

## FRONT PAGE

## GETTING STARTED

- Say: *Mam dla was zagadkę. Napiszę coś na tablicy, a wy zgadnijcie, o czym będziemy się teraz uczyć.* Write a few animal sounds (in English) on the blackboard. Start with *woof, woof* (dog) and ask the children to raise their hand if they think they know what the lesson is going to be about. Ask the children who have raised their hands to whisper the topic to you. If they are correct, ask them to keep the topic a secret until more children guess.
- Repeat the procedure for *oink, oink* (pig) and, finally, *miaow, miaow* (cat). Do not imitate the animals either through movement or sound at this stage.
- Once all the children know the topic, write *ANIMALS* in capital letters on the blackboard. Ask the children which animals produce the sounds written on the board. If they can't guess, imitate an animal through movement, sound or both.
- Ask the children if they know names of any animals in English. Write them on the blackboard. Find out if the children know what sounds these animals make (in English) (e.g. cockerel – cock-a-doodle-do!, cow – moo, donkey – hee-haw, frog – grebet, horse – neigh, sheep – baa, snake – hiss). Do not introduce too many names of animals at this stage, though.
- In Polish, ask the children if anyone collects teddy-bears or dolls. Organise a quick poll. Find out from individual students how big their collections are, when they started collecting what they are collecting and who they got their first item from. Find out from other children what people often collect and why someone may decide to collect things.

## MOVING ON

 1 Listen, repeat and point.

- ▷ Mime and say: **Open your books at page 21.** Focus attention on the pictures of the collections. Point to each collection one by one and introduce the words: *stickers, figures, soft toys*. Model and drill the pronunciation, chorally and individually.
- ▷ In Polish, ask the children if they collect any of these objects.
- ▷ Focus attention on the collection of soft toys. Ask the children if they can remember the names of any of the animals. Elicit the answers.
- ▷ Present the names of the animals: *crocodile, tiger, donkey, polar bear, monkey, giraffe, zebra and hippo*. Say each word and drill the pronunciation. Write the word on the board. As you introduce the names, ask the children some additional questions about the animals (in Polish), e.g. where they live, what they eat, whether they have seen one, etc.
- ▷ Mime and say: **Look, listen and point.** Ask the children to work in pairs and check if their partner is pointing to the correct picture.
- ▷ Play the tape/CD. You may pause after each number to give the children some time to think about their answers.
- ▷ You may make the activity more complicated by asking the children to point to two or three pictures one by one (e.g. *Point to the tiger, the donkey and the figures*) and by quickening the pace of the activity.

## TAPESCRIPT

Number one – a crocodile  
 Number two – a tiger  
 Number three – a donkey  
 Number four – a polar bear  
 Number five – a monkey  
 Number six – a giraffe  
 Number seven – a zebra  
 Number eight – a hippo  
 Number nine – soft toys  
 Number ten – cards  
 Number eleven – figures  
 Number twelve – stickers



## EXTRA IDEA

You may use Flashcards 9B, 10B, 11AB and 12AB to present the names of the animals as well.



### EXTRA IDEA

- ▷ Play a miming game.
- ▷ You may either ask the children to choose one of the animals from exercise 1, come to the front of the classroom and imitate the animal through movement, sound or both for other children to guess.
- ▷ You may also play *Simon says* by giving the children instructions like *You are a crocodile. You are a hippo*. Praise the children who have given the best presentations.

## 2 Listen and answer.

- ▷ Revise the names of colours. Pre-teach *white, brown*.
- ▷ Explain to the children that they are going to solve some puzzles.
- ▷ Play the first question. Elicit the answers. Play the tape to check.
- ▷ Tell the children that if they think they know the answer to the question, they must raise their hand and wait to be asked. If they shout out the answer, they will not be allowed to play the game any more.



### EXTRA IDEA

- ▷ You will need Flashcards 9AB, 10AB, 11AB and 12AB for this activity.
- ▷ Show the children every flashcard, asking them to memorise what there is on both sides of each one. Give the children 15 seconds to study each side of the flashcard. The children mustn't take any notes.
- ▷ Choose one flashcard and have ready a plain piece of paper the same size. Hold up the flashcard covered completely by the paper. Pull it down to reveal the picture slowly.
- ▷ The children should guess what it is. Once they see enough to recognise the picture, they raise their hand. The first child to raise his / her hand gets to say what the picture shows. If he/she is right, he/she gets a point.
- ▷ For another point, the child should say what there is on the other side of the same flashcard.
- ▷ You may vary the complexity of the activity by asking the children to provide the noun only (e.g. *stickers – crocodile*), or the noun and the colour (e.g. *yellow and brown tiger – blue donkey*).

- ▷ Play the tape/CD, pausing after every question and eliciting the answer. Then play the recording to check the children's predictions.

