

Nick Beare

MACMILLAN
EAM
SERVICES

3



Evolution plus

MACMILLAN
Nr MEN 675/3/2014

Książka ucznia

Student's CD

Suddenly we saw a big animal.



lake mud fountain mountain forest talked went took made had

1 **2.1** Listen and repeat. In pairs, play a memory game with present and past forms.

sleep ► slept

put ► put

tell ► told

see ► saw

buy ► bought

feel ► felt

sleep

slept

2 **2.2** Listen, read and write the missing verbs. Then read the text aloud.

travel.com

Learn about Yellowstone with Amy Anderson

The History of Yellowstone National Park

In 1810, the United States of America was a relatively new country. Explorers went to all parts of it. The explorers in the north-west talked about spectacular mountains, rivers and forests, and about fountains of hot water and lakes of hot mud. The people in the cities didn't think the stories were true. They ¹ _____ the explorers made it up.

More and more explorers went to the north-west. They ² _____ the same things and ³ _____ the same stories. Yellowstone Park was suddenly famous, and lots of tourists visited it. In 1872, the Americans made Yellowstone Park the first national park in the world.

Yellowstone visitors

In 2012, more than 3 million people visited the park. Some people ⁴ _____ in hotels and other people slept in tents. There's something for everyone at Yellowstone. That's why the park is so popular with tourists.

Is Bigfoot in Yellowstone Park?

Do you know the legend of Bigfoot? Some people say it is a very tall animal that lives in the forests. Every year tourists tell stories about Bigfoot. We don't think that Bigfoot lives in Yellowstone Park, but perhaps we're wrong?

We went for a walk in the forest. Suddenly we ⁵ _____ a big animal. It was about 2 metres tall. We ⁶ _____ frightened. It looked at us, and we went to our car very quickly!

We saw the big footprints of Bigfoot. We didn't feel safe in the park after that. I ⁷ _____ an alarm and I ⁸ _____ it in our tent.

Hi! I'm Amy. Your next country is the United States. Let's visit one of our national treasures, Yellowstone National Park.

3 **2.3** Listen to the podcast about Yellowstone. Number the pictures in the order you hear about each thing.



Easy English

4 Draw lines to match 1-4 with a-d.

- | | |
|---------------------|-----------------|
| 1 They made | a more ... |
| 2 More and | b why ... |
| 3 That's | c for everyone. |
| 4 There's something | d it up. |

	Evolution Quest Quiz		
	Quiz 7	Total	

Rah's grammar

It	looked	at us.
	didn't look	
They	slept	in a hotel.
	didn't sleep	



5 Write the correct form of the verbs in brackets.

1 We ¹ _____ (go) to Yellowstone National Park in August. We ² _____ (sleep) in a hotel but I ³ _____ (not, like) it. I think that we ⁴ _____ (see) Bigfoot and that's why I ⁵ _____ (not, feel) safe. I ⁶ _____ (feel) frightened. I ⁷ _____ (not, buy) a Yellowstone T-shirt.



2 We ⁸ _____ (not, go) in August, we ⁹ _____ (go) in September. We ¹⁰ _____ (not, sleep) in a hotel, we ¹¹ _____ (sleep) in a tent and I ¹² _____ (like) it. We ¹³ _____ (not, see) Bigfoot and that's why I ¹⁴ _____ (feel) safe. I ¹⁵ _____ (not, feel) frightened. I ¹⁶ _____ (buy) a Yellowstone T-shirt.

Have a talk!

6 In pairs, make pairs of sentences with the verbs from exercise 1 on page 42 and time expressions.

Yesterday evening
I put my bag in
the hall.

I didn't put my bag
in the kitchen.

EXTRA

1 Reorder the letters to make verbs. Then add the past forms from exercise 1 on page 42.

ese	utp	letl
1 _____	2 _____	3 _____
eespl	ybu	efle
4 _____	5 _____	6 _____

2 Write the correct form of the verbs.

sleep

1 I usually _____ from 10 to 7 o'clock.
2 Yesterday I _____ from 10 to 9 o'clock.

buy

3 I _____ a computer game yesterday.
4 I _____ computer games every month.

feel

5 I often _____ tired after school.
6 I _____ tired after school yesterday.

3 Complete the sentences with the negative past form of the verbs from exercise 1.

Last week

1 My father _____ us a story.
2 My brother _____ any birds in the garden.
3 I _____ my camera in my bag.
4 They _____ tired in the morning.
5 She _____ an apple in the shop.
6 He _____ in a tent.

