

We have to wear a school uniform

Lesson objective • Talking about things we have to do at home and at school

Vocabulary

- 2.01 1 Postępuj nagrania, a następnie i znajdź na obrazkach rzeczy wymienione w ramce.

jackets ties trousers shirts
skirts slippers school bag

Presentation

- 2.02 2 Postępuj wypowiedzi Masamiego i przeczytaj tekst. Czy w twojej szkole obowiązują podobne zasady?



Masami, 12

My school in Japan



- 1 We have to wear a uniform at our school. Our uniform's dark blue and grey. We wear jackets, ties, and white shirts. Boys wear trousers and girls wear skirts.

- 2 We have to be at school at 8.30. Our lessons start at 8.40.



- 3 When we get to school, we have to change our shoes. We always wear slippers inside the school.



- 4 At the beginning of a lesson, we have to stand up and greet our teacher with a bow. We have to put our hand up to ask questions. Then we have to stand up when we answer our teacher's questions.



- 5 Our school bags are really heavy. That's because we have to study ten school subjects!



- 6 At the end of the day, we have to clean and tidy our classroom.

- 2.02 3 Postępuj nagrania jeszcze raz. Wraz z innymi osobami z klasy zagłosujcie, jaka jest najtrudniejsza rzecz, którą Masami i jego koledzy/koleżanki z klasy muszą wykonywać.

Comprehension

- 4 Napisz w zeszytcie odpowiedzi na poniższe pytania.
- 1 At what time do the students have to be at school?
 - 2 What are the students doing in picture 3?
 - 3 What do they have to do at the beginning of a lesson?
 - 4 Why are their school bags really heavy?
 - 5 When do the students clean and tidy their classroom?

GrammarSpot

Have to (obligation)

I **have to wear** a school uniform.
 We **have to clean** our classroom.
 I **don't have to wear** slippers.
 We **don't have to stand up**.
Do you have to wear slippers at school?
 Yes, we **do**./No, we **don't**.

→ Grammar page 59

Writing and Speaking

- 5 Popatrz na obrazki z ćwiczenia 2. i postuchaj pytań. Zastanów się nad odpowiedziami.
- 6 Pracujcie w parach. Na zmianę zadawajcie sobie pytania i udzielajcie na nie odpowiedzi:
Do you have to ...?
Yes, we do./No, we don't.

Do you have to wear a school uniform?

No, we don't.

- 7 Pracujcie w parach lub w małych grupach. W zeszytach sporządźcie listę rzeczy, które musicie i których nie musicie robić w waszej szkole.

We have to ...

1 *switch off our mobile phones.*

2 ...

We don't have to ...

1 *clean and tidy our classroom.*

2 ...

GrammarSpot

Have to (obligation)

He **has to get** ready for school.

She **has to do** her homework.

She **doesn't have to get** up early.

Does he **have to go** to bed early?

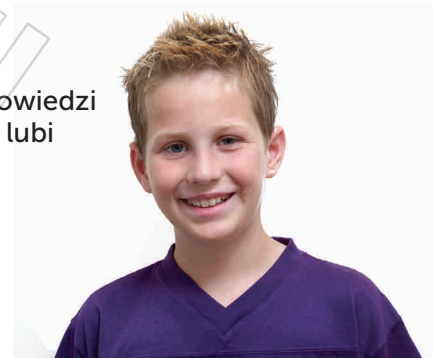
Yes, he **does**./No, he **doesn't**.

→ Grammar page 59

Listening



- 8 Postuchaj wypowiedzi Iana. Dlaczego lubi niedziele?



- 9 Postuchaj nagrania jeszcze raz. Co Ian musi robić w niedziele? Opowiedz o tym koledze/koleżance.

- 10 Napisz w zeszytcie zdania zaczynające się od:
He has to ... albo *He doesn't have to ...*

1 *He doesn't have to get up early.*

1 get up early

2 do any chores

3 wear a school uniform

4 get ready for school

5 do his homework

6 go to bed early

Check your English

- 11 Ułóż dwa pytania z rozsypanki wyrazowej, a następnie odpowiedz na nie w zeszytcie.

1 have to does do any chores your friend ?

2 a tie you have to do wear ?

- 12 Napisz w zeszytcie prawdziwe zdania o tym, co musicz, a czego nie musicz dzisiaj robić.

I have to buy a notebook.

I don't have to do any homework.

14

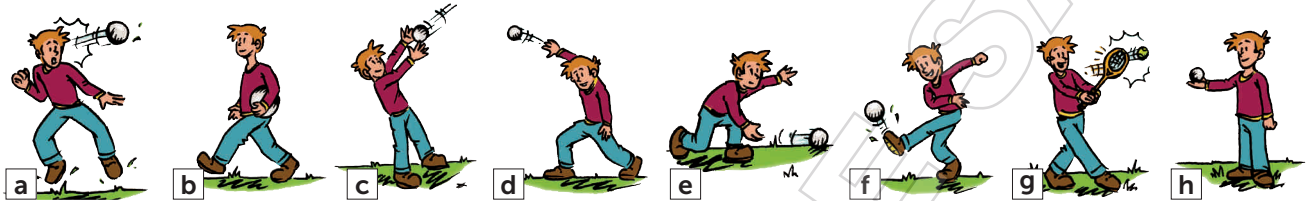
Rules of sport

- Lesson objective**
- Giving permission
 - Talking about things you can or can't do

Vocabulary

- 2.05 1 Postępuj nagrania. Następnie dopasuj czasowniki z ramki do obrazków. Napisz odpowiedzi w zeszyte.

1 catch 2 kick 3 carry 4 head 5 throw 6 hit 7 roll 8 hold



- 2.06 2 Postępuj nagrania i sprawdź swoje odpowiedzi.

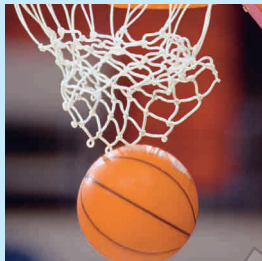
Presentation

- 2.07 3 Postępuj nagrania i przeczytaj tekst. Zastanów się nad odpowiedziami.

Rules of sport!

Answer these questions.

1 Basketball



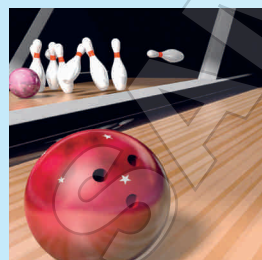
- Can you carry the ball?
- Do you have to throw the ball?
- Can you catch the ball?

3 Tennis



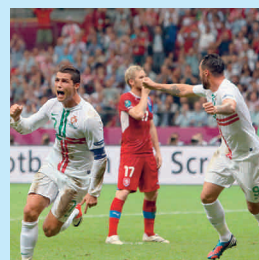
- Do you have to hit the ball with a racket?
- Do you have to wear a sweatband?
- Can you head the ball over the net?

2 Bowling



- Can you throw the ball?
- Do you have to roll the ball?
- Can you stand on the line?

4 Football



- Can only the goalkeeper catch the ball?
- Do the two teams have to wear different colours?
- Can you carry the ball?

- 2.07 4 Pracujcie w małych grupach. Postępujcie nagrania jeszcze raz. Następnie w zeszyte odpowiedzcie na pytania z kwizu: *Yes, you can./No, you can't.* lub *Yes, you do./No, you don't.*

Basketball – a; No, you can't.

- 2.08 5 Postępujcie nagrania i sprawdźcie swoje odpowiedzi.



GrammarSpot

Can (permission)

You **can catch** the ball.

You **can't head** the ball over the net.

Can you **throw** the ball?

Yes, you **can**./No, you **can't**.

Full form

cannot



Short form

can't

→ Grammarpage 59

Grammar practice

- 6 Pracujcie w parach. Napiszcie w zeszycie trzy pytania dotyczące popularnych dyscyplin sportowych. Użyjcie: *Can you ...?* Skorzystajcie ze słowników, aby znaleźć potrzebne słownictwo.

Football

Can you throw the ball?

Can you hit the ball with your hand?

Can you roll the ball?

- 7 Na zmianę zadawajcie sobie pytania i udzielajcie na nie odpowiedzi.

In football, can you throw the ball?

Yes, you can.

- 8 Popatrz na rysunki i napisz w zeszycie zdania z *You can ...* lub *You can't ...*.

In bowling, you can't throw the ball.



1 bowling

4 football

2 tennis

5 bowling

3 basketball

6 tennis

Speaking and Writing

- 9 Popatrz na rysunki różnych miejsc. Zastanów się nad odpowiedziami na poniższe pytania.

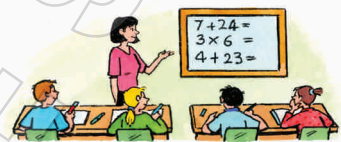
- 1 What things can you do there?
- 2 What things can't you do?
- 3 What things do you have to do?



a swimming pool



b park



c classroom

- 10 Napisz swoje odpowiedzi w zeszycie.

You can write in your notebooks.

You can't eat or drink.

You have to pay attention.

- 11 Przeczytaj swoje zdania kolegom i koleżankom z klasy. Czy potrafią zgadnąć, o jakim miejscu myślałeś/myślała?

You can't eat or drink.

Is it a classroom?

Yes, it is.

Writing

- 12 Wypisz w zeszycie zasady obowiązujące w wybranym sporcie lub wybranej grze. Użyj czasowników *can*, *can't* i *have to*.

My English file

Ice hockey

Your team can only have six players on the ice.

You can't kick the puck.

You have to wear a helmet and gloves.

Song



- 13 Przejdź na stronę 105. Postuchaj piosenki *Rock Park* i wykonaj zadanie związane z jej treścią.

Check your English

- 14 Wybierz właściwe wyrazy tak, aby powstały prawdziwe zdania na temat koszykówki.

- 1 You **can/can't** kick the ball.
- 2 You **can/can't** catch the ball.
- 3 You **have to/don't have to** throw the ball.

Lesson objective • Talking about your diet

Vocabulary

- 2.10 1 Postuchaj nagrania. Następnie dopasuj wyrazy z ramki do obrazków. Napisz odpowiedzi w zeszycie.
biscuits – g

biscuits pears chicken salad meat cheese apple juice tomatoes
sugar bread potatoes eggs fish pasta milk oranges grapes salt

Presentation

- 2.11 2 Popatrz na obrazek i postuchaj nagrania.



- 2.11 3 Postuchaj nagrania jeszcze raz. W zeszycie napisz zdania na temat tego, co Wayne i jego rodzina zazwyczaj jedzą i piją.

They eat a lot of salad. They don't eat many biscuits. They don't drink much apple juice.

They eat/drink	a lot of ... a lot of ...
They don't eat/drink	many ... much ...



GrammarSpot

Many, much, a lot of

Countable
many/a lot of

How **many biscuits** do you eat? I don't eat **many biscuits**.
I eat **a lot of biscuits**.
How **many eggs** do they eat? They don't eat **many eggs**.
They eat **a lot of eggs**.

Uncountable
much/a lot of

How **much salad** do you eat? I don't eat **much salad**.
I eat **a lot of salad**.
How **much milk** do they drink? They don't drink **much milk**.
They drink **a lot of milk**.

