

Teaching notes

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BRAINY

Step 1. Aims

Vocabulary: colours, everyday objects, animals
(Świat przyrody: zwierzęta)

Speaking: asking about objects, describing the colour, naming animals

Lead-in

Put a piece of red paper on the board. Ask your students if they can tell you in English what colour it is. Ask the students to count how many red objects they can see in their classroom.

»after ex 2» Extra practice 1

Do a simple picture dictation with students. Tell them to draw and colour the following in their notebooks: *a black road, a red box, a yellow house, a brown cake.*

«before ex 3« Extra practice 2

Agree on a class mime with the students for each animal in exercise 3 (dog, cat, fish, snake, horse, bird). Say the name of an animal and the students do the mime as a class. Divide the class into groups of 5–6. Student 1 mimes an animal and the others in the group guess its name. Continue with the next student miming.

»after ex 5» Fast finishers

Ask fast finishers to describe in their notebooks all the colours of the things they can see on the page.

Example:
a black horse

Happy goodbye

Tell your students to choose in secret one colour from those presented in this lesson. Tell the students to stand up. Say the names of colours. When a student hears the colour they have chosen, they sit on the floor. Continue until all students are sitting on the floor.

Homework

Workbook, page 4

Step 2. Aims

Vocabulary: nouns and adjectives, body parts
(Człowiek: wygląd zewnętrzny)

Grammar: regular and irregular plural forms

Optional material: nine sticky notes per group of 4–5 students (for Extra practice 2)

Lead-in

Sing the song *Heads, shoulders, knees and toes* with your students. Get faster and faster each time you sing it.

»after ex 1» Extra practice 1

Ask your students to tell you the names of 6–8 famous people. Write the list on the board. Put the students into small groups. They should assign one or two adjectives from exercise 1 to describe each famous person. Then they present their choices to the class.

»after ex 2» Extra practice 2

Put your students in groups of 4–5. Give each group nine sticky notes. Tell them to write the nine parts of the body, one on each sticky note. Ask for a volunteer in each group. The volunteer stands up. The rest of the group stick the sticky notes onto their corresponding body parts. Remind the students to be careful with each other's eyes!

»after ex 4» Extra practice 3

Ask each student to choose one of the objects from exercise 4 and draw it any number of times (1–10) in their notebook. When finished, students show their notebooks to two or three classmates, who count the objects and give the answer using the correct plural form.

Example:
six women / nine fish

Happy goodbye

Play a spelling game. Say one of the words from this lesson and name a student to start spelling it by giving the first letter. Then the other students say the next letters.

Homework

Workbook, page 5

Step 3. Aims

Vocabulary: classroom language, days of the week (*Edukacja: uczenie się*)

Grammar: imperatives

Speaking: giving orders

Step 4. Aims

Vocabulary: learning English (*Edukacja: uczenie się*)

Functions: suggesting

Speaking: suggesting and responding to suggestions

Lead-in

Focus on two orders: *open* and *close*. Tell your students to open and close their eyes / arms / mouths / fingers / toes. If they have difficulty with the body parts vocabulary, mime it yourself with them.

»after ex 1» **Extra practice 1**

Tell the students to copy the instructions into their notebooks and make a little stickman drawing to show what each one means.

»after ex 2» **Extra practice 2**

Remember to tell the students to add the negative imperative to their notebook list from the previous exercise. If they haven't written the imperatives, write them on the board and ask the students to make them negative.

»before ex 4» **Extra practice 3**

Write the days of the week out of order on the board. Tell the students to get into pairs and put them in order. Check as a class.

»after ex 5» **Fast finishers**

Tell fast finishers to do a simple stick drawing of their favourite activity next to each day of the week.

Happy goodbye

Ask the students to tell you their favourite day of the week. Write it on the board with a big smiley face.

Homework

Workbook, page 6

Lead-in

Write four of the verbs from exercise 1 on the board that you think your students will be familiar with. Tell each student to put the four verbs in order of preference, with number 1 as their favourite.

