

FLASH

Student's Book

Klasa 5

Jenny Dooley



Express Publishing

Published by Express Publishing

Liberty House, Greenham Business Park, Newbury,
Berkshire RG19 6HW, United Kingdom
Tel.: (0044) 1635 817 363
Fax: (0044) 1635 817 463
email: inquiries@expresspublishing.co.uk
www.expresspublishing.co.uk

© Jenny Dooley, 2018

Design and Illustration © Express Publishing, 2018

Colour Illustrations: Angela, Andrew Simons, Kyr © Express Publishing, 2018

Music Arrangements by Taz © Express Publishing, 2018

First published 2018

Made in EU

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form, or by any means, electronic, photocopying, or otherwise, without the prior written permission of the publishers.

This book is not meant to be changed in any way.

ISBN 978-1-4715-7358-3

Nagrania mp3 znajdują się na stronie internetowej www.learningclub.egis.com.pl.

Acknowledgements

Authors' Acknowledgements

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks for their support and patience are due in particular to: Megan Lawton (Editor in Chief); Mary Swan, Kate Taylor and Sean Todd (senior editors); Michael Sadler and Barry Wilson (editorial assistants); Richard White (senior production controller); the Express design team; Express studio (recording producers); and Kevin Harris, Kimberly Baker and Christine Little. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

Photograph Acknowledgements

Module 1: 1f © Boat Schools of Bangladesh 42-2603547 corbis.smartmagna on p. 14; **Module 4/My Picture Dictionary:** EVANTUBEHD © Joe Scarnici Getty Images IdeallImagesGettyImages-600656826 on pp. 53 & 114

Every effort has been made to trace all the copyright holders. If any have been inadvertently overlooked, the publishers will be pleased to make the necessary arrangements at the first opportunity.

Podręcznik dopuszczony do użytku szkolnego przez ministra właściwego do spraw oświaty i wychowania i wpisany do wykazu podręczników przeznaczonych do kształcenia ogólnego do nauczania języka angielskiego, na podstawie opinii rzeczoznawców: mgr. Pawła Madeja, mgr Elizy Marczak i dr Joanny Dobkowskiej.

Poziom zaawansowania / wariant podstawy programowej: II.1

Poziom ESOKJ: A1+

Etap edukacyjny: II

Typ szkoły: podstawowa

Rok dopuszczenia: 2018

Numer ewidencyjny w wykazie: 866/2/2018

FLASH

Student's Book

Klasa 5

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.



Express Publishing

Contents

UNITS

Vocabulary

Grammar

1

My World

pp. 4-17

Progress Check 1
pp. 18-19

- Daily routines
- Free-time activities
- School areas
- School subjects

- Present simple
- Adverbs of frequency
- Prepositions of movement
- Present continuous
- Present simple vs Present continuous (stative verbs)

2

Round we go!

pp. 20-33

Progress Check 2
pp. 34-35

- Means of transport
- Signs in a city
- Shops & Services
- Materials

- Comparative
- Prepositions of place
- Superlative

3

Back in time

pp. 36-49

Progress Check 3
pp. 50-51

- Famous historical people
- Landmarks
- Places in the city

- *was/were* (the past simple of the verb *to be*)
- *there was/there were*
- *had* (the past simple of the verb *have got*)

4

Celebrities

pp. 52-65

Progress Check 4
pp. 66-67

- Celebrities
- Jobs
- Types of entertainment

- Past simple of regular/irregular verbs (affirmative)
- Past simple of regular/irregular verbs (negative)

5

What an adventure!

pp. 68-81

Progress Check 5
pp. 82-83

- Holiday activities
- Weather
- Everyday social behaviour

- Past simple of regular/irregular verbs (interrogative & short answers)
- *should/shouldn't*
- Past simple (Revision)
- Adverbs ending in *-ly/-ily*

6

Let's celebrate!

pp. 84-97

Progress Check 6
pp. 98-99

- Celebrations & Festivities
- Phrases with *do/make*
- Festive food in the UK

- *be going to* (affirmative)
- Reflexive pronouns
- *be going to* (negative, interrogative & short answers)

Reading & Listening

Everyday English

Writing

| | | |
|---|--|--|
| <ul style="list-style-type: none"> • Teen World • Listening: Tom's classroom (multiple choice) • Across Cultures: Special Schools | <ul style="list-style-type: none"> • Expressing likes/dislikes • Asking for/giving directions • Pronunciation: /ɑ:/, /æ/ | <ul style="list-style-type: none"> • an email about your school & classroom |
| <ul style="list-style-type: none"> • London (Tweets) • Listening: Appledore (note-taking) • Across Cultures: Holiday Homes UK | <ul style="list-style-type: none"> • Asking for/Giving directions • Buying a train ticket • Pronunciation: /ɪ/, /aɪ/ | <ul style="list-style-type: none"> • an article about a village in your country |
| <ul style="list-style-type: none"> • Trip Tips! • Listening: British Museum/ Albert Einstein (gap fill) • Across Cultures: Michael Jackson | <ul style="list-style-type: none"> • Talking about famous historical figures • Describing your last holiday • Pronunciation: /f/ (ph) | <ul style="list-style-type: none"> • a biography about Albert Einstein |
| <ul style="list-style-type: none"> • Teenage Superstar • Listening: The story of Severus Snape (putting events in order) • Across Cultures: GOOD vs EVIL The story of Darth Vader | <ul style="list-style-type: none"> • Agreeing/disagreeing • Pronunciation: -ed ending | <ul style="list-style-type: none"> • a text about a film character |
| <ul style="list-style-type: none"> • An Amazonian Adventure • Listening: What was the weather like? (multiple matching), Tori's Story (putting events in order) • Across Cultures: Travel Troubles | <ul style="list-style-type: none"> • Giving advice • Pronunciation: /n/, /ŋ/ | <ul style="list-style-type: none"> • a story |
| <ul style="list-style-type: none"> • Email (invitation to a party) • Listening: Paul's birthday plans (multiple choice), Dessert Festival (gap fill) • Across Cultures: Maria's blog | <ul style="list-style-type: none"> • Making suggestions • Pronunciation: /ʌ/, /ʊ/ | <ul style="list-style-type: none"> • a blog entry about a festival |

CLIL

| | | |
|--------------------------------|--|-------|
| MODULE 1 (Citizenship) | Good Students | p. 16 |
| MODULE 2 (Art & Design) | Landmarks | p. 32 |
| MODULE 3 (History) | Great Queens | p. 48 |
| 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 |

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 |
| 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 |

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 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 |

1 • 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

1 Listen and repeat.

Speaking

2 What is your daily routine like?

I get up at in the morning. Then, I .
After that I , etc.

