

### **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.







Conte	ents
HINITO	

Ш	UNITS	Vocabulary	Grammar
1	My World pp. 4-17 Progress Check 1 pp. 18-19	<ul><li>Daily routines</li><li>Free-time activities</li><li>School areas</li><li>School subjects</li></ul>	<ul> <li>Present simple</li> <li>Adverbs of frequency</li> <li>Prepositions of movement</li> <li>Present continuous</li> <li>Present simple vs Present continuous (stative verbs)</li> </ul>
2	Round we go! pp. 20-33 Progress Check 2 pp. 34-35	<ul><li> Means of transport</li><li> Signs in a city</li><li> Shops &amp; Services</li><li> Materials</li></ul>	<ul><li>Comparative</li><li>Prepositions of place</li><li>Superlative</li></ul>
3	Back in time pp. 36-49 Progress Check 3 pp. 50-51	<ul><li>Famous historical people</li><li>Landmarks</li><li>Places in the city</li></ul>	<ul> <li>was/were (the past simple of the verb to be)</li> <li>there was/there were</li> <li>had (the past simple of the verb have gof)</li> </ul>
	Celebrities pp. 52-65 Progress Check 4 pp. 66-67	<ul><li>Celebrities</li><li>Jobs</li><li>Types of entertainment</li></ul>	<ul> <li>Past simple of regular/irregular verbs (affirmative)</li> <li>Past simple of regular/irregular verbs (negative)</li> </ul>
<b>5</b>	What an adventure! pp. 68-81 Progress Check 5 pp. 82-83	Holiday activities     Weather     Everyday social behaviour	<ul> <li>Past simple of regular/irregular verbs (interrogative &amp; short answers)</li> <li>should/shouldn't</li> <li>Past simple (Revision)</li> <li>Adverbs ending in -ly/-ily</li> </ul>
6	Let's celebrate! pp. 84-97 Progress Check 6 pp. 98-99	<ul> <li>Celebrations &amp; Festivities</li> <li>Phrases with do/make</li> <li>Festive food in the UK</li> </ul>	<ul> <li>be going to (affirmative)</li> <li>Reflexive pronouns</li> <li>be going to (negative, interrogative &amp; short answers)</li> </ul>

Reading & Listening	Everyday English	Writing	
<ul> <li>Teen World</li> <li>Listening: Tom's classroom (multiple choice)</li> <li>Across Cultures: Special Schools</li> </ul>	<ul> <li>Expressing likes/dislikes</li> <li>Asking for/giving directions</li> <li>Pronunciation: /a:/, /æ/</li> </ul>	an email about your school & classroom	CLIL  MODULE 1 (Citizenship) Good Students  p. 16  MODULE 2 (Art & Design) Landmarks  MODULE 3 (History) Great Queens  p. 48
<ul><li>London (Tweets)</li><li>Listening: Appledore (note-taking)</li><li>Across Cultures: Holiday Homes UK</li></ul>	<ul> <li>Asking for/Giving directions</li> <li>Buying a train ticket</li> <li>Pronunciation: /i/, /ai/</li> </ul>	an article about a village in your country	MODULE 4 (Music) Musical Instruments p. 64  MODULE 5 (Citizenship) Travel with care p. 80  MODULE 6 (History) The story behind Thanksgiving in the USA p. 96
<ul> <li>Trip Tips!</li> <li>Listening: British Museum/ Albert Einstein (gap fill)</li> <li>Across Cultures: Michael Jackson</li> </ul>	<ul> <li>Talking about famous historical figures</li> <li>Describing your last holiday</li> <li>Pronunciation: /f/ (ph)</li> </ul>	• a biography about Albert Einstein	Flash Time! Projects  MODULE 1 A map - My perfect school p. 17  MODULE 2 A poster - Landmarks p. 33  MODULE 3 Notes - A historical figure p. 49
<ul> <li>Teenage Superstar</li> <li>Listening: The story of Severus Snape (putting events in order)</li> <li>Across Cultures: GOOD vs EVIL The story of Darth Vader</li> </ul>	<ul> <li>Agreeing/disagreeing</li> <li>Pronunciation: -ed ending</li> </ul>	a text about a film character	MODULE 4 A poster - A traditional dance & musical instrument p. 65  MODULE 5 A leaflet - Smart Travellers p. 81  MODULE 6 A poster - A celebration/festival in my country p. 97
<ul> <li>An Amazonian Adventure</li> <li>Listening: What was the weather like? (multiple matching), Tori's Story (putting events in order)</li> <li>Across Cultures: Travel Troubles</li> </ul>	Giving advice Pronunciation: /n/, /ŋ/	• a story	Flash Time! Presentation Skills  MODULE 1 My perfect school p. 17  MODULE 2 Landmarks around the World p. 33  MODULE 3 A historical figure p. 49  MODULE 4 A traditional dance & musical instrument p. 65  MODULE 5 Smart Travellers p. 81  MODULE 6 A Celebration/Festival
<ul> <li>Email (invitation to a party)</li> <li>Listening: Paul's birthday plans (multiple choice), Dessert Festival (gap fill)</li> <li>Across Cultures: Maria's blog</li> </ul>	Making suggestions     Pronunciation: /Δ/, /υ/	a blog entry about a festival	in my country p. 97  Flash Time! Values  MODULE 1 Self-respect p. 17  MODULE 2 Responsibility p. 33  MODULE 3 Intelligence p. 49  MODULE 4 Grace p. 65  MODULE 5 Respect for others p. 81  MODULE 6 Entertainment p. 97

