *He can sing very well.*
- pytania o pozwolenie. *Can I use your phone?*
- udzielania pozwolenia. *You can take my car tonight.*
- wyrażania przypuszczenia. *He can be late.*



Linda can play the violin.

Czasownika **can** używamy, aby odmówić pozwolenia. *You can't go to the cinema tonight.*

Czasownika **could** używamy, mówiąc o umiejętności lub zdolności zrobienia czegoś w przeszłości. *He could play football when he was young.*

Must

Czasownika **must** używamy do wyrażania:

- zasady lub obowiązku. *You must keep your room clean.*
- rady lub zalecenia. *You must see the dentist about that toothache.*
You must be on time for work.



You must wear a seatbelt when you ride in a car.

Mustn't

Czasownika **mustn't** używamy do wyrażania zakazu. *You mustn't park here.*

Have to/Don't have to

- **Have to** wyraża konieczność. *Philip has to wear a suit and tie to work.*
Mark broke his tooth so he has to go to the dentist.
- **Don't have to** wyraża brak konieczności. *Claire doesn't have to work overtime.*
You don't have to bring a camera. I have one.

Should/Shouldn't

Should/shouldn't używamy do udzielania rad. *You should look both ways before you cross the road.*
You shouldn't eat too much chocolate.

- 1 Write sentences about what Sally *can/can't* do now and what she *could/couldn't* do when she was twelve years old.



- 1 ► Sally *can* cook now, but she *couldn't* cook when she was twelve years old.

now ✓ age 12 X



- 3

ride a bicycle
now ✓ age 12 ✓



- 2

drive a car
now ✓ age 12 X



- 4

play the piano
now ✓ age 12 X

2 Fill in the gaps with *can*, *can't*, *could* or *couldn't*.

- Rebecca is four years old. She **▶ can't** read yet.
- I'm sorry but you use the computer until after I've finished.
- They drive yet. They're only 15 years old.
- When he was four years old, he only count to twenty.
- It was raining yesterday, so we go on a picnic.
- I use your phone, please?
- you speak German when you were little?
- David come to the phone right now. He's busy.
- You come home after midnight. I want you home by 10:30 pm.

3 Look at the pictures and make sentences using *can* or *can't*.



- 1 (eat)
▶ **You can't eat here.**



- 2 (camp)
.....



- 3 (park)
.....



- 4 (ride a bike)
.....



- 5 (take photographs)
.....



- 6 (swim)
.....

4 Give advice to the following people. Write sentences with *should*/*shouldn't*.

- John looks tired. (take some days off)
▶ **He should take some days off.**
- Karen is allergic to milk. (eat cheese)
.....
- Ann behaved rudely. (apologise)
.....
- Emma and Robert need to paint their house. (call a painter)
.....
- My eyes hurt. (sit close to the computer screen)
.....

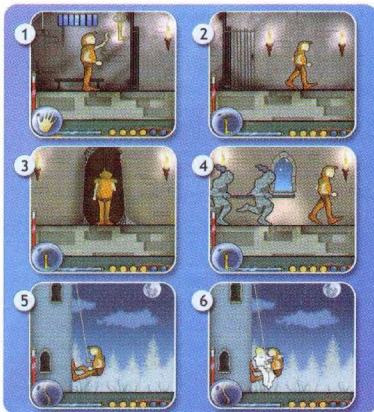
5 Use *must* or *mustn't* to complete the sentences about the life of a chef.

- train for many years ✓
- wash his/her hands before he/she starts work ✓
- be late for work ✗
- create new dishes ✓
- be rude to customers ✗

- ▶ **A chef must train for many years.**
-
-
-
-



- 6 Look at the rules for the computer game. Write sentences with *must* and *mustn't*.



- Find the magic key.
▶ You *must* find the magic key.
- Escape from the prison.
.....
- Don't open any black doors.
.....
- Don't let the guards catch you.
.....
- Climb up the tower.
.....
- Rescue the princess.
.....

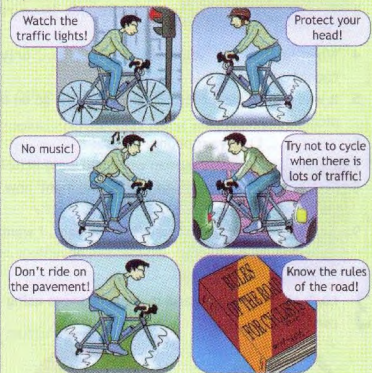
- 7 Fill in the gaps with the correct form of *have* to or *don't have to*.

- You ▶ *don't have to* do the laundry. I did it yesterday.
- He can't come with us. He work.
- Liz get up early tomorrow. There's no school.
- Steven is a soldier. He wear a uniform.
- You've got plenty of time. You hurry.

- 8 Read the poster. Then choose the correct item.



BICYCLE SAFETY ADVICE



- You *should/shouldn't* read the poster.
- You *must/mustn't* stop at red traffic lights.
- You *must/shouldn't* always wear a helmet.
- You *mustn't/should* listen to music while riding a bike.
- You *must/shouldn't* cycle on very busy roads.
- You *mustn't/should* ride on the pavement.
- You *should/shouldn't* learn the road code.

- 9 Choose the correct item.

- She study hard if she wants to pass the test.
A can B has to C doesn't have to
- He swim when he was three years old.
A shouldn't B can't C couldn't
- She go to the meeting if she doesn't want to.
A has to B doesn't have to C must
- You eat so many sweets. They're bad for your teeth.
A couldn't B can't C shouldn't
- I'm afraid you take pictures in the museum. It's not allowed.
A couldn't B can't C must

- 10 a) Karen is a secretary. Write what Karen has to do or doesn't have to do in the office.

- type letters ✓
- answer the phone ✓
- work on Sunday X
- file reports ✓
- clean the office X
- know how to use the computer ✓



► Karen has to type letters at work.

- b) Think of two or more jobs. Write sentences about what these people *have to/don't have to do*. Your partner guesses what the jobs are.

- 11 Rewrite the sentences using the *modals* in the brackets in the correct form.

- 1 You are allowed to go to the party. (can)
► You can go to the party.
- 2 It's your duty to feed the dog. (have to)
.....
- 3 Jane is obliged to be at work at 9 o'clock. (have to)
.....
- 4 I advise you to work harder. (should)
.....
- 5 I strongly advise you to apologise to her. (must)
.....
- 6 It's against the rules to ride a bike without a helmet. (mustn't)
.....
- 7 It's possible that Ann will be late tonight. (can)
.....
- 8 You are allowed to borrow my coat. (can)
.....

- 12 Replace the words in bold with one of the modals in the list: *must, can, should, can't, couldn't, mustn't, don't have to*.

- 1 He is able to dance well. He ► can
- 2 Is it OK if I borrow your pencil?
- 3 It was so noisy I wasn't able to sleep. I
- 4 It isn't necessary to wear a uniform to school. We

- 5 It's against the rules to enter this area. You
- 6 It's your duty to tidy your room. You
- 7 You look tired. I advise you to go to bed. You
- 8 You aren't allowed to park here. You

- 13 Complete the sentences with *modals*. Make the sentences true for you.

- 1 At home, ► I have to keep my room tidy.
- 2 My best friend
- 3 My parents
- 4 At school, I
- 5 This week, I
- 6 At the weekend, I
- 7 When in a car, we
- 8 When I was younger, I

Speaking

Imagine you are a teacher. Look at the phrases and talk to a group of students about the rules of the library, using *can* or *mustn't*.

LIBRARY RULES

- eat or drink X
- ask the librarian questions ✓
- drop litter X
- listen to loud music X
- speak quietly ✓
- bring pets inside X
- talk on your mobile phone X
- send text messages ✓
- use the computer ✓



► You mustn't eat or drink in the library.

Writing

Write a list of the rules you have to follow at home using *modal verbs*.

- I have to help my mum with the washing up every night.
I mustn't stay up late on school nights.

Zaimki i zdania względne

Zaimki względne (**who, which, whose, that** itp.) wprowadzają podrzędne zdania względne, które opisują rzeczownik występujący w zdaniu głównym (nadrzędnym).

ludzie	who/that
przedmioty/zwierzęta	which/that
własność	whose

UWAGA: Zaimków względnych nie używamy w połączeniu z innymi zaimkami (*who, which, whose* itp.)
The boy who he is sitting over there is my cousin.

- Zdania względne określają rzeczownik występujący w zdaniu głównym.
The woman who owns the house is Greek.

↓
zdanie względne

(Zdanie względne określa, o którą kobietę chodzi.)

- W odniesieniu do ludzi używamy zaimków **who/that**.
The boy – he is playing the guitar is Philip.
 ↓
The boy who/that is playing the guitar is Philip.

- W odniesieniu do rzeczy i zwierząt używamy zaimków **which/that**.
The car – it won the race – is red.

↓
The car which/that won the race is red.

Giant pandas are animals which/that live in China.



A magician is a person who/that performs tricks.

- Do wyrażenia przynależności/posiadania używamy – w odniesieniu do ludzi, zwierząt i rzeczy – zaimka **whose**.

That's the woman – her son is a doctor.

↓
That's the woman whose son is a doctor.

That's the suitcase – its handle is brown.

↓
That's the suitcase whose handle is brown.



Elephants are animals whose ears are very big.