3 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

have lessons



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.

In the afternoon

at noon

6



have lunch

7



hang out with friends



8



come back home

9



have a snack

10



do homework

In the evening

11



have swimming practice

12



have a shower

13



have dinner

14



chat with friends

15



go to sleep

[Home](#)
[About](#)
[Blog](#)
[Message Board](#)
[Contact Us](#)


@rosstheboss

TEEN World

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 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!



@samiboy_dure

Comment

Reading

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

Dure lives 1 a is Hennet.

Dure's brother's name 2 b Sámi and Swedish.

At school, Dure speaks 3 c in Sweden.

2 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.

3 Answer the questions in your notebook.

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?

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

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

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

I like chatting with friends online.



I dislike playing board games.



I don't mind drawing.

6 Tell the class or write a summary of the text on p. 6 either in English or Polish.

1b • Grammar

Present simple (affirmative)

See ⚡ GR p. 117



| | | affirmative | | Spelling |
|----------|-------------------|-------------|---|---|
| singular | I | listen | listen | |
| | You | | | • verb + -s I eat – he eats, I like – he likes |
| | He She It | listens | • verb ending in -ss/-sh/-ch/-x/-o + -es I go – he goes, I wash – she washes | |
| plural | We You They | listen | • verb ending in consonant + -y → -y → -ies I cry – he cries | BUT vowel + -y + -s I enjoy – he enjoys |

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

- The children ... (do) their homework after school.
- Martha ... (watch) TV before she ... (go) to bed.
- School ... (finish) at 3:00 pm.
- Greg ... (study) every day.

Adverbs of frequency

See ⚡ GR p. 117

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.

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



Grammar

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

Present simple (negative)

See GR p. 117

| | | full form | short form |
|----------|------|-----------------------|-------------------|
| singular | I | do not go | don't go |
| | You | do not go | don't go |
| | He | does not go | doesn't go |
| | She | | |
| It | | | |
| plural | We | do not go | don't go |
| | You | | |
| | They | | |



I go to bed at 9:00.
Sally **doesn't** go to bed at 9:00. She goes to bed at 9:30.

3 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 GR p. 117

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



Do you play basketball, Keith?

No, I don't. I play football.



Grammar

Krótkie odpowiedzi (**Yes/No**) tworzymy w następujący sposób:
Yes, + zaimek (I/you/he/she/it/we/they) + **do/does**.
No, + zaimek (I/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, I go. / No, I don't go.~~)

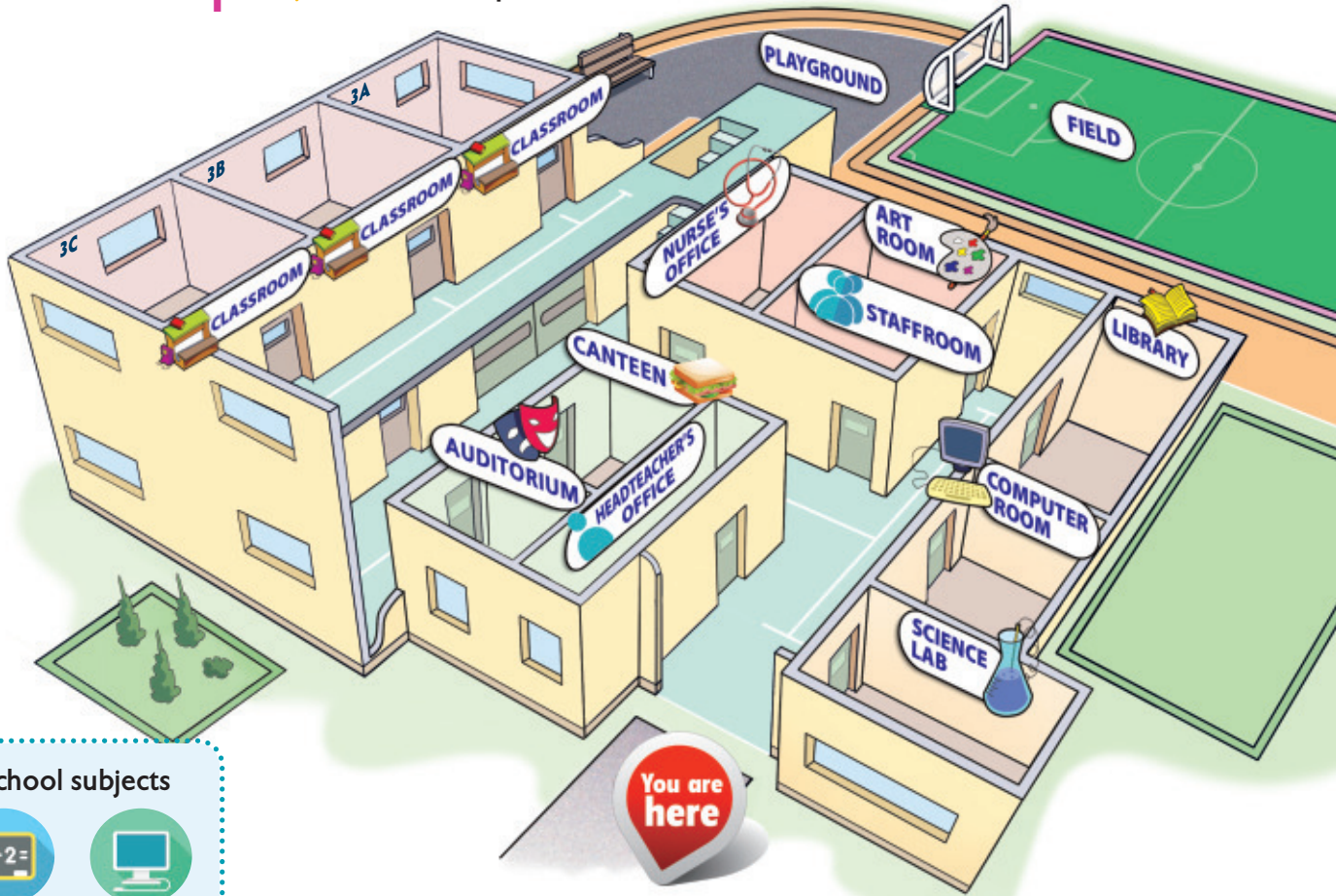
4 Form complete questions. Then answer them about yourself. Write in your notebook.

