

## Jenny Dooley

Podręcznik jest przeznaczony do wieloletniego użytku. Nie należy zapisywać w nim odpowiedzi do zadań. Przypominają o tym graficzne oznaczenia znajdujące się przy wybranych zadaniach.


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- Daily routines
- Free-time activities
- School areas
- School subjects
- Means of transport
- Signs in a city
- Shops \& Services
- Materials
- Famous historical people
- Landmarks
- Places in the city
- Celebrities
- Jobs
- Types of entertainment
- Holiday activities
- Weather
- Everyday social behaviour
- Celebrations \& Festivities
- Phrases with do/make
- Festive food in the UK
- Present simple
- Adverbs of frequency
- Prepositions of movement
- Present continuous
- Present simple vs Present continuous (stative verbs)
- Comparative
- Prepositions of place
- Superlative
- was/were (the past simple of the verb to be)
- there was/there were
- had (the past simple of the verb have got)
- Past simple of regular/irregular verbs (affirmative)
- Past simple of regular/irregular verbs (negative)
- Past simple of regular/irregular verbs (interrogative \& short answers)
- should/shouldn't
- Past simple (Revision)
- Adverbs ending in -ly/-ily
- be going to (affirmative)
- Reflexive pronouns
- be going to (negative, interrogative \& short answers)

| Reading \& Listening | Everyday English | Writing |
| :---: | :---: | :---: |
| - Teen World <br> - Listening:Tom's classroom (multiple choice) <br> - Across Cultures: Special Schools | - Expressing likes/dislikes <br> - Asking for/giving directions <br> - Pronunciation: /a:/, /æ/ | - an email about your school \& classroom |
| - London (Tweets) <br> - Listening: Appledore (note-taking) <br> - Across Cultures: Holiday Homes UK | - Asking for/Giving directions <br> - Buying a train ticket <br> - Pronunciation: /I/, /ai/ | - an article about a village in your country |
| - Trip Tips! <br> - Listening: British Museum/ Albert Einstein (gap fill) <br> - Across Cultures: Michael Jackson | - Talking about famous historical figures <br> - Describing your last holiday <br> - Pronunciation: /f/ (ph) | - a biography about Albert Einstein |
| - Teenage Superstar <br> - Listening: The story of Severus Snape (putting events in order) <br> - Across Cultures: GOOD vs EVIL The story of Darth Vader | - Agreeing/disagreeing <br> - Pronunciation: -ed ending | - a text about a film character |
| - An Amazonian Adventure <br> - Listening: What was the weather like? (multiple matching), Tori's Story (putting events in order) <br> - Across Cultures: Travel Troubles | - Giving advice <br> - Pronunciation: /n/, /n/ | - a story |
| - Email (invitation to a party) <br> - Listening: Paul's birthday plans (multiple choice), Dessert Festival (gap fill) <br> - Across Cultures: Maria's blog | - Making suggestions <br> - Pronunciation: /^/, /v/ | - a blog entry about a festival |

## CLIL

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## Flash Time! Values

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MODULE 6 Entertainment

What's in this module?

- Vocabulary
- daily routines - free-time activities - school areas - school subjects
- Grammar - present simple - adverbs of frequency - prepositions of movement - present continuous - present simple vs present continuous (stative verbs)
- Everyday English
- expressing likes/dislikes
- asking for/giving directions


Anna gets up at 7:45 in the morning. I get up at 7:75 in the morning. etc



## Ta $=$. Reading




#### Abstract

Hi @rosstheboss! My name is Dure and I'm 12 years old. I'm Swedish, but I'm also a Sámi. The Sámi are people that live in Sweden, Norway and Finland. We speak the Sámi language and go to special Sámi schools. I live with my mum, dad and brother, Hennet. Our family has got lots of reindeer. You can see one of them in my profile picture! My dad looks after them and my mum stays at home and makes Sámi clothes to sell. Hennet and I go to school. We get up at 7 o'clock in the morning, get dressed and have breakfast. Then, we walk to school together. Lessons start at 8:30 am and finish at 3 pm. We speak Sámi and Swedish in class, but we also learn English and French! After school, I usually play football with my friends, then I go home and do my homework. In the evening, I eat a hot meal with my family. Sometimes, my mother tells us old Sámi stories or we play Sáhkku, a Sámi board game. I usually watch TV or use the computer. I like posting comments or photos on social media and chatting with my friends online. I hope this helps you with your project!




Comment
> reindeer • renifer
> sell• sprzedawać
> board game - gra planszowa post • zamieścić (na portalu)
> photos • zdjęcia
> comments • komentarze
> social media • media
> społecznościowe

## Reading

## Reading • 1a

Free-time activities

## 4

a) (1)) Listen and repeat.

