

New

# HOTSPOT

Colin Granger

Podręcznik dla szkoły podstawowej

# 2

Książka nauczyciela



PODRĘCZNIK  
WIELOLETNI

Vocabulary

1 Postępuj nagrania. Następnie dopasuj wyrazy z ramki do obrazków. Napisz odpowiedzi w zeszytu.

artist musicians inventor writer scientist

writer



scientist



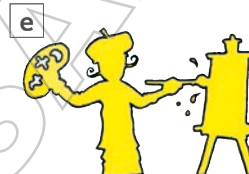
inventor



musicians



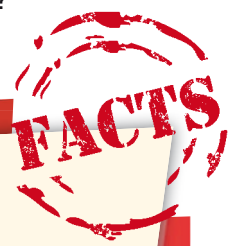
artist



Presentation

2 Postępuj nagrania i przeczytaj tekst o wybitnych osobach. Czym wstawiła się każda z nich?

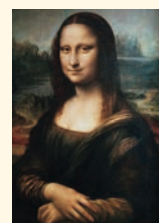
Fact file: Famous people



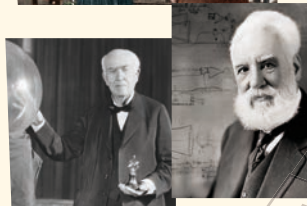
1 Who was Mary Shelley? She was a writer. She was born in 1797. She was English. Her most famous book was Frankenstein – a story that is still famous all over the world.



2 Who was Leonardo da Vinci? He was an artist, an inventor and a scientist. He was Italian. He was born in 1452. His most popular painting is the Mona Lisa.



3 Who were Marie and Pierre Curie? They were scientists. Marie Curie was Polish. Pierre Curie was French. She was born in Poland in 1867. He was born in France in 1859. They are famous for the discovery of radium.



4 Who were Thomas Alva Edison and Alexander Graham Bell? They were inventors. Edison was American and Bell was Scottish (but lived in the US). Edison is famous for the invention of the first electric light bulb and Bell for the invention of the first telephone.



Comprehension

3 Przeczytaj tekst jeszcze raz. Następnie przerysuj tabelkę do zeszytu i uzupełnij ją.

| Name                  | Occupation                  | Nationality |
|-----------------------|-----------------------------|-------------|
| Mary Shelley          | writer                      | English     |
| Leonardo da Vinci     | artist, inventor, scientist | Italian     |
| Marie Curie           | scientist                   | Polish      |
| Pierre Curie          | scientist                   | French      |
| Thomas Alva Edison    | inventor                    | American    |
| Alexander Graham Bell | inventor                    | Scottish    |



GrammarSpot

Past tense of verb be

Who **was** Mary Shelley? She **was** a writer.  
**Was** she English? Yes, she **was**.  
**Was** she Italian? No, she **wasn't**.  
 Who **were** Marie and Pierre Curie? They **were** scientists.  
**Were** they scientists? Yes, they **were**.  
**Were** they inventors? No, they **weren't**.

→ Grammarpage 73

## Grammar practice

- 4 Uzupełnij zdania wyrazami *was* lub *were*.  
Napisz odpowiedzi w zeszytcie.
- Who *was* Leonardo da Vinci?
  - Thomas Alva Edison and Alexander Graham Bell *were* inventors.
  - Was* Pierre Curie French?
  - Was* Mary Shelley English?

## Vocabulary

- 5 Postuchaj nagrania i powtórz wyrazy.  
Następnie dopasuj wyrazy z ramki do sławnych osób przedstawionych na obrazkach. Napisz odpowiedzi w zeszytcie.

singer athlete astronomer queen

1

queen



Cleopatra, Egyptian,  
69 BC–30 BC

2

astronomer



Nicolaus Copernicus,  
Polish, 1473–1543

3

athlete



Jesse Owens,  
American, 1913–1980

4

singer



Luciano Pavarotti,  
Italian, 1935–2007

- 6 Postuchaj nagrania i sprawdź swoje odpowiedzi.



### StudyTip

Popatrz, w jaki sposób zapisujemy i odczytujemy daty.

1913

nineteen thirteen

1506

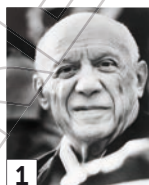
fifteen oh six

2009

two thousand and nine

## Listening

- 7 Popatrz na zdjęcia sławnych osób i postuchaj nagrania. Kim były te osoby?



1

painter



2

musicians



- 8 Postuchaj nagrania jeszcze raz.  
Wybierz właściwe wyrazy i zapisz je w zeszytcie.

1

He was **an artist**/a singer/a musician.He was **French**/**Spanish**/German.

His name was Pablo Picasso.

2

They were **writers/scientists**/**musicians**.They were **English**/French/Polish.

Their names were John Lennon and George Harrison and their band was called the Beatles.

## Speaking

- 9 Opisz w zeszytcie sławną osobę lub grupę sławnych osób. Podaj nazwisko, zawód i narodowość wybranej/wybranych postaci. Nie pokazuj swoich notatek innym osobom z klasy.

Nelson Mandela, politician, South African

- 10 Na zmianę zadawajcie sobie pytania o wybrane przez was osoby i spróbujcie zgadnąć, o kim mowa. Używajcie:  
*Was he/she ...?/Were they ...?*

Was he a footballer?

No, he wasn't.

## Writing

- 11 Zbierz informacje na temat jakiejś znanej osoby i napisz o niej kilka zdań.

### My English file

Frédéric Chopin

He was a composer. He was Polish and he was born in 1810. He was most famous for ...

