

Aims**Vocabulary:** adjectives describing personality

(Człowiek: cechy charakteru)

Listening: for general understanding**Speaking:** giving an opinion**Optional materials:** sticky notes for the extra practice task**Happy goodbye**

Tell your students to make the correct face according to the adjective you say. Start off as a whole class activity, then you could do it with small groups / rows / tables of students as a competition.

Homework

Workbook, page 16

Lead-in

Tell your students to look at the picture on page 20 and count the total number of red / green / blue objects they can see.

**Phonics Rap**

1.31

Tell your students to stand up and pose like rappers (arms folded, with attitude) while they listen to the rap. Encourage them to move around like rappers and speak along with the recording but switch the volume off at the end of each line of the rap so only the students can be heard. Tell them to be as loud as they can. Gradually reduce the amount of the recording you play until they can say it on their own.

BRAINY fact

A rap fact: The fastest rapper in the world is Ricky Brown, also known as NoClue, from the United States. On January 15, 2005, he rapped 723 syllables in 51.27 seconds from his track (that's 14.1 syllables per second)!

after 5 Extra practice

Put your students in groups of 6-8. Give each group sticky notes (one per each student) and tell them to copy the eight adjectives, one on each note. Tell the students to open their books at page 21 and stick the adjective on each person according to their personality.

after 6 Skills note: Listening

Tell your students to listen to the recording from task 6 again and justify their answers.

Aims**Grammar:** Verb *be*: negative – long and short forms**Reading:** for detailed information**Speaking:** giving personal information**Writing:** describing oneself and classmates**Optional materials:** pieces of scrap paper for the extra practice task to make true / false cards.**Lead-in**

Tell your students to ask each other *How old are you?* and answer *I'm X*. Explain to them that they should start asking the question at both end of each row (at the front of the class and at the back) at the same time. When you say *Go*, one student at the front and one at the back of the class pose the question the student next to them at the same time. The question and answer dialogue continues along the rows towards the back and towards the front of the classroom at the same time. When the crossover happens towards the middle of the row, tell the students to continue in the other direction.

after Quick check

Write the adjectives from lesson 1 on the board (*friendly, shy, helpful, quiet, sporty, funny, kind*) and put the students in pairs. Student A tells Student B *Act shy*. Student B mimes being shy. The students should then swap roles and continue.

Grammar in context

Tell your students to find examples of three negative verbs in the blog.

G Grammar app

Tell your students to use their finger to cover the verb *be* in the table and test their partner on the negative long and short forms of the verb *be*.

after 1 Extra practice

Give each student two pieces of scrap paper. Tell them to write TRUE on one and FALSE on the other, using capital letters. The students should then close their books. Read the sentences from exercise 1 aloud again, or invent some extra true / false sentences yourself based on the blog. The students listen and hold up their piece of paper with TRUE or FALSE. Put the class into two big groups, count the number of

correct answers held up after each sentence by each group to give points.

Dyslexia tip: written work

Involve dyslexic students in oral activities and do not force them to read out written tasks. Monitor their work by helping with spelling and reading. Encourage pair and group work.

after 5 Fast finishers

If some students finish exercise 5 writing practice quickly, tell them to continue writing the blog with one more sentence about someone in the class.

Happy goodbye

Tell all the students to stand up. Say sentences using the adjectives from lesson 1 (*friendly, shy, helpful, quiet, sporty, funny, kind*). Have the students sit down if the sentence is true about them. Include some negative sentences to make it more fun and harder. Continue until all the students have sat down.

Example:

I'm sporty. / I'm helpful. / I'm not quiet. / I'm not eleven.

Homework

Workbook, page 17

Aims

Vocabulary: classroom objects and stationery
(*Edukacja: przybory szkolne*)

Listening: for detailed information

Speaking: asking for and giving prices

Lead-in

Organise a vocabulary brainstorm: put your students into groups of three and tell them to write a list of as many classroom objects as they can see in 1 minute and 30 seconds. Ask the group with the most words to read out their list. The others listen and tick off the objects on their own lists if they are said. Finally, the other groups can read the words that haven't been mentioned yet.