### TAPESCRIPT

*It's black and white. What is it? (pause) It's a zebra.*  
*It's green. What is it? (pause) It's a crocodile.*  
*It's white. What is it? (pause) It's a polar bear.*  
*It's black and orange. What is it? (pause) It's a tiger.*  
*It's yellow and brown. What is it? (pause) It's a giraffe.*  
*It's black. What is it? (pause) It's a donkey.*  
*It's red. What is it? (pause) It's a monkey.*  
*It's blue. What is it? (pause) It's a hippo.*

- ▷ Ask the children some questions about the colours of the animals, e.g. *What colour is the giraffe?, What colour is the monkey?, etc.*

## 1. Ann has got eighteen stickers

Please note that each two-page Unit of *SuperKids Starter* provides enough material for **two 45-minute lessons**.

|                        |   |   |  |
|------------------------|---|---|--|
| <b>objectives</b>      | <ul style="list-style-type: none"> <li>• to ask and talk about possessions</li> <li>• to say how many of something someone's got</li> <li>• to count to 20</li> <li>• to ask and talk about one's collection</li> </ul> |   |  |
| <b>target language</b> | <b>active</b>   | <b>grammar / structures</b><br><ul style="list-style-type: none"> <li>• verb <i>have got</i> (interrogative sentences, short answers, contractions)</li> </ul>  | <b>vocabulary</b><br><ul style="list-style-type: none"> <li>• toys and collections: <i>cards, figures, soft toys, stickers</i></li> <li>• animals: <i>tiger, zebra, polar bear, crocodile, hippo, donkey, monkey, giraffe, parrot</i></li> </ul> |
|                        | <b>passive</b>  | <ul style="list-style-type: none"> <li>• <i>many / any</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>spaceship, jet ski, pet crocodile, helicopter, dancing bear</i></li> <li>• <i>triangle</i></li> </ul>  |
| <b>materials</b>       | <b>compulsory</b>   | tape/CD   |  |
|                        | <b>optional</b>   | <ul style="list-style-type: none"> <li>• Flashcards 1B, 2B, 3AB, 4AB, 9A, 10A</li> <li>• a set of Cuisenaire rods</li> <li>• three dice per pair of students (or 1 12-/20-sided one)</li> <li>• Copies of Photocopiable 5: <i>Animal Marathon</i>, page 111.</li> </ul> |  |

## LESSON 1

### GETTING STARTED

- ▷ Revise the numbers, 1 – 12. First ask the children to count from 1 to 12 and from 12 to 1. Ask the children about their possessions, e.g. *How many (pencils) have you got? How many (notebooks) have you got?*, etc.



#### EXTRA IDEA

You may use Flashcards 1B, 2B, 3AB and 4AB to revise the numerals.

### MOVING ON

#### 1 Look, listen and count.

- ▷ Write on the board:  
 $12 + 1 = \dots\dots$  and  $12 + 2 = \dots\dots$   
Ask a volunteer to come and do the sums on the board.
- ▷ Then say: **Twelve and one is thirteen** (point to the number). **Twelve and two is fourteen** (point to the number again). Model and drill the pronunciation, chorally and individually.



#### EXTRA IDEA

You may also use Flashcards 9A and 10A to introduce the numbers 13 and 14. Hold up the card and ask the children to count the stickers and the figures.

- ▷ Mime and say: **Open your books at page 22**. Focus attention on the numbers.
- ▷ Mime and say: **Look, listen and count**. Play the tape/CD. Pause after every number for the children to repeat it. Play the recording at least twice.
- ▷ Write different numbers on the board and elicit the words. Model and drill the pronunciation, as appropriate.
- ▷ Ask: **Czy liczebniki od 13 do 19 są do siebie jakoś podobne?** Elicit some ideas. Point out to the children that they all end in *-teen*. You may teach them the word *teenager*, if you wish.
- ▷ Ask the children to do the following sums:  
 $12 + 9 = \dots\dots$ ,  $20 - 13 = \dots\dots$ ,  $9 + 6 = \dots\dots$ ,  
 $4 \times 4 = \dots\dots$ ,  $18 / 2 = \dots\dots$ ,  $(8 \times 2) - 2 = \dots\dots$   
Ask volunteers to write the correct numbers on the board and read the numbers. If you have the flashcards, you may ask the children to add different objects presented in Flashcards 1B, 2B, 3AB, 4AB, 9A & 10A.

#### 2 How many triangles? Listen and join the numbers in 1 with lines. Use a ruler.

- ▷ Explain to the children that they should listen to the numbers carefully and join them as they hear them. Play the first two to make sure the children understand what to do.
- ▷ Play the tape/CD, twice if necessary.
- ▷ Pre-teach *triangle* by drawing the shape on the board.
- ▷ Ask the children to count how many triangles there are in their drawing. Ask them to compare their answers in pairs. Check with the whole group.

#### TAPESCRIPT & ANSWER KEY

Start at seventeen sixteen thirteen twenty seventeen fifteen  
twenty sixteen eighteen

There are 16 triangles

#### 3 Read and match the photos to sentences.

- ▷ Focus attention on the pictures of the collections. Revise the vocabulary by asking the children to point to some objects, e.g. **Point to the figures and the stickers. Point to the soft toys**, etc.
- ▷ Ask the children to match the pictures to the sentences describing the collections of Arthur, Brian, Claudia and Dona. Check with the whole group by asking: **Collection 1, stickers, belongs to.....?** (Dona), etc.