## Check your English

- 12 Przepisz dialog i uzupełnij go formami *was*, *wasn't* lub *were*, *weren't*.

A: Who <sup>1</sup> *were* Pierre and Marie Curie?

B: They <sup>2</sup> *were* scientists.

A: <sup>3</sup> *Were* they American?

B: No, they <sup>4</sup> *weren't*. He <sup>5</sup> *was* French.  
She <sup>6</sup> *was* Polish.

A: <sup>7</sup> *Was* she born in France?

B: No, she <sup>8</sup> *wasn't*. She <sup>9</sup> *was* born in Poland.

Lesson objective • Asking questions about what people did in the past

## Presentation

2.25

- 1 Popatrz na obrazki i posłuchaj nagrania. Zgadnij, których trzech czynności ludzie nie wykonywali w 1900 roku.



- 1 Did people play football in 1900?  
Yes, they **did**./No, they didn't.



- 2 Did they use computers?  
Yes, they did./No, they didn't.



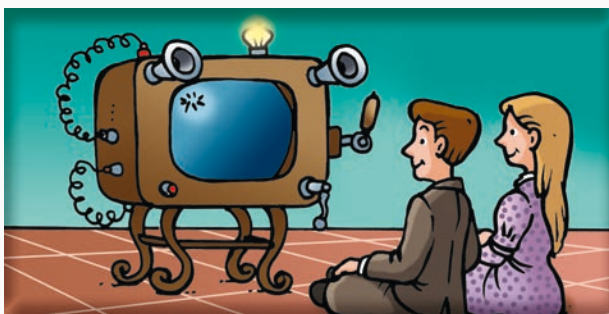
- 3 Did they travel in space?  
Yes, they did./No, they didn't.



- 4 Did people ski in the mountains?  
Yes, they did./No, they didn't.



- 5 Did they cycle to work?  
Yes, they did./No, they didn't.



- 6 Did they watch TV?  
Yes, they did./No, they didn't.

2.26

- 2 Postuchaj nagrania i sprawdź swoje odpowiedzi. Pracujcie w parach. Na zmianę zadawajcie sobie pytania i udzielajcie odpowiedzi.

Did people play football in 1900?

Yes, they did.



### GrammarSpot

#### Past simple questions

- Did people **play** football? Yes, they **did**.  
No, they **didn't**.  
Did you **watch** TV? Yes, I **did**.  
No, I **didn't**.

→ Grammarpage 73

## Writing and Speaking

- 3 Zapisz w zeszycie trzy pytania, które zadasz swojemu nauczycielowi/swojej nauczycielce na temat jego/jej dzieciństwa.

Did people have mobile phones?  
Did people have computers?  
Did people wear trainers?

- 4 Zadaj swoje pytania nauczycielowi/nauczycielce.

Did people have mobile phones?

No, they didn't.



### GrammarSpot

#### Past simple (regular verbs)

I **played** football. I **didn't play** football.  
He **played** football. He **didn't play** football.  
She **played** football. She **didn't play** football.  
They **played** football. They **didn't play** football.

→ Grammar page 73

## Grammar Practice

- 5 Wybierz właściwe wyrazy tak, aby powstały prawdziwe zdania na temat ludzi żyjących w roku 1900.

- People **played/didn't play** football.
- They **used/didn't use** computers.
- They **travelled/didn't travel** in space.
- They **skied/didn't ski** in the mountains.
- They **cycled/didn't cycle** to work.
- They **watched/didn't watch** TV.

- 6 Postuchaj nagrania i sprawdź swoje odpowiedzi.

## Pronunciation

- 7 Postuchaj nagrania i powtórz wyrazy.  
played used listened travelled  
skied cycled phoned watched



### Spelling Tip

#### Past simple (regular verbs)

play + **ed** > played  
use + **d** > used  
travel + **led** > travelled

## Speaking

- 8 Przeczytaj kwestionariusz. Zastanów się nad odpowiedziami.

### Last weekend

How many of these activities did you do last weekend?

- Did you phone your friends?
- Did you listen to music?
- Did you watch TV?
- Did you use a computer?
- Did you travel by bus?
- Did you play with your friends?



- 9 Pracujcie w parach. Na zmianę zadawajcie sobie pytania z kwestionariusza i udzielajcie na nie odpowiedzi.

Did you phone your friends?

No, I didn't.

- 10 Przedstaw pozostałym osobom z klasy odpowiedzi kolegi/koleżanki.

Michelle didn't phone her friends.  
She listened to music ...

## Check your English

- 11 W zeszycie napisz trzy pytania dotyczące ostatniego weekendu.

- Did you go to the cinema?
- ...

- 12 Zadaj swoje pytania kolegom i koleżankom z klasy.

Did you go to the cinema?

No, I didn't.

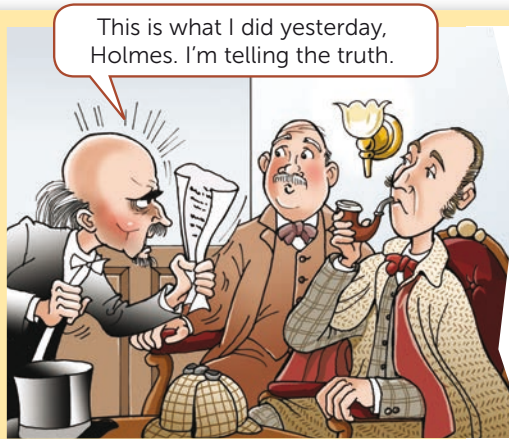
- 13 W zeszycie napisz kilka zdań na temat tego, jak spędziłeś/spędziłaś ostatni weekend. Użyj czasowników z ramki.