- read a book • play sports • watch TV • play online/board games - listen to music • chat with friends online • go to the cinema • exercise - draw/paint • spend time with family/friends • go shopping - play with a pet
b) Which of the activities can you see in the pictures?



## Writing \& Speaking

 and the activities in Ex.4a. Write in your notebook.

Present simple (affirmative) see GR p. 117


1 Put the verbs in brackets into the present simple. Write in your notebook.

1. The children … (do) their homework after school.
2. Martha $\ldots$ (watch) TV before she $\ldots$ (go) to bed.
3. School … (finish) at 3:00 pm.
4. Greg … (study) every day.

Adverbs of frequency

always ( $100 \%$ ) usually ( $80 \%$ ) often ( $50 \%$ ) sometimes ( $25 \%$ ) hardly ever ( $10 \%$ ) never ( $0 \%$ )

Language Awareness

- once (one time)

I watch a film once a
month. (I watch a film one time in a month.)

- twice (two times)

I play football twice a week. (I play football two times a week.) Write in your notebook.

1. How often/you/eat pizza?

A: How often do you eat pizza?
B: I usually eat pizza twice a month.
2. How often/your mum/ chat online?
3. How often/you/go to bed late?
4. How often/you/play football?
5. How often/your dad/go shopping?

## Grammar • lb

## Grammar

Pamiętaj, że czasownik positkowy do nie ma odpowiednika w języku polskim.

## Grammar

Krótkie odpowiedzi ( Yes/No) tworzymy w następujący sposób: Yes, + zaimek (I/you/ he/she/it/we/they) + do/does. No, + zaimek (l/you/ he/she/it/we/they) + don't/doesn't. Do you go to the park every afternoon? Yes, I do./ No, I don't. (NIE:Yes,Igo.-4 No -1 Idon't go).

## 7co.Vocabulary

## School areas



## Everyday English • 1d

## Asking for/Giving directions

1 Complete the dialogue. Use the sentences (A-E). Write in your notebook.


Keith Excuse me! 1)
Mr Smith Go past the science lab and turn left when you see the staffroom. 2) .... Go past the nurse's office and turn right. Then go up the stairs.
Keith I'm sorry. 3)
Mr Smith Of course. Go up the stairs. Go down the corridor. 4) ... There's a map of the school near the stairs you can look at to find your way around the school.
Keith Thank you.
Mr Smith 5) :...

A Can you repeat the last bit, please?
B Walk down the corridor.
C You're welcome.
D Classroom 3C is on your right.
E Where's classroom 3C?

## Language Awareness

Czasowników see, look
i watch używamy do
wyrażania podobnej
czynności.
Są jednak między nimi różnice. Porównaj:

- czasownika see
(= widzieć, zobaczyć)
używamy, gdy coś mimo woli pojawia się w naszym polu widzenia.
I can see a boy.
- czasownika look (= patrzeć/ spojrzeć ) używamy, gdy koncentrujemy na czymś swoją uwagę. Look at me.
- czasownika watch
(= oglądać, obserwować) używamy, gdy przyglądamy się czemuś, co się porusza. We are watching a film.


## 2 4) Listen and check. Act out the dialogue in pairs.

3 Complete the sentences with look, see or watch. Write in your notebook.

1. Let's .... the football match on TV tonight.
2. Just .... at the boys! They are so cute.
3. I can't ... anything without my glasses!

4 Use the map on p. 10 and the locations below to act a dialogue with your partner.

- from the science lab to classroom 3A • from the library to the auditorium



## Pronunciation /a://, /x/

Listen and repeat. Can you think of more words with these sounds?
/a:/ father, March /æ/ lab, thank, map


1 Put the verbs in brackets into the present continuous. Write in your notebook.

1. Jack .... (play) in the park with his friends.
2. We ... (watch) TV at the moment.
3. Alice … (study) for her Maths test now.
4. | ... (do) my homework right now.


|  |  | full form | short form |
| :---: | :---: | :---: | :---: |
|  | I | am not reading. | 'm not reading. |
|  | You | are not reading. | aren't reading. |
|  | He She It | is not reading. | isn't reading. |
| 흘 | We You They | are not reading. | aren't reading. |

2 Correct the sentences, as in the example. Write in your notebook.

1. Mum is painting. (knit)

No, she isn't painting. She's knitting.
2. Amy is sleeping. (read a book)
3. Kim and Emma are listening to music. (play a board game)
4. Rob is eating a sandwich. (drink milk)

## Grammar • 1e

Present continuous (interrogative \& short answers) see GR p. 117

|  | interrogative |  |  | short answers |
| :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \frac{0}{3} \\ & \frac{0}{3} \\ & \frac{C}{6} \end{aligned}$ | Am | I | reading? | Yes, I am./No, I'm not. |
|  | Are | you |  | Yes, you are./No, you're not. |
|  | Is | he she it |  | Yes, he/she/it is. No, he/she/it isn't. |
| $\begin{aligned} & \overline{\text { D}} \\ & \frac{\overline{1}}{2} \end{aligned}$ | Are | we <br> you <br> they |  | Yes, we/you/they are. No, we/you/they aren't. |



3 a) Look at the picture. Write questions then answer them, as in the example. Write in your notebook.