Zaimki względne w funkcji podmiotu lub dopełnienia

- Nie można pominąć zaimka względnego, kiedy pełni on funkcję podmiotu, tzn. kiedy znajduje się bezpośrednio przed czasownikiem w zdaniu względnym.
I met a girl. She knows your aunt.
 ↓
I met a girl who/that knows your aunt.
- Zaimek względny można pominąć, jeśli pełni on funkcję dopełnienia, tzn. kiedy między zaimkiem a czasownikiem znajduje się jeszcze jakiś rzeczownik lub zaimek osobowy.
That's the car. Ann bought it last month.
 ↓
That's the car (which/that) Ann bought last week.

1 Look at the pictures and the phrases, then make sentences using relative pronouns, as in the example.

- someone/deliver letters and packages
- a toy/children play with
- something/we use to sweep the floor
- animals/have very long necks
- someone/repair cars
- machine/collect dust and dirt from carpets



1 ► A yo-yo is a toy which/that children play with.

2 Use *who*, *which* or *whose* to join the two sentences.

- That is Mrs Smith. She is a teacher.
► That is Mrs Smith who is a teacher.
- Those are the people. Their son is a famous musician.
.....
- Chloe is the girl. She speaks four languages.
.....
- Tom bought a sports car. It cost him a lot of money.
.....
- That's the doll. My uncle gave it to me.
.....

3 Choose the correct answer.

- This is the book I bought last week.
A who B which C whose
- The dog is an animal is called 'man's best friend'.
A who B whose C that
- Mr Smith, is my neighbour, is very polite.
A who B which C whose
- Mount Vesuvius is the volcano destroyed Pompei.
A which B who C whose
- Mel Gibson is the actor starred in all the *Lethal Weapon* films.
A which B whose C who
- The cake she made was delicious.
A that B who C whose
- Mr Jones is the one comes from Columbia.
A who B whose C which
- The Great Fire of London, happened in 1666, caused great damage to the city.
A whose B which C who
- The girl is sitting next to Tony is my cousin.
A that B whose C which
- The man wife had an accident lives next door.
A whose B who C which

4 Complete the sentences about yourself using *relative pronouns*. Compare with your partner.

- I like films ► *which/that have happy endings*.
- I never buy
.....
- I dislike people
.....
- I hate machines
.....
- I love cars
.....

- 5** Fill in the correct relative pronoun. Write (S) for subject or (O) for object. Then state if the relatives can be omitted or not.

- Sheila, **who** is Ann's cousin, is very rude. **► S (not omitted)**
- The dress you bought yesterday is great.
- Do you know anyone can speak Chinese?
- Is this the book you borrowed from Tony?
- I'm writing an email to my friend lives in China.
- That's the boy broke the window.
- Is that the play we saw last week?
- Is she the woman knows your uncle?
- The city I like most is Granada.
- Where did you buy the jacket you were wearing yesterday?

- 6** Fill in the gaps with *who, which or whose*.

E.T. is a science-fiction film **1) ► which** everyone will enjoy. It tells the story of a boy called Elliot **2)** finds a friendly alien called E.T., **3)** spaceship accidentally left him behind on Earth. Elliot, **4)** is frightened by E.T. at first, eventually becomes friends with him. Elliot and his brother and sister form a plan **5)** will help E.T. return home while keeping him a secret from their mother and the government. Do they succeed? Watch this great film to find out.



Speaking

In pairs, take turns to say the name of a thing or a job. Your partner has to explain what this thing is or what this job is.

► A: a CD player

B: A CD player is a machine which/that plays music.

Zdania względne ograniczające i nieograniczające

Zdania względne dzielimy na ograniczające i nieograniczające.

- Ograniczające zdanie względne podaje informację konieczną dla zrozumienia sensu zdania nadrzędnego. Zdania takiego nie oddziela się przecinkami.
The woman who/that lives next door is a teacher. (Która kobieta? Ta, która mieszka obok.)
- Nieograniczające zdanie względne podaje dodatkową informację i nie jest niezbędne dla zrozumienia treści zdania nadrzędnego. W zdaniu takim nie można pominąć zaimek względnego. Nie wolno też użyć *that* zamiast *who* lub *which*. Zdanie nieograniczające oddziela się przecinkami.
My uncle Peter, who lives in New York, is an architect. (Zdanie informuje, że mój wujek jest architektem. Zdanie względne *who lives in New York* stanowi dodatkową informację.)

Relative pronouns - Relative clauses

19

7 Match the phrases to make sentences.

- | | | |
|---|---|--------------------------|
| 1 | b | This is the car |
| 2 | | Thomas Edison is the man |
| 3 | | Is this the DVD |
| 4 | | The nurse |
| 5 | | Elvis Presley, |
| 6 | | The report |
| 7 | | I met a boy |
| 8 | | Is she the woman |

- who invented the light bulb.
- *(which)* I want to buy.
- who won the lottery?
- which you wrote was very interesting.
- whose name is Robbie.
- who looked after my grandmother was very kind.
- whose songs were very popular, died in 1977.
- which your friend gave you?

8 Fill in the *relative pronoun*. Put commas where necessary. Write (D) for defining, (ND) for non-defining and if the relative pronoun can be omitted or not.

- Mrs Smith, ► *who* lives next door, is a nurse. ► *ND* *(not omitted)*
- That's the girl sits next to me at school.
- That house is very big belongs to my grandparents.
- Have you seen that new film stars Nicole Kidman?
- I know a girl brother is a singer.
- Lisa is younger than me can speak French very well.
- This ring is very old belonged to my grandma.
- My brother is named Jack is five years older than me.
- The book was advertised on TV was very interesting.
- This is the ring my mum gave me for my birthday.
- Gillian is only 20 years old got married last month.
- The boy is crying in the corner is called James.
- The man is sitting next to Ann is my uncle.
- The bag you bought last week is beautiful.
- The film we watched last night was terrible.

9 Join the sentences. Use relative pronouns.

- That's the jumper. My mum bought it for me.
► *That's the jumper (which/that) my mum bought for me.*
- He lives in a flat. It is on the second floor.
.....
- Mr Smith is a firefighter. He is 30 years old.
.....
- This is the newspaper. I bought it yesterday.
.....
- This is Helen. She teaches us French.
.....
- That's Jason. His father is a doctor.
.....
- She works for a company. The company makes hats.
.....
- That's Antony. His car broke down yesterday.
.....
- I met a woman. She knows you.
.....
- The police have caught the men. They robbed the bank.
.....

Writing

Make true sentences about yourself using *relative pronouns*, as in the example.

- *My brother, who speaks English, wants to become a teacher.*
'Green Day' is the band which I like the best.
My father, whose name is Ben, is a taxi driver.

- **Can/Can't – Could – Must/Mustn't – Have to/Don't have to – Should/Shouldn't**
Czasowniki can/can't – could – must/mustn't – have to/don't have to – should/shouldn't

1 a) Read the text and match the highlighted verb forms to their use:

- present ability • obligation/necessity
- obligation/strong advice • possibility
- advice

Addicted to sugar



Have you ever wanted to stop eating something sweet but you just couldn't? Is the first thing you do when you get home from school to look in the biscuit tin? **Can you eat** a huge bar of chocolate all by yourself? Can you say 'no' to sweets at parties? If you can't, then there is a reason ... perhaps you're a sugar addict! Does that sound funny? Well, doctors say that people who eat sweets on a regular basis can easily become addicted to sugar. What is more, most sugar addicts don't even realise that they are addicted! Sugar addiction is serious because it **can really damage** your health. Doctors say that we **should eat** food which is healthy such as fresh fruit and vegetables and that we shouldn't eat a lot of sugar, fat or fast food. But sugar addicts can't follow this advice. They know they **must stop** eating sugary food, but they can't. So what can you do if you think that you're addicted to the taste of sugar? Well, here are some tips:

- Eat some fresh fruit when you get a craving for something sweet.
- Cut down on sweet food slowly. Don't try to stop eating it all at once.
- You **have to tell** your parents. If they know, they will help you.



- b) Which modals do we use: *to ask for permission? to give permission? to refuse permission? to express general ability in the past? to express prohibition?* Give examples.

2 Choose the correct item.

- 1 Can/Must I watch that film tonight, Mum?
- 2 You **have to/can** have a passport to travel to many countries.
- 3 Wild animals **can/should** be dangerous.
- 4 You **have to/could** wear a helmet when you ride a bike.
- 5 You **mustn't/shouldn't** keep pets in the building. It's against the rules.
- 6 People **shouldn't/can't** smoke because it's bad for their health.
- 7 My sister **couldn't/can't** read yet. She's too young.
- 8 The dentist told Charlotte that she **couldn't/shouldn't** eat so many sweets.
- 9 Fred **can/could** talk when he was two years old.
- 10 You really **mustn't/can't** drive so fast. It's dangerous.

Relative pronouns Zaimki względne

3 a) Find two examples of *relative pronouns* in the text. Which one refers to *people* and which one refers to *objects* or *animals*?

b) Which *relative pronoun* do we use to show *possession*? Give an example.

c) Use *who, which, whose* to complete the sentences below.

- 1 Brian is the student father is a painter.
- 2 The box is on the table is your birthday present.
- 3 Graham Bell is the man invented the telephone.
- 4 What's the name of the boy lives next door?
- 5 This is the computer game my grandparents gave me for my birthday.
- 6 Is this the woman husband is a lawyer?
- 7 My mother, name is Sarah, is a doctor.
- 8 Kangaroos are animals live in Australia.

Circle the correct item.