1 played 2 used 3 listened 4 travelled  
5 skied 6 cycled 7 phoned 8 watched

- I played computer games.
- I used a microwave.

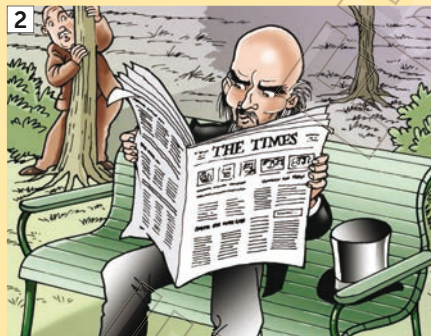
## Presentation

- 1 Popatrz na rysunki i posłuchaj nagrania. Obrazki pomogą ci zrozumieć jego treść. Czy profesor Moriarty mówi Sherlockowi Holmesowi prawdę?



In the morning, I took a taxi to Hyde Park. I sat on the grass in the park and read a magazine. I left the park at a quarter to 12 and went to Piccadilly Circus by Underground. I had lunch in an Italian restaurant. In the afternoon, I bought some new shoes. In the evening, I saw a play. I got back to my hotel at half past ten.

Professor Moriarty



No, Moriarty. Your statement isn't true. It's full of lies.

- 2 Posłuchaj nagrania jeszcze raz. Wypisz wszystkie różnice między tym, co mówi profesor Moriarty, a tym, co widzisz na obrazkach.

- 1 *took a bus, not a taxi*  
 2 *on a bench, not the grass*  
 3 *a newspaper, not a magazine*  
 4 *at a quarter past 12, not a quarter to 12*  
 5 *by taxi, not by Underground*

- 6 *Chinese, not an Italian restaurant*  
 7 *a shirt, not shoes*  
 8 *a film, not a play*  
 9 *at 12 o'clock, not at half past 10*



## GrammarSpot

### Past simple (irregular verbs)

I **took** a taxi to Hyde Park.  
He **sat** on the grass and **read** a magazine.  
She **bought** some new shoes.

→ Grammar page 73

## Grammar practice

3 Napisz zdania o tym, co profesor Moriarty naprawdę robił dzień wcześniej. Użyj wyrazów z ramki.

took sat read left had went  
saw bought got

a bus a newspaper on a bench by taxi  
at a quarter past twelve at twelve o'clock  
a film a Chinese restaurant a new shirt

*In the morning, he took a bus to Hyde Park. He ...*

*He sat on a bench in the park and read a newspaper. He left the park at a quarter past 12 and went to Piccadilly Circus by taxi. He had lunch in a Chinese restaurant. In the afternoon, he bought a new shirt. In the evening, he saw a film. He got back to his hotel at 12 o'clock.*

4 Postuchaj nagrania i sprawdź swoje odpowiedzi.

## Speaking

5 Postuchaj rozmowy Sherlocka Holmesa z profesorem Moriartym.



**Holmes** Did you take a taxi to Hyde Park?  
**Moriarty** Yes, I did.  
**Holmes** No, you didn't take a taxi. You took a bus. And did you sit ...

6 Pracujcie w parach. Zdecydujcie, kto będzie Holmesem, a kto Moriartym. Na zmianę zadawajcie sobie pytania i udzielajcie odpowiedzi.

Did you take a taxi to Hyde Park?

Yes, I did.

No, you didn't ...

## Speaking

7 Z podanych czynności wypisz w zeszyte te, które wykonywałeś/wykonywałaś w zeszłym weekend. Nie pokazuj swojej listy innym osobom z klasy.

I had a shower.  
I played computer games.  
I sat in the park.  
I read a magazine.  
I listened to music.  
I cycled to a friend's house.  
I saw a film.

I watched TV.  
I bought sweets.  
I got up late.  
I took a bus.  
I went swimming.  
I phoned a friend.

*I watched TV. I read a magazine. ...*

8 Pracujcie w parach lub w małych grupach. Na zmianę zadawajcie sobie pytania dotyczące weekendu (*Did you ...?*) i udzielajcie odpowiedzi (*Yes, I did./No, I didn't*).

Did you buy sweets?

No, I didn't.

## Song

9 Na stronie 106 znajdziesz tekst piosenki: *Last summer*.

## Check your English

10 Przepisz zdania i uzupełnij je formami *go* lub *went*.

A: Did you <sup>1</sup>*go* swimming last weekend?

B: No, I didn't <sup>2</sup>*go* swimming.  
I <sup>3</sup>*went* to the cinema.

11 Pracujcie w grupach. Ułóżcie krótkie dialogi, w których wykorzystacie czasowniki z ramki.

have/had buy/bought read/read  
watch/watched listen/listened

A: *Did you have pizza?*

B: *No, I didn't have pizza. I had a sandwich.*

**Reading**

1 Postuchaj nagrania i przeczytaj tekst o wycieczce Alex do Paryża. Znajdź w tekście opisy miejsc i rzeczy ze zdjęć.

**My school trip**

We took the 7 am Eurostar from London to Paris. This train goes under the sea through the Channel Tunnel. I was a bit nervous, going under water, but it was fine.

The first place we went to in Paris was the Eiffel Tower. There are two ways to get to the top of the tower: take the lift or climb 1,710 steps. Can you guess what we did?

It took us fifty minutes to get to the top of the tower. This was because there was a long queue for the lift. But when we got there, the view over Paris was wonderful and of course we took lots of photos.

