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MACMILLAN  
**EAM**  
SERVICES

# Evolution plus

  
MACMILLAN

Książka nauczyciela





# Where is it?

**1** 1.56 Posłuchaj nagrania i powtórz wyrazy. Następnie w parach wskazujcie wybrane przedmioty i wymieniajcie ich nazwy.



**2** 1.57 Posłuchaj nagrania. Następnie odegrajcie scenkę.

**Host** OK. Let's play game number 6 – Furniture. Find the green pencil case!

**Carla** It's under the chair.

**Host** Find the red skateboard!

**Carla** It's in the wardrobe.

**Host** Find the black lamp!

**Darren** It's on the shelf!

**Host** Well done! Let's ...



## Easy English

Well done!  
Fantastic!  
Brilliant!  
Great!

**Aims**

Students will:  
• talk about furniture,  
• identify locations.

**Grammar**

Prepositions of place:  
*in, on, under*

**Vocabulary**

Furniture (1)

**Functional language**

*Well done!*  
*Fantastic!*  
*Brilliant!*  
*Great!*

**Exam spot**

Language structures

**Extra materials**

Pictures of furniture: *wardrobe, shelf, bed, chair, desk* (for Exercise 1 and Touchdown)  
Grammar flashcards 4.1 (for Evo's grammar)

**Warm-up**

- Invite students to have a game of 'Noughts & Crosses'. Draw a grid (3 x 3) on the board. Divide the students into two teams: one group of noughts and another group of crosses. Explain that they can only draw X or O in the grid if they answer a question (that you give them) correctly.

**Example questions** (all of them relate to the Student's Book):

- 1 *Who is Joe Clipart?* (A painter)
- 2 *How old is Sam (page 10)?* (Eight)
- 3 *Can you spell the word 'teacher'?*
- 4 *Can you name five school subjects?* (Polish, English, maths, science, history, geography, music, computers, PE, and art)
- 5 *What's the name of Alex's primary school (page 13)?* (Barsham Primary School)
- 6 *What colour is the Frisbee on page 20?* (Blue)
- 7 *Can you do the following sum: thirteen plus four, minus eight.* (Nine)
- 8 *What is 'rubber' in American English?* (Eraser)
- 9 *Can you name five school objects?* (pencil, rubber, notebook, ruler, pen)

**Development**

**1**  1.56

- Introduce the new topic: furniture. Show students the pictures of furniture that you have brought. Present the vocabulary by naming the objects. Stick the pictures on the board, then make students point to the pictures that you name.

- Ask students to look at the picture of the room in their books. Play track 1.56 and make them listen and repeat the words. Then ask them to read the words out loud.
- Point to a furniture item in the book, and say out loud: *It's a ...* Get students into pairs, to point at and name the furniture in this way.

**2**  1.57

- Put your pen on your desk and say out loud: *My pen is on my desk.* Then put it in the pencil case, and say out loud: *It isn't on my desk now. Look, it's in the pencil case.*
- Pretend that it has dropped out of the pencil case and say out loud: *Oh, my pen's under the desk now.* Use gestures to convey the meaning(s).
- Play track 1.57. Tell students to listen, read and underline the words in the text that refer to places: *on, in, under.*
- Show personal possessions in different positions to elicit the correct prepositions from students. Praise the correct responses with the following expressions: *Well done! Great! Fantastic! Brilliant!*
- Ask students to read the dialogue again. Encourage them to get into groups of three and act it out. Move around the classroom monitoring their work.

 **Easy English**

Draw students' attention to the **Easy English** box in their books. Make sure that they know how to use the expressions to give praise to other people in everyday conversation(s). Ask if they can think of the corresponding phrases in Polish. Remind them that they can come back here to revise the phrases.

**Teacher's notes:**

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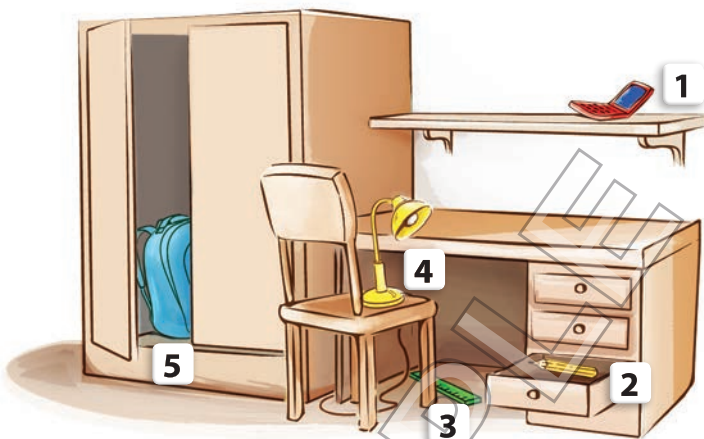


# Evo's grammar



It's in on under the wardrobe.

3 Popatrz na obrazek. Napisz, gdzie znajdują się przedmioty.



- 1 The red mobile phone is on the shelf.
- 2 The yellow pencil is in the drawer.
- 3 The green ruler is under the desk.
- 4 The yellow lamp is on the chair.
- 5 The blue school bag is in the wardrobe.

## Have a talk!

4 W parach zadawajcie sobie pytania i udzielajcie odpowiedzi na temat przedmiotów z ćwiczenia 1.

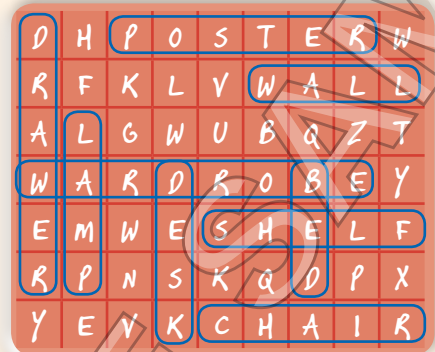
Is the poster on the desk?

No, it isn't. It's on the wall.

\_\_\_\_\_ Evo.

# EXTRA

1 Znajdź w rozsypance literowej dziewięć nazw przedmiotów i zakreśl je.



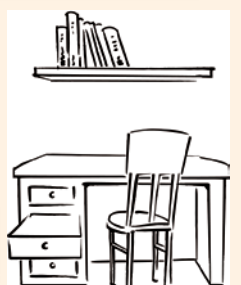
## Exam spot

2 W zdaniach (1-4) z podanych odpowiedzi wybierz właściwą, zgodną z treścią ilustracji. Wpisz znak X w kratkę obok odpowiedzi A, B albo C.



- |   |   |
|---|---|
| 1 The pencil is   | 3 The poster is   |
| A on the desk. <input type="checkbox"/>                   | A on the chair. <input type="checkbox"/>                |
| B under the desk. <input type="checkbox"/>                | B in the schoolbag. <input checked="" type="checkbox"/> |
| C in the pencil case. <input checked="" type="checkbox"/> | C under the schoolbag. <input type="checkbox"/>         |
| 2 The MP3 player is                                       | 4 The Frisbee is  |
| A on the skateboard. <input checked="" type="checkbox"/>  | A under the desk. <input checked="" type="checkbox"/>   |
| B under the skateboard. <input type="checkbox"/>          | B on the desk. <input type="checkbox"/>                 |
| C in the drawer. <input type="checkbox"/>                 | C in the schoolbag. <input type="checkbox"/>            |