- 1 You can go to the party but you be home by 11 pm.
A can B must C could
- 2 Snowboarding is more exciting cycling.
A from B of C than
- 3 The girls their lunch yet.
A hasn't eaten B eat C haven't eaten
- 4 She her ankle while she was playing tennis yesterday.
A sprained B sprains C sprain
- 5 A: is Spot?
B: He's in the garden.
A What B Who C Where
- 6 Let's clean the room, we?
A shall B will C don't
- 7 When Alan was eight, he run fast.
A can B should C could
- 8 If you red and yellow, you get orange.
A will mix B mixes C mix
- 9 Julie take ballet lessons when she was younger.
A use to B used to C use
- 10 There's very flour in the cupboard so I can't make a pizza.
A few B little C many
- 11 I don't have money to buy a digital camera.
A enough B too C many
- 12 My brother work in a shop. He works in a bank.
A didn't B isn't C doesn't
- 13 Have you spoken to Lisa?
A yet B never C ever
- 14 If I early, I will call you.
A will arrive B am arriving C arrive
- 15 David is the boy father won the lottery.
A which B who C whose
- 16 They have had that car eight months.
A since B ever C for
- 17 You drive faster than 70 kmph. It's the law.
A mustn't B must C shouldn't
- 18 Mrs Smith is mother.
A Tonys B Tony's C Tonys'
- 19 I don't like salt in my food.
A a few B much C many
- 20 Frank went to Italy two weeks
A now B yesterday C ago
- 21 I can help you! I don't have to do today.
A anything B everything C something
- 22 I my friends after school today.
A am meeting B meet C meets
- 23 If you forget to call Katie, she upset.
A will be B is C is being
- 24 Kelly yesterday morning at 8 o'clock.
A jogged B has jogged C was jogging
- 25 I think our team the match tomorrow.
A will win B wins C is winning

(Mark: $\frac{\quad}{25 \times 4 \quad 100}$)

Strona bierna (present simple, past simple)

Stronę bierną tworzymy za pomocą odpowiedniej formy czasownika *to be* oraz imiesłowu biernego czasownika głównego.

The building was destroyed by an earthquake.

Przekształcanie zdania w stronie czynnej na zdanie w stronie biernej

- Dopełnienie zdania w stronie czynnej staje się podmiotem zdania w stronie biernej.
- Do podmiotu dobieramy odpowiednią formę czasownika *to be* oraz dodajemy imiesłów bierny czasownika głównego.
- Podmiot zdania w stronie czynnej może być wymieniony jako wykonawca czynności w zdaniu w stronie biernej. Poprzedzony jest wtedy przyimkiem *by*, *with* itp.

Strona czynna ACTIVE	Podmiot Claire	Orzeczenie wrote	Dopełnienie the report.
Strona bierna PASSIVE	Podmiot The report	Orzeczenie was written	Wykonawca by Claire.



The Eiffel Tower is located in Paris, France. It was designed by Gustave Eiffel and it was built in 1889. It is made of iron.

UWAGA: Wykonawcy czynności nie wymienia się, gdy:

- jest nieznanymi.
The window was broken yesterday.
(Nie wiadomo, kto wybił szybę.)
- jest nieistotny.
The invitations were posted yesterday.
- jest znany z kontekstu.
The mail is delivered every day.
(Listy doręcza listonosz.)
- podmiot zdania w stronie czynnej jest nieokreślony (np. *people, one, someone/ somebody, they, he* itp.).
They published the report last week.
The report was published last week.

Porównaj przykłady:

Who invented the telephone?
(strona czynna)

Who was the telephone invented by?
(strona bierna)

	Strona czynna	Strona bierna
Present simple	<i>Careless drivers cause a lot of accidents.</i>	<i>A lot of accidents are caused by careless drivers.</i>
Past simple	<i>A careless driver caused the accident.</i>	<i>The accident was caused by a careless driver.</i>

Zdania pytające	Zdania przeczące
<i>The report wasn't written by Claire.</i>	<i>Was the report written by Claire?</i>

Zastosowanie

- Strony biernej używamy wówczas, gdy wykonawca czynności nie jest znany lub jest nieistotny.
The missing girl was found.
(Nieważne, kto odnalazł dziewczynkę.)

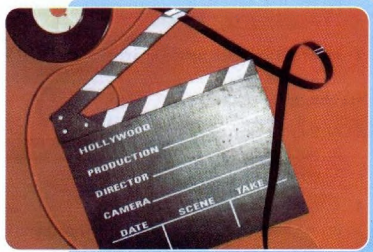
The passive (present simple, past simple)

20

1 Fill in: *is, are, was or were*.

- 1 Anthony and Cleopatra ► *was* written by Shakespeare.
- 2 A talent show competition organised by our school every year.
- 3 Chevrolet cars made in America.
- 4 A documentary on dinosaurs shown on TV last Saturday.
- 5 We invited to a barbecue last week.
- 6 The Olympics held every four years.
- 7 The museum visited by thousands of tourists every year.
- 8 The building destroyed by a fire last year.
- 9 The offices cleaned twice a week.
- 10 The TV invented by John Baird in 1926.

2 How are films made? Turn the following sentences into the *present simple passive* form.



- 1 A screenwriter writes the script.
► *The script is written by a screenwriter.*
- 2 A film producer buys the script.
.....
- 3 A director directs the film.
.....
- 4 Actors play the characters.
.....
- 5 A cameraman shoots the scenes.
.....
- 6 The film company produces the motion picture.
.....
- 7 They show the film in cinemas.
.....

3 Rewrite the sentences in the *past simple passive* form. Use the agent where necessary.



The Chronicles of Narnia Series

- 1 C.S. Lewis wrote *The Chronicles of Narnia* series.
► *The Chronicles of Narnia series were written by C.S. Lewis.*
- 2 The author borrowed ideas from Greek and Roman mythology.
- 3 They published the first book in 1949.
- 4 They translated the series into 41 languages.
- 5 Disney turned the book into a film in 2005.

4 Make sentences in the *present simple passive* or the *past simple passive*, as in the example.

- 1 the *Mona Lisa*/not paint/Picasso
► *The Mona Lisa wasn't painted by Picasso.*
- 2 rock concerts/not organise/in our town/every year
- 3 the letters/not type/the secretary/yesterday
- 4 John/not often invite/to parties
- 5 the house/not paint/last Sunday

5 Use the words to write questions and answers, as in the example.

- 1 The Sistine Chapel/paint? Michelangelo
Who ► *was the Sistine Chapel painted by?*
It was painted by Michelangelo.
- 2 The first spaceship/launch? in the Soviet Union
Where?
- 3 Empire State Building/complete? 1931
When?

The passive (present simple, past simple)

- 4 the television/invent? John Baird
Who?
- 5 the first *Star Wars* film/release? in 1977
When?
- 6 *Little Women*/write? Louisa May Alcott
Who?
- 7 the Taj Mahal/build? in memory of Emperor Shah Jahan's wife
Why?

6 Put the verbs in brackets into the correct passive form.

Hannah Montana is a popular TV series that 1) **is produced** (produce) by the Disney Channel. It is about a teenage girl called Miley Stewart who leads a double life: by day Miley is an ordinary school kid, while at night she is a famous pop star called Hannah Montana. The characters, Miley and Hannah 2) (play) by the actress Miley Cyrus.



Miley Cyrus 3) (be/born) in 1992. She 4) (choose) to play the leading role of Hannah Montana in the series when she was just 14. Hannah Montana is so popular with young Americans that Miley Cyrus is now one of the most famous teens in the USA. And her fame has brought her wealth! In 2007, Miley Cyrus 5) (rank) number 17 in the list of top USA earners under the age of 25.

7 Match the words in the columns and make sentences, as in the example.

A	B	C
The <i>Harry Potter</i> stories	win	Steven Spielberg
The 2006 World Cup	discover	Athens
The film <i>Jaws</i>	locate	1492 by Columbus
America	write	Italy
The Parthenon	direct	J.K. Rowling

1 ► *The Harry Potter stories were written by J.K. Rowling.*

- 2
3
4
5

8 Fill in the correct passive tense of the verbs in brackets.

- 1 A: What an amazing vase!
B: Yes, it is, isn't it? It (make) of clay.
- 2 A: Why does Helen have a bandage on her arm?
B: Because she (bite) by a dog yesterday.
- 3 A: Do your birds eat a lot?
B: No. They (feed) once a day, that's all.
- 4 A: Do you know when the Oscars are?
B: Yes, they (hold) every year at the end of February.
- 5 A: That necklace is beautiful!
B: Thank you. It (give) to me last year on my graduation day.
- 6 A: Did you go to Steve's wedding?
B: No, we (not/invite).
- 7 A: This house is very old.
B: Yes. It (build) in 1950.

The passive (present simple, past simple)

20

- 9 Complete the sentences. Use the verbs in the list in the *present simple passive* or the *past simple passive*.

- discover • invite • buy • build • post
- make • invent • serve • pronounce
- employ

- The telephone
by A. G. Bell.
- The invitations
yesterday.
- The hotel in
the 18th century.
- Yoghurt from milk.
- Breakfast at 7:30
every morning.
- How this word
- Jim to
the wedding.
- Penicillin by
Alexander Fleming.
- A lot of books online
every day.
- 200 people in
the company.

- 10 Rewrite the newspaper headlines into full sentences. Use the *passive*.

