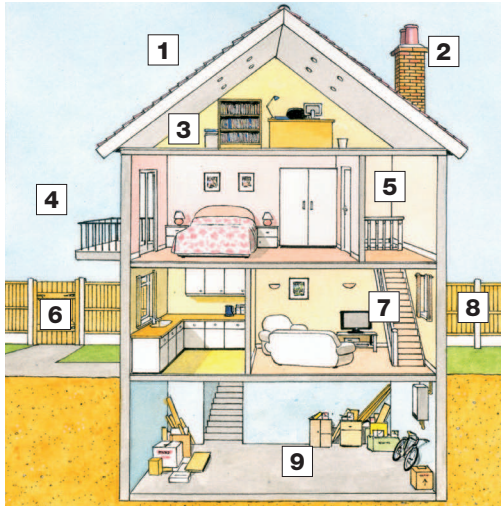


# 3a The best thing is the balcony.

## 3 AWAY FROM HOME

### Vocabulary: House and furniture

1 Dopasuj wyrazy z ramki do części domu przedstawionych na obrazku.



- balcony • gate • roof • basement
- stairs • study • landing • fence
- chimney

- |               |         |
|---------------|---------|
| 1 <u>roof</u> | 6 _____ |
| 2 _____       | 7 _____ |
| 3 _____       | 8 _____ |
| 4 _____       | 9 _____ |
| 5 _____       |         |

2 **Uzupełnij słowa, wpisując jedną literę w każdej lukę.**

- 1 It's a room where someone works. s t u d y
- 2 It's the room at the top of a house. I     t
- 3 It keeps food cold. f     e
- 4 You can look at yourself in this.  
m     r
- 5 You put your clothes in this.  
w     e
- 6 Two or three people can sit on it. s     a
- 7 Bedrooms are often here.  
u     s
- 8 You close these in the evening and open them in the morning. c     s
- 9 In some rooms, people have this on the floor. c     t
- 10 A room has four walls, a floor and this.  
c     g

### Grammar: Comparative and superlative of adjectives

3 **Uzupełnij tekst przymiotnikami z nawiasów w odpowiedniej formie.**

Our house is <sup>1</sup> (old) older than most of my friends' houses, but it is <sup>2</sup> (big) \_\_\_\_\_, too. The <sup>3</sup> (good) \_\_\_\_\_ thing about it is my balcony. My bedroom is the <sup>4</sup> (small) \_\_\_\_\_ bedroom in the house, but I love it because of the balcony.

The house has got a basement and a loft. The basement is <sup>5</sup> (good) \_\_\_\_\_ than the loft because it is <sup>6</sup> (clean) \_\_\_\_\_ and it is <sup>7</sup> (easy) \_\_\_\_\_ to get to. The <sup>8</sup> (bad) \_\_\_\_\_ thing about the house is that it is cold in the winter. The <sup>9</sup> (cold) \_\_\_\_\_ room is my bedroom. In the winter, I do my homework in the kitchen because it is <sup>10</sup> (warm) \_\_\_\_\_ than my bedroom.

4 **Ułóż zdania z podanych słów.**

- 1 My bedroom/big/bedroom in the house  
My bedroom is the biggest bedroom in the house.
- 2 It/big/my parents' room \_\_\_\_\_
- 3 The armchair/comfortable/chair in the living room \_\_\_\_\_
- 4 It/comfortable/the sofa \_\_\_\_\_
- 5 The loft/dark/the basement \_\_\_\_\_
- 6 The basement/cold/the loft \_\_\_\_\_
- 7 The washing machine/useful/the dishwasher \_\_\_\_\_
- 8 The/useful thing I've got is my computer \_\_\_\_\_

- 5** ★★★ **Uzupełnij zdania przymiotnikami z ramki w odpowiedniej formie. Niektórych przymiotników możesz użyć więcej niż jeden raz.**

• expensive • bad • big • cheap  
• good • small

Living room 25m<sup>2</sup> Bedroom 20m<sup>2</sup> Kitchen 15m<sup>2</sup>

- 1 The living room/room in the house

*The living room is the biggest room in the house.*

- 2 The bedroom/the kitchen

*The bedroom is bigger than the kitchen.*

- 3 The kitchen/the bedroom

\_\_\_\_\_

\_\_\_\_\_

Fridge £250 Cooker £420 Dishwasher £370

- 4 The cooker/the dishwasher

\_\_\_\_\_

\_\_\_\_\_

- 5 The cooker/fitting in the house

\_\_\_\_\_

\_\_\_\_\_

- 6 The fridge/the dishwasher

\_\_\_\_\_

\_\_\_\_\_

DVD player – good Computer – great!