# My World

### 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



### Vocabulary Daily routines

Listen and repeat.

### **Speaking**

What is your daily routine like?

I get up at .... in the morning. Then, I .... .

After that I .... , etc.

### Note

Podając czas w języku angielskim, możemy powiedzieć: 6:15 - (a) quarter past six LUB six fifteen, 6:30 - half past six LUB six thirty, 6:45 - (a) quarter to seven LUB six forty-five.

Compare your daily routine to your partner's, as in the example.

Anna gets up at 7:45 in the morning. I get up at 7:15 in the morning. etc



## Reading

About

Blog

Message Board

Contact Us

TEEN

@rosstheboss

I'm Ross from Michigan in the USA. We're doing a project at school on teenagers around the world. I'm writing about daily life in Sweden. Are any of you Swedish? Help!

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 Sami 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!



@samiboy\_dure

reindeer • renifer

sell • sprzedawać

board game • gra planszowa

post • zamieścić (na portalu)

photos • zdjęcia

comments • komentarze

social media · media

społecznościowe

#### Readina

Listen to and read the texts. Match the phrases (1-3) to the phrases (a-c) to make sentences. Write in your notebook.

(is Hennet.

Dure's brother's name (2)

Sámi and Swedish.

At school, Dure speaks (3)

c in Sweden.

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

- 1. Both of Dure's parents have got jobs.
- 2. Dure's favourite subjects are English and French.
- 3. Dure always plays a board game in the evenings.

#### Answer the guestions in your notebook. 3

- 1. Where do the Sámi people live?
- 2. What time do Dure and his brother finish school?
- 3. What does Dure usually do in the evenings?

### Free-time activities

- 4 a) ◀) 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**

Create speech bubbles using like, don't mind and dislike, and the activities in Ex. 4a. Write in your notebook.







## 16- Grammar

### Present simple (affirmative) See GR p. 117





	af	firmative	Spelling	
L	l You	listen	3rd-person singular • verb + -s	
singular	He She It	listen <b>s</b>	<ul> <li>l eat – he eats, l like – he likes</li> <li>verb ending in -ss/-sh/-ch/-x/-o + -es</li> <li>l go – he goes, l wash – she washes</li> <li>verb ending in consonant + -y → -√y</li> </ul>	
plural	We You They	listen	+ -ies   cry - he cries BUT vowel + -y + -s   enjoy - he enjoys	

- Put the verbs in brackets into the present simple. Write in your notebook.
  - 1. The children .... (do) their homework after school.
  - 2. Martha .... (watch) TV before she .... (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.)
- 2 Ask and answer questions. Use adverbs of frequency. 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?



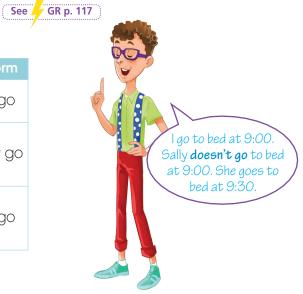
## Grammar • ]

Grammar .