»before ex 1» **Extra practice 1**

Write the first letter of each verb on the board. The students add the four verbs from the lead-in activity and try to think of the others. If they find this difficult, add letters to the verbs until they guess them. Drill the pronunciation of the verbs as a class.

»before ex 2» **Extra practice 2**

Tell your students to look at the vocabulary in exercise 2 and make a note in their notebooks of any words they do not know. Ask your students to pool their ideas on the vocabulary in small groups and help each other discover the meaning of all the words. If they still need help, draw any remaining vocabulary on the board or use an online dictionary with the class to find out the meaning together.

»after ex 3» **3 Extra practice 3**

Tell your students to write one dialogue they have just practised speaking in their notebooks.

Happy goodbye

Put six of the English learning verbs on the board in a grid. Ask for a volunteer who comes to the front of the class. Give that student a ball or a rolled up piece of paper. The student throws the ball at the grid and tries to hit a word. Whichever verb they hit, they have to provide the translation in Polish. Change the word on the grid and continue with a different volunteer.

Homework

Workbook, page 7

Aims**Vocabulary:** the alphabet, the numbers 1–20**Listening:** for detailed information**Speaking:** spelling names, saying numbers**Optional materials:** coloured cards / crayons for teacher to hold up (for Extra practice 2)**Lead-in**

Introduce your students to the characters Zac, Jeff, Lisa, and Ruby by writing their names on the board and asking the students to guess who is who before reading the text boxes.

after ex 2 Extra practice 1

Some of the letters of the alphabet are difficult to pronounce, so write the letters they might have problems with (e.g. the vowels E, I, and U – and the consonants H, J, W, and Y) on the board in a random order. Say these letters and tell the students to point at the one you are saying. If the students do not find this difficult, ask one student to say a letter written on the board for the other students to point at.

before ex 3 Extra practice 2

Quickly revise the colours used in exercise 3 (yellow, blue, green, red, brown, purple, grey) using coloured cards or crayons. Hold each one up in turn and elicit the names of colours from the students. You can have them do the same in pairs with coloured pens in their pencil cases if you want.

**Phonics Rap**

1.13

Introduce the idea of a rap by showing your students a photo of a famous rapper (Eminem, Kanye West, Jay-Z) or playing a short rap video. Tell the students to practise the serious 'attitude' face which rappers seem to always have in photos. Encourage them to either dance around (bend their knees, move their heads, etc.) or just fold their arms like rappers typically do, while they listen. This should encourage them to sing / rap along.

after ex 3 Extra practice 3

If your students are still not confident with the alphabet, dictate the letters of one of the colours (yellow, blue, green, red, brown, purple, grey) out of order to the students (e.g. E, L, U, B). Have them listen and then write the letters in their notebooks. Tell them it's a race for them to sort the letters into the correct order and then find an object of that colour somewhere in the classroom. Once they find it, tell them to touch it with their hands.

after ex 7 Skills note: Listening

Put your students into pairs. Student A should say a name from the table and Student B should look at the table and find the correct score.

Example:

Student A: *Ruby*Student B: *17***Happy goodbye**

Practise the alphabet, or the numbers 1–20 again, by saying it letter by letter, or number by number, round the class. If a student makes a mistake, the next student has to start the alphabet / counting again. Keep going until it is said perfectly. The students will find this funny as they usually make lots of mistakes.

Dyslexia tip – peer help

Pair your dyslexic students with non-dyslexic students who enjoy helping. Make sure you do not always pair the dyslexic student with the same non-dyslexic student.

Homework

Workbook, page 8

Aims

Grammar: personal pronouns, verb *be*: affirmative: full form and short form

Reading: for detailed information

Writing: describing friends and pets

Optional materials: photos of a cat, dog and goldfish (for Lead-in)

Lead-in

Ask your students if they have a pet. Show them (or draw) a picture of a dog, a cat, and a goldfish. Ask them which of these three is their favourite pet.

before ex 1 **Extra practice 1**

The students have only seen Zac, Jeff, Ruby, and Lisa once in Lesson 1. Say the names of the four friends and then tell the students to point at the correct character in the Grammar presentation picture from exercise 1. If this is very easy, put the students into groups of four and do it as a race. The first student to touch / point at the correct character gets 10 points.