CD player – not good

- 7 The computer/the DVD player

\_\_\_\_\_

\_\_\_\_\_

- 8 The CD player/the DVD player

\_\_\_\_\_

\_\_\_\_\_

- 9 The computer/thing in my bedroom

\_\_\_\_\_

\_\_\_\_\_

## Grammar summary

### Stopień wyższy i najwyższy przymiotników

The kitchen is **colder than** the bathroom.

The desk is **heavier than** the table.

Computers are **more expensive than** DVD players.

This is **the oldest** house in our street.

Simon is **the laziest** boy in the class.

This is **the most difficult** exam I can remember.

#### Note

##### Zastosowanie

- Przymiotników w stopniu wyższym i najwyższym używamy, aby porównać osoby lub rzeczy.

*Mike is younger than Sophie.*

*Sue is the oldest girl in my class.*

##### Forma

- Aby utworzyć stopień wyższy, do przymiotników jedno- i dwusylabowych dodajemy końcówkę *-er*, a przed przymiotnikami dłuższymi stawiamy *more*.
- Aby utworzyć stopień najwyższy, do przymiotników jedno- i dwusylabowych dodajemy końcówkę *-est*, a przed przymiotnikami dłuższymi stawiamy *the most*.  
*cold – colder – the coldest*  
*interesting – more interesting – the most interesting*

##### Zasady pisowni

- Jeśli przymiotnik zakończony jest na *-e*, dodajemy końcówkę *-r* lub *-st*.  
*nice – nicer – the nicest*
- Jeśli przymiotnik zakończony jest na *-y*, to końcówkę *-y* zamieniamy na *-i*.  
*easy – easier – the easiest*
- Jeśli przymiotnik zakończony jest na pojedynczą samogłoskę i spółgłoskę, zwykle podwajamy końcówą spółgłoskę.  
*big – bigger – the biggest*

##### Formy nieregularne

- Istnieją trzy przymiotniki o nieregularnym stopniowaniu:  
*good* (dobry) → *better* (lepszy) → *the best* (najlepszy)  
*bad* (zły) → *worse* (gorszy) → *the worst* (najgorszy)  
*far* (daleki) → *farther* (dalszy) → *the farthest* (najdalszy)

# 3b There's a lot of luggage!

**Vocabulary:** Common uncountable nouns

**1** ★ Dopasuj rzeczowniki niepoliczalne (1-9) do przykładów (a-i).

- |             |                                |
|-------------|--------------------------------|
| 1 food      | a) pounds, coins               |
| 2 time      | b) exercises, projects         |
| 3 traffic   | c) songs, CDs                  |
| 4 rubbish   | d) beans, meat                 |
| 5 furniture | e) suitcases, backpacks        |
| 6 homework  | f) hours, minutes              |
| 7 luggage   | g) lorries, cars               |
| 8 money     | h) broken glass, bits of paper |
| 9 music     | i) armchair, table             |

**2** ★★ Uzpełnij zdania rzeczownikami niepoliczalnymi z ćwiczenia 1.

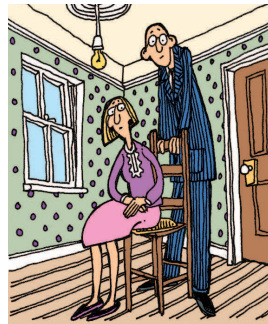
- There's some food in the fridge.
- Lots of cars create lots of \_\_\_\_\_.
- Hurry! We haven't got much \_\_\_\_\_!
- Throw your \_\_\_\_\_ in the bin.
- I need a sofa and other \_\_\_\_\_ for my house.
- I love \_\_\_\_\_, but I haven't got many CDs.
- My teacher gave me a lot of \_\_\_\_\_.
- I can't carry this \_\_\_\_\_; it's heavy.