3 Dorysuj pięć przedmiotów. Następnie w parach opiszcie swoje obrazki.



lamp poster watch  
wallet pencil



## Evo's grammar

- Ask students to look at the picture of Evo's wardrobe and read the prepositions that Evo is pointing at (*on, in, under*).
- Make them read out the sentence in three different versions, i.e. using a different preposition each time.
- Get them to show the different prepositional positions with their hands: *in* (put one hand inside the other), *on* (place one hand on top of the other), *under* (move one hand beneath the other).
- Ask students what *It's* in the first box stands for. Elicit from them that it means *it is* and that the pronoun *it* may stand for any object. Avoid explaining the use of *the* before *wardrobe* at this stage of proceedings.
- Ask students to close their books. Spread all the grammar flashcards from set 4.1 on your desk.
- Ask four students to come to the front of the class, and stand in a row facing the others. Give out the following flashcards (one student can take only one flashcard): **IT IN THE 'S WARDROBE**, and get them to form the sentence *It's in the wardrobe*. Tell them to hold the cards up so everybody can see them, and make the student holding **'S** to come as close as possible to the student with **IT**.
- Invite another student to pick up the correct punctuation mark and end the sentence by joining the row.
- Using Polish, tell the rest of the class that you want to change the sentence and describe the position of a pen that is under the table. Let volunteers come and pick up the necessary cards to form *It's under the table*.
- Encourage other students to repeat the procedure with other cards to form the following sentences:  
*It's on the wardrobe / table / bed.*  
*The pen is in / on / under the wardrobe / table / bed.*  
*The mobile phone is in / on / under the wardrobe / table / bed.*

### Optional activity

Add the pictures of furniture from Exercise 1 (chair, shelf, desk etc.) to create more sentences. Try to activate as many students as possible. For example, you can ask students who are not holding up any cards to move the objects to a given location.

### Note on language

*The* is used extensively in this activity. Briefly explain to students that it stands in front of a noun instead of *a* to indicate that the speaker is referring to a particular thing and not any other. Avoid giving any grammar rules at this point.

### 3

- Ask students to look at the picture. Tell them to find the mobile phone. Ask *What colour is it?* (Red) *Where is it?* (On the shelf)
- Get them to look at the example and write sentences about the other objects. Check the answers out loud.

### 4 Have a talk!

- Ask students to look at the game board in Exercise 1 again. Ask them questions like *Is the lamp under the bed?* Write the model question on the board. Elicit student answers *No, it isn't. It's on the desk.*
- Get students into pairs and tell them to ask and answer questions about the objects on the game board, modelling them on the dialogue provided.

### Touchdown

- Use the picture cards containing furniture from Exercise 1 and the preposition flashcards **IN ON UNDER** to play a miming game called 'Location Mime'.
- Put the cards into two separate piles (furniture and prepositions) face down on your desk.
- Divide students into two teams. Ask a student from Team A to come forward, pick one card from each set, and mime the position (eg *under the bed*). His / her team have 30 seconds to guess the piece of furniture and its position correctly.
- The teams score a point for each correct guess made before the time limit. The team with the higher score wins the game.

### Homework

Workbook, Exercises 1–4, page 32

Optional task: Workbook, Exercise 5\*, page 32 (for those who wish to get a reward, eg a special stamp and / or a plus mark)

### Attention

- You can use the exercises from the **Extra** section with fast finishers or give them as additional homework.



# Where's my school bag?

**1** 1.58 Posłuchaj nagrania i powtórz wyrazy. Następnie posłuchaj drugiej części nagrania i powiedz, czy wymienione grupy wyrazów są takie same, czy różne.

1 takie same 2 różne 3 takie same 4 różne 5 różne 6 różne

## EVOLUTION

1



armchair

2



bookcase

3



cupboard

4



sofa

5



table

6



TV set

7



floor

8



carpet

**2** 1.59 Posłuchaj nagrania. Następnie w parach odegrajcie scenkę.

Darren Where's my school bag?  
Carla It's in the cupboard.  
Darren And where's my mobile phone?  
Carla It's on the table.  
Darren Where is my new beanie?  
Carla It's on your head, Darren!  
Darren Oh! Thanks, Carla.



### Rap

**3** 1.60/1.61 Ponumeruj zwroty zgodnie z usłyszanym nagraniem. Następnie powtórz rap.

Look! It's on the table!  
Where's my school bag?  
Yes! Yes! Yes!  
It isn't on my desk.

3  
1  
4  
2

### Easy English

Thanks, Carla.  
Thank you, Carla.  
Thank you very much, Carla.



### Aims

Students will:

- talk about furniture,
- ask and answer questions about location.

### Grammar

Questions – *Where* (singular)

### Vocabulary

Furniture (2)

### Functional language

*Thanks.*

*Thank you.*

*Thank you very much.*

### Extra materials

TRF, Extra teaching resources Unit 4, Lesson 2 (one copy per pair, for Warm-up)  
Grammar flashcards 4.2 (for Evo's grammar)

## Warm-up

- Give out the pictures of the bedroom.
- Tell students to draw any personal possessions that they can remember from Unit 2 and 3 (eg pencil case, computer, Frisbee etc.). Encourage them to place the objects wherever they like to make the bedroom look untidy (the messier, the better).
- Get students to swap pictures and to talk in pairs:  
*A Find the calculator.*  
*B It's under the table.*

## Development

### 1 1.58

- Ask students to look at the pictures. Play the first part of track 1.58. Students listen and repeat the words while looking at the written forms. Pause the recording.
- Say the new words at random and make students point at them, then repeat what they hear after you.
- Ask students to listen to the second part of the recording. Explain that they are now going to hear the names of different furniture items listed in groups of three words. Their task is to decide whether the furniture mentioned in the groups is the same or different. Demonstrate the procedure first:  
*table – TV set – cupboard ... table – TV set – cupboard:*  
SAME  
*table – sofa – bookcase ... table – sofa – chair:*  
DIFFERENT

### Audioscript 1.58

1 *armchair*   3 *cupboard*   5 *table*   7 *floor*  
2 *bookcase*   4 *sofa*   6 *TV set*   8 *carpet*

1 *table, armchair, bookcase* – *table, armchair, bookcase*  
2 *sofa, cupboard, armchair* – *sofa, cupboard, floor*  
3 *table, armchair, carpet* – *table, armchair, carpet*  
4 *cupboard, floor, TV set* – *cupboard, floor, sofa*  
5 *floor, armchair, carpet* – *floor, armchair, bookcase*  
6 *table, TV set, cupboard* – *table, TV set, bookcase*

### 2 1.59

- Ask students to look at the picture and describe the furniture and objects they can see. Introduce *beanie* by pointing to Darren's head. Say *This is Darren's beanie.*
- Play track 1.59. Tell students to listen to and read the dialogue.
- Elicit the meaning of *where* from students and tell them to circle any uses of it in the text.
- Play the track again. Encourage students to get into pairs and act out the dialogue.
- Move around the classroom monitoring their work.

### Optional activity

Get students to change some words in the dialogue (preferably objects and prepositions). Invite a couple of pairs of students to act out their dialogues in front of the rest of the class.

### 3 1.60/1.61 Rap

- Tell students that they are going to listen to a rap song. Explain that the lines in the lyrics have been jumbled up, and their task is to listen to and number the lines in their correct order. Play track 1.60 twice.
- Ask individual students to read the rap to the rest of the class to check the order of lines.
- Play the karaoke version (track 1.61) and invite students to rap along.

### Easy English

Draw the students' attention to the **Easy English** box in their books. Remind them that here they can find phrases they have encountered in class, as well as some additional phrases at times. Explain the difference in meaning between the phrases in the box, and ask if students can think of the corresponding phrases in Polish.

# Evo's grammar

Where is my mobile phone?

It's in the bag.

It's on the bag.

It's under the bag.

Where is ...? = Where's ...?