4 In pairs, choose a verb and make a sentence using past tense.

make sleep say tell
get up go

yesterday on Monday last night
on Tuesday

Tell.
I told my friends a story about Bigfoot yesterday.

UNIT 4

LESSON 2

What time did you hear the noises?



cooked went had looked called shouted laughed used asked

1 **2.4** Listen and repeat. In pairs, mime an action for each verb. Guess the verb and give the past form.

wear ► wore

wake up ► woke up

hear ► heard

Wear = wore?

sing ► sang

find ► found

say ► said

Correct!

2 **2.5** Listen and read. Whose footprint did they find?

Mini-Mysteries

In the winter of 2013, Todd went camping with his friends Rosie and Mike to Yellowstone National Park. They cooked food and sang songs. Then Mike told them a story about Bigfoot.

"Perhaps Bigfoot is here," said Mike. They didn't laugh. "It can't be true. Goodnight and sleep well!" said Rosie. Then they went into their tents.

Everyone woke up early in the morning. It was cold, but the sun was very nice. They wore gloves, jackets and scarves. They had breakfast and talked.

"Did you sleep well?" Rosie asked Mike.

"No, I didn't," Mike said. "I didn't sleep a wink. Did you hear noises last night?"

"Yes, I did," Rosie said. "I heard some strange noises at 3 o'clock".

"What time did you hear the noises, Mike?" asked Todd.

"At 3 o'clock, too," said Mike.

"What did you do?" Rosie asked.

Mike said "I got out of the tent. I didn't see any animals."

"Oh, so you made the noise! Where did you look?" asked Todd.

0%

"Near the trees," Mike said.

Mike walked to the trees and found something very strange.

"What's up, Mike?" Todd called to him.

"Look at these footprints in the snow!" Mike shouted to them. "They are very, very big!"

They looked at the footprints. "Perhaps Bigfoot was here," said Mike. He felt frightened.

Rosie laughed. "That's Mike's footprint," she said.

"But it's bigger than my boots," said Mike.



"Yes," said Rosie "But you made a lot of footprints at night. And look, the sun is on the footprints now.

"Yes, so what?" asked Todd.

100%

3 **2.6** Listen to the podcast about natural disasters in Yellowstone. Tick (✓) the disasters that happen in the park.

forest fires

volcano eruptions

earthquakes

floods

hurricanes



Evolution Quest Quiz

Quiz 8

Total

Easy English

4 Complete the sentences with the words from the box.

true what up wink

1 I didn't sleep a _____.

2 What's _____?

3 It can't be _____.

4 So _____?

Rah's grammar

EXTRA

	Did	you	hear	noises at night?	Yes, I did.
			get	out of the tent?	No, I didn't.
What time	did	you	hear	the noises?	At one o'clock.
Where	did	you	look?	Near the tent.	



5 Complete the dialogue.

Mother 1 _____ you have a good time?
 Robert Yes, I 2 _____. It was awesome!
 Mother 3 _____ you sleep?
 Robert We slept in a tent in a forest.
 Mother Did you 4 _____ noises at night?
 Robert No, I 5 _____.
 Mother 6 _____ did you wake up?
 Robert I woke up at half past seven.
 Mother 7 _____ you have breakfast?
 Robert Yes, we 8 _____.
 Mother 9 _____ you have for breakfast?
 Robert We had eggs and bacon.
 Mother 10 _____ you see Bigfoot?
 Robert No, we 11 _____.

Have a talk!

6 In pairs, ask and answer different questions about the past. Use the verbs from exercise 1 on page 44.

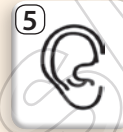
Did you wake up last night?

Yes, I did.

What time did you wake up?

I woke up at two o'clock.

1 Look at the pictures and write the past form of the verbs from activity 1 on page 44.



2 Write questions and answers.

1 you / sing a song / yesterday
 Did you sing a song yesterday?
 ✓ Yes, I did.

2 he / wake up early / last Tuesday

✓

3 they / find / their notebooks / on Monday

✗

4 she / hear / that noise / in the morning

✗

3 In your notebook, write questions and answers about yourself.

1 what time / you / have breakfast / this morning ?