Grammar presentation

Ask your students to tell you what verbs they can see in the paragraphs in exercise 1. Try and elicit the different forms of verb *be* – *are*, *am*, *is*.

G**Grammar app**

Verb *be*: affirmative: full form

Tell your students to copy the grammar table into their notebooks using the green colour to highlight the verb forms.

after ex 4 **Extra practice 2**

Put your students into pairs and tell them to whisper the text from exercise 3 to each other using the short forms of the verb. This is a fun way to practise reading aloud.

after ex 5 **Fast finishers**

Students write at very different speeds. Ask any fast finishers to illustrate the text in their notebooks with a drawing of the pet.

Happy goodbye

Write *I am*, *you are*, *he is*, *she is*, *it is*, *we are*, *you are*, *they are* on the board. Tell the students to read the list together out loud – encourage them to do this at a quick pace. After the first time they have read it, rub off *I am*. The students will still have to remember it and say it. The second time, rub off *you are*. Continue rubbing off the rest until the students can say the entire list from memory.

Homework

Workbook, page 9

Aims

Vocabulary: classroom objects (*Edukacja: szkoła, przybory szkolne*)

Listening: for detailed understanding

Speaking: spelling names of objects in the classroom

Optional materials: flashcards 10–20

Lead-in

Show the students your pencil case (or one of theirs if you don't have one) and ask them to tell you what it is. Encourage them to describe its colour too.

Example:

(a) red and blue pencil case

»after ex 1» **Vocabulary flashcards**

Hold the flashcards with objects in your hands in front of the class. Turn them round so the students can't see them. Gradually raise one flashcard, slowly revealing the object. Encourage the students to raise their hand (not shout) to tell you the name of the object as soon as they guess what it is.

BRAINY fact

There are many unusual classrooms around the world. Try to find and show photos of these unusual classrooms or learning spaces:

- treehouse learning space in Feltonfleet school in Cobham (England)
- a library in a double-decker bus (Rosendale primary school, London)
- a museum learning school (the Langley Academy, England)
- Vittra school 'Telefonplan' (Stockholm, Sweden) where classrooms look like e.g. a cave, a camp site, or the top of the mountain.

»after ex 2» **Extra practice**

Play *Bingo*! Tell the students to draw a 3 x 2 grid in their notebooks and to individually choose six of the 11 objects from exercise 1 and then write the names of the objects in the grid – one word in each grid square. Read out the names of the objects in random order. Have the students listen and then cross off the object in their grid when they hear it. The first student to cross off all six objects shouts *Bingo*! and wins.

Happy goodbye

Write the name of one of the objects from exercise 1 on a piece of paper and fold it up. The students should raise their hands to try and guess which one it is.

Dyslexia tip – concentration

Remember that dyslexic students may have difficulty concentrating. Try to teach in short chunks and change the activities frequently in order to keep their attention and to motivate them.

Homework

Workbook, page 10

Aims

Grammar: articles (*a, an*, zero article); nouns with adjectives

Reading: for general understanding and detailed information about the story

Listening: for detailed information

Speaking: describing classroom objects

Optional materials: two big cards (A4 format)
– one with *a*, and the other one with *an*
(for Grammar app)

Lead-in

In preparation for this lesson, revise the adjectives used: *big* and *small*. Tell the students to stand up and make themselves as big as possible, then to lie down and curl up on the floor to be as small as possible.

after ex 2 Act it out

Divide the class into two groups. Tell Group A that they will read the even numbers in the comic strip boxes (2, 4, 6, 8) and tell Group B that they will read the odd numbers (1, 3, 5, 7). Read the whole story out loud together.

Useful!

After your students have written the sentences and their translations in their notebooks, make a happy face and stretch out your hand. Encourage the students to say *Nice to meet you*. Next, make a surprised face and try to elicit *What a big pencil!* Finally, make a scared face to elicit *Be careful!* Tell the students to continue practising this in pairs, making faces and saying the correct expression.

