

English Eras

— angielski przez immersję —



30 worksheets do nauki języka angielskiego
poprzez epoki historyczne

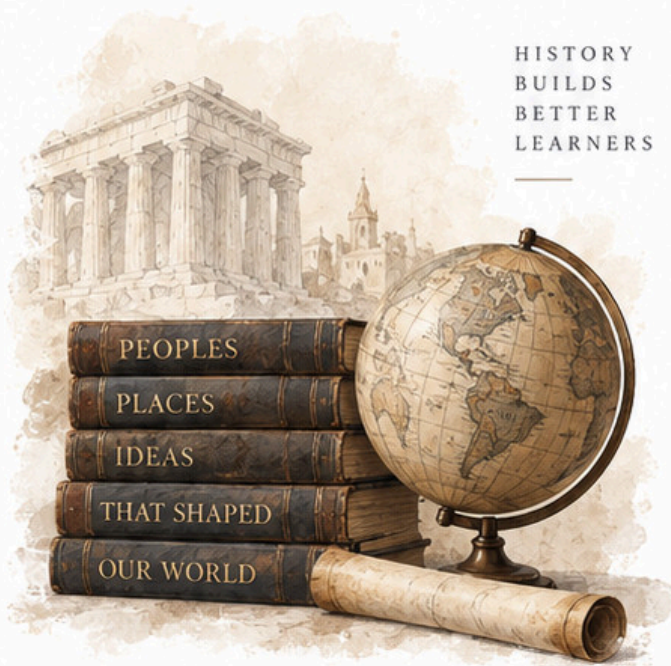
słownictwo • gramatyka • reading • writing • speaking • listening-inspired tasks

ANCIENT WORLDS • THE MIDDLE AGES • RENAISSANCE & EXPLORATION • INDUSTRIAL AGE • MODERN WORLD

Copyright

— INFORMACJE O MATERIALE —

Dziękujemy, że wybrałeś(aś) „English Eras – angielski przez immersję”. Ten materiał powstał z pasji do języka angielskiego, historii i skutecznej edukacji. Mamy nadzieję, że będzie dla Ciebie i Twoich uczniów inspirującym narzędziem do nauki!



50 stron • 30 worksheets • 5 bloków historycznych • Teacher Toolkit



O materiale

„English Eras – angielski przez immersję” to gotowy do użycia materiał edukacyjny dla nauczycieli, stworzony z myślą o nauce języka angielskiego poprzez fascynujące epoki historyczne. Zawiera 30 starannie zaprojektowanych kart pracy, które rozwijają słownictwo, gramatykę, umiejętności czytania, pisania, mówienia oraz rozumienia ze słuchu, osadzając język w angażującym kontekście historycznym.



Zasady korzystania

Ten materiał możesz swobodnie wykorzystywać:

- w pracy z uczniami w szkole,
- w edukacji domowej,
- w formie papierowej lub cyfrowej,
- wyłącznie do celów edukacyjnych.

Prosimy jednak, aby:

- nie udostępniać, nie odsprzedawać ani nie rozpowszechniać tego materiału w całości ani w części bez naszej zgody,
- nie publikować go publicznie (np. w Internecie, mediach społecznościowych, na platformach edukacyjnych).



Nota edukacyjna

Tematy historyczne w materiale pełnią funkcję angażującego kontekstu do nauki języka angielskiego. Ich celem nie jest kompleksowe nauczanie historii, lecz inspirowanie uczniów i dostarczanie autentycznych treści, które pomagały rozwijać kompetencje językowe w naturalny i ciekawy sposób.

Życzymy wielu inspirujących lekcji!

Spis treści

PODRÓŻ PRZEZ EPOKI. WIĘCEJ NIŻ JĘZYK.

Historia ożywa, gdy poznajesz ją po angielsku.

- 00 Okładka
- 01 Copyright
- 02 Spis treści
- 03 Wprowadzenie

I Ancient Worlds: Egypt, Greece & Rome

- 04 Ancient Worlds: Egypt, Greece & Rome
- 05 Worksheet 01: Welcome to Ancient Egypt
- 06 Worksheet 02: A Day in the Life of a Scribe
- 07 Worksheet 03: Building the Pyramids
- 08 Worksheet 04: Athens vs Sparta
- 09 Worksheet 05: At the Ancient Agora
- 10 Worksheet 06: Roman Roads and the Empire

II The Middle Ages

- 11 The Middle Ages
- 12 Worksheet 07: Inside a Medieval Castle
- 13 Worksheet 08: A Knight's Code
- 14 Worksheet 09: Medieval Market Day
- 15 Worksheet 10: The Black Death
- 16 Worksheet 11: Robin Hood — Fact or Legend?
- 17 Worksheet 12: Write a Medieval Chronicle

III Renaissance & Age of Exploration

- 18 Renaissance & Age of Exploration
- 19 Worksheet 13: Inside a Renaissance Workshop
- 20 Worksheet 14: Leonardo's Notebook
- 21 Worksheet 15: The Printing Revolution
- 22 Worksheet 16: Mapping the Age of Exploration
- 23 Worksheet 17: Life on a Sailing Ship
- 24 Worksheet 18: Explorer or Invader?

*"A different language
is a different vision of life."*

— Federico Fellini

IV Revolutions & Industrial Age

- 25 Revolutions & Industrial Age
- 26 Worksheet 19: The Industrial Revolution
- 27 Worksheet 20: A Day at the Factory
- 28 Worksheet 21: Inventions That Changed the World
- 29 Worksheet 22: Walking Through Victorian London
- 30 Worksheet 23: A Revolutionary Newspaper
- 31 Worksheet 24: Changing the Rules

V The 20th Century & Modern World

- 32 The 20th Century & Modern World
- 33 Worksheet 25: The First Flight
- 34 Worksheet 26: Welcome to the Radio Newsroom
- 35 Worksheet 27: Everyday Life During Wartime
- 36 Worksheet 28: The Space Race
- 37 Worksheet 29: Voices of Change
- 38 Worksheet 30: History Meets Today

- 39 Teacher Toolkit & Answer Key
- 40 Jak korzystać z English Eras
- 41–46 Klucz odpowiedzi
- 47 Vocabulary Bank + adaptacja A1, A2, B1, B2
- 48 Final Immersion Project: Build a Time Capsule
- 49 Rubryka oceny + refleksja + notatki nauczyciela



Wprowadzenie

— Historia, która uczy angielskiego —

Odkrywaj
przeszość.
Rozwijaj
swoje możliwości.

1 Czym jest English Eras?

English Eras to gotowy do użycia pakiet materiałów do nauki języka angielskiego poprzez immersję w epokach historycznych. Każda karta pracy przenosi uczniów w inny czas i świat – od starożytnego Egiptu po współczesność – łącząc autentyczne tematy historyczne z praktyczną nauką języka. Uczniowie poznają fascynujące fakty, rozwijają umiejętności językowe i odkrywają, jak historia kształtowała nasz świat.

*“The more you know
about the past,
the better you understand
the present — and the more
confidently you shape
your future.”*

2 Co znajdziesz w środku?

Pakiet zawiera wszystko, czego potrzebujesz, aby od razu wprowadzić lekcje do swojej klasy.



30 kart pracy

różnorodne zadania
dopasowane do
pięciu epok
historycznych



5 modułów historycznych

od starożytności
do współczesności



Klucz odpowiedzi

szybkie i wygodne
sprawdzanie
zadań



Wskazówki dla nauczyciela

pomysły na pracę
z materiałem
i dodatkowe
aktywności



Wersje na różne poziomy językowe

łatwe modyfikacje
zadań (A1–B2)



Projekt końcowy

kreatywne
podsumowanie
zdobytej wiedzy
i umiejętności

3 Jak pracować z materiałem?

English Eras jest elastyczny i łatwy do dopasowania do Twoich potrzeb.



Na lekcji

Używaj pojedynczych
kart jako krótkich,
20–45-minutowych
lekcji.



W parach

Zadania komunikacyjne
rozwijają współpracę
i naturalne użycie
języka.



Indywidualnie

Świetnie sprawdza się
również do samodzielnej
pracy uczniów.



Jako praca domowa

Karty można zadawać
do utrwalenia wiedzy
i samodzielnej praktyki.



Rozszerzaj dyskusję

Wykorzystuj pytania
otwarte, aby rozwijać
mówienie i krytyczne
myślenie.



Dostosuj do swojej klasy

Swobodnie upraszczaj,
rozbudowuj lub modyfikuj
zadania – tak, aby jak
najlepiej odpowiadały
potrzebom Twoich uczniów.

4 Na co zwracać uwagę?

Historia jest kontekstem, który nadaje sens i motywuje, ale głównym celem materiału jest rozwijanie umiejętności językowych. Zwracaj uwagę na:

- ✓ **Słownictwo** – nowe słowa w autentycznym kontekście.
- ✓ **Gramatyka** – praktyczne użycie struktur w zadaniach.
- ✓ **Czytanie ze zrozumieniem** – teksty oparte na faktach historycznych.
- ✓ **Pisanie** – krótkie i dłuższe formy wypowiedzi.
- ✓ **Mówienie** – dyskusje, role play i kreatywne zadania.
- ✓ **Rozumienie ze słuchu** – zadania inspirowane autentycznymi materiałami.

📊 Sugerowana progresja poziomów

Materiał został zaprojektowany z myślą o stopniowym rozwijaniu umiejętności językowych.

- **A1** – proste teksty, podstawowe słownictwo
- **A2** – krótkie teksty, codzienne struktury
- **B1** – bardziej złożone teksty i zadania
- **B2** – rozszerzone tematy, analiza i dyskusja

Każde zadanie można uprościć lub rozbudować, aby lepiej dopasować je do poziomu Twoich uczniów.

Ancient Worlds: Egypt, Greece & Rome

W tym module poznasz starożytne cywilizacje poprzez zadania językowe, które skupiają się na życiu codziennym, architekturze, polityce, handlu i budowie imperiów.

● Egypt ● Greece ● Rome ● culture ● history in context

"The past speaks a language too — we just have to listen."



Worksheet 01: Welcome to Ancient Egypt

Poziom: A1/A2

Cel: słownictwo tematyczne, reading ze zrozumieniem, proste pytania i krótkie wypowiedzi.

1 Warm-up | Match the words

Połącz angielskie słowa z ich polskimi znaczeniami.

- | | | |
|------------|---|--------------|
| 1. pyramid | • | A. pustynia |
| 2. pharaoh | • | B. świątynia |
| 3. Nile | • | C. faraon |
| 4. temple | • | D. Nil |
| 5. scribe | • | E. piramida |
| 6. desert | • | F. skryba |



ANCIENT
WORLDS

PEOPLES
PLACES
IDEAS
THAT SHAPED
OUR WORLD

"The Nile gave life to Egypt."

2 Read

Przeczytaj tekst. Zwróć uwagę na nowe słowa i ogólny sens.

Ancient Egypt was a great civilisation that developed along the Nile River. The Nile gave life to the land. It provided water, food and transport. People in Egypt built impressive temples and pyramids. The pharaoh was the king and also a religious leader. He was believed to be a link between people and the gods. Many Egyptians worked as farmers, builders, craftsmen or scribes. Scribes wrote on papyrus and kept records. Religion was very important in daily life. The Egyptians believed in many gods and in life after death. Their achievements in art, architecture and science still influence our world today.

New words

civilisation – cywilizacja
provide – zapewniać
transport – transport
religious leader – przywódca religijny
craftsman – rzemieślnik
record – zapis, dokument
influence – wpływać

3 Comprehension

Odpowiedz na pytania pełnymi zdaniami (możesz użyć własnych słów).

- Where did Ancient Egypt develop? _____
- What did the Nile provide? _____
- Who was the pharaoh? _____
- What did the Egyptians believe in? _____

4 Language focus

Uzupełnij zdania, używając *There is* lub *There are*.

- There _____ many temples in Egypt.
- There _____ a big river called the Nile.
- There _____ pyramids near Cairo.
- There _____ a pharaoh in ancient Egypt.
- There _____ many gods in Egyptian religion.

5 Speak or write

Wyobraź sobie, że możesz podróżować w czasie i odwiedzić starożytny Egipt. Co chciałbyś zobaczyć?
 Napisz 3–5 zdań lub opowiedz ustnie. Użyj 3–4 słów z tej strony (np. pyramids, temple, Nile, pharaoh, desert).

Worksheet 02:

A Day in the Life of a Scribe

Poziom: A2

Cel: słownictwo dotyczące szkoły i pracy, reading ze zrozumieniem, porządkowanie wydarzeń, past simple.

1 Warm-up | Key words

Połącz angielskie słowa z ich polskimi znaczeniami.

- | | | |
|-------------|---|----------------------------|
| 1. papyrus | • | A. szkoła |
| 2. ink | • | B. zapisywać, dokumentować |
| 3. reed pen | • | C. papirus |
| 4. copy | • | D. tusz |
| 5. record | • | E. przepisywać, kopia |
| 6. school | • | F. trzcinowe pióro |

ANCIENT
WORLDSPEOPLES
PLACES
IDEAS
THAT SHAPED
OUR WORLD

"Knowledge lasts longer
than stone."

2 Read

Przeczytaj tekst. Zwróć uwagę na nowe słowa i ogólny sens.

Today was a busy day. I got up early and went to the scribal school in Thebes. Our teacher showed us a new text and we practiced writing hieroglyphs on papyrus. I used a reed pen and black ink. In the morning, I copied a list of goods for the temple. After a short break, I helped to record the taxes from nearby villages. It was important work, because good records helped the pharaoh and the people. In the afternoon, I studied older texts and tried to improve my writing. I was tired, but I felt proud. One day I want to work in the royal court and keep important records for the pharaoh.

New words

scribe – skryba
hieroglyphs – hieroglify
practice – ćwiczyć
goods – towary
taxes – podatki
village – wioska
important – ważny
royal court – dwór królewski
improve – poprawiać się,
udoskonaląć

3 Put the day in order

Ponumeruj wydarzenia od 1 (najwcześniej) do 5 (najpóźniej).

- ☐ I studied older texts in the afternoon.
- ☐ I got up early in the morning.
- ☐ I helped to record the taxes from nearby villages.
- ☐ I copied a list of goods for the temple.
- ☐ I went to the scribal school in Thebes.

4 Language focus

Uzupełnij zdania, używając czasowników w czasie past simple. Użyj podanych czasowników w odpowiedniej formie.

go use copy help study

- I _____ to the scribal school early.
- I _____ a reed pen and black ink.
- I _____ a list of goods for the temple.
- I _____ to record the taxes.
- I _____ older texts in the afternoon.

5 Write

Napisz 4–5 zdań po angielsku o swoim dniu jako skryba. Zaczynij od: *In the morning...*
Możesz wykorzystać pomysły z tekstu lub dodać własne.

Worksheet 03: Building the Pyramids

Poziom: A2

Cel: reading faktograficzny, słownictwo budowlane, true/false, kolejność wydarzeń.

1 Warm-up | Picture words

Dopasuj angielskie słowa do odpowiednich obrazków.



1. stone

☐

2. worker

☐

3. ramp

☐

4. block

☐

5. desert

☐

6. tomb

☐ANCIENT
WORLDS"Great buildings
live longer
than kings."

2 Read

Przeczytaj tekst. Zwróć uwagę na nowe słowa i ogólny sens.

The pyramids were built in ancient Egypt as tombs for the pharaohs. They were massive stone structures, and building them required careful planning, skilled workers and a lot of time. Huge limestone blocks were quarried, transported along the Nile and across the desert, and then moved to the building site, often using ramps made of earth and stone. Workers pulled the blocks on sledges and used ropes, wooden rollers and teamwork. The pyramids were important because they were royal tombs and also symbols of power, religion and the afterlife. The Egyptians believed that the pharaoh would continue his life after death, so the tomb had to be strong, beautiful and filled with valuable objects.