2 where / you / do your homework / last night ?

3 what / you / say to your teacher / in this lesson ?

4 In pairs, choose a situation from the box, then ask and answer questions. Use *where, what, when, what time* and the verbs from the other box.

found 10 zlotys heard a noise
 was very tired saw a really nice T-shirt
 in a shop put my homework
 in the washing machine

buy find feel get up go to
 bed wear use tell phone

I found 10 zlotys yesterday!

Where did you find it?

UNIT 4

LESSON 3

I could ride a bike when I was four.



January February March April May June July August September October November December

1 **2.7** Listen and repeat. Look at the pictures from exercise 2 and write numbers 1–6 in the boxes. Then talk about Gary's accidents last year.

cut (my) finger

cut ▶ cut

break (my) leg

break ▶ broke

hurt (my) head

hurt ▶ hurt

burn (my) hand

burn ▶ burnt

twist (my) ankle

twist ▶ twisted

scratch (my) arm

scratch ▶ scratched

He burnt his hand in December.

2 **2.8** Complete the cartoon with the sentences from the boxes. Listen and check. Then act it out.

No, I couldn't.

I burnt my hand too.

You didn't have an accident!

I had a lot of accidents last year. I broke my leg and I couldn't ride my bike for a long time. I twisted my ankle and hurt my head.

1

2

3

4

5

6

August

December

January

April

And last week I cut my finger and I scratched my arm again.

Before the last accident, I talked to a beautiful girl.

Where does she live?

I don't know. After the accident, I couldn't talk to her. I couldn't ask for her telephone number.

Let's go and look for her.

I could ride a bike when I was four. Could you ride a bike when you were four?

2

But ...

Be careful, Gary!

Well done, Gary.

3

Excuse me, Sir. Your shoes are making a lot of smog.

Help!

Oh no!

That's her! Natalie! Can you hear me? It's me, Gary! I ...

3 Ally is Gary's sister. In pairs, talk about her accidents last year.



May



June



July



September



October

What happened in May?

She burnt her hand.

Rah's grammar

EXTRA

I could ride a bike when I was four.
I couldn't ride a bike when I was four.

Could you ride a bike when you were two?

Yes, I could.

No, I couldn't.

couldn't = could not



Couldn't czasem znaczy *nie mogłem*:
I couldn't talk to her.

4 Complete the sentences about Joe Genius. Use *could* and *couldn't*.

- He ¹ _____ (✓ swim) when he was four.
In June, he broke his arm. He ² _____
(X swim) for three months.
He ³ _____ (X use) a computer when he
was two. He ⁴ _____ (✓ use) it when he was
three. In July, he burnt his hand. He ⁵ _____
(X use) his computer for a week.
He ⁶ _____ (✓ write) when he was two.
In August, he cut his finger. He ⁷ _____
(X write) for two days.
He ⁸ _____ (X play) the violin when he
was two but he ⁹ _____ (✓ play) it when
he was three. In September, he hurt his shoulder.
He ¹⁰ _____ (X play) the violin for a month.

Write

5 In your notebook, write about your abilities and accidents at different ages.

when I was a baby when I was four when I was eight

I could run when
I was four but
I couldn't swim.

I twisted my ankle
when I was six.
I couldn't play
football for
a month.

1 Write the verbs and parts of the body.

- My friend b___e his a_m yesterday.
- My father h___t his he_d on Saturday.
- My sister b___t her ha_d on holiday.
- It ___d my a___e on Sunday.

Exam spot

2 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–4. Zakreśl literę A, B albo C.

To _____
Subject _____

Hi Jack!
I've got a problem – I can't go out! On Monday I ¹ _____ my head. On Tuesday I ² _____ my finger. Wednesday was the worst day because I broke my ³ _____. I'm sorry I ⁴ _____ come to your house yesterday. Can you please come to my house?
See you soon,
Tom

- | | | |
|-----------|---------|------------|
| 1 A broke | B hurt | C twisted |
| 2 A cut | B break | C burn |
| 3 A ear | B head | C arm |
| 4 A can't | B could | C couldn't |

3 In your notebook, write sentences with *could* and *couldn't*.

- My brother / (X) swim / 6 years old
- I / (✓) run / 3 years old
- My sister / (✓) read / 4 years old
- My brother / (X) write / 6 years old

My brother couldn't swim
when he was 6 years old.