Joke

What do you call a guy with a rubber toe?

Roberto!

Grammar presentation

Ask your students to look at the cartoon and tell you what words they can see after *a* (*a teacher, a big pencil, a crazy pencil, a big rubber, a big orange car, a very small notebook, a genius, a (very) bad invention*) and what words after *an* (*an inventor, an amazing pencil case*). Try and get them to guess why they have to use *an*. When the students have finished, tell them to group the words into adjectives and nouns.

**Grammar app**

Tell your students to close their books. Copy the two Grammar apps from the lesson onto the board quickly but without the articles. Prepare *a* and *an* on two cards. Ask the students to tell you where to place the *a* and *an* cards – before or after the nouns and adjectives.

**Around the world**

Option 1 (5 minutes): Ask the students if they know how to name in English the means of transport they can see in the photos (school bus, canoe, monorail). Elicit some more means of transport and write them on the board. Finally, ask the students how they get to school every day.

Option 2 (10 minutes): Read the question with the students and explain to them that they are going to watch a video about different ways of going to school. Play the Unit 1 video from **Brainy klasa 4 DVD**. Tell the students to note down all the means of transport presented in the video (by bike, on foot, by train, by canoe, by monorail, on the school bus/by bus). Finally, ask students how they get to school.

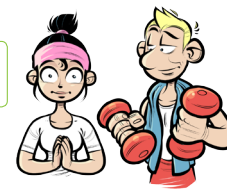
Option 3 (45 minutes): Prepare the handouts from Unit 1 from **Brainy klasa 4 DVD** and give them out to the students. Follow the instruction in the DVD teaching notes for Unit 1 (available on the DVD).

Happy goodbye

Use the cards with *a* and *an* and stick one on each side of the classroom. They can be small, as it makes the students more interested to take a look. Tell the students to stand up and say the complete sentences from exercise 3 and then tell the students to point to the *a* or *an* card on the corresponding side of the classroom. When there is no article (–), tell the students to sit down on their hands.

Homework

Workbook, page 11



Aims

General aims: revision of vocabulary (the alphabet, numbers 1–20, classroom objects) and grammar (personal pronouns, verb *be*: affirmative: full form and short form articles: *a, an*, zero article nouns with adjectives) from lessons 1–4

Special aims: logical thinking (finding hidden objects and numbers, following clues in a maze), spacial thinking (puzzles and maze), noticing (hidden objects)

Optional materials: small pieces of (scrap) paper (for Extra practice 2) for each student; three pieces of paper for Extra practice 1

Lead-in

Introduce your students to Freddie and Freda. Explain that they are the students' personal trainers and describe them together as a class. Use Polish as necessary to explain why they are present in their Student's Book. Talk about how they are there to help activate brainpower and help the students remember English more easily.

before ex 1 Extra practice 1

Write three different letters of the alphabet on three pieces of paper and hide them partially behind the board. Choose letters the students found easy when practising the alphabet to encourage them. Tell the students to guess which letters they are.

ex 1

Clue: Look for upper case letters as well as lower case letters.

ex 2

Clue: Tell the students they can turn the puzzle if necessary and use the jigsaw pieces which fit together to help.

before ex 3 Encouragement note

Tell your students to do exercise 3 in pairs, with each student writing in their own notebook. Try to pair students who are not so strong at writing with those who are.

after ex 4 Extra practice 2

Put the students into groups of 6–8. Give each student a small piece of paper and tell them to draw an object (similar to those in exercises 3 and 4) and colour it in secret. Name one student in each group and tell him/her to hide their picture somewhere in the classroom while the other students from that group have to cover their eyes. After the object has been hidden, the others should open their eyes and look for the object. In order to win the round of the game, the student who finds the object has to describe it correctly in English.

Happy goodbye

Write a series of numbers on the board in a random circle and ask your students to find and then tell you which one in the series is missing.