New words

quarry – wydobywać (kamień)

transport – transportować

ramp – rampa, nasyp

sledge – sanie

roller – walek, walec

teamwork – praca zespołowa

afterlife – życie pozagrobowe

valuable – cenny

structure – budowla, struktura

plan – planować

3 True or false?

Przeczytaj zdania i zaznacz, czy są prawdziwe (T), czy fałszywe (F).

- | | T | F |
|--|--------------------------|--------------------------|
| 1. The pyramids were built for ordinary people. | ☐ | ☐ |
| 2. The blocks were transported partly by the Nile. | ☐ | ☐ |
| 3. Workers used ramps to move the stones. | ☐ | ☐ |
| 4. The pyramids were only religious buildings. | ☐ | ☐ |
| 5. The pharaohs believed in life after death. | ☐ | ☐ |

4 Sequence

Uzupełnij luki odpowiednimi wyrażeniami: *first, then, next, finally*.

- _____ the stone blocks were quarried.
- _____ they were transported to the building site.
- _____ the workers moved the blocks up the ramps.
- _____ the pyramid was completed and decorated.

5 Think and write

Napisz 3 zdania po angielsku o tym, która część budowy piramidy była Twoim zdaniem najtrudniejsza i dlaczego. Użyj własnych słów.

- _____
- _____
- _____

Worksheet 04: Athens vs Sparta

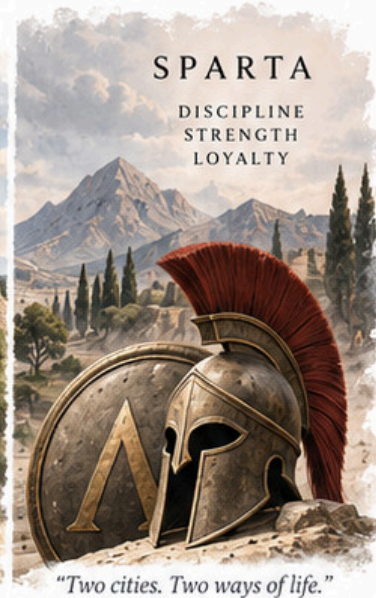
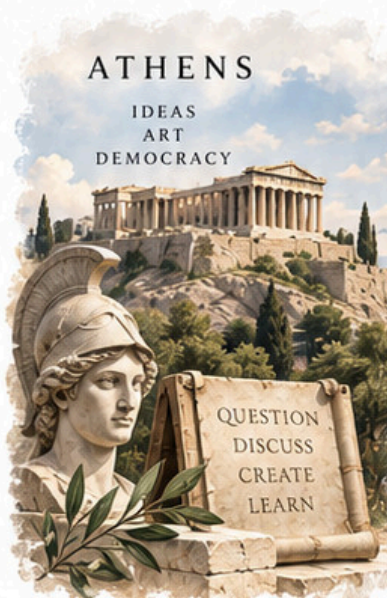
Poziom: A2/B1

Cel: porównywanie, reading porównawczy, comparative adjectives, speaking.

1 Before you read

Dopasuj angielskie słowa do ich polskich znaczeń.

- | | | |
|---------------|---|---------------------------|
| 1. city-state | • | A. silny |
| 2. soldier | • | B. demokracja |
| 3. education | • | C. surowy / rygorystyczny |
| 4. democracy | • | D. edukacja |
| 5. strong | • | E. żołnierz |
| 6. strict | • | F. państwo-miasto |



2 Read and compare

Przeczytaj teksty i porównaj Ateny i Spartę.

Athens

Athens was a powerful city-state in ancient Greece. It was famous for its democracy, ideas, art and education. People in Athens could take part in political life, and many men discussed important issues in the assembly. Athens was a centre of learning, culture and the arts. Life in Athens was generally more open and focused on knowledge, philosophy and creativity.

Sparta

Sparta was also a powerful city-state, but it was very different from Athens. The people of Sparta were famous for their strong army and strict way of life. Boys started military training at a young age and learned to be brave and disciplined. Life in Sparta was simple and focused on strength, loyalty and obedience. The main goal was to create strong soldiers and protect the city.

3 Comprehension

Odpowiedz na pytania pełnymi zdaniami (możesz użyć własnych słów).

- What was Athens famous for?

- What was Sparta famous for?

- How was life in Athens different from life in Sparta?

- What was the main goal of Spartan education?

4 Language focus

Uzupełnij zdania, używając stopnia wyższego przymiotników w nawiasach.

- Athens was _____ (open) than Sparta.
- Sparta was _____ (strong) than Athens.
- Life in Sparta was _____ (strict) than in Athens.
- Athens was _____ (famous) than Sparta.
- The army in Sparta was _____ (important) than in Athens.

5 Speak or write

W którym mieście wolałbyś mieszkać i dlaczego?

Napisz 3–5 zdań po angielsku, używając porównawczych przymiotników (np. *more interesting, stronger, freer, safer*).

Worksheet 05: At the Ancient Agora

Poziom: A2/B1

Cel: słownictwo związane z handlem i miastem, dialog, funkcje językowe, mini role-play.

1 Warm-up | Market words

Połącz angielskie słowa z ich polskimi znaczeniami.

- | | | |
|--------------|---|-----------------------|
| 1. stall | • | A. moneta |
| 2. merchant | • | B. plac (miejski) |
| 3. coin | • | C. oliwa z oliwek |
| 4. olive oil | • | D. kupiec |
| 5. pottery | • | E. stoisko |
| 6. square | • | F. ceramika, naczynia |



ANCIENT
WORLDS

PEOPLES
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IDEAS
THAT SHAPED
OUR WORLD

*"A meeting place
for a greater tomorrow."*

2 Read the dialogue

Przeczytaj dialog. Zwróć uwagę na nowe słowa i zwroty.

- Tourist:** Good morning! Are these pots made in Athens?
Merchant: Yes, they are. We make them here in the agora.
Tourist: How much is this one?
Merchant: It's ten drachmas. It's a good price.
Tourist: Can you give me a smaller one?
Merchant: Of course. This one is five drachmas.
Tourist: I'll take it. Here you are.
Merchant: Thank you! Enjoy your stay in Athens.
Tourist: Thank you! This is a beautiful city.

New words

- made – wykonany
 price – cena
 smaller – mniejszy
 of course – oczywiście
 I'll take it – biorę to
 drachma (pl. drachmas) –
 starożytna moneta grecka
 enjoy your stay – miłego pobytu
 beautiful – piękny

3 Useful phrases

Uzupełnij zwroty brakującymi słowami.

- How much _____ this?
- I would like _____ one, please.
- Can you give me a _____ price?
- I'll take _____.
- Here you _____.
- Thank you! _____ your stay!

5 Write

Wyobraź sobie, że jesteś w Atenach. Napisz krótką pocztówkę (4 zdania) do przyjaciela. Opisz, co widzisz na agorze, co kupiłeś(-aś) i co najbardziej ci się podoba. Użyj co najmniej dwóch nowych słów z tej strony.

4 Role-play

Pracujcie w parach. Odegrajcie krótką rozmowę na rynku w ateńskiej agorze – jeden z was jest kupcem, a drugi klientem. Użyjcie co najmniej 3 zwrotów z ćwiczenia 3.

Możecie rozmawiać o:

- ceramice (pottery)
- oliwie z oliwek (olive oil)
- owocach, chlebie lub innych towarach

Worksheet 06:

Roman Roads and the Empire

ANCIENT ROME •
DIRECTIONS + PURPOSE

Cel: słownictwo związane z podróżą, drogami i kierunkami oraz używanie prostych konstrukcji wyrażających cel.



1 Follow the Roman Road

Look at the map and complete the sentences.

1. The port is _____ of Rome.
2. The military camp is _____ of the town.
3. The bridge is _____ the town and the camp.
4. The mountain road is _____ of Rome.
5. The town is _____ of the port.
6. The military camp is _____ Rome.

2 Why did Romans build roads?

The Romans built roads to connect their empire. Good roads made it easier for soldiers, merchants and messengers to travel quickly between cities. Soldiers used roads to move their armies and keep the empire safe. Merchants transported goods such as grain, olive oil and wine to different regions. Messengers carried important information, including news and orders from the emperor. Roads also helped people, ideas and cultures to spread across the empire. Many Roman roads are still visible today.

3 Language spot: to + verb

Konstrukcji to + czasownik możemy użyć, aby powiedzieć, po co ktoś coś robi.

Romans built roads **to travel**.

Merchants used roads **to transport** goods.

Messengers used roads **to carry** information.

4 Match the Purpose

Połącz początki zdań z ich zakończeniami.

- | | | |
|-------------------------------|---|-------------------------------|
| 1. Soldiers used roads... | • | A. to carry information. |
| 2. Merchants travelled... | • | B. to cross rivers. |
| 3. Messengers rode quickly... | • | C. to move around the empire. |
| 4. Engineers built bridges... | • | D. to sell goods. |

5 Give directions

You are in Rome. Give directions to a traveller.

Go north.

Turn east.

Cross the bridge.

Continue to the town.

Stop near the...

1. _____

2. _____

6 Speak

Which invention is more important for connecting people: roads or the internet? Why?

I think... is more important because...

The Middle Ages

Castles • Knights • Markets • Chronicles

Step through the castle gates and discover English in the world of knights, merchants and medieval stories.

W tym module poznasz język angielski poprzez życie w średniowieczu – od zamków i rycerstwa, przez średniowieczne targi i handel, aż po epidemie, legendy i kroniki. Odkryjesz, jak ludzie żyli, pracowali, wierzyli i opisywali swój świat – a jednocześnie rozwiniesz swoje umiejętności językowe.

*“Different times,
same human stories.
Language opens
their doors.”*

- prepositions of place
- have to / must / mustn't
- functional market English
- Past Simple
- because / so
- fact vs opinion
- sequencing words
- narrative writing



Worksheet 07: Inside a Medieval Castle

THE MIDDLE AGES

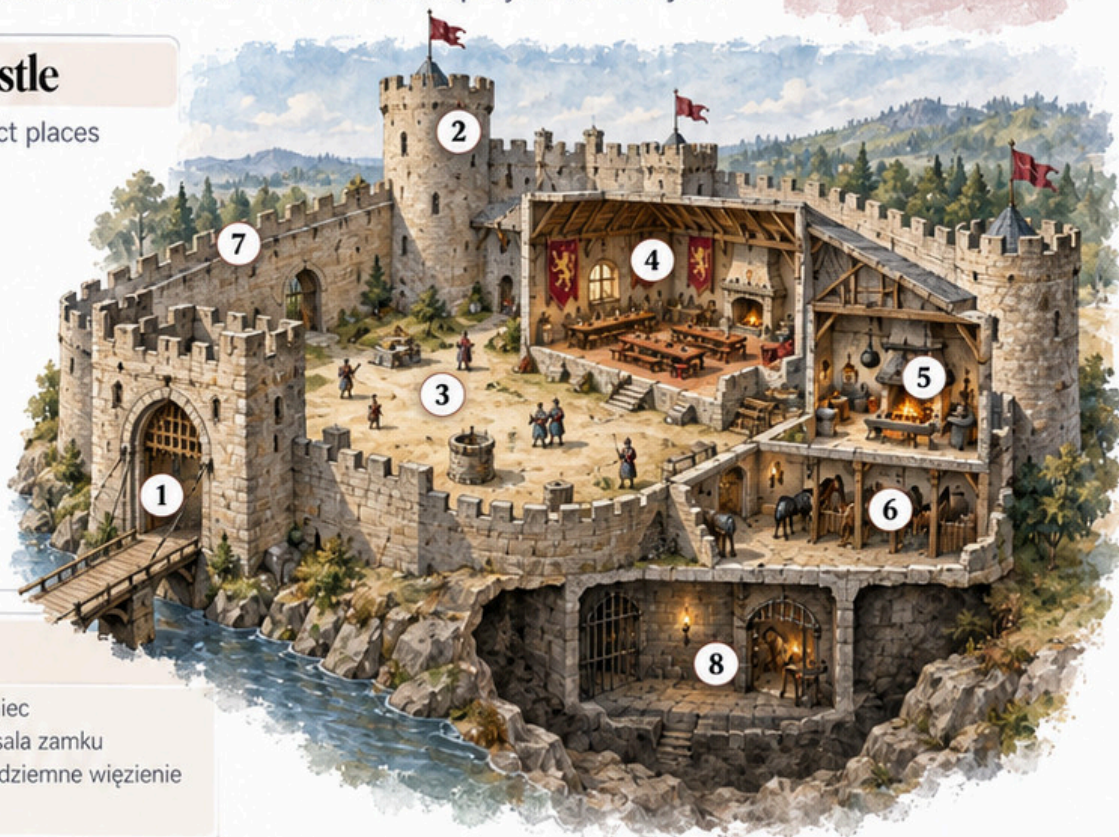
PLACES +
PREPOSITIONS

Cel: nauka nazw miejsc i elementów zamku oraz ćwiczenie przyimków miejsca.

1 Explore the Castle

Match the words to the correct places in the castle.

1. gate •
2. tower •
3. courtyard •
4. great hall •
5. kitchen •
6. stable •
7. wall •
8. dungeon •



2 Word Help



courtyard — dziedziniec
great hall — główna sala zamku
dungeon — loch / podziemne więzienie
stable — stajnia

3 Where is it?

Uzupełnij zdania odpowiednimi przyimkami z ramki.

next to behind in front of inside between above below

Example: The courtyard is *inside* the castle walls.

1. The great hall is _____ the kitchen.
2. The stable is _____ the kitchen.
3. The tower is _____ the gate.
4. The dungeon is _____ the great hall.
5. The gate is _____ the courtyard.
6. The kitchen is _____ the stable and the great hall.

4 True or False?

Spójrz na obrazek i zdecyduj, czy zdania są prawdziwe (True), czy fałszywe (False).

- | | | |
|--|------|-------|
| 1. The stable is next to the kitchen. | True | False |
| 2. The tower is outside the castle walls. | True | False |
| 3. The dungeon is below the great hall. | True | False |
| 4. The gate is in front of the courtyard. | True | False |
| 5. The kitchen is between the stable and the great hall. | True | False |

5 Become the Guide

Imagine you are a castle guide. Describe three places to a visitor.

• This is the... • It is next to... • People used it to...

1. _____
2. _____
3. _____

6 Mini Challenge

Where would you prefer to work in the castle? Why?

Worksheet 08: A Knight's Code

Cel: ćwiczenie języka obowiązków, zasad i zakazów w kontekście idealizowanego kodeksu rycerskiego.

W średniowiecznej literaturze i kulturze promowano określone ideały rycerskie, jednak nie istniał jeden, formalny kodeks obowiązujący wszystkich rycerzy.

THE MIDDLE AGES

MUST / MUSTN'T / HAVE TO

Poziom: A2

1 What makes a knight?

Which three qualities are the most important? *Circle them.*

brave	loyal	respectful
disciplined	skilled	responsible

2 Language Spot

A knight **must** protect his lord.

A knight **mustn't** abandon his duties.

A knight **has to** train regularly.

must — silny obowiązek / zasada

mustn't — zakaz

have to — konieczność wykonania czegoś

3 The Knight's Rules

Complete the rules with **must**, **mustn't** or **has to**.

- A knight _____ train regularly to improve his skills.
- A knight _____ protect important places, such as castles and towns.
- A knight _____ follow the orders of his lord.
- A knight _____ take care of his equipment.
- A knight _____ abandon his post, even when it is difficult.
- A knight _____ treat people with respect.
- A knight _____ ignore his responsibilities.
- A knight _____ be honest and keep his word.

