

Unit 2 Extra resources

Workbook: pages 18–27

Videos:

- Grammar Animations (Lesson 2 and 4)
- Speaking video: *What time is it now?* (Lesson 5)
- Culture video: *Me and my clothes* (Lesson 6)

Tests:

- Short tests (Vocabulary 1, Vocabulary and listening, Grammar 1, Grammar 2, Speaking)
- Unit test (Support, Standard, Challenge, Test for dyslexic students)

Teacher's Resource File:

Grammar and vocabulary practice

On-the-go Practice: Unit 2

Kahoot!: Unit 2

Quizlet: Unit 2

Lesson 1

Objectives and materials

Vocabulary: clothes

Listening: to find specific information

Speaking: to ask and answer questions about clothes

Optional materials: some A4 sheets of paper with days numbered 1–7 (day 1, day 2, etc.) and incomplete words with gaps for missing letters for the students to complete to make the correct words (Learning Zone)

Warm-up

Get the students to point to and name one item of clothing that they are wearing today.

1 Students do exercise 1.

2  (01:14) Students do exercise 2.

2

Me and my clothes

Lesson 1 Vocabulary 1

I can talk about clothes.



1 Let's start!

Nazwij po angielsku ubrania przedstawione na ilustracjach 1.–14.

Students' own answers

2

 1.30 Dopasuj wyrazy z ramki do ilustracji 1.–14. Posłuchaj nagrania, sprawdź i powtórz.

Clothes

9 cap • 4 dress • 8 hoodie • 13 jacket •
2 jeans • 3 jumper • 6 shirt • 10 shoes •
14 shorts • 11 skirt • 12 socks • 7 trainers •
5 trousers • 1 T-shirt

3

Opisz swoje ulubione ubrania.

Students' own answers

My favourite T-shirt is black and white.

My favourite hoodie is grey and very big.

My favourite trainers are old, but they're cool.

22 twenty-two

Podstawa programowa: Krytyczne myślenie • Współpraca • Nastawienie na rozwój

Extra idea

Write the names of different kinds of clothes on the board, in random order, and get the students to study the list. Then tell the students to close their eyes and wipe out one word from the list. After this, the students open their eyes and say which word is missing. Repeat the procedure several times so that the students have a good opportunity to recall as many target words as possible.

SEN tip

For any students who may need extra support to memorise the new vocabulary, introduce a clapping learning technique. For this, the students repeat the words, clapping once for each syllable of a word, e.g. *hoo-die*, *ja-cket* (two claps), *cap*, *shorts* (one clap).

3 Students do exercise 3.

- 4  1.31  Uzupełnij podpisy pod ilustracjami wyrazami z ramki. Posłuchaj nagrania, sprawdź i powtórz.

Adjectives

comfortable • smart • sporty • warm



1 a warm jumper



2 smart clothes



3 comfortable shoes



4 sporty trousers

- 5  Pracujcie w parach. Jedna osoba wybiera z ramki miejsce pobytu Oliviera i Olivii, a druga dopasowuje dla nich odpowiednie ubrania ze strony 22.
Students' own answers

at a café at a party at school
in the park on holiday

Olivier is in the park.

Warm jacket, trainers, ...

- 6 **Pronunciation: /ɔ:/**

 1.32  Posłuchaj wierszyka, powtórz go i zapamiętaj. *Students' own answers*

Your **four** sporty jackets
are very small, **George**!

- 7  Pracujcie w parach. Wymyślcie kolejne zdanie wierszyka z ćwiczenia 6. Wykorzystajcie pomysły z ramki.
Students' own answers

forty Paul warm

Learning zone



Nauč się pięciu nowych słówek dziennie, postępując zgodnie ze wskazówkami Memory Maca. *Students' own answers*

1. Na każdy dzień tygodnia stwórz listę pięciu słówek z lukami:

Day 1	Day 2
• h_o__ie	• je__n__
• jacke__	• tr__sers
• ju__p__r	...
• s__i__t	
• T-s__i__t	

2. Ucz się tylko pięć minut dziennie!
3. Pierwszego dnia nauč się słówek z pierwszej listy. Drugiego dnia sprawdź, ile pamiętasz, powtórz to i nauč się słówek z kolejnej listy.

- 8  Pomyśl o jakimś miejscu i opisz ubranie, które byłoby stosowne do tego miejsca. Kolega/Koleżanka zgaduje, w jakim jesteś miejscu. *Students' own answers*

My shirt is smart.
My trousers are black.

Yes!

You're at a party!

Fast finishers

 Uzupełnij krzyżówkę nazwami ubrań. Odgadnij prezent Memory Maca i narysuj go.
Memory Mac's present: socks.



twenty-three 23

Learning zone

Ask the students the following questions:
How many words can you easily learn every day?
How long can you study for in a day? Do you study English every day?
The students do task 1. If necessary, hand out templates containing the numbered days and the incomplete words with gaps for the missing letters. After this, read out the instructions for tasks 2–3 and make sure the students know what to do at home.

- 8 Students do exercise 8.

Fast finishers

Students who finish the exercises early can do the task in the book.

Students who finish this task can look for the picture to scan with their smartphones. When they find it (**the present**), they can scan it and do the activity which appears on their smartphones.



Wrap-up

Write the following lists of words on the board and ask a student to choose the odd one out:
shoes, jeans, socks, trainers
(jeans – you put all the other things on your feet); shirt, jacket, skirt, hoodie
(skirt – it's the only item that covers a person from the waist downwards).
Encourage the students to write their own odd-one-out list.

- 4  1.31 (00:26) Students do exercise 4.