Example:

13, 14, 15, 16, 18 (written randomly on the board – missing number 17)

Dyslexia tip – preparation time

Give dyslexic students sufficient time to complete each task, particularly if it's for a class activity or game (Extra practice 2) so that they do not feel discouraged or additionally disrupted by time pressure.

Homework

Workbook, page 12

Aims**Vocabulary:** the numbers 20–100**Functions:** asking for and giving personal information (name, surname, age, locker number)**Speaking:** giving and receiving personal information in a dialogue**Optional materials:** flashcards 1–9, ten cards with numbers 20–100 in written form**Happy goodbye**

Say a number between 20 and 100 to the students. Each student has to hold up the correct number of fingers to represent the number. For example: 85 – the students first show you eight fingers and then five.

Homework:

Workbook, page 13

Lead-in

Ask your students where the children are in the picture in lesson 6. Elicit *at school*. Ask the students what they think the children are doing. Elicit *meeting each other for the first time*.

before ex 3 Vocabulary flashcards

Make exercise 3 easier by introducing your students to the numbers 20–100 on the board first. Get the flashcards *twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred* and stick them on the board out of order. Do the same with *20, 30, 40, 50, 60, 70, 80, 90, 100*. Ask the students to match the written number with the number and then to tell you what order they should go in. Practise saying the numbers.

before ex 4 Extra practice 2

Tell your students to look at the **Look** box. Ask them to tell you what they notice about the written numbers. Elicit (in Polish) that they are hyphenated. Tell them to write these numbers in their notebooks: 55, 66, and 77.

after ex 4 Extra practice 3

Tell your students that you are thinking of a number between 20 and 30. Ask them to raise their hands and guess the number. Put the students into groups of 4–5. One student should choose a number and the others should guess in turn. Encourage turn-taking. Continue with the numbers 30–40, 40–50, etc. If you have too wide a range of numbers to choose from, it will be very difficult to guess.

Fast finishers

Tell your students to write the first three questions from exercise 5 in their notebooks. Tell them they can pose the questions to someone in their family at home.

Aims

Culture: languages and alphabets

Reading: for detailed information

Writing: describing an unusual language and its alphabet

Optional materials: photos of Egyptian hieroglyphics (for Brainy fact)

Lead-in

Make sure that your students have their books closed. Ask them to stand up and try to make the vowels A, E, I, O, and U with their bodies.

Cultural note

Learning foreign languages is very important for your students, but try to make them aware of cultural competence. An understanding of the relationship between language and culture may help them use the language more effectively, e.g. when giving short answers (*Yes* vs. *Yes, I am*) or while asking for something (*Make dinner!* vs. *Make dinner, please* vs. *Can you make dinner, please*)

BRAINY fact

Spelling and writing in English is often tricky but knowing the 'magic e' may be very helpful. Tell the students that the 'magic e' is silent. When they add it to the end of a one-syllable word in English, it changes the meaning as well as the pronunciation.

Example:

| | |
|-----|------|
| at | ate |
| mad | made |
| tap | tape |
| hat | hate |

BRAINY fact

Show your students the picture of Egyptian hieroglyphics and ask them if they know what they are. Ask them: *What was the first alphabet ever created?* (Egyptian hieroglyphics). Between 1850 and 1700 B.C., Egyptian hieroglyphics were adapted so one symbol represented one consonant (no vowels as yet), and this spread to Lebanon and Israel to form an alphabet known as *abjad* /'æbdʒɑ:d/. The Latin alphabet developed later from the Greek alphabet.

Discover more!

Tell your students that they can look for information online about alphabets. Show them, if you have a computer in class, the Myanmar alphabet, which is fascinating as it is made up of circular shapes that must be drawn clockwise.

Useful search words: alphabets of the world / world scripts

Happy goodbye

Tell your students to get into groups of three and form the letters of the word BYE together.

Homework

Workbook, page 14



Life skills: Learning

Ask your students to open their books to page 16 and guess the meaning of the words in green in the text in exercise 1. Tell them to look at the photos to figure out the meaning.