5 Create a Modern Code

Imagine your class has a 'Student Code'. Write three rules.

- Students must... _____
- Students mustn't... _____
- Students have to... _____

4 Good Knight or Bad Knight?

Read the situations. Choose and complete the sentence.

- Sir Robert leaves his post because he is bored.
☐ GOOD DECISION ☐ BAD DECISION
He **mustn't** _____.
- A knight helps villagers after a fire in their town.
☐ GOOD DECISION ☐ BAD DECISION
He **has to** _____.
- A knight keeps his armour clean and in good condition.
☐ GOOD DECISION ☐ BAD DECISION
He **has to** _____.
- A knight ignores an important message from his lord.
☐ GOOD DECISION ☐ BAD DECISION
He **mustn't** _____.

6 Speak

Is being brave more important than being responsible? Why? Use the starter to help you.

I think... because... _____



Worksheet 09: Medieval Market Day

THE MIDDLE AGES

- SHOPPING + COUNTABLE / UNCOUNTABLE NOUNS

Cel: ćwiczenie słownictwa zakupowego oraz konstrukcji z rzeczownikami policzalnymi i niepoliczalnymi.

1 Market Stalls

Look at the market stalls. Learn the vocabulary.



2 Countable or Uncountable?

Wpisz podane słowa do odpowiedniej kolumny.

apples eggs coins loaves bread cheese flour cloth

COUNTABLE

UNCOUNTABLE

3 Language Spot

Read the examples. Notice how we ask and talk about quantity.

- How many apples do you need?
- How much flour do you need?
- I'd like some apples.
- I'd like some bread.
- I'd like a few eggs.
- I'd like a little cheese.

We use
how many
with countable nouns
and *how much*
with uncountable nouns.

4 Shopping List

You are preparing food for five people. Buy: bread, eggs, cheese, apples. Check the prices and calculate the total cost.

Item	Quantity	Price (per unit)	Total
Bread (loaf)	1 loaf	3 coins	_____
Eggs (egg)	1 egg	1 coin	_____
Cheese (piece)	1 piece	4 coins	_____
Apples (apple)	1 apple	1 coin	_____

TOTAL COST: _____ coins

5 Complete the Dialogue

Uzupełnij dialog brakującymi wyrażeniami. Wpisz odpowiednie frazy.

- Customer: 1. _____ are the apples?
 Seller: They are 1 coin each.
 Customer: 2. _____ four apples, please.
 Seller: Of course. 3. _____?
 Customer: 4. _____ is the cheese?
 Seller: It's 4 coins a piece.
 Customer: 5. _____ a piece of cheese, please.
 Seller: Anything else?
 Customer: 6. _____
 Seller: Here you are!

6 Pair Work

Pracujcie w parach. Odegrajcie scenkę w sklepie na średniowiecznym targu.

- Student A jest sprzedawcą na targu.
- Student B jest klientem.
- Klient prosi o dwa produkty, podaje ilość, pyta o cenę i dziękuje za zakupy.
- Po kilku minutach zamieńcie się rolami.



Wskazówka dla nauczyciela

Tę stronę można wykorzystać jako prostą symulację sklepu. Nie są potrzebne żadne dodatkowe materiały – uczniowie pracują tylko z treścią strony.

Worksheet 10: The Black Death

THE MIDDLE AGES

READING + CAUSE & EFFECT

Cel: rozwijanie czytania ze zrozumieniem oraz budowanie zdań wyrażających przyczynę i skutek za pomocą *because* i *so*.

1 Before You Read

How could an illness travel from one city to another before cars and planes existed?

Use these words to help you:

ships travellers trade animals towns



2 Read

Przeczytaj tekst. Zwróć uwagę na główne informacje.

In the 14th century, a severe epidemic known as the Black Death affected much of Europe. It probably began in Asia and spread along trade routes, reaching European ports by ship. From there, it moved to towns and cities as people and goods travelled. At the time, people did not understand bacteria or how infections spread. Many believed the disease was a punishment from God or caused by bad air. The Black Death changed social and economic life. There were fewer workers, so labour became more valuable, and some old social structures began to change. Today, medical knowledge is much greater, and we know more about bacteria, viruses and how to prevent the spread of disease.

4 Cause & Effect

Używamy *because*, aby podać przyczynę, i *so*, aby podać skutek.

because = ponieważ **so** = więc / dlatego

- The disease spread quickly **because** people travelled between towns.
- People did not understand bacteria, **so** prevention was difficult.

6 Then & Now

Porównaj wiedzę medyczną w średniowieczu i dziś. Następnie napisz dwa zdania porównujące, używając *because* lub *so*.

Middle Ages	Today
limited medical knowledge	modern medicine
slow communication	instant communication
no germ theory	knowledge about bacteria and viruses

1. _____
2. _____

3 Find the Information

Odpowiedz na pytania pełnymi zdaniami (możesz użyć własnych słów).

1. When did the Black Death affect Europe? _____
2. How did the disease reach European ports? _____
3. What did people at the time believe about the cause of the disease? _____
4. How did the Black Death change economic life? _____
5. What do we know today that people did not know then? _____

5 Connect the Ideas

Połącz podane zdania, używając *because* lub *so*.

1. People travelled a lot. The disease spread to new places.

2. Many workers died. There was a lack of labour.

3. People did not understand how infections spread. They could not prevent the disease.

4. Trade routes connected distant places. The illness reached Europe.

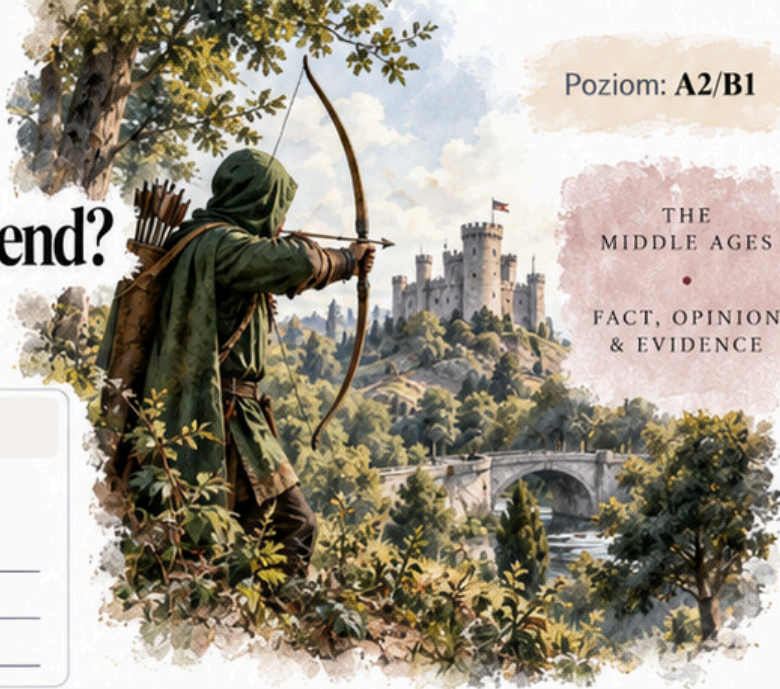
7 Reflection

Why is accurate information important during a health crisis?
Napisz 1–2 zdania.

Worksheet 11:

Robin Hood — Fact or Legend?

Cel: rozpoznawanie różnicy między faktem, opinią i legendą oraz używanie języka niepewności.



THE
MIDDLE AGES

FACT, OPINION
& EVIDENCE

1 What do You Know?

Odpowiedz na pytania. Możesz napisać krótkie odpowiedzi lub porozmawiać w parze.

1. Have you heard of Robin Hood? _____
2. Where does the story take place? _____
3. What is he famous for? _____

2 Fact or Legend?

Przeczytaj tekst i zwróć uwagę na główne informacje.

Robin Hood is one of the most famous figures from English stories. He is often described as an outlaw who lived in the forests of England, usually Sherwood Forest, and who stole from the rich to help the poor. The stories about him developed over many centuries. Different versions present him in different ways – sometimes as a skilled archer, sometimes as a leader of a group of outlaws, and sometimes as a nobleman. There is no simple proof that exactly such a person existed in history. Some historians believe that Robin Hood may be based on one or more real people, while others think he is mainly a legendary character. History and legend may mix, making it difficult to separate fact from fiction.

3 Language of Uncertainty

Te wyrażenia pomagają nam rozróżniać to, co jest pewne, od tego, co jest tylko przypuszczeniem lub częścią legendy.

We know that ... – używamy, gdy mówimy o pewnych faktach.

Historians believe ... – pokazuje, co sądzą historycy.

It is possible that ... – wyraża możliwość, a nie pewność.

According to the legend ... – wprowadza informacje z opowieści.

We do not know if ... – pokazuje brak pewności.

4 Sort the Sentences

Przeczytaj zdania i zdecyduj, czy to FACT (fakt), LEGEND (część legendy), czy OPINION (opinia).

- | | | | |
|---|------|--------|---------|
| 1. Robin Hood is said to have lived in Sherwood Forest. _____ | FACT | LEGEND | OPINION |
| 2. Robin Hood stole from the rich and gave to the poor. _____ | FACT | LEGEND | OPINION |
| 3. There is no clear historical evidence that he existed. _____ | FACT | LEGEND | OPINION |
| 4. Robin Hood was a hero who stood up for ordinary people. _____ | FACT | LEGEND | OPINION |
| 5. The stories about Robin Hood became popular in the Middle Ages. _____ | FACT | LEGEND | OPINION |
| 6. Robin Hood is the most interesting character from English history. _____ | FACT | LEGEND | OPINION |

5 Evidence Detective

Przeczytaj trzy źródła. Które z nich jest najbardziej przydatne dla historyka? Dlaczego?

A A later legend (15th century)

"Robin Hood and his merry men lived in Sherwood Forest. They were brave, loyal and always helped the poor."

B A modern historical study

"There is no direct evidence that a man called Robin Hood existed, but some ballads may be based on real outlaws from the 12th–14th centuries."

C The opinion of a fan (today)

"I think Robin Hood was a real person! He must have existed because the stories sound so realistic and people still talk about him."

Source _____ is more useful because...

6 Your Verdict

Jaka jest Twoja opinia? Zaznacz jedną opcję i uzasadnij swoją odpowiedź.

I think Robin Hood is mainly...

- ☐ a historical person.
- ☐ a legendary character.
- ☐ a mixture of history and legend.

My evidence:

Worksheet 12:

Write a Medieval Chronicle

THE MIDDLE AGES

PAST SIMPLE +
NARRATIVE WRITING

Poziom: A2/B1

Cel: utrwalić Past Simple oraz nauczyć ucznia organizować krótką relację wydarzeń w logicznej kolejności.

Chronicle — kronika; zapis wydarzeń uporządkowanych w czasie. Kroniki były często pisane przez konkretnych autorów (np. mnichów, kronikarzy, królów) i mogły przedstawiać ich własny punkt widzenia na wydarzenia.

1 A Day to Remember

Look at the pictures and the event. *A royal messenger arrived in the town during market day.*

These pictures show the story, but the order is mixed. Look carefully — you will put the sentences in the correct order in exercise 2.



A. People gathered at the market.



B. A royal messenger arrived in the town.



C. He carried a sealed letter.



D. The town leader read it.



E. People reacted.



F. The messenger left the town.

2 Put the Story in Order

Numeryuj zdania od 1 do 6, aby ułożyć je w poprawnej kolejności.

- ☐ The messenger left the town.
- ☐ People gathered at the market.
- ☐ The town leader read the letter.
- ☐ The messenger arrived in the town.
- ☐ People reacted to the news.
- ☐ He carried a sealed letter from the king.

3 Language Spot: Past Simple

Podkreśl czasowniki z historii i wpisz je do odpowiednich kolumn.

arrived opened carried came read left

Regular verbs

Irregular verbs

4 Sequencing Words

Uzupełnij tekst, używając podanych słów.

First Then Next After that Finally

_____, people gathered at the market.
 _____, a royal messenger arrived in the town.
 _____, he showed the sealed letter.
 _____, the town leader read it.
 _____, people reacted to the news and the messenger left the town.

5 Become the Chronicler

Write a short chronicle of the event. Use 60–80 words.

Your chronicle should include:

- at least 4 Past Simple verbs
- at least 3 sequencing words
- where the event took place
- what happened
- people's reaction

Use this writing scaffold:

Title: _____
 First, ...
 Then, ...
 After that, ...
 Finally, ...

6 Chronicler's Check

Sprawdź, czy Twoja kronika spełnia wszystkie kryteria.

- ☐ I used the Past Simple.
- ☐ My events are in a clear order.
- ☐ I used sequencing words.
- ☐ I checked my spelling.
- ☐ My story has a clear ending.

Renaissance & Age of Exploration

— Ideas • Inventions • Printing • Voyages —

Enter an age of new ideas, curious minds and journeys into the unknown.

W tym module wykorzystasz renesans, wynalazki, druk i wielkie podróże jako kontekst do rozwijania języka opisu, możliwości, procesu, podróżowania i argumentacji.

● descriptive adjectives

● can / could

● language of possibility

● Passive Voice

● sequence and process

● travel vocabulary

● diary writing

● opinion and argumentation

W tym module znajdziesz:

warsztat z kluczowym słownictwem, inspirujące teksty i zadania, historię Leonarda da Vinci jako przykład twórczego myślenia, wynalazki i ich wpływ na świat, rozwój druku, mapy i morskie podróże, życie na statku oraz krytyczne spojrzenie na skutki eksploracji.

Wiele odwiedzanych ziem było już zamieszkanym. Kontakt z innymi kulturami przynosił zarówno wymianę wiedzy i idei, jak i konflikty, przemoc oraz kolonizację.



Worksheet 13:

Inside a Renaissance Workshop

RENAISSANCE
•
DESCRIPTION +
THERE IS / THERE ARE

Cel: rozwijanie umiejętności opisywania miejsca, przedmiotów i ich położenia przy użyciu *there is / there are* oraz przymków miejsca.

1 Enter the Workshop

Look at the picture. This is a Renaissance artist's workshop.



2 Find It

Find the objects in the workshop and write the correct number.

- | | | | |
|------------|-------|---------------|-------|
| 1. table | _____ | 5. sketches | _____ |
| 2. brushes | _____ | 6. books | _____ |
| 3. paint | _____ | 7. window | _____ |
| 4. paper | _____ | 8. wooden box | _____ |

3 Language Spot

There is a book on the table.

There are three brushes next to the paper.

Przymki miejsca:

on	under	next to
behind	in front of	between

There is stosujemy najczęściej przy jednej rzeczy, a *there are* przy kilku.

4 Look & Complete

Uzupełnij zdania, używając *there is / there are* or a preposition from the box.

- There _____ two books on the table.
- There _____ a wooden box under the window.
- The brushes are _____ the paper.
- There _____ paint on the table.
- There _____ an unfinished painting on the easel.
- The window is _____ the table.

5 What is Missing?

Which objects would NOT normally belong in a Renaissance workshop?

clock computer candle pencil camera

Why?

6 Describe the Room

Napisz cztery własne zdania o warsztacie, używając *There is* i *There are*.

- _____
- _____
- _____
- _____

7 Immersion Challenge

You enter the workshop in the year 1500. What would

I would be surprised by...

There is no...

There are many...

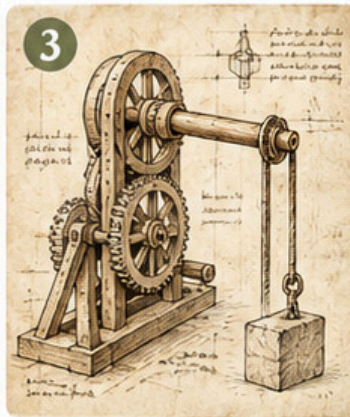
Worksheet 14: Leonardo's Notebook

RENAISSANCE
•
INVENTIONS +
COULD / COULDN'T

Cel: ćwiczenie konstrukcji *could / couldn't* do opisywania możliwości oraz rozwijanie słownictwa związanego z wynalazkami, projektowaniem i funkcją przedmiotów.