➔ Grammarpage 59

Grammar practice

4 Pracujcie w parach. Dopasujcie podane wyrazy do odpowiedniej kategorii rzeczowników policzalnych lub niepoliczalnych.

biscuit salt meat cheese sweet
tomato bread pasta sugar potato
milk egg chip

COUNTABLE UNCOUNTABLE

biscuit

salt

...

...



5 Postuchajcie nagrania i sprawdźcie swoje odpowiedzi.

StudyTip

Countable and uncountable nouns



Can you count eggs?

Yes, I can. One egg, two eggs, three ...

Can you count salt?

No, I can't!

Speaking

6 Pracujcie w parach. Popatrzcie na obrazek z ćwiczenia 2. Na zmianę zadawajcie sobie pytania i udzielajcie na nie odpowiedzi, używając podanych wyrażen.

How much/many ... do you eat/drink?

I eat/drink a lot of ...

I don't eat/drink much/many ...

I don't eat/drink ...

How much apple juice do you drink?

I don't drink apple juice.

How many pears do you eat?

I eat a lot of pears.

7 Zapisz w zeszycie odpowiedzi kolegi/koleżanki.

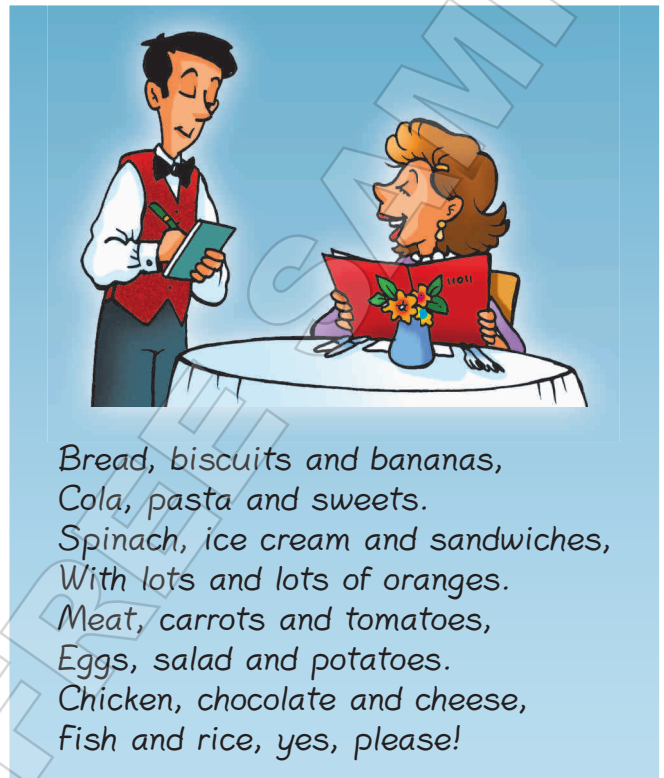
apple juice – X, pears – a lot of

8 Podaj odpowiedzi kolegi/koleżanki innym osobom klasy.

Pronunciation



9 Postuchaj nagrania i przećwicz Kelnerski rap.



Bread, biscuits and bananas,
Cola, pasta and sweets.
Spinach, ice cream and sandwiches,
With lots and lots of oranges.
Meat, carrots and tomatoes,
Eggs, salad and potatoes.
Chicken, chocolate and cheese,
Fish and rice, yes, please!

Check your English

10 Wybierz właściwe wyrazy tak, aby powstały prawdziwe zdania na twój temat.

- I eat a lot of/don't eat much/many spinach.
- I eat a lot of/don't eat much/many eggs.
- I drink a lot of/don't drink much/many water.
- I eat a lot of/don't eat much/many meat.
- I eat a lot of/don't eat much/many chips.

11 Uzupelnij pytania, wpisując *How much* lub *How many*. Następnie udziel na nie odpowiedzi. Zdania napisz w zeszycie.

1 milk do you drink?



2 sweets do you eat?



3 pasta do you eat?



4 apples do you eat?



Reading

- 1 Postuchaj nagrania i przeczytaj tekst. Co reklamuje ulotka?

Play the sport that started on the beaches of Brazil!

Beach soccer is a fast and exciting sport and playing it is a great way to keep fit and have a great time with your friends.

So why not come along to the beach on Sunday 22nd of August and join in the fun at the ...

WEST BEACH SOCCER TOURNAMENT

It's FREE and anyone can play – boys, girls, men, women. All you have to do is bring a ball and four friends.

You don't have to wear anything special to play beach soccer and you don't have to worry about shoes or trainers because you play soccer with your bare feet!

Everyone is welcome so tell all your friends.

See you this Sunday at 2 pm outside the West Beach Café.



The Beach Gang

- 2 Przeczytaj tekst jeszcze raz. Znajdź w nim podane wyrazy. Znasz ich znaczenie? Jeśli nie, spróbuj zgadnąć.

- 1 keep fit 2 come along
3 join 4 tournament
5 bare feet

- 3 Odpowiedz na poniższe pytania i napisz odpowiedzi w zeszycie.

- 1 When is the tournament?
2 How much does it cost to play?
3 Why don't you have to worry about shoes or trainers?
4 Where and what time do you have to meet?

Listening**TestingSpot**

- 4 Usłyszysz dwukrotnie trzy dialogi (1–3). Do każdego z nich dopasuj miejsce, w którym on się odbywa (A–D). Napisz odpowiedzi w zeszycie. Uwaga! Jedno miejsce zostało podane dodatkowo i nie pasuje do żadnego dialogu.



Speaking

- 2.16 5 Postuchaj pytań. Zastanów się nad odpowiedziami.

Weekends

- 1 Can you stay in bed all morning?
- 2 Do you have to tidy your room?
- 3 Can you hang out with your friends?
- 4 Do you have to do your homework?
- 5 Can you watch a lot of TV?
- 6 Do you have to go to bed early?
- 7 Do you have to go for a walk?

- 6 Pracujcie w parach. Na zmianę zadawajcie sobie pytania i udzielajcie na nie odpowiedzi.

Can you stay in bed all morning?

Yes, I can.

- 7 Podaj odpowiedzi kolegi/koleżanki innym osobom klasy.

Susana can stay in bed all morning.

Writing

- 8 Pracujcie w parach. Napiszcie kilka zdań na jeden z podanych tematów. Użyjcie czasowników *can*, *can't*, *have to* i *don't have to*.

1 Sport

Write a list of rules of a sport or game you know. Write the name of the sport, but don't show your classmate. Then read your rules to your classmate. Can he/she guess the name of the sport?

2 School

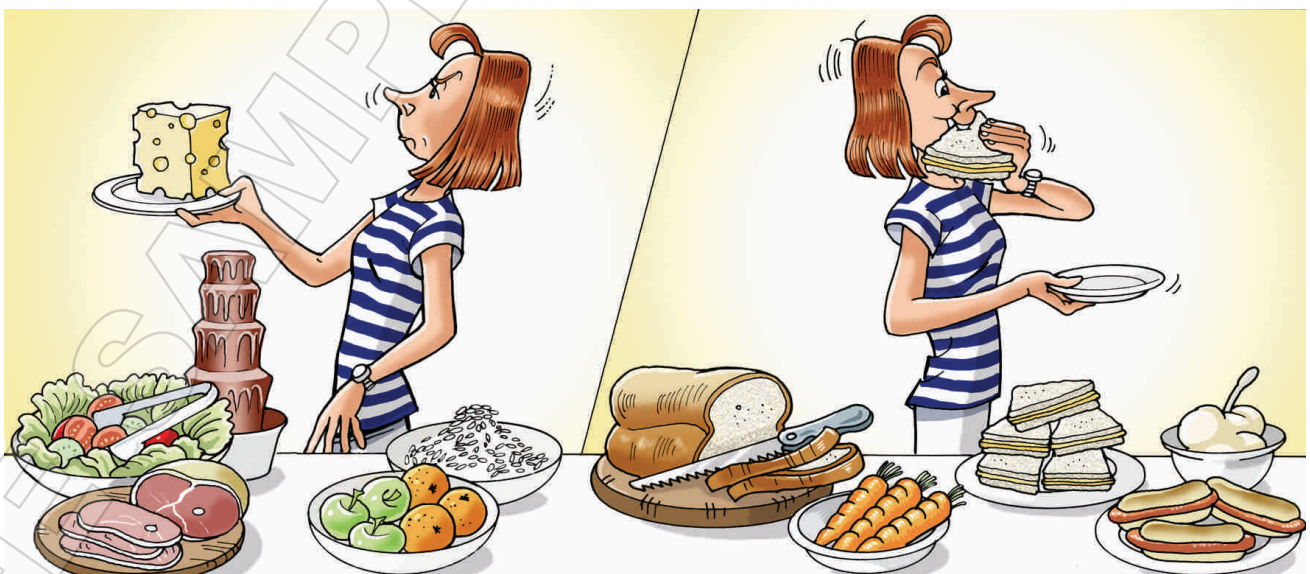
Write a list of rules for your school and classroom. Then exchange lists with your classmate. Are your rules the same as your classmate's?

3 Home

Write a list of home rules. Then exchange lists with your classmate. Are your rules the same as your classmate's?

FunSpot

- 2.17 1 Fiona jest bardzo grymaśna. Zgadnij, dlaczego niektóre rzeczy lubi jeść, a niektórych nie.



- 2.18 2 Postuchaj nagrania i sprawdź swoje odpowiedzi.



Review

Check if you can do these things

Umiem mówić o tym, co muszę, a czego nie muszę robić.

- 1 Uzupelnij zdania brakującymi wyrazami i wybierz właściwe wyrażenia, tak aby powstały prawdziwe zdania na twój temat. Pierwsze litery brakujących wyrazów zostały podane. Napisz odpowiedzi w zeszytcie.

I have to do chores.

- 1 I **h**ave to/don't have to d chores.
- 2 I **h**ave to/don't have to g u early at the weekend.
- 3 I **h**ave to/don't have to b on time for lessons.
- 4 I **h**ave to/don't have to g ready for school on Sunday.
- 5 I **h**ave to/don't have to e food I don't like.

Znam osiem czasowników związanych z dyscyplinami sportowymi.

- 2 Przedstaw czynności, których nazwy są podane poniżej.

- | | |
|-------------------|-------------------|
| 1 catching a ball | 5 carrying a ball |
| 2 kicking a ball | 6 hitting a ball |
| 3 throwing a ball | 7 rolling a ball |
| 4 heading a ball | 8 holding a ball |



Potrafię zadać pytania rozpoczynające się od *Can you ...?* oraz *Do you have to ...?*

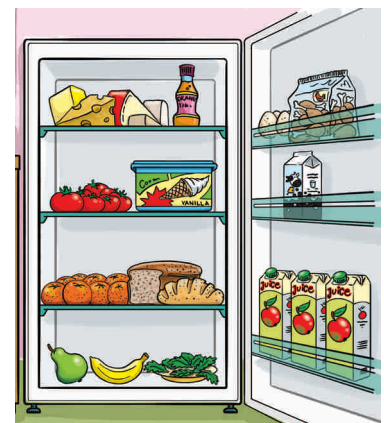
- 3 Zapisz w zeszytcie poniższe cztery pytania. Wpisz w brakujące miejsca *Can you ...?* lub *Do you have to ...?*

- 1 wear slippers in the classroom?
- 2 hang out with your friends any time you like?
- 3 eat food you don't like?
- 4 sit with your friends in class?