Extra idea

To practise the various collocations in exercise 4, ask the class to stand up. Then say: *Sit down if you have comfortable trousers / sporty shoes / warm clothes / sporty clothes / a comfortable jumper, etc.*

- 5 Students do exercise 5.

Extra idea

Add more places to the list, e.g. *at home, in the garden, at a summer club, etc.* and ask the students to choose suitable clothes for wearing at these places.

- 6  1.32 (00:10) Students do exercise 6.

- 7 Students do exercise 7.

Lesson 2

Objectives and materials

Grammar: the verb *be* (negative)

Listening and reading: to find specific information

Warm-up

Find out if the students remember the names of the characters. Ask:
What are the names of the children? (Ana, Mickey); What's the name of the cat/robot? (Lily/Robbie); What are the names of the parents? (Caroline Brown, Alex Brown / Mr and Mrs Brown).

1 (01:33) Students do exercise 1.

2 (01:33) Students do exercise 2.

SUPPORT: Point to the pictures that the students should look at to find the correct information (sentence 2: picture 2, sentence 3: picture 3, sentence 4: picture 5).

CHALLENGE: The students write one more true sentence about the story.

3 (00:13) Students do exercise 3.

Extra idea

Tell the students to close their books. Read out the incomplete phrases from the *Real English* exercise and ask the whole class or individual students to finish them.

Here y o u a r e.
 Just a m i n u t e!
 I'm not r e a d y!

2

Lesson 2 Grammar 1

I can use verb be in negative sentences.

They aren't my clothes!



1 (1.33) Posłuchaj nagrania i przeczytaj komiks. Wybierz właściwą odpowiedź.
 Robbie / Mickey / Mrs Brown is in a film.

2 (1.33) Posłuchaj nagrania ponownie i przeczytaj komiks jeszcze raz. Zdecyduj, które zdania są prawdziwe (T=True), a które fałszywe (F=False).

- Two black bags are in picture 1.
- Mickey is an actor.
- The clothes in the picture are for the film.
- Mrs Brown is an amazing actor.

T
F
F
T

ZARZĄDZANIE CZASEM

Warto planować i dobrze organizować swój czas.

Real English

3 (1.34) Pracujcie w parach. Posłuchajcie zwrotów. Powtórzcie je kilkakrotnie. *Students' own answers*

*I'm not ready!
 Just a minute!
 Here you are.*

Just a minute!



24 twenty-four

Podstawa programowa: Krytyczne myślenie • Poczucie przynależności do wspólnoty • Współpraca

SOCIAL AND EMOTIONAL LEARNING

This story helps students to develop the SEL competence of self-management. Explain that when we organise our time, we feel less stressed and achieve our goals more easily.

Grammar

Read the content of the table out loud. Get the students to repeat what they hear. Ask the students about which forms of *be* are used for more than one person and for which persons they are used.

Answers

is/'s – for *he, she, it*; *are/'re* – for *we, you, they*

Grammar 1

Be negative

Long form

I	am	not	ready.
You	are	not	ready.
He	is	not	ready.
She	is	not	ready.
It	is	not	ready.
We	are	not	ready.
You	are	not	ready.
They	are	not	ready.

Short form

I'm	not	ready.
You	aren't	ready.
He	isn't	ready.
She	isn't	ready.
It	isn't	ready.
We	aren't	ready.
You	aren't	ready.
They	aren't	ready.

Learning zone



Postępuj zgodnie ze wskazówkami Memory Maca. **Students' own answers**

1. Znajdźcie w książce zdania z *be* w formie przeczącej. Macie jedną minutę!
2. Zamknijcie książkę i wypowiedzcie te zdania w parach. Ile z nich zapamiętaliście?
3. Wymyślcie pięć zdań z *be* w formie przeczącej.
4. Wymieńcie się w klasie swoimi zdaniami.

4 Uzupełnij zdania formami: *am not*, *are not* lub *is not*. Następnie przeczytaj zdania, używając form skróconych.

- 1 The children *are not* at school.
- 2 Mrs Brown *is not* ready.
- 3 Ana: You *are not* the new actor.
- 4 Mickey: I *am not* from the USA!
- 5 We *are not* in the film.
- 6 Lily *is not* at home.

1 The children aren't at school.

5 Uzupełnij zdania. Użyj: *'m not*, *aren't*, lub *isn't*.

- 1 Mr Brown *isn't* in the story.
- 2 The black bags *aren't* small.
- 3 I *'m not* an actor.
- 4 Ana: You *aren't* from the USA, Mickey!
- 5 We *aren't* at the film studio.
- 6 It *isn't* the right bag!

6 Pracujcie w parach. Wyobraźcie sobie, że jesteście Panią Brown. Opowiedzcie o ubraniach z niewłaściwej torby.

They aren't my shoes!



Fast finishers

Przeczytaj wierszyk. Zmień zaznaczone fragmenty i napisz własny wierszyk. Użyj form przeczących *be*.

Students' own answers
My *hoodie isn't* old,
My *shoes aren't* new,
I'm not at home today,
My *school bag isn't* blue!



twenty-five 25

SEN tip

Any students who struggle with writing by hand can do activities 4–6 through speaking, without having to write them in their notebooks.

6 Students do exercise 6.

Answers

It isn't my jacket; They aren't my socks; It isn't my shirt; It isn't my hoodie; They aren't my jeans; They aren't my shorts; It isn't my cap.

Learning zone

First, read all the instructions to students, asking them to only listen and not do any tasks yet. Then divide the practice into four steps, each with a clear time limit given to the students. You can also tell the students to do the *Learning zone* tasks at home.

7 Students do exercise 7.

Fast finishers

Students who finish the exercises early can do the task in the book.

Students who finish this task can look for the picture to scan with their smartphones. When they find it (*the jumper*), they can scan it and do the activity which appears on their smartphones.