1 Look at the Ideas

Match each sketch to its possible purpose.



A to cross a river

B to move through the air

C to protect people

D to make movement easier

2 Who Was Leonardo?

Leonardo da Vinci lived in the Renaissance. He was interested in art, science and mechanics. He created many sketches and ideas for machines, buildings and inventions. Some of his ideas were very advanced, but many of them were not built in his lifetime. Leonardo's notebooks show his curiosity, imagination and desire to understand how the world works. He observed nature, asked questions and always experimented with new ideas.

(90–110 words)

3 Language Spot

People **could** build simple machines.

They **couldn't** use electricity.

Leonardo **could** imagine new solutions.

Could opisuje możliwość lub umiejętność w przeszłości. **Couldn't** oznacza, że coś nie było możliwe albo ktoś nie potrafił tego zrobić.

4 Could or Couldn't?

Complete the sentences with *could* or *couldn't*.

- Renaissance engineers _____ use modern engines.
- Artists _____ study the human body.
- Inventors _____ create detailed drawings of their ideas.
- People _____ fly in modern aeroplanes.
- Leonardo _____ imagine new machines.
- People _____ communicate using the internet.

5 What Could It Do?

Choose one of the sketches from Exercise 1 and answer the questions.

- What could this machine do?
- What problem could it solve?

Useful starters:

It could... It could help people... It couldn't...

Write at least 3 sentences.

6 Invent Like Leonardo

Design your own invention. Draw it and complete the information.

My invention is called:

It could:

It could help people to:

It couldn't:

Worksheet 15: The Printing Revolution

RENAISSANCE
•
PASSIVE VOICE +
PROCESS

Cel: ćwiczenie strony biernej oraz języka opisywania procesu poprzez kontekst rozwoju druku w Europie.

1 Before Printing

Look at the pictures and read the information. Which method is faster? Why?

BEFORE



- manuscripts
- hand-written text
- slow copying
- few copies

AFTER



- movable type
- faster production
- many copies
- ideas reach more people

2 Read

Read the text about the printing revolution.

Before the printing press, books were often copied by hand by monks and scribes. This was a slow and expensive process, so only a few people could have books. The invention of movable type printing allowed books to be produced much faster and in large numbers. As a result, books and ideas could reach more people across Europe. Johannes Gutenberg is especially important for the development of European movable-type printing in the 15th century. Printing influenced education, helped spread new ideas, and made information more widely available.

(127 words)

3 How Is a Page Printed?

Look at the steps and read the captions.



4 Language Spot

Read the examples and the explanation.

Workers **arrange** the letters. → **The letters are arranged.**

Workers **add** ink. → **Ink is added.**

W opisie procesu często używamy strony biernej, ponieważ ważniejsze jest to, co dzieje się z przedmiotem, niż kto dokładnie wykonuje czynność.

5 Complete the Process

Complete the sentences with the correct form of the verbs.

arrange add place press remove

- The letters _____ on a frame.
- Ink _____ to the letters.
- Paper _____ on the press.
- The paper _____ to print the page.
- The page _____ and copies are made.

6 Then & Now

Look at the table. Write two sentences comparing how information was shared then and now.

Printing Press	Digital Publishing
physical pages	digital files
copies are printed	files are shared
distribution takes time	distribution can be instant

- _____
- _____

7 Think

Why can faster access to information change society?
Write two sentences. Use the starter if you need help.

Faster information can...

- _____
- _____

Worksheet 16:

Mapping the Age of Exploration

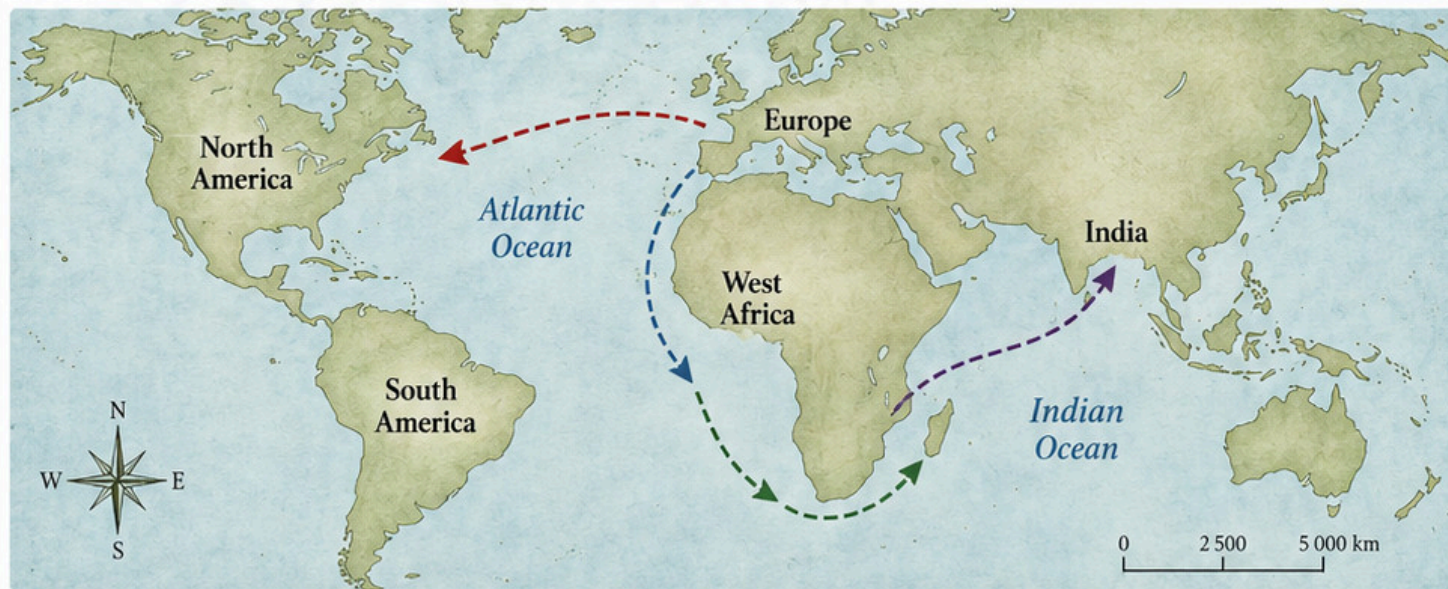
Cel: rozwijanie języka kierunków, podróży i opisywania tras w czasie przeszłym.

AGE OF EXPLORATION

MAPS + DIRECTIONS
+ PAST SIMPLE

1 Read the Map

Look at the map. It shows some sea routes from the Age of Exploration.



2 Map Language

Match the expressions (1–6) to the icons or arrows (A–F).

1. sail west

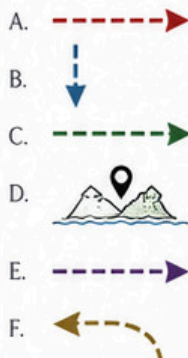
2. travel south

3. cross the ocean

4. reach the coast

5. return to

6. continue east



3 Route Story

Read the text about a journey. What do you think the route looked like? Mark it on the map.

A ship left a European port in spring. It sailed south, followed the coast and then crossed the ocean. After several weeks, it reached a new land. The crew explored the coast, traded with local people and stayed for some time. Later, the ship sailed back across the ocean, returned to Europe in winter after a long and difficult journey.

4 Trace the Journey

Read the Route Story again. Mark the route on the map using arrows. Number the five stages of the journey.

1. _____
2. _____
3. _____
4. _____
5. _____

5 Past Simple Check

Look at the travel verbs and their Past Simple forms.

leave → left sail → sailed reach → reached
cross → crossed return → returned

Complete the travel log using the Past Simple.

1. We _____ the port early in the morning.
2. The ship _____ south along the coast.
3. We _____ the ocean.
4. We _____ a new land and explored it.
5. We _____ to Europe after many months.

6 Who Was Already There?

When European sailors reached new lands, those places were often already home to established communities.

Dlatego słowo discover warto stosować ostrożnie. To, co było nowe dla jednych podróżników, nie było nowe dla ludzi, którzy już tam mieszkali.

7 Speak

Is a map only a tool for travel, or can it also show power and perspective?

Use the starters to give your opinion.

A map can show...

Maps can influence how people see the world because...

Worksheet 17:

Life on a Sailing Ship

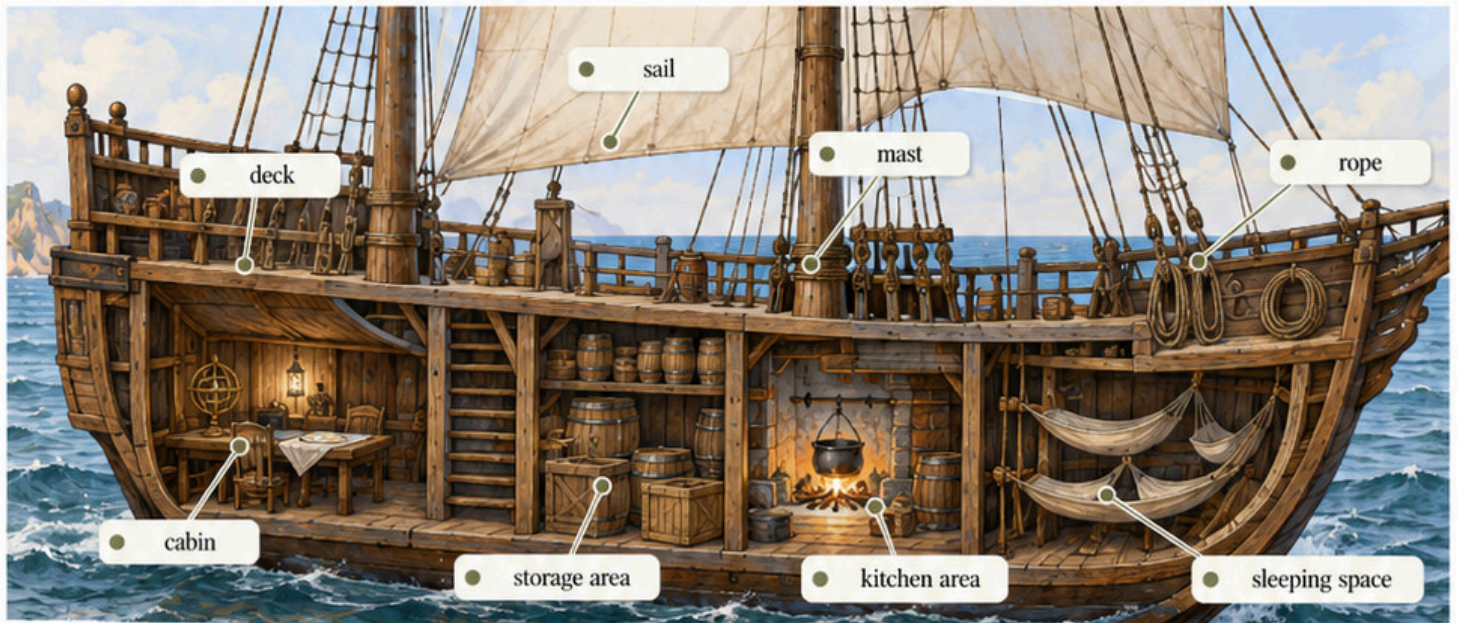
AGE OF EXPLORATION

DAILY LIFE + HAD TO

Cel: ćwiczenie konstrukcji *had to / didn't have to* oraz słownictwa codziennych obowiązków podczas długiej podróży morskiej.

1 On Board

Match the words to the parts of the ship.



2 A Sailor's Day

Read the text (100–120 words).

I wake up before sunrise, when the ship is still dark and cold. My first task is to check the ropes and make sure everything is secure. Then we help to raise the sails and set the course. During the day, I carry supplies, clean the deck and help in the kitchen. We eat simple food – mostly bread, salted meat and beans. Everyone has a job and we work in shifts, day and night. In the evening, I am often too tired to talk. I sleep in a small space with other sailors, in a hammock below deck. Life is hard, but we all know this journey is important.

3 Language Spot

Sailors **had to** work in shifts.
They **had to** follow orders.
They **didn't have to** use engines.

Had to opisuje konieczność w przeszłości.

Didn't have to oznacza, że coś nie było konieczne.

didn't have to ≠ mustn't

4 Complete

Use *had to* or *didn't have to*.

- The sailors _____ repair the ropes every day.
- They _____ use GPS to navigate.
- We _____ work together to survive.
- The crew _____ use electric lights at night.
- I _____ carry heavy supplies.
- He _____ follow the captain's orders.

5 Hard or Easy?

Tick and complete the table. Give a reason.

Task	Easy	Difficult	Why?
climbing the rigging	☐	☐	_____
carrying supplies	☐	☐	_____
working at night	☐	☐	_____

6 Diary Entry

Imagine you are a young sailor. Write a short diary entry after one difficult day at sea.

Write 60–80 words.

Include:

- 2 × *had to*
- 1 × *didn't have to*
- 2 feelings
- 1 description of weather or conditions

Use these starters:

Today was...

We had to...

I felt...

Uczniowie A2 mogą korzystać z banku słów.
B1 powinien napisać tekst bez pełnych starterów.

Worksheet 18: Explorer or Invader?

AGE OF EXPLORATION

PERSPECTIVE +
OPINION LANGUAGE

Cel: rozwijanie języka opinii, argumentacji i perspektywy poprzez analizę tego samego wydarzenia z różnych punktów widzenia.

*Język użyty do opisania historii
wpływa na interpretację wydarzeń.*

1 One Event, Two Perspectives

Read the two texts about the same first contact and consider the different viewpoints.

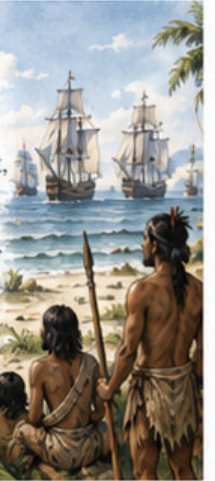
A Sailor's perspective

After many weeks at sea, we finally reached a new land. The coastline looked rich and full of possibilities. We saw people on the shore and hoped to make peaceful contact. This could be a new route for trade, bringing valuable goods and opportunities for both sides. The land seemed fertile, and the climate was promising. We were excited about what we might learn and how this place could open new connections between our worlds.



B Local resident's perspective

One morning, we saw strange ships on the horizon. People we had never seen before arrived on our shores. We did not know their intentions. They looked different, spoke a different language and carried unfamiliar objects. We wondered why they had come. Would they stay? Did they want our land or our resources? Some of us were curious and approached, while others felt fear and kept their distance. Our way of life might change, and we did not know what the future would bring.



2 Find the Difference

Read the texts again and complete the table.

Question	Text A	Text B
Who arrives?		
What seems important?		
What emotion appears?		
What words show perspective?		

3 Language of Opinion

Use these phrases to express your ideas in the tasks below.

- In my view...
- From this perspective...
- The text suggests that...
- However...
- On the other hand...
- I agree / disagree because...

4 Words Matter

Look at the pairs of words. How can they influence the way we see the same event?

explorer	↔	invader
discovery	↔	arrival
new land	↔	inhabited land

How does each word change the way we understand the event? Choose one pair and explain.

5 Build an Argument

Which description is more accurate in this situation: *explorer, traveller or invader*?

Your answer should:

- choose one word
- give 2 arguments
- refer to at least one text
- use one contrast phrase such as *however*.