#### ANSWER KEY

a - 3 b - 4 c - 2 d - 1

#### 4 Listen and complete the sentences in 3.

- ▷ Mime and say: **Listen and complete**. Explain that the children should write the missing numbers in words.
- ▷ Play the tape/CD once without stopping. Ask the children to compare their ideas in pairs. Play the recording again, this time making a short pause between each child, if necessary. Ask the children to check their answers.
- ▷ Check with the whole group by asking questions such as **How many cards has Arthur got? How many stickers has Dona got?**, etc. You may want the children to answer using a full sentence but it's not absolutely necessary.
- ▷ Then ask **Has Arthur got any stickers?** Elicit the answer (*No, he hasn't*). **Has Dona got any figures?** (*No, she hasn't*) **Has Brian got any figures?** (*Yes, he has*). Exaggerate the word *any* in each question slightly. Write one of the questions on the board. Ask the children what *any* may mean. Elicit some ideas and provide the right answer if necessary.

#### TAPESCRIPT & ANSWER KEY

Male voice: Arthur, have you got any collections?

Arthur: I've got **fifteen** cards.

Male voice: Brian, have you got any collections?

Brian: I've got **thirteen** figures.

Male voice: Claudia, have you got any collections?

Claudia: I've got **twelve** soft toys.

Male voice: Dona, have you got any collections?

Dona: I've got **sixteen** stickers.

#### 5 Listen and sing.

- ▷ Mime and say: **Let's sing a song!** Get the children to say the lyrics with you before singing the song. This will help them pick up the rhythm and stress. Pre-teach *keep, shelf, many*.
- ▷ Play the tape/CD. Start singing and encourage the children to join in.
- ▷ Ask the children to open their books at page 21. Ask them to point to the kinds of collections as they are being mentioned in the song. Play the tape/CD again.
- ▷ Divide the children into two groups (in any way you wish). One group sings the questions, the other the answers.

## Homework Suggestions

- ▷ Workbook: exercise 1 (vocabulary) p. 10, exercise 2 (numbers) p. 10.
- ▷ The children draw and describe their collection (real or imaginary).
- ▷ Ask the children to do some sums, e.g.  $13 + 1 =$ ,  $20 - 18 =$ ,  $16 / 2 =$ ,  $5 \times 3 =$ ,  $(4 \times 5) / 2 =$ , etc.
- ▷ Ask the children to listen to the song at home.

## LESSON 2

### GETTING STARTED

- ▷ Revise the verb *have got*. Ask a few children about their possessions.
- ▷ Read the sentences in the *Have a look* box. You may wish to refer the children to the *Grammar Summary* section (page 84) for a visual reminder of *have got* (affirmative and interrogative sentences). You may also use a set of Cuisenaire rods to illustrate the rules.
- ▷ Sing the song from exercise 5.

### MOVING ON

#### 6 Ask your friends and complete the table.

- ▷ Ask the children to prepare four questions, following the example above the grid using the word-prompt from the table. Give them **2 – 3 minutes** for the activity and ask them to compare their questions in pairs.
- ▷ Explain that the children will have to ask four friends the questions which they have just worked on and make a note of their answers. Draw their attention to the fact that if they answer a question positively, they should say how many of something they've got.
- ▷ This is a mill-drill activity, in which there is bound to be some level of noise. You may wish to ask the children to be as quiet as possible so as not to disturb other teachers.
- ▷ Mime and say: **Stand up**. Allow about 6 – 8 minutes for the activity. Keep reminding the children how much time

they've got left so that the activity goes smoothly and the children manage to ask four of their friends.

#### 7 Look at the table in 6 and write about two friends.

- ▷ Give the children **3 – 5 minutes** for the activity. Monitor and offer help, if necessary. The children may need to be reminded about using the plural form of nouns.
- ▷ Ask two or three volunteers to read their descriptions.

#### 8 Play the game.

- ▷ Pre-teach *a spaceship, a jet ski, a talking parrot, a dancing bear, a helicopter*.
- ▷ The children play the game in pairs. First, ask each child to read the list and tick the things they would like to have. Stress to the children that they should create their 'make believe' world for the sake of this activity, and they can lie as much as they wish. The children should tick 3 – 5 objects.
- ▷ The children tick what they think their friend 'has got'.
- ▷ In turns, the children ask each other questions *Have you got a .....? Yes, I have. / No, I haven't*. For every thing they have guessed correctly, they give themselves a ✓, and if they were wrong, they write a ✗ in the last column.
- ▷ The winner is the child who has got more correct guesses.
- ▷ Compare the results in class.

## Homework Suggestions

- ▷ Workbook: exercise 3 (short answers, verb *have got*) p.10 and exercise 4 (sentences with verb *have got*) p. 10.
- ▷ The children write 3 – 5 sentences about the things they would like to have, e.g. *I have got a pet monkey. I have got money* (stress that it may be necessary to use a dictionary for this activity).
- ▷ The children write about the two friends they did not write about in exercise 7.

### PHOTOCOPIABLE 5: Animal Marathon

You may wish to do an additional activity with your students.