Wrap-up

Say three sentences that are not true and tell the students to change them into the negative form, e.g. *It's Friday. We are actors. Class 4B are on holiday today.*

Grammar 1 video

Play the animation video for this lesson and stop it before the grammar presentation. Write the following sentences on the board and ask the students to decide which are true and which false.

- 1 *The challenge is a football game.* (False – The challenge is a quiz game.)
 - 2 *The children aren't bored.* (True)
 - 3 *Will is the winner.* (False – Jay is the winner.)
- Play the whole video and get the students to do the quiz at the end.

4 Students do exercise 4.

5 Students do exercise 5.

Extra idea

Write the following sentences on the board: *Lily is a robot. I'm 78 years old. We're in the park.* Ask the students to change all the wrong sentences into negative forms (*Lily isn't a robot. I'm not 78 years old. We aren't in the park.*).

Lesson 3

2

Lesson 3 Vocabulary and listening

I can understand and use personality adjectives.

Objectives and materials

Vocabulary: personality adjectives

Listening: to find specific information

Speaking: to describe people

Warm-up

Tell the students to close their books. Write 11 short gaps on the board (one gap per letter for the word *personality*). Ask the students, one by one, to guess one letter. If a student guesses a letter correctly, complete the gaps and let the student guess a letter again or the word itself. Continue this process until all the letters have been completed or someone guesses the word correctly.

1 Students do exercise 1.

2  (00:23) Students do exercise 2.

Extra idea

Get the students to play charades in pairs. Student A chooses an adjective and then draws or mimes it for Student B to guess what it is. Then the students swap roles.

3  (00:54) **Extra idea**

Ask the students to count how many orange, green, blue and white things there are in the picture at the top of page 24 in the Student's book (orange – 8, green – 4, blue – 6, white – 3).

Students do exercise 3.

4  (00:54) Students do exercise 4.



1 Let's start!

Popatrz na ilustracje 1.–8. Znajdź osoby, które można określić słowami *sporty* oraz *funny*. *sporty* – 3, *funny* – 1

2  Postłuchaj nagrania i powtórz wyrazy. Znajdź odpowiednie osoby ukazane na ilustracjach 1.–8.

Personality adjectives

4 clever • 2 friendly • 1 funny • 8 helpful
• 6 kind • 5 quiet • 7 shy • 3 sporty

3   Popatrz na ilustracje 1.–8. i odgadnij, jakich słów brakuje w quizie. Postłuchaj dialogów i sprawdź.

Look at the colour of your favourite clothes and find out what it means!

ORANGE	friendly, ¹ <u>funny</u>
GREEN	helpful, clever
² <u>red</u>	sporty
BLUE	quiet, kind
WHITE	³ <u>shy</u>

4  Postłuchaj dialogów jeszcze raz. Wybierz ilustracje, na których są Carlos i Aylin. 1 b, 2 a

Dialogue 1



Dialogue 2



5  Pracujcie w parach. Przeczytajcie quiz z ćwiczenia 3. o znaczeniu kolorów ubrań. Powiedzcie, czy zgadzacie się z tą teorią.

Students' own answers

My favourite hoodie is white, but I'm not shy!

26 twenty-six

Podstawa programowa: Krytyczne myślenie • Współpraca

 **SUPPORT:** Limit the number of objects that the students need to pay attention to, e.g. Dialogue 1 – *Look at the hoodie and trainers*; Dialogue 2 – *Look at the jacket*.

 **CHALLENGE:** After completing the task, the students explain why they chose the particular pictures.

5 Students do exercise 5.

Wrap-up

Dictate the following sentences for the students to write in their notebooks. When they have finished writing, ask the students to change the sentences into negative forms if the sentences are not true for them.

I am sporty.

My favourite colour is green.

My best friend is quiet.

Grammar 2

Be questions

Am	I	shy?
Are	you	shy?
Is	he	shy?
Is	she	shy?
Is	it	shy?
Are	we	shy?
Are	you	shy?
Are	they	shy?

Be short answers

Yes,	I	am.	No,	I'm	not.
Yes,	you	are.	No,	you	aren't.
Yes,	he	is.	No,	he	isn't.
Yes,	she	is.	No,	she	isn't.
Yes,	it	is.	No,	it	isn't.
Yes,	we	are.	No,	we	aren't.
Yes,	you	are.	No,	you	aren't.
Yes,	they	are.	No,	they	aren't.

Wh- questions and answers

What	is	it?
It's	a	chair.
What	are	they?
They're	chairs.	
Who	is	she?
She's	Jess.	
What	is	she like?
She's	shy/sporty.	

What is it?



It's a book.

- 1 Pracujcie w parach. Powiedzcie cztery zdania przeczące o przedmiotach w Waszej klasie. *Students' own answers*

The chairs aren't red.

- 2 Posłuchaj dialogu. Wybierz właściwe odpowiedzi.



- The new student **is** / **isn't** in class with Leonor.
- Anna and Michel are in class **4B** / **5B**.
- Michel is **funny** / **quiet**.
- Michel** / **Anna** is from France.

- 3 Dopasuj odpowiedzi do pytań.

- Is he in your class? **c**
 - Who is he? **d**
 - What is he like? **e**
 - Are you in my class? **a**
 - What are they? **b**
- a** Yes, I am.
b They're French chocolates.
c No, he isn't.
d He's a new student.
e He's funny.

- 4 Ułóż pytania z podanych wyrazów.

- sporty** **you** **Are** ?
Are you sporty?
- you** **Are** **funny** ?
Are you funny?
- your** **red** **backpack** **is** ?
Is your backpack red?
- your** **shoes** **brown** **Are** ?
Are your shoes brown?
- favourite** **your** **is** **film** **What** ?
What is your favourite film?
- your** **actor** **Who** **is** **favourite** ?
Who is your favourite actor?
- friends** **your** **What** **like** **are** ?
What are your friends like?