1

**SEVEN PEOPLE KILLED
BY TORNADO**

2

**10-YEAR-OLD BOY
SAVED BY A WOLF**

3

**VISITORS ATTRACTED
TO ZOO BY GIANT PANDA**

4

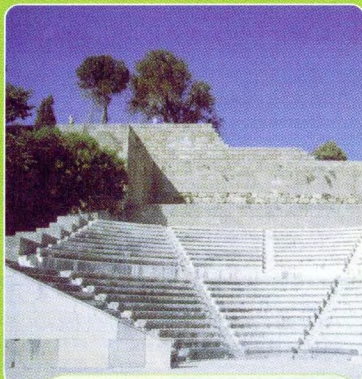
**SPORTS CENTRE
OPENED BY MAYOR**

- *Seven people were killed by the tornado.*
-
-
-

Speaking

In pairs, use the information and the notes below to ask and answer questions, as in the example.

- where/located • what/made of
- when/completed • who/designed by
- why/built



Name: the theatre at Epidauros

Location: in the area of Argolis,
in the Peloponnese, Greece

Made of: marble

Completed: in the 4th century BC

Designer: Polykleitos the Younger

Reason built: to stage musical
and theatrical shows

- **A:** *Where is the theatre at Epidauros located?*
B: *It is located in the area of Argolis,
in the Peloponnese, Greece.*

Writing

Use the information about the theatre at Epidauros from the Speaking activity and write a short text about it.

Will - Be going to - Present continuous

Czasownik *will*, konstrukcja *be going to*, czas *present continuous*

Czasownika modalnego *will* używamy, wyrażając:

- spontaniczne decyzje.
I'm hungry. I'll make a sandwich.
- przewidywania na podstawie tego, co wiemy.
One day he'll be a famous football player.

Czasu *present continuous* używamy, wyrażając ustalone plany na najbliższą przyszłość.

They're leaving for Frankfurt in an hour.

Konstrukcji *be going to* używamy, wyrażając:

- plany i zamierzenia na przyszłość.
He is going to spend his holidays in France this year. (plan)
Now that he has the money, he is going to buy a boat. (zamiar)
- przewidywania, opinie i wyobrażenia na temat przyszłości.
Look at those dark clouds! It is going to rain.
(Na niebie widać czarne chmury.)



1

 Fill in the correct form of *be going to* or *will* and the verbs in the brackets.

- A: Where are you going?
B: I ► *am going to get* (get) some milk from the supermarket.
- A: Look at that boy climbing the tree!
B: Oh no! He (fall).
- A: Do you have any plans for tonight?
B: Yes, I (eat) at the new Italian restaurant in town.
- A: I can't hear the radio.
B: I (turn up) the volume.
- A: Mark is very good at drawing.
B: Yes. I think he (become) a great artist one day.
- A: It's hot in here, isn't it?
B: Just a minute! I (open) the window.

2

 Answer the questions about your plans and predictions. Use *will* and *be going to*.

Plans

What are you going to do ...

- this evening?
► *This evening, I'm going to watch a football game on TV.*
- on Friday night?
.....
- tomorrow morning?
.....
- next Sunday?
.....

Predictions

When you're 18 ...

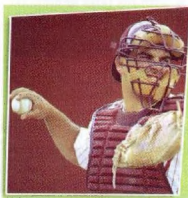
- will you go to university?
► *When I'm 18, I will go to university.*
- will you live with your parents?
.....
- will you have a part-time job?
.....
- will you drive a car?
.....

Will - Be going to - Present continuous

21

- 3 Look at the pictures and write sentences using the words/phrases below and *be going to* or *will*, as in the example.

- throw • buy it • eat • see you
- plant • blow out



- 1 He ► *'s going to throw* the ball.



- 2 Chloe
the candles.



- 3 "It's perfect. I
....."



- 4 He
a biscuit.



- 5 Bill and Susan
some flowers in
their garden.



- 6 "OK! I
at the meeting,
then."

- 4 Andrea and William have decided to leave the city. Look at the phrases and say what they intend to do, as in the example.

- 1 sell their house in the city
► *They are going to sell their house in the city.*
- 2 move to the country
.....
- 3 buy a farm house
.....
- 4 get new furniture for their home
.....
- 5 plant vegetables on their farm
.....

- 5 Now look at Andrea and William's diary. What have they already arranged to do? Make sentences, as in the example.

MONDAY, 15th August	sign the contract for their new house
WEDNESDAY, 17th August	receive keys for the house
THURSDAY, 18th August	pack their things
SATURDAY, 20th August	move into new house
MONDAY, 22nd August	go shopping for new furniture

- 1 ► *They are signing the contract for their new house on Monday, 15th August.*

- 2
- 3
- 4
- 5

Will - Be going to - Present continuous

- 6 Put the verbs in brackets into the *future simple* or the *present continuous*.

Natasha: Do you know where you 1) **are going (go)** this summer for your holiday?

Nathan: Yes, I 2) (visit) my friend in Greece. First, we 3) (spend) a week in Athens, then we 4) (sail) around the Greek islands. What 5) (you/do) for the summer?

Natasha: I 6) (not/go) anywhere. I 7) (stay) in London because I 8) (save up) to buy a car.

Nathan: Oh. That's nice. But I think you 9) (be) bored in London all summer.

Natasha: I hope not!

Nathan: Well, you know that you can come to Athens with me if you want. It 10) (not/cost) you much because we can stay at my friend's house.

Natasha: That's a really great idea.

Nathan: Yes. It 11) (be) fun.



- 7 Fill in the gaps with the *future simple*, *be going to* or the *present continuous*.

- I can't meet you for lunch today. I **am going (go)** to the doctor at one o'clock.
- It's freezing cold. It (snow) tonight.
- I'm sure Cindy (not/let) you borrow her new dress.
- We (meet) Billy and Joanna at the cinema at 7 o'clock.
- It's Peter's birthday today. I (buy) him a CD.
- Look out! You (fall)!
- Now that I've got the money, I (buy) a new car.
- I'm afraid that Tony (not/pass) his driving test.

- 8 Circle the correct item.

- "We haven't got any bread." "I and buy some."
A am going B go to C **will go**
- Philip a meeting with his boss in an hour.
A going to have B is having C has
- I think Ollie a famous actor one day.
A will be B is being C going to be
- Now that Julie has a job, she her own flat.
A is buying B buys C is going to buy
- I expect Susan home soon.
A is coming B will come C is going to come
- Look at that car! It into the red one.
A crashes B is going to crash C crashing
- "Are you going to work late today?" "Yes,"
A I am B I'm not C I am going
- Mary to Los Angeles on Monday.
A is travelling B going to travel C travels

Speaking

You are planning to go on holiday this summer. In pairs, ask and answer questions to find out:

- where you plan to travel
- how you plan to get there
- where you plan to stay
- how long for
- who with

A: *I'm going to travel to Italy this summer.*

B: *Are you going to go by train?*

A: *No, I'm not.*

Writing

Use your answers from the Speaking activity to write a paragraph about your partner's plans for the summer.

► *This summer, Marcin is going to visit his cousins in Italy. ...*

Bezokolicznik

Bezokolicznik jest podstawową formą czasownika. Występuje w dwóch postaciach:

- bezokolicznik z to. *to play*
- bezokolicznik bez to. *play*



*He wants to
buy a mobile
phone.*

*She must be
very happy.*



Bezokolicznika z to używamy:

- po czasownikach: *advise, agree, decide, expect, hope, manage, offer, promise, refuse, seem, want, plan* itp.
He decided to travel abroad.
- po konstrukcji *be + przymiotnik* (np. *happy, nice, sorry*).
I'm sorry to tell you you failed the exam.
- po czasownikach takich, jak: *know, learn, remember, ask, want to know*, kiedy występują po zaimkach pytających *who, what, where, how*.
I know how to make an omelette.
- po wyrażeniach z *too* oraz *enough*.
We're too tired to go out tonight.
It's not warm enough to go to the sea.
- w zdaniach wyrażających cel.
Ben went to the supermarket to buy some milk.

Bezokolicznika bez to używamy:

- po czasownikach modalnych (*can, may, should* itp.).
She can do it.

- po czasownikach *let* oraz *make* w stronie czynnej.
Her parents didn't let her go out.
Can you make her stop?

Konstrukcje bezokolicznikowe

- Kiedy osoba wykonująca czynność opisaną przez czasownik w formie osobowej jest tą samą osobą, która ma wykonać czynność określoną przez bezokolicznik, podmiot związany z bezokolicznikiem jest pomijany.
We want to go to the park. (Wyrażający życzenie to ta sama osoba, której ono dotyczy.)
- Kiedy osoba wykonująca czynność opisaną przez czasownik w formie osobowej jest inną osobą niż ta, która ma wykonać czynność określoną przez bezokolicznik, między czasownik a bezokolicznik wstawiamy podmiot zdania podrzędnego: imię, rzeczownik lub zaimek osobowy w funkcji dopełnienia (*me, you, them* itp.).
I would like Ann to come with me.

Fill in the gaps with a verb from the list below. Put it in the correct form.

- agree • stay • cross • get • pay • make • go • buy • help • drive

- They advised us the fine.
- It would be nice to the beach today.
- You should with the housework!
- I don't remember how there.
- She promised not the road alone.
- I want to know how ice cream.
- It's too expensive a ticket for the festival.
- I would like the children over tonight.
- She wants to learn how a car.
- I don't think she will to help us.

- 2 Tell your partner what your parents let/don't let or make/don't make you do. Use the ideas below as well as your own ideas.

watch DVDs late at night **stay out late** go to parties

cook food **walk the dog** surf the Internet

play computer games **play loud music**

buy my own clothes help around the house

eat chocolate **tidy my room** cut the grass

- *My parents make me walk the dog every day.*
My parents don't let me play computer games.