»after 1» **Vocabulary flashcards**

Stick the eight flashcards with objects round the classroom while the students are writing the brainstorm lists of vocabulary for the Lead-in. If you want, you could slightly hide the flashcards so not all of the images are able to be seen clearly (e.g. behind class posters, behind the board, the table, the door). Then, name one of the flashcards and ask the students to quickly look round the room and point to it. The fastest student(s) get a point, if you want. Continue until you have named all eight, then ask the students to cover their eyes, change the cards round and play again. This time tell a student to name the flashcard for the class.

»after 4» **Fast finisher**

Tell the student(s) to write a list of all the objects in his/her pencil case. Encourage them to include the colour and the correct article.

Example:

a red pen, a blue crayon, a green sharpener

BRAINY fact

The world's longest pencil (2015) is 459.97 metres long!

»after 5» **Extra task**

Tell your students to draw classroom objects on each others' backs instead of in the air and then to guess the objects.

»before 5» **Skills note: Speaking**

Before playing the game in exercise 6, elicit a written example of the dialogue which the students should then copy into their notebooks.

Example:

Customer: *Good morning, what is in your shop?*

Shop assistant: *A felt-tip pen, a ruler, ...*

Customer: *How much is the felt-tip pen?*

Shop assistant: *It's 2 pounds.*

Game

Tell your students to create a price list for four of their school products. Next, have them stand up and turn to the student behind them to make a pair. Then have them show the other student their list, but make sure they cover the prices by folding over the paper. They should then say the dialogue. Then, have them turn to the student opposite to make a new pair and say the dialogue again. Have them repeat this process with new partners as many times as you like.

Happy goodbye

Ask your students to sit with their pencil cases open. Say names of objects with a colour. If the students have the object in their pencil case, they get 1 point and then they should take the object out of their pencil case. The first student to empty their pencil case wins.

Example:

a black crayon, a blue gel pen, a yellow felt-tip pen

Homework

Workbook, page 18

Aims

Grammar: verb *be*: questions and short answers, wh-questions (*Who, What*)

Reading: for general understanding and detailed information about the story

Listening: for detailed information

Speaking: asking and answering questions

Lead-in

Tell your students to look at the whole cartoon in their student's books and answer these questions: *How many crayons can you see? (four) How many sticky tapes can you see? (one) How many rulers can you see? (zero)*

»after 1» Act it out

Divide the class into three groups. Group 1 is Professor Iggy, Group 2 is Ellie and Group 3 is Eddy. Play the comic conversation and tell the students to repeat their lines with their character twice, copying the pronunciation, and encourage them to add emotion to their voices. After practising, get the whole class to read their parts and have the conversation without the audio.

Dyslexia tip - reading aloud

Dyslexic students may be afraid of reading aloud. Play short fragments of the text, pause after each line and ask the students to repeat it in groups.

Useful!

Say sentences to the class with *It's time to ...*. The students should then listen and act out what it's time to do.

Example:

It's time to go! (Students close their books.)

It's time to read! (Students open their books and look like they are going to read.)

It's time to write! (Students get their pens out.)

Joke

When do computers go to the doctors?

When they have a virus.

**Life skills: Sources of information**

What could Professor Iggy do to feel better in this situation? Suggest these three ideas to the students and tell them to choose the one they like best to make Iggy feel better. Encourage them to add their own ideas if they can.

Idea 1: *Iggy should test his inventions more carefully before using them.*

Idea 2: *Ellie and Eddy could help Iggy write some instructions on how to use the inventions.*

Idea 3: *Iggy should invent machines which are small and not going to hurt him.*

Grammar in context

Before you start looking at the Grammar app table, ask your students to count how many questions they can see in the comic. (*Answer: 5*). Ask them how many questions start with *what?* (*Answer: 2*).

**Grammar app**

Tell your students to copy the grammar table into their notebooks and to colour-code it. Example: use a green pencil to copy all the short answers that start with *yes*, use a red pencil to copy all the short answers that start with *no*.

»after 5» Extra practice

After exercise 5, tell your students to have a similar conversation in pairs but to also spell their surnames. Their partner can write it down.

Example:

What's your surname? Kowalski.