**Grammar:** Countable and uncountable nouns with *much, many, a lot of, a few, a little*

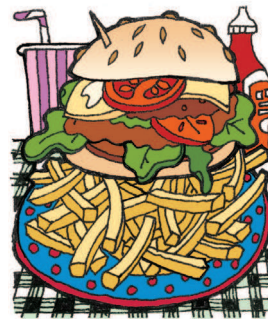
**3** Popraw podane zdania.

- We haven't got many homework to do.  
We haven't got much homework to do.
- How much bedrooms are there?  
\_\_\_\_\_
- I've only got a few space in my bedroom.  
\_\_\_\_\_
- We haven't got many furniture.  
\_\_\_\_\_
- I've only got a little CDs.  
\_\_\_\_\_
- He hasn't got much friends.  
\_\_\_\_\_

**4** ★★ Napisz dwa zdania na temat każdego z obrazków, wykorzystując podane słowa.



- CHAIRS/FURNITURE
- There/not/much/in the room  
There isn't much furniture in the room.
  - There/not/many/in the room  
There aren't many chairs in the room.



- CHIPS/FOOD
- There/is/lot/on the plate  
\_\_\_\_\_
  - There/are/lot/on the plate  
\_\_\_\_\_




- TIME/MINUTES
- There/only/few/before the train leaves  
\_\_\_\_\_
  - There/only/little/before the train leaves  
\_\_\_\_\_



- SUITCASES/LUGGAGE
- There/are/lot  
\_\_\_\_\_
  - There/is/lot  
\_\_\_\_\_

## Use your English: Ask permission and respond

**5**  Wykorzystując podane wyrazy, uzupełnij zdania tak, aby miały takie samo znaczenie jak zdania wyjściowe.

1 A: Can I use your computer? (MAY)

May I use your computer?

B: Actually, I need to use it. (BUT)

I'm \_\_\_\_\_ to use it.

2 A: Can I have something to eat? (RIGHT)

Is \_\_\_\_\_ have something to eat?

B: Sure. (COURSE)


Yes, \_\_\_\_\_.

3 A: Can I watch TV before I do my homework? (OK)

Is \_\_\_\_\_ watch TV before I do my homework?

B: Sure. (PROBLEM)

Yes, \_\_\_\_\_!

**6**  Uzupełnij dialogi, wpisując jedno słowo w każdą lukę. Pierwsza litera każdego słowa została podana.

A: Mum. <sup>1</sup> Can I stay out a bit later tonight?

B: I'm sorry, <sup>2</sup> b \_\_\_\_\_ you've got exams and you need to study.

A: <sup>3</sup> I \_\_\_\_\_ it all <sup>4</sup> r \_\_\_\_\_ if I sit here?

B: Of <sup>5</sup> c \_\_\_\_\_.

A: Is it OK <sup>6</sup> i \_\_\_\_\_ I use your phone?

B: Yes, no <sup>7</sup> p \_\_\_\_\_.

A: <sup>8</sup> M \_\_\_\_\_ I come in?

B: <sup>9</sup> A \_\_\_\_\_, it's a <sup>10</sup> b \_\_\_\_\_ difficult at the moment. There's water all over the floor!

## Grammar summary

### Rzeczowniki policzalne i niepoliczalne z określeniami ilości *much*, *many*, *a lot of*, *a few*, *a little*

#### Rzeczowniki policzalne

There are **a lot of** cars on the road.

There aren't **many** eggs in the fridge.

There are **a few** CDs on the shelf.

How **many** brothers have you got?

#### Rzeczowniki niepoliczalne

There is **a lot of** traffic on the road.

There isn't **much** food in the fridge.

There is **a little** rubbish in the wastepaper bin.

How **much** money have you got?