**For the additional activity go to p. 111.**

## 2. The tiger is under the table

Please note that each two-page Unit of *SuperKids Starter* provides enough material for **two 45-minute lessons**.

|                    |  |  |   |
|--------------------|--|--|---|
| objectives         | <ul style="list-style-type: none"> <li>• to ask and talk about possessions</li> <li>• to ask about and say where things are</li> </ul> |  |   |
| target language    | active   | <b>grammar / structures</b> <ul style="list-style-type: none"> <li>• verb <i>have got</i> (negative sentences): <i>haven't got / hasn't got</i></li> <li>• <i>Where is...?</i></li> <li>• definite article <i>the</i></li> </ul> | <b>vocabulary</b> <ul style="list-style-type: none"> <li>• prepositions of place: <i>in, on, under</i></li> <li>• <i>sweet, great, smile, scary, favourite</i></li> </ul> |
|                    | passive  |  | <ul style="list-style-type: none"> <li>• <i>dream, real</i></li> </ul>  |
| materials          | compulsory   | tape/CD  |   |
|                    | optional   | <ul style="list-style-type: none"> <li>• Flashcards 1B, 2B, 3AB, 4AB, 9AB, 10AB, 11AB, 12AB</li> <li>• a set of Cuisenaire rods</li> <li>• fragments of Camille Saint-Saëns' <i>Carnival of the Animals</i></li> </ul>           |   |
| ścieżki edukacyjne | edukacja czytelnicza i medialna (rozdzielanie komunikatów przedstawiających rzeczywistość i fikcję)                                    |  |   |

## LESSON 1

### GETTING STARTED

- ▷ Revise the names of animals. You may imitate some animals through movement, sound or both, and ask the children to provide the name, or you may ask them to imitate the animals themselves.
- ▷ Revise the names of school objects. You may simply hold up an object and elicit the name, or you may use Flashcards 1B, 2B, 3AB and 4AB to the same purpose.



#### EXTRA IDEA

- ▷ Pre-teach *jump, walk, swim, fly, run*.
- ▷ Stick Flashcards 1B, 2B, 3AB, 4AB, 9AB, 10AB, 11AB and 12AB on the walls around the classroom.
- ▷ Divide the class into two teams. Give each team instructions in turn, e.g. *Team 1, jump to the tiger. Group 2, fly to the rubbers, etc.*

### MOVING ON

#### 1 Look, read and answer.

- ▷ Hold up three or four objects and elicit their names. As if by accident, put one of the objects on your chair, not on the desk. Do it ostentatiously enough for the children to notice.
- ▷ Pretend wanting to ask another question but look puzzled (you may scratch your head if you wish). Ask, in a worried voice, **Where is the (pencil)?**, and pretend to be looking for it on the desk and in your pockets. Wait a few moments for the children to provide the answer in Polish. Say: **Yes, thank you! Here it is! It's on the chair. The (pencil) is on the chair.** Exaggerate the preposition slightly.
- ▷ Write **on** on the board.
- ▷ Using the same object, present the prepositions *in* and *under*.
- ▷ Mime and say: **Open your books at page 24.** Focus attention on the drawings. Elicit the names of animals which appear in the picture.
- ▷ Read out the first part of the text, getting the children to point to the animals as they hear their names.
- ▷ Ask the children to read the second part of the text and complete the blanks with the missing prepositions of place. Allow **2 – 3 minutes** for the activity. Ask the children to compare their answers in pairs.

#### 2 Listen and check.

- ▷ Play the tape/CD for the children to check their answers.

#### TAPESCRIPT

One. The polar bear is in the pencil-case.  
Two. The monkey is on the book.  
Three. The giraffe is under the schoolbag.

#### HAVE A LOOK: the

- ▷ Focus attention on the first paragraph of the text in 1. Say: **Przeczytajcie uważnie pierwsze zdanie. Jakie słowo**

**wo pojawia się przed nazwami pluszaków? (a) A jakie słowo pojawia się przed tymi nazwami w zdaniu 2, 3 i 4? (the)** Explain to the children that when we mention an object for the first time we use *a* with it, but when we talk about the same object again, we use *the*.

- ▷ Go through the *Have a look* box with the children, drawing their attention to the fact that in the second sentence we know exactly which tiger we're talking about (the one that belongs to Ellen and the one that is under the table).
- ▷ You may wish to refer the children to the *Grammar Summary* section (page 84) for a visual explanation of this grammatical problem.



#### EXTRA IDEA

- ▷ You will need Flashcards 9B, 10B, 11AB and 12AB for this activity.
- ▷ Show a student a flashcard and either ask him/her to describe where the animal is, or ask him/her some questions, requiring only a *yes/no* answer, e.g. *Is the donkey in the pencil case? Is it under the pencil case?*
- ▷ You may ask the children to ask each other similar questions about the flashcards.

#### 3 Look, read and write.

- ▷ Revise the prepositions *on, in* and *under*. Arrange a few school objects (rubbers, pencils, pens, school bags, pencil cases, etc.) in different ways and ask the children to say what is where.
- ▷ Ask the children to study the picture and the *Have a look* box and then answer the questions individually. Allow **3 – 5 minutes** for the activity.
- ▷ Ask the children to compare their answers in pairs. Check with the whole group by eliciting the answers to the questions.

#### ANSWER KEY

1. The polar bear is on the table.
2. The monkey is on the chair.
3. The crocodile is in the school bag.
4. The donkey is under the chair.
5. The giraffe is under the table.

#### 4 Talk to your partner.

- ▷ The children work in pairs. One of them closes his/her book and the other asks him/her questions about the picture in exercise 1 (Student A) and about the picture in exercise 3 (Student B). Then they swap roles.
- ▷ Before the activity, you may wish to give the children one minute to study the picture in silence, trying to memorise as many details as possible.
- ▷ Ask the children who remembered more in each pair.