- 4 Odpowiedz na pytania z ćwiczenia 3. Napisz odpowiedzi w zeszytcie.

Wiem, kiedy używać *How much ...* i *How many ...*.

- 5 Pracujcie w parach. Popatrzcie na obrazek. Na zmianę zamykajcie podręczniki, zadawajcie sobie pytania i udzielajcie na nie odpowiedzi. Używajcie *How much/How many ... do you eat/drink?* do tworzenia pytań oraz *I eat/drink a lot of ... /I don't eat/drink much/many ...* do tworzenia odpowiedzi.



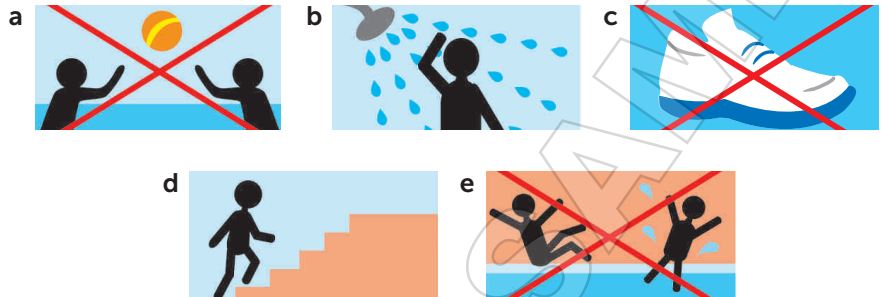
I eat a lot of cheese.

How much cheese do you eat?

Rozumiem zasady obowiązujące w różnych miejscach.

6 Przeczytaj listę zasad obowiązujących na basenie. Dopasuj zdania do obrazków i zapisz je w zeszyście.

- 1 You can't jump into the water.
- 2 You have to use the steps.
- 3 You have to shower.
- 4 You can't throw balls.
- 5 You can't wear shoes.



Testing Practice

1 Uzupełnij zdania wyrazami z ramki. Napisz odpowiedzi w zeszyście.

four have to can't to one

A: What time is our maths class?

B: It's from 12.00
1 13.30.

A: How many maths classes have we got this week?

B: We've got 2 .
One today, two on Wednesday, and
3 on Friday.

A: What are the rules in your maths class?

B: You 4 listen to the teacher. You
5 shout out the answers.

TestingSpot

2 Przeczytaj teksty (A–E). Przerysuj do zeszytu tabelę i uzupełnij ją, wpisując w każdą kratkę (1–4) odpowiednią literę. Uwaga! Jeden tekst zostanie niewykorzystany.


Mama pyta:	Ben odpowiada:	Z którego tekstu Ben się o tym dowiedział?
Do you know how many eggs we've got?	Yes, I do.	1 <input type="text"/>
Do you know what time the tennis lesson is?	Yes, I do.	2 <input type="text"/>
Do you know the rules for tennis?	Yes, I do.	3 <input type="text"/>
Do you know where the café is?	Yes, I do.	4 <input type="text"/>

A
Hi Ben!
How about breakfast before your tennis lesson this morning? Eggs, bacon and sausages! Let's meet at the café in South Street, next to the Sports Centre.
Helen

B
Tennis Lessons
@ South Street Sports Centre,
Wednesdays,
11.00 – 13.00
You have to bring your own tennis racket and tennis balls.

C
Café Azure
TODAY'S SPECIALS
All-Day Breakfast:
Two eggs, two sausages and bacon: £4.50
Tea/Coffee with some cake: £3.25
Ice cream: £1.50

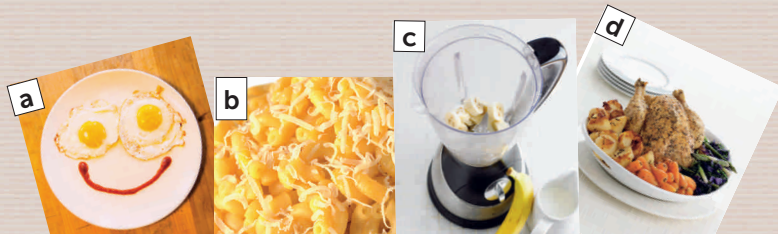
D
Can you buy some eggs after your tennis lesson this morning? We've got two at home but I want to make an omelette for supper tonight. Thanks,
Dad

E

Janek
No, you're wrong! You can't kick the ball in tennis! You have to hit the ball with a tennis racket. I know a lot about tennis because I have tennis lessons every Wednesday!



VocabularySpot

- 1 Przeczytaj informacje na stronie internetowej. Następnie dopasuj zdjęcia do odpowiednich osób. Napisz odpowiedzi w zeszycie.



FORUM	Message
Author	Message
Peabody	What's your favourite meal? Mine is roast chicken with roast potatoes, steamed green vegetables and carrots. Yum!
Geekgirl	I like fried eggs with tomato ketchup. It's not very healthy but it's great.
Milhouse	This is my favourite lunch: I boil some pasta in water, then I grate some cheese on top. It's simple, but I love it!
Pippin	Banana milkshakes are delicious. Cut a banana into small pieces. Add 250ml of milk. Mix them together in a blender. Banana milkshake!

- 2 Przeczytaj tekst ponownie. Połącz z obrazkami te wyrazy, które są zaznaczone na niebiesko. Napisz odpowiedzi w zeszycie.



- 3 Pracujcie w parach. Opowiedz koledze/ koleżance, jak przygotować twój ulubiony posiłek.

I like potatoes with ham. Fry potatoes in butter. Cut some ham into small pieces. Mix them together.



LanguageSpot

- 4 Ułóż wersy dialogów w odpowiedniej kolejności. Napisz odpowiedzi w zeszycie.

Dialogue 1

- a Yes, I eat a lot of pasta and I eat a lot of eggs.
- b How much bread do you eat? **1**
- c What about pasta? Do you eat much pasta?
- d I don't eat much bread. I don't like it.
- e Salad and fruit. I eat a lot of salad and a lot of apples.

Dialogue 2

- a What do you have to do?
- b I don't have to do chores at the weekend. But I have to do lots of homework!
- c Do you have to get up early at the weekend? **1**
- d I have to clean the car and I have to do the washing-up. What about you?
- e No, I don't. I can stay in bed until 10 am. But I have to do lots of chores in the afternoon.

TestingSpot

- 5 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Napisz odpowiedzi w zeszycie. Uwaga! Jedna reakcja nie pasuje do żadnej wypowiedzi.

- A I have to tidy my room and make the bed.
 B We've got some milk and a lot of cheese.
 C A lot! I drink one litre every day.
 D No, you can't. You have to throw and catch the ball.
 E No, we don't. We can wear our own clothes at school.

1	
2	
3	
4	

Grammar Summary

Have to (obligation)

Gdy mówimy o obowiązkach, używamy **have to**.

I **have to** tidy my room, but I **don't have to** do the washing-up.

A: **Do you have to** be at school at 8.45?

B: Yes, I **do**.

Affirmative sentences

I **have to** do chores.

You **have to** do chores.

He **has to** do chores.

She **has to** do chores.

It **has to** do chores.

We **have to** do chores.

You **have to** do chores.

They **have to** do chores.

Negative sentences

I **don't (do not) have to** do chores.

You **don't (do not) have to** do chores.

He **doesn't (does not) have to** do chores.

She **doesn't (does not) have to** do chores.

It **doesn't (does not) have to** do chores.

We **don't (do not) have to** do chores.

You **don't (do not) have to** do chores.

They **don't (do not) have to** do chores.

Questions

Do I have to do chores?

Do you have to do chores?

Does he have to do chores?

Does she have to do chores?

Does it have to do chores?

Do we have to do chores?

Do you have to do chores?

Do they have to do chores?

Short answers

Yes, I **do**./No, I **don't**.

Yes, you **do**./No, you **don't**.

Yes, he **does**./No, he **doesn't**.

Yes, she **does**./No, she **doesn't**.

Yes, it **does**./No, it **doesn't**.

Yes, we **do**./No, we **don't**.

Yes, you **do**./No, you **don't**.

Yes, they **do**./No, they **don't**.

Can (permission)

Gdy prosimy o pozwolenie lub udzielamy pozwolenia innej osobie, używamy **can**.

A: **Can I use** your phone?

B: Yes, you **can**.

You **can't watch** TV, but you **can read** a book.

Countable and uncountable nouns

Rzeczowniki policzalne, jak np.: **egg, girl, potato** mają liczbę mnogą (te rzeczy można policzyć np.: **one egg, two eggs, three eggs ...**).

Rzeczowniki niepoliczalne, jak np.: **bread, money, hair** nie mają liczby mnogiej (tych rzeczy nie można policzyć).

Przed rzeczownikami policzalnymi w liczbie pojedynczej używamy **a, an, one, the, my** etc.

I've got **an** egg.

Przed rzeczownikami niepoliczalnymi lub rzeczownikami w liczbie mnogiej możemy używać **some, any** lub **a lot of**.

I've got **some** money.

He's got **a lot of** money.

Are there **any** eggs?

We've got **a lot of** eggs.

How much and How many

How much + rzeczownik niepoliczalny:

How much money have you got?

How many + rzeczownik policzalny:

How many eggs have you got?

Check your grammar

Odpowiedzi do poniższych ćwiczeń napisz w zeszycie.

1 Jakie zasady obowiązują w twojej szkole? Ułóż zdania z użyciem **We can .../We can't .../We have to .../We don't have to ...**

1 **We can't eat in the classroom.**

1 eat in the classroom

2 sit with friends

3 do our homework

4 drink water in the classroom

5 get to school on time

6 clean the classroom

2 Wybierz właściwe wyrazy.

1 **Is the milk cold?**

1 **Is/Are** the milk cold?

2 Where **is/are** my pens?

3 Your hair **is/are** beautiful.

4 How **much/many** money have you got?

5 How **much/many** sweets have you got?



TestingSpot

3 Przeczytaj tekst. Spośród wyrazów podanych w ramce (A–H) wybierz te, które poprawnie uzupełniają luki (1–4). Uwaga! Cztery wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A don't have to B many C an D can
E much F have to G some H can't

I'm very tired this morning, but I ¹ stay in bed. I ² get up early and go shopping with my mum. My mum wants to make an amazing cake for my brother because it's his birthday party tomorrow. We've got ³ eggs, but we haven't got any milk and we haven't got ⁴ sugar. I hope he likes his cake!



Extra Special

Sports quiz

Jak dużo wiecie o sporcie?
Pracujcie w parach lub w małych grupach.
W zeszytach zapiszcie odpowiedzi na pytania z kwizu.