#### Note

##### Zastosowanie

- Określenia *a lot of* (dużo) używamy z rzeczownikami policzalnymi w liczbie mnogiej oraz rzeczownikami niepoliczalnymi w zdaniach twierdzących.  
*There are a lot of people here.*  
*There is a lot of space in my bedroom.*
- Określenia *a few* i *a little* używamy w zdaniach twierdzących. *A few* (kilka) używamy z rzeczownikami policzalnymi w liczbie mnogiej, a *a little* (trochę) z rzeczownikami niepoliczalnymi.  
*I've got a few books.*  
*He's got a little time.*
- Określenia *many* i *much* używamy w przeczeniach i pytaniach. *Many* (wiele) używamy z rzeczownikami policzalnymi w liczbie mnogiej, a *much* (dużo) z rzeczownikami niepoliczalnymi.  
*There aren't many potatoes.*  
*How many days are there in July?*  
*We haven't got much homework to do.*  
*How much time have we got left?*

##### Częste błędy

*I've got much money. X*

*I've got a lot of money. ✓*

*How many money have you got? X*

*How much money have you got? ✓*

# 3c How wide is it?

## Phrases

1 **Uzupełnij słowa, wpisując jedną literę w każdą lukę.**

A: Did you know that the deepest part of the ocean is over 10,000 metres deep? It's called The Mariana Trench.

B: That's <sup>1</sup> a m a z i n g. Mount Everest is only 8,848 metres high. Where is this Mariana Trench?

A: I haven't got a <sup>2</sup> \_\_\_ I \_\_\_!

A: I love Kynance Cove.

B: What's that?

A: Well, <sup>3</sup> \_\_\_ s \_\_\_ \_\_\_ I \_\_\_ y, it's a beach, but it's really beautiful and never crowded. There's a little café where you can buy cakes and ice creams and ...

B: OK, OK. That's <sup>4</sup> \_\_\_ n \_\_\_ \_\_\_ g \_\_\_! I want to go there now, but we've got a Maths test!

## Vocabulary: Large numbers

2 **Uzupełnij tekst, zapisując słowami liczby podane w nawiasach.**

Uluru is in Australia. It is a large rock that stands

<sup>1</sup> (340) three hundred and forty

metres above the desert. The rock is

<sup>2</sup> (355) \_\_\_\_\_ kilometres

from Alice Springs. No one knows exactly

how old it is, but experts believe it is between

<sup>3</sup> (500,000,000) \_\_\_\_\_ and

<sup>4</sup> (650,000,000) \_\_\_\_\_

years old. Every year, about

<sup>5</sup> (400,000) \_\_\_\_\_

people visit the rock, but only about

<sup>6</sup> (100,000) \_\_\_\_\_

climb it. Fewer people climb it now than

in the past because they understand

how important the rock is to Australia's

<sup>7</sup> (517,000) \_\_\_\_\_

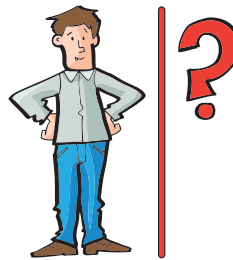
Aborigines.

## Grammar: Question word *How* + adjectives of dimension

3 **Dopasuj pytania (a-h) do obrazków (1-7).**

- a) How high is it?      e) How wide is it?  
 b) How deep is it?    f) How tall is he?  
 c) How long is it?     g) How heavy is it?  
 d) How far is it?      h) How much does it weigh?

1

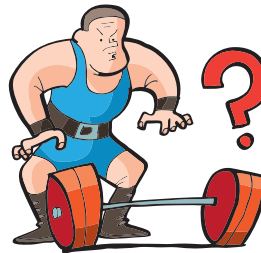


*How tall is he?*

2



3



4



5



6



7



**4** ★★ **Uzupełnij pytania, wpisując jedno słowo w każdą lukę.**



A: Ladies and gentlemen. Welcome to Niagara Falls. They ...

B: <sup>1</sup> *How high* are they?

A: They are 51 metres high and ...

B: And <sup>2</sup> \_\_\_\_\_ is the lake?

A: The deepest part is 52 metres. Now, the Niagara Falls are on the Niagara River.

It isn't ...

B: <sup>3</sup> \_\_\_\_\_ is that?

A: ... it isn't very long. Just 58 kilometres from Lake Erie to Lake Ontario. Please ask any more questions later. There are two waterfalls here.

The widest one is called The Horseshoe Falls and it ...

B: <sup>4</sup> \_\_\_\_\_ is it?

A: ... it is 790 metres wide. Niagara Falls are very popular because they are easy to get to. Toronto is only ...

B: <sup>5</sup> \_\_\_\_\_ is Toronto?

A: ... 120 kilometres away. Please be quiet.