After the Eiffel Tower, our next stop was the Louvre. We saw lots of amazing paintings and, of course, the most famous picture in the world – the *Mona Lisa*.

We were then very hungry so we bought some baguette sandwiches and ate them outside the Pompidou Centre watching some really great acrobats.

And that was the end of our day in Paris. It was the best school trip ever.



1 Eurostar

2 the Eiffel Tower

3 queue

4 the Louvre

5 baguette sandwiches



**TestingSpot**

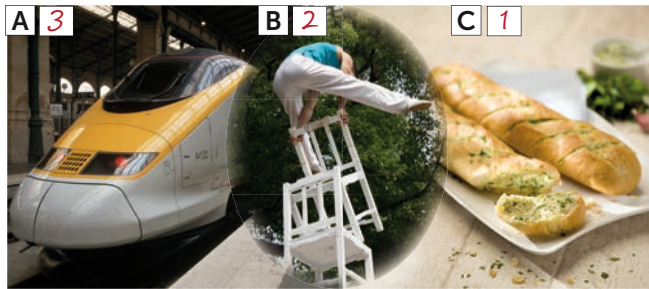
2 Przeczytaj ponownie tekst z zadania 1. Zdecyduj, czy podane zdania (1–5) są prawdziwe (Tak), czy fałszywe (Nie). Napisz odpowiedzi w zeszycie.

|  | Tak | Nie |
|--|-----|-----|
| 1 Alex is in Paris now.                                      |     | ✓   |
| 2 They walked up 1,710 steps to the top of the Eiffel Tower. |     | ✓   |
| 3 They saw the <i>Mona Lisa</i> in the Louvre.               | ✓   |     |
| 4 They had lunch in a restaurant.                            |     | ✓   |
| 5 Alex liked the school trip.                                | ✓   |     |



## Listening

- 3 Postuchaj dialogów na temat szkolnej wycieczki Alex. Dopasuj każdy z nich do odpowiedniego zdjęcia. Napisz odpowiedzi w zeszytcie.



## Speaking

- 4 Pracujcie w parach. Na zmianę opowiadajcie historię szkolnej wycieczki Alex do Paryża. Wykorzystajcie poniższe wyrazy i zwroty.
- 1 Eurostar from London to Paris, the Channel Tunnel
  - 2 the Eiffel Tower, the lift, 1,710 steps
  - 3 a queue, fifty minutes, the view, photos
  - 4 the Louvre, paintings, the *Mona Lisa*
  - 5 hungry, baguette sandwiches, the Pompidou Centre
  - 6 their day in Paris, the best

They took the 7 am Eurostar from London to Paris. This train goes under the sea through the Channel Tunnel.

The first place they went to was ...

## Writing

- 5 Opisz w zeszytcie swoją szkolną wycieczkę. Jako wzór wykorzystaj zapiski z dziennika Caluma. Skorzystaj ze słownika, aby znaleźć potrzebne słownictwo.

*My school trip to Disneyland*  
*We went to Disneyland Paris by coach. It took 14 hours! On the way, we sang songs. We arrived in Disneyland and the first thing we did was have breakfast. We had ...*



## Writing Tip

## Useful expressions

In Paris, **the first thing we saw was** the Eiffel Tower.

**It took fifty minutes to get** to the top of the tower.

**After** the Eiffel Tower **our next stop was** the Louvre.



## FunSpot

## Alibi game

- 1 Napisz w zeszytcie swoje alibi na wczorajszy dzień.

*Yesterday I left home at ten o'clock. I had cereal for breakfast. Then I took a taxi to the park ...*



Yesterday I left home at (time). I had (name of food) for breakfast. Then I took (a bus/a taxi) to the park. I met my friend (name of friend) and we played (name of sport). Then we had lunch in (name of restaurant). In the afternoon we went shopping. I bought (a/some ...). In the evening, we went to the cinema and saw (name of film). The film began at (time) and finished at (time). I got home at (time). Then I watched (name of TV programme) on TV.

- 2 Wymień się swoim alibi z kolegą/koleżanką. Opowiedz mu/jej, co robiłeś wczoraj. Postaraj się nie zrobić żadnego błędu.

Yesterday I left home at ...



# Review

## Check you can do these things

Umiem użyć w czasie przeszłym czasownika *be*. Znam również nazwy zawodów.

1 Przepisz zdania do zeszytu i uzupełnij je formami *was* lub *were* oraz nazwami właściwych zawodów. Początkowe litery brakujących wyrazów zostały podane.

1 *Mary Shelley was a writer.*



1 Mary Shelley *was* a *writer*.



2 The Beatles *were* *musicians*.



3 Cleopatra *was* a *queen*.



4 Leonardo da Vinci *was* an *artist*.



5 Marie and Pierre Curie *were* *scientists*.



6 Nicolaus Copernicus *was* an *astronomer*.

2 Przepisz dialog do zeszytu i uzupełnij go formami *was* lub *were*.

A: Who <sup>1</sup> *were* the Beatles? <sup>2</sup> *Were* they inventors?

B: No, they <sup>3</sup> *were* n't. They <sup>4</sup> *were* musicians.

A: And who <sup>5</sup> *was* Pablo Picasso? <sup>6</sup> *Was* he a musician?

B: No, he <sup>7</sup> *was* n't. He <sup>8</sup> *was* an artist.

Znam sześć nazw narodowości.