- 5 Pracujcie w parach. Zadawajcie pytania z ćwiczenia 4. i odpowiadajcie na nie. *Students' own answers*

Are you sporty?

Yes, I am.

Fast finishers

- Napisz trzy pytania do sławnej osoby. *Students' own answers*

Are you friendly?



Lesson 4

Objectives and materials

Grammar: the verb be (questions)

Listening: to find specific information

Speaking: to describe people

Warm-up

Revise the affirmative and negative forms of the verb be. Write the following sentences on the board for the students

to complete, e.g. My T-shirt i s n' t black, it i s blue. We a r e n' t in grade 6, we a r e in grade 4.

- Students do exercise 1.
- (00:53) Students do exercise 2.
- Students do exercise 3.

Grammar

Draw the students' attention to the grammar table.

Ask: What colour are the questions / positive answers / negative answers? (blue and orange / green / red). Get the students to look at the questions and ask in their native language where we put the verb be (at the beginning of the question).

Grammar 2 video

Play the animation video for this lesson and stop it before the grammar presentation. Get the students to answer the following questions with short answers: Is James British? (No, he isn't); Is Mia from London? (Yes, she is); Are Olivia and her sister at the sports camp? (No, they aren't); Are Ada's brothers sporty? (Yes, they are). Play the whole video and ask the students to do the quiz at the end.

- Students do exercise 4.
- Students do exercise 5.

Fast finishers

Students who finish the exercises early can do the task in the book.

Students who finish this task can look for the picture to scan with their smartphones. When they find it (the film star), they can scan it and do the activity which appears on their smartphones.

Wrap-up

Ask the students to write two Yes/No questions and one Wh- question about their partner. They ask and answer in pairs.

Lesson 5

Objectives and materials

Speaking: to ask about and tell the time

Warm-up

Dictate some numbers for the students to write down. Then tell the students to compare their answers in pairs.

- 1  (00:26) Students do exercise 1.

Extra idea

Ask the students to come to the board to write the times using numbers, e.g. 1.15, 1.30, 1.20, 1.40. Then tell the students to close their books to read the times on the board out loud.

SEN tip

Help any dyslexic students to associate the preposition *past* with the right side and the preposition *to* with the left side of the clock. Read out several clock times and ask the students to raise their left hand for *to* times and right hand for *past* times.

- 2  (00:25) Students do exercise 2.
3 Students do exercise 3.

Answers

- 2 It's quarter past two in New York. What time is it in Madrid? It's quarter past eight.
3 It's quarter to eleven in Warsaw. What time is it in Rio de Janeiro? It's quarter to six.
4 It's four o'clock in Madrid. What time is it in Sydney? It's one o'clock.

- 4  (00:26) Students do exercise 4.

2

Lesson 5 Speaking

I can tell the time and ask what time it is.

- 1  Popatrz na zegary i godzinę, którą pokazują. Posłuchaj nagrania i powtórz godziny.
Students' own answers



quarter past one



half past one



twenty past one

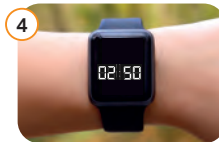


twenty to two

- 2  Którą godzinę wskazują poniższe zegary? Dopasuj zegary do godzin z ramki. Następnie posłuchaj nagrania, sprawdź i powtórz godziny.

3 half past eight 1 quarter past five
2 ten o'clock 4 ten to three

What time is it?



- 3  Pracujcie w parach. Zadawajcie pytania o różnice czasu w podanych miastach i odpowiadajcie na nie.

1	London 8.30	Warsaw + 1 hour
2	New York 2.15	Madrid + 6 hours
3	Warsaw 10.45	Rio de Janeiro – 5 hours
4	Madrid 4.00	Sydney + 9 hours

It's half past eight in London.
What time is it in Warsaw?

It's half past nine!

- 4  Posłuchaj nagrania i przeczytaj dialog. Znajdź w dialogu godziny. Narysuj je na zegarach.

Times: ten past six = 06.10, quarter to six = 5.45



Alice: Look, Dad. *Ice Age* is on today!

Mr Green: What time is the film?

Alice: It's at ten past six.

Mr Green: And what time is it now?

Alice: It's quarter to six.

Mr Green: Let's go now.

Alice: Great!

- 5  Pracujcie w parach. Popatrzcie na repertuar kina i ułóżcie dialogi, korzystając z modelu z ćwiczenia 4.

Students' own answers

NOW SHOWING

Time	Film	Time	Film
3.00	<i>Belle</i>	6.30	<i>Spiderman</i>
4.10	<i>Ice Age</i>	6.45	<i>Tom & Jerry</i>
5.15	<i>Minions</i>	7.20	<i>Encanto</i>

Look, *Belle* is on today!

What time is the film?

Speaking video

You can use the video *What time is it now?* instead of the audio for exercise 4. Turn the subtitles on if necessary. When the students have watched the video, ask them the following question: *Where are Alice and her dad? (They're at home.)*

- 5 Students do exercise 5.

 **SUPPORT:** Point to the phrases in the dialogue that need to be replaced with new information.

 **CHALLENGE:** Get the students to cover the model dialogue in exercise 4.

Wrap-up

Ask the students about their own weekly schedules, e.g. *What time is English on Wednesday? What time is Polish on Monday? What time is lunch?*

I can understand a text about cosplay.

- 1 Popatrz na zdjęcie i opisz ubrania dzieci.



The clothes are smart. The shirts are white and the skirts are grey.