6 Final Thought

Can two people describe the same historical event differently and both provide useful information? Why?

Yes / No, because...

Ocena ma opierać się na jakości argumentacji, użyciu dowodów i języka angielskiego.

Revolutions & Industrial Age

— Machines • Cities • Inventions • Change —

Enter a world transformed by machines, factories, new ideas and rapid social change.

W tym module poznasz język potrzebny do opisywania zmian, technologii, życia w mieście i społecznych konsekwencji industrializacji.

- past vs present
- used to / didn't use to
- comparative adjectives
- inventions vocabulary
- cause and effect
- newspaper language
- opinion and persuasion

W tym module znajdziesz:

słownictwo i teksty o rewolucji przemysłowej, życiu w fabrykach, wynalazkach, wiktoriańskim mieście, prasie jako medium, społecznych zmianach oraz nowych zasadach pracy.

Industrializacja przyniosła ogromny wzrost produkcji i postęp technologiczny, migrację do miast, trudne warunki pracy, problemy społeczne oraz stopniowe zmiany prawne.



Worksheet 19: The Industrial Revolution

INDUSTRIAL AGE

CHANGE + USED TO

Cel: ćwiczenie konstrukcji *used to / didn't use to* poprzez porównywanie życia przed industrializacją i podczas rozwoju przemysłu.

1 Before & After

Look at the two pictures. Compare the ways of life.

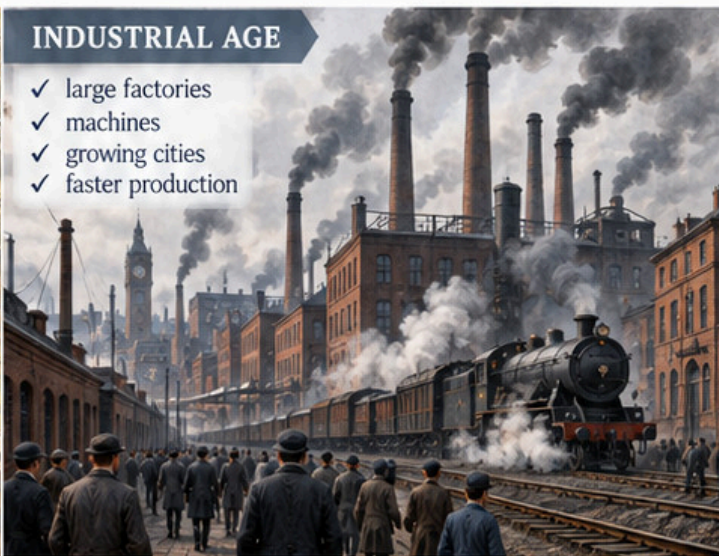
BEFORE

- ✓ small workshops
- ✓ hand tools
- ✓ rural life
- ✓ slower production



INDUSTRIAL AGE

- ✓ large factories
- ✓ machines
- ✓ growing cities
- ✓ faster production



2 Read

Read the text about the Industrial Revolution.

The Industrial Revolution changed the way things were made. Machines allowed people to produce goods faster and in larger numbers. Many types of work moved from small workshops into factories. As a result, cities grew quickly, and more people left rural areas to find work. Transport also developed, especially railways, which made it easier to move goods and people. However, factory work could be difficult, with long hours, low pay and sometimes dangerous conditions. Industrialization brought new opportunities, such as more jobs and cheaper products, but it also created serious problems, including pollution, crowded cities and poor living conditions for many workers.

(120 words)

3 Language Spot

People **used to** make many products by hand.

Many families **used to** live in rural areas.

Factories **didn't use to** have modern safety systems.

Used to opisuje coś, co było typowe lub regularne w przeszłości, ale dziś już nie jest takie samo.

4 Complete the Change

Uzupełnij zdania, używając *used to* lub *didn't use to*.

1. People _____ make clothes by hand.
2. Cities _____ be much smaller.
3. Workers _____ have modern protective equipment.
4. Transport _____ be much slower.
5. Many families _____ live in rural areas.
6. Children _____ work in factories.

5 Then / Now

Write one sentence with *used to* and one sentence about today for each topic.

1. transport *People used to travel by horse.*
Today many people travel by car or train.
2. work _____
3. communication _____
4. production _____

6 Change: Good or Bad?

Complete the table. Write one advantage and one problem for each development.

Development	Advantage	Problem
factories		
railways		
growing cities		

7 Speak

Can technological progress create new problems at the same time?

Yes, because...

For example...

Worksheet 20: A Day at the Factory

INDUSTRIAL AGE

DAILY ROUTINE +
WORKING CONDITIONS

Cel: rozwijanie rozumienia tekstu, języka czasu i obowiązków oraz opisywanie warunków pracy.

1 Factory Shift

Look at the timeline. This is a simplified example of a factory worker's day, not a universal schedule for every factory.



5:30
wake up

6:30
arrive at work

7:00
machines start

12:00
short meal break

18:00
finish work

2 Read: Mary's Day

Read the text about Mary, a young factory worker.

Mary is sixteen and works in a textile factory. She wakes up at half past five and quickly gets ready. At six thirty, she walks to the factory with other workers. The machines start at seven o'clock and the noise is loud all day. Mary works with a spinning machine, watching the threads and fixing small problems. Her hands move quickly and she has to be careful. At twelve o'clock she has a short break and eats some bread. After lunch, she continues working until six in the evening. When she gets home, she is tired, but she feels proud to help her family.

(137 words)

3 Time Language

Match the expressions with the correct time on the timeline in Exercise 1.

at six o'clock before work after lunch
during the shift until six for eleven hours

- 5:30 (wake up) — _____
- 6:30 (arrive at work) — _____
- 7:00 (machines start) — _____
- 12:00 (break) — _____
- 18:00 (finish work) — _____

4 Check the Text

Answer the questions about Mary's day.

- What time does Mary start work?

- What is the factory like?

- When does she have a break?

- How long is her day?

- How does she feel after work?

5 Had To / Didn't Have To

Complete the sentences with your own ideas.

- Mary had to _____
wake up very early.
- She had to _____
with machines all day.
- She had to _____
careful and focused.
- She didn't have to _____
use computers.
- She didn't have to _____
work on her own (she worked with others).

6 Compare Workplaces

Compare a factory in the Industrial Age with a modern workplace. Tick (✓) the column where the feature is more typical.

Feature	Industrial Factory	Modern Workplace
long shifts	☐	☐
noisy machines	☐	☐
limited safety rules	☐	☐
manual tasks	☐	☐

7 Speak

Which working condition would be the most difficult for you? Why?

The most difficult thing would be...
because...

Notatka dla nauczyciela:

Warto skupić się na warunkach pracy, czasie pracy i reformach (np. ustawodawstwo fabrycznym), a nie na szczegółach, które mogą być zbyt trudne emocjonalnie dla uczniów.

Worksheet 21:

Inventions That Changed the World

INDUSTRIAL AGE

INVENTIONS +
COMPARATIVES

Cel: rozwijanie słownictwa dotyczącego wynalazków oraz ćwiczenie stopniowania przymiotników i języka funkcji.

1 Meet the Inventions

Look at the inventions below. Read their names and functions.



Steam engine

powers machines
using steam.



Locomotive

moves people
and goods over
long distances.



Telegraph

sends messages
over long distances.



Sewing machine

produces clothing
faster.



Camera

creates images
of people, places
and events.



Electric light bulb

provides light
using electricity.

2 Match the Function

Match the inventions with their functions.
Write the correct number.

- | | | |
|------------------------|-------|----------------------------|
| 1. steam engine | _____ | A. move people and goods |
| 2. locomotive | _____ | B. send information |
| 3. telegraph | _____ | C. produce clothing faster |
| 4. sewing machine | _____ | D. create images |
| 5. camera | _____ | E. provide light |
| 6. electric light bulb | _____ | F. power machines |

3 Language Spot

We use comparative forms to compare two things.

Adjective	Comparative
fast	→ faster
useful	→ more useful
expensive	→ more expensive
efficient	→ more efficient
important	→ more important

Model sentence:

The telegraph was faster than sending a letter by horse.

4 Compare

Complete the sentences using the comparative form of the adjective in brackets.

- A locomotive was _____ than a horse-drawn cart. (*fast*)
- A steam engine was _____ than human or animal power. (*powerful*)
- A telegraph was _____ for long-distance communication than a handwritten message. (*efficient*)
- A sewing machine was _____ than hand sewing. (*useful*)
- A camera was _____ than a painting for capturing reality. (*accurate*)
- Electric light was _____ than candles. (*safe*)

5 Rank the Inventions

Choose the three most important inventions.
Write a short reason for each one.

Rank	Invention	Why?
1		
2		
3		

6 Defend Your Number One

Write 3–4 sentences about which invention had the biggest impact. Use at least:

- one comparative form,
- one reason with *because*,
- one example.

I think... was more important than... because...

7 Modern Connection

Which modern invention could you not live without? Fill in the boxes and write a short answer.

Invention: _____

Function: _____

Reason: _____

Worksheet 22:

Walking Through Victorian London

Cel: ćwiczenie *Past Continuous* oraz słownictwa opisującego miejskie sceny i czynności wykonywane w określonym momencie w przeszłości.

INDUSTRIAL AGE

CITY DESCRIPTION +
PAST CONTINUOUS

1 Enter the Street

Look at the picture. This is a street in Victorian London.



2 What Was Happening?

Past Continuous opisuje czynność, która trwała w określonym momencie w przeszłości.

was / were + verb-ing

Przykłady:

A man was selling newspapers.

Two women were walking past the shops.

A carriage was moving down the street.

3 Look & Complete

Uzupełnij zdania, używając odpowiedniej formy czasownika w *Past Continuous*.

- The newspaper seller _____ newspapers.
- Two people _____ near the market.
- A policeman _____ by the shop.
- The carriage _____ down the street.
- The man at the stall _____ vegetables.
- People _____ along the pavement.

4 Find the Mistake

Jedno zdanie nie pasuje do obrazka. Zaznacz je i napisz poprawną wersję.

- A car was driving down the street.
- A man was selling newspapers.
- Two women were walking past the shops.
- There was smoke coming from a chimney.

5 City Words

Połącz słowa z ich znaczeniami.

- | | | |
|------------|---|---------------------------|
| 1. crowded | • | A. full of people |
| 2. noisy | • | B. with a lot of noise |
| 3. dirty | • | C. not clean |
| 4. busy | • | D. with a lot of activity |
| 5. narrow | • | E. not wide |
| 6. smoky | • | F. full of smoke |

6 You Are There

Imagine you are standing on this street for five minutes. Write what is happening around you.

- Use at least 4 sentences.
- Use at least 3 *Past Continuous* structures.
- Use at least 2 city words from exercise 5.

You can start with:

People were... A man was... The street was...

7 Then & Now

What is different between this street and a modern city street? Write 3 differences (think about transport, lighting, buildings, clothing, communication).

- _____
- _____
- _____



Teacher's tip:

Do a 60-second oral activity. Students tell their ideas to a partner before writing.

Worksheet 23: A Revolutionary Newspaper

Cel: rozwijanie umiejętności czytania i tworzenia krótkiego tekstu informacyjnego poprzez analizę fikcyjnej gazety opisującej moment dużej zmiany społecznej.

REVOLUTIONS

NEWS LANGUAGE +
PAST SIMPLE

1 Extra! Extra!

Look at the newspaper front page. Read the headline and the short lead. What is happening?



The Daily Chronicle

TUESDAY, 14 APRIL 1875

PRICE ONE PENNY

CITIZENS GATHER IN THE CITY SQUARE

Hundreds of people gathered yesterday to demand changes to local working conditions.

2 Read the Report

Read the newspaper report about the event.

Yesterday, hundreds of people gathered in the main city square to demand changes to local working conditions. Workers, their families and supporters joined the demonstration. They asked for shorter working hours, safer machines and better pay. Many carried banners and chanted for fair rules. Local leaders, including the mayor, met with a group of workers outside the town hall. They listened to the demands but did not make any promises. In the evening, the mayor announced that he would discuss the proposals with the city council. A follow-up meeting is planned for next week. The demonstrators said they will continue to campaign until real changes happen.

(132 words)

3 The 5 Ws

Read the report again and complete the table.

Who?	
What?	
Where?	
When?	
Why?	

4 News Verbs

Match the verbs with their meanings.

- | | | |
|-------------|---|--------------------------------|
| 1. report | • | A. say no to something |
| 2. announce | • | B. come together in a group |
| 3. demand | • | C. say something officially |
| 4. gather | • | D. ask for something strongly |
| 5. decide | • | E. say that something happened |
| 6. agree | • | F. make a decision |
| 7. refuse | • | G. make something different |
| 8. change | • | H. accept or say yes |

5 Headline or Sentence?

Read the example and complete the headlines.

Headlines are often shorter than full sentences. They usually do not use small words (e.g. a, the, to) and can be in the present tense.

Headline (shorter)	Full sentence (longer)
Workers Demand New Rules	Workers demanded new rules during yesterday's meeting.

- The city opened a new railway station. _____
- Workers asked for shorter hours. _____
- Local leaders agreed to discuss the proposal. _____

6 Become the Reporter

Use the facts below to write a news report (60–80 words). Include a headline and answer the 5 Ws (Who? What? Where? When? Why?). Use at least 4 Past Simple verbs.

Facts:

- 200 workers
- city square
- Tuesday morning
- safer machines
- leaders agreed to meet them

7 Reporter Check

Tick the boxes when your report is ready.

- ☐ My headline is clear.
- ☐ I included the 5 Ws.
- ☐ I used the Past Simple.
- ☐ I reported facts before opinions.
- ☐ My text is easy to understand.



Teacher's tip:

Uczniowie B1 mogą dodać jedno krótkie zdanie cytowane, np. "We want safer conditions," one worker said.

Worksheet 24: Changing the Rules

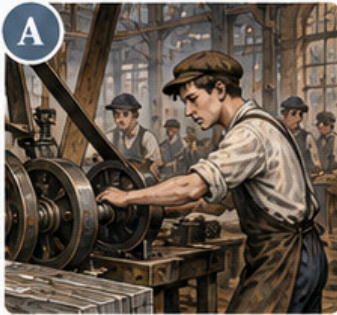
INDUSTRIAL AGE

SOCIAL CHANGE +
SHOULD / SHOULDN'T

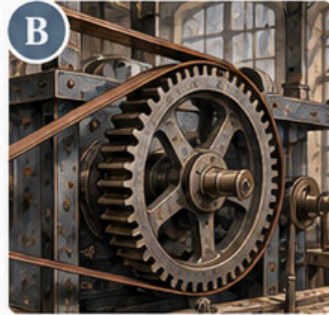
Cel: ćwiczenie *should* / *shouldn't* oraz języka rekomendacji poprzez analizę prostych problemów związanych z warunkami pracy w epoce industrialnej.

1 What Is the Problem?

Look at the pictures and read the descriptions. Match each problem (A–D) to the correct category (hours, machine safety, air, training).



Workers spend very long hours near loud machines.



A machine has moving parts without protection.



There is almost no fresh air inside a workshop.



Workers do not receive clear safety instructions.

Categories: 1. hours _____ 2. machine safety _____ 3. air _____ 4. training _____

2 Language Spot

Read the examples and the explanation.

Factories **should** have clear safety rules.

Workers **should** receive training.

People **shouldn't** work next to dangerous machines without protection.

Should służy do udzielania rady lub mówienia, co byłoby dobrym rozwiązaniem. **Shouldn't** wskazuje, czego lepiej nie robić.

3 Give Advice

Write one recommendation for each situation. Use the starters.