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?

1c • Vocabulary

School areas

1  Listen and repeat.



School subjects



Maths



Computer science



Physics



Geography



English language



Music



History



Art



Biology




Chemistry



Literature





Drama

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

3   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?

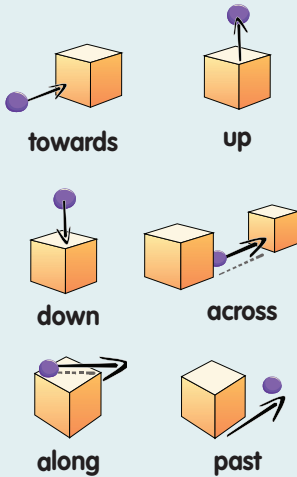
B: I dislike PE because I don't like sports. etc

Everyday English • 1d

Asking for/Giving directions

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

Prepositions of movement



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.

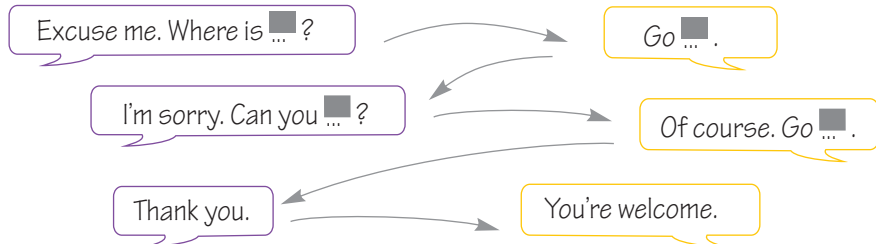
2 Listen and check. Act out the dialogue in pairs.

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

- Let's ... the football match on TV tonight.
- Just ... at the boys! They are so cute.
- 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:/, /æ/

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

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

Present continuous (affirmative)

See ⚡ GR pp. 117-118

| | | full form | short form |
|----------|-----------------|-------------------|--------------|
| singular | I | am reading. | 'm reading. |
| | You | are reading. | 're reading. |
| | He She It | is reading. | 's reading. |
| | plural | We You They | are reading. |

I'm surfing the Net.

I'm sitting here alone.



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. I (do) my homework right now.

I'm not reading right now.



Present continuous (negative)

See ⚡ GR p. 117

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

Present continuous (interrogative & short answers)

See ⚡ GR p. 117

| | interrogative | | short answers |
|----------|---------------|-------------------|--|
| singular | Am | I | 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 . |
| 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.

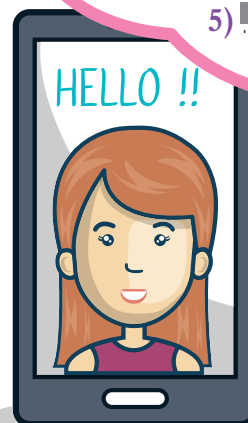
- sun/shine? *Is the sun shining? Yes, it is.*
- Lisa and Vicky/eat?
- Carl/read/a book?
- Carl/sit/on the floor?
- Dad/work/on the laptop?
- Mum/watch TV?

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?



Grammar ⚡

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: ~~I'm loving...~~).

See ⚡ GR p. 118

SPECIAL 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



Boat Schools

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

Carpe Diem Schools are ① a on boats.
 There is a library ② b on the boat.
 Some schools in Bangladesh are ③ c in the USA.

- 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.

- 3 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
 gym • sala gimnastyczna
 pass an exam • zdać egzamin
 flood • powódź
 library • biblioteka



Culture Spot

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



What types of school are there in your country?



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.

Listening & Speaking

- 4 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

Inbox
Outbox
Trash

Hi Tom,

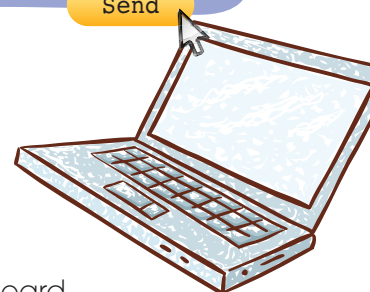
I hope you are OK. My school is a 5-minute walk from my house. I'm in 1) ... 7B at Wiltshire Secondary School. My 2) ... is on the second floor. There are 24 students in my class. There is a 3) ... at the front of the class, two rows of 4) ... for the students and a desk for the teacher. There are also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

Write back,
Charlie

Send

- 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)

- 7 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)

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.

Good Students



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 sobie
set a limit • ustalić limit
waste • marnować
respect • szanować
polite • uprzejmy, grzeczny
raise your hand • podnieść 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



- 3    **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.