- 3 Complete the sentences. Use *to-infinitive* or *infinitive without to*.

- 1 I couldn't ► *ride a bike* five years ago.
- 2 I want before school finishes.
- 3 My parents let in the evening.
- 4 I hope this weekend.
- 5 I'll be happy
- 6 I promise tomorrow.
- 7 I'm too tired football.
- 8 I would like this summer.
- 9 I hope
- 10 I don't know how

- 4 Put the verbs in brackets into the correct form (*to-infinitive* or *bare infinitive*).

- 1 A: What would you like (have) for dessert?
 B: I've always wanted (try) pannacotta.
- 2 A: I don't know how (send) an email.
 B: I can (show) you.
- 3 A: Would you like (come) to the cinema with us?
 B: Thanks, but I'm too tired (go) out tonight.

- 4 A: Can you (stop) talking?
 I can't (concentrate).
 B: Sorry.
- 5 A: Why didn't she come to the party?
 B: Her parents made her (stay) in.
- 6 A: Jane was happy (pass) her exams.
 B: She studied hard, that's true.
- 7 A: What shall we (do) this Saturday?
 B: Let's (go) to the beach.
- 8 A: Did you ask Tom (give) you Tony's phone number?
 B: Sorry, I forgot. I'll (call) him now.
- 9 A: Would you like me (cook) some pasta for tonight?
 B: No. Let's (order) takeaway.
- 10 A: Do you expect (travel) abroad this summer?
 B: No, we may (spend) our summer holidays in our cottage.

- 5 Put the verbs in brackets into the correct form of the *infinitive*.

New Message

Dear Anna,

Thanks for your invitation to your birthday party next week.

I hope that I will be able 1) (come). I need 2) (ask) my parents for permission, but I think they will 3) (let) me 4) (come). It will be so nice 5) (see) you again.

What birthday presents are you expecting 6) (receive)? Is there anything special you would like me 7) (buy) for you? Oh and one more thing. I don't remember how 8) (get) to your new house. Could you please 9) (email) me the directions? I can't wait 10) (see) you next week!

Lots of love

Sara

Czasownik z końcówką -ing

Czasownika z końcówką -ing (np. going, playing, working) używamy:

- jak rzeczownika. *Snowboarding is fun.*
- po czasownikach: like, love, dislike, hate, enjoy, prefer.
Mary loves going to the cinema.
- po wyrażeniach oznaczających czynności i zawierających czasownik go.
We usually go snorkelling in the summer.
- po czasownikach: start, begin, finish, stop.
It started raining an hour ago.



Steve enjoys hiking.

- po wyrażeniach: be busy, it's no use, it's no good, it's (not) worth, there's no point (in), what's the use of, can't help, can't stand.
It's no use crying.
- po niektórych wyrażeniach z przymkiem.
He's tired of working long hours.
- po czasownikach: avoid, admit, confess, deny, look forward to, mind, regret, risk, spend, suggest.
We're looking forward to going on holiday.

UWAGA: Po wyrażeniach would love/would like/would prefer używamy bezokolicznika z to.

I would like to go out tonight. ALE I like going out.

Windsurfing is great.



6 Choose the correct answer.

- She can the guitar very well.
A to play B play C playing
- Are you looking forward abroad?
A travelling B to travel
C to travelling
- He's too tired out.
A to go B going C go
- It is too dangerous wires with wet hands.
A to touch B touching C to touching
- They decided their holiday in New Zealand.
A spending B to spend C spend
- The teacher advised us more.
A studying B to study C study
- You should a doctor.
A seeing B to see C see
- Tony enjoys squash.
A playing B played C to play
- I'd like home tonight.
A staying B to stay C stay
- Stella was happy her exams.
A to pass B passing C pass
- Do you like sports?
A to do B doing C do

- 7 Match column A with column B to make correct sentences, as in the example.

A	B
1 <input type="checkbox"/> d She likes	a swimming this Sunday.
2 <input type="checkbox"/> It's no use	b spending the weekend together.
3 <input type="checkbox"/> She's busy	c tidying her room.
4 <input type="checkbox"/> They decided	d playing basketball.
5 <input type="checkbox"/> He suggested	e trying to fix this lock. We'd better buy a new one.
6 <input type="checkbox"/> I hate	f telling lies.
7 <input type="checkbox"/> We're going	g is my favourite hobby.
8 <input type="checkbox"/> Painting	h to buy a new car.
9 <input type="checkbox"/> There's no point	i to visit Japan one day.
10 <input type="checkbox"/> I'd like	j in talking to her. She won't listen.

- 8 Complete the sentences about yourself. Use the *infinitive* or *-ing form*.

- I can't stand
- I prefer
- I look forward to
- I enjoy
- I hate
- I hope
- I refuse
- I can
- I may
- I'd love

- 9 Put the verbs in brackets into the *infinitive* or the *-ing form*.

- A
- Sue has loved 1) (act) since she was a child. She began 2) (take) acting lessons two years ago. She is looking forward to 3) (receive) her diploma next month. She hopes 4) (be) famous one day. She would like 5) (travel) the world and 6) (meet) interesting people.



B

Antony hopes 1) (become) a doctor. He is good at Maths and spends a lot of time 2) (do) his homework. At the weekends he prefers 3) (surf) the Net. He also likes 4) (go) to the cinema. He enjoys 5) (watch) science-fiction films. He can't stand 6) (go) to the theatre.



Speaking

Use the phrases below to find out what your partner likes doing in his/her free time.

Use these verbs:

like prefer enjoy love

would like do sports

go to the park read books watch TV

play computer games surf the Net

listen to music meet friends

A: Do you like doing sports in your free time?

B: Yes, I do. I enjoy playing basketball and volleyball.

Writing

Write a short paragraph about how your partner spends his/her free time. Use the answers from the Speaking activity.

Zaimki zwrotne i zaimek one/ones

Zaimki zwrotne

Zaimków zwrotnych używamy:

- z czasownikami *burn, cut, enjoy, hurt, introduce, kill, look at, teach* itp., jeżeli podmiot i dopełnienie odnoszą się do tej samej osoby.

They are painting the house themselves.

(podmiot)

(dopełnienie)



- z przyimkiem *by* w znaczeniu „sam/a”, „bez pomocy”, „bez towarzysztwa”.

He painted the kitchen himself. (bez niczyjej pomocy)

- z wyrażeniami: *enjoy yourself* („dobrze się bawić”), *behave yourself* („dobrze się zachowywać”), *help yourself* („poczęstować się”).

- dla podkreślenia znaczenia podmiotu lub dopełnienia w zdaniu.

I myself made this cake.

He met the Queen herself.

Zaimek one/ones

Zaimek *one*, oraz jego liczba mnoga *ones*, są często używane, aby zastąpić użyte wcześniej rzeczowniki.

I want a shirt, a white cotton one. I don't like these trousers. I prefer those ones.

1 Fill in the correct reflexive pronoun.

- Bye, kids! Enjoy
- She made the dress
- John, behave or we are leaving.
- I like being by sometimes.
- She cut
- Bob and Ann painted the house
- We spoke to the King
- I don't need help. I can do it
- Did you do this painting
- She taught how to play the guitar.
- Help to some cake!
- She makes all her clothes

2 Fill in *one* or *ones*.

- These shoes are nice. I like these
- Can I have a cake, please? A chocolate
- Are these your old trainers or the new
- I haven't got a cap. I'll buy
- Can I borrow your pen, please? I haven't got
- "Which is your bag?" "The blue"

3 Fill in the correct reflexive pronoun.



- He has baked the bread

- They made their costumes



- She has hurt



- John went fishing



Exploring Grammar (Units 20-23)

• The passive

Strona bierna

- 1 a) Read the text below and underline the verbs in the *passive*. Which are in the *simple present* and which are in the *past simple*? How do we form the *passive*? When do we use the *passive*?
- b) When can we omit the agent in the *passive*?



Would you live alone and survive in the wild with no food, no water, and no modern equipment? Watch the Adventure Channel's latest reality show *Adventure Man* which starts on 1st June to find out how to do it. The show is based on outdoor survival expert Harrison Magnum's adventures in the wild. Each week, Harrison himself will take you on a journey to dangerous and far-away places. Brave Harrison will travel with nothing more than the clothes on his back and a camera, which he will use to film his adventures.

In the first show, Harrison is travelling to the Amazon jungle. He **is going to hunt** for food and find a safe place to sleep each night. He will face dangerous animals like snakes, tarantulas, jaguars and crocodiles.

In the second show, Harrison **is travelling** to icy-cold Antarctica. He's going to build an ice home to live in and fish for food in the freezing ocean.

Will he survive in this tough environment?

Watch this amazing programme to find out.

The Adventure Channel's reality show last season, *Survivor Women* was watched by more than one million viewers each week. We're sure that *Adventure Man* **will be** just as big a hit!

- 2 Fill in: *is, are, was or were*.

- Visitors asked not to touch any statues.
- The Parthenon built thousands of years ago.
- Guernica* painted by Picasso in 1937.
- Feta cheese produced in Greece.
- Many of my relatives invited to my wedding last year.

• Will – Be going to – Present

continuous

Czasownik *will*, konstrukcja *be going to*,
czas *present continuous*

- 3 a) Read the text and look at the highlighted verb forms. Which expresses: *a future intention/plan? a prediction based on what we think or imagine? a fixed arrangement in the near future?*
- b) Which tense do we use: *to express on-the-spot decisions? to make predictions based on what we see or know?* Give examples.