How do you spell it? K-o-w-a-l-s-k-i.

Happy goodbye

Ask the class questions similar to those in exercise 6 (Colourful questions). Tell the students to raise their left arm if they want to say NO! and to raise their right if they want to say YES! Tell them to remain silent. Anyone who shouts out the answer loses a point.

Example:

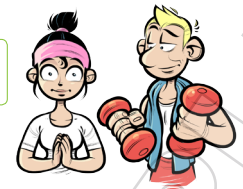
Is Ana a girl? (Yes – right arms up).

Am I a student? (No – left arms up).

Homework

Workbook, page 19

Here are some activities to get your brain working!



Aims

General aims: Revision of vocabulary from lessons 1-4 (stationery, adjectives describing people) and grammar (verb *be* – negative and questions, *wh*- questions)

Special aims: logical thinking (solving a riddle, reading a hidden code), mathematical thinking (completion of a shopping list), spacial thinking (finding the start of game and following the route round to the finish), noticing (Iggy's task)

Lead-in

Tell your students to name one item of clothing they can see on page 26 which is blue (jacket, sweater), and one which is red (shirt).

ex 3

Clue: Letters follow the alphabetical order.

ex 4

Clue 1: The bag can be found in Lesson 1.

Clue 2: Use adjectives from the box on page 20 to describe Jeff, Lisa, Ruby, and Zac.

ex 5

Clue 1: *Is she sporty?* Find an answer with *she* (not *he*).

Clue 2: *What are they?* Find an answer with *they* (not *it / she / he*).

Encouragement note

Tell your students to work with a partner. Encourage them to have the same answers and help each other.

Ask (in Polish if necessary): *Do you have the same answers? Can you help your partner?*

Joke

Why is six afraid of seven?

Because 7 ATE 9.

Happy goodbye

Tell your students to write a number between 1 and 10 on their hand in secret. Tell the students to stand up. Start saying random numbers between 1 and 10. When a student hears the number he/she has on his/her hand, he/she sits down. Continue until all the students are sitting down.

Homework

Workbook, page 20

Aims

Vocabulary: countries (*Człowiek: dane personalne*)

Functions: Asking for and giving personal information (name, country), making invitations giving and receiving personal information in a dialogue

Lead-in

Ask your students what places they go to a lot in their free time. Try to elicit *park*. (Example answers: school, home, dance class, park, cinema, etc.)

»after 2» **Vocabulary flashcards**

Divide the students into two groups. Flash the flashcard of a flag for one of the countries in exercise 2 quickly at the students in Group A. They should raise their hands to tell you the country. Flash a different flashcard to Group B. And so on. Give points for naming the country correctly.

«before 3« **Extra practice**

Make exercise 3 easier by writing the words from the gaps on the board (in a mixed order) for the students to choose from:

are name's What's from cool meet play.

»after 3» **Fast finishers**

Tell your students to copy the list of countries from exercise 2 into their notebooks.

»after 4» **Extra practise**

Write the lines from the dialogue with Maria (picture 1) on the board in a mixed order. Tell the students to put the lines in order and copy the dialogue correctly into their notebooks.

*Where are you from?
My name's Maria.
Oh, that's cool!
Nice to meet you.
Hi. I'm Ana. What's your name?
I'm from Spain.*

Answers

Hi. I'm Ana. What's your name?
My name's Maria.
Nice to meet you.

Where are you from?

I'm from Spain.

Oh, that's cool!

Fast finishers

Write the names of some of the countries in exercise 2 on the board quickly but with the vowels missing. The students should copy the incomplete words and fill in the vowels to spell the countries correctly in their notebooks.

Example:

Fmc, Plnd, Grmny, etc

Happy goodbye

Whisper the name of a country from this lesson to one student at the start of a row. The students pass the whisper on until everyone in the row has heard and passed it on. When it gets to the final student, he/she can write the word in their notebook to show you or just shout it out.

Homework

Workbook, page 21



Aims

Culture: presentation of flags of different countries around the world

Reading: for detailed information

Writing: describing flags

Optional materials: stickers or stars as rewards / prizes

Lead-in

Ask your students to draw any flag they know in their notebooks and tell you the country it is from.