4 In pairs, talk about your abilities from the past and now.

run fast swim play the recorder
use a mobile skate read in English

Can you play the recorder?

Yes, I can.

Could you play the recorder
when you were four?

No, I couldn't.

English in action Feeling ill

1 **2.9** Listen and repeat. Match the illnesses with the photos. Then say what problems the people have got.

- a cold
- a cough
- a headache
- a sore throat
- a stomach ache
- earache
- toothache
- have a temperature
- feel dizzy



4 In pairs, act out visits to the doctor. Use the phrases from the boxes.

That's a good idea.

- eat sushi
- eat fruit
- sleep
- take some medicine

That isn't a good idea.

- go to school
- go to my friend's party
- drink Coke
- listen to loud music

Good morning. What's the matter?

Good morning, Doctor. I've got ...

2 **2.10** Listen to some children talking to their parents and write the illnesses. Listen again and match 1–5 with the advice a–e.

- | | |
|--|-----------------------------------|
| 1 <u>a cold</u> <input type="checkbox"/> | a should see the dentist |
| 2 _____ <input type="checkbox"/> | b should take some cough medicine |
| 3 _____ <input type="checkbox"/> | c should see the doctor |
| 4 _____ <input type="checkbox"/> | d should sit down |
| 5 _____ <input type="checkbox"/> | e should go to bed |



You should *znaczy* *powinieneś/powinnaś* i zawsze łączą się z czasownikiem w formie podstawowej.

3 **2.11** Listen and complete the conversation.

- Doctor** Good morning Mia. What's the matter?
Mia Good morning Doctor. I've got a very bad headache.
Doctor You should go to bed.
Mia Can I ¹ _____?
Doctor No, you can't. That isn't a good idea.
Mia Can I ² _____?
Doctor Yes, you can. That's fine.
Mia Can I ³ _____?
Doctor No, you can't. It isn't good for you.
Mia Thank you, Doctor.
Doctor You're welcome. Get well soon!

Exam spot

5 Do każdej z opisanych sytuacji wybierz właściwą reakcję (A–E). Wpisz odpowiednią literę w kratkę obok każdej sytuacji. Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej sytuacji.

- | | |
|--|--------------------------|
| 1 Źle się czujesz. Zapytaj doktora, czy musisz zostać w domu. | <input type="checkbox"/> |
| 2 Sądzisz, że twój kolega jest chory. Dowiedz się, co mu dolega. | <input type="checkbox"/> |
| 3 Twoja koleżanka źle się poczuła. Doradź jej, co ma zrobić. | <input type="checkbox"/> |
| 4 Doktor pyta cię, co ci dolega. Odpowiedz mu. | <input type="checkbox"/> |
| A You should see the doctor. | |
| B That isn't a good idea. | |
| C I've got a stomach ache. | |
| D What's the matter? | |
| E Can I go out? | |

Sounds right!

6 **2.12** Listen and repeat.

horrible smog October optician
sports shorts Autumn store

7 **2.13** Listen and repeat.

There was horrible smog in October.
We played sports in shorts in Autumn.
That horrible optician was in the sports store.



1 2.14 Listen to a TV report about a rescue. Complete the left column of the table.

	The TV report	Willow's interview
1	They went to bed <u>early</u> .	They went to bed <u>late</u> .
2	They woke up _____.	They woke up _____.
3	Summer had an accident at _____.	Summer had an accident at _____.
4	At _____ Summer suddenly felt bad.	At _____ Summer suddenly felt bad.
5	They phoned for help at _____.	They phoned for help at _____.
6	The helicopter arrived at _____.	The helicopter arrived at _____.
7	The helicopter took _____ girl(s) to hospital.	The helicopter took _____ girl(s) to hospital.


2 2.15 Listen to a radio interview with Willow and complete her report in exercise 1. Then say what is wrong in the TV report.

They didn't go to bed early.

3 Complete Willow's blog about the rescue.

Monday, 1st July 2013

In the mountains of Scotland



I'm just back from a weekend in a tent in the mountains. I went with two friends, Nina and Summer. The first night was great. Nina cooked some great food. We went to bed ¹ _____.

The next day, we got up ² _____, had breakfast and went for a long walk. On the way, ³ _____ had an accident. She ⁴ _____ her leg. After half an hour she couldn't walk and at 5:45 pm she felt ⁵ _____.