Project


- 1   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.


VALUES

Self-respect

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

1 • Progress Check

Reading

- 1  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. 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 lunch at 12:30.
4. My brother and I 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 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. $4 \times 2 = 8$

- 4 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 .

$4 \times 2 = 8$

Grammar

- 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.
3. 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**) $5 \times 2 = 10$

- 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. $5 \times 2 = 10$


Everyday English

8  Choose the correct response. Write in your notebook.

- A: Where's the art room?
B: **a** Go past the staffroom and turn left.
b Then go up the stairs.
- A: Thank you.
B: **a** Excuse me. **b** You're welcome.
- A: Can you repeat the last bit?
B: **a** Of course. **b** I'm sorry.
- A: There's a map of the school near the stairs.
B: **a** Thank you. **b** It's on your right.

4 x 2 = 8

Listening

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

School timetable

| | |
|----------------|---------|
| Registration: | 1) ... |
| Lessons begin: | 8:15 am |
| Break: | 2) ... |
| Lunch: | 3) ... |
| Lessons: | 1:15 pm |
| Break: | 4) ... |
| Lessons end: | 3:30 pm |

Writing

4 x 3 = 12

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, I I
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!
...

20 points

TOTAL: 100 points

Competences

★
dobrze

★★
bardzo dobrze

★★★
doskonale

Już umiem ...

Słownictwo i gramatyka

- mówić o codziennych czynnościach;
- mówić o czasie wolnym;
- opisywać miejsca i pomieszczenia na terenie szkoły;
- 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*.

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.

2 • Round we go!

What's in this module?

• Vocabulary

- means of transport
- signs in a city
- shops & services
- materials

• Grammar

- comparative
- superlative
- prepositions of place

• Everyday English

- ask for/give directions
- buy a train ticket

1 train



2 taxi



3 bike/bicycle



4 tram



5 motorbike



Means of transport

1  Listen and repeat.

2  Listen to the sounds. Which means of transport in Ex. 1 can you hear? Write in your notebook.



Note

by
 bike/bicycle/bus/car/
 helicopter/motorcycle/
 plane/ ship/taxi/train/tram
 on
 a bike/bicycle/bus/
 motorcycle/plane/ship/
 train/tram (Also: on foot)
 in
 a car/helicopter/taxi

Writing & Speaking

3 a) Copy and complete the table with the means of transport in Ex. 1 in your notebook.

| land | air | water |
|----------|-----|-------|
| bus, ... | ... | ... |

b) Write sentences as in the examples in your notebook.

You can travel on land by bus/on a bus.

You can travel in the air by plane. You can travel on water by ship.

2a • Reading

Reading

- 1  Listen to and read the tweets. Match the tweets (1-4) to the pictures (A-D). Write in your notebook.



A **B** **C** **D**

LONDON FOLLOW

Sally Shaw @theshawthing • 5hr

Hi people! I'm on a red double-decker bus – the best way to see London's landmarks. Here's St Paul's Cathedral.


1 Dan Turner @DannyBoy06 • 3hr
Try a bike tour, Sally. It's cheaper than taking a bus and more environmentally friendly. I think it's the quickest way to get around. #London

2 Alfie Foley @theoneandonlyalfie • 3hr
My favourite way is the cable car over the River Thames. You can see all the sights from up there. Definitely more exciting than buses or bikes! It is great! #London

3 Bobby Danvers @bobnotdan • 2hr
Sorry, but a cable car ride isn't as exciting as a helicopter tour! You can take some great pictures from up there. Can't wait to go again! #London

4 Lily Piper @lilyofthevalley • 2hr
How about a cruise along the River Thames? A boat's the most relaxing way to check out all London's tourist attractions. Bye for now! #London

 environmentally • przyjazny dla
friendly • środowiska
get around • poruszać się
sights • atrakcje
turystyczne
cruise • rejs
check out • sprawdzić


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

1. It is Sally's first time in London.
2. Alfie prefers cable cars to buses.
3. Lily thinks river cruises are tiring.

- 3  Answer the questions in your notebook.

1. How is Sally getting around London?
2. Who likes helicopter tours?

Signs in a city

- 4  Match the signs (A-D) to the places you can see them (1-4). Listen and check. Write in your notebook.



- | | |
|-------------|------------------|
| 1 a library | 3 a tube station |
| 2 a park | 4 a house |




Culture Spot

The London Underground, or the Tube, is the World's first underground railway. About 5 million passengers commute per day.




Collect information about a transport system in the capital city of your country. Present it to the class.

Speaking

- 5  **Think** Compare the means of transport in London to those in your village/town/city. Tell your partner.

Writing

- 6  Imagine you are on holiday in your country's capital city. Write tweets about how to get around like the ones in Ex. 1 in your notebook. Use one of the underlined phrases in the texts in Ex. 1. Remember: do not use more than 280 characters per tweet. Share with your friends.



135

65

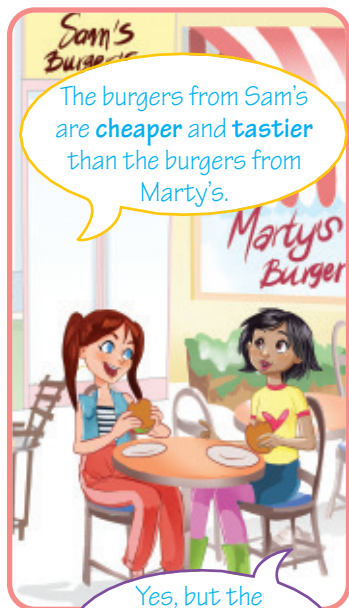
115

Tweet!

2b • Grammar

Comparative

See  GR p. 118



The burgers from Sam's are **cheaper** and **tastier** than the burgers from Marty's.

Yes, but the burgers from Marty's are **bigger**!

We use the comparative form to compare two people, animals, places, things or objects.