B: Er ... When are we going to go to the hotel? My bag is very heavy.

A: Quite soon. <sup>6</sup> \_\_\_\_\_ is it?

B: Very heavy.

A: But <sup>7</sup> \_\_\_\_\_ does it \_\_\_\_\_?

B: About 35 kilograms.

A: Well, perhaps you should stop asking questions and save your energy for the walk!

## Grammar summary

### Zaimek pytający *How?* + przymiotniki określające rozmiar

**How tall** is it?

It's ... **tall**.

**How high** is it?

It's ... **high**.

**How wide** is it?

It's ... **wide**.

**How long** is it?

It's ... **long**.

**How far** is it?

It's ... from here/away.

**How deep** is it?

It's ... **deep**.

**How heavy** is it?

**How much** does it weigh?

It weighs ...

**How big** is it?

It's ...

#### Note

##### Zastosowanie

- Konstrukcji *How* + przymiotnik określający rozmiar używamy, pytając o rozmiary lub odległości.  
*How big is your house?*  
*How far away is the hotel?*
- Odpowiedź może być ogólna lub szczegółowa (i zawierać jednostkę miary np. cm, m, km, g, kg, itp.).  
*How big is your house?*  
*It's not very big.*  
*How big is your bedroom?*  
*It's 4 metres long and 3 metres wide.*
- Do określenia ludzi zazwyczaj używamy przymiotnika *tall*, a *high* do określenia przedmiotów. Czasami można także użyć *tall* do określenia przedmiotów.  
*How tall are you?*  
*How high/tall is the Empire State Building?*

##### Częste błędy

- The hotel is ten kilometres far from here.* ✗  
*The hotel is ten kilometres from here.* ✓  
*How high is your dad?* ✗  
*How tall is your dad?* ✓

# 3 Skills Practice

## SKILLS FOCUS: READING AND WRITING

### Read

#### 1 Przeczytaj tekst i wykonaj poniższe zadanie.

Find...

1 two buildings

The Flatiron Building,

2 a street

3 a subway station



It isn't the tallest building in New York City, but it is one of the most famous. The Flatiron Building is on Fifth Avenue. It is thirty years older than the Empire State Building and a popular attraction.

The building is almost one hundred metres high. At the front, it is only two metres wide. The offices at this end have great views of the city and the Empire State Building.

You can go to the top of the building, but there isn't a special place to look at the view. Most visitors just look at the photographs and visit the shops on the ground floor.

It is easy to get to the building. The nearest subway station is Twenty-Third Street. It isn't very far to walk from there. There are also a lot of buses which go past the building. Next time you are in New York City, come and see it!

#### 2 Przeczytaj tekst ponownie. Zdecyduj, które ze zdań są zgodne z treścią tekstu (P), które nie są z nią zgodne (F), a o których nie ma informacji w tekście (N).

- 1 The Flatiron Building is the tallest building in New York. F
- 2 It is the oldest skyscraper in New York. —
- 3 Some rooms are not very wide. —
- 4 You can't go to the top of the building now. —
- 5 It's a long way from the subway station to the building. —

### Write

#### 3 Uzupełnij pocztówkę wyrażeniami z ramki.

- great shops • cold for July
- restaurant • Edinburgh Castle
- sausages • raining • Scottish dancing

Dear Pia,  
Hello from Edinburgh. The weather is very  
<sup>1</sup> cold for July! It is <sup>2</sup> \_\_\_\_\_. I'm sitting  
in a <sup>3</sup> \_\_\_\_\_ in Princes Street. There  
are lots of really <sup>4</sup> \_\_\_\_\_ in Princes  
Street and I can see the castle up on a hill.  
I'm eating Scottish <sup>5</sup> \_\_\_\_\_. They are  
delicious. This is a picture of <sup>6</sup> \_\_\_\_\_.  
It's a very interesting place to visit. You can see  
<sup>7</sup> \_\_\_\_\_ there and quite a lot of things  
from Scottish history.  
See you soon.  
Jade

#### 4 Dopasuj pytania (1–5) do odpowiedzi (a–j). Do każdego pytania pasują dwie odpowiedzi.

- 1 What's the weather like? c \_\_\_\_
- 2 Where are you sitting? \_\_\_\_ \_\_\_\_
- 3 What are you doing? \_\_\_\_ \_\_\_\_
- 4 What's in the picture? \_\_\_\_ \_\_\_\_
- 5 What's the place like? \_\_\_\_ \_\_\_\_