- 4 Fill in the gaps with *will* or *be going to*.

- A: Why are you wearing those old clothes?
B: Because I wash the car.
- A: This suitcase is very heavy!
B: Don't worry. I carry it for you.
- A: Do you have any plans for the summer?
B: Yes, I spend my holiday in Italy.
- A: Look at that kite!
B: It hit those electric wires!

• -ing form/(to)-infinitive – reflexive pronouns

Bezokolicznik i czasownik z końcówką *-ing*
– Zaimki zwrotne

- 5 When do we use *-ing form? to-infinitive? infinitive without to?* Find examples in the text.

- 6 Write *-ing, to-infinitive* or *infinitive without to* next to each word/phrase. Make sentences using them.

- | | |
|--------------------------|---------------------|
| 1 like ► <i>ing form</i> | 6 deny |
| 2 would love | 7 can't stand |
| 3 look forward to | 8 will |
| 4 want | 9 must |
| 5 decide | 10 afraid of |

- 7 When do we use *reflexive pronouns*? Find an example in the text.

Circle the correct item.

- 1 I'm afraid we be on time for the meeting.
A won't B will C are going to
- 2 You be careful when you cross the street.
A couldn't B must C can't
- 3 How money have you got on you now?
A many B much C a lot
- 4 We many friends since we moved to London.
A made B was making C have made
- 5 London is the beautiful city in Europe.
A more B most C much
- 6 I'd love with you.
A coming B to come C come
- 7 The hotel built in 1853.
A is B was C will
- 8 Bill lives around here, he?
A is B doesn't C does
- 9 He a shower, then he left for work.
A have B was having C had
- 10 They to Paris next week.
A flew B were flying C are flying
- 11 There are apples left.
A a few B a little C any
- 12 Does your tooth hurt? You see the dentist.
A can B should C can't
- 13 If it , the children will make a snowman.
A snows B will snow C is snowing
- 14 Liz a cup of tea every afternoon.
A drinks B drink C is drinking
- 15 she play the piano when she was 10 years old?
A Can B Can't C Could
- 16 Mitsubishi cars in Japan.
A are made B were made C have made
- 17 Oh dear! This coffee is strong! I can't drink it.
A enough B too C much
- 18 I while Roger was playing the guitar.
A was singing B sang C sing
- 19 You have a licence to drive a car.
A must B could C can
- 20 Last night I saw a film was excellent.
A whose B who C which
- 21 Is there here?
A somebody B anybody C nobody
- 22 This book by Mark Twain.
A was writing B wrote C was written
- 23 She's busy the house for the party.
A to decorate B decorate C decorating
- 24 This book is interesting than that one.
A little B the least C less
- 25 He regrets lies to his parents.
A telling B tell C to tell

(Mark: $\frac{\quad}{25 \times 4 \quad 100}$)

Grammar Revision

Present simple/present continuous Czas present simple i czas present continuous

- 1** Put the verbs in brackets into the *present simple* or the *present continuous*.
- What (you/do) at the weekend?
 - She (live) in Moscow.
 - What (you/look) at?
 - In the evenings, Ann (help) her mum with the housework.
 - The museum (close) at eight in the evening.
 - Sam (study) hard these days.
 - (your dad/read) a paper every day?
 - (you/stay) in tonight?
 - Jim (catch) the bus to school at 7:30 in the morning.
 - The children (play) in the garden now.

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

Dear Steve,

Greetings from Moscow.

It's a great place.

Right now, Tony and

I 1) (sit)

in a café. We 2)

..... (drink) coffee.

A lot of tourists 3)

(take) photographs. We 4)

(stay) in a nice hotel. We 5)

(get up) early every day and 6)

(spend) most of our time sightseeing. Today we

7) (go) shopping for souvenirs. In

the evening, we 8) (go) for

dinner at a traditional restaurant. I 9) (like)

Russian cuisine a lot. We 10)

(come) back this Saturday.

That's all for now.

Bill



Adverbs of frequency Przysłówki częstotliwości

- 3** Ask your partner about his/her habits. Use adverbs of frequency.

How often do you ...?

- eat out • surf the Net • meet your friends
- go to the cinema • go out with your parents
- visit your grandparents • tidy your room
- play video games • cook dinner • play rugby
- go sailing • chat online

▶ A: *How often do you eat out?*

B: *I rarely eat out.*

- 4** Put the verbs into the *present simple* or the *present continuous*.

Dear Mike,

I 1) (hope) that you and your wife are well. I 2) (write) to tell you about my new job.

I 3) (work) in a new Italian restaurant these days and I 4)

(have) the time of my life. You 5)

(know) how much I 6) (love)

cooking. Well now I 7) (get) the

chance to try out all my fantastic recipes in a real

kitchen! One good thing is that the restaurant

8) (be) very close to my house so

I 9) (not/need) to take the bus.

That's good because I can save money.

I 10) (want) to buy a new car this

year.

I 11) (you/go) to Frank's party

next week? He 12) (have) a new

job in France and he 13) (leave)

at the end of the month. Got to go now.

I 14) (cook) a meal for Tracey

tonight!

Best wishes,

Danie

Past simple/past continuous Czas past simple i czas past continuous

5 Put the verbs in brackets into the *past simple* or the *past continuous*.

- 1 A: What (you/do) at 5 o'clock yesterday afternoon?
B: I (have) a piano lesson.
- 2 A: What (happen)?
B: I (go) to school when I (slip) on a banana skin and (fall) down.
- 3 A: (you/meet) Steve's boss at the party?
B: Yes. Steve (introduce) me to all his friends.
- 4 A: Where (you/be) last night?
B: As I (come) back home, I (meet) Jane and we (decide) to go to the cinema together.
- 5 A: What (you/do) when I (call) you yesterday?
B: I (get) ready to go out while Jane (finish) her project.
- 6 A: When (you/meet) Anna?
B: Yesterday afternoon. I (do) the shopping when she (enter) the shop.
- 7 A: How long (you/stay) in Madrid?
B: A week. Then we (go) to Paris. We (have) a great time.
- 8 A: Why (not/you/come) to school yesterday?
B: I (not/feel) well and (have) a temperature.

6 Complete the sentences in your own words.

- 1 While I was watching TV,
- 2 As she was playing basketball,
- 3 We were having dinner when
- 4 He was driving to work when
- 5 I was talking to my friend while
- 6 He was cooking dinner while

7 Use the time expressions to write sentences about yourself. Use the *past simple* or the *past continuous*.

- last summer • a week ago • while • when
- yesterday afternoon • as • last night
- in 2007 • a month ago • last weekend

.....

.....

.....

.....

.....

.....

8 Look at the picture. Start a chain story. Start like this:

Last Saturday morning Jane and her friends Helen and Mary went shopping at the new shopping centre.



- want • look in windows
- mobile ring • strange voice • ask/meet at café
- Helen feel scared
- decide • go together
- get near • see
- friend from school
- laugh • have coffee together

Grammar Revision

- 9** Put the verbs into the *past simple* or the *past continuous*.

Gorilla Goes Shopping!

Yesterday evening as the shops 1) (*close*), people 2) (*be*) shocked to see a gorilla in Stanton's Supermarket. Customers 3) (*run*) out of the shop as the manager 4) (*phone*) the local zoo. After thirty minutes, zoo keepers 5) (*come*) and 6) (*take*) the gorilla away. Ron Buckley, Head of Hawton Zoo says that someone 7) (*clean*) the cage and 8) (*leave*) the door open. The gorilla simply 9) (*walk*) out. The animal 10) (*eat*) a banana from the fruit and vegetable section when the keepers 11) (*arrive*).

- 10** Put the verbs in brackets into the *past simple* or the *past continuous*.

- A** Last weekend my family and I 1) ► *went* (*go*) to the beach. It was a lovely day and the sun 2) (*shine*). Some children 3) (*make*) sandcastles and others 4) (*swim*). While my mum 5) (*sunbathe*), my dad 6) (*take*) my brother and me out in his boat. I 7) (*catch*) a big fish! My mum was very surprised when I 8) (*show*) it to her.

- B** Lucy 1) ► *held* (*hold*) her birthday party on Saturday. She 2) (*invite*) lots of friends and everyone 3) (*have*) a great time. When I 4) (*arrive*), the DJ 5) (*play*) CDs and people 6) (*dance*) in the garden. Lucy 7) (*not/open*) her presents until she 8) (*cut*) the birthday cake.

- 11** Put the verbs in brackets into the *past simple* or the *past continuous*.

Dear Jack,

Hi, how are you? I'm having a fantastic time here in Milan.

One unlucky thing 1) ► *happened* (*happen*) at the airport, though.

I 2) (*miss*) my plane! I 3) (*decide*) to get a taxi to the airport but the roads 4) (*be*) very busy because of an accident. We 5) (*wait*) in a traffic jam for two hours! Anyway, I 6) (*fly*) on the next plane five hours later.

The weather here is lovely and warm, although yesterday it 7) (*rain*) all day so I 8) (*not/do*) much sightseeing. I 9) (*visit*) an art gallery instead. I also 10) (*go*) to a concert last night because a good rock band 11) (*play*).

Give my love to your family. See you very soon.
Best wishes,
Larry



Conditionals Zdziań warunkowe

- 12** Complete the sentences, using *if* or *unless*.