Short adjectives:

adjective + **-er** + (*than* + noun)

The clothes shop is **smaller than** the department store. The High Street is **longer than** Cherry Tree Lane.

Adjectives ending in consonant + -y:

adjective ending in consonant + **-y** → **y** + **ier** + (*than* + noun)

The newsagent's is **busier than** the bookshop.

Long adjectives:

more/less + adjective + (*than* + noun)

The park is **more peaceful than** the playground.

We use:

- **as ... as** for two people, animals, things, etc that are the same.
The butcher's is **as big as** the chemist's.
- **not so/as ... as** for two people, animals, things, etc that aren't the same.
Our garden **isn't so/as** pretty **as** theirs.

Irregular forms: *good* – **better**, *bad* – **worse**, *much/many* – **more**, *little* – **less**

Grammar

Przymiotniki w języku angielskim nie odmieniają się przez liczby.

a blue car – two blue cars.

Przymiotnik występuje:

- przed rzeczownikiem, który określa (a **crowded** supermarket)
- po czasowniku *to be*. (The supermarket **is crowded**.)


1 Read the theory. Then, write the comparative forms in your notebook.

- | | | | | | |
|--------------|---|---|----------------|---|---|
| 1. old | – | ■ | 7. thin | – | ■ |
| 2. important | – | ■ | 8. happy | – | ■ |
| 3. heavy | – | ■ | 9. interesting | – | ■ |
| 4. bad | – | ■ | 10. small | – | ■ |
| 5. fast | – | ■ | 11. good | – | ■ |
| 6. large | – | ■ | 12. beautiful | – | ■ |


2 Choose the correct item. Write in your notebook.

- The Eiffel Tower is **tall/taller** than the Blackpool Tower.
- I think York is as interesting **as/than** London.
- Restaurants are usually **as expensive/more expensive** than cafés.
- The weather in Rome is **better/good** than in Milan.



3  Form complete sentences using comparative forms in your notebook.

1. planes/fast/trains
Planes are faster than trains.
2. ships/big/boats
3. taxis/expensive/buses
4. helicopters/exciting/cars
5. bikes/slow/motorbikes

4  Look at the table and write sentences, as in the example. Tell your partner. Write in your notebook.



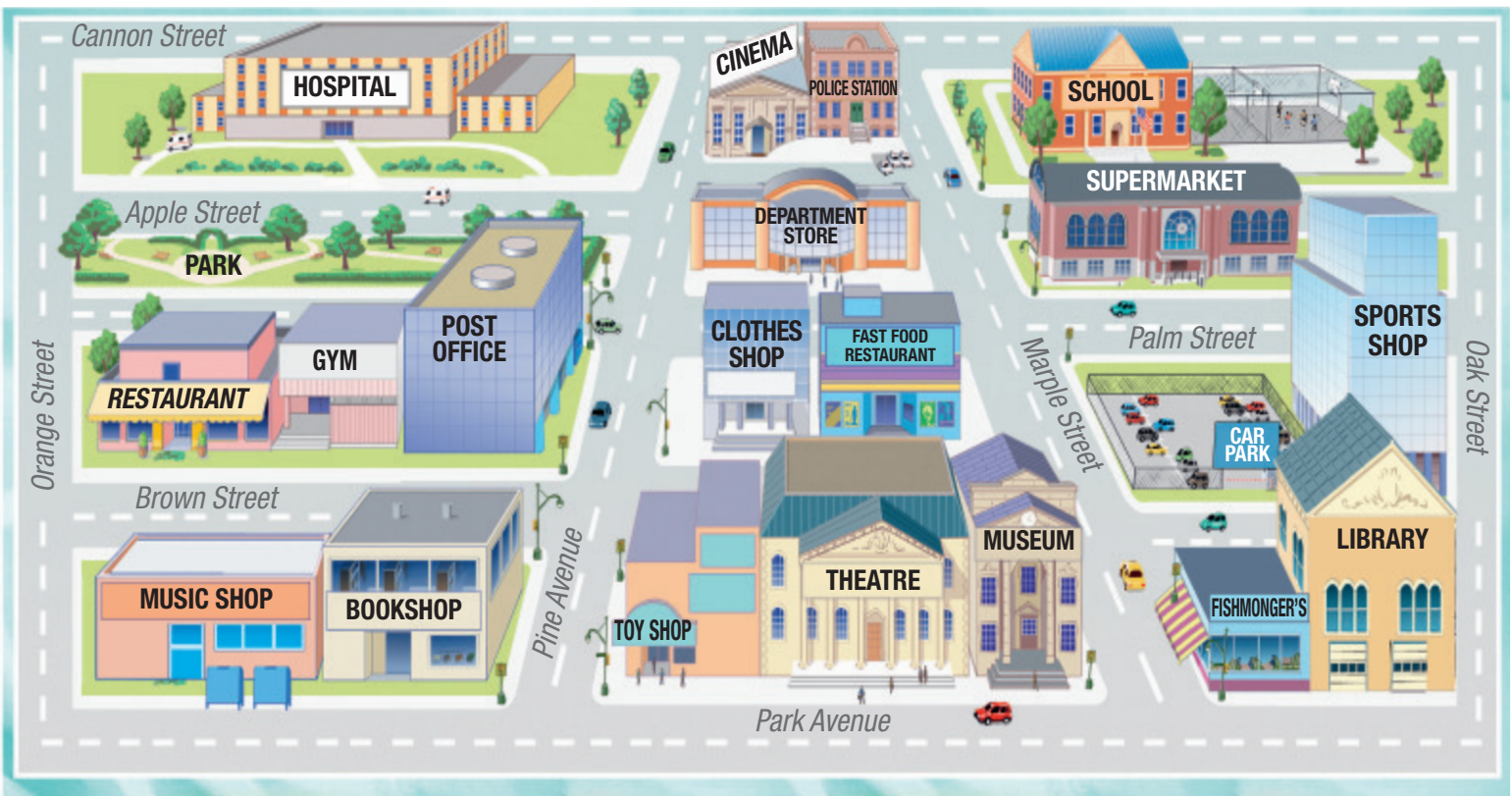
| | New York, USA | Warsaw, Poland |
|----------------|---------------|----------------|
| 1. crowded | XX | X |
| 2. interesting | X | XX |
| 3. old | X | XX |
| 4. expensive | XX | X |
| 5. warm | X | XX |

1. New York is more crowded than Warsaw.
Warsaw isn't as crowded as New York.

2. ■
...
3. ■
...
4. ■
...
5. ■
...