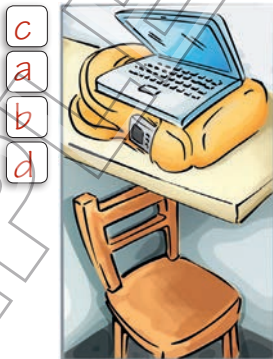
## LOOK

Mówiąc o konkretnej rzeczy, powiedz: **the** (bag), a nie **a** (bag).

### 4 Dopasuj pytania do odpowiedzi.

- Where's the computer?
- Where's the mobile phone?
- Where's the chair?
- Where's the school bag?

- It's in the school bag.
- It's under the shelf.
- It's on the school bag.
- It's on the shelf.



- c
- a
- b
- d

## Have a talk!

### 5 W parach zadawajcie sobie pytania i udzielajcie odpowiedzi, używając podanych wyrazów.

school bag pencil case pen pencil ruler

Where's Ewa's school bag? It's under her desk.

# EXTRA

### 1 Zgadnij, jakiej litery brakuje w każdej rozsypance. Utwórz wyrazy.

- |             |                       |
|-------------|-----------------------|
| 1 osf       | <u>a</u> . sofa       |
| 2 etlevinio | <u>s</u> . television |
| 3 sacoobk   | <u>e</u> . bookcase   |
| 4 atlb      | <u>e</u> . table      |
| 5 cadorbp   | <u>u</u> . cupboard   |
| 6 ahircrm   | <u>a</u> . armchair   |
| 7 acrpt     | <u>e</u> . carpet     |
| 8 lfro      | <u>o</u> . floor      |

### 2 Popatrz na obrazek i uzupełnij zdania.



- Where is the key ring?  
It's on the TV set.
- Where is the skateboard?  
It's under the sofa.
- Where's the armchair?  
It's on the floor.

- Where's the school bag?  
It's under the desk.
- Where's the pencil case?  
It's under the TV set.

### 3 Znajdź na obrazku z ćwiczenia 2. przedmioty wymienione poniżej. Następnie **Students' own answers** na ich temat.

wallet mobile phone Frisbee

### 4 W parach zagrajcie w grę pamięciową. Zadawajcie sobie pytania i udzielajcie odpowiedzi na temat przedmiotów z ćwiczenia 2.

Where's the Frisbee?

It's on the armchair.



## Evo's grammar

- Ask students to read the question and three possible answers out loud. Ask them to mime each of the sentences.
- Point to *Where* being the opening word in the question. Elicit from students the word order of the question (*Where + is + object*).
- Draw their attention to the boxes below, reminding them that 's is the short form of *is*.
- Ask students to close their books. Spread all the grammar flashcards from set 4.2 on your desk.
- Ask four students to come to the front of the class, and stand in a row facing the others. Give out the following flashcards (one to each student): **IS MY MOBILE PHONE WHERE**. Tell them to hold the cards up so everybody can see them.
- Ask the students to move around to form the question *Where is my mobile phone?* Ask the last student in the row to pick up the correct punctuation mark. Write the question on the board.
- Take out your mobile phone and put it in your bag. Invite five other students to come forward to answer the question on the board. Get them to choose the correct cards to form *It's in the bag*. Invite the student holding 'S to come as close as possible to the student with IT.
- Change the positions of your mobile phone, and repeat the procedure with other students to show the meaning of *It's on the bag. It's under the bag*.
- Ask another group to show that *Where is = Where's*.

### LOOK

- Make students read the comment. If necessary, explain the difference between *the* and *a / an*, giving more examples of your own. Ask the students to find other examples of *the* used during this lesson.

### 4

- Ask students to read the questions. Get them to make reasonable guesses before they match the answers to the questions. Check their answers out loud.

### 5 Have a talk!

- Ask students to work in pairs. Give an example exchange by asking a student: *Where is (Ewa's) school bag?* Elicit a true answer (eg *It's on the table*).

### Note on language

Get students to recall which words replace boys' and girls' names (i.e. *her* and *his*).

Make students carry on asking questions and giving answers about the locations of their classmates' belongings, using the objects from the box.

### Touchdown

- Invite students to play the 'Find the Object' game. Divide the class into two groups, A and B. Ask three students from group B to go to the front of the class, and to turn around so they cannot see where three objects are hidden. Students from group A hide three objects in the classroom.
- The three students from group B try to find the objects by guessing their locations. Each student can have three guesses. The group scores a point for each object they guess correctly.
- Repeat the procedure several times, changing the students, objects and hiding places around.
- The game follows the procedure set out below:

**Group A** *Where is Zosia's pen?*

**Group B** *It's in the drawer.* (The student can look in the drawer to check whether his / her guess is correct or not)

**Group A** *No, it isn't.*

**Group B** *It's under the table.*

**Group A** *No, it isn't.*

**Group B** *It's in her schoolbag?*

**Group A** *No, it isn't.*

**Group B** *Where is it?*

**Group A** *It's under the chair.*

### Homework

Workbook, Exercises 1–4, page 33

Optional task: Workbook, Exercise 5\*, page 33 (for those who wish to get a reward, eg a special stamp and / or a plus mark)

### Attention

- You can use the exercises from the **Extra** section with fast finishers or give them as additional homework.



# Open the door, please!

**1** 1.62 Posłuchaj nagrania i ponumeruj wyrazy. Następnie podpisz zdjęcia.

2 go    7 drop    4 put    1 come    8 catch    3 take    6 close    5 open

1	2	3	4
come	go	take	put
5	6	7	8
open	close	drop	catch

**2** 1.63 Wpisz do komiksu brakujące zdania. Następnie posłuchaj nagrania i sprawdź swoje odpowiedzi.

Put the picture on the wall in the gallery.    Oh no!

Come here. Take this picture. Go to the gallery. 1 Put the picture on the wall in the gallery.

Open the door, please!

Don't close the door!

2 Oh, no!

**Act out the story**

Come here. Take this ...

Open the door, please!



### Aims

- Students will:
- give and follow orders and instructions.

### Grammar

Imperatives

### Vocabulary

Actions (1): *come, go, take, put, open, close, drop, catch*

### Functional language

*Come here.*  
*Take this ...*  
*Open the door, please.*

### Extra materials

TRF, Extra teaching resources Unit 4, Lesson 3 (one copy per class, for Warm-up)  
 Grammar flashcards 4.3 (for Evo's grammar)

## Warm-up

- Cut up the sentences, fold up each slip of paper and then put them in a box. Place the box on your desk.
- Divide the class into two groups. Tell them that members from each group will rush to the box, take a slip of paper out of it and read the sentence to their group. The group must draw the described situation on a sheet of paper (or in their notebooks).
- Students cannot take another slip out of the box until they have finished drawing the first description. The group that draws all the descriptions correctly first wins the game, provided that the group members can also describe their own drawings.

## Development

1  1.62

- Ask students to look at the list of words. Play track 1.62. Students listen to and number the words as they hear them.
- Play the track again for them to check the word order. Check their answers out loud.
- Ask students to write the correct verbs under the pictures. Get individual students to read the words out loud.
- Say the actions in jumbled order for students to perform.
- Make students perform the simple commands: *Open your book. Drop your pen.* etc.

### Audioscript 1.62

1 come	3 take	5 open	7 drop
2 go	4 put	6 close	8 catch

2  1.63

- Get students to look at the pictures and tell you what happens to Joe and his painting. Ask them whose fault it was (*Joe's*). Revise and pre-teach the vocabulary if necessary.
- Tell students to complete the speech bubbles with the correct sentences from the boxes. Play track 1.63 for them to listen to, read and check their answers.
- Draw students' attention to the difference between positive and negative commands (*Open the door!* versus *Don't close the door!*). Reinforce the meaning by drawing a simple road sign, eg a no entry sign or any other sign showing the meaning of don't.
- Divide students into groups of three. Play the track again and encourage them to read the text as they listen to the recording.
- Invite one group to act out the story in front of the rest of the class. Motivate the students to use some body movements during their performance.

