











# Unit 4 Reinforcement

## 1 Uzupełnij nazwy przedmiotów szkolnych w planie lekcji Lisy.

Class 6	Monday	Tuesday	Wednesday	Thursday	Friday
9.15	 <sup>1</sup> G _____	 <sup>2</sup> G _____	 <sup>3</sup> P. _____	 <sup>4</sup> H _____	 <sup>5</sup> S _____
10.00	 <sup>6</sup> M _____	 <sup>7</sup> A _____	 <sup>8</sup> E _____	 <sup>9</sup> I. _____	 <sup>10</sup> M _____
10.45	BREAK				

## 2 Popatrz jeszcze raz na plan lekcji Lisy w ćw. 1. Ułóż i napisz wypowiedziane przez nią zdania zgodne z podanymi informacjami.

I/German/on Tuesday

I've got German on Tuesday.

1 I/Science/at 10.45

2 I/Maths/on Monday

3 I/English/at 10.00/on Wednesday

4 I/Geography/on Thursday

## 4 Napisz krótkie odpowiedzi.

Have the students got Maths on Tuesday?

No, they haven't.

1 Have they got History on Thursday?

2 Has Lisa got Geography at 9.15?

3 Has she got Science on Monday?

4 Have the students got break at 10.00?

5 Has Lisa got English after P.E.?

## 3 Uzupełnij e-mail. Wstaw właściwą formę skróconą czasownika *have got*.

Hi! I'm Lisa. I'm in class 6. Today is Wednesday and we 've got (✓) P.E. at 9.15. After P.E. we <sup>1</sup> \_\_\_\_\_ (✓) English. My favourite day is Tuesday. On Tuesday, I <sup>2</sup> \_\_\_\_\_ (✓) Art. But Tuesday is my favourite day because we <sup>3</sup> \_\_\_\_\_ (X) Music! I'm not good at Music. My friend Sarah isn't in my class. She's at my school, but we <sup>4</sup> \_\_\_\_\_ (X) the same timetable. Today she <sup>5</sup> \_\_\_\_\_ (X) P.E. and English. She <sup>6</sup> \_\_\_\_\_ (✓) Maths and I.C.T. We <sup>7</sup> \_\_\_\_\_ (X) the same lessons, but we <sup>8</sup> \_\_\_\_\_ (✓) break at 10.45.

## 5 S Przeczytaj teksty 1–3. Do każdego z nich dopasuj jeden nagłówek z ramki. Wpisz w kratki odpowiednie litery (A–D). Uwaga! Jeden nagłówek zostanie niewykorzystany.

A Countries B School C Job  
D Possessions

- ☐ My dad is cool! His work clothes are black and yellow. My dad is strong. His work is dirty and difficult, but he helps people. My dad is a firefighter.
- ☐ I love my room. I've got posters on the walls and lots of football cards. I've got a radio in my room, but I haven't got a games console. My favourite things are my comics. I've got some really old ones.
- ☐ Today is Thursday and I've got English. I like English. I'm good at it! After English we've got break. Break is 20 minutes. I've got a sandwich and a drink for break. I'm hungry!

# Unit 4 Extension

## 1 Przeczytaj tekst i uzupełnij poniższy plan lekcji.

### The School Fair

My name's Elliot and this is my school. My friend Jack and I are in year 6. Today is Friday and we've got Science and History in the morning. After break we've got English and P.E. But today we haven't got normal lessons. Today is a special day. We've got a School Fair. The fair is fun. It's got outdoor games, arts and craft stalls and things to buy. Some of the girls have got a cake and biscuits stall. Jack and I have got a toy stall. I've got my old games console, two games and a scooter. Jack has got his old roller skates and some posters. Other students can buy them. The money is for a school in India. It hasn't got books and computers.



#### Glossary

buy	kupować
stalls	stragany, stoiska

	Thursday	Friday
	I.C.T.	<u>Science</u>
	Music	1 _____
	Break	Break
	Geography	2 _____
	Art	3 _____

## 2 Przeczytaj tekst w ćw. 1 jeszcze raz. Potem przeczytaj poniższe zdania i ustal, czy są zgodne z tekstem. Wstaw znak X we właściwą kratkę obok każdego zdania.

- |  |                          |                          |
|--|--------------------------|--------------------------|
|  | T                        | F                        |
| 1 Elliot and Jack have got two lessons before break on Friday. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 They've got German on Friday morning.                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 This morning they haven't got lessons.                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The girls have got a toy stall.                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Elliot has got his old roller skates.                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The school in India hasn't got books and computers.          | <input type="checkbox"/> | <input type="checkbox"/> |

## 3 Ułóż pytania i odpowiedzi na temat jarmarku szkolnego opisanego w ćw. 1.

the school fair / craft activities?

Has the school fair got craft activities?

Yes, it has.

- one of the stalls / cakes and biscuits?  
\_\_\_\_\_?
- Elliot and Jack / new toys?  
\_\_\_\_\_?
- Jack / roller skates?  
\_\_\_\_\_?
- Elliot / posters and comics?  
\_\_\_\_\_?

## 4 S Przeczytaj wypowiedzi w dymkach. Do każdej z nich dobierz właściwą reakcję. Zakreśl a, b lub c.

What lesson have you got after break?

- a She's got Science.      b I've got R.E.

c It's at quarter to ten.

What's your favourite possession?

- a I've got a cat.      b It's my scooter. I love it.

c It's Art. I'm good at Art.

Have you got a mobile phone?

- a Yes, I have. Here you are!

b Yes, I am. Here you are!

c Yes, I have. It's on Tuesday.