- 2 Posłuchaj nagrania i przeczytaj tekst. Powiedz, ile nazw państw pojawia się w tekście oraz jakie to państwa.

three countries: the USA, the UK, Japan

Glossary

character – bohater inspire – inspirować
comic book – komiks look like – wyglądać jak
event – wydarzenie parade – parada
fan – wielbiciel

- 3 Posłuchaj nagrania ponownie i przeczytaj teksty jeszcze raz. Dopasuj zakończenia zdań do ich początków. Jedna odpowiedź została podana dodatkowo.

- 1 Captain America is c a comic books.
2 Comic Cons are e b from Toy Story.
3 Luigi is d c a superhero.
4 Mangas are a d a character from a game.
e events for young and old.

- 4 Pracujcie w parach. Wyobraźcie sobie, że bierzecie udział w *cosplayu*. Powiedzcie, gdzie jesteście, za kogo się przebraлиście i opiszcie swoje ubrania. Students' own answers

I'm at Comic Con. I'm Spiderman.
My clothes are red and blue.

COSPLAY AROUND THE WORLD

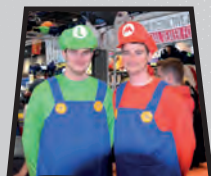
What is cosplay? Look at the people in the pictures. They **look like** characters from a film, a TV show, a comic book or a video game. That's cosplay, and people like it all around the world!



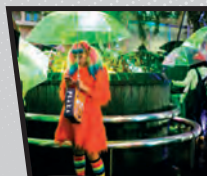
THANKSGIVING DAY PARADE, HOUSTON, TEXAS



THANKSGIVING DAY PARADE, HOUSTON, TEXAS



COMIC CON, LONDON



STREET COSPLAY, TOKYO

In the USA, street **parades** are great for cosplay. Look at the friendly man in blue jeans and a yellow shirt. Who is he? He's Woody from *Toy Story*. Look at the man in a blue jacket with a star on it. He's a superhero! He's Captain America. He's cool!

The UK is a good country for cosplay, too. Look at the photo from a big cosplay **event** – *Comic Con* in London. It is for everyone, young and old. The men are Luigi and Mario, the characters from the computer game *Super Mario Bros*. They're funny!

In Japan, comic books **inspire** young people to make interesting clothes. Look at this girl. She's amazing! Her dress is orange and her umbrella is green. What colours are her hair and her socks?

In all countries, cosplay is fun!

GUESS WHAT?!

- *Manga* is the name of some comic books from Japan. They are usually black and white!
- *Comic Cons* are amazing events for the **fans** of comic books, films and TV shows.

Podstawa programowa: Krytyczne myślenie • Poczucie przynależności do wspólnoty • Kreatywne myślenie

twenty-nine 29

Lesson 6

Objectives and materials

Vocabulary: clothes

Listening and reading: to find specific information

Optional materials: Teacher's Resource File – Video worksheet Unit 2

Culture note

Cosplay (costume + play) – dressing up as a character from a comic book, video game, anime cartoon, or TV series or film.

Warm-up

Show the students several photos of film characters and superheroes and ask them about what clothes they can see (e.g. *Superman* – red trousers, red shoes, *Harry Potter* – white shirt, *Fred Flintstone* – orange dress).

- 1 Students do exercise 1.

Culture video

Play the video *Me and my clothes*. When the students have finished watching the video, ask them about the names of clothes that they can remember from the video (e.g. a uniform, a shirt, trousers, a dress, a skirt, shorts, socks, a T-shirt, trainers, shoes, a jumper, a jacket, a hoodie, jeans).

You can use the video worksheet with this video.

- 2 1.41 (01:48) Students do exercise 2.
3 1.41 (01:48) Students do exercise 3.
4 Students do exercise 4.

SUPPORT: Tell the students to pay attention to *is/are* and to singular/plural nouns – this will help narrow down the answer options.

CHALLENGE: Ask the students to find the adjectives in the text that describe clothes.

Wrap-up

Play a game of *Chinese whispers*. Whisper a word or short sentence from this lesson to a student who then quietly passes it on to another student. The last student to hear the word/sentence says it out loud.

Odpowiedzi do ćwiczeń zapisz w zeszytach!

Revision of lessons 1–7.

Test yourself

Vocabulary

1 Popatrz na zdjęcia i odgadnij nazwy ubrań.


1 skirt
2 jeans
3 T-shirt

4 jumper
5 trainers

/5 points

2 Dopasuj przymiotniki z ramki do zdjęć. Jeden wyraz nie pasuje do żadnego zdjęcia.

shy 1 smart 2 sporty 3 warm



/3 points

3 Uzupełnij wyrazy brakującymi literami, tak aby powstały przymiotniki nazywające cechy charakteru.

1 h _elpfu _l 3 qu _ie _t
2 ki _n _d 4 f _un _ny

/4 points

Grammar

4 Popatrz na ilustrację i napisz zdania przeczące z *be*, które mówi o sobie Lara. Użyj form skróconych.

1 My shoes / not / red.
My shoes aren't red.
2 My dress / not / yellow.
My dress isn't yellow.
3 I / not / 12. I'm not 12.


/3 points

5 Uzupełnij pytania i odpowiedzi. Użyj form skróconych *be* tam, gdzie jest to możliwe.

1 What are they? They're my trainers.
2 Who is he? He 's my friend.
3 What is she like? She 's friendly.
4 Is he clever? Yes, he is.
5 Is she shy? No, she isn't.

/5 points

Speaking

6 Uzupełnij dialog na temat atrakcji szkolnego festiwalu.

School Fun Day
SATURDAY
9.30 Coding lesson with Mr Jones, room 5
10.15 Football match, stadium

Lara: What time is the coding lesson?
Tom: It's at half past nine.
Lara: What time is it now?
Tom: It's ten o'clock.
Lara: And what time is the football match?
Tom: It's at quarter past ten.
Lara: Great, let's go!

