

Lesson 17 Who were these people?

1 Znajdź dziesięć nazw zawodów w węźu wyrazowym.

A SINGER & QUENEC COMPOSER REARTIST B MUSICIAN Y WRITER FEWK SCIENTIST PLO INVENTOR HIMATHLETE D A B ASTRONOME R

2 Czy znasz odpowiedzi na podane pytania? Wpisz *He/She was*, *They were*. Użyj nazw zawodów z ćwiczenia 1. Każdego zawodu możesz użyć tylko raz.



Who were Bon Jovi?

They were musicians.



Who was JRR Tolkien?



Who were Alfred Nobel, Alexander Graham Bell and Thomas Edison?



Who was Victoria of the United Kingdom?



Who were Nicolaus Copernicus and Johannes Hevelious?



Who were Marie and Pierre Curie?



Who was Elvis Presley?



Who was Jesse Owens?



Who was Vincent van Gogh?



Who was Ludwig van Beethoven?

Lesson 18 My childhood

- 1 Uzupełnij zdania na swój temat. Użyj odpowiedniej formy przeszłej (past simple) czasowników podanych w nawiasach.



When I was 7 years old ...

- 1 I _____ (live) in _____ (name of city/town)
- 2 I _____ (play) with _____ (toy)
- 3 I _____ (watch) _____ on TV. (name of programme)
- 4 I _____ (listen) to _____ (name of music band/singer)
- 5 I _____ (like) _____ (food or drink)
- 6 I _____ (hate) _____ (food or drink)
- 7 I _____ (travel) to _____ on holiday. (name of place)

- 2 Czy twoi koledzy/twoje koleżanki odpowiedzieli/odpowiedziały podobnie? Ułóż pytania do zdań z ćwiczenia 1 i uzupełnij kwestionariusz. Następnie zadaj pytania kolegom/koleżankom z klasy i zanotuj ich odpowiedzi (✓ albo ✗).

QUESTIONS	CLASSMATE'S ANSWERS
1 <i>Did you live in</i> _____ ?	
2 _____ ?	
3 _____ ?	
4 _____ ?	
5 _____ ?	
6 _____ ?	
7 _____ ?	

Lesson 19 Verb Bingo

A	took	read	listened
	cycled	bought	got
	travelled	phoned	saw

B	skied	cycled	travelled
	read	played	phoned
	watched	got	went

C	had	listened	watched
	bought	cycled	used
	left	got	sat

D	took	used	skied
	played	bought	went
	sat	saw	left

E	phoned	read	listened
	cycled	had	got
	travelled	took	saw

F	left	bought	went
	had	skied	phoned
	watched	played	sat

VERB LIST

take	sit	read	ski	leave
travel	get	cycle	listen	watch
see	play	buy	have	phone
use	go			

Lesson 20 Monica's adventure

Wczoraj Monica była na szkolnej wycieczce. Co robiła i co zobaczyła? Porozmawiaj z kolegami i koleżankami na temat przygód Moniki i wymyśl zakończenie historyjki.



1

What time did she wake up?
What was the weather like?



2

What did she have for breakfast?
Did she take an umbrella?
What clothes did she put on?



3

Where did she go with her class?
What was the weather like?



4

How did she travel?
What did she eat on the train?
What did she listen to?



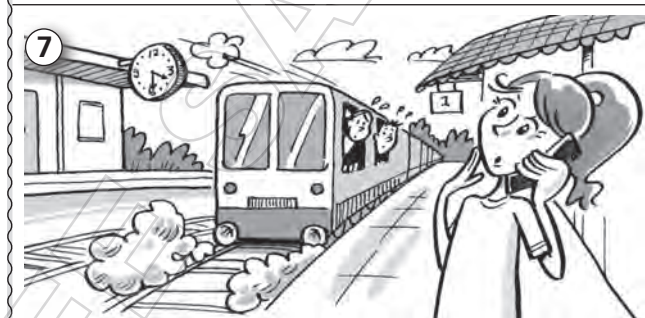
5

What place did she visit with her class?
What did she see there?
What was the weather like?



6

Where did Monica's friends go next?
What did they eat?
Who did Monica phone?
What time was it?



7

Did Monica get on the train?
How did she feel?



8

What happened next?