- 1 We can't play golf it stops raining.
- 2 they beat this team, they will win the tournament.
- 3 You can't go skydiving you're afraid of heights.
- 4 it rains, the match will be cancelled.
- 5 We can't go to the football game it's on Friday because I have a tennis lesson.
- 6 you're over 18, you can't enter the competition.

Grammar Revision

- 13** Match the parts of the sentences, then identify the type of conditional that is used in each sentence.

A

- | | |
|---|----------------------------|
| 1 | We won't go to the party |
| 2 | He will help you |
| 3 | When it's hot, |
| 4 | If we fail our test, |
| 5 | We get green |
| 6 | If they leave now, |
| 7 | I would tell her the truth |
| 8 | He can borrow my bike |

B

- if we mix blue and yellow.
- if he promises to ride it carefully.
- if you don't come with us.
- if I were you.
- people wear light clothes.
- if you ask him.
- our teacher will be upset.
- they will catch the 7:30 bus.

- 14** Complete the sentences. Then, discuss in pairs.

- If I found a wallet in the street,
- If I met a celebrity,
- If I didn't have enough money to get the bus home,
- If I were on holiday and lost my passport,
- If I had only one wish,
- If I were the President of my country,

► A: If I found a wallet in the street, I would take it to the police station. What would you do?
B: I'd ...

Question tags Question tags

- 15** Fill in the correct *question tag*.

- Let's go out,
- He isn't coming,
- They left yesterday,
- Stella is never late,
- She comes from Madrid,
- They didn't invite Pete to the party,
- He left for school,
- She is making the bed,
- The children are sleeping,
- He walks to work,
- There's something wrong,
- He has a sports car,
- She finishes work at 5:00,
- They had a great time at the party,
- He didn't call,

Comparisons

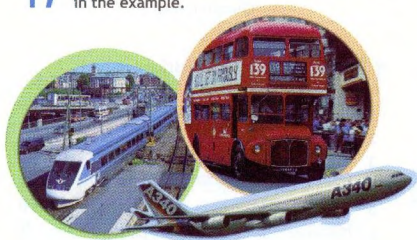
Stopień wyższy i najwyższy
przymiotnika i przysłówka

- 16** Put the *adjectives* in the right form to complete the sentences.

- A: Who's your (good) friend?
B: Tony. He is two years (old) than me and he's (clever) person I know.
- A: Steve is (boring) person I know.
B: Well, he thinks he's (funny) and (interesting) person in the world!
- A: Ann is a lot (helpful) than Kate.
B: True. Kate is (arrogant) person I know.

Grammar Revision

- 17** Compare the different types of transport, as in the example.



	train	plane	bus
fast	✓✓	✓✓✓	✓
cheap	✓✓	✓	✓✓✓
dangerous	✓✓	✓	✓✓✓
comfortable	✓✓✓	✓✓	✓
expensive	✓✓	✓✓✓	✓

- ▶ *Travelling by bus is fast. Travelling by train is faster than travelling by bus. Travelling by plane is the fastest of all.*

- 18** Use the *adjectives/adverbs* to write sentences comparing your family members.

Adjectives

- short • tall • old • young • beautiful
- hardworking • funny • helpful

Adverbs

- hard • much • carefully • well • badly

- ▶ *My brother is shorter than me.
My dad is the tallest in the family.*

.....

.....

.....

.....

.....

.....

.....

- 19** Fill in: *than, of, too, enough, in, as*.

- He's young to drive a car.
- She's tall as her sister.
- He's older his brother.
- She's the best student the class.
- It is warm today to go to the beach.
- Tony is the worst student all.
- This jacket is expensive to buy.
- He's old to get a driving licence.
- She's got longer hair me.
- Australia is the smallest continent

Present perfect – past simple Czas present perfect i czas past simple

- 20** Put the verbs in brackets into the *present perfect* or the *past simple*.

- A: (you/see) Laura?
B: No, she (go) to the supermarket.
She (not/come) back yet.
A: What time (she/leave)?
B: An hour ago.
- A: Jim, (you/make) your bed?
B: Yes, and I (tidy) my room, too.
A: Well done. Where's Kate?
B: She (go) to the park.
- A: (you/ever/try) Chinese food?
B: Yes, I We (go) to that new Chinese restaurant last week.
A: (you/like) it?
B: Yes, I The prices (be) reasonable and the service (be) excellent.
- A: (you/see) my glasses?
B: No, I The last time I (see) them, they were on the table. They aren't there any more.

- 5 A: Hi, Bob. I (not/see) you for a long time. Where (you/be)?
 B: I (go) to Brazil. I (come) back only yesterday.
- 6 A: (you/finish) cooking?
 B: Yes, everything's ready. (you/bring) the cake?
 A: Yes, I (put) it on the table. Where's Bill?
 B: He (go) to the supermarket to buy some Coke.

21 Use the expressions and the verbs in the list to write sentences.

ago yet for
 since last month
 yesterday just
 last week
 never already
 last winter
 always

finish travel
 meet fly know
 eat leave
 see send
 buy read
 play watch
 write

► I haven't finished my homework yet.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

22 Put the verbs in brackets into the correct tense, present simple, present perfect or past simple.



Dear Rob,

Sorry I 1) (not/reply) sooner, but we 2) (be) on holiday. We 3) (have) a great time. Our trip to the Bahamas 4) (be) incredible. The weather 5) (be) warm and beautiful and we really 6) (enjoy) ourselves a lot. I guess we 7) (need) the rest after all these months of hard work.

We 8) (have) a very smooth flight. When we 9) (arrive), we 10) (go) straight to our hotel. We 11) (want) to go sightseeing right away, but we 12) (feel) so tired that we had to rest for a while. Later in the afternoon, we 13) (decide) to go for a swim. The water 14) (be) perfect.

We also 15) (want) to do more hiking but we 16) (not/have) the time. We 17) (spend) most of our days at the beach and in restaurants. I 18) (take) lots of pictures. I 19) (send) you some as an attachment. We 20) (want) to return some day. Let's go together next time.

Hope to hear from you soon. Give my best regards to Claire and the kids.
 Write back soon,

Clive

Grammar Revision

Modals Czasowniki modalne

23 Fill in the correct *modal verb*.

- mustn't • should • must • can
• can't • shouldn't

- 1 A: Come shopping with me.
B: Thanks, but I finish my homework.
- 2 A: you help me with the dishes?
B: Sorry, I I be at Mr Jones' office in half an hour.
- 3 A: My tooth hurts.
B: You see a dentist.
- 4 A: Jane's angry with me.
B: I know. You lie to her.
- 5 A: You use your mobile phone in the classroom.
B: Sorry, sir.
- 6 A: you help me choose Tony's present?
B: Sure.

24 Write sentences for each sign. Use the verbs.

- smoke • park • drive • stop • drive slowly



- 1 ► You *mustn't* smoke here.

- 2
3
4
5

25 Rewrite the following sentences replacing the phrases in bold with an appropriate *modal verb*.

- 1 Is it OK if I use your camera?
► Can I use your camera?
- 2 It's your duty to clean your room.
.....
- 3 It's against the rules to enter this room.
.....
- 4 He is able to run fast.
.....
- 5 You aren't allowed to go to the party.
.....
- 6 I strongly advise you to see a doctor.
.....
- 7 It's necessary to talk to Betty as soon as I finish this.
.....
- 8 You are allowed to stay at your friend's house tonight.
.....
- 9 He is obliged to work on Saturdays.
.....
- 10 Antony isn't obliged to wear a suit at work.
.....
- 11 I advise you to stop eating too many sweets.
.....
- 12 It's possible that he will work late today.
.....
- 13 It isn't necessary to invite her but you can if you want to.
.....
- 14 I advise you not to go out without your scarf and gloves.
.....
- 15 He was able to play the guitar at the age of 10.
.....
- 16 You aren't allowed to take photographs in the museum.
.....
- 17 It's possible that it will rain later.
.....
- 18 Is it OK if I go to the cinema tonight?
.....

The passive Strona bierna

26 Put the verbs in brackets into the correct passive tense.

- 1 A: When
(breakfast/serve)?
B: From 7:00 to 10:00 in the morning.
- 2 A: Did you go to the wedding?
B: No, we (not/invite).
- 3 A: Can I take some photographs, please?
B: I'm afraid cameras
(not/allow) in the museum.
- 4 A: The offices are very clean.
B: They (clean) three
times a week.
- 5 A: Who
..... (the light bulb/invent/by)?
B: Thomas Edison.
- 6 A: These shoes are great.
B: They (make)
in France.
- 7 A: Why didn't you go to Los Angeles?
B: Because all flights
(cancel) due to heavy rain.
- 8 A:
(service/include) in the bill?
B: Yes, it is.

27 Look at the information and write sentences, as in the example.

CLOCK TOWER

Also known as: Big Ben
Located: London, England
Completed in: 1858
Designed by: Augustus Pugin
Visited by: thousands of
tourists every year



► The Clock Tower is also known as Big Ben. It ...

28 Rewrite the sentences by putting the verbs in the passive voice.

- 1 The Mayor opened the new library yesterday.
.....
- 2 Martin Scorsese directed *The Aviator*.
.....
- 3 The company employs 200 people.
.....
- 4 An earthquake destroyed the village.
.....
- 5 Ann Mitchell designs costumes.
.....
- 6 She sent the fax an hour ago.
.....
- 7 They serve lunch at 1:00 pm.
.....
- 8 They don't allow pets into the museum.
.....
- 9 Shakespeare wrote *Hamlet*.
.....
- 10 They took the injured man to the hospital.
.....