/5 points

Check your score!

1.42 Posłuchaj nagrania wszystkich ćwiczeń i sprawdź swoje odpowiedzi. Podlicz punkty i postępuj według wskazówek.

20–25 points – Great job!

14–19 points – Good score! Work on your mistakes and correct them.

0–13 points – Keep calm and revise more. Do exercises A–C below!

- (A) Work on vocabulary → *Learning Zone*, p. 23
(B) Revise grammar → *Learning Zone*, p. 25
(C) Speak → exercises 1–5, p. 28

1 Students do exercise 1.

Extra idea

The students give one piece of information about their clothes. They use colours and adjectives that they learnt in this unit to describe their clothes.

2 Students do exercise 2.

3 Students do exercise 3.

Extra idea

Say various adjectives out loud. The students decide if the adjective is used for describing people or clothes. They raise their right hand for the clothes adjectives and the left hand for the people adjectives.

4 Students do exercise 4.

Extra idea

The students write more sentences about Lara in the first person voice. Ask the students to make up facts about her regarding e.g. her nationality, personality, and favourite objects, places and hobbies.

5 Students do exercise 5.

6 Students do exercise 6.

Check your score!

1.42 (01:43) Give the students enough time to check their answers and to count their points. Then ask them to say their score in English and make sure that they know what to do.

Wrap-up

Write the following riddle on the board: *I start with the letter J and I make you warm on a cold day. What am I?* (a jacket/jumper)

Lesson 8

Objectives and materials

Vocabulary and grammar: to revise Lessons 1–7

Warm-up

Write the following gapped sentence on the board: *My _____ is _____.* Then tell the students to use this model sentence structure to write 2–3 sentences about their clothes using appropriate vocabulary, giving the names of the clothes and adjectives (e.g. about the colour of the clothes).

thirty-one 31

Podstawa programowa: Nastawienie na rozwój • Przekonanie o własnej skuteczności • Samoregulacja

My words

Game 1

The students study the vocabulary lists and choose four words which are:

- 1 difficult to remember,
- 2 difficult for students to pronounce,
- 3 used to describe a friend.

The students then write these words in their notebooks and do the following activities:

- 1 Draw the objects that represent the words or make sentences with the words.
- 2 Listen to the recording of the wordlist and repeat any difficult words.
- 3 Write sentences to describe a friend.

Game 2

The students work in pairs and quiz each other about the vocabulary. Each student says three words in English (for the other student to say them in their native language) and then three words in their native language (to elicit the English words from the other student). Then the students swap roles.

Game 3

The students make gapped sentences using expressions from the *Real English* and *Asking and telling the time* boxes, e.g. *I'm not ready!*, *What time is the film?* They write the gapped sentences on separate pieces of paper. Then they swap the gapped sentences with their partners who have to complete them with the missing words.

2 My words

Clothes

cap	czapka (z daszkiem)
dress	sukienka
hoodie	bluza z kapturem
jacket	kurtka, marynarka
jeans	dżinsy
jumper	sweter
shirt	koszula
shoes	buty
shorts	szorty, krótkie spodenki
skirt	spódnica
socks	skarpetki
trainers	trampki
trousers	spodnie
T-shirt	koszulka

Adjectives

comfortable	wygodny
smart	elegancki
sporty	sportowy
warm	ciepły

Personality adjectives

clever	bystry, inteligentny
friendly	przyjazny, sympatyczny
funny	zabawny
helpful	pomocny, uczynny
kind	miły, uprzejmy
quiet	cichy, skromny
shy	nieśmiały
sporty	wysportowany

Real English

I'm not ready!	Nie jestem gotowy/ gotowa!
Just a minute!	Chwileczkę!
Here you are!	Bardzo proszę.

Asking and telling the time

Quarter past (one).	Kwadrans po (pierwszej).
Half past (one).	Wpół do (drugiej).
(Twenty) past (one).	(Dwadzieścia) po (pierwszej).
(Twenty) to (two).	(Dwadzieścia) do (drugiej).
What time is (the film)?	O której godzinie jest (film)?
It's at (one o'clock).	Jest o (pierwszej).
What time is it (now)?	Która jest (teraz) godzina?
It's (one o'clock).	Jest (pierwsza).

Play and learn!

- 1 Napisz przymiotniki opisujące ludzi. Obok każdego przymiotnika napisz imię znajomej osoby lub postaci z filmu albo książki, którą ten przymiotnik opisuje.

Students' own answers
clever – Harry Potter
helpful – my mum

- 2 Pracujcie w parach. Ułóżcie podane zapisy godzin, zaczynając od wskazania najwcześniejszej z nich. Następnie napiszcie po pięć podobnych zdań do ułożenia przez kolegę/koleżankę.

- 3 It's quarter past five.
- 5 It's half past six.
- 1 It's quarter to five.
- 4 It's quarter to six.
- 2 It's five o'clock.



Learn more

Extended curriculum 1

Life of your clothes

Zagrożenia i ochrona środowiska naturalnego
pp. 120–121

32 thirty-two

Podstawa programowa: Nastawienie na rozwój • Przekonanie o własnej skuteczności

Clothes

1.43 (00:56)

Adjectives

1.44 (00:20)

Personality adjectives

1.45 (00:38)

Real English

1.46 (00:19)

Asking and telling the time

1.47 (00:45)

Learn more

B1 path → go to pages 120–121

Be negative

I am not funny.	Ja nie jestem zabawny/zabawna.
You are not funny.	Ty nie jesteś zabawny/zabawna.
He is not funny.	On nie jest zabawny.
She is not funny.	Ona nie jest zabawna.
It is not funny.	Ono nie jest zabawne.
We are not funny.	My nie jesteśmy zabawni/zabawne.
You are not funny.	Wy nie jesteście zabawni/zabawne.
They are not funny.	Oni/One nie są zabawni/zabawne.