Module 5

Lesson 17**Who were these people?****Type of activity:** Quiz**Organisation:** Individual work**Time:** 15 minutes**Preparation:** Copy one worksheet per student.**To use:** After Activity 5b**Instructions**

- Give each student the worksheet. Ask them to try to find and circle ten jobs in the wordsnake in Activity 1. Set a time limit of 2 minutes for this task. Check the answers with the whole class.
- Ask students to look at Activity 2 and complete the quiz about famous people. Go through the example first. Tell students to write the answers, using the jobs from Activity 1. Explain that they can write each job only once and that if there is more than one person in the question, the job will need to be in the plural form. Allow 8 minutes for this activity.
- When the time is up, ask students to compare their answers in small groups before you check them with the whole class.

Extension

- Ask students to work in small groups and discuss any other facts they know about the people in Activity 2. Then ask the groups to share their findings with the whole class.

Answers

- 1 singer, queen, composer, artist, musician, writer, scientist, inventor, athlete, astronomer
- 2
 - 1 They were musicians.
 - 2 He was a writer.
 - 3 They were inventors.
 - 4 She was a queen.
 - 5 They were astronomers.
 - 6 They were scientists.
 - 7 He was a singer.
 - 8 He was an athlete.
 - 9 He was an artist.
 - 10 She was a composer.

Module 5

Lesson 18**My childhood****Type of activity:** Questionnaire**Organisation:** Individual and pair work**Time:** 15 minutes**Preparation:** Copy one worksheet per student.**To use:** After Activity 3b**Instructions**

- Give each student a copy of the worksheet. Ask students to complete the sentences in Activity 1 about themselves when they were seven years old. The sentences should be true. Explain that students need to use the verbs in brackets in the past simple and add words from the categories in brackets. Set a time limit of 4 minutes for this activity. Monitor their work, providing help when necessary.
- When the time is up, ask students to write questions to check if their classmate did the same things when they were seven. Students should transform the sentences from Activity 1 to questions, e.g. if they wrote *I lived in Prague* in 1, they write *Did you live in Prague?* in Activity 2. Allow 5 minutes for this activity.
- Divide the class into pairs. Ask students to take turns to interview each other with their questions and note down the answers. When they have finished, put them in different pairs to report what they have found out about their classmate, using their notes, e.g. *Monika hated ham sandwiches.*

Module 5

Lesson 19

Verb Bingo

Type of activity: Bingo cards
Organisation: Group work
Time: 10 minutes
Preparation: Copy one worksheet per group of seven students and cut into A–F cards and the verb list card.
To use: After Activity 4b

Instructions

- Divide the class into groups of seven and give them a set of cards. In each group choose one student and give them the *Verb list* card. Make sure that this student is confident and able to read out the verbs correctly. The remaining six students pick one Bingo card each and look through the verbs in the past form carefully, thinking what their present form is.
- Tell the students with the *Verb lists* to call out the infinitive form of the verbs from the list in random order to the members of their group. They should cross each verb off as they say it to keep track. If students with *Bingo* cards have the verb in its past form on their card, they cross it out. The first student to cross out all the verbs from their Bingo card shouts *Bingo*. The student with the *Verb list* then checks if they have said all the verbs from that student's card. If yes, the student wins the game, if no, the game continues until the next person shouts *Bingo*.

Extension

- When students have finished playing, ask them to tick all the irregular verbs on their cards. Check if they are correct and elicit the present form of the verbs.

Module 5

Lesson 20

Monica's adventure

Type of activity: Story
Organisation: Group work
Time: 15 minutes
Preparation: Copy one worksheet per group of four.
To use: After Activity 2b

Instructions

- Divide the class into groups of four. Give a copy of the worksheet to each group. Ask students to look at the pictures and introduce the main character, Monica. Explain that within their groups students are going to take turns to describe the pictures and say what happened to Monica yesterday. Then they will make up the ending together. The questions on the cards help them decide what to talk about, but they can add their own ideas. Make sure students know they need to use the past tense.
- Ask each group to choose a person who will begin the story. This student should look at the first picture and say at least two sentences about it, e.g. *Yesterday Monica woke up at 7.30. It was a sunny day.* When they have finished, other students may add something, if they wish, e.g. *Monica jumped out of bed.* Then another student continues the story with the second picture and so on until somebody reaches picture 8. The whole group should then invent the ending of the story. They can write it down. Monitor their work, providing help if necessary. Make sure students speak English throughout the activity.
- When the groups have finished, ask each group to present their version of the story ending. Ask the whole class to vote for the best ending.