Nina had her mobile and she ⁶ _____ for help. A helicopter ⁷ _____ us at 6:00 pm and it took us to hospital. A big thank you to the rescue team!

4 Imagine you were on a two-day trip and saw an accident. Write notes about it.

- Where did you go? _____
- Who was with you? _____
- What did you do on the first day? _____
- What did you do on the second day? _____
- Who had the accident? What happened? _____
- What were the details of the rescue? _____
- What happened in the end? _____

Write

5 In your notebook, write about your accident. Use your notes and the text from exercise 3 as a model. Do not forget to thank the rescue team.

I'm just back from a weekend in ...

.....

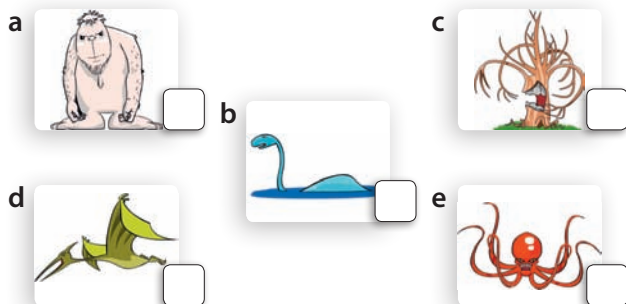
.....

.....



The Evolution Magazine

1 2.16 Listen to the descriptions (1-5) and match them with the monsters (a-e).



2 2.17 Listen and answer the question.

- | | |
|---------|---------|
| 1 _____ | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | 8 _____ |

3 In your notebook, write about this man's injuries. Use the words from the box.



- ¹cut/finger ²cut/leg
³burn/hand ⁴scratch/head
⁵scratch/nose ⁶twist/ankle
⁷break/leg ⁸break/arm
⁹hurt/nose

- 1 He cut his finger.
 2 He didn't cut his leg.

4 This is where the man saw a strange animal. Can you guess what happened? Use the words in the boxes.



- scratch fall finger branch
 glass head cut

Exam spot

5 Przeczytaj tekst. Zdecyduj, czy podane zdania (1-5) są prawdziwe (Tak), czy fałszywe (Nie). Wstaw znak X w odpowiednią kratkę.

Exam tip

Nie pomył osób z wykonywanymi przez nie czynnościami. Zawsze sprawdzaj, kto wykonuje daną czynność i zwracaj uwagę na imiona w tekście i porównuj je z tymi ze zdań 1-5.

To _____
 Subject _____

Hi Grandad!

We went on a great school trip yesterday - to Loch Ness!

We were on the bus for two hours. I sat next to my friend Max. Mr Atkins, the geography teacher, was in front of us. I had a headache on the bus and slept for an hour. Max slept all the way from school to Loch Ness!

Loch Ness is a very big lake and the water was very cold. We didn't see the monster, but we heard a noise in the water. William said to Max and me that it was the Loch Ness Monster. We felt frightened, but then William laughed and said it was a joke!

I took a lot of photos, but I can't find the monster in them. Max bought a book about Loch Ness in the shop and I saw the Loch Ness Monster there. On the bus home, we sang some songs, and William told us lots of jokes. Mr Atkins laughed at his jokes!

See you soon!

Love,
 Rory

- | | Tak | Nie |
|---|--------------------------|--------------------------|
| 1 Rory was behind Mr Atkins on the bus. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Max slept for an hour. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Max and Rory felt frightened at Loch Ness. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Rory did not see a picture of the Loch Ness Monster. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The teacher told some jokes and laughed at them. | <input type="checkbox"/> | <input type="checkbox"/> |

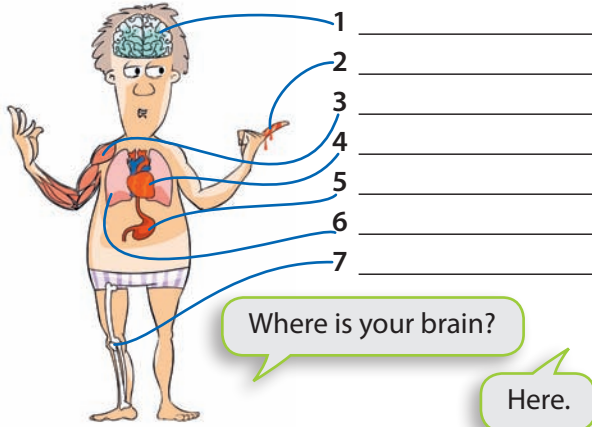


The human body



1 **2.18** Listen and repeat the words. Name the parts of the body. In pairs, ask questions about parts of the body, point to them and answer the questions.