Aims

Revision of lessons 1–6: vocabulary and speaking in a variety of controlled practice exercises

Lead-in

Put your students into groups of 6–8 with one notebook / piece of paper for each group. Point at the various objects in the classroom and tell the groups to write the words to test whether they remember them from previous lessons.

Freddie and Freda note

Tell your students to guess what the prize could be if they do the Revision workout. Then tell them to go to the **Trainer's Office** on page 126 to check their answers.

★ Star rating

Explain to your students that there are two more difficult exercises in the Revision workout (exercises 3 and 6) and that's why they get 2 points for each correct answer 1–5 (but not for each gap they fill).

after ex 3 Extra practice 1

Tell your students to look at the questions in their notebooks and try to memorise them. Then tell them to close their notebooks and ask and answer the questions. If this is too difficult, ask the students to say as many as they can recall.

before ex 4 Extra practice 2

Elicit the forms of the verb *be* onto the board to help weaker students complete the exercise.

Evaluation

Ask your students to add up their points from all the tasks. Tell them to go to the **Trainer's Office** on page 126 to collect their prize. Give the students who got *Try to get fit!* or *See your trainer now!* certificates the opportunity to improve by doing those more difficult exercises again with the help of a friend, perhaps a friend who won the *You are very, very fit!* certificate.

Happy goodbye

Tell all the students to stand up. Spell different colours and any student who is wearing an item of clothing in the colour you spell has to put their hands on their head and stand on one leg. Continue spelling colours until all the students are on one leg with their hands on their heads.

Dyslexia tip – self-esteem

Some students with dyslexia may have low self-esteem. Allow them to show you what they can do such as in games when they have to show off their physical skills, not just their English skills. You can apply this for instance to the *Happy goodbye* game at the end of this lesson.

Homework

Workbook, page 15

Extra practice: A new student in the class

Tell your students to imagine that a new student is coming to their class. Tell them to look at all the questions in the *A new student in the class* box on page 18 and then choose three that they think are the most useful to ask a new student. Put the students into pairs to practice asking and answering the three questions.



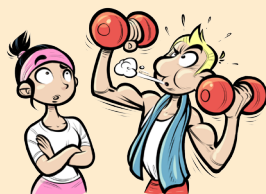
Are you ready for extra vocabulary workout?

Revision card

Encourage your students to make a special bookmark / cover or copy and distribute the templates available in Brainy klasa 4 Teacher's Resource File. Tell the students that they will be using it throughout the year while revising the vocabulary in all the revision lessons. Remind them to keep it in a safe place.

Freddie and Freda extra workout: vocabulary

These extra activities have their own focus and they can be done whenever there is some free time: e.g. after the Revision workout, at the end of the class, or the beginning of the next class, etc.



Exercise 1

Ask your students to say the next three letters of the alphabet.

A, B, C, ...

L, M, N, ...

T, U, V, ...

Exercise 2

Ask your students to say all the numbers:

- ending in *-teen*.
- ending in *-ty*.
- beginning with *forty-*.
- beginning with *ninety-*.

Project note

You will find that Project 1 always involves some crafts for students whereas Project 2 is more demanding in terms of language use.



Choose your grammar project!

Project 1 Grammar billboard

Find some pictures of billboards (with advertising written in English if possible) to show the students. Look at the grammar points on page 19 and ask the students to choose which one they want to show on the billboard. Remember it should be short. Help the students write the title for the grammar point before they add the illustration.

Project 2 Our classroom

Provide some old magazines, leaflets, or brochures for the students to cut up pictures of classroom objects. The students could write the descriptions on sticky notes which can be used as a matching activity: students look at their partner's pictures and then match the correct sticky note with the picture.

Project work

To motivate weaker students, give two marks for the project: one for accuracy and one for content (layout, ideas, illustrations, etc.). Do not correct all their mistakes or cover their project with red pen. Make light corrections at the bottom of the page or on a separate piece of paper.