1 How many players are there in a volleyball team?

- A Eleven
- B Six
- C Ten

2 Match the pictures to the sports.



1

2



3



4



5



6

- | | |
|----------------|----------------|
| A athletics | D ice hockey |
| B fencing | E horse-riding |
| C snowboarding | F table tennis |

3 How long is the marathon?

- A 30 kilometres
- B 28 kilometres
- C 42 kilometres



4 Where were the first modern Olympic Games?

- A Athens
- B London
- C Barcelona



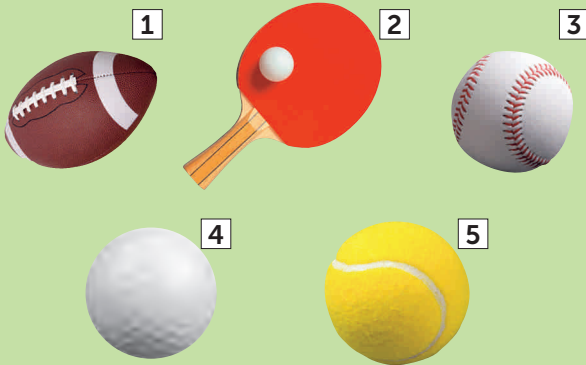
5 How often are the Olympic Games?

- A Every year
- B Every four years
- C Every ten years

6 Which is the odd sport out and why?

swimming golf rugby baseball tennis

7 Match the ball to the sport.



- A golf
 B tennis
 C American football
 D table tennis
 E baseball

8 What athletics event is this?

- A The high jump
 B The pole vault
 C The long jump



9 How long is a football match?

- A 45 minutes
 B 90 minutes
 C 180 minutes



Mini project

- 1 Przeczytaj kwiz napisany przez Karen. Odpowiedz na pytania.



HOW MUCH DO YOU KNOW ABOUT MUSIC?

- 1 What is the name of this musical instrument?

- A guitar
 B keyboards
 C harp



- 2 Match the dance with a country.

- | | |
|------------|-------------|
| 1 samba | a Austria |
| 2 tango | b Spain |
| 3 waltz | c Brazil |
| 4 flamenco | d Argentina |

- 3 What are the names of three famous composers?

- 4 Which is the odd word out?

hip hop piano jazz country
 pop classical

Karen

- 2 Przygotuj kwiz na jeden ze swoich ulubionych tematów. Jeśli chcesz, skorzystaj z internetu lub encyklopedii. Oto kilka pomysłów:

Art Animals TV shows
 Films Books Celebrities

- 3 Poproś kolegów i koleżanki z klasy o napisanie odpowiedzi na pytania z twojego kwizu.

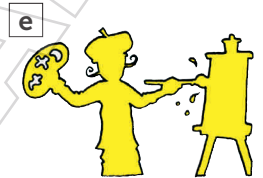
Lesson objective • Talking about the past

Vocabulary



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

artist musicians inventor writer scientist

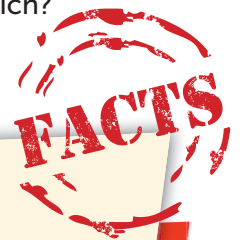


Presentation

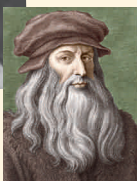


2 Postępuj nagrania i przeczytaj tekst o wybitnych osobach. Czym wstawia się każda z nich?

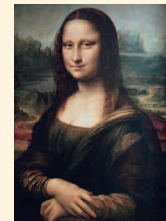
Fact file: Famous people



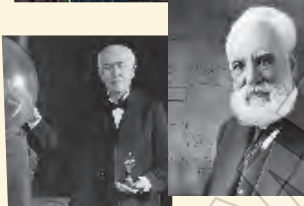
1 Who was Mary Shelley? She was a writer. She was born in 1797. She was English. Her most famous book was *Frankenstein* – a story that is still famous all over the world.



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	<input type="text"/>
Leonardo da Vinci	<input type="text"/>	<input type="text"/>
Marie Curie	<input type="text"/>	<input type="text"/>
Pierre Curie	<input type="text"/>	<input type="text"/>
Thomas Alva Edison	<input type="text"/>	<input type="text"/>
Alexander Graham Bell	<input type="text"/>	<input type="text"/>



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 Leonardo da Vinci?
- Thomas Alva Edison and Alexander Graham Bell inventors.
- Pierre Curie French?
- 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



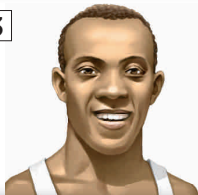
Cleopatra, Egyptian,
69 BC–30 BC

2



Nicolaus Copernicus,
Polish, 1473–1543

3



Jesse Owens,
American, 1913–1980

4



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



2



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 ¹ Pierre and Marie Curie?

B: They ² scientists.

A: ³ they American?

B: No, they ⁴ . He ⁵ French.

She ⁶ Polish.

A: ⁷ she born in France?

B: No, she ⁸ . She ⁹ born in Poland.

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

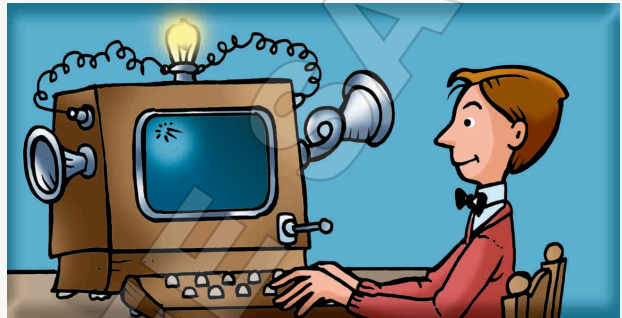
Presentation

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.



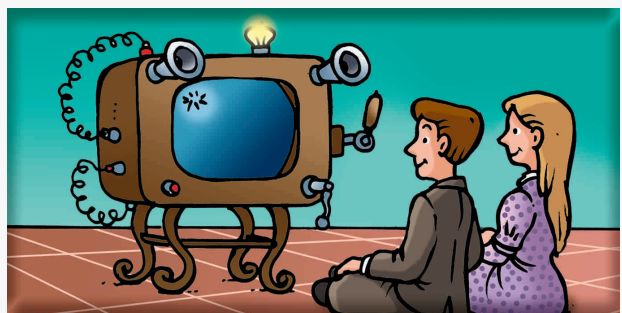
- 3 Did they travel in space?
Yes, they did./No, they didn't.



- 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 Postłuchaj 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



SpellingTip

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.

1 Did you go to the cinema?

2 ...

- 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.

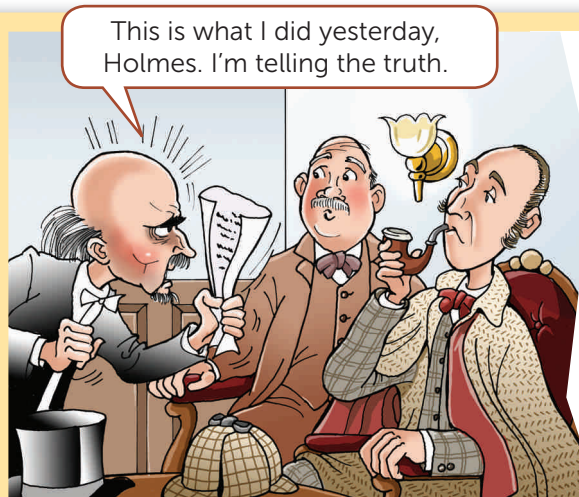
1 played 2 used 3 listened 4 travelled
5 skied 6 cycled 7 phoned 8 watched

1 I played computer games.

2 I used a microwave.

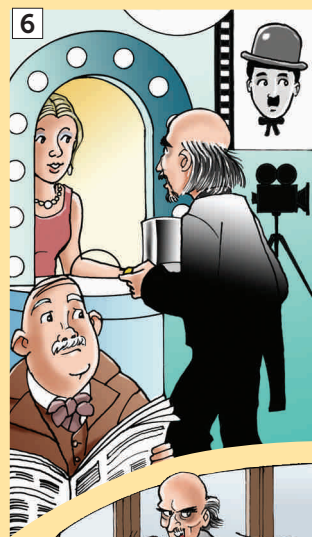
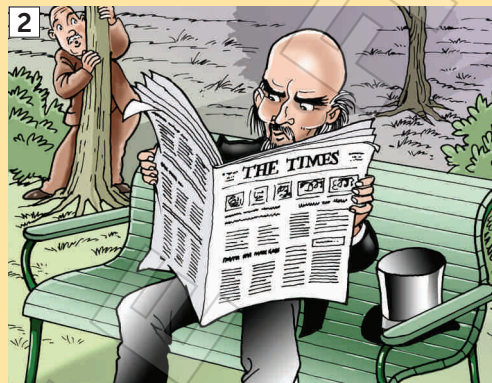
Presentation

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



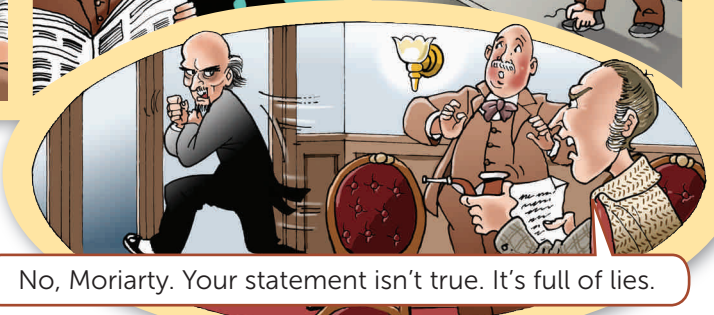
In the morning, I took a taxi to Hyde Park. I sat on the grass in the park and read a magazine. I left the park at a quarter to 12 and went to Piccadilly Circus by Underground. I had lunch in an Italian restaurant. In the afternoon, I bought some new shoes. In the evening, I saw a play. I got back to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

Professor Moriarty



- 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*





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.

→ Grammarpage 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 ...



- 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 zeszły 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 took a bus.

I cycled to a friend's house.

I saw a film.

I phoned a friend.

I watched TV.

I bought sweets.

I got up late.

I went swimming.

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 Przejdź na stronę 106. Postuchaj piosenki *Last summer* i wykonaj zadanie związane z jej treścią.

Check your English

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

A: Did you ¹ swimming last weekend?

B: No, I didn't ² swimming.

I ³ 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 Posłuchaj 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.

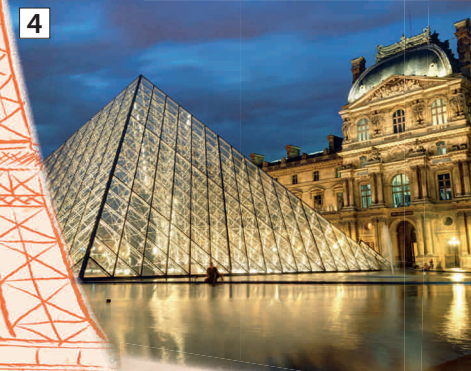
The first place we went to in Paris was the Eiffel Tower. There are two ways to get to the top of the tower: take the lift or climb 1,710 steps. Can you guess what we did?

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.