1. sun/shine? Is the sun shining? Yes, it is.
2. Lisa and Vicky/eat?
3. Carl/read/a book?
4. Carl/sit/on the floor?
5. Dad/work/on the laptop?
6. Mum/watch TV?

Czasowniki, które nazywamy statycznymi, nie tworzą w języku angielskim czasów ciagłych. Do tej grupy należą: like, love, hate, need, know, want. I love texting my friends. (NIE: l'mboving -.. ).
b) Describe the picture in Ex. 3a to your partner.

Present simple vs Present continuous

4 Complete the text message with the correct form of the verbs in brackets. Use the present simple or the present continuous. Write in your notebook.

Hi, Natalie! 1) … (you/do) anything right now? I 2) … (do) my Maths homework and I 3) ... (need) your help. I 4) ... (know) you are really good at Maths.


## SPMGAB BGUDORS

## 

## Carpe Diem Schools

Carpe Diem Schools in the USA are changing the way students learn. From the outside, they look more like an office building than a normal school. Inside, there's one big main room where each student has their own cubicle* with a desk, a computer and a chair. There are also some classrooms with whiteboards, a canteen and a gym. Students don't have to get to school at a certain time and pass exams all the time. It's more about working on their own projects. In this way, Carpe Diem Schools help each child to become what he or she really wants to be in life!

* cubicle: a small space with walls

Reading
The boat schools are very important because, when there are floods, they are the only schools around. For the children of Chalan Beel, they are not just boats, they are a way to change their lives.
In Chalan Beel, Bangladesh, there are floods every year and some schools aren't in buildings at all ... they're on boats!
Each boat has got a classroom and there are desks and chairs for 30 children inside. There is even a blackboard and a computer with Internet! There isn't a canteen or a gym, but there is a library with lots of books.
(4)) Listen and read the texts. Match the phrases (1-3) to the phrases (a-c) to make sentences. Write in your notebook.

$$
\begin{aligned}
\text { Carpe Diem Schools are (1) } & \text { ( on boats. } \\
\text { There is a library (2) } & \text { (b) on the boat. } \\
\text { Some schools in Bangladesh are (3) } & \text { (c) in the USA. }
\end{aligned}
$$

2 Decide if the sentences are $R$ (right), $W$ (wrong) or DS (doesn't say). Write in your notebook.

1. Students like the Carpe Diem schools.
2. There are some classrooms in Carpe Diem Schools.
3. There is a canteen on the school boat. the two texts about?


## Across Cultures - If

## Listening \& Speaking

a) - ) Listen to Tom describing his classroom. Decide which picture shows Tom's classroom. Write in your notebook.

b) Think What is your classroom like? Compare your classroom to Tom's.

5 In your notebook, complete the email with the words in the list.
-blackboard • windows • class • desks • classroom


Hi Tom,
I hope you are OK. My school is a 5 -minute walk from my house. I'm in 1) … 7B at Wiltshire Secondary School. My 2) $\ldots$ is on the second floor. There are 24 students in my class. There is a 3 ) $\ldots$ at the front of the class, two rows of 4) $\ldots$ for the students and a desk for the teacher. There are also three 5) $\ldots$ and two doors. The walls are white with maps and pictures on them. What is your classroom like?
Write back,
Charlie

Punctuation Time

- Kropkę (.) stawiamy na końcu zdań oznajmujących (twierdzących i przeczących).
I like tea.
I don't like tea.
- Pytajnika (?) używamy na końcu zdań pytających. Do you eat fish? - Wykrzyknik (!) stosujemy dla podkreślenia stanów emocjonalnych w zdaniach twierdzących i przeczących, np.: I love eggs!
- Przecinka (,) używamy, między innymi, aby oddzielić wymieniane elementy lub części zdania. My favourite subjects are Science, Maths and Geography.