### Optional activity

Tell students that you want to tidy the classroom and need their help. Say out loud: *Peter, come here! Put the book on the shelf.* Use gestures to convey the meanings. Continue the procedure with other students, using both affirmative and negative commands.

## Teacher's notes:

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# Evo's grammar



Don't ... = Do not ...

## LOOK



Come to the table.



Go to the door.

3 Ułóż zdania opisujące czynności pokazane na obrazkach. Wykorzystaj do tego podane wyrazy.

- (X) the door Don't go to the door.
- (✓) my desk Come to my desk.
- (X) your bag Don't take your bag.
- (X) my pencil case Don't open my pencil case.
- (✓) this ball Catch this ball
- (X) the watch Don't drop the watch.

## Have a talk!

4 W parach wydawajcie sobie polecenia i wykonujcie je.

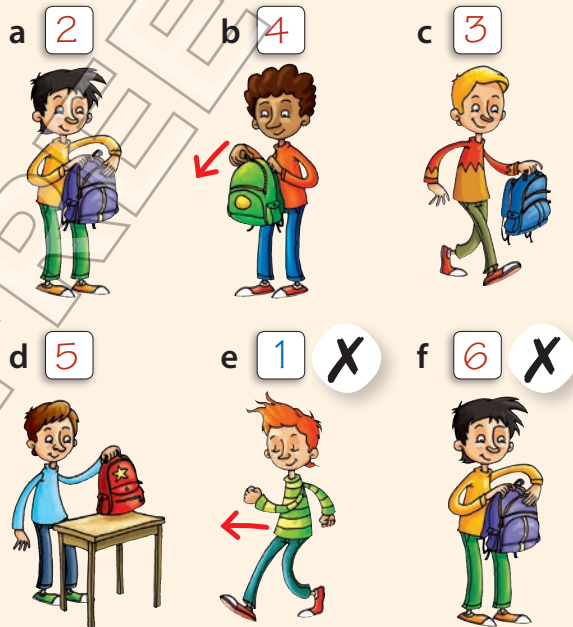
Go to the door!

# EXTRA

1 Znajdź w węży wyrazowym osiem czasowników i zakreśl je.



2 1.64 Posłuchaj nagrania i ponumeruj obrazki.



3 Popatrz na obrazki i napisz polecenia.



1 Catch the Frisbee.



2 Open the book.



3 Drop the school bag.



4 Put the book in the school bag.



5 Close the book.



## Evo's grammar

- Ask students to look at Evo and the small octopuses. Focus their attention on the commands and ask them to read them out loud. Ask if the kids are doing as they are told to (*Yes, they are*).
- Draw students' attention to the use of *don't* in negative instructions. Explain that *don't* is the contraction of *do not*, and that in this use *do* is a word without any meaning that simply helps to form the negative structure.
- Ask students to close their books. Spread all the grammar flashcards from set 4.3 on your desk.
- Ask two students to come to the front of the class, and stand in a row facing the others. Give out **STAND UP** to one student and ask the second one to choose the correct punctuation mark (exclamation mark), and to stand in the right position. Tell them both to hold their cards up so everybody can see them.
- Ask the class what they need to do if they do not want another person to stand up (*Don't stand up*). Invite the student who answers correctly to come forward, pick up the correct card or cards (either **DON'T** or **DO** and **NOT**) and join the students at the front.
- Encourage other students to repeat the procedure with other cards to show:  
*Don't = Do not*  
*Take the pen! / Don't take the pen!*  
*Open the wardrobe! / Don't open the wardrobe!*  
*Close the wardrobe! / Don't close the wardrobe!*  
*Put the pen on/under the bed! / Don't put the pen on/under the bed!*



- Ask students to read out the two commands from the box. Explain that if there is any movement involved, they need to use the little word *to* after the verb, just like in Polish *Podejdz do stołu / do drzwi*.

### 3

- Get students to look at the pictures and to decide if they are positive or negative commands. Ask them to write the sentences in their notebooks. Check their answers out loud.

### Teacher's notes:

### 4 Have a talk!

- Ask students to work in pairs. Tell them to come up with a list of six commands (both positive and negative). In turn, students give these instructions to their partners.

#### Optional activity

- Ask students to pretend to be 'robots' following the instructions of their 'masters'. Tell them to thank and praise the robot for performing their orders well.
- Encourage them to present their robots to the rest of the class: *Look! This is Robby, a Super Robot. Robby, open my school bag! Fantastic! Thank you, Robby.*

### Touch down

- Invite students to play the 'Treasure Hunt' game. Divide the class into two groups, A and B. Each group discreetly hides three objects and writes simple instructions for the other group to follow, eg: *Go to Peter's desk. Open the drawer*. Offer help if necessary.
- Students from both groups exchange instructions and look for the corresponding objects.
- The group that finds the most objects (or all the treasure) in the time limit given wins the game.

### Homework

Workbook, Exercises 1–4, page 34

Optional task: Workbook, Exercise 5\*, page 34 (for those who wish to get a reward, eg a special stamp and / or a plus mark)

### Attention

- You can use the exercises from the **Extra** section with fast finishers or give them as additional homework.

#### Audioscript 1.64

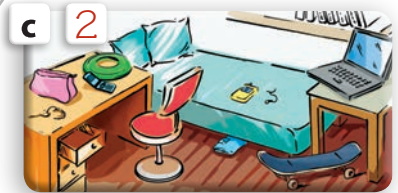
- 1 *Don't go!*
- 2 *Open your school bag.*
- 3 *Take the blue school bag.*
- 4 *Close the green school bag.*
- 5 *Put the red bag on the table.*
- 6 *Don't open her school bag.*

# English in action

## Thanking people

**1** 1.65 Posłuchaj nagrania i dopasuj dialogi do obrazków. Podkreśl trzy wypowiedzi będące podziękowaniami. Następnie zakreśl trzy odpowiedzi na takie podziękowania.

- 1 Where's my MP3 player? It's on the table.  
Thanks! You're welcome.
- 2 Where's my wallet? It's under the bed.  
Thank you very much. No problem.
- 3 Where's my pen? It's in the drawer.  
Thank you. Don't mention it.



**2** 1.66 Posłuchaj nagrania i zakreśl w każdej linijce usłyszany zwrot.

- 1 on the table on the shelf in the drawer Thanks. Thank you. Thank you very much. You're welcome. No problem. Don't mention it.
- 2 on the floor on the carpet under the table Thanks. Thank you. Thank you very much. You're welcome. No problem. Don't mention it.

### Exam spot

**3** Uzupełnij każdą rozmowę brakującą wypowiedzią. Wpisz w odpowiednie kratki (1–3) literę A, B albo C.

1 Mum, where's my skateboard?

A

- A It's in the wardrobe.
- B It's green and black.
- C It's my favourite thing.

2 Tony, I like your mobile phone, it's fantastic!

B

- A You're welcome.
- B Thanks, it's new.
- C Great idea!

3 Wow! A poster for my birthday! Thank you!

C

- A That's right.
- B Well done.
- C Don't mention it.

### Sounds right!

**4** 1.67 Posłuchaj nagrania i powtórz wyrazy.

bed      shelf      pencil  
red      dentist      yellow

**5** 1.68 Posłuchaj nagrania i powtórz zdania.

Ten red pencils on the TV set.  
Ten yellow pens on the shelf.