#### Homework Suggestions

- ▷ Workbook: exercise 1 (prepositions of place) p. 11 and exercise 2 (mini-crosswords – adjectives) p. 11.
- ▷ The children draw some school objects. Then they find pictures / photographs of various animals (preferably the

- ones they have learnt during the lesson) and arrange the animals somehow in relation to the objects, e.g. they put an elephant under a desk. They label their collages.
- ▷ Ask the children to revise the names of colours and the adjectives used to describe people and objects (*long, short, etc.*).

## LESSON 2

### GETTING STARTED

- ▷ Revise the names of animals. Say a name of an animal silently to the class. Children lip read what you are saying and respond by saying the word out loud.
- ▷ Use Flashcards 9B, 10B, 11AB & 12AB to revise the names of animals and prepositions of place.



#### EXTRA IDEA

- ▷ You may ask the children to choose an animal and imitate it through a piece of music. The children may hum a fragment of a song or create their own 'piece' that would illustrate the animal they have chosen to be.
- ▷ It might be a good idea to use fragments of Saint-Saëns' *Carnival of the Animals*, which is a collection of short pieces which try to illustrate some animals musically. There are pieces devoted to a lion, hens, a donkey, a tortoise, an elephant, a kangaroo, fish, and others. Just playing a fragment and having the children speculate about the animal which the piece is trying to portray would get their imagination running wild!

### MOVING ON

#### 5 Listen to your partner and draw.

- ▷ Write on the blackboard: **Student A – page 71, Student B – page 75.**
- ▷ Divide the children into two groups or ask them to work in pairs and decide who's A and who's B in each pair. Mime and say: **Students A, open your book at page 71** (point to the page number on the board). Do the same for Students B. Ask the children to look only at their own picture.
- ▷ Explain to the children that they should take it in turns to describe their pictures to each other, saying where the animals are. The child who listens to the description should draw the appropriate animal in the right place.
- ▷ The children compare their drawings in pairs.

#### 6 Look and read.

- ▷ Mime and say: **Open your books at page 25.** Focus attention on the photograph. Elicit the names of the animals in it.
- ▷ Read the text aloud. The children should listen and point to the animal which is being described.
- ▷ Ask **What is his / her favourite toy? Has he / she got many soft toys? Are the toys nasty? Which toy has got small black eyes?**, etc.
- ▷ Introduce *sweet, beautiful, great, a smile, scary, old.*

#### 7 Listen and underline the changes.

- ▷ Explain that the children are going to hear the text from exercise 6, only a few words will be different. They have to underline the words which have been changed.
- ▷ Play the tape/CD. You may wish to pause for a short while after each sentence to give the children a few seconds to underline the altered words.
- ▷ Ask them to compare their answers in pairs.
- ▷ Play the tape/CD again. Ask the children to write the new word next to each sentence. Again, it may be necessary to pause the tape/CD for a short while to give the children enough time to write the new words.
- ▷ Check with the whole group.

#### TAPESCRIPT & ANSWER KEY

*I haven't got many soft toys in my collection, but all my toys are very nice.*

*My polar bear is **ugly**. It is white with small black eyes.*

*Look at the tiger. It's **pretty**. It's got a **short** brown and orange body and big green eyes.*

*The donkey is **tall**. It's got long ears and a beautiful smile.*

*My green crocodile is a bit **boring**. It's got a very big **nose** with long white teeth.*

*The brown monkey is very **nasty**. It hasn't got one ear, but it's my favourite toy.*

#### HAVE A LOOK: *haven't got / hasn't got*

- ▷ Write **I have got many toys** on the board. Ask the children to find a sentence in the text in exercise 6 which means the opposite to this one. Elicit the answer.
- ▷ Write **I haven't got many toys** below the positive sentence on the board. Underline **haven't** and using the finger-pointing technique described in the previous episodes, elicit the full verb form. Write it in brackets below *haven't*.
- ▷ Ask: **Co trzeba dodać do zdania twierdzącego, aby utworzyć zdanie przeczące? W którym miejscu trzeba dodać 'not'?** Elicit the answers.
- ▷ Ask the children to find an example of a negative sentence in the 3rd person singular in the text (*It hasn't got one ear*). Write it on the board. Again, make sure the children understand how the contraction *hasn't* has been formed.
- ▷ Go through the *Have a look* box with the children.
- ▷ You may wish to refer the children to the *Grammar Summary* section (page 84) for a visual explanation of this grammatical problem. You may also use a set of Cuisenaire rods to illustrate the rule.



#### EXTRA IDEA

Remember about the possibility of 'dramatising' the comic strip 'stories' given in the *Grammar Summary* section.

- ▷ Ask the children to work in pairs and write sentences correcting the 'incorrect' information in the text in exercise 6, e.g. *The polar bear isn't sweet. It is ugly.; The tiger hasn't got a long body. It's got a short body, etc.*
- ▷ Check the sentences with the whole group.

## 8 Choose a. or b. and do it.

- ▷ After the children have made their choice, explain that they should write a sentence or two similar to the sentences in exercise 6. They may follow the sentences as models.
- ▷ Ask the children to draw the animal of their choice. They can do it in class, or you may set the activity as homework.
- ▷ Ask individual children to read out their descriptions and show their drawings. If they have described their favourite soft toy, you may ask them to bring it to class.