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

### **Present simple** (negative)

		full form	short form
<u>b</u>	l You	do not go	don't go
singular	He She It	does not	doesn't go
plural	We You They	do not go	don't go



- Rewrite the sentences in the negative. Write in your notebook.
  - 1. She gets up at 7:00 am every morning.
  - 2. I do my homework after dinner.
  - 3. Martin watches TV at 8:30 pm.
  - 4. Jack and Paul catch the bus to school.

### Present simple (interrogative & short answers) See F GR p. 117



interrogative			ive	short answers
singular	Do	l you	go?	Yes, I/you do. No, I/you don't.
sing	Does	he she it	go?	Yes, he/she/it does. No, he/she/it doesn't.
plural	Do	we you they	go?	Yes, we/you/they do. No, we/you/they don't.



- Form complete questions. Then answer them about yourself. Write in your notebook.
  - 1. you/get up/at/7:00?
  - 2. your parents/catch the bus/to work?
  - 3. you/do your homework/after school?
  - 4. you/have dinner/at 5:30?
  - 5. you/go to bed/at 11:00?

### Grammar a

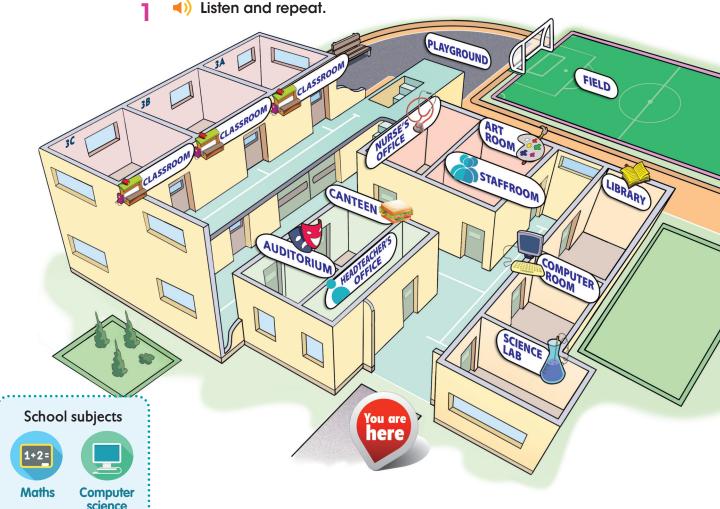
Krótkie odpowiedzi (*Yes/No*) tworzymy w następujący sposób: Yes, + zaimek (1/you/ he/she/it/we/they) + do/does.

he/she/it/we/they) + don't/doesn't. Do you go to the park every afternoon? Yes, | do. / No, | don't. (NIE: Yes, I go./ No, I don't go).

No, + zaimek (I/you/

## C Vocabulary

### **School areas**



- 2 Listen and decide if the sentences are R (right), W (wrong) or DS (doesn't say). Write in your notebook.
  - 1. It's Sally's first day at school.
  - 2. Susan is Sally's cousin.
  - 3. Susan's favourite lesson is Maths.
  - 4. Classroom 3A is near the stairs.
  - 5. The canteen is behind the nurse's office.

### **Speaking & Writing**

- Ask and answer questions about the school subjects you like or dislike and say why. Write your dialogue in your notebook. Read it to the class.
  - A: Which school subject do you like?
  - B: I like Maths because it's fun.
  - A: Which school subject do you dislike?
  - B: I dislike PE because I don't like sports. etc



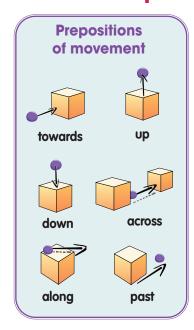
Literature

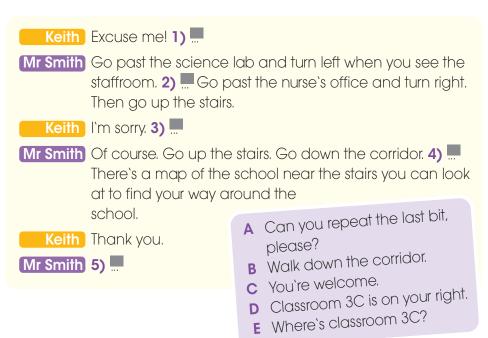
Drama

## Everyday English • 10

### **Asking for/Giving directions**

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





### Language Awareness

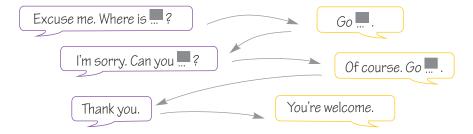
Czasowników *see, look* i *watch* używamy do wyrażania podobnej czynności. Są jednak między nimi różnice. Porównaj:
• czasownika *see* 

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.