Kiedy chcesz zaprzeczyć w zdaniu z **be**, użyj **not**.



I AM NOT ⇒ I'M NOT YOU ARE NOT ⇒ YOU AREN'T HE IS NOT ⇒ HE ISN'T
SHE IS NOT ⇒ SHE ISN'T IT IS NOT ⇒ IT ISN'T
WE ARE NOT ⇒ WE AREN'T YOU ARE NOT ⇒ YOU AREN'T THEY ARE NOT ⇒ THEY AREN'T

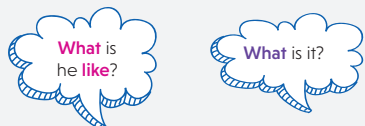
Be questions and short answers

Postaw am, is lub are na początku pytania.	Użyj am/is/are lub 'm not/ isn't/aren't w krótkich odpowiedziach.
Am I sporty?	Yes, I am . / No, I 'm not .
Are you sporty?	Yes, you are . / No, you aren't .
Is he sporty?	Yes, he is . / No, he isn't .
Is she sporty?	Yes, she is . / No, she isn't .
Is it sporty?	Yes, it is . / No, it isn't .
Are we sporty?	Yes, we are . / No, we aren't .
Are you sporty?	Yes, you are . / No, you aren't .
Are they sporty?	Yes, they are . / No, they aren't .

Użyj **who**, aby spytać o osobę.

Użyj **what** oraz **like**, aby spytać, jaki ktoś jest lub jakie coś jest.

Użyj **what**, aby spytać o imię lub o jakąś rzecz.



Mini-project

Wyobraź sobie, że bierzesz udział w konkursie ogłoszonym przez anglojęzyczną gazetę na wymarzony strój do szkoły.

1. Wymyśl strój i narysuj go.
2. Kolejnego dnia opisz strój.
3. Wykonaj plakat z opisem i rysunkiem.
4. Zaprezentuj plakat w klasie. W głosowaniu wybierzcie najciekawszy projekt.

DOŚWIADCZENIE EDUKACYJNE

My dream clothes for school are very **sporty**.
My **jeans** are grey and blue. They're **cool**!
My space **hoodie** is blue and purple.
It's **warm**, too!
My **trainers** are big and very **comfortable**.
My **cap** is **funny**!



Educational experience

Educational experiences are learning situations that give students the opportunity to apply their knowledge in practice, develop skills and competences (e.g. communication, cooperation, critical and creative thinking) and build a sense of agency. These activities are practical in nature, actively engage students and allow them to observe the results of their work.

All educational experiences presented in the book are suitable for the students' proficiency level and age.

Mini-project

- Tell the students that they're going to design an ideal school uniform or outfit. They can draw the clothes or cut them out from newspapers or magazines. Get the students to prepare their designs on A4 sheets of paper.
- Ask the students to write a short description of the clothes they have designed.
- Encourage the students to use the model text in the book to help them. To provide more support, you can prepare a description of your ideal clothes for work and display it on the board or let the students look at it on their desks.
- You can put all the student work on display in the classroom and ask the students to vote for their favourite piece of work. Praise the students for their creativity and for completing the task on time.

Revision Units 1–2 Extra resources

Workbook: pages 28–29

Kahoot!: Revision Units 1–2

Objectives and materials

Vocabulary, grammar and speaking: to revise Units 1–2

Listening: to find specific information, to define the general context of a recording

Reading: to find specific information

Writing: an e-mail to introduce yourself to somebody

Warm-up

Write the following words on the board: *shirt, clever, comfortable, Argentina, at a summer camp, trousers, warm, shy, Polish, at home*. Ask the students to put words in groups using the following categories: *clothes (shirt, trousers), personality adjectives (clever, shy), adjectives for describing clothes (comfortable, warm), countries (Argentina), nationalities (Polish), places (at a summer camp, at home)*. When they have finished, ask the students to add two more words to each category.

1 Students do exercise 1.

Extra idea

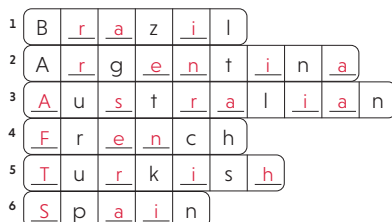
As you check the answers, get the students to spell the words in the crossword.

2 Students do exercise 2.

3 Students do exercise 3.

Vocabulary

1 Rozwiąż krzyżówkę. Wpisz trzy nazwy państw i trzy nazwy narodowości.



2 Popatrz na ilustracje i uzupełnij zdania nazwami miejsc.



1 Lena is at home.

2 Jan is on holiday.

3 Filip is in the park.

4 Maria is at school.

5 Julia is in the garden.

3 Napisz kolejny liczebnik w poniższych zestawach.

1 five, six, seven, eight

2 five, ten, fifteen, twenty

3 sixty, seventy, eighty, ninety

4 thirty-six, thirty-five, thirty-four, thirty-three

4 W każdym zestawie znajdź wyraz, który nie pasuje do pozostałych.

- | | | | |
|------------|---------------|--------------|-------------|
| 1 shoes | socks | <u>dress</u> | trainers |
| 2 smart | <u>jacket</u> | warm | comfortable |
| 3 trousers | shorts | jeans | <u>cap</u> |
| 4 hoodie | <u>sporty</u> | jumper | shirt |

5 Ułóż przymiotniki z podanych liter.

- My English teacher is very kind (nkid).
- The students in my class are friendly (reifnlyd).
- My cat Simba is very clever (rcleev).
- This new robot is helpful (lphflue).