1. The factory should...

2. Workers should...

3. Managers shouldn't...

4. The factory should...

4 New Factory Rules

Read the ideas. Choose four rules that should be introduced and cross out two bad ideas.

- provide safety training
- protect dangerous machine parts
- give workers regular breaks
- improve ventilation
- allow unlimited working hours
- ignore accidents

5 Priority Ranking

Choose your four rules and complete the table. Write why each rule is important.

Priority (1 = most urgent)	Rule	Why?
1.		
2.		
3.		
4.		

6 Factory Council

You are members of a factory council. You can introduce only TWO new rules. Agree on the most important ones.

Useful English phrases:

- I think we should...
- I agree because...
- I'm not sure. Maybe we should...
- This is more important because...
- Let's choose...

7 Connection to Today

Why do workplaces still need rules today? Write 2–3 sentences.

Workplace rules are important because...



The process is:

problem → recommendation →
priority → discussion → decision.

The 20th Century & Modern World

— Flight • Radio • Everyday Life • Space • Change —

Enter a century when people flew higher, communicated faster and imagined entirely new futures.

W tym module rozwiniesz język potrzebny do opisywania wydarzeń, relacjonowania wiadomości, porównywania życia codziennego, opisywania technologii, wyrażania celu, interpretowania różnych głosów i łączenia przeszłości z teraźniejszością.

- Past Simple
- sequencing
- radio / news language
- used to
- everyday vocabulary
- comparatives
- purpose: to / in order to
- quotations and reported ideas
- change over time
- speaking and reflection

W tym module znajdziesz:

fascynujące tematy związane z początkami lotnictwa, rozwojem radia, życiem codziennym podczas konfliktów, wyścigiem kosmicznym, głosami zmian społecznych oraz wpływem historii na współczesny świat.

Moduł skupia się bardziej na technologii, komunikacji, życiu codziennym, doświadczeniach ludzi, zmianach społecznych i na tym, jak historia kształtuje współczesność, niż na chronologii wojen.



Worksheet 25: The First Flight

20TH CENTURY

PAST SIMPLE +
SEQUENCING

Cel: ćwiczenie *Past Simple* i porządkowania wydarzeń poprzez kontekst początków kontrolowanego lotu samolotowego.

1 Before Humans Flew

How did people travel long distances before aeroplanes became common?



☐ on foot



☐ by horse



☐ by train



☐ by ship

Can you think of another way to travel long distances? Write your own example.

☐ _____

2 A Short Flight, A Big Change

Read the text about the Wright brothers and the first flight.

On 17 December 1903, the Wright brothers, Orville and Wilbur, made one of the most important moments in the history of transport. They successfully flew a powered, controlled aircraft near Kitty Hawk, in the United States. This was the result of many years of experiments, careful observations and repeated trials. They built several prototypes, tested different designs and learned from their failures. The first flights were very short – the longest lasted only about 59 seconds and covered around 260 metres – but they proved that controlled, powered flight was possible. After 1903, aviation continued to develop quickly. Many other inventors and engineers improved aircraft, making them safer, faster and suitable for longer journeys. The Wright brothers' flight was an important step, but it was part of a longer history of ideas, experiments and progress, not the beginning of all thoughts about flight.

(119 words)

3 Put the Events in Order

Number the events from 1 to 6.

- ☐ They studied flight and learned from other inventors.
- ☐ They built prototypes.
- ☐ They tested their ideas.
- ☐ The aircraft took off.
- ☐ The flight lasted only a short time.
- ☐ Aviation continued to develop in the following years.

4 Language Spot

Read the verbs and their past forms.

Verb (base form)	Past Simple
build	built
fly	flew
take	took
make	made
test	tested
land	landed

Czas *Past Simple* opisuje zakończone wydarzenia w przeszłości. Czasowniki mogą być regularne (np. tested) lub nieregularne (np. flew).

5 Complete the Story

Use the correct *Past Simple* form of the verbs in brackets.

The Wright brothers _____ (study) birds and other forms of flight. They _____ (build) several prototypes and _____ (test) them many times. On 17 December 1903, they _____ (take) off in a powered aircraft. The first flight _____ (last) only a short time, but it _____ (change) the world.

6 Sequence It

Write a short summary of the story using the sentence starters.

First, _____
 Next, _____
 Then, _____
 After that, _____
 Finally, _____

7 Then & Now

Compare early aircraft with modern passenger aircraft. Look at the table and write 3 comparative sentences.

Category	Early aircraft (Wright Flyer, 1903)	Modern passenger aircraft (e.g. Airbus A350)
speed	about 50 km/h	about 900 km/h
distance	a few hundred metres	thousands of kilometres
number of passengers	1 person	over 300 passengers
technology	wood, fabric, simple engine	advanced materials, jet engines, computers

- _____
- _____
- _____



8 Think

Why are small experiments important when people develop new technology? Write two sentences. Use the starter if you need help.

Small experiments are important because...

- _____
- _____

Worksheet 26:

Welcome to the Radio Newsroom

Cel: rozwijanie umiejętności przekazywania krótkiej informacji ustnej poprzez symulację pracy w newsroomie radiowym.

20TH CENTURY

NEWS REPORTING +
SPEAKING

1 Before the Internet

How did people receive breaking news before television and the internet became common?



event



reporter



radio station



listeners

Useful words:

- radio
- newspaper
- reporter
- broadcast

2 Newsroom Vocabulary

Match the words with the pictures.

- microphone
- broadcast
- listener
- reporter
- headline
- interview
- breaking news
- studio



5 Radio Language

Read the useful phrases.

- Good evening. This is ...
- Here are today's headlines.
- Today, ...
- According to ...
- We will bring you more information soon.

W języku radia najważniejsze jest, aby informacja była jasna i zrozumiała już przy pierwszym usłyszeniu.

6 Build Your Bulletin

Use the information and write a 40–60-word radio bulletin.

Event: new city bridge opens
Place: River Street
Time: 9:00 this morning
People: mayor + local residents
Reason: connect two parts of the city

8 Speaking Challenge

Read your bulletin in 30 seconds.



Teacher's tip: Nie wymagaj określonego akcentu. Oceniaj jasność przekazu, kolejność informacji oraz skuteczność komunikacji.

3 Listen With Your Eyes

Read the radio bulletin.

Good evening. This is the six o'clock news on National Radio. Today a new railway line has officially opened, connecting Riverton with Lakefield. The first train left Riverton this morning at 10:00 and arrived in Lakefield just over an hour later. Local people gathered at the station to celebrate the event. The mayor said the new line will bring more jobs to the region and make it easier for families and businesses to travel. Train services will run daily, and ticket prices will be affordable for everyone. We will bring you more information on our next bulletin. Good night.

(101 words)

4 Find the News

Answer the questions about the bulletin in Exercise 3.

1. What happened?

2. Where?

3. When?

4. Who was involved?

5. Why is it important?

7 On Air

Work in pairs. Use this editor's checklist to check your bulletin.

- ☐ Is the most important information first?
- ☐ Is it clear?
- ☐ Are the sentences short enough?
- ☐ Does it answer the main questions?

Student A reads the bulletin aloud like a radio presenter.



Worksheet 27: Everyday Life During Wartime

Poziom: A2/B1

20TH CENTURY

EVERYDAY LIFE +
USED TO / HAD TO

Cel: rozwijanie słownictwa codziennych czynności oraz utrwalanie *used to* i *had to* poprzez analizę zmian w życiu cywilów podczas konfliktu.

1 Daily Life Changes

Look at the pictures and read the captions. They show how everyday life was different during wartime.

rationing



saving resources



blackout



news broadcasts



2 Read: Anna's Week

Read the text about Anna and her daily life during wartime.

Anna lives in a busy city. Every week she queues for food, using ration coupons to buy limited amounts of bread, butter and tea. Sometimes the line is long, and she has to wait for an hour. In the evenings, her family covers the windows with thick curtains because of the blackout. They keep their home dark and try to save electricity. After dinner, they listen to the radio for news and to hear important announcements. Anna also writes letters to her relatives, who live in another town. At the weekend, she helps her mother cook, cleans the house and looks after her younger brother. Life is difficult, but they try to stay positive and support each other.

(134 words)

3 Word Help

Read the words and their meanings.

- **rationing** – controlling the amount of food, fuel or other goods that people can buy.
(racjonowanie)
- **blackout** – a system where buildings keep their lights off or cover their windows, so that no light can be seen at night.
(zaciemnienie)
- **civilian** – a person who is not a soldier and is not part of the armed forces.
(osoba cywilna)

4 Used To or Had To?

Read the examples and the explanation.

People **used to** listen to the radio for news.

Families **had to** follow rationing rules.

used to = coś było typowe

had to = coś było konieczne

5 Choose the Form

Complete the sentences with *used to* or *had to*.

1. People _____ queue for food every week.
2. We _____ save electricity in the evenings.
3. Children _____ help at home more.
4. Families _____ listen to the radio for news.
5. Many people _____ write letters instead of emails.
6. She _____ wear warmer clothes because there was no central heating.

7 Diary Sentence

Write four sentences as if you were a civilian during this period.

Use 2 × *had to*, 1 × *used to* and 1 sentence about your feelings.

Use the starters if you need help.

- Today we had to ...
- We used to ...
- I felt ...

1. _____
2. _____
3. _____
4. _____

6 Then & Today

Complete the table. Write modern equivalents in the last column.

	During wartime	Today
radio news		TV, internet, social media
paper letters		
ration cards		
limited information		

8 Reflection

How can everyday routines change during a crisis?

Write 2–3 sentences.

1. _____
2. _____
3. _____

Worksheet 28: The Space Race

20TH CENTURY

PURPOSE +
TECHNOLOGY

Cel: ćwiczenie konstrukcji wyrażających cel — szczególnie *to + verb* i *in order to* — poprzez kontekst eksploracji kosmosu.

1 From Earth to Space

Look at the timeline. Read the captions and put the events in the correct order (1–4).



The first artificial satellite is launched.



The first human spaceflight takes place.



Humans land on the Moon.



A permanent space station is built.

2 Why Go to Space?

Match the purposes (1–6) to the illustrations (A–D). Choose the best purpose for each.

- | | |
|---------------------|----------------------------|
| 1. study Earth | 4. communicate |
| 2. understand space | 5. collect scientific data |
| 3. test technology | 6. explore beyond Earth |



3 Language Spot

Read the examples and the explanation.

Scientists launch satellites *to study Earth*.
Engineers test spacecraft *in order to make* missions safer.

Używamy *to* + czasownik lub *in order to* + czasownik, aby powiedzieć, po co coś robimy. Obie konstrukcje wyrażają cel. *In order to* jest bardziej formalne i często używane w dłuższych zdaniach.

4 Match Action + Purpose

Match the beginnings (1–4) with the endings (A–D).

- | | |
|-------------------------------------|----------------------------------|
| 1. Scientists launch satellites ... | A. to understand Earth better. |
| 2. Astronauts train ... | B. to prepare for missions. |
| 3. Engineers test equipment ... | C. to check if technology works. |
| 4. Space agencies collect data ... | D. to study space. |

5 Build the Sentence

Use the words to make full sentences. Use *to* or *in order to*.

- astronauts / train / work in difficult conditions
Astronauts train in order to work in difficult conditions.
- scientists / study / distant planets

- engineers / design / more efficient rockets

- space agencies / cooperate / share knowledge

- we / explore / find new sources of energy

6 Technology Then & Now

Look at the table. Compare early and modern space technology.

Area	Early space technology	Modern space technology
computers	large and slow	small and very powerful
communication	limited	fast and global
materials	heavy	lighter and stronger
information	took a long time	available almost instantly

Write 3 comparative sentences using: *more powerful* / *faster* / *smaller* / *more advanced*.

- _____
- _____
- _____

7 Design a Mission

Imagine a space mission. Complete the notes.



Mission name: _____

Destination: _____

We want to go there to... _____

We need a camera in order to... _____

We need sensors to... _____

8 Speak

Is exploring space worth the cost?
Give one argument for and one argument against.

Use the starters:

- One advantage is...
- However, one problem is...

- _____
- _____

Worksheet 29: Voices of Change

20TH CENTURY

QUOTES + VALUES +
PERSUASION

Cel: rozwijanie języka wartości, zmiany społecznej i argumentacji poprzez krótkie, fikcyjne wypowiedzi ludzi domagających się poprawy warunków życia.

1 Four Voices

Look at the people and read their quotes. They are all calling for change.

A Factory worker



"We want safer workplaces and fair rules."

B Student



"Education should be available to more people."

C Community organiser



"People should have a voice in decisions that affect them."

D Environmental campaigner



"Progress should not destroy the places where we live."

2 What Do They Value?

Match each voice (A–D) with the values they probably care about most. You can choose more than one.

- fairness
- safety
- education
- participation
- equality
- environment
- opportunity
- responsibility

A (worker): _____

B (student): _____

C (organiser): _____

D (campaigner): _____

3 Language for Change

Read the useful phrases. You can use them in the next tasks.

- We believe that...
- People should...
- Everyone deserves...
- We need to...
- It is important because...
- Change is necessary when...



Tip: These phrases help you express opinions, give reasons and suggest solutions.

4 Message + Reason

Complete the sentences using your own ideas. You can use the phrases from task 3.

1. The worker wants _____ because _____.
2. The student believes _____ because _____.
3. The organiser thinks _____ because _____.
4. The campaigner wants _____ because _____.

5 Strong or Weak Argument?

Read the arguments. Which one is the strongest? Why? Choose A, B or C and write your reason.

- A** Things should change because I don't like them.
- B** Workplaces should improve safety because preventable accidents harm workers and families.
- C** Education is important.

The strongest argument is: _____

Why? _____



Use these criteria:

- clear idea
- reason
- example / evidence

6 Write Your Message

Choose one issue that you think improved during the 20th century (e.g. workers' rights, education, healthcare, voting rights, environmental protection, etc.). Write a 50–70-word message calling for change, as if this improvement had not happened yet. Use at least:

- 2 × should
- 1 × because
- a clear goal

7 Speak

Which creates more change: one powerful voice or many ordinary voices together? Give your opinion and at least one reason.

Use this starter:

I think... because...



Teacher's note:

Students do not need to reveal personal political beliefs and may work entirely with fictional scenarios.

Worksheet 30: History Meets Today

Cel: zintegrować słownictwo i struktury z wcześniejszych epok, pokazując uczniowi, jak historyczne zmiany są obecne w jego codziennym świecie.

MODERN WORLD

SYNTHESIS +
SPEAKING & WRITING

1 Five Eras, Five Connections

Look at the pictures and read the information. Each historical change is connected to something in our modern world.



2 Language Recap

Read and remember. These structures help you talk about history and its links to today.

Past Simple	People built ...
used to	People used to ...
Passive Voice	Books are printed ...
Comparatives	Modern transport is faster than ...
Purpose	People use satellites to ...
Opinion	In my view ... because ...

3 Complete the Connection

Complete the sentences with your own ideas.

- Roman roads connected cities.
Today, _____
connect people and places.
- Towns and markets brought people together.
Today, _____
bring people together.
- Printing made information easier to reproduce.
Today, _____
makes information even faster to share.
- Industrial machines allowed goods to be produced faster. Today, _____
produce things even faster.
- Radio and other 20th century inventions connected the world. Today, _____
connects us instantly.

4 Biggest Change

Which historical change do you think has had the biggest impact on the world today? Choose one option.

- ☐ roads
☐ printing
☐ industrial machines
☐ radio
☐ aviation
☐ space technology

Explain your choice in one or two sentences.

5 Build Your Argument

Use the prompts to organise your ideas about the change you chose in exercise 4.