- heart lungs brain stomach
muscles bones blood



2 **2.19** Read the sentences (a–g). How do you say the words in green in Polish? Listen and match the parts of the body with their functions.

- | | |
|-----------|--|
| 1 heart | a It transports oxygen to different parts of your body. |
| 2 lungs | b It helps your body to digest the food that you eat. |
| 3 brain | c It controls all the parts of your body. |
| 4 stomach | d They move your arms and legs. |
| 5 muscles | e It pumps blood around your body. |
| 6 bones | f They make the structure of your body. |
| 7 blood | g They help oxygen get into your blood. |

3 Check your answers to exercise 2. Ask and answer questions about the parts of the body.

What does your blood do?

It transports oxygen to different parts of your body.

4 **2.20** Listen and read about organ transplants. Answer the questions or write X if the answer isn't in the text.

Your body is an amazing machine. Your heart pumps about 100,000 times every day, throughout your life. Sometimes, parts of your body – your heart for example – stop working well. If the problem is very bad, you have to get a new heart.

The first heart transplant was on 3rd December 1967 by Dr Christiaan Barnard in South Africa. The patient only lived for 18 days, but now patients with new hearts live for many years.

Now, doctors can transplant hearts, lungs, and other organs in your body. There are thousands of transplants in the world each year. There are also a lot of people waiting for a transplant. In China, for example, more than 2 million people are waiting for a transplant. Every day, transplants help more and more people to live longer.



100 – a hundred 1,000 – a thousand
100,000 – a hundred thousand

- How many times does your heart beat in a day?

- When was the first heart transplant?

- What was the name of the first patient with a new heart.

- Can doctors transplants lungs?

- How many people have a heart transplant every year?

5 PROJECT!

- Pracujcie w grupach. Przygotujcie plakat pt. „The Human Body” pokazujący organizm ludzki.
- Podzielcie się zadaniami. Każdy/Każda z was ma przygotować informacje o wybranych częściach ciała.
- Korzystajcie z informacji z ćwiczenia 2. oraz dodatkowych źródeł.
- Umieście zebrane informacje na plakacie. Dodajcie do tego zdjęcia lub ilustracje.
- Uważnie sprawdźcie wymowę i znaczenie nowych słów.
- Zaprezentujcie swój plakat w klasie.



Revision

1 Write the missing verbs.

Present	Past
sleep	1 _____
feel	2 _____
tell	3 _____
4 _____	woke up
5 _____	found
6 _____	said

2 Write the words in the correct category.

earache blood stomach ache cold

lungs bones cough brain

toothache sore throat muscles

stomach

Illnesses

- _____
- _____
- _____
- _____
- _____
- _____

Inside the body

- _____
- _____
- _____
- _____
- _____
- _____

3 Write sentences about the pictures.



1 He _____ in 2011.



2 She _____ yesterday.



3 I _____ last week.



4 He _____ two days ago.



5 They _____ on Tuesday.

4 Complete the chat with the correct form of the verbs in brackets.

chat room

Evo_boy Last week we ¹ _____ (go) to Yellowstone Park.

Funny_me ² _____ (sleep / you) in a tent?

Evo_boy Yes, we ³ _____.

Funny_me ⁴ _____ (see / you) Bigfoot?

Evo_boy No, we ⁵ _____. But my brother ⁶ _____ (hear) some noises at night.

Funny_me ⁷ _____ (feel / you) frightened?

Evo_boy No, I ⁸ _____. I ⁹ _____ (not, hear) the noises!

5 In your notebook, write sentences.

a



12

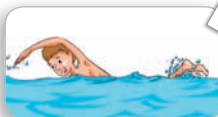
He couldn't swim when he was 12.

b



8

c



16

d



10

English to go

6 Complete the dialogues.

chat room

1 Tory ¹ _____ up?

Val I didn't ² _____ a wink. My brother said that Bigfoot was in my bedroom.

Tory It ³ _____ be true. He ⁴ _____ it up.

2 Val ⁵ _____ the matter?

Tory I've got a cough.