6 Punctuate these sentences. Write in your notebook.

1. Where is John from
2. She's Polish
3. He likes Science a lot

## 4. His classroom has got a bookcase a bin and a blackboard



## Writing (an email about your school \& classroom)

 your English-speaking friend Sam about your school \& classroom. Be careful with punctuation. Follow the plan. You can use the email in Ex. 5 as a model (50-80 words).
## Plan

Hi ...,

- opening remarks, school location, classroom location, number of students
- classroom description
- closing remarks

Write back,
(your first name)

## Reading \& Listening

4) Look at the pictures and read the title of the text and the headings in Ex. 2. What do you expect to read about? Listen, read and check.

pay attention • zwracać
uwagę
(na coś)
realise • uświadomić sobie
set a limit • ustalić limit
waste • marnować
respect• szanować
polite• uprzejmy,
grzeczny
raise your • podnieść hand rękę treat • traktować

2 Read again and match the headings (A-C) to the paragraphs (1-3). Write in your notebook.
A Watch the clock
B Good relationships
C Look after yourself

## Speaking \& Writing

 things from the text do you need to work on? Write in your notebook. Tell the class.
## Flash Time

## Project

1 the correct headings. Write in your notebook.

- sport • in the mountains • $10 \mathrm{am}-4 \mathrm{pm} \cdot$ lessons outside
- lots of computer rooms • in the city • two short breaks and a lunch hour
- all students have got a tablet • tall building • in the forest • languages
- students only study their five favourite subjects • Arts \& Crafts


2
In your notebook, use your answers from Ex. 1 and your own ideas to design your perfect school. Draw a map of it.

## Presentation Skills

Present your perfect school to the class.

## VALUES

## Self-respect

4 Think "Respect yourself and others will respect you." Confucius Discuss with your partner.

## - Progress.'. Check

## Reading

$R$ (right), $W$ (wrong) or $D S$ (doesn't say).
Write in your notebook.
On weekdays, Jeremy wakes up at 7 am . He gets dressed and has breakfast before going to school. After school, he does his homework and then, he watches TV. Today is Saturday.
Jeremy isn't going to school. He and his friends are playing ice hockey now. Jeremy loves ice hockey. He also trains with his team every week. They are playing in the championship next month.

1. Jeremy goes to school at 7 am.
2. Jeremy hasn't got any classes on Saturday.
3. Jeremy trains with his team twice a week.
$3 \times 2=6$

## Vocabulary

2 Complete the sentences with: get, catch, hang, have. Write in your notebook.

1. Mark and Pat .... out with their friends after school.
2. Susana and I .... up at 6 am.
3. The students... Iunch at 12:30.
4. My brother and I $\ldots$ the bus to school in the morning.

$$
4 \times 2=8
$$

3 Complete the sentences with the verbs below in the correct form. Write in your notebook.

- spend • exercise • post • play

1. My sister likes $\ldots .$. photos on social media.
2. Jill doesn't like ... video games in her free time.
3. Lucy doesn't mind .... She likes running.
4. I like ... time with my friends at the weekends.

## Progress Check

## Everyday English

8 Choose the correct response. Write in your notebook.

1. A: Where's the art room?

B: a Go past the staffroom and turn left.
b Then go up the stairs.
2. A: Thank you.

B: a Excuse me.
b You're welcome.
3. A: Can you repeat the last bit?

B: a Of course. bl'm sorry.
4. A: There's a map of the school near the stairs.
B: a Thank you.
b It's on your right.

Listening

$$
4 \times 2=8
$$

9 (1)) Listen to Samuel and complete the timetable. Write in your notebook.


Writing
10 Write an email to your e-friend about your Monday daily routine. Write in your notebook.

## New message

Hi
On Mondays, I usually get up at . Then, |… . | .... Then I have lunch at .... . I come back home at … . In the afternoon, I .... . Then I … . After that, I .... I usually go to bed at....
How about you?
Write back soon!

## Competences

dobrze
bardzo dobrze
doskonale

## Już umiem ...

## Słownicłwo i gramałyka

- mówić o codziennych czynnościach;
- mówić o czasie wolnym;
- opisywać miejsca i pomieszczenia na terenie szkoty;
- mówić o przedmiotach szkolnych;
- używać czasu Present Simple;
- używać przystówków częstotliwości (adverbs of frequency);
- używać przyimków ruchu (prepositions of movement);
- używać czasu Present Continuous.


## Czytanie

- dobierać wyrażenia, łworząc pełne zdania;
- określać, czy dana informacja znajduje się w tekście lub czy jest prawdziwa w odniesieniu do tekstu;
- odpowiadać na pytania sprawdzające zrozumienie tekstu Teen World.


## Słuchanie

- znajdować w wypowiedzi określone informacje.


## Mówienie

- wyrażać upodobania i niechęć;
- wskazywać drogę i pytać o nią.


## Pisanie

- napisać e-mail o swojej szkole i klasie.