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Grammar

6 Wybierz właściwe odpowiedzi.

Hi! I'm Oliver and this ¹is/are my sister, Emily. We ²am/are from Liverpool in the UK. Emily ³is/are 8 and I ⁴am/are 11. Our parents ⁵is/are James and Sarah. They ⁶is/are both teachers. My favourite sport ⁷is/are football. I ⁸am/are a fan of Liverpool FC.



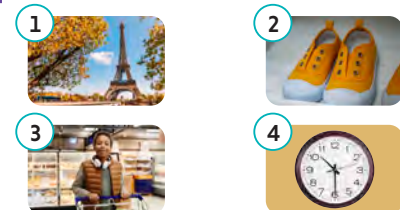
7 Uzupełnij zdania. Użyj a lub an. Jeśli przedimek nie jest potrzebny, zostaw lukę pustą.

- He isn't an actor. He's a student.
- They're - green apples.
- This is an old jacket.
- These are - interesting books.

8 Zamień zdania twierdzące na przeczące, a zdania przeczące – na twierdzące. Użyj form skróconych *be* tam, gdzie jest to możliwe.

- We aren't American. We're American.
- It's a funny film. It isn't a funny film.
- I'm sporty. I'm not sporty.
- These are my trainers. These aren't my trainers.
- She isn't our teacher this year. She's our teacher this year.

9 Uzupełnij pytania i napisz krótkie odpowiedzi.



- Is John from Turkey? No, he isn't.
- Are the trainers yellow? Yes, they are.
- Are you at home? No, I'm not.
- Is it half past ten? Yes, it is.

Podstawa programowa: Nastawienie na rozwój • Przekonanie o własnej skuteczności • Samoregulacja

Extra idea

Ask the students to think of one extra sequence of numbers. Then look for volunteers to come to the board to write the sequence of numbers for the rest of the class to guess what the next number is.

4 Students do exercise 4.

5 Extra idea

To provide extra support, tell the students which letters come first in the words. Students do exercise 5.

6 Students do exercise 6.

7 Extra idea

Do the first question together as a class to model the activity. Then give the students some time to do the task individually. Students do exercise 7.

8 Students do exercise 8.

9 Students do exercise 9.

10 Uzupełnij pytania. Użyj: *Who*, *Where* lub *What*.

- 1 Where are you from?
- 2 What is he like?
- 3 Who are your heroes?

Speaking

11 Uzupełnij luki w dialogach jednym wyrazem.

- 1 A: Where are you from?
B: I'm from Madrid. I'm Spanish.
A: How old are you?
B: I 'm (am) 11.
- 2 A: What time is it?
B: It's half past/to two.
A: And what time is the party?
B: It's at four o'clock.

12 Dopasuj zakończenia zdań do ich początków.

- | | |
|---------------------|-----------|
| 1 What a b | a worry. |
| 2 Just a e | b mess! |
| 3 Here you d | c ready! |
| 4 Don't a | d are. |
| 5 I'm not c | e minute. |

Listening

13 Posłuchaj dwukrotnie dwóch dialogów. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania. Wybierz odpowiedź a lub b. 1 b, 2 b

1 Where is Leo?



2 Which girl is Azra?



Reading

14 Przeczytaj tekst i wybierz właściwe odpowiedzi.

CLOTHES FOR PEPPER THE ROBOT!

Robots are everywhere – in homes, cafés and restaurants. The name of a popular robot in Japan is 'Pepper'. At the Robot Café in Tokyo, Pepper robots serve food and drink – and they dance, too!



Robots are like people, but they all look the same! So, now, fans make clothes for Pepper the robot – white dresses for robots in hospitals, white shirts and black jackets for robots in restaurants and clothes with many colours for teachers of small children. For a sporty Pepper, there is a cap and a T-shirt, and a kimono for a Japanese Pepper. In total, 60 different types of clothes!

- 1 The café with Pepper robots is in China / Japan.
- 2 The clothes show the robots are different / the same.
- 3 The jacket for a robot in a restaurant is black / white.
- 4 A cap and T-shirt are for the teacher / sporty robot.
- 5 Fans make sixteen / sixty things for Pepper to wear.

Writing

15 Uzupełnij wiadomość właściwymi informacjami z formularza.

Lorna Brown

Name: Lorna Brown
Age: 12
Country: the USA
Nationality: American
Hobby: dance

Adjectives that describe me:
funny, friendly
Favourite clothes:
jeans, T-shirts, trainers



Hi Robin!

¹ My name is Lorna and I'm American. ² I'm from the USA. ³ I'm 12. How old are you?

⁴ My hobby is dance. My favourite clothes are ⁵ jeans, T-shirts and trainers. I'm funny and friendly. What ⁶ are you like?

⁷ Write to me soon,

Lorna

14 Extra idea

Read the text out loud for the students to follow. Then ask the students to read the text again and to note down any words they don't understand. Don't explain the meaning of the words before they do the reading task. Students do exercise 14.

15 Students do exercise 15.

Extra idea

Ask the students to change the details in the personal information form and to write the text again using the new information.

Wrap-up

Ask the students to make a list of the exercises or topics that they found easy and difficult. Help them to find the lessons/pages in Units 1–2 to revise the chosen topics.

10 Students do exercise 10.

Extra idea

Ask the students to make some more questions starting with *Who*, *Where* or *What*.

11 Students do exercise 11.

12 Students do exercise 12.

13 (02:15) **Extra idea**

Ask the students to describe the pictures before they listen to the recording. Students do exercise 13.