3 Dopasuj właściwą narodowość do sławnych osób z ćwiczenia 1. Napisz swoje odpowiedzi w zeszytu.

1 *The Beatles*. 2 *Leonardo da Vinci*. 3 *Marie Curie*, *Nicolaus Copernicus*. 4 *Pierre Curie*. 5 *Cleopatra*.

1 English 2 Italian 3 Polish 4 French 5 Egyptian

Umiem zadawać pytania z *did* w czasie przeszłym i udzielać na nie odpowiedzi.

4 Pracujcie w parach. Na zmianę zadawajcie sobie pytania i udzielajcie odpowiedzi na temat życia ludzi w 1900 roku. Użyj *Did people ... in 1900?* oraz wyrażeń z ramki.

travel in space use computers  
watch TV cycle to work play football  
ski in the mountains

Did people travel in space in 1900?

No, they didn't.

Znam formy czasu przeszłego czasowników regularnych i nieregularnych.

5 Znajdź w diagramie pięć form przeszłych czasowników regularnych i siedem form czasowników nieregularnych. Wypisz je do zeszytu.

regular verbs: *played, phoned, listened, cycled, watched*  
irregular verbs: *sat, went, read, bought, took, had, got*

|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| o | w | t | x | j | p | o | n | b | v | n |
| a | e | g | o | t | a | t | o | a | n |   |
| u | n | b | e | v | g | i | n | u | y | x |
| s | t | t | k | e | d | s | k | g | j | i |
| w | b | c | o | z | d | t | o | h | e | f |
| a | j | p | h | o | n | e | d | t | h | w |
| t | n | l | t | e | k | n | o | u | y | v |
| c | e | a | r | g | r | e | a | d | n | m |
| h | c | y | c | l | e | d | m | x | e | s |
| e | a | e | n | g | l | y | n | m | r | i |
| d | n | o | e | q | y | s | a | t | h | u |

6 Co Ian robił w zeszłą sobotę? Przepisz zdania do zeszytu i uzupełnij je. Początkowe litery niektórych brakujących wyrazów zostały podane.

1 *In the morning he got up early and had a shower.*

In the morning he <sup>1</sup> *got* up early and <sup>2</sup> *had* a shower.



He <sup>3</sup> *watched* TV and he <sup>4</sup> *listened* to music.



Then he

<sup>5</sup> *took* a bus into town and <sup>6</sup> *bought* some new jeans.



In the afternoon

he <sup>7</sup> *went* to the park and <sup>8</sup> *played* football.



Then he <sup>9</sup> *sat*

on the grass and <sup>10</sup> *read* a magazine.



In the evening he <sup>11</sup> *phoned*

his friend and they <sup>12</sup> *went* to the cinema.



They <sup>13</sup> *saw* a comedy film.



Potrafę zadawać pytania w czasie przeszłym i udzielać na nie odpowiedzi.

7 Wybierz właściwe wyrazy. Napisz odpowiedzi w zeszycie.

A: Did you go/went to the park yesterday?

A: Did you play/played handball?

B: Yes, we do/did. We go/went in the afternoon.

B: No, we don't/didn't play/played handball.  
We play/played tennis.

## Testing Practice

1 Przeczytaj zdania. Do każdej osoby dopasuj odpowiednie miejsce. Napisz odpowiedzi w zeszycie.

beach cinema theatre home

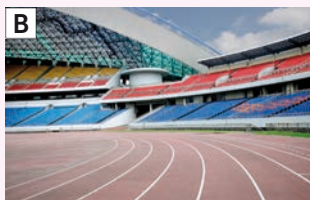
- Eva bought a drink and watched a film.
- Ruth and her friend saw a play.
- Jack ate an ice cream and swam in the sea.
- Mick read a book and listened to some music.

|      |                |
|------|----------------|
| Eva  | <i>cinema</i>  |
| Ruth | <i>theatre</i> |
| Jack | <i>beach</i>   |
| Mick | <i>home</i>    |

## Testing Spot

2 Usłyszysz dwukrotnie trzy dialogi (1–3).

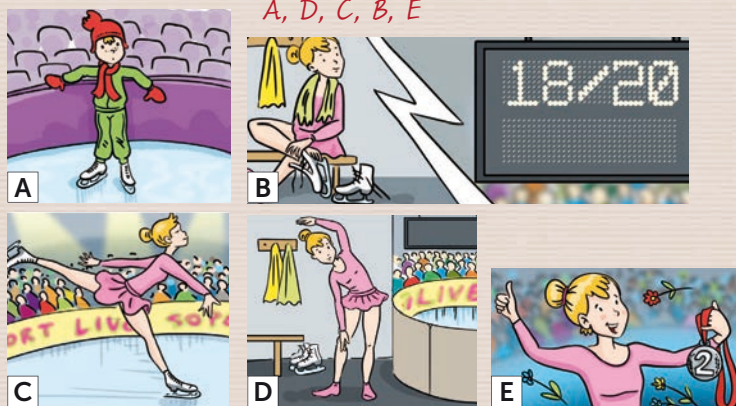
Do każdego z nich dopasuj miejsce, w którym się on odbywa (A–D). Napisz rozwiązania w zeszycie. Uwaga! Jedno miejsce zostało dodatkowo i nie pasuje do żadnego dialogu.





## VocabularySpot

- 1 Pracujcie w parach. Ułóżcie obrazki we właściwej kolejności. Następnie przeczytajcie tekst i sprawdźcie swoje odpowiedzi.



- 2 Przepisz zdania i uzupełnij je wyrazami zaznaczonymi w tekście na niebiesko.