Module 5

Lesson 17**Who were these people?****Type of activity:** Quiz**Organisation:** Individual work**Time:** 15 minutes**Preparation:** Copy one worksheet per student.**To use:** After Activity 5b**Instructions**

- Give each student the worksheet. Ask them to try to find and circle ten jobs in the wordsnake in Activity 1. Set a time limit of 2 minutes for this task. Check the answers with the whole class.
- Ask students to look at Activity 2 and complete the quiz about famous people. Go through the example first. Tell students to write the answers, using the jobs from Activity 1. Explain that they can write each job only once and that if there is more than one person in the question, the job will need to be in the plural form. Allow 8 minutes for this activity.
- When the time is up, ask students to compare their answers in small groups before you check them with the whole class.

Extension

- Ask students to work in small groups and discuss any other facts they know about the people in Activity 2. Then ask the groups to share their findings with the whole class.

Answers

- 1 singer, queen, composer, artist, musician, writer, scientist, inventor, athlete, astronomer
- 2
 - 1 They were musicians.
 - 2 He was a writer.
 - 3 They were inventors.
 - 4 She was a queen.
 - 5 They were astronomers.
 - 6 They were scientists.
 - 7 He was a singer.
 - 8 He was an athlete.
 - 9 He was an artist.
 - 10 She was a composer.

Module 5

Lesson 18**My childhood****Type of activity:** Questionnaire**Organisation:** Individual and pair work**Time:** 15 minutes**Preparation:** Copy one worksheet per student.**To use:** After Activity 3b**Instructions**

- Give each student a copy of the worksheet. Ask students to complete the sentences in Activity 1 about themselves when they were seven years old. The sentences should be true. Explain that students need to use the verbs in brackets in the past simple and add words from the categories in brackets. Set a time limit of 4 minutes for this activity. Monitor their work, providing help when necessary.
- When the time is up, ask students to write questions to check if their classmate did the same things when they were seven. Students should transform the sentences from Activity 1 to questions, e.g. if they wrote *I lived in Prague* in 1, they write *Did you live in Prague?* in Activity 2. Allow 5 minutes for this activity.
- Divide the class into pairs. Ask students to take turns to interview each other with their questions and note down the answers. When they have finished, put them in different pairs to report what they have found out about their classmate, using their notes, e.g. *Monika hated ham sandwiches.*

Module 5

Lesson 19

Verb Bingo

Type of activity: Bingo cards
Organisation: Group work
Time: 10 minutes
Preparation: Copy one worksheet per group of seven students and cut into A–F cards and the verb list card.
To use: After Activity 4b

Instructions

- Divide the class into groups of seven and give them a set of cards. In each group choose one student and give them the *Verb list* card. Make sure that this student is confident and able to read out the verbs correctly. The remaining six students pick one Bingo card each and look through the verbs in the past form carefully, thinking what their present form is.
- Tell the students with the *Verb lists* to call out the infinitive form of the verbs from the list in random order to the members of their group. They should cross each verb off as they say it to keep track. If students with *Bingo* cards have the verb in its past form on their card, they cross it out. The first student to cross out all the verbs from their Bingo card shouts *Bingo*. The student with the *Verb list* then checks if they have said all the verbs from that student's card. If yes, the student wins the game, if no, the game continues until the next person shouts *Bingo*.

Extension

- When students have finished playing, ask them to tick all the irregular verbs on their cards. Check if they are correct and elicit the present form of the verbs.

Module 5

Lesson 20

Monica's adventure

Type of activity: Story
Organisation: Group work
Time: 15 minutes
Preparation: Copy one worksheet per group of four.
To use: After Activity 2b

Instructions

- Divide the class into groups of four. Give a copy of the worksheet to each group. Ask students to look at the pictures and introduce the main character, Monica. Explain that within their groups students are going to take turns to describe the pictures and say what happened to Monica yesterday. Then they will make up the ending together. The questions on the cards help them decide what to talk about, but they can add their own ideas. Make sure students know they need to use the past tense.
- Ask each group to choose a person who will begin the story. This student should look at the first picture and say at least two sentences about it, e.g. *Yesterday Monica woke up at 7.30. It was a sunny day.* When they have finished, other students may add something, if they wish, e.g. *Monica jumped out of bed.* Then another student continues the story with the second picture and so on until somebody reaches picture 8. The whole group should then invent the ending of the story. They can write it down. Monitor their work, providing help if necessary. Make sure students speak English throughout the activity.
- When the groups have finished, ask each group to present their version of the story ending. Ask the whole class to vote for the best ending.