## Homework Suggestions

- ▷ Workbook: exercise 3 (vocabulary) p. 11, exercise 4 (vocabulary) p.11.
- ▷ Exercise 8 (if not done in class).
- ▷ Ask the children to find out who the Queen of England is and where she lives.

## 3. Ready to Read

|                    |  |  |   |
|--------------------|--|--|---|
| objectives         | <ul style="list-style-type: none"> <li>• to listen to and read a story</li> <li>• to act out a story</li> </ul>                        |  |   |
| target language    | active   | grammar / structures   | vocabulary  |
|                    | passive  | <ul style="list-style-type: none"> <li>• revision of the material from Episode 3</li> </ul>                                  | <ul style="list-style-type: none"> <li>• revision of the material from Episode 3</li> <li>• palace, hat, car, carriage</li> </ul> |
| materials          | compulsory   | tape/CD  |   |
|                    | optional   | <ul style="list-style-type: none"> <li>• props to act out the story</li> <li>• Flashcards 1A &amp; 1B + headbands</li> </ul> |   |
| ścieżki edukacyjne | edukacja czytelnicza i medialna (rodzaje i gatunki przekazów medialnych; odróżnianie fikcji od rzeczywistości w przekazach medialnych) |  |   |

## GETTING STARTED

- ▷ Bring a photograph of Queen Elizabeth II to the class. Hold it up and find out if the children know who she is. Ask a few questions to check if the children know anything about her and her family, e.g. **What's her name?, Has she got a husband?** (Yes, she has) **What's his name?** (Philip) **Has she got any children?** (Yes, she has) **What are their names?** (Charles, Edward, Andrew and Anne), etc.
- ▷ Ask the children if they can remember what *król* is in English (the children have already seen the word in the first episode about the adventures of Hobo and Lord).
- ▷ Ask: **Czy w Polsce mamy króla lub królową? A mieliśmy kiedyś? Kto teraz rządzi w Polsce? Gdzie mieszka Prezydent? A gdzie mieszka Królowa?** Introduce Buckingham Palace. Find out if any of the children have seen it.
- ▷ Tell the children that in this episode, Hobo and Lord are going to visit Buckingham Palace.
- ▷ Ask the children if they can remember what Hobo and Lord did in the last episode (they ate books). Encourage the children to predict what may happen in this episode. Elicit some ideas but do not reveal what is really going to happen at this stage.
- ▷ Play the tape/CD. After the children have listened to and read the story once, ask them whether they have expected that something like this would happen in the story or congratulate those children whose predictions were correct / close.
- ▷ Play the story again. This time ask the children to listen only (books closed). Ask the children to raise their hand and put it down again whenever they hear an adjective (they may need to be reminded what an adjective is).
- ▷ Play the tape/CD. It may be necessary to pause the recording after the adjectives the children don't know yet, e.g. *stupid* or after colours, which many children do not take to be adjectives.
- ▷ Explain any other words and expressions which might be unfamiliar to the children: *Her Majesty, creature, room, guard, cat, hat, Don't be stupid, car, Wow!, Watch out!, carriage, petrol*. Write these on the blackboard.
- ▷ Ask the children to choose one of the words or expressions and think of a way to mime the word. Ask a few volunteers to come to the front of the class and mime the words for the other children to guess.
- ▷ Ask: **Czy myślicie, że królowej naprawdę nie stać na benzynę i dlatego jeździ karocą?**
- ▷ Ask the children if they have enjoyed the story and what the funniest bit was.

## MOVING ON

### 1 Listen and read.

- ▷ Mime and say: **Open your books at page 26.**
- ▷ Tell the children to use a sheet of paper to cover the comic strip. Demonstrate what you mean.
- ▷ Mime and say: **Listen to the story and read.** Explain to the children that they should uncover the pictures one by one as they are listening to the story.

### 2 Correct the sentences.

- ▷ The children work individually. Read the example to make sure they know what to do.
- ▷ Give them 3 – 5 minutes for the activity. Ask them to compare their answers in pairs. Check with the whole class.

### ANSWER KEY

1. The Queen hasn't got a small house. She's got a palace.
2. Her house isn't called Duckingham Palace. It's called Buckingham Palace.
3. The guard hasn't got a cat on his head. He's got a hat on his head.
4. Her Majesty hasn't got a big collection of stickers. She's got a big collection of cars.
5. The Queen isn't in the Rolls Royce. She's in the carriage.

### 3 Act out the story.

- ▷ Ask the children to work in groups of 4. The children should decide who plays whom in each group (Hobo, Lord, Queen, the guard).
- ▷ Ask each group to prepare a dramatisation of the story. Encourage the children to use their imagination when thinking about props: the carriage, the palace, cars, etc.
- ▷ You may wish to use Flashcards 1A and 2A to make headbands for Hobo and Lord (see *Episode 1*, page 16).

- ▷ You may first wish to ask the children to act out the story with the tape/CD narration, but do encourage them to do everything by themselves.



### EXTRA IDEA

Remember about the class Oscars (see *Episode 1*, page 16).