TestingSpot

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

1 Alex is in Paris now.

Tak Nie

2 They walked up 1,710 steps to the top of the Eiffel Tower.

3 They saw the *Mona Lisa* in the Louvre.

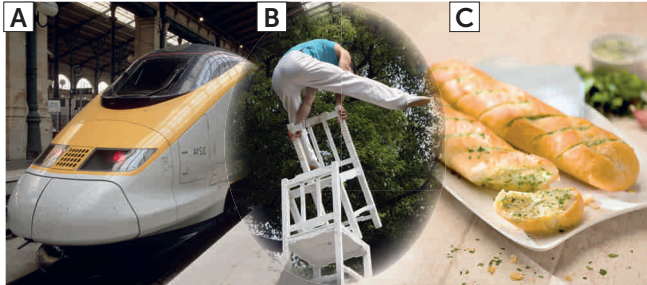
4 They had lunch in a restaurant.

5 Alex liked the school trip.

Listening

2.34

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



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 zeszyte 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 zeszyte 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 if 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
a w .



2 The Beatles
m .



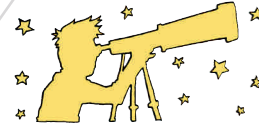
3 Cleopatra
a q .



4 Leonardo da Vinci
an a .



5 Marie and Pierre Curie s .



6 Nicolaus Copernicus an a .

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

A: Who ¹ the Beatles? ² they inventors?

A: And who ⁵ Pablo Picasso? ⁶ he a musician?

B: No, they ³ n't. They ⁴ musicians.

B: No, he ⁷ n't. He ⁸ an artist.

Znam sześć nazw narodowości.

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

1 *The Beatles.*

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.

played, ...

o	w	t	x	j	p	o	n	b	v	n
a	e	g	o	t	a	l	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	d	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 ¹ up early and ² a  .
 He ³ T  and he ⁴ to m  . Then he
⁵ a b  into town and ⁶ some new j  . In the afternoon
 he ⁷ to the p  and ⁸ f  . Then he ⁹
 on the g  and ¹⁰ a m  . In the evening he ¹¹ p
 his f  and they ¹² w to the c  .
 They ¹³ a comedy f  .

Potrafię 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.

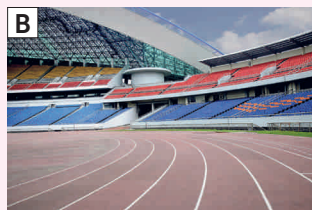
beach / cinema / theatre / home

- 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	<input type="text"/>
Ruth	<input type="text"/>
Jack	<input type="text"/>
Mick	<input type="text"/>

Testing Spot

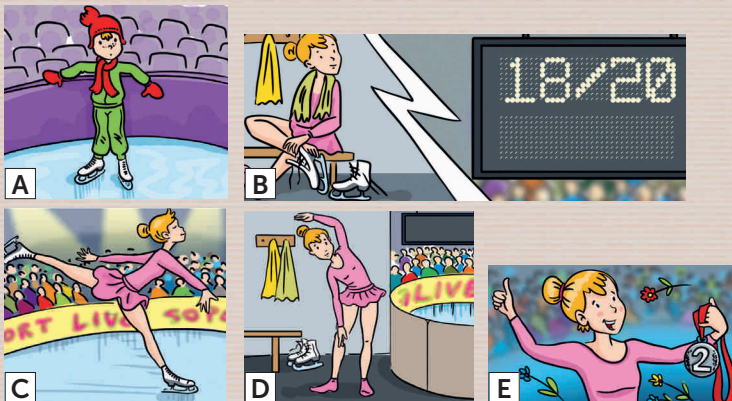
2 Usłyszysz dwukrotnie trzy dialogi (1–3). Do każdego z nich dopasuj miejsce, w którym się on odbywa (A–D). Napisz rozwiązania w zeszycie. Uwaga! Jedno miejsce zostało podane dodatkowo i nie pasuje do żadnego dialogu.





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 exercises before you run and exercises after you run.
- Last year I in a tennis competition and I a medal.
- My sister in a musical at the weekend.
- A: How often do you ?
B: Three days a week.
- You have to 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!



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 ¹ yesterday?
B: I tidied my room and I played football.
A: Did ² to Sarah's party in the evening?
B: No, ³ . I went to the cinema with Mark.
A: Who was Thomas Edison?
B: He was an inventor. He ⁴ in 1847.
A: Did he invent the Internet?
B: No, ⁵ ! People ⁶ computers in the 19th 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 poszedłeś/poszłaś wczoraj do kina. Co odpowiesz?
 - Nauczyciel pyta, kim był Einstein. Co powiesz?
- A He was a famous German scientist.
B He bought a hat and went to the cinema.
C No, I didn't. I stayed at home.
D I took the bus to London.
E They walked or they rode horses.

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: you late for school this morning?

B: No, I . I on time.

2 A: all the students there?

B: No, they . Two students late.

3 A: your teacher happy?

B: No, she . She very angry.

2 Przepisz listę czasowników regularnych i nieregularnych oraz uzupełnij ją.

Regular

Present simple Past simple

play **played**

travel

use

watch

cycle

Irregular

Present simple Past simple

take **took**

sit

see

have

go



Testing Spot

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 ¹ shopping and we visited the British Museum. My cousin didn't ² the museum, but I did! Then we took the bus to Hyde Park. We sat ³ the grass and had some sandwiches and ice cream. The sandwiches ⁴ very nice, but the ice cream was great! In the afternoon we went ⁵ 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

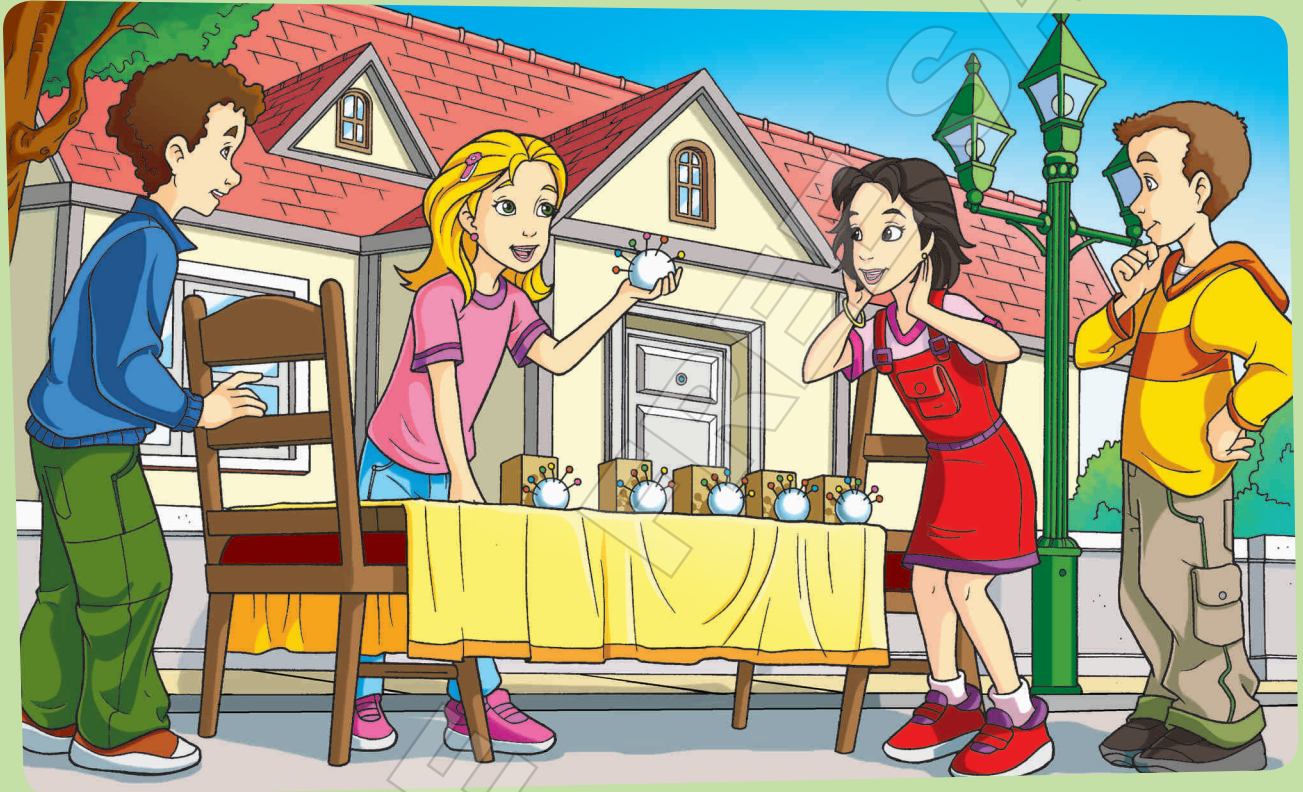
4 A weren't B wasn't C was

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 21st 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 ...



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

Memory Challenge

Naucz 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.

21

Wayne's World: A bad start to the day

Lesson objective • Talking about what you did in the past

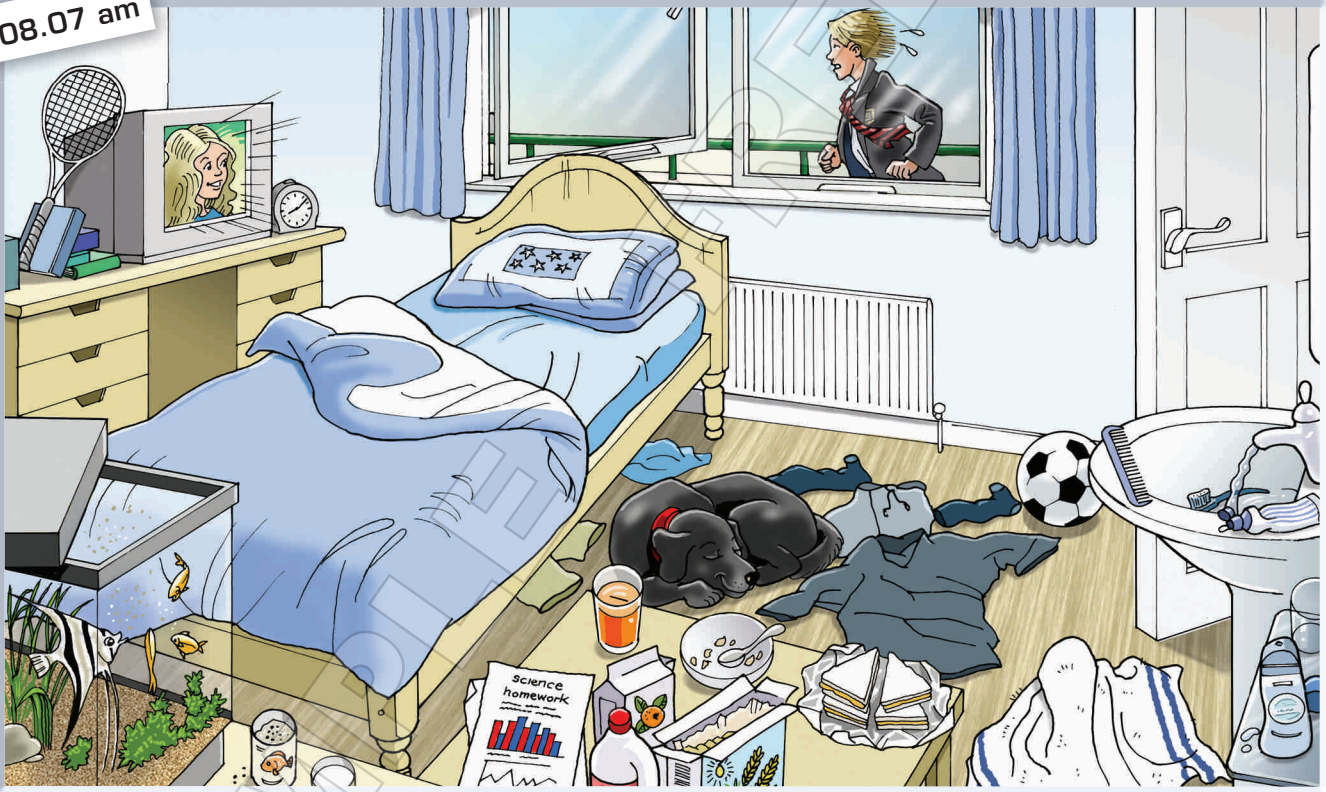
Presentation

1 Postuchaj nagrania i przeczytaj dialog. Obrazki pomogą ci zrozumieć jego treść.



Zoë Are you OK, Wayne?
Wayne No, not really.
Zoë Why? What's the matter?
Wayne Oh, I had a really bad start to the day. I woke up late.
Zoë Were you late for school?
Wayne No, I arrived on time, but I forgot my science homework.
Zoë Oh, dear.
Wayne Yes, and I didn't close my bedroom window or switch off the lights.