**Aims**

Students will:

- practise thanking people,
- practise responding to thanks.

**Functional language**

*Thanks. Thank you.*

*Thank you very much.*

*You're welcome. No problem.*

*Don't mention it.*

**Pronunciation**

Pronouncing the /e/ sound

**Exam spot**

Language functions

**Extra materials**

TRF, Extra teaching resources Unit 4, Lesson 4

(one set per pair, Exercise 3)

**Warm-up**

- Encourage students to play the 'Yes, please' game. Explain that you are going to give instructions, but they should not move unless you say *please* after the instruction.

**Development**

**1**  1.65

- Explain to students that they are going to have a lesson on good manners. Say out loud *Open your books, please. Thank you. Zuzia, give me your pen, please.* (Mime the action of reaching for the pen). *Thank you very much.* etc. Ask students how they can reply to receiving a *Thank you*. Accept all their suggestions at this stage.
- Tell students to listen to three conversations and follow them in their books. Explain that the three pictures on the right (a, b and c) correspond to the conversations (1–3), and ask students to match them. Play track 1.65.
- Check their answers by asking them to give the clue details that helped them do the matching task.
- Ask students to find three ways of saying *thank you* and three phrases used to respond to being thanked. Let students guess their meaning, or provide translations if necessary. Play track 1.65 again. Make students repeat the phrases several times.

**2**  1.66

- Tell students that they will hear three conversations. Explain that in each of them, there will be a phrase describing the location of an object, a *thank you* phrase, and a reply.
- Play track 1.66 twice. Students listen to the recording, and circle the phrases they hear.
- Check the answers by asking students to reconstruct the conversations using the circled phrases.

**Audioscript**  1.66

- 1** *Girl* Where's my wallet?  
*Boy* It's in the drawer.  
*Girl* Thank you.  
*Boy* Don't mention it.
- 2** *Girl* Where's my school bag?  
*Boy* It's on the carpet.  
*Girl* Thank you very much.  
*Boy* You're welcome.

**3 Exam spot**

- Refer students to the instruction. Explain that they are going to read three utterances (1–3) and decide which of the three options provided (A, B, C) best completes the conversations.
- Give students 2–3 minutes to read the utterances and choose the correct options. Alternatively, you can ask students to read stems 1, 2 and 3 only, cover the options and think of possible responses on their own. Then they should uncover the options and check whether any of them are similar to the ones they have come up with.
- Ask students to compare their answers in pairs. Then check as a class and provide feedback if necessary.

**4**  1.67 **Sounds right!**

- Invite students to practise one of the most common English sounds – the /e/ sound. Play track 1.67. Tell students to listen to and repeat the underlined sound. Introduce the word *dentist*, if necessary.

**Note on pronunciation**

The sound /e/ is a clear vowel produced with wide open lips, not quite the same as the one in Polish eg in the name *Ela*.

**5**  1.68

- Play track 1.68 for students to repeat the sentences.
- Play track 1.68 again, and encourage students to repeat them with the recording, then at a faster pace. At the end they may be able to say it from memory.

**Background note**

A tongue twister is a group of words that are difficult to articulate when said quickly, usually because of a succession of similar consonant sounds, eg *She sells sea shells on / by the seashore.*  
*Peter Piper picked a peck of pickled peppers.*  
*How much wood would a woodchuck chuck if a woodchuck could chuck wood?*  
*Double bubble gum bubbles double.*

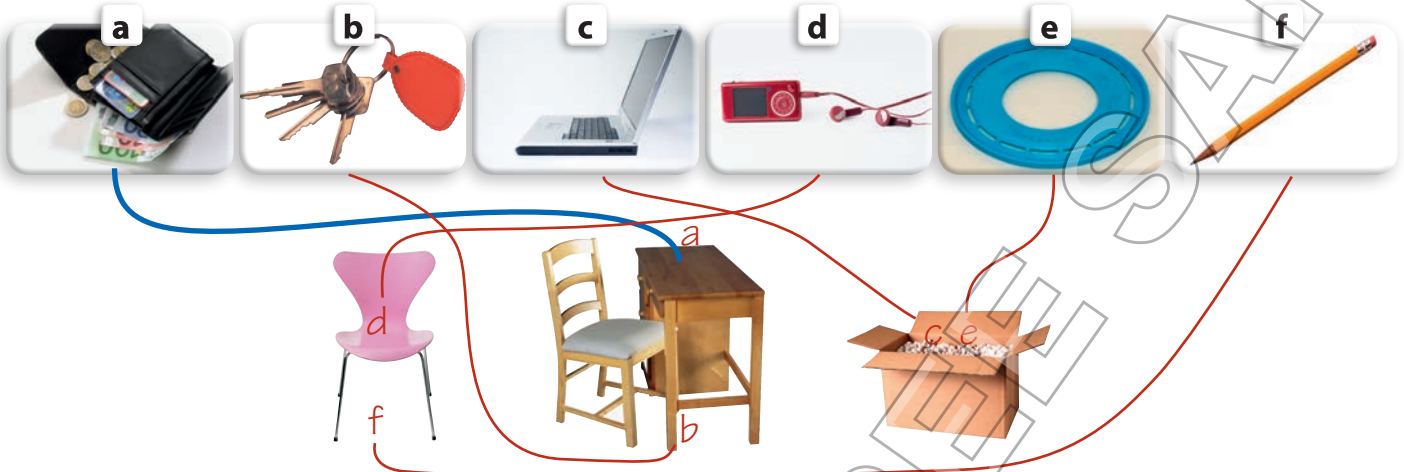
Compare the above with these Polish tongue twisters:  
*Szedł Sasza suchą szosą, a szosa się suszyła.*  
*Jola lojalna, Jola nielojalna.*

**Homework**

Workbook, Exercises 1–4, page 35

Optional task: Workbook, Exercise 5\*, page 35 (for those who wish to get a reward, eg a special stamp and / or a plus mark)

**1** 1.69 Posłuchaj nagrania i połącz przedmioty z miejscem, w którym się znajdują.



**2** Przeczytaj opis pokoju Daviny. Następnie odpowiedz na pytania.

Davina's room is very tidy.  
The pencil is on the desk. The skateboard is under the desk.  
The pencil case is in the drawer. The school bag is on the chair.  
The MP3 player is on the shelf.  
The key ring is in the bookcase.



- 1 Where is her MP3 player?  
*It's on the shelf.*
- 2 What is on the chair?  
*The school bag.*
- 3 Is the skateboard on the desk?  
*No, it isn't. It's under the desk.*
- 4 Where is the pencil case?  
*It's in the drawer.*
- 5 What is in the bookcase?  
*The key ring is in the bookcase.*
- 6 Is her pencil under the desk?  
*No, it isn't. It's on the desk.*

**3** Na podstawie ćwiczenia 2. wymyśl i opisz, jak wygląda pokój Nathana – bałaganiarza.

*Nathan's room is very messy. The ...*

*Students' own answers*



**4** W parach zagrajcie w „Czyj to pokój?”. Zadawajcie sobie pytania i udzielajcie odpowiedzi.



Zoe's room

Where is the key ring?

It's on the shelf.

Is it Zoe's room?

That's right!



Sarah's room



**Aims**

Students will:  
• practise receptive and productive language skills.