### Homework Suggestions

- ▷ Workbook: *Ready to read?*, p. 12.
- ▷ Ask the children to practise reading the comic strip.
- ▷ Ask the children to cut out the cards from the cut-outs section at the back of the book, put them in an envelope and bring them to the next class.
- ▷ If you want to organise a class exhibition of the children's collections, ask them to bring some items to the next class. If you'd rather not ask the children to bring their collections, ask them to bring a sheet of paper, some crayons / coloured pens & pencils.

## 4. Do-It-Yourself & The Game Corner

This section may be covered within one 45-minute lesson by shifting the project for homework or, if time allows, you may extend it into two 45-minute sessions with the *Extra Idea* activities.

|                           |   |  |   |
|---------------------------|---|--|---|
| <b>objectives</b>         | <ul style="list-style-type: none"> <li>• to make a poster / prepare a presentation of one's collection</li> <li>• to revise the material from <i>Episode 3</i></li> </ul>   |  |   |
| <b>target language</b>    | <b>active</b>   | <b>grammar / structures</b>  | <b>vocabulary</b>   |
|                           | <b>passive</b>  | <ul style="list-style-type: none"> <li>• revision of the material from <i>Episode 3</i></li> </ul>   | <ul style="list-style-type: none"> <li>• revision of the material from <i>Episode 3</i></li> <li>• <i>shuffle, player, the same, need, replace</i></li> </ul> |
| <b>materials</b>          | <b>compulsory</b>   | <ul style="list-style-type: none"> <li>• cards from the <i>Cut-outs</i> set in Workbook</li> <li>• sheets of paper, coloured pencils / pens (crayons), scissors, glue, etc.</li> </ul>         |   |
|                           | <b>optional</b>   | <ul style="list-style-type: none"> <li>• children's own collections</li> <li>• Flashcards 9B, 10B, 11AB, 12AB</li> <li>• copies of Photocopiable 6: <i>Mystery Animal</i>, page 112</li> </ul> |   |
| <b>ścieżki edukacyjne</b> | <ul style="list-style-type: none"> <li>• edukacja czytelnicza i medialna (wydarzenia z życia osobistego i społecznego jako inspiracja do samodzielnych rejestracji i twórczości medialnej: plakat / wystawa)</li> <li>• wychowanie do życia w społeczeństwie: wychowanie patriotyczne i obywatelskie (jednostka i grupa; życie w grupie)</li> <li>• edukacja prozdrowotna (podstawowe zasady i reguły obowiązujące w relacjach międzyludzkich)</li> </ul> |  |   |



### EXTRA IDEA

If you want to cover the whole section within a 45-minute class, it might be a good idea to start with the game and then proceed to the project, which the children can finish at home.

- ▷ Ask the children if collecting cards is popular with children their age in Poland. Find out why people collect cards and what they do to extend their collections.
- ▷ Find out what people collect most often. Ask the children if their parents / brothers and sisters collect anything. You may want to introduce the word *stamps* at this point.

## Do-It-Yourself

### GETTING STARTED

- ▷ In Polish, ask the children if they can remember what Ron Weasley and other children-wizards collected (*cards with famous wizards*). Ask if they can remember where the cards could be found (*chocolate frogs boxes*) and which card was especially popular (*Dumbledore*).

### MOVING ON

#### 1 Choose a. or b. and do it.

- ▷ If you decide to ask the children to bring their collections to school, it may so happen that very few children will actually have anything to bring. Those children who do not collect anything may be asked to draw a collection of anything they could collect if they wanted to. Also, if you decide to ask the children to bring their collections to



- school, you have to be careful about kids pinching their friends' belongings!
- ▷ Give the children plenty of time to complete their drawings or arrange their collections. Monitor the activity, asking the children questions such as: **How many (posters) have you got? Kiedy zacząłeś je zbierać? Od kogo dostałeś pierwszy? Z kim się wymieniasz?**, etc. Personal conversations like this one will make the children feel that their passion is treated seriously.
  - ▷ While the children are working on their projects, they are more than likely to want to borrow things from each other. Use this opportunity to introduce a few useful phrases such as **Can I have your (scissors), please?, Have you got (more glue)?, Is it your (newspaper)?**, etc. Write the phrases on the blackboard and encourage the children to use them when talking to each other.
  - ▷ Remind the children how much time they've got left. This will keep them focused on the activity and allow you to avoid many unnecessary distractions or misbehaviour.

## 2 Describe your collection.

- ▷ Give the children **5 – 7 minutes** to complete the note about their collection. It may be necessary to introduce the word *favourite*.
- ▷ Monitor the activity, offering help when needed.

## 3 Make a class exhibition of your collections and / or posters.

- ▷ Ask volunteers to present their projects to the class and read about their collection.
- ▷ Organise a wall display of the children's posters. If the children don't mind competing, you may organise a class vote for the best poster / the most interesting collection.
- ▷ Together with the children, you may count the items in their friends' collections.

# The Game Corner: Great Collections

## GETTING STARTED

- ▷ Divide the class into groups of 4 – 6. Give each group a word (not in the written form! whisper the word or mime it!) (any word from *Episode 3*), making sure the other groups don't know what it is. You may also give the groups one of the flashcards 9B, 10B, 11AB or 12AB.
- ▷ Explain that the children must make the letters to spell the word (on the flashcard) with their bodies. Give them a few minutes to prepare this.