08.07 am



2 Postuchaj nagrania jeszcze raz. Następnie przeczytaj dialog z kolegą/koleżanką.

RealEnglish
 Are you OK?
 Oh, dear.

Comprehension

3 Popatrz na obrazek i wybierz właściwe wyrazy.

- 1 He **put on/didn't put on** his school uniform.
- 2 He **made/didn't make** his bed.
- 3 He **fed/didn't feed** his fish.
- 4 He **drank/didn't drink** his orange juice.
- 5 He **ate/didn't eat** his cereal.

- 6 He **switched off/didn't switch off** the TV.
- 7 He **forgot/didn't forget** his sandwiches.
- 8 He **closed/didn't close** his door.
- 9 He **cleaned/didn't clean** his teeth.
- 10 He **picked up/didn't pick up** his clothes.

4 Postuchaj nagrania i sprawdź swoje odpowiedzi.



GrammarSpot

Past simple: regular and irregular verbs

Regular

I **switched** off the light.

Irregular

I **woke** up late.

→ Grammarpage 73

Grammar practice

5 Przepisz do zeszytu poniższą listę czasowników. Uzupełnij brakujące formy czasu przeszłego.

Regular

switch off *switched off*

clean

close

open

pick up

arrive

Irregular

wake up *woke up*

forget

put on

make

feed

drink

eat



6 Postuchaj nagrania i powtórz czasowniki.

Listening



7 Postuchaj nagrania. Ile z podanych czynności wykonałeś/wykonałaś dziś rano?

1 wake up



6 eat



2 put on



7 switch off



3 make



8 forget



4 feed



9 clean



5 drink



10 pick up



Speaking

8 Pracujcie w grupach. Na zmianę zadawajcie sobie pytania dotyczące podanych czynności i udzielajcie odpowiedzi.

Did you wake up late?

Yes, I did.

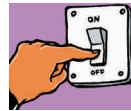
No, I didn't.



StudyTip

Phrasal verbs

switch off



put on



pick up



wake up



Game

9 Zagrajcie w MEMORY GAME. Pokażcie czynności, o których mówicie.



Check your English

10 W zeszycie napisz sześć prawdziwych zdań o tym, co zrobisz/zrobiłaś i czego nie zrobisz/zrobiłaś dziś rano. Użyj czasowników z ramki.

wake up switch off clean close pick up
forget put on make open feed drink eat

I didn't wake up late. I didn't make my bed. I fed my dog. I forgot my pen. I ate some cereal. I didn't pick up my clothes.



Remember!

Infinitive



Question: Did you **wake** up?

Past tense



Affirmative: I **woke** up.

Infinitive



Negative: I didn't **wake** up.

Vocabulary

- 2.41 1 Postuchaj nagrania. Znajdź na obrazku te rzeczy, których nazwy są wymienione w ramce.

postcards sandcastle donkeys shade beach fishermen wetsuit café sea

Presentation

- 2.42 2 Postuchaj nagrania. Znajdź na obrazku członków rodziny Gloomów.



- 2.42 3 Postuchaj nagrania jeszcze raz. Przepisz tekst do zeszytu i uzupełnij go wyrazami z ramki.

sat rode spoke swam built wrote wore threw hung out ran

Last summer the Gloom's had a day out at the seaside. Martha ¹ in the sea and Sam and Pam ² a huge sandcastle. Cynthia ³ in the shade and Mandy ⁴ a lot of postcards. Rudolph ⁵ in a café and Helga ⁶ to two fishermen. Gordon ⁷ a donkey and Vincent ⁸ along the beach. Vera ⁹ a wetsuit and Bernard ¹⁰ balls for Bonehead.

- 2.42 4 Postuchaj nagrania jeszcze raz i sprawdź swoje odpowiedzi.

**GrammarSpot****Past simple: Wh- questions**

What did Martha do?

She swam in the sea.

When did the Grooms go to the seaside?

They went to the seaside last summer.

→ Grammar page 87

Speaking

- 5 Popatrz na obrazek z ćwiczenia 2. Co Gloomowie robili nad morzem? Wraz z kolegą/koleżanką na zmianę zadawajcie sobie pytania (*What did ...?*) i udzielajcie odpowiedzi (*He/She ...*).

What did Vincent do?

He ran along the beach.

Listening and Speaking

2.43

- 6 Rudolph Gloom rozmawia z przyjacielem o tym, jak spędził zeszłą sobotę. Postuchaj nagrania i dokończ pytania kolegi. Napisz odpowiedzi w zeszyce.



1 *I got up late.*

What time did you get up?

1 I got up late.

What time ?

2 I phoned a friend.

Who ?

3 We met in town.

Where ?

4 We had a snack.

What ?

5 We went to the park.

How ?

6 We saw some classmates.

Who ?

7 We talked.

What ?

2.43

- 7 Postuchaj nagrania jeszcze raz. Przeczytaj dialog z kolegą/koleżanką.

Speaking

- 8 Ułożcie z kolegą/koleżanką własną rozmowę na podobny temat.

I played computer games.

I played ...

What games did you play?

**GrammarSpot****Past time expressions**

Last summer the Grooms had a day out at the seaside.

I got up late **yesterday**.

Did you go shopping **last weekend**?

→ Grammar page 87

Writing

- 9 Napisz w zeszyce zdania w czasie przeszłym. Użyj do tego wyrażeń z ramki.

yesterday last night last weekend
last summer last Saturday afternoon

My English file

I saw a film yesterday. I played a computer game last night.

I ...

Check your English

- 10 Ułóż trzy pytania z rozsypanki wyrazowej. Odpowiedz na nie zgodnie z prawdą.

1 *What time did you get up this morning?*
I got up at 7.30.

1 this morning did what time
you get up ?

2 hang out with did last weekend
who you ?

3 you go where last summer did ?

- 11 Napisz w zeszyce zdania o tym, co robiłeś/robiłaś w przeszłości. Użyj do tego czasowników z ramki.

sat rode spoke swam built
wrote wore threw hung out ran

I sat next to my friend. I rode a horse.

Presentation

2.44

- 1 Posłuchaj nagrania i przeczytaj tekst. Obrazki pomogą ci zrozumieć jego treść. Kim według ciebie są ludziki, które związały Guliwera?



My name is Lemuel Gulliver and I'm a ship's doctor. On 5th November, 1699 there was a terrible storm. There were huge waves and my ship hit a rock. Then I swam to an island.



The next morning, I woke up on the beach. There was a very small man a few centimetres from my nose. He was a soldier and had a bow and arrow and he was afraid.



There were hundreds of soldiers and they all had bows and arrows. I tried to stand up but the soldiers shot arrows at me. The arrows were very small but I didn't try to stand up again.



I was very hungry. I asked for food but the soldiers didn't understand. They didn't speak English. I pointed to my mouth and they understood. Then the soldiers fed me.



I was very tired after my meal and slept. That night the soldiers took me to their city. A thousand horses pulled the wagon.

2.45

- 2 Posłuchaj nagrania i przeczytaj tekst jeszcze raz. Znajdź na obrazku rzeczy, których nazwy są wymienione w ramce.

storm waves ship rock bow
soldier arrow horses wagon



StudyTip

Telling a story – time expressions

On 5th November, 1699 there was ...

The next morning, I woke up ...

Then I swam ...

That night the soldiers took ...

Comprehension

- 2.46 **3** Pracujcie w parach. Postuchajcie pytań i zanotujcie odpowiedzi w zeszytcie.

1 a rock

- 1 What did Gulliver's boat hit?
- 2 Where did he swim?
- 3 Where was Gulliver when he woke up next morning?
- 4 What did Gulliver try to do?
- 5 What did the soldiers shoot at Gulliver?
- 6 What did he ask for?
- 7 Where did they take Gulliver that night?

- 6** Napisz w zeszytcie prawdziwe zdania na temat obrazka. Użyj do tego wyrazów z ramki.

There were some people. There wasn't a shop.

people shop benches horses cinema
soldiers children church palace bicycles
trees theatre houses dogs cats café

Pronunciation

- 2.48 **7** Postuchaj nagrania i powtórz wyrazy.

bring	brought	run	ran
build	built	say	said
drink	drank	sit	sat
eat	ate	speak	spoke
feed	fed	swim	swam
forget	forgot	take	took
hang	hung	throw	threw
make	made	understand	understood
meet	met	wake	woke
read	read	wear	wore
ride	rode	write	wrote



GrammarSpot

There was a terrible storm.

There were huge waves.

Was there a beach?

Yes, **there was**. No, **there wasn't**.

Were there any soldiers?

Yes, **there were**. No, **there weren't**.

→ Grammar page 87

- 2.49 **8** Postuchaj nagrania. Zdecyduj, czy słyszysz **bezokolicznik (infinitive)**, czy formę **czasu przeszłego (past tense)**? Podaj odpowiedź.

bring

infinitive

Listening

- 2.47 **4** Popatrz na obrazek ulicy, którą Guliwer zobaczył w krainie Liliputów. Postuchaj pytań.



- 2.47 **5** Postuchaj nagrania jeszcze raz i odpowiedz na pytania. Użyj: *Yes, there was/were* lub *No, there wasn't/weren't*.

Were there any people?

Yes, there were.

Was there a cinema?

No, there wasn't.

- 9** Sprawdź wiedzę kolegi/koleżanki. Przeczytaj wyraz. Kolega/koleżanka musi podać, czy jest to bezokolicznik, czy forma czasu przeszłego.

Song

- 2.50 **10** Przejdź na stronę 106. Postuchaj piosenki *Gulliver's story* i wykonaj zadanie związane z jej treścią.