- 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!
- Use the map on p. 10 and the locations below to act a dialogue with your partner.
  - $\bullet$  from the science lab to classroom 3A  $\,\bullet$  from the library to the auditorium



### Pronunciation /aː/, /æ/

Listen and repeat. Can you think of more words with these sounds?

/a:/ father, March /æ/ lab, thank, map

## e Grammar

F	Prese	ent cor	ntinuous (affir	mative) Sec	here alone.
			full form	short form	l'm surfing the Net.
		I	am reading.	'm reading.	DITO IND I
	<u>5</u>	You	are reading.	<b>'re</b> reading.	
	singular	He She It	is reading.	's reading.	
	plural	We You They	are reading.	<b>'re</b> read <b>ing</b> .	

- 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. I (do) my homework right now.



### **Present continuous (negative)**



Г		full form	short form
		am not reading.	'm not reading.
<u> </u>	You	are not reading.	aren't reading.
singular	He She It	is not reading.	isn't reading.
plural	We You They	are not reading.	aren't reading.

- 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)**



	interrogative			short answers
	Am			Yes,   am./No,  'm not.
<u>5</u>	Are	you		Yes, you are./No, you're not.
singular	ls	he she it	read <b>ing</b> ?	Yes, he/she/it is. No, he/she/it isn't.
plural	Are	we you 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?

### Grammar 4

Czasowniki, które nazywamy statycznymi, nie tworzą w języku angielskim czasów ciągłych. Do tej grupy należą: *like, love, hate, need, know, want*. I love texting my friends. (NIE: <u>I'm loving ...</u>).

See GR p. 118

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.
5) .... (think) you can help me?



## - Across Eultures

FAL SCHOOLS 

### **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





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.

> 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.



### Reading

(1-3) to the phrases (a-c) to make sentences. Write in your notebook.

Carpe Diem Schools are 1

There is a library 2

on boats.

on the boat.

in the USA.

Some schools in Bangladesh are (3)

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.
- List the underlined words in the text under the headings: school areas - school equipment in your notebook. What are the two texts about?



office building . biurowiec

canteen • stołówka

pass an exam • zdać egzamin

flood · powódź library · biblioteka

gym • sala gimnastyczna

### Across Cultures • 1





### **Culture Spot**

A.S. Neill's
Summerhill School is
England's first 'free'
school. Its system
shows that children
learn to be selfconfident, tolerant
and considerate
when they are given
space to be
themselves.





### **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

Inhov

tbox

Trash

Send

Q

Sea

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) — is on the second floor. There are 24 students in my class. There is a 3) — at the front of the class, two rows of 4) — for the students and a desk for the teacher. There are also three 5) — 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).
   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)

In your notebook, use your answers in Ex.4b to write an email to 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)



## • CLIL (Citizenship)

### **Reading & Listening**

1 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.





Do you know how to be a good student? Of course! Listen to your teachers, take notes and always do your homework. But there is more to being a good student than that. Let's take a look ...

1)

Good students pay attention in class, but you can't do that when you're tired or hungry. Make sure you have breakfast, lunch and dinner, and eat healthy food. Also, remember to get lots of sleep.

2)

Are you always late? Do you sometimes realise it's 11 pm and you still need to finish your homework? You need a routine! When you get home from school, do your homework first. Don't waste time on social media – set a 30 minute limit. When you plan your time, it feels like you have more of it!

3)

Respect your teachers and always be polite in class. Raise your hand before you speak, and listen to what other students say. You can learn a lot from them, as well as your teachers. Remember – treat other people the way you want them to treat you!