**Listening**

Listening for specific information

**Reading**

Reading for specific information to find answers to questions

**Writing**

Writing a short description of a place

**Speaking**

Asking and answering simple questions

**Warm-up**

- Hold a 'Picture Dictation' contest. Ask students to prepare a set of crayons and open their notebooks. Dictate the whole text from below, and make students draw a picture from your description. First, read the whole text at normal speed, then read the sentences slowly, repeating each one twice. Finally, read the whole text again for students to check the accuracy of their drawings. Go around the class admiring the drawings. *Draw a big red table. On the table, there is a green pencil case. In the pencil case, there are three crayons: yellow, pink and blue. Under the table, there is a blue skateboard. And ... yes, that's right! Evo is on the skateboard too! It's a very strange picture ...*

**Development**

**1**  1.69

- Ask students to look at the pictures and ask random questions to revise the vocabulary eg *Which picture is a Frisbee? What is in picture 'f'?*
- Play track 1.69 .Tell students to listen to a description of a girl's bedroom, which is a bit messy. Explain the meaning of *messy* if necessary.
- Play track 1.69 again. Ask students to listen to the recording and draw lines from the objects to the correct places.
- Check their answers by asking where the objects are: *Where is the MP3 player? (It's on the desk.)*

**Audioscript**  1.69

*Sue's bedroom is a bit messy. Where is her wallet? Look! It's on the desk. Her key ring is under the desk. Where is the computer? Look! It isn't on the desk. It is in the box. Her Frisbee is in the box too. Where is her pencil? Look! It's under the pink chair. And the MP3 player is on the pink chair.*

**2**

- Explain the meaning of *tidy*, and ask students if their rooms are tidy. Point to the photo of Davina and say out loud: *Davina is a very tidy girl, and her room is very tidy.*
- Ask students to read the text and questions. Draw their attention to the fact that the questions refer to the objects in a different order to that in which they appear in the text. Tell students that it is, therefore, better to look for the names of the objects in the questions first, and then in the text.

- Check their answers by making them ask the questions and give answers to one another. Then ask a student to read out all the sentences. Correct any factual mistakes.

**3**

- Point to Nathan and say *Nathan isn't tidy. He's messy. And his room isn't tidy. It's messy, too.* Brainstorm students for ideas about where Nathan's belongings might be in his bedroom. Accept all their ideas and write them on the board.
- Make students write a description of Nathan's messy room in their notebooks. Encourage them to think of the most improbable places where Nathan may keep his things. Ask them to leave half of the page empty.
- Set a time limit. After students finish writing, ask them to draw Nathan's room according to the description they have written. Walk around the classroom, and choose the messiest room from the drawings.

**4**

- Give students one minute to look at the two pictures to find the differences between Zoe's and Sarah's rooms.
- Get students into pairs, and invite them to play the 'Whose Room' game. Explain that they have to identify the room when their partner tells them the location of the object they are asking about. They score one point for each correct guess.
- Monitor the exercise, helping out if necessary.

**Touchdown**


- Divide the class into two groups or more. Students mime an action for the other group(s) to guess the instruction, eg *Open your book. Close the door. Put the pen on the desk.*

**Homework**

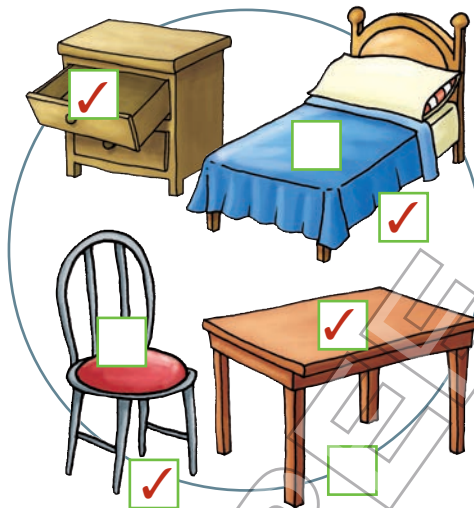
Workbook, Exercises 1–4, page 36

# UNIT 4 LESSON 6

# The Evolution Magazine

**1**  1.70/1.71 Posłuchaj nagrania i zaznacz (✓) miejsca, o których usłyszysz. Następnie zaśpiewaj piosenkę.

Where's my beanie?  
Find it, please!  
It isn't under the chair.  
It isn't under the bed.  
Where's my beanie?  
Find it, please!  
Is it in the drawer?  
No, it's on your head!  
Where's my beanie?  
Find it, please!  
Where's my beanie?  
Find it, please!  
It isn't under the chair.  
It isn't under the bed.  
Where's my beanie?  
Find it, please!  
Is it on the table?  
No, it's on your head!



**3** W parach zagrajcie w grę pamięciową. Zakryjcie obrazki z ćwiczenia 2. Następnie zadawajcie sobie pytania i udzielajcie odpowiedzi na temat przedmiotów ze zdjęć.

Is the skateboard on the table?

No, it isn't.

Where is it?

It's under the bed.

**2** Popatrz na obrazki i powiedz, gdzie znajdują się przedmioty.



The mobile phone is on the table.

The Frisbee is under the pink chair.  
The computer is on the desk.  
The key ring is in the school bag.  
The lamp is in the box.  
The skateboard is under the bed.



**Aims**

Students will:

- revise prepositions of place,
- ask and talk about the location.

**Vocabulary**

Recycling vocabulary already taught

**Functional language**

*Find it, please!*

**Extra materials**

TRF, Extra teaching resources Unit 4, Lesson 6

– *Secret Message*

(one grid per student, for Warm-up)

TRF, Extra teaching resources Unit 4, Lesson 6

– *Dice* (one copy per class, for Touchdown)

**Warm-up**

- Tell students that you are a detective and you have received a secret message from another detective. You are going to recruit new detectives. In order to become one, students must decode the message, and follow the instructions. Copy the code chart below onto the board:

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

- Cut up the grids with the coded message and give each student one copy. Allow them five minutes to decode it using the code chart on the board.
- Tell students to show that they have completed the task by performing the action described in the message (PUT YOUR MOBILE PHONE UNDER THE DESK). If they don't carry a mobile phone around, tell them to perform the action using a substitute object eg a pencil case.

**Development**



- Ask students to look at the pictures and elicit the names of the furniture. Get students to point at different places by saying: *under the bed, on the table, in the drawer* etc.
  - Play track 1.70 once. Ask students to cover the text, then listen to and tick the places mentioned in the song.
  - Play track 1.70 again. This time students compare their answers with the text.
  - Check the answers out loud. Invite students to sing along with the song.
  - Divide the class into two groups, and run a singing contest. You may use the karaoke version for extra practice (track 1.71).

**2**

- Ask students to name all the objects in the picture, first the furniture, then the personal belongings.
- Tell them to find where each object is by following the lines. Then invite them to share the results of their search by saying full sentences like those in the example.

- Invite some confident students to write their answers on the board. Correct any mistakes if necessary.

**3**

- Ask students to memorise the location of the objects from Exercise 2. Clear the board.
- Make students get into pairs and cover the photos in Exercise 2. They ask each other questions about the picture, and answer them, as in the example.

**Optional activity**

Get students to work in pairs. One of them arranges six objects in different positions (eg in a school bag, on the desk, in a pencil case, etc.). The other student has 15 seconds to memorise the arrangement and then turns round and says where the objects are from memory. Then students change roles.

**Touchdown**

- Cut out the cube maps and prepare three card dice (one with prepositions, another with places, and one with names and objects). You may want to glue the maps on the cardboard first so the dice are better quality. (If you lack time, or find it difficult to make the dice, cut up the cube maps and use the words separately. Put them face down in three different piles.)
- Divide the class into two teams, and invite them to hold a 'Make a Sentence' competition. Three students from both teams come up to you and throw the three dice in turn. Then they go back to their groups to tell the rest of their teammates what words they have gathered on each dice.
- Make students write a sentence with the words they have gathered. For example, if group A has *on, Peter, and the chair*, they can write the sentence: *Peter is on the chair.*
- When a group has finished writing their sentence, they can come up to you to roll the dice again to receive a new set of words.
- Set a time limit. The group with the most sentences at the end of the game wins the competition. Accept any grammatically correct sentences, even if they sound meaningless.