Check your English

- 11** Pomyśl o miejscu, w którym kiedyś byłeś/byłaś, np. w kinie, na przyjęciu. Napisz kilka zdań na ten temat. Użyj: *There was/wasn't ...* lub *There were/weren't ...*

*My sister's birthday party
There were a lot of people.
There was a lot of food.
There was good music.*

Reading



- 1 Posłuchaj nagrania i przeczytaj biografię Michała. Gdzie chłopiec mieszkał kiedyś, a gdzie mieszka dzisiaj?



my biography

- 2003** I was born on 10th April in Warsaw, Poland. Happy birthday to me!
- 2004** I can't remember, but I guess I started to walk and said my first words - *tata, mama, baba* ...
- 2005** My sister Magda was born on 9th September.
- 2006** I started nursery school. I remember I cried all day.
- 2007** I got a new bike for my fourth birthday. It was red and very beautiful.
- 2008** I got my first pet, a dog called Fafik.
- 2009** I started primary school and met my friends Kuba and Bartek. We are still friends today.
- 2010** I began guitar lessons and became a famous rock star. (Only kidding!)
- 2011** A big change in my life! My family moved to Peterborough in England and I had to go to an English school and speak English. I really missed my old school and my friends in Poland.
- 2012** We went back to Poland at Christmas for three weeks. We had a big family party and it was great to see my friends Kuba and Bartek again.
- 2013** I won a music competition.
- 2014** I started secondary school and wore a school uniform for the first time. I now have lots of friends at school and like living in England.



- 2 Przeczytaj tekst jeszcze raz. Popraw zdania na temat Michała tak, aby były zgodne z prawdą i zapisz je w zeszytcie.

He has got a sister.

- 1 He doesn't have any brothers and sisters.
- 2 He got a pet dog for his third birthday.
- 3 He met Kuba and Bartek at nursery school.
- 4 His pet's name was Tofik.
- 5 His family moved from England to Poland.
- 6 He now goes to secondary school in Poland.

- 3 Kiedy w życiu Michała miały miejsce poniższe wydarzenia? Napisz daty w zeszytcie.

1 2004

- | | |
|------------------------|----------------------------|
| 1 say first words | 7 play the guitar |
| 2 sister born | 8 speak English |
| 3 go to nursery school | 9 go back to Poland |
| 4 get a bike | 10 win a music competition |
| 5 get a dog | 11 wear a school uniform |
| 6 go to primary school | |

Listening

TestingSpot

4 Usłyszysz dwukrotnie trzy teksty. Na podstawie informacji zawartych w nagraniu w zadaniach (1–3) z podanych odpowiedzi wybierz właściwą. Napisz odpowiedzi w zeszycie.

1 Where was the girl?

A



B



C



2 What did the boy hate?

A



B



C



3 Which was the girl's favourite present?

A



B



C



Speaking

2.53

5 Postuchaj pytań. Popatrz na ćwiczenie 1. i zastanów się nad odpowiedziami.

- 1 Where was Michał born?
- 2 What was his dog's name?
- 3 What did he get for his fourth birthday present?
- 4 Who did he meet in 2009?
- 5 Where did his family move to in 2011?
- 6 Where did they have Christmas in 2012?

2.53

6 Postuchaj nagrania jeszcze raz. Pracuj z kolegą/koleżanką. Na zmianę zadawajcie sobie pytania i udzielajcie odpowiedzi.

Where was Michał born?

In Warsaw.

What date was he born on?

Writing

7 Napisz swój życiorys. Wykorzystaj biografię Michała jako wzór.

My biography

2003 I was born in Gdańsk, Poland.

2004 I can't remember, but ...

FunSpot

Memory game

1 Pracujcie w parach lub trzyosobowych grupach. Popatrzcie na obrazek. Postarajcie się zapamiętać jak najwięcej szczegółów. Macie na to 2 minuty.



2.54

2 Zamknijcie książki. Postuchajcie pytań i napiszcie odpowiedzi w zeszytach.

- 1 Yes, there were. 2 No, there wasn't.

2.55

3 Otwórzcie książki i sprawdźcie swoje odpowiedzi.



Review

Check if you can do these things

Znam osiemnaście czasowników nieregularnych i potrafię podać ich formy przeszłe.

1 Znajdź w wężu wyrazowym formy czasu przeszłego różnych czasowników.

woke up, forgot, ...

woke up forgot put on made fed drank ate swam sat rode spoke built wrote wore threw hung out ran went

2 Napisz w zeszyte zdania o pechowym początku dnia Wayne'a.

1 Wayne woke up late.



1 Wayne w up l .



2 He f his s h .



7 He f his f .



3 He p on his s u .



8 He a his c .



4 He didn't s off the l .



9 He d his o j .



5 He didn't c the w .



10 He c his t .



6 He didn't m his b .



11 He didn't p up his c .



3 Przepisz fragmenty zdań z kolumn A i B tak, aby powstały prawdziwe informacje o rodzinie Gloomów.

- | | |
|---------------------|-----------------------|
| A | B |
| 1 Martha swam | a in a café. |
| 2 Sam and Pam built | b in the sea. |
| 3 Cynthia sat | c a lot of postcards. |
| 4 Mandy wrote | d a huge sandcastle. |
| 5 Rudolph hung out | e in the shade. |
| 6 Helga spoke | f balls for Bonehead. |
| 7 Bernard threw | g to two fishermen. |

Umiem odpowiedzieć na pytania w czasie Past simple.

4 Odpowiedz na pytania pełnymi zdaniami. Napisz je w zeszyte.

1 I went to bed at half past eleven last night.

- | | |
|--|--|
| 1 What time did you go to bed last night? | 4 What did you have for breakfast? |
| 2 Where did you go last weekend? | 5 When did you do your homework? |
| 3 How did you travel to school this morning? | 6 What time did you get up this morning? |

Potrafię rozpoznać różne rodzaje tekstów pisanych i rozumiem ich treść.

5 Dopasuj poniższe nazwy do odpowiedniego tekstu. Napisz odpowiedzi w zeszytcie.

biography

story

diary

1 **LEMUEL GULLIVER** was a ship's doctor. On 5th November, 1699 there was a terrible ¹ . His ship hit a rock and he swam to an island. The next morning Gulliver woke up on the beach. There was a ² man a few centimetres from his nose. He was a soldier and he had a ³ and arrows ...

2 DAY 1 – MORNING 5th November, 1699
I woke up on the beach. There were hundreds of ⁴ around me. I tried to stand up but the soldiers had bows and they shot small ⁵ at me. I didn't try to stand up again.

DAY 1 – AFTERNOON

I was very ⁶ and I asked for food but the soldiers didn't understand English. I pointed to my mouth and they fed me.

DAY 1 – NIGHT

I was very ⁷ and I went to sleep. The soldiers took me to their city.

3 1667 Jonathan Swift, author of *Gulliver's Travels*, was born in Ireland.

1674 Jonathan's uncle gave him money and he ⁸ to school in England.

1726 He ⁹ *Gulliver's Travels* – a story about a ship's doctor Lemuel Gulliver. This story is still very popular in many countries and children love reading or watching it.

1745 Jonathan Swift ¹⁰ . He was 78 years old.

6 Uzupełnij teksty z ćwiczenia 5. wyrazami z odpowiedniej ramki. Napisz odpowiedzi w zeszytcie.

small bow storm

died went wrote

tired arrows soldiers hungry



7 Uzupełnij zdania, tak aby powstały prawdziwe opisy ulicy, którą Guliwer zobaczył w krainie Liliputów. Napisz odpowiedzi w zeszytcie.

1 There some soldiers.

2 There a church.

4 There any bicycles.

3 There a cinema.



Testing Practice

1 Połącz w pary poniższe czasowniki w czasie teraźniejszym i przeszłym. Napisz odpowiedzi w zeszytcie.

go ran went drink made get wake got woke make drank run

Present tense

Past tense

go

went



Testing Spot

2 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki (1–4). Wybierz odpowiednią literę (A–G) i zanotuj swój wybór w zeszytcie. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A didn't B wake C was D meet E met F be G got

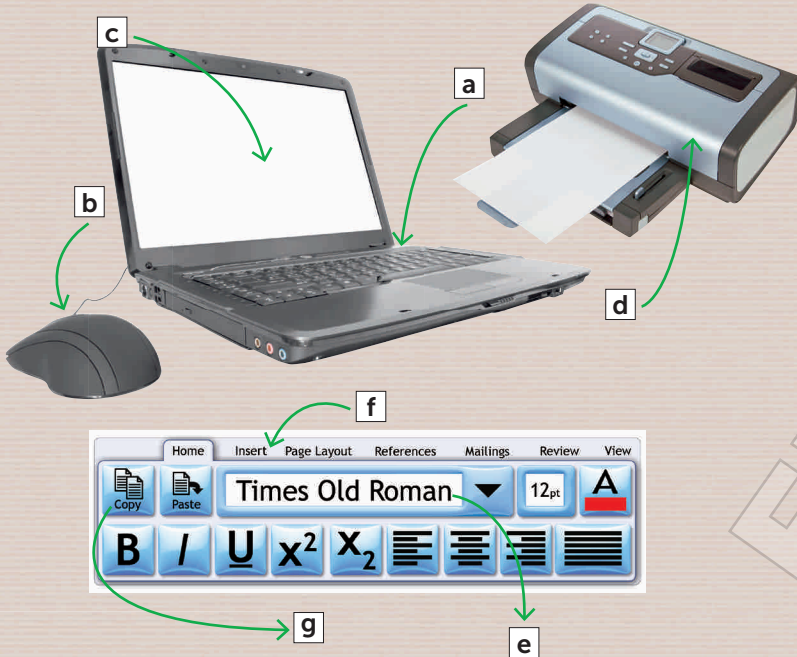
Last weekend my brother and I ¹ up early and took the train to Brighton. We did some shopping and we had lunch at a café near the beach. We ² swim in the sea because it was very cold. In the evening, we ³ some friends and we all went to a party together. It ⁴ a great day!



VocabularySpot

- 1 Dopasuj wyrazy z ramki do obrazków. Napisz odpowiedzi w zeszycie.

fonts screen printer icon mouse
menu keyboard



- 2 Postuchaj nagrania i sprawdź swoje odpowiedzi.

- 3 Uzupełnij zdania wyrazami z ramki zamieszczonej w ćwiczeniu 1. Napisz odpowiedzi w zeszycie.

- I've got an old computer but I haven't got a so I have to read the information on the screen.
- The computer has got all the letters of the alphabet.
- It's difficult to see things on the because it's very small.
- I use the to move different things around the computer screen.
- This is a great poster because it uses lots of in different colours and sizes.
- The is a list of possible choices on a computer screen.
- This is the for 'home'.



LanguageSpot

- 4 Uzupełnij zdania wyrazami z ramki. Napisz odpowiedzi w zeszycie.

Why Were Did When What

- A: 1 did you get up this morning?
B: At half past seven.
- A: 2 are you sad?
B: Because I lost my phone.
- A: 3 you watch TV last night?
B: No, I didn't.
- A: 4 did you read?
B: A magazine.
- A: 5 you at school yesterday?
B: No, I wasn't.



TestingSpot



- 5 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Dla każdej z nich wybierz właściwą reakcję A, B lub C.
- A I'm at the beach.
B I went to the beach.
C I'm going to the beach.
 - A Yes, I did.
B Yes, it was.
C Yes, there were.
 - A It's in March.
B I'm thirteen.
C In 2001.
 - A I forgot my homework.
B I did my homework.
C I've got my homework.