Val You ⁶ _____ take some cough medicine.

Tory ⁷ _____ I go to the park?

Val No, you can't. It isn't a ⁸ _____ idea.



Vocabulary

Irregular verbs (1)	
see	widzieć
feel	czuć
sleep	spać
buy	kupować
tell	powiedzieć
put	położyć
Irregular past forms	
saw	widział
felt	czuł
sleep	spał
bought	kupił
told	powiedział
put	położył

Irregular verbs (2)	
sing	śpiewać
wake up	budzić się
hear	słyszeć
wear	nosić, mieć na sobie
find	znaleźć
say	mówić
Irregular past forms	
sang	śpiewał
woke up	obudził się
heard	usłyszał
wore	nosił, miał na sobie
found	znalazł
said	powiedział

Injuries	
hurt (my) head	zranić się w głowę
break (my) leg	złamać nogę
burn (my) hand	oparzyć sobie rękę
cut (my) finger	rozciąć sobie palec
twist (my) ankle	skręcić kostkę
scratch (my) arm	zadrapać się w ramię
Irregular past forms	
hurt	zranił (się)
broke	złamał
burnt	oparzył (się)
cut	rozciął

Illnesses	
a headache	ból głowy
a cough	kaszel
a cold	przeziębienie
toothache	ból zęba
a stomach ache	ból brzucha
earache	ból ucha
a sore throat	ból gardła
have a temperature	mieć gorączkę
feel dizzy	mieć zawroty głowy

Inside the body	
muscles	mięśnie
blood	krw
brain	mózg
stomach	żołądek
heart	serce
bones	kości
lungs	płuca

Grammar

Dodaj końcówkę -ed do czasowników, kiedy mówisz o przeszłości.	<i>I walk to school every day.</i> <i>I walked to school every day.</i>
Uważaj! Formy przeszłe niektórych czasowników są nieregularne i trzeba nauczyć się ich na pamięć.	<i>I always sleep well.</i> <i>I slept well last night.</i>
Użyj didn't przed czasownikiem, kiedy chcesz zaprzeczyć.	<i>I didn't walk to school yesterday.</i> <i>I didn't put my homework in my bag yesterday.</i>
Użyj did na początku zdania, kiedy chcesz zadać pytanie w czasie przeszłym.	<i>Did you walk to school yesterday? Yes, I did.</i> <i>Did you hear that noise? No, I didn't.</i>
Zacznij pytanie od Where ... lub When ... , kiedy chcesz zapytać, gdzie lub kiedy coś stało się w przeszłości.	<i>Where did you walk? To the shop.</i> <i>When did you see Magda? Yesterday.</i>
Użyj could + innego czasownika, kiedy chcesz powiedzieć, że coś umiałeś/umiałaś robić w przeszłości.	<i>I could swim when I was six.</i> <i>I could ride a bike when I was four.</i>
Użyj couldn't (= <i>could + not</i>) + innego czasownika, kiedy chcesz powiedzieć, że czegoś nie umiałeś/nie umiałaś robić w przeszłości.	<i>I couldn't do the homework.</i> <i>I couldn't swim when I was six.</i>
Zmień kolejność wyrazów, kiedy chcesz zapytać, czy ktoś coś umiał robić w przeszłości: <i>You could ... → Could you ...?</i>	<i>Could you swim when you were six?</i>
Użyj could , gdy chcesz powiedzieć o czynności, której nie mogłeś/nie mogłaś wykonać.	<i>I broke my leg. I couldn't walk for a month.</i>

Grammar Summary → page 139/140

Irregular verbs → page 143

English to go

They made it up.	Oni to wymyślili./One to wymyśliły.	What's up?	Co słyhać?
More and more ...	Coraz więcej...	It can't be true.	To nie może być prawda.
That's why ...	I właśnie dlatego...	So what?	I co z tego?
There's something for everyone.	Znajdzie się coś dla każdego.	What's the matter?	Co ci dolega?
I didn't sleep a wink.	Nie zmrużyłem/Nie zmrużyłam oka.	You should see a doctor.	Powinieneś/Powinnaś pójść do lekarza.
That isn't a good idea.	To nie jest dobry pomysł.	Can I watch TV?	Czy mogę pooglądać telewizję?