**Homework**

Workbook, Exercises 1–4, page 37

Optional task: Workbook, Exercises 1–2, page 101

# UNIT 4 LESSON 7

# CLiL Ecology

**1** 1.72 **Posłuchaj nagrania.**  
Dopasuj wyrazy do obrazków.



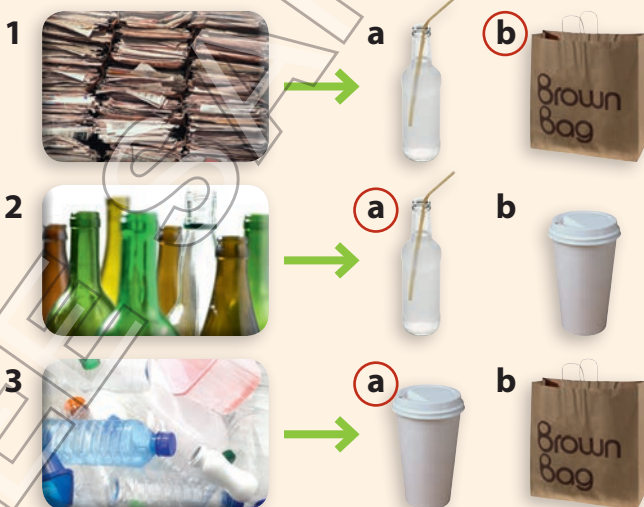
1 glass   2 plastic   3 food waste   4 paper   5 metal

**2** **Przeczytaj zdania i połącz odpady z odpowiednimi pojemnikami.**

- c Put the glass bottle in the blue bin.
- d Put the plastic bottle in the red bin.
- a Put the food waste in the brown bin.
- b Put the paper in the green bin.
- e Put the metal can in the yellow bin.



**3** **Popatrz na obrazki i zaznacz właściwe produkty recyklingu.**



Gdzie powinienem to wyrzucić?



## Recycled products



## 4 PROJECT!

- Pracujcie w grupach.
- Przygotujcie plakat o recyklingu.
- Wymyślcie hasło. Zdecydujcie, co warto pokazać na plakacie.
- Zgromadźcie ilustracje z gazet.
- Napiszcie hasło na plakacie.
- Dodajcie ilustracje.



### Aims

Students will:  
• practise reading and writing skills.

### Vocabulary

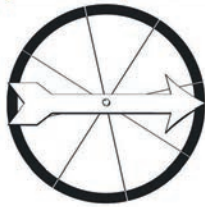
Recycling: *glass, paper, metal, plastic, food waste, recycled products*

### Extra materials

TRF, Extra teaching resources, Unit 4, Lesson 7 (one copy per class, for Warm-up)  
Photos related to ecology (for Exercise 4)

## Warm-up

- Prepare a big circle as shown in the model below. Connect the arrow with a brass fastener. Make sure the card arrow moves smoothly. Cut up the word cards and put them in a pile face down.



- Divide the class into two groups. Invite them in turns to spin the arrow and select a card from the pile. If the word on the card completes the question in a grammatical and logical way, the group score a point. They score another one if they can also provide a correct answer.
- If the card does not complete the question, the group has to wait for the next turn.

## Development

### 1 1.72

- Introduce the topic of ecology by asking students how we can help save the planet. They will probably answer in Polish by saying that we can help by eg not leaving the tap running, not throwing waste in the streets etc. Guide them towards the concept of recycling things.
- Introduce new vocabulary by pointing to the pictures. Ask students if they can name any of the materials. Play track 1.72 and ask students to match the words with the pictures. Play track 1.72 again, and make students repeat the words.
- Encourage students to list things that are made from paper (eg notebooks, books, magazines, etc.), plastic (pens, bottles, etc.), metal (cans, mobile phones, cars, etc.), glass (bottles, jars, window panes, etc.). Ask them to use the English names for these objects whenever possible.

### 2

- Draw students' attention to the two sets of pictures: objects for recycling (1–5), and different bins used for recyclable products on the right (a–e).
- Ask students to read the sentences and match the objects with the bins. Correct any mistakes out loud.
- Ask students: *Why is it important to put waste into different bins? Have you seen the bins for collecting different waste materials in the streets? What do you know about recycling?* Make students talk about the benefits of recycling things in Polish.

## Background note

Recycling is a process in which used materials are transformed into new products. This is good for the planet because it prevents air and water pollution and reduces the consumption of raw materials, eg by recycling paper we do not need to cut down so many trees. We can recycle paper, glass, metal, textile materials, plastic, and electronic equipment.

### 3

- Ask students to study the pictures carefully and name the materials on the left (paper, glass, plastic). Elicit the names of the recycled products (bag, bottle, cup). Provide any more necessary words.
- Get students into pairs to discuss what we get from each of the materials. Then ask them to circle the correct product in each line. Check their answers orally.

## Reflecting upon values

At some point of this lesson, try to make students discuss the issue of the responsibility each of us has to help save our planet. Point out that an active interest in problems of global ecology and small steps taken by millions of individual beings can help this process.

## 4 PROJECT!

- Get students into 4–5 groups. Brainstorm them for slogans about recycling. Help out with vocabulary but only encourage students to produce simple structures eg *Go Green!* Write all the ideas on the board, and make each group choose one slogan for themselves.
- Give out the photos. Ask students to add details to their posters. Invite the groups to display and talk about their posters. Put the posters on the walls around the classroom.

## Touchdown

- Encourage students to turn the message from their posters into a rap song. Tell them to add some extra words and phrases (eg *Yeah, That's right, Great, Do it now!*), and to use appropriate repetition.
- Invite each group to present their rap song to the rest of the class. Try to get the students to beat the rhythm of their songs by clapping their hands or stomping their feet.

## Homework

Workbook, Exercises 1–2, page 38

Optional task: Workbook, Exercise 3\*, page 38 (for those who wish to get additional professor's points)

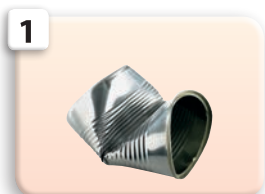
**1** Wpisz brakujące litery.

- 1 wardr o b e
- 2 cupb o a r d
- 3 armc h a i r
- 4 bookc a s e
- 5 tab l e
- 6 sof a
- 7 drawe r
- 8 cha i r
- 9 pos t e r
- 10 carp e t

**2** Połącz wyrazy o znaczeniu przeciwnym.

- |        |         |
|--------|---------|
| 1 come | a close |
| 2 take | b go    |
| 3 open | c catch |
| 4 drop | d put   |

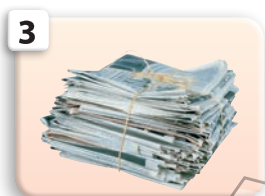
**3** Wymień nazwy rodzajów odpadów.



**1** metal



**2** glass



**3** paper



**4** food waste



**5** plastic

**4** Popatrz na obrazek. Napisz pytania zaczynające się od słowa *Where ...?* i odpowiedz na nie.



- 1 Where is the wallet? It's under the chair.
- 2 Where is the Frisbee? It's under the bed.
- 3 Where is the mobile phone? It's on the desk.
- 4 Where is the key ring? It's on the floor.
- 5 Where is the skateboard? It's in the wardrobe.
- 6 Where is the poster? It's on the wall.