Student's Book Answer key

Welcome unit

p4

ex 1

Student's own answers

ex 2

Student's own answers

ex 3

Student's own answers

ex 4

Student's own answers

ex 5

Student's own answers

p5

ex 1

man – a

woman – c

boy – d

girl – b

ex 2

1 ears 2 eyes 3 nose 4 feet 5 hair 6

mouth 7 arm 8 hand 9 leg

ex 3

Student's own answers

ex 4

1 box 2 man 3 woman 4 feet 5 fish

p6

ex 1

Student's own answers

ex 2

Student's own answers

ex 3

Student's own answers

ex 4

Student's own answers

ex 5

Student's own answers

p7

ex 1

Student's own answers

ex 2

1 read a magazine

2 write a story

3 talk to a friend

4 listen to a song

5 study grammar rules

6 draw a picture

7 learn new words

8 go to a website

ex 3

Student's own answers

ex 4

Student's own answers

ex 5

Student's own answers

Unit 1

p8

ex 1

Student's own answers

ex 2

Student's own answers

ex 3

yellow – /eɪ/, blue – /i:/, green – /aɪ/,

red – /e/, brown – /əʊ/, purple – /ju:/,

grey – /a:/

p9

ex 4

Student's own answers

ex 5

1 six, three, eight, two, eighteen

2 twelve, nine, seven, nineteen,

fifteen

3 fourteen, sixteen, twenty, five, one

4 eleven, seventeen, four, ten, thirteen

ex 6

1 three and four and six is thirteen

2 two and three and five is ten

ex 7

Zac: eight,

Lisa: twelve,

Jeff: nine,

Ruby: seventeen

The winner is Ruby.

ex 8

Student's own answers

p10

Quick check

three, eight, eleven, fifteen, eighteen,

twenty

ex 1

1 False 2 False 3 False 4 True 5 True

6 True

ex 2

Student's own answers

ex 3

1 am 2 is 3 is 4 are 5 are 6 is 7 is

8 are

ex 4

I'm Ruby and I'm nine. Jeff's nine too.

He's my friend. Zac and Lisa are my

friends too. They're ten.

Kitty's my pet cat. She's three. Kitty,

you're my friend too!

ex 5

Student's own answers

p11

ex 1

1 book 2 pencil case 3 rubber 4 pen

5 schoolbag 6 pencil 7 notebook

8 computer 9 desk 10 chair 11 board

ex 2

1 pens 2 pencils 3 schoolbags

4 rubbers 5 pencil case 6 notebook

7 book 8 desk 9 chair 10 board

11 computer

ex 3

two desks, two pencils, one rubber,

one pencil case, one computer, seven

books, three chairs, one board, four

schoolbags

ex 4

1 d, 2 b, 3 f, 4 a, 5 e;

picture C is not described

ex 5

Student's own answers

p12

Useful!

1 Uważaj/Ostrożnie

2 – Cię poznać

3 Witaj/Witajcie

4 duży ołówek

ex 1

Because they are new students and

brought interesting items to school.

ex 2

1 False 2 True 3 False

p13

ex 3

1 an 2 – 3 a 4 a, an 5 a, a, –

ex 4

1 It's a big orange chair.

2 She's a very good teacher.

3 It's an amazing red pencil case.

4 It's a very big pencil.

ex 5

1 big, green 2 small, red 3 beautiful,

orange 4 big, purple 5 small, black

6 very big, white

ex 6

Student's own answers

Around the world

*Student's own answers (monorail
train, canoe, bus)*

ex 7

1 a 2 a 3 – 4 an 5 a 6 – 7 a 8 an

9 a

p14

ex 1

B C I L O P S U V W

ex 2

nineteen

thirteen

sixteen

ex 3

It's a blue book. It's an orange pencil.

They are pink rubbers. They are

black and yellow schoolbags.

ex 4

1 board 2 computer / laptop

3 notebook 4 pencil

ex 5

Start Go to a desk. It's green. Go to

a pencil case. It's blue. Go to a chair.

It's red. Go to a board. It's white.

Go to a notebook. It's pink. Finish