## 5. Revision

The students should first work on the exercises one by one individually and then compare their ideas in pairs. Only then should you check the answers with the whole group. If the children have problems with some exercises, refer them to the appropriate section in the Student's book (including the *Grammar summary*) and the Workbook.

- ▷ Each group then takes turns to make the letters of their words with their bodies and to guess each other's words.
- ▷ Revise the verb *have got*. Use a soft ball or a crumpled sheet of paper. Say a very simple sentence in Polish. Throw the 'ball' to a child. He / She should translate the sentence into English and throw it back to you within 30 seconds. If he/she makes a grammar mistake or takes too much time, he/she is out of the game.

## MOVING ON

- ▷ Divide the children into groups of 4.
- ▷ Make sure all the children have got the cards to play the game.
- ▷ Explain the rules of the game. Demonstrate with a student to make sure everybody understands what the game is all about.
- ▷ Draw the children's attention to the rules section on the page and the *Game Words* glossary on the right. Tell them that they can always read the rules for themselves if they forget what to do.
- ▷ The children shuffle all their cards together and deal them amongst themselves.
- ▷ The aim of the game is to collect four cards with the same picture by asking other players for the cards the child needs. It is up to the child to decide which cards he / she wants to collect.
- ▷ Read the example of the dialogue. Pre-teach *Here you are; Sorry, I haven't got any; Thank you; Pity*.
- ▷ Explain that the 'donkey card' replaces any other card so that it completes the set once the child has collected at least three identical cards.
- ▷ Let the children play a few rounds of the game, changing groups if necessary to avoid boredom.

## PHOTOCOPIABLE 6: MYSTERY ANIMAL

You may wish to do an additional activity with your students.

**For the additional activity go to p. 112.**

## Homework Suggestions

- ▷ Workbook: Do-It-Yourself, p. 12 & Self-check 3, p. 13.



### EXTRA IDEA

If you notice that the children are growing tired of doing the exercises, you may always suggest they sing a song from *Episode 2* or act out the story from the *Ready to read?* section.

## 1 Complete the text.

- ▷ Ask each child to go over the material from *Episode 3* and choose 3 words he/she likes the most.
- ▷ The children work in pairs or groups of 3. They take it in turns to spell the word on each other's backs with a finger. The partner should guess what word is being spelt.

### ANSWER KEY

My friends, Jim and Tom, have got collections of football cards. My sister, Doris, has got about 20 soft toys. My brother, Derek, has got figures from the 'Harry Potter' and 'The Lord of the Rings' films. I've got a big collection of stickers.

## 2 Ask questions and give short answers.

- ▷ Revise the verb *have got*, using any of the activities and ideas from *Episodes 2* and *3* which you either haven't done before or which the children have enjoyed the most.
- ▷ Refer the children to the appropriate sections of the *Grammar Summary*. You may ask the learners to prepare a 'dramatisation' of any of the comic strips presented there.
- ▷ Use a set of Cuisenaire rods to revise *have got*. Provide a model of a positive sentence, assigning rods of different colours and lengths to the individual elements of the sentence. Demonstrate, or ask the children to demonstrate, how negative and interrogative sentences are made.
- ▷ Study the example with the children and then allow 3 – 5 minutes to complete the task.
- ▷ Check with the whole class.

### ANSWER KEY

1. Has Arthur got a jet ski? Yes, he has.
2. Have you got a grandma in Mexico? No, I haven't.
3. Have they got a talking parrot? Yes, they have.
4. Have they got a dancing bear? No, they haven't.
5. Have I got your spaceship? No, you haven't
6. Has Hank got a carriage? Yes, he has.

## 3 Complete the sentences with the words in the box.

- ▷ Focus attention on the picture. Elicit the names of objects and animals.
- ▷ Revise the prepositions of place by asking the children to arrange their own possessions, e.g. *Put your rubber in your pencil case. Put your schoolbag on your chair. Put your book on your head., etc.*

### ANSWER KEY

1. in
2. under
3. on
4. in
5. on
6. under

## EVALUATION BOX

- ▷ At the end of the lesson, draw the children's attention to the evaluation box at the bottom of the page.
- ▷ Ask them to go through *Episode 3* (in class or at home) and draw the smiley face in the box against the title of the unit they liked best.
- ▷ Organise the class vote for the most popular Unit / exercise. If it turns out that the children liked the song or the game the most, you may ask them whether they want to sing/ play it again.
- ▷ Ask the children to look at the work they have done in this episode. Elicit their ideas about what they have learnt and what they can now do and say in English.

## SAY AFTER ME

- ▷ Read the rhyme once or play the tape/CD. Ask the children to repeat the rhyme chorally and individually, all of it and line by line.
- ▷ Divide the class into two groups. The first group should read the first half of the rhyme and the second group should read the second half.
- ▷ Ask the children to write down a pair of rhyming words. Check with the whole class (*bear - chair*).
- ▷ Ask the children to mime the animals which appear in the rhyme through movement, sound or both as they are reciting the lines. You may also divide the children into four groups, assign an animal to each group and ask the children to stand up when they hear the name of their group in the rhyme and mime it.
- ▷ You may challenge the children by asking them to memorise the rhyme and organising a reciting contest. The winner is the child who makes the fewest mistakes.