My choice:	_____
It changed ...	_____
Before it, people ...	_____
After it, people could ...	_____
Today, we still ...	_____
For this reason, I think ...	_____

6 Write

Write a short text (80–100 words) about the historical change you chose. Your text must include:

- 1 sentence in the Past Simple
- 1 comparative sentence
- 1 sentence with *because*
- 1 link to today

If you are at B1/B2 level, also use *however* or *on the other hand*.

7 Time Traveller

Which one era from this book would you like to visit for one day? Answer the questions.

I would visit ...	_____
I would like to see ...	_____
I would ask ...	_____
I think I would feel ...	_____

8 My English Journey

Tick the things you can now do in English.

- ☐ I can understand short historical texts in English.
☐ I can describe events in the past.
☐ I can **compare past** and present.
☐ I can explain reasons and purposes.
☐ I can express and support an opinion.
☐ I can use English to explore a new topic.

History gives us the context. English gives us the voice.

Teacher Toolkit

— Answer Key • Adaptation • Assessment • Final Project —

Everything you need to turn English Eras into flexible, ready-to-use lessons.

W tym module znajdziesz klucz odpowiedzi, metody dostosowania materiałów do różnych poziomów, dodatkowe słownictwo, projekt końcowy, kryteria oceniania oraz strukturę do refleksji. To praktyczne wsparcie, które pomoże Ci łatwo i skutecznie korzystać z całej serii *English Eras*.

W tym module znajdziesz:

- Page 40 | Jak korzystać z English Eras
- Pages 41–46 | Answer Key
- Page 47 | Vocabulary Bank + Level Adaptation
- Page 48 | Final Immersion Project: Build a Time Capsule
- Page 49 | Assessment & Reflection



Teacher First



READY TO USE

Minimalne przygotowanie.



FLEXIBLE

Materiały mogą działać osobno lub jako seria.



ADAPTABLE

Możliwość obniżania i podnoszenia poziomu.



PRACTICAL

Ćwiczenia kończą się użyciem języka, a nie samym rozpoznaniem reguły.



Nie musisz realizować 30 kart po kolei.

Możesz wybrać epokę, strukturę językową lub umiejętność, której aktualnie potrzebuje grupa.

Jak korzystać z English Eras

Gotowe scenariusze. Elastyczne wykorzystanie. Minimum przygotowania.

1 THREE WAYS TO USE THE MATERIAL Ten sam materiał. Różne możliwości. Wybierz sposób, który pasuje do Twoich uczniów.

MODEL A



ONE WORKSHEET, ONE LESSON

Best for:

- pojedynczej lekcji tematycznej
- zastępstwa
- powtórki struktury językowej
- uzupełnienia podręcznika

Przykładowy przebieg lekcji:

- 5 min — Enter the Era
- 10 min — Discover English
- 15 min — Guided Practice
- 10–15 min — Speak / Write / Think
- 5 min — Reflection

Orientacyjnie: 45–50 minut.

MODEL B



MINI UNIT

Wybierz 2–3 karty pracy z jednego modułu i połącz je w spójną całość.

Przykład: *Ancient Worlds*

- Page 05 — vocabulary + reading
- Page 08 — comparisons
- Page 09 — speaking role-play

Cel:

Głębsze poznanie tematu, rozwinięcie słownictwa i struktur językowych oraz więcej okazji do komunikacji w naturalnym kontekście.

MODEL C



FULL IMMERSION JOURNEY

Pracuj z całym modulem od początku do końca.

- 1 Uczeń poznaje epoki i ich kontekst.
- 2 Zbiera i utrwała słownictwo.
- 3 Rozwija różne struktury językowe.
- 4 Porównuje przeszłość i teraźniejszość.
- 5 Kończy materiał projektem z Pągina 48.

Cel:

Pełna ścieżka nauki, która łączy wiedzę historyczną, język i kreatywne zadanie końcowe.

2 THE 4-STEP ROUTINE

Prosty schemat, lepsze efekty. Używaj go regularnie na każdej lekcji.



Uczniowie szybciej rozumieją strukturę materiału, gdy nauczyciel regularnie używa tego samego czterostopniowego schematu.

3 HOW MUCH SHOULD I TRANSLATE?

Nie tłumacz automatycznie każdego słowa. Pomóż uczniom najpierw zrozumieć znaczenie z kontekstu.

- 1 **Obraz**
Zacznij od ilustracji, zdjęcia lub sytuacji.
- 2 **Kontekst**
Wykorzystaj cały tekst i otoczenie językowe.
- 3 **Przykład**
Pokaż użycie słowa w zdaniu.
- 4 **Dopiero potem** krótkie polskie wyjaśnienie, jeśli nadal jest potrzebne.



Dzięki temu utrzymujesz immersję, a jednocześnie unikasz frustracji uczniów.

4 PAIR WORK

Krótką rozmowę, duże korzyści. Daj uczniom czas i jasne wsparcie.



- 30–60 sekund na przygotowanie.
- Pozwól używać starterów (np. z karty pracy).
- Uczniowie rozmawiają w parach.
- Po pierwszej rundzie zamień role.

Rozmowa w parach daje każdemu uczniowi więcej czasu na mówienie i buduje pewność siebie.

5 DIFFERENT LEVELS IN ONE CLASS

Ten sam temat, różne wyzwania. Dostosuj materiał do potrzeb uczniów.

EASIER	STANDARD	CHALLENGE
• pozostaw word bank • pozwól odpowiadać krótszymi zdaniami • wykonaj pierwszy przykład wspólnie	• wykorzystaj worksheet bez zmian.	• usuń startery • wymagaj uzasadnienia • dodaj 50–80 słów writing • poproś o dodatkowy argument.



Pełniejsze wskazówki do adaptacji na różnych poziomach znajdziesz na Pągina 47.

6



History is the context. English is the learning goal.

Jeśli dyskusja historyczna staje się zbyt trudna językowo, uprość treść historyczną, ale zachowaj zadanie językowe.

7

MATERIAL PREPARATION

Minimum przygotowania. Maksimum możliwości.

✓ Nauczyciel najczęściej potrzebuje:

- wydrukowanej lub cyfrowej strony
- długopisu/ołówek
- opcjonalnie projektora.

✗ Nie musisz:

- specjalnych rekwizytów
- dodatkowego podręcznika
- przygotowywania prezentacji
- wyszukiwania źródeł przed każdą lekcją.

Answer Key — Worksheets 01–05

1 WORKSHEET 01 — Welcome to Ancient Egypt

Vocabulary

- pyramid → piramida
- river → Nil/rzeka
- pharaoh → faraon
- temple → świątynia
- desert → pustynia
- boat → łódź

True / False

- T – Egypt is in Africa.
- F – The Nile is a small, unimportant river.
- T – Pharaohs were rulers of Ancient Egypt.
- T – Many temples were built to honour the gods.
- F – Egypt was a green country with lots of forests.

Gap fill

Word bank:

river / pyramid / temple / pharaoh / desert / boat

Speak

Open answer.

Example: I would like to see the pyramids because they are very old and impressive.

2 WORKSHEET 02 — A Day in the Life of a Scribe

Order

- gets up
- eats breakfast
- walks to work
- writes records
- counts supplies
- returns home

Present Simple

- writes
- works
- goes

Kha & You

Open answers.

Model: Kha walks to work, but I go to school by bus.

Speak

Open answer.

Model: I would like to be a scribe because writing was an important skill.

3 WORKSHEET 03 — Building the Pyramids

Active → Passive

- The stone is cut by workers.
- The blocks are transported by teams.
- The tools are prepared by craftsmen.
- The stones are placed by builders.

Process order

- stone is cut
- blocks are transported
- stones are moved into position
- the structure is built layer by layer

Think like an engineer

Open answer.

Model: I think transporting the blocks would be the biggest problem because they were very heavy.

4 WORKSHEET 04 — Athens vs Sparta

Comparatives

- larger
- stronger
- busier
- more important
- more famous
- more organised

Compare

- Athens was **more famous** for philosophy **than** Sparta.
- Sparta was **more focused** on military training **than** Athens.
- Athens was **more connected** with trade and theatre.

Choose your city

Open answer (if based on worksheet information).

Model: I would prefer Athens because I am interested in education and theatre.

5 WORKSHEET 05 — At the Ancient Agora

Vocabulary

- bread
- olives
- fish
- grapes
- pottery
- cloth

Dialogue model

Customer: Good morning. Can I have some olives, please?
 Seller: Of course.
 Customer: How much are they?
 Seller: Three coins.
 Customer: Here you are.
 Seller: Thank you.

Market Challenge

Answers may vary, if total does not exceed 10 coins.

Role-play

Open speaking task.
 Teacher checks:

- greeting
- item
- price
- payment
- goodbye.



Jeśli podczas finalnego składu worksheetów zostaną zmienione konkretne ceny, kolejność ilustracji albo zdania z lukami, klucz należy automatycznie zaktualizować, zachowując tę samą logikę.

Answer Key — Worksheets 06–10

Quick and clear answers to save your time. Some answers may vary depending on students' maps, illustrations or personal ideas. Model answers are provided where helpful.

1 WORKSHEET 06 — Roman Roads and the Empire

1. Map Language

Answers depend on the final map.
Correct constructions:

north of
south of
east of
west of
between
near

2. Purpose Match

Soldiers used roads →
to move around the empire.
Merchants travelled →
to sell goods.
Messengers rode quickly →
to carry information.
Engineers built bridges →
to cross rivers.

3. Give Directions

Open answers if they match the map.

4. Speaking

Model answer:

"I think the internet connects people faster, but roads are still necessary for transporting people and goods."

2 WORKSHEET 07 — Inside a Medieval Castle

1. Vocabulary

gate
tower
courtyard
great hall
kitchen
stable
wall
dungeon

Numeracja musi odpowiadać finalnej ilustracji.

2. Prepositions

Answers depend on the final illustration. Accepted prepositions:

next to
behind
in front of
inside
between
above
below

3. True / False

Answers should be established according to the final illustration.

4. Become the Guide

Open answer.

Model answer:

"This is the great hall. It is inside the castle. People used it for meetings and meals."

3 WORKSHEET 08 — A Knight's Code

1. Must / mustn't / has to

Use the following logic:

obligation → **must / has to**
prohibition → **mustn't**

2. Good or Bad Knight?

Example:

"Sir Robert leaves his post because he is bored."

→ **Bad decision.**

He mustn't leave his post without permission.

3. Modern Code

Open answers.

Model answers:

- **Students must respect others.**
- **Students mustn't disturb the lesson.**
- **Students have to complete their work.**

4 WORKSHEET 09 — Medieval Market Day

1. Countable / Uncountable

Countable:

apples; eggs; coins; loaves

Uncountable:

bread; cheese; flour; cloth
(if treated as material)

2. Language

Correct forms:

- **How many** apples ...?
- **How much** flour ...?
- **a few** eggs
- **a little** cheese

3. Shopping Task

Result depends on the final prices.

Check:

- correct quantity
- correct addition
- correct use of *how much / how many*

4. Dialogue

Multiple valid answers.

Check that the dialogue is logical, uses correct forms (*how much / how many*) and includes relevant vocabulary.

5 WORKSHEET 10 — The Black Death

1. Reading Answers

When?

In the 14th century.

How could the disease move between places?

Through travel and trade routes.

Did people understand bacteria?

No.

Did the epidemic affect society?

Yes.

2. Because / So

Model answers:

- The disease spread between towns **because** people and goods travelled.
- People did not understand bacteria, **so** prevention was difficult.

3. Then & Now

Open comparative answers.

Model answer:

"Today we understand bacteria and viruses much better than people did in the Middle Ages."

4. Reflection

Open answer.

Model answer:

"Accurate information is important because it helps people make safer decisions."



Pytania odnoszące się do finalnych ilustracji muszą zostać sprawdzone po składzie PDF, aby odpowiedzi były w 100% zgodne z położeniem elementów.

Answer Key — Worksheets 11–15

Quick and clear answers to save you time. Use these keys to check, guide and support your students.

1 WORKSHEET 11 Robin Hood: Fact or Legend?

Fact / Legend / Opinion

1. Robin Hood appears in old English stories. → **FACT**
2. Robin Hood was the greatest hero of the Middle Ages. → **OPINION**
3. According to popular legend, he lived in Sherwood Forest. → **LEGEND**

Evidence Detective

Source B is more useful because it is based on historical research rather than only a later story or personal opinion.

Verdict

Open answer with evidence.

2 WORKSHEET 12 Write a Medieval Chronicle

Sequence

1. people gathered at the market
2. a messenger arrived
3. he carried a sealed letter
4. the town leader read it
5. people reacted
6. the messenger left

Verbs

Regular: arrived; opened; carried

Irregular: came; read; left

Sequencing order

First → Then → Next → After that → Finally

Chronicle

Model fragment:

First, people gathered at the market. Then, a royal messenger arrived in the town. He carried a sealed letter. The town leader read the message, and the people listened carefully. After that, everyone discussed the news. Finally, the messenger left the town.

Teacher's note: Assess by checklist, not by identical wording.

3 WORKSHEET 13 Inside a Renaissance Workshop

Vocabulary

Numeracja zależna od finalnej ilustracji.

There is / There are

Jedna rzecz → **There is**

Kilka rzeczy → **There are**

Examples:

- There are two books on the table.
- There is a wooden box under the window.

What is Missing?

The most obvious anachronisms:

- computer
- camera (w nowoczesnym znaczeniu)

Note: "clock" depends on the device shown and a modern clock should not be used.

Description

Open answers zgodne z ilustracją.

4 WORKSHEET 14 Leonardo's Notebook

Could / Couldn't

1. Renaissance engineers couldn't use modern engines.
2. Artists could study the human body.
3. Inventors could create detailed drawings.
4. People couldn't fly in modern aeroplanes.

Machine purpose

Open answer based on sketch.

Model: *It could help people cross a river.*

Invention

Creative open task.

Teacher's note: Assess correct use of *could/couldn't*, clear purpose, and period realism.

5 WORKSHEET 15 The Printing Revolution

Process order

1. letters are arranged
2. ink is added
3. paper is placed
4. pressure is applied
5. the page is removed

Passive Voice

- | | | |
|-------------|------------|----------------------|
| 1. arranged | 3. placed | 4. pressed / applied |
| 2. added | 5. removed | |

Then & Now

Model: Printed information took time to distribute, but digital information can be shared almost instantly.

Think

Open answer.

Model: *Faster access to information can change society because more people can learn about ideas and events.*



Pięć wyraźnie oddzielonych bloków. Nie przeładowywać pełnymi modelami tekstów — pokazać model tylko tam, gdzie nauczyciel naprawdę go potrzebuje.

Answer Key – Worksheets 16–20

Quick and clear answers to support your teaching. Model responses and key ideas are provided where answers may vary.

16

WORKSHEET 16

Mapping the Age of Exploration

1 Map language

1. sail west
2. travel south
3. cross the ocean
4. reach the coast
5. return to
6. continue east

dopasowanie zgodnie ze strzałkami finalnej mapy.

2 Past Simple

1. leave → left
2. sail → sailed
3. reach → reached
4. cross → crossed
5. return → returned

3 Who Was Already There?

A “new” place for a traveller may already have been inhabited for a long time.

4 Speak

Open answer.

Good response should refer to perspective, selection of information, and the way the world is presented.

17

WORKSHEET 17

Life on a Sailing Ship

1 Vocabulary

1. deck
2. sail
3. cabin
4. storage area
5. rope
6. mast
7. kitchen area
8. sleeping space

numeracja zależna od finalnej ilustracji.

2 Had to / Didn't have to (examples)

1. Sailors had to repair ropes.
2. They didn't have to use GPS.
3. They had to work together.
4. They didn't have to use electric lights.

3 Diary

Open writing task.

Check for:

- 2 × had to
- 1 × didn't have to
- 2 feelings
- weather/conditions

18

WORKSHEET 18

Explorer or Invader?