**5** Napisz polecenia, używając podanych wyrazów.

- 1 open (X), school bag  
Don't open the school bag.
- 2 close (✓), drawer  
Close the drawer.
- 3 drop (X), computer  
Don't drop the computer.
- 4 catch (✓), Frisbee  
Catch the Frisbee.
- 5 put (✓), pencil, shelf  
Put the pencil on the shelf.

**English to go**

**6** Wpisz brakujące litery.

- 1 Gre a t!
- 2 You're wel c o me.
- 3 Tha n ks.
- 4 Bri l l i a n t!
- 5 No pro b l e m.
- 6 Thank you ve r y much.



### Aims

Students will:

- revise the language structures and vocabulary from Unit 4.

### Grammar

Revising structures and notions already taught

### Vocabulary

Revising vocabulary already taught

### Functional language

Revising functions already taught

### Extra materials

TRF, Extra teaching resources Unit 4 Lesson 8 – Dice (one copy per class, for Warm-up)

## Warm-up

- If you have not made the dice yet, cut out two cube maps (one containing prepositions, the other places), and prepare two card dice. You may want to glue the maps on cardboard first, so the dice are better quality. (If you lack time or find it difficult to make the dice, cut up the cube maps and use the words separately. Put them face down in two different piles.)
- Divide students into groups of four. In turns, the groups throw the dice, and have 30 seconds to come up with a sentence following this procedure: if the dice show *under* and *bed*, they should form a sentence eg *My wallet is under the bed*.
- Warn the groups that their sentences cannot be repeated. Give points for each grammatically correct sentence produced within the 30-second time limit.
- Set a time limit for the game, eg five minutes.

## Development

### 1

- Ask students to name any words to do with rooms they remember, and to write them on the board.
- Tell students to guess which word group the words belong to (*Furniture and decorations*). Ask them to complete the words.
- Check the answers by asking individual students to say and spell the words out loud.

### 2

- Ask students to give you the opposites for some of the adjectives they learnt in Unit 3 (eg *small, long* etc.).
- Get students to match the opposite verbs. Check their answers by asking them to say verbs 1–4, and mime opposites a–d.

### 3

- Show students items made from different materials and ask them: *What's this material?*
- Ask students to look at the photos in the book and label the materials (not objects). Check orally.
- Encourage them to look around and try to find things which could be recycled instead of thrown into the waste bin. Ask them what type of material the things are made from.

### 4

- Ask students to locate six objects in the picture. Tell them to ask questions about their location and then answer them in written form.
- Check for accuracy by asking students to read their questions and answers out loud.

### 5

- Revise imperatives, giving students positive and negative commands: *Stand up! Open your bag! Take a pencil! Put it on the desk! Don't drop it!* etc.
- Remind students that a crossed picture or word will denote negation. Ask them to look at the example and write the other commands.

### Optional activity 1

- Ask students to choose one of the commands from Exercise 5, or to make up their own.
- Invite them to draw a sign illustrating their command. Tell them to write the written form underneath.
- Fold up the part of the drawing to hide the writing. Display the pictures on the walls, and run a contest, asking students to guess what the commands are about.

### 6 English to go

- Go through the words in the box. Ask students to complete the sentences, referring to the **Easy English** boxes and dialogues from Lessons 1–4 if necessary.
- Ask students about the situations where they might use these phrases.

### Optional activity 2

Encourage students to create mini-scenes using the phrases from Exercise 6. Ask them to think of the circumstances involved and mime a scene ending with a chosen phrase.

## Touchdown

- Play the 'Alphabet' game. Ask students to say a word starting with the letter of alphabet that you give them. Set the time limit of five seconds after which the students lose the opportunity to answer, and the letter goes to the next player.
- Walk around the classroom, giving students consecutive letters of the alphabet:

**Teacher** *Kasia, A.*

**Kasia** *Armchair. (The teacher gives Kasia a small prize eg a crayon)*

**Teacher** *Michał, B.*

**Michał** *Bookcase. etc.*

## Homework

Workbook, Exercises 1–5, page 39

Optional task: Workbook, Exercises 1–3, page 91

# UNIT 4



# Summary

## Vocabulary

Furniture		Furniture		Actions		Recycling	
chair	krzesło	armchair	fotel	come	przyjść	glass	szkło
desk	biurko	bookcase	biblioteczka	go	iść	plastic	plastik
drawer	szuflada	cupboard	szafka kuchenna	take	brać	food waste	resztki jedzenia
lamp	lampa	sofa	sofa	put	kłaść	paper	papier
shelf	półka	table	stół	open	otwierać	metal	metal
bed	łóżko	TV set	telewizor	close	zamykać		
wardrobe	szafa	floor	podłoga	drop	upuszczać		
poster	plakat	carpet	dywan	catch	łapać		
wall	ściana						

## Grammar

Użyj <b>in</b> , kiedy mówisz, że coś znajduje się w ...	It's <b>in</b> the bag.
Użyj <b>on</b> , kiedy mówisz, że coś znajduje się na ...	It's <b>on</b> the bag.
Użyj <b>under</b> , kiedy mówisz, że coś znajduje się pod ...	It's <b>under</b> the bag.
Zacznij pytanie od <b>Where...</b> , kiedy chcesz zapytać o to, gdzie coś jest.	<b>Where</b> is the watch? It's on the table.
Zacznij zdanie od czasownika, kiedy chcesz powiedzieć komuś, żeby coś zrobił.	<b>Open</b> the bag.
Zacznij zdanie od <b>Don't ...</b> , kiedy chcesz powiedzieć komuś, żeby czegoś nie robił.	<b>Don't</b> open the bag.

## Zapamiętaj!

Kiedy chcesz zapytać o konkretną rzecz, użyj **the** przed nazwą tej rzeczy. | Where is **the** cap?

## English to go

Brilliant!	Genialnie!
Great!	Świetnie!
Thanks, Carla.	Dzięki, Carlo.
Thank you, Carla.	Dziękuję ci, Carlo.
Thank you very much, Carla.	Bardzo ci dziękuję, Carlo.
You're welcome.	Nie ma za co.
No problem.	Nie ma problemu.
Don't mention it.	Nie ma o czym mówić.

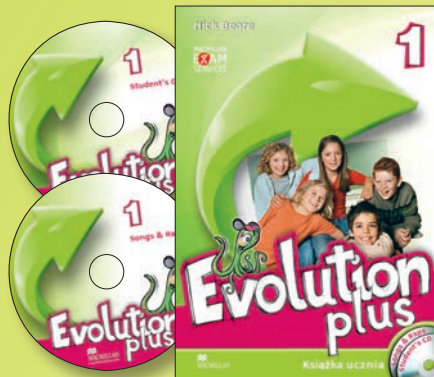




# Evolution plus

**Evolution plus** to nowoczesny kurs przeznaczony dla uczniów klas IV-VI szkoły podstawowej, pełen wyjątkowych rozwiązań:

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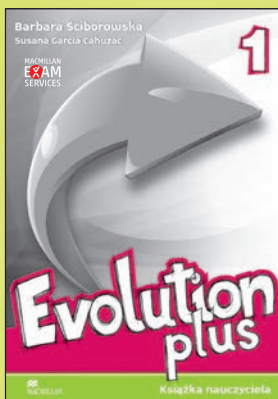


Książka ucznia + Songs & Raps CD  
+ Student's CD



Zeszyt ćwiczeń  
+ Workbook CD

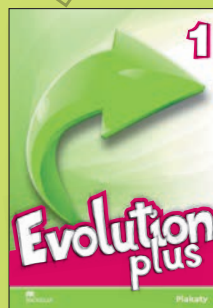
## Dla nauczyciela:



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