- You usually do **warm-up** exercises before you run and **cool down** exercises after you run.
- Last year I **competed** in a tennis competition and I **won** a medal.
- My sister **performed** in a musical at the weekend.
- A: How often do you **train**?  
B: Three days a week.
- You have to **stretch** your muscles before you exercise.

### The Best Day of My Life

When I was five years old, I had my first ice-skating lesson. I wasn't very good at it, but I loved it! Now, I'm fifteen, and I'm much better at ice-skating. I **train** every morning before school and I often go to the ice rink with my friends at the weekend.

Last month, I **competed** in my first ice-skating competition. I got up early, at 5 am and my mum drove me to the ice rink. There were lots of people there! I did some **warm-up** exercises. It's important to **stretch** your muscles before you go onto the ice.

There were eight competitors and I was the last person on the rink. I was very nervous, but I **performed** my dance routine and I didn't fall over!

I skated off the rink and did my **cool down** exercises. I thought about my performance. Was it OK? Did I make any mistakes? Finally, the judges gave the marks. I got 18 out of 20 and I **won** a medal! It was the best day of my life!

- 3 Pracujcie w parach.

**Uczeń A:** Wybierz jeden obrazek z ćwiczenia 1. Opisz go swojemu koledze/swojej koleżance.

**Uczeń B:** Postuchaj opisu kolegi/koleżanki. Wskaż właściwy obrazek.

She is doing her warm-up exercises.

Picture D!

→ DVD Module 5A



## LanguageSpot

- 4 Przepisz dialogi do zeszytu i uzupełnij je wyrazami z ramki.

you go   was born   I didn't   didn't have  
you do   he didn't

- A: Hi Joe. What did <sup>1</sup> **you do** yesterday?  
B: I tidied my room and I played football.  
A: Did <sup>2</sup> **you go** to Sarah's party in the evening?  
B: No, <sup>3</sup> **I didn't**. I went to the cinema with Mark.  
A: Who was Thomas Edison?  
B: He was an inventor. He <sup>4</sup> **was born** in 1847.  
A: Did he invent the Internet?  
B: No, <sup>5</sup> **he didn't**! People <sup>6</sup> **didn't have** computers in the 19<sup>th</sup> century!



## TestingSpot

- 5 Dla każdej z opisanych sytuacji (1–4) wybierz właściwą reakcję (A–E). Napisz odpowiedzi w zeszycie. Uwaga! Jedna reakcja nie pasuje do żadnej sytuacji.

- Kolega pyta cię, co robisz w ubiegły weekend. Co mu odpowiesz?
  - Znajomy pyta cię, jak ludzie podróżowali w XIX wieku. Co powiesz?
  - Koleżanka pyta, czy byłeś/byłaś wczoraj w kinie. Co odpowiesz?
  - Nauczyciel pyta, kim był Einstein. Co powiesz?
- 4 **A** He was a famous German scientist.  
**B** He bought a hat and went to the cinema.  
**3 C** No, I didn't. I stayed at home.  
**1 D** I took the bus to London.  
**2 E** They walked or they rode horses.

→ DVD Module 5B

# Grammar Summary

## Past tense of be

W czasie przeszłym czasownik **be** ma formę **was** lub **were**.

A: Who **was** Cleopatra?

B: She **was** an Egyptian queen.

A: Where **were** you last night?

B: We **were** at home.

### Affirmative sentences

I **was** at home.

You **were** at home.

He **was** at home.

She **was** at home.

It **was** at home.

We **were** at home.

You **were** at home.

They **were** at home.

### Negative sentences

I **wasn't (was not)** at home.

You **weren't (were not)** at home.

He **wasn't (was not)** at home.

She **wasn't (was not)** at home.

It **wasn't (was not)** at home.

We **weren't (were not)** at home.

You **weren't (were not)** at home.

They **weren't (were not)** at home.

### Questions

**Was** I at home?

**Were** you at home?

**Was** he at home?

**Was** she at home?

**Was** it at home?

**Were** we at home?

**Were** you at home?

**Were** they at home?

### Short answers

Yes, I **was**./No, I **wasn't**.

Yes, you **were**./No, you **weren't**.

Yes, he **was**./No, he **wasn't**.

Yes, she **was**./No, she **wasn't**.

Yes, it **was**./No, it **wasn't**.

Yes, we **were**./No, we **weren't**.

Yes, you **were**./No, you **weren't**.

Yes, they **were**./No, they **weren't**.

## Past simple

Czasu **Past simple** używamy do mówienia o przeszłości.

A: **Did** you **play** volleyball last weekend?

B: No, I **didn't**. I **played** football.

I **went** to bed early last night but I **didn't go** to bed early last Friday.

W czasie **Past simple** do czasowników regularnych dodajemy końcówkę **-ed**, a czasowniki nieregularne zmieniają swoją formę.

### Regular

play → **played**

watch → **watched**

cycle → **cycled**

### Irregular

go → **went**

sit → **sat**

read → **read**

### Affirmative sentences

I **played** football.

You **played** football.

He **played** football.

She **played** football.

It **played** football.

We **played** football.

You **played** football.

They **played** football.

### Negative sentences

I **didn't (did not) play** tennis.

You **didn't (did not) play** tennis.

He **didn't (did not) play** tennis.

She **didn't (did not) play** tennis.

It **didn't (did not) play** tennis.

We **didn't (did not) play** tennis.

You **didn't (did not) play** tennis.

They **didn't (did not) play** tennis.

### Questions

**Did** I **play** tennis?

**Did** you **play** tennis?

**Did** he **play** tennis?

**Did** she **play** tennis?

**Did** it **play** tennis?

**Did** we **play** tennis?

**Did** you **play** tennis?

**Did** they **play** tennis?

### Short answers

Yes, I **did** / No, I **didn't**.