1 Perspective table

Answers should come directly from the two final texts.

2 Words Matter

1. explorer emphasizes travel and discovery.
2. invader suggests force or taking control.
3. arrival is more neutral than discovery in the context of lands already inhabited.

3 Argument

Open answer with evidence.

Check for:

- clear choice of term
- minimum two reasons
- reference to the text
- use of *however* or another contrast (e.g. *however, although, on the other hand*).

19

WORKSHEET 19

The Industrial Revolution

1 Used to (examples)

1. People used to make many clothes by hand.
2. Cities used to be smaller.
3. Workers didn't use to have modern protective equipment.
4. Transport used to be much slower.

2 Then / Now

Open answers.

Model: People used to send letters. Today we can send messages instantly.

3 Advantage / Problem (examples)

1. **Factories**
 - advantage: faster production
 - problem: difficult working conditions
2. **Railways**
 - advantage: faster transport
 - problem: expensive infrastructure / disruption during construction
3. **Growing cities**
 - advantage: more jobs
 - problem: overcrowding

20

WORKSHEET 20

A Day at the Factory

1 Reading

Answers depend on the final text “Mary’s Day” and should cover:

- early start
- factory environment
- short break
- long shift
- tiredness

2 Had to (models)

1. Mary had to arrive early.
2. She had to work near machines.
3. She didn't have to use computers.

3 Modern Comparison

Accept different rational answers.

Model: Modern workplaces usually have more safety regulations.

4 Speak

Open answer with reason.



W odpowiedziach dotyczących perspektywy i argumentacji nie stosować systemu “jedna opinia = jedna poprawna odpowiedź”. Poprawność powinna wynikać z użycia dowodów i języka.

Answer Key – Worksheets 21–25

Quick and clear answers to support your teaching. Use, adapt and share as needed.

Zachować szybkie skanowanie: nazwa worksheetu → numer ćwiczenia → odpowiedź.

21 WORKSHEET 21

Inventions That Changed the World

1 Match

steam engine → power machines
locomotive → move people and goods
telegraph → send information
sewing machine → produce clothing faster
camera → create images
electric light bulb → provide light

2 Comparatives (examples)

faster; more useful; more expensive;
more efficient; more important

3 Model sentence

A locomotive was faster than a horse-drawn cart.

4 Ranking

Open answer. Student must justify the ranking.

22 WORKSHEET 22

Walking Through Victorian London

1 Past Continuous – scheme

was / were + verb-ing

2 Form (models)

was selling; were walking;
was moving; was standing;
were shopping

3 Find the Mistake (example)

A car was driving down the street.
→ incorrect for the illustration.

Correction model:

A horse-drawn carriage was moving down the street.

4 City words

crowded = full of people
noisy = full of loud sounds
dirty = not clean
busy = full of activity
narrow = not wide
smoky = full of smoke

5 You Are There

Open writing task.

23 WORKSHEET 23

A Revolutionary Newspaper

1 5 Ws (model answers)

Who? → workers/citizens
What? → gathered to demand changes
Where? → central/city square
When? → Monday morning/yesterday
Why? → safer conditions / shorter shifts

2 News verbs

announce = say officially
gather = come together
demand = strongly ask for change
decide = make a choice
agree = accept an idea
refuse = say no

3 Headlines (models)

1. City Opens New Railway Station
2. Workers Ask for Shorter Hours
3. Local Leaders Agree to Talks

4 Report

Open writing task (using 5 Ws).

24 WORKSHEET 24

Changing the Rules

1 Problems (match)

A → hours
B → machine safety
C → air
D → training

2 Good rules (models)

- provide safety training
- protect dangerous machine parts
- give workers regular breaks
- improve ventilation

3 Reject (bad rules)

- allow unlimited working hours
- ignore accidents

4 Advice (model)

Factories should protect dangerous machine parts.

5 Ranking

Open answer with reasons.

25 WORKSHEET 25

The First Flight

1 Sequence

- 1 studied flight
- 2 built prototypes
- 3 tested ideas
- 4 aircraft took off
- 5 flight lasted a short time
- 6 aviation continued to develop

2 Past Simple forms

build → built
fly → flew
take → took
make → made
test → tested
land → landed

3 Then & Now (models)

1. Modern aircraft are faster than early aircraft.
2. Modern aircraft can travel much farther.
3. Modern passenger aircraft carry more people.

4 Think

Open answer.

Model:

Small experiments are important because engineers can test ideas and learn from problems before building something larger.

Answer Key — Worksheets 26–30

TEACHER TOOLKIT

Quick reference answers, key language and assessment notes for *Worksheets 26–30*.

26

WORKSHEET 26

Welcome to the Radio Newsroom



Vocabulary

microphone; broadcast; listener;
reporter; headline; interview;
breaking news; studio.



Main Questions

What happened? A new city bridge opened.

Where? On River Street.

When? At nine o'clock this morning.

Who? The mayor and local residents.

Why is it important? It connects two parts of the city and should make travel easier.



Bulletin (Open answer)

Model answer:

"Good evening. Here are today's headlines. A new city bridge opened on River Street at nine o'clock this morning. The mayor and local residents attended the opening. The bridge connects two parts of the city and should make travel easier."

Assess:

- clarity
- information order
- 5 Ws
- speaking intelligibility.

27

WORKSHEET 27

Everyday Life During Wartime



Vocabulary

rationing; blackout; civilian.



Used to / Had to

zwyczaj / typowa sytuacja → **used to**

obowiązek / konieczność → **had to**

Examples:

- People **used to** listen to radio news.
- Families **had to** follow rationing rules.



Diary (Open answer)

Check for:

- 2 × **had to**
- 1 × **used to**
- 1 feeling (e.g. worried, scared, hopeful).

28

WORKSHEET 28

The Space Race



Action + Purpose

- launch satellites → to understand Earth better
- astronauts train → to prepare for missions
- engineers test equipment → to check if technology works
- collect data → to study space

Purpose: accept both to + verb and in order to + verb.



Comparatives (model answers)

- more powerful
- faster
- smaller
- more advanced



Design a Mission (Open answer)

Creative task – no single correct answer.



Speak

Student should present:

- 1 argument for
- 1 argument against.

29

WORKSHEET 29

Voices of Change



Values (model matches)

- Factory worker → safety / fairness
- Student → education / opportunity
- Community organiser → participation / equality
- Environmental campaigner → environment / responsibility



Strong Argument

Model answer: B.

Reason: contains a clear position and a specific reason.



Message (Open answer)

Check for:

- 50–70 słów
- 2 × *should*
- 1 × *because*
- clear call or goal.

30

WORKSHEET 30

History Meets Today



Connections (model answers)

- Roman roads → highways
- medieval markets → modern markets / shopping spaces
- printing → digital publishing
- industrial machines → automated factories
- radio / 20th-century communication → instant global communication.



Biggest Change (Open answer)

Assess argumentation, not the choice itself.



Writing (Open answer)

Check for:

- Past Simple
- comparative
- because
- connection to today.



Time Traveller (Open answer)

Open personal response.



Self-assessment

No correct/incorrect answers.



OPEN ANSWER ≠ NO CRITERIA

W zadaniach otwartych oceniamy zgodność z poleceniem, zrozumiałość, wykorzystanie wskazanej struktury językowej oraz sensowne uzasadnienie — nie identyczność z przykładową odpowiedzią.

Vocabulary Bank & Level Adaptation

Jedna karta, Cztery poziomy pracy.

1 CORE VOCABULARY BANK

Kluczowe słownictwo do pracy z różnymi epokami.



PLACES

castle
market
workshop
factory
city
port
road
coast
ship
studio



PEOPLE

ruler
worker
merchant
sailor
inventor
reporter
traveller
engineer
citizen
leader



ACTIONS

build
travel
trade
carry
create
change
report
demand
explore
communicate



CHANGE & COMPARISON

faster
slower
safer
larger
more important
different
modern
ancient
improve
develop



OPINION & REASONING

because
however
in my view
I think
according to
for example
on the other hand
it is possible that

2 A1 ADAPTATION A1

Cel: podstawowe zrozumienie kontekstu + krótkie odpowiedzi.

- Ograniczyć tekst do 50–70 słów.
- Zostawić obraz obok tekstu.
- Zredukować bank słów do 6–8 wyrazów.
- Pozwolić na dopasowywanie, zaznaczanie, uzupełnianie luk.
- Używać pełnych starterów.

Przykład:

Zamiast: "Why do you think Roman roads were important?"

Użyj: "Roman roads were important because they helped people:

travel fly use computers

Starter do mówienia:

I think ____ because ____.

3 A2 ADAPTATION A2

Cel: rozwijanie zrozumienia i proste tworzenie wypowiedzi.

- To poziom bazowy większości kart.
- Teksty 80–120 słów.
- Krótkie formy pisemne.
- Praca w parach.
- Zwykle wymagaj 2–4 pełnych zdań.
- Stosuj częściowe startery.

Przykład startera:



People in the past ...
One reason was ...
This helped ...

4 B1 ADAPTATION B1

Cel: większa samodzielność i głębsza analiza.

- Zwiększ trudność, usuwając część banków słów.
- Wymagaj dłuższej odpowiedzi.
- Proś o dowody z tekstu.
- Wprowadź *however* (jednak, z drugiej strony).
- Porównuj dwie perspektywy.
- Formy pisemne: 60–100 słów.

Przykład zadania:

Choose an invention and explain one advantage and one negative consequence.

5 B2 ADAPTATION B2

Cel: dojrzała argumentacja, samodzielność i precyzja językowa.

- Nie dodawaj trudnej gramatyki tylko po to, aby zadanie brzmiało „zaawansowane”.
- Zwiększ głębię argumentacji.
- Wymagaj oceny źródeł i wielu perspektyw.
- Stawiaj na precyzję językową.
- Daj uczniom większą samodzielność.

Przykład zadania:

To what extent can technological progress improve society while creating new inequalities? Use one historical example.

6 QUICK ADAPTATION LADDER

Jeden temat – cztery poziomy.

A1

Name 3 things you can see.

A2

Describe what people did.

B1

Explain why the change was important.

B2

Evaluate one positive and one negative consequence.

7 MIXED-ABILITY CLASS

Trzy ścieżki w jednej klasie.



CORE TASK (dla wszystkich)

Compare two inventions.



SUPPORT BOX (dla potrzebujących wsparcia)

“ ____ was faster than ____.”



CHALLENGE (dla szybszych)

Explain which invention produced the greater long-term change and why.



Adapt the language demand — not the dignity of the task.

Uczeń A1 także może analizować ciekawy temat. Potrzebuje tylko prostszego języka, nie infantylnego zadania.

Build a Time Capsule

Final English Eras Immersion Project

You have discovered a time capsule.

It can contain only 5 objects or messages from one historical era.

Decide:

- 1 what goes inside,
- 2 what each item represents,
- 3 why people in the future should see it.

*Small things. Big stories.
A lasting message.*



1 CHOOSE YOUR ERA

Tick one historical era.

- ☐ Ancient Worlds
- ☐ Middle Ages
- ☐ Renaissance & Age of Exploration
- ☐ Industrial Age
- ☐ 20th Century

2 CHOOSE 5 ITEMS

Write five objects or messages for your time capsule.

Item	What is it?	Why is it important?
1		
2		
3		
4		
5		

Need inspiration?

You can include:

- object
- tool
- map
- book
- piece of clothing
- message
- drawing
- newspaper
- photograph
- invention

3 EXPLAIN THE ERA

Write a short text about your time capsule.

Writing expectations:

A2: 60–80 words

B1: 100–130 words

B2: 150–180 words

Imagine somebody opens your time capsule 500 years later. Explain what your five items can teach them about this era.

4 LANGUAGE REQUIREMENTS

Make sure your text includes:

Standard version (A2–B1)

- ☐ 2 sentences in the Past Simple
- ☐ 1 comparative
- ☐ 1 *because*
- ☐ 1 sentence explaining purpose with *to*
- ☐ 3 words from the English Eras Vocabulary Bank

For B1/B2 add:

- ☐ *however* / *on the other hand*
- ☐ one historical consequence
- ☐ one comparison with today

5 VISUAL DESIGN

Present your 5 items visually.

You can:

- ☐ draw 5 objects
- ☐ paste prepared illustrations
- ☐ create a digital moodboard
- ☐ or make one presentation slide



Nie oceniać jakości artystycznej rysunku. Grafika służy komunikacji.

6 PRESENT YOUR CAPSULE

Prepare a short oral presentation (2–3 minutes).

You can use these sentence starters:

- Our era is ...
- The first item is ...
- We chose it *because* ...
- It shows that people ...
- Compared with today ...
- The most important item is ...

7 CLASS QUESTION

Be ready to answer questions from your class.

Useful questions:

- Why did you choose ...?
- What does this tell us about ...?
- Would you replace any item?
- Which item is the most important?



Try to give full answers and use the vocabulary from the course.



OPTION — GROUP VERSION

Work in a small group. Take on a role.

- Historian** — pilnuje kontekstu
- Language Editor** — sprawdza angielski
- Designer** — odpowiada za stronę wizualną
- Presenter** — organizuje prezentację

In a group of 3, roles can be combined.



PROJECT SUCCESS CHECK

- ☐ We chose one era.
- ☐ We selected 5 meaningful items.
- ☐ We explained every item.
- ☐ We used English from the course.
- ☐ We connected history with language.
- ☐ We prepared a short presentation.
- ☐ Every group member contributed.

*You are not just collecting objects.
You are deciding what story of the past should survive.*

Assessment, Reflection & Teacher Notes

Zamknij podróż. Zobacz postęp. Zapisz kolejne kroki.

1 PROJECT RUBRIC

Maksymalnie: 15 punktów.

Kryterium	3 — Strong	2 — Developing	1 — Needs Support
English	language is clear and mostly accurate	some errors but meaning is clear	errors often make meaning difficult
Historical Context	items clearly represent the era	most items fit the era	connections need more explanation
Reasoning	choices are clearly justified	some choices are justified	reasons are limited or unclear
Communication	presentation is clear and organised	generally understandable	difficult to follow
Completion	all project requirements included	one element missing	several elements missing

Interpretacja punktów

13–15

Excellent Immersion

Świetna praca! Doskonale łączysz wiedzę historyczną z umiejętnościami językowymi.

10–12

Strong Progress

Bardzo dobry postęp! Coraz pewniej używasz angielskiego w kontekście historycznym.

7–9

Developing

Jesteś na dobrej drodze! Widać postępy i rosnącą samodzielność.

5–6

More Practice Needed

Potrzebujesz jeszcze trochę praktyki. Kontynuuj pracę — każdy krok ma znaczenie!

2 My English Eras Reflection

The era I enjoyed most was ...

The most interesting thing I learned was ...

A new English word I will remember is ...

A grammar structure I can use better now is ...

The activity that helped me speak English was ...

One thing I still want to improve is ...

CAN-DO CHECK

- ☐ I understand the main idea of a short historical text.
- ☐ I find important information.
- ☐ I describe events in the past.
- ☐ I compare the past and the present.
- ☐ I explain a reason.
- ☐ I express an opinion.
- ☐ I support my opinion with an example.
- ☐ I use English in a role-play.
- ☐ I write a short structured text.
- ☐ I discuss a historical topic in English.

3 TEACHER FEEDBACK

One thing you did very well:

One thing to improve next:

A useful next step:

4 TEACHER NOTES

Notes for future lessons:

Vocabulary to revisit:

Grammar to revisit:

Speaking support needed:

Student interests noticed:

5 You travelled through centuries of change — and used English at every step.

Historia była kontekstem. Angielski był narzędziem. Teraz wykorzystaj go w kolejnej podróży.