1 Label the photos.



2 Write the past tense of the verbs in brackets and complete the natural disasters.

1 I _____ (feel) the e_____e.

2 I _____ (see) the v_____e_____n.

3 They _____ (tell) me about the f____d.

4 I _____ (buy) a DVD about h_____es and t_____es.

Exam spot

3 Przeczytaj tekst. Wybierz poprawną odpowiedź. Wpisz znak X w kratkę obok odpowiedzi A, B albo C.

To _____
Subject _____

Hi Mum,
Did you hear about the earthquake here in Italy yesterday? I couldn't phone you because my mobile phone doesn't work here. Don't worry, I'm fine. The earthquake was about 200 kilometres from here. We felt it but it wasn't that bad.

We were at the ruins in Pompeii yesterday. When I felt the earthquake, I was nervous because Mount Vesuvius is about eight kilometres from Pompeii. I didn't see any smoke and there wasn't an eruption so I felt much better! After the earthquake, the traffic lights didn't work so there was a traffic jam at the crossroads near our hotel, and the people in the cars were really angry.

Tomorrow we're going to an old temple and a tomb near Naples. I'm having a great time on this school trip. I've got a lot of photos, and I bought a lot of postcards in Rome last week. In Pompeii I bought a present for you and a present for grandma too!

See you soon
Joe

Exam tip

Kiedy już wybrałeś/wybrałaś odpowiedzi, wyjaśnij dlaczego pozostałe propozycje są niepoprawne.

1 What was Mount Vesuvius like?

A B C



2 Where was Joe when the earthquake started?

A B C



3 What did Joe buy in Pompeii?

A B C



4 Why is Joe writing to his Mum?

- A To tell her about the hotel.
- B To tell her that he is OK.
- C To tell her about the ruins at Pompeii.

4 Imagine that you saw a natural disaster. Answer the questions about it.

- 1 What natural disaster was it? _____
- 2 Where was it? _____
- 3 When was it? _____
- 4 Where were you? _____
- 5 What did you do? _____
- 6 What happened after that? _____

5 In pairs, ask and answer questions about the natural disaster that you saw.

What natural disaster was it?

It was a/an ...



1 Complete the words for illnesses and events.

- I had a h _____ e at the b _____ e.
- I had s _____ h a _____ e
at my b _____ y p _____ y.
- I had a s _____ e t _____ t
at the g _____ n.
- I had t _____ e
at the f _____ y d _____ s p _____ y.
- I had e _____ e at the p _____ c.
- I felt d _____ y at the b _____ h p _____ y.

2 Complete the sentences with the past form of the verbs in the boxes.

wear find wake up say break sing

- I _____ my leg on Monday.
- We _____ some songs at the party.
- I _____ my key ring at the gym.
- The teacher _____ hello to us.
- I _____ late yesterday morning.
- All my friends _____ shorts at the beach party.

Exam spot

3 2.21 Usłyszysz dwukrotnie cztery dialogi (1-4). Do każdego z nich dopasuj miejsce, w którym się on odbywa (A-E). Wpisz rozwiązania w kratki. Uwaga! Jedno miejsce zostało podane dodatkowo i nie pasuje do żadnego dialogu.

A

B

C

D

E

- 1 2 3 4
-

Exam spot

4 2.22 Usłyszysz dwukrotnie rozmowę dwojga osób o Ryaniu oraz Emmie. Na podstawie informacji zawartych w nagraniu z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B lub C.

Exam tip

Spójrz na rysunki i powiedz, co na nich widzisz. W trakcie słuchania dopisuj przy obrazkach właściwe imiona osób. Następnie przeczytaj pytania i zaznacz właściwe odpowiedzi.

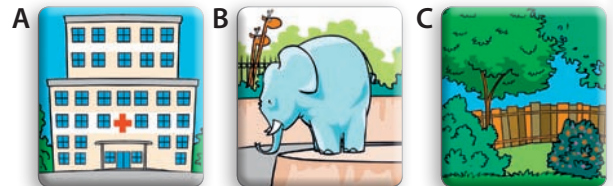
1 Co wczoraj przydarzyło się Ryanowi?



2 Dokąd Emma udała się po pierwszej wizycie w szpitalu?



3 Dokąd Ryan pojechał w zeszłym miesiącu?



5 Imagine that you did a lot of different things last week. In your notebook, write what you did each day.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

6 In pairs, ask and answer questions about each other's week.

What happened on Monday?

On Monday, I ...