Yes, you **did** / No, you **didn't**.

Yes, he/she/it **did**.

No, he/she/it **didn't**.

Yes, we/you/they **did**.

No, we/you/they **didn't**.

## Check your grammar

Odpowiedzi do poniższych ćwiczeń napisz w zeszycie.

1 Przepisz zdania i uzupełnij je formami **was**, **wasn't**, **were** lub **weren't**.

1 *Were you late for school this morning?*

1 A: *Were* you late for school this morning?

B: No, I *wasn't*. I *was* on time.

2 A: *Were* all the students there?

B: No, they *weren't*. Two students *were* late.

3 A: *Was* your teacher happy?

B: No, she *wasn't*. She *was* very angry.

2 Przepisz listę czasowników regularnych i nieregularnych, i uzupełnij ją.

### Regular

Present simple

play

travel

use

watch

cycle

Past simple

*played*

*travelled*

*used*

*watched*

*cycled*

### Irregular

Present simple

take

sit

see

have

go

Past simple

*took*

*sat*

*saw*

*had*

*went*



## TestingSpot

3 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk (1–5). Wybierz odpowiedź A, B albo C. Napisz odpowiedzi w zeszycie.

Last weekend I visited my cousin in London. We <sup>1</sup> \_\_\_ shopping and we visited the British Museum. My cousin didn't <sup>2</sup> \_\_\_ the museum, but I did! Then we took the bus to Hyde Park. We sat <sup>3</sup> \_\_\_ the grass and had some sandwiches and ice cream. The sandwiches <sup>4</sup> \_\_\_ very nice, but the ice cream was great! In the afternoon we went <sup>5</sup> \_\_\_ Underground to Oxford Circus and we met my aunt and uncle. It was a fantastic day.

1 A go B goes C **went**

2 **A** like B liked C likes

3 **A** in B on C into

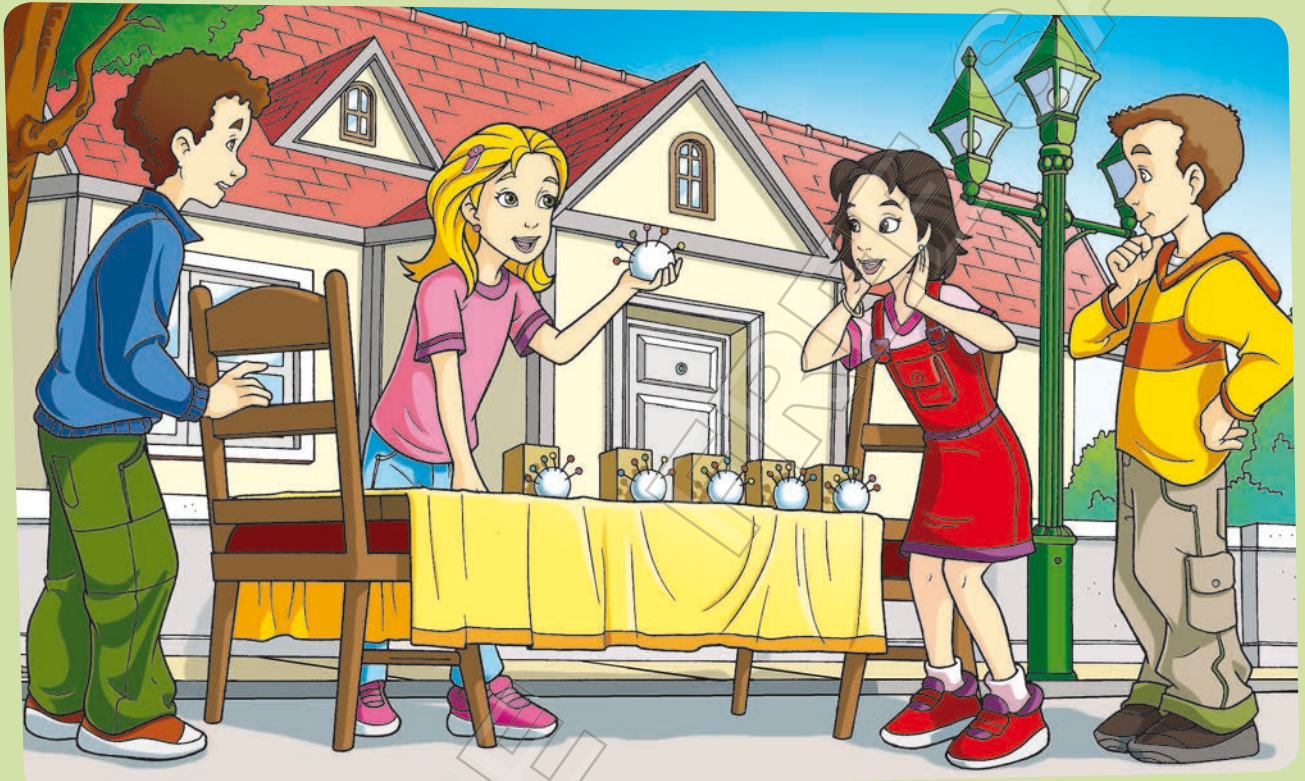
4 **A** weren't B wasn't C was

5 A from B on C **by**



## Mini play

1 Popatrz na obrazek. Co trzyma Olivia?



2 Postuchaj nagrania. Wymyśl tytuł dla tej sztuki.

**Daisy** What is it?

**Olivia** This is the great, the fantastic, the amazing Swipple.

**Colin** Swipple?

**Olivia** Yes. And I've only got five of them.

**Frank** Only five?

**Olivia** Yes, only five.

**Daisy** How much are they? Are they expensive?

**Olivia** No, they're not expensive; they're cheap. These are the best, the smallest, the fastest Swipples in the world!