pay attention • zwracać uwagę (na coś) realise • uświadomić

set a limit • ustalić limit

waste • marnować

sobie

respect • szanować

polite • uprzejmy, grzeczny

raise your • podnieść hand reke

treat • traktować

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

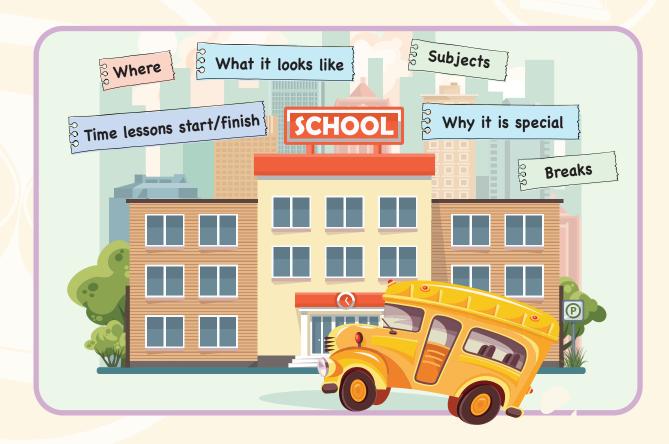
### **Speaking & Writing**

Think How can the text help you be a better student? What things from the text do you need to work on? Write in your notebook. Tell the class.

### Flash Time • 1

### **Project**

- What is your perfect school like? Put ideas in the list under the correct headings. Write in your notebook.
  - sport in the mountains 10 am 4 pm 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**

3 Present your perfect school to the class.



### **Self-respect**

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

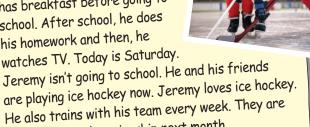
## Progress Check

### Reading

Decide if the sentences are R (right), W (wrong) or DS (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.



1. Jeremy goes to school at 7 am.

playing in the championship next month.

- 2. Jeremy hasn't got any classes on Saturday.
- Jeremy trains with his team twice a week.

### **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 III lunch at 12:30.
  - My brother and I the bus to school in the morning.
- 3 Complete the sentences with the verbs below in the correct form. Write in your notebook.
  - •spend •exercise •post •play
  - 1. My sister likes .... photos on social media.
  - 2. Jill doesn't like ..... video games in her free time.

  - I like .... time with my friends at the weekends.

- Complete the sentences with the rooms below. Write in your notebook.
  - science lab canteen playground art room field
  - 1. We have PE on the .......
  - 2. We draw and paint in the ......
  - 3. Students have Science lessons in the ......
  - 4. All students have lunch in the ......

#### **Grammar**

 $4 \times 2 = 8$ 

- 5 Put the verbs in brackets into the correct form of the present simple. Write in your notebook.
  - 1. We .... (not/have) lunch at 1 pm.
  - 2. Frank .... (listen) to music in the evenings.
  - Dana .... (not/go) shopping at the weekends.
  - 4. ... (you/do) your homework after school?
  - 5. They ... (spend) time with their family in the afternoon.  $5 \times 2 = 10$
- 6 Rewrite the sentences using the adverbs of frequency in brackets. Write in your notebook.
  - 1. Selma gets up at 7 am. (always)
  - 2. We watch a film on TV. (sometimes)
  - 3. William is late for work. (never)
  - **4.** Trudy chats with her friends online after dinner. **(often)**
  - **5.** Louis and Dave go to amusement parks. **(hardly ever)**

5 x 2 = 10

- 7 Put the verbs in brackets into the present continuous. Write in your notebook.
  - 1. .... (Julia/watch) TV at the moment?
  - 2. The dog .... (sleep) under the chair now.
  - 3. Rob and I .... (not/walk) to the park right now.
  - 4. (Erin/have) breakfast now?
  - 5. Trina (not/study) for her test at the moment.

### Progress Check • 1

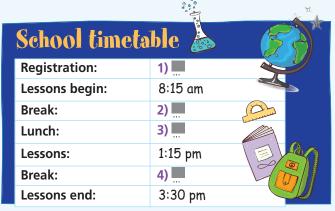
### **Everyday English**

- 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. **b** I'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

 $4 \times 2 = 8$ 

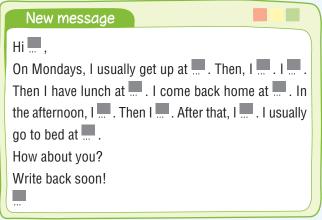
Listen to Samuel and complete the timetable. Write in your notebook.



### Writing

 $4 \times 3 = 12$ 

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



### Competences

dobrze

bardzo dobrze



### Już umiem ...

### Słownictwo i gramatyka

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

### Czytanie

- dobierać wyrażenia, tworząc 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.

#### **Stuchanie**

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.