Culture note

Why do we have flags? Flags show that we are in a community, or nation (and that we share beliefs, goals, rules and regulations). Every country has got a specific flag as their national symbol. The first flags to represent countries / nationalities were made in the 18th century.



Around the world

Option 1: Read the note box with your students and ask them to guess why the colour red is associated with La Tomatina.

Option 2: Play the video for the students and answer the question from the box. Write these additional questions on the board for the students to answer:

- 1
- 2
- 3

Answers

- 1
- 2
- 3

Option 3: Play the video for the students and do worksheet 2 (available on Brainy 1 DVD).

ex 5 Discover more

- Tell your students they can find lots of information about flags on the Internet.

Useful search words: *world flags for children / flag colouring pages.*

- Tell the students to finish the sentences when writing about flags:
The flag of _____ is _____ (add colours). It has a _____ (symbol / animal).
- Remind them to draw the flags you write about and colour them.
- Get them to make a poster for the classroom about flags of the world.
- Ask students to look at all the flags and remember to tell them they have done a great job!

BRAINY fact

How many people live in the USA / the UK / France / Poland? Write the numbers on the board and ask students to guess which number goes with the population of which country.
324,000,000 (the USA)
64,700,000 (the UK)
66,800,000 (France)
38,000,000 (Poland)

Happy goodbye

Put your students into groups of four or five students. Tell the class the name of a country. Have the students quickly draw and colour the flag of that country. The group that finishes the flag correctly may get a sticker or a star. Repeat with different countries if there is enough time.



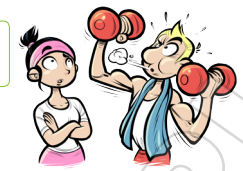
Life skills: Sources of information

Tell the students to discuss the questions in small groups of two or three. Ask them to make a list of the different sources of information they use. Tell them to put the sources into two groups: 1) reliable information 2) potentially unreliable information.

Homework

Workbook, page 22

Do our Revision workout. Go to page 126 and see what your prize is!

**Aims**

Revision of lessons 1-6 in a variety of controlled practice exercises

Optional materials: sticky notes (about three per student – you can use cut up pieces of recycling paper if you prefer)

Lead-in

Tell your students to open their books at page 29. Form your questions as a game to focus their attention on the content of the exercises:

- *In what exercise can you see the word TEACHER?* (exercise 2)
- *In what exercise can you see a red object?* (exercise 2 vocabulary – red sticky tape, exercise 1 grammar – red T-shirt)
- *In what exercise can you see the name LISA?* (exercise 3 grammar)

Freddie and Freda note

Tell the students to read the note and tell you what they think the prize might be before checking on page 126.

★ Star rating

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

before 1 Extra practice

Put your students into pairs. Student A covers their eyes or turns away from the board. Student B looks at the board. Choose and write one personality adjective on the board: *helpful, sporty, clever, friendly, kind, quiet, shy, funny*. Let Student B see it and rub it off yourself. Student B mimes the adjective for Student A to guess. Ask students to change roles and repeat the activity. Continue until all the adjectives have been recycled.

after 2 Extra practice

Tell your students to choose three objects from their pencil case and put them out in front of them. Give out sticky notes to the students (three per student). Tell the students to imagine the price of each object and write it on a sticky note next to the object.

Put the students in pairs and tell them to practise the dialogue from the shop.

Example:

How much is the ...?

It's 45 pence.

Evaluation

Ask the students to add up their points from all the tasks. Tell them to go to the Trainer's office on page 126 to collect their prize. Give the students who got a Get Fit Intensive Camp ticket the opportunity to improve by doing those more difficult exercises again with the help of a friend, perhaps a friend who won the Gold Gym pass.

Happy goodbye

Ask your students the questions below and tell them to lean (in their chairs) left if the answer is yes, and lean right if the answer is no.

Am I a teacher? (Yes – all students lean left)

Is ... from the USA? (No – all students lean right)

Is this a red crayon? (No ...)