Grammar Summary

Past simple: Wh- questions

W czasie przeszłym do zadawania pytań szczegółowych używamy słów pytających, takich jak *When, What, Where, Who, Why, What time* oraz słowa *did*.

A: I saw a film.

B: **What film did** you **see**?

A: We met your brother.

B: **When did** you **meet** him?

A: They spoke to the teacher.

B: **Who did** they **speak** to?

A: I felt tired.

B: **Why did** you **feel** tired?

A: My family went on holiday last weekend.

B: **Where did** you **go**?

A: She got up late this morning.

B: **What time did** she **get up**?

Past time expressions

W czasie przeszłym używamy określeń czasu, takich jak:

yesterday

last weekend / summer / year / month

a week ago

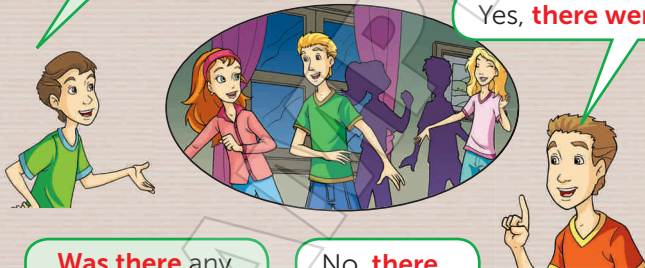
the day before yesterday

There was, there were

W czasie przeszłym używamy konstrukcji *there was/ there were* do opisywania, gdzie się coś znajdowało.

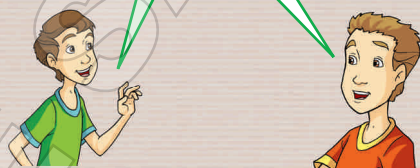
Were there many children at the party?

Yes, **there were**.



Was there any food at the party?

No, **there wasn't**.



Singular form

There was some food.

There wasn't (was not) any food.

Was there any food?

No, **there wasn't**.

Plural form

There were lots of children.

There weren't (were not) many children.

Were there many children?

No, **there weren't**.

Check your grammar

Odpowiedzi do poniższych ćwiczeń napisz w zeszycie.

1 Uzupełnij pytania dotyczące poszczególnych zdań.

Who did you see at the park?

1 I saw a boy at the park.

Who at the park?

2 We went to bed late.

What time to bed?

3 She ran 25 kilometres.

Where to?

4 He shouted at his friend.

Why at his friend?

5 She took the train to London.

When the train?

2 Ułóż określenia czasu w odpowiedniej kolejności. Zaczniij od najbardziej zbliżonego do chwili obecnej.

last weekend yesterday three days ago
the day before yesterday last month last year

1 yesterday



TestingSpot

3 Popatrz na ilustrację i zdecyduj, czy poniższe zdania (1–5) są prawdziwe (Tak), czy fałszywe (Nie). Napisz odpowiedzi w zeszycie.



1 There was a church.

Tak

Nie

2 There were some houses.

3 There weren't any shops.

4 There wasn't a café.

5 There weren't any trees.



Gulliver in Lilliput

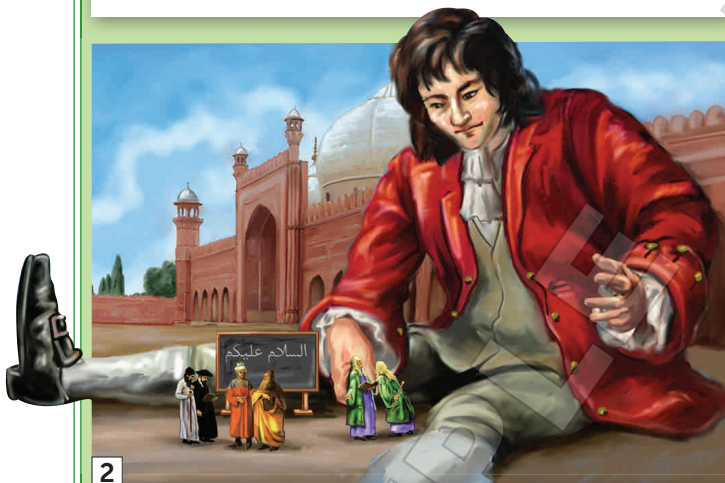
2.58

1 Postuchaj nagrania i przeczytaj dalszy ciąg historii o Guliwerze.



1

I woke up inside an old temple. It was one of the biggest buildings in Lilliput. That day I met the Emperor. He spoke to me but I didn't understand him.



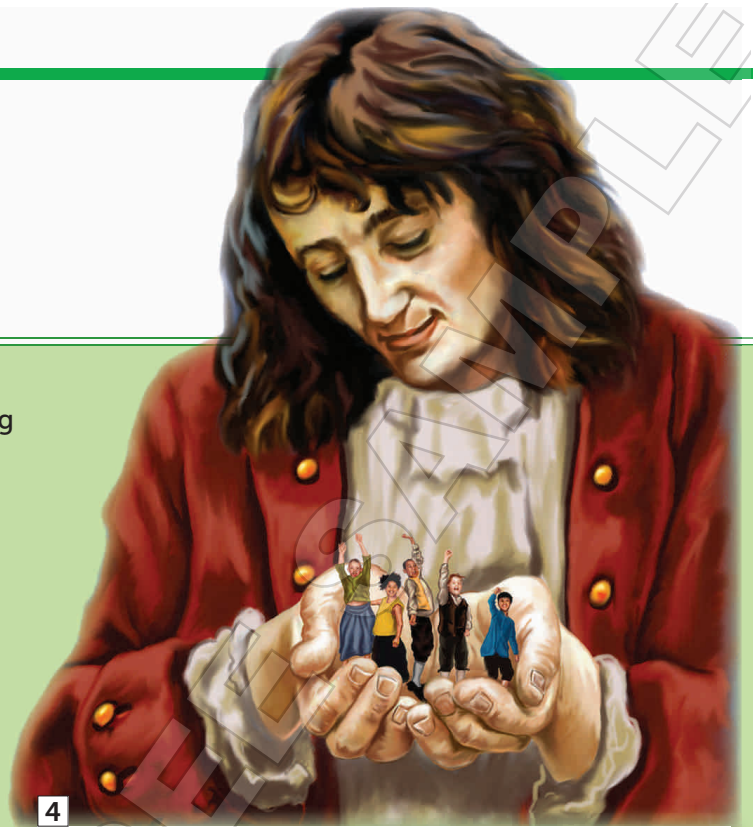
2

The Emperor sent six of his best teachers and I learnt their language. I learnt the country's name was Lilliput and that the people were called Lilliputians.



3

The Lilliputians called me Man-Mountain and they were still afraid of me. The Emperor's soldiers looked in my pockets. They found my comb, my watch, my diary and my pistol. They took away my things.



4

The Lilliputians were now my friends. I visited the city and played with the children in the streets.



5

One day the Emperor asked for my help. A country called Blefuscu planned to attack Lilliput.



We eat our eggs like this.

They eat their eggs like this.

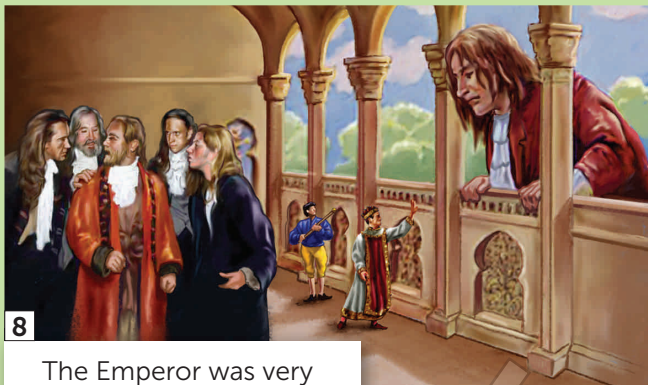
6

The Emperor explained why the Lilliputians and Blefuscuans were enemies.



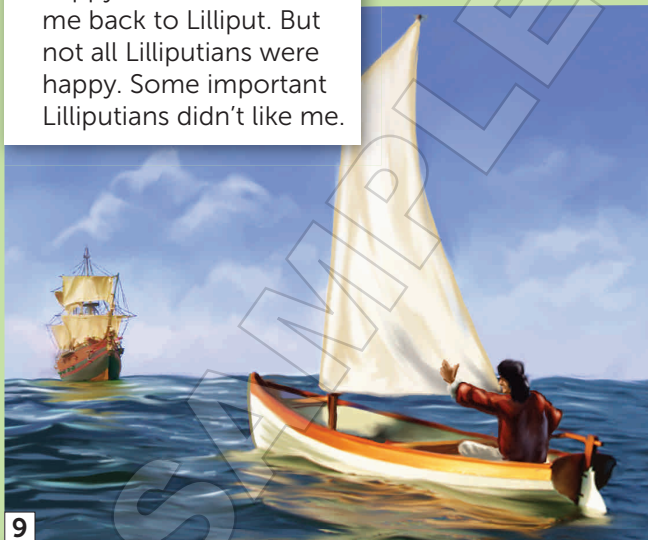
7

I didn't want Blefuscu to attack Lilliput. I swam to Blefuscu and took all their ships back to Lilliput.



8

The Emperor was very happy and welcomed me back to Lilliput. But not all Lilliputians were happy. Some important Lilliputians didn't like me.



9

I left Lilliput and went to Blefuscu. The Emperor of Blefuscu was kind to me but I wanted to go home. I left Blefuscu on a boat. An English ship found me and took me home.

- 2 Przeczytaj tekst jeszcze raz. Skorzystaj ze słownika, aby sprawdzić znaczenie nowych wyrazów.

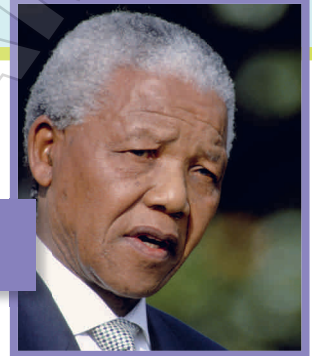


Mini project

- 1 Przeczytaj informacje o idolu Paula. Czy wiesz, kto to jest?

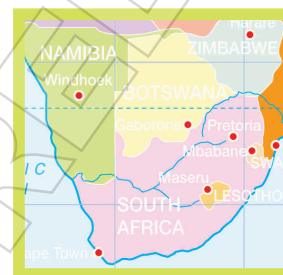
My hero

My hero was born in South Africa in 1918.



He studied law and became a politician.

He fought for human rights.



He spent 27 years in prison.

He became famous all over the world. He got the Nobel Peace Prize in 1993.



He was the President of South Africa from 1994 to 1999. He died in 2014.

Paul

- 2 Napisz podobny tekst o jakiejś sławnej osobie. Nie podawaj jego/jej imienia ani nazwiska. Jeśli chcesz, skorzystaj z internetu lub encyklopedii.
- 3 Przeczytaj informacje o idolach kolegów i koleżanek z klasy. Czy potrafisz podać imiona i nazwiska tych sławnych osób, o których napisali?