5  Use the adjectives in Ex. 4 to compare two cities in your country. Write in your notebook.

2C • Vocabulary



Grammar

in front of



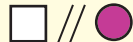
behind



next to



opposite



between



on the corner of



See GR p. 118

Wskazywanie drogi

- Go up / down
- along (a road)
- Turn left.
- Turn right.
- Take the first/second etc, left/right.

Shops & Services

1 Look at the map. Listen and repeat.

2 Find the place. Write in your notebook.

- It's between the toy shop and the museum.
- It's on the corner of Park Avenue and Marple Street.
- It's next to the music shop.
- It's behind the supermarket.
- It's opposite the hospital.

Speaking

3 Use the phrases in the box and the map to give directions from:

- the school to the bookshop
- the fishmonger's to the hospital
- the police station to the library
- the gym to the museum
- the restaurant to the police station

A: Can you tell me how to get to the bookshop, please?

B: Certainly. First, go down Marple Street and turn right into Park Avenue ...

Everyday English • 2d

Buying a train ticket

1 Complete the dialogue. Use the sentences (A-E). What is the speaker's intention? Where is Mrs Wallace going? How much are the tickets? Write in your notebook.



Ticket agent: Hello! How can I help you?

Mrs Wallace: Hi. 1) ...

Ticket agent: OK. There's a fast train that leaves at 8:45 or slow trains that leave every hour.

Mrs Wallace: OK. 2) ...

Ticket agent: That's two tickets for the 8:45 to Bath, right?

Mrs Wallace: Yes, please.

Ticket agent: 3) ...

Mrs Wallace: Single, please. 4) ...

Ticket agent: Just a moment. ... They're £20 per person, so that's £40 in total, please.

Mrs Wallace: Great. 5) ...

Ticket agent: Sure. Here are your tickets. Have a nice journey.

Mrs Wallace: Thank you.

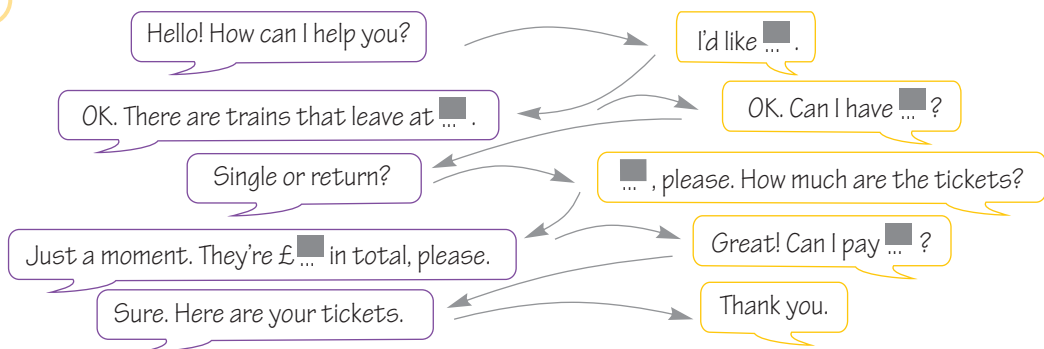
- A Can I have two tickets for the fast train, then?
- B Single or return?
- C I would like two tickets to Bath, please.
- D Can I pay by credit card?
- E How much are the tickets?

Language Awareness!

- Styl oficjalny (formalny) → *would like* ('d like)
I'd like a ticket to London, please.
- Styl nieoficjalny (nieformalny) → *want*
I want a ticket to London, please.

2 Listen and check. Act out the dialogue in pairs.

3 Use the dialogue in Ex. 1 as a model, the plan below and the information in the table. Act out a similar dialogue with your partner.



Special Offer: London-Penzance

| | |
|-------------|-------------------|
| single: £35 | Departures: 10:30 |
| return: £50 | 13:00 |
| | 20:30 |

Pronunciation

/ɪ/, /aɪ/

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

/ɪ/ ticket, single, credit /aɪ/ right, nice, night

2e Grammar



Superlative See GR pp. 118-119

We use the superlative form to compare one person, animal, place, thing or object with two or more other people, animals, places, things or objects.

Short adjectives:

the + adjective + -est (+ noun) + of/in

The Burj Khalifa is **the tallest** building **in** the world. Which is **the largest** park **of** all? The library is **the quietest** room **in** the school.

Long adjectives:

the + most + adjective (+ noun) + of/in

I think the park is **the most beautiful** place **in** our town.

Irregular forms: *good* – **the best**, *bad* – **the worst**,
much/many – **the most**, *little* – **the least**

1 Read the theory. Then, write the superlative forms in your notebook.


- | | | | | | |
|--------------|---|---|-------------|---|---|
| 1. big | – | ■ | 7. many | – | ■ |
| 2. dangerous | – | ■ | 8. long | – | ■ |
| 3. noisy | – | ■ | 9. exciting | – | ■ |
| 4. little | – | ■ | 10. good | – | ■ |
| 5. famous | – | ■ | 11. boring | – | ■ |
| 6. dry | – | ■ | 12. bad | – | ■ |

2 Write the superlative forms in your notebook.



FAST FACTS

1. The Pacific Ocean is **■ (deep)** ocean on Earth.
2. Tokyo is **■ (crowded)** city in the world.
3. The Amazon River is **■ (large)** river on Earth.
4. Angel Falls in Venezuela is **■ (high)** waterfall on Earth.
5. The British Museum is **■ (popular)** tourist attraction in London.
6. Vatican City is **■ (small)** country in the world.

3  Write sentences about your city/town. Use the superlative form of the adjectives in brackets. Write in your notebook.

1. (tall) building
The Palace of Culture and Science is the tallest building in Warsaw.
2. (big) park
3. (good) place to hang out
4. (crowded) area
5. (busy) shop
6. (expensive) place to eat



4  Choose the correct answer. Write in your notebook.

1. **A:** Did you know that the stadium is **more/the most** popular place for visitors?
B: Yes, but the town park is **more/the most** beautiful than the stadium.
2. **A:** This hotel is **nicer/the nicest** place to go on holiday.
B: That's true, but it's **more/the most** expensive than the campsite.
3. **A:** This is **larger/the largest** lake in the area.
B: No, Lake Peterson is **bigger/the biggest** than this lake.
4. **A:** Crane Beach is **more/the most** famous beach in the world.
B: True, but, I think Santa Monica Beach is **better/the best** than Crane Beach.

5 Complete the email with the correct comparative or superlative forms of the adjectives in brackets. Write in your notebook.



● ● ●

🔍

Hi Ben,

How are you? I'm on holiday in Poland. It's **1) the best (good)** holiday ever! The weather today is much **2) ... (warm)** than yesterday. It's lovely!

The city of Krakow is lovely, too. It has some of **3) ... (old)** buildings in the country, so it's a popular tourist destination.

I also love the local food. They have **4) ... (delicious)** borscht in the world!

Anyway, I have to go now. Hope you're having a good summer, too!

Caroline

Send

Compose

Inbox

Trash



.Travel.com

Holiday Homes UK

Flat to let

Great flat near the centre of London. The flat is on the third floor. It is big and modern. There is a living room, a kitchen, two bedrooms and one bathroom. Outside the living room, there is a balcony with great views of the river. Don't wait! Book today!

£80 per day

Book!

Cottage in quiet village

This old cottage is in Appledore. It is a big house with a garden full of flowers and trees. Inside the house there is a small kitchen, a living room and a bathroom downstairs and three bedrooms and a bathroom upstairs. For a quiet holiday, book now!

£140 per day

Book!

Stay in a houseboat

The houseboat is in Forton. It is small, but it has got everything you need. It's got a bedroom, a bathroom and a kitchen. The kitchen has got a fridge, a cooker, a sink, a table, two chairs and a small TV. It's not very modern, but it is a unique place to stay.

£40 per day

Book!



Transport

Location Map

House Booking

Home



- let (sth) • wynajmować (coś)
- view • widok
- book • zarezerwować
- cottage • domek, chatka
- quiet • cichy, spokojny
- unique • wyjątkowy

Reading

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

The flat is 1 a unique place to stay.
 The cottage is 2 big and modern.
 The houseboat is 3 in Appledore.

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

1. There is a great view of the river from the balcony of the flat.
2. There are three bathrooms in the cottage.
3. The bedroom is next to the kitchen in the houseboat.

- 3 Answer the questions in your notebook.

1. What floor is the flat on?
2. What is there outside the cottage?
3. What is there in the kitchen of the houseboat?



Speaking

- 4 **Think** Compare the houses in the texts with your partner, as in the example. You can use the adjectives in the box to help you.

The flat is smaller than the cottage, but the houseboat is the smallest of the three.

cheap,
expensive,
small, big,
beautiful,
modern, old

Listening & Writing (an article about a village in your country)

- 5   Listen to and read the text. Make notes under the headings. Write in your notebook either in English or in Polish. Use your notes to present Appledore to the class.

Appledore

in the Garden of England

Appledore is a small village in the county of Kent. People call this county 'the Garden of England'.

It's one of the prettiest villages in Kent with its beautiful cottages, medieval houses and antique shops. There is also

Appledore Manor, one of Queen Elizabeth's homes.

Appledore is a short journey from the White Cliffs of Dover.

Appledore Railway Station connects the village to London and other places. Visit the Royal Military Canal. You can cycle, walk or take a boat ride along this 45 km canal and enjoy the wildlife of the Kent countryside.



London

Appledore

county • hrabstwo
 medieval • średniowieczny
 antique • tu: z antykami
 connect • łączyć
 canal • kanał



Name & place


Location

What there is

Transport



- 6   **Think** Think of a village in your country. Use Polish websites to collect information under the headings in Ex. 5. Use your notes to compare it to Appledore. Write in your notebook.

- 7  Use your notes in Ex. 6 and the article in Ex. 5 to write a short article about a village in your country for an international travel magazine in your notebook.

2 • CLIL (Art & Design)

Listening & Reading

- 1  Listen and repeat. Which of these materials did people use to build each landmark (1-3)? Read through to find out.



1. glass



2. brick



3. wood



4. steel



5. stone



6. plastic



7. bronze

LANDMARKS

1 Nelson's Column, London, UK

There are four huge bronze lions at the base of Nelson's Column. They are there to protect the monument. This stone column is 51.6 m high.

2 The Pyramids of Giza, Egypt

These stone pyramids are the tombs for the pharaohs. The pyramids of Giza are three; one for each of three pharaohs: Khufu, Khafre and Menkaure. The 'Great Pyramid' houses the pharaoh Khufu.

3 The Golden Gate Bridge, San Francisco, USA

This steel bridge is over 80 years old and connects the city of San Francisco to Marin County across the Golden Gate Strait. It is 2,7 km long. People can see this bridge even in the fog because of its famous colour, International Orange. The colour also matches the surrounding area.



1

2

3




tomb • grób, grobowiec
house • mieścić
fog • mgła
surrounding • otaczający

- 2   Listen and decide if the sentences are **R (right)**, **W (wrong)** or **DS (doesn't say)**. Write in your notebook.

1. There are three lions at the base of Nelson's Column.
2. Menkaure's pyramid is the smallest.
3. The Golden Gate Bridge is less than 3 km long.

Speaking

- 3  **Think** Which landmark would you like to visit? Tell your partner.

I'd like to visit because .




Project

- 1  Read the text. Copy and complete the table below in your notebook.

STONEHENGE

Stonehenge in the UK is about 5,000 years old. It is a monument of large stones. They are in two circles and when the sun rises on Midsummer's Day, its light shines through the centre. Over a million people visit Stonehenge each year.

| Name | Place | Age | Material | Interesting facts |
|------|-------|-----|----------|-------------------|
| ... | ... | ... | ... | ... |


- 2    Choose four famous landmarks around the world. Copy the table in Ex. 1 in your notebook and make notes under the headings. Find pictures of the landmarks and create a poster.

Presentation skills

- 3   Present your landmarks to the class.



VALUES

Responsibility

- 4  Read the rules. Why do we have these rules?

Rules for responsible travellers

- 1 Don't climb on ancient ruins.
- 2 Don't sit on monuments to take selfies.
- 3 Don't move stones at ancient sites, and don't take them away with you!
- 4 Never paint, write on or scratch words into old stones or buildings.

- 5   **Think** Can you think of two other rules? Tell the class.



2 • Progress Check

Reading

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

Castle Combe



Castle Combe is a little village in the north of Wiltshire. A lot of people think that it is the most beautiful village in England! There is a pretty river, the By Brook, and the village has a little shop, a café and lots of cute, little, stone houses. It is in many famous films and TV shows, including Steven Spielberg's 'War Horse' and 'Downton Abbey'! The village is a short drive from the town of Chippenham – famous for its horse racing track. You can also walk around the beautiful countryside or enjoy a traditional English cup of tea.



- Castle Combe is in the north of England.
- There are lots of cafés in Castle Combe.
- The village appears in films.
- The town has a horse racing track.
- There is lots of beautiful countryside near Castle Combe.

5 x 2 = 10

Vocabulary

- 2 Label the pictures. Write in your notebook.



1. t ...



2. h ...



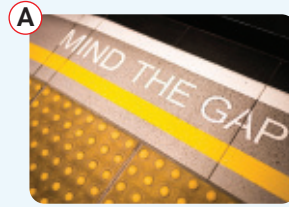
3. b ...



4. b ...

4 x 2 = 8

- 3 Match the signs (A-D) to the places you can see them (1-4). Write in your notebook.



- a house
- a tube station

- a library
- a park

4 x 2 = 8

Grammar

- 4 Put the adjectives in brackets in the comparative. Write in your notebook.

- London is ... (crowded) than Cardiff.
- The plane is ... (exciting) than the train.
- Walking is ... (slow) than riding a bike.
- It costs ... (little) money to travel by bus than by train.

4 x 3 = 12

- 5 Put the adjectives in brackets in the superlative. Write in your notebook.

- I think the Science Museum is ... (interesting) museum in London.
- Francesco's makes ... (good) pizza in the city.
- The department store is ... (busy) shop in town.
- My class is ... (small) in the school.

4 x 3 = 12

Progress Check • 2

Everyday English

6 Complete the dialogue with the following sentences in your notebook.

- How much are the tickets?
- Of course. Here are your tickets.
- When does the fast train leave?
- How can I help you? • Single or return?

A: Hello! 1) ...

B: I would like three tickets for London, please.

A: Would you like the fast train or the slow train?

B: 2) ...

A: At 9:20 am.

B: Can I have three tickets for the fast train then?

A: 3) ...

B: Return, please. 4) ...

A: The tickets are £13 each, so that's £39 in total, please.

B: Can I pay in cash?

A: 5) ...

Have a nice trip.

B: Thank you.

5 x 3 = 15

Listening

7 Listen and complete the gaps (1-5). Write in your notebook.

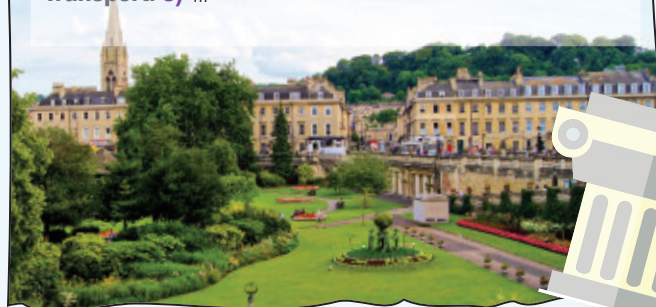
Visit Bath

Type: 1) city/village/town

Location: 2) ...

Activities: Visit the Ancient Roman 3) ... and go 4)

Transport: 5) ...



5 x 3 = 15

Writing

8 Write a short text about your town/city/village in your notebook. Include the name, its location, what you can see and do there and how you can get around.

20 points

TOTAL: 100 points

Competences

★
dobrze

★★
bardzo dobrze

★★★
doskonale

Już umiem ...

Słownictwo i gramatyka

- mówić o środkach transportu;
- mówić o znakach i napisach w mieście;
- mówić o sklepach i usługach;
- mówić o surowcach i materiałach;
- używać stopnia wyższego przymiotników (*comparative*);
- używać stopnia najwyższego przymiotników (*superlative*);
- używać przyimków miejsca (*prepositions of place*).

Czytanie

- dopasowywać ilustracje do tekstu;
- dobrać 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 tekstów *London* i *Holiday Homes UK*.

Słuchanie

- znajdować w wypowiedzi określone informacje.

Mówienie

- kupować bilet na pociąg.

Pisanie

- pisać tweety o sposobach poruszania się po mieście;
- napisać krótki artykuł o ciekawym miejscu w Polsce.