- |                            |                         |
|----------------------------|-------------------------|
| a) Watching the people.    | f) Eating an ice cream. |
| b) A museum.               | g) In a café.           |
| c) It's very sunny.        | h) A famous building.   |
| d) It's quite interesting. | i) It's really old.     |
| e) On the beach.           | j) It's a bit cold.     |

#### 5 Napisz pocztówkę do przyjaciela. Wykorzystaj wyrażenia z ćwiczenia 4.

# 3 Language Round-up

## 1 Wybierz poprawne odpowiedzi.

- I haven't got **many** / **lot** / **much** furniture in my room.
- There's a **wardrobe** / **chimney** / **fence** for my clothes.
- I've got a **lot** / **little** / **few** CDs on my desk.
- My bed is only 50cm **deep** / **wide** / **far**.
- There isn't **much** / **many** / **lot of** space for a bigger bed.
- I've got **much** / **a lot of** / **many** posters on my walls.
- The **good** / **better** / **best** thing about my house is the pool.
- The water in the pool is one metre **high** / **deep** / **tall**.
- I can't swim very **long** / **far** / **high**, but I love water.
- Winter is the **bad** / **worse** / **worst** time to swim in the pool.
- Our garden is **nice** / **nicer** / **nicest** than the others.

.../10

## 2 Uzupełnij zdania, wpisując jedno słowo w każdą lukę.

- How heavy are your bags?
- I've got one hundred \_\_\_\_\_ ten CDs.
- How much \_\_\_\_\_ it weigh?
- How \_\_\_\_\_ meat do you eat?
- I want a \_\_\_\_\_ plants for my room.
- The loft is cleaner \_\_\_\_\_ my room.
- I've got a new \_\_\_\_\_ of drawers.
- How \_\_\_\_\_ eggs do you want?
- Paris is \_\_\_\_\_ expensive than Rome.
- How \_\_\_\_\_ is the station? About 2 kilometres.
- This is \_\_\_\_\_ untidiest room in the house.
- I've only got a \_\_\_\_\_ time.
- This is the \_\_\_\_\_ beautiful place in the world.

.../12

## 3 Dopasuj pytania (1-9) do odpowiedzi (a-i).

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| 1 How much money have you got?    | a) About eight million.           |
| 2 How far is it?                  | b) Ten kilometres away.           |
| 3 How much time is there?         | c) 75 kilograms.                  |
| 4 How many people live in London? | d) About ten minutes.             |
| 5 How big is it?                  | e) A lot of songs on my computer. |
| 6 How much do you weigh?          | f) About £10.                     |
| 7 How tall are you?               | g) Just one suitcase.             |
| 8 How much music have you got?    | h) I metre 75cm.                  |
| 9 How much luggage has he got?    | i) It's quite small.              |

.../8

## 4 Uzupełnij dialog wyrazami z ramki. Trzy słowa podano dodatkowo.

- far • many • highest • luggage
- balcony • much • heavy • worse • time
- loft • suitcases • space • ceiling • weigh

A: How much <sup>1</sup> luggage has Simon got?

B: He's got two <sup>2</sup> \_\_\_\_\_ and they <sup>3</sup> \_\_\_\_\_ about 10 kilograms each.

A: That's <sup>4</sup> \_\_\_\_\_. How <sup>5</sup> \_\_\_\_\_ is the hotel?

B: About 2 kilometres. I hope it's nice.

A: Me, too. I want a <sup>6</sup> \_\_\_\_\_ in my room so I can sit outside, and a fan on the <sup>7</sup> \_\_\_\_\_ so the room stays cool.

B: I hope there aren't <sup>8</sup> \_\_\_\_\_ stairs.

A: I think your room is in the <sup>9</sup> \_\_\_\_\_! The <sup>10</sup> \_\_\_\_\_ room in the hotel! Hey. It's five o'clock. Let's hurry. We haven't got much <sup>11</sup> \_\_\_\_\_ before dinner.

.../10



### LISTEN AND CHECK YOUR SCORE

Total

.../40