Homework

Workbook, page 23

Extra practice: In the playground

Look at the table on the Vocabulary summary page and tell the students to put the words in order correctly in their notebooks. Ask the students in what kinds of situations they might use these phrases:

*and Come with play friends my.
cool, that's Oh!
are Where from you?*

Answers:

*Come and play with my friends.
Oh, that's cool!
Where are you from?*

Extra practise: Memory game

Have the students place six classroom objects on the table for their partner to remember. Their partner should then close their eyes while one (or two) object is removed and then their partner has to say which one(s) has disappeared.



Are you ready for extra vocabulary workout?

Revision card

Encourage your students to use the special bookmark they made in Unit 1. If any of the students have lost their bookmark, you can distribute distribute the templates available in Brainy klasa 4 Teaching Resource File.

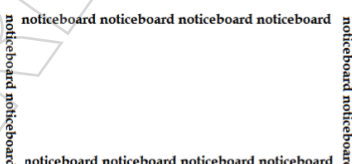
ex 1

Tell your students to swap the revision card to cover the Polish words and then the English ones. Then tell the students to get into pairs and test each other - student A says a word from the list in Polish and student B has to say it in English.

ex 2

If the students have difficulty remembering the vocabulary, tell them to draw the word in the shape it represents.

Example:

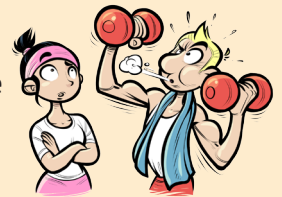


ex 3

The *What's missing* game is more difficult than simply testing yourself by covering one of the columns as in exercise 1. Students must remember all the words in the category because they haven't got a prompt in Polish to remind them. Encourage the students to practise on their own, with all three lexical categories. If they feel confident enough, ask them to play the game in pairs.

Freddie and Freda extra workout: listening

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



Listening 1

Read this description of Luke to the students twice, quite slowly. Tell them to write the words that describe him in their notebooks.

Luke is my friend. He's isn't shy. He's friendly, but he's quiet. I'm not quiet, but he's quiet. I'm not clever, but he's very clever. He's kind, too, and he's always helpful.

Answers

friendly, quiet, (very) clever, kind, helpful

Listening 2

Read the sentences in the affirmative to the students one by one. At the end of each sentence, stop and tell the students to write the negative for sentences 1-4 and the question form for sentences 5-8.

- 1 *He's quiet.*
- 2 *They're from London.*
- 3 *I'm a teacher.*
- 4 *We're helpful.*
- 5 *He's quiet. - Is he quiet?*
- 6 *It's a noticeboard.*
- 7 *They are rulers.*
- 8 *We are helpful.*

Answers

- 1 He isn't quiet. 2 They aren't from London.
- 3 I'm not a teacher. 4 We aren't helpful. 5 Is he quiet?
- 6 Is it a noticeboard? 7 Are they rulers?
- 8 Are we helpful?

Project note

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



Choose your grammar project!

Dyslexia tip - project work

To motivate dyslexic students, give two marks for the project: one for accuracy and another for content (layout, ideas, illustrations, etc).

Do not correct all their mistakes or cover their project with red pen. Make light corrections at the bottom of the page or on a separate piece of paper.

Project 1 Grammar poster

Look at the four grammar sections on page 31 and tell your students to choose one of them. Encourage the students to think about the grammar point they have chosen by asking them to think about whether they want to choose the one that is most difficult for them, the easiest, or their favourite.

Tell the students they will have to draw pictures to illustrate the meaning of the grammar or use real photos, e.g. printed from the Internet. Remind them to choose carefully, some grammar is not so easy to illustrate!

Project 1 is an opportunity for the students with good handwriting skills, drawing skills or design skills, who are perhaps not as good at English, to shine in class.

Project 2 Student's blog

For extra practice, start with a speaking practice exercise. Write the questions for each part of the table and then put the students into pairs to interview each other. They can interview more than one partner each. When they have finished speaking, if they find the writing difficult, write the following sentences with gaps on the board for them to copy.

*This is _____, He's _____ years old
and he's from _____. He is _____
and _____ but he's not _____.
He is friends with _____.*

As a class activity, stick the student blogs round the room with a sticky note covering the name of the student and tell the students to read the blogs and guess who they are about.