Relatives Zaimki i zdania względne

29 Use the phrases to write sentences, as in the example.

architect	represent people in court
pencil	you sit at
nurse	design buildings
lawyer	you wear round your neck
vet	treat sick animals
table	look after patients
scarf	your write with
vase	you put flowers in

- An architect is someone who designs buildings.
A pencil is something which you write with.

Grammar Revision

30 Join the sentences. Use *who*, *which* or *whose*. Use commas where necessary.

- Mrs Jones works in the Memorial Hospital. She is a nurse.
▶ *Mrs Jones, who is a nurse, works in the Memorial Hospital.*
- Tony has a son. His name is Peter.
.....
- These are the men. They helped us.
.....
- Tony went to see his daughter. His daughter lives in Australia.
.....
- My sister Ann lives in Los Angeles. She is a singer.
.....
- Elephants have got trunks. They use them to pick up things.
.....
- I met Mr Smith. His wife knows you.
.....
- Seals have got flat legs. They are called flippers.
.....
- John is with Ann. His coat is here.
.....
- This is Steven. I borrowed his bicycle.
.....

Infinitive/-ing form

Bezokolicznik
i czasownik z końcówką -ing

31 Complete the conversations by putting the verbs in brackets into the correct infinitive form or the -ing form.

- A: There's an interesting film on TV. Would you like (watch) it?
B: Actually, I was really looking forward to (go) to the cinema.
- A: Can you please stop (talk)?
B: Sorry! I won't (do) it again.
- A: I hate (cause) you trouble, but could you (help) me with this?
B: That's OK. I don't have anything special (do).

- A: Do you want me (help) you with the dishes?
B: No, thanks. I can (manage).
- A: I tried (move) the bed, but it was too heavy for me.
B: Let me (give) you a hand.

32 Use the verbs from boxes A and B to form sentences that are true for you.

A	B
<ul style="list-style-type: none"> want would like hate can't help like don't mind decide spend enjoy look forward to 	<ul style="list-style-type: none"> travel play eat study laugh buy join watch work

▶ *I'm looking forward to going on holiday.*

33 Underline the correct word.

- Do you fancy playing/to play basketball?
- He decided to buy/buying a new car.
- Jogging/To jog is a great way to exercise.
- She promised to help/helping us with the preparations.
- It was nice of you to come/coming to the party.
- He went to the post office to post/posting the invitations.
- I'd like to take/taking your photograph.
- He is thinking of going/go to the beach.
- You could help/to help me with the dishes.
- They made her stay/to stay in.
- What do you like do/doing in your free time?
- I'm looking forward to see/seeing you next weekend.

34 Choose the correct item.

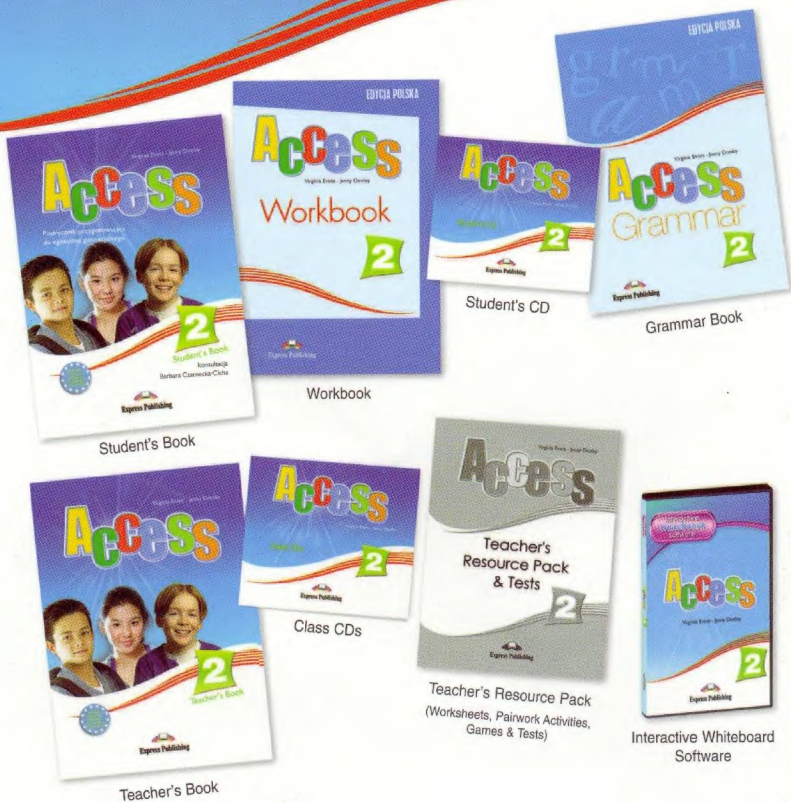
- 1 Listen! Someone the bell.
A ring B rings C is ringing
- 2 We to a concert tonight. Here are the tickets.
A are going B go C will go
- 3 We Ann since she moved to Paris.
A didn't see B haven't seen C don't see
- 4 Beth isn't at home. She the supermarket.
A has been in B has gone to C has been to
- 5 My parents like to classical music.
A to listening B listen C listening
- 6 We Tony at the museum two weeks ago.
A have seen B were seeing C saw
- 7 He wants a new mobile phone.
A buy B buying C to buy
- 8 What when the earthquake happened?
A are you doing B were you doing C have you done
- 9 He his homework yet.
A didn't do B hasn't done C wasn't doing
- 10 She left a week
A already B yet C ago
- 11 She hopes good results in the tests.
A get B to get C getting
- 12 John was waiting for the bus it started raining.
A during B when C while
- 13 Oh no! He fall down.
A is going to B will C is
- 14 Paella with seafood.
A is made B was made C has made
- 15 You smoke in here.
A couldn't B should C mustn't
- 16 The location secret.
A was keeping B is kept C is keeping
- 17 Vegetables are healthier pizza.
A from B by C than
- 18 We wake up early tomorrow. It's Sunday.
A mustn't B don't have to C can't
- 19 The man is sitting next to Ann is her uncle.
A which B who C whose
- 20 He's the popular person in his class.
A more B much C most
- 21 Let's go out,?
A will we B shall we C could we
- 22 If I you, I'd tell her about it.
A am B have been C were
- 23 She sings than her sister.
A best B well C better
- 24 That's the hotel was destroyed in the earthquake.
A which B whose C who
- 25 you turn down the music, I won't be able to concentrate.
A If B While C Unless
- 26 If we had more time, we the Prado Museum.
A would visit B will visit C visited
- 27 There's very milk in the fridge. I'll buy some.
A few B a little C little
- 28 Can I have coffee, please?
A any B little C some
- 29 We travelled to Paris train.
A by B in C on
- 30 The village by an earthquake.
A is destroyed B was destroyed C be destroyed

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was/were	been	let	let	let
bear	bore	born(e)	light	lit	lit
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
bite	bit	bitten	meet	met	met
blow	blew	blown	pay	paid	paid
break	broke	broken	put	put	put
bring	brought	brought	read	read	read
build	built	built	ride	rode	ridden
burn	burnt, burned	burnt, burned	ring	rang	rung
burst	burst	burst	rise	rose	risen
buy	bought	bought	run	ran	run
can	could	been able to	say	said	said
catch	caught	caught	see	saw	seen
choose	chose	chosen	sell	sold	sold
come	came	come	send	sent	sent
cost	cost	cost	set	set	set
cut	cut	cut	sew	sewed	sewn
deal	dealt	dealt	shake	shook	shaken
dig	dug	dug	shine	shone	shone
do	did	done	shoot	shot	shot
draw	drew	drawn	show	showed	shown
dream	dreamt, dreamed	dreamt, dreamed	shrink	shrank	shrunk
drink	drank	drunk	shut	shut	shut
drive	drove	driven	sing	sang	sung
eat	ate	eaten	sink	sank	sunk
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	smell	smelt, smelled	smelt, smelled
fight	fought	fought	speak	spoke	spoken
find	found	found	spell	spelt, spelled	spelt, spelled
fly	flew	flown	spend	spent	spent
forbid	forbade	forbidden	spill	spilt, spilled	spilt, spilled
forget	forgot	forgotten	spread	spread	spread
forgive	forgave	forgiven	stand	stood	stood
freeze	froze	frozen	steal	stole	stolen
get	got	got	stick	stuck	stuck
give	gave	given	sting	stung	stung
go	went	gone	swear	swore	sworn
grow	grew	grown	sweep	swept	swept
hang	hung, hanged	hung, hanged	swim	swam	swum
have	had	had	take	took	taken
hear	heard	heard	teach	taught	taught
hide	hid	hidden	tear	tore	torn
hit	hit	hit	tell	told	told
hold	held	held	think	thought	thought
hurt	hurt	hurt	throw	threw	thrown
keep	kept	kept	understand	understood	understood
know	knew	known	wake	woke	woken
lead	led	led	wear	wore	worn
learn	learnt, learned	learnt, learned	win	won	won
leave	left	left	write	wrote	written
lend	lent	lent			

Access 2

Access 1-4 to seria nowoczesnych podręczników przygotowujących do egzaminu gimnazjalnego. Zawiera specjalne sekcje **egzaminacyjne**, które opracowane zostały zgodnie z obowiązującymi standardami wymagań. Podręcznik **Access 2** odpowiada poziomowi A2 w skali przyjętej przez Radę Europy.



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