**Frank** Wow. That's amazing!

**Olivia** Yes, it is! Do you have to do chores at home?

**Frank** Yes, I have to clean my room.

**Olivia** Right. Then the Swipple is for you.

**Frank** Brilliant!

**Olivia** And do you like playing computer games?

**Colin** Yes, I do.

**Olivia** Then the Swipple is for you, too.

**Colin** Great!

**Daisy** Is the Swipple for me, too?

**Olivia** When's your birthday?

**Daisy** It's on 21<sup>st</sup> April.

**Olivia** Yes, you're lucky. It's for you, too.

**Daisy** Wonderful!

**Colin** What are Swipples made of?

**Olivia** They're made of metal, plastic, glass and ...er ... sugar.

**Colin** Sugar?

**Olivia** Yes, the sweetest sugar in the world.

**Colin** Fantastic!

**Olivia** So boys and girls, who wants a Swipple?

**Children** Me, me, me!

- Bob** What's happening?  
**Daisy** Olivia's selling Swipples.  
**Frank** Yes, but we bought them all. I bought one.  
**Daisy** And I bought one, too.  
**Colin** And I bought three!  
**Bob** Can I see them?  
**Frank** Sure. They're the smallest Swipples in the world.  
**Daisy** And the best.  
**Colin** And the fastest.  
**Bob** Um. But what do they do?  
**Children** What do they do?  
**Bob** Yes, what do they do?  
**Daisy** Er, well ... we don't know what they do.  
**Frank** Yes, that's right. What do they do? Hey, Olivia!  
**Colin** Yes. Where is she?  
**Children** Olivia, Olivia, Olivia ...



- 2.36** **3** Postuchaj nagrania jeszcze raz. Wraz z kolegami i koleżankami z klasy przeczytajcie tekst z podziałem na role.

### Memory Challenge

Nauč się swojej roli na pamięć.



### Mini project

- 1** Przeczytaj tekst o niezwykłym dniu Paula. Która część historyjki jest według ciebie najbardziej fantastyczna?

### MY FANTASTIC DAY

*I got up late and had a dinosaur for breakfast.*



*Then I went to the park and played a game of football with David Beckham.*

*Then I went shopping and bought a Ferrari.*



*In the afternoon I flew to New York.*

*In the evening I drove around New York City in a limousine.*



*And then I woke up!*

Paul

- 2** Przygotuj plakat o swoim niezwykłym dniu. Użyj obrazków z kolorowych czasopism, aby zilustrować opowiedzianą historyjkę.
- 3** Zaprezentuj plakat kolegom i koleżankom z klasy.

# New HOTSPOT

Podręcznik dla szkoły podstawowej

**New Hot Spot** to nowoczesny, trzypoziomowy kurs napisany specjalnie z myślą o polskich uczniach klas IV–VI szkoły podstawowej. Zorientowany na ćwiczenie sprawności komunikacyjnych, z przystępnie objaśnionymi zagadnieniami gramatycznymi – doskonale odpowiada potrzebom młodszych nastolatków. W motywujący sposób rozwija językowo uczniów oraz kształtuje w nich postawę otwartości wobec innych kultur. Podręcznik ten jest pełen wyjątkowych rozwiązań edukacyjnych:

## KOMUNIKACJA

- różnorodne ćwiczenia komunikacyjne do każdej lekcji, zachęcające uczniów do używania języka angielskiego;
- karty komunikacyjne do każdego rozdziału pozwalające na utrwalenie zwrotów i fraz w typowych sytuacjach komunikacyjnych.

## GRAMATYKA

- przejrzyste prezentowane zagadnienia gramatyczne, ćwiczone w trakcie lekcji, łatwe do opanowania m.in. dzięki przystępnemu komentarzowi;
- przejrzyste zaprezentowane struktury gramatyczne zebrane w *Grammar summary* po każdym rozdziale.

## KULTURA

- lekcje *Cross-cultural* o tematyce zachęcającej do poznawania innych kultur i poszerzającej wiedzę ogólną uczniów.

## DODATKOWE ZADANIA

- sekcje *Vocabulary Spot* oraz *Language Spot* zawierają dodatkowe słownictwo oraz wyrażenia;
- lekcje *Extra Special* oferujące rebusy, gry, krzyżówki, projekty – idealne na „luźniejsze” zajęcia szkolne lub jako praca domowa.

## POWTÓRZENIA

- sekcje *Review* w każdym rozdziale sprawdzające poziom umiejętności językowych uczniów (w formie samooceny).

## PRZYGOTOWANIE DO SPRAWDZIANU SZÓSTOKLASISTY

- liczne zadania zawierające różnorodne typy ćwiczeń przygotowujące uczniów do sprawdzianu na koniec klasy VI.

## KOMPONENTY KURSU

### DLA UCZNIĄ

- Książka ucznia
- Zeszyt ćwiczeń

### DLA NAUCZYCIELA

- Książka nauczyciela
- Teaching notes
- Teacher's Resource File
- Testy
- Class CDs & Tests Audio CD
- Interactive Classroom
- DVD
- Flashcards



www.macmillan.pl



MACMILLAN  
EAM  
SERVICES

ISBN 978-83-